

Team User's Guide:

Positive School Discipline Course for School Leaders



By Carol J. Bershad, MS | John E. Hudson, EdM

Team User's Guide

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Introduction

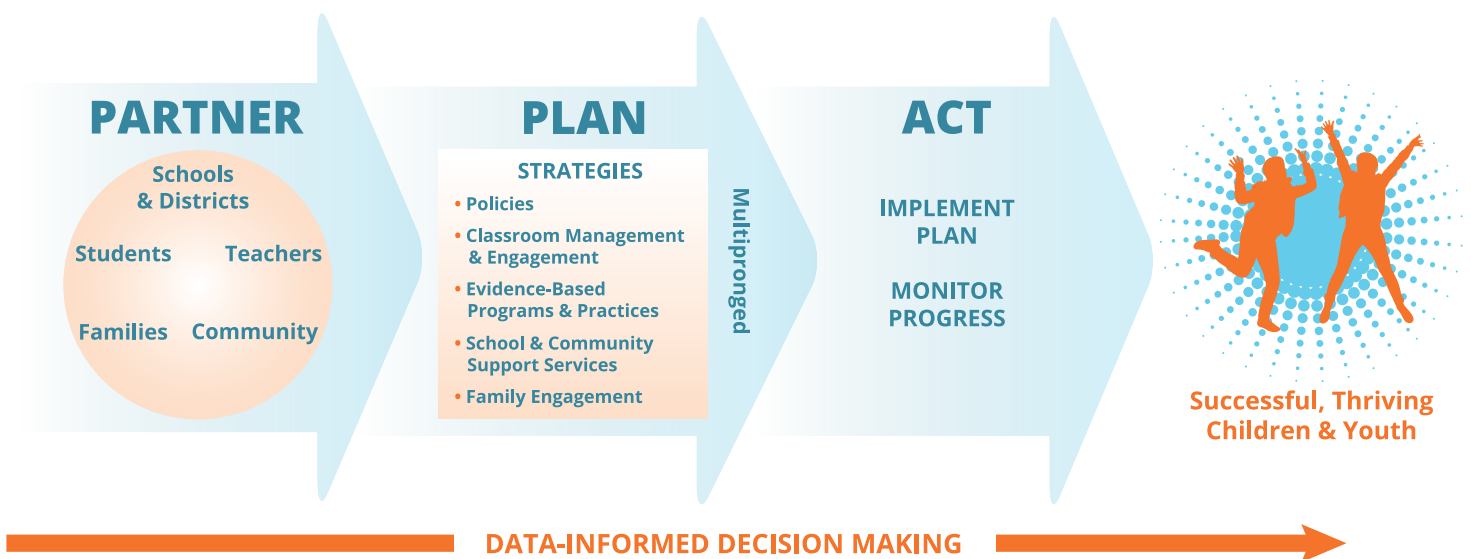
to the **Team User's Guide**

The **Positive School Discipline Team User's Guide** was created to support the Positive School Discipline E-Learning Course and to aid school and district teams in building their capacity and efficacy to implement a multipronged approach to Positive School Discipline.

We designed the e-learning course to introduce a framework and process for implementing comprehensive Positive School Discipline. This framework includes the 3 Bold Steps, a process built on years of experience with many school districts.

Framework

for **Comprehensive Positive School Discipline**



The framework provides a multipronged approach for addressing the complexity of school discipline challenges such as these:

- The negative impact of punitive discipline policies on student achievement and school climate
- The disproportionate application of these punitive policies and practices to black, Hispanic, SPED, economically disadvantaged, and other underserved populations

Because of the logistics of participants' busy schedules, the online course was designed to be completed by individuals, at their convenience.

However, this limits the community learning experience. Recognizing that teams of committed individuals have always been more successful than lone individuals in bringing about meaningful and lasting change, we strongly recommend that schools and or districts create teams to maximize the impact of the Positive School Discipline E-Learning Course.

To that end, we created this *Positive School Discipline Team User's Guide*. It is intended to guide school and district discipline-related teams of individuals who experience the e-learning course through deeper reflection, exploration, and application of the topics introduced. The synergy of teams can infuse this learning opportunity with expertise and wisdom, and spark creative ways of applying the framework and skills to their own context—where they can make a difference.

This team approach corresponds to the successful team experiences our school sites had with their Safe Schools/Healthy Students Initiatives. The “team” should reflect the diverse partners recommended by the Partner step in our Positive School Discipline process described in the course: ***Partner-Plan-Act (the Three Bold Steps)***.

Team Composition

Depending on your school or district community demographics (urban, suburban, or rural) and your size (large or small), your team composition will vary. For school teams, it is ideal to include district- and school-level administrators, teachers, support staff (counselors, psychologist, SPED staff), law enforcement officers, and, if possible, parents. For smaller districts, your team might consist of staff and administration from a 6–12 or K–12 building. Each school and district will be different, and therefore the composition of teams will vary. The key is to have a cross-section of stakeholders representing your school/district and community as part of the team.

Existing teams who might want to take this course together and use the guide:

- Campus or District Discipline Committees
- School Improvement Teams
- Professional Learning Communities
- Grade level teams
- Professional development cadres for aspiring administrators

Team Process

As you work through the course, here are some tips for using this guide with your team:

- Establish group norms that equally value each member's ideas and opinions.
- Agree on a time for completion for each module by all team participants, so that you can schedule a group session.
- Create a process for conducting sessions (e.g., set a regular meeting time, rotate the facilitator role for the group).
- Commit to completing all assignments in a timely fashion.

Organization of this Guide

This guide corresponds to the six modules of the online course:

Module 1: Introduction to Positive School Discipline

Module 2: Castle Hill Community: Dealing with Discipline

Module 3: Build Collaborative Partnerships

Module 4: Gather and Analyze Data

Module 5: Use Data to Plan a Multipronged Approach

Module 6: Implement and Monitor the Plan

The structure of each session is designed to lead teams through a deeper learning experience:

Objectives: Describes what learners will be able to do as a result of this session.

Reflecting on the Topic: Provides framing questions and an opportunity for learners to reflect more deeply on the topic, individually and then as a team.

Relating to Personal Experience: Connects the content to the team's varied experience and insights.

Building Understanding: Provides readings or activities for discussion to deepen knowledge about the topic.

Bringing it Home: Provides guidance on collectively applying the new learning and insights to the team's unique school or district context.

Thinking Ahead: Encourages learners to begin linking the content of the current module to the next one.

Exploring Further: Encourages learners to further explore related topics on the [Positive School Discipline Website](#), a repository of Real Stories from schools across the United States and a collection of vetted resources and tools.

This guide also includes related downloadable PDF documents and forms for use with activities in each module session. To download the fillable and savable version of PDFs for plan templates and other customizable PDFs, use the link within the module session.

Introduction

to Positive School Discipline

Objective(s)

Learner will be able to:

- ✓ Reflect on and discuss their personal experience with school discipline and the related underlying issues
- ✓ Examine their own beliefs about school discipline practices
- ✓ Describe the interrelationship of components of the Framework for Comprehensive School Discipline
- ✓ Discuss how the components of the Framework are currently being used in their district

Reflecting on the Topic

When discipline-related problems have arisen in your school and/or classroom, what are some of the underlying issues you've discovered? Jot down the issues individually and then discuss the following questions as a group:

- Are there common themes among the issues?
- What is your school or district doing to address them?

Relating to Personal Experience

Reflect on your educational career:

- Was there a time you dealt with an ongoing discipline issue with a student and eventually found out that there were underlying factors contributing to the problem?
- Describe the underlying factor or factors. How did that change the way you dealt with the problem?
- Did that understanding affect the way you dealt with discipline problems in the future?

Building Understanding

1. Consider each statement in the Module 1 Activity [Statements About School Discipline](#), and mark your level of agreement or disagreement on a continuum.
2. After completing your continua, review [School Discipline—What the Research Tells Us: Myths and Facts](#). Discuss with your team.

Bringing it Home

1. Read [Scenarios of Three Students: Renee, Samantha, and DeSean](#) and identify the underlying issues that contribute to the students' discipline issues. If these were students in your school or district, how would each situation be handled according to your school policy and practices?
 2. Are you currently using any components of the [Framework for Comprehensive Positive School Discipline](#) to enhance or support a current initiative in your district? Describe how.
-

Thinking Ahead

Can you recall a time when issues around school discipline appeared in your local paper? What kinds of issues were highlighted and how did your district respond?



Exploring Further

The [Positive School Discipline website](#) offers a wide variety of excellent resources, including the latest research findings, information about best practices, and Real Stories about schools that have successfully implemented Positive School Discipline.

Castle Hill Community:

Dealing with Discipline

Objective(s)

Learner will be able to:

- ✓ Reflect on and discuss the hypothetical situation and their personal experiences related to school discipline
- ✓ Identify and analyze school discipline-related challenges they have faced
- ✓ Describe the long-term impact of out-of-school suspension on secondary school students

Reflecting on the Topic

1. **Think about the news story you read:** [The Shocking Suspension Rate of Black and Hispanic Students Comes Under Fire.](#)
2. **With your team:**
 - Brainstorm possible causes of the disproportionate suspension rates for black, Hispanic, and non-English speaking students.
 - Putting yourselves in the role of the principal, discuss the actions you might take to address this issue, and prioritize the top five.

Relating to Personal Experience

Reflect on your educational career, beginning with your most recent experience:

- Describe what you consider to be the three biggest discipline-related challenges you have faced (organizationally or personally).
- For each, how were they addressed?
- Were you pleased with the outcomes? If not, what might have improved the outcomes?

Building Understanding

1. Before you read the article, answer the [True/False Questions for Suspended Education: Urban Middle Schools in Crisis.](#)
2. As you read the article, [Suspended Education: Urban Middle Schools in Crisis](#), use the following notations to record your responses to the content:

If the text . . .	Put this notation in the margin:
Confirms what you think	+
Contradicts what you think	-
Is new or interesting, or intrigues you	!
Puzzles you, confuses you, or leaves something unclear	?
Strikes you as important	#

3. Go back and look at your True/False answers and see if you would change any.

4. *Individually, answer the focus questions below:*

- What data support the statement that “suspension at the middle school level has significant long-term repercussions?”
- What does the research suggest those long-term repercussions might be?

5. Reconvene and discuss the focus questions with your team.

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Bringing it Home

After completing the Building Understanding activities, what next steps about school discipline practices might you suggest for your school or district?

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Thinking Ahead

In this time of diminishing resources, what school and community partners might serve as valuable resources in addressing the Castle Hill discipline challenge, and why?

.....



Exploring Further

Read [Breaking Schools’ Rules: A Statewide Study of How School Discipline Relates to Students’ Success and Juvenile Justice Involvement](#) in the Positive School Discipline website’s Resources section.

Build

Collaborative Partnerships



Objective(s)

Learner will be able to:

- ✓ Identify categories of internal and external partners and stakeholders who might be invested in addressing the Castle Hill school discipline challenge
- ✓ Articulate what is in it for each partner (i.e., what the benefits are) and why that partner should participate
- ✓ Construct a persuasive communication to engage specific partners
- ✓ Identify ways to effectively involve specific partners

Reflecting on the Topic

In disciplining a particular student, you discover that the family has a variety of health, behavioral, economic, and other issues that contribute to the student's underlying behaviors (attendance, truancy, disruptive behavior, etc.) that often result in suspension.

- How could partners, both internal and external, support this family?
- List and describe potential contributions.

Relating to Personal Experience

1. Describe a positive experience of being involved in a collaborative partnership charged with addressing a challenging situation.
2. What convinced you to become engaged? What kept you involved in this partnership?
3. Who were the other partners, and what did they contribute?
4. How was a collaborative partnership more effective than an individual effort?
5. How could this positive collaborative experience influence how you address school-based discipline challenges?

Building Understanding

1. Read [Engaging Stakeholders—Creating a Broad Coalition](#), and then consider the following questions:

- What could each stakeholder contribute to community concerns, and how might each stakeholder benefit?
 - What stakeholders/partners would you invite to help address the discipline challenge described in the Castle Hill news article?
2. Consider the term collective impact. What does this phrase mean to you?
 3. Read [Channeling Change: Making Collective Impact Work](#). Reflect on the following questions, and then discuss them with your team:
 - From your perspective, what was the most powerful idea or learning you identified in this article?
 - What ideas about collective impact might you apply to addressing the Castle Hill school discipline challenge?
-

Bringing it Home

1. With your team, select a discipline-related challenge you currently face in your district or school. Identify between five and seven stakeholders you would want to involve as partners in addressing this challenge. Describe why these folks should be concerned about the challenge and the approach you would use to engage them (i.e., create a persuasive argument). Refer to [Benefits for Potential Partners: What's In It for Them?](#) and [Making the Case: Mobilizing Stakeholders to Take Action](#).

Note: Another approach is to assign one or two stakeholder groups to each team member and have them complete this task individually. Team members then reconvene and combine their efforts to create a strategy for engaging partners.

2. Write letters to both an existing partner and a potential partner to persuade them to join a community-wide initiative to address the discipline challenge you identified. You can link to [Letter from Principal to an Existing Partner](#) and [Letter from Principal to a New Partner](#) as resources to help you craft your own letter.
-

Thinking Ahead

1. Using the challenge identified in Bringing It Home, brainstorm all the data categories you might need to collect and analyze in order to do the following:
 - Provide direction
 - Target strategies and interventions
 - Monitor progress toward addressing the discipline challenge

2. Identify if these data exist or if they will need to be collected and, if the latter, how they might be collected.



Exploring Further

To explore how to work cooperatively with partners, see [How Do We Create an Agreement for Working Together?](#)

Gather and Analyze Data

Objective(s)

Learner will be able to:

- ✓ Describe relevant data and sources for school discipline-related issues
- ✓ Analyze school suspension and referral data to determine patterns
- ✓ Identify ways to use relevant data to inform decisions
- ✓ Review and assess district and school disciplinary policies, practices, and programs to determine if they are comprehensive and multipronged
- ✓ Map the current resources available in their school and district at different grade levels and tiers within the pyramid of interventions

Reflecting on the Topic

1. List the kinds of data that would be most helpful when addressing student discipline issues.
2. Prepare a brief statement (one or two paragraphs) for the Castle Hill School District Board explaining the major findings of the Castle Hill data analysis completed in Module 4 of the on-line course. Include some possible reasons for the disproportionality found.
3. Share with your team your answers to the focus questions and any other thoughts about the article.

Relating to Personal Experience

Share a time when access to a range of data enabled you to gain a deeper understanding of a student's behavior or academic performance and then effectively work with the student, teacher, and family to make a positive change.

Building Understanding

As you read the article [Discipline Policies, Successful Schools, and Racial Justice](#), use the following notations to record your responses to the content:

If the text . . .	Put this notation in the margin:
Confirms what you think	+
Contradicts what you think	-
Is new or interesting, or intrigues you	!
Puzzles you, confuses you, or leaves something unclear	?
Strikes you as important	#

2. Individually answer the focus questions below:

- If the review and analysis of discipline data were a prime factor in determining your school's ranking in state and federal assessment programs as well as your own performance evaluation, how would your school fare? How would you fare?
- Besides student behavior, what factors can influence schoolwide discipline and climate?
- How do you currently address these factors?

