Between a Rock and a Hard Place:
Using Consequences Effectively and Alternatives to Out-of-School Suspension and Expulsion

Jeffrey Sprague, Ph.D.

The University of Oregon Institute on Violence and Destructive Behavior

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Agenda

- Big ideas about consequences in schools
- Review characteristics of at-risk students
- Does punishment "work"?
  - What is punishment anyway?
  - Quick review of techniques
- Building a consequence matrix
- Developing alternatives to out of school suspension
- Putting these messages and action steps into their districts and into schools.

Reflection

- What comprises an environment that supports students and decreases the likelihood that students will engage in behaviors requiring disciplinary action?

- What challenges do you face related to the lack of professional support and adult supervision associated with suspension and expulsion?

- In your understanding, what is the link between educational success and positive health and safety outcomes for children and youth?

- **Is out-of-school or at-home suspension an acceptable disciplinary action?**
  - **Under what circumstances?**

Schools That Reduce Disruption and Delinquency

- Shared values regarding school mission and purpose (admin, staff, families, students)

- Clear expectations for learning and behavior

- Multiple activities designed to promote pro-social behavior and connection to school traditions

- A caring social climate involving collegial relationships among adults and students

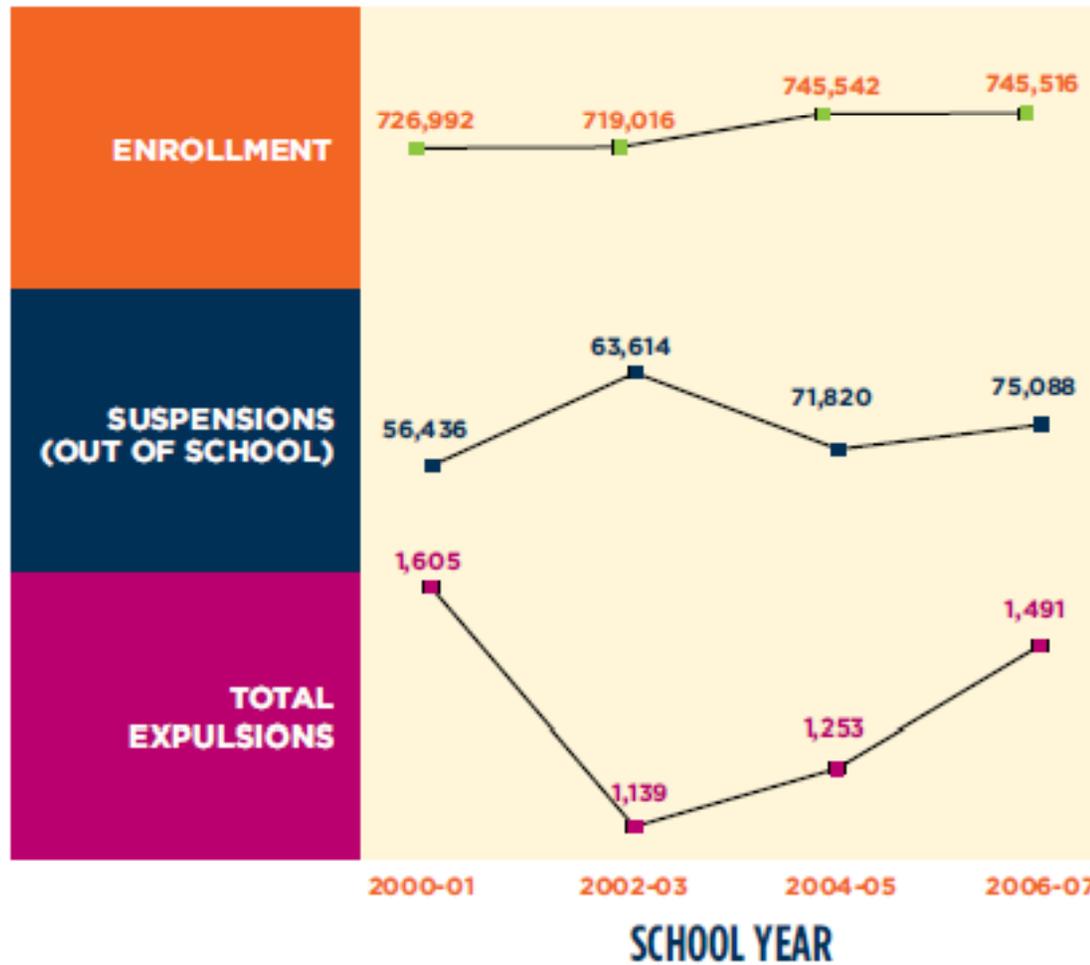- Students have valued roles and responsibilities in the school

Big Ideas

- **Office Referrals, Suspension and expulsion from school are often used to punish students, alert parents, and protect other students and school staff but there are unintended consequences**
  - Referrals, suspensions and expulsions may exacerbate academic deterioration
  - When students are provided with no educational alternative, student alienation, delinquency, crime, and substance abuse may ensue
  - Social, emotional, and mental health support for students can decrease the need for referrals, suspension and expulsion
- **We need to address the root causes of behaviors that lead to suspension and expulsion and provide alternative disciplinary policies**
  - These practices might be called "restorative discipline," adapted from the concepts and practices of "balanced and restorative justice" commonly used in juvenile and adult corrections and treatment programs.
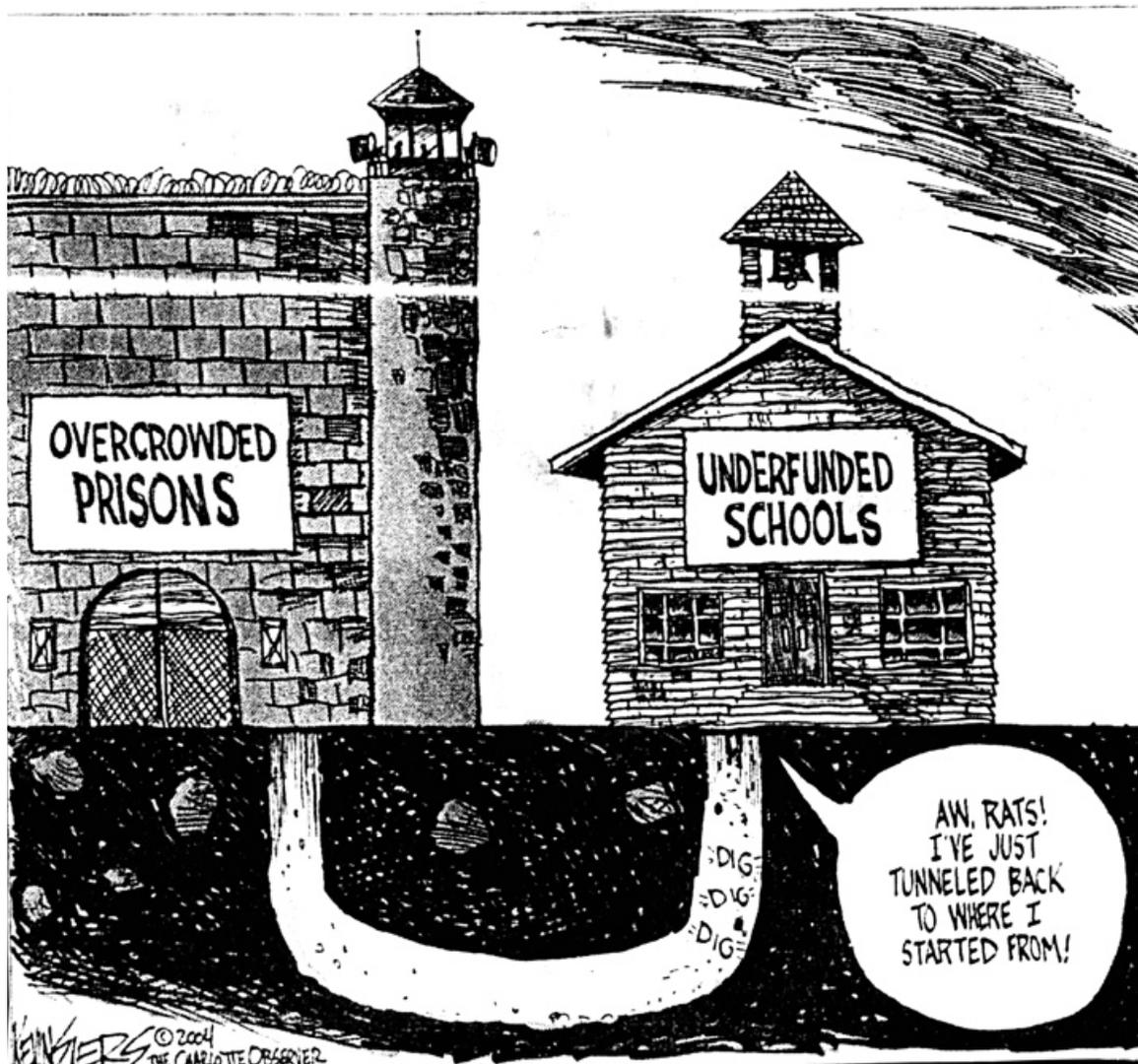
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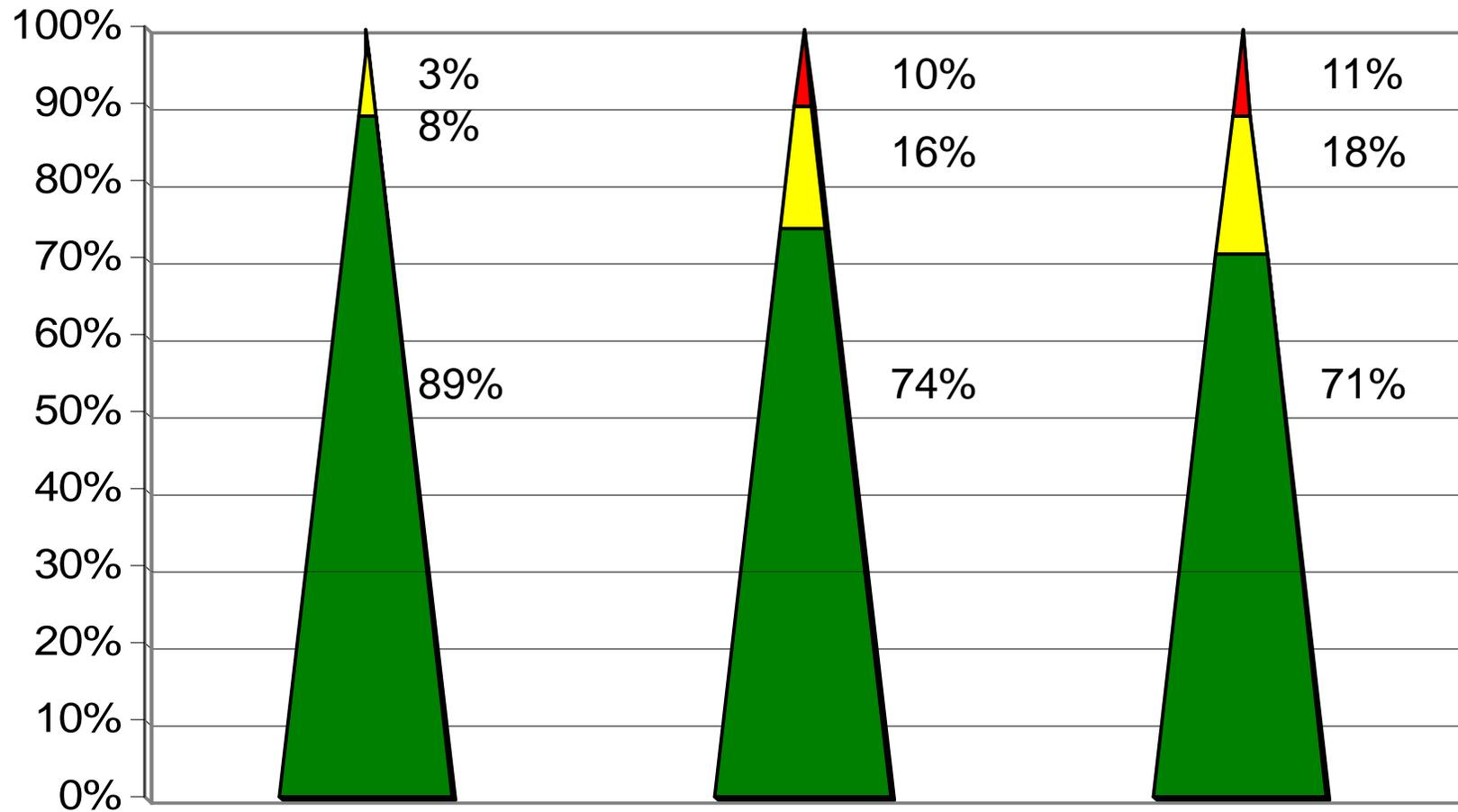
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NUMBER OF STUDENTS

	ENROLLMENT	SUSPENSIONS (OUT OF SCHOOL)	TOTAL EXPULSIONS
2000-01	726,992	56,436	1,605
2002-03	719,016	63,614	1,139
2004-05	745,542	71,820	1,253
2006-07	745,516	75,088	1,491

SCHOOL YEAR

US Department of Education Office of Civil Rights, 2006 Data Collection (2008), *at* http://ocrdata.ed.gov/ocr2006rv30/

Antisocial Behaviors

- Exist in every school and community (always will)
- Vary in intensity and frequency
  - Mild to Violent
- Are associated w/ a variety of risk factors (no single pathway)
- Present our greatest public health problem!

