Breaking the pattern of exclusion

SUPPORTING AT-RISK STUDENTS THROUGH INSTRUCTION AND RELATIONSHIPS

Janet N. Burgess, MaEd, MME - North Kansas City Schools, Kansas City, MO
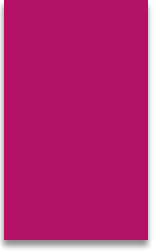Kaye L. Otten, PhD, BCBA - Kansas City, MO
Seth A. Piro, EdS, NCSP - Northwest Area Education Agency, Sioux City, IA
MSLBD Master Teacher Strand

Thank you & Introductions

bit.ly/2GU5ut7

"". . .there is currently no evidence that suggests suspension or expulsion changes the behavior of difficult students. Rather, for troublesome or at-risk students, the most well-documented outcome of suspension appears to be further suspension and eventually school drop-out."

(Skiba, 2002)

Problems with Suspension

❖ Produces immediate but short-lived relief for the school, but may not be a meaningful consequence for the student

❖ Does not facilitate the progress of the at-risk student who is often already disengaged from school and/or learning

❖ Merely displaces the problem elsewhere (home or community)

❖ Schools using only punishment strategies tend to have increased rates of vandalism, aggression, truancy and school drop up

❖ Actually promotes antisocial behavior

"The Principal suspended me — School is the only place in the world where you can get time off for *bad* behavior."

Benefits of Alternatives to Suspension

❖ Eliminates the probability that student will be unsupervised during the school day

❖ Opportunity to provide intensive instruction and practice for weak or missing skills

❖ Opportunity to get to know the students better and develop positive relationships

❖ Can involve school resource officers as educators of real life consequences

❖ Parents generally more supportive
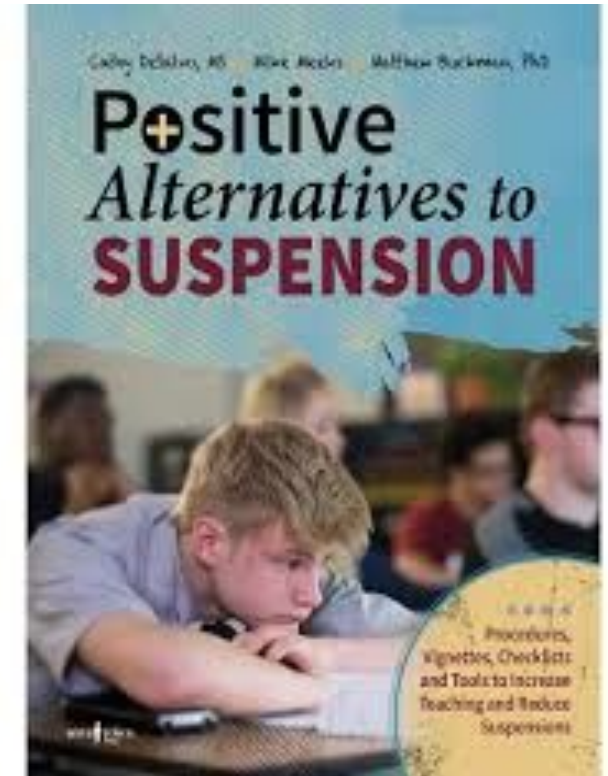
Middle School Principal Survey

❖ 50 students randomly selected

❖ Asked to respond to this question: What 3 things would you like your teachers to know about you?

❖ Responded with some very serious issues and concerns: divorce, separations, physical moves, medical concerns and so on.

❖ Had been in school a few months.

Faculty Response

❖ Principal typed up the 50 sets of responses without names.

❖ Put pictures and names in faculty meeting.

❖ Asked staff to read the responses and place a name next to each set of responses.

❖ How many did each staff member identify correctly?

The Results

- Most got 1 to 3 correct. One person got 4.

- One staff member could identify 47 of the 50.

