

Emotional and Behavioral Issues

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Statement of the Task Force Issues for My Talk

A) Review the current practice for identifying students for special education services and programs in public schools in Arkansas and other states;

F) Review discipline practices for students in special education programs in Arkansas and other states;

I) Support Services: Task Force Responsibility Review the availability of support services for special education programs, students, and families, including without limitation behavioral health services and social services with an effort made to identify best practices.

Disability Rights Arkansas, Inc. Report 2015

- Students eligible under the category of Serious Emotional Disturbance (SED) being under-identified. Many students with SED present with difficult or challenging behaviors. They may experience an increase in disciplinary action due to a lack of or inadequate programming, yet they may continue to progress from grade to grade and/or are academically strong.
- Inappropriate use of Alternative Learning Environments(ALE).ALE may be presented to parents as a structured environment that can better meet a child's needs than placement within the regular school setting. Students are often sent into ALEs without ever being identified or provided with special education and related services. Some districts are not completing the required assessments, interventions, or plans prior to or upon placement within the ALE.

Disability Rights Arkansas, Inc. Report 2015

- The disciplinary practices that Disability Rights Arkansas (DRA) has worked to address in the state during FY2015 include:
 - Failure by districts to conduct MDRs
 - Reliance on corporal punishment
 - Improper use of restraint/seclusion
 - Failure to implement IEPs and behavior support plans properly
 - Reliance by districts on contracted mental health providers
 - Placement of students with disabilities in Alternative Learning Environments (ALEs)
 - Use of Family in Need of Services (FINS) by schools to remove students with disabilities
 - Use of delinquency by schools to remove students with disabilities
 - Committing students to Division of Youth Services (DYS) custody

The under-identification of students with Emotional Disturbance:

- This is not a new issue and not exclusive to Arkansas. Students with ED are considered by many experts to be the most under identified of all of the IDEA categories of disability.
- According to the ADE report for 2014-2015, 1% of all students with identified disabilities were identified under the Emotional Disturbance category

The under-identification of students with Emotional Disturbance:

- According to the US Dept. of Ed, in 2011-12 only about .5% of the school age population was receiving special education services for an emotional or behavioral disorder;
- But, credible studies suggest that 3-6% of children and youth in the US exhibit serious and persistent emotional and behavior problems that require services (Garguilo, 2015).
- It is further believed that there is even a lower identification of preschool students with ED.

The under-identification of students with Emotional Disturbance:

- According to Garguilo (2015), one reason for underidentification is the variability across states in identifying students as ED.
- For example, in the 2011-12 school year, the percentage of students receiving services under the ED label ranged from a low in Arkansas of 0.11% of the school-age population to a high in in Vermont of 1.44%.
- State definitions of ED vary widely and may play a part in the identification of students with ED.
- Other major factors suggested for underidentification include social policy (public policies and practices in responding to social needs) and economic factors.

The under-identification of students with Emotional Disturbance:

- One aspect of the federal definition of emotional disturbance (the definition used by AR) that has been extremely controversial is the exclusion of students who are “socially maladjusted”
- a term often equated to oppositional defiance disorder and, especially, conduct disorder, one of the most common externalizing psychiatric disorders in children and youth.

The under-identification of students with Emotional Disturbance:

- **Recommendation:** the definition of ED may need to be revisited for both early childhood (B-age 3) and childhood (age 3-21). Definitions that other states use that identify more students with ED should be reviewed as well as the policies of those states in dealing with behavioral issues.
- For example, recall that in the 2011-12 school year, the percentage of students receiving services under the ED label ranged from a low in Arkansas of 0.11% to a high in in Vermont of 1.44%.

