OVERVIEW

- What are the trends in school crime?
- What are schools doing for security and discipline?
- What impact is this having?
- What else can we be doing?
**At-School Crime**

At-school student victimization rate per 1,000 students

- **Total**
- **Theft**
- **Violent**
- **Serious Violent**

N≈6,500
Source: DoE, NCES 2012
AWAY-FROM-SCHOOL CRIME

Away-from-school student victimization rate per 1,000 students

N≈6,500
Source: DoE, NCES 2012
DRUG USE IN SCHOOL

Percent of students reporting drug use and availability

- Alcohol
- Marijuana
- Availability

N≈11,500
Source: DoE, NCES 2012
BULLYING IN SCHOOL

Percent of students reporting bullying victimization

N≈6,500
Source: Hutzell, 2013
“The good news is that crime by America’s youth is at its lowest level in decades…The bad news is that the good news has not yet found its way into public policy”

(Schiraldi and Ziedenberg 2001, 2)
SCHOOL SECURITY

Percent of principals reporting security measures

- Faculty/Staff IDs
- Security Cameras
- Controlled Grounds
- Controlled Buildings
- Classroom Phones
- Security Personnel

Source: Payne & Eckert 2012
SCHOOL DISCIPLINE

Percent of students reporting exclusionary discipline

N≈46 million
Source: Schiraldi & Ziedenberg 2001
SCHOOL DISCIPLINE

Percent of principals reporting disciplinary responses

N≈3,500
Source: Welch & Payne 2013
CRIME, SECURITY, DISCIPLINE
Percent of principals reporting security and discipline measures versus Rate of student victimization

N≈3,500; 6,500
Source: Welch & Payne 2013
“The good news is that crime by America’s youth is at its lowest level in decades…The bad news is that the good news has not yet found its way into public policy”

(Schiraldi and Ziedenberg 2001, 2)
SCHOOL PRISONIZATION

“…schools grow more like prisons than institutions of education.”
  (Giroux 2003, 553)

“…a seclusion room…something akin to a prison cell – a concrete room latched from the outside, its tiny window obscured by a piece of paper.”
  (Fantz 2008, 1022)

Why?

• Increased crime, delinquency, disorder, victimization?
• Other possible explanations
  • Columbine effect
  • NCLB
  • Fear of litigation
STUDENT CRIMINALIZATION

“…the discipline narratives reinforce language from the penal system...repeat offenders, line-up, interrogation, …back-up,…suspects”

(Tredway et al. 2007, 215)

Who?
• Poor, male, racial or ethnic minority
• Unequal application
STUDENT CRIMINALIZATION

Percent of student suspended in 1973 versus 2006, by race

N≈46 million
Source: Losen & Skiba, 2010
STUDENT CRIMINALIZATION

“...the discipline narratives reinforce language from the penal system...repeat offenders, line-up, interrogation, ...back-up,...suspects”

(Tredway et al. 2007, 215)

Who?
• Poor, male, racial or ethnic minority
• Unequal application

For what?
• Fighting
• Abusive language and attendance issues
• Disobedience and disrespect
• General classroom disruption
CONSEQUENCES

“Decisions to call a shouting match or locker graffiti a crime, to arrest rather than to see a teachable moment, to prosecute rather than resolve disputes – these practices are turning schools into policed territories”

(Dohrn 2001, 164)

What impact does this have?

• Civil liberties: “Special needs” doctrine
• Student learning
• School climate and community
  • “exacts a heavy toll on entire school community”

(Noguera 1995, 189)
EFFECTIVENESS

“…these disciplinary consequences may be the most powerful message of rejection that contributes to student disengagement from school…[and have been] shown to be ineffective in changing disruptive student behavior” (Nichols 2004, 409)

“…it is short sighted at best to fail to understand that removing many students from school simply leaves them unsupervised on the street” (Losen and Skiba 2010, 11)

Does it work?
• Academic and behavioral outcomes
• School-to-prison pipeline
SCHOOL-BASED PREVENTION

What do we do?

- Cultivate bonds of trust and caring within school community
- Building community of trust and collective responsibility can
  - Reduce crime and misbehavior without degrading learning environment
  - Teach students how to resolve conflicts peacefully

Can this work in my school?

- West Philadelphia high school
  - Restorative Justice strategies
- NYC public schools
  - Dignity & respect, strong compassionate leadership, open communication, fair rules, discipline by school officials
School-Based Prevention

What Works? We know!

