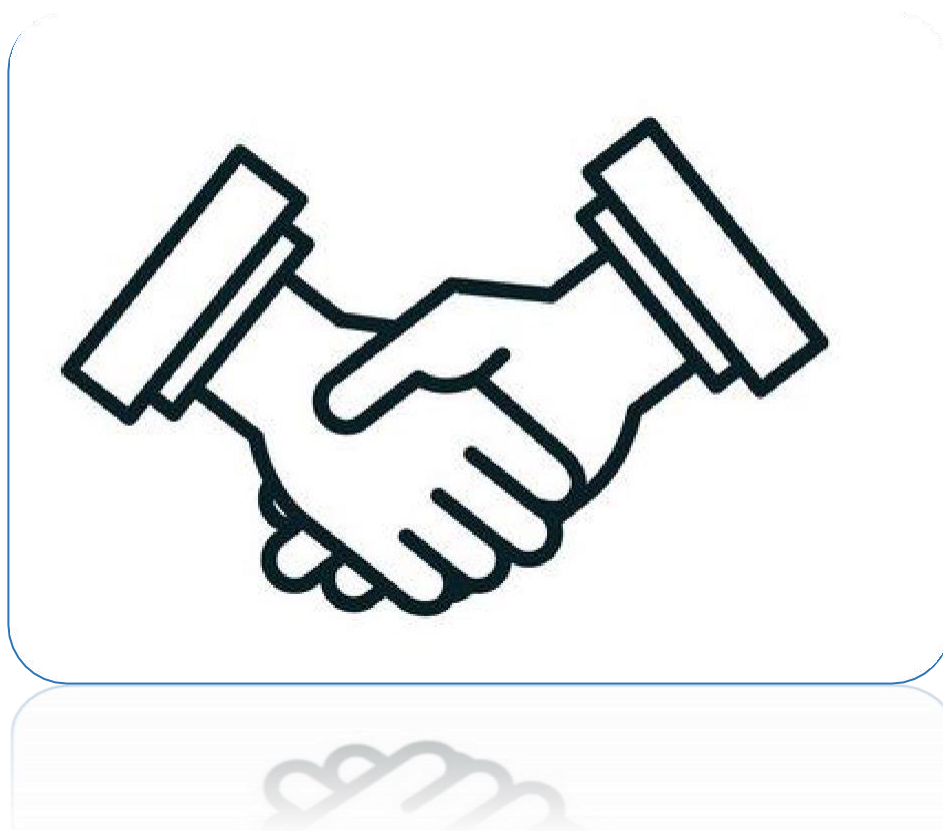




**Government of the Republic of Trinidad and
Tobago**



National School Discipline Matrix

SEPTEMBER 2, 2022

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1.0 Introduction

The problem of school violence is societal, and therefore requires a national approach to its solution. It is also situational and contextual, hence schools and parents have significant roles to play in addressing effectively, the issue of student indiscipline. The Ministry of Education therefore has adopted a student-centred approach which aims to create an environment that facilitates academic achievement and the healthy social development of students, in all schools. Towards achieving this, schools must develop safe learning spaces for our students and teach them self-discipline.

1.1. Terms of Reference

The Committee charged with the responsibility for reviewing the concerns pertaining to school violence and indiscipline comprises representative from the following ministries and agencies:

- Ministry of Education
- Ministry of National Security
- Ministry of Youth Development and National Service
- Children's Authority of Trinidad and Tobago
- Ministry of Social Development and Family Services
- Ministry of Sport and Community Development
- The Tobago House of Assembly (THA)
- Trinidad and Tobago Police Service (TTPS) Community Police

Appreciation is conveyed to the following members of the multi-disciplinary technical team for their support:

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- Mr. Rodelle Phillips-Simmons, Manager, Corporate Communications, Ministry of Education
- Mr. Mervyn Sambucharan, Director, Education Research and Evaluation, Ministry of Education

Scope of the Committee included:

The scope of the Committee included giving due consideration to the following:

1. The formulation/revision of the National School Discipline Matrix, which outlines the list of infractions and details their consequences as well as the process to be followed in

administering same. (This matrix seeks to incorporate services and resources of the various ministries and agencies represented on the technical team).

2. The development of Positive Behaviour Reinforcement Strategies.
3. The review of the criteria for the determination of high-risk schools which require support.

2.0 Approaches to School Discipline

Effective school discipline is critical to promoting students' successful learning and well-being. Several approaches have been used to address this critical component of the education system, such as:

- (1) Retributive Justice (RJ);
- (2) Restorative Practices (RP);
- (3) Social-Emotional Learning (SEL); and
- (4) Positive Behavioral Interventions and Supports (PBIS).

2.1 Retributive Justice

Retributive justice relies on control, deterrence, and punitive measures to maintain order within the school system. When harmful behaviour occurs, retributive justice views the incident as the breaching of laws and rules, apportions blame to the offender, and asks what punishment must be imposed upon the wrongdoer. Zero tolerance, conduct codes, security methods and suspension discipline measures are all rooted in the philosophical ground of retributive justice. In a national US longitudinal study, students who experienced a suspension were 68% more likely to drop out of school compared to youth who never experienced a school suspension (Jimerson, Anderson, & Whipple, 2002)

2.2 Restorative Practices

These practices focus on building community through healing together after an incident of wrongdoing. Restorative practices concentrate on creating resolutions for all parties, including the offender, and particularly for those who have been marginalized, oppressed, or harmed. RP ask individuals in the school building to consider who has been hurt, what their needs are, whose obligation it is to meet their needs, what the causes are, who has a stake, and what must be done to make things right (Amstutz & Mullet, 2015). Positive outcomes from RP are most likely to happen when there was visible commitment, enthusiasm, and modelling by the school management team and where the school had invested in significant staff development.

2.3 Social-Emotional Learning

This framework is designed to help youths understand their emotions, the emotions of others, how to better relate to others, how to manage their feelings and behaviors, and how to engage in responsible decision-making. SEL should be infused and integrated throughout the school community and school routines through explicit instruction and modeling by staff as well as integrated with the curriculum. SEL is a foundational aspect of school life and some educational jurisdictions have incorporated the academic element. For example, the Collaborative for Academic, Social and Emotional Learning (CASEL) has identified five (5) connected sets of competencies:

Self-awareness

Recognizing emotions and assessing one's strengths and challenges.

Self-management

Controlling emotions and impulses, managing stress, self-motivation and setting and achieving goals.

Social awareness

Identifying others' emotions, showing empathy and understanding other perspectives.

Relationship skills

Building healthy relationships, communication skills, conflict resolution, working, playing and learning with others.

Responsible decision-making

Making wise choices and evaluating potential consequences.

