

GRADES
9-12



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DISCIPLINE IN THE SECONDARY CLASSROOM

Encouraging Responsible Behavior
and Enhancing Motivation

Randall Sprick
Jessica Sprick
Cristy Coughlin, PhD
Jacob Edwards

FOURTH EDITION

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Praise for *Discipline in the Secondary Classroom*

“We have been using *Discipline in the Secondary Classroom* and the CHAMPS approach in our work for over 10 years. Across our county, we have been delighted to see this approach easily used by staff in districts and schools with favorable academic, behavioral, and social emotional outcomes, including a decrease in suspensions and expulsions, increased attendance, higher academic achievement, and, most importantly, staff and students connectedness.”

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Ventura County Office of Education

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—Jim Knight,
Senior Partner, Instructional Coaching Group

“This book is my go-to source for solutions to promote positive development and support powerful intervention(s) across a variety of problems and environments. I’ve worked with all the giants in behavior support, but always come back to Dr. Sprick’s work. Why? Because while it is based on behavioral science, it is translated into practical strategies that are cohesive from school and community to the classroom.”

— Mark Shinn, National Louis University

“This very readable book is written with passion, vivid examples, and countless practical suggestions that can be readily implemented to improve the quality of environments in schools and enable teachers and students alike to thrive.”

—Donald D. Deshler, Founder and former Director,
University of Kansas Center for Research on Learning

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FOURTH EDITION

This fourth edition is dedicated to the tens of thousands of teachers who have used previous editions to make their classrooms more academically effective, welcoming, and joyful for all students. Based on their feedback and on progress with the research community, this new edition strengthens the degree to which this resource can guide veteran and beginning teachers to design and implement a best-practice behavior support plan in their classroom.

The Authors



Randy Sprick, PhD, has worked as a paraprofessional, teacher, and teacher trainer at the elementary and secondary levels. Author of several widely read books on behavior and classroom management, Randy is former director of Safe & Civil Schools, a consulting company that provides in-service programs throughout the country. Although Randy is largely retired, his Safe & Civil Schools colleagues continue the work of helping large and small school districts improve student behavior and motivation. The efficacy of that work is documented in peer-reviewed research, and Safe & Civil Schools materials are listed on the National Registry of Evidence-Based Programs and Practices (NREPP).

Randy was the recipient of the 2007 Council for Exceptional Children (CEC) Wallin Lifetime Achievement Award and was inducted into the Direct Instruction Hall of Fame, along with numerous other awards and honors.



Jessica Sprick has an MS in Special Education. She is a consultant and presenter for Safe & Civil Schools and a writer for Ancora Publishing and ASCD. Jessica has been a special education teacher for students with behavioral needs and a dean of students. It is these practical experiences that guide her passion for working with educators to create systems of support that allow all students to thrive. She is the author of numerous educational resources, including *School Leader's Guide to Tackling Attendance Challenges*, *Bullying Solutions: Universal and Individual Strategies*, and *CHAMPS: A Proactive and Positive Approach to Classroom*

Management. Each year, Jessica works with thousands of educators, providing training and support in how to implement multi-tiered and function-based approaches to improve classroom and school safety and climate and to boost student attendance, motivation, and academic engagement.



Cristy Coughlin holds a PhD in school psychology from the University of Oregon and an undergraduate degree in psychology from Western Michigan University. Cristy has worked as a school-based behavior consultant and program evaluator for educational projects in the United States, Australia, and Africa. Her areas of expertise are oriented around educational assessment, applied behavior analysis, and translating educational research to practice.



Jacob Edwards began his career in education teaching chemistry and biology in the inner city of Los Angeles. Fueled by the belief that all students deserve an equitable, quality education, Jacob became a school leader, where he honed his ability to lead diverse teams of staff and students, improve instructional practices, and establish systems to build positive school culture. Jacob went on to become the founding principal at a middle school in Watts, California, and later led transformation efforts at a middle school in Memphis, Tennessee. Most recently, Jacob joined the Safe & Civil Schools team to continue to improve educational outcomes for all students by working with educators across a variety of school settings.

