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The influence of Student Discipline Practices on Students, School Climate and Culture

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ABSTRACT

THE INFLUENCE OF STUDENT DISCIPLINE PRACTICES ON STUDENTS, SCHOOL CLIMATE AND CULTURE

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Northern Illinois University, 2020

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The enactment of Senate Bill 100/Public Act 099-0456 (SB100) in 2016 compelled school districts throughout Illinois to evaluate student discipline policies. This dissertation examines the impact SB100 had on middle and high schools throughout the state and within a large suburban K-12 school district. This dissertation is organized into three separate papers. Paper 1 provides a historical context for disciplinary practices used for students in public schools both in Illinois and throughout the country and explores new discipline practices that have emerged since the passing of SB100.

Paper 2 examines the implementation of SB100 through an SDT framework to investigate how changing disciplinary practices have impacted school climate and culture. Quantitative data is presented on the number of suspensions and expulsions pre and post 2016. Qualitative data, collected from principal interviews, examines how SB100 has impacted discipline practices, students, and climate and culture in middle schools and high schools.

Paper 3 is a presentation any administrator could use for professional development on student discipline practices. The presentation provides background on SB100, a summary of this study, recommendations based on the study, and strategies to meet those recommendations.

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THE INFLUENCE OF STUDENT DISCIPLINE PRACTICES
ON STUDENTS, SCHOOL CLIMATE AND CULTURE

BY

MATTHEW J. CLARK
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Doctoral Co-Directors:
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DEDICATION

This work is dedicated to my parents Laurie and Dennis, my first and most impactful teachers. Dad, I miss you every day, but please know that the stories you shared of your struggles through school guided me to find better ways to help students with similar struggles.

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INTRODUCTION

Suspensions and expulsions are punishments administered to students who commit disciplinary infractions in schools. While they encourage appropriate student conduct in schools, students who receive these punishments more commonly experience academic struggles, drop-out, participate in criminal activity, and drug and alcohol use, rather than see the need to improve their conduct (Noltemeyer & McLoughlin, 2010). The way consequences for behavior are administered has changed throughout the past several decades (Alman & Slate, 2011); however, the most significant change to date occurred in Illinois in 2016 when the state legislature reauthorized a school code policy that led to significant changes in disciplinary practices.

Senate Bill 100/ Illinois Public Act 105 ILCS 5/099-0456, 2016 (SB100) mandates that schools utilize all possible interventions and measures before resorting to exclusionary discipline, which is the practice of removing students from the educational environment as a punishment for their infractions (Illinois Public Act 105 ILCS 5/099-0456, 2016). The law compels schools to identify alternative ways to discipline students for their infractions. In this dissertation, I explored the effectiveness of the law for reducing exclusionary discipline, while also investigating the impact of SB100 on disciplinary practices in schools

Students are motivated through autonomy, competence and relatedness, the basic psychological needs outlined in Ryan and Deci's (2017) Self Determination Theory (SDT). Generally speaking, autonomy is one's freedom to make choices, competence is one's feeling of effectiveness, and relatedness is one's sense of connection to others. The current research argues

that the disciplinary practices stemming from SB100 provide students' academic and social motivation by contributing to a more respectful and supportive school climate and culture (Fenzel & O'Brennan, 2007).

Dissertation Structure

Collectively, the papers in this study provide a comprehensive review of student discipline practices and their impact on school climate and culture. However, each paper addresses an individual topic: Paper 1 presents the history and the current context of student discipline, Paper 2 covers SB100's impact on school climate and culture, and Paper 3 examines professional development to inform school staff about the best practices in student discipline and student motivation.

The purpose of the first paper is to provide a historical context for disciplinary practices used for students in public schools both in Illinois and throughout the country. This includes the origin of these practices as well as detailed descriptions, while also looking at the benefits and/or drawbacks of each practice. The first paper also describes SB100 and disciplinary practices that have emerged as a result of the law's implementation to answer part of the first two research questions: Have there been significant changes to the rates of suspension and expulsion in school districts in the state of Illinois since 2016 and what building and classroom practices to address student discipline have changed since 2016?

The second paper examines the enactment of SB100 through an SDT framework to investigate how changing disciplinary practices have impacted school climate and culture. Additionally, the second paper outlines the research design and methodology for exploring how middle school and high school principals have responded to SB100 mandates and their perceptions of the climate and culture in their buildings post-SB100. Specifically, questions

pertaining to SB100 rollout as well as students' and staff's autonomy, competence, and relatedness were asked.

Paper 3 provides a summary of SB100, the history of student discipline, and insights from Paper 2. Based on the results of Paper 2, professional development was designed for administrators to present to other administrators, classroom teachers, service providers, and teaching assistants. The professional development focuses on student behaviors both in the classroom and in common areas throughout schools (i.e., hallways, cafeteria, etc.). Additionally, the professional development sought to provide staff with a means to help students grow socially, emotionally, and academically through increased autonomy, competence, and relatedness. Furthermore, Paper 3 highlights the aspects of SDT that foster a stronger climate and culture in schools.

Purpose, Significance, and Intended Audience

The purpose of this study is to show that schools have effectively reduced exclusionary discipline as a result of the implementation of SB100 in Illinois schools. This in turn improved school climate and culture and thus increased student academic, social and emotional motivation in schools. This is significant because it shows how practices that arose from the SB100 mandate benefit students and schools.

The intended audience for this research is administrators, specifically those who administer student disciplinary consequences, as well as teachers and related service providers. This research benefits school administrators through descriptions of practices that build student motivation as well as school climate and culture. The research will benefit teachers and service providers by providing a rationale for refraining from using exclusionary discipline as well as research-based practices to build school climate and culture.

Researcher's Positionality

Throughout my career I have worked with student discipline in a variety of positions. As a teacher and coach, I was tasked with correcting and remediating student behavior in the classroom as well as on the playing field. My primary responsibility as a dean of students entailed issuing discipline consequences for student behavior infractions. As an assistant principal at both the middle school and high school level, I oversaw the issuing of student discipline, and for major disciplinary infractions, I issued student discipline consequences myself. I have held these positions both prior to the inception of SB100 and in the three-plus years since its implementation. As a result of the law, I find myself working with student discipline teams to problem solve and create solutions and consequences for disciplinary infractions as opposed to simply issuing disciplinary punishments.

Theoretical Framework

The theoretical framework guiding this research is Ryan and Deci's (2017) SDT, based on the premise that individuals experience autonomous motivation through fulfillment of three basic psychological needs: autonomy, competence and relatedness. Applying the concepts of SDT in the classroom and in schools can provide choices that improve the quality of motivation for students (Katz & Assor, 2007). These three basic needs are discussed at length in Paper 2, as the research examines whether there is a link between strong culture and climate in a school and increased student motivation.

PAPER 1

Historically, in public schools, disciplinary practices have sought to maintain order and student compliance using punishment. Rewards and punishments are means that can be successful in constructing a culture of compliance. Specifically, punishment is a very controlling method of dealing with student transgressions (Deci & Flaste, 1995). However, more recently disciplinary practices focus on educating students on appropriate and productive behavior. This paper looks at what has shaped the way administrators approach public school discipline in the State of Illinois and how recent legislation has changed longstanding disciplinary practices in the state.

The purpose of this paper is to provide an analysis of student disciplinary practices in both the United States and the State of Illinois. Paper 1 summarizes laws, court case precedents, and policies that contributed to student discipline practices prior to the enactment of SB100. Additionally, this paper describes SB100 in detail and its impact on Illinois schools. The paper concludes by describing practices that are more prevalent in schools since implementing SB100.

History of Student Discipline

Since the inception of the public-school system, teachers and schools have confronted student misbehaviors with a variety of tactics (Allman & Slate, 2011). These tactics have come from policy developed by school boards, who follow laws and policies set forth by government agencies at the state and federal levels. Navigating those laws and policies to provide safe school environments free of distraction is the responsibility of school administrators. Through a combination of national and state laws, landmark court cases, and best practices, administrators

work diligently to intervene appropriately when students commit disciplinary infractions, but are often torn between what is best for the student offender and what is best for the remainder of the students in the school. The laws and policies that inform administrators' decisions regarding students' discipline start at the national level (and include Supreme Court decisions) with more guidance provided at the state and local level.

U.S. National Legislative and Legal Impacts on Student Discipline Practices

There are no amendments to the United States Constitution that specifically address student discipline, school policy, or school procedures. Furthermore, no statutes or laws have been passed at the national level that deal specifically with student discipline in schools for all students. An exception to this is the Individuals with Disabilities Education Improvement Act (IDEA, 2004), which addresses discipline practices specifically pertaining to students with individualized education plans. In the absence of constitutional amendments and/or federal legislation, a few landmark U.S. Supreme Court cases have affected the way schools administer discipline in the State of Illinois.

U.S. Supreme Court Decisions Impacting Student Discipline

Tinker v. Des Moines Independent School District, 393 U.S. 503 (1969) impacted student discipline in schools. In this case, students planned on wearing armbands as a protest to the Vietnam War. The administrators became aware of the plan and instituted a policy that students wearing arm bands needed to remove them. The Supreme Court reversed the lower court's decision because the armbands did not cause a substantial disruption to the educational process nor did it harm students. By wearing the armbands, the students were exercising their freedom of expression (Dayton, 2012), which affected student disciplinary practices because it reduced the administrators' ability to limit speech unless the administrator foresaw that expression causing a

substantial disruption to the learning environment. *Tinker* established a higher standard for school administrators to act in restrictive ways.

While *Tinker* impacted how administrators address student speech, *Goss v. Lopez*, 419 U.S. 565 (1975) addressed student's due process in disciplinary situations. Prior to *Goss v. Lopez*, schools held unlimited authority in deciding student discipline matters. In *Goss v. Lopez* the school suspended nine students from a public high school for up to ten days for disruptive behavior observed by a school administrator. However, those students were not afforded the opportunity to respond to the allegations. The Supreme Court affirmed the lower court's decision that students are entitled procedural due process for infractions resulting in suspension from school and the right to a defense in a fairly conducted hearing (Dayton, 2012).

Before the *Goss* decision, school administrators could arbitrarily assign disciplinary consequences citing *in loco parentis* (in place of a parent) as rationale for the consequence. Because of *Goss*, the courts implicitly decided that attending a public school was not a privilege bestowed or removed at the discretion of a school official but rather Constitutionally protected property right (Wilkinson, 1975). This shaped how disciplinary consequences are administered today because when students are accused of a disciplinary infraction, they are provided an opportunity to explain what happened in their own words, which is the most common way school administrators provide due process to students.

A third Supreme Court case that impacted how school officials handle student discipline matters was *Honing v. Doe* 484 U.S. 305 (1988). In this case, emotionally disabled/disturbed students were expelled from school for violent behavior related to their disability. The Court determined that students can stay put at their current school until a hearing officer decided on a new placement or until the school was re-staffed with appropriate personnel to accommodate the

needs of the student(s). Henceforth, a school cannot remove a child with provisions pending.

This case also established that students with disabilities cannot be expelled (removed for more than ten days) from school due on their actions based on their disability (Dayton, 2012). This decision changed student discipline practices, specifically for special education students, by requiring educational services to continue and by restricting the ability to simply remove, and no longer associate with, a special education student.

Illinois Policy Impacting Student Discipline

In addition to Supreme Court cases affecting student discipline practices, there is also a portion of Illinois School Code that was established, prior to SB100, to specifically deal with disruptive students and student discipline. Article 13A concerns disruptive students and alternative public schools in Illinois.

Article 13A (Safe Schools Law).

Originating in 1995, Article 13A regarding Alternative Public Schools is more commonly referred to as the Safe Schools Law. This policy states that schools must possess an environment where “an atmosphere of safety prevails.” The law states that neither the school nor disruptive students benefit from a traditional school program. Their educational and behavioral needs must be individually addressed and these students, with the assistance of an alternative setting, can become productive citizens (Illinois Public Act 105 ILCS 5/13A 0.5, 1995). The alternative school or setting works to meet the needs of individual students who struggle to achieve success in traditional educational programs (Raywid, 1994).

The law states that a transfer to an alternative setting through administrative assignment may prove more productive than out of school suspensions when dealing with disruptive students (Illinois Public Act 105 ILCS 5/13A 0.5, 1995). This law provided an alternative method for

disciplining disruptive students. The Safe Schools Law also directed the student's home school to meet with the alternative school administration as early as possible to discuss the student's progress and avoid prolonged time out of the home school. Additionally, students who successfully complete the alternative education program and meet all requirements from their sending school receive a high school diploma from their home school (Illinois Public Act 105 ILCS 5/13A 0.5, 1995). For a period of over twenty years this law shaped how many administrators in Illinois addressed their most troubled and difficult students by providing them an alternative location to get their education.

Senate Bill 100

Starting in the 2016-2017 school year, SB100 took effect in the State of Illinois. The enactment mandated significant changes to disciplinary procedures for all public elementary, secondary, and charter schools throughout the state. This was a dramatic shift in what had taken place prior to SB100. Although SB100 gave school officials the autonomy to determine what is appropriate, issuing a suspension longer than three days requires that other interventions and appropriate and available consequences have been exhausted as well as a strong rationale for a suspension of longer than three days be provided (Illinois Public Act 105 ILCS 5/099-0456, 2016). That said, SB100 also reads that school officials possess the autonomy to determine what is appropriate. In addition to limiting the use of suspensions and expulsions in schools, SB100 also contained language eliminating zero-tolerance policies (except for those pertaining to firearms), focused on meeting student needs, protected students from academic consequences (as a result of the discipline), prohibited counseling students to drop out, and eliminated disciplinary fines and fees (Illinois Public Act 105 ILCS 5/099-0456, 2016).

Exclusionary Discipline

Of the SB100 mandates previously listed that impact student discipline, none were felt more at the school level than the restrictions and conditions placed on the use of exclusionary discipline. Specifically, SB100 requires that schools reduce suspensions where possible (Illinois Public Act 105 ILCS 5/099-0456, 2016). By way of background, exclusionary discipline is the practice of removing students from the educational environment as a form of punishment (Perry & Morris, 2014). The most common forms of exclusionary discipline in schools are suspensions and expulsions. Issuing a student suspension results in the removal of the student from school for one to ten days. An expulsion is a more serious consequence and results in the removal of student from school for a period of more than ten day up to two years (Illinois Public Act 105 ILCS 5/099-0456, 2016).

Student Discipline Approaches

In Illinois, state, regional and local school boards work collaboratively with school and district administration to navigate the laws and policies set forth at all levels of government (Illinois Public Act 105 ILCS 5/10, 2019). Schools aim to appropriately discipline students through the guidance of several governing bodies and best practice. Throughout the history of public schools in the State of Illinois, multiple measures were utilized to discipline students for behavior infractions. This section describes measures utilized in Illinois schools to address student disciplinary infractions.

Corporal Punishment

Corporal punishment is the practice of correcting student behavior using physical force with the intention of causing a child pain but not intended to cause injury (Straus, 1994).

Although it is still used in some states, corporal punishment declined in the late 1970s (Gershoff

& Font, 2016), and between the years of 1974 and 1994, 25 states outlawed the use of corporal punishment. In 1978, 4% of all U.S. students had experiences with corporal punishment; that figure dropped to less than 0.5% in 2016 (Gershoff & Font, 2016). Specifically, the Illinois General Assembly enacted Public Act 105 ILCS 5/24-24 in 1993 (Gershoff & Font, 2016), which set forth mandates pertaining to student discipline. One of these mandates prohibited the use of corporal punishment in educational settings in Illinois, stating that a district's discipline policy shall not include any measures that could result in bodily harm (Illinois School Code 105 ILCS 5/24-24, 1994).

