



MIBLSI

Michigan's Integrated Behavior
and Learning Support Initiative

Centering **Equity** to **Reduce** the **Impact** of Implicit Bias in School Discipline



Keywords: Equity, Coaching

PBIS Forum 2019

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<https://tinyurl.com/yd9woc5o>



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Agenda: Creating Culturally Sustaining Systems

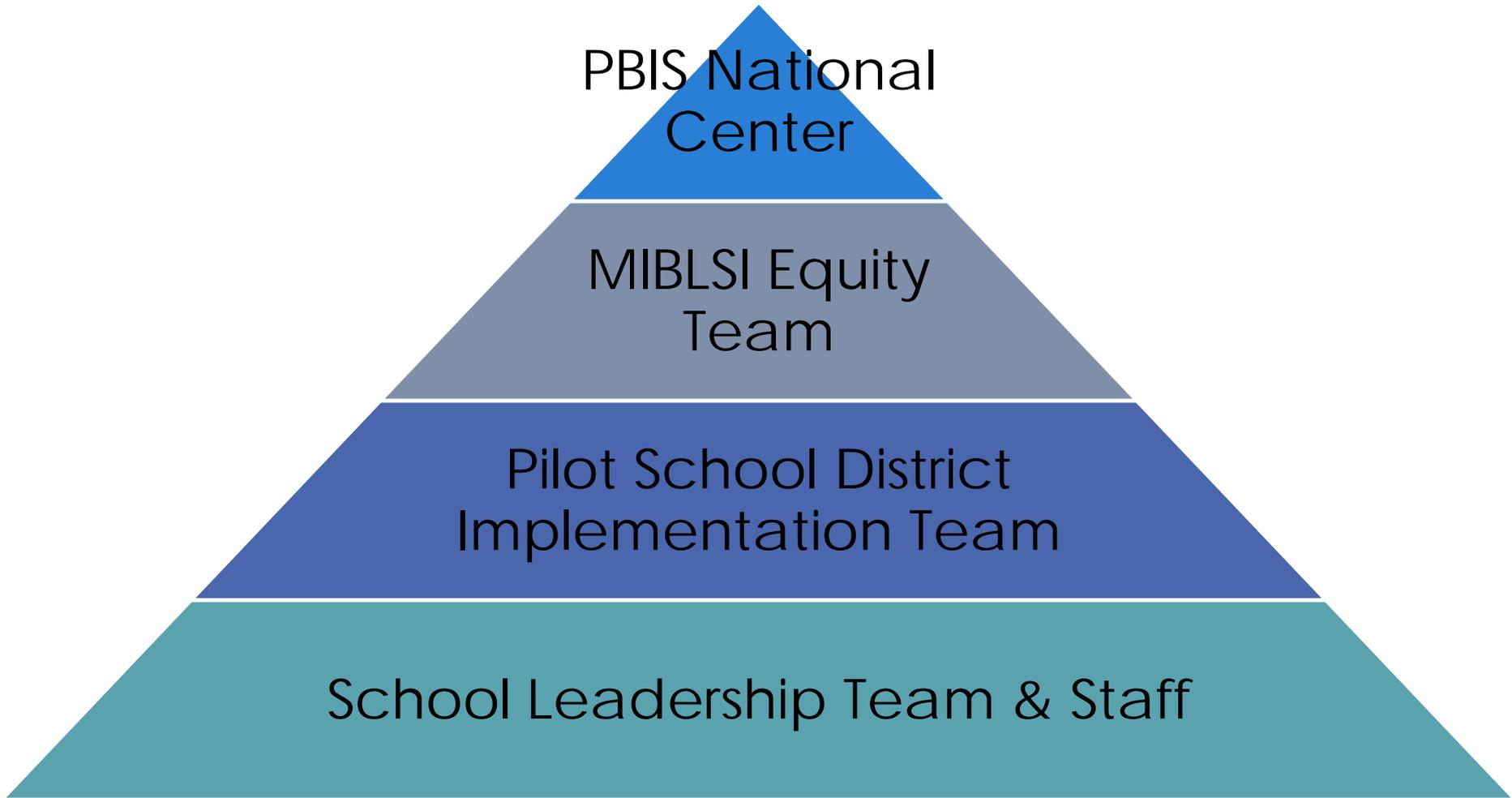
Purpose

This session will explore the Michigan Equity Pilot that utilizes the PBIS National Center's five-point approach to prevent and reduce school disproportionality.

Intended Outcomes:

- Understand the socio-historical impact of structural racism on implicit bias and educational practices
- Explore promising components of a 5-Point intervention approach aimed at centering equity and addressing discipline gaps
- Examine the technical and adaptive strategies used by the MIBLSI equity specialists to support school leadership teams in increasing equitable discipline practices and outcomes

Levels of Engagement are at Work



Acknowledge

- Michigan's Integrated Learning and Behavioral Supports Initiative
- Positive Behavioral Intervention Supports National Technical Center, Oregon University
- Midwest and Plains Equity Assistance Center, Indiana University Purdue
- Pilot Partners
- Equity Specialists' Experiences and Expertise

Michigan Equity Pilot Goals



• Demonstrate a meaningful reduction in discipline disproportionality with regards to race and ethnicity.



