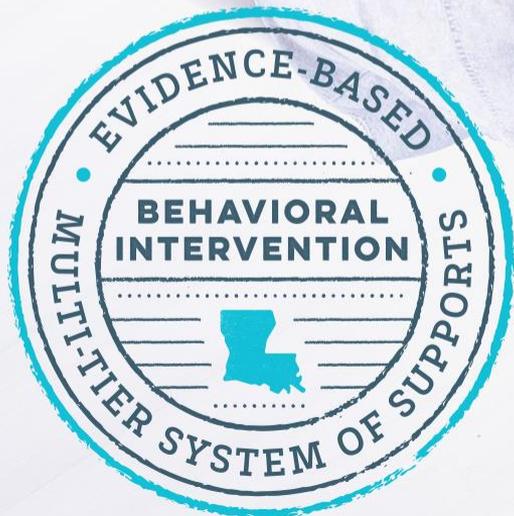


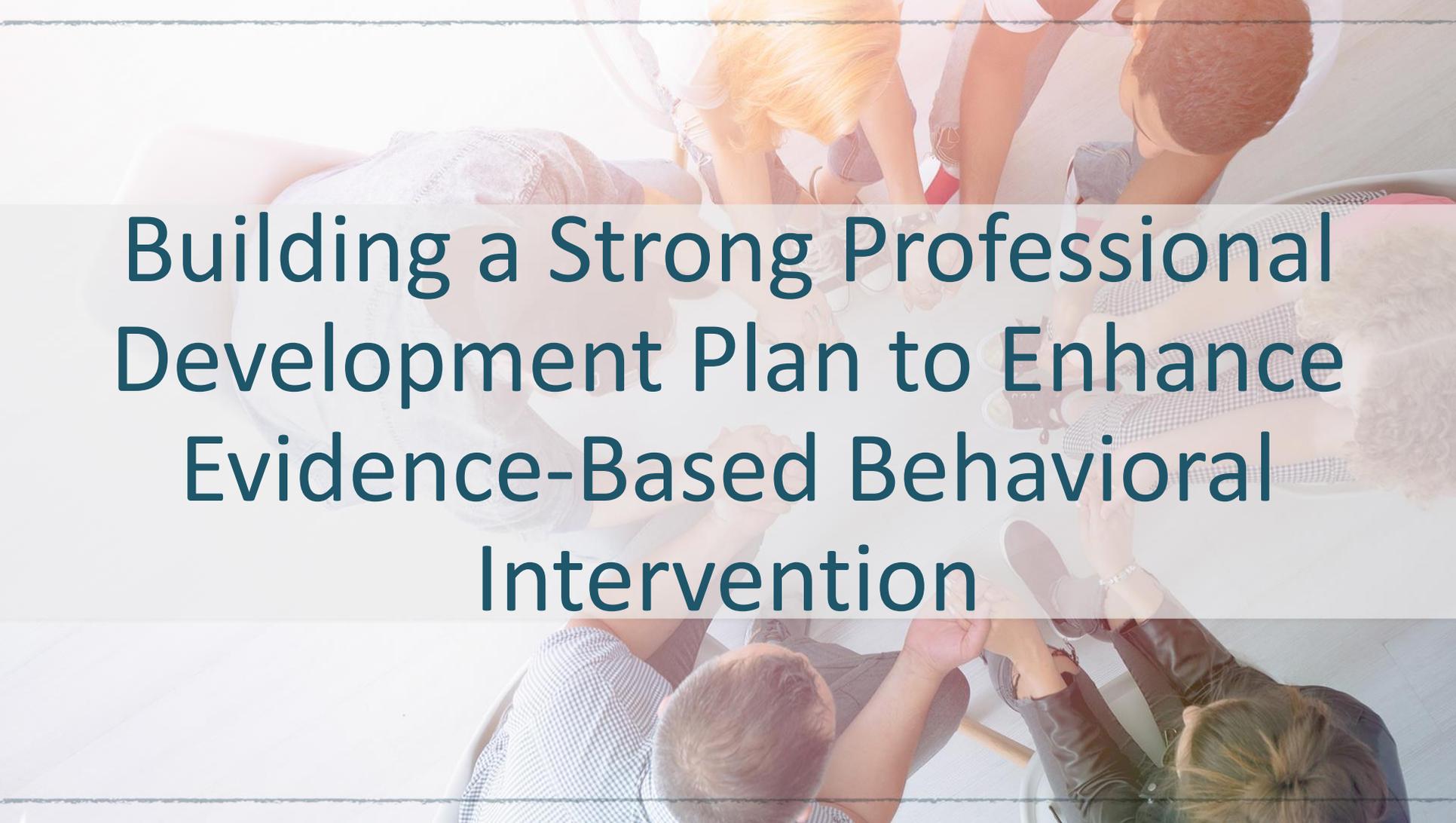
2019

# BEHAVIORAL INTERVENTION SUMMIT



January 30, 2019 • Raising Cane's River Center, Baton Rouge

 **DEPARTMENT of  
EDUCATION**  
Louisiana Believes



# Building a Strong Professional Development Plan to Enhance Evidence-Based Behavioral Intervention



**DISCIPLINE  
REVOLUTION  
PROJECT**

## **It's time to rethink school discipline**

We're building a coalition of education leaders committed to ending the school-to-prison pipeline