The under-identification of students with Emotional Disturbance:

- In 1988, Vermont passed [Act 264: An Act Relating to the Creation of an Advisory Board and State and Local Interagency Teams to Assist in the Provision of Care for Children and Adolescents with Severe Emotional Disturbances](#)
- This act led Vermont to develop a comprehensive, integrated system of care for children and youth experiencing severe emotional disturbance and behavior problems

The under-identification of students with Emotional Disturbance:

- “It mandates and implements principles of interagency collaboration, coordination and parent involvement at all levels of decision making. In addition to providing a definition of severe emotional disturbance, it mandates state and local interagency teams and includes an advisory committee to advise the commissioners of the Agency of Education, the Department of Mental Health and Developmental Disabilities and the Department of Social and Rehabilitation Services on the development of a comprehensive, integrated system of care.” <http://education.vermont.gov/special-education/laws>
- You can view the interagency agreement (June 2005) and users guide (2006) on the Vermont Agency of Education website at <http://education.vermont.gov/interagency-coordination#agreement>

The under-identification of students with Emotional Disturbance:

- The AR Definition of Emotional Disturbance is the same as the Federal definition
- The Vermont definition is different and much more detailed, but for this talk I will just highlight what I view as the major difference

The under-identification of students with Emotional Disturbance:

ARKANSAS	VERMONT
It does not include children who are socially maladjusted, unless it has been determined that they have an emotional disturbance.	D. falls into one or more of the following categories, whether or not he or she is diagnosed with other serious disorders such as mental retardation, severe neurological dysfunction or sensory impairments: ... (ii) Children and adolescents who are classified as management or conduct disorder because they manifest long-term behavior problems including developmentally inappropriate inattention, hyperactivity, impulsiveness, aggressiveness, anti-social acts, refusal to accept limits, suicidal behavior or substance abuse.

The under-identification of students with Emotional Disturbance:

- **Recommendation:** identification and services for students with behavioral issues at the early childhood and childhood levels need to be coordinated.
 - Young students with chronic and intense behavior issues at the early childhood level often do not get appropriate services to remediate behavior problems and then they are "passed" on to the schools (Garguilo, 2015).
 - "A growing body of research suggests a clear developmental pattern of emotional and behavior disorders that typically begins at a very early age and appears to persist throughout adolescence and adulthood" (Garguilo, 2015, p. 314).

The under-identification of students with Emotional Disturbance:

- For children with oppositional and violent behavior issues, early intervention appears to be important (Garguilo, 2015).
- Garbarino (1999) suggests that children with early onset of conduct problems may need to receive appropriate service before the age of 8, or remediation may be very difficult and problems are likely to persist into late adulthood.
- The naïve idea that these young children will "outgrow" their problems is not supported by research and these students will tend to continue their behavioral issues throughout their elementary and secondary experiences.

The under-identification of students with Emotional Disturbance:

- There are some early intervention programs that have been found to be successful at helping young students who are at-risk for or who already have been identified as having emotional and behavior disorders, such as:
 - Integrated Academic and Behavior Response to Intervention (RTI) Models.
 - the First Step to Success program, and
 - School Wide Positive Behavior Support (SWPBS)
- **See:**
 - <http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=179>
 - <http://www.rtinetwork.org/learn/behavior-supports/integrating-behavior-and-academic-supports-general-overview>

RTI for Behavior

- ADE already has an integrated framework in place for using an RTI model for dealing with behavioral issues.
- According to the RTI Arkansas site on the ADE website, "Response to Intervention (RTI) is a multi-component, general education model, designed to identify students who may be at risk for learning or behavior challenges, offer support, and monitor progress."
 - <http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/rti>

RTI for Behavior

- According to Bohanan, Goodman, & Macintosh (see link below), there is a tendency for academic or behavior RTI systems to be implemented independently,
- although there are suggestions in the knowledge base for these systems to be integrated into a comprehensive model of RTI.
- There are clear links between low academic skills and behavior issues, that can appear early in a child's education, but manifests across the entire school experience.
 - Students with both academic and behavior problems are at a much higher risk for negative school outcomes, including dropping out of school.
- <http://www.rtinetwork.org/learn/behavior-supports/integrating-behavior-and-academic-supports-general-overview>

