



New York State Education Department  
Office of Special Education  
**Educational Partnership**





# Building the Foundation of Effective Behavioral Systems

**A Unified, Instructional, and Data-Driven Approach to Schoolwide Discipline**

Developed by the Technical Assistance Partnership (TAP) for Behavior, University at Albany  
Version: 3/2026

# Blueprint for Improved Results for Students with Disabilities

-  **Self-Advocacy**  
Students engage in self-advocacy and are involved in determining their own educational goals and plan.
-  **Family Partnership**  
Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.
-  **Specially-Designed Instruction**  
Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.
-  **Research-Based Instruction**  
Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.
-  **Multi-Tiered Support**  
Schools provide multi-tiered systems of behavioral and academic support.
-  **Inclusive Activities**  
Schools provide high-quality inclusive programs and activities.
-  **Transition Support**  
Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

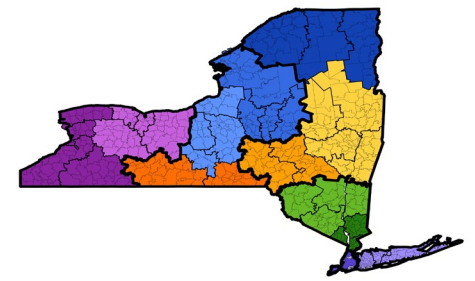


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# Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

# Who Are We?



- The Office of Special Education (OSE) Educational Partnership is a coordinated and cohesive network focused on enhancing services and improving outcomes for students with disabilities and providing effective support for educational organizations (EOs) and families
- Regional Partnership Centers (RPCs) and Family and Community Engagement (FACE) Centers are in each of the 12 regions of New York State (NYS) and their own teams of specialists provide coordinated, direct supports and services to the EOs within their region

# Presenter Introductions

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# Participant Introductions

- Name
- Role
- District
- School
- Population Served

# Training Expectations

<u>EXPECTATION</u>	<u>BEHAVIOR</u>
BE RESPONSIBLE	<ul style="list-style-type: none"><li>✧ Take care of your personal needs</li><li>✧ Return on time and quietly</li><li>✧ Sign attendance sheets / complete eval. form</li><li>✧ Use electronic devices when necessary</li></ul>
BE RESPECTFUL	<ul style="list-style-type: none"><li>✧ Put cell phones to “off” or “vibrate”</li><li>✧ Listen to others attentively</li><li>✧ Honor confidentiality when applicable</li><li>✧ Stay on topic</li></ul>
BE ENGAGED	<ul style="list-style-type: none"><li>✧ Be an active participant</li><li>✧ Participate with an open mind</li><li>✧ Take notes</li><li>✧ Make plans to stay until training dismissal</li></ul>

# Virtual Training Expectations

<u>EXPECTATION</u>	<u>BEHAVIOR</u>
BE RESPONSIBLE	<ul style="list-style-type: none"><li>✧ Take care of your personal needs</li><li>✧ Return on time and quietly</li><li>✧ Complete evaluation form</li><li>✧ Find a quiet place to participate</li></ul>
BE RESPECTFUL	<ul style="list-style-type: none"><li>✧ Use “mute” to prevent background noise</li><li>✧ Listen to others attentively</li><li>✧ Honor confidentiality when applicable</li><li>✧ Stay on topic</li></ul>
BE ENGAGED	<ul style="list-style-type: none"><li>✧ Be an active participant</li><li>✧ Participate with an open mind</li><li>✧ Take notes</li><li>✧ Make plans to stay until training dismissal</li></ul>

# YOUR TURN: Identify Roles



- Team Facilitator
- Note Taker
- Spokesperson

# Slide Marker Icons

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# Series Objectives



**By the end of this series, participants will be able to:**

- Explain core principles of behavior and how they inform effective schoolwide behavioral systems
- Design a unified, instructional discipline framework aligned with schoolwide expectations
- Utilize a process to successfully analyze behavioral data and identify precise problem statements
- Develop actionable, data-based plans that include clear outcomes, implementation steps, and progress-monitoring measures

# Series Agenda/Roadmap



- **Module 1:** Understanding Behavior and Building Effective Behavioral Systems
- **Module 2:** Designing a Unified and Instructional Discipline Framework
- **Module 3:** Data-Based Decision-Making Using Team-Initiated Problem-Solving (TIPS)
- **Module 4:** Action Planning for Developing an Effective Behavioral System

# Module 2

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## *Designing a Unified and Instructional Discipline Framework*



# Module 2 Objectives

## Participants will be able to:

- Understand the origins, purpose, and evolving role of “discipline” within a schoolwide behavior system
- Create expectations that become the foundation for district/school values and behavioral instruction
- Define contextually inappropriate behaviors
- Define the responsibility of behaviors: teacher- versus administrator-managed
- Define strategies for responding to inappropriate behavior
- Understand the impact of changing staff procedures and practices to impact student outcomes and build relationships

# Module 2 Roadmap

- Rethinking Discipline
- Defining Contextually Inappropriate Behaviors
- Responsibility for Responding To and Managing Contextually Inappropriate Behaviors
- Strategies to Respond to and Manage Inappropriate Behaviors
- Understanding and Reviewing Discipline Systems



# Module 2 Frequently Used Acronyms

- **CADPPE** – Checklist for Analyzing Discipline Policies and Procedures for Equity
- **ODR** – Office Discipline Referral
- **PBIS** – Positive Behavioral Interventions and Supports
- **SWIS** – Schoolwide Information Systems

# Module 2 Handouts

1. Rethinking Discipline Article
2. SWIS Behavior Definitions
3. Major vs. Minor T-Chart
4. Continuum of Response Strategies for Inappropriate Behaviors
5. Discipline Process Flowchart Template
6. Checklist for Analyzing Discipline Policies and Procedures for Equity
7. Key Elements of Policies to Address Discipline Disproportionality
8. Module 2 Action Plan

Section 1 of 6

# Rethinking Discipline

# YOUR TURN: Discipline

What words/descriptions come to mind when you think of...



