**Positive School Discipline Resources**

**2018**

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# Trauma and Resilience

**Articles**

* + [**SAMHSA Spotlight Walla Walla, Washington,** *Building Resilien*t *and Trauma-Informed Communities*](http://www.cpliofindiana.org/uploads/8/1/0/9/81097736/samhsa_spotlight_walla_walla_washington.pdf)Feature article on how Jim Sporleder implemented trauma-informed practices in Walla Walla’s Lincoln High School.

**Websites**

* + **Children’s Resilience Initiative** <https://resiliencetrumpsaces.org/>

The Children’s Resilience Initiative (CRI) community-building framework and 21 years’ experience in capacity building is the essence of what created the platform for Paper Tigers. From its beginning, CRI focused on creating a community conversant in ACEs and Resilience, aiming to embed these principles into action through its multiple partners, agencies, and organizations. This focus, shared leadership, learning and reflection on results led to state and national recognition, partly fueled by the power of the story told in the documentary [*Paper Tigers*](https://kpjrfilms.co/), which focused on one of the many sectors involved in the CRI movement. Today, CRI focuses on institutionalizing its community learning through [trainings](https://resiliencetrumpsaces.org/training/), [teaching tools](https://resiliencetrumpsaces.org/shop/?product_view=list&product_order=desc&product_orderby=popularity) and [conferences.](https://resiliencetrumpsaces.org/beyondpapertigers/)

* + **National Child Traumatic Stress Network** <https://www.nctsn.org/>

The National Child Traumatic Stress Network (NCTSN) was created to raise the standard of care and increase access to services for children and families who experience or witness traumatic events. The website serves as a resource for the public, professionals, and others who care about children and are concerned about child traumatic stress. Additionally, the website contains resources that can be sorted by audience: families and caregivers, child welfare professionals, justice system professionals, school personnel, healthcare providers, youth, and policy makers.

# Building Relationships with Students

**Trainers**

* **Deanna Niebarger, MEd,** Social and Emotional Behavior Coach, MSD Washington Township
	+ Deanna Niebarger specializes in neuroscience in the classroom for teachers. She provides training on educational neuroscience research, preventative strategies to work with students of all ages in the classroom, breathing strategies, and focused attention practices for use in the classroom.

**Articles**

* **Opportunity to Learn Campaign, Great Lakes Equity Center, Thorius, K.A., Rodriguez, E.M., & Bal, A. (2014*)*** [*Re-Mediating the Role of School-Family Partnerships in Systemic Change within Culturally Responsive Positive Behavior Interventions and Supports*](https://www.researchgate.net/publication/304038795_Re-mediating_the_role_of_school-family_partnerships_in_systemic_change_within_Culturally_Responsive_Positive_Behavioral_Interventions_and_Supports) An article discussing the role of cultural responsiveness in positive discipline and how it can benefit the school climate, family engagement, and reduce discipline disparities and disproportionality.

**Websites**

* **Charlottesville Curriculum** [*https://sharemylesson.com/CharlottesvilleCurriculum*](https://sharemylesson.com/CharlottesvilleCurriculum)

A website containing thousands of lessons and resources on addressing racism and stereotyping, bullying prevention, helping children cope with traumatic events, teaching social justice, and teaching human rights. This site also includes a free webinar called “When Hate is in the Headlines: Resources for K-12 Educators” featuring the American Federation of Teachers, the Southern Poverty Law Center’s Teaching Tolerance project, the Anti-Defamation League, and Facing History and Ourselves.

* **Fort Wayne Community Schools, Family and Community Engagement Center** [*https://www.fwcs.k12.in.us/student\_services/student\_services.php*](https://www.fwcs.k12.in.us/student_services/student_services.php)

Located in the former Construction Trades building at 230 E. Douglas Ave., the Center is designed to be a one-stop shop for families entering Fort Wayne Community Schools or needing assistance accessing community resources.

# Mental Health Services and Training Resources

**Trainers**

* + **National Alliance on Mental Illness of Indiana (NAMI),** **Linda Williams,** Programs Director, <http://www.namiindiana.org/about-us/meet-the-staff>
		- NAMI (National Alliance on Mental Illness) Indiana will provide resources for teachers to use for their continued education such a *Youth Mental Health First Aid ($20 fee)*. *NAMI Ending the Silence* is available for middle and high school students, a free, 50 minute presentation designed to give students an opportunity to learn about mental illness. They also provide resources to give students such as online support options and crisis text line. *Say it Out Loud* is an online downloadable presentation that teachers can provide to their students. This and more information will be shared about these free easily accessible programs.
		- Email: lwilliams@namiindiana.org
	+ **Crisis Intervention Team (CIT) For Youth**

[*https://www.nami.org/Law-Enforcement-and-Mental-Health/What-Is-CIT/CIT-for-Youth*](https://www.nami.org/Law-Enforcement-and-Mental-Health/What-Is-CIT/CIT-for-Youth)

