A5 - Cultivating a Durable Commitment to Equity: Where Do We Start?

Lead Presenter: Kent McIntosh
Exemplar Presenters: Drs. Eoin Bastable, Therese Sandomierski,
& Rosalind Hall

Key Words: Equity, Assessment, Systems Alignment

Session Agenda

1. Background on building commitment for enhancing equity (and strand overview)

2. Exemplar presentations

   ☐ Research on increasing commitment (Dr. Bastable)

   ☐ Strategies for state TA providers (Dr. Sandomierski)

   ☐ A district's journey (Dr. Hall)

3. Time for questions and answers

Handouts: http://www.pbis.org

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

http://www.pbis.org/topics/equity

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A 5-Point Intervention Approach for Enhancing Equity in School Discipline

Kent McIntosh, Erik J. Girvan, Robert H. Horner, Keith Smolkowski, & George Sugai

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., Fabelo et al., 2011; Girvan et al., in press; Losen & Gillespie, 2012). These differences have been found consistently across geographic regions and cannot be adequately explained by the correlation between race and poverty (Noltemeyer & Mcloughlin, 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 rates 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 not all components may be necessary in all schools. We describe here a 5-point multicomponent approach to reduce disproportionality in schools.

1. Collect, Use, and Report Disaggregated Discipline Data

Any school or district committed to reducing disproportionality should adopt data systems that allow disaggregation of student data by race /ethnicity and provide instantaneous access to these data for both school and district teams. Some discipline data systems for entering and analyzing office discipline referrals

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**

PBIS Forum Equity Strand

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Supporting students who identify as LGBTQ

Family/Student voice

E9
B5 RDQ14
B4 RDQ4
D5 D6 E6
C6 D7 E7
C5
A6 B6 E2
E8

Interventions for Equity in School Discipline: The State of the Science

- **School-wide PBIS**
  - ☐ McIntosh, Gion, & Bastable, 2019
  - ☐ Vincent, Swain-Bradway, Tobin, & May, 2011
- **Use of Disaggregated Data for Decision Making**
  - ☐ Tobin & Vincent, 2011
  - ☐ McIntosh, Ellwood, McCall, & Girvan, 2018
- **Brief Classroom Strategies**
  - ☐ Cook, Doung, Pullman, McIntosh, McGinnis, Fiat, & Larson, 2018
  - ☐ Gion, McIntosh, & Falcon, 2019
  - ☐ Okonofua, Paunesku, & Walton, 2016
  - ☐ Tobin & Vincent, 2011
- **Coaching**
  - ☐ Bradshaw, Pas, Bottiani, Debnam, Reinke, Herman, & Rosenberg, 2018
  - ☐ Gregory, Hafen, Ruzek, Mikami, Allen, & Pianta, 2016

