EQUITY-FOCUSED IMPLEMENTATION SCIENCE: IMPROVING RACIAL INEQUITIES FOR STUDENTS WITH CHALLENGING BEHAVIOR

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WHO IS IN THE ROOM?

- Teachers?
- School administrators?
- School psychologists?
- Researchers or University Faculty?
- Students?
- Other?

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LEARNING OBJECTIVES

<u>Participants will:</u>

1) explain racial inequity trends for students of color with Emotional and Behavioral Disorders (EBD) in schools.

2) define the goals of implementation science.

3) identify at least two ways equity-focused implementation science can be used to address racial inequities for students with EBD.

4) describe at least two examples of how implementation science can improve racial inequities through Positive Behavior Interventions and Supports.
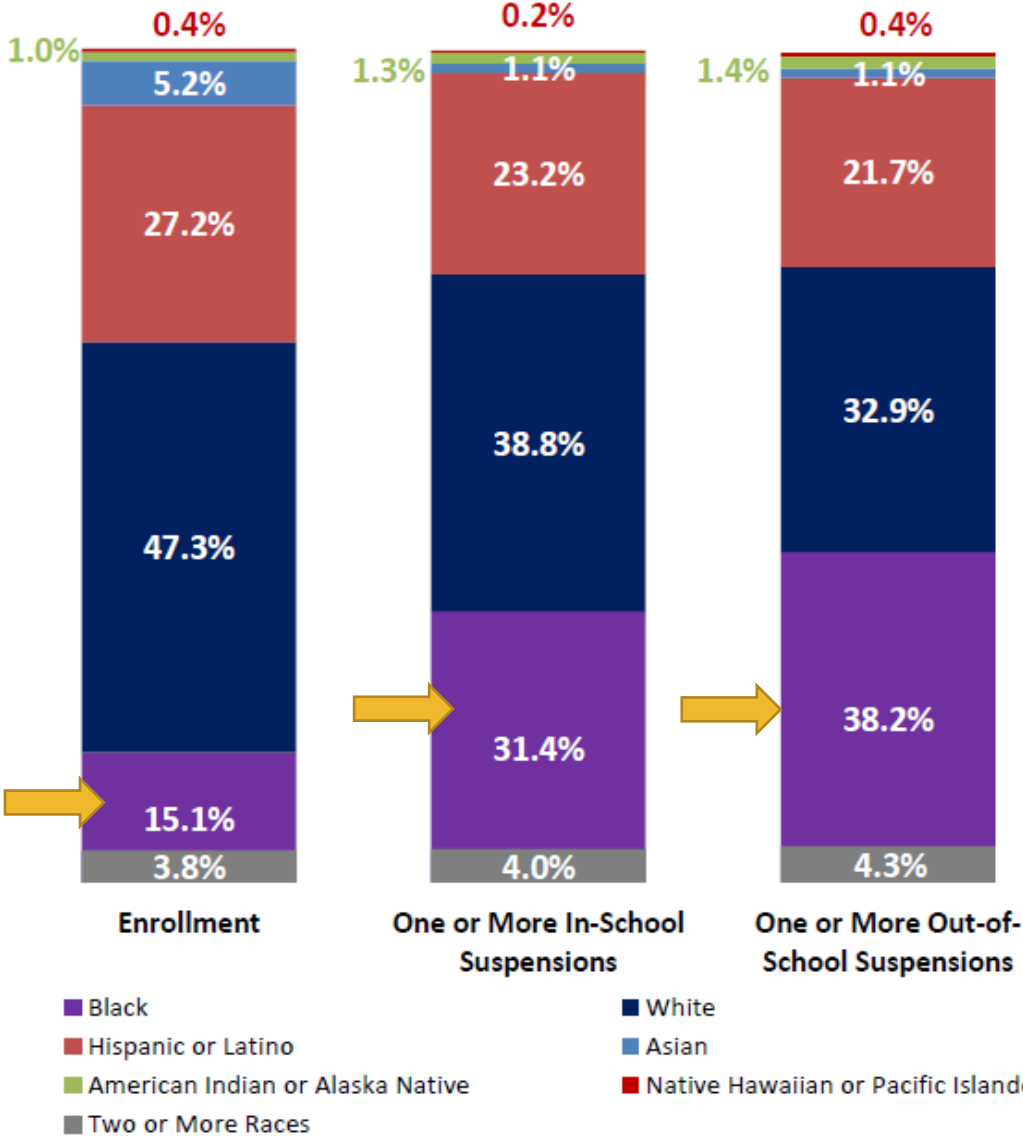
AGENDA

