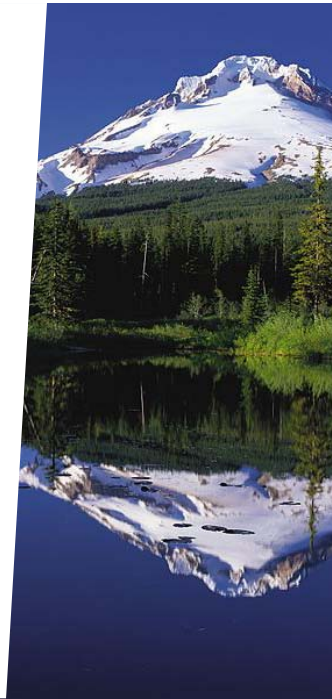




Addressing Racial/Ethnic Disproportionality in School Discipline

Kent McIntosh
University of Oregon
Central Oregon PBIS Conference,
April 2014

Handouts:
<http://www.pbis.org>
<http://kentmcintosh.wordpress.com>



Acknowledgements

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 - McIntosh, K., Girvan, E. J., Horner, R. H., & Smolkowski, K. (2014). A conceptual model for reducing racial and ethnic disproportionality in school discipline. *Manuscript submitted for publication.*
- Thanks also to ongoing work of the National PBIS Center's Disproportionality Workgroup



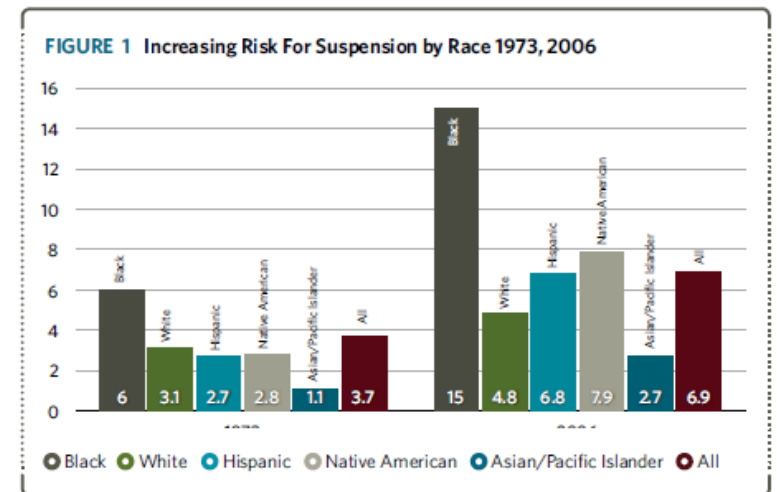
Session Goals

- Describe the **problem** of disproportionality
- Show a **model** of bias and decision making that explains why current efforts have not been effective
- Share a proposed **multicomponent intervention** for reducing disproportionality
- Discuss** these ideas and what you are doing in this area

Handouts: <http://pbis.org>



Disproportionality in School Discipline (Losen & Skiba, 2010)



What do we know about disproportionality?

- Risk remains after controlling for poverty (Wallace et al., 2008)
- No evidence of different base rates of behavior (Bradshaw et al., 2010; Losen & Skiba, 2010)
- Patterns indicate that racial/ethnic bias plays a role (Skiba et al., 2002)
- Some discipline policies have been counterproductive (APA, 2008)

School Discipline Guidance

<http://www2.ed.gov/policy/gen/guid/school-discipline/index.html>

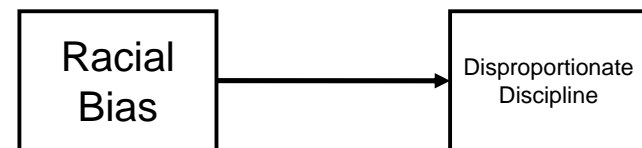


School Discipline Guidance

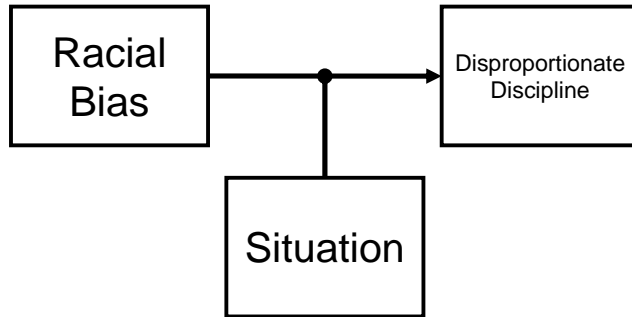
<http://www2.ed.gov/policy/gen/guid/school-discipline/index.html>

