I WONDER IF CREATING A BETTER UNDERSTANDING OF DISCIPLINE ON THE FRONT END (TIER I) WILL IMPROVE OVERALL BEHAVIOR FOR A GRADE LEVEL

Iddings ELementary School
Michelle Coughlin
mcoughlin@mvsc.k12.in.us

What made me focus on this wondering?

★ One grade level in our building seemed to have more discipline issues than others

★ Walking down the hallway for some of these classes seemed to be a struggle

★ Discipline issues not only came from outside of the classes, but was disrupting instructional time also

Purpose of this Inquiry

★ After learning about personality types in the book <u>Seeing People Through</u> by Nate Regier, PhD, I began to think about how different personalities might receive and use information if given in a variety of modes.

★ The purpose of my inquiry is to see if the behaviors improve when information is given to the teachers in a variety of ways.

My Wondering…

I wonder if I vary the way I share information with my teachers will it help them implement discipline ideas and strategies that will help decrease discipline incidents and increase time for learning in the classrooms.

My Actions

We had more grade level meetings where I talked with them regarding their concerns and my concerns with student's behavior and how that correlated to academics.

I would leave post-it notes for teachers during walk-throughs acknowledging the positive changes I might see based on information shared with them.

I did some modeling for teachers in the classroom that included a variety of best practices to improve academic skills.

I shared videos with teachers that might help them when focusing on our school-wide PBIS Cool-Tool. January's Cool Tool

Data Collection- Discipline Referrals

Offence	Week of Jan. 24th	Week of Jan. 31st	Week of Feb. 7th	Week of Feb. 14th	Week of Feb. 21st
Disruptive	2		4	1	3
Disrespect to others	2	2	2	7	5
Hands and Feet	1	1		1	5
Mics.	1		5		
Physical Aggression	7		4	1	
Profanity			1		
Refuses Directions		1	4	1	4
Running			1		
Stealing			1	1	
Throwing Objects	1		2	1	

Data Collection- Compliment Chain Links Received

1st Grade Compliment Chain Links	
December	68
January	92
February	74

Data Collection- Anecdotal Notes

Discoveries

★ I am surprised at the number of discipline referrals for the weeks of February 4th and 14th.

★ I did observe an added push to review discipline procedures and expectations when I sent reminders in various forms: email, via google meets during a meeting, videos to show the kids, etc.

★ I can see how teachers reacted to me differently when I took into account various personality needs.

★ I am anxious to see our growth on a diagnostic test that will be taken in May. Hopefully we will see extra growth with our focus on improving routines and procedures.

Where Am I Heading Next

★ I will definitely continue to use various methods to communicate information with teachers.

★ Tracking behavior referrals by week and by grade will become a regular part of our SEL committee.

★ I will continue to focus on this group next year and share with their new teachers lessons we learned this year.

Bibliography

Regier, N. (2020). *Seeing people through: Unleash your leadership potential with the process communication model*. Oakland, CA: Berrett-Koehler Publishers. Inc.

Creating a Better Understanding of Discipline on the Front End

Michelle Coughlin
Iddings Elementary

★ What made me focus on this wondering?
  ○ Our teacher, the assistant principal, and me all noticed behaviors that were interrupting learning in the classroom. In addition, students were being pulled for investigations during class time to figure out incidents that were happening on the playground or in the cafeteria.
★ Purpose of this Inquiry
  ○ We wanted to reduce the number of disruptions to learning in the classroom due to discipline problems.
★ My Wondering…
  ○ If I use the knowledge learned about different personality types and provide materials and information in a variety of ways, will teachers focus more on the Tier I discipline strategies?
★ My Actions
  ○ I focused on varying the method I talked with teachers or shared information. We meet on google meets to talk about academic struggles and the correlation to behavior. I sent videos regarding our school wide focus on discipline for the month of January. I left post-it notes for teachers as I walked through their rooms. I modeled a few lessons using best practices that were intended to improve routines and procedures during lessons.
★ Data Collection
  ○ I took anecdotal notes after our meetings and after some noticings in the classrooms and hallways.
  ○ I took data week by week on the number of discipline referrals in that grade level.
  ○ I wanted to see if there was a change in the number of compliment links that grade level received, so I tracked the number each month for this grade. (A compliment chain is handed out by ANY adult in the building when we see great behavior by the class. Our recess and cafe aides use these often to praise classes for doing a great job, but our specials teachers, title staff, and other staff members also pass out links. The class at each grade level with the most links each month earn an extra recess time for their efforts.)
★ Discoveries
  ○ I noticed that the number of discipline referrals were higher than other weeks.
  ○ Teachers did react differently when talking about discipline after I talked to them as a grade level in google meets, leaving notes after walk throughs, and also sending videos for behavior to them.
★ Where am I heading next?
  ○ I will continue to be aware of using different methods to share information with teachers.
  ○ When we tracked behavior referrals by week, we were able to get a better picture of what problems we were seeing and which ones were more often.