



**Illinois
State Board of
Education**



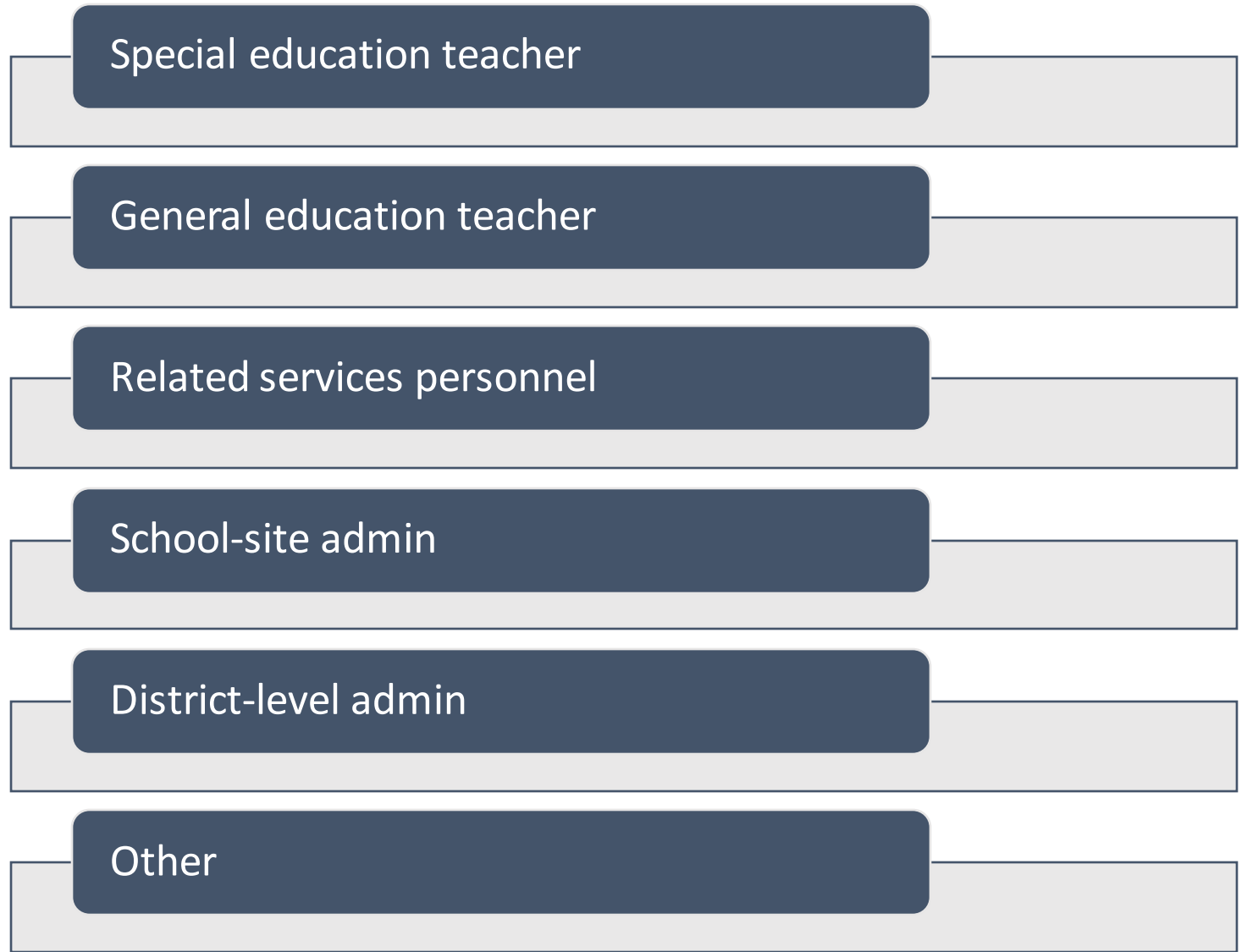
Behavior Assessment Training Fall 2022 Conference

BAT Topic #4



Welcome and Introductions

Audience poll





Agenda

About the BAT project

BAT webinar schedule

Preview of Subjects in Topic 4

- Significant Behavior Needs
- Impact of Trauma and Other Adverse Circumstances
- Court involved youth
- Early childhood

About the BAT project

The Behavior Assessment Training (BAT) project provides professional webinars by content experts on implicit bias, culturally responsive functional behavior assessment (FBA) practices, behavior intervention plans (BIPs), the impact of trauma and other adverse circumstances, family collaboration and early childhood. This project is funded by the Illinois State Board of Education through an IDEA Part B Federal Grant.



