

Utilizing Instructional Alternatives to Exclusionary Discipline

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Agenda

- Some policy history
- Research on current policies
- Exclusion: Definition/Impact/Changes
- Research & Data!!!!
- Q/A throughout

History Discipline Policies

- Standards for behaviors in schools have been noted for over 100 years
- Safe School Study
 - While school violence decreased compared to previous years, school crime increased when rules were not clear and/or were extremely punitive.
 - Largest shift towards the need for the use of written policies
- SSS, National School Resource Network, and legislation
(Fenning & Bohanon, 2006; National Institute of Education, 1978)

Earlier Perceptions of Discipline Policies

- A positive way of providing clear guidelines for behavior that would likely result in the “consistent and equitable application of rules for all” while making schools safer.

(Fenning & Bohanon, 2006)

Discipline policies: Early 1990's

- Gun Free School Act of 1994 (GFSA): A series of shooting and deaths in US schools.
 - Mandated an adopted of zero tolerance weapons policies
 - **Reduce weapons on campus**
 - **Reduce school violence and violence at school-sponsored events**
- In the 1990's- 60% of the US states broadened federal guidelines for zero tolerance:
 - Fighting
 - Drug or alcohol
 - Gang activity
 - Possession of narcotics
 - Disrespect to authority
 - Sexual harassment
 - Verbal threats vandalism
 - ...and all other behaviors considered to disrupt the school environment

(Congressional Quarterly Incorporated, 2000; Skiba & Peterson, 1999)

Effects of Zero Tolerance and Exclusionary Discipline Policies

- Overrepresentation of students of color and students with disabilities receiving exclusionary discipline practices for minor and arbitrary behaviors unrelated to weapons or drugs (Skiba et al., 2000).
- Policies are theoretically unsound, empirically unsupported, and fall prey to several legal critiques (Losen, 2013; Mongan & Walker, 2012; Skiba et al., 2000).
- Consequences for firearms should not equate to those for “disrespect” as they do not have the same implications for safety.

Addressing Discipline Disparities

- Civil Rights Data Collection Surveys
- Dear Colleagues Letter (2014)
 - Remove zero tolerance and exclusionary policies
 - Multi-tiered behavioral frameworks
 - Manage discipline equitably
- Implementing PBIS
 - But, how many implementers changed their policies?

Systematic Review of District Discipline Policies

- Coded 147 policies
 - Hawaii, NYC, and D.C. coded as 1 policy each
- Checklist for Analyzing District Policies for Equity (CADPE)
 - Adapted from Discipline Disproportionality Policy Guidebook and other policy checklists (Longstreth et al. 2013, Fenning and Bohanon, 2006)
 - 7 Domains Elements and Early Childhood Section
 - ✦ 47 Questions

Key Elements of Policies to Address Discipline Disproportionality: A Guide for District and School Teams

September 2015

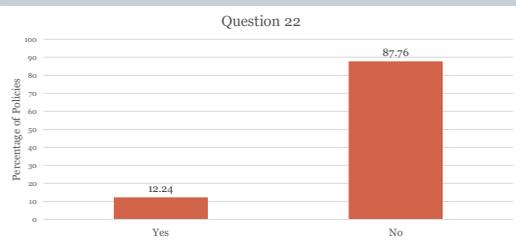
Authors: Owen, Rhonda Nevo, Beth Nickerson, Vicki Nalinski, Beth Stevens, & Amanda Cardinal DeBake

This practice guide is one of a series of guides for enhancing equity in school discipline. The guides are based on a 45-point rubric component orientation described by McIntyre, Green, Fomer, Stockman, and Page (2014). The 5 systems include engaging practices, school equity (SE) as a dimension for culturally responsive behavior support, use of disaggregated discipline data, equity policies, and reducing bias in discipline decisions. This guide addresses equity policies.

The recommendations and guides are available at <http://www.pbis.org/school-equity-pbis>.

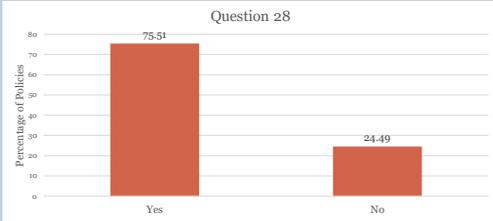
Systematic Review

- Does the policy provide practices for reinforcing prosocial and expected behaviors?



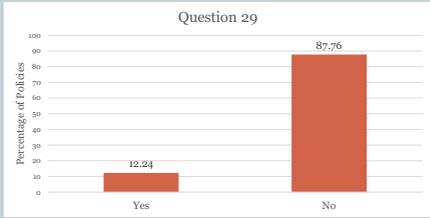
Systematic Review

- Is “zero tolerance” (i.e., automatic suspension procedures for certain behaviors) mentioned as a practice/strategy in the district policy?



