A Framework to Support Alternatives-to-Suspension Practices

"Meeting the Challenge" Behavior Conference
April 7, 2014
SW/WC Service Cooperative

Agenda

- Disciplinary Incidents in Minnesota Schools
- Building the Foundation of Supports for Alternatives-to-Suspension
- A Multi-tiered System of Support
- Grant Projects

Minnesota Disciplinary Incident Report 2012-2013

- 51,460 incidents that lead to disciplinary actions.
- 45,964 disciplinary actions resulted in an out-of-school suspension (84%).
- A total of 109,494.5 instructional days were missed due to out-of-school suspensions.
Definition of Suspension

A “suspension” is defined under state law as an action by the school administration, under rules promulgated by the school board, prohibiting a student from attending school for a period of no more than 10 school days.

Minn. Stat. § 121A.41, Subd. 10.

The majority of disciplinary incidents:

- Occur during the school day in the classroom (48.7%) and hallways (19.4%).
- Committed by male students (74.2%) in grades seven through 10.
- 869 kindergarten students were involved in disciplinary incidents.

Race and Disproportionality

<table>
<thead>
<tr>
<th>Race/Multiracial Group</th>
<th>% of Enrollment</th>
<th>% of Disciplinary Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>73.01%</td>
<td>41.09%</td>
</tr>
<tr>
<td>Black</td>
<td>10.66%</td>
<td>40.49%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>7.30%</td>
<td>62%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>6.18%</td>
<td>30%</td>
</tr>
<tr>
<td>American Indian</td>
<td>2.30%</td>
<td>5.59%</td>
</tr>
<tr>
<td>American Indian</td>
<td>2.30%</td>
<td>5.59%</td>
</tr>
</tbody>
</table>

Disciplinary Incident Reporting System
Students with Disabilities: Enrollment Compared to DIRS Incidents

<table>
<thead>
<tr>
<th>% of Enrollment</th>
<th>% of DIRS Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>85.1% Students with Disabilities</td>
<td>49.97% Students with disabilities</td>
</tr>
<tr>
<td>14.9% Students without Disabilities</td>
<td>50.03% Students without disabilities</td>
</tr>
</tbody>
</table>

Disability Status of Offenders

- No Disability 48.8%
- Emotional Behavioral Disorder 23.1%
- Specific Learning Disability 11.3%
- Other Health Disabilities 9.4%
- Autism Spectrum Disorder 2.4%
- Mild Developmental Cognitive Disability 1.7%
- Speech/Language Impairment 1.2%

Individuals with Disabilities Education Act (IDEA)

The IEP team should consider the development of strategies, including positive behavior interventions and, supports, and other strategies, to address behavior.

34 C.F.R. § 300.324(a)(2)(i)
Disciplinary Actions by School Year

Most Common Reasons for Disciplinary Action

<table>
<thead>
<tr>
<th>Type</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>% of Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disruptive/Disorderly Conduct/Insubordination</td>
<td>25,840</td>
<td>25,650</td>
<td>23,126</td>
<td>19,731</td>
<td>(23.6%)</td>
</tr>
<tr>
<td>Fighting</td>
<td>10,613</td>
<td>9,517</td>
<td>8,620</td>
<td>7,471</td>
<td>(29.6%)</td>
</tr>
<tr>
<td>Assault</td>
<td>3,945</td>
<td>3,781</td>
<td>3,827</td>
<td>3,655</td>
<td>(7.3%)</td>
</tr>
<tr>
<td>Threat/Intimidation</td>
<td>3,512</td>
<td>3,467</td>
<td>3,072</td>
<td>2,788</td>
<td>(7.9%)</td>
</tr>
<tr>
<td>Verbal Abuse</td>
<td>3,502</td>
<td>3,163</td>
<td>3,248</td>
<td>2,152</td>
<td>(7.25%)</td>
</tr>
<tr>
<td>Other</td>
<td>3,903</td>
<td>4,146</td>
<td>2,608</td>
<td>2,289</td>
<td>(34.5%)</td>
</tr>
<tr>
<td>Attendance</td>
<td>2,629</td>
<td>2,948</td>
<td>2,291</td>
<td>1,953</td>
<td>(25.7%)</td>
</tr>
</tbody>
</table>

