Changing Times Means Changing Mindset to Help Change Behaviors

Steve Behar, Director, Child Welfare and Attendance
Lake Elsinore Unified School District
Please use your phone, or other device to go to:

- [www.menti.com](http://www.menti.com) and type in the code- 97 96 8

- Enter only one response per person
  - If necessary, share a single device among multiple people around you—but there is value in NOT discussing responses with others
WHO I AM

- Director of Child Welfare and Attendance
- 26 years in public education
- Teacher, ASB director, coach, assistant principal, principal, and director
- Oversee discipline, attendance, and a number of other programs for the district
- Oversee middle school curriculum and instruction and supervise middle school principals for the district
- Work with many people who help provide support for students and families in need
- Been a part of a district-wide team effort that cut student home suspensions in half, then nearly in half again and cut expulsions to less than one-third of what it had been.
- A person who is willing to buck trends, and go against the grain for students- despite the desire of others to live in the past.
Trauma results in a fundamental reorganization of the way mind and brain manage perceptions... it changes our very capacity to think. For real change to take place, the body needs to learn that the danger has passed.....

Addicted to trauma- the pain of pleasure and the pleasure of pain

A person returns to what they know- because they know what is coming and what to expect.

The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma
Bessel van der Kolk M.D., 2015
The more time you spend in the office- the more time you spend in the office

If you are in your office kids come to you

If you are in your office you get phone calls

However....

If you are out during passing periods, break, lunch, and before and after school- you have less business in the office to attend to

If students and teachers see you in classrooms, guess what?

The more the kids see you when they don’t need to see you- the less you see them in your office

It’s about relationships. Period
Sometimes a Connection Works

...............The AP, The Student, and The Adolescents
STUDENT DISCIPLINE IS TO....

- Prove a point? - Such as, “I am in charge and you are not.”
- Punish kids for bad behavior?
- Send a message to parents for not being “good parents”
- Accommodate upset teachers/staff?
- Make the “other” parents happy?
- Protect the rest of the school from bad kids?
- Change the behavior of kids who are making poor choices?

- We need to think about what is in the best interest of all.
- So what else needs to happen beyond handing out consequences and “hoping” they will change behavior?
CONSEQUENCES

▷ Conference with the student, student/parent
▷ Assign Detention or Saturday School
▷ Assign In School Suspension
▷ Assign Home Suspension
▷ Recommend Expulsion
▷ Almost always, student discipline should climb stairs, not ride an elevator
▷ Restorative Justice- bringing the parties together to talk about what happened and how it affects them individually. This can be effective when students are disrespectful to adults. A very different philosophy than just sending a kid home.
Restorative Justice is a process, and not just a cool name.

Restorative Justice without the “Restorative” piece is only Justice.
  - Justice means different things to different people
  - What an adult thinks is justice is one thing
  - What a child thinks is justice may be totally different

How can you define “justice” in 2019 and expect adults and students to agree???
Michael Had Multiple Chances But Had Consequences

Never got away with poor decisions
Never quit on him!
I must suspend for five days
I must recommend expulsion (there are only five reasons for this)
I can’t suspend for this behavior
I can’t recommend expulsion for this behavior
I can’t change a student’s behavior without support of the parent
My efforts don’t matter in the life of a student

If I suspend a kid for 5 days, s/he will return to school a changed person and the poor behavior will be forever extinguished
## Our Suspensions & Expulsions 2008-19