2. Reconvene and discuss the focus questions with your team.

Bringing it Home

1. Analyze patterns in your school suspension and office referral data. Compare these data to district and state data, if accessible. ([Use Data-Based Decision-Making](#) as a resource.)
2. As a school or district, are we or should we be collecting data in each category below? What might we learn from these categories to help us better address discipline issues?

Details on office referrals:

- Grade level
- Referring person and department
- Date, location, and time of incident
- Prior actions taken by the referring individual (teacher, administrator, bus driver, etc.):
- Referred/evaluated for SPED, 504, ELL
- Review of discipline history
- Review of student current academic standing/performance

Consequences (action) by the administrator handling the incident (from least severe to more severe):

- Parent call
 - Parent conference
 - Warning
 - Referral to counselor
 - Detention (after school, during lunch, on a Saturday)
 - ISS
 - Community service
 - Mediation
 - Diversion program
 - OSS
 - Removal to disciplinary campus, etc.
3. Describe the continuum of consequences on your campus for student office referrals, beginning with the least severe.
 4. Conduct Resource Mapping about school discipline, using [What is Being Done to Address This Issue?— Resource Mapping Tool](#).
 - Create a map for elementary, middle, and high school levels that includes each multipronged strategy category.
 - Review the map to see whether your current resources address the root causes of suspensions.

Thinking Ahead

Based on your data analysis, describe the key components of a multipronged approach to be included in a discipline plan for your campus. Use the [Framework for Comprehensive Positive School Discipline](#) as your guide.



Exploring Further

- Review [Early Warning Systems: Helping to Prevent School Dropouts](#).
- See [The Importance of Disaggregating Student Data](#) in the Positive School Discipline website's resource section.

Use Data

to Plan a Multipronged Approach



Objective(s)

Learner will be able to:

- ✓ Use their school or district data to describe a school discipline challenge to be addressed in a Positive School Discipline plan
- ✓ Describe how evidence-based programs and practices (EBPs) are being used in real school settings
- ✓ Compare EBPs on selected criteria
- ✓ Describe and give examples of how the strategies of a multipronged approach are used in their school or district
- ✓ Create a comprehensive list of programs, policies, and/or practices that currently exist within their own school or district for the five strategy prongs
- ✓ Describe the components of a multipronged Positive School Discipline action plan

Reflecting on the Topic

1. Given the school or district data that you collected in Module 4, describe one overarching challenge your school or district needs to address with a Positive School Discipline Plan.
2. Fill in the Challenge column in the [Positive School Discipline Plan Template](#).

Relating to Personal Experience

Share a time when you were forced by policy to implement a consequence that you thought was unnecessarily harsh and/or exacerbated the situation rather than resolved it.

Building Understanding

1. Individually read at least five stories in the [Positive School Discipline Real Stories Gallery](#). Using the [Real Stories Worksheet](#) to record your information, for each story identify which of the five strategy prongs the site implemented, what partners were involved, and what level(s) of the intervention pyramid was addressed.
2. As a team, use the [Comparing Evidence-Based Programs and Practices \(EBPs\)](#) worksheet and the [EBP Fact Sheets](#) to compare the EBPs that address discipline-related challenges.

Bringing it Home

1. Review the results of your school's Resource Mapping in Module 4. Then complete the [Creating an Inventory of the Five Strategy Prongs](#) for your school or district's current discipline-related strategies.
2. Continue filling out your [Positive School Discipline Plan Template](#), adding any appropriate EBPs that you identified in the Comparing EBPs activity. Identify any missing prong strategies.
3. Review the exemplar [Action Plans](#) for a particular strategy prong. Using the [Action Plan Template](#), begin creating an action plan for each of your Positive School Discipline strategies.
4. When you have completed your action plans for each strategy, you will be ready to create an Evaluation Plan for each outcome in your Positive School Discipline Plan, using the [Outcome Evaluation Plan Template](#).

Thinking Ahead

1. As you move forward on implementing your plan, how will you know if your plan is succeeding?
 2. What indicators would provide evidence?
-



Exploring Further

- Check out [Supportive School Discipline: Snapshots from the Safe Schools/Healthy Students Initiative](#) to learn how other schools have successfully implemented Positive School Discipline.
- Learn more about restorative justice at [An Introduction to Restorative Justice](#).
- Review two good resources about PBIS: [Positive Behavioral Interventions and Supports: A Snapshot from the Safe Schools Healthy Students Initiative](#) and [PBIS Guide](#).
- Go over the fundamentals of social emotional learning at [Leading an SEL School: Steps to Implement Social and Emotional Learning for All Students](#).
- Continue to explore school discipline policies by reading [Addressing the Out-of-School Suspension Crisis: A Policy Guide for School Board Members](#).

Implement and Monitor the Plan



Objective(s)

Learner will be able to:

- ✓ Identify factors of successful change
- ✓ Describe critical steps in preparation for implementing both the plan and the programs
- ✓ Apply the Concerns-Based Adoption Model (CBAM) to implementation challenges

Reflecting on the Topic

1. Describe a time when a well thought out school or district plan failed to achieve its goals.
2. As a team, identify and reflect on factors that may have contributed to its failure.

Relating to Personal Experience

1. Have each team member describe an initiative he or she was involved in that went exceptionally well and identify the factors that contributed to its success.
2. Compile a team list of these factors.

Building Understanding

1. Read [The Process of Change](#).
2. Reflecting on that article, what you've learned in this course, and your personal experience with successful change, identify steps you could have taken to ensure the success of the failed program you described earlier.

Bringing it Home

1. As a team, review an action plan for one of your Positive School Discipline strategies. Using the CBAM, describe a response to any potential challenge during each CBAM stage of implementation. Use [What Concerns Do Our Stakeholders Have About This Change?—CBAM](#) to capture your responses.

2. Use the [EBP Implementation Checklist](#) to assess the Preparation and Implementation actions you have taken for each selected Positive School Discipline EBP.
-

Thinking Ahead

1. List the next steps for implementing what you've learned about Positive School Discipline in your school or district.
 2. Discuss how to ensure long-term success as you develop your plan. For example, how will you plan for changes in leadership, staff turnover, funding challenges, ongoing support, collaborating with partners, and communicating progress to stakeholders?
-



Exploring Further

- Review the Preparation and Implementation steps of the [EBP Framework](#).
- Link to [Resources](#) and [Tools](#) on the Positive School Discipline website.
- Review [Stories of Sustainability: Snapshots from the Safe Schools/Healthy Students Initiative](#).

Statements

About School Discipline

Directions:

- Write each of the six statements below on a separate piece of chart paper. Draw two Disagree-Agree continua below each statement.
- Place statements around the room.
- Ask team members to visit each statement and put their initials on the continuum, indicating their level of agreement.
- Discuss the responses to each statement.
- Once everyone has completed this, distribute copies of the NEPC Discipline Resource Sheet and have the team look it over.

Read and discuss each statement again. Ask:

- Does anyone want to revise his or her position? Return to the statements and write your current level of agreement on the lower continuum.
- Were there any surprises?
- How might this activity inform your future decisions and actions about discipline in your school or district?

-
1. Suspending disruptive students is necessary to make sure that well-behaved students are able to learn.
Disagree _____ Agree
Disagree _____ Agree
 2. Teachers/administrators need to suspend students to maintain order and safety.
Disagree _____ Agree
Disagree _____ Agree
 3. Rising suspension rates are a necessary response to increasing school violence.
Disagree _____ Agree
Disagree _____ Agree
 4. Students of color are suspended at higher rates because they misbehave more often.
Disagree _____ Agree
Disagree _____ Agree
 5. Suspensions are necessary to deter future infractions.
Disagree _____ Agree
Disagree _____ Agree
 6. Suspensions will get parents' attention and help curb misbehavior.
Disagree _____ Agree
Disagree _____ Agree

Scenarios

of Three Students: Renee, Samantha, and DeSean

Renee's Story: Elementary School Student

In the Classroom

- Renee is a third grade student who was tested at the end of last year, identified as gifted, and placed in the only grade 3 gifted classroom.
- Renee is constantly loud and disruptive, demanding the teacher's attention and often speaking out of turn. When she is not acknowledged immediately, she will get angry and yell, often using inappropriate language.
- Other students' parents have complained to the teacher because their children come home with stories of classroom disruption and being bothered by Renee.
- Today, when the teacher told Renee she would not be able to go to recess because of her behavior, she spit at the teacher. She was sent to the principal's office because of this incident.

Teacher's View

- The teacher has been in the assistant principal's office in tears on three separate occasions because, she says, she "cannot deal with this child."
- The teacher has asked that Renee be removed from her class.

Family Interactions

- On two previous occasions when the principal has conferenced with Renee's parents, the parents expressed their belief that the teacher treats Renee differently and that other students get away with behaviors that Renee is being punished for.
 - The principal is treading lightly because he knows that Renee's father was laid off from his job six months ago and that the family is under a lot of financial stress.
-

Samantha's Story: Middle School Student

In the Classroom

- Samantha is struggling academically and reads at a third grade level.
- Samantha's English and math teachers report that she cannot keep her hands to herself and is constantly out of her seat, disrupting the classroom.
- Samantha loves art and chorus and has had no problems in those courses or with her other elective teachers. However, she almost never participates in P.E., rarely even changing into her gym clothes, and she is failing this class.

- Today in English class Samantha pushed another student, who fell and scraped her knee, badly enough to make her cry and have to be sent to the nurse. Samantha was sent to the principal's office because of this incident.

Background

- Samantha is an overweight sixth grade student who has a history of missing a lot of school. (Last year she missed 19 days—more than 10% of the school year.)
- Samantha does not have any close friends and is often seen alone at school.

Family Interactions

- Samantha lives with her mother and her mother's boyfriend. The mother's boyfriend is often the one to drop her off at school when she has missed the bus.
 - Samantha's mother works nights and sleeps during most days, so the school has had difficulty contacting her to discuss Samantha.
 - When the school has been able to speak with Samantha's mother, she seems exasperated, saying that it is the "teacher's job to teach her." She indicates that she has no problems with Samantha at home and the teacher must not know how to work with her.
-

DeSean's Story: High School Scenario

In the Classroom

- DeSean was happy at the beginning of the school year and liked all his teachers
- Unfortunately, due to class overcrowding and contract-mandated class sizes, the counselor was forced to move DeSean to a different algebra class at the end of the first week. This meant that DeSean had to leave a teacher he liked as well as a number of friends in that class. The schedule change also meant that DeSean's lunch period moved from fourth hour to fifth, causing him to have a different lunch period from his close friends.
- DeSean began to cut algebra to have lunch with his friends. He also began coming late to algebra class, displaying anger when present, and being confrontational with the teacher.
- DeSean is currently failing algebra, and he earned a "D" in English at mid-term. However, he seems to be "holding his own" in most of his other classes.

Discipline

- DeSean is a 16-year-old ninth grade student who is being suspended for 5 days for repeated violations of school rules. Most serious is a recent confrontation with his fourth period algebra teacher. DeSean was involved in a verbal argument in class and dropped the "F bomb" on his teacher.

- The assistant principal has seen DeSean seven times in the first four weeks of school for various infractions, including cutting class, leaving campus without permission, excessive tardiness, insubordination, defiance of authority, and this final confrontation. He has been given warnings, multiple in-school suspensions, and after-school detention.

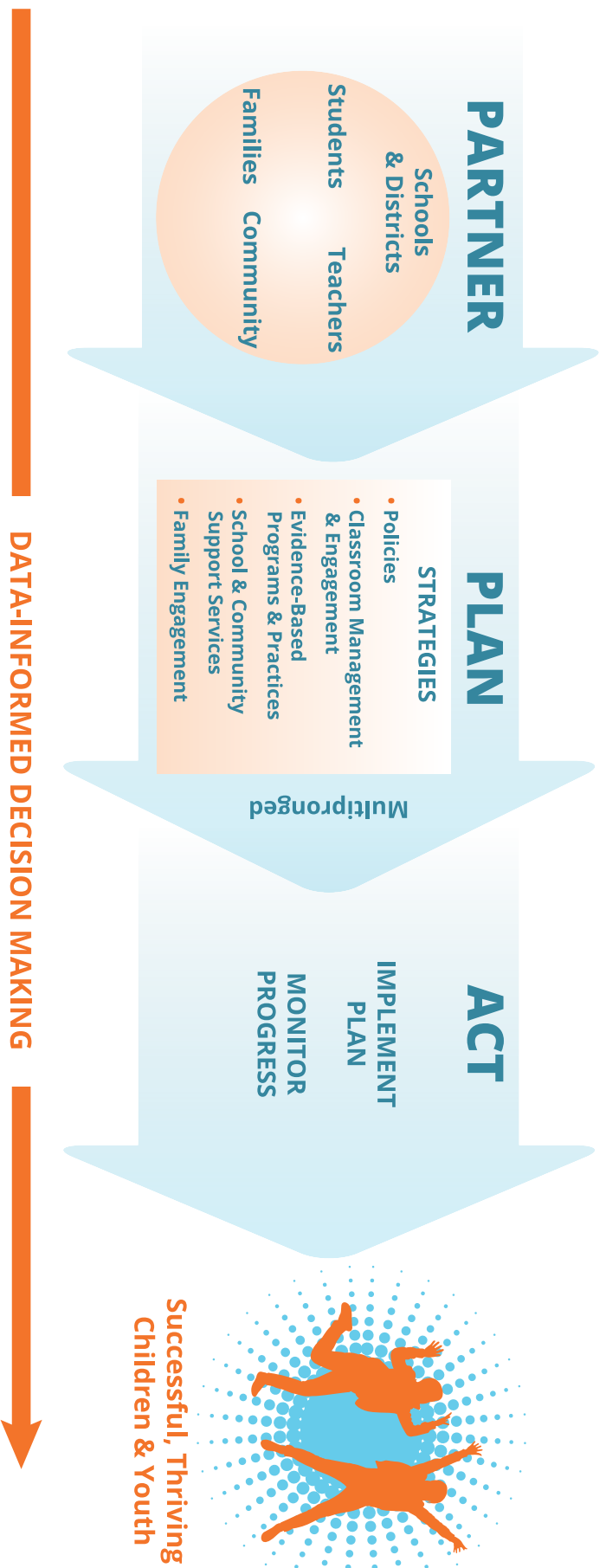
Background

- DeSean has struggled academically since middle school. He was retained in sixth grade and is currently two to three years behind grade level in reading and two years behind in math.
- DeSean lives with his mom and stepdad. His biological parents divorced when DeSean was entering third grade, and he and his mom went to live with his grandparents.
- DeSean's mom married his stepdad when he entered sixth grade. The school counselor met with DeSean and his mom that year to address DeSean's academic and behavioral problems. It was determined that he was "having difficulty" adjusting to all the changes in his life, particularly having a new person vying for his mom's attention. After this initial meeting, there was no follow-up.

Family Interactions

- DeSean's parents have been contacted by phone but have been unable to leave work to attend conferences.
- They have expressed dissatisfaction with the school for the way their son has been treated; in their view, DeSean's teachers pick on him and are too quick to blame him for minor offenses.
- A letter has been sent home informing his parents of his suspension.
- DeSean's mom works full-time at minimum wage, and his stepdad details cars at a local auto dealership.
- Due to financial problems, the family moved back in with DeSean's grandparents at the start of the school year.

