In order to address the root causes of disparities in school discipline, you need to collect and analyze data to find out where disparities are. Your school or district may already be collecting discipline and disparity data that can help in this effort. This resource provides information on two types of potential support for your data collection and root cause analysis work.

1. Federal initiatives that may already be at work in your school or district. These initiatives have data collection requirements of their own and may be able to support and inform your discipline disparities root cause analysis efforts. Although some federal grants may be ending soon, many communities choose to continue the work started under these grants, so data may still be available. The Map My Community feature on Find Youth Info (http://findyouthinfo.gov/maps/map-my-community) can provide you with a list of federally supported youth programs in your community.

2. Programmatic strategies that may already be at work in your school or district. These interventions may have data collection elements that can support and inform your root cause analysis efforts.

The following table provides brief details about each federal initiative or programmatic strategy, the kinds of data you may find collected in each effort, and ideas of substantive resources they may offer. There also are blank columns in the table to record how your team might intersect with these efforts and space to identify staff who might serve as key sources of information for the initiative or strategy.

PART 1: Federal Initiatives

Federal Initiative	Discipline-Related Data Requirements From Which You Can Draw	Resources to Tap	Primary Contact	Intersection Identified
Individuals with Disabilities Education Act (IDEA) Ensures services to children with disabilities, governing how states and public agencies provide early intervention, special education, and related services. (http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CTopicalBrief%2C7%2C) Discipline regulations: (http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CTopicalBrief%2C6%2C)	Regulations require the collection and examination of data regarding disproportionality. Each state that receives assistance under Part B of IDEA and the Secretary of the Interior must provide for the collection and examination of data to determine if significant disproportionality based on race and ethnicity is occurring in the state and the local education agencies (LEAs) of the state with respect to: • "The identification of children as children with disabilities, including the identification of children as children with disabilities in accordance with a particular impairment described in section 602(3) of the Act; • The placement in particular educational settings of these children; and • The incidence, duration, and type of disciplinary actions, including suspensions and expulsions." Regulations require states to disaggregate data on suspension and expulsion rates by race and ethnicity and monitor their LEAs to examine disproportionality.	IDC (IDEA Data Center; https://www.ideadata.org/) provides technical assistance to build capacity within states for collecting, reporting, and analyzing high-quality IDEA data.		

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Federal Initiative	Discipline-Related Data Requirements From Which You Can Draw	Resources to Tap	Primary Contact	Intersection Identified
No Child Left Behind (reauthorization of the Elementary and Secondary Education Act) Supports standards-based education reform with the purpose of improving student outcomes in education. (http://www.air.org/topic/education/no-child-left-behind-nclb)	No Child Left Behind (NCLB) requires that schools, districts, and states must disaggregate academic data by subgroups (economically disadvantaged, racial and ethnic groups, students with disabilities, and students with limited English proficiency) to ensure that progress is being made in closing achievement gaps. In addition, "states are required to report school safety data to the public, including school incident reports. States have significant latitude in the type of data that they collect, and the information is currently available only from state agencies… While states have a great deal of latitude in how they define a persistently dangerous school, many have used suspension and expulsion rates as their benchmark." (www.data-first.org)	ED*Facts* provides three-year comparison data files for states. (http://www2.ed.gov/about/inits/ed/edfacts/state-profiles/index.html) Discipline data, including suspensions and expulsions, are currently available only from state agencies. However, the Office for Civil Rights (http://ocrdata.ed.gov/) collects data on the number of students suspended and expelled.		

