# RESOURCE GUIDE OF MARYLAND SCHOOL DISCIPLINE PRACTICES

**January 24, 2017**

The Maryland State Department of Education (MSDE) developed this document to provide local school systems with a menu of school discipline best practices currently being implemented across the State. The document was developed in collaboration with MSDE's Division of Student, Family, and School Support, and local Directors of Student Services. The list of practices provided is not all-inclusive and is not intended as an endorsement but rather an effort to begin to capture the scope of school discipline practices implemented across Maryland. This scope is framed by the definition of "discipline" as syste

matic instruction intended to train a person, in expected behaviors, or to follow a particular code of conduct. Therefore, these practices are focused on teaching and learning not punishment. This information is offered as a catalyst to spark statewide discussion about school discipline practices among school systems, MSDE, and our mutual partners to effectively improve school climate, culture, and discipline.

Contextually, this document follows adoption of new regulations on school discipline and Maryland Guidelines for a State Code of Discipline. As schools and school systems continue to review and revise their current discipline practices and policies, MSDE is hopeful that this document will be a useful tool.

**The Role of Coordinated Student Services in School Discipline Practices**

The Maryland State Board of Education has long been forward-thinking in terms of recognizing how integral the role of a system of coordinated student services plays in the overall academic and social emotional success of students. In 1989, the State Board of Education adopted regulations mandating that each local school system provide a coordinated program of student services, which shall include (but not be limited to): school counseling; pupil personnel; school psychology; and health services. The Code of Maryland Regulations (COMAR) 13A05.05.01 (B) states that local student services programs shall focus on the health, personal, interpersonal, academic, and career development of students. In Maryland, school systems are able to stand on the foundational services provided as a part of COMAR and expand services to integrate selected practices to further address local concerns for safety, climate, culture, school completion, and behavioral intervention.

As Maryland prepares students to be college and career ready, the State Board of Education has reviewed a considerable amount of research and has thought strategically about the implementation of initiatives to achieve this goal. In February, 2011 the Board released: *A Safe School, Successful Students, and a Fair and Equitable Disciplinary Process Go Hand in Hand*, which addressed the negative impact of suspensions and expulsions and also revealed that over sixty-three percent of out-of-school suspensions were for non-violent offenses.

The report also revealed that suspensions have a disproportionate impact on minority students and students with disabilities. As a result of years of studying issues related to school discipline, the Board as part of a collaborative process, which included a large number of key stakeholders and the public, adopted new discipline regulations on January 28, 2014.

In light of the data and the Board's proactive approach to discipline, this document, *Resource Guide of Maryland School Discipline Practices*, is designed to give central office and school-based personnel – particularly those that work to provide coordinated systems of student services – the background and the tools they need to proactively address student discipline, thereby improving school culture and climate, and to ultimately reduce suspensions so that students stay in school actively engaged in the learning process.

This Board realizes that to create a world-class school system it must, in conjunction with statewide stakeholders and national partners, make decisions that lead to strong academic performance and create environments that are safe, welcoming, and conducive to teaching and learning. However, the board also realizes that in addition to setting the stage in terms of policy, it must also ensure that the public understands the rationale and that practitioners have the tools they need to implement best practices in discipline.

**What is "Best Practice"?**

The term "Best Practice" has been used to describe "what works" in a particular situation or environment. With regard to school discipline, one must keep in mind that a particular practice that has worked in one context may or may not yield the same results across educational settings. When data support the success of a practice, it is referred to as research-based, evidence based, or promising. A randomized-control trial (RCT) is considered the "gold standard" of research models. RCTs are studies that measure an intervention's effect by randomly assigning individuals (or groups of individuals) to an intervention group or to a control group. The unique advantage of random assignment is that it enables you to assess whether the intervention itself, as opposed to other factors, causes the observed outcomes. Evidence-based practices vary widely, but the following definition captures the essential elements of an evidence-based practice (EBP):

> *EBPs are those practices supported by rigorous scientific research, which are appropriate and effective for the population and setting in which the EBP will occur, and which feasibly can be flexibly implemented in that setting with fidelity.* (Kendall & Beidas, 2007).

A “Promising Practice” is a program or strategy that has some scientific research or data showing positive outcomes, but does not have enough evidence to support generalizable conclusions.

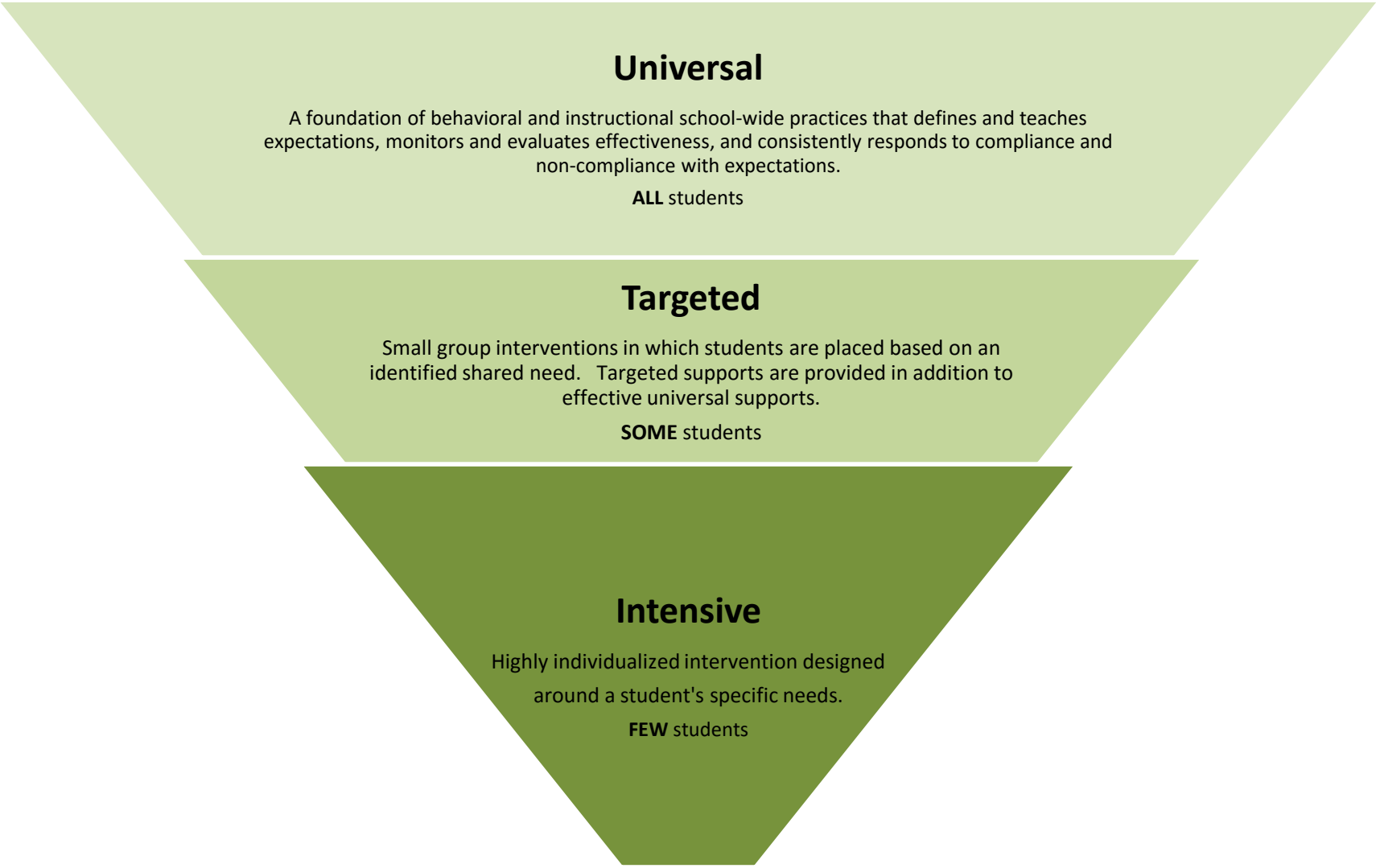
It is a fair assumption that the practices selected by the local systems and provided for this document were chosen based on local needs, contextual fit and available resources. In other words, they are “what works” and therefore could be considered “best” for that system; whether that practice is promising, evidence-based, research-based, and/or a randomized control trial.

The document is divided into three categories: **Universal: Targeted:** and **Intensive**. Each category addresses specific school discipline needs. **Universal** practices are the core practices provided to all students school-wide in order to promote successful student outcomes. An integrated approach to behavioral and academic instruction as components of the same support system recognizes that these components influence one another. Unless discipline issues are at a minimum, instruction will be interrupted and teaching time will be lost. Additionally, school practices which lead to poor academic performance may result in students engaging in problem behaviors that undermine their own success as well as the success of their peers. Effective universal supports alone should be sufficient to meet the needs of most students to be successful in academics and social behavior. By meeting the needs of most students through effective instruction and behavioral supports, fewer students then require more intensified supports. This results in a more valid, manageable, and cost-effective system of supports at the secondary and tertiary levels. **Targeted** supports are the additional practices provided to students who are not meeting the universal school-wide expectations. Programs and strategies that make up the targeted supports can be described as small group interventions (commercial or created at the school or school system) in which students are placed based on an identified shared need. **Intensive** supports are the practices provided to students who require individualized supports in addition to universal and secondary supports. Programs and practices that make up the tertiary supports can be described as intensive programs that are highly individualized around a student's specific needs.

This is a working document and changes may take place based on the reported use, or discontinued use of school discipline practices within local school systems. The original survey that produced the practices listed in this document was conducted in 2014. Local Directors of Student Services reviewed and updated this list in November, 2016.

This list of practices was compared to the national What Works Clearinghouse (WWC) and the National Registry of Evidence Based Practices (NREPP) published by the Substance Abuse and Mental Health Services Administration. The WWC reviews the existing research on educational programs, products, practices, and policies to provide educators with the information to make evidence-based decisions. The NREPP is an evidence-based repository and review system designed to provide the public with reliable information about behavioral health interventions in the areas of mental health and substance abuse. If the listed intervention is on either list, it is indicated as such in the tables. Some of the items listed are not specific practices but rather frameworks. In those instances, they have been marked "NA" in the tables.

