



# Alternatives to Suspension

Developing a Leveled Menu of Teaching Alternatives to Suspension



At the end of this session, you will be able to...

- ...explain why we should rely less on suspension
- ...know principles for selecting alternatives to suspension
- ...identify possible teaching alternatives to suspension
- ...develop options into a leveled menu of alternatives to suspension



# Use of Suspension is on the Rise

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





# 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

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# Turn and Talk

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





# Why do Schools Suspend

- **Remove the offending student** Dupper, Theriot, and Craun (2009)
- **Give teachers a break** Dupper, Theriot, and Craun (2009)
- **Get the attention of parents** Dupper, Theriot, and Craun (2009); American Academy of Pediatrics (2003)
- **Protect students and staff** American Academy of Pediatrics (2003)
- **Punish the offending student** American Academy of Pediatrics (2003)
- **Alert Parents** American Academy of Pediatrics (2003)
- **Protect the learning of other students**



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

- Why do you think this might be?







Why Not Suspend?!?





# Time Lost to Suspension

- 11,392,474 Days of Instruction Lost to OSS during 2015-2016
- 62,596 *years of instruction were lost during 2015-2016!*





Suspension...

Denies  
students  
opportunity to  
learn



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



# Suspension...

Does not  
teach  
replacement  
behavior



(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...

Damages  
relationships and  
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***





