

# Suspension 101

## Suspension impacts everyone

- In 2011-2012, 3.45 million students were suspended out-of-school.  
(Civil Rights Data Collection, 2011-2012)
- Of the school districts with children participating in preschool programs, 6% reported suspending out of school at least one preschool child.  
(Civil Rights Data Collection, 2011-2012)
- Students with disabilities and students of color are generally suspended and expelled at higher rates than their peers.  
(Civil Rights Data Collection, 2011-2012)

## Suspensions don't work—for schools, teachers, or students

- Evidence does not show that discipline practices that remove students from instruction—such as suspensions and expulsions—help to improve either student behavior or school climate.  
(Skiba, Shure, Middelberg & Baker, 2011)

## Suspensions have negative consequences

- Suspensions are associated with negative student outcomes such as lower academic performance, higher rates of dropout, failures to graduate on time, decreased academic engagement, and future disciplinary exclusion.  
(Achilles, McLaughlin, Croninger, 2007; Arcia, 2006; Christle, Jolivette, & Nelson, 2005; Costenbader & Markson, 1998; Lee, Cornell, Gregory, & Fan, 2011; Raffaele-Mendez, 2003; Rodney et al., 1999; Skiba & Peterson, 1999)

## There are effective alternatives to suspension

- Evidence-based, multi-tiered behavioral frameworks, such as positive behavioral interventions and supports (PBIS), can help improve overall school climate and safety.  
(Bradshaw, C., Koth, C.W., Thornton, L.A., & Leaf, P.J., 2009)
- Interventions, school-wide and individual, that use proactive, preventative approaches, address the underlying cause or purpose of the behavior, and reinforce positive behaviors, have been associated with increases in academic engagement, academic achievement, and reductions in suspensions and school dropouts.  
(American Psychological Association, 2008; Christle, Jolivette, & Nelson, 2005; Crone & Hawken, 2010; Liaupsin, Umbreit, Ferro, Urso, & Upreti, 2006; Luiselli, Putnam, Handler, & Feinberg, 2005; Putnam, Horner, & Algozzine, 2006; Skiba & Sprague, 2008; Theriot, Craun, & Dupper, 2010)