2.4 Positive Behavioral Interventions and Supports (PBIS)

This proactive approach focuses on behavioural expectations and prevents unwanted behaviours. Typically, these supports are delivered in tiers where all students receive preventions, at-risk students are granted more targeted interventions, and those with more intensive needs may be assessed and provided individualized support. Schools implementing PBIS have the following:

- Implement a continuum of evidence-based practices to support student needs
- Engage students, families, and community members to co-create culturally responsive practices
- Regularly check the effectiveness of their practices
- Rely on teams to guide implementation
- Use data to identify strengths, uncover needs, and monitor student progress
- Implement universal screening
- Develop content expertise through coaching and on-going professional development

3.0 Methodology

At this phase of the development of the matrix, unobtrusive research methods were employed by the Committee. Essentially, content analysis was used to investigate levels of indiscipline within the context of Trinidad and Tobago as well as best practices garnered from the various representatives who comprised the Committee.

Whole group meetings were held to plan the way forward as well as to consolidate the different findings. In the intervening period, teams were established to address the three (3) areas under the remit of the Committee. Each team was responsible for organizing its own meeting and collation of the findings. Considerable discussions were held based on actual data that was being collected by the Ministry of Education:

- Suspensions – number, by education district, school type, gender; and
- Infractions – type, time, by gender, by referrals.

This approach was designed to ensure that the reviewed matrix was grounded in the data gleaned from primary and secondary schools with a focus on the latter. It is anticipated that subsequent phases of this process will utilize additional methods such as surveys and focus groups interviews in an iterative process.

3.1 School Discipline in Trinidad Term 3 Academic Year 2021/2022

For the Academic Year 2021/2022, classes commenced virtually on September 06, 2021. As declared by the Honourable Prime Minister on the advice of the Ministry of Health (MOH), schools opened for physical classes on a phased basis:

- Phase 1 commenced on October 04, 2021, for fully vaccinated students of Forms 4-6.
- Phase 2 commenced on October 25, 2021, for all students of Forms 4-6 at Secondary Schools, regardless of vaccination status, and for all students at Special Schools. Students at Primary Schools, students of Forms 1-3 and ECCE Centres, continued to attend school virtually.
- Phase 3 commenced in Term 2, with students of Forms 1-3 and students of Standard 5 returning to the physical classroom from February 7, 2022.

- Phase 4 commenced on April 19, with physical opening of schools for all students in accordance with regular pre-COVID-19 school hours apply.

Data on the levels of indiscipline for Term 3 Academic Year 2021/2022 are presented in Table 1 based on the number of suspensions and infractions. The general pattern shared increasing levels of suspension from Week 1 to Week 5; with subsequent fluctuation and decrease thereafter. Significantly more males (67.9%) were suspended than females (32.1%).

Table 1 Suspension Levels for Term 3 Academic Year 2021/2022

Week	No. of Suspensions		
	Total	Female	Male
Week 1 (19 - 22 April)	92	20	72
Week 2 (25 - 29 April)	177	56	121
Week 3 (2 - 6 May)	174	59	115
Week 4 (9 - 13 May)	212	72	140
Week 5 (16 - 20 May)	292	85	207
Week 6 (23 - 27 May)	257	77	180
Week 7 (30 May - 3 June)	113	34	79
Week 8 (6 - 10 June)	275	99	176
Week 9 (13 - 17 June)	162	59	103
Week 10 (20 - 24 June)	140	52	88
Week 11 (27 June - 1 July)	76	20	56
TOTAL	1970	631	1339

Table 2 shows suspension levels by educational district for Term 3 Academic Year 2021/2022. Schools in the North Eastern Education District (407) showed the highest number of suspensions.

Table 2 Suspension Levels for Term 3 Academic Year 2021/2022 by Education District

Suspensions By District	National		
	Total	Female	Male
Caroni	283	71	212
North Eastern	407	135	272
POS & Environs	317	102	215
South Eastern	278	100	178
St. George East	310	111	199
St. Patrick	212	67	145
Victoria	163	45	118
TOTAL	1970	631	1339

Table 3 highlights suspension levels by form class at the secondary school level. The majority of suspension occurred at lower secondary level: Forms 1 – 3, with Form 1 accounting for 28.12% of suspensions.

Table 3 Suspension Levels for Academic Year Term 3 2021/2022 by Class Level

Suspension Levels In Trinidad				
Class Level	Total	%	Female	Male
Form 1	554	28.12%	206	348
Form 2	529	26.85%	185	344
Form 3	487	24.72%	143	344
Form 4	369	18.73%	87	282
Form 5	30	1.52%	10	20
Lower 6	1	0.05%	0	1
Upper 6	0	0.00%	0	0
TOTAL	1970	100.00%	631	1339

Table 4 shows the types of infractions for Term 3, “Fights without Weapons” (20.20%) is the most frequently occurring infraction and if combined with “Assault with Weapon/Without Weapon”, these infractions account for one third (1/3) of the acts of indiscipline. “Possession/Use of Tobacco/Vaping” (11.93%) products is the next most common infraction.

Table 4 Types of Infraction by Gender for Term 3 Academic Year 2021/2022

Type Of Infraction Committed (Major Issue re: the Suspension Being Issued)	No. of Suspensions			
	Total	%	Female	Male
Arson	1	0.05%	0	1
Assault with weapon	29	1.47%	14	15
Assault without weapons	194	9.85%	46	148
Bullying/Intimidation	51	2.59%	20	31
Class Truancy	22	1.12%	9	13
Cyber Bullying	26	1.32%	12	14
Disorderly/Disruptive Conduct	91	4.62%	35	56
Disrespect/Defiance to Authority	157	7.97%	43	114
Extortion and Taxing	11	0.56%	2	9
Fight with weapon	29	1.47%	13	16
Fight without weapon	398	20.20%	142	256
Forgery	0	0.00%	0	0
Gambling	61	3.10%	7	54
Incendiary/Explosive Device	17	0.86%	3	14
Lewd/Inappropriate Behaviour	74	3.76%	37	37

Type Of Infraction Committed (Major Issue re: the Suspension Being Issued)	No. of Suspensions			
	Total	%	Female	Male
Misuse of Technology	93	4.72%	43	50
Possession of weapons	58	2.94%	14	44
Possession/Use of Alcohol	100	5.08%	49	51
Possession/Use of Drugs	94	4.77%	23	71
Possession/Use of Drugs (Pharmaceutical)	3	0.15%	1	2
Possession/Use of Tobacco/Vaping products	235	11.93%	51	184
Propagate Misinformation-Mischief	1	0.05%	0	1
Robbery-Theft	48	2.44%	8	40
Sexual Harassment	12	0.61%	2	10
Sexual Misconduct	75	3.81%	34	41
Threat with weapon	6	0.30%	1	5
Threat without weapon	21	1.07%	9	12
Use of Obscene Language	17	0.86%	5	12
Vandalism	24	1.22%	3	21
Other	22	1.12%	5	17
TOTAL	1970	100.00%	631	1339

Table 5 displays the time of occurrence of infractions for Term 3 Academic Year 2021/2022. Most of the infractions occur at the lunch time (32%) and during class time (member of staff present- 19%). This may point to the need for supervision and management of classroom interactions.

