

Key Statistics

MENTAL HEALTH STATISTICS

Approximately **20 percent** of adolescents have a diagnosable mental health disorder.

Kessler, R. C., Berglund, P., Demler, O., et al. (2005). Life-time prevalence and age-of-onset distribution of DSM-IV disorders in the national co-morbidity survey replication. *Archives of General Psychiatry* 62, 593-602.

One in 10 youth in the United States experience a mental disorder severe enough to limit daily functioning in the family, school, and community setting.

Koller, J., Bertel, J. (2006). Responding to today's mental health needs of children, families and schools: Revisiting the preservice training and preparation of school-based personnel. *Education and Treatment of Children* 29(2), 197-217.

Among adolescents with mental health needs, **70 percent** do not receive the care they need.

Chandra, A., & Minkovitz, C. S. (2006). Stigma starts early: Gender differences in teen willingness to use mental health services. *Journal of Adolescent Health* 38, 754e.1-754e8.

Untreated mental health issues may lead to poor school performance, school dropout, strained relationships, involvement with the child welfare or juvenile justice systems, substance abuse, and engagement in risky sexual behaviors.

Kapphahn, C., Morreale, M., et al. (2006). Financing mental health services for adolescents: A position paper of the society for adolescent medicine. *Journal of Adolescent Health* 39, 456-458.

EMOTIONAL/BEHAVIORAL DISABILITY (EBD) STATISTICS

More than two million young people in the United States have emotional/ behavioral disabilities.

Data Resource Center for Child & Adolescent Health. (2005/2006). *National Survey of Children with Special Health Care Needs*. Portland, OR: The Child and Adolescent Health Measurement Initiative (CAHMI). childhealthdata.org/browse/survey/results?q=1099&r=1

Youth with EBD ...

- have **the worst graduation rate** of all students with disabilities. Nationally, only 40 percent of

students with EBD graduate from high school, compared to the national average of 76 percent.

- are **three times as likely** as other students to be arrested before leaving school.
- are **twice as likely** as other students with other disabilities (e.g. developmental or learning) to be living in a correctional facility, halfway house, drug treatment center, or on the street after leaving school.
- are **twice as likely** as students with other disabilities to become teenage mothers

Up to 85 percent of children in juvenile detention facilities have disabilities that make them eligible for special education services, yet only 37 percent had been receiving any kind of services in their school.

Southern Poverty Law Center. (2007). SPLC launches "School to Prison Reform Project" to help at-risk children get special education services, avoid incarceration. www.splcenter.org/get-informed/news/splc-launches-school-to-prison-reform-project-to-help-at-risk-children-get-special

Youth with emotional disturbance are **13 times more likely** to have been arrested while still in school compared to students with other disabilities.

Doren, B., Bullis, M., & Benz, M.R. (1996). Predicting the arrest status of adolescents with disabilities in transition. *The Journal of Special Education*, 29(4), 363-380.

10 to 25 percent of students with EBD enroll in post-secondary education (compared to 53 percent of typical population).

Bullis, M., & Cheney, D. (1999). Vocational and transition interventions for adolescents and young adults with emotional or behavior. *Focus on Exceptional Children* 31(7), 1-24.

OVERUSE AND DISPARITIES OF PUNITIVE DISCIPLINE POLICIES IN SCHOOLS

A new Civil Rights Data Collection (CRDC) report by the U.S. Department of Education Office of Civil Rights represents data collected from the 2009/2010 school year. The CRDC, a representative sample covering approximately 85 percent of the nation's

students, found that:

- Students with disabilities (under the IDEA and Section 504 statutes) represent **12 percent** of students in the sample, but represent nearly **70 percent** of the students who are physically restrained by adults in their schools.
- Students covered under IDEA are over **twice as likely** to receive one or more out-of-school suspensions than their non-disabled peers.
- Across all districts, African American students are over **3½ times more likely** to be suspended or expelled than their White peers.
- African American boys and girls have higher suspension rates than any of their peers. **One in five** African American boys and more than **one in ten** African American girls received an out-of-school suspension.
- In districts that reported expulsions under zero-tolerance policies, Hispanic and African American students represent **45 percent** of the student body, but **56 percent** of the students expelled under such policies.
- While male and female students each represent about half the student population, males made up **74 percent** of the students expelled.

U.S. Department of Education Office of Civil Rights. (2012). *Revealing new truths about our nation's schools*. ocrdata.ed.gov/

Of one million public school students in Texas tracked between their seventh- and 12th-grade school years:

- **60 percent** were suspended or expelled at least once between their seventh- and 12th-grade school years.
- Approximately **59 percent** of students disciplined 11 times or more did not graduate from high school.
- African Americans were **30 percent** more likely to face disciplinary action than Whites, often for a similar incident that would not lead to suspension for a White student.

Only **three percent** of disciplinary actions were for conduct for which state law mandates suspensions and expulsions (e.g. bringing a weapon to school, drug possession or use). **97 percent** of suspensions/expulsions were for minor infractions that did not jeopardize the safety of the school population (e.g. talking back to the teacher, talking in class, noncompliance with dress code).

Council of State Governments Justice Center and The Public Policy Research Institute, Texas A&M University. (2011.) *Breaking schools' rules: A statewide study on how school discipline relates to students' success and juvenile justice involvement*. New York: Council of State Governments Justice Center.

In 2006-07, African American students were over **three times more likely** to receive out-of-school suspensions than White peers. Latino and Native American students were **42 percent and 66 percent** more likely than White peers to receive out-of-school suspensions, respectively.

