



University of Missouri

Addressing Disproportionality: It Begins in the Classroom

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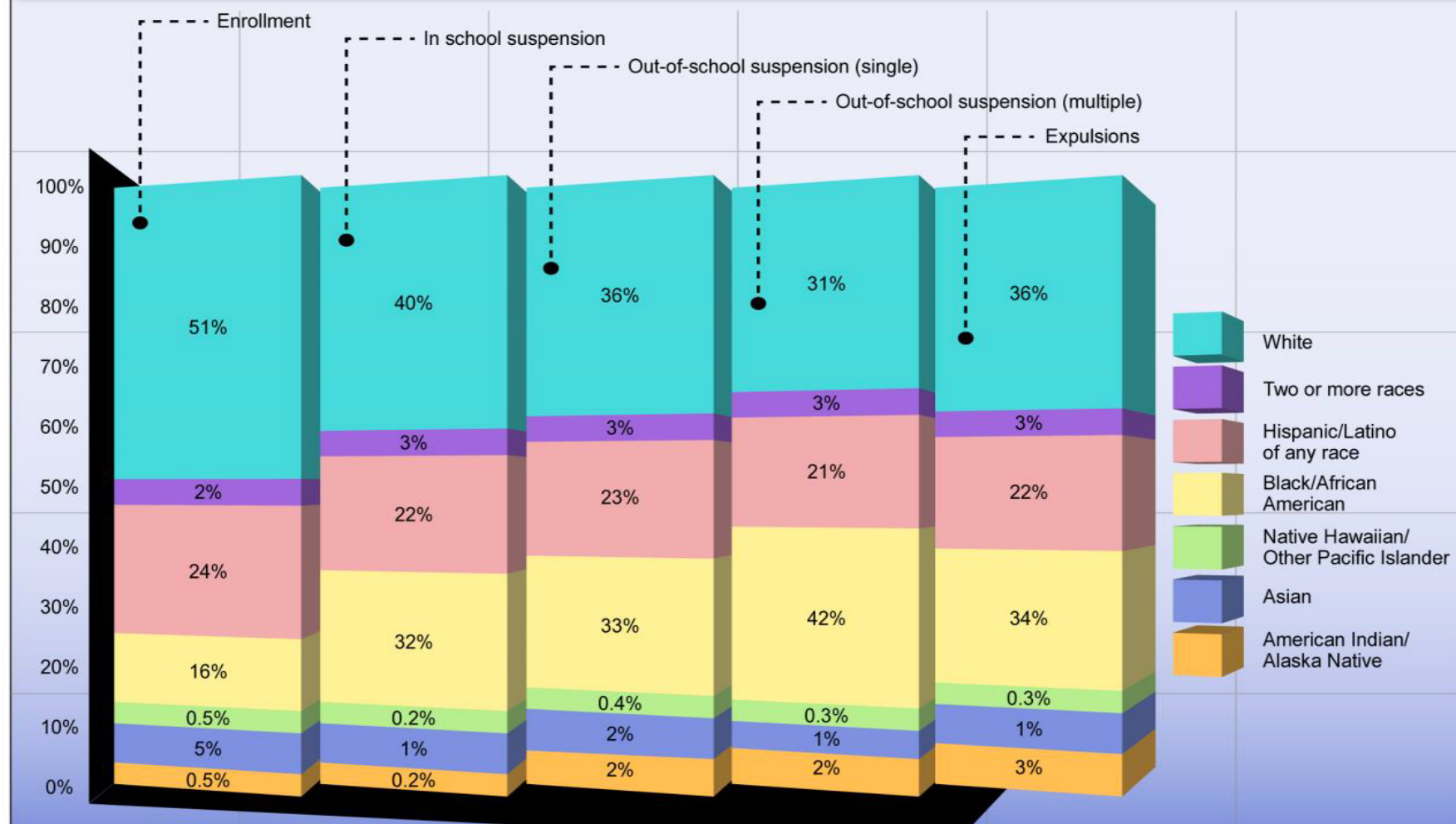
Session Outcomes

- • Assess current instructional and classroom management practices
- • Receive evidence-based instructional and classroom management practices
- • Learn how to distribute evidence-based practices equitably



