

# Framing the Challenge: Research on Disciplinary Disproportionality and the Need for Equity-Explicit Intervention (EXCERPTS)

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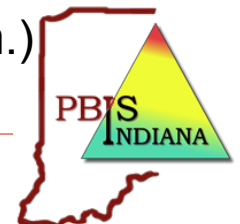
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# PBIS Implementation and Disproportionality: Decidedly Mixed

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- ❑ Skiba, Horner, et al. 2011
  - African American and Latino students more likely to be disciplined for minor infractions
- ❑ Vincent et al. 2011, Vincent & Tobin, 2012
  - No reduction in disparities for Afr. Amer. students
  - Suspensions decreased in higher implementing schools, but even there, no reductions in disparities for Afr. Amer. students
- ❑ Vincent, Sprague & Gau (2013)
  - Some reduction in OSS rates for Hispanic, AI/AN students, but not for African American students
- ❑ Case study successes
  - Canadian study (Greflund, MacIntosh, et al, 2013)
  - Case studies in literature (e.g., Jones et al, Chee-Dodge Elem.)
  - Garfield Middle School



# Mixed Results in Practice

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	Total ODRs	ODRs per 100 students	Risk Index AA	Risk Index White	RR AA
<b>Middle School #1</b>					
2004-05	1738	204.47	75.90	41.18	1.84
2006-07	1080	124.00	71.43	31.51	2.27
<b>Middle School #2</b>					
2004-05	2150	318.52	85.88	32.39	2.65
2006-07	805	115.83	54.93	26.88	2.04

Data Source: SWIS Ethnicity Reports



# PBIS Indiana: Building a Statewide CR-PBIS Network

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- ❑ Working to increase awareness of, and institutional supports for:
  - Reflective consideration of school contributions to cultural issues in school discipline, so that
  - PBIS may be used to develop more effective behavioral and disciplinary processes relating to culture and disproportionality.
- ❑ Activities:
  - Development of six model sites
  - Work with out-of-compliance schools
  - Scaleup of CRPBIS training throughout state



# PBS-IN: The Implementation Framework

Component	Standard PBS Implementation <sup>a</sup>	Culturally Responsive PBS
<i>Establish Commitment</i>	<ul style="list-style-type: none"> <li>• Administrator support and active involvement</li> <li>• Faculty/Staff Support</li> </ul>	<ul style="list-style-type: none"> <li>• Schoolwide commitment to addressing racial/ethnic disparities</li> </ul>
<i>Establish and Maintain Team</i>	<ul style="list-style-type: none"> <li>• Representative team: admin's/tchrs, gen/spec ed.</li> </ul>	<ul style="list-style-type: none"> <li>• Representative team: racial/ethnic, SES diversity</li> </ul>
<i>Self-Assessment</i>	<ul style="list-style-type: none"> <li>• EBSS</li> <li>• Discipline Data</li> <li>• Identification of Strengths, Focus</li> <li>• Action Plan Developed</li> </ul>	<ul style="list-style-type: none"> <li>• Survey/ interviews on culture</li> <li>• Disaggregate discipline data</li> <li>• Hypotheses about data that <i>include culture</i></li> <li>• Develop CR intervention</li> </ul>
<i>School-Wide Expectations</i>	<ul style="list-style-type: none"> <li>• Define schoolwide behavior expectations</li> <li>• Curriculum matrix</li> <li>• Teaching plans</li> <li>• Teach expectations</li> <li>• Define consequences for problem behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Examine intersection of culture, school expectations</li> <li>• How does a cultural perspective affect instruction and management?</li> <li>• Teach with awareness of cultural differences</li> </ul>
<i>Establish Information Systems</i>	<ul style="list-style-type: none"> <li>• System for gathering data</li> <li>• Process to summarize data</li> <li>• Process to use data for decision-making</li> </ul>	<ul style="list-style-type: none"> <li>• Disaggregate outcome data</li> <li>• Has it worked for <i>all</i> groups?</li> <li>• How does awareness of culture affect teaching?</li> </ul>
<i>Build capacity for function-based support</i>	<ul style="list-style-type: none"> <li>• Personnel with behavioral expertise</li> <li>• Time and procedures for identification, assessment and implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Activities to enhance awareness of culture</li> <li>• Insitutional procedures for ensuring ongoing dialogue on culture-based issues</li> </ul>

# PBIS Indiana: Elements of CR-PBIS

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- ❑ *Awareness Building:*
  - Discussions about race and culture are avoided
  - Begin with activities to increase comfort in addressing disparities.
- ❑ *Data Disaggregation:*
  - Not sufficient to measure overall ODRs and suspension/expulsion.
  - Disaggregate data by race, SES, disability, or any other group showing disparities.
- ❑ *Data Interpretation:*
  - Deficit explanations (e.g., family poverty) are common in explaining disparities.
  - Teams are encouraged to think reflectively about possible school contributions.
- ❑ *Culturally responsive practices:*
  - Examination of data leads to examination of practices and the development of new programs to address disparities.



