

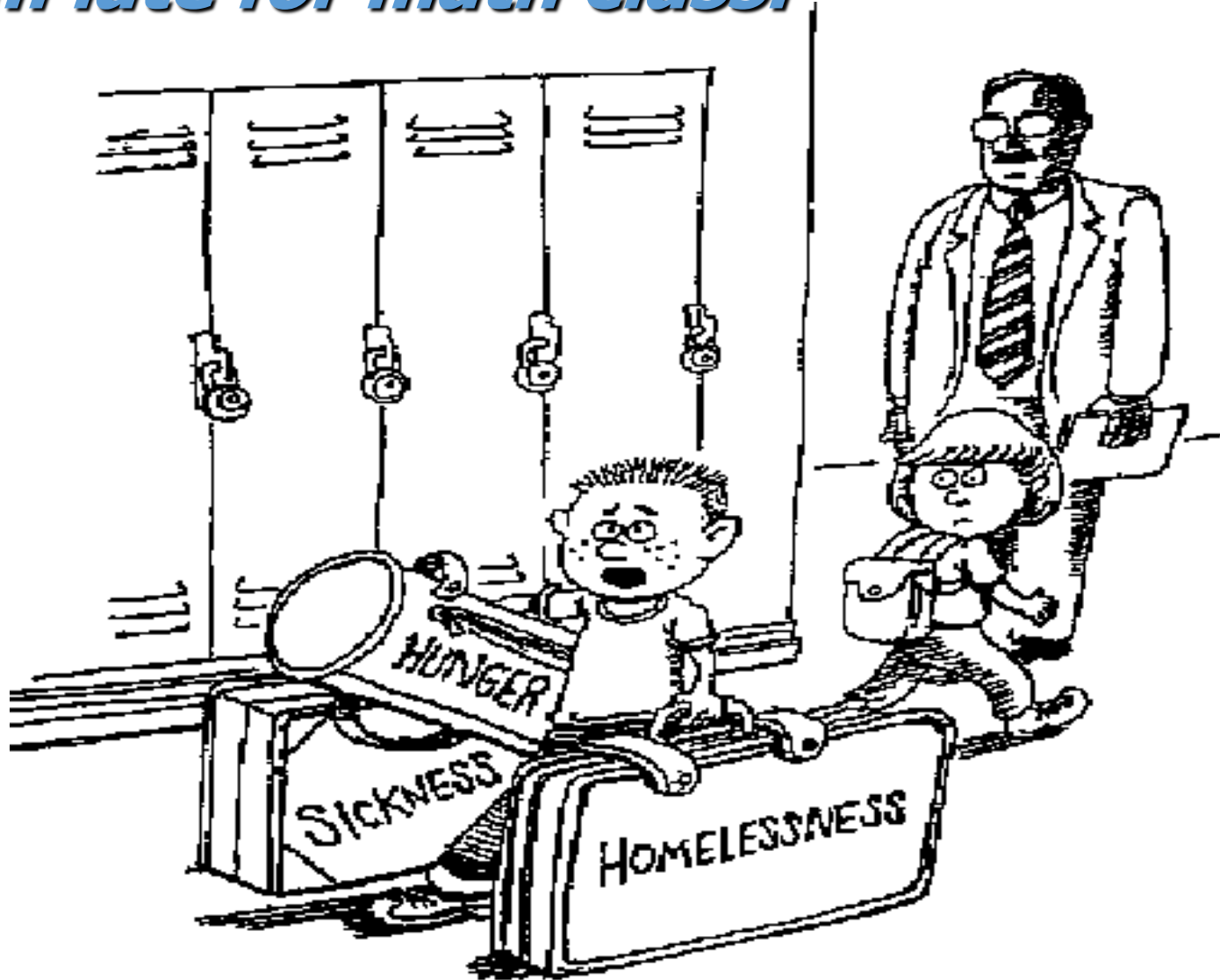


CONNECTICUT STATE DEPARTMENT OF EDUCATION

Mental Health and Behavior: Positive and Effective Discipline Practices

**Jocelyn Mackey, PhD
May 7, 2015**

***"Could someone help me with these?
I'm late for math class."***



Mental Health & Behavior Statistics

(National)

One in five children and adolescents will experience a significant **mental health problem** and **related concerns** during their school years. They include:

Significant Stress & Anxiety

Fear of Being Bullied

Problems with Family or Friends

Loneliness or Rejection

Alcohol & Substance Use

Depression

Abuse

Suicidal Ideation

Sexuality Concerns

Academic Difficulties

Dropping Out

Disabilities

Fear of Violence

Terrorism and War

Mental Health & Behavior Statistics (*National*), *con'd*

- Approximately **5 million female youth** suffer from **eating disorders** each year claiming more lives than any other mental illness (*National Institute of Health*)
- Over **2/3** of youth **do *not* talk about or seek help** for mental health problems (*American Journal of Psychiatry*)
- For nearly **1/2** of children with **emotional disorders**, **schools** are the **sole providers** of **mental health services** (*U.S. Dept. of Health & Human Services; School-Based Health Centers in Rhode Island*)

Mental Health & Behavior Statistics (Connecticut)

2013 YOUTH RISK BEHAVIOR SURVEY RESULTS

Participants:

2,405 students in 46 public high schools in CT during spring 2013 completed 99 items

Response rate:

School- 85%, Student- 78%, and Overall- 67%.

The results are representative of all students in grades 9-12.

Demographic characteristics of the sample:

