

## *Minority Students and Support Intensity: Discipline and Intervention Data*

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## Advance Organizer

- ▶ Part I
  - Behavioral outcomes for culturally and linguistically diverse (CLD) students across risk levels
  - Analysis of Check-in/Check-out data by student race/ethnicity across risk levels
  - Summary of findings
- ▶ Part II
  - Recommendations for culturally responsive discipline practices
  - Recommendations for future research

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## Why focus on race/ethnicity?

### Within the last decade

- ▶ A minimum of 18 studies have shown disproportionately poorer educational outcomes for African-American, Hispanic-American, and Native-American students compared to White students
- ▶ These studies document
  - **African-American students:** disproportionately high rates of discipline referrals, high rates of special education referrals, low academic achievement
  - **Hispanic-American students:** disproportionately low rates of discipline referrals in elementary schools, higher rates of discipline referrals in middle schools, high rates of depression, low academic achievement
  - **Native-American students:** disproportionately high rates of special education referrals, low academic achievement

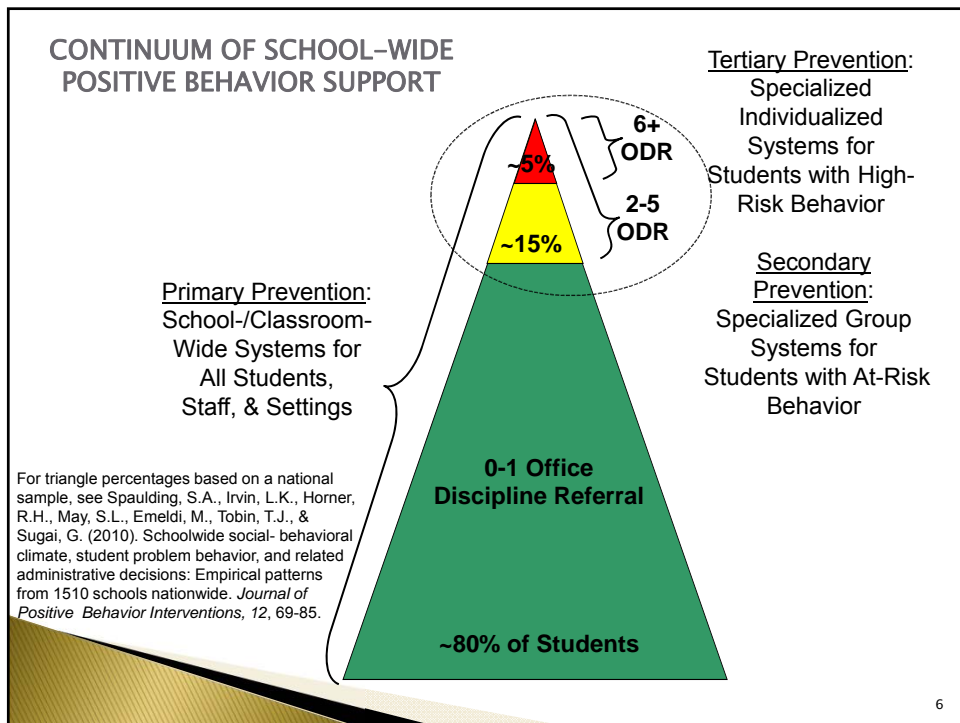
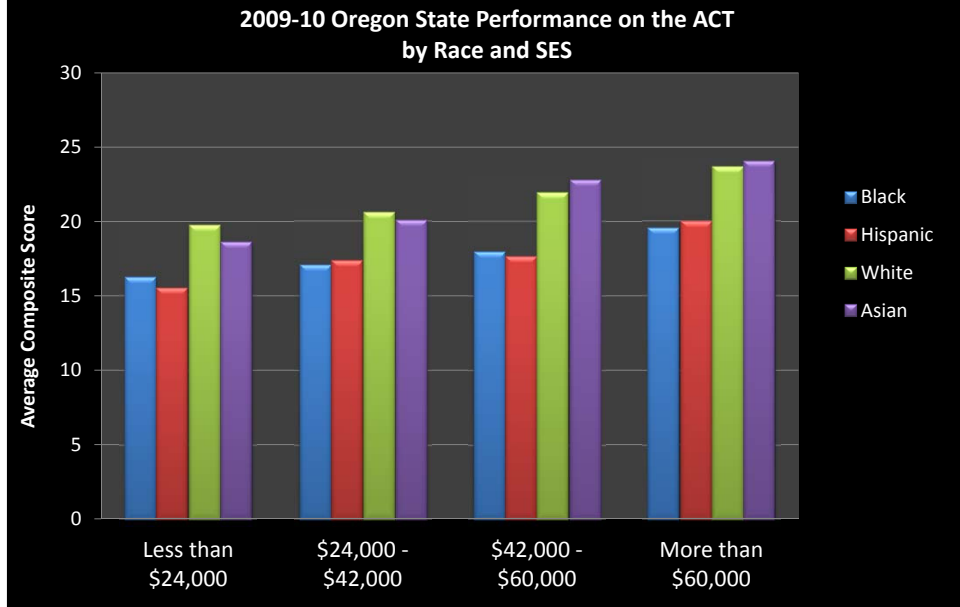
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## Is it race...or SES?

- ▶ **Socio-economic factors did not explain racial disproportionality** (Skiba, R. J., Poloni-Staudinger, L., Simmons, A. B., Feggins-Aziz, R., & Chung, C. (2005). Unproven links: Can poverty explain ethnic disproportionality in special education? *Journal of Special Education*, 39(3), 130-144.)
- ▶ **2009-2010 Oregon State Performance ACT data** (Goldman, D. & Lolic, E. (2011). *EBIS & Closing the Racial Achievement Gap*. March 1, 2011, NWPBIS Conference, Eugene, OR.)

