


**Reframing School Discipline**  
*Punishment vs. Discipline*



**AccuTrain**  
www.accurain.com

Dr. William Noel, Sr.  
Education Consultant & National Speaker

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**Topics**

- **Discipline: Focus on the "Why"**
- **Traditional vs. Instructional**
- **Reframing Classroom Management**
- **Intervention-Focused Procedures**
- **10 Ways to Improve Discipline in School**
- **What NOT To Do**
- **Classroom Management - "What Kind of Teacher Are You?"**

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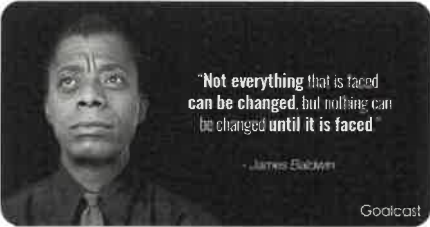
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**"Not everything that is faced  
can be changed, but nothing can  
be changed until it is faced."**

- James Baldwin

Goalcast

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### Focus on the "Why"

- Discipline data shows major disparities in how suspensions are given to students of color, and this paints an alarming picture of America's schools.
- African-American students lost 103 days of instruction; 82 days more than their white peers due to out-of-school suspensions.



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### Focus on the "Why"

- *These stark disparities in lost instruction explain why we cannot close the achievement gap if we do not close the discipline gap.* - Dan Losen, Director of the Center for Civil Rights Remedies
- The Achievement Gap & the Discipline Gap: Two Sides of the Same Coin



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*Which side of a coin is more important, the "achievement" side or the "discipline" side?!?*

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## Focus on the "Why"

Due to the continued disparity in student discipline, school divisions are shifting from a reactive, punitive approach regarding inappropriate student behavior, to a more proactive, preventative approach.

Nationally, the discipline disparity for students with disabilities and African-American students, compared to non-disabled, white students, is still a cause for concern. Because of this, it is necessary for school divisions to:

- Update the *Code of Student Conduct* in order to promote a positive and preventative approach to student conduct.
- Train school personnel on these positive and preventative approaches to student conduct.
- Keep positive instructional approaches to behavior at the forefront to help ensure that schools are safe, supportive, and equitable learning environments.

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## Focus on the "Why"

Virginia was identified as a national leader in referring students to law enforcement, and ultimately to the "School-to-Prison Pipeline."

- The *Virginia Student Support and Conduct Committee (VSSCC)* was created to respond to this issue.
- Comprised of Hearing Officers from each of Virginia's eight (8) regions.
- Tasked with making recommendations to Board of Education that would make the *State Code of Conduct* more preventative, equitable, and would reduce the number of students referred to law enforcement.



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## Focus on the "Why"

VSSCC Recommendations:

- Focus on "Restorative Practices"
- Educate staff on Cultural Responsiveness
- Alternatives to Suspension
- Teach desired behaviors (*just like academic subjects*)
- Revise *VDOE Student Code of Conduct* Guidelines
- Remove "police" terminology from discipline offenses (*Habitual Offender*)
- Provide guidance on alternatives-to-suspensions
- Provide guidance on a tiered response-to-infractions

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***Behavior is . . .***

- **Communication**
  - Understand Your Students' Message
- **Cultural Context**
  - Know Your Students' Story
- **Developmental**
  - Assess Your Students' Social-Emotional Development
- **Learned**

***TEACH***

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***Teaching behavior as relentlessly as we teach reading or other academic content is the ultimate act of prevention, promise, and power underlying preventative interventions in America's schools.***

