

Using PBIS to Ensure Racial Equity in School Discipline

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2021 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE



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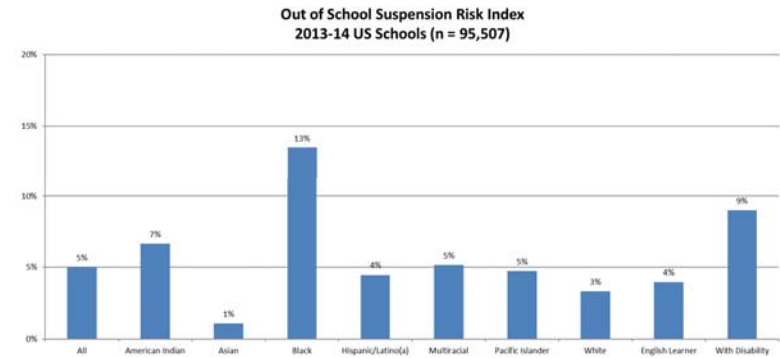
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Overview of Today's Session

1. Share **effects of PBIS** on disciplinary equity
2. Introduce an **equity-focused PBIS approach**
3. Share some **resources** for increasing racial equity in school discipline

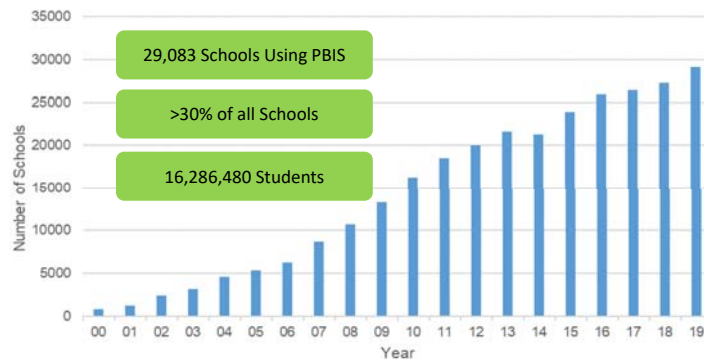
Handouts: <http://www.pbis.org>

Disproportionality in School Discipline



U.S. Schools Using PBIS

August 2020



Statistically Significant Outcomes of PBIS

• Reduced problem behavior

(Bradshaw, Mitchell, & Leaf, 2010; Flannery et al., 2014; Gage et al., 2018; Horner et al., 2005; Metzler et al., 2001; Nelson, 1996; Nelson et al., 2002; Solomon et al., 2012)

• Increased prosocial behavior

(Metzler, Biglan, Rusby, & Sprague, 2001; Nelson et al., 2002)

• Improved emotional regulation

(Bradshaw et al., 2012)

• Improved academic achievement

(Horner et al., 2009; Lassen, Steele, & Sailor, 2006; Nelson et al., 2002)

• Improved perceptions of school safety

(Horner et al., 2009)

• Improved organizational health

(Bradshaw et al., 2008)

Statistically Significant Outcomes of High School PBIS

- **Reduced problem behavior**

(Bradshaw et al., in press; Flannery et al., 2014; Freeman et al., 2015a)

- **Reduced alcohol and other drug use**

(Bastable et al., 2015)

- **Improved attendance**

(Flannery et al., 2020; Freeman et al., 2015b)

- **Improved student engagement**

(Flannery et al., 2020)

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“If you ran a hospital, but you were only known for serving people who are healthy, well, then you wouldn’t be a very good hospital.”

- Pedro Noguera



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How inviting are our schools for every student?



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Effects of PBIS on Racial Equity in School Discipline



Racial and ethnic disproportionality in school discipline is an enduring and wide-scale problem facing schools in the United States (Skiba et al., 2011). Students of color, particularly Black/African American, Hispanic/Latino, and Native American students, have been shown to be up to 4 times more likely to be suspended than White students (Shattara, Byrnes, & Fox, 2013; Losen et al., 2013). These findings are especially concerning because receipt of suspension is associated with negative student outcomes (American Academy of Pediatrics Council on School Health, 2013), including lower academic achievement (Davis & Jordan, 1994), future disciplinary action (Arlow, 2006; Mendez & Knoff, 2005), and future juvenile justice involvement (Fabelo et al., 2011). In response to these disparities, educators are seeking effective approaches to reduce racial disproportionality in school disciplinary outcomes (Skiba & Losen, 2016).