"Without courage we cannot practice any other virtue with consistency. We can't be kind, true, merciful, generous, or honest."
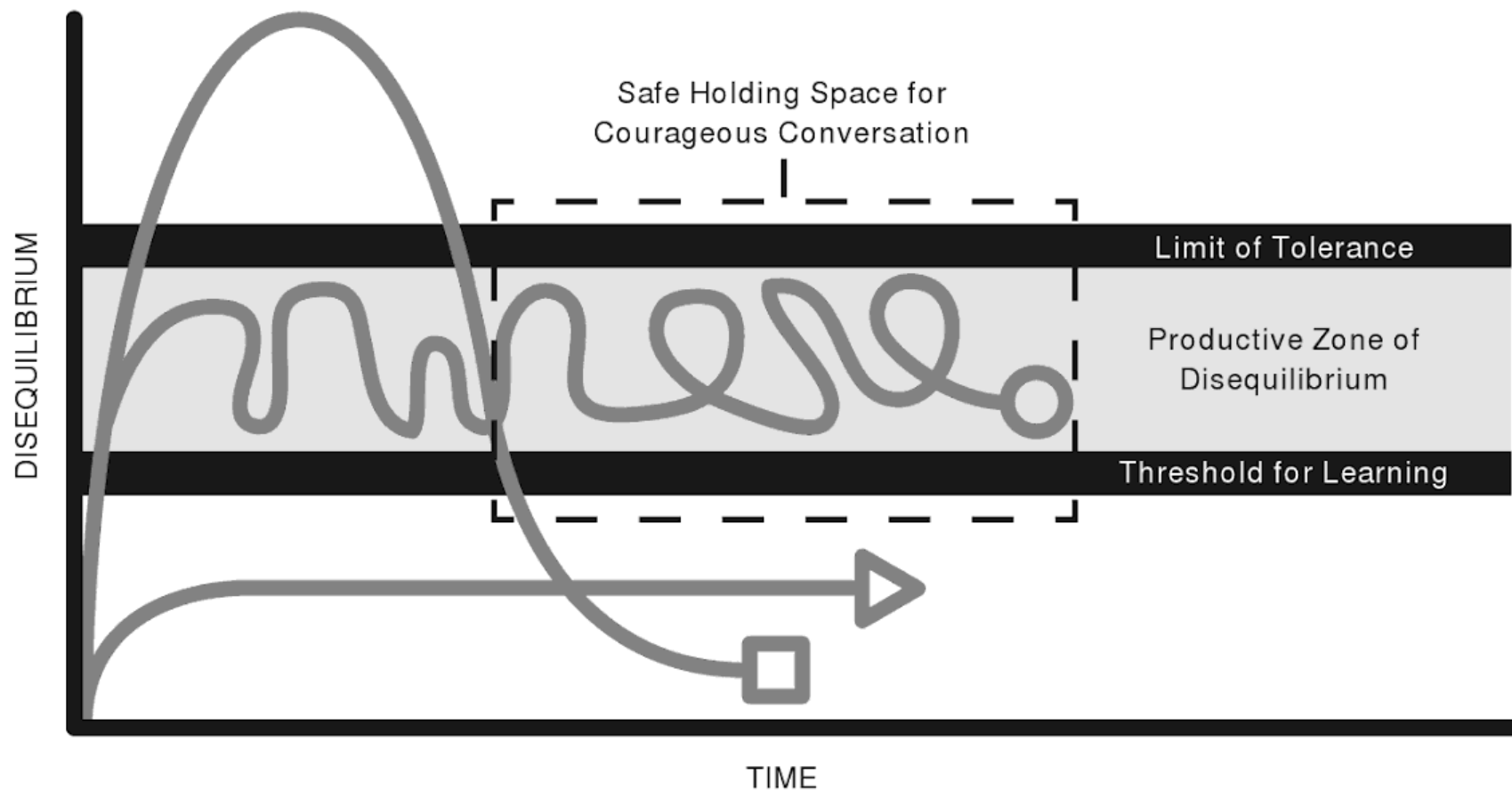
- Maya Angelou

Your Experiences…

■ Turn to a neighbor

- ☐ What approaches have you tried to build a commitment to equity in your schools?
- ☐ How have they worked?