# Rationale for Discipline in Our Schools

- Disciplinary policies and practices *should* be a part of a cohesive behavior support system within a district and school
- Discipline *should* be a complementary system to expectations and acknowledgements
- Effective discipline *is inclusive* of opportunities for students to *LEARN* and *PRACTICE* appropriate behaviors using an instructional approach

# YOUR TURN: A “Shift” in our Thinking

Article Read: Rethinking Discipline



# Definition and Foundation of Discipline

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## Dis•ci•pline

n. (fr. Latin *disciplina*, teaching, learning)

Instruction that corrects, molds or perfects character and develops self-control.

Webster's New Collegiate Dictionary

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Discipline refers to prevention and remediation, “**training** to act in accordance with rules;” and “**instruction** and exercise designed to train proper conduct or action;” “**training** that is expected to produce a specified character pattern of behavior;” and “controlled behavior resulting from such **training.**”

# Mindsets: Rethinking Discipline

## Discipline = Punishment

- Reactive approach
- Focuses on what not to do
- Provides relief from the immediate effects offered by the short-term solution of removing the problem
- Punishments satisfy the punisher but have little lasting effect on the punished
- Can damage relationships
- These exclusionary disciplinary approaches are in direct conflict with school missions to help all students achieve their fullest potential. Our punitive policies fail the very students they target

## Discipline = Teaching, Training

- Proactive approach
- Focused on what to do - seeing behavior change as an instructional process
- Teaches replacement and acceptable behaviors
- Teaching and training allows the student to have their needs met
- Builds long lasting relationships
- Are mindfully inclusive of all students particularly those who may have difficulty managing their given environments

# **Discipline: An Opportunity To Teach**

**Behavior change requires an instructional process.**

**STUDENT behavior changes  
when  
ADULT behavior changes.**

**Positive Interventions are the outcomes changes in staff procedures & practices.**

# Teaching Expected Behaviors

- District-level and/or School-level teams determine **3-5 behavioral expectations**
- These expectations become the foundation for creating a **safe and supportive environment** for both students and staff
- Your behavioral expectations are woven into the fabric of your district/school and are **explicitly defined and taught** to students
- Districts and schools who teach and promote behavioral expectations report **increases in academic engagement, leadership skills and conflict resolution**



# ***Why?... Consistency Matters***



# Consistency With Our Language

## Expectations

<b>Expectations</b>	Broad, overarching descriptions or behavioral values that are applicable to both students and staff across all common areas and classrooms
<b>Behaviors/Rules</b>	Specific tasks students are to do to achieve the schoolwide expectations
<b>Procedures/Routines</b>	<p>Procedures are methods for accomplishing tasks in the classroom</p> <p>Procedures form routines that help students meet classroom expectations and rules/behaviors</p>

# Culturally Responsive Expectations

- **Validation** - legitimizing aspects of students' cultures that have historically been seen as illegitimate by the dominant culture, including intentionally allowing time and space for cultural aspects within the school day
- **Affirmation** - explicitly acknowledging the worth of students' cultures and learning histories
- **Building** - providing specific instruction regarding why certain student behaviors are necessary in certain school settings
- **Bridging** - giving the student opportunities to practice and build fluency in school behaviors, with performance feedback

# Determining Your 3-5 Expectations

## Steps in the Process

### • Step 1: Think

- District/school vision and improvement plan language
- Current data: What behaviors are showing up? Where?
- Existing expectations: Keep, revise/rebrand, or create new?
- Scope: District-wide, pilot school(s), or grade-band rollout?

### • Step 2: Brainstorm

- What words describe the culture you want to establish?
- What values do we want to instill? (aligned to cultural values too)
- Draft expectations and determine consensus among your team
- Draft a name for your schoolwide expectations that aligns with your district/school culture

### • Step 3: Gather Input








- Share draft of possible expectations with various partner groups (e.g., staff, parents, students, community members)
- Get input from all district/school partners
- Make revisions, as needed, before setting final expectations

# Defining Your Expectations

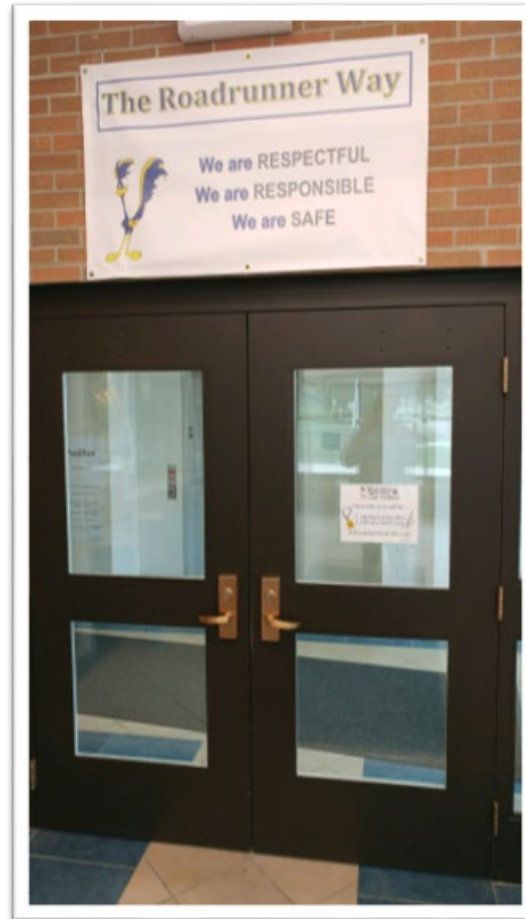
We cannot just set it and forget it – We must *define and teach* them!