* CIT for Youth programs teach law enforcement officers to connect youth with mental health needs to effective services and supports in their community. The goal is to intervene early in emerging mental health issues and prevent youth from becoming involved in the juvenile justice system. The programs work with schools, school-based police officers, children’s mental health providers, and parents to accomplish these goals.
* NAMI Helpline: 800-950-NAMI
* Email: info@nami.org
	+ **Indiana University Mental Health Initiative, Christy Gauss** [*https://www.iidc.indiana.edu/pages/indiana-school-mental-health-initiative*](https://www.iidc.indiana.edu/pages/indiana-school-mental-health-initiative)
		- Working alongside school districts and their community partners, the IU Mental Health Initiative provides resources, training, and advocacy to build capacity to promote the social, emotional, behavioral, mental, and physical health of Indiana’s school-age children and youth, with the goal of increasing school engagement and improving educational and life outcomes.
		- The School Health Assessment and Performance Evaluation (SHAPE) System is a free, interactive system designed to improve school mental health accountability, excellence, and sustainability. This evaluation is provided by the U.S. Dept. of Health and Human Services, Health Resources and Services Administration, and the Maternal and Child Health Bureau. Results can be used to expand understanding of students’ social, emotional, mental health and incorporated into existing school quality improvement plans and frameworks (MTSS, PBIS, etc.). Visit [www.theSHAPEsystem.com](http://www.theSHAPEsystem.com)
		- Email: jcgauss@indiana.edu

**Community Mental Health Centers**

* + **Aspire Indiana**

[*https://www.aspireindiana.org/schoolbased-services/*](https://www.aspireindiana.org/schoolbased-services/)

* Barbara Scott and Stacy Crouch
* 24-hour Crisis Line: 1-800-560-4038 or 317-574-1252
* Appointments: 1-877-574-1254
	+ **Community Health Network**

[*https://www.ecommunity.com/services/childrens-health*](https://www.ecommunity.com/services/childrens-health)

* Contacts: Joan B. Reed, Director of Operations, School-Based Program and Erica Muhlenkamp
* Appointments: 317-621-2727
	+ **Cummins Behavioral Health Services**

[*http://cumminsbhs.org/services/school-based-services/*](http://cumminsbhs.org/services/school-based-services/)

* + - Stephanie Whiteside
		- 24-hour Crisis Line: 888-714-1927 ext. 1501
		- Appointments: 888-714-1927
	+ **Eskenazi Health Midtown Children Services** [*http://www.eskenazihealth.edu/mental-health/children*](http://www.eskenazihealth.edu/mental-health/children)
		- Contacts: Jill Hunsberger, Clinical Program Coordinator over School-based Services and Hope Thompson
		- Appointments: 317-880-8485

# Implicit Bias

**Trainers**

* **Dr. Renae Azziz,** Founder and Director, Virtuoso Education Consulting

[*http://www.virtuosoed.com/*](http://www.virtuosoed.com/)

* Dr. Azziz and her team of consultants support educators nationally in the areas of response-to-intervention, data-based decision making, assessment, positive behavior support, and culturally-responsive practices. She provides training on awareness of the ways in which implicit biases can impact educational outcomes and gather strategies for reducing these biases in the classroom.
* Phone: 317-386-6060
* Email: admin@virtuosed.com

**Articles**

* **American Federation of Teachers, Cheryl Staats (2016)**

[*Understanding Implicit Bias: What Educators Should Know*](http://www.aft.org/ae/winter2015-2016/staats)

A discussion on implicit bias, unraveling where it comes from, recognizing it within oneself and offering strategies on how to mitigate it as an educator.

* **Southern Poverty Law Center (SPLC)**

[*A Guide for Administrators, Counselors, and Teachers: Responding to Hate and Bias at School*](http://www.tolerance.org/sites/default/files/general/Responding%20to%20Hate%20at%20School%20ONLINE_3.pdf)

A toolkit published by the SPLC for educators to prevent and appropriately respond to hate and bias issues within schools.​

* **U.S. Office of Special Education, Department of Education, Kent McIntosh, Erik Girvan, Robert Horner, Keith Smolkowski (2014)**

[*Education Not Incarceration: A Conceptual Model for Reducing Racial and Ethnic Disproportionality in School Discipline*](http://digitalcommons.library.tmc.edu/cgi/viewcontent.cgi?article=1215&context=childrenatrisk)

An article about disproportionality, implicit and explicit bias, and the role they play in disproportionate outcomes within the educational system. The article conceptualizes what an equitable system would be and what policies can affect a positive, equitable outcome for children.

**Videos**

* [*Addressing classroom bias to improve learning with the Center for Policing Equity*](https://www.youtube.com/watch?v=gAnSBsI965M)**(You )**

A discussion facilitated by the Schott Foundation about how to effectively address implicit bias within the classroom.

* [*A tale of two teachers*](https://www.youtube.com/watch?v=sgtinODaW78)**(TED Talk)**

A discussion of how a teacher’s implicit bias can affect children, impact their perceptions of themselves and their futures. ​

# Culturally-Responsive Practices

**Trainers**

* **Dr. Renae Azziz** (see #4 Implicit Bias Training)
* **Dr. Jamyce Curtis Banks,** Founder and CEO, Whatever It Takes Consulting <http://www.whateverittakesconsulting.com/>
	+ Dr. Jamyce Curtis Banks conducts trainings on culturally responsive practices and strategies for teachers. Her trainings provide culturally-responsive, trauma-informed strategies and resources to reduce disruptions and improve student behavior.
	+ Phone: 317-297-5882
	+ Email: witconsulting@gmail.com
* **Indiana University Center on Education and Lifelong Learning (CELL)** [*https://www.iidc.indiana.edu/pages/cell-help*](https://www.iidc.indiana.edu/pages/cell-help)CELL supports educators in developing the skills necessary to restructure school and society. They challenge deficit perspectives and redesign the systems that support them. They also provide consultation and planning, professional development, and technical assistance. They are happy to work with districts to develop a plan of professional development and provide additional resources.
	+ Phone: 812-855-6508
* **Great Lakes Equity Center (GLEC)** [*https://greatlakesequity.org/*](https://greatlakesequity.org/)Housing the **Midwest and Plains (MAP) Equity Assistance Center**

