

Decreasing Disproportionality in Discipline:

Promising Practices Leading to Positive Change

Presenters: Debi Keane and Monica Henderson

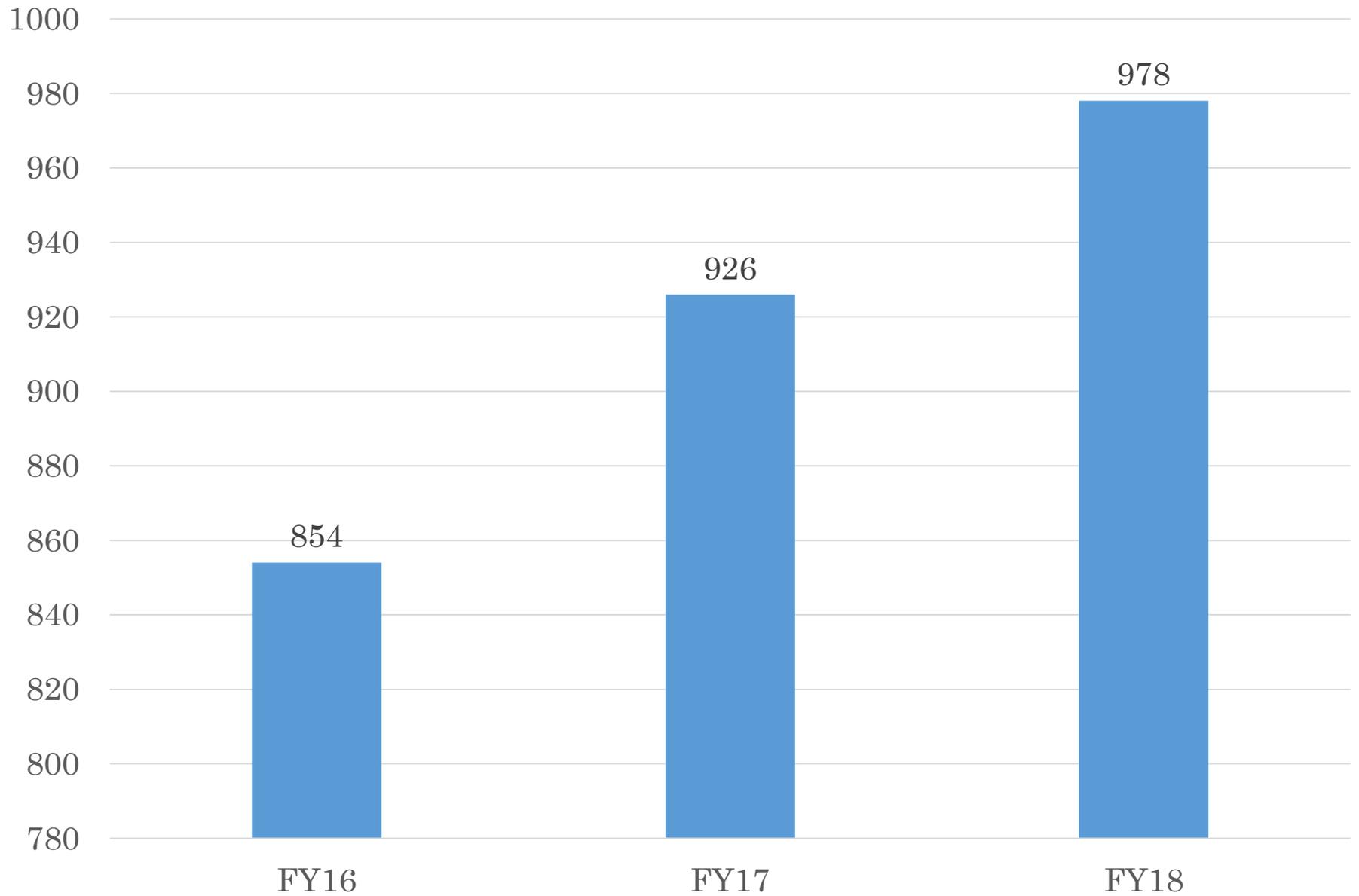


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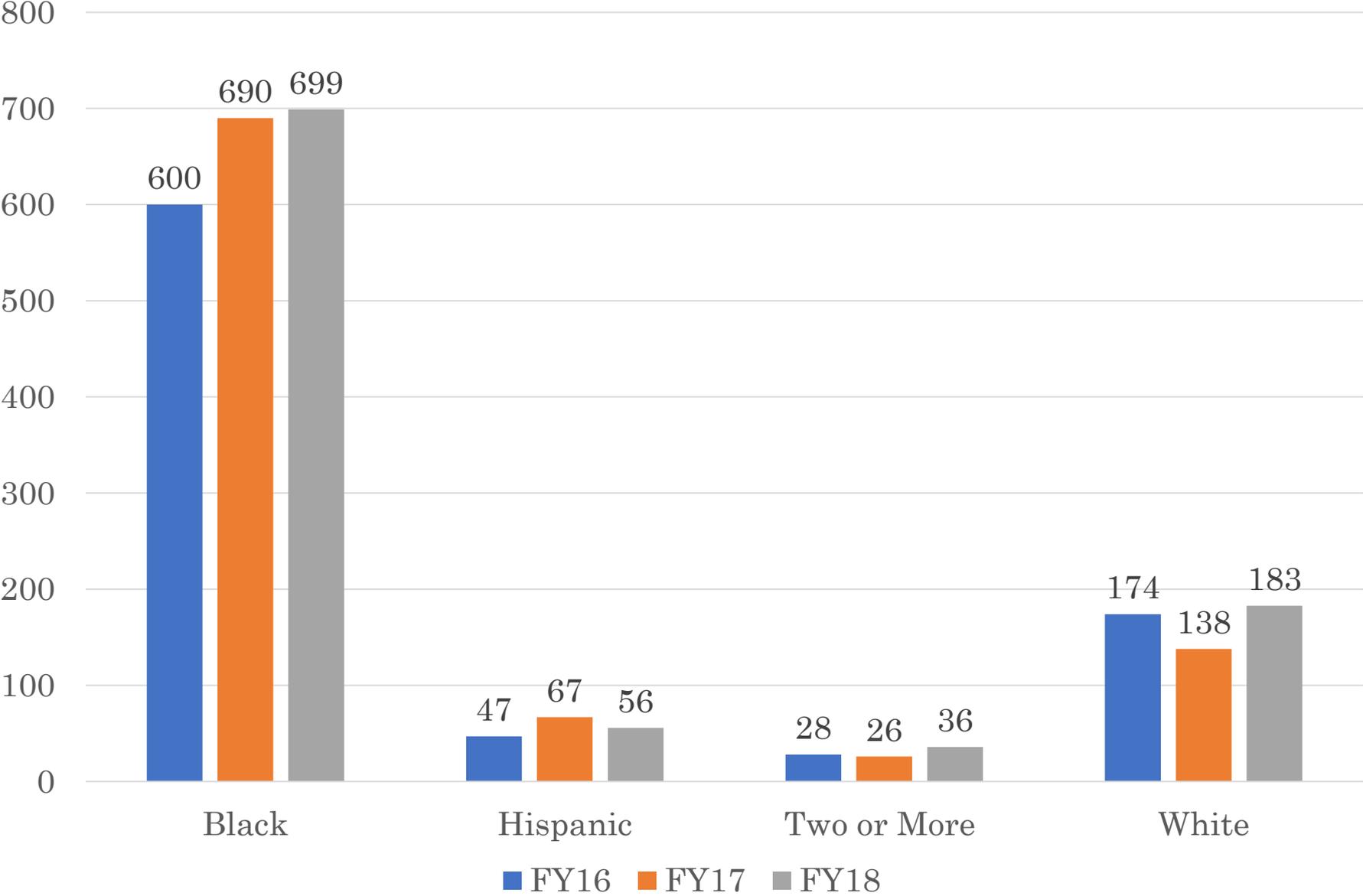
5-Point Intervention Approach

1. Collect, use, and report **disaggregated** discipline data
2. Implement a **behavior framework** that is preventative, multi-tiered, and culturally responsive
3. Use engaging **academic instruction** to reduce the achievement gap
4. Develop **policies** with accountability for disciplinary equity
5. Teach strategies to **neutralize implicit bias**
<http://www.pbis.org/school/equity-pbis>

