Creating Safe and Healthy Schools: Common Myths about Making Schools Safer
And Evidence-Supported Strategies

Jeffrey Sprague, Ph.D.

University of Oregon Institute on Violence and Destructive Behavior

jeffs@uoregon.edu

IVDB Institute on Violence and Destructive Behavior
Community-Based Prevention and Intervention

Topics

- History and Overview of Approaches to School Discipline, Safety, and Mental Health
- Developing a Comprehensive School Safety and Prevention Plan
  - Conducting a community profile: Assessing risk and protective factors
    - The Oregon School Safety Survey (aka School Safety Survey)
  - Securing the school building using principles of Crime Prevention Through Environmental Design
  - The role of police in schools
  - Creating a school violence response plan
    - Following up after a crisis
- Screening and Identifying Behaviorally At-Risk Students
  - Screening for at-risk youth: Considerations and recommended practices
  - Threat Assessment
- Improving School Climate, Safety, and Student Health via Prevention
  - Creating a positive, inclusive school culture
  - Preventing and Responding to Bullying and Peer Harassment in the School Set
- Supporting Antisocial and Potentially Violent Youth
  - Mental Health Support
  - Other forms of intensive intervention
  - The role of suspension and expulsion alternatives
- Evaluating School Safety Efforts and a view to the Future

IVDB Research

- School Safety
- School discipline/PBIS
- Bullying and Harassment
- Early Prevention
- Alternative Education
- Delinquency Prevention and Treatment
- School Mental Health
- Educator Wellbeing

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# IMPLEMENTATION SCIENCE

Today we will focus mostly here

Stage 1: Exploration & Adoption	Stage 2: Installation	Stage 3: Initial Implementation	Stage 4: Full Implementation	Step 5: Sustaining &Continuous Improvement
Deciding to commit to adoption and implementation of a practice	Establishing necessary infrastructure to support the implementa-tion	Putting key features actively in place	Expanding the framework across people and settings	Maintaining and improving performance and outcomes

Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005). *Implementation research: A synthesis of the literature Retrieved from http://www.fpg.unc.edu/~nirn/resources/publications/Monograph/*

Creating Safe and Healthy Schools: Common Myths about Making Schools Safer

Two kinds of "school safety"
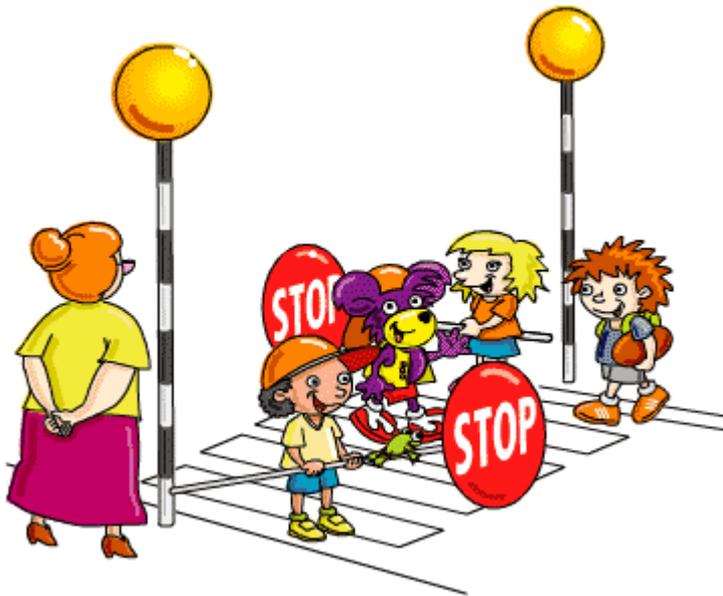
- Targeted school shootings
- Feelings of safety, belonging, bullying experiences, school climate

8/16/2019

Format for this talk

- What do we know?
- How do we assess our needs?
- How do we implement?
- How do we evaluate our success?

History and Overview of Approaches to School Discipline, Safety, and Mental Health

- What actions are schools taking to increase the safety of their students, families and staff members?
  - Reactive: "now that we've had a crisis…"
  - Denial: "it can't happen here"
  - Image management: "it doesn't look good for our school"
  - Flooding: "its too hard so lets do nothing"
  - High Security: metal detectors, police, preparation for terrorism, profiling, threat assessment (aka "target hardening")
  - Objective: "lets do a needs assessment and make a sustainable plan"

Creating Safe and Healthy Schools: Common Myths about Making Schools Safer

Programmatic and policy advances since the early 1990's

- Responses to violent juvenile crime and delinquency

- Attempts to prevent and respond to youth violence and mass school shootings

- Implementation of universal prevention initiatives in schools

- Efforts to address child and youth mental health issues, with schools as the center of intervention

- Calls to reduce or eliminate reliance upon use of exclusionary discipline such as out of school suspension or expulsion.

Attempts to prevent and respond to youth violence and mass school shootings

- 1992 was Highest Level of Violent Juvenile Crime in the U.S.
  - Prediction of "super predator" group
  - Never came to fruition – juvenile crime rate dropped
- Mass school shootings
  - Emergence in the late 1990's
  - 2000's – domestic terrorism
    - 9/11
    - Adult perpetrators (Red Lake, Virginia Tech, Sandy Hook)

Worse or better?

The recent mass school shootings at Sandy Hook Elementary and Parkland High school heighten and intensify the fear and concern we have about school safety, even though these types of incidents remain extremely rare.

Dense and repeated media coverage can create the sense that school shootings are on the rise and official statistics paint a less grim picture.

Since 1990, there have been 22 shootings at elementary and secondary schools in which two or more people were killed, not counting those perpetrators who committed suicide.

Even though the number of students killed at school each year has been relatively stable since the 1990s, this statistic is little comfort to anyone who works in a school or sends family members there each day.

Losing even one child in this manner is unacceptable.

Creating Safe and Healthy Schools: Common
Myths about Making Schools Safer

# What has research shown about school-related violence?

- To date, CDC research on school associated violent deaths found:
    - Most school-associated violent deaths occur during transition times – immediately before and after the school day and during lunch. [1]
    - Violent deaths are more likely to occur at the start of each semester.[2]
    - Nearly 50 percent of homicide perpetrators gave some type of warning signal, such as making a threat or leaving a note, before the event.[1]
    - Firearms used in school-associated homicides and suicides came primarily from the perpetrator's home or from friends or relatives.[3]
    - Homicide is the second leading cause of death among youth aged 5-18. Data from this study indicate that between 1% and 2% of these deaths happen on school grounds or on the way to or from school. These findings underscore the importance of preventing violence at school as well as in communities.
- https://www.cdc.gov/violenceprevention/youthviolence/schoolviolence/SAVD.html

INCIDENTS BY YEAR
Based on publicly available data on incidents from 1970-present

https://www.chds.us/ssdb/incidents-by-year/

The U.S. has had 1,316 school shootings since 1970. The numbers of these tragic events have been increasing, with 18% of the total occurring in the past seven years since the Newtown school shooting at Sandy Hook Elementary School.
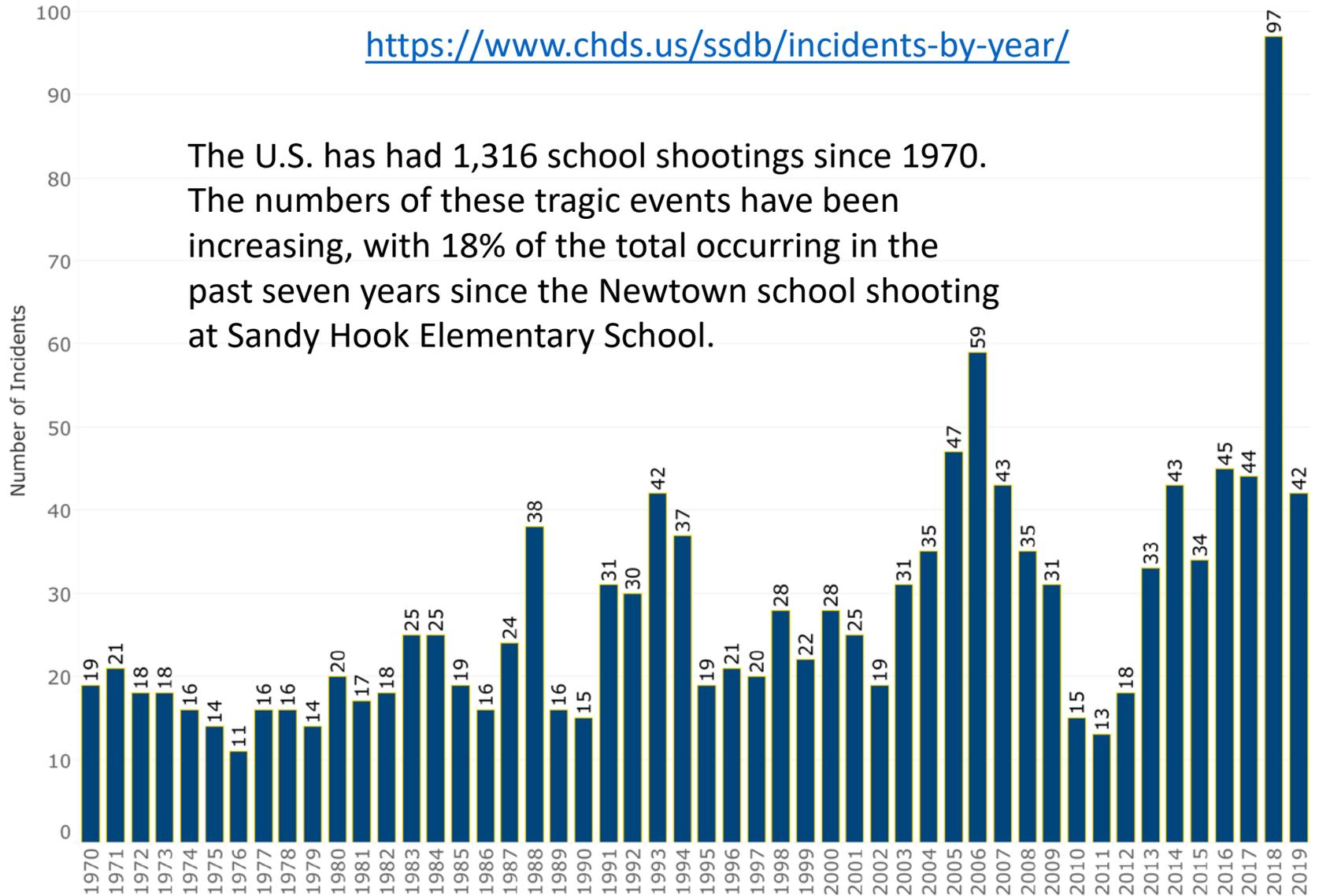
Number of Fatalities Including Shooter by Year
Based on publicly available data on incidents from 1970-present

https://www.chds.us/ssdb/number-killed-by-year/
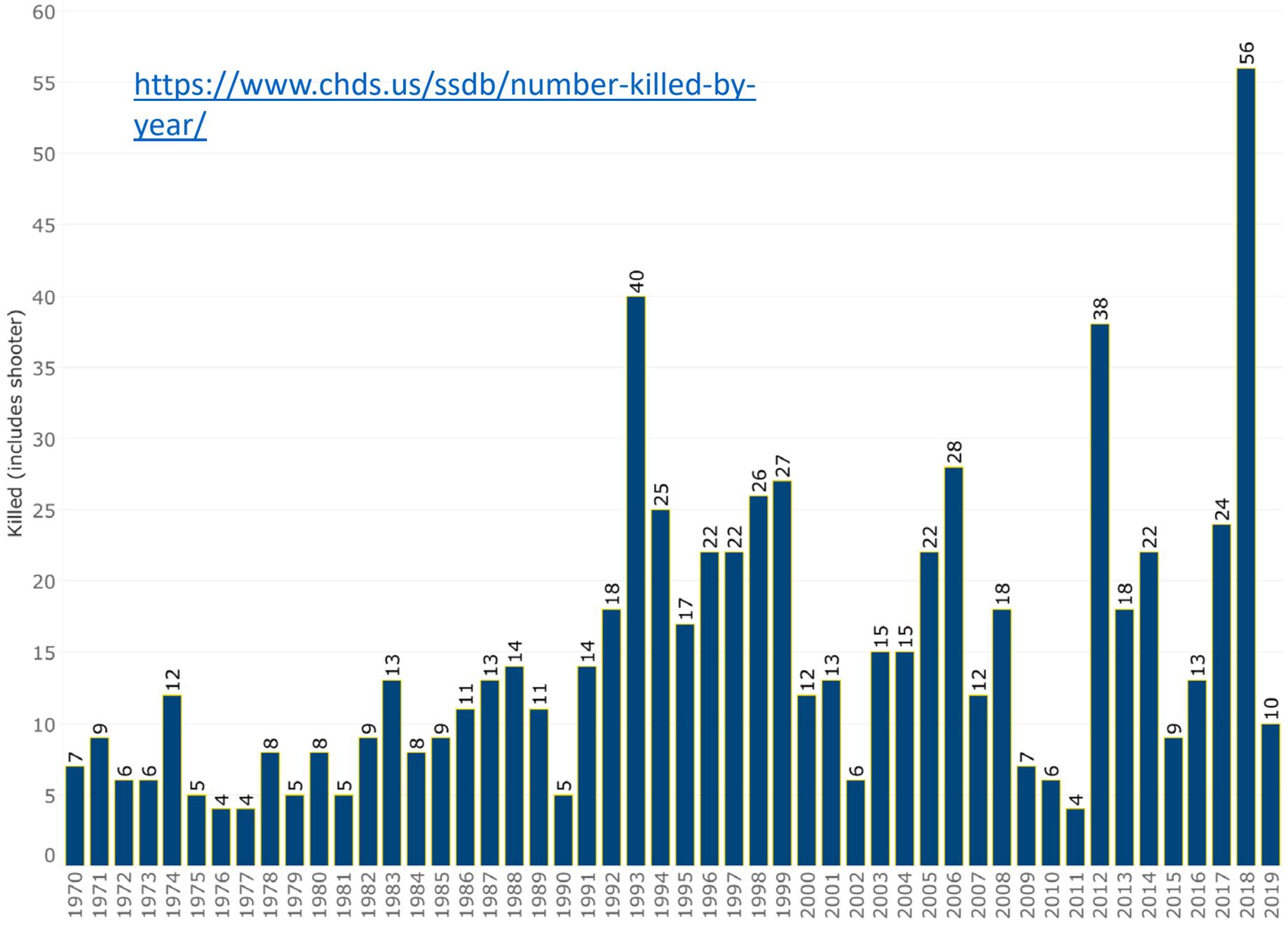
INCIDENTS BY CATEGORY
Based on publicly available data on incidents from 1970-present

https://www.chds.us/ssdb/incidents-by-category/

Category	Number of Incidents
Escalation of Dispute	373
Gang-related	167
Unknown	157
Accidental	154
Suicide/Attempted	125
Domestic w/ Targeted Victim	65
Indiscriminate Shooting	56
Anger Ove..	40
Robbery	40
Bullying	34
Mental Health	32
Hostage Standoff	31
Murder/Suicide	27
Officer Involved Shooting	21
Intentional Property Damage	19
Illegal Drug Related	15
Racial	15
Murder	8
Self Defense	4

Age–Adjusted Suicide Rates in the United States (1999–2016)

Data Courtesy of CDC

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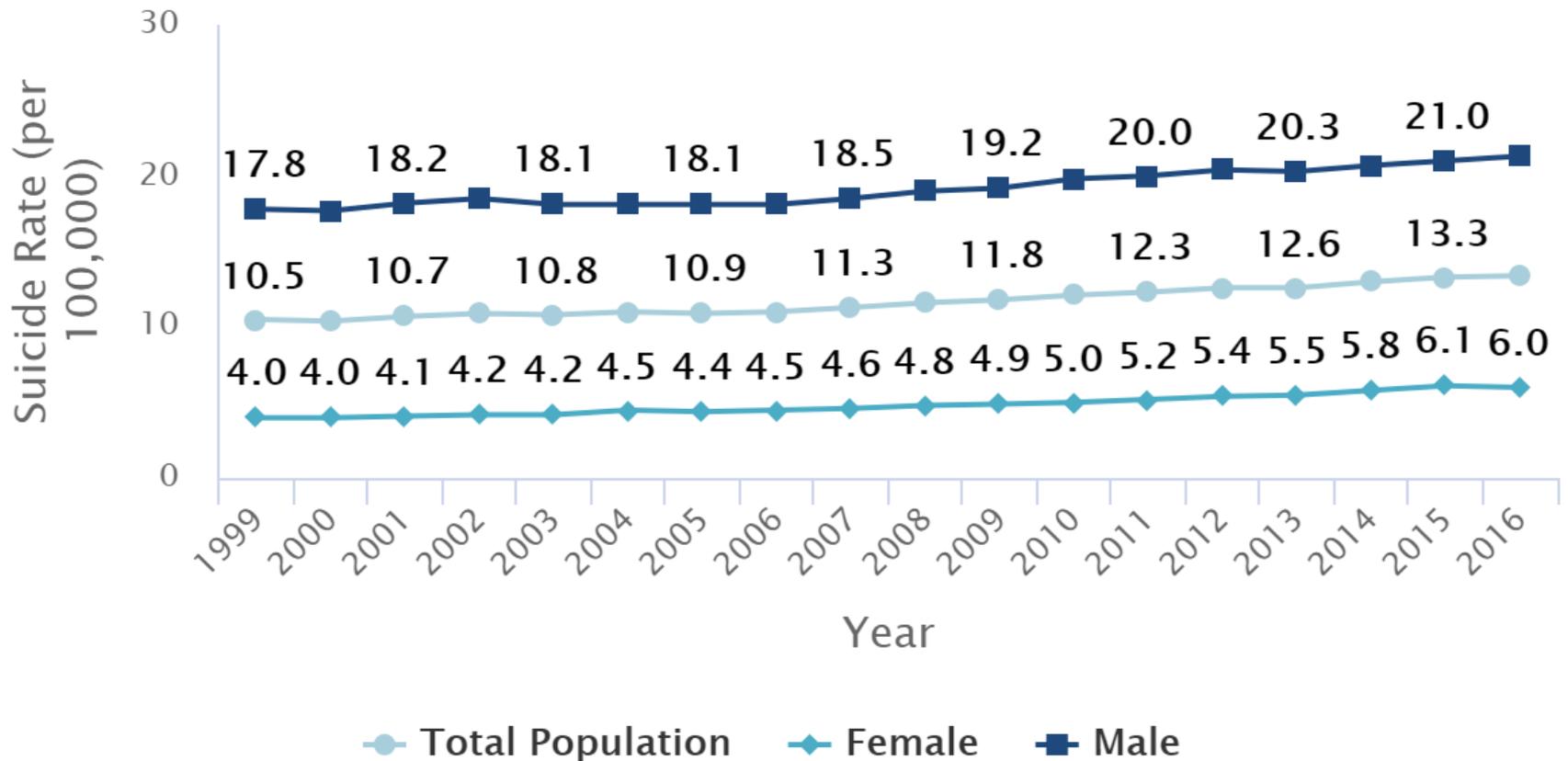
# Child and teen firearm deaths, by geography

Children and teens living in rural areas are more likely than those living in urban areas to die from homicide with a firearm or an unintentional injury from a firearm.

