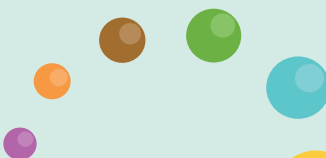




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# Addressing Disciplinary Disproportionality Through Best Practices in Proactive Behavioral Support

*Chris Huzinec | Andre Banks*



**Review360**  
*Behavior Matters*

[PearsonClinical.com/Review360](https://PearsonClinical.com/Review360)  
877.411.7360 | [Review360@Pearson.com](mailto:Review360@Pearson.com)



## Abstract

Disproportionality in punitive disciplinary actions and poor academic performance are particularly relevant for minority, economically disadvantaged, and special education student groups. This presentation reviews findings from the Department of Education Office for Civil Rights on disproportionality in these areas. It also evaluates the impact a program using a proactive system of behavioral supports can have on challenges facing student groups at risk for disproportionality in the school environment.

## School Discipline Management and Student Behavior

### Traditional Approach to Student Discipline

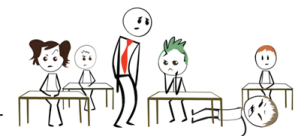
The **traditional approach** consists of:

- Authoritarian and punitive consequences
- Rigid set of behavioral mores
- Zero-tolerance philosophy
- Heavy reliance on office referrals, discipline placements, and suspensions



These processes are **purported to work** because they accomplish the following:

- Deter disruptive behavior
- Remove the threat to safety and climate
- Punish misbehaviors which removes tacit or implicit reinforcement of poor behavior



### 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

#### Classroom Management

- ! 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

### 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.

## Outcomes of Traditional Approach to Student Discipline



### Office for Civil Rights U.S. Department of Education



#### Outcomes Related to Current Approaches

The **traditional approach results in:**

- Over three million children, K-12, are estimated to have lost instructional "seat time" in 2009-2010 because they were suspended from school, often with no guarantee of adult supervision outside the school. That's about the number of children it would take to fill every seat in every MLB park and every NFL stadium in America, combined.
- Besides the obvious loss of time in the classroom, suspensions matter are the leading indicators of whether a child will drop out of school, and because out of-school suspension increases a child's risk for future incarceration. Given these increased risks, what we don't know about the use of suspensions may be putting our children's futures (and our economy) in jeopardy.

Losen and Gillespie (2012)  
The Center for Civil Rights Remedies at The Civil Rights Project



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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?**



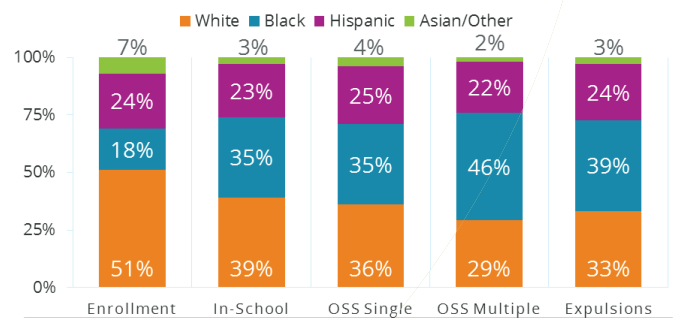
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### Office for Civil Rights U.S. Department of Education



#### Report to the President & Secretary of Education 03/15

#### Suspension Data by Ethnicity



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## Contributing Factors and Recommendations for Improved Practices



### 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.



**“We know what works for students with behavioral problems. The challenge is getting what works implemented in the classroom with fidelity.”**

Dr. Stewart Piscecco,  
Review360 Founder

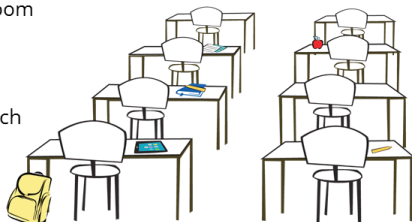
### Improving Practices What Can We Do?



#### For Disproportionate Representation in Suspensions

The American Psychological Association chimes in!