Table 5 Time of Occurrence of Infractions for Term 3 Academic Year 2021/2022

Time the infraction occurred	No. of suspensions			
	Total	%	Female	Male
Before School	142	7%	106	10
During Assembly	24	1%	16	0
During Class Time (Member of Staff present)	376	19%	268	27
During Class Time Unsupervised	148	8%	106	12
During the change in class periods	147	7%	97	11
Break Time	206	10%	146	31
Lunch Time	622	32%	402	79
After School	261	13%	167	12
External to School	44	2%	31	9
TOTAL	1970	100%	1339	191

4.0 Strategies for Dealing with School Indiscipline

Rather than simply addressing the negative behaviours exhibited by students, the revised strategies for dealing with school indiscipline seek to address the root causes as well as teach positive behaviour, expose students to positive behavioral strategies, encourage community involvement and provide much-needed positive role models for students.

Four main approaches, intended to operate concurrently in schools, have been detailed below.

These are:

1. The National School Discipline Matrix
2. The Positive Behaviour Matrix
3. Preventative Strategies
4. Reinforcement Strategies

The National School Discipline Matrix (NSDM)

The revised Trinidad and Tobago National School Discipline Matrix document outlines the list of infractions and details their consequences as well as the process to be followed in administering same.

School personnel are entitled to a learning environment free of unnecessary disruption; for this reason, any physical, written or verbal disturbance, communication or activity, within the school setting or during related activities which may interrupt or interfere with teaching and orderly conduct of school activities, is prohibited. However, in recent years, the use of support measures as an alternative to students being suspended or expelled within school communities have proven to help create positive school climates. The revised matrix therefore includes both restorative and retributive strategies.

Students are subject to the National School Discipline Matrix if the act is related to a school activity or school attendance, including but not limited to the following: (a) while on school grounds; (b) while going to or coming from school; (c) during a school lunch period, whether on or off school; or (d) during or while going to or coming from a school sponsored activity.

The Positive Behaviour Matrix (PBM)

Complimentary to the use of the NSDM is the introduction of Positive Behaviour Strategies at schools. The PBM will seek to create awareness of what type of behaviour is expected of the learner in all school settings.

Preventative Strategies (PS)

Preventative strategies aim to explicitly teach students appropriate behaviours so that a clear understanding of how they are expected to behave is obtained. In addition, they will learn strategies which will assist them in displaying these behaviours consistently.

Reinforcement Strategies (RS)

Students must not only be discouraged from displaying negative behaviours (NSDM), exposed to the types of behaviours expected in school settings (PBM) and explicitly taught these behaviours (PS); it is also necessary that they be actively encouraged to display positive behaviours. Teachers must be trained to implement strategies that reinforce positive behaviour. Reinforcement also involves a mentoring aspect, where students can learn, from members of the national community, strategies for overcoming challenges, and therefore be encouraged to follow positive examples and role models.

4.1 Procedure for Addressing Misbehaviour in Class

The Discipline Procedures Flowchart visually outlines the steps to be followed when misbehaviour occurs. Given the learning loss that would have occurred as a consequence of COVID- 19, the intention is to treat with misbehaviour so as to minimise the loss of teaching hours. Figure 1 provides a detailed flowchart of the procedures involved in addressing the display of negative behaviours.

