

Welcome to Today's Supportive School Discipline
Webinar Series Event!

**Alternatives to Traditional
School Discipline:
The Multi-Tiered Behavioral Health
Prevention Framework**

This event will start at 4 p.m., ET



Q&A

Q & A

Rachel Goins: How do supportive discipline practices lead to safer schools?

If you have a question for the presenters, please type it in the Q&A Pod or email sttac@air.org during the Webinar.

Feedback Form

STTAC Office of Juvenile Justice and Delinquency Prevention
State Training and Technical Assistance Center
Dedicated to helping States and communities improve outcomes for youth. Exit this survey

Alternatives to Traditional School Discipline: The Multi-Tiered Behavioral Health Prevention Framework

Supportive School Discipline Webinar Series January 2013

Please provide us with your feedback on today's Webinar by answering the questions below. The form should only take a few minutes to complete and all responses will be completely anonymous. Your participation is voluntary.

The following questions will ask you about your organization's school discipline experiences and needs.

1. How would you rate your organization's current capacity to use alternatives to traditional school discipline?

	Understanding what alternatives are effective	Knowing how to implement an effective alternative	Understanding how to collect data on whether the alternative is working	Ability to work with community partners to implement an effective alternative
We don't have any capacity in this area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We don't have enough capacity in this area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have adequate capacity in this area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have excess capacity in this area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other Capacity Strengths or Needs?(please specify)

2. What kind of tools or supports would you like to have that you currently lack with regard to alternatives to traditional school discipline?

3. Do any schools in your jurisdiction use the multi-tiered framework that was presented today?

At the end of the presentation, an event feedback form will appear. Please provide feedback on this event so that we can better provide the resources that you need. All answers are *completely anonymous* and are not visible to other participants.

For assistance during the Webinar, please contact the State Training and Technical Assistance Center at sttac@air.org.



Federal Partners Welcome

Linda Rosen

Member, Supportive School Discipline Working Group
State Representative, U.S. Department of Justice, Office
of Juvenile Justice and Delinquency Prevention



SSD Webinar Series

- Increase awareness and understanding of school disciplinary practices that push youth out of school and many times into the justice system.
- Provide practical examples of alternative approaches that maintain school safety while ensuring academic engagement and success for all students.



Available Technical Assistance



OJJDP State Training and
Technical Assistance Center

Office of Juvenile Justice and Delinquency Prevention's State
Training and Technical Assistance Center (STTAC)

U.S. Department of Justice

www.juvenilejustice-tta.org



Supportive School Discipline Communities of Practice
(SSDCOP)

U.S. Department of Education

<http://ssdcop.neglected-delinquent.org>



National Center on Safe Supportive Learning Environments
(NCSSLE)

U.S. Departments of Education and Health and Human
Services

<http://safesupportivelearning.ed.gov>

Polling Question #1

- Which of the following best describes your role?
 - School/district administrator
 - School/student support staff
 - Teacher
 - School resource officer
 - Probation/parole officer
 - Law enforcement
 - Judge or court administrator
 - Family member
 - Youth
 - Community stakeholders



Polling Question #2

- Which of the following best describes the primary reason you chose to participate in today's session?
 - Need a refresher
 - Hear the latest research
 - Hear examples of how other communities are taking positive approaches to discipline



Agenda

1

What is the Multi-Tiered Behavioral Health Prevention Framework?

C. Michael Nelson, Ed.D. and Kristine Jolivette, Ph.D.

2

Scaling Up PBIS in Anne Arundel County Public Schools

Virginia Dolan, Ed.D., NCSP

3

Adapting PBIS in Georgia's Juvenile Justice Facilities

Audrey Armistad, Ed.D. and Miguel Fernandez, LCSW, CADC



What is the Multi-Tiered Behavioral Health Prevention Framework?



C. Michael Nelson, Ed.D.

Emeritus Professor, Department of Special Education
University of Kentucky



Kristine Jolivette, Ph.D.

Associate Professor, School of Education
Georgia State University

Preview

- Current status, need for a different approach
- School-to-prison pipeline
- Disproportionality of school discipline practices
- Characteristics of youth most at risk and those incarcerated
- Multi-tiered preventive framework across continuum of settings
- Resources



Status of Addressing the Needs of Students with Academic/Behavioral Deficits/Excesses

What we know:

- Not doing as well as we could.
- May be more reactionary than educational/remedial.
- May rely on an uncoordinated set of practices.
- Practices may not be empirically sound.
- Practices may follow a 'one size fits all' approach.
- Use of office disciplinary referrals is disproportional across students.
- Much subjectivity in office referrals.
- Pushing youth out of educational environments – both traditional and more restrictive.
- Evidence of a school-to-prison pipeline or discipline gap.



“How’s that [our current discipline practices] workin’ for you?”



School-to-Prison Pipeline/ Discipline Gap

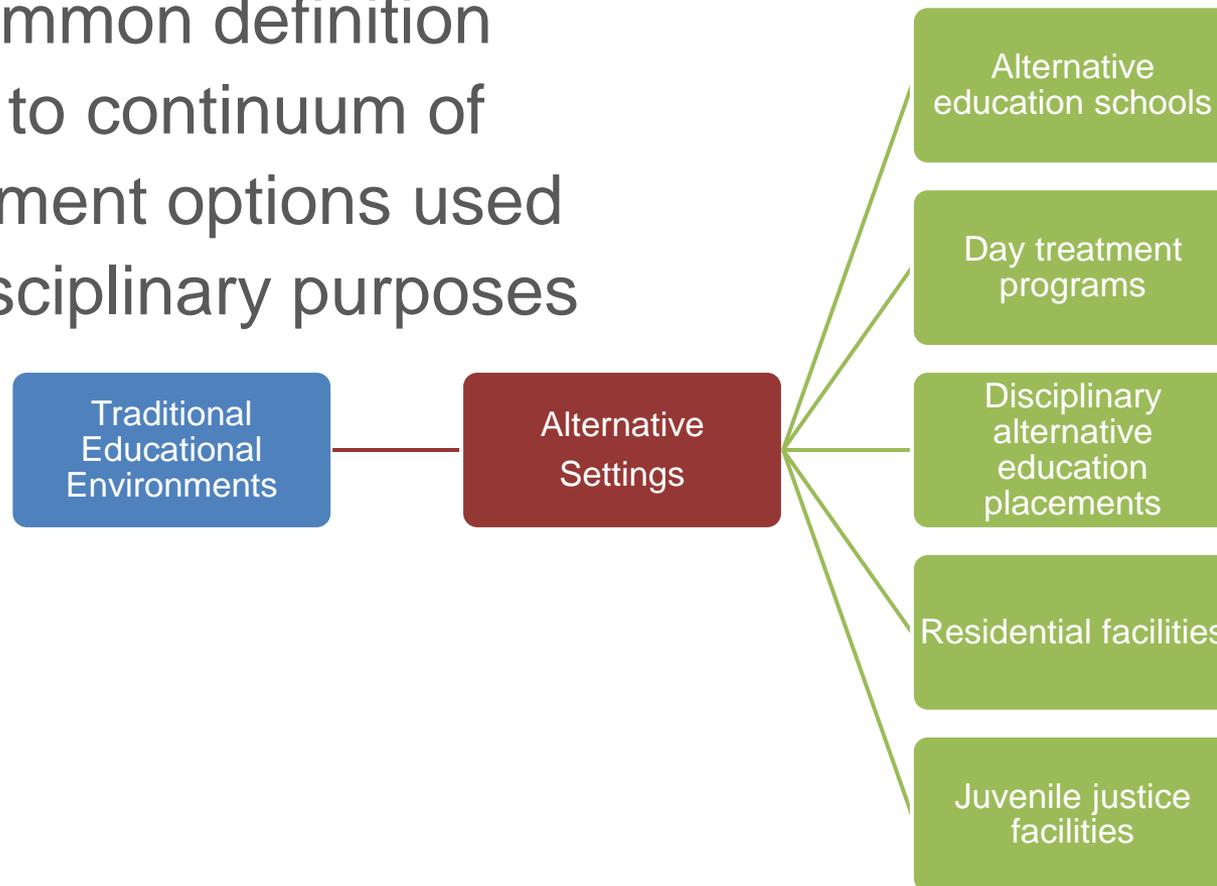
- **What it is:** School policies and practices that push students out of traditional school settings into more restrictive settings, including juvenile justice settings
- **Pathway:**



- Linked to alternative education placement decisions
- Linked to reactionary, punitive discipline practices from referring school

Alternative Education

- No common definition
- Lined to continuum of placement options used for disciplinary purposes



How Students Enter More Restrictive Educational Placements



Characteristics and Needs of Youth Most At Risk

Minority Youth
(disproportionally
African-American)

High school age,
Male

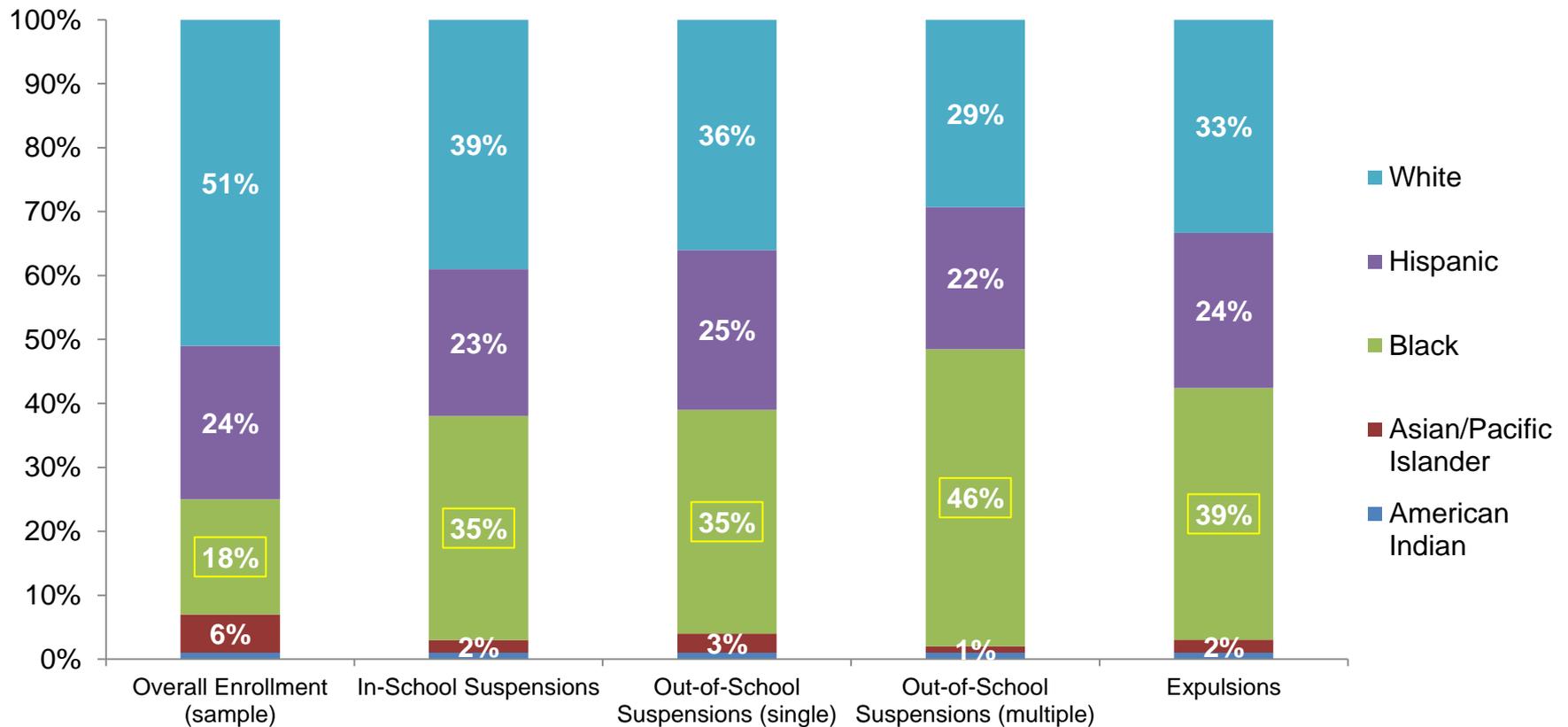
Educational
Disabilities

Mental Health
Diagnosis

History of
Neglect, Abuse

Office of Civil Rights Transformed Civil Rights Data Collection (CRDC, 2009–11)

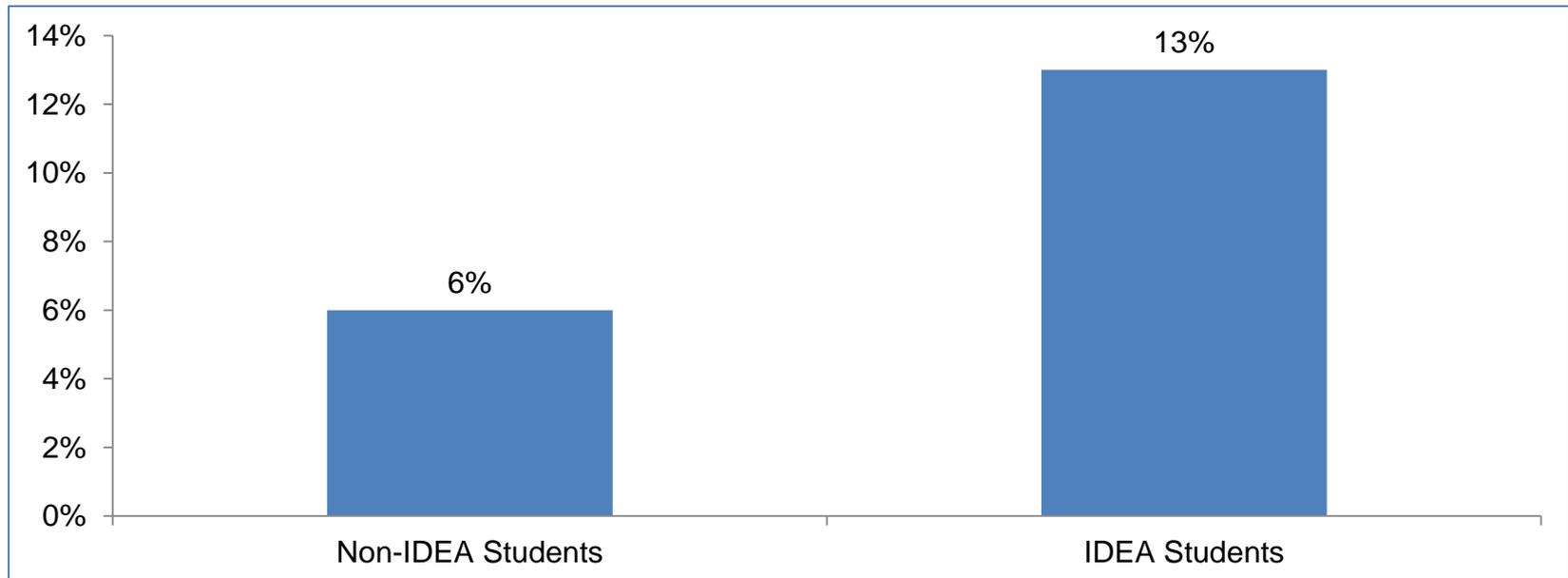
Disparate Discipline Rates



Suspension Data: Students with Disabilities

Students covered under the Individuals with Disabilities Education Act (IDEA) are over twice as likely to receive one or more-out-of-school suspensions.

