Identifying and Addressing Disproportionality within a School-wide Positive Behavioral Interventions and Supports Framework

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Welcome!

Thanks to:

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• Nevada Center for Excellence in Disabilities
• Department of Education, UNR

Nevada PBISTechnical Assistance Center
College of Education
University of Nevada, Reno/0285
Reno, NV 89557-0502

State Implementation & Scaling-up of Evidence-based Practices
Outline

• Disproportionality
• Addressing Disproportionality
• School-wide PBIS
• Culturally Responsive SWPBIS
• Interventions to Address Disproportionality
DISPROPORTIONALITY
“...the extent to which a group of individuals engage in overt and verbal behavior reflecting shared behavioral learning histories, serving to differentiate the group from other groups, and predicting how individuals within the group act in specific setting conditions. That is, ‘culture’ reflects the collection of common verbal and overt behaviors that are learned and maintained by a set of similar social and environmental contingencies (i.e. learning history), and are occasioned (or not) by actions and objects (i.e. stimuli) that define a given setting or context.”

Sugai, O’Keeffe, & Fallon, 2012
Disproportionality

- Disproportionality refers to the over or under representation of a group within a category
  - Eighty-five percent of office discipline referrals (ODRs) are given to male students who are 50% of total enrollment (Overrepresentation)
  - Males represent less than 30% of elementary school teachers, yet are 50% of the U.S. population (Underrepresentation)
BLACK STUDENTS FACE HARSH DISCIPLINE, WHILE WHITE STUDENTS ARE GIVEN HELP

July 28, 2015 - By Chelcee Johns
Disproportionality Research

• In 1973 African American students almost twice as likely to be suspended than white peers. By 2006, more than three times more likely (Losen & Skiba, 2010).

• African American students risk suspension for minor misbehavior and suspension/expulsion for same behavior as other students from other racial/ethnic groups (Skiba et al., 2011).
National suspension rates show that 17%, or 1 out of every 6 Black schoolchildren enrolled in K-12, were suspended at least once; and, this is much higher than the risk for Native Americans (1 in 13 or 8%), Latinos (1 in 14 or 7%), Whites (1 in 20 or 5%), or Asian Americans (1 in 50 or 2%). (Losen & Gillespie, 2012)
Disproportionality and SES

• “When the relationship of SES to disproportionality in discipline has been explored directly, race continues to make a significant contribution to disproportionate disciplinary outcomes independent of SES”

• Source: Skiba, R.J., Horner, R.H., Chung, C., Rausch, M.K., May, S.L., & Tobin, T. (2011)
Objective vs. subjective referral categories

White students referred more for:
- Smoking
- Vandalism
- Leaving with out permission
- Obscene Language

Black students referred more for:
- Disrespect
- Excessive Noise
- Threat
- Loitering

Source: Center for Evaluation and Education Policy, Indiana University (2008)
Students receiving suspensions and expulsions, by race and ethnicity

NOTE: Detail may not sum to 100% due to rounding. Totals: Enrollment is 49 million students, in-school suspension is 3.5 million students, single out-of-school suspension is 1.9 million students, multiple out-of-school suspension is 1.55 million students, and expulsion is 130,000 students. Data reported in this figure represents 99% of responding schools.

Disproportionality and Disability

Students with disabilities suspended out-of-school
Students with disabilities served by IDEA are more than twice as likely to receive one or more out-of-school suspension as students without disabilities.

NOTE: Data reflects 99% of CRDC schools, including 43.5 million students without disabilities and 6 million students with disabilities.

U.S. Department of Education Office for Civil Rights
Civil Rights Data Collection: Data Snapshot (School Discipline)
March 21, 2014
Disproportionality and Disability

Physical restraint of students with disabilities
Students with disabilities served by IDEA represent 12% of students enrolled in public schools, but 75% of the students who are subjected to physical restraint during school.

NOTE: Detail may not sum to 100% due to rounding. Figure represents 99% of schools, including 49.7 million students enrolled and over 70,000 students subjected to physical restraint.
Addressing Disproportionality

• Step 1: Identify Disproportionality
• Step 2: Problem Analysis
• Step 3: Plan Implementation
• Step 4: Plan Evaluation
STEP 1: IDENTIFYING DISPROPORTIONALITY
School-wide Information Systems (SWIS)

- The SWIS Suite is a set of four applications (SWIS, CICO-SWIS, ISIS-SWIS, SAMI) designed to assist schools more effectively and efficiently use information for decision making.

- The right information given in the right format, at the right time, to the right people enhances the quality of decision making.

