

Safe & Responsive Schools

School Discipline and School Violence Prevention

Reece L. Peterson, Ph.D.
University of Nebraska-Lincoln, USA

Russell J. Skiba, Ph.D.
Indiana University, Bloomington, IN, USA

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The Roots of “Zero Tolerance”

- ◆ Based in 1980's Drug Programs
- ◆ Picked up in Schools in 1989-1990
- ◆ 1994: Gun Free Schools Act Becomes Law
- ◆ Has led to significant increases in disciplinary removal



Criteria for an Effective Intervention

- ◆ Treatment Integrity
 - Used as intended (e.g. based on behavior)
 - Used consistently
- ◆ Non-Discriminatory
 - Equal Protection Clause of 14th Amendment
 - Title VI of Civil Rights Act
- ◆ Positive Outcomes
 - Improved school safety or climate
 - Improved student behavior



School Contributions to Suspension (Wu et. al, 1982)

- ◆ Attitude and behavior contribute
- ◆ But so do:
 - Overall suspension rate
 - Teacher attitudes
 - Administrative centralization
 - School governance
 - Perceptions of achievement
- ◆ More influence of school than student factors



“One could argue from this finding that if students are interested in reducing their chances of being suspended, they will be better off by transferring to a school with a lower suspension rate than by improving their attitudes or reducing their misbehavior.”

--(Wu et al., 1982)



Is Disciplinary Removal Fair?

- ◆ Disproportionality among poor, minorities is consistent finding
- ◆ Not due entirely to SES
- ◆ Do African-American students misbehave more?
 - No.



Improved Student Behavior?

- 30-50% of suspensions are repeat offenders
 - "Suspension functions as a reinforcer...rather than as a punisher" (Tobin, Sugai & Colvin, 1996)
- Correlation of suspension and dropout
- Dropout or push-out?



Improved School Safety or Climate?

- ◆ Schools with higher rates of suspension have:
 - Higher student teacher ratios
 - Lower academic quality ratings
 - Pay less attention to school climate
 - Spend disproportionate time on discipline
 - Have less effective school governance



Criteria of Effectiveness for Disciplinary Removal

- ◆ **Treatment Integrity?**
 - Based on classroom, school rather than behavior
 - Very little consistency from school to school
- ◆ **Non-discriminatory?**
 - Consistently overused with minorities, low SES
- ◆ **Effective outcomes?**
 - Correlated with repeat offense, dropout
 - Correlated with poorer school climate



The Safe & Responsive Schools Project

The Safe and Responsive Schools Project is designed to develop a process for schools to implement our best content knowledge of school-wide behavior planning in order to reduce the likelihood of school violence, and to diminish problems with inappropriate behavior in school.

It includes:

- ◆ A Three-tiered model or "Framework"
- ◆ School-based team planning and decision making
- ◆ Gathering a wide variety of school data
- ◆ Focus on helping medium/smaller sized schools & districts plan to improve behavior and reduce violence
- ◆ Developed in several schools in Nebraska and Indiana



Process and Procedures

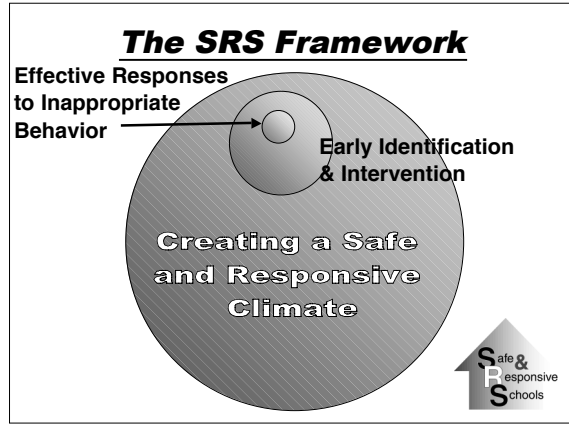
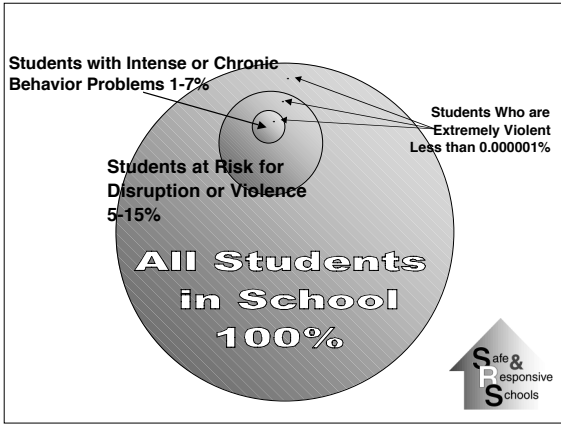
How can schools use data in a strategic planning process to implement a comprehensive model of violence prevention & behavior improvement?