Implement and evaluate effective practices addressing disproportionality in a school utilizing School-wide Positive Behavioral Intervention and Supports.



Implement a model for reducing disproportionality that is durable, sustainable and scalable over time.



80% of pilot schools implementing with fidelity will show reduced levels of exclusionary disciplinary practices & reduced risk ratios.

Activity: Turn & Talk

- Take 2 minutes and each share why you think discipline and academic gaps exists between Black and White students.
- Large group share

Understand the socio-historical impact of structural racism on implicit bias and educational practices

Continuing to Support All Students

While tremendous gains have been made in PBIS schools, disproportionality and exclusionary practices adversely affecting culturally and linguistically diverse students (CLDS), especially African American and Latino students, continues to exist across the country (Skiba et al., 2011).



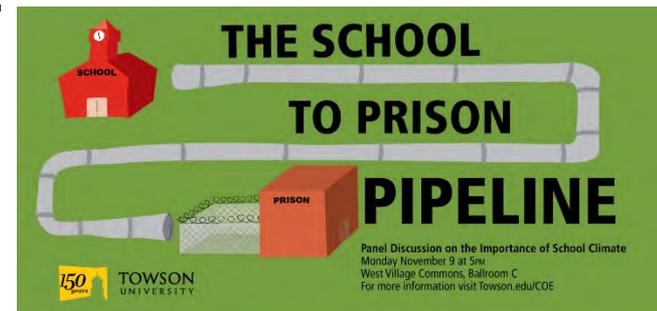
Consequently, experts are reframing SWPBIS to consider issues of racial disproportionality, equity, and bias.



Recent National OCR Data

- African American preschool children are **3.6 times** as likely to receive one or more **out-of-school suspensions** as white preschool children.
- African American K-12 students are **3.8 times** as likely to receive one or more **out-of-school suspensions** as white students
- African American K-12 students are **2.3 times** as likely to receive a **referral to law enforcement** or be subject to a school-related arrest as white students.

U.S. Department of Education, Civil Rights Data Collection, 2013-14 (Released June 2016)



Prevailing Assumptions SES



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

Prevailing Assumptions about Families



- Not the homes or parents.
- Hattie's synthesis revealed:
 - Some students come to school with circumstances that place them at risk
 - However, the effect sizes of what schools and teachers do are much higher than the circumstances that students face

Prevailing Assumptions about Race



“Aren’t Black boys just more violent?”

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

General Responses to Disproportionality

“Are you saying that all school staff are racist?”



- No! research from the PBIS field 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

Assumptions vs. Research

Contrary to the **prevailing assumption** that African American boys are just getting “what they deserve” when they are disciplined, research shows:

- That Black boys **do not “act out”** in the classroom any more than their White peers.
- African American students are referred to the office **for less serious and more subjective** reasons.

(McFadden, et al., 1992; Skiba, 2000; Skiba et al. 2002; Skiba, 2010; Carter, Skiba et al. 2017)

Educational Inequities & Racial Bias

- Prevailing assumptions driving these discriminatory practices are due to:
 - Deficit model thinking
 - A cultural mismatch between students, their schools, teachers, and support staff.
- This mismatch is further exacerbated by a systematic and implicit racial bias that is pervasive in the use of exclusionary discipline

(Riddle, 2014; Skiba, Michael, Nardo, & Peterson, 2002)

What is Implicit Racial Bias?

- Unconscious, automatic
- Based on stereotypes **about a specific race**
- Biases are the stories we make up about people before we know who they actually are (Verna Myers, 2014).
- Racial biases are also the stories that are told to us.
- Sometimes we embrace these narratives because we have not spent time outside of our own cultures.
- We **ALL** have it, even those most effected by it