Female 49.1%

Male 50.9%

9th grade 26.4%

10th grade 24.9%

11th grade 24.7%

12th grade 23.9%

Other 0.1%

Black* 13.1%

Hispanic/Latino 17.7%

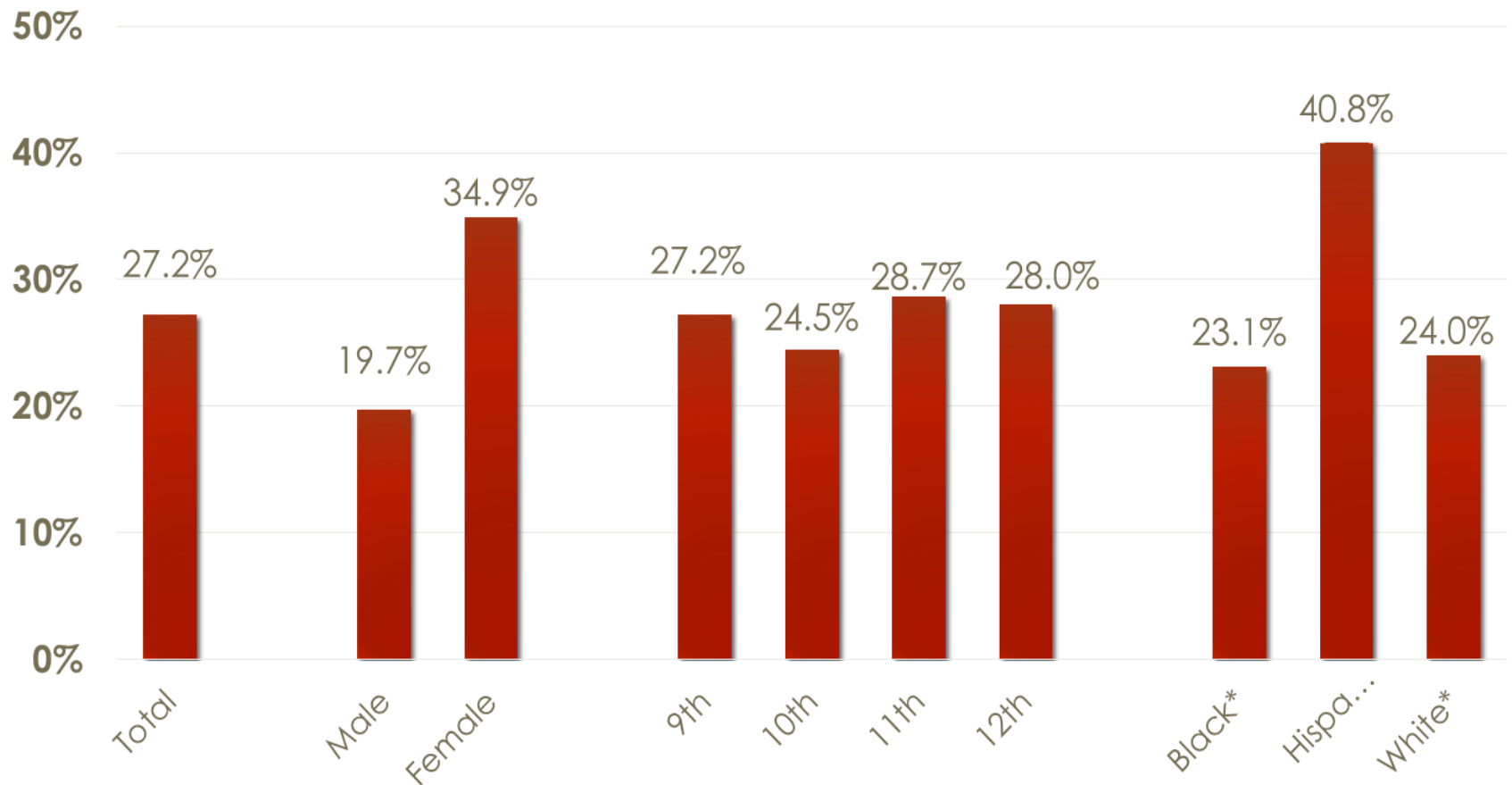
White* 63.3%

All other races 3.4%

Multiple races 2.6%

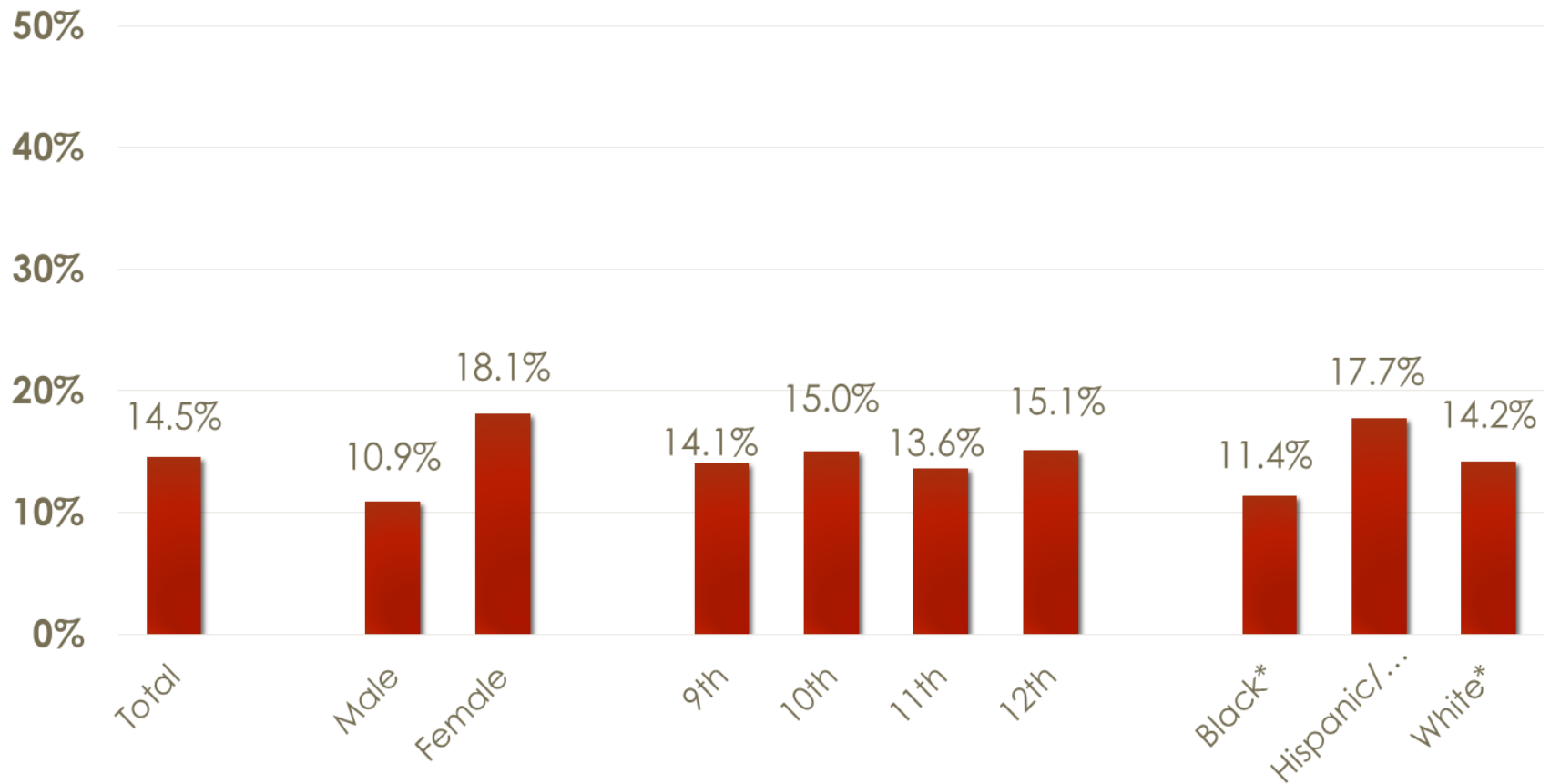
2013 CONNECTICUT SCHOOL HEALTH SURVEY

Percentage of students who felt sad or hopeless almost every day for 2 weeks or more in a row during the past 12 months