Framework for Comprehensive Positive School Discipline



Shocking Suspension Rate of Black and Hispanic Students Comes Under Fire

The Castle Hill Interfaith Council (IC) leveled sharp criticism at the Castle Hill Independent School District over recently released state discipline data showing that African American, Hispanic, and non-English-speaking students are being disciplined at rates that range from two to four times higher than rates for white students at its 25 campuses.

IC President Reverend James Anderson and the IC executive council are demanding a meeting with the district superintendent and an investigation into what Reverend Anderson calls “discriminatory and racist practices.” He notes that long-term suspensions are often given to non-white students for minor infractions (e.g., tardiness, dress code violations, classroom disruption), citing a recent example of a 12-year-old black student’s five-day suspension for “inappropriate behavior” after being found with a cell phone in class.

“Unforgiving disciplinary policies are cutting short the futures of countless African American

students across the entire nation,” says an attorney for the Southern Poverty Law Center. “If school districts truly want to provide a quality education to all their students, they will reform these discriminatory policies.”

The League of United Latin American Citizens (LULAC) national policy platform also states that LULAC will fight against harsh discipline practices and zero tolerance policies that remove students from the classroom and keep them from learning.

The Castle Hill IC began investigating suspension cases after being contacted by members of their respective congregations who have children in the Castle Hill schools. District officials told the local media that they are currently gathering data and examining the allegations.

True/False

Questions for Suspended Education: Urban Middle Schools in Crisis

Before you read the article, answer the following True/False questions. After you've read it, revisit the questions to see how you did.

1. African American females are suspended at a higher rate than white males. T F
2. Low SES is a significant factor contributing to student suspensions. T F
3. The percentage of students being suspended for behavior considered *serious* or *dangerous* is approximately 40%, while the percentage of students suspended for behavior categorized as *disruptive* or *other* is approximately 60%. T F
4. Schools receive more negative attention for low test scores than for the disproportionate discipline and suspension of minority students. T F
5. Use of out-of-school suspension has been proven to be effective in reducing the rate of disruption and improving school climate by removing students who are chronic discipline problems. T F
6. Suspensions have been found to be a “reinforcer” rather than a “punisher” for inappropriate behavior. T F
7. Schools with higher rates of suspension and expulsion have poorer outcomes on state tests. T F
8. The attitude of the principal regarding zero tolerance, suspension and expulsion, and violence prevention strategies is a significant determinant of school climate. T F
9. For all subgroups there is a direct correlation between higher rates of suspension and higher rates of misbehavior. T F
10. Research suggests that the only choice for administrators is between frequent discipline (to establish order) and lax discipline (which undermines the established order). T F

Engaging Stakeholders— Creating a Broad Coalition

The Vail School District, 30 miles southeast of Tucson, consists of 432 square miles of isolated rural pockets of homes, with no social services, medical facilities, parks, libraries, public transportation, or recreational facilities. Since the early 1990s, the district has experienced steady, unprecedented growth, including a 48% increase in its student population in just three years, and has struggled to systematically unify a diverse and geographically challenged population. Despite the population increase, services for families remain dismally lacking—and because Vail is unincorporated, there are no local government officials or elected representatives to advocate for the community's needs.

The Vail C.A.R.E.S. SS/HS Initiative addressed the need for stakeholder involvement and empowerment by creating a Community Action Board (CAB) to be the “voice of the community.” To create this group, a committee comprising the SS/HS project director, the assistant superintendent, an early childhood specialist, and a mental health provider first identified strong voices from among a broad spectrum of the Vail population. Their list included business owners, members of sports organizations, parents, teachers, law enforcement officers, college faculty and staff, retirees, youth activity leaders, faith-based leaders, long-time residents, new arrivals, and other representatives from

each area of the community. The committee wrote letters, sent e-mails, and made phone calls to more than 250 people, 130 of whom agreed to attend a luncheon to discuss the assets and needs of the Vail community. At this meeting, participants were invited to serve on the new CAB, which would function as a driving force for positive change in the community. More than 60 people sent resumes to be considered for the 20 community positions on the CAB (joining 8–10 SS/HS staff members). The chosen CAB members represent a vast range of expertise and reflect Vail's diversity.

The CAB's first task was to develop bylaws and create three subcommittees to address Vail's priority areas:

- **Behavioral health:** This group will advocate for behavioral health services within the Vail community through needs assessment and resource development
- **Youth and out-of-school time:** This group will provide information to families about out-of-school opportunities and work to create new programs to meet the needs of students and parents
- **Early childhood:** This group will strive to connect all childcare providers and preschool programs in the district and support the development of quality early care and education

SS/HS staff facilitated the development of the CAB, with the intent of transitioning this role and ownership to the community members over time. At first, the SS/HS grant-paid CAB director worked with the subcommittees, each of which was co-chaired by a staff person and a community member. Later on, the community member assumed the chair role, supported by the staff member. Ultimately, the staff members withdrew completely to enable community members to govern the CAB by themselves. This transition in leadership has been an important element in sustaining the CAB beyond the life of the SS/HS grant.

Benefits for Potential Partners

What's In It for Them?

How could addressing the school suspension issue be a benefit for potential partners and their work? What might motivate them to take action? Here are some ideas for encouraging potential partners to get involved and work with you.

With fewer school suspensions:

- **Counselors and school psychologists** can meet the needs of more kids by spending less time “putting out fires,” which will likely result in more kids graduating from high school; they can increase their emphasis on social and emotional learning, which will help students get along with each other better and be more likely to succeed.
- **Schools and administrators** will have fewer drains on their resources (e.g., staff time, funding, class size, kids who repeat grades) and less disruption; students will have better test scores and grades and be less likely to drop out; faculty will be more satisfied and motivated; and more resources can be focused on learning instead of discipline issues. Staff evaluations tied to student outcomes will be more positive as students’ academic performance improves.
- **Teachers** will see their students more engaged and on track, with improved test scores and grades. More learning will happen in the classroom. Their evaluations tied to student outcomes will be more positive as students’ academic performance improves.
- **Parents** will know where their kids are during school hours; their kids will be less likely to engage in risky behaviors (e.g., substance abuse, unprotected sex, juvenile delinquency) and more likely to have long-term success. There will be less family turmoil, as their kids won’t be a drain on them, and they won’t have to leave work as often.
- **Students** will experience greater success in life. They will have increased access to higher education and better jobs, and fewer incidents of substance abuse, unintended pregnancy, juvenile delinquency, and unwanted sexual contact.
- **City government officials** will find it easier to gain financial and policy support for schools if the schools are positively perceived by the community.
- **Business community members** can attract more business and have a more highly educated pool of applicants.
- **Realtors** know that successful students and schools positively affect property values; reduced suspension rates will help them sell homes.
- **Shopkeepers and stores** will have more potential good workers to hire and more customers, who won’t be deterred by the sight of loitering students.

- **Higher education institutions** will have a greater pool of better-educated potential students.
- **Law enforcement and juvenile justice officials** will deal with fewer youth in trouble with the law and/or entering the juvenile justice system, allowing them to focus on other public safety issues. In addition, they might partner with supportive services, such as mental health providers and substance abuse counselors, so that at-risk youth are even less likely to enter or re-enter the system.
- **Community agencies** can spend their limited resources on the most critical needs, and focus on increasing protective factors within the community.
- **Faith-based organizations** will serve families who are feeling less stressed; they can spend more energy focusing on positive programs and services, such as mentoring.
- **Homeowners** will benefit from fewer kids hanging around outside of school, which means that they are less likely to have their property vandalized and that there's less crime in the neighborhood in general.
- **Youth-serving organizations** will spend less time dealing with disruptions and more time supporting and enriching students' lives.

Making the Case:

Mobilizing Stakeholders to Take Action

Identify the issue to be addressed (e.g., high rates of school suspensions) and carefully frame the message:

Provide local data	Use data to describe the scope of the problem; this will generate interest and attention and create a sense of urgency.
Create a simple graphic	Present the community data and any relevant trends or patterns, such as disproportionality, in a simple, visual format.
Use findings from national research	Use national findings to demonstrate the consequences of exclusionary, harsh discipline. For example, show how harsh discipline and discretionary use of suspensions results in a variety of negative consequences.
Describe the costs of inaction	Use local numbers to make the costs of inaction seem even more pressing. For example: <ul style="list-style-type: none"> • Number of suspensions X the classroom hours lost per suspension • Hours of administrator’s time spent dealing with suspensions • Cost to local economy due to unproductive citizens • Loss of tax base • Cost of law enforcement
Put a face on the story	Describe the impact of the issue on an individual and his or her community. Make it clear that this is a community issue, not just a school issue.
Use simple messages	Use language that stakeholders can relate to, and avoid jargon and acronyms. Your goal is to build a deeper understanding of the issue without making it seem simplistic.
“Dig a foundation, not a hole”*	Don’t report negative information without offering solutions.
Present credible solutions	For example: <ul style="list-style-type: none"> • Stories of communities that successfully dealt with this issue • Specific actions steps that could help address the problem
Create a short, compelling story	Tell a story that engages and maximizes any brief encounter with a potential stakeholder. Focus on results rather than process.

*From *Using Data to Build Public Support for Shifting Gears Policy Changes* (memo, July 15, 2010)

Letter

from Principal to an Existing Partner

Dear (Community Mental Health Professional):

As principal of Castle Hill High School, I feel fortunate to count you and your organization as a partner in the important work of educating, supporting, and encouraging our students. As I know you are aware, recent newspaper and television reports have expressed concern about (insert discipline-related issue:) the number of minority students in our community who are being removed from school each year through what are being described as *harsh, punitive, and discriminatory discipline practices*. I want to assure you that I take this concern very seriously, and that we—Castle Hill High School and the Castle Hill School District—are committed to turning this negative into a success story for our students, district, and community.

The data regarding this issue are troubling. It is critical that we help students understand when their behaviors are harming others and the school community, but we need to do it in a way that does not include a “vacation from school” (which is often unsupervised) or push them to drop out or become involved in the juvenile justice system.

My goal is to explore some of the proven alternatives to our existing punitive discipline system—approaches that not only lower suspension rates and hold students accountable, but also result in overall academic and attendance gains for *all* students, not just those struggling with behavior issues. However, the school cannot do this alone. We need the input, energy, expertise, and commitment of a wide range of stakeholders, both our existing partners and new ones. In short—we need *you!*

Because of your role in addressing (insert issue of concern:) issues of mental health within our community and your work directly with our school, you are the ideal person to join our team of community leaders, school and district staff, and parents. You would bring a necessary perspective, along with your years of experience working with youth and families and your insights into how our schools and community can work effectively to improve the future for our students.

Can you spare an hour to sit down with me and our group to begin to discuss the best way to transform our current practices around school discipline and make the school climate safer and stronger for all of our children? I will follow up by phone and e-mail to see about your availability. Thank you in advance for your time.

Sincerely,

William Jackson, Principal
Castle Hill High School

Letter

from Principal to a New Partner

Dear (Probation Officer):

My name is William Jackson, and I'm principal of Castle Hill High School. You may have seen the recent newspaper and television reports expressing concern about (insert discipline-related issue:) the number of minority students in our community who are being removed from school each year through what are being described as *harsh, punitive, and discriminatory discipline practices*. I want to assure you that I take this concern very seriously, and that we—Castle Hill High School and the Castle Hill School District—are committed to turning this negative into a success story for our students, district, and community.

The data regarding this issue are troubling. It is critical that we help students understand when their behaviors are harming others and the school community, but we need to do it in a way that does not include a “vacation from school” (which is often unsupervised) or push them to drop out or become involved in the juvenile justice system.

My goal is to explore some of the proven alternatives to our existing punitive discipline system—approaches that not only lower suspension rates and hold students accountable, but also result in overall academic and attendance gains for *all* students, not just those struggling with behavior issues. However, the school cannot do this alone. We need the input, energy, expertise, and commitment of a wide range of stakeholders. In short—we need *you!*

Because of your role in addressing (insert issue of concern:) crime and keeping youth out of the juvenile justice system, you are the ideal person to join our team of community leaders, school and district staff, and parents. You would bring a necessary perspective, along with your years of experience working with youth and families and your insights into how our schools and community can work effectively to improve the future for our students.

Can you spare an hour to sit down with me and our group to begin to discuss the best way to transform our current practices around school discipline and make the school climate safer and stronger for all of our children? I will follow up by phone and e-mail to see about your availability. Thank you in advance for your time.

Sincerely,

William Jackson, Principal
Castle Hill High School

Data-Based Decision-Making*

Data-based decision-making means using data to determine which strategy will be most effective. To guide building leaders and staff as they review data related to discipline issues, we have provided a list of essential questions to consider. These questions fall into three categories:

Patterns. *For example:*

- What are the patterns in the data?
- Are there groups of students who are consistently scoring higher?
- Is there a time of the year when scores increase?
- What are the patterns among groups of students when the data are disaggregated?
- What trends are forming?

Consistency. *For example:*

- Do the various sources of data paint similar pictures? If not, why not?
- Is performance across the school consistent, or do scores stand out for particular groups of students?
- Are there obvious gaps in performance between groups of students? If so, where do gaps exist?

Direction. *For example:*

- Do the data indicate what strategies or specific interventions could be taken?
- Are there subtests that would suggest specific improvements in an area?
- Are there teachers whose test results suggest that they would be good mentors or peer coaches?
- What might the data tell us about the need for professional development?

Below are specific essential questions designed to stimulate discussion among staff as they consider discipline-related data.

Patterns

- What are the patterns in the disaggregated data regarding referral rates, suspensions, gaps in achievement, etc.?
- Are there days, times, or locations that would benefit from additional preventive measures?
- What are the trends by grade level and class?

*Adapted from Positive School Climate Tool Kit, First Edition, Minneapolis Public Schools Safe Schools/Healthy Students Initiative. (The full tool is available at http://sss.mpls.k12.mn.us/sites/6c9fd336-96c5-451c-a8a6-b6f00373668d/uploads/Section_A_Data.pdf.)

Consistency

- Are staff following the processes currently in place?
- Are students receiving suspensions for non-mandatory offenses?
- Are staff throughout the building using data and implementing the interventions consistently?

Direction

- Which teams, grade levels, or individual teachers would benefit from staff development, mentoring, and/or intervention help?
- Are students with high referral rates and students new to the school receiving extra support? Is there evidence that the extra support is changing behavior?
- What can we see in the data that helps us pinpoint specific strategies for intervention and/or support?

<p>Office Referrals</p>	<ul style="list-style-type: none"> • Student name, age, gender • Race • At-risk identifiers (ELL, Economically Disadvantaged, SPED, 504) • Grade • Referring person • Violation/offense <ul style="list-style-type: none"> - Description • Previous interventions attempted • Location (classroom, bus, school-sponsored event, cafeteria, hallway, etc.) • Date, time of day
<p>Consequences/Disposition</p>	<ul style="list-style-type: none"> • Non-suspension (warning, after school/lunch detention, mediation, mental health referral, parent conference, community service, etc.) • Suspensions <ul style="list-style-type: none"> - In school (ISS) - Out of school (OSS) • Expulsions • Alternative placements
<p>Individual Student Data</p>	<ul style="list-style-type: none"> • Academic record • Discipline history (infractions, interventions, parental contact/involvement, consequences)

Positive School Discipline **Plan** Template Worksheet

CHALLENGES/PROBLEMS	GOALS	MULTIPRONGED APPROACH	OUTCOMES
<p>What underlying challenges did the data identify?</p>	<p>What broad goals are you trying to achieve as a result of your challenges/problems?</p>	<p>Which best practice strategies will you use for each prong of the multipronged approach to address your challenges/problems and reach your goals?</p>	<p>What are the expected short-term, intermediate-term, and long-term outcomes for your students if you implement your multipronged approach well?</p>
		<p>Policies:</p> <p>Classroom Management and Engagement:</p> <p>Evidence-Based Programs and Practices:</p> <p>School and Community Support Services:</p> <p>Family Engagement:</p>	<p>Short-term:</p> <p>Intermediate-term:</p> <p>Long-term:</p>

Real Stories

Worksheet

Directions

Review five stories about communities that implemented Positive School Discipline (PSD) in the PSD [Real Story Gallery](#) and complete the chart below.

