



# Alternatives to Suspension

Developing a Leveled Menu of Teaching Alternatives to Suspension





# Typical “Menu of Consequences”

- Student conference
- Parent contact
- Parent conference
- Loss of privilege
- **Time out/detention**
- **ISS**
- **OSS**
- **Expulsion**

**DISCIPLINARY OFFICE REFERRAL**

Office  
Guidance  
Teacher

Date \_\_\_\_\_

Student \_\_\_\_\_ Grade 7 8 9 10 11 12

*Reason For Referral* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Teacher's Signature

Date \_\_\_\_\_

*Action Taken*

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Administrator's Signature

- Student detained from class until he/she meets teacher's conditions for reinstatement.
- Conference with student
- Detained after school
- Placed on suspension
- Will suspend next time
- Letter sent home
- Parents contacted by phone
- Parent conference requested
- Parent conference held
- Referred to counselor

Form DOR4 — www.supremeschoolsupply.com — (800)396-3030

# Turn and Talk

- Are there reasons to keep suspension and expulsion on the table? What are they, and why?



# Use of Suspension is on the Rise

The rate of suspension nearly doubled between 1974 (3.7%) and 2010 (6.6%)







Decreasing  
suspension, alone,  
resulted in  
deteriorating school  
climate



Eden, M. (2017). School Discipline Reform and Disorder: Evidence from New York City Public Schools, 2012-2016

# Turn and Talk

- Discuss with a neighbor why school climate might deteriorate in some schools that have decreased their reliance on suspension?





Why Not Suspend?!?





Suspension...

Denies  
Students  
Opportunity  
to  
Learn



Gregory, Bell, and Pollock (2014); Skiba, Arredondo, and Williams (2014)





# Suspension...

## Does Not Teach Replacements



(Brooks, Schiraldi, & Ziedenberg, 1999; Gregory & Weinstein, 2008 ; Morgan-D'Atrio, Northrup, LaFleur, & Spera, 1996; Raffaele Mendez & Knoff, 2003; Rosen, 1997; Skiba, Peterson, & Williams, 1997)



Suspension...

Creates feelings  
of alienation







Suspension...

Increases Risk  
of  
Dropout



(Balfanz, Byrnes, and Fox, 2014)





Suspension...

Increases Risk  
of  
Arrest  
and  
Incarceration







Suspension...

