



# Beyond the Breakfast Club: Discipline and School Culture

Rachel Althof & Aaron Frim  
The Wellington School





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Psychology & Educational Theory



Popular Culture & Examples



# B.F. Skinner

[https://www.youtube.com/watch?v=l\\_ctJqjlrHA#action=share](https://www.youtube.com/watch?v=l_ctJqjlrHA#action=share)



Principal  
Seymour Skinner,  
at your service.



# Skinner-Style Schooling

<https://www.youtube.com/watch?v=Z2WZrxuwDhs>



# Discipline – Historical Context

Corporal Punishment –  
“Spare the rod, spoil the child”

Assertive Discipline –  
systematic rewards and  
punishments

“Zero Tolerance”



# Discipline – Historical Context

## Concerns

- “One-size fits all” response
- Voice/input of the student are not considered
- Unequal treatment of members of different groups



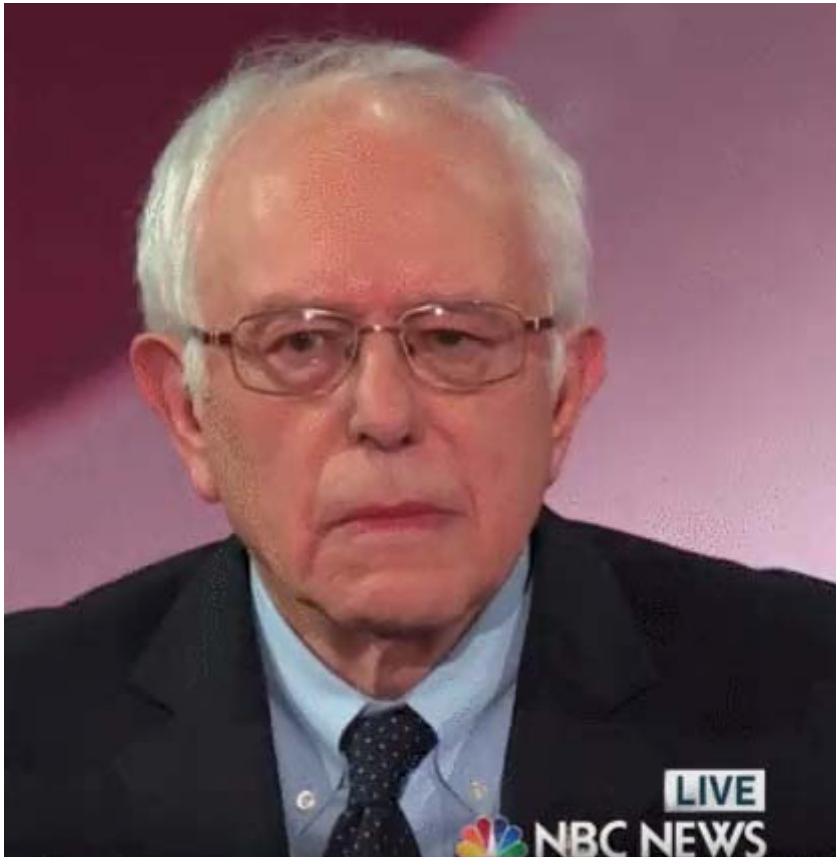


# Partner Up

Share a story from your own childhood that demonstrates a more traditional approach to discipline.



# What is Restorative Justice?



I'm not angry;  
I'm disappointed.



# History of Restorative Justice

- Premodern native cultures of the South Pacific and Americas approach to conflict/social ills focused on:
  - offender's **accountability for the harm** they caused
  - plan for **repairing the hurt** and **restoring** the offender to acceptance.
- First school-based RJ conference in Australia in **1994**  
(Blood, 2005; Sherman & Strang, 2007).
- Growth in RJ in response to zero-tolerance policies



# Restorative Justice

- identifying and taking steps to repair harm,
- involving all stakeholders, and
- transforming relationships in traditional discipline models



Yeah, but does it work?