- What do your expectations mean... how would you define them?
- We want expectations to be easily understood by everyone (students, staff, parents)
- Ultimately, schools will create behavioral lesson plans addressing each expectations that staff will teach to students

<p><b>We are Respectful</b></p> <p>Act with care and concern for the well-being of your peers, teachers, school property, and other's belongings.</p>
<p><b>We are Responsible</b></p> <p>Do what is expected even when no one is watching. Be honest.</p>
<p><b>We are Safe</b></p> <p>Keep yourself and others free from harm or risk.</p>

 <b>"FALCON FORCE" MATRIX</b>						
	 <b>Classroom</b>	 <b>Cafeteria</b>	 <b>Bus</b>	 <b>Hallway/Foyer Sidewalk</b>	 <b>Playground</b>	 <b>Bathroom</b>
<p><b>We are Respectful</b></p> <p>Act with care and concern for the well-being of your peers, teachers, school property, and other's belongings.</p>	<ul style="list-style-type: none"> <li>-Respond to adult directions the first time they are given</li> <li>-Listen with your eyes and ears</li> <li>-Use appropriate words and adult directed volume</li> <li>-Encourage and help others</li> </ul>	<ul style="list-style-type: none"> <li>-Follow the monitor's rules the first time</li> <li>-Use appropriate language and voice volume</li> <li>-Be kind and include others</li> <li>-Use table manners</li> <li>-Eat only your food</li> </ul>	<ul style="list-style-type: none"> <li>-Follow the driver's directions the first time</li> <li>-Use appropriate language and voice volume</li> <li>-Use kind words and help others</li> </ul>	<ul style="list-style-type: none"> <li>-Maintain personal space</li> <li>-Stand tall, off the wall</li> <li>-Use kind words and help others</li> <li>-Use appropriate voice volume</li> </ul>	<ul style="list-style-type: none"> <li>-Respond to teacher directions the first time they are given</li> <li>-Take turns</li> <li>-Invite those that are playing alone</li> <li>-Enter/exit building quietly</li> </ul>	<ul style="list-style-type: none"> <li>-Give others privacy</li> <li>-Wait in line</li> <li>-Keep the bathroom clean</li> <li>-Use appropriate voice volume</li> </ul>
<p><b>We are Responsible</b></p> <p>Do what is expected even when no one is watching. Be honest.</p>	<ul style="list-style-type: none"> <li>-Be on time</li> <li>-Be prepared with homework and materials</li> <li>-Ask for help when you do not understand something</li> <li>-Attempt all work</li> </ul>	<ul style="list-style-type: none"> <li>-Raise hand if in need</li> <li>-Leave table clean</li> <li>-Finish lunch in time</li> <li>-Report any problems to an adult</li> </ul>	<ul style="list-style-type: none"> <li>-Keep the bus clean</li> <li>-Report problems to the driver</li> <li>-Keep belongings with you</li> </ul>	<ul style="list-style-type: none"> <li>-Take the quickest route</li> <li>-Keep your belongings in your locker</li> <li>-Keep the hallway clean and clear</li> </ul>	<ul style="list-style-type: none"> <li>-Clean up equipment</li> <li>-Wear sneakers</li> <li>-Use the bathroom before going to playground</li> </ul>	<ul style="list-style-type: none"> <li>-Use bathroom only when needed</li> <li>-Throw trash in the garbage</li> <li>-Flush the toilet when finished</li> <li>-Report any problems to an adult</li> </ul>
<p><b>We are Safe</b></p> <p>Keep yourself and others free from harm or risk.</p>	<ul style="list-style-type: none"> <li>-Keep hands, feet, and objects to self</li> <li>-Enter room only if an adult is present</li> <li>-Sit in chair with all four legs on floor</li> <li>-Walk at all times</li> <li>-Use equipment/ materials in their intended way</li> </ul>	<ul style="list-style-type: none"> <li>-Keep hands, feet, and objects to self</li> <li>-Walk at all times</li> <li>-Stay in your line</li> <li>-Stay seated while eating</li> </ul>	<ul style="list-style-type: none"> <li>-Keep hands, feet, and objects to self and inside the bus</li> <li>-Only bring approved items on the bus</li> <li>-Stay seated and faced forward</li> <li>-Enter and exit in an orderly fashion</li> </ul>	<ul style="list-style-type: none"> <li>-Keep hands, feet, and objects to self</li> <li>-Walk at all times</li> <li>-Look ahead while walking</li> <li>-Keep exterior doors closed/locked</li> </ul>	<ul style="list-style-type: none"> <li>-Keep hands, feet, and objects to self</li> <li>-Use equipment in its intended way</li> <li>-Leave nature in it's place</li> <li>-Keep exterior doors closed/locked</li> </ul>	<ul style="list-style-type: none"> <li>-Keep hands, feet, and objects to self</li> <li>-Wash hands with soap and water</li> <li>-Keep water in the sink</li> <li>-Use toilet and sink in their intended way</li> </ul>

# Expectations on a Teaching Matrix and Throughout Your District/School



Expectations	Settings			
?				
?				
?				

Write in your 3-5 positively stated behavioral expectations

# YOUR TURN

## Exploring Expectations



- **Individual Think Time:** reflect on the following as it pertains to your district/school...
    - District/school vision and improvement plan language
    - Current data: What behaviors are showing up? Where?
    - Existing expectations: Keep, revise/rebrand, or create new?
    - Scope: District-wide, pilot school(s), or grade-band rollout?
  - **Team Discussion (identify note taker):**
    - Share individual reflections and identify common themes
    - Note areas of alignment and gaps across schools/grade levels
    - Brainstorm what might be your desired state for district- or schoolwide- behavior expectations
- \*You will have more time to engage in this work during Module 4.