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Major Office Discipline Referrals (05-06)

Legend: ■ 0-1 □ '2-5 ■ '6+

3%	10%	11%
8%	16%	18%
89%	74%	71%

K=6 (N = 1010)   6-9 (N = 312)   9-12 (N = 104)

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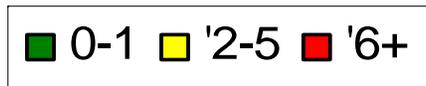
Major Office Discipline Referrals (05-06)
Percentage of ODRs by Student Group

■ '0-1 □ '2-5 ■ '6+

	K-6 (N = 1010)	6-9 (N = 312)	9-12 (N = 104)
'6+	32%	48%	45%
'2-5	43%	37%	40%
'0-1	25%	15%	15%

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or
Community-Based Prevention and Intervention
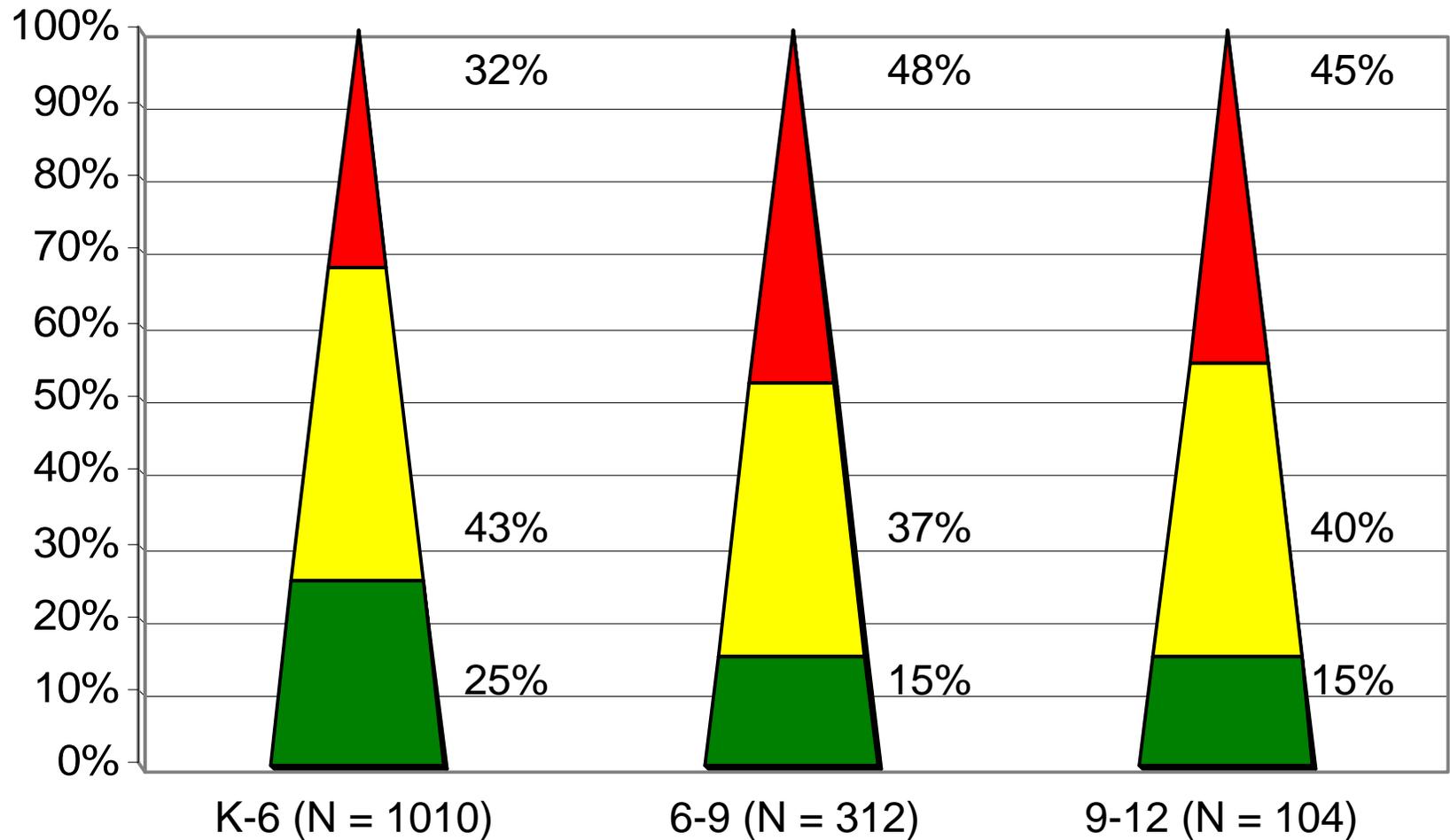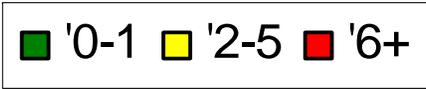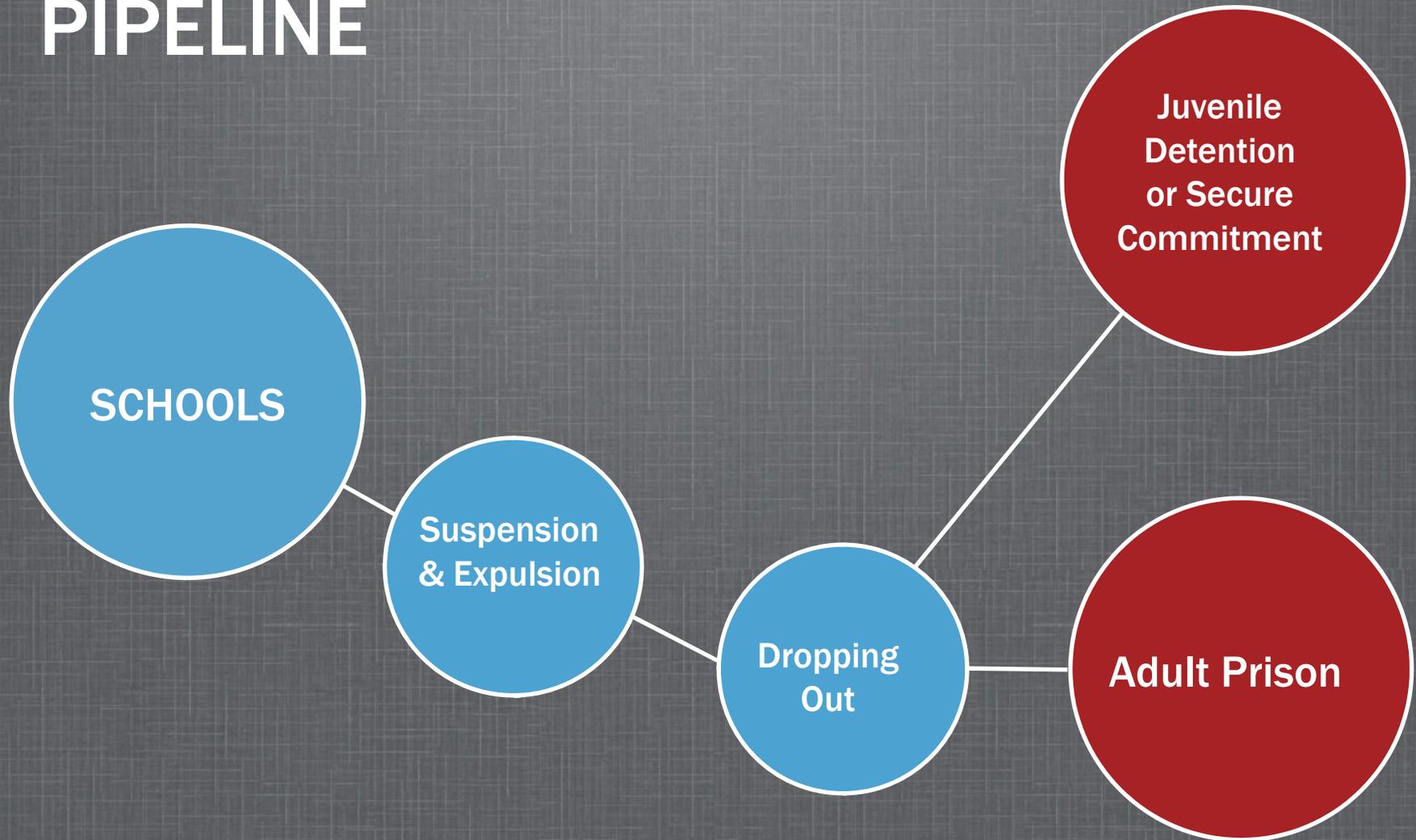
Why not just focus the "few" kids that are the biggest problems?

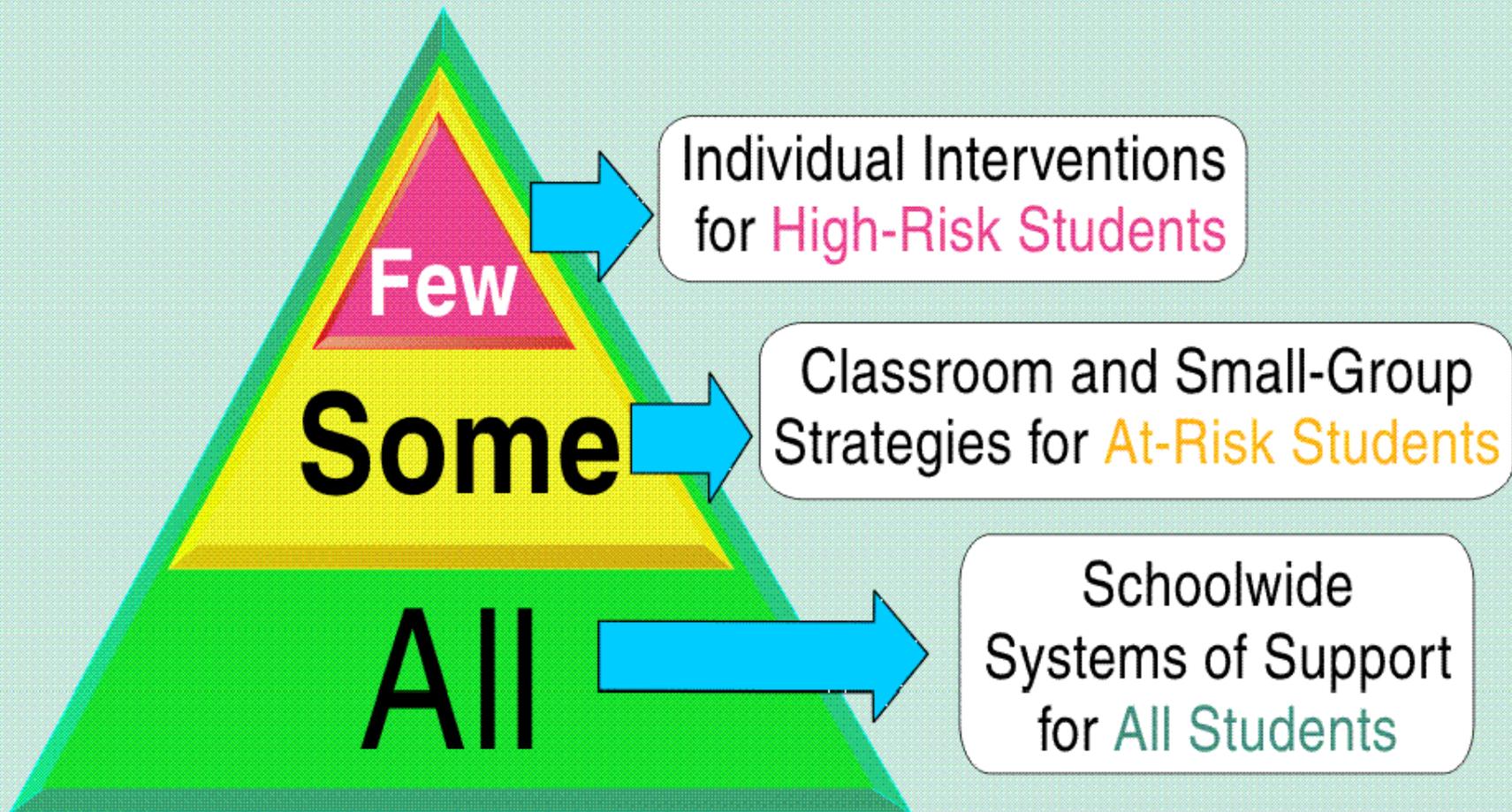- If we only respond to the toughest kids, we will never get to all of them, and we may make more!