# Our Time Together — Agenda

- A Case for Action
- What is wrong with a fragmented approach?
- The EQUITY Framework
- How The Discipline Revolution Project Works
- Questions and Answers



## The Hard Facts

# 3X

Black and Latino students, and students with disabilities, are **three times more likely to be suspended** than their peers.

# >50%

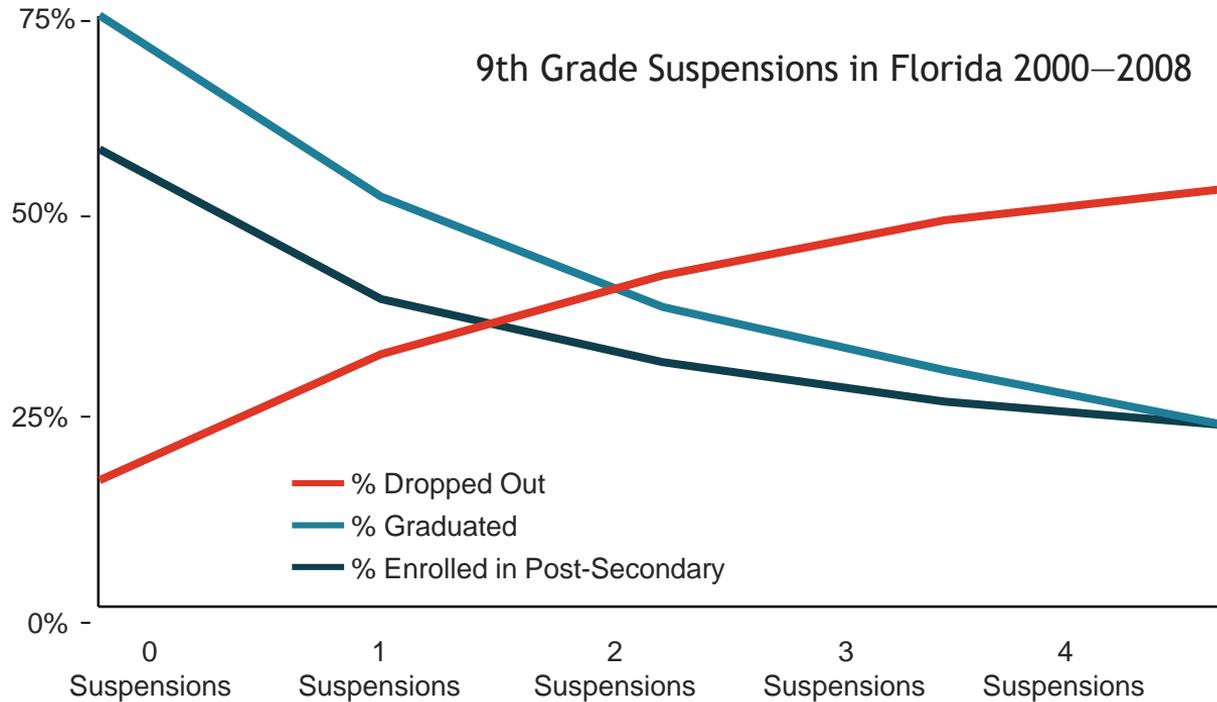
of school-based arrests and **32% of suspensions** are of African-American students, even though they are only 16% of all students.