Has a  
***disproportional***  
***impact***



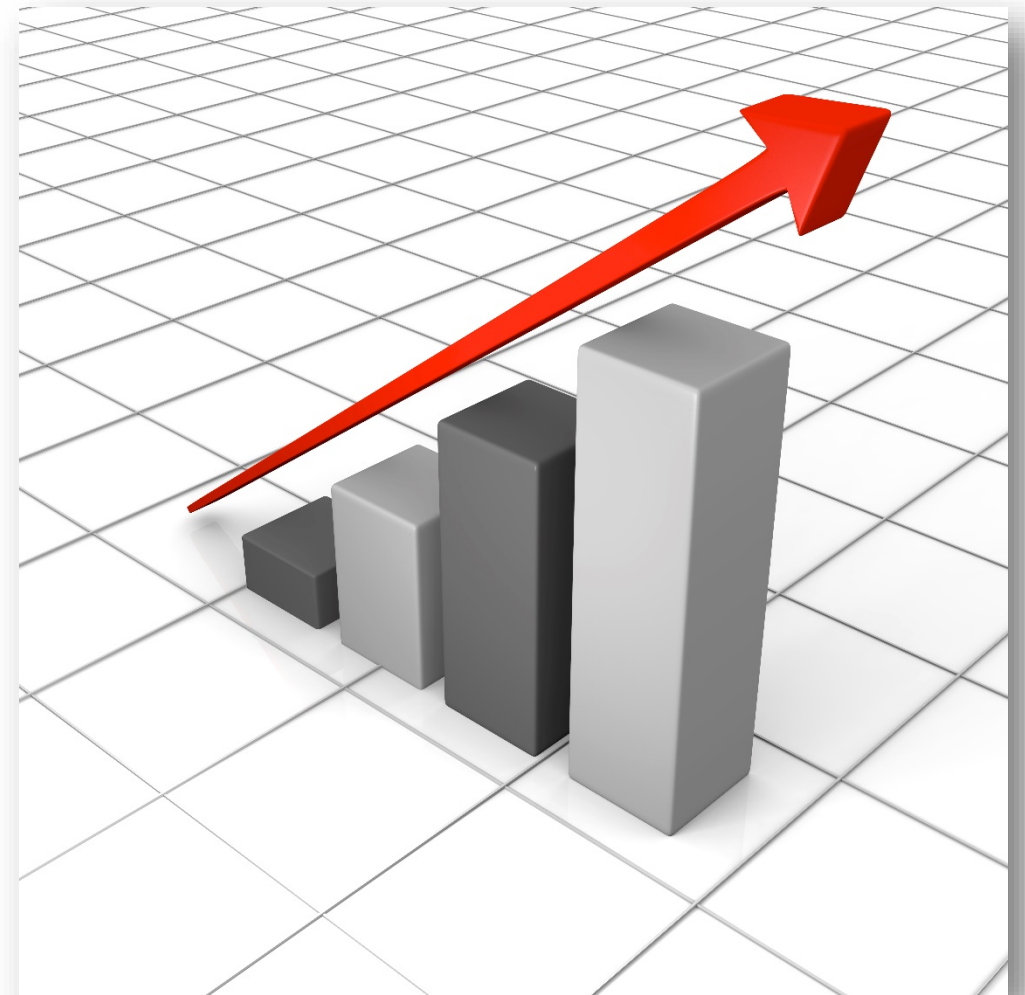


# What Behaviors Result in Suspension?



# Behavior and Suspension

Use of  
suspension is  
related to  
severity of  
infraction



# Behavior and Suspension

Disobedience and Disrespect

Defiance

Disruption

Failure to show for detention

Attendance Problems







Never remove a strategy without putting something else in its place!!!



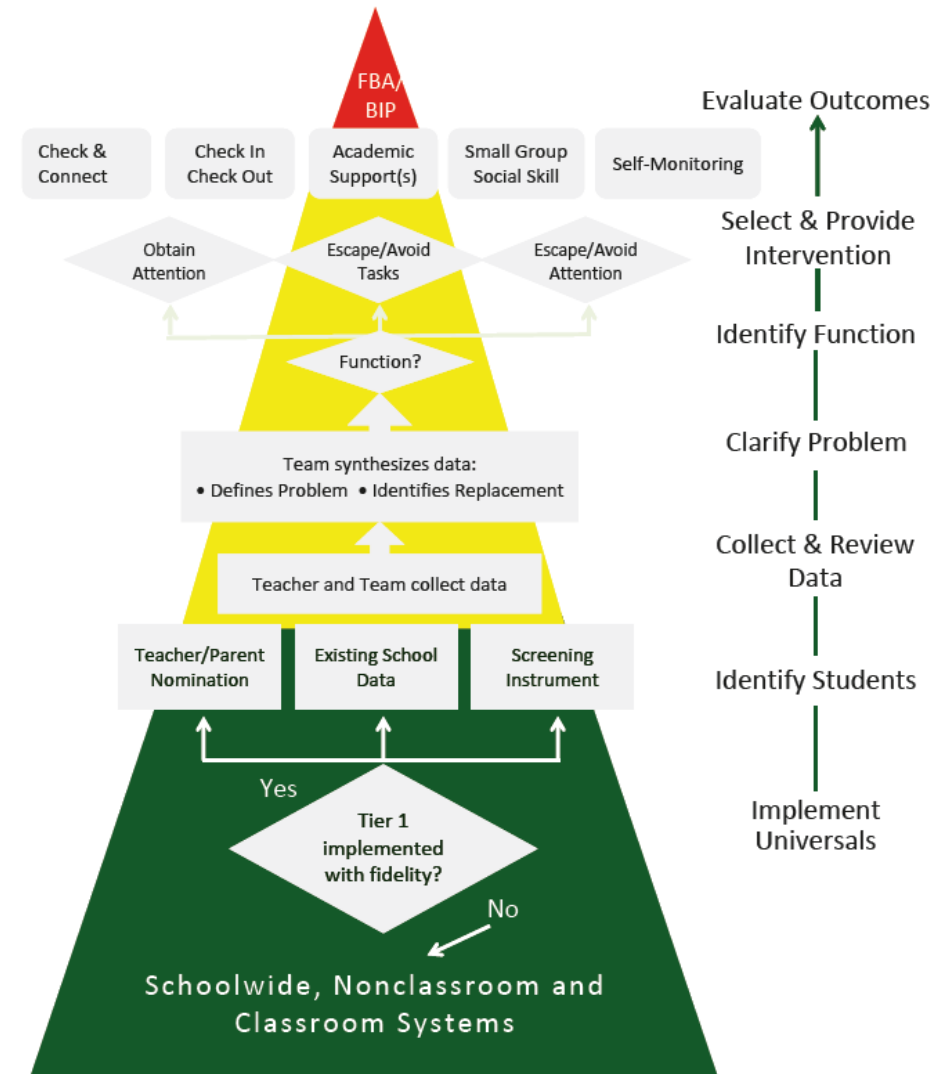
So, What Do We Do Instead?





