SESSION TOPICS

- What is the School-to-Prison Pipeline?
- Statistics
- Restorative Practices
- Introduction to Trauma-Based Practices
- Trauma, Compassion, and Resiliency
- Strategies for Compassionate Classroom Practices
The School-to-Prison Pipeline

A metaphor encompassing the various issues in our education system that results in students leaving school and becoming involved in the criminal justice system.
The Issues

“It arises from low expectations and engagement, poor or lacking school relationships, low academic achievement, incorrect referral or categorization in special education, and overtly harsh discipline including suspension and expulsion, referral to law enforcement, arrest, and treatment in the juvenile justice system”.

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
Are Our Children Being Pushed into Prison?

**The Pipeline to Prison:** The U.S. has the highest incarceration rate in the world, and its prisons and jails are overwhelmingly filled with African Americans and Latinos. The paths to prison for young African-American and Latino men are many, but the starting points are often the school and foster care systems.

**From School to Prison**

- Students of color face harsher discipline and are more likely to be pushed out of school than whites.
- 40% of students expelled from U.S. schools each year are black.
- 70% of students involved in “in-school” arrests or referred to law enforcement are black or Latino.
- 3.5x Black students are three and a half times more likely to be suspended than whites.
- 2x Black and Latino students are twice as likely to not graduate high school as whites.

**From Foster Care to Prison**

- Youth of color are more likely than whites to be placed in the foster care system, a breeding ground for the criminal justice system.
- 50% of children in the foster care system are black or Latino.
- 30% of foster care youth entering the juvenile justice system are placement-related behavioral cases (e.g., running away from a group home).
- 25% of young people leaving foster care will be incarcerated within a few years after turning 18.
- 50% of young people leaving foster care will be unemployed within a few years after turning 18.
- 68% of all males in state and federal prison do not have a high school diploma.
- 70% of inmates in California state prison are former foster care youth.

**The Color of Mass Incarceration**

- 61% of incarcerated population
- 30% of U.S. population

One out of three African-American males will be incarcerated in his lifetime.
One out of six Latino males will be incarcerated in his lifetime.
Victimization and Neglect

- Juveniles involved in serious chronic offending were more likely to have families with multiple problems and where subject to neglect.
- Research indicates a systematic approach is needed in schools to help these students to become more bonded.
- As educators we should be aware that students who experience trauma at home, are diagnosed with a disability with little support systems and low attachment to school will more likely fail and drop out of school.
Youth who have been admitted to juvenile detention centers often struggle with a range of issues years after being detained.

Researchers tracked more than 1,800 youth from a Chicago Detention Center, the average who were 18 years old. In interviews both 5 and 12 years after detainment, to see if youth had attained age-appropriate psychosocial outcomes in the years after detention.

The researchers discovered only 21.9% of males and 54.7% of females had attained positive outcomes in all eight domains.

Chronicle of Social Change, January 2017
THE EIGHT DOMAINS

- Educational Attainment
- Residential Independence
- Gainful Activity
- Desistance from Criminal Activity
- Mental Health
- Abstaining from Substance Abuse
- Interpersonal Functioning
- Parenting Responsibility
RESTORATIVE PRACTICES
What is Restorative Justice in Schools?

“Restorative Justice (RJ) is a powerful approach to discipline that focuses on repairing harm through inclusive processes that engages all stakeholders. Implemented well, RJ shifts the focus of discipline from punishment to learning and from individual to community”

www.rethinkingschools.org.
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-
The Skills of Restorative Practices

- Asking Questions
  - Going deeper
  - Drilling down
  - Identifying Problems

- Honest Expression
  - Speaking without judgment
  - Affective Statements
  - Trading Praise for gratitude

- The Art of Requests
  - Problem solving
  - Action plans

- Empathy
  - Listening without judgment
  - Re-assuring

- Mindfulness
  - Self-care
  - Presence
  - Modeling
Restorative Justice

The Criminal Justice system asks...

"What law was broken"?
"Who broke it"?
"How do we punish them"?

In Restorative Justice, practitioners ask...

"What needs have arisen based on that harm"?
"What harm was done and to whom"?
"Whose obligation is it to meet those needs"?
Restorative Justice Continuum

INFORMAL

- Affective Statements
- Affective Questions
- Small Impromptu Groups

FORMAL

- Group or Circle
- Formal Conference
Circles

- Used as a symbol of community
- Most flexible and distinctive form of restorative practices
- Creates connectivity and enhances the quality of teacher-student relationships
- A proactive process for building social capital and creating classroom norms
And maybe if he had been to one more circle,
Check-in and Check-out

Similar to tier 3 of PBIS, restorative circles can be used to check on each student at the beginning and/or ending of the day:

• How are we feeling today?
• What is one of your academic goals for the day?
• Make a commitment about your behavior in school?
• Review something you accomplished last week?
• How was your day?
• What was one thing you learned today?
Classroom Norms

• Circles can be used to engage students in the process of creating these norms.

• It then becomes a collaborative effort with shared ownership and responsibility.

• The more engaging you make the process, the more ownership students will take.

The Restorative Practices Handbook
Dropouts cost Arizona $7.6 Billion

- AZ Dept. of Education: 22% of 9th graders will not finish high school.

- AZ graduation rate ranks 43rd in U.S.