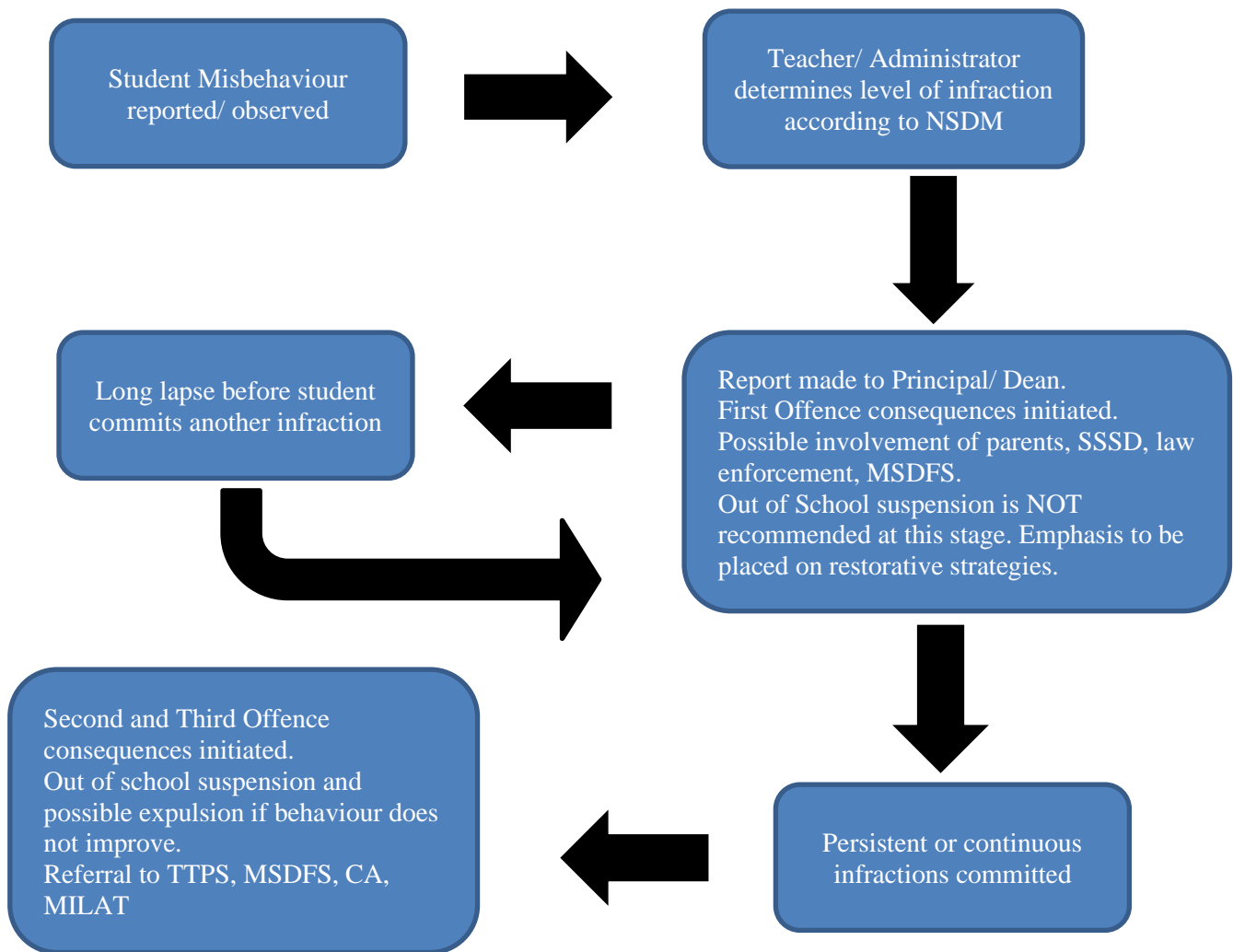


Figure 1 Discipline Procedures Flow Chart

4.2 Disciplinary Matrix –Offences and Consequences

The following discipline matrix indicates the types of disciplinary action that may apply to each offense – minor, major or severe. Progressive consequences, when applicable, are listed for each subsequent offense within the respective level of violation. School officials are to use this matrix as a guide intended to standardize disciplinary procedures throughout Trinidad and Tobago. The recommendations are not intended to substitute for the judgment of professional personnel based upon knowledge of the student’s behaviour record and statutory restraints.

If a student commits an act that violates the law, the Principal **must** report the offense to the appropriate legal authorities. Students may be subject to disciplinary action if they do not cooperate with school personnel in the investigation of disciplinary situations.

Table 6 lists infractions, and the associated consequences. Measures to deal with infractions include:

- In school suspension¹
- Out of School Suspension
- Detention
- Restitution
- Reports to TTPS
- Expulsion
- Referral to SSSD
- Referral to the MSDFS, CA, MILAT through the Office of the CEO
- Referral to the SSSD

All students committing major and severe infractions will be referred for counselling and monitoring by the SSSD.

Repeated minor infractions will be treated as a major infraction.

Any infraction which involves violence against another person and results in criminal charges being laid against a student will be considered and treated as a severe 3rd offence event, resulting in expulsion.

¹ Is a form of punishment that keeps students in school and doing work, but isolates them from the rest of the student body

Table 6. School Disciplinary Matrix –Offences and Consequences

LEVELS	OFFENCE	FIRST OFFENCE	SECOND OFFENCE	THIRD OFFENCE
Minor	<ul style="list-style-type: none"> ▪ Dress Code Violation ▪ Excessive, unexcused tardiness, absences, ▪ Class truancy ▪ Disorderly/ disruptive conduct ▪ Misuse of technology ▪ Propagate misinformation/ mischief ▪ Use of Obscene Language ▪ Excessive non-completion of assignments 	<ol style="list-style-type: none"> 1. Teacher Conference 	<ol style="list-style-type: none"> 1. Parent conference and/ or 2. Detention or 1-2 day(s) of In- school suspension 	<ol style="list-style-type: none"> 1. Parent conference and 2. 3 - 5 Days out of school suspension 3. Escalation to Major level if continued
Major	<ul style="list-style-type: none"> ▪ Disrespect/ Defiance to authority ▪ Assault without weapon ▪ Bullying/ Intimidation ▪ Cyber bullying ▪ Extortion/ Taxing ▪ Fight without weapon ▪ Forgery ▪ Gambling ▪ Lewd/ Inappropriate behaviour ▪ Possession/Use of alcohol ▪ Possession/ Use of 	<ol style="list-style-type: none"> 1. SSSD referral and intervention 2. Parent/Guardian conference 3. Restitution 4. Possible in-school detention/ suspension 	<ol style="list-style-type: none"> 1. SSSD referral and intervention 2. Detention or 1-2 Day(s) of In- school suspension or 3. 3-5 days out of school suspension 4. Restitution 	<ol style="list-style-type: none"> 1. SSSD referral and intervention 2. 7 Days out of school Suspension 3. Referral to MSDFS/ CA 4. Restitution 5. Escalation to severe level if continued

LEVELS	OFFENCE	FIRST OFFENCE	SECOND OFFENCE	THIRD OFFENCE
	Tobacco/ Vaping products <ul style="list-style-type: none"> ▪ Threat without weapon ▪ Vandalism 			

LEVELS	OFFENCE	FIRST OFFENCE	SECOND OFFENCE	THIRD OFFENCE
Severe	<ul style="list-style-type: none"> ▪ Arson ▪ Use of materials/combustible product/device that pose fire hazard or safety risk ▪ Possession/Use of explosive device ▪ Assault with weapon ▪ Fight with weapon ▪ Malicious damage to property ▪ Possession of weapons ▪ Possession/ Use of drugs/ narcotics ▪ Robbery ▪ Sexual Harassment ▪ Sexual Misconduct ▪ Threat with weapon ▪ Making a false claim/ report/ wasting police time ▪ Forgery ▪ Possession of weapons ▪ Possession of imitation weapon ▪ Possession of object adapted to be used as a weapon ▪ Hate violence/ Harassment/ Threats 	<ol style="list-style-type: none"> 1. SSSD referral and intervention 2. Parent/ Guardian conference 3. Restitution 4. 3-5 days out of school suspension 5. Referral to MSDFS/ CA 6. Report to TTPS 	<ol style="list-style-type: none"> 1. SSSD referral and intervention 2. 7 Days out of school suspension with the possibility of extended suspension 3. Parent/Guardian conference 4. Restitution 5. Report to TTPS 6. Referral to MSDFS/ CA 	<ol style="list-style-type: none"> 1. Expulsion and referral to MILAT 2. Restitution 3. Report to TTPS 4. Referral to MSDFS/ CA

4.3 Positive Behaviour Matrix (PBM)

Positive behaviour expectations are to be explicitly explained to learners, ideally at the commencement of the academic year, and reviewed occasionally each term. Each school should develop a **positive behaviour expectations matrix** which depicts the desirable behaviours of learners in all settings. This matrix is to be displayed in numerous prominent places on the school compound to remind students of the positive behavioural expectations that are required.