# First Things First

Preventative  
Proactive



Second...

Develop a  
***Leveled  
Menu  
of Consequences  
for  
Office Managed  
Behaviors***

Level	Examples	Consequences Available
Level I:	Low level bullying; dangerous behavior; Chronic minor behavior; Vandalism	Alternative Programing Behavior Monitoring Behavior Plan; Community Service; Coordinated Behavior Plans Counseling Mini-course; Parent Supervision; Problem Solving/ Behavior Contracting; Referral to child study team Restitution
Level II:	Sexual or racial harassment; Bullying; Fighting; Look alike weapons;	Alternative Programing Behavior Monitoring Coordinated Behavior Plans Counseling; ISS with behavior lessons and academic; Problem Solving/ Behavior Contracting; Restitution Restorative Justice
Level III:	Unprovoked assault with intent to harm; Sexual or racial harassment that is unresolved at Level II Sexual Misconduct	ISS with behavior and academic lessons; OSS
Level IV: Violent crimes	Sexual Assault; Unprovoked Assault with intent to cause serious bodily harm	Expulsion and contact law enforcement





# Considerations

When developing menu items





# Consequences...

## Do not have to punish!!!



Consequences...

Should ***teach***  
***appropriate***  
***replacement***  
***behaviors***







Consequences...

Should allow  
student to  
maintain or  
improve academic  
skills





Consequences...

When possible,  
administered  
outside of  
instructional time!





Consequences...

Should be  
*logically*  
related to the  
behavior







Consequences...

Should be  
*restorative*





Consequences...

