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## Equity in Reducing Exclusionary Disciplinary Actions: A SWPBIS Case Study

Chris Huzinec  
[Chris.Huzinec@Pearson.com](mailto:Chris.Huzinec@Pearson.com)

Selina Oliver  
[Selina.Oliver@Pearson.com](mailto:Selina.Oliver@Pearson.com)



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### 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.




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### 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




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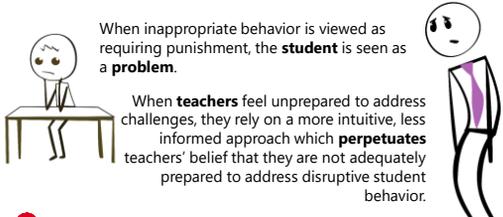
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Students and Teachers in Traditional Discipline Model



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.

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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?



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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.



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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.

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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.

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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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Review360 Behavior Matters



Online, Research-based Professional Development

Classroom Management

- 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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Online, Research-based Professional Development



My Courses

Current Completed

**Understanding Disciplinary Disproportionality**

**Units**

- Disproportionality Overview
- Are We Closing the School Discipline Gap - Statistics
- Why the Over-reliance on Suspensions
- Data Collection
- Taking a Look at Possible Causes
- Teacher Behaviors that Might Lead to Disproportionality in Discipline - Looking at Teacher Behaviors
- Student Behaviors that Lead to Disproportionality Numbers - Looking at Student Behaviors
- Teacher managed vs Administrative managed Behavior
- Before You Write a Referral
- Alternatives to Writing a Referral
- Restorative Justice - An Alternative to Referrals, Suspension, and Expulsions
- Instructional Strategies to Reduce Disproportionality
- Building Relationships Teachers and Students
- Building Student-Student Relationships
- Developing Cultural Competencies
- Engaging Parents

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