- *CRDC also reveals: 1 out of 8 students in the CRDC sample (12%) has a disability – 4.7 million served by IDEA and over 400,000 are served by Section 504 only. Nearly 18% of them are African-American males.*

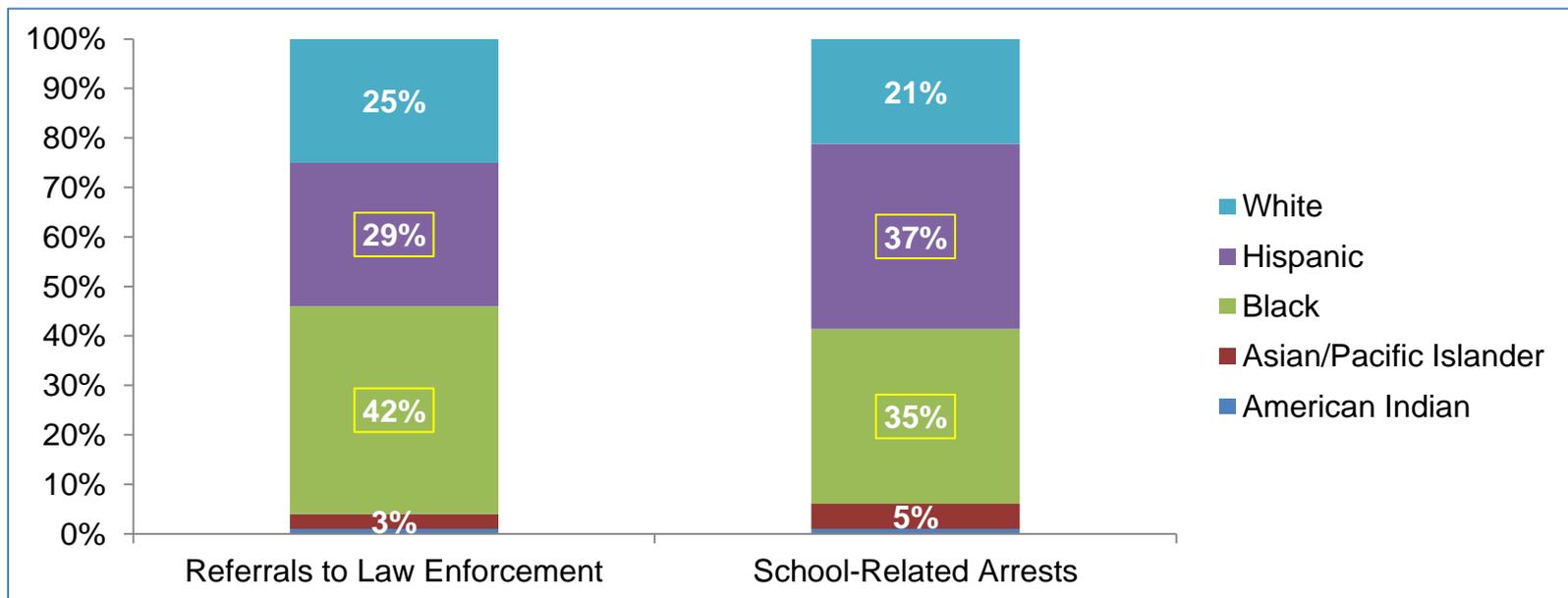


Referrals to the Juvenile Justice System

Over 70% of students involved in school-related arrests or referred to law enforcement are Hispanic or African-American.

CRDC also reveals:

- Across all districts, African-American students are over 3.5 times more likely to be suspended or expelled than their white peers.
- In districts that reported expulsions under zero-tolerance policies, Hispanic and African American students represent 45% of the student body but 56% of the students expelled under such policies.



This Should Alarm You!

- Majority of Texas middle and high school students suspended or expelled.
- Repeated suspensions predict later involvement in juvenile justice system.



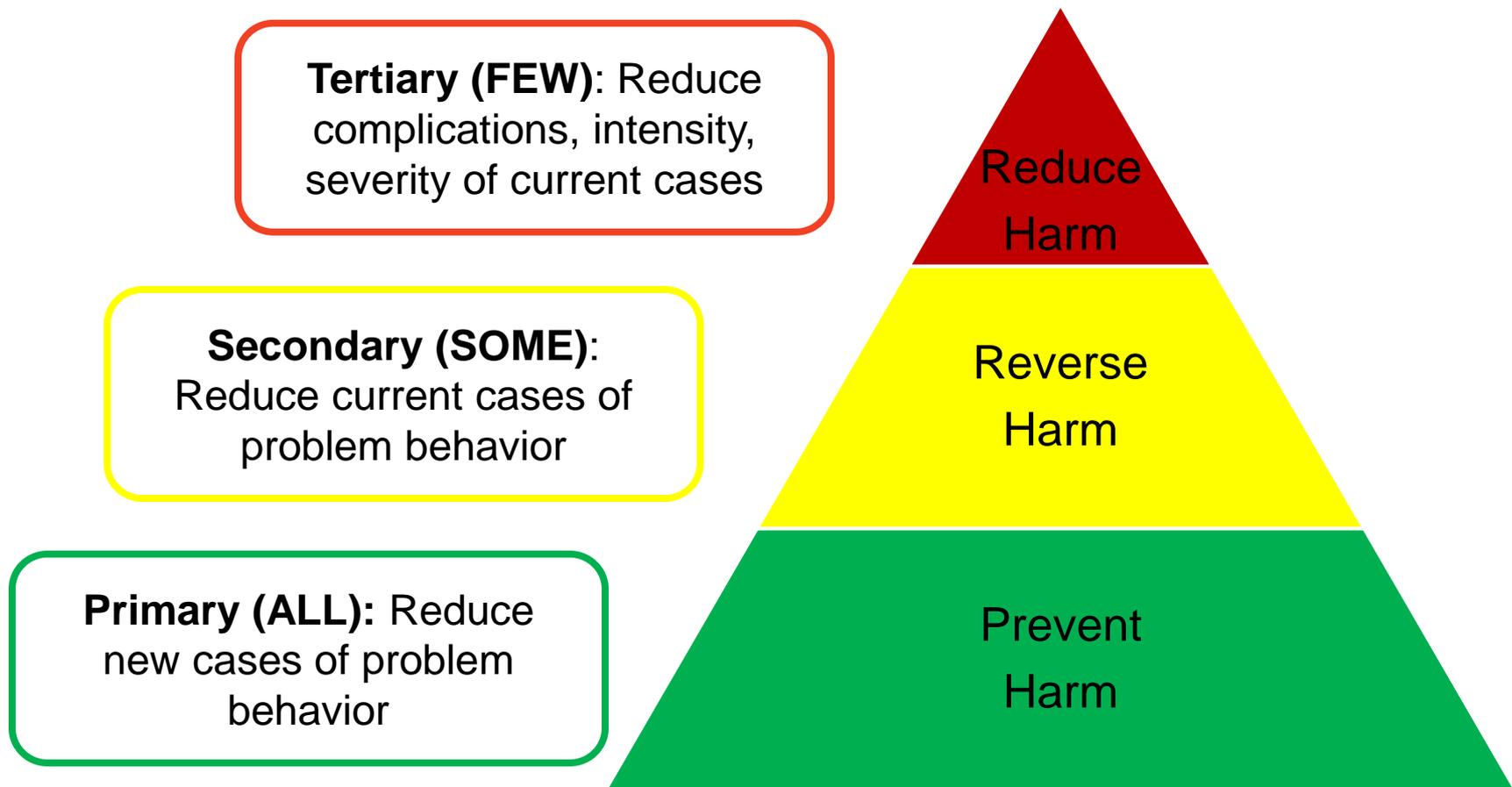
Addressing the Needs of Students with Academic/Behavioral Deficits/Excesses

What Should We Do?

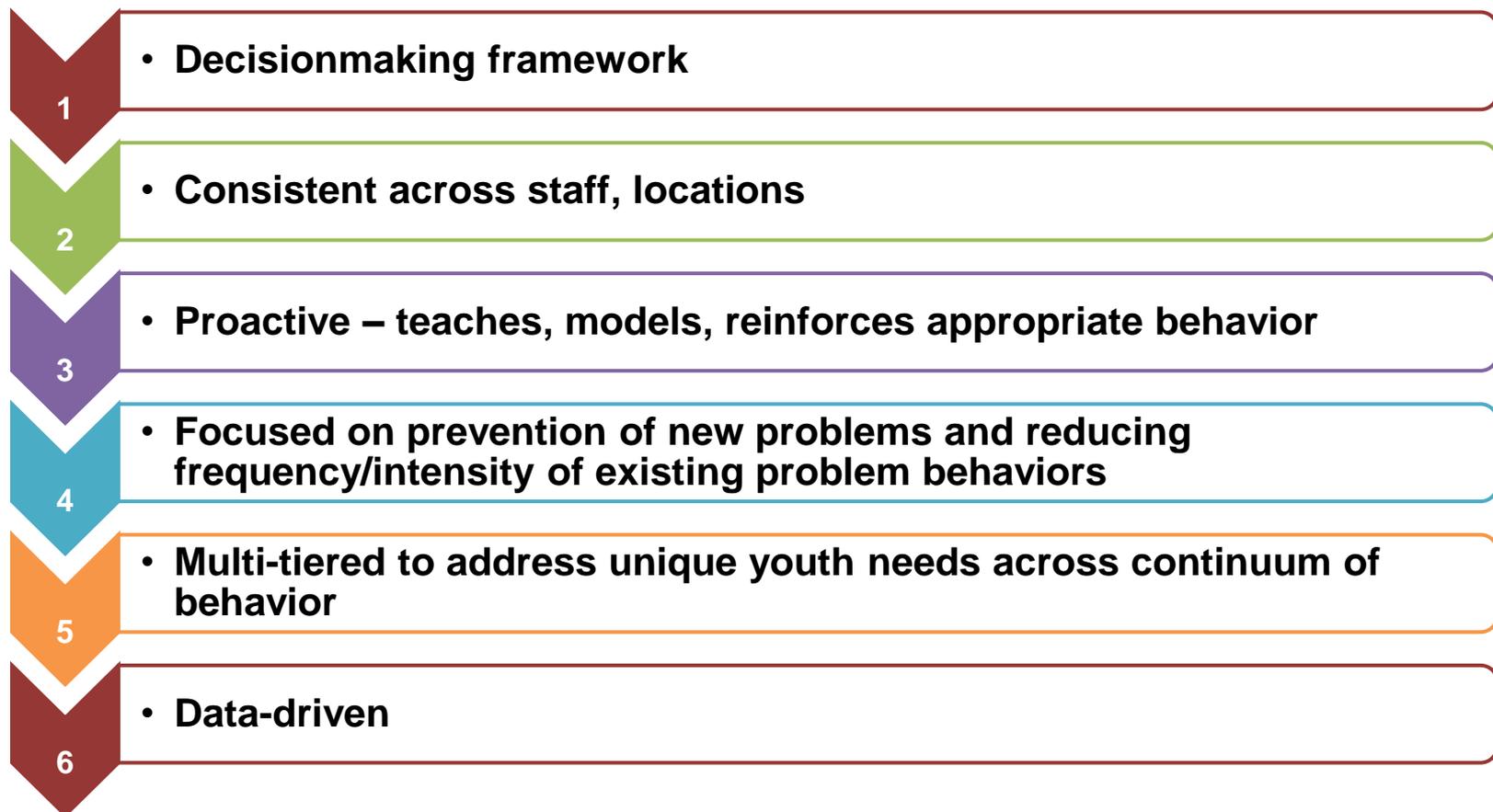
- **Look for alternatives** to traditional school discipline practices that are:
 - Proactive
 - Preventative
 - Based on teaching, modeling, and reinforcing appropriate expected behaviors and skill sets
 - Fairly and equitably applied across all youth
 - Consistent across persons and settings
 - Economical in terms of resources, effort, and teacher/student time spent engaged in instruction
 - Supported by empirical evidence



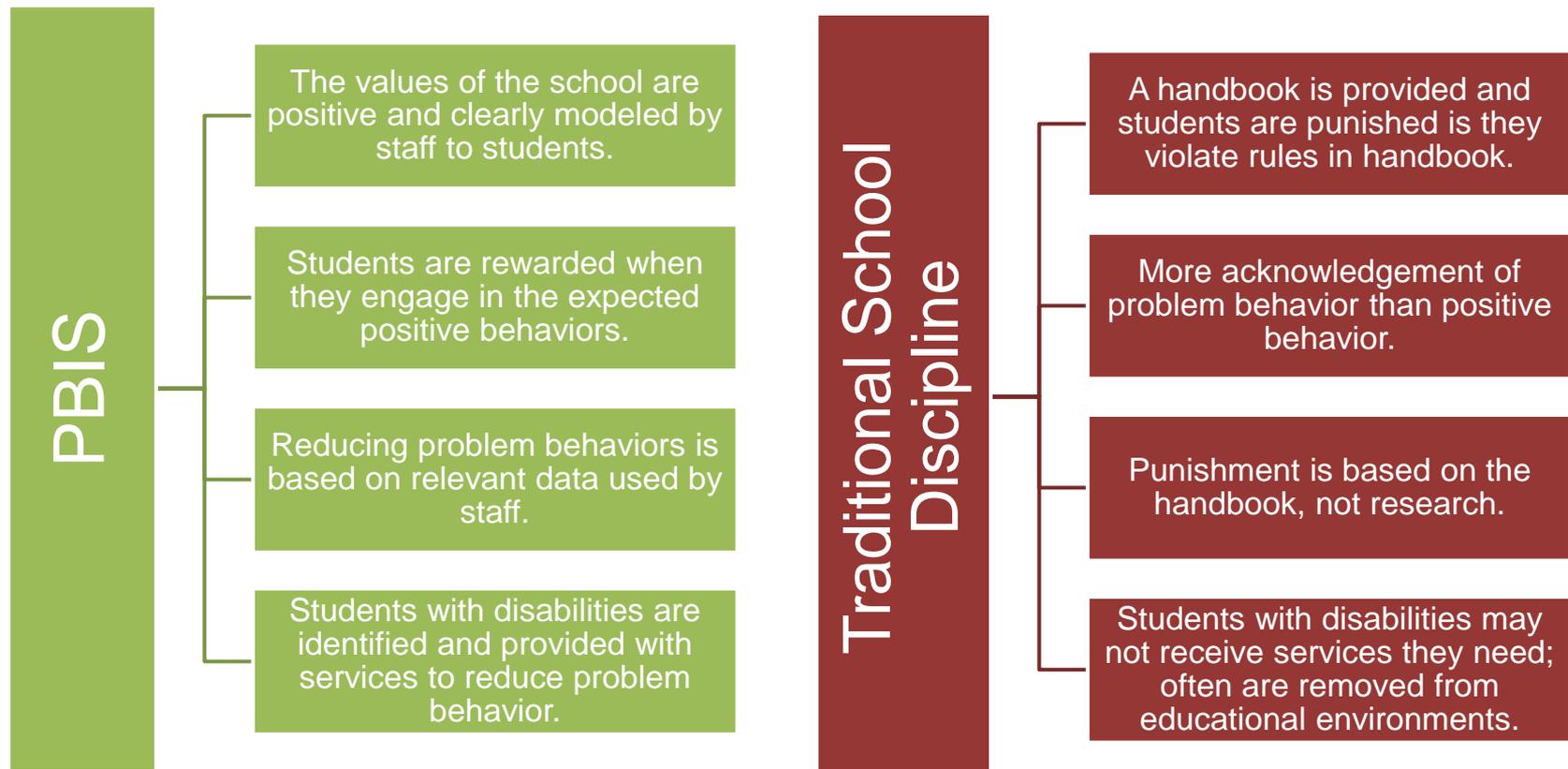
PBIS Multi-Tiered Framework (Borrowed from Public Health Model)