- Teams will ask questions of their data such as...
  - Do we have a problem?
  - What is the problem?
  - Where, when, why, how, and how often are problems occurring?
SWIS School Ethnicity Reports

Percentage of All Enrolled Students by Ethnicity Compared to Percentage of Total Referrals by Ethnicity

Percentage of Students Within each Ethnic Group Who have Referrals – Referral Risk Index
Referrals By Ethnicity

Percent of total referrals an ethnic group has compared to the percent of total school population that ethnic group composes.

Value?

Helps evaluate whether a certain ethnic group has a disproportionate percentage of referrals compared to what percentage of the total school population the same ethnicity group composes.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th># of Enrolled Students</th>
<th># of Referrals</th>
<th>% of Enrolled Students</th>
<th>% of Total Referrals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native</td>
<td>5</td>
<td>5</td>
<td>1.00%</td>
<td>0.75%</td>
</tr>
<tr>
<td>Asian</td>
<td>21</td>
<td>17</td>
<td>4.20%</td>
<td>2.55%</td>
</tr>
<tr>
<td>Black</td>
<td>70</td>
<td>85</td>
<td>14.00%</td>
<td>12.76%</td>
</tr>
<tr>
<td>Latino</td>
<td>123</td>
<td>191</td>
<td>24.60%</td>
<td>28.68%</td>
</tr>
<tr>
<td>Pacific</td>
<td>5</td>
<td>6</td>
<td>1.00%</td>
<td>0.90%</td>
</tr>
<tr>
<td>White</td>
<td>255</td>
<td>337</td>
<td>51.00%</td>
<td>50.60%</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Not Listed</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Multi-racial</td>
<td>21</td>
<td>25</td>
<td>4.20%</td>
<td>3.75%</td>
</tr>
<tr>
<td>Totals:</td>
<td>500</td>
<td>666</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Students with Referrals By Ethnicity

Percent of all students who have referrals who belong to a certain ethnic group compared to the percent of total school population that same ethnic group composes.

Value?

Helps evaluate whether a certain ethnic group has a disproportionate percentage of students being referred compared to the ethnicity group's percentage of the total school population.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th># of Enrolled Students</th>
<th># of Students With Referrals</th>
<th>% of Enrolled Students</th>
<th>% of Students With Referrals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native</td>
<td>5</td>
<td>2</td>
<td>1.00%</td>
<td>0.59%</td>
</tr>
<tr>
<td>Asian</td>
<td>21</td>
<td>10</td>
<td>4.20%</td>
<td>2.97%</td>
</tr>
<tr>
<td>Black</td>
<td>70</td>
<td>42</td>
<td>14.00%</td>
<td>12.46%</td>
</tr>
<tr>
<td>Latino</td>
<td>123</td>
<td>101</td>
<td>24.60%</td>
<td>29.97%</td>
</tr>
<tr>
<td>Pacific</td>
<td>5</td>
<td>3</td>
<td>1.00%</td>
<td>0.89%</td>
</tr>
<tr>
<td>White</td>
<td>255</td>
<td>165</td>
<td>51.00%</td>
<td>48.96%</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Not Listed</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Multi-racial</td>
<td>21</td>
<td>14</td>
<td>4.20%</td>
<td>4.15%</td>
</tr>
<tr>
<td>Totals:</td>
<td>500</td>
<td>337</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
### Students Within Each Ethnicity With Referrals – Referral Risk Index

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th># of Enrolled Students</th>
<th># of Students With Referrals</th>
<th>% of Students W/in Ethnicity W/ Referrals</th>
<th>Risk Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native</td>
<td>5</td>
<td>2</td>
<td>40.00%</td>
<td>0.4</td>
</tr>
<tr>
<td>Asian</td>
<td>21</td>
<td>10</td>
<td>47.62%</td>
<td>0.48</td>
</tr>
<tr>
<td>Black</td>
<td>70</td>
<td>42</td>
<td>60.00%</td>
<td>0.6</td>
</tr>
<tr>
<td>Latino</td>
<td>123</td>
<td>101</td>
<td>82.11%</td>
<td>0.82</td>
</tr>
<tr>
<td>Pacific</td>
<td>5</td>
<td>3</td>
<td>60.00%</td>
<td>0.6</td>
</tr>
<tr>
<td>White</td>
<td>255</td>
<td>165</td>
<td>64.71%</td>
<td>0.65</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>Not Listed</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>Multi-racial</td>
<td>21</td>
<td>14</td>
<td>66.67%</td>
<td>0.67</td>
</tr>
</tbody>
</table>