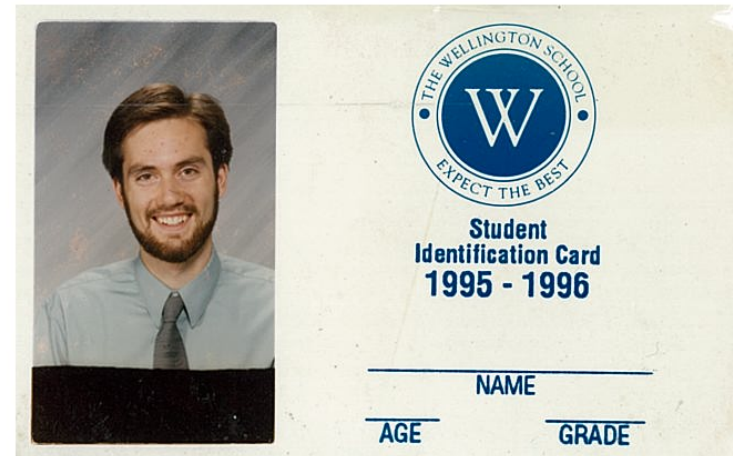
# Our Discipline Journey

## The Infractions

- Uniform violation (untucked shirt, no belt...)
- Lateness
- Gum

## Teacher Response

- Infraction slip, “write-up”



# Our Discipline Journey

## The Consequences

- Lunch Detention
- “Crumb-busting” – community service
- After school detention (homework vs. no homework)
- Saturday School



# Discipline Bookkeeping

1 infraction = 1 write-up

3 "tardies" = 1 write-up

3 write-ups = detention

3 detentions = Saturday School

**DETENTION CARD**

will be detained from 1.00 to 1.30  
on ~~WED~~ THURSDAY 28<sup>TH</sup>  
Reason: CALLING A TEACHER  
A 'MUGGLE'.  
Teacher: [Signature] Parent: \_\_\_\_\_  
SCHOOL UNIFORM MANDATORY  
THIS CARD IS TO BE PRESENTED AT THE DETENTION SESSION







# Eat My Shorts

[https://www.youtube.com/  
watch?v=bTeYncx1xml](https://www.youtube.com/watch?v=bTeYncx1xml)



Partner Up: What aspects of your school's discipline system do you find ineffective?



# Schemas, Assimilation, & Accommodation

[https://www.youtube.com/  
watch?  
v=Xj0CUeyucJw#action=share](https://www.youtube.com/watch?v=Xj0CUeyucJw#action=share)

