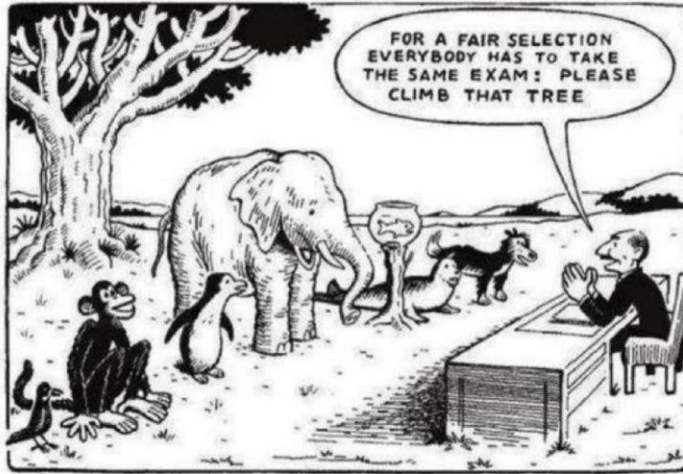


Putting a Human Face on Disproportionality



Dr. Jimmie Bullard

Dr. Gordon Way



Our Education System

Outcomes

At the end of this session participants will be able to...

- ▶ Define and describe Disproportionate, Disproportionality, Disparate impact and Bias
- ▶ Understand the history regarding disproportionality in education (who, where, what, when and how)
- ▶ Explain how Disproportionality is contributing to the school to prison pipeline Discipline Gap (DP) and Achievement Gap (AG)
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- ▶ Recommendations
- ▶ Provide professional development and training to staff regarding decreasing the DP and increasing the AG

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Disproportional

Not having due proportion to something else; not having proportion or symmetry of parts; unsuitable in form, quantity or value; inadequate; unequal; as, a *disproportional* limb constitutes deformity in the body; the studies of youth should not be *disproportional* to their understanding.



www.shutterstock.com - 181547123

What is disproportionality?

In general, disproportionate representation, or disproportionality, refers to the over- or under-representation of a given population group, often defined by racial and ethnic backgrounds, but also defined by socioeconomic status, national origin, English proficiency, gender, sexual orientation, and disability status in a specific population category.

<http://www.emstac.org/registered/topics/disproportionality/faqs.htm>



Disparate Impact:

Adverse effect of a practice or standard that is neutral and non-discriminatory in its intention but, nonetheless, disproportionately affects individuals having a disability or belonging to a particular group based on their age, ethnicity, race, or sex.

<http://www.businessdictionary.com>

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The Backstory....

- ▶ Desegregation
- ▶ Cultural/Ethnic Differences
 - teacher to student
 - student to student
- ▶ Lack of understanding

Desegregation

- ▶ Brown vs. Board of Education decision (1954), the diverse needs of minority students were introduced to the educational system.
- ▶ Racial disproportionality in school suspensions increased noticeably as schools initially became desegregated, especially in high socioeconomic status (SES) schools (Larkin, 1979; Thornton & Trent, 1988).
- ▶ Disproportionate disciplinary practices in the American public education system began in the inadequate practices and policies implemented during the preliminary years of school desegregation.
- ▶ According to Kaeser (1979) and Larkin (1979) school systems across the country were unprepared for desegregation, procedurally and practically.
- ▶ Desegregation was made against a historic environment of slavery, Jim Crow laws, second-class citizenship, urbanization, and poverty.

Cultural & Ethnical Differences

- ▶ Cultural/ethnic differences often caused conflicts in teacher-student and student-student relations. Some students perceived the application of discipline to be based on cultural differences
- ▶ Although students felt as though many disciplinary issues were unnecessarily escalated by the responses of their teachers, students did not view themselves as helpless victims of teachers' negative biases.
- ▶ Minority students tend to believe strongly in self-reliance and self-determined mobility.
- ▶ Confrontation versus compromise or acquiescence with teachers whom they perceived to be biased, students made decisions based on their own personal needs, whether or not those decisions resulted in disciplinary consequences.
- ▶ Many students reported feeling alienated in the classroom.
- ▶ Teachers in West's study perceived the behavior of students to be the result of passivity or a lack of interest in school

(Drakeford, 2006)

Lack of understanding

- ▶ Policies and procedures are loosely or ambiguously defined correlates with the extent to which teachers, staff, and administrators, biased and unbiased, possess the discretionary authority to determine disciplinary practices.
- ▶ Minority students are overrepresented in school suspensions and expulsions due in part to a lack of clear definitions of behaviors (i.e. disrespect), understanding of culture, consistency, fairness of consequences
 - ▶ African American students more frequently have been subjected to harsh disciplinary measures, such as corporal punishment, even when less obtrusive alternatives have been available (Gregory, 1995; McFadden et al., 1992; Office for Civil Rights, 1993; Shaw & Braden, 1990).
- ▶ African American students and Latinos are 2-4 times more likely to be suspended or expelled than their white peers **for the same or similar behaviors** (Skiba, Horner, Rausch, Tobin, 2011)
- ▶ Educator's predispositions, preconceptions and biases