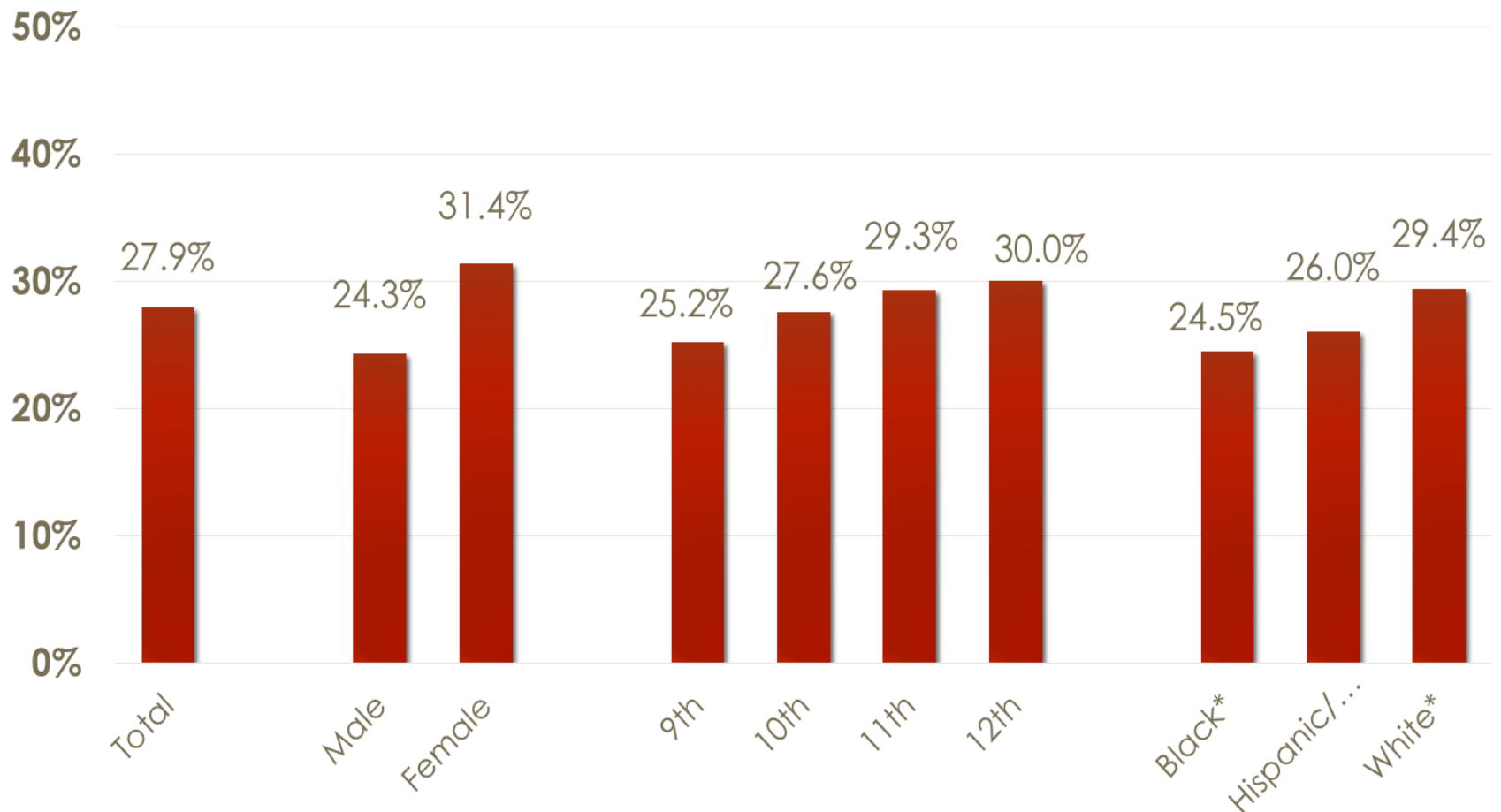
2013 CONNECTICUT SCHOOL HEALTH SURVEY

Percentage of students who seriously considered attempting suicide during the past 12 months