Real Story Site: School District, Location	Strategy Prongs Implemented: 1. Policies 2. Classroom 3. EBPs (list) 4. Support Services 5. Family	Partners Involved	Partners Involved Level/Tier Addressed: • First = Universal • Second = Selective • Third = Indicated

Comparing Evidence-Based Programs and Practices (EBPs)

Directions

1. As a team, assign each member two to three Positive School Discipline-related EBPs from this list:

- Aggression Replacement Training
- Check In Check Out
- Functional Family Therapy
- Incredible Years
- Multisystemic Therapy
- Parenting Wisely
- PAX Good Behavior Game
- Peers Making Peace
- Positive Action
- Positive Behavioral Interventions and Supports
- Project Achieve
- Reconnecting Youth
- Restorative Justice

2. Review the [EBP Fact Sheets](#) to rate your assigned Positive School Discipline EBPs.

3. Rate each EBP on a continuum from High to Low for meeting the following Criteria for Selection:

- Is the EBP appropriate for your school population?

High Medium Low

High Medium Low

- Does the EBP meet your school or district’s identified discipline challenge?

High Medium Low

High Medium Low

- Would you have adequate resources (staff time, money, etc.) to implement the EBP?

High Medium Low

High Medium Low

4. Discuss as a team:

- Which EBP(s) would be the best match for meeting the discipline challenge you identified for your school or district? Why?

EBP FACT SHEET

Aggression Replacement Training

Website: uscart.org/new/

Aggression Replacement Training® (ART) is a cognitive behavioral intervention program to help children and adolescents improve their social skill competence and moral reasoning, better manage anger, and reduce aggressive behavior. ART has been implemented in schools and juvenile delinquency programs across the United States and throughout the world.

Target Audience

The program was developed for chronically aggressive and violent adolescents ages 12–17 who were incarcerated in juvenile institutions. ART has since been adapted for children in schools and mental health settings and for adults. It can be taught to children and adolescents from all socioeconomic backgrounds in rural, urban, or suburban communities. ART has also been used in juvenile delinquency programs and in mental health settings to reduce aggressive and antisocial behavior and to promote anger management and social competence.

Program Components

The program consists of 10 weeks (30 sessions) of intervention training and is divided into three components—social skills, anger control, and moral reasoning. Research has shown that students who develop skills in these areas are far less likely to engage in a wide range of aggressive and high-risk behaviors. Clients attend a one-hour session in each component each week. Incremental learning, reinforcement techniques, and guided group discussions enhance skill acquisition and reinforce the lessons in the curriculum, which are intended to address the behavioral, affective, and cognitive components of aggressive and violent behavior.

Training and Technical Assistance

Educators interested in ART can receive training and program support from G & G Consultants, LLC, which provides technical assistance to criminal justice and human services agencies (including schools and government jurisdictions for youth at risk). G & G Consultants, LLC, provides training for the ART at three levels: The basic level prepares staff to implement ART at their facility or agency, the advanced level teaches participants the skills and knowledge to train others in ART, and the master's level is adapted to match program staff's individualized needs.

Evaluation Results

Outcomes of studies include:

- Up to **16%** reduction in recidivism
- Improved relationships with teachers
- **20%** decrease in daily rate of antisocial behavioral incidents
- **17%** decrease in daily number of antisocial behavioral incidents
- Increase in knowledge of social skills
- Increase in positive behaviors

EBP FACT SHEET

Check In Check Out

Check In Check Out (CICO), sometimes referred to as the Behavior Education Program, is a social and emotional education program that helps children and youth set behavioral goals, with daily feedback and support for meeting those goals. The goal of CICO is to prevent students who are acting out from escalation and provide them with more frequent feedback on their behavior to prevent future problem behavior.

Target Audience

CICO is intended for students at the elementary, middle, or high school level who have been identified as at risk for problem behaviors. The program works best for students who find adult attention reinforcing.

Program Components

CICO provides at-risk students with additional teaching of appropriate behavior through clearly defined expectations and goals, daily prompts from a designated positive adult, daily prompts at each class or activity, daily feedback from teachers and parents, and additional supports available on a regular basis.

Students recommended for CICO check in with a positive adult at school every morning to receive their behavioral checklist for the day, which lists the behavioral goals they are working toward, and to receive feedback and support for meeting those goals. After each class, teachers assign points related to the degree that students met their behavioral objectives and then provide feedback. At the end of each day, students check out with the same positive adult to receive feedback and tally their points for the day. Accumulated points can be traded in for predetermined rewards (activities, prizes, free time, or other special things at the school). Students take the checklist home to their parents to review and sign. Parents are instructed to give praise and not to punish. The signed checklist is returned the next morning to be entered into a schoolwide information system so that all points can be tracked and data can be used to make student support decisions.

Costs

Two main resources exist for CICO:

- The book *Responding to Problem Behavior in Schools: The Behavior Education Program* by Deanne A. Crone, Robert H. Horner, and Leanne S. Hawken (2003, \$41) describes the program in detail.
- A training DVD, *The Behavior Education Program: A Check-In, Check-Out Intervention for Students at Risk* created by Leanne S. Hawken, Hollie Pettersson, Julie Mootz, and Carol Anderson (2006, \$55), offers detailed information on how to implement CICO; it also includes downloadable forms and training materials.

Evaluation Results

Outcomes of studies include the following:

- Up to a **51%** reduction in office disciplinary referrals by participating students
- **33%** increase in pro-social behaviors
- **57%** decrease in internalizing behaviors
- **28%** increase in social skills

EBP FACT SHEET

Functional Family Therapy

Website: fftinc.com

Functional Family Therapy (FFT) is an empirically grounded, well-documented, and highly successful family intervention that focuses on children and teens who are at risk or are already involved with juvenile justice. Through clinical sessions with a trained therapist, FFT works to develop family members' inner strengths and their belief that they can improve their situations. These characteristics provide the family with a platform for change and future functioning that extends beyond the direct support of the therapist and other social systems. In the long run, the FFT philosophy leads to greater self-sufficiency, fewer total treatment needs, and considerably lower costs.

Target Audience

The program is designed both for youth ages 10–18 whose problems range from acting out to conduct disorder to alcohol and other substance abuse, and for their families. Participating families tend to have limited resources, a history of failure, a range of diagnoses, and exposure to multiple systems. FFT can be provided in a variety of contexts, including schools, child welfare, probation, parole, and mental health, and as an alternative to incarceration or out-of-home placement.

Program Components

FFT is a short-term intervention—on average, participants require 8 to 12 sessions for mild cases and up to 30 hours of direct service (e.g., clinical sessions, telephone calls, and meetings involving community resources) for more difficult cases. Sessions are generally spread over a three-month period. FFT is a multi-systemic prevention program that focuses on the multiple domains and systems within which the participants live. The FFT intervention is also multi-systemic and multi-level as it includes the treatment system, family and individual functioning, and the therapist as major components. FFT has three specific intervention phases: engagement and motivation, behavior change, and generalization. Each phase has distinct goals and assessment objectives, addresses different risk and protective factors, and calls for particular skills from the interventionist or therapist providing treatment.

Training and Technical Assistance

The training and implementation model is based on clinical training for all staff, advanced clinical training of team leaders, follow-up visits, and ongoing supervision. It is a three-phase process, with each phase lasting approximately one year. Training is suitable for a wide range of interventionists, including paraprofessionals under supervision, trained probation officers, mental health technicians, and degreed mental health professionals (e.g., M.S.W., Ph.D., M.D., R.N., M.F.T.).

The training components involve:

- Two two-day clinical trainings (one on-site and one off-site) for all FFT therapists in a working group
- An externship training for one working group member, who will become the clinical lead for the working group

- Three follow-up visits per year (two days each, on-site)
 - Supervision consultations (four hours of monthly phone consultation)
 - Supervision training for the site supervisor
-

Costs

Implementation costs for FFT in one working group are approximately \$29,500, which covers phase one and start-up costs (but not travel). The project cost, including training and implementation, is approximately \$2,000 per family. Phase two training fees are \$12,000, and Phase 3 training fees are \$5,000 (not including travel).

Evaluation Results

Both randomized trials and non-randomized comparison group studies show that FFT significantly reduces recidivism for a wide range of juvenile offense patterns. Studies show that when compared with no treatment, other family therapy interventions, and traditional juvenile court services (e.g., probation), FFT can reduce adolescent re-arrests by at least **20%** and as much as **60%**. Studies have also found that FFT dramatically reduces the cost of treatment. A recent Washington State study, for example, shows savings of up to **\$14,000** per family.

EBP FACT SHEET

Incredible Years

Website: incredibleyears.com

Incredible Years (IY) is a comprehensive set of curricula designed to promote social competence and prevent, reduce, and treat aggression and related conduct problems in children ages 4–8. The interventions that make up this series—parent, teacher, and child training—are guided by developmental theory concerning the role of multiple interacting risk and protective factors (child, family, and school) in the development of conduct problems. IY’s overall goal is to prevent children from developing delinquency, drug abuse, and violence problems as they enter adolescence.

Target Audience

The curricula are written for parents, teachers, and children ages 2–12. Designed to serve both broad and selected populations, the IY series has been tested in several diverse communities, specifically in those with significant African American and Hispanic populations. The results show that this program is very effective across diverse groups when appropriate adaptations are made.

Program Components

IY has three separate components:

- **The Parent Training Series** strengthens parent competencies, including monitoring, positive discipline, and confidence, while fostering parent involvement in children’s school and preschool experiences.
- **The Teacher Training Series** is a classroom management training program for teachers, teacher aides, school psychologists, and other school personnel working with students. In addition to teaching behavior management skills, the program helps teachers promote pro-social behavior in the classroom, improve school readiness, and reduce classroom aggression. It also teaches skills for working collaboratively with parents to increase their school involvement.
- **The Dinosaur Child Training Program** has two versions: **(1) *The Small Group Treatment Program***, a universal prevention program for an entire classroom, is implemented by counselors or therapists with small groups of children and ideally offered with the Parent Training Program. **(2) *Classroom-based Prevention*** is a selected prevention program for young children exhibiting aggression and conduct problems. This classroom curriculum improves peer relationships and reduces aggression at home and at school.

Training and Technical Assistance

An “authorized workshop,” offered one to three times a year in Seattle by a certified trainer, is highly recommended. Prospective leaders and mentors should have training in child development, behavior management, and group process. There is a four-level, hierarchical certification process. The first level

begins with completion of Group Leader Training, which enables one to run an IY program. After demonstrated success with their first two groups, group leaders may progress to Certified Group Leader, Certified Group Mentor, and finally Certified IY Trainer. Only the initial Group Leader Training is required for certification as a group leader for any IY program, but leaders are encouraged to participate in a series of workshops and mentoring sessions while continuing to lead the program. Separate training and certification processes are required for each branch of the IY program (parent, teacher, and child training). Certified trainers are available for ongoing consulting. New group leaders may submit videotapes for review and feedback from the IY certified trainers as part of their certification process.

Costs

Registration fees for the Seattle training are as follows:

- Parent Program (three days)—\$400
- Child Small Group Dina Treatment Program (two days)—\$300
- Teacher Effective Classroom Management Training (two days)—\$300
- Effective Classroom Management and Dina School Training (three days)—\$400

Trainers can travel to an agency for on-site training. The cost is \$1,500 per day for the actual training plus travel, meals, and accommodations for the trainer (some sites will pay an additional fee for travel time). In addition to these training fees, there is a \$350 fee to become a certified group leader. Ongoing consultation with a certified trainer costs \$150 per hour-long telephone call, and \$175 for a consultation day at the IY headquarters in Seattle.

Evaluation Results

Parent Training Series

Six randomized control group evaluations of the parenting series were conducted by the program developer and colleagues at the University of Washington, as well as five independent replications by other investigators. *All evaluations reported significant findings:*

- Increases in positive parental affect, such as praise, and reduced use of criticism and negative commands
- Increases in parent use of effective limit-setting, evidenced by the replacement of spanking and harsh discipline with nonviolent discipline techniques and increased monitoring of children
- Reductions in parental depression
- Increases in parental self-confidence
- Increases in positive family communication and problem-solving
- Reductions in conduct problems in children's interactions with parents and increases in their positive affect and compliance to parental commands

Teacher Training Series

Two randomized control group evaluations of the teacher training series by the program developer and colleagues at the University of Washington reported significant findings:

- Increases in teachers' use of praise and encouragement and reduced use of criticism and harsh discipline
- Increases in children's positive affect and cooperation with teachers, positive interactions with peers, school readiness, and engagement with school activities

- Reductions in peer aggression in the classroom

Child Training Series

Two randomized control group evaluations of the child training series reported significant findings:

- Increases in children's appropriate cognitive problem-solving strategies and more pro-social conflict management strategies with peers
- Reductions in conduct problems at home and at school

EBP FACT SHEET

Multisystemic Therapy

Website: mstservices.com/

Multisystemic Therapy (MST) is an intensive family- and community-based treatment that targets high-risk juvenile offenders and their families. Its methods help change the way these adolescents function in their own home, school, and neighborhood environments by promoting positive social behavior and decreasing antisocial behavior. The multisystemic approach views individuals as part of a complex network of interconnected systems that encompass individual, family, and extra-familial (peer, school, neighborhood) factors. Intervention may be necessary in any one or a combination of these systems. MST strives to empower parents and caregivers to address the difficulties that arise in raising teenagers and to empower youth to cope with family, peer, school, and neighborhood problems.

Target Audience

MST is designed for chronic, violent, or substance-abusing juvenile offenders between ages 12 and 17 at high risk for out-of-home placement and their families. MST has been shown to be equally effective for males and females and for African American and white youth and families. There is also evidence of positive outcomes with Latino families.

Program Components

To reduce barriers that keep families from accessing services, MST therapists come to the home. They have small caseloads of four to six families, work as a team (therapists and supervisor), are available around the clock, and provide services at times convenient to the family. On average, treatment involves about 60 hours of contact during a four-month period, with exact frequency and duration determined by family need. Therapists empower parents to take the lead in setting treatment goals. They help parents improve their effectiveness by identifying strengths, developing natural support systems (e.g., extended family, neighbors, friends, church members), and addressing barriers (e.g., parental substance abuse, high stress, poor relationship with partners). Parents and therapists collaborate on best strategies for important day-to-day issues, such as setting and enforcing curfews and rules, decreasing the adolescent's involvement with deviant peers, promoting friendships with pro-social peers, improving the adolescent's academic and/or vocational performance, and coping with any criminal subculture that may exist in the neighborhood.

