

CLASSWIDE

Positive Behavioral Interventions and Supports

Fact Sheet

Discipline in the Secondary Classroom (DSC) is an additional component of the *Safe & Civil Schools* PBIS classroom model. Designed to help the secondary classroom teacher manage student behavior and increase student motivation, *DSC* is a corollary to *CHAMPS*. Like *CHAMPS*, *DSC* describes a proactive, positive, and instructional approach to classroom management.

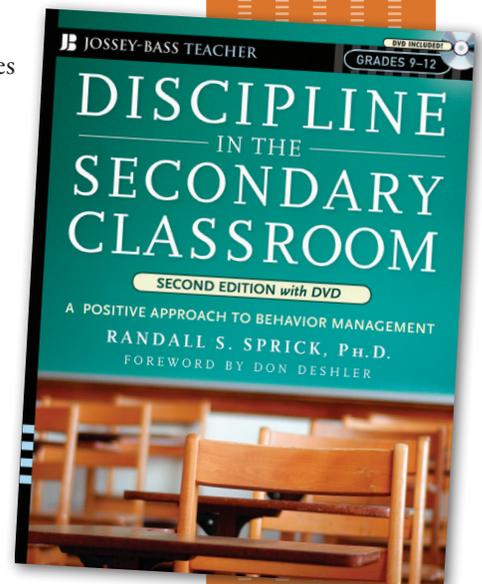
Teacher effectiveness literature conducted over the past 40 years has identified that teachers who are highly successful in the classroom rely on behavior management plans that:

- Include high expectations for student success.
- Build positive relationships with students.
- Create consistent, predictable classroom routines.
- Teach students how to behave successfully.
- Provide frequent positive feedback.
- Correct misbehavior in a calm, consistent, logical manner.

Discipline in the Secondary Classroom presents practical, evidence-based strategies that help teachers incorporate these features into their classroom management procedures. At the same time, it allows teachers the flexibility to bring their own vision and values into the mix. That's because *DSC* is a way of thinking about behavior management, not a canned program with step-by-step instruction on what to do. The approach espoused in *DSC* guides teachers in making research- and data-based decisions on classroom management. However, the final decisions about managing the behavior of their students are left up to the teachers.

DSC is comprehensive, practical, and user-friendly.

There are nine chapters in *DSC*. The first chapter presents six tasks that introduce the basic principles of behavior and motivation. The second illustrates the development of a grading system that helps teach students that success is an achievable goal. The third shows how to manipulate physical variables such as the



classroom setting, schedules, and beginning and ending routines. Chapter 4 offers tasks to help teachers clarify and teach their classroom expectations. Chapter 5 guides teachers in developing a set of classroom rules to address the most likely misbehaviors and then helps them determine a system of appropriate consequences. Chapter 6 presents five variables teachers can influence to increase student motivation. Chapter 7 pulls everything up to this point together into concise procedures that teachers can easily communicate to students. Chapter 8 describes three tasks that help teachers implement their management plan throughout the year, monitoring the plan's effectiveness and modifying it as necessary. The final chapter includes information about how to deal with more difficult chronic behaviors that will occasionally emerge—even with the best of behavior management procedures in place.

In Summary

Based on the most recent recommendations set forth by researchers and the U.S. Department of *Education*, *DSC* presents an evidence-based approach to classroom behavior management. *DSC* is not a curriculum or program, but instead a collection of recommendations that are based on more than 40 years of research in the fields of education and psychology. *Safe & Civil Schools* has many examples of district-based studies where these PBIS strategies have been implemented with dramatic results. Improvements include reductions in tardiness, classroom disruptions, office referrals, and in- and out-of-school suspensions, along with corresponding increases in teachers' perceptions of efficacy and student motivation and behavior. For information on efficacy data, contact *Safe & Civil Schools* or go to safeandcivilschools.com.