- All children and youth need a "village" to return to

- Bystanders (peers, parents/family, teachers, others) are the village!

Three-tiered Model of Behavioral and Academic Support Systems

Academic Support Systems

Behavioral Support Systems
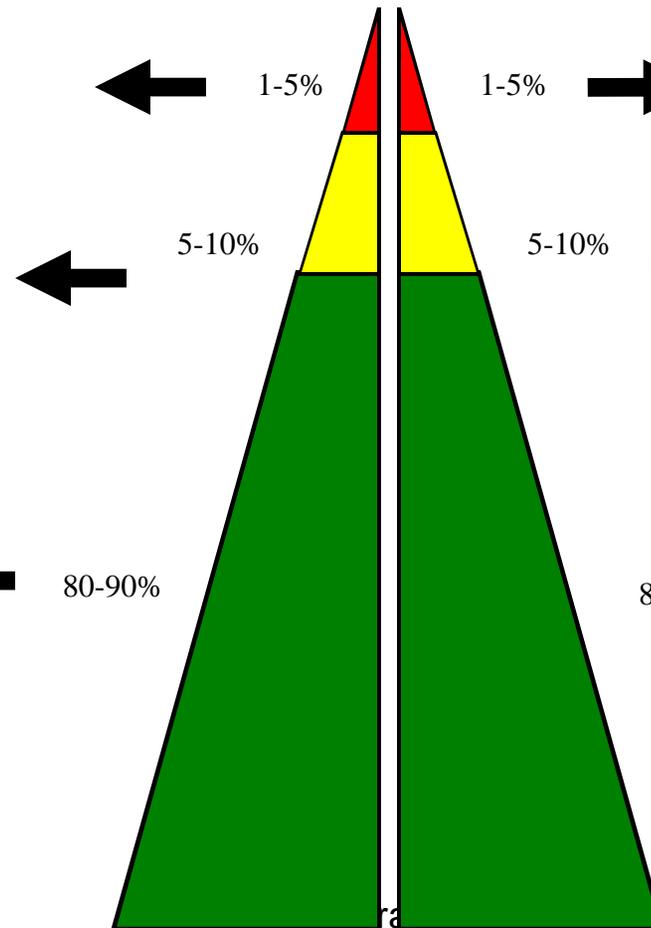
Targeted and Indicated Interventions
- Individual Students
- Frequent assessments
- Individualized supports
- Evidence-based practices

Selected Interventions
- Some students (at-risk)
- Group and individual supports
- Default strategies
- Frequent Assessments
- Evidence-based practices

Universal Interventions
- All students, all subjects
- Preventive
- Frequent Assessments
- Evidence-based practices

1-5%

5-10%

80-90%

Targeted and Indicated Interventions
- Few Students
- Functional Assessment-based
- Individualized supports
- Evidence-based practices

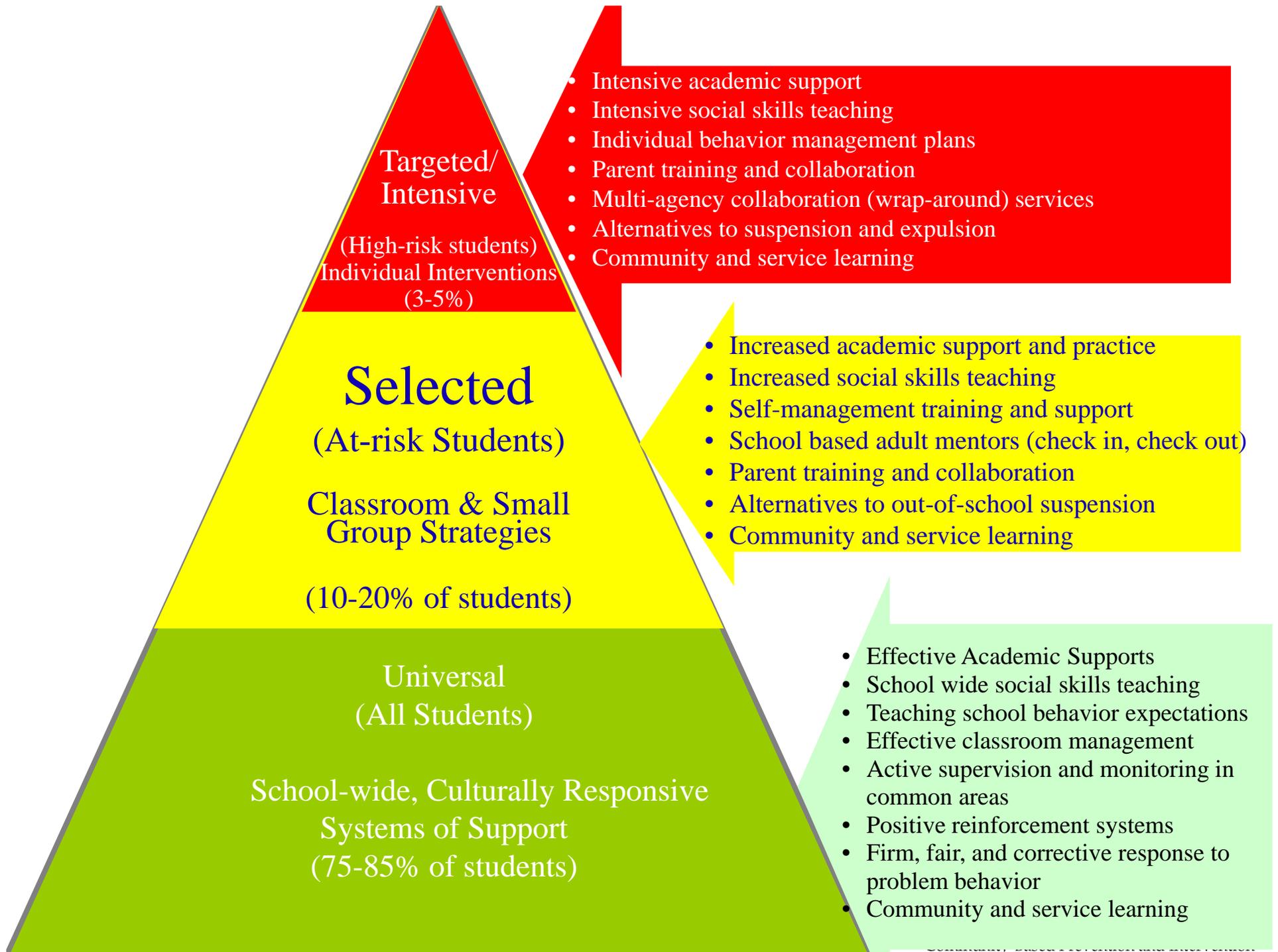Selected Interventions
- Some students (at-risk)
- Group and individual supports
- Default strategies
- Frequent Assessments
- Evidence-based practices
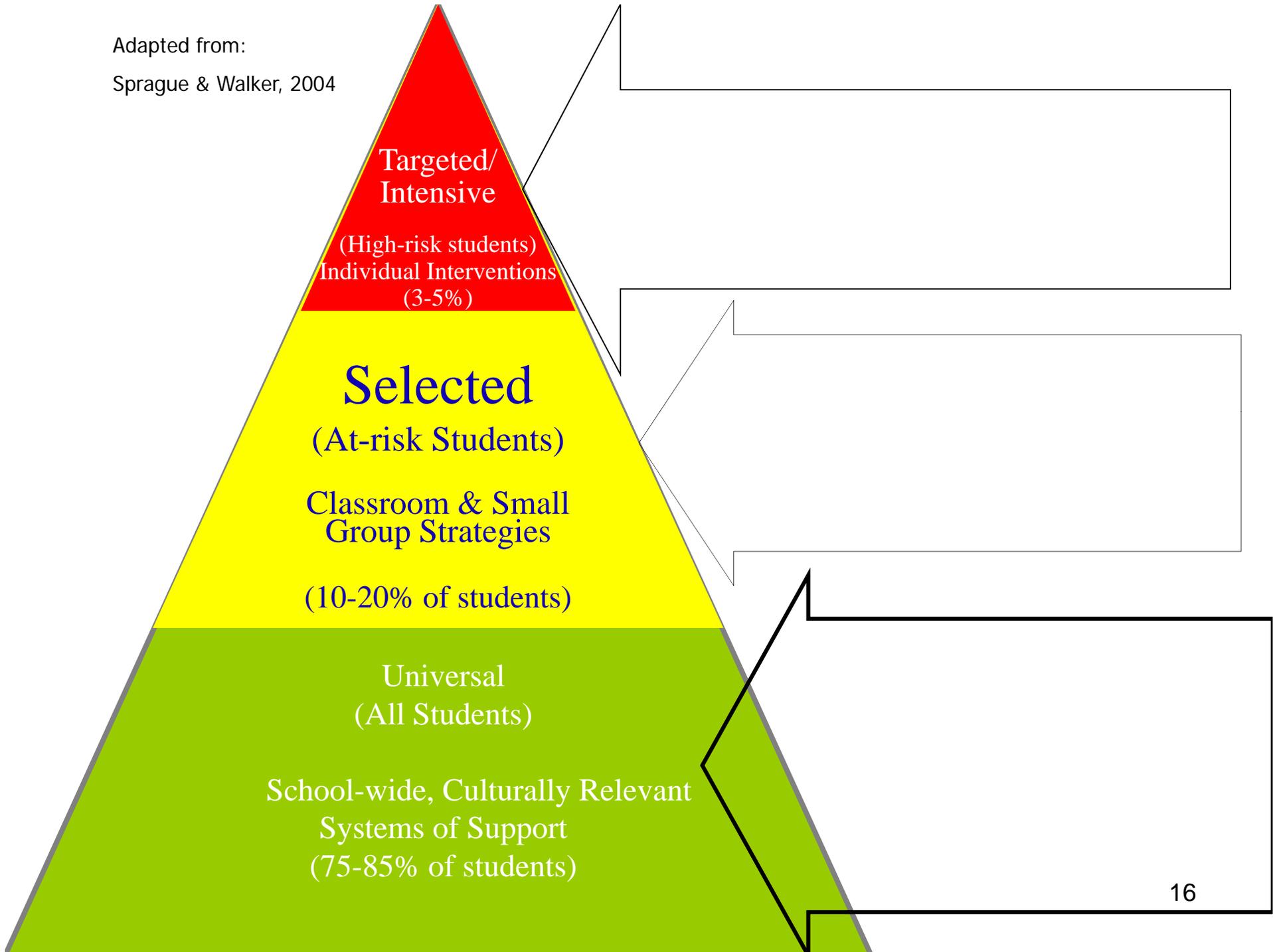
Universal Interventions
- All settings, all students
- Prevention focus
- Frequent Assessments
- Evidence-based practices

