What is the most difficult thing you are facing right now with school discipline and/or social-emotional learning?
You play to **win** the game.

- Herm Edwards -
The function of education is to teach one to think intensively and to think critically. **Intelligence plus character** – that is the goal of true education.

- Dr. Martin Luther King, Jr. -
SEL 5 Core Competencies

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Making responsible decisions
When schools are focused on growing self-discipline in our students, then they will see their students choose to behave in ways that align to their goals.
“Modes of Interaction” Model

Student

Content

Teacher

Deep and Meaningful Learning

Student/Student

Student/Content

Student/Teacher

Content/Teacher

Content/Content

Teacher/Teacher

Anderson & Garrison
(1998)

#DISCIPLINEWIN
Common Discipline Mistakes:

- Expecting compliance
- Responding to surface level behaviors
- Not considering cultural and family norms
- Assuming it’s not an academic issue
- Shaming and blaming others
- Letting emotions dictate actions
Learning Theories that Affect How People Decide to Act

Classical Conditioning (Pavlov)
- Woof! Woof! Grrr...

Operant Conditioning (Skinner)
- Free Tacos!!

Cognitive Constructivist (Piaget)
- How to Open the Door:
  1. Approach Door
  2. Grasp Handle
  3. Turn Handle Clockwise
  4. Pull Handle Towards You

Definitions:
- "Handle" – Round metal knob
- "Clockwise" – Twisting in round direction like on clock from 12 to 1 to 2, etc.

Social Cognitive (Bandura)
- Press Play below to Watch a Video on How to Open the Door.

Conformity (Asch)
- C'mon in! This is where you should be!

Building Upon Prior Knowledge

Modeling, Observation, and Imitation

Observation, Imitation, and Acceptance

#DISCIPLINEWIN
Using jeans days as rewards for “good” behavior to manipulate staff is exactly the wrong message to send teachers as they look to build relationships over rewards.
1. Integrating SEL into academic content areas

2. Direct SEL instruction

Teach regular content & add SEL themes and strategies

SEL Content

Academic Content
Like playing pick-up games and league ball, kids need coaching, practice, structured, and free play.
How are you integrating or directly teaching social and emotional skills?
Slow Down

- With relationships
- With the beginning of the day
- With ‘expectations’
- With reactions
How do you regulate?
Less Talk, More Walk!
Move Work Play Learn
#DISCIPLINEWIN
Provide **Promise** over **Punishment**!

When we say we will help them be successful, then we better be ready to deliver on that promise when things get tough.
Misbehavior is developmentally appropriate and is predictable.

React with support when kids act up instead of blame and consequences.