Let's Look at the Data by RACE

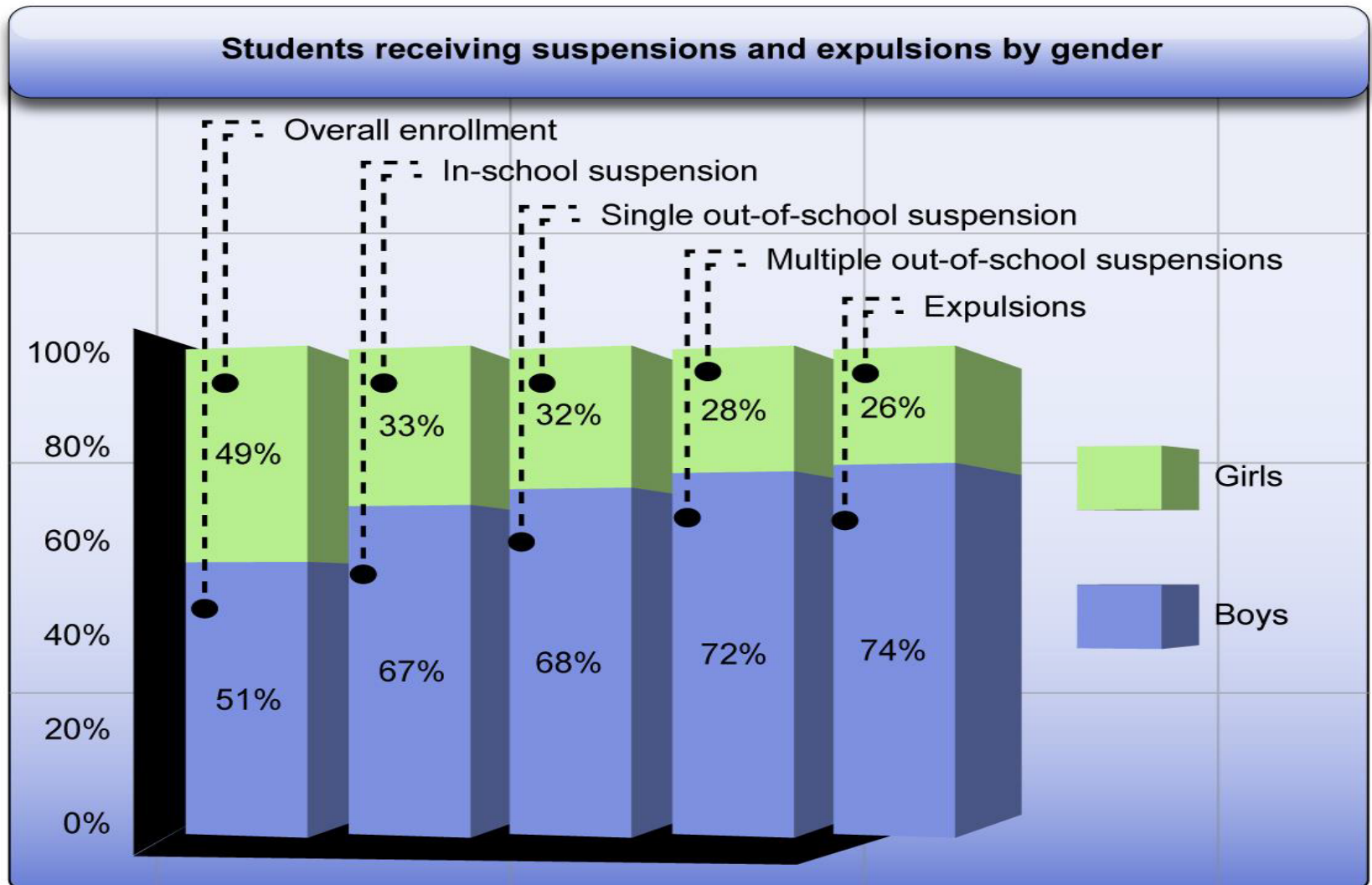
Students receiving suspensions and expulsions, by race and ethnicity



