



DSC: A Proactive Approach to Positive Classroom Management in High Schools

Carl Sumi, Kirby Chow, Maddie Cincebeaux
SRI International

Tricia Skyles
Safe & Civil Schools

Keith Herman
University of Missouri-Columbia

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Outline of Presentation

- Overview of Discipline in the Secondary Classroom
- Qualitative results of mixed methods study of DSC

Slides available at:

studentbehaviorblog.org/presentations

Teacher experience in high schools

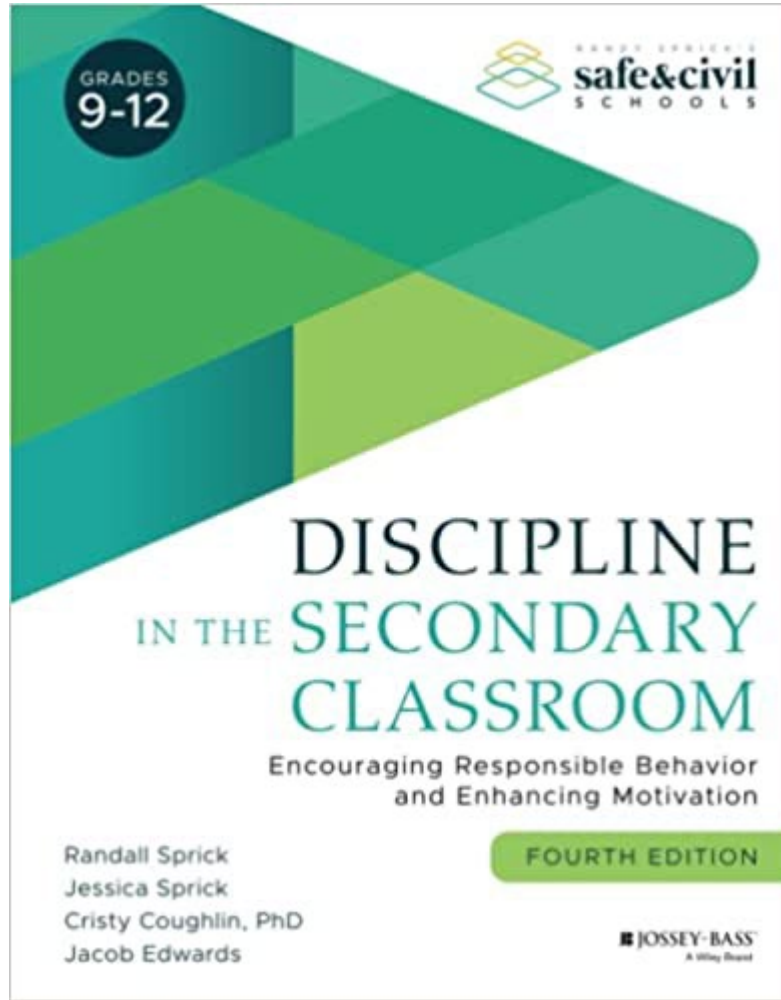
- There are about 3,600,000 teachers in U.S. schools (FTE)
 - Approximately 200,000 new teachers start each year.
- 44% of new teachers leave the profession within 5 years.
 - 53% of teachers leaving the profession stated “problematic student behavior” as one of the top 5 reasons.
- School closures, attendance, and learning formats impacted by COVID-19 have increased the need for effective and supportive classroom environments.

Why is a positive classroom climate so important?

- Students learn best when there are **clear** and **consistent** classroom expectations that **promote involvement in learning** and **good behavior**.
- A positive classroom climate is related to:
 - High academic achievement
 - High graduation rates
 - Low student misconduct and bullying
 - Low rates of suspensions and referrals
- A positive classroom climate also **boosts teacher satisfaction** and morale, helping to **increase teacher retention** and **reduce burnout**.