Drakeford, 2006

Categories that have an overrepresentation of ethnically and racially diverse students



The 22nd Annual Report to Congress,

- ▶ African-American students are over-represented in 9 of 13 disability categories—specific learning disabilities, speech and language impairments, mental retardation, emotional disturbance, multiple disabilities, hearing impairments, autism, traumatic brain injury, and developmental delay.
- ▶ In particular, African-American students represent more than twice the national population estimates in mental retardation and developmental delay categories.
- ▶ American Indian students also exceed the national average in 9 disability categories
- ▶ Hispanic students exceed population estimates in 3 categories (specific learning disabilities, hearing impairments, and orthopedic impairments),
- ▶ Asian/Pacific Islander students are also disproportionately represented in 3 categories (hearing impairments, autism, and deaf-blindness).

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ARE OUR CHILDREN BEING PUSHED INTO PRISON?

THE PIPELINE TO PRISON: THE U.S. HAS THE HIGHEST INCARCERATION RATE IN THE WORLD, AND ITS PRISONS AND JAILS ARE OVERWHELMINGLY FILLED WITH AFRICAN AMERICANS AND LATINOS. THE PATHS TO PRISON FOR YOUNG AFRICAN-AMERICAN AND LATINO MEN ARE MANY, BUT THE STARTING POINTS ARE OFTEN THE SCHOOL AND FOSTER CARE SYSTEMS.

FROM SCHOOL TO PRISON

STUDENTS OF COLOR FACE HARSHER DISCIPLINE AND ARE MORE LIKELY TO BE PUSHED OUT OF SCHOOL THAN WHITES.

40% OF STUDENTS **EXPELLED** FROM U.S. SCHOOLS EACH YEAR ARE BLACK.

70% OF STUDENTS INVOLVED IN "IN-SCHOOL" ARRESTS OR REFERRED TO LAW ENFORCEMENT ARE BLACK OR LATINO.

3.5 X BLACK STUDENTS ARE THREE AND A HALF TIMES MORE LIKELY TO BE **SUSPENDED** THAN WHITES.

2 X BLACK AND LATINO STUDENTS ARE TWICE AS LIKELY TO **NOT GRADUATE** HIGH SCHOOL AS WHITES.

68% OF ALL MALES IN STATE AND FEDERAL **PRISON** DO NOT HAVE A HIGH SCHOOL **DIPLOMA**.

FROM FOSTER CARE TO PRISON

YOUTH OF COLOR ARE MORE LIKELY THAN WHITES TO BE PLACED IN THE FOSTER CARE SYSTEM, A BREEDING GROUND FOR THE CRIMINAL JUSTICE SYSTEM.

50% OF CHILDREN IN THE **FOSTER CARE SYSTEM** ARE BLACK OR LATINO.

30% OF FOSTER CARE YOUTH ENTERING THE **JUVENILE JUSTICE SYSTEM** ARE PLACEMENT-RELATED BEHAVIORAL CASES.

25% OF YOUNG PEOPLE LEAVING FOSTER CARE WILL BE **INCARCERATED** WITHIN A FEW YEARS AFTER **TURNING 18**.

50% OF YOUNG PEOPLE LEAVING FOSTER CARE WILL BE **UNEMPLOYED** WITHIN A FEW YEARS AFTER **TURNING 18**.

70% OF INMATES IN CALIFORNIA **STATE PRISON** ARE FORMER **FOSTER CARE** YOUTH.

THE COLOR OF MASS INCARCERATION



<http://kalinbooks.com/2014/are-our-children-being-pushed-into-prison>

What about Missouri Public Schools?

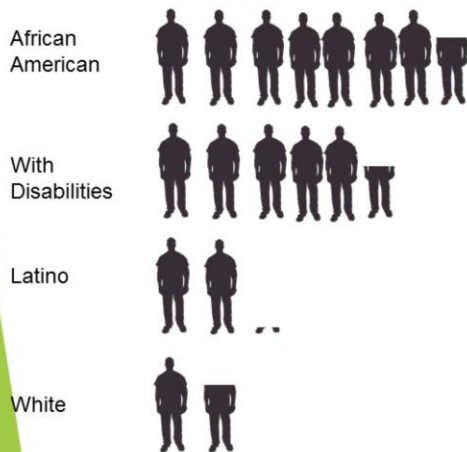


How Does Missouri Stack Up?