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(from: Goldman & Lolich, 2011)



## Use of triangle data for decision-making

- ▶ How do we need to allocate our resources?
  - How many students need more than universal support?
- ▶ A single triangle might not provide sufficiently detailed answers to serve all students equitably
- ▶ **Disaggregations** appear important to make decisions regarding ALL students' needs

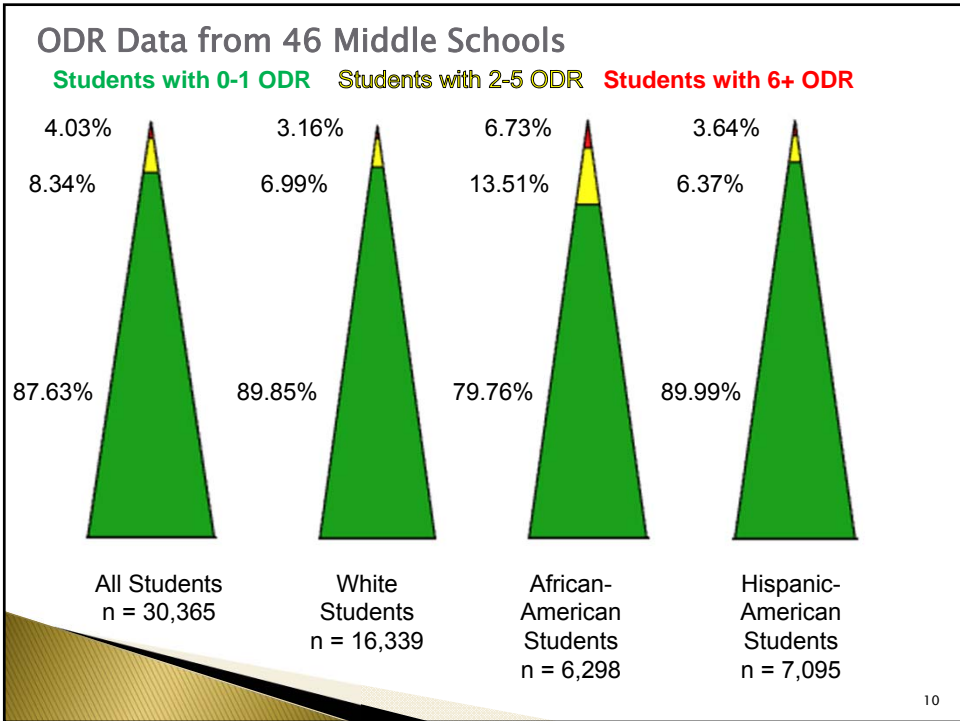
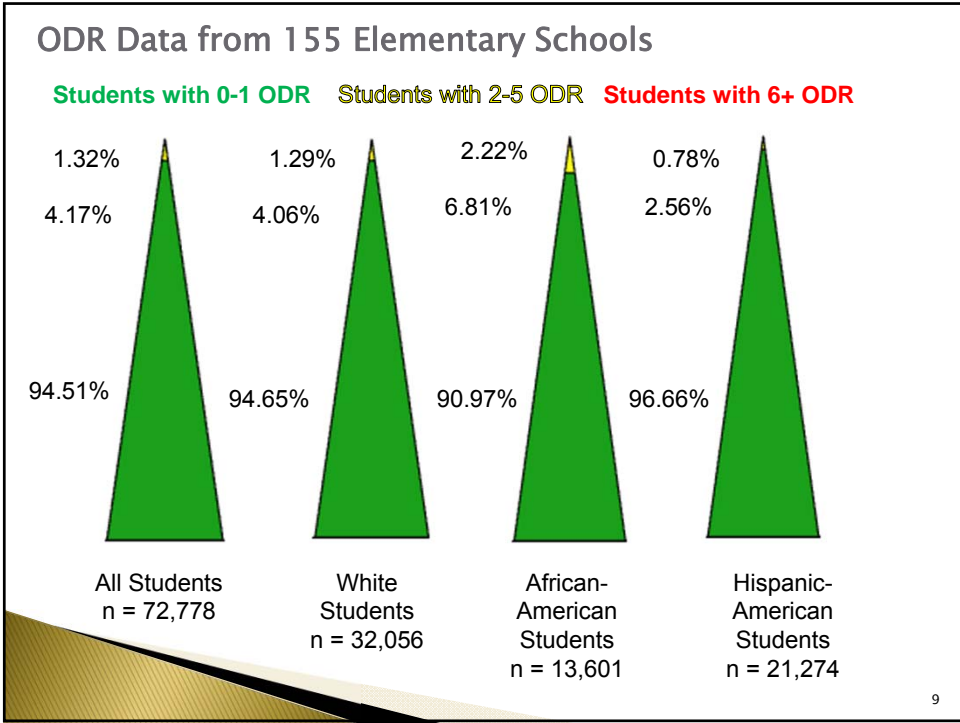
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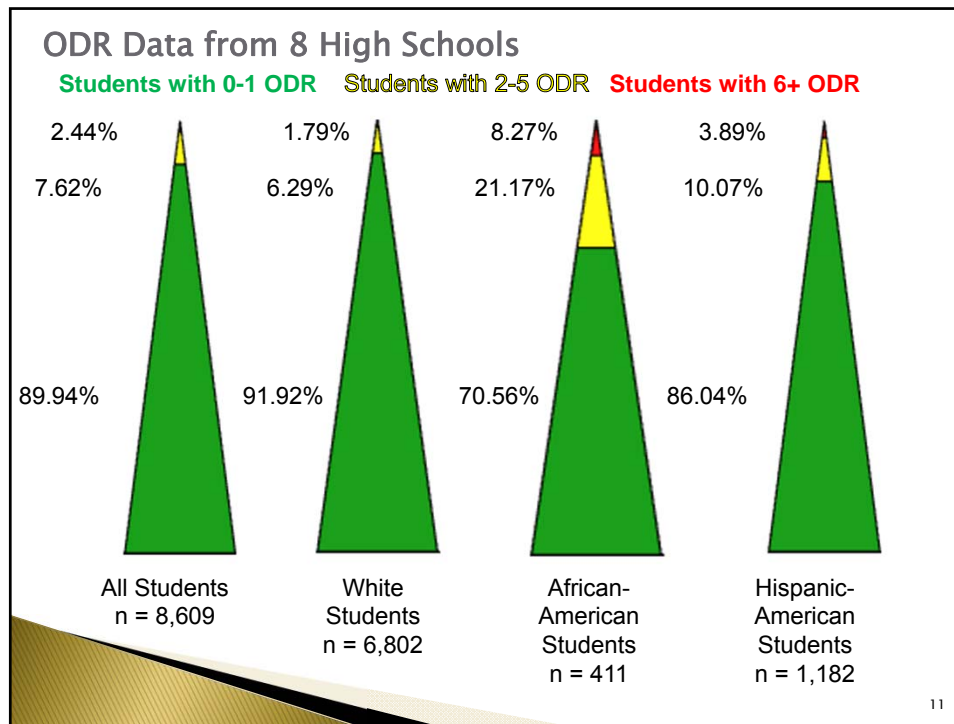
## Overview of study sample

(US schools, used SWIS-CICO, recorded enrollment by ethnicity, 2009-2010 data)