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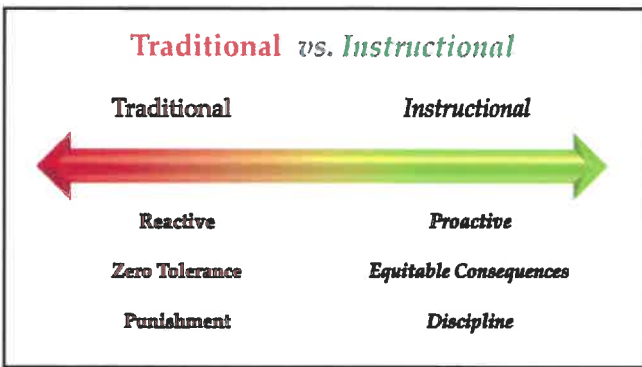
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**“Suspensions, expulsions and other exclusionary discipline policies and practices can be detrimental for school climate and can negatively impact student learning and social & emotional development.”**

The Continuing Need to Re-think Discipline.

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## Reframing Classroom Management: A Toolkit for Educators

Effective classroom management is critically important to teaching and learning.

- You can spend hours creating an engaging and exciting lesson, but if the classroom is in chaos, the lesson will not be learned.
- Few teachers are explicitly trained in classroom management beyond superficial traditional approaches.
- This toolkit seeks to:
  - reframe classroom management by questioning the assumption that teachers must always lead and that students must always follow.
  - support teachers in responding to student behavior with the goal of keeping learning on track rather than keeping absolute control.
  - focus on student development instead of punishment.

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## Reframing Classroom Management: A Toolkit for Educators

This toolkit is composed of four (4) parts:

1. Understand and Distinguish Behavior



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## Reframing Classroom Management: A Toolkit for Educators

This toolkit is composed of four (4) parts:

1. Understand and Distinguish Behavior
2. Rethink Control and Power Dynamics



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***Reframing Classroom Management:  
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This toolkit is composed of four (4) parts:

1. Understand and Distinguish Behavior
2. Rethink Control and Power Dynamics
3. Be Proactive Instead of Reactive



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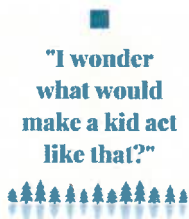
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***Reframing Classroom Management:  
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This toolkit is composed of four (4) parts:

1. Understand and Distinguish Behavior
2. Rethink Control and Power Dynamics
3. Be Proactive Instead of Reactive
4. Respond to the Child, Not the Behavior



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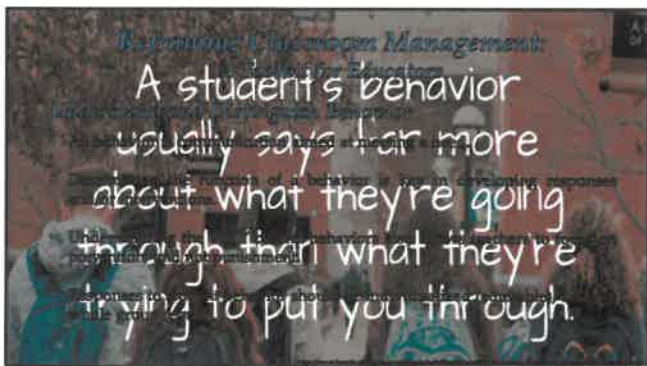
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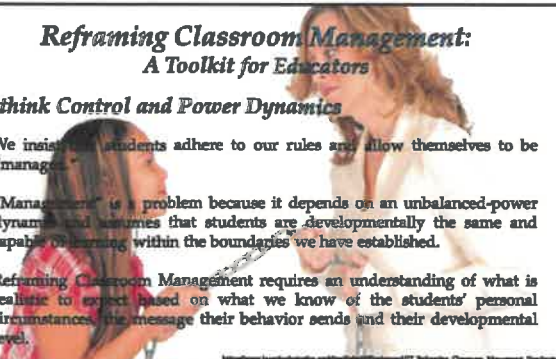
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**Reframing Classroom Management:  
A Toolkit for Educators**

**Rethink Control and Power Dynamics**

- We insist that students adhere to our rules and allow themselves to be “managed.”
- “Management” is a problem because it depends on an unbalanced-power dynamic and assumes that students are developmentally the same and capable of learning within the boundaries we have established.
- Reframing Classroom Management requires an understanding of what is realistic to expect based on what we know of the students’ personal circumstances, the message their behavior sends and their developmental level.