Adaptive Leadership for Racial Equity

(Singleton, 2012)
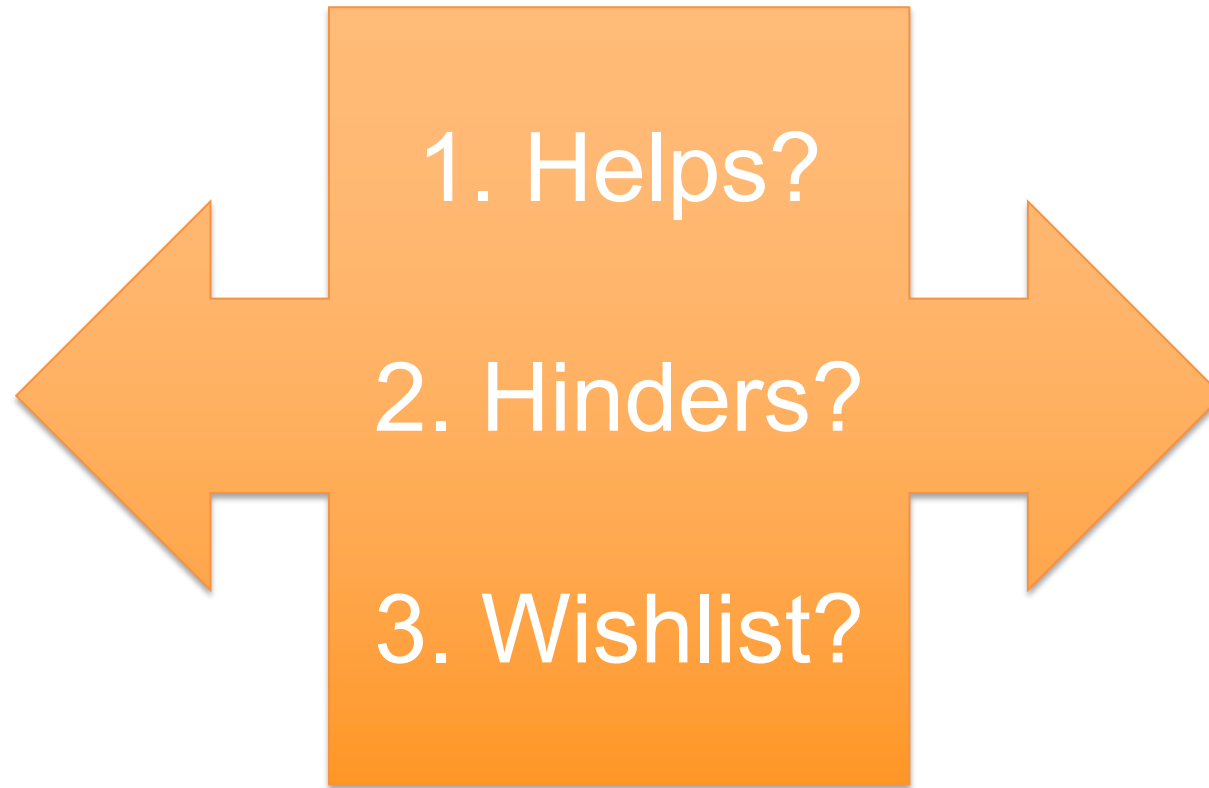
When Working In Your Team

Consider 5 Questions

- How does this compare to our priorities?
- Who would do this work?
- Where would this work live (e.g., responsibility)?
- What should we stop doing to make room for this work?
- How will we assess whether it's (a) implemented well and (b) working?

Exploring Educators' Commitment to Racial Equity in School Discipline Practice

Bastable, E, McIntosh, K., Falcon, F.S., Meng, P.

Method: Critical Incident Technique
(CIT; Flanagan 1954)

Participants

- ## Participants:

15 educators from 10 states (3 regions)

(e.g., teachers, admin, coaches, technical assistance providers)

- ## Recruitment:

Conferences, workshops, personal email

Method

Critical incident???

"I'm often looking at disciplinary records. And I get really mad and I talk with myself a lot about it…I'm reading side by side a disciplinary incident that was very similar between two students and one of them is White and one of them is Black or Hispanic and the same incident was treated with a completely different consequence." (Participant #14)

Category??

Category: **Disaggregating School Data by Race/Ethnicity**

Findings: Overall

210 incidents

20 unique categories

4 of 15 participants
At least 25%
(to form category)

Table of Findings (see handout)

	Categories	Incidents	% Participation
Helped personal commitment to racial equity	1. Disaggregating School Data by Race/Ethnicity [HO]	12	67%
	2. Learning About Racial Discrimination in Society	12	53%
	3. Witnessing Racial Prejudice in Schools	11	47%
	4. Discussing Race and Discipline with Peers [WLS]	7	40%
	5. Acknowledging Racial Biases [WLS]	5	33%
	6. Examining White Privilege and Identity	6	27%
	7. Implementing PBIS as a Foundation for Equity	5	27%
	8. Learning from Trusted Peer(s)	5	27%