	Elem (n = 155)	Mid (n = 46)	High (n = 8)
<b>Locations</b>	IL : 43.3% MD: 9.0% OR: 9.0% CO: 8.4%	IL : 43.5% MD: 19.6% OR: 17.4% MI: 6.5%	OR : 25% AZ, IL, KY, NC TN, WY: 12.5%
<b>Avg Enrollment</b>	484	700	1116
<b>Avg ODR/100 St/Day</b>	.65	.98	.65
<b>Total Students Enrolled</b>	72,778	30,365	8,609
<b>Students on CICO</b>	1051 (1.44%)	346 (1.14%)	44 (0.51%)

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## CICO                      a.k.a.                      BEP

(Check-in/Check-out)    (Behavior Education Program)

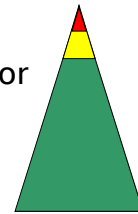
- ▶ A secondary (targeted) intervention that is **continuously available** to all students
- ▶ Key features:
  - Student checks in with an adult in the morning and receives Daily Progress Report Card (DPRC)
  - Student hands DPRC to the teacher at the start of each class period
  - Teacher returns DPRC to the student and provides feedback at the end of each class period
  - Student checks out with an adult at the end of the day, receives feedback, and takes copy of DPRC home
  - Family member recognizes student's success and signs the DPRC

(Crone, D.A., **Hawken, L.S.**, Horner, R.H. (2010). *Responding to problem behavior in schools: The Behavior education program*. 2<sup>nd</sup> Ed. New York: Guilford)

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## Student access to CICO

- ▶ Number of ODR is one readily measurable factor that often decides if a student could benefit from CICO
- ▶ Are students from all racial/ethnic backgrounds proportionately represented among
  - (a) students at low, medium, and high risk for behavioral failure in **elementary** and **middle** schools?
  - (b) students at each risk level receiving CICO?



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## One way to quantify (dis)proportionate representation among students at various risk levels

- ▶ Proportionate representation
  - $(\% \text{ of students at risk level}) - (\% \text{ of students enrolled}) = 0$   
(e.g. 18% of students at risk level 1 are **Hisp.-Am.**, 18% of enrolled students are **Hisp.-Am.**, :  $18 - 18 = 0$ )
- ▶ Under-representation:
  - $(\% \text{ of students at risk level}) - (\% \text{ of students enrolled}) = -X$   
(e.g. 10% of students at risk level 1 are **Hisp.-Am.**, 18% of enrolled students are **Hisp.-Am.**,  $10 - 18 = -8$ )
- ▶ Over-representation:
  - $(\% \text{ of students at risk level}) - (\% \text{ of students enrolled}) = +X$   
(e.g. 30% of students at risk level 1 are **Hisp.-Am.**, 18% of enrolled students are **Hisp.-Am.** :  $30 - 18 = 12$ )

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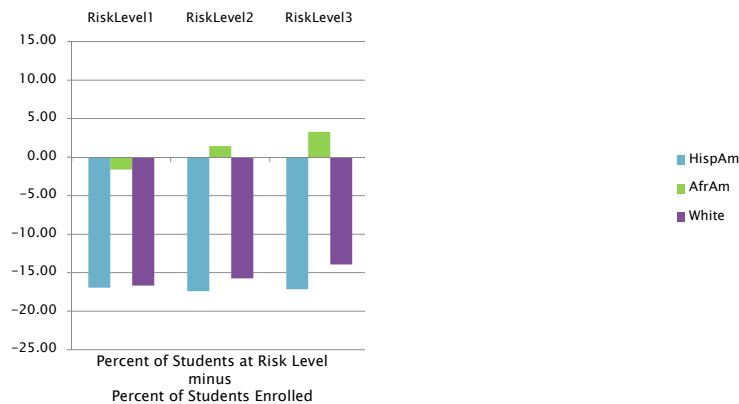
## One way to quantify (dis)proportionate representation among students having access to CICO by risk level

- ▶ **Proportionate representation**
  - (% of students at risk level receiving CICO) - (% of students at risk level) = **0**  
 (e.g. 18% of students at risk level 2 receiving CICO are Hisp.-Am., 18% of students at risk level 2 are Hisp.-Am., :  $18 - 18 = 0$ )
- ▶ **Under-representation:**
  - (% of students at risk level receiving CICO) - (% of students at risk level) = **-X**  
 (e.g. 10% of students at risk level 2 receiving CICO are Hisp.-Am., 18% of students at risk level 2 are Hisp.-Am.,  $10 - 18 = -8$ )
- ▶ **Over-representation:**
  - (% of students at risk level receiving CICO) - (% of students at risk level) = **+X**  
 (e.g. 30% of students at risk level 2 receiving CICO are Hisp.-Am., 18% of students at risk level 2 are Hisp.-Am. :  $30 - 18 = 12$ )

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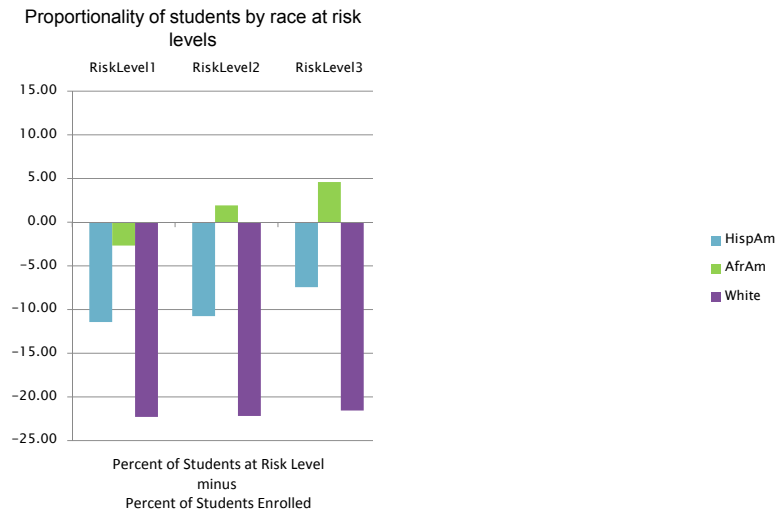
## Elementary schools (n = 155)

Proportionality of students by race at risk levels



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## Middle Schools (n = 46)



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## What predicts access to CICO?

- ▶ Does the probability of receiving CICO in elementary and middle schools vary with
  - (a) number of Semester 1 ODR?
  - (b) race/ethnicity (Hispanic-American, African-American, White)?
  - (c) both?