Our common approach to reduce the overall use of exclusionary discipline in school-wide positive behavioral interventions and supports (SWPBIS). SWPBIS is a multi-tiered framework implemented in over 21,000 schools for supporting the implementation of evidence-based practice within schools to improve social and learning environments for students (Crane on Future Behavioral Interventions and Supports, 2018; Hosen & Tugue, 2017). SWPBIS focuses on improving behavior by teaching students personal skills and redesigning school environments to discourage problem behaviors (Crane & Hosen, 2016). Multiple trials have shown that SWPBIS significantly reduces both national behavior of students and the use of exclusionary discipline by school personnel.

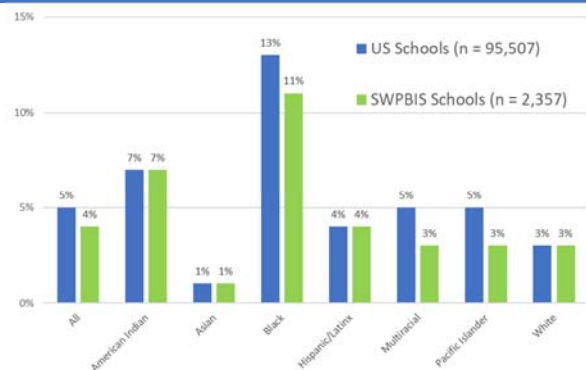
Positive Behavioral Interventions and Supports (PBIS)

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<https://www.pbis.org/topics/equity>

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Effects of PBIS on Racial Equity in School Discipline



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Which PBIS Features are Most Predictive of Racial Equity?

- Significant predictors of decreased disproportionality:
 - **Regular use of data for decision making**
(Tobin & Vincent, 2011)
 - **Implementation of classroom PBIS systems**
(Tobin & Vincent, 2011)
 - **Use of formal reward systems**
(Barclay, 2017; Tobin & Vincent, 2011)

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“as much as I could,
I tried to find the
good, and praise it.”

- Alex Haley



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

<https://www.pbis.org/topics/equity>



Discipline disproportionality is one of the most significant problems in education today (Gregory, Skiba, & Noguera, 2010; U.S. Government Accountability Office, 2013). The results of decades of research consistently show that students of color, particularly African American students (and even more so for African American boys and those with disabilities), are at significantly increased risk for receiving exclusionary discipline practices, including office discipline referrals and suspensions (e.g., Fabello et al., 2011; Givens et al., in press; Losen & Givens, 2012). These differences have been found consistently across geographic regions and cannot be adequately explained by the correlation between race and poverty (Nollerweyer & McLaughlin, 2010; Morris & Perry, 2016). Given the negative effects of exclusionary discipline on a range of student outcomes (American Academy of Pediatrics Council on School Health, 2013), educators must address this issue by identifying sites of discipline disproportionality, taking steps to reduce it, and monitoring the effects of intervention on disproportionality. Disproportionality in exclusionary discipline blocks us from the overall objective of promoting positive outcomes for every student.

Components of Effective Intervention to Prevent and Reduce Disproportionality

No single strategy will be sufficient to produce substantive and sustainable change. Multiple components may be needed, but all components may be necessary in all schools. We describe here a 5-point intervention approach to reduce disproportionality in schools.

1. Collect, Use, and Report Disaggregated Discipline Data

Any school or district concerned to reducing disproportionality should adopt data systems that allow disaggregation of student data by race, ethnicity and provide systematic access to these data for both school and district teams. Some discipline data systems are missing and analyzing office discipline referrals.