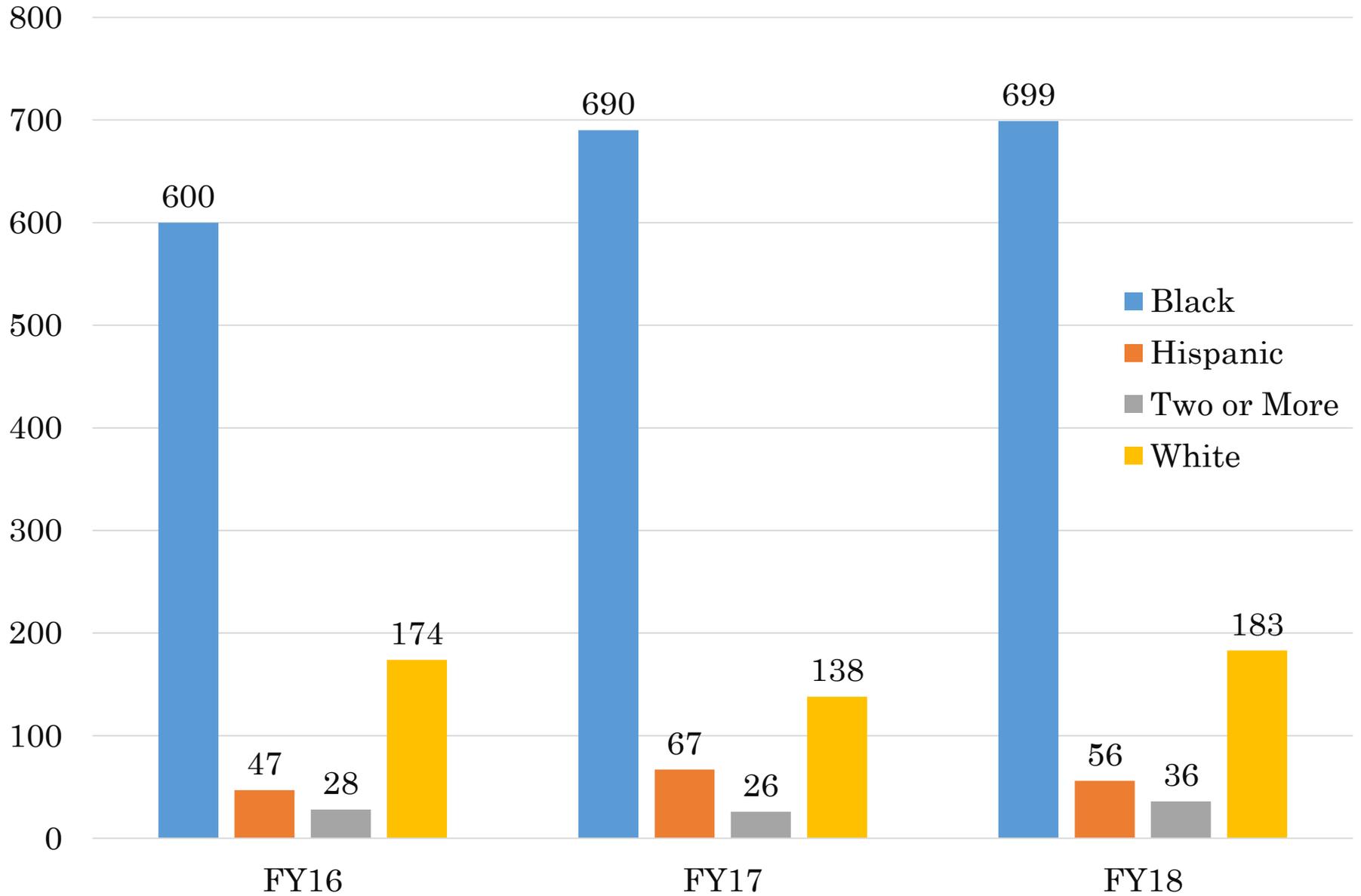
Georgia: Number of SWD > 10 days



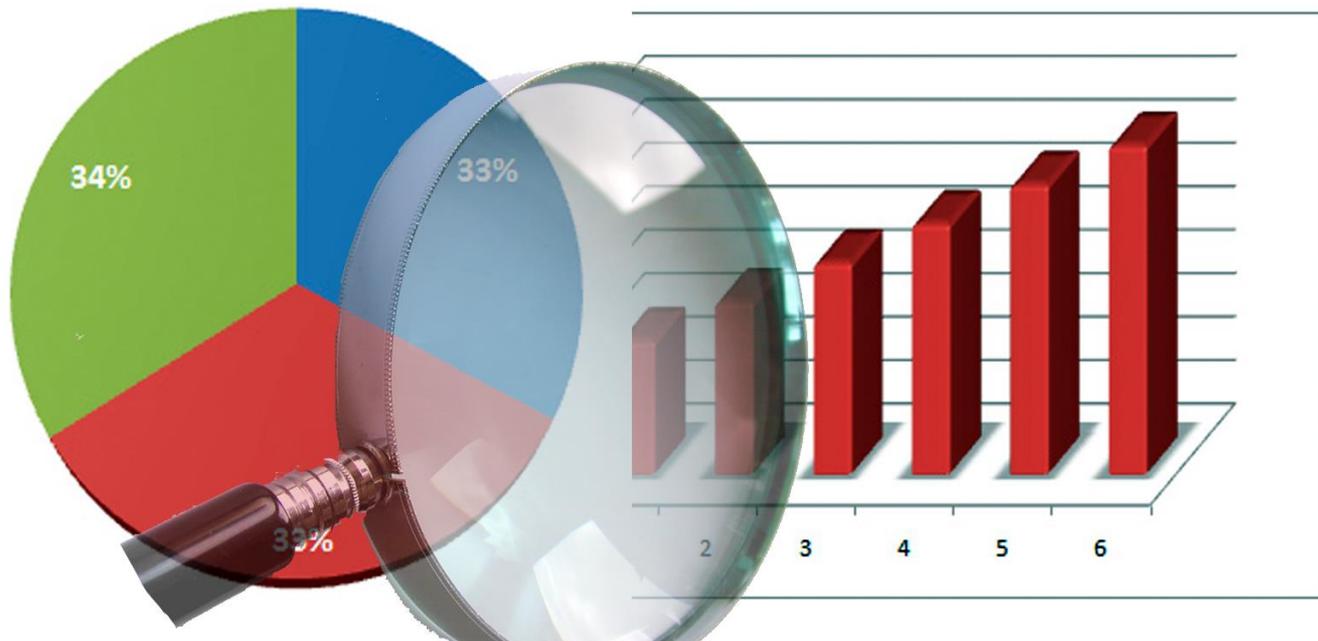
Georgia: Number of SWD with OSS Greater than 10 Days



Georgia: Number of SWD with OSS Greater than 10 Days



Collect, use, and report **disaggregated** discipline data



Data Sources Needed

Assessing disproportionality requires a discipline data system with more features than is needed for decision making without considering ethnicity.

- Consistent entry of ODR data and student race/ethnicity
- School enrollment by race/ethnicity
- Instantaneous access for school teams (not just district teams)
- Capability to disaggregate ODRs and patterns by race/ethnicity
- Capability to calculate risk indices and risk ratios by race/ethnicity



Where do you get your data?

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Wisconsin Rtl Center
Wisconsin PBIS Network
IDEA CFDA 84.027



This tool is designed to be used by schools to calculate the risk of students of color as compared to white students for academic and behavioral adversity. In Wisconsin, like the greater United States, we see racialized patterns of educational performance and failure where students of color are disciplined more than their white peers and where white students outperform students of color academically.