# Structural Supports

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- ❑ Fidelity of CR: Cultural Responsiveness Assessment, 5 X 5 Walkthrough
- ❑ EMS Rubric: Integrating CR into PBIS framework

## Cultural Responsiveness Assessment

Please complete the following survey as it applies to your school. The rating scale is as follows:

1. No Awareness
2. Know of, but not used
3. Good awareness - beginning to use
4. Frequently in use - not universal
5. Well-established school wide

Current Status					Feature	Priority for Improvement		
1	2	3	4	5	<b>Curriculum, Instruction and Classroom Management</b>	High	Medium	Low
					1. Clear and consistent expectations created with students.			
					2. Instructional strategies and teaching styles are frequently varied to meet the needs of all learners.			
					3. Struggling students receive ongoing support that incorporates their strengths.			
					4. The students' culture is incorporated into instructional materials.			
					5. Cultural examples are incorporated in teaching and learning.			

Current Status					Feature	Priority for Improvement		
1	2	3	4	5	<b>Assessment and Accountability</b>	High	Medium	Low
					1. Varied assessment methods are used to assess student learning.			
					2. Assessment data is disaggregated by race/ethnicity, language, and IEP status.			
					3. Assessment data is consistently used to inform instructional practice.			
					4. Racial/ethnic representation in advanced placement and gifted and talented programs is proportionate to the racial/ethnic population of the school.			
					5. Racial/ethnic representation in remedial classes and special education is proportionate to the racial/ethnic population of the school.			

## 5X5 School Walkthrough

The 5X5 School Walkthrough assesses the level of culturally responsive practice implementation in five broad areas through the collection of artifacts and documents, observations at the school, and short interviews.

Feature	Rating					
Environment	0	1	2	3	4	5
1. Information, students work, and other materials displayed around the building represent the cultures of the school community.						
<b>Evidence:</b> <ul style="list-style-type: none"> <li>Observation in hallway, classroom, entryways, office, library</li> </ul>	<b>Comment:</b> <b>Recommendation:</b>					
2. Bilingual staff or interpreters are utilized during assessments, interventions, and family events.						
<b>Evidence:</b> <ul style="list-style-type: none"> <li>Listing of Bilingual staff</li> <li>Policy for assessment</li> <li>Sign in sheets for family events</li> <li>Action plan/fidelity for interventions</li> </ul>	<b>Comment:</b> <b>Recommendation:</b>					
3. Signs and labels around the school are in relevant languages.						
<b>Evidence:</b> <ul style="list-style-type: none"> <li>Observation in hallway, classroom, entryways, office, library</li> </ul>	<b>Comments:</b> <b>Recommendation:</b>					
4. Teachers frequently collaborate to implement best practices for teaching culturally and linguistically diverse students.						
<b>Evidence:</b> <ul style="list-style-type: none"> <li>Collaboration, grade level team meeting time built-in (check master schedule)</li> <li>Meeting notes from collaboration time</li> <li>Observation of team meeting, when appropriate</li> </ul>	<b>Comments:</b> <b>Recommendation:</b>					
5. School is a safe, caring, and responsive learning environment for all students.						
<b>Evidence:</b> Randomly ask 10-15 students at the school: <ul style="list-style-type: none"> <li>“Do you feel like you belong at school?”</li> </ul>	<b>Comments:</b> <b>Recommendation:</b>					