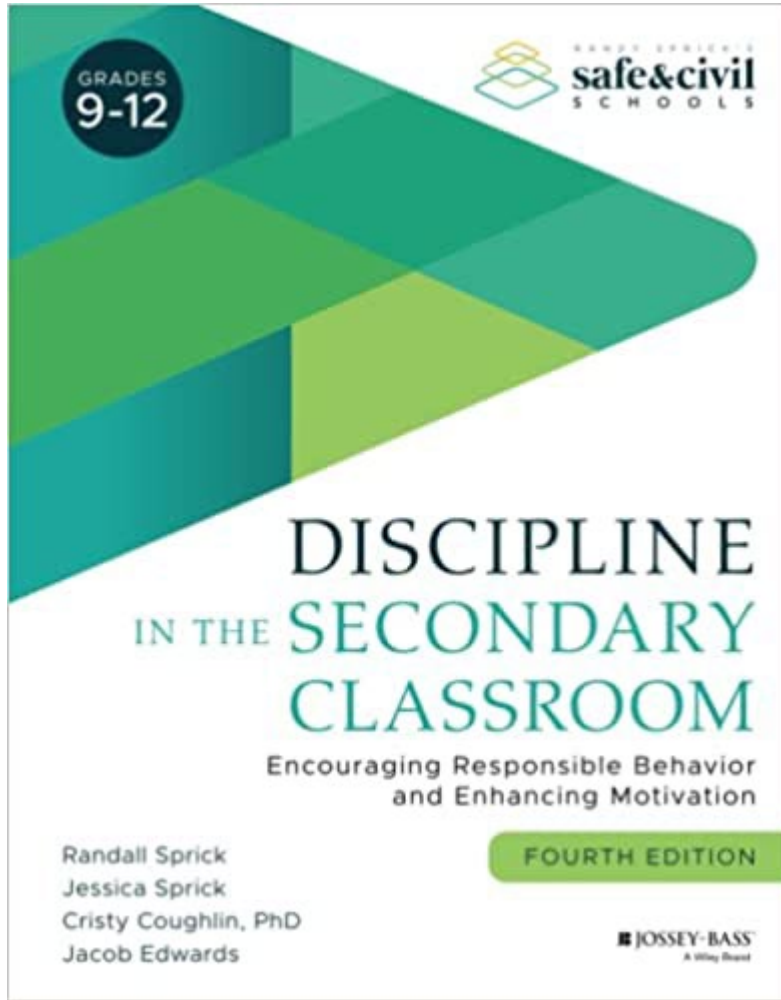


Discipline in the Secondary Classroom



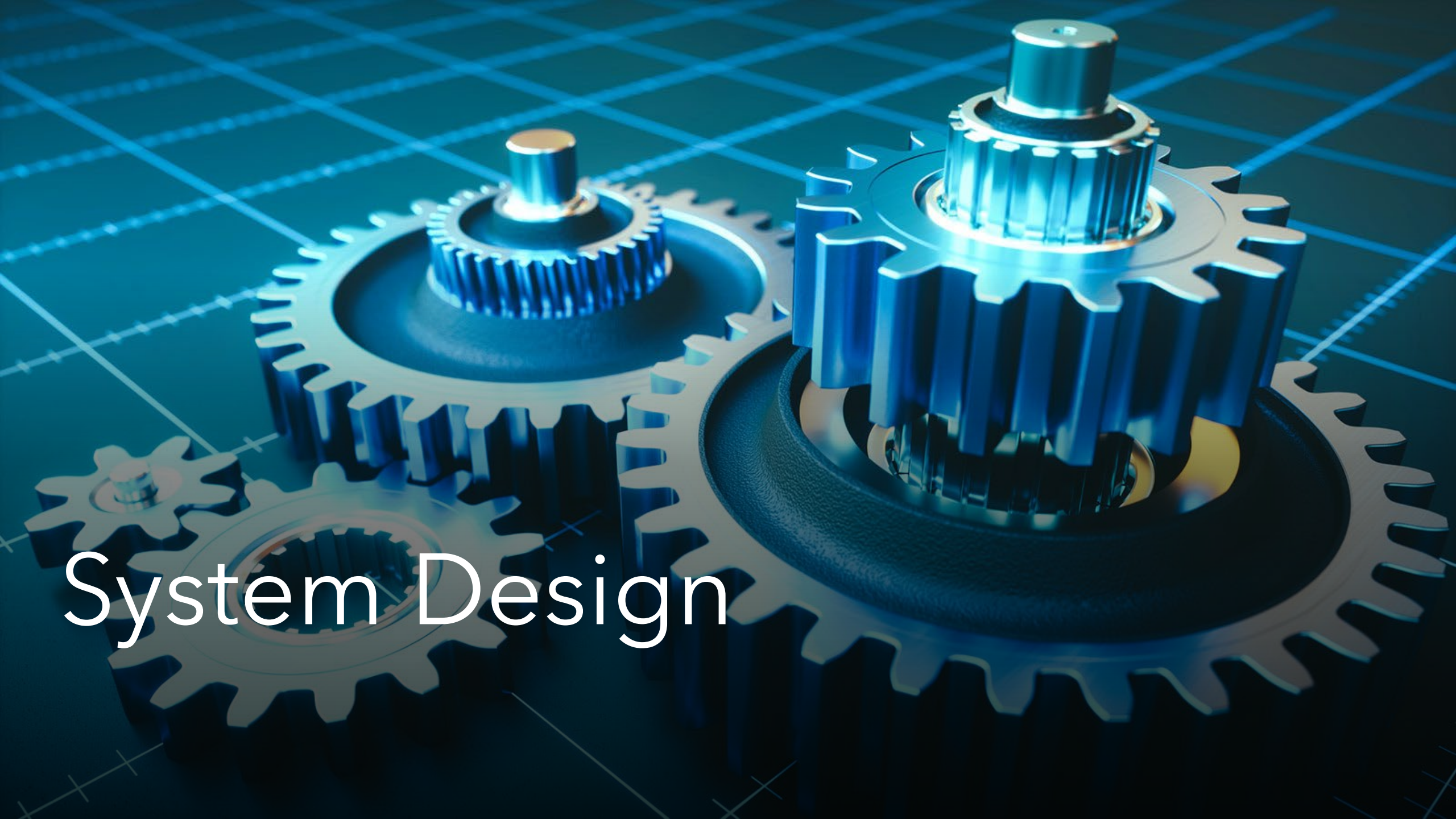
- An evidence-based program for designing a classroom management plan that:
 - Prevents behavior problems
 - Fosters student engagement
 - Teaches students to behave responsibly
 - Creates a positive and productive classroom environment.
- Offers both new and seasoned teachers hands-on guidance, including:
 - Step-by step manual
 - Consultation from certified trainers and coaches
 - Practical daily strategies
 - Reproducibles and ready-to-use activities

Discipline in the Secondary Classroom: **Strategies**



The program is organized under 5 dimensions abbreviated as “**STOIC:**”

- **S**tructure the classroom for success
- **T**each students to behave responsibly
- **O**bserve and monitor student behavior
- **I**nteract positively with students
- **C**orrect irresponsible behavior fluently



System Design



Behavior challenges can be improved through system design.

A woman with her hair pulled back, wearing a light-colored short-sleeved shirt, sits at a desk. She has a weary expression, resting her head on her hand. The background is a chalkboard with faint, repeated letters 'Aa', 'Bb', 'Cc', 'Dd', 'Ee' written on it. On the desk in front of her are stacks of papers and books.

Work Smarter, Not
Harder

■

To work smarter, not harder, we focus more on the variables over which we have control and less on the variables over which we don't.





The STOIC Framework

S

T

O

I

C



A Frozen Explosion **The Oasis** A Frozen Explosion
DAIQUIRIS

DRIVE

RESTAURANT





Keep Hands, Feet, and
Objects to Self

Consider this...





Connecting Academics and Behavior in the Classroom





For every
academic
decision you
make, there
are behavioral
considerations.

Anita Archer



For every behavioral decision you make, there are academic considerations.

Randy Sprick



What could possibly go wrong?



