“Instead of viewing your most difficult students as a burden, think of them as an opportunity to do your best work.”

—Educator David Geurin
Positive and Inclusive Discipline
Moving From Consequences to “Teachable Moments”

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Purpose and Role of Education

- The right to a public education in California is a fundamental right fully guaranteed and protected by the California Constitution. (*Serrano v. Priest* (1971) 5 Cal.3d 584)

- California Supreme Court stated the role of education has two aspects:
  
  1. “A major determinant of an individual’s chances for economic and social success in our competitive society.”
  
  2. “A unique influence on a child’s development as a citizen and his participation in political and community life.”
Expectations (E₁)

Social & Emotional Learning

- **Self-Management**: Managing emotions and behaviors to achieve one’s goals
- **Self-Awareness**: Recognizing one’s emotions and values as well as one’s strengths and challenges
- **Social Awareness**: Showing understanding and empathy for others
- **Relationship Skills**: Forming positive relationships, working in teams, dealing effectively with conflict
- **Responsible Decision-Making**: Making ethical, constructive choices about personal and social behavior
Expectations ($E^1$)

- Based on the stage of their brain development, adolescents are more likely to:
  - act on impulse
  - misread or misinterpret social cues and emotions
  - get into accidents of all kinds
  - get involved in fights
  - engage in dangerous or risky behavior

- Adolescents are less likely to:
  - think before they act
  - pause to consider the potential consequences of their actions
  - modify their dangerous or inappropriate behaviors
Expectations (E¹)

- Adults understand and respond appropriately to student behaviors
- Adults have a mental model shift
- Adults are intentional about the teaching and learning of content and conduct
- Adults are concerned with the “why”
- School is the best place for youth
The Shift

Norms
- Punitive
- Power Struggle
- Reactive to Inappropriate Behaviors
- Instant Results Desired
- All or Nothing

Norms Shift
- Positive Reinforcement
- Positive, Supportive Relationships
- Proactive to Establish Appropriate Behaviors
- Recognize Incremental Successes

The goal is to change unwanted behaviors, NOT make students feel unwanted.
“Every student can learn, just not on the same day, or in the same way.”

—George Evans
Exposure ($E^2$)

- Building Positive Relationships
- Opportunities for “Teachable Moments”
- Student and Behavior Specific
- Modeled Behaviors
- Collaborate with Parents and Peers
- Intentional with Programs and Practices
Exposure ($E^2$)
Encouragement (E³)

- Direct and Indirect
- Recognize and acknowledge progress, not perfection
- Sustainable Reinforcements
- Link Efforts to Outcomes
- Accountability
Conclusion

- Building relationships has to be a priority.
- Set age-appropriate expectations.
- Build a community to support growth and norms.
- Expose students to the desired behaviors to meet expectations.
- Encourage and acknowledge progress not just perfection.
- Invest in capacity building
- Stay focused on outcomes/changing behaviors.
Questions, Comments and/or Concerns