# In Conclusion

It is critical for teachers to maintain a view that contextually inappropriate behavior may be a *skill deficit*;

- Understanding that some students come from environments that have not taught or expected pro-social behavior for school success
- Some students have a limited repertoire of behaviors and do not know how to behave responsibly in the school setting

**Blaming** the child and responding by “**getting tough**” will not alter this skill deficit; *teaching will*

- A truly effective discipline system shifts from reactive punishment to proactive, instructional support focusing on teaching social competence, addressing skill deficits, and keeping students engaged in school so they can succeed academically and socially
- Shift from reactive, punitive discipline to proactive, instructional discipline
- Focus on explicitly teaching skills, addressing deficits, and building social competence to ensure all students have the tools to succeed

# Defining Contextually Inappropriate Behaviors

# Definition

**Disciplinary policies and practices are part of a cohesive behavior support system within a school. Discipline is a complementary system to expectations and acknowledgements.**

**Effective discipline includes opportunities for students to LEARN and PRACTICE appropriate behaviors through an instructional approach.**

# Defining Behaviors



- Behaviors must be specifically defined within schools
- The definitions must clear, observable, and measurable
- **Where to begin:**
  - The SWIS developers at the National PBIS Center at the University at Oregon have definitions for common problem behaviors
  - Establish alignment with SWIS definitions

# Rationale for Defining Behaviors

- Clearly defined **procedures** support consistency with responding to behavioral infractions. Consistency creates the conditions for increased **structure, feelings of safety,** and a **positive learning environment**
- Research indicates that subjective behaviors more often result in disproportionate discipline for students of color\*
- It is imperative that staff examine their beliefs about what behaviors are considered “normal” or “appropriate”

# How to Develop Behavioral Definitions

- **Developing contextually inappropriate behavioral definitions are those that are:**
  - **Observable** – can be seen or heard
  - **Measurable** – can be counted, timed, or otherwise quantified
  - **Contextually Specific** – defined in a way that makes sense for the setting and distinguishes it from appropriate behavior
  - **Objective** – free of opinion or judgment words
- **Considerations to ensure equity and family engagement**
  - Definitions should be developed with family/student input and reviewed with families/students for clarity and cultural relevance
  - Language should be accessible, jargon-free, and translated when needed
  - Avoid terms that are culturally subjective (e.g., “disrespect,” “attitude”)
  - Ensure definitions reduce bias and can be applied consistently across all students

# What is Meant by *Contextually* Inappropriate Behaviors?

- A behavior that is disruptive, offensive or deemed unacceptable in one situation/environment may be acceptable in another situation/environment
- Contextually inappropriate behavior goes against social, cultural and/or school expectations
- Example: Running in the gymnasium is appropriate. Running in a classroom is inappropriate.

# Sample of a School Reviewing their Major Office Discipline Referral Data

Infraction	Notes
Disruption	Refusal to do work, throw paper
Disruption	Refusal to do work, cry, pout, stomp
Disruption	Off task, refusal
Disruption	Arguing with teacher
Disruption	Prohibited teaching and learning
Disruption	Playing, throwing water
Disruption	Off task
Disruption	Throwing paper, yelling, hitting, crawling
Disruption	Following directions, playing, off task
Disruption	Not following directions

# Analysis of Data

What does **Disruption** look like and sound like?

Teacher/Staff Managed	Administrator Managed
Refusal to work	Disruption escalated into a physical or verbal confrontation
Argue with the teacher	Minor actions repeated to the point of an “un-teachable” learning environment
Calling out	--
Tapping pencil/objects	--
Talking to others	--
Unnecessary movement (out of seat/fidgeting)	--
Touching others	--

# EXAMPLE: Definitions of Contextually Inappropriate Behaviors



Behavior	Definition	Examples
<b>Academic Dishonesty</b>	Non-serious use (as defined by the school/district) of another person’s work as their own, or engaging in unauthorized use of material, information, notes, study aids, devices, or communication during an academic exercise.	<ul style="list-style-type: none"> <li>Using a calculator when instructions say “No calculators.”</li> <li>Glancing at a peer’s answers during an exam.</li> </ul>
<b>Defiance /Insubordination/Non-compliance</b>	Brief or low-intensity failure to follow directions or talking back.	<ul style="list-style-type: none"> <li>Work refusal</li> <li>Not transitioning</li> <li>Not following rules</li> </ul>
<b>Disrespect</b>	Low-intensity, rude or dismissive messages to adults or students.	<ul style="list-style-type: none"> <li>Name calling</li> <li>Eye rolling</li> </ul>
<b>Disruption</b>	Low-intensity interruption of class or school activities.	<ul style="list-style-type: none"> <li>Talking over others</li> <li>Making loud noises</li> <li>Wandering around and distracting others</li> </ul>
<b>Dress Code Violation</b>	Clothing that is near, but not within, the school/district dress code guidelines.	<i>Consult the school/district dress code guidelines for examples.</i>
<b>Gang Affiliation Display</b>	Gesture, dress, and/or speech to show affiliation with a gang, and the behavior is managed by the referring staff member.	
<b>Inappropriate Display of Affection</b>	Low-intensity, inappropriate (as defined by school/district), consensual verbal and/or physical gestures or contact of a sexual nature to another person.	<ul style="list-style-type: none"> <li>Hugging or touching a classmate</li> </ul>
<b>Inappropriate Language</b>	Low-intensity harmful language.	<ul style="list-style-type: none"> <li>Saying “butt crack” at circle time</li> <li>Swearing, but not directed at someone</li> </ul>
<b>Inappropriate Location</b>	In an area outside of the classroom or activity boundaries (as defined by the school/staff), and the behavior is managed by the referring staff member.	<ul style="list-style-type: none"> <li>Not on the rug during circle time</li> <li>Excessive time spent in the bathroom</li> </ul>

# YOUR TURN

## Developing Definitions of Contextually Inappropriate Behaviors



- What do YOU think?
  - How do you define **insubordination**?
  - What does **insubordination** look like to you?



