

**High School PBIS Symposium 2019**

**An Instructional Alternative to Exclusionary Discipline: ISLA**

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**BEHAVIORAL EXPECTATION**

**Authentic Engagement**

Flannery and Kato, 2012

**SCHOOL ENGAGEMENT & SUCCESS**

- Social Behavior
- Academic Success
- Personalization/School Belonging
- Freshman Support

**HS-PBIS Implementation Model**

**Agenda**

- **Exclusion**
  - Definition
  - Impact
  - Changes
- **ISLA**
  - Research
  - Data
  - What we've learned
- **Q/A throughout**

**Exclusionary Practices**

Removing students from typical instruction (or social environment) for a period of time in response to unwanted student social behavior.

Severity of the EP is related to severity of long-term outcomes: OSS is more strongly related more to negative outcomes than ISS (Nollemeier et al., 2015)

**What Do We Know?**

- **Students miss:**
  - Academic instructional time
  - Social skill building time
  - Being a part of a larger learning community
- **Harsh & disproportionate discipline in schools for non-threatening behaviors linked to:**
  - School failure
  - Drop-out
  - Substance use
  - Incarceration

### What Do We Know?

- A **SINGLE** OSS in 9<sup>th</sup> grade is associated with a:
  - 50% increase in dropping out
  - 19% decrease in enrollment in postsecondary education (Balfanz et al., 2015)
- Controlling for other risk factors (antisocial behavior, deviant peer group), receipt of an OSS is a significant predictor of future antisocial behavior (Lee et al., 2011).

### What Do We Know?

- These effects are not seen only for students receiving the exclusion
  - Schools with high rates of OSS have lower school-wide achievement and lower perceptions of school safety by the student body as a whole (American Psychological Association, 2008).
- Most often used for non-threatening problem behaviors
  - One study found that 34% of OSS were issued for non-violent behaviors, such as disruption or willful defiance (Losen et al., 2014).

### What Do We Know?

- Most frequently used with:
  - Students of color
    - 7% of White students were suspended, but 11% of Hispanic/Latino students, 12% of American Indian students, and 23% of Black students were suspended (Losen et al., 2015).
  - Students with disabilities
    - 18% of students with disabilities were suspended.
    - One in 5 districts in the country suspended over 50% of its Black male students with disabilities (Losen et al., 2015).
  - Students in poverty and struggling academically
    - Race remains a significant predictor, even when controlling for poverty (Anyon et al., 2014; Lee et al., 2011).
    - Bias in disciplinary decision persists, particularly for more subjective behaviors (Skiba et al., 2002; Smolkowski et al., 2015).

### What Do We Know?

- OSS/EP = ineffective for changing student behaviors
  - If it's reinforcing, it will lead to MORE inappropriate behaviors (coercive cycle with academics)
  - Can be reinforcing for school personnel as well
- 1 in 3 students have been suspended at one point in their K-12 schooling (Schollenberger, 2015).
  - If suspensions served a deterrent effect on future behavior, perhaps their use at these high rates could be justified.
- Among students that were suspended in August, September, or October, **72%** received further discipline later in the year, indicating there was little evidence of a deterrent effect for suspensions (Massar et al., 2015).

### ODR, Suspension, Detention not a "treatment intervention"

**BECAUSE YOU CAN'T PUNISH SKILLS INTO A KID**

- No al... in
- For substantive behavior change incorporate:
  - (1) instruction on appropriate behavior,
  - (2) on-going acknowledgement of appropriate behavior.
  - (3) an instructional response to problem behaviors, focused on teaching and reconnecting

*I've come to the frightening conclusion that I am the decisive element in the classroom.*

*It's my person approach that creates the climate.*

*It's my daily mood that makes the weather.*

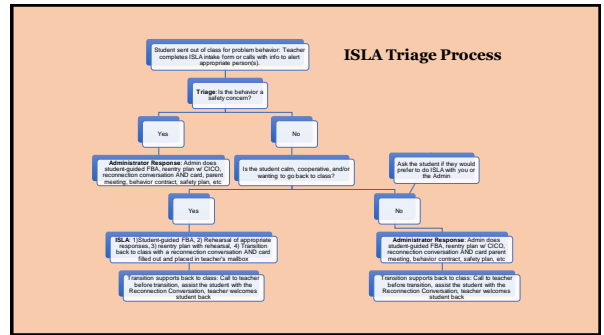
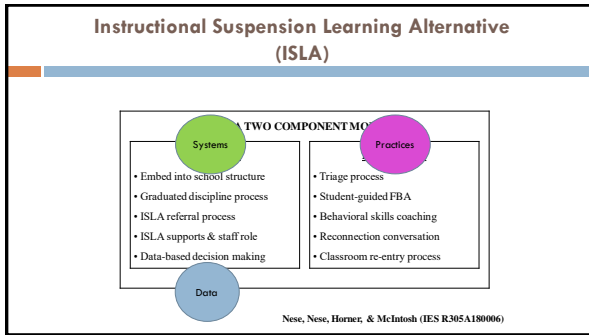
*As a teacher, I possess a tremendous power to make a child's life miserable or joyous.*