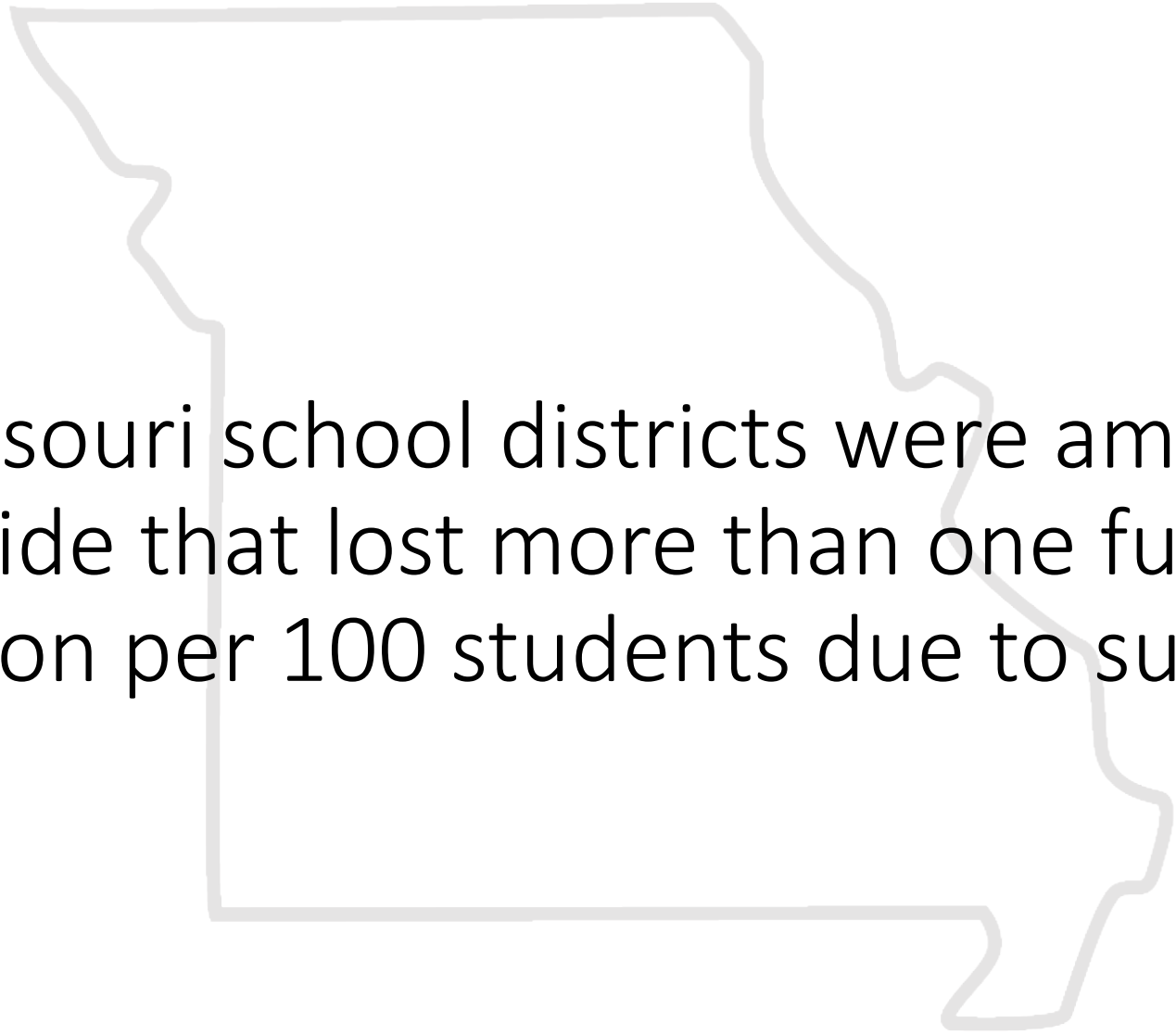


For every 100 students in the United States,  
**23 days** of instruction were lost to OSS.

For every 100 *Elementary* students in the United States, 7 days of instruction were lost to OSS.

For every 100 *Secondary* students in the United States, 37 days of instruction were lost to OSS.

For every 100 *Missouri Secondary* students, **61** days of instruction were lost to OSS.



Two Missouri school districts were among 28 nationwide that lost more than one full year of instruction per 100 students due to suspension.



