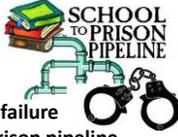






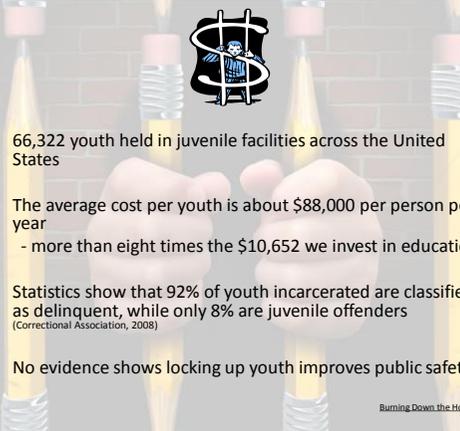
2016 Arizona Transition Conference
SESSION TOPICS



- Cost of confinement
- The effects expulsion and academic failure have on juveniles in the school to prison pipeline
- What is Restorative Justice and why should schools use it as an alternative to suspension and expulsion?
- Restorative Justice and PBIS work together
- An introduction to trauma based theory
- Strategies for Success and Evidence Based Practices (EBP)
- Communication between schools, families, and agencies

The High Cost of Juvenile Confinement





- 66,322 youth held in juvenile facilities across the United States
- The average cost per youth is about \$88,000 per person per year
 - more than eight times the \$10,652 we invest in education
- Statistics show that 92% of youth incarcerated are classified as delinquent, while only 8% are juvenile offenders (Correctional Association, 2008)
- No evidence shows locking up youth improves public safety

Burning Down the House, 2014

Youth Committed to Adult System



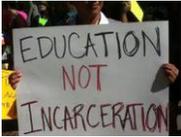
- Jailing young people costs state and local governments as much as \$21 billion annually
- Incarcerating youth costs an average of \$407.58 per person and \$148,767 per person per year U.S. News, Dec 9, 2014
- A recent study of 35,000 young offenders found that those who were incarcerated as juveniles were twice as likely to be locked up as adults

Burning Down the House, 2014



ZERO TOLERANCE POLICY

- There is no evidence that zero tolerance results in safer schools or an increase in academic achievement.
- Zero tolerance punishments put students at greater risk for:
 - Decreased connectivity to school
 - Increased participation in risky or illegal behavior
 - Poor academic achievement and school drop out



Mara Schiff, PH.D Peace Works Consulting, Inc. 2014

SUSPENSION AND EXPULSION

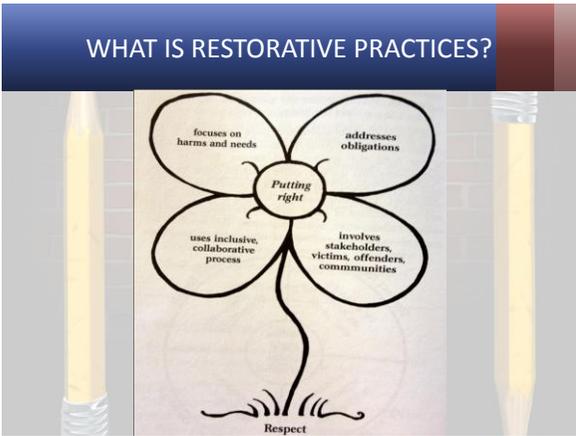
- In-school suspensions have equal negative impact on dropout rates
- Current suspension rate: 16% nationally
- \$35.74 billion estimated cost
 - No high school diploma means:
 - They earn less money and pay less in taxes
 - Less likely to have health insurance
 - Likely to have trouble with the law (prison, court costs)
 - Reliance on public assistance

NPR June 2, 2016



Alternatives
To
Suspension and Expulsion

“Caging men like animals...
then expecting them to become
better men is fallacious “
-Earl Warren



Restorative Justice empowers students to resolve conflicts on their own and in small groups.

The idea is to bring students together in peer-mediated small groups to talk, ask questions, and air their grievances.



<http://www.edutopia.org/blog/restorative-justice-resources-matt-davis>

BEHAVIOR FALLICIES

The “GET TOUGH” approach assumes that problem students.....

