



Alliance for the Study of School Climate (ASSC)
www.calstatela.edu/schoolclimate

Promoting Coherence – Moving Up the Pathway – #1 Rated Assessment System

Overview of “Transform Your School” (TYS) School-Wide Student Discipline, Motivation, SEL and Peer Mediation System

- ✚ Transformative Classroom Management
- ✚ School Climate Roadmap and Survey
- ✚ Social and Emotional Development
- ✚ Peer Mediation
- ✚ School-Wide Vision, Values and Expectations

Transformative Management can leave the walls of the individual classroom and be used school-wide. This program is entitled “Transform Your School” or TYS. It is aligned with the ASSC school climate assessment and improvement framework/”roadmap” and the SCAI as well as the principles from the book *Transformative Classroom Management*. Those principles include create a 1-Style empowering Classroom and School environment and promoting the qualities of a POS/”psychology of success” (i.e., internal locus of control, acceptance and belonging and a growth-orientation). The system provides a comprehensive program for behavioral improvement that includes discipline, motivation, character development, and peer mediation/conflict resolution. It is designed for schools at all levels. Components can be incorporated individually, but each supports the others and the integrity of the whole system.

Overview of the Features of TYS as compared to alternative approaches

TYS – Transform Your School Program Features	Compare to	Comments
Classroom Level – use of TCM <i>Transformative Classroom Management</i> is used to create expectations, classroom agreements/social contract and consequences. The goal is to create 1-Style classrooms.	PBIS, Assertive Discipline, Teach Like a Champion, Discipline with Dignity, Restorative Justice, etc.	TCM encourages ever greater degrees of self-direction, classroom community and success psychology. While approaches vary widely, some others mainly intend attempting to modify behavior with external sources, comparisons and manipulative strategies.
ASSC School Climate Assessment (SCAI) Surveys. Measures 8 dimensions – physical, students, teachers, leadership, SEL, discipline, instruction, and parents and community.	Countless other School Climate Surveys	The #1 rated ASSC SCAI uses a unique format to provide more meaningful and useable data for school personnel to use to initiate school improvement. It is grounded in a conceptual “roadmap” and is aligned with the POS psychology of success factors that underlie TCM and TYS.

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<p>Peer Mediation, Conflict Resolution and Student Leadership</p> <p>Empower students to be the ones supporting themselves and their peers to be more reflective and conscious in their action.</p>	<p>Peace Makers, Safe School Ambassadors, CRETE, etc.</p>	<p>TCM outlines a series of conflict resolution practices in Chapter 13. However, many other programs or approaches to peer mediation would likely be a useful fit for a school's overall system.</p> <p>TYS also encourages the school do develop student leaders who are trained in peer mediation as well as being role models and representatives for their classmates.</p>
<p>Whole School Values, Vision and Guiding Principles</p> <p>Create school-wide core values, mission and expectations that provide guiding concepts and language for all stakeholders to use in the context.</p>	<p>PBIS, RTI, Single School Culture, etc.</p>	<p>The goal of TYS is encourage an increased understanding and appreciation in students for what it means to be an empowered contributor to the school and for adults to understand how to support student growth and self-responsibility. Other programs like PBIS can tend to become superficial, inconsistent less effective over time as bribing students to behave and publicly shamed when they do not tends to lose it impact and create increasing apathy and resentment.</p>
<p>Social and Emotional and Character Development</p> <p>Provide an intentional process for students to reflect on what it means to engage in thoughtful, healthy, mindful, and enjoyable interactions with others.</p>	<p>Second Step, Awakening Wisdom, CASEL, etc.</p>	<p>TYS encourages the use of any program or practice that helps student understand and apply qualities such as empathy, respect, responsibility, effort, integrity, self-discipline, friendship and cooperation, etc. TYS also encourages schools to consider the coherence of all the practices in the school and seek to make sure they all contribute to the desired goals and counterproductive and emotionally incongruent practices are not used knowingly or unknowingly.</p>
<p>Participation Assessment Across the School and use of behavior self-reflection process.</p>	<p>Colored card charts, fill-in behavior charts, accumulated warnings, and accumulated mascot bucks for prizes.</p>	<p>Assessing the quality of participation in an intentional and skilled manner contributes to an increase in the qualities being assessed and creates a school-wide set of expectations and language for both students and adults. Giving students warnings or behavior bucks results in a bifurcation – some students become reward addicts and others develop a negative identity that persists from year to year.</p>

Features of the Program:

- Combines student behavior, character building and peer mediation/conflict resolution into one comprehensive school-wide program
- Promotes long-term motivational and behavioral improvement
- Promotes school pride, positive climate, and sense of school community
- Encourages whole-staff coherence and school-wide continuity of behavioral expectations
- Integrates expectations across the classroom, PE, special subjects, playground, lunchroom, and other school functions
- Builds students' internal locus of control and "success psychology" contributes to students' academic achievement and social growth

Contrast to other School-Wide Discipline Programs:

- No use of bribes and limited use of extrinsic rewards
- No use of public shame or comparison.
- Minimal cost to maintain
- Shifts focus from the negative to the positive
- Peer mediators are leaders rather than junior police

System Themes

The key to the program is that it takes a positive approach at building a concrete, specific, and personal understanding of quality behavior. It features a few strategic behavioral themes. These themes can be modified to suit the needs of a particular school but typically include most of the following concepts:

- Cooperation
- Effort/Trying
- Respect/Sportsmanship
- Attention/Listening
- Responsibility
- Positive Attitude

Within the TYS program these themes are taught, modeled, assessed, and reinforced throughout the students' experience across the school. Recommended applications of the themes include the following:

- Incorporated school-wide as part of a "theme of the month" focus.
- Incorporated within the class to promote higher levels of performance and improved behavior quality.
- Positive recognition of high quality behavior is recognized with the use of cards (e.g., "cougar cards" or the nickname/mascot of your school) as well as other forms of positive recognition.
- Reinforced on the playground to encourage high quality behavior and related concepts across different school environments.
- Incorporated in PE and other special subjects to reinforce both character and behavioral expectations and provide continuity.
- Conflict resolution is facilitated by trained student peer CRLs (conflict resolution leaders).

Classroom Level Features:

- System with rubric for assessing behavior and/or participation
- Lesson plans for different character areas and conflict resolution
- Build concepts into lessons and discussions by monthly theme
- Facilitative teacher role (positive recognitions and reinforce or concepts rather than giver of punishment or shame)

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Playground or Lunchroom Level:

- Playground staff gives positive recognition and cards (e.g., “cougar cards”)
- Use loss of time as a negative consequence
- No shame, no negative use of the system, and no public recognition of undesirable behavior.

PE, Art, Music, Special Subjects and Out-of-Classroom Interactions:

- Participation rubric becomes the primary focus of assessment
- Use of themes in projects games and activities
- “Catch a student being good” capacity for all adults on campus

Conflict Resolution/Peer Mediation:

- Student peer conflict resolution leaders on-duty at recess
- Conflict resolution lessons taught in classes
- School-wide expectation that students possess the capacity to solve their own problems and learn from their conflict.

Three levels of Program Application

The TYS Program is designed to meet the needs of schools at all levels of functioning:

1. *Stage 1. Schools that see student behavior as a weakness and have a need for a coherent system to improve it.*
2. *Stage 2. Schools that want to become more consistent with their expectations across domains of the school.*
3. *Stage 3. Schools that want to move toward 1-Style classrooms for students who think more self-responsibly and who want to shift toward a community-type school climate*

Resources to support the TYS Program:

- Workshops and Readings
 - Transformative Classroom Management (TCM)
 - Conflict resolution training for students and teachers
 - How to create classroom behavioral assessment systems including sound rubrics (Chapter 20)
 - Healthy Use of Rewards (Chapter 6) and how to use cards effectively
 - The Fundamentals of Building a Success Psychology in the School (Chapter 7).

What Training is Needed to Implement the TYS Program?

- Whole school development and decision making related to essential terms and elements of the system
- Support staff use of recognition cards
- Teacher workshops related to:
 - Basics of TCM
 - Use of Behavioral Rubrics in the Classroom
 - additional workshops are available
- Peer Mediator Training in Conflict resolution

Advanced Training in the Following:

- Building School-Wide Community
- Creating a Success Psychology in the Classroom
- Working with Challenging Students

ASSC also applies the School Climate Assessment Instrument (SCAI), a mechanism for a school-wide improvement rationale for the use of the “Transform Your School” (TYS) School-Wide Behavioral Improvement Program

School Climate Assessment Instrument and School Improvement Roadmap Process

ASSC provides the most comprehensive school function and effectiveness assessment process available beginning with the SCAI which is typically rated as the best school climate assessment instrument in independent studies. The SCAI is approved in by the US DOE and will likely be included in the CA LCAP approved list for assessing Priority Area 6.