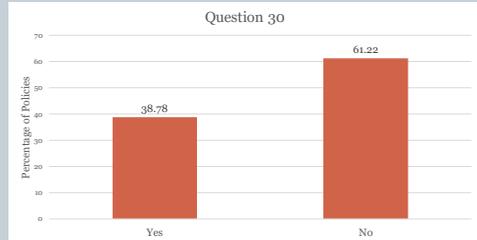
Systematic Review

- Is there clear communication that suspension or expulsion is limited to behavior incidents that pose a serious and credible threat to the safety of students and staff?



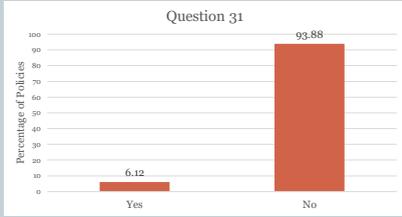
Systematic Review

- Does the policy include descriptions of and guidelines for using alternatives to suspension?



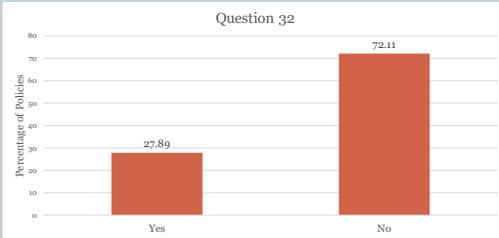
Systematic Review

- Does the policy restrict the use of exclusionary discipline (i.e., ISS, OSS, and expulsion) for non-violent behavior incidents (e.g., suspensions for disrespect)?



Systematic Review

- Does the policy provide lists of possible instructional responses in place of punitive responses?



Non-examples of policy statements

- Students suspended from school will receive up to a maximum of 50% credit for all make up work completed for the time they were suspended from school.
- Missing an assigned detention or misbehaving during a detention will result in referral to the office for disciplinary action. Subsequent offenses will include in or out-of-school suspension.
- Many policies continue to use suspension for truancy and attendance.

Examples of policy statements should include:

- language that is more conversational and less legal to ensure that it is available to everyone.
- defined district-wide expectations.
- defined prosocial behaviors.
- defined problem behaviors.
- graduated discipline policies.
- separate equity policies ensuring the use of equitable practices.
- instructional approaches (i.e., re-teach expectations, model).
- evidence-based practices (i.e., precorrection, positive specific feedback, reinforcement).

Examples of policy statements

Key Elements of Effective Policy to Enhance Equity in School Discipline

Based on the limited research available, we recommend seven key elements for equity policies (and policies in general). These elements include:

1. Specific Commitment to Equity
2. Family Partnerships in Policy Development
3. Focus on Implementing Positive, Proactive Behavior Support Practices
4. Clear, Objective Discipline Procedures
5. Removal or Reduction of Exclusionary Practices
6. Graduated Discipline Systems with Instructional Alternatives to Exclusion
7. Procedures with Accountability for Equitable Student Outcomes

Exclusionary Practices

- Removing students from typical instruction (or social environment) for a period of time in response to unwanted student social behavior.
- Range of intensities
 - Brief timeout from classroom instruction
 - Cross-class timeouts
 - Sitting in the hall
 - Reflection rooms
 - Seclusion rooms
 - Office discipline referral
 - Detention
 - Suspension
 - Expulsion

What Do We Know?

- Students miss:
 - Academic instructional time
 - Social skill building time
 - Being a part of a larger learning community
- Harsh & disproportionate discipline in schools for non-threatening behaviors linked to:
 - School failure
 - Drop-out
 - Substance use
 - Incarceration

What Do We Know?

- Most frequently used with:
 - Students of color
 - 7% of White students were suspended, but 11% of Hispanic/Latino students, 12% of American Indian students, and 23% of Black students were suspended (Losen et al., 2015).
 - Students with disabilities
 - 18% of students with disabilities were suspended.
 - One in 5 districts in the country suspended over 50% of its Black male students with disabilities (Losen et al., 2015).
 - Students in poverty and struggling academically
 - Race remains a significant predictor, even when controlling for poverty (Anyon et al., 2014; Lee et al., 2011).
 - Bias in disciplinary decision persists, particularly for more subjective behaviors (Skiba et al., 2002; Smolkowski et al., 2015).