*I can be a tool of torture or an instrument of inspiration.*

*I can humiliate or humor, hurt or heal.*

*In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.*

**Haim Ginott**

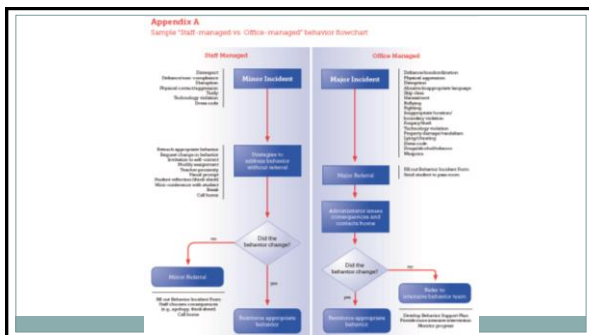


### Graduated Discipline

- Reserve exclusionary discipline for the most serious behavior incidents
- A system of discipline that is graduated ensures that less serious behavior incidents are met with milder responses rather than punitive consequences

### Examples

- Re-teach of appropriate behavior
- Request change in behavior
- Invitation to self-correct
- Modify assignment
- Teacher proximity or visual prompt
- Student reflection (Think Sheet)
- Mini-conference with student
- Break in buddy classroom



### Buddy Classrooms

- In the class directly across the hall
- A quiet space in a non-distracting area
- Students are pre-taught that the quiet space is used for many things
- Student must come with work
- 15 minutes max
- If you need to use a Buddy Classroom 3x in 1 week, a request for support needs to be put in with your Behavior Team

### Student-Guided FBA

1. What was the situation and what happened?
2. Why did you do what you did? What did you want to accomplish?
3. How did it make you feel?
4. How do you think it made others (specify) feel?
5. What would've been a better response?
6. What do we need to do to fix/repair the current situation?
7. What can you do next time this situation happens?
8. What help do you need from us?

### Reconnection Card

Dear \_\_\_\_\_,

I am sorry for \_\_\_\_\_

In the office, I learned \_\_\_\_\_

Therefore, I will work on \_\_\_\_\_

Here is how I'm going to try and prevent the problem from happening again: \_\_\_\_\_

In order for me to be successful, here is the support I need from you: \_\_\_\_\_

I appreciate the opportunity to correct my behavior and return to class.

Thank you, \_\_\_\_\_

### When Students Return to You

- Allow the student to engage in the reconnection conversation with you.
- If they do this, allow them back into the classroom without punishment, retribution, or a grudge.
- Allow the student to rejoin the class activity without a further conversation about it, trust that the point has been driven home.

### ISLA Pilot Study

- **Funding:** Fairway Fund for 1-year pilot study
- **Purpose:** Test of concept, assess feasibility and fit
- **Population:** 2 middle schools, 6-8<sup>th</sup> grade
- **Design:** Trainings for all staff, EAs, & Admin, embedded in PBIS training
- **Analytic Tools:** Pre/post comparison of ODRs, EP, instructional minutes lost, social validity, teacher rating (PIRS), qualitative interviews, and fidelity (self & observed)

### Pilot Study Training

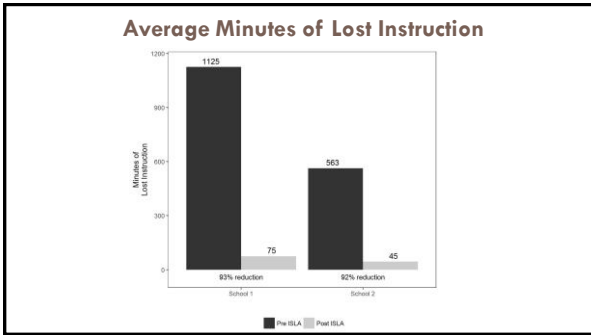
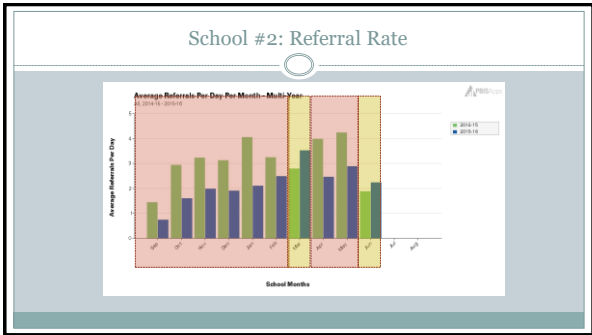
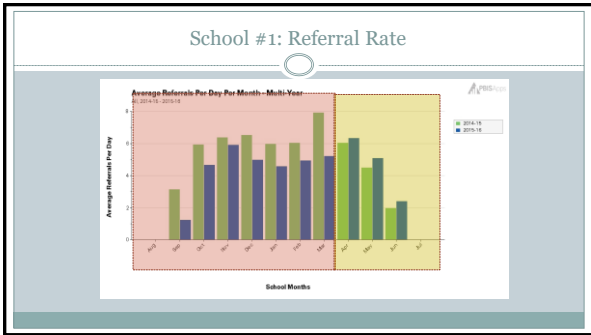
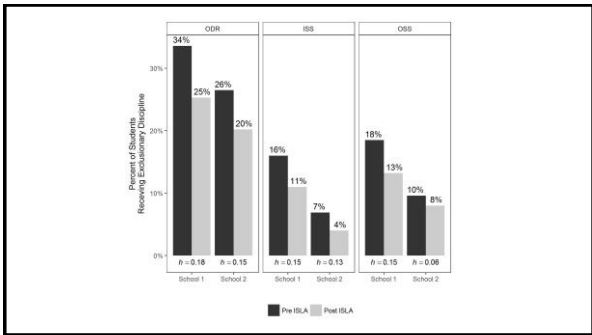
- **Training for Teachers:**
  - PBIS in the classroom
  - System for responding to behaviors
  - When/why/how to send a student out
- **Training for Paras:**
  - Triage process for students sent to the office
  - Behavioral and academic supports for students
  - Reconnection process for getting students back to class
- **Training for Admin:**
  - Clarifying triage process
  - How to handle major ODRs
  - How to process OSS when returning to school

