

think. respect.

Leading a **Legacy**



October 22, 2013

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SAPE Association

If Not Suspension, Then What?

Guidelines for Success!



- Turn off anything that rings, dings, or sings.
- Be mindful of people around you.
- Go for the “gold”!
- Participate!

A B C D E F G H I
L R B L B R L B R
J K L M N O P Q R
R B L B R L B L L
S T U V W X Y Z
R B B L B R L B

Now that we are ready to leave the old and inadequate behind...

What are some alternatives to out-of-school suspension—
alternatives that are effective and that will be sustainable after the grant?



What is the goal of discipline?



The *ultimate* goal of discipline is...



Teach Self-Discipline



Identify research-based, *alternative consequences* that can be part of a *discipline system* designed to help students **learn** social/emotional skills that promote positive behavior change and ultimately to help students develop **self-discipline**.

Goal for Today's Session

To win a race, where do you begin?





Starting Line?

Foundation?



**To make a positive difference with discipline,
where do you begin?**





Disciplinary Intervention

Positive School Climate



3-Step Process for Effective Discipline *Process*

1. Lay the Groundwork.



2. Use Consequences and a Discipline System that is Research-Based.

3. Give Them a Way Back.



Lay the Foundation: A Good Beginning Matters...



A positive school climate will increase the likelihood that students' will learn from their mistakes and make better choices in the future. It will promote pro-social behavior and reduce the *need* for discipline.

School Climate

School Climate refers to the patterns and quality of the personal experiences that students, staff, and parents have in school.



Quality of Relationships

Social & Behavioral Norms

Leadership Style

Goals

Values

Disciplinary Approach

Teaching & Learning Practices



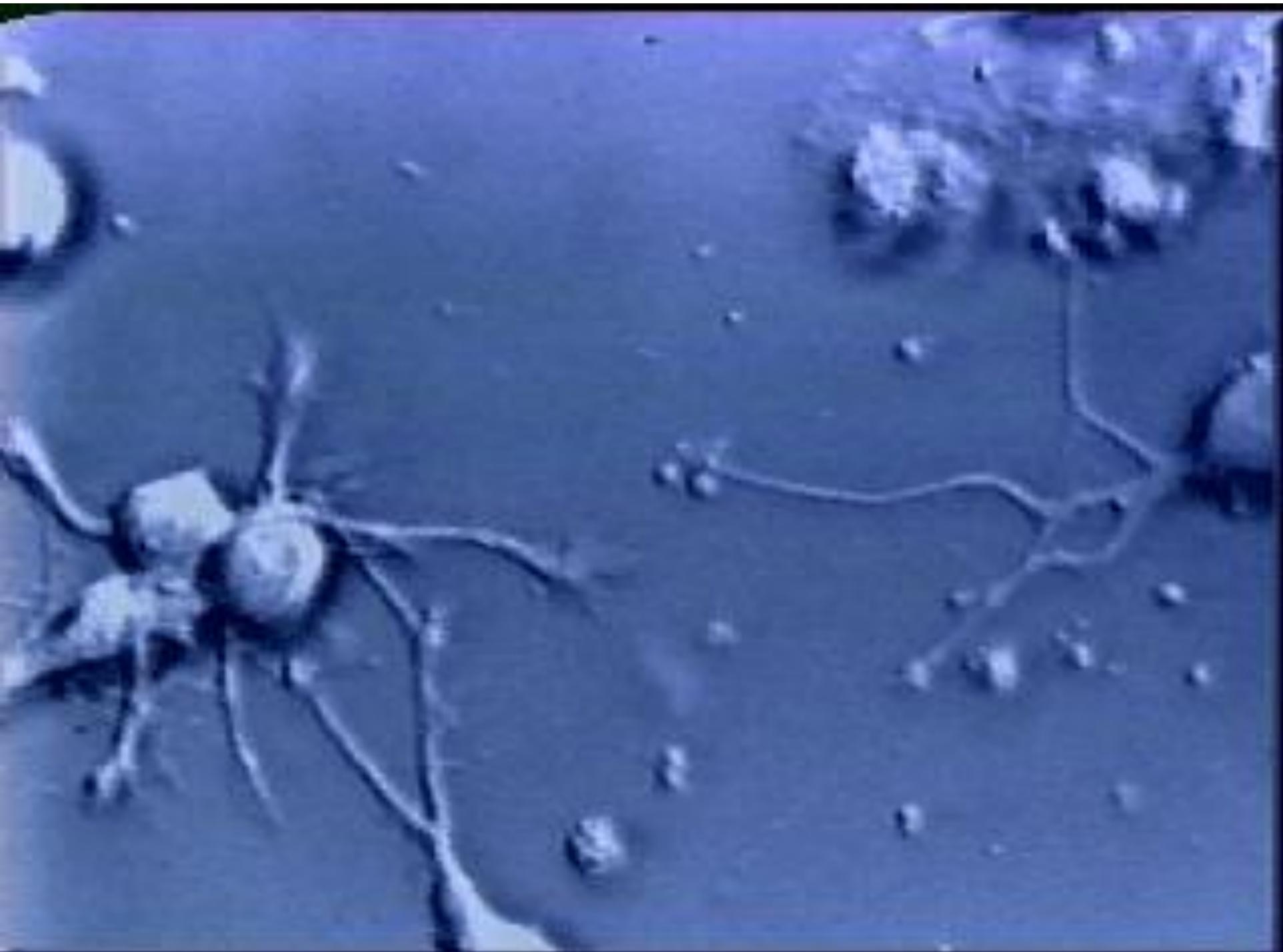
Brains are designed to *reflect* the environments they're in, not rise above them.

