



REDEFINING SCHOOL DISCIPLINE

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agenda

- Practice
- A Little Science
- The Problem: Traditional Discipline
- An Effective Alternative
- Warner Pilot Program
- Resources
- Q + A



Reflect

- How do you feel right now?
- What did you notice while practicing? What came to mind?
Was there tension/tightness in the body?
- How might you integrate these practices in your everyday life?
- How could you see these practices working for young people?

Autonomic Nervous System + Breath

	Sympathetic “fight, flight, or freeze”	Parasympathetic “rest and digest”
Blood Pressure	↑	↓
Heart Rate	↑	↓
Inflammation	↑	↓
Blood Sugar	↑	↓
Digestion	↓	↑



Neuroception + Polyvagal Theory

- Dr. Stephen Porges
- The nervous system is continually assessing risk by processing information coming in through the senses
- Occurs subconsciously – might not be aware of danger, but neural processes signal for adaptive defensive responses

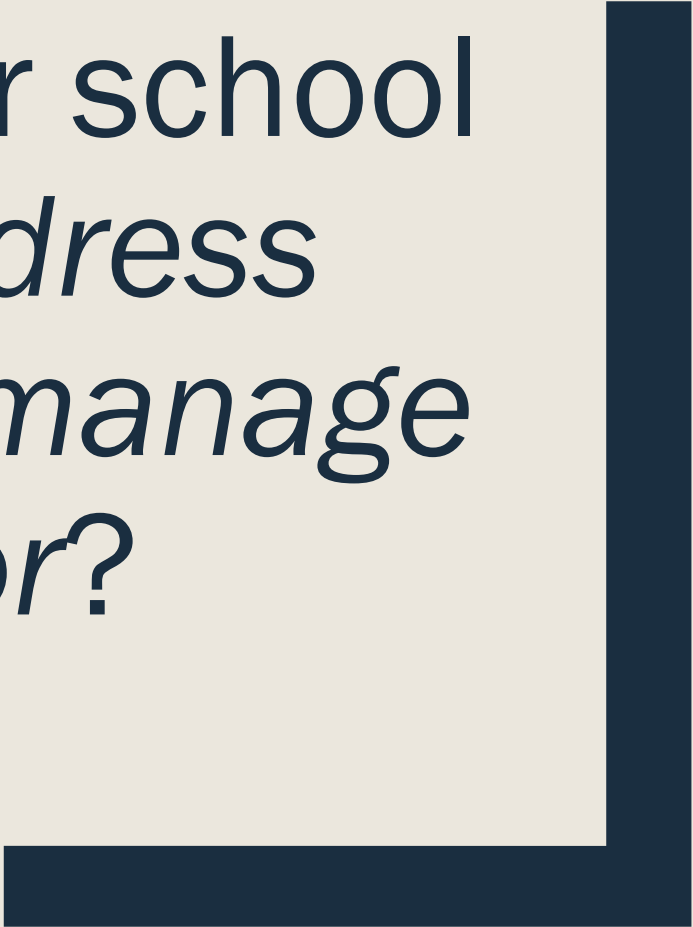


Adverse Childhood Experiences + Trauma

- What do humans need to feel connected and safe?
- Trauma damages neuro-mechanisms needed to feel safe around others
- Predictability is safety