# Responsibility for Responding To/Managing Contextually Inappropriate Behaviors

# Responsibility for Responding to Behaviors

## Examples:

Teacher/Staff Managed (Minor)	Administrator Managed (Major)
Involve opportunities for teachable moments and minimizing interruption to Instruction	Involve school and student physical and emotional safety

**How does your school/district differentiate between teacher and office managed behaviors?**

# Rationale for Differentiating Between Staff-Managed and Administrator-Managed Behaviors

Differentiating between behaviors addressed by staff, versus those addressed by administration, can:

- a) Improve consistency within the classroom
- b) Provide more meaningful information for problem solving
- c) Increase instructional minutes
- d) Free up administrative time spent on discipline

# YOUR TURN




## Teacher/Staff Managed Behaviors vs. Administrator Managed Behaviors

1. Step 1: Brainstorm all student behaviors observed in your setting and write them all down
2. Step 2: Sort each behavior into one column:
  - Minor (Classroom-Managed)
  - Major (Office-Managed)
3. Step 3: If a behavior could fit both, place it in both columns for now
4. Step 4: Review as a team and agree on placement before moving to definitions

Minor (Classroom-Managed)	Major (Office-Managed)

# Strategies for Responding To/ Managing Inappropriate Behaviors



***"To verbally scold and berate a student...  
is the single most used, but least  
effective method for addressing  
undesirable behavior."***

***(Alberto & Troutman, 2006)***

# Setting the Tone

## Fostering an Environment to Respond Successfully to Inappropriate Behavior

### Responses to inappropriate behaviors should always be:

- **Calm**
- **Consistent**
- **Brief**
- **Immediate**
- **Respectful**

“I’ve come to a frightening conclusion that I am the decisive element in the classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool for torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or dehumanized.”

(Ginott, 1972)

# Continuum of Strategies

## Benefits of responding to inappropriate behavior

**Preventative:** allows for de-escalation of minor issues. Avoiding some from becoming major issues.

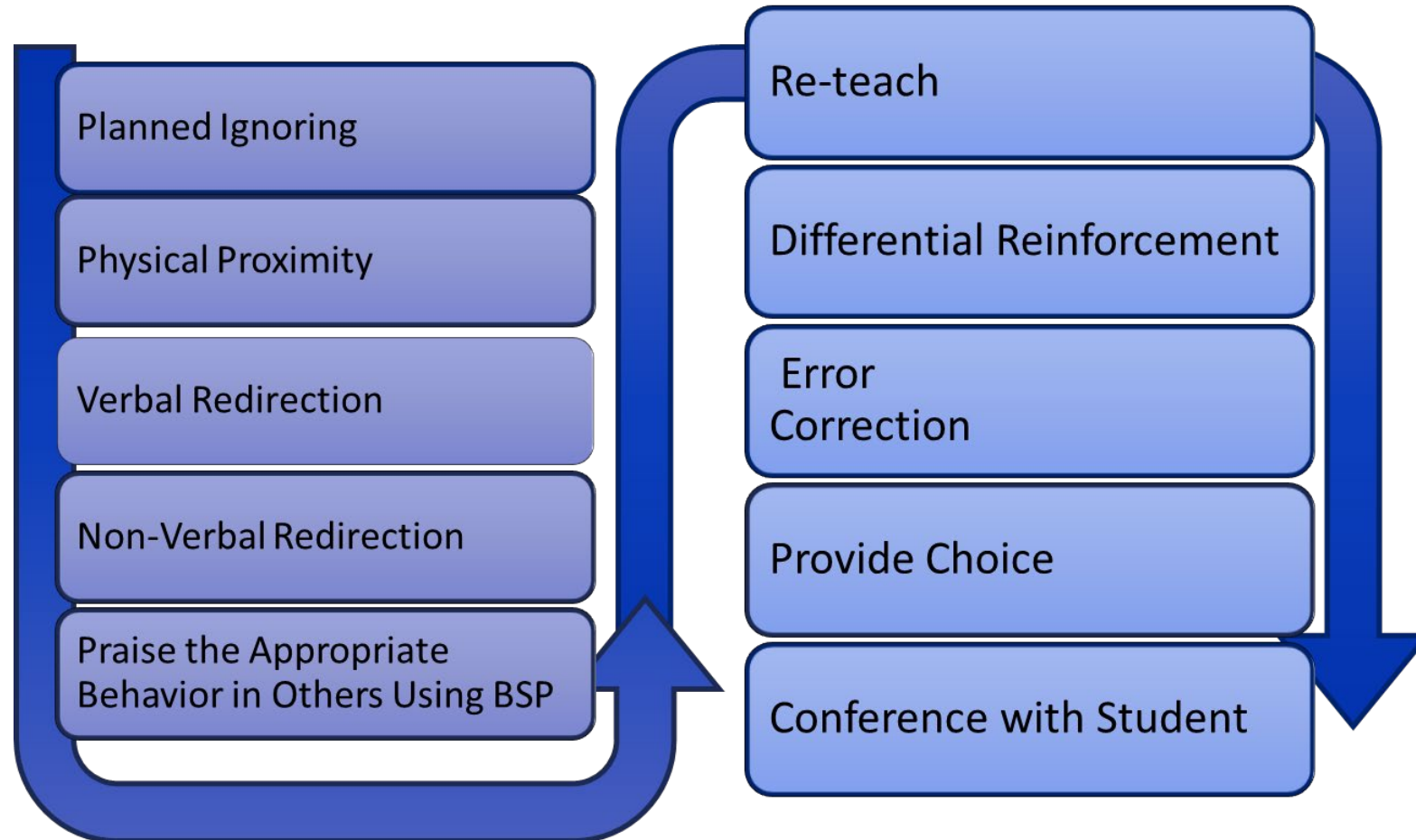
**Consistency:** allows staff/student to have predictable and clear understanding