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Targeted/ Intensive

(High-risk students)
Individual Interventions
(3-5%)

- Intensive academic support
- Intensive social skills teaching
- Individual behavior management plans
- Parent training and collaboration
- Multi-agency collaboration (wrap-around) services
- Alternatives to suspension and expulsion
- Community and service learning

Selected

(At-risk Students)

Classroom & Small Group Strategies

(10-20% of students)

- Increased academic support and practice
- Increased social skills teaching
- Self-management training and support
- School based adult mentors (check in, check out)
- Parent training and collaboration
- Alternatives to out-of-school suspension
- Community and service learning

Universal
(All Students)

School-wide, Culturally Responsive Systems of Support
(75-85% of students)

- Effective Academic Supports
- School wide social skills teaching
- Teaching school behavior expectations
- Effective classroom management
- Active supervision and monitoring in common areas
- Positive reinforcement systems
- Firm, fair, and corrective response to problem behavior
- Community and service learning

Adapted from:
Sprague & Walker, 2004

Targeted/
Intensive

(High-risk students)
Individual Interventions
(3-5%)

Selected

(At-risk Students)

Classroom & Small
Group Strategies

(10-20% of students)

Universal
(All Students)

School-wide, Culturally Relevant
Systems of Support
(75-85% of students)

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Risk Persists

- Exposure to multiple adverse childhood experiences predicts increased risk for serious life adjustment problems
  - Academic failure
  - Peer and Teacher Rejection
  - Depression
  - Emotional and Behavioral Disorders
  - Is linked to health and life outcome status decades later
    - Predicts increased risk of dying from any one of the seven leading causes of death in adults (Felitti et al 1998)

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Categories of Adverse Childhood Experiences

Abuse, by Category
- Psychological (by parents)

- Physical (by parents)
- Sexual (anyone)

Household Dysfunction, by Category
- Substance Abuse

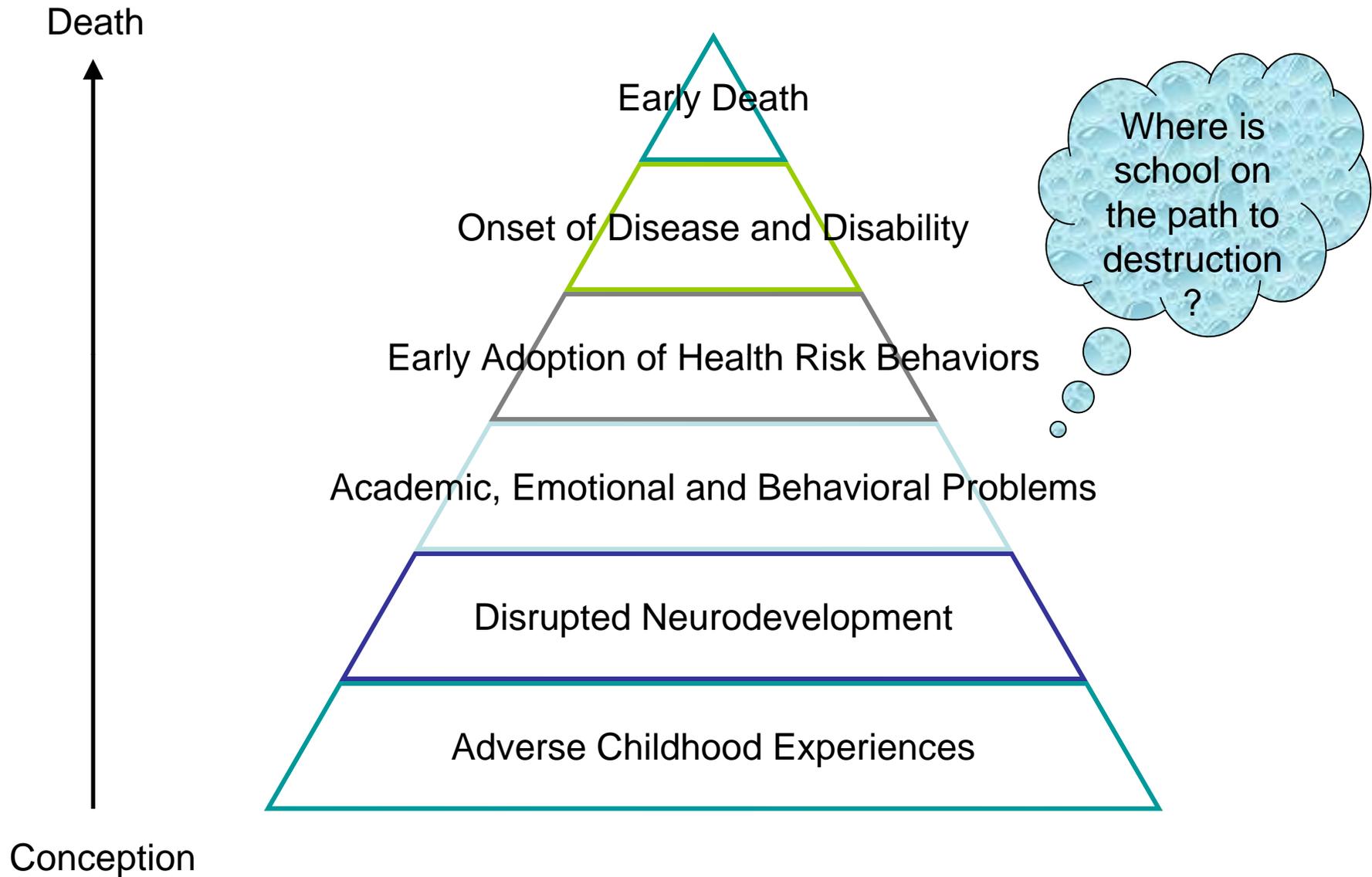- Mental Illness
- Mother Treated Violently
- Imprisoned Household Member

Prevalence (%)
- 11%

- 11%
- 22%

- 26%
- 19%
- 13%
- 3%

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Categories of Problems Facing our Students

- Homelessness
  - 40% of homeless have children
- Depression
  - 2-15% In a year
- Suicide
  - 15-18 years, more than any disease
  - 10-14 Years, 4th leading cause
- Violence
  - 50% are victims of serious violence
- Eating Disorders
  - 15-18% manifest bulimia
- Alcoholism
  - 25% of children from alcoholic homes
  - 81% of child abuse is alcohol related

- ADHD
  - 3-7% of students
- Sexual Orientation
  - 6% homosexual or bisexual
  - 13% unsure
- Incarcerated Parents
  - 10 million children have had a parent in prison
- Poverty
  - 16 million children in poverty
  - 50% of poor children manifest behavioral and emotional problems
- Sexual and Physical Abuse
  - 5-20% sexually abused or touched
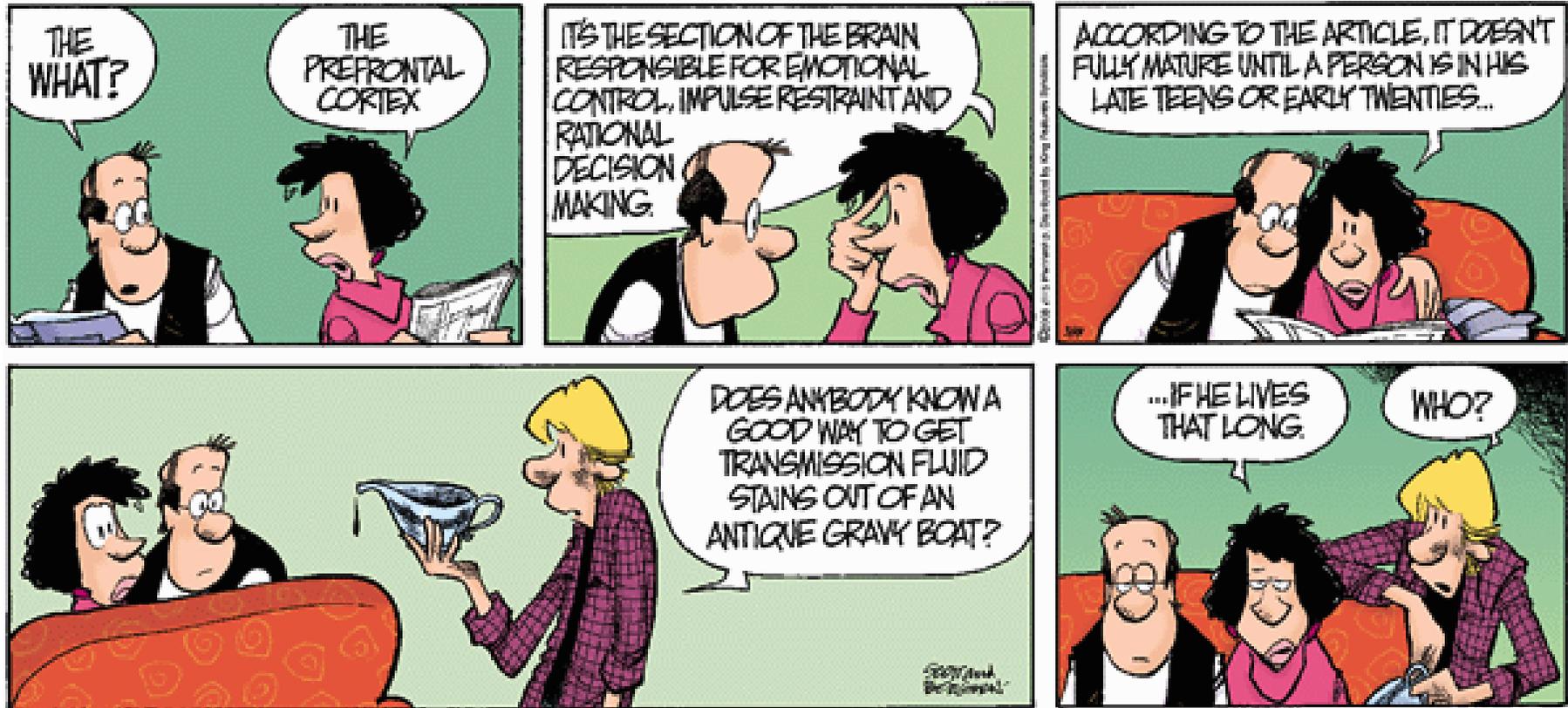 - 5 children die daily from abuse and neglect