# School Discipline Practices



# *Current Implemented Frameworks for School Discipline Practices*

**Frameworks for implementing school discipline practices** are the basic underlying concepts or systems for implementing the practices. Many frameworks include components that include processes and procedures for data collection, decision-making, monitoring, and evaluating the implementation determine if the desired outcome(s) are being achieved. In Maryland, school discipline practices are typically implemented through such frameworks.

| Practice | Level of Support | Local School System (LSS) |
|---|---|---|
| **Mind Up Curriculum** | Framework | • Baltimore City<br>• Carroll |
| **Positive Behavioral Interventions and Supports (PBIS) (or other school climate initiative)** | Framework | • All LSSs |
| **Social Emotional Foundations for Early Learners** | Framework | • All LSSs |
| **School-wide Integrated Framework for Transformation (SWIFT)** | Framework | • Allegany • Cecil • Queen Anne's |
| **Teacher SEL Self-Assessment Survey** | Framework | • Baltimore City • Prince George's |

# Frameworks for Implementing Discipline Practices

| Intervention Practice | Practice Description | Why Schools Chose Practice? *(Expected Outcomes)* | Key Components | Indicator of Successful Implementation | Resources | Listed on What Works Clearing House or National Registry of Evidence Based Practices? |
|---|---|---|---|---|---|---|
| **Mind Up Curriculum** | This research-based curriculum, features lessons that use the latest information about the brain to dramatically improve behavior and learning for all students. Each lesson offers easy strategies for helping students focus their attention, improve their self-regulation skills, build resilience to stress, and develop a positive mind-set in both school and life. The lessons are incorporated into their daily schedule. | • Teaches students to make better choices.<br>• Help students think before they react.<br>• Better focus, self-awareness, and self-control. | Four strategic pillars:<br>• Grounded in neuroscience<br>• Activated by mindful awareness<br>• Inspired by positive psychology<br>• A Catalyst for social-emotional learning | Improved behavior and learning for all students. | Mind-Up (the Hawn Foundation) https://mindup.org/ | NA |

**Summary**:

There are so many things in life that children have no control over — bedtime, what they are allowed to eat and how much TV they get to watch. However, when you teach children how their brain works — it is a revelation to them. We obviously don't teach an advanced form of neuroscience, but we do teach children the key parts of the brain and the science behind how the brain influences their thinking, emotions and behavior in the setting of a mindful classroom. Once children and young people begin to make the associations between what they are thinking, how they are feeling and how they are acting, they gain the power to make more mindful choices. To stop and pause, before they react. This self-regulation can lead to better focus in school, better cooperation with others and improved self-awareness and self-control.

Source: https://mindup.org/mindup-mindful-classroom-framework-schools/

# Frameworks for Implementing Discipline Practices

| Intervention Practice | Practice Description | Why Schools Chose Practice? *(Expected Outcomes)* | Key Components | Indicator of Successful Implementation | Resources | Listed on What Works Clearing House or National Registry of Evidence Based Practices? |
|---|---|---|---|---|---|---|
| **Positive Behavioral Interventions and Supports (PBIS)**<br><br>The Code of Maryland Regulations (COMAR) 13A.08.06 .01<br>PBIS was adopted by the State Board to:<br>(a) Build capacity among school staff to adopt and sustain the use of positive, effective practices to create learning environments where teachers can teach and students can learn; and<br>(b) Improve the link between research-validated practices and the environments in which teaching and learning occur. | PBIS is a framework that guides selection, integration, and implementation of the best evidence-based practices for improving academic and behavioral outcomes for all students. | When implemented with fidelity school-wide, universal PBIS *aims to reduce disruptive behavior problems, enhance school climate and create safer, more effective schools for ALL students*. This is accomplished by targeting staff behavior and teaching students agreed upon behavioral expectations while promoting a shift from reactive, punitive practices to prevention and the promotion of positive behavior. | There are four integrated elements to the framework:<br>• Data to support decision-making;<br>• Measurable outcomes supported and evaluated by data;<br>• Practices which provide evidence that outcomes are achievable and support students and staff, and;<br>• Systems that efficiently and effectively support implementation of these practices by staff. | • Reduced office discipline referrals<br>• Reduced suspensions<br>• Improved academic achievement | PBIS Maryland:<br>http://pbismaryland.org/<br><br>or www.pbis.org | NA |

**Summary:**
PBIS Maryland is a collaborative effort between the Maryland State Department of Education, Sheppard Pratt Health System, the Johns Hopkins University; Center for the Prevention of Youth Violence, and 24 Local Maryland School Systems. An infrastructure has been established for training, implementation and coaching of best practices which includes: annual training calendar, PBIS*Maryland*.org, data collection capacity, PBIS Coaching structure, technical assistance to local school systems and a Management Team and State Leadership Team who meet regularly. Efforts are currently underway to bridge students' transition from early childhood programs, which are implementing Social Emotional Foundations for Early Learning (SEFEL), to PBIS schools.

Source: **http://pbismaryland.org/.**

# Frameworks for Implementing Discipline Practices

| Intervention Practice | Practice Description | Why Schools Chose Practice? *(Expected Outcomes)* | Key Components | Indicator of Successful Implementation | Resources | Listed on What Works Clearing House or National Registry of Evidence Based Practices? |
|---|---|---|---|---|---|---|
| **School-wide Integrated Framework for Transformation (SWIFT)** | **SWIFT** is a national K-8 center that provides academic and behavioral support to promote the learning and academic achievement of all students, including students with disabilities and those with the most extensive needs. | SWIFT meets the needs of **ALL** students, including students with disabilities and those with the most extensive needs by:<br>• Providing Multi-Tiered Systems of Support (MTSS)<br>• Bridging general and specialized education to create powerful learning opportunities.<br>• Promoting active, engaged partnerships among families and community members. | • Administrative leadership<br>• Multi-tiered system of support<br>• Family and community partnerships<br>• An integrated educational framework<br>• Inclusive policies and practices | Local school systems engage in a transformational process to achieve equity and excellence for all students. Excellence is determined by measurable student social and academic gains. Equity is defined by the measurable capacity of each school to deliver the intensity and range of supports to meet the needs of each students and extending to their family and community. | SWIFT Center: http://www.swiftschools.org/ | NA |

**Summary:**
School districts around the country are gearing up to fully realize the vision of All Means All through a Schoolwide Integrated Framework for Transformation (SWIFT). They are partnering with the SWIFT Center, a national K-8 technical assistance center that provides academic and behavioral support to promote the learning and academic achievement of ALL students, including students with the most extensive support needs. SWIFT Center is committed to eliminating silos in education by bridging general and specialized educational structures and resources. These bridges lead to powerful learning opportunities for students and teachers; promote active, engaged partnerships among families and community members; and ensure every child is a valued member of their school and given the supports they need to achieve academic and social success. What does SWIFT mean by "every child?" We mean students who struggle to learn, are labeled as gifted, live in poverty, with disabilities, are culturally and ethnically diverse, and students with the most extensive support needs. Over 30 years of research guides the SWIFT Center work, resulting in a focus on five key domains that support schoolwide inclusive transformation. These areas are:

- Integrated Education Framework;
- Multi-tiered System of Support;
- Family and Community Engagement;
- Administrative Leadership; and
- Inclusive Policy Structure and Practice.

Source: http://www.swiftschools.org/overview.

# Frameworks for Implementing Discipline Practices

| Intervention Practice | Practice Description | Why Schools Chose Practice? *(Expected Outcomes)* | Key Components | Indicator of Successful Implementation | Resources | Listed on What Works Clearing House or National Registry of Evidence Based Practices? |
|---|---|---|---|---|---|---|
| **Teacher SEL Self-Assessment Survey** | Social and emotional learning (SEL) is crucial for improved educational attainment. As teachers help students achieve new college and career readiness standards, they need to use teaching practices that promote student social and emotional learning in the classroom. The Teacher SEL Self-Assessment tool helps teachers reflect and assess how well their own teaching practices support SEL for students. | • Self-reflect on teaching practices that impact student social and emotional learning.<br>• Self-reflect on teacher's own social and emotional competencies.<br>• Develop action steps to incorporate social and emotional learning teaching strategies into an educator's daily practice, and develop plans to improve upon educators' own social and emotional competencies. | • Self-assessment tool (hard copy or an online version)<br>• Scoring and action planning tool | • Improved understanding of how social and emotional learning is embedded within current teaching practices.<br>• Improved understanding of how teacher social and emotional competencies interact with teaching practices to promote student success.<br>• Increased implementation of teaching practices that promote social and emotional learning in classrooms. | Center on Great Teachers & Leaders at American Institute for Research: http://www.gtlcenter.org/technical-assistance/professional-learning-modules/social-and-emotional-learning-daily-life-classrooms | NA |

**Summary:**
Social and emotional learning (SEL) is crucial for improved educational attainment. As teachers help students achieve new college and career readiness standards, they need to use teaching practices that promote student social and emotional learning in the classroom. Our new resource, Self-Assessing Social and Emotional Instruction and Competencies: A Tool For Teachers helps teachers reflect and assess how well their own teaching practices support SEL for students.

In the tool, teachers can self-assess on 10 teaching practices that support social and emotional learning for students, which we identified in our recent brief, Teaching the Whole Child: Instructional Practices That Support Social and Emotional Learning in Three Teacher Evaluation Frameworks. The self-assessment tool, however, goes beyond these 10 teaching practices. Teachers also need to strengthen their own social and emotional skills to implement the 10 teaching practices successfully. The tool includes five teacher social and emotional competencies for users to reflect on including: self-awareness; self-management/emotion regulation; social awareness; relationship/social skills; and responsible decision making.

Source: http://www.gtlcenter.org/products-resources/self-assessing-social-and-emotional-instruction-and-competencies-tool-teachers.

# *Current Implemented Universal School Discipline Practices*

**Universal School Practices** are the core practices provided to all students within the school building in order to promote successful student outcomes and prevent school failure. An integrated approach to behavioral and academic instruction as components of the same support system recognizes that these components influence one another. Universal Practices may be implemented system-side and/or school-wide.