ODR, Suspension, Detention not a “treatment intervention”

BECAUSE YOU CAN'T PUNISH SKILLS INTO A KID

- For substantive behavior change incorporate:
 - (1) instruction on appropriate behavior,
 - (2) on-going acknowledgement of appropriate behavior.
 - (3) an instructional response to problem behaviors, focused on teaching and reconnecting

Graduated Discipline

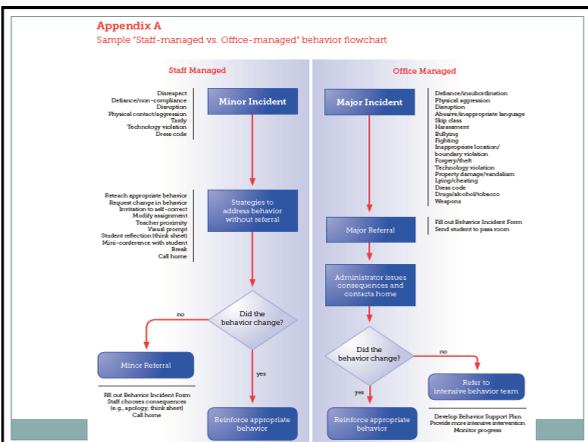
- Reserve exclusionary discipline for the most serious behavior incidents
- A system of discipline that is graduated ensures that less serious behavior incidents are met with milder responses rather than punitive consequences

Examples

- Re-teach of appropriate behavior
- Request change in behavior
- Invitation to self-correct
- Modify assignment
- Teacher proximity or visual prompt
- Student reflection (Think Sheet)
- Mini-conference with student
- Break in buddy classroom

Appendix A

Sample 'Staff-managed vs. Office-managed' behavior flowchart

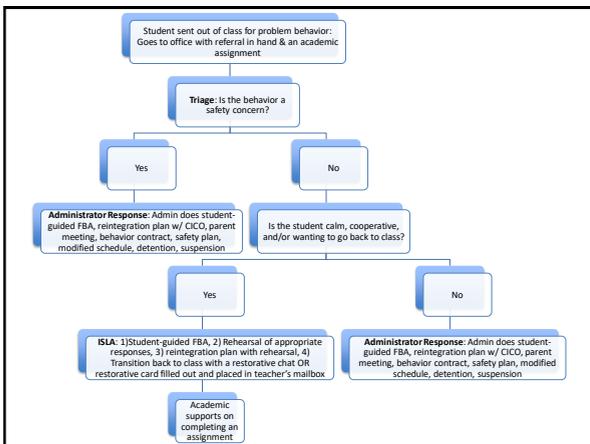


Buddy Classrooms

- In the class directly across the hall
- A quiet space in a non-distracting area
- Students are pre-taught that the quiet space is used for many things
- Student must come with work
- 15 minutes max
- If you need to use a Buddy Classroom 3x in 1 week, a request for support needs to be put in with your Behavior Team

ISLA

- Provide an in-school **instructional** alternative
 - Student-guided FBA
 - Skills coaching on appropriate behaviors
 - Academic support on classroom assignment
 - Reentry plan w/ rehearsal
 - Transition supports w/ a reconnection conversation



Student-Guided FBA

1. What was the situation and what happened?
2. Why did you do what you did? What did you want to accomplish?
3. How did it make you feel?
4. How do you think it made others (specify) feel?
5. What would've been a better response?
6. What do we need to do to fix/repair the current situation?
7. What can you do next time this situation happens?
8. What help do you need from us?

Reconnection Card

Dear _____,
I am sorry for _____
In the office, I learned _____
Therefore, I will work on _____
Here is how I'm going to try and prevent the problem from happening again: _____
In order for me to be successful, here is the support I need from you: _____
I appreciate the opportunity to correct my behavior and return to class.
Thank you, _____

When Students Return to You

- Allow the student to engage in the reconnection conversation with you.
- If they do this, allow them back into the classroom without punishment, retribution, or a grudge.
- Allow the student to rejoin the class activity without a further conversation about it, trust that the point has been driven home.

ISLA Pilot Study
Nese (2016)

- 1 Year pilot in 2 MS with high levels of exclusion
- Training for Teachers:
 - PBIS in the classroom
 - System for responding to behaviors
 - When/why/how to send a student out
- Training for Paras:
 - Triage process for students sent to the office
 - Behavioral and academic supports for students
 - Reconnection process for getting students back to class
- Training for Admin:
 - Clarifying triage process
 - How to handle major ODRs
 - How to process OSS when returning to school

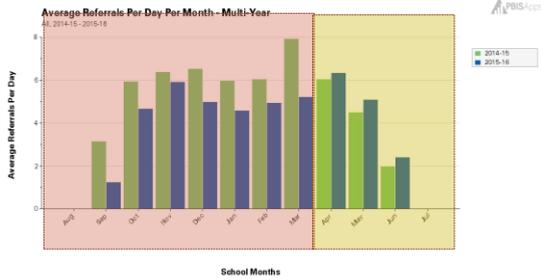
School #1: Information

- Suburban locale
- Serves 6th-8th grade
- Enrollment: ~604 Students (613 in 2014-15)
- ~43% Students of Color
- ~85% Free/Reduced lunch
- Title I