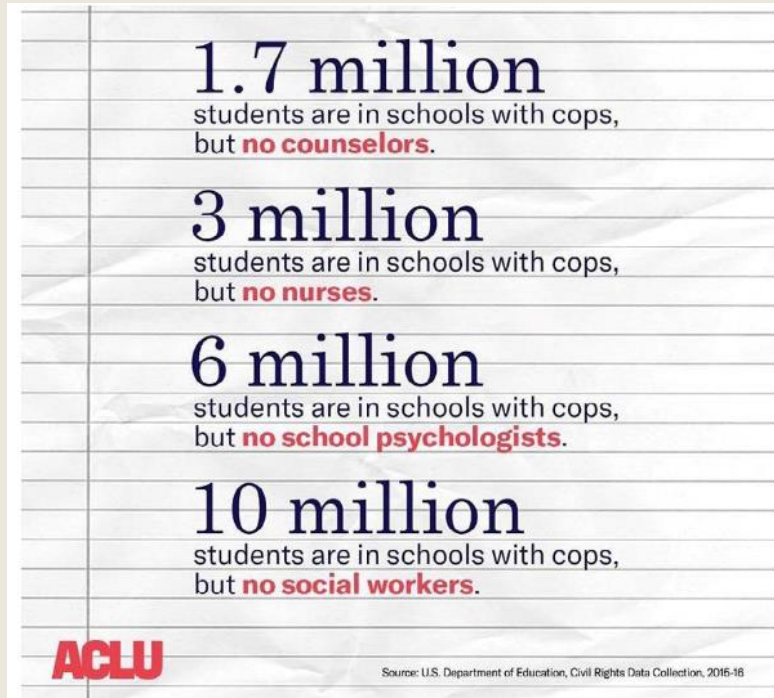


How does our school system *address* *trauma* and *manage* *behavior*?



In the U.S., more than 46 percent of youth—34 million children under age 18—**have had at least one ACE**, and more than 20 percent have had **at least two**.

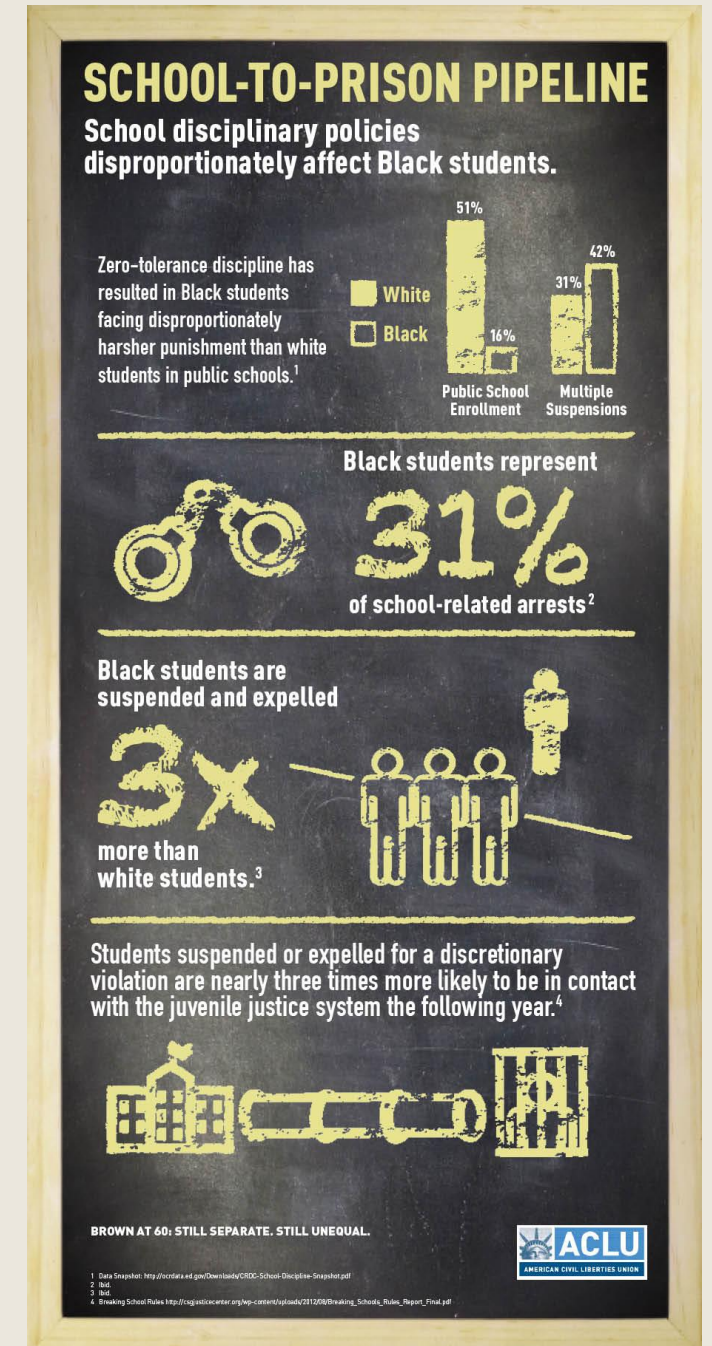
Traditional Discipline isn't Working



- Overlooks root causes of behaviors
- Biased and unstructured
- Inadequate training and support for educators
- Relies on assumptions, obedience, and compliance
- Misses the opportunity to proactively TEACH

