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## Enhancing Equity in School Discipline: Practical Strategies and Tools

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University of Oregon



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## Thank you...

- For being educators, advocates for our students, and devoting time to improving our society



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## “That’s me!”

- How many of you...
  - ☐ Work primarily with students and their families?
  - ☐ Work primarily as school administrators?
  - ☐ Work primarily at the district level?
  - ☐ Work primarily at the state level?
  - ☐ Are going to school to learn how to do one of these things?



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## Acknowledgements



### ■ PBIS Center Disproportionality Workgroup

- |  |   |
|--|---|
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| <input type="checkbox"/> Rob Horner              |   |

## Overview of Today's Session

1. Complete some **activities** to explore disproportionality in school discipline
2. Share **an intervention approach** for enhancing equity in school discipline
3. Guide you through a **data** driven process for:
  1. Identify **causes and solutions**
  2. **Change environments** to prevent challenges
  3. **Build skills** in responding to challenges

Handouts: <http://www.pbis.org>

## Getting going...

- Turn to a neighbor
  - What do you want to get out of this session?

## Ground Rules

- Ask questions throughout
- Speak your truth
- Get comfortable with discomfort

(Adapted from Singleton, 2015)

## Stroop Task: A test of **automatic associations**

- Our brains are wired to look for patterns
- When we are forced to make quick decisions, we use our automatic associations to respond

## Warm Up Activity #3: Implicit Association Test

- <https://implicit.harvard.edu/>
- Uses beliefs (stereotypes) and evaluations (attitudes) associated with social groups
- Example: Gender-Career IAT
  - Tests automatic association of MEN more with CAREERS (work outside the home) and WOMEN more with FAMILY



## Think Pair Share

- What did you notice about completing the activity?
- How might patterns of responses on this activity relate to real world interactions?

## 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 Attractiveness Bias

(Salter, Mixon, & King, 2012)





## Implicit Height Bias

(Judge & Cable, 2004)

One inch of height is worth \$789 per year in salary



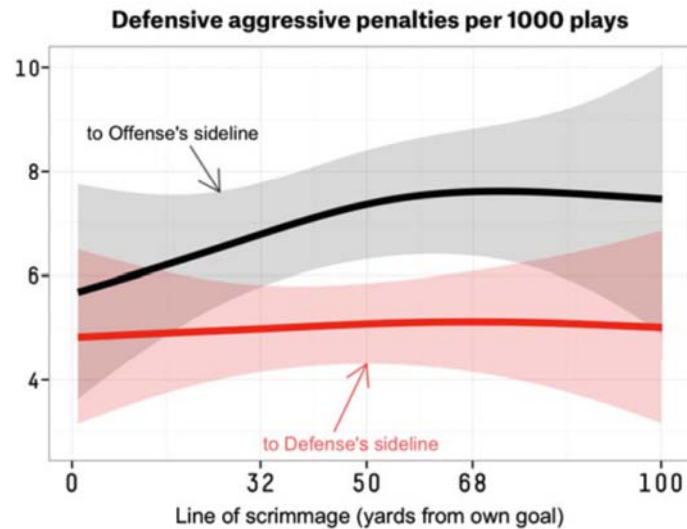
## Implicit Bias in Refereeing

(Lopez, 2016)



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## Implicit Bias in Refereeing

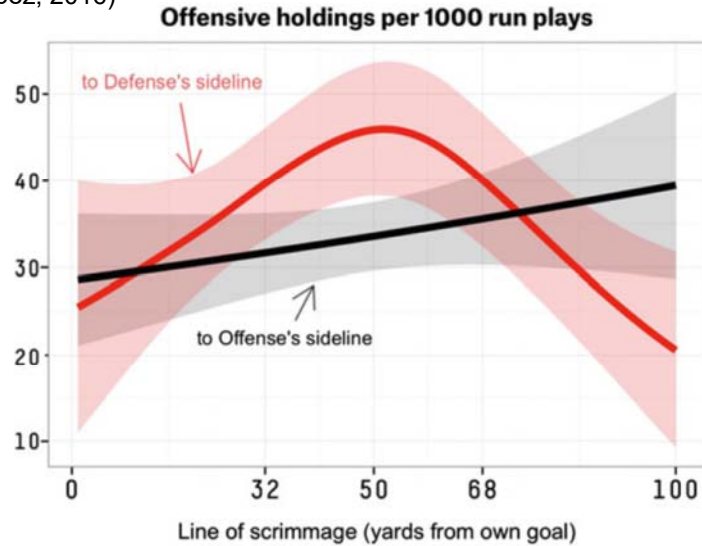
(Lopez, 2016)





## Implicit Bias in Refereeing

(Lopez, 2016)



## Implicit Bias in Refereeing

(Carlson, 2014)



## Implicit Bias in Refereeing

(Carlson, 2014)

**FOUL DIFFERENTIAL IN THE ACC**

Team	Home game differential	Away game differential
Boston College	3	-14
Clemson	6	-4
Duke	12	-27
Florida State	4	14
Georgia Tech	4	-13
Maryland	-11	-11
Miami	-11	6
North Carolina	-24	-24
N.C. State	6	6
Notre Dame	-8	-18
Pittsburgh	2	9
Syracuse	29	0
Virginia	22	17
Virginia Tech	0	-1
Wake Forest	9	-3

## So...are all referees terrible people?



## Implicit Gender Bias

(Reuben et al., 2014)

Column Addition (A)									
Find each sum.									
89	39	46	70	11					
69	18	13	34	42					
30	81	76	55	36					
+ 87	+ 63	+ 45	+ 13	+ 69					
82	81	49	24	54					
76	44	59	82	13					
89	52	56	42	96					
+ 99	+ 29	+ 98	+ 26	+ 18					
23	17	75	86	62					
77	27	29	98	64					
99	49	64	95	34					
+ 16	+ 87	+ 74	+ 65	+ 70					
33	84	36	12	96					
44	17	24	97	40					
86	77	95	87	65					
+ 43	+ 71	+ 39	+ 42	+ 33					
18	88	41	75	99					
68	26	24	43	70					
47	76	39	33	79					
+ 70	+ 68	+ 26	+ 16	+ 21					

Men were significantly more likely to choose men



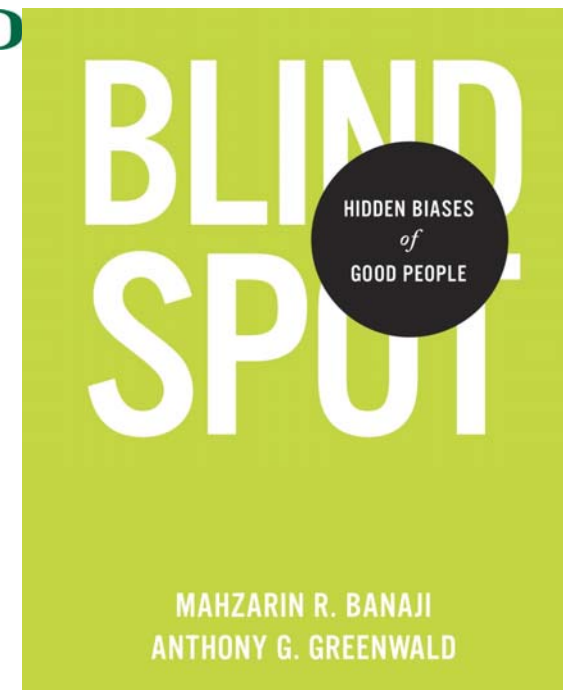
Women were significantly more likely to choose men



## Implicit Bias and Race

“the challenge is not a small number of twisted white supremacists but something infinitely more subtle and complex: People who believe in equality but who act in ways that perpetuate bias and inequality.”

-Nicholas Kristof, *The New York Times*



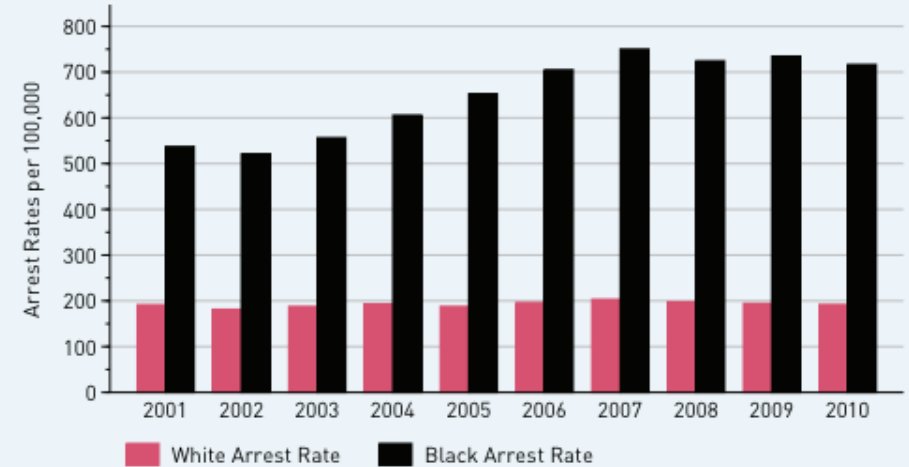
## Think Pair Share



- Reflect on the video
- What was your reaction to it?
- Did you have a first and a second reaction?

FIGURE 10

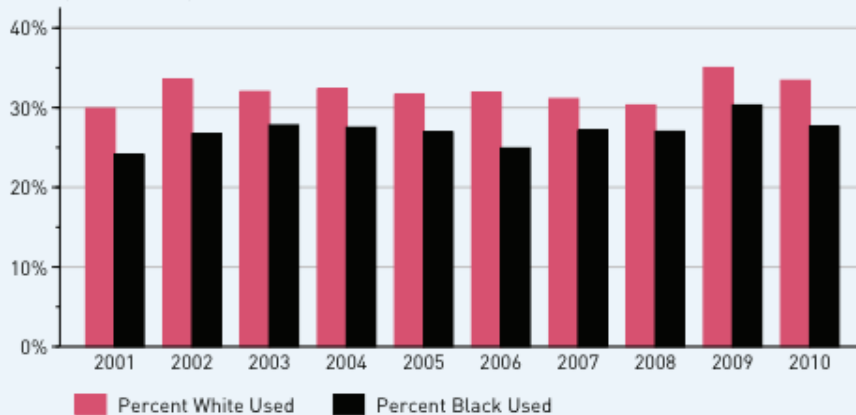
Arrest Rates for Marijuana Possession by Race (2001-2010)



Source: FBI/Uniform Crime Reporting Program Data and U.S. Census Data

FIGURE 22

Marijuana Use Among 18- to 25-Year-Olds by Race: Used Marijuana in Past 12 Months (2001-2010)



Source: National Household Survey on Drug Abuse and Health, 2001-2010

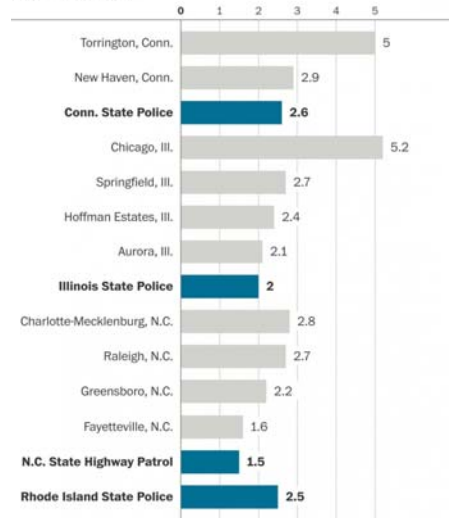
## Dept. of Justice Report: Ferguson Police Department

- “African Americans are **2.07 times more likely to be searched** during a vehicular stop but are **26% less likely to have contraband** found on them during a search.”