RATES PER 100,000 MINORS IN 2017

Urban — Rural

	Urban	Rural
OVERALL RATE PER 100,000 CHILDREN	4.29	4.45
SUICIDE RATE	1.24	2.61
UNINTENTIONAL INJURY RATE	0.08	0.34
HOMICIDE RATE	2.83	1.29

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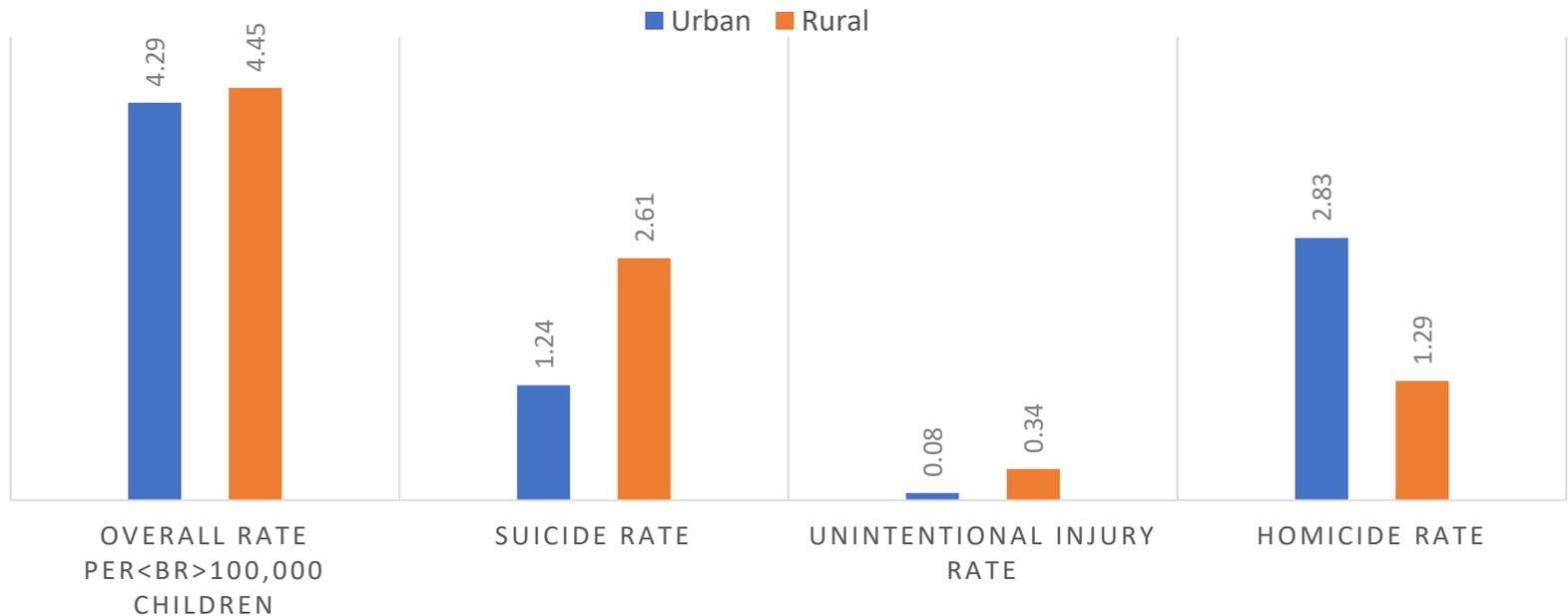
What is the likelihood of a student committing a homicide at your school?

• The Education Department reports that roughly 50 million children attend public schools for roughly 180 days per year. Since Columbine, approximately 200 public school students have been shot to death while school was in session, including the recent slaughter at Marjory Stoneman Douglas High School in Parkland, Fla.

• That means the statistical likelihood of any given public school student being killed by a gun, in school, on any given day since 1999 was roughly **1 in 614,000,000**.

Are we preparing to respond to, or prevent the next Columbine/Sandy Hook/Parkland...?

- Schools may make the best use of their resources by focusing on prevention, and not by relying exclusively on law enforcement to respond and to resolve school-based attacks

  - Vossekuil, B., Fein, R. A., Reddy, M., Borum, R., & Modzeleski, B. (2002). *The final report and findings of the safe school initiative: implications for the prevention of school attacks in the United States.*

- Yes, but how do we decide what to do?

Public Health Approach

- Define the problem
  - Targeted violence
  - Other "violence"
    - Bullying/harassment
    - Aggressive behavior
    - Microaggression
    - Feelings of safety
- Identify Risk and Protective Factors
- Develop/Choose and Test the Prevention Strategy
- Evaluate the outcomes and impact of the strategy

Developing a Comprehensive School Safety and Prevention Plan

- Conduct a community profile: Assess risk and protective factors
  - The Oregon School Safety Survey
  - Securing the school building using principles of Crime Prevention Through Environmental Design
    - https://rems.ed.gov/SITEASSESS.aspx
    - https://rems.ed.gov/docs/CDC_CPTEDSchoolAssessment.pdf
  - The role of police in schools
  - Creating a school violence response plan
  - Following up after a crisis
    - https://rems.ed.gov/default.aspx

School Safety Planning and Implementation

Conduct a school safety needs assessment.

Begin with the Oregon School Safety Survey (Sprague, Colvin, & Irvin, 1995).

Conduct a CPTED assessment and make needed changes in school architecture. Supervision and movement patterns

Use a standardized behavioral screening, threat assessment and follow-up protocol.

Develop a comprehensive school safety and crisis-response plan.

Screening and Identifying Behaviorally At-Risk Students.

Improving School Climate, Safety, and Student Health via Prevention.

Creating a positive, inclusive school culture

Preventing and Responding to Bullying and Peer Harassment in the School Setting

Supporting Antisocial and Potentially Violent Youth.

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School Safety
Sources of Vulnerability in School Settings

Design, Use and Supervision of School Space

- ➲ Height of windows
- ➲ Number and type of entrances/exits
- ➲ Location and design of bathrooms
- ➲ Patterns of supervision
- ➲ Traffic patterns and their management
- ➲ Lighting
- ➲ Ratio of supervising adults to students
- ➲ Size of school relative to capacity

Administrative and Management Practices of the School

- ➲ Quality of administrative leadership
- ➲ Positive inclusive atmosphere
- ➲ Consistency of Student supervision
- ➲ Direct teaching of social-behavioral skills
- ➲ Positive recognition of all students
- ➲ Effective academic support for all students
- ➲ Support for teachers in classroom and behavior management

Nature of the Neighborhood Served by the School

- ➲ Crime levels in neighborhood
  - person
  - property
  - drugs and alcohol
- ➲ Domestic violence
- ➲ Child abuse and neglect
- ➲ Lack of cohesion

Characteristics of Students Enrolled

- ➲ Poverty of student body (% eligible for free and reduced lunch
- ➲ Number of at risk students enrolled
- ➲ Frequency and type of juvenile arrests
- ➲ Number of school discipline referrals, suspensions and expulsions
- ➲ Academic achievement levels (% students not meeting academic standards)

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Measurement

- The Oregon school safety (OSSS)
  - (Sprague, Colvin, & Irvin, 1995)
  - https://www.pbisapps.org/Applications/Pages/PBIS-Assessment-Surveys.aspx
  - 17 risk factors and 16 protective factors related to school and community safety
  - section one identifies the major risk factors
  - section two lists common protective factors and response plans
 - section three provides an opportunity for additional comments

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OSSS Risk Factors

- Illegal weapons.

- Vandalism.

- High student mobility (i.e. frequent changes in school enrollment).

- Graffiti.

- Gang activity.

- Truancy.

- Student suspensions and/or expulsions.

- Students adjudicated by the court.

- Parents withdrawing students from school because of safety concerns.

- Child abuse in the home.

- Trespassing on school grounds.

- Poverty.

- Crimes (e.g. theft, extortion, hazing).

- Illegal drug and alcohol use.

- Fights, conflict, and assault.

- Incidence of bullying, intimidation, and harassment.

- Deteriorating condition of the physical facilities in the school.

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OSSS protective factors

- Opportunity for extracurricular programs and sports activities.

- Professional development and staff training.

- Crisis and emergency response plans.

- Consistently implemented school-wide discipline plans.

- Student support services in school (e.g. counseling, monitoring, support team systems).

- Parent involvement in our school (e.g. efforts to enhance school safety, student support).

- Student preparation for crises and emergencies.

- Supervision of students across all settings.

- Suicide prevention/response plans.

- Student participation and involvement in academic activities.

- Positive school climate for learning.

- Acceptance of diversity.

- Response to conflict and problem solving.

- Collaboration with community resources.

- High expectations for student learning and productivity.

- Effective student-teacher relationships.

Risk and Protective Factor Ratings By School Type
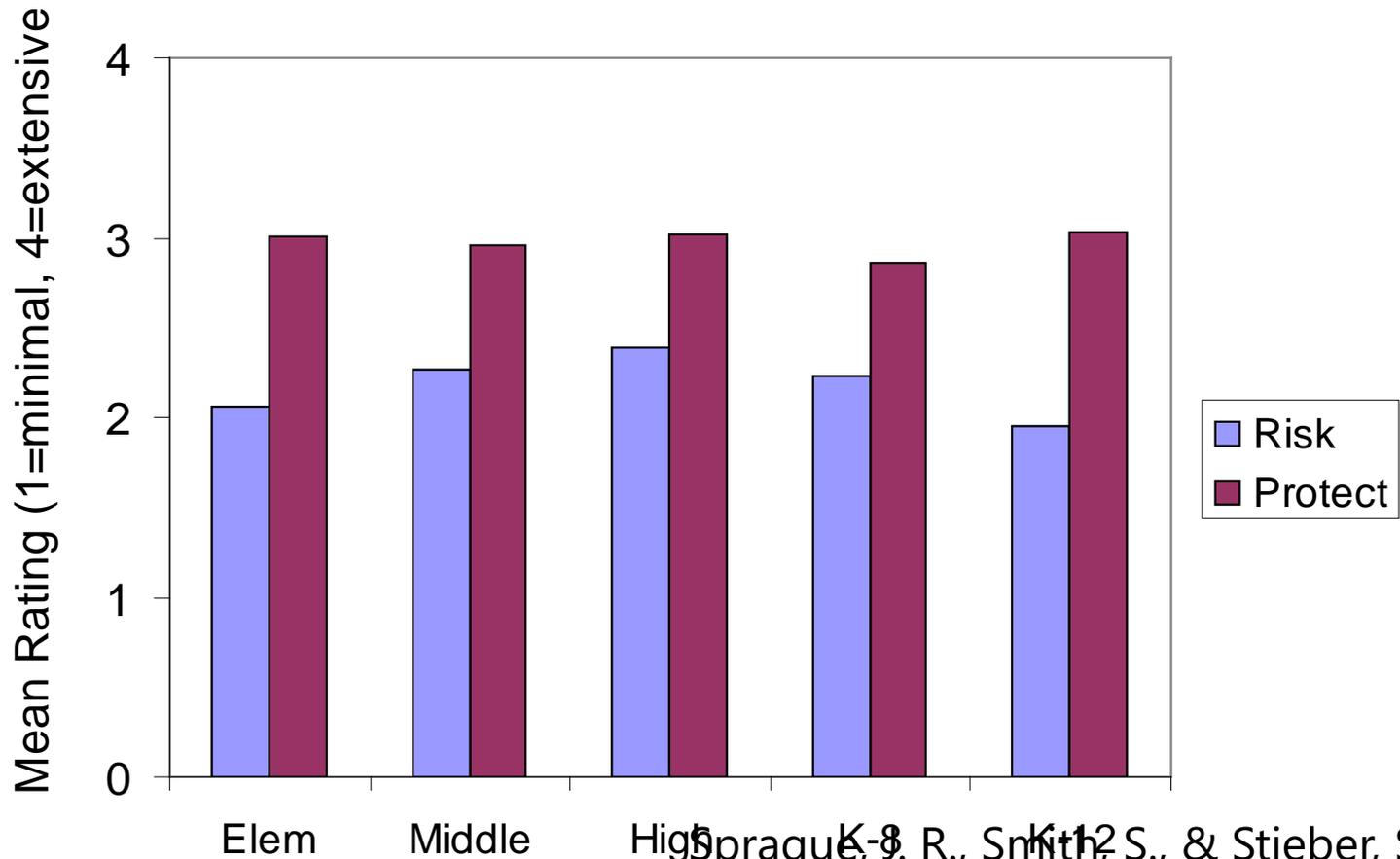
Sprague, J. R., Smith, S., & Stieber, S. (2002). Principal perceptions of school safety. *Journal of school violence, 1(4), 51-64.*

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Top rated risk factors: Oregon Principals
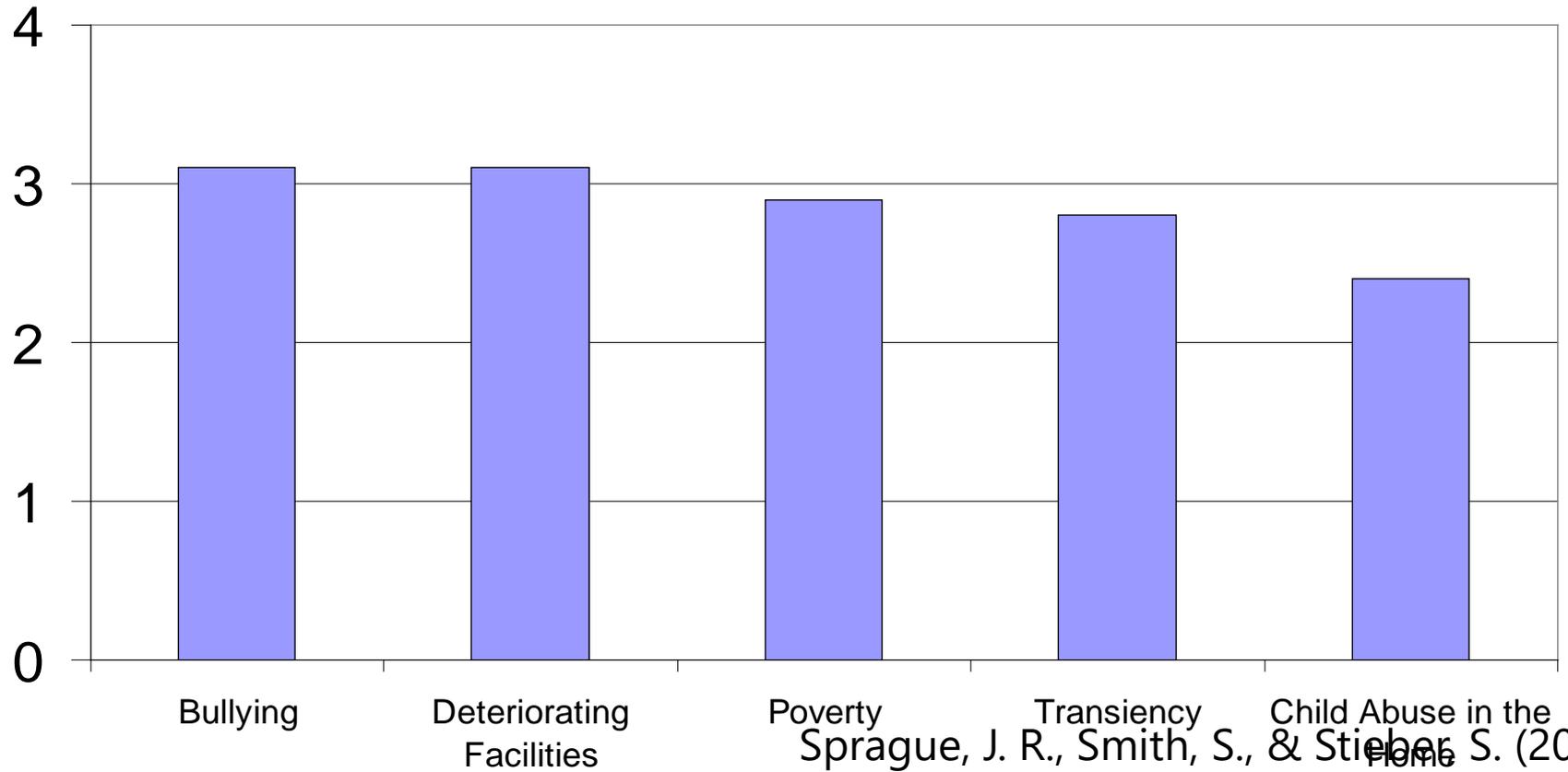
Sprague, J. R., Smith, S., & Stieber, S. (2002). Principal perceptions of school safety. *Journal of school violence, 1(4), 51-64.*