- ▶ 14.4% of African American Elementary School Students suspended at least once (2011-2012)
- ▶ The gap between suspension rates for African American and White students was 12.5%
- ▶ Missouri was ranked highest for the rate of African American elementary school student suspensions.
- ▶ Missouri Secondary schools were tied for 4th in terms of the Black/White Suspension gap, with 20 percentage points separating the African American suspension rate from the White Suspension rate.

Losen, Hodson, Keith II, Morison and Belway,
2015

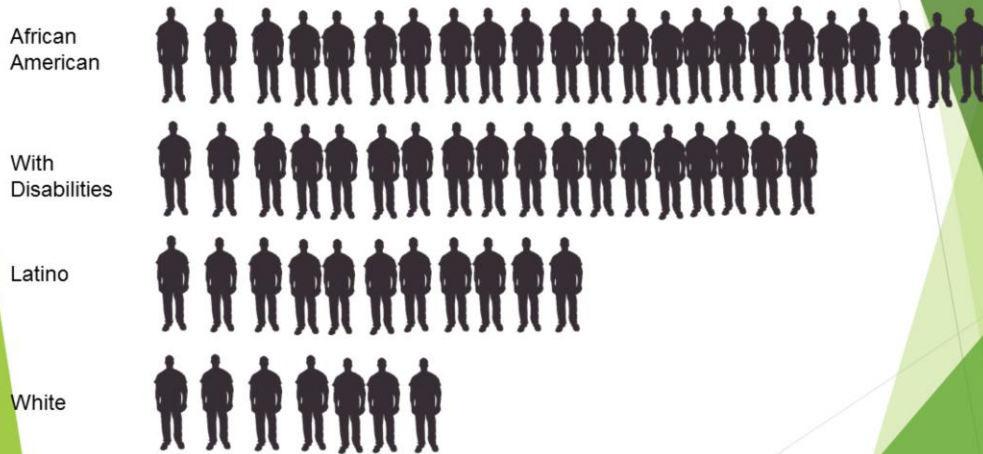
Missouri Elementary Suspensions by Race/Ethnicity



Losen, Hodson, Keith II, Morison and Belway,
2015

For every 100 elementary students in Missouri, 1.6 White students are suspended; 2.1 Latino students are suspended; 5.4 Students with disabilities are suspended; and 7.6 African American students are suspended

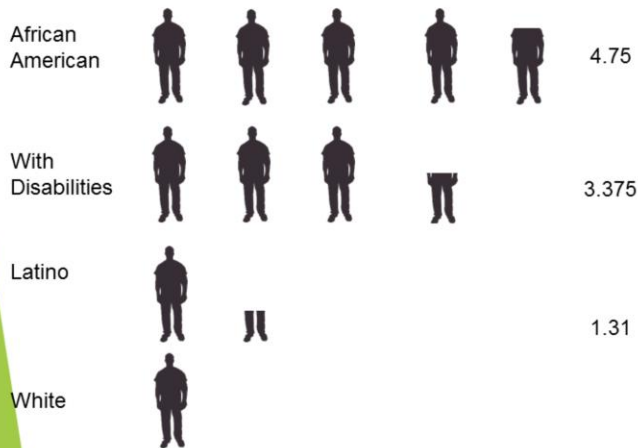
Missouri High School Suspensions by Race/Ethnicity



Losen, Hodson, Keith II, Morison and Belway,
2015

For high school students, the overall proportions are roughly the same but the likelihood that a student will be suspended increases by nearly 6 times!

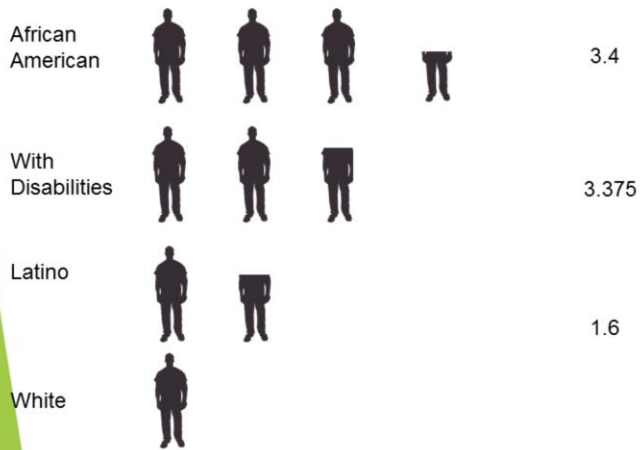
Missouri Elementary Suspension Risk Ratios by Race/Ethnicity



