

# What Works in School Discipline and School Violence Prevention?

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NASP 2003 Annual Convention  
April 8, 2003 Toronto



# The Safe & Responsive Schools Project

The Safe and Responsive Schools Project was designed to develop a process for schools to implement our best 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 included:

- ◆ Three-tiered model
- ◆ Gathering a wide variety of data
- ◆ School-based team planning and decision making
- ◆ Focus on helping medium/smaller sized schools & districts

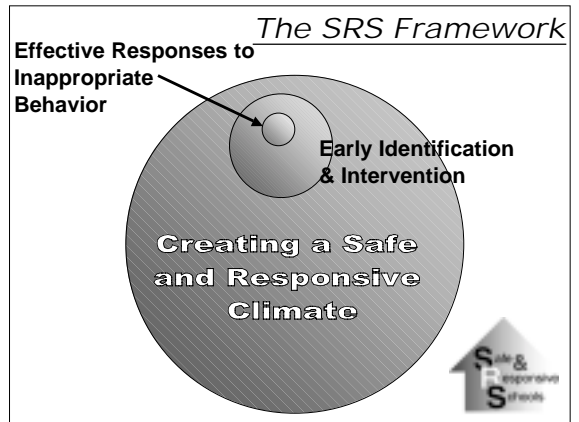
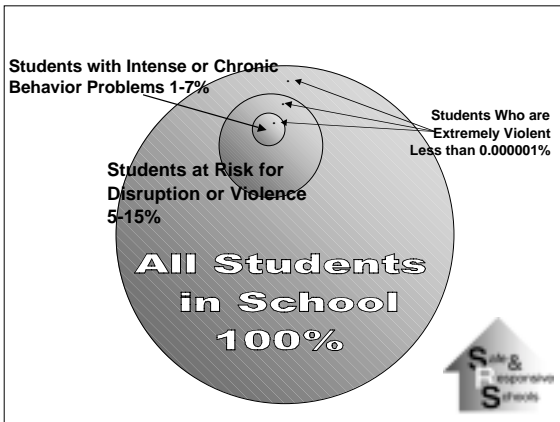
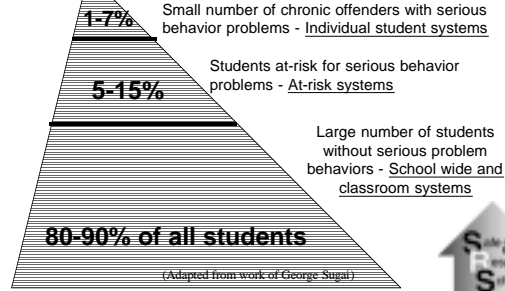


# Using a Comprehensive Framework:

## Assisting Schools to Plan Using this Framework



# Thinking About Students



"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."



## The Content-

- What can schools do to use this structure to implement strategies at each level?

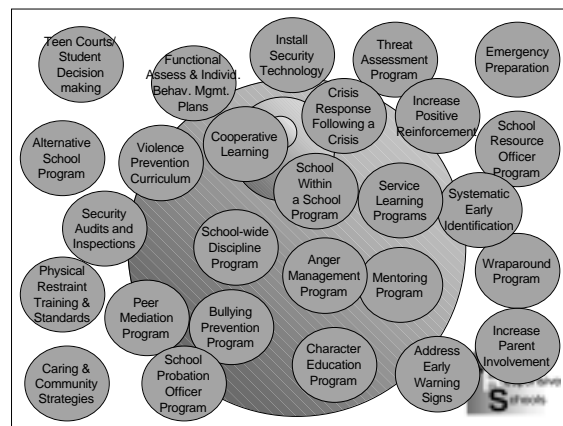
### Interventions for the Three Components-

- ◆ *Creating a Safe and Responsive Climate*
- ◆ *Early Identification and Intervention*
- ◆ *Effective Responses to Inappropriate Behavior*



## Optional Elements at Each Level-Resources?

- ◆ What are the programs which could be implemented?
- ◆ How much would they cost?
  - Dollars? Time? Space? Materials or Equip?
  - Staff Development time?



## I. Creating a Safe & Responsive Climate

Provide foundations for good behavior for all students



## I. Creating a Positive, Welcoming Climate

And More! ...



