Welcome!

- As we prepare to start, please feel free to share in Chat:
  - Name, School district/SEA/organization
Strand Overview

D: Equity in School Discipline

D1: Establishing Commitment to Equity in School Discipline: Starting with District Systems to Ensure Implementation
Kent McIntosh, University of Oregon; Tabathia Baldy, Colquitt County Public Schools (GA)

D2: Centering Equity in School Discipline
Ruthie Payno-Simmons & Beth Hill, Michigan’s MTSS Technical Assistance Center

D3: Beginning to Embed Culturally Responsive Practices into Your School Universal Practices
Milaney Leverson & Kent Smith, Wisconsin RtI Network; Jennifer Rose, Loyola University (IL)
## Virtual Forum Expectations

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>OVERALL Event</th>
<th>CHAT Tab</th>
<th>POLLS Tab (+Q&amp;A)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td>✧ Use a <strong>shared action plan</strong> for your team</td>
<td>✧ Post positive <strong>on-topic comments</strong></td>
<td>✧ <strong>Add questions</strong> before and/or during session</td>
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<td>✧ Complete session evaluations</td>
<td>✧ Questions for the presenters go in the <strong>POLLs tab</strong></td>
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<td><strong>BE RESPECTFUL</strong></td>
<td>✧ Limit <strong>distractions</strong></td>
<td>✧ <strong>Use inclusive</strong> language</td>
<td>✧ <strong>Use sincere</strong> phrasing</td>
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<td>✧ <strong>Follow up</strong> on your assigned action items</td>
<td>✧ Engage in <strong>productive dialogue</strong></td>
<td>✧ Complete additional polls <strong>when prompted</strong></td>
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<td><strong>BE SAFE</strong></td>
<td>✧ <strong>Take movement breaks</strong></td>
<td>✧ <strong>Monitor and remove inappropriate comments</strong></td>
<td>✧ <strong>Ask solution-oriented questions</strong></td>
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<td>✧ <strong>Be aware of your stress level</strong></td>
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<tr>
<td><strong>For Presenters</strong></td>
<td>✧ <strong>Ensure Files Tab has current materials and related weblinks</strong></td>
<td>✧ <strong>Monitor and remove inappropriate comments</strong></td>
<td>✧ <strong>Identify common Qs to address in final 15 minutes</strong></td>
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Tips for Participants

Chat, Polls, and Q&A

1. Use **Chat** for engaging with other participants around the session topic. Presenters may use chat differently in specific sessions.

   Follow overall Forum expectations for responsible, respectful, and safe chatting.

2. Find the **Q&A** under **Polls**.

   Questions for presenters go there.

3. Some sessions have other **Polls** or more **Specific Questions**.

   Complete those when prompted.

---

**Virtual PBIS Leadership Forum**
Tips for Participants

Be careful of accidentally navigating away

While participating in a live Session... Be Present!

- If you navigate away from the live Session you will need to press the “Join Meeting” button to get back in.
- What does navigating away look like? Here are some examples:
  1. Clicking on any area of the navigation menu
  2. Clicking on a Person’s name
Tips for Participants

Support is Available

If at any time you need support as a participant, use the Help Desk:

![Help Desk Icon]
When Working In Your Team

Consider 5 Questions

- How does this compare to our priorities?
- Who would do this work?
- Where would this work live (e.g., responsibility)?
- What should we stop doing to make room for this work?
- How will we assess whether it’s (a) implemented well and (b) working?
PBIS Elements

Disaggregate All Data by Student Group

Support Educators through Equity-focused PD

High Expectations for Each Student

Adapt Practices to Meet Needs and Values

Outcomes

Data

Practices

Equity

Systems

PBIS Positive Behavioral Interventions & Supports
Acknowledgements

Center on PBIS Equity Workgroup (2020-21)

- Alexandria Muldrew
- Tabathia Baldy
- Aaron Barnes
- Kimberly Bunch-Crump
- Erin Chaparro
- Bert Eliason
- Erik Girvan
- Ambra Green
- Beth Hill
- Tamika La Salle
- Milaney Leverson
- Kent McIntosh
- Mark McKechnie
- Heidi von Ravensberg
- Ruthie Payno-Simmons
- Jennifer Rose
- Therese Sandomierski
- Maria Santiago-Rosario
- Kent Smith
- Keith Smolkowski
- Russell Skiba
- Kim Yanek
D1 - Establishing Commitment to Equity in School Discipline