Top Protective Factors: Oregon Principals
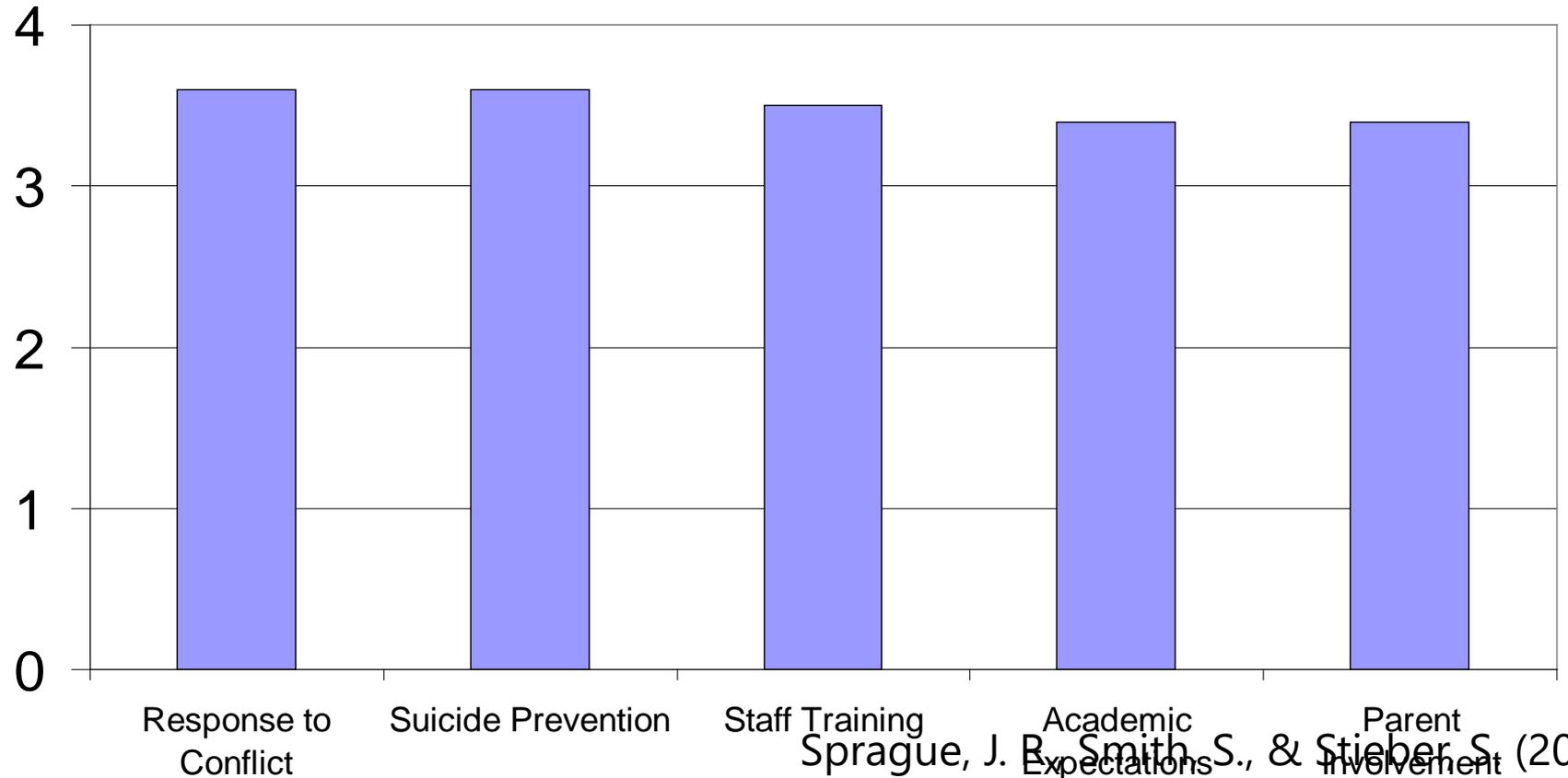
Sprague, J. R., Smith, S., & Stieber, S. (2002). Principal perceptions of school safety. *Journal of school violence, 1(4), 51-64.*

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LISA LACK: A PSYCHOMETRIC ANALYSIS OF THE SCHOOL SAFETY SURVEY (IN PREPARATION, 2019)

destructive school community occurrences

constructive support services

positive school climate

adverse personal living conditions

How to Use the OSSS

- Incorporate into school improvement
- Survey key stakeholders
- Choose intervention targets
- Compare with "hard" data
- Use to guide in-depth analysis
- Use annually to check progress or change

Safe Schools Elements

- Develop a Comprehensive School Safety and Prevention Plan
  - Conducti a community profile: Assessing risk and protective factors
    - The Oregon School Safety Survey
  - Secure the school building using principles of Crime Prevention Through Environmental Design
  - The role of police in schools
  - Creating a school violence response plan
    - Following up after a crisis

- Screening and Identifying Behaviorally At-Risk Students.
  - Screening for at-risk youth: Considerations and recommended practices
  - Threat Assessment

- Improving School Climate, Safety, and Student Health via Prevention.
  - Assess School Climate
  - Creating a positive, inclusive school culture

- Preventing and Responding to Bullying and Peer Harassment in the School Setting

- Supporting Antisocial and Potentially Violent Youth. •
  - Mental Health
  - Other forms of intensive intervention
  - The role of suspension and expulsion alternatives

Secure the School Building

- **Crime Prevention Through Environmental Design (CPTED)**
  - Using knowledge of architecture and ecology to predict and prevent school violence
    - Schneider, T., Walker, H., & Sprague, J. (2000). *Safe school design: A handbook for educational leaders. Eugene, OR: ERIC Clearinghouse on Educational Management, College of Education, University of Oregon.*
    - Overall patterns of behavior
    - Proximity to certain businesses, traffic patterns, or neighborhood activities
    - Illegal trespassing or intrusion (access control)
    - Ease of visual surveillance
    - Number of open access doors
    - Communication with the main office
    - Restrooms

Intervene (invest in people rather than technology)

- Is "target hardening" the way to go?
  - **https://www.youtube.com/watch?v=xx3rrkXuq0g**

  Jonson, C. L. (2017). Preventing School Shootings: The Effectiveness of Safety Measures. *Victims & Offenders, 12(6), 956-973. doi:10.1080/15564886.2017.1307293*

- Why security measures won't stop school shootings
  - https://theconversation.com/why-security-measures-wont-stop-school-shootings-90738 1/4

Site Assess: New Federal Resource

- https://rems.ed.gov/SITEASSESS.aspx

- This FREE, secure mobile app designed specifically for education agencies allows personnel to walk around buildings and grounds and examine their safety, security, accessibility, and emergency preparedness. SITE ASSESS generates a customized to-do list that may be used in the short term and long term to address facility improvements, prompts teams to share pertinent information with first responders, and contains relevant resources on several education facility and preparedness topics. The REMS TA Center developed this site assessment app to do the following:

- Capture images within and upload images directly into the app;

- Provide critical information about potential threats and hazards, which may be used by planning teams as they develop their site's emergency operations plan;

- Allow teams to add customized questions to and delete preloaded questions from the site assessment for their use, taking into account state and local requirements;

- Export data into a Word document or Excel worksheet for data aggregation and analysis and/or recordkeeping;

- Equip practitioners with information and knowledge about fundamental site assessment topics, such as Crime Prevention Through Environmental Design (CPTED) and universal design;

- Collect information that will aid IHE personnel with fulfilling *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act* requirements; and

- Complement and support mitigation, prevention, protection, recovery, and response activities.

Police in Schools

- Congress is pushing schools to employ police as guards in the wake of recent shootings, but at least 48 percent of schools already have some security presence (2016).
  - https://nces.ed.gov/programs/crimeindicators/key.asp
- The survey by the National Center for Education Statistics found 42 percent of schools had a resource officer on site in the 2015-2016 school year, which was 10 percent higher than a decade earlier.
- About 90 percent of law enforcement officers stationed at schools regularly carry firearms.
- "After Sandy Hook, there was quite a surge — especially elementary school officers," said Mo Canady, executive director of the National Association of School Resource Officers, referring to the 2012 elementary school massacre.

Role of Police in Schools

- Does more policing make schools safer?
  - https://www.brookings.edu/blog/brown-center-chalkboard/2018/11/08/does-more-policing-make-middle-schools-safer/
  - *Increasing investments in school resource officers does not lead to safer schools.*
  - There is evidence of racial disparities in arrests by SROs
  - *School characteristics explain only a small portion of differences in disciplinary outcomes.*
  - *School size (enrollment) and academic achievement are strong predictors of school safety.*
  - *Race is a poor predictor of school safety, and better reporting practices are needed.*
    - Anderson, Kenneth Alonzo (2018) "Policing and Middle School: An Evaluation of a Statewide School Resource Officer Policy," *Middle Grades Review*: Vol. 4 : Iss. 2 , Article 7. Available at: https://scholarworks.uvm.edu/mgreview/vol4/iss2/7
- National School Resource Officer Association https://nasro.org/
  - SROs should serve multiple roles and "contribute to the safe-schools team by ensuring a safe and secure campus, educating students about law-related topics, and mentoring students as counselors and role models."

School Crisis Preparedness and Response

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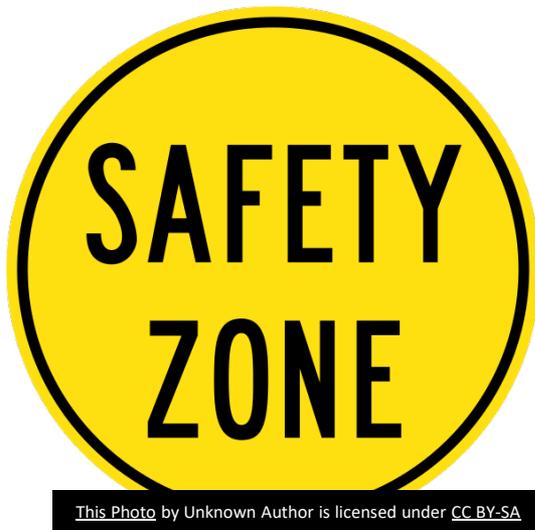
- Readiness and Emergency Management for Schools
  - https://rems.ed.gov/Default.aspx
- Does your school have a crisis response plan?
- Does your school have a crisis follow up plan?
- Do you have practice drills?
- What questions do you have about your role in the protocol?

Screening and Identifying Behaviorally At-Risk Students (and Threat Assessment)

- What do we know?
- How do we assess our needs?
- How do we implement?
- How do we evaluate our strategies?

Reflection

- Screening
  - How does your school identify students needing more supports?
    - What data are collected?
    - What is the role of the teacher?
    - Do you disaggregate the data by gender, race/ethnicity, and disability to reveal any bias in nomination or selection?
- Threat Assessment
  - Do you know what your school's threat assessment protocol is?
  - What is the difference between substantive and transient threats?
  - Do you know what happens to students after they make a threat?
    - Is there a role for suspension or expulsion?
- Does your district make public the pattern (not the student) of threats and what type of response they make?

UNIVERSAL SCREENING: BEST PRACTICE

- PROCESS OF *FINDING THE RIGHT CUSTOMERS*

- **MULTIPLE-GATING:** SERIES OF PROGRESSIVELY MORE COMPLEX ASSESSMENT PROCEDURES TO IDENTIFY STUDENTS IN NEED OF MORE INTENSIVE SERVICES
    - TEACHER NOMINATIONS
    - BRIEF BEHAVIOR RATING
    - CONFIRMATION
        - RECORDS REVIEW
        - DIRECT OBSERVATION
        - PROGRESS MONITORING

Social–Behavioral Competence

Teacher-Related Adjustment

Related Behavioral Correlates

Adaptive

1. Comply promptly
2. Follow rules
3. Control anger
4. Make assistance needs known appropriately
5. Produce acceptable-quality work
6. Work independently
7. Adjust to different instructional situations
8. Respond to teacher corrections
9. Listen carefully to teacher

Maladaptive

1. Steal
2. Defy or provoke teacher
3. Engage in tantrums
4. Disturb others
5. Damage property
6. Cheat
7. Swear or make lewd gestures
8. Aggress toward others
9. Ignore teacher

Outcomes

Positive

Teacher acceptance
School achievement/ success

Negative

Teacher rejection
Referral for specialized placements
School failure and/or dropout
Low performance expectations

Peer-Related Adjustment

Related Behavioral Correlates

Adaptive

1. Cooperate with peers
2. Support peers
3. Defend self in arguments
4. Remain calm
5. Achieve much
6. Lead peers
7. Act independently
8. Compliment peers
9. Affiliate with peers

Maladaptive

1. Disrupt the group
2. Act snobbishly
3. Aggress indirectly
4. Start fights
5. Display short temper
6. Brag
7. Seek help constantly
8. Achieve little
9. Get in trouble with teacher

Outcomes

Positive

Peer acceptance
Positive peer relations
Friendships

Negative

Social rejection/neglect
Low self-esteem
Weak social involvement or engagement

8/16/2019   41

FIGURE 1.3. Model of interpersonal social–behavioral competence within school settings.

UNIVERSAL SCREENING USING OFFICE DISCIPLINE REFERRAL AND SUSPENSION DATA

Advantage

Most schools track these already

Disadvantages

"wait to fail"

Misses "internalizers"

Teacher/system bias

OFFICE DISCIPLINE REFERRAL (ODR) – DEFINITION: "AN EVENT IN WHICH

a)   A STUDENT ENGAGED IN A BEHAVIOR THAT VIOLATED A RULE OR SOCIAL NORM IN THE SCHOOL,

b)   THE PROBLEM BEHAVIOR WAS OBSERVED OR IDENTIFIED BY A MEMBER OF THE SCHOOL STAFF, AND

c)   THE EVENT RESULTED IN A CONSEQUENCE DELIVERED BY ADMINISTRATIVE STAFF WHO PRODUCED A PERMANENT (WRITTEN) PRODUCT DEFINING THE WHOLE EVENT"

(SUGAI, SPRAGUE, HORNER, & WALKER, 2000, P. 96).

PREVIOUS YEARS DISCIPLINE DATA

Referrals by Student

1. Who should be on an intervention when school starts?

2. Who should we monitor carefully?

3. Who requires a new intervention/evaluation?

Decision Rule
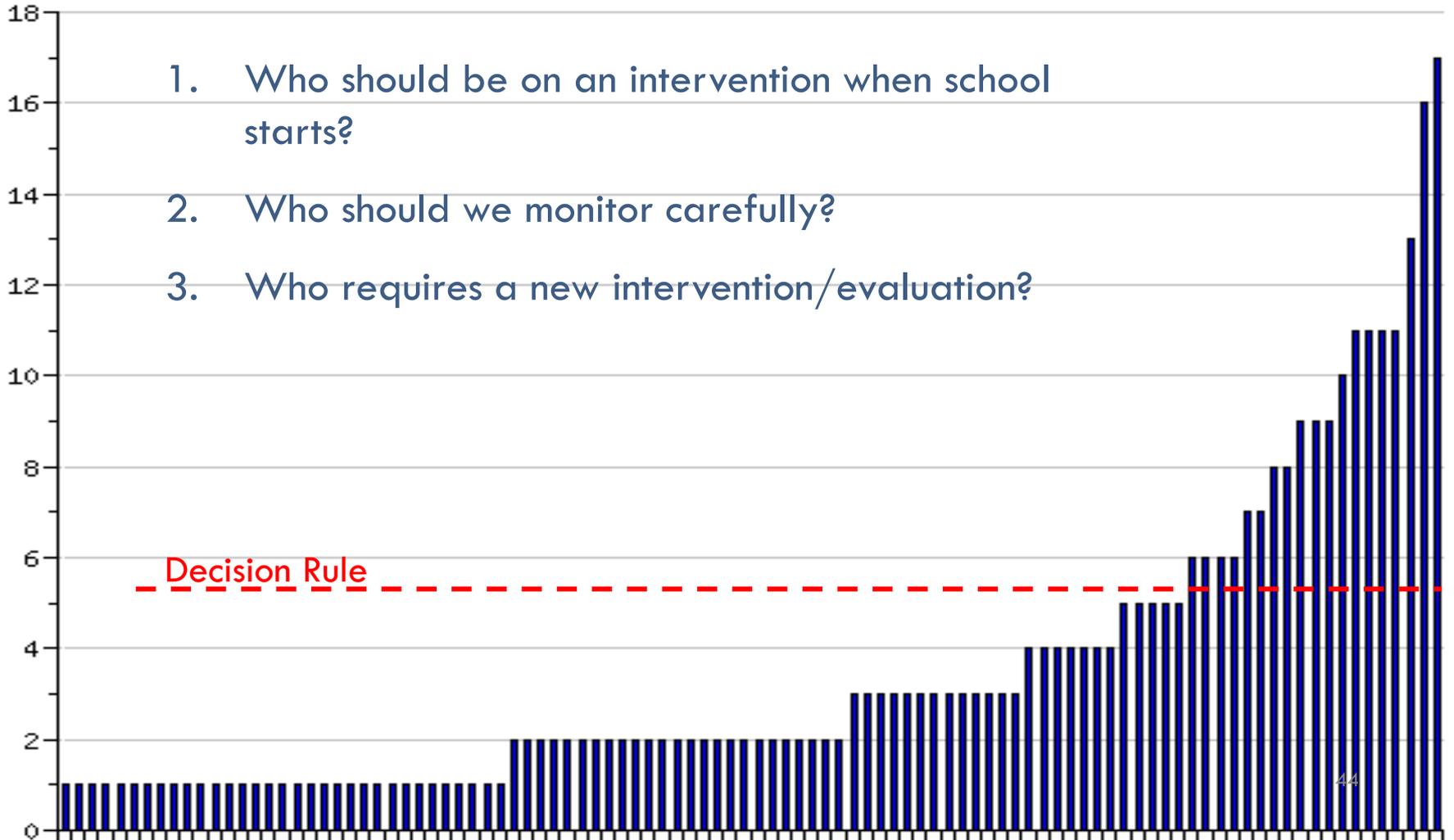
Sample Request for Assistance

Student: Bradley	Grade: 3	Teacher: Mr. Skinner	Date:

Type of Concern: ☐ Academic   ●● Social behavior

➢ **What's the Problem? (Check all that apply.)**

☐ Academic performance	X Work completion	X Noncompliance	☐ Verbal defiance
☐ Inappropriate language	☐ Disruptive/ talking out of turn	☐ Fighting/ aggression	☐ Self-injury
☐ Withdrawn	☐ Tardy/truant	☐ Other_____	

2. **Please fill out the student's schedule:**

Time	Subject/Activity	Teacher	What problem?	How Likely? Low High
	Opening/homeroom			**1** 2 3 4
	Reading		Doesn't do his work, stares into space or doodles	1 2 3 **4**
	Math			1 2 3 **4**
	Lunch			**1** 2 3 4
	Recess			**1** 2 3 4
	Pt/specials			**1** 2 3 4
	Reading II			1 2 **3** 4
	Science			1 **2** 3 4
	Transitions (from what to what?)			1 2 3 4

(More questions on back.)