Jensen, 2009

School Climate and Neural Plasticity

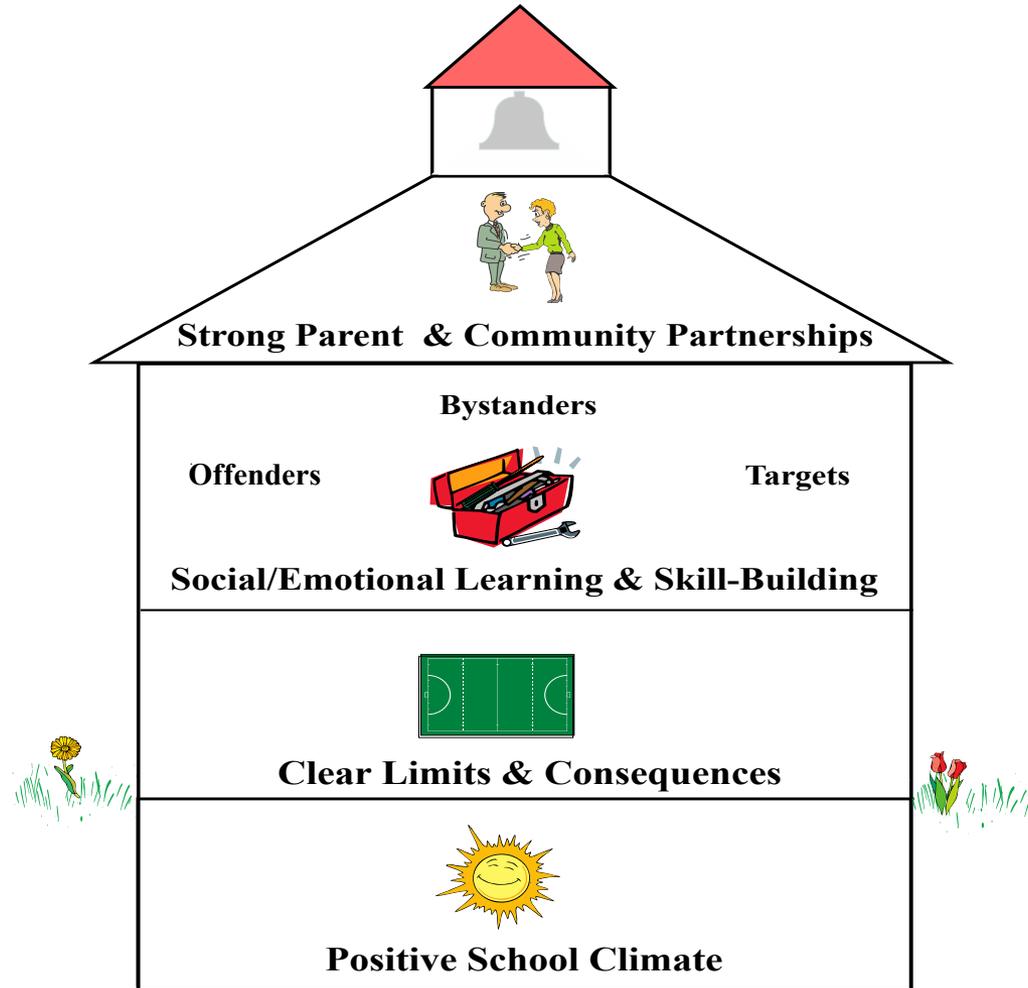


If we want our students to change, we must change ourselves and the environments students spend time in every day.