## 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

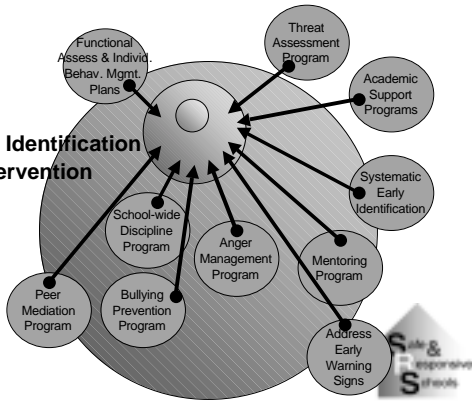


## II. Early Identification & Intervention

Identify and serve "at-risk" students



### Early Identification & Intervention



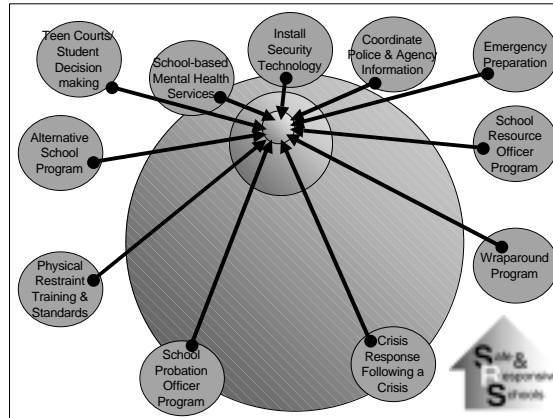
## II. Early Identification & Intervention

1. Early Identification & Intervention
2. Assess "Dangerousness"
3. FBA & Individual Behavior Plans
4. School-wide Discipline Programs
5. Conflict Resolution and Peer Mediation Programs
6. Anger Management/ Counseling
7. Bullying Intervention Programs
8. Mentoring Programs
9. Academic Support Programs



## III. Effective Responses to Inappropriate Behavior

Preparation and Response for Serious Behavior Problems



### III. Effective Responses to Serious Inappropriate Behavior

1. Behavior Support/ School Safety/ 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
5. Technology for School Security- E.g. cameras, ID badges, metal detectors, etc.
6. School Community Resource Officers; Probation Officers
7. Develop Educational Alternative Options-
8. Emergency Preparation & Crisis Planning
9. Crisis Response Following a Crisis
10. Physical Restraint
11. Wraparound



## Process and Procedures

How can schools use data in a strategic planning process to implement a comprehensive model?



### Planning Process

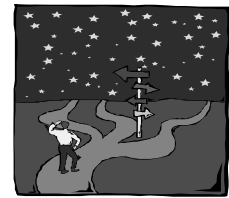


- ◆ Who plans?
  - One individual
  - A group or team
- ◆ If a group,
  - How does this tie to other plans or planning efforts?
  - How is the group picked?
  - How many?
  - Group dynamics?



### SRS Strategic Planning

- ◆ 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 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? Is it updated?
- ◆ Creating and implementing a plan?



### Team Process: Developing the Plan

- At least one strategy from each dimension
  - » Creating Climate
  - » Early Identification
  - » Effective Response
- Maintain overarching focus
  - » Mission / Goal
- Evaluation
  - » What data are helpful?
  - » What do we target?
  - » How do we know if its effective?



## Potential Data for Planning

- ◆ Data existing in School
  - Office Referrals
  - Absences and tardiness
  - Grades
  - Student Academic Achievement Data
  - Special Education Referrals
- ◆ Surveys
  - Climate Surveys
  - Safety Surveys
  - Focus Groups
- ◆ Needs Assessment by team or faculty
- ◆ And More ....



## SRS Instruments or Procedures

- ◆ Office referral, suspension & expulsion data
- ◆ SRS Practices & Programs Inventory
- ◆ SRS Needs Assessment Worksheet
- ◆ SRS Behavior Responsibility Worksheet
- ◆ SRS Safe Schools Survey



## SRS Practices & Programs Inventory

- ◆ Questionnaire
  - Consists of 28 items + places to add
  - Likert scale assessing degree of implementation
  - Assesses presence of programs at each of the three levels
- ◆ Compilation of Results
  - Discussed ratings, came to consensus
  - Discuss why there are variations in the team members responses



### I. Creating a Positive Climate

To what extent does your school have:

1. Programs for students who are struggling academically?

1	2	3	4	5
No awareness	Know of, but not used	Good awareness Beginning to use	Frequently used	Well-established school-wide

Documentation:

2. One or more programs that focus on building a sense of community or a sense of belonging for students in your school?

1	2	3	4	5
No awareness	Know of, but not used	Good awareness Beginning to use	Frequently used	Well-established school-wide

Documentation:



## SRS Needs Assessment Worksheet

- ◆ Questionnaire
  - Open ended questions
  - Assesses perceptions regarding needs related to behavior from various perspectives
- ◆ Compilation of Results
  - Discuss, come to consensus
  - Discuss why there are variations in the team members responses



