

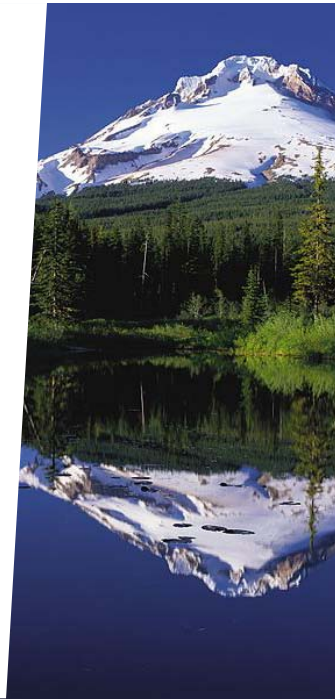


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Equity and SW-PBS: Using Discipline Data to Assess and Address Disproportionality

Kent McIntosh
University of Oregon

Handouts:
<http://www.pbis.org>



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Acknowledgements



■ PBIS Center Disproportionality Workgroup

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Overview of Today's Sessions

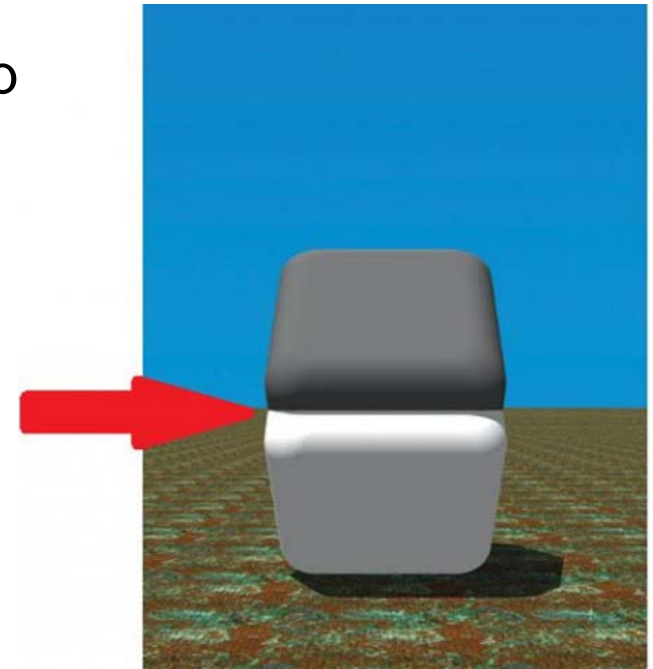
1. Describe the term **implicit bias** and its role in disproportionality in school discipline
2. Share **an intervention approach** for enhancing equity in school discipline
3. Guide you through a process for using data to identify **specific situations** to target
4. Guide you through an **alternative response** to reduce the effects of bias on discipline decisions

Handouts: <http://www.pbis.org>



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Warm-Up Activity



Warm Up Activity: Stroop Task



- Words are displayed in different colors to test “snap decision” making
- Easier to identify the color in which this word is displayed: **GREEN** (i.e., green) than this word: **GREEN** (i.e., red)

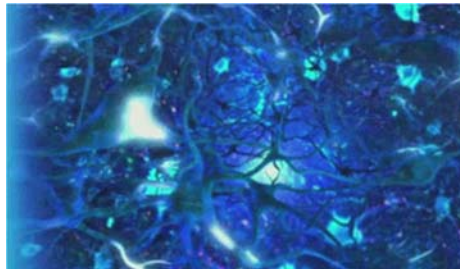
Stroop Task (Part 1) Practice

- Say the color of each word as quickly and accurately as you can.

MISSOURI **TEACHERS** **ARE** **THE** **BEST**
MISSOURI **TEACHERS** **ARE** **THE** **BEST**

Stroop Task: A test of **automatic associations**

- Our brains are wired to look for patterns
- When we are forced to make quick decisions, we use our automatic associations to respond



Warm Up Activity #2: Implicit Association Test

- <https://implicit.harvard.edu/>
- Uses beliefs (stereotypes) and evaluations (attitudes) associated with social groups
- Example: Gender-Career IAT
 - Tests automatic association of MEN more with CAREERS (work outside the home) and WOMEN more with FAMILY

What is implicit bias?

- Unconscious, automatic
- Based on stereotypes
- We all have it (even those affected by it)
- Generally **not** an indication of our beliefs and values
- More likely to influence:
 - Snap decisions
 - Decisions that are ambiguous

Implicit Bias at Work

- Attractiveness
 - Real estate agents rated as more attractive sell homes for significantly higher prices (Salter, Mixon, & King, 2012)
- Height
 - One inch of height is worth \$789 per year in salary (Judge & Cable, 2004)

Implicit Bias in Refereeing

(Carlson, 2014)

FOUL DIFFERENTIAL IN THE ACC

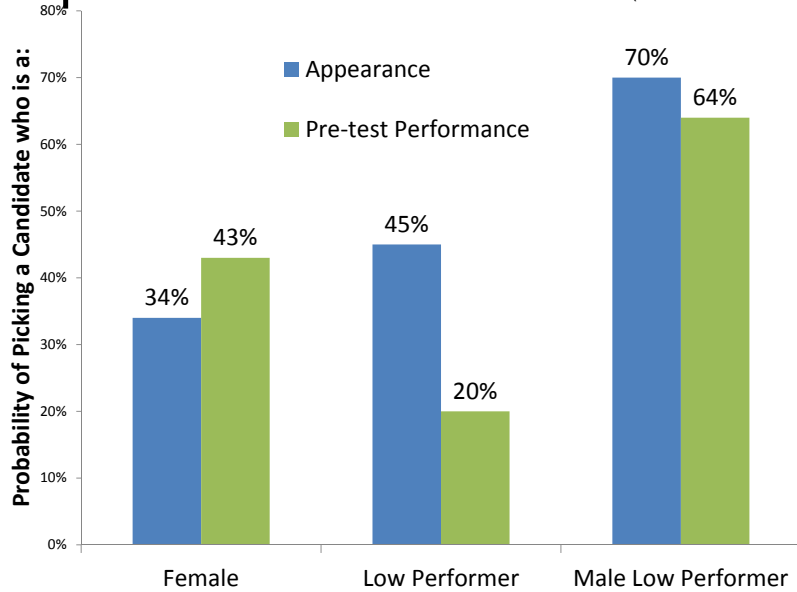
Team	Home game differential	Away game differential
Boston College	3	-14
Clemson	6	-4
Duke	12	-27
Florida State	4	14
Georgia Tech	4	-13
Maryland	-11	-41
Miami	-11	6
North Carolina	24	-24
N.C. State	6	6
Notre Dame	-8	-18
Pittsburgh	2	9
Syracuse	29	0
Virginia	22	17
Virginia Tech	0	-1
Wake Forest	9	-3

Implicit Bias and Gender

(Reuben et al., 2014)

- Subjects randomly split into groups of 4 (employers and job candidates)
 - Job candidates paid by performance on timed math (adding sets of 2 digit numbers)
 - Employers paid if they chose the best of 2 job candidates
- Hiring criteria:
 - Appearance
 - Self-reported performance
 - Actual pre-test performance

Implicit Bias and Gender (Reuben et al., 2014)



Implicit Bias and Race

“the challenge is not a small number of twisted white supremacists but something infinitely more subtle and complex: People who believe in equality but who act in ways that perpetuate bias and inequality.”