Advancement Project. (2010). *Test, punish, and push out: How "zero-tolerance" and high stakes testing funnel youth into the school-to-prison pipeline*. Washington, D.C.: Advancement Project. www.advancementproject.org/sites/default/files/publications/01-EducationReport-2009v8-HiRes.pdf

RELATIVE EFFECTIVENESS OF 'ZERO TOLERANCE' POLICIES VS. PBIS FRAMEWORK

There is **little or no evidence** that strict zero tolerance policies have contributed to reducing student misbehavior or improving school safety. Studies of suspension have consistently documented that **at-risk students do not change their behavior as a result of suspension**; that suspension is associated with school dropout and juvenile incarceration; and that schools with higher rates of suspension and expulsion tend to have lower test scores and a less satisfactory school climate. In short, there is no data that zero tolerance contributes in any way to school safety or improved student behavior.

Skiba, R. J., & Rausch, M. K. (2006). School disciplinary systems: Alternatives to suspension and expulsion. In G. G. Bear & K. M. Minke (Eds.), *Children's needs III: Development, prevention, and intervention*, pp. 87– 102. Bethesda, MD: National Association of School Psychologists.

Schools that establish systems with the capacity to implement Positive Behavioral Interventions and Supports (PBIS) with integrity and durability have teaching and learning environments that:

- Are **less reactive, aversive, dangerous, and exclusionary** and more engaging, responsive, preventive, and productive;
- Address classroom management and disciplinary issues (e.g., attendance, tardiness, antisocial behavior);
- **Improve supports** for students whose behaviors require more specialized assistance (e.g., emotional behavioral disabilities); and
- **maximize academic engagement** and achievement for all students.

OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. *What is School-Wide Positive Behavioral Intervention and Supports?* www.pbis.org/school/what_is_swpbs.aspx

Studies evaluating the effectiveness of PBIS report:

- **Reduced discipline referrals** up to 50 percent

- **Reduced student vandalism, aggression, and delinquency**, as well as alcohol, tobacco, and other drug use
- **Reduced problem behaviors** in non-instructional areas, including recess, hallway transitions, and bus rides
- **Improved academic achievement** and school engagement
- **Improved supports** for students with emotional or behavioral disorders (EBD)
- **Early identification** of students at-risk for developing serious problem behavior
- **Improved graduation rates** when implemented at the high school level

Sawka-Miller, K., & Miller, D. (2007). The third pillar: linking positive psychology and school-wide positive behavior support. *School Psychology Forum: Research in Practice* 2(1).

Malloy, J. M., & Hawkins, M. O. (Eds.). (2010). *Positive behavioral interventions and supports and dropout prevention* (Monograph). Clemson, SC: Clemson University, National Dropout Prevention Center.

SCHOOL DROPOUT STATISTICS

Every year, an estimated **1.3 million** American high school students drop out, a disproportionate number of whom are youth of color.

Alliance for Excellent Education. (2008). *The high cost of high school dropouts: What the nation pays for inadequate high schools*. Washington, D.C.: Alliance for Excellent Education.

In 2008, the dropout rate for students living in low-income families was about **four and a half times greater** than the rate of their peers from high-income families.

National Center for Education Statistics. *Trends in High School Dropout and Completion Rates in the United States*. nces.ed.gov/pubst2011/dropout08/findings1.asp

The majority of students with disabilities dropping out of high school tend to have emotional/behavioral disabilities (52.3 percent), speech or language impairments (29.4 percent), and learning disabilities (29.1 percent).

Newman, L., Wagner, M., Knokey, A.M., et al. (2011). The post-high school outcomes of young adults with disabilities up to 8 years after high school. *A Report from the National Longitudinal Transition Study-2 (NLTS2)* (NCSER 2011-3005). Menlo Park, CA: SRI International.

Nationally, about **71 percent** of all students graduate from high school on time with a regular diploma, but barely half of African American and Hispanic students earn diplomas with their peers. In some states the gap between White and minority graduation rates is as much as **40 or 50 percentage points**.

Education Week. (2008). *Diplomas Count 2008: School to College: Can State P-16 Councils Ease the Transition?*, *Education Week* 26(40).

Dropouts from the Class of 2008 will cost the nation **more than \$319 billion** in lost wages over the course of their lifetimes.

Alliance for Excellent Education. (2008). *The high cost of high school dropouts: What the nation pays for inadequate high schools*. Washington, D.C.: Alliance for Excellent Education.

If U.S. high schools and colleges raise the graduation rates of Latino, African American, and Native American students to the levels of White students by 2020, the estimated increase in personal income would add **more than \$310 billion** to the US economy.

Alliance for Excellent Education. (2006). *Demography as destiny: How America can build a better future*. Washington, D.C.: Alliance for Excellent Education.

Increasing the graduation and college matriculation rates of male students by five percent could lead to combined savings and revenue of **almost \$8 billion** each year in reduced crime-related costs.

Alliance for Excellent Education. (2006). *Saving Futures, Saving Dollars: The Impact of Education on Crime Reduction and Earnings*. Washington, D.C.: Alliance for Excellent Education.

STATISTICS FROM SOMERSWORTH HIGH SCHOOL, SITE OF THE FILM

In 2005-2006 – Kelsey's freshman year – Somersworth High School had **one of the highest dropout rates in the state**. With the introduction of Positive Behavioral Interventions and Supports (PBIS) at Somersworth High in Fall 2006, along with a youth-directed planning process called RENEW (Rehabilitation, Empowerment, Natural supports, Education and Work) for students like Kelsey with intensive needs – staff, students, parents and administrators began to see a transformation. By 2008-2009, the dropout rate at the school was **reduced by 75 percent** and discipline referrals by **60 percent**.