- Represents collaboration between Departments of Education and Justice
- Recognizes the importance of disproportionality in school discipline
- Notes how disproportionality leads to lost instructional time and contacts with juvenile justice
- Provides guiding principles for intervention

A Unidimensional View of Bias



A Multidimensional View of Bias



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

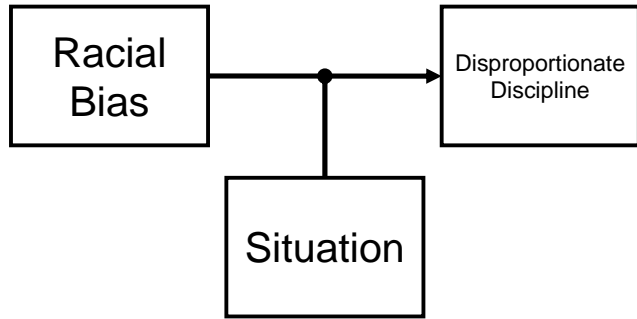
Multiple Types of Bias



Different Biases, Different Solutions

- **Explicit Bias (System 2)**
 - **Ineffective:** Cultural sensitivity training, explaining value of diversity, telling people to be less biased
 - **Effective:** Top-down policies with accountability
- **Implicit Bias (System 1)**
 - **Ineffective:** Top-down policies with accountability
 - **Effective:** Clear discipline systems, specific guidance in decision-making

Multidimensional View of Bias



Vulnerable Decision Points

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

Implicit Bias in Refereeing

(Carlson, 2014)

FOUL DIFFERENTIAL IN THE ACC

Team	Home game differential	Away game differential
Boston College	3	-14
Clemson	6	-4
Duke	12	-27
Florida State	4	14
Georgia Tech	4	-13
Maryland	-11	-41
Miami	-11	6
North Carolina	24	-24
N.C. State	6	6
Notre Dame	-8	-18
Pittsburgh	2	9
Syracuse	29	0
Virginia	22	17
Virginia Tech	0	-1
Wake Forest	9	-3

Disproportionality Model: Your Ideas

- How does this model fit with your experiences?

School Discipline Guidance

<http://www2.ed.gov/policy/gen/guid/school-discipline/index.html>

The screenshot shows the ED.gov website interface. The main content area is titled 'School Climate and Discipline' and includes a video of Arne Duncan, Secretary of Education. Below the video is a 'GUIDANCE PACKAGE' section with a bullet point for 'Dear Colleague letter' and a description: 'Guidance letter prepared with our partners at the U.S. Department of Justice describing how schools can meet their obligations under federal law to administer student discipline without discriminating on the basis of race, color, or national origin.' Links for 'English [PDF, 587]' and 'Español [PDF, 644K]' are provided.

Guiding Principles

<http://www2.ed.gov/policy/gen/guid/school-discipline/index.html>

1. Climate and Prevention

- Engage in deliberate efforts to create positive school climates
- Prioritize the use of evidence-based prevention strategies, such as tiered supports
- Promote social and emotional learning
- Provide regular training and supports to all school personnel
- Collaborate with local agencies and other stakeholders
- Ensure that any school-based law enforcement officers' roles focus on improving school safety and reducing inappropriate referrals to law enforcement

Guiding Principles

<http://www2.ed.gov/policy/gen/guid/school-discipline/index.html>

2. Clear, Appropriate, and Consistent Expectations and Consequences

- Set high expectations for behavior and adopt an instructional approach to discipline
- Involve families, students, and school personnel, and communicate regularly and clearly
- Ensure that clear, developmentally appropriate, and proportional consequences apply for misbehavior
- Create policies that include appropriate procedures for students with disabilities and due process for all students
- Remove students from the classroom only as a last resort, ensure that alternative settings provide academic instruction, and return students to class as soon as possible