This tool uses a modified risk ratio to analyze racial differences in academic and behavioral performance.

To complete this tool, click on the Data Entry tab below and enter data in the blue cells. A graph will be generated for each of the risk areas and presented below. A risk ratio above 1.0 indicates that students of that race are at a higher risk of behavioral or academic adversity.

<http://www.wisconsinpbisnetwork.org/educators/pbis-in-action/risk-ratio.html>



Wisconsin RtI Center
Wisconsin PBIS Network
IDEA (CFDA) #4.027



Calculating Risk Ratio

Risk ratio is one way to examine the equity of outcomes between different groups. Examining school-wide data to determine risk is one way to evaluate how well your practices are meeting the needs of your students.

This [short e-learning course](#) (approximately 10 minutes) has been developed to:

- Define the general principle of risk ratio and explain how it can be applied to education
- Teach you how to calculate your school's own risk ratio using the [Risk Ratio Calculator](#)
- Help you to determine next steps after finding an increased risk for a particular educational outcome

What is the strongest predictor of disproportionality in school discipline?

The school Principal's endorsement of **exclusionary discipline and zero tolerance policies.**

-Kent McIntosh

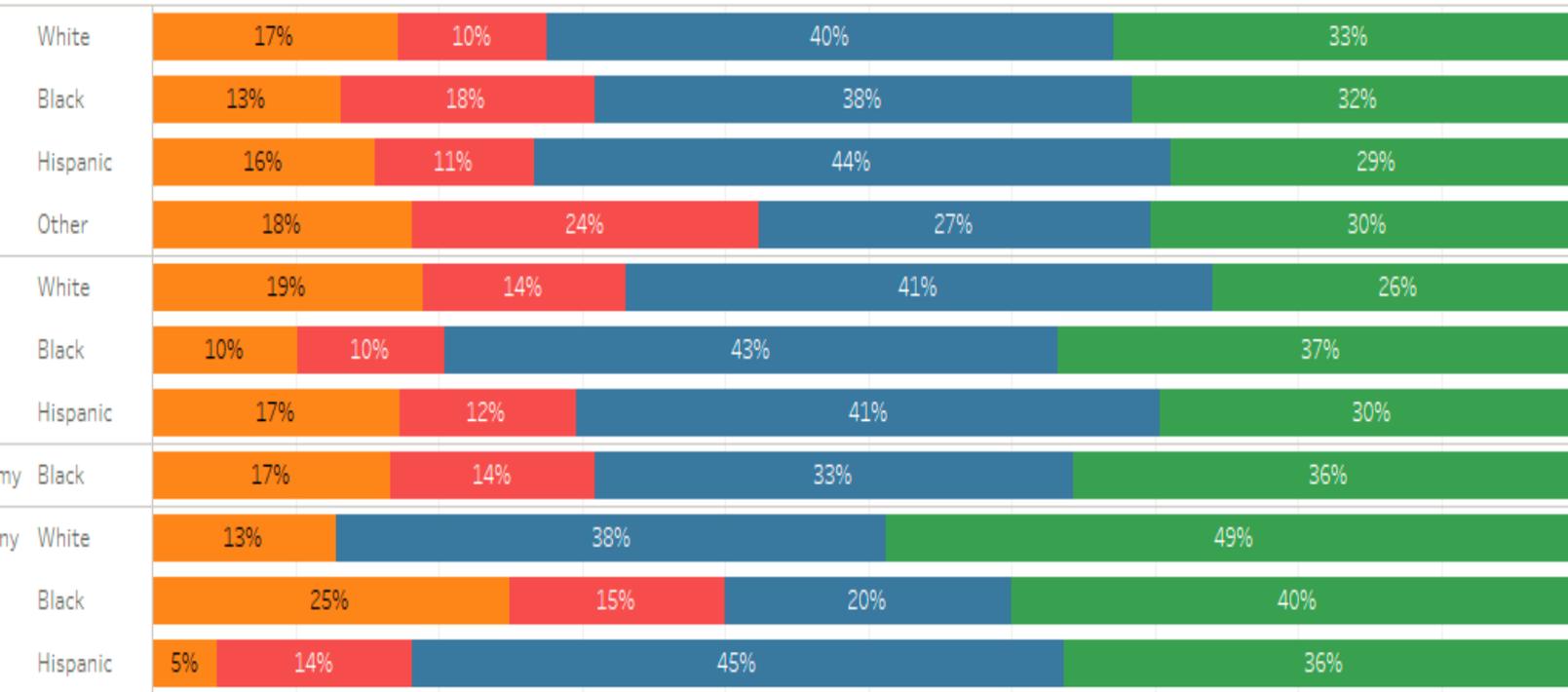


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Student Perception Data

Navigation bar with five items:

- I feel my school has high standards for achievement.
- My school sets clear rules for behavior.
- The behaviors in my classroom allow the teacher to teach so I can learn.
- Students are frequently recognized for good behavior.
- I know an adult at school that I can talk with if I need help.