### SCHOOLWIDE TIERED BEHAVIOR SUPPORT PLAN

<table>
<thead>
<tr>
<th>TIERS</th>
<th>TIER 3 ALARMING</th>
<th>TIER 2 CHALLENGING</th>
<th>TIER 2 CONCERNING</th>
<th>TIER 1 WORKING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OVERALL LEVEL OF CONCERN</strong></td>
<td>Imminently Dangerous, illegal, and/or Aggressive Behaviors: Behaviors that are willingly committed and are known to be illegal and/or harmful to self, others, or property.</td>
<td>Disruptive and Potentially Harmful Behaviors: Behaviors that disrupt the educational process and/or potential harm or danger to self and/or others</td>
<td>Minimally Disruptive Behaviors: Behaviors that disrupt the educational process and the orderly operations of the school but do not pose direct danger to self or others</td>
<td>Typical, infrequent Behaviors for Age Level: Behaviors that infrequently cause a minor disruption, but the classroom procedures, redirection, and reteaching are enough to improve the misconduct.</td>
</tr>
<tr>
<td><strong>DESCRIPTION OF BEHAVIORS</strong></td>
<td>Assault against student or staff; Significant threat of injury to self or others; Sexual harassment; Religious harassment; Repeated bullying against other students; Repeated eloping from school; Possession or distribution of drugs or alcohol; Possession or use of a weapon; Repeated disruption of class even after significant interventions, supports, and parent communication</td>
<td>Habitual violation of school rules or policies; Repeated refusal to comply with staff directions; Eloping from class or school; Repeated physical aggression without injury; Repeated use of profane language; Intentional technology misuse; Bullying of other student(s); Less significant threat of injury to self or others; Refusal to attend class or school</td>
<td>Difficulty with staying in assigned seat and/or area; Minor disruption of the learning environment; Physical aggression without injury; Use of profane language; Social conflicts with peers that disrupt the learning environment; Minor violation of school rules and policies; Minor refusal to comply with staff directions; Refusal to complete assignments</td>
<td>Difficulty with staying in assigned seat and/or area; Minor and infrequent noncompliance; Behaviors that may cause minor disruptions but are related to a known disability; Difficulties with social situations with peers; Infrequent classroom refusal</td>
</tr>
<tr>
<td><strong>INSTRUCTION, INTERVENTIONS &amp; SUPPORTS</strong></td>
<td>Functional Behavior Assessment (FBA); Behavior Intervention Plan (BIP); Daily Check In/Check Out Conferences; Daily Social Skills Lesson; Daily Take Ten Conferences; 2x10 Conferences; Individualized Behavior Motivational Plan; Monthly Parent/Teacher/Admin Conferences; IEP Behavior Goal &amp; SPEP services targeting behavior (IF SWD)</td>
<td>Individualized Behavior Motivational Plan; Quarterly Parent/Teacher/ Admin Conferences; Daily Check In/Check Out Conferences; Biweekly Social Skills Lesson; Daily Take Ten Conferences; 2x10 Conferences; Lunch Bunch; IEP Behavior Goal &amp; SPEP services targeting behavior (IF SWD)</td>
<td>Individualized Behavior Motivational Plan; Quarterly Parent/Teacher/ Admin Conferences; Weekly Check In/Check Out Conferences; Weekly Social Skills Lesson; 2x10 Conferences; IEP Behavior Goal &amp; SPEP services targeting behavior (IF SWD)</td>
<td>Student in class room in small groups; Clear and explicitly taught directions; Reaching desired behaviors individually and in small groups; Regular parent communication</td>
</tr>
</tbody>
</table>

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*NAESP*
The best intervention you can give a child is the undivided attention of a loving adult.
Relationship-Driven Interventions:

• **2x10**: 2 minutes per day for 10 consecutive days
• **Take Ten**: 10 minutes per day
• **Check in/Check out**: Daily, goal-oriented, individual conferences
• **Restorative Circles**: Reflections on impact and restitution
• **Driveway Discipline**: Home visits to touch base on their turf
• **Positive Contact Home**: Phone calls, emails, post cards
• **Peer Mentors**: Students guiding younger students
• **Community Mentors**: Parents and/or community guiding students
It starts with their names!

Flipgrid Mix Tapes
12 Ways to Check How Kids are Doing:

• Sketch Sessions
• Writing Reflections
• Sticky Note Ratings
• Individual Online Forms
• Asynchronous Videos
• Live Video Conferences
• Small Groups Meetings
• Individual Discussions
• Email Conversations
• Short Surveys
• Regularly Scheduled Conferences
• Being Purposefully Available
What Star Wars Zone are in living in right now?
# Zones of Regulations

**What Zone Are You In?**

<table>
<thead>
<tr>
<th>Blue</th>
<th>Green</th>
<th>Yellow</th>
<th>Red</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sick</td>
<td>Happy</td>
<td>Frustrated</td>
<td>Mad/Angry</td>
</tr>
<tr>
<td>Sad</td>
<td>Calm</td>
<td>Worried</td>
<td>Mean</td>
</tr>
<tr>
<td>Tired</td>
<td>Feeling Okay</td>
<td>Silly/Wiggly</td>
<td>Yelling/Hitting</td>
</tr>
<tr>
<td>Bored</td>
<td>Focused</td>
<td>Excited</td>
<td>Disgusted</td>
</tr>
<tr>
<td>Moving Slowly</td>
<td>Ready to Learn</td>
<td>Loss of Some Control</td>
<td>Out of Control</td>
</tr>
</tbody>
</table>

**What ZONE am I in?**

- **Blue Zone**: Sad, Sick, Bored, Moving Slowly
- **Green Zone**: Happy, Calm, Feeling Okay, Focused, Ready to Learn
- **Yellow Zone**: Frustrated, Annoyed, Worried, Silly/Wiggly, Over-excited
- **Red Zone**: Mad/Angry, Mean, Hitting, Yelling, Out of Control

*(In the green zone, we must stay!)*

#DISCIPLINEWIN
Flipgrid Feedback
Connect with your learners every day no matter the distance, with a Daily Check-in Topic!
1. Record a message as your Topic video.
2. Share on:
   - Teams
   - Google Classroom
   - Remind
   - Via email
   - Or anywhere with the unique URL
3. Engage, smile and laugh with your community!

