Discipline Dialogues

From Policy to Practice Using A Trauma-Informed Lens

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Partnership For Resilience

Who We Are

We exist to mitigate the impact of toxic stress in the lives of children, their families, and their communities.

What We Do

Our mission is to improve the academic, health, and social outcomes for children by fostering trauma-responsive schools alongside effective family, school, health, and community partnerships.

1. **Strong Local & Regional Partnerships**
   Create and sustain strong local and regional partnerships of schools, families, unions, health care and community organizations.
2. **Effective Training & Coaching**
   Provide effective training and coaching to help school districts become trauma-responsive.
3. **Share Beyond Partnerships**
   Share our model with Illinois schools outside the two regional partnerships.
4. **Work Collaboratively on Policy**
   Work with partner organizations to bring about needed policy changes that advance our mission.

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Developing Integrated Systems of Support

Trauma Responsiveness

Today's Focus

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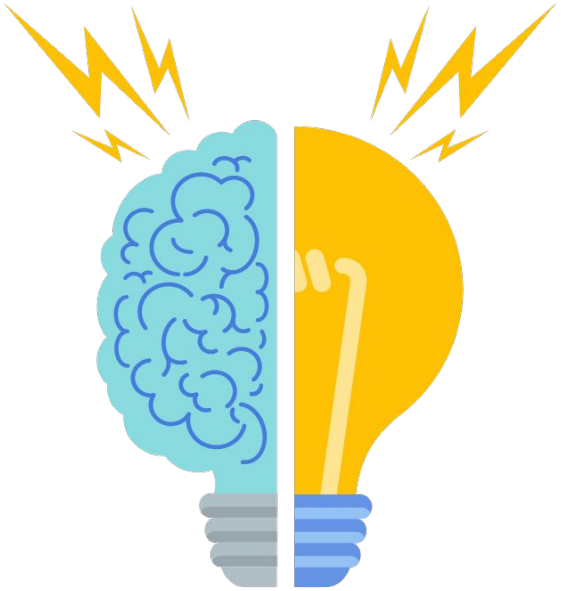
What are the learning objectives?

Participants will be able to….

- gain insight into restorative discipline policies and procedures.
- consider ways in which to utilize a whole-child approach that includes utilizing youth voice.



Why?

Understanding a restorative, whole child approach to discipline can help educators to shift their thinking from punitive to instructional. This allows space to cultivate a sense of belonging and connection between the adults and students within the school community.

How?

By examining the utilizing a whole-child approach. This approach includes utilizing youth voice and establishing a shared understanding of what support and reinforcement look like.

Poll

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Paradigm Shift

Discipline vs. Compliance

For the purpose of today's session, we define discipline as a method of instructing expectations, skills and providing supports through the learning process.

Compliance is punitive based, one-size fits all, and centers conformity as opposed to recognizing the humanity of the individuals involved.

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What We Know

Discipline by the Numbers

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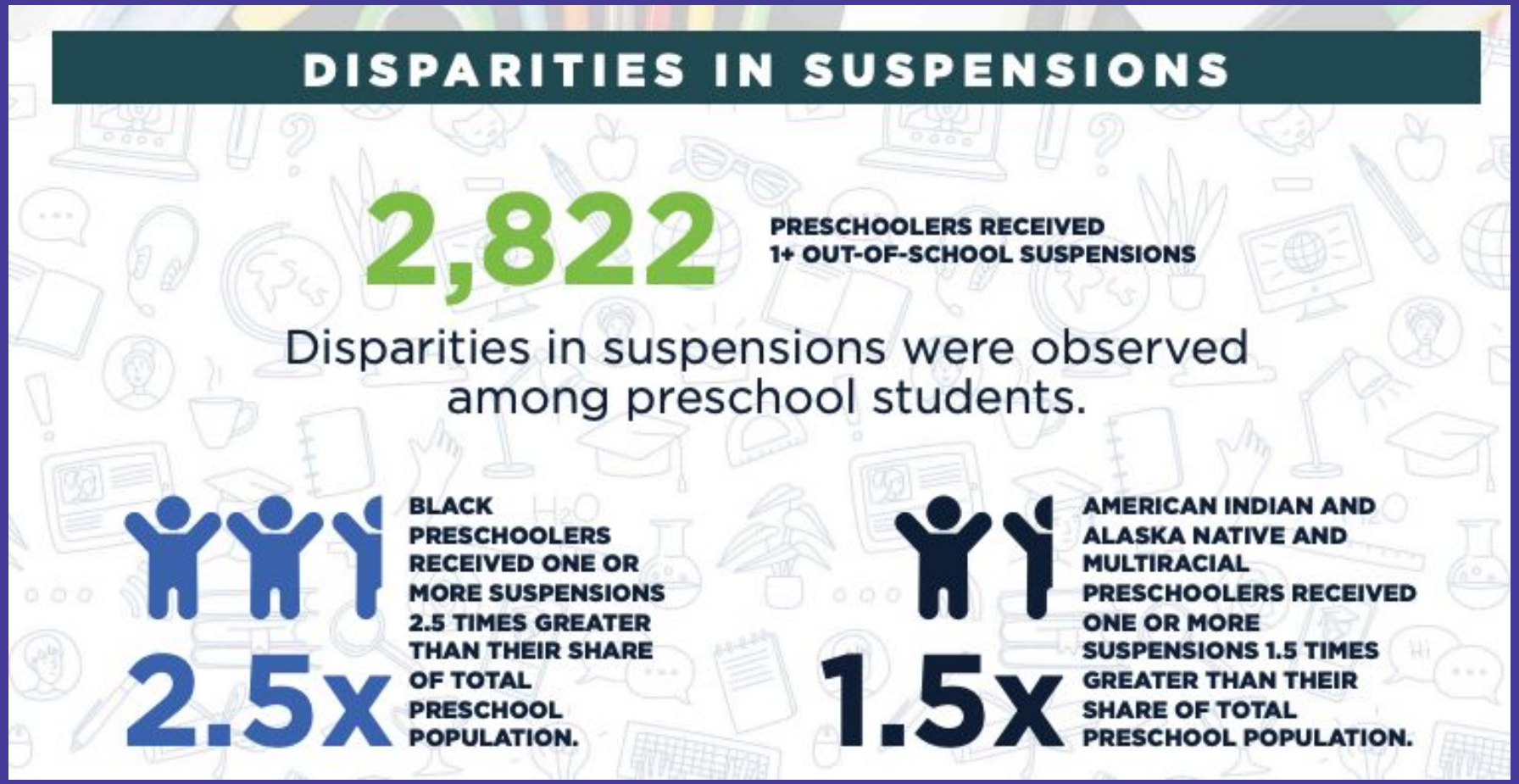
Discipline by the Numbers - Preschool



Adapted from U.S. Education Department, Office for Civil Rights, Civil Rights Data Collection, 2017-18 Data Reports and Presentations, released June 2021, available at https://ocrdata.ed.gov/resources/datareports.

