Reducing Exclusionary Discipline Through Systems Change & Evidence-Based Practices

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INSTRUCTIONAL HOURS GAINED
Projected (50%) vs. Actual (Aug-Dec 2000)

Total Instructional Hours Lost 99-00: 4290 HOURS
Projected Instructional Hours Lost: 2145 HOURS
Actual Instructional Hours Lost: 1671 ADDITIONAL Instructional Hours (78%)

Evidence-based Practices

• Social Skill Instruction
• Self-management
• Peer Tutoring
• Positive Specific Feedback
• High Leverage Classroom Practices
• Differentiated Explicit Academic Instruction
Problem Solving Framework

OUTCOMES

Social Competence & Academic Achievement

SYSTEMS

Supporting Staff Behavior

DATA

Supporting Decision Making

PRACTICES

Supporting Student Behavior

Equity
Three Levels of Implementation

A Continuum of Support for All

**Academic Systems**
- **Tier Three**
  - Individual Students
  - Assessment-based
  - High Intensity
- **Tier Two**
  - Some students (at-risk)
  - High efficiency
  - Rapid response
- **Tier One**
  - All students
  - Preventive, proactive

**Behavioral Systems**
- **Tier Three**
  - Individual Students
  - Assessment-based
  - Intense, durable procedures
- **Tier Two**
  - Some students
  - High efficiency
  - Rapid response
- **Tier One**
  - All settings, all students
  - Preventive, proactive
Essential Features at the School Level

- Teams of educators within the school (Administrator)
- Data-based decision making
- Instructional Focus
  - Teach & Practice
- Acknowledge student mastery of social skills
  - Positive Specific Feedback
- Readiness across Tiers (universals always a priority)
- Classroom High Leverage Practices
- Family and community engagement
Improved Student Outcomes
academic performance
(Horner et al., 2009)
social-emotional competence
(Bradshaw, Waasdorp, & Leaf, 2012)
social & academic outcomes for SWD
(Lewis, 2017; Tobin, Horner, Vincent, & Swain-Bradway, 2012)
reduced bullying behaviors
(Rosc & Horner, 2009; Waasdorp, Bradshaw, & Leaf, 2012)
decreased rates of student-reported
drug/alcohol abuse
(Robertson, Kittelman, McIntosh, & Nielson, 2012; Bradshaw et al., 2012)

Reduced Exclusionary Discipline
office discipline referrals
(Bradshaw, Mitchell, & Leaf, 2010; Bradshaw et al., 2012; Horner et al., 2009)
suspensions
(Bradshaw, Mitchell, & Leaf, 2010)
restraint and seclusion
(Reynolds et al., 2016; Simonsen, Britton, & Young, 2010)

Improved Teacher Outcomes
perception of teacher efficacy
(Kelln & McIntosh, 2012; Rosc, Romer, & Horner, 2012)
school organizational health and school climate
(Bradshaw, Koth, Brevens, Isolding, & Leaf, 2008; Bradshaw, Koth, Thornton, & Leaf, 2009)
perception of school safety
(Horner et al., 2009)

School-Wide Positive Behavior Interventions and Supports
Sample Resource (PBIS.ORG)

https://www.pbis.org/resource/are-fewer-students-with-disabilities-suspended-when-schools-implement-pbис

https://www.pbis.org/resource/key-elements-of-policies-to-address-discipline-disproportionality-a-guide-for-district-and-school-teams

https://www.pbis.org/resource/four-key-actions-for-state-education-agency-teams-to-support-implementation-of-multi-tiered-systems-of-support
Family Resources

Family, school, and community members are critical partners in developing an effective and responsive support system where all benefit. The OSEP Technical Assistance Center on PBIS has developed several resources to support these partnerships. Additional information on supporting families in PBIS implementation can be found at: https://www.pbis.org/topics/family.

Released in 2021:

2. Questions for Families to Consider when Concerned about their Child's Behavior - https://www.pbis.org/resource/questions-for-families-to-consider-when-concerned-about-their-childs-behavior

https://www.pbis.org/resource/family-resources
Final thought.....

Until we have defined, taught, modeled, practiced, reinforced and re-taught, it is unethical for adults to punish.

Rob Horner