THE TIME IS NOW!!!!

ADDRESSING BEHAVIORS THAT CONTRIBUTE TO SUSPENSION AND EXPULSION

D. JOE OLMI, PH.D.

DIRECTOR, THE USM SCHOOL OF PSYCHOLOGY

JUST A BIT ABOUT ME…

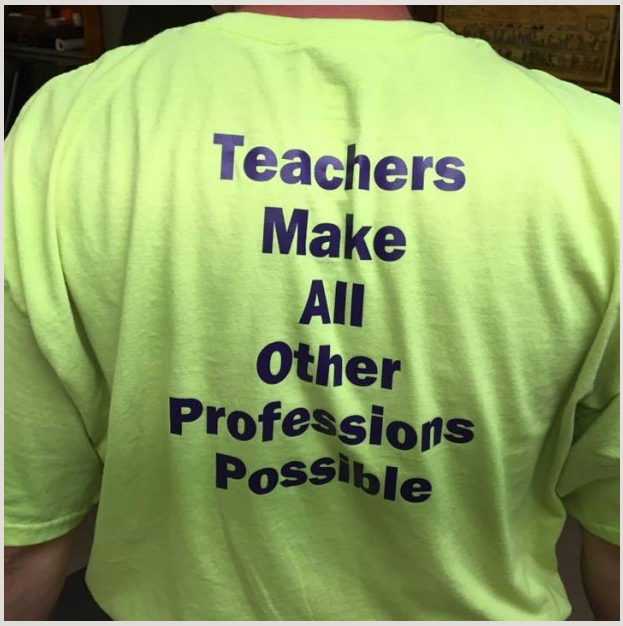
- B.S. in Educational Psychology/Social Studies
- M.S. in Educational Psychology (School Psychology emphasis)
- Ed.S. in Educational Administration (Secondary Principalship)
- Ph.D. in Educational Psychology (School Psychology Specialty)
- Pre-doctoral Internship at the University of Nebraska Medical Center in Omaha, NE
- Beginning my 28th year in the Program/Department
- Ten years as Department Chair/School Director
- 2.5 years as a middle school classroom teacher (Social Studies)
- 7 years as a School Psychologist in south Louisiana
- First K-12 teaching position was in Tehran, Iran way back when…

CONSULTATION EXPERIENCES

- Alternative school systems redesign
- Juvenile justice systems redesign
- General and special education instructional settings system design
- Classroom systems and individual behavior support plan design
- Parent behavioral training with families
- Individual child behavior therapy
- Advocacy

ACKNOWLEDGEMENTS OF SOURCES

- Attendance Works 2014 slide presentation*
- Work of my previous graduate students
- My work done with school districts across Mississippi and Louisiana
- A thousand conversations had with professional colleagues, fellow professionals in the field, and countless presentations attended over the years related to juvenile justice, PBIS, effective consultation in the schools, systems interventions, etc.


Teachers
Make
All
Other
Professions
Possible

CAUTION
MEN AT WORK
Women work all the time-
Men have to put up signs when they work.

MTSS/RTI IS TRULY NOTHING NEW!