Lead Presenter:
Kent McIntosh, University of Oregon

Exemplar Presenter:
Tabathia Baldy, Colquitt County Schools, GA

- Topic: Equity
- Keywords: Tier 1, Climate, Implementation
Polls on Roles

1. What is your level?
   - School, District, Region, State, Federal

2. What is your role?
   - Teacher, EA, or related services
   - School administrator
   - District trainer or coach
   - District administrator
   - State or regional trainer or coach
   - Other
Learning Objectives

By the end of this session, you should be able to:

A. Share results regarding the effects of PBIS on racial equity in school discipline
B. Describe elements of a equity-focused PBIS approach
C. Identify common errors in implementation
D. Take steps to build district commitment for equity in school discipline
Ground Rules

- Ask questions throughout
- Speak your truth
- Make no assumptions but good intentions
- Get comfortable with discomfort

(Adapted from Singleton, 2015)
Why do we do this work?

- Tanisha Anderson
- Michael Brown
- Tamir Rice
- Gabriella Nevarez
- Akai Gurley
- Eric Garner
- Janisha Fonville
- Freddie Gray
- Michelle Cusseaux
- Alton Sterling
- Philando Castile
- Botham Jean
- Stephon Clark
- Aura Rosser
- Atatiana Jefferson
- Breonna Taylor
- Ahmaud Arbery
- George Floyd
- Rayshard Brooks
- Jonathan Price
Chat: What is your WHY for this work?
Overview of this Session

1. Share **effects of PBIS** on racial equity in school discipline
2. Describe key components of an **equity-focused PBIS approach**
3. Share learning from a case study of **district implementation**

Handouts: [http://www.pbis.org](http://www.pbis.org)
Effects of PBIS on Disciplinary Equity

Do Schools Implementing SWPBIS Have Decreased Racial and Ethnic Disproportionality in School Discipline?

Kent McIntosh, Cody Gion, & Eoin Bastable
University of Oregon

Racial and ethnic disproportionality in school discipline is an enduring and widespread problem facing schools in the United States (Skiba et al., 2011). Students of color, particularly Black/African American, Hispanic/Latinx, and Native American students, have been shown to be up to 4 times more likely to be suspended than White students (Balfanz, Byrnes, & Fox, 2015; Losen et al., 2019). These findings are especially concerning because receipt of suspensions is associated with negative student outcomes (American Academy of Pediatrics Council on School Health, 2013), including lower academic achievement (Davis & Jordan, 1994), future disciplinary action (Arcia, 2006; Mendez & Knoff, 2003), and future juvenile justice involvement (Fabelo et al., 2011). In response to these disparities, educators are seeking effective approaches to reduce racial disproportionality in school disciplinary outcomes (Skiba & Losen, 2016).

One common approach to reduce the overall use of exclusionary discipline is school-wide positive behavioral interventions and supports (SWPBIS). SWPBIS is a multi-tiered framework implemented in over 25,000 schools for supporting the implementation of evidence-based practices within schools to improve social and learning environments for students (Center on Positive Behavioral Interventions and Supports, 2018; Horner & Sugai, 2015). SWPBIS focuses on improving behavior by teaching students prosocial skills and redesigning school environments to discourage problem behaviors (Sugai & Horner, 2006). Multiple trials have shown that SWPBIS significantly reduces both antisocial behavior of students and the use of exclusionary discipline by school personnel.

https://www.pbis.org/topics/equity
Effects of PBIS on Discipline Disproportionality

- US Schools (n = 95,507)
- SWPBIS Schools (n = 2,357)

- All: 5% (US), 4% (SWPBIS) | 5% (US), 4% (SWPBIS)
- American Indian: 7% (US), 7% (SWPBIS) | 7% (US), 7% (SWPBIS)
- Asian: 1% (US), 1% (SWPBIS) | 1% (US), 1% (SWPBIS)
- Black: 13% (US), 11% (SWPBIS) | 13% (US), 11% (SWPBIS)
- Hispanic/Latinx: 4% (US), 4% (SWPBIS) | 4% (US), 4% (SWPBIS)
- Multiracial: 5% (US), 3% (SWPBIS) | 5% (US), 3% (SWPBIS)
- Pacific Islander: 3% (US), 3% (SWPBIS) | 3% (US), 3% (SWPBIS)
- White: 3% (US), 3% (SWPBIS) | 3% (US), 3% (SWPBIS)
Which PBIS Features are Most Predictive of Equity?