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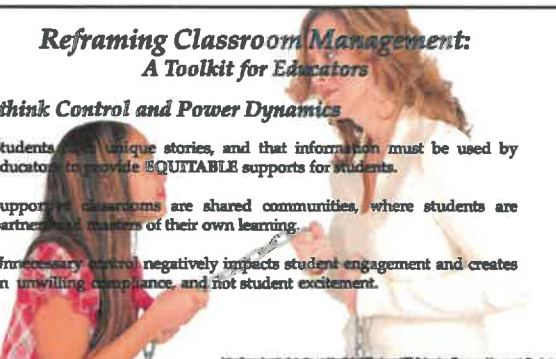
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**Reframing Classroom Management:  
A Toolkit for Educators**

**Rethink Control and Power Dynamics**

- Students have unique stories, and that information must be used by educators to provide **EQUITABLE** supports for students.
- Supportive classrooms are shared communities, where students are partners and masters of their own learning.
- Unnecessary control negatively impacts student engagement and creates an unwilling compliance, and not student excitement.



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**Reframing Classroom Management:  
A Toolkit for Educators**

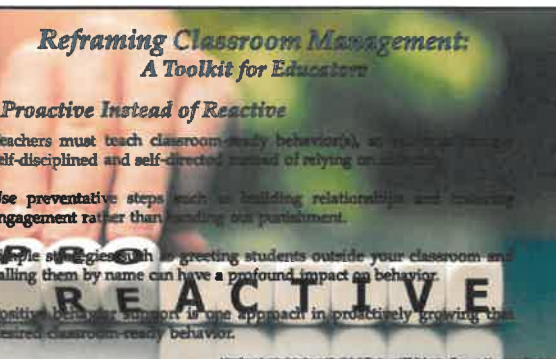
**Be Proactive Instead of Reactive**

Teachers must teach classroom-ready behavior(s), so students can be self-disciplined and self-directed instead of relying on adults.

Use preventative steps such as building relationships and increasing engagement rather than sending out punishment.

Simple strategies such as greeting students outside your classroom and calling them by name can have a profound impact on behavior.

Positive behavior support is one approach in proactively growing the desired classroom-ready behavior.



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When a child . . .

- does not know how to read - we Teach!
- does not know how to write - we Teach!
- does not know how to multiply - we Teach!
- does not know how to behave - we Teach!

**REACTIVE**  
 Refuse, Suspend, Expel, Arrest

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**Reframing Classroom Management:  
 A Toolkit for Educators**

**“I wonder what would make a kid act like that?”**

*Respond to the Child, Not the Behavior*

- Responsive Classroom Management honors the whole child, respects their identities, experiences, and acknowledges their role in the school community.
- Punitive Classroom Management practices magnifies behavioral problems by fostering resentment and humiliation.



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**Reframing Classroom Management:  
 A Toolkit for Educators**

**“I wonder what would make a kid act like that?”**

*Respond to the Child, Not the Behavior*

- Students tend to lose respect for teachers who engage them in a dismissive or punitive way.
- These students are also more likely to misbehave in these teachers' classrooms.
- Teachers who engage in two-way dialogue and create a classroom where it is safe to make a poor decision, develop students who are better equipped to regulate their emotions and improve their behaviors.

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## *Habitual Offender*

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## *Intervention-Focused Procedures*

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### *Intervention-Focused Procedures*

- Students with repeated minor code violations, whose behavior have not improved despite supports & interventions, may be referred to the DRHO.
- Two (2) *Face-to-Face Conferences* must be held with the family, student & school personnel.