The **Great Lakes Equity Center** was formed in 2011 at the Indiana University School of Education-IUPUI, as an Equity Assistance Center (formerly Desegregation Assistance) funded by the United States Department of Education. As of 2016, the Great Lakes Equity Center re-structured as an organizational hub for an array of research, technical assistance, and educational resource development projects, including the [**Midwest and Plains (MAP) Equity Assistance Center**](https://greatlakesequity.org/map-eac). Collectively, they are committed to school and system transformation toward racial, disability, and other forms of educational justice. The MAP Center provides three-tiers of technical assistance related to race, sex, national origin, and religion desegregation to K-12 public education agencies in a 13-state region free-of-charge; the Great Lakes Equity Center continues to partner with community, non-profit, and private organizations across the U.S. on equity-driven systemic transformation, Equity professional learning networks, and collaborative inquiry projects, and providing educational equity research and resources.

**Websites**

* **Charlottesville Curriculum** (see #2 Building Relationships with Students)
* **The Equity Project at Indiana University** [*http://www.indiana.edu/~equityiu/resources/*](http://www.indiana.edu/~equityiu/resources/)works with school district to help eliminate inequitable and disproportionate outcomes for youth throughout the state, especially, concerning students of color. This project supports school district leadership teams with technical assistance to help them eliminate disproportionality in their special education discipline and placement practices. Project staff help them develop action steps based on embracing data analysis, root cause analysis, and culturally responsive practices. The Equity Project website also has links to resources on topics such as disproportionality, cultural responsiveness, and pathways from school to juvenile justice, in addition to interventions and solutions.
* **Indiana Disproportionality Resource Center (IDRC)** [**http://indrc.org**](http://indrc.org)

The IDRC consists of a partnership between Indiana University’s Equity Project, the Indiana Department of Education, and Virtuoso Education consulting group. The IDRC assists the Indiana Department of Education in defining and identifying disproportionality in special education and provides technical assistance to Local Education Agencies (LEAs) in order to increase equity in special education throughout the state. This site provides information related to data calculation, culturally responsive practices, collaboration, interventions and Solutions, and Needs-Based Problem Solving.

 **Article**

* Culturally Responsive Teaching: A Guide to Evidence-Based Practice for Teaching all Students Equitable (March 2017)

<http://educationnorthwest.org/sites/default/files/resources/culturally-responsive-teaching.pdf>

**Videos**

* [*Introduction to culturally relevant pedagogy*](https://www.youtube.com/watch?v=nGTVjJuRaZ8) **(YouTube)**

A video from the Southern Poverty Law Center’s “Teaching Tolerance” campaign discussing what culture is and how to develop culturally responsive classrooms.

* **Southern Poverty Law Center (SPLC)**

[*Being Culturally Responsive in the Classroom*](http://www.tolerance.org/supplement/being-culturally-responsive)Video supplement for teachers about cultural responsiveness in the classroom.

# Effective Classroom Management Strategies

**Trainers**

* **Cathi Cornelius, Ed.D., Associate Professor of Elementary Education at Marion University,** is an enthusiastic educator who helps equip pre-service and practitioners with strategies that improve classroom management. She provides culturally responsive ways to make a classroom more efficient and effective.
* **Deanna Niebarger, MEd** (see #2 Building Relationships with Students)
* **Dr. Brandie Oliver,** Assistant Professor of School Counseling in the College of Education <https://www.butler.edu/directory/user/bmoliver>
	+ Dr. Brandie Oliver is passionate about educating future school counselors to equip them with the skills, knowledge, and commitment to be change agents working toward equity and social justice. Her specific areas of interest include school counselor preparation and practice, suicide prevention/intervention, restorative practices, college and career readiness, and advocacy focusing on trauma responsive education. She is dedicated to supporting educators through ongoing professional development and training.
	+ Phone: 317-940-9069
	+ Email: bmoliver@butler.edu
* **Dr. Sandy Washburn,** Research Associate and State Coordinator PBIS Indiana, IU Center for Education and Lifelong Learning (CELL) <https://www.iidc.indiana.edu/index.php?pageId=cell-staff&mode=mod_md&action=display_detail&md_id=59>
	+ Dr. Sandy Washburn teaches courses and conducts professional development in the areas of functional behavioral assessment, positive behavioral support, and classroom management. She has expertise on specific defiance prevention strategies, including examining the hostility cycle and practicing defusing and validating statements. Sandy is a certified trainer for the Second Step Violence Prevention Program and a certified facilitator for the School-Wide Information System (SWIS), a discipline database.
	+ Email: swashbur@indiana.edu

**Articles**

* [*Alternatives to Suspensions and Expulsions: A Teacher and Administrator Guide to School Discipline*](http://www.doe.in.gov/sites/default/files/specialed/alternatives-suspension-and-expulsion-tchr-and-admin-guide-school-discipline.pdf) A toolkit developed by the Indiana Resource Network Center providing a framework for proactive behavioral management strategies and interventions in the classroom.
* **National Center on Safe Supportive Learning Environments** (from the U.S. Department of Education) [*http://safesupportivelearning.ed.gov*](http://safesupportivelearning.ed.gov)

This program offers resources on a huge variety of issues within the topics of engagement, safety, and school environment. Resources include Supportive School Discipline Webinar series; numerous reports, guides, and resource links; and direct customized technical assistance.