Number of Days Suspended Out of School
The Impact of Suspension

On Students:
- Academic failure
- Diminished engagement
- School drop-out
- Delinquency
- Juvenile placement

On Schools:
- Lower passing rate on state tests
- High level of repeat offending
- Rise in misbehavior
- Less effective school climate

Student Response to Suspension

- Loss of self-esteem
- Feel powerless and helpless
- View school principals and teachers with resentment and suspicion
- Learn to withdraw
- Feel stigmatized by teachers, administrators, and parents

DeRidder, (1991)

Research on Suspension

- Suspending a student
  - does not address the problem behavior;
  - prevents the student from obtaining services they need such as counseling or social skill support;
  - Often predicts an increase in problems.
- Recidivism rates are typically high, ranging from 35-45%

Skiba and Knesting, (2001)
Building the Foundation of Support for Alternatives-to-Suspension Practices

“The worlds best discipline consequences won’t work without a foundation in place!”
Reece Peterson

Consider our approach to academics...

If students are not reading as expected, we:
– assess
– provide more support
– teach different strategies
– monitor progress

We need to provide the same supports and services for students who don’t behave as expected.

Borrowing from the PBIS Logic Model

Adapted from Positive Behavior Interventions and Supports
Systemic Approach to Alternatives-to-Suspension

Core Features:

• School-wide leadership and implementation team.
• A stage-based implementation plan.
• A multi-tiered system of support.
• A school-wide approach to positive behavior management.

Peterson (2006)

Comparison of Intervention Effect With and Without an Implementation Team

<table>
<thead>
<tr>
<th>IMPLEMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expert Impl. Team</td>
</tr>
<tr>
<td>Effective Intervention</td>
</tr>
<tr>
<td>Effective use of Implementation Science &amp; Practice</td>
</tr>
</tbody>
</table>

Fixsen, Blase, Timbers, & Wolf, 2001
Balas & Boren, 2000
Saldana & Chamberlain, 2012

Active Implementation Required

• Letting it happen
  – Unpredictable
  – Not Programed
  – Uncertain
  – Self-organized
  “What will be will be”
• Helping it happen
  – Negotiated
  – Influenced
  – Enabled…but if you leave…
  “Do it Yourself”

Based on Greenhalgh, Robert, MacFarlane, Bate, & Kyriakidou, 2004

• Making it happen
  – Purposeful
  – Orderly
  – Planned
  – Regulated
  – Programmed
  – Systemic
  – Managed
  – Sustained
Stages of Implementation

- **Exploration**
  - Decision of what to do
  - Gather data to determine size/scope of need
  - Generate buy-in and organize across levels/sites

- **Installation**
  - Set up the supports so that implementation happens
  - Establish team and data systems, audit what is working, develop plan to further implementation.
  - Try out the practices.
  - Work out details and unanticipated issues.

- **Initial Implementation**
  - Realize full benefit for students.
  - Expand, replicate program/practices in other locations, individuals, times.
  - Make adjustments from initial implementation.

- **Full Implementation**
  - Make it easier, more efficient. Institutionalize as way of doing business robust to turnover.

- **Improvement and Innovation**

What will we do?
What do we add/problem solve/drop/make room for?
What can we manage with time, resources, and available money?
How will we generate buy-in?
What does our multi-tiered system of support look like?

Adapted from Blaze et al. (2005)

Solving the Right Problem

“When we slow down and examine a problem, we increase the chances of solving the right problem once instead of the wrong problem a dozen times.”

Ohle and Morley (1994)
Core Features for a Systemic Approach to Alternatives-to-Suspension

Core Feature:
- Gather data on behavior - Analyze - Act
- Develop a school data system
- Data is used to set priorities, make decisions and assess impact.
- Support from teachers, staff, students, and parents/families for the framework.