Example of Implicit Racial Bias

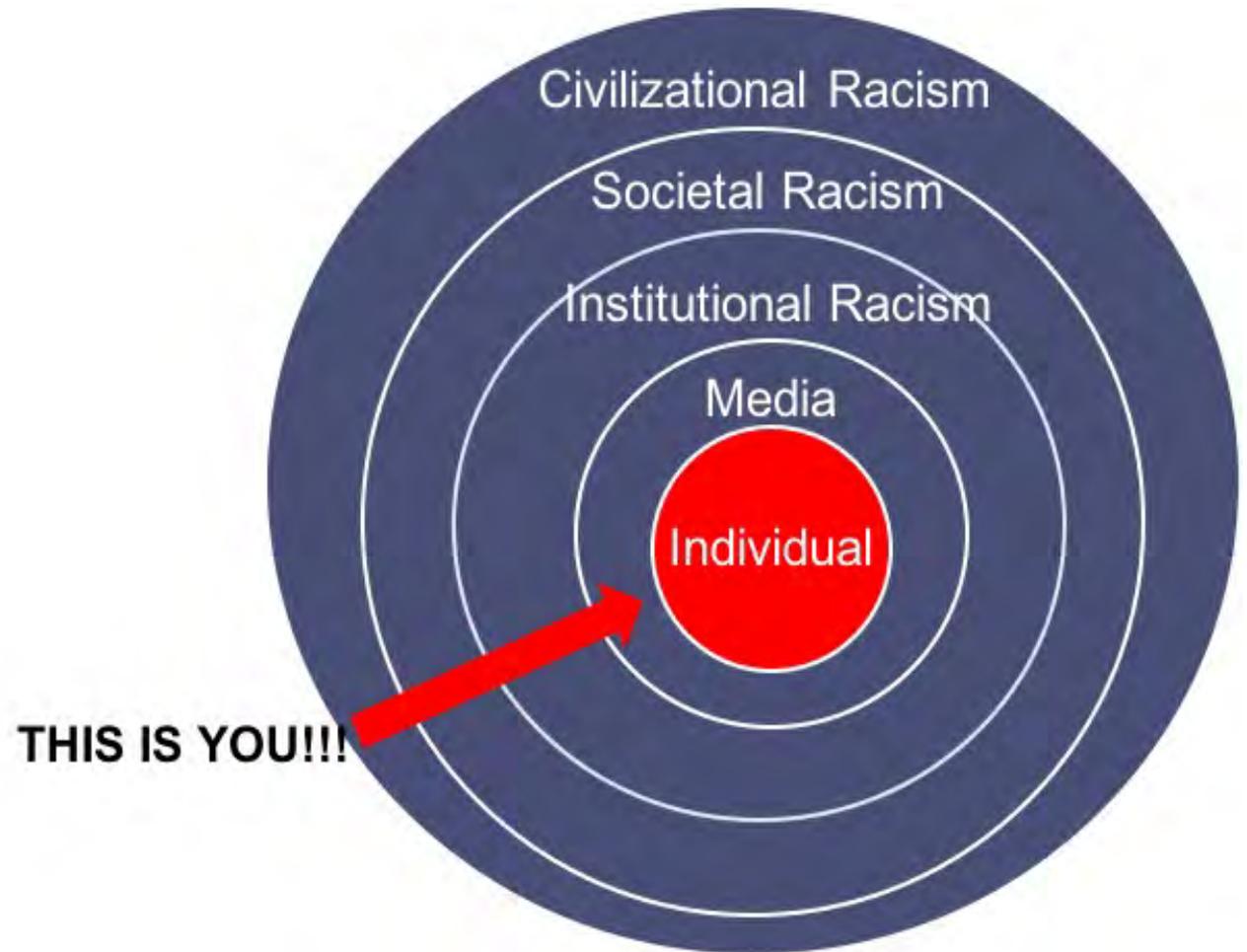


Implicit Bias in Early Learning



(Gilliam et al., 2016)

Socio- Historical Context & Racial Bias



This Model is based on the work of Scheurich and Young, 2002

Technical and Adaptive Moves Made Address Bias

Adaptive

- What would you do Video and Activity
- Verna Myers Activity
- White Fragility Activity
- Identity Activity
- Expanding critical awareness

Technical

- Looking at National Disproportionate Data
- Socio-Historical Context Activities (Redlining, GI Bill, Segregation, Housing policies, slavery, reconstruction, contextual histories)

Write, Reflect & Share

Educational Equity

- Write down your definition of educational equity.
- Turn and Talk
- Group Share out



Educational Equity

...is when educational policies, practices, interactions, and resources are **representative** of, constructed by, and responsive to all people so that each individual has **access** to, **meaningfully participates** in, and has **positive outcomes** from high-quality learning experiences, regardless of individual characteristics and group memberships.

(Fraser, 2008; Great Lakes Equity Center, 2012)

Core Constructs of Equity



Access –

All students have entrance into, involvement with, and full benefit of quality learning opportunities (Paris, 2012).



Representation –

Having presence in decision making and in content (Mulligan & Kozleski, 2009).



Meaningful participation –All students have agency and are empowered to contribute in effectual ways (Fraser, 1998).



High Outcomes–

Solutions benefit all students towards self-determination and the ability to act as contributing citizens in a democratic society & global community (Waitoller & Kozleski, 2013).

Explore promising components of a 5-Point intervention approach aimed at centering equity and addressing discipline gaps

TA Coaching Goals for 2018-19

The DLT and SLT will Decrease disproportionate discipline across racial subgroups by:

Emphasizing results by systematically examining data specific to understanding behaviors and disproportionality.