SCHOOL-WIDE/INDIVIDUAL SYSTEMS FOR STUDENT SUCCESS
MS POLICY 4300

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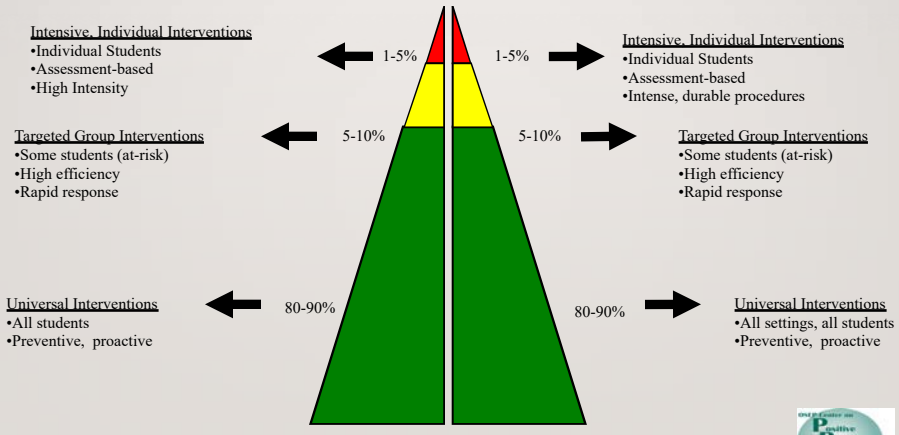
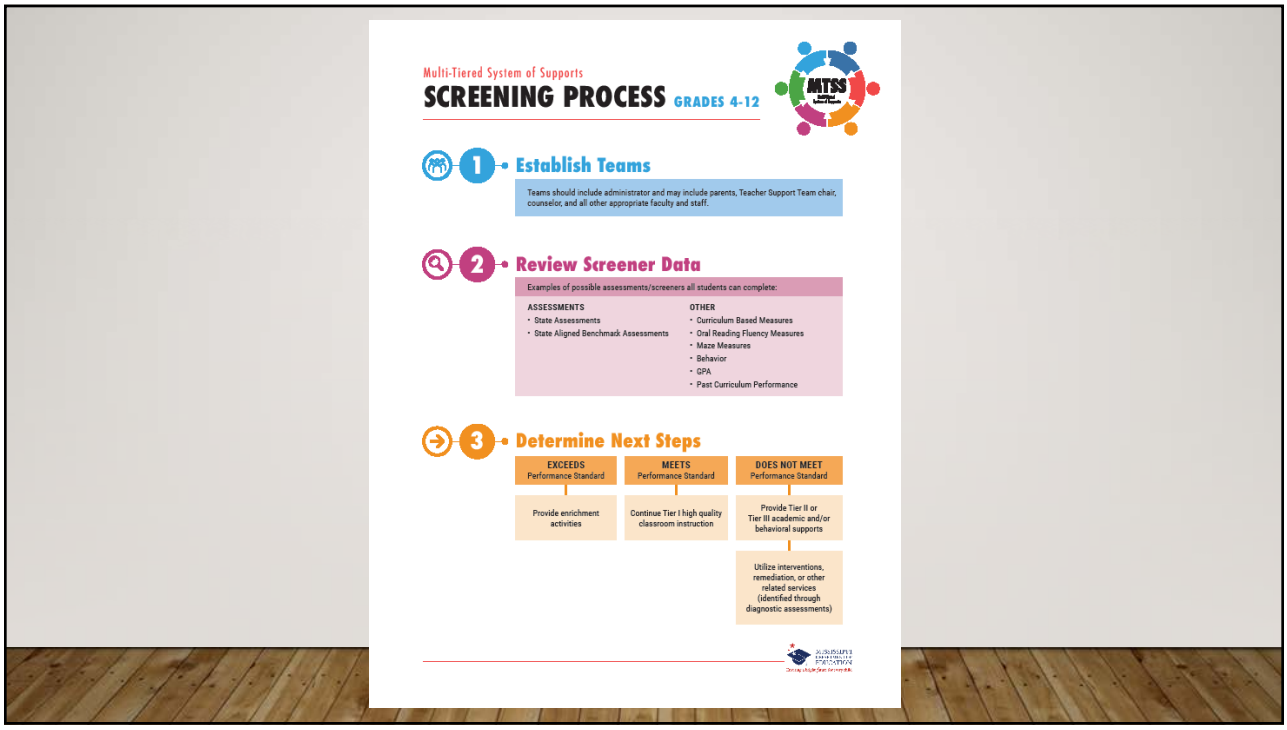
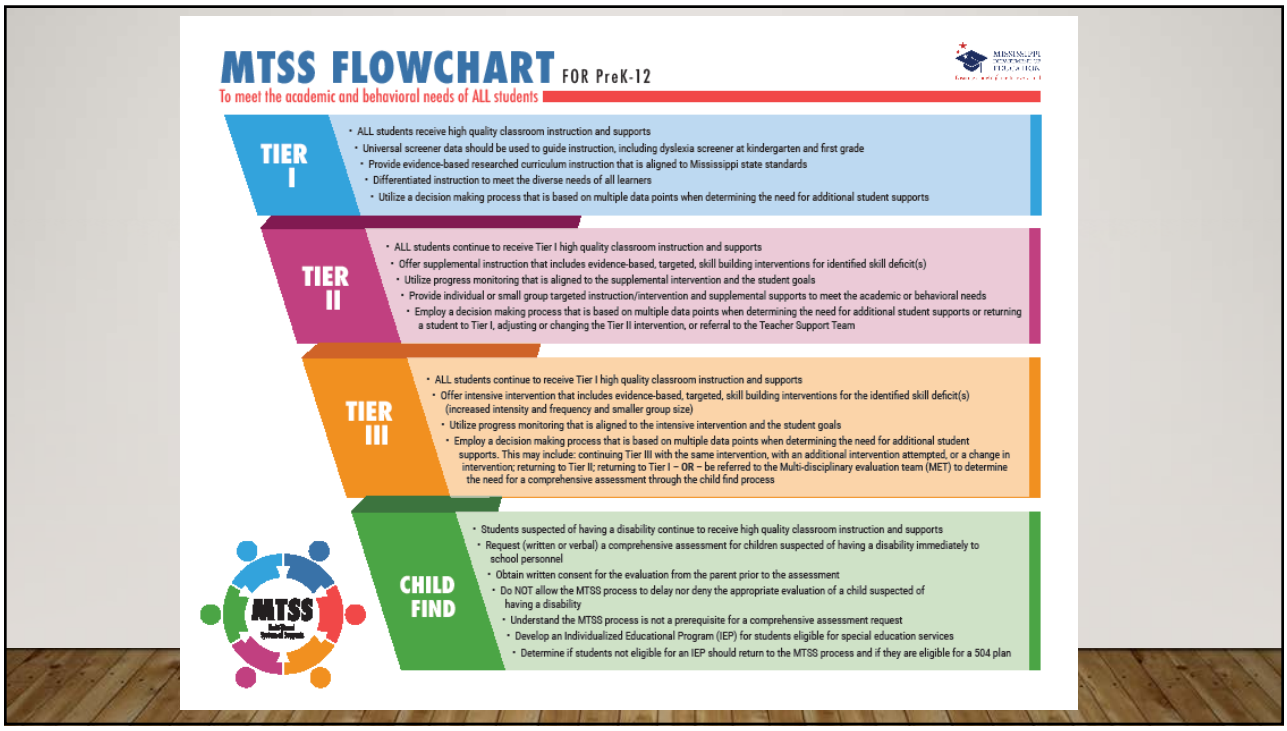
Academic Systems | **Behavioral Systems**




Multi-Tiered System of Supports
SCREENING PROCESS GRADES 4-12
MTSS
1 Establish Teams
Teams should include administrator and may include parents, Teacher Support Team chair, counselor, and all other appropriate faculty and staff.
2 Review Screener Data
Examples of possible assessments/screeners all students can complete:
ASSESSMENTS
• State Assessments
• State Aligned Benchmark Assessments
OTHER
• Curriculum Based Measures
• Oral Reading Fluency Measures
• Maze Measures
• Behavior
• GPA
• Past Curriculum Performance
3 Determine Next Steps
EXCEEDS Performance Standard
Provide enrichment activities
MEETS Performance Standard
Continue Tier I high quality classroom instruction
DOES NOT MEET Performance Standard
Provide Tier II or Tier III academic and/or behavioral supports
Utilize interventions, remediation, or other related services (identified through diagnostic assessments)


MTSS FLOWCHART FOR PreK-12
To meet the academic and behavioral needs of ALL students
TIER I
• ALL students receive high quality classroom instruction and supports
• Universal screener data should be used to guide instruction, including dyslexia screener at kindergarten and first grade
• Provide evidence-based researched curriculum instruction that is aligned to Mississippi state standards
• Differentiated instruction to meet the diverse needs of all learners
• Utilize a decision making process that is based on multiple data points when determining the need for additional student supports
TIER II
• ALL students continue to receive Tier I high quality classroom instruction and supports
• Offer supplemental instruction that includes evidence-based, targeted, skill building interventions for identified skill deficit(s)
• Utilize progress monitoring that is aligned to the supplemental intervention and the student goals
• Provide individual or small group targeted instruction/intervention and supplemental supports to meet the academic or behavioral needs
• Employ a decision making process that is based on multiple data points when determining the need for additional student supports or returning a student to Tier I, adjusting or changing the Tier II intervention, or referral to the Teacher Support Team
TIER III
• ALL students continue to receive Tier I high quality classroom instruction and supports
• Offer intensive intervention that includes evidence-based, targeted, skill building interventions for the identified skill deficit(s) (increased intensity and frequency and smaller group size)
• Utilize progress monitoring that is aligned to the intensive intervention and the student goals
• Employ a decision making process that is based on multiple data points when determining the need for additional student supports. This may include: continuing Tier III with the same intervention, with an additional intervention attempted, or a change in intervention; returning to Tier II; returning to Tier I – OR – be referred to the Multi-disciplinary evaluation team (MET) to determine the need for a comprehensive assessment through the child find process
CHILD FIND
• Students suspected of having a disability continue to receive high quality classroom instruction and supports
• Request (written or verbal) a comprehensive assessment for children suspected of having a disability immediately to school personnel
• Obtain written consent for the evaluation from the parent prior to the assessment
• Do NOT allow the MTSS process to delay nor deny the appropriate evaluation of a child suspected of having a disability
• Understand the MTSS process is not a prerequisite for a comprehensive assessment request
• Develop an Individualized Educational Program (IEP) for students eligible for special education services
• Determine if students not eligible for an IEP should return to the MTSS process and if they are eligible for a 504 plan
MTSS