<table>
<thead>
<tr>
<th></th>
<th>08-09</th>
<th>09-10</th>
<th>10-11</th>
<th>11-12</th>
<th>12-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUS</td>
<td>2717</td>
<td>2414</td>
<td>2207</td>
<td>1887</td>
<td>1291</td>
</tr>
<tr>
<td>EXP</td>
<td>126</td>
<td>106</td>
<td>99</td>
<td>90</td>
<td>42</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2843</strong></td>
<td><strong>2520</strong></td>
<td><strong>2206</strong></td>
<td><strong>1977</strong></td>
<td><strong>1333</strong></td>
</tr>
<tr>
<td><strong>Change</strong></td>
<td><strong>-303</strong></td>
<td><strong>-203</strong></td>
<td><strong>-207</strong></td>
<td><strong>-320</strong></td>
<td><strong>-596</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>13-14</th>
<th>14-15</th>
<th>15-16</th>
<th>16-17</th>
<th>17-18</th>
<th>18-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUS</td>
<td>1264</td>
<td>789</td>
<td>954</td>
<td>1079</td>
<td>1188</td>
<td>1086</td>
</tr>
<tr>
<td>EXP</td>
<td>40</td>
<td>51</td>
<td>67</td>
<td>46</td>
<td>58</td>
<td>38</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1304</strong></td>
<td><strong>840</strong></td>
<td><strong>1021</strong></td>
<td><strong>1125</strong></td>
<td><strong>1246</strong></td>
<td><strong>1124</strong></td>
</tr>
<tr>
<td><strong>Change</strong></td>
<td><strong>-27</strong></td>
<td><strong>-2</strong></td>
<td><strong>-475</strong></td>
<td><strong>+165</strong></td>
<td><strong>+124</strong></td>
<td><strong>+109</strong></td>
</tr>
</tbody>
</table>

Note: The table shows the number of suspensions (SUS) and expulsions (EXP) from 2008 to 2019, with changes in each year.
TYPES OF SUSPENSIONS

- In School for General Education student
- In School for Special Education student
- Home Suspension for General Education student
- Home Suspension for Special Education student
- Creation of Positive Behavior Instruction (PBI) with conferencing, counseling, and alternative lessons from SHMOOP
General Education and Special Education Students

Must be supervised by a credentialed teacher (sub is ok)

Students need to have alternative activities in lieu of home suspension

Students do not go to Break and Lunch with the rest of the population. Why not?

Special Education students who are supposed to be receiving services must receive their services. No services equates to a home suspension and must count as one

If students complete all other activities, they can do their classwork

Keep kids in school and avoid lost revenue. This can pay for itself.
Students are excluded from school because of a variety of reasons.

- Is the student a danger to others?
- Is the student’s behavior so egregious that s/he must be removed from campus?
- Has the student’s behavior continued to escalate and other attempts to change her/his behavior has repeatedly failed?
- Is a home suspension given because it is necessary? Or, is it being given to satisfy “the way we have always done it”?
4x5=20
20= recommendation for expulsion
The more you suspend for 5 day increments, the shorter the time you will have to work with a student.
  - So- If you want to work with students to improve behavior and get them on the right track don’t send them home for the maximum amount of time unless you have no other choice!
HOME SUSPENSION

▷ Now that the student is being suspended from school, what next?
▷ Are you, or anyone else, actually taking time to meet with the student upon return to school?
▷ Can you turn the negative into a positive? Yes you can.
Mandatory meeting with a trusted adult.
  o What makes a person a trusted adult?
Automatic check-in with a trusted adult during the school day.
Develop a team of “Post-Suspension Intervention” adults- not administrators or counselors.
  o Create a series of discussion topics for the adult and student to dialogue about upon return.
  o Utilizing adults who the student does not typically interact with may be beneficial. It creates another connection on campus for the student.
  o What would be needed to make this happen? Volunteers? Ask your staff. You may be surprised at how many volunteer their time.
Post Suspension Intervention

Possible questions to ask:
1- How do you feel about what happened that led to the suspension?
2- Are there things you think you could have done to prevent this from happening? If so, what specifically?
3- Do you see this as being an issue that is over, or is there a possibility that more problems can still arise?
4- Let's look at your other discipline, attendance and grades and discuss what can be done to work on these if necessary.
5- What do you think you will choose to do differently next time if you are in a similar situation?

This should be meaningful for the student and not a drill for the teacher
Goodbye Breakfast Club Saturday School Punishment

All 21 comprehensive schools will participate
  - 19 have so far

Engaging and enrichment based activities

Schools decide what to do for the 4 hours and 15 minutes

Recover ADA if students have absences

Allow students without absences to attend too

Assign for students with discipline
  - Who know- they may connect with school through a new relationship
California’s AB 1729