## Black drivers are more likely than white drivers to be searched at a traffic stop

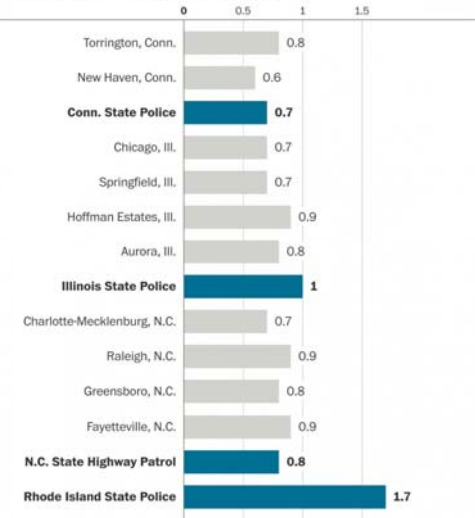
In Chicago, for instance, black drivers were over five times more likely than white drivers to be searched.



Source: New York Times analysis of state data  
THE WASHINGTON POST

## Black drivers are less likely than white drivers to be found with contraband

Black drivers pulled over and searched in Chicago, for instance, were 30 percent less likely than white drivers to be found with illegal goods.



Source: New York Times analysis of state data  
THE WASHINGTON POST

Implicit Bias predicts the extent to which...



- **Arbitrators** decide labor grievances in favor of women over men (Girvan, Deason, & Borgida, 2015)

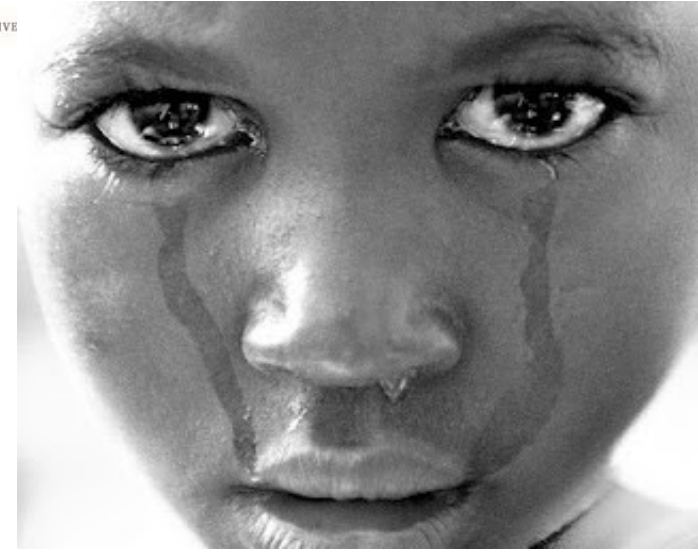


- **Teachers** of students with ASD experience anxiety, depression, and professional burnout (Kelly & Barnes-Holmes, 2013)





- **Police Officers** use force when arresting Black children as opposed to White children (Goff et al., 2014)



- **Pediatricians** recommend less pain medication for Black children than White children with identical symptoms (Cooper et al., 2012; Sabin & Greenwald, 2012)

## Implicit Bias Research: *Racism is Real* (Brave New Films)



<https://www.youtube.com/watch?v=fTcSVQJ2h8g>

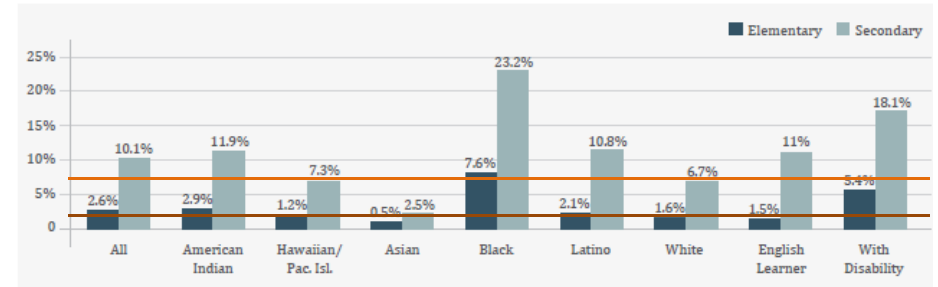




## Pop Quiz: What % of the Black population is incarcerated?

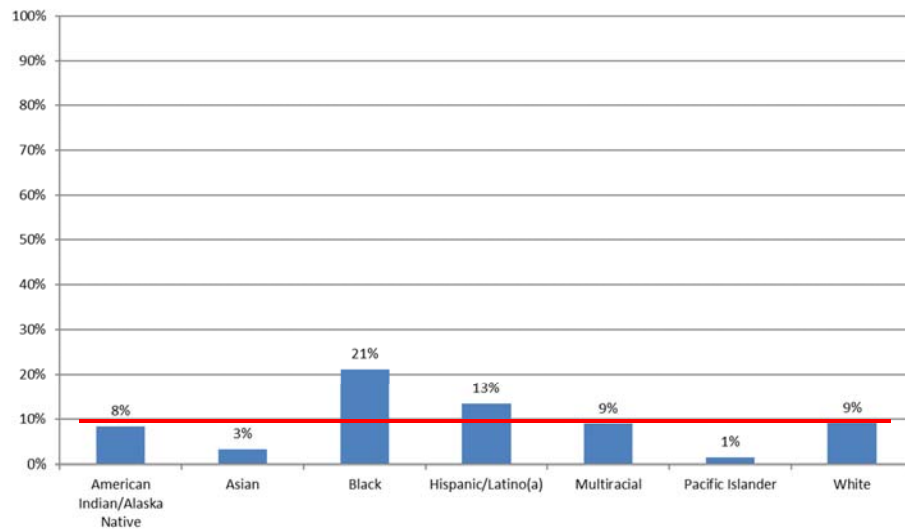
## Disproportionality in School Discipline (Losen et al., 2015)

Figure 1. Elementary and Secondary Out-of-school Suspension Rates by Subgroup, 2011-12

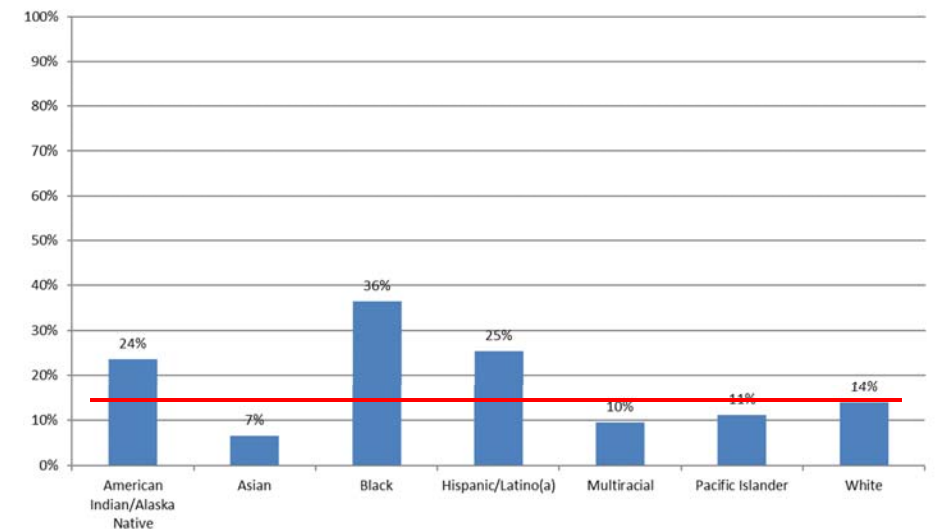


<http://civilrightsproject.ucla.edu/resources/projects/center-for-civil-rights-remedies/school-to-prison-folder/federal-reports/are-we-closing-the-school-discipline-gap>

### Risk Index Elementary (n = 70)

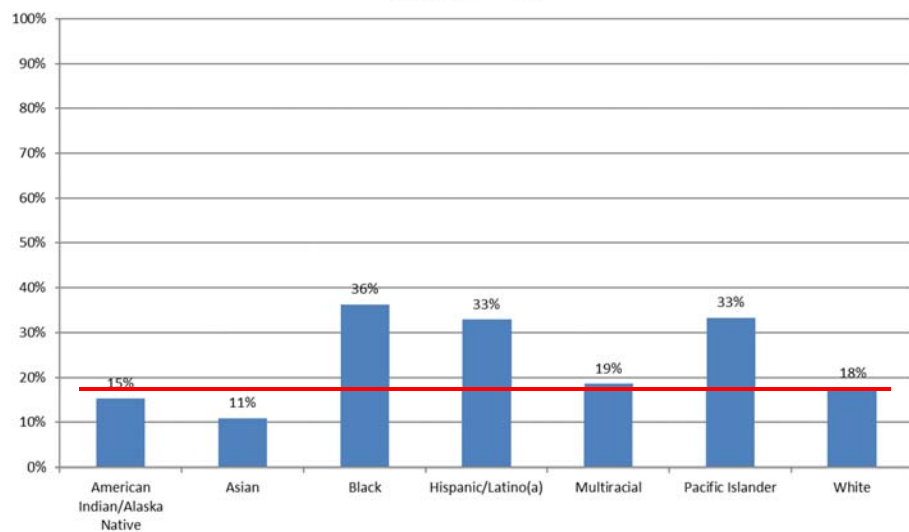


### Risk Index Middle (n = 34)





**Risk Index  
High (n = 21)**



## Addressing Common Questions

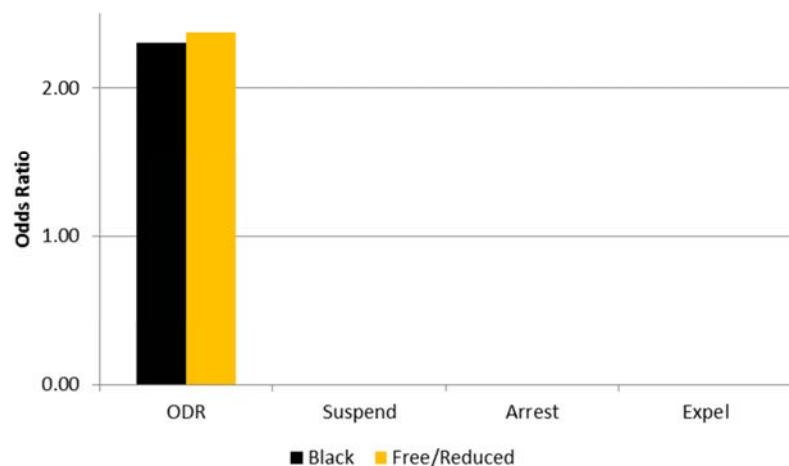
*“Isn't it all really about poverty?”*

- Poverty plays a role, but racial disproportionality remains, even when controlling for poverty