**Videos**

* [*Bringing cultural context and self-identity into education*](https://www.youtube.com/watch?v=bX9vgD7iTqw) **(TED Talk)**

An educator voices how cultural sensitivity could revolutionize student participation and increase student outcomes; the speaker also proposes several evidence-based models of education.​

* [*Catching Kids as They Fall*](https://www.youtube.com/watch?v=VcJ6tJEbGVU)**(YouTube)**

Jim Sporleder, a national trainer on trauma informed practices in schools, whose work is highlighted in the documentary *Paper Tigers*, discusses managing behaviors within classrooms.

* [*Teach kids to be eagles: overcoming educational storms*](https://www.youtube.com/watch?v=t3N23MXsow8) **(TED Talk)**

A teacher discusses how she helped students overcome life challenges and adversities in urban and suburban contexts.​

# Alternatives to Out-of-Class Referrals, Suspensions, and Arrests

**Articles**

* **National Association of State Board Educators, Greta Colombi, David Osher (2015)** [*Advancing School Discipline Reform*](http://www.air.org/sites/default/files/downloads/report/Advancing-School-Discipline-Reform-Sept-2015.pdf)

An article addressing school discipline reform and various approaches to discipline from schools throughout the United States.​

* **National League of Cities Institute for Youth Education & Families** [*Alternatives to Arrest for Young People*](http://www.modelsforchange.net/publications/804)

An Issue Brief outlining the consequences of exclusionary disciplinary practices and providing examples of how schools are creating alternatives to arrest.

* [*The SBDI Toolkit: A Community Resource for Reducing School-Based Arrests*](http://www.chdi.org/index.php/tools/required/download?file=files/2314/1209/6884/the_sbdi_tookit_a_community_resource_for_reducing_schoolbased_arrests.pdf)

A toolkit providing proactive step-by-step implementation of Connecticut’s School-Based Diversion Initiative, to reduce out of school suspensions and school-based arrests, while increasing access to mental health and crisis intervention services.

* **Quick Guide on Making School Climate Improvements (2016)**<https://safesupportivelearning.ed.gov/scirp/about>

This *Quick Guide* provides district and school leaders, teachers, school staff, and other members of the school community with information about how to initiate, implement, and sustain school climate improvements.

* **Vera Institute of Justice (2016*)***[*It Takes a Village: Diversion Resources for Police and Families*](https://storage.googleapis.com/vera-web-assets/downloads/Publications/it-takes-a-village/legacy_downloads/it-takes-a-village-report.pdf) A report profiling best practice models in the United States that are creating alternatives to arrest for status offenders.

**Websites**

* **Discipline Disparities: A Research to Practice Collaborative** [*http://www.indiana.edu/~atlantic*](http://www.indiana.edu/~atlantic)Under the leadership of The Equity Center at Indiana University, this project brings together a group of 26 nationally known researchers, educators, advocates, and policy analysts to address the problem of disciplinary disparities. This project also maintains a Discipline Disparities Research to Practice Collaborative website. In particular, the intervention brief written by Anne Gregory, James Bell and Mica Pollock provides a good guide to practical, research-grounded interventions to reduce disparities: [*http://www.indiana.edu/~atlantic/wp-content/uploads/2014/12/Disparity\_Intervention\_Full\_121114.pdf*](http://www.indiana.edu/~atlantic/wp-content/uploads/2014/12/Disparity_Intervention_Full_121114.pdf)
* **U.S. Department of Education**

<https://www2.ed.gov/policy/gen/guid/school-discipline/faq.pdf> The U.S. Department of Education believes that educators and students deserve school environments that are safe, supportive, and conducive to teaching and learning. Creating a supportive school climate—and decreasing suspensions and expulsions—requires close attention to social, emotional, and behavioral needs of all students. Administrators, educators, students, parents, and community members can find tools, data, and resources on effective alternatives. The Department of Education welcomes all to join a national conversation on how to effectively create positive school climates as it begins a Rethink Discipline Campaign. Their site contains many materials to support positive school discipline practices.

# Regular Use of Data

**Articles**

* **Indiana Department of Education**[*Alternatives to Suspensions and Expulsions: A Teacher and Administrator Guide to School Discipline*](http://www.doe.in.gov/sites/default/files/specialed/alternatives-suspension-and-expulsion-tchr-and-admin-guide-school-discipline.pdf)

A toolkit developed by the Indiana Resource Network Center providing a framework for proactive behavioral management strategies and interventions in the classroom.

* **The Center for Civil Rights Remedies: Daniel Losen, Cheri Hudson, Michael Keith, Katrina Morrison, Shakti Belway (2015)**[*Are We Closing the School Discipline Gap?*](https://www.civilrightsproject.ucla.edu/resources/projects/center-for-civil-rights-remedies/school-to-prison-folder/federal-reports/are-we-closing-the-school-discipline-gap/AreWeClosingTheSchoolDisciplineGap_FINAL221.pdf)

A report discussing national and state educational data on the school discipline gap, and providing recommendations for policy makers, educators, and school communities on how to reduce disparities.