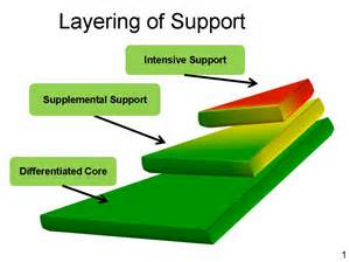
POINTS TO PONDER

- The success of any intervention effort has as its base a ***sound Tier I foundation*** (behaviorally and academically).
- ***Qualified personnel*** who know the kids and want to be in those positions are a must.
- ***Integrity of implementation of evidence-based programming is required.***
- ***Data-based progress monitoring*** at the individual and program level is the only way to evaluate any program.

MTSS/RTI

- MTSS/RTI may be described as the following:
  - Students are provided with generally effective instruction (academics and social behavior) by their classroom teacher;
  - progress is monitored;
  - those who do not respond get something else, or something more, from their teacher or someone else;
  - again, progress is monitored;
  - those who still do not respond either qualify for special education or special education evaluation.

RTI ADVANTAGES



- RTI models represent an opportunity to provide early intervention and/or pre-referral services to reduce inappropriate referral and identification, and to establish a prevention model for students to eliminate the "wait and fail" model in place in many schools.

Source: Fletcher, Coulter, Reschly, & Vaughn, 2004

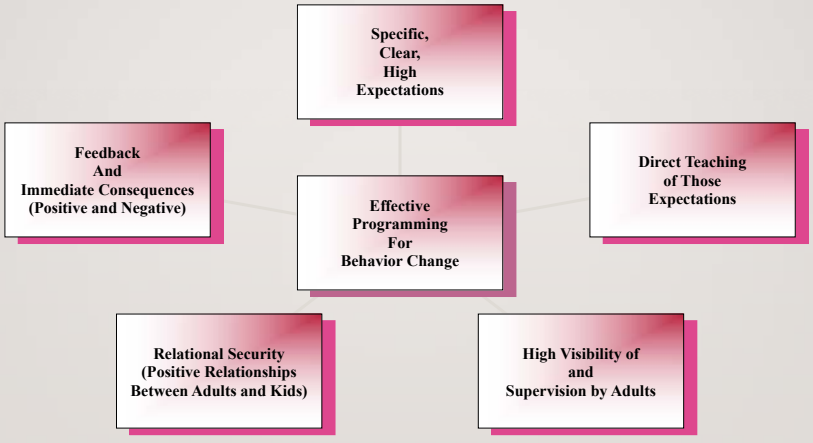
RTI ADVANTAGES

- RTI shifts focus from eligibility concerns to concerns about providing effective instruction (academic and behavioral).
- More appropriately and immediately addresses the instructional needs of students who are difficult to teach, as opposed to the current model of waiting until they have failed in school.

THE FOUNDATION OF INTERVENTION PLANNING

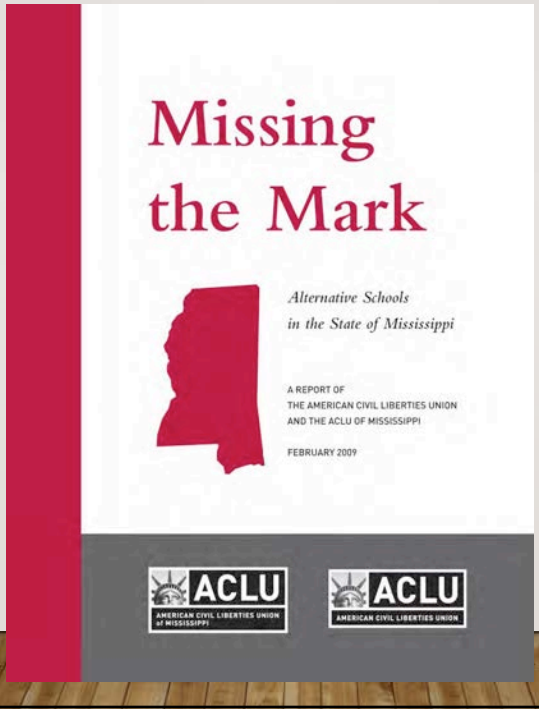
- ***Eliminate the need for the negative behavior on the part of the child.***
- ***By altering the child's environment, you eliminate the reinforcement/acknowledgement received for that behavior. This is why your FBA is so important.***

EFFECTIVE PROGRAMMING RECIPE



BUT, IF WE FAIL TO FRONT-END LOAD…

School-to-Prison Pipeline



ESSENTIAL FINDINGS RELATED TO OUR ALTERNATIVE SCHOOL PROGRAMS

1. **Our system is punitive and exclusionary**
   - Failure to focus on remediation and direct instruction
2. **Not transparent or accountable**
   - Not data-based (a more accurate depiction)
3. **The system is small, but growing**

ESSENTIAL FINDINGS

4. **Our system disparately impacts African American students, students with disabilities, and males.**
5. **Our systems are deficient in key program areas (general lack of empirical support)**
   - Academic programming, social and behavioral services, counseling and mental health services; programming is punitive and staffing is inadequate.

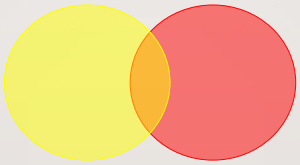
ESSENTIAL FINDINGS

6. Lack of adequate outcomes; general absence of data; "warehousing"
7. Our programs contribute to dropping out
8. Inadequately trained staff

If a child doesn't know how to read.....we teach.
If a child doesn't know how to swim.....we teach.
If a child doesn't know how to multiply...we teach.
If a child doesn't know how to behave... we punish?