- Who was that?
  - 8th grade teacher
  - Counselor
  - Assistant Principal
  - In School Suspension Aide
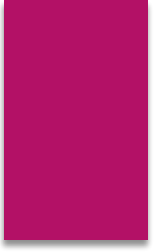 - School Social Worker
  - Cafeteria Manager

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Myth of "Manifestation Determination"

- If the child's behavior is not a "manifestation of the disability" the school can apply discipline procedures "just like any other student".
- However, special education services must be provided to enable participation in general curriculum and progress toward IEP goals.

The school must still provide FAPE.

- Many of these services are being provided in a "homebound" setting.
- How can goals related to behavior and social skills be addressed in isolation and out of context?

" Almost every school shooter, no matter what their socioeconomic status might be; all have some very specific characteristics that seem to be universal between them: depression, anger and rage towards others. There's always a trail of what they are about to do."

-Brad Garrett, Former FBA Agent

Personality Traits and Behavior

- Exaggerated or pathological need for attention whether positive or negative, no matter what the circumstances
- Lack of trust
  - Chronically suspicious of others' motives and intentions.
  - May express the belief that society has no trustworthy institution or mechanism for achieving justice or resolving conflict and that they have to settle things their own way.

Federal Bureau of Investigation Report

The School Shooters: A Threat Assessment Perspective

School Dynamics

- Appears to be detached from school including other students, teachers, and school activities
- The use of discipline is or has the perception of being inequitably applied
- The school does little to prevent disrespectful behavior between individual students or groups of students.
- Bullying is part of the school culture and school authorities seem oblivious to it, seldom or never intervening or doing so only selectively.
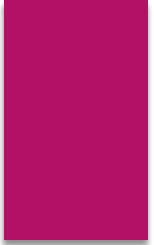
Federal Bureau of Investigation Report
The School Shooters: A Threat Assessment Perspective

Some important statistics about school shooters. . . .

- 75% felt bullied/persecuted/threatened by others
- 93% engaged in some behavior prior to the attack that caused others to be concerned
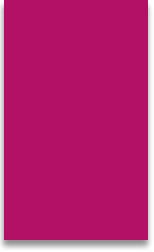
Part of the solution. . .

► Develop positive relationships and school cultures
► Universal screening and multi-tiered system of supports
► Alternatives to suspension and expulsion

Classroom management is not about having the right rules...
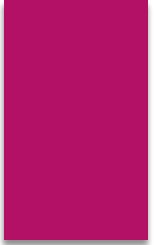... it's about having the right relationships.

@SteeleThoughts

"I live a lone life. I live in seclusion and solitude. I hate everyone and everything. But the power of my AR you will all know who I am."

–Expelled Parkland School Shooter

"There's nothing to lose by giving a student a second chance.
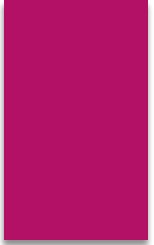
Nothing. Nada. Zilch.

There's only the possibility of strengthening a relationship, demonstrating the power of empathy, and instilling a glimmer of hopeful recovery."