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Foreword

At one point, I was part of a project designed to improve the academic outcomes for struggling adolescent learners in some inner-city high schools. Great planning went into the selection of the instructional programs for improving their reading and math performance. We instituted a carefully orchestrated professional development effort to make certain that each of the teachers involved was well prepared to teach the targeted interventions. As the program was launched, we were confident that things were going to go well because of our careful planning and attention to the necessary details. How wrong we were! Although some successes in student outcomes were seen, they fell far short of our expectations. Puzzled, we visited with teachers and observed what was happening in many of the classrooms. It soon became clear that many of the classes were out of control: large numbers of students were tardy for class, student behavior during classes was often inappropriate, and the amount of time spent teaching the targeted interventions was limited. In short, when instruction did take place, it didn't reach all of the students and was often compromised because of the poor work environment; teachers were frequently interrupting their lesson to regain control of their class.

In light of the problems that we were facing, I called Randy Sprick to see if he would be willing to problem-solve with us. I knew Randy and had carefully followed his work for over two decades. Over the years, I have talked to countless teachers and administrators throughout North America who have implemented his student motivation and classroom management programs, programs grounded in proactive, positive, and instructional principles. Randy agreed to analyze what was happening in our schools. As a result of that conversation and the programs described in this book that our team subsequently implemented, we experienced a dramatic change in how business was done in those schools. We witnessed firsthand the dramatic effects these methods can have in transforming secondary schools that were once places of chaos and disengaged students to settings of order and safety, where interactions among students and teachers are respectful and students are eagerly and productively involved in the learning process. *Discipline in the Secondary Classroom: Encouraging Responsible Behavior and Enhancing Motivation* addresses one of the most pressing needs that secondary teachers face in today's schools: how to effectively motivate and manage adolescent learners so their classrooms can be stimulating, engaging learning environments. I am convinced that secondary teachers will find this book to be one of the most valuable resources in their teaching toolbox for the following reasons:

- It is grounded in an extensive research base.
- It is hands-on, providing clear, step-by-step instructions for how to implement each procedure.
- It supplies specific examples from actual classroom situations to illustrate each procedure.

- It is principle based.
- It is comprehensive in scope, including all of the necessary components (and accompanying forms and support mechanisms) to be a self-contained management and motivation system.
- It spells out clearly how to introduce and implement the program throughout the school year.
- It is carefully coordinated with a companion volume designed for elementary students: *CHAMPS: A Proactive and Positive Approach to Classroom Management*, thus enabling school districts to implement a systematic approach to student motivation and classroom management across the entire K–12 grade continuum.

This book is the extraordinary resource that it is because of its author, Randy Sprick. Randy has had extensive experience as a teacher, program developer, researcher, writer, and staff developer. One of the most sought-after teachers in the country, he has a deep understanding of the complexities of secondary schools, the needs of adolescents and teachers, and the dynamic that exists among them. The program outlined in this book has been successfully adopted by hundreds of schools throughout North America. I consider Randy Sprick to be one of the brightest and most insightful educators of our time. His mission has been to improve the quality of environments in schools and enable teachers and students alike to thrive. I believe that he has been extraordinarily successful in that quest. In the process, many lives have been greatly blessed and enriched.

Achieving successful academic outcomes for students is certainly important, but their overall growth, development, and well-being involve much more than academic success. While teachers understand this, they often find themselves in an educational dynamic that does not encourage (and in some cases does not even permit) an emphasis on the non-academic dimensions of schooling. This book underscores the fact that understanding and addressing factors beyond academics is not only important, it is essential.

With the passage of the Every Student Succeeds Act in 2015, schools have continued to focus most of their attention on increasing the academic performance of students. This book provides one of the foundational cornerstones for enabling teachers to be successful in the academic instruction that they provide. Namely, it will empower secondary teachers to create the kind of environment and culture in their classroom that will ultimately promote optimal academic outcomes.

This readable book is written with passion, vivid examples, and countless practical suggestions that can be readily implemented. In my nearly 50 years as an educator, I have relied on the insights and work of many talented educators. I am thrilled with the publication of the fourth edition of this book. As I read it, I learned many new lessons because of the cutting-edge information that has been included. As with previous editions, this book will add greatly to my abilities as an educator in secondary schools, and it will be a resource I turn to frequently.