- ✓ Train teachers in classroom behavior management
- ✓ Provide differentiated behavioral support
- ✓ Reduce cultural mismatch
- ✓ Avoid one-size-fits-all discipline
- ✓ Use data to transform



### Improving Practices What Can We Do?



#### For Suspensions Overall

The National Association Of School Psychologists chimes in!

- ✓ A positive approach is an essential for school connectedness
- ✓ Early identification and intervention should be coordinated and comprehensive
- ✓ Efforts should be school-wide, but address students based on individual need



# Review360 Behavior Matters



## Review360 Behavior Matters

### PBIS in the Classroom

#### In the classroom, the focus is on training teachers to:

- Teach behavioral expectations
- Monitor student behavior
- Collect and report discipline and behavioral data
- Support students who require individualized interventions

#### Research suggests some unintended issues in the classroom:

- The classroom is a crucial, but highly challenging setting for implementing primary systems of support.
- Teachers need to believe that new practices work for them individually as well as part of their perceived purview.
- Many teachers react to individual behaviors rather than employing preventive classroom management.
- Staff buy-in and teachers' misperceptions, philosophical differences, and resources presented common barriers to implementation and sustainability.

## 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

## Review360 Behavior Matters



### Online, Research-based Professional Development

#### School-wide Expectations



- Creating a Behavior Support **Team**
- Developing behavioral **expectations**
- Establishing **reinforcements** and more positive engagement between students and staff
- Developing **procedures** for the common areas and systematic supervision and management of the school environment
- Using school and student **data** to assist administrators and teachers in the decision-making process

## Review360 Behavior Matters



### Real Time Disciplinary Data Collection and Reporting

#### Data Management



- Includes useful student demographics and incident **details** (Where, When, What, Who)
- **Aggregates** data for mid year and end of year reporting at the district and school levels.
- Allows for reports and charting by **meaningful** variables (student groups, location, time of day...)
- Includes **specific** disproportionality and at-risk charts and indexes

## Review360 Behavior Matters



### An Integrated Behavior System

#### Building Best Practices

Online, research-based Professional Development:

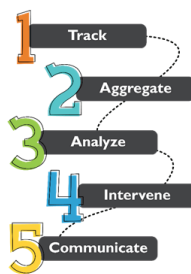
- School-wide and classroom management practices
- Frequently Identified Behavioral Issues

#### 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



## Review360 Behavior Matters



### Implementation within a SWPBIS Framework

The SWPBIS Blueprint (*Sugai et al., 2010*) focuses on contextual factors, such as the organizational development of structures at the district and school levels necessary to support and sustain change over time:

Administrator buy-in

Disciplinary data management system

Establish PBIS Facilitator

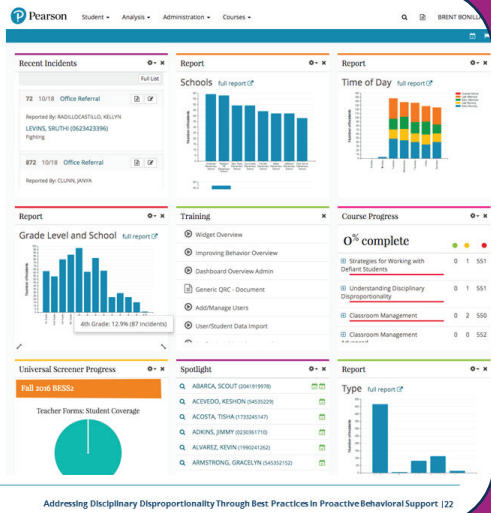
Establish behavioral expectations

Develop school-wide teams

Commitment to fidelity evaluation



# Dashboard Awareness and Usability

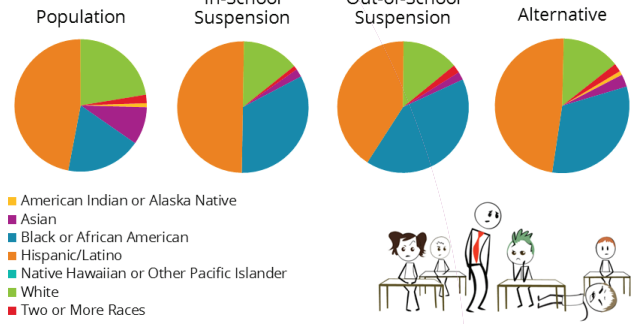


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# Review360 Reporting Tools



## Representation Graphics Related to Disproportionality



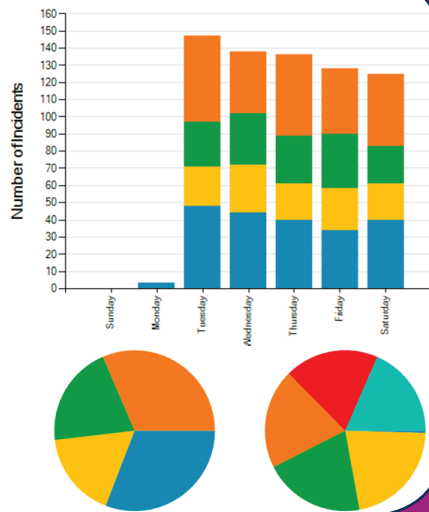
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# Charts | Graphs Tracking and Reporting

Incidents by Time of Day Academic Year, 2016-2017

## Legend

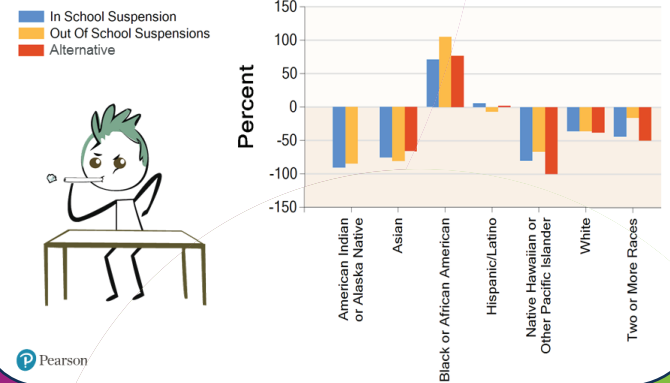
- Early Morning (Blue)
- Late Morning (Yellow)
- Early Afternoon (Green)
- Late Afternoon (Orange)
- Outside School (Red)
- Weekend (Light Blue)