-Nicholas Kristof, *The New York Times*

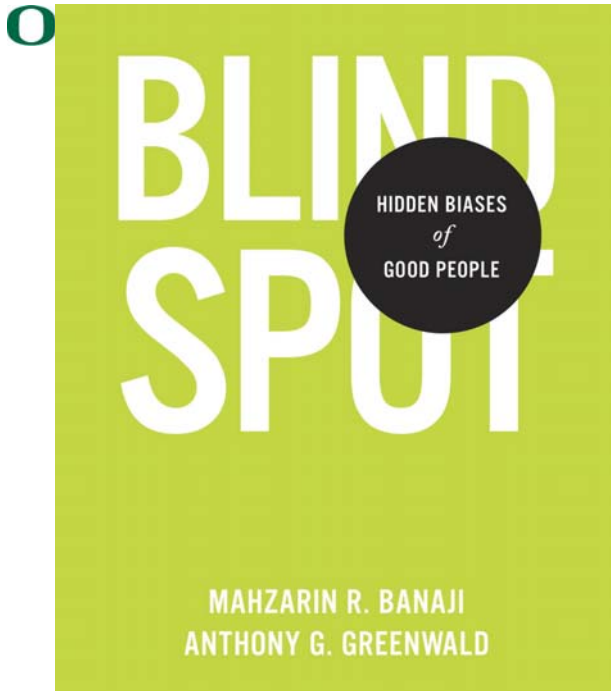
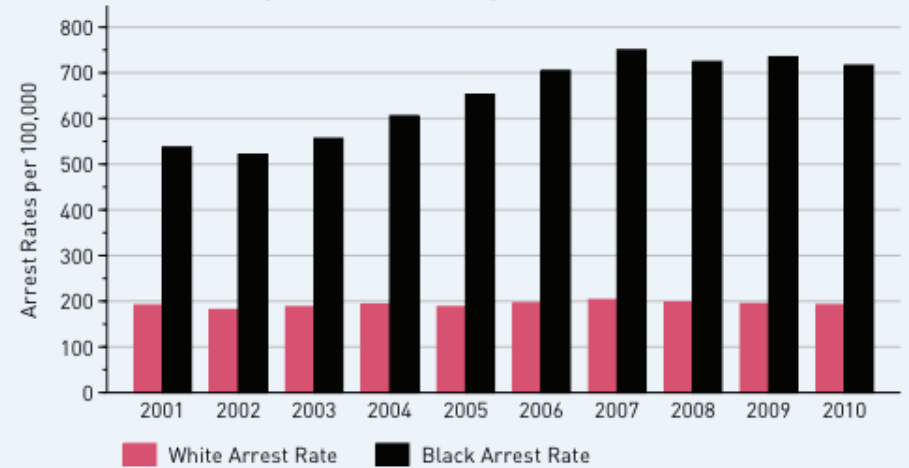


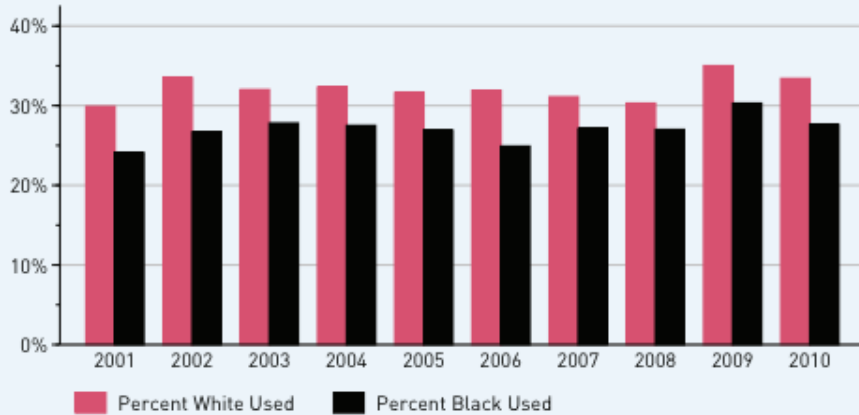
FIGURE 10
Arrest Rates for Marijuana Possession by Race (2001-2010)



Source: FBI/Uniform Crime Reporting Program Data and U.S. Census Data

FIGURE 22

Marijuana Use Among 18- to 25-Year-Olds by Race: Used Marijuana in Past 12 Months (2001-2010)



Source: National Household Survey on Drug Abuse and Health, 2001-2010

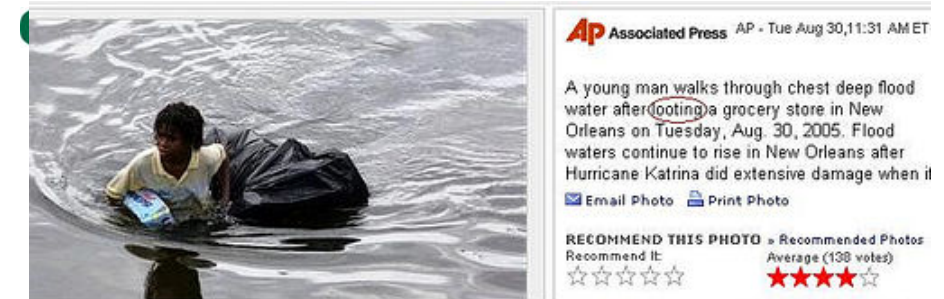
Dept. of Justice Report: Ferguson Police Department

- “African Americans are **2.07 times more likely to be searched** during a vehicular stop but are **26% less likely to have contraband** found on them during a search.”



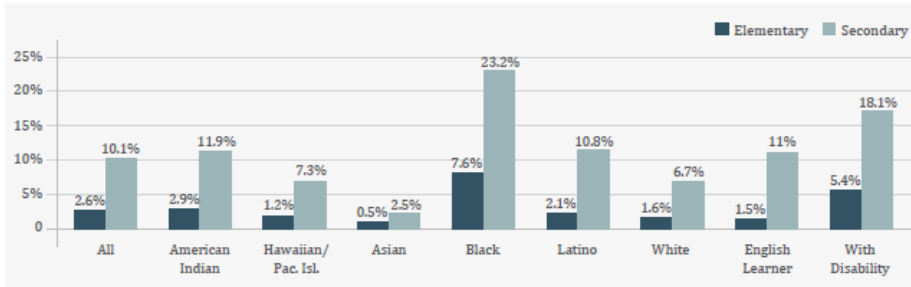
Implicit Bias predicts the extent to which...

- **Police Officers** use force when arresting African American children as opposed to White children (Goff et al., 2014)
- **Arbitrators** decide labor grievances in favor of men over women (Girvan, Deason, & Borgida, 2014)
- **Pediatricians** recommend less pain medication for African American children than White children with identical symptoms (Sabin & Greenwald, 2012)



Disproportionality in School Discipline (Losen et al., 2015)

Figure 1. Elementary and Secondary Out-of-school Suspension Rates by Subgroup, 2011-12



<http://civilrightsproject.ucla.edu/resources/projects/center-for-civil-rights-remedies/school-to-prison-folder/federal-reports/are-we-closing-the-school-discipline-gap>

Addressing Common Questions

“Isn't it all really about poverty?”

- Poverty plays a role, but racial disproportionality remains, even when controlling for poverty
 - American Psychological Association, 2008
 - Skiba et al., 2005
 - Wallace et al., 2008

Addressing Common Questions

“Aren't Black boys just more violent?”

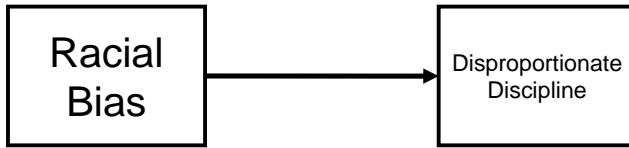
- No evidence of different base rates of behavior for any subgroups
 - Bradshaw et al., 2010
 - Losen & Skiba, 2010
 - Skiba et al., 2014

Addressing Common Questions

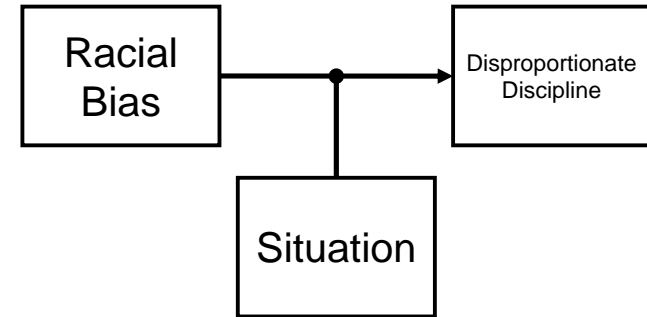
“Are you saying that all teachers are racist?”

- No! Our research indicates that disproportionality comes from unconscious bias – that we're not even aware of.
 - Banaji & Greenwald, 2013
 - Greenwald & Pettigrew, 2014
 - van den Bergh et al., 2010

A Unidimensional View of Bias



A Multidimensional View of Bias



Two Systems for Decision Making (Kahneman, 2011)

- System 1: **Fast Decisions**
 - Automatic, snap judgments
 - Intuitive, unconscious
- System 2: **Slow Decisions**
 - Deliberate decisions
 - Allows for conscious attention

Discussion

- Which decisions in schools are more likely to be snap judgments?
 - Correcting a student's behavior
 - Sending a student to the office
 - Picking which student to call on
 - Deciding whether to call a student's parent
 - Suspending a student from school
 - Grading students' work

Assumptions

- We all believe that a student's color should not **fate** him or her to negative outcomes
- Discussing equity and race is **uncomfortable**
- Creating discomfort without providing **effective strategies** for equity is not productive
- In discussing equity and taking steps, we will make **mistakes**

Status Questions: How much do you agree?