Features of the SCAI:

- #1 Rated and approved by the US DOE
- Versions for all groups – secondary and elementary – students, teachers/staff and parents – in English and Spanish.
- Online or paper available. User-friendly online system makes administration simple.
- Cross referenceable – so you can compare ratings across groups.
- Unique design produces the highest levels of reliability and accuracy and an unmatched level of predictive validity – meaning it will be a very accurate measure of what is happening at the school, and correlate to other outcomes such as the levels of achievement, learning, and social and emotional outcomes.
- Excellent measure of Social and Emotional Climate
- Most usable data for school improvement. Since our instrument is uniquely designed “better” is implied in every item and in the ratings as a whole. It implies both diagnosis as well as the cure.
- The SCAI is grounded in a theoretical and practical school effectiveness roadmap, hundreds of studies and 30+ years of our work in school related to what make a school, a classroom, or a student successful.

“As consultants coaching schools on real transformation, the SCAI instrument is by far the best tool. Instruments that use Likert scales do not give enough information and are not practical to the change process. In contrast, the SCAI gives specific information that easily lends itself to developing specific strategies for positive change. Teachers easily understand the results of the survey and feel empowered to make changes once they see the results of the instrument.”

Charlie Lyons, Director, DRIVE Consulting

The goal of the Transform Your School (TYS) Program is meaningful behavior change and sustainability. Can one really say a behavioral improvement system has been successful if it simply bribes and shames students into acting in a way that we want, in the short term? For a system to be truly effective it must work in the long term to change the behavioral culture at the school in and out of the classroom. An effective system must work to teach new skills and make high quality behavior more desirable and satisfying for students. Moreover, it must make teachers’ lives easier. The YYS program endeavors to do this.

To better make sense of the difference between the YYS system and others it is useful to examine it more closely in a few key areas: motivation, core concepts, changing undesirable behavior, and long term effects.

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Motivation within the TYS Program

The goals of the TYS system are an increase in motivation to behave in positive healthy ways, with more motivation coming from intrinsic sources. The means for this is strategies to meet students' basic needs and recognition for displaying high quality behavior. Each student has five basic needs (Appendix A): power, freedom, belonging/love, competence, and fun. The system promotes the satisfaction of these basic needs as well as the behaviors that will help students attain what it takes to meet them throughout their lives.

In contrast to other systems of behavior, the TYS system uses positive recognitions to support behavior change and growth rather than bribes for desirable behavior. While the TYS system uses cards to symbolically recognize high quality behavior, the use of the cards varies dramatically from other systems. In many behavioral systems students are given cards as extrinsic rewards to be later turned in for prizes relative to the number of cards obtained. The TYS system simply uses the recognition of the behavior as the reward. What is in it for the student? It depends on the way the school wants to manage this, but it includes the satisfaction of being recognized, the ability to tell parents and teachers of the recognition, and a concrete and material reminder of a behavior that was valuable in and of itself.

Appendix B contrasts the healthy use of extrinsic rewards to the less healthy form defined by bribes and tokens. The problem with the approach to motivation in other systems is that it is based on getting students excited about turning in their tokens for a prize, as a result, inevitably over time the prize becomes the purpose for the action. As time goes on the prizes lose their impact and the familiar conditioned behavioral patterns return. Now students are demanding more prizes because they have gotten addicted to extrinsic rewards for doing something healthy. In the students' minds these systems built on bribes send the message: "You would only want to make a high quality effort, treat others well, or act responsibly because adults will give you something." In stark contrast, TYS motivational philosophy changes behavior in a sustained way because it is driven by intrinsic sources -- it is meeting basic needs.

The Core Concepts of the TYS System

At the heart of the TYS system are core principles. These principles are agreed to by the faculty and staff and can range from five to twelve concepts. These core concepts typically include values such as effort, positive attitude, respect, responsibility, listening, and being prepared. Successful character-building efforts make these abstract concepts both concrete as well as personally meaningful. In the TYS system, the school's core concepts are taught and reinforced across the various aspects of the students' school day and even brought home. When these concepts are made concrete and meaningful students recognize that they are the pathway to a more satisfying experience at school. When they are recognized for demonstrating them, they learn that the school genuinely values them when they are doing their best and is not simply concerned about test scores and the students who misbehave.