Losen, Hodson, Keith II, Morison and Belway, 2015

This graph shows the likelihood that a student of color or with a disability will be suspended compared to a typical white student. For every 1 white student who is suspended, 1 1/3 Latino students are suspended; nearly 4 students with disabilities are suspended, and nearly 5 African American Students are suspended

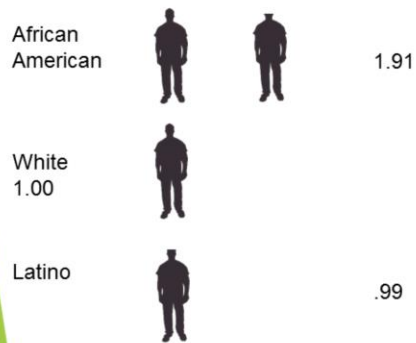
Missouri High School Suspension Risk Ratios by Race/Ethnicity



Losen, Hodson, Keith II, Morison and Belway, 2015

The proportions are roughly the same for secondary students, although the likelihood that a student will be suspended increases by nearly 6 times at the secondary level

Missouri Suspensions by Race/Ethnicity: SWIS Users



The numbers appear much better for those Missouri schools using SWIS, although there is still disproportionality

Outcomes

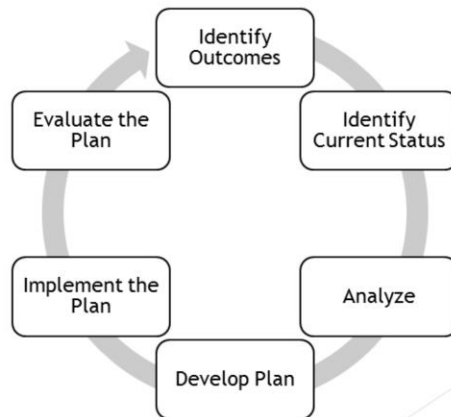
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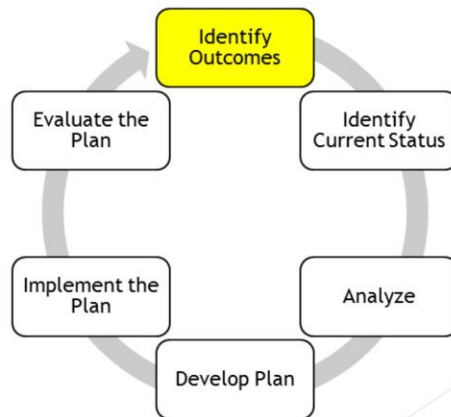
Identifying and Addressing Disproportionality

Using the MO SW-PBS DBDM Model

MO SW-PBS Data Based Decision Making Model (DBDM)



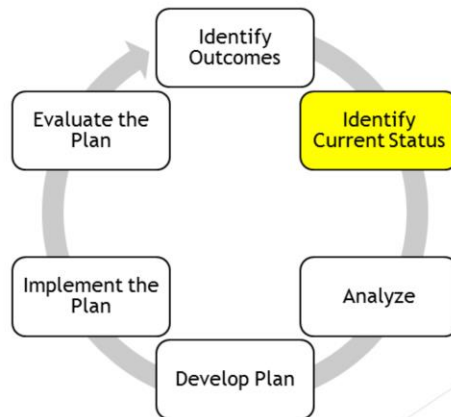
MO SW-PBS Data Based Decision Making Model (DBDM)



Step 1: Desired Outcomes

- ▶ Select your desired outcomes *for students*
- ▶ Examples:
 - ▶ All students, regardless of race, ethnicity, disability, or other demographic trait, will have a similar experience in school.
 - ▶ Reduce the Risk Ratio for African American students to experience a suspension from 1.91 to 1.25 or less.
 - ▶ To improve social and emotional outcomes for students with disabilities.

MO SW-PBS Data Based Decision Making Model (DBDM)



Step 2: Identify Current Status

- ▶ Risk Index
- ▶ Risk Ratio
- ▶ Compositional

McIntosh, K., Barnes, A., Eliason, B., & Morris, K. (2014). Using discipline data within SWPBIS to identify and address disproportionality: A guide for school teams. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org

National Center recommends using multiple metrics to determine disproportionality. These include the Risk Index, the Risk Ratio, and Compositional Effects

Risk Index

The proportion of a group that experiences a specific outcome.

