

## A Promising Alternative to Out-of-School Suspensions

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### What Do We Know?

- OSS/EP = ineffective for changing student behaviors
- Most often used for non-threatening problem behaviors
- Students miss:
  - Academic instructional time
  - Social skill building time
  - Being a part of a larger learning community

### What Do We Know?

- Most frequently used with:
  - Students of color
  - Students from lower SES status
  - Students with disabilities
  - Students with academic deficits
- Harsh & disproportionate disciplined in schools for non-threatening behaviors linked to:
  - School failure
  - Drop-out
  - Substance use
  - Incarceration

### What Can We Change?

- Provide an in-school **instructional** alternative
  - Student-guided FBA
  - Skills coaching on appropriate behaviors
  - Academic support on classroom assignment
  - Reintegration plan w/ rehearsal
  - Transition supports w/ a restorative chat

## Logistics

- 1 Year pilot in 2 MS with high levels of exclusion
- 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
  - Restorative 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

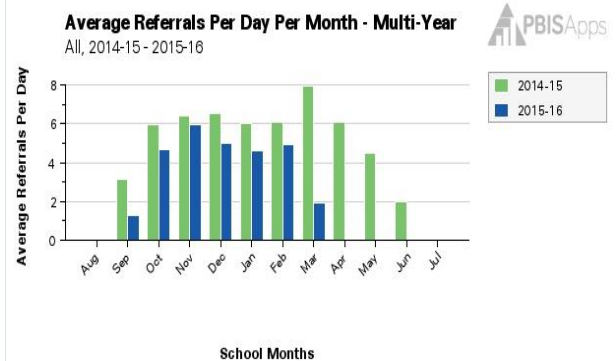
## Data Collection

- Collect preliminary data to document:
  - A reduction in ODRs (SWIS)
  - A reduction in EP (SWIS)
  - A reduction in the amount of time spent out of class (Tracking Sheets)
  - A system that is fair, equitable, feasible, and systematic (PIRS)

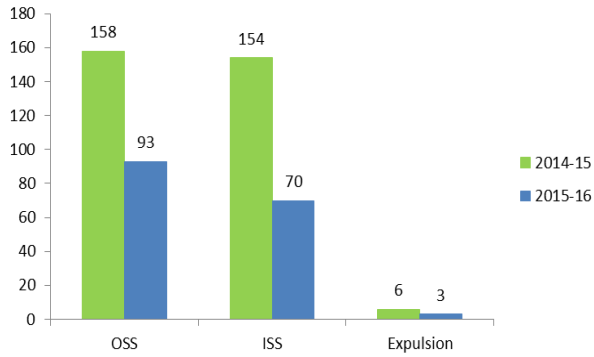
## School #1: Information

- 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

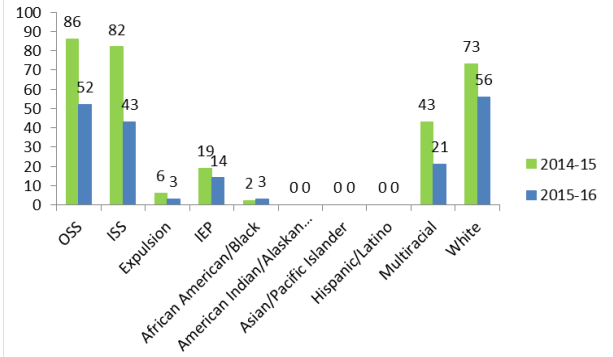
## School #1: Referral Rate



### School #1: Exclusion Rate



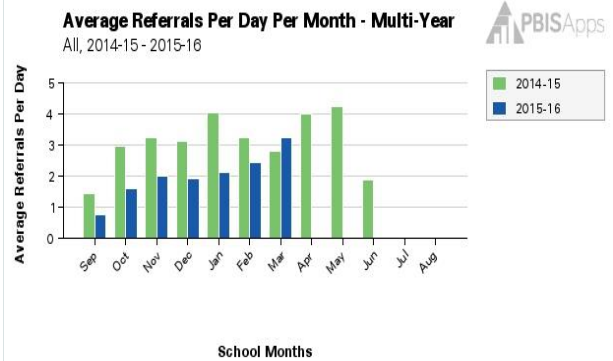
### School #1: Exclusion by Students

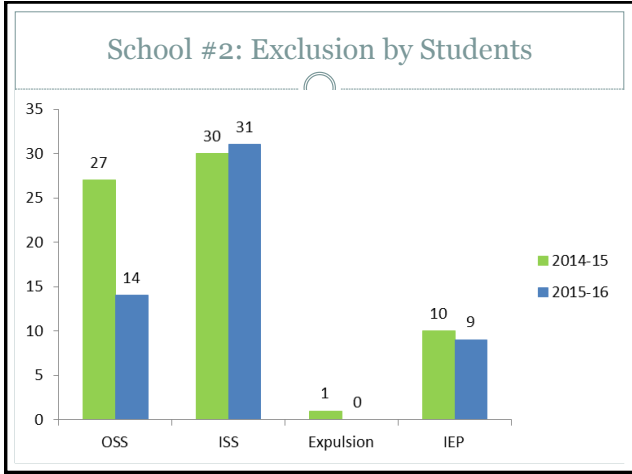
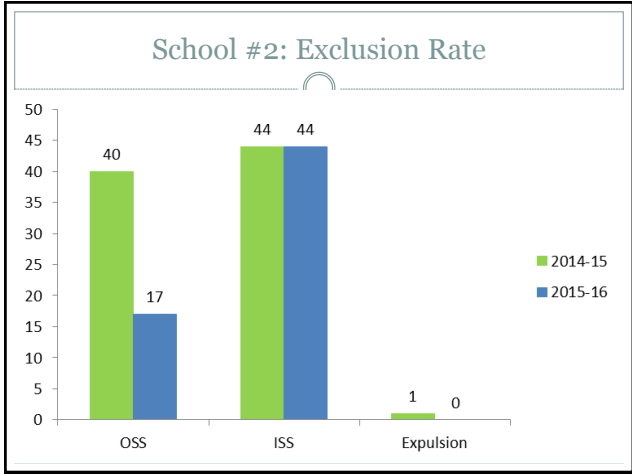


### School #2: Information

- 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

### School #2: Referral Rate





- ### Time out of Class
- School #1**
    - 2014-15: Students miss ~3 days of instructional time
    - 2015-16: Students miss ~57 minutes of instructional time
  - School #2**
    - 2014-15: Students miss ~1.5 days of instructional time
    - 2015-16: Students miss ~35 minutes of instructional time

### Restorative Chat Card

Dear [redacted]

I am sorry for passing a note around that was not read  
to you in the classroom

While in the office, I learned that this note was important to the lesson  
and was disrespectful to you

Therefore, I will work on not pass notes in class and listening to feedback  
when they are talking

Here is how I'm going to try and prevent the problem from happening again:  
By listening to what happens and  
asking my teacher very wisely

In order for me to be successful, here is the support I need from you:  
The support I need is help to get  
chose of a lesson that is challenge for me  
so I can hold the lesson

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

Sincerely, [redacted]

## 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 instructions.*
- The "room" 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.*

## Next Steps

- More thorough analysis of data
- Support schools with retraining
- Build support capacities across district coaches
- Scale up to a larger intervention study
  - Including measures of:
    - ✦ Student perceptions
    - ✦ Admin perceptions
    - ✦ Admin time

**Thank you!!!!!!!!!!!!**



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