Current Practices for Behavioral Problems: Staff Systems, Student Practices, and Data Practices

Staff Systems

1. What insights about our students do we gain from looking at behavioral data?

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2. How are teachers handling disruptive behaviors in the classroom? Do we have a consistent procedure for this? For example, does one teacher allow gum chewing and another refer the student out for having gum?

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3. Where do the students go once they get referred out of the classroom? What does the referral process look like in our school?

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4. Who tends to the students in the office or the behavior room, and what happens once they arrive?

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5. What happens when a student returns to the classroom?

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6. Where does the paper referral go once the student returns to class?

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7. What type of training does our school provide to teachers in positive classroom management procedures?

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Current Practices for Behavioral Problems: Staff Systems, Student Practices, and Data Practices, continued

Student Practices

1. How are students learning the skills they need to stay in class? Are students being taught pro-social behavior?

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2. How is our school promoting positive behaviors between students and staff?

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3. How are positive behaviors being reinforced and acknowledged in our school?

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4. What kind of interventions are in place for students who have three or more referrals?

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Data Practices

1. How is our school tracking behavior problems?

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2. Who is looking at the data?

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3. Who is actively monitoring the school improvement plan?

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4. How does our referral data correlate to the racial makeup of our school?

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