- School and classroom level
  - Building a supportive and collaborative school community
  - Clarifying, communicating, and maintaining prosocial norms
- Student level
  - Teaching social competency skills using cognitive behavioral strategies
  - Behavior modification and cognitive skills training
SCHOOL-BASED PREVENTION

Adapted from:
Sprague & Walker, 2004

Targeted/Intensive
(High-risk students)
Individual Interventions
(3-5%)

Selected
(At-risk Students)
Classroom & Small Group Strategies
(10-20% of students)

Universal
(All Students)
School-wide, Culturally Relevant Systems of Support
(75-85% of students)

- 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
- Community and service learning

- Intensive social skills teaching
- Self-management programs
- Parent training and collaboration
- School based adult mentors
- Increased academic support and practice
- Alternatives to out-of-school suspension
- Community and service learning

- Effective Academic Support
- Social skills teaching
- Positive, proactive discipline
- Teaching school behavior expectations
- Active supervision and monitoring
- Positive reinforcement systems
- Firm, fair, and corrective discipline
- Effective classroom management
- Community and service learning
Tier One: Whole School

Universal programs at the school and classroom level:

- Building a supportive and collaborative school community
- Clarifying, communicating, and maintaining prosocial norms
- Programs
  - School-Wide Positive Behavioral Interventions and Supports
  - Olweus Bullying Prevention Program
# School-Wide PBIS

## Wayne Memorial High School Expectations Matrix

<table>
<thead>
<tr>
<th></th>
<th>Arrival / Departure</th>
<th>Hallways</th>
<th>Classroom</th>
<th>Restroom</th>
<th>Cafeteria</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BE SAFE</strong></td>
<td>• Enter and exit the building appropriately.</td>
<td>• Stay to the right.</td>
<td>• Keep hands to yourself.</td>
<td>• Wash your hands.</td>
<td>• Remain seated.</td>
<td>• Keep hands to yourself.</td>
</tr>
<tr>
<td></td>
<td>• Keep hands to yourself.</td>
<td>• Walk in the hallways.</td>
<td>• Use materials appropriately.</td>
<td>• Use for designated purpose only.</td>
<td>• Be patient.</td>
<td>• Create a safe atmosphere.</td>
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<td></td>
<td>• Practice safe driving.</td>
<td>• Use hallway time efficiently and</td>
<td>• Remain seated.</td>
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<td></td>
<td></td>
<td>appropriately.</td>
<td></td>
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</tr>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td>• Remove all head coverings upon entering.</td>
<td>• Keep traffic moving.</td>
<td>• Use positive supportive language at an</td>
<td>• Use appropriate language.</td>
<td>• Wait your turn.</td>
<td>• Maintain good sportsmanship.</td>
</tr>
<tr>
<td></td>
<td>• Maintain dress code.</td>
<td>• “Walk and Talk”:</td>
<td>appropriate volume.</td>
<td>• Follow school code of conduct.</td>
<td>• Use positive supportive language at an</td>
<td>• Respect personal space of others.</td>
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<tr>
<td></td>
<td>• Store all electronic devices.</td>
<td>• Allow others to pass.</td>
<td>• Follow classroom rules.</td>
<td>• Respect the privacy of others.</td>
<td>appropriate volume.</td>
<td></td>
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<tr>
<td></td>
<td>• Use appropriate language at an appropriate volume.</td>
<td>• Use positive supportive language</td>
<td>• Focus on teacher / speaker.</td>
<td>• Follow direction.</td>
<td>• Maintain good sportsmanship.</td>
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<td></td>
<td></td>
<td>at an appropriate volume.</td>
<td>• Remain seated until dismissed.</td>
<td></td>
<td>• Respect personal space of others.</td>
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</tr>
<tr>
<td><strong>BE RESPECTFUL</strong></td>
<td>• Arrive on time and exit on time.</td>
<td>• Carry ID / planner.</td>
<td>• Be prepared – arrive with materials.</td>
<td>• Keep area clean.</td>
<td>• Keep area clean.</td>
<td>• Follow posted rules.</td>
</tr>
<tr>
<td></td>
<td>• Come and leave prepared.</td>
<td>• Keep hallway clean.</td>
<td>• Keep area clean.</td>
<td>• Be prompt.</td>
<td>• Throw your trash away.</td>
<td>• Keep area clean.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Be prepared – arrive with materials.</td>
<td>• Arrive on time.</td>
<td>• Report graffiti and damage to staff.</td>
<td>• Pay for all items.</td>
<td>• Keep area clean.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Keep area clean.</td>
<td>• Participate and remain attentive.</td>
<td>• Use classroom time wisely.</td>
<td>• Arrive on time.</td>
<td>• Bring appropriate items only.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Arrive on time.</td>
<td>• Use classroom time wisely.</td>
<td></td>
<td>• Remain in cafeteria until dismissed.</td>
<td></td>
</tr>
</tbody>
</table>
RESTROOM

Be Safe:
Wash your hands.
Use for designated purpose only.