# 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?



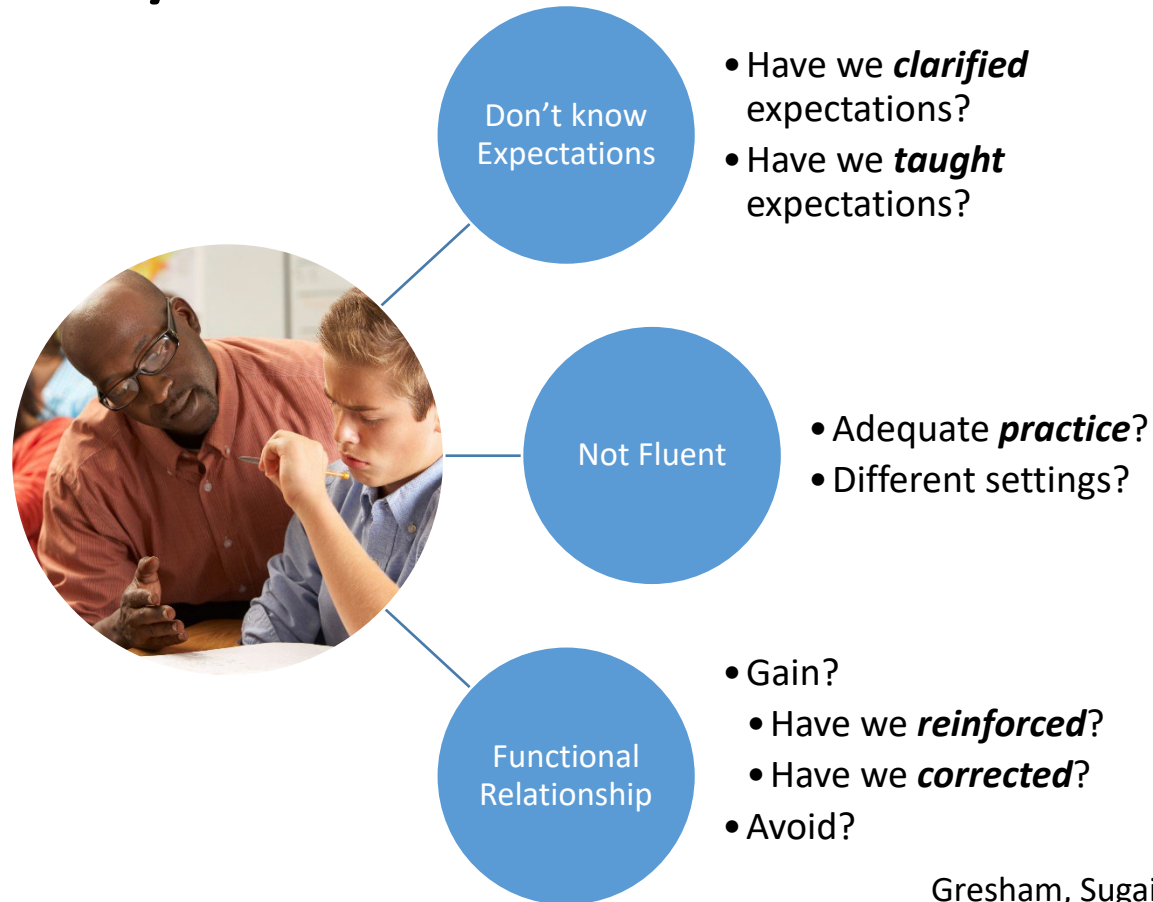


# Guidelines

For selecting instructional consequences



# Why Do Kids Engage in *Unexpected* Behavior?

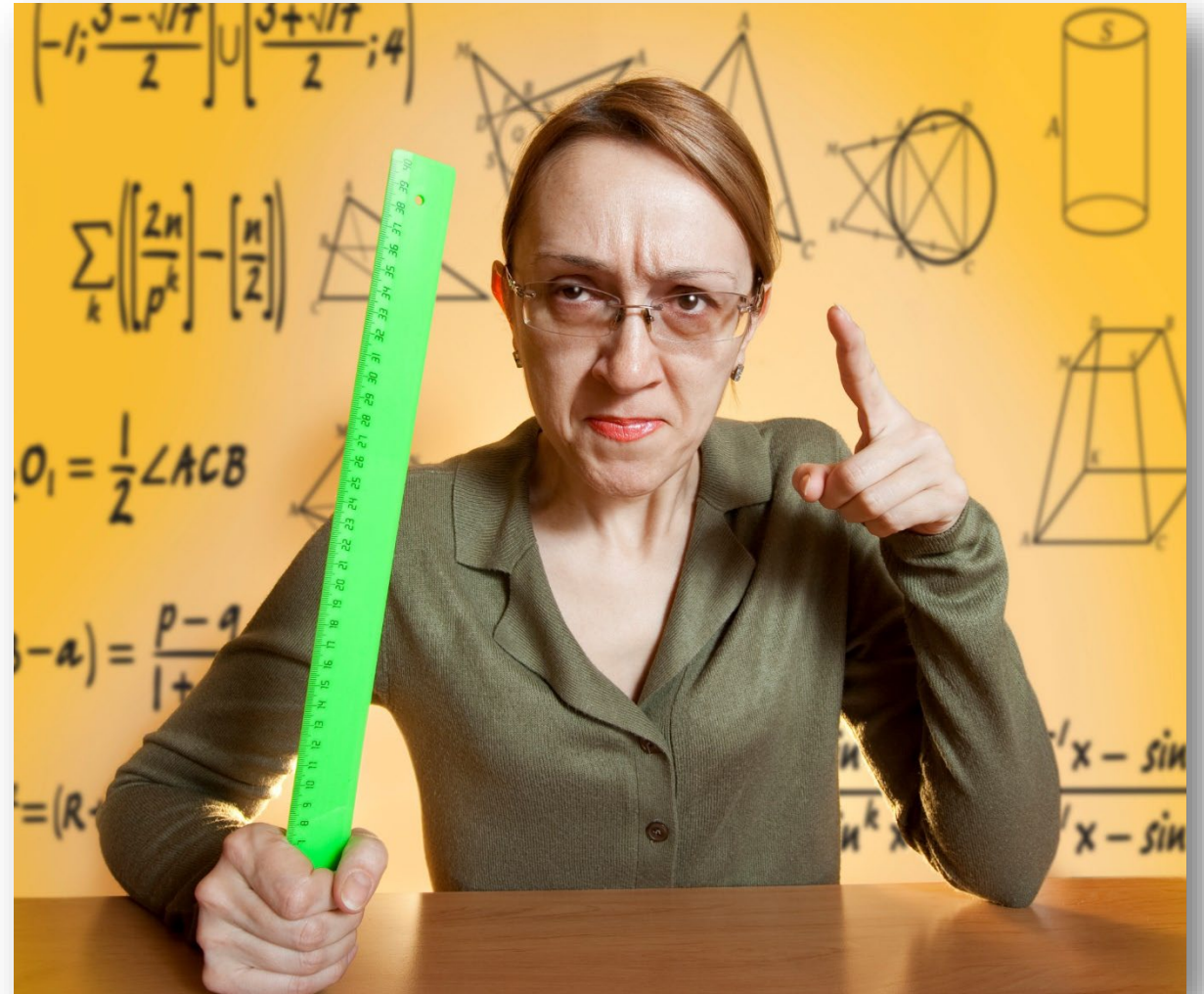


Gresham, Sugai, & Horner (2001)