- Significant predictors of decreased disproportionality:
  - Regular use of data for decision making (Tobin & Vincent, 2011)
  - Implementation of classroom PBIS systems (Tobin & Vincent, 2011)
  - Use of formal reward systems (Barclay, 2017; Tobin & Vincent, 2011)
A 5-point Intervention Approach to Enhance Equity in School Discipline

Discipline disproportionality is 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 African American boys and those with disabilities), are at significantly increased risk for receiving exclusionary discipline practices, including office discipline referrals and suspensions (e.g., Fabelo et al., 2011; Girvan et al., in press; Losen & Gillespie, 2012). These differences have been found consistently across geographic regions and cannot be adequately explained by the correlation between race and poverty (Noltemeyer & McLoughlin, 2010; Morris & Perry, 2016). Given the 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 every student.

Components of Effective Intervention to Prevent and Reduce Disproportionality

No single strategy will be sufficient to produce substantive and sustainable change. Multiple components may be needed, but not all components may be necessary in all schools. We describe here a 5-point multicomponent approach to reduce disproportionality in schools.

https://www.pbis.org/topics/equity
Effects of Equity-focused PBIS on Discipline Gaps

- Fox et al., in press
- Gion et al., 2020
- McIntosh et al., 2018
- McIntosh et al., in press
- Payno-Simmons, in press
- Swain-Bradway et al., 2019
Effects of PBIS on Out of School Susps
(WI Schools Implementing PBIS; Swain-Bradway et al., 2019)
What is an Equity-focused PBIS Approach?

- Using the **PBIS framework** to use school discipline data to increase **Racial equity** through:
  - Assess data to identify root causes
  - Culturally responsive behavior strategies
  - Teach about implicit bias and strategies to neutralize it
Assess data to identify root causes

- Assess racial inequities in:
  - Discipline data (e.g., ODR, ISS, OSS)
  - School climate perceptions

- Identify possible causes of inequities
  - Assess PBIS systems
    - Fidelity
    - Hidden biases in systems
  - Conduct surveys and walkthroughs
  - Identify VDPs and EDPs
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)
What is an Equitable Decision Point (EDP)?

- A specific decision situation that school data shows is not influenced by bias
**CORE PRACTICES** of school-wide PBIS

1. **DEFINE**
   - school-wide expectations (i.e., social competencies)

2. **TEACH & PRACTICE**
   - expectations

3. **MONITOR & ACKNOWLEDGE**
   - prosocial behavior

4. **PROVIDE INSTRUCTIONAL CONSEQUENCES**
   - for unwanted behavior

5. **MAKE DECISIONS**
   - based on information collected

**Culturally responsive behavior strategies**
Coercive Cycle of Inequities

1. Define
   - Antecedent: Few positive interactions with adults. School less relevant.
   - Behavior: Student engages in unwanted or unexpected behavior.
   - Consequence: Student sent to the office (escapes social interaction).

2. Teach
   - Antecedent: Negative interactions, perceived slights, conflict with adults.

3. Acknowledge
   - Setting event: Few positive interactions with adults. School less relevant.

4. Respond

5. Use Data
Constructive Cycle of Increasing Equity

- **Setting event**: Many positive interactions with adults
  - School more relevant
- **Antecedent**: Fewer experiences of academic failure, conflict with adults
- **Behavior**: Student uses desired and functional social skills
- **Consequence**: Adult responds instructionally to student behavior
Initial ReACT Findings: School-wide Case Study

Office Discipline Referrals Per Day Per 100 Students

(McIntosh, Ellwood, McCall, & Girvan, 2018)
Initial ReACT Findings: Classroom Single-Case Study

1. Increase in teacher rates of praise for Black students
2. Decrease in teacher rates of reprimands for Black students
3. Racial equity in office discipline referrals
4. Rated as socially valid

(Gion et al., 2020)
Initial ReACT Findings: Quasi-experimental Study

(McIntosh et al., in press)
The ReACT Process

1. Meet with district administrators
2. Meet with school administrator(s)
3. Meet with school leadership team
4. Attend staff and team meetings
5. Complete awareness-building activities (as needed)
6. Assess data to identify root causes
7. Select Culturally responsive behavior strategies
8. Teach about implicit bias and strategies to neutralize it
9. Develop and use follow-up plan
10. Provide individual coaching (as needed)
# The ReACT Process