Helping Categories: Awareness of Self & Context

Disaggregated school data by race/ethnicity (12)

Learning About Racial Discrimination in Society (12)

Witnessing Racial Prejudice in Schools (11)

Acknowledging Racial Bias (5)

Hindering Categories: Normative/Avoidant

Avoid Discussing Race (14)

Lack of Conviction from Leaders and Peers (10)

Imposing Cultural Norms (10)

**Adhering to School Discipline Policies (5)**

3 Themes

- Helping vs. Hindering
- Self vs. Others Commitment
- Implications for Practice

What helped Personal Commitment?

- ## Educators' experiences **outside schools**
  - (e.g., approx 50%; community events, travel, attending rallies, conferences, learning from trusted peers)

- ## Importance of **repeated exposure**
  - (e.g., Learning about or witnessing related/repeated events or incidents affecting students or communities of color)

- ## **Effortful** process
  - (e.g., Getting cited for disproportionality, confronting others, witnessing racial discrimination, acknowledging implicit bias).
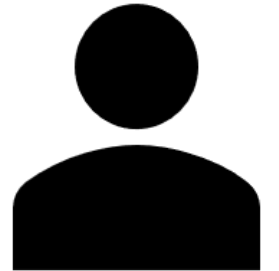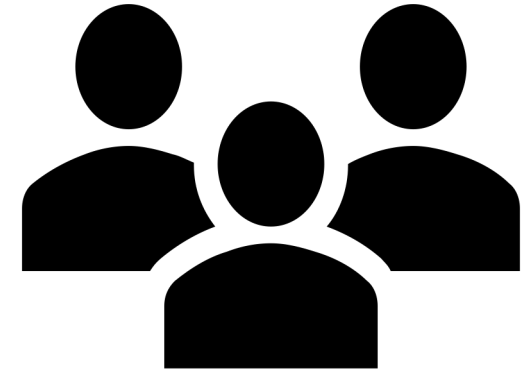
What Helped Others' Commitment?

- **Supportive**

(e.g., Sharing Equitable practices, Normalizing Discomfort)

- **Accountable**

(e.g., Confronting Prejudice, Cited for Disproportionality, Sharing Disaggregating Data)

So…what could enhance educators' commitment to racial equity?

- Exposing/Learning personal/historical accounts of laws, behaviors, norms affecting persons of color (current/historical)

- Sharing/viewing school disaggregated by race/ethnicity

- Integrating educators' personal experiences into professional development activities

- Normalizing /acknowledge discomfort w/ race w/ peers

- Balancing need for both support & accountability

- Bolstering visibility and resources allocated to make equity a sustained priority in your school.

1. Do the Personal Work

Set Yourself Up for Success

- *Superficial* vs **Critical** Reflection - Compare Beliefs with Observable Outcomes
  - Dig into your data
  - Implicit Association Test: https://implicit.harvard.edu/implicit/
  - Evaluate the diversity of your inner circle. Reflect on the reasons your circle is /is not more diverse

- Educate yourself about common ideas/reactions that sabotage conversations about differences by race, gender, ability, or sexual orientation
  - *White Fragility: Why it's so Hard for White People to Talk about Racism.* Robin DiAngelo (2018); Earlier article: https://libjournal.uncg.edu/ijcp/article/viewFile/249/116

Resources for the Personal Work

Teaching Tolerance

- Guide for discussing race, racism & other difficult topics ("Let's Talk!"): https://www.tolerance.org/magazine/publications/lets-talk
- Common Beliefs Survey & discussion prompts: https://www.tolerance.org/professional-development/common-beliefs-survey-teaching-racially-and-ethnically-diverse-students
- Difficult Conversations Self-Assessment: *http://www.tolerance.org/sites/default/files/general/Difficult_Conversations_Self_Assessment.pdf*

