Abstract

Traditional exclusionary discipline negatively impacts all students. Unfortunately, these practices are most often used with students that can least afford to miss out on the instructional process like minorities, economically disadvantage students, and students served in special education. This presentation uses the evaluation of a SWPBIS program to illustrate a systemic approach to reducing disciplinary actions including identifying implicit bias, applying restorative justice, and integrating dispositional discipline data in a school’s data-driven decision-making process.

Preparedness to Address Student Behavior in School

According to multiple surveys and research sources:
MetLife Survey 2012
Rose & Gallup 2005
Reinke, et al. 2011
APA Survey 2006

- Single most common request for assistance from teachers
- Considered the most challenging aspect of teaching
- Teachers identified assistance and instruction as their top need
- Area where teachers receive the least amount of support and training
- Disruptive behavior linked to high teacher dissatisfaction and turnover
Equity in Reducing Exclusionary Disciplinary Actions

Students and Teachers in Traditional Discipline Model

When inappropriate behavior is viewed as requiring punishment, the student is seen as a problem. When teachers feel unprepared to address challenges, they rely on a more intuitive, less informed approach which perpetuates teachers’ belief that they are not adequately prepared to address disruptive student behavior.

Thus, the teacher continues to be woefully unprepared to address student behavior and they are seen as a custodian of the classroom’s management...there...only to identify what needs to be removed.

Office for Civil Rights
U.S. Department of Education

Report to the President & Secretary of Education 03/15
March 2015: Lowlights & Highlights

What happens when educators feel unprepared to address disruptive behavior?

- 3M Out-of-school Suspensions
- 100K Expelled
- 3x More Black students
- 2x More SpEd
- Increased suspensions for non-violent offenses
- More likely to dropout, fail, and get in trouble

Contributing Factors and Recommendations for Improved Practices
Equity in Reducing Exclusionary Disciplinary Actions

**Contributing Factors**

**Race Plays a Role in Disciplinary Decisions**

Gaps in disciplinary actions are present even when other factors like SES are accounted for. (Skiba, Poloni-Staudinger et al, 2005). Therefore race plays a role in disciplinary decisions made in the classroom.

**Differential Selection:** Minority students are more likely to receive punitive disciplinary consequences than other student groups despite the similarity of infractions. This is especially evident in office referrals for defiance and noncompliance, where race of the student appears to subjectively impact teachers’ actions.

**Differential Processing:** Simply put, this hypothesis is based on the adage “let the punishment fit the crime”. Minority students are more likely to receive extreme punitive consequence than their cohorts for the same infractions.

**Differential Behavior:** As a factor for disproportionality in student disciplinary actions, differential behavior is the expectation that students from certain racial or ethnic groups are more predisposed to misbehave than other student groups. Again, the research does not support this supposition.

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**What Behaviors are students Referred to the Office for? By Race**

Of 32 infractions, only 8 had a significant difference

<table>
<thead>
<tr>
<th>White students referred more for:</th>
<th>Black students referred more for:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smoking</td>
<td>Disrespect</td>
</tr>
<tr>
<td>Vandalism</td>
<td>Excessive Noise</td>
</tr>
<tr>
<td>Leaving w/o permission</td>
<td>Threat</td>
</tr>
<tr>
<td>Obscene Language</td>
<td>Loitering</td>
</tr>
</tbody>
</table>


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**The Disproportionality Crisis**

**School Leaders’ Bias: Jarvis & Okonofua (2019)**

Figure 1. Mean ratings of how severely they felt students should be disciplined (left) and how troubled teachers felt by students’ misbehavior (right) as a function of times misbehaved and race. Error bars represent standard errors.
The Disproportionality Crisis
Implicit Bias

"Unlike explicit bias (which reflects the attitudes or beliefs that one endorses at a conscious level), implicit bias is the bias in judgment and/or behavior that results from subtle cognitive processes (e.g., implicit attitudes and implicit stereotypes) that often operate at a level below conscious awareness and without intentional control." (National Center for State Courts, 2016)

Researchers at the Yale Child Study Center (2016) found that implicit bias plays a unique role in how early childhood educators approach student behavior based on the child's race.

Achieving Equity
What Can We Do? Project Implicit Chimes In!

