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

Acknowledgements

- Land Acknowledgment

The research reported here was supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R324A170034 to the University of Oregon. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education.
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
- Walter Wallace
- Joshua Feast
- Andre Hill

Overview of Today’s Session

1. Share effects of PBIS on disciplinary equity
2. Introduce an equity-focused PBIS approach
3. Share some strategies for increasing racial equity in school discipline

Handouts: [http://www.pbis.org](http://www.pbis.org)

Disproportionality in School Discipline

Out of School Suspension Risk Index
2013-14 US Schools (n = 95,507)

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 problem behavior
  (Bradshaw, Mitchell, & Leaf, 2010; Flannery et al., 2014; Gage et al., 2018; Horner 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
  (Horner et al., 2009; Lassen, Steele, & Sailor, 2006; Nelson et al., 2002)

- Improved perceptions of school safety
  (Horner et al., 2009)

- Improved organizational health
  (Bradshaw et al., 2008)

Statistically Significant Outcomes of High School PBIS

- Reduced problem 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

Effects of PBIS on Equity in School Discipline

https://www.pbis.org/topics/equity
**Effects of PBIS on Racial Equity in School Discipline**

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)

---

**Which PBIS Features are Most Predictive of Equity?**

---

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

---

**“as much as I could, I tried to find the good, and praise it.”**

Alex Haley

---

https://www.pbis.org/topics/equity
5-point Intervention Approach

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

Effects of PBIS on Out of School Susps

(WI Schools Implementing PBIS; 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
  - Cody Gion
  - Sara Izzard
  - Sheila Lopez
  - Stephanie St. Joseph
  - Lauren Witherspoon

ReACT RCT Outcomes

PBIS Cultural Responsiveness Field Guide (Leverson et al., 2016)

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

http://www.pbis.org/topics/equity
DEFINE school-wide expectations (i.e., social competencies)

TEACH & PRACTICE expectations

MONITOR & ACKNOWLEDGE prosocial behavior

RESPOND INSTRUCTIONALLY to unwanted behavior

MAKE DECISIONS based on data

---

CORE PRACTICES of school-wide PBIS

---

MENU OF ADAPTATIONS

Build staff identity awareness (p. 45)

Examine expectations and matrices for fit (p. 32)

Obtain student input
- Surveys (e.g., SISS)
- Blank matrix (p. 33)
- Rules gallery walk (p. 33)
- Equity advisory board

Obtain family input
- Use school events
- Surveys (e.g., SISS)
- Family focus groups

---

Expectations and Matrix Review
Common PBIS Activity: School-wide Teaching Matrix

- Why do it?
  - Clarify what is expected for students
  - Create consistency among staff
  - Reduce miscommunication
  - Make hidden curriculum visible
  - Focus on prosocial behavior

Poll

1. How involved were students and families in determining your school-wide expectations?
   - Not at all
   - Provided approval after creation
   - Provided formative input before selection
   - Provide yearly input into expectations

Resources and Examples

- Cultural Responsiveness Field Guide – Appendix D
- bit.ly/ExpsandMatrixReview

The matrix was updated by our PBIS team six years ago. Only school staff provided input. 85% of staff is new since we created it.
Consider changing “Be...” to “We are...”?

Is “Follow Adult Directions” a universal core life skill?

Staff and students value inclusion – add “Include others”?

Students say language is outdated (e.g., no mention of cell phones)

Need to focus more on goal setting, problem-solving, conflict resolution?

Want to tie more to student home languages – add in Spanish?

Are common violations of the matrix expectations:

- Possibly unfamiliar but acceptable variations of OK behavior?
- Behaviors that may be acceptable out of school but not in school?

In a word or two...

- How do you think your students would describe your school’s behavior support systems?
“Nothing about us without us.”

Stakeholder Input and Satisfaction Surveys

Stakeholder Input & Satisfaction

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 behavior expectations?_________________________________________

Are the school-wide behavior expectations meaningful or important to you? YES / NO

If not, what do you think the expectations should be?____________________________________

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

If not, what expectations are different at school?________________________________________

If not, what expectations are different at school?________________________________________
**Stakeholder Input & Satisfaction Surveys**

Ask your local PBIS Assessment coordinator for access (it's on our FieldTest site)

---

**RESPECT (how we treat each other)**

- Are students at your school respectful to other students? [YES / NO]
- Are students at your school respectful to teachers? [YES / NO]
- Are teachers at your school respectful to students? [YES / NO]
- Are teachers at your school respectful to other teachers? [YES / NO]

---

**Can't get no (input and) satisfaction?**

- If you are a PBIS Assessment Coordinator
  - Email kentm@uoregon.edu with your PBISApps username and district(s)
- If you are not
  - Ask your PBIS Assessment Coordinator to email me
- If you don't have one
  - Become one!
  - [https://www.pbisapps.org/Applications/Pages/Getting-Started-With.aspx#assessment](https://www.pbisapps.org/Applications/Pages/Getting-Started-With.aspx#assessment)

---

**Is posting expectations enough?**
Contact Information

- Kent McIntosh
  Special Education Program
  University of Oregon
  kentm@uoregon.edu
  @_kentmc

Support for this work:
NCSER (R324A170034)