Punitive Discipline

Throughout much of the past century, the most widely used form of student discipline in the United States has been punitive (Perry & Morris, 2014). Punitive discipline practices punish students for their disciplinary infractions. These practices typically include verbal reprimands, detentions, and suspensions (in and out of school) as well as expulsion (Allman & Slate, 2011). Along with the intention of punishing students, punitive consequences are typically progressive in nature. Although heavily utilized through the 1990s, in 2003 punitive and progressive practices were still the most frequent type of discipline model used in schools (Morris & Howard, 2003).

Progressive Discipline

Progressive discipline is a system of disciplinary interventions and consequences in which the interventions and consequences become more severe when the behavior persists or intensifies (Jones, 2017). When analyzing disciplinary infractions and consequences prior to SB100, a comprehensive look at student infractions that warranted an out of school suspension found that more behaviors that led to these suspensions were related to noncompliance or

disrespect rather than a threat to safety (Skiba, Peterson, & Williams, 1997). Examples of these infractions include dress code and cell phone violations, missed consequences (i.e. skipping a detention), tardies and truancy.

When administering discipline, as a dean, under punitive and zero tolerance policies there were instances when I suspended students for tardies and missed consequences. To be clear, suspension was not the first consequence. Our discipline policy stated that a student would receive an after-school detention for excessive tardies. Progressive discipline practice dictated that when a student missed the after-school detention, the student received a Saturday detention. If the student missed the Saturday detention an in-school suspension was issued. If the student did not serve the in-school suspension, an out of school suspension resulted. This type of progressive discipline was not unique to my situation but rather played out in schools throughout the State of Illinois.

Deterrence Theory

Providing harsh consequences to students is done with the intention of deterring the offender and other students from committing the same infractions (Curran, 2016). Research does not support that an out of school suspension causes a student to refrain from future disciplinary infractions (Massar, McIntosh, & Eliason, 2015). Furthermore, administering a consequence for the sake of addressing the behavior may do nothing to help a student grow from their mistake and might not be a deterrent for the student to make the same mistake again (Mullet, 2014).

Tomlinson (2016) states deterrence theory maintains the severity of a punishment should dissuade individuals from committing violations of law. Originating in criminology, the theory posits that consequences should be immediate and proportionate to the offense to deter future occurrences. In a school setting, administrators utilize punitive discipline practices as a deterrent

to behavior infractions. When this theory is applied to student discipline and behavior violations, it presumes that students should be so afraid of the consequence for such behaviors that they would never consider violating such a policy (Curran, 2016). However, this has not come to fruition when analyzing research pertaining to punitive discipline policies and exclusionary discipline. Steinberg, Allensworth and Johnson (2011) found schools that, on average, administer more suspensions and expulsions are perceived to be less safe by teachers and students than those that administer fewer suspensions and expulsions. They also state that parent involvement and community engagement lead to perceptions of safe schools more than suspension and found that high rates of suspension correlated with low safety perceptions by students and staff.

Punitive discipline practices were frequently utilized in public schools in the United States through much of the early 2000s. In 1974, approximately 1.7 million students, or 3.7% of students attending American public schools, received suspensions. A 2000 U.S. National Survey that included 99% of schools in the country reported that during the previous year, U.S. schools had issued over 3,000,000 suspensions and over 97,000 expulsions (Wallace, Goodkind, Wallace & Bachman, 2008). In 2006, that number jumped to 3.3 million, or 6.8% of all students (Heilbrun, Cornell & Lovegrove, 2015). During the 2008-2009 school year in Chicago Public Schools (CPS), disciplinarians used exclusionary discipline at an alarming rate (Steinberg et al., 2011). Steinberg et al. found that of the middle school/junior high school students in sixth through eighth grades, 16% were suspended out of school for an average of 5.2 days. At the high school level, in CPS, approximately 22% of the total number of students received suspensions for an average of 6.6 days. In 2012, the number of suspended students rose to 3.45 million; this included 130,000 students who were expelled (USDE, 2017).

Zero Tolerance Policies

Zero tolerance policies contribute to the increased use of punitive discipline practices. Zero tolerance policies require schools to administer consistent, specific and often harsh consequences for certain infractions (Heilbrun, Cornell, & Lovegrove, 2015). These policies came into existence in the late 1980s as a harsh stance toward students who incurred infractions related to weapons, drugs, and/or gang activity (Allman & Slate, 2011). However, while the intention of zero tolerance policies is to protect against perceived threats as opposed to the actual dangers of school violence (Hirschfield, 2008), schools do not identify the actual dangers in their schools, by looking at suspension and expulsion data; instead they create policy for the most serious infractions. While these policies were designed to be a deterrent to major criminal and school safety infractions; the unintended consequence is that zero-tolerance policies have resulted in an increase in the amount of exclusionary discipline used in schools (Curran, 2016).

Zero tolerance policies played a large role in the increase of out of school suspensions throughout much of the late 1990s and early 2000s. I experienced this first hand in two different school districts where the school/district discipline policy mandated out of school suspensions for specific infractions. Zero tolerance infractions included those generally associated with zero tolerance (i.e. weapons, drugs and gang activity), but also less severe infractions. For example, at one high school we suspended students for a minimum of three days for using a cell phone in the building. In a different high school where I administered discipline students that were found under the influence of any drug were alternatively placed.

Impact of SB100 in Illinois Schools

SB100 is an amendment to the Illinois School Code statute addressing student discipline. The new language imposes the circumstances for which a school may administer exclusionary

discipline and requires schools to exhaust other appropriate and available consequences prior to issuing suspensions and expulsions (Illinois Public Act 105 ILCS 5/099-0456, 2016). The subsequent sections will review the impact of the law on schools throughout the State of Illinois.

Exclusionary Discipline in Illinois since SB100 Implementation

Since the implementation of SB100, there has been a drop in both suspensions and expulsions in the State of Illinois. According to the Illinois State of Board of Education (2019) and the National Center for Educational Statistics (2019) database in 2006 Illinois schools administered 130,650 suspensions, which represented approximately 6.5% of the students enrolled in Illinois schools that year. That number rose to 148,086 (7.4%) in 2015. However, in the two years since the implementation of SB100 the number dropped to 98,043, 4.9% (2017), and 111,640, 5.5% (2018).

The reduction in expulsions since the implementation of SB100 is even more significant than the reduction in suspensions. In 2006, Illinois schools expelled 2,760 (0.138%) students. This number rose to 3,712 (0.186%) students in 2012. However, since the implementation of SB100 there were 535 (0.027%) and 572 (0.029%) expulsions in 2017 and 2018 respectively. In addition, a large percentage of students expelled in the past two years received educational services in some manner during the expulsion (Illinois State Board of Education, 2019; National Center for Educational Statistics, 2019).

Alternative Education Placements

Alternative education is provided to students who do not experience success in the general education environment or who presence may be disruptive (Raywid, 1995). These placements have been used more frequently since SB100 as they provide a way to remove students from school without expelling them. In Illinois some alternative education facilities are

operated by school districts while others are run by Regional Offices of Education or private companies. Successful alternative placements attempt to develop a community of support for students and often strive to support students' challenging behaviors rather than attempting to conform behaviors to a specific learning environment (De Jong & Griffiths, 2006).

SB100 Guidelines

SB100 divides exclusionary discipline consequences into three different categories: students suspended three days or less, students suspended for more than three days, and students suspended up ten days with a possible recommendation for expulsion. Ultimately, school officials are the final arbitrators of whether all other appropriate and available services have been exhausted, but in all categories, appropriate and available services must be exhausted prior to issuing an exclusionary consequence (Illinois Public Act 105 ILCS 5/099-0456, 2016). Available services may include social work, participation in social groups, academic interventions, special permissions and/or restrictions, among other services a school may offer. That said, after these services are exhausted, specific criteria that must be met when schools consider exclusionary discipline.

Per SB100, a suspension of three days or less can only be used if a student's presence at school poses a threat to school safety or a disruption to the learning opportunities of other students. Additionally, the law states that suspensions of more than four days, that may or may not include a recommendation for expulsion, requires that the offender's continuing presence at school either i) poses a threat to the safety of students, staff, and/or members of the school community or ii) substantially disrupts, impedes, or interferes with the daily operation of the school. School officials/administrators determine whether other services and consequences are appropriate as well as whether to use exclusionary discipline. When a recommendation for

expulsion is presented to the Board of Education, the school must retain a hearing officer to hear both sides and provide due process (the same process exists when parents/guardians formally appeal a suspension). In addition, a written recommendation must be presented to the board with a rationale for the specific duration of the expulsion (Illinois Public Act 105 ILCS 5/099-0456, 2016).

SB100 also mandates the elimination of zero tolerance policies (except when required by federal law, i.e. firearms). SB100 changed the frequency of when and why an administrator assigns a consequence based on a zero-tolerance infraction. For example, prior to SB100 a school could include a zero-tolerance policy with regards to drug distribution, or even drug use in its school policy; however, such a policy is no longer permissible because the school must exhaust other appropriate and available resources prior to issuing exclusionary discipline (Illinois Public Act 105 ILCS 5/099-0456, 2016). In Illinois, the (federal) zero tolerance laws pertaining to firearms are the only enforceable zero tolerance laws.

Aside from the components of the law governing the administration of exclusionary discipline, the law also reauthorized or established several other mandates. One requirement reestablished that schools must organize a Parent-Teacher Advisory Committee that meets on an annual basis to review discipline policies and their implementation. This provides an opportunity for staff and community to participate in discipline policy discussions and decisions. Additionally, SB100 also requires ongoing professional development for teachers, administrators, school board members, school resource officers and staff regarding the adverse effects of exclusionary discipline as well as proactive measures to manage, and coach expected classroom behaviors (Illinois Public Act 105 ILCS 5/099-0456, 2016).

In addition to keeping more students in school, the benefits of SB100 extend beyond keeping students who incur disciplinary infractions in school buildings. Refraining from exclusionary discipline also influences school climate, student offenders and the racial equity of student discipline in a positive way (Allman & State, 2011).

School Climate

SB100 instituted conditions and guidelines for school officials' to administer exclusionary discipline consequences. Expulsions and suspensions negatively impact school climate if used when they are not completely necessary. Their purpose is to remove dangerous or disruptive student(s) from the environment to prevent the persistence of negative school behaviors, but when used too frequently suspensions negatively impact school climate (Allman & State, 2011; Morris & Howard, 2003). Additionally, excessive punitive and exclusionary discipline measures can lead to antisocial behavior that negatively influence school climate, which influences the level of disorder and chaos within the school environment (Gottfredson, et al., 2005).

Exclusionary school discipline practices are detrimental for not only the school climate, but they also negatively influence student learning as well as students' social and emotional development (Baker, 2018). Steinberg et al. (2011) that compared schools with the same demographics in the same geographic locations. The findings show schools that use suspension and expulsion more frequently have the perception of being less safe. Based on these negative effects of exclusionary discipline, unless completely necessary for the safety and well-being of other students in the building, reducing suspensions and expulsions improves perceptions of school safety, which impact school climate.

A comprehensive look at the students and infractions that warranted an Out of School Suspension found that behaviors that led to office referral were primarily not those that threatened safety, but instead those that indicated noncompliance or disrespect (Skiba, Peterson, & Williams, 1997). These infractions constitute responses or consequences that do not warrant exclusionary discipline. Examples of these infractions include dress code and cell phone violations, missed consequences, tardies and trancies. As stated above, these minor infractions can lead to suspensions due to a lack of compliance with the initial punitive consequences administered. These suspended individuals would experience greater benefit from education and guidance regarding their behaviors as opposed to punishment. Due in large part to Senate Bill 100, practices where students are eventually suspended for minor infractions occurs much less frequently. This benefits students by keeping them in school after minor infractions. However, a need still exists to provide students with education and strategies to navigate school while avoiding future disciplinary infractions (Ryan & Ruddy, 2017).

Baker (2018) and Curran (2016) analyzed principals' perceptions of exclusionary discipline in their respective studies. Both researchers found that principals held the belief that suspensions and expulsions negatively affect their schools. Baker (2018) found that administrators perceived out-of-school suspension as a major barrier to effective school discipline. Curran (2016) found when students receive exclusionary discipline consequences, no improvement in the educational setting existed for those students still in school.

Student Benefits

Students benefit from attendance in school daily, while students removed from the educational setting for disciplinary reasons are stigmatized (Gottfredson, Gottfredson, Payne & Gottfredson, 2005; Kirk & Sampson, 2011). Through SB100 and the mandated reduction in the

use of exclusionary discipline, student offenders benefit through improved attendance at school.

An impactful benefit because suspended or expelled students are at a greater risk of incarceration, dropping out, academic failure and/or entrance into the juvenile justice system (Massar, McIntosh, & Eliason, 2015).

Sometimes, students who are arrested in high school become incarcerated. This is due to prolonged exposure to the criminal justice system, which begins when students are in middle or high school, and affects them through their adulthood (Skiba & Peterson, 1999). In turn, students experiencing a suspension or expulsion are at greater risk of detainment in jail or prison, and students who experience an arrest by police are 50% more likely to drop out of school than their non-arrested peers (Kirk & Sampson, 2011). However, even though a strong correlation exists between the two populations, no predictive study has been done to show that expulsions and suspensions as a child cause adult incarceration (Richardson & Judge, 2013).

Student disciplinary practices are meant to remediate the behavior and prevent future disciplinary incidents (Perry & Morris, 2014). Barker (2018) found that all participating administrators shared two concerns when students were removed from the learning environment through an exclusionary consequence. They believed that the student was at a higher risk of academic failure. Secondly and more importantly was the lack of supports to re-teach the pro-social behavior to help the student succeed when re-entering the learning environment, therefore increasing the likelihood of a reoccurrence (Baker, 2018).

With regards to preventing future disciplinary incidents, practices suggested in SB100 will likely prove more successful. In early 2000 through 2009 (the height of punitive discipline administration), the number of disciplinary incidents involving drugs, gangs, and weapons showed no change (Allman & Slate, 2011). Furthermore, it decreases the students' connection to

school and makes them more at risk for future disciplinary infractions (Massar, McIntosh, & Eliason, 2015).

Racial Equity

Another component of SB100 requires schools suspending students to track disaggregated data pertaining to gender, age, grade level, incident description and race/diversity (Illinois Public Act 105 ILCS 5/099-0456, 2016). Part of this component includes providing training to staff regarding culturally responsive discipline. Certainly due in part to every year since 2006 (including the years since the inception of SB100) African American students make up between 45 and 55% of the students suspended in the State of Illinois, while only making up 17 to 19% of the population in schools (Illinois State Board of Education, 2019; National Center for Educational Statistics, 2019).

In Illinois and throughout the country racial disparities in the administration of exclusionary discipline continues to persist as concern. In the mid-2000s, research indicated that these severe penalties were administered frequently and at unequal rates to minority students (Wallace, Goodkind, Wallace, & Bachman, 2008). Furthermore, the percentage of black enrollment was the single strongest predictor of out of school suspension being used in a school (Skiba, Chung, Trachok, Baker, Sheya, & Hughes, 2014). Demographic data collected by the Illinois State Board of Education (2019) and National Center for Educational Statistics (2019) show that African American students are suspended more frequently than students from other races and backgrounds. African American students currently represent 16.8% of the total enrollment in the State of Illinois. This means that race, specifically enrollment of African American students, showed a larger predictive correlation on the number of suspensions than the actual behaviors occurring in the building did. In addition, schools with disproportionate

percentages of black students attending tended to respond to the same infraction with more harsh consequences than schools in more affluent districts with smaller percentages of African-American students (Welch & Payne, 2010). Additionally, Welch and Payne (2010) found that the percentage of African American students was the number one predictor of harsh discipline, punitive consequences and charging students with crimes.