# 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***







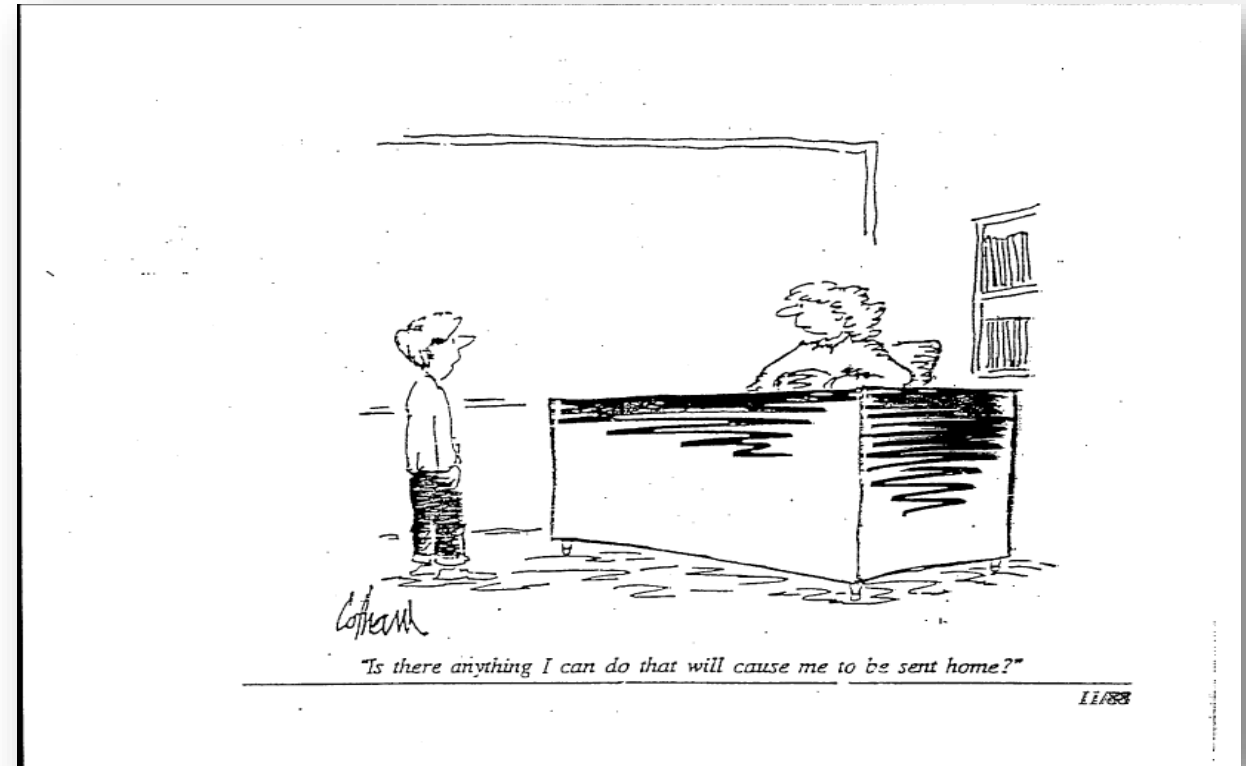
Consequences...

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?