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Federal Initiative	Discipline-Related Data Requirements From Which You Can Draw	Resources to Tap	Primary Contact	Intersection Identified
U.S. Department of Education (ED) Office for Civil Rights (OCR) Enforces federal civil rights laws that prohibit educational institutions that receive federal financial assistance from ED from discriminating based on race, color, national origin, sex, disability, or age in their programs and activities. (http://www.ed.gov/ocr)	The biennial Civil Rights Data Collection (CRDC) conducted by OCR requires elementary and secondary schools to submit data, disaggregated by race/ethnicity, sex, limited English proficiency, and disability, on leading civil rights and educational opportunity indicators, including discipline data about suspensions, expulsions, law enforcement referrals, school-related arrests, restraints and seclusions, and corporal punishment. (http://ocrdata.ed.gov/) The federal civil rights laws that OCR enforces prohibit educational institutions that receive federal financial assistance from ED from discriminating based on race, color, national origin, sex, disability, or age in their administration of school discipline. OCR's *Dear Colleague Letter* on the nondiscriminatory administration of school discipline identifies the types of information OCR has examined when investigating the possibility of discriminatory discipline, including but not limited to, written policies; unwritten discipline practices; discipline referral data; discipline incident reports; student discipline records; discipline referral forms; school discipline data disaggregated by subgroup, offense, and other relevant factors; and interviews with students, parents, administrators, teachers, counselors, school resource officers and other law enforcement officers, relevant contractors, and support staff. (http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201401-title-vi.html)	ED's School Discipline Guidance Package (Jan. 2014), including a *Dear Colleague Letter* issued jointly with the U.S. Department of Justice Civil Rights Division describing how schools can administer school discipline without discriminating against students based on race, color, or national origin (http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201401-title-vi.html); a *Guiding Principles* document guiding state and local efforts to improve school climate and school discipline; the *Directory of Federal School Climate and Discipline Resources* indexing the extensive federal technical assistance and other resources available to schools and districts related to school discipline and climate; and the *Compendium of School Discipline Laws and Regulations* cataloging state laws and regulations related to school discipline. (www.ed.gov/school-discipline) CRDC, a biennial survey of the nation's public schools that ED's OCR conducts to collect data, disaggregated by race/ethnicity, sex, limited English proficiency, and disability, on leading civil rights and educational opportunity indicators at the PK–12 school level. The 2011–12 CRDC provides school-level, disaggregated data about 49 million students in approximately 97,000 schools across 16,500 districts, including discipline data about suspensions, expulsions, law enforcement referrals, school-related arrests, restraints and seclusions, and corporal punishment. (http://ocrdata.ed.gov/)		

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Federal Initiative	Discipline-Related Data Requirements From Which You Can Draw	Resources to Tap	Primary Contact	Intersection Identified
Race to the Top and Race to the Top District Encourages and rewards "states that are creating conditions for education innovation and reform; achieving significant improvement in student outcomes, including making substantial gains in student achievement, closing achievement gaps, improving high school graduation rates, and ensuring student preparation for success in college and careers; and implementing ambitious plans in four core education reform areas: 1. Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy; 2. Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction; 3. Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and 4. Turning around the lowest achieving schools." (https://www2.ed.gov/legislation/FedRegister/finrule/2009-4/111809a.html)	One of the requirements for the 2012 Race to the Top District program was that "[d]istricts where minority students or students with disabilities are overly-represented in discipline and expulsion rates (according to data submitted through the Civil Rights Data Collection) must undergo a district assessment of the root cause and develop a plan over the grant period to address root causes." (http://www.ed.gov/sites/default/files/rttd-executive-summary.pdf) *Race to the Top Fund; Final Rule* acknowledges "the need to address students' social and emotional needs and to create healthy school climates and cultures" and "acknowledge[s] that **positive behavioral interventions and supports, as well as other systemic programs and policies that address bullying, student harassment, and disciplinary problems, are important to consider in ensuring that students have a safe and supportive environment in which to learn**." (https://www2.ed.gov/legislation/FedRegister/finrule/2009-4/111809a.html)	ED sponsors a Race to the Top Technical Assistance Community of Practice (CoP) within its Reform Support Network called Instructional Improvement and Data Systems. The CoP is intended to provide both data system support and more focused functional and technical/data system support in the area of instructional improvement. The Office of Special Education Program's (OSEP's) Technical Assistance Center on Positive Behavioral Interventions and Supports provides guidance on how to include school climate and positive behavioral interventions and supports (PBIS) in Race to the Top. (www.pbis.org/common/cms/files/PBS_Race_to_the_Top_Fact_Sheet.doc)		