- Anyon et al., 2014
- Skiba et al., 2002; 2005
- Wallace et al., 2008

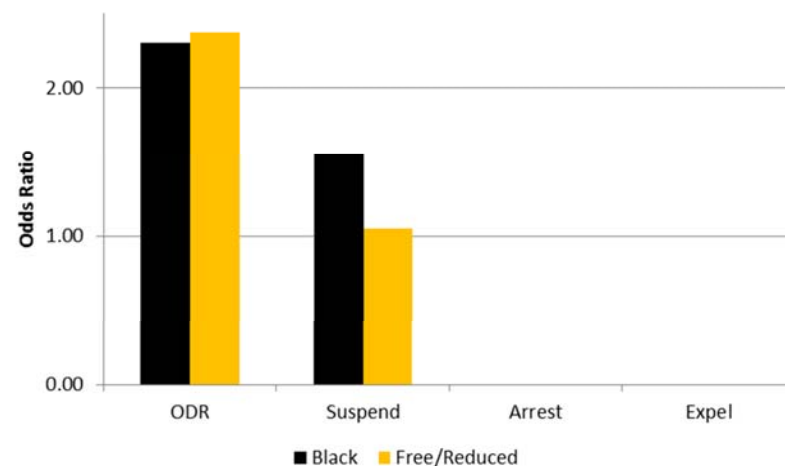
## Race and Poverty

(Anyon et al., 2014)



## Race and Poverty

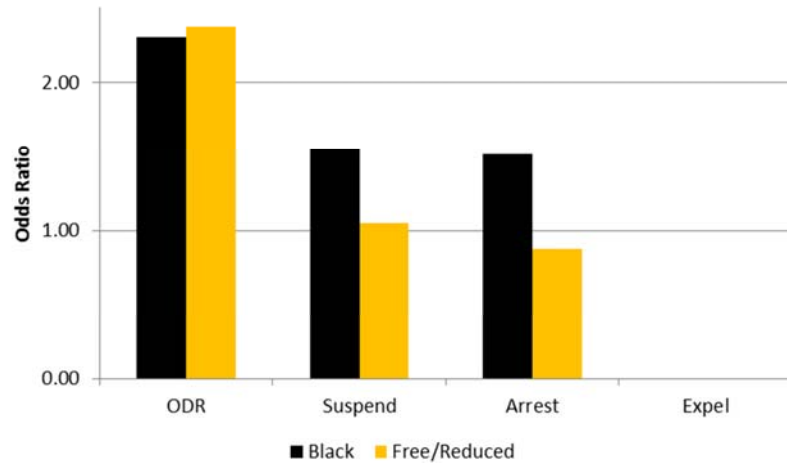
(Anyon et al., 2014)





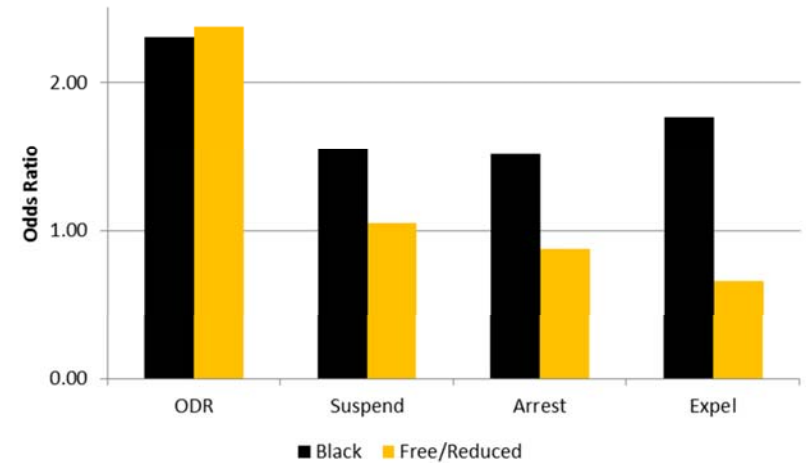
## Race and Poverty

(Anyon et al., 2014)



## Race and Poverty

(Anyon et al., 2014)



## Addressing Common Questions

*"Aren't Black boys just more violent?"*

- No evidence of different base rates of behavior for any subgroups
  - Bradshaw et al., 2010
  - Losen & Skiba, 2010
  - Skiba et al., 2014

## Addressing Common Questions

*"It's just a handful of students...can't we put them on individual plans?"*

- Although it may be a few students in your school, the larger patterns are clear when you add up to the district, region, or state.
  - Losen et al., 2015

## Addressing Common Questions

*"Are you saying that all teachers are racist?"*

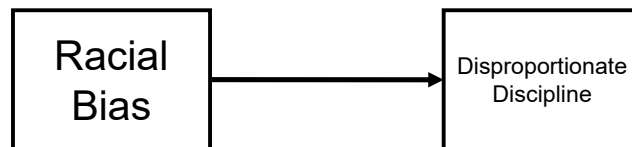
- Our research indicates that disproportionality comes from unconscious bias – that we're not even aware of.
  - Girvan et al., in press
  - Greenwald & Pettigrew, 2014
  - van den Bergh et al., 2010

If you're **aware...**

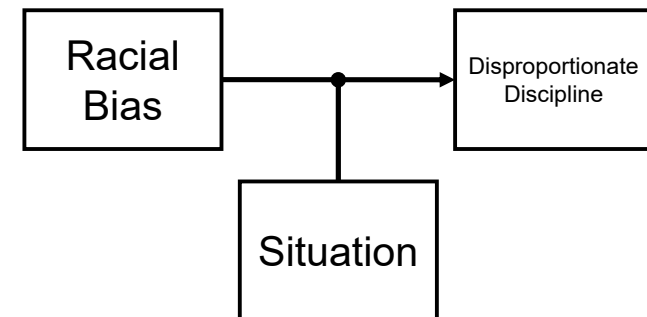


**...you're halfway there.**

## A Unidimensional View of Bias

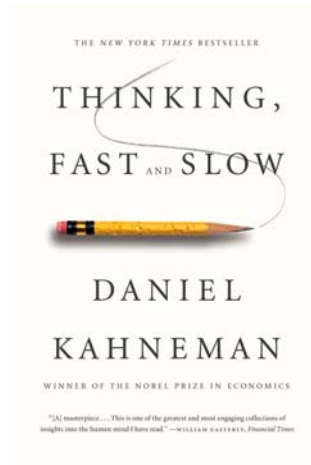


## A Multidimensional View of Bias



# Two Systems for Decision Making (Kahneman, 2011)

- System 1: **Fast Decisions**
  - Automatic, snap judgments
  - Intuitive, unconscious
- System 2: **Slow Decisions**
  - Deliberate decisions
  - Allows for conscious attention



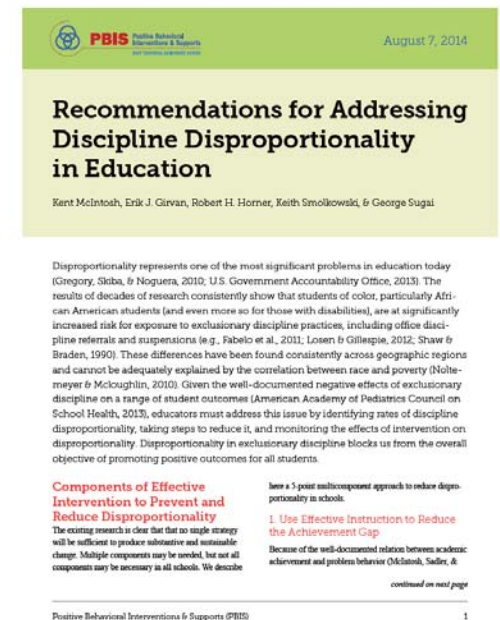
# Discussion

- Which decisions in schools are more likely to be snap judgments?
  - 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

# Assumptions

- We all believe that a student's color should not **fate** him or her to negative outcomes
- Discussing equity and race is **uncomfortable**
- Creating discomfort without providing **effective strategies** for equity is not productive
- In discussing equity and taking steps, we will make **mistakes**

# A 5-point Intervention Approach to Enhance Equity in School Discipline



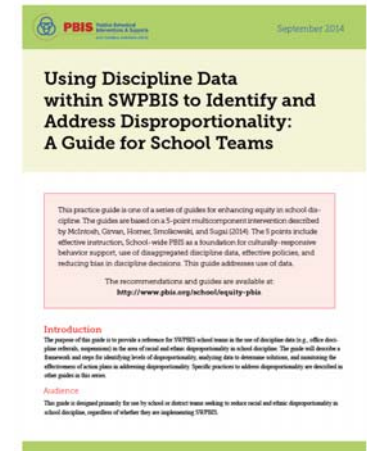
## 5-point Intervention Approach

1. Collect, use, and report **disaggregated** discipline data
2. Implement a **behavior framework** that is preventive, multi-tiered, and culturally responsive
3. Use engaging **academic instruction** to reduce the opportunity (achievement) gap
4. Develop **policies** with accountability for disciplinary equity
5. Teach strategies to **neutralize implicit bias**

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

## 1. Use disaggregated data to assess and address equity

### ■ Disproportionality Data Guide



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

## 2. Why start with a foundation of SWPBIS?

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

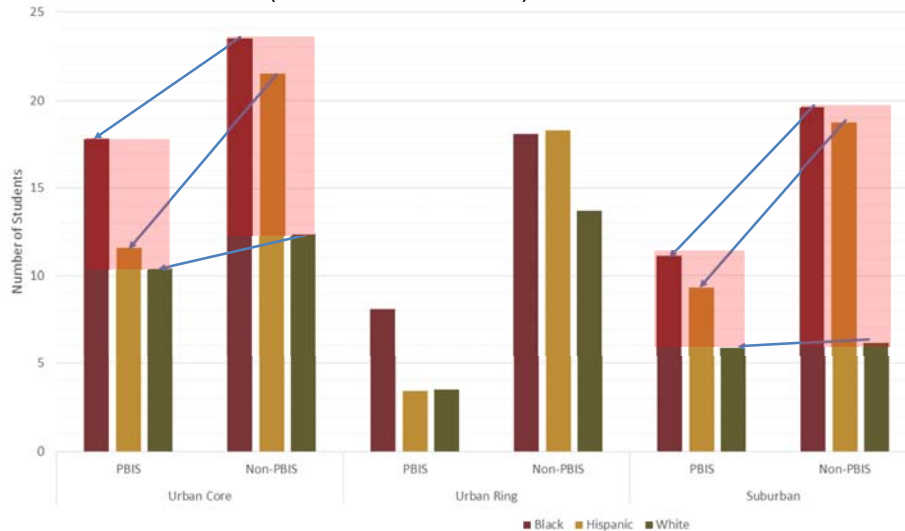
(Greflund et al., 2014)

## Effects of PBIS on Discipline Disproportionality

- **Vincent et al., 2011**
  - **Statistically significantly lower Black-White ODR disproportionality** in 72 schools implementing SWPBIS than in 81 schools not implementing SWPBIS
- **Vincent et al., 2009**
  - **Decreases in ODRs seen across racial/ethnic groups** in 69 schools implementing SWPBIS
- **Scott, 2001**
  - **Larger decreases in suspensions** for Black students when SWPBIS implemented
- **McIntosh et al., 2014**
  - Sustained decrease in suspensions over eight years of SWPBIS implementation **in an Indigenous school**



## Suspensions/100 students in RI 2016-17 (Nkomo & Baker 2017)



## Which SWPBIS Features are Most Related to Equity?

(Tobin & Vincent, 2011)

- Examined change in Black-White Relative Risk Index for suspensions in 46 schools
- Two key predictors of decreased disproportionality:
  - Regular use of data for decision making
  - Implementation of classroom SWPBIS systems

## Which features predicted decreased disproportionality?

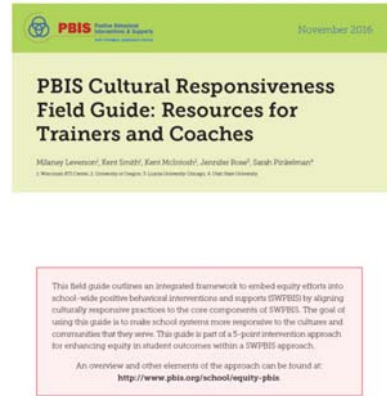
- Expected behaviors defined clearly
- Problem behaviors defined clearly
- Expected behaviors taught
- Expected behaviors acknowledged regularly
- Consistent consequences
- CW procedures consistent with SW systems
- Options exist for instruction
- Instruction/materials match student ability
- High rates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

## Additional Evidence for Core Features of PBIS Systems

- In a study of 322 schools implementing PBIS, Barclay (2017) found:
  - PBIS Classroom Systems**
    - Significantly lower discipline rates for all groups
    - Not related to smaller discipline gap
  - PBIS Recognition Systems**
    - Significantly smaller discipline gap

# PBIS Cultural Responsiveness Field Guide (Leverson et al., 2016)

- Three sections:
  1. Identity awareness
  2. TFI Cultural Responsiveness Companion
  3. Appendices



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

## Activity: Identity Awareness (self-reflection on values)

- This activity can be completed for staff to reflect on their personal values and how these values:
  - Change over time
  - Shape the school culture
  - May vary from those of others
  - How these differences could raise conflict

Elements of Culture	My values growing up	My values now	What my school values	How my students and families might be different	How this difference may create conflict
Appropriate personal space					
Appropriate voice level					
Appropriate dress					
Appropriate response to insults					

## Activity

- Review all 4 elements (rows) on your own
- Discuss your responses for one element

## Discussion Points

- What has changed in your values over time?
- How might your values differ from those of your students?
- How do we identify what the school values are?