**Percent of students in an ethnic group who have referrals compared to the percent of students in other ethnic groups who have referrals.**

**Value?**

- Helps compare rates of referrals across groups.
- Helps identify ethnic groups that may be disproportionate.
Referral Risk Index

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th># of Enrolled Students</th>
<th># of Students With Referrals</th>
<th>% of Students W/in Ethnicity W/ Referrals</th>
<th>Risk Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native</td>
<td>5</td>
<td>2</td>
<td>40.00%</td>
<td>0.4</td>
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<td>21</td>
<td>10</td>
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<td>0.65</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
</tr>
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<td>0</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
</tr>
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<td>Multi-racial</td>
<td>21</td>
<td>14</td>
<td>66.67%</td>
<td>0.67</td>
</tr>
<tr>
<td>Totals:</td>
<td>500</td>
<td>337</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The proportion of a group that is at risk of receiving a referral.

How is it calculated?

Number of students in a group with an ODR divided by total number of students enrolled in the group.

Value of the Referral Risk Index?

Helps evaluate if a group has a higher risk of receiving referrals.

Caution: Small groups are not best for comparisons.
STEP 2: PROBLEM ANALYSIS
Step 2: Problem Analysis

• **Why is it happening?**

• By finding the specific cause of the problem, teams can identify more effective solutions.

• **Focus:** identifying variables that can be changed, not individual traits or variables that are beyond the control of the system

• **Key:** is the disproportionality identified in Step 1 consistent across all situations or more pronounced in some situations?
  
  – Disproportionality across all settings indicates explicit bias
  
  – Disproportionality in specific settings indicates implicit bias
Step 2: Problem Analysis

• Vulnerable Decision Points (VDPs)
  – **What** problem behaviors are associated with disproportionate discipline?
  – **Where** is there disproportionate discipline?
  – **When** is there disproportionate discipline?
    • Times of day, days of the week, months of the year
  – **What motivations** are associated with disproportionate discipline?
    • Perceived function of problem behavior
  – **Who** is issuing disproportionate discipline?
    • *Disparities do not indicate racism, but rather contexts where additional supports are necessary.*
STEP 3: PLAN IMPLEMENTATION
Step 3: Plan Implementation

• **What should be done?**

• Plan Implementation includes:
  a) Selecting and then
  b) Implementing strategies that are most likely to be effective in solving the problem
Step 3: Plan Implementation

- One or more of the following may be targeted:
  - Inadequate PBIS implementation
    - *Implement core features of PBIS to establish a foundation of support*
  - Misunderstanding of school-wide expectations
    - *Implement culturally-responsive PBIS with input from the students/families*
  - Academic achievement gap
  - Disproportionality across all settings (indicating explicit bias)
    - *Enact strong anti-discrimination policies that include accountability*
  - Disproportionality in specific settings (indicating implicit bias)
    - *Investigate vulnerable decision points*
  - Lack of student engagement
    - *Use culturally-responsive pedagogy*
STEP 4: PLAN EVALUATION
Step 4: Plan Evaluation

• **Is the plan working?**

• Collect short-term (i.e., progress monitoring data) to determine whether solution strategies are being implemented and are effective.

• Engage in periodic data collection and meetings (e.g., monthly or quarterly) so that the plan can be changed based on the results.

• Calculate the metrics chosen in Problem Identification on a regular basis and review them for progress.
  – Risk indices are not recommended as they will continue to rise throughout the year.
  – Risk ratios are recommended because they remain more consistent.
Step 4: Plan Evaluation

1. Identify the time periods for evaluating disproportionality data
2. Assess progress and fidelity of solution plan implementation
3. Calculate metrics from Step 1: Problem Identification
4. Compare to the goal determined in Step 1: Problem Identification
5. Share results with relevant stakeholders
CULTURALLY RESPONSIVE SWPBIS
Positive Behavioral Interventions and Supports

**PBIS:**
The science of building effective environments that teach and encourage appropriate behaviors to replace the use of inappropriate behavior.

**School-wide PBIS:**
The application of PBIS to the whole school. Thus, it is a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students. It is a school discipline and positive school climate model.
Universal instruction and support is provided to all students. At least 80% of students’ needs are met through this level of support.

Targeted group support provided to 10-15% of students.