RTI for Behavior

- it is encouraging to know that there is a multi-tier integrated RTI model or framework in AR for preventing, identifying, and solving both academic and behavior problems
- The Arkansas State Personnel Development Grant site on the ADE website has several resources for implementing RTI/Data-Based Problem Solving tools to guide intervention teams, such as the 2011 ADE SPED Guidebook: Integrating the School Prevention, Review, and Intervention Team (SPRINT) and Response-to-Instruction/Intervention (Rti2) Process : A Model Implementation Guidebook for Schools and Districts
 - <http://arstudentsuccess.org/intervention-tools-and-resources/rtldata-based-problem-solving.html>

RTI for Behavior

- The site also includes a link to a 2009 briefing paper by ADE: "School-wide Discipline, Behavior Management, and Student Self-Management: Focusing on Social Skills Instruction and Selecting an Evidence-based Social Skills Program : A State Personnel Development Grant Technical Assistance Report" that provides a 3-tiered map of positive behavioral supports and interventions
 - <http://arstudentsuccess.org/assets/files/Documents/SocialSkillsPBSSSPDGBriefingPaper1009.pdf>

RTI for Behavior

- These resources suggest best practices for behavioral systems for each of the 3 tiers of RTI services that are generally supported by the professional knowledge base
- Tier 1: Prevention Services for All Students (100%) – Core instructional interventions for all settings for all students; primary preventative and proactive efforts, such as effective and positive classroom management that establishes positive classroom climates; effective school-wide problem solving, conflict resolution and social/emotional skills programs
- Tier 2: Strategic Intervention Services for Some Students (15%) – Targeted group interventions for some students (at-risk) that reconnect students with schools; high-efficiency and rapid response, such as peer/adult mentoring and mediation programs; strategic behavioral interventions; small specialized group social skills training (anger, self-control, attention, etc.); special situation group counseling (divorce, loss, PTSD, etc.)
- Tier 3: Crisis Management/Intensive Need Services for Few Students (5%) – Intensive, individual interventions that are assessment based, intense, and durable interventions, such as individual counseling/therapy; multisystemic therapy, cognitive behavior modification; intensive wrap-around continuum of care programming

Positive Behavior Support Systems

- There is also a Positive Behavioral Support System already in AR schools, Project Achieve, that is supposedly being implemented in AR as described on the Arkansas State Personnel Development Grant site on the ADE website <http://arstudentsuccess.org/intervention-tools-and-resources/positive-behavioral-supports.html>
- and in a 2014 paper by Howard M. Knoff, Implementing Project ACHIEVE at the School and District Levels: Positive Behavioral Support System (PBSS) Implementation Fact Sheet <http://projectachieve.info/assets/files/pdfs/PBSS%20Proj%20ACHIEVE%20Implementation%20Fact%20Sheet%202.14.pdf>

RTI and School-wide Positive Behavior Support (SWPBS) Systems

- **Recommendation:** there needs to be an investigation into the extent to which the behavioral side of the RTI system has been implemented and the extent to which the academic and behavioral systems are integrated

RTI and School-wide Positive Behavior Support (SWPBS) Systems

- It is my experience in AR that the academic side of the RTI model is the major focus of RTI efforts. At times, it appears to be an almost exclusive focus on reading, the treatment of struggling readers, and the identification of students with reading disabilities due to a failure to respond to intervention.
- There are several multitiered RTI models in the professional knowledge base that can help to guide restructuring and fine-tuning of the system that is already in place if it is necessary, see the IRIS Center's RTI Modules and the RTI Action Network
 - <http://iris.peabody.vanderbilt.edu/module/rti01-overview/>
 - <http://www.rtinetwork.org>

RTI and School-wide Positive Behavior Support (SWPBS) Systems

- There are also several multitiered Positive Behavioral Support Models in the knowledge base that can assist these efforts,
 - see especially, The Technical Assistance Center on Positive Behavioral Interventions and Supports established by the U.S. Department of Education's Office of Special Education Programs (OSEP)
 - <http://www.pbis.org>
- Research presented on this site by Kim, Macintosh, and Hoselton, suggests that schools that have adequate Tier 1 implementations of effective behavioral interventions for all students tend to have stronger Tier II and III interventions for students with behavior problems. So, it may not be enough to try to enact treatments for chronically misbehaving students.