* **U.S. Department of Education (2015*)*** [*Addressing the Root Causes of Disparities in School Discipline: An Educator’s Action Planning Guide*](https://safesupportivelearning.ed.gov/sites/default/files/15-1547%20NCSSLE%20Root%20Causes%20Guide%20FINAL02%20mb.pdf)

A document for school and district based teams on how to analyze data, address the root causes of disparities found within data, and then develop an action plan for implementing change based on the findings from the data and the root causes that need to be eliminated.​

**Websites**

* **Great Lakes Equity Center** (see #5 Culturally Responsive Practices)
* **Indiana Youth Institute** <https://www.iyi.org/>

As an advocate for healthy youth development in Indiana, the Indiana Youth Institute provides capacity-building programs and resources for the state’s youth workers and nonprofit, youth-serving organizations. Mission: to promote the healthy development of Indiana children and youth by serving the people, institutions and communities that impact their well-being. Vision: that all Indiana children and youth will attain five critical elements of healthy youth development: physical health and safety, emotional fulfillment, academic achievement, civic engagement and economic self-sufficiency.

* **U.S. Department of Education (2014)**[*Directory of Federal School Climate and Discipline Resources*](https://www2.ed.gov/policy/gen/guid/school-discipline/appendix-1-directory.pdf) A directory of best practices and models for school climate change, resources, data collection, and where to find technical assistance centers.

# Adolescent and Brain Development Training

**Trainers**

* **Dr. Matthew Aalsma,** Professor of Pediatrics and Psychology**,** Indiana University School of Medicine <https://medicine.iu.edu/faculty/2683/aalsma-matthew/>
	+ Dr. Matthew Aalsmais knowledgeable on normative child and adolescent development, the impact of trauma exposure on behavior, and how it is essential for all security administrators and law enforcement to know how to effectively engage diverse student populations in order to avoid arrest and keep all students engaged and on the path to academic success. Dr. Aalsma trains on practical strategies for school resource officers for interacting, engaging, and de-escalating using the national best practice Policing the Teen Brain.
	+ Phone: 317-274-8812
	+ Email: maalsma@iu.edu
* **Dr. Zachary Adams** <https://medicine.iu.edu/faculty/23695/adams-zachary/>
	+ Dr. Zachary Adams’s clinical and research interests center on improving care and promoting healthy outcomes for young people with co-occurring mental health and substance use problems, with a particular emphasis on youth and families impacted by trauma and adversity. Additionally, he is strongly committed to teaching students, interns, residents, and fellows, and involving trainees in all aspects of the team’s work.
* **Dr. Jill Fodstad,** PhD, HSPP, Clinical Psychologist and Clinical Director of the Simon Skjodt Child and Adolescent Behavioral Health Unit, Riley Hospital for Children <https://medicine.iu.edu/departments/psychiatry/faculty/22532/fodstad-jill/>
	+ Dr. Jill Fodstad is knowledgeable about the impacts of trauma exposure on behavior, and why it is essential for all teachers to know how to effectively engage diverse student populations in order to keep allstudents on the path to academic success.
	+ Phone: 917-944-8162
* **Dr. Lori Desautels,** Assistant Professor at the College of Education, Butler University, shares her passion for engaging her students through neuroscience in education, integrating mind-brain teaching and learning strategies into her courses at Marian and now Butler University. Lori has conducted workshops throughout the United States and abroad, recently returning from Dubai. Lori’s second book, *Unwritten, The Story of a Living System*, co-authored with Michael McKnight, was published in January 2016.

Email: ldesaute@butler.edu

**Videos**

* [*The Neuroanatomical Transformation of the Teenage Brain*](https://www.youtube.com/watch?v=PzT_SBl31-s) **(TED Talk)** Jill Bolte Taylor, a neuroanatomist, explains how the brain processes information and then responds to stimuli. She also explains why teenagers tend to respond the way they do in terms of anxiety, fear, and anger.

# De-Escalation Strategies

**Trainers**

* **Dr. Matthew Aalsma** (see #9 Adolescent and Brain Development Training)
* **Dottie Davis,** Director of Security, Fort Wayne Community Schools.
	+ Dottie Davis is knowledgeable on the importance of limiting school-based referrals and arrests, serious school safety issues, and avoiding the involvement of school law enforcement in disciplinary matters. She is also a resource for information on practical strategies for creating alternatives to and minimizing arrests.
	+ Email: Dorotha.Davis@fwcs.k12.in.us
* **Detective Nicole Flynn**
	+ Detective Flynn is the coordinator of CIT (Crisis Intervention Team) for Youth for IMPD, overseeing 7 years of CIT for Youth training, and a member of the IMPD CIT Committee in conjunction with NAMI (National Alliance on Mental Illness). Detective Flynn is a certified instructor through the Indiana Law Enforcement Academy, and conducts training on de-escalation techniques through CIT for Youth. She is also an instructor for the Mental Health First Aid program for IMPD, teaching officers to address mental health issues in a more proficient manner.
	+ Email: Nicolle.Flynn@indy.gov
* **Brandie Oliver** (see #6 Effective Classroom Management Strategies)
* **Sandy Washburn** (See # 6 Effective Classroom Management Strategies)
* **Cathi Cornelius** (See # 6 Effective Classroom Management Strategies)

**Articles**

* **James Moorehouse Project, Jenn Rader (2014)**[*Using Trauma Informed Strategies to De-Escalate Classroom Conflict*](http://www.schoolhealthcenters.org/wp-content/uploads/2014/03/Trauma-Informed-Strategies-to-Deescalate-Classroom-Conflict.pdf)*.* This article explains how trauma affects a student’s learning brain, what are the triggers of trauma, and how to use de-escalation techniques to address trauma within the classroom.