For example: The portion of the total population of Free and Reduced Lunch Students who receive one or more ODRs

Risk Index

Number of students in subgroup *with 1 or more target outcomes*

Number of subgroup enrolled

= Risk Index

Risk Index Example

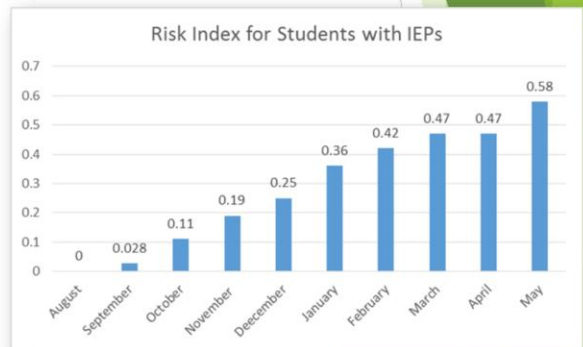
$$\frac{\text{Number of students with IEPs receiving 1 or more ODRs}}{\text{Number of IEP students enrolled}} = \text{Risk Index}$$

Advantages of Risk Index

- ▶ Controls for changes in enrollment
- ▶ Not biased by outliers
- ▶ Not affected by any other group
- ▶ Make *annual* comparisons of risk of a specific outcome for a specific group

Disadvantages

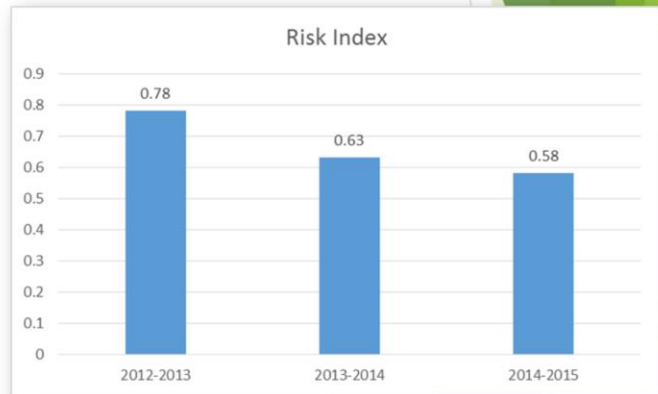
- ▶ Lack of comparison number or group
- ▶ Does not account for absolute number
- ▶ Unstable over time



There are three disadvantages of using just the risk index: 1) there is no comparison; different outcomes will have different magnitudes. For example, we would expect a lower risk index for suspension than for receiving an ODR or being tardy. 2) the risk ratio accounts for the risk of any given student receiving an outcome, but does not account for the total number of such outcomes given; 3) the risk index is considered to be unstable. This is because it will only increase throughout a given school year. So, while it may be good to compare the risk ratio for a given group and a given outcome from one year to the next, it is less useful as a metric for tracking risk at any given point during the school year.

Risk Index

- ▶ 2012-2013 = 0.78
- ▶ 2013-2014 = 0.63
- ▶ 2014-2015 = 0.58



Risk Ratio

Likelihood of one group experiencing a given outcome relative to another group

Risk Ratio

$$\frac{\text{Risk Index of Target Group}}{\text{Risk Index of Comparison Group}} = \text{Risk Ratio}$$

The comparison group can be any group or *all* students. However, when comparing race and ethnicity, it is common to compare minority subgroups to white students.

Risk Ratio

Risk Index of **Asian** Students receiving 1
or more suspensions

Risk Index of **White** Students receiving 1
or more suspensions = Risk Ratio

Risk Ratio

$$\frac{0.48}{0.65} = 0.74$$

Risk Ratio

A Risk Ratio of 1.00 = parity

> 1.00 = greater risk

< 1.00 = less risk

Risk Ratio Recommended Criterion References

- ▶ Self-referenced (how do we compare relative to past performance?)
- ▶ Local/National Norms
 - ▶ 2011-2012 schools using SWIS with at least 10 in subgroup
 - ▶ Schools with high risk ratios should aim for 1.84 (median)
 - ▶ Schools with low risk ratios should aim for 1.38 or better (25th percentile)
- ▶ Logical Criteria
 - ▶ EEOC disparate impact criterion
 - ▶ Target risk ratio range 0.80-1.25