Table 7 Positive Behaviour (Expectations) Matrix

Setting	Expectations			
	Respect	Responsibility	Integrity	Community
Assembly / Student-led Assembly	Line up appropriately and quietly Stand at attention for the National Anthem / National Pledge / National Prayer	Present yourself on time Learn all that is presented during Assembly-time Actively participate in assembly	Practice all that is taught during Assembly-time	Be active team members
Class Time	Wait for your turn to speak Raise your hand and wait to be called Ask before using someone's property Use our inside voices Allow others to learn Listen when others speak	Bring pencils and books to class Show respect for teacher's instructions Complete work on time Ask for help if needed	Be honest Own up to behaviour Take pride in doing your best	Work together so that all will learn Help those who may need additional assistance Respect other's opinions and contributions

Setting	Expectations			
	Respect	Responsibility	Integrity	Community
Break Time	<p>Line up orderly at the café</p> <p>Do not place feet on the tables</p> <p>Include others</p> <p>I respect my peers' choices</p> <p>I am a good sport</p>	<p>Show respect for other persons' space and belongings</p>	<p>Report issues to a teacher/trusted adult</p>	<p>Include others</p> <p>Play by the rules</p> <p>Be a team player and show sportsmanship</p>
Dismissal	<p>Follow directions of teachers/trusted adult</p> <p>Use the sidewalk</p> <p>Wait for the bell</p> <p>Exit classroom orderly</p>	<p>Clean up your own trash</p> <p>Responsible for personal actions</p>	<p>Use appropriate language, volume and tone</p>	<p>Help others</p>
Online/ Digital	<p>Only talk to trusted persons online</p> <p>Get permission before posting things online</p> <p>Keep personal information private</p> <p>Be mindful of the privacy</p>	<p>Carry devices sensibly</p> <p>Use devices for learning</p> <p>Use own personal login</p> <p>Care for devices properly</p>	<p>Only create things that are to be shared with teacher</p> <p>Avoid creating/posting harmful content</p>	<p>Only talk to trusted persons online</p> <p>Speak up when things do not seem right</p> <p>Use school approved apps</p>

Setting	Expectations			
	Respect	Responsibility	Integrity	Community
All the Time	of others Utilize resources for school work only			
	Listen attentively Consider someone else's point of view Choose not to bully or tease Be kind to others Keep hands and feet to self Team player/ Sportsmanship	Report anything that makes you feel uneasy or unsafe to teacher/trusted adult Complete homework on time Attend school every day Stay within school boundary Think before acting Wear correct school uniform Be resilient Keep my school clean	Allow others to participate Treat others as you would like to be treated Be honest at school and outside	Treat others as you would like to be treated Encourage and support others Make good choices

4.4 Preventative Strategies

Preventative strategies to address school violence aim to provide a positive, safe, predictable learning environment through the direct and explicit teaching of appropriate behaviour and assisting learners to accept responsibility and value learning. Underlying this is the premise that “children are more likely to be respectful when important adults in their lives respect them. They are more likely to care about others if they know they are cared about” (*Alfie Kohn, Beyond Discipline: (From Compliance to Community)*).

Table 8 shows some of the preventative strategies which schools should engage.

Table 8 Preventative Strategies

Proposed Programmes	Details	Responsible agency
Peer Counselling/Prefect System / Student Council	Expansion of the Peer Counselling programme to all schools to encourage positive peer mediation. This avenue creates a safe, judgement free space and provides opportunity for modelling appropriate behaviours/responses.	Ministry of Sport and Community Dev.
Parenting in Education	Inclusion of targeted topics for building parenting capacity; expansion of programme to more schools within each district.	Ministry of Education (SSSD-SW)/Ministry of Sports and Community Dev./ Ministry of Social Dev.
Teacher Training	Training in positive behaviour management techniques Training in emotional intelligence.	Ministry of Education/UNICEF’s Child Friendly Schools Programme

Positive Behaviour School Campaigns	Competitions that include the arts - school songs, poster competitions, school slogan etc that incorporate positive changes expected with points being allocated to classes or houses for reward at the end of term/school year Creating a culture of peace through peace talks, walk, walkathons etc.	Ministry of Education / Stakeholders
Emotional Intelligence	Explicitly teach skills that underpin positive behaviour change through use of the Form Period/personal development period	Ministry of Education
Extra-Curricular Activities	Engage students in extra-curricular activities such as 4-H	Ministry of Education

Proposed programmes	Details	Responsible agency
	Clubs, sports, quizzes, music/arts, and other clubs and competitions	
Consistent Complaints Resolution	Develop clear consistent mechanism for resolution of conflicts	Ministry of Education
Religious Knowledge (RK)/Religious Instruction (RI)	Reinstate Religious Knowledge (RK)/Religious Instruction (RI) for one period on the timetable of every school	Ministry of Education/IRO
Strengthen Youth Skills	Increase youth skills training in areas such as communication, problem-solving, conflict management and resolution and impulse control	Ministry of Education/Ministry of Youth Dev.
Monitor and Evaluation	Reliable and timely data are necessary to evaluate the effectiveness of preventative strategies and to plan for future strategies	Ministry of Education

4.5 Reinforcement Strategies

Classroom Reinforcement Strategies (RS) vary in effectiveness and should therefore be carefully selected. Owing to this, a teacher is likely to embrace anyone of the RSs at his/her disposal. The most important factor is that RSs and their effectiveness in implementation are not independent of each other. There is a relationship between the RSs used and their effectiveness. Selected peer mentors must be a part of the structured system to decide on the application of the system. The peer mentors should comprise a diverse group and not just feature students who model exceptional academic performance. Relatability of the students to various groups must be acknowledged. Types/forms of RS:-

1. **Praise:** is an affirmative statement delivered by teacher immediately following completion of a specific academic or social behaviour. It can be categorized as Behaviour Specific Praise (BSP) or non-BSP (NBSP). BSP is when a teacher specifies the behaviour for which the praise is delivered (e.g. Sharon, good job completing your assignment). A NBSP statement is when a teacher delivers a verbal praise without describing the behaviour for which the student is praised. BSP is cited as the most effective form of praise (e.g. Good job).

Methods that can be used by teachers to increase the use of praise:

- i. Self-monitoring of praise: Teacher can use a self-recording system to keep frequent counts, use a data sheet boards, use of paper clips from one pocket to another in order to save time.
- ii. Self-evaluation of praise: Teacher selects a 15-minute time period (before, during, end of lesson) to write down a prediction of the number of BSP statements. Next, the teacher self-records praising behaviour during the 15-minute and finally evaluates the student performance against the initial prediction.
- iii. Select target students: Some students can be more challenging and disruptive to the classroom climate than others. It is important to determine whether a student's inappropriate behaviour is being maintained by teacher attention or is a means of escaping adult attention. Craving teacher attention, delivery praise can be effective however, escaping adult attention, praising the student can exacerbate the situation.

