Enhancing Equity in School Discipline: Practical Strategies and Tools

Kent McIntosh
University of Oregon

Thank you…

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

Introductions

- Name
- District/School
- Role
- Experience with PBIS

Acknowledgements

- PBIS Center Disproportionality Workgroup
  - Timothy Baker
  - Aaron Bames
  - Kimberly Bunch-Crump
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  - Ambra Green
  - Beth Hill
  - Rob Horner
  - Don Kincaid
  - Milaney Leverston
  - Tim Lewis
  - Stephanie Martinez
  - Kent McIntosh
  - Rhonda Nese
  - Vicki Nishioka
  - Heidi von Ravensberg
  - Ruthie Riddle
  - Jennifer Rose
  - Therese Sandomierski
  - Russ Skiba
  - Kent Smith
  - Keith Smolkowski
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](http://www.pbis.org)

Getting going…

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

Workshop Evaluation

- Please answer the questions on the “BEFORE WORKSHOP” page.

Ground Rules

- Ask questions throughout
- Speak your truth
- Get comfortable with discomfort
Warm Up Activity #2: Stroop Task

- Words are displayed in different colors to test "snap decision" making
- Easier to identify the color of this word: 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.
- MINNESOTAN 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 #3: 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
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)
Implicit Bias in Refereeing

(Carlson, 2014)

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

Implicit Gender Bias

(Reuben et al., 2014)
Think Pair Share

- Reflect on the video
- What was your reaction to it?
- Did you have a first and a second reaction?
“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...
- 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](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)

*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

**Addressing Common Questions**

"Isn't it all really about poverty?"

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

"Aren’t Black boys just more violent?"
Addressing Common Questions

“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

“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.
  - Girvan et al., in press
  - Greenwald & Pettigrew, 2014
  - van den Bergh et al., 2010

If you’re aware...

...you’re halfway there.

Think Pair Share

- Think back to a situation when you were unfairly stereotyped.
- What was the situation?
- How did you feel?
A Unidimensional View of Bias

Racial Bias → Disproportionate Discipline

A Multidimensional View of Bias

Racial Bias → Situation → Disproportionate Discipline

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
Think Pair Share

- Reflect on what you’ve seen so far
- Turn to partner and share
  - One “aha”
  - One “ah…huh?”

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

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

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

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)

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

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

Effects of SWPBIS on Discipline Gap for Students on IEPs
(Loudoun County, VA)
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

Is CR-PBIS any different from PBIS?

Equitable Student Outcomes

Disaggregated Discipline Data

Culturally Knowledgeable Staff

Culturally Responsive Practices

Culturally Responsive PBIS Elements
PBIS Cultural Responsiveness Field Guide (Levenson et al., 2016)

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

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

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.
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

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

<table>
<thead>
<tr>
<th>Teaching Matrix</th>
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<td><strong>C. Alton Lindsay Middle School</strong></td>
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<td><strong>School-wide Behavior Expectations</strong></td>
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<td><strong>Arrival &amp; Dismissal</strong></td>
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<td><strong>Hallway &amp; Transitions</strong></td>
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<td><strong>Bathroom</strong></td>
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<tr>
<td><strong>Cafeteria</strong></td>
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<td><strong>Classroom</strong></td>
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<tr>
<td><strong>Safety First</strong></td>
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<tr>
<td>- Walk directly to your designated area</td>
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<tr>
<td><strong>Work Together Respectfully</strong></td>
</tr>
<tr>
<td>- Keep to your own business</td>
</tr>
<tr>
<td><strong>Accept Responsibility</strong></td>
</tr>
<tr>
<td>- Get your own business</td>
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<tr>
<td><strong>Guide Me</strong></td>
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<td>- Teachers will supervise groups of students at all times</td>
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<td>- Teachers will monitor students by being at their doors and in the hallways</td>
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<tr>
<td>- Teachers will stand by the toilet and monitor behavior from the hallway</td>
</tr>
<tr>
<td>- Teachers will arrive on time and pick up students on time</td>
</tr>
<tr>
<td>- Teachers will be prepared for class and will enforce consequences for infractions</td>
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</tbody>
</table>

**Examples of Expectations**

- **Arrival & Dismissal**
  - Walk directly to your designated area
  - Keep hands, feet, and belongings to myself
- **Hallway & Transitions**
  - Walk directly to your designated area
  - Keep hands, feet, and belongings to myself
  - Follow the privacy of others
- **Bathroom**
  - Keep hands, feet, and belongings to myself
  - Follow the privacy of others
- **Cafeteria**
  - Follow the privacy of others
  - Eat quietly
  - Use appropriate utensils
- **Classroom**
  - Listen
  - Follow directions
  - Ask appropriately for help
  - Clean up after yourself
  - Follow rules and procedures
Rules Gallery Walk

1. Students walk around the school and document (e.g., photograph) any “rules”
2. 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)?
3. Use results to revise expectations and rules