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## Logistic regression results – elementary schools

- ▶ **Both** Semester 1 ODR **and** Race were statistically significant predictors of receiving CICO
  - With each added ODR during Semester 1, students were more likely to receive CICO
  - **Hispanic-American** students were **1.42 times\*** as likely to receive CICO as White students
  - **African-American** students were **1.62 times** as likely to receive CICO as White students

\* 1 = equal probability  
 < 1 = lesser probability than comparison group  
 > 1 = greater probability than comparison group

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## Logistic regression results – middle schools

- ▶ **Both** Semester 1 ODR **and** Race were statistically significant predictors of receiving CICO
  - With each added ODR during Semester 1, students were more likely to receive CICO
  - **Hispanic-American** students were **1.19 times** as likely to receive CICO as White students
  - **African-American** students were **.749 times** as likely to receive CICO as White students

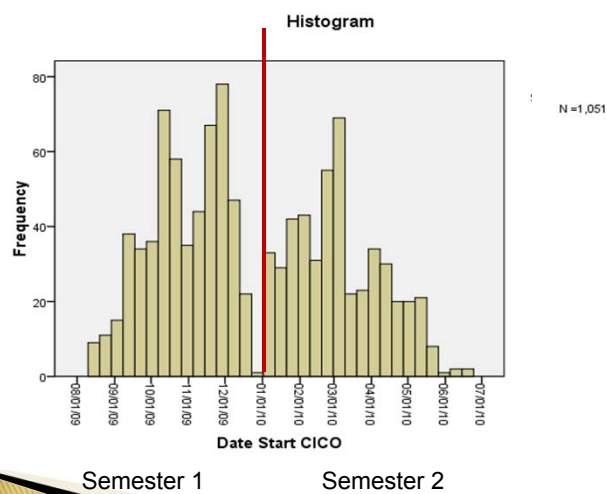
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## What predicts behavioral success for students who get access to CICO?

- ▶ How does the number of ODR received in semester 1 differ from the number of ODR received in semester 2 for **students at risk level 2 and 3**
  - By start date of CICO?
  - By race?

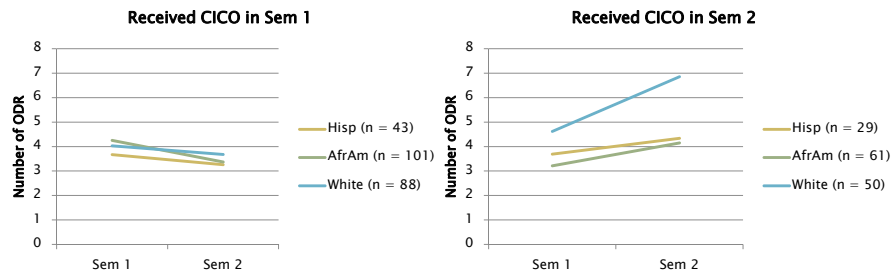
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## Start dates for CICO across the year in elementary schools



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## Elementary schools: Students who were at Risk Level 2 and 3 in Semester 1



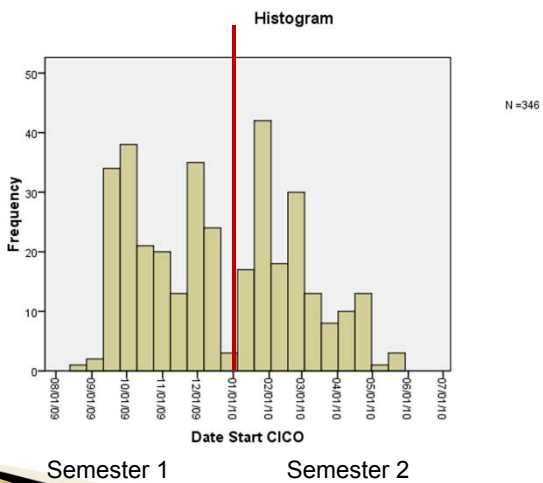
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## Effectiveness of CICO in elementary schools

- ▶ Start date of CICO did significantly impact the change in ODR ( $F(1, 366) = 13.351$ ,  $p < .0005$ )
- ▶ Race did not significantly impact the change in ODR ( $F(2, 366) = 1.648$ ,  $p = .194$ )

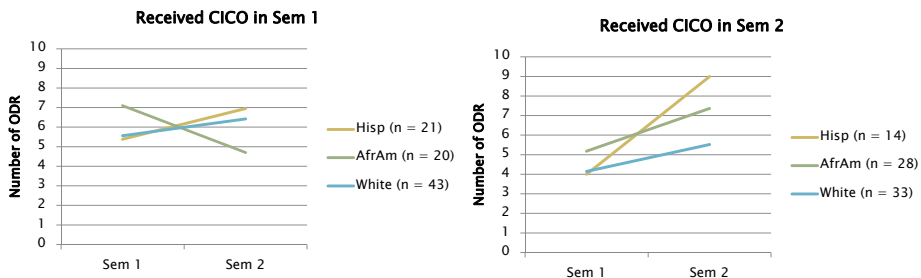
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## Start dates for CICO across the year in middle schools



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## Middle schools: Students at Risk Level 2 and 3 in Semester 1



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## Effectiveness of CICO in middle schools

- ▶ Start date of CICO did significantly impact the change in ODR ( $F(1, 153) = 9.608, p = .002$ )
- ▶ Race did significantly impact the change in ODR ( $F(2, 153) = 3.887, p = .023$ )