Many universal practices listed are a framework and as such provide all levels of support; universal, targeted and intensive. The universal practices that are a framework are indicated as well as noting the practices that are mandated by Code of Maryland Regulations (COMAR). Under COMAR, all local school systems in Maryland retain local control and are able to design their programs based on their identified needs. This list of practices provided are not inclusive and are not intended as an endorsement of, but rather an effort to begin to capture the scope of school discipline practices implemented across Maryland.

| Practice | Level of Support | Local School System (LSS) | | | | |
|---|---|---|---|---|---|---|
| **Capturing Kids Hearts 1 (CKH)** | Universal | • Baltimore City | • Harford | • Washington | | |
| **CHAMPs: A Proactive and Positive Approach to Behavior Management** | Universal | • Anne Arundel | • Baltimore City | • Cecil | | |
| **Character Counts** | Universal | • Allegany<br>• Caroline<br>• Carroll | • Calvert<br>• Cecil<br>• Dorchester | • Frederick<br>• Garrett<br>• Harford | • Kent<br>• SEED School<br>• Somerset<br>• Talbot | • Washington<br>• Wicomico |
| **Double Check** | Universal | • Anne Arundel<br>• Baltimore City | • Prince George's | | | |
| **Mental Health First Aid** | | • Baltimore County<br>• Charles<br>• Kent | • Dorchester<br>• Somerset | | | |
| **Move this World** | Universal | • Baltimore City | • Howard | • Montgomery | | |
| **Olweus Bullying Prevention Program (OBPP)** | Universal | • Anne Arundel<br>• Baltimore<br>• Calvert | • Caroline<br>• Dorchester | • Frederick<br>• Queen Anne's | • Somerset<br>• Talbot<br>• Washington | • Wicomico<br>• Worcester |
| **QPR Gatekeeper Suicide Prevention: Question, Persuade, Refer** | Universal | • Anne Arundel<br>• Calvert | • Caroline<br>• Cecil | • Harford<br>• Kent | • Queen Anne's<br>• SEED<br>• Somerset | • Washington<br>• Worcester Wicomico |

| Practice | Level of Support | Local School System (LSS) |
|---|---|---|
| **Restorative Practices** | Universal | • Anne Arundel<br>• Baltimore City<br>• Charles<br>• Howard<br>• Montgomery<br>• Prince George's<br>• Queen Anne's<br>• St. Mary's<br>• Somerset<br>• Washington<br>• Worcester |
| **Second Step** | Universal | • Allegany<br>• Anne Arundel<br>• Baltimore County<br>• Calvert<br>• Carroll<br>• Cecil<br>• Charles<br>• Garrett<br>• Kent<br>• Prince George's<br>• St. Mary's<br>• Talbot<br>• Wicomico<br>• Worcester |
| **School Resource Officer Program/School Resource Officers (SRO)** | Universal | • Allegany<br>• Anne Arundel<br>• Baltimore City<br>• Baltimore County<br>• Calvert<br>• Caroline<br>• Cecil<br>• Charles<br>• Dorchester<br>• Frederick<br>• Garrett<br>• Harford<br>• Howard<br>• Kent<br>• Montgomery<br>• Prince George's<br>• Queen Anne's<br>• St. Mary's<br>• Talbot<br>• Somerset<br>• Washington<br>• Wicomico<br>• Worcester |
| **Signs of Suicide® Prevention Program (SOS)** | Universal | • Frederick<br>• Garrett<br>• Montgomery |
| **Why Try** | Universal | • Allegany<br>• Calvert<br>• Baltimore County<br>• Harford<br>• Somerset<br>• Talbot<br>• Wicomico<br>• Worcester |
| **Yellow Ribbon** | Universal | • Caroline<br>• Harford<br>• Kent<br>• Queen Anne's<br>• Talbot<br>• Worcester |

# Universal School Discipline Practices

| Intervention Practice | Practice Description | Why Schools Chose Practice? *(Expected Outcomes)* | Key Components | Indicator of Successful Implementation | Resources | Listed on What Works Clearing House or National Registry of Evidence Based Practices? |
|---|---|---|---|---|---|---|
| **Capturing Kids Hearts 1 (CKH)** | Capturing Kids' Hearts 1 is a research-based process designed to strengthen students' connectedness to teachers, staff, and school. | • Develop safe, trusting, self-managing classrooms<br>• Improve attendance by building students' motivation and helping them take responsibility for their actions and performance<br>• Decrease delinquent behaviors<br>• Utilize the EXCEL Model™ and reinforce the role of emotional intelligence in teaching<br>• Develop students' empathy for diverse cultures and backgrounds<br>• Reduce incidents of bullying and harassment | Enhanced protective factors:<br>• Developing strong bonds with teachers<br>• Setting clear rules of conduct that are consistently enforced<br>• Targeting modifiable risk factors; inappropriate behavior, poor social coping skills. | Results from the National Longitudinal Study on Adolescent Health demonstrated that student connectedness reduced negative behaviors in four domains of adolescent health and morbidity: emotional health, violence, substance use, and sexuality. | Flippen Education: http://www.flippengroup.com/education/ckh.html | SAMHSA National Registry of Evidence-Based Programs and Practices |

**Summary:**
Teachers can't always control what comes into their classrooms. Capturing Kids' Hearts 1 shows them how to create high-achieving centers of learning by strengthening students' connectedness to others through enhancing healthy bonds with their teachers and establishing collaborative agreements of acceptable behavior. Capturing Kids' Hearts is a process that is working in thousands of classrooms across the country to provide the strategy and training for teachers and administrators to achieve success in today's classrooms. Give us a teacher who's passionate about their subject, a teacher who cares for the welfare and success of their students, and we'll give that teacher the tools they need to engage and challenge students, and raise them to a higher level of performance.

Source: http://flippengroup.com/education/capturing-kids-hearts-1/.

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|---|---|---|---|---|---|---|
| **CHAMPs: A Proactive and Positive Approach to Behavior Management** | CHAMPs assists classroom teachers to design (or fine tune) a proactive and positive classroom management plan that will overtly teach students how to behave responsibly. | CHAMPs strategies are easy to implement and will:<br>• Reduce classroom disruptions and office referrals<br>• Improve classroom climate<br>• Increase student on-task behavior<br>• Establish respectful and civil interactions | • **Structure** your classroom<br>• **Teach** classroom expectations for:<br>**C**onversation<br>**H**elp<br>**A**ctivity<br>**M**ovement<br>**P**articipation<br>**S**uccess<br>• **Observe** student progress; formative and summative data<br>• **Interact** positively with students; build relationships<br>• **Correct** misbehavior fluently; briefly, calmly, consistently, immediately, and respectfully. | • Establish clear classroom expectations<br>• Motivate students to put forth best efforts<br>• Reduce misbehavior<br>• Increase academic engagement<br>• Teach students to respect and value diversity<br>• Develop a common language about behaviors among all staff<br>• Create a plan for orienting and supporting new staff<br>• Reduce staff burnout | Overview:<br>http://www.safeandcivilschools.com/services/classroom_management.php<br><br>Video overview:<br>http://safeandcivilschools.com/products/video-page.php | Not Listed |

**Summary:**
The overall goal of the CHAMPs classroom management system is to develop an instructional structure in which students are responsible, motivated, and highly engaged in the specific task at hand. More particularly, the teacher's goal is to teach students directly how to be successful in specific class situations.

Source: http://www.dailyteachingtools.com/champs-classroom-management.html.

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|---|---|---|---|---|---|---|
| **Character Counts** | Character Counts is an inclusive approach to character education. It is based upon six ethical values that are not political, religious, or culturally biased.<br>**•Trustworthiness**<br>**•Respect**<br>**•Responsibility**<br>**•Fairness**<br>**•Caring**<br>**•Citizenship** | • Increase positive behavior as expressions of six shared values.<br>• Provide developmentally appropriate lessons for all ages and needs.<br>• Involve community stakeholders in supporting a positive climate. | •Teaches the Six Pillars of Character using a mnemonic device.<br><br>•Monthly school focus on a value with related classroom lessons.<br><br>•Volunteer character classroom coaches | • Increase attendance<br><br>• Increase in honor roll rates<br><br>• Decrease in office referrals and a decrease in suspensions. | www.charactercounts.org<br><br>Character Counts Mid Shore, Inc.: **www.charactercountsmidshore.com** | Not Listed |

**Summary:**
When properly implemented, CHARACTER COUNTS! Is an immersive program connecting staff and students through a shared language and framework of values called The Six Pillars of Character? It fosters a positive environment that has been shown to improve overall attendance and test scores while reducing negative incidents such as bullying and discipline referrals.

CHARACTER COUNTS! Is a framework, not a scope and sequence program nor a curriculum. It provides practical strategies and tools to braid CC! strategies with other programs such as PBIS to foster positive climate change to produce exceptional results in the academic, social, emotional and character development domains by infusing six core ethical and performance values and traits into the DNA of your organization.

Source: https://charactercounts.org/.

# Universal School Discipline Practices

| Intervention Practice | Practice Description | Why Schools Chose Practice? *(Expected Outcomes)* | Key Components | Indicator of Successful Implementation | Resources | Listed on What Works Clearing House or National Registry of Evidence Based Practices? |
|---|---|---|---|---|---|---|
| **Double Check: A Cultural Proficiency and Student Engagement Model** | Double Check is a framework that Johns Hopkins University researchers developed for helping teachers and school staff to reflect on, and ultimately address the following five core components associated with culturally responsive practices: ***C****onnection to Curriculum,* ***A****uthentic Relationships,* ***R****eflective Thinking,* ***E****ffective Communication,* and ***S****ensitivity to Students' Culture (i.e., CARES)* (Rosenberg, 2007). | • Heightened cultural awareness of teachers and other staff<br>• Increased functional student engagement<br>• Comprehensive intervention planning<br>• Increased supports for problematic student behaviors | Three core elements: 1) School-wide Positive Behavioral Interventions and Supports (SW-PBIS), 2) Double Check professional development series (DCPD), and 3) Classroom Check Up (CCU) coaching model. | Reduce disproportionality and improve student engagement | Johns Hopkins Bloomberg School of Public Health: http://www.jhsph.edu/research/centers-and-institutes/center-for-prevention-of-youth-violence/field_reports/PBIS | Not Listed |

**Summary:**
Double Check project builds on the PBIS model to promote data-based decision making, professional development on cultural proficiency, and coaching in culturally sensitive classroom management and student engagement. Specifically, through an iterative process, the project aims to augment and combine the data-based decision-making activities of PBIS, the Double Check cultural proficiency professional development series (Hershfeldt, Sechrest, Rosenberg, Bradshaw, and Leaf 2009), and the Classroom Check-up (Reinke, Lewis-Palmer, and Merrell 2008) classroom management coaching system to increase the use of culturally-responsive teaching and classroom management strategies, and to promote student engagement in elementary and middle schools. The goal of this work is to reduce rates of culturally and linguistically diverse students being referred for discipline problems and special education services. Consistent with the CBPR approach, this project was developed in direct response to a request from a collaborating Maryland school district, Anne Arundel County Public Schools, which is eager to address concerns related to disproportionality in referrals and disciplinary actions through PBIS.