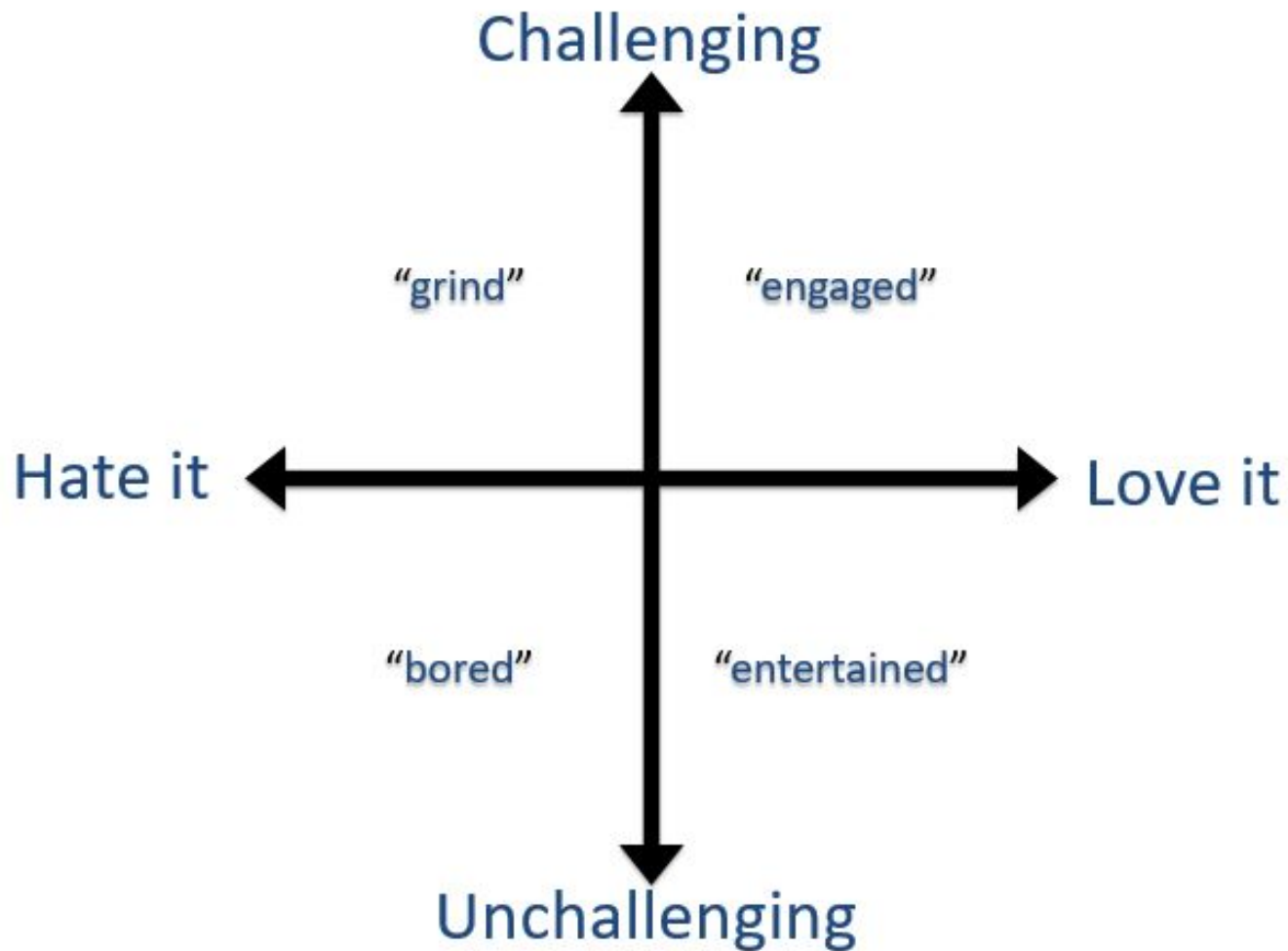




# Forward- Thinking School Culture



# Student Engagement



# Willing Learner Metric

**Voracious Learner:** very actively engaged in class and brings energy and optimism to new learning, while being a positive leader in the classroom.

**Active Learner:** proactive with his/her learning and with classroom responsibilities and seeks extra help voluntarily while approaching new learning opportunities with openness.

**Willing Learner:** open to learning and generally completes assignments but may not seek extra help or challenge him/herself to grow beyond meeting those fundamental classroom expectations.

**Disengaged/Reluctant Learner:** typically not contributing to the learning atmosphere voluntarily and is reluctantly productive, requiring specific prompting or direct guidance to engage with the material or complete assignments.

**Distracting Learner:** sometimes negative or dismissive of learning activities and may have a negative impact on learning atmosphere and others' work.