Advantages of Risk Ratio

- ▶ Comparison Group
- ▶ Reference point (1.00)
- ▶ Stable over time

Disadvantages of Risk Ratio

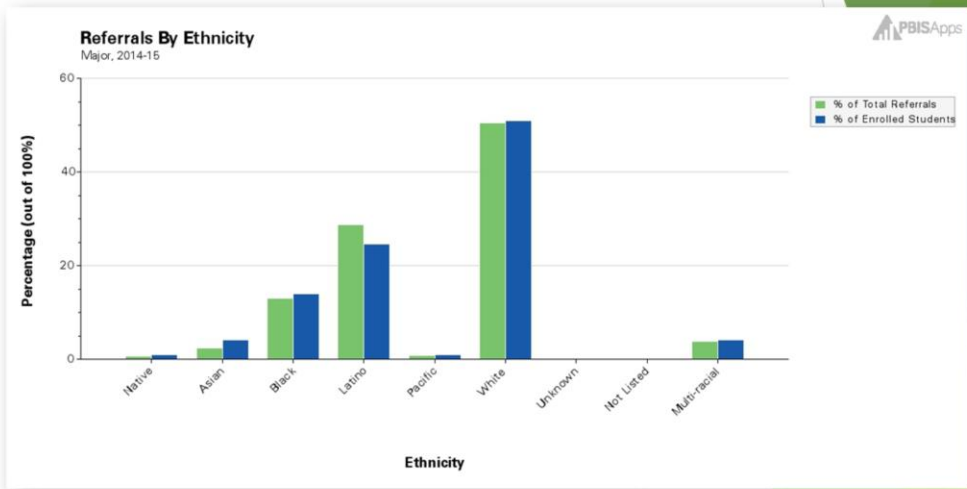
- ▶ Dependent on outcomes of comparison group
- ▶ Does not account for absolute number

In other words, the outcomes for both groups may not be great

Composition

The proportion of the total outcomes received by a subgroup of a population compared to the proportion of the total population made up of that subgroup

Composition



Advantages

- ▶ Reflects the total number of outcomes received by members of subgroup
- ▶ Compares the percentage of outcomes received by a subgroup relative to their percentage of the population

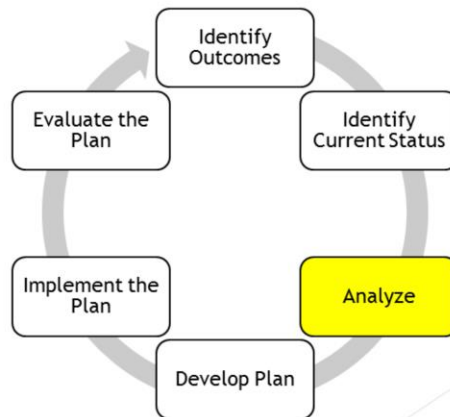
Disadvantages

- ▶ Sensitive to outliers
- ▶ No reference

Like the risk index, composition is sensitive to outliers. 1 student with a large number of ODRs can bias composition.

Also, like risk index, there is no real comparison;

MO SW-PBS Data Based Decision Making Model (DBDM)



Step 3: Analysis

Find the ***Vulnerable Decision Points***: What are those situations that are sensitive to decisions resulting in disproportionality?

McIntosh, K., Barnes, A., Eliason, B., & Morris, K. (2014). Using discipline data within SWPBIS to identify and address disproportionality: A guide for school teams. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org

Step 3: Analysis

- ▶ Answers the questions:
 - ▶ How often?
 - ▶ Who?
 - ▶ Referred
 - ▶ Writes referral
 - ▶ What?
 - ▶ Behaviors
 - ▶ Where?
 - ▶ When
 - ▶ Why (possible motivation of behavior)
 - ▶ Escape
 - ▶ Gain

McIntosh, K., Barnes, A., Eliason, B., & Morris, K. (2014). Using discipline data within SWPBIS to identify and address disproportionality: A guide for school teams. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org

Step 3: Analysis Example

- ▶ Who:
 - ▶ African American Students
 - ▶ 5th Grade teachers
- ▶ What: Disrespect
- ▶ Where: Classroom
- ▶ When: 12:30 PM
- ▶ Why: Escape
- ▶ How frequent: 85% of ODRs involving African American Students

Develop Hypothesis

If we _____, then _____.

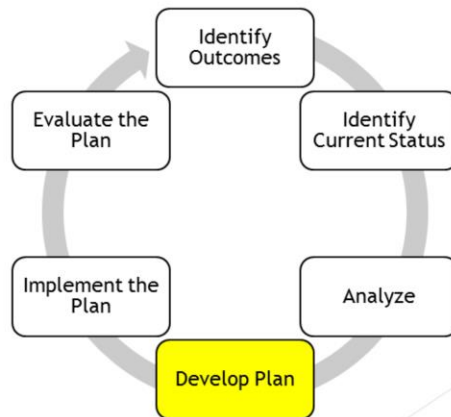
- ▶ *If* we reduce the achievement gap by building skills in targeted students, **then** the amount of escape motivated behaviors will decrease.
- ▶ *If* we provide professional development on culturally responsive practices and job embedded supports, **then** lessons will be more likely to engage students, and students will be less likely to engage in escape motivated behavior.
- ▶ *If* I precorrect myself that Sebastian is likely to become defiant right before reading and that I will respond by offering him choice, **then** I am less likely to write an ODR.