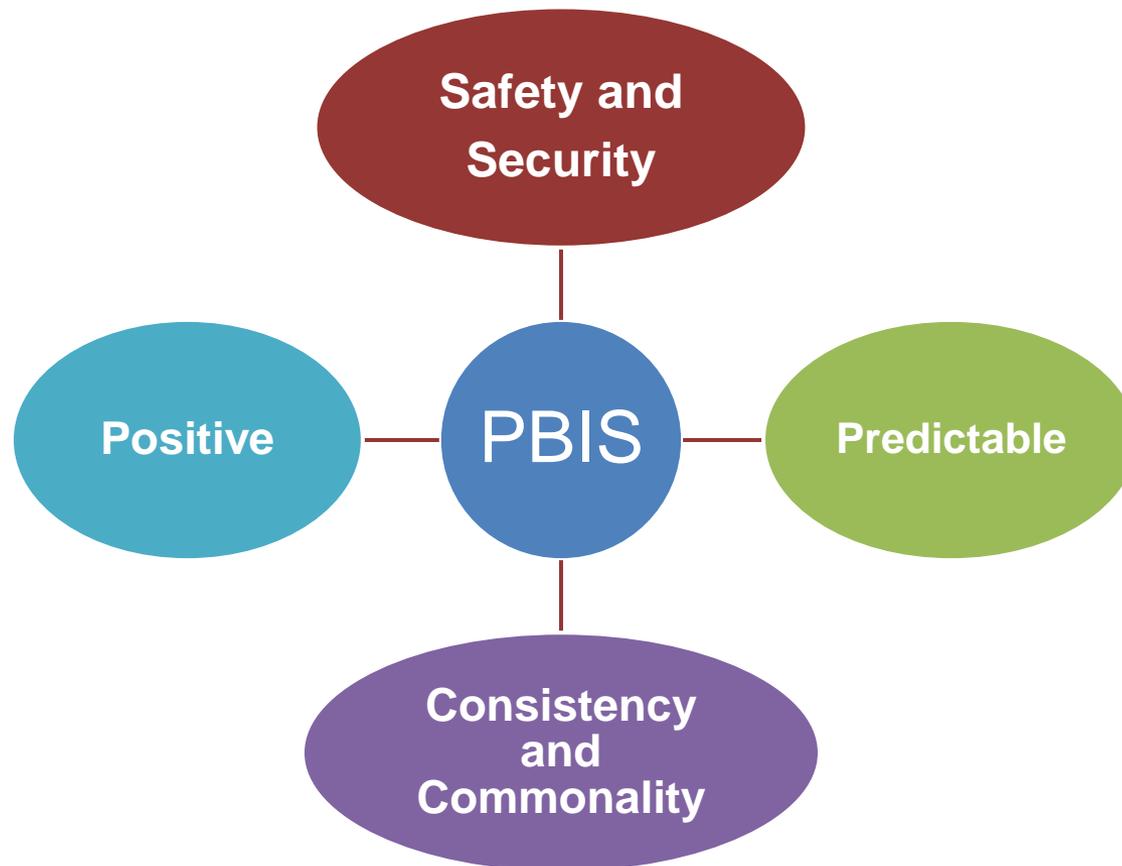
Features of PBIS Framework



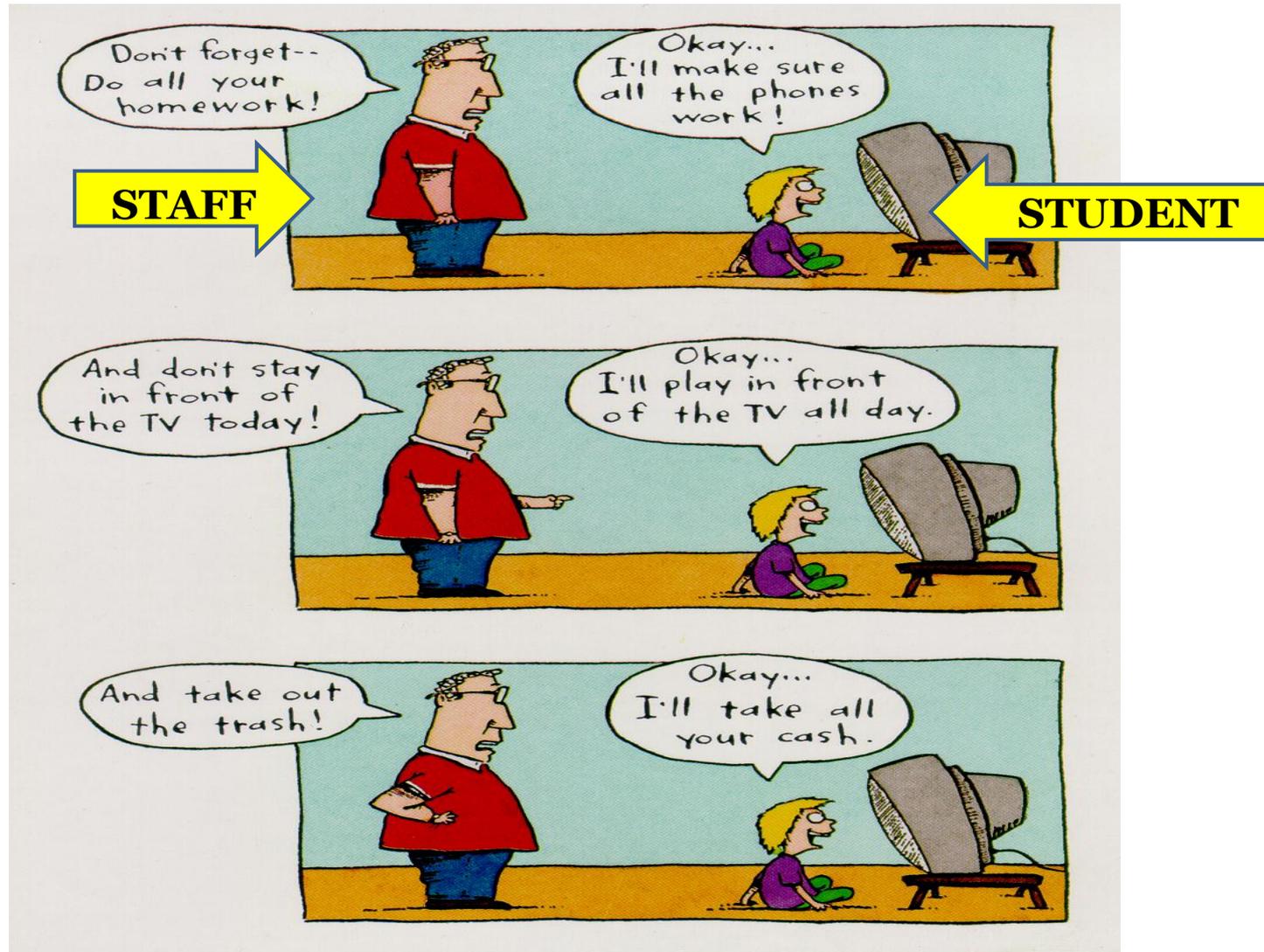
How PBIS and Traditional School Discipline Practices Differ



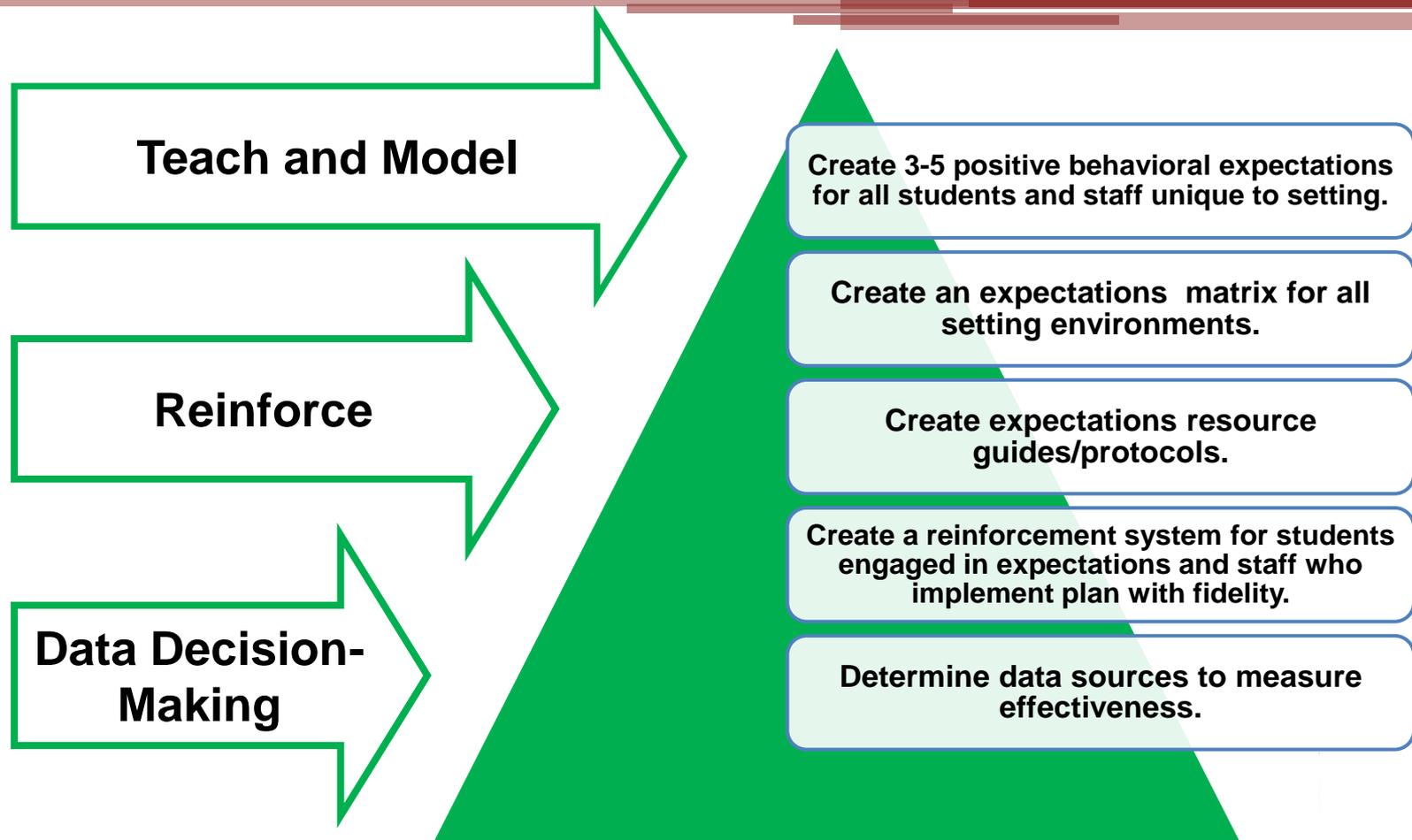
PBIS Recurring Language/Themes Supporting Youth in Schools



Decreasing the Disconnect



Universal Tier: PBIS for *All* Students

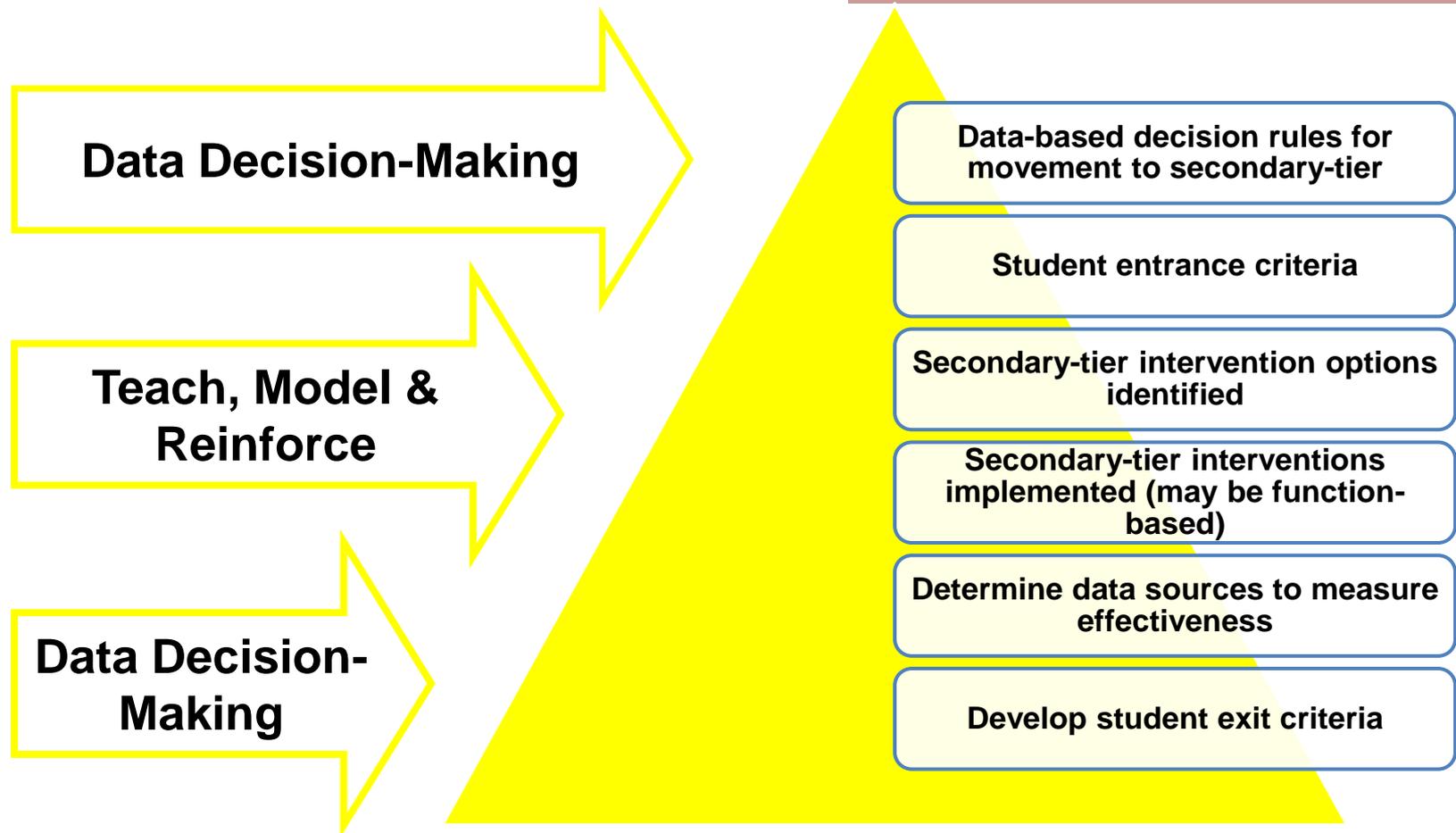


Universal Tier (School-/Facility-wide) PBIS Evidence

- Reduced discipline referrals and use of in-school suspension/expulsion.
- 18,277 typical elementary, middle, and high schools implementing at the universal tier.
- Randomized controlled trials demonstrate positive results.
- Emerging empirical evidence of effectiveness in alternative education settings:
 - Alternative education program (Connecticut)
 - Residential school (Georgia)
 - Juvenile justice settings (California, Georgia, Illinois, North Carolina, Oregon, Texas)



Second-Tier: PBIS for *Some* Students

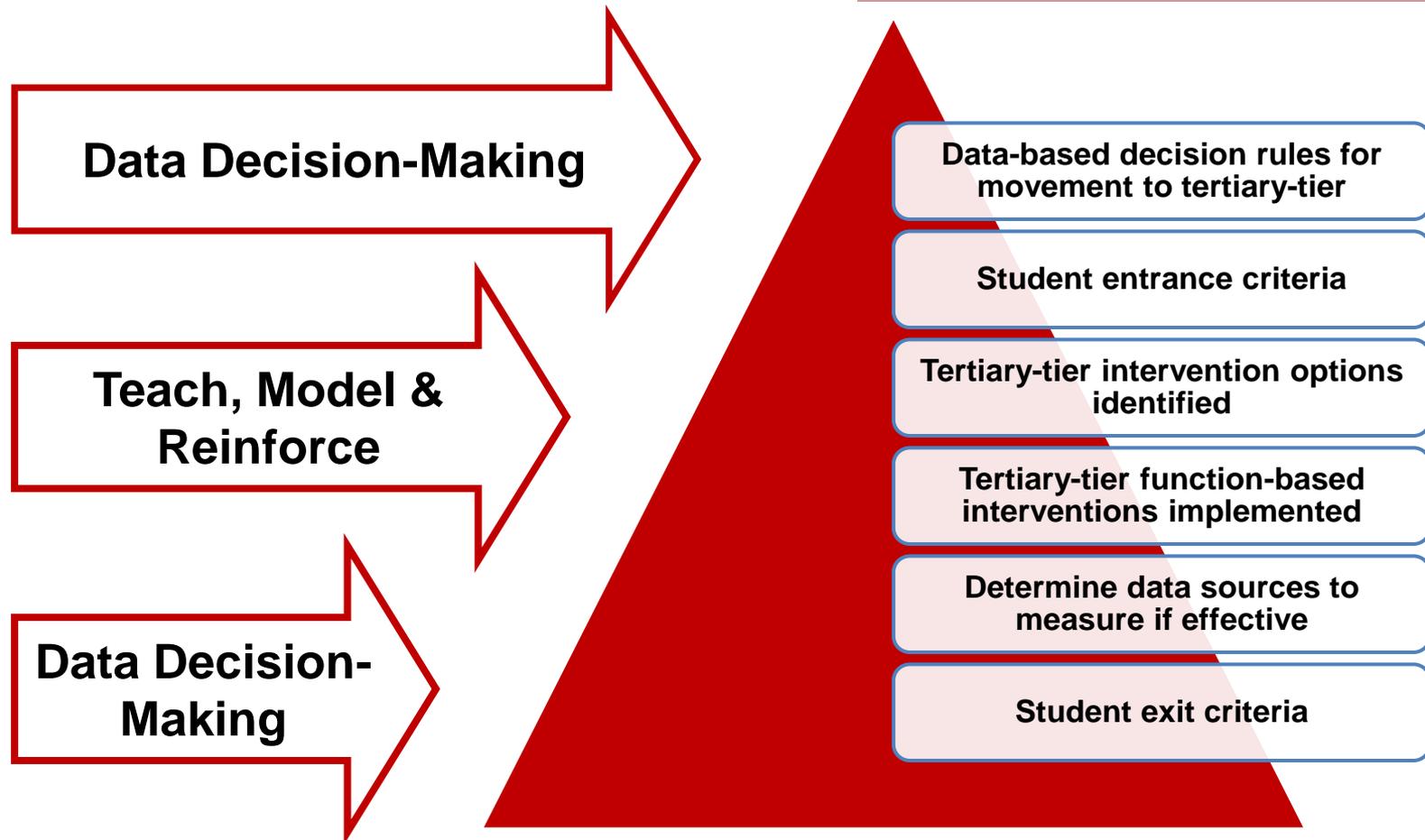


Second-Tier PBIS Evidence

- Smaller percentage of students who need secondary-tier supports.
- “First Steps to Success,” social skills club, opportunities to respond.
- Emerging evidence of effectiveness in alternative education settings:
 - Check in/Check out
 - Check, Connect, Expect
 - Choice-making
 - Behavior-specific praise/praise notes



Tertiary Tier: PBIS for a *Few* Students



Tertiary Tier PBIS Evidence

- Function-based individual behavior intervention plans
- Wraparound planning
- Emerging evidence of effectiveness in alternative education settings



Adopting/Adapting PBIS Framework

Contextual variables and PBIS

Things that may influence use of multi-tiered prevention frameworks must be taken into account when creating multi-tiered PBIS plans, especially for alternative education settings, residential facilities, and juvenile justice facilities.