**Videos**

* [*Rethinking Challenging Kids – Where There’s a Skill There’s a Way*](https://www.youtube.com/watch?v=zuoPZkFcLVs) **(TED Talk)**

Child Psychologist J. Stuart Albon discusses how to approach challenging behaviors and change them over time.​

# Family and Community Collaboration

**Articles**

* **Opportunity to Learn Campaign, Great Lakes Equity Center, Thorius, K.A., Rodriguez, E.M., & Bal, A. (2014*)*** [*Re-Mediating the Role of School-Family Partnerships in Systemic Change within Culturally Responsive Positive Behavior Interventions and Supports*](https://www.researchgate.net/publication/304038795_Re-mediating_the_role_of_school-family_partnerships_in_systemic_change_within_Culturally_Responsive_Positive_Behavioral_Interventions_and_Supports) An article discussing the role of cultural responsiveness in positive discipline and how it can benefit the school climate and family engagement, as well as reduce discipline disparities and disproportionality.​
* **How Family, School, and Community Engagement Can Improve Student Achievement and Influence School Reform. Literature Review. (2017)**

<https://www.nmefoundation.org/getattachment/67f7c030-df45-4076-a23f-0d7f0596983f/Final-Report-Family-Engagement-AIR.pdf?lang=en-US&ext=.pdf>

A review of literature finding several family and community engagement programs and practices that have been shown to have a positive impact on student outcomes and school improvement. Some of the strategies that were found to be most related to student achievement include engaging parents in their children’s learning through social networks, empowering parents with leadership roles in the school environment, providing parents with classes to help with their own education or their child’s education, and providing families with opportunities to engage with their children’s education at home and at school.

# Positive Behavioral Interventions and Support (PBIS) or Other Multi-Tiered Behavioral Plan

**Websites**

* **PBIS Indiana** <https://pbis.indiana.edu/>

PBIS trainers are available at Indiana University and Indiana University Center on Education and Lifelong Learning (CELL). The positive behavioral interventions and supports (PBIS) framework is a proactive, preventative approach to behavior management in schools. PBIS Indiana helps educators throughout the state bring PBIS to their districts and schools by providing training, technical support, and resources. The website contains supplementary information on the PBIS framework and restorative practices, in addition to an outline of the process of implementation of PBIS at the district or state level.

* **Safe and Civil Schools** <http://www.safeandcivilschools.com/>

Offers a range of PBIS consulting, training, and coaching services designed to assist all K-12 school personnel in using research-based positive behavior support strategies to structure school settings for success. The website contains a range of implementation resources such as books, planners, DVD trainings, etc. These programs are fee-based.

* **The Technical Assistance Center on Positive Behavioral Interventions and Supports** (from the U.S. Department of Education Office of Special Education Programs) [*http://pbis.org/*](http://pbis.org/)

The Center is tasked with defining, implementing, and evaluating a multi-tiered approach to technical assistance that improves the capacity of states, districts, and schools to establish, scale-up, and sustain the PBIS framework. Offers a wealth of resources such as blueprints, presentations, videos, and training manuals.

* **U.S. Office of Special Education (2015)**[*Foundational and Support Information and Self-Assessment and Action Planning Tools*](https://www.pbis.org/blueprint/implementation-blueprint)

A PBIS implementation blueprint for schools and districts grounded in Part 1: the behavioral and prevention sciences emphasizing a multi-tiered support system framework and Part 2: a self-assessment that can be used to develop and modify action plans that help establish and sustain high-fidelity implementation of the PBIS framework.