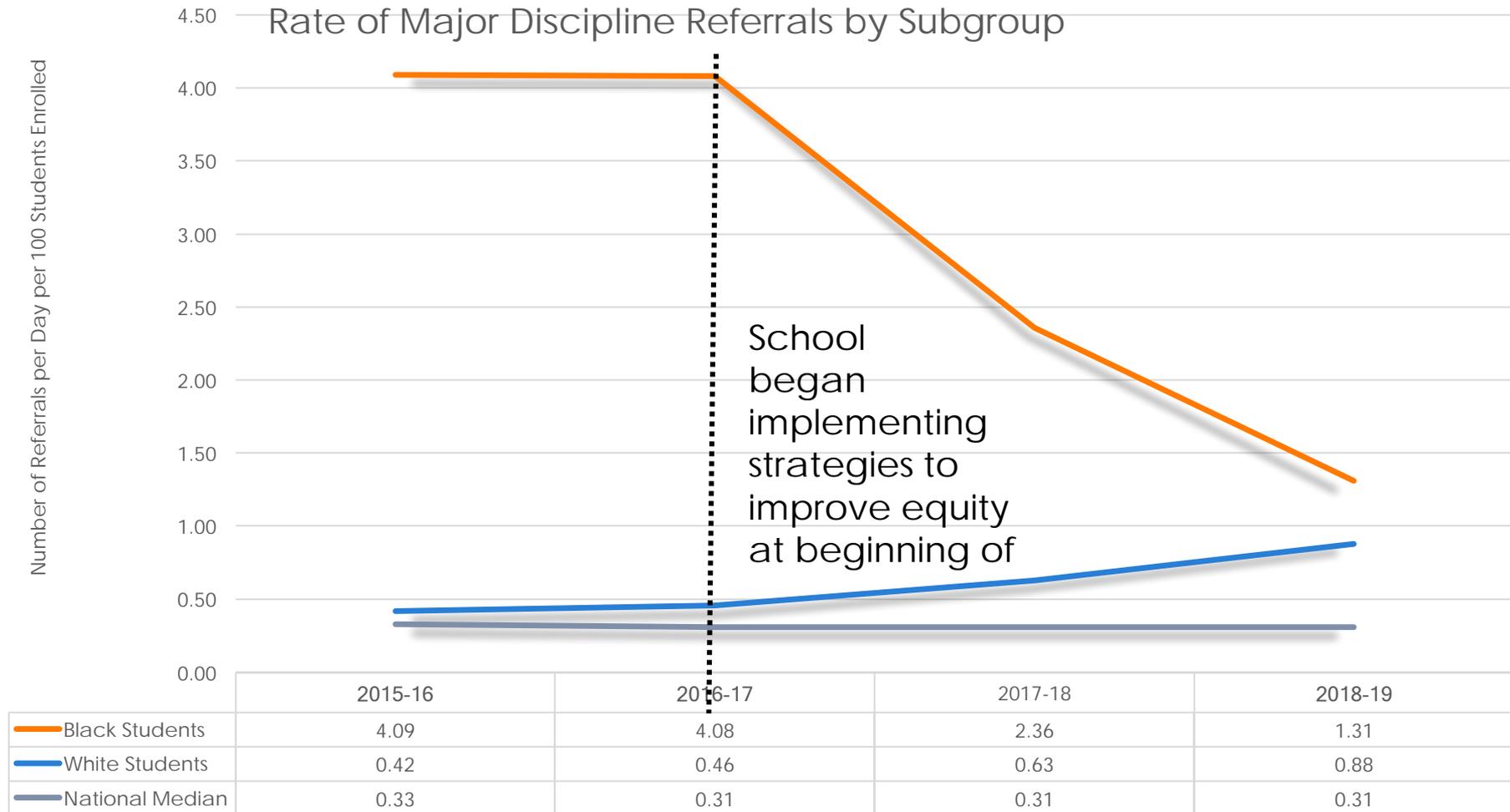
Explicitly naming and understanding the role of race in inequitable outcomes by engaging in ongoing learning around implicit bias and our socio-historical context.

Deepening knowledge of how core components of PBIS, VDPs and the Safe and Inclusive School Framework work together to create equitable experiences for all students.

Fostering critical consciousness amongst staff and administration.

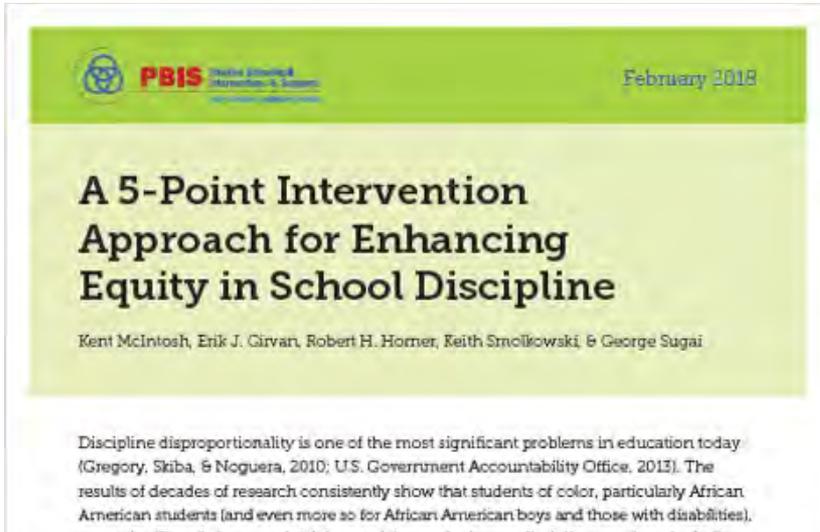
Developing and carry out action plans specific to the data review process and aligning action items to school/district improvement process and plans.