Filtering options:

- School system: (All)
- Search by school: [Input field]
- Year:
 - 2015
 - 2016
 - 2017
- Select one:
 - Race
 - Gender
 - Grade
 - Disabilities
 - Enrichment program

THINKING OF YOUR HORSE
AS BEHAVING BADLY
DISPOSES YOU TO THINK
OF PUNISHMENT.
THINKING OF YOUR HORSE
AS STRUGGLING TO
HANDLE SOMETHING
DIFFICULT ENCOURAGES
YOU TO HELP HIM
THROUGH HIS DISTRESS.

Implement a **behavior framework** that is preventative, multi-tiered, and culturally responsive



Why start with a foundation of SWPBIS?

- Proactive, instructional approach **may** prevent problem behavior and exposure to biased responses to problem behavior.
- Increasing positive student-teacher interactions **may** enhance relationships to prevent challenges.
- More objective referral and discipline procedures **may** reduce subjectivity and influence of cultural bias.
- Professional development **may** provide teachers with more instructional responses.

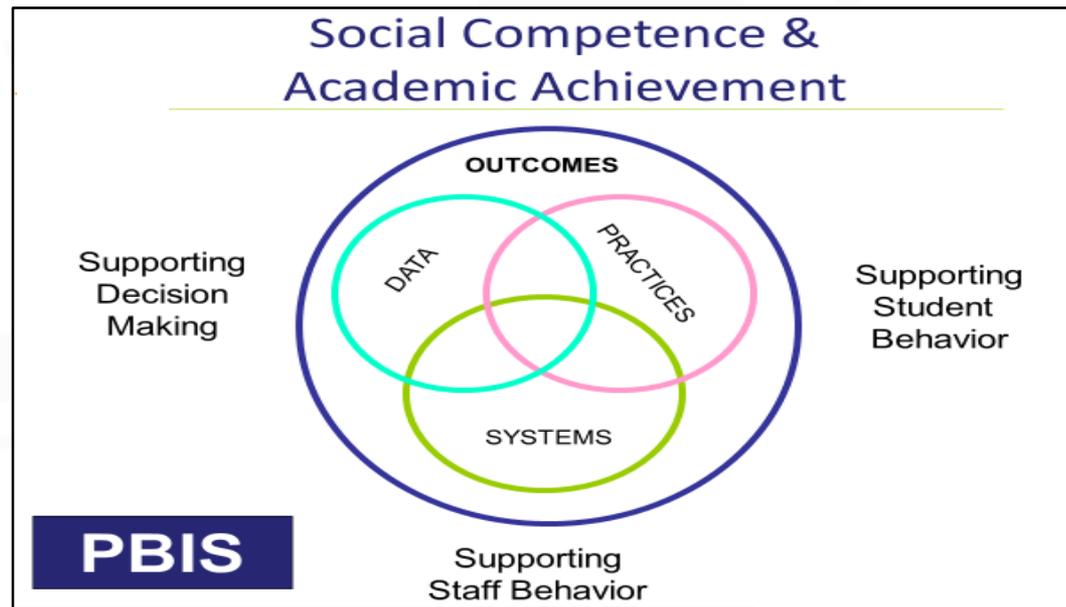


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Culturally Responsive PBIS

- PBIS is a framework for implementing practices that fit the values and needs of students, families, and staff (Sugai, O'Keeffe, & Fallon, 2012).
- Because contextual fit is a core principle of PBIS, PBIS cannot be considered fully implemented until it is culturally responsive.

With its focus on systems, teaming, and data-based decision making, PBIS creates an ideal structure within which to embed the core components of cultural responsiveness.





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Which features predicted decreased disproportionality?

- Expected behaviors defined clearly
- Problem behaviors defined clearly
- Expected behaviors taught
- Consistent consequences
- Behaviors acknowledged regularly
- Classroom procedures consistent with Schoolwide systems
- Options exist for instruction
- Instruction/materials match student ability
- High rates of academic success
- Access to assistance and coaching
- Transitions are efficient and orderly

The 10 Critical Elements of School-Wide PBIS



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1. The PBIS Team-Principal
2. Clear Expectations & Rules
3. Teaching Behavior
4. Data Entry and Analysis
5. Acknowledgement (Feedback)
6. Effective Discipline Process
7. Faculty Commitment
8. Implementation
9. Classroom
10. Evaluation



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Culturally Responsive Implementation

- Develop and revise school-wide systems with active involvement of families, students, and the community
- Use regular student and family surveys to assess acceptability and fit
- Consider using counter-stereotypical acknowledgment



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Counter Stereotypical Acknowledgement



Counter-stereotypical Examples

- Images that break negative stereotypical associations
- Keeping these in one's mind reduces effects of implicit bias on decision making (Lai et al., 2013)
- Asking educators to look for and acknowledge positive behavior by students of color may decrease the effects of implicit bias (Moniz, 2013)



Engaging Academic Instruction



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Chris Joseph Taylor

Engaging Academic Instruction

- Use explicit instruction
- Build and prime background knowledge
- Increase opportunities to respond
- Provide performance feedback



(Chaparro et al., 2015; Hattie, 2009)

Student Engagement



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**"Tell me and I forget. Teach me and I remember.
Involve me and I learn."**

Benjamin Franklin



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Increasing Academic Engagement



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- Which aspects of instruction influence behavior?
 - Pacing
 - Difficulty
 - Mismatch between task and ability
 - Variation (or lack thereof)
 - Teacher enthusiasm
- Always investigate academic connections to behavior problems.