# Restorative Practices

**Trainers**

* **Center for Community Justice** [*https://centerforcommunityjustice.org/restorative-practices-for-schools-training-options/*](https://centerforcommunityjustice.org/restorative-practices-for-schools-training-options/)
	+ Offers a 7-hour training that provides an overview of restorative justice working with criminal justice systems and schools. Topics include experiences of victims and offenders, impact on community, RP in schools, mediation process, communication skills, power dynamics, and role-play practice
	+ Cost: $3,225 for training (based on maximum of 20 participants)
* **Crisis & Trauma Resource Institute (CTRI)** [*https://us.ctrinstitute.com/workshop-descriptions/rjfacilitator-description-us/*](https://us.ctrinstitute.com/workshop-descriptions/rjfacilitator-description-us/)
	+ Restorative justice facilitator training (3-day workshop). Offers an option specifically for schools and on-site training options.
* **Monica Evans** <https://www.iirp.edu/continuing-education-instructors/monica-evans>
	+ Monica Evans is a prevention, intervention, and diversion specialist with Detroit Public Schools and Detroit Public Safety Foundation, supported by the Skillman Foundation. She is knowledgeable about youth violence prevention and intervention.
* **Taji Gibson, M.S., Research Associate, IU Center for Education and Lifelong Learning (CELL)** <https://ictq.indiana.edu/Profile/gibson.html>
	+ Taji Glbsonis knowledgeable on cultural responsiveness and classroom management. IU CELL offers restorative practices training and consultation services for PBIS, involving the collection of data and information from a school, a site visit, and recommendations for how to move PBIS implementation forward.
	+ Email: tajgibso@indiana.edu
* **Dr. Rachel Golberg, RMG Resilience** [*http://rmgresilience.com/resilience\_wp/*](http://rmgresilience.com/resilience_wp/)
	+ Dr. Rachel Golberg is supervisor and head trainer of DePauw’s Restorative Justice Program and Lead Trainer for the Alternatives to Violence Project (a system of violence prevention workshops for maximum security correctional facilities).
	+ Email: rachelgoldberg@depauw.edu
* **Peace Learning Center** [*https://peacelearningcenter.org/*](https://peacelearningcenter.org/)
	+ Offers day-long training workshops in Indianapolis for $20
* **Restorative Justice Training Institute**[*http://www.rjtica.org/*](http://www.rjtica.org/)
	+ Offers custom training and consultation including curriculum development and evaluation.
	+ Rita Renjitham, Founder, initiated Restorative Justice and Peacemaking Circles at Cole Middle School in West Oakland initially as the expulsion case manager for Oakland Unified School District. The pilot program at Cole was effective in significantly transforming the school culture to one that was more caring, and centered on relationships. This culture change was instrumental in the dramatic decrease in violence on campus and in referrals for expulsions and suspensions.
* **Deborah Reichmann, Research Associate, IU Center for Education and Lifelong Learning (CELL)** <https://ictq.indiana.edu/Profile/gibson.html>

Deborah Reichmannis a certified trainer on restorative practices. IU CELL offers restorative practices training and consultation services for PBIS, involving the collection of data and information from a school, a site visit, and recommendations for how to move PBIS implementation forward.

* + Email: dreichma@indiana.edu

**Articles**

* **American Federation of Teachers, National Education Association, Advancement Project, National Opportunity to Learn Campaign (2014)** [*Restorative Practices: Fostering Healthy Relationships and Promoting Positive Discipline in Schools*](http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf)*.*

A guidebook for educators explaining what restorative practices are and how to implement them.

* **Illinois Criminal Justice Information Authority** [*Implementing Restorative Justice*](https://www.sccgov.org/sites/pdo/ppw/SESAP/Documents/SCHOOL%20RJP%20GUIDEBOOOK.pdf) An Illinois publication explaining how restorative justice works, why it is beneficial, and how it can be implemented within schools.

**Videos**

* [*Repairing our schools through restorative justice*](https://www.youtube.com/watch?v=tqktOiYG5NM)**(TED Talk*)***

An explanation of what restorative justice is within school and how it can be implemented within an urban school context.​

# Use of School Resource Officers

**Trainers**

* **Dr. Matthew Aalsma** (see #9 Adolescent and Brain Development Training)
* **Dottie Davis** (see #10 De-Escalation Strategies)
* **Monica Evans** (see #13 Restorative Practices)
* **SRO Michael Johnson,** Indiana School Resource Association <https://insroa.org/President-Mike-Johnson>
	+ SRO Michael Johnson is a National Association of School Resource Officers (NASRO) Certified National Safe School Practitioner, a NASRO Probationary Instructor and an Indiana Safe School Specialist. Mike is an ALICE “Enhanced Lockdown” Instructor and has attended the NASRO Crime Prevention through Environmental Design (CPTED) Practitioner course. He is knowledgeable on de-escalation skills and tools, responding to challenges of authority, and minimizing the use of force and restraints.
	+ Email: mike@insroa.org
* **SRO Chase Lyday,** Indiana School Resource Officer Association <https://insroa.org/First-Vice-President-Chase-Lyday>
	+ Officer Chase Lyday serves in several capacities in the school district including Teen Court Coordinator, Program Director of the Decatur Township Drug-Free Coalition and is an active member of the Marion County Safe Schools Commission. He has an understanding of the importance of limiting school-based referrals and arrests, serious school safety issues, and avoiding the involvement of school law enforcement in disciplinary matters. He also is a source of information on practical strategies for creating alternatives to and minimizing arrest.
	+ Email: clyday@msddecatur.k12.in.us
* **Dr. Brea Perry,** Associate Professor of Sociology, Indiana University <https://www.indiana.edu/~soc/bios/Brea_Perry.html>
	+ Brea L. Perry is the author of research on how excessive suspension and other forms of exclusion, including school-based arrests, can lead to negative learning environments that impact the academic success of all students.
	+ Phone: 812-856-0447
	+ Email: blperry@indiana.edu

**SRO Memorandums of Understanding**

* **Ashland, Oregon**

<http://www.ashland.or.us/files/police_and_school_mou.atch.pdf>

* **Baltimore City, Maryland** <http://www.marylandpublicschools.org/stateboard/Documents/09192017/BaltimoreCityMOU.pdf>
* **Wake County, North Carolina**

[Wake County, North Carolina SRO Memorandum of Understanding](http://www.cpliofindiana.org/uploads/8/1/0/9/81097736/wake_county_nc_sro_mou.pdf)

**Articles**

* **Dora Dome Law (2016)**[*School Resource Officer Toolkit*](http://www.doradomelaw.com/resources/school-resource-officer-toolkit/)

A toolkit for SROs designed to reduce disciplinary disparities, increase accountability, promote a safe learning environment, and define the role and responsibility of the SRO.