Turn to Your Neighbor

Figure 8.3 Turn-to-Your-Neighbor Checklist

<i>Students know . . .</i>	✓
Who their learning partner will be before they start.	
What tasks, if any, they need to do before they turn to their neighbor.	
What tasks they need to do with their partner (for example, confirm their understanding, compare answers, share an opinion).	
The outcome they need to produce for the class (a written product, a comment to share with the class, thumbs up, and so forth) at the end of the conversation.	
How they should communicate with each other (in particular, how they should listen and talk).	

Retrieved from the companion website for *High-Impact Instruction: A Framework for Great Teaching* by Jim Knight. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2013 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.



A photograph of a classroom where several students have their hands raised, indicating active participation. The focus is on the hands in the foreground, with the students' faces blurred in the background. The text is overlaid on the left side of the image.

Increase instructional minutes
and maximize the likelihood
of engagement

Common Instructional Activities

- Teacher-directed instruction
- Independent work
- Cooperative group work
- Partner Work
- Discussion
- Labs/stations/centers
- Etc.





CHAMPS

Conversation

Help

Activity

Movement

Participation

Success

be choices you can live with tomorrow.



Volume Level	Teacher Instruction	Group/Partner Work	Independent work	Stations	Comp Time
<p>Volume Level</p> <p>0- no voice 1- whisper 2- soft talk 3- presenter talk 4- outside</p>					
<p>C</p> <p>"Communication"</p>	<p>Volume: 0</p> <p>No Talking</p>	<p>Volume: 2</p> <p>Yes</p>	<p>Volume: 1</p> <p>Yes</p>	<p>Volume: 2</p> <p>Yes</p>	<p>Volume: 0</p> <p>No Talking</p>
<p>H</p> <p>"Help"</p>	<p>Raise hand and wait</p>	<p>Raise hand and wait</p>	<p>Raise hand and wait</p>	<p>Raise hand and wait</p>	<p>Raise hand and wait</p>
<p>A</p> <p>"Activity"</p>	<p>pay attention to teacher</p>	<p>Stay on task and work together</p>	<p>stay on task</p>	<p>Stay on task</p>	<p>only teacher approved areas</p>
<p>M</p> <p>"Movement"</p>	<p>No movement</p>	<p>Pencil sharpener Restroom</p>	<p>pencil sharpener restroom</p>	<p>Pencil sharpener Restroom</p>	<p>pencil sharpener restroom</p>
<p>P</p> <p>"Participation"</p>	<p>Taking notes Answer questions Follow along Be prepared</p>	<p>Helping group/partner with task use time wisely</p>	<p>Answer carefully and thoroughly</p>	<p>Help partner Think critically Answer thoroughly</p>	<p>stay on task Follow directions carefully Read activity</p>