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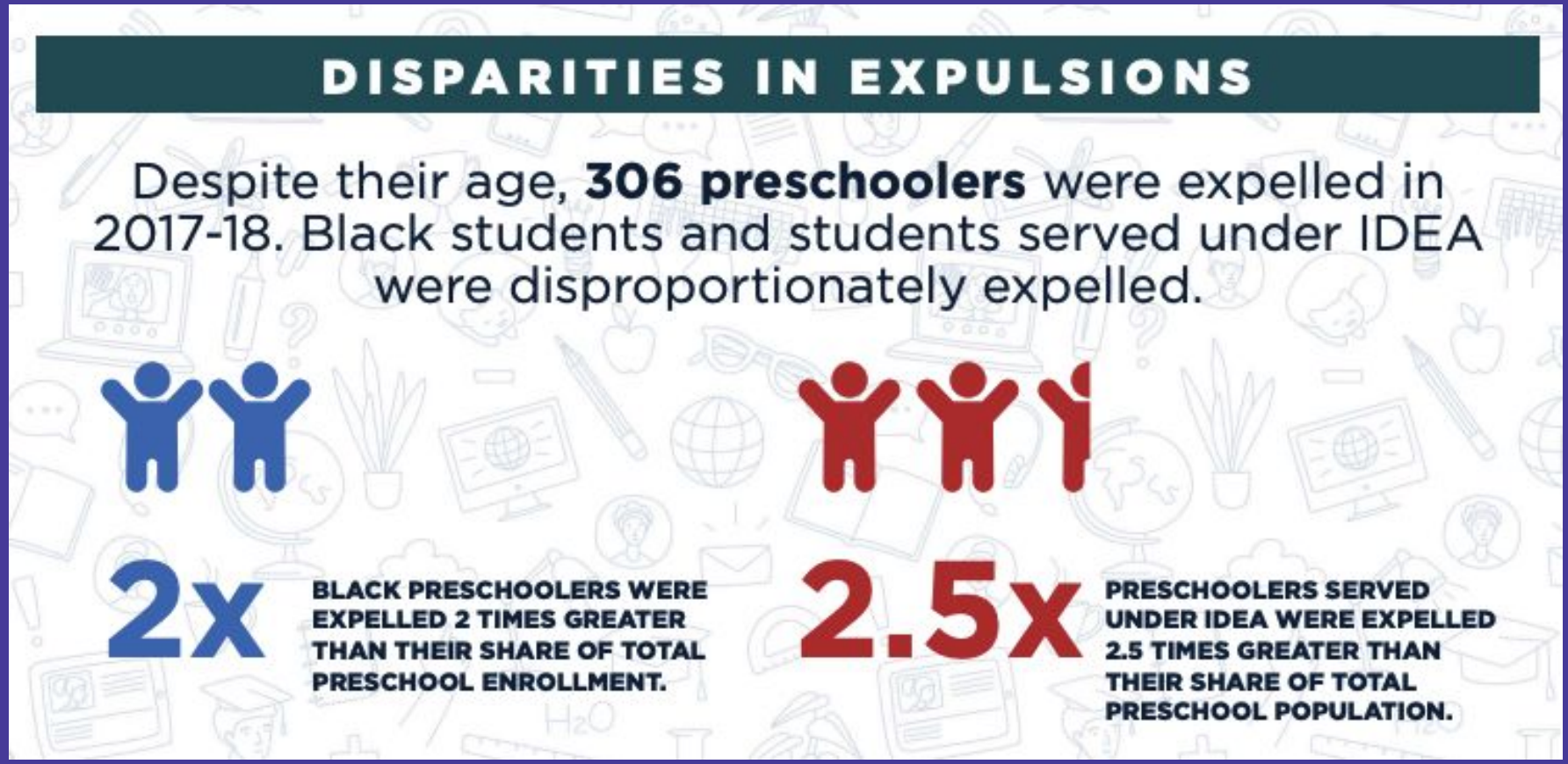
Discipline by the Numbers - Preschool



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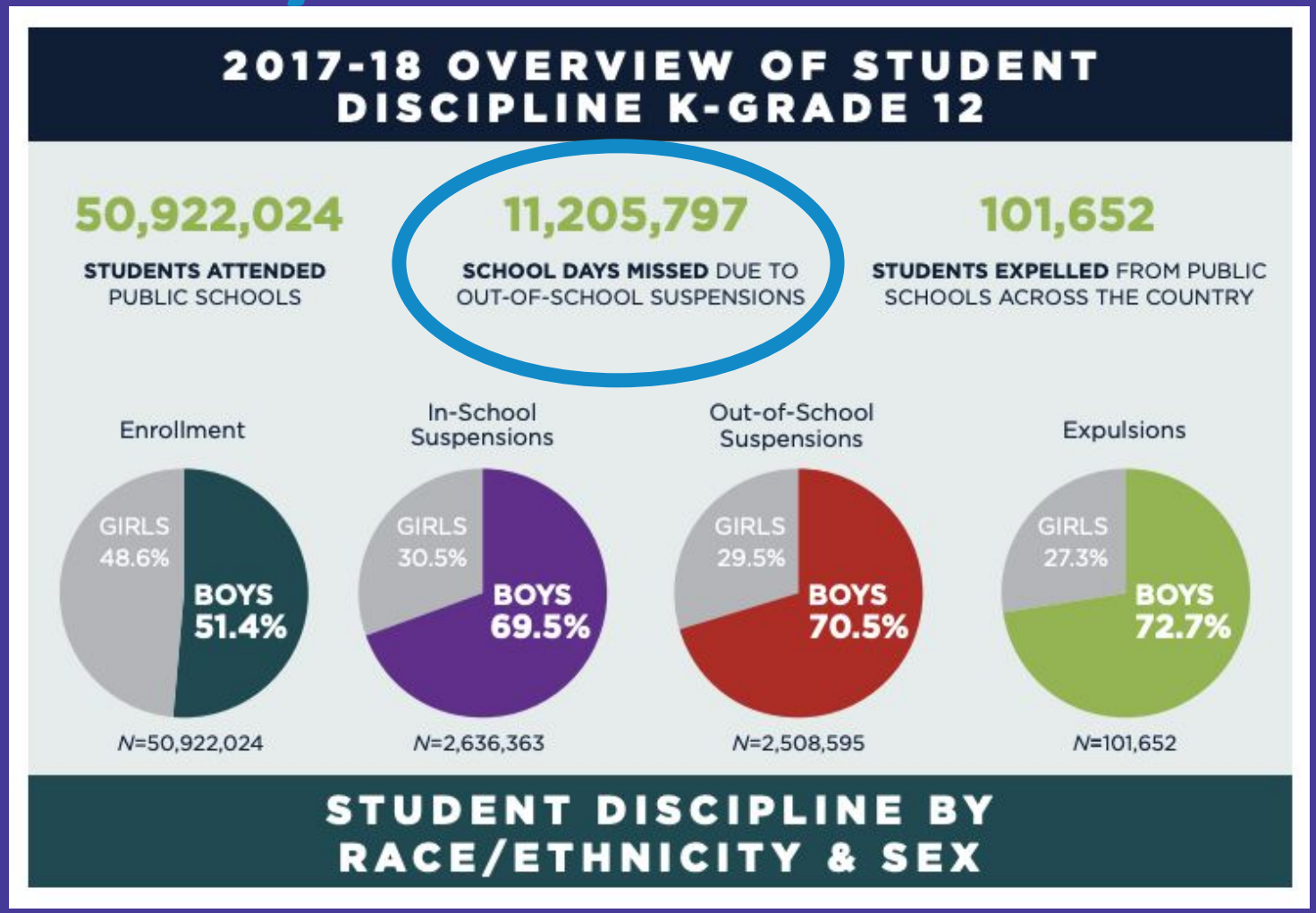