Value of Providing Numerous Opportunities to Respond



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- The more students spend involved in learning activities, the more they learn.
- Additionally, increased rates of responding and the subsequent improved learning tend to increase the amount of material that can be covered.
- When teachers increase their rates of opportunities to respond, student on-task behavior and correct responses increase while disruptive behavior decreases.

Student Engagement and Praise



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91%



74%



Research from
Becker and
Evertson

50-69%

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Student Engagement

"The students who are most engaged are the ones who think they matter to the teacher." Dr. Russell Quaglia





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Social Emotional Learning

- Social Skills and Academic success are intertwined
- Best delivered integrated with instruction in academic subjects
- All children benefit from understanding their own and other's feelings during social interactions
- Many children need instruction in effectively identifying, selecting, applying, and evaluating social strategies
- Tools for teachers acknowledges that processing deficits impact social functioning in the general education setting.

SEL Impact is Long-Term



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Long Term Benefits

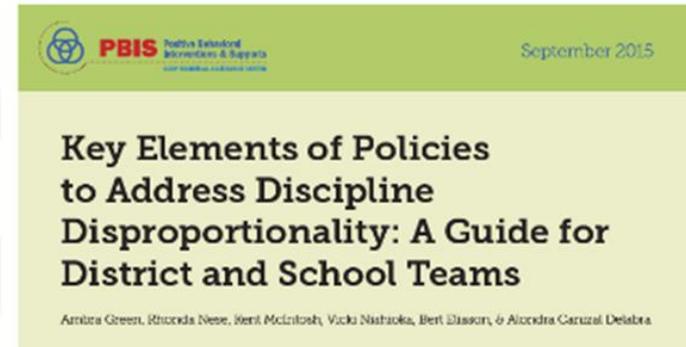
- Academics
- Behaviors
- Attitude
- Skills



“Social and emotional learning (SEL) programs, which previously have shown immediate improvements in mental health, social skills, and academic achievement, continue to benefit students for months and even years to come” - 2017 meta-analysis from CASEL, the University of Illinois at Chicago, Loyola University, and the University of British Columbia

Implement **Policies** with Accountability **for Equity**

- Equity Policy Guide



This practice guide is one of a series of guides for enhancing equity in school discipline. The guides are based on a 5-point multicomponent intervention described by McIntosh, Clivar, Horner, Smolkowski, and Sugai (2014). The 5 points include effective instruction, School-wide PBIS as a foundation for culturally-responsive behavior support, use of disaggregated discipline data, effective policies, and reducing bias in discipline decisions. This guide addresses effective policies.

The recommendations and guides are available at:
<http://www.pbis.org/school/equity-pbis>

Introduction

The purpose of this guide is to provide resources for districts and schools in developing policies and procedures to reduce racial and ethnic disproportionality in school discipline. The guide will describe and provide examples of key elements of policy and their application in schools. It also provides a process and tool for assessing aspects of policies to enhance equitable discipline.

Audience

This guide is designed primarily for use by district teams seeking to reduce racial and ethnic disproportionality in school discipline, regardless of whether they are implementing SWPBS. It provides examples of content that could be included in board policies or district administrative rules and regulations. School teams may also use this guide in developing school-specific policies and procedures. This guide is not intended to replace legal counsel for policies required by local, state, and federal legislation.

<http://www.pbis.org/school/equity-pbis>

Special Education Policy

Be sure you include information regarding the **Discipline Rule** in your district procedural manual.

State Rule: 160-4-7-.10 - Discipline

✓	Components
	Relationship of general code of conduct to IEP
	Interim alternative settings and 10-day rule
	Manifestation determination
	Functional behavior assessment
	Behavior intervention plan
	Special Circumstances: weapons, illegal drugs, injury
	Provision of notification of change of placement
	Appeal process
	Placement during appeal
	Protections for children not yet eligible
	Referral to law enforcement and judicial authorities
	Change of placement due to disciplinary removal

Equity Policies and Procedures

- How could policy work fit into enhancing equity?
 - Could set clear priorities
 - Could reduce the effects of explicit bias
 - Could enable implementation of specific interventions
 - Could reduce discriminatory practices