Popular Disciplinary Practices since the Implementation of SB100

SB100 emphasizes a focus on education and proactive measures to help students to become more functional members of society and the school community. Three such measures are social emotional learning, positive behavior interventions and supports, and restorative practices. These measures are disciplinary interventions that can be utilized independently or in unison with one another by school districts prior to resorting to exclusionary discipline (Illinois Public Act 105 ILCS 5/099-0456, 2016). The following sections describe these measures and explain how they benefit students.

Social Emotional Learning

The definition of social emotional learning (SEL) is “the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions” (CASEL Guide, 2013). SEL consists of five core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. It is a student-centered approach to intentionally teaching skills that will help students navigate situations that arise in schools. The purpose is to teach students to develop morally and promote positive mental health through

lessons, in the curriculum and to practice social and emotional development in academic classes (Osher, Bear, Sprague, & Doyle, 2010).

The reach of SEL programming goes well beyond dealing with student disciplinary issues. It is a more proactive way of dealing with students that pose conduct problems. Students who received SEL instruction showed substantial increases in social and emotional competencies, behavior, attitude towards school, academic performance and a reduction in emotional distress and disciplinary issues (Durlak, Weissberg, Dymnicki, Taylor & Schellinger, 2011). Bridgeland, Bruce and Hariharan (2013) surveyed 605 teachers. The teachers listed poor behavior in the classroom as the second biggest problem in their schools, but noted that students engaging in SEL programs on average presented a nine to ten percentage point improvement in attitude, conduct issues, and emotional distress compared to students who did not participate in SEL instruction (Bridgeland, Bruce & Hariharan 2013).

The benefits of SEL programming go farther than simply reducing student disciplinary infractions. DePaoli, Atwell and Bridgeland (2017) surveyed 884 Pre-K-12 principals. They found that 98% believed students of all types would benefit from learning social emotional skills in schools and students who receive SEL instruction have achievement scores on average eleven percentile points higher than students who did not receive SEL instruction. This parallels Bridgeland et al.'s (2013) teacher survey in which three in four teachers believed that SEL instruction would improve academic performance. Additionally, the principals contended that SEL instruction drives improvements in the following attributes: executive functioning, self-efficacy, persistence, prosocial behavior and grades (DePaoli et al., 2017)

SEL instruction is a proactive measure to improve student discipline in schools. However, the benefits of SEL instruction can be hampered by a lack of full implementation in

schools. Principals and teachers agree that full implementation must be driven by the top of the school organization and cycled throughout the school district to ensure the benefits of SEL to students and staff (Bridgeland et al. 2013; DePaoli et al., 2017). The practice supports SB100 because it provides an available and appropriate intervention to any student who commits disciplinary infractions.

Positive Behavior Interventions and Supports (PBIS)

PBIS programs provide supports for all students, in all school settings, through a multi-tiered evidence-based approach (Horner, Sugai, & Anderson, 2010). The goal of PBIS is to reduce or eliminate exclusionary discipline in favor of proactive practices (Luiselli, Putnam, Handler, & Feinberg, 2005). PBIS focuses on rewarding positive behaviors as opposed to solely punishing negative behaviors. Luiselli et al. (2005) found that during a three-year initiation of a PBIS program, suspensions were significantly down, and overall office discipline referrals and suspensions declined each year of the study while academic performance improved. Schools that utilize a PBIS program provide an available and appropriate intervention to students who exhibit unsafe or disruptive behaviors.

In addition, the number of discipline referrals and intensive interventions decreased significantly when PBIS programs were implemented with fidelity (Swain-Bradway, Freeman, Kittelman, & Nese, 2018). Swain-Bradway et al. found that program fidelity with defined and taught expectations, a rewards and violations system, district support, leadership, and monitoring and decision making led to gains in the areas listed above. Furthermore, they found the number of student dropouts also decreased significantly. McIntosh and Goodman (2016) estimate, conservatively, that at time of publication one in five schools in the United States utilized PBIS.

However, more recently, schools are beginning to merge PBIS practices with Response to Intervention (RTI) procedures.

Multi-Tiered Systems of Support (MTSS)

PBIS and RTI traditionally are presented independently of one another although they both emphasize problem solving, data-based decision-making and evidence-based interventions (Eagle, Dowd-Eagle, Snyder & Holtzman, 2015). Multi-Tiered Systems of Support (MTSS) attempts to combine social-emotional, academic and behavioral needs through one system. MTSS is a combination of PBIS and RTI. These systems of support combine academic and behavioral supports under one intervention system (McIntosh & Goodman, 2016).

At their essence, PBIS and RTI focus on supportive academic and behavioral challenges in students through preventative measures, i.e. interventions. This approach is based on a philosophy that proactive measures are more effective than reactive ones (McIntosh & Goodman, 2016). Implementation of MTSS framework takes place in six stages that include exploration, installation, initial implementation, full implementation, innovation and sustainability (Eagle et al., 2015). To ensure effective implementation at all school levels, MTSS must be integrated systematically and with fidelity (McIntosh & Goodman, 2016).

Eagle et al. (2015) published a study that looked at an MTSS process in a large Urban High School currently in their third year of MTSS implementation. The study looked at 80 students with less than 80% attendance rate, who had three or more discipline referrals, and who were failing at least one class. These criteria analyzed academic and behavioral concerns from students. The 80 students who met the criteria received a Check & Connect intervention, delivered with fidelity. The intervention worked for 94% of the students who received the

intervention. Student not positively responding to the intervention received more intensive support.

Studies on PBIS/MTSS found that students benefit when exposed to interventions and supports prior to, or immediately after, disciplinary offences in school. These studies fall in line with the spirit of SB100 that states all available and appropriate interventions and consequences must be exhausted prior to issuing exclusionary discipline. Through exposure to PBIS/MTSS interventions, students are provided education and understanding pertaining to their infractions. These systems provide a positive and proactive framework for dealing with students that make mistakes and/or need supports. This was opposed to disciplinary practices historically used throughout the state and country that are reactive and punitive because the intent was to punish the student.

Restorative Practices

Simply stated, restorative practices are those in which the offender seeks to repair the harm done to those who were injured (Schwigert, 1999). The purpose of using restorative practices is to bring the person who created the damage to the person(s) impacted and use the conflict as a learning and personal growth experience (Ryan & Ruddy, 2017). Often this is done through mediation or conversation circles in which the school official (i.e., teacher, counselor, dean, and/or administrator) talks with the person(s) harmed, the perpetrator, and those who witnessed the infraction (Mullet, 2014; Ryan & Ruddy, 2017).

Traditional punishments administered for student disciplinary infractions only apply to the perpetrator. This ignores any resulting harms based on the infraction. Therefore, it does not help the wrongdoer develop empathy or recognize the impact the behavior has on others. Furthermore, punishment can result in an offender's self-protective disposition, a sense of

hopelessness, and/or a negative attitude (Mullet, 2014). This is opposed to the student using the experience as an opportunity for self-improvement. Restorative practices are a more student-centered approach to student discipline and provide administrators with available and appropriate supports to use instead of exclusionary discipline. The goal is education and growth as opposed to punishment (Ryan & Ruddy, 2017). A drawback is that some teachers could perceive restorative practices as a loss of control, specifically if the teacher works in a school that has traditionally utilized exclusionary methods of student discipline (Ryan & Ruddy, 2017).

In my current position we utilize restorative practices whenever the opportunity presents. One such reason occurred when we addressed two students engaged in a shoving match. Traditional punitive discipline consequences dictate these students receive an out of school suspension, or at the very least an in school suspension. However, we utilized available and appropriate restorative resources to complete a mediation. Both students sat down with two staff members and discussed how their actions affected both each other and other students who observed or were involved in the incident. After apologizing to each other the students also then wrote notes of apology to the students and staff members who were involved or who observed the incident. No further incidents occurred between the two students.

Another example of restorative practices occurred when a student was caught vaping in a school restroom. Traditional consequences justify administering an out of school suspension along with a police citation for a tobacco infraction. Conversely, restorative practices proved more appropriate in this situation. We issued the student an in-school suspension and required the student to develop a presentation on the drawbacks to vaping. The student presented that information to health classes as part of the restorative practice. This example demonstrates

compliance with SB100, as the school exhausted an available and appropriate consequence for the student as opposed to issuing an out of school suspension.

Conclusion

Disciplinary practices have changed significantly in Illinois schools since the inception of SB100. The law cites specific rationale for issuing exclusionary discipline consequences for students who engage in prohibited student conduct. Generally speaking, this includes conduct that threatens the safety of others in the building or conduct that substantially disrupts the daily operation of school. SB100 also sets the expectation that school exhaust available and appropriate interventions and punishments prior to issuing exclusionary discipline. As a result of SB100 districts need to identify different ways to address students who violate school policy. The resulting practices in many districts will likely be more proactive and supportive.

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Meta Text

Papers 2 and 3 will continue to analyze student disciplinary processes but will look at student discipline at a micro level through analysis of practices at middle and high schools in one school district. The district being analyzed is a large suburban K-12 school district that consists of twenty-one elementary schools, seven middle schools, three high schools as well as one preschool and one alternative education center. Approximately 28,000 students attend schools in this district, which is spread out over three large suburban communities.

Paper 2 presents the disciplinary data in the district over the past six years (three years prior to the passing of SB100 and three years since the law was enacted). I then examine information from district principals regarding the effects of SB100 in middle and high schools throughout the district. Through interviews with administrators in the district to discover how SB100 has affected disciplinary practices, students, school culture and climate in buildings.

In addition to the qualitative research on student discipline being conducted for Paper 2, the paper will also look closely at student motivation. Through Self-Determination Theory (SDT), a theory of human motivation that states an individual experiences motivation when he or she is intrinsically motivated, and that intrinsic motivation is provided through satisfaction of our basic psychological needs of autonomy, competence, and relatedness (Ryan & Deci, 2017). Paper 2 analyzes how new discipline practices and supports prompted by SB100 impact students, school climate and culture.

PAPER 2

Introduction

Students who are not motivated in schools are more likely to struggle academically and exhibit behavior concerns in class (Wery & Thomson, 2013). Students who do not perform well in school and choose not to attend because they are not motivated to attend, are at risk of dropping out of school (Kirk & Sampson, 2011). Bridgeland, DiIulio, and Morison (2006) established that the difference in annual salary for non-graduates as opposed to high school graduates is \$9,200. They also found that over a lifetime, the difference in salary can accumulate up to \$1 million when compared to that of college graduates. Furthermore, students without a high school diploma are eight times more likely to end up in jail, and four out of ten receive some type of government assistance. It benefits society to ensure that students are motivated to attend and engage in school.

Starting in the 2016-2017 school year, Illinois Public Act 105 ILCS 5/099-0456, 2016 (herein after referred to as SB100) took effect in the State of Illinois. The general objective of this law was to reduce exclusionary discipline practices (suspensions and expulsions) used in Public and Charter Schools throughout the state (Illinois Public Act 105 ILCS 5/099-0456, 2016). The following research also explores whether SB100 has positively affected student motivation from an SDT perspective (Ryan & Deci, 2017). As such, this study identified what disciplinary practices have changed since the inception of SB100 and how those changes have affected school climate and culture from a SDT perspective.

Summary of Prior Literature

School Discipline History

Throughout history, public school administrators addressed student misbehaviors using a variety of methods (Allman & Slate, 2011). The most widely used disciplinary method tended to be punitive measures that punished students for their infractions (Morris & Howard, 2003). Punitive measures include detentions and exclusionary practices such as suspension and expulsion. The idea behind exclusionary practices is that the practice deters students from committing infractions. However, there is a lack of research that supports the notion that the administration of punitive discipline creates a climate or culture that helps students learn from their mistakes (Curran, 2016; Massar, McIntosh, & Eliason, 2015; Mullet, 2014). Schools in which suspensions and expulsions are regularly issued see no improvement to school climate and culture, and are frequently perceived as less safe (Curran, 2016; Steinberg, Allensworth, & Johnson, 2011).

In lieu of removing students from school or punishing them for their behavior infractions, students who commit a violation of school policy benefit from education and guidance regarding their infraction (Perry & Morris, 2014). As opposed to exclusionary practices that remove students from the learning environment. Students who receive education and support in the learning environment for their inappropriate behaviors have a lower risk of academic struggle and lower incidence of reoccurrence of inappropriate behavior (Baker, 2018). Students do not learn from their transgressions when they sit at home after a discipline infraction. The concept of providing explicit instruction for students who incur behavior infractions is explored in this research through analysis of Senate Bill 100/ Illinois Public Act 105 ILCS 5/099-0456. This

policy sought to put more emphasis on education as opposed to punishment when students make mistakes in schools.

Current Context

Senate Bill 100 took effect in the State of Illinois in the 2016-2017 school year. Since implementation, suspensions and expulsions in Illinois have significantly declined (Illinois State Board of Education, 2019; National Center for Educational Statistics, 2019). For example, in 2006 Illinois schools administered 130,650 suspensions and by 2015 that number had risen to 148,086. In the two years since the implementation of SB100, the number dropped to 98,043 and 111,640 (Illinois State Board of Education, 2019; National Center for Educational Statistics, 2019). The reduction in expulsions since the implementation of SB100 is even more significant. In 2006, Illinois schools expelled 2,760 students. This number rose to 3,712 students in 2012, and even though the number dropped in 2015 to 1,135; since the implementation of SB100 there have been 535 and 572 expulsions in 2017 and 2018 respectively (Illinois State Board of Education, 2019; National Center for Educational Statistics, 2019).

Per SB100, a suspension is permissible if a student's presence at school poses: 1) a threat to school safety or 2) a disruption to the learning opportunities of other students. Along with limitations on the use of exclusionary practices, SB100 also mandated that schools focus on proactive practices to help students to successfully navigate their schooling. One way schools do this is to require an intake meeting when a student returns from suspension. The purpose of this meeting is to ensure that the student understands the rationale for their suspension and to discuss supports that will help the student in their return. Additionally, SB100 requires ongoing professional development for teachers, administrators, school board members, school resource

officers and staff on the adverse effects of exclusionary discipline, as well as effective classroom management strategies (Illinois Public Act 105 ILCS 5/099-0456, 2016).

Schools have grappled with the mandate that SB100 requires students who would have otherwise been suspended or expelled to remain in the school setting. Administrators have looked to various practices to help them keep the influx of students, who have exhibited behavioral difficulties and being sent to the office for discipline in class and school. There are many practices schools have turned to engage and support students with behavioral difficulties, such as Social Emotional Learning, Positive Behavior Interventions and Supports and Restorative Practices. These practices, at their core, are about helping a student feel connected to and successful in the school, and feel some sense of personal control of their behavior and choices. In that way, the ideas espoused in SDT (Ryan & Deci, 2017) are worth examining in greater detail.