Key Components of a School-wide Approach to Safe & Supportive Schools





What do students *learn* from each of the following?



1. “You got a B+ on the quiz. Good job!” “Awesome!”
2. “You got a B+ on the quiz. I'm proud of you!”
3. “You got a B+ on the quiz. You're very smart!”
4. “You kept working on the problem until you figured it out!”

Based upon the work of Carol S. Dweck and Stan Davis

"Good job!" "Awesome!" → **Evaluation Based**

"I'm very proud of you!" → **Feelings Based**

"You're smart!" → **Trait Based: *Fixed Mindset***

"You continued trying to figure out the problem until you got it!" → **Effort Based: *Growth Mindset***

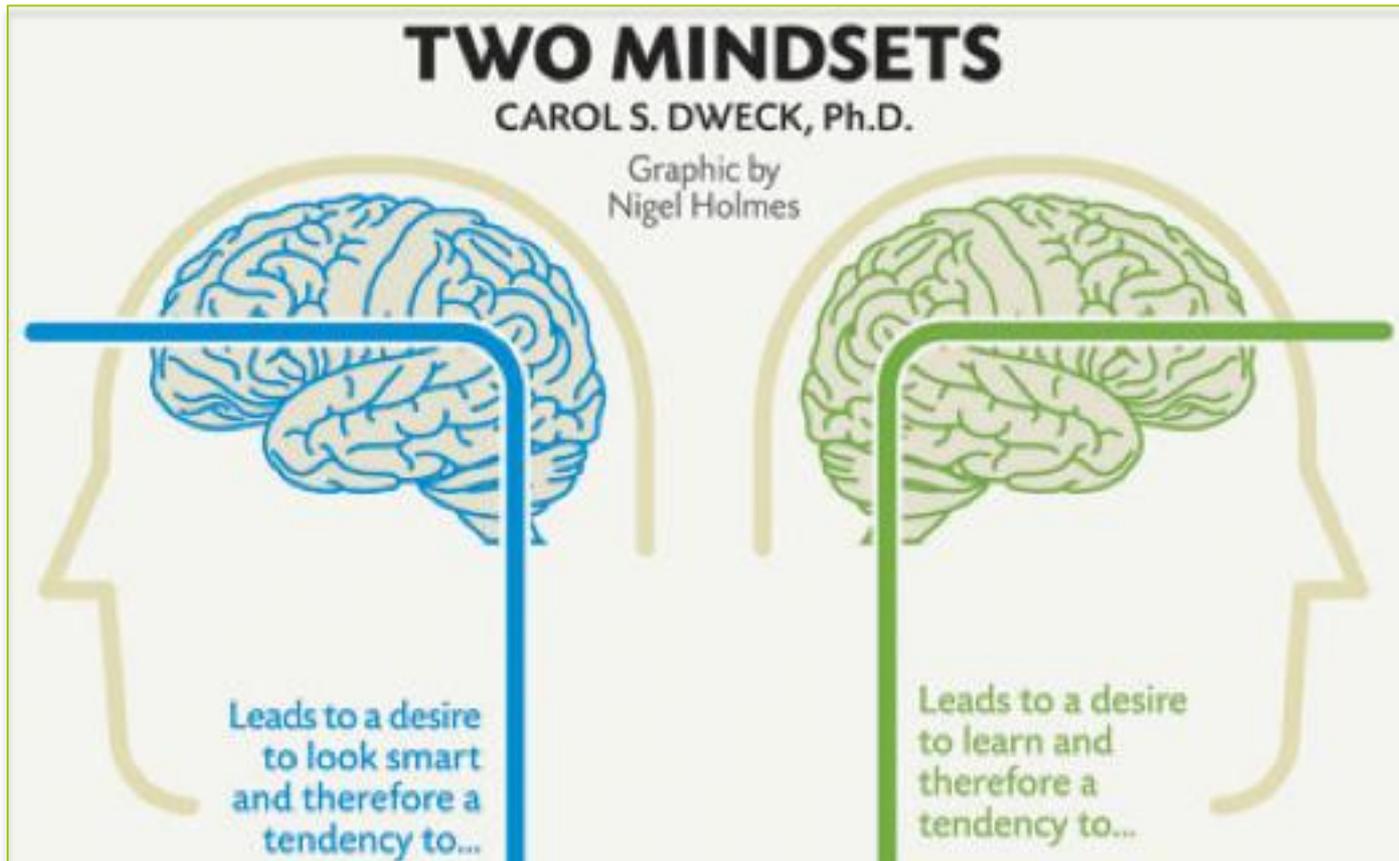
Growth Mindset Feedback with 3 Reinforcement Statements:

"You did your homework every day this week—

- 1) —And you got a B+ on the quiz!"
- 2) —You really are serious about mastering these equations!"
- 3) —You never gave up, even though it was a tough problem."

The Power of Persistent Effort

Fixed and Growth Mindsets





Not all Consequences and Discipline Systems are Equal...

Research-based consequences and discipline systems promote social/emotional learning and authentic behavioral change, while preserving relationships and a sense of community.

Guidelines for an Effective Discipline System

1. **Reserve OSS and expulsion for the most severe** infractions and define those behaviors explicitly (i.e., firearms on school property)
2. Use a **graduated system** of discipline with consequences that are commensurate to the seriousness of the infraction.
3. Implement research-based strategies to **enhance school climate and increase connectedness** (e.g., bullying prevention, social/emotional skill-building).
4. Implement intervention strategies **teach prosocial alternatives** to solve problems and achieve goals.
5. Provide clear definitions of all behaviors (major and minor) to be reported and **ensure consistency and fairness**.

6. **Include alternatives to suspension** (e.g., in-school suspension, after school detention, Saturday School, classes only, restorative conferences, parent conferences, alternative school)—ideally that do not deprive students of core content classes.
7. Provide opportunities for **students to be actively engaged** in strategies to create a safer and more supportive schools.
8. **Improve communication and collaboration** among students, parents, mental health providers, and juvenile justice system professionals
9. **Utilize data to assess effectiveness** of all strategies, programs, and curricula designed to promote school safety. **Disaggregate discipline data** by race and gender to ensure there is no disproportionate application of suspension/expulsion.

Consequences Designed to *Teach*—Not Punish

Consequences that share the following characteristics are more likely to result in learning and authentic behavior change. Research supports consequences that

- Are non-hostile and non-punitive;
- Are predictable, inevitable, and consistently applied;
- *Start mild* for first offenses and low level aggression and *escalate* for repeated or more serious aggression;
- Encourage reflection to develop life skills and teach alternative behaviors



Use a graduated system wherein consequences are geared to the seriousness of the infraction. Less serious offenses...even minor fights among students can be met with consequences that might range from parent contact, reprimands, community service, or counseling.

Russ Skiba

In the words of some S3 students...

Student input from focus groups regarding consequences for peer aggression:

- Base [consequences] on a specific behavior not your history or if you are a good kid or bad kid.”
- It would be easier for adults and students if it was the same consequence [for the same offense].”
- “They need to be consistent”
- “Equal punishment for similar things”

Peer-to-Peer Aggression Discipline Rubric

Behavior	1st time	2nd time	3rd time
Low			
Medium			
Severe			

The diagram consists of two arrows. A vertical arrow points downwards from the 'Low' row to the 'Severe' row, with the text 'Increase in severity' written vertically along its left side. A horizontal arrow points from the '1st time' column to the '3rd time' column, with the text 'Increase in severity' written above it.

Discipline Rubric Caveats

- 1) Consequences may be modified, based upon the severity and circumstances of the specific situation, relevant board policy, and state/federal law. They could include
- 2) An Individual Behavior Plan will be developed after the third offense or before if the situation warrants it. While the specific consequences and strategies in an Individualized Behavior Plan may vary, the expectations for behavior will be consistent with the standards for all students.
- 3) A restorative conference or mediation may be implemented after the rubric-based consequence has been served if agreeable to both parties. Additional consequences may result.