# LGBTQQ

youth are often **suspended for the same behaviors** as their peers, who aren't punished as severely.

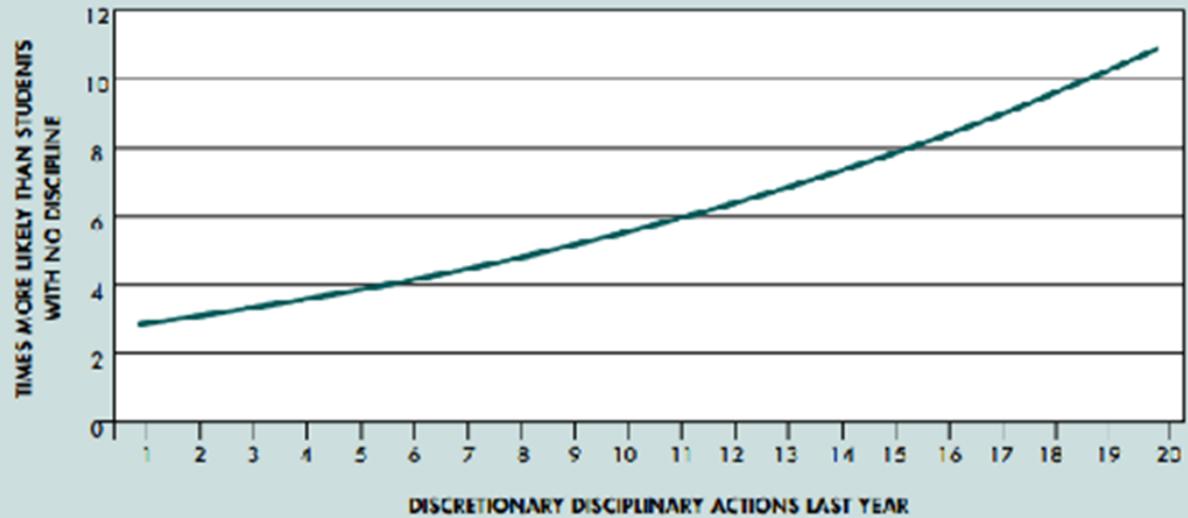
Suspended students are **three times more likely** to drop out and be court-involved.

# Suspensions correlate w/ inc drop-out rates and decrease grad rates & post-secondary enrollment



# A large-scale study found number of disciplinary actions strongly correlated with referrals to the juvenile justice system the next year