Examples of externalizing types of behavior	Examples of internalizing types of behavior
Displaying aggression towards objects or persons	Low or restricted activity levels
Arguing or defying the teacher	Avoidance of speaking with others
Forcing the submission of others	Shy, timid, and/or unassertive behaviors
Out of seat behavior	Avoidance or withdrawal from social situations
Non-compliance with teacher instructions or requests	A preference to play or spend time alone
Tantrums	Acting in a fearful manner
Hyperactive Behavior	Avoiding participation in games and activities
Disturbing Others	Unresponsive to social interactions by others
Stealing	Failure to stand up for oneself
Not Following Teacher or School Rules	
Non-examples of externalizing types of behavior	**Non-examples of internalizing types of behavior**
Cooperating	Initiation of social interactions with peers
Sharing	Engagement in conversations with peers
Working on assigned tasks	Normal rates or level of social contact with peers
Asking for help	Displaying positive social behaviors toward others
Listening to teacher	Participating in games and activities
Interacting in appropriate manner with peers	Resolving peer conflicts in an appropriate manner
Following directions	Joining in with others
Attending to task demands	
Complying with teacher requests	
Student Nomination	
Externalizing Students	**Internalizing Students**
1	1
2	2
3	3
4	4
5	5

Walker Survey Instrument: Elementary Student Version					
	(1=never, 3=Sometimes, 5=frequently)	Enter responses below:			
Item #	Item	Value	School	Peer	Teacher
1	Other children seek child out to involve him/her in activities.			▓	
2	Uses free time appropriately.		▓		
3	Shares laughter with peers.			▓	
4	Has good work habits (e.g., is organized, uses class time well, etc.)		▓		
5	Compromises with peers when situation calls for it.				▓
6	Responds to teasing or name calling by ignoring, changing the subject, or some other constructive means.				▓
7	Accepts constructive criticism from peers without becoming angry.				▓
8	Plays or talks with peers for extended periods of time.			▓	
9	Initiates conversation(s) with peers in informal situations.			▓	
10	Listens carefully to teacher instructions and directions for assignments.		▓		
11	Displays independent study skills (e.g., can work adequately with minimum teacher support).		▓		
12	Appropriately copes with aggression from others (e.g., tries to avoid a fight, walks away, seeks assistance, defends self).				▓
13	Interacts with a number of different peers.			▓	
14	Can accept not getting her/his own way.				▓
15	Attends to assigned tasks.		▓		
16	Keeps conversation with peers going.			▓	
17	Invites peers to play or share activities.			▓	
18	Does seatwork assignments as directed.		▓		
19	Produces work of acceptable quality given her/his skill level.		▓		
		Subscale Sores			
		Grand Total			
	Risk Status (based on Total Score <= 61)	RISK			

Walker Survey Instrument: Adolescent Student Version

Pre ____ Post ____

School Name _____   Teacher Name _____

Today's Date (mm/dd/yyyy) ____/____/_____   Service Start Date (mm/dd/yyyy) ___/___/_____

Student ID# _____   Form was completed (circle): Before Services   During   After Services

Current Grade (circle one): 7   8   9   10   11   12   12+   *Gender*: ___ Male __ Female *Age*: ____

Items and Ratings

Items	Rating					Subscale			
	Never		Sometimes		Frequently				
	1	2	3	4	5	**SC**	**PR**	**SA**	**Emp**
1. Does seatwork assignments as directed.	☐	☐	☐	☐	☐			▓	
2. Attends to assigned tasks.	☐	☐	☐	☐	☐			▓	
3. Has good work habits (e.g. is organized, uses class time well, etc.)	☐	☐	☐	☐	☐			▓	
4. Displays independent study skills (e.g. can work adequately with minimum teacher support).	☐	☐	☐	☐	☐			▓	
5. Produces work of acceptable quality given his/her skill level.	☐	☐	☐	☐	☐			▓	
6. Is personally well organized.	☐	☐	☐	☐	☐			▓	
7. Listens carefully to teacher instructions and directions for assignments.	☐	☐	☐	☐	☐			▓	
8. Spends free time interacting with peers.	☐	☐	☐	☐	☐		▓		
9. Initiates conversations with peers in informal situations.	☐	☐	☐	☐	☐		▓		
10. Participates or talks with peers for extended periods of time.	☐	☐	☐	☐	☐		▓		
11. Keeps conversation with peers going.	☐	☐	☐	☐	☐		▓		

SAMPLE SCREENING INSTRUMENTS

- CI3T SCREENING TOOLS LIST
    - HTTP://WWW.CI3T.ORG/SCREENING

- BEHAVIORAL AND EMOTIONAL RATING SCALE
    - HTTPS://WWW.PROEDINC.COM/PRODUCTS/11540/BEHAVIORAL-AND-EMOTIONAL-RATING-SCALESECOND-EDITION-BERS2.ASPX

- STRENGTHS AND DIFFICULTIES QUESTIONNAIRE
    - HTTP://WWW.SDQINFO.COM/

- SOCIAL SKILLS RATING SCALE
    - HTTPS://WWW.PEARSONCLINICAL.COM/EDUCATION/PRODUCTS/100000322/SOCIAL-SKILLS-IMPROVEMENT-SYSTEM-SSIS-RATING-SCALES.HTML

Creating Safe and Healthy Schools: Common Myths about Making Schools Safer

THREAT ASSESSMENT

- WHAT DO WE KNOW?
    - BASED ON A SAMPLE OF 1,865 THREAT CASES, THIS STUDY FOUND THAT:
        - TEAMS WERE MORE LIKELY TO IDENTIFY A THREAT AS SERIOUS IF THE STUDENT WAS ABOVE THE ELEMENTARY GRADES AND RECEIVING SPECIAL EDUCATION SERVICES,
        - IF THE THREAT INVOLVED BATTERY, HOMICIDE, OR WEAPON POSSESSION, OR TARGETED AN ADMINISTRATOR.
        - ALTHOUGH FEW THREATS WERE ATTEMPTED, A THREAT JUDGED TO BE SERIOUS WAS ABOUT 12 TIMES MORE LIKELY TO BE ATTEMPTED THAN A THREAT NOT JUDGED TO BE SERIOUS.
    - CORNELL, D., MAENG, J., BURNETTE, A.G., JIA, Y., HUANG, F., KONOLD, T., DATTA, P., MALONE, M., MEYER, P. (2017 ONLINE). STUDENT THREAT ASSESSMENT AS A STANDARD SCHOOLS SAFETY PRACTICE: RESULTS FROM A STATEWIDE IMPLEMENTATION STUDY. SCHOOL PSYCHOLOGY QUARTERLY. HTTP://DX.DOI.ORG/10.1037/SPQ0000220

- HTTPS://WWW.YOUTUBE.COM/WATCH?V=RRI_EIHE1SW
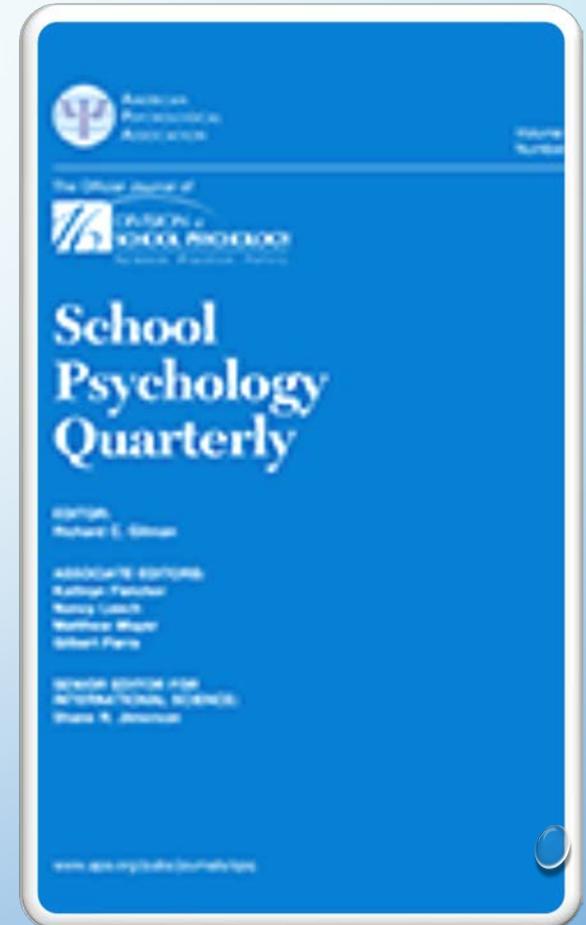
Guidelines for Student Threat Assessment: Field-Test Findings

Dewey G. Cornell, Peter L. Sheras, Sebastian Kaplan, David McConville, Julea Douglass, Andrea Elkon, Lela McKnight, Chris Branson, and Joanna Cole

Programs in Clinical and School Psychology, Curry School of Education, University of Virginia

Abstract. A demonstration project was conducted to field-test guidelines for schools to use in responding to student threats of violence. Results from 188 student threats occurring in 35 schools over the course of one school year are described. School-based teams used a decision-tree model to evaluate the seriousness of a threat and take appropriate action to reduce the threat of violence. Using threat assessment guidelines, the majority of cases (70%) were resolved quickly as transient threats. More serious cases, termed substantive threats (30%), required a more extensive evaluation and intervention plan. Follow-up interviews with school principals revealed that almost all students were able to continue in school or return to school after a brief suspension. Only 3 students were expelled, and none of the threatened acts of violence were carried out. These findings indicate that student threat assessment is a feasible, practical approach for schools that merits more extensive study.

Profiling does not work.

SCHOOL SHOOTINGS ARE TOO RARE.

PROFILES MAKE FALSE PREDICTIONS.

PROFILES GENERATE STEREOTYPES.

PROFILES DON'T SOLVE PROBLEMS.

Assess for Intensity & Diversity of Service Needs

Reaction Error:
A sole focus on punishing

A threat of violent action to self or others

Assessment Error:
A sole focus on the nature & severity of threat

Inconsistent school discipline

History of Sexual Abuse

History of Physical Abuse

Parental denial of disturbing behavior

History of Neglect

Eating Disorder

Parental conflict attachment issues

Depression

Staff oblivious to bullying

Alienation

Poor Anger Control

Student/ Teacher mistrust

Unrestricted access to entertainment violence

Suicide Ideation

Psychotic Features

Poor Coping Skills

Code of Silence

Manipulative, lack of empathy, other personality difficulties

Drug Alcohol Problems

Peer groups encouraging violence

Although found in both genders, especially associated in females with physical violence patterns

6 Principles of the Threat Assessment Process

(abridged from Secret Service/DOE Guide)

1. Targeted violence is the result of an understandable process, not a random or spontaneous act.

2. Consider person, situation, setting, & target.

3. Maintain an investigative, skeptical mindset.

4. Focus on facts and behaviors, not traits.

5. Use information from all possible sources.

6. *Making* a threat is not the same as *posing* a threat. Ask "Is this student on a path toward an attack?"

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Threat Assessment

1. ***Identification* of threats** made by students.

2. ***Evaluation* of seriousness** of threat and danger it poses to others, recognizing that all threats are not the same (e.g., toy guns are not dangerous).

3. ***Intervention*** to reduce risk of violence.

4. ***Follow-up*** to assess intervention results.

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Step 1.
Evaluate the threat.

- Obtain an account of the threat and the context from the student and witnesses.

- Write down the exact threat.

- Obtain student's explanation of the threat's meaning and his/her intentions.

- Obtain witness perceptions of the threat's meaning.

Document your evaluation.

Typical Questions for Student Making Threat

1. Do you know why I wanted to talk to you?

2. What happened today when you were [place of incident]?

3. What exactly did you say and do?

4. What did you mean when you said/did that?

5. How do you think [person threatened] feels about what you said?

6. What was the reason you said that?

7. What you going to do now?

Witness Questions

1. What happened today when you were [place of incident]?

2. What exactly did [student who made threat] say and do?

3. What do you think he/she meant?

4. How do you feel about what he/she said?

5. Why did he/she say that?

Step 2. Transient or Substantive?

- Determine whether the threat is transient or substantive.

- The critical issue is not what the student threatened to do, but whether the student intends to carry out the threat.

- When in doubt, treat a threat as substantive.

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Transient versus substantive threats

12:1
Likelihood of
Transient
Threats

Substantive Threats

Transient Threats

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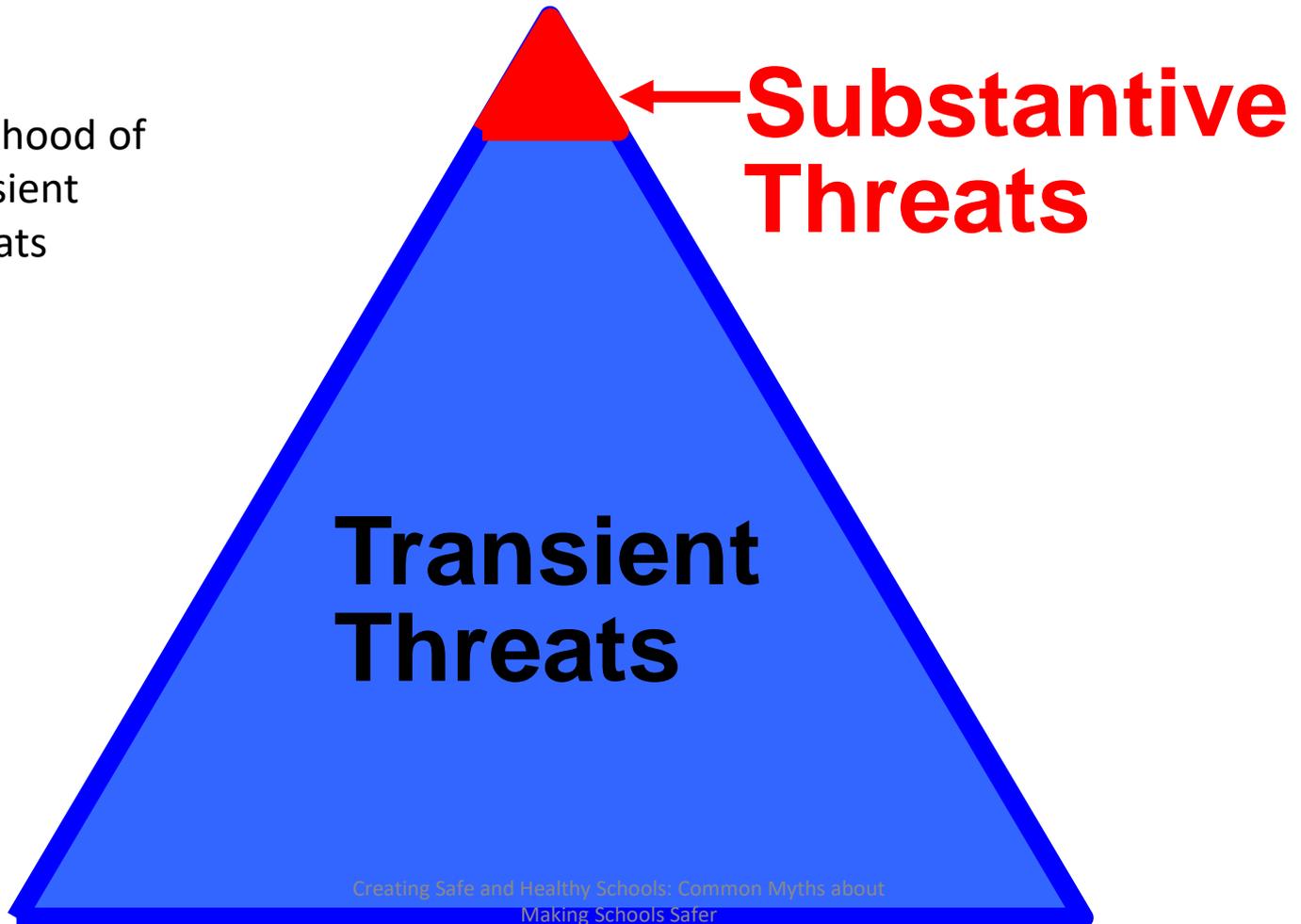
University of Virginia Study

Student Threats to Harm Others
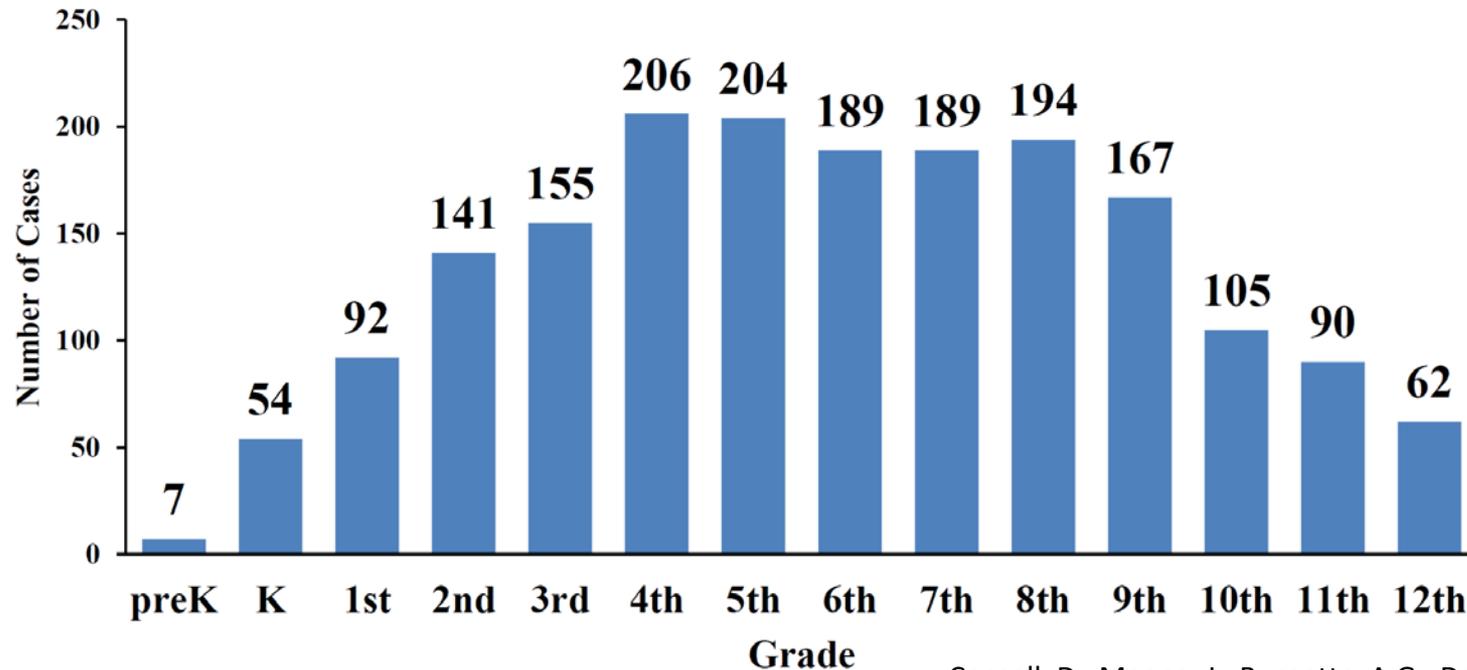
Figure 3. Student Threats to Harm Others by Grade.