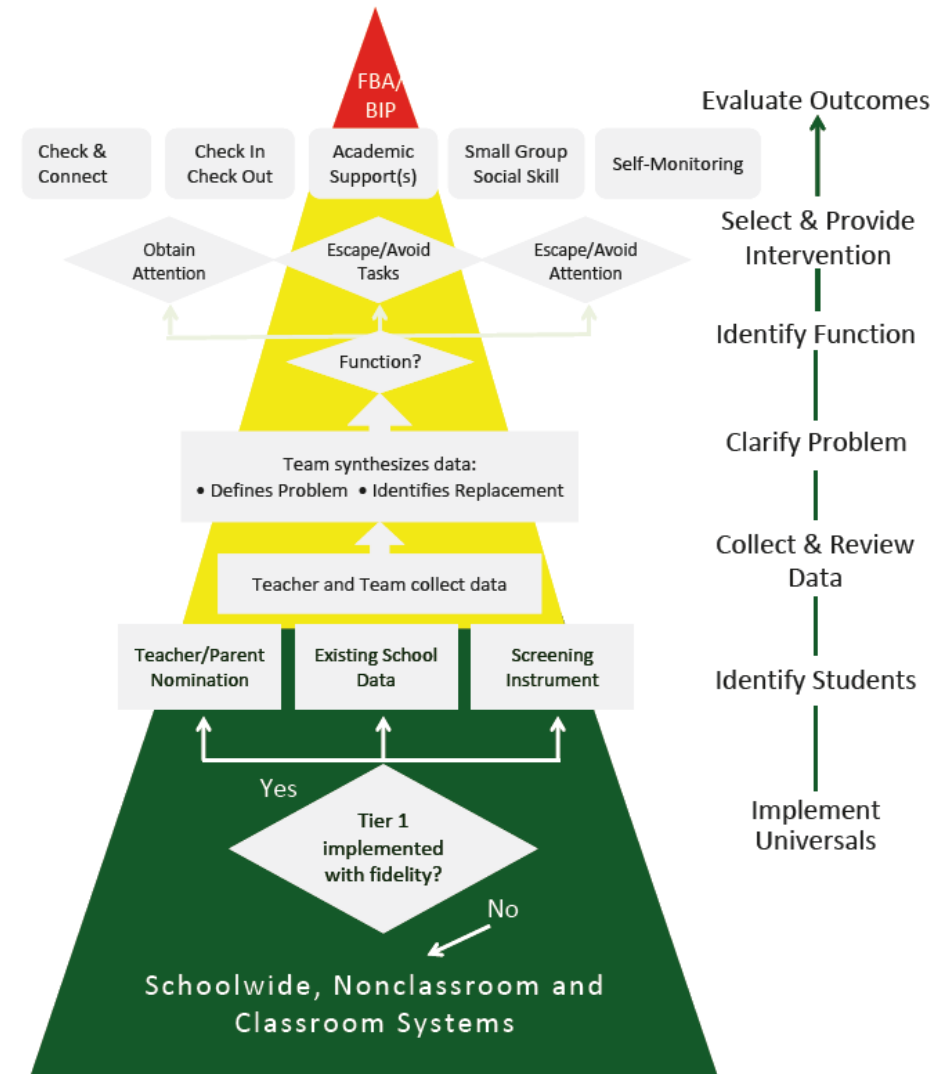
# Suggested Alternatives

To suspension



# First Things First

## Preventative Proactive





Arrange as a continuum







# 10 Evidence Based Alternatives

- Problem Solving/Contracting
- Restitution
- Minicourses/Skill Modules
- Parent Involvement/Supervision
- Counseling
- Community Service
- Behavior Monitoring
- Coordinated Behavior Plans
- Alternative Programming
- Appropriate in school suspension