Theoretical Framework

SDT Overview

Self Determination Theory (SDT; Ryan & Deci, 2017) is a theory of human motivation that states an individual experiences autonomous motivation through fulfillment of three basic psychological needs: autonomy, competence, and relatedness (Ryan & Deci, 2017). Autonomy is an individual's sense of freedom to make choices and decisions based on his or her interests and values with volition and choice (Ryan & Deci, 2017; Katz & Assor, 2007). To experience competence people must feel they are effective in performing their daily critical tasks and can contribute to the consequences of their actions (Ryan & Deci, 2017). Relatedness is developed because humans internalize practices from those with who there is an attachment or connection (Ryan & Deci, 2013).

Applying the concepts of SDT in the classroom and in schools can provide students choices that improve their motivation (Katz & Assor, 2007). Classrooms in which students experience autonomy, competence and relatedness provide increased motivation and engagement, even in less interesting classroom activities (Ryan & Deci, 2013). Conversely, controlling behaviors by teachers, are correlated to decreased student engagement, amotivation, anxiety, stress, and anger (Cheon & Reeve, 2015). Each of the three basic psychological needs is explored in greater detail.

Autonomy Support in Schools

Autonomy in the classroom can be supported and demonstrated through 1) procedures, 2) organization, and 3) cognitive process (Katz & Assor, 2007). Ryan and Deci (2017) found that cultivating environments that provide students support and autonomy lead, to increased engagement, performance and positive experiences. Additionally Guay, Ratelle and Chanal, (2008) contend it is essential that parents and teachers support autonomous motivation in their children/students as it contributes to the development of the child's intrinsic motivation. The positive effects of student autonomy go well beyond the current lesson being taught as even when students are provided autonomy for choices that may seem irrelevant to the teachers, it is the students' perception of autonomy that can benefit the child's academic and behavioral growth (Bowman, 2011). These practices demonstrate the benefit of autonomy in the classroom for students. There is, however, a gap in research concerning how autonomy with regards to student discipline affects students' motivation as well as the school culture and climate.

Competence Support in Schools

For students to be motivated they must believe it is possible to successfully negotiate the system, and do well academically (Ryan & Deci, 2017). Students must be provided competence-

enhancing choices that include an initial assessment followed by optimally challenging tasks (Katz & Assor, 2007). To experience competence in the classroom, students must develop pride in the work they are doing, which in turn motivates them to perform successfully in the classroom (Bowman, 2011). Ryan and Deci (2017) argued that schools are developmental centers and the biggest detriment to students and society is to do developmental harm to students. Therefore, educators' most critical task is developing students' confidence in becoming successful adults. Developing confidence in students it is also important to provide clear relevance to students' goals so that their basic need of competence is satisfied (Katz & Assor, 2007), not only to successfully navigate academics and classrooms, but also the entire school environment. This includes motivation through awareness of and competence in following rules and policy.

Relatedness Support in Schools

A learning environment in which students feel they are part of community and feel connected to other students and their teacher benefits students socially and academically (Beachboard, Beachboard, Li & Adkison, 2011). A sense of relatedness develops because humans internalize practices from those with whom there is an attachment or connection (Ryan & Deci, 2013). Classrooms with a positive learning community are mutually beneficial to teachers and students and produces a positive effect on students through increases in engagement, learning, and motivation (Davis, 2003; Klassen, Perry & Frenzel, 2012). However, a gap in existing research exists concerns the psychological need of relatedness. This study focuses on analysis of whether relatedness and school community affect motivation in students through changes in discipline practices.

SB100 and SDT

Exclusionary school discipline practices are detrimental for not only the school climate, but they also negatively influence student learning as well as social and emotional development (Baker, 2018). Students who are not motivated in schools are more likely to struggle academically and exhibit behavior concerns in class (Wery & Thomson, 2013). They exhibit poor attendance either based on suspension or truancy due to lack of interest and motivation in school (Massar, McIntosh, & Eliason, 2015). SB100 attempts to remedy this problem by placing restrictions on when exclusionary discipline can be administered. However, examining the effectiveness of SB100 goes beyond the measure of a simple reduction in the use of suspensions and expulsions. It is also important to see how new disciplinary practices contribute to, or detract from, students' motivation in schools across the state. Analyzing SB100 through an SDT lens explores how the law may influence student motivation as well as school climate and culture.

School climate has been shown to impact student motivation. Fenzel and O'Brennan (2007) found that peer social climate correlated with students' intrinsic motivation in schools. Furthermore, a climate that established a respectful and supportive environment influenced student motivation both academically and socially.

Supporting the three basic psychological needs in schools can motivate students and in turn, limit behavior infractions. SB100 became policy to reduce the administration of exclusionary discipline to students in public and charter schools throughout the State of Illinois. The mandate orders schools to focus on meeting student needs and addressing root causes of disciplinary issues (Illinois Public Act 105 ILCS 5/099-0456, 2016). This is motivating to students as it promotes understanding the disciplinary infraction as opposed to simply administering a punishment through the basic psychological need of competence because

students better understand why their actions are prohibited. In mandating schools into this paradigm shift, Illinois provided the opportunity for school administrators to add autonomy, competence, and relatedness into decisions and consequences involving student disciplinary infractions.

Student learning is enhanced through an autonomy supportive classroom (Reeve, 2010), but could an autonomy supportive environment also benefit students after they commit a disciplinary infraction? Students issued a punitive consequence are expected to correct their behavior based on removal from the education environment or an after-school detention. However, Ryan and Deci (2013) contend students are more creative and tend to learn better when they are intrinsically motivated in an autonomy supportive environment that would help them to learn from their infraction and correct their behavior that would help them learn from their infraction and correct their behavior. Restorative practices are ones that are much more prominent throughout Illinois schools since the inception of SB100 in that the offender seeks to repair the harm done to those who were injured (Schwigert, 1999). It downplays the evaluation of a student based on the behavior infraction and provides relevant feedback regarding the infraction (Niemic & Ryan, 2009). The basic psychological needs of SDT are visible in the philosophy of restorative practices as students who commit an infraction are provided 1) autonomy in their disciplinary consequence, 2) competence in understanding their infraction, and 3) relatedness in rebuilding damaged relationships.

According to Assor et al. (2018) when faced with a difficult group of students or placed in a difficult context (i.e., a school in a community with a high crime rate and low socio-economic status) teachers and school administrators can default to an environment of control and compliance. However, they also found that it is essential for teachers to understand the difference

between structure/limits, and autonomy suppression, to better work with violent student behavior. Furthermore, Reeve (2010) contends that teachers can provide more autonomy to students by 1) taking on a student perspective, 2) soliciting student input, and 3) supporting a student's ability to self-regulate. An administrator who is working with a student who committed a disciplinary infraction provides an autonomy supportive environment in the same way.

SB100 mandates autonomy in the composition of each school's code of conduct. The policy requires the establishment of a Parent-Teacher Advisory Committee that meets on an annual basis to review discipline policies and their implementation (Illinois Public Act 105 ILCS 5/099-0456, 2016). This is an aspect of SB100 that prompted a change in practice and provides more autonomy to stakeholders in the school.

Current Study

Ryan and Deci (2017) posit individuals experience increased motivation when their three basic psychological needs (autonomy, competence and relatedness) are met. Students who are motivated to be at school improve the climate and culture in the building (Fenzel & O'Brennan, 2007). The enactment of SB100 mandated schools utilize available and appropriate resources prior to using exclusionary discipline (Illinois Public Act 105 ILCS 5/099-0456, 2016). This has led to a decrease in the number of students suspended and expelled in the State of Illinois and to an increase in schools that engage in practices that educate and remedy harms caused. To accomplish this school districts began identifying and implementing resources to help support students who commit behavior infractions. These changes in practice through restorative practices and social emotional learning keep students in school and create a healthier school environment.

The purpose of this study was to determine how SB100 has affected the number of expulsions and suspensions in schools and determine the effect the law has had on school climate and culture. To achieve that purpose, this study examined the effects of SB100 on one large suburban school district in two phases, based on the following research questions:

1. Have there been significant changes to the rates of suspension and expulsion in school districts in the state of Illinois since 2016?
2. What building and classroom practices to address student discipline have changed since the implementation of SB100?
3. How have changed discipline practices impacted students, school climate and culture?

The first phase was a quantitative inquiry into the student discipline data for the school district to address the first research question. The second phase was a qualitative investigation to provide answers to the second and third research questions.

Research Design

To recognize how SB100 changed disciplinary practices and affected school climate and culture, a mixed-methods approach was used. Although the study utilized mixed methods, there was a heavy reliance on descriptive qualitative methodology with quantitative data used to provide context. The subsequent sections explain how qualitative and quantitative data were utilized.

Quantitative Data. The quantitative data in this study includes suspension and office-discipline referral data in the middle and high schools in one large unit school district in Illinois. The school district consists of thirty-two schools, seven of which are public middle schools that feed three large public high schools. Quantitative data are represented through tables and figures

presenting how schools administered exclusionary discipline both before and after the implementation of SB100. The data analyzed in this study are discipline data from the 2013-14 school year through the 2018-19 school year, which entails the three years prior to the establishment of SB100, and the three years since the law was implemented in the State of Illinois.

Qualitative Data. Qualitative data were gathered through thorough interviews with school administrators in the same large unit district in which the quantitative data were collected. Participants provided rich information that offered a detailed perspective of how SB100 has impacted disciplinary practices as well as culture and climate in their schools (Maxwell, 2013). In addition, principals were asked how SB100 affected student motivation in their schools focusing on how autonomy, competence and relatedness impacted their school's climate and culture.

I analyzed the qualitative data through a phenomenological approach to gain an understanding of how the participants' navigated the implementation of SB100 in their schools. The goal of this approach was to provide a point of view that produced truths and reasons for their beliefs regarding how SB100 has affected their schools (Bogan & Biklen, 2016).

Researcher's Positionality

I am currently an assistant principal in the school district examined in this study. I work with student disciplinary issues daily. In doing so I take direction from my principal and the other principals in the district. Additionally, I presently serve on the district's SEL committee. This committee is working to embed SEL competencies in the district's academic curriculum kindergarten through high school.

Study 1: Quantitative

Methodology

SB100 was reauthorized to reduce the administration of exclusionary discipline in Illinois schools (Illinois Public Act 105 ILCS 5/099-0456, 2016). After three years of the law, it is important to assess whether it has achieved its purpose of reducing suspensions and expulsions.

Procedures

To acquire the quantitative discipline data for the district, I worked with the district's Executive Director of Research and Assessment, who provided raw data for all the suspensions issued in the ten middle and high schools in the district from the 2013-2014 school year through the 2018-2019 school year. I then analyzed the data using SPSS to create the tables and figures shown in the next section.

Analyses and Results

Figure 1 presents the number of suspensions issued in the district's middle and high schools from 2013-2014 through 2018-2019. The data suggests that the drop in the number of suspensions occurred in the years prior to SB100's implementation. This was likely due a common understanding in 2014 from school districts throughout the state that SB100 would become law in 2016. Therefore, school districts began altering their discipline practices before SB100 was mandated in 2016.

This data also shows that the curve has flattened in the past four years for middle schools and high schools in the district. There are many possible explanations for this, but based on the language in SB100, one can conclude that it was due to the need to provide other available and appropriate supports prior to suspending, and the limited number of specific reasons that schools can suspend students out of school (Illinois Public Act 105 ILCS 5/099-0456, 2016).

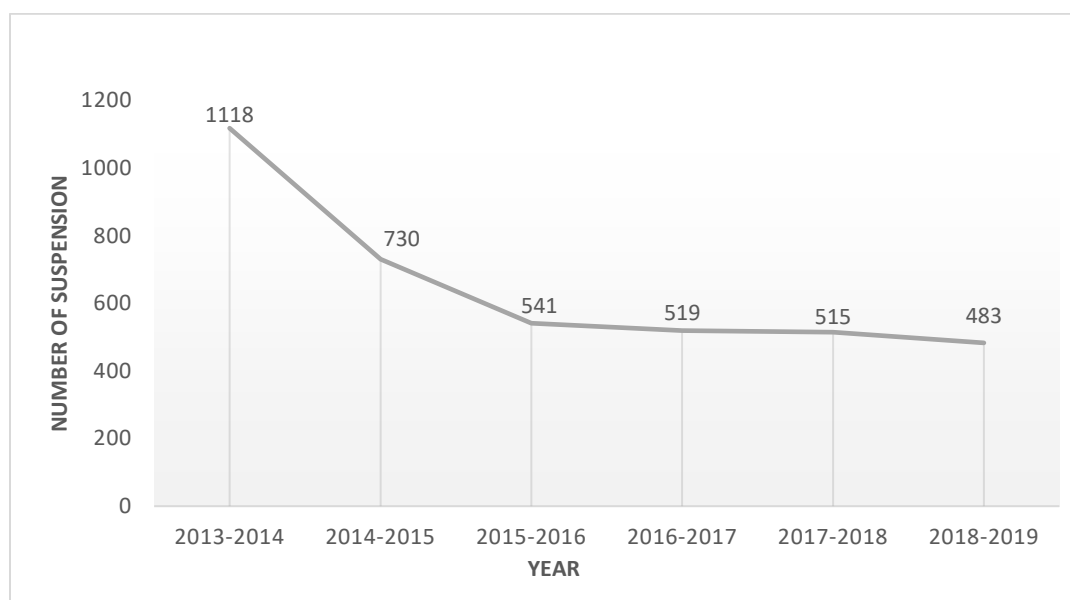


Figure 1: Middle school and high school suspension frequencies

Table 1 and Figure 2 display the infractions for which students were suspended from 2013-2014 through 2018-2019. These reasons are categorized by the codes that are submitted to the State of Illinois for reporting purposes.

Table 1

Infractions Warranting Suspension (Frequencies: 2014-2019)

	2014	2015	2016	2017	2018	2019
Alcohol	17	11	25	21	16	12
Dangerous Weapon-Other	0	15	8	12	8	4
Dangerous Weapon Firearm-Other	0	0	1	0	0	1
Drug Offenses	79	70	39	58	78	78
Other Reason	693	320	235	208	221	162
Tobacco	59	43	17	9	18	11
Violence w/ Physical Injury	0	0	0	4	4	11
Violence w/out Physical Injury	263	271	216	207	170	204

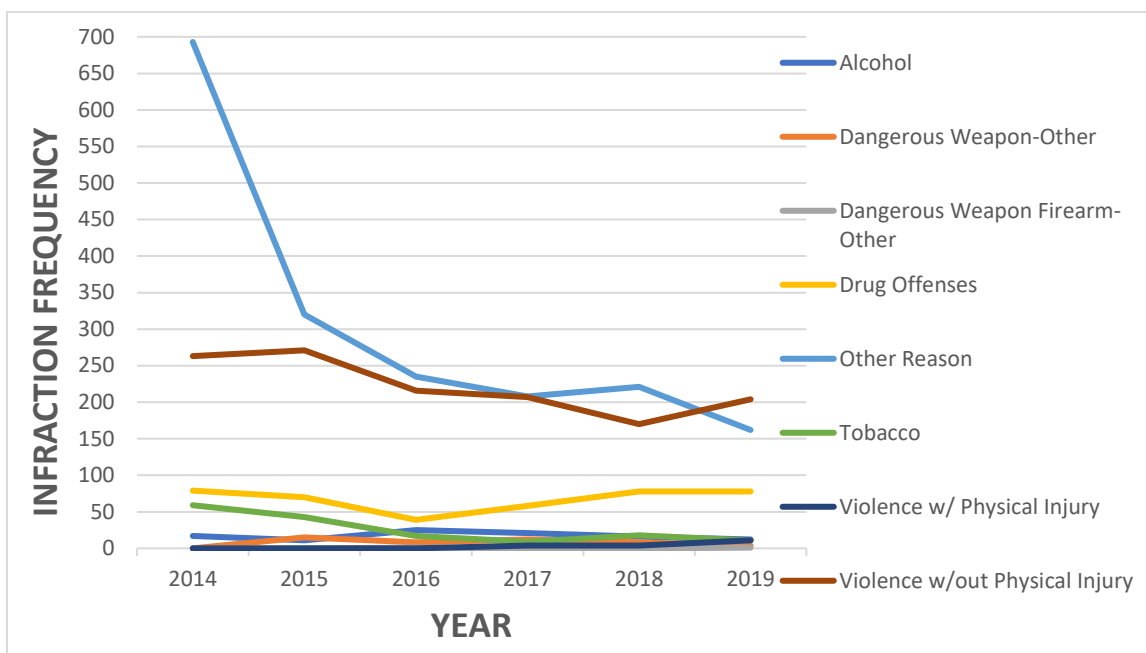


Figure 2: Infractions warranting suspension (Frequencies: 2014-2019)

The data displayed above in Table 1 and Figure 2 shows the number of suspendable infractions at the district's middle and high schools from the three years prior to the SB100 and the three years after. The infraction type with the largest drop over the six-year period is *Other Reason*. SB100 reads that unless a student is a safety risk or a substantial disruption to the educational environment, they cannot be suspended without first utilizing all other available and appropriate resources (Illinois Public Act 105 ILCS 5/099-0456, 2016). If the students being suspended for *Other Reason* did not meet the criteria for an out of school suspension based on SB100, then it makes sense for the number of students suspended for *Other Reason* to decrease.