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The Impact of Adverse Childhood Experiences Throughout The Lifespan
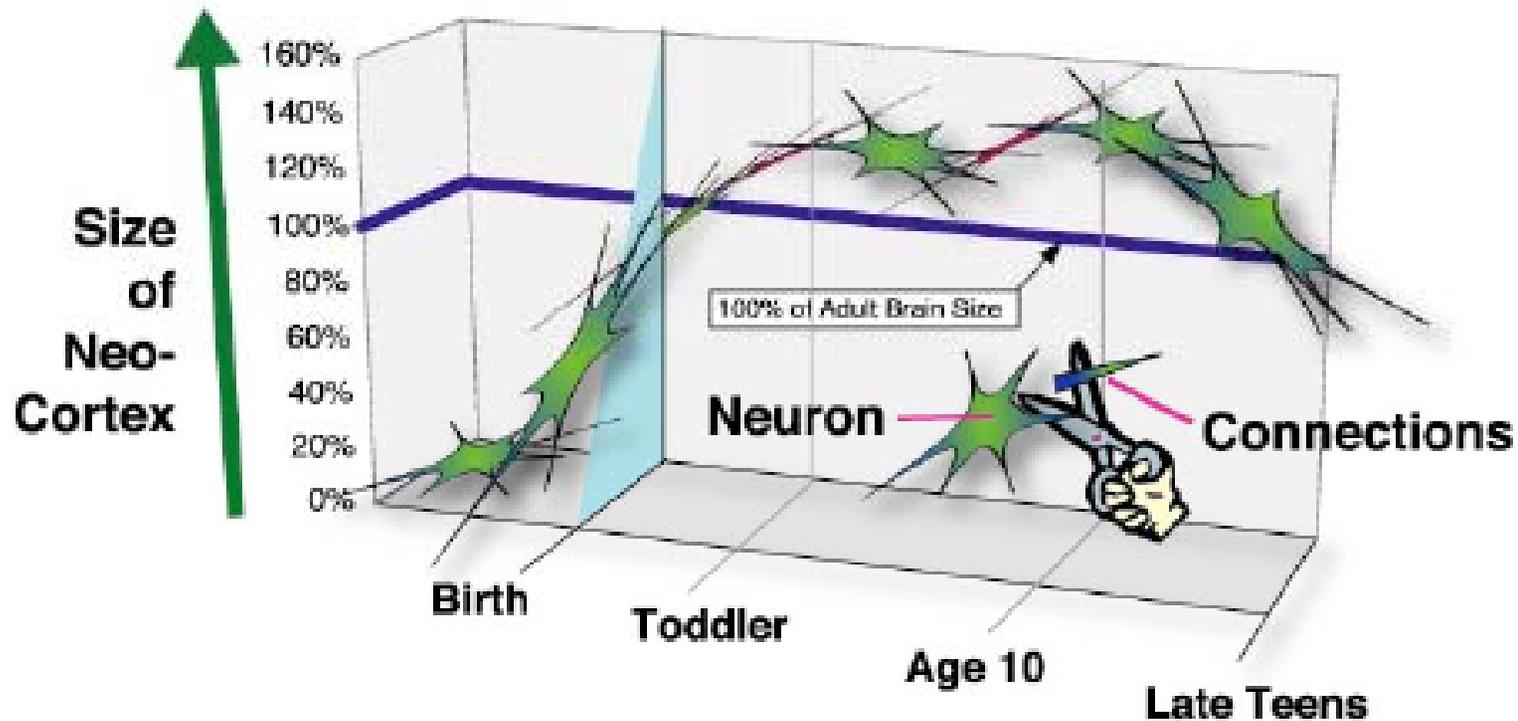
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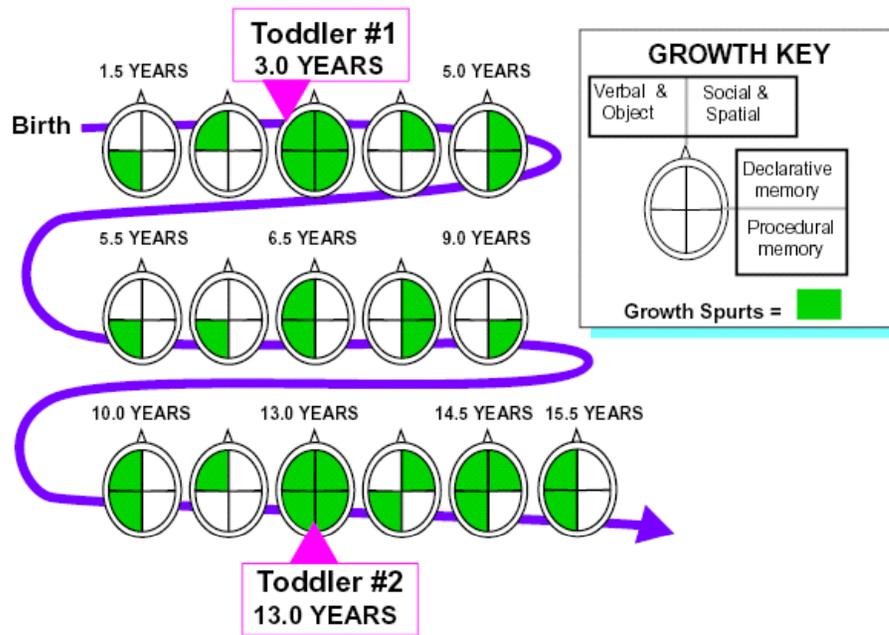(jeffs@uoregon.edu)

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Growth and Pruning of the Neocortex

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Developmental Stages of Wiring

Two "Toddlerhoods": Patterns of Brain Connective Growth

- Neural wiring patterns of early adolescents resemble the wiring patterns of toddlers, in which emotional deregulation is high and egocentrism is high.

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Adolescent Changing Personalities

Balanced Level of Serotonin → Hope AND Coping

Lower Level of Serotonin → Irritability AND / OR Negativity

Low Level of Serotonin → Aggression AND / OR Depression

→ Hope AND Coping

→ Irritability AND / OR Negativity

Levels of Serotonin and Teen Emotions Over Time

12 Years Old ⟶ 17+ Years Old
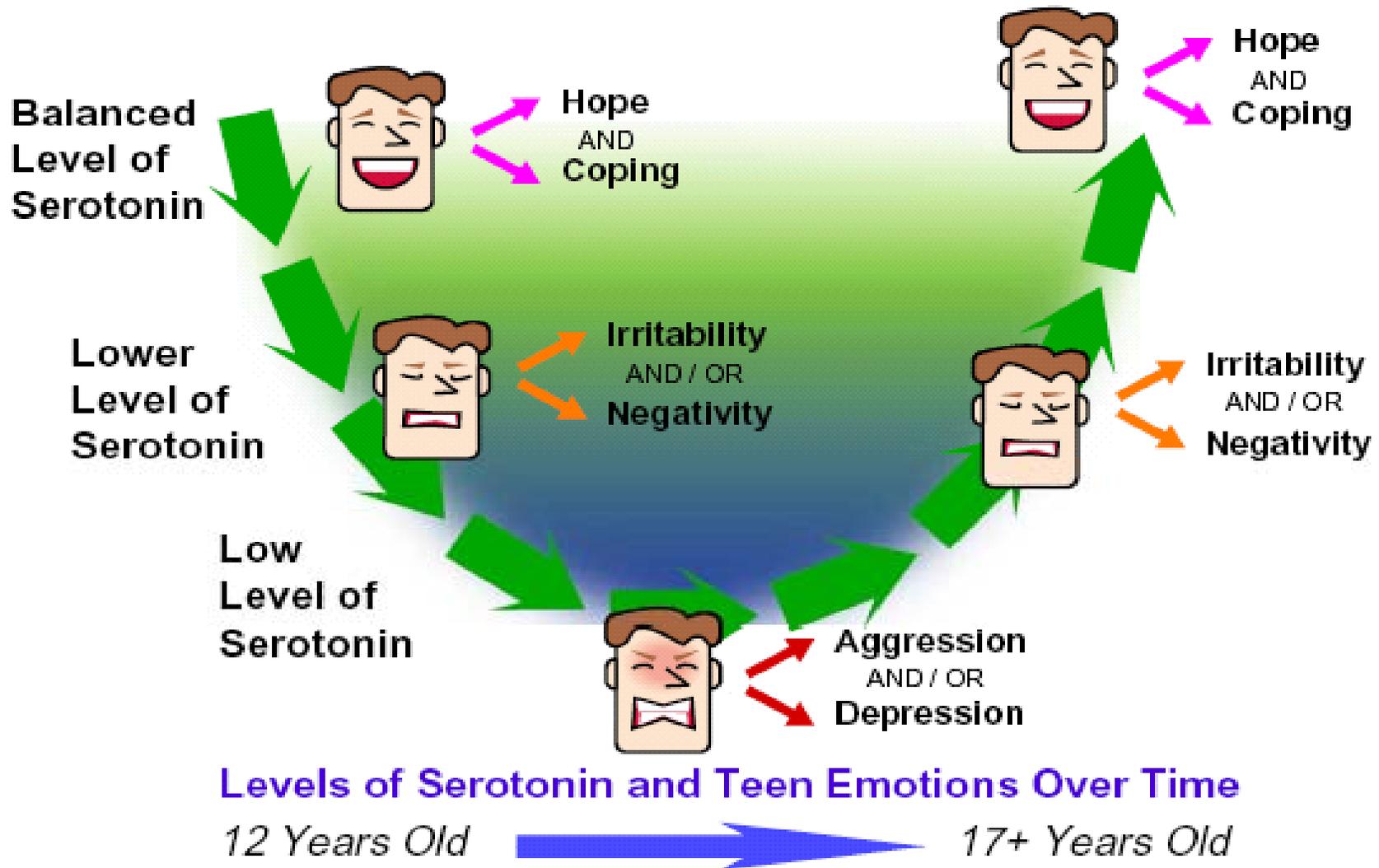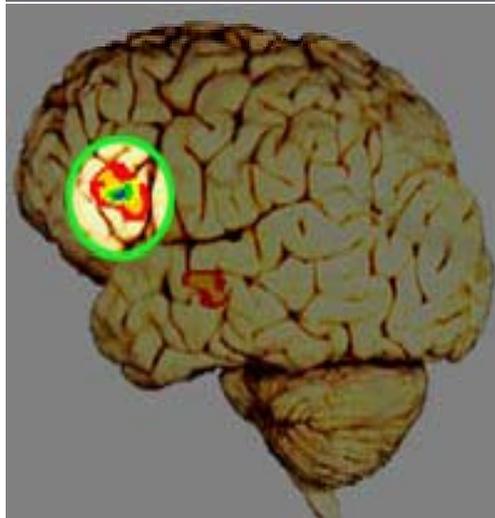
The Teen Brain

Adolescent Processing of Fear

Teens
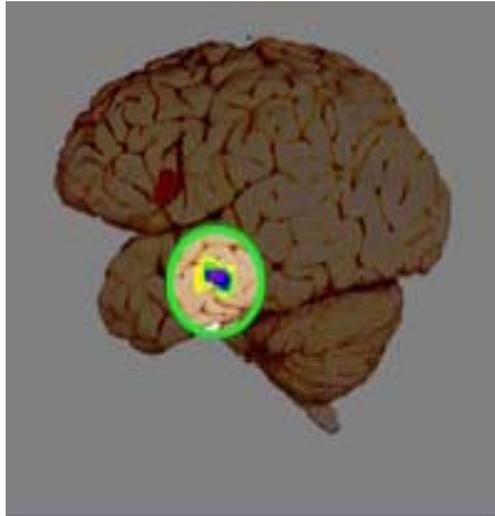
Adults

- Early adolescents to do not process fear in the same way as adults.

- Adults "think about" fear. Teens "react" to fear. Thus, when adults ask, "What were you thinking?" Teens respond, "I wasn't."

- Young people process all emotions differently—especially facial and nonverbal cues.

  – Perception of non-verbal cues is even more biased toward perceptions of threat and danger – hostile attribution bias

Stress

- When young people are pressured or stressed, the ability to inhibit emotions (stop and think) drops off rapidly

- Exposure to prior trauma (e.g., child abuse, violence) worsens performance dramatically.
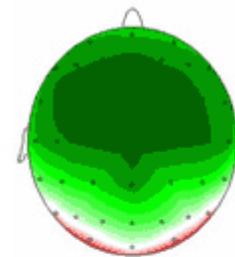
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Poor children

"Kids from lower socioeconomic levels show brain physiology patterns similar to someone who actually had damage in the frontal lobe as an adult,"
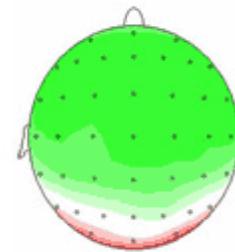
"We found that kids are more likely to have a low response if they have low socioeconomic status, though not everyone who is poor has low frontal lobe response."
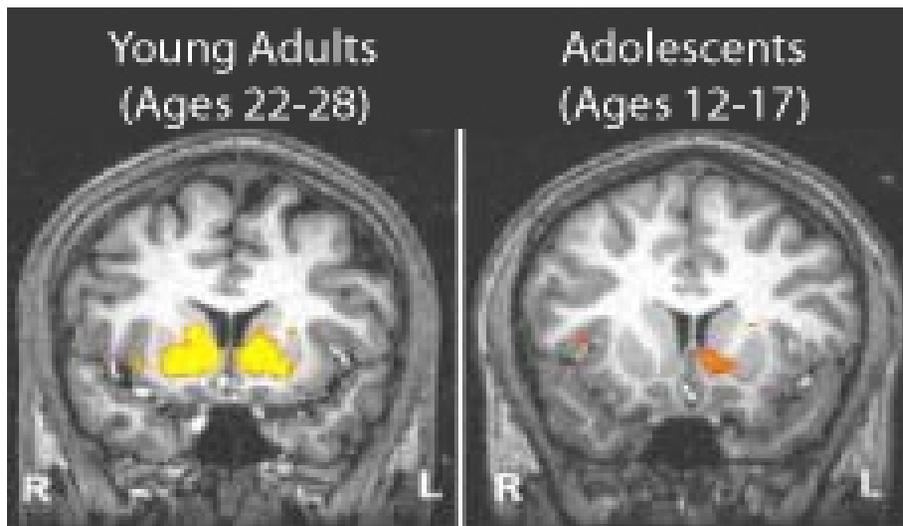

High SES

256 ms

Low SES

240 ms

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Brain Reward Centers

Young Adults (Ages 22-28) | Adolescents (Ages 12-17)

R L | R L

Source: NIH/National Institute On Alcohol Abuse And Alcoholism

- Some children, especially early adolescents show fewer reward signals in the brain to stimuli, meaning that the intensity of rewards must be higher for early adolescents to feel rewarded.

