



Effective Schoolwide Discipline

January, 2006
Volume I, Issue III

A newsletter for teams participating in Effective Schoolwide Discipline in Virginia:
A Statewide Initiative to Support Positive Academic and Behavioral Outcomes for All Students

Dear ESD Team Members,

Welcome back! We hope that everyone is well rested and ready for a fantastic second half of the school year. This month marks the one year anniversary of the Effective Schoolwide Discipline Initiative across the Commonwealth of Virginia. It's amazing how much has been accomplished in such a short period of time. In November, we met with you for our third regional training. In recognition of the tremendous amount of effort being put forth by our ESD teams, each team received pins, ribbons, and a resource video. We hope that the pins and ribbons will be displayed with pride to celebrate your accomplishments.

In this issue, there are announcements in the *It's Noteworthy* section regarding upcoming trainings and installments to be paid for teams receiving funding from The Effective Schoolwide Discipline Mini-Grant. The *Family Corner* will have a few pointers for getting families involved with ESD. Please be sure to read this information for further details.

Our students and educators will greatly benefit from all of your hard work. We commend your efforts and continued success with this initiative.

Warmest Regards,

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Special Education Instructional Services
Virginia Department of Education

Irene Walker-Bolton
Specialist
Virginia Department of Education

Dr. Robert A. Gable, Project Director
Effective Schoolwide Discipline Project
Old Dominion University



It's Noteworthy!

- Hats off to.....

Many teams have reported wonderful noteworthy accomplishments to us using the "Are you on target?" insert of the October 2005 ESD newsletter. We would like to take a moment to recognize and share some of these team celebrations...

- ☺ Bull Run Middle School in Gainesville is off to a great start with *SOAR!* Go Eagles!
- ☺ Ressie Jeffries Elementary School had lots of family members attend assemblies supporting ESD activities. The students and parents are very excited!
- ☺ George Washington High School acknowledges the positive effect ESD is having in their school! They are using S.O.A.R. as their acronym which stands for teaching about Self-discipline, Opportunity, Achievement, and Respect.
- ☺ Richlands Middle School has meshed ESD with the school improvement plan!

- Announcements.....

- ✓ Upcoming Trainings

- Effective Schoolwide Discipline: Part IV

Region 1: Jan. 19; Snow Date: Jan. 26

Region 5: Jan. 30; Snow Date: Jan. 31

Region 2: January 25

Region 6: Feb. 9; Snow Date: Feb. 16

Region 3: January 31

Region 7: Feb. 8; Snow Date: Feb. 15

Region 4: January 24

Region 8: January 12

Pre-registration is required. If you have not registered your team, please contact Pat Woolard at pwoolard@odu.edu.

- ✓ CCBD International Forum: *Alternative Schooling: Changing Perspectives and Emerging Best Practices for Children and Adolescents with Challenging Behaviors*

- February 10-11, 2006 at the Sheraton Norfolk Waterside Hotel, Norfolk, VA
- This is a pre-registration Forum. You can access the registration online at www.unt.edu/behavioraldisorders/ccbdforum. Registration deadline is January 23, 2006.

- Installment for funding from the ESD Mini-Grant

The next installment for the ESD Mini-grant will be funded in January, 2006.



Family Corner

We all know that children do better in school when families are involved in educational activities. Traditionally, families have been involved with the development of tertiary (individual) supports. Promoting and guiding family involvement will encourage greater participation at all three levels (Primary, Secondary, and Tertiary). Many teams across the Commonwealth have a family representative included on their ESD team. Other family involvement might include contributing to school celebrations, securing partnerships within the community, and obtaining resources and donations to support school activities.

Are you on target?



You may wish to use this form to guide team discussions/meetings, develop action plans, and/or collaborate with other school teams in your region. Please see note at the bottom of this insert for further directions.

Where are you with....

January, 2006

	Completed	Work in Progress	We need assistance with this
... revising your office referral form with your faculty?			
... guiding faculty to distinguish between classroom verses office referral discipline issues?			
... aligning office referral with code of conduct?			
... conducting a needs assessment to determine what ESD strategies are already in place and which ones are priorities			
... assessing and developing a school climate to support the use of ESD (e.g. increasing buy-in)?			
... providing professional development to prepare faculty/staff to create a positive learning environment?			
...guiding faculty to create an acronym and behavioral expectations for the ESD model?			
...explaining how to give effective reinforcement and providing professional development about reinforcement to the faculty/staff?			

What other team accomplishments would you like to share? _____

Comments: _____

School: _____ Team Leader's Name: _____

District: _____ Email _____

Phone Number: _____ Fax Number: _____

Please fax this form to Kim Yanek at T-TAC ODU (757-683-3115) within two weeks after the January Effective Schoolwide Discipline Part IV Training event or submit it to your TTAC trainer at the January Training.

What's Next...