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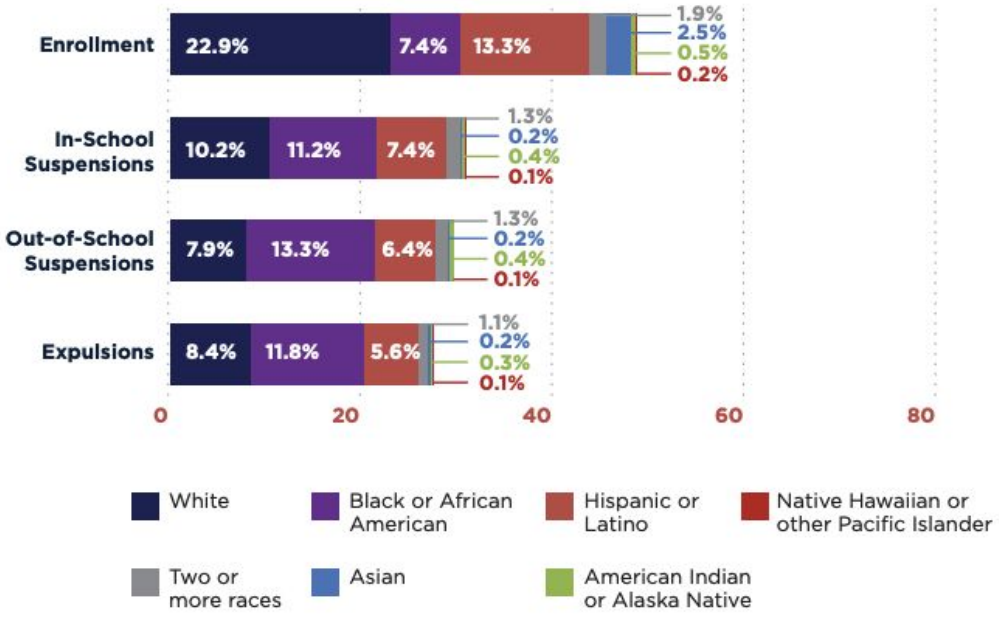
Discipline by the Numbers

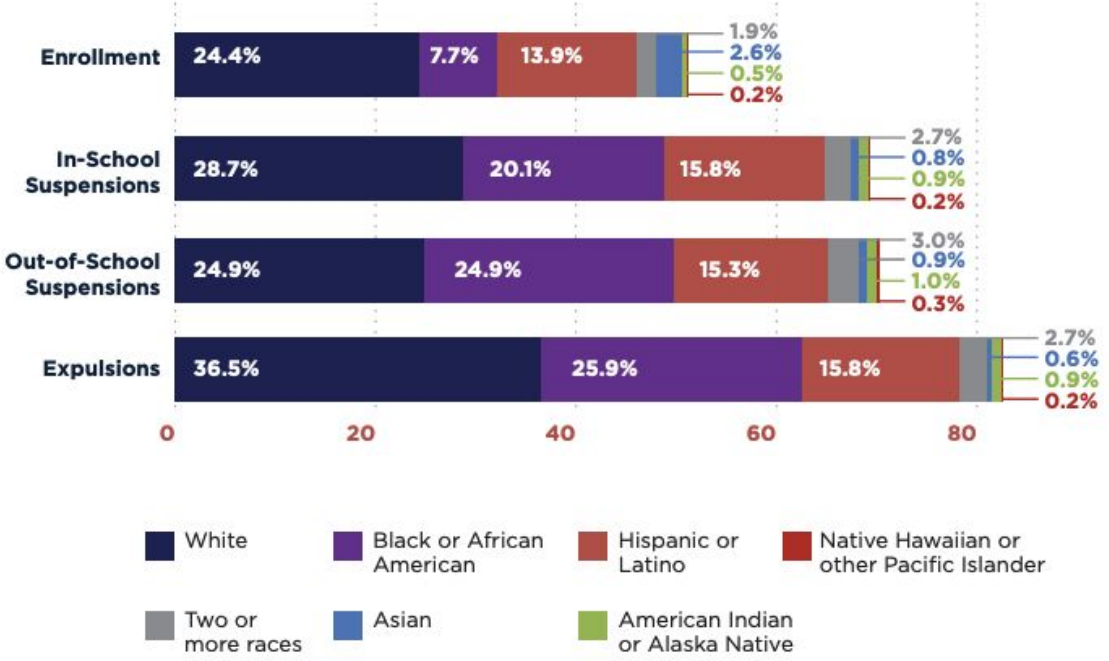
GIRLS

Overall, girls received fewer suspensions and expulsions in comparison to boys. Among girls, Black girls were the only group across all races/ethnicities who disproportionately received suspensions and expulsions.



BOYS

Boys of nearly all races were disproportionately disciplined, but Black boys were suspended and expelled at proportions that were 3 times their enrollment.



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Adapted from U.S. Education Department, Office for Civil Rights, Civil Rights Data Collection, 2017-18 Data Reports and Presentations, released June 2021, available at https://ocrdata.ed.gov/resources/datareports.

