

Addressing Disrupters of Health and Education: ACEs and School Discipline

Presented by:

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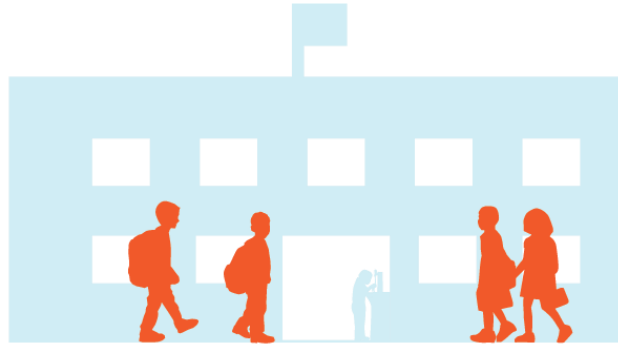
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October 24, 2019



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Agenda

- Education & Health: Connections, Outcomes & Key Considerations
- Disruptors to Education: ACEs & Punitive Discipline
- Trends & Recommendations
- Q&A

Education & Health: Core Areas

An "Ecosystem" Model

Social and psychological

- E.g., Reduce stress, build peer relationships, and social networks)

Socioeconomic

- E.g. Economic stability, access to resources

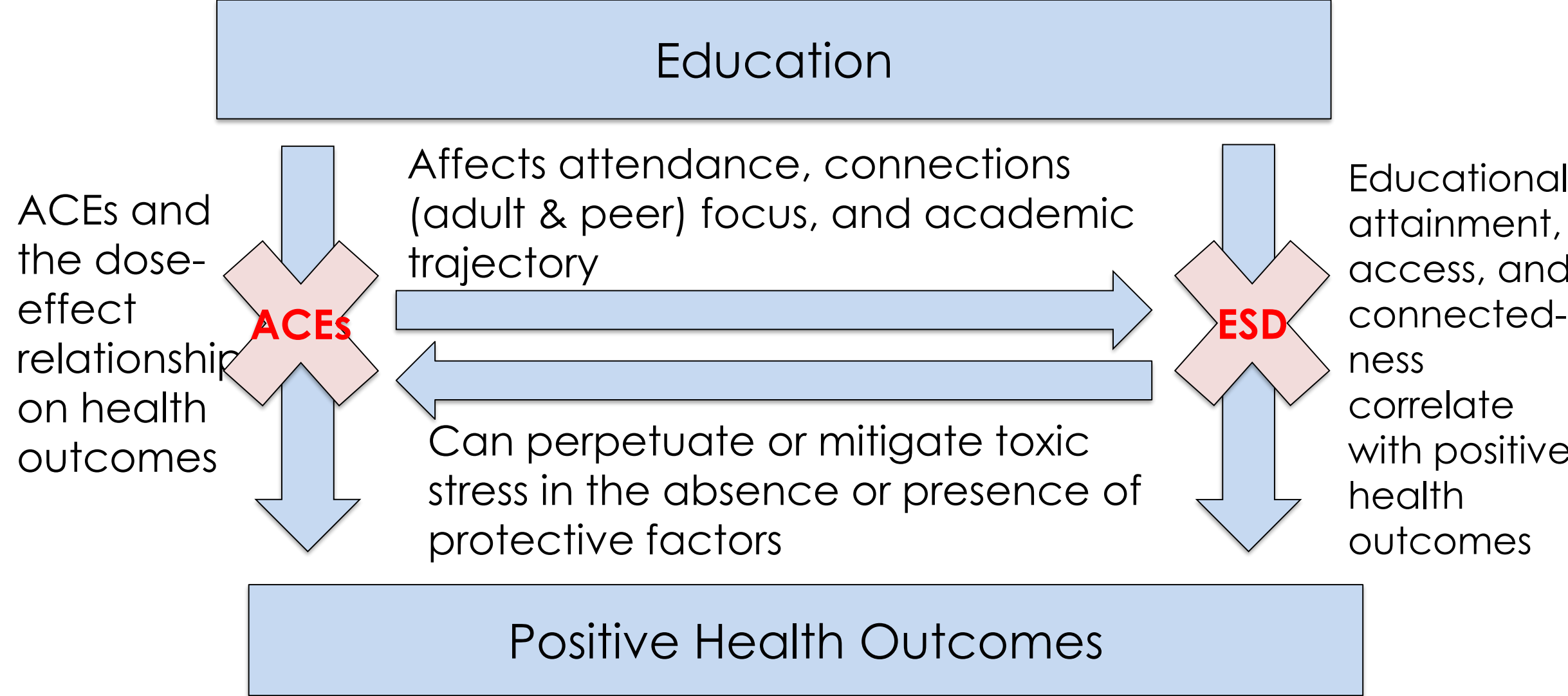
Health behaviors

- E.g., Increased understanding and advocating for health needs

Physical

- E.g., By age 25, individuals with a high school degree can expect to live 11-15 years longer than those who did not complete high school (Rostron B et al., 2010)

Disruptors to Positive School-Based Health Outcomes



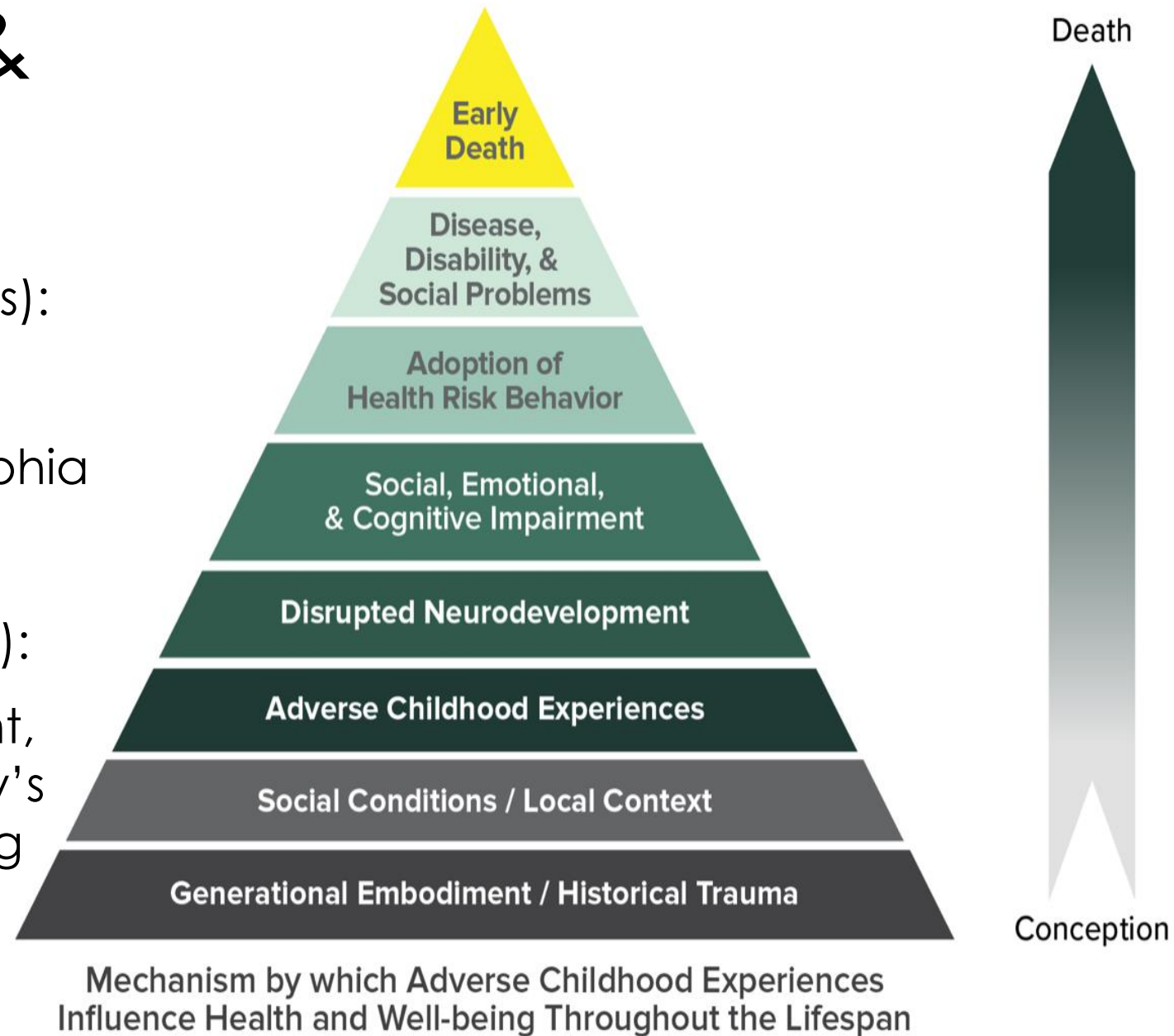
ACEs, Toxic Stress & Health

Adverse Childhood Experiences (ACEs):