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

<table>
<thead>
<tr>
<th>Expectation</th>
<th>At SCHOOL it looks like…</th>
<th>At HOME it looks like…</th>
<th>In my NEIGHBORHOOD it looks like…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td>• Keep hands and feet to self&lt;br&gt;• Tell an adult if there is a problem</td>
<td></td>
<td></td>
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<tr>
<td>Be Respectful</td>
<td>• Treat others how you want to be treated&lt;br&gt;• Include others&lt;br&gt;• Listen to adults</td>
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<td></td>
</tr>
<tr>
<td>Be Responsible</td>
<td>• Do my own work&lt;br&gt;• Personal best&lt;br&gt;• Follow directions&lt;br&gt;• Clean up messes</td>
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<th>In my NEIGHBORHOOD it looks like…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td>• Keep hands and feet to self&lt;br&gt;• Tell an adult if there is a problem</td>
<td>• Protect your friends and family&lt;br&gt;• Don't talk back</td>
<td>• Stick up for your friends&lt;br&gt;• Don't back down&lt;br&gt;• Look the other way</td>
</tr>
<tr>
<td>Be Respectful</td>
<td>• Treat others how you want to be treated&lt;br&gt;• Include others&lt;br&gt;• Listen to adults</td>
<td>• Do exactly what adults tell you to do&lt;br&gt;• Don't stand out&lt;br&gt;• Don't bring shame</td>
<td>• Text back within 30 seconds&lt;br&gt;• Be nice to friends' parents&lt;br&gt;• Share food</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>• Do my own work&lt;br&gt;• Personal best&lt;br&gt;• Follow directions&lt;br&gt;• Clean up messes</td>
<td>• Help your family out first&lt;br&gt;• Own your mistakes&lt;br&gt;• Share credit for successes</td>
<td>• Have each other's backs&lt;br&gt;• Own your mistakes&lt;br&gt;• Check in about what to do</td>
</tr>
</tbody>
</table>
**Interpreting the Personal Matrix**

- Assess differences between school and other settings and ask:
  1. 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

**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
- Use regular student and family surveys to assess acceptability and fit

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**How inviting are we for all?**

**Stakeholder Input & Satisfaction Surveys**
Resources for Promoting Equity in Classrooms: www.tolerance.org

Resources for Promoting Equity in Classrooms: www.tolerance.org
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
- Overpraise mediocre work
- Withhold constructive feedback
- Low 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. 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

- 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

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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</table>
Policy Example: Processes with Accountability

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.

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?
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

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

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

Introduction

The purpose of this guide is to provide an overview of the SWPBIS school teams in the area of discipline data. The guide includes a framework and steps for identifying and addressing disproportionate rates in discipline decisions. The guide provides actionable steps for school teams to address disproportionality issues.

Audience

This guide is designed for school and district teams looking to reduce racial and ethnic disproportionality in school discipline, regardless of whether they are implementing PBIS.

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

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.
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
  - 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:

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

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 [Behavior] in [Location] during [Time] for students in [Grade].
ODRs by **Time:**
White Students

**Referrals by Time of Day**

<table>
<thead>
<tr>
<th>Time of Day</th>
<th>Referrals</th>
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<tr>
<td>7:00 AM</td>
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<tr>
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**ODRs by Time:**
Black Students

**Referrals by Time of Day**

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ODRs by **Grade:**
White Students

**Referrals by Grade**

<table>
<thead>
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<th>Grade</th>
<th>Referrals</th>
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<td>Pre-K</td>
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<td>PK</td>
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ODRs by **Grade:**
Black Students

**Referrals by Grade**

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</table>
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 8th grade.**

  ...generate possible strategies for the team.

---

**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 8th 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:**
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: 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. 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:
  - Lack of sleep
  - Headache/illness
  - Lack of food (e.g., no breakfast)
  - Fight with peer/parent/etc.
  - Failed a test in previous class
  - Didn’t get any coffee this morning

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

- 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?

Where do we go from here?

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

When little people are overwhelmed by BIG EMOTIONS, it's our job to share OUR CALM, not to join their chaos. - L.R. Knost.

Two-step Neutralizing Routine for Staff:

- When you see unwanted behavior, stop and ask yourself:
  1. Is this a VDP?
  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…,
  - “See me after class/at the next break”
  - am I acting in line with my values?
  - delay decision until I can think clearly
  - ask the student to reflect on their feelings/behavior
  - take two deep breaths
  - recognize my upset feelings and let them go
  - “I love you, but that behavior is not ok”
  - picture this student as a future doctor/lawyer
  - assume student’s best effort at getting needs met
  - model cool-down strategy
  - know that’s Rock Brain talking to me

Neutralizing Routine Examples
- If this is a VDP…,
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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.”

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**

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**

Promising Neutralizing Routines

- Delay
  - “See me after class.”
- Classroom cooldown strategy
  - “I’m taking my 3 deep breaths now.”
- Codeswitch cue
  - “That’s what you think, and at school you would say…”
- Praise around and circle back

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

Neutralizing Routine Examples

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

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?

You wouldn’t send a student to the office because they can’t read. Why send them there because they can’t behave?

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

Black/White ODR Risk Ratio = 2.67

Drill Down: Phys. Aggression on Playground

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, Elwood, 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!

Workshop Evaluation

- Please answer the questions on the “AFTER WORKSHOP” page.

Think Pair Share and Steps Forward

- Turn to partner and share:
  - One aha
  - One ah…huh?
  - One next step

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Handouts: http://www.pbis.org
References


References