Intensive individualized support provided to 3-5% of students.
5 Major Steps for Tier I SWPBIS

1. Clear set of expectations for whole school
2. Procedures for teaching expectations
3. Continuum of procedures for encouraging expectations
4. Continuum of procedures for discouraging inappropriate behavior
5. Procedures for on-going monitoring and evaluation
School-wide Systems -
Create a positive school culture:

School environment is **predictable**
1. common language
2. common vision (understanding of expectations)
3. common experience (everyone knows)

School environment is **positive**
regular recognition for positive behavior

School environment is **safe**
violent and disruptive behavior is not tolerated

School environment is **consistent**
adults use similar expectations.
Six defining features of SWPBIS

Culturally Equitable Academic & Social Behavior Competence

Culturally Valid Decision Making

Culturally Knowledgeable Staff Behavior

Supporting Staff Behavior

Culturally Relevant Evidence-based Interventions

Supporting Decision Making

OUTCOMES

SYSTEMS

DATA

PRACTICES
Cultural responsiveness recognizes the importance of culture and incorporates cultural elements (e.g., characteristics, experiences, and perspectives) from people who are different than oneself into interpersonal interactions to facilitate more effective relationships.

Elements of CR-PBIS

• **Data**
  - Disaggregate by race, SES, disability, or any other group showing disparities
  - Outside-of-school explanations often used (e.g., family poverty, family practices, etc.)
  - Think reflectively about possible school contribution

• **Practices**
  - Awareness Building
    • Discussions about race and culture are often avoided
    • Begin with activities to increase comfort in addressing disparities
  - Examination of current practices, and the development of new programs to address disparities

• **Systems**
  - Share disaggregated data with staff
  - Encourage staff to problem-solve together
  - Provide professional development to help generate self-awareness, build knowledge of students’ cultures, and gain the skills to work effectively with students from different cultures

• **Outcomes**
  - Define measureable outcomes
Characteristics of culturally responsive educators

• 1. Have awareness of how an individual’s cultural background may influence their instructional, or disciplinary practices.
• 2. Are knowledgeable of their students’ culture.
• 3. Utilize culturally diverse curriculum content.
• 4. Build learning communities that acknowledge student culture.
• 5. Are skilled cross-cultural communicators (e.g., verbal and non-verbal forms).
• 6. Can implement culturally diverse forms of instruction.

Illinois CR-SWPBIS tool at a glance:

**PURPOSE:** To help ensure that SWPBIS practices and systems have equal impact for all students.

**ORIGIN:** The CR-SWPBIS tool is a self-assessment instrument that was developed based on the research of Sugai, O’Keeffe, and Fallon (2012).

The tool is offered free of cost at [www.pbisillinois.org](http://www.pbisillinois.org) under ‘Equity’ resources located on the ‘Curriculum’ tab.
Illinois CR-SWPBIS tool at a glance:

- It is organized in three sections. The first two sections cover elements related to culturally responsive implementation of data, systems, and practices at tier 1 and tiers 2/3. A third section is allocated to developing an action plan.

- Respondents may select whether an element is ‘In place,’ ‘Partially in place,’ or ‘Not in place.’

- A rubric is provided to guide the self-assessment process.

- Items identified as ‘Partially in place,’ or ‘Not in place’ may be used to develop an action plan.
Illinois CR-SWPBIS tool at a glance:

Tier 1 Systems

<table>
<thead>
<tr>
<th>SYSTEMS</th>
<th>In Place</th>
<th>Partially in Place</th>
<th>Not in Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. School-wide student behavior expectations are observable and measurable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Establish behavioral expectations (school-wide and classroom) that are challenging and achievable for students while considering all student and family backgrounds</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Review the behavior matrix for possible inappropriate or conflicting messages related to the cultural groups of the school and community</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Translate school-wide behavior expectations into language(s) of students and families</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Provide professional development for staff members to learn about the culture(s) of the community, students, and their families</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Provide professional development to all staff on adapting school-wide and classroom practices to be culturally responsive</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Illinois CR-SWPBIS tool at a glance: Tier 1 Systems Rubric