Cornell, D., Maeng, J., Burnette, A.G., Datta, P., Huang, F., & Jia, Y. (2016). Threat Assessment in Virginia Schools: Technical Report of the Threat Assessment Survey for 2014-2015. Charlottesville, VA: Curry School of Education, University of Virginia.

Transient threats

- Often are rhetorical remarks, not genuine expressions of intent to harm.
- At worst, express temporary feelings of anger or frustration.
- Usually can be resolved on the scene or in the office.
- After resolution, the threat no longer exists.
- Usually end with an apology or clarification.

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Who made transient threats?

Chart showing Number of transient threats by grade level (K through 12):
- K: 5
- 1: 6
- 2: 6
- 3: 24
- 4: 22
- 5: 10
- 6: 8
- 7: 15
- 8: 13
- 9: 9
- 10: 7
- 11: 7
- 12: 0

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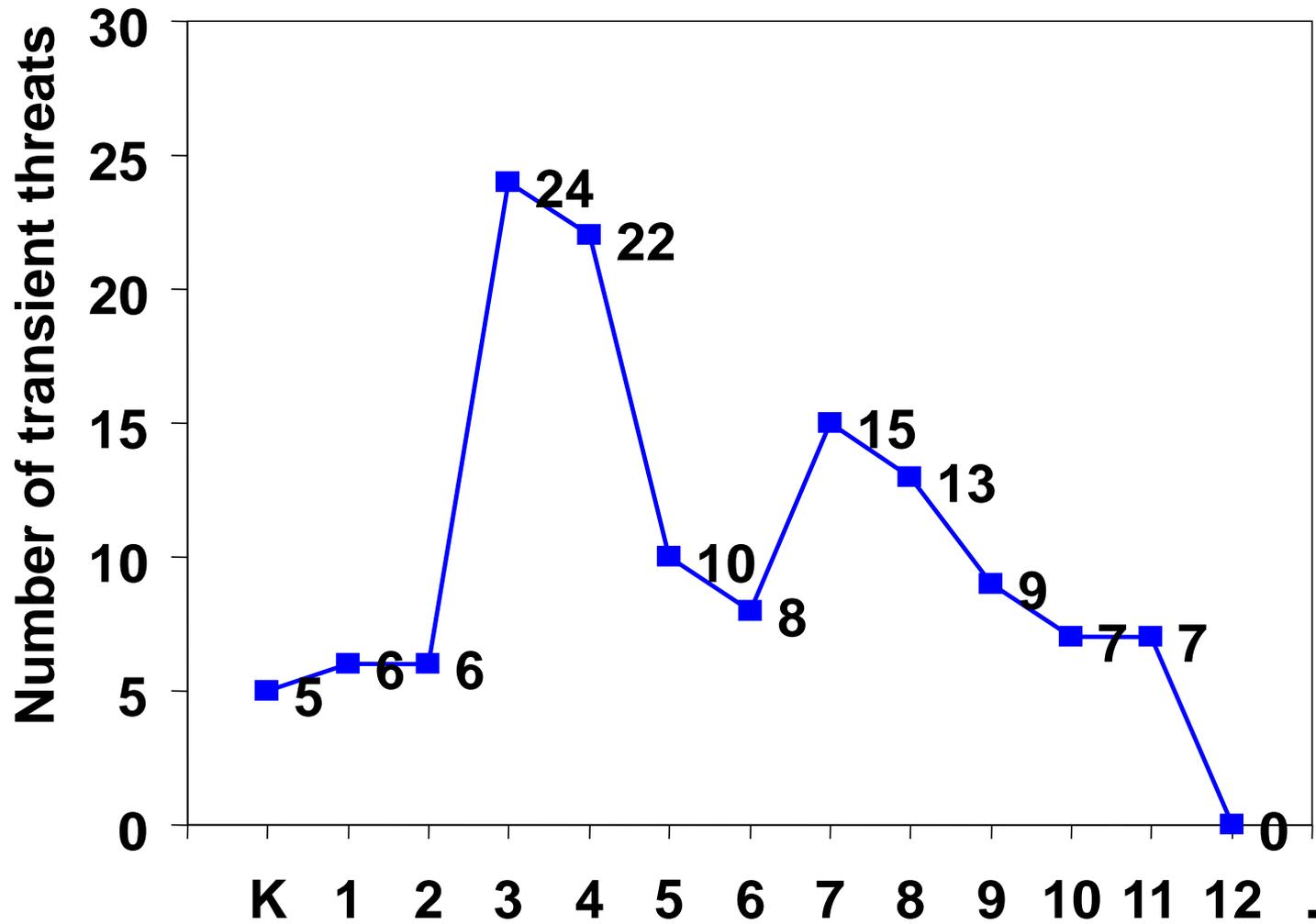
Substantive threats

- Express intent to physically injure someone beyond the immediate situation.

- There is at least some risk the student will carry out the threat.

- Require that you take protective action, including warning intended victims and parents.

- May be legal violations and require police consultation.

- When in doubt, treat threats as substantive.

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Who made substantive threats?

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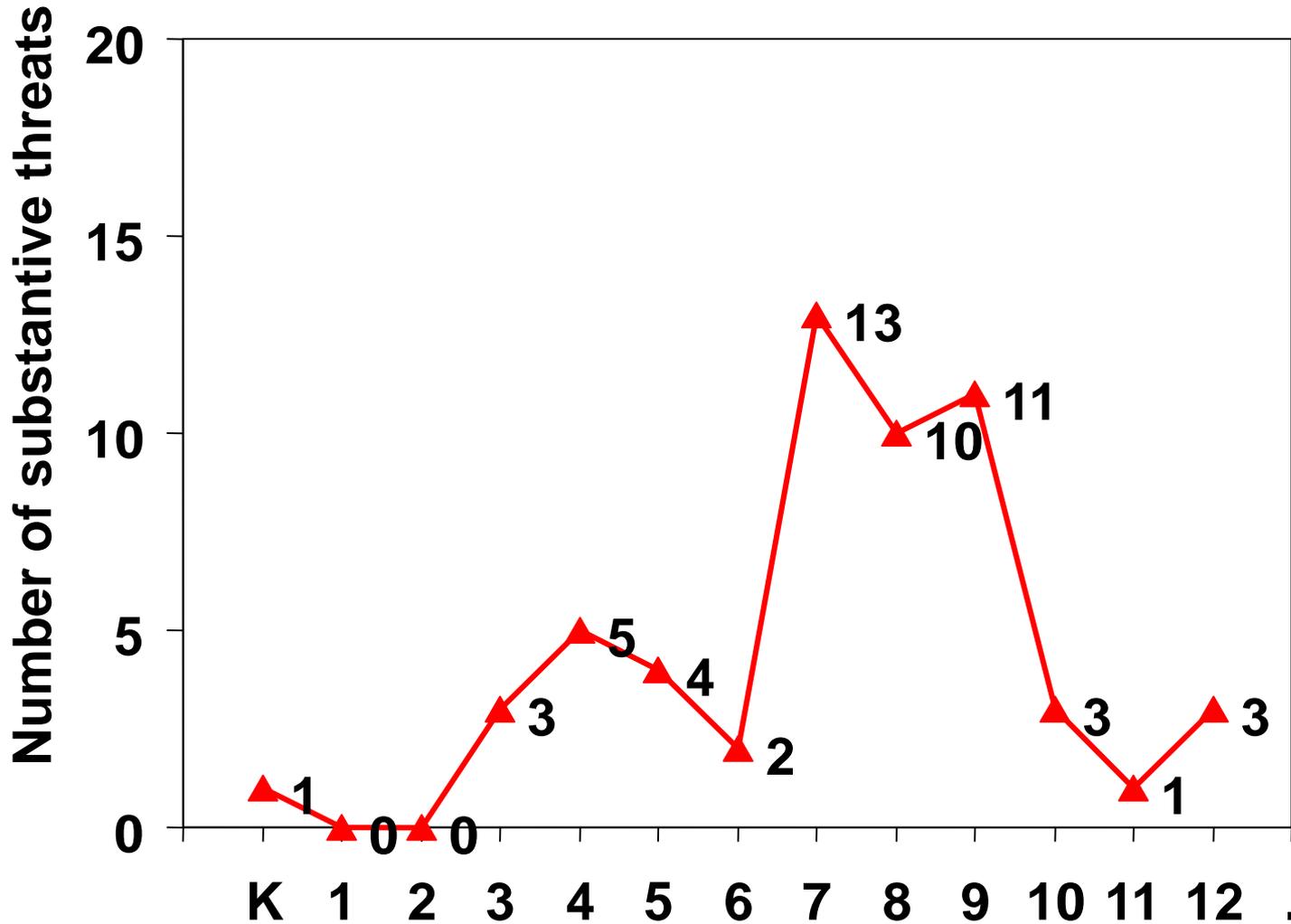
Grade Level Comparison of Transient and Substantive Threats

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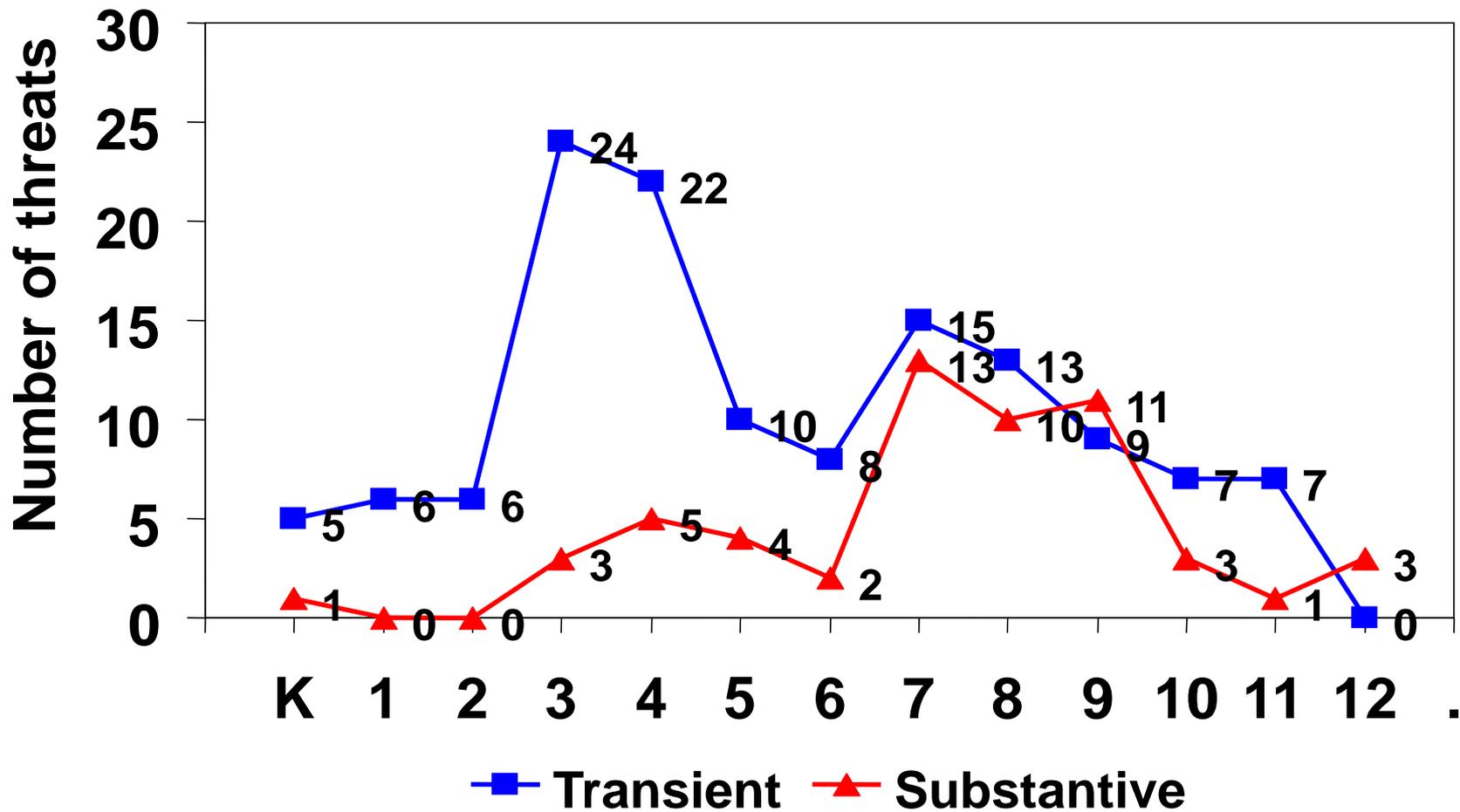
Substantive threats: Factors to consider

- Age of student

- Capability of student to carry out the threat

- Student's discipline history

- Credibility of student and willingness to acknowledge his or her behavior

- Credibility of witness accounts

- **When in doubt, treat threats as substantive.**

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Presumptive indicators of substantive threats

- Specific, plausible details. ("I am going to blast Mr. Johnson with my pistol.")

- Threat has been repeated over time. ("He's been telling everyone he is going to get you.")

- Threat reported as a plan ("Wait until you see what happens next Tuesday in the library.")

- Accomplices or recruitment of accomplices.

- Physical evidence of intent (written plans, lists of victims, bomb materials, etc.)

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Threat assessment should be distinct from disciplinary action

- Threat assessment is concerned with future danger to others

- Discipline is concerned with consequences for behavior (or treatment).

  - What would merit "serious disciplinary consequences"?

Threat Assessment Resources

- University of Virginia
  - Cornell, D. G. (2011). A developmental perspective on the Virginia Student Threat Assessment Guidelines. *New Directions for Youth Development, 2011(129), 43-59.*
  - Cornell, D., Maeng, J., Burnette, A.G., Datta, P., Huang, F., & Jia, Y. (2016). Threat Assessment in Virginia Schools: Technical Report of the Threat Assessment Survey for 2014-2015. Charlottesville, VA: Curry School of Education, University of Virginia.
  - **Comprehensive School Threat Assessment Guidelines**
    - https://www.amazon.com/Comprehensive-School-Threat-Assessment-Guidelines/dp/0692192107/ref=sr_1_1?s=books&ie=UTF8&qid=1541217658&sr=1-1&keywords=comprehensive+school+threat+assessment+guidelines
- U.S. Secret Service Threat Assessment Guide
  - https://www.secretservice.gov/data/protection/ntac/USSS_NTAC_Enhancing_School_Safety_Guide_7.11.18.pdf
- NASP Threat Assessment for School Administrators & Crisis Teams
  - https://www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis/threat-assessment-at-school/threat-assessment-for-school-administrators-and-crisis-teams

Creating Safe and Healthy Schools: Common Myths about Making Schools Safer

Improving School Climate, Safety, and Student Health via Prevention.
• Creating a positive, inclusive school culture

What do we know?

How do we assess our needs?

How do we implement?

How do we evaluate our success?

Research-based principles for supporting Children and youth

Richly reinforce and reward desirable behavior

Give many opportunities to learn and practice positive behaviors

Praise and reward desired behaviors

Show warmth, support and nurturing (even when it's difficult)

Monitor and be involved

Stay involved in teens lives

Monitor daily activities and peer relationships

Listen to their ideas and concerns

Structure and guide

Clear rules and expectations

Opportunities to engage in positive, prosocial activities

Guide youth away from troublesome peers

Limit screen time

Model and teach

Provide culturally responsive role models

Provide instruction in Social and emotional skills

School Wide Positive Behavior Interventions and Supports is….

- A **systems-based** strategy to create a "host environment" in schools to reduce problem behaviors
  - Three-tier intervention logic
  - Behavioral interventions
  - Team-based planning and implementation
  - Systematic use of student-level behavior data to support decisions and improve program implementation
  - Systematic use of intervention fidelity assessments to guide implementation
  - ***NOT a single "program" but rather the "vessel" for many approaches***

Sprague, J. R., & Walker, H. M. (2010). Building safe and healthy schools to promote school success: Critical issues, current challenges, and promising approaches In M. R. Shinn, H. M. Walker & G. Stoner (Eds.), *Interventions for achievement and behavior problems in a three-tier model including RTI* (pp. 225-258). Bethesda, MD: : National Association of School Psychologists.