Peterson (2006)

Plan-Do-Study-Act Cycle

ACT
- Reflect, Collaborate and
- Re-examine
- Re-plan
- Monitor and Adjust
- Take Action

PLAN
- Learn to lead
- Choose the Right
- Focus/Feasibility

STUDY

DO
- Take Collective Action

Local Sources of Data for Planning
- Attendance records - tardiness and absences
- Office discipline referrals
- Classroom, school and district discipline policies
- Drop out data
- Academic achievement data - grades
- School climate survey results
- School safety data
- Suspension/exclusion/expulsion
- Current program in place
- Other???
Questions to Guide Data Analysis

<table>
<thead>
<tr>
<th>Questions</th>
<th>DRS Field</th>
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<tbody>
<tr>
<td>How many out-of-school suspensions occur?</td>
<td>Disciplinary Action Count</td>
</tr>
<tr>
<td>What types of disciplinary incidents occur?</td>
<td>Disciplinary Incidents Types</td>
</tr>
<tr>
<td>When do disciplinary incidents occur?</td>
<td>Disciplinary Incident by Time Variables: Date of incident, during school hours, outside of school hours</td>
</tr>
<tr>
<td>Where do disciplinary incidents occur?</td>
<td>Disciplinary Incidents by Location</td>
</tr>
<tr>
<td>Who commits disciplinary incidents?</td>
<td>Offenders by Variables: Grade, Gender, Race, Disability Category, ELL</td>
</tr>
<tr>
<td>Does school disciplinary action affect students differentially by race?</td>
<td>Enrollment</td>
</tr>
<tr>
<td>What is the frequency of disciplinary incidents per student?</td>
<td>Student count</td>
</tr>
<tr>
<td>How many victims were involved in disciplinary incidents?</td>
<td>Number of Victims Involved</td>
</tr>
<tr>
<td>How many days were students suspended out of school?</td>
<td>Number of Days Suspended Out-of-School</td>
</tr>
</tbody>
</table>

Important Contributing Factors

- School level policies and practice.  
  Fabelo et al, (2011)
- School leadership’s attitude toward suspension.  
  Rausch and Skiba, (2005)
- Teacher skill in providing engaging instruction.  
- Effective classroom management.  
  Brophy, (2006)

Adaptive Leadership Practices

- Identify the new skills and behaviors to be acquired.
- Identify that loss will occur – be specific.
- Give work BACK- Involving others and holding them responsible for their piece of the work.
- Holding steady- Do not back down.
- Get on the “Balcony”- Step back and see the big picture.
- Find out what people understand
- Listen to the song beneath the words- Listen to what’s not being said by looking at non-verbal signals such as body language and other social clues.  
  Heifetz and Linsky, (2002)
Multi-tiered System of Support for Alternatives-to-Suspension Practices

Systemic Approach - Universal
All Students
Focus on prevention
Implement a whole child approach

“Schoolwide interventions, when implemented effectively, have the ability to positively affect a number of critical school and life outcomes, including fewer classroom disruptions, greater student engagement in learning, and fewer special education placements.”

Smith, et. al (2008)
Academic Competence - Universal

Teach, model and reinforce
• positive behavior expectations.
• social/emotional learning competencies.

Caring and Respectful School Community - Universal

• Intentionally create a caring, respectful school community;
  – Positive communication and problem-solving
  – Academic success for at-risk youth
  – Positive adult-student relationships
  – Student and family connectedness
  – A sense of community and belonging
  – Welcoming physical environment

Framework Components - Universal

• Embed culturally responsive practices and instruction in the school community.
• Actively engage students, staff, parents/families and community partners.
• Develop a discipline policy that includes alternatives-to-suspension.
• Positive reinforcement system.

DiPerna and Elliot (1999)
Universal Practices

- Positive Behavior Interventions and Supports (PBIS)
- Social-Emotional Learning Competencies (SEL)
- Collaborative Problem-solving
- Bully Prevention
- Academic Engagement
- Differentiated Instruction
- Restorative Justice
- Peer Mediation
- Conflict De-escalation training

School-wide Discipline Programs

Examples:
- Boys Town Education Model
- Discipline with Dignity
- Cooperative Discipline
- Democratic Discipline
- Discipline with Purpose
- Positive Classroom Discipline
- Responsible Classroom Management

Seven factors that are linked to implementation of high-quality prevention activities

1. Support and training is extensive and of high quality.
2. Program activities are supervised at all levels.
3. The educational leaders support prevention programs.
4. Activities are highly structured.
5. Programs are locally initiated.
6. Multiple sources of information are used.
7. Activities are integrated into the regular school program.

Predictor of Positive Outcomes

Time spent learning is the single best predictor of positive academic outcomes.