Civil Rights Data Collection Survey, 2014



Let's Look at the Data by GENDER

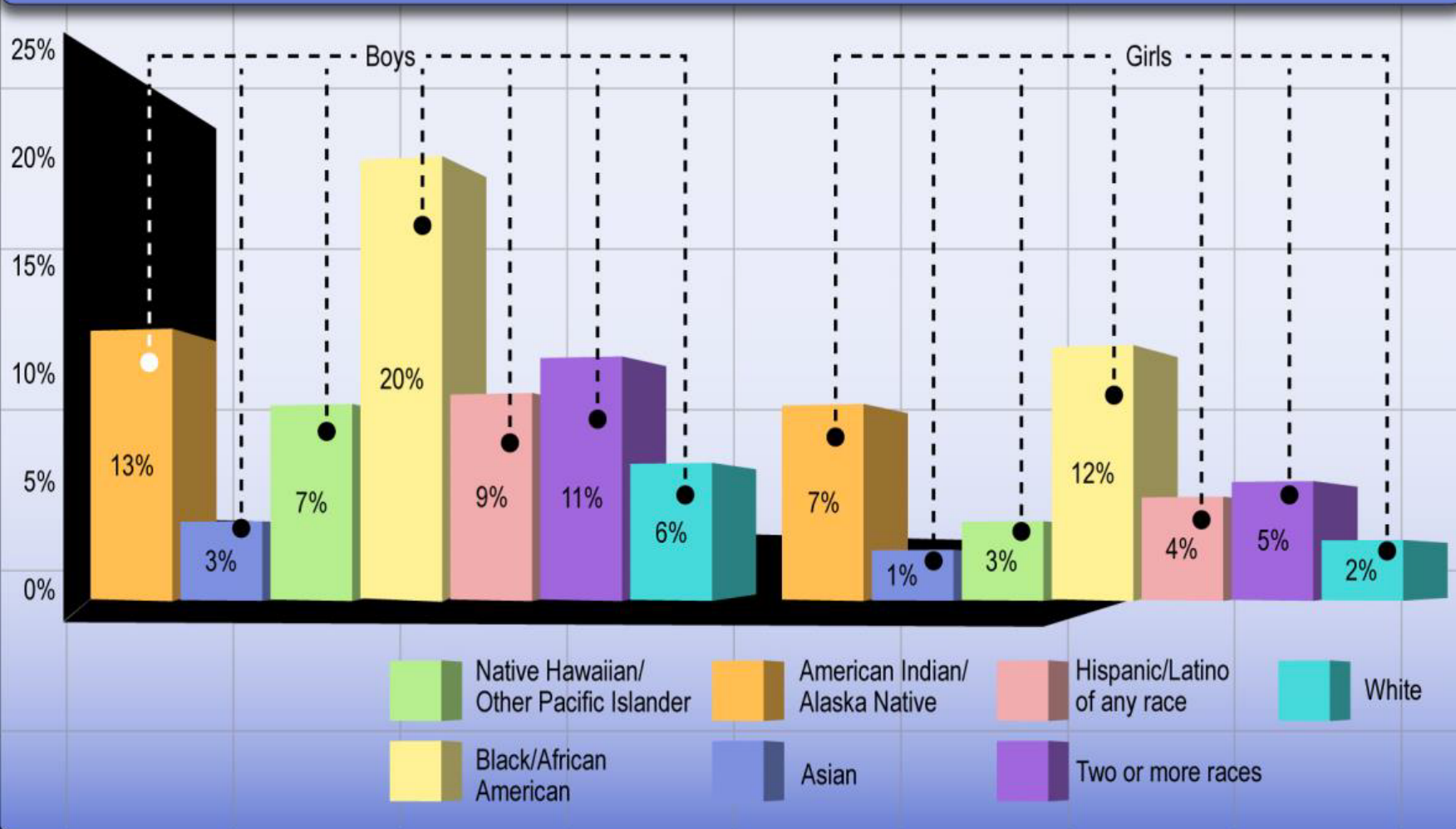


Civil Rights Data Collection Survey, 2014



Data by RACE & GENDER

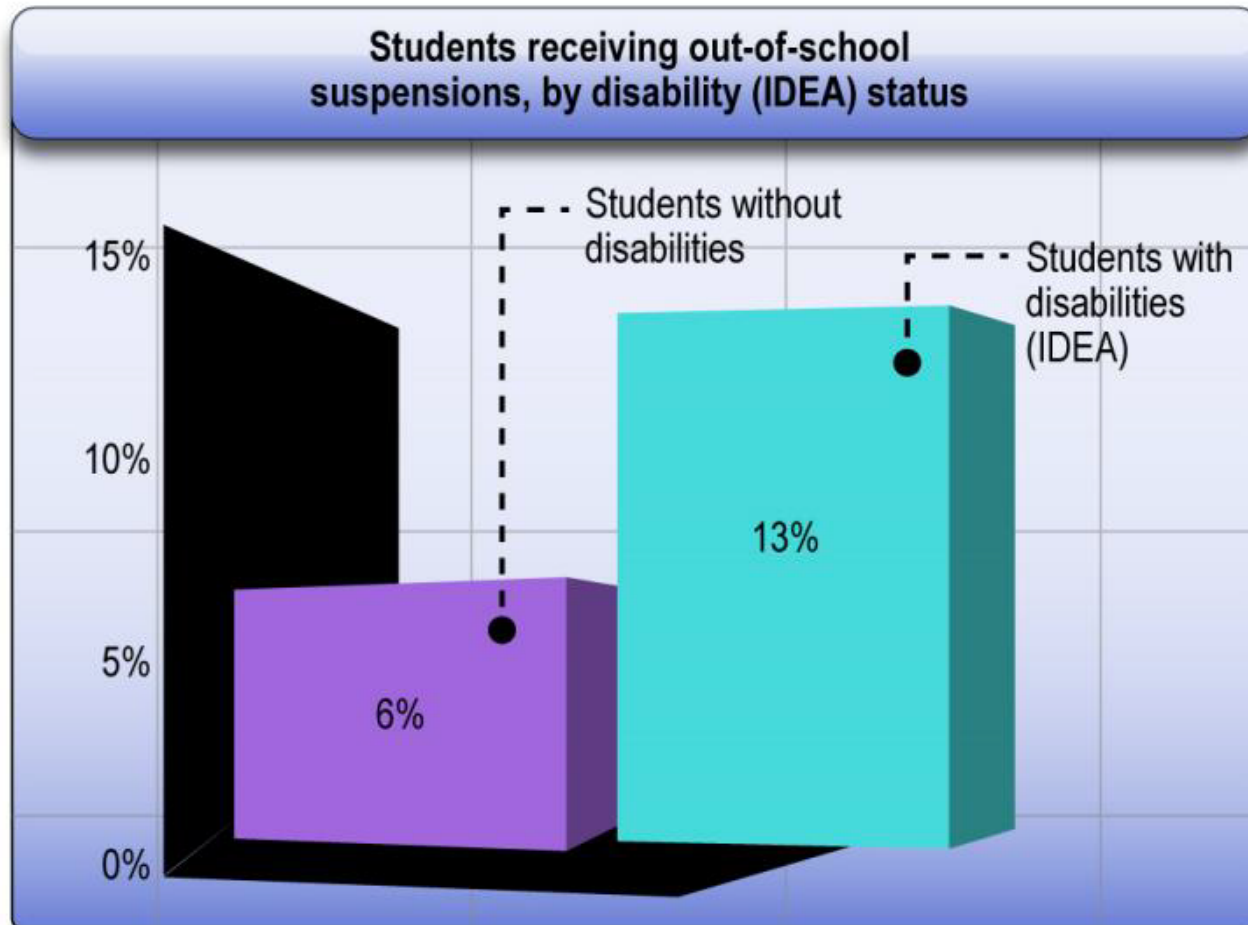
Students receiving out-of-school suspensions by race/ethnicity and gender