## Culturally Responsive PBIS Implementation

- Ensure equitable access to **praise and acknowledgment systems**

When we look for the behavior we want to see, we will see it more often.



**PACIFIC CASCAD**  
**PCMS**  
**Everyday HEROES**  
**MIDDLE SCHOOL**

Name: [Redacted]  
 Grade: 6 Date: 1/14/15

Health \_\_\_\_\_  
 Excellence Your kind note  
☒ Relationships about Fred the  
 Opportunities turtle was  
 Equality appreciated. Part of  
 Safety growing up is  
showing empathy for  
others. Thanks for your  
Kindness!  
 Issued by: [Redacted]  
 Student's Lynx Life Advisor: \_\_\_\_\_  
 White-Student \_\_\_\_\_ Yellow-Office \_\_\_\_\_ Pink-Hero \_\_\_\_\_

## Parent Acknowledgement Story

“Yes, made me proud since I had no idea he even did it. It's those little things that make me think maybe we are doing something right. Makes parents not give up 😊”

## Culturally Responsive PBIS Implementation

- Ensure equitable access to **praise and acknowledgment systems**
- Develop and revise school-wide systems with **active involvement** of families, students, and the community

## Stakeholder Input & Satisfaction Surveys

**Stakeholder Input and Satisfaction Survey – Student MIDDLE/HIGH (SISS MIDDLE/HIGH) version 0.1**

We would like to hear from you about how you feel about your school. This survey asks what you think about behavior at school and what should be done to enhance how we treat and relate to each other. You do not have to answer all of the questions.

This survey is anonymous – nobody will know that your answers came from you.

What grade are you in? \_\_\_\_\_

Please answer these questions by circling one answer:

What is your ethnicity?

Hispanic/Latino/a	Not Hispanic/Latino/a	I prefer not to answer
-------------------	-----------------------	------------------------

What is your race (please circle all that apply)?

American Indian/Alaska Native	Asian	Black/African American
Pacific Islander/Native Hawaiian	White	I prefer not to answer

Beyond that, is there another ethnic group you identify with? \_\_\_\_\_

What is your gender or gender identity?

Male	Female	Transgender	I prefer not to answer
------	--------	-------------	------------------------

Which of the following best describes you?

Heterosexual (straight)	Gay or Lesbian	Bisexual	I prefer not to answer
-------------------------	----------------	----------	------------------------

Please pick an answer or fill in the blanks for the following questions:

**EXPECTATIONS** (how your teachers want you to behave at school)

Do you know how your teachers want you to behave at school? YES / NO

What are the school-wide behavior expectations? \_\_\_\_\_

Are the school-wide behavior expectations meaningful or important to you? YES / NO

If not, what do you think the expectations should be? \_\_\_\_\_

Are the school-wide behavior expectations the same as they are in your home? YES / NO

If not, what expectations are different at school? \_\_\_\_\_



Do **students** usually follow the school-wide behavior expectations? YES / NO  
 Do **teachers** usually follow the school-wide behavior expectations? YES / NO  
 If not, give an example: \_\_\_\_\_

**ACKNOWLEDGEMENT** (catching you doing things the right way)  
 In the past week, did you see teachers and staff reward or praise **other students** for following the school expectations? YES / NO  
 In the past week, did teachers and staff reward or praise **you** for following the school expectations? YES / NO  
 If so, were you rewarded or praised in ways that are meaningful or important to you? YES / NO  
 If not, *how* could it more meaningful or important to you? \_\_\_\_\_

**DISCIPLINE** (what happens when students break the rules)  
 Are adults in the school fair to **you** when you break the rules? YES / NO  
 Are adults in the school fair to **all students** when they break the rules? YES / NO  
 If not, what would make it more fair? \_\_\_\_\_

**SAFETY** (whether you feel safe from harm at school)  
 Do you feel safe at school? YES / NO  
 The places in the school I feel the MOST safe are (pick all that apply):  
 (LIST OF SWIS LOCATIONS, plus OTHER: \_\_\_\_\_)  
 What makes these places safe? \_\_\_\_\_

The places in the school I feel the LEAST safe are (pick all that apply):  
 (LIST OF SWIS LOCATIONS, plus OTHER: \_\_\_\_\_)  
 What makes these places NOT safe? \_\_\_\_\_

In the past week, have you **witnessed** bullying or harassment at your school? YES / NO  
 In the past week, have you been **bullied** or harassed at your school? YES / NO  
 If so, where did it happen? (pick all that apply)

**RESPECT** (how we treat each other)  
 Are **students** at your school respectful to other students? YES / NO  
 Are **students** at your school respectful to teachers? YES / NO  
 Are **teachers** at your school respectful to students? YES / NO  
 Are **teachers** at your school respectful to other teachers? YES / NO

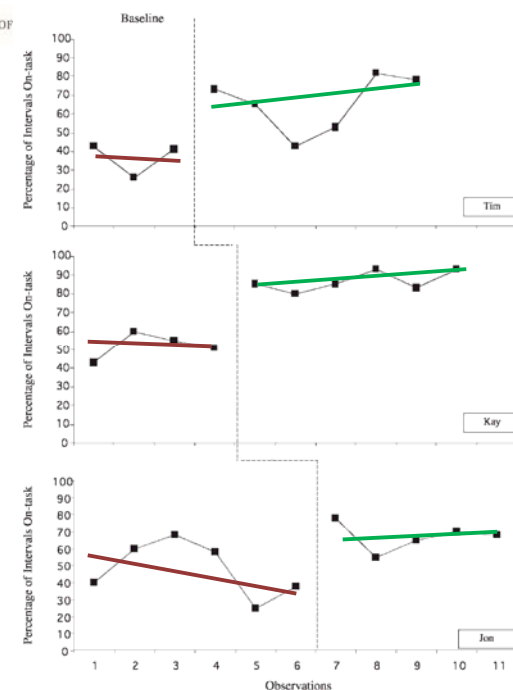
**CONNECTIONS** (how close you feel to others)  
 Do you like your school? YES / NO  
 Do you feel connected to **other students** at your school? YES / NO  
 Do you feel connected to **adults** at your school? YES / NO  
 If you have a problem, is there an adult at your school you would tell? YES / NO

**YOUR PERSPECTIVE**  
 The biggest problem with behavior in my schools is: \_\_\_\_\_  
 One thing teachers and staff could do better to improve behavior in my school is: \_\_\_\_\_  
 One thing teachers and staff are doing in my school that they should keep doing is: \_\_\_\_\_  
 One thing I wish my teachers knew about me is: \_\_\_\_\_

THANK YOU FOR YOUR TIME!

## Rules Gallery Walk

- Students walk around the school and document (e.g., photograph) any “rules”
- Post rules on the walls of the gym with a set of questions on flipchart paper:
  - Is the rule positively stated?
  - What is the purpose of the rule?
  - What is the underlying value that this rule promotes?
  - Is this rule necessary?
  - Does this rule fit within any of our school-wide expectations (if they exist)?
- Use results to revise expectations and rules



Allday & Pakurar (2007)

## Greet Students at the Door

- Stand at the door as students arrive and:
  1. Greet them by name
  2. Say something positive or neutral
  3. Direct to the first activity

## Common PBIS Activity: School-wide Expectations Matrix

- Clarify what is expected for students
- Create consistency among staff
- Reduce miscommunication
- Make hidden curriculum visible
- Focus on prosocial behavior

TEACHING MATRIX C. Alton Lindsay Middle School					
SCHOOL-WIDE BEHAVIOR EXPECTATIONS					
	Arrival & Dismissal	Hallway & Transitions	Bathroom	Cafeteria	Classroom
<b>S</b> afety First	<ul style="list-style-type: none"> <li>Walk directly to my designated area</li> <li>Stay in my area</li> <li>Talk softly</li> <li>Keep hands, feet, and belongings to myself</li> </ul>	<ul style="list-style-type: none"> <li>Walk directly to my designated area</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands, feet, and belongings to myself</li> <li>Allow for the privacy of others</li> </ul>	<ul style="list-style-type: none"> <li>Enter and exit with a pass or my teacher</li> <li>Throw away my trash and tray</li> <li>Clean up after myself</li> </ul>	<ul style="list-style-type: none"> <li>Listen</li> <li>Follow directions the first time given</li> <li>Ask appropriately for help</li> <li>Clean up after myself</li> <li>Follow lab rules and procedures</li> </ul>
<b>W</b> ork Together Respectfully	<ul style="list-style-type: none"> <li>Respect the space of others</li> </ul>	<ul style="list-style-type: none"> <li>Walk quietly in a single, straight, and silent line so that others can continue learning and working</li> <li>Walk to the right side of the hallway</li> </ul>	<ul style="list-style-type: none"> <li>Conserve supplies:                             <ul style="list-style-type: none"> <li>2 squirts of soap</li> <li>2 pushes/turns on the paper towel dispenser</li> </ul> </li> <li>Dispose of trash in the trash can</li> </ul>	<ul style="list-style-type: none"> <li>Move away from conflict or distractions</li> <li>Ask for help when needed</li> <li>Be patient</li> <li>Stay in line</li> </ul>	<ul style="list-style-type: none"> <li>Accept feedback and discipline from staff by listening, asking questions, and following directions the first time.</li> <li>Be ready to learn</li> <li>Be present and focused</li> <li>Encourage others</li> </ul>
<b>A</b> ccept Responsibility	<ul style="list-style-type: none"> <li>Keep to your own business</li> </ul>	<ul style="list-style-type: none"> <li>Remain quiet in QUIET ZONES</li> <li>Carry my own belongings</li> <li>Keep lockers locked</li> <li>Walk directly to my designated area</li> </ul>	<ul style="list-style-type: none"> <li>Flush</li> <li>Wash my hands</li> <li>Use appropriate fixtures</li> <li>Go</li> </ul>	<ul style="list-style-type: none"> <li>Maintain a clean space and conversation</li> <li>Keep food on my tray or in my mouth</li> </ul>	<ul style="list-style-type: none"> <li>Attend class daily and on time</li> <li>Clean up after myself</li> <li>Be prepared for instruction with all necessary materials</li> </ul>
<b>G</b> uide Me	<ul style="list-style-type: none"> <li>Teachers will supervise groups of students at all times</li> <li>Teachers will ensure that they know the location of all students</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will enforce safety</li> <li>Teachers will monitor students by being at their doors and in the hallways</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will stand by bathrooms to monitor the noise and behavior from the hallway</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will arrive on time and pick up students on time</li> <li>Teachers will walk students directly into the cafeteria</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will supervise groups of students at all times</li> <li>Teachers will be prepared for class                             <ul style="list-style-type: none"> <li>Lesson plans posted</li> <li>Engaged and present</li> <li>Observable outcomes</li> </ul> </li> </ul>