Discipline In Illinois 2023

250,351

All discipline actions reported

25% Latine

37% Black

66% White

<1% Asian

6% Two or More Races

55%

In-School Suspensions

29% Latine

32% Black

32% White

1% Asian

6% Two or More Races

43%

Out-of-School Suspensions

21% Latine

44% Black

28% White

<1% Asian

6% Two or More Races

Illinois School Report Card 2023

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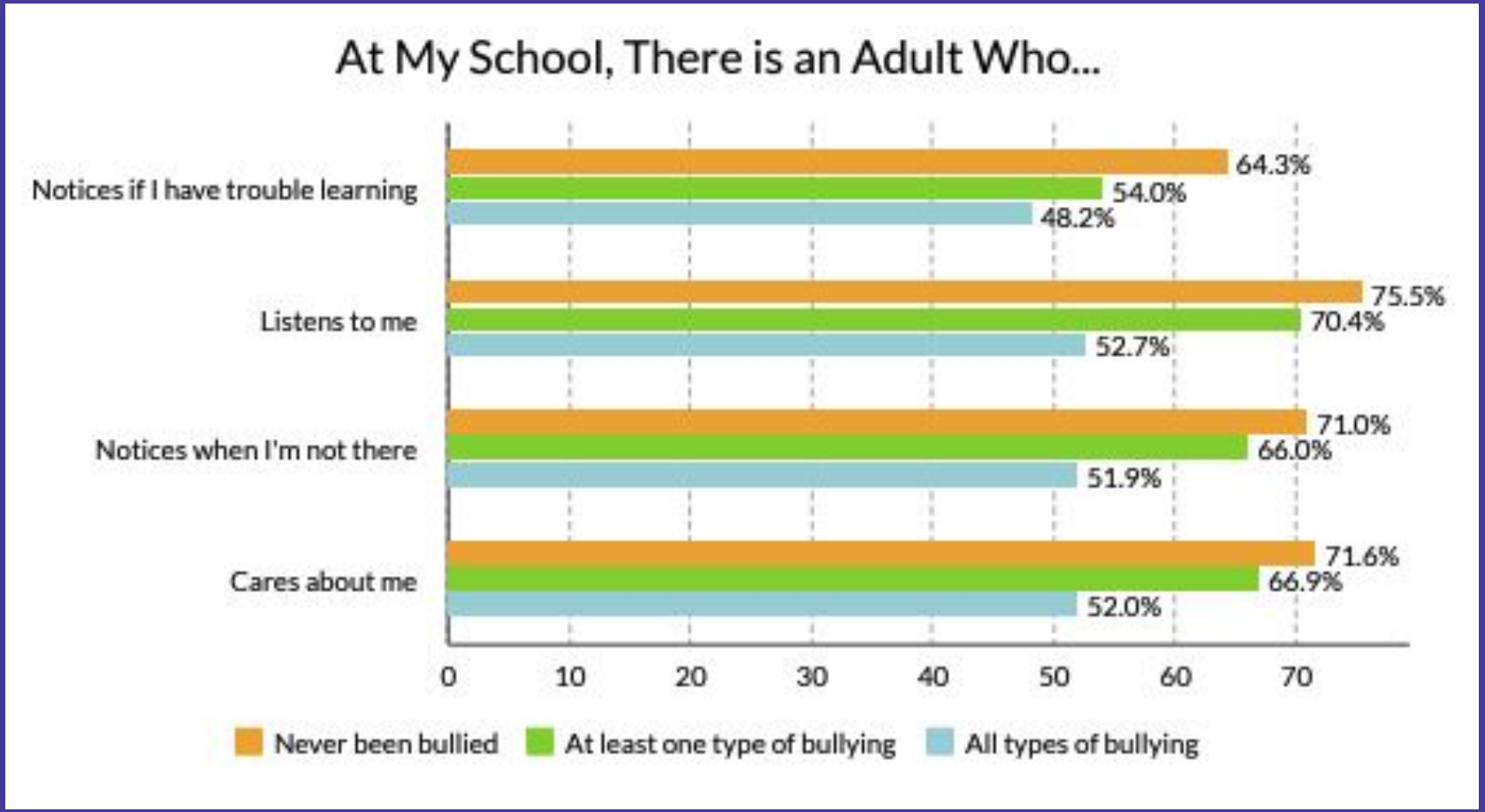
Youth Data



University of Illinois, Center for Prevention Research and Development

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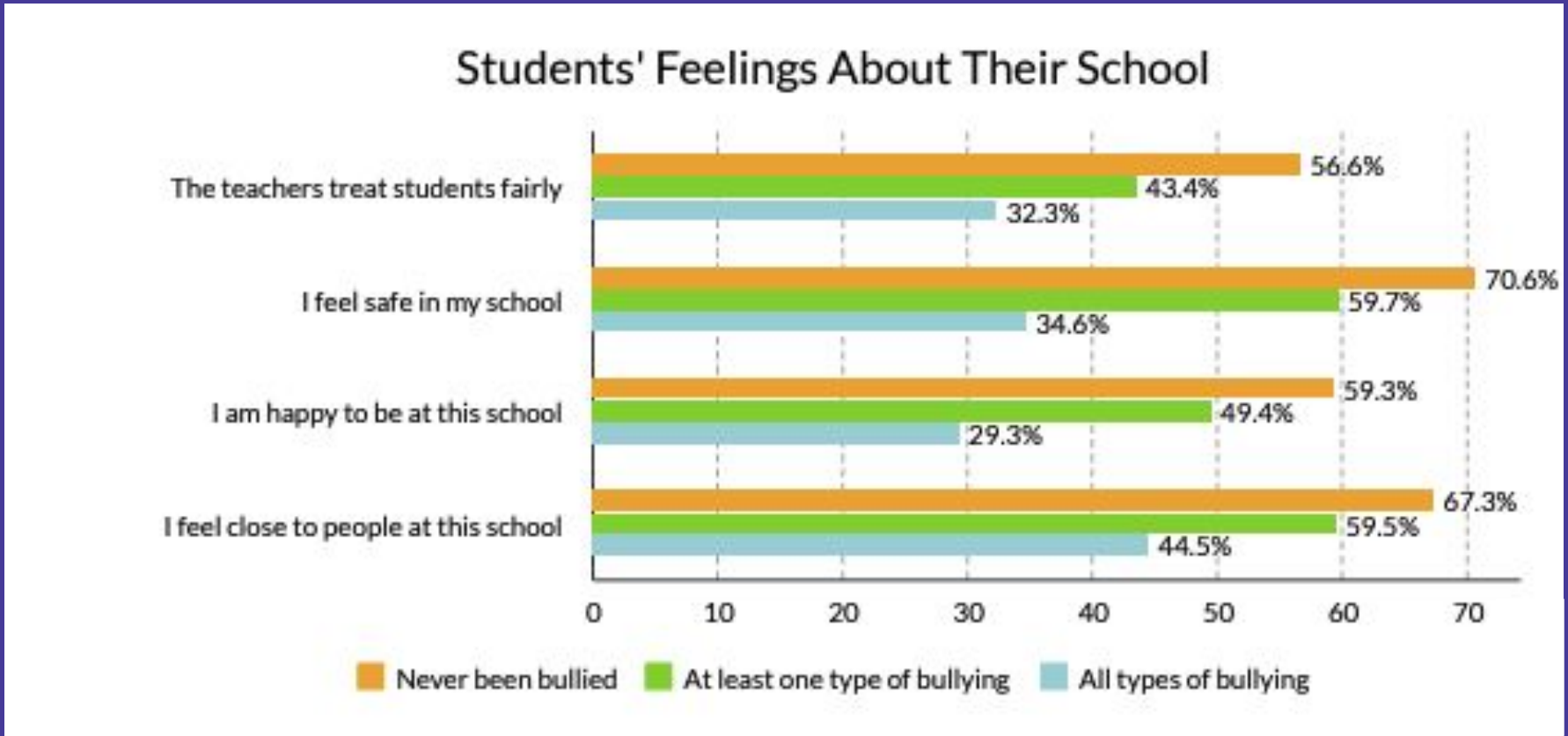
Youth Data



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Discipline Policy in Illinois - Review

Senate Bill 100 explicitly requires that schools minimize exclusionary discipline practices such as suspension and expulsion, while increasing use of alternatives to suspension.

- Elimination of “zero-tolerance” policies.
- Suggestion of an MOU that clearly defines law enforcement’s role in schools
- Tighter restrictions on the use of exclusionary discipline consequences.
- Focuses on meeting student needs and addressing root causes of disciplinary issues .
- Promotes proven disciplinary alternatives.
- Promotes improved professional development for school officials and staff.
- Ensures greater transparency and accountability to parents/guardians.
- School districts must also create a policy for re-engaging students returning to school from suspensions and expulsions.
- Schools are required to provide suspended students with the opportunity to make up work they missed for equivalent academic credit.

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Pandemic Impact

Learning Recovery:

Public schools reported on average half of their students were behind grade level in
2021-2022
2022-2023

Absenteeism:

Public schools reported student chronic absenteeism and teacher absences have increased compared to prior school years.

Student behavior:

More than 8 in 10 public schools have seen stunted behavioral and socioemotional development in their students because of the COVID-19 pandemic.

