

## **Dogan Elementary Discipline Framework 2022-2023**

Established/Posted school & classroom procedures rules, routines, arrangements and define teach and re-teach behavioral expectations room arrangement/seating through CHAMPS.

1. Start by building a positive relationship with students on the first day of school.
  - **Be consistent with your rules and expectations**
  - Teach expectations and routines immediately
  - Threshold greetings, thumbs up, pat on back, positive note, sticky note, stickers, positive phone call, prominent special seat, hold class mascot for a few minutes, sign “motivation folder”, small edible, Office Helpers, class king, class queen, etc.
  - Use natural consequences to prevent possible misconduct: proximity, visual cues, pre-correct, etc.
  - Use scholars’ names to reinforce positive behaviors explicitly.
  - Recognize the behaviors you want repeated specifically and often.
  - State specific behavior in your positive comment: Examples:  
(Name), great job focusing on your work  
(Name), way to go raising your hand,  
(Name), thank you for remembering to keep your body in your space.
2. Dogan teachers use CHAMPS for classroom activities and common areas of the school.

Conversation – determine voice levels for all activities/events

- Level 0 – silent (No talking)
- Level 1 - Whisper voice (partner voice)
- Level 2 - Conversation (table talk)
- Level 3 - Presentation (talking to whole class)
- Level 4 - Outside Voice (recess, playful)

Help – How students receive help during each activity  
(Raise hand, ask the teacher, ask 3 before me, post on desk)

Activity – What are students doing?  
(Whole group, partner work, stations, test, etc.)

Movement -How students navigate in the classroom during an activity  
(Stay in your seats, walking in the hallway, move to partner, rotate stations)

Participation – How students participate during the activity  
(Whole class, everyone, one at a time, independent practice)

Success – students successfully complete an activity or event when they have followed each expectation by being ready, being respectful, and being responsible.

3. Dogan teachers will establish and post classroom expectations along with consequences and incentives as being proactive and preventive in handling minor discipline issuers.

**Expectations: (set by the classroom teacher)**

Example: Be Respectful , Be Responsible and Always Do Your Best”

**Disciplinary Options** according to HISD behavior policy:

Oral correction • Redirection • Proximity • Planned feedback • Pre-correction • Review, re-teach, and practice expectations • Provide opportunities for students to practice expected behavior and provide descriptive feedback • Other appropriate in-class disciplinary actions • Teacher–student conference • Parent contact: note or telephone call to parent • Student–counselor conference • Detention (maintained by teacher) before or

