

School Discipline, Classroom Management, and Student Self-Management: Integrating ESSA's Positive School Climate, Student Engagement, Bully Prevention, and Disproportionality Components

Presented by Dr. Howard Knoff

Brief Description: Under the new Elementary and Secondary Education Act (ESSA), districts and schools need to implement approaches that directly relate to school discipline, classroom management, and student self-management. Ultimately, these approaches will focus on the development of consistently positive and safe school and classroom settings; student engagement and the prevention of teasing, taunting, harassment, and bullying; and decreasing disproportionate office discipline referrals, suspensions and expulsions, and placements in alternative and juvenile justice programs.

This interactive presentation will help districts and schools understand the evidence-based components of an effective, multi-tiered discipline and behavior management system that focuses on facilitating students' interpersonal, social problem-solving, conflict prevention and resolution, and emotional coping skills and behavior. All of these relate directly to the ESSA requirements and outcomes as described above.

A 2011 meta-analysis of over 210 studies revealed that schools that effectively addressed students' social, emotional, and behavioral self-management significantly increased their academic performance—at the elementary, middle, and high school levels. This presentation will help districts and schools development implementation action plans so that they too can benefit in these important (ESSA) areas.