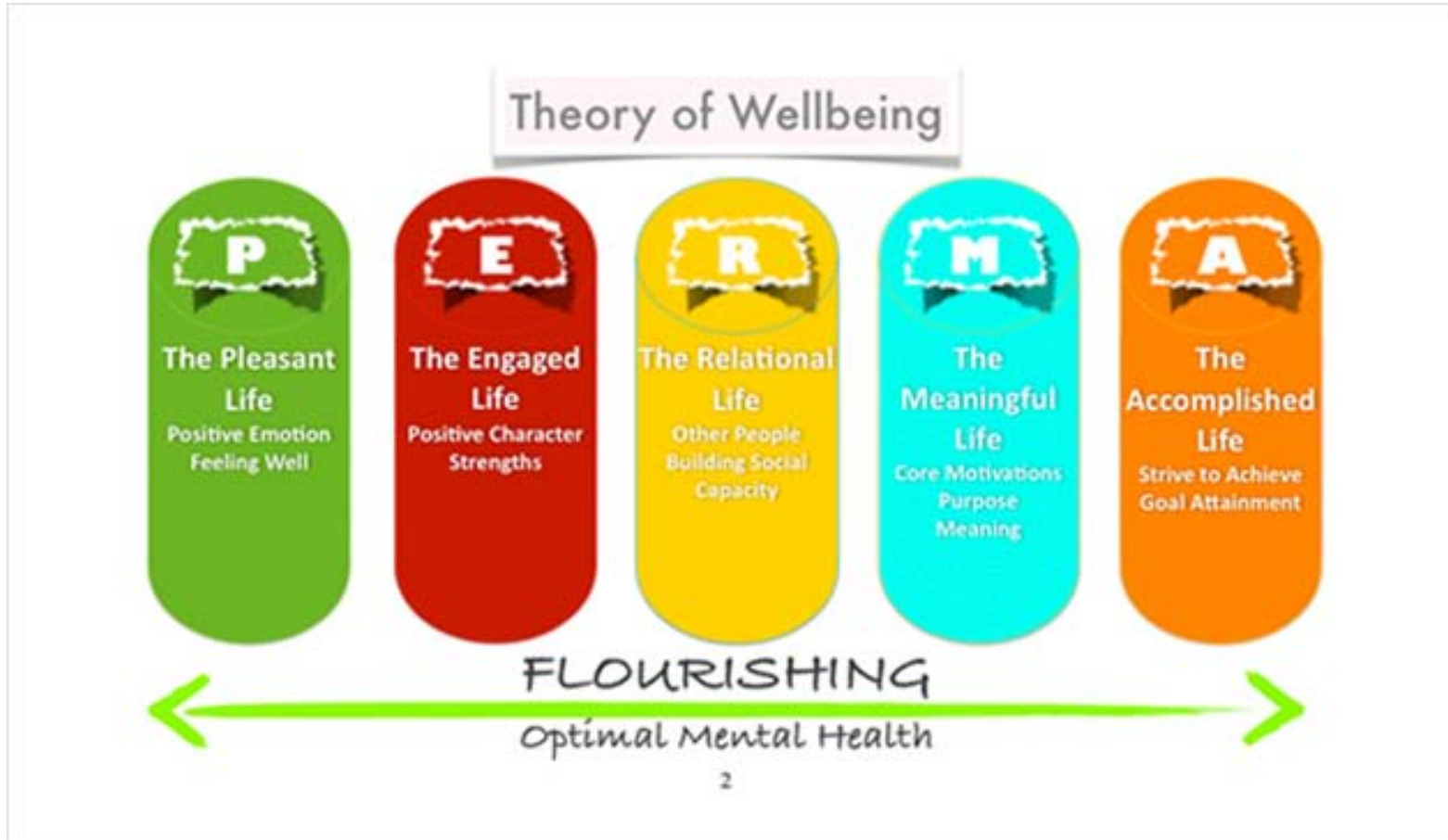


# Growth Mindset





# Positive Psychology



# Kudos and Concerns

## Purpose

- To encourage teachers to give feedback
  - ❖ Opportunity for recognition of positive behavior
  - ❖ Unlike a “write-up,” a “concern” does not equal a strike against the student
- To create “the paper trail” to give the deans a better picture of each student



# Kudos and Concerns

## Purpose

- To recognize and celebrate the positive
- To work with the student, problem-solve a solution



# New Feedback System -- Kudos and Concerns

## Note of Concern

- Email notification to student, advisor, dean
- Option to notify parent

## Kudo

- Email notification to student, parent, advisor, dean



# Kudos and Concerns

V Add Behavior Event - Google Chrome

<https://portals.veracross.com/tws/behavior/new?type=behavior>

Add behavior event or [Cancel](#)

## Student

Select a student

Q Ian Frim (10)

Select a class (optional)

--

Advisor: Curt Hansen Homeroom: 10th Morning Meeting

Parents: J. Aaron, Jennifer

## Incident

Type

US Concern

Date

Today

Notes

You did not clear your area when you were done with your lunch. It was a mess, and another student had to pick up your discarded napkins and milk containers. Is this what you do at home?



# Kudos and Concerns

## Consequence – Conversation with Dean

- 1<sup>st</sup> Meeting -- student, advisor and dean
- 2<sup>nd</sup> Meeting -- student, dean and US head
- 3<sup>rd</sup> Meeting – Conduct Review Board (CRB)
- 4<sup>th</sup> Meeting -- student, US head, parents

Each meeting accompanied by communication with parents.



# Conduct Review Board (CRB)

- 9 students and 2 faculty, plus faculty facilitator(s)
  - Self-nominated
  - 2 students from each grade level
  - Student Council President
  - Not a jury—determines consequences



# Traditional CRB

- Student offender waited in hallway while administrator described the offense with CRB committee.
- Student entered to sit in front of room facing the committee.
- Punishments were determined based on precedents—majority ruled.





# The Ecology of CRB 2.0



Meeting  
Space  
Circle  
Listening  
Questions  
Reciprocity  
Dialogue  
Consequences  
Consensus



# Building Consensus

1. How to make a better decision next time confronted with similar circumstances
2. How to redress with those impacted



# Partner Up

What are some potential pitfalls of this more contemporary approach to discipline?



# Potential Pitfalls

- Lack of consistency
- Confusion about what it is and how to implement it
- Can take more time (e.g. one-on-one conversations)
- Too soft
- Can take awhile to implement (3-5 years)
- Equitable?



# Current Inquiries

- How can we use our technology to track a more compassionate and nuanced system of discipline to ensure equity?
- Is there a segment of our population that is receiving more concerns?
- Is there gender imbalance (generally and particularly with dress code)?
- Are students growing and learning?



[https://www.youtube.com/  
watch?v=g3CUh8v7MNo](https://www.youtube.com/watch?v=g3CUh8v7MNo)



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