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Federal Initiative	Discipline-Related Data Requirements From Which You Can Draw	Resources to Tap	Primary Contact	Intersection Identified
School Improvement Grants (SIG) Used to make competitive subgrants to LEAs that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to substantially raise the achievement of students in their lowest performing schools. (http://www2.ed.gov/programs/sif/index.html)	Transformation schools are permitted to "**implement approaches to improve school climate and discipline**," but are not required to do so. Strategies that can be used include PBIS and a "disciplinary room." (http://ies.ed.gov/ncee/pubs/20144015/pdf/20144015.pdf) However, schools that did implement behavioral approaches often reported positively on the outcomes and effects.	The Center on Innovation and Improvement produced the *Handbook on Effective Implementation of School Improvement Grants*, which includes a chapter on effective discipline—"Establishing a Supportive School Climate and an Effective Approach to Discipline" (pp. 187–188). (http://www.centerii.org/handbook/Resources/Handbook_on_Effective_Implementation_of_School_Improvement_Grants.pdf)		

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Federal Initiative	Discipline-Related Data Requirements From Which You Can Draw	Resources to Tap	Primary Contact	Intersection Identified
Safe Schools/Healthy Students (SS/HS) Local and State Initiatives Local initiatives provided funding to LEAs that worked in partnership with local law enforcement and juvenile justice, social service and mental health agencies, and other community organizations to plan and implement comprehensive and coordinated programs, policies, and service delivery systems that promoted the mental health of students, enhanced academic achievement, prevented violence and substance use, and created safe and respectful school climates. The state program is designed to prevent youth violence, promote mental health, and prevent substance use among youth. The SS/HS mission is to support school and community partnerships in their efforts to develop and coordinate integrated systems that create safe, drug-free, and respectful environments for learning and to promote the behavioral health of children and youth. (http://www.samhsa.gov/safe-schools-healthy-students)	The extent to which the SS/HS multiagency collaborative initiative was associated with projectwide improvements in the following outcome categories: • Reduced frequency of violent incidents in schools; • Reduced rates of current alcohol, drug, and tobacco use among students; • Provided greater access to mental health services among youth; • **Reduced truancy among students** • **Improved school climate, defined as an environment favorable to learning and positive child development**; and • Showed evidence of comprehensive projectwide improvement likely to be sustained after the end of the grant. (http://www.samhsa.gov/safe-schools-healthy-students/national-evaluation)	The National Resource Center for Mental Health Promotion and Youth Violence Prevention provides training and technical assistance to seven states—Connecticut, Michigan, New Hampshire, Nevada, Ohio, Pennsylvania, and Wisconsin—and 21 pilot LEAs/communities (three from each state), including needs assessments, comprehensive planning, coalition building/partnerships, evidence-based programming, communications and social marketing, disproportionalities and disparities, and cultural competence. (http://www.healthysafechildren.org/) "Disparity Impact Statement and Strategy Self-Paced Learning Module" (http://airhsdlearning.airws.org/DIS/multiscreen.html) "Implementing Positive School Discipline" Course (http://positiveschooldiscipline.promoteprevent.org/)		