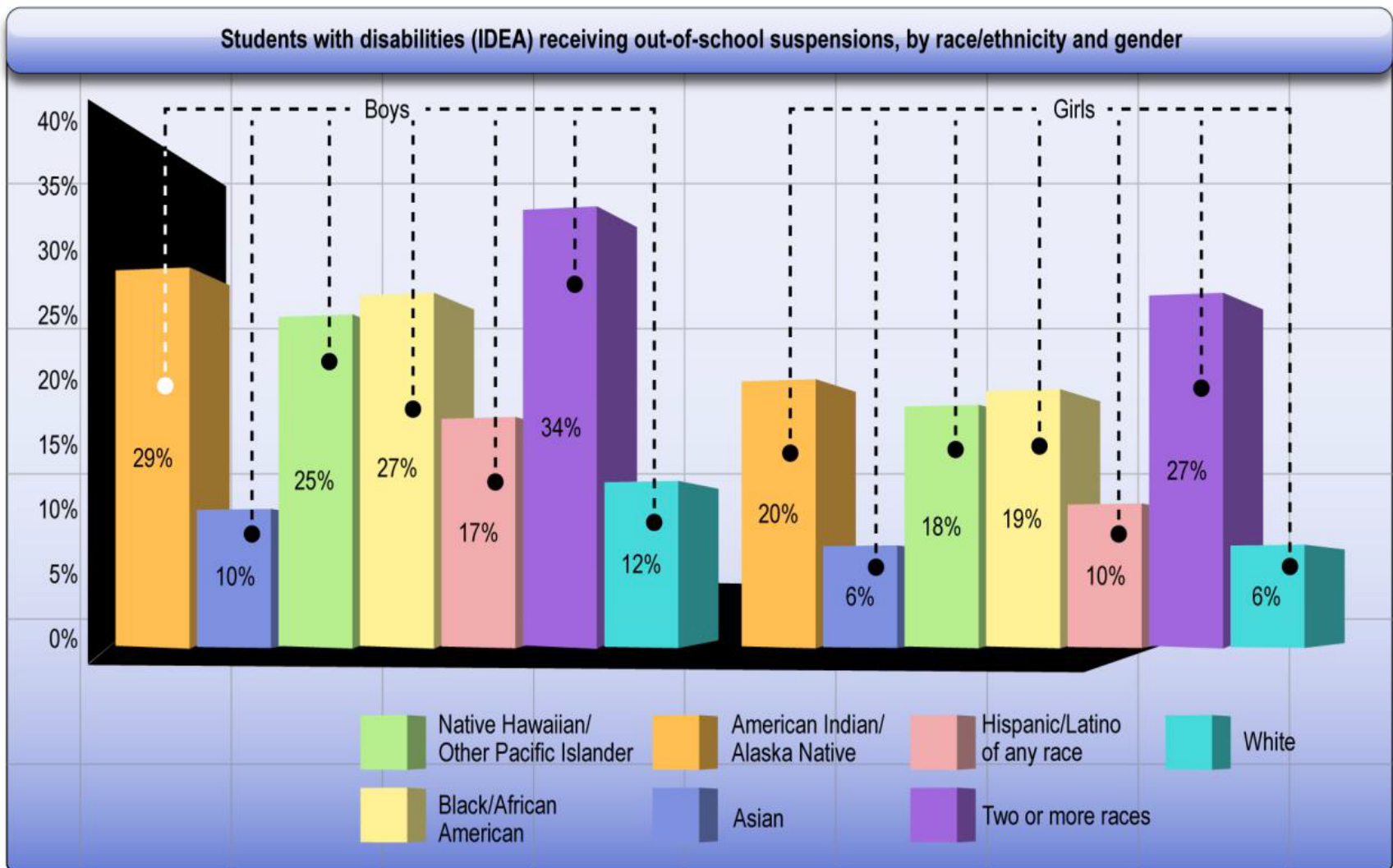
Civil Rights Data Collection Survey, 2014



SWD's and Exclusionary Discipline



SWD's, Race, Gender, and Discipline



But, what about Missouri??

- The State of MO, along with 10 other states, reported higher gaps than the nation between the suspension rates of black students and white students for both male and females.

(Male)	American Indian	Asian	Native Hawaiian/ Pac. Isl.	Black/ African American	Hispanic / Latino	Two or More races	White
United States	13%	3%	7%	20%	9%	11%	6%
Missouri	13%	5%	7%	27%	10%	14%	7%