Study 2: Qualitative

Methodology

The qualitative research conducted explores the effect of SB100 on day-to-day operations in schools. The goal of the study was to identify how disciplinary practices changed in middle

and high schools since the enactment of SB100 to investigate the impact these changes had on students and the school's culture and climate.

Participants

This study utilized a purposive sample for the qualitative portion of the study. I interviewed middle school and high school principals in a large, K-12 school district in Illinois (See Table 2). The participants were all currently working as principals in the same suburban school district from which the quantitative data were collected. The interviews with the principals were structured, individual interviews that took place in person or by phone. A set list of questions was asked of all principals, but some questions were added for clarification or eliminated because they were already addressed.

Table 2
Participant Information

	Gender	Middle/High School	Years in Current Position (as Principal)
Principal A	Male	High	6 (6)
Principal B	Female	Middle	1 (3)
Principal C	Male	Middle	1 (1)
Principal D	Male	Middle	6 (6)
Principal E	Female	Middle	6 (8)
Principal F	Female	Middle	11 (11)
Principal G	Male	Middle	1 (9)
Principal H	Male	High	6 (12)

Specific data and information pertaining to the participants' schools in the school district are shown in Table 3. This information provides the context for the answers provided by the participants' interview answers presented in the Findings section.

Table 3

Participants' School Demographics

Level	Enrollment	Low Income %	White	Black	Hispanic	Asian	2+ Races	Attendance
High	2925	20.0%	40.7%	12.9%	13.7%	28.3%	4.0%	95.5%
High	2594	21.0%	45.9%	12.5%	16.5%	20.2%	4.7%	94.0%
Middle	871	5.0%	53.8%	3.6%	5.4%	33.9%	2.8%	96.3%
Middle	1014	19.0%	33.6%	12.8%	15.9%	34.1%	3.3%	96.2%
Middle	849	8.0%	51.6%	4.2%	7.1%	32.9%	4.2%	96.6%
Middle	878	21.0%	41.3%	12.3%	12.3%	29.0%	4.8%	96.0%
Middle	1043	11.0%	38.6%	8.1%	5.5%	42.0%	5.5%	95.7%
Middle	780	17.0%	41.4%	7.9%	14.1%	31.2%	5.0%	96.0%
District	27,408	16.7%	42.4%	8.9%	12%	32.1%	4.3%	95.6%

Note. The table above provides data only for the principals who participated in the qualitative phase of this study. The *District* totals represent the eight schools examined in this study as well as the high school, middle school, and twenty-two elementary schools that comprise this K-12 district.

Interview Protocols

The interview questions for this study were researcher developed. Questions spanned four general categories that included SB100, autonomy, competence and relatedness. The questions pertaining to SB100 all informed the second research question, which identified changing practices based on the implementation of SB100 mandates. I reviewed Johnston and Finney's (2010) research pertaining to the basic psychological needs to construct the questions pertaining to autonomy, competence, and relatedness in the staff, students and schools.

To break up the interview into smaller chunks with a specific focus, the questions were categorized as: 1) pertaining to SB100, 2) student and staff autonomy, 3) student and staff competence, or 4) student and staff relatedness. To aid in vetting the interview questions (Table

4), the principal of a large high school in Illinois (not a respondent in this study) assisted via a read aloud during which the questions were read and answered. Following the answer to each question, the principal and I discussed whether the question garnered the information that I was attempting to gather. As a result, some questions were changed and repositioned to facilitate effective and informative interviews.

To ensure validity and reliability, three steps were taken: 1) the questions were vetted via a read aloud, 2) open-ended questions were used to avoid leading responses, and 3) questions were asked consistently (same questions, in the same order to all principals). Additionally, respondents in this study held a higher position in the school hierarchy than the researcher, which helped avoid any bias of answering in a specific manner.

Table 4
Interview Questions

Sample Question	Category	Research Question
Tell me about your school and how you became principal of that school?	General Introduction	N/A
What impact has SB100 had on your school?	SB100	RQ2
How has SB100 impacted your teachers' classroom practices?	SB100	RQ2
What alternative discipline strategies has your school implemented since the passing of SB100?	SB100	RQ2
Are staff encouraged to seek alternative solutions to discipline problems in the classroom?	Autonomy	RQ2 and RQ3
Do students know the consequences for specific infractions and do they have any voice in determining consequences?	Autonomy	RQ2 and RQ3
In what ways are students provided voice and choice in the school?	Autonomy	RQ3

(Continued on the following page)

Table 4 (continued)

Sample Question	Category	Research Question
Do students understand the infractions for which they are receiving consequences?	Competence	RQ2 and RQ3
What sort of trainings/professional development has been provided to teachers?	Competence	RQ2
What measures does the school take to ensure misbehaviors do not reoccur?	Competence	RQ2 and RQ3
Does your school feel like a community? Why or why not?	Relatedness	RQ3
Do students in the building get along with one another?	Relatedness	RQ3
How do staff and students feel about fewer students being suspended out of school?	Relatedness	RQ3

Procedures

An email was sent to the ten high school and middle school principals in one large suburban school district in Illinois. The email was vetted through district leadership and the appropriate university channels. All respondents signed a university consent form providing permission to be interviewed and audio recorded. The interviews lasted approximately 45 minutes, and all the interviews were conducted in person except for one, which was conducted by phone due to the COVID-19 pandemic. During the interviews I took detailed notes.

Data Analysis

Each interview was transcribed and reviewed for accuracy. While reviewing the written transcriptions, I began memo writing to sort and categorize the data (Charmaz, 2006), which led to initial coding and identifying the major codes and sub codes through incident to incident coding (Boddan & Biklen, 2007; Charmaz, 2006).

Then I began utilizing axial coding for the major and sub codes that materialized by asking and investigating the relationships among the codes (Charmaz, 2006). Next, as major and sub codes arose, I started categorizing using matrices to identify and develop major themes and their related sub themes (Charmaz, 2006; Maxwell, 2013). Finally, grounded theory surfaced as theoretical components pertaining to my research questions began to emerge through contextual examples from respondents (Charmaz, 2006).

Findings

Through analysis of the interview transcripts, two major themes and four sub themes emerged shown in Table 5.

Table 5
Major Themes and Subthemes

Major Theme 1		Major Theme 2	
<i>Building Relationships</i>		<i>Student Reflection</i>	
Subthemes	Number of Respondents Who Discussed this Theme	Subthemes	Number of Respondents Who Discussed this Theme
<i>Principals Building Relationships with Students</i>	8	<i>Reflection via Restorative Practices</i>	7
<i>Cultivating an Environment in which Staff Build Relationships with Students</i>	6	<i>Reflection via ISS and Other Uses for ISS</i>	6

Note: ISS refers to In-School Suspension

Explanation of Major Themes

Two major themes that emerged from the principals' responses to the questions: building relationships and student reflection and understanding. The major themes and corresponding subthemes are presented in the following.

Major Theme 1 – Building Relationships. All the participants discussed the importance of both administrators and staff building relationships with the students in the building. An explanation of why it is important to develop those relationships was provided by Principal B who stated that

“...the reality is that if you have a relationship with a student, the more likely they are to respond to you in a positive way.”

Here, Principal B asserted that when a relationship exists between an adult and a student, the student is more likely respond constructively.

The way each principal established and cultivated those relationships depended on their school setting, previous leadership, and each principal’s own personality and demeanor. For example, high school principals differed from their middle school counterparts in the way they built relationships with students. Both high school principals talked about meeting with smaller groups of students whereas middle school principals discussed interacting with students in common areas of the building (i.e., cafeteria, hallways, etc.). The two subthemes that fell under building relationships were 1) principals developing relationships with students and 2) cultivating an environment in which staff can build relationships with students.

Subtheme 1. Principals Building Relationships with Students. All eight of the principals discussed the importance of developing strong relationships with students. The methods by which the principals developed those relationships included meeting with student groups, conversations with individual students, and being a consistent presence in common areas of the building (i.e., hallways, cafeteria, etc.). The principals shared that when a relationship with students is forged, those students feel a sense of belonging and develop trust. When trust is built,

students become more responsive when addressing something personal, such as the child's behavior.

The goal of student disciplinary practices is to change the behavior of a student who is committing behavior infractions (Baker, 2018; Ryan & Ruddy, 2017). Having a relationship with a student contributes to a principal's ability to change that behavior. Principal F provided the following comments pertaining to why it is important to build relationships with students based on previous experience as a high school dean of discipline:

I was told that I spent too much time talking to the kids by a high school principal. He said what you need to do is get those kids in, give their consequence, and get them out. I said well that's not really my philosophy, which is to change the behavior and I need to get to know kids to figure out how.

It is important to recognize that Principal F's comments refer to a time when a common practice in high school deans' offices was to administer consequences and then move onto the next student. This respondent refused to do so because of the conviction that relationships with students are vitally important.

The statement made by Principal F reflect feelings on the importance of building relationships with students as well as the benefits of building those relationships. Ryan and Deci (2013) state that relatedness is developed through internalizing practices from those with whom there is a connection. By establishing connections with students, these principals are nurturing a greater sense of relatedness in the students. Nearly all the middle school respondents shared this opinion. For example, Principal C said:

Behaviors being a form of communication and realizing that when we see students who are having behaviors in the classroom they're trying to tell us something and so that importance of building the relationships with students has really been you know, what Senate Bill 100 has created.

Here Principal C's thoughts concur with Principal B's and Principal F's previously stated beliefs that to better address student behaviors, there must be an increased focus on relationships.

An additional way four interviewees fostered relationships with students was through development of an at-risk student group that met on a regular basis. These principals felt it was necessary to meet with at-risk students separately, often outside of regular school hours, to provide an additional level of support. Principal G shared that "I have an intervention group of kids that I work with three days a week after school; it's 25 kids mostly African-American and Hispanic boys." Principal G described the group and its purpose:

It is called Mustang Project and is for kids that are just struggling either social/emotionally, academically, and behaviorally or all three. Most of the kids are all free reduced lunch and are not kids that we have tons of discipline with so they're kids, where if we could just intervene enough, they can maybe go the right way instead of the wrong way.

After describing the group, Principal G explained that in addition to meeting three times a week to work on homework and life skills, the students are "paired with an adult mentor from the community that looks like them." The components of this after school group creates a strong connection and attachment to the school, which in turn builds relatedness within the students.

The other respondents who established groups for at-risk students at their schools, did so in a similar manner and for similar purposes. Principal D explained:

"So we started an Opportunity Group which is targeted group just for African American kids. It allowed those kids to really process about the real world and some of the struggles they faced."

This group Principal D is very similar to the group discussed by Principal G, as it is comprised of minority students at-risk of struggling in school. Principal D described the rationale for

developing such a group and the benefits Principal D has experienced as a result of organizing and leading this group:

And that's how important it was and so it allowed those kids to really process and talk about things in the real world and it gave them a safe place to talk about some of the struggles they have as young African-Americans in a predominantly white community.

These groups help students interact with others who face similar challenges and build a sense of community.

All the statements illustrate that building a relationship is paramount and must come first when discussing student discipline. This belief satisfies the basic psychological need of relatedness. Students experience increased motivation when they know that someone in the building cares about them. Furthermore, developing these relationships provides students a sense of belonging in the school and helps them avoid feeling disconnected, which damages a student's sense of relatedness (Ryan & Deci, 2017).

Subtheme 2. Cultivating an Environment in which Staff Build Relationships with Students. Six of the eight principals discussed facilitating and providing opportunities for the staff to build or strengthen relationships with students. The two other principals did not mention it directly but alluded to the importance of staff having strong relationships with students. These participants contend these relationships are important because they establish trust and connection with staff and build a sense of relatedness for the student. This view parallel research that show when students feel connected with teachers, they benefit the students socially and academically (Beachboard, Beachboard, Li & Adkison, 2011). The principals explained that they sought to foster these relationships in a variety of ways, which included: a focus on relationships, professional development, and teacher support.

To ensure that the building had strong bonds between the staff and students, Principal F made it a priority both with the way the administration functioned and the school's theme for the year:

We're going to build the relationship between teacher and student it was, 'you have to meet me to teach me' (that was one of our themes). You need to be able to tell me something about the child, and it can't just be that their a pain in the neck, before we start looking at what is wrong and where it is going south. So, we really looked at the student relationship piece, above all else.

In making this statement, Principal F communicated the importance of staff forging relationships with students and. Principal A echoed that sentiment while stating: "I feel our teachers, the practices in their classroom, we didn't have to tell them 'hey no longer write referrals.' I think it was just more of like giving them ways to work with certain students before they just throw their hands and send them out of class."

In a similar manner, Principal A stated that their focus was on how to work with difficult students to avoid removing them from class. Principal A later noted that this comes from staff developing relationships with their students. Students who develop bonds with staff exhibit increased motivation to be at school (Davis, 2003).

Fewer respondents discussed professional development efforts to cultivate stronger relationships between students and staff. Four of the eight principals discussed book studies to engage staff in conversation rather than a strict literature review. Illustrated here, Principal G used the book Mrs. Spitzer's Garden (a children's book):

This year's theme is The Hidden Harvest, so I started the year giving every teacher a book called Ms. Spitzer's Garden...all plants need different things in that teachers are investing in all these kids, but you don't always see the fruits of your labor. So you know you're just really trying to work with the teachers on every kids different, every kid needs something different.

This book provided staff with a different perspective on working with students. Principal G, along with Principals B, C, and E emphasized the conversations that followed the book studies, which helped bring an awareness to staff. They contend these book studies build a motivation to develop competence by providing staff with new knowledge and viewpoints through reading and discussion (Ryan & Deci, 2017)

Another professional development effort that five of the eight principals discussed was de-escalation strategies and Crisis Prevention Institute (CPI) training. This training is a resource to improve staff's abilities to work with difficult students. The skills provided allow staff to safely recognize and respond when students are in crisis (Crisis Prevention Institute, 2020). Principal B believed strongly in the benefits of providing CPI training to staff when stating,

We would bring in people from DST (District Support Team) to talk to all staff about the de-escalation techniques as certified CPI trainers to get them to understand it when a child is up here and you meet them there, they're going to go higher. So we just talked about your reaction and the way that you respond is going to have an impact on how a student reacts to you.