Outcomes for One Pilot School



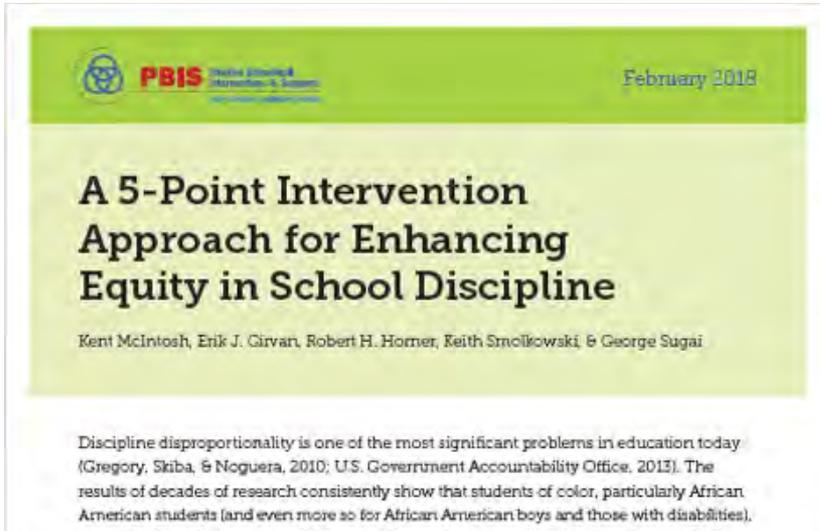
During the three-year pilot, this middle school decreased their ODR gap between Black and White students from **3.95** to **0.43** and their overall ODRs for all student from **5,930** in 2015-2016 to **1,235** in 2018-2019.

1. Implement a Behavior Framework that is Preventive, Multi-Tiered, and Culturally Responsive
2. Collect, Use, and Report Disaggregated Discipline Data
3. Use Engaging Instruction to Reduce the Opportunity (Achievement) Gap
4. Develop Policies with Accountability for Disciplinary Equity
5. Teach Strategies for Neutralizing Implicit Bias in Discipline Decisions



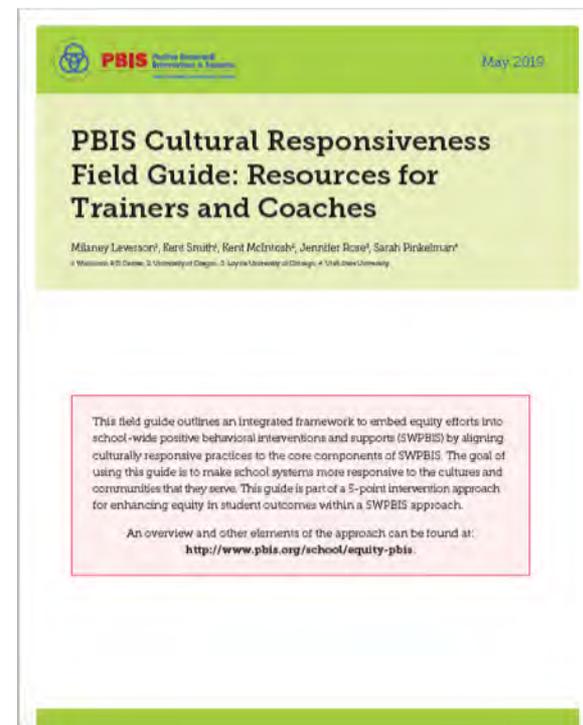
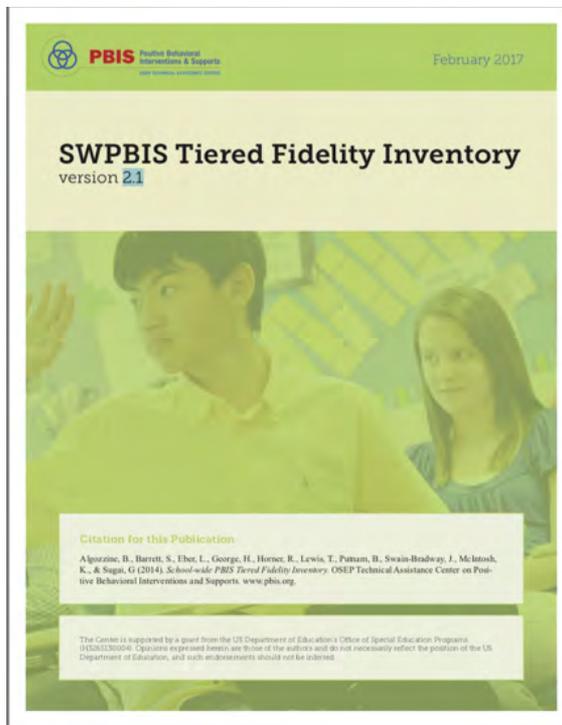
McIntosh, Girvan, Horner, Smolkowski, Sugai, (2018)

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McIntosh, Girvan, Horner, Smolkowski, Sugai, (2018)

Implement a Behavior Framework that is Preventive, Multi-Tiered, and Culturally Responsive



Algozzine, Barrett, Eber, George, Horner, Lewis, Putnam, Swain-Bradway, McIntosh, & Sugai, (2014).