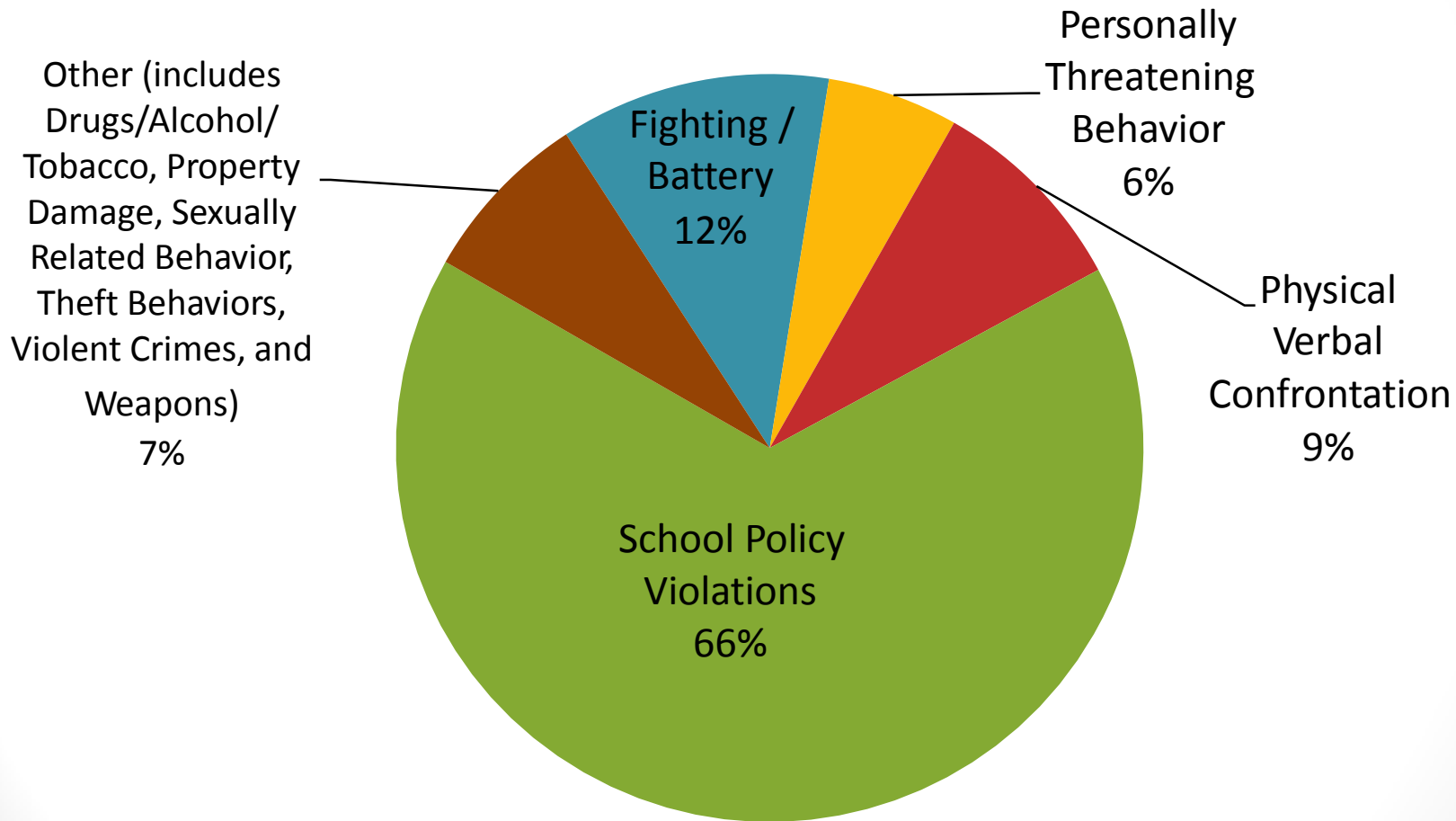


2013 CONNECTICUT SCHOOL HEALTH SURVEY

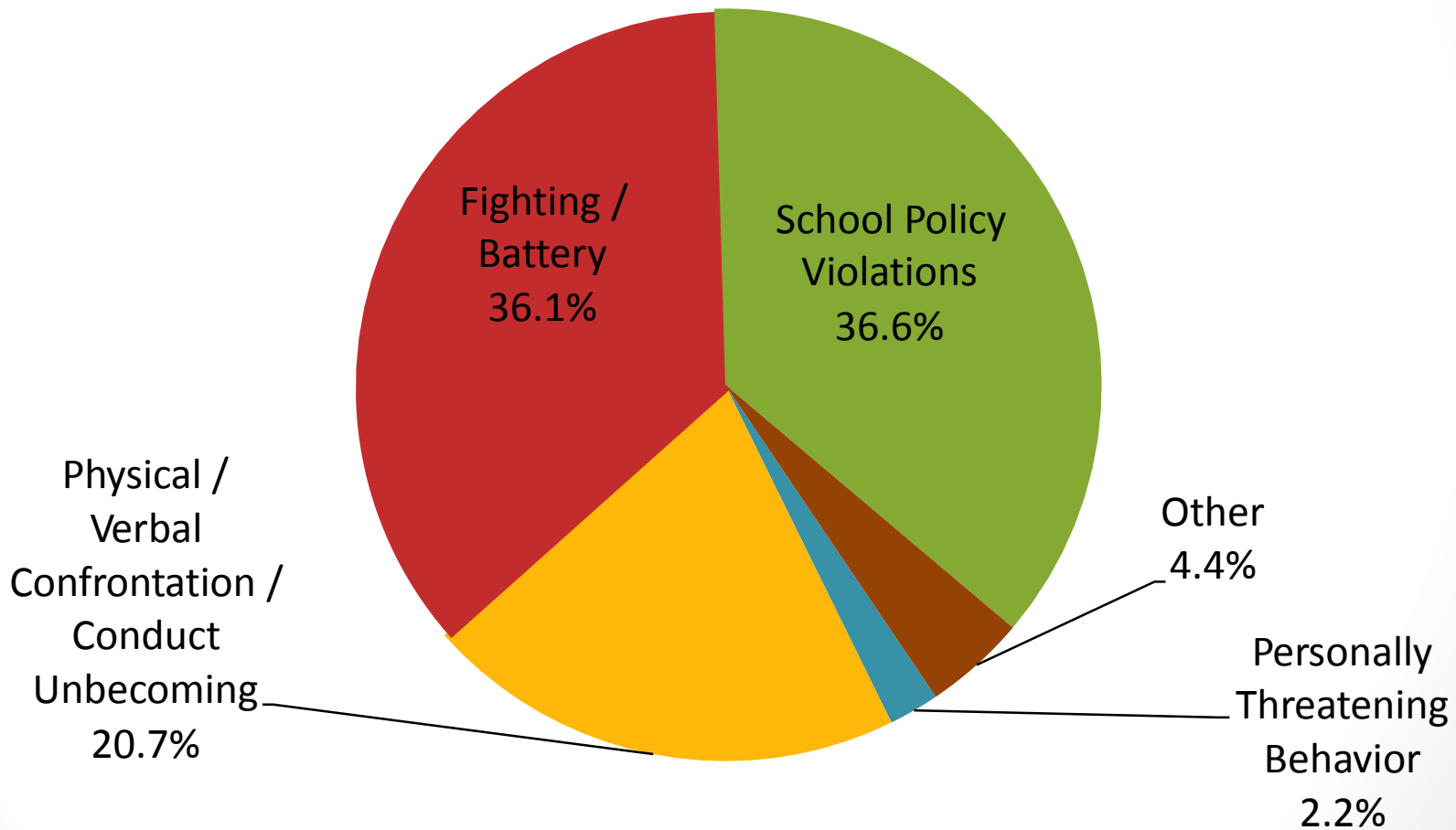
Percentage of students who most of the time or always get the kind of help they need when they feel sad, empty, hopeless, angry, or anxious



Incident Types (Offenses) Resulting in ISS, OSS or EXP, 2013-14



Incident Types Resulting in OSS for Children Under Age 7, 2013-14

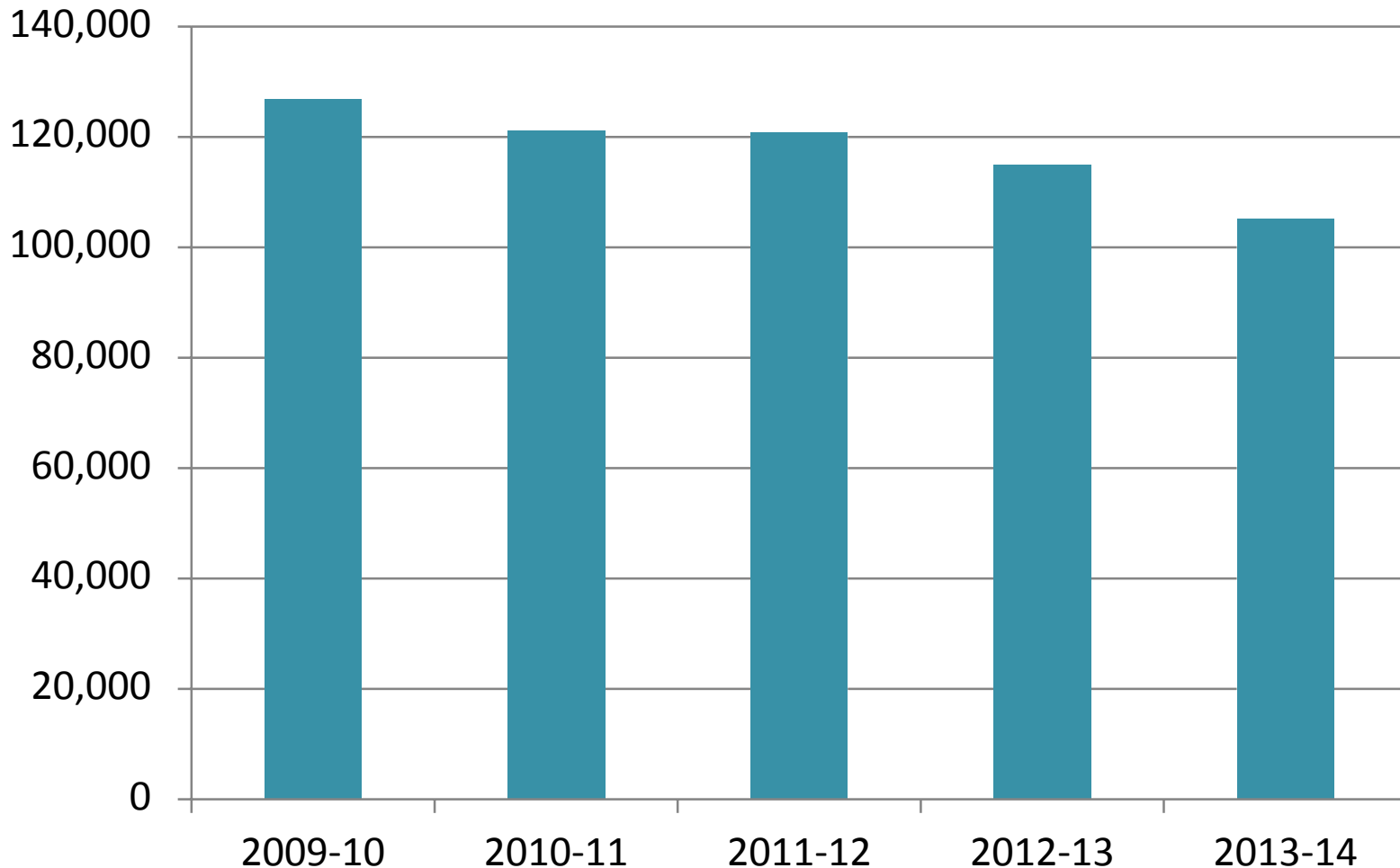


Districts Reporting the Highest Number of Children Under Age 7 Receiving Suspensions