Source: National Center for Education Statistics, School Pulse Panel, Institute of Education Science, released July 2023, available at https://ies.ed.gov/schoolsurvey/spp/.

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Taking Trauma Into Consideration

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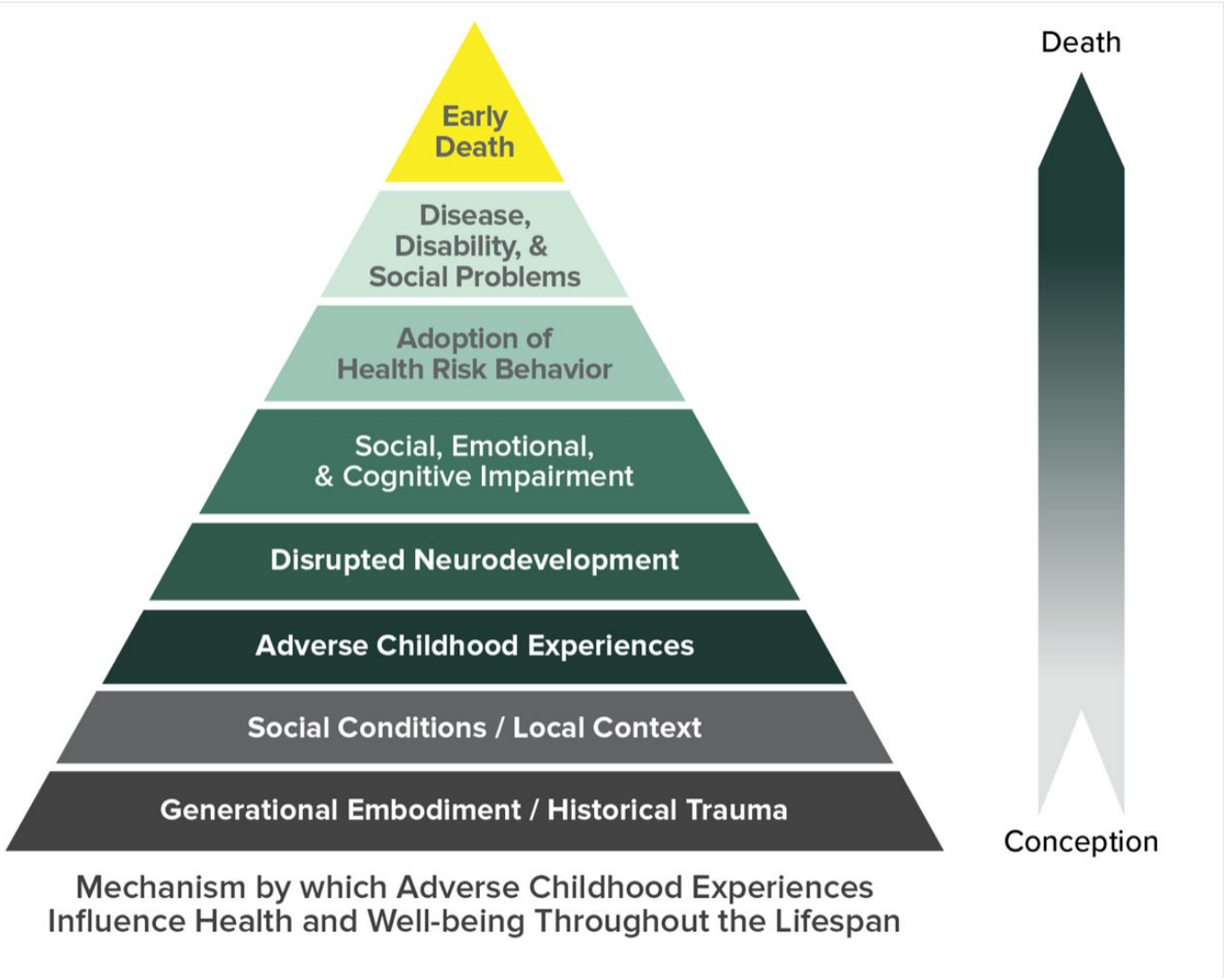

Mechanism by which Adverse Childhood Experiences Influence Health and Well-being Throughout the Lifespan

Community

Larry Cohen, and Susan Swift Inj Prev 1999;5:203-207

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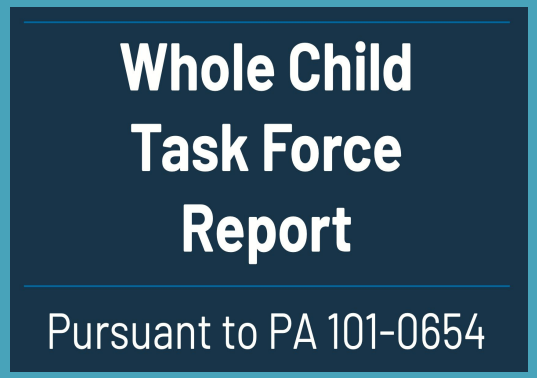
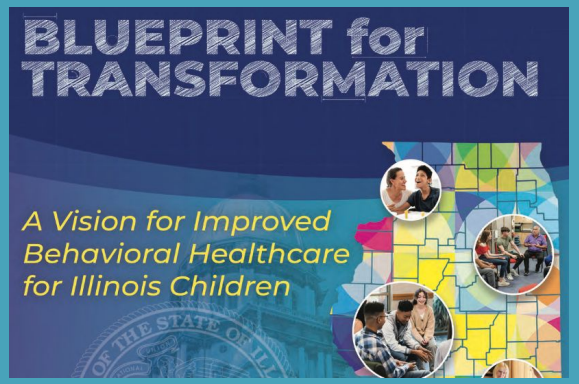
Momentum in Illinois

- 2020 **Strategic Plan** includes focus on SEL and Mental Health
- Wellness Department has been leveraging federal and state funding resources to ensure all students and educators have access to **mental health supports**
- ISBE creates social-emotional learning hubs within six regional offices of education across the state.



- Recommendations issued in March 2022 on behalf of ISBE
- A collaborative partnership between the Center for Childhood Resilience, the Partnership for Resilience and the Stress and Trauma Treatment Center to support the expansion of Resiliency Education to Advance Community Healing (REACH) is developed.
- Recommendations for trainings and professional learning opportunities related to trauma.