Increasing Culturally Responsive SWPBIS

Complete the TFR

Use the TFI Companion

Implementation	4/26/19	9/17/19
3. Behavioral Expectations: School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.	1	2
4. Teaching Expectations: Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.	1	2
5. Problem Behavior Definitions: School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.	1	2
6. Discipline Policies: School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.	0	1
7. Professional Development: A written process is used for orienting all faculty/staff on 4 core Tier 1 SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.	1	2
8. Classroom Procedures: Tier 1 features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.	1	2
9. Feedback and Acknowledgement: A formal system (i.e., written set of procedures for specific behavior feedback that is [a] linked to school-wide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students.	0	1
10. Faculty Involvement: Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months.	1	1
11. Student/Family/Community Involvement: Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.	1	2
Feature 2 Total:	7 of 18	15 of 18



Section II: TFI Cultural Responsiveness Companion

In its essence, SWPBIS is a framework for implementing practices that fit the values and needs of students, families, and staff (Sugai, O’Keeffe, & Fallon, 2012). This framework, with its focus on systems, teaming, and data-based decision making, creates an ideal structure within which to embed the core components of cultural responsiveness. In fact, because contextual fit is a core principle of SWPBIS, SWPBIS cannot be considered fully implemented until it is culturally responsive.

This section includes a tool called the TFI Cultural Responsiveness Companion. It is not an additional fidelity of implementation measure, but rather an action planning resource that teams can use to improve their implementation. Teams may use this tool either before initial SWPBIS implementation to build cultural responsiveness into systems from the beginning or after initial SWPBIS implementation to enhance equity within existing systems. To use this resource, we suggest the following steps:

- 1. Complete the TFI.** Teams can first complete the SWPBIS Tiered Fidelity Inventory (TFI, available at www.pbisapps.org), a fidelity of implementation measure for SWPBIS. This measure allows teams to rate their implementation of the critical features of SWPBIS and identify next steps for implementation.
- 2. Use the TFI Cultural Responsiveness Companion.** After completing the TFI, teams can use the companion to assess and improve the cultural responsiveness of their SWPBIS systems. Teams may choose to (a) review the whole companion, (b) consult items from the TFI that are in place (to build on strengths), or (c) assess items where the TFI indicates need for improvement or other information indicates the need for enhanced cultural responsiveness. In our experience, it may be preferable for coaches to preselect a few items for the teams to consider rather than providing the entire companion at once.
- 3. Create an action plan.** Use the information from the TFI and this resource to develop a detailed action plan (see the Additional Resources section) to implement core components of cultural responsiveness within SWPBIS.

Technical and Adaptive Moves Made to Address Bias

Adaptive

- Identity Activity
- Personal Behavior Matrix
- Voice

Technical

- Use of the Cultural Responsiveness Field Guide to align culturally responsive practices to the core components of SWPBIS

Collect, Use, and Report Disaggregated Discipline Data

PBIS

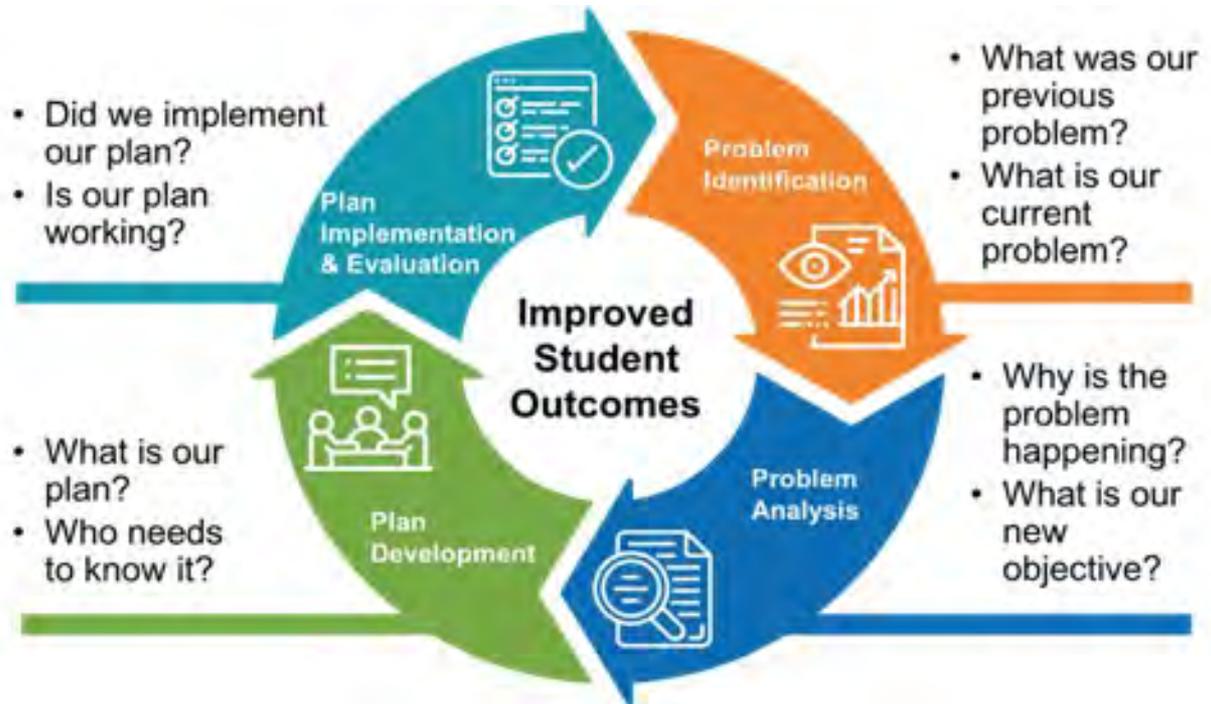
Using Discipline Data within SWPBIS to Identify and Address Disproportionality: A Guide for School Teams