This statement articulates how CPI can help all staff more effectively work with challenging students. Principal B explained some of the benefits to all staff receiving this training: "Just having conversations about what else you could do to avoid power struggles with kids, ignoring behavior that you can ignore, picking battles and then building relationships."

Principals A, B, D, F and H praised de-escalation strategies and CPI as a tool to better communicate with students to avoid more serious behavior infractions. Staff who unsuccessfully de-escalate a distressed student feel ineffective in their ability to mobilize and organize action, whereas staff who are trained to de-escalate students and do so effectively feel accomplished and a stronger sense of self (Ryan & Deci, 2017).

Providing support to teachers and staff was also discussed as a way to cultivate an relationship building environment. Principal C provided an example of actions taken by the school's administrative team to facilitate stronger relationships between staff and students:

So we have this team of teachers who came to us and they were just frustrated, they are ready to pull their hair out. So it was a lot of difficult conversations with those staff members to understand that they were being supported but there has to be some kind of a change in the way that they do things with the students so that they can get those kids on their side.

At the conclusion of the difficult conversations Principal C shared the staff concluded that they needed to try something different and build relationships with those difficult students. Principal C discussed how the administrative team at the building supported the development of those relationships and described the significant impact on one teacher:

We asked her to sit with the student for 5 minutes at the beginning of every class so we stepped up. As administrators we would go into the classroom and get the students started. That teacher would immediately start to pull the students (out into the hall) and just meet with them at the beginning of class...the staff member specifically started coming down to the office and just saying this is going great!

This example illustrates the way Principal C cultivated an environment in which staff could build stronger relationships with students. These relationships also likely strengthened student motivation by increasing the sense of relatedness for the students, because as the relationships between students and staff strengthened both parties felt important, heard and respected (Ryan & Deci, 2017).

The benefits of stronger staff and student relationships are difficult to measure and quantify. That said, Principal E discussed how building leaders have focused on relationships for the past two years and the benefits that have resulted from this practice: "I feel like we have worked very well to establish those student relationships and return to that as our priority the last two years, and there are very interesting potential impacts our data."

Principal E also paused to discuss other professional development ideas the school had explored in years prior, but noted the benefits of focusing on relationships: “when we move back to starting with the relationship, and like, we have the largest growth this year. So, I don't, I mean I think that's going to be hard to duplicate, but it's been great to see this year.”

Here, Principal E explained how a renewed focus on relationships led to academic growth in the building. Schools in which strong student-teacher relationships exist can lead to academic improvement through increased engagement and motivation (Klassen, Perry & Frenzel, 2012).

Major Theme 2 – Student Reflection and Understanding. The second major theme is the benefit SB100 has on student reflection. Two ways that students have learned to reflect on their actions since the implementation of SB100 are through restorative practices and in-school suspension.

Subtheme 1. Reflection via Restorative Practices. Seven of the eight principals discussed utilizing restorative practices as a vehicle to help students reflect on their actions and remedy any damage. These practices establish a process by which students make amends for their infraction (Ryan & Ruddy, 2017). The principals had to make sure the staff were prepared to use them with students. Principal B explained:

“We went through the restorative process with staff and talked about when a kid does something wrong you might be called down to the office to process with that child 24 hours later after it happens.”

Principal B describes the candid and transparent approach that was taken in the building to prepare staff for SB100 and restorative practices. The rollout and professional development on restorative practices facilitated conversations among the staff that built a sense of awareness.

Principal H also conveyed how restorative practices not only helps students, but also benefits the staff as they work through a conflict with a student using a restorative conference:

Now initially staff did not want to meet. They'd say, 'I'm not sitting down with any dean because I didn't do anything wrong,' and 'why should I have to meet,' but after a while word starting getting around, 'hey, now that kid and I have a great relationship and it started as a result of that restorative conference.'

These statements made by Principal B and Principal H praise the process and results of restorative practices in building relatedness for students and staff members who engage in these activities. Relatedness is built through the development of connections and relationships with others by presenting staff with a resource to develop stronger relationships in which both the staff member and student perceive that the other truly cares about them (Ryan & Deci, 2017).

The seven respondents who discussed restorative practices believed the process helps students grasp the impact of their actions, rebuild relationships, and become better people. In addressing the understanding of the impact of their actions Principal E stated:

Students will misbehave so I think we're hoping that sometimes if you (student) understand your impact, the impact of your behavior on the other kids, so we try to bring that into whatever we do restoratively. Understand what hurt that person or made more work for the custodian or something, but then they'll be deterred doing it again because there's a relationship.

This statement reflects the belief that restorative practices help students to understand the impact of their actions and, by attempting to repair the situation students better understand the harm they caused. That awareness helps students develop a greater sense of competence and relatedness. Competence is developed through an understanding of the harm they caused, and relatedness is fostered through the strengthening of a relationship with an adult in the building.

Principal H also discussed helping students comprehend the impact of their behavior but emphasized the academic impact in that: "now he realizes that the behavior that I'm doing it's

counterproductive to my learning and once we take those steps with restorative practices, you're able to get kids kind of back on track and back on task.”

Here Principal H is referring to utilizing restorative practices in lieu of a student suspension after an infraction. Through reflection and restorative practices students can see how their actions affect others as well as the impact that their (negative) actions have on their academics—potentially being out of school for one to five days and falling behind academically.

When expanding on restorative practices Principal C talked about the reflection and learning that students do when going through the restorative process:

They're able to learn from it, in hindsight. That's where we come in and the restorative piece or the education pieces is just invaluable. It creates better human beings, it's why we do this, it's why we got into this, not just to suspend them in and give them consequences, but we're able to teach them academically and behaviorally.

Principal C emphasizes teaching students and helping them grow as people is a building leader's primary responsibility. This provides a greater benefit to students than simply administering a punitive consequence. When addressing an infraction or unexpected behavior, the goal is education and growth as opposed to punishment (Ryan & Ruddy, 2017).

Principal D shared the following example of a restorative practice utilized with some students whose behavior caused multiple staff members to spend large amounts of time dealing with the students' transgressions throughout the course of a day:

You guys just wasted my whole day, you wasted my time, you have wasted all our time and all our teachers' time today, so we're going to waste your time, on Friday morning you have to come here at 6:00 and your parents have to come with you. I'm going to show you when teachers work when they're not getting paid.

Principal D believed that it was important for students to see the amount of time teachers and staff put into their job to illustrate how frustrating it can be when their time is wasted. Principal D continued:

I think I got like four of them and I walked them around...they welcomed the teachers that arrived at 6:00AM and then cheered and clapped (parents included) when staff showed up to the building. It was a way for them to restore that relationship. That has had the biggest impact as far as establishing that trust and building that relationship.

The example illustrates how restorative practices are used to benefit students by helping them understand the repercussions of their actions. Principal D shared that lessons/consequences like the one described above are most helpful in helping students learn from their mistakes, but it cannot occur as often as needed due to the large amount of time it takes to implement such a practice.

Principal G provided an example that illustrated how restorative practices can help students reflect and repair relationships.

“And he slammed the door and it put a big hole in the wall. Well, in the past you know, he would have been suspended, but we made it an in-school for that, and his mentor’s actually the head custodian here. So, he and the custodian repaired the hole in the wall, and he was able to talk with him about his temper and those types of things.”

Principal G conveys his beliefs in the benefits of using restorative practices rather than suspension. As opposed to a student being out of school for several days for damaging school property, the student instead reflected on his temper and repaired the damage he caused with the help from a trusted adult.

This provided increased motivation for the student by building competence and relatedness. Competence was built by providing an opportunity to reflect on and learn about his temper as well as the consequences of his actions. Relatedness was built through the student fixing the physical damage caused because it endeared him to students and staff in the building. Additionally, he was strengthening his relationship with the mentor with whom he worked to repair the damage. Students develop a sense of ownership through the activities they successfully participate in and complete (Ryan & Deci, 2017).

Principal G's addressed using in-school suspension as the vehicle to allow the student to reflect and repair the damage that he caused. The following subtheme focuses on how the respondents utilize in-school suspension to help students learn and reflect.

Subtheme 2. Reflection via ISS and other uses for ISS. Six of the eight respondents discussed repurposing/re-creating in-school suspension (ISS) to better work with students (post infraction). The six principals shared how they changed the way ISS is administered, how it benefits students, and the multiple ways it can be used for the betterment of everyone in the school.

Principal D talked specifically about the setup and purpose of ISS and how it has changed over the past several years.

I remember the transition when we began to keep them in school. It was important to tell my assistant principals what in-school looks like. Where it's not necessarily a cold room to sit quietly. We set it up so they had some fun activities and different staff supervising them so there was actually learning that still occurs during that time.

Principal D described ISS before SB100 as a dark cold room where a support staff member supervised and made sure all the students stayed quiet. In the statement above Principal D conveyed how the setup and purpose of ISS changed.

Principal H shared similar insights to those shared by Principal D with regards to the changing setup and purpose, but also discussed the change in how ISS is administered:

So now we're giving him a two-day vacation. So when he came back he didn't do any work while he was out for two days so he's further behind. The kids impacted most were our black and brown kids, which also happened to be the kids that are scoring the lowest on a standardized test. So, we took a look at some of our soft out of school suspensions and we turn those into in-schools. Then we took a look at our significant out-of-school suspensions for fighting, drugs, alcohol (that type of thing), and we basically kind of split that in half. So, in other words the old three days suspension became a one-day out and a one-day in.

This statement demonstrates how principals/administrators use ISS to reduce the number of days that a student is out of school.

However, in addition to being a means to limit the number of days a student is out of school, ISS is also used as a venue to provide interventions and supports. Principal B's statement focuses on the supports and interventions that are available for students when they are serving an ISS. "In-school suspension is still a thing and I think that's taking the place of a lot of our things that we would have suspended out of school for...360 Youth Services counselors are also as an alternative to (out of school) suspension and can be used during that time in-school."

In this response Principal B describes 360 Youth Services, a 3rd party counseling organization that partners with the school district to provide counseling to students in need. Principal B (as did other principals) referenced this organization as a support provided to students when they are in ISS.

Principal C echoed the thoughts of Principal B and mentioned other supports and resources provided to students when they are serving an ISS.

Whereas maybe in the past, pre Senate Bill 100 the kid's suspended and gone for three days. Now maybe it's an in-school filled with those tools...maybe we're looking more at a longer time in in-school suspension so they're meeting with different administrators, different counselors, teachers, and the student resource officer to build relationships with.

Principal C described what an ISS looks like for students who receive this consequence. Several staff members and adults meet with the student throughout the day to process the incident. This develops a sense of relatedness, which is built on the importance of relationships (Ryan & Deci, 2017).

ISS is a consequence used by most, if not all, middle schools and high schools in the state. However, it now looks different than it did just five years ago. Based on the principals'

responses and my own experiences in student discipline, ISS was formerly run by non-certified staff members and was a quiet room with no windows where students did the work that they were provided. While work completion for missed class time is still a component of ISS, it has grown into much more since the implementation of SB100. Students have access to certified staff members and other adults to reflect on and work through the damage they caused. Furthermore, current ISS in this school district build relatedness for students through opportunities to have one-on-one conversations with staff members who care about the student and want to see the student succeed.

Discussion

Using quantitative data from the State of Illinois and one large suburban school district as well as qualitative data from interviews with principals, the study looked at how the implementation of SB100 affected suspension data as well as school and classroom practices. The subsequent paragraphs explore each research question individually to unpack what this investigation found.

Research question 1 asked: Have there been significant changes to the rates of suspension and expulsion in school districts in the state of Illinois since 2016. The short answer to that question is yes; both suspensions and expulsions have decreased dramatically. According to the Illinois State of Board of Education (2019) and the National Center for Educational Statistics (2019) databases, suspensions in Illinois peaked in 2015 at 148,086 (or 7.4% of the student population). After the implementation of SB100 that number dropped to 111,640 (5.5%) in 2018. Expulsions peaked in 2012 when 3,712 (0.186%) were issued, but then dropped to 535 (0.027%) in 2017 post-SB100 (Illinois State Board of Education, 2019; National Center for Educational Statistics, 2019).

Policy does not always achieve its intended result; however, with SB100, the most plausible explanation for the reduction in suspensions and expulsions is the enactment of the law, which is supported by the quantitative and qualitative data in this study, as the school district examined in this study presented suspension data consistent with the State of Illinois. During the 2013-2014 school year, the district administered 1,118 out of school suspensions. The number of suspensions dropped to 730 in 2015 and 541 in 2016. The number of suspensions administered in this district has continued to drop in the years since the implementation of SB100 and was lowest in 2019 when 483 suspensions were issued. The number of expulsions administered in the district is negligible, as students committing expellable offenses are generally placed in the district's alternative school.

At the onset of this study I believed that the number of suspensions and expulsions would decrease due to SB100, which was the intent of the law. The quantitative and qualitative data from this study suggest that belief held true. There are two reasons for the reduction in exclusionary discipline consequences. The first reason is the specific criteria that must be met for an infraction to carry a penalty of suspension (or expulsion). These consequences can be used if a student's presence at school either 1) poses a threat to school safety or 2) disrupts the learning opportunities of other students. After the infraction, and after exhausting all available and appropriate resources (other than suspension), the student can be suspended (Illinois Public Act 105 ILCS 5/099-0456, 2016). This held true for the school district examined in this study, as the number of students suspended for Other Reasons has dropped significantly since 2013.

The results of this study indicate that the second reason for the reduction in exclusionary discipline is an effort by all staff to build stronger connections with students. As a result of SB100, schools are utilizing practices that have not only taken the place of suspensions and

expulsions (i.e., restorative practices) but also build connections and strengthen relationships among staff and students. Therefore, not only are fewer suspensions being administered, but there are also fewer infractions because of the stronger bonds between students and staff.

Results of this study show that SB100 has not prevented all students from committing behavior infractions in school, but it has changed schools' responses to those infractions.

Research question 2 asked: What building and classroom practices to address student discipline have changed since 2016.

Since the implementation of SB100, a school must provide a rationale for using exclusionary discipline as well as a reason for the duration of the suspension. If an incident is serious enough to warrant an out of school suspension and after the school has utilized all available and appropriate resources, then an administrator or administrative team can determine the number of days for suspension (Illinois Public Act 105 ILCS 5/099-0456, 2016). Based on the interview responses, the number of days a student is suspended is generally shorter for the same infraction than if it occurred prior to SB100. Usually the number of days students are suspended out of school are combined with an in-school suspension as a transition back into their regular school day. During the ISS students are presented with opportunities for reflection, assistance with schoolwork, and a means to repair relationships through restorative practices, which provide opportunities for students to make amends for their transgressions and repair the harm done to those who were injured (Schwigert, 1999).

The restructuring of ISS and restorative practices are important changes since the enactment of SB100 because they benefit students. When analyzing infractions that warranted an out of school suspension, Skiba, Peterson, and Williams (1997) found that behaviors that led to office referrals were primarily not those that threatened safety but rather those that indicated

noncompliance or disrespect. These referrals and resulting exclusionary discipline actions have dire consequences as students who were suspended or expelled are at a greater risk of incarceration, dropping out, academic failure, and/or entrance into the juvenile justice system (Massar, McIntosh, & Eliason, 2015).