- Not an option no matter how much we may hate it
- Ed Code 48900 F-R violations are not suspendable offenses the first time unless you can prove the student is a danger to other people.
  - Examples: possession of paraphernalia, tobacco products, graffiti or tagging, stealing, property damage, harassment, hazing, obscenity or foul language, and defiance to name some.
- If you do suspend on a first offense you are breaking the law and violating a student’s rights.
  - So what do we do with these kids? Other options including keeping the student on campus, provide referrals for support such as counseling, writing activities, and restorative justice.
K-5- Cannot suspend for 48900 (k) violations alone-
  - no sunset on this portion of the law
6-8- Sunsets in 2025, but......
K-12- Cannot expel for 48900 (k) violation alone
Adult Use of Marijuana Act

- If you think marijuana was a problem before....
  - Since November 9, 2016 it has been legal to grow 6 marijuana plants at home, possess 28.5 grams (approximately one ounce) of marijuana, 8 grams of concentrated marijuana, give away up to 28.5 grams of marijuana to a person 21 years or older
  - January 1, 2018 is behind us and the sale of marijuana for recreational use is alive and well
    - Edibles....
      - “Can’t overdose on weed”-
        Call it what you will, but a trip to the hospital is a problem.
  - Medmen.....

Normal, color is red not green
It’s propaganda that influences our children PERIOD

A New Normal is Coming
A Short Film by Spike Jonze
Starring Jesse Williams
Be the first to preview this historic event.
Sign Up Now
Adolescent Substance Awareness and Prevention

- Say goodbye to the automatic 5 day suspension
- Say goodbye to the suspensions and expulsions for remnants of marijuana and paraphernalia with remnants.
- Say hello to keeping kids in school and not at home
- Educate kids on the effects of illegal and legal substances
ASAP DATA

- **Number of students who have participated in the ASAP class**
  - 2016/17 - 118 (class has been held 16 strategic times)
  - 2017/18 - 199 (20 classes)
  - 2018/19 - 105 (15 classes)

- **Number of students who have had a repeat offense after attending**
  - 2016/17 - 12
  - 2017/18 - 20
  - 2018/19 - 12

- **Number of students who went forward to an expulsion after attending ASAP class**
  - 2016/17 - 7
  - 2017/18 - 14
  - 2018/19 - 3

- **Number of home suspension days avoided**
  - 1260 (approximately $75,000)

- **Math**
  - Home suspension day loses approximately $60.00 in ADA
  - ASAP pays for itself (approximately $30,000 in costs)
  - If students are not repeating behavior, they may be learning
  - If students are in school, there is a chance they will not fall further behind and this may equate to an increase in grades and graduation
If you value your time ..........

▷ Do you know what kids know? Some of them will always stay in front of us, but not all of them.
▷ Do you stay current on music and social media trends?
▷ Do you know what the current drug trends are?
▷ Do you know current, and changing, gang activity?
▷ Do you have a positive relationship with law enforcement?
▷ Do you Google terms that you do not know or understand?
▷ Do you have the Urban Dictionary app on your phone?
▷ Are you willing to be out front with the kids so you can prevent behaviors, or do you want to stay behind the kids and have to react to the behaviors?
Students who are engaged in class (have classes with engaging teachers!) may very well:

- Perform better academically
- Attend class more frequently
- Are more respectful
- Show more enthusiasm for school
- Participate in positive activities on campus
- Are probably not spoken to by teachers and staff negatively
  - Think of kids with discipline issues and how the adults all over campus refer to them to their face and behind their back
Do you encourage legitimate student engagement in class?
Do you address poor teaching strategies/practices?
Do you spend enough time in classes to know what teachers do when nobody is watching?
Do you present to staff in ways that model engaging strategies?
Do you expect all staff to speak to students in positive ways?
Do you model how you expect staff to speak to students?
Do you address it when you hear, or hear about staff speaking negatively to students?
Do you practice what you preach?
Anonymous survey given to the following grade levels every other school year
  - 5th, 7th, 9th, 11th, and Alternative Education

By giving the survey to these groups every other year, we can follow longitudinal trends

Anonymous survey that allows us to see what the kids are telling us about alcohol, tobacco, and other drug use; school safety and concerns; healthy lifestyle choices; family structures; school connectedness; and more

We can make plans for what the kids need based on this information rather than guessing what they need.

November, 2015 results for our district included >95% participation for every secondary grade (including some at 100% and >70% participation at every elementary school
Who Cares?
We all need to care.