- **General considerations for these settings:**
 - Many staff shift patterns
 - Transient youth populations
 - High staff turnover
 - Missions of safety and security
 - 24/7 delivery model
 - Agency processes
 - Various staff roles/duties

Adopting/Adapting PBIS Framework

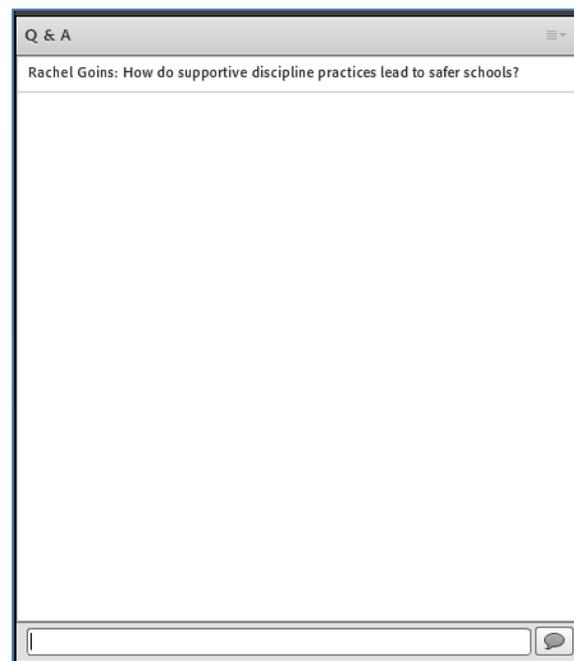
Contextual variables and PBIS

Things that may influence use of multi-tiered prevention frameworks must be taken into account when creating multi-tiered PBIS plans, especially for alternative education settings, residential facilities, and juvenile justice facilities.

- **Your setting:**

- Special population being served
- Youth length of stay
- Leadership styles
- Availability of/access to data
- Programming priorities
- Mission
- Programming structures
- Complexity of environments
- Culture
- Contraband

Questions?



If you have a question for the presenters, please type it in the Q&A Pod or email sttac@air.org during the Webinar.

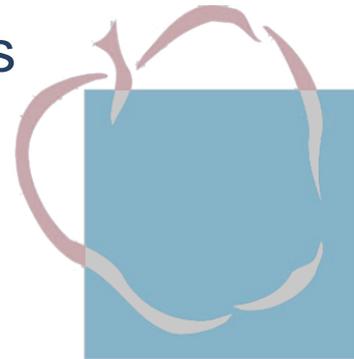


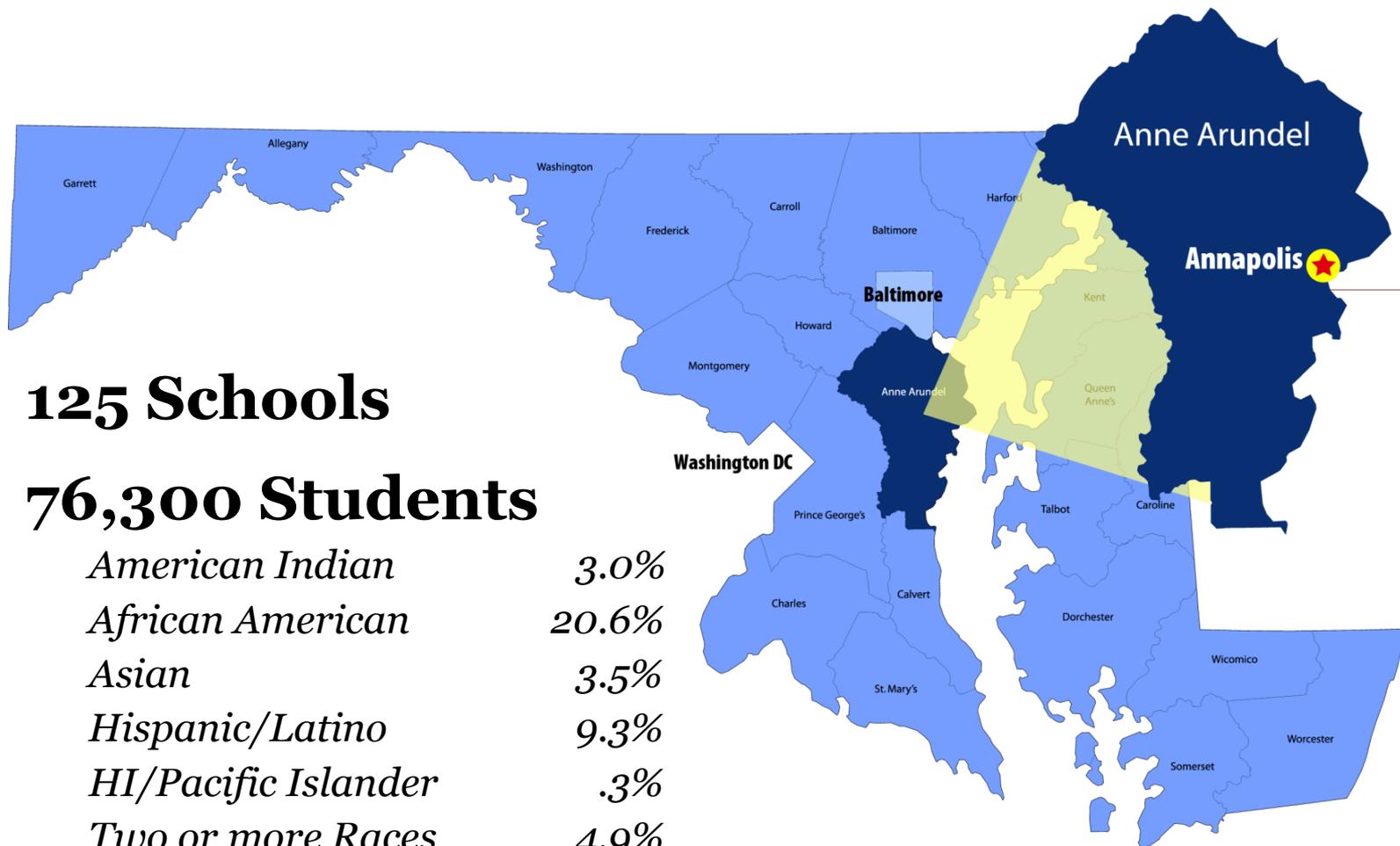
Scaling Up PBIS in Anne Arundel County Schools



Virginia Dolan, Ed.D., NCSP

Coordinator of Behavioral Support and Interventions
Anne Arundel County (MD) Public Schools



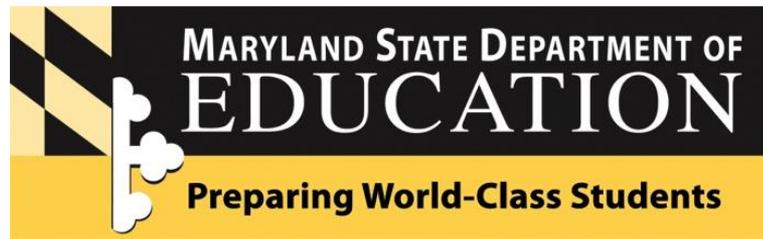


125 Schools

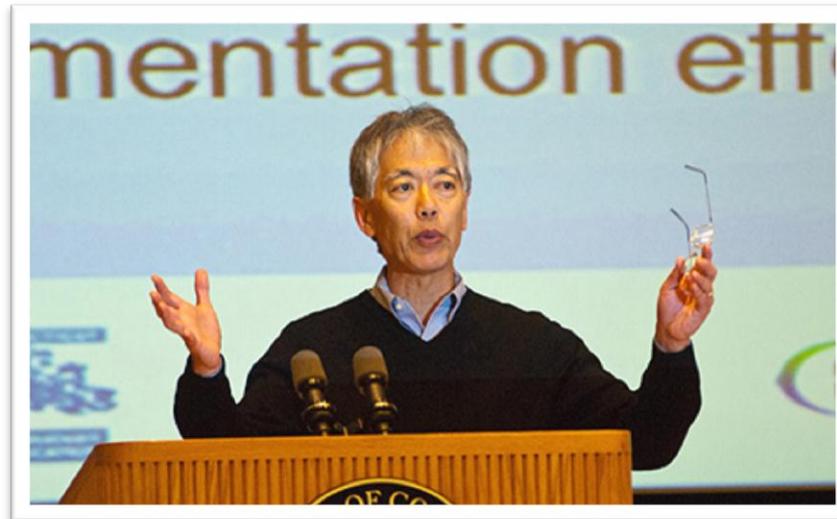
76,300 Students

<i>American Indian</i>	3.0%
<i>African American</i>	20.6%
<i>Asian</i>	3.5%
<i>Hispanic/Latino</i>	9.3%
<i>HI/Pacific Islander</i>	.3%
<i>Two or more Races</i>	4.9%
<i>White</i>	61.1%
FARMS <i>(Free and Reduced Meal Students)</i>	29.5%

In 1998...



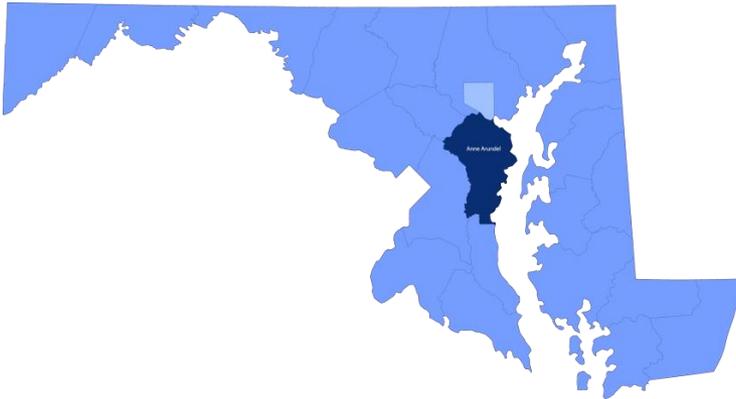
In 1999...



“Tough Times – Tough Kids”

Initial Workshop for PBIS
Dr. George Sugai
University of Oregon

Maryland's Involvement



1
in AACPS



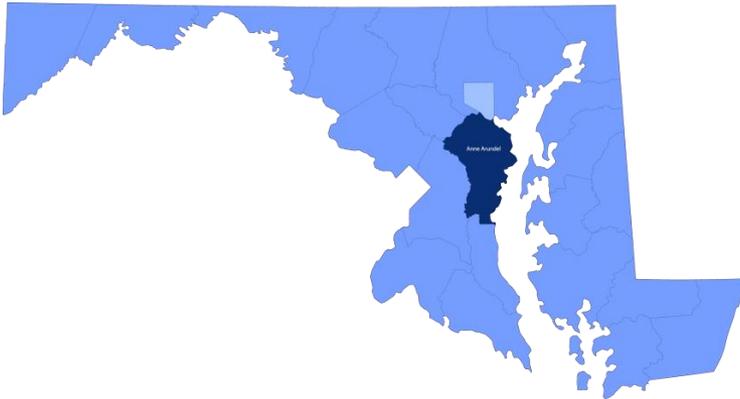
In 2002...



Center for the Prevention
of Youth Violence



This past summer....



78
in AACPS



Our Partnerships

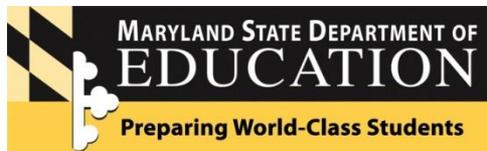
- Johns Hopkins Bloomberg School of Public Health's Center for the Prevention of Youth Violence
- Project Target
- PBIS Plus
- MDS³
- Double Check





- Technical Assistance to Schools
 - Coaching Model:
 - Internal coaches assigned in veteran schools
 - External coaches assigned for newly trained schools
- Quarterly district meetings
- State coaches' meeting twice annually

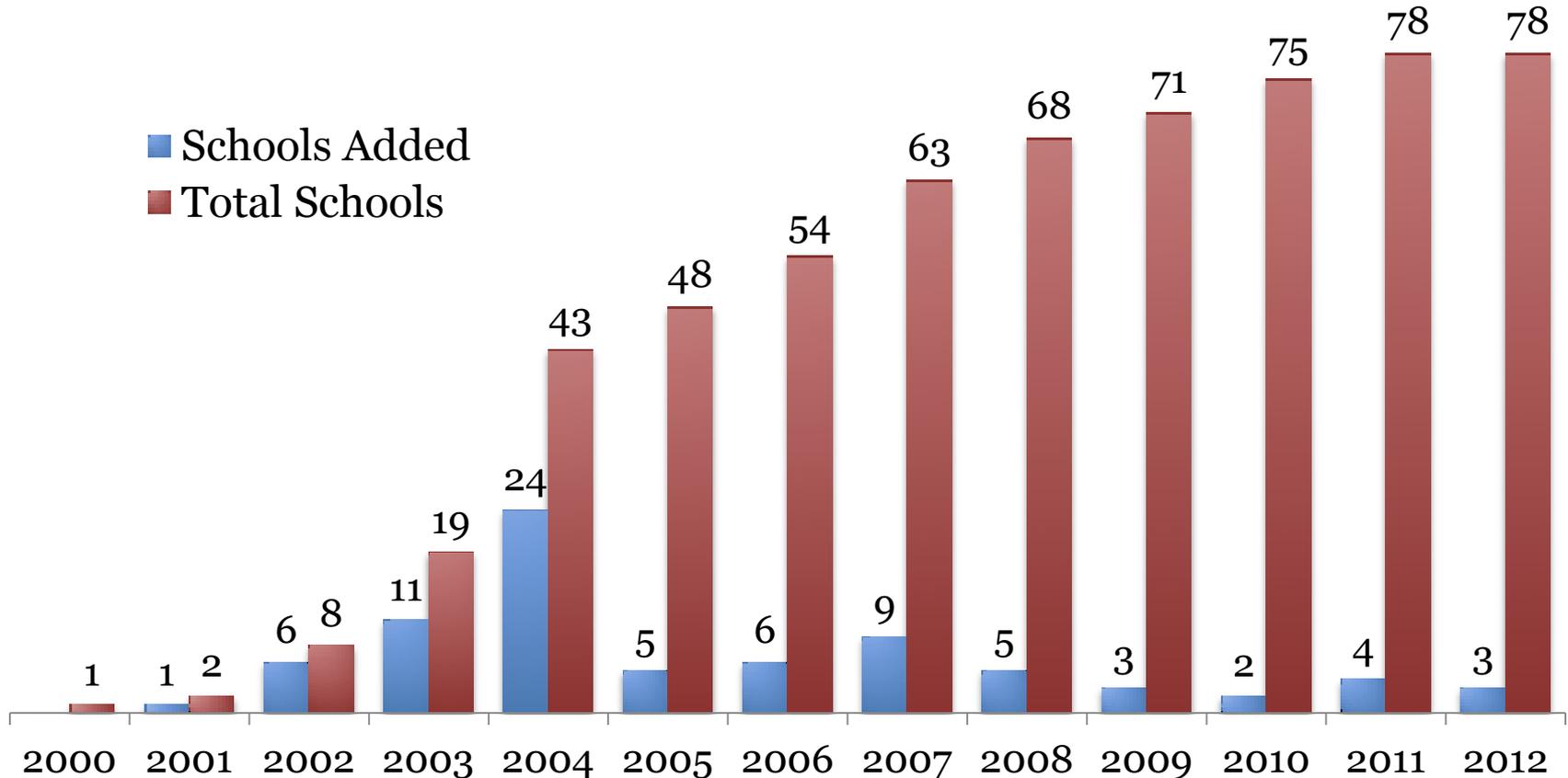




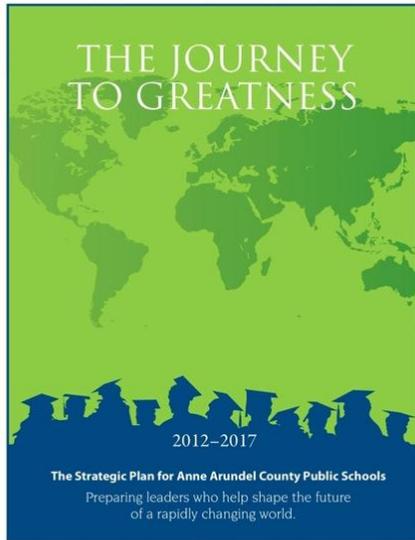
- Returning teams attend annual summer institute
- Voluntary applications for PBIS Maryland Recognitions
 - Gold
 - Silver
 - Bronze