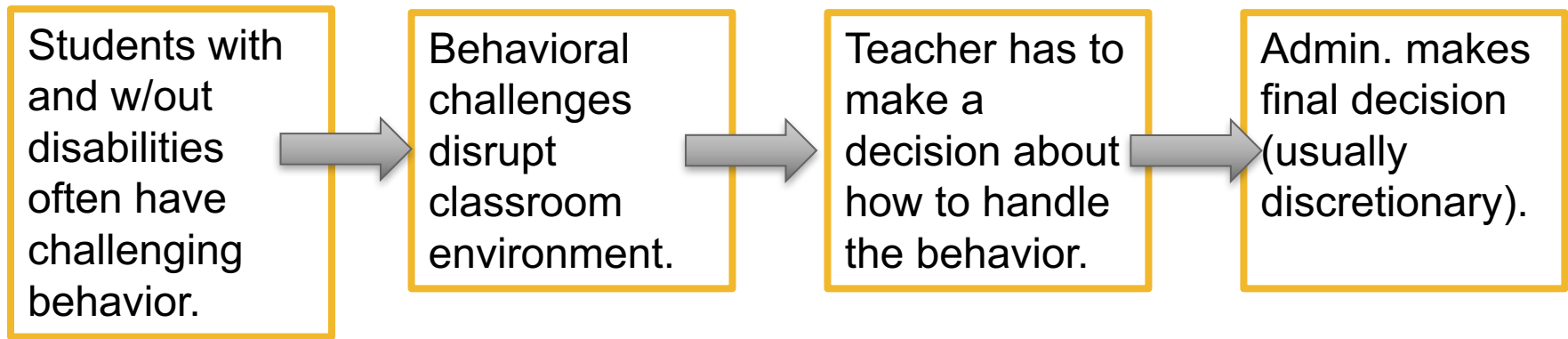
(Female)	American Indian	Asian	Native Hawaiian/ Pac. Isl.	Black/ African American	Hispanic / Latino	Two or More races	White
United States	7%	1%	3%	12%	4%	5%	2%
Missouri	7%	2%	4%	16%	4%	6%	2%



Disproportionality begins in the classroom



Chain of events...



■ Differences in discipline infractions

- Students of color are more likely to be referred to the office by teachers for infractions that are subjective (i.e., disrespect, disruption, defiance).
- White classmates are sent to the office for more serious offenses such as smoking, truancy, or vandalism.

(Bryan, Day-Vines, Griffin, & Moore-Thomas, 2012; Skiba et al., 2002; Wallace, Goodkind, Wallace, & Bachman, 2008)



- Multiple disciplinary referrals lead to referrals for special education services.
- Special education referrals have been cited as one of the most important predictors of future special education eligibility.
 - Most students referred are eventually placed in special education programs where they typically remain for the remainder of their schooling (Harry & Klingner, 2014; Hosp & Reschly, 2003).



In sum

- Student of color = higher likelihood of being referred and found eligible for special education services; especially EBD eligibility
- Student of color + Disability (especially EBD) = high likelihood of receiving exclusionary discipline (ISS, OSS, Exclusion)
- Student of color + Disability (especially EBD) = increased likelihood of secluded educational placements
- Student of color + Disability (especially EBD) + Male = increased likelihood of exclusionary discipline (Civil Rights Data Collection, 2014)



Why does this happen?

- Racial and ethnic disparities in special education appear to be a function of a widespread range of variables, from behavior management to cultural competency, with influences from both general and special education (Coutinho et al., 2002; Skiba et al., 2013).
- Literature states:
 - Arbitrary definitions of disability categories
 - Referral and eligibility process
 - Cultural mismatch and teacher bias leading to inaccurate referrals
 - Poor classroom and behavioral management
 - Discriminatory policies
 - Unequal access to opportunities

(Albrecht et al., 2012; Bean, 2013; Gregory, Skiba, & Noguera, 2010; Klingner et al., 2005; Losen & Welner, 2001; Skiba et al., 2013)



Participants and Settings: Teachers

- Teachers (23 Total)
 - 22 Female, 1 Male
 - 22 White, 1 African American
 - Bachelor's to Master's degree plus hours
 - 0-5 or more professional development opportunities
 - 2- 27 years of teaching



Participants and Settings: Target Students

- Inclusionary Criteria
 - 4th or 5th grade
 - At risk per SSBD
 - Top 3 students for externalizing behaviors
 - Documented history of challenging behavior
 - ODR, phone calls homes, ISS, OSS, etc.
- Target Students (consented)
 - N= 57
 - Ethnicity
 - 29 African American
 - 22 White
 - 3 Latino
 - 3 White/ African American
 - Gender
 - Female= 14, Male= 43



Participants and Settings: Students Cnt.

- Non- Target Students (not consented)
 - N= 494
 - Ethnicity
 - 35% African American
 - 43% White
 - 6.5% Two or more ethnicities
 - 9.4% Latino
 - 5.4% other ethnicities
 - Gender (includes target students)
 - Female= 43.5%, Male= 44.4%



Measures

- Teacher Instructional Measures

- Opportunities to Respond (OTR)
 - Restricted to academic responses
 - Precorrection (PC)
 - Positive specific feedback (PSF)
 - Negative interactions
 - Neutral interactions
- Verbal and gestural



Measures Cnt.

Teacher Name: _____

Date: _____

Observation Time: _____:_____ to _____:_____

Observer: _____

- Frequency Count

Data Collection Form

	OTR	Positive Specific Feedback	Precorrection	Negative Interactions	Neutral Interactions
Group					
T1:					
T2:					
T3:					
WM					
WF					
BM					
BF					
LM					
LF					



RESULTS



RQ1: Do general education teachers use EBP's, specifically opportunities to respond, positive specific feedback, and precorrections, at rates comparable to those advocated in the literature?



RQ1, Sub Aim 1: Are rates of OTR at or above the recommended minimum of 3 per minute?