* **Education Week (2017)**[*Policing America’s Schools*](http://www.edweek.org/ew/projects/2017/policing-americas-schools/index.html?cmp=eml-eb-sr-policing-20170202)

A publication discussing disproportionality, building trust between SROs and students, and the consequences of arresting students.

* **National Juvenile Justice Network (2015)**. [*School Discipline & Security Personnel: A Tip Sheet for Advocates on Maximizing School Safety and Student Success*](http://www.njjn.org/our-work/school-discipline--security-personnel)

A roadmap for schools to integrate school resource officers and law enforcement personnel into a positive school learning environment. ​

* **The Marshall Project, Eli Hager (2015)**[*When School Feels Like Jail*](https://www.themarshallproject.org/2015/11/11/when-school-feels-like-jail#.2XKXc03Jy)

An article addressing how some schools are disciplining and controlling students by creating learning environments that feel like prisons within the schools and how this affects the students within.

**Websites**

* **US Department of Justice (2016*)***[*Beyond the Badge: Profile of a School Resource Officer – A Guide for School Communities*](https://ric-zai-inc.com/Publications/cops-p357-pub.pdf)

A training module for the 17-minute film Beyond the Badge: Profile of a School Resource Officer, explaining the roles and responsibilities of SRO’s.

* **Crisis Intervention Team (CIT) For Youth** (see #3 Mental Health Services and Training Resources)

**Videos**

* [*Rethink discipline: What Communities Should Know about School Resource Officers*](https://www.youtube.com/watch?v=X97fIaNt8T8) ***(YouTube)***

US Departments of Education and Justice administrators discussing SRO programs with experts and practitioners.

# District/School Discipline Policy

**Articles**

* **Discipline Disparities: A Research-to-Practice Collaborative (2014)**[*How Educators Can Eradicate Disparities in School Discipline*](http://www.indiana.edu/~atlantic/wp-content/uploads/2014/03/Disparity_Interventions_Full_031214.pdf)

A briefing paper offering interventions to reduce disparities in discipline.

* **Jason Nance (2016)**[*Dismantling the School-to-Prison Pipeline: Tools for Change*](https://papers.ssrn.com/sol3/Papers.cfm?abstract_id=2671447) An article discussing evidence-based tools to reduce disparities in discipline and recommendations for comprehensive reform for schools, policymakers, and other stakeholders.​
* **Indiana Advisory Committee to the US Civil Rights Commission (2016)**[*Civil Rights and the School-to-Prison Pipeline*](http://www.usccr.gov/pubs/Civil-Rights%20and-the-School-to-Prison-Pipeline-in%20Indiana.pdf)

A state advisory committee report describing how disproportionality affects youth within Indiana schools and eventually leads them into the criminal justice system. Includes specific proposals and recommendations for improving the state educational system and providing children with equitable education.​

* **New York City Mayor’s Leadership Team (2015)**[*Safety with Dignity: Policy Recommendations from the Mayor’s Leadership Team on School Climate and Discipline*](http://www1.nyc.gov/assets/sclt/downloads/pdf/safety-with-dignity-final-complete-report-723.pdf)

A comprehensive plan for implementing safe and equitable education policies. Contains detailed recommendations for the New York school system that could be adapted for use by local schools and communities.

* **Transforming School Discipline Collaborative (2015)**[*TSDC Administrator Guide and Toolkit*](http://www.transformschooldiscipline.org/tsdc-toolkit/)

A toolkit to aid administrators in a change process around school discipline and engaging parents. Discusses racial bias, restorative justice, and special education considerations for discipline. ​

* **U.S. Department of Justice and Education** <https://www.ed.gov/news/press-releases/us-departments-education-and-justice-release-school-discipline-guidance-package->

This school discipline guidance package was designed to help states, districts, and schools enhance school climate and improve discipline policies and practices. The guidance package is a collaboration between the two agencies and offers a product from the Supportive School Discipline Initiative (SSDI). The initiative addresses overuse of harsh and exclusionary school disciplinary policies and practices and supports the development of safe and productive education environments and training for the adults who interact with students in and out of school. It provides resources for creating safe, supportive, and inclusive school climates as well as a compendium of federal laws and regulations regarding school discipline.

* **Great Lakes Equity Center (GLEC)** (see #5 Culturally Responsive Practices)

**Codes of Conduct**

* **Fort Wayne Community Schools Code of Conduct** <https://www.fwcs.k12.in.us/files/code_of_conduct.pdf>
* **Indianapolis Public Schools Code of Conduct** [https://www.myips.org/site/handlers/filedownload.ashx?moduleinstanceid=47825&dataid=28615&FileName=code of conduct\_full version\_English\_FINAL.pdf](https://www.myips.org/site/handlers/filedownload.ashx?moduleinstanceid=47825&dataid=28615&FileName=code%20of%20conduct_full%20version_English_FINAL.pdf)

**Videos**

* [*Missouri Department of Education with Jim Sporleder*](https://www.youtube.com/watch?v=-BofLj9l7S0&list=PLkzrnrHtr5LjoJWETSSNXYdRu4Kv0cKqs) **(YouTube)** Implementing school discipline reform, from zero-tolerance to trauma-informed schools. ​