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2. Meet with school administrator(s)  
5. Conduct awareness-building activities (as needed) |
| Getting it right           | Installation               | 3. Meet with school leadership team  
4. Attend staff and team meetings  
6. Assess data to identify root causes  
7. Select culturally responsive strategies |
| Making it better           | Initial Implementation     | 4. Attend staff and team meetings  
8. Teach about implicit bias and strategies to neutralize it |
|                            | Full Implementation        | 4. Attend staff and team meetings  
9. Develop and use follow-up plan |
|                            | Sustainability/Continuous Regeneration | 4. Attend team meetings  
9. Develop and use follow-up plan  
10. Provide individual coaching as needed |
### Common Errors

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Lessons Learned in Establishing Commitment for Equity

**Less Effective**
- Go it alone
- Create new departments and teams
- Assume data showing inequities will convert the non-committed
- Be perfect

**More Effective**
- Play “blob tag” (add champions at each level)
- Implement within existing teams
- Focus on concrete strategies to change systems and neutralize implicit bias
- Model mistakes and safe self-disclosure of one’s own personal biases
Colquitt County Schools: District Commitment Example

Tabathia Baldy, Colquitt County Schools Director for MTSS/RtI/PBIS
What do these places have in common?
Colquitt County Schools

- Enrollment: approximately 9637 students
- 15 School Sites
  - 10 Elementary Schools
  - 1 Gifted Center
    - (grades 3-5)
  - 1 Middle School
  - 1 Junior High School
  - 1 High School
  - 1 Alternative Program
    - (grades 6 – 12)
Demographics

- Title 1 District
- 100% Free Lunch via CEP (Community Eligibility Provision)
- Approximately 1950 English Language Learners (20%)
- Highest migrant population in Georgia
- Rural/Agricultural Community
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<tbody>
<tr>
<td>PBIS Journey</td>
<td>Exploration: Should we do it?</td>
<td>Began installing PBIS in 3 schools</td>
<td>Began installing PBIS in 6 additional schools</td>
<td>Began installing PBIS in remaining 6 schools</td>
</tr>
<tr>
<td>Equity Journey</td>
<td>-District flagged by GaDOE for dispropro.</td>
<td>-Implemented a really bad corrective action plan</td>
<td>-Corrected misconceptions &amp; poor practices</td>
<td>-Sent a “district team” to state level equity training</td>
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<td>-Wrote a really bad corrective action plan</td>
<td>-Built equity into District Improvement Plan Process</td>
<td>-Began incorporating race/ethnicity data into PBIS practices</td>
<td>-Began aligning equity efforts with 5 point intervention approach from National Center</td>
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A 5-point Intervention Approach to Enhance Equity in School Discipline

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1. Collect, Use, and Report Aggregated Discipline Data

Any school or district committed to reducing disproportionality should adopt data systems that allow disaggregation of student data by race/ethnicity and provide instantaneous access to these data for both school and district teams. Some discipline data systems for entering and analyzing office discipline referrals

https://www.pbis.org/topics/equity
On Mon, Jun 12, 2017 at 4:50 PM, Tabathia Baldy <tabathia.baldy@colquitt.k12.ga.us> wrote:

Administrators,

See below for information on the fall SSTAGE conference. They are bringing in two great speakers. Kent McIntosh is a leading researcher on effective discipline practices, and although I have never heard him speak, I have read a ton of his research. :-) I have heard John O'Connor speak, and have had several conversations with him regarding his approach to building and sustaining a Multi-tiered System of Supports in Henry County.

Both are great opportunities for learning that you may want to budget for this coming year. This is something the school would be responsible for paying for, but I wanted to share the opportunity.

Much appreciation,
Tabathia

Tabathia S. Baldy, Ed.D.