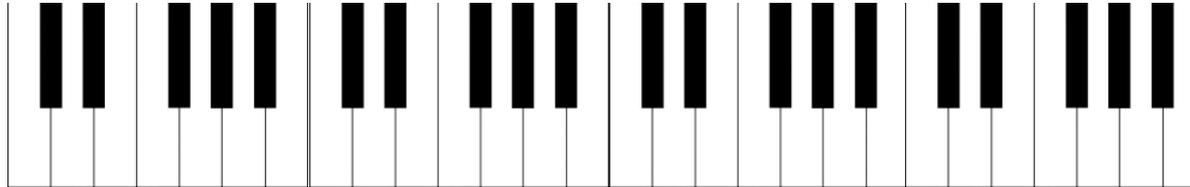
Give Them a Way Back....



We need to help students reintegrate into the school community after discipline by giving them opportunities to *learn* from their mistakes, make *behavioral changes*, make *amends*; and to re-establish relationships.

Restorative Practices *Promote Social/Emotional Learning*

Some emotions are hardwired—others must be learned:

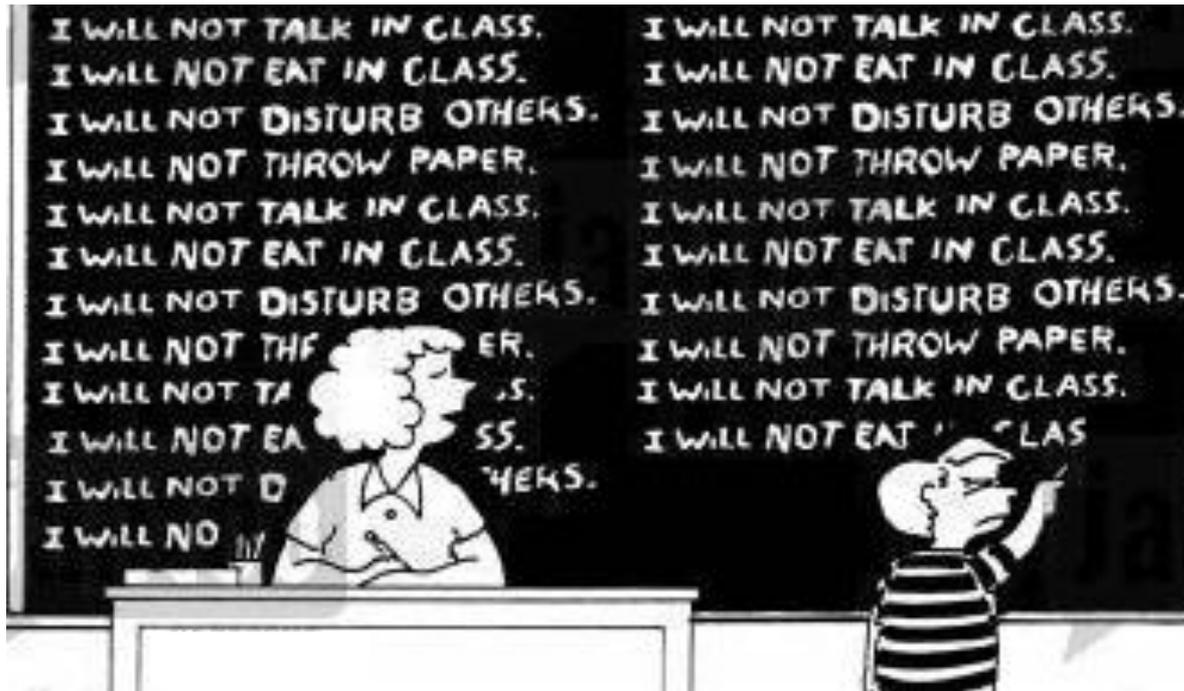


Hardwired Emotions	Learned Emotions that Must Be Taught	
<ul style="list-style-type: none">• Sadness• Joy• Disgust• Anger• Surprise• Fear	<ul style="list-style-type: none">• Empathy• Compassion• Humility• Optimism• Forgiveness	<ul style="list-style-type: none">• Sympathy• Cooperation• Patience• Gratitude• Shame

Every emotional response we *don't* see in a student is one we need to be *teaching*.