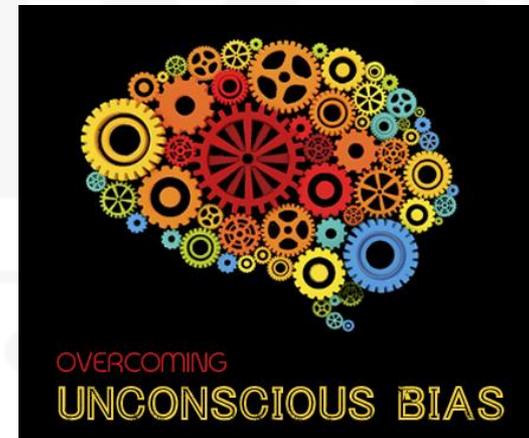
Equity Policies and Procedures

Key Elements of Effective Policy to Enhance Equity in School Discipline

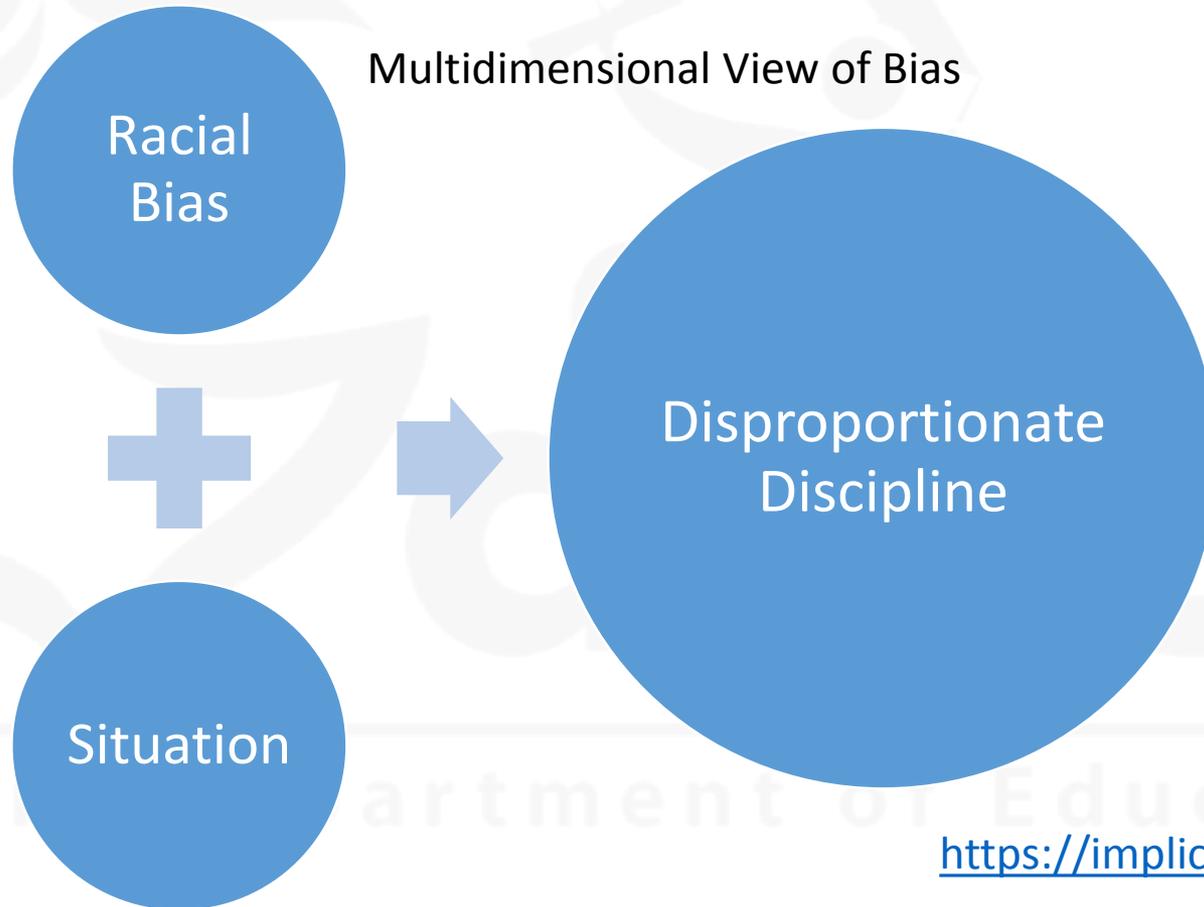
1. Specific Commitment to Equity
2. Family Partnerships in Policy Development
3. Focus on Implementing Positive, Proactive Behavior Support Practices
4. Clear, Objective Discipline Procedures
5. Removal or Reduction of Exclusionary Practices
6. Graduated Discipline Systems with Instructional Alternatives to Exclusion
7. Procedures with Accountability for Equitable Student Outcomes

What is Implicit Bias?

- Unconscious, automatic
- Generally not an indication of our beliefs and values
- We all have it (even those affected by it)
- Based on stereotypes
- More likely to influence:
 - Snap decisions
 - Decisions that are ambiguous



Implicit Bias and Decision Making



<https://implicit.harvard.edu/>

What would **YOU** Do



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Discussion

Which decisions in schools are most likely to be snap judgements?

- Correcting a student's behavior
- Sending a student to the office
- Picking which student to call on
- Deciding whether to call a student's parent
- Suspending a student from school
- Grading students' work



What is a Vulnerable Decision Point (VDP)?

- A specific decision that is more vulnerable to effects of implicit bias
- Two parts
 - Elements of the situation
 - The person's decision state (internal state)

It may be effective to provide training to school personnel to identify situations in which their decisions may be vulnerable to bias (e.g., fatigue, subjective behavior, unfamiliar student).

What are Common VDP Situations?



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- Use your school's data to find the most common situations for ODRs or suspensions, first for White (or all) students, then for the demographic group of interest.
- What is the most common behavior, location, time of day, day of the week, grade level
- Where do you see differences?
- What student behaviors from this group push my buttons?
- How might these behaviors be related to culture?
- How might these behaviors be functional (meet a need)?