Source: http://www.jhsph.edu/research/centers-and-institutes/center-for-prevention-of-youth-violence/field_reports/PBIS

# Universal School Discipline Practices

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|---|---|---|---|---|---|---|
| **Mental Health First Aid** | Mental Health First Aid is an adult public education program designed to improve participants' knowledge and modify their attitudes and perceptions about mental health and related issues, including how to respond to individuals who are experiencing one or more acute mental health crises (i.e., suicidal thoughts and/or behavior, acute stress reaction, panic attacks, and/or acute psychotic behavior) or are in the early stages of one or more chronic mental health problems (i.e., depressive, anxiety, and/or psychotic disorders, which may occur with substance abuse). | • To connect students and families who may experience behavioral health issues with appropriate services in the school or community. | A five-step action plan, known as ALGEE, for use when providing Mental Health First Aid to an individual in crisis:<br>• A--Assess for risk of suicide or harm<br>• L--Listen nonjudgmentally<br>• G--Give reassurance and information<br>• E--Encourage appropriate professional help<br>• E--Encourage self-help and other support strategies | • The total number of students served by the project.<br>• The total number of students receiving school-based mental health services.<br>• The proportion of student referrals made to community-based mental health service providers that result in service provision. | SAMHSA's National Registry of Evidence-Based Programs and Practices:<br>http://legacy.nreppadmin.net/ViewIntervention.aspx?id=321<br>USA Mental Health Fist Aid:<br>https://www.mentalhealthfirstaid.org/cs/now-time-project-aware-mental-health-first-aid-grants/ | SAMHSA National Registry of Evidence-Based Programs and Practices |

**Summary:**
Maryland received a federal grant from the Substance Abuse and Mental Health Services Administration (SAMHSA) to implement the Maryland Advancing Wellness and Resilience in Education (MD-AWARE) program. The goals of the program are to connect children, youth, and families who may experience behavioral health issues with appropriate services in school and through community service agencies; promote the Youth Mental Health First Aid curriculum that teaches school staff and other adults serving youth between the ages of 12-18 to support young people who may be experiencing a mental health crisis or illness; and increase access to existing funding systems that support mental health services for school-aged youth by serving on the statewide Educational and Behavioral Community of Practice Workgroup.

Source: MD-AWARE Program information and http://legacy.nreppadmin.net/ViewIntervention.aspx?id=321.

# Universal School Discipline Practices

| Intervention Practice | Practice Description | Why Schools Chose Practice? *(Expected Outcomes)* | Key Components | Indicator of Successful Implementation | Resources | Listed on What Works Clearing House or National Registry of Evidence Based Practices? |
|---|---|---|---|---|---|---|
| **Move this World** | Move This World, a Pre-K through High School program, envisions that one day all schools will be nurturing environments where self-expression & creativity are experienced every day. Through an evidence-based and common core aligned curriculum, Move This World bridges the gap between social and emotional skills and effective teaching and learning. Teachers and administrators trained in a multi-step professional development program explore self-efficacy, learn tools to build their school community and incorporate these tools into daily curriculum and school culture. | Educator/Adult Outcomes:<br>• Well-being, self-care<br>• Motivation/Efficacy<br>• Mindfulness<br>Student Outcomes:<br>• Emotional identification<br>• Emotional management<br>• Empathy<br>• Resilience<br>• Conflict management<br>• Appreciation of diversity<br>• Leadership development<br>Community Level Outcomes:<br>• Decreased suspensions<br>• Increased attendance<br>• Higher teacher retention<br>• Decrease in incidents of conflict<br>Curricula are tailored to the cultures and languages of local sites and tackle specific issues facing each community. | • Strategies for self-awareness, self-management, and social awareness<br>• Tools for establishing, building, and maintaining a safe space both physically and emotionally<br>• Personalized action plans for infusing Social and Emotional Learning into the classroom | • Individual behavior change in educators and school leaders related to increase in self-awareness, self-efficacy, student engagement, and well-being<br>• Individual behavior change in students related to an increase in empathetic interactions, emotional management, resilience, and self-confidence<br>• Safer schools measured by the number of observable conflicts, suspensions, and incidents of bullying<br>• Safer communities measured by student attendance, family engagement, and community morale | Move This World http://movethisworld.org/ | Not Listed |

**Summary:**
By tapping into each individual's creative potential, Move This World helps people understand, engage, express and manage their emotions healthily. Supported by the University of Virginia's Curry School of Education and the Collaborative of Academic and Social and Emotional Learning, our programs have a solid grounding in research and are measured and evaluated through a data driven approach. Each program is tailored to the real needs of the local community while still remaining true to the universal values of empathy and expression Move This World upholds.

Source: http://www.movethisworld.org/.

# Universal School Discipline Practices

| Intervention Practice | Practice Description | Why Schools Chose Practice? *(Expected Outcomes)* | Key Components | Indicator of Successful Implementation | Resources | Listed on What Works Clearing House or National Registry of Evidence Based Practices? |
|---|---|---|---|---|---|---|
| **Olweus Bullying Prevention Program (OBPP)** | • Requires effort of school personnel, community stakeholders and parents.<br>• Teachers hold minimum of 1 hr./wk. classroom meetings to learn about bully prevention/ pro-social behavior | • Significant reductions in bullying and victimization<br>• Increases in social climate in classrooms and school-wide. | • Two day training for Olweus Bullying Prevention Program committee.<br>• Training includes creating school-wide age appropriate lessons for weekly meetings.<br>• School wide kickoff (optional) to introduce Olweus to the students, with community involvement. | • Statistical reductions in bullying incidents<br>• Self-reported improvements in school climate and student engagement | Violence Prevention Works: http://www.violencepreventionworks.org/public/index.page | Not Listed |

**Summary:**
The Olweus Bullying Prevention Program is a comprehensive model that utilizes annual surveys, classroom curriculum, implementation resources and training. When the program is implemented as written (with fidelity to program components and principles), positive outcomes for schools include: reductions in bullying behavior, lower rates of alcohol and other drug abuse; and improved academic achievement. Implementation should include the guidance and expertise of a certified Olweus trainer.
Source: http://www.violencepreventionworks.org/.

# Universal School Discipline Practices

| Intervention Practice | Practice Description | Why Schools Chose Practice? *(Expected Outcomes)* | Key Components | Indicator of Successful Implementation | Resources | Listed on What Works Clearing House or National Registry of Evidence Based Practices? |
|---|---|---|---|---|---|---|
| **Positive Behavioral Interventions and Supports (PBIS)**<br><br>The Code of Maryland Regulations (COMAR) 13A.08.06 .01<br>PBIS was adopted by the State Board to:<br>(a) Build capacity among school staff to adopt and sustain the use of positive, effective practices to create learning environments where teachers can teach and students can learn; and<br>(b) Improve the link between research-validated practices and the environments in which teaching and learning occur. | PBIS is a framework that guides selection, integration, and implementation of the best evidence-based practices for improving academic and behavioral outcomes for all students. | When implemented with fidelity school-wide, universal PBIS *aims to reduce disruptive behavior problems, enhance school climate and create safer, more effective schools for ALL students*. This is accomplished by targeting staff behavior and teaching students agreed upon behavioral expectations while promoting a shift from reactive, punitive practices to prevention and the promotion of positive behavior. | There are four integrated elements to the framework:<br>• Data to support decision-making;<br>• Measurable outcomes supported and evaluated by data;<br>• Practices which provide evidence that outcomes are achievable and support students and staff, and;<br>• Systems that efficiently and effectively support implementation of these practices by staff. | • Reduced office discipline referrals<br>• Reduced suspensions<br>• Improved academic achievement | PBIS Maryland:<br>http://pbismaryland.org/<br><br>or www.pbis.org | NA |

**Summary:**
PBIS Maryland is a collaborative effort between the Maryland State Department of Education, Sheppard Pratt Health System, the Johns Hopkins University; Center for the Prevention of Youth Violence, and 24 Local Maryland School Systems. An infrastructure has been established for training, implementation and coaching of best practices which includes: annual training calendar, PBIS*Maryland*.org, data collection capacity, PBIS Coaching structure, technical assistance to local school systems and a Management Team and State Leadership Team who meet regularly. Efforts are currently underway to bridge students' transition from early childhood programs, which are implementing Social Emotional Foundations for Early Learning (SEFEL), to PBIS schools.

Source: **http://pbismaryland.org/.**

# Universal School Discipline Practices

| Intervention Practice | Practice Description | Why Schools Chose Practice? *(Expected Outcomes)* | Key Components | Indicator of Successful Implementation | Resources | Listed on What Works Clearing House or National Registry of Evidence Based Practices? |
|---|---|---|---|---|---|---|
| **QPR Gatekeeper Suicide Prevention: Question, Persuade, Refer** | **QPR stands for Question, Persuade and Refer,** three steps anyone can learn to help prevent suicide. Just like CPR, QPR is an emergency response to someone in crisis and can save lives. | Reduce number of suicide attempts and completions. | Three simple steps to follow:<br>QUESTION<br>Question the person about suicide. Ask if they've had any thoughts about it, feelings, or even plans? Do not be afraid to ask!<br>PERSUADE<br>Persuade the person to get help. Remember to listen carefully and then say, "Let me help" or "Come with me to find help!"<br>REFER<br>Refer for help. If it is a child or adolescent, contact any adult, parents, minister, teacher, coach, or a counselor (1-800-866-HOPE) | Staff will know:<br>• The common causes of suicidal behavior<br>• The warning signs of suicide<br>• How to Question, Persuade and Refer someone who may be suicidal<br>• How to get help for someone in crisis | **QPR Gatekeeper Training for Suicide Prevention:** http://www.qprinstitute.com/ | SAMHSA National Registry of Evidence-Based Programs and Practices |

**Summary:**
QPR stands for Question, Persuade, and Refer — the 3 simple steps anyone can learn to help save a life from suicide. The QPR mission is to reduce suicidal behaviors and save lives by providing innovative, practical and proven suicide prevention training. The signs of crisis are all around us. We believe that quality education empowers all people, regardless of their background, to make a positive difference in the life of someone they know. Just as people trained in CPR and the Heimlich Maneuver help save thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. Each year thousands of Americans, like you, are saying "Yes" to saving the life of a friend, colleague, sibling, or neighbor. QPR can be learned in our Gatekeeper course in as little as one hour.

Source: http://www.qprinstitute.com.

# Universal School Discipline Practices

| Intervention Practice | Practice Description | Why Schools Chose Practice? | Key Components | Indicator of Successful | Resources | Listed on What Works Clearing House or National |
|---|---|---|---|---|---|---|

| | | *(Expected Outcomes)* | | **Implementation** | | **Registry of Evidence Based Practices?** |
|---|---|---|---|---|---|---|
| **Restorative Practices (RP)** | RP addresses the needs of all students in dealing with matters of discipline. The philosophy and set of tools actively engage students in dealing with conflict management. RP provides tools to strengthen connections between students, staff, and administration. RP provides opportunities for students to:<br>• Repair the harm caused and engages those harmed and affected.<br>• To learn the full impact of their actions and also be restored to the community. | •Increased connection between members of school community<br>•Better attendance<br>•Improved grades and test scores<br>•Fewer suspensions and expulsions<br>•Decrease in number of dropouts<br>•Overall better student engagement<br>•Stronger parent connection to school | •Leadership commitment to support this changed discipline philosophy from punishment to teaching<br>•Allocation of time and resources for staff training and classroom incorporation of circles<br>•Data tracking and reporting to school community<br>•Leadership incorporation of restorative tools in dealing with staff and parent communication<br>•Leadership and staff support/coaching during implementation of Restorative Practices | • Improvements in climate surveys of students , staff and parents<br>• Decreases in office referrals, suspensions and expulsions<br>• Improvement in attendance data<br>• Reduction in dropout figures<br>• Increases in grades<br>• Increased standardized testing scores | Center for Dispute Resolution<br>University of Maryland Francis School King Carey School of Law:<br>http://www.law.umaryland.edu/RestorativePractices | Not Listed |

**Summary:**
Restorative practices, which evolved from restorative justice, is a new field of study that has the potential to positively influence human behavior and strengthen civil society around the world. Restorative practices builds healthy communities, increases social capital, reduces the impact of crime, decreases antisocial behavior, repairs harm and restores relationships. As an emerging social science, restorative practices integrates developments from a variety of disciplines and fields, including education, psychology, social work, criminology, sociology, organizational development and leadership. A restorative practice has the potential and has begun to influence several areas of need globally. Research, investigation and inquiry are driving theory development and practice enhancement. Some notable areas of influence are: U.S. school-to-prison pipeline; European refugee and transcontinental migration conflict; radicalization of youth; and community policing and use of force.

