**Developing Self-Discipline School Practices**

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**Team Questions for Consideration & Planning**

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| **Relationship Building** |
| What activities exist to build and support strong student-student relationships?*See page 16 of Prevention Workbook for activity examples* |  |
| What efforts are in place to prevent bullying in your school?  |  |
| How are existing bully prevention programs tied into your SWPBS program? |  |
| What activities exist to build and support strong teacher-student relationships?*See page 15 of Prevention Workbook for activity examples*  |  |

**Developing Self-Discipline School Practices**

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**Team Questions for Consideration & Planning**

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| **School Policies** |
| What is your school’s mission statement? Does it incorporate self-discipline concepts? |  |
| What are your SWPBS behavioral expectations? Do they incorporate self-discipline concepts? If not, how can you expand and make connections to self-discipline concepts? |  |
| How are social-emotional competencies highlighted when expectations are taught? |  |

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**Team Questions for Consideration & Planning**

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| **Student Decision Making** |
| What student groups does your school have? |  |
| Are these groups representative of all students? *Consider students from all grade levels, various support needs (behavioral/academic), etc.* |  |
| How do these groups help make decisions in the school? |  |
| Does administration meet with these groups to discuss issues and ideas? |  |
| How are teachers encouraged to incorporate student decision making into their classroom practices? |  |

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**Team Questions for Consideration & Planning**

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| **Social and Emotional Curriculum** |
| Is a curriculum for teaching social and emotional competencies used annually at a school-wide level? |  |
| Are there lessons/sessions offered through the counselor/psychologist? Other ways? Is staff aware of the curriculum offered to students? How can staff be updated? |  |
| How are teachers encouraged to incorporate social-emotional learning into their daily curriculum (such as in language arts or history)? |  |

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**Team Questions for Consideration & Planning**

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| **Praise and Rewards** |
| When reviewing student acknowledgement with staff, does the team discuss the importance of highlighting underlying social-emotional competencies? If not, how can this be incorporated into the presentation?*See page 13 of Prevention Workbook for examples of how this can be accomplished.* |  |
| How are students acknowledged at a school-wide level for demonstrating exceptional social-emotional competencies? |  |