Training and Technical Assistance

The core MST program development services are pre-training organizational assessment and assistance, an initial five-day training for all clinical staff, weekly MST clinical consultation for each treatment team, ongoing quality control (through the monitoring of treatment fidelity/adherence), and quarterly 1.5-day booster trainings, in areas identified by therapists, to facilitate in-depth examination and

problem-solving of particularly difficult cases. The MST package of services also includes a pre-training site assessment, assistance with program specification and design, and ongoing technical assistance regarding barriers to achieving successful clinical outcomes. Clinicians must audiotape sessions with clients for review by MST supervisors, and supervisors must audiotape group supervision for review by MST consultants.

Before implementing MST, it is recommended that the following resources and staff are in place:

- Dedicated full-time clinical staff of three to five people, including a supervisor, who work as a clinical “team” and who are knowledgeable and experienced (e.g., have master’s degrees in counseling or social work)
- Staff availability 24 hours a day, 7 days a week
- Small caseloads of four to six families per therapist
- Buy-in from community members and social service agencies to allow MST therapists to take the lead in clinical decision-making and treatment planning for the youth and family

Costs

MST costs approximately \$5,500–7,500 per youth served, with most of this cost being driven by staff salaries.

Evaluation Results

Evaluations of MST have demonstrated the following results for serious juvenile offenders:

- Reductions of **25–70%** in long-term rates of re-arrest
- Reductions of **47–64%** in out-of-home placements
- Extensive improvements in family functioning
- Decreased mental health problems for serious juvenile offenders

EBP FACT SHEET

Parenting Wisely

Website: parentingwisely.com

Parenting Wisely is a self-administered, interactive, computer-based program that teaches parents important parenting and conflict management skills. The program is designed to enhance child adjustment and to reduce delinquency and substance abuse. It also seeks to improve problem-solving, parent-school communication, school attendance, and academic performance.

Target Audience

The target audience for Parenting Wisely is low-income, at-risk families who have children ages 9 to 18 with mild to serious behavior problems. Targeted families are those who do not usually seek or complete mental health or parent education treatment for their children's problem behaviors. Parenting Wisely has been evaluated with white, African American, Hispanic/Latino, Asian, and Portuguese families, primarily from lower-income homes. The program was developed for use in rural, urban, and suburban settings. Versions of the program in Spanish and for use with foster parents are available.

Program Components

Parenting Wisely is a stand-alone computer-based program that addresses nine typical problem situations, including doing household chores, improving stepparent-youth relationships, monitoring "troublesome" friends, improving poor school performance, reducing sibling fighting, and complying with parental requests. The nine case studies may be completed in two or three three-hour sessions. Parents also receive a workbook that outlines the problems and solutions included in the program, as well as a glossary of terms, sample behavior charts, and practice exercises. The program may be also implemented in a group format, or used in conjunction with practitioners' work with families.

Costs

The *Parenting Wisely American Teen Program Kit* includes an interactive CD-ROM, 5 parent workbooks, 5 program completion certificates, 20 informational parent brochures, a disc with evaluation forms and a program evaluation guide, and the Teen Group Curriculum for use with parent groups. This kit costs \$659. Agencies may also subscribe to the online interactive version of the program, which costs \$30 for one user for a one-month subscription. Training is not required for Parenting Wisely, as it is a self-administered program. The *Service Provider's Guide* supplies all the information necessary to implement the program. Training is available from the developer (Family Works, Inc.) to help sites add clinical components (e.g., group presentation or family consultation) or to generate community support for the program. Technical assistance is available by phone or e-mail at no charge.

Evaluation Results

The program has been evaluated in juvenile detention, child protective services, health and mental health centers, probation departments, schools, and families' homes. White, African American, Hispanic/Latino, Asian, and Portuguese families, primarily from lower-income homes, were included in these studies. Studies have also been conducted in Australia, and in France and Quebec with a French version of the program. *Outcomes include:*

- Up to a **58%** reduction in child problem behavior
- Improvements in children's prosocial behavior
- A **30%** reduction in maternal depression
- Reduction in parental use of physical punishment and yelling
- Reductions in spousal violence and violence toward children
- A **29%** improvement in general family functioning
- Improved school grades
- Increased knowledge and use of good parenting skills
- Increased parental self-efficacy

EBP FACT SHEET

PAX Good Behavior Game

Website: paxis.org/content/goodbehavior.aspx

The PAX Good Behavior Game (PAX GBG) is an elementary school universal intervention implemented by teachers. The PAX GBG combines science from PeaceBuilders, Good Behavior Game, and other studies for a classroom and schoolwide approach that teaches students self-management, self-control, and self-regulation through giving children choices and group rewards for displaying positive, productive actions.

Target Audience

PAX GBG is intended for elementary school students of all populations. It has been found to be effective with economically disadvantaged and highly at risk populations.

Program Components

Teachers introduce the key components of the games to their students. The teacher and students agree on those behaviors they want more of and those they want less of in their classroom. The teacher assigns students to three to five teams to play games, balancing teams so they include different types of children. The PAX games are first very brief, just a minute or two; teachers eventually increase the length of the playing time and the number of games, as teams successfully win the game. Eventually the games are played three times per day during usual classroom activities, for about 15 minutes each.

During gameplay, the teacher observes each team and records any disruptive, distracting, and unwanted behaviors he or she notices; when the game ends, the teacher announces which teams have won. (All teams with three or fewer unwanted behaviors win.) Those on the winning teams earn a randomly selected fun and intrinsically motivating activity. These activities also teach related skills of self-regulation—how to regulate when participating in an exciting activity for those who get to do the activity, and how to regulate when one doesn't win and get a desired goal immediately.

Through gameplay students also practice other skills, such as complimenting others for desired behavior, rather than tattling about undesired behavior. Over time, generalization is observed as students begin to regulate their behavior even when they're not playing the game.

Training and Technical Assistance

PAX Partners, who are trained to gather data on behavior change and to model and support teacher implementation, function as coaches and data collectors of student behavior, and they observe fidelity of implementation. PAX Partners with experience can eventually obtain accreditation from PAXIS, allowing PAX Partners to train additional teachers in their school district at no cost, as long as kits are purchased for each teacher who will implement the program. A two-day on-site PAXIS initial teacher training, and subsequent optional booster training four to six months following the initial training, are recommended.

Costs

The cost for on-site booster training varies by trainer and days of training, depending on factors specific to each training (e.g., trainer, number of days, type and delivery of training). For example, costs for Master Trainers range from \$2,500 to \$6,100 for one day of training, from \$4,800 to \$10,100 for two days of training, and from \$7,100 to \$13,100 for three days of training. Trained staff have access to the PAXIS website, Facebook page, e-resources, and community of practice.

PAX Partner national trainings are also offered. Registration is \$2,500 per person, plus the cost of travel to the training location. (This fee covers the PAX Plus kit, a three-day training, classroom observations in schools implementing PAX GBG, breakfasts and lunches, and continued access to PAXIS resources.)

Each staff person implementing the PAX GBG is required to purchase either the Standard PAX Kit (\$199 per kit, plus shipping/handling) or the PAX PLUS kit (\$249 per kit, plus shipping/handling). PAXIS sells additional optional materials to support site implementation.

Evaluation Results

Research indicates that GBG (1) dramatically reduced disruptive behavior and increased academic engagement time and (2) had effects that have been replicated across elementary school grades. Longitudinal studies found that at-risk children who experienced the GBG in elementary school were less likely to be involved in violent behaviors and less likely to use tobacco or other drugs later in life.

Other outcomes associated with GBG include the following:

- Reduction in disruptive behaviors in the classroom, hallways, and other school settings
- Increased time for teaching and learning in the classroom
- Increase in the number of children being fully engaged in learning
- Reduction in referrals, suspensions, and expulsions
- Reduction in the use of tobacco or other drugs over a child's lifetime
- Reduction in teachers' stress levels

EBP FACT SHEET

Peers Making Peace

Website: www.paxunited.org

Peers Making Peace is a peer-mediation program aimed at teaching students prosocial, peaceful conflict resolution skills. The goal is to improve the school environment by reducing violence and discipline referrals and increasing academic performance. The program is based on a combination of strategies that include life and social skills training, conflict prevention and resolution, and peer-led modeling and coaching. Student teams are trained to serve as drug-free role models and “neutral third parties,” acting as mediators in peer conflicts.

Target Audience

The target audience is students in grades K–12 in public or private elementary, middle, and high schools. The program has been replicated in urban, suburban, and rural environments and has been proven effective with all racial and ethnic groups served. It has also worked well in universal, selective, and indicated populations.

Program Components

Peers Making Peace comprises five program components: **(1)** life and social skills training, **(2)** training in conflict prevention and resolution, **(3)** parental involvement in conflict resolution education, **(4)** peer-led modeling and coaching, and **(5)** creation of a supportive school environment. Each school selects a group of 15 to 24 students who represent the community’s racial, ethnic, and gender demographics. Students learn skills such as resolving conflicts, communicating nonverbally, questioning, and maintaining neutrality. The training activities for students vary in length from 10 to 45 minutes. The maximum training time each day varies by age group.

Training and Technical Assistance

A three-day facilitator training provided by the developer, paxUnited, is required. This training prepares teachers, counselors, administrators, and support staff to implement and coordinate Peers Making Peace in their schools. After the training, participants are invited to join the Peace Partners Network, which provides ongoing technical assistance and networking opportunities with other program coordinators.

Costs

There is no cost to train Texas participants, as the training is underwritten by a grant from the Criminal Justice Division of the Texas Governor’s Office. For non-Texas participants (or those attending trainings in locations outside of Texas), the training is \$850 per participant, not including the cost of materials. The cost of the Implementation Kit (including a manual, workbooks, and two videos) is \$275. PaxUnited also provides fee-for-service training and will contract with organizations to provide on-site training.

Evaluation Results

The evaluation of the Peers Making Peace program used a pre-post quasi-experimental design with six experimental and six comparison schools in two school districts. Data from 360 students were collected prior to initiation and after completion of the program. *Key outcomes included the following:*

- In the six schools that implemented Peers Making Peace, there were **1,305** mediations involving more than **2,400** students. Results indicated that **1,275 (97.7%)** mediations resulted in an agreement.
- Discipline referrals decreased by **57.7%** in Peers Making Peace schools, but increased by 8.4% in control schools.
- Assaults decreased by **90.2%** in Peers Making Peace schools, but increased by 33% in control schools.
- Expulsions decreased by **73%** in Peers Making Peace schools, but increased by 6.2% in control schools.

EBP FACT SHEET

Positive Action

Website: positiveaction.net

Positive Action is an integrated, comprehensive program designed to improve the academic achievement and multiple behaviors of children and adolescents ages 5 to 18. The program is grounded in the theory that people determine their self-concepts by what they do; in other words, actions determine self-concept, and making positive and healthy behavioral choices results in feelings of self-worth. The program includes school, family, and community components that work together or stand alone. Schools can integrate the program units into a sequenced classroom curriculum or school climate program.

Target Audience

The target audience for Positive Action is youth in grades K–12. The program has been successfully implemented in both school and non-school settings. The program has been delivered to and found effective with diverse ethnic and racial groups as well as court-mandated family groups. The K–4, 7–8, Middle School Drug Program, and Conflict Resolution curricula are also available in Spanish.

Program Components

- **K–12 Instruction Kit:** This age-appropriate curriculum teaches that you feel good about yourself when you engage in positive actions. It's aligned with 49 states' language arts, social studies, science, and math standards.
- **Drug Education Supplement Instructor's Kit:** This curriculum builds on the focus of the regular Positive Action curriculum and approaches drug education from a positive point of view.
- **Conflict Resolution Kit:** This program teaches students the concepts behind resolving conflicts peacefully.
- **Climate Development Kit:** This program includes everyone involved with the school, and it expands the effects of the classroom lessons. The kit includes site-wide tools used to create and maintain a positive culture.
- **Counselor Kit:** Counselors can use this tool with individuals, small groups, classrooms, families, and parenting classes. It includes multi-age lessons and a guide directing counselors in their role of supporting the Positive Action program within the school.
- **Family Kit:** This kit coordinates family activities with the Positive Action curriculum and school climate activities.
- **Community Kit:** Community members are provided with tools to plan and cultivate positive actions in every aspect of the community.

Training and Technical Assistance

The developers offer several training options, including (1) implementation training by Positive Action

trainers, (2) training of trainers (TOT) at the school or district, (3) off-site TOT sponsored by Positive Action, Inc., (4) attendance at another organization's training, and (5) self-training.

Costs

Options 1 and 2 each cost \$1,200 per training day and \$700 per full travel day, plus travel expenses. Option 3 costs \$125 per participant, plus the cost of training materials. Option 4 costs \$125 per participant, plus the cost of training materials, and is based on availability at the sponsoring agency. The cost of Option 5 is based on the cost of materials, which start at \$200.

Evaluation Results

Positive Action has been researched and evaluated in urban, suburban, and rural settings, and in areas with high and low minority representation, mobility rates, and poverty. Findings included improvements in problem behaviors, family functioning, discipline, delinquency, and parental involvement in school activities. *Additional key findings include:*

- Improvement in academic achievement by up to **75%**
- Reduction in absenteeism by up to **45%**
- Improvement in self-concept by up to **43%**
- Reduction in violence and drug, alcohol, and tobacco use by up to **63%**
- Reduction in criminal bookings by up to **94%**
- Reduction in suspensions by up to **80%**

EBP FACT SHEET

Positive Behavioral Interventions and Supports

Website: pbis.org

Positive Behavioral Interventions and Supports (PBIS) uses a systems approach to establish the social environment and behavioral supports needed for a school to be an effective learning setting for all students. PBIS is not a prepackaged curriculum; rather, the concept is to assess and design unique support systems that meet the cultural and programmatic needs of each school. The approach is grounded in recent advances in applied behavior analysis, instructional design, mental health, and education reform. *PBIS, which is also called School-Wide Positive Behavior Support, employs three tiers of support:*

- 1. Primary Prevention Practices:** Provides proactive support for students in all locations at all times
- 2. Secondary Prevention Practices:** Targets students at risk for behavioral problems and educational failure
- 3. Tertiary Prevention Practices:** Provides intensive support for students with chronic patterns of problem behavior

Target Audience

PBIS is a schoolwide system (rather than a curriculum or program) that can be used at the elementary, middle, and high school levels. It has traditionally been most successful in elementary and middle schools; however, a 2004 forum that took place in Naperville, Illinois, focused on implementation challenges specific to high school settings. With its focus on systems change and its emphasis on matching the intensity of the intervention to the intensity of the problem behavior, PBIS is applicable to students of all abilities and needs.

System Components

PBIS is a school- or districtwide system of positive behavioral support, which includes the following components:

- An agreed-on and common approach to discipline
- A positive statement of purpose
- A small number of positively stated expectations for all students and staff
- Procedures for teaching these expectations to students
- A continuum of procedures for encouraging displays and maintenance of these expectations
- A continuum of procedures for discouraging rule-violating behavior
- Procedures for monitoring and evaluating the effectiveness of the discipline system on an ongoing basis supporting the Positive Action program within the school.