1. Using a Comprehensive Framework

2. Assisting Schools to Plan Using this Framework





Compare SRS to PBIS

**(Positive Behavior Interventions & Supports-
Sometimes also called Positive Behavior Supports)**

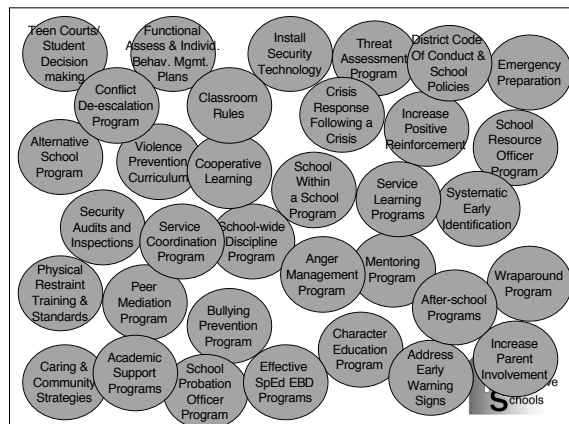
- ◆ Depends on the which one of two versions of PBIS-

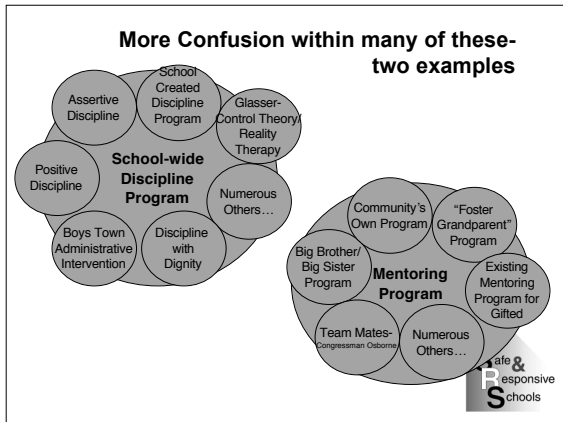
Two Versions of PBIS-

- ◆ Sometimes PBIS is used as an umbrella term for any prevention-based continuum of support, to teach and improve social behaviors. It uses data for decision making & sound empirically validated practices to create systems change.
- ◆ Sometimes PBIS is used to refer to the process of a school setting up rules or expectations, teaching those, reinforcing appropriate behavior, consistently monitoring or correcting behavioral errors, and using data to improve the system.
- ◆ **SRS takes a broader and much wider view, although this version of PBIS is one useful example of a strategy schools might choose to implement...**
- ◆ **SRS is compatible and one example of this version of PBIS...**

“I can’t count the number of times I have heard over the past number of months that ‘schools need to do a better job of identifying troubled kids.’


Heck, we don’t have any trouble identifying them, especially when they bite, swear, throw things or make threats. The real problem is not in identifying; the problem lies in what services are available to us for meaningful intervention.”






Organizing the Chaos

- ◆ Chaos, Confusion?
- ◆ Which of these should be priority?
- ◆ Do we need all of these?
- ◆ Which ones are most suited to our needs?
- ◆ What are the costs or needed resources?
- ◆ How do we decide what to do?





The Content-Interventions

- How can schools use the SRS Framework to prioritize & implement strategies within each circle?
- How can schools coordinate and integrate interventions?
 - ◆ *Creating a Safe and Responsive Climate*
 - ◆ *Early Identification and Intervention*
 - ◆ *Effective Responses to Inappropriate Behavior*




The Planning Process

- ◆ Create an Effective Team
 - Individual or team?
 - Nature of the team; team issues?
- ◆ Problem Solving Process
 - Gather information
 - Identify goals or needs
 - Identify possible actions
 - Evaluate potential actions
 - Choose and prioritize actions-develop plan


Coordinate to Existing Planning Process

- ◆ Is there an existing "school improvement" planning process?
 - Are long and short range plans created?
 - How do behavioral issues fit into the school improvement planning process?
- ◆ Is there a school Safety or Security Plan and committee?
 - A process for keeping plans up-to-date?
 - Requirements related to bullying?
- ◆ Can the functions of all related committees be combined & used as the SRS team?



Needs Assessment

- ◆ What are our needs?
- ◆ What is in place now?
- ◆ What are the programs which could be implemented?
 - How much would they cost?
 - Dollars? Time? Space? Materials or Equip?
 - Staff Development time?
- ◆ Can these interventions be coordinated?
- ◆ Would the plans meet our needs?