RTI and School-wide Positive Behavior Support (SWPBS) Systems

- "Overall, this evaluation study supported the notion that schools with adequate Tier I SWPBS implementation systems have stronger implementation of additional tiers. When schools had a foundation of adequate Tier I systems, they were more likely to implement well at Tiers II and III. ...These results seem to suggest that it may be a more effective approach for schools to implement Tier I SWPBS adequately (i.e., meeting criteria on a Tier I fidelity measure) in order to build the infrastructure (e.g. student identification, data system) needed for implementing systems at Tiers II and III."
- **Recommendation:** the investigation into the implementation of the RTI system needs to also include an investigation of the implementation of the SWPBS System, with particular emphasis on the fidelity of the implementation of Tier I interventions

Inappropriate Use of Suspension, Expulsion, and Corporal Punishment

- According to our task force preliminary report, 10.4% of the SPED population were suspended or expelled from school in the 2014-15 school year and 13.9% were removed from their placement for in-school suspension.
- "Students with lower levels of disciplinary removals performed better on statewide literacy assessments...students with disabilities who were not removed from the classroom for disciplinary measures performed better on the state assessments. Of those students who were removed for disciplinary reasons, students who were removed for shorter periods of time had higher levels of proficiency than those removed for longer durations" (p. 15).

Inappropriate Use of Suspension, Expulsion, and Corporal Punishment

- It is difficult to interpret these findings. It may be that students with more severe behavior issues may also have more severe learning issues. However, the knowledge base on suspension and expulsion also suggests that being excluded from the classroom setting can also lead to poor achievement (Skiba & Rausch, 2006)
- Suspension and expulsion are some of the most widely used disciplinary procedures in schools, but are associated with a number of negative outcomes, such as lower school achievement and dropping out of school
 - They do not appear to be effective means of discipline in that students who are suspended and expelled have higher rates of recidivism.
 - Furthermore, they appear to be used disproportionately on students of color.

Inappropriate Use of Suspension, Expulsion, and Corporal Punishment

- **Recommendations:** Upon a review of the research, Skiba and Rausch (2006) provided the following recommendations for moving away from the practice of suspension and expulsion:
 - disciplinary removals should only be used for the most serious and severe disruptive behaviors and these behaviors need to be defined explicitly
 - implement a graduated system of discipline where the consequences are geared to the seriousness of the offense (again, only serious, safety-threatening infractions should result in serious exclusion from school)
 - define all infractions carefully and report and collect data based on these careful definitions. For example, even the descriptions of infractions given in our preliminary report for the use of restraints and seclusion are vague and open to misinterpretation: Destructive to property; Aggressive toward others; Severely disruptive to class (p. 14)

Inappropriate Use of Suspension, Expulsion, and Corporal Punishment

- **Recommendations:** Upon a review of the research, Skiba and Rausch (2006) provided the following recommendations for moving away from the practice of suspension and expulsion (cont.):
 - expand the array of interventions, options, and alternatives for schools dealing with serious behaviors
 - implement preventative measures that improve school climate and help reconnect students who have been isolated and alienated from the general population
 - improve the collaboration and communication among school personnel, parents, juvenile justice, and mental health professionals to help develop more effective alternatives to suspension and expulsion
 - evaluate all school discipline and prevention strategies in as rigorous a way as we do academic strategies so we can assure that these interventions, programs, and strategies are having positive effects on student behavior, school safety, and academic achievement

Inappropriate Use of Suspension, Expulsion, and Corporal Punishment

- Students with disabilities can be suspended for up to 10 days without a Manifestation Determination, but for suspensions beyond 10 days, the IEP team must perform a MD.
 - If that process leads them to determine that the behavior for which the student is being suspended was influenced by the student's disability, then there cannot be further suspension.
 - If it is determined that there was not a manifestation of the disability, then the student can be suspended beyond 10 days, but special ed services in the IEP must be provided in whatever setting the student serves the suspension.
 - If students are being suspended beyond 10 days without a MD being done, it is not in compliance of the law