John Herner

BASIC ASSUMPTIONS OF ALL CHILDREN AND HOW TO ADDRESS



Behavioral (Skill) Deficits

Direct Instruction:
Academics
Social Skills
Adaptive Behaviors

Performance (Motivational) Deficits

Incentive Systems:
PBIS
Token Economies
Contingent Praise
CICO

REGARDING STUDENT BEHAVIOR

- 2013-14 Civil Rights Data Collection
  - 2.8 million K-12 students received one or more OSS (20% decrease for 2011-12)
  - Black preschool children 3.6 times as likely to be suspended in comparison to white kids.
  - K-12, black students nearly four times as likely to be suspended. Twice as likely to be expelled.
  - Kids with disabilities more than twice as likely to be suspended; two thirds of total number of students who are secluded from classmates or restrained
  - More than 20% of high schools lack any school counselor!
  - 1.6 million attend a school with a SRO, but no school counselor.
  - 13% of all students were chronically absent in 2013-14
  - http://www2.ed.gov/about/offices/list/ocr/docs/crdc-2013-14.html

ATTENDANCE WORKS DEFINES…

- Chronic absence: missing 10% or more of school days for any reason

- Excused absences
- Unexcused absences
- Suspensions
  - In-school
  - Out-of-School

DATA SUGGEST…

- Higher absences among economically disadvantaged
- Higher absences in larger school districts/larger schools fueled by anonymity
- Higher absences in schools where students do not feel they are supported by teachers
- Relationships with teachers impact student absences
- Higher absences in systems that have a poor MTSS (Multi-tiered Systems of Support) for behavior and academics
- Higher absences in systems that engage punishment as the primary tool for student management

The practices of suspensions and expulsions are not effective *(if such practices worked wouldn't we be doing less of them?).*

MORE…FROM IES INDICATORS OF SCHOOL CRIME AND SAFETY: 2017

- During 2015-16
  - 37% of public schools (31,100) took at least one serious disciplinary action
    - OSS of 5 days or more (72% of total events)
    - Expulsion (4% of total events)
    - Transfer to specialized school (24% of total events)
- On a related note, rates of preschoolers being suspended is higher than K-12 students.

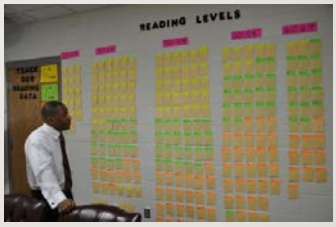
MORE…CHARTER SCHOOLS, CIVIL RIGHTS AND SCHOOL DISCIPLINE: A COMPREHENSIVE REVIEW

- In 2011-12, charter schools and OSS
  - Higher than public for all students, students with disabilities, and students without disabilities.
  - Higher for SWD than SWOD by as much as 33 percentage points at some sites.
  - The suspensions were for behaviors deemed a manifestation of their disability.

THE FOLLOWING ARE MORE THAN OFTEN CONSEQUENCES, NOT INTERVENTIONS…

- Grade Retention
- Suspension (ISS or OSS)
- Expulsion
- Alternative Education Programming that is poorly designed…

DO YOU KNOW YOUR DATA?



Attendance Matters
...every school day counts!

YOUR DATA

- Lost days of instruction:
  - Teacher absences
  - Excused absences
  - Unexcused absences
  - In school suspension
  - Out of school suspension
  - Expulsion
- Absences/lost days of instruction by school
- Who are your frequent flyers?
- Academic levels of those students
- Categories by male/female
- Month of year/Day of week/period of day/student absences/teacher absences
- Month by teacher/student absences

SOME INTERESTING POINTS TO PONDER…

- 2018 Article from the Center for American Progress
  - 3%: National rate of absence for full-time wage/salaried American worker
  - 5.3%: Rate of absence for teachers
  - Teachers are ***the*** most important factor in student academic success.

ADDITIONAL POINTS…

- OCR (Civil Rights Data Collection) dataset released in 2012 of 2009-10 school year
  - 36% of teachers nationally were absent more than 10 days
  - 15.2% higher than in charter schools
  - 33.3% of high school teachers absent more than 10 days
  - 33.7% of elementary school teachers absent more than 10 days
  - 37.8% of middle school teachers absent more than 10 days
  - Rates are even higher for schools with high percentages of students of color
  - Nationally, the financial cost is at least **$4 billion** annually

OF NOTE REGARDING TEACHER ABSENCES

- Females absent more than males
- Teachers with longer commutes absent more
- Lax leave policies result in more teacher absences
- The more paid leave, the higher teacher absenteeism
- The more absent the teacher's colleagues, the more absent the teacher
- New teachers absent less often than more experienced peers (the more job security, the more absences)
- Fewer absences if the teacher had to report directly to the principal
- More frequent absences on Mondays/Fridays
- Teacher absenteeism contributes to student absenteeism

FINANCIAL IMPACT OF TEACHER ABSENTEEISM

- Substitute teacher expenditures
- Personnel costs (larger districts have a department devoted solely to hiring subs)
- Management of software devoted to finding subs
- Processing costs for subs (fingerprinting, background checks)
- High turnover rate among substitutes
- The costs of academic supports to those students who falter academically due to teacher absenteeism
- The related costs of academic retention
- The costs to special education for IDEA assessment for students who falter academically, but who are still referred for assessment

LET THIS SINK IN…

- Student with unsatisfactory attendance:
  - 4 days/quarter or 12/180 days per year
- Teacher absences range from 8-10%/year or 14.4-18 days/year
- Over the course of the child's 13-year academic career:
  - 12 days lost instruction + 9 teacher absent days (5% of 180 days) = 21 lost days/year
  - 13 years = 273 days; total days in 13-year career = 2,340 (273/2,340 = 11.3%)
  - **1.521 of 13 years lost to absenteeism**

TIME SPENT IN DISCIPLINE…IS IT SINKING IN?

- **Discipline Referral:**
  - Administrator: 10 minutes
  - Student: 20 minutes X Total Students in Class
    - *Example: 24 students X 20 min = 480 lost min of instruction for the class*
- **Suspension:**
  - Administrator: 45 minutes
  - Student: up to 6 hours

- Scott, T. M., & Barrett, S. B. (2004). Using staff and student time engaged in disciplinary procedures to evaluate the impact of school-wide PBS. *Journal of Positive Behavior Interventions, 6,* 21-27.