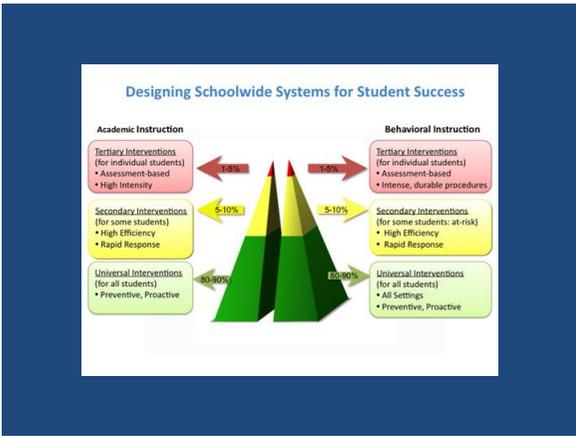
-are inherently “bad”
-will learn more appropriate behavior through increased use of aversive discipline
-will be better tomorrow, after the suspension

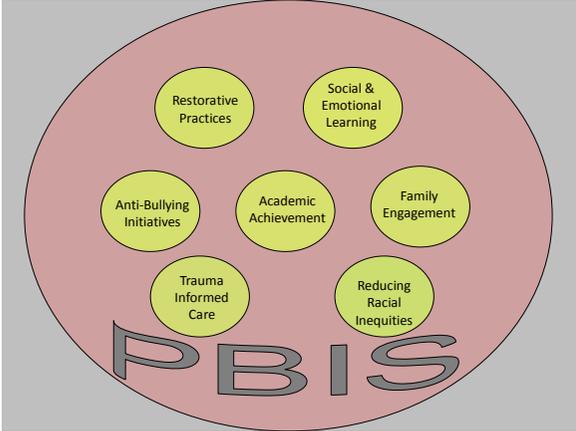
Kent McIntosh (2015)

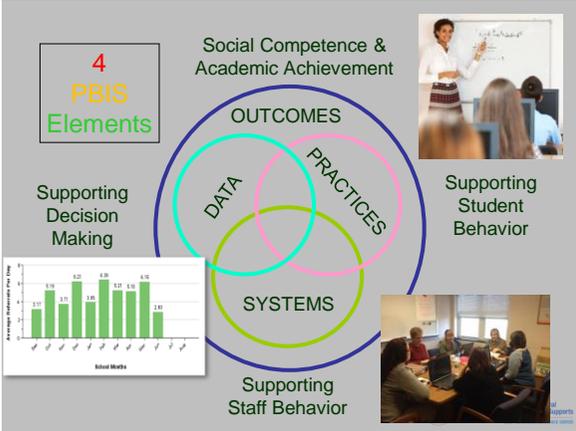
Restorative Practices	or	Expulsion/Suspension
<ul style="list-style-type: none"> Recognizes the purposes of misbehavior Addresses the needs of those harmed Works to put right the harm Aims to improve the future Seeks to heal Uses collaborative process <p><i>An investment of time that pays off with sustainable change</i></p>		<ul style="list-style-type: none"> Short term, temporary effects Not an individualized approach Can lead to drop out Students only behave when enforcer is near Feelings of anger Resentment toward the punisher Easy to blame the punisher rather than take responsibility A quick and easily administered punishment