Targeted/ Intensive

(High-risk students) Individual Interventions (3-5%)

- Intensive academic support
- Intensive social skills teaching
- Individual behavior management plans
- Parent training and collaboration
- Multi-agency collaboration (wrap-around) services
- Alternatives to suspension and expulsion
- Restorative Practices

Selected

(At-risk Students)

Classroom & Small Group Strategies

(10-20% of students)

- Increased academic support and practice
- Increased social skills teaching
- Self-management training and support
- School based adult mentors (check in, check out)
- Parent training and collaboration
- Alternatives to out-of-school suspension
- Restorative Practices

Universal
(All Students)

School-wide, Culturally Responsive Systems of Support
(75-85% of students)

- Effective Academic Supports
- School wide social skills teaching
- Teaching school behavior expectations
- Effective classroom management
- Active supervision and monitoring in common areas
- Positive reinforcement systems
- Firm, fair, and corrective response to problem behavior
- Restorative Practices

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HOW DO WE ASSESS OUR NEEDS

- PBIS TIERED FIDELITY INVENTORY
  - ALGOZZINE, B., BARRETT, S., EBER, L., GEORGE, H., HORNER, R., LEWIS, T., . . . SUGAI, G. (2014). SCHOOL-WIDE PBIS TIERED FIDELITY INVENTORY: OSEP TECHNICAL ASSISTANCE CENTER ON POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS.
  - HTTPS://WWW.PBIS.ORG

- TFI-RESTORATIVE PRACTICE
  - SPRAGUE, J. R., & TOBIN, T. (2016). RESTORATIVE PRACTICES IN A TIERED FIDELITY INVENTORY FRAMEWORK (TFI-RP): AN EVALUATION TOOL. . EUGENE, OR UNIVERSITY OF OREGON INSTITUTE ON VIOLENCE AND DESTRUCTIVE BEHAVIOR (IVDB).
  - HTTPS://OREGON.QUALTRICS.COM/JFE/FORM/SV_A5H6RCBJD8P6VF3

What we know about PBIS Effectiveness

Evaluation reports, single-case studies, and a series of randomized control trials have demonstrated that implementation of SWPBIS is related to

reduction in problem behavior

improved academic performance

improved perception of school safety

improved staff retention

improved organizational health of schools

reduction in bullying behaviors

increased social emotional competence of students

•Horner, Sugai, & Anderson, 2010).

There is relatively strong evidence that direct instruction of behavior school-wide, in small groups and individually within a function-based behavior plan has a positive impact on problem behavior

Dunlap, Iovannone, Wilson, Kincaid, & Strain, 2010;

Bullying and Harassment

- What do we know?
- How do we assess our needs?
- How do we implement?
- How do we evaluate our success?

Preventing and Responding to Bullying and Peer Harassment in the School Setting

- Transforming the destructive peer culture of bullying and harassment is perhaps our most formidable task regarding school safety and discipline.
  - Bullying, mean-spirited teasing, and harassment are normative in many schools
  - Peers often support the behavior
  - Adults often support bullying by not responding
- Research on school shootings has revealed that most school shooters had experienced bullying in school, and yet we also must acknowledge that these experiences represent one form of risk, and not the sole cause.
  - 2/3's of school shooters interviewed by the Secret Service were chronic bully victims

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What do we know about the effectiveness of bullying prevention?

- While there is evidence that programs aimed at reducing bullying can be effective in the short term, their long-term effectiveness has not been established
  - Whole school approaches are generally more effective
- There are important differences in the results based on gender, age and socio-economic status of participants.
  - Bullying appears to be more frequent in the male student population, which tolerates aggressive behaviors more, while among female students more indirect forms of bullying are more frequent, such as spreading rumors or social isolation.
- Cantone, E., Piras, A. P., Vellante, M., Preti, A., Daníelsdóttir, S., D'Aloja, E., . . . Bhugra, D. (2015). Interventions on bullying and cyberbullying in schools: a systematic review. *Clinical practice and epidemiology in mental health : CP & EMH, 11(Suppl 1 M4), 58-76. doi:10.2174/1745017901511010058*

How do we assess our needs?

- Olweus Bullying Prevention Surveys
  - Solberg, M., & Olweus, D. (2003). Prevalence estimation of school bullying with the Olweus/Victim Questionnaire. *Aggressive Behavior, 29, 239-268.*
- *PBS Surveys*
  - https://www.pbisapps.org/Applications/Pages/PBIS-Assessment-Surveys.aspx
- *Strengths and difficulties questionnaire*
  - http://www.sdqinfo.com/

The bully/bullies

A — Start the bullying and take an active part

B — Take an active part but do not start the bullying — Followers Henchmen

The one who is exposed — The victim (**Y**)

C — Support the bullying but do not take an active part — Supporters Passive bully/bullies

D — Like the bullying but do not display open support — Passive supporters Possible bully/bullies

E — Watch what happens; "is none of my business;" don't take a stand — Disengaged onlookers

F — Dislike the bullying and think they ought to help (but don't do it) — Possible defenders

G — Dislike the bullying and help or try to help the one who is exposed, the victim — Defenders of the victim

The Bullying Circle:
Students' modes of reaction/roles in an acute bullying situation.

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Nishioka, V., Coe, M., Burke, A., Hanita, M., and Sprague, J. (2011). *Student-reported overt and relational aggression and victimization in grades 3–8.* (Issues & Answers Report, REL 2011–No. 114). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northwest. Retrieved from http://ies.ed.gov/ncee/edlabs

What students believe

- Relational aggression is not as bad as getting beat up

- Bullying behaviors are a part of school – it is "normal"

- Sometimes a student deserves to be bullied

- Assertive students will not be bullied

- If someone hits you, it is okay to yell or hit them back

- Students who bully get what they want

Least Helpful Adult Responses

Least helpful
- Talked to whole class
- Talked with the other student only

Made the situation worse
- Ignored the situation
- Told me to act differently
- Told me to solve it myself (e.g., stay away from the students who bully me, stand up for myself)
- Told me to stop tattling

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Helpful Responses

- According to students, these are the most helpful responses
  - Listened to me
  - Gave me advice
  - Checked to see if I was okay
  - Increased adult supervision
  - Intervention for the student who bullied me
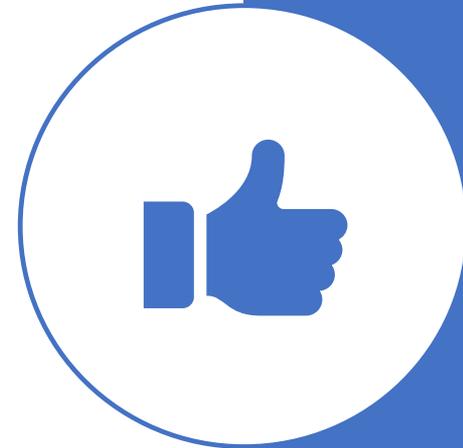
Two integrated approaches

PBIS Positive behavior intervention and support programs designed to teach and reinforce positive behavior for the majority of the students and the school community

When behavior expectations based on or supporting these social and emotional skills are included in the school's *SWPBIS plan*, they harness the teaching, practice, and reward strengths of this program as well.

Social Skills Curriculum Curricular or instructional programs centered around social skills training and adult response protocols

Social skills curriculum provides for the consistent and comprehensive teaching, practice, and re-teaching of social emotional skills such as:

- Empathy
- Friendship-building and maintenance
- How to recognize and respond to aggressive behavior, bullying, or harassment
- How to report these types of behaviors to adults

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As an educator, see if you can answer the following questions:

- Does your school have a school-wide program that teaches pro-social skills to all students, creating a respectful social climate such as SWPBIS (and related approaches such as Bullyproofing PBIS or the Olweus Bullying Prevention Program)?

- To what extent is socially aggressive behavior, bullying and harassment a problem in our school?
  - How do I know?
  - How often do we ask students about their experiences?

- Does our school or school district have a specific policy about bullying and harassment?
  - If so, what does the policy require us to do?

- What is the proper response if a student reports a bullying incident to you?
  - What should you say to the student?
  - What information do you need to collect?

- Who do you report the socially aggressive behavior or bullying to?

- Does our school have a specific plan or program for bullying prevention and response?

- Do students know how to report bullying behavior properly?
  - How do we respond to, and record reports of bullying and harassment from parents?

- Do students know how to respond to a bullying incident?
  - When they are the victim?
  - When they are "standing by" and watching it happen?

- How do we respond when the student who bullies won't stop?

Evidence-Supported Bullying Prevention Approaches

- https://www.stopbullying.gov/

- Friendly schools http://www.friendlyschools.com.au/

- PATHS http://www.channing-bete.com/prevention-programs/paths/

- The Olweus Bullying Prevention Program http://www.violencepreventionworks.org/public/olweus_bullying_prevention_program.page

- "Steps to respect" https://casel.org/guideprogramssteps-to-respect/

- SWPBIS
    - Waasdorp, T. E., Bradshaw, C. P., & Leaf, P. J. (2012). The impact of schoolwide positive behavioral interventions and supports on bullying and peer rejection: A randomized controlled effectiveness trial. Archives of Pediatrics & Adolescent Medicine, 166(2), 149-156. doi:10.1001/archpediatrics.2011.755

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SUPPORTING ANTISOCIAL AND POTENTIALLY VIOLENT YOUTH. •
MENTAL HEALTH
## OTHER FORMS OF INTENSIVE INTERVENTION
THE ROLE OF SUSPENSION AND EXPULSION ALTERNATIVES

- WHAT DO WE KNOW?

- HOW DO WE ASSESS OUR NEEDS?

- HOW DO WE IMPLEMENT?

- HOW DO WE EVALUATE OUR SUCCESS?

What we have learned about individual behavior supports

- It takes longer than we would like to get results and the results don't often last
- Behavior problems can be reduced, but it's unlikely they will be eliminated
- Individualization takes extra work, and not everyone is willing to put in the effort
  - Anger and outrage at the student impairs consistency and makes it worse!

What we want

CONSEQUENCE!

Behavior

Time

What you really get!

Summary of First Step Effects on Problem Behavior
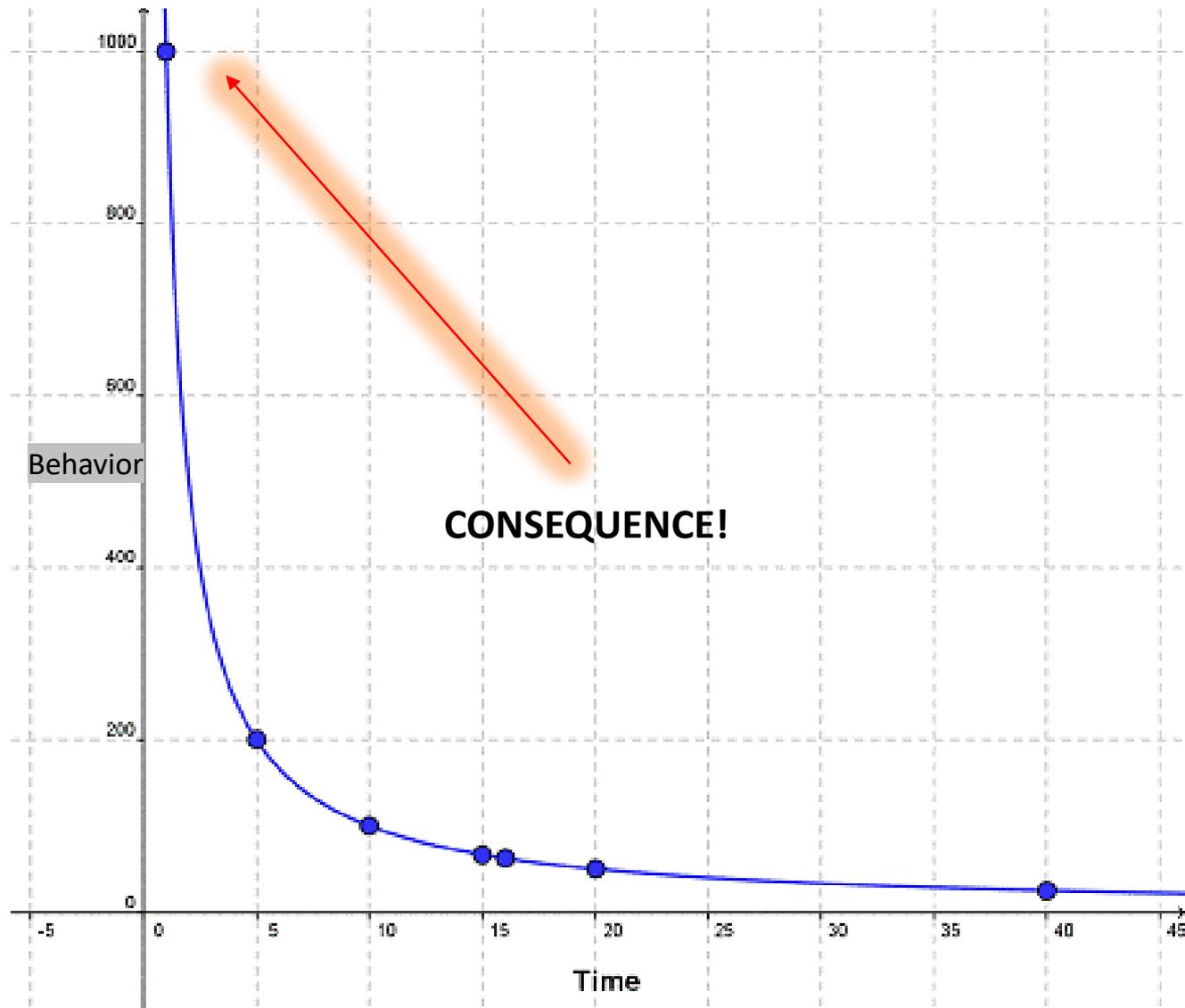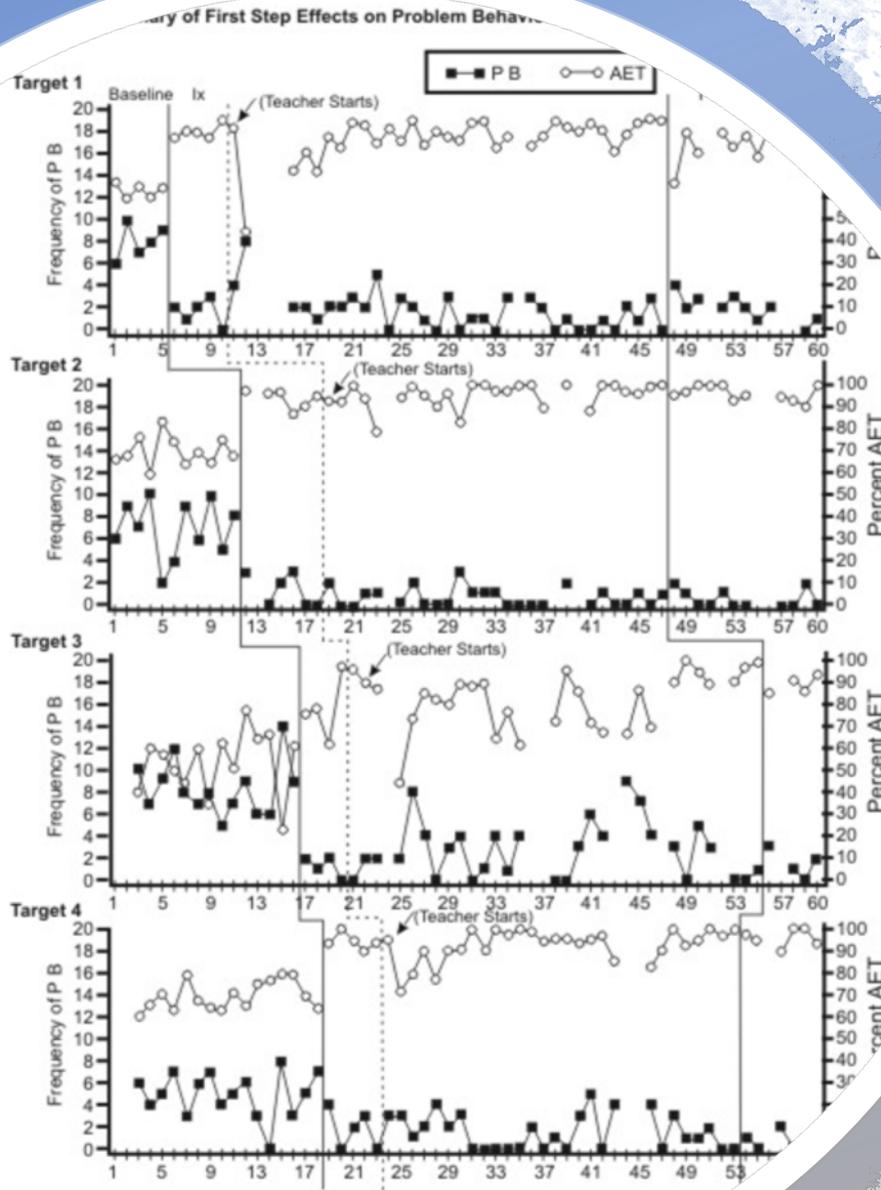
Challenging Behaviors

- Exist in every school and community (always will)
- Vary in intensity and frequency
  - Mild to Violent
- Are associated w/ a variety of risk factors (no single pathway)
- Present one of our greatest public health problems!