Gather Data for Planning

- Office referrals, suspensions and expulsions
- Absences and tardiness
- Grades; changes in grades for students
- Student Academic Achievement Data
- Special Education Referrals
- School risk and resiliency factors; environment
- Identify tasks and who is responsible
- Climate Surveys
- Safety Surveys
- Focus Groups- open ended...
- Ask constituents about needs
- Existing policies and practices
- And More



SRS Tools: Instruments, Worksheets or Procedures

- ◆ Using office referral, suspension & expulsion data
- ◆ SRS Needs Assessment Worksheet
- ◆ SRS Practices & Programs Inventory
- ◆ SRS Behavior Responsibility Worksheet
- ◆ SRS Safe Schools Surveys
 - Measures climate and safety issues
- ◆ Others...



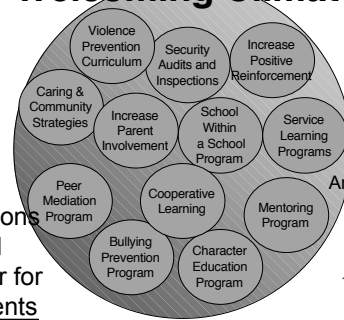
SRS Fact Sheets

- ◆ Basic Information about programs.
 - What is this program or topic?
 - What research supports this approach?
 - What would it take to implement this?
 - How to get more information?
- ◆ Topics organized by SRS Framework
 - ◆ Provide understanding of the types of programs available or possible
 - ◆ Strategies to research other topics or update these...



I. Creating a Positive, Welcoming Climate

Provide foundations for good behavior for all students



And Others! ...



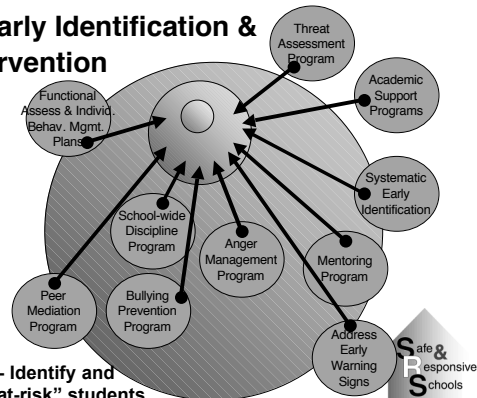
I. Creating a Safe & Responsive Climate

1. Programs to Improve School & Classroom Climate E.g., Caring & Community / Schools, Cooperative Learning, etc.
2. Smaller Groupings/ More Connections
3. Increased Parent Involvement
4. Improved Classroom Management & School Discipline
5. Character Education/ School Values
6. Social Skills Instruction/ Violence Prevention Curricula
7. Conflict De-Escalation and Conflict Resolution Programs
8. Service Learning Programs
9. Screening and Early Identification
10. Add After-School and Other Community Programs
11. School Security Audits/ Environmental Planning



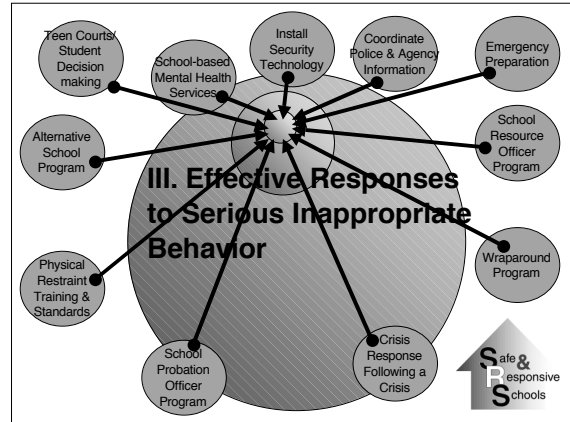
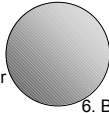
II. Early Identification & Intervention

Criteria- Identify and serve "at-risk" students



II. Early Identification & Intervention

- 1. Assessing Dangerousness
 - E.G. Using Early Warning Signs
 - Threat Assessment
- 2. Individual Behavior Plans E.G. Functional Behavioral Assessments & Individual Behavior Plans
- 2. Early Identification & Intervention
- 3. School-wide Discipline Programs E.G. Positive Discipline; Boys Town Intervention/Administrative Model; Discipline with Dignity
- 4. Conflict Resolution and Peer Mediation Programs
- 5. Anger Management/ Counseling
- 6. Bullying Prevention & Intervention Programs
- 7. Mentoring Programs E.G. Big Brothers and Sisters; Teammates; "Foster Grandparent" programs; etc.
- 8. Academic Support Programs
- 9. Drug, Alcohol & Gang Prevention/Intervention Programs