Inappropriate Use of Suspension, Expulsion, and Corporal Punishment

- I know of no credible research that supports the use of corporal punishment in schools
 - (see <http://www.apa.org/monitor/2012/04/6spanking.aspx>)
- But more importantly, in our professional field of special education, spanking students with disabilities is professionally unethical
- From the CEC Code of Ethics (<http://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards>):
 - **Management of Behavior**
 - Special education professionals participate with other professionals and with parents in an interdisciplinary effort in the management of behavior. Professionals:
 - Apply only those disciplinary methods and behavioral procedures, which they have been instructed to use, and which do not undermine the dignity of the individual or the basic human rights of persons with exceptionalities, such as corporal punishment

Alternative Learning Environments (ALE)

- ALE's in AR are both for students at-risk of academic failure but also for students who show high aptitudes in certain disciplines, such as STEM.
- The ADE Alternative Education website has information about both types of ALE's. <http://www.arkansased.gov/divisions/learning-services/alternative-learning-environment>
- But, this talk focuses on ALE's for students at-risk for academic failure

Alternative Learning Environments (ALE)

- The U.S. Department of Education (2002) defines an alternative school as "a public elementary/secondary school that addresses the needs of students that typically cannot be met in a regular school, provides nontraditional education, serves as an adjunct to a regular school, or falls outside the categories for regular, special education or vocational education."
- This definition does not include alternative education programs within schools.
- In Arkansas, such ALE's must be in compliance with Arkansas Code § 620-2303(2) and, as mandated by the Arkansas Department of Education:
 - Every district in Arkansas, either on its own or in partnership with other districts, must create an ALE.
 - Each district with an ALE must assess participating students either before or upon entry into the program.
 - Every ALE must provide participants with non-punitive intervention strategies that address both behavioral and educational needs.

Alternative Learning Environments (ALE)

- According to Porowski, O'Conner, and Luo (2014) definitions of ALE's vary across the 43 states and District of Columbia that have formal definitions (AR is one), and include decisions made about 4 core dimensions: whom the program serves; where the program operates, what the program offers, how the program is structured.
- The key findings from their study suggest that ALE's primarily serve students with behavior problems and that the most common services are regular academic instruction, counseling, social/life skills, job readiness, and behavioral services.
- AR Definition: Alternative learning environment means an alternative class or school environment that seeks to eliminate learning barriers for students whose academic and social progress are negatively affected by their personal characteristics or situations.

Alternative Learning Environments (ALE)

- In September 2015, ADE provided the most recent version of the document: **Emergency Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of Those Funds** that contained the following regarding ALE's for students with special needs in AR:
 - 4.01.3 An ALE shall not be punitive but shall provide the guidance, counseling, and academic support necessary to enable students who are experiencing emotional, social, or academic problems to continue to make progress toward educational goals appropriate to each individual student's specific situation, characteristics, abilities, and aspirations.

Alternative Learning Environments (ALE)

- 4.02 ALE Student Eligibility and Placement
 - 4.02.1 To be an eligible ALE student, a student must exhibit two (2) or more of the characteristics identified in Section 4.02.1.1 and Section 4.02.1.2. Students will not be placed in the ALE based on academic problems alone.
 - 4.02.1.1 Situations that negatively affect the student's academic and social progress may include, but are not limited to:
 - Ongoing, persistent lack of attaining proficiency levels in literacy and mathematics;
 - Abuse, physical, mental, or sexual; Frequent relocation of residency; Homelessness;
 - 4.02.1.2 Students placed at risk, though intelligent and capable, typically manifest one or more of the following characteristics:
 - Inadequate emotional support; Mental/physical health problems; Pregnancy; or Single parenting.
 - Personal or family problems or situations; Recurring absenteeism;
 - Dropping out of school; or Disruptive behavior.