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Responsiveness to Consequences

- Adolescents (and students under stress) need higher levels of reward and much more frequently than or adults.
  - Depriving humans chances to receive reward increases aggression and "anger."
- Adolescents also don't learn as well from "negative" consequences

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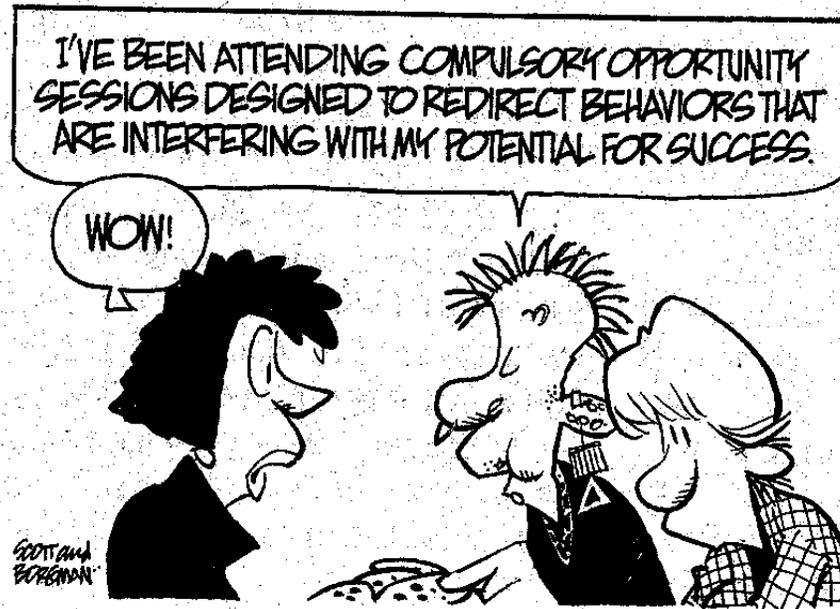Community-Based Prevention and Intervention

Think, pair and share

- Given the new science about young peoples brain development, what are the implications for
  - How we teach expected behavior?
  - How we correct misbehavior?
  - How we respond to individual differences regarding
    - The need for reward
    - Responsiveness to punishment

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- If you always do what you always did, you'll always get what you always got.
  - "Moms" Mably

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Common response to behavioral problems: Apply increasing sanctions

- *Increase monitoring* and *Supervision*
- *Restate rules* & sanctions (talk them out of it!)
- Pay more attention to problem behavior
- Refer disruptive students to office, suspend, expel

- Punishment practices may appear to "work" in the short term
  - Remove student
  - Relieve to teachers, students, administrator
  - Attribute responsibility for change to student &/or others (family)

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Does Punishment Work Without A Balance of Positive Acknowledgement?

- Detrimental effects on teacher-student relations
- Modeling: undesirable problem solving
  - Reduced motivation to maintain self-control
  - Generates student anger
  - May result in more problems (Mayer, 1991)
    - Truancy, dropout, vandalism, aggression
- Does not teach: Weakens academic achievement
- Limited long term effect on behavior
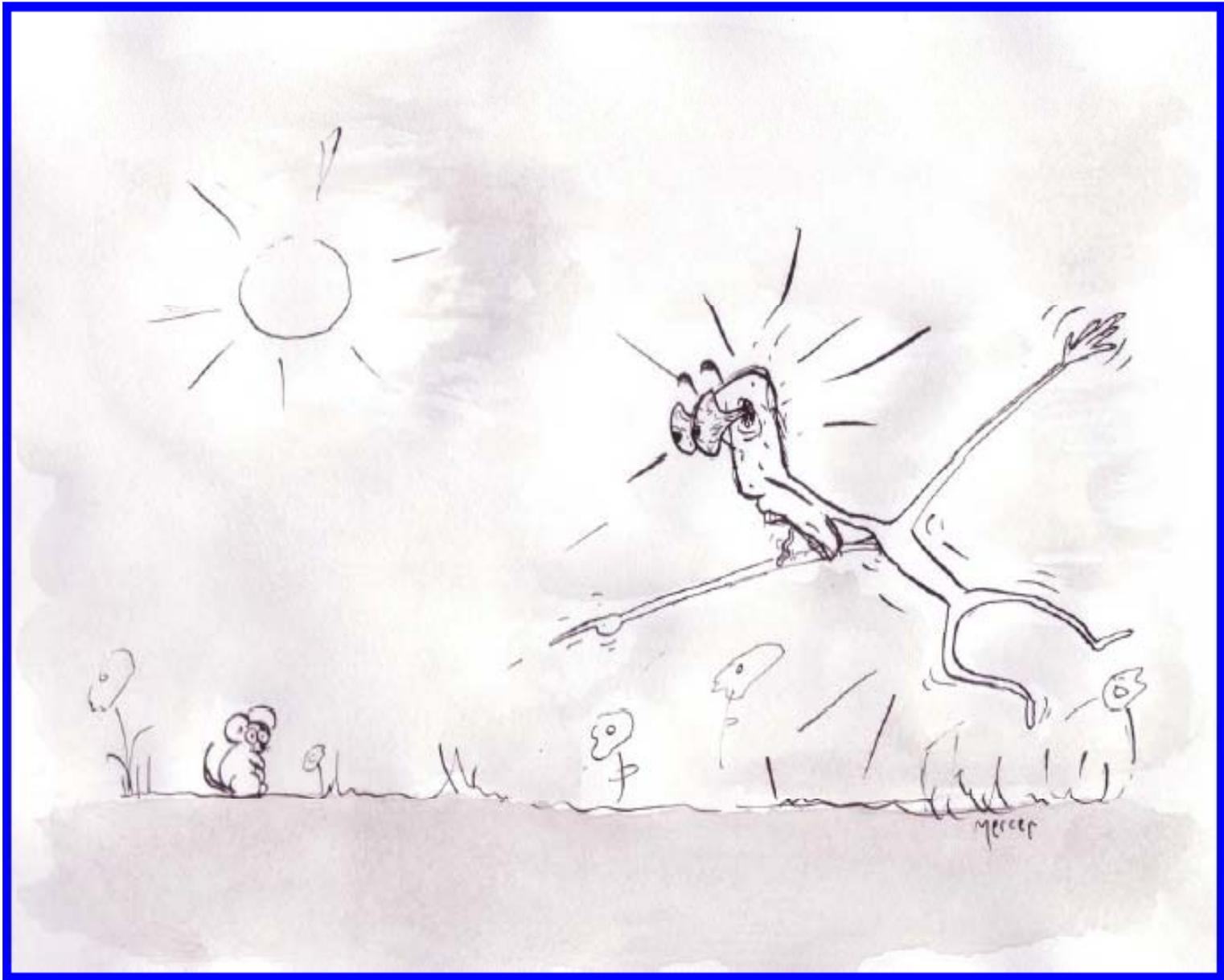
Questions to ask

- How can we make the behavior support process
  - Help students accept responsibility?
  - Place high value on academic engagement and achievement?
  - Teach alternative ways to behave?
  - Focus on restoring the environment and social relationships in the school?

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Defusing Noncompliance and Escalation

- If a student shows signs of noncompliance:
  - Stop and think….
  - Bring other students on task and recognize them
  - Isolate, ignore, or offer support to the "escalating" student
  - Give the student a positive choice (e.g., "You can either get back to work or go to the office.")
  - Step away and give the student time to respond ("I will give you a chance to think about it.")
  - If the student complies, recognize and praise.
  - If the student continues to escalate, implement the preplanned consequence.
  - If it is an emergency situation, implement school emergency procedures and get help.

Best Behavior (Sprague & Golly, 2004)

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If you are patient in one moment of anger, you will avoid one hundred days of sorrow.

Chinese proverb

Behavior Reduction Procedures

- *"What can I do to reduce the # of kids who come to class late?"*
- *"A few kids in my 5th period class never raise their hands when they have a question…they blurt out."*
- *"Every other word out of Margindale's mouth is sexually or culturally inappropriate….how do I get rid of her comments?"*
- *"Students are fighting and pushing in school… how do I handle that?"*

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Consequences Matrix

Action	Effect on Future Occurrence of Behavior	
	INCREASES	DECREASES
Deliver/Give	*Positive Reinforcement*	*Positive Punishment*
Remove	*Negative Reinforcement*	*Negative Punishment*
Withhold		*Extinction*

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Extinction

- The removal/withholding of a reinforcer when a response that was previously reinforced occurs.
  - Action – withhold reinforcer previously given
  - Effect – decrease in behavior
  - Issues:
    - Spontaneous recovery – behavior returns at some level following the passage of time with no occurrences
    - Extinction burst – increase in occurrence of behavior when extinction is initially implemented
    - Must know and be able to control the reinforcer
    - Must be able to do consistently and sustain over time
    - Extinction of escape/avoidance maintained behavior can be challenging – "working through"
    - Not always possible

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Positive Punishment

- The presentation of an aversive stimulus contingent on the occurrence of a behavior that results in a decrease in the rate or future probability of that behavior over time.
  - Action – present a stimulus
  - Effect – decrease in behavior over time
  - Examples:
    - Reprimand, office discipline referral (maybe), overcorrection, additional work

Reprimands

- Reprimands are more effective if you use the following guidelines:
  - Reprimand privately, not publicly.
  - Look at the student while you are speaking.
  - Stand near the student while you are talking.
  - Do not point your finger at the student.
  - Do not insist on having the "last word."

Kerr & Nelson, 2002

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Negative Punishment

- The withdrawal of a stimulus contingent on the occurrence of a behavior that results in a decrease in the rate or future probability of that behavior over time.
  - Stimulus withdrawn must be reinforcing.
  - Examples:
    - Response cost (withdraw desired activity, item, tokens)

Response Cost

- The withdrawal or removal of a desired stimulus contingent upon the occurrence of an undesirable behavior (that results in a reduction of the occurrence of the target behavior).

- Examples:
  - Loss of computer time; loss of tokens, loss of recess, loss of privileges

Legal Requirements
Definition of Time-Out

- Time-out refers to a behavior management procedure in which the student is separated from other students for a limited period in a setting:
  - that is not locked; and
  - from which the student is not physically prevented from leaving
- Goals of the timeout procedure
  - Remove the opportunity for positive reinforcement
  - Provide a student with an opportunity to regain self-control
  - To reduce the future probability of problem behavior in the "time in" setting

Legal Requirements
Use of Time-Out

- Shall NOT use physical force or threat

- Use in conjunction with array of positive behavior intervention strategies

- Include in IEP/BIP/Formal Support Plan if utilized on recurrent basis

- Shall NOT be implemented in fashion that precludes involvement and progress in general curriculum and IEP

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Types of Time-out Procedures

- Nonexclusionary time-out
  - Withdraw student from reinforcing situation, but keep him/her within observational range of situation/activity
    - Examples: pull chair back, remove materials, put head down, time-out ribbon
    - Contingent observation – student may sit in group and observe but not participate (e.g., skip turn in game)
- Exclusionary time-out
  - Exclude student from reinforcing situation or remove from group; student is not able to observe activity
    - examples: sit in classroom corner behind screen; sit in hall outside classroom door; office referral; suspension; expulsion

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Types of Time-out Procedures *(continued)*

- Seclusionary time-out
  - Student is removed from the group or environment, and isolated (secluded) in a time-out room or other setting
  - Often misused and abused
    - extended time periods in TO are not appropriate and do not make TO more effective
    - absence of monitoring is major issue – student must be monitored
  - Legal implications are numerous
    - Regulations vary, know your state's and district's

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Legal Requirements
Seclusion

- A school district employee or volunteer or an independent contractor of a district may not place a student in seclusion.