Teacher	Opportunities to Respond
T1	0.49
T2	0.46
T3	0.34
T4A	0.62
T4B	0.45
T5	0.69
T6	0.50
T7	0.44
T8	0.35
T9	0.22
T10	0.17
T11	0.04

T12	0.22
T13	0.41
T14	0.14
T15	0.11
T16	0.39
T17	0.22
T18	0.18
T19	0.17
T20	0.27
T21	0.29
T22	0.25
T23	*0.82
Mean	0.34

RQ1, Sub Aim 2: Are ratios of positive to negative interactions within the recommended 4:1?

Teacher	Positive : Negative Ratio
T1	1 : 3.66
T2	1 : 5.0
T3	1 : 5.46
T4A	1 : 2.75
T4B	1 : 2.0
T5	1 : 3.57
T6	1 : 17.0
T7	1 : 3.0
T8	1 : 15.66
T9	1 : 1.09
T10	1 : 8.73
T11	1 : 3.74

T12	* 2.50 : 1
T13	* 2.13 : 1
T14	* 1.84 : 1
T15	1 : 1.9
T16	1 : 6.40
T17	1 : 3.29
T18	* 1.92 : 1
T19	** 3.67 : 1
T20	1 : 13:1
T21	1 : 1.14
T22	1 : 2.0
T23	1 : 1.41

RQ1, Sub Aim 3: At what rate are teachers using precorrections?

Teacher	Precorrection
T1	0.06
T2	0.08
T3	0.05
T4A	0.06
T4B	0.08
T5	0.14
T6	0.14
T7	0.03
T8	0.03
T9	0.13
T10	0.17
T11	0.05

T12	0.12
T13	0.27
T14	0.16
T15	0.08
T16	0.05
T17	0.08
T18	0.20
T19	0.06
T20	0.17
T21	0.12
T22	0.13
T23	0.13
Mean	0.11



RQ2: To what extent do general education teachers' use of targeted evidence-based practices differ among students from varying demographic groups?

- RQ2, Sub Aim 1: To what extent do general education teachers' use of evidence-based practices differ among ethnicity?*

Variable	Statistically Significant Difference
OTR	<i>AA received more</i>
PSF	<i>AA received more</i>
PC	No difference
Neg. Int.	<i>AA received more</i>
Neu. Int.	<i>AA received more</i>



- *RQ2, Sub Aim 2: To what extent do general education teachers' use of evidence-based practices differ among gender?*

Variable	Statistically Significant Difference
OTR	No difference
PSF	<i>Males received more</i>
PC	<i>Males received more</i>
Neg. Int.	<i>Males received more</i>
Neu. Int.	<i>Males received more</i>



Research Question Three

To what extent do general education teachers' use of evidence-based practices differ among students who display high rates of challenging behavior (i.e., students at-risk)?

Variable	Statistically Significant Difference
OTR	<i>At-Risk received more</i>
PSF	<i>At-Risk received more</i>
PC	<i>At-Risk received more</i>
Neg. Int.	<i>At-Risk received more</i>
Neu. Int.	<i>At-Risk received more</i>



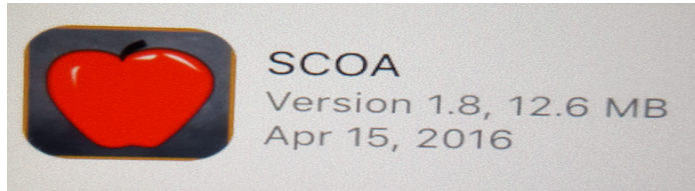
**JUST TELL ME WHAT TO DO
ALREADY!**



Increase Teachers' Use of EBPs

- Set a goal for teachers to monitor the use of EBP's

- SCOA



- Any other app
- Paper pencil

- Ongoing Monitoring and Goal Settings:

- Opportunities to Respond
- Specific Positive Feedback
- Precorrections
- Routines and Procedures

Opportunities to Respond

Description

- OTR is any teacher behavior that provides opportunities in which students have to actively respond to academic material or request.
 - Asking questions, reading aloud, and writing answers to a problem

“How-to”

- Plan for OTR in your lesson plans.
 - Maybe even targeted student questions
- Decide how you want students to respond
- Have materials ready before the lesson
- Explain and model how to use the response cards
- Reinforce for responding appropriately, even if the answer is incorrect.
 - Inaccuracy indicates a concept that should be retaught.



OTR: Types

Verbal

- Orally answering a question
- Sharing thoughts
- Summarizing
- Repeating

Non-Verbal

- Writing
- Performing an action
- Moving about room



Increasing OTR's

**Individual
and
Whole Group**

- Response Cards
- Stand Up/ Sit down
- Thumbs Up/ Thumbs Down
- 4-corners
- Repeat after me
- Mirror me
- Tell your neighbor
- Restate/ Paraphrase
- Choral Responding
- Writing
- Closed Reading Strategy*



Practicing OTR with response cards

1st: Look at the question on the board

2nd: Determine your answer

3rd: Pick up one of the cards on your desk that matches the letter choice of the answer you selected (or pick the side of the card)