Google Slides
How are you feeling today?

Today I feel unsure because I have spent a great amount of time with my mom, but my dog is also sick. I am not sure how to feel about how today is going so far.

Padlet Walls
#DISCIPLINEWIN
Ashland October Favorite Song Playlist

Staff chosen and approved

Don't Worry, Be Happy
Bobby McFerrin

Jesus Take the Wheel
Carrie Underwood

I Wanna Dance with Somebody
Whitney Houston

Hey Jude
The Beatles

Ready for the Weekend
David Puentes

Happy
Pharrell Williams

Somebody
Sugar Ray

Alive and Breathing
Matt Maher

I Will Always Love You
Whitney Houston

Summer of '69
Bryan Adams

Most People are Good
Luke Bryan

Part of your World
Jodi Benson - 'The Little Mermaid'

Tie A Yellow Ribbon Round the Ole Oak Tree
Tony Orlando & Dawn

Hey Look Ma, I Made It
Panic! At The Disco

Eye of the Tiger
Survivor

I just need U.
TobyMac

Good Riddance (Time of Your Life)
Green Day

My Next Thirty Years
Tim McGraw

#DISCIPLINEWIN
NAESP Padlet Motivational Playlist

https://bit.ly/3z68dXT
Structure your Sense of Urgency for your Staff:

- **Student Focus Meetings** – Regular, optional support groups for teachers to seek help outside their team.

- **Mental Health Teams** – Weekly tier 2/3 student review by school team (psych, social worker, admin, counselors, etc.).

- **Schoolwide Behavior Support Plan** – Organized supports by tier.
Process the Problem

**Staff Support**

**Goals:**
- Reduce staff conflict
- Increase feelings of support
- Improve skills of all involved
- Identify additional support needed

**Examples:**
- Intervention Calendars
- Fidelity Checklists
- Student Focus Meetings
- Mental Health Teams

**Student Support**

**Goals:**
- Be solutions-oriented
- Target specific areas of growth
- Talk about the child like a parent
- Consider educational redesigns

**Examples:**
- Radar Chart Review
- Root Cause Analysis
- Relationship-Driven Interventions
- Student Goal-Setting Conferences
**“JOURNAL THE JOURNEY”**

<table>
<thead>
<tr>
<th>Day</th>
<th>Notes</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Rough day, didn’t meet goal of being respectful to peers; Said something mean to a friend; We role-played the scenario to find better ways to communicate</td>
<td>5/10</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Seemed happier today; no issues with friends</td>
<td>8/10</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Great day; He actively went out of his way to help a friend figure out a math problem</td>
<td>10/10</td>
</tr>
<tr>
<td>Thursday</td>
<td>Ok day; He said he didn’t get a lot of sleep last night; we discussed ways to get to bed earlier</td>
<td>7/10</td>
</tr>
<tr>
<td>Friday</td>
<td>Good day; We discussed the week and overall that he did very well; only a few issues; We celebrated</td>
<td>8/10</td>
</tr>
</tbody>
</table>
Schools are defined by how they **support** their most struggling students.
Additional Resources...

Podcast

andyjacks.co

#Disciplinewi
• Understand, Welcome, and Want Every Child
• Increase Urgency like First Responders
• Discipline for Long-term Goals
• Grow students as Leaders of their Own Journey
• Find the Hidden Truth to Understand Root Causes
• Teach, Reteach, and Remediate the Behaviors We Want
• Capitalize on the Power of Social Learning and Relationships
• Increase Self-Awareness, Self-Regulation, and Self-Discipline
• Work Together with Parents to Find Solutions, not Problems
• Impact of Fidelity and Follow Through

Bit.Ly/DisciplineWinSignUp
IN IT 2 WIN IT

Podcast

Dr. Andy Jacks

@_ANDYJACKS
ANDYJACKS.COM