—EDUCATOR JUSTIN TARTE

#T2T

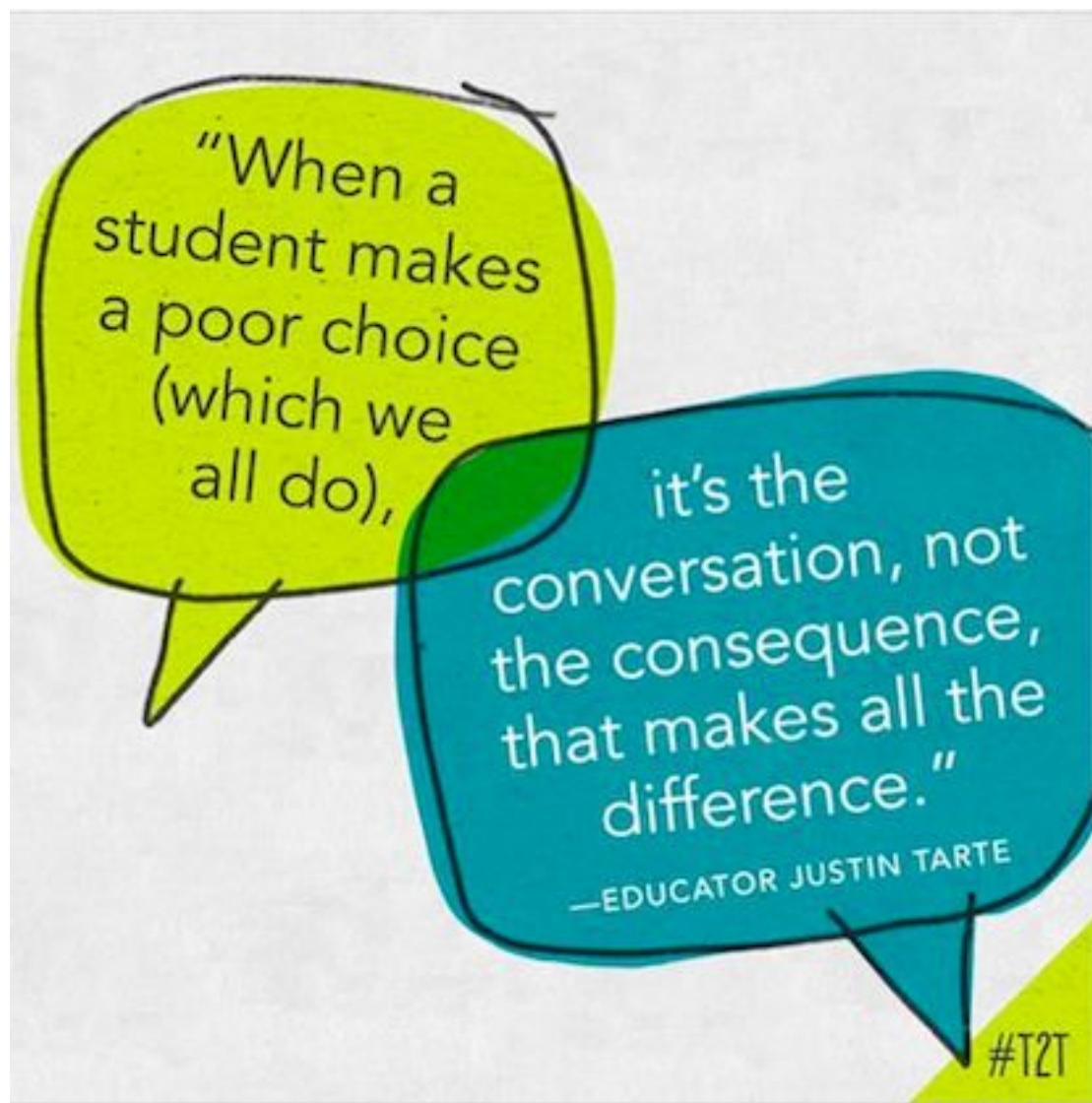# Alternatives to Suspension Crucial Things to Remember. . .

- At all tiers of support there must be direct instruction and frequent practice of weak and/or missing skills
- Involve families and outside support services early in the process and make sure to have clear and regular communication.
- Administration needs to be highly involved in the entire process and be aware of all potential roadblocks to successful implementation.
- Students should show some mastery of the previously missing skills needed to be successful and a willingness to partner with educators to return to the typical educational environment -not just based on a set period of time
- Coaching and support should be provided when the student returns to the typical educational environment

Before they can build the capacity for self-regulation, children need to have sustained experiences of emotional co-regulation with a caring adult or adults.

MONA DELAHOOKE PH.D.

Alternatives to Suspension Crucial Things to Remember. . .

- Must follow the principles of behavior science to be effective.
- Alternative to suspension should not be aversive but should not be more reinforcing than the typical school environment. If this is case, look at what variables in typical school environment are contributing to the problem.
- Instructors/supervisors must be trained in providing a "neutral" environment that isn't overly reinforcing.
- Environmental engineering needs to provide appropriate space with private processing options for students who may escalate.
- Be aware of the possibility of "contagion" or having too many students in the environment to appropriate supervise that may reinforce each other by engaging in problem behavior.