On any given day 1 in 5 of your students will be:

- Having a problem
- Getting over a problem
- Getting ready to have a problem

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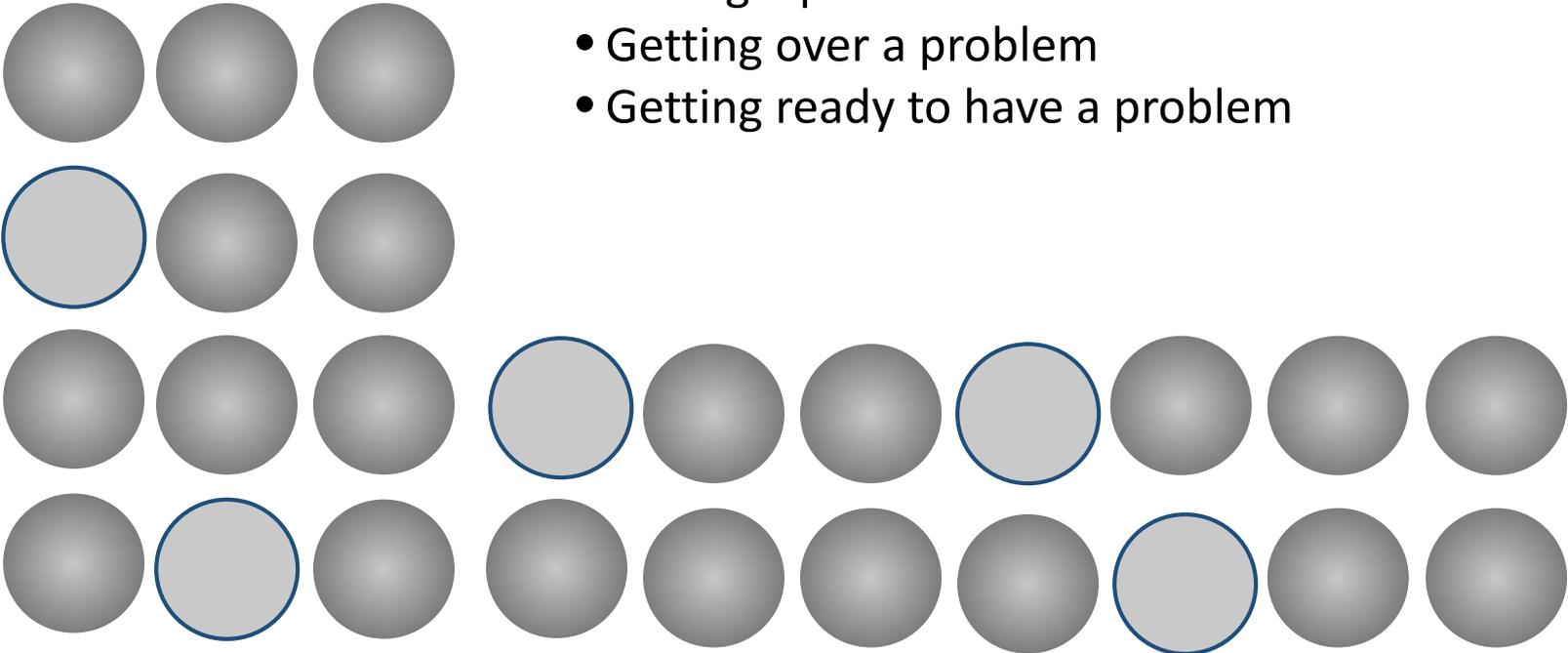
Why not just focus ON the "few" students that are the biggest problems?

If we only respond to the toughest students, we will never get to all of them, and we may make more!

All children and youth need a "village" to return to

Bystanders (peers, parents/family, teachers, others) are the village!

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Supporting Antisocial and Potentially Violent Youth

Mental Health Supports

Other forms of intensive intervention

The role of suspension and expulsion alternatives

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HOW DO WE GET TO THE "RIGHT" INTERVENTIONS?

RESEARCH-BASED CLASSES OF INTERVENTION

- PROMOTE POSITIVE COMPETENCIES (AND NOT ONLY REDUCE RISK)
  - YOUTH ENGAGED IN LEADERSHIP AND LEARNING
    - HTTP://SOARKC.ORG/WHAT-WE-DO/APPROACH/YOUTH-ENGAGED-IN-LEADERSHIP-AND-LEARNING/
  - COLLABORATIVE FOR ACADEMIC, SOCIAL AND EMOTIONAL LEARNING (WWW.CASEL.ORG)
- FOSTER RESILIENCE IN CONTEXT OF TRAUMA AND CHRONIC HIGH RISK
  - C-BITS
    - HTTPS://CBITSPROGRAM.ORG/
- IMPROVE TEACHING AND SUPERVISION
  - MY TEACHING PARTNER
    - HTTPS://CURRY.VIRGINIA.EDU/MYTEACHINGPARTNER
  - CPTED
- DEVELOP INTEGRATED APPROACHES THAT BRIDGE THE DEGREE AND TYPES OF PROBLEM BEHAVIORS
  - DOUBLE CHECK
    - HTTP://GUIDE.SWIFTSCHOOLS.ORG/RESOURCE/188/DOUBLE-CHECK-A-FRAMEWORK-OF-CULTURAL-RESPONSIVENESS-APPLIED-TO-CLASSROOM-BEHAVIOR
  - PBIS + SEL
  - PBIS + RESTORATIVE PRACTICE

IDENTITY WHAT INTERVENTIONS YOU WILL ADOPT AND IMPLEMENT

- <u>NATIONAL CENTER ON INTENSIVE INTERVENTION</u>

  - HTTPS://CHARTS.INTENSIVEINTERVENTION.ORG/CHART/BEHAVIORAL-INTERVENTION-CHART

- SAMSHA

  - HTTPS://WWW.SAMHSA.GOV/EBP-WEB-GUIDE/MENTAL-HEALTH-TREATMENT

- NATIONAL CHILD TRAUMATIC STRESS NETWORK

  - HTTPS://WWW.NCTSN.ORG/

# SAMPLE INTERVENTIONS FOR STUDENTS INTERNALIZING BEHAVIOR PATTERNS

- COPING WITH DEPRESSION

    - HTTP://WWW.PROMISINGPRACTICES.NET/PROGRAM.ASP?PROGRAMID=152

- COGNITIVE BEHAVIORAL INTERVENTIONS FOR TRAUMA IN SCHOOLS – C-BITS

    - HTTP://WWW.PROMISINGPRACTICES.NET/PROGRAM.ASP?PROGRAMID=145

- STRONG KIDS OR STRONG TEENS

    - HTTP://STRONGKIDS.UOREGON.EDU/STRONG%20TEENS.HTM

- SKILLS IN YOUTH SUICIDE PREVENTION

    - HTTP://WWW.LOOKIRIS.COM/STORE/K-12_PROFESSIONAL_DEVELOPMENT/SKILLS_IN_YOUTH_SUICIDE_PREVENTION/

- WHEN NOTHING MATTERS ANYMORE: SURVIVAL GUIDE FOR TEENS

    - HTTP://WWW.LOOKIRIS.COM/STORE/K-12_PROFESSIONAL_DEVELOPMENT/WHEN_NOTHING_MATTERS_ANYMORE/

SAMPLE INTERVENTIONS FOR MENTAL HEALTH AND EXTERNALIZING BEHAVIOR

- ADOLESCENT TRANSITIONS PROGRAM/FAMILY CHECKUP

  - HTTPS://FCU.CFC.UOREGON.EDU/ABOUT/OVERVIEW.ASPX

- MULTI-SYSTEMIC THERAPY

  - HTTP://WWW.MSTSERVICES.COM/

- AGGRESSION REPLACEMENT TRAINING

  - HTTP://WWW.AGGRESSIONREPLACEMENTTRAINING.COM/

- MULTIDIMENSIONAL TREATMENT FOSTER CARE

  - HTTPS://WWW.CRIMESOLUTIONS.GOV/PROGRAMDETAILS.ASPX?ID=141

A Multilevel Model for Parenting Interventions Within a PBS Framework

Level of professional support

Family Intervention (Indicated)

Direct Support for Change

Family Check-Up (Selected)

Parent Appraisal and Motivation for Change

Family Resource Center (Universal)

School-wide Positive Behavior Support with Parent Involvement & Peer Monitoring

Size of population affected
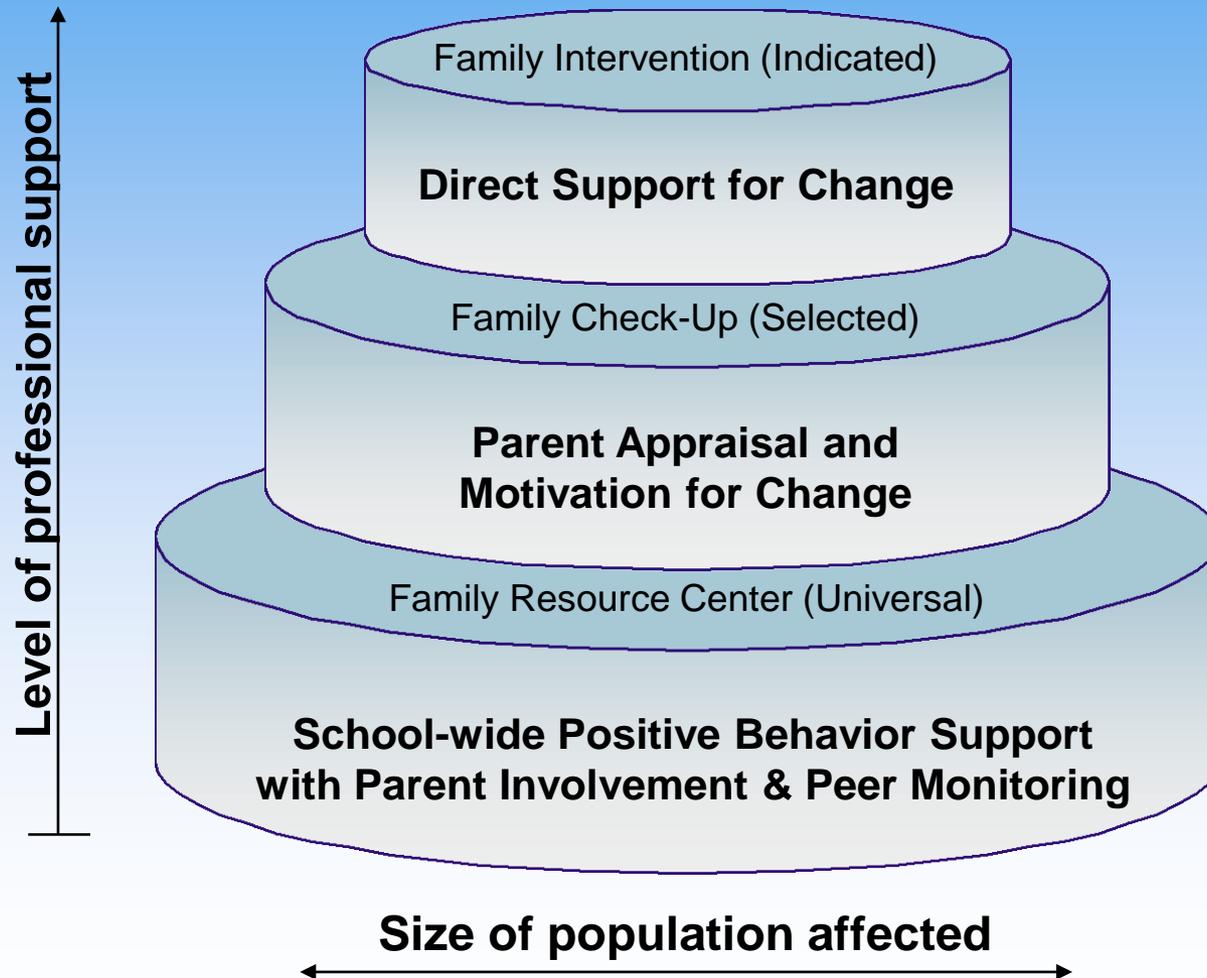
8/16/2019

TIER III SUPPORT FOR A FEW: FBA-BASED BSP

3-5% of all students who resisted prior tiers of supports

- Examination of progress monitoring data

FBA-based support

- Conduct FBA to identify variables maintaining problem behavior
- Alter environmental contingencies surrounding problem behavior
- Teach replacement Behaviors

TIER III PROCESS

Goal

To support 3-5% of students who resisted prior tiers of behavioral supports

Candidate Students

Tier II students whose progress monitoring data indicated non-response to Tier I and Tier II supports

Behavior supports

FBA-based behavior support plan combined with Replacement Behavior Training

Tier I supports are still implemented

Tier II supports may also be implemented

Duration

Minimum 4-5 weeks of implementation

Implementer

Teacher, Behavior support team and school psychologist/counselor

WHAT IS FUNCTIONAL ASSESSMENT?

- A PROCESS FOR IDENTIFYING THE EVENTS THAT PREDICT AND MAINTAIN PATTERNS OF PROBLEM BEHAVIOR

- OUTCOMES OF A FUNCTIONAL ASSESSMENT

  - DESCRIPTION OF THE BEHAVIORS

  - PREDICTORS AND CONSEQUENCES OF PROBLEM BEHAVIORS (LIKELY AND UNLIKELY)

  - HYPOTHESIS STATEMENTS ABOUT THE FUNCTION(S) OF THE PROBLEM BEHAVIORS

  - DIRECT OBSERVATION DATA TO CONFIRM THE HYPOTHESIS
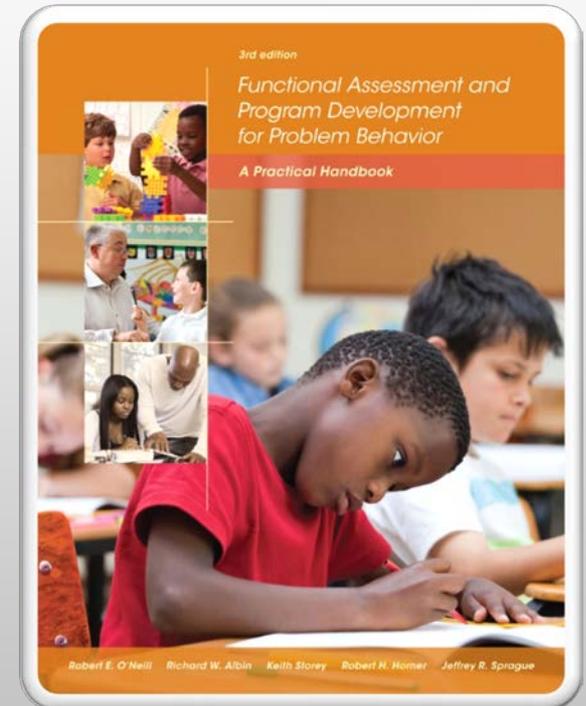
FBA

- WHAT HAVE WE LEARNED
  - CONDUCTING AN FBA CAN IMPROVE THE EFFECTIVENESS OF BEHAVIORAL INTERVENTIONS WHEN IMPLEMENTED WITH FIDELITY
    - CARR, E.G., HORNER, R.H., TURNBULL, A.P., MARQUIS, J.G., MAGITO-MCLAUGHLIN, D., MCATEE, M.L., & AL, ET. (1999). POSITIVE BEHAVIOR SUPPORT FOR PEOPLE WITH DEVELOPMENTAL DISABILITIES: A RESEARCH SYNTHESIS. *AMERICAN ASSOCIATION ON MENTAL RETARDATION MONOGRAPH SERIES.*
    - DUNLAP, GLEN, IOVANNONE, ROSE, WILSON, KELLY J., KINCAID, DONALD K., & STRAIN, PHILLIP. (2010). PREVENT-TEACH-REINFORCE: A STANDARDIZED MODEL OF SCHOOL-BASED BEHAVIORAL INTERVENTION. *JOURNAL OF POSITIVE BEHAVIOR INTERVENTIONS, 12(1), 9-22. DOI: 10.1177/1098300708330880*

TIER II AND III INTERVENTIONS: 3 MAJOR CLASSES

Tier I Practices and Three Classes of Tier II/III Intervention
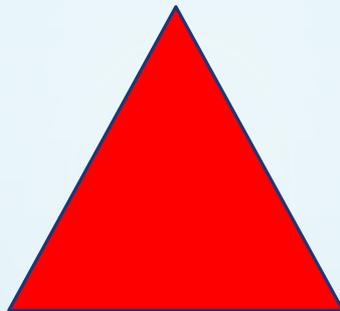
Tier III Supports are based on FBA and are highly individualized

Self-Management/ CICO

Curriculum Adaptation

Social Skills Instruction

Universal Interventions Implemented with fidelity

REFLECTION ON SUPPORTING HIGH RISK CHILDREN AND YOUTH

- WHAT QUESTIONS DO YOU HAVE ABOUT THE EFFECTIVENESS OF THE STRATEGIES?

- WHAT CONCERNS DO YOU HAVE ABOUT IMPLEMENTATION?

  - COST

  - EFFICACY

  - SKILL LEVEL OF LOCAL IMPLEMENTERS?

- ???

The role of suspension and expulsion alternatives

School is the only place where you get time off for "bad behavior"

Please stop conflating disciplinary exclusion as "punishment" or "intervention"

- If it is intervention, then it has the opposite long-term effects we intend
- There is a role for sanctions and sometimes we just need to make things safe again

"How's that Working for You?"

Restoration

Treatment

Sanctions

Creating Safe and Healthy Schools: Common Myths about Making Schools Safer
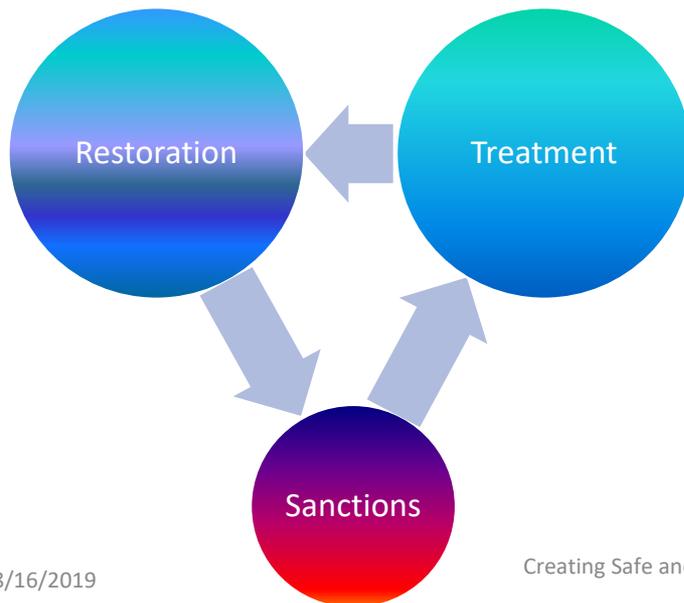
- Exclusionary discipline practices appear to "work" in the short term
  - Removes student
  - Provides relief to teachers, students, administrators
  - BUT, we attribute responsibility for change to student &/or others (family)

Creating Safe and Healthy Schools: Common Myths about Making Schools Safer

Does Exclusionary Discipline Work Without A Balance of Teaching and Restoration?

