Overview of Today’s Sessions

1. Describe the term **implicit bias** and its role in disproportionality in school discipline
2. Share an **intervention approach** for enhancing equity in school discipline
3. Guide you through a process for using data to **identify specific situations** to target
4. Guide you through an **alternative response** to reduce the effects of bias on discipline decisions

Handouts: [http://www.pbis.org](http://www.pbis.org)
Warm Up Activity: Stroop Task

- Words are displayed in different colors to test “snap decision” making
- Easier to identify the color in which this word is displayed: **GREEN** (i.e., green) than this word: **GREEN** (i.e., red)

Stroop Task (Part 1) Practice

- Say the color of each word as quickly and accurately as you can.
  
  MISSOURI  TEACHERS  ARE  THE  BEST

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 #2: Implicit Association Test

- [https://implicit.harvard.edu/](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
What is implicit bias?

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

Implicit Bias at Work

- Attractiveness
  - Real estate agents rated as more attractive sell homes for significantly higher prices (Salter, Mixon, & King, 2012)
- Height
  - One inch of height is worth $789 per year in salary (Judge & Cable, 2004)

Implicit Bias in Refereeing

(Carlson, 2014)

<table>
<thead>
<tr>
<th>Team</th>
<th>Home game differential</th>
<th>Away game differential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boston College</td>
<td>3</td>
<td>-14</td>
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<tr>
<td>Clemson</td>
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<td>-4</td>
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<tr>
<td>Duke</td>
<td>12</td>
<td>-37</td>
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<tr>
<td>Florida State</td>
<td>4</td>
<td>-14</td>
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<tr>
<td>Georgia Tech</td>
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<td>-13</td>
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<td>-41</td>
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<td>24</td>
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<td>Virginia</td>
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<td>Virginia Tech</td>
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<td>-1</td>
</tr>
<tr>
<td>Wake Forest</td>
<td>5</td>
<td>-3</td>
</tr>
</tbody>
</table>

Implicit Bias and Gender

(Reuben et al., 2014)

- Subjects randomly split into groups of 4 (employers and job candidates)
  - Job candidates paid by performance on timed math (adding sets of 2 digit numbers)
  - Employers paid if they chose the best of 2 job candidates
- Hiring criteria:
  - Appearance
  - Self-reported performance
  - Actual pre-test performance
Implicit Bias and Gender (Reuben et al., 2014)

- Appearance
- Pre-test Performance

| Probability of Picking a Candidate who is a: | Male Low Performer | Female | Low Performer | 34% | 43% | 45% | 20% | 70% | 64% |

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*

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*
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.

Implicit Bias predicts the extent to which...

- **Police Officers** use force when arresting African American children as opposed to White children (Goff et al., 2014)
- **Arbitrators** decide labor grievances in favor of men over women (Girvan, Deason, & Borgida, 2014)
- **Pediatricians** recommend less pain medication for African American children than White children with identical symptoms (Sabin & Greenwald, 2012)
Disproportionality in School Discipline (Losen et al., 2015)

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

Addressing Common Questions

“Isn't it all really about poverty?”

- Poverty plays a role, but racial disproportionality remains, even when controlling for poverty
  - American Psychological Association, 2008
  - Skiba et al., 2005
  - Wallace et al., 2008

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

“Are you saying that all teachers are racist?”

- No! Our research indicates that disproportionality comes from unconscious bias – that we’re not even aware of.
  - Banaji & Greenwald, 2013
  - Greenwald & Pettigrew, 2014
  - van den Bergh et al., 2010
A Unidimensional View of Bias

Racial Bias → Disproportionate Discipline

A Multidimensional View of Bias

Racial Bias → Disproportionate Discipline → Situation

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

1. Use engaging academic instruction to reduce the support gap (achievement gap)
2. Implement a behavior framework that is preventive, multi-tiered, and culturally responsive
3. Collect, use, and report disaggregated student discipline data
4. Develop policies with accountability for disciplinary equity
5. Teach neutralizing routines for vulnerable decision points

Recommendations for Addressing Discipline Disproportionality in Education

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

Status Questions: How much do you agree?