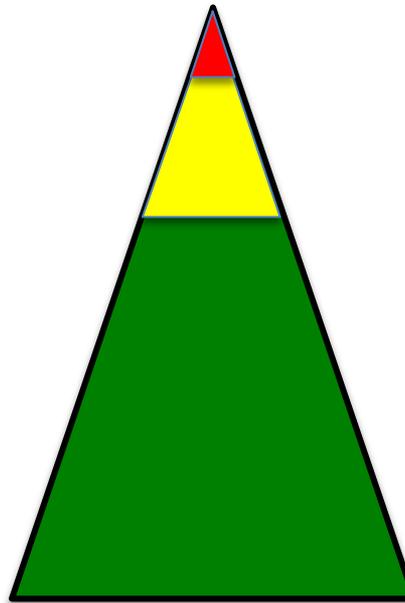
Growth of PBIS in AACPS (2000 – 2012)



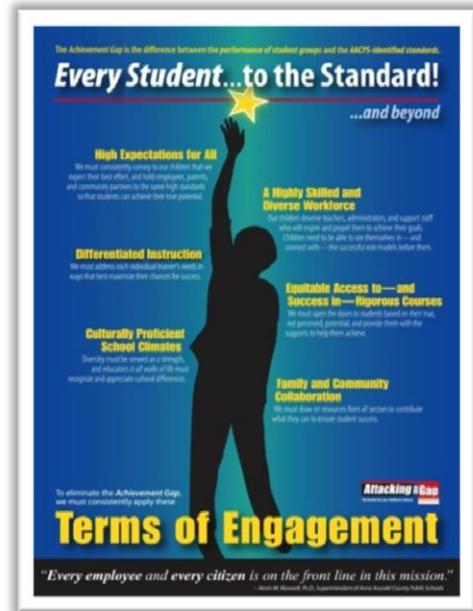
	Elementary	Middle School	High School	
Universal	PBIS			
Targeted	Learning Labs PBIS+	Behavior Support Teams		
		Alternative Centers of Education (ACE) Programs Boys & Girls Club Bridges Community Development Center		
		Decisionmaking Rooms		
		Alternative One Program		
		Summer School		
		Check and Connect		
	Monarch Academy Public Charter School Monarch Global Academy Public Charter School K-8 Collaborative Decisionmaking (CDM) Check-in Check-out		Twilight Schools Dual Credit/Dual Enrollment Pathways Drug Treatment Facility Job Corps Teen Parent Program Middle College High School at Sojourner Douglas College Evening High Schools Elluminate Virtual Learning Community Mary E. Moss Academy Phoenix Academy MDS3 Early College High School	
		CAT Centers Exploratory Programs Evening Middle Schools J. Albert Adams Academy		
	Intensive	Systemwide Community Resource Initiative Expanded School-based Mental Health <i>Services provided by Walter Reed Army Medical Center, Villa Maria Health Systems, and the Children's Guild</i>		



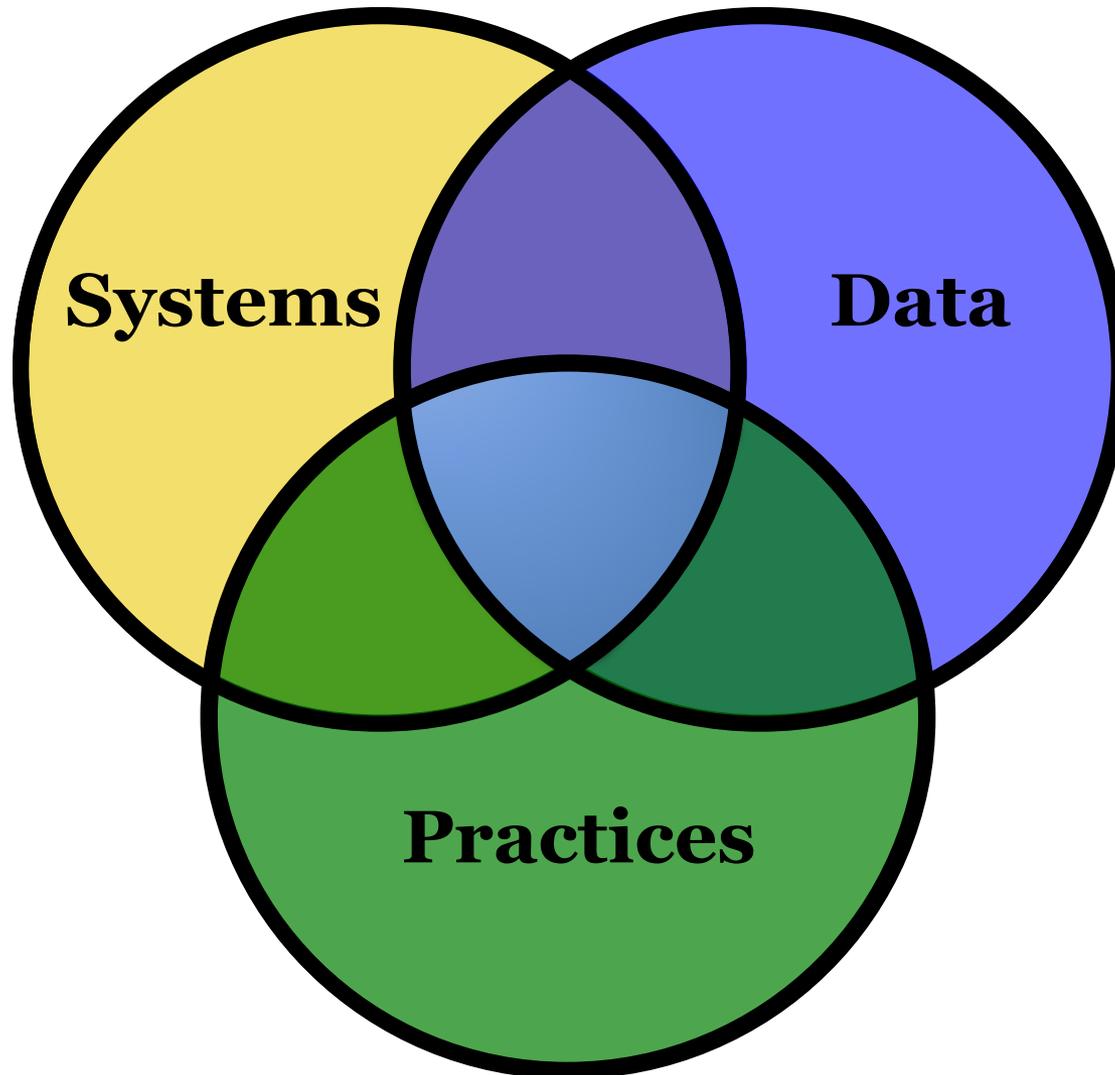
Strategic Plan: Indicators Project Management



Multi-tiered Systems of Support



Eliminating the Achievement Gap (ETAG)



Eliminating the Achievement Gap Action Management Plan

Culture & Leadership

Leadership Practices

Self-Reflection Tool for Leaders

Elementary School Scheduling Options

Equity Practices

Protocol for Implementing Equitable Practices

Classroom Practices Checklist for Equity

Guide for Equitable Practices merged w/ T&L Practice Guide

Equity Teams & Cultural Proficiency

Equity Liaison: Duties & Responsibilities

Equity Teams: Membership, Selection Process, & Functions

Equity Audit

Cultural Proficiency Professional Development Plan

Structures

Data

Definition of the Achievement Gap & Dissemination of Data

Student Performance Report Card

Student Data Directory

Language Arts/ English & Math Articulation

Systems

Integrated Framework to Eliminate the Achievement Gap

Network of Influence

Eliminating the Achievement Gap Articulation & Data Alignment

Practices

Identification of Schools Making Progress at ETAG

AACPS Program Index

Best Practices merged w/ T&L Practice Guide

Outcomes



For 2011–12, AACPS saved...

843
days

of instruction

1070
days

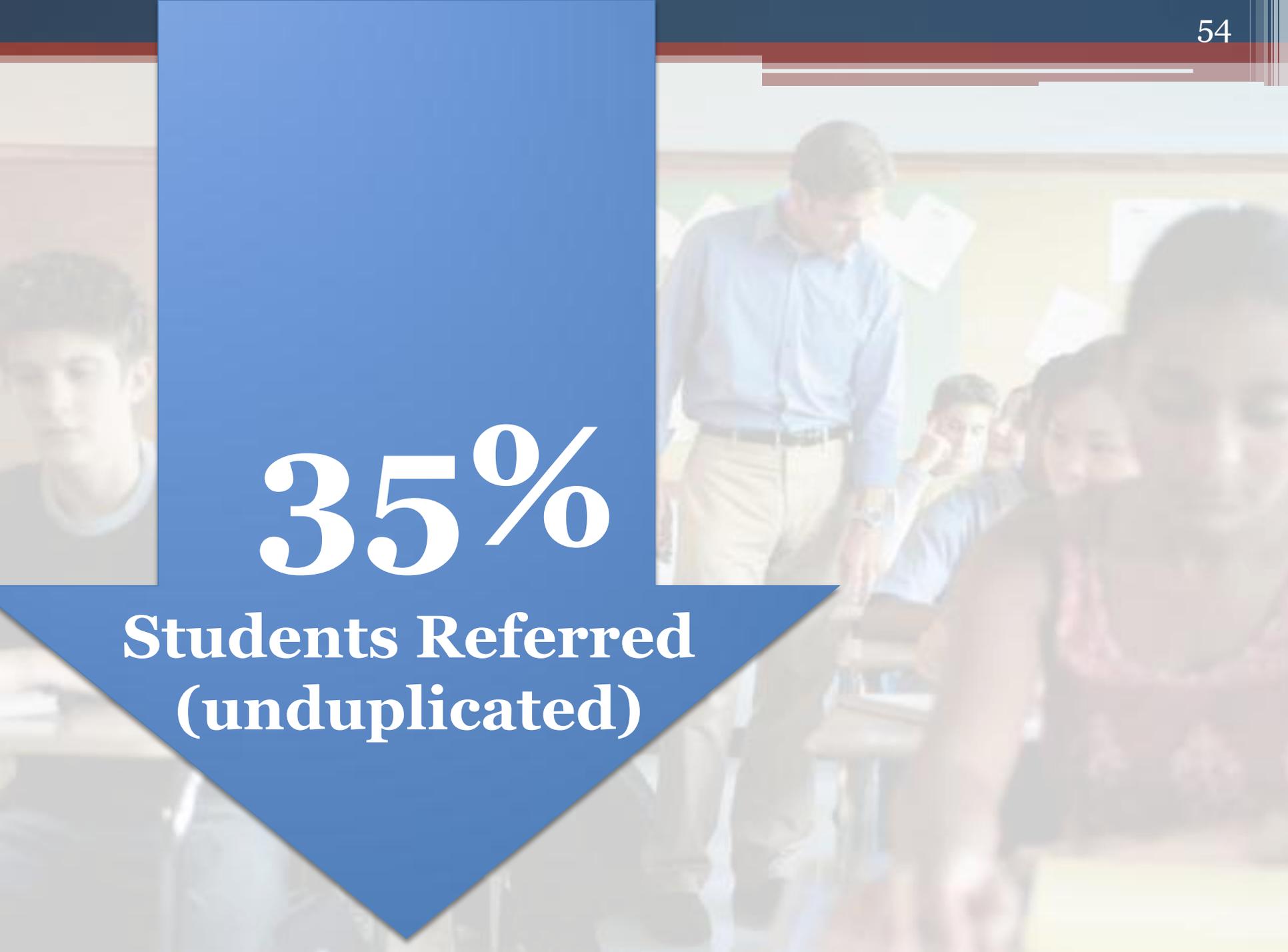
of administrative time

Using 35 minutes of instruction lost/gained
and 45 minutes of administrative time lost/gained



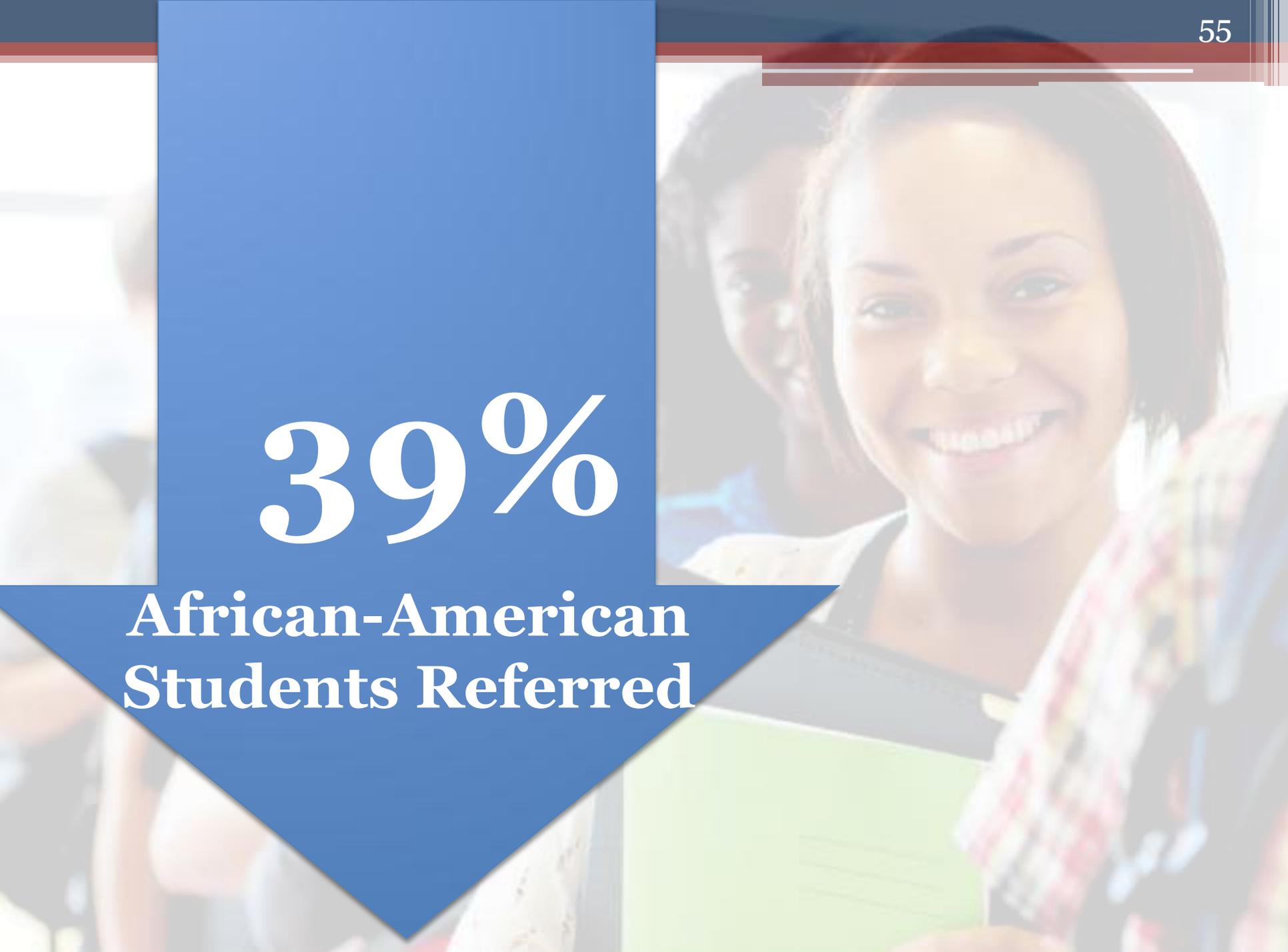
Six year gains in student referrals...