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AN EXAMPLE

- Olmi Elementary
  - 500 kids
  - 1000 write ups/ODRs
  - 100 suspensions
- 10,000 Administrator minutes (write ups)
  - 25.6 days
- 20000 student minutes**
  - 51.2 days
- 4500 Administrator minutes (suspensions)
  - 10.71 days (7 hour day)
- 300 student hours
  - 92 days

- **36.31 Total Administrator Days**
- **143.2 Total Student Instructional Days Lost**

EFFECT OF ABSENTEEISM

Elementary Absences

- Lower academic achievement
- Grade retention
- Special education referral
- More suspensions

Secondary Grade Absences

- Course failure
- Drop out
- Fewer career opportunities
- Lower college persistence (11% persist to Y2 college as opposed to 51%)

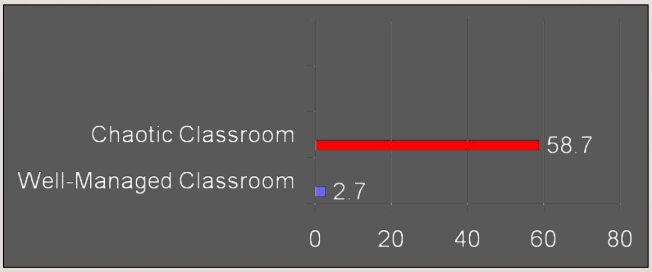
- Loss of instruction to capable learners because teacher has to focus on academic/social needs of chronically absent

WHY IS IT IMPORTANT?

"The probability of remaining a poor reader at the end of fourth grade, given a child was a poor reader at the end of first grade, was .88 .... the probability of remaining an average reader in fourth grade, given an average reading ability in first grade, was .87." (Juel, 1988)

ADDITIONAL RATIONALE, SHOULD YOU NEED MORE…THE ODDS

- Baltimore Longitudinal Data on Top 25% Aggressive First-Grade Boys: Risk of Being Highly Aggressive in Middle School (Kellam, Ling, Merisca, Brown, & Ialongo, 1998)



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AN ALTERNATIVE…

Positive Behavior Intervention and Supports (PBIS)

WHY THE NEED FOR A CHANGE IN APPROACHES?

- The effects of punitive approaches have been less than stellar
- Takes far more energy for educators to implement systems that have as their foundations punitive responses
- Burnout of staff is higher under such systems *(just ask our assistant principals!)*

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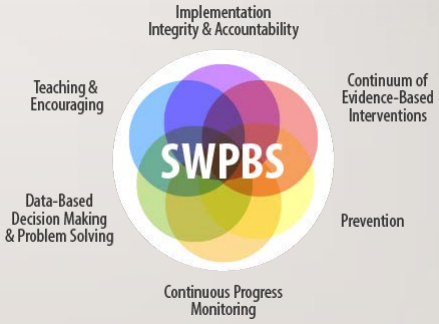
PBIS/SWPBIS IS NOT…

- Just a token…
- Is not a class party…
- Is not a Friday store…



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PBIS FOCUSES ON . . .

- **Teaching** desired behaviors
- **Modeling** desired behaviors
- **Practicing** desired behaviors
- **Acknowledging** desired behaviors

3-5 year effort

Whereas,

- Traditional child management procedures focus on the elimination of undesired behaviors with punishment.

SCOTT AND BARRETT, 2004

	Baseline Year	Year 1	Year 2
Discipline Referrals	608	108	46
Student Suspensions	77	32	22
Administrator Time Saved (Days)		10.4	11.7
Student Instructional Time Saved (Days)		72.7	86.2
Monetary Savings		$9,106.92	$10,667.74

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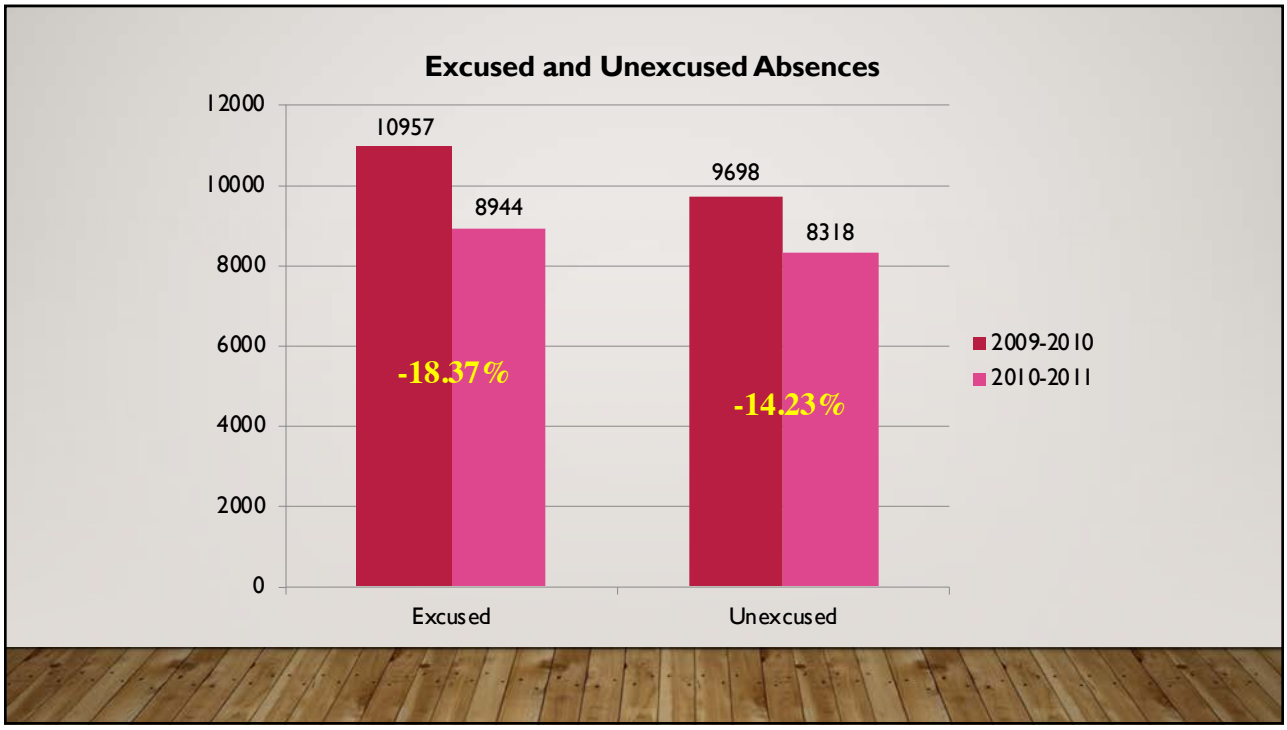
PBIS IMPLEMENTATION GOALS