BAT webinar schedule

Topic 1

- Teacher Bias & Stereotype Awareness
- Evaluation & Bias
- Legal/Ethical Requirements of FBAs and BIPs
- Viewing student behavior through an action plan

Topic 2

- CR Evidence-Based Behavior Interventions
- CR Evidence-Based FBAs
- CR Evidence-Based BIPs
- Expanding on major themes

Topic 3

- Staff, Community & Family Collaboration
- Implementation Fidelity
- CR data collection
- Summary and general follow up

Topic 4

- Significant Behavior Needs
- Impact of Trauma and Other Adverse Circumstances
- Court involved youth
- Early childhood



Trauma Defined

- Substance Abuse and Mental Health Services Administration (SAMHSA) defines trauma as “an event, series of events, or set of circumstances that is experienced by an individual as physically and emotionally harmful or threatening and that has lasting adverse effects on the individual’s physical, social, emotional, or spiritual well-being” (SAMHSA, 2012).
- Note that it’s not the objective facts that determine whether an event is traumatic, but the person’s subjective emotional experience of the event.

<https://www.samhsa.gov/trauma-violence>

Impacts of Trauma

Youth with disabilities experience higher rates of traumatic events than their non-disabled peers.

McDonnell et al (2019) found that children with autism spectrum disorder and learning disabilities have higher risks for maltreatment.

The Spectrum Institute (2013) found that 70% of respondents with disabilities reported being victim of abuse, and of those, 90% had experienced abuse multiple times.

Women with intellectual disabilities who are in relationships “are much more likely to have been sexually assaulted and/or forced into unwanted sexual activity” (Skelly, 2021, p. 2).

Trauma and Behavior

- Individuals who have experienced trauma can exhibit behaviors that can be disrupting in school settings, property destruction, noncompliance, aggression, or escape behaviors.
- These behaviors can even look like mental health disorders, like obsessive behavior, paranoia, or schizophrenia.
- In reality, students are dealing with a form of Post-traumatic Stress Disorder, and should be treated by educators as such.

Being Trauma-informed

Trauma-informed practices are not a specific set of actions, but a rather a set of services, supports, and principles rooted in empathy. Trauma-informed practices shift the focus of interventions from “*What’s wrong with you?*” to “*What happened to you?*”.

Discipline



- What were your behavioral experiences in school?
- How were you punished for disciplinary infractions?
- Were there students for whom such measures were not effective? Why might this be the case?

Typical disciplinary responses

- Represents an interaction involving student's behavior and adult's interpretation/response to it
- Can be used to identify students who need intensive levels of behavior support and intervention for high rates of:
 - Externalizing behavior: acting out such as aggression, self-injury, vandalism
 - Internalizing behavior: covert behavior such as attentional problems or being withdrawn (non-participation)
- Tend to rely on punishment (office referrals, etc.)
- Do not often involve teaching new or replacement behaviors

PUNITIVE DISCIPLINE PRACTICES

Zero Tolerance

- Gun possession
- Bodily violence
- Drug and alcohol offences
- Dress code
- “Defiance”

Exclusionary practices

- Suspension
- Expulsion
- Non-public/alternative settings

Punishment

- Detention
- Repeated writings
- Corporal/physical (repeated exercises, hitting/spanking, etc.)
- Missed recess

Others Not-otherwise specified

- Mandatory counseling
- Public shaming
- Tribal practices

RESTORATIVE DISCIPLINE PRACTICES

Restorative justice circles

- Formal, ongoing
- As-needed

Positive Behavior Interventions and Supports (PBIS)

- Classroom-based positive behavior interventions and supports (PBIS)
- School-wide PBIS

Response to intervention (RtI)

- Academic
- Behavior-based

Others Not-otherwise specified

- Tribal practices

Zero tolerance



- Fear-based
 - Gun violence
 - “Super predators”
- Broken windows theory
 - Criminology theory of policing
 - Also referred to quality-of-life or order-maintenance policing
 - asserts that in communities or schools contending with high levels of disruption, maintaining order not only improves the quality of life, it also reduces opportunities for more serious crimes

Zero-tolerance policies

Pro

- May be required by law
- Aim to keep kids safer
- Reduces favoritism
- Prepares children for the real world

Con

- Can lack common sense as may apply to harmless items
- Don't improve school safety
- Students banned from school face risks at home without supervision
- Expose children to legal charges for minor offenses

Other problems

- Increased policing in schools
 - School-to-prison pipeline
- Disproportionately bad for minority students and those with disabilities
 - Black students represent 31% of school-related arrests.
 - Black students are suspended and expelled 3 times more than white students.
- Students suspended or expelled for a discretionary violation are nearly 3 times more likely to be in contact with the juvenile justice system the following year.
- Lack of due process

Impact of typical discipline policies

- Long-term educational impacts.
 - Students who are suspended or expelled are:
 - more likely to drop out of school
 - less likely to enroll in higher education.
 - more likely to have continuing contact with the justice system.
- Increased reliance on School Resource Officers (SROs) and the juvenile justice system.
 - many issues that were once handled at the school level are now handled by law enforcement.