Create Neutralizing Routines

Two parts:

1. **ASSESS:** "is this a Vulnerable Decision Point (VDP)?"
 - Is this one of the situations?
 - Am I in the right decision state to act in line with my values?
2. **RESPOND:** If so, use an agreed-upon alternative response

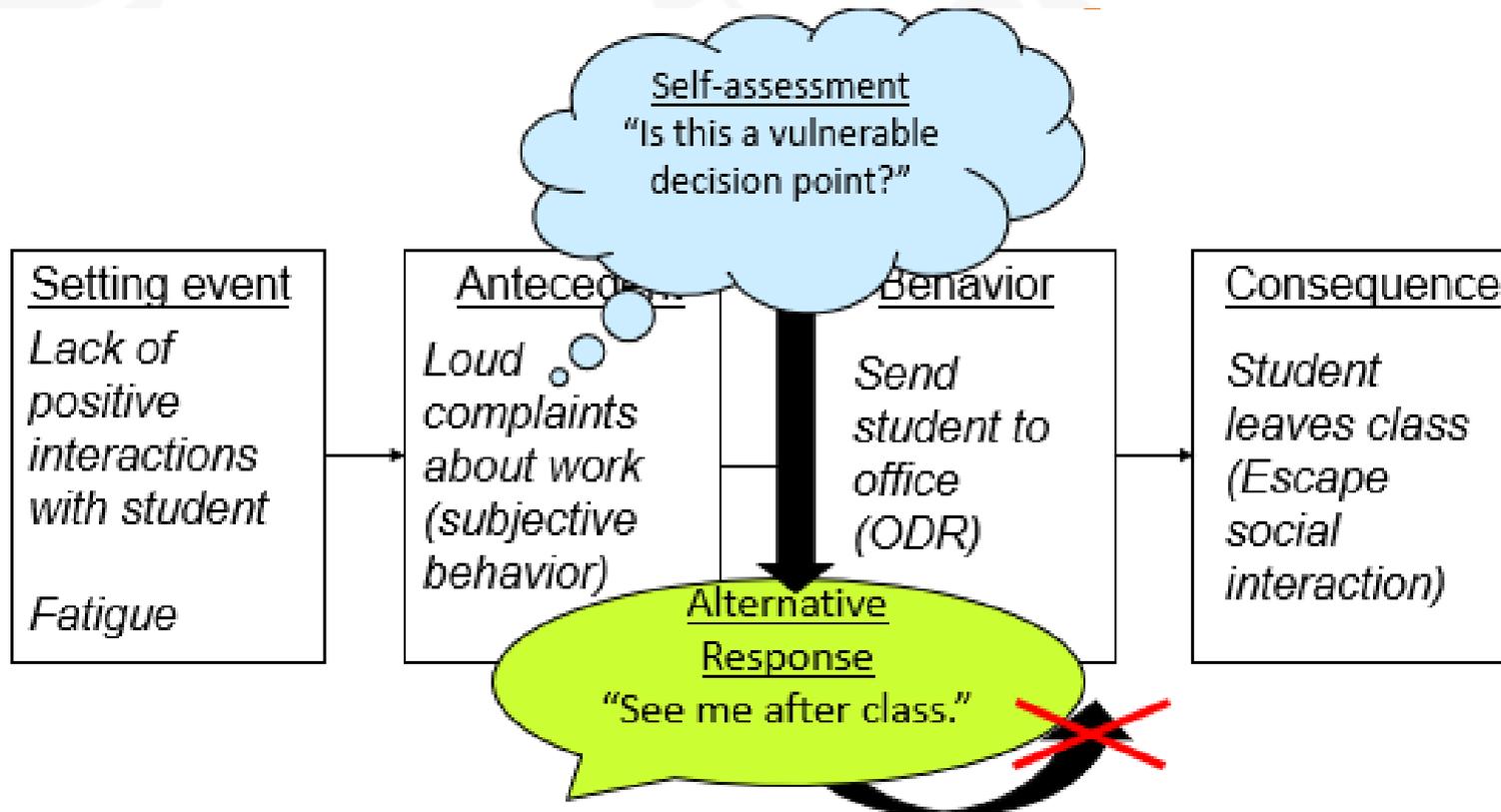
Critical Features:

1. If-then statements
2. Brief
3. Clear steps
4. Doable
5. Add space/delay between student behavior and adult response

Neutralizing Routines for Reducing Effects of Implicit Bias



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Neutralizing Routine Examples

If this is a VDP...

- Delay decision until I can think clearly
 - "see me after class/at the next break."
 - Ask the student to reflect on their feelings/behavior
 - Am I acting in line with my values?
- Reframe the situation
 - "I love you, but that behavior is not ok"
 - "How do we do that at school?"
 - Picture this student as a future doctor/lawyer
 - Assume student's best effort at getting needs met
 - Respond as if the student was physically injured
- Take care of yourself
 - Take two deep breaths
 - Recognize my upset feelings and let them go
 - Model class wide cool-down strategy

If you're aware...



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...You're halfway there

References

- Chaparro, E. A., Helton, S., & Sadler, C. A. (2016). Oregon Effective Behavioral and Instructional Support Systems initiative: Implementation from district and state level perspectives. In K. McIntosh & S. Goodman (Eds.), *Integrated multi-tiered systems of support: Blending RTI and PBIS* (pp. 267-286). New York: Guilford.
- McIntosh, K., Barnes, A., Morris, K., & Eliason, B. M. (2014). Using discipline data within SWPBIS to identify and address disproportionality: A guide for school teams. Eugene, OR: Center on Positive Behavioral Interventions and Supports. University of Oregon.
- Collaborative for Academic, Social, and Emotional Learning - <https://casel.org/impact/>
- Equity & PBIS - <http://www.pbis.org/school/equity-pbis>
- Implicit Association Test - <https://implicit.harvard.edu/>