Donald D. Deshler
Founder and former director,
University of Kansas Center for Research on Learning

Contents

The Authors	ix
Acknowledgments	xi
Foreword	xiii
Preface	xxvii
Introduction	1

SECTION ONE: OVERVIEW OF THE DSC APPROACH 9

Chapter 1 Develop a Clear Vision for Your Class and Your Classroom Management Approach 11

Task 1: Understand Foundational Principles and Practices That Guide the DSC Approach	12
<i>Mission and Beliefs: Create an Effective Vision to Guide Your Practice</i>	13
<i>Diversity, Equity, Inclusion, and Access: Fulfilling the Promise of Education for All</i>	15
<i>Data-Driven Processes: Tools for Continuous Improvement</i>	17
<i>Existing Regularities: Evaluate Whether the Way Things Have Always Been Done Is the Best Way to Meet the Needs of the Moment</i>	18
<i>Locus of Control: Take Control Over Those Factors within Your Sphere of Influence</i>	19
<i>Logic Over Impulse: Recognize the Role of the Amygdala When Dealing with Challenging Behavior</i>	20
<i>Motivation: Understand How Motivation Affects Behavior</i>	22
<i>Relational Trust: Create the Foundation of Your Management Approach by Consciously Building Positive Relationships</i>	24
<i>The STOIC Framework: Understand Five Main Variables That Can Be Used to Influence Behavior</i>	26

Task 2: Understand How to Shape Behavior	28
<i>Behavior Management Principles</i>	29
<i>Promoting Responsible Behavior</i>	31
<i>Discouraging Irresponsible Behavior</i>	32
Task 3: Prepare Your Classroom Management Plan	35
<i>Identify the Level of Support You and Your Students Need</i>	38
<i>Putting Your Needs and Students' Needs Together: What Level of Support Is Needed?</i>	41
Conclusion	43

SECTION TWO: PREPARING YOUR CLASSROOM MANAGEMENT PLAN 45

Chapter 2 Structure for Success (Behavioral Decisions) 47

Task 1: Develop and Display Guidelines for Success	48
Task 2: Develop and Display Classroom Rules	52
<i>Decide Who Will Have Input into the Rules</i>	53
<i>Develop Your Rules</i>	54
Task 3: Design a Positive Physical Space	56
<i>Arrange Desks and Work Spaces to Optimize Instructional Tasks</i>	57
<i>Ensure Physical and Visual Access to All Parts of the Room</i>	62
<i>Minimize Disruptions Caused by High-Traffic Areas</i>	62
<i>Devote Bulletin Board or Display Space to Student Work</i>	63
<i>Consider Designating an Area of Your Classroom as a Cool-Down or Problem-Solving Space</i>	63
<i>Determine Whether and How to Assign Seats</i>	63
Task 4: Select an Attention Signal	67
Task 5: Design Effective Beginning and Ending Routines	70
<i>Entering Class</i>	71
<i>Opening Activities</i>	72
<i>Protocols for Responding to Students Not Prepared with Materials</i>	76
<i>Protocol for Students Returning after an Absence</i>	77
<i>Procedures for End of Class Period</i>	79
<i>Dismissal</i>	80

Task 6: Design Procedures for Managing Common Transitions	81
<i>Why Should I Have to Teach Expectations? Students Should Just Know How to Behave in the Classroom</i>	81
<i>Identify Common Transitions That Occur in Your Classroom</i>	83
<i>Consider Level of Support When Designing Expectations for Transitions</i>	84
<i>Clarify Expectations for Voice Levels</i>	85
<i>Consider Time to Transition</i>	86
<i>Complete Planning Forms to Define Your Behavioral Expectations for Common Transitions</i>	86
Task 7: Prepare for Common Areas and Special Circumstances	90
<i>Know Your School's Expectations for Common Areas</i>	90
<i>Know Your School's Emergency Procedures</i>	90
<i>Prepare Expectations for Upcoming Assemblies</i>	91
<i>Prepare a Plan for Working with Substitutes</i>	91
Task 8: Establish and Maintain Productive Family Contacts	93
<i>Initial Contact</i>	95
<i>Ongoing Contact</i>	98
Conclusion	101