Be Respectful:
Use appropriate language.
Follow school code of conduct.
Respect the privacy of others.

Be Responsible:
Keep area clean.
Be prompt.
Report graffiti and damage to staff.

HALLWAY

Be Safe:
Stay to the right.
Walk in the hallways.
Use hallway time efficiently and appropriately.

Be Respectful:
Keep traffic moving.
“Walk and Talk”.
Allow others to pass.
Use positive, supportive language and behavior.
Follow adult directions.

Be Responsible:
Carry ID / planner.
Keep hallway clean.
ARRIVAL AND DEPARTURE

Value Safety:
Drive at safe speeds.
Wear your seatbelt.

Value Others:
Follow the dress code.
Park in designated area.
Be a courteous driver.

Value Self:
Arrive and exit on time.
Come and leave prepared.

CAFETERIA

Value Safety:
Keep your space clean and clear.
Be patient.
Remain in the cafeteria.

Value Others:
Clean up your area.
Wait your turn in line.
Use appropriate language and volume.

Value Self:
Clean up after yourself.
Make healthy choices.
Pay for your items.
"A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself."  

(Olweus, 1993)

Core Components:

• School level
• Classroom level
• Student level

“The power of the Olweus Bullying Prevention Program lies in staff and students using common language to address bullying situations. A message is carried out to students saying bullying will not be tolerated here”  

(A junior high school counselor)
Our rules about bullying:

1. We will not bully others.
2. We will help others when they are bullied.
3. We will include everyone.
4. When we know someone is being bullied, we will tell an adult at school and at home.
Overlook’s Anti-Bullying Rules

- We will not bully others.
- We will try to help students who are bullied.
- We will try to include students who are left out.
- If we know that somebody is being bullied, we will tell an adult at school and an adult at home.

Bullying includes:
- Teasing
- Threats
- Name-calling
- Gossiping
- Mean words
- Leaving somebody out
- Stealing
- Damaging property
- Pushing
- Kicking
- Rumors
TIER ONE: WHOLE SCHOOL

Universal programs at the student level:

- Teaching social competency skills using cognitive behavioral strategies
- Programs
  - LifeSkills Training
Content: Program Components
- Self-Management Skills
- Social Skills
- Drug Resistance Skills

Method: Cognitive-Behavioral Delivery
- Modeling, rehearsal, role play, feedback
TIERS TWO AND THREE: SELECTED & INTENSIVE

Adapted from:
Sprague & Walker, 2004

Selected
(At-risk Students)

Classroom & Small Group Strategies
(10-20% of students)

Targeted/Intensive
(High-risk students)
Individual Interventions
(3-5%)

- Intensive
- Intensive
- Individual
- Parent
- Multi-tiered
- Alternative
- Community
TIERS TWO AND THREE: SELECTED & INTENSIVE

Selected and Intensive programs for at-risk and high-risk students:

- Behavior modification and cognitive skills training
- Programs
  - Social Competency Promotion
  - Coping Power Program
WHEN YOU HAVE A PROBLEM:

STOP, CALM DOWN, & THINK before you act

say the PROBLEM & how you FEEL
set a POSITIVE GOAL
think of lots of SOLUTIONS
think ahead to CONSEQUENCES

GO ahead and TRY the BEST PLAN
Coping Power

Program Components:

- Establishing rules and reinforcements
- Creating self-statements
- Generating alternative solutions & consequences
- Modeling videos
- Planning and creating own videos
School-Based Prevention

PBS Leadership Team Meets Monthly

Tier Three
- Functional behavior assessment and individual behavior plans
- Parent collaboration and education
- Collaboration with student’s physician or mental health professional
- Intensive academic support

Tier Two
- Target social skills instruction
- Simple behavior plans
- Alternatives to suspension
- Increased academic support
- School-based mentors
- Classroom management support
- Newcomers club

Tier One
- Teach schoolwide positive behavior expectations and procedures
- Positive reinforcement for all students
- Consistent consequences for problem behaviors
- Effective procedures and supervision in non-classroom areas
- Effective instruction and classroom management

Staff Buy-In

Administrative Involvement

Use data for decision making
CONCLUSIONS

- What are the trends in school crime?
  - Juvenile delinquency has declined and is continuing to decline
- What are schools doing for security and discipline?
  - Schools are using more restrictive security and more punitive discipline
- What impact is this having?
  - These methods have negative consequences for student learning, school climate, and student behavior
- What else can we be doing?
  - There are more effective ways of addressing problem behavior
    - At the school and classroom level, building a supportive and collaborative school community and communicating expected behavior works
    - At the student level, teaching social competency skills using cognitive behavioral strategies works
  - We know what works: Let’s do it!