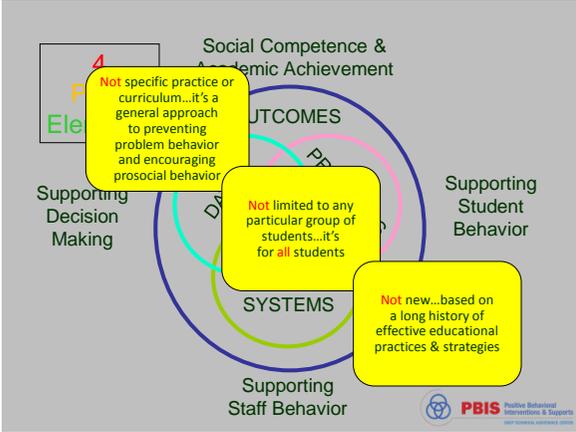


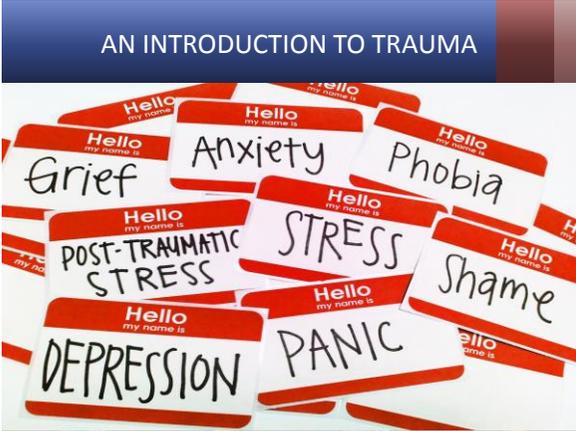












TRAUMA DEFINED

Trauma results from

- an event
- series of events
- set of circumstances

that is experienced by an individual as

- physically harmful
- emotionally harmful
- threatening

and that has lasting adverse effects on the individual's physical, social, emotional, or spiritual well-being.

Barb Iverson, M.C., N.C.C., 2016

These children are in your schools and your programs.

- Each year more than **10 million children** in the United States endure the trauma of abuse, violence, natural disaster, and other adverse events. More than 2/3 of children experience at least one traumatic event by the age of 16.
- In a national US survey, 39% of 12-17 year olds reported **witnessing violence**, 17% reported **physical assault** and 8% reported **sexual assault**. 75-93% of youth in juvenile justice systems have experienced some type of **trauma**.

Barb Iverson, M.C., N.C.C., 2016

Adverse Childhood Experiences

The three types of ACEs include

ABUSE	NEGLECT	HOUSEHOLD DYSFUNCTION	
Physical	Physical	Mental Illness	Incarcerated Relative
Emotional	Emotional	Mother treated violently	Substance Abuse
Sexual		Divorce	

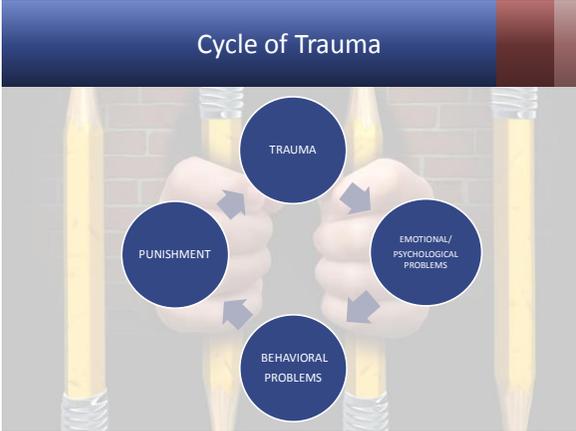
Possible Risk Outcomes:

BEHAVIOR				
Lack of physical activity	Smoking	Alcoholism	Drug use	Missed work
PHYSICAL & MENTAL HEALTH				
Severe obesity	Diabetes	Depression	Suicide attempts	STDs
Heart disease	Cancer	Stroke	COPD	Broken bones

rwjf.org, www.cdc.gov/ace/prevalence

Video clip





Trauma Informed Care

“Trauma sensitive schools benefit all children- those whose trauma history is known, those whose trauma will never be clearly identified, and those whose trauma will never be clearly identified, and those who may be impacted by their traumatized classmates”

Barb Iversen, M.C., N.C.C.



Strategies for Success and EBP



Definition of "Evidence Based"

"EBPs are practices that are supported by multiple, high quality studies that utilize designs from which causality can inferred & that demonstrate meaningful effects on student outcomes."

Cook & Cook. 2013

There's no magic bullet...the effectiveness of responses hinges not solely on individuals, but also on whether school cultures:

- Facilitate relationships between students and educators
- Have open communication
- Provide opportunities for school-family collaboration
- Promote cultural awareness
- Offer professional development to help teachers manage stress

Dana Ashley, American Educator (2015)

Guiding Questions for a Restorative Approach

The Little Book of Restorative Discipline for Schools - Amstutz, Mullet

- 1 Who has been hurt?
- 2 What are their needs?
- 3 Whose obligations are they?
- 4 What are the causes?
- 5 Who has a "stake" in this?
- 6 How can things be put right?