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.



Technical and Adaptive Moves Supportive to Build Fluency in Examining Data

Adaptive

- Naming Race
- Building Trust & Relationships
- Honoring past and current work
- Expanding critical awareness

Technical

- Examining disaggregated data (SWIS,)
- Risk Ratios
- TFI Data
- Monthly Referrals per sub group
- Meeting Mechanics

Facing Race

A conversation about race and discipline means talking about what we think automatically about “types of children,” even if those thoughts are undesired; who we react to with fear or harshness; and who needs more care inside our school buildings.



(Carter, Skiba et al. 2016; Carter, 2012; Cochran-Smith, 2004; Fine, 1991; Ladson-Billings, 2000; Nieto, 2010; Singleton, 2012; Sleeter, 2001, 2009; Tatum, 2007).

OUR COMMITMENTS FOR ENGAGING IN COURAGEOUS CONVERSATIONS

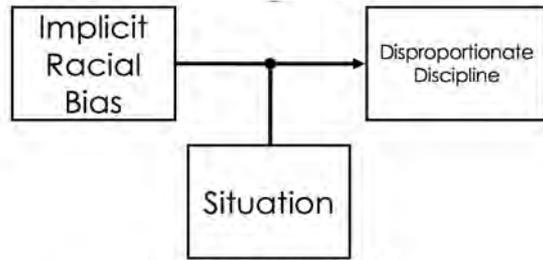
- Stay engaged
- Speak your truth
- Experience discomfort
- Expect & accept non-closure



- Read each definition
- Why might these commitments might be important when discussing race and centering equity in our work.
- Turn and Talk
- Large Group Share

(Singleton & Linton, 2006, p. 18)

Teach Strategies for Neutralizing Implicit Bias in Discipline Decisions



Vulnerable Decision Points

- | | |
|-------------------------|-------------------------|
| Subjective Behavior | Hunger |
| Vague Discipline System | Fatigue |
| Classrooms | Unfamiliar with Student |

A possible neutralizing routine



STOP

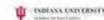
- **Stop** your unconscious response
- **Take** three mindful breaths to self-regulate
- **Observe** how you are feeling
- **Proceed positively** by doing what is most effective (not what you initially feel like saying or doing) (Renshaw et al., 2015)

Class wide “Reset” Routine

- **TRY** for students
- **T**ake three deep breaths
- **R**eflect on your emotions
- **Y**ou 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** and keep **TRY**ing