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### 1<sup>st</sup> Face-to-Face Conference

• 3-5 office referrals (*non-attendance related*)

- Associate or Assistant Principal,
- Family & Student
- School Counselor,
- Teacher (*if applicable*),
- Case Manager (*if applicable*),
- School Social Worker (*if possible*)



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### 1<sup>st</sup> Face-to-Face Conference

- Discuss the need for supports & interventions and/or the effectiveness of those currently in place.
- Develop a *Behavior Intervention Plan (BIP)* - ExEd students, or *Behavior Support Plan (BSP)* - GenEd students.
- Engage family & seek input on what we can do collectively to improve behavior.



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### 2<sup>nd</sup> Face-to-Face Conference

• 2-3 more office referrals (*non-attendance related*)

- Principal,
- Family & Student
- Associate or Assistant Principal,
- School Counselor,
- Teacher (*if applicable*),
- Case Manager & School Social Worker (*if possible*)



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## 2<sup>nd</sup> Face-to-Face Conference

- Identify and discuss the current interventions & supports and collaborate on the need for more.
- Revise the BIP or BSP (if needed).
- Place student on a Behavior Agreement.

All of the above is designed to make exclusionary practices a last resort and to improve school discipline.



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## 10 Ways to Improve Discipline in School

<http://blog.technical.com/10ways-to-school/>

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## 10 Ways to Improve Discipline in School

1. Plan and Organize
2. Resolve Issues from the Beginning
3. Establish Proper Procedures
4. Explain the Rules/Expectations
5. Practice What You Preach (Model)
6. Make Your Classes Interactive
7. Establish a Connection with Your Students
8. Reward Good Behavior (PBIS)
9. Be Fair
10. Be Optimistic

<http://blog.technical.com/10ways-to-school/>

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## 10 Ways to Improve Discipline in School

### 1. Plan and Organize

- Ensure that there is a routine or a rhythm in the classroom. Students need to know what to expect from the class and what is expected from them.
- Without proper classroom planning and organization, students may become distracted, and misbehave.



<https://www.teachmeanings.com/10-ways-to-improve-discipline-in-school/>

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## 10 Ways to Improve Discipline in School

### 2. Resolve Issues from the Beginning

- Address "small fires" that spring up before they become "BIG FIRES." Give every "small fire" in your classroom the attention it deserves.
- Students need to feel that they are valued and listened to, so be proactive at the first sign of a problem.



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## 10 Ways to Improve Discipline in School

### 3. Establish Proper Procedures

- Establish proper school-wide expectations and norms.
- Do not be too strict because this might cause the students to rebel.
- Strike a delicate balance regarding rules/expectations.



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### 10 Ways to Improve Discipline in School

#### 4. Explain the Rules/Expectations

- Communicate and carefully explain rules/expectations to your students.
- Do not commit "assumicide" - students must know what is expected before they can consistently meet our expectations.



<http://blog.teachwithaheart.com/10-ways-to-improve-discipline-in-school/>

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### 10 Ways to Improve Discipline in School

#### 5. Practice What You Preach (Model)

- All school staff must practice, and abide by, the established school-wide expectations and norms.
- Be the "model" for your students. If there is a rule/expectation that says, "No cellphone use in class," the teacher should also refrain from using their cellphone in class.

Practice  
what you  
Preach  
to instill  
what you  
Teach

<http://blog.teachwithaheart.com/10-ways-to-improve-discipline-in-school/>

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I hear and I forget. I see  
and I remember. I do  
and I understand.

Confucius



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## 10 Ways to Improve Discipline in School

### 6. Make Your Classes Interactive

- When you make your classes interactive, the student engagement is better, and they have less time for unwanted behavior(s).
- Interactive and hands-on learning is fun for students, it requires active listening, and provides a greater chance for memory retention.