- What are the preconditions for suspension risk?
  - Special Education/Disability
  - Low academic performance
  - Low income/poor
  - Male
  - Minority
  - History of disciplinary exclusion
    - "Reputation"

- What do suspensions really do?
  - Truancy
  - Tardiness
  - Fewer class credits
  - 2/3 of suspended students do not graduate in 4 years
  - Long term suspension in middle school associated with 3X probability in high school
  - Do NOT put students "back on track"
  - Damages teacher-student relationships

Creating Safe and Healthy Schools: Common Myths about Making Schools Safer

Are we biased? Let us count the ways!

Implicit Bias Stereotype Threat Racial Anxiety

Vulnerable Situations
- **Lack of Procedural Clarity**
- **Fatigue**
- **Poor relationships**

Disproportionate Academic and Discipline Outcomes
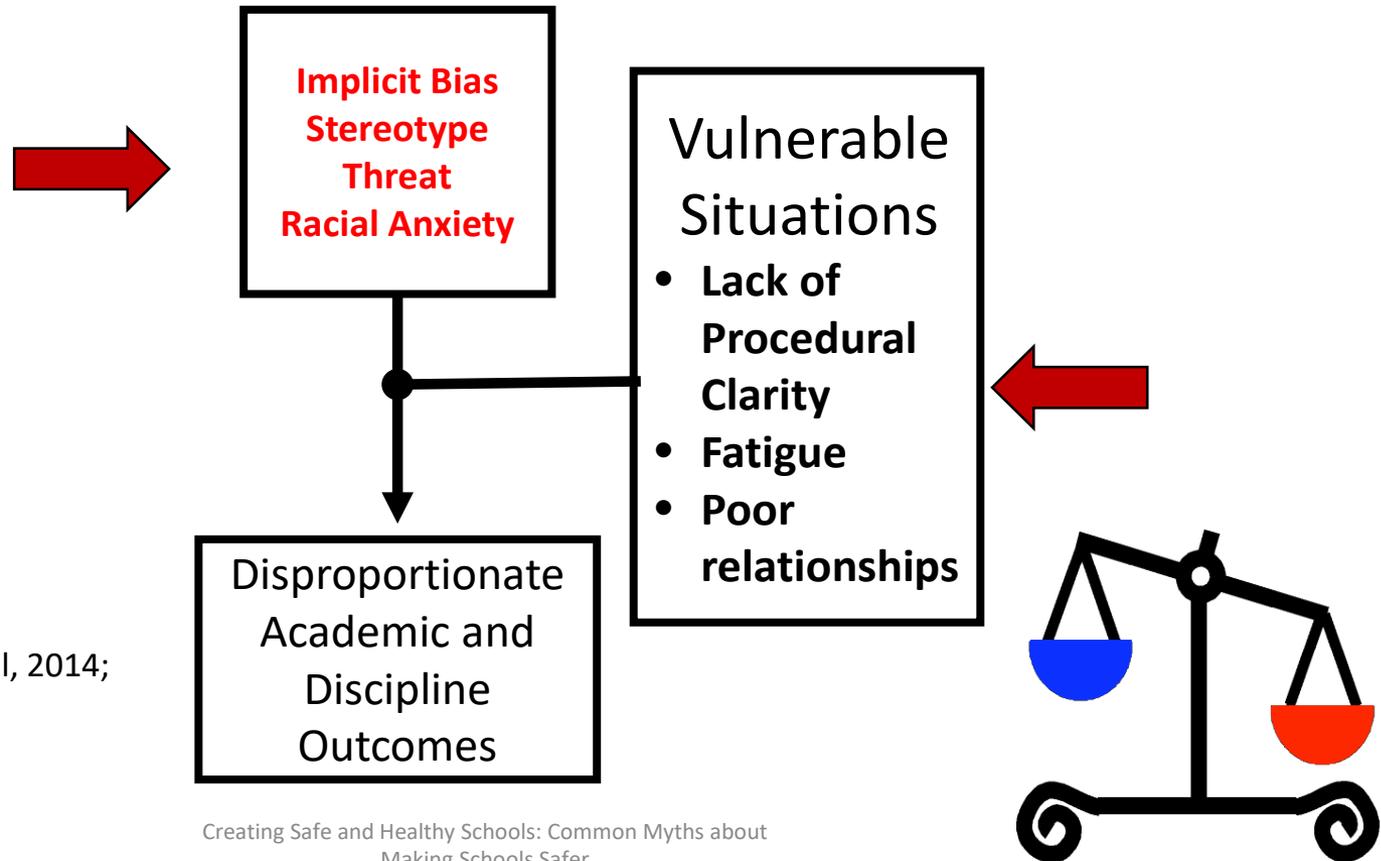
(Godsil, Tropp, Goff, & powell, 2014; McIntosh, Girvan, Horner, & Smolkowski, 2014)

8/16/2019

Creating Safe and Healthy Schools: Common Myths about Making Schools Safer

116

School to Prison Pipeline

- 3 million students suspended annually
  - Double + from the 70's
  - Increase after gun free schools act
- 70% of students involved in school-based arrest are Hispanic or Black
- Suspension likelihood
  - 1/20 White
  - 1/14 Latino
  - 1/13 Native American
  - 1/6 Black
  - 1/4 Black with Disability

Percent of All Students who Have Received One or More Out of School Suspensions by District (2011-12)

Districts - OSS
PETotOSS
- 0% - 5%
- 5.1% - 10%
- 10.1% - 15%
- 15.1% - 25%
- Greater than 25%
- Null or Missing Data

Civil Rights Data Collection 2011-12
District Geography: U.S. Census Bureau, School District Review Program, 2011
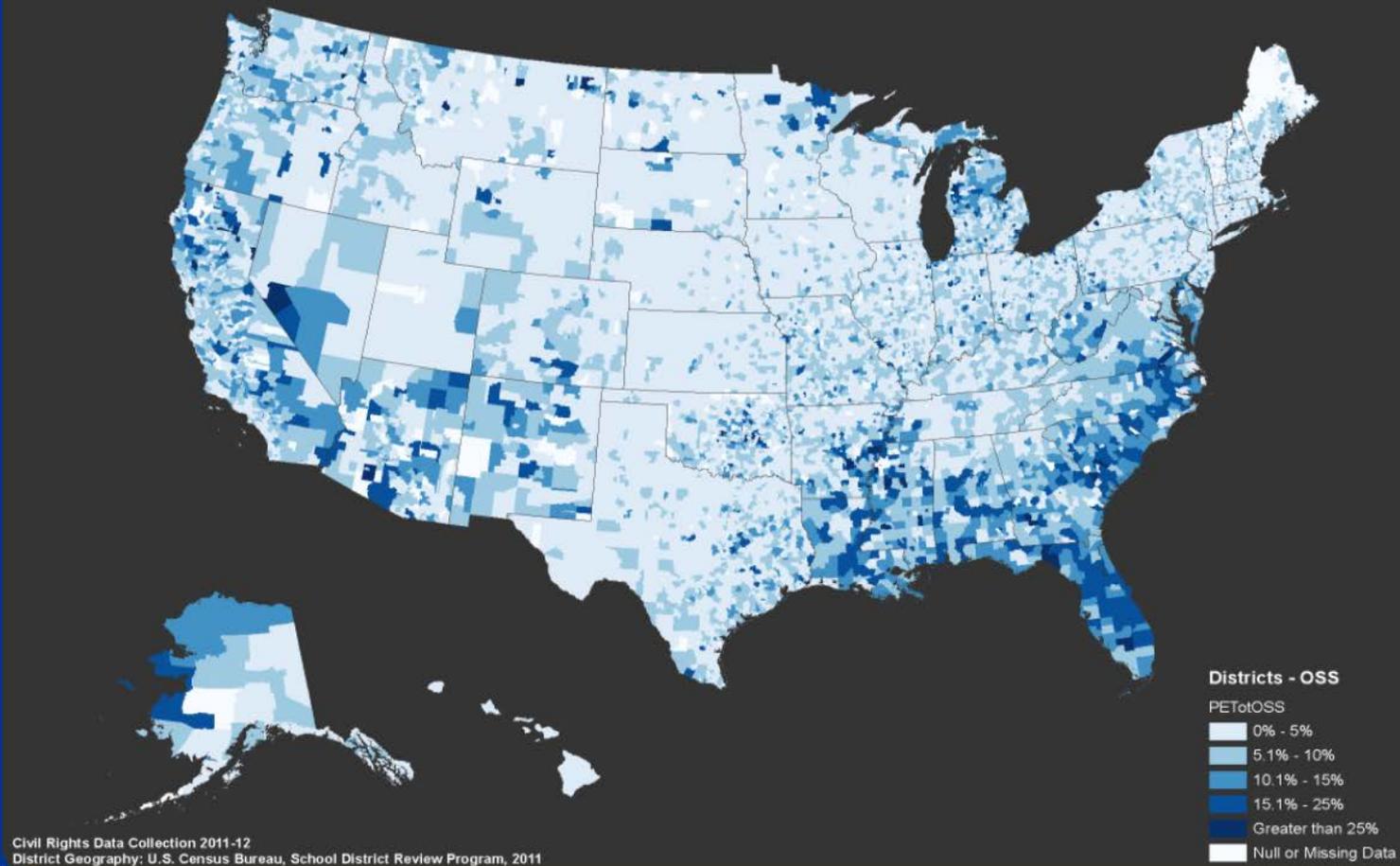
NOTE: For each school district, the percent of students receiving one or more out of school suspensions (OSS) is calculated by dividing the district's cumulative number of students receiving one or more out-of-school suspensions for the entire 2011-2012 school year, by the district's student enrollment based on a count of students taken on a single day between September 27 and December 31.

Creating Safe and Healthy Schools: Common Myths about Making Schools Safer

Evaluating School Safety Efforts and a view to the Future

- •What do we know?
- •How do we assess our needs?
- •How do we implement?
- •How do we evaluate our success?

Multi-component approaches

- Policies and practices to increase school safety must address the complexity of school safety, including factors outside of schooling contexts, and should extend beyond popular single-item solutions, such as increased policing or increased mental health support.

Creating Safe and Healthy Schools: Common Myths about Making Schools Safer

Public Health Approach

- Define the problem
  - Targeted violence
  - Other "violence"
    - Bullying/harassment
    - Aggressive behavior
    - Microaggression
    - Feeling of safety
- Identify Risk and Protective Factors
- Develop/Choose and Test the Prevention Strategy
- Evaluate the outcomes and impact of the strategy

Safe Schools Elements

- Develop a Comprehensive School Safety and Prevention Plan
  - Conduct a community profile: Assessing risk and protective factors
  - The Oregon School Safety Survey
  - Securing the school building using principles of Crime Prevention Through Environmental Design
  - The role of police in schools
  - Creating a school violence response plan
    - Following up after a crisis

- Screening and Identifying Behaviorally At-Risk Students.
  - Screening for at-risk youth: Considerations and recommended practices
  - Threat Assessment

- Improving School Climate, Safety, and Student Health via Prevention.
  - Creating a positive, inclusive school culture

- Preventing and Responding to Bullying and Peer Harassment in the School Setting

- Supporting Antisocial and Potentially Violent Youth.
  - Mental Health
  - Other forms of intensive intervention
  - The role of suspension and expulsion alternatives

- Evaluating School Safety Efforts and a view to the Future

Be a helper

- "When I was a boy and I would see scary things in the news. My mother would say to me, 'Look for the helpers. You will always find people who are helping.' To this day, especially in times of disaster, I remember my mother's words, and I am always comforted by realizing that there are still so many helpers—so many caring people in this world."

- Fred Rogers

Creating Safe and Healthy Schools: Common Myths about Making Schools Safer

Creating Safe and Healthy Schools: Common Myths about Making Schools Safer
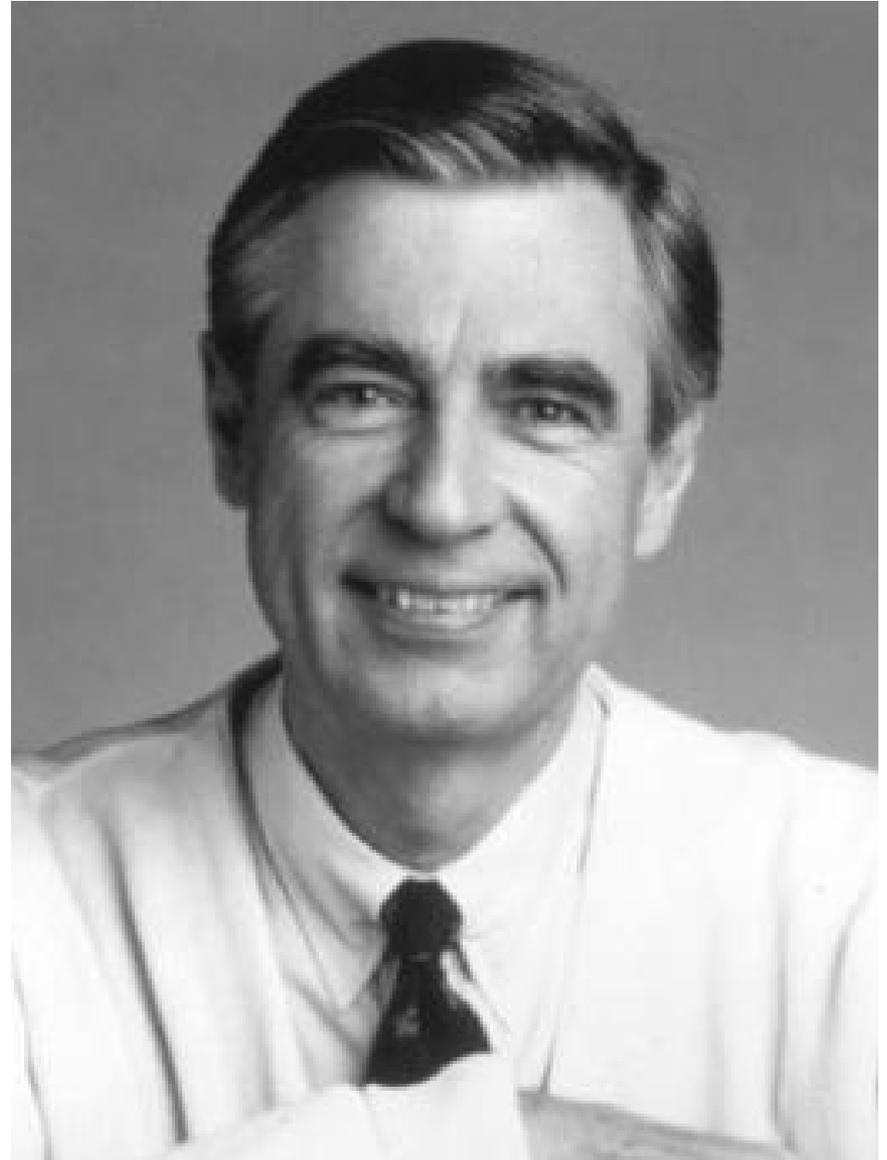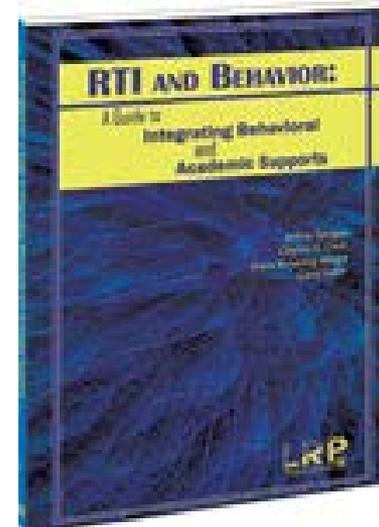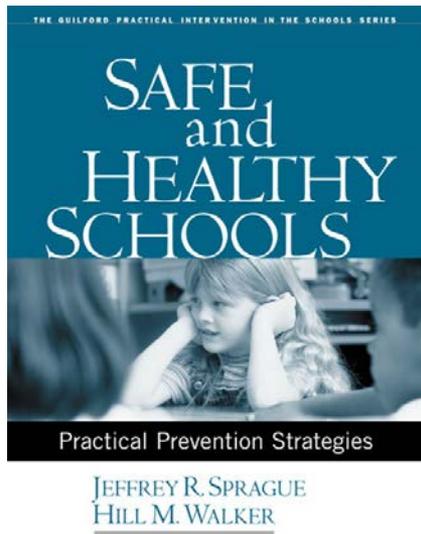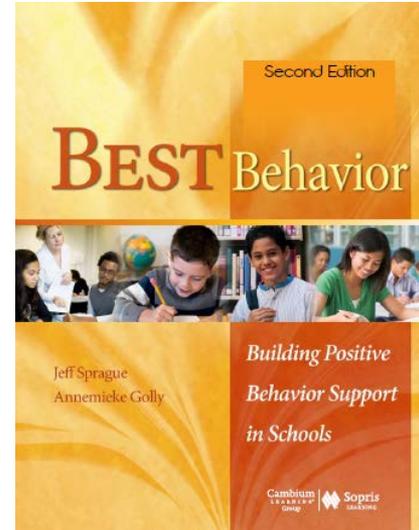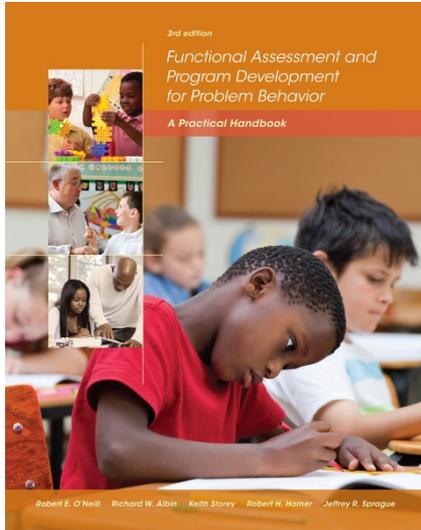
JEFFREY SPRAGUE, PH.D.

- JEFFREYSPRAGUE@GMAIL.COM

- JEFFS@UOREGON.EDU

- VISIT MY WEBSITE AT HTTPS://JEFFREYSPRAGUE.ORG/

- @DRJEFFSPRAGUE
  - YOU MAY NOT CONTROL ALL OF THE EVENTS THAT HAPPEN TO YOU BUT YOU CAN DECIDE TO NOT BE REDUCED BY THEM. (MAYA ANGELOU)