

Book Study

Prepared by the
Kansas Multi-Tier System of Supports (MTSS) Project

7 Steps for Developing a Proactive Schoolwide Discipline Plan: A Guide for Principals and Leadership Teams

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Book Description: *This book answers the what, how, and why of establishing an effective discipline program at the primary and secondary levels while promoting an overall positive and welcoming school climate. Emphasizing the roles of the leadership team and administration in achieving success, a seven-step process for effectively preparing and implementing a plan that focuses on establishing, teaching, and sustaining behavior expectations is described. The book includes reproducible forms that will assist the leadership team in their effort.*

Target Audience:

- **Structuring teams**
- **Implementing teams**
- **District Leadership Teams**
- **Building Leadership Teams**
- **General Staff**
- **Professional Development**
- **Elementary Team**
- **Secondary Team**
- **Behavior**

Chapter 1: Establishing the Need for a Proactive Discipline Plan

Brief Overview: This chapter explores the challenges and pressures facing public schools which can serve as catalysts for the development of a proactive schoolwide approach to discipline.

Discussion Questions:

1. Identify the pressures and challenges faced by public schools as described in this chapter.
2. How are these pressures and challenges similar and different from those that your school faces?

Chapter 2: Essential Features of a Proactive Schoolwide Discipline Plan

Brief Overview: This chapter provides a summary of the development of a proactive schoolwide discipline plan. Desired behaviors will be identified and then systemically and explicitly taught to students. A systemic approach will be used throughout the process in order to provide students with a continuum of positive behavior and academic support. Data will be used at the student and system levels and drive the decision-making and problem solving conversations.

Discussion Questions:

1. Identify the primary purpose of a schoolwide discipline plan as stated in this chapter.
2. Why is a “system” focus crucial?
3. Compare the historical approach to school discipline to the proactive schoolwide approach proposed by the author and supported by research. How are they alike? How are they different?

Chapter 3: Vital Role of the Principal and Administrative Support

Brief Overview: This chapter highlights research that indicates administrative support for school improvement practices is critical for its implementation and sustainability. Practical strategies are provided with some application vignettes specific to the principal’s role in developing a schoolwide discipline plan.

Discussion Questions:

1. Discuss the thirteen strategies that principals need to effect change.
2. Identify other competing initiatives that may make the workload of developing and implementing a schoolwide discipline plan too taxing for staff. *At the conclusion of the book, return to this question and prioritize your initiatives. Where do you see a schoolwide discipline plan fitting among all other initiatives?*

Chapter 4: Establishing a Building Leadership Team

Brief Overview: This chapter addresses the role a building leadership team plays in the development of a schoolwide discipline plan. A collaborative team of committed individuals is required not only during the initial planning and implementation of the plan, but also for its sustainability and refinement.

Discussion Questions:

1. Why has your school decided to explore the development of a proactive schoolwide discipline plan?
2. Does your building leadership team have an established decision-making process? If so, how is it working? If not, how might establishing a process support the work of your team?
3. What differences exist between your current practices and/or personal experiences with building leadership teams and those described in this chapter?

Chapter 5: Step 1. Purpose Statement

Brief Overview: The first step of developing a schoolwide discipline plan is to write a purpose statement that will set the tone and provide meaning for the entire process. This chapter explains the importance of this action and provides direction to execute this activity.

Discussion Questions:

1. Explain why the first step in the process is to develop a purpose statement.
2. Thinking back to chapter 3, how can the principal show support of the purpose statement? What impact will this have on the leadership team, faculty, and community?

Chapter 6: Step 2. Schoolwide Behavior Expectations

Brief Overview: This chapter introduces the schoolwide behavior expectation component of a schoolwide discipline plan. Schools must establish and consistently promote expected behaviors throughout the building in all settings and at all times.

Discussion Questions:

1. Predict how your school climate would be different if there were common schoolwide expectations.
2. Using the examples in Box 6.1 on pg. 40, choose one schoolwide expectation and apply the behavior to a common area within your school (i.e. hallways, cafeteria, playground). What specific behaviors would clearly define the expectation for that common area?
3. Through the perspective of a student, the staff, and the community discuss the impact of schoolwide behavior expectations on each.