Reporting District	Number of Children Receiving an ISS or OSS
Hartford School District*	184
Waterbury School District*	140
Bridgeport School District*	133
New Britain School District*	77
New Haven School District*	69
New London School District*	41
Meriden School District*	32
East Hartford School District*	29
Manchester School District	27
Norwich School District*	25
Bristol School District	24
Achievement First Hartford Academy Inc. District	22
Elm City College Preparatory School District	22
Hamden School District	20
Norwalk School District	20
Bridgeport Achievement First District	19
Windham School District*	19
Windsor School District	18
Amistad Academy District	16
Derby School District	16
Naugatuck School District	16
Stamford School District	14
Enfield School District	13
Vernon School District	12
Bloomfield School District	11
Middletown School District	10

*Alliance District

Total Number of Sanctions(ISS, OSS and Expulsions (duplicated count))



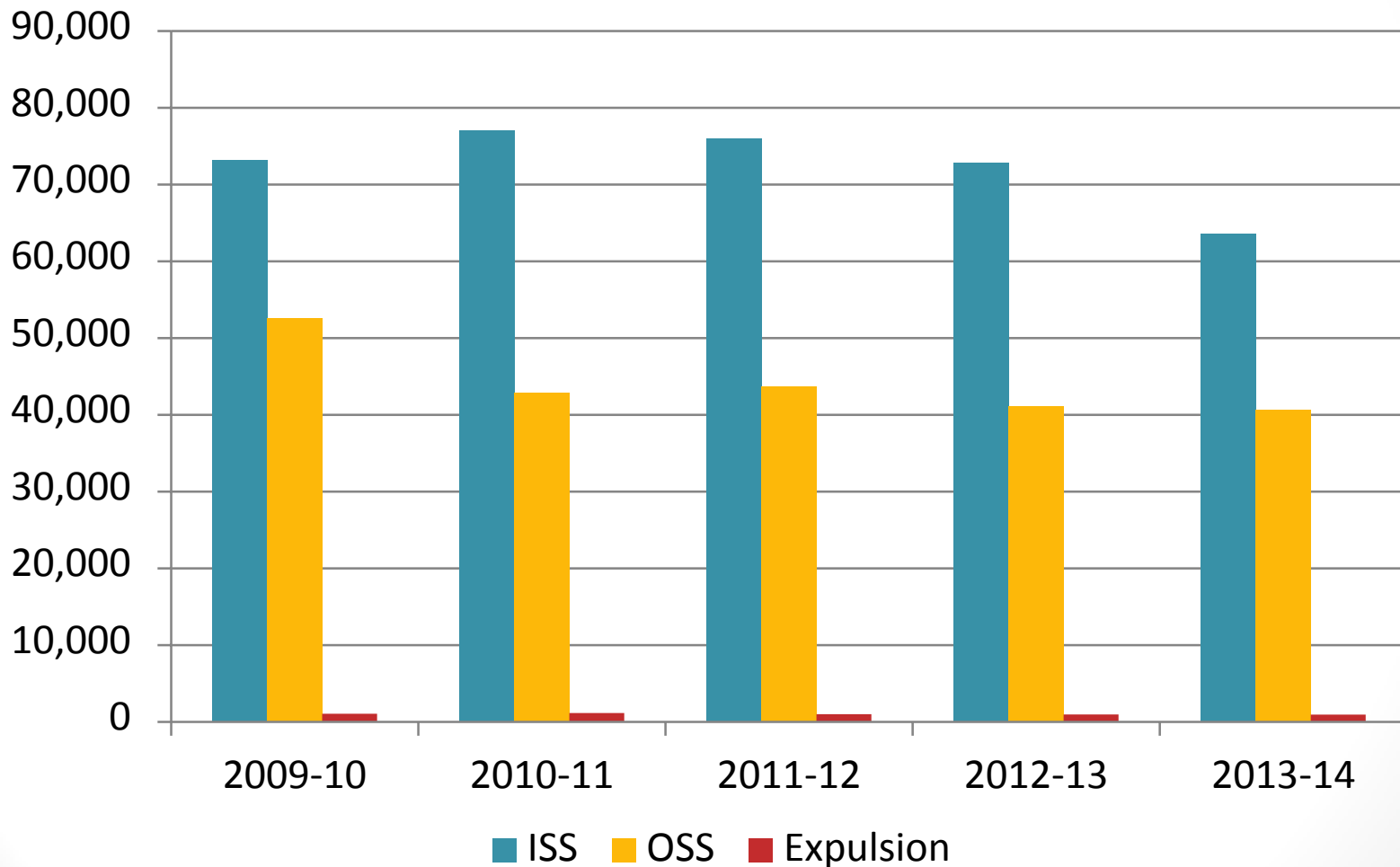
Districts with High Suspension/Expulsion Rates, 2013-14

Elementary (PK-5)		Middle (6-8)		High (9-12)	
% of Students Receiving at least one ISS, OSS, EXP					
Amistad Academy District	23.78%	Education Connection	80.00%	Elm City College Preparatory School District	58.65%
Achievement First Hartford Academy Inc.	23.33%	Amistad Academy District	56.05%	Bridgeport Achievement First District	53.51%
Elm City College Preparatory School District	19.78%	Unified School District #2	47.37%	Education Connection	50.00%
New Beginnings Inc. Family Academy District	18.06%	Achievement First Hartford Academy Inc.	46.25%	Amistad Academy District	44.52%
Bridgeport Achievement First District	16.00%	Bridgeport Achievement First District	43.09%	Windham School District	37.99%
Hartford School District	10.52%	New London School District	38.52%	New Britain School District	37.68%
Waterbury School District	9.00%	New Beginnings Inc. Family Academy District	31.58%	Stamford Academy District	36.05%
New London School District	8.86%	Elm City College Preparatory School District	27.33%	Waterbury School District	35.86%
New Britain School District	8.31%	Windham School District	27.02%	Unified School District #2	33.01%
Bridgeport School District	7.95%	New Britain School District	26.52%	East Hartford School District	32.22%
		Hartford School District	26.43%	The Gilbert School District	31.48%
		Bloomfield School District	26.21%	Bridgeport School District	29.59%
		Waterbury School District	25.93%	Explorations District	27.71%
		East Hartford School District	22.38%	New London School District	27.41%
		The Bridge Academy District	22.00%	Area Cooperative Educational Services	24.55%
		Bridgeport School District	21.83%	Hartford School District	22.68%
		Meriden School District	21.54%	Winchester School District	22.22%
		Derby School District	20.27%	Norwich School District	21.69%
		Ansonia School District	20.10%	Achievement First Hartford Academy Inc.	21.11%
		Gilbert School District	18.54%	Danbury School District	21.11%