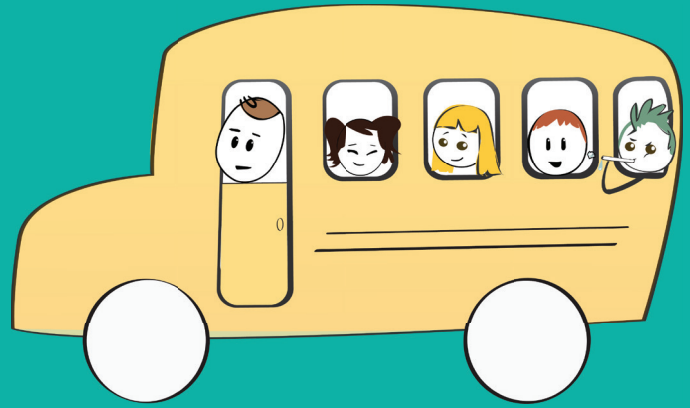
# Review360 Reporting Tools



## Disproportionality Ratio Tool in Review360



# Review360 Goose Creek Outcomes

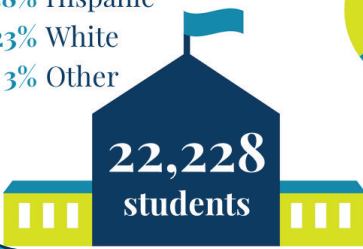


## Review360 | Outcomes Goose Creek CISD



### Demographics 2013-2014

16% Black  
58% Hispanic  
23% White  
3% Other

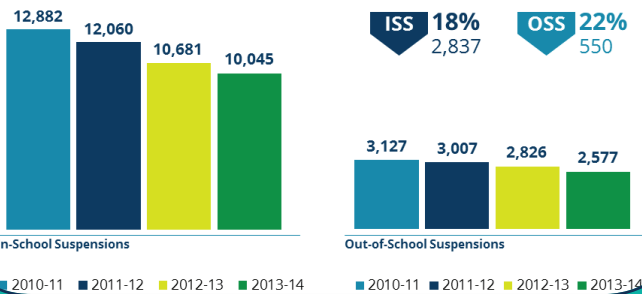


## Review360 | Outcomes Goose Creek CISD



### Reducing Suspensions

#### All Districtwide Suspensions by Year

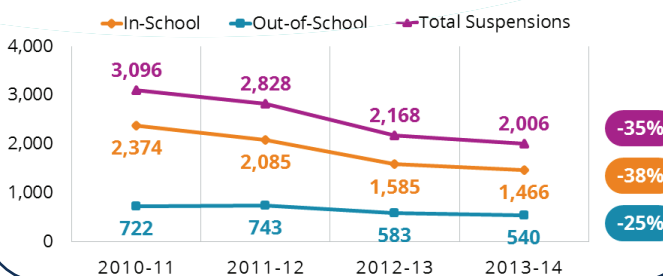


## Review360 | Outcomes Goose Creek CISD



### Reducing Suspensions

#### Goose Creek CISD | Special Education Suspensions by Year and Type with Percent Reduction from Baseline (2010-11)



## Review360 | Outcomes Goose Creek CISD



### Addressing Disproportionality

#### Disproportional Representation in OSS | Student Group by Year

	Enrollment			Out-of-school Suspensions		
	White	Black	Hispanic	White	Black	Hispanic
YR11	25%	17%	55%	20%	39%	38%
YR12	25%	16%	55%	21%	35%	42%
YR13	24%	16%	57%	17%	36%	45%
YR14	23%	16%	58%	20%	29%	49%

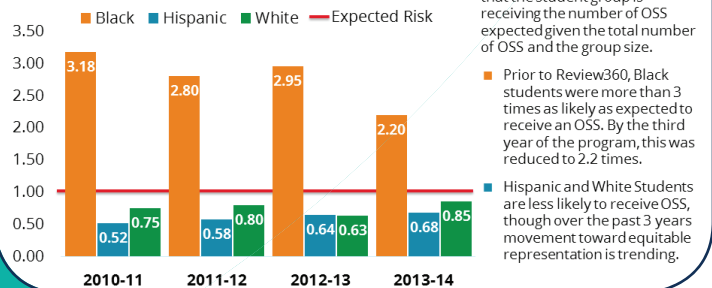
- If disproportionate disciplinary practices did not exist, the percentage a student group comprises of the overall district enrollment should be the same as the percentage of that group's share of suspensions.
- In this case, Black students are over-represented in OSS because that percentage is significantly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

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### Addressing Disproportionality | Closing the Equity Gap

#### Risk Ratio in OSS | Student Group by Year



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.

- 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 2.2 times.
- Hispanic and White Students are less likely to receive OSS, though over the past 3 years movement toward equitable representation is trending.

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### Addressing Disproportionality

#### Recoupment of Instructional Time Based on Reduction in OSS

Black Student Group	2010-11 (Baseline)	2011-12	2012-13	2013-14	3 Year Total
		Discipline only	Partial	Full	
Number of Out-of-School Suspensions	1,208	1,063	1,016	750	
Reduction in OSS from Baseline		145	192	458	795
Reduction in Days Removed From School		435	576	1,374	2,385
Recoupment of Instructional Minutes		136,590	180,864	431,436	748,890
Recoupment of Instructional Hours		2,277	3,014	7,191	12,482

## Conclusions Questions?



### Review360 Case Study Outcomes

- Implementing a positive behavioral solution within a multi-tiered framework addresses:
  - student needs through both universal and individualized positive behavioral supports;
  - teacher needs through classroom management professional development; and
  - school needs through school-wide practices and disciplinary data management.



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### Review360 Case Study Outcomes

- By improving disciplinary policies and practices, schools can impact actions at critical “decision points” by providing proactive alternatives to punitive responses, making these actions less likely, and reducing bias in the rare occasion that they are used.
- While suspensions decreased for all students in the school district after the implementation of the program, the reduction in suspensions of Black students and Special Education students was greater than the overall reduction rate.



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# Review360

## Behavior Matters

Contact us to learn more about how Review360 can help your students, classrooms, schools, and district.

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