Justice in Schools case studies

- https://www.justiceinschools.org/ies

New York Times' "Conversation on Race" video collection

- https://www.nytimes.com/interactive/projects/your-stories/conversations-on-race

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2. Understand Your Data

Example 1 – African American Students	
Risk Ratio	2.51

Example 2 – African American Students	
Risk Ratio	4.84

1. Disproportionality may occur in terms of students who receive discipline, **and/o**r in terms of the <u>amount</u> of discipline received

2. If there's overrepresentation, there is overrepresentation

3. **Multiple metrics help teams understand *how* to intervene**

Equity Profile: Complete 3 Fields

	A	B	C	D	E	F	G	H	I	J	K

White

Student Comp.	Of the 132 students who received at least one referral, 15.2% are White; this group comprises 21.7% of the total student population.
Referral Ratio	The average number of referrals per student for White students is 0.42 times that for all other students.
Referral Rate	Students identified as White receive an average of 0.6 referrals per student.
Risk Ratio	White students are 0.64 times more likely to have at least one referral than all other students.
Diff. in S Comp.	White students representation among students who receive referrals is 6.6 percentage points lower than expected given White students' percentage of the student body.
Diff. in R Comp.	The percentage of referrals attributed to White students is 11.3 percentage points lower than expected given White students' percentage of the student body.
Referral Comp.	Of the 287 referrals generated, 10.5% were attributed to White students.
Risk	Of the 50 White students, 40% have at least one referral.

Hispanic/Latino

Student Comp.	Of the 132 students who received at least one referral, 18.9% are Hispanic/Latino; this group comprises 21.7% of the total student population.
Referral Ratio	The average number of referrals per student for Hispanic/Latino students is 0.76 times the referral rate for all other students.
Referral Rate	Students identified as Hispanic/Latino receive an average of 1 referrals per student.
Risk Ratio	Hispanic/Latino students are 0.84 times more likely to have at least one referral than all other students.
Diff. in S Comp.	Hispanic/Latino students representation among students who receive referrals is 2.8 percentage points lower than expected given Hispanic/Latino students' percentage of the student body.
Diff. in R Comp.	The percentage of referrals attributed to Hispanic/Latino students is 4.3 percentage points lower than expected given Hispanic/Latino students' percentage of the student body.
Referral Comp.	Of the 287 referrals generated, 17.4% were attributed to Hispanic/Latino students.
Risk	Of the 50 Hispanic/Latino students, 50% have at least one referral.

African American/Black

Student Comp.	Of the 132 students who received at least one referral, 30.3% are African American/Black; this group comprises 21.7% of the total student population.
Referral Ratio	The average number of referrals per student for African American/Black students is 2.59 times that for all other students.
Referral Rate	Students identified as African American/Black receive an average of 2.4 referrals per student.
Risk Ratio	African American/Black students are 1.57 times more likely to have at least one referral than all other students.
Diff. in S Comp.	African American/Black students' representation among students who receive referrals is 8.6 percentage points higher than expected given African American/Black students' percentage of the student body.
Diff. in R Comp.	The percentage of referrals attributed to African American/Black students is 20.1 percentage points higher than expected given African American/Black students' percentage of the student body.
Referral Comp.	Of the 287 referrals generated, 41.8% were attributed to African American/Black students.
Risk	Of the 50 African American/Black students, 80% have at least one referral.