Chapter 3 Structure for Success (Instructional Decisions) 102

Task 1: Establish an Efficient Daily Schedule	103
Task 2: Clarify Expectations for the Common Instructional Activities That Occur in Your Classroom	107
<i>Identify Common Instructional Activities That Occur in Your Classroom</i>	107
<i>Develop Clear Behavioral Expectations for Each Major Instructional Activity</i>	108
Task 3: Design Procedures for Managing Teacher-Directed Instruction	117
<i>Best Practices for Facilitating Teacher-Directed Activities</i>	120
Task 4: Design Procedures for Managing Independent Work Periods	125
<i>Best Practices for Facilitating Independent Work Periods</i>	128
Task 5: Design Procedures for Managing Partner and Cooperative Group Work	131
<i>Best Practices for Facilitating Partner and Cooperative Work Periods</i>	132

Task 6: Design Procedures for Managing Student Assignments	138
<i>Assigning Classwork and Homework</i>	139
<i>Collecting Completed Work</i>	140
<i>Returning Graded Work to Students</i>	142
<i>Maintaining Records and Keeping Students Informed of Their Current Grade Status</i>	143
<i>Procedures to Address Late or Missing Assignments</i>	144
Task 7: Design Procedures for Managing Student Technology Use	146
<i>Define Expectations for Use of Shared Devices in Class</i>	147
<i>Define Expectations for Use of Personal Devices in Class</i>	151
Task 8: Develop Long-Range Classroom Goals	154
Task 9: Understand Considerations for Developing Effective Grading Practices	156
<i>Examine the Existing Regularities of Your Grading System</i>	157
<i>Consider the Connection between Grades and Motivation</i>	158
Task 10: Develop a Grading System That Creates a Relationship between Student Effort, Growth, and Success	163
<i>Communicate Important Course Objectives and Align Evaluation with These Objectives</i>	164
<i>Consider Whether to Include a Behavioral Grading Component</i>	168
<i>Ensure That Students Receive Regular Feedback on Behavior, Academic Performance, and Current Grades</i>	178
Conclusion	182

Chapter 4 Teach Students to Meet Expectations 183

Task 1: Teach Your Guidelines for Success and Classroom Rules	184
<i>Incorporate Guidelines for Success</i>	184
<i>Teach Classroom Rules</i>	185
Task 2: Prepare Visuals and Lessons to Communicate Your Expectations	186
<i>Communicate Your Expectations</i>	187
<i>Using the CHAMPS or ACHIEVE Acronym</i>	188
<i>Visual Displays of CHAMPS or ACHIEVE Information</i>	188
<i>Prepare Lessons to Teach CHAMPS or ACHIEVE Expectations</i>	191

Task 3: Teach Behavioral and Social-Emotional Skills	195
Task 4: Clarify Behavioral Expectations for Common Areas and Special Circumstances	200
<i>Teaching Common Area Expectations</i>	200
<i>Teaching Expectations for School Emergency Situations</i>	201
<i>Teaching Expectations to New Students</i>	202
<i>Teaching Expectations for Unique Events</i>	204
Task 5: Clarify Behavioral Expectations with Parents and Guardians	206
<i>Determine the Best Method of Communication</i>	208
<i>Seek Family Input on Expectations and Social-Emotional Skills</i>	208
Conclusion	209

Chapter 5 Observe: Use Data to Monitor and Adjust Your Management Plan 210

Task 1: Scan All Sections of the Classroom Continuously; Circulate When Possible	210
<i>Visual Scanning</i>	211
<i>Auditory Scanning</i>	212
<i>Circulating</i>	212
Task 2: Understand Why and How to Use Data in Your Classroom	213
<i>Understand the Purpose of Data Collection</i>	214
<i>Overcoming Common Barriers to Collecting Data</i>	215
<i>Understand Different Types of Data</i>	216
<i>Use Your Classroom Goals to Guide Data Collection</i>	219
<i>Use Hallmarks of Effective Classrooms to Guide Data Collection</i>	220
Task 3: Use Data Snapshots to Monitor and Adjust Your Classroom Management Plan	224
<i>Schedule When to Collect Data Snapshots in Your Calendar</i>	225
<i>Recommended Data Snapshot Calendar: 18-Week Semester</i>	225
<i>Mine Your Data</i>	226
Conclusion	227