### Fidelity & IOA

- Across the two schools, mean fidelity
  - 100%, Student-guided FBA
  - 89%, Behavioral Skills Coaching
  - 78%, Reconnection Conversation Practice
  - 78%, Reconnection Conversation Card
  - 67%, Classroom Reentry Support
- Interobserver Agreement
  - 89%, School 1
  - 98%, School 2

### School Demographic Data

- School #1**
  - Suburban locale
  - Serves 6<sup>th</sup>-8<sup>th</sup> grade
  - Enrollment: ~604 Students (613 in 2014-15)
  - ~43% Students of Color
  - ~85% Free/Reduced lunch
  - Title I
- School #2**
  - Rural locale
  - Serves 6<sup>th</sup>-8<sup>th</sup> grade
  - Enrollment: ~530 Students (550 in 2014-15)
  - ~15% Students of Color
  - ~68% Free/Reduced Lunch



### Restorative Chat Card

Dear [Name],

I am sorry for [Handwritten: the noise during that was not dealt with in the classroom]

When in the office, I noticed [Handwritten: that you were very important to the lesson and not interrupted by you]

Therefore, I will work on [Handwritten: not being noisy and listening to the teacher]

Here is how I'm going to try and prevent the problem from happening again: [Handwritten: being very quiet and listening]

In order for me to be successful, here is the support I need from you: [Handwritten: please don't yell at me and help me stay on task]

I appreciate the opportunity to correct my behavior and return to class.

Sincerely, [Name]

### Survey Feedback from Teachers

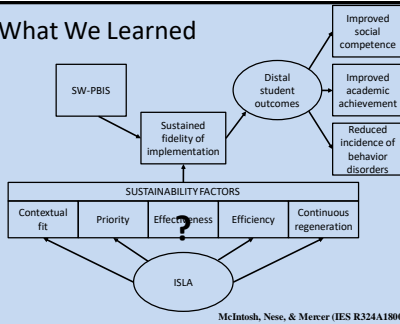
1. What do you feel is most beneficial about this primary intervention? What is the least beneficial part?  
*The most beneficial part is that students get the benefit of learning how to handle situations that arise in the middle school setting. Some students truly do not know what is right or what/why it's wrong. The least beneficial part would be missing scheduled class time and instruction.*  
*The [redacted] has become a positive place & a respite where students can decompress, discuss their actions, & work toward solutions for modifying their behavior. It's much more meaningful than receiving a school ASD.*

4. What other information would you like to contribute about this intervention?  
*Our referral #'s have gone down significantly since [redacted] has been established. This room for some, is a bright spot in their day because they know someone cares.*

### Qualitative Feedback from Teachers

"...so within the reconnection conversation -- within the behavioral skills coaching, it's stigma reduction...it's building up self-advocacy...that ability to come and have a conversation with an adult."  
 "It's a positive room when you walk in...you go in there and people are being talked to and worked with and nobody is ashamed."  
 "Any kid can access it, any kid can receive this kinds of skills coaching, any kid can have support going back to class."

### What We Learned



### What We Learned & Where We're Going

- ISLA Pilot Study
  - Missing student voice
  - What do we do when staff turn over
  - Can't say anything about impact on instruction once the student returns to class
- IES Goal 2 Development Grant (2018-2022)
  - Iteration with Design Teams
  - 8<sup>th</sup> grade Student Focus Groups
  - Single case pilot study in Y3

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**Thank You!**



### Research Opportunity!

Implementation & Sustainability of Tier 2&3 PBIS

- **Eligibility**
  - Any schools completing the TFI at all 3 tiers (2018-19, 2019-20, and 2020-21)
- **Participation (one per school)**
  1. **SCHOOLS:** One 40-minute survey (for a \$20 Target gift card)
    - Coaches can participate for their schools
  2. **DISTRICTS:** a new district capacity measure (\$50 per year for 3 yrs.)

Survey link: <http://bit.ly/sustainPBIS>