Creating Rubrics and Making the Core Concepts Clear

- The core concepts in TCM should be very clear and consistently applied across the school. A useful practice for doing this is to create very detailed rubrics for behavior (TCM appendix). These rubrics can be used in the regular classroom, PE, art, music assemblies, fieldtrips, and on the playground. They provide a language for reinforcing behavior and a clear set of criteria for assessment. In contrast to behavioral systems that are based on recognizing negative behavior, the TYS focuses on what is desired, not on what is not desired.

Dealing with Misbehavior

In the TYS system, there is no use of public recognition for behavior that is unhealthy, or undesirable. If a student's behavior violates classroom, school, or playground rules, the student deserves to be given a consequence. We recommend the use of withdrawal of privileges or opportunities to participate as the primary form of consequence in most cases. School beautification, helping the teachers, doing tasks for the office, and other service related activities should be left for students who have earned the right to contribute as a reward. Opportunity is what one gets when one makes an effort and acts responsibly, and inactivity is given when one shows that one is not ready to handle responsibility.

We also encourage behavioral contracts and individualized support for students who are struggling to make healthy behavioral choices. Working with Challenging Students is outlined in Chapter 14.

Top rated support materials for the classroom and the school as a whole.

Transformative Classroom Management brings completeness and coherence to your School-Wide System

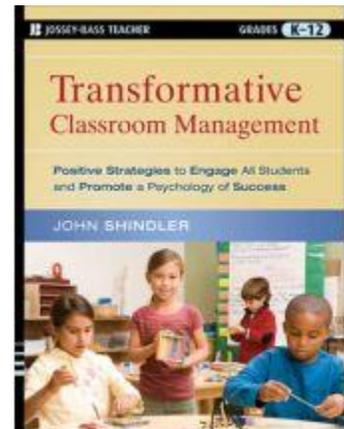
ASSC can help your school create a complete and coherent classroom management and discipline system that is sound and works practically to optimize student learning and behavior, social and emotional health and positive student climate. Schools that *use Transformative Classroom Management* (TCM) as their core system are able to implement Restorative Justice without all the incoherence most schools experience. And TCM is the most effective model for the success of a multi-tiered system of supports. The following article explains how TCM is the key to promoting a complete and coherent discipline system.

[Complete and Coherent Discipline – TCM, RJ and RTI](#)

"Great Book! I highly recommend this book for those schools trying to turn around." Teacher

"TCM is the best available resource to support our RTI level 1 process." Administrator

"Inspiring and Inspiring!" New Teacher



Documents that further explain the ASSC SCAI:

[Transformative Leader's Roadmap for School Improvement](#)

[Change from the Inside: Using the SCAI to Support School-Wide Change](#)

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Training, Support and Capacity Building with Transformative Classroom Management

ASSC provides workshop and training in a range of areas all grounded in the basic systems of TCM. And ASSC consultants can work with leadership teams to develop discipline policies and principles that promote a more coherent overall approach to student behavior. All workshops will encourage more student learning and social and emotional health at the school, but target different areas of need.

Some of the most popular TCM related presentations are:

- Creating the classroom culture of listening, efficiency and sanity
- Creating the 1-Style student-centered classroom community
- Developing the Classroom Social Contract
- Effective cooperative and project-based learning
- Creating positive and internalized classroom expectations