III. Effective Responses to Serious Inappropriate Behavior

1. Behavior Support Teams, School Safety Teams, & Student Assistance Teams
2. Increase Effective Discipline Alternatives
3. Involving Students in Decision Making E.g. Teen Courts; Student disciplinary boards, etc.
4. Obtain & Manage Information; Coordinate with Agencies E.g. Sharing Information/ Service Coordination; School Community Resource or Probation Officers; Wraparound; Family Group Conferencing or Restorative Conferencing; Multi-systemic Therapy
5. Appropriate Use of Medication for Students
6. Technology for School Security E.g. cameras, ID badges, metal detectors, radios, intercoms, etc.
7. Planning for Crisis and Emergencies E.g. Physical Restraint; Emergency Preparation and Crisis Planning; Crisis Response Following a Crisis.
8. Develop Educational Alternative Options E.g. Alternative schools or programs; Residential or hospital treatment; Other Alternative Settings.



Use Discussion to Identify Gaps & to Create a Plan

- ◆ Use data about existing activities to identify gaps
- ◆ Understand the possible programs to fill those gaps
 - See SRS Project Fact Sheets
- ◆ Identify new elements to be added
- ◆ Identify existing elements to be expanded or rejuvenated
- ◆ Develop an implementation plan



Create SRS School Plans

- ◆ In cooperating schools, plans varied by school
 - Built upon pre-existing programs and data
 - Both some "commercially available" programs and "locally created" practices or ideas included
 - Examples
 - Bullying Prevention
 - Social Skills Training
 - After School Education
 - Out of Classroom Intervention
 - Community Connections
 - Meets state requirements for safety plans, bullying prevention, and emergency planning.
 - A short-range & long-range goals formalized
 - Within existing resources
 - Realistic to this school and its needs



SRS Outcomes

- ◆ Ongoing planning group in each school responsible for behavioral issues
- ◆ Variety of ongoing data gathering to establish plan and to monitor progress & implementation
- ◆ Comprehensive approach, tailored to the specific needs of a particular school
- ◆ Better school wide understanding and management of behavior
- ◆ Larger focus on prevention & earlier intervention
- ◆ Decreases in referrals; fewer suspension and expulsions
- ◆ More disciplinary options



Changes in student behavior and attitudes:

Kids ...come into my office with a totally different way of behaving when somebody has started a rumor about them. I mean last year they physically got into fistcuffs. This year they have another way in approaching it and a lot of times it is to say " We need to talk to you".
Elementary School Principal

I like it when I hear kids referring to the "code" and they call their friends or classmates on some of their behaviors as not being in line with the code.
Junior High Teacher



More options to keep kids in school:

I just think that we work harder with individual students towards keeping them in school, and keeping them from dropping out or being expelled. I think that there are other options now that we look at and there's a larger range of opportunities for them to remain in school.
HS Teacher



Owen Valley High School: Changes in Disciplinary Data* from 1999/2000 to 2000/2001

	1999/2000 SCHOOL YEAR	2000/2001 SCHOOL YEAR	PERCENTAGE CHANGE (+ OR -) YEAR TO YEAR
Total Number of Suspensions	397	171	-56.9%
Number of In School Suspensions	115	13	-88.6%
Number of Out of School Suspensions	282	158	-43.9%
Number of Expulsions	27	7	-74.0%
Average Length of Expulsion (in days)	94.3	57.1	-39.4%
Number of Dropouts	15	12	-20.0%
Number of Students with an IEP Suspended	113	31	-72.5%
Number of Students with an IEP Expelled	5	0	-100%

Note: These numbers are based on figures reported to the state of Indiana.



Resources on Safe & Responsive Schools

(Draft Available Now- Final Version Expected 6/03)

- ◆ Process Guide
 - Detailed procedures; self standing
 - Safe & Responsive Schools "Tools" & Surveys
- ◆ Resource Guide
 - Outline of topics and all Fact sheets
 - Other resources based on comprehensive model
- ◆ Websites
 - Access to all materials when available
 - Samples of school produced products
 - Consultation



Safe and Responsive Schools Website:



- ◆ <http://www.unl.edu/srs>
- ◆ <http://www.indiana.edu/~safeschl/>



Reece L. Peterson

202A & 204L Barkley Center
 University of Nebraska-Lincoln
 Lincoln, NE 68583-0732
 402-472-5480 / 402-472-0274
 rpeterson1@unl.edu

Russell J. Skiba

Indiana Education Policy Center
 100 Smith Research
 2805 E. 10th St.
 Bloomington, IN 47408
 812-855-5549
 skiba@indiana.edu