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Federal Initiative	Discipline-Related Data Requirements From Which You Can Draw	Resources to Tap	Primary Contact	Intersection Identified
Safe and Supportive Schools Grants Supported statewide measurement of, and targeted programmatic interventions to improve, conditions for learning in order to help schools improve safety and reduce substance use. (http://www2.ed.gov/programs/safesupportiveschools/index.html)	Safe and Supportive Schools GPRAs:[1] 1. Percentage of eligible schools implementing programmatic interventions funded by Safe and Supportive Schools that experience a decrease in the percentage of students who report current (30-day) alcohol use; 2. Percentage of eligible schools implementing programmatic interventions funded by Safe and Supportive Schools that experience a decrease in the percentage of students who report personal harassment or bullying on school property during the current school year; 3. Percentage of eligible schools implementing programmatic interventions funded by Safe and Supportive Schools that experience an improvement in their school safety score; and 4. **Percentage of eligible schools implementing programmatic interventions funded by Safe and Supportive Schools that experience a decrease in the number of suspensions for violent incidents without physical injury.**	The National Center on Safe Supportive Learning Environments (NCSSLE): • Provides training and support to state administrators, including 11 grantees funded under the Safe and Supportive Schools grant program, 22 grantees funded under the Project Prevent grant program, school and district administrators, institutions of higher education, teachers, support staff at schools, communities and families, and students; and • Seeks to improve schools' conditions for learning through measurement and program implementation, so that all students have the opportunity to realize academic success in safe and supportive environments. (http://safesupportivelearning.ed.gov/) School climate measurement resources: (http://safesupportivelearning.ed.gov/topic-research/school-climate-measurement) State Safe and Supportive Schools webpages also may provide resources.		

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[1] GPRA (Government Performance and Results Act) requires federally funded programs to report data on outcomes. GPRA data requirements are provided in grant applications, and awarded grantees are required to report those data on an annual basis.

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Federal Initiative	Discipline-Related Data Requirements From Which You Can Draw	Resources to Tap	Primary Contact	Intersection Identified
School Climate Transformation Grants (district and state) Provides competitive grants to local and state education agencies to develop, enhance, or expand systems of support for, and technical assistance to, schools or LEAs implementing an evidence-based multitiered behavioral framework for improving behavioral outcomes and learning conditions for all students. (http://www2.ed.gov/programs/schoolclimatelea/index.html?exp=0) (http://www2.ed.gov/programs/schoolclimatesea/index.html)	LEA GPRAs: 1. **Number and percentage of schools that report an annual decrease in office discipline referrals.** 2. Number and percentage of schools that report an annual improvement in the attendance rate. 3. Number and percentage of schools that report an annual decrease in suspensions and expulsions, including those related to possession or use of drugs or alcohol. 4. **Number and percentage of schools annually that are implementing the multitiered behavioral framework with fidelity.** (http://www2.ed.gov/programs/schoolclimatelea/performance.html) State education agency (SEA) GPRAs: 1. The number of training and technical assistance events provided by the SEA School Climate Transformation Grant Program to assist LEAs in implementing a multitiered behavioral framework. 2. The number and percentage of LEAs provided training or technical assistance by the SEA School Climate Transformation Grant Program that report an improvement in knowledge and understanding of the implementation of a multitiered behavioral framework. 3. The number and percentage of schools in LEAs provided training or technical assistance by the SEA School Climate Transformation Grant Program that implement a multitiered behavioral framework. (http://www.pbis.org/Common/Cms/files/pbisresources/FY14-FY15_SCTG_Performance_Report_Webinar.pdf)	The Technical Assistance Center on Positive Behavioral Interventions and Supports provides resources for School Climate Transformation grantees. (https://www.pbis.org/sctg)		

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Federal Initiative	Discipline-Related Data Requirements From Which You Can Draw	Resources to Tap	Primary Contact	Intersection Identified
School Justice Collaboration Program: Keeping Kids in School and Out of Court Aims to improve school climates, respond early and appropriately to student mental health and behavioral needs, avoid referring students to law enforcement and juvenile justice as a disciplinary response, and facilitate a proactive and supportive school reentry process in the rare instances in which a youth is referred. (http://www.ojjdp.gov/funding/FundingDetail.asp?fi=336)	Local School Justice Collaboration Program GPRAs: 1. **Percentage decrease in suspensions/expulsions/referrals to juvenile justice.** 2. **Percentage decrease in discipline disparities.** 3. Percentage of target population assessed as needing mental health services who received those services. 4. Number of youth served. 5. Percentage of targeted school communities that initiate desired reforms in discipline practice and school climate improvements. School Justice Collaboration Program National Training and Technical Assistance GPRAs: 1. Number of training requests received. 2. Number of planning or training events held. 3. Number of deliverables completed. 4. Number of people trained. 5. Percentage of people exhibiting increased knowledge of the program area. 6. Number of technical assistance requests received. 7. **Percentage of organizations reporting reductions in suspensions, expulsions and disparities in discipline administration based on training and technical assistance.** (http://www.ojjdp.gov/grants/solicitations/FY2014/SJCPKeepingKidsinSchool.pdf)	As part of the grant, the National Council of Juvenile and Family Court Judges (NCJFCJ) will establish the National Resource Center on School Justice Partnerships to provide research, training, and technical assistance to respond to student behavioral needs.		

