Implementing PBIS with a Racial Equity Mindset

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Land Acknowledgment

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Overview of Today’s Session

1. Share effects of PBIS on equity in school discipline
2. Introduce Project ReACT, a full-year equity-focused PBIS approach
3. Answer questions and discuss

Disproportionality in School Discipline

Handouts: http://www.pbis.org
U.S. Schools Using PBIS
August 2020

- 29,083 Schools Using PBIS
- >30% of all Schools
- 16,286,480 Students

Statistically Significant Outcomes of PBIS

- Reduced unwanted behavior
  (Bradshaw, Mitchell, & Leaf, 2010; Flannery et al., 2014; Gage et al., 2018; Homer et al., 2005; Metzler et al., 2001; Nelson, 1996; Nelson et al., 2002; Solomon et al., 2012)
- Increased prosocial behavior
  (Metzler, Biglan, Rusby, & Sprague, 2001; Nelson et al., 2002)
- Improved emotional regulation
  (Bradshaw et al., 2012)
- Improved academic achievement
  (Homer et al., 2009; Lassen, Steele, & Sailor, 2006; Nelson et al., 2002)
- Improved perceptions of school safety
  (Homer et al., 2009)
- Improved organizational health
  (Bradshaw et al., 2008)

Statistically Significant Outcomes of High School PBIS

- Reduced unwanted behavior
  (Bradshaw et al., in press; Flannery et al., 2014; Freeman et al., 2015a)
- Reduced alcohol and other drug use
  (Bastable et al., 2015)
- Improved attendance
  (Flannery et al., 2020; Freeman et al., 2015b)
- Improved student engagement
  (Flannery et al., 2020)

“If you ran a hospital, but you were only known for serving people who are healthy, well, then you wouldn’t be a very good hospital.”

- Pedro Noguera
How inviting are our schools for every student?

Effects of PBIS on Disciplinary Equity

Effects of PBIS on Discipline Disproportionality

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)

https://www.pbis.org/topics/equity
“as much as I could, I tried to find the good, and praise it.”

Alex Haley

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

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

1. Collect, use, and report **disaggregated** discipline data
2. Implement a **behavior framework** that is preventive, multi-tiered, and culturally responsive
3. Use engaging **academic instruction** to reduce the opportunity (achievement) gap
4. Develop **policies** with accountability for disciplinary equity
5. Teach strategies to **neutralize implicit bias**

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
- Muldrew & Miller, 2021
- Payno-Simmons, in press
- Swain-Bradway et al., 2019

Project ReACT

- **Funding**
  - 3-year Institute of Education Sciences (IES) NCSER Development & Innovation Grant

- **Aim**
  - Develop and test an intervention to reduce racial disproportionality in school discipline

- **Intervention**
  - Professional development to achieve Racial equity, through
    - Assessing data to identify root causes
    - Culturally responsive behavior strategies
    - Training in strategies to neutralize implicit bias

Project ReACT Team

- **PIs/Developers**
  - Kent McIntosh
  - Erik Girvan

- **Methodologist**
  - Keith Smolkowski

- **Trainers/Developers**
  - Eoin Bastable
  - Sarah Falcon
  - Sara McDaniel
  - Rhonda Nese
  - Maria Santiago-Rosario

- **Intervention Advisors**
  - Ambra Green
  - Ruth Payno-Simmons

- **Research Assistants**
  - Sean Austin
  - John Gallo
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  - Sheila Lopez
  - Stephanie St. Joseph
  - Lauren Witherspoon
What is Project ReACT?

- Using the **PBIS framework** to use school discipline data to increase **Racial equity** through these steps:
  - 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
SWIS Equity Report
www.pbisapps.org

SWIS Drill Down (www.swis.org)

Add demographic group of interest as a filter (click to “Include in Dataset”).

Click each graph and compare to overall patterns.

Using Local Data to Find VDPs

What is Project ReACT?

- Using the **PBIS framework** to use school discipline data to increase **Racial equity** through these steps:
  - **Assess** data to identify root causes
  - **Culturally responsive** behavior strategies
  - **Teach** about implicit bias and strategies to neutralize it
PBIS Cultural Responsiveness Field Guide (Leverson et al., 2021)

- Three sections:
  1. Identity awareness
  2. TFI Cultural Responsiveness Companion
  3. Appendices

http://www.pbis.org/topics/equity

What is Project ReACT?

- Using the PBIS framework to use school discipline data to increase Racial equity through these steps:
  - Assess data to identify root causes
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ReACT: School Teams Using their Data to Craft Tailored Solutions

- Assess data to identify root causes
- Culturally responsive behavior strategies
- Teach about implicit bias and strategies to neutralize it

Culturally responsive behavior strategies

1. DEFINE
   - Expectations and matrix review
   - Obtain student & family input
2. TEACH & PRACTICE
   - Personal Matrix activity
   - Student Neutralizing Routine
3. MONITOR & ACKNOWLEDGE
   - Praise Preference Assessments
   - Positive greetings at the door
4. RESPOND INSTRUCTIONALLY
   - Adult Neutralizing Routine
   - Wise feedback
5. MAKE DECISIONS
   - Review equity data at meetings
   - Assess fidelity of strategies

Core Practices of school-wide PBIS

- MAKE DECISIONS based on data
- RESPOND INSTRUCTIONALLY to unwanted behavior
- MONITOR & ACKNOWLEDGE prosocial behavior
- TEACH & PRACTICE expectations
- DEFINE school-wide expectations (i.e., social competencies)
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 RCT Outcomes

ODR Risk Index: Black Students

- 2018-19: 32% Treatment, 27% Waitlist
- 2019-20: 32% Treatment, 27% Waitlist

ReACT RCT Outcomes

ODR Black-Other Risk Ratio

- 2018-19: 3.75 Treatment, 3.19 Waitlist
- 2019-20: 3.75 Treatment, 3.19 Waitlist

4 Resources to Support Students During the Pandemic

https://www.pbis.org/
https://www.pbis.org/about/pbis-state-coordinators
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