- Overview of racial discipline inequities
- PBIS and discipline disparities
- Implementation Science
- Equity-focused PBIS implementation strategies
  - District
  - Building
  - Classroom
- Questions

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RACIAL DISCIPLINE DISPARITIES

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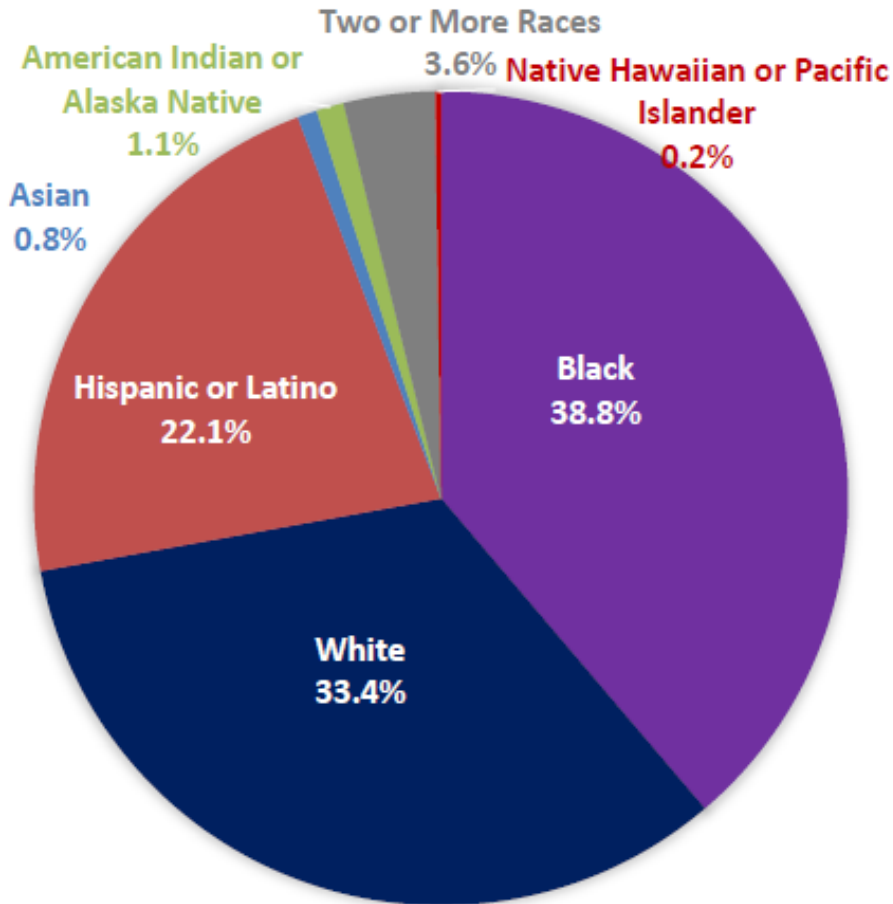
SUSPENSION DISPARITY