<table>
<thead>
<tr>
<th>Tier 1: Systems</th>
<th>Culturally Responsive SWPBIS Item</th>
<th>Additional details to determine if benchmark is “In Place”</th>
<th>Additional details to determine if benchmark is “Partially in Place”</th>
<th>Documentation</th>
</tr>
</thead>
</table>
| 1.              | School-wide student behavior expectations are observable and measurable | • Expectations are posted in six or more locations (e.g., classrooms, gym, hallways, etc.) | • Expectations are posted in fewer than six locations | • SAS  
• BoQ  
• Pol  
• TIC |
| 2.              | Establish behavioral expectations (school-wide and classroom) that are challenging and achievable for students while considering all student and family backgrounds | • At least two or more family members attend 50% of tier 1 team meetings.  
• Access family and community voice (e.g., collect data from family and community members) and incorporate their feedback into the matrix.  
• Parent member presents matrix during parent/curriculum night, PTO, other small group meetings. | • Tier 1 meetings include at least one family member who attends 50% of tier 1 team meetings.  
• Access family and community voice (e.g., collect data from family and community members) and incorporate their feedback into the matrix.  
• Parent member presents matrix during parent/curriculum night, PTO, other small group meetings. | • Tier 1 meeting minutes  
• Family Pol  
• Parent survey/focus group |
| 3.              | Review the behavior matrix for possible inappropriate or conflicting messages related to the cultural groups of the school and community | • Staff, family and community members who are representative of the cultural groups served by the school review/edit the behavior matrix. | • Staff is provided opportunities to edit/revise the behavior matrix for inappropriate or conflicting messages related to cultural groups. | • Behavior matrix  
• Tier 1 meeting minutes |

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Nevada PBISTS Technical Assistance Center  
College of Education  
University of Nevada, Reno/O285  
Reno, NV 89557-0502
Illinois CR-SWPBIS tool at a glance:
Tier 1 Practices

<table>
<thead>
<tr>
<th>PRACTICES</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lesson plans, posters, and acknowledgments are developed with input</td>
<td></td>
<td></td>
</tr>
<tr>
<td>from students, family, faculty and community members</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Develop and implement behavioral lesson plans that are considerate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>of the cultural norms and values of family, school, and neighborhood</td>
<td></td>
<td></td>
</tr>
<tr>
<td>communities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Problem behaviors are clearly defined and reflect cultural norms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Establish culturally responsive procedures for addressing problem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>behaviors (discipline) and apply them consistently to all students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Consider cultural norms as a factor (e.g., what is popular or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>prevalent in terms of: style of dress, language, beliefs, behaviors)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>when students do not respond to Tier 1 interventions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Illinois CR-SWPBIS tool at a glance:

Tier 1 Practices Rubric

<table>
<thead>
<tr>
<th>Tier 1 Practices</th>
<th>Culturally Responsive SWPBIS Item</th>
<th>Additional details to determine if benchmark is “In Place”</th>
<th>Additional details to determine if benchmark is “Partially in Place”</th>
<th>Documentation</th>
</tr>
</thead>
</table>
| 1.               | Lesson plans, posters, and acknowledgments are developed with input from students, family, faculty, and community members | • Team includes two, or more parents; two, or more students; and a community member who attend at least 50% of meetings. | • Team includes a minimum of one parent who attends at least 50% of meetings.  
• The team is made up school staff that is representative of the community. | Meeting agendas, and minutes, lesson plans, posters, practices, and acknowledgments. Surveys administered to staff, students, families, etc. |
| 2.               | Develop and implement behavioral lesson plans that are considerate of the cultural norms and values of family, school, and neighborhood communities | • Team includes two, or more parents; two, or more students; and a community member who attend at least 50% of meetings.  
• The lessons reflect consensus agreement of cultural norms. | • Team includes a minimum of one parent who attends at least 50% of meetings.  
• The team is made up school staff that is representative of the community. | Behavioral lesson plans |
| 3.               | Problem behaviors are clearly defined and reflect cultural norms | • Team includes two, or more parents; two, or more students; and a community member who attend at least 50% of meetings.  
• Identified problem behaviors reflect consensus agreement of cultural norms. | • Team includes a minimum of one parent who attends at least 50% of meetings.  
• The team is made up school staff that is representative of the community. | Discipline handbook, classroom management procedures, ODR forms, T-Chart, and flow chart. |
Illinois CR-SWPBIS tool at a glance:
Tier 1 Data

<table>
<thead>
<tr>
<th>DATA</th>
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</thead>
<tbody>
<tr>
<td>1. Review data at least monthly to ensure adequate progress,</td>
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<td>implementation fidelity, equitable and culturally responsive</td>
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<td>interventions</td>
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<tr>
<td>2. Use evidence-based school-wide and classroom-wide screening for</td>
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<td>identification of students whose behaviors may suggest the need for</td>
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<td>additional supports</td>
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<tr>
<td>3. Analyze and interpret discipline data by ethnicity and special</td>
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<tr>
<td>education placement (EE data) to identify the over-</td>
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<tr>
<td>representation/under-representation of any groups</td>
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<tr>
<td>4. Initiate problem-solving conversations when data identifies</td>
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<tr>
<td>disproportionate discipline data</td>
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</tbody>
</table>
Illinois CR-SWPBIS tool at a glance: Tier 1 Data Rubric