Project Implicit is a non-profit organization and international collaboration between researchers who are interested in implicit social cognition - thoughts and feelings outside of conscious awareness and control. The goal of the organization is to educate the public about hidden biases and to provide a "virtual laboratory" for collecting data on the Internet.

The Implicit Association Test (IAT) measures the strength of associations between concepts (e.g., black people, gay people) and evaluations (e.g., good, bad) or stereotypes (e.g., athletic, clumsy). The main idea is that making a response is easier when closely related items share the same response key.

Achieving Equity
What Can We Do? NASP Chimes In!

1. Use frameworks that integrate knowledge of diversity, child development, and learning to solve problems of school ineffectiveness;
2. Examine Self and own personal biases;
3. Acknowledge the wrongness of the exclusion of historically marginalized groups of students;
4. Empower children and families to self-advocate for effective discipline procedures;
5. Expand multicultural understanding and knowledge of nondiscriminatory practice and improve our levels of competency in working with diverse populations;
6. Implement MTSS to serve all students based on individual need;
7. Use data to identify systems level biases with certain racial and ethnic groups;
8. Analyze yearly data (academic and behavioral) data in evaluating current practices; and,
9. Consult with educational stakeholders to develop appropriate school discipline policies.
Achieving Equity
What Can We Do? PBIS Chimes In!

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**


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Achieving Equity
What Can We Do? We Chime In!

- Provide strategies that teach students **social-emotional skills and productive behavioral expectations**;
- Provide **targeted professional development** and support for educators, to help them learn proactive classroom management that can be aligned with efforts to improve school climate;
- Provide training on **implicit bias and restorative justice** for all teachers, administrators, and staff;
- Develop **transparent disciplinary practices** that consistently use a range of consequences for disruptive behaviors that match in severity;
- The use of exclusion as **a last resort**, and
- Employ a disciplinary data collection and reporting system that can be used to **alert educators** when they are employing disciplinary action disproportionately for specific student groups.
Equity in Reducing Exclusionary Disciplinary Actions

### Review360

**Behavior Matters**

#### An Integrated Behavior System

**Building Best Practices**
- Online, research-based Professional Development:
  - School-wide and classroom management practices
  - Frequently Identified Behavioral Issues

**Strategies for Identified Students**
- Evidence-based behavioral interventions & strategies
- Individualized student behavioral plans aligned with district RtI processes

**Behavioral Data System**
- Automated incident reporting process
- Collects and analyzes behavioral data
- Tracks student progress
- Aggregates behavior progress
- Produces relevant and useful reports

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### Online, Research-based Professional Development

**Behavior Matters**

- Teaching Behavioral Expectations
- Developing Procedures and Routines
- Using Reinforcement and Acknowledgement
- Improving Student-Teacher Relationships and Interactions
- Structuring the Learning Environment
- Developing Effective Correction Procedures and Strategies

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**My Courses**

Understanding Disciplinary Disproportionality

- An introduction to disproportionality in discipline, including:
  - Understanding discipline data trends
  - Identifying patterns and disparities
  - Exploring root causes and systemic issues
  - Developing strategies for equitable discipline practices

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Equity in Reducing Exclusionary Disciplinary Actions

Representation Graphics Related to Disproportionality

- **Population**
  - American Indian or Alaska Native
  - Asian
  - Black or African American
  - Hispanic/Latino
  - Native Hawaiian or Other Pacific Islander
  - White
  - Two or More Races

- **In-School Suspension**

- **Out-of-School Suspension**

- **Alternative**
Review360 & GCCISD
The Outcomes

Review360 | Outcomes
GCCISD
Demographics 2017-2018

- 16% Black
- 62% Hispanic
- 19% White
- 3% Other

23,795 students

Economically Disadvantaged: 67%
Limited English Proficiency: 16%

Review360 | Outcomes
GCCISD
Reducing Suspensions
All Districtwide Suspensions by Year

- In-School Suspensions: 2015-16: 8,988, 2015-17: 8,598, 2015-18: 8,988
Equity in Reducing Exclusionary Disciplinary Actions

Review360 | Outcomes GCCISD

Reducing Suspensions

Goose Creek ISD | Special Education
Suspensions by Year and Type with Percent Reduction from Baseline