Paraphrased from Eric Jensen, 2009

Restorative Practices *Preserve and Heal Relationships*



“Not everyone gets a chance to write their wrongs”

Comparison of Traditional vs. Restorative Discipline

Traditional Discipline Authoritarian	Restorative Discipline Authoritative
Misbehavior is defined as breaking school rules.	Misbehavior is defined as harm done to a person, a group, the school community.
The focus is on rules.	The focus is on relationships and repairing harm.
The conflict/wrongdoing is impersonal (school vs. student) .	The conflict/wrongdoing is is relational.
The focus is on assigning blame and punishing misbehavior.	The focus is on learning and healing.
Harmed person & larger community have no input into outcome.	Harmed person and larger community have input into outcome.
Discipline is defined in terms of punishment.	Discipline is defined in terms of understanding impact of actions, taking responsibility for choices, and repairing harm.
Process unfolds through an adversarial relationship (i.e., who will win?).	Process evolves through dialogue and shared responsibility for problem-solving (i.e., how can we resolve this?).

In the words of some S3 students...

Student input from focus groups regarding consequences for peer aggression:

- If [kids] get in a fight, they need tools for the real world. There has to be a way for the kids to learn ways to cope

Alternatives/Strategies to Reduce School Exclusion

- ▶ Guided Reflection for Problem-Solving and Contracting

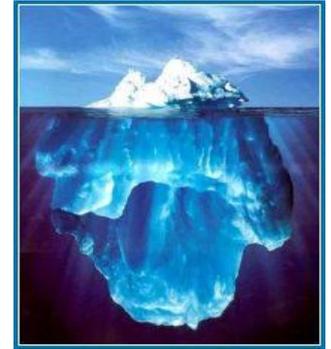
Will it be *Just Another Experience*? —or will it be a *Learning Experience*?

Deep learning that is likely to promote authentic behavioral change comes through a sequence of the following:

1. Experience
2. Reflection
3. Abstraction/Transference
4. Active Testing

Questions for Reflection

(Working deeper....)



1. What did you do? *Responsibility*
2. What was wrong with what you did?
 - Who did it hurt?
 - How do you know it hurt him/her?*Empathy*
3. What problem were you trying to solve or what goal were you trying to achieve?
Self-awareness
4. How will you solve that problem or achieve that goal next time without hurting anyone?
Skill-building

4-Part Apology



- 1) **Acknowledge:** Own behavior.
- 2) **Apologize:** Express regret.
- 3) **Amends:** Seek to repair harm.
- 4) **Commit:** Assure not to repeat.



Alternatives/Strategies to Reduce School Exclusion

- ▶ Guided Reflection for Problem-Solving and Contracting
- ▶ Restorative Circles and Conferences

Alternatives/Strategies to Reduce School Exclusion

- ▶ **Guided Reflection for Problem-Solving & Contracting**
- ▶ **Restorative Formal & Informal Conferences**
- ▶ Counseling
- ▶ Targeted Instruction
- ▶ Saturday School and After School Detention
- ▶ Classes Only
- ▶ Parent Phone Call / Conference / In-school Supervision
- ▶ Individualized Behavior Plans
- ▶ In-School Suspension (ISS)

Recommendations for ISS

“Successful in-school suspension programs require thoughtful planning in order to accomplish the goals of reconnecting students to the learning community and remediation of behavioral and/or academic concerns.”

