Brent’s Approach to Behavior and Discipline
Brent Elementary 2016-2017

Brave
Empathetic
Active
Responsible
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.
Responsive Classroom Guiding Principles

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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.