In 2017-18, Black students received one or more in-school suspensions (31.4%) and one or more out-of-school suspensions (38.2%) at rates that were more than twice their share of total student enrollment (15.1%).
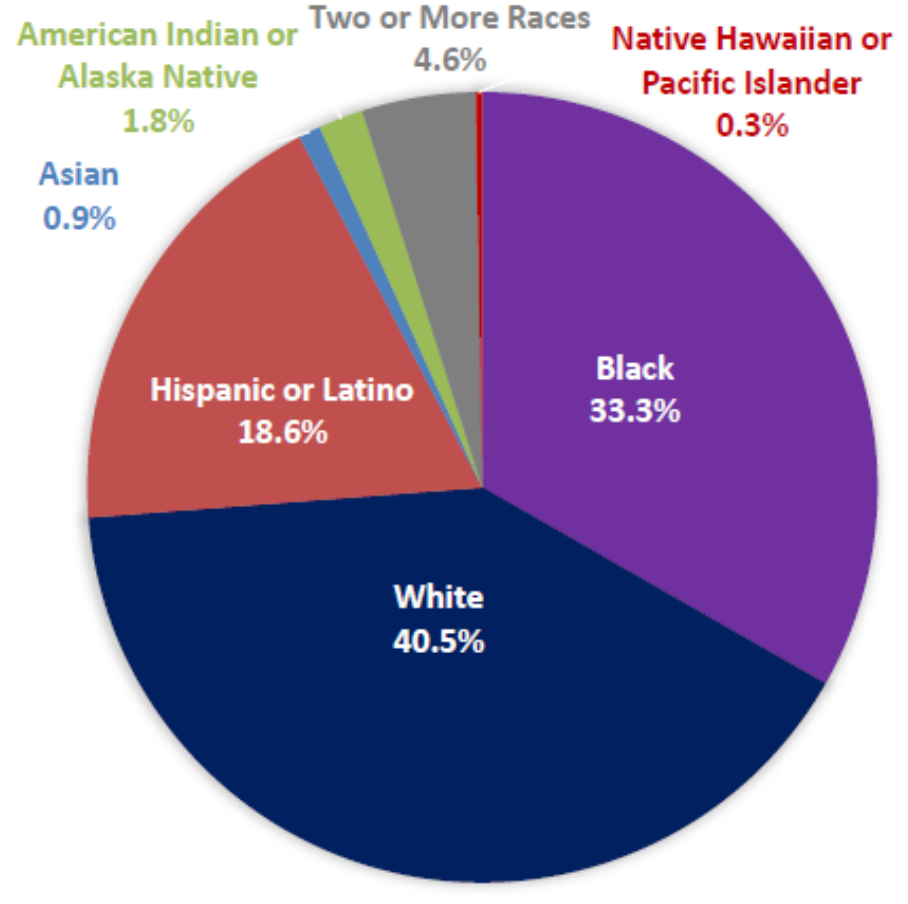
American Indian or Alaska Native students were slightly overrepresented as well.

Enrollment
- 1.0%
- 0.4%
- 5.2%
- 27.2%
- 47.3%
- 15.1%
- 3.8%

One or More In-School Suspensions
- 1.3%
- 0.2%
- 1.1%
- 23.2%
- 38.8%
- 31.4%
- 4.0%

One or More Out-of-School Suspensions
- 1.4%
- 0.4%
- 1.1%
- 21.7%
- 32.9%
- 38.2%
- 4.3%

Legend:
- ■ Black
- ■ White
- ■ Hispanic or Latino
- ■ Asian
- ■ American Indian or Alaska Native
- ■ Native Hawaiian or Pacific Islander
- ■ Two or More Races

Source: U.S. Education Department, Office for Civil Rights, Civil Rights Data Collection, 2017-18 State and National Estimations, released June 2021, available at https://ocrdata.ed.gov/estimations/2017-2018.

EXPULSION DISPARITY

Expulsions with Educational Services

- American Indian or Alaska Native 1.1%
- Asian 0.8%
- Hispanic or Latino 22.1%
- White 33.4%
- Two or More Races 3.6%
- Native Hawaiian or Pacific Islander 0.2%
- Black 38.8%

Expulsions without Educational Services

- American Indian or Alaska Native 1.8%
- Asian 0.9%
- Hispanic or Latino 18.6%
- White 40.5%
- Two or More Races 4.6%
- Native Hawaiian or Pacific Islander 0.3%
- Black 33.3%

Source: U.S. Education Department, Office for Civil Rights, 2017-18 Civil Rights Data Collection, released October 2020, updated May 2021, available at https://ocrdata.ed.gov.

IMPACT OF EXCLUSIONARY DISCIPLINE

Loss of academic instruction

Loss of social opportunities

Missed IEP services

Increased risk of criminal justice involvement

Increased risk of drop out

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

(As relates to Racial Discipline Disparities)

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POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS: PBIS