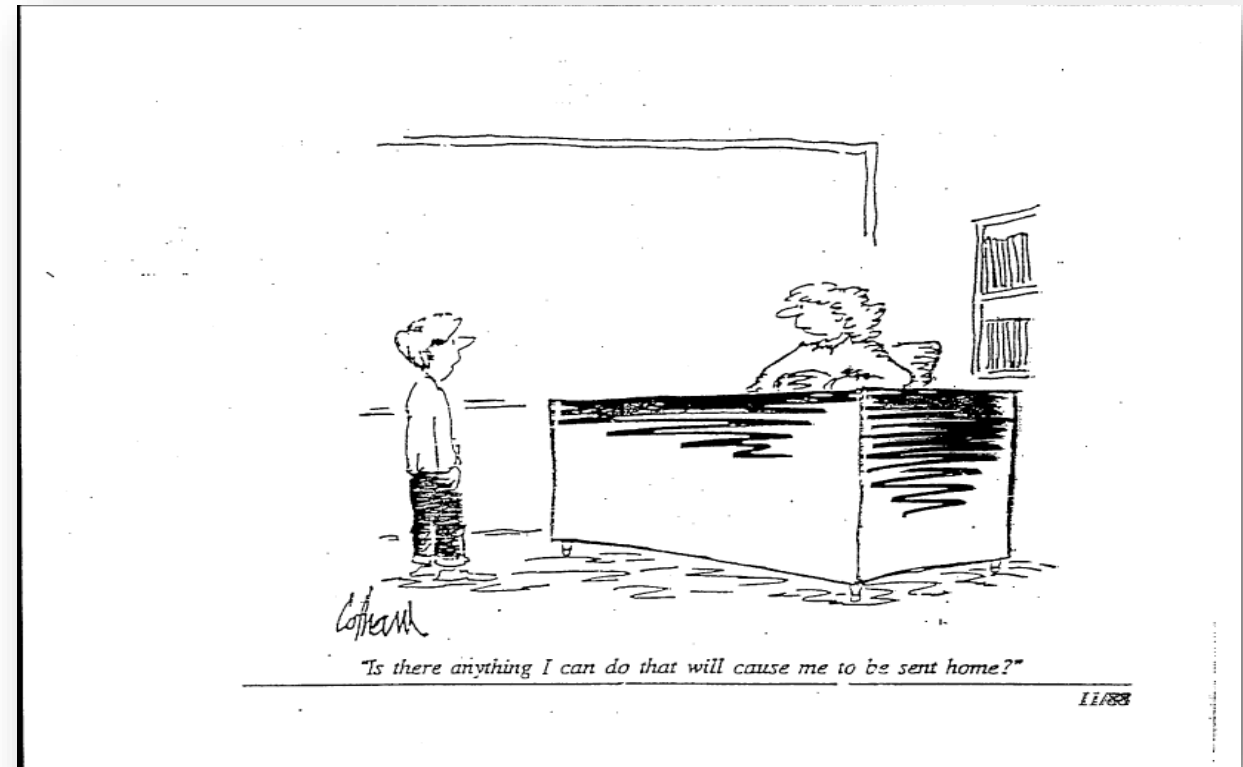
Should  
consider  
*function*





Consequences...

Should not  
inadvertently  
reinforce the  
behavior





Consequences...

Should include a  
plan for future  
behavior





Consequences...

Suspension and  
Expulsion Remain  
on the Table



# Turn and Talk

- What are some possible consequences that meet these criteria?



# Examples of Alternatives





# Examples of Instructional Alternatives

Teacher-  
Created  
Mini-Modules





# Examples of Instructional Alternatives

Student  
Created  
And  
Presented  
Mini-Modules







# Examples of Instructional Alternatives

## Alternative Programing







# Examples of Instructional Alternatives

Additional  
Learning  
Opportunities



# Examples of Instructional Alternatives

## Counselling





# Examples of Instructional Alternatives

## Targeted Mentoring







# Examples of Instructional Alternatives

## Restorative Practices







# Examples of Instructional Alternatives

## Community Service





# Examples of Instructional Alternatives

## Restitution







# Examples of Instructional Alternatives

Tier 2 Intervention

CICO

SSIG

C&C

Self Monitoring





# Examples of Instructional Alternatives

Tier 3 Intervention  
FBA/BIP





# Turn and Talk

- Choose one strategy just discussed, and explain to your partner why this would be a good alternative to suspension for your school?