Training and Technical Assistance

Training is available for school teams (teachers, administrators, and other personnel with direct student contact) and coaches; there is also a [training manual](#) for individuals who have been trained and have participated in implementation. Training typically involves 24–30 hours per year over two to three years. It emphasizes prevention of problem behavior, active instruction on positive behaviors, predictable and consistent consequences for problem behavior, functional behavioral assessment procedures, applied behavior analysis interventions, and ongoing use of data for active decision making. The Office of Special Education Programs (OSEP) Technical Assistance Center works with each state to build a leadership team and model for training so that states may provide their own training for school teams.

Costs

Costs vary depending on the support needed by each state. Since district-based coaches become PBIS trainers, the cost of conducting a training must take into account the coaches' time as a percentage of their regular salary.

Evaluation Results

Results indicate that PBIS can be adopted with fidelity by schools, is associated with decreases in office discipline referrals, and is associated with increases in academic gains (if effective instructional practices are also in place).

EBP FACT SHEET

Project ACHIEVE

Website: projectachieve.info

Project ACHIEVE is a comprehensive school reform and improvement program that targets all students' academic and social development. Its most notable components include the Positive Behavioral Support System (PBSS), anchored by the Stop and Think Social Skills Program, Positive Academic Supports and Services (PASS), and the SPRINT/Rtl (School Prevention, Review, and Intervention Team/Response to Intervention) process. The aim for students is to maximize their academic, social, emotional, and behavioral progress, mastery, and proficiency. This includes helping students improve their resilience, protective factors, and effective self-management and self-competency skills so that they are better able to resist unhealthy and maladaptive behaviors, settings, and situations. The aim for staff is to ensure effective instruction and classroom management as well as supports and services for students who are not responding with academic and behavioral success. The aim for schools is to help them to be successful for all students. To achieve these goals, Project ACHIEVE uses a systematic strategic planning and organizational development process to implement prevention programs that focus on the needs of all students, strategic intervention programs for at-risk and underachieving students, and comprehensive, multi-faceted "wrap-around" programs for students with intensive or crisis-oriented needs.

Target Audience

The target audience for Project ACHIEVE is youth ages 3–18. The program has been used in public schools, private and alternative schools, special education centers, psychiatric and juvenile justice facilities, Head Start/preschool programs, and specialized charter schools, and has been implemented in urban, suburban, and rural schools. It has been adapted for implementation in American Indian/Alaska Native schools and communities and for use in state schools with students who have special needs.

Program Components

Project ACHIEVE uses professional development and ongoing technical assistance to target and reinforce critical staff skills and intervention approaches. The program incorporates a continuum of student services, including prevention, strategic intervention, and crisis management, and consists of seven interdependent components implemented over three years:

- Strategic planning and organizational analysis and development
- Data-based problem-solving, Rtl, teaming, and consultation processes (SPRINT/Rtl)

- Effective school, schooling, and professional development
- Academic instruction linked to academic assessment, supports, intervention, and achievement (PASS)
- Age-appropriate social skills instruction linked to behavioral assessment, intervention, self-management, and PBSS
- Parent and community training, support, and outreach
- Data management, evaluation, and accountability

Training and Technical Assistance

Project ACHIEVE is implemented in a series of evidence-based steps that occur over a three-year period, involving the school's (and often district's) entire instructional, administrative, and support staff.

Training typically involves in-service training, classroom-based demonstrations, and technical assistance and follow-up. These are supported by comprehensive and targeted professional development resources that include (a) assessment and intervention kits and tools, (b) electronic and other books and technical assistance documents, and (c) Web- and software-based instruction and evaluation systems and materials.

Costs

The costs of implementing Project ACHIEVE depend on the school or district's existing resources and support systems. On-site professional development, consultation, and technical assistance are provided by Project ACHIEVE, Inc., throughout the year and during the summer. Implementing the program in a school with 500 students and 50 instructional staff would cost an estimated \$55,000 in Year 1, \$42,000 in Year 2, and \$30,000 in Year 3. Other costs associated with the program may include those related to specially designated professional development days, participant stipends, and substitute teachers.

Schools or districts may obtain training to help them implement Project ACHIEVE without the need for ongoing Project ACHIEVE services and consultative support. This "training of facilitators" is typically done by training school or district staff alongside the Project ACHIEVE trainers during the first three years of Project ACHIEVE implementation in a targeted school or schools, and providing additional leadership training in a series of three summer institutes. The first institute involves a five-day training costing \$31,000; the second and third institutes each involve a three-day training costing \$19,500. Prices include materials and the fees for two consultants.

Evaluation Results

Outcomes include:

- A **42%** decrease in office discipline referrals
- Decreases in administrative actions
- Increases in academic performance on literacy and math

EBP FACT SHEET

Reconnecting Youth

Website: reconnectingyouth.com/

Reconnecting Youth: A Peer Group Approach to Building Life Skills (RY) is a school-based prevention program for high school youth at risk for potential school dropout. These youth may exhibit multiple behavioral problems, such as substance abuse, aggression, depression, or suicide-risk behaviors. RY uses a partnership model involving peers, parents, and school personnel to deliver interventions that address the three central program goals:

- Increased school performance
- Decreased drug involvement
- Increased mood management

Students work toward these goals by participating in a comprehensive, sustained, semester-long high school class that integrates small-group work and life-skills training models to effectively enhance youth's personal and social protective factors. RY students learn, practice, and apply self-esteem enhancement strategies, decision-making skills, personal control strategies, and interpersonal communication techniques.

Target Audience

The program targets high school-age youth who are at risk of potential school dropout, in grades 9–12 (ages 14–18) in suburban, urban and rural areas, though it may also be used with middle school youth. RY is effective with multicultural groups from diverse racial/ethnic populations as well as monocultural groups. It is effective with youth at suicide risk as well as those at risk for potential dropout and drug involvement. RY has been adapted by others for use in alternative high schools, juvenile correction programs, group homes, and middle schools.

Program Components

RY has four major components:

- The **RY Class**—a daily (or block-scheduled) semester-long class, taken for credit, and covering five units: Getting Started, Self-Esteem Enhancement, Decision Making, Personal Control, and Interpersonal Communication. Teachers administer the 90-session curriculum to classes of 10–12 students. A separate student workbook includes more than 250 pages of activities, examples, and worksheets.
- The **Social Bonding Component**—strategies for establishing drug-free activities and friendships and for improving a teenager's bond to school. Both school- and community-based activities are used to encourage and support student bonding to healthy, safe behaviors and lifestyles.
- The **Parent Involvement Component**—connects RY students, parents, and the school. Parents are essential for providing support at home for day-to-day life skills learned in RY. Parent support is

encouraged through ongoing contact between the RY teacher or program staff and the parents.

- The **School System Crisis Response Team**—a detailed plan with team responsibilities and timelines for school-based suicide prevention and post-suicide intervention, geared toward identifying and countering high-risk behaviors, such as suicide and suicidal attempts.

Training and Technical Assistance

Program implementation and student outcomes depend heavily on the classroom teacher, coordinator, and administration, who are required to undergo training to administer the curriculum and provide assistance to participating youth. The classroom teacher is aided by a supportive administration and a trained RY coordinator who provides in-class support through observation and regular supervision meetings. The RY classroom teacher must undergo four days of initial training; the RY coordinator takes the same four-day training plus one or two days of additional training in teacher supervision, supportive motivation, and how to coordinate implementation of RY components and monitor implementation fidelity. Additional training and consultation is available if requested. Key personnel, including administrative staff (e.g., principals, assistant principals, district personnel), school support personnel (e.g., attendance, student support), and parents, should also be involved in program implementation. A one-day Administrator Training is available for this group and is recommended prior to implementation. All parties must meet frequently to discuss implementation. Evaluation is recommended to track implementation fidelity and student outcomes and to support sustained funding.

Costs

The four-day training ranges from \$8,000 (for 6–8 participants) to \$14,000 (for 14–16 participants). The cost of the RY curriculum is \$299.95+S/H; the RY student notebook is \$24.95+S/H (reduced rates for bulk orders are available). Additional direct and indirect costs associated with implementing RY include staff (i.e., .2 FTE for each RY teacher/class and .2–1.0 FTE for an RY coordinator), training and evaluation, school bonding activities, classroom supplies, and materials.

Evaluation Results

A quasi-experimental design with repeated measures was used to test the efficacy of the RY indicated preventive intervention. Relative to controls, high-risk youth participating in RY demonstrated the following:

- **18%** improvement in grades in all classes
- **7.5%** increase in credits earned per semester
- **54%** decrease in hard drug use
- **48%** decrease in anger control and aggression problems
- **32%** decline in perceived stress
- **23%** increase in self-efficacy (sense of personal control)

Restorative Justice

Restorative justice is a process for repairing harm that has been done. Unlike more typical responses, which focus on punishing the offender, restorative justice emphasizes restoring a sense of well-being not only to those who were harmed, but also to the individual who committed the harm and to the surrounding community members.

Target Audience

Restorative Justice can be used at the elementary, middle, and high school levels.

Program Components

There are several restorative justice models that can be used in a variety of different situations.

Victim-Offender Mediation. In this model, a trained mediator meets with the victim and the person who caused the harm in a structured setting to discuss the harm done and then come to a potential resolution. This process empowers victims by giving them a voice and allowing them to hear why they were harmed by the individual. Those who caused the harm hear the consequences of their actions and how the victims were affected, which encourages them to develop empathy for the victims. In many cases, the restitution agreement is less important to victims than the opportunity to share their feelings face to face with those who caused the harm. Having direct involvement with the restitution process and plan gives the victim greater satisfaction with the outcome.

Family Group Conferencing. This involves gathering the people in the community most affected by an incident in which an individual caused harm, along with a trained facilitator who guides the group toward reaching a communal agreement for restitution of the harm done. The group typically comprises the victim, the person who caused the harm, and family, friends, and supporters of both the victim and the person who caused the harm. In this process, the victim not only gets to hear from the individual who caused the harm, including his or her reasons for the offense, but also has a voice in holding that person accountable for repairing any harm done. The individual who caused the harm is now far more aware of how his or her behavior impacted not only the victim but also the community; this person sees that he or she has supporters in the community who care about this person, and is held accountable by the entire community, rather than solely by a teacher, principal, or judge. The participants gain skills in conflict resolution and are made aware of their collective responsibility in supporting the offending youth and of any shortfalls that may have previously existed that contributed to the youth's behavior.

Circles. Also referred to as "Peace Making Circles," "Healing Circles," or "Talking Circles," this holistic practice is designed to give everyone in the community who was affected by the harm a voice to help

repair the harm done. It creates a respectful space where participants can share their understanding of the event and work together to take the steps necessary to heal those who were affected and to prevent similar incidences from occurring in the future. In the circle process, both the victim and the person who caused the harm are allowed to voice their feelings, to see firsthand their personal community of support, and to have reinforced the community's values of respect, sharing, honesty, and listening. Similar to conferencing, the person who caused the harm is held accountable by the entire community and is given strategies for behavior change—and unlike punitive measures, the victim has a voice in the restitution agreement. By including and giving a voice to supporters of the person who caused the harm, the victim, and others in the community, the circle process may unearth some underlying causes of the offense. This can help in building a sense of community and of shared responsibility in providing the youth with a comprehensive support system, which may prevent such incidences from happening again.

Training and Technical Assistance

A variety of training courses are available, from introductory sessions on restorative practices, to restorative management and supervision, to specialized trainings on facilitating circles or family group conferences.

International Institute for Restorative Practices (IIRP)

IIRP provides restorative practices training, consulting, resources, and materials throughout the United States and internationally. IIRP and its partners have trained thousands of individuals since the institute's founding in 1995. IIRP offers core trainings covering an introduction to restorative practices, using circles effectively, and facilitating restorative conferences. It also offers specialized trainings on restorative management and supervision, facilitating groups, family group decision-making, facilitating restorative conferences, an introduction to restorative practices, using circles effectively, training of trainers, and reducing bullying with restorative practices. IIRP conducts on-site trainings as well.

Center for Restorative Justice and Peacemaking

The center provides training, technical assistance, and lectures throughout the United States and internationally. Resources, training, and seminar information are available on the center's [website](#).

Costs

Training prices, which constitute the most significant cost in implementing restorative practices in schools, vary, depending on the length, intensity, and location (i.e., on- or off-site) of the course.

Evaluation Results

Outcomes of studies include the following:

- **80%** of victim-offender mediation participants believed that the process and the resulting agreement were fair to both sides
- **95%** of victims who participated in group conferences said that the process and outcome were both fair
- A **40%** reduction in rates of re-arrest
- A **30–50%** reduction in suspensions

Creating

an **Inventory** of the **Five Strategy Prongs**

Directions

1. Review your Resource Map from Module 4 with your team to identify all the discipline-related policies, programs, and practices that are currently employed in your school and district.
2. List each below in the appropriate Strategy Prong row.
3. Review the chart to determine any gaps in your school's multipronged approach to addressing school discipline-related challenges.

School and District Discipline-Related Policies, Programs, and Practices

STRATEGY PRONG	CURRENT POLICIES, PROGRAMS, AND PRACTICES
Policies: School and District	
Classroom Management and Engagement	
Evidence-Based Programs and Practices	
School and Community Support Services	
Family Engagement	

Policies — Campus Action Plan Example

Goal: Reduction in the rate of ISSs and OSSs; reduction in disproportionality of ISSs and OSSs; increase fairness of rules; increase positive techniques and reduce punitive techniques

Objective: Increase students' perception of policies as fairer and more positive and less punitive

Pronged Strategy: *Policies:* Review and change district disciplinary policies to become less punitive and more supportive; instruct school staff in how to administer policies more fairly.