Chapter 6 Interact Positively (Build Positive Relationships with Students and Provide Positive Feedback)	228
Task 1: Strive to Provide a High Ratio of Positive Interactions	229
<i>Understand the Difference between Positive and Corrective Interactions</i>	230
<i>Avoid the Criticism Trap</i>	231
<i>Level of Support and Ratio of Positive to Corrective Interactions</i>	234
Task 2: Build Positive Relationships with Students with Noncontingent Attention	234
<i>Level of Support and Noncontingent Attention</i>	241
Task 3: Provide Positive Feedback with Contingent Attention	242
<i>Feedback Should Be Accurate</i>	242
<i>Feedback Should Be Specific and Descriptive</i>	242
<i>Feedback Should Be Contingent</i>	244
<i>Feedback Should Be Age Appropriate and Nonembarrassing</i>	245
<i>Feedback Should Be Given Immediately</i>	246
<i>Feedback Should Fit Your Style</i>	246
<i>When Students Respond Negatively to Positive Feedback</i>	246
<i>Level of Support and Positive Feedback</i>	248
Task 4: Provide Intermittent Celebrations	250
<i>Level of Support and Intermittent Celebrations of Success</i>	251
Task 5: Maintain a Positive Ratio of Interactions with Parents/Guardians	253
<i>Ways to Provide Positive Feedback to Parents</i>	253
Task 6: Maintain Positive Communication with Staff Colleagues	255
<i>Engage in Noncontingent Positive Interactions with Staff Colleagues</i>	255
<i>Avoid Exclusive Interactions with Colleagues</i>	256
<i>Welcome New Staff Members</i>	257
<i>Adopt a Collaborative, Problem-Solving Approach with Colleagues</i>	257
<i>Evaluate the Language You Use about Students and Families</i>	258
Conclusion	259

Chapter 7 Interact Positively (Motivational Strategies and Systems) 260

- Task 1: Understand Student Motivation 261
- Most Repeated Behavior Is Motivated* 261
 - Foster Motivation with a Mix of Intrinsic and Extrinsic Factors* 262
 - Consider Both Expectancy and Value* 263
- Task 2: Use Non-Reward-Based Strategies to Increase Motivation and Responsible Behavior 265
- Stimulate Student Interest* 266
 - Use Goal-Setting Strategies* 266
 - Implement a Classwide Goal-Setting System* 268
 - Help Students Engage in One or More Long-Range Goal-Setting Activities* 271
- Task 3: Employ One or More Classwide Reward Systems to Increase Motivation and Responsible Student Behavior 272
- Step 1: Identify Problems, Goals, and Level of Support Needed* 278
 - Step 2: Select a Classwide System and Prepare to Implement It* 279
 - Step 3: Determine How to Maintain, Modify, and Fade a Classwide System* 283
- Menu of Classwide Systems 286
- Reward-Based Systems Appropriate for Classes Needing High Support* 287
 - Reward-Based Systems Appropriate for Medium-Support Classes* 290
- Conclusion 293

Chapter 8 Correct Misbehavior Fluently 294

- Task 1: Maintain Positive Expectations 297
- Task 2: Provide Effective, Fluent Corrective Feedback 300
- Plan to Implement the Correction Consistently* 301
 - Plan to Implement the Correction Calmly* 303
 - Plan to Interact with the Student Briefly at the Time of the Misbehavior* 305
 - Plan to Deliver Corrective Feedback in a Private Way as Much as Possible* 306
 - Give Positive Feedback When Behavior Improves* 306