1. I am **aware** of my personal biases.
2. I am **concerned** about the consequences of bias in education.
3. I have **effective strategies** for reducing bias in educational decisions.

(Devine et al., 2012)

A 5-point Intervention Approach to Enhance Equity in School Discipline

Recommendations for Addressing Discipline Disproportionality in Education

Kent McIntosh, Erik J. Girvan, Robert H. Horner, Keith Smolkowski, & George Sugai

August 7, 2014

Disproportionality represents one of the most significant problems in education today (Gregory, Skiba, & Noguera, 2010; U.S. Government Accountability Office, 2013). The results of decades of research consistently show that students of color, particularly African American students (and even more so for those with disabilities), are at significantly increased risk for exposure to exclusionary discipline practices, including office discipline referrals and suspensions (e.g., Fabelo et al., 2011; Losen & Gillespie, 2012; Shaw & Braden, 1990). These differences have been found consistently across geographic regions and cannot be adequately explained by the correlation between race and poverty (Nolte-meyer & McCoughlin, 2010). Given the well-documented negative effects of exclusionary discipline on a range of student outcomes (American Academy of Pediatrics Council on School Health, 2013), educators must address this issue by identifying rates of discipline disproportionality, taking steps to reduce it, and monitoring the effects of intervention on disproportionality. Disproportionality in exclusionary discipline blocks us from the overall objective of promoting positive outcomes for all students.

Components of Effective Intervention to Prevent and Reduce Disproportionality

The existing research is clear that no single strategy will be sufficient to produce substantive and sustainable change. Multiple components may be needed, but not all components may be necessary at all schools. We describe

here a 5-point multicomponent approach to reduce disproportionality in schools.

1. Use Effective Instruction to Reduce the Achievement Gap

Because of the well-documented relation between academic achievement and problem behavior (McIntosh, Sadler, &

continued on next page

Positive Behavioral Interventions & Supports (PBIS) 1

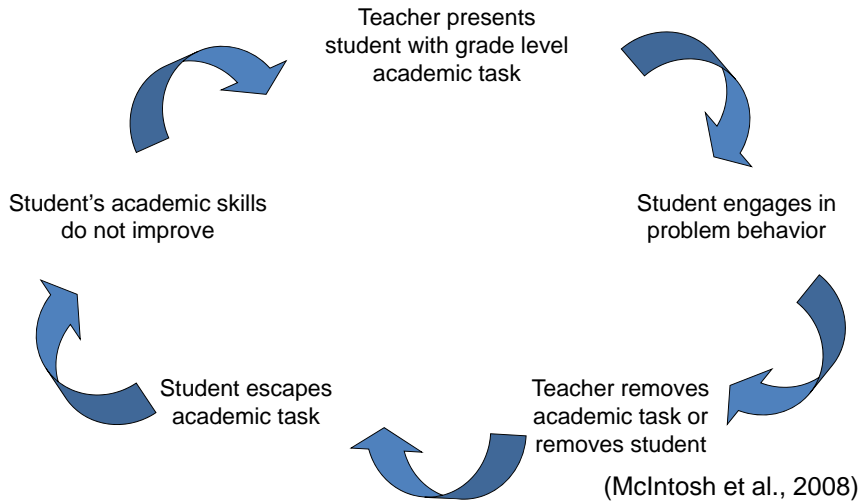
<http://www.pbis.org/school/equity-pbis>

5-point Intervention Approach

1. Use engaging **academic instruction** to reduce the support gap (achievement gap)
2. Implement a **behavior framework** that is preventive, multi-tiered, and culturally responsive
3. Collect, use, and report **disaggregated** student discipline data
4. Develop **policies** with accountability for disciplinary equity
5. Teach **neutralizing routines** for vulnerable decision points

<http://www.pbis.org/school/equity-pbis>

1. Why a focus on engaging academic instruction?

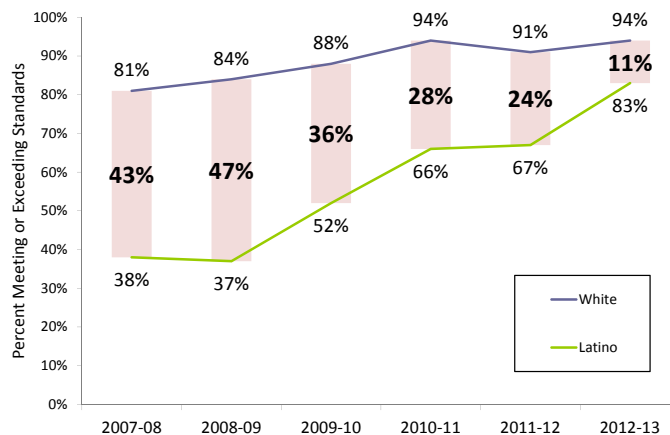


What do we mean by engaging academic instruction?

- Explicit instruction
- High rates of opportunities to respond
- Quality performance feedback
- Progress monitoring and data-based decision making

(Hattie, 2009)

Effects of Engaging Instruction on the Support Gap



Tigard-Tualatin School District (Chaparro, Helton, & Sadler, in press)

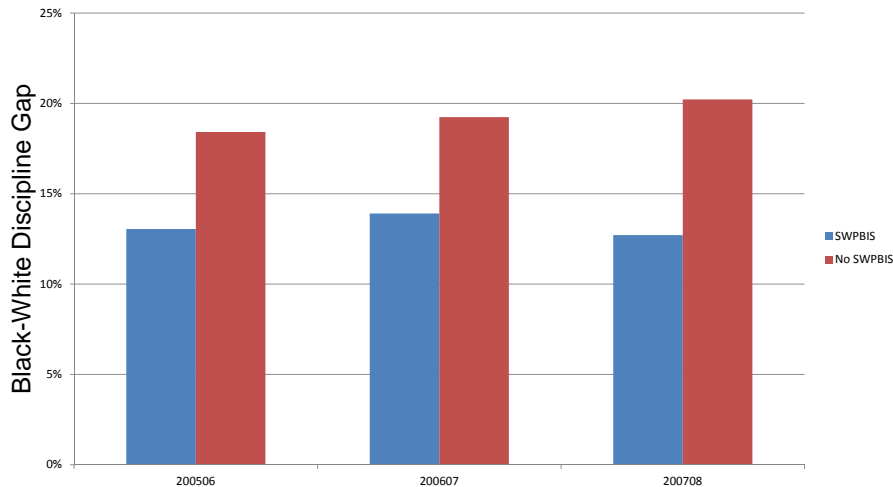
2. Why start with a foundation of SWPBIS?

1. Proactive, instructional approach *may* prevent problem behavior and exposure to biased responses to problem behavior
2. Increasing positive student-teacher interactions *may* enhance relationships to prevent challenges
3. More objective referral and discipline procedures *may* reduce subjectivity and influence of cultural bias
4. Professional development *may* provide teachers with more instructional responses

(Greflund et al., 2014)

Effects of SWPBIS on Discipline Disproportionality

(Vincent, Swain-Bradway, Tobin & May, 2011)



Which SWPBIS Features are Most Related to Equity?

(Tobin & Vincent, 2011)

- Examined change in Black-White Relative Risk Index for suspensions in 46 schools
- Two key predictors of decreased disproportionality:
 - **Regular use of data for decision making**
 - **Implementation of classroom SWPBIS systems**

Which features predicted decreased disproportionality?

- Expected behaviors defined clearly
- Problem behaviors defined clearly
- Expected behaviors taught
- Expected behaviors acknowledged regularly
- Consistent consequences
- CW procedures consistent with SW systems
- Options exist for instruction
- Instruction/materials match student ability
- High rates of academic success
- Access to assistance and coaching
- Transitions are efficient and orderly

Culturally Responsive SWPBIS Implementation

- Ensure equitable access to **praise and acknowledgment systems**
- Develop and revise school-wide systems with **active involvement** of families, students, and the community
- Use **regular student and family surveys** to assess acceptability and fit

Student Input & Satisfaction Survey

How Do You Feel About Your School?