- CDC - Kaiser ACE study (1998)
- Institute for Safe Families – Philadelphia Urban ACE study (2013)

Stressful or traumatic events (SAMHSA):

- Toxic stress is “the extreme, frequent, or extended activation of the body’s stress response without the buffering presence of a supportive adult.”
(Center for Youth Wellness, [An Unhealthy Dose of Stress](#), 2013)



ACEs, Toxic Stress & Education

- Dose-response relationship between ACEs and student learning (Grevstad, 2007; Delaney-Black, et al. 2002; Sanger et al., 2000)
- Inability to regulate behavior or control the expression of emotions (Hertel, 2011)
- Association between chronic absenteeism (a predictive factor for school dropout) and ACEs (Stempe et al., 2017)
- When students' protective factor scores increase, school outcomes improve (Robles et al., 2019)

ACEs: Who is Affected?

- Nationally, 45% of all children have experienced at least one ACE
- In New Mexico, over half (52%) of all children have experienced at least one ACE
- Common across all populations but highest ACE “scores” represented at the intersection of gender, race and class

Exclusionary School Discipline: Key Outcomes

Student-level harms

- *Increased* likelihood of chronic absenteeism and eventual dropout (Fabelo et al., 2011)
- *Increased* likelihood of ending up in criminal justice system (Fabelo et al., 2011)
 - Students who have been arrested at school are **3x more likely to drop out**. Students who drop out of high school are 8x more likely to end up in criminal justice system (ACLU, 2012)

School-wide harms

- Not an effective deterrent to future misbehaviors (Massar et al., 2015)
- Decreased feeling of safety (Steinberg et al., 2011)
- Low school connectedness (Gregory et al., 2019)

Exclusionary School Discipline & Health Indicators

Undermines critical protective factors

- Promotes feelings of being “unvalued and unwelcome” (Jones et al., 2018)
- Decreases school connectedness (González et al., 2019)