- It’s anonymous
- Kids tell us so much in this survey that they may not tell us otherwise.
- It gives us information to share with all stakeholder groups—including students.
- It identifies areas of concern that we need to address.

PAY ATTENTION TO THE DATA THAT COMES FROM SURVEYS LIKE THE CHKS!
INTERVENTIONS

Some work and some don’t work.

- PUNT WHEN IT IS TIME TO PUNT!

- Referral to Counseling either on site or an external agency

- Referral to Substance Use Intervention program

- Create an Anger Management/Decision Making program

- Use of Alternative Means of Suspension work activities

- Implement a Post Suspension Intervention program that connects kids to adults at school. When a person thinks someone else cares, s/he may make efforts to

- Start early. This means get to the kids when they are young and also start early each year to connect kids to school

- Never ignore the behavior of adults who set kids off
Out before and after school?
Out at Break and Lunch?
Out during passing periods?
In classes regularly- just to walk through?
Does your staff see you........ a lot?

If you wait, they will come. I PROMISE!!!!
  o Students, parents, staff, you name them and they will find you if you sit in your office.
Are Administrators, Counselors, etc. out and about the campus when the kids are?

Do you have a policy regarding kids leaving class to use the restroom, go to the office, go to the library, sit somewhere else to do school work?

Do Campus Supervisors talk to students when they are out of class. Ask to see a hall pass. Trust with verification!

Are teachers at the door between every class period? Do they greet kids as they come into the class?

Are adults in and out of every student restroom during class time and during passing periods? Break? Lunch?
It is not a “thing”
It is not good in some places on campus, but not others
It is not for selected students and staff
It is schoolwide
It is a philosophical change
It is embedded in all we do
It is FREE unless you choose to spend money

Best Behavior by Jeffrey Sprague and Annemieke Golly, 2012
Did Branch Rickey make the right decision to buck the trend and give Jackie Robinson a chance?
Keep doing things the same and you will get the same results
  - Change your mindset, persevere, see changes
Examples of what we learned at one high school

- Take time to build the relationships with key staff members
  - Be strategic, pick the right people (and it may not be who you think)
    - Put the right people in the right seat on the bus. Good To Great by Jim Collins

- PBIS as the umbrella
- PLUS as one of the programs to support students
Who is this guy?
Alex Honnold
Rock climber
Climbed (free solo) El Capitan at Yosemite without any lines to save him if he missed a grip

What he did is he made a plan because climbing Half Dome free solo was “not complete” to him

He did not just go do it. He planned. He prepared. He knew it would take a year to plan to do this and do it safely
  - DO NOT EXPECT CHANGE TO BE ACCEPTED AND HANDLED EFFECTIVELY IMMEDIATELY.
  - This is worth your time to watch
    https://www.ted.com/speakers/alex_honnold
Do kids show you respect when you are meeting with them?

Do they show your campus security and office staff respect?

How do they respond to you when you talk to them about an incident that has taken place?
Go to www.menti.com

- Type in the code- **98 32 40** and answer the question. One response per person, but each device can have multiple responses (for you sharers!)
What do you do to show the kids that you care about them?

Is their primary, or only, interaction with you when they are in trouble?

Do you interact with kids at various points during the day?

Is it always something to do with rules, or do you converse with kids about other topics?

Have you ever gone out to talk with them at Break or Lunch?

Have you ever thrown a football or shot a basketball with them?

Have you ever attended an activity because you wanted to, and not because it was your supervision responsibility?
Do you have a way that you regularly interact with kids?

Do you surprise them with positive interactions?

Do they know you like to interact with them in a positive way?

Do teachers and staff members have a way to have positive interactions with students? Can you help them?

Have you ever thought to hand deliver positive notes to students during class time?