Phase / Step	Input Variables: <i>What do you need in place?</i>	Process Variables: <i>What will you do with the input variables that are in place?</i>	Outcome Variables: <i>What will be accomplished?</i>
<p>Phase II: Plan and Begin Schoolwide Supports</p>	<p><i>Three to five behavioral expectations (and an acronym) and procedures for each expectation for each location in the school</i></p> <p><i>Dates and people to provide professional development for faculty/staff on how to give effective reinforcement</i></p> <p><i>Posters displaying student behavioral expectations and procedures in each location in the school</i></p> <p><i>A survey to determine student-preferred reinforcement</i></p> <p><i>A process to guide faculty to make decisions regarding the what, when, and how for immediate and delayed reinforcement</i></p> <p><i>A process for deciding upon the type of immediate reinforcement staff will provide students</i></p> <p><i>A survey to identify what programs provide reinforcement, what students earn, and how faculty could use the new immediate reinforcement system with these programs</i></p>	<p><i>Guide faculty to develop and adopt schoolwide behavioral expectations (and an acronym) and behavioral procedures for each location in the school</i></p> <p><i>Educate the faculty/staff about giving effective reinforcement and the three levels of reinforcement</i></p> <p><i>Use the expectations displayed as a reminder to staff to reinforce and students to demonstrate the behavioral expectations for each location in the school (a positive behavioral support)</i></p> <p><i>Use the survey to determine student-preferred options for reinforcement to be used schoolwide</i></p> <p><i>Guide faculty to decide upon immediate reinforcement to be used, how the reinforcement will be delivered, and how the logistics of the delayed reinforcement system will be managed</i></p> <p><i>Guide faculty to decide what immediate reinforcement will be given and how. Consider student age and preferences, durability, cost, ease of delivery by staff, and how to</i></p> <p><i>Identify all programs where students receive reinforcement. Reach faculty consensus on how students will obtain the same type of immediate reinforcement in these other programs eliminate theft</i></p>	<p><i>Clearly defined behavioral expectations for each location of the school</i></p> <p><i>Schoolwide immediate, delayed and variable reinforcement systems</i></p> <p><i>All members of the school community (students, staff, families) will have a clear, consistent, visual reminder of behavioral expectations</i></p> <p><i>Items/activities to include in the delayed system of schoolwide reinforcement</i></p> <p><i>A schoolwide system of reinforcement</i></p> <p><i>A schoolwide, immediate system of reinforcement</i></p> <p><i>A unified, immediate reinforcement system</i></p>

Phase / Step	Input Variables: What do you need in place?	Process Variables: What will you do with the input variables that are in place?	Outcome Variables: What will be accomplished?
Phase II: Plan and Begin Schoolwide Support	<p><i>A plan for involving families in fundraising that doesn't conflict with other fundraising in the school</i></p> <p><i>A list of student-preferred reinforcement items/activities and a budget</i></p> <p><i>A process for guiding faculty to identify how they will inform students of their role in the ESD model</i></p> <p><i>Ideas to include in a brochure about the model</i></p> <p><i>Recommendations regarding how often to provide immediate reinforcement</i></p>	<p><i>Identify two+ fundraising activities for families to coordinate <u>yearly</u></i></p> <p><i>Identify a person (or two) to develop an inventory, prices, a menu of items/activities and costs to provide to students, a process for re-ordering supplies, etc.</i></p> <p><i>Guide faculty to identify the student role (e.g., only trading in one's own immediate reinforcement, not leaving immediate reinforcement at home on the days it is to be turn in for delayed reinforcement, only turning in one's own immediate reinforcement) and how it will be explained to students (e.g., a pledge card signed by family and student)</i></p> <p><i>Use the brochure to educate key stakeholders about the ESD model</i></p> <p><i>Guide faculty to determine how often they will give immediate reinforcement</i></p>	<p><i>Monies to sustain the ESD model</i></p> <p><i>A schoolwide delayed reinforcement system</i></p> <p><i>Well-defined expectations regarding student participation in the ESD model</i></p> <p><i>A resource to educate key stakeholders about the schools' ESD model</i></p> <p><i>A positive school climate</i></p>
Phase III: Conduct Ongoing Assessments	<p><i>A plan for collecting, summarizing, and guiding ongoing data collection</i></p> <p><i>A database system aligned with the new Office Referral Form</i></p> <p><i>A plan for regularly sharing data with the faculty</i></p>	<p><i>Guide faculty to respond to behavioral data at specific intervals throughout each year</i></p> <p><i>Guide faculty to use a consistent schoolwide system for capturing student referrals.</i></p> <p><i>Share data with faculty to analyze trends and prioritize behavioral issues and problem-solving</i></p>	<p><i>An ongoing assessment system for addressing behavioral concerns</i></p> <p><i>A schoolwide system for reporting behaviors consistently</i></p> <p><i>Develop a system for analyzing behavior concerns and problem-solving for solutions</i></p>

Effective Schoolwide Discipline Initiative, Virginia Department of Education

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Regional TTAC Locations:

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TTAC Virginia Commonwealth University
10 East Franklin Street, Suite 200
Richmond, VA 23284-3081
(804) 828-6947 (800) 426-1595

Region 2 and Region 3

TTAC Old Dominion University
Child Study Center, Room 224
Norfolk, VA 23529-0164
(757) 683-4333 (888) 249-5529

and

TTAC The College of William and Mary
School of Education
P.O. Box 8795
Williamsburg, VA 23187-8795
(757) 221-1925 (800) 323-4489

Region 4

TTAC George Mason University
4400 University Drive MS 1F2
Fairfax, VA 22030
(703) 993-3670 (800) 333-7958

Region 5

TTAC James Madison University
TTAC, MSC 9002, James Madison University
Harrisonburg, VA 22807
(540) 568-6746 (888) 205-4824

Region 6 and Region 7

TTAC Radford University
C148 Peters Hall Box 7006
Radford, VA 24142
(540) 831-5333 (877) 544-1918

and

TTAC Virginia Tech
112 Lane Hall
Blacksburg, VA 24061-0254
(540) 231-5167 (800) 848-2714

Region 8

TTAC Virginia Commonwealth University
Pickett Park
440 QM Circle South
Blackstone, VA 23824
(434-292-3723 (866) 465-0412

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