**FIGURE 20:** Effect of Discretionary Disciplinary Action on the Chance of a First Juvenile Probation Referral

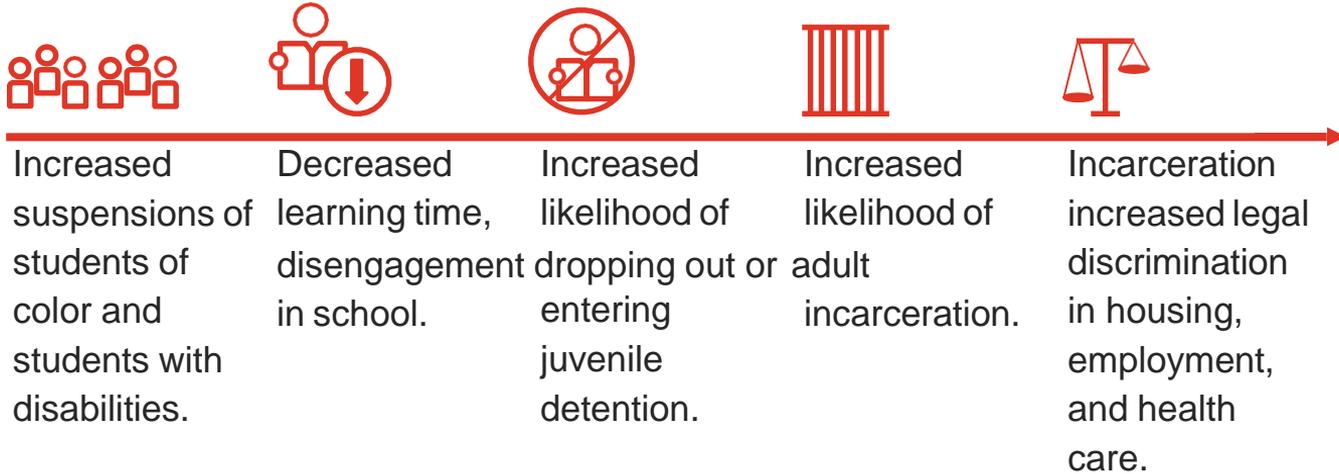




# The Inconvenient Truths

1. Over-incarceration is real.
2. Schools and prisons are intertwined.
3. Students of color, students with disabilities, and LGBTQQ students are disproportionately affected.
4. Adult biases are at play.

# Understanding the school-to-prison pipeline





# Why haven't we solved this problem?

## **Micro-Approach**

Many recognize the need to change exclusionary discipline, but few have the practical know-how; too many think “programs” or micro, technical solutions alone will fix things.

## **Policy Over Practice**

There's too much focus on rewriting suspension policy and not enough on building supports for schools and systems to actually change their practices.

## **The Blame Game**

The conversation now focuses on pointing fingers and defending bad practices instead of a national community of practice looking for solutions together.

## **Lack of Urgency**

School discipline is often considered a niche issue, despite the undeniable connection between school culture, trust, relationships, discipline policies and student outcomes.

# The Current Landscape



Many quality programs exist that help address parts of what needs to be done.  
***The key to success is a comprehensive approach.***

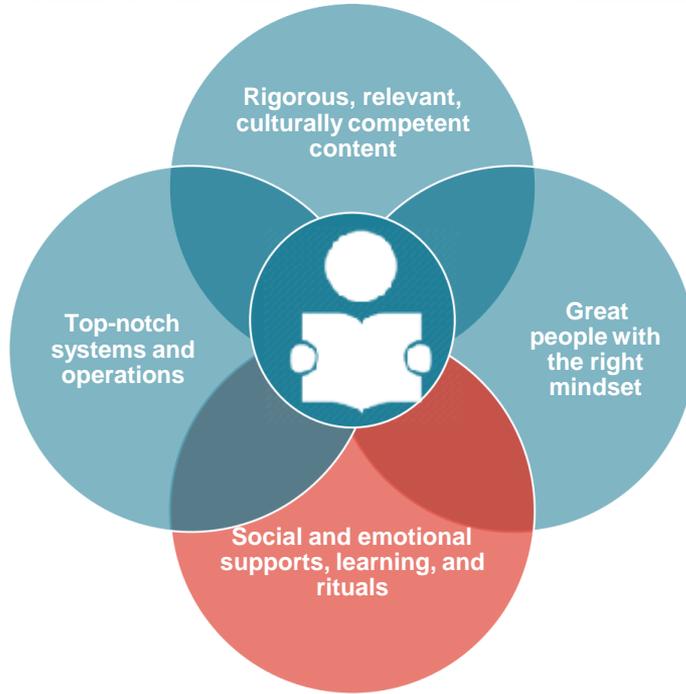


**We're calling for a new approach to school discipline.**

# **DISCIPLINE**

**One that flips everything upside down—  
from the definition to the policies.**

# Discipline Reform = Advancing EQUITY



The work to break the school-to-prison pipeline will advance equity and improve results for **all** kids.

# The EQUITY Framework

**E**

## **Empathy and High Expectations**

School cultures and adult mindsets are purposeful, anti-biased, and supportive.

**Q**

## **Quality Teaching**

School staff have deep, trusting relationships with students and deliver lessons that are rigorous, relevant, and culturally responsive.

**U**

## **Understanding and Personalization**

Student supports promote growth on personal success factors linked to health identity development.

**I**

## **Incident Response**

Behavior expectations are high and adults respond skillfully to missteps and school-wide incidents.