- iv. **Select a target behaviour:** It is common for teachers to direct their attention to one side of the classroom than the other, inadvertently ignoring students sitting on the other side of the classroom. Proximity when praising has shown effectiveness in increasing desired behaviour. Teachers can either walk to different sections of the classroom and provide group praise or pay closer attention to students sitting in a specific section.
- v. **Using a cueing device:** External cueing systems to prompt teacher to deliver praise can be used to serve as a personal reminder. This includes an electronic portable, un- obstructive, discrete device that will deliver visual, auditory or vibratory cues.
- vi. **Peer coaching:** Can be utilized to observe students according to different quadrants in the classroom. These peer coaches will be trained in collecting frequency data on the number of praise statements given by the teacher.

2. Token rewards system: this system is a ticket in which school expectations are listed with a blank space for teachers to fill in the student's name. Teachers will circle the expectation(s) the student met and the ticket will be placed in a box in the main office. At an approved time period, an administrator will pull a ticket from each box (one box for each form/standard) and use the public address to identify the student and the expectation that student meets. The reward should be selected by the students from a list of realistic rewards. The community or business sector can be included in this measure.

3. Good News Rewards: These are given to students who have taken a leadership role in the classroom for substantive improvement in work habits. Parents should be informed of their child's exemplary behaviour. This type of reinforcement can lead to a better parent and student relationship, increased student self-esteem and can intrinsically motivate the student to perform the task. Also, student perception of competence and self-determination will increase. In cases where parents are not active in a child's life, community role models, teachers, and others should provide positive affirmation to students in this regard. Students should be assigned to staff members (e.g. guidance officers or teachers who can act as a reinforcer).

4. Symbolic Rewards: These can be in the form of gold stars stickers, having one's picture on a bulletin board, name in a school newsletter, and/or additional points given to students who are active in class. Students should be actively involved in deciding the types of rewards. Student participation must form an integral part of the reward system.

5. Tangible Rewards: These can include edibles, toys or school related items (pencils, notebooks, pens and other form of school stationeries). There are different styles in using the tangible rewards to reinforce the student teaching learning process:

- (i) Give a reward to the student/s who were active during the teaching learning process (e.g. asking questions, paying attention, assisting other students, following instructions, etc)
- (ii) Give a reward to student/s who can answer a difficult question, read and summarize a text.

Students should be actively involved in deciding the types of rewards and participation must form an integral part of the reward system.

6. Guest Speakers: - members of the public/community who students can relate to that have:

- (i) Displayed the undesired behaviour in the past; and
- (ii) Evolved into positive behaviours, should be invited to speak to students.

7. Training and Education: Ongoing education should be offered to teachers to support the desired behaviour. This can be done through a brief online course (30 minutes in length) and tied to a reward system, quiz and a certificate.

8. District and National Awards Rewards: Published recognition that bring stories of resilience, persistence, commitment and reformation to the national awareness to promote positive behaviours versus the national recognition of negative behaviours in the news.

9. Monitoring and Evaluation: Students and teachers should self-rate and rate fellow teachers and students after the first term following implementation and each term thereafter. This should include suggestions for the next term.

10. Complaints system: A clear, confidential and effective complaints mechanism system should be established. Students are often reported to adopt negative behaviours when matters are not dealt with e.g. bullying etc.

Factors that may affect RS used by teachers in classrooms

- 1. Class Interest (Intrinsic Motivation)** - teachers must study the interest of their students before selecting reinforcers. Students' poor perception of their ability to succeed is a major hindrance to learner's motivation.
- 2. Social Characteristics** (age, gender, level)-: can be a guide to establish the interest of the learner.
- 3. Delivery** (nature of content and effectiveness).
- 4. Transition of learners** from one classroom to another. After understanding the learners well enough to reinforce them effectively, they are handed over to the next class teacher.

Teachers and Principals must be educated and/or trained with the relevant skills for the reinforcement.

Recommendations

- 1.** Administrators to plan for budgetary allocation in order to purchase reinforcers in terms of tangible, low-cost items and tokens.
- 2.** School administrators should start involving parents and private sector in reinforcement programmes. Parents' involvement can improve academic success. There should be lobbying for token economy programmes.
- 3.** It is important for teacher trainers to deepen the teacher trainees' knowledge on token economy programmes and not merely skim through their syllabuses. If teachers are well informed in ideals involving RSs, they will handle reinforcement programmes competently for academic success.
- 4.** District and national recognition of students who show growth and model the positive behaviour strategies taught.
- 5.** District and national recognition of teachers who model and display desired positive reinforcement strategies. Nomination should be done by peers and students. This will act as

examples and reinforcement.

6. Posters should be developed to clearly outline what are the positive behaviour strategies.
7. Evaluation of the strategies should take place to see how effective they are at the end of the school term. Understanding the diversity of our society, flexibility should be allowed in deciding on the reinforcement strategies based on the culture of the community, school, and geographic location.
8. A school/staff member should be assigned as the liaison officer to ensure that the tasks are implemented.
9. The overall concept should be presented to select students with the other two (2) working groups before implementation, in line with best practice.

5.0 Programmes and Support provided by Other Ministries and Agencies

As a part of the parent education and community outreach program of schools, the Principal, in collaboration with SSSD should expose the school population to resources available from government ministries and agencies.

Table below identifies some of the key information which can be provided. This list is not exhaustive.

Ministry of Sport and Community Development	
Community Mediation Services Division	The division executes several initiatives which aim to encourage the adoption of behaviours that are consistent with the underpinning philosophy of mediation, restoration, and peace building. The initiatives are supported by the practices of mediation, social work, and other therapeutic interventions as well as the facilitation of difficult conversations in communities and special interest groups.
Community Mediation Services Division Used in Schools Peer Mediation Programme	The programme is being transformed for e-learning. This involves the recording and editing of curriculum modules, creation of digital classrooms as well as the creation of a digital assessment system for students involved in the programme. This shift in service delivery will make the programme available to individual primary, secondary and tertiary students in and out of schools across the nation. Target for Peer Mediator training and certification: two hundred and fifty (250) students. Target for training and certification of fifty (50) peer mediation school liaisons.
Peer Support Group Meetings	These meetings are currently being held using virtual meeting platforms. <ul style="list-style-type: none"> - Parental Support Group - Men Support Group
Co-Parenting Programme	The Co-Parenting Programme is a social work led nine (9) module therapeutic intervention. For Fiscal Year 2022, three (3) cycles are planned for execution. Each cycle is of a four-month duration and includes recruitment of possible participants, screening and selection of appropriate candidates, individual counselling sessions, delivery of the nine (9) modules, graduation of participants who would have successfully completed the course, evaluation of the completed cycle and review and adjustment of the material, methodology and approach.