Task 3: Develop a Menu of Corrective Consequences	307
<i>Proximity</i>	309
<i>Nonverbal Correction</i>	309
<i>Provide a Group Redirect</i>	309
<i>Redirect by Asking a Question or Providing an Offer of Help</i>	310
<i>Planned Discussion</i>	311
<i>Count and Chart</i>	312
<i>Planned Ignoring</i>	312
<i>Loss of Point</i>	313
<i>Time Owed</i>	313
<i>Timeout</i>	314
<i>Restitution</i>	316
<i>Positive Practice</i>	316
<i>Behavior Improvement Form</i>	316
<i>Humor</i>	316
<i>Emotional Reaction</i>	317
<i>Revoke a Privilege</i>	318
<i>Detention</i>	318
<i>Demerits</i>	319
<i>Jot It Down</i>	319
Task 4: Know When and When Not to Use an Office Disciplinary Referral	320
<i>Understand the Strengths and Weaknesses of ODRs and Administrator-Assigned Consequences</i>	320
<i>Determine Which Behaviors Must Be Referred</i>	321
<i>Write Appropriate and Effective Referrals</i>	324
Task 5: Use Supportive Communication with Parents Regarding Misbehavior	328
<i>Prepare Before Making Initial Family Contact</i>	328
<i>Provide Follow-Up Communication</i>	330
Task 6: Move Toward Proactive Intervention Planning with Individual Students Who Display Chronic Misbehavior	330
<i>Analyze and Adjust the Implementation of Your Basic Management Plan</i>	332
<i>Implement Classroom-Based Interventions</i>	332
Conclusion	339

**SECTION THREE: IMPLEMENTING, SUSTAINING,
AND REFINING 341****Chapter 9 Launch 342**

- Task 1: Make Final Preparations for Day 1 343
- Review Your Completed Classroom Management Plan* 343
 - Develop a Modified Schedule for the First Day of School* 349
 - Make a Sign for Your Room* 350
 - Consider Assigning Seats as Students Enter the Room* 350
 - Prepare an Initial Activity for Students to Work on When They Enter the Room* 350
 - Create an Orientation Handout for Parents and Guardians* 352
- Task 2: Implement Your Plan on Day 1 352
- Welcome Students to Your Classroom* 352
 - Use the Three-Step Process for Communicating Your Expectations* 355
 - Prepare Students for a Calm and Positive End to the Day or Period* 359
- Task 3: Implement Your Plan on Days 2 Through 20 (the First Four Weeks) 359
- Continue to Implement the Three-Step Process for Communicating Expectations* 360
 - Verify That Students Understand Expected Behaviors* 362
- Task 4: Begin CHAMPS Implementation Mid-Year 365
- Begin at the Start of a New Term or Semester* 365
 - Begin in the Middle of a Term or Semester* 366
- Conclusion 366

Chapter 10 Maintain a Cycle of Continuous Improvement 367

- Task 1: Use Data to Monitor and Adjust Your Management Plan 368
- Apply the Improvement Cycle* 369
- DSC Tools for Data Collection 376
- Tool 1: CHAMPS or ACHIEVE versus Daily Reality Rating Scale* 376
 - Tool 2: Ratio of Interactions Monitoring Forms* 380

<i>Tool 3: Misbehavior Recording Sheet</i>	384
<i>Tool 4: Grade Book Analysis Worksheet</i>	386
<i>Tool 5: On-Task Behavior Observation Sheet</i>	389
<i>Tool 6: Opportunities to Respond Observation Sheet</i>	392
<i>Tool 7: Family/Student Satisfaction Survey</i>	394
Task 2: Maintain Awareness of Professionalism and Self-Care	396
<i>Stress Reduction and Self-Care Techniques</i>	404
Task 3: Engage in Ongoing Learning, Reflection, and Professional Development	407
<i>Attend Initial In-Service Training Opportunities at the Building or District Level</i>	407
<i>Self-Assess Your Knowledge and Practice</i>	407
<i>Engage with Colleagues in Ongoing Activities for Growth</i>	408
Conclusion	411

