

Senate Bill 100

Responding from a PBIS Perspective

The Midwest PBIS Network

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INTRODUCTION

Senate Bill 100 was passed in the Illinois Senate January of 2015. The bill seeks to address the causes and consequences of the “school-to-prison pipeline” by legislating disciplinary guidelines to reduce exclusionary discipline for both public and charter schools. Visit www.midwestpbis.org/coaches/SB100 for more details. This brief describes how the PBIS framework can help achieve SB100 goals, and identifies strategies and resources available within Illinois for successfully implementing the guidelines detailed in SB100.

“An estimated two million students annually are suspended from secondary schools. As a point of comparison slightly more than three million students graduated from high school in 2013”

Kang-Brown, J., Trone, J., Fratello, J., Daftary-Kapur, T., Vera Institute of Justice, & United States of America. (2013)

THE PASSING OF SB100 IS AN OPPORTUNITY FOR DISTRICTS TO RE-THINK CURRENT DISCIPLINE PRACTICES

CAUTION

The SB100 legislation is a direct response to disciplinary practices in Illinois that have historically relied on excluding students from school. Shifting disciplinary practices can seem overwhelming. When facing significant changes to policy and practices, districts may feel pressure to adopt or change initiatives quickly. However “quick fixes” do not result in long lasting outcomes. Impactful and long-term change is more likely to occur when integrated into a systemic framework

of support. The passing of SB100 is an opportunity for Districts to re-think current discipline practices to achieve long-term positive outcomes for students. A focus on *both* prevention and installing alternatives to suspension supports is critical to a reduction in exclusionary practices. Positive Behavioral Interventions and Supports (PBIS) provide structures to support teachers and administrators in using proven disciplinary alternatives to suspensions and meet Senate Bill 100 key elements.

TRADITIONAL DISCIPLINE

- Focuses on the **student’s problem behavior**
- Relies on **punishment** to stop unwanted behavior
- “What do we do when...?”- **Reactionary**

PBIS

- ✓ Alters **environments**
- ✓ Replaces unwanted behaviors with **new behaviors or skills**
- ✓ Meets the needs that youth present
- ✓ **Teaches appropriate skills**
- ✓ **Reinforces** appropriate behaviors
- ✓ Relies on **function based interventions**
- ✓ “What do we do before and in between...?”- **Preventative**

HOW THE PBIS FRAMEWORK CAN HELP YOUR DISTRICT

- PBIS is a direct response to zero tolerance discipline, and promotes the use of proven disciplinary alternatives.
- Implementing PBIS has evidence in decreasing problem behaviors and exclusionary discipline.
- Practices are purposefully organized to meet student behavioral needs, as opposed to punishing.
- Using data for decision-making ensures greater transparency and accountability to parents/guardians.
- Teaming structures in PBIS can be expanded to include parent and community members.
- PBIS helps prioritize professional development on positive, preventative alternatives.

WHAT YOUR DISTRICT CAN DO

Districts undertaking shifts in disciplinary policies and practices can adopt the PBIS framework. The National PBIS Technical Assistance Center, funded by the Office of Special Education Programs, provides a host of resources and examples for school administrators and staff interested in implementing PBIS. Within Illinois, the Midwest PBIS Network offers training and professional development for all educators, administrators, clinicians and support staff as well as family members and community providers.

PBIS RESOURCES:

- www.midwestpbis.org/coaches/SB100
- www.PBIS.org