*Alliance District

(Only districts with at least 20 students enrolled are included)

Total Number of Sanctions Disaggregated by ISS, OSS and Expulsions (duplicated Count)



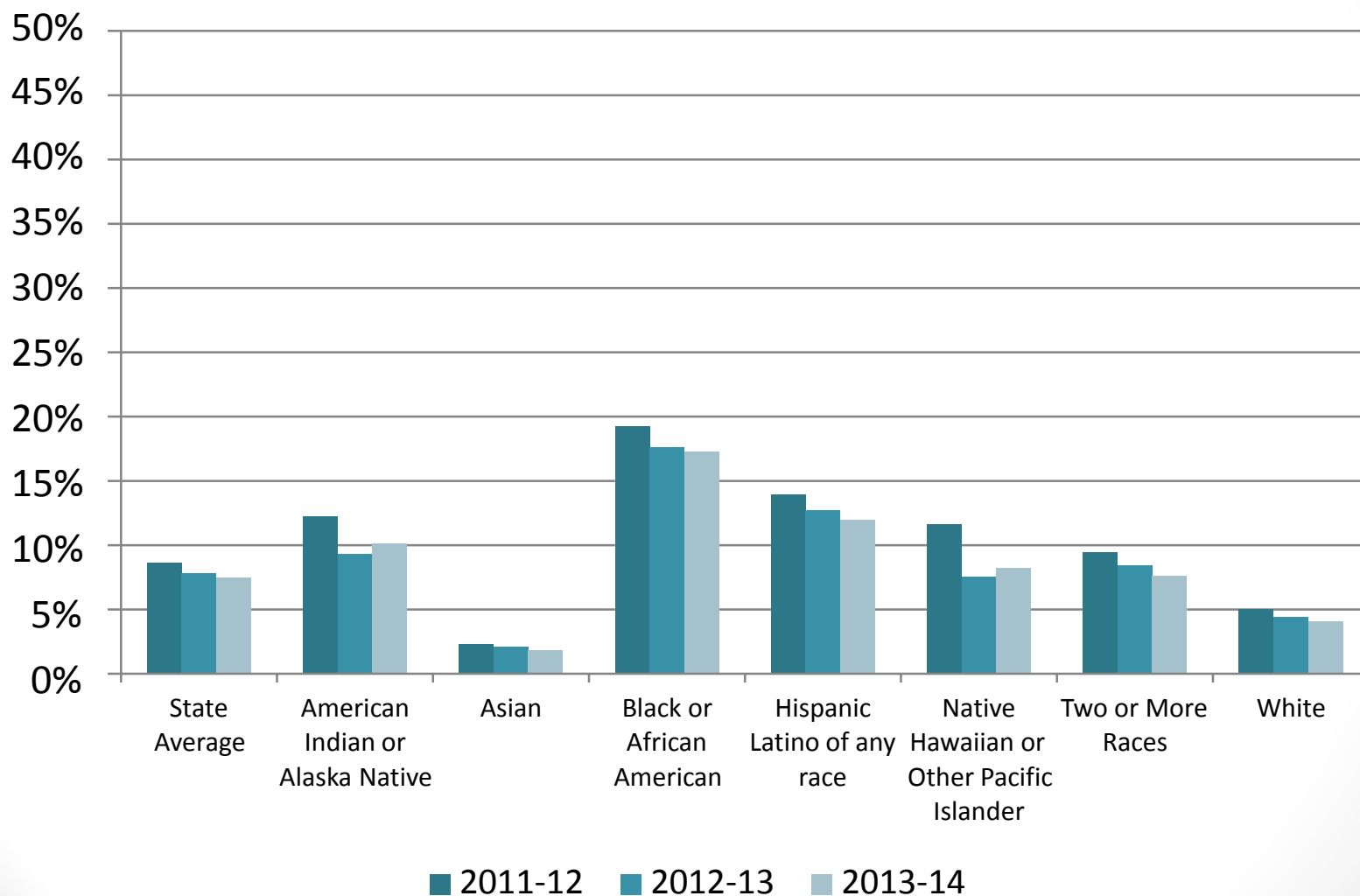
High Percentage of Total Sanctions that were OSS 2013-14

District Name	% of total sanctions that were OSS
Cooperative Educational Services	84.78%
Park City Prep Charter School District	80.65%
Education Connection	74.63%
Explorations District	73.68%
Achievement First Hartford Academy Inc. District	73.27%
Stamford School District	71.19%
New Haven School District	71.17%
Unified School District #2	69.78%
Area Cooperative Educational Services	59.56%
New Beginnings Inc. Family Academy District	59.28%
Hartford School District	59.06%
The Bridge Academy District	54.55%
Interdistrict School for Arts and Comm District	54.10%
Thompson School District	53.85%
Bridgeport School District	52.84%