**T**

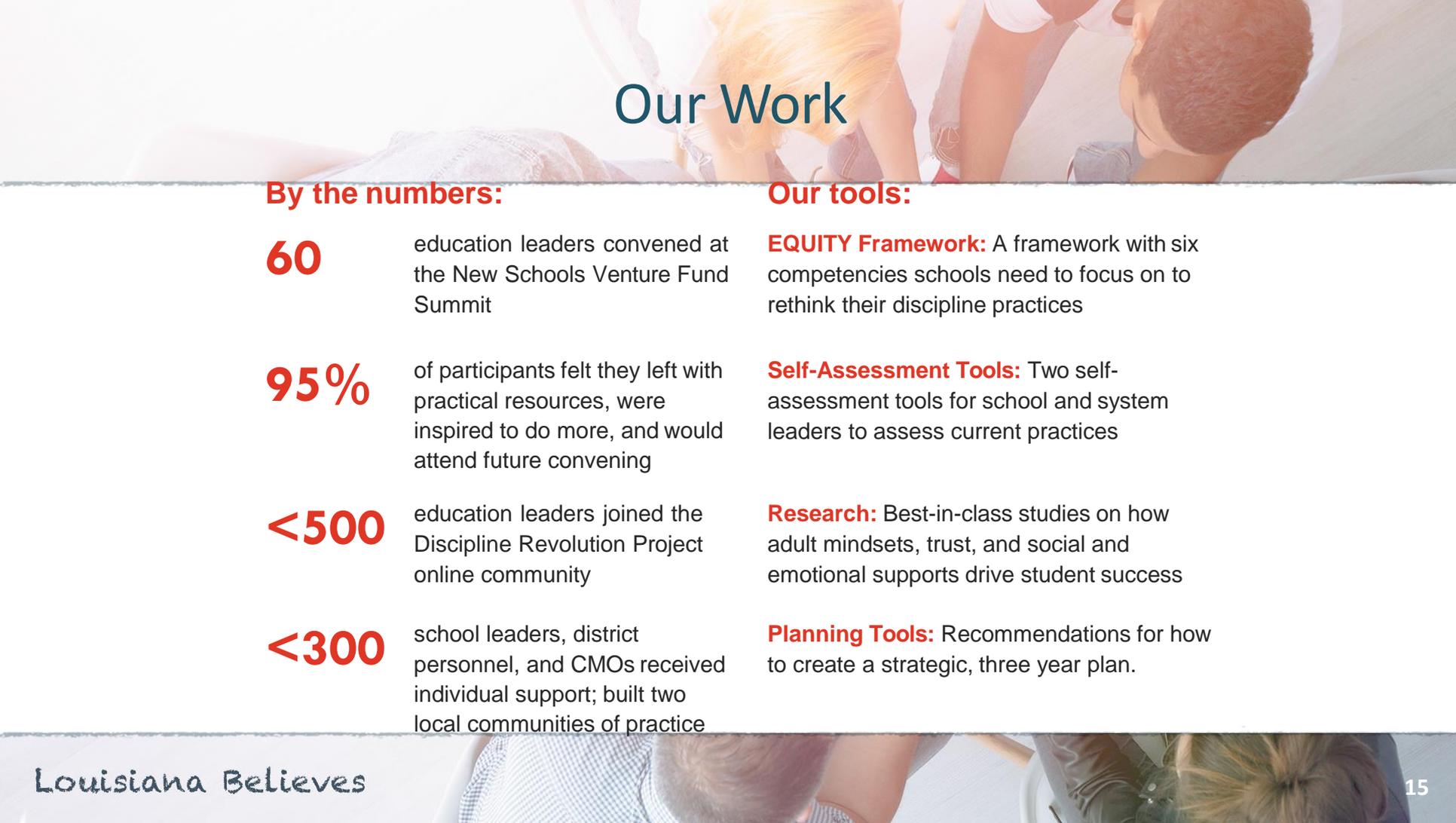
## **Team Approach**

Schools partner with families, communities, child welfare, law enforcement, and other support agencies.

**Y**

## **Youth-Focused Policy**

Human resources practices, policies, and data approaches support healthy development of all students.

A background image showing the backs of several people sitting around a table in a meeting or conference setting. The lighting is warm and slightly blurred, focusing on the collaborative atmosphere.