Disciplinary prevention

MTSS framework integrating data, systems and practices

Emphasizes effective implementation practices

Contextual fit

Effectiveness in applied settings

Data use for improvement

Supporting Staff Behavior

SYSTEMS

Supporting Decision Making

EQUITY

DATA

PRACTICES

Supporting Student Behavior

OUTCOMES

Social Competence & Academic Achievement

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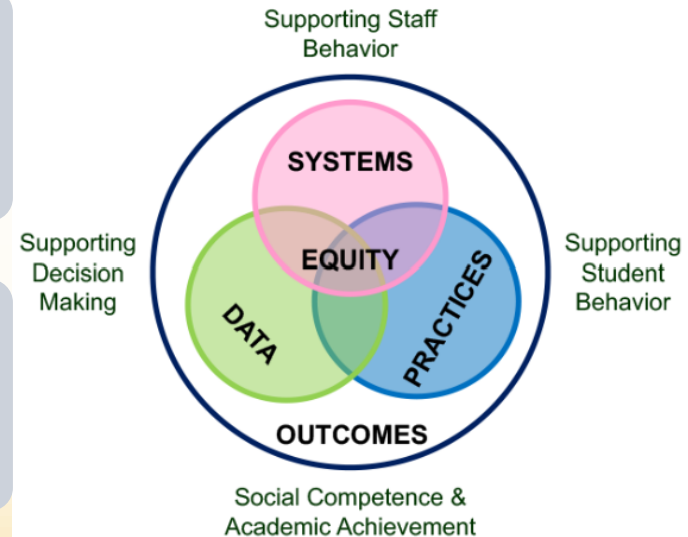
IMPACT OF PBIS ON DISCIPLINE

PBIS increases students' access to effective supports that improve their social-emotional, behavioral, and mental health functioning.

PBIS is associated with reduced exclusionary discipline for all students; however, disproportionally remains.

Inequitable implementation of PBIS strategies may be related to racial discipline disproportionality.

Implementation of PBIS may mitigate or enhance this disproportionality.

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IMPLEMENTATION SCIENCE

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WHAT IS IMPLEMENTATION SCIENCE?

"...scientific study of methods and strategies that facilitate the uptake of evidence-based practice and research into regular use by practitioners"

University of Washington (2023)

- close the gap between what we *know* and what we *do*

- Integrate IS with PBIS research to address inequitable implementation of exclusionary discipline

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RELEVANT KEY CONSTRUCTS

Implementation science is replete with theories, frameworks, and constructs. The following two constructs are relevant:

1. **Determinants of practice**: barriers of and facilitators to effective use of an intervention or practice (Flottorp et al., 2013)

2. **Implementation strategies**: methods or techniques used to enhance the adoption, implementation, and sustainability of an intervention or practice (Proctor et al., 2013, p. 140)

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EQUITY-FOCUSED IMPLEMENTATION STRATEGY FOR PBIS TO IMPACT RACIAL DISPARITIES IN EXCLUSIONARY DISCIPLINE

Determinants of practice: Ecological Approach

District, Building, Classroom

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SISTER FRAMEWORK

Cook and colleagues (2019) adapted a set of implementation strategies for education. These strategies fall into 9 categories:

1. Use iterative and evaluative strategies (e.g., obtain student and family feedback)

2. Change infrastructure (e.g., develop local policy that supports implementation)

3. Provide interactive assistance (e.g., peer-assisted learning)

4. Adapt and tailor to context (e.g., promote adaptability)

5. Develop 'stakeholder' interrelationships (e.g., capture and share local knowledge)

6. Train and educate 'stakeholders' (e.g., conduct ongoing training)

7. Support clinicians (e.g., facilitate relay of intervention fidelity and student data to school personnel)

8. Engage consumers (e.g., involve students, family members, and other staff)

9. Use financial strategies (e.g., alter student or school personnel obligations to enhance participation in or delivery of new practice, respectively)

LOGIC MODEL

PROBLEM STATEMENT

Students of color with EBD experience inequitable education experiences and outcomes, particularly exclusionary practices (such as suspension, expulsion, and education in segregated settings). Implementation science can improve equitable implementation of SWPBIS, ultimately improving these inequitable outcomes for students of color with EBD.

INPUTS/

RESOURCES

SWPBIS:

- Data
- Systems
- Practices

District administration and SWPBIS leadership teams dedicated to improving equity.

OUTPUTS/STRATEGIES
Implementation Strategies: Intentional Equity Approach

DISTRICT IMPLEMENTATION STRATEGIES
1) Engage relevant and affected parties (especially families, students, and community members) in developing and sustaining SWPBIS practices so to reflect needs and values of all partners.
2) Incorporate accountability policies for disciplinary equity in administrator and teacher evaluation procedures.