**Efficiency:** reduces time spent on discipline/behavior and increases teaching and learning time.

**Support:** enables teachers to engage/support students by teaching and reteaching around behavioral expectations. Decreases punishment.

**Data:** creates more reliable data enabling more data driven decision making to inform, adjust or amplify strategies/interventions.

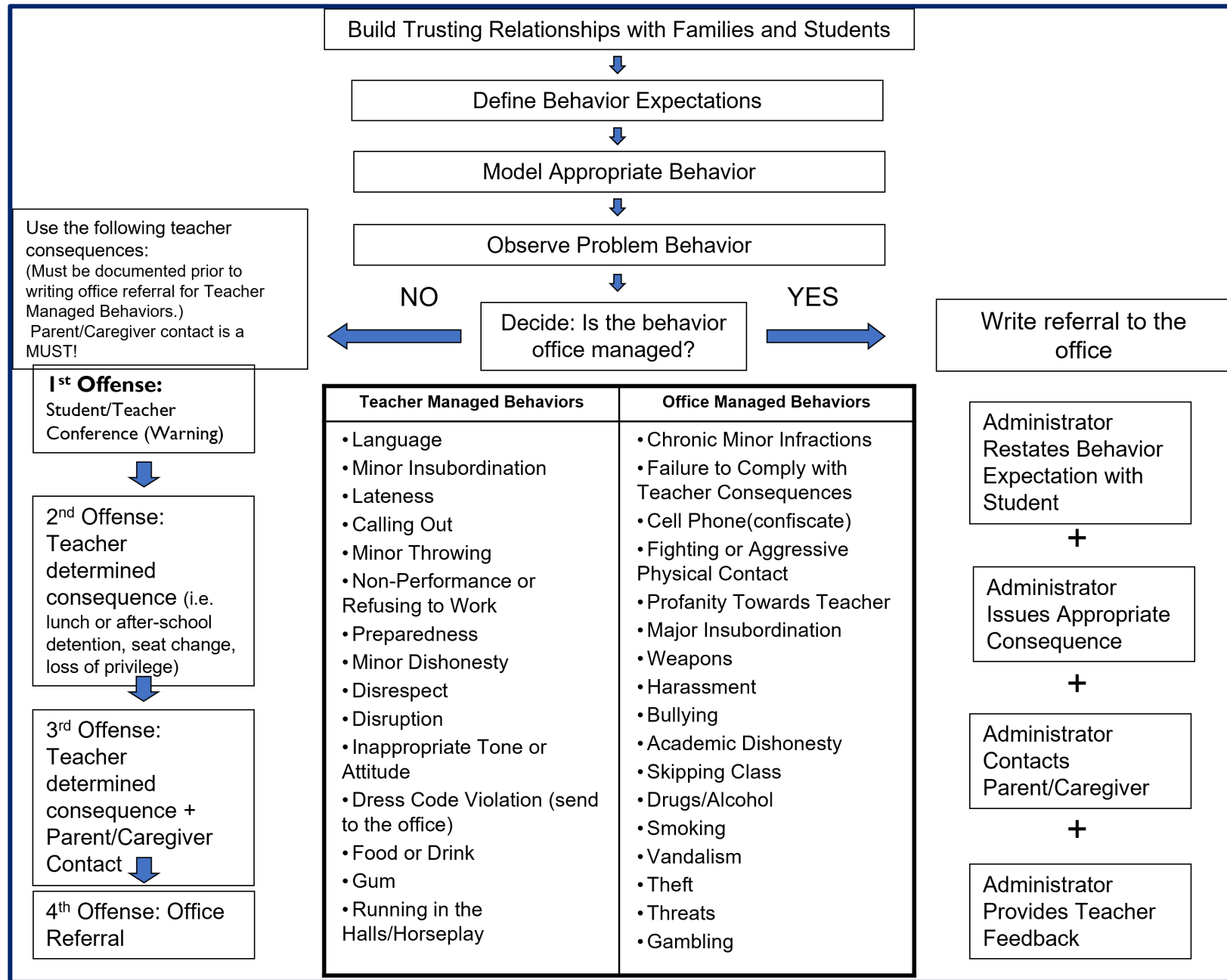
# Develop a Continuum of Strategies to Respond to Inappropriate Behavior



# Changing Staff Procedures and Practices

- Review existing discipline policies to ensure that **inclusionary practices** are used
- Exclusionary practices are used for **safety purposes only**, and always with an **instructional component**
- **Seek input** from families and the community
- Develop procedures for teaching students to **code-switch** across settings, with additional **practice, acknowledgment**, and a focus on **restoring relationships**
- Work with local law enforcement agencies to **emphasize positive interactions** between authority figures and students
- ***These steps will allow an opportunity to Develop Proactive Discipline Policies that support students in a positive manner building relationship***