- Something Positive, Mustang GRAMs (Great Responsible Actions of Mustangs), PAWSitive Panthers, etc.
Eric Stopped, Started, Stopped, Started....FINISHED
all after high school was supposedly over
The Good Stuff

- Tweet
- Post
- Call
- Share
- Brag
- Inform

And, do this FOR your students and your school
Your PLN and Opportunities Created

- Saw one present last year
- Followed on Twitter
- Led to many others to follow
- Liked many things Tweeted
- Decided to purchase books for all middle school administrators for summer reading
- If everyone gets one thing out of a book, we win!
- It’s about the opportunities we create for ourselves and others

...DO YOU HAVE A PLN? OTHERS YOU TALK WITH-OPENLY AND FREELY? WHY NOT?
The more healthy relationships a child has, the more likely he will be to recover from trauma and thrive. Relationships are the agents of change and the most powerful therapy is human love.
Steve Behar @DocSteveLEUSD · Oct 22
"Estranged" by @gunsnroses is a sad song. It played when I walked by this tree. We need support system to grow AND when we hurt. If this tree is analogous with students, YOU CAN BE a supportive root to just one kid? Tell a kid #youmattertome and share w/ the hashtag- w/o names
Ever wonder what it is like to talk to a teenager about expulsion and use of marijuana? This is why I love what I do. No expulsion. Lots of education. Quasi-counseling session. Chance for success for a kid who may have just quit trying. Kid just learned.... #youmattertome
#IWYTKYMTM

If you want to take the challenge

- Use the hashtag- be discreet with student names and/or identifiable information- just as I did in the Tweets
- Give handwritten notes to any adult at your school who you want to know that they matter to you.
- Start something at your school, in your district. Challenge your colleagues who could not be here today.
Anger Management/Decision Making at all levels
  - On site- during school day

Agency cooperation for counseling
  - Added paid contract for group counseling

Assistance for medical, food, clothing, school supplies, etc.

No OCS- now PBI with SHMOOP
  - Other activities with elementary age

Increase in Elementary APs/Deans

Social Workers and Social Worker Interns
What do you want?

- Add more time to do discipline, or less discipline to do in the time you already have?
- Increased positive energy
- Students who find success and happiness at school and less complaints, posts, etc. that rip your school?
- Parents who support the school and you?
- Teachers and staff who support the school and you?
The more time you spend in the office- the more time you spend in the office
If you are in your office kids come to you
If you are in your office you get phone calls
However....
If you are out during passing periods, break, lunch, and before and after school- you have less business in the office to attend to
If students and teachers see you in classrooms, guess what? The more the kids see you when they don’t need to see you- the less you see them in your office
It’s about relationships. Period
The more time I spend in the office, the more time I spend in the office.
The more time I spend in the office, the more time I spend in the office.
The more time I spend in the office, the more time I spend in the office.
The more time I spend in the office, the more time I spend in the office.
The more time I spend in the office, the more time I spend in the office.
The more time I spend in the office, the more time I spend in the office.
The more time I spend in the office, the more time I spend in the office.
The more time I spend in the office, the more time I spend in the office.
The more time I spend in the office, the more time I spend in the office.
The more time I spend in the office, the more time I spend in the office.
The more time I spend in the office, the more time I spend in the office.
The more time I spend in the office, the more time I spend in the office.
The more time I spend in the office, the more time I spend in the office.
The more time I spend in the office, the more time I spend in the office.
The more time I spend in the office, the more time I spend in the office.
The more time I spend in the office, the more time I spend in the office.
The more time I spend in the office, the more time I spend in the office.
The more time I spend in the office, the more time I spend in the office.
Don’t be Bart!!!!!
Have a meal with a person who can give you one bit of guidance that would make you a better person?

Go to a counseling session if you knew that you would take away one idea that would strengthen your relationships?

Attend a conference if you thought you would go back to school with some good ideas to make school better for everyone?

THEN..... Don’t be afraid to buy a $25 book because you don’t think you will make time to read it cover to cover! Flip pages, read sections, and be ecstatic about a single takeaway!
Grades are not what they could be
Attendance is not what it could be
Has support at home, but needs much more
May or may not have connections to school
Has no trusted adults at school to go to, but everyone s/he comes into contact with probably knows s/he needs one
One trusted adult may make the difference in her/his life....
YOU MATTER!
Questions or Comments?

Contact Info:
Steve Behar, Ed.D.
Director, Child Welfare and Attendance
Lake Elsinore Unified School District
steve.behar@leusd.k12.ca.us
951.253.7119
Twitter:    @DocSteveLEUSD