

# **Brent's Approach to Behavior and Discipline**

Brent Elementary 2016-2017



# Agenda



- Shared school values
- Responsive Classroom Guiding Principles
- Relationship-Based Responsiveness
- The Role of the Behavior Tech
- Chapter 25 and DCPS Regulations
- A Note about Inclusion
- Talking with Kids about Needs, Behaviors, and Choices



**BRAVE**  
**EMPATHETIC**  
**ACTIVE**  
**RESPONSIBLE**

# Responsive Classroom Guiding Principles



- The social and emotional curriculum is as important as the academic curriculum.
- How children learn is as important as what they learn.
- Great cognitive growth occurs through social interaction.
- To be successful academically and socially, children need to learn a set of social and emotional skills: cooperation, assertiveness, responsibility, empathy, and self-control.
- Knowing the children we teach—individually, culturally, and developmentally—is as important as knowing the content we teach.
- Knowing the families of the children we teach is as important as knowing the children we teach.
- How we, the adults at school, work together is as important as our individual competence: Lasting change begins with the adult community.

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# Responsive Classroom



- Relational-Approach:
  - Fostering Intrinsic Motivation (as opposed to extrinsic)
- Developmentally Appropriate Practice
- Morning Meetings & Community Meetings
- School-wide Meetings
- Problem-Solving Meetings (Friendship Meetings)

# First Six Weeks of School



- Community-based structures
  - What do we need to understand about ourselves, each other, and our group in order to meet our individual and collective needs?
  - What rules does our community need in order to function well?

# Some Clarifying Comparisons



- Inclusive in nature
  - Basically the opposite of Zero Tolerance
- Intentionally taking the long road
- Distinct from PBIS
  - Not a totally dissimilar philosophy, but different in practical ways
- Distinct from the Lee Canter model (external motivators like: do this, get this...)



# Behavior Tech



- Mr. Hallberlin
- Position born out of Strategic Plan two years ago
  - parents and staff identified more consistent behavior support as a high leverage need
- Is the staff member that responds to classrooms if and when needed
- Pro-active student check-ins, works hard to develop and maintain positive relationships with students, staff and parents

# Behavior Response Processes



- Disruptive behavior is managed flexibly in the classroom by teachers, using logical consequences responsively. This is standardized in some ways and at the discretion of the teacher in other ways.
  - 1-2-3 Magic
  - Take a break
  - Buddy classroom
  - Reflection sheet

# Behavior Response Processes



- Behavior that goes beyond disruption may require the assistance of a second adult (usually Mr. Hallberlin).
- Behavior that becomes unsafe requires the assistance of a second adult.
  - Priorities in these situations are: 1. reestablish safety, 2. deescalate students, 3. return to learning, 4. follow up logically, 5. communicate and document as needed

# DCPS Regulations and Chapter 25



- City-wide regulatory code governing in-school behavior and associated consequences
- Broad strokes (mostly egregious behavior)

# Some Additional Considerations



- Behaviors tend to stem from root causes that – left unaddressed – continue to manifest. Whenever possible, we want to uncover and help students to address the root cause.
- We work hard to prevent as much as possible. When prevention hasn't been possible, we work hard to respond thoughtfully.
- Certain times and spaces at schools pose unique behavioral challenges
- At school, as in all public institutions, we welcome all comers and do our best to meet everyone's needs.

# A Note About Inclusion Related to Behavior



- We have a diverse community of learners
- Fair is not equal
- Sometimes, behaviors are a manifestation of a student's disability. In these cases, prevention and responses are specifically tailored to the students' specific needs.

# How to Talk with Kids



- Everyone has a right to be free from harm
  - Be sure to seek an adults' support
- Practice empathy: Remember that everyone has different needs and that's OK.
- Do unto others as you would have them do unto you.

# A Parting Thought



- We've been thinking a lot about our country's current political climate and the need for civility
- Our children's strongest role models for how to treat others, accept others, and function in a community, are the adults they love best.