Juvenile Justice Crisis

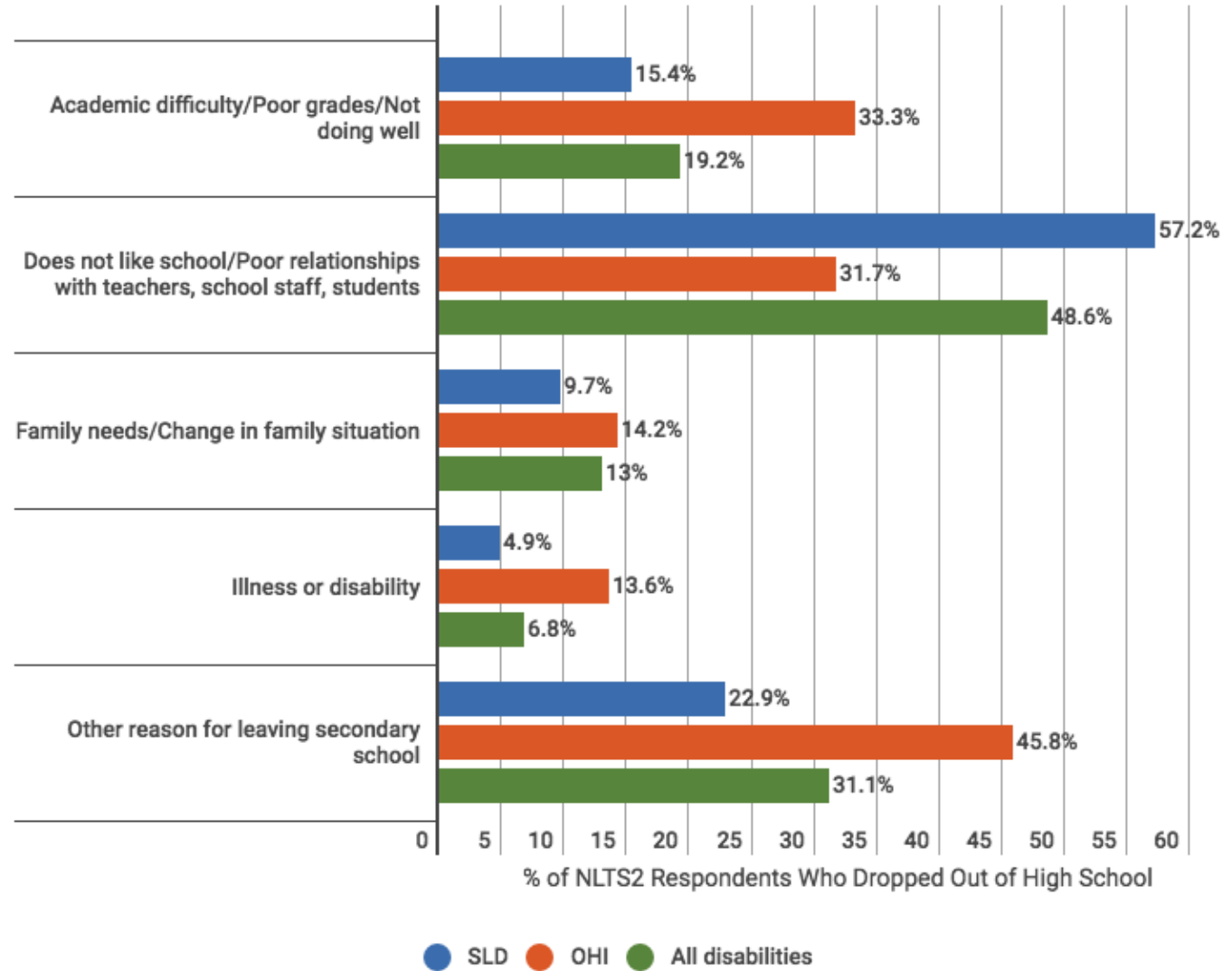
According to the National Council on Disability, as many as 85% of incarcerated youth have disabilities, making them arguably the most vulnerable population when it comes to school discipline and behavior policies.





State of LD report.

Reasons Students With IEPs Gave for Dropping Out of High School



Let's continue the
conversation

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