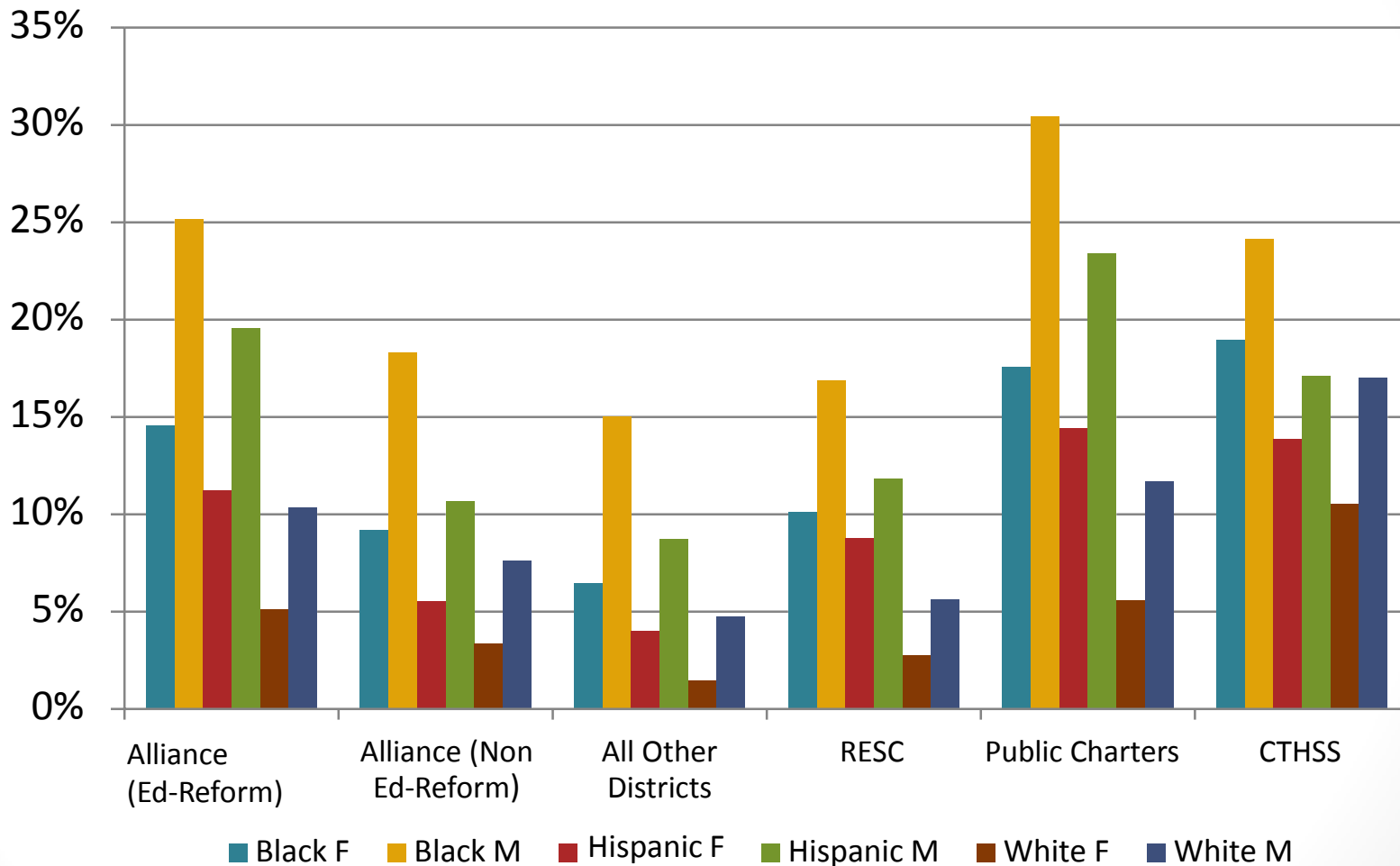
*Alliance District

(Only districts with at least 20 total sanctions are included)

Suspension/Expulsion Rates by Race/Ethnicity



Similar Pattern of Disparity Exists Within District Categories 2013-14



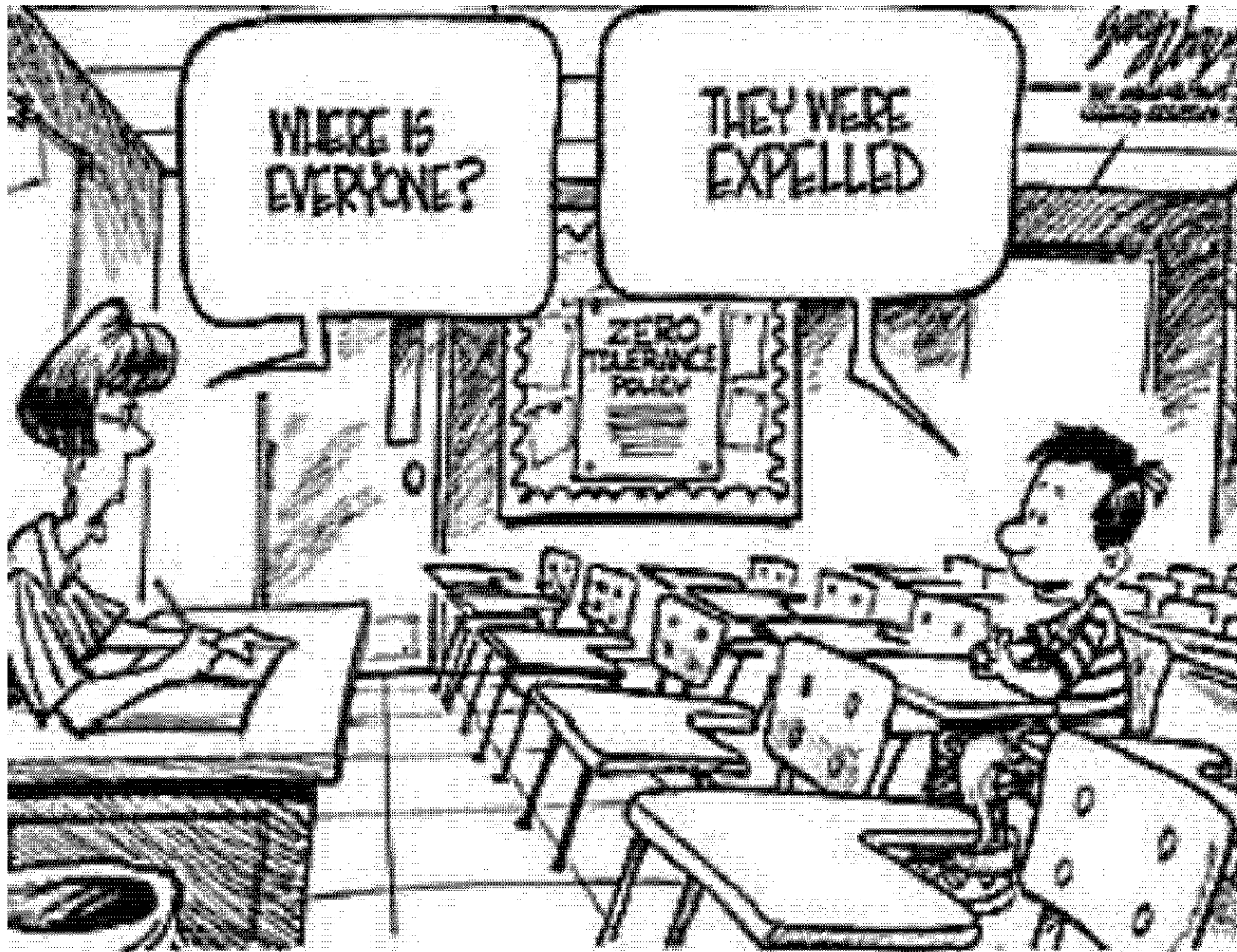
Observations

Gender

- Suspension/expulsion rate for males is about twice that of females.
- Similar disproportionality is evidenced in all racial/ethnic groups except Native Hawaiian/Pacific Islander and within all district categories.

Race/Ethnicity and Gender

- Suspension/expulsion rates for black and Hispanic males are **two to three times** that of their White counterparts.
 - Rates for black and Hispanic females are **four to six times** that of as their White counterparts.
 - Similar disproportionalities are evidenced in all district categories.
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U.S. Department of Education Guidelines *for* Positive School Climate & Discipline

Three guiding principles:

(1) Create **positive climates** and focus on **prevention**;

- ✓ Engage in **deliberate efforts** to create positive school climates.
- ✓ Prioritize the use of **evidence-based prevention** strategies, such as tiered supports.
- ✓ Promote **social and emotional learning**.
- ✓ Provide **regular training and supports** to all school personnel.
- ✓ **Collaborate** with local **agencies** and other **stakeholders**.
- ✓ Ensure that any school-based **law enforcement officers' roles** focus on improving **school safety** and **reducing inappropriate referrals** to law enforcement.

(2) Develop **clear, appropriate, and consistent expectations** and **consequences** to address disruptive student behaviors; and

- ✓ **Set high expectations** for behavior and adopt an instructional approach to discipline.
- ✓ **Involve families, students, and school personnel**, and communicate regularly and clearly.
- ✓ Ensure that **clear, developmentally appropriate, and proportional consequences** apply for misbehavior.
- ✓ **Create policies** that include appropriate procedures for **students with disabilities** and due process for all students.
- ✓ **Remove students** from the classroom only **as a last resort**, ensure that alternative settings provide academic instruction, and return students to class as soon as possible.

U.S. Department of Education, Guiding Principles: A Resource Guide for Improving School Climate and Discipline, Washington, D.C., 2014.

(3) Ensure **fairness, equity**, and continuous **improvement**.