Ministry of Youth Development and National Service Programmes	
Youth Development	The Ministry of Youth Development and National Service (MYDNS), in an effort to positively influence our diverse 468,000-member youth population, will be guided by the <u>National Youth Policy (2020-2025)</u> , which focuses on the empowerment and strategic engagement of our youth, as co-creators of sustainable development initiatives.
Youth Affairs Division	Under the Specialised Youth Service Programmes (SYSP), two (2) Specialised Youth Service Programmes, with the term “Specialised” referring to the military-based nature of the programmes are offered: <ul style="list-style-type: none"> • Civilian Conservation Corps (CCC) • Military-Led Academic Training (MILAT) • MYPART (Military-Led Youth Programme of Apprenticeship and Reorientation Training)
The Civilian Conservation Corps (CCC)	The CCC was established in 1993, to positively develop the attitudes and behaviours of unemployed and socially marginalized youths between the ages of 18 and 25 years. The Programme offered by the CCC, which is accredited by the Ministry of Education, runs for a period of 6 months at no cost to participants. The training engenders a spirit of national pride that improves the civic mindedness of participants, who then transition to the world of work.
The MILAT & MYPART Programmes	MILAT inculcates positive behaviour modification of students whilst they pursue academic development in a quasi-military environment. The Programme produces individuals who are well- adjusted, disciplined and responsible, and who possess positive social values and attitudes. These newly acquired traits are complemented with a full Certificate from the Caribbean Examination Council and elective skills that enable participants to pursue higher levels of education and training. <p>MYPART</p> <p>This programme is geared toward providing a safe structured and regulated environment in which training, certification and positive character development can occur. The MYPART Programme is a 3-year residential one that involves both vocational and military training in three (3) areas: Induction; Academic and Pre-Technical Vocational Training and Specialised Study.</p>

	<p>On successful completion, the Cadet leaves the programme as a Certified Graduate (in his specialized skill area) and a more disciplined individual, having been exposed to areas of personal development, leadership, teamwork and responsibility. MYPART seeks to address the increasing despondency of youth from diverse backgrounds who are often referred to as “At Risk Youth”. The programme acts as a form of social intervention and produces disciplined and skilled individuals who can make meaningful contributions to society.</p>
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<p>The Ministry of Social Development and Family Services</p>	
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<p>Public Assistance Grant</p>	<p>The Public Assistance Grant is provided to meet the needs of persons where the household income is deemed inadequate. Such a person may include:</p> <ul style="list-style-type: none"> • an individual 18 years and over, who is certified by a government Medical Officer as unable to earn a living due to physical or mental disability; • a person receiving Senior Citizens’ Pension, whose spouse is 55 years and over and unemployed, or, whose spouse is under 55 years but unable to work due to physical or mental disability; • an individual whose deceased spouse received Senior Citizens’ Pension and Public Assistance; • a single parent who is unable to earn a living due to caring for a child with a physical or mental disability; • a parent, guardian or custodian on behalf of a child with a physical or mental disability; • a person who is the spouse of a person serving a term of imprisonment; • a person was cohabitating with a person of the opposite sex for a period of at least three (3) years before the latter began serving a term of imprisonment; and • a person on behalf of a child who may deem necessitous in accordance with guidelines issued at the board.
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The Ministry of Social Development and Family Services

National Family Services Division (NSFD)

The NFSD was established in 1991 as the primary institution in Trinidad and Tobago with a mandate to focus on issues and problems related to the child and the family, and on formulating and implementing measures and programmes geared towards the alleviation of these problems. The NFSD was founded based on the recognition that the overriding problems in communities throughout Trinidad and Tobago were mainly due to poverty, child and spousal abuse.

It includes a Parenting Unit, which manages the Trinidad and Tobago National Parenting Programme.

Services provided by NFSD

- Counselling
- Mediation
- Rehabilitation
- Case management
- Advice
- Referrals
- Placement in Safe Homes/ Shelters
- Parenting/ Grandparenting Programmes
- Lectures/ Seminars/ Webinars/ Workshops/ Face-to-Face Group and Individual Sessions (For Internal Divisions of the MSDFS and External agencies by request)
- Community Training Workshops
- Networking/ Collaboration with other Internal and External Agencies
- Consultancy
- Advocacy- NFSD Family Service Social Workers advocate on behalf of individual clients. Additionally, NFSD advocates for state legislations and programmes. We provide support international and interregional thinking and policy decisions.

The Ministry of Social Development and Family Services

Parenting Unit	The Parenting Unit (PU) was established within the NFSD in 2011. Its mandate is to develop National Parenting programming which allows parents (inclusive of caregivers and guardians) and children to share their experiences, learn best practices and gain peer support.
Public Education Approaches	The Division via the Ministry, engages in regular partnership with other Ministries, Faith-based and Non-Governmental Organisations to host workshops, seminars, community outreaches, and domestic violence and child-abuse sensitisation sessions in targeted rural and urban communities across Trinidad and Tobago both physically (face to face) and virtually.
Programmes and Work in Progress	<p><i>Lectures/ Seminars/ Webinars/ Workshops</i></p> <p>The NFSD conducts and facilitates lectures, seminars, sensitization sessions and workshops for Government Ministries/Agencies, Civil Society Organization (NGOs, FBOs, CBOs), Private Sector Organizations, Educational Institutions etc. Organizations/Agencies can request these outreach initiatives via formal correspondence sent in hard copy or via email. The NFSD has conducted and facilitated presentations, seminars, sensitization sessions, webinar and workshops of topics including but not limited to:</p> <ul style="list-style-type: none"> • Guidelines to Effective Parenting and Parenting Styles • Impact of Parenting Behaviours on Children • Gender Socialization, Stereotypes and Parenting • Supporting Children during the Lockdown • Managing Children’s Learning while Working from Home Managing the return to the New Normal • Building Family Resilience • Understanding and Managing Exam Anxiety • Domestic Violence • Child Abuse • Mental Health Awareness • Anger Management • Stress and Anxiety • Emotional Intelligence • Communications

The Ministry of Social Development and Family Services

Trinidad and
Tobago National
Parenting
Programme
(TTNPP)

The NFSD is responsible for the implementation of the Trinidad and Tobago National Parenting Programme (TTNPP) and is spearheaded by the Parenting Unit (PU). The TTNPP was developed to address the urgent need to develop basic competencies of parents, guardians and all persons charged with the responsibility of caring and nurturing children by providing assistance, guidance and support with simple practical ideas and tools with which they can become effective parents.