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## Summary

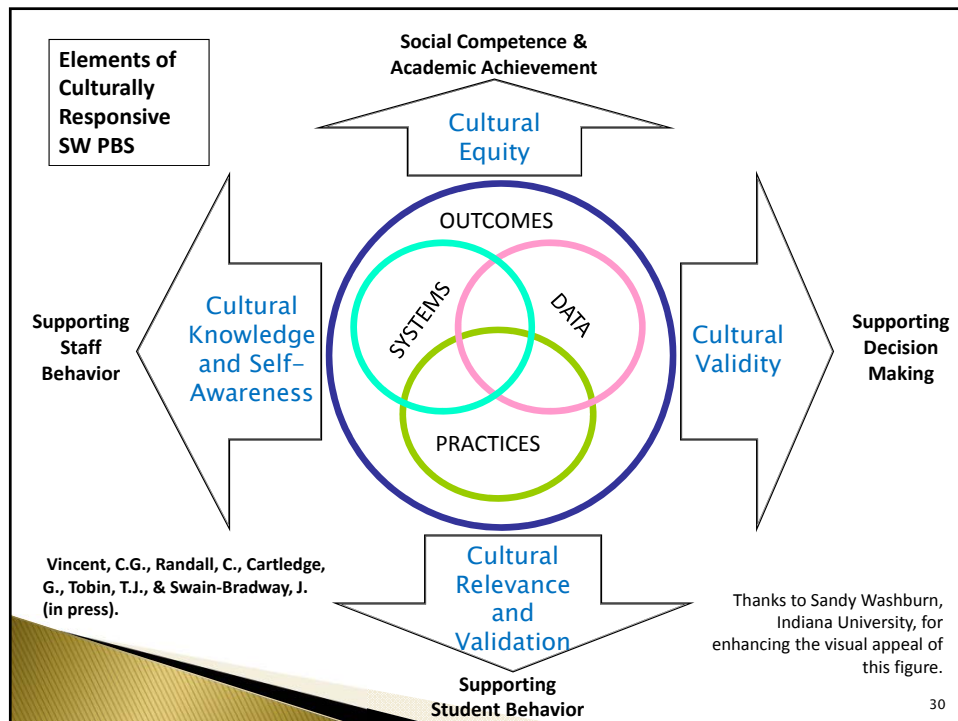
- ▶ Students of different racial/ethnic backgrounds are disproportionately represented at the 3 different risk tiers
- ▶ Students of different racial/ethnic backgrounds at each risk tier receive disproportionate access to CICO
- ▶ In elementary schools, CICO delivered at the beginning of the year allowed students at risk level 2 and 3 to lower their number of ODR across all racial-ethnic groups
- ▶ In middle schools, CICO delivered at the beginning of the year allowed students at risk level 2 and 3 to slow their gain in ODR. African-American students in this group were the most successful.
- ▶ Unfortunately, in middle schools, African-American students were less likely than White students to receive CICO

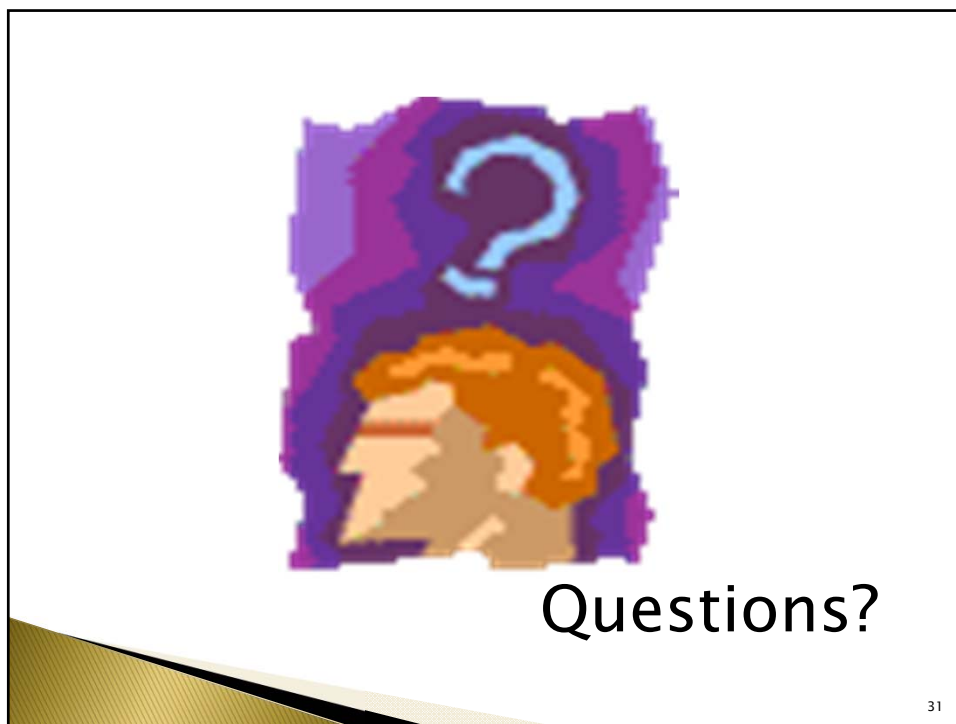
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## What could be **DONE** about Disproportionate Outcomes?

- ▶ **DATA:** disaggregate data by student race/ethnicity
  - Know exactly what the problem is
- ▶ **OUTCOMES:** define measurable outcomes
  - ALL students succeed behaviorally
- ▶ **PRACTICES:** culturally relevant and validating supports
  - e.g.: include students and parents in defining what is appropriate and inappropriate behavior, acknowledge differences between school culture, home culture, street culture
- ▶ **SYSTEMS:** share disaggregated data with staff, encourage staff to problem-solve together
  - Develop staff's cultural awareness and self-knowledge

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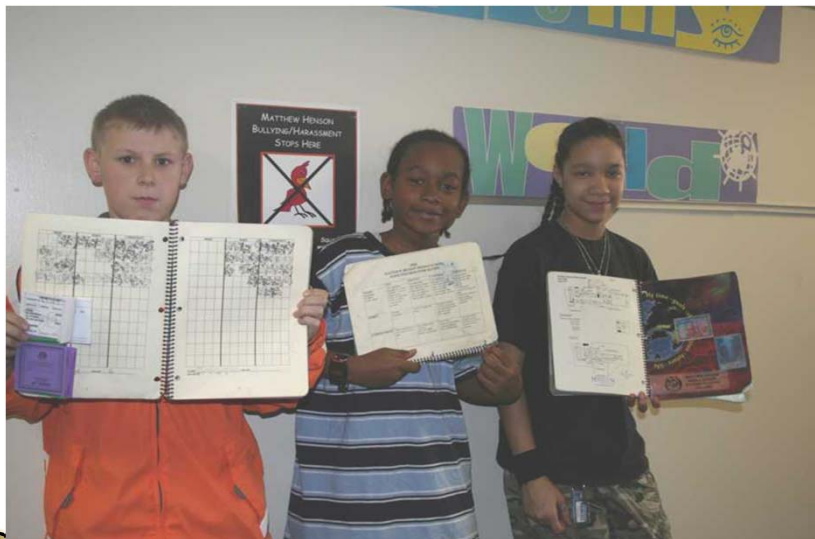


## Part II

Recommendations for culturally responsive discipline practices

Recommendations for future research

Culturally relevant discipline includes good teaching and positive behavior support!