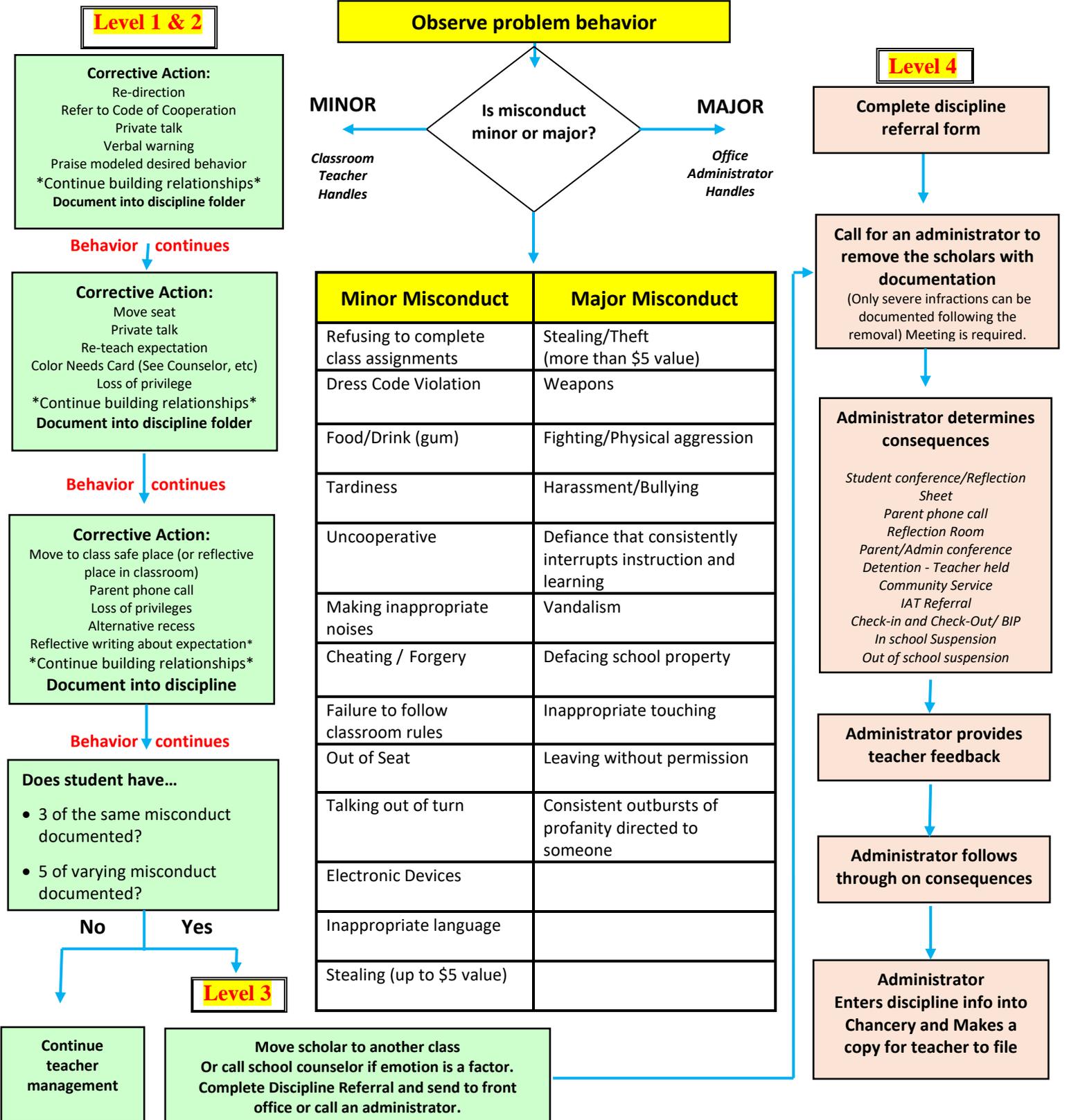
- If scholars have patterns of repeating the same misconduct that is becoming a habit, develop a Behavior Intervention Plan for that child.
- When in doubt, seek advice from your colleagues, mentors, or administrators.

**Incentives**

- Class or grade level reward systems (dojo points, tickets, Dolphins Dollars, Color Management System, etc.)
- Monthly celebrations for attendance, hard work, and good behavior.
- Call parents when scholars show a slightest improvement.
- Something that is consistently doable by the teacher.

4. The Discipline Procedure Flow Chart (attached) will guide teachers in when and how to redirect or correct student behaviors.
- 5.