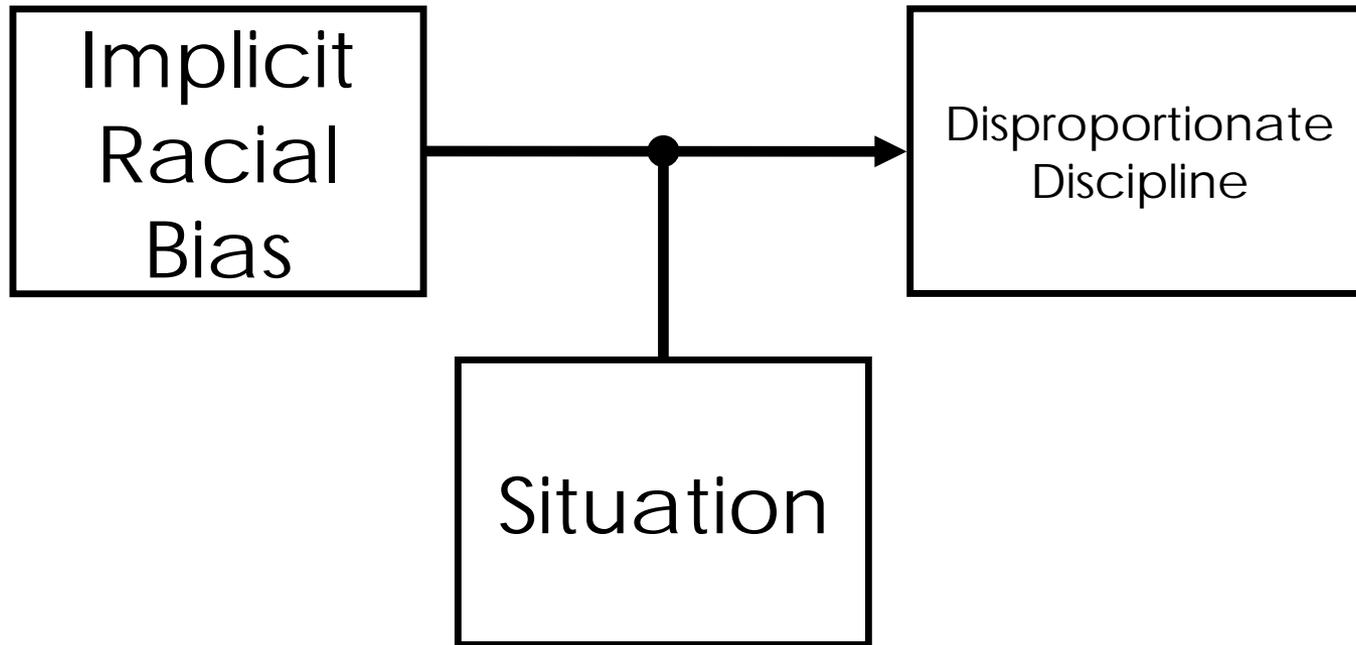
Critical Questions to Consider for Four Components:
Safe and Inclusive School Environments



Considerations of four components

Physical	Intellectual	Cultural	Social-Emotional
<p>How the school's infrastructure and physical structure are designed to meet the needs of the whole child</p> <p>How classroom and non-classroom settings are arranged to meet open, safe, and equally accessible spaces</p> <p>To what extent do school personnel implement prevention, as well as intervention plans regarding school safety</p> <p>Whether students and staff feel safe to report physical safety concerns and if reports are followed up by well-established procedures</p>	<p>Whether all students feel safe to engage in classroom discussions and activities without being afraid that others will judge them negatively</p> <p>How are students and teachers supported to feel comfortable with the ambiguity inherent in the learning process</p> <p>Whether teacher utilize a variety of culturally responsive instructional strategies to involve all students</p> <p>Whether school and classroom norms, rules and procedures provide a safe space for students to express their concerns and critiques</p>	<p>If students can feel safe to be who they are and are proud of their personal identities</p> <p>How students know that their cultural backgrounds as well as their cultural practices are respected and highly appreciated</p> <p>To what extent teachers recognize and utilize students' differences, and provide culturally responsive instructions based on students' unique assets</p> <p>Whether school policies and procedures are designed and implemented in ways that keep everyone's cultural value and practices in mind</p>	<p>To what extent students feel safe to identify and constructively express their emotions and thoughts without being afraid of being judged negatively, avoided or teased</p> <p>Whether students are supported to take the perspective of and empathize with others from diverse backgrounds and cultures</p> <p>If students feel safe to establish and maintain healthy relationships with others; resolve inappropriate social pressures; seek and offer help when needed</p> <p>If students feel safe to make constructive and respectful choices about personal behavior and social interactions</p>

A Multidimensional View of Implicit Bias



Vulnerable Decision Points

Subjective Behavior

Hunger

Vague Discipline System

Fatigue

Classrooms

Unfamiliar with Student

What is a Vulnerable Decision Point?

- 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)

Elements of the Situation

- Subjective behavior (disrespect)
- Unfamiliar with the student
- Cultural/identity assumptions
- No clear guidelines
- Highly charged situation
- Lots of spectators
- Need to quickly handle the situation

Situations:

Possible culturally-based behaviors

- Talking out (aka “overlap”)
 - *Origin:* churches and desired group responses to leader
 - Demonstrates engagement
- Ignoring requests
 - *Origin:* need for academic support?
 - Functional alternative to defiance?
 - Rather look bad than stupid
- Culturally-based behaviors are functional, and appropriate behaviors that are needed outside of school.

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. Incorporate opportunities where culturally based behaviors can be used in the school setting.

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
 - Getting up on the wrong side of the bed!
 - You look in their eyes and you just know!

Technical and Adaptive Moves Made to Address Bias

Adaptive

- Safe and Inclusive Practices
- Increased awareness of adult emotional states
- Increased awareness of how unconscious racial bias can affect decisions

Technical

- Data based decision making to identify VDPs
- Improved SWPBIS implementation

Examine the technical and adaptive strategies used to support SLTs in increasing equitable discipline practices and outcomes

Intentional DIT Decisions

- Board of Education Goal
- Belief System Aligns with the Work
- Re-Allocation of Resources
- PBIS and Equity are Priorities
- Monitoring Progress

District Implementation Team (DIT)

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