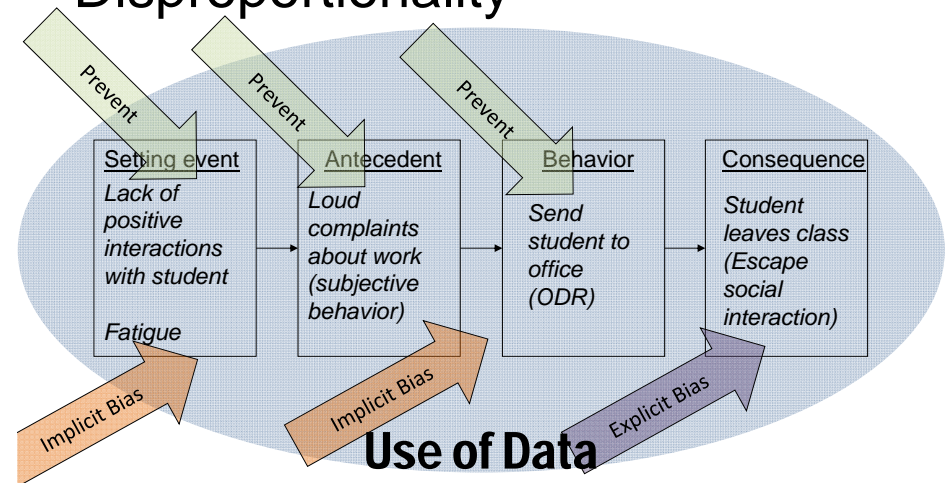
Guiding Principles

<http://www2.ed.gov/policy/gen/guid/school-discipline/index.html>

3. Equity and Continuous Improvement

- Train all school staff to apply school discipline policies and practices in a fair and equitable manner
- Use proactive, data-driven, and continuous efforts, including gathering feedback from families, students, teachers, and school personnel to prevent, identify, reduce, and eliminate discriminatory discipline and unintended consequences

Points of Entry for Reducing Disproportionality



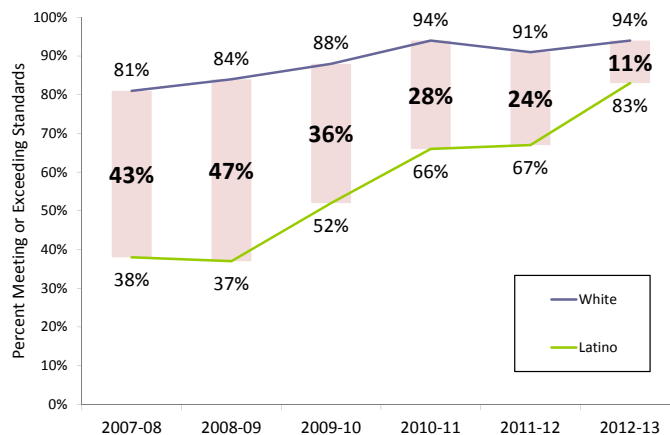
Multicomponent Intervention to Address Disproportionality

- **Prevent** situations that can lead to disproportionate discipline
- Reduce effects of **explicit bias** through effective policies
- Reduce effects of **implicit bias** through specific training
- **Use data for decision making**

Prevent Situations Leading to Disproportionate Discipline

- Use **Effective Instruction**
 - Reduce achievement gap
- Use **Culturally Responsive Pedagogy**
 - Enhance relevance of the curriculum
- Implement **SWPBIS**
 - Improve school climate
 - Increase positive student-teacher interactions
 - Provide instructional alternatives to ODRs and suspensions

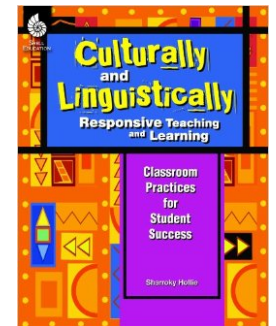
Effects of Effective Instruction on the Achievement Gap



Tigard-Tualatin School District (Chaparro, Helton, & Sadler, in press)