## Behavior Responsibility Worksheet

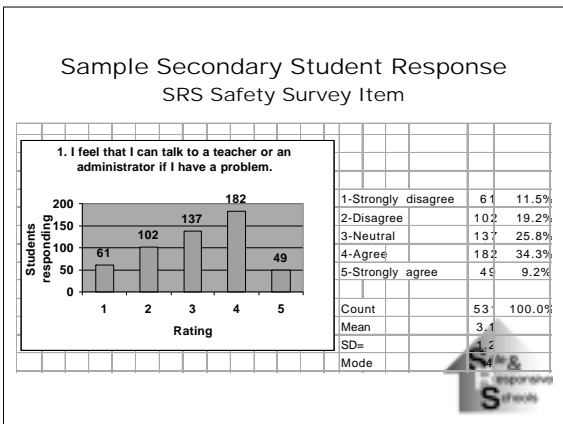
- ◆ An inventory of responsibilities related to behavior.
- ◆ Completed individually, the discussed and a group consensus created.
- ◆ Follow up built into the plan



Functions or Tasks	How important is this function or task for this school?	Is this task performed in your school now?	Person or group responsible?	Changes needed?
<b>1. CREATING A SAFE &amp; RESPONSIVE CLIMATE</b>	1=Not at all 3=somewhat 5=very important	Yes/No Explain	Name Position	Yes/No Explain
Insuring that bullying prevention is implemented by educators, and to plan training and data gathering.				
Defining and teaching behavioral expectations and monitor behavioral issues within a building.				
Establishing school-wide rules of conduct; Establishing school-wide positive behavioral expectations				
Insuring that all parents and students are provided information about the school's code of conduct.				
Providing supervision related to behavior in hallways, lunchrooms and school grounds.				

## SRS School Safety / Climate Survey

- ◆ Developed from a combination of conflict resolution, school climate, bullying, and violence prevention surveys
- ◆ Three versions
  - Student
    - Elementary (25 items)
    - Secondary (45 items)
  - Staff (40 items)
  - Parent (27 items)
- ◆ Items overlap across versions



### SRS Survey Subscales

Scale	Elementary Student	Secondary Student	Staff	Parents
Personal safety	X	X	X	X
Belongingness	X	X	X	X
Effective learning and general climate	X	X	X	X
Personal school experience		X		X
Major safety issues	X	X	X	X
Drugs/ alcohol		X	X	
Incivility/ disruption	X	X	X	X
Lie scale		X		

### 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
  - For example, See SRS Project Fact Sheets

- ◆ Identify new elements to be added
- ◆ Identify existing elements to be expanded or rejuvenated
- ◆ Develop an implementation plan

## SRS School Plans

- ◆ Plans varied by school
  - Built upon preexisting programs
  - Created new programs
  - Used commercially available programs
  - Examples
    - Bullying Prevention
    - Social Skills Training
    - After School Education
    - Out of Classroom Intervention
    - Community Connections



## Some Factors Impacting Team Decision Making

- ◆ Purpose of team
- ◆ Duration of team
- ◆ Availability of resources
- ◆ Team size & composition
- ◆ Leadership of team
- ◆ Administration support
- ◆ Commitment & motivation of members



## Project Outcome Data



### 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.



### Owen Valley Middle 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	1015	687	-32.4%
Number of In School Suspensions	828	571	-31%
Number of Out of School Suspensions	187	116	-37.9%
Number of Expulsions	11	5	-54.5%
Average Length of Expulsion (in days)	43	57.6	+33.9%
Number of Dropouts	0	0	—
Number of Students with an IEP Suspended*	39	20	—
Number of Students with an IEP	95	112	—
Percentage of Students with an IEP Suspended	41%	17%	—

Note: These numbers are based on figures reported to the state of Indiana.  
 \*OVM consisted of grades 6, 7, & 8 in the year 1999/2000 but only grades 7 and 8 for the year 2000/2001. Thus the appropriate comparison figure for OVM to avoid comparing numbers of suspensions and numbers of suspensions in the last row, Percentage of Students with an IEP Suspended.



## Greater awareness of options:



As a teacher I have some options now to work with kids, either the victim or the aggressor. Where before I didn't feel like it was really a valid issue that anybody was willing to talk about.. "Well you know if they didn't throw a punch there is nothing we can do" I mean that was the kind of response that we would get and that's not the only kind of bullying. So I feel like now we are making valid comments that kids are making to each other and realizing the effect that just comments can have on a person.

Elementary Teacher



## Conclusions

- ◆ A team-based, needs assessment approach fits school needs
- ◆ A team-based approach can change perspectives
- ◆ The process can impact important outcomes
- ◆ Is it creating real & central change?



## Resources from Safe & Responsive Schools Project:

- ◆ Process Guide
  - Detailed procedures
  - Safe & Responsive Schools Surveys
- ◆ Resource Guide
  - Fact sheets
  - Other resources based on comprehensive model
- ◆ Websites
  - Access to materials when available
  - Samples of school produced products
- ◆ Consultation



## Safe and Responsive Schools Project



◆ Website:  
<http://www.unl.edu/srs>



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