## Culturally Responsive Adaptation: Personal Matrix

- Aka “behavior dictionary”
- Tool to assist in “code-switching”
- The tweak:
  - Take school expectations and...
    - Add differences at home
    - Add differences in community

Expectation	At SCHOOL it looks like...	At HOME it looks like...	In my NEIGHBORHOOD it looks like...
Be Safe	<ul style="list-style-type: none"> <li>Keep hands and feet to self</li> <li>Tell an adult if there is a problem</li> </ul>		
Be Respectful	<ul style="list-style-type: none"> <li>Treat others how you want to be treated</li> <li>Include others</li> <li>Listen to adults</li> </ul>		
Be Responsible	<ul style="list-style-type: none"> <li>Do my own work</li> <li>Personal best</li> <li>Follow directions</li> <li>Clean up messes</li> </ul>		

Expectation	At SCHOOL it looks like...	At HOME it looks like...	In my NEIGHBORHOOD it looks like...
Be Safe	<ul style="list-style-type: none"> <li>Keep hands and feet to self</li> <li>Tell an adult if there is a problem</li> </ul>	<ul style="list-style-type: none"> <li>Protect your friends and family</li> <li>Don't talk back</li> </ul>	<ul style="list-style-type: none"> <li>Stick up for your friends</li> <li>Don't back down</li> <li>Look the other way</li> </ul>
Be Respectful	<ul style="list-style-type: none"> <li>Treat others how you want to be treated</li> <li>Include others</li> <li>Listen to adults</li> </ul>	<ul style="list-style-type: none"> <li>Do exactly what adults tell you to do</li> <li>Don't stand out</li> <li>Don't bring shame</li> </ul>	<ul style="list-style-type: none"> <li>Text back within 30 seconds</li> <li>Be nice to friends' parents</li> <li>Share food</li> </ul>
Be Responsible	<ul style="list-style-type: none"> <li>Do my own work</li> <li>Personal best</li> <li>Follow directions</li> <li>Clean up messes</li> </ul>	<ul style="list-style-type: none"> <li>Help your family out first</li> <li>Own your mistakes</li> <li>Share credit for successes</li> </ul>	<ul style="list-style-type: none"> <li>Have each other's backs</li> <li>Own your mistakes</li> <li>Check in about what to do</li> </ul>



## Interpreting the Personal Matrix

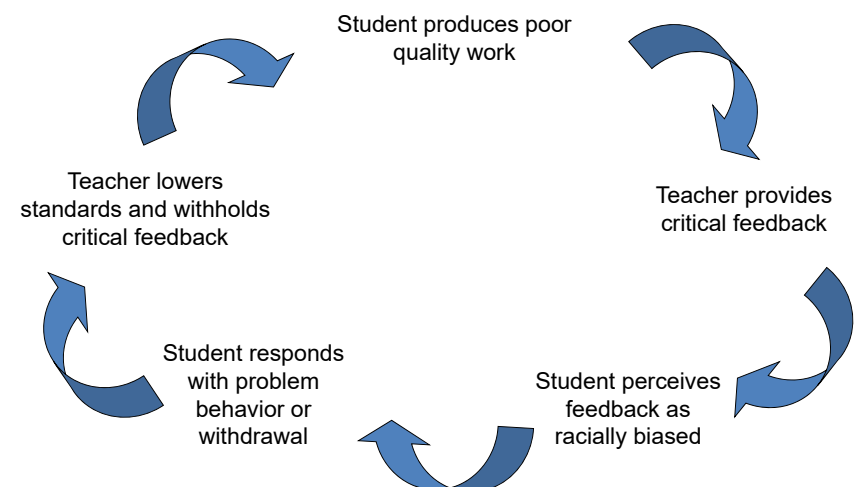
- Assess differences between school and other settings and ask:

- Are the “different” school rules necessary for positive student development?
  - NO:** Change the rules to align more with home and neighborhood
  - YES:** Acknowledge explicitly and provide additional teaching, practice, and acknowledgment



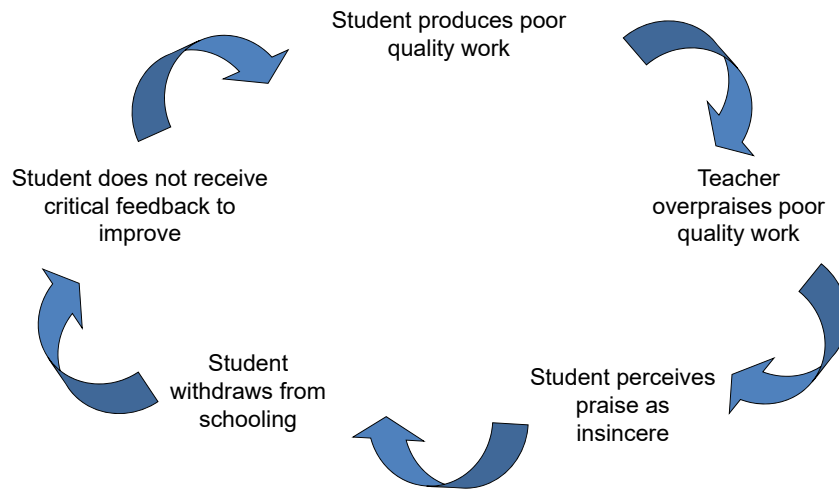
## A Cycle of Mistrust

(Yeager et al., 2014)



# A Cycle of Mistrust

(Yeager et al., 2014)



# Wise Feedback

(Yeager et al., 2014)

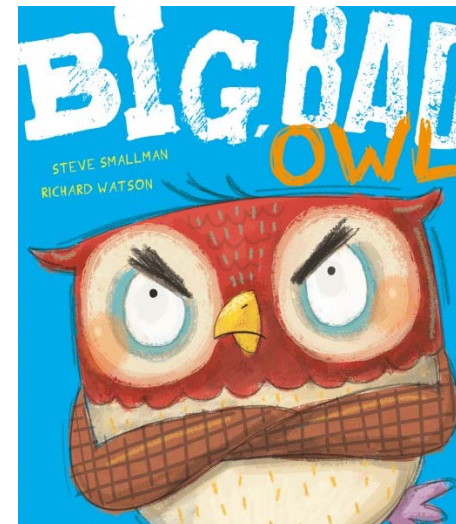
## ■ 3 parts

- Critical feedback
- Communicate high standards
  - Not just “do better”
- Provide resources (time and feedback)

Think...  
OWL



## BAD OWL



- **O**verpraise mediocre work
- **W**ithhold constructive feedback
- **L**ow expectations



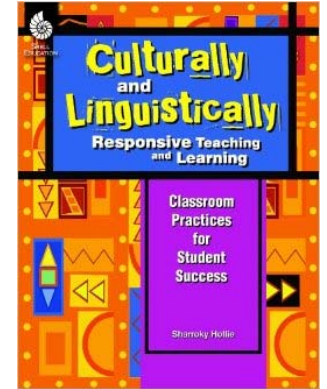
## GOOD OWL



- Offer critical feedback
- With high expectations
- Ladder statement

## VABB (Hollie, 2011)

- Validate
  - Listen non-judgmentally
- Affirm
  - State the positive intention
- Build
  - Make the connection between school and other (e.g., home, community) expectations
  - Teach code-switching
- Bridge
  - Find opportunities to acknowledge appropriate code-switching (both ways)



## Activity: Applying VABB

- A student gets into a fight at school because an insult match went too far
- How would you:
  - Validate
    - Listen non-judgmentally
  - Affirm
    - State the positive intention
  - Build
    - Make the connection between school and other (e.g., home, community) expectations
    - Teach code-switching
  - Bridge
    - Find opportunities to acknowledge appropriate code-switching (both ways)

## VABB in Action



■ Rita Pearson

<https://www.youtube.com/watch?v=bndCdOeMO3Y>

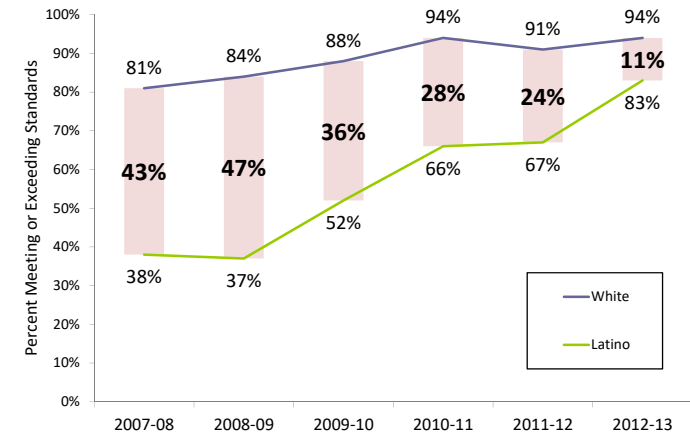
### 3. What do we mean by engaging academic instruction?

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



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

### Effects of Engaging Instruction on the Opportunity Gap



Tigard-Tualatin School District (Chaparro, Helton, & Sadler, 2016)

### 4. Implement policies with accountability for equity

- Equity Policy Guide



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

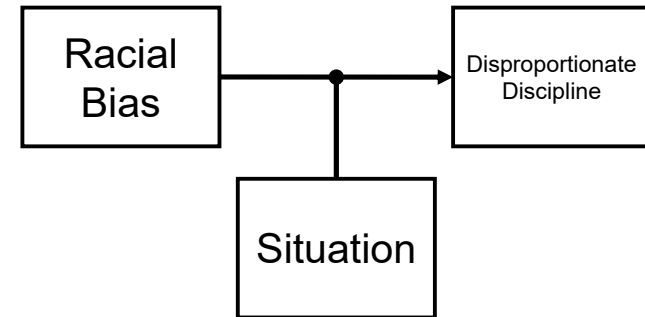
### 4. Implement policies with accountability for equity

- How **could** policy work fit in to enhancing equity?
  - **Could** highlight a common priority
  - **Could** reduce effects of explicit bias
  - **Could** enable implementation of other aspects of equity interventions
  - **Could** reduce use of discriminatory practices

## What does **not work** in policy

- ✗ Enacting policies that nobody knows about
- ✗ Enacting policies that don't change practice
- ✗ Policies without accountability for implementation

## 5. How can we reduce implicit bias in our decision making?



## 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)

## What is an Equitable Decision Point (EDP)?

- A specific decision that school/district data shows little to no disproportionality

# Situations: Options for Identifying VDPs

1. All ODR/suspension decisions (general self-instruction routine)
2. Identify specific VDPs
  - a) Through national data
  - b) Your own school or district data
  - c) Your own personal VDPs


**PBIS** Positive Behavioral Interventions & Supports  
FOR SCHOOLS, DISTRICTS, STATES

September 2014

## Using Discipline Data within SWPBIS to Identify and Address Disproportionality: A Guide for School Teams

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, Girvan, 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 use of data.