ACTION STEPS	PERSON(S) PARTNERS RESPONSIBLE	RESOURCES NEEDED INTERNAL/EXTERNAL	PROGRESS INDICATED AT BENCHMARK	COMPLETION DATE	EVIDENCE OF IMPROVEMENT
Recruit volunteers for and create a Discipline Policy Review Committee (DPRC) consisting of a broad range of stakeholders (parents, teachers, administrators, students, and community members)	<ul style="list-style-type: none"> Principal Assistant Supt. for Student Services 	<ul style="list-style-type: none"> District communications department (for publicity) Invitations to key stakeholders 	35+ volunteers from diverse group of stakeholders to serve on DPRC	December 1, 20XX	The result of completing each action step
Present all relevant data regarding the existing discipline statistics (e.g., office referrals, suspensions, expulsions, attendance, school climate)	DPRC co-chairs	<ul style="list-style-type: none"> Meeting room (ongoing) All relevant reports generated by IT department External facilitator Clerical support to transcribe and produce/publish minutes (ongoing) 	All relevant data and reports available and explained to all DPRC members	January 15, 20XX	Minutes of DPRC meeting(s) indicating key points of discussion
Analyze all relevant discipline and attendance reports and generate recommendations	DPRC co-chairs	<ul style="list-style-type: none"> External facilitator All relevant reports 	Minutes of DPRC meeting(s) indicating key points of facilitated analysis and discussion of relevant discipline and attendance data	February 15, 20XX	Preliminary/draft list of prioritized recommendations
Presentation of DPRC recommendations	<ul style="list-style-type: none"> DPRC co-chairs Full DPRC committee 	Community forum meeting schedule and locations	All community forums completed and feedback and suggestions compiled	April 1, 20XX	Positive feedback from community forum evaluations

Review existing campus Code of Conduct to identify strengths and areas in need of revision	DPRC co-chairs	<ul style="list-style-type: none"> External facilitator Copies of Code of Conduct sent to DPRC in advance of meeting 	Minutes of DPRC meeting(s), indicating key points of discussion and agreement	May 15, 20XX	Prioritized list of necessary changes (additions, deletions, rewrites) to existing code
Complete draft of revised Code of Conduct and provide training for school personnel on changes in codes and how to implement revised code	DPRC co-chairs	<ul style="list-style-type: none"> External facilitator Clerical support to produce revised Code of Conduct In-service training time and location 	Sign-in sheets indicating that all relevant personnel have attended the training	June 30, 20XX	<ul style="list-style-type: none"> Completed revision of Code of Conduct Completed in-service training
Introduction of new Code of Conduct to student body through second-hour "class meeting" format	Classroom teachers	<ul style="list-style-type: none"> Copies of new Code of Conduct in English or Spanish for each student District printing department Posting of new Code of Conduct on district website 	<ul style="list-style-type: none"> Completion of all scheduled second-hour class meetings on all secondary campuses Completion of student feedback forms by 80% of student body 	September 20, 20XX	<ul style="list-style-type: none"> Campus second-hour attendance reports indicating 90%+ student attendance Classroom teacher reports of positive student response to new Code of Conduct in second-hour class meetings Positive student comments on written feedback forms
Introduction of new Code of Conduct to parents through PTA/PTO meetings, Booster Club meetings, campus newsletter, and campus and district website, and a mass mailing with an overview of the changes in the existing Code of Conduct	<ul style="list-style-type: none"> District PTA/PTO leaders Booster Club presidents District communications department 	<ul style="list-style-type: none"> Funding for printing and mailing of Code of Conduct in English or Spanish Funding for Spanish language translators 	<ul style="list-style-type: none"> Listing of completed meetings where new Code of Conduct was introduced Completed mailing from all campuses Posting of new Code of Conduct on district website 	September 21-30, 20XX	80% positive feedback from meeting evaluation forms and online comments
Districtwide implementation of new Code of Conduct	All district employees	Copies of new Code of Conduct for every district employee	Generation of reports and completed Campus Discipline Committee meetings indicating use of new forms and continuum of restorative consequences	At the end of each week, month, and semester	Auditing of district discipline data indicating consistent use of new discipline forms and restorative consequences aligned with newly adopted Code of Conduct

Classroom Management and Engagement — Campus Action Plan Example

Goal: Improve teacher-student relations

Objectives: Increase teachers' cultural understanding of their students; increase students' perception of teacher-student relationships as positive; decrease disproportionality of office referrals

Pronged Strategy: *Classroom Management and Engagement:* Provide teacher training in Culturally Responsive Classrooms to help improve teacher-student relationships and reduce the number and disproportionality of office referrals.

ACTION STEPS	PERSON(S) PARTNERS RESPONSIBLE	RESOURCES NEEDED INTERNAL/EXTERNAL	PROGRESS INDICATED AT BENCHMARK	COMPLETION DATE	EVIDENCE OF IMPROVEMENT
Districtwide Professional Development Committee reviews and selects an evidence-based professional development program focused on culturally responsive classroom management and instruction, instructional framework, and lesson design	Professional Development Committee	<ul style="list-style-type: none"> Professional development funds Teacher stipend funds 	<ul style="list-style-type: none"> Signed contracts for EBP trainings Professional Development Plan and Calendar for the school year 	December 1, 20XX	Selection of professional development programs and trainers
Introduce Professional Development Plan and Calendar to Instructional staff (teachers, instructional aides, instructional specialists)	<ul style="list-style-type: none"> Principal Teacher representatives on Professional Development Committee 	<ul style="list-style-type: none"> PowerPoint presentation Handouts of EBP descriptive documents and evidence/research base 	N/A	January 15, 20XX	N/A
Conduct professional development for teachers and instructional aides on instructional framework and lesson design through afterschool sessions and the Professional Learning Community (PLC) format	Trainer/coaches	<ul style="list-style-type: none"> Funding for teacher training materials Dedicated common time for PLC meetings 	<ul style="list-style-type: none"> Training agenda PLC minutes Instructional staff evaluations 	February 15, 20XX	Classroom observations documenting effective use of engaging instructional strategies

<p>Conduct professional development for teachers and instructional aides on Culturally Responsive Classroom Management (CRCM) through afterschool sessions and the PLC format</p>	<ul style="list-style-type: none"> • CRCM trainers • Behavioral specialists 	<ul style="list-style-type: none"> • Funding for teacher training materials • Dedicated common time for PLC meetings 	<ul style="list-style-type: none"> • PLC minutes • Instructional staff evaluations • 85% of teachers saying they gained knowledge and skills from the training • Classroom observations documenting skillful use of effective classroom management 	<p>February 28, 20XX</p>	<ul style="list-style-type: none"> • Classroom observations documenting skillful use of effective classroom management • 85% of teachers saying they regularly use knowledge and skills from the training
<p>Conduct professional development for teachers and instructional aides on managing and mediating conflict in the classroom through afterschool sessions and the PLC format</p>	<ul style="list-style-type: none"> • Conflict mediation trainers • Behavioral specialists 	<ul style="list-style-type: none"> • Funding for teacher training materials • Dedicated common time for PLC meetings 	<ul style="list-style-type: none"> • Training agenda • PLC minutes • Instructional staff evaluations • Teacher self-reports of improved classroom climate 	<p>April 1, 20XX</p>	<p>Classroom observations documenting improved classroom climate</p>
<p>Provide ongoing coaching by instructional and behavioral specialists for staff needing additional support in instruction and/or classroom management</p>	<ul style="list-style-type: none"> • Instructional coaches • Behavioral specialists 	<p>None</p>	<ul style="list-style-type: none"> • Records of collaborative coaching sessions and summaries of activities by instructional and behavioral specialists • Self-evaluations of instructional staff receiving coaching 	<p>April 30, 20XX</p>	<p>Classroom observations documenting improved instructional practice and/or classroom management</p>

Evidence-Based Programs and Practices — Campus Action Plan Example

Goal: Reduction in the rate of ISSs and OSSs

Objectives: Increase students' social-emotional skills; decrease truancy; increase grades

Pronged Strategy: *Evidence-Based Programs and Practices:* Provide programs that build social-emotional skills of all students to help all students manage their own behavior better and prevent problem behavior later on down the road; provide truancy prevention programs, afterschool tutoring, and student assistance teams for groups of students who are at risk for ISSs and OSSs; institute restorative justice programs, in-school counseling, and family support services for students demonstrating problem behavior; implement an early detection system to identify students at risk

ACTION STEPS	PERSON(S) PARTNERS RESPONSIBLE	RESOURCES NEEDED INTERNAL/EXTERNAL	PROGRESS INDICATED AT BENCHMARK	COMPLETION DATE	EVIDENCE OF IMPROVEMENT
District/campus Discipline Policy Review Committee (DPRC) researches and reviews evidence-based Positive School Discipline initiatives and practices appropriate for the district (PBIS, restorative practices, mentoring, peer leadership, Advisory, etc.)	<ul style="list-style-type: none"> • DPRC co-chairs • Exemplar Review Subcommittee 	<ul style="list-style-type: none"> • Database of Positive School Discipline evidence-based programs (EBPs) • Checklist of Positive School Discipline practices found within comprehensive programs 	<ul style="list-style-type: none"> • Minutes of DPRC subcommittee meetings • Identification of three EBPs that best match needs and demographics of Castle Hill ISD 	May 14, 20XX	Recommendation of three EBPs that best match needs and demographics of Castle Hill ISD
Committee conducts site visits to schools with successful (i.e., documented results) Positive School Discipline programs	<ul style="list-style-type: none"> • DPRC co-chairs • Site Visit Subcommittee 	<ul style="list-style-type: none"> • Travel funds • Travel arrangements 	<ul style="list-style-type: none"> • Completed site visits • Report of findings of Site Visit Subcommittee • Recommendation to DPRC of EBP for adoption 	May 28, 20XX	EBP recommendation
Committee selects (by consensus) programs that best address the existing concerns	DPRC	None	Minutes of DPRC meeting to select EBP	June 1, 20XX	EBP selection

<p>Positive School Discipline EBPs are presented to all district stakeholders for discussion and feedback, in multiple "town meeting" formats</p>	<p>DPRC</p>	<ul style="list-style-type: none"> • Meeting venues and schedule • District communications department (for publicity) • Public Access TV broadcast and recording (and additional Spanish-language broadcast) • Printing of new Code of Conduct in English and Spanish 	<ul style="list-style-type: none"> • Completed town meetings • Public attendance at and participation in community forums • Broadcasts of meetings 	<p>June 14-21, 20XX</p>	<p>Compilation of public evaluation forms indicating at least a 75% positive overall rating</p>
<p>Introude the DPRC process for selecting the recommended EBPs to faculty and staff, and provide an overview of the programs</p>	<ul style="list-style-type: none"> • Principal • DPRC co-chairs • Teacher representative • DPRC members 	<ul style="list-style-type: none"> • Faculty meeting room • PowerPoint presentation 	<ul style="list-style-type: none"> • Listing of completed faculty meetings of all Castle Hill ISD secondary campuses 	<p>August 21-25, 20XX</p>	<p>90% composite faculty attendance at initial or make-up EBP information meetings</p>
<p>Campus in-service training on Positive School Discipline EBPs (including classroom management strategies)</p>	<p>Trainer from Positive School Discipline EBP</p>	<ul style="list-style-type: none"> • Funding for trainer • Training materials • Stipends for teacher attendees (after normal school hours) 	<ul style="list-style-type: none"> • Completion of all regularly scheduled EBP training sessions • 95% attendance of identified/ required school staff • Completion of three make-up sessions for staff absent from regularly scheduled trainings 	<p>September 7-14, 20XX</p>	<p>90% positive overall response on the training evaluation instrument</p>
<p>Introduce new Code of Conduct with EBPs to student body through second-hour "class meeting" format focusing on restorative practices</p>	<p>Classroom teachers</p>	<ul style="list-style-type: none"> • Copies of new Code of Conduct in English or Spanish for each student • District printing department • Posting of new Code of Conduct on district website 	<ul style="list-style-type: none"> • Completion of all scheduled second-hour class meetings on all secondary campuses • Completion of student feedback forms by 80% of student body 	<p>September 20, 20XX</p>	<ul style="list-style-type: none"> • Campus second-hour attendance reports indicating 90%+ student attendance • Classroom teacher reports of positive student response to new EBP restorative practices in Code of Conduct • Positive student comments on written feedback forms

<p>Introduce new EBPs to parents through PTA/PTO meetings, Booster Club meetings, campus newsletter, and campus and district website, and a mass mailing with an overview of how the EBPs have changed the existing Code of Conduct</p>	<ul style="list-style-type: none"> • District PTA/PTO leaders • Booster Club presidents • District communications department 	<ul style="list-style-type: none"> • Funding for printing and mailing of EBP and changes in the Code of Conduct in English or Spanish • Funding for Spanish language translators 	<ul style="list-style-type: none"> • Listing of completed meetings where EBP and new Code of Conduct was introduced • Completed mailing from all campuses • Posting of new Code of Conduct on district 	<p>September 21-30, 20XX</p>	<p>80% positive feedback from meeting evaluation forms and online comments</p>
<p>Monitor fidelity of implementation through classroom observations, review of campus office referrals, and review of Student Assistance Team case notes.</p>	<p>Administrative team, Campus Discipline Committees</p>	<ul style="list-style-type: none"> • Classroom walkthroughs, Campus Discipline Committee meetings, Student Assistance Team Meetings 	<ul style="list-style-type: none"> • Administrative walkthrough reports, Campus Discipline Committee meetings review of office referrals indicating restorative practices/ consequences 	<p>At the end of each week, month, and semester</p>	<p>Auditing of district discipline data indicating consistent use of new discipline forms and restorative consequences aligned with EBPs of new Code of Conduct</p>
<p>Refresher trainings for indicated staff and new hires</p>	<p>Designated member of administrative team (rotating basis)</p>	<p>None</p>	<ul style="list-style-type: none"> • Completion of monthly trainings as needed 	<p>Monthly as needed</p>	<p>100% of staff trained and utilizing EBP in classroom and campus</p>

School and Community Support Services — Campus Action Plan Example

Goal: Reduction in the rate of ISSs and OSSs; increase positive techniques and reduce punitive techniques

Objectives: Increase case management of students exhibiting behavioral problems

Pronged Strategy: *School and Community Support Services:* Connect with community mental health and family support services to provide a continuum of services for students demonstrating problem behavior; use a case management approach with all partners to coordinate services.

ACTION STEPS	PERSON(S) PARTNERS RESPONSIBLE	RESOURCES NEEDED INTERNAL/EXTERNAL	PROGRESS INDICATED AT BENCHMARK	COMPLETION DATE	EVIDENCE OF IMPROVEMENT
<p>Identify and invite community stakeholders to become part of a comprehensive continuum of prevention, intervention, and targeted support services for students and families in need</p>	<ul style="list-style-type: none"> Principal Assistant Supt. for Student Services Education Foundation CEO Chamber of Commerce president 	<ul style="list-style-type: none"> District communications department (for publicity) Invitations to key stakeholders Joint communiqué from Community Cares Committee (CCC) co-chairs 	<p>Attendance of invited stakeholders from juvenile justice, mental health, business, fraternal organizations, education providers (tech schools, community college), social welfare groups, and government social services</p>	<p>November 1, 20XX</p>	<p>Signed commitment from 80% of invitees to participate in the CCC</p>
<p>Develop a strategic plan for cooperation, collaboration, information sharing, and delivery of services, and a Memorandum of Understanding (MOU) between school district and CCC members</p>	<p>CCC co-chairs</p>	<ul style="list-style-type: none"> Funding for professional facilitator to guide the process Meeting schedule Meeting venues 	<ul style="list-style-type: none"> Meeting minutes clearly stating all resolutions Draft compact for community partners to review and adopt 	<p>November 30, 20XX</p>	<ul style="list-style-type: none"> Strategic plan developed by charter CCC members MOU signed by all partners
<p>School and community meetings to introduce the CCC and describe services at the prevention, intervention, and targeted support levels</p>	<p>CCC Service Delivery Subcommittee</p>	<ul style="list-style-type: none"> Meeting schedule for campus(es) with community locations Program materials with agency names and contact information for distribution 	<p>Meetings scheduled and conducted, with related program materials distributed</p>	<p>December 15, 20XX</p>	<ul style="list-style-type: none"> School and community meetings completed, with robust attendance Citywide publicity in print, radio, public access TV, and local TV broadcasts

<ul style="list-style-type: none"> • Integrate mental health screening into all student discipline procedures involving student OSS • Train personnel on administration and interpretation of screening instrument • Establish referral protocol for school personnel 	<ul style="list-style-type: none"> • School psychologists • Community mental health provider • External facilitator or trainer 	<ul style="list-style-type: none"> • Funding for screening instrument • Funding for training or personnel on administration and interpretation of results 	<ul style="list-style-type: none"> • Completed training of key personnel • Adoption of referral protocol 	<p>January 15, 20XX</p>	<p>Use of screening instrument in all discipline cases involving OSS</p>
<ul style="list-style-type: none"> • Establish CCC office at Castle Hill H.S. staffed by different community agency reps. <p><i>Each day of the week:</i></p> <ul style="list-style-type: none"> • M: Medicaid, food stamps, faith-based providers • T: Legal aid, housing, tenants' rights • W: Family and individual counseling • Th: Education and job skills, unemployment • F: City services, juvenile probation 	<p>CCC Service Delivery Subcommittee</p>	<ul style="list-style-type: none"> • Commitment from community agencies to staff CCC office on designated day • Local media publicity • District communications department publicity materials • Funding for publicity materials and distribution 	<p>Staffed office with various agencies and publicized schedule</p>	<p>January 30, 20XX</p>	<p>Sign-in sheets from each agency staffing the H.S. CCC office indicating use of services by Castle Hill H.S. community</p>
<p>Establish support groups for parents (on improving communication, single parenting, parenting a child with special needs, etc.)</p>	<p>CCC Service Delivery Subcommittee</p>	<ul style="list-style-type: none"> • Facilitators • Meeting schedule and venues • Funding for refreshments 	<p>Parent sign-ups for support groups</p>	<p>January 30, 20XX</p>	<p>Positive evaluation by participants</p>
<p>Establish support groups for students (on anger management, grief, drug and alcohol abuse, relationships/dating, body image, etc.)</p>	<p>CCC Service Delivery Subcommittee</p>	<ul style="list-style-type: none"> • Facilitators • Meeting schedule and venues • Funding for refreshments 	<ul style="list-style-type: none"> • Staff referrals • Student self-referrals • Sign-ups for support groups 	<p>January 30, 20XX</p>	<ul style="list-style-type: none"> • 80% attendance at all sessions • Positive evaluation by students

Family Engagement — Campus Action Plan Example

Goal: Reduction in disproportionality of ISSs and OSSs
Objectives: Increase parent engagement with schools
Pronged Strategy: *Family Engagement:* Recruit a parent liaison as part of the positive school discipline team to assure that all programs and policies are culturally appropriate; invite and involve parents in monthly meetings about the positive school discipline plan and positive outcomes.