- The average cost per youth incarcerated, per year, is about $88,000 - more than eight times the $10,652 we invest in education.
INTRODUCTION TO
TRAUMA and
TRAUMA BASED
PRACTICES
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. Trauma is an injury to the brain, TBI.

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

Adverse Childhood Experiences (ACEs) are stressful or traumatic events, including abuse and neglect. They may also include household dysfunction such as witnessing domestic violence, family members who have substance abuse disorders, and physical or emotional abuse.

Samhsa.gov2017
TRAUMA CAN STEM FROM

- Physical, Emotional, or Sexual Abuse
- Childhood Abuse or Neglect
- Accidents and Natural Disasters
- Grief and Loss
- Witnessing Acts of Violence
Why is This Important?

Because ACEs are:
- Suprisingly common
- Occur in clusters
- The basis for many common public health issues
- Strong predictors of later social functioning,
- Well-being, health risks, disease, and death
Do You Recognize These Students?

• A ten-year old habitually falls asleep in class. This child is frequently awakened in the night by sounds of his mother groaning and pleading as his father strikes her repeatedly.

• A 16-year old doesn’t complete his homework. At home are two parents, one who drinks too much, the other has terminal cancer.

• An 11-year old whose frustrations explode into angry displays of emotion. He and his older sibling may be “taken away” from home because of violent behavior. Where will they sleep tonight? Will they be safe?
Cycle of Trauma

- Trauma
- Emotional/psychological problems
- Behavioral problems
- Punishment
• 60% of adults report experiencing abuse during childhood.
• 4 out of every 10 children have experienced a physical assault during the past year.
• Studies estimate 3.3 - 10 million children witness violence in their home each year.
• Out of 2000 juveniles surveyed, 93% had been exposed to one or more traumas.
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**.
Linda was a 16 yr. old female at Black Canyon School for adjudicated juveniles. She had been in and out of residential treatment centers because of her bleak and troubled family life, which was full of neglect, abuse and alcoholism. When Linda was 5 her father held a loaded shotgun to her mother’s head and threatened to kill her.
A self-portraiture of an abusive family
“Focusing on academics while struggling with trauma is like “trying to play chess in a hurricane”.

The Heart of Learning and Teaching, May 2016
THE 4 R’s of Trauma Practices

- REALIZES the impact of and potential for recovery
- RECOGNIZES the signs and symptoms
- RESPONDS by putting this knowledge into practice
- RESISTS re-traumatization
What Can We Do?

Grief
Anxiety
Phobia
Post-Traumatic Stress
Stress
Shame
Depression
Panic
3. A safe classroom with routines is a great comfort.

Kids who have experienced trauma and instability worry about what's going to happen next.

[Link to resource: Childhood Trauma: What every teacher needs to know]
Strategies for Compassionate Classroom Practices
What Can We Do?

- Changing the way we work with students who have behavior problems can help them gain resiliency to combat their trauma.
- Recognition that behavior can change, by creating a more student centered classroom.
- Hurtful or damaging behavior can create feelings of isolation and of being an outcast, leaving students more likely to drop-out.
- Build Relationships with your students
- To stop the School to Prison Pipeline we need to replace it with Empathy.
COLLECTIVE EFFORTS

Family

School

Community

Student
Specific Strategies

- Give students choices
- Increase level of support/encouragement
- Set clear, firm limits for inappropriate behavior and develop logical - rather than punitive – consequences
- Recognize that behavior problems may be transient and related to trauma
- Teach social and and emotional skills
The Way Schools Should Be...
THANK YOU

Thank You
Thank You
Thank You!!!!
Websites Witch to Steal Stuff From

- www.pbis.org
- www.pbisapps.org
- www.pbisvideos.org
- Schottfoundation.org/restorative-practices
- www.NCTSN.org
- https://acestoohigh.com/got-your-ace-score
- http://www.nctsn.org/resources/audiences/parents-caregivers/what-is-ct/12-core-concepts
Video Resources on YOUTUBE

- Creating Trauma Informed School
- Trauma Impact on schools” ACLU Delaware
- Trauma Sensitive Practices in Schools University of Min.
- YouTube: Childhood Trauma: What Every Teacher Needs to Know
- YouTube: The Power of Circles with Ethan Viets VanLear
- Resilient: The School Discipline Revolution in Walla Walla, WA
- A San Diego Principal Takes on Trauma
More Resources

- “The 12 Core Concepts For Understanding Traumatic Stress Responses in Children and Families”
  http://www.nctsn.org/resources/resources/parent-caregivers/what-is-cts/12-core-concepts

- “Suggestions for Educators: Child Trauma Toolkit for Educators”- www.NCTSN.org

- “What you might observe in High School students”-www.NCTSN.org

- “Tools for Promoting Educational Success and Reducing Delinquency”, National Association of State Directors for Special Education.
Even More Resources

- The Restorative Practices Handbook for Teachers, Disciplinarians and Administrators, by Bob Costello, Joshua Wachetel and Ted Waschtel

- Taking Restorative Justice to Schools, by J. Holtham

- The Little Book of Restorative Discipline for Schools, by Lorraine Stutzman Amstutz and Judy H. Mullett

- The Heart of Learning: Compassion, Resiliency, and Academic Success, [http://k12.wa.us/CompassionateSchools/HeartofLearning.aspx](http://k12.wa.us/CompassionateSchools/HeartofLearning.aspx)

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