SECTION FOUR: IMPLEMENTING DSC IN VIRTUAL LEARNING ENVIRONMENTS 413

Chapter 11 DSC in the Virtual Setting 414

How to Use This Chapter	415
Virtual Learning and Chapter 1: Develop a Clear Vision for Your Class and Your Classroom Management Approach	416
Virtual Learning and Chapter 2: Structure for Success (Behavioral Decisions)	420
Virtual Learning and Chapter 3: Structure for Success (Instructional Decisions)	446
Virtual Learning and Chapter 4: Teach Students to Meet Expectations	466
Virtual Learning and Chapter 5: Observe: Use Data to Monitor and Adjust Your Management Plan	468
Virtual Chapter 6: Interact Positively (Build Positive Relationships with Students and Provide Positive Feedback)	470
Virtual Learning and Chapter 7: Interact Positively (Motivational Strategies and Systems)	475
Virtual Learning and Chapter 8: Correct Misbehavior Fluently	480

Virtual Learning and Chapter 9: Launch	487
Virtual Learning and Chapter 10: Maintain a Cycle of Continuous Improvement	495
Conclusion	499
References	500
Name Index	519

Preface

This is the fourth edition of *Discipline in the Secondary Classroom*. The first edition of this book was published in 1985. Since that time, research continues to confirm that the proactive, positive, and instructional approaches it advocates are far more effective in managing and motivating students than traditional, authoritarian, and punitive approaches. Teacher effectiveness literature has identified that teachers who are highly successful have classroom 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

Throughout the four editions of this book, we have strived to keep content compatible with this seminal teacher effectiveness research as well as capture relevant insights and highlight promising practices from new and emerging research. We have also tried to remain mindful about the daily pressures and current realities teachers face in the classroom to recommend practices, strategies, and tools that will ultimately be feasible and contextually relevant to the classrooms of today and tomorrow. This book translates those broad ideas into specific actions you can take to improve your ability to maintain an orderly and respectful classroom in which students are focused and engaged in meaningful instructional activities.

What's New in This Edition?

In this fourth edition, the content has been reorganized to align more closely with the third edition of *CHAMPS: A Proactive and Positive Approach to Classroom Management*, our book for elementary and middle schools. Four sections guide the reader logically and sequentially through the STOIC model (STOIC is explained in more detail in the Introduction and at the beginning of each part):

- Structure and organize your classroom.
- Teach behavioral expectations.
- Observe and monitor students.
- Interact positively.
- Correct misbehavior fluently.

New content covers the following topics:

- How the DSC (Discipline in the Secondary Classroom) approach aligns with and supports other school initiatives, including multi-tiered systems of support for behavior (MTSS-B), social-emotional learning priorities, and trauma-informed practice
- Acknowledging and appreciating diversity and improving equity, inclusion and access by reflecting on existing regularities in discipline planning and identifying better practices that help *all* students thrive and achieve their full potential
- Centering positive relationships at the foundation of your management approach by using strategies to consciously build and maintain relational trust with students and families
- The importance of maintaining and communicating high expectations for all students and strategies for doing so
- Procedures for managing partner and cooperative group work and student technology use
- Considerations for developing effective and equitable grading practices
- Preparing your classroom management plan for special circumstances (e.g., substitute teachers, students joining your class mid-year)
- Considerations for using assigned and flexible seating
- Implementing behavior management practices in the virtual learning environment
- Engaging in ongoing learning, reflection, and professionalism as part of a cycle of continuous improvement

DSC as a Part of a Behavior Support Continuum

This book fits into a continuum of behavior support products in the Safe & Civil Schools Series, a comprehensive set of resources designed to help school personnel make all school settings physically and emotionally safe for all students. In implementation projects throughout the country, we and our colleagues have learned that when expectations are clear and directly taught to students, much as you would teach writing skills, the vast majority of students will strive to be cooperative and meet those expectations. By implementing the preventive aspects of the Safe & Civil Schools Series, teachers can spend less time dealing with disruption and resistance and more time teaching.

Safe & Civil Schools uses a triangle image to illustrate the methodology behind our training. You may be familiar with the public health model triangle that has universal prevention and intervention at the bottom, selected or targeted services in the middle, and intensive services at the top. In our model, we indicate that good classroom management rests on top of effective schoolwide behavior management practices. Educational practice often results in spending a great deal of time, energy, and money on those individual students who act out most intensely—the tip of the triangle. We hope to stress the importance of placing your time, energy, and money on all students first—the widest part of the triangle. By creating a school and classroom climate that is calm, civil, and structured for student success, individual students will actually require less of your valuable intervention resources.