Culturally Responsive Pedagogy

- Gay, G. (2000). *Culturally responsive teaching*. New York: Teachers College Press.
- Hollie, S. (2011). *Culturally and linguistically responsive teaching and learning: Classroom practices for student success*. Huntington Beach, CA: Shell Publications.
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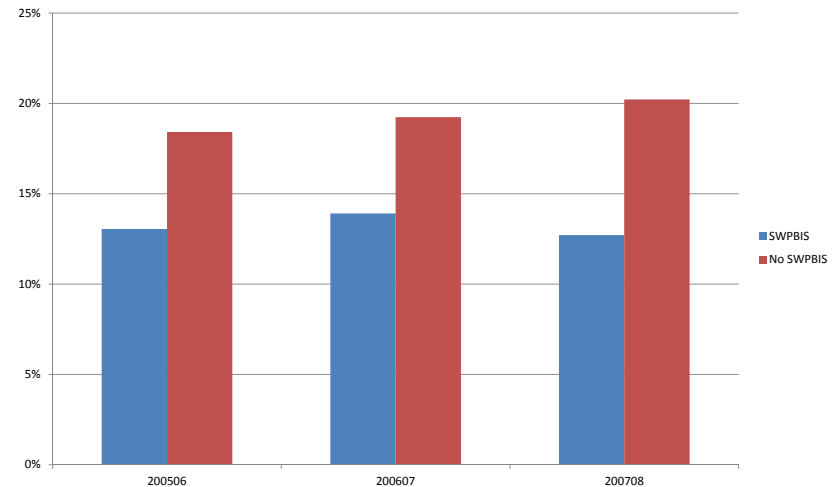
How SWPBIS *May* Reduce Disproportionate Discipline

1. Proactive, instructional approach *may* prevent problem behavior and exposure to biased responses to problem 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

(Greflund, McIntosh, Mercer, & May, in press; Vincent, Swain-Bradway, Tobin, & May, 2011)

SWPBIS and Discipline Disproportionality

(Vincent, Swain-Bradway, Tobin & May, 2011)



Culturally Responsive SWPBIS Implementation

- 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
- Consider using counter-stereotypical acknowledgment

Counter-stereotypical Examples

- Images that break negative stereotypical associations
- Keeping these in one's mind reduces effects of implicit bias on decision making (Lai et al., 2013)
- Asking educators to look for and acknowledge positive behavior by students of color may decrease the effects of implicit bias (Moniz, 2013)

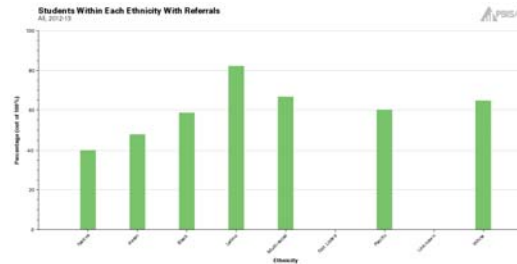


Reduce Effects of **Explicit Bias** through Effective Policies

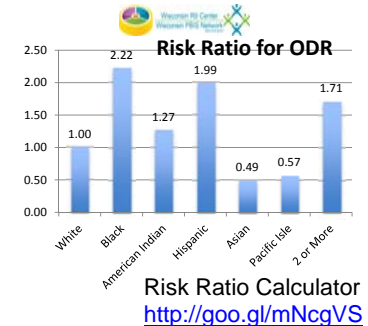
- Use disaggregated discipline data to identify and monitor levels of disproportionality
- Implement specific policies with accountability

Use of Data to Reduce Effects of **Explicit Bias**

- Disaggregate discipline (ODR and suspension) data
- Calculate common metrics: risk indices/ratios



SWIS – <http://www.pbisapps.org>



Specific Policies for **Explicit Bias**: 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.

Policy Recommendations for Reducing **Explicit Bias**

- Specific Commitment to Equity
 - Mission statements
 - Hiring preferences
 - Ongoing professional development
 - Removal of discriminatory practices

How are “race-neutral” policies discriminatory?

- Regardless of intent...
 - Policies such as zero tolerance and three-strikes policies are disproportionately applied to students of color (Losen & Skiba, 2010)
 - Suspension, expulsion, and other exclusionary practices have been shown to cause harm (Am. Academy of Pediatrics, 2013)
 - This **disproportionate harm** is what makes the policy discriminatory