Chapter 7: Step 3. Teaching the Behavior Expectations

Brief Overview: This chapter explains the importance of and provides examples of instructional plans that can be used by a school or district to explicitly teach the expected behaviors. Teaching students the expected behaviors is no different than teaching students an academic content. Teachers will need to provide some students will additional practice while providing others with differentiated instruction.

Discussion Questions:

1. Do you agree with the author's assertion that schoolwide behavior expectations are a set of skills that need to be taught to students? Why or Why not?
2. What is the role of instruction in helping students reach acceptable levels of behavior?
3. Discuss the impact teaching expected behaviors to students early in the school year and then throughout the year as warranted by data will have on student engagement in your academic content.

Chapter 8: Step 4. Maintaining the Behavior Expectations

Brief Overview: This chapter addresses the need to develop and implement a comprehensive recognition system that recognizes students who consistently exhibit desirable behaviors as well as those students who are in the acquisition stage of learning and demonstrating desirable behaviors.

Discussion Questions:

1. In this chapter the author identifies the statement, “Why should we reward students for what they should be doing anyway” as a common response made by some teachers. Share your thoughts about this quote. What impact could this attitude have on the climate of a school?
2. Which of the informal modeling practices by faculty as described in this chapter could your faculty stand to improve? Explain why.
3. Examine the factors to be considered in developing a schoolwide recognition plan (Box 8.1) and apply them to your school’s current recognition system. If a schoolwide recognition system is not currently implemented, apply the factors to your classroom recognition system.

Chapter 9: Step 5. Correcting Problem Behavior

Brief Overview: This chapter presents a model for addressing and correcting problem behavior that has been validated by research and replicated in schools across the USA and Canada. It requires schools to develop a system that has a continuum of procedures for addressing all levels of problem behavior and a process for distinguishing between classroom-managed behavior and office-managed behaviors.

Discussion Questions:

1. Explain the “Fair Pair Rule.”
2. Judge the value of having a predetermined continuum broken out into two tracks, office-managed behavior and staff-managed behavior.
3. Analyze your school’s procedure for referring students to the principal’s office. Are there commonly agreed upon behaviors that should result in an office referral? Is there a need to modify that list of behaviors?

Chapter 10: Step 6. Using the Data

Brief Overview: This chapter addresses the data component required to make a schoolwide discipline plan work effectively. Reviewing disaggregated data produced by a data management system and decision making based on the data will allow the building leadership team to make system changes for the benefit of students and staff.

Discussion Questions:

1. According to the author, “the primary purpose of the proactive schoolwide discipline plan is to create a positive, safe, supportive, and welcoming environment for all students and staff.” Discuss the role data management plays in achieving that purpose.
2. Identify and discuss the seven roles the leadership team must play with respect to managing data generated within a schoolwide discipline plan.
3. Data can be disaggregated for the leadership team to examine specific components of the discipline plan. What are some of the specific ways the data can be broken down for review? How is this beneficial to the overall system?

Chapter 11: Step 7. Sustaining the Plan for the Long Haul

Brief Overview: The last component of developing a proactive schoolwide discipline plan is to think long-term regarding the sustainability and implementation of your plan. This chapter outlines key factors that a leadership team needs to address in order for their plan to be maintained and nurtured.

Discussion Questions:

1. Define “fidelity drift” and provide examples from your own career or personal life. What was the outcome?
2. Discuss the twelve key systemic factors for sustaining a schoolwide discipline plan and process? Which of these do you predict to be the most difficult to achieve? Why? What solutions can you identify to overcome the obstacle you identified?
3. Develop a plan with respect to your team’s intentions regarding implementation of a proactive schoolwide discipline plan. (Refer to chapter 3, discussion question #2 regarding prioritizing your initiatives. Where do you see a schoolwide discipline plan fitting among all other initiatives?)