- February 2023 Blueprint recommendations tied to launch of Children's Behavioral Health Initiative
- School-related recommendations include a coordinated effort to conduct **universal screening in education including follow-up referrals, improved access to school based services, wraparound supports,** and guidance regarding district-supported residential placement

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Initiatives

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SOUTHLAND INITIATIVE
SOUTH SUBURBAN ILLINOIS

RESILIENT
SOUTHERN ILLINOIS 2.0

DISTRICT 186
SPRINGFIELD PUBLIC SCHOOLS

Membership with the Partnership for Resilience gives districts access to:

- Whole Child Program consulting
- Parent Mentor Program
- Physical and Behavioral Health resources
- Quarterly connections with administrators in partnering districts
- Quarterly connections with Resilience Teams in partnering districts
- Communities of Practice
- Bite Size PD
- Partnership for Resilience Spring Conference
- Partnership for Resilience Spring Training

Trauma-Sensitive Training: A Sample of Success

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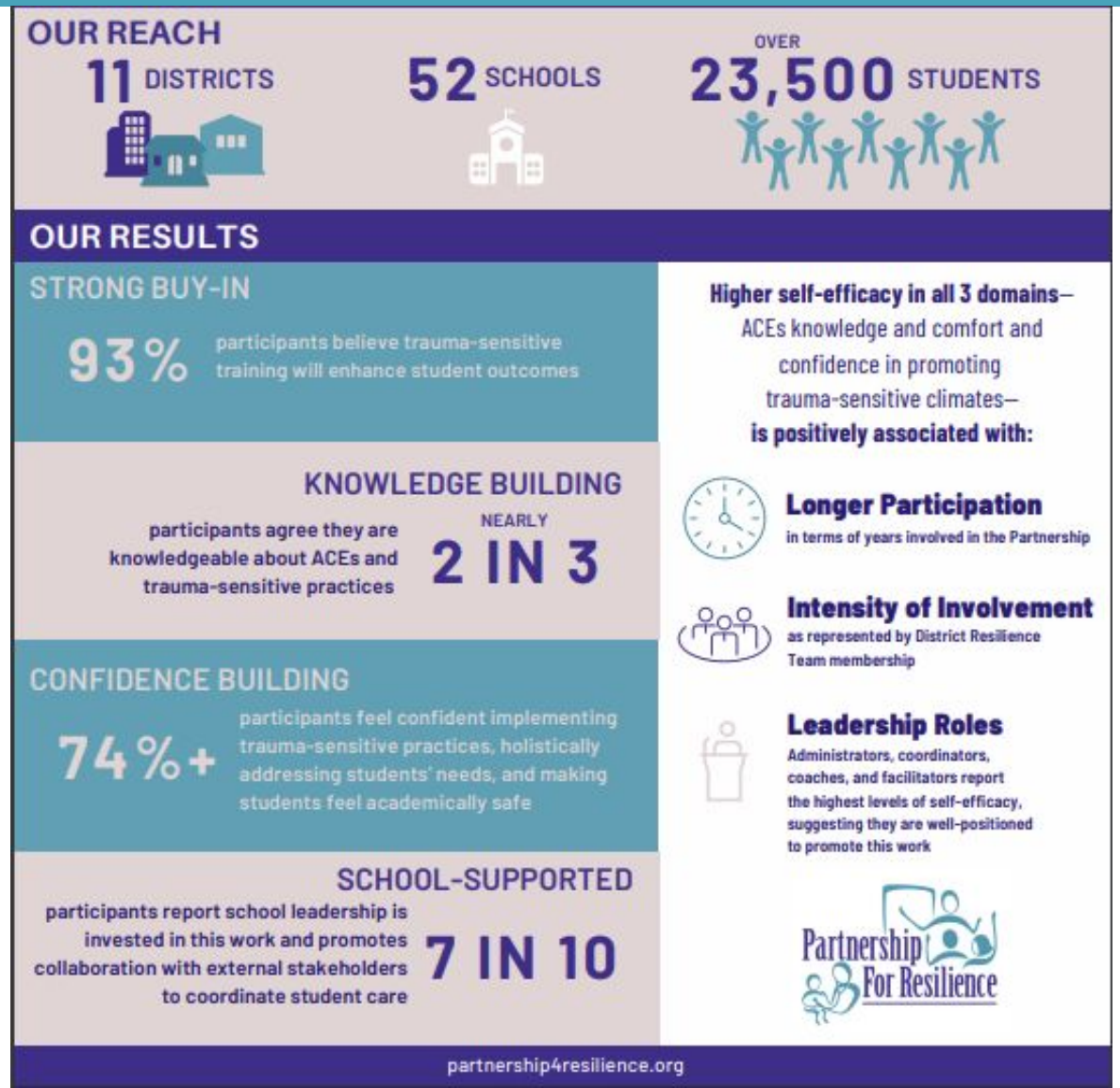

Five Core Ideas of Helping Traumatized Children Learn

1. Traumatic **experiences** are prevalent in the lives of children.
2. The trauma experience can **impact** learning, behavior and relationships in school.
3. Trauma sensitive schools help children feel **safe** to **learn**.
4. Trauma sensitivity requires a **whole school process**.
5. Helping traumatized children learn should be a major focus of **education policy**.

Susan Cole, Trauma Sensitive Schools
Helping Traumatized Children Learn Vol. 1
https://traumasensitiveschools.org/

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Equity Continuum

DATA ELEMENTS

Student Learning

- KIDS Readiness
- Assessment: IAR, SAT, and DLM
- English Learner Progress to Proficiency and Former EL Performance in English Language Arts Coursework
- Eighth-Graders Passing Algebra I
- Adjusted Cohort 4-Year Graduation Rates
- Advanced Academic Programs
- Eighth-Graders Enrolled in Algebra I

Learning Conditions

- Expulsion Rates
- Out-of-School Suspension Rates
- In-School Suspension Rates
- Site-Based Expenditure Reporting
- Climate Survey: Supportive Environment Ratings
- Climate Survey: Teacher Response Rates
- Student Attendance
- Climate Survey: Student Response Rates
- Climate Survey: Parent Response Rates
- Climate Survey: Parent Involvement Ratings
- Climate Survey: Involved Families Ratings
- Climate Survey: Influence on Decision Ratings
- Climate Survey: Teacher-Parent Trust Ratings

Elevating Educators

- Educator and Student Demographics
- Administrator and Student Demographics
- Teacher Experience/Education and Student Demographics
- Teacher Evaluation and Student Demographics
- Teacher Out-of-Field and Student Demographics

"Educating the whole student requires rethinking teaching and learning so that academics and students' social, emotional, and cognitive development are joined not just occasionally, but throughout the day." - A Nation At Hope, The Aspen Institute National Commission on Social, Emotional, and Academic Development

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Trauma Sensitive Schools

Trauma informed schools refers to policies and practices that develop, ensure, and promote personalized learning environments informed by brain science and centered on positive school climates with relationships as the main driver.

Elements of Trauma- Sensitive Schools

- **Positive school climates**: Encouraging quality of relationships & promoting safety
- Increased **access** to services
- **Restorative discipline practices**
- Educators correctly interpret behaviors & manage negative behaviors successfully
- **Compassionate** and **effective** classroom strategies
- **Empowering** students- providing space for **voice** and **choice**
- Utilizing an **asset-based** approach
- Skills to protect **student** and **employee wellness**