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Before Conflicts: Setting a positive stage

❖ Positive Phone calls:

➢ Call home for every student at the start of school year- introduce and gain things we should, would like to know

➢ All staff involved- all students divided

❖ Restorative Practices:

➢ Affective Statements- modeling how to express feelings, build relationships

➢ Circles- community building

❖ Monthly Behavior Meetings

➢ Set agenda

➢ Share tier 2/3 data, modify plans as needed

➢ Share positives, problem-solve

During Conflicts: Changing the conversation

❖ Fast Passes- self or teacher initiated

❖ Give-Em Five Conversations- (Responsibility-Centered Discipline)

➢ Support, Expectation, Breakdown, Benefit, Closure

❖ Push-In Services

➢ On-call personnel to come help reach closure if possible

❖ Affective Questioning

➢ What happened? Who was harmed? What can be done to repair the harm?

❖ Mediations

➢ Allowing students to repair harm and relationships within a structured environment

After Conflicts: Educating & Repairing relationships and harm

- ❖ Response-Ability Room
- ❖ Re-Entry Conferences
- ❖ In-School Solutions
  - ➢ Instructional, Reflective, Restorative
  - ➢ Re-entry conferences with teacher
  - ➢ Exit conference with Principal
- ❖ Tier two and Tier three plans

After (continued)

- ❖ Creative Scheduling

- ❖ Alternative (in-school) Settings

- ❖ Out of School Suspensions
  - ➢ Formal restorative reentry conferences
  - ➢ Re-entry to school via In-School Solutions
    - ■ Instructional, Reflective, Restorative
  - ➢ Re-entry Conference with teacher and victims (if appropriate)
  - ➢ Team-Building circle with class/affected school community members

Trauma Informed Continuum of Care

❖ Social Emotional Learning Tier One Curriculum

❖ "Chill zone" in the General Education Classroom

❖ Response Team Support

❖ Teach and Protect Environment

Response Team Support

- ❖ Adults in the building that do not have direct classroom duties

- ❖ Have walkie talkie communication system and take shifts during the day

- ❖ One primary and one back-up

- ❖ All trained in the Mandt System

- ❖ Goal is to provide the student with the support and prompting they need to become regulated and able to return to the class ready to learn.

- ❖ This may involve practicing weak and/or missing skills, offering encouragement, making a plan for checking back with the student, etc.

Teach and Protect Environment (TAP)

- 2 classrooms
- 1-Separated into more area with a variety of reinforcers available and an area with just desks/chairs and visuals with behavior prompts and Zones of Regulation visuals
- 2-Next door empty normal sized classroom

Teach and Protect Environment (TAP)

▶ Physically unsafe or attempts to elope while with a response team member escorted with the minimal amount of prompting needed

▶ Supervised by individuals with specialized training in providing emotional and behavioral support and are able to do so for a longer period of

▶ Student given time and space for emotional safety while continuing to supervise them for physical safety until the student is able to interact without re-escalating.

Teach and Protect Environment (TAP)

▶ Support and prompting they need to become regulated and able to return to the class ready to learn. This may involve practicing weak and/or missing skills, offering encouragement, making a plan for checking back with the student, etc.

▶ Student(s) may be escorted to the second empty classroom if there are multiple students in the first classroom and are interfering with each other's ability to engage in problem solving

▶ Caregiver and/or wrap around services meeting is scheduled after second visit to TAP