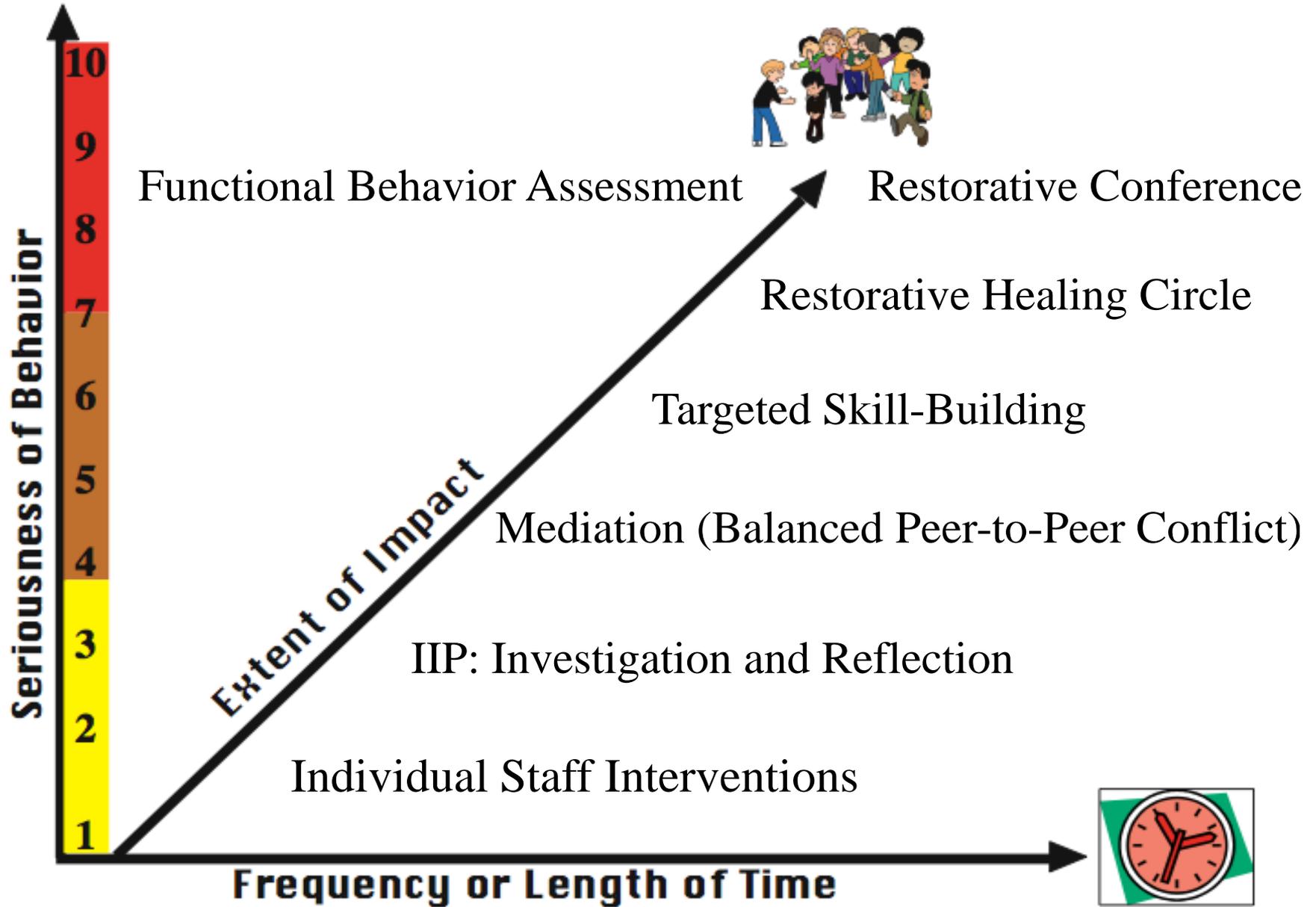
- Oversight by a qualified coordinator to do the following:
- Develop and promote positive relationships with students.
- Provide supervision and academic support.
- Assess need for additional support service (learning, emotional, behavioral)
- Communicate with administrators, staff, and parents
- Collect data and maintain records

Guidelines for In-School and Out-of-School Suspensions (2010)

Resource Map: Coordinating Bully-Free Schools with Existing Services into a Continuum of Support

Universal Prevention		Intervention	Targeted Curricula and Services		Referral
1. Curricula, 2. Class Meetings, 3. Other (e.g., student leadership, cooperative learning, peer mediation, mentoring)	Grade(s)	Process to identify & intervene, (e.g., IIP)	1. Curricula to address identified needs (e.g., Why Try, Second Step), 2. Counseling), 3. Other	Grade(s)	Community Services
					

Continuum of Interventions



So.... What now?

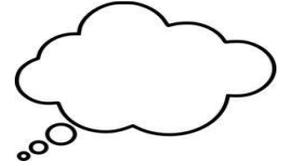


Knowledge without action is useless...

**Now that you know what you know,
what will you do?**



Reflections



1. Based upon your current disciplinary process, assess where you are with regard to reducing reliance on OSS.
 - a. What alternatives to OSS do you use?
 - b. What do you have in place to help students *learn* from mistakes and increase social/emotional learning?
2. What recommendations do you have for improvement to your disciplinary system?
3. Are the strengths of your disciplinary system sustainable? If not, what needs to happen?