1. I am aware of my personal biases.
2. I am concerned about the consequences of bias in education.
3. I have effective strategies for reducing bias in educational decisions.

(Devine et al., 2012)
1. Why a focus on engaging academic instruction?

Teacher presents student with grade level academic task

Teacher removes academic task or removes student

Student escapes academic task

Student engages in problem behavior

Student’s academic skills do not improve

(McIntosh et al., 2008)

What do we mean by engaging academic instruction?

- Explicit instruction
- High rates of opportunities to respond
- Quality performance feedback
- Progress monitoring and data-based decision making

(Hattie, 2009)

2. Why start with a foundation of SWPBIS?

1. Proactive, instructional approach may prevent problem behavior and exposure to biased responses to problem 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

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

(Greflund et al., 2014)
Effects of SWPBIS on Discipline Disproportionality
(Vincent, Swain-Bradway, Tobin & May, 2011)

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

Culturally Responsive SWPBIS Implementation
- Ensure equitable access to praise and acknowledgment systems
- 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
Student Input & Satisfaction Survey

PBIS Cultural Responsiveness Companion

- Aligned directly with SWPBIS Tiered Fidelity Inventory (TFI) Tier I Scale
  - Identifies SWPBIS critical feature
  - Identifies cultural responsiveness concept
  - Provides non-examples, examples, activities, and resources

PBIS Cultural Responsiveness Companion

- [http://tinyurl.com/ncn8fmf](http://tinyurl.com/ncn8fmf)
3. Using disaggregated data to assess and address equity

- Disproportionality Data 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

Policy Example: Equitable Mission Statements

The teachers, administrators and staff of the Los Angeles Unified School District (LAUSD) believe in the equal worth and dignity of all students and are committed to educate all students to their maximum potential.

Literature Review: Elements of Effective Policies

(Canizal Delabra, McIntosh, & Nese, 2015)

<table>
<thead>
<tr>
<th>Ineffective</th>
<th>Limited Research</th>
<th>Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>General guidance on equity</td>
<td>- Teacher-student ethnic match (i.e., hiring preferences)</td>
<td>✓ Removal of zero tolerance policies or suspensions for non-violent offenses</td>
</tr>
<tr>
<td>Including commitment to equity in mission statement</td>
<td>- Clear, objective discipline procedures (e.g., ODR definitions, staff vs. office-managed behavior)</td>
<td>✓ Regular sharing of disproportionality data with managers/administrators and accountability for decisions</td>
</tr>
<tr>
<td>One-time cultural sensitivity/diversity trainings</td>
<td>- Adoption of proactive, positive instructional approach with students</td>
<td>✓ Installation of ongoing processes for assessing and addressing inequities (e.g., team charged with taking action and reporting data to administrators)</td>
</tr>
<tr>
<td>Zero tolerance policies</td>
<td>- Guidance to consider academic skills in school discipline decisions</td>
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</tbody>
</table>
The Board directs the Superintendent to develop and update a detailed action plan to address equity, with multiple metrics to assess progress in reducing inequities in school discipline. The action plan shall identify district leads and clear procedures for school staff. The Superintendent will share the plan and report on progress towards these goals to the Board at least twice per year. Lack of progress toward these goals may be considered grounds for dismissal.

Policy Example: Processes with Accountability

What does **not work** in policy

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

Equity Policy Recommendations

- **Include a Specific Commitment to Equity**
  - Create mission statements that include equity
  - Enact hiring preferences for equitable discipline
- **Install Effective Practices**
  - Require clear, objective school discipline procedures
  - Support implementation of proactive, positive approaches to discipline
  - Replace exclusionary practices w/ instructional ones
- **Create Accountability for Efforts**
  - Create teams and procedures to enhance equity
  - Share disproportionality data regularly
  - Build equity outcomes into evaluations

5. How can we reduce implicit bias in our decision making?
Interventions for Implicit Bias in School Discipline

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)

Situations: Options for Identifying VDPs

- Levels of specificity:
  1. All ODR/suspension decisions (general self-instruction routine)
  2. Identify VDPs through national data
  3. Use school or district data
National SWIS Data (2011-12)