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## Culturally relevant CICO / BEP

- First of all, has to be well implemented!
- Can be well implemented with African American middle school students – as shown in the slides from Lynne Weise that follow:

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*You know, Mr. Stup, what I liked about  
BEP... Every day I got to talk to my  
administrator about how I was doing.  
The teachers weren't raggin' on me all  
the time. They had something to say to  
me that wasn't always negative. My  
parents were proud when I brought home a  
good report or graph. It helped me get  
through 8<sup>th</sup> grade"*

**"Sam" was** repeating 8th grade - 15 years  
old – identified in early November as in danger of  
repeating again and quickly provided with BEP.

## Data Management

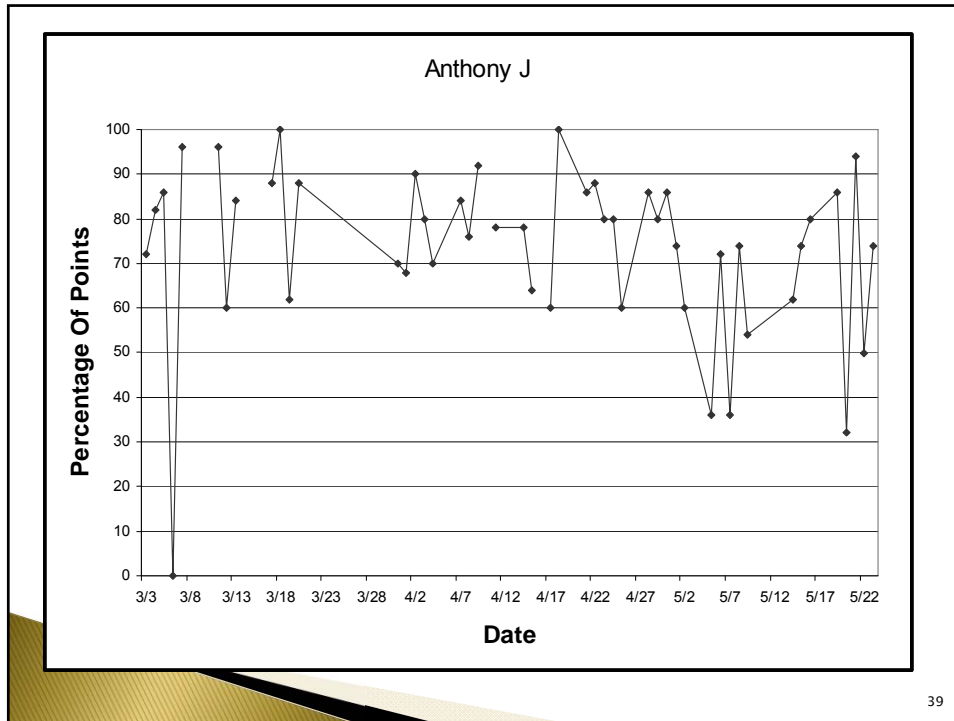
- ▶ Summarize points across days
  - Manually
  - Electronically
- ▶ Graph data for easy presentation.
- ▶ Data shared with staff at least quarterly.
- ▶ Graph sent to parents, if appropriate.

Here is a link for a demo on using the "Check In - Check Out" approach in combination with the School Wide Information System on-line:

<http://www.swis.org/index.php?page=preview>

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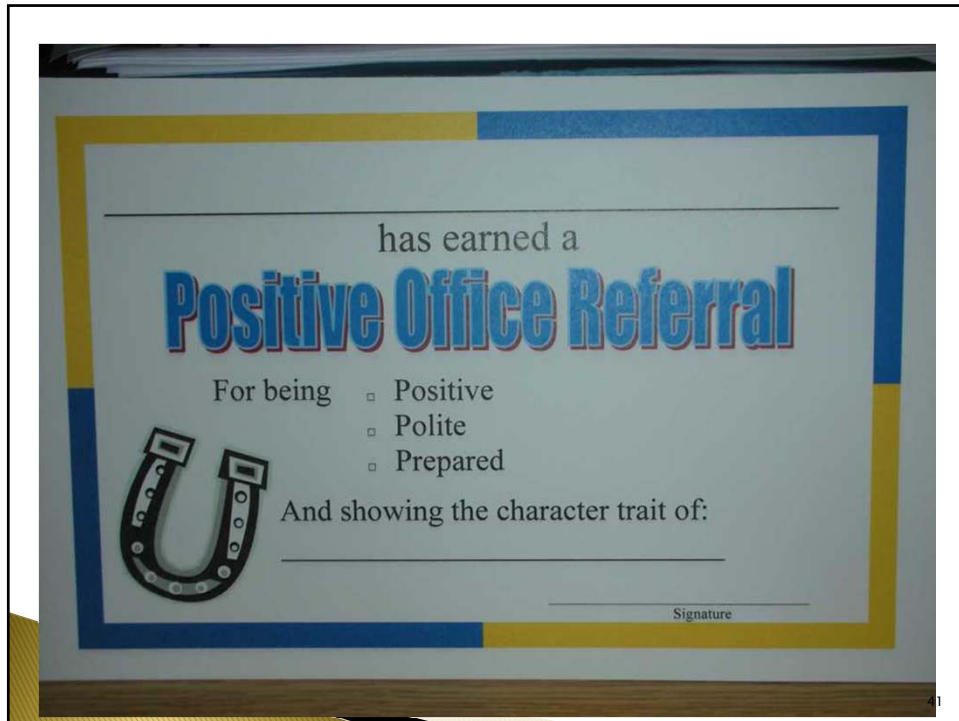
Enrollment	Student Name	District Id	% Goal	Enroll Date	Current Status
	Brian Bender	75262		08/31/2010	Plan Change:06/10/2011
	Chris Black	239964		09/01/2010	Plan Change:05/16/2011
	Dana Jarvis	34957		09/01/2010	Plan Change:05/24/2011
	Serena Johnson	78434		09/01/2010	Plan Change:05/30/2011



## Acknowledge Expected Behavior

- ▶ Tangible rewards
- ▶ Social recognition
- ▶ Positive
  - (4/1 ratio or better)







## CICO: A Review of Critical Features

- ▶ Student selection process???
- ▶ **Student agrees to participate?**

## CICO: A Review of Critical Features, continued

- Program transitions from teacher-evaluation to **self-monitoring and self-evaluation?**

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### Things to say at check in...

- Wow! You brought back your agenda book!
- You're here on time again – Great!
- Sounds like you had a good weekend.

We missed you yesterday (if student was absent). Nice to see you today.



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Things to say at check out...

Bien hecho!

(well done, way to go)

Synonyms: bravo, bravísimo

This is a web site that will pronounce words for you:  
<http://en.bab.la/dictionary/spanish-english/hecho>  
(or you could ask someone!)

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Things to say at check out...

You had a great (awesome, terrific, etc) day!