Component	Criteria	Evidence for Portfolio	4 Exemplary	3 Proficient	2 Emerging	1 Novice	Non-negotiable
School-Wide Leadership Team	Principal/ administrator actively involved on team and assures discussion of equity.	SET, Meeting minutes, Interview-direct communication with principal	Principal/administrator attends all meetings, is actively involved, and assures discussions of equity at every meeting	Principal/administrator attends all meetings and is actively involved	Principal/administrator attends most meetings and is actively involved	Principal/administrator attends few meetings	X
	A representative leadership team exists and meets on a monthly basis	SET, BoQ, SAS, Meeting Minutes	Leadership team exists, represents variety of stakeholders, and meets monthly	Leadership team exists, represents most stakeholders, meets regularly	Leadership team meets irregularly	Team has not formed	
	Presence of internal and external coaches with understanding of CR PBIS	TIC, Team meeting minutes, Description of coach responsibilities	Internal and external coaches named. Coaches demonstrate understanding of CR PBIS.	Internal and/or external coaches named. Coaches have been trained in CR-PBIS	Internal and/or external coach named	Coaches not named	
	Leadership team representative of student demographics to the extent possible (or finds ways to represent stakeholder perspectives)	Team roster, team meeting minutes, representing all stakeholders activity	Perspectives of all stakeholders are evident at all meetings	Perspectives of most (over 50%) stakeholders are evident at most meetings.	Perspectives of some (under 50%) stakeholders are evident. Team in process of involving all groups.	Team not representative; Stakeholder perspectives not represented. Team acknowledges need.	
	Team has clearly stated purpose and mission statement that includes commitment to equity for all groups	Team purpose and mission statement documents	Team has clearly stated purpose and mission statement that includes commitment to equity for all groups.	Team has clearly stated purpose and mission statement. Some commitment to equity for all groups.	Team has purpose and/or mission statement. Statement lacks commitment to equity for all groups.	Team lacks mission or purpose statements	
	Ongoing conversations about issues of equity for all groups are regularly occurring	Faculty meeting agendas or other documentation of conversations among staff re: issues of equity and race/culture	Conversations about issues of equity for all groups are occurring at least monthly	Conversations about issues of equity for all groups are occurring bimonthly	Conversations about issues of equity for all groups are occurring 2-3 times per year	Conversations about issues of equity for all groups are not occurring	
	Family input represented on team	Team roster; Parent participates on team or a team member designated to seek input from families, sources of input	Wide variety of family groups are represented through multiple methods on a regular basis	Multiple family groups are represented through limited methods means and/or irregularly	Some families represented	Families not represented	
	CR-PBIS is aligned and integrated with other important school initiatives	Initiatives Audit completed. School improvement plan	Clear demonstration of CR-PBIS alignment with all major/important school initiatives. Culturally responsive practice infused in all other initiatives.	CR-PBIS informs all other major/important school initiatives	CR-PBIS informs some other major/important school initiatives	CR-PBIS is not considered in other school initiatives	
	PL-221 plan: one of three goals involves behavior, PBIS, and culturally responsive practice. Other goals include commitment to equity for all groups.	Indicated as a goal/submission of PL-221 plan	PL-221 plan: one of three goals involves behavior, PBIS and CR practice. Other school goals include commitment to equity for all groups.	PL-221 plan: one of three goals involves behavior, PBIS and CR practice	PL-221 plan includes a goal on behavior or PBIS.	PL-221 plan does not include goals related to PBIS, CR practice, or behavior	

# Not Talking About It

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“The school counselor has been very adamant that he does not believe that there should be a different way to treat different kids and that when you do notice race you are actually drawing attention to differences and it’s divisive...”

# CR-PBIS Faultlines: Tier 1

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- ❑ Establishing (and rewarding) schoolwide expectations
  - Respect, responsibility, safe, excellence...
- ❑ But...
  - Is respect culturally neutral?
  - Why is defiance the main source of dispro?
- ❑ Solutions?
  - Self-reflection
  - Mentoring?



# CR-PBIS Faultlines: Tier 2

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- ❑ Re-connect at-risk youth, reduce current misbehavior
  - Check-in, check-out
- ❑ But...
  - “Why are all the kids in Tier 2 & 3 Black or Brown?”
- ❑ Solutions?
  - Disaggregate our data
  - Why are some teachers more successful?



# CR-PBIS Faultlines: Tier 3

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- ❑ Address students with challenging behavior
  - Support schools, expand resources (e.g. school-based wraparound)
- ❑ But...
  - Does Tier 3 “hijack” the conversation?
- ❑ Solutions?
  - Examine historical conditioning
  - As in all PBIS implementation, disproportionality starts with Tier 1



# Opportunities

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- ❑ Widespread interest in PBIS community
- ❑ National TAC CRPBIS workgroup
- ❑ Using an already available network of implementation



# CRPBIS: One Teachers' Response

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I have been teaching for nearly five years and I have personally experienced growth as a classroom teacher due to what I call the "philosophy" of the P.B.I.S culturally responsive model and its implementation....

I have found a culturally responsive mindset to be empowering. It has allowed me to reexamine my approach to the relationship between discipline & behavior; discipline that does not consider a students' ability to understand or ability to adapt to the institution's desired behavior is ineffective. There are, in all cases, cultural circumstances that require us as educators to acknowledge and incorporate when addressing issues of behavior....

The first Equity Trap: A Deficit View, can only be overcome when we as educators care enough to look beyond the "surface or circumstances" and dive into the "sea of compassion". Understanding why students fail to adapt to the school culture and examining our personal beliefs about expected behavior will result in a school atmosphere where students' cultural personalities and norms are met with sincerity. We must pursue this ongoing exploration to enrich the learning experience for all.