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MO SW-PBS Data Based Decision Making Model (DBDM)



Step 4: Develop Plan

- ▶ Has PBIS been implemented with fidelity?
 - ▶ Implement PBIS
- ▶ Are there misunderstandings of schoolwide expectations?
 - ▶ Tighten up definitions
 - ▶ Implement culturally responsive PBIS with input from students and parents
- ▶ Is the academic achievement gap contributing to discipline gap?
- ▶ Does disproportionality occur across all settings (*explicit bias*)
 - ▶ Enact strong anti-discrimination policies that include accountability
- ▶ Does disproportionality occur in specific settings (*implicit bias*)
 - ▶ Identify vulnerable decision points
 - ▶ Identify *neutralizing routines*
 - ▶ Use neutralizing routine as a pre-correct to self
- ▶ Lack of student engagement
 - ▶ Use culturally responsive pedagogy

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SW-PBS

- ▶ According to research, behavior models that support a Tiered approach to prevention are most effective in dealing with school discipline. SW-PBS incorporates a Tiered approach to discipline: Tier 1 provides universal strategies for all students in a school; secondary Tier 2 strategies for students that require additional support, and Tier 3 systems your most challenging behaviors (Sugai & Horner, 2002).

These prevention methods as outlined by SW-PBS) are:

- ▶ • Primary prevention strategies should focus on school/classroom wide systems for all students, staff and setting (80%).
- ▶ • Secondary prevention strategies should focus on specialized group systems for students with At-Risk behavior (10-15%).
- ▶ • Tertiary prevention strategies should focus on specialized individualized systems for students with High –Risk behavior (5%).

Bias

- ▶ Disproportionality that occurs across *all* settings indicates ***Explicit Bias***
- ▶ Disproportionality that occurs in *specific* settings indicates ***Implicit Bias***

Explicit Bias

- ▶ Systematic
- ▶ Incorporated into Policy

Implicit Bias

- ▶ Vulnerable Decision Points
 - ▶ Ambiguity + Snap Decisions + Implicit Bias = Disproportionality

“Ambiguity is disproportionality’s best friend”

Kent McIntosh, (2015) Keynote Speech: APBS Conference

- ▶ Definitions of Problem behaviors
 - ▶ Especially behaviors that are on the continuum between minor and major
 - ▶ Disruption and disrespect

Neutralizing Routines

- ▶ Identify vulnerable decision points
- ▶ Identify **neutralizing routine**: appropriate replacement behavior for adult decision maker during vulnerable decision point
 - ▶ Brief
 - ▶ If-then Statements
 - ▶ Interrupts the chain of events
 - ▶ Doable
- ▶ Use Neutralizing Routine as a pre-correct to self

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Example Neutralizing Routines

- ▶ If Audrey begins to grow defiant right before lunch, I will count to 5 and then offer her the choice of completing her reading now, or during choice time.
- ▶ If Devon begins to act silly during algebra, I will take a deep breath, then privately remind him that if he continues to be silly, I will choose his partner for the partner activity.
- ▶ If there is a large quantity of problems that the students will be assigned to solve during seat time, then I will assign Thomas the even numbers.

Cultural Factors to consider...

- ▶ **Cooperative learning** is a culturally sensitive pedagogical and social learning approach that has shown promise for African American students. In this approach, teachers place students with heterogeneous abilities together to work on assignments. Cooperative learning has been effective in helping students achieve the following goals:
 - a. Increased academic achievement
 - b. Improved relations among groups of students
 - c. More positive feelings about learning
- ▶ **Culture** is a set of values, beliefs, and attitudes that are inculcated as a result of living with a group of people. An important consideration is that culture should not be confused with homogeneity.
- ▶ **Culturally appropriate pedagogy** is a theoretical education framework that attempts to integrate the culture of different racial and ethnic groups into the overall academic program.
- ▶ **Cultural sensitivity** is a teacher's awareness and competence in dealing with students and families from various ethnic groups.
- ▶ **Multicultural education** curriculum and instruction that provide equity in educational opportunities to students regardless of their cultural identities

Cultural Factors to consider...

- ▶ Understand how culture can influence your beliefs about students.
- ▶ Use curricula and texts that represent multiple perspectives.
- ▶ Challenge students and teachers to critically analyze texts and curricula, especially in social studies and history.
- ▶ Culture should not be confused with innate differences
- ▶ Educators must address historical and cultural omissions, distortions, inaccuracies, and misrepresentations.
- ▶ Be aware of text that tries to direct student beliefs regarding culture.
- ▶ Be especially aware of text that marginalizes, devalues, or demeans the experiences of other cultures.