<table>
<thead>
<tr>
<th>Tier 1: Data</th>
<th>Culturally Responsive SWPBIS Item</th>
<th>Additional details to determine if benchmark is “In Place”</th>
<th>Additional details to determine if benchmark is “Partially in Place”</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Review data at least monthly to ensure adequate progress, implementation fidelity, equitable and culturally responsive interventions</td>
<td>• Conduct monthly meetings to include review of ethnicity/equity report.</td>
<td>• Conduct quarterly meetings to include review of ethnicity/equity report.</td>
<td>• Meeting minutes and ethnicity/equity report. Share results with staff. Staff agenda.</td>
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<tr>
<td>2.</td>
<td>Use evidence-based school-wide and classroom-wide screening for identification of students whose behaviors may suggest the need for additional supports</td>
<td>• Conduct universal screening at least once per year.</td>
<td>•</td>
<td>• Universal Screening tool-SSBD, BASC2/BEI, SDQ, SSIS, other evidence-based screening tool.</td>
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<tr>
<td>3.</td>
<td>Analyze and interpret discipline data by ethnicity and special education placement (EE data) to identify the over-representation/under-representation of any groups</td>
<td>• Review discipline data on monthly basis.</td>
<td>• Review discipline data on quarterly basis.</td>
<td>• Ethnicity/equity report. Share with staff. Staff agenda.</td>
</tr>
<tr>
<td>4.</td>
<td>Initiate problem-solving conversations when data identifies disproportionate discipline data</td>
<td>• Building administrator, building team coach(es), external coach will review discipline data for disproportionality. Then, present data to staff on at least a quarterly basis.</td>
<td>• Building administrator, building team coach(es), external coach will review discipline data for disproportionality. Then, present data to staff on an annual basis.</td>
<td>• Discipline data, team meeting agenda, staff/professional development agenda</td>
</tr>
</tbody>
</table>
Illinois CR-SWPBIS tool at a glance: Action Plan

PBIS Action Plan

Only include those items in the checklist that are marked “Partially in Place” or “Not in Place”

<table>
<thead>
<tr>
<th>Activity</th>
<th>Activity Task Analysis (What)</th>
<th>Who</th>
<th>By When</th>
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</table>
INTERVENTIONS TO ADDRESS DISPROPORTIONALITY
Multicomponent Intervention

• Prevent situations that can lead to disproportionate discipline
• Reduce effects of explicit bias through effective policies
• Reduce effects of implicit bias through specific training
• Use data for decision making
Prevent

- Standardize operational definitions for problem behaviors
- Provide cultural sensitivity training
  - The topic of race is often avoided
Explicit vs. Implicit Bias

• Explicit Bias
  – Overt, deliberately thought about and acted on
  – Can be favorable or unfavorable

• Implicit Bias
  – Attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner
  – Can be favorable or unfavorable
  – Implicit biases are malleable
Addressing Explicit Bias with Policy

• Specific Commitment to Equity
  – Mission statements
  – Hiring preferences
  – Ongoing professional development
  – Removal of discriminatory practices

• Accountability for Efforts
  – Professional development attendance
  – Share disproportionality data regularly
  – Build equity outcomes into evaluations
Addressing Implicit Bias with Training

- Reduce ambiguity or ODR definitions and processes
  - Clear guidelines for classroom vs. office-managed behaviors
  - Avoid rules that result in disproportionate exclusion
- Identify specific vulnerable decision points (vulnerable to bias)
  - Teach a self-review routine just prior to making a discipline decision to neutralize the effects of implicit bias
  - Ask educators to look for and acknowledge positive behavior by students of color
Use Data

• Use a data tracking system to track ODRs by race or group to track progress of your intervention.
• If it’s not working, try something new!
Promising Outcomes

- A discipline gap with African American students over-represented among students with office discipline referrals was present in schools engaged in school-wide positive behavior support implementation as well as schools not engaged in implementation; however, the gap was smaller in schools engaged in school-wide positive behavior support. (Vincent, Swain-Bradway, Tobin, & May, 2011)

- Research has shown that a reduction in disproportionality is more likely though systems change than by focusing on individual students. (Skiba, Arredondo, & Rausch, 2014)
Thank you!!

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kroose@unr.edu

www.nevadapbis.org

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