We want to hear from you about what you think about school and what can be done better. You do not have to answer all of the questions if you don't want to.

We will not ask your name, so nobody will know that your answers came from you.

Please answer these questions:

Date: _____ Your Grade: _____ Your Gender: Male Female

Other/Don't know

Your Race (please pick the one that best describes you):

Your Ethnicity (pick one):

At home, does your family primarily speak a different language than English? YES / NO

Do you receive special education services? YES / NO

Please pick an answer or fill in the blanks for the following questions:

EXPECTATIONS (How your teachers want you to behave at school)

Do you know how your teachers want you to behave at school? YES / NO

What are the school-wide expectations? _____

Do you like the school expectations? YES / NO

If not, what do you think they should be? _____

Are the expectations for your behavior at school the same as they are in your home? YES / NO

If not, what expectations are different at school? _____

Do **students** usually follow the behavior expectations at school? YES / NO

Do **teachers** usually follow the behavior expectations at school? YES / NO

If not, give an example: _____

Do teachers and staff regularly reward or praise **other students** when they follow the school expectations? YES / NO

Do teachers and staff reward or praise **you** when you follow the school expectations? YES / NO

If so, when was the last time?
 TODAY / IN THE LAST WEEK / IN THE LAST MONTH / IN THE LAST YEAR

If so, are you rewarded or praised in ways that you like? YES / NO

PBIS Cultural Responsiveness Companion

- Aligned directly with SWPBIS Tiered Fidelity Inventory (TFI) Tier I Scale
 - Identifies SWPBIS critical feature
 - Identifies cultural responsiveness concept
 - Provides non-examples, examples, activities, and resources

IF1 Feature	CR-PBIS Concept
1.5 Problem Behavior Definitions	SITUATIONAL APPROPRIATENESS
SWPBIS Big Idea	
Explicit definitions of acceptable versus unacceptable behavior provides clarity to both students and staff, and is a critical component of identifying clear procedures for staff to respond to inappropriate behavior objectively.	
CR-PBIS Elaboration	
Teams and staff understand the difference between wrong and situationally inappropriate behaviors and take responsibility for teaching what is acceptable at school without devaluing what may be acceptable at home or in the community.	
Situationally or culturally inappropriate behaviors are behaviors that are routine and acceptable in one setting such as at home or with friends, but are inappropriate in other situations such as school.	
Behaviors determined to be "wrong" must be grounded in actual purpose (i.e. directly violating school-wide expectations). Differences between school and home/community definitions of "wrong" behaviors are discussed and mitigated with families and community so that schools truly reflect the communities they serve.	
Non-examples	
<ul style="list-style-type: none"> • Teams and staff use vague definitions of problem behavior or procedures for handling them. • Teams and staff identify situationally inappropriate behavior at school as "wrong." • Situationally inappropriate behaviors result in consequences without regard to context or cultural knowledge of the behavior. 	
Examples	
<ul style="list-style-type: none"> • Teams actively seek feedback on problem behavior definitions from school staff, students, families, and community members. • Teams actively seek feedback on specific definitions of subjective behaviors (e.g., defiance, disrespect, disruption) from school staff, students, families, and community members. • Teams provide information and seek feedback in multiple languages and modes of delivery (e.g., written, audio, visual). • Teams actively seek consensus among staff with responses to problem behavior by revisiting and practicing the procedures at least annually or as data indicates the need. • Teams work with school staff to develop categories for behavior that include staff-managed, office-managed, and culturally inappropriate behaviors (e.g., transform T-charts to Pi-charts). 	
Resources	
<ul style="list-style-type: none"> • Activity for redefining problem behavior - "Pi" Chart (Appendix 5) • Family Input and Satisfaction Survey - (Appendix and www.PBISApps.org) • Sample behavior definitions - SWIS (www.pbisapps.org/Resources/SWIS%20Publications/Referral%20Category%20Definitions.rtf) 	

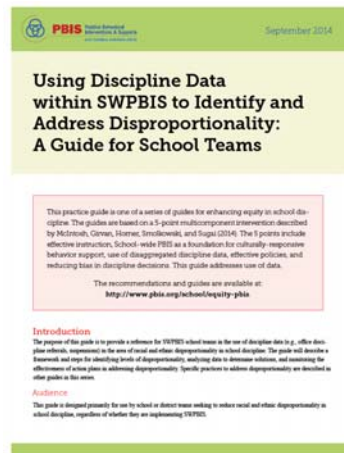
PBIS Cultural Responsiveness Companion

- <http://tinyurl.com/ncn8fmf>



3. Using disaggregated data to assess and address equity

- Disproportionality Data Guide



<http://www.pbis.org/school/equity-pbis>

4. Implement policies with accountability for equity

- How **could** policy work fit in to enhancing equity?
 - **Could** highlight a common priority
 - **Could** reduce effects of explicit bias
 - **Could** enable implementation of other aspects of equity interventions
 - **Could** reduce use of discriminatory practices

Policy Example: Equitable Mission Statements

The teachers, administrators and staff of the Los Angeles Unified School District (LAUSD) believe in the equal worth and dignity of all students and are committed to educate all students to their maximum potential.

Literature Review: Elements of Effective Policies

(Canizal Delabra, McIntosh, & Nese, 2015)

Ineffective	Limited Research	Effective
✘ General guidance on equity	- Teacher-student ethnic match (i.e., hiring preferences)	✔ Removal of zero tolerance policies or suspensions for non-violent offenses
✘ Including commitment to equity in mission statement	- Clear, objective discipline procedures (e.g., ODR definitions, staff vs. office-managed behavior)	✔ Regular sharing of disproportionality data with managers/administrators and accountability for decisions
✘ One-time cultural sensitivity/diversity trainings	- Adoption of proactive, positive instructional approach with students	✔ Installation of ongoing processes for assessing and addressing inequities (e.g., team charged with taking action and reporting data to administrators)
✘ Zero tolerance policies	- Guidance to consider academic skills in school discipline decisions	

Policy Example: Processes with Accountability

The Board directs the Superintendent to develop and update a detailed action plan to address equity, with multiple metrics to assess progress in reducing inequities in school discipline. The action plan shall identify district leads and clear procedures for school staff. The Superintendent will share the plan and report on progress towards these goals to the Board at least twice per year. Lack of progress toward these goals may be considered grounds for dismissal.

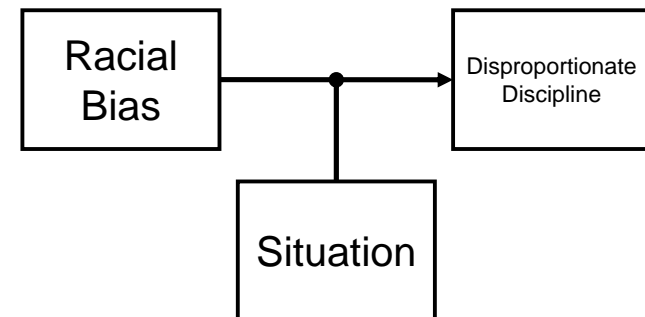
What does **not work** in policy

- Enacting policies that nobody knows about
- Enacting policies that don't change practice
- Policies without accountability for implementation

Equity Policy Recommendations

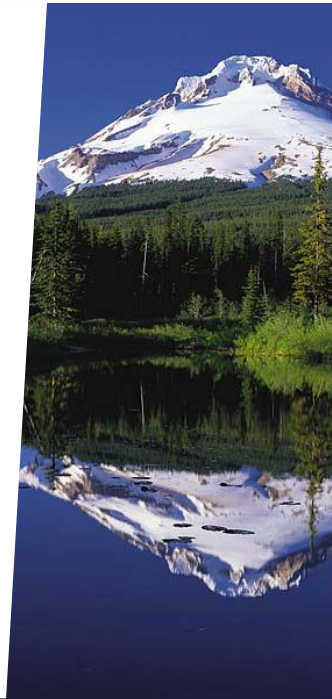
- **Include a Specific Commitment to Equity**
 - Create mission statements that include equity
 - Enact hiring preferences for equitable discipline
- **Install Effective Practices**
 - Require clear, objective school discipline procedures
 - Support implementation of proactive, positive approaches to discipline
 - Replace exclusionary practices w/ instructional ones
- **Create Accountability for Efforts**
 - Create teams and procedures to enhance equity
 - Share disproportionality data regularly
 - Build equity outcomes into evaluations

5. How can we reduce implicit bias in our decision making?





Interventions for Implicit Bias in School Discipline



What is a Vulnerable Decision Point (VDP)?