SB100 encouraged principals to administer fewer days of out of school suspension for discipline infractions. This led to the restructuring and increased use of ISS, which involved more student reflection. In conjunction with the increased use of restorative practices, these discipline methods are better for students because these practices teach students appropriate behavior as opposed to simply punishing them for their transgressions.

The goal is education and growth as opposed to punishment (Ryan & Ruddy, 2017).

The final research question asked: How have changed discipline practices impacted students, school climate and culture. Interviews with eight principals answered that the new discipline practices have clearly changed students as well as the school climate and culture in a variety of ways. Past research shows that students who do not have proper social support from integral people at school are at greater risk to experience amotivation, which is the lack of motivation to do anything that can lead to exhibiting problem behaviors, doing poorly academically in school, and low self-esteem (Legault, Green-Demers & Pelletier, 2006; Ryan & Deci, 2017). Interviews with the principals reinforced this phenomenon through their consistent view that the development of relationships among all staff and students was paramount for student success.

Every principal conveyed their school had a strong sense of community as well as a positive culture and climate. This can be attributed to, in part, the connections and relationships forged at their schools. Students who feel connected to other students and staff in school possess

more confidence in their capabilities and have a higher probability of achieving prolonged academic success (Fenzel & O'Brennan, 2007; Furrer & Skinner, 2003). A learning environment in which students feel they are part of community and feel connected to other students and their teacher benefits students socially and academically (Beachboard, Beachboard, Li & Adkison, 2011). By developing relationships and making amends for their transgressions, students feel more connected to the school and contribute to a community in which their presence is appreciated, which positively influences the climate and culture in the building.

New discipline practices prompted by SB100 are important and have benefitted students because they need to be in school to succeed academically and socially. Exclusionary school discipline practices are detrimental not only for the school climate, but they also negatively influence student learning as well as students' social and emotional development (Baker, 2018). Keeping students in school by reducing suspensions and expulsions improves the school climate. A positive school culture and climate are important because when a school is positive and welcoming students are motivated to attend and do well (Fenzel & O'Brennan, 2007; Furrer & Skinner, 2003).

SDT and Student Discipline

Just five to ten years ago suspension and expulsion numbers were much higher than they are today throughout the State of Illinois. Previously students were suspended for minor infractions such as non-compliance, insubordination, and disrespectful behavior. These practices contradict the principles of SDT because removing a student from school for a discipline infraction deprives that student of their basic psychological needs. The student has no autonomy over the consequence being administered. The student is removed from school so there is no assurance that they learn from the consequence. Furthermore, a suspension or expulsion can be

stigmatizing, so those consequences create a detrimental impact on the student's sense of relatedness to the environment.

The implementation of SB100 has encouraged schools to look at student discipline in a way that better supports SDT, specifically with regards to providing for students' basic psychological needs. The emphasis on staff building and developing relationships with all students has been helpful for providing relatedness, as relationships help to foster a community of support. In addition, the restructuring of ISS and the incorporation of reflective and restorative practices have assisted in building relatedness and competence in students who commit behavior infractions. Competence is built through understanding who was wronged by the transgression and determining how to make amends. Relatedness is developed through the rebuilding of those relationships. Therefore, schools should be encouraged to address student behavior in a manner that is consistent with the principles SDT.

Current Environment and Considerations

Since the onset of this study, education has taken a large shift and there is uncertainty whether educational practice will ever return to what it was before 2020. In March of 2020 all schools in the State of Illinois (and throughout most of the United States) turned to some form of remote learning due to the COVID-19 pandemic. Additionally, in May of 2020 the Black Lives Matter movement moved to the forefront of the American news cycle with the tragic death of George Floyd at the hands of Minneapolis police officers. Both of these monumental events will change the dynamic of schools from the start of the 2020-2021 school year and beyond.

Aside from the society's current context and its impact on education, there were other aspects of this study that led to questions and considerations regarding student discipline. One consideration is the absence of autonomy with regards to student discipline. The principals

shared numerous ways they provide opportunities to develop competence and relatedness for the students, specifically those students who incur disciplinary infractions. However, student autonomy when determining an appropriate consequence for an infraction was mentioned by only a couple of principals and those that did mention autonomy, communicated that it was done more to receive input from the student rather than providing a choice.

Another question/consideration that arose was administering restorative practices with fidelity. During Principal D's interview he explicitly provided examples of how students benefit from restorative practices, but also mentioned how difficult it was to find time to utilize these practices with fidelity. I have experienced the same problem as an administrator at the middle school and high school level the past three-plus years (since the practice became a more common disciplinary action). Effectively administering restorative justice takes a lot of time and effort for an administrator when there are numerous other matters to attend to in the school.

A final question that may arise from the findings of this study, is what is the district doing regarding Social Emotional Learning (SEL). As an administrator in this district and a member of the district's SEL Committee I believe there are specific reasons why this topic did not come up in most of the interviews (even though it was mentioned by two middle school principals as an intervention provided to students). The biggest reason this topic was not heavily discussed was because SEL is proactive in nature as opposed to restorative practices and ISS that are issued after students commit disciplinary infractions. SEL is education/instruction provided to students to help them grow into well-rounded students and human beings.

A second reason for the absence of discussion around SEL is due to the committee's current collaboration with the Collaborative for Academic, Social, and Emotional Learning (CASEL) to establish a guaranteed and viable SEL curriculum for all students in the district. The

goal of the committee is to intentionally embed SEL curriculum into the current academic curriculum for students in kindergarten through twelfth grade.

Recommendations

Work is currently underway to effectively embed SEL competencies into K-12 curriculum throughout the district. One of the SEL core competencies is *Responsible Decision Making* (CASEL Guide, 2013). This competency can be taught with a focus on not only making virtuous decisions, but also how to make amends when an irresponsible decision is made. Furthermore, providing students with autonomy in how to make amends and restore relationships would support their basic psychological needs.

Another benefit of incorporating autonomy into SEL instructions is it provides staff opportunities to engage students in restorative practices in the classroom rather than removing the student from the classroom and sending them to the office. By doing so, it provides autonomy for the student offender to determine how he or she will make amends to the other students and staff in class. In turn this practice supports all the basic psychological needs to the student in the classroom by providing autonomy in how make amends, competence through learning about how actions affect others, and relatedness by taking ownership and rebuilding relationships.

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PAPER 3

PROFESSIONAL DEVELOPMENT PRESENTATION

Introduction

The insights described in this study can benefit middle and high practitioners, including teachers, support staff, and administrators. To share this information, I have created a professional development presentation that can be used by any administrator. Based on the research findings, the presentation will begin with research on the drawbacks of using exclusionary discipline based on the literature review presented in Paper 1. As a result of SB100, the popularity of new proactive and restorative practices has increased as schools work to avoid utilizing exclusionary discipline. The practices focus on education, positive behaviors, and finding remedies for students and staffed wronged by behavior infractions. The professional development content will demonstrate how the new practices will improve the culture and climate in schools, and, in turn, improves students' motivation by providing opportunities for more autonomy, competence and relatedness.

Not all teachers have embraced these new practices. McCall et al. (2018) polled nearly 400 elementary, middle and high school teachers, and of those polled, just over ten percent felt that disciplinary provisions enacted since the inception of SB100 have been successful in improving student behavior. Furthermore, the report found that less than 30% of the polled teachers felt satisfied with the professional development they received regarding effective classroom management strategies, culturally responsive discipline, and/or disciplinary methods that promote positive and healthy school climate.

The interviews and conversations with middle and high school principals in the current study guided the content and presentation method of the professional development. Through inquiry about how SB100 has affected their schools as well as questions pertaining to the basic psychological needs of SDT (autonomy, competence and relatedness), these eight principals helped identify ways to increase student motivation through improved building climate and culture.

DISCIPLINARY PRACTICES THAT MEET STUDENTS' PSYCHOLOGICAL NEEDS



**Submitted by
Matthew Clark**

Prepared for submission to the
NIU Graduate School in partial
fulfillment of the requirement for
the Degree Doctor of Education

Summary

This is the third paper/component of a Three Paper Dissertation. This final component is professional development presentation for school administrators, specifically building administrators at the middle and high school level. The purpose of Paper 3 is to provide a presentation and guidance so that any administrator could use the presentation to deliver the information to staff in their building. The presentation contains summaries of the first two papers of this dissertation, followed by recommendations, and strategies to implement those recommendations.

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Introduction

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Presentation Introduction

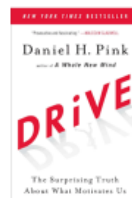
The first of two goals for the introductory section of this presentation are to introduce Self Determination Theory (SDT) to the audience. This is done through a quote from the book *Drive* by Daniel Pink and a video done by Richard Ryan, co-author of SDT. The purpose of the quote is to show how SDT principles have made their way into popular culture. The video is a brief overview of SDT and the three basic psychological needs.

The second goal of the introduction is to preview the presentation. This is done through the presentation of expectations through an SDT lens as each expectation is based on the basic psychological needs of autonomy, competence and relatedness. This slide is followed by outcomes that attendees will attain by the conclusion of the professional development.

AN SDT PERSPECTIVE ON STUDENT DISCIPLINE

Ryan and Deci “have produced hundreds of research papers, most of which point to the same conclusion. Human beings have an innate inner drive to be autonomous, self-determined, and connected to one another. And when that drive is liberated, people achieve more and live richer lives.”

- *Drive*, Daniel Pink



Audience SDT Expectations

Autonomy -> I hope that you choose to apply what we discuss today in your own schools

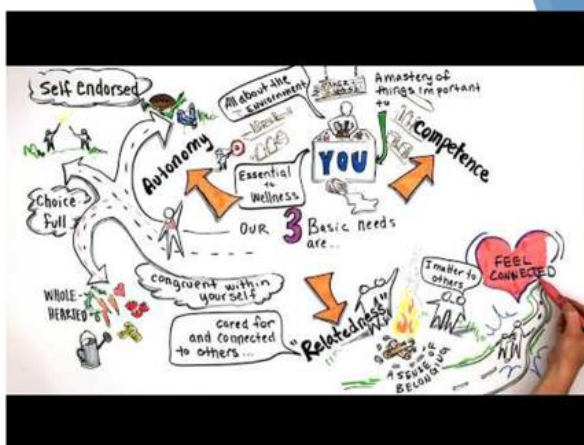
Competence -> After this presentation I hope that you feel better prepared to work with troubled and struggling students.

Relatedness -> Let's build a community today! Please engage in discussions, ask questions and be respectful of others.

Expected Outcomes

As a result of this presentation, attendees will:

- Understand the background of SB100
- Recognize the effects the law had on schools and districts throughout the State of Illinois
- Apply Self Determination Theory to schools and student discipline
- Identify ways school climate and culture can be improved in your building(s)
- Develop a plan to utilize alternative discipline methods in your schools



SELF DETERMINATION THEORY (SDT)

Self Determination Theory is a theory of human motivation that states an individual experiences autonomous motivation through fulfillment of three basic psychological needs: autonomy, competence, and relatedness (Ryan & Deci, 2017).

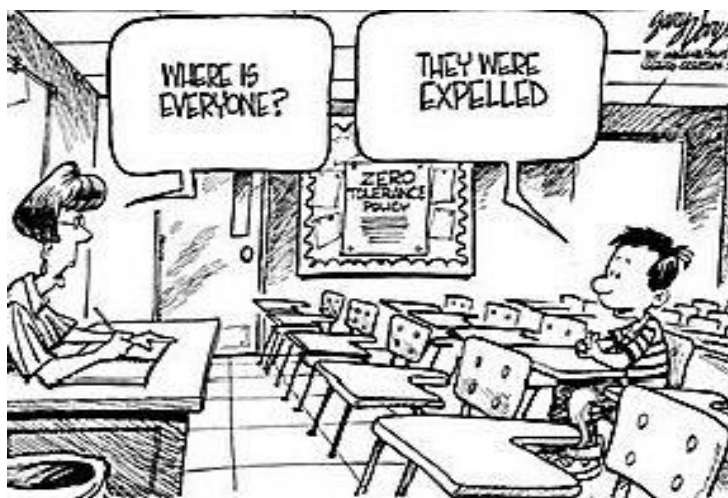
AUTONOMY: an individual's sense of freedom to make choices and decisions based on his or her interests and values with volition (Ryan & Deci, 2017; Katz & Assor, 2007)

COMPETENCE: To experience competence people must feel that they are effective in performing their daily critical tasks and contribute to the consequences of their actions (Ryan & Deci, 2017)

RELATEDNESS: Relatedness is developed because humans internalize practices from those with who there is an attachment or connection (Ryan and Deci, 2013).

SB100 Background

This section begins with discussion questions that are designed to engage the audience in SB100. The discussion is followed by a comic (there are many throughout the presentation) that previews the subsequent slide, which provides statistics pertaining to the amount of exclusionary discipline that was administered in the State of Illinois and throughout the country prior to 2016.



The section concludes with a summary of traditional student disciplinary practices that includes a discussion question to allow attendees to discuss their experiences with those practices. The final slides provide the specific language of SB100 that most significantly impacted middle and high schools in Illinois and asks what type of professional development was provided in attendees' buildings.

Discussion Questions

- ▶ *What is SB100?*
- ▶ *What do you know about SB100?*
- ▶ *What were your feelings on SB100 when it was initially reauthorized into law?*
- ▶ *How have your feelings changed? How do you feel about it now?*

Where is everyone? ...a Rationale for Change

U.S. 1974: 1.7 millions students (3.7% of all students) in US received suspensions

U.S. 2006: 3.3 million students (6.8%) received suspensions

CPS 2008-2009: 22% of all students 9th-12th grade suspended for average of 6.6 days

State of Illinois 2015: 148,086 suspensions (7.4%)

Students experiencing a suspension or expulsion are at greater risk of detainment in jail or prison, and students who experience an arrest by police are 50% more likely to drop out of school than their non-arrested peers (Kirk & Sampson, 2011)

MORE RATIONALE FOR CHANGE...

National Center for Educational Statistics (2019) database in 2006 Illinois schools administered 130,650 suspensions, which represented approximately 6.5% of the students enrolled in Illinois schools that year. That number rose to 148,086 (7.4%) in 2015. However, in the two years since the implementation of SB100 the number dropped to 98,043, 4.9% (2017), and 111,640, 5.5% (2018).

The reduction in expulsions since the implementation of SB100 is even more significant than the reduction in suspensions. In 2006, Illinois schools expelled 2,760 (0.138%) students. This number rose to 3,712 (0.186%) students in 2012. However, since the implementation of SB100 there were 535 (0.027%) and 572 (0.029%) expulsions in 2017 and 2018 respectively.

Student Discipline Pre-SB100

Corporal Punishment = Hitting Kids

Punitive Practices=Punishment (i.e., Detentions, Suspensions, Expulsions)

Progressive Discipline=Warning->Detention->Saturday->In-School->Suspension

Zero-Tolerance Policies=Drugs or Weapons->Suspension and/or Expulsion



Senate Bill 100/Public Act 099-0456

Imposes circumstances when a school may administer exclusionary discipline and **requires schools to exhaust other appropriate and available consequences prior to issuing suspensions and expulsions** (Illinois Public Act 099-0456, 2016).

Students can be suspended if all other appropriate and available consequences have been exhausted, and the student's presence at school either:

- i. poses a threat to the safety of students, staff, and/or members of the school community.
- ii. substantially disrupts, impedes, or interferes with the daily operation of the school.

Teacher Training-SB100

Just over 10% of teachers feel disciplinary provisions enacted since the inception of Senate Bill 100 have been successful in improving student behavior

Teachers feel that school climate and culture has declined since the inception of Senate Bill 100 because there was nothing to replace the consequences that were removed.