- ☑ Establish PBIS teams
  - ☑Construct PBIS Manuals
    - ☑ Purpose Statement/Mission Statement
    - ☑ School-Wide Behavior Expectations
    - ☑ Behavioral Expectation Teaching Strategies
    - ☑ Establish Incentive/Acknowledgement Programs
    - ☑ Standardized Discipline Ladder
    - ☑ Strategies for Utilizing Data
    - ☑ Plan for Sustaining PBIS (training of new staff; new student orientation; educating parents, etc.)
- ☑Establish support from administration, principals, teachers, faculty, and staff
- ☑Create new Office Referral Form (if applicable)



AN EXAMPLE OF *SUPPORTS…*

- 1 R = Planning appointment scheduled by staff with referring officer/staff person (mediation)
- 2 Rs = Above + Attend 1 group meeting with appropriate personnel (given weekly) for all juveniles with 2+ Rs regarding behavioral expectations (re-instruction)
- 3 Rs = Above + "Check-in/Check-out" Am/Pm daily meetings with student-chosen staff member (pre-correction)

- *Slide content courtesy of Lisa Hammel*

SUPPORTS…

- 4 Rs = Above + "Check & Connect" weekly 1-hour mentoring with assigned staff member
- 5 Rs = Above + "Yellow Zone" group remedial behavior class - 4x weekly during student's lunch/supervisory period. Must attend 8 sessions with 0 Rs to exit. No privileges until exit.

ADVANTAGES OF POSITIVE BEHAVIOR SUPPORT MODELS

- *Proactive, preventive*
- Enhances academic performance of individuals and groups of individuals
- Applicable to individual students, classrooms, whole schools
- Applicable to preschool, elementary, middle, high schools, and alternative schools

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WHAT MUST WE DO AND STOP DOING?

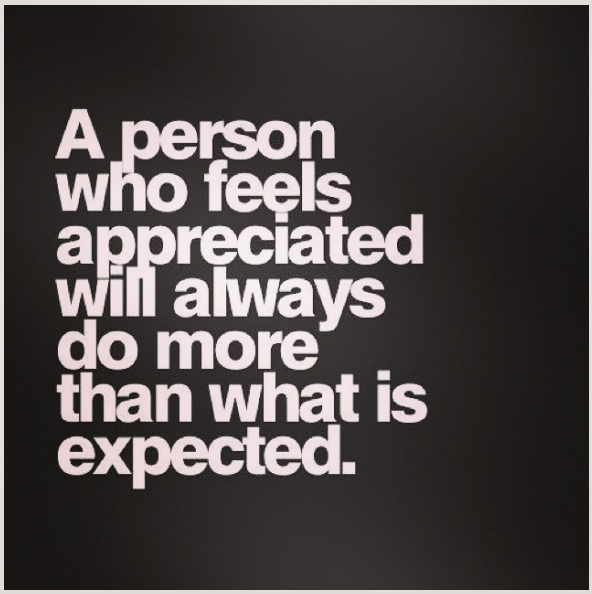
- We as universities must do a better job of training our pre-service teachers in the areas of academic instruction and classroom management. WE HAVE TO DO BETTER BY YOU!
- We have to implement Policy 4300 with integrity.
- We have to become aware of our implicit biases!
- We have to **stop** using the phrase "best practice." Everything that we do should be "appropriate practice."
- We have to have qualified support personnel in place; it has to be a priority of our policy makers.

IMPORTANT DEFINITIONS ONE MUST FULLY UNDERSTAND…

- Reinforcement defined:
  - Any consequent event that strengthens a behavior (increases the likelihood of that behavior being repeated under similar circumstances)
  - The most common of errors…
    - What can you say about the consequent event if behavior is not strengthened?

IMPORTANT DEFINITIONS ONE MUST FULLY UNDERSTAND…

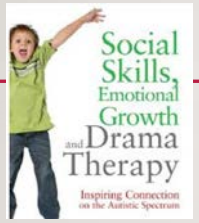
- Punishment defined:
  - Any consequent event that decreases the frequency of a targeted behavior
  - The most common of errors…
    - What can you say about the consequent event if frequency of behavior does not decrease?

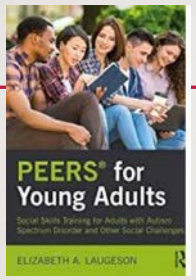


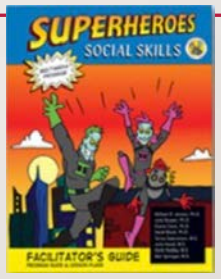
MOST COMMON FUNCTIONS OF BEHAVIOR IN SCHOOL SETTINGS

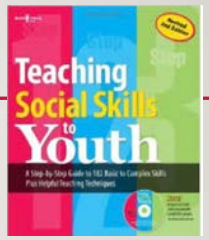
- ***Access to…***
  - ***Teacher Attention***
    - Positive
    - Negative
  - ***Peer Attention***
    - Positive
    - Negative
  - ***Preferred Activities***
- ***Escape/Avoidance/Delay/Reduction***
  - Social Attention
  - Task Demands/Assignments (Non-preferred activities)

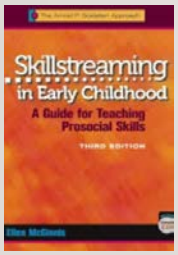
SOCIAL SKILLS PROGRAMS

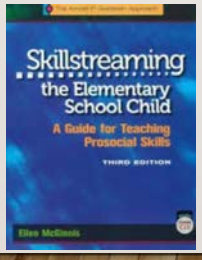


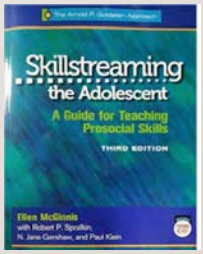












CASE REVIEW STANDARDS (BEHAVIOR INTERVENTION PLANS)

1. *Documented Reason for Referral*
   - *The reason for referral must be tied back to classroom problems/behaviors that prevent the student from being successful.*
2. *Evidence of parent involvement (if not, an adequate indication of why not)*
3. *Evidence of student involvement when appropriate*
4. *Operational definition of problem behavior*
   - *John fails to follow teacher delivered instructions in the classroom setting within 5 seconds of delivery. Last week he received 6 office discipline referrals for display of the behavior.*

CASE REVIEW STANDARDS (BEHAVIOR INTERVENTION PLANS)