ACTION STEPS	PERSON(S) PARTNERS RESPONSIBLE	RESOURCES NEEDED INTERNAL/EXTERNAL	PROGRESS INDICATED AT BENCHMARK	COMPLETION DATE	EVIDENCE OF IMPROVEMENT
Recruit and select a diverse group of parents to serve on the Castle Hill H.S. Parent Advisory Committee (PAC)	<ul style="list-style-type: none"> Principal PTA/PTO president Booster Club president NAACP president League of United Latin American Citizens president 	<ul style="list-style-type: none"> Local media exposure District communications department staff 	<ul style="list-style-type: none"> 100+ parent responses for spots on the PAC 	September 21, 20XX	Selection of PAC members by PAC Selection Subcommittee
PAC Discipline Subcommittee participates in campus and district Discipline Policy Review Committee (DPRC) policy review	PAC Discipline Subcommittee	None	<ul style="list-style-type: none"> PAC Discipline Subcommittee attendance at and participation in DPRC meetings Subcommittee reports on progress 	May 30, 20XX	Completed revision of Code of Conduct with participation and input from PAC Discipline Subcommittee
PAC sponsors “Courageous Conversations About Race” community forums	<ul style="list-style-type: none"> PAC president District PAC president Community Forum Subcommittee 	<ul style="list-style-type: none"> Meeting venues Local media exposure District communications department Schedule of forums Local-access TV coverage 	Robust attendance (50+ parents and community members) at each forum	October 15-December 15, 20XX	80% positive feedback from meeting evaluation forms and online comments

Recruit a PAC member to serve as parent liaison on the positive school discipline team	Principal	None	Parent liaison identified for positive school discipline team	October 15, 20XX	Parent liaison in attendance at 95% of positive school discipline team meetings
Initiation of monthly Principal-Parent Coffee Conversations	Principal	<ul style="list-style-type: none"> Principal's conference room Refreshments 	Establish and publish calendar of monthly Principal-Parent Coffee Conversations	Second Tuesday of each month beginning in September 20XX	80% positive rating for principal-parent end-of-year parent-campus survey
Conduct "Supporting the Academic and Social Development of Your Teen" parent education series (four sessions)	<ul style="list-style-type: none"> Principal PAC president 	<ul style="list-style-type: none"> Funding for trainers, materials, and refreshments Community meeting venues (e.g., churches, Castle Hill Public Library, community college auditorium, community behavioral health office conference room) 	<ul style="list-style-type: none"> Attendance sign-in sheets from each parent education series meeting 20+ parents in attendance at each session 	Third Thursdays in October 20XX and January, March, and May 20XX	<ul style="list-style-type: none"> Completion of all "Supporting the Academic and Social Development of Your Teen" parent education programs 80% of participants in attendance at all four sessions
Initiation of campuswide parent volunteer program	<ul style="list-style-type: none"> Principal Parent volunteer coordinator 	<ul style="list-style-type: none"> Funds to cover fingerprinting and CORI checks of all those who desire to volunteer Funds to compensate parent volunteer coordinator 	Recruitment/sign-up of 50+ parent volunteers	Launch by October 1, 20XX	<ul style="list-style-type: none"> Retention of 80% of initial volunteers Completion of 1,000 hours of volunteer time by June 1, 20XX
Initiate vehicle for parent communication through online feedback link, phone hotline for concerns, and monthly parent newsletter	<ul style="list-style-type: none"> Principal District communications department Admin. assistant 	<ul style="list-style-type: none"> District communications department District IT department District print shop Stipend for newsletter editor Funds for printing and mailing monthly newsletter 	Feedback link active on campus webpage, publication of first newsletter, and operational hotline no later than November 1, 20XX	All facets operational and "glitch free" by December 1, 20XX	80% positive rating for principal-parent communication on end-of-year parent-campus survey

Collect and Analyze Data — Campus Action Plan Example

Goal: Reduction in the rate of ISSS and OSSS; reduction in disproportionality of ISSS and OSSS
Objectives: Decrease disproportionality of office referrals; decrease truancy; increase grades
Strategy: Collect and analyze all relevant district and campus data on discipline, attendance, and truancy; disaggregate the data by grade, race, class/teacher, location, time of day, and other at-risk categories to identify areas of focus

ACTION STEPS	PERSON(S) PARTNERS RESPONSIBLE	RESOURCES NEEDED INTERNAL/EXTERNAL	PROGRESS INDICATED AT BENCHMARK	COMPLETION DATE	EVIDENCE OF IMPROVEMENT
Establish Campus Discipline Committee to review and analyze existing and new discipline data.	<ul style="list-style-type: none"> • DPRC co-chairs • Assistant Supt. for Student Services • Principal • Admin. assistant 	<ul style="list-style-type: none"> • Invitations • Meeting room • Refreshments 	<ul style="list-style-type: none"> • Committee members selected • Committee meeting schedule established 	September 30, 20XX	N/A
Determine what relevant data are currently being collected, analyzed, and shared and what data not currently collected and reported would be useful	<ul style="list-style-type: none"> • Principal • Director of IT • Campus Discipline Committee 	Printouts of district and campus discipline and attendance data	Identification of useful data being collected and data needed for complete analysis	October 30, 20XX	<ul style="list-style-type: none"> • Data description of existing data and needed data • Data review schedule established
Collect and input data not previously being collected, and design program to create reports with critical data	<ul style="list-style-type: none"> • Assistant principals • IT programmers 	<ul style="list-style-type: none"> • Attendance clerks • Assistant principals' secretaries for data input 	<ul style="list-style-type: none"> • All critical data identified are entered into district database • Programming completed for all needed reports 	November 30, 20XX	Same as progress indicated at benchmark
Disaggregate data by at-risk factors, including grade, race, gender, SPED, ELL, and Economically Disadvantaged	Director of IT	None	Completed reports (new reports where none existed in the past)	November 30, 20XX	Disaggregated data routinely available in report form
Analyze data to identify areas of concern (disproportionality, frequency/volume) and other contributing factors (frequency of referring individual, location, time of day, etc.)	<ul style="list-style-type: none"> • Principal • Campus Discipline Committee 	Facilitator trained in data analysis and data-driven decision-making	<ul style="list-style-type: none"> • Schedule of meetings for data analysis team • Established data analysis protocol 	December 15, 20XX	Challenges and areas of concern identified by consensus

Outcome Evaluation **Plan** Template

OUTCOME	OUTCOME MEASURE	PERSON(S) / PARTNERS RESPONSIBLE	DATA COLLECTION SCHEDULE	EVIDENCE OF IMPROVEMENT
Comes directly from your Positive School Discipline Plan	How you will measure each outcome	Who is responsible for collecting the data	When and how often will you collect the data?	What do the data tell you about each outcome?

The Process of Change

What principles of change do you need to understand in order to make successful and effective organizational change?

- 1. Change is an ongoing process, not a short-term event.** We can get discouraged when we don't see immediate results. But real change requires ongoing support and resources, and it takes time. Michael Fullan, a leader in educational reform, notes that the process of implementing change is often most difficult in the first six months, no matter how well you plan. It's important to have realistic expectations about the time it will take to see significant progress and to make sure that other stakeholders in the community understand that as well.
- 2. Change occurs in individuals first, then in organizations.** The best program in the world won't succeed unless the people who are implementing it are ready and willing to make it a success. However, individual change is difficult if the organization is not supportive of the change. Therefore, as a leader you need to pay attention to individual implementer's needs and concerns and to work with key stakeholders in the community to successfully integrate the district's policies, programs, and practices into the system.
- 3. People go through change at different rates and in different ways.** You can't expect everyone to be ready at the same time to implement a change initiative. Some people need more information to be convinced. Some need more training to feel prepared. In his book *Diffusion of Innovation*, Everett Rogers identified five categories of "adopter types," based on the way people respond to a planned change:
 - **Innovators:** Innovators are eager to try new ideas. They can cope with uncertainty about an innovation and generally network with people outside their organization.
 - **Early adopters/leaders:** These are formal and informal leaders whose opinions are well-respected within the organization. Early adopters are not as far ahead of the average individual as innovators and are more trusted within an organization.
 - **Early majority:** Early majority members adopt new ideas ahead of average individuals but are not opinion leaders. They tend to deliberate for a while before adopting changes and adopt an innovation later than innovators and early adopters.
 - **Late majority:** Members of the later majority take more time to decide on changes and adopt them just after the average individual. Often, they don't adopt a change unless there is significant peer pressure or it becomes an economic necessity to change.
 - **Resistors:** Resistors are the last to adopt a change and, in fact, may never adopt it. Rogers noted them as likely to be isolated from the mainstream and often low in influence within an organization. However, resistors can also be influential in organizing others to block a change. Fullan encourages leadership to identify resistors' concerns early on in a change initiative and work to address their concerns.

It is important to be aware of individual differences among your implementers and to involve leaders in the initial stages of making change so that they can help bring others along more quickly.

4. As people implement a new initiative, their concerns change. For example, when implementers first hear about a new program or initiative, they might not be concerned about it. However, once they realize that they will be the ones implementing it, they will have concerns about what the initiative is and how they will be able to fit it into what they already do.

The Concerns-Based Adoption Model (CBAM)¹ outlines seven stages of concern that implementers are likely to experience:

Stage	Expressions of Typical Concerns
0: Awareness	"I am not concerned about this initiative." "I don't really know what this initiative involves."
1: Informational	"I would like to know more about it." "There is a lot I don't know about this, but I am reading and asking questions."
2: Personal	"How will using it affect me?" "I'm concerned whether I will be able to do this well." "How much control will I have over the way I use this."
3: Management	"I seem to be spending all my time getting materials ready." "I'm concerned that we will need to spend more time in meetings."
4: Consequence	"How is this going to affect my students?" "How can I adapt this to have more impact?"
5: Collaboration	"How can I relate what I'm doing to what others are doing?"
6: Refocusing	"I have some ideas that could work even better than this."

Implementers' earliest concerns are likely to focus on "self" (Stages 1 and 2); next, they may have concerns about the task of implementing the new initiative (Stage 3); and finally, their concerns will likely center around the impact of the initiative they are implementing (Stages 4–6). Implementers may also have concerns in more than one stage at a time; for example, they might be concerned about the "how to's" of managing the implementation (Stage 3) as well as how it will affect their constituents (Stage 4).

5. Different interventions can be designed to support implementers' changing concerns. For example, if you recognize that someone is still in the informational stage, you can find additional ways to present information about the new initiative, perhaps by having someone who is using it in another community or agency talk about his or her experience.

¹ Adapted from Hall, G., & Hord, S. (2001), *Implementing Change: Patterns, Principles, and Potholes*, Needham, MA: Allyn and Bacon.

6. Leaders need to notice and adapt to different individuals' changing concerns. For example, once someone begins using a program, he or she might need further suggestions about how to use the materials, even if that person had been trained prior to implementation. Implementers might also need opportunities to get together and share their experiences with and learn from one another.

7. Leaders need to take into account the larger system in which a program is being implemented. A change in one part of the system could affect another part. Before you implement an initiative or program, think about its possible impact on other individuals and the community. How can you engage and collaborate with partners and other key stakeholders in different parts of the larger system? How will you recognize and manage the impact of change in other parts of the system?

EBP

Implementation Checklist

Preparation	✓ When Completed
Steps have been taken to obtain buy-in from:	
• Teachers	<input type="checkbox"/>
• Administrators	<input type="checkbox"/>
• Parents	<input type="checkbox"/>
• Students	<input type="checkbox"/>
• Others (as applicable)	<input type="checkbox"/>
Materials have been purchased	<input type="checkbox"/>
Partners are aware of which programs/activities they are responsible for implementing	<input type="checkbox"/>
Capable implementers have been selected	<input type="checkbox"/>
Training for staff has been arranged to fit with school calendar and/or professional development schedule	<input type="checkbox"/>
Staff have received appropriate training	<input type="checkbox"/>
For school-based interventions, implementation has been coordinated with school schedule	<input type="checkbox"/>

Implementation	✓ When Completed
Ongoing implementation team is able to meet regularly to troubleshoot and identify staff training needs	<input type="checkbox"/>
Time for coaching, mentoring, and giving feedback to implementers is built into the schedule	<input type="checkbox"/>
Plan is in place for collecting implementation data (i.e., process measures) and measures of fidelity	<input type="checkbox"/>
Plan is in place for informing decision-makers about issues and outcomes	<input type="checkbox"/>
Implementation includes strategies that will support future sustainability (e.g., training of trainers, systems change, policy changes to support EBP)	<input type="checkbox"/>
Ongoing training is provided, including booster sessions and training for new staff	<input type="checkbox"/>
Implementation data are being collected	<input type="checkbox"/>
Principals and/or program directors receive process data on implementation	<input type="checkbox"/>
Delivery of EBP is evaluated in terms of compliance (key components) and competence	<input type="checkbox"/>
Project leadership has created an evaluation feedback loop that keeps decision-makers aware of EBP outcomes	<input type="checkbox"/>
Changes are made to implementation strategies, scheduling, staffing, etc. based on data	<input type="checkbox"/>
Adaptations are only considered after implementing with fidelity, so that adaptation occurs with maximum program familiarity	<input type="checkbox"/>
Before considering adaptations, implementers make sure that they have an in-depth understanding of the EBP's logic model, so that changes do not undermine the EBP's effectiveness	<input type="checkbox"/>
Adaptations are documented for evaluation purposes	<input type="checkbox"/>

PromotePrevent