- ✓ **Train all school staff** to apply **school discipline policies and practices** in a fair and equitable manner. [?]
- ✓ Use **proactive, data-driven, and continuous efforts**, including gathering feedback from families, students, teachers, and school personnel to prevent, identify, reduce, and eliminate discriminatory discipline and unintended consequences.

U.S. Department of Education, Guiding Principles: A Resource Guide for Improving School Climate and Discipline, Washington, D.C., 2014.

State Guidelines & Support for Positive and Effective Discipline

Subsection (g) of C.G.S. Section 10-233c

“Suspensions pursuant to this section shall be in-school suspensions, unless during the hearing held pursuant to subsection (a) of this section, (1) the administration determines that the pupil being suspended poses such a danger to persons or property or such a disruption of the educational process that the pupil shall be excluded from school during the period of suspension, or (2) the administration determines that an out-of-school suspension is appropriate for such pupil based on evidence of (A) previous disciplinary problems that have led to suspensions or expulsion of such pupil, and (B) efforts by the administration to address such disciplinary problems through means other than out-of school suspension or expulsion, including positive behavioral support strategies.”

Background

October 2008 – Original CSDE Guidelines for ISS and OSS

- CSDE provided workshops to assist districts in implementation
- District feedback indicated an interest in gaining ideas and guidance for developing effective ISS programs.
- Districts expressed an appreciation for the inclusion of case studies and sought additional scenarios to help inform and guide the decision-making process.

Guidelines revised in December 2010

- Section 10-233c aims to lower the number of students who are suspended from school by setting new standards for sending students home for violating school or district rules.
 - The law is not meant to take away a district's prerogative or need to remove students from school, but rather to urge administrators to think carefully about their decisions, and to find ways to keep students connected to school by placing them in programs designed to keep them learning, while still holding them accountable for improper behavior.
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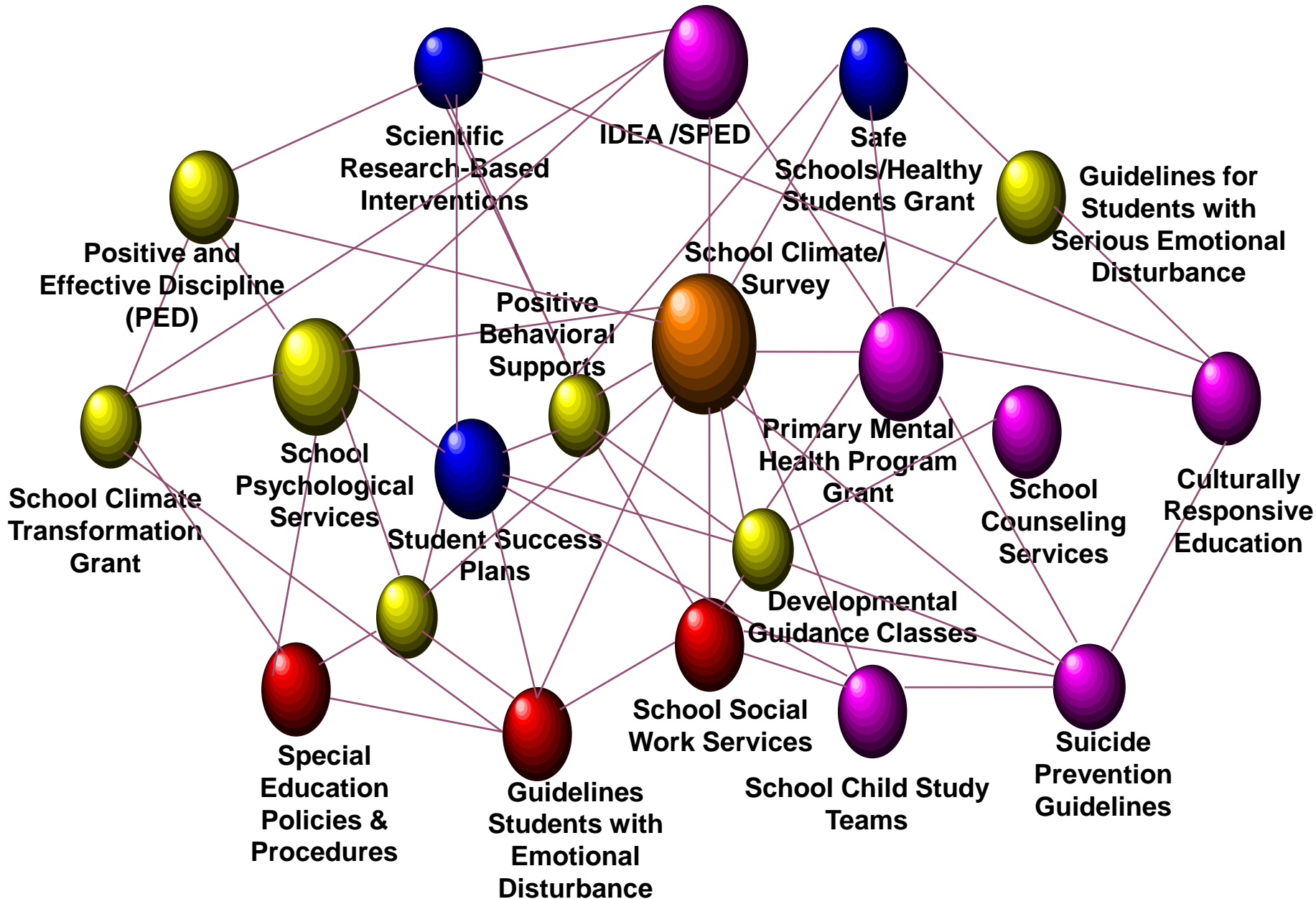
Positive and Effective Discipline Work Group Members

Name	Role	Bureau or Agency
Charlene Russell Tucker	Chief Operating Officer	Connecticut State Department of Education
John Frassinelli	Bureau Chief	Health/Nutrition, Family Services and Adult Education
Ajit Gopalakrishnan	Bureau Chief	Data Collection, Research and Evaluation
Sergio Rodriguez	Ed Staff Assistant	Office of COO
Jocelyn Mackey	Chair	Health/Nutrition, Family Services and Adult Education
Donald Briere	Member	Special Education
Ingrid Canady	Member/SERC Liaison	State Education Resource Center
JoAnn Freiberg	Member	Health/Nutrition, Family Services and Adult Education
Angela Gambaccini May	Member	Data Collection, Research and Evaluation
Alice Henley	Member/SERC Liaison	State Education Resource Center
Regina Hopkins	Member	Choice Programs
Marcus Rivera	Member	Special Education
Norma Sproul	Member	Special Education
Kimberly Traverso	Member	Health/Nutrition, Family Services and Adult Education

Planned Activities to Support Positive and Effective Discipline Practices

- Trainings on Culturally Responsive Pedagogy and Discipline
 - Workshops on Positive School Climate Development (Basic, Advanced, School Climate Team training)
 - Positive Behavioral Interventions and Supports (PBIS) trainings through SERC
 - Community Voices Focus Groups (Teachers & Students)
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State Supports for Positive and Effective Discipline



Scenario

Read scenario and discuss . . .

Next

Nekita Hall (Bridgeport Public Schools) to discuss Practical Applications to support Positive and Effective Discipline