Teach and Protect Schedule

❖ Two most important rules at school
  ➢ 1) Be safe & 2) Learn
❖ Everything else is a privilege!!!!
❖ Time spent determined by severity of inappropriate behavior
❖ Must earn defined percentage of daily points to return to normal classroom activities
❖ Sits in defined area and remains there for the day unless escorted by adult (drink, bathroom)
❖ Specials activities activities occur alone in the defined area (P.E., Art, Music)
❖ Choices made by teacher (materials, order of assignments, etc.)
❖ Interaction with adults only and minimal number
❖ No special activities (recess, parties, etc.)
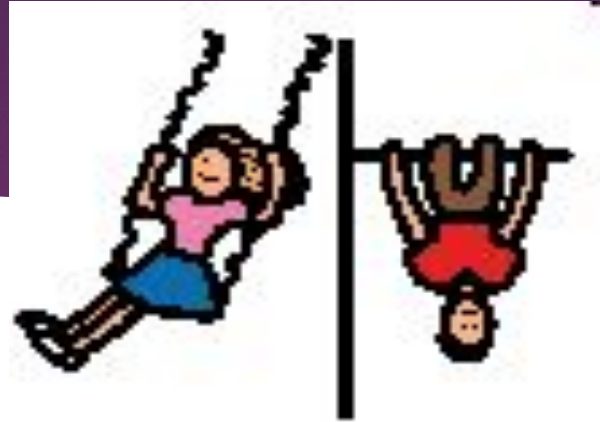
Almost every day, we go to school to learn, and see our friends and teachers. We get to do lots of fun things at school like have recess, eat lunch in the lunchroom, and spend time with our friends.
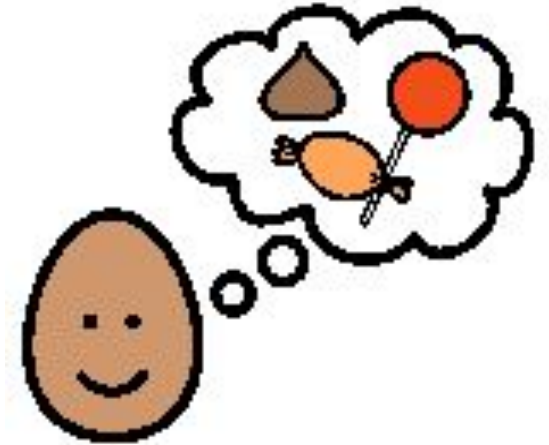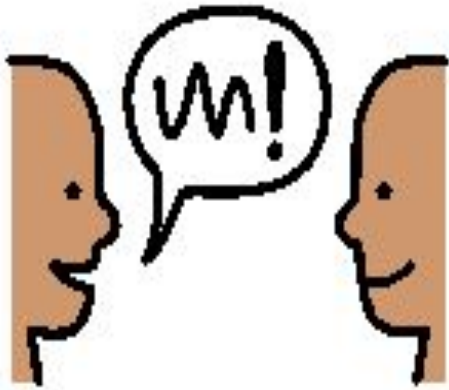
At school the most important thing is that we stay safe. This means that we keep our hands and feet to ourselves.
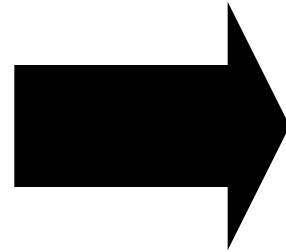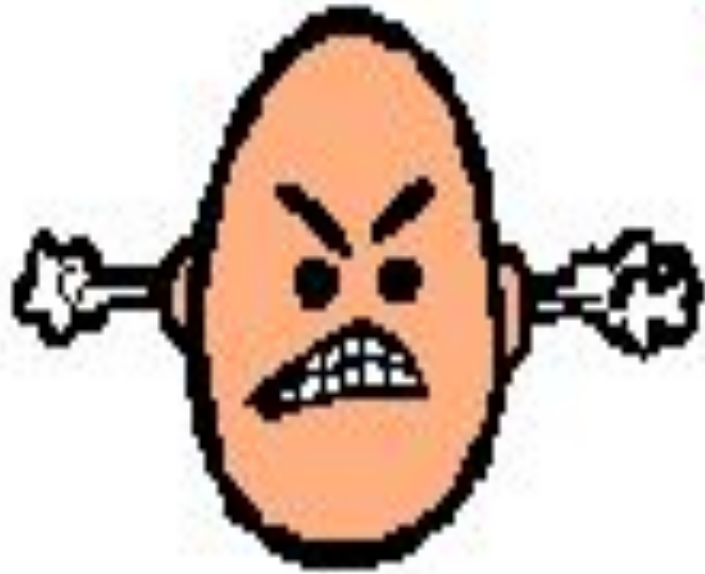
Sometimes things happen at school that I don't like and I start to feel bad. It is okay to feel bad. I can still stay safe when I feel this way if I make good choices to help me calm down and feel better.