Four Cornerstones of Restorative Justice

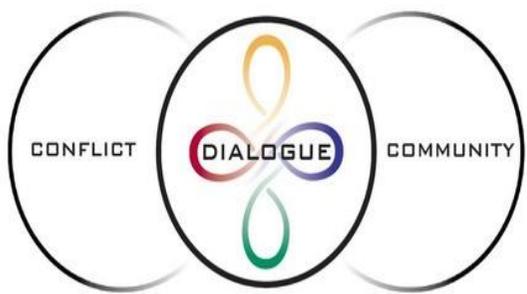
1. **Inclusion** of all parties
2. **Encountering** the other side
3. **Making amends** for the harm
4. **Reintegration** of the parties into the community

Prison Fellowship International, 2016

Circles help us learn how to "be in a good way" with each other, and they give us a place and time to practice this positive way of being.

- Circles draw on our best values;
- Circles help participants respond from one's best self;
- Circles build community;
- Circles create a space for deep listening and being heard;
- Circles generate mutual understanding and respect;
- Circles honor all voices equally;
- Circles make decisions by consensus;
- Circles cultivate mutual support;
- Circles honor the gifts, knowledge, talents, and experiences that each participant brings.

From Living Justice Press www.circle-space.org



Classroom Circle

Starting the Circle 5-10 minutes	<ol style="list-style-type: none"> 1. Arrive (circle keeper centers self) 2. State the purpose of the circle 3. Open the Circle 4. Teach and Remember Circle Guidelines 5. Make and Remember Agreements
Doing the Work of the Circle 15-30 minutes	<ol style="list-style-type: none"> 6. Connection: Check in Round with Talking Piece; 7. Core Activities: <ul style="list-style-type: none"> • Community Building/Connection • Restorative Practices Content or Deeper Connection. 8. Closure: Check out Round
Ending the Circle 5 minutes	<ol style="list-style-type: none"> 9. Close the circle 10. Debrief with colleagues

POP QUIZ:

Who has the most influence over students in school?

- a) Parents
- b) Teachers
- c) Congress
- d) Peers



School-wide & Class-wide Systems

1. **Define** school-wide expectations (i.e., values, social competencies)
2. **Teach and practice** expectations
3. **Monitor and acknowledge** prosocial behavior
4. Provide **instructional** consequences for problem behavior
5. Collect information and use it for **decision-making**

Good expectations ...

...fit with the culture of your students, families, community, and staff.

Big Joe



If we don't teach expectations at the beginning of the year, we are going to be teaching them throughout the year.

Expectation	At SCHOOL it looks like...	At HOME it looks like...	In my NEIGHBORHOOD it looks like...
Be Safe	<ul style="list-style-type: none"> Keep hands and feet to self Tell an adult if there is a problem 		
Be Respectful	<ul style="list-style-type: none"> Treat others how you want to be treated Include others Listen to adults 		
Be Responsible	<ul style="list-style-type: none"> Do my own work Personal best Follow directions Clean up messes 		

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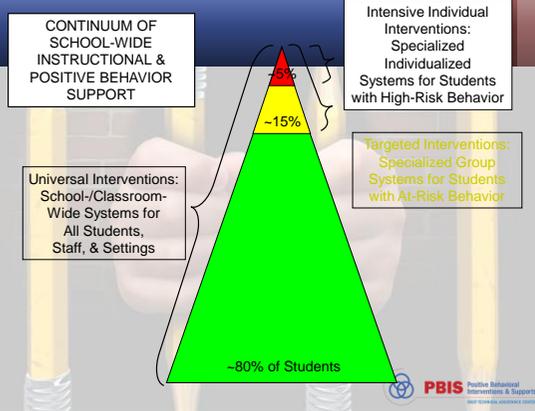
Specific Expectation

During _____ at school, the expectation is for me to _____.

At home this looks like...	At school this looks like...	Questions I have about how it looks at school...

How do we make sure that the behaviors we teach are learned?

We look for it and acknowledge it when we see it.



Big Idea #5

Stress Reduction Kit



Invest your time in what is most likely to work.

Websites to Steal Stuff From

- www.pbis.org
- www.pbisapps.org
- www.pbisvideos.com
- www.pbisca.org
- www.pbiscaltac.org
- www.modelprogram.com
- www.pbissmissouri.org