4th: Wait for the teacher to ask the class to show their answers

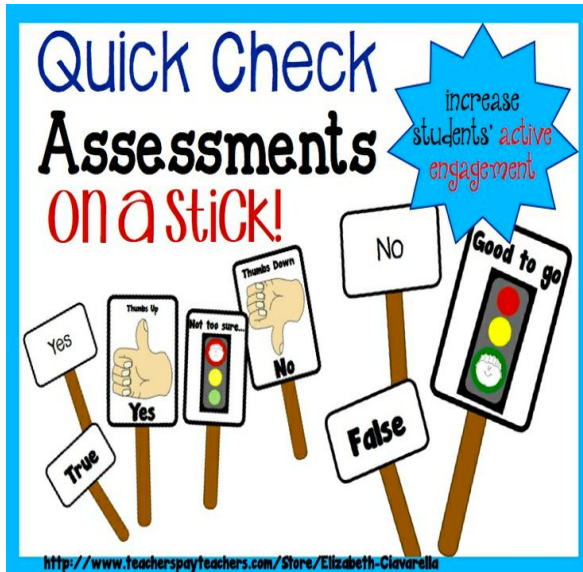
5th: Hold up your card with your answer facing the teacher

6th: Put down the card when the teacher tells you to



Increasing Opportunities to Respond

- Response cards

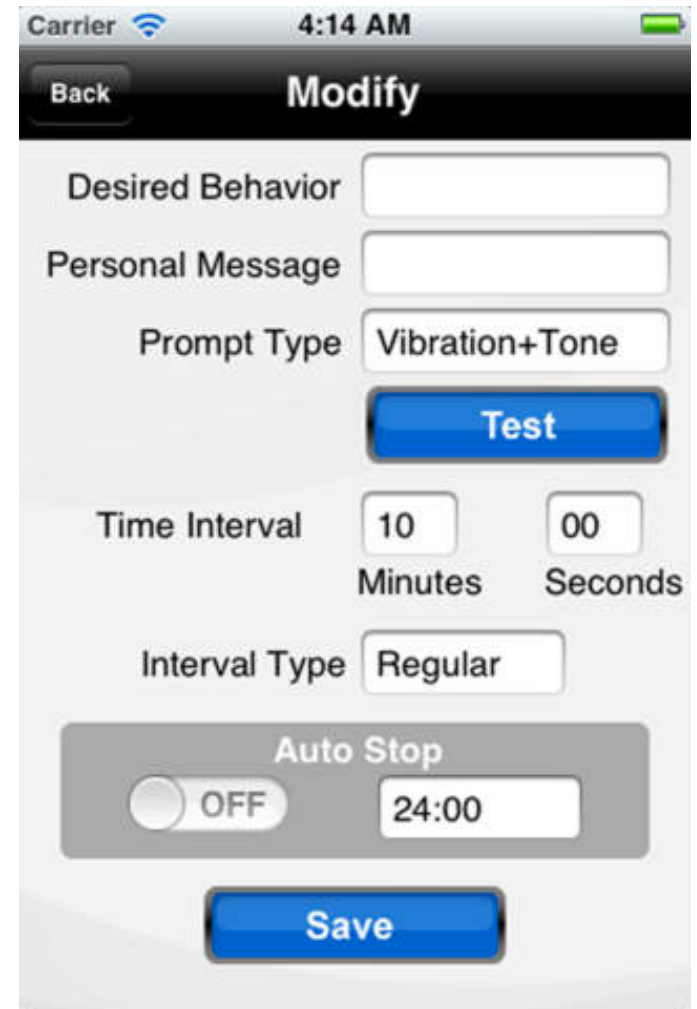


CAUTION
CELL PHONES
IN USE MAY
INTERRUPT
LEARNING









CAUTION
CELL PHONES
IN USE MAY
ENHANCE
LEARNING

Increasing Positive Specific Feedback



Increasing Precorrections

REP Yourself

	Presentations	Group Work	Independent Work
Be Respectful	<p>Talk at appropriate times, raise hand for comments or questions</p> 	<p>Talk in a voice level that will not disrupt your peers.</p> 	<p>If necessary, talk in a voice that will not disrupt your peers. Raise hand if you have a question.</p> 
Be Engaged	<p>Eyes on the presenter, take notes, ask questions, and follow along in book or presentation slides.</p>	<p>Reading directions, writing, sharing ideas, researching, and working as a team.</p>	<p>Writing, researching, and working quietly to complete assigned task at your seat independently.</p>
Be Prepared	<p>Bring materials and have all materials ready.</p> 	<p>Quickly retrieve materials in order to begin assigned work promptly.</p> 	<p>Quickly retrieve materials in order to begin assigned work promptly.</p> 

Increase Routines and Procedures

- Procedures
 - specific behaviors that are necessary to comply with a rule, or to carry out a classroom task
 - Society is filled with examples of well-established procedures that help ensure that businesses, recreational activities, even family events run smoothly
- First, make a list of everything students are expected to do while in your room.
 - Examples:
 - entering the classroom, preparing for work, turning in homework
- Next, determine how students are to complete each task
 - breaking each procedure down into its component parts
 - consider the desired outcome
 - what steps are necessary to achieve this outcome?
 - never assume any step, especially when working with young children



Several areas need Routines and Procedures

- Entering the classroom
 - Turning in homework or in-class assignments
 - Putting away materials
 - Getting started
 - Accessing materials
 - Distributing materials
 - Participating in and/or actively listening to teacher-directed instruction
- Requesting assistance for the teacher or a peer
 - Engaging in cooperative learning group activities
 - Completing independent assignments or tests
 - Working with a partner
 - Taking care of personal needs
 - Handling a visitor in the classroom
 - Behaving with a substitute teacher is present