The TTNPP consist of three (3) components:

1. **Parenting Education:** providing parents, guardians, caregivers etc. with knowledge on various parenting topics and related issues. These includes initiatives such as, outreaches, sensitization sessions (including webinars), development/publication and promotion of materials (brochures, tips, articles etc.) utilizing various media, including Radio and TV Programmes and interviews.
2. **Parenting Training:** a subset of parent education involves deeper knowledge sharing and the direct teaching of skills to parents. This is conducted through parenting workshops.
3. **Parenting Support Services:** providing parents, guardians, caregivers etc. with support services such as counselling, referrals, therapy programmes, support groups etc.

Observance of International Day of the Family

As such, International Day of Families sets out to celebrate the different families and their uniqueness. This commemoration highlights the importance of the family in the socialisation of all citizens and communities.

It's Family Time, Let's Talk...

Each year the NFSD hosts a Radio Programme entitled, 'It's Family Time, Let's Talk...' as a means of sensitising and interacting with the public. The radio programmes are usually an hour in duration and are aired on a selected local radio station. This public education strategy has covered topics such as family violence, mental stress, mentoring,

	<p>parenting, abuse, communication tips and the services offered by the National Family Services.</p> <p><i>Accessing NFSD Services</i></p> <p>NFSD Services are easily accessible. Persons can walk-in to or contact any of the NFSD service centres to make an appointment or speak to a NFSD Staff Member to request assistance.</p>
<p>The Ministry of Social Development and Family Services</p>	
<p>Critical Incidents Response</p>	<p>A Critical Incident is a singular incident where a limited number of persons are negatively affected. These include homicides, suicides, vehicular accidents, natural disasters, and singular house fires. The NFSD will in these situations:</p> <ol style="list-style-type: none"> 1. Establish contact with the Victim and Support Unit to obtain a status and the level of intervention required; 2. Advise relatives/survivors of the services available to them and provide counselling/psychosocial services where the relatives and survivors decline the services of the Victim and Witness Support Unit; 3. Provide referrals to other agencies regarding the provision of specific assistance to meet the client’s needs; and 4. Provide the necessary follow up where possible.
<p>Disaster Relief</p>	<p>As an agency offering free psychosocial support to citizens who have experienced trauma, the National Family Services Division is an invaluable resource in helping citizens recover from natural disasters.</p>

6.0 Schools at High Risk of Violence – Identification Criteria Matrix

The factors that determine whether a school is deemed high-risk are many and varied. These include influences internal to the school, as well as those stemming from the external environment. In seeking to develop a fair, comprehensive metric for schools of deep focus, the committee took into consideration relevant factors, the availability of school data, the ability of the stakeholders to provide any information external to the school, which could be brought to bear on the metric, as well as ease of calculation. Inputs, processes and outcomes should comprise the metrics used to help identify weak areas, which need to be addressed even in schools assessed in School Improvement Plans deemed to be low risk.

No.	Factor Concerns with the leadership and governance structure at the school (As rated by DLT)	5 Points High DLT rating	3 Points Moderate DLT rating	1 Point Low DLT rating	0 Points Not recognized as an issue by DLT
1	Incidence of Fights/ disruptions in or around the school compound	≥6 fights per month	3-5 fights per month	1-2 fights per month	Negligible
2	Incidence of weapon possession	≥5 times per month (Firearm/icepick/Taser/possession once only)	3-4 times per month	1-2 times per month / Threat of use of weapons	0
3	Incidence of drug possession	≥5 times per month	3-4 times per month	1-2 times per month	0
4	High number of suspensions for violence related infractions	≥5 suspensions per term	3-4 suspensions per term	1-2 times per term	0
5	School catchment	Number /Degree of Hot Spot areas as rated by Police Service	Number /Degree of Hot Spot areas as rated by Police Service	Number /Degree of Hot Spot areas as rated by Police Service	NA
6	School intrusions for the purpose of gang or drug activity	≥3 occurrences per month	2 occurrences per month	1 occurrence per month	NA

No.	Factor Concerns with the leadership and governance structure at the school (As rated by DLT)	5 Points High DLT rating	3 Points Moderate DLT rating	1 Point Low DLT rating	0 Points Not recognized as an issue by DLT
7	Level of gang influence (based on observation, community interaction, student info)	≥3 incidences of gang influence per month as reported by Safety Officers	2 incidences of gang influence per month as reported by Safety Officers	1 incidence of gang influence per month as reported by Safety Officers	NA
	Results of climate survey:				
8	• Level of student engagement (Emotional/ Academic/ Behavioural)	% To be determined based on survey results	% To be determined based on survey results	% To be determined based on survey results	
9	• Degree of positive relationships	% To be determined based on survey results	% To be determined based on survey results	% To be determined based on survey results	
10	• Degree of positive expectation	% To be determined based on survey results	% To be determined based on survey results	% To be determined based on survey results	
11	• Perception of school as a safe place	% To be determined based on survey results	% To be determined based on survey results	% To be determined based on survey results	
12	• Physical Climate	% To be determined based on survey results	% To be determined based on survey results	% To be determined based on survey results	
13	• Student Outcomes (behavioural/ goal related/ emotional)	% To be determined based on survey results	% To be determined based on survey results	% To be determined based on survey results	
14	Levels of student absenteeism – Average daily absenteeism	≥25% daily absenteeism	15-24% daily absenteeism	10-14% daily absenteeism	≤10% daily absenteeism
15	Value added measure	Value significantly diminished	Value diminished	Value remains the same	Value added
16	Daily Level of Teacher absenteeism	5% teachers absent	3-4% teachers absent	1-2% teachers absent	0
17	Level of Teacher vacancies in current term	5% of staff complement	3-4% of staff complement	1-2% of staff complement	0

No.	Factor Concerns with the leadership and governance structure at the school (As rated by DLT)	5 Points High DLT rating	3 Points Moderate DLT rating	1 Point Low DLT rating	0 Points Not recognized as an issue by DLT
18	Annual Drop Out percentage	≥5%	3-4%	2-3%	≤1%
19	Percentage of Form1 intake for current (2020/21) academic year scoring 30% and less	≥31%	21-30%	11-20%	≤10%
20	Hate-related speech	% To be determined based on survey results	% To be determined based on survey results	% To be determined based on survey results	
21	Teacher reports of victimisation	% To be determined based on survey results	% To be determined based on survey results	% To be determined based on survey results	

The following are also recommended as additional metrics once data become available:

- Recommendation that % classes unattended be captured from September 2022;
- Recommendation that a Late Book be instituted at all schools to capture chronic lateness; and as this will indicate late students' times of arrival, allowing Administrators and the DLT to determine the extent of the issue.

The Sub Committee also noted the concept of 'At Risk' Students, for the purpose of intervention and reducing incidents. The following categories were identified:

- Students referred for depression;
- Students with Special Education Needs;
- Students with behavioural issues; and
- Students with dysfunctional family circumstances.

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