SECLUSION

Guidelines in Administering Punishment

- Specify and communicate the punishable behavior by means of clear "rules" (home, school, work) for behavior
  - Post rules where they will be seen and review rules regularly
- Teach and provide models of acceptable behavior
  - Reinforce acceptable behavior
- Apply punishment immediately and consistently
- Be fair in using punishment (treat everyone equally)
- Impose punishment impersonally
  - Never deliver punishment when you are angry or otherwise not self-controlled

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Punishment guidelines

- Always take data to monitor effectiveness
- Always implement with high fidelity & by highly skilled implementer
- Always involve student, family, etc. in decision making
- Consider continuum of rewards & aversives.

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Dodson Middle School
Student Intervention Log

Steps	Date	Incident	Intervention	Results/Comments	Positive Reinforcement/Support
Classroom Interventions/Calls to Parents (At least two calls)					
Counselor Referrals (Work/task related, social only)					
Teacher Assigned Detentions (served with the teacher)					
Team Parent Conference					
Referrals to Dean					
Admin/Parent Conference					
Administrative Actions					

Student Name_____Grade_____
Teacher_____

10/3/2007

Punishment Concerns

- Precise stimulus control that often develops with punishment creates problems for generalization and maintenance (e.g., students will learn who is punishing and who is not)
- Some additional considerations regarding the use of punishment
  - Does not teach what to do
  - Behavior change, and not retribution, is the goal of behavioral support
  - Use can negatively reinforce users in ways that increase future use, even if not appropriate or necessary
  - Use in the absence of monitoring can lead to abuse
    - continued implementation of ineffective "punishment" is abuse
    - accountability concerns are heightened when using punishment
  - Potential negative side effects are a legitimate concern

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Consequence Procedures to Avoid

- Procedures that rely on delivery of pain or discomfort
- Procedures that cause tissue damage, or are likely to cause tissue damage or the need for medical attention
- Procedures that demean, dehumanize, humiliate, or violate basic human dignity
- Deprivation of sleep, adequate nutrition, appropriate privacy, appropriate environmental conditions (e.g., temperature, lighting), assistive devices, or reasonable contact/communication with family and friends
- The use of physical or mechanical restraint for any purpose other than crisis intervention to protect individuals from harm
- Seclusion or isolation, particularly in circumstances where monitoring cannot occur

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CONSEQUENCES/SCHOOL RESPONSE REFERENCE GUIDE

| Level A: Preventive Plans Misconduct that Requires Classroom Supports	Level B: Preventive Plans Misconduct that Requires a Collaborative Team Response	Level C: Intervention Plans Serious Offenses with almost no Administrative Discretion
Preventive Plans	**Preventive Plans**	**Intervention Plans**
- Reinforce guiding principles	- Work as a team, coordinating services	- Identify crisis intervention plan and procedures
- Identify, teach and reinforce behavioral expectations, rules and social skills	- Collaborate with parent/caregiver(s)	- Identify emergency resources
- Actively supervise, monitor and provide feedback on behavior in all areas of the school	- Develop a school-based mentoring program	- Use resources in school, local district, District, and community
- Use firm, fair, corrective, consistent disciplinary techniques	- Access school, local district, District, and community resources	- Work as a team, coordinating services
- Identify resources at school, local district, and in the community	**Examples of School-Related Misconduct**	- Collaborate with parent/caregiver(s)
Examples of School-Related Misconduct	- Fighting	**Examples of School-Related Misconduct**
- Classroom disruption, (e.g., speaking out, out of seat).	- Excessive tardiness/ongoing defiance	- Possessing, selling, or furnishing a firearm
- Occasional tardiness	- Engaging in habitual profanity or vulgarity	- Possessing and/or brandishing a dangerous object
- Poor team work/incomplete work	- Being under the influence of alcohol or drugs	- Possession of an explosive
- Harassing other students	- Vandalism/Graffiti/Theft	- Selling a controlled substance
- Inappropriate clothing for school	- Bullying, harassment, sexual harassment	- Committing or attempting to commit a sexual assault or committing a sexual battery
- Non-compliance with rules	- Truancy	- Causing or attempting to cause a serious physical injury to another.
Examples of Consequences	**Examples of Consequences**	- Robbery, extortion
☐ Use time-out, demerit, loss of privileges or points consistently and non-emotionally assigned	☐ Assign detention or in-school suspension	**Examples of Consequences**
☐ With the student, develop a contract with explicit expectations for behavior and consequences	☐ Involve student in the development of individual behavior support plan to change behavior	☐ Assign out-of-school suspension
☐ Assign student a written apology	☐ Enlist parent participation in a consistent response plan, e.g., daily signed behavior report	☐ Expulsion
☐ Call parents and alert them about behavior, eliciting their partnership	☐ Clean up/make restitution	☐ Possible arrest
☐ Assign a contribution plan (i.e., contributing back to the classroom environment)	☐ Loss of privileges	**Examples of School Response**
Examples of School Response	☐ Assign an out-of-school suspension	☐ Conduct investigation, interview all witnesses
☐ Re-teach group expectations, routines, and strategies, modify grouping patterns	☐ Possible arrest	☐ Consult with Student Discipline Proceedings Office
☐ Use systematic positive reinforcement for students when they act appropriately	**Examples of School Response**	☐ Report to Law Enforcement
☐ Use mentoring strategies; assign a mentor	☐ Convene a Student Success Team (SST) or COST	☐ Conduct parent conference/pre-suspension conference
☐ Utilize a daily report card, involving parents and other staff in a partnership of support	☐ Parent Conference	☐ Review suspension and expulsion bulletins for specifics regarding mandatory actions
☐ Utilize peer tutoring/counseling	☐ Use debriefing forms to address misconduct	☐ Review teacher-student-parent interaction history
☐ Determine the function of the student's behavior and teach replacement behavior	☐ Refer to community agencies	☐ Review social adjustment history
	☐ Assign campus responsibilities	☐ Review Special Education status
	☐ Provide conflict resolution training, peer mediation, anger management	☐ Consult with community agencies (e.g., probation, Mental Health Centers, Children's Services)
	☐ Encourage enrichment activities (after school clubs)	
	☐ Assign Alternatives to Suspension, including in-school suspension or detention	
	☐ Assign out-of-school suspension	
	☐ Report to Law Enforcement	

Jane Addams High School
Monitoring and Correcting Behavioral Errors

Reason for Referral	Description	First response	Second response	Third response
Tardiness	Anything past 8:00am	• Conference with teacher** • Documentation on card • Student makes up time	• Conference with principal • Doubling of time	• Parent conference
Defiance	Not following rules or directions	• Conference with teacher**	• Conference with principal	• Parent conference
Foul Language	Using language inappropriate for school	• Conference with teacher**	• Conference with principal	• Parent conference
Poor Attitude	Disrespectful towards school, teachers, and other students	• Conference with teacher**	• Conference with principal and/or counselor	• Parent conference
Off-Task Behavior	Taking part in activities other than school-work	• Conference with teacher**	• Conference with principal	• Parent conference
Low Productivity	Not making adequate progress in academic classes	• Conference with teacher**	• Conference with principal and/or counselor	• Parent conference
Truancy	Repeated or excessive absences	• Conference with counselor	• Conference with principal	• Parent Conference

**Conference with Teacher: During the teacher/student conference, the teacher reminds the student of the school-wide expectations and debriefs on how and where the student did not meet the expectations. Through this process the student is able to acknowledge the behavioral error and be equipped to make the right choice the next time.

TULSA STREET SCHOOL CONTINUUM OF
BEHAVIOR AND INTERVENTION/SUPPORT

BEHAVIOR	Level I	Level II	Level III
		♦Frequent repeat of level one behavior.	♦Frequent repeat of level one or two behavior.
Verbal Misuse	○ Hurtful words (stupid, shut up) ○ Divisiveness (gossip, cliques) ○ Talking at inappropriate times ○ Isolated incident of inappropriate language. ○ Inappropriate noises ○ Tattling	○ Initial bullying behavior ○ Disrespectful to adults ○ Arguing with adults ○ Crying and yelling	○ Vulgar Language ○ Ethnic, religions or hateful slur(s)
Physical/ Contact	○ Impulsive Touching ○ Playful contact ○ Irritating others ○ Aggressive play in context of recess games.	○ Pushing with intent ○ Hitting ○ Kicking ○ Pinching ○ Throwing objects randomly ○ Spitting (random) ○ Misuse of property	○ Violent outburst ○ Fighting ○ Throwing an object with intent to injure. ○ Spitting at a person ○ Biting ○ Self-inflicting wounds
Defiance	○ Rolling eyes ○ Situational refusal to follow directions. ○ Posturing with body in an act of defiance.	○ Refusing to follow directions on a regular basis. ○ Passive-aggressive behavior	○ Refusing to leave or enter a room, move to a different seat, etc. ○ Walking/running out of classroom or away from adult supervision.
Gestures	○ Poor manners ○ Gross behaviors	○ Giving the finger in isolated incident	○ Graffiti/vandalism ○ Opening touching own privates ○ Touching another student inappropriately ○ Gestures involving any sexual behavior
Impulsiveness	○ Off task ○ Shouting out in class ○ Disruptive ○ Out of seat ○ Noise making	○ Outbursts ○ Lack of personal boundaries	○ Violent outburst or tantrum. ○ Explosive behavior ○ Running from designated area
Harassment	○ Teasing ○ Repeating (3rd party) information. ○ Passive participation in hurtful activities	○ Bullying ○ Hurtful acts or words against others	○ Sexual Harassment ○ Cyber bullying or harassment
Interventions and Support	**Supervision Personnel/Teacher/Classroom** ♦Warning ♦Instructional prompt ♦Model appropriate behavior ♦Privilege removed ♦Behavior Thinking Map ♦Possible parent contact	**Teacher/SB65 Coordinator/RIO/Administration** ♦Behavior Thinking Map ♦Instructional Prompt ♦Model appropriate behavior ♦Behavior Goal/Contract ♦Teacher Monitors Goal ♦Parent contacted ♦SST and Follow-ups	**Administrative Intervention** ♦ Discipline Review Team ♦ Parent collaboration ♦ Behavior Support Plan ♦School Counseling ♦Partnership with school and community resources
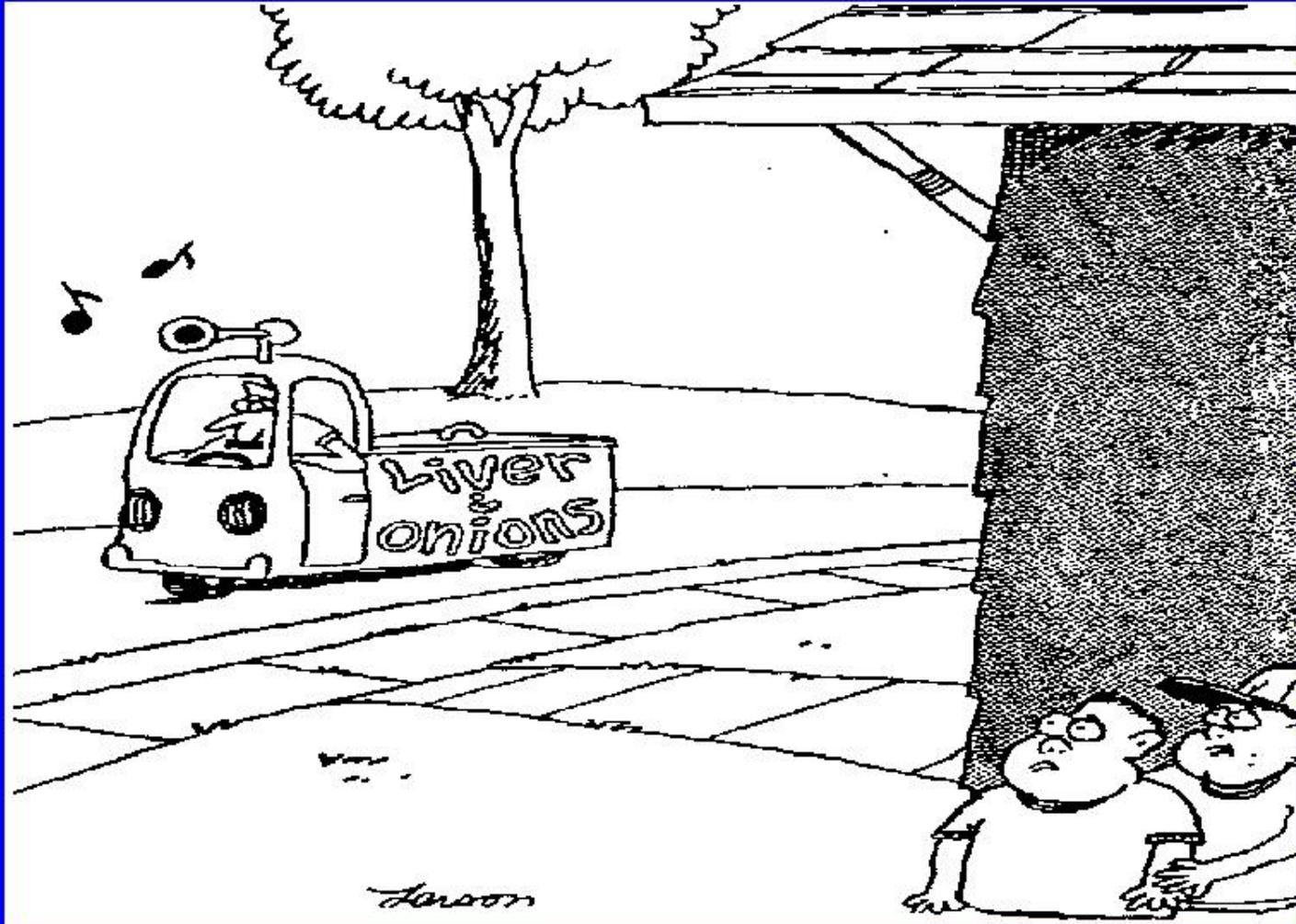
Suspension and Expulsion, Why?