# Our Work

## By the numbers:

**60**

education leaders convened at the New Schools Venture Fund Summit

**95%**

of participants felt they left with practical resources, were inspired to do more, and would attend future convening

**<500**

education leaders joined the Discipline Revolution Project online community

**<300**

school leaders, district personnel, and CMOs received individual support; built two local communities of practice

## Our tools:

**EQUITY Framework:** A framework with six competencies schools need to focus on to rethink their discipline practices

**Self-Assessment Tools:** Two self-assessment tools for school and system leaders to assess current practices

**Research:** Best-in-class studies on how adult mindsets, trust, and social and emotional supports drive student success

**Planning Tools:** Recommendations for how to create a strategic, three year plan.

By Summer  
2019

By School Launch  
2019

By Summer  
2020



**E**



**Q**



**U**



**I**



**T**



**Y**



# Our Core Principles

- We are about world-class **technical tools and services** *and the adaptive work* that is about changing values and beliefs
- We are about **promising practices** so we go further, faster together *and* creating **customizable materials** because what works in one place may not work in another
- We are about **pushing research-based solutions** *and* aware that much R&D is still needed to say with certainty what will actually propel true equity in terms of outcomes
- We are about disruption and speaking truth about “isms” *and* about **getting past ideological shaming** and into the deep work of actually changing hearts, minds, and practices — locally and nationally

# The 5 Ps — Comprehensive Redesign Framework

## PEOPLE



What are the implications for how I recruit, support, develop, and evaluate staff?

**Teachers and other pedagogues:** Do I have the right people with the right mindset doing the right work?

**Student Support Staff:** What are the implications for how I recruit, train, and evaluate SEL staff (e.g., SWs, GCs, peer coaches, Deans)?

**Administrators:** What are the implications for how I recruit, train, and evaluate principals, school leaders, my cabinet?

**Cabinet and District Team:** What are the implications for how I organize and interact with your cabinet? How do I set decision-making processes and responsibilities?

# The 5 Ps — Comprehensive Redesign Framework

## POLICY



**Data:** What data will help inform planning decisions (e.g., chronic absenteeism, mobility/retention, school-based arrests, out of school suspensions, in school suspensions, expulsions, staff and student satisfaction data)?

**Accountability:** For what are schools accountable? How can I ensure I do not create perverse incentives (e.g., decreasing suspensions and increasing arrests)?

**Budget:** How can I make money flexible to align to our school's comprehensive redesign goals?

**Labor/Time:** How can I make labor practices flexible to align to the school's comprehensive redesign goals (e.g., peer coaches instead of guidance counselors)?

# The 5 Ps — Comprehensive Redesign Framework

## PRACTICES



**Curricula:** What are the implications for how non-academic and curricula is selected, shared, rolled out, implemented?

**Student Supports:** What are the implications for how student support frameworks, tools, and content elected, shared, rolled out, implemented?

**Professional Development and Capacity:** Who does it? Under what circumstances? How do you know if it is working? Is it aligned to the comprehensive redesign goals?

**Technology:** How does technology factor in to all of this? How technologically savvy is your staff?

# The 5 Ps — Comprehensive Redesign Framework

## PARTNERS



**CBOs and Local Organizations:** What role do local organizations want to play in redesigning schools? What are they suited to do? How do you align desire, capacity, and coherence?

**Families and Students:** What role should families and students play in comprehensive redesign? How will redesign better link families to schools?

**Technical Assistance Providers:** What is the role of whole school redesign partners? Whole school models? Component innovators? Content providers?

**Philanthropy and Business:** How do you engage the philanthropic and business communities? What role can they play, and what role do they want to play?

**Communication:** How do you effectively communicate with partners through ongoing change?

# The 5 Ps — Comprehensive Redesign Framework

## POWER



**Equity:** How do you ensure “hardest to serve” (e.g., SWDs, OAUC, students with chronic discipline issues, poorest students) do not get concentrated or left out of innovation?

**Coherence:** What will you start doing? Sustain? Stop?

**\*\* If you do everything and do not reexamine (and therefore stop) some elements, chances are you do not have coherence.**

**Loss:** When you make changes, who will perceive it as a loss? How do you plan for that?



“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.”

— Margaret Mead

# Thank you.



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