A blurred background image of a classroom. A male teacher in a light blue shirt and khaki pants is standing and looking down at a student's desk. Several female students are seated at desks, some looking towards the camera and others looking down. The scene is brightly lit, suggesting a typical classroom environment.

35%

**Students Referred
(unduplicated)**



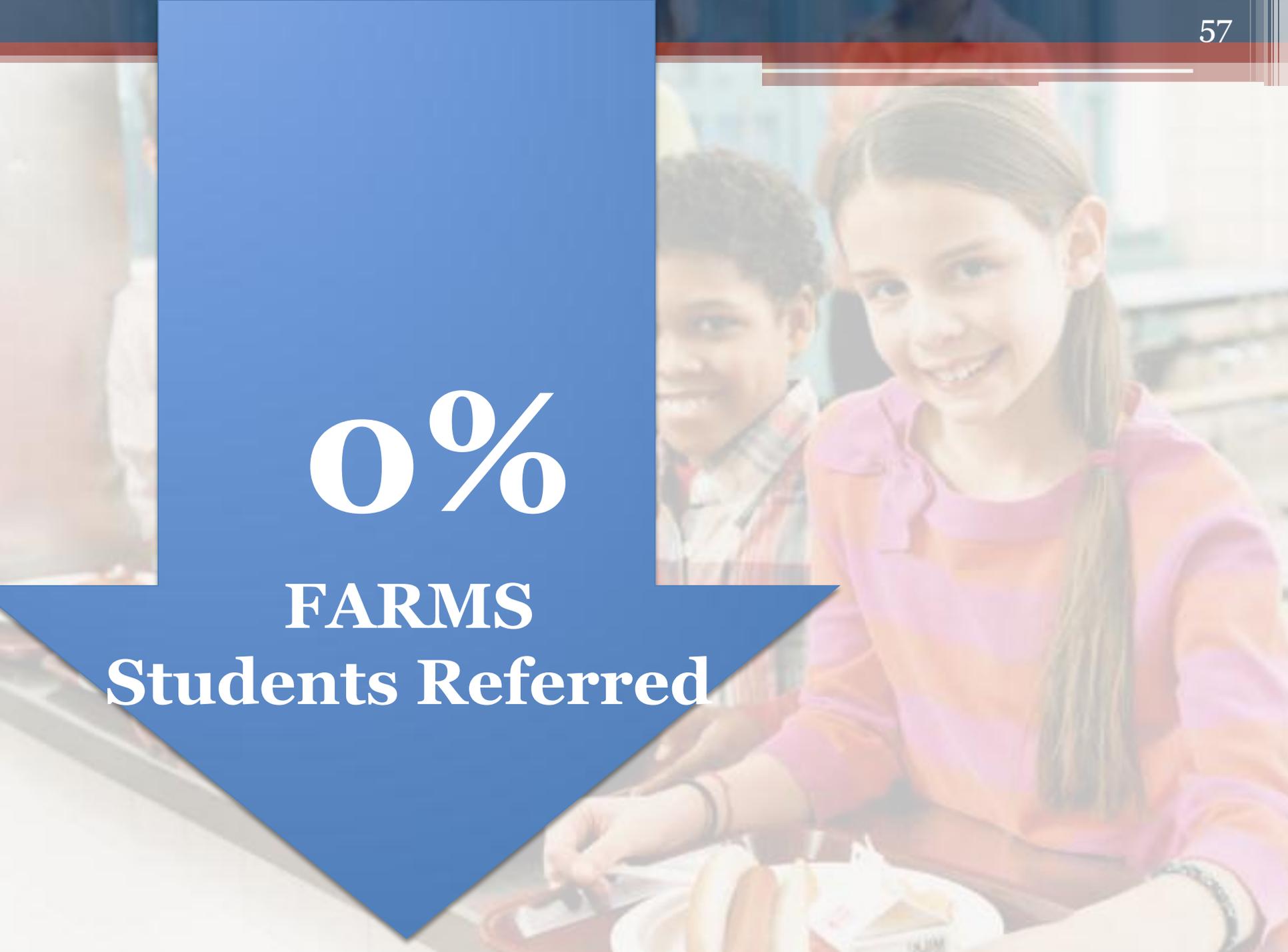
39%

**African-American
Students Referred**



20%

**Hispanic/Latino
Students Referred**

A background image showing two young students, a girl in a pink shirt and a boy in a plaid shirt, sitting at a table and smiling. They appear to be in a classroom or cafeteria setting, possibly during a meal or activity. The image is partially obscured by a large blue downward-pointing arrow shape.

0%

FARMS

Students Referred



55%
Referrals
for All Students

A photograph of a young African American woman with dark hair, smiling broadly. She is wearing a patterned scarf and holding a bright green folder. Another person is partially visible behind her, also smiling. The image is overlaid with a large red arrow pointing downwards, which contains the text.

60%

**Referrals
for African-
American
Students**



18%

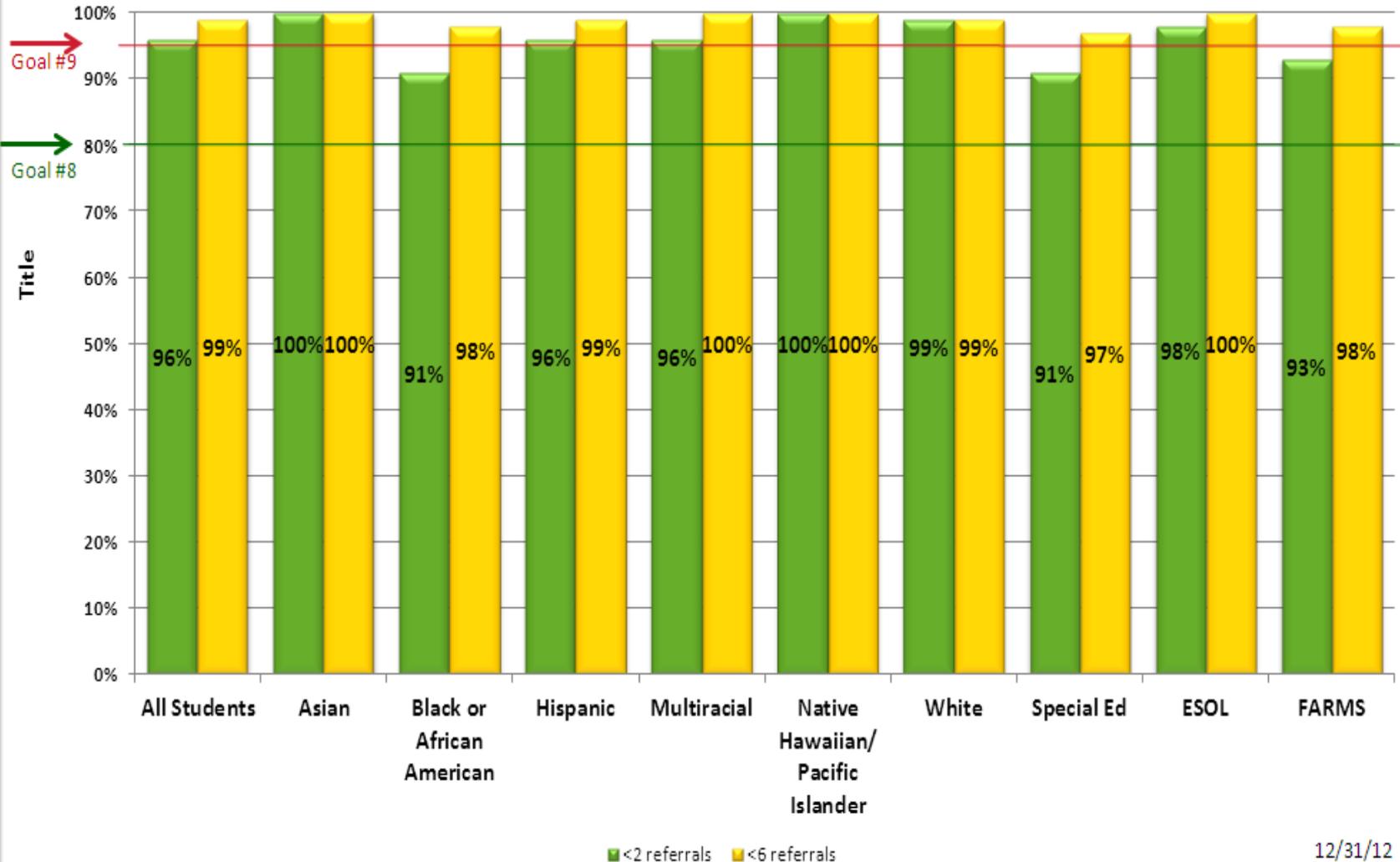
**Referrals
for Hispanic/Latino
Students**

A young girl with long brown hair in a ponytail, wearing a pink long-sleeved shirt, is smiling and looking towards the camera. She is sitting at a table with a white plate of food in front of her. The background is slightly blurred, showing other people in a school setting.

36%
Referrals
for FARMS
Students

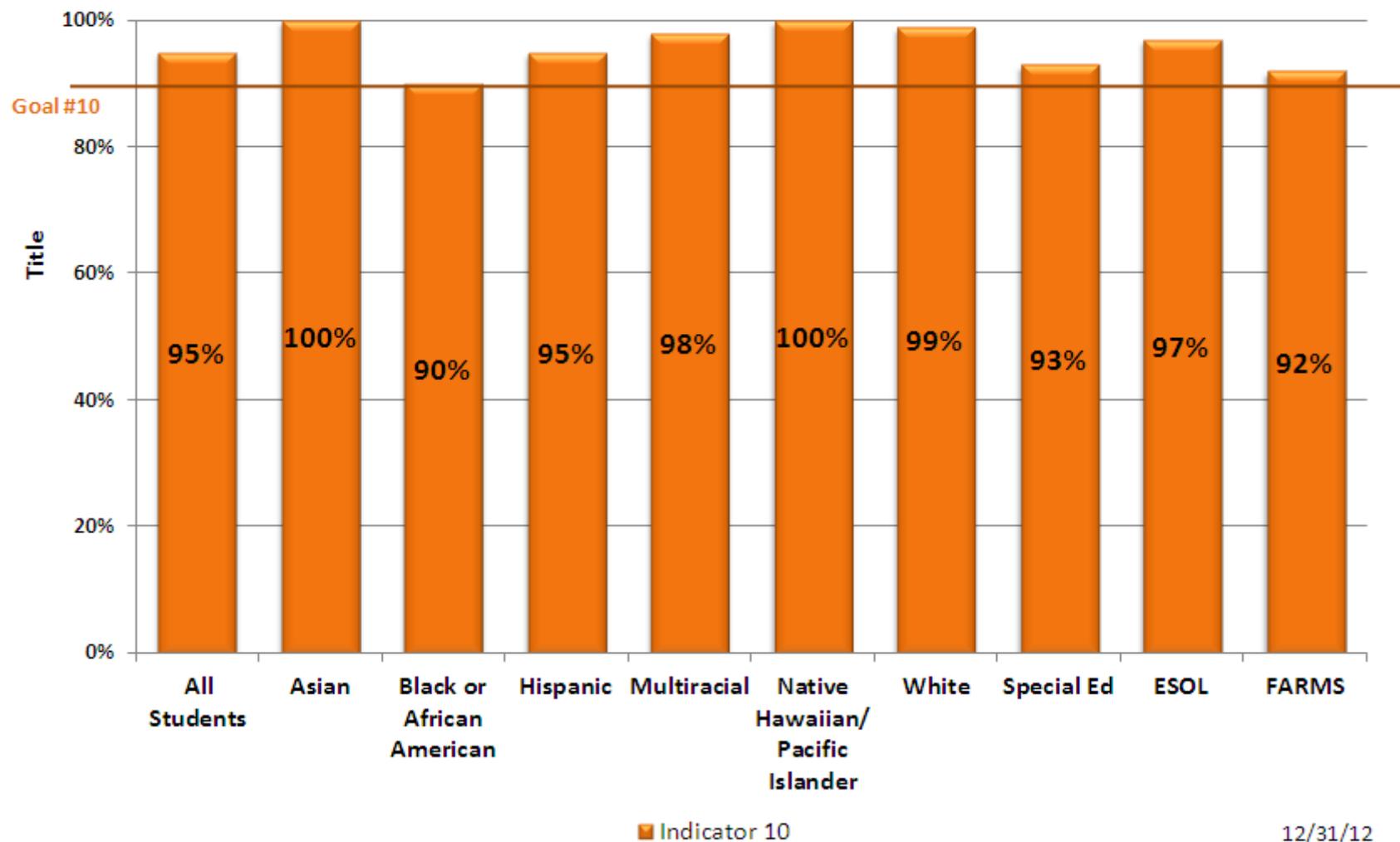
HS Indicators 8 & 9 - Referrals

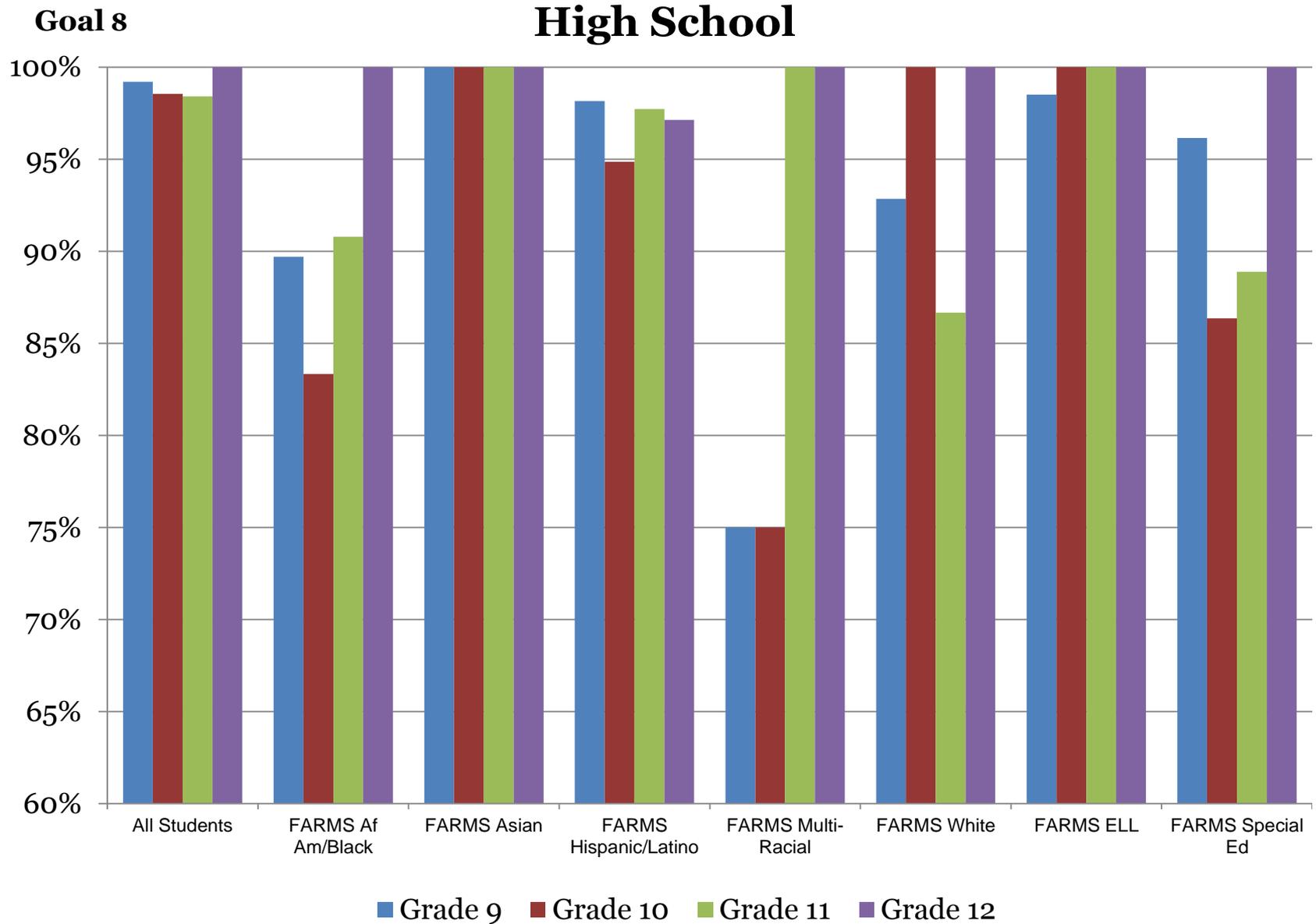
By 2016-17, 80% of all secondary students in each student group will receive fewer than 2 referrals and 95% of all secondary students in each student group will receive fewer than 6 referrals.