5. *Replacement behavior defined (what do we want the child to be doing that will assist him with being successful in the classroom setting)*
   - *John will comply with teacher delivered instructions within 5 seconds of delivery.*
6. *Baseline behavior (quantitative)*
   - *Last week John received 6 office discipline referrals for noncompliance with teacher delivered instructions.*
   - *During a 20-minute observation, John was observed to be noncompliant with 65% of teacher delivered instructions in the classroom setting.*
   - *Rate of behavior*

CASE REVIEW STANDARDS

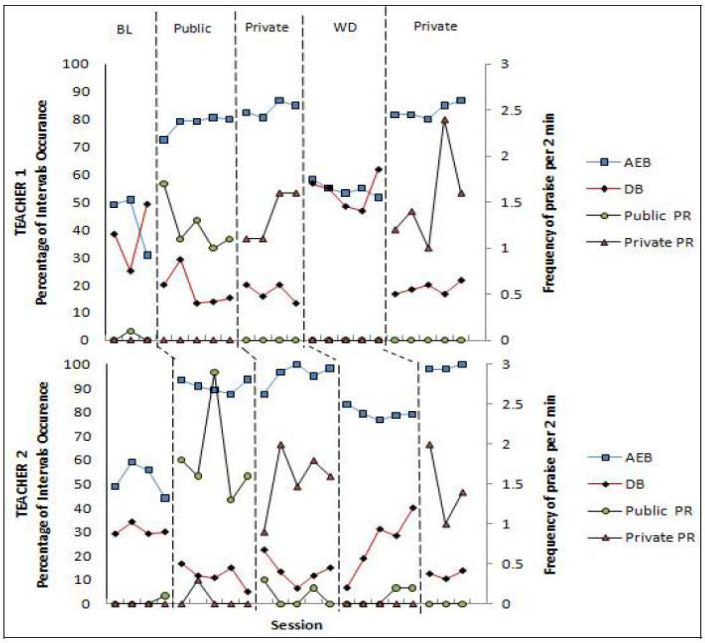
7. The Intervention
   - *Procedural detail (enough detail that a substitute teacher could implement with some assistance/training)*
   - *Plan for reinforcement/acknowledgement of display of replacement behaviors (this will avoid punitive, reactive plans)*
   - *Method of measurement noted in the detail (what data will be gathered to suggest intervention effectiveness)*
   - *Progress monitoring evidence readily noted*
   - *Graphic representation of response to the intervention*
   - *Assessment of treatment integrity (someone verifies that the intervention was conducted with integrity)*

CASE REVIEW STANDARDS

8. Timelines and dates
   - All documents dated
     i. Start date of intervention
     ii. Indication of when progress monitoring will occur or when it did occur
9. Signatures and positions of all pertinent participants
   - Including parent(s)/guardian(s)/child (when appropriate)

BLAZE, 2011

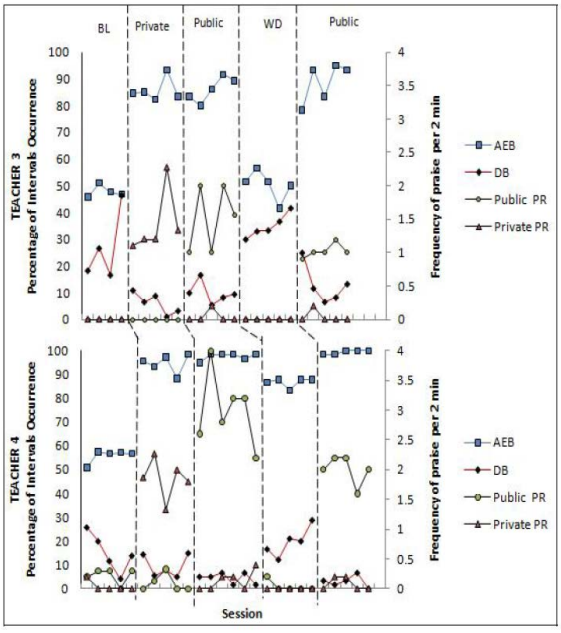
Figure 1



BLAZE, 2011

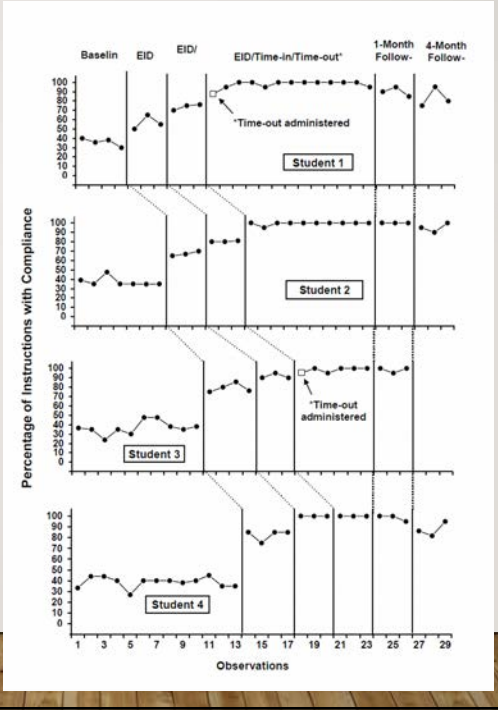
Blaze, J.T., **Olmi, D. J.**, Mercer, S.H., Dufrene, B.A., & Tingstrom, D.H. (2014). Loud versus Quiet Praise: A Direct Behavioral Comparison in Secondary Classrooms. *Journal of School Psychology, 52,* 349-360.

Figure 2



EID, Time-In, and Time-Out

Ford, A. D., Olmi, D. J., Edwards, R. P., & Tingstrom, D. H. (2001). The sequential introduction of compliance training components with elementary-aged children in general education classroom settings. School Psychology Quarterly, 16, 142-157.



TEACHER-ADMINISTERED PRAISE

- White, 1975
- Summarized 16 studies involving 104 teachers/classrooms across grades one through twelve
- Decreasing trend in teacher praise from elementary to secondary classrooms
- Elementary teachers responded to student behavior more frequently with praise and reprimands than teachers in secondary classrooms.

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TEACHER-ADMINISTERED PRAISE

- White, 1975
- Across grades, teachers responded to *academic behavior* more often with praise than reprimands but responded to *general behavior* more often with reprimands than with praise.
- Teachers in first grade used praise most often for general behavior,
- Secondary teachers praised student general behavior infrequently, if at all.
- The rate of teacher praise was always lower than the rate of reprimands across all grade levels after grade two.