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Federal Initiative	Discipline-Related Data Requirements From Which You Can Draw	Resources to Tap	Primary Contact	Intersection Identified
School Pathways to the Juvenile Justice System Project Provided training and technical assistance to help judicial leaders develop efforts to reduce referrals of youth to juvenile courts for school-based misbehaviors and to expand the use of positive discipline practices in schools with the goal of supporting student engagement and reducing students' school exclusion. (http://www.ncjfcj.org/sites/default/files/Application%20Information.pdf)	The project provided "assistance with data collection and reporting to identify specific issues with school to court referrals in [participating] jurisdiction[s]." (http://www.ncjfcj.org/sites/default/files/Application%20Information.pdf)	*School Pathways to the Juvenile Justice System: The Context for a Practice Guide for Courts and Schools* (http://www.ncjfcj.org/sites/default/files/NCJFCJ_SchoolPathways_TAB_Final_0.pdf) *School Pathways to the Juvenile Justice System Project: A Practice Guide* (http://www.ncjfcj.org/sites/default/files/NCJFCJ_SchoolPathwaysGuide_Final2.pdf)		
Project Prevent Grants Provides funding to LEAs to increase their capacity to identify, assess, and serve students exposed to pervasive violence, helping to ensure that affected students are offered mental health services for trauma or anxiety; support conflict resolution programs; and implement other school-based violence prevention strategies in order to reduce the likelihood that these students will later commit violent acts. (http://www2.ed.gov/programs/projectprevent/index.html)	Project Prevent GPRAs: 1. **The percentage of grantees that report a measurable decrease in violent, aggressive, and disruptive behavior in schools served by the grant.** 2. The percentage of grantees that report a measurable increase in the number of students in schools served by the grant receiving school-based and community mental health services to address student needs resulting from exposure to violence. 3. The percentage of grantees that report a measurable increase in the school engagement of students served by the grant. (http://www2.ed.gov/programs/projectprevent/2014-184m.pdf)	Sites will collect baseline data during Year 1 of the grant. The National Center on Safe Supportive Learning Environments is providing technical assistance to grantees. (http://safesupportivelearning.ed.gov/)		

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Federal Initiative	Discipline-Related Data Requirements From Which You Can Draw	Resources to Tap	Primary Contact	Intersection Identified
Elementary and Secondary School Counseling Programs Provides funding to LEAs to establish or expand elementary and secondary school counseling programs, with special consideration given to applicants that can: • Demonstrate the greatest need for counseling services in the schools to be served; • Propose the most innovative and promising approaches; and • Show the greatest potential for replication and dissemination. (http://www2.ed.gov/programs/elseccounseling/index.html)	Elementary and Secondary School Counseling Programs' GPRAs: 1. The percentage of grantees closing the gap between their student/mental health professional ratios and the student/mental health professional ratios recommended by the statute. 2. **The average number of referrals per grant site for disciplinary reasons in schools participating in the Elementary and Secondary School Counseling Programs.** (http://www2.ed.gov/programs/elseccounseling/performance.html)	GPRA data for fiscal years 2005–07 are available on the ED website. (http://www2.ed.gov/programs/elseccounseling/performance.html)		