HS Indicator 10 - Suspensions

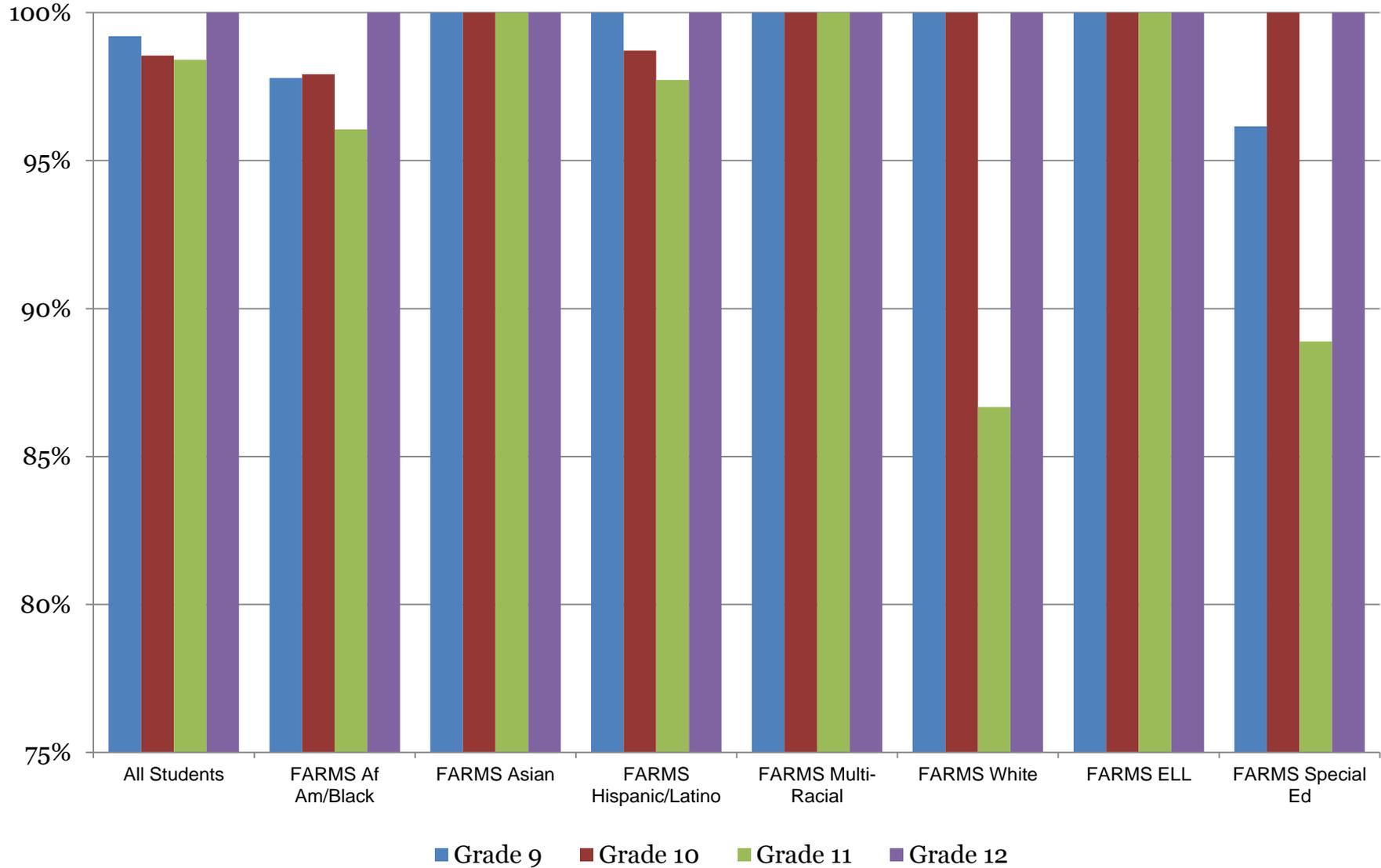
By 2016-17 90% of all secondary students in each student group will not be suspended from school.





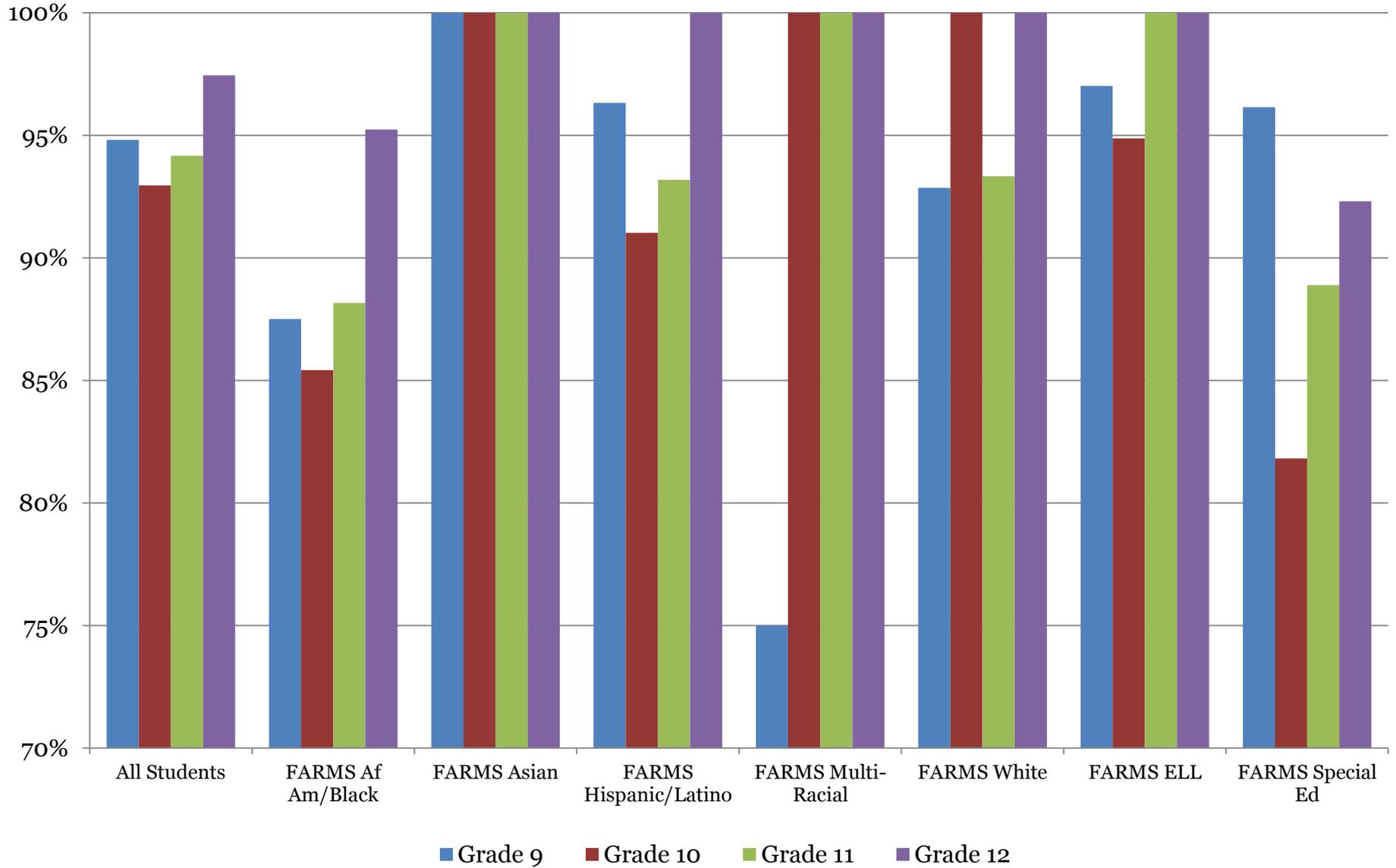
Goal 9

High School



Goal 10

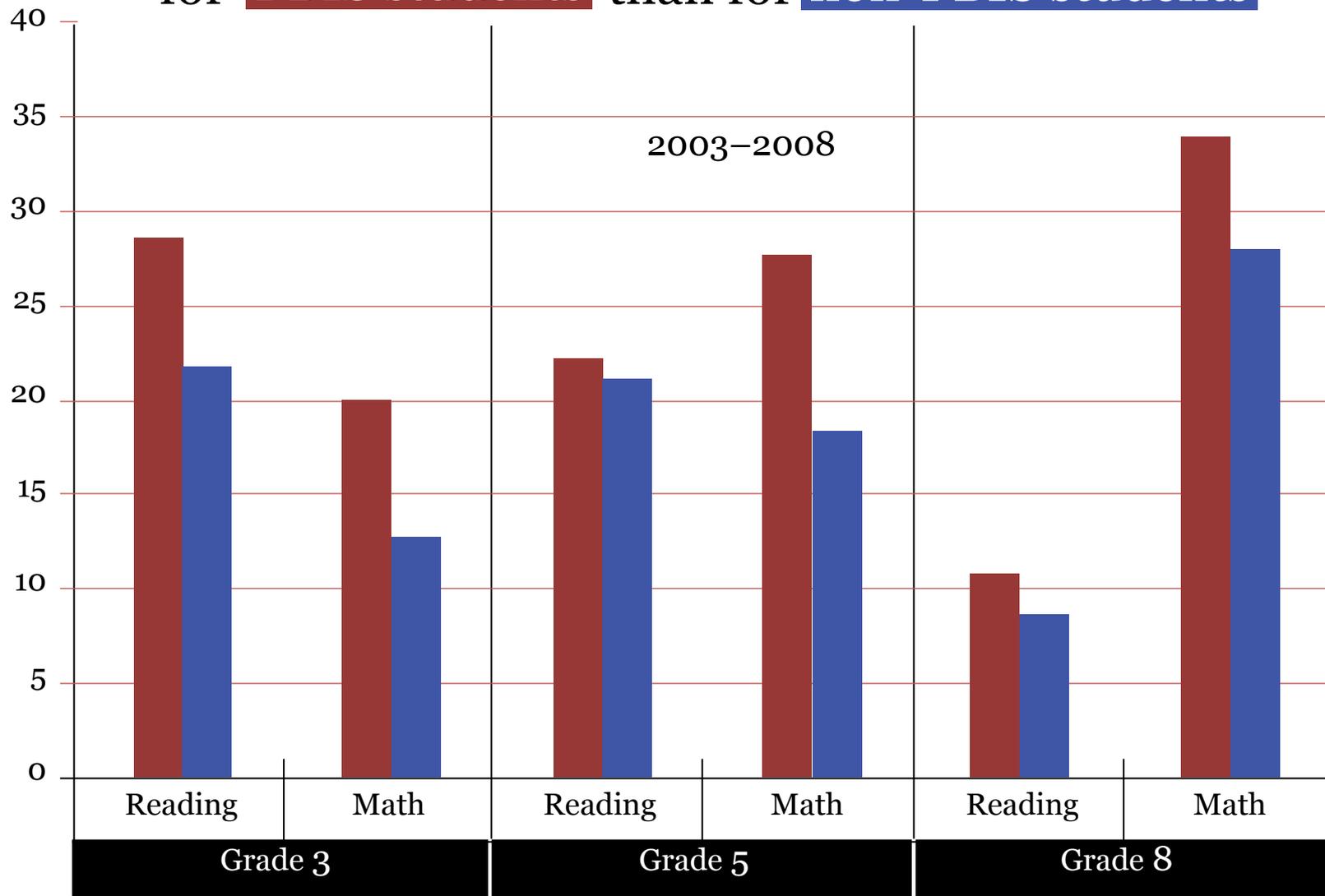
High School



Academic Impact



The increase in the percentage of students scoring MSA proficient or advanced was greater for **PBIS students** than for **non-PBIS students**



Impact

Resources allocated to PBIS initiatives

- FTE position (upgraded to administrator 2012)
- 2003 budget for 20 schools—\$80,000
- 2012 budget for **78** schools—\$80,000

Partnerships offset some costs:

Technology Software (SWIS) | Professional Development | Materials of Instruction



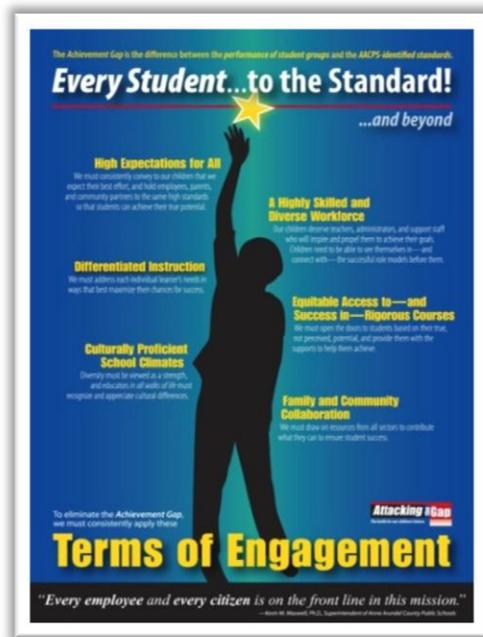
Impact: Sustainability



- Included in our Strategic Plan
- Assistant principals and teachers are team leader and coaches
- Cost Benefit
- State Recognitions
 - *69% (52) Gold*



Impact: Distinct Initiatives



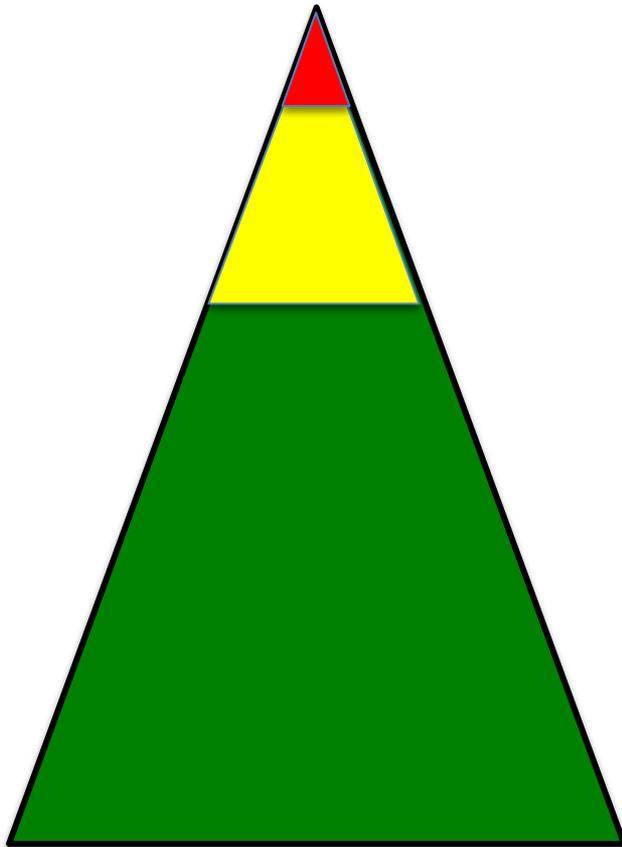
- **Eliminating the Achievement Gap** for instruction & discipline
- ETAG Action Management Team