- A specific decision that is more vulnerable to effects of implicit bias
- Two parts:
 - Elements of the [situation](#)
 - The person's [decision state](#) (internal state)



Situations: Options for Identifying VDPs

- Levels of specificity:
 1. All ODR/suspension decisions (general self-instruction routine)
 2. Identify VDPs through national data
 3. Use school or district data

September 2014

PBIS Positive Behavioral Interventions & Supports

Using Discipline Data within SWPBIS to Identify and Address Disproportionality: A Guide for School Teams

This practice guide is one of a series of guides for enhancing equity in school discipline. The guides are based on a 5-point multicomponent intervention described by McIntosh, Girvan, Horner, Smolkowski, and Sugai (2014). The 5 points include effective instruction, School-wide PBIS as a foundation for culturally-responsive behavior support, use of disaggregated discipline data, effective policies, and reducing bias in discipline decisions. This guide addresses use of data.

The recommendations and guides are available at:
<http://www.pbis.org/school/equity-pbis>

Introduction
The purpose of this guide is to provide a reference for SWPBIS school teams in the use of discipline data (e.g., office discipline referrals, suspensions) in the area of racial and ethnic disproportionality in school discipline. The guide will describe a framework and steps for identifying levels of disproportionality, analyzing data to determine solutions, and monitoring the effectiveness of action plans in addressing disproportionality. Specific practices to address disproportionality are described in other guides in this series.

Audience
This guide is designed primarily for use by school or district teams seeking to reduce racial and ethnic disproportionality in school discipline, regardless of whether they are implementing SWPBIS.

<http://www.pbis.org/school/equity-pbis>



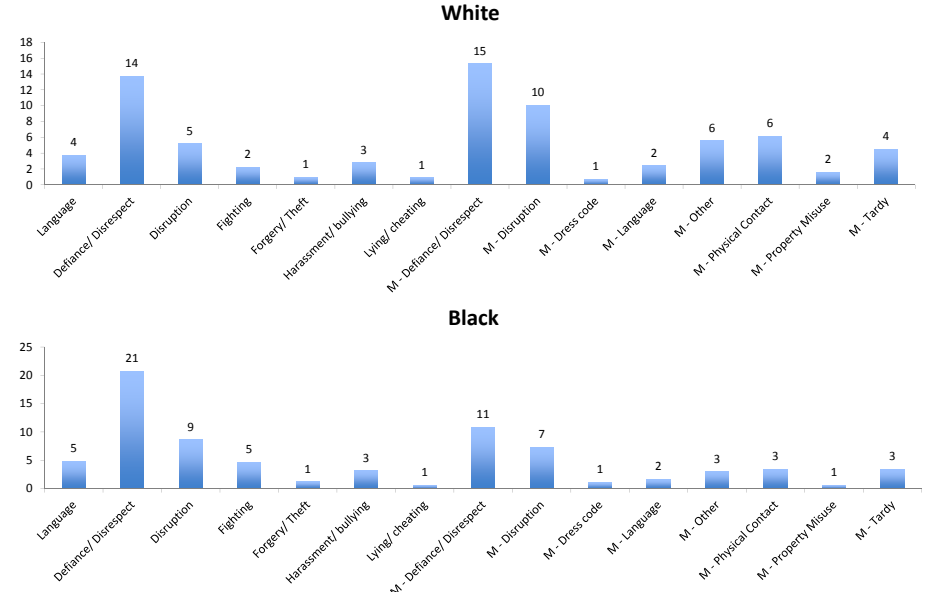
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National SWIS Data (2011-12)

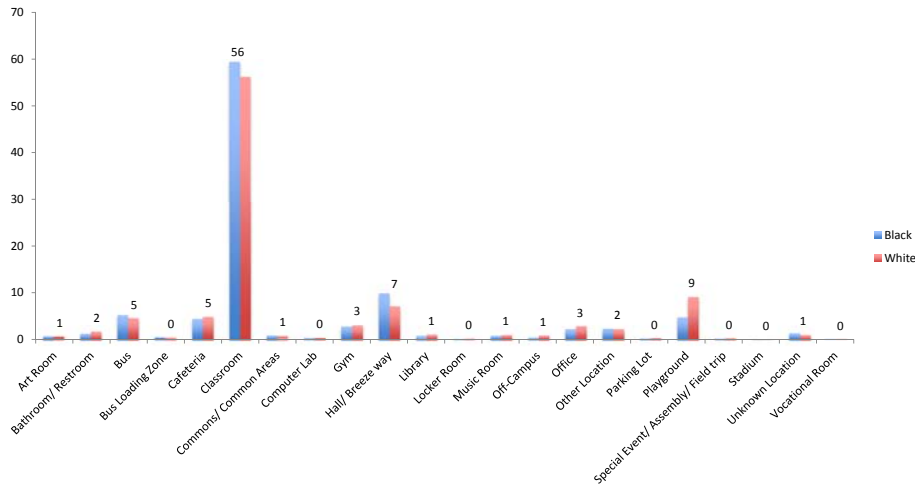
3,026,367 ODRs
6,269 schools
47 states, plus DC



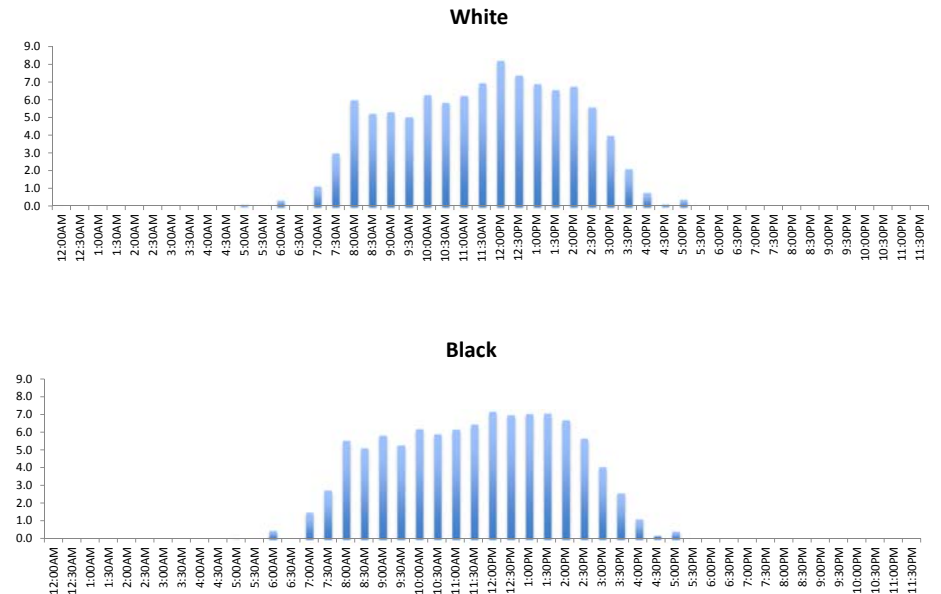
Office Referrals by Problem Behavior



Office Referrals by Location



Office Referrals by Time of Day

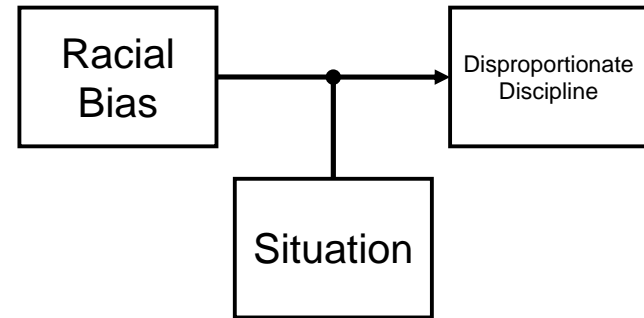


VDPs from national ODR data

- Subjective problem behavior
 - Defiance, Disrespect, Disruption
 - Major vs. minor
- Non-classroom areas
 - Hallways
- Classrooms
- Afternoons

AMBIGUITY
LACK OF CONTACT
ACADEMIC DEMANDS
FATIGUE

Multidimensional View of Bias



- Vulnerable Decision Points**
- | | |
|-------------------------|-------------------------|
| Subjective Behavior | Hunger |
| Vague Discipline System | Fatigue |
| Classrooms | Unfamiliar with Student |