# Behavioral Flow Chart Example



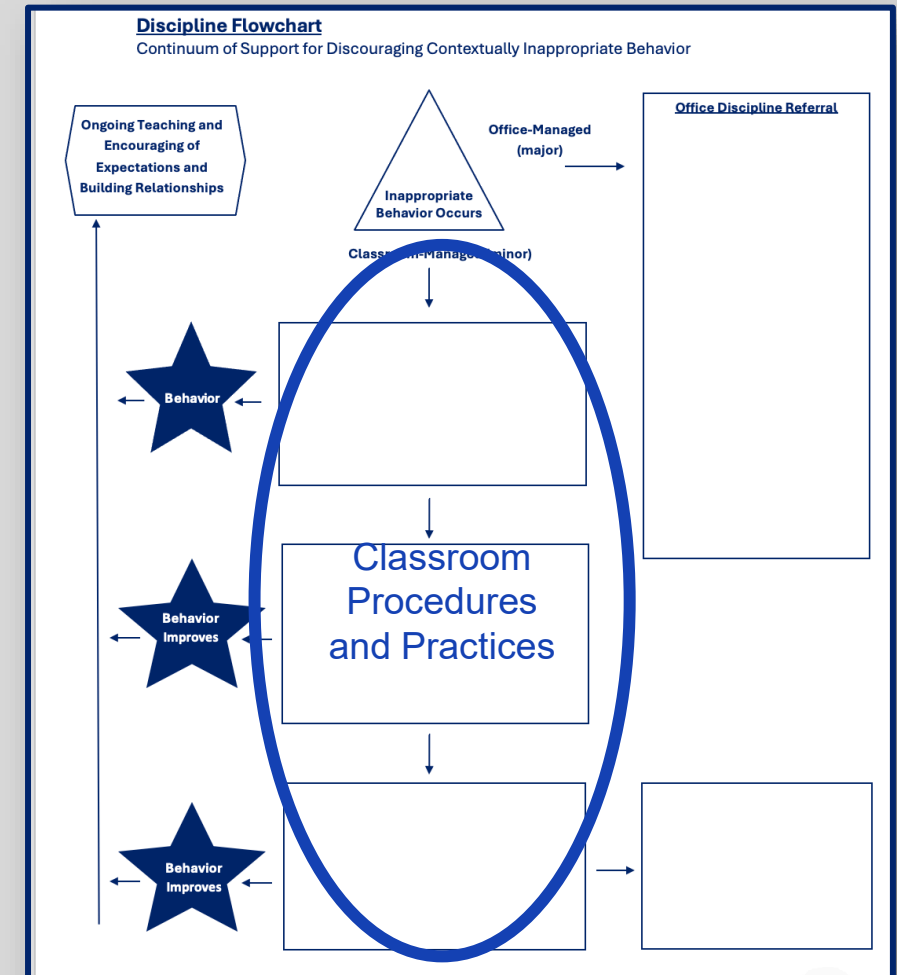
# YOUR TURN

## Behavioral Flowchart: Minors



What effective strategies are currently in place for responding to *minor teacher/staff managed* behavior problems in your school?

1. Identify your continuum of strategies:
  - Include prevention strategies.
  - Include re-teaching and other classroom management practices.
2. Add your continuum to the flowchart to document the process for responding to behavior and avoid “3 minors equals a major” logic.
3. When do staff complete a minor incident form?



# Understanding and Reviewing Discipline Policies

# Reviewing Discipline Policies and Codes of Conduct

Creating effective policies minimizes inequitable practices and establishes procedures for ongoing assessment and continuous improvement with accountability for both actions and outcomes.

- Policies should:
  - Set clear priorities
  - Reduce the effects of explicit bias
  - Enable implementation of specific interventions
  - Reduce discriminatory practices

# Code of Conduct



## Questions to consider:

- Is the Code of Conduct aligned with the Board of Education policy on discipline? What does your Board of Education policy state?
- Is your district's systemic structure punitive?
- Not including danger to self, others and property, does your Code of Conduct focus primarily on reactive and punitive responses to inappropriate behavior?
- Are there any references to positive, proactive & preventive strategies?
- Do staff apply the Code of Conduct to all cases of behavior or are some decisions made on a case-by-case basis?
- Have teacher unions been a part of developing or advocating the use of the Code of Conduct?

# Consistency is Key, not Severity

- It is less important what the consequence is, than that something is reliably done
- How staff respond or what consequence is used is less important than the certainty that something will be done, even something relatively brief such as redirection or re-teaching

# YOUR TURN

## Activity: A Review of District Discipline Policy



1. Read through the list of 8 Elements in the CADPPE
2. Read the description for Element 4: Clear, Objective Discipline Procedures in the "Key Elements of Policies to Address Discipline Disproportionality" Resource
3. Using Element 4 in both resources, review your district discipline policy and procedures
4. Fill out the CADPPE checklist for Element 4

# Developing a Coherent Office Discipline Referral Process

# What Happens if a Student Needs to be Referred to the Office?

- Do you complete an ODR electronically?
- Do you complete an ODR on paper?
- What is the procedure for getting a student to the office (call to office, student goes to the office)?
- What's the administrator's disposition and is it communicated to referring teachers?

## Office Procedures for Discipline Referral

1. Write pass or escort student to office
2. Teacher Completes Time out of Class Form
3. Administrator assesses, problem solves
4. Objective: Teach, learn, return to academic instruction as quickly as possible
5. Strategies:
  - Practice behavior expectations
  - Re-Teach in setting
  - Problem-solving team
  - Conference with families
  - Restorative practice strategies including...