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## 10 Ways to Improve Discipline in School

### 7. Establish a Connection with Your Students

- Create a good rapport with your students, by:
  - Being a "Popular" teacher (respect, positive reinforcement, PASTYV)
  - Know Your Students (as individuals, not as data points)
  - Protect Students' Self-Esteem (acceptance by peers is key to their self-esteem)
  - Listen to Students (rich, two-way dialogue & trust and respect between students & teachers)
  - Be Transparent (discuss our own failures to show students that failure is not bad as long as a lesson is learned)

<https://teachmean.com/10-ways-to-improve-discipline/>

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## 10 Ways to Improve Discipline in School

### 8. Reward Good Behavior (PBIS)

- When desired class behavior is recognized and rewarded, it encourages other students to reproduce the expected behavior.
- Positive school-wide and classroom climates are critical to effective teaching and learning.



<https://my.teachmean.com/disciplines-in-school/>

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## 10 Ways to Improve Discipline in School

### 9. Be Fair

- Do not be pre-judge students and be mindful of your own implicit biases.
- Do not allow favoritism to “cloud your judgement” and contribute to the discipline disparity, or determines who gets selected for advance classes, etc.



<https://my.teachmean.com/disciplines-in-school/>

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## 10 Ways to Improve Discipline in School

### 10. Be Optimistic

- As with other social & emotional competencies, optimism is a learnable skill.
- Optimism is a mindset that helps students respond to problems with confidence and a belief in their own ability.
- Students and teachers can increase their optimism and improve the way they respond to challenging events.



<https://my.teachmean.com/disciplines-in-school/>

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# What NOT To Do!!

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## Teacher Habits That Can Make Behavior Worse

### Power Struggles

- A tug-of-war between the student's dignity & the teacher's authority rarely ends well for the student or the teacher. Some students will "go down swinging" in order to avoid defeat or humiliation in front of their peers.



shutterstock

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## Teacher Habits That Can Make Behavior Worse

### Power Struggles

- A tug-of-war between the student's dignity & the teacher's authority rarely ends well for the student or the teacher. Some students will "go down swinging" in order to avoid defeat or humiliation in front of their peers.

### Favoritism

- Students who feel they have lesser status in the eyes of the teacher will respond accordingly. Withdrawal or misbehavior is often the result of not feeling respected or liked.

### Negative Body Language

- Children are EXPERTS in nonverbal communication. Take an honest look at your body language when speaking to certain students.



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**"I had a student who consistently showed defiance and refused to follow my rules. After many efforts to win him over and curb his behavior, I called for the AP to remove him. He said to the AP later, 'She doesn't like me.'**

**And I thought about that and found that I probably did not greet him as enthusiastically as I did his classmates. I didn't smile at him as much because I was always expecting the worst."**

**- Anonymous Teacher**

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### ***Teacher Habits That Can Make Behavior Worse***

#### **Punishing Entire Class**

- Holding ALL students accountable undermines mutual respect and fairness in the classroom. The wrongfully accused may start to misbehave since they were also punished.



teflonline.org

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### ***Teacher Habits That Can Make Behavior Worse***

#### **Punishing Entire Class**

- Holding ALL students accountable undermines mutual respect and fairness in the classroom. The wrongfully accused may start to misbehave since they were also punished.

#### **Failing to Forgive**

- Start each day new, students should be able to redeem themselves, correct their behavior, and rejoin the classroom without judgment.



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## Teacher Habits That Can Make Behavior Worse

### Personalizing Student Behavior

- Inappropriate behavior is more about a student's need not being met, and less about a personal attack on a teacher.



istock.com

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## Teacher Habits That Can Make Behavior Worse

### Personalizing Student Behavior

- Inappropriate behavior is more about a student's need not being met, and less about a personal attack on a teacher.

### Exempting Yourself from the Rules/Expectations

- In a collaborative classroom, the rules/expectations apply to everyone.
- Do not use your phone or eat in class if these behaviors are against the rules/expectations for students.



istock.com

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## Teacher Habits That Can Make Behavior Worse

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- In a collaborative classroom, the rules/expectations apply to everyone.
- Do not use your phone or eat in class if these behaviors are against the rules/expectations for students.

### Making Too Many Rules

- A classroom that is too rigid may demoralize students and can lead to rebellion.