Worksheet Activity

- What data sources will you be using?
- Options:
 - Sample school data
 - Your school's data (e.g., SWIS)

Situations: Activity - Identify VDPs worksheet

1. Identify a demographic group of interest
2. Fill the top set of blanks with national ODR data
 - Behavior:
 - Location:
 - Time:
 - Day:
 - Grade lvl:

Situations:

Activity - Identify VDPs worksheet

3. Fill the middle left set with your school or district's overall data (ODR, susp.)

- Behavior:
- Location:
- Time:
- Day:
- Grade lvl:

Situations:

Activity - Identify VDPs worksheet

4. Fill the middle right set with data for your demographic group

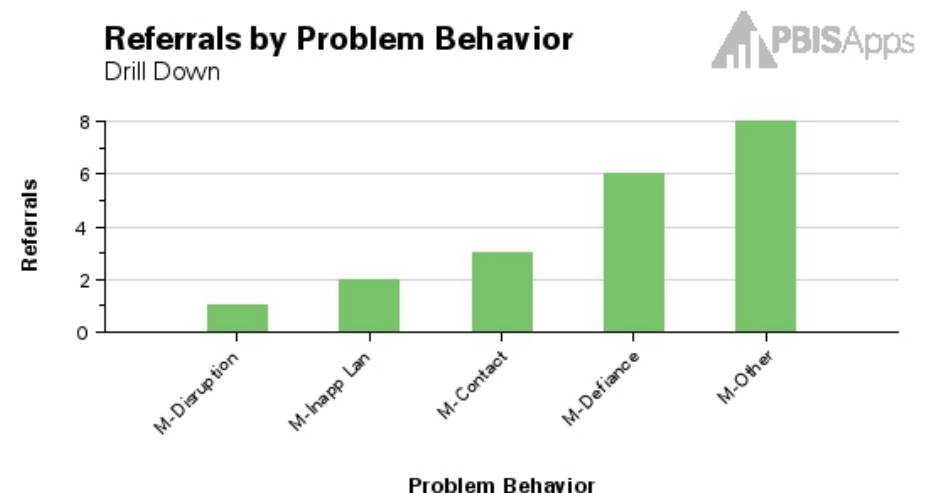
- Behavior:
- Location:
- Time:
- Day:
- Grade lvl:

SWIS Drill Down (www.swis.org)

The screenshot shows the SWIS Drill Down interface. On the left, there are various filter categories like 'Report Filters', 'Problem Behavior', and 'Referrals'. A green callout box points to the 'Include in Dataset' button in the 'Filter' section, with the text: 'Add demographic group of interest as a filter (click to "Include in Dataset").' Below the filters, a bar chart titled 'Referrals by Problem Behavior Drill Down' is displayed. An orange callout box points to the chart with the text: 'Click each graph and compare to overall patterns.' Below the chart is a table of data.

Date/Time	Student	Grade	Staff	Location	Behavior	Behavior	Others In	Location
12/12 12:00	Sean Sullivan	4	RA Dragan	Carb	Lyng	03-00	Staff	Office
12/12 12:15	Sean Sullivan	4	Sally Ford	Run an	Shaw Len	03-00	Peer	Office
12/12 12:30:00	Sean Sullivan	4	Sean Dragan	Run	Defiance	03-00	Teacher	Office
12/12 12:45:00	Sean Sullivan	4	Alice Harrison	Class	Defiance	Unknown	Unknown	Classroom
12/12 1:45:00 PM	Sean Sullivan	4	Delina Carlson	Library	Phag	OK	Peer	Classroom
12/12 3:45:00 PM	Sean Sullivan	4	Sean Taylor	Phag	Phag	Unknown	Unknown	Classroom