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

**Introduction**

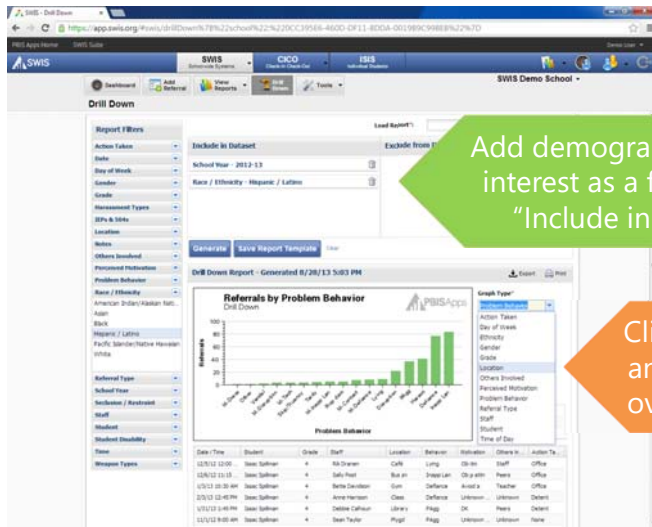
The purpose of this guide is to provide a reference for SWPBIS school teams in the use of discipline data (e.g., office discipline referrals, suspensions) in the area of racial and ethnic disproportionality in school discipline. The guide will describe a framework and steps for identifying levels of disproportionality, analyzing data to determine solutions, and monitoring the effectiveness of action plans in addressing disproportionality. Specific practices to address disproportionality are described in other guides in this series.

**Audience**

This guide is designed primarily for use by school or district teams seeking to reduce racial and ethnic disproportionality in school discipline, regardless of whether they are implementing SWPBIS.


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

## SWIS Drill Down ([www.swis.org](http://www.swis.org))



Add demographic group of interest as a filter (click to "Include in Dataset").

Click each graph and compare to overall patterns.



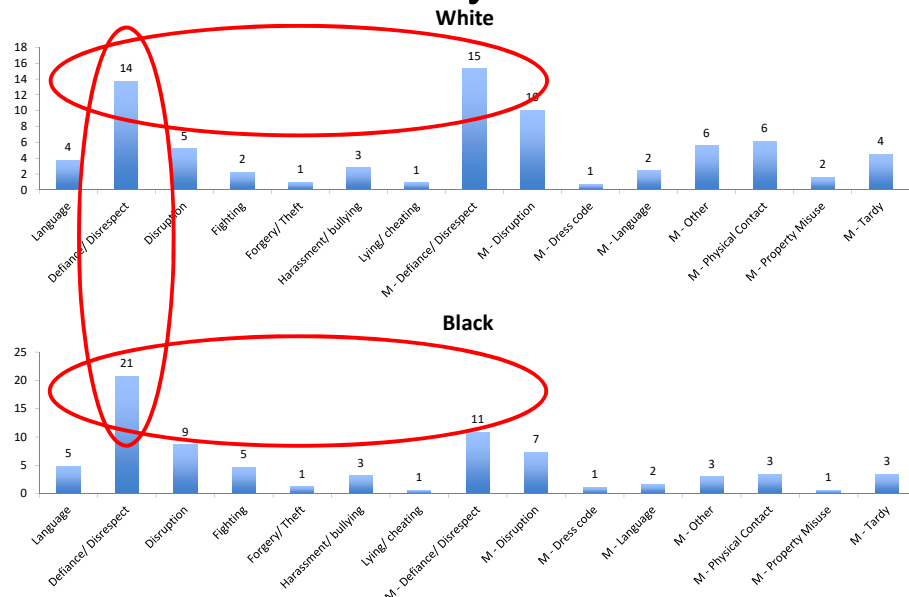
## National SWIS Data (2011-12)

3,026,367 ODRs  
 6,269 schools  
 47 states, plus DC

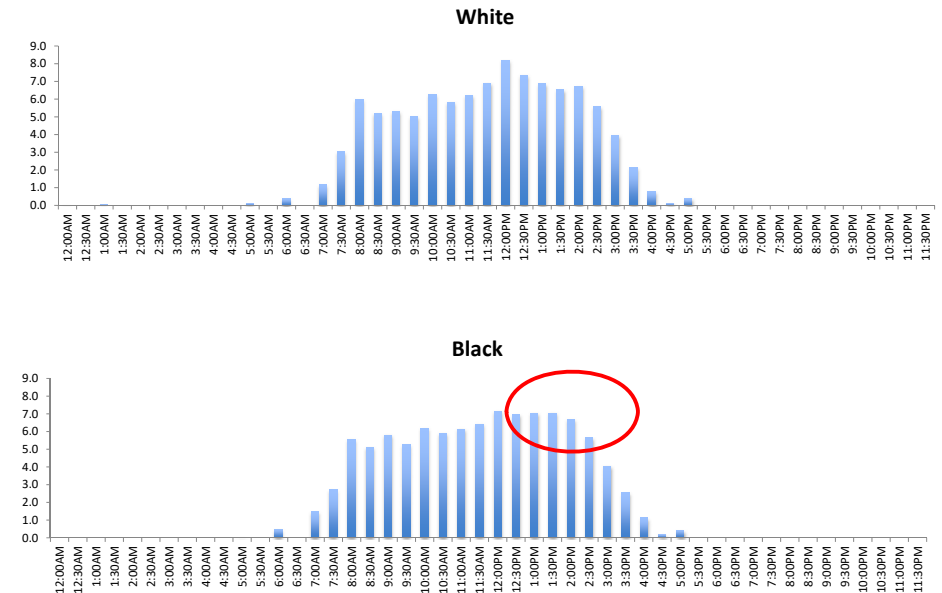




## Office Referrals by Problem Behavior



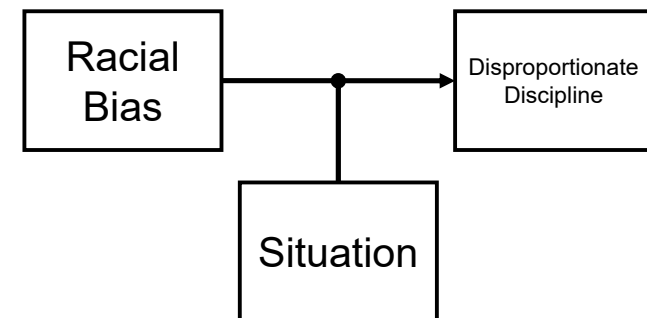
## Office Referrals by Time of Day



## VDPs from national ODR data

- Subjective problem behavior
    - Defiance, Disrespect, Disruption
    - Major vs. minor
  - Non-classroom areas
    - Hallways
  - Classrooms
  - Afternoons
- AMBIGUITY**
- LACK OF CONTACT**
- DEMANDS? RELEVANCE?**
- FATIGUE**

## Multidimensional View of Bias



### Vulnerable Decision Points

- |                         |                                   |
|-------------------------|-----------------------------------|
| Subjective Behavior     | Unfamiliar with Student           |
| Vague Discipline System | Hunger                            |
| Classrooms              | Fatigue (Smolkowski et al., 2016) |

## Situations:

### Activity - Identify VDPs worksheet

1. Identify a demographic group of interest
2. Fill the top set of blanks with national ODR data
  - Behavior:
  - Location:
  - Time:
  - Day:
  - Grade lvl:

## Situations:

### Activity - Identify VDPs worksheet

3. Fill the middle left set with your school or district's ODR/susp. data for White students
  - Behavior:
  - Location:
  - Time:
  - Day:
  - Grade lvl:

## Situations:

### Activity - Identify VDPs worksheet

4. Fill the middle right set with data for your demographic group
  - Behavior:
  - Location:
  - Time:
  - Day:
  - Grade lvl:

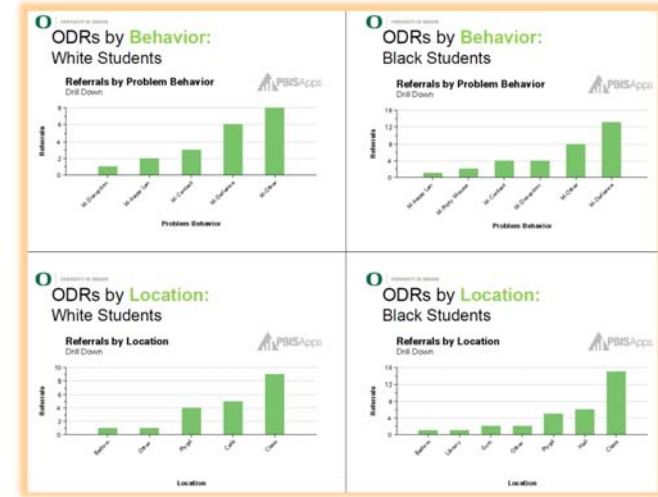
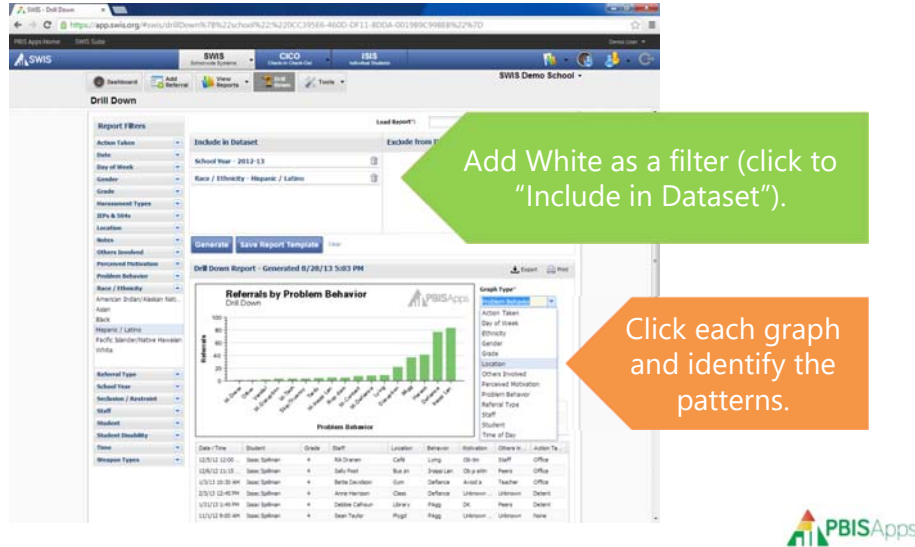
## Situations:

### Activity – Examine Data for VDPs

- Welcome to **Macleod K-8** (pseudonym)
  - Inner city school
  - 50% White and 40% Black students
- Discipline data
  - Black-White ODR Risk Ratio = 2.96
- What do you think the team should do?