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PART 2: Programmatic Interventions

Behavioral Strategy/Approaches	Overlapping Data Requirements	Resources to Tap	Primary Contact	Intersection Identified
Positive Behavioral Interventions and Supports (PBIS) Tiered framework for teaching behavioral expectations in a school or district. Key elements include school teams and data-based decision making about student interventions based on needs and responsiveness. (https://www.pbis.org/school/swpbis-for-beginners)	The School-wide Information System (SWIS) is "a reliable, confidential, web-based information system to collect, summarize, and use student behavior data for decision making. Research tells us that educators can make more effective and efficient decisions when they have the right data in the right form at the right time. SWIS provides school personnel with the information they need to be successful decision makers." (https://www.pbisapps.org/Pages/Default.aspx) SWIS analyzes office discipline referrals and provides information about individual students, groups of students, or the entire school.	OSEP's Technical Assistance Center on Positive Behavioral Interventions and Supports (www.pbis.org) emphasizes the impact of implementing PBIS on the social, emotional, and academic outcomes for students with disabilities. Equity recommendations: ED, both through OSEP and the Office of Elementary and Secondary Education, has invested considerable funds in this effort with strong outcomes. This is the best information we have on schoolwide efforts. There also are thousands of schools implementing multitiered behavioral frameworks across the country. They will be natural sites for this work because so many are already engaged and there is such an overlap. Evaluation Tools (http://www.pbis.org/blueprint/evaluation-tools) PBIS Apps (www.pbisapps.org) provides SWIS support tools. *Using Discipline Data Within SWPBIS to Identify and Address Disproportionality: A Guide for School Teams* (https://www.pbis.org/Common/Cms/files/pbisresources/PBIS_Disproportionality_Data_Guidebook.pdf) List of PBIS/equity resources: https://www.pbis.org/school/equity-pbis		

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Behavioral Strategy/Approaches	Overlapping Data Requirements	Resources to Tap	Primary Contact	Intersection Identified
Response to Intervention (RTI) Tiered framework that "integrates assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavior problems. With RTI, schools use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities." (http://www.rti4success.org/essential-components-rti)	RTI can be used for both academics and behavior. RTI for behavior is very similar to PBIS. *RTI Toolkit: A Practice Guide for Schools* emphasizes the importance of collecting behavioral data in relation to academic data. (http://www.jimwrightonline.com/mixed_files/montauk/wright_Montauk_CSD_Tchr_First_Responder_full.pdf)	Center on Response to Intervention (http://www.rti4success.org/) includes resources that specifically address students with disabilities and English learners. The RTI Action Network provides data collection tools that include behavior screening and climate measuring. (http://www.rtinetwork.org/getstarted/checklists-and-forms)		

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Behavioral Strategy/Approaches	Overlapping Data Requirements	Resources to Tap	Primary Contact	Intersection Identified
Integrated Strategic Framework (ISF) An implementation framework that creates and guides the linkage between education and mental health systems and staff. ISF blends education and mental health systems and resources toward depth and quality in prevention and intervention within a multitiered framework, allowing for greater efficiency and effectiveness. (https://www.pbis.org/common/cms/files/Current%20Topics/Final-Monograph.pdf)	Building from the PBIS framework, ISF focuses on organizational structures in both education and mental health systems. Through ISF, key stakeholders in education and mental health systems who have the authority to reallocate resources come together to carefully examine roles, functioning, and effectiveness of staff. Funding and policy also are examined for efficiency and effectiveness. Cross-system problem-solving teams at the state, district/community, and school levels work through action plans that build symmetry across the multiple tiers of support in schools. For example, all three tiers emphasize effective teams that include education and mental health leaders and staff informed and guided by key stakeholders, including youth and families. These teams use community- and school-level data together to choose which evidence-based practices to implement, assess them for fidelity and impact, and, in turn, implement plans for continuous quality improvement). These same processes should occur at the state, district, and school levels with systems in place to ensure effective communication and collaborative action. (https://www.pbis.org/common/cms/files/Current%20Topics/Final-Monograph.pdf)			