RtI/PBIS Director
Creating My “District Team”

- Fall 2017 “District Team”
  - Senior Leadership – Assistant Superintendent for Student Services
  - MTSS/RtI/PBIS Director
  - District Behavior Specialist
  - SPED Assistant Director & Coordinator
  - One elementary school principal
  - 6 Secondary Assistant Principals
    - 2 from each school
Creating My “District Team”
Fall 2017
### Common Errors

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2017 – 2018 Equity Efforts

- “District Team”
- MTSS/RtI/PBIS Director & District Behavior Specialist
  - Reflect on mistakes
  - Garner support from senior leadership (Assist. Supers)
  - Attempt to align to 5 point intervention approach
  - Share equity data with DLT (includes Super.) & schools
  - Explore revising district code of conduct
  - Seek support & resources
Fall 2018: Round 2

- Asked for “volunteers” interested in enhancing their Tier 1 PBIS practices by folding in equity work
- Set clear expectations:
  - Principal approval & support
  - Implementing Tier 1 PBIS with adequate fidelity
  - Actively engage in activities & conversations
  - Implement at least ONE strategy by Spring 2019 & engage in continuous learning
  - Send 2-3 people currently on the PBIS team
    - **Coach**, team leader, data specialist, or admin.
    - Bring data and technology to access data (SWIS/Discipline data, Fidelity Data, etc.)
Dear Kent,
Please send help.
The ReACT Process

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Exploration: September 2018

- Gained approval to explore Project ReACT
- Many emails and phone conversations to better understand process, commitment, etc.
- Clarified and simplified
- Gained approval to move forward
Prep for Principal Meeting

- Framed meeting as needing principal input to “explore an amazing opportunity”
- Connected with three principals who had attended state level equity sessions in 2017 or 2018
- Primed other influential principals
- Set the tone that this was THEIR collective decision – not mine
Principal Meeting: Sep. 27

- Total transparency
- “We’ve been trying to do this for 3 years.”
- Capitalized on knowledge and passion in the room
- “Why wouldn’t we do this?”
- Reached agreement on WHAT
- Began exploring HOW
Finding Time for Training

- 1 full day for PBIS team only
- 3.5 days for every staff member
  - School-wide approach
- Teacher workdays
- Early release days
  - Revised district-wide calendar to add time
October 2018 – May 2019

- Lots of phone calls and emails focused on:
  - Understanding current practices, data, etc.
  - Planning for installation, logistics, etc.
  - Building relationships

- March 2020 site visit
  - Met with superintendent & district leadership
  - Met with 8 principals in RCT
  - Visited 4 schools in treatment group

- Maternity leave (October – February)
  - Not required for equity work, but makes for a better story
Schools Participating in Project ReACT RCT

- 8 Elementary schools
- Enrollment between 25 and 75% Black
- Using SWIS
- Implementing PBIS with adequate fidelity
- Still experiencing racial disproportionality in school discipline
- District and school administrator commitment to equity in school discipline
ReACT Professional Development
Scope and Sequence

- **Day 1 (full day with SCHOOL PBIS TEAMS ONLY)**
  - Intro to Implicit Bias, data/VDP review, overview of CR strategies

- **Day 2 (full day)**
  - Intro to Implicit Bias, data/VDP review, CR strategies (e.g., neutralizing routines)

- **Day 3 (half day)**
  - Personal matrix (complete for self)

- **Day 4 (half day)**
  - Personal matrix review (students)

- **Day 5 (full day)**
  - Data/VDP review, OTRs, acknowledging positive behavior

- **Day 6 (half day)**
  - Data review, responding to unwanted behavior, maintenance plans
ReACT Ongoing Support

- **PBIS Team meetings**
  - Review data
  - Troubleshoot implementation

- **District support**
  - 45 min. PBIS team lead meetings monthly
Ongoing TA for 4 continuing elementary schools by Center staff

TA for 4 new elementary schools delivered by district team with Center support

Planning for secondary school implementation in 2021-2022
Facilitators of Success
Facilitators of Success

- Focus on implementing Tier 1 PBIS with fidelity
- Monthly school-based PBIS team meetings focused on using data to problem solve (not only on “acknowledgements”)
- Use a data system that allows for disaggregation, especially by race/ethnicity (e.g., SWIS)
- Provide specialized training/coaching to PBIS data specialists
- Monthly district level PBIS coaches meetings to provide TA and coaching in a structured manner
- Consistent District Leadership Team meetings with senior leadership (Superintendent, Assistant Superintendents, etc.)
- Decision making process that allows for stakeholder input and ownership
Poll: Questions

Q & A
Please Complete the Session Evaluation to Tell Us What You Thought of This Session D1

Three Ways to Complete:

1) Pathable/Mobile App:
   a. Find the Evaluation Link in the "Files" Tab, or
   b. Click on "Evaluations" in the navigation menu

2) Online: click on the link in the Pathable "Chat"

http://bit.ly/NF20-D1

3) QR Code
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Handouts: http://www.pbis.org