Source: http://www.iirp.edu/what-we-do/what-is-restorative-practices.

# Universal School Discipline Practices

| Intervention Practice | Practice Description | Why Schools Chose Practice? *(Expected Outcomes)* | Key Components | Indicator of Successful Implementation | Resources | Listed on What Works Clearing House or National Registry of Evidence Based Practices? |
|---|---|---|---|---|---|---|
| **Second Step Early Learning through Grade 8** | *Second Step* provides instruction in social and emotional learning with units on skills for learning, empathy, emotion management, friendship skills, and problem solving. The program contains separate sets of lessons for use in prekindergarten through eighth grade. | Strengthen students' ability to:<br>• learn<br>• have empathy<br>• manage emotions<br>• solve problems<br>• focus, listen, and stay calm<br>• Students are better able to meet school-wide behavioral expectations and benefit from learning. | Six main task categories:<br>• Motivate<br>• Prepare<br>• Train<br>• Support<br>• Validate, and<br>• Sustain.<br><br>Each category is made up of a selection of recommended tasks to meet the current level of implementation and to respond to changing needs over time. | • Improved students' social and emotional knowledge and skills, pro-social attitudes, and behavior.<br><br>• Reduced students' problem and aggressive behaviors | Committee for Children:<br>http://www.secondstep.org/<br><br>http://www.casel.org/guide/programs/second-step/ | Not Listed |

**Summary:**
Second Step SEL Program: Skills for social and academic success. The Second Step program for Early Learning through Middle School benefits more than 10 million students each year. It teaches critical skills—such as managing emotions and behavior, getting along with peers, and solving problems peacefully—that can help students in school, the workplace, and throughout their lives. Bullying Prevention Unit: Create a positive school climate.

The Second Step Bullying Prevention Unit for Kindergarten–Grade 5 builds on children's social-emotional skills to teach them how to recognize, report, and refuse bullying through story-based lessons and award-winning videos. Based on the latest research, the unit also features innovative online training for every adult in school. Child Protection Unit: Keep kids safe from abuse.

The Second Step Child Protection Unit begins with training that helps schools develop policies and procedures to keep kids safe and teaches all staff to recognize signs of possible abuse and respond if a child discloses. Students in Early Learning through Grade 5 learn about personal safety in age-appropriate lessons, and family materials facilitate safety discussions at home.

Source: http://www.secondstep.org/

# Universal School Discipline Practices

| Intervention Practice | Practice Description | Why Schools Chose Practice? *(Expected Outcomes)* | Key Components | Indicator of Successful Implementation | Resources | Listed on What Works Clearing House or National Registry of Evidence Based Practices? |
|---|---|---|---|---|---|---|
| **School Resource Officer Program/ School Resource Officers (SRO)** | SRO programs and well-trained SROs play a vital role in creating and maintaining safe and supportive schools. The National Triad Model defines three major roles of the SRO; an instructor who teaches law-related topics, a student mentor and role model, and a law enforcement officer who protects and serves the school community. Effective SROs are adept at community policing skills such as problem solving, relationship building, and open-communication, as well as identifying stakeholders, demonstrating cultural competence, and understanding youth culture. | To create and maintain safe, secure, and supportive learning environment where students can achieve their educational potential and learn to make good life-related decisions. | Development of:<br>• Effective relationships with all stakeholders.<br>• Prevention, intervention, and community outreach.<br>• A Memorandum of Understanding among the parties.<br>• Open and collaborative relationship between the SRO and principal.<br>• Enforcement objectives/ outcomes that meet the needs of students and the school community.<br>• SRO serves as a member on the administrative and school emergency management team. | • Positive climate and culture of school safety and supportive school environment established.<br>• Positive relationships developed between the SRO and students, administrators, staff, and parents.<br>• Reduction in school-related criminal activity and code of conduct violations.<br>• Effective utilization of prevention, intervention, and community outreach measures and services. | United States Department of Justice – Supporting Safe Schools www.cops.usdoj.gov/Default.asp?Item=2687<br><br>National Association of School Resource Officers www.nasro.org/<br><br>Maryland Association of School Resource Officers www.masro.com/ | Not Listed |

**Summary:**
The Maryland Association of School Resource Officers (M.A.S.R.O.) is a non-profit Organization formed to promote law related education and safety of students Membership is comprised of Police Officers, Probation Officers, School Administrators, School Counselors Parents and Teachers who care about maintaining Safe schools in Maryland. The SRO program is more than 20 years old Nationwide. Even though its concept is fairly new to Maryland, by the beginning of the 2000-2001 school year there were over 100 School Resource Officers assigned to Maryland Schools.

SRO's serve three major roles in Maryland Schools: as a Law Enforcement Officers within the school and surrounding community; as instructors who teach law related topics in the classroom; and as student mentors/advisors to help resolve conflicts without violence.

Source: https://www.facebook.com/pg/Maryland-Association-of-School-Resource-Officers-MASRO-201811019829622/about/?ref=page_internal

# Universal School Discipline Practices

| Intervention Practice | Practice Description | Why Schools Chose Practice? *(Expected Outcomes)* | Key Components | Indicator of Successful Implementation | Resources | Listed on What Works Clearing House or National Registry of Evidence Based Practices? |
|---|---|---|---|---|---|---|
| **Signs of Suicide® Prevention Program (SOS)** | SOS is an award-winning, nationally recognized program designed for middle and high school-age students. The program teaches students how to identify the symptoms of depression and suicidality in themselves or their friends, | Participants and students will seek help through the use of the ACT®technique (Acknowledge, Care, and Tell). | The SOS High School program is appropriate for schools, grades 9-12, whereas the SOS Middle School program is designed for grades 6-8. The SOS Booster program is for high school students only, and is designed to prepare students for graduation and life beyond high school. | Reduce number of suicides and suicide attempts. | http://www.mentalhealthscreening.org/programs/youth-prevention-programs/sos/<br><br>https://www.livingworks.net/ | SAMHSA National Registry of Evidence-Based Programs and Practices |

**Summary:**
The SOS Signs of Suicide Prevention Program (SOS) is a universal, school-based depression awareness and suicide prevention program designed for middle-school (ages 11–13) or high-school (ages 13–17) students. The goals are to 1) decrease suicide and suicide attempts by increasing student knowledge and adaptive attitudes about depression, 2) encourage personal help-seeking and/or help-seeking on behalf of a friend, 3) reduce the stigma of mental illness and acknowledge the importance of seeking help or treatment, 4) engage parents and school staff as partners in prevention through "gatekeeper" education, and 5) encourage schools to develop community-based partnerships to support student mental health.

Both the middle and high school programs provide age-appropriate, educational DVDs for school staff to play for students. The middle school video (Time to ACT) and the high school video (Friends for Life) inform students how to ACT® (Acknowledge, Care and Tell), demonstrate the right and wrong ways to help, and show a student talking with a school counselor. The program includes an optional student screening that assesses for depression and suicide risk and identifies students to refer for professional help as indicated. The program also includes a video, Training Trusted Adults, to engage staff, parents, or community members in the program's objectives and prevention efforts.

Source: http://www.sprc.org/resources-programs/sos-signs-suicide.

# Universal School Discipline Practices

| Intervention Practice | Practice Description | Why Schools Chose Practice? *(Expected Outcomes)* | Key Components | Indicator of Successful Implementation | Resources | Listed on What Works Clearing House or National Registry of Evidence Based Practices? |
|---|---|---|---|---|---|---|
| **Social Emotional Foundations in Early Learning (SEFEL)** | • Framework for teaching social and emotional skills to children. | • Improved SE skills in children.<br>• Improving teacher/child care provider and parent/caregiver ability to teach children SE skills with the secondary outcomes of decrease in parent stress, teacher job stress and an increase in parent efficacy and teacher confidence.<br>• Increase in positive environment and<br>• Decrease in child specific challenging behavior. | • Instituting environmental changes both in classrooms and in homes.<br>• Provides targeted social skills to individual children.<br>• Can be used for all children in a classroom and more targeted strategies for children with challenging behaviors. | • Increase in positive environment and a decrease in child specific challenging behavior. | University of Maryland Institute of Innovation and implementation:<br><br>https://theinstitute.umaryland.edu/topics/ebpp/sefel.cfm | NA |

**Summary:**
SEFEL is a framework for teaching social and emotional skills to children. It works well in many different settings. In Maryland, SEFEL has been implemented in a variety of different child care settings to great success and is currently being adapted for elementary school settings. In addition, experts in Maryland are currently training parents, home visitors, child welfare workers and first responders in the SEFEL model.

Source: https://theinstitute.umaryland.edu/sefel/about/index.cfm

# Universal School Discipline Practices

| Intervention Practice | Practice Description | Why Schools Chose Practice? *(Expected Outcomes)* | Key Components | Indicator of Successful Implementation | Resources | Listed on What Works Clearing House or National Registry of Evidence Based Practices? |
|---|---|---|---|---|---|---|
| **Why Try** | • Visual metaphors to teach social, emotional, and leadership principles to K-12 youth. | Desired outcomes of the program include:<br>•Improved academic performance<br>•Improved behavior<br>•Increased resilience<br>•Improved social and emotional skills overall | Curriculum includes ten units of instruction centered on ten visual metaphors.<br><br>Implementation components include:<br>•Direct instruction<br>•Modeling<br>•Role play<br>•Experiential activities<br>•Group discussion<br>•Student-led learning<br>•Journaling<br>•Other multisensory components, including the use of video, music, art, visuals, and | Following successful completion of this course, students will:<br>•Have an understanding of how the choices they make today directly affect the future.<br>•Have an increased internal locus of control.<br>•Improve positive self-concept and self-control.<br>•Understand how to improve academic performance and behavior.<br>•Have an increased ability to resist peer pressure.<br>•Understand how to access positive support systems. | Why Try:<br>http://www.whytry.org/ | Not Listed |

**Summary:**
The Why Try Program is a resilience education curriculum that provides simple, hands-on solutions for dropout prevention, violence prevention, truancy reduction, and increased academic success. The idea is straightforward: Teach social and emotional principles to youth in a way they can understand and remember. Why Try is based on sound empirical principles, including solution-focused brief therapy, social and emotional intelligence, and multisensory learning. The Why Try curriculum utilizes a series of ten visual analogies that teach important life skills (e.g., decisions have consequences; dealing with peer pressure; obeying laws and rules; plugging in to support systems).