# Problem Solving/ Contracting





# In-Kind Restitution





# Mini-Modules







# Parent Involvement/ Supervision





# Counselling







# Targeted Mentoring





# Community Service







# Behavior Monitoring

- CICO
- Self-Monitoring
- FBA/BIP





# Additional Learning Opportunities





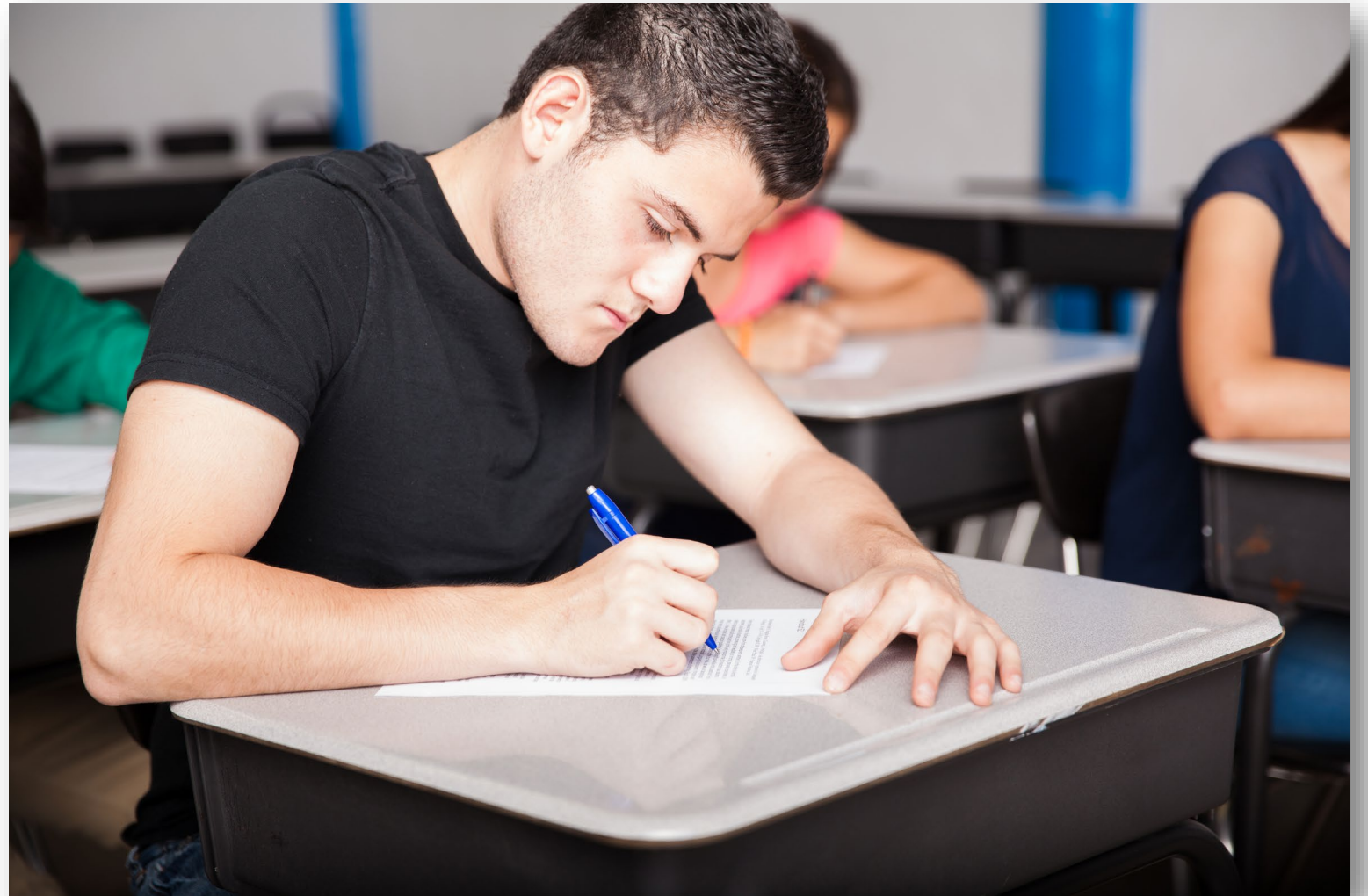
# Alternative Programing







*Appropriate In*  
School  
Suspension







# Restorative Practices



# 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
    - Supports
    - Reinforcement
    - Appropriate consequences
    - Plan for implementation



# What if the student refuses?

- Determine if you need to differentiate
- Offer choice between two alternatives that are acceptable to you.

# 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	Operational Definition	Major/Office Managed Behaviors	Available Consequence
Level 1	Behavior that disrupts the learning environment, but does not result in physical or psychological harm	Major Disruption Vandalism Truancy	Behavior Monitoring Restitution Community Service Additional Learning Opportunities Problem Solving/Contract
Level 2	Student engages in behavior that may result in long term harm to self, or engages in verbal abuse of another student that does not involve a protected class.	Use or possession of alcohol Use or possession of cigarettes Harassment or bullying	Mini-Lessons Counselling Parent Involvement/Supervision
Level 3	Student engages in verbal harassment that involves a protected class; Student engages in behavior that may cause physical harm to another student.	Sexual misconduct Sexual Harassment Racial Harassment Physical Aggression/fighting	Alternative Programming Appropriate In School Suspension Restorative Practice Restitution
Level 4	Student intentionally engages in behavior that can or does result in serious bodily harm to another student or adult	Physical assault with intent to cause serious bodily harm; Sexual Assault	FBA/BIP Restorative Practice OSS Referral to Law Enforcement





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# H01: Leveled Chart

- How will engage stakeholders to select alternatives to suspension?
- How will you engage stakeholders to order behaviors and strategies into a leveled response chart for major/office managed behaviors?







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



Jeff Sprague, 2017

# Make a commitment!

- Turn to a shoulder partner; what are you willing to do in the next month related to what we have discussed?



# Summary and Questions

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