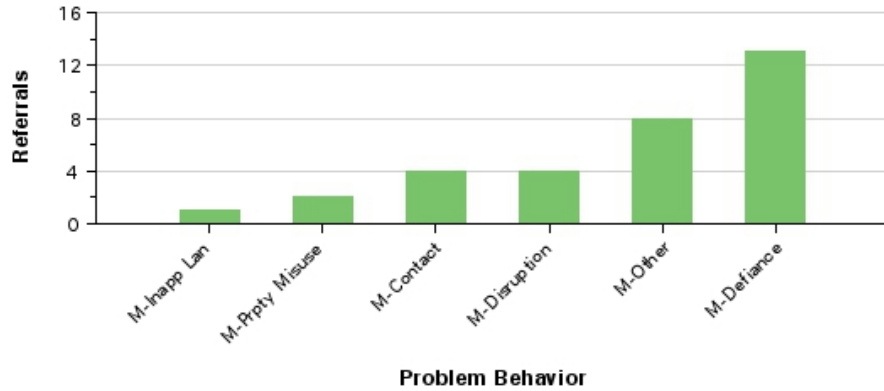
Stage 1 Behavior: White Students



Stage 1 Behavior: Black Students

Referrals by Problem Behavior

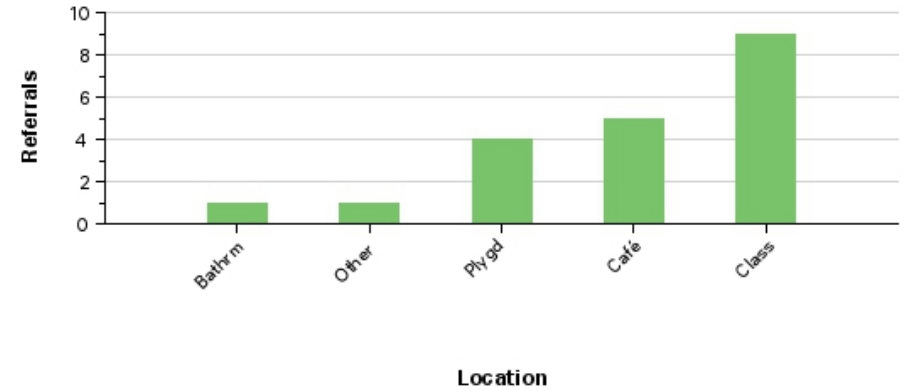
Drill Down



Stage 1 Location: White Students

Referrals by Location

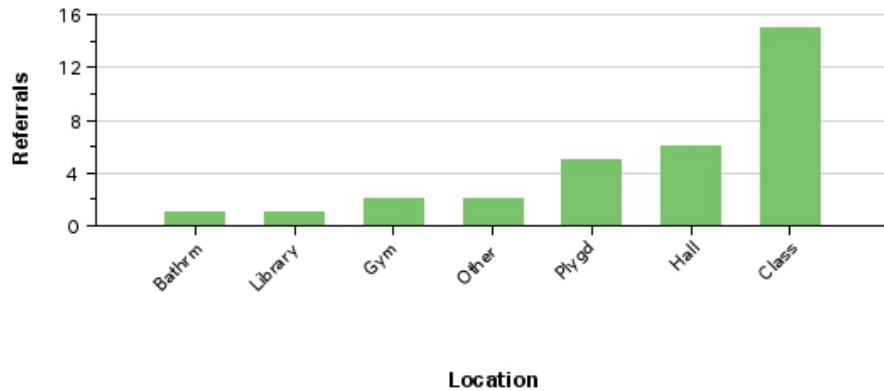
Drill Down



Stage 1 Location: Black Students

Referrals by Location

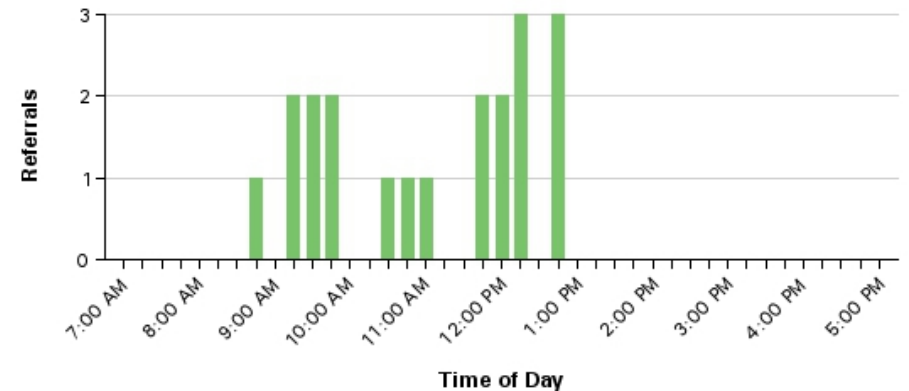
Drill Down



Stage 1 Time: White Students

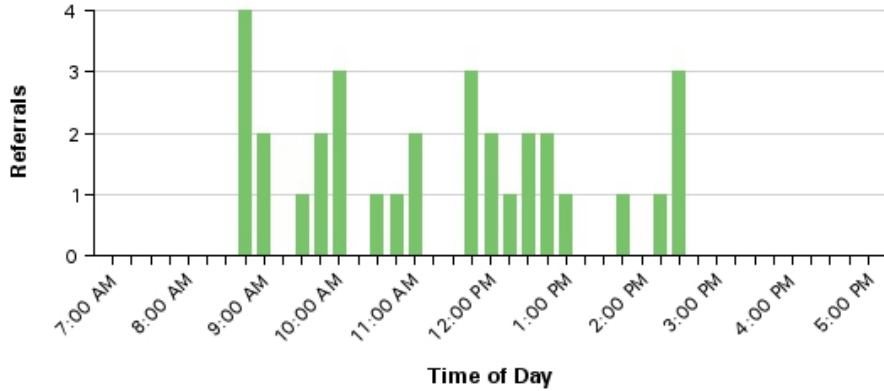
Referrals by Time of Day

Drill Down



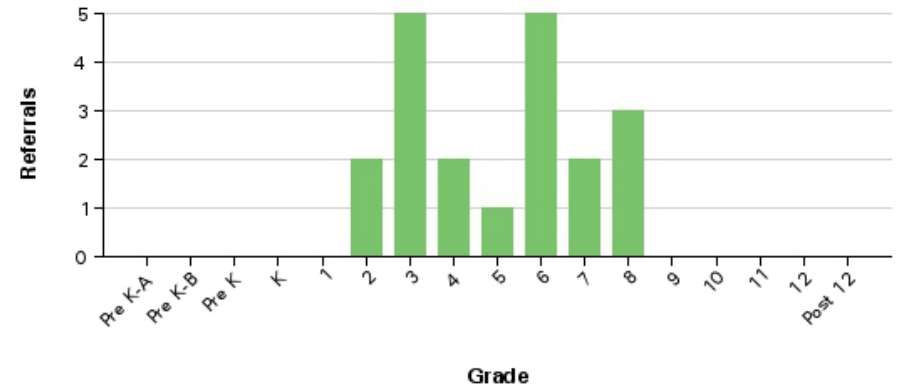
Stage 1 Time: Black Students

Referrals by Time of Day
Drill Down



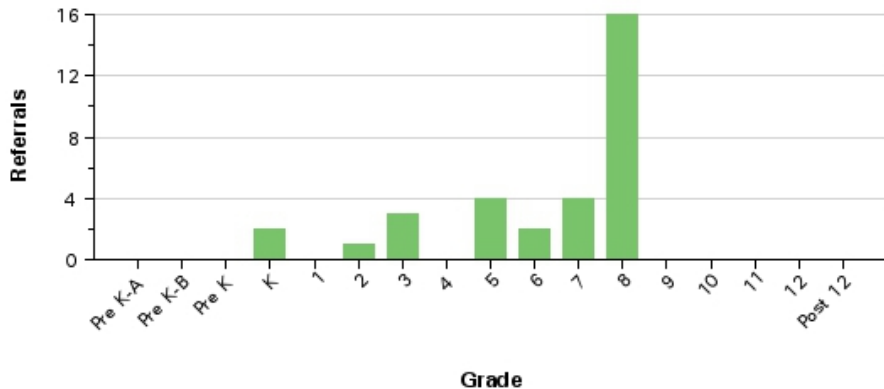
Stage 1 Grade: White Students

Referrals by Grade
Drill Down



Stage 1 Grade: Black Students

Referrals by Grade
Drill Down



Situations: Activity - Identify VDPs worksheet

5. For this group, what are some common student behaviors that push your buttons?
6. How might these specific behaviors be related to cultural differences?
7. How might these behaviors meet a functional need for these students?

Situations:

Possible behaviors/cultural basis

- Talking out (aka “overlap”)
 - *Origin:* churches and desired group responses to leader
 - Demonstrates engagement
- Emotional reactions to requests (aka “machismo”)
 - *Origin:* years of living in a society that marginalizes them, need for academic support?
 - Expect this kind of response from some
 - Not necessarily a response to you
 - Provide “peacock moments”

Situations:

Possible behaviors/cultural basis

- Ignoring requests
 - *Origin:* need for academic support?
 - Functional alternative to defiance?
 - Rather than look bad than stupid
 - Identify parts of (a) task, and (b) request that may be aversive

Situations:

Responses to culturally-based behaviors

- May be desirable/adaptive outside of school
 - May work/be reinforced in other settings
 - Not necessarily “wrong” – just not for school
- Solutions
 1. Be explicit in teaching situational specificity (“code-switching”)
 2. Provide extensive practice
 - Example: operation signs

Decision States:

Setting Events

- An event occurring before or with an antecedent that increases likelihood of a behavior
- Sets it up (slow trigger)
- Sometimes is present and **sometimes is not**
- Does not require one’s awareness
- Examples from students:

Decision States: Resource Depletion

(Girvan et al., 2014)

- As we become fatigued, our filters for appropriate behavior can be affected
- Effects of hunger (Gailliot et al., 2009)
- Decreases in willpower later in day
 - “The Morning Morality Effect” (Kouchaki & Smith, 2014)
 - Examples...

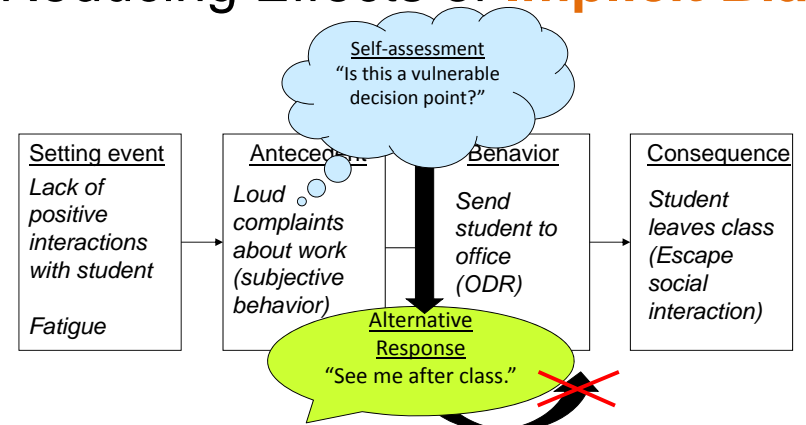
Decision States: Activity - Identify VDPs worksheet

1. What are some common VDP decision states for many adults in schools?
2. What do you think might be possible VDP decision states for **you**?

Two-step Neutralizing Routine for **Staff**:

- When you see problem behavior, stop and ask yourself:
 1. Is this a VDP?
 - **Situation**
 - **Decision state**
 2. If so, use an agreed-upon alternative response

Neutralizing Routines for Reducing Effects of **Implicit Bias**

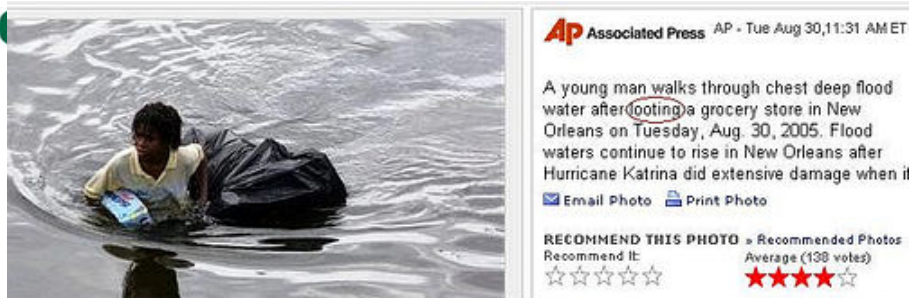


What makes for a good neutralizing routine?

1. If-then statement
2. Brief
3. Clear steps
4. Interrupts the chain of events
5. Doable

Neutralizing Routine Examples

- If this is a VDP...,
 - "See me after class/at the next break"
 - am I acting in line with my values?
 - take two deep breaths
 - recognize my upset feelings and let them go
 - picture this student as a future doctor/lawyer
 - model taking think time
 - delay decision until I can think clearly
 - ask the student to reflect on their feelings/behavior
 - know that's Rock Brain talking to me
 - "I love you, but that behavior is not ok"



When we look for the behavior we want to see, we will see it more often.