The visual analogies are reinforced through the creative use of customized hip-hop music, video, over 150 learning activities, journal activities that help students reflect on program concepts, and other multimedia. The Why Try curriculum engages all major learning styles (visual, auditory, and body-kinesthetic). Why Try is often used for RTI and PBIS.

Source: www.whytry.org/index.php?option=com_content&view=article&id=674.

# Universal School Discipline Practices

| Intervention Practice | Practice Description | Why Schools Chose Practice? *(Expected Outcomes)* | Key Components | Indicator of Successful Implementation | Resources | Listed on What Works Clearing House or National Registry of Evidence Based Practices? |
|---|---|---|---|---|---|---|
| **Yellow Ribbon Suicide Prevention Program** | Yellow Ribbon is a grass-roots, community based, volunteer organization developed to serve youth and the communities that surround them, and to address youth/teen suicide through public awareness, education and training to help communities build new and/or strengthen existing programs. | ▪ Empowers individuals and communities through leadership, awareness and education; and<br>▪ By collaborating and partnering with support networks to reduce stigma and help save lives. | • Suicide Prevention Community Development<br>• Gatekeeper Training, seminars, workshops with fully developed curriculum<br>• Yellow Ribbon chapters, schools and organizations throughout the U.S. and in 47 countries. | Reduce number of suicides and suicide attempts | Yellow Ribbon program: http://yellowribbon.org/. | Not Listed |

**Summary:**
The Yellow Ribbon Suicide Prevention Program is dedicated to preventing suicide and attempts by making suicide prevention accessible to everyone and removing barriers to help by: Empowering individuals and communities through leadership, awareness and education; and collaborating and partnering with support networks to reduce stigma and help save lives.

The program began in 1994 in response to heartfelt pleas from teens and adults after the death of a friend and loved one. Words of help and hope said by the teen's family were put on bright yellow paper and shared at the services, 500 of those messages and at the end, all were gone. Teens shared the messages locally and began to mail them to friends and loved ones – mailed them 'everywhere'. Within three weeks came word of a girl who got help when she gave the hallmark of the program – the Ask 4 Help! ® Card (that bright yellow message) to her teacher – and received help. The ripple effect had begun – a bright yellow bridge was built that connects those in need to those who help.

Source: http://yellowribbon.org/.

# *Current Implemented Targeted School Discipline Practices*

**Targeted School Practices** are the additional practices provided to students who require supports in addition to universal supports. Programs and strategies that make up the targeted supports can be described as small group interventions (commercial or created at the school) in which students are placed based on an identified shared need.

| Practice | Level of Support | Local School System (LSS) | | | | |
|---|---|---|---|---|---|---|
| ACE Mentor Program | Targeted | • Anne Arundel | • Baltimore City | • Frederick | • Talbot | • Wicomico |
| Advancement Via Individual Determination (AVID) | Targeted | • Anne Arundel<br>• Baltimore City | • Baltimore County<br>• Charles | • Harford<br>• Montgomery<br>• Prince George's | • SEED<br>• Washington | |
| Botvin Life skills Training (LST) | Targeted (Universal Option) | • Allegany<br>• Anne Arundel | • Baltimore County<br>• Caroline | • Charles<br>• Dorchester<br>• Frederick | • Kent<br>• Prince George's<br>• Queen Anne's | • St. Mary's<br>• Worcester |
| Check and Connect (CnC) and/or Mentoring Groups | Targeted | • Allegany<br>• Anne Arundel<br>• Baltimore | • Baltimore<br>• Calvert<br>• Caroline | • Carroll<br>• Cecil<br>• Charles<br>• Dorchester | • Frederick<br>• Howard<br>• Kent<br>• Montgomery<br>• Prince George's | • Queen Anne's<br>• St. Mary's<br>• Talbot<br>• Washington<br>• Worcester |
| Check In Check Out (CICO) | Targeted | • Allegany<br>• Anne Arundel<br>• Baltimore City<br>• Baltimore<br>• Calvert | • Caroline<br>• Carroll<br>• Cecil<br>• Charles<br>• Dorchester | • Frederick<br>• Garrett<br>• Harford<br>• Howard<br>• Kent<br>• Montgomery | • Prince George's<br>• Queen Anne's<br>• SEED School<br>• St. Mary's<br>• Somerset | • Talbot<br>• Washington<br>• Wicomico<br>• Worcester |
| Holistic Life Foundation (HLF) | Targeted | • Baltimore City | | | | |
| Skillstreaming | Targeted (Intensive) | • Allegany | • Baltimore County | • Caroline | | |
| Superflex | Targeted (Intensive) | • Baltimore County<br>• Calvert | • Carroll<br>• Harford | | | |

# Targeted School Discipline Practices

| Intervention Practice | Practice Description | Why Schools Chose Practice? *(Expected Outcomes)* | Key Components | Indicator of Successful Implementation | Resources | Listed on What Works Clearing House or National Registry of Evidence Based Practices? |
|---|---|---|---|---|---|---|
| **ACE Mentor Program**<br><br>Founded in 1994, the ACE name stands for Architecture, Construction, and Engineering. | The ACE program helps to mentor high school students and inspires them to pursue careers in design and construction. It's now the construction industry's fastest-growing high school mentoring program, reaching over 8,000 students annually. | • Introduce students to some of the basic skills and processes needed to design and build a structure<br>• Informs students about different career path in the design and construction industry through presentation by mentors and others; and<br>• Provide scholarships to students to encourage and facilitate their pursuit of post-secondary education related to the building industry. | • Establish design teams of 15-25 students and industry mentors.<br>• Year-long guided mock design project with appropriate mentors; architect, engineer, and construction management<br>• Companies provide one or two mentors per design team.<br>• Approximately 15 sessions, for about two hours after school.<br>• All-team activities such as "College Night" and field trips to construction sites.<br>• Final presentation night to showcase each teams work.<br>• Alumni and scholarship program<br>• Internships and post-college job opportunities | • Awarded over $14 million in scholarships<br>• Participants graduate HS at a greater rate than non-participants.<br>• Increases the diversity in architecture, construction and engineering program enrollment.<br>• Female participants enter college engineering programs at double the national rate of non-ACE counterparts<br>• More minorities are enrolled in ACE than other afterschool programs as a whole.<br>• More low-income students are enrolled in the ACE than other afterschool programs as a whole. | ACE Mentor Program http://www.acementor.org/affiliates/maryland | Not Listed |

**Summary:**
Architecture. Construction. Engineering. The ACE Mentor Program of America, Inc. (ACE) helps mentor high school students and inspires them to pursue careers in design and construction. It's now the construction industry's fastest-growing high school mentoring program, reaching over 8,000 students annually. Our mission is to engage, excite and enlighten high school students to pursue careers in architecture, engineering, and construction through mentoring and to support their continued advancement in the industry. ACE not only engages sponsors and volunteer mentors to expose students to real-world opportunities, it financially supports each student's continued success through scholarships and grants. Since inception, ACE has awarded over $14 million in scholarships to promising participants.

ACE's Maryland affiliates give local high school students an opportunity to explore potential careers in architecture, engineering and construction. Mentored by experienced professionals from local building industry firms, students participate as teams in a variety of exciting and engaging activities. These might include field trips to construction sites, visits to university engineering and other construction-related departments, lectures by industry experts and tours of professional offices. In addition, student teams and their mentors collaborate on projects that simulate genuine industry situations. The result is a practical way to learn about the tools and procedures building industry professionals use to translate abstract ideas into the structures that make up our everyday world.

Source: http://www.acementor.org/about-us/.

# Targeted School Discipline Practices

| Intervention Practice | Practice Description | Why Schools Chose Practice? *(Expected Outcomes)* | Key Components | Indicator of Successful Implementation | Resources | Listed on What Works Clearing House or National Registry of Evidence Based Practices? |
|---|---|---|---|---|---|---|
| **Advancement Via Individual Determination (AVID)** | AVID is a system that accelerates student learning through the use of research-based methods and materials that help teachers provide effective instruction to their students in primary, secondary, and postsecondary education. Because AVID has always aligned itself with state educational standards, schools in nearly every state in the country now have AVID systems in place, and policymakers and administrators view AVID as an important strategy for closing the achievement gap and opening up the possibility of college attendance for all students. | At risk students will:<br>• succeed in a rigorous curriculum<br>• enter mainstream activities of the school<br>• increase their enrollment in 4-year colleges<br>• become educated and responsible participants and leaders in a democratic society. | • Voluntary participation by students and staff<br>• AVID elective class availability within the regular academic day<br>• Student enrollment in a rigorous, college-prep course of study<br>• Bases of instruction include strong writing and reading curricula<br>• Inquiry Collaboratio n<br>Trained tutors<br>• Data-intensive program monitoring<br>• Active interdisciplinary site team. | • Increased course completion.<br>• Increased enrollment in a college-prep course of study<br>• Increased rate of graduation | AVID Decades of College Dreams: http://www.avid.org/ | Institute of Educational Sciences What Works Clearing House |

**Summary:**
Advancement Via Individual Determination (AVID) trains educators to use proven practices in order to prepare students for success in high school, college, and a career, especially students traditionally underrepresented in higher education. AVID brings research-based strategies and curriculum to educational institutions in elementary, secondary, and higher education. The AVID System annually provides more than 30,000 educators with training and methodologies that develop students' critical thinking, literacy, and math skills across all content areas throughout the entire campus, in what we call Schoolwide AVID. Teaches skills and behaviors for academic success. AVID provides intensive support with tutorials and strong student/teacher relationships; creates a positive peer group for students; and develops a sense of hope for personal achievement gained through hard work and determination.

Source: http://www.avid.org/what-is-avid.ashx.