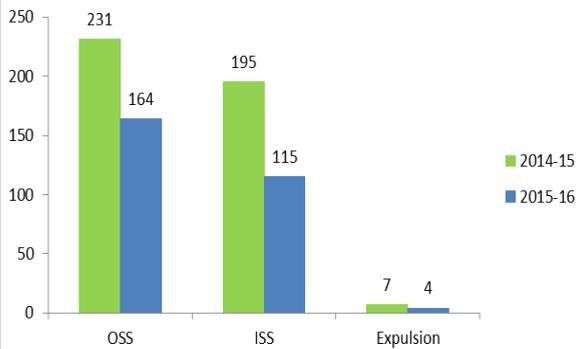
To Sum It Up...

- Exclusion alone does not correct problem behaviors
- Teachers and students benefit from a system that maximizes the amount of time students spend in class while provide them instruction when they are sent out
- Reaching out early to your behavior support team is critical in preventing problem behaviors from escalating

School #1: Referral Rate



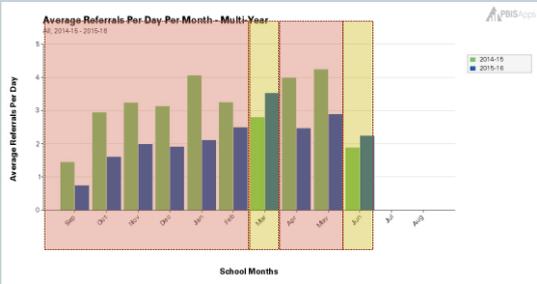
School #1: Exclusion Rate



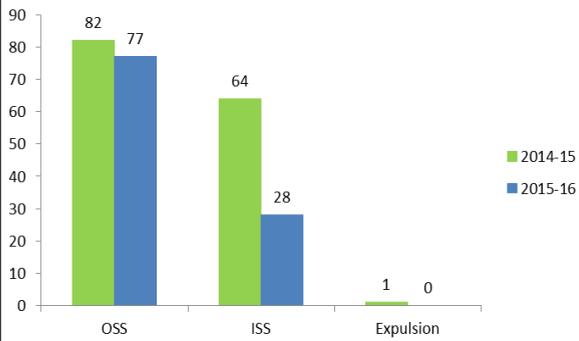
School #2: Information

- Rural locale
- Serves 6th-8th grade
- Enrollment: ~530 Students (550 in 2014-15)
- ~15% Students of Color
- ~68% Free/Reduced Lunch

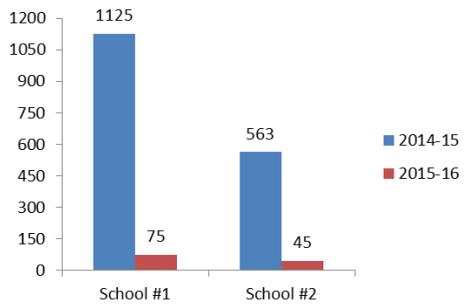
School #2: Referral Rate



School #2: Exclusion Rate



Minutes of Lost Instruction



Restorative Chat Card

Dear _____

I am sorry for _____
 making a note about that was not needed
 for _____ in the classroom.

While in the office, I learned _____
 that this was not important to the lesson
 and was disruptive to you.

Therefore, I will work on _____
 not making notes in class and listening to teachers
 when they are talking.

Here is how I'm going to try and prevent the problem from happening again:
 by listening to what happens and
 not saying things very loudly.

In order for me to be successful, here is the support I need from you:
 the support I need is to have a seat
 change at a table that is quieter for me
 so I can listen.

I appreciate the opportunity to correct my behavior and return to class.

Sincerely, _____

Feedback from Teachers

1. What do you feel is most beneficial about this primary intervention? What is the least beneficial part? *The most beneficial part is that students get the benefit of learning how to handle situations that arise in the middle school setting. Some students truly do not know what is right or what/why it's wrong. The least beneficial part would be missing scheduled class time and instructions.*

The _____ has become a positive place & a respite where students can decompress, discuss their actions, & work toward solutions for modifying their behavior. It's much more meaningful than receiving a school ASD.

4. What other information would you like to contribute about this intervention?
Our referral #'s have gone down significantly since _____ has been established. This room for some, is a bright spot in their day because they know someone cares.

To Sum It Up...

- Exclusion alone does not correct problem behaviors
- Building a system focused on teaching and reinforcing appropriate behaviors does
- Teachers and students benefit from a system that maximizes the amount of time students spend in class while providing them instruction when they are sent out