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

Office Referrals by Problem Behavior

Office Referrals by Location

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

### Multidimensional View of Bias

**Racial Bias**

**Disproportionate Discipline**

**Situation**

**Vulnerable Decision Points**
- Subjective Behavior
- Vague Discipline System
- Classrooms
- Unfamiliar with Student

### Worksheet Activity

**What data sources will you be using?**
- Options:
  - Sample school data
  - Your school's data (e.g., SWIS)

**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:
3. Fill the middle left set with your school or district’s overall data (ODR, susp.)
   - Behavior:
   - Location:
   - Time:
   - Day:
   - Grade lvl:

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

SWIS Drill Down (www.swis.org)

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

Click each graph and compare to overall patterns.

Stage 1 Behavior: White Students

Referrals by Problem Behavior
Drill Down
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:
Possible behaviors/cultural basis

- Talking out (aka “overlap”)
  - Origin: churches and desired group responses to leader
  - Demonstrates engagement
- Emotional reactions to requests (aka “machismo”)
  - Origin: years of living in a society that marginalizes them, need for academic support?
  - Expect this kind of response from some
  - Not necessarily a response to you
  - Provide “peacock moments”

Situations:
Possible behaviors/cultural basis

- Ignoring requests
  - Origin: need for academic support?
  - Functional alternative to defiance?
  - Rather than look bad than stupid
  - Identify parts of (a) task, and (b) request that may be aversive

Situations:
Responses to culturally-based behaviors

- May be desirable/adaptive outside of school
  - May work/be reinforced in other settings
  - Not necessarily “wrong” – just not for school
- Solutions
  1. Be explicit in teaching situational specificity (“code-switching”)
  2. Provide extensive practice
     - Example: operation 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…

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?

Two-step Neutralizing Routine for Staff:
- When you see problem 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

<table>
<thead>
<tr>
<th>Setting event</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of positive interactions with student</td>
<td>Fatigue</td>
<td>Send student to office (ODR)</td>
<td>Student leaves class (Escape social interaction)</td>
</tr>
<tr>
<td>Self-assessment “Is this a vulnerable decision point?”</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Alternative Response “See me after class.”
What makes for a good neutralizing routine?

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

Neutralizing Routine Examples

- If this is a VDP…,
  - “See me after class/at the next break”
  - am I acting in line with my values?
  - take two deep breaths
  - recognize my upset feelings and let them go
  - picture this student as a future doctor/lawyer
  - model taking think time
  - delay decision until I can think clearly
  - ask the student to reflect on their feelings/behavior
  - know that’s Rock Brain talking to me
  - “I love you, but that behavior is not ok”

TEN BLACK DOCTORS

Imagine if this was the image that young black boys saw on TV all day
"What they see is what they will be."
When we look for the behavior we want to see, we will see it more often.

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 problem 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. Add space/delay between behavior and response
   5. Doable
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
Two-step Neutralizing Routine for Administrators:
(Susan Barrett)

- When you have to handle problem 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 I can 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

Percentage (out of 100%)

Ethnicity

- Native
- Asian
- Black
- Latino
- Pacific
- White
- Unknown
- Not Listed
- Multiracial

Black/White ODR Risk Ratio = 2.67

Problem Behavior: All Students

Referrals by Problem Behavior
Drill Down

Problem Behavior

- M. ODR
- M. Tech
- Out Bound
- Bully Ag
- Disrespect
- M. Contact
- M. Harass
- M. Defiance
- Tech
- Harass
- M. Phys. Harass
- M. Harass
- Defiance
- Discipline
- Phish
- M. Operation

Drill Down: Phys. Aggression on Playground

Referral Risk Index (Ethnicity)
Drill Down

Percentage (out of 100%)

Ethnicity & Enrollment

- Native
- Asian
- Black
- Latino
- Pacific
- White
- Unknown
- Not Listed
- Multiracial

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 RRss

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)

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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Handouts: http://kentmcintosh.wordpress.com
References


References