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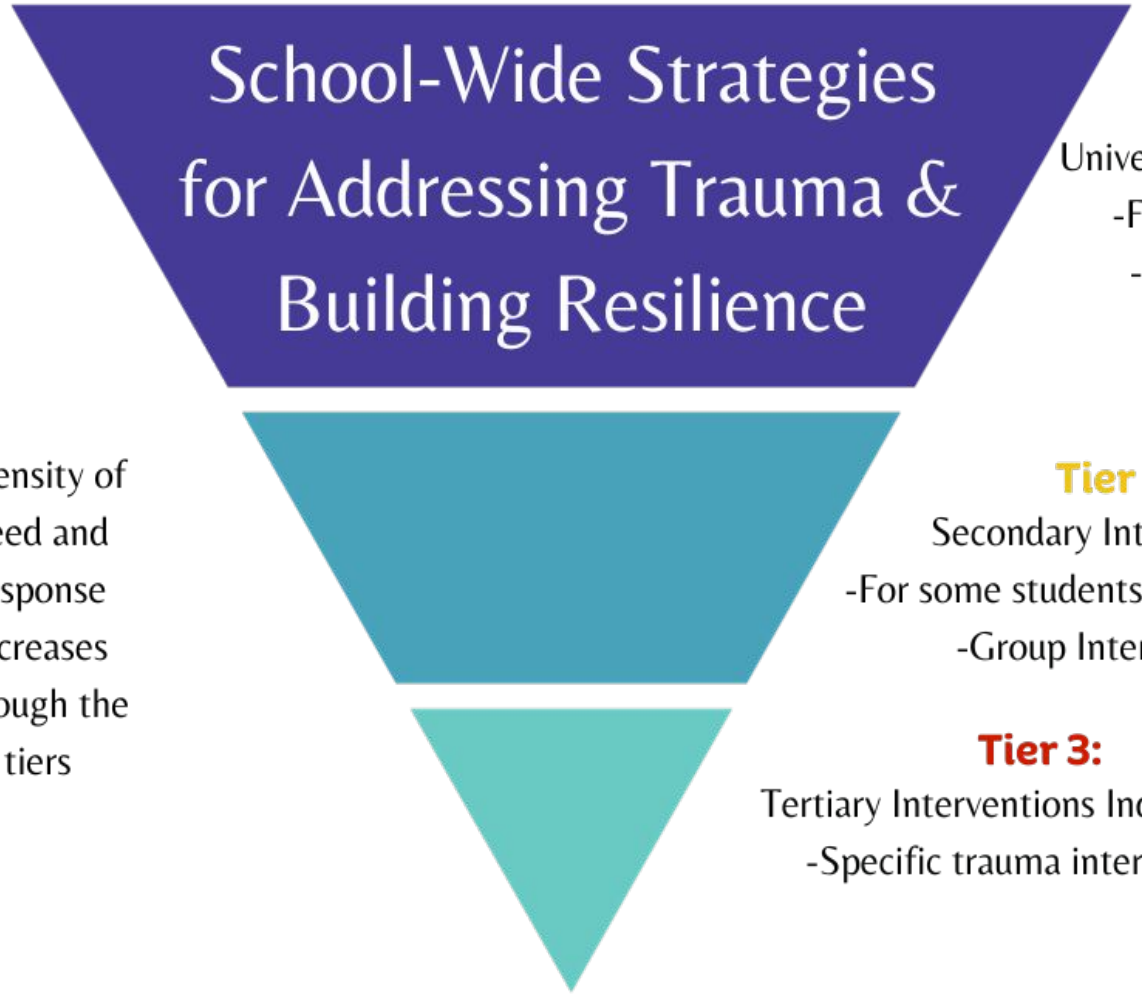
MTSS



Tier 1:
Universal Interventions
-For all students
-Preventative, Proactive

Tier 2:
Secondary Interventions
-For some students exposed/at-risk
-Group Interventions

Tier 3:
Tertiary Interventions Individualized
-Specific trauma interventions

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Adapted from National Center on Safe Supportive Learning Environments, Guidelines for Adopting a Multitiered Approach to Addressing Trauma, Handout 6, Building Trauma-Sensitive Schools, available at https://safesupportivelearning.ed.gov/building-trauma-sensitive-schools

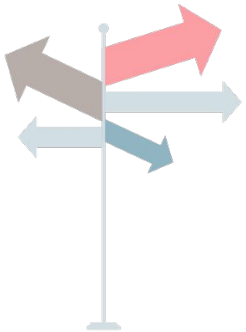
How can a policy be trauma-informed?

Safety

Trustworthiness

Reflects trauma informed care values:

Collaboration



Choice

Empowerment

Retraumatization
What has the potential to cause hurt/harm?

System
(Policies, procedures,
"the way things are done")

Relationship
(Power, control,
subversiveness)

Safety

The 4 Stages of Psychological Safety™

Stage	Definition of Respect	Definition of Permission	Social Exchange
1. Inclusion Safety	Respect for the individual's innate need to be included, accepted, and gain a sense of belonging.	Permission for the individual to interact with you as a human being.	Inclusion in exchange for human status and the absence of harm.
2. Learner Safety	Respect for the individual's innate need to learn, grow, and develop mastery.	Permission for the individual to engage in the learning process and make mistakes.	Encouragement in exchange for engagement.
3. Contributor Safety	Respect for the individual's innate need for autonomy, and meaningful contribution.	Permission for the individual to work with appropriate autonomy.	Autonomy with guidance in exchange for performance and results.
4. Challenger Safety	Respect for the individual's innate need to innovate and improve the status quo.	Permission for the individual to make challenges to the status quo in good faith.	Air cover in exchange for candor.

Clark, Timothy R. The 4 Stages of Psychological Safety: Defining the Path to Inclusion and Innovation. Berrett-Koehler Publishers, 2020.

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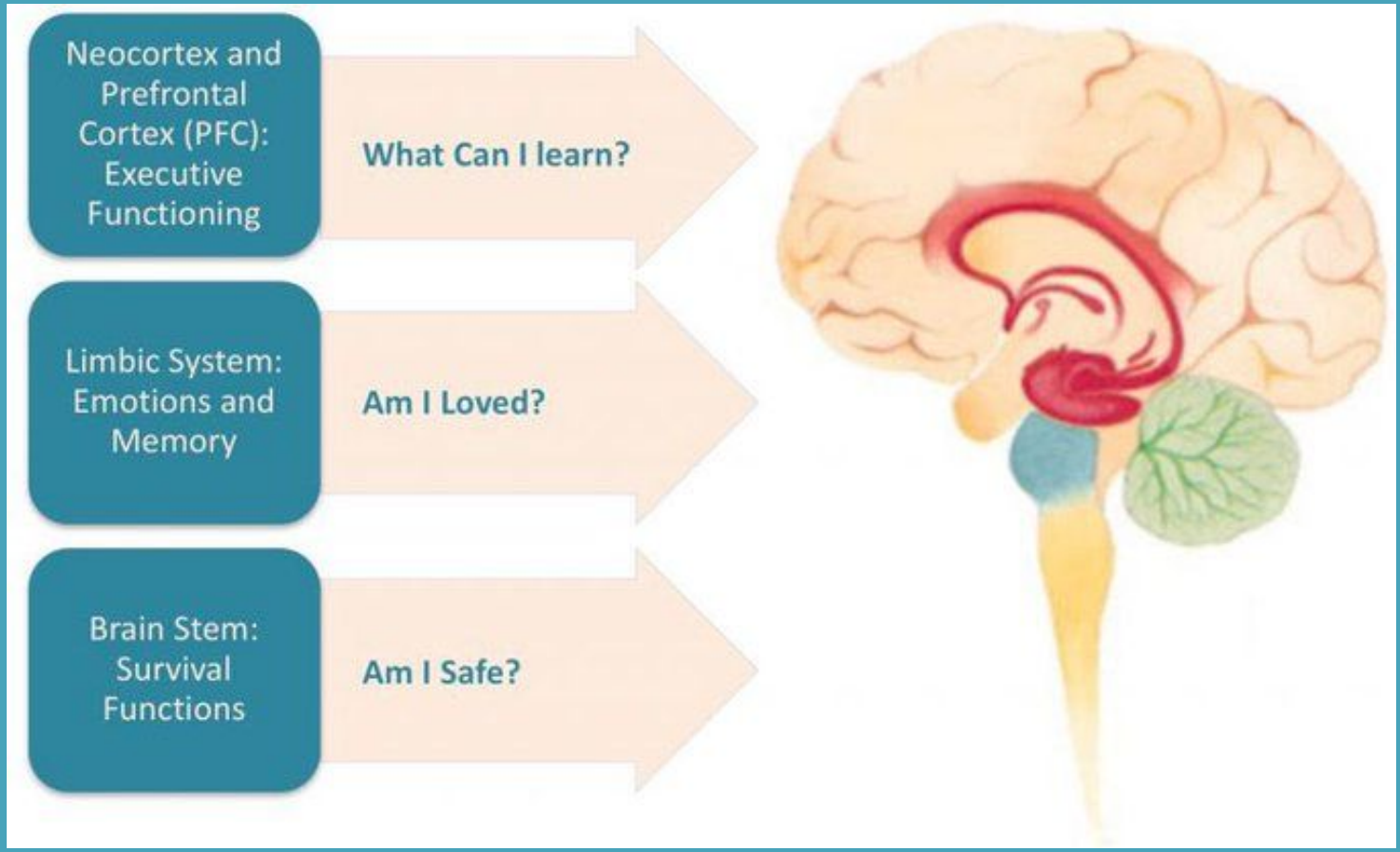
Safety Is Needed for Learning to Take Place