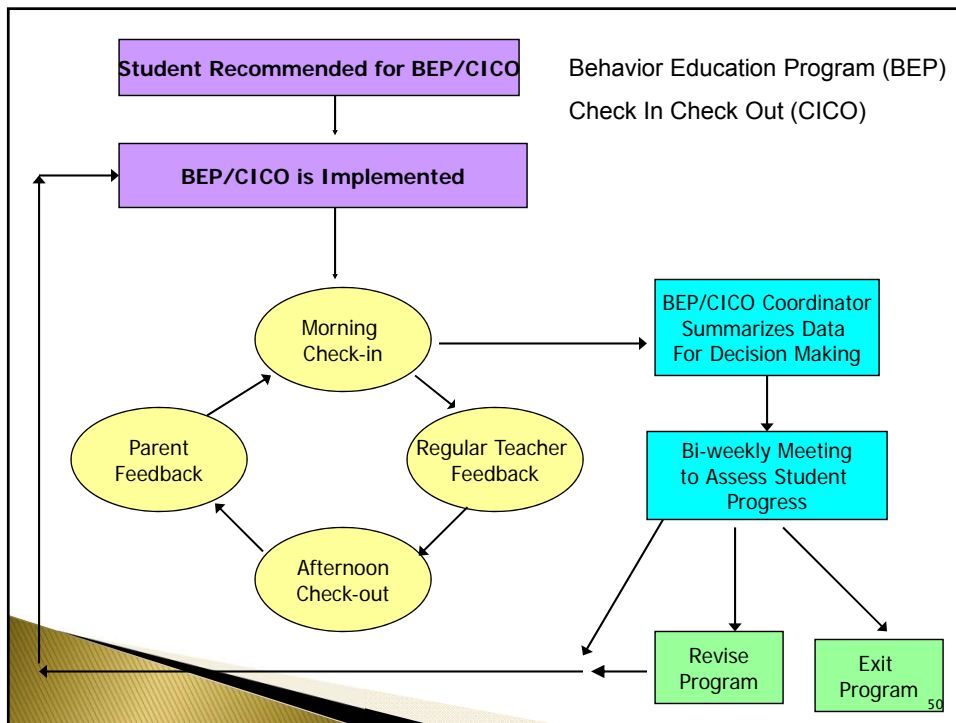
- You made your goal- wow!
- Looks like today didn't go so well- I know you can do it tomorrow.

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Things to say at check out...



- I know it was a tough day- thanks for coming to check out.
- You look a little frustrated- what happened?\*
- \*If a student looks upset take a few minutes to "just listen"



## Evaluating BEP Progress: Sample Agenda Form

BEP Team Meeting Agenda

Date: \_\_\_\_\_ Note taker: \_\_\_\_\_

Team Members Present: \_\_\_\_\_

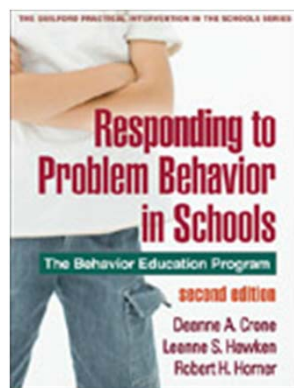
### List of Priority Students:

- 1) Discuss Priority Students
- 2) Discuss New Referrals
- 3) Identify Students to Receive Additional Reinforcer by Principal
- 4) Other BEP Issues or Students

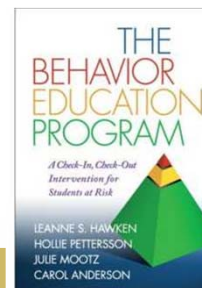
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## Recently Revised – 2<sup>nd</sup> Edition

▶ NEW



▶ OLD



See Chapter 11 on Culture!

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## Chapter 11

Schumann, J., & Burrow-Sánchez, J. J. (2010). Cultural considerations and adaptations for the BEP. In D. A. Crone, L. S. Hawken, & R. H. Horner (Eds.), *Responding to problem behavior in schools: The behavior education plan* (pp. 162–180). The Guilford Practical Intervention in the Schools Series. New York: Guilford Press.

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- ▶ “Adjust the delivery of an intervention to make it congruent with the cultural background of its intended consumers, without altering the underlying learning principles”
  - (Schumann & Burrow-Sánchez, 2010, p. 164).

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## What does the literature in the field say?

- ▶ 1. Parents
- ▶ 2. Teacher–student relationships
- ▶ 3. Academics
- ▶ 4. Peer relationships
- ▶ 5. Language issues
- ▶ 6. Resources for families
- ▶ 7. Model schools

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## Parents

- ▶ BEP was not working well for 4 students who were refugees from Tonga. The BEP team “invited several families from the community together to brainstorm ideas. . . About how to best change the BEP to meet the needs of these students . . . To promote attendance . . . offered childcare, food, and beverages . . . proved to be a great success” (Schumann & Burrow-Sánchez, 2010, pp. 164–165).
- ▶ Get parents involved in volunteering at school (Howard, 2010).
- ▶ Have workshops on homework, being an advocate, preparing for college, political proposals – provide transportation, translation, child care (Noguera, 2001)

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## Teacher–student relationships

- ▶ Each teacher needs to be aware of his or her own cultural background (Schumann & Burrow-Sánchez, 2010).
- ▶ Talk about race instead of acting “color blind” which can imply that “being of different colors is somehow shameful” (Williams, 1997, p. 524, cited in Howard, 2010, p. 124)
- ▶ Learn about your students’ cultures and prior knowledge and experiences to understand how words may take on different meanings for them (Basterra, 2011).

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## Teacher–student relationships, continued

- ▶ Understand that each child may see the world differently than the adults in the school (Ward, 2009).



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## Teacher–student relationships, continued

- ▶ "Cultural competency encompasses being able to understand and appreciate how different cultures approach learning. . . . A culturally competent teacher is also aware that not all members of a given culture approach learning in exactly the same way and does not stereotype" (Basterra, 2011 p. 80).

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## Teacher–student relationships, continued

- ▶ Let students speak. Ask what they think. Have 2–way conversations with them. (Howard, 2010; Vincent et al., in press).
- ▶ Ask youth to “describe the characteristics of a school where they would be excited to learn” (Noguera, 2008, p. 64).
- ▶ *(One where the teachers are prepared.)*
- ▶ Enlist their input when developing interventions (Noguera, 2008).

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## Teacher–student relationships, continued

- ▶ “To underscore the persistent role that race plays in the schooling experiences of students, there is probably no better source than students themselves. An important part of critical race theory is the inclusion of the voices of those who rarely are heard” (Howard, 2010, p. 103).