3. Partner with Impacted Groups

- Obtain Support from Leadership
- Plan Collaboratively
  - **Intentional** collaboration – "*Nothing for us, without us*"
  - Get and use students & families ideas on what they would like to see to know that the school is serious about this topic.
- Establish Trust

Collaborate

Be Transparent

BUILD TRUST

Follow through on your commitments

Be Humble

Actively Listen
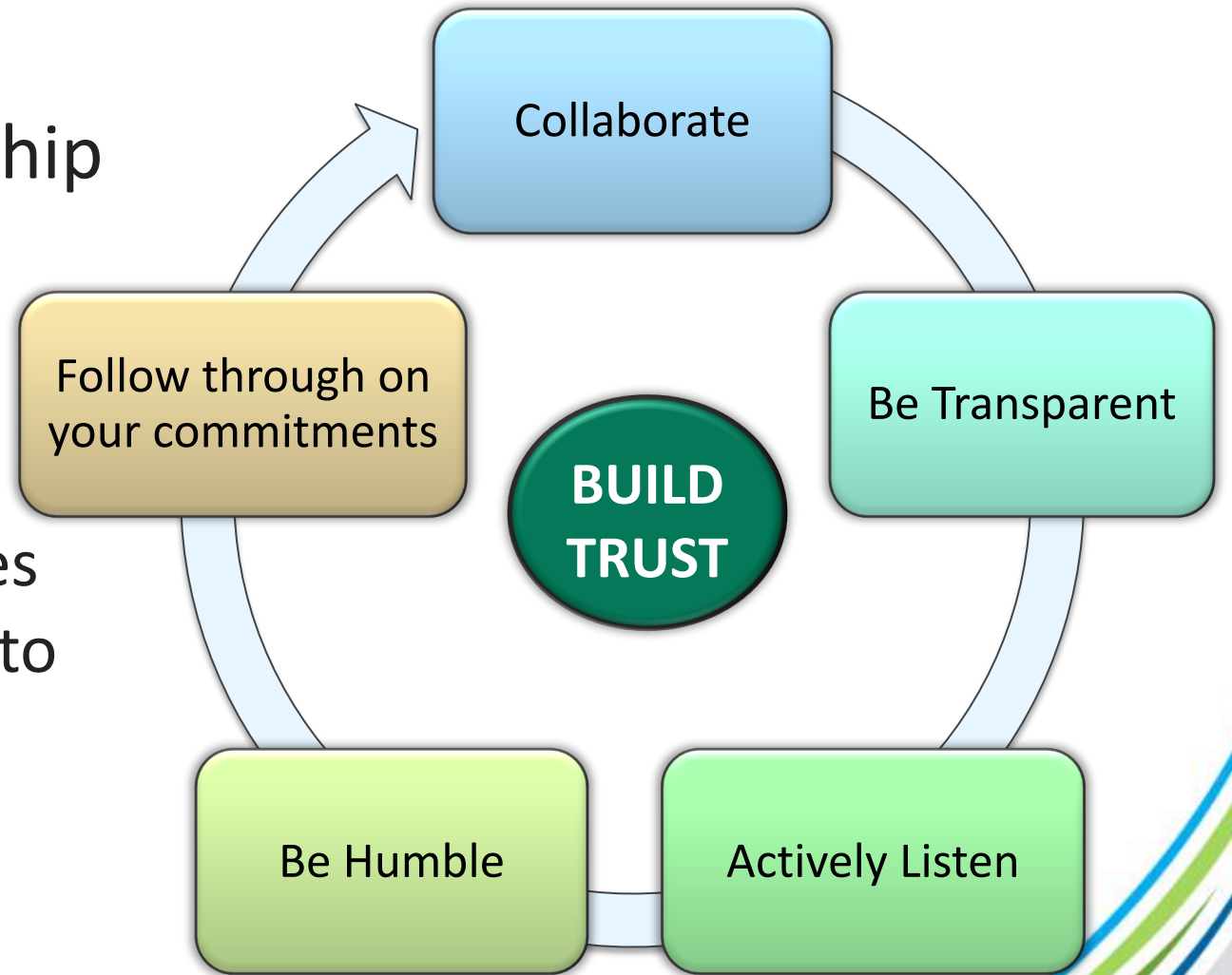
Is there a difference between school teams' problem solving with and without family & student input?