# Targeted School Discipline Practices

| Intervention Practice | Practice Description | Why Schools Chose Practice? *(Expected Outcomes)* | Key Components | Indicator of Successful Implementation | Resources | Listed on What Works Clearing House or National Registry of Evidence Based Practices? |
|---|---|---|---|---|---|---|
| **Botvin Lifeskills Training (LST)** | • Reduce the risks of alcohol, tobacco, drug abuse, and violence<br>• Targets the major social and psychological factors that promote the initiation of substance use and other risky behaviors<br>• Skills-based health education supports the whole child.<br>• Foundational skills can be applied to every aspect of student life. | Students will develop:<br>• Drug resistance skills<br>• Personal self-management skills<br>• General social skills | • Classroom-based social skills training program<br>• Teacher facilitated lessons with engaging, student activities<br>• Instruction, demonstration, feedback, reinforcement, & practice<br>• Focuses on teaching the knowledge and skills to maintain healthy behaviors that promote the confidence and self-efficacy to face life's challenges<br>• 10 class sessions, approximately 40-45 minutes each | • Improved trends over time in Youth Risk Assessments. | Botvin Lifeskills Training: http://www.lifeskillstraining.com/ | Not Listed |

**Summary:**
Botvin LifeSkills Training (LST) is a research-validated substance abuse prevention program proven to reduce the risks of alcohol, tobacco, drug abuse, and violence by targeting the major social and psychological factors that promote the initiation of substance use and other risky behaviors. This comprehensive and exciting program provides adolescents and young teens with the confidence and skills necessary to successfully handle challenging situations. Rather than merely teaching information about the dangers of drug abuse, Botvin LifeSkills Training promotes healthy alternatives to risky behavior through activities designed to:

- Teach students the necessary skills to resist social (peer) pressures to smoke, drink, and use drugs;
- Help students to develop greater self-esteem and self-confidence;
- Enable students to effectively cope with anxiety;
- Increase their knowledge of the immediate consequences of substance abuse; and
- Enhance cognitive and behavioral competency to reduce and prevent a variety of health risk behaviors.

Source: https://www.lifeskillstraining.com/overview.php.

# Targeted School Discipline Practices

| Intervention Practice | Practice Description | Why Schools Chose Practice? *(Expected Outcomes)* | Key Components | Indicator of Successful Implementation | Resources | Listed on What Works Clearing House or National Registry of Evidence Based Practices? |
|---|---|---|---|---|---|---|
| **Check and Connect (CnC)**<br><br>**Mentoring Groups** | *Check & Connect* is a comprehensive intervention designed to enhance student engagement at school and with learning for marginalized, disengaged students in grades K-12, through relationship building, problem solving and capacity building, and persistence. A goal of *Check & Connect* is to foster school completion with academic and social competence. | Increase student:<br><br>• Attendance<br>• Persistence in school<br>• Accrual of credits<br>• School completion rate<br><br>Decrease student:<br><br>• Truancy<br>• Tardies<br>• Behavioral referrals<br>• Dropout rates | CnC is implemented by a trained mentor with a caseload of students and families over time and who follows their caseload from program to program and from school to school.<br><br>The CnC mentor continuously:<br>• Checks on students, assessing their engagement with school and learning through close monitoring of their attendance, behavior, and grades; and<br>• Connects with students, offering individualized intervention in partnership with school personnel, families, and community service providers. | •Completing School<br>•Progressing in School<br>•Staying in School | Check & Connect Website: http://www.checkandconnect.umn.edu/<br><br>Implement Check and Connect with Fidelity Website: http://checkandconnect.umn.edu/manual/default.html | Institute of Educational Sciences What Works Clearing House |

**Summary:**
Check & Connect is a comprehensive intervention designed to enhance student engagement at school and with learning for marginalized, disengaged students in grades K-12, through relationship building, problem solving and capacity building, and persistence. A goal of Check & Connect is to foster school completion with academic and social competence. Check & Connect is implemented by a trained mentor whose primary goal is to keep education a salient issue for disengaged students and their teachers and family members. The mentor works with a caseload of students and families over time and follows their caseload from program to program and school to school. The Check & Connect trained mentor continuously: checks on students, assessing their engagement with school and learning through close monitoring of their attendance, behavior, and grades; and connects with students, offering individualized intervention in partnership with school personnel, families, and community service providers.

Source: http://checkandconnect.umn.edu/.

# Targeted School Discipline Practices

| Intervention Practice | Practice Description | Why Schools Chose Practice? *(Expected Outcomes)* | Key Components | Indicator of Successful Implementation | Resources | Listed on What Works Clearing House or National Registry of Evidence Based Practices? |
|---|---|---|---|---|---|---|
| **Check In Check Out (CICO)**<br><br>*More formally known as the Behavior Education Program (BEP)* | Check In/Check Out (CICO) is a Tier 2 intervention used to provide additional structure, prompts, and feedback for students who need more support and access to adult attention. It also serves as the "gateway" to installing other critical systems features required for advanced tiers. | • Improve student accountability<br>• Increase structure<br>• Improve student behavior and academics<br>• Provide feedback and adult support on a daily basis<br>• Improve and establish daily home/school communication<br>• Improve student organization, motivation, incentive, and reward<br>• Help students to self-monitor and correct<br>• Internalize success and accomplishment of goals | • One-day training<br>• School CICO coordinator<br>• Rapid access to intervention (72 hr.) and continuously available<br>• Clearly identified student entry and exit criteria<br>• Consistent with school-wide expectations<br>• Daily student check-in with an adult<br>• Instructional Support Card or Daily Progress Report<br>• Continuous progress monitoring<br>• Implemented by all staff/faculty in a school<br>• Very low effort by teachers<br>• Home/school linkage<br>• Flexible intervention based on functional assessment<br>• Optional student participation | Increase the number of students meeting school-wide expectations as evidenced by discipline and academic referrals. | PBIS Maryland: http://www.pbismaryland.org/<br><br>Michigan's Integrated Behavior and Learning Support Initiative: http://miblsi.cenmi.org/MiBLSiModel/Implementation/ElementarySchools/TierIISupports/Behavior/TargetBehaviorInterventions/CheckInCheckOut.aspx | Not Listed |

**Summary:**
The CICO intervention, from the book Responding to Problem Behavior in Schools, 2nd Ed: The Behavior Education Program is a highly effective research based intervention and can be changed and adapted to suit any school or situation. The program consists of students daily checking in with an adult at the start of school to retrieve a goal sheet and encouragement, teachers provide feedback on the sheet throughout the day, students check out at the end of the day with an adult, and the student takes the sheet home to be signed, returning it the following morning at check in.

Source: http://www.pbisworld.com/tier-2/check-in-check-out-cico/.

# Targeted School Discipline Practices

| Intervention Practice | Practice Description | Why Schools Chose Practice? *(Expected Outcomes)* | Key Components | Indicator of Successful Implementation | Resources | Listed on What Works Clearing House or National Registry of Evidence Based Practices? |
|---|---|---|---|---|---|---|
| **Holistic Life Foundation (HLF)** | The Holistic Life Foundation is a Baltimore-based 501(c) (3) nonprofit organization committed to nurturing the wellness of children and adults in underserved communities. HLF is committed to developing high-quality evidence based programs and curriculum to improve community well-being. | Empower students with skills for<br>• Peaceful conflict resolution<br>• Improved focus and concentration<br>• Greater control and awareness of thoughts and emotions<br>• Improved self-regulation, anger management<br>• Stress reduction and relaxation. | Through a comprehensive approach, children will:<br>• Develop their inner lives through yoga, mindfulness, and self-care<br>• Demonstrates deep commitment to learning, community, and stewardship of the environment. | *Holistic Me* maintains an average daily attendance of at least eight-five (85) percent. Students who have graduated out of the program into the Holistic Life Foundation Mentoring Program come back to volunteer as tutors and yoga instructors. The students planned and facilitated several community clean-ups, set up greening projects in their homes, and constructed a raised-bed vegetable garden at their school. | Holistic Life Foundation, Inc.: http://hlfinc.org/services/after-school-programs/ | Not Listed |

**Summary:**
The Holistic Life Foundation is a Baltimore-based 501(c) (3) nonprofit organization committed to nurturing the wellness of children and adults in underserved communities. Through a comprehensive approach which helps children develop their inner lives through yoga, mindfulness, and self-care HLF demonstrates deep commitment to learning, community, and stewardship of the environment. HLF is also committed to developing high-quality evidence based programs and curriculum to improve community well-being.

Source: http://hlforg.wpengine.com/about-us/.

# Targeted School Discipline Practices

| Intervention Practice | Practice Description | Why Schools Chose Practice? *(Expected Outcomes)* | Key Components | Indicator of Successful Implementation | Resources | Listed on What Works Clearing House or National Registry of Evidence Based Practices? |
|---|---|---|---|---|---|---|
| **Skillstreaming** | *Skill streaming* is designed for teachers and school counseling staff who work with students who display aggression, immaturity, withdrawal, or other problem behaviors. — to teach essential pro-social skills to children and adolescents. | *Skillstreaming* provides clear guidance in:<br>• identifying skills that are missing in a student<br>• practice in modeling skills for the student<br>• role-playing with the student<br>• providing opportunities for students to generalize skills to real-life situations. | *Skillstreaming* program content and implementation addresses:<br>• classroom arrangement<br>• teaching procedures<br>• refining skill use<br>• teaching for skill generalization<br>• managing behavior problems<br>• school context | Students will demonstrate developmentally appropriate social skills:<br><br>• In the classroom<br>• In the school<br>• In making friends<br>• In dealing with feelings; aggression, stress | Research Press Publishers: http://www.skillstreaming.com/ | Not Listed |

**Summary:**
Originally developed by Dr. Arnold P. Goldstein and Dr. Ellen McGinnis, Skillstreaming is a highly acclaimed, research-based prosocial skills training program published by Research Press. Skillstreaming employs a four-part training approach—modeling, role-playing, performance feedback, and generalization—to teach essential prosocial skills to children and adolescents. Each book provides a complete description of the Skillstreaming program, with instructions for teaching a wide variety of prosocial skills and a CD including reproducible forms and handouts.

Source: http://www.skillstreaming.com/.

# Targeted School Discipline Practices

| Intervention Practice | Practice Description | Why Schools Chose Practice? *(Expected Outcomes)* | Key Components | Indicator of Successful Implementation | Resources | Listed on What Works Clearing House or National Registry of Evidence Based Practices? |
|---|---|---|---|---|---|---|
| **Superflex** | A Superhero Social Thinking Curriculum provides educators, parents and therapists fun and motivating ways to teach students with Asperger Syndrome, high-functioning autism, ADHD and other diagnosed and undiagnosed social difficulties how to build social thinking skills. | Superflex develops super-heroic thinking processes that can overcome the challenges in different social situations that arrive across the school and home day. | The curriculum works best with elementary school children (grades K-5) as well as with immature older students who respond to visual books. | Students with social difficulties will demonstrate improved social thinking and behaviors. | Social Thinking: www.socialthinking.com<br><br>Featured Products: http://www.socialthinking.com/books-products<br><br>Facebook: https://www.facebook.com/socialthinking | Not Listed |

**Summary:**
Superflex®: A Superhero Social Thinking Curriculum provides educators, parents and therapists fun and motivating ways to teach students with social and communication difficulties (undiagnosed or diagnosed, such as Asperger's syndrome, ADHD, high-functioning autism or similar). The three-part cognitive behavioral curriculum helps students develop further awareness of their own thinking and social behaviors and learn strategies to help them develop better self-regulation across a range of behaviors.