## Find this Handout

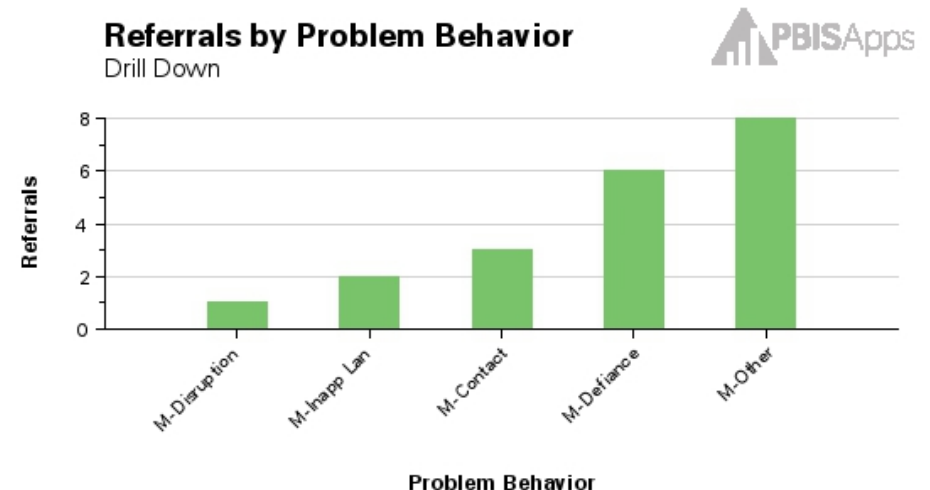
## SWIS Drill Down ([www.swis.org](http://www.swis.org))



## Situations: Activity – Examine Data for VDPs

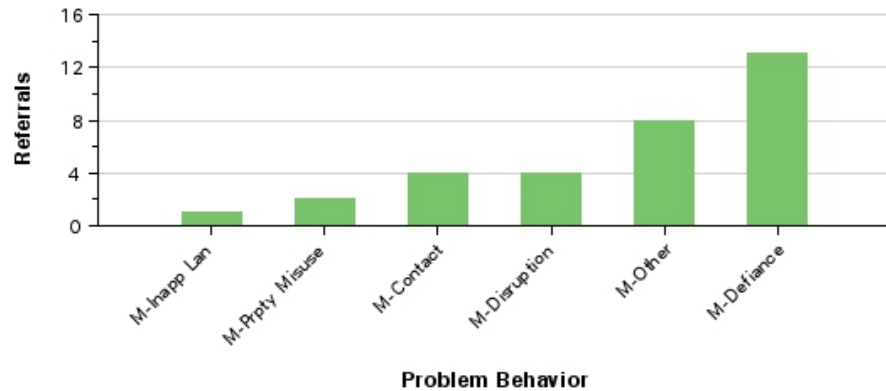
- Using the data in the handout, identify:
  1. The most common patterns of ODRs for White students
  2. The most common patterns of ODRs for Black students
  3. Differences (aka VDPs for disproportionality)
- Ex: ODRs are most commonly issued for White students for *[Behavior]* in *[Location]* during *[Time]* for students in *[Grade]*.

## ODRs by Behavior: White Students



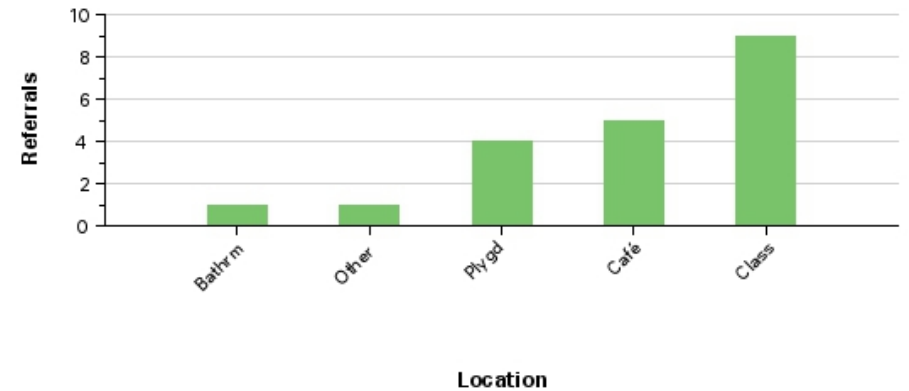
## ODRs by Behavior: Black Students

Referrals by Problem Behavior  
Drill Down



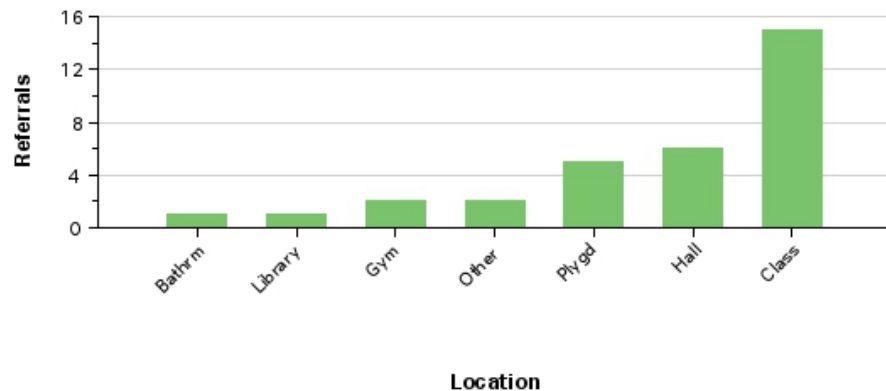
## ODRs by Location: White Students

Referrals by Location  
Drill Down



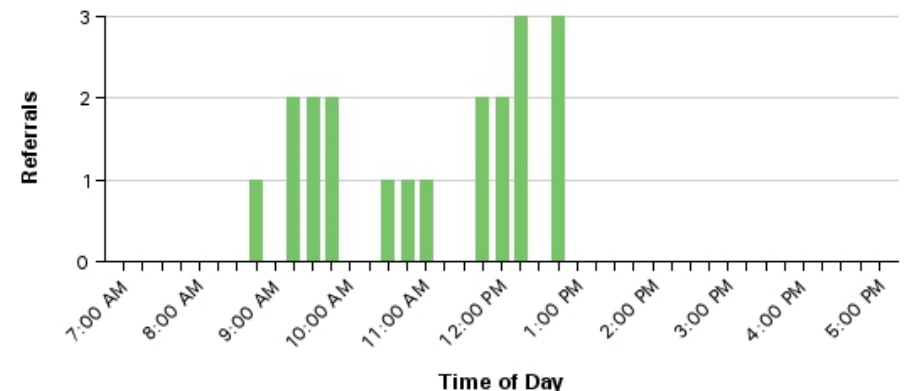
## ODRs by Location: Black Students

Referrals by Location  
Drill Down



## ODRs by Time: White Students

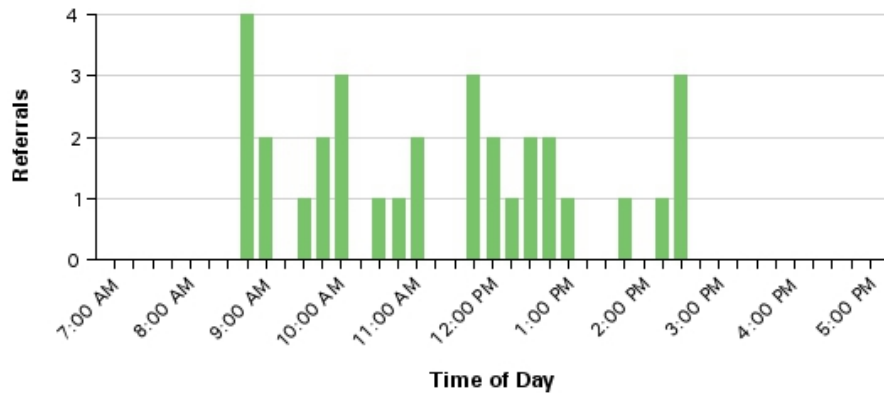
Referrals by Time of Day  
Drill Down





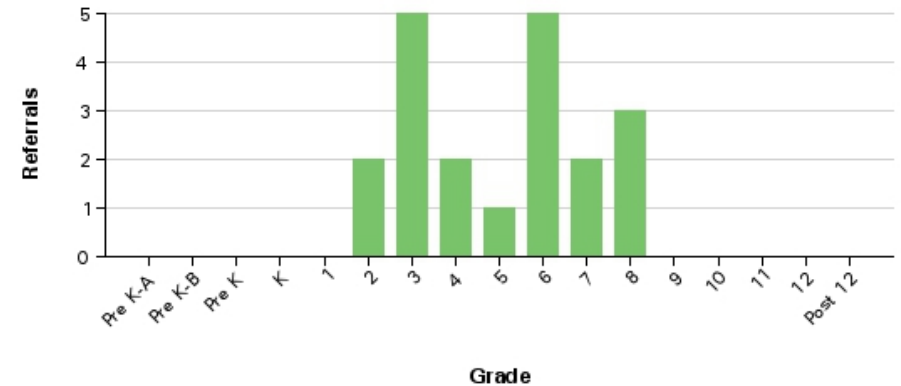
## ODRs by Time: Black Students

Referrals by Time of Day  
Drill Down



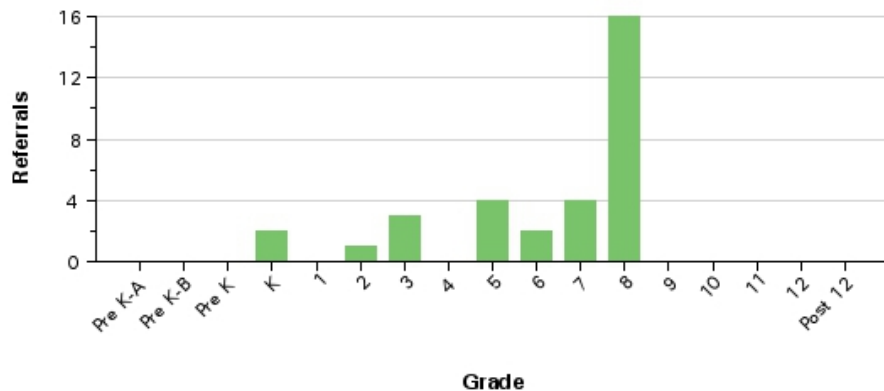
## ODRs by Grade: White Students

Referrals by Grade  
Drill Down



## ODRs by Grade: Black Students

Referrals by Grade  
Drill Down



## Situations: Activity – Brainstorm solutions

- Using the following VDP:
    - ODRs are most commonly issued for Black students for defiance in classrooms during the first 30 minutes of the day for students in 8<sup>th</sup> grade.
- ...generate possible strategies for the team.

## Situations:

### Activity - Identify VDPs worksheet

5. For this group, what are some common student behaviors that push your buttons?
6. How might these specific behaviors be related to cultural differences?
7. How might these behaviors meet a functional need for these students?

## Situations:

### Culturally-situated Behaviors

- Talking out (aka “overlap”)



## Situations:

### Culturally-situated Behaviors

- Ignoring requests



## Situations:

### Responses to culturally-situated behaviors

- May be desirable/adaptive outside of school
  - May work/be reinforced in other settings
  - Not necessarily “wrong” – just not for school
- Solutions
  1. Reframe to student as a strength (acknowledge the positive intent)
  2. Be explicit in teaching situational specificity (“code-switching”)
  3. Provide extensive practice (ex. + / - signs)

## Decision States: Setting Events

- An event occurring before or with an antecedent that increases likelihood of a behavior
- Sets it up (slow trigger)
- Sometimes is present and **sometimes is not**
- Does not require one's awareness
- Examples from students:

## Decision States: Resource Depletion

(Girvan et al., 2014)

- As we become fatigued, our filters for appropriate behavior can be affected
- Effects of hunger (Gailliot et al., 2009)
- Decreases in willpower later in day
  - "The Morning Morality Effect" (Kouchaki & Smith, 2014)
  - Examples...