Less than 30% of teachers polled felt satisfied with the professional development they received regarding effective classroom management & student discipline

29% of principal respondents felt their teachers were adequately trained through their teacher-training program to deal with student discipline or misbehavior

MORE RATIONALE FOR CHANGE...

African American students currently represent 16.8% of the total enrollment in the State of Illinois. Yet every year since 2006 (including the years since the inception of SB100) African American students make up between 45 and 55% of the students suspended in the State of Illinois (Illinois State Board of Education, 2019; National Center for Educational Statistics, 2019).

SB100 and SDT Study

The Current Study section is a brief overview of the research I conducted for this study and includes the findings presented in Paper 2. This section begins with a more expansive definition of SDT and the basic psychological needs. In addition, this portion of the professional development consists of an activity that will have the audience moving around, interacting with other attendees, and applying the basic psychological needs to the general school setting in audience members buildings and districts.

Following the SDT activity, the quantitative data for the study is presented. This information is displayed in charts that show a decrease in the amount of exclusionary discipline administered from three years prior to the implementation of SB100 to the 2018-2019 school year. The graphs are followed by two discussion questions for attendees to assess whether SB100 is working as intended.



Current Study (cont.)

The last part of this section presents the qualitative findings from my study. I first describe the interviews conducted with principals and go on to describe the themes that arose when analyzing the interview transcripts. After presenting the two major themes and four subthemes, I ask audience members to review the themes to determine which of the basic psychological needs were met based on the research themes that emerged.

SDT, IN OTHER WORDS...

Theoretical Framework-Self Determination Theory (SDT)

SDT: Self Determination Theory (SDT; Ryan & Deci, 2017) is a theory of human motivation that states an individual experiences autonomous motivation through fulfillment of three basic psychological needs; autonomy, competence, and relatedness (Ryan & Deci, 2017).

Need for AUTONOMY: an individual's sense of freedom to make choices and decisions based on his or her interests and values with volition and choicefulness (Ryan & Deci, 2017; Katz & Assor, 2007)

Need for COMPETENCE: to experience competence people must feel that they are effective in performing their daily critical tasks and contribute to the consequences of their actions (Ryan & Deci, 2017).

Need for RELATEDNESS: the feeling of belonging and of being significant or mattering in the eyes of others (Ryan and Deci, 2017).

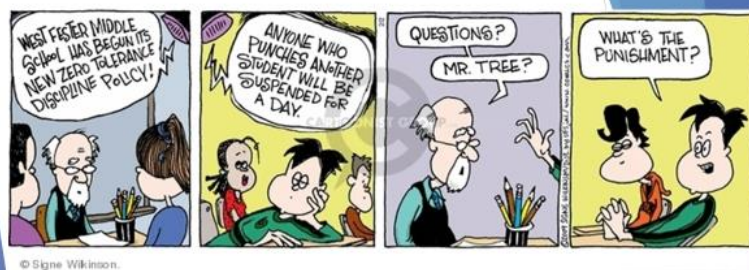
Autonomy: Do students have choice? Do they have the opportunity to select how they complete assignments, or what they want to learn about?

Competence: Is work that students undertake challenging, while also being attainable?

Relatedness: Do students build connections and relationships with other students and staff in the building?

SDT Discussion

1. Stand up and begin walking around the room as the music plays.
2. When the music stops, introduce yourself to the closest person (name, position, number of siblings)
3. Answer question: how are students provided some autonomy support in your school?
4. Repeat steps 1-3 with *Competence* and *Relatedness*



THE STUDENT DISCIPLINE WAYS OF OLD

Student Discipline

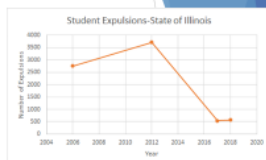
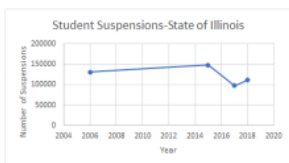
SB100 was created/reauthorized to reduce the amount of exclusionary discipline being administered in the State of Illinois.

It is important to examine whether the policy is working the way that was intended after being implemented.

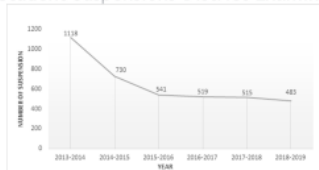
Progressive Discipline:

When analyzing disciplinary infractions and consequences prior to SB100, a comprehensive look at student infractions that warranted an out of school suspension found that more behaviors that led to these suspensions were related to noncompliance or disrespect rather than a threat to safety (Skiba, Peterson, & Williams, 1997).

Exclusionary Discipline Data



Student Suspensions-District Examined



Zero Tolerance

Policies: These policies came into existence in the late 1980s as a harsh stance toward students who incurred infractions related to weapons, drugs, and/or gang activity (Allman & Slate, 2011).

Is the law achieving its purpose?

Is this better for students?

Principal Interviews

Interviewed 8 middle school and high school principals in a large suburban school district in Illinois.

45 minute interviews conducted in person (1 exception)

Conducted just prior to COVID-19

Principal Interview Takeaways

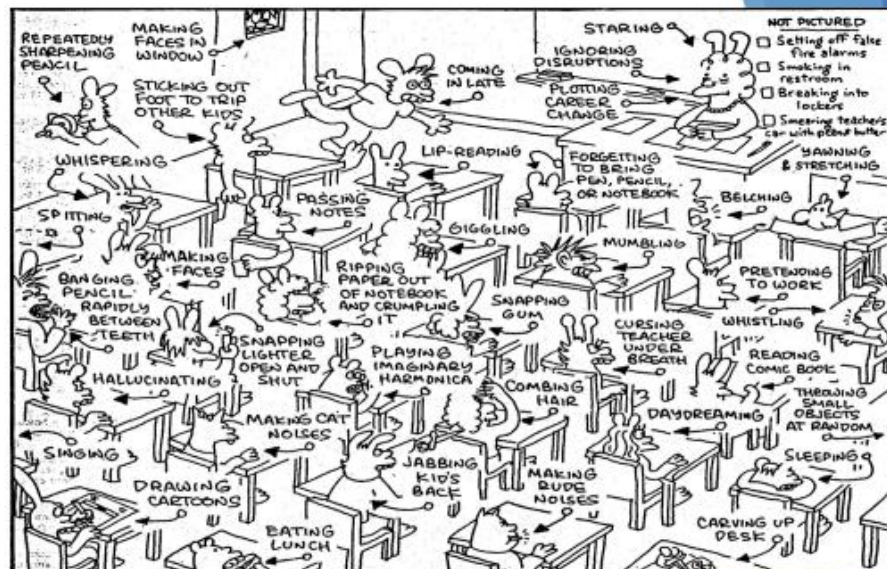
2 Major Themes & 4 Sub Themes Emerged:

- Major Theme 1-Building Relationships
 - Subtheme 1-Principals building relationships with students
 - Subtheme 2-Cultivating an environment where staff build relationships with students
- Major Theme 2-Student Reflection and Understanding
 - Subtheme 1-Reflection via restorative practices
 - Subtheme 2-Reflection via ISS and other uses for ISS

Which of the basic psychological needs of SDT were directly or indirectly addressed with the major and minor themes?

Recommendations

This section begins with a comment and a question asking the audience how teachers could better handle classroom management. These slides are followed by recommendations based on the data collected in this study. Those recommendations include teachers handling discipline issues within the classroom and providing student offenders with autonomy in how to make amends. The recommendations are followed by likely teacher contentions and rebuttals to those contentions. This section concludes with ways the recommendations would benefit students.



How can teachers better handle classroom discipline problems and build better relationships with students?

TEACHER OPINIONS OF SB100

Just over 10% of teachers feel disciplinary provisions enacted since the inception of Senate Bill 100 have been successful in improving student behavior (McCall et al., 2018).

Teachers feel that school climate and culture has declined since the inception of Senate Bill 100 because there was nothing to replace the consequences that were removed (McCall et al., 2018).

Recommendations

1. Encourage staff to engage in restorative practices in their classrooms (as opposed to sending them out of the classroom)
2. Incorporate autonomy into the classroom when students engage in problem behaviors
3. Coach teachers to provide student offenders autonomy to determine how they will make amends to the other students and staff in class

What do you anticipate would be teachers' reactions to these recommendations?

Teacher Contentions

- ▶ "One more thing on our plates."
- ▶ "Now we also have to take care of student discipline problems."
- ▶ "No one is holding students accountable for their actions."
- ▶ "Students don't receive consequences for anything, anymore."

**When you return back
From Principal office..**

Your Friends :



Rebuttals

- ▶ Classroom management and discipline infractions are not mutually exclusive.
- ▶ By engaging in restorative practices with classes, teachers immediately improve their classroom management.
- ▶ It is more difficult for a student to make amends with their peers than it is to serve a detention or stay home from school, making it a more severe consequence.

STUDENT BENEFITS

Students benefit from attendance in school daily, while students removed from the educational setting for disciplinary reasons are stigmatized (Gottfredson, Gottfredson, Payne & Gottfredson, 2005; Kirk & Sampson, 2011).

Through SB100 and the mandated reduction in the use of exclusionary discipline, student offenders' benefit through improved attendance at school. An impactful benefit because suspended or expelled students are at a greater risk of incarceration, drop out, academic failure and entrance into the juvenile justice system (Massar, McIntosh, & Eliason, 2015).

Student Benefits from the Recommendations

The student is not stigmatized through the removal from class

The student benefits by staying in class.

The student learns the damage caused by their actions

The student develops a stronger relationship with classmates and the teacher by taking accountability for the transgression and making amends for the damage caused.

*So how do schools/teachers
increase autonomy and
help students make better
decisions?*

Social Emotional Learning (SEL) and Community Circles

The final section of the presentation provides two measures schools can take to meet the recommendations suggested. The first is Social Emotional Learning (SEL). SEL will provide proactive instruction for students to make positive decisions in the classroom. The slides pertaining to SEL include a definition and list of the SEL competencies. These competencies provide a proactive measure to assist students to better interact with adults and other students. This is followed by how the competencies can be applied in the wake of COVID-19 and the Black Lives Matter movement.

While SEL is beneficial to the development of the whole child, it also primes students to effectively participate in community circles. Prior to the information on community circles is a slide on restorative practices, which commonly utilize community circles. Restorative practices information is followed by that explains what community circles are, why they are important, and how they are run. This information is followed by a video that provides an example and rationale for using community circles. Additionally, there is a slide to advise how to run a community circle virtually. This section culminates with a simulation of how a community circle would operate.

Finally, there is a slide to revisit the expected outcomes stated at the onset of the professional development followed by a list of references.

Social Emotional Learning (SEL)

The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. (CASEL Guide, 2013).

SEL Competencies

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision Making



COMPETENCY DEFINED

SELF-AWARENESS, which is the ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior, and accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

SELF-MANAGEMENT, which is the ability to successfully regulate one's emotions, thoughts, and behaviors in different situations—effectively managing stress, controlling impulses, and motivating oneself, and the ability to set and work toward goals.

SOCIAL AWARENESS, which is the ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures; to understand social and ethical norms for behavior; and to recognize family, school, and community resources and supports.

RELATIONSHIP SKILLS, which is the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups, communicate clearly, listen well, cooperate with others, negotiate social pressure, negotiate conflict constructively, and seek and offer help when needed.

RESPONSIBLE DECISION-MAKING, which is the ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms, and the realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

SKILLS WE NEED NOW

As we process the current pandemic and racial injustices, self-awareness is critical to identifying and processing our complex emotions when things are uncertain and socially turbulent, reflecting on our strengths; understanding our cultural, racial, and social identities; and examining our implicit biases.

Self-management is critical now as we cope with grief and loss, develop our resiliency, and express our agency through resisting injustices and practicing anti-racism.

Social awareness allows us to understand the broader historical and social contexts around the inequities exacerbated by COVID-19 and ongoing individual and institutional impacts of systemic racism.

Relationship skills are essential to help us build and maintain meaningful connections across race, culture, age, and distance; support one another during collective grief and struggle; and collaboratively find solutions to new obstacles.

Responsible decision-making is particularly important as we analyze the consequences of our individual and institutional actions on others' health and safety, make decisions that promote collective well-being, and engage in collective action to form a more just and equitable society.

SEL & OUR CURRENT CONTEXT

Self-Awareness - Present content in a way that is unbiased and culturally sensitive, understand that students are coming to us with very different experiences including trauma.

Self-Management - Work life balance, healthy coping skills, listen and learn - don't get defensive. Be willing to hear difficult feedback for the purpose of personal growth.

Social awareness - Be aware of the lens in which you view current events. Be able to view things from a different lens.

Relationship skills - Widen your circle, get out of your comfort zone .

Responsible decision making - this is more than just doing your part. Politely call out peers for engaging in behavior that has traditionally been accepted in society.

Restorative Practices

- ▶ Practices are those in which the offender seeks to repair the harm done to those who were injured (Schwiger, 1999).
- ▶ The purpose of using restorative practices is to bring the person who created the damage to the person(s) impacted and use the conflict as a learning and personal growth experience (Ryan & Ruddy, 2017).
- ▶ Restorative practices sometimes utilize Community Circles to engage students in conversations regarding the incident.

COMMUNITY CIRCLES (ADDITIONAL INFO.)

Circles empower students by giving opportunity to discuss differing thoughts and opinions in a safe, nonjudgmental space.

Circles offer students the opportunity to express themselves, and therefore identify with their peers.

Circles highlight common successes and struggles that students experience, and empathy often results.

Circles allows teachers ability to learn about the needs of their students that they otherwise may not learn.

Circles can use the data to build lessons that respond to the needs of the community expressed in the circle.

Community Circles

What are community circles?

Students and teacher sit in a circle with all members' faces visible to each other

Safe discussion space

Opportunity for students to build community

Teacher participates as equal member, facilitating vs. directing discussion.

Community Circles-Why?

By coming together weekly or daily in community circles, we are building/reinforcing skills from all *SEL Competencies*:

Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making

- Increase student motivation and engagement
- Empower students
- Build communities of trust and respect
- Provide teachers a window into the social, emotional, and academic needs of their students
- Increased academic success and well-being.

RESULT= Healthy, respectful classroom communities

Community Circles-How?

Plan Ahead

- Think about the purpose of your circle
- Plan and prepare which materials you will need
- Plan out how to arrange the room in a circle
- Practice the activity/prompts yourself

Facilitate the Circle

- Set up a physical space
- Choose facilitator/keeper of the circle
- Opening
- Engage in Prompted discussion/activity
- Closing



COMMUNITY CIRCLES-NORMS & EXPECTATIONS

Set Norms:

Speak from the heart (authentic contributions)

Listen from the heart (with compassion and without judgment)

Speak spontaneously (during turn, without thinking about what you're going to say)

Speak leanly (especially important in big groups)

What is shared in the circle STAYS IN THE CIRCLE

Review and Follow Expectations

Remind all students who are not sharing to mute their mic.

Turn off students' ability to comment on what others are sharing, and remind them to focus on listening, vs. responding.

Stress importance of confidentiality and the goal of the group to increase trust and community and relationships.



Challenges with Community Circles

What are your biggest concerns about facilitating a circle with students?

*"What if the kids say something uncomfortable or concerning?
I won't know what to say!!"*

Validate teacher feelings:

- You don't have to know the answers!
- Sitting with Silence-allows the group time to process and be in the moment.

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