Some good choices I can make to help me calm down and feel better are:

1. I can use my words to tell an adult how I feel.

2. I can ask for a break.

3. I can take deep breaths.

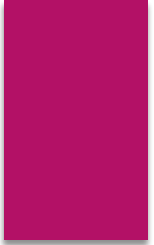4. I can think about things that I like to do and that make my happy.
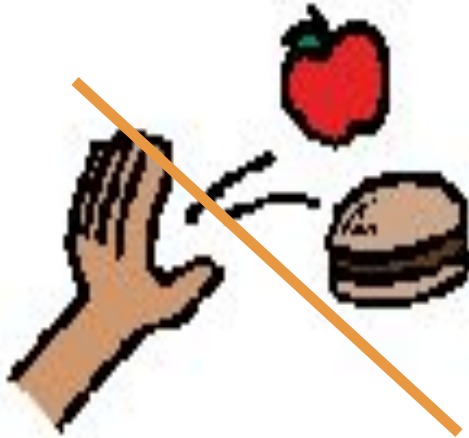
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It is okay to feel bad at school. It is NOT okay to hit, kick, spit, destroy or throw things when I feel this way. This hurts other people's feelings and may scare or bother them. These are called LEVEL 5 behaviors and are against the law for adults!

If I choose to do a LEVEL 5 behavior at school, I will need to go on Teach and Protect Schedule. This means I will go into a classroom by myself with a teacher and practice staying safe and following directions. I am not in trouble and no one is angry with me. My teachers care about me too much to not teach me the skills I need to stay safe.

When I can do these things, I will be able to return to GREEN Schedule and do fun things with my friends and other teachers. When I stay safe at school, I can stay with my friends and teachers and do fun things. My parents and teachers are very happy when I stay safe at school. I feel good about myself when I stay safe at school.

Discipline is helping a child solve a problem. Punishment is making a child suffer for having a problem. To raise problem solvers, focus on solutions not retribution. – L. R. Knost

nourishingourchildren.org

A few announcements from the MSLBD Planning Committee…
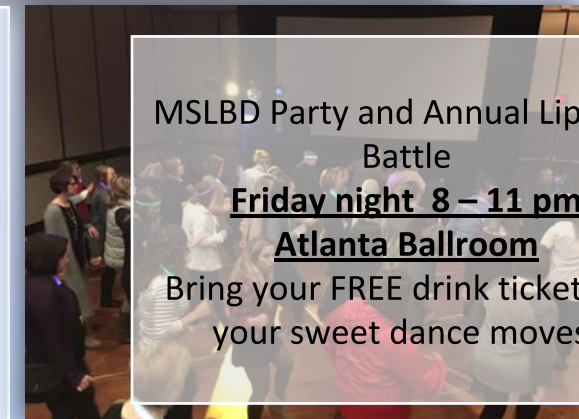
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RETHINKING Behavior

A magazine for professionals serving children and youth with behavioral needs.

Symposium hashtags:
#MSLBD
#RethinkingBehavior

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MSLBD Party and Annual Lip Sync Battle
Friday night 8 – 11 pm
Atlanta Ballroom
Bring your FREE drink ticket and your sweet dance moves!

SAVE THE DATE!
Second Annual Richard L. Simpson Conference on Autism
October 10-11, 2019
KU Edwards Campus | Overland Park, Kansas
Registration opens April 25, 2018

MSL BD

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www.ksdetasn.org

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