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Trauma-Informed Discipline Characteristics

REALIZE - Realize the cause of the challenging behavior may be connected to past or current traumatic experiences.

RECOGNIZE - Recognize signs of traumatic stress in challenging behaviors and responses.

RESPOND - Respond using the “connect, then redirect” approach: first calm the brain-body reaction, then engage the student in problem-solving.

RESIST RE-TRAUMATIZATION - Resist Re-traumatizing the student by avoiding use of seclusion and restraint, minimizing trauma triggers and creating psychological as well as physical safety.

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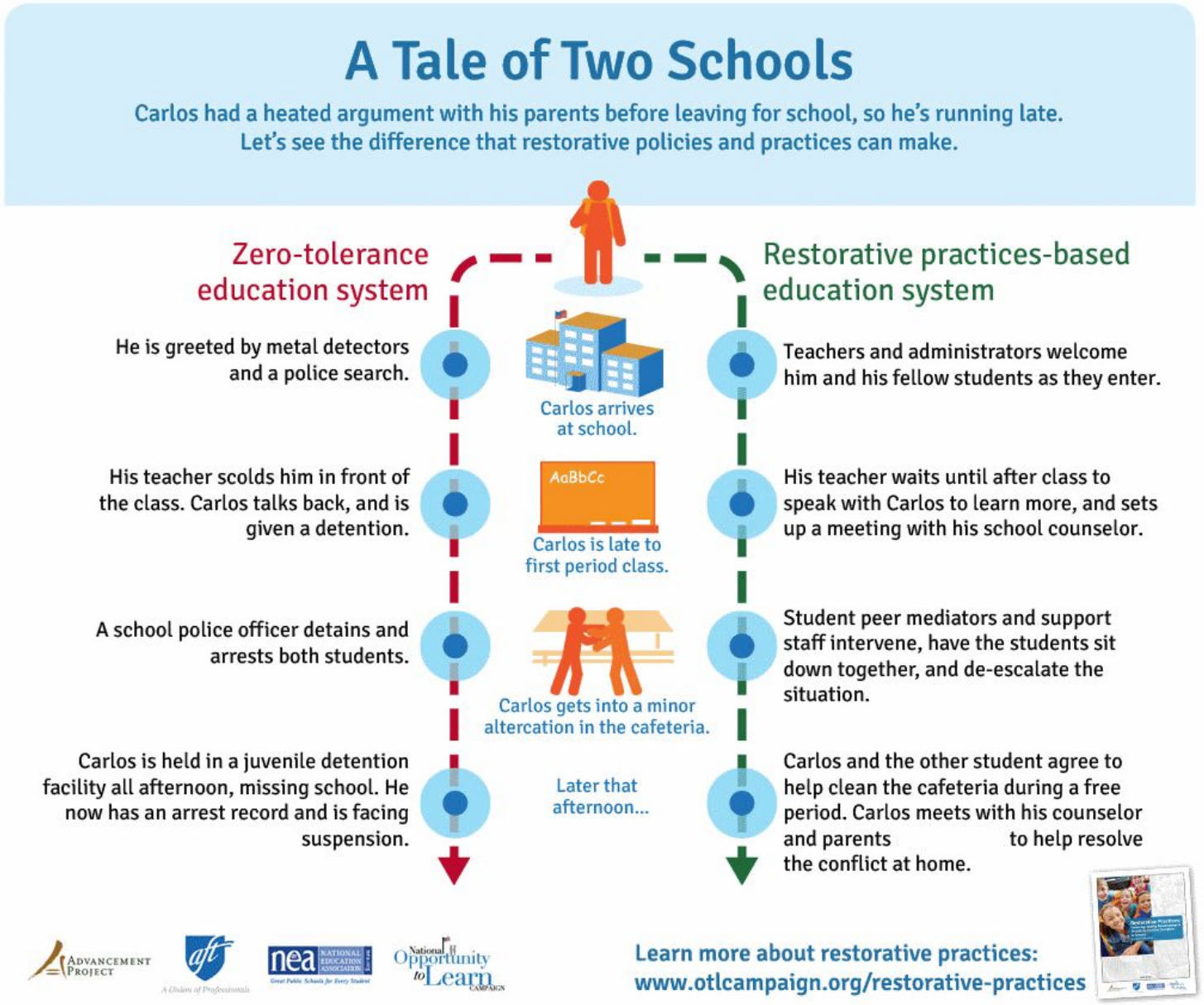
Considerations

Tier 1	Tier 2	Tier 3
Educate school staff about trauma and its effects on students, staff, and schools (trainings, informal consultation, team meetings, student review and pre-referral meetings)	Consider trauma in all school-based evaluations or assessments, including effects of trauma on learning, behavior,	Assess for trauma in country of origin and resettlement and acculturation stress for students who are refugees.
Support universal programs for social and emotional learning in key areas of self-awareness, self-management, social awareness, relationship skills, and decision making. Work with school teams to integrate a trauma-informed approach with other initiatives or frameworks, such as PBIS (positive behavioral interventions and supports). Support school staff and administrators in identifying and implementing individual and schoolwide strategies to support staff self-care.	Incorporate opportunities for skill building to support resilience (self-regulation, coping, attachment) into your work with students. Consider group based interventions such as CBITs, Anger Coping	considerations in all individualized plans (e.g., potential trauma reminders, trauma responses, trauma-related supports). Maintain a family-driven focus that encourages parent involvement. If a student is entering in-school suspension, make sure the space is staffed with someone trained in working with students with trauma.

Strengthening Adult SEL & Tier 1 is the most impactful within a 3-tiered system.

Creating & Prioritizing Safety



Closing

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Questions

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Thank You

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