voice level

0
VOICE OFF

WHISPER

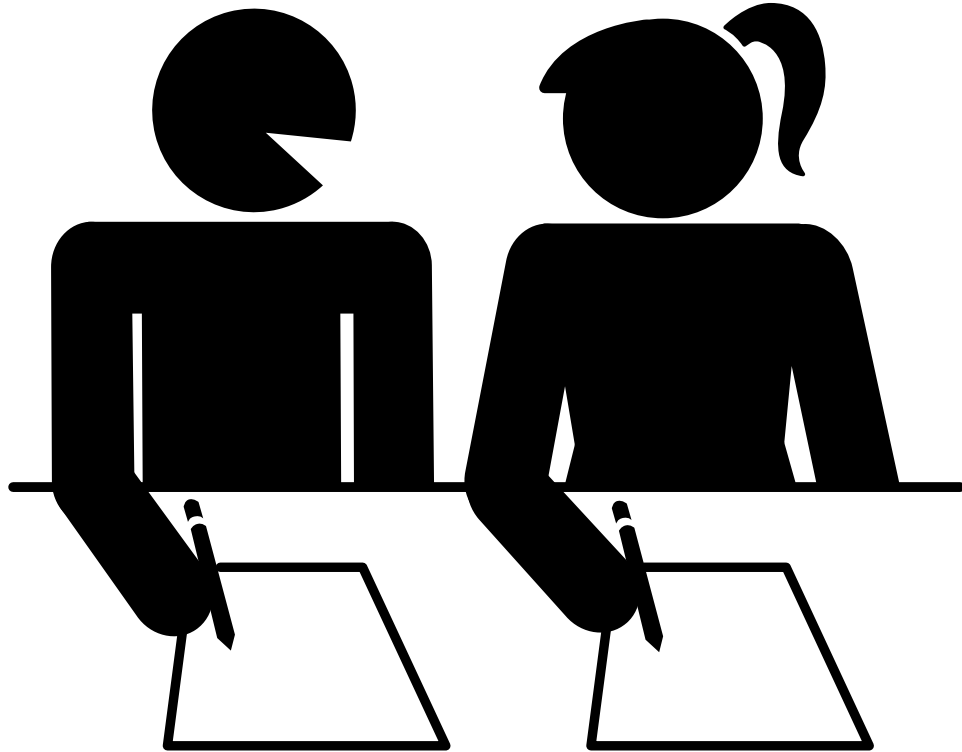
2
NORMAL

3
SPEAK UP



1

Conversation: Talk quietly with one other student.



6

Conversation: No talking to another student! (Version 2)





Clean your room...



By

info@safelandcivilschools.com



A Study of DSC

A Study of Classroom Management in High Schools

Project Background

SRI International, University of Missouri, and Safe & Civil Schools

- SRI: An independent, nonprofit corporation with headquarters in Silicon Valley, CA
- S&CS: Offers materials and services that schools and districts can use to implement Positive Behavior Support solutions

Grant Funding: U.S. Department of Education, Institute of Education Sciences (IES), National Center for Education Research (NCER)

- 5-year grant
- Mixed methods study in 2 states

Research Questions: What we are Trying to Learn

- Does the Discipline in the Secondary Classroom program help to:
 - Improve student engagement?
 - Improve student social skills and behavior?
- To what degree do participating teachers implement the program with fidelity?



Preliminary outcomes from DSC study

- Currently analyzing outcomes from RCT
 - Study severely impacted by school closures due to COVID
 - Revised RCT includes approximately 65 teachers
 - Data include surveys and direct observations
- Survey of high school teachers willingness to participate in studies of classroom management
 - Working on manuscript
- Interviews of teachers implementing DSC
 - Teachers indicated that their participation in training and coaching activities had a meaningful impact on their teaching.
 - Teachers commented how participating in the DSC program helped them provide better support to develop stronger relationships with students (e.g., getting to know students as individuals to better understand the context for their behavior), and connect with and support students with challenging behavior.

Feedback from teachers implementing DSC

“I felt like I got to know students as individuals, and I gained a better understanding of why they were acting in certain ways.”

“I was able to use the strategies and coach feedback to improve the relationship with two students. I don't think if I wasn't in the study I would have been able to turn those relationships around. The students would have been failing but now they are passing. I don't think it would have gone that way if I wasn't in the study.”

“I have been a teacher for 8-10 years, I've liked focusing on classroom management again – I think everyone should have access to these strategies because they are good and well thought out. I like having a one-on-one trainer/coach. They teach you things you haven't heard before and make the year more enjoyable.”

Feedback from teachers implementing DSC

“The DSC strategies are practical and I was able to try different ones in my classroom.”

“Using DSC helped me learn how to work with a student who was having problems – the strategies were good, I learned why the student was acting out and I no longer took his behaviors personally – then I used the strategy of giving him attention for positive behaviors rather than negative behavior. I then used these approaches with another student and they were effective again.”

“Implementing DSC made a big difference – using the strategies helped my “difficult class” be more enjoyable.”



- Purpose: To help stakeholders learn about **evidence-based** approaches to support all students' **positive behavior, mental health, and well-being**.
- Includes tips and findings from our research, evaluation, and TA work.
 - Perspectives from our partners on the ground, too!
- Send comments and inquiries about partnering or working with us to: studentbehaviorblog@sri.com

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