- Suspension and expulsion from school are methods used by school administrators to decrease violence, discourage drug abuse, and curtail criminal activities on campus.
- Suspension and expulsion are also used to deal with difficult and challenging behaviors, including truancy.
- Most U.S. schools have policies known as "zero tolerance"—the term given to a school or district policy that mandates predetermined consequences for various student offenses, and almost 90% of Americans support these policies.
  - *The ABA argues that it is wrong to mandate automatic expulsion or referral to juvenile court without taking into consideration the specifics of each case (AKA due process)*

Between a Rock and a
Hard Place

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REASONS WE APPLY OUT-OF-SCHOOL SUSPENSIONS

- ## Gun Free Schools Act
  - In 1997, of the 3.1 million students suspended from school, most were involved in nonviolent and non-criminal acts.
  - Only approximately 10% of the expulsions or suspensions were for possession of weapons
  - In the small towns of states such as Oregon and South Carolina, students are expelled at 5 to 6 times the rates of students in cities such as Chicago and San Francisco, yet it is unlikely that crime rates in small towns are 5 times the rates in these large metropolitan areas.

Reasons to Suspend

- "Punish"
- "Cool off"
- Warn Parents
- Remove difficult students
- ????

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Children most likely to be suspended or expelled are those most in need of adult supervision and professional help

- Least likely to have supervision at home.
- Children growing up in homes near or below the poverty level
- Children with single parents are between 2 and 4 times as likely to be suspended or expelled from school as are children with both parents at home.
- There may also be racial bias for application of school disciplinary actions, with African American youth suspended at nearly 2 times the rate of white students in some regions (Skiba & Peterson, 1998).
- Children who use illicit substances, commit crimes, disobey rules, and threaten violence often are victims of abuse, are depressed, or have mental illness.

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When youth are not in school, they are:

– More likely to become involved in a physical fight and to carry a weapon.

– Smoke; use alcohol, marijuana, and cocaine; and engage in sexual intercourse.

– Suicidal ideation and behavior may be expected to occur more often at these times of isolation among susceptible youth.

– Drop out of school

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GUIDELINES FOR DEVELOPING AN IN-SCHOOL SUSPENSION PROGRAM

School districts may establish an in-school suspension program in accordance with Section 48911.1 of the Education Code as an educational and disciplinary alternative to off-campus suspension.

In-school suspension programs may be funded by school districts and county offices of education as part of a School Safety Incentive Program.

Guidelines for in-school suspension:

- Pupils suspended from school for any of the reasons listed in Sections 48900, 48900.2, 48900.3, 48900.4, or 48900.7 may be assigned by the principal or his or her designee to a supervised suspension classroom for the entire period of suspension if the pupil poses no imminent danger or threat to the campus, pupils, or staff and/or if an action to expel the pupil has not been initiated.
- Pupils assigned to a supervised suspension classroom shall be separated from other pupils at a school site for the period of suspension.
- Record implemented interventions in ID19 (or ISIS equivalent).

School districts must ensure that:

- Students with disabilities are provided supports and services as written in their IEPs.
- Students are engaged in educational activity.
- Students are properly supervised by certificated personnel.
- Students have access to appropriate counseling services.
- Students are responsible for contacting their teachers to give them assignments to be completed while assigned to the supervised suspension classroom.
- The teacher(s) shall provide all assignments and tests that the student will miss while suspended.
- If no classroom work is assigned, the person supervising the suspension classroom shall assign school work.
- A school employee shall notify, in person or by telephone, the student's parent or guardian at the time the student is assigned to a supervised suspension classroom.
- Whenever a student is assigned to a supervised suspension classroom for longer than one class period, a school employee shall notify, in writing, the student's parent or guardian.

Pursuant to Section 48911.2, if the number of students suspended from school during the prior school year exceeded 30 percent of the school's enrollment, the school should consider implementing an alternative to the school's off-campus suspension program, which involves a progressive discipline approach that occurs during the school day on campus, which may include any of the following activities:

1. Conferences between the school staff and parents and/or pupils.
2. Referrals to the school counselor, psychologist, PSA counselor, and/or other school support service staff.
3. Detention.
4. Student success teams, guidance teams, resource panel teams, and/or other assessment-related team.

Summary: In-school suspension allows school districts to:

1. Remove the disruptive student from the general student body.
2. Consider him or her as being present at school for ADA purposes.
3. Reduce the number of out-of-school suspensions.

FOUR STEPS TO SUCCESS

FOUR STEPS TO SUCCESS! AS A SCHOOL TEAM:	✓ When completed

1. Review your **DATA**.
   ✓ Use your school "Suspension Report" profile to identify your current practices.
   ✓ Use the lines of inquiry to inform your analysis.	

2. Review your **INSTRUCTION**.
   ✓ Have you identified and taught the 3 - 6 behavioral expectations?
   ✓ Are you monitoring those behavioral expectations?
   ✓ Have you acknowledged those students who have learned them?
   ✓ Have you re-taught them to students who have not yet learned them?
   ✓ What professional development must be made available to staff?	

3. Review your office referral **PROCESS**.
   ✓ Do you have a coherent office referral process that includes definitions for behaviors resulting in referrals?
   ✓ Is the process predictable to students, faculty, staff and administration?
   ✓ Do you use office referral data to make decisions?	

4. Take action with **ALTERNATIVES to Out of School Suspensions**!
   ✓ Remember that consistency is important!
   ✓ Use alternatives that are instructional and a match to the misconduct!
   ✓ Consequences can be powerful in supporting a change to appropriate behavior. Review alternatives that are a match to the reason for the office referral and use accordingly. They may include:
     ◊ Loss of privileges, time away, demerits
     ◊ Written apology
     ◊ Contribution plan (contributing back to the school community, classroom, etc)
     ◊ Parent conference with parental collaboration on consequences
     ◊ In school suspension, Saturday School
     ◊ Assign conflict resolution training, anger management work
   ✓ Staff role:
     ○ Check 'n Connect mentoring
     ○ Ask yourself, will this consequence help this student to learn a more appropriate behavior?	

TOP TEN ALTERNATIVES TO SUSPENSION

Coordinated Behavior Plan for Any Student Whose Behavior has Impeded Learning	Training will be available to assist appropriate staff in the creation of a structured, coordinated behavior plan specific to the student, and based on the analysis of data and the assessment of the purpose of the target behavior to be reduced. This must focus on increasing desirable behavior and replacing inappropriate behavior.
Alternative Programming	Changes in the student's schedule, classes or course content; assignment to an alternative school or program; independent study or work experience program should be tailored to the student's needs.
Behavior Monitoring	Strategies to monitor behavior and academic progress might include progress report cards checked after each class regarding behavior, self charting of behaviors, strategies to provide feedback to the student, etc.
Appropriate In-School Alternatives	In-school alternatives in which academic tutoring and instruction related to the student's behavior, such as work in social-emotional skills, and a clearly defined procedure to return to class as soon as the student is ready is provided.
Community Service	Required amount of time in community service in school system or in the community.
Counseling	Students are referred for participation in group or individual counseling.
Parent Supervision in School	Following existing school-site visitation policy parent comes to school and provides additional support and supervision for a period or throughout the day.
Mini-Courses	Short courses or modules on topics related to social-emotional behavior, used as a disciplinary consequence, after-school or Saturday.
Restitution	Financial or "in kind." Permits the student to restore or improve the school environment.
Problem-Solving/Contracting	Use negotiation/problem-solving approaches to assist student to identify alternatives. Develop a contract which includes reinforcers for success, and consequences for continuing problems.

Source: Reece Peterson, University of Nebraska – Lincoln & Russell Skiba, Indiana University, modified by Nancy Franklin

What are alternatives to out of school sanctions?

- Supervised suspension rooms
- Alternative education
- Parent accompany student to school
- Community Service or Service Learning

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Recommendations

- Implement the "3 tiers of PBS" as best you can
  - Understand that you are dealing with a major public health issue
- Establish "system of care"
  - Students and their families should be encouraged to access health care and social services
  - Refer a student to his or her health care professional for an assessment if there is a disciplinary action or a student is at risk of such action
  - A full assessment for social, medical, and mental health problems should be conducted for any expelled or suspended youth.
- Out-of-school placement for suspension or expulsion should be limited to the most egregious circumstances.
- For in-home suspension or expulsion, the school should be able to demonstrate how attendance at a school site, even in an alternative setting with a low ratio of highly trained staff to students, would be inadequate to prevent a student from causing harm to himself or herself or to others.
- Matters related to safety and supervision should be explored with parents whenever their child is barred from attending school.

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How you can go about driving these messages and action steps into your districts and into schools

- Use a collaborative process that empowers school staff members with knowledge, shared vision, and choices
- Actively and continuously inform stakeholders
- Link advocated practices to valued outcomes to motivate school staff
  - Share the data!
- Utilize the social influence process of early adopters and opinion leaders
- Focus on overcoming psychological barriers (e.g. unpleasantness associated with change or feelings of burnout) through commitment to valued action despite psychological distress
- Provide "just in time" consultation and technical assistance in establishing appropriate systems and structure

Staying the Course

- Taking a direction with your school colleagues –agreeing on values about how we treat each other and our students– does not mean that we can monitor progress along that direction moment by moment. Sometimes we have to keep the faith even when a valued direction takes unexpected turns.
  - Hayes, Strohsahl, & Wilson (1999)

Preventing "compassion fatigue"

- It is difficult to control the timetable or fluctuations in the intervention process. It can sometimes take a very long time and it will not occur in a straight line.

- Pay attention to your own reactions. Helping children recover from overwhelming experiences has a great deal to do with replenishing their caregivers (**that would be us**).

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Suspension and Expulsion Alternatives

- Dignity in Schools
  - http://www.dignityinschools.org/

- Restorative Discipline Practices
  - **www.iirp.org**

- **Oregon Center on Early Adolescence**
  - https://www.earlyadolescence.org/system/files/AdolescentWellBeing.pdf

Threat assessment and suspension training resource

- [Virginia model for threat assessment](#)
  - [http://youthviolence.edschool.virginia.edu/threat-assessment/pdf/PERI%20online%20conference%20paper%201-3-07.pdf](#)
- [http://rems.ed.gov/docs/repository/REMS_000053_0002.pdf](#)

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