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Behavioral Strategy/Approaches	Overlapping Data Requirements	Resources to Tap	Primary Contact	Intersection Identified
Restorative Practices Studies how to build social capital and achieve social discipline through participatory learning and decision making. The use of restorative practices helps to reduce crime, violence, and bullying; improve human behavior; strengthen civil society; provide effective leadership; restore relationships; and repair harm. (http://www.iirp.edu/what-is-restorative-practices.php#purpose)	"Schools implementing restorative methods have seen a drop in disciplinary problems, decreased reliance on detention and suspension, and an improvement in student attitudes. **Gathering such data is important, both for evaluating the effectiveness of restorative methods and garnering funding support for restorative programs**." (http://www.iirp.edu/article_detail.php?article_id=553) "Restorative justice practices appear to be most promising for reducing school wide reliance on suspensions and expulsions, and for reducing racial/ethnic disparities." (http://www.indiana.edu/~atlantic/wp-content/uploads/2015/01/Disparity_Overview_010915.pdf)	International Institute for Restorative Practices (www.iirp.edu) *Restorative Practices: A Guide for Educators* (http://www.otlcampaign.org/sites/default/files/restorative-practices-guide.pdf)		

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Behavioral Strategy/Approaches	Overlapping Data Requirements	Resources to Tap	Primary Contact	Intersection Identified
Social and Emotional Learning (SEL) A process through which children and adults learn to understand and manage their emotions and relationships. This includes developing (or enhancing) the ability to demonstrate caring and concern for others, establish positive relationships, make responsible decisions, value and address diversity, and handle challenging situations effectively. **SEL helps create a positive school environment.** If there are positive conditions for learning, and the capacity for SEL is built, then the result is greater capacity and engagement on the part of the children. **There is less problematic behavior and better academic results.** (http://supportiveschooldiscipline.org/learn/reference-guides/social-and-emotional-learning-sel)	The *2013 CASEL Guide* (http://static1.squarespace.com/static/513f79f9e4b05ce7b70e9673/t/526a220de4b00a92c90436ba/1382687245993/2013-casel-guide.pdf) notes that in order to monitor SEL implementation processes and student outcomes, "at the district level, formal data on school climate, student SEL competence, and teachers' implementation of evidence-based programs can be combined with informal reports from coaches, school leaders, and other key informants to provide a comprehensive picture of SEL in the district, guide school improvement plans, and improve district support for SEL" (p. 12).	Collaborative for Academic, Social, and Emotional Learning (www.casel.org) Center on the Social and Emotional Foundations for Early Learning (http://csefel.vanderbilt.edu/resources/strategies.html)		

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Behavioral Strategy/Approaches	Overlapping Data Requirements	Resources to Tap	Primary Contact	Intersection Identified
Good Behavior Game (GBG) A classroom-based behavior management strategy for elementary school that teachers use along with a school's standard instructional curricula. GBG uses a classroom-wide game format with teams and rewards to socialize children to the role of student and **reduce aggressive, disruptive classroom behavior**, which is a risk factor for adolescent and adult illicit drug abuse, alcohol abuse, cigarette smoking, antisocial personality disorder, and violent and criminal behavior. GBG is structured around four core elements: classroom rules, team membership, self- and team-behavior monitoring, and positive reinforcement of individual team members and the team as a whole. (http://www.nrepp.samhsa.gov/Viewintervention.aspx?id=201)	Teachers monitor student behavior, noting incidents where a classroom rule is not followed. Students practice monitoring their own behavior and the behavior of teammates, enabling teachers and students to reinforce expectations and positive team behaviors. (http://goodbehaviorgame.air.org/about_gbg.html#sthash.4Ocfcs4J.dpuf)	PAX GBG (http://goodbehaviorgame.org/) GBG at American Institutes for Research (http://goodbehaviorgame.air.org/)		

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