Lessons Learned

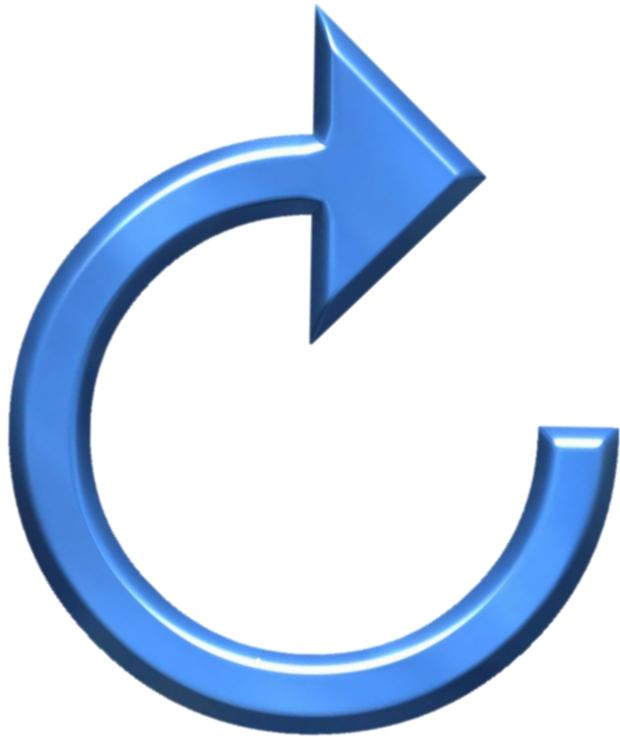


Lesson



Need to understand multi-component, multi-tiered logic upfront

Lesson



Continually refreshing:

- *New leadership*
- *New staff*
- *New teacher training*

Lesson

Use teachers in leadership roles



Lesson

The screenshot shows a web browser window displaying the Anne Arundel County Public Schools website. The browser's address bar shows the URL www.aacps.org/studentservices/pbis.asp. The website header includes the Anne Arundel County Public Schools logo and a navigation menu with links for Schools, Curriculum/Instruction, Students, Teachers, Parents, Board of Education, Community, and Human Resources/Employment. The main content area is titled "Positive Behavioral Interventions & Supports (PBIS)" and includes a "Contacts" section with the following information:

Contacts
 Kathy Lane, Director of Alternative Schools
 410-222-5193
klane@aacps.org

The main text on the page describes PBIS as a decision-making framework for improving academic and behavioral outcomes for all students. It lists four elements: data for decision making, measurable outcomes, practices with evidence, and systems that effectively and efficiently support implementation. The page also includes a "HISTORY" section and "THE MARYLAND MODEL" section.

Increase visibility in the district, media, community

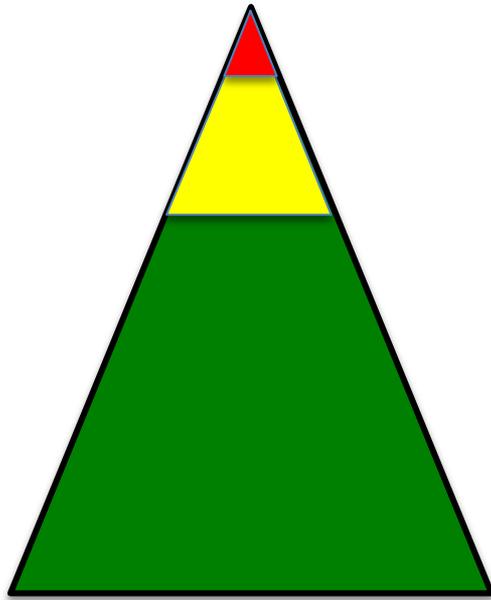
Lesson



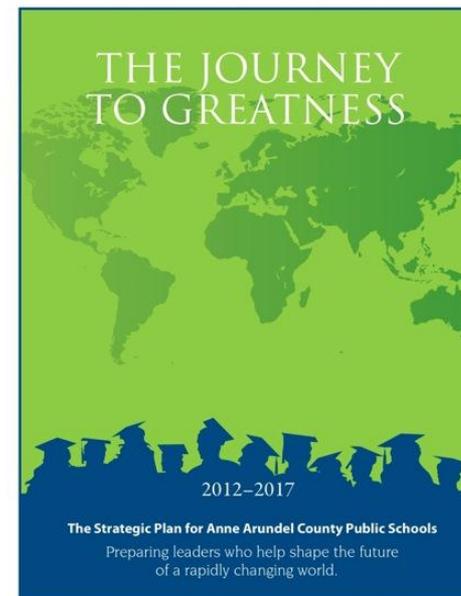
Highlight
Success

Lesson

Align...

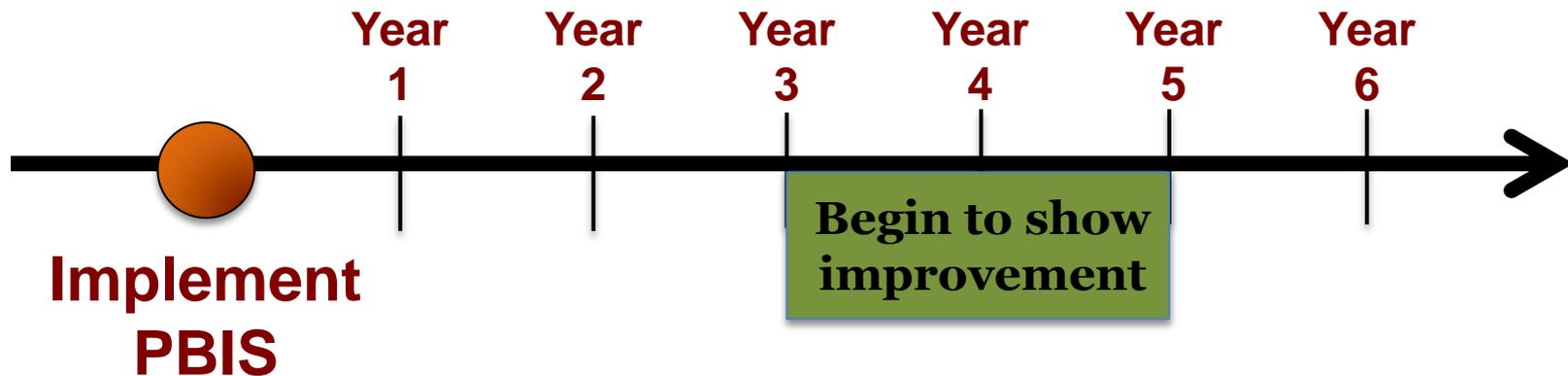


Multi-tiered systems
of support logic



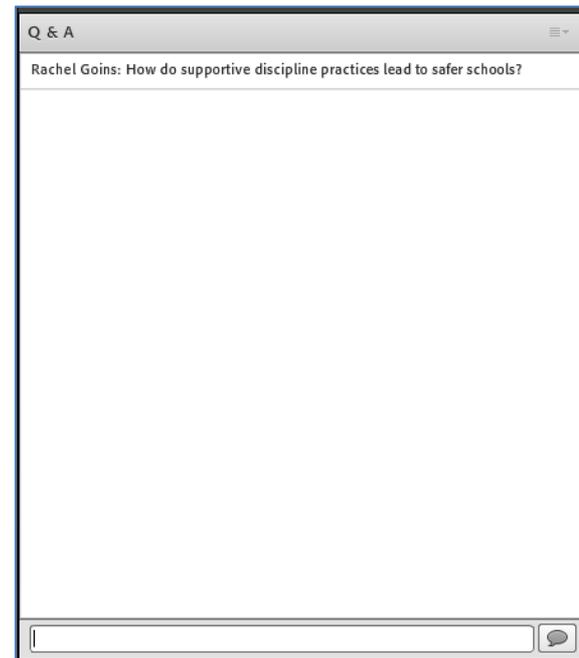
District initiatives

Lesson



No magic, quick solution

Questions?



If you have a question for the presenters, please type it in the Q&A Pod or email sttac@air.org during the Webinar.



Adapting PBIS in Georgia's Juvenile Justice Facilities



Audrey Armistad, Ed.D.

Associate Superintendent of Educational Services
Georgia Department of Juvenile Justice



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The Need for PBIS

- Power struggles between youth and staff and a need to “change the dialogue”
- Staff not specifying or modeling expected behaviors
- Lack of consistency in managing youth behaviors by different disciplines in the facility
- Facility culture and behavior management system primarily focused on negative consequences with little to no positive reinforcement
- A need to improve the facility environment/climate



The Need for PBIS (continued)

- Previous behavior management program was ineffective:
 - Based on a token economy
 - Point cards used ineffectively and easily manipulated by youth
 - Accounting of points was cumbersome and complicated
 - Candy and supplies were only incentives, which in turn were used as currency
 - Limited range of possible incentives outside of snacks



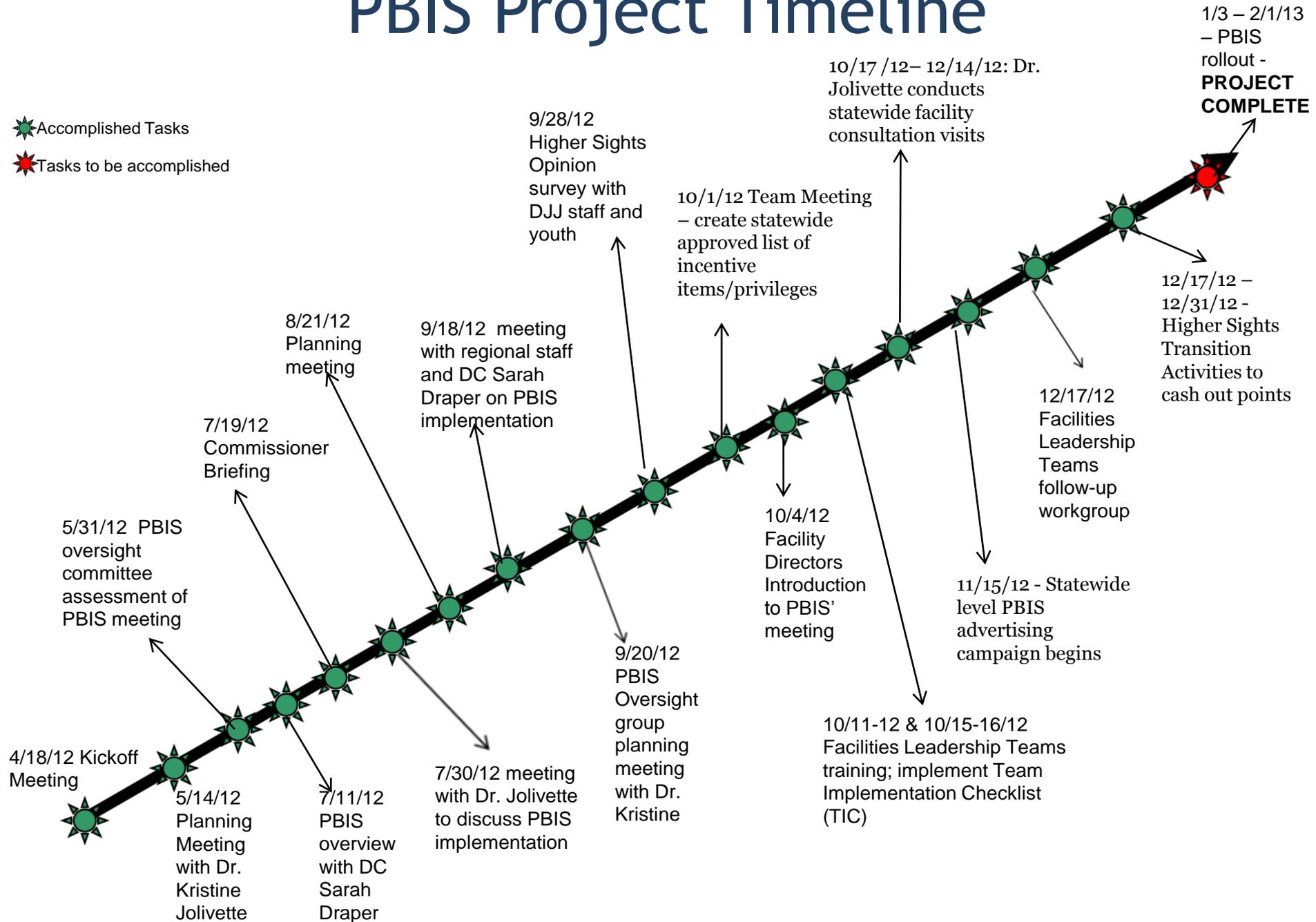
Overview of Department of Juvenile Justice (DJJ) Facilities

- 27 secure facilities in Georgia:
 - 7 Youth Development Campuses (YDCs)
 - 20 Regional Youth Detention Centers (RYDCs)
- Facility Capacities:
 - 80–200 beds in YDCs
 - 30–200 beds in RYDCs
- Approximately 1,900 youth in detention on a given day



PBIS Project Timeline

- ★ Accomplished Tasks
- ★ Tasks to be accomplished



Implementation Variables to Consider

- Maintaining safety and security
- All disciplines in the facility need to be onboard (i.e. education, mental health, counseling, medical, security, Administration, etc.)
- Needed to develop an approved menu of reinforcement items
- Maintaining some consequences to address negative behaviors
- We developed a process and committee that will determine what support the youth needs



Our Teams

- **Transition Team** - For youth at the Primary (Universal) level in PBIS. To assign/coordinate services and review of services.
- **Focused Team** – A problem solving meeting to address the needs and behaviors of youth on Special Management Plans for Behaviors of Concern, Behavior Contacts or youth who are at-Risk -- i.e., PBIS Secondary (At-Risk) and Tertiary (High-Risk)



PBIS Review

A Transition Team determines which PBIS Tier is most appropriate for each youth:

- Developed the “*PBIS Radar Report*,” which includes a roster of all youth and information about behavioral indicators over the past week
- Referral by review of *PBIS Radar Report* Includes:
 - Serious Incident Reports
 - Disciplinary Reports
 - Alternative Education Placement Model (AEPM)



PBIS Review (continued)

- Youth who have any behavioral indicators are considered to be in the “**Red Zone**”:
 - Are considered for placement in the secondary or tertiary tier, depending on the frequency, severity and persistence of the behavior.
- Team reviews youth in the **Red Zone** each week and considers whether the youth needs to move to another tier for increased support and/or behavioral interventions.

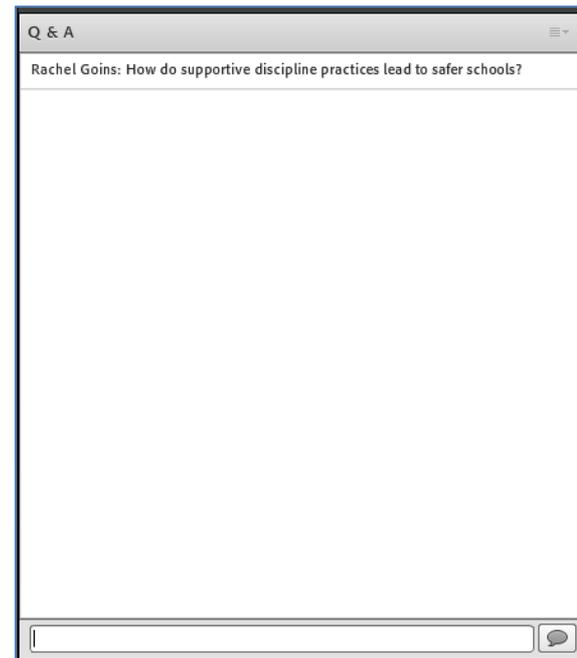


Where We Are Now

- All staff have been trained.
- Teams have developed their Facility Wide PBIS Plans and are implementing throughout the state.
- Regional Administrators are being trained on monitoring fidelity to PBIS Framework.
- Facilities are being trained on how to analyze incident and behavioral data at local level.
- Facility-wide Evaluation Tools (FETs) will be conducted in March and June to track progress of PBIS program at each site.



Questions?



If you have a question for the presenters, please type it in the Q&A Pod or email sttac@air.org during the Webinar.



Resources

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