<table>
<thead>
<tr>
<th>Year</th>
<th>In-School</th>
<th>Out-of-School</th>
<th>Total Suspensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>2,623</td>
<td>2,056</td>
<td>2,175</td>
</tr>
<tr>
<td>2016-17</td>
<td>1,851</td>
<td>1,380</td>
<td>1,570</td>
</tr>
<tr>
<td>2017-18</td>
<td>772</td>
<td>676</td>
<td>605</td>
</tr>
</tbody>
</table>

-17% - 22% - 15%

Review360 | Outcomes GCCISD

Disproportional Representation in OSS | Student Group by Year

<table>
<thead>
<tr>
<th>Year</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>YR16</td>
<td>21%</td>
<td>15%</td>
<td>60%</td>
<td>19%</td>
<td>32%</td>
<td>46%</td>
</tr>
<tr>
<td>YR17</td>
<td>20%</td>
<td>15%</td>
<td>61%</td>
<td>18%</td>
<td>30%</td>
<td>48%</td>
</tr>
<tr>
<td>YR18</td>
<td>19%</td>
<td>15%</td>
<td>62%</td>
<td>18%</td>
<td>28%</td>
<td>52%</td>
</tr>
</tbody>
</table>

- If disproportionate disciplinary practices did not exist, the percentage a student group comprises of the overall district enrollment should be the same as the percentage of that group's share of suspensions.
- In this case, Black students are over-represented in OSS because that percentage is significantly higher than the enrollment levels. But it is improving as the discrepancy is decreasing over time.

Review360 | Outcomes GCCISD

Addressing Disproportionality | Closing the Equity Gap

<table>
<thead>
<tr>
<th>Risk Ratio in OSS</th>
<th>Student Group by Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>Hispanic</td>
</tr>
<tr>
<td>2015-16</td>
<td>2.67</td>
</tr>
<tr>
<td>2016-17</td>
<td>2.58</td>
</tr>
<tr>
<td>2015-17</td>
<td>2.51</td>
</tr>
</tbody>
</table>

A Relative Risk of 1.00 means that the student group is receiving the number of OSS expected given the total number of OSS and the group size/enrollment.

- Prior to Review360, Black students were more than 3 times as likely as expected to receive an OSS. By the third year of the program, this was reduced to 2.3 times.
- Hispanic are less likely to receive OSS, though over the past 3 years movement toward equitable representation is trending. White students stayed slightly under expectations based on enrollment.
Addressing Disproportionality

Recouping Instructional Time Based on Reduction in OSS

<table>
<thead>
<tr>
<th>Black Student Group</th>
<th>2015-16 (Baseline)</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2 Year Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Out-of-School Suspensions</td>
<td>1,178</td>
<td>971</td>
<td>731</td>
<td></td>
</tr>
<tr>
<td>Reduction in OSS from Baseline</td>
<td>207</td>
<td>447</td>
<td>654</td>
<td></td>
</tr>
<tr>
<td>Reduction in Days Removed From School</td>
<td>621</td>
<td>1,341</td>
<td>1,962</td>
<td></td>
</tr>
<tr>
<td>Recoupment of Instructional Minutes</td>
<td>194,994</td>
<td>421,074</td>
<td>616,068</td>
<td></td>
</tr>
<tr>
<td>Recoupment of Instructional Hours</td>
<td>3,248</td>
<td>7,013</td>
<td>10,261</td>
<td></td>
</tr>
</tbody>
</table>

Review360 | Outcomes GCCISD

- Implementing a positive behavioral solution within a Multi-tiered framework addresses student needs through both universal and individualized positive behavioral supports and teachers needs through classroom management training and targeted professional development on factors that reduce disproportionality.
- By improving disciplinary policies and practices through an infusion of prevention and equity, schools can impact actions at critical “decision points” by providing proactive alternatives to punitive responses, making these actions less likely, and reducing use of subjectivity and bias when ascribing consequences.
- While suspensions decreased for all students in the school district after the implementation of the program, the reduction in suspensions of African American students and Special Education students were greater than the overall reduction rate. However, this groups still require focus in order to completely achieve equity in student disciplinary actions.