Two-step Neutralizing Routine for **Staff**:

- Can also be used as precorrection
 1. Am I about to enter a VDP?
 2. What are my values?
 3. When I see problem behavior, I'll use the alternative response

Neutralizing Routine: Activity - Identify NRs worksheet

1. Brainstorm possible neutralizing routines
2. Check if each idea has all 5 critical features
 1. If-then statements
 2. Brief
 3. Clear steps
 4. Add space/delay between behavior and response
 5. Doable

Neutralizing Routine: Activity - Identify NRs worksheet

3. Decide on a single neutralizing routine for you (or the school)
4. Practice the neutralizing routine
5. Identify helping and hindering variables
6. Make a plan to maximize its use

Two-step Neutralizing Routine for Administrators:

(Susan Barrett)

- When you have to handle problem behavior, stop and tell yourself:
 1. Don't just do something, stand there!
 - Be sure you are ready to act in line with values
 - Get information from student and staff
 - Assess student-teacher relationship
 2. Whenever possible, use an agreed-upon instructional response
 - Teaches missing skills
 - Connects student to school and staff

The Restorative Chat

(Alton School District, Alton, IL)

1. Tell me what happened.
2. What you were thinking at the time?
3. What do you think about it now?
4. Who did this affect?
5. What do you need to do about it?
6. How can we make sure this doesn't happen again?
7. What I can do to help you?

Professional Development

1. Use data to identify:
 - The extent of the problem
 - Vulnerable Decision Points (VDPs)
2. Teach and practice:
 - Implicit bias
 - VDPs
 - Neutralizing routines
3. Follow up:
 - Ongoing coaching
 - Monitor progress with data

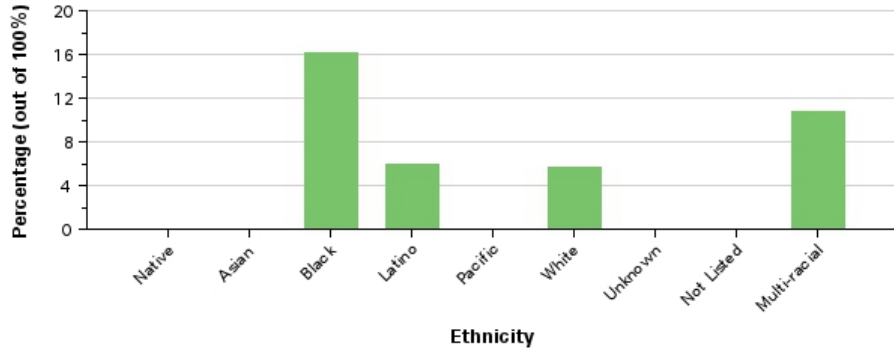
School Example

Urban K-8 School



Risk Indices

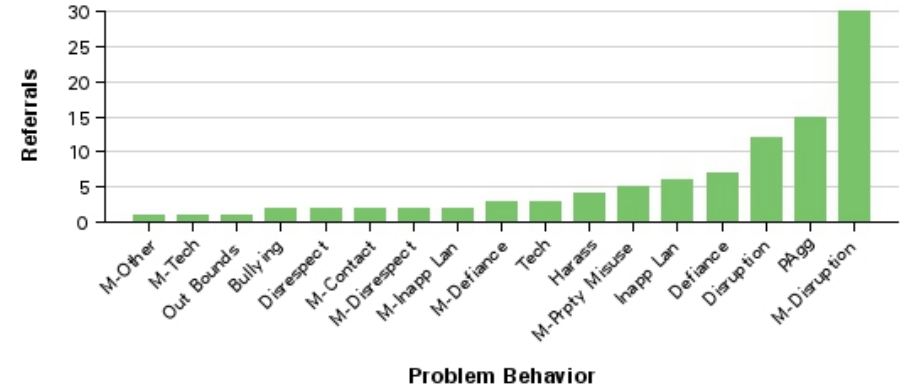
Referral Risk Index
Major, 2013-14



■ Black/White ODR Risk Ratio = 2.67

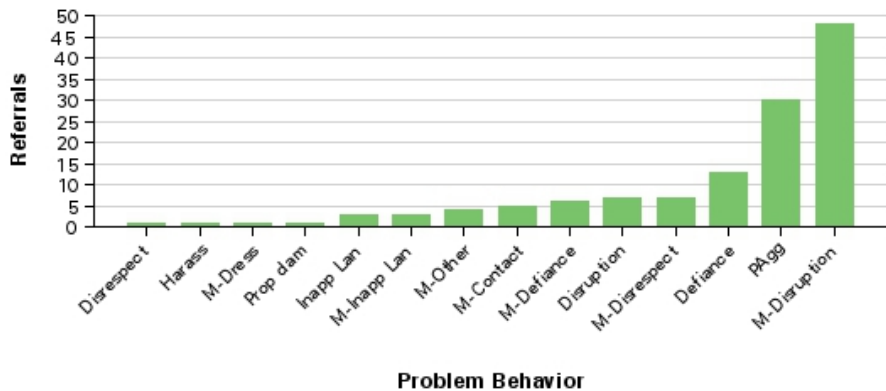
Problem Behavior: All Students

Referrals by Problem Behavior
Drill Down



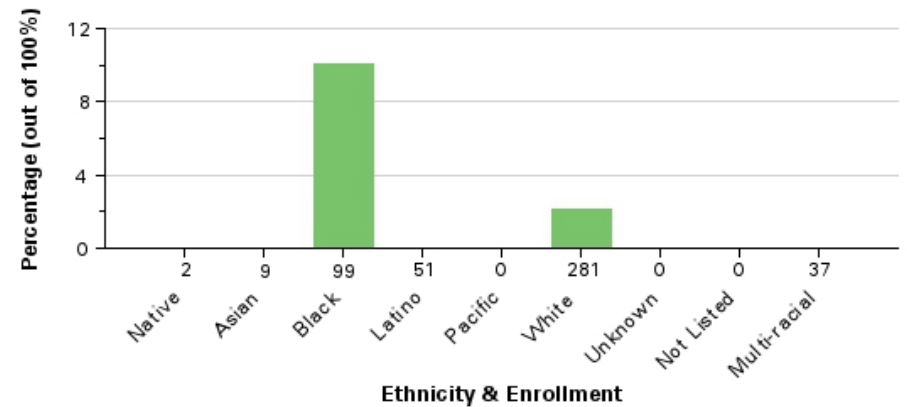
Problem Behavior: Black Students Only

Referrals by Problem Behavior
Drill Down



Drill Down: Phys. Aggression on Playground

Referral Risk Index (Ethnicity)
Drill Down



■ Black/White ODR Risk Ratio = 4.5

The School PBIS Team's Intervention

- ODRs and observations indicated differences in perceived basketball rules
- Team clarified rules for staff and students
 - Aka "code-switching"
- Additional teaching, practice, and acknowledgement
- Monitor with ODRs and Black-White RRs

The School PBIS Team's Intervention Outcomes


Black-White Risk Ratios

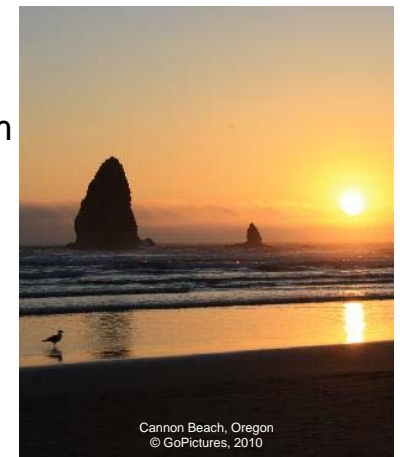
- Overall
 - 2013-14: **2.67**
 - 2014-15 (Sept to Dec): **2.0**
- Physical Aggression on Playground
 - 2013-14: **4.5**
 - 2014-15 (Sept to Dec): **can't calculate** (1 ODR)

Big Ideas

- Thinking about and discussing solutions is the first step
- Pick a neutralizing routine and try it out
- Use your data to assess and monitor
 - If you don't have the data you need at hand, advocate for it
- This is hard work – but you know how to do it!

Contact Information

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Cannon Beach, Oregon
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