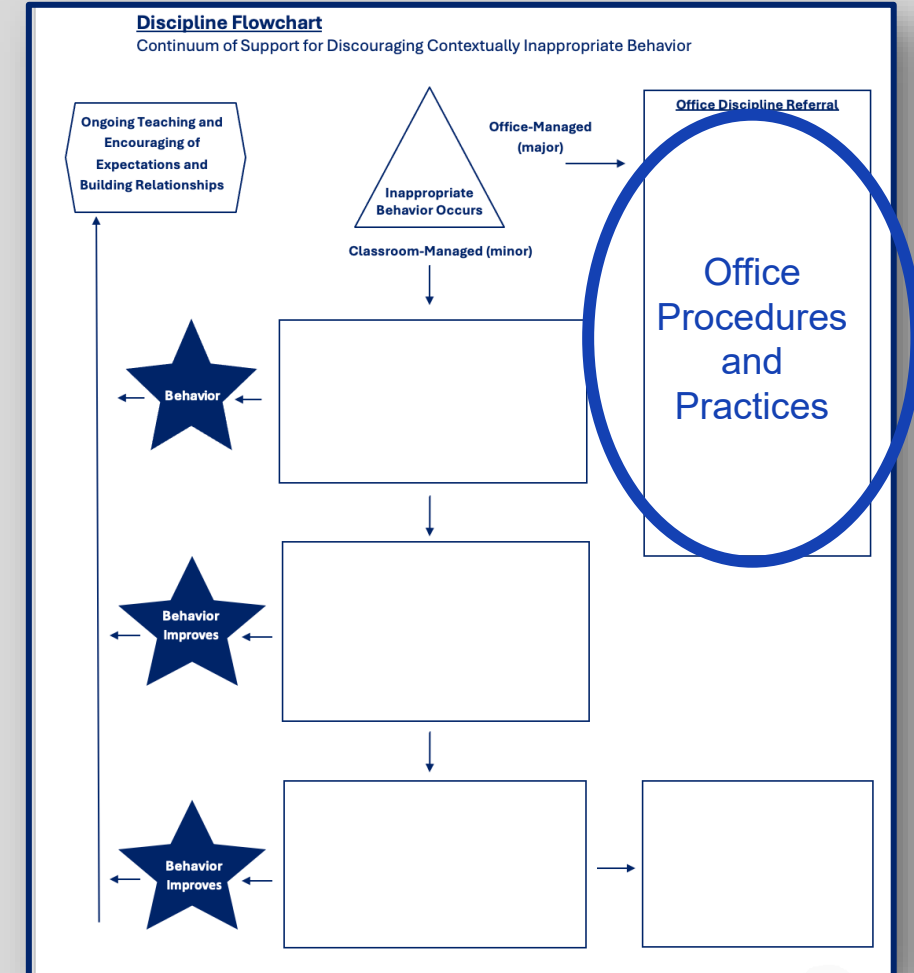
# YOUR TURN

## Behavioral Flowchart: Majors



What effective strategies are currently in place for responding to *major (administrator managed)* behavior problems in your school?

1. Identify your administrator-office processes and practices:
  - Include prevention strategies.
  - Include re-teaching and other approaches.
2. Add your continuum to the flowchart to document the process for responding to major problem behaviors.
3. When do staff complete an ODR form?



# Discipline Referral Process

- **The next step in establishing a data-based decision-making system is to ensure that a school has a predictable and content Discipline Referral Process.**
- **This process must be equitable, defined, taught and agreed upon with all staff and must include definitions for:**
  - Major discipline incidents
  - Minor discipline incidents
  - Emergency or crisis incidents
  - A continuum of discipline procedures

# Include Families as Active Partners in Decision Making

- **Provide opportunity for feedback**

- Schedule a meeting that includes all stakeholders to elicit feedback for contextually inappropriate behavior definitions
- Develop a plan to contact hard to reach families

- **Provide resources**

- Provide tips on promoting positive behavior at home
- One page document summarizing major and minor behaviors
- Office hours to review behavior definitions and disciplinary actions

# ACTION PLANNING:

## Designing Effective Behavior Support Systems



- **Identify action items needed for full implementation**
- **Add action items to the action plan in your workbook**

Action Item	(Not In Place; Partially; Fully In Place ->)	NI	PI	FI
We develop a shared understanding that discipline means to teach rather than to punish and commit to redefining and applying discipline practices in ways that prioritize instruction and skill-building.				
Staff, students, and families are actively involved in developing or refining the 3–5 behavioral expectations (e.g., through surveys, listening sessions, or consensus-building activities).				
District/School has 3–5 positively stated expectations, which are also defined, that reflect the cultural values of the school community and are written in the language(s) of students and families.				
We have clear definitions for each behavior category in our data management system.				
All staff have been trained in the use of behavior definitions.				
We have a T-Chart for Office managed vs. Teacher managed behaviors.				
We have and can explain our Flowchart for intervening with behaviors.				
Our team has trained or has a plan to train all staff on the use of the T-Chart and Flowchart.				

# Module 2: Closure

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*Review Objectives*  
*Questions and Answers*  
*Evaluation Survey*  
*Contact Information*



# Module 2: Review of Objectives

## Participants will be able to:

- Understand the origins, purpose, and evolving role of “discipline” within a schoolwide behavior system
- Create expectations that become the foundation for district/school values and behavioral instruction
- Define contextually inappropriate behaviors
- Define the responsibility of behaviors: teacher- versus administrator-managed
- Define strategies for responding to inappropriate behavior
- Understand the impact of changing staff procedures and practices to impact student outcomes and build relationships

**What questions do you have  
regarding content in module 2?**



# Module 2: Evaluation Survey

[Link here \(if applicable\)](#)

# Module 2: Contact Us



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity



New York State Education Department  
Office of Special Education  
**Educational Partnership**  
Technical Assistance Partnership  
for Behavior



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# Break



Please return at



# Exit Ticket

