Using PBIS to Ensure Racial Equity in School Discipline

Kent McIntosh
University of Oregon
Nikole Hollins-Sims
Pennsylvania Department of Education

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Overview of Today’s Session

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

Handouts: http://www.pbis.org

Disproportionality in School Discipline

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

How inviting are our schools for every student?

Effects of PBIS on Racial Equity in School Discipline

[https://www.pbis.org/topics/equity](https://www.pbis.org/topics/equity)
Effects of PBIS on Racial Equity in School Discipline

Which PBIS Features are Most Predictive of Racial 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

- **A 5-Point Intervention Approach for Enhancing Equity in School Discipline**
  - https://www.pbis.org/topics/equity

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

- Alex Haley
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 a
- McIntosh et al., in press b
- Muldrew & Miller, 2021
- Payno-Simmons, in press
- Swain-Bradway et al., 2019

Equity-focused PBIS RCT Outcomes (McIntosh et al., in press)
Resources for Ensuring Equity from the Center on PBIS

- Cultural Responsiveness Field Guide
  - Comprehensive guide for improving cultural responsiveness of PBIS systems

- Expectations and Matrix Review
  - Tool to examine PBIS systems for fit with culture, strengths, and needs of students, families, and their communities

- Praise Preference Assessment
  - Tool to tailor acknowledgements to student preferences

- Neutralizing Routine
  - Strategy for responding instructionally to unwanted behaviors

Equity in a Tiered Framework for Behavior

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<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
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<tr>
<td>- Honors student strengths through student voice</td>
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<td>- Staff engage in self-awareness</td>
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<td>- Use the values and norms of students, families, and communities when determining school-wide and classroom expectations.</td>
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<td>- Use equitable acknowledgement systems.</td>
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<td>- Access to Tier 2 interventions is consistent across student groups</td>
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<td>- Tier 2 increase instructional opportunities, feedback, and positive home-school communication with students' families</td>
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<td>- Individualized and contextualized.</td>
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<td>- Meaningfully include students and families in goal-setting and intervention design.</td>
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<td>- Trust</td>
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<td>- Two-way communication</td>
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<td>- Limit assumptions about home life and family values</td>
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How does Disciplinary Equity support addressing Significant Disproportionality?

- Evaluation of disciplinary policies to evaluate their explicit tie to equitable practices.
- Identification of disciplinary decisions vulnerable to subjectivity.
- Tiered system of support to address the “whole child” through academic, behavioral, social-emotional and trauma-informed domains.
- Evaluation of overall School Climate as a space of belonging and dignity.
Contact Information

- Kent McIntosh
  kentm@uoregon.edu
  @_kentmc

- Nikole Hollins-Sims
  dr.nikolehsims@gmail.com
  @DrNikoleHSims

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