Features of Effective ALE's

- Although ALE's have been prominent in education in the US since the 1970's and in Arkansas since the late 1990's, there is a lack of adequate empirical research on effective ALE's for students at-risk of academic failure and dropout.
- However, some general guidelines for effective ALE's can be gleaned from the existing research.

Alternative Learning Environments (ALE)

- According to Aronson (1995) in an early review of the ALE literature, there are essentially three categories of ALE's based on underlying assumptions and overarching goals:
 - **True educational alternatives.** Based on the theory that all students can learn if provided with the right educational environment, these programs strive to meet students' needs in order to help them succeed. Exemplary programs of this type usually incorporate many of the features listed below.
 - **Alternative discipline programs.** These "last chance" programs for disruptive students focus on behavior modification. They attempt to change students and return them to their traditional schools or classrooms.
 - **Therapeutic programs.** Like the second type, these programs assume that students need to change to succeed in traditional schools. They elicit change through counseling rather than behavior modification.
 - <http://www.sedl.org/policy/insights/n06/3.html>

Alternative Learning Environments (ALE)

- Aronson's review of the literature to that point (1995) suggested that programs of the first type, true educational alternatives, achieved the most success.
- In contrast, alternative discipline programs rarely lead to substantial gains for students.
- Therapeutic programs had mixed results: students often made progress while in the alternative program, but regressed upon return to the traditional one.
 - <http://www.sedl.org/policy/insights/n06/3.html>

Features of Effective ALE's (Aronson, 1995)

School Culture

Choice in Involvement: Students, teachers and staff choose to be at the school; they are not placed there as a "final option." Choosing to attend the school fosters feelings of ownership and commitment to the school, facilitating a sense of community.

Focus on the Whole Student: Alternative schools focus on personal, social, emotional, and academic development. Many programs also provide, or make available, services students may need to stay in school, such as counseling or day care.

Warm, Caring Relationships: Warm, caring relationships with teachers are a central part of the alternative school culture. Similar relationships are also fostered among students in order to create a supportive peer culture.

Expanded Teacher Roles: Teachers act not only as teachers, but also as advisors, mentors, and counselors.

Sense of Community: Alternative education programs strive to create a sense of community among teachers, staff, and students that fosters the relationships described above as well as student affiliation with the school.

High Student Expectations: Teachers have high expectations for students, but these expectations are flexible, allowing for change according to student needs.

Features of Effective ALE's

Organizational Structure

Small Size: To facilitate the personal attention necessary to foster a sense of community in the alternative school, both schools and classes are small. Ideally, student/teacher ratios should be 10:1 or smaller, and no more than 15:1 (Jacobs, 1994).

Relative Autonomy: Most successful alternative education programs have some degree of freedom from standard district operating procedures. Teachers, and often students, participate in management and decision making, both in establishing the school's goals and direction and in its ongoing functioning.

Comprehensive Programs: Alternative education programs include experiential learning and vocational components to link what the students learn in school with their future life and work.

Counseling: Counseling programs are an integral part of the curriculum. They are not limited to academic issues, but help students deal with problems and events both in school and in their daily lives.

Safe Environment: Alternative schools have a structured school environment and strict behavioral expectations that are clear to students and staff. Discipline is administered in a fair and consistent manner.

Separation from Traditional School: Programs achieve separation either by establishing themselves in a distinct area of the traditional school (such as a particular wing) or by moving to a different location entirely.

Features of Effective ALE's

Curriculum and Instruction

Academic Innovation: Programs give teachers flexibility in designing strategies and methods that will work for their students. Specific strategies include individual learning, cooperative learning, competency based learning, team teaching, peer tutoring, teaching to multiple intelligences, and an absence of tracking. Curriculum varies, ranging from programs that emphasize basic skills, to those that focus more on personal development and behavior.

System-wide Features

School Linked Services: Parental involvement, community involvement, and access to basic health and social services are important features in many programs.