The Problem

- In MNPS, **43%** of students are Black, yet make up...
 - **70%** of suspensions
 - **74%** of expulsions
- Suspensions and expulsions → **3x** more likely to become involved with the criminal justice system within the next year.
- Suspensions for biting and aggressive behavior start at **17** months old



An Effective Alternative: The BeWell Program

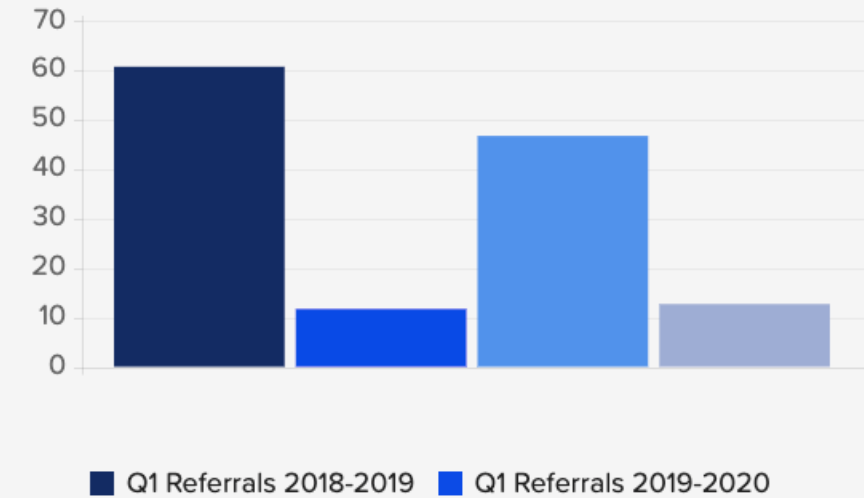


Warner Pilot Program 19-20

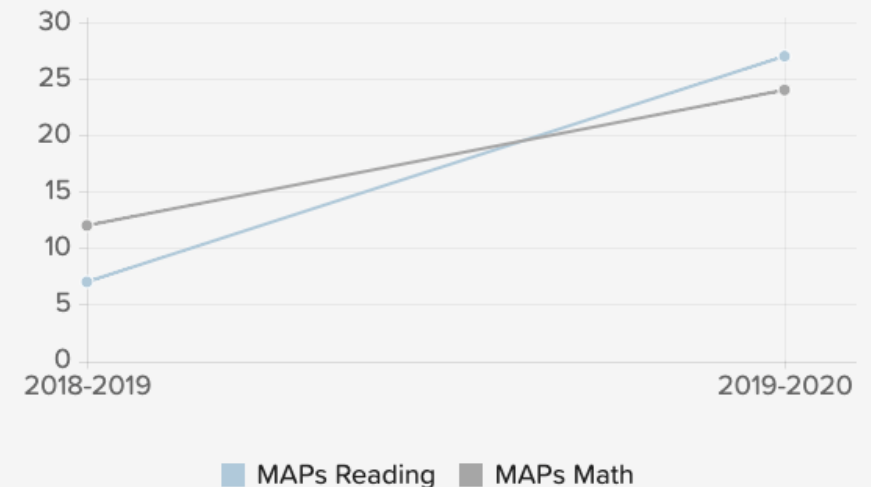
- Decreased disciplinary referrals
- Increased time-on-task → Increased academic outcomes
- More incidents of positive behavior
- Boosts in teacher morale
- Improved attendance



Decrease in Disciplinary Referrals



Measure of Academic Performance (MAPs) Test





RESOURCES +
LEARNING MORE

References

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$Q + A$



Stay in Touch!

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