Other factors to consider:

- ▶ Design and implement strong programs that are research and evidence based. These programs should be based on research that considers the students' unique cultural and, if relevant, immigration background.
- ▶ Empower students to take a personal-interest inventory to identify and celebrate their own strengths.
- ▶ Gardner's theory of multiple intelligences may help students categorize their strengths into logical-mathematical, musical, bodily-kinesthetic, verbal-linguistic, visual-spatial, interpersonal, intrapersonal, and ecological intelligences.
- ▶ Celebrate the cultural gifts of students and the dynamics of their contribution to the classroom by providing opportunities for them to share family traditions.
- ▶ Link students' unique prior knowledge and experiences to new knowledge.
- ▶ Display an attitude of respect for cultural differences and the belief that all students can learn by infusing cultural elements into the classroom culture (i.e., books, classroom décor, field trips, celebrations, etc).

Outcomes

At the end of this session participants will be able to...

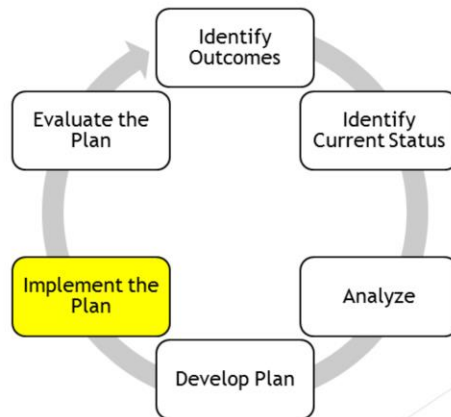
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- ▶ **Provide professional development and training to staff regarding decreasing the DP and increasing the AG**

Professional Development opportunities...

Professional development activities should prepare educators to practice the following:

- ▶ Provide instruction that focuses on building on students' strengths.
- ▶ Use a variety of assessment strategies and implement assessment procedures that link assessment to instruction.
- ▶ Use culturally sensitive assessment practices (when possible and appropriate).
- ▶ Appreciate the historical and contemporary contributions of persons from racial and ethnic minority groups.
- ▶ Use community resources for teaching and learning in the classroom.
- ▶ Implement collaborative staff problem-solving models for promoting student success that includes effective team assessment procedures for students from culturally and linguistically diverse backgrounds.
- ▶ Ensure that teacher preparation include an increased concentration on culture and its relationship to students' achievement and teaches the language and strategies associated with culturally appropriate pedagogy.
- ▶ Use multiculturalism as a central theme around which to plan curricula, instead of relegating it to special holidays (e.g., discussing of Native-Americans at Thanksgiving, African-Americans during Black History Month, etc.).

MO SW-PBS Data Based Decision Making Model (DBDM)



Step 5: Implement Plan

- ▶ Monitor implementation fidelity metrics
- ▶ Monitor outcome benchmark metrics

Your turn...

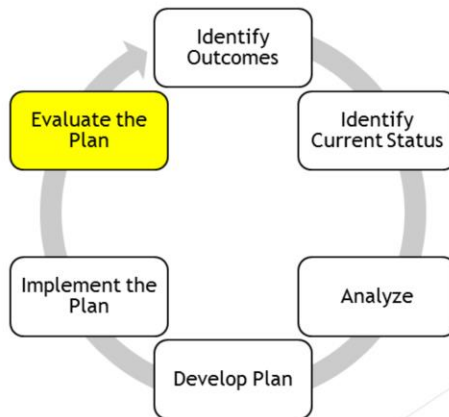
Fidelity Data:

- ▶ Observation Forms
- ▶ Self Monitoring Forms
- ▶ Others

Outcome Data

- ▶ Risk Index
- ▶ Risk Ratio
- ▶ Compositional Effects

MO SW-PBS Data Based Decision Making Model (DBDM)



Step 6: Evaluate the Plan

	Goal Not Met	Goal Met
Not Implemented	Implement the plan	Go back to data; Identify a focus for the next cycle.
Implemented	Re-analyze data; develop an alternate hypothesis; modify the plan to address the alternative hypothesis	



Creating harmony amidst diversity is a fundamental issue of the twenty-first century. While celebrating the unique characteristics of different peoples and cultures, we have to create solidarity on the level of our common humanity, our common life. Without such solidarity, there will be no future for the human race. Diversity should not beget conflict in the world, but richness.
~Daisaku Ikeda

photo by artist at <http://www.sxc.hu/photo/554874>

Outcomes

At the end of this session participants will be able to...

- ▶ Define and describe Disproportionate, Disproportionality, Disparate Impact and Bias
- ▶ The Backstory: Understanding the history as regards to disproportionality in education (who, where, what, when and how)
- ▶ Explain how Disproportionality is contributing to the school to prison pipeline Discipline Gap (DP) and Achievement Gap (AG)
- ▶ Explain how SW-PBS, culture and best practices can provide data to inform decisions concerning Disproportionality
- ▶ Provide professional development and training to staff regarding decreasing DP and increasing student achievement

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