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5-point Intervention Approach

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

<https://www.pbis.org/topics/equity>

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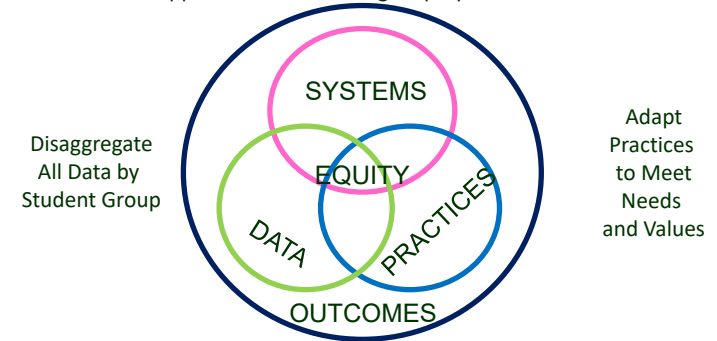


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Elements of PBIS with an Equity Focus

Support Educators through Equity-focused PD



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Effects of Equity-focused PBIS on Discipline Gaps

- Fox et al., in press
- Gion et al., 2020
- McIntosh et al., 2018
- McIntosh et al., in press a
- McIntosh et al., in press b
- Muldrew & Miller, 2021
- Payno-Simmons, in press
- Swain-Bradway et al., 2019

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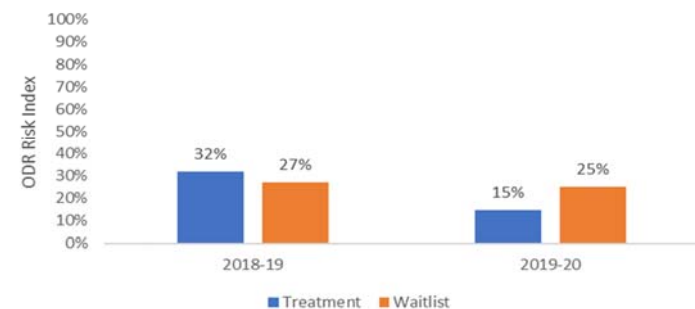


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Equity-focused PBIS RCT Outcomes (McIntosh et al., in press)

ODR Risk Index: Black Students



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Resources for Ensuring Equity from the Center on PBIS

- Cultural Responsiveness Field Guide
 - <https://www.pbis.org/resource/pbis-cultural-responsiveness-field-guide-resources-for-trainers-and-coaches>
 - Comprehensive guide for improving cultural responsiveness of PBIS systems
- Expectations and Matrix Review
 - <http://bit.ly/EMR-overview>
 - Tool to examine PBIS systems for fit with culture, strengths, and needs of students, families, and their communities
- Praise Preference Assessment
 - <http://bit.ly/PPA-overview>
 - Tool to tailor acknowledgements to student preferences
- Neutralizing Routine
 - <http://bit.ly/NR-overview>
 - Strategy for responding instructionally to unwanted behaviors

Equity in a Tiered Framework for Behavior

Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none"> • Honors student strengths through student voice • Staff engage in self-awareness • Use the values and norms of students, families, and communities when determining school-wide and classroom expectations. • Use equitable acknowledgement systems. 	<ul style="list-style-type: none"> • Access to Tier 2 interventions is consistent across student groups • Tier 2 increase instructional opportunities, feedback, and positive home-school communication with students' families 	<ul style="list-style-type: none"> • Individualized and contextualized. • Meaningfully include students and families in goal-setting and intervention design. • Trust • Two-way communication • Limit assumptions about home life and family values

How does Disciplinary Equity support addressing Significant Disproportionality?

- Evaluation of disciplinary **policies** to evaluate their explicit tie to equitable practices.
- Identification of disciplinary decisions **vulnerable** to subjectivity.
- Tiered system of support to address the “**whole child**” through academic, behavioral, social-emotional and trauma-informed domains.
- Evaluation of overall **School Climate** as a space of belonging and dignity.

www.pbis.org



FEATURED RESOURCES

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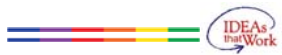
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