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### Teacher Habits That Can Make Behavior Worse

#### Passing the Buck

- Resolve as many issues as possible in class - sending students to the office or another room relinquishes your power as the instructional leader.
- Students need to know that YOU care about resolving issues, and not about sending them to someone else.



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### Teacher Habits That Can Make Behavior Worse

#### Passing the Buck

- Resolve as many issues as possible in class - sending students to the office or another room relinquishes your power as the instructional leader.
- Students need to know that YOU care about resolving issues, and not about sending them to someone else.

#### Setting Low Expectations

- Students will rise to the expectations we set for them.
- Critical engagement requires establishing rigorous standards for ALL students and providing supports and interventions necessary for them to succeed.



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### Teacher Habits That Can Make Behavior Worse

#### Public Shaming or Reprimanding

- Resist the urge to discipline a student in front of the class - instead, try talking one-on-one.
- Make it known (*publicly*) that "this" behavior will not be tolerated, and not Will's behavior will not be tolerated. Make it about the behavior and not the student.
- Consider using Restorative Practices, this allows the student(s) to make amends and restores the misbehaving student to the classroom.



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**Classroom Management - "What Kind of Teacher Are You?"**

**Authoritative (High - High)**

- This kind of teacher is **HIGH** in accountability, and **HIGH** in support.
- Authoritative teachers are high on demand, they support good behavior and redirect students who do not meet established expectations.
- Students usually describe authoritative teachers as caring and reasonable.



<https://www.teachmeanings.com/Classroom-management-how-to-manage-your-classroom/>

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**Classroom Management - "What Kind of Teacher Are You?"**

**Authoritarian (High - Low)**



<https://www.teachmeanings.com/Classroom-management-how-to-manage-your-classroom/>

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**Classroom Management - "What Kind of Teacher Are You?"**

**Authoritarian (High - Low)**

- This kind of teacher is **HIGH** in accountability, but **LOW** in support.
- Authoritarian teachers want to control the classroom and may turn a blind eye to the students' needs.
- Focus on rules & regulations rather than a positive environment.
- "Get out of my class and don't come back until you learn how to behave!"



<https://www.teachmeanings.com/Classroom-management-how-to-manage-your-classroom/>

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**Classroom Management - "What Kind of Teacher Are You?"**

**Permissive (Low - High)**



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**Classroom Management - "What Kind of Teacher Are You?"**

**Permissive (Low - High)**

- This kind of teacher is **LOW** in accountability, but **HIGH** in support.
- Permissive teachers are the perfect recipe for an undisciplined & chaotic classroom.
- Permissive teachers communicate their behavioral expectations, but do not enforce them because they usually give in to the students' demands.
- *"Don't worry about the rules, I'm the cool teacher."*



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**Classroom Management - "What Kind of Teacher Are You?"**

**Negligent (Low - Low)**



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**Classroom Management - "What Kind of Teacher Are You?"**

**Negligent (Low - Low)**

- This kind of teacher is **LOW** in accountability and **LOW** in support.
- Permissive teachers are described as lazy and/or inattentive.
- They do not place expectations on their students and because of the low involvement, the students "run the show."
- "ZZZ..."



<http://MsJenTeachIt.com/Classroom-management-how-to-manage-your-own-classroom/>

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**Classroom Management - "What Kind of Teacher Are You?"**

- No teacher falls into just one category - it is usually a combination of two or more types.
- Find the right balance between being too easy-going and too strict with your students.
- What does it take to achieve good classroom management?



<http://MsJenTeachIt.com/Classroom-management-how-to-manage-your-own-classroom/>

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**Classroom Management - "What Kind of Teacher Are You?"**

- No teacher falls into just one category - it is usually a combination of two or more types.
- Find the right balance between being too easy-going and too strict with your students.
- What does it take to achieve good classroom management?

*"Like all good things in life,  
this too, takes time  
and patience."*

<http://MsJenTeachIt.com/Classroom-management-how-to-manage-your-own-classroom/>

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