WITHOUT Family/Student Input	
Hypothesis	**Strategy**
African American peers encourage bad behavior	Separate African American students so they have fewer same-race peers in class
African American students have poor impulse control when being addressed about a discipline issue	Expand mentoring program
African American students are overly sensitive when they feel they've been treated disrespectfully	Social skills instruction on "respectful" behavior

WITH Family/Student Input	
Hypothesis	**Strategy**
Teachers and African American students lack positive relationships with one another	Utilize half-day schedule to provide student-teacher special interest clubs
There are misunderstandings regarding behavior between students, teachers and families, and relationships have become strained	Provide teacher training on mentoring
There is a lack of positive communication between staff and families	Administration accountability for positive calls – phone log; script provided to make calls easier for teachers

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Starting the Conversation

Share
- Your reflections with people who are different from you
- Be clear about your purpose in having the conversation

Learn
- About others' perspectives & experiences;
- Identify common objections & priorities among staff, students & families;
- Your triggers

Develop
- A buddy system
- Self-care strategies

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Conversational Strategies

Constructivist listening: *http://schoolreforminitiative.org/doc/dyad.pdf*

Serial testimony: *https://www.tolerance.org/magazine/spring-2014/toolkit-for-beyond-the-knapsack*

Active listening skills

- Paraphrasing
- Summarizing
- Open-ended questions
- Empathetic listening

All conversations include reflection & debriefing

Assume good intentions; listen as if you might be wrong

- *"I wonder what information they have that I don't?"*
- *"How might they see the world so that their view makes sense?"*

Identify what is needed to be vulnerable

Good questions can be just as powerful as your statements

4. Address Resistance - *Intent* vs. Impact

Don't Ignore Conflict

- Respectfully share & explore different points of view

Monitor Impact

- Invite other group members to share their emotions, thoughts, and solutions
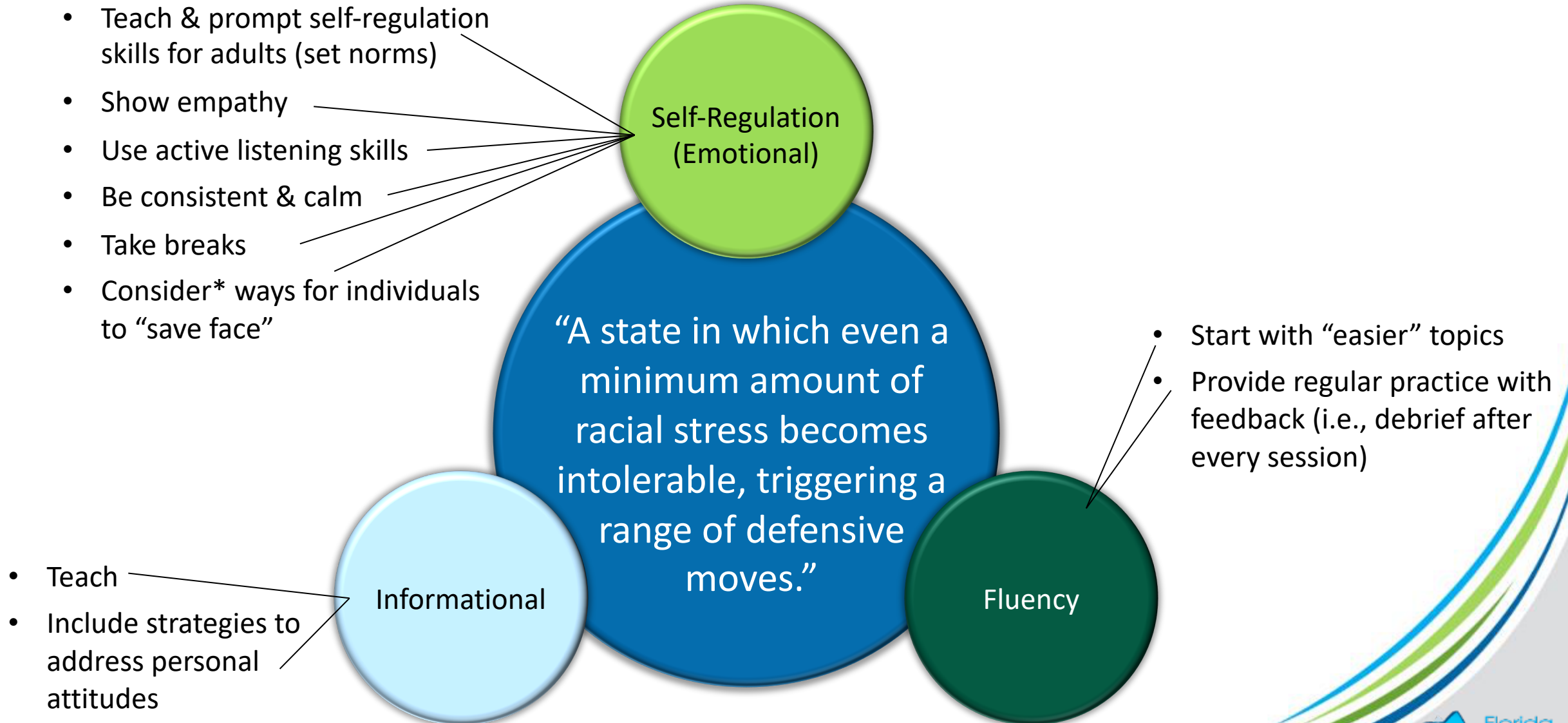
Set Clear Expectations

