Decreasing Disproportionality in Discipline:

Promising Practices Leading to Positive Change

Presenters: Debi Keane and Monica Henderson
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
State Discipline Disproportionality Data
Georgia: Number of SWD with OSS Greater than 10 Days

<table>
<thead>
<tr>
<th>Race</th>
<th>FY16</th>
<th>FY17</th>
<th>FY18</th>
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<tbody>
<tr>
<td>Black</td>
<td>600</td>
<td>690</td>
<td>699</td>
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<tr>
<td>Hispanic</td>
<td>47</td>
<td>67</td>
<td>56</td>
</tr>
<tr>
<td>Two or More</td>
<td>28</td>
<td>26</td>
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<tr>
<td>White</td>
<td>174</td>
<td>138</td>
<td>183</td>
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</table>
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?
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.

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
### Student Perception Data

<table>
<thead>
<tr>
<th>Statement</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Other</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>I feel my school has high standards for achievement.</td>
<td>17%</td>
<td>13%</td>
<td>16%</td>
<td>18%</td>
<td>17%</td>
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<tr>
<td>My school sets clear rules for behavior.</td>
<td>10%</td>
<td>18%</td>
<td>11%</td>
<td>24%</td>
<td>13%</td>
</tr>
<tr>
<td>The behaviors in my classroom allow the teacher to teach so I can learn.</td>
<td>40%</td>
<td>39%</td>
<td>44%</td>
<td>27%</td>
<td>39%</td>
</tr>
<tr>
<td>Students are frequently recognized for good behavior.</td>
<td>33%</td>
<td>32%</td>
<td>29%</td>
<td>30%</td>
<td>31%</td>
</tr>
<tr>
<td>I know an adult at school that I can talk with if I need help.</td>
<td>33%</td>
<td>32%</td>
<td>29%</td>
<td>30%</td>
<td>31%</td>
</tr>
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</table>

**Year 2017 Data**

<table>
<thead>
<tr>
<th>Race</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>19%</td>
<td>14%</td>
<td>41%</td>
<td>26%</td>
<td>19%</td>
</tr>
<tr>
<td>Black</td>
<td>10%</td>
<td>10%</td>
<td>43%</td>
<td>37%</td>
<td>10%</td>
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<tr>
<td>Hispanic</td>
<td>17%</td>
<td>12%</td>
<td>41%</td>
<td>30%</td>
<td>17%</td>
</tr>
<tr>
<td>White</td>
<td>13%</td>
<td>14%</td>
<td>38%</td>
<td>49%</td>
<td>13%</td>
</tr>
<tr>
<td>Black</td>
<td>25%</td>
<td>15%</td>
<td>20%</td>
<td>40%</td>
<td>25%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>5%</td>
<td>14%</td>
<td>45%</td>
<td>36%</td>
<td>5%</td>
</tr>
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</table>
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.
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.
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

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
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
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
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

“Tell me and I forget. Teach me and I remember. Involve me and I learn.”

Benjamin Franklin
Increasing Academic Engagement

• 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

• 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

91%

74%

50-69%

Research from Becker and Evertson
Student Engagement

“The students who are most engaged are the ones who think they matter to the teacher.” Dr. Russell Quaglia
Effective Feedback
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

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

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**

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

Multidimensional View of Bias

Racial Bias + Situation → Disproportionate Discipline

https://implicit.harvard.edu/
What would YOU do?
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?

- 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

Setting event
Lack of positive interactions with student
Fatigue

Antecedent
Loud complaints about work (subjective behavior)

Behavior
Send student to office (ODR)

Consequence
Student leaves class (Escape social interaction)

Self-assessment
"Is this a vulnerable decision point?"

Alternative Response
"See me after class."

3/13/2018
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…

…You’re halfway there
Questions?
References


Collaborative for Academic, Social, and Emotional Learning - [https://casel.org/impact/](https://casel.org/impact/)

Equity & PBIS - [http://www.pbis.org/school/equity-pbis](http://www.pbis.org/school/equity-pbis)

Implicit Association Test - [https://implicit.harvard.edu/](https://implicit.harvard.edu/)