Source: https://www.socialthinking.com.

# *Current Implemented Intensive School Discipline Practices*

**Intensive School Practices** are provided to students who require individualized supports in addition to universal and secondary supports. Programs and practices that make up the tertiary supports can be described as intensive programs that are highly individualized around a student's specific needs.

| Practice | Level of Support | Local School System (LSS) |
|---|---|---|
| **Applied Suicide Intervention Skills Training (ASIST)** | Intensive | • Allegany<br>• Garrett<br>• Somerset |
| **Crisis Prevention Institute (CPI)** | Intensive | • Allegany<br>• Anne Arundel<br>• Baltimore County<br>• Calvert<br>• Caroline<br>• Carroll<br>• Cecil<br>• Charles<br>• Garrett<br>• Harford<br>• Prince George's<br>• Talbot<br>• St. Mary's<br>• Washington<br>• Wicomico<br>• Worcester |
| **Life Space Crisis Intervention (LSCI)** | Intensive | • Calvert<br>• Howard<br>• Prince George's<br>• Washington<br>• Worcester |
| **Mediation Services** | Intensive | • Anne Arundel<br>• Baltimore City<br>• Carroll<br>• Dorchester<br>• Harford<br>• Kent<br>• Montgomery<br>• Prince George's<br>• Queen Anne's<br>• St. Mary's<br>• Wicomico |
| **Peer Mediation** | Intensive | • Allegany<br>• Anne Arundel<br>• Baltimore City<br>• Baltimore County<br>• Calvert<br>• Carroll<br>• Charles<br>• Dorchester<br>• Frederick<br>• Montgomery<br>• Prince George's<br>• Queen Anne's<br>• St. Mary's<br>• Washington<br>• Worcester |

# Intensive School Discipline Practices

| Intervention Practice | Practice Description | Why Schools Chose Practice? *(Expected Outcomes)* | Key Components | Indicator of Successful Implementation | Resources | Listed on What Works Clearing House or National Registry of Evidence Based Practices? |
|---|---|---|---|---|---|---|
| **Applied Suicide Intervention Skills Training (ASIST)** | ASIST is designed to help all caregivers become more willing, ready and able to help persons at risk. Suicide can be prevented with the help of prepared caregivers.<br>Just as "CPR" skills make physical first aid possible, training in suicide intervention develops the skills used in suicide first aid. | Development of intervention protocols, risk review and "Safe plan" development. | • **Preparing**: setting norms for training.<br>• **Connecting**: sensitizes participants to their own attitudes towards suicide.<br>• **Understanding**: overviews the intervention needs of a person at risk and provides participants with the knowledge and skills to develop safe plans.<br>• **Assisting**: presents a model for effective suicide intervention.<br>• **Networking**: generates information about resources in the local community. | Reduce number of suicides and suicide attempts. | LivingWorks: https://www.livingworks.net/ | SAMHSA National Registry of Evidence-Based Programs and Practices |

**Summary:**
Applied Suicide Intervention Skills Training (ASIST) is for everyone 16 or older—regardless of prior experience—who wants to be able to provide suicide first aid. Shown by major studies to significantly reduce suicidality, the ASIST model teaches effective intervention skills while helping to build suicide prevention networks in the community.

Source: https://www.livingworks.net/programs/asist.

# Intensive School Discipline Practices

| Intervention Practice | Practice Description | Why Schools Chose Practice? *(Expected Outcomes)* | Key Components | Indicator of Successful Implementation | Resources | Listed on What Works Clearing House or National Registry of Evidence Based Practices? |
|---|---|---|---|---|---|---|
| **Crisis Prevention Institute (CPI)** | The cornerstone of CPI is the *Nonviolent Crisis Intervention®* program, which is considered the worldwide standard for crisis prevention and intervention training. CPI gives educators the skills to safely and effectively respond to anxious, hostile, or violent behavior while balancing the responsibilities of care. | • Reduces the risk of injury.<br>• Complies with legislative mandates.<br>• Meets regulatory/ accreditation standards.<br>• Improves staff retention.<br>• Minimizes exposure to liability.<br>• Promotes the philosophy of Care, Welfare, Safety, and Security℠. | Gain a basic understanding of crisis intervention methods to:<br>• Identify behaviors that could lead to a crisis.<br>• Effectively respond to each behavior to prevent escalation.<br>• Use verbal and nonverbal techniques to defuse hostile behavior and resolve a crisis before it becomes violent.<br>• Cope with fear and anxiety.<br>• Use CPI's Principles of Personal Safety to avoid injury if behavior becomes physical. | Safely de-escalate and resolve conflict while protecting relationships. | Crisis Prevention Institute: http://www.crisisprevention.com/ | Not Listed |

**Summary:**
Applied Suicide Intervention Skills Training (ASIST) is for everyone 16 or older—regardless of prior experience—who wants to be able to provide suicide first aid. Shown by major studies to significantly reduce suicidality, the ASIST model teaches effective intervention skills while helping to build suicide prevention networks in the community.

Source: https://www.livingworks.net/programs/asist.

# Intensive School Discipline Practices

| Intervention Practice | Practice Description | Why Schools Chose Practice? *(Expected Outcomes)* | Key Components | Indicator of Successful Implementation | Resources | Listed on What Works Clearing House or National Registry of Evidence Based Practices? |
|---|---|---|---|---|---|---|
| **Life Space Crisis Intervention (LSCI)** | LSCI is an advanced, interactive therapeutic strategy for turning crisis situations into learning opportunities for children and youth with chronic patterns of self-defeating behaviors.<br><br>LSCI provides verbal, non-physical skills for special educators, counselors, psychologists, juvenile justice staff, crisis intervention workers, behavior specialists and others who work with troubled and troubling children. | • Provide staff with a roadmap for assisting youth in preventing and resolving crises; while building positive relationships with these youth.<br>• Motivate and empower youths to change repetitive patterns of self-defeating behavior. | •Articulation of the dynamics of conflict cycles which lead to self-defeating behavior<br>•Diagnosing thinking errors that interfere with communication and problem-solving<br>•Identifying and intervene effectively with the process of staff counter-aggression which precludes effective intervention<br>•Demonstrating effective de-escalation, decoding, and counseling strategies for youth in crisis<br>•Employing specific reclaiming interventions | Staff and students will view problems or stressful incidents as opportunities for learning, growth, insight, and change. | Life Space Crisis Intervention<br>http://www.lsci.org/<br><br>http://www.lsci.org/training-sites | Not Listed |

**Summary:**
Life Space Crisis Intervention (LSCI) is a nationally recognized, professional training and certification program sponsored by the Life Space Crisis Intervention Institute of Hagerstown, Maryland. LSCI is an advanced, interactive therapeutic strategy for turning crisis situations into learning opportunities for children and youth with chronic patterns of self-defeating behaviors. LSCI views problems or stressful incidents as opportunities for learning, growth, insight, and change. This non-physical intervention program uses a multi-theoretical approach to behavior management and problem solving. LSCI provides staff a roadmap through conflict to desired outcomes using crisis as an opportunity to teach and create positive relationships with youth.

Source: https://www.lsci.org/.

# Intensive School Discipline Practices

| Intervention Practice | Practice Description | Why Schools Chose Practice? *(Expected Outcomes)* | Key Components | Indicator of Successful Implementation | Resources | Listed on What Works Clearing House or National Registry of Evidence Based Practices? |
|---|---|---|---|---|---|---|
| **Mediation Services** | Voluntary and confidential problem-solving process in which two or more students are empowered to resolve their own conflicts with the help of a trained neutral adult mediator through a partnering professional organization. | • Reductions in office referrals and suspensions in well-utilized programs<br>• Possible long term cultural shifts as students learn to use mediation and conflict resolution skills to address conflict | • Staff contact to help coordinate the program, including referrals to mediation<br>• Development of marketing plan to community members<br>• Strong partnership with administration<br>• Most effective when part of a comprehensive conflict resolution program which may include school wide curriculum | • Reductions in office referrals<br>• Reduction in out of school suspensions<br>• Improved school climate regarding safety and connectedness | Community Mediation List of Local Centers:<br><br>http://www.mdmediation.org/centers<br><br>Maryland Mediation and Conflict Resolution (MACRO)<br>http://www.marylandmacro.org/ | SAMHSA National Registry of Evidence-Based Programs and Practices |

**Summary:**
Mediation helps people reach agreements, rebuild relationships, and find permanent solutions to their disputes. Mediation is a process that lets people speak for themselves and make their own decisions. Community mediation provides a non-profit framework for assuring access to mediation services at the community level with control and responsibility for dispute resolution maintained in the community.

Source: http://www.mdmediation.org/about-community-mediation.

# Intensive School Discipline Practices

| Intervention Practice | Practice Description | Why Schools Chose Practice? *(Expected Outcomes)* | Key Components | Indicator of Successful Implementation | Resources | Listed on What Works Clearing House or National Registry of Evidence Based Practices? |
|---|---|---|---|---|---|---|
| **Peer Mediation** | Peer Mediation is a voluntary and confidential problem-solving process in which two or more student are empowered to resolve their own conflicts with the help of a trained neutral peer mediator(s). | • Improved problem-solving and communication skills among cadre of peer mediators<br>• Reductions in office referrals and suspensions in fully supported programs<br>• Possible long term cultural shifts as students learn to use mediation to address conflict | • Staff coordinator time available to support the program<br>• Experienced mediation coordinator(s) to train student cadre<br>• Development of marketing plan<br>• Supportive peer mediation staff committee to help with mediator selection and refer conflicts<br>• Most effective when part of a comprehensive conflict resolution program which may include school wide curriculum | • Reductions in office referrals<br>• Reduction in out of school suspensions<br>• Improved school climate regarding safety and connectedness | Center for Dispute Resolution<br>University of Maryland Francis School King Carey School of Law<br>http://www.law.umaryland.edu/PeerMediation<br><br>Student and Youth-Based Mediation<br>http://www.theresolutioncenter.com/peermediation/ | SAMHSA National Registry of Evidence-Based Programs and Practices |

**Summary:**
Peer mediation is problem solving by youth with youth. It is a process by which two or more students involved in a dispute meet in a private, safe and confidential setting to work out problems with the assistance of a trained student mediator.

Source: http://www.theresolutioncenter.com/peermediation/.