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## Academics

- ▶ Create a culturally relevant curriculum; listen to your CLD students’ concerns and make your lessons relevant (Lyman, 2007).
- ▶ Built lessons around topics like childbirth, namecalling, stereotyping, homophobia, racism, sexism, the court system, alcohol & drugs, civil rights, heroes, AIDS, raising \$ for charity – 2<sup>nd</sup> & 3<sup>rd</sup> graders.
- ▶ **Reduced discipline referrals and** raised scores on academic achievement tests in **reading**.

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## Academics, continued

- ▶ “Culturally relevant teaching makes a link between classroom experiences and the students’ everyday lives” (Ladson-Billings, p. 94, 174).
- ▶ 4<sup>th</sup> grade teacher seeks to improve several African American students’ problem solving skills in math by letting them work with a partner (Melton, 2007).
- ▶ Successful only after she assigned partners and gave specific directions on places to work.

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## Academics, continued

- ▶ “Researchers have documented the high correlation between retention and student suspensions and expulsions, as well as subsequent student drop-out rates . . . More precisely, these data reveal that the same group of students who struggle with reading and math proficiency are the students most likely to be suspended, retained, and subsequently expelled from school (Alexander, Entwisle, & Dauber, 1994, pp. 20-21).

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## Academics, continued

- ▶ “High school biology teacher improves attendance\*, GPA, & number of CLD students passing classes by having students work in heterogeneous groups (Valaskey, 2007).”
- ▶ \*(In high school, many discipline referrals are for skipping class.)

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## Peer relationships

- ▶ Teach the students about culture. Use books, stories, displays the students create, guest speakers, and field trips (Noguera, 2008).



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## Peer relationships

- ▶ Having students who were native Spanish speakers serve as "teaching assistants" in a Spanish class for native English speakers increased self-respect, friendships, goals, made the class more interesting, & improved school climate (Hanson, 2007).

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## Language issues

- ▶ "One in five students in the United States is the child of an immigrant" (p. 7). "While the general student population in the US grew just 2.6% between 1995 and 2005, the EL [English learner] student population grew 56%" (Gándara & Hopkins, 2010 p. 7).
- ▶ "The top five languages spoken among immigrants are Spanish, Vietnamese, Hmong, Chinese (Cantonese), and Korean" (Gándara & Hopkins, 2010 p. 7)

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## Language issues, continued

- ▶ English Language Learners (ELLs) and English-speaking students who want to learn Spanish enroll in the same class – designed to have both become bilingual and biliterate (Morales & Aldana, 2010).
- ▶ Improved academic test scores, improved peer relationships and reduced peer prejudice.

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## Language issues, continued

- ▶ “We can say with confidence that teaching . . . primary and second languages simultaneously (at different times during the day or week), compared with teaching them to read in their second language only, boosts their reading achievement in the second language” (August, Goldenberg, & Rueda, 2010, p. 143).
- ▶ Improved academic test scores, cognitive flexibility, promoted family cohesion and self-confidence.

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## Model schools

- ▶ Howard, T. C. (2010). *Why race and culture matter in schools: Closing the achievement gap in America's classrooms*. New York: Teachers College Press.
- ▶ Studied high performing schools that serve minorities well (50% non-white, low income, public, academic improvement over 2 or more years).

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## Key features

- ▶ Visionary leadership
- ▶ Teachers' effective practices (see below)
- ▶ Intensive academic support
- ▶ Acknowledgement of race
- ▶ Parental and community engagement

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## Effective practice: Plan in order to keep kids on task

- ▶ Keeping students active and engaged: and the best way to do that is by being clear about every step of your instructional process.
- ▶ Knowing what you are doing from the beginning of the day until the end.
- ▶ When student are on task, you cut down on disruptions and behavior problems because you are moving student along constantly.

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## Teacher collaboration

- ▶ Met regularly by grade or subject matter
- ▶ Use data to plan
- ▶ Discuss examples of students' work
- ▶ Identify students in need of academic interventions
- ▶ Help plan to re-teach & give examples

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## 5 Key SWPBS strategies used by schools that reduced disciplinary disproportionality:

- ▶ 1. Expected student behaviors should be acknowledged regularly (positively reinforced) (>4 positives to 1 negative) in the classroom.
- ▶ 2. Transitions between instructional and non-instructional activities in the classroom should be efficient and orderly.

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## Key SWPBS strategies, continued

- ▶ 3. Patterns of student problem behaviors (e.g., office discipline referrals and suspensions) should be reported to teams and faculty for active decision-making on a regular basis (e.g., monthly), disaggregated by ethnicity and race.

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## Key SWPBS strategies, continued

- ▶ 4. School teams should have access to on-going training and support from district personnel related to function-based, positive behavior interventions and supports; SWPBS; and cultural responsiveness.
- ▶ 5. For individual students with serious behavior problems, local resources should be used to conduct functional assessment-based behavior support planning (~10 hrs/week/student). (Tobin & Vincent, in press)

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## Resources for families

- ▶ Coordinate with social service agencies to provide “full service” type schools (Noguera, 2008).
- ▶ Develop parent centers so parents and concerned community allies are able to marshal resources (Noguera, 2008).

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## Recommendations for future research

- ▶ We need to find ways to further examine the results from the large scale study that Dr. Vincent reported in Part 1 -- from a total of 111,752 students! -- definitely providing convincing evidence of trends, yet, as is always the case with studies using extant archival data, leaving us with many questions about what the schools were really doing -- questions hard to answer when looking at almost many schools spread out across the U.S.

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- ▶ We need more prospective studies designed to describe in detail what individual districts, states, schools, or teachers are doing to provide culturally relevant support for their students and that collect data on fidelity of implementation as well as student outcomes and social validity.
- ▶ For CICO, future research should measure fidelity of implementation for all aspects of the basic intervention.

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- ▶ For culturally relevant behavior support, future research is needed to replicate small studies and confirm (or disconfirm) the various suggestions that have been made.
- ▶ Action research like that described by Lyman (2007), Melton (2007), and Valaskey (2007) is needed. Action research involves teachers who collaborated with others to plan, implement, evaluate, and report interventions they tried using methods that could provide evidence of effect.

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- ▶ We need studies where schools are willing to enter data on ethnicity / race at both the individual student and the whole school level (Vincent, 2008).
- ▶ New research is needed to seek new ideas using focus groups, interviews, and on site visits in schools that are doing a good job for all students.

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Questions?  
**QUESTIONS?**

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References

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