- Establish guidelines/norms for conflict (e.g., **productive** conflict is encouraged; personal attacks aren't tolerated)

Recognize

- Thank those who take a stand to respectfully support their position

Managing "White Fragility" Robin DiAngelo (2011, 2018)

- Teach & prompt self-regulation skills for adults (set norms)
- Show empathy
- Use active listening skills
- Be consistent & calm
- Take breaks
- Consider* ways for individuals to "save face"

Self-Regulation (Emotional)

"A state in which even a minimum amount of racial stress becomes intolerable, triggering a range of defensive moves."

- Start with "easier" topics
- Provide regular practice with feedback (i.e., debrief after every session)

Fluency

- Teach
- Include strategies to address personal attitudes

Informational

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School Board of Levy County

Dr. Rosalind Hall
Director of Exceptional Student Education and Student Services

Disproportionate Discipline Data
SWD compared to Non-Disabled Students
District Local Education Agency (LEA)

2014-15 Ratio- 5.76

2015-16 Ratio- 1.71

2016-17 Ratio- 1.49

2017-18 Ratio- 2.19

Disproportionate Discipline
SWD compared to Students w/o Disabilities by Race/Ethnicity

2014-15 (White) 1.40   (Black) 5.13

2015-16 (White) xxx   (Black) 4.61

2016-17 (White) xxx   (Black) xxx

2017-18 (White) 1.98   (Black) xxx

Addressing the Challenges of Disproportionate Discipline

The Question We Had To Answer First As a District:

Do disparities in school discipline exist in our district?

Courageous Conversations

❖ First and Foremost, owning our data without excuses

❖ Discussing discipline practices and policies as it relates to racial and cultural issues

❖ Staff mindset, attitude and embracing diversity

❖ Accepting our own biases

❖ A willingness to change our approach in addressing discipline

Best Practices

❖ Conduct a root cause analysis

❖ Validate your conclusions

❖ Develop an action plan to address the root causes

❖ Include community stakeholders (Parents, Board Members, Local Businesses)

❖ Revisit and make necessary changes to Board Policies,

❖ Monitor and examine discipline data regularly

Strategies and Future Plans:

- ❖ Cultural and Classroom Sensitivity training
- ❖ Focus Groups conducted both with students and families
- ❖ Alternatives to suspension
- ❖ Restorative Practices
- ❖ Increase the number of PBIS Schools

Future Plans…

❖ Institute policy to make removal of students from the school a last resort after appropriate interventions are provided and documented

❖ Work with higher education to consider adding a requirement of a behavior management course as part of the student's course of study and part of teachers certification

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