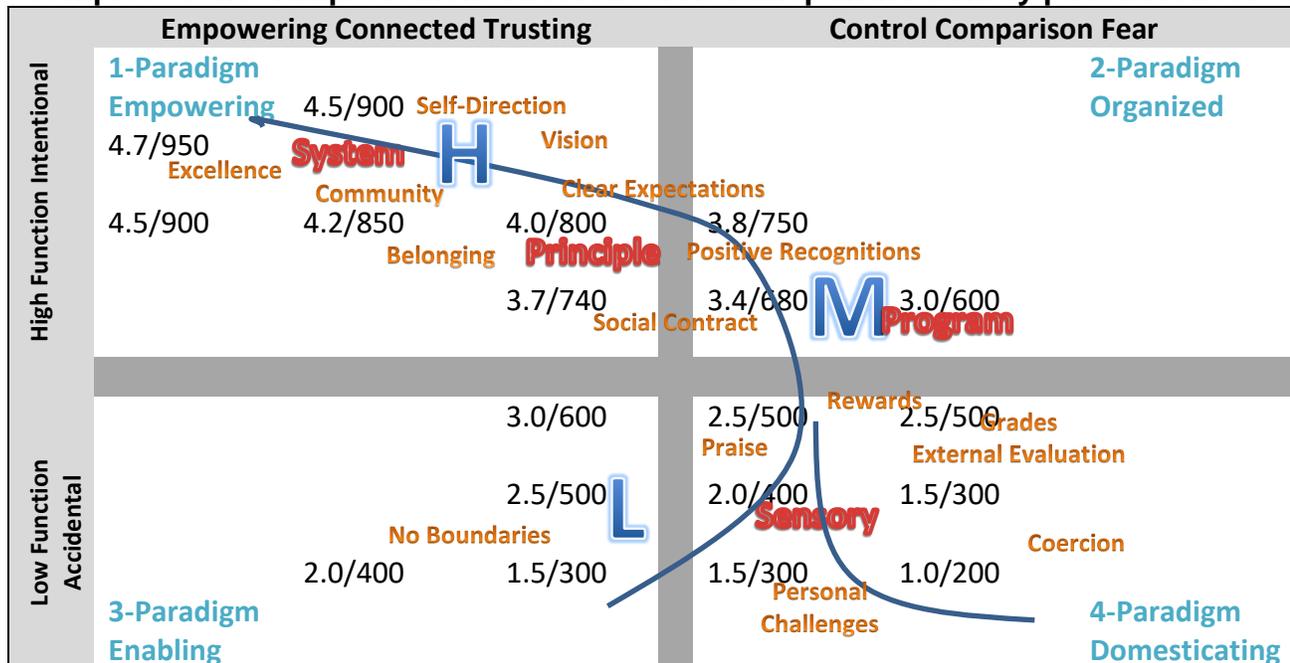
More Information about TCM and Classroom and Discipline supports can be found at:

www.transformativeclassroom.com
<http://web.calstatela.edu/faculty/jshindl/cm/>

Expert consultation that incorporates an innovative and highly effective improvement process and roadmap.

The ASSC consulting team can assist the school in the process of creating a more coherent and effective overall system. Our goal would be to assist the school in its movement up the school effectiveness roadmap (shown below).

Complete School Improvement Theoretical Roadmap with Pathway pattern reflected



Each school is unique but the factors that contribute to movement up the effectiveness pathway are relatively common. We work with each school to support its movement to higher levels of climate, function and performance given its goals, needs and personnel. Depending on the needs at your school, ASSC consultants will use proven targeted strategies to help you get where you want to go and

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encourage real improvement. Moving up the pathway means fundamentally more function, higher levels of achievement, more coherent practices and a more harmonious place for everyone to work and go to school. The cost of this service is typically arranged as an on-going hourly fee schedule (\$150/hr). Some of the supports provided by ASSC are outlined in the Chart below.

School and Leadership Support Services from ASSC

Improvement Area	Resources from ASSC
<p>Promoting Coherence</p> <ul style="list-style-type: none"> ➤ Integrated Model ➤ Integrated Assessment System ➤ Resources that fit together, fit your school and function coherently 	<ul style="list-style-type: none"> • #1 rated school climate inventory – School Climate Assessment Instrument (SCAI) • SCAI versions for all stakeholder groups. • All items in each version are cross-referenced and grounded in sound psychological principles.
<p>Focused Direction – “Moving Up the Pathway”</p> <ul style="list-style-type: none"> ➤ Know where you are and what “better” looks like operationally ➤ Processes to encourage shared values based on sound principles ➤ Authentic Vision – Know where you are going, move collaboratively, put the right questions in place 	<ul style="list-style-type: none"> • School improvement “pathway” supports a conceptual and practical understanding for how to locate a school’s current level of function and coherence and what it would require to improve. • ASSC has led several schools in the process of creating shared values. The Transformative Leader’s Roadmap includes content on vision development. • We help you align your policy with your desired vision and help you put the right questions in place to drive your action.
<p>Capacity Building</p> <ul style="list-style-type: none"> ➤ Teacher Leadership Building ➤ Student Leadership Building ➤ Problem solving collaboration as a shared school expectation 	<ul style="list-style-type: none"> • Using the SCAI data and the ASSC protocols provide a user-friendly way to focusing the efforts of teacher leaders. • ASSC supports your efforts to encourage attention to be placed on student leaders and those who are promoting good choices and positive growth.
<p>Building Vision and Trust</p> <ul style="list-style-type: none"> ➤ Highlight the 5 Keys to Trust ➤ Engage the Vision setting process ➤ Encourage the use of data to support transparent growth. 	<ul style="list-style-type: none"> • The book the Transformative Leader’s Roadmap for Creating School Excellence is a useful step by step guide to encouraging both trust as well as vision at a school.