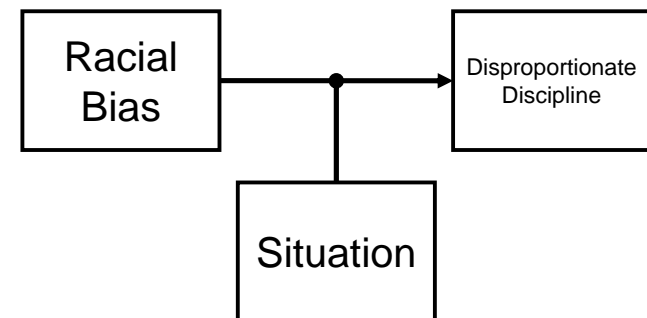
Policy Recommendations for Reducing **Explicit Bias**

- Specific Commitment to Equity
 - Mission statements
 - Hiring preferences
 - Ongoing professional development
 - Removal of discriminatory practices
- Accountability for Efforts
 - Professional development attendance
 - Share disproportionality data regularly
 - Build equity outcomes into evaluations

Reduce Effects of **Implicit Bias** through Specific Training

- Reduce ambiguity in ODR definitions and processes
 - Clear guidelines for classroom vs. office-managed behaviors
 - Avoid rules that result in disproportionate exclusion
- Identify specific vulnerable decision points
 - General
 - Local

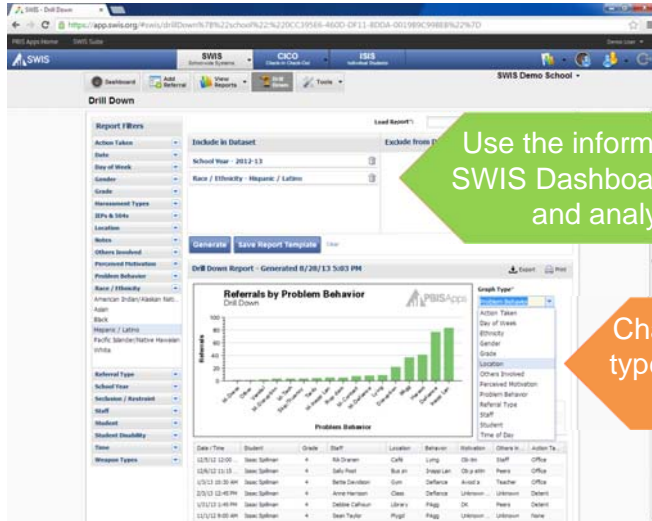
Multidimensional View of Bias



Vulnerable Decision Points

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

Data Drill Down



Use the information from the SWIS Dashboard to drill down and analyze data.

Change the graph type to change the analysis.



Use of Data to Reduce Effects of **Implicit Bias**

- Use school discipline data to identify specific vulnerable decision points for your school or district

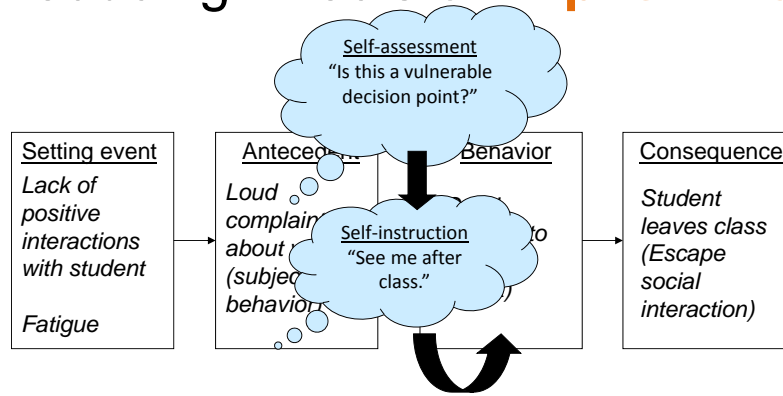
The “shoot no-shoot” task



Neutralizing Routines for Reducing Effects of **Implicit Bias**

- Use vulnerable decision points in training to reduce disproportionality
- Self-instruction using implementation intentions
 - Clear
 - Brief
 - “If-then” statements
 - “If defiance, keep in class”
 - “If I am tired, delay decision until I can think clearly”

Neutralizing Routines for Reducing Effects of **Implicit Bias**



Disproportionality Intervention: Your Ideas

- What do you think?
 1. Is it feasible?
 2. Would it work?
 3. What are we doing wrong?
- What are you doing to address disproportionality?
 - What is working?
 - What is not working?

Contact Information

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Cannon Beach, Oregon
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