## Resource Depletion in Action

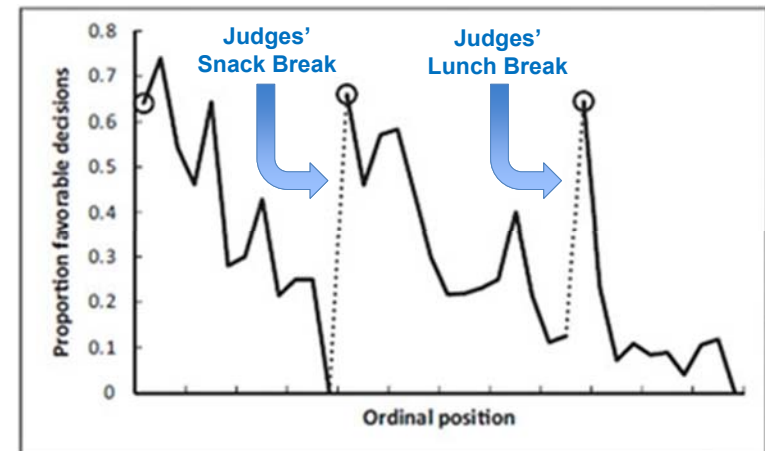
(Dai et al., 2015)



- Handwashing compliance drops 8.7% over the course of a 12-hr shift

## Resource Depletion in Action

- Outcomes of parole hearings (Danziger et al., 2011)



## Decision States:

### Activity - Identify VDPs worksheet

1. What are some common VDP decision states for many adults in schools?
2. What do you think might be possible VDP decision states for **you**?

When little people are overwhelmed by

**BIG EMOTIONS,**

it's our job to share

**OUR CALM,**

not to join their chaos.

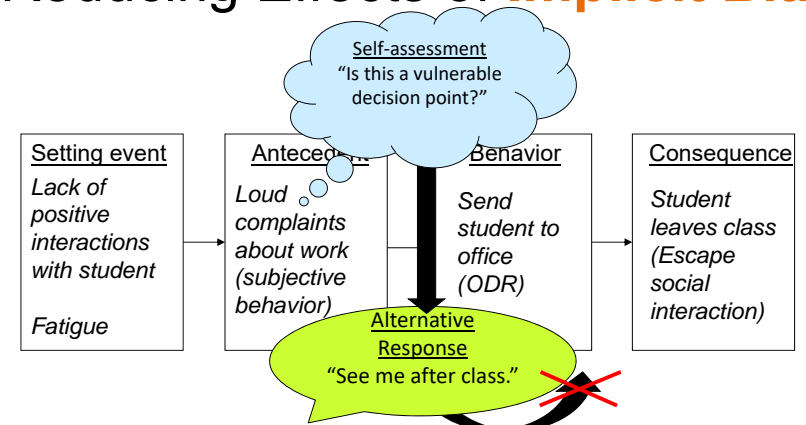
- L.R. Knost.

toddlerapproved.com

## Two-step Neutralizing Routine for **Staff**:

- When you see unwanted behavior, stop and ask yourself:
  1. Is this a VDP?
    - **Situation**
    - **Decision state**
  2. If so, use an agreed-upon alternative response

## Neutralizing Routines for Reducing Effects of **Implicit Bias**





## What makes for a good neutralizing routine?

1. If-then statement
2. Brief
3. Clear steps
4. Doable
5. Interrupts the chain of events

## 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 classwide cool-down strategy



## Sample Neutralizing Routine

### ■ TRY

- Take a deep breath
- Reflect on your emotions
- Youth’s best interest
  - “Let’s TRY that again.”
  - “Let’s TRY it a different way.”
  - “Let’s TRY it how we do it at school.”



## Classwide “Reset” Routine

### ■ TRY for students

- Take three deep breaths
- Reflect on your emotions
- You got this!

### ■ Social-emotional Theme

- Mistakes are part of the learning process
- We won’t always do it right the first time
- We can’t succeed unless we TRY



## Question

- How many of you already have and use a neutralizing routine?



- If so, what is it?



## Two-step Neutralizing Routine for Staff:

- Can also be used as precorrection
  1. Am I about to enter a VDP?
  2. What are my values?
  3. When I see unwanted behavior, I'll use the alternative response

## Neutralizing Routine: Activity - Identify NRs worksheet

1. Brainstorm possible neutralizing routines
2. Check if each idea has all 5 critical features
  1. If-then statements
  2. Brief
  3. Clear steps
  4. Doable
  5. Add space/delay between behavior and response

## Neutralizing Routine: Activity - Identify NRs worksheet

3. Decide on a single neutralizing routine for you (or the school)
4. Practice the neutralizing routine
5. Identify helping and hindering variables
6. Make a plan to maximize its use

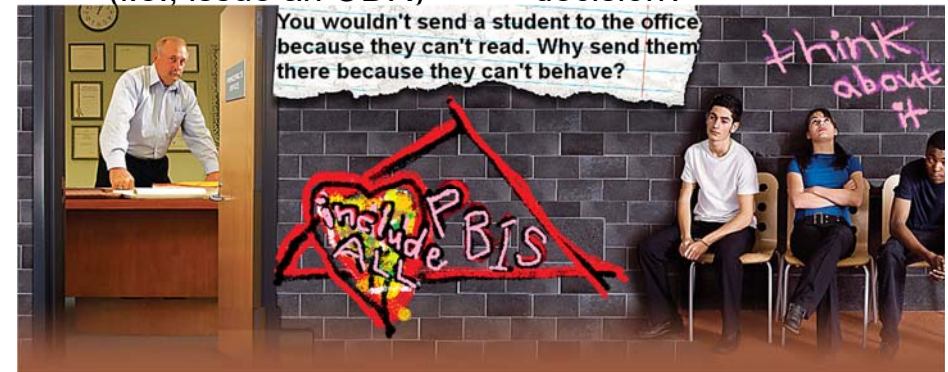
***“If you inadvertently assist the student to escalate, do not be concerned; you will get another chance to do it right the next time around.”***

- Geoff Colvin



We just discussed one kind of discipline decision...

- Staff decision to send a student to the office (i.e., issue an ODR)
- What about the administrator's decision?



What is the strongest predictor of disproportionality in school discipline?

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

(Skiba et al., 2014)

Two-step Neutralizing Routine for **Administrators:**

- When you have to handle unwanted behavior, stop and tell yourself:
  1. **Don't just do something, stand there!**
    - Be sure you are ready to act in line with values
    - Get information from student and staff
    - Assess student-teacher relationship
  2. **Whenever possible, use an agreed-upon instructional response**
    - Teaches missing skills
    - Connects student to school and staff

# The Restorative Chat

(Alton School District, Alton, IL)

1. Tell me what happened.
2. What you were thinking at the time?
3. What do you think about it now?
4. Who did this affect?
5. What do you need to do about it?
6. How can we make sure this doesn't happen again?
7. What can I do to help you?

# Professional Development

1. Use data to identify:
  - The extent of the problem
  - Vulnerable Decision Points (VDPs)
2. Teach and practice:
  - Implicit bias
  - VDPs
  - Neutralizing routines
3. Follow up:
  - Ongoing coaching
  - Monitor progress with data

## School Example

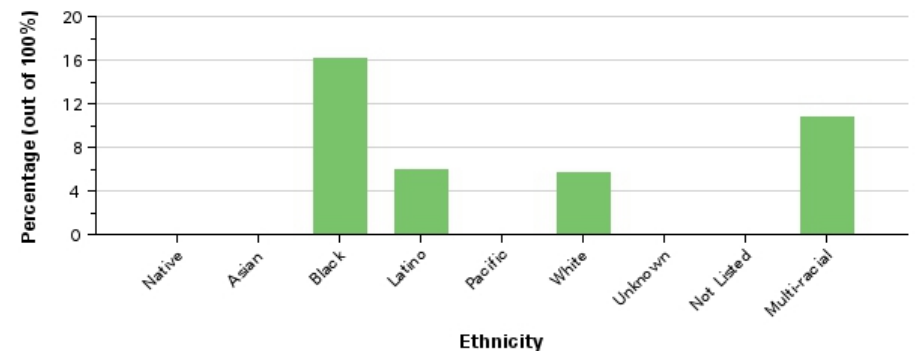
Urban K-8 School



# Risk Indices

## Referral Risk Index

Major, 2013-14



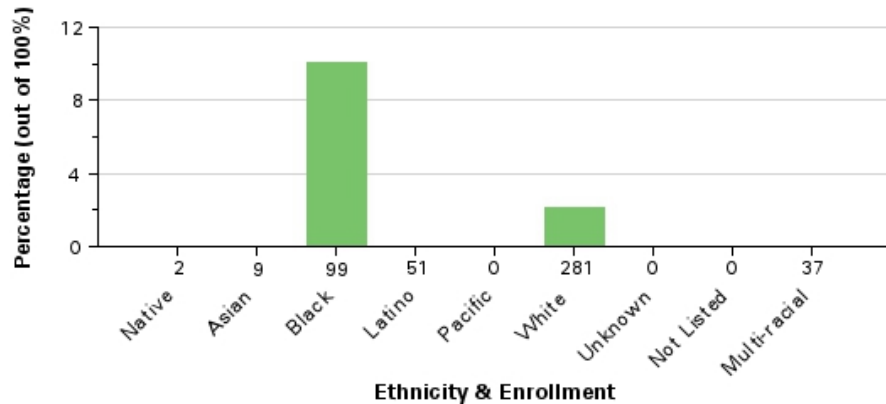
■ Black/White ODR Risk Ratio = 2.67



## Drill Down: Phys. Aggression on Playground

### Referral Risk Index (Ethnicity)

Drill Down



■ Black/White ODR Risk Ratio = 4.5

## The School PBIS Team's Intervention

- ODRs and observations indicated differences in perceived basketball rules
- Team clarified rules for staff and students
  - Aka "code-switching"
- Additional teaching, practice, and acknowledgement
- Monitor with ODRs and Black-White RRs

## The School PBIS Team's Intervention Outcomes

### Black-White Risk Ratios

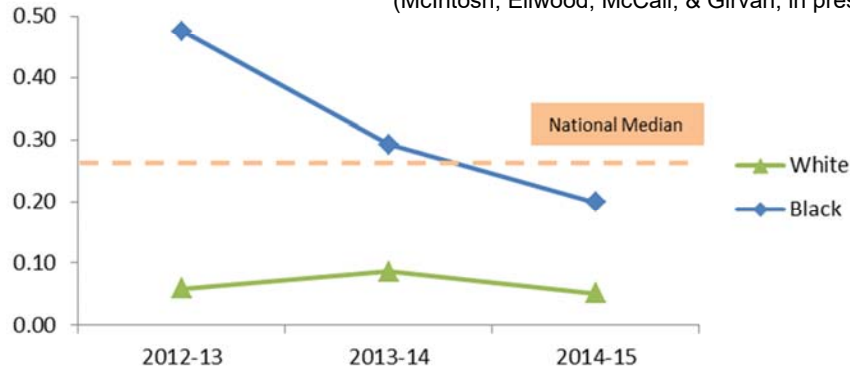
- Overall
  - 2013-14: **2.67**
  - 2014-15 (Sept to Dec): **2.0**
- Physical Aggression on Playground
  - 2013-14: **4.5**
  - 2014-15 (Sept to Dec): **can't calculate** (1 ODR)



## Progress over Time

### Office Discipline Referrals Per Day Per 100 Students

(McIntosh, Ellwood, McCall, & Girvan, in press)



## Big Ideas

- Thinking about and discussing solutions is the first step
- Pick a neutralizing routine and try it out
- Use your data to assess and monitor
  - If you don't have the data you need at hand, advocate for it
- This is hard work – but you know how to do it!

## Contact Information

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Cannon Beach, Oregon  
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Handouts: <http://www.pbis.org>

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