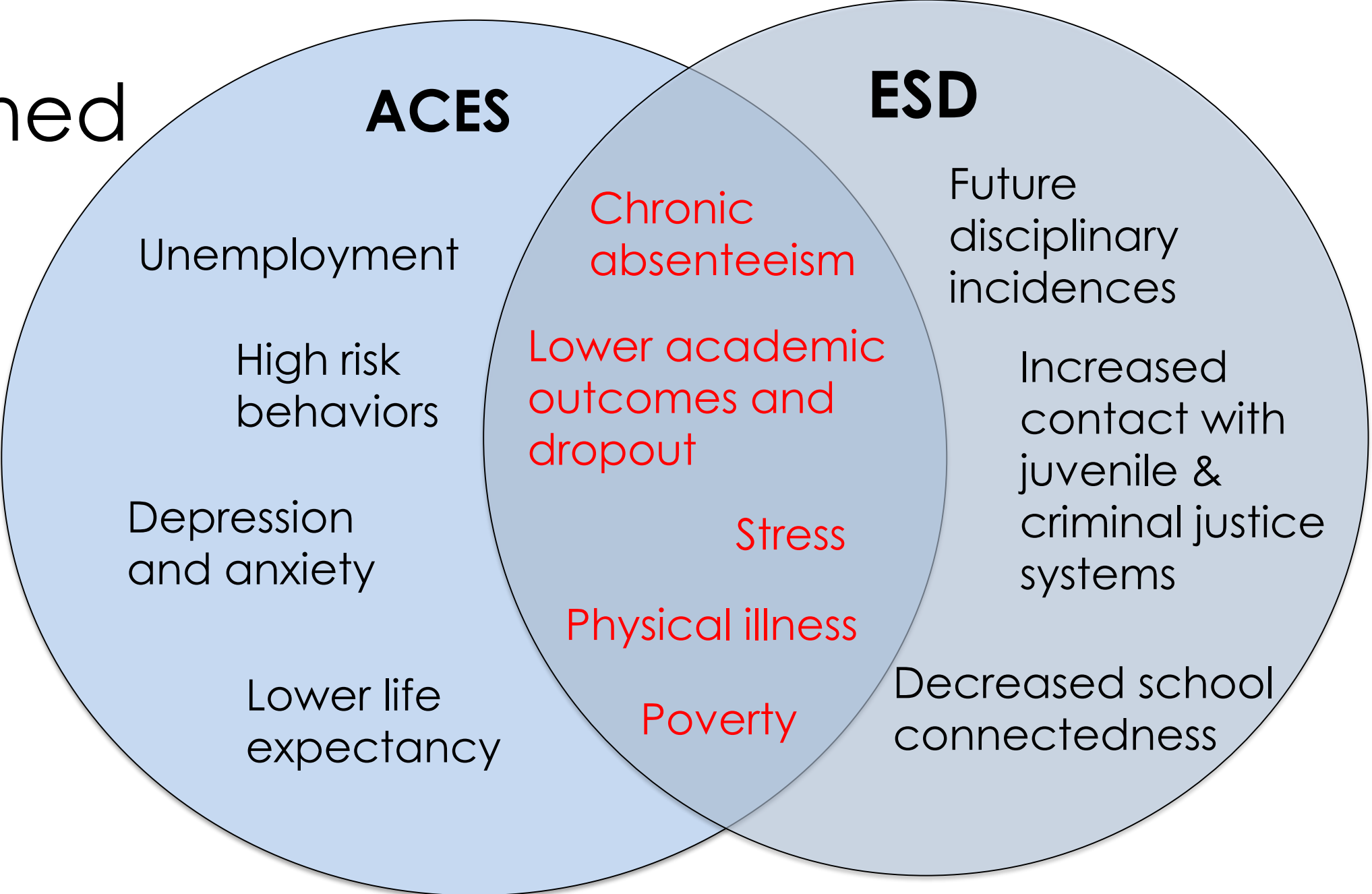
Deprives students of a key social determinant of health (*education*) → increases risk of social and economic stability, chronic disease, and low life expectancy

- Increased likelihood of involvement in the juvenile justice system (Fabelo et al., 2011)
- Double the poverty rate for those aged 25 and older with no high school diploma (US Census Bureau, 2015)

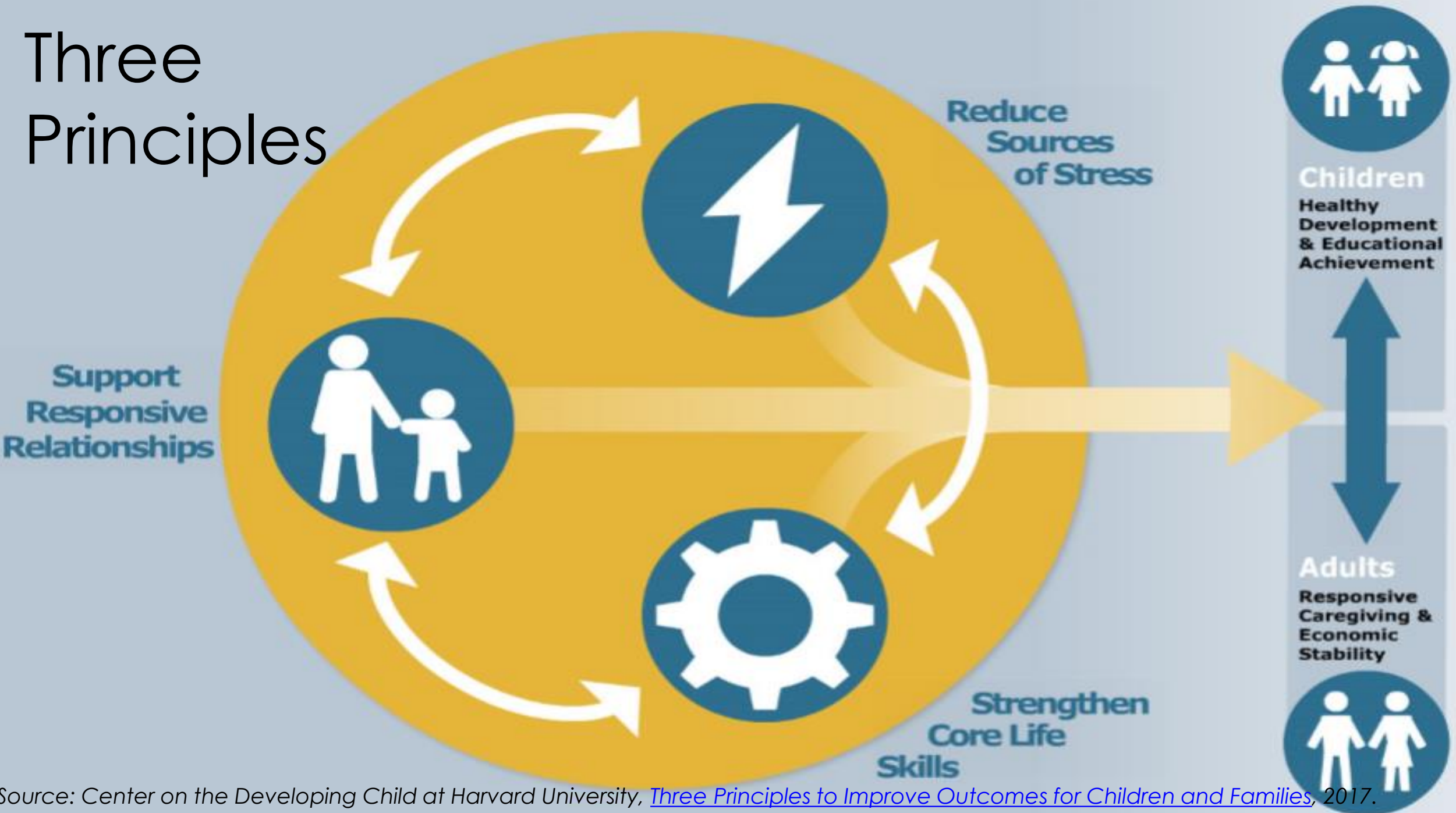
ESD: *Who is Affected?*

- According to the [Civil Rights Data Collection](#), Black pre-K children in the U.S. are 3.6 times as likely to receive one or more out-of-school suspensions as white pre-K children
 - 33% of Black children have experienced 2 to 8 ACEs, compared with 19% of their white peers (Child Trends, 2018)
- In [New Mexico](#), Native American or Alaska Native students represent 10% of public school enrollment, but 45% of all expulsions

The Combined Effects



Three Principles



Multi-Tiered Systems of Support

Restorative Approaches (Proactive & Reactive)

- *Non-Punitive **Discipline** Models*
- *Improve Academic Achievement*
- *Promote Social Capital, School Connectedness, Peer Relationships*
- *Develop Resilience*
- *Increase Problem Solving Skills*

Social Emotional Learning

- *Promote Academic Achievement and Positive Social Behaviors*
- *Reduce Conduct Problems, Substance Abuse, and Emotional Distress*

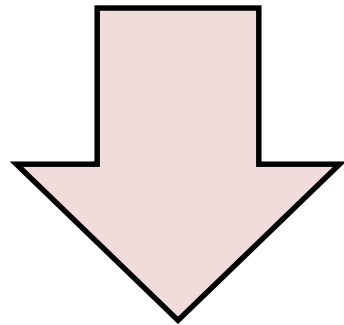
Trauma Informed Practices

- *Identifying & Addressing Traumatic Stress*
- *Trauma Education and Awareness*
- *Partnership with Students and Families*
- *Creating a Trauma-Informed Learning Environment (Social/Emotional Skills and Wellness)*
- *Cultural Responsiveness*