Procedures

- Procedures
 - specific behaviors that are necessary to comply with a rule, or to carry out a classroom task
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Fidelity of Implementation

- Scripted Lesson Planning

Part Two	
<input checked="" type="checkbox"/> OTR <input type="checkbox"/> PC <input type="checkbox"/> BSF	<p style="text-align: center;"><u>Teacher-led Direct instruction</u></p> <p>Teacher: “Class, you have a practice worksheet on your desk. Look at problem number 1. I am going to show you how to apply the Pythagorean Theorem. Watch me first. Step number 1, you write down the formula. G.H., what is the Pythagorean Theorem Formula we heard in the rap and the book?”</p> <p>Student Response: $a^2 + b^2 = c^2$</p>
<input checked="" type="checkbox"/> OTR <input checked="" type="checkbox"/> PC <input checked="" type="checkbox"/> BSF	<p>Teacher: “Great job, G.H. The formula is $a^2 + b^2 = c^2$. I will write it down next to problem number 1. Make sure when you are writing the formula you write squared as an exponent and not as a whole number. Watch. [Teacher writes the problem on the board and models where to put the exponent.] See? The exponent is small and above the variable “a” in the formula. It is not the same size as the variable and it is not next to it [Teacher demonstrates the non-example]. Step number 2 is to identify the legs of the triangle and substitute the variables with their values. Raise your hand if you remember which leg the variable “a” represents?”</p> <p>Teacher: Awesome, I see a lot of students raising their hand and waiting to be called on because they know the answer. Thank you for following expectations. On three we’re all going to say the answer together. Ready, 1, 2, 3...”</p> <p>Student Response: “The short leg.”</p> <p style="text-align: center;"><i>[Teacher continues until problem one and two have been completed.]</i></p>
<input checked="" type="checkbox"/> OTR <input checked="" type="checkbox"/> PC <input checked="" type="checkbox"/> BSF	<p style="text-align: center;"><u>Guided Practice</u></p> <p>Teacher: “Now let’s do two problems together. Look at problem number 3. What is my first step, Jane?”</p> <p>Student Response: “Write $a^2 + b^2 = c^2$”.</p> <p>Teacher: “Very good, Jane! Now, what do I need to remember when I write my formula, class?”</p> <p>Student Response: “Make sure the squared number is written as an exponent, not a whole number next to the variable.”</p> <p style="text-align: center;"><i>[Teacher continues until problems three and four have been completed.]</i></p> <p>Teacher: “Now it is your turn. Please complete the remainder of the worksheet quietly and independently. Make sure to work each problem by working step by step and make sure your exponents are written as exponents. If you have a question, raise your hand. Go ahead and begin.”</p>

Green, A.L. & Stormont, M. (2017) Creating culturally responsive and evidence-based lessons for diverse learners with disabilities. *Intervention in School and Clinic*.

<http://journals.sagepub.com/doi/pdf/10.1177/1053451217702114>



Additional Resource

The screenshot shows the PBIS.org website. At the top left is the PBIS logo (three interlocking circles) and the text "PBIS Positive Behavioral Interventions & Supports" and "OSEP TECHNICAL ASSISTANCE CENTER". Below this is a navigation bar with tabs: SCHOOL, FAMILY, COMMUNITY, EVALUATION, RESEARCH, and TRAINING. Each tab has a corresponding icon. The "SCHOOL" tab is selected, and a dropdown menu is open, listing various resources. To the left of the dropdown is a text block describing the Technical Assistance Center. At the bottom, there is a "current topics" section with icons for "school climate transform grants", "presentations", and "pbis blueprints". A large banner at the bottom right states "Implementing PBIS in over 23363 schools and counting!".

PBIS Positive Behavioral Interventions & Supports
OSEP TECHNICAL ASSISTANCE CENTER

SCHOOL FAMILY COMMUNITY EVALUATION RESEARCH TRAINING

The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education's Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities.

- SWPBIS for Beginners
- PBIS in the Classroom**
- Tier 1 Supports
- Tier 2 Supports
- Tier 3 Supports
- District Level
- PBIS and the Law
- High School PBIS
- Bully Prevention
- School Mental Health
- MTSS
- Equity & PBIS
- Exemplar from the Field

Implementing PBIS in over **23363** schools and counting!

current topics

- school climate transform grants
- presentations
- pbis blueprints

www.pbis.org/school/pbis-in-the-classroom



Scroll down to the bottom and click on Support and Responding to Behavior

Resources

Publications

 [PBIS Technical Brief on Systems to Support Teachers' Implementation of Positive Classroom Behavior Support](#)

This technical brief summarizes proactive, efficient, and evidence-based systems for supporting teachers' implementation of positive classroom behavior support (PCBS) practices school-wide (by Jennifer Freeman, Brandi Simonsen, Steve Goodman, Barb Mitchell, Heather George, Jessica Swain-Bradway, Kathleen Lane, Jeff Sprague, Bob Putnam)

 [Supporting and Responding to Behavior](#)

Evidence-based, positive, proactive, and responsive classroom behavior intervention and support strategies for teachers



Supporting and Responding to Behavior



Evidence-Based Classroom Strategies
for Teachers



Questions?