# Arrange Consequences into a Leveled Menu

Level	Examples	Consequences Available
Level I:	Low level bullying; dangerous behavior; Chronic minor behavior; Vandalism	Alternative Programing Behavior Monitoring Behavior Plan; Community Service; Coordinated Behavior Plans Counseling Mini-course; Parent Supervision; Problem Solving/ Behavior Contracting; Referral to child study team Restitution
Level II:	Sexual or racial harassment; Bullying; Fighting; Look alike weapons;	Alternative Programing Behavior Monitoring Coordinated Behavior Plans Counseling; ISS with behavior lessons and academic; Problem Solving/ Behavior Contracting; Restitution Restorative Justice
Level III:	Unprovoked assault with intent to harm; Sexual or racial harassment that is unresolved at Level II Sexual Misconduct	ISS with behavior and academic lessons; OSS
Level IV: Violent crimes	Sexual Assault; Unprovoked Assault with intent to cause serious bodily harm	Expulsion and contact law enforcement

# Leveled System for *Office Managed* Behaviors

Level	Examples	Consequences Available
Level I:	Low level bullying; dangerous behavior; Chronic minor behavior; Vandalism	Alternative Programing Behavior Monitoring Behavior Plan; Community Service; Coordinated Behavior Plans Counseling Mini-course; Parent Supervision; Problem Solving/ Behavior Contracting; Referral to child study team Restitution
Level II:	Sexual or racial harassment; Bullying; Fighting; Look alike weapons;	Alternative Programing Behavior Monitoring Coordinated Behavior Plans Counseling; ISS with behavior lessons and academic; Problem Solving/ Behavior Contracting; Restitution Restorative Justice
Level III:	Unprovoked assault with intent to harm; Sexual or racial harassment that is unresolved at Level II Sexual Misconduct	ISS with behavior and academic lessons; OSS
Level IV: Violent crimes	Sexual Assault; Unprovoked Assault with intent to cause serious bodily harm	Expulsion and contact law enforcement

# Activity

- Determine the number of levels
- Operationally define the levels
- Select examples and non-examples
- Sort behaviors into levels by intensity
- Assign appropriate menu options to each level

<https://goo.gl/mmGizO>







# Arrange Responses by Intensity

- Involve Staff!!!
- Select Teaching Alternative
- Operationally Define Each Teaching Alternative
- Match Teaching Alternatives to Appropriate Levels
- Systematize Teaching Alternative
  - Lesson Banks
  - Procedures
  - Professional Learning Support



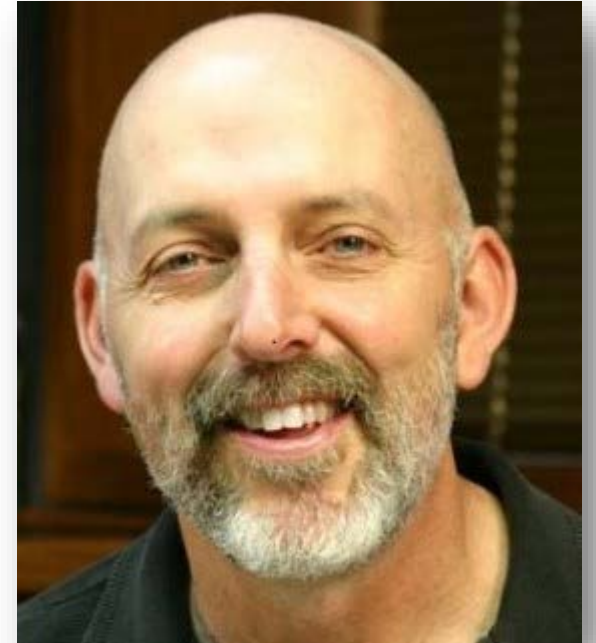


# If student is suspended...

- Develop systems to:
  - Reintegrate the student into learning
  - Assist the student in making up missed work
  - Reestablish relationships and connectedness to the school
  - Teach replacements, and plan for future use



Ask not: *What is an acceptable alternative to suspension?*  
Rather, ask: *What is best for the kid?*



Jeff Sprague, 2017



# Summary and Questions



Gordon Way, Ed.D.  
[wayg@Missouri.edu](mailto:wayg@Missouri.edu)  
@way\_gordon