Skiba and Sprague (2008)

Systemic Approach - Targeted

Some students - Focus on early intervention and problem-solving

- Select evidence-based instructional strategies to build skills.
- Differentiate interventions based on the needs of the student.
- Monitor academic and behavior progress.
- Implement restorative practices and mediation programs.
- Increase parent communication and involvement.

Student Responsibility

“Build awareness and skills to promote the student’s responsibility and positive leadership.”

Pepler and Craig (2009)
Targeted Intervention Practices

- Behavior Contracts
- Mini-courses or skill modules
- Mediation
- Brief Interventions
- Mentoring
- Social Skills Training
- Restitution
- Community Service
- Problem-solving Circles

Systemic Approach - Intensive

Individualized Intervention - Focus on needs of the individual student.
- Implement individualized, assessment-based interventions.
- Collaborative support team process includes the student’s family, educators, and/or other direct service providers.
- Make adjustments to the environment that reduce the likelihood of problem occurring.

Instruct and Support - Intensive

Instruct and Support
- Teach replacement skills.
- Build general competencies.
- Reinforce positive behaviors.
- Crisis management plan.
Intensive/Individualized Interventions

- One to One support
- Individual counseling-problem-solving and contracting
- Coordinated behavior support plan
- Alternative programming
- Appropriate in-school suspension
- Restorative conferencing
- Life skills training

Alternatives-to-Suspension Grant Projects Cohort 1
2009-2012

Purpose of Grant Project

“To build the capacity of schools to develop alternatives-to-suspension and implement scientifically research-based interventions that reduce the need for suspension as a response to disciplinary incidents.”
Interventions Implemented by Grant Sites:

- Collaborative Problem-Solving (Dr. Ross Greene)
- Restorative Justice Circles
- Social Skills and Aggression Replacement Training (START)
- Check & Connect
- Yoga Calm
- Positive Behavior Interventions and Support
- Developmental Designs (Navigation 101)
- Career Choices
- Second Step
- Peer Mediation
- Peer C.O.R
- Love & Logic
- Beyond Diversity Training
- Aggression Replacement Training

Number of OSS per 100 Grade 7-12 Students at Grant Sites Compared to State

Number of OSS for Disruptive/Disorderly Conduct: Grant Sites Compared to State
Burnsville ISD # 191 Eagle Ridge Jr. High
Cherie Braspenick, Associate Principal

Alternative Suspension Program and Intervention Responsive Education (ASPIRE)

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Office Discipline Referrals</td>
<td>1498</td>
<td>678</td>
<td>777</td>
<td>1337</td>
</tr>
<tr>
<td>Out-of-School Suspensions</td>
<td>283</td>
<td>62% youth of color</td>
<td>130</td>
<td>49% youth of color</td>
</tr>
<tr>
<td>Evening classes</td>
<td>22</td>
<td>4</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Saturday school</td>
<td>75</td>
<td>36</td>
<td>35</td>
<td></td>
</tr>
</tbody>
</table>

Columbia Heights Public Schools
Columbia Academy (formerly Central Middle School)
Rick Hamann, Student Services Facilitator

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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Discipline Referrals</td>
<td>2,719</td>
<td>1,490</td>
<td>2,244</td>
<td>941</td>
</tr>
<tr>
<td>Out-of-School Suspensions</td>
<td>318</td>
<td>341</td>
<td>278</td>
<td>236</td>
</tr>
</tbody>
</table>

Intermediate School Districts 287 and 916
Alternative Learning Centers
Jonas Beugen, NE Metro 916
Lea Dahl, Intermediate 287

Alternative Learning Centers
Metro Heights, East View, South Education Center Alternative, Prairie Center Alternative, City West Academy

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</tr>
</thead>
<tbody>
<tr>
<td>Out-of-School Suspensions</td>
<td>39</td>
<td>36</td>
<td>15</td>
<td>14</td>
</tr>
</tbody>
</table>

ZERO out-of-school suspensions for insubordination/disruptive behavior.
### Proctor Public School ISD # 704
Proctor High School
Nancy Litman, Principal