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POSITIVE AND NEGATIVE INTERACTIONS

- The Infamous 5:1 Ratio
- Gottman, 1994
  - Investigated interactions among married couples
  - A predictor of divorce was the frequency of negative to positive interactions
  - Couples who maintained an approximate ratio of 5 positive statements for every negative statement had more positive outcomes.
  - 4:1 ratio

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POSITIVE AND NEGATIVE INTERACTIONS

- The Infamous 5:1 Ratio
- Cook, Grady, Long, Renshaw, Codding, Fiat, & Larson, 2017 (Journal of Positive Behavior Interventions)
  - Supports the training of teachers on the 5:1 ratio
  - Once implemented, the 5:1 ratio was effective in reducing disruptive behavior and increasing academic engaged time for elementary and middle school general education students

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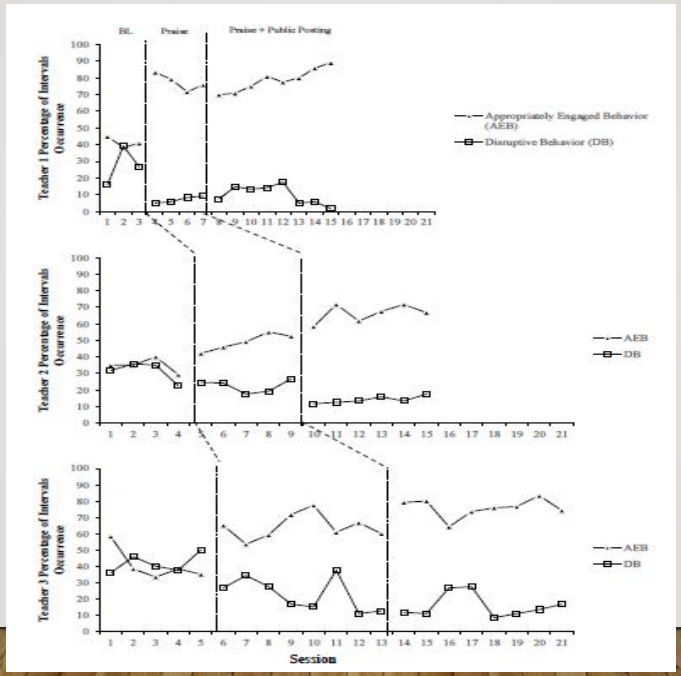


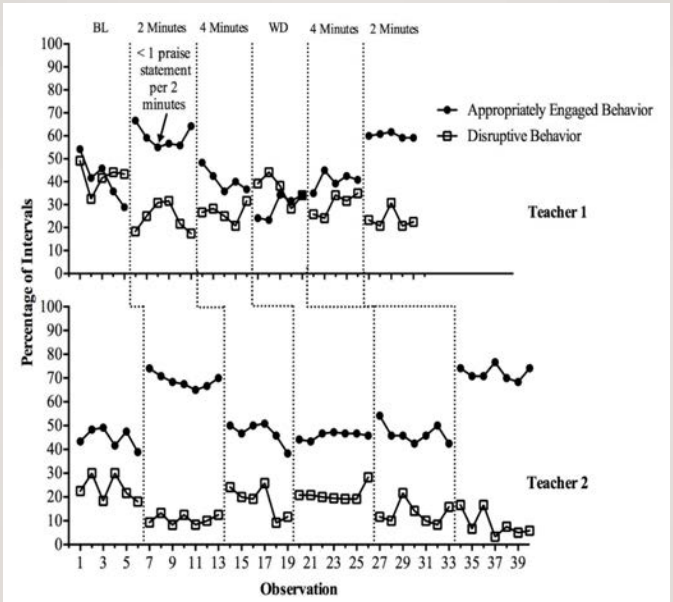


Figure 1. Percentage of intervals of AEB and DB across phases for Teachers 1 and 2 (BL = baseline, WD = Withdrawal).

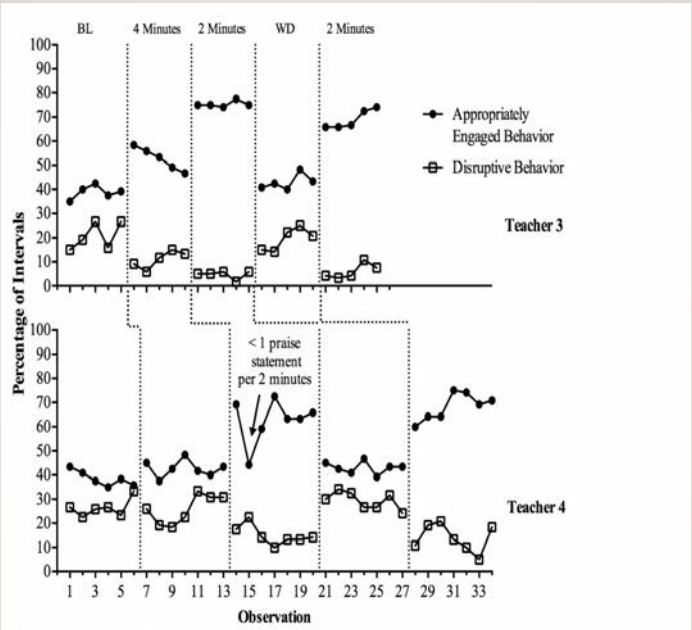
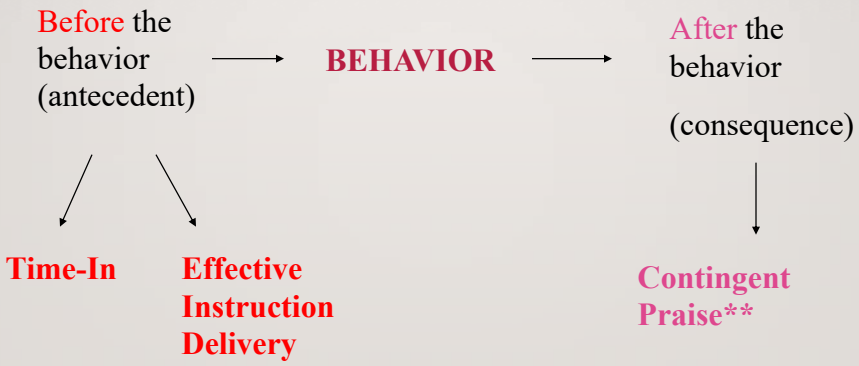


Figure 2. Percentage of intervals of AEB and DB across phases for Teachers 3 and 4 (BL = baseline, WD = Withdrawal).

INCREASING COMPLIANCE



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