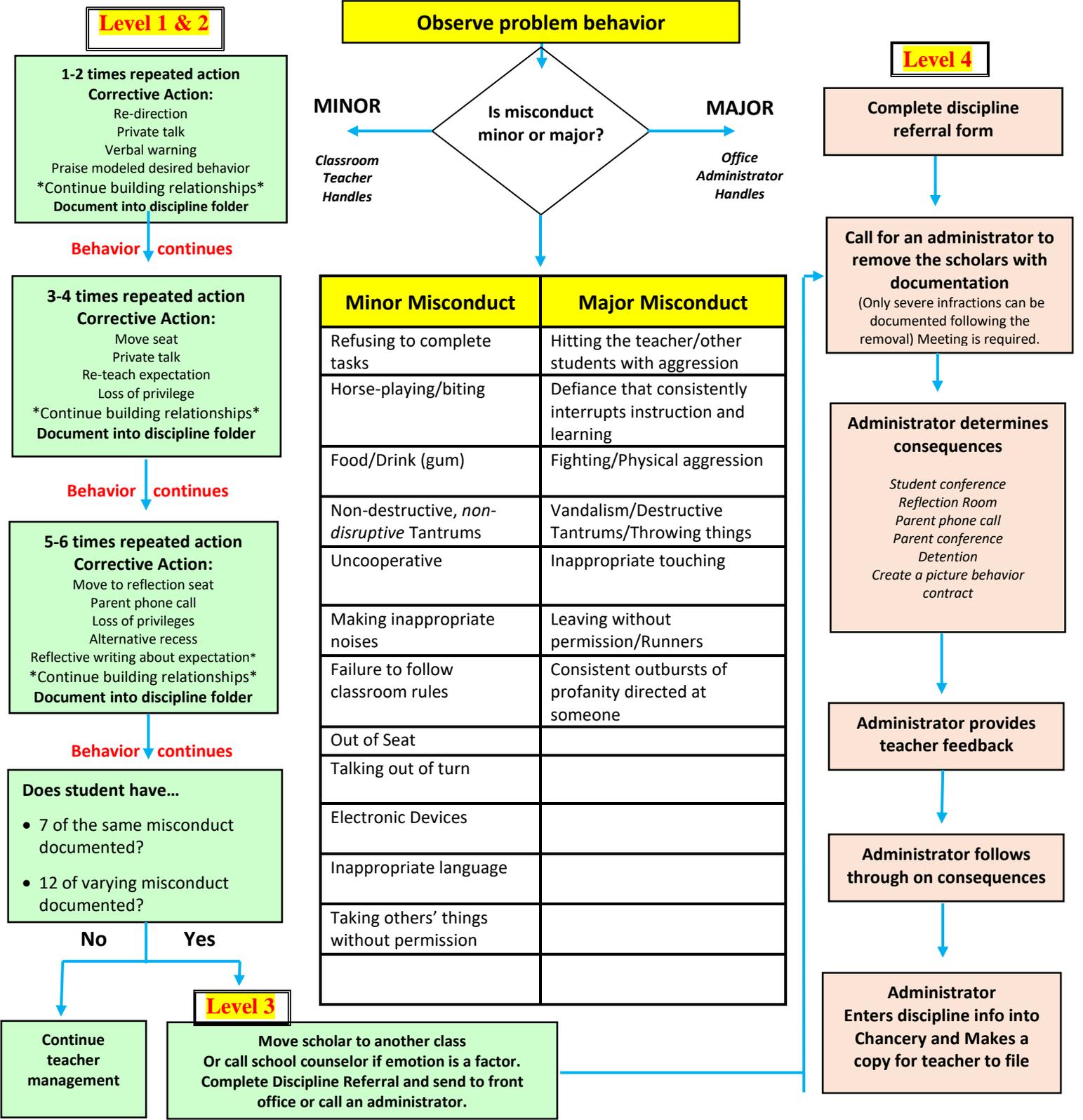
**DOGAN ELEMENTARY  
DISCIPLINE PROCEDURE FLOW-CHART 2<sup>ND</sup> – 5<sup>TH</sup>**



**Reminders for Minor Misconduct:**

- Discipline Referral Form **must include 3 or more documentations of misconduct and teacher corrective actions** before a scholar can be removed.
- Take concrete action to correct behavior (i.e. reflective writing, time out, loss of privilege, etc.). Make sure corrective action(s) correspond to the behavior being corrected.
- Make every effort to build a positive relationship with the misbehaving scholar, it will decrease the chance of infractions becoming a level 3 or 4.

**DOGAN SCHOOL  
DISCIPLINE PROCEDURE FLOW-CHART PRE-K – 1<sup>ST</sup>**



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**Antecedent-Behavior-Consequence Log (ABC Log)**

**Instructions:** Record objective information under the corresponding column for the antecedent, behavior, consequence, and the child’s response to the consequence. This information should be recorded for any disruptive behavior occurring during the session/day. Descriptions should be kept brief and objective.

**Student Name:** \_\_\_\_\_

Date/Initials Setting	Antecedent Description of the environment and what occurred prior to the behavior	Behavior What the child did or said and how long the behavior lasted	Consequence What the responder did immediately following the behavior or how the environment changed	Child’s response Upon receiving the consequence, how did the child respond?