Aranson, S. R. (1995, December). *Alternative Learning Environments, Insights*, Issue Number 6.
<http://www.sedl.org/policy/insights/n06/3.html>

Features of Effective ALE's

• In 2006, Quinn & Pointer submitted a final grant report to OSEP on a study of effective alternative education programs that involved an extensive review of the research to that date as well as results from their own study. That report provides the following suggestions from the knowledge base for effective ALE's:

- Small class size and small student body
- Personalized school environment in which students feel included in the decision-making process
- Flexibility
- Effective classroom management
- Choice

http://cecp.air.org/AR_alternative_education_final_report_6-12-07.pdf

Features of Effective ALE's

- Quinn & Pointer's (2006) suggestions from the knowledge base for effective ALE's (cont.):
 - High expectations/belief in the students
 - Special teacher training
 - Parent involvement
 - Collaboration
 - Community support
 - Administrative leadership
 - Targeted to a specific population
 - Transition support

Recommendations for Implementing Effective ALE's (Quinn & Pointer, 2006)

- Program philosophies emphasize that it is the educational approach rather than the individual student that needs to be changed to accommodate learning differences among at-risk students.
- Program administrators and staff subscribe to the philosophy that all students can learn. These programs communicate and support high expectations for positive social, emotional, behavioral, and academic growth in all students.
- Program and school administrators are leaders who support the vision and mission of their programs; effectively support staff; listen to teachers, students, and parents; and genuinely care about their students.

Recommendations for Implementing Effective ALE's (Quinn & Pointer, 2006) – Cont.

- Low adult-student ratios in the classroom are considered integral to successful outcomes.
- Teachers receive specialized training (e.g., behavior and classroom management, alternative learning styles, communication with families) to support their effectiveness in working with students who do not succeed in traditional educational settings.
- Interactions between students and the staff are non-authoritarian in nature. Positive, trusting, and caring relationships exist between staff, and between students and staff.
- The opinions and participation of family members in the education of their children is valued, and students' families are treated with respect.

ALE's in AR

- 4.05.4 Annually, the Department shall compile annual report data for each ALE program utilizing Arkansas Public School Computer Network student management data. The data compiled shall include:
 - The number of students, subdivided by race, gender, and grade level, enrolled in an ALE program at any time during that school year;
 - The number of students enrolled in an ALE program who returned to the regular educational environment, who dropped out of school, who graduated, or who received a GED high school equivalency diploma;
 - The number of high school students graduating in that school year who, over their entire K-12 career, were enrolled in an ALE for a total of twenty (20) or more days;
 - The number of students enrolled in an ALE program and participating in Workforce/Secondary Career Centers;
 - The number of students enrolled in an ALE program and receiving special education services;
 - The number of students enrolled in an ALE program who had previously exited an ALE program in the second or third prior school year;
 - The total amount of all funds expended to operate the ALE program for that school year; and
 - The total amount of ALE funding received for that school year.

ALE's in AR

- 4.05.5 After June 15 of each year, the Department may direct a district to provide the annual report data required under Section 4.05.4 if the information sought is not readily ascertainable from Arkansas Public School Computer Network student management data.
- 4.05.6.1 Program approval shall be contingent on a satisfactory review of the program description, annual report data, and assurance statement submitted pursuant to this Section 4.05.
- 4.05.10 The Department shall identify information concerning best practices for educating students in Alternative Learning Environments and disseminate that information to teachers and administrators working in Alternative Learning Environments.

ALE's in AR

- I could not access these annual reports and do not know what specific criteria are being used in the review of the programs
- Keep in mind that these reports are based on self-reported descriptions of the ALE
- **Recommendation:** investigate the annual reviews of ALE's and investigate the specific criteria being used to make the satisfactory review of the program description by ADE. Compare these criteria to the general guidelines from the professional knowledge base.

References (other than links in ppt)

- Garbarino, J. (1999). *Lost boys: Why our sons turn violent and how we can save them*. New York: The Free Press.
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