BUILDING IMPLEMENTATION STRATEGIES
1) Adjust disciplinary practices based on demographically disaggregated data re: discipline.
2) Create action plan for cultural responsiveness by using Tiered Fidelity Inventory and the TFI Cultural Responsiveness Companion.

CLASSROOM IMPLEMENTATION STRATEGIES
1) Professional development training and performance feedback re:
- Personal Identity Awareness
- Implicit bias
- Engaging instruction and classroom management
2) Incorporating Validation, Affirmation, Building, and Bridging practices into school wide and classroom PBIS implementation.

SHORT TERM OUTCOMES

Implementation of SWPBIS with fidelity and cultural responsiveness

Culturally responsive classrooms and classroom teachers

LONG TERM OUTCOMES

Improved equity re:

- Office Discipline Referrals
- Suspension
- Expulsion
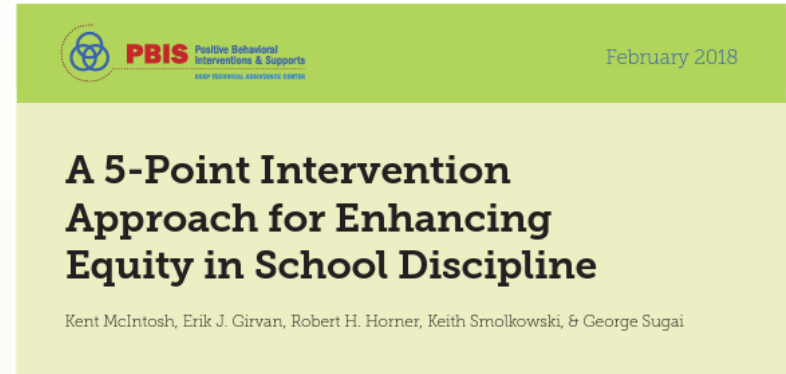
Increased access to classroom instruction
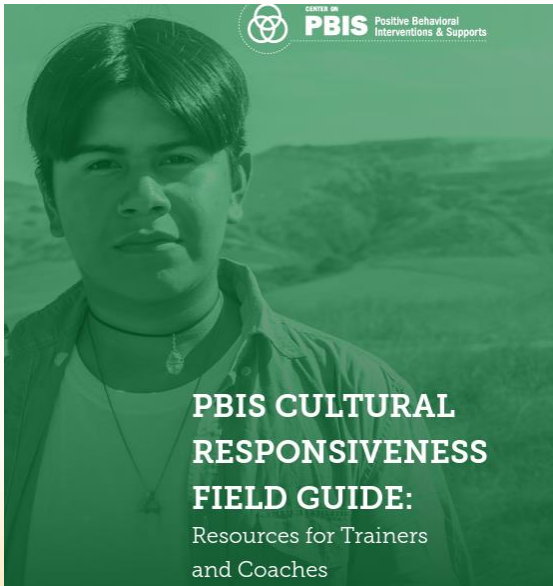
IMPACTS

Improved student equity in educational outcomes

- Increased Graduation rates
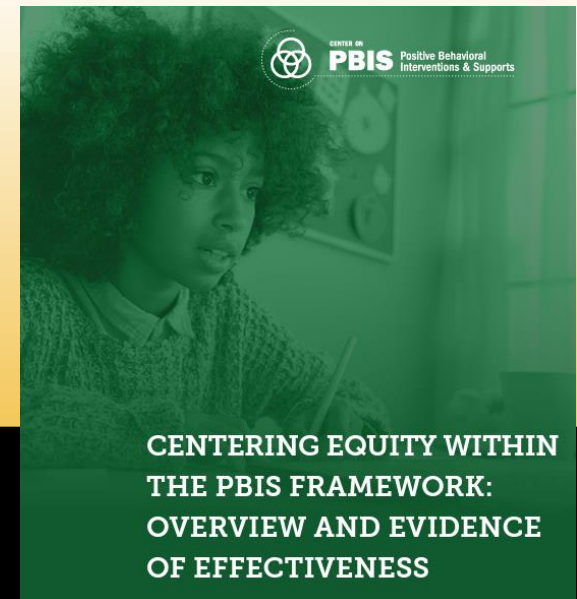- Reduced involvement in criminal justice system

ASSUMPTIONS