#### Restorative Action Approach

<table>
<thead>
<tr>
<th>Year</th>
<th>Out-of-School Suspensions</th>
<th>Number of Instructional days missed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>41</td>
<td>135</td>
</tr>
<tr>
<td>2009-2010</td>
<td>18 (50% Special Ed, 79% Male)</td>
<td>59</td>
</tr>
<tr>
<td>2010-2011</td>
<td>16 (44% Special Ed, 75% Male)</td>
<td>44</td>
</tr>
<tr>
<td>2011-2012</td>
<td>19 (31% Special Ed, 53% Male)</td>
<td>56</td>
</tr>
</tbody>
</table>

**Out of School Suspensions** 50% Special Ed, 79% Male; 44% Special Ed, 75% Male; 31% Special Ed, 53% Male

### South Washington County Schools ISD # 833
Park High School
Nancy Meyer, Supervisor of Special Education
Tonya Holub, School Psychologist

#### Project SAS
Successful Alternative Supports

<table>
<thead>
<tr>
<th>Year</th>
<th>Out-of-School Suspensions (grades 10-12)</th>
<th>Out-of-School Suspensions (grades 9-12)</th>
<th>Average days Suspended</th>
<th>Days of Instruction Missed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>65 (grades 10-12)</td>
<td>294 (grades 9-12)</td>
<td>3.9</td>
<td>252.5</td>
</tr>
<tr>
<td>2009-2010</td>
<td>161</td>
<td></td>
<td>2.06</td>
<td>605</td>
</tr>
<tr>
<td>2010-2011</td>
<td>163</td>
<td></td>
<td>1.4</td>
<td>225</td>
</tr>
<tr>
<td>2011-2012</td>
<td></td>
<td></td>
<td>1.9</td>
<td>315</td>
</tr>
</tbody>
</table>

**Out of School Suspensions** (grades 10-12): 294; (grades 9-12): 65

### Alternatives-to-Suspension
Grant Projects Cohort 2
2013-2018
Grantees

- Duluth Public Schools-Denfeld High School
- North St. Paul, Oakdale, Maplewood-middle and high schools
- St Cloud Public Schools-Apollo High School, South Junior High and Madison Elementary School
- Winona Public Schools-Winona High School

Alternatives to Suspension Activities to Create Systemic Change

- PBIS
- Restorative Justice
- Chemical Use/Abuse Support and Education Groups
- Culturally and Linguistically Responsive strategies
- Check & Connect
- Check in/Check out
- Study Skills
- Social Skills
- Personal Learning Plans
- Partnerships with community agencies

MDE Resources:

School Climate
MDE provides information and technical assistance to school districts regarding school climate, classroom management, and youth development. Positive school climate intersects with attendance, transition and academic concerns as well as violence prevention, bullying prevention and school safety. [http://education.state.mn.us/MDE/EdExc/SchSaf/SchClimate/index.html](http://education.state.mn.us/MDE/EdExc/SchSaf/SchClimate/index.html)

Restorative Measures
MDE helps schools develop programming, curricula and intervention practices to create safe schools by teaching social skills, building positive school climate and repairing harm when it happens. Restorative measures are discipline interventions to hold student accountable for harm and address the needs of students or staff harmed and the needs of the school community. [http://education.state.mn.us/MDE/StuSuc/SafeSch/RestorMeas/index.html](http://education.state.mn.us/MDE/StuSuc/SafeSch/RestorMeas/index.html)
Dangerous Weapons and Disciplinary Incidents Reports
Minnesota Statute Section 121A.06, Subdivision 3, requires the Minnesota Department of Education (MDE) to annually report on disciplinary incidents, and incidents involving dangerous weapons, that occur in Minnesota public schools. Data for this report were obtained from MDE’s Disciplinary Incident Report System (DIRS).

http://education.state.mn.us/MDE/Welcome/Legis/LegisRep/index.html

Frequently Asked Questions Related to Student Dismissal and Positive Behavior Interventions
MDE provides guidance to parents and districts regarding questions in the area of student discipline.

http://education.state.mn.us/MDE/StuSuc/StuRight/StuDisc/index.html

MDE Resources-continued:

Positive Behavior Interventions and Supports
www.pbismn.org

Contact Information:

Cindy Shevlin-Woodcock
Alternatives and Prevention Support Specialist
Minnesota Department of Education
(651) 582-8656
cindy.shevlin-woodcock@state.mn.us
References


References-continued


References-continued 2

References- continued 3