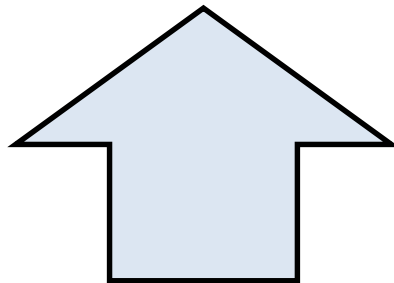
Policy and Practice Interventions

State-level

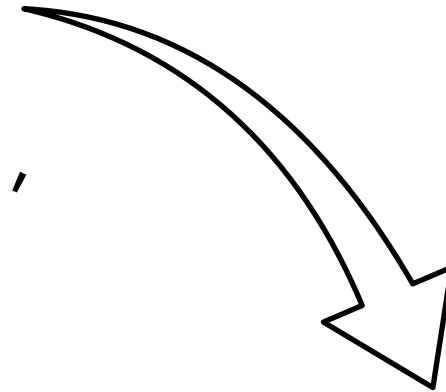
School-level



Reliance on
ESD



RJ, SEL, PBIS,
Trauma-
informed
practices



Practice



Legislative Trends

Reduced reliance on / use of ESD (ECS, [Status of School Discipline Report](#), 2019)

- Approximately 16 states, plus the District of Columbia, limit the use of ESD by grade level
- Several states limit the use of ESD for more minor offenses (e.g., attendance or truancy)
- 27 states (incl. [NM](#)), plus the District of Columbia, prohibit corporal punishment

Increased codification of RJ, SEL, PBIS, and trauma-informed discipline

- [CA](#): New comprehensive educational counseling services includes RJ and behavior interventions
- [IN](#): RJ, PBIS, and SEL, defined as methods to develop culturally responsive school climates
- [PA](#): Implementation of trauma-informed approaches

Tennessee HB405

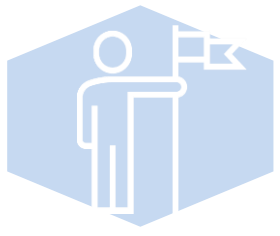
Passed May, 29 2019; codified as TN § 49-6-4109

Preamble:

“WHEREAS, a child’s reaction to trauma can interfere with brain development, learning, and behavior, all of which have a potential impact on a child’s academic success as well as the overall school environment; and

WHEREAS, by understanding and responding to trauma, school administrators, teachers, and staff can help reduce its negative impact, support critical learning, and create a more positive school environment; and

WHEREAS, trauma-informed discipline policies and behavioral interventions can better meet the educational needs of students who have experienced trauma; now, therefore”

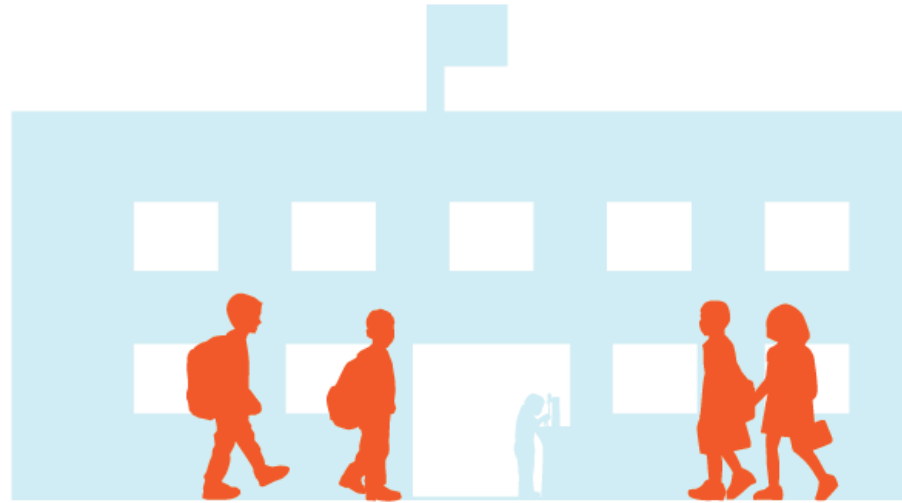


Opportunities

State-level legislation

- Since 2017, 46 state legislative bills have been introduced addressing school-based RJ
- 41 states have [pending](#) SEL legislation
 - Oregon introduced 5 laws in 2019 (e.g., data sharing, increased funds for curricula, training, state-wide school safety and prevention system, decrease absenteeism using trauma-informed SEL practices)
- Several states have pending or passed trauma-informed schools legislation
 - [Washington State](#) creates a committee to promote and expand SEL and trauma-informed practices as well as requirements and funding for staff training on SEL and trauma-informed practices

School-level policy and practice



Q&A



Keep the conversation going

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Thank you!