



Alternatives to Suspension

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Stephanie Martinez

Therese Sandomierski



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Agenda

- Why develop alternatives?
- What are some alternatives?
- Who can help?
- How can you make it happen?
- Open Forum



Why Worry?

- Goal is to change behavior
 - Data indicate suspension is not effective in changing behavior
 - Move away from consequences as “punishment”
 - Discipline means “to teach”
- Overrepresentation of minority & special education students
- Negative side effects: impedes academics, drop outs, school disengagement

(Peterson, http://www.mslbd.org/Admin_Conference/Peterson%2010-6-06.pdf)



What else can we do?

- Mini-Courses
- Community Service/Service Learning
- Behavior Monitoring
- Behavior Contracts
- Cool-Off Passes
- Reflective Activities
- Alternate Schedule
- Restitution
- Restorative Justice
- Peer Mediation/Teen Court
- Referral to Community Agencies/Diversion Programs
- “New and Improved” ISS, Saturday School, Detentions
- Loss of Privileges

Mini-Courses

- Student studies (often independently) a specific topic
- Combination of videos, readings, research, etc.
 - YouTube, popular movies, TV shows, etc...
 - Blackboard, Illuminate, I-Tunes, etc...
- Consider a test on the content of the course
- Can be developed for any age level or behavior



Ideas for Courses

- Specific Skills:
 - How to disagree respectfully
 - How to calm down when angry
 - Alternative responses during tense situations
 - How to organize your time
 - Skillstreaming, PREPARE curricula can help break down the specific actions involved in these skills



Ideas for Courses

- Concept-Level topics:
 - Variations in respectful behavior across cultures
 - Research the pros and cons of a rule
 - What might happen without the rule?
 - Why is it important to have a rule like “X” in place?
 - Identify current or historical events where a public figure violated a similar behavioral norm
 - What happened as a result of that person’s behavior?
 - Are there similarities to the student’s situation?



Community Service/Service Learning

- During a set time frame, but not during school hours
- Helps to build ties to the community and maybe another positive adult role model
 - Environmental clean up
 - Tutoring younger students
 - Assisting community service agencies
- Student links their service to one of the school's expectations and presents on the outcomes



Behavior Monitoring

- Student must self-monitor their own behavior
- They must get teachers' agreement on their ratings
- Must meet with guidance, dean, AP, etc on a weekly basis to review
- Could be included with ongoing counseling



Behavior Report Card

Adapted from Crone, Horner & Hawken (2004)

Name: _____ Lisa Overton _____

Date: __2/1/08__

Points Possible: __72__

Points Received: __55__

% of Points: __76__

Rating Scale: 3=Good day 2= Mixed day 1=Will try harder tomorrow

Goal Achieved? Y N

GOALS	HR	1 st	2 nd	3 rd	4 th	L	5 th	6 th
BE RESPECTFUL	3	2	3	1	1	3	3	3
BE RESPONSIBLE	3	2	3	1	1	3	2	2
BE PREPARED	3	1	3	3	1	3	3	2

Teacher Comments: I really like how...

Parent Signature(s) and Comments: _____

FLPBS Tier 2 Excel Tool

Percentage Calculator

Enter total # of points POSSIBLE here:

Enter total # of points EARNED here:

Percent Total Points =

Remember to **SAVE** your work!

	James	0	0	0	0	0
DATE	Percent Total Points	Percent Total Points	Percent Total Points	Percent Total Points	Percent Total Points	Percent Total Points
8/24/2009						
8/25/2009						
8/26/2009						
8/27/2009						
8/28/2009						
8/29/2009						
8/30/2009						
8/31/2009						
9/1/2009						

“Tier 2 Spreadsheet 2009.2010” available at:

http://flpbs.fmhi.usf.edu/resources_targetedgroup.asp

Behavior Contracts

Guidelines

- Focus on one behavior
- Developed collaboratively with student
- Realistic time frame, requirements
- Identify reward if meets contract
- Identify negative consequence if contract is broken
- Sample templates: Tough Kid Toolbox,
<http://www.behavioradvisor.com/Contracts.html>,
<http://special.ed.about.com/library/templates/contract2.pdf>,
http://www.teachervision.fen.com/tv/printables/MENC_contract.pdf,
<http://www.usu.edu/teachall/text/behavior/LRBIpdfs/Behavioral.pdf>



Sample Behavior Contract

Sample Behavior Contract

Contract between _____ and _____ Date _____
(student) (teacher)

Description of behavior problem:

Description of desired behavior:

Plan for behavior change:

Rewards or consequences of contract:

Monitoring and evaluation of contract:

Comments:

Signed _____ Date _____
(student)

Signed _____ Date _____
(teacher)

Copies to: _____

<http://www.teachervision.fen.com/classroom-discipline/printable/6767.html>

Cool-Off Passes

- For students who have difficulty managing frustration
- Student receives “X” number of passes for the week
- Pass gets them to the front office where they can cool down & reflect
- If student has passes left at the end of the week, they can earn a reward



Reflective Activities

- Student must reflect on what happened, what could be done differently next time, develop a plan
- Can be combined with any of the alternatives mentioned
- Follow up with student at regular intervals



Alternate Schedule

- Elementary Schools: have one teacher in AM and one teacher in PM
- Secondary:
 - if there is an elective the student really enjoys they have to earn the ability to go to the elective daily
 - if a preferred elective is on a wheel the student does not rotate and combine with above
 - if a preferred elective is not for that particular grade level allow the student to enroll & combine with above



Restitution

- Students have to make amends for what they did wrong
- Fix, repair or clean up on their own time
- Must get approval of the person(s) who they offended and their approval of completion



Restorative Justice

- Students presents their case before a community (or school-based) court
 - Panel of judges
 - Majority opinion wins
- Judges trained in alternatives to suspension, provide rationale for their opinion
 - Community partners should be involved
- Obtain parent & student agreement beforehand
- Court's decision is binding



Peer Mediation/Teen Court

- Peers are trained to hear both sides of the situation
- They decide the outcomes
- Both parties must agree to abide by the outcomes
 - Kids come up with very creative ideas!



Referral Community Agencies/Diversion Programs

- If it is an ongoing problem identify community agencies that can assist, must complete their program
- Helps to build ties to the community and maybe another positive adult role model
- Diversion programs
 - First time offenders for drugs, tobacco, alcohol, etc.
 - Must complete the program and have continued follow-up



“New and Improved” ISS, Detentions, Saturday School

- All incorporate a component on social skills instruction
- ISS-assigned maximum # days but can work towards getting out early by meeting specific criteria
 - Restitution, apologies, community service
- Saturday School
 - Parent training component
 - Early-Release Days may be another option



Loss of Privileges

- During rule violations student isn't earning rewards
- Temporarily lose parking privileges
- Sports: Can participate in practice sports but sidelined during the game (work this out with the coach in advance)
- Have to eat lunch in the cafeteria instead of outside
- Have a special club and if student gets referral cannot be club for set amount of time



Establish a Re-entry Process

- Whatever is decided, make it a priority
 - Buy-in from staff referring, parents and students
 - When a student returns to the teachers class the first day a neutral party mediates re-entry
 - Teacher-Student-Administration meet to problem solve & teach before returning to class
 - Helps to heal relationship between the student & teacher



Who are some people you can tap into to help?

- Local Community Agencies
- School Resource Officer
- Probation Officer/Truant Officer (if applicable)
- School Social Worker
- Child's Case Worker (if applicable)
- Parents, family members
- Administrator***

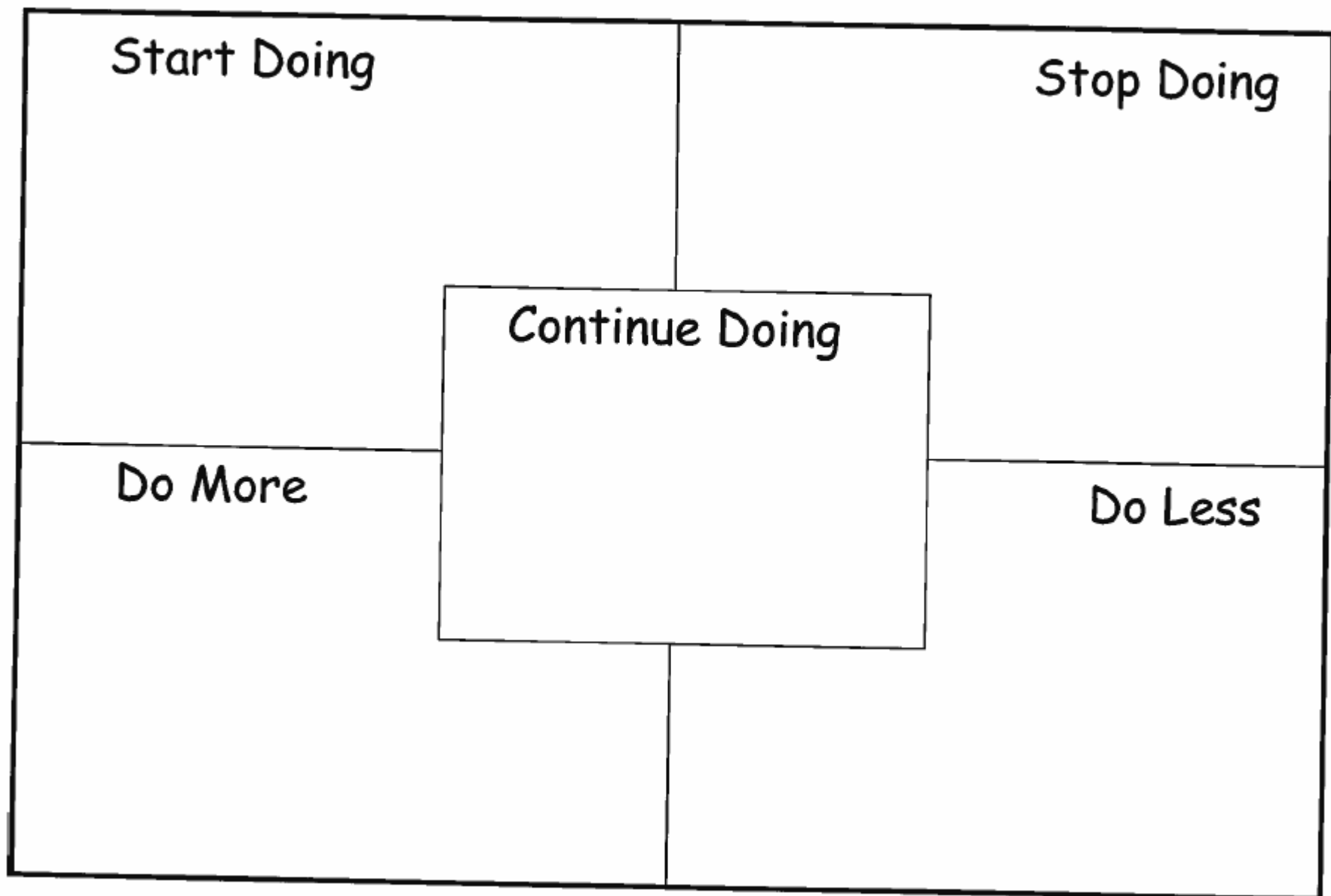


How can you make it happen?

- Key is administrator
 - Willing and sees as a need
 - Committed to making behavioral change
 - Creative and outside the box thinking
 - Planning & organizing in advance
 - Has support from the district



In the areas of policy related to behavior and discipline, we should. . .



Open Forum

- What are some questions you have?
- What are some other things you have tried that have worked for you?



Contact Information and Resources

FLPBS:RtIB Project

- Phone: (813) 974-6440
- Fax: (813) 974-6115
- E-mail: flpbs@fmhi.usf.edu
- Website: <http://flpbs.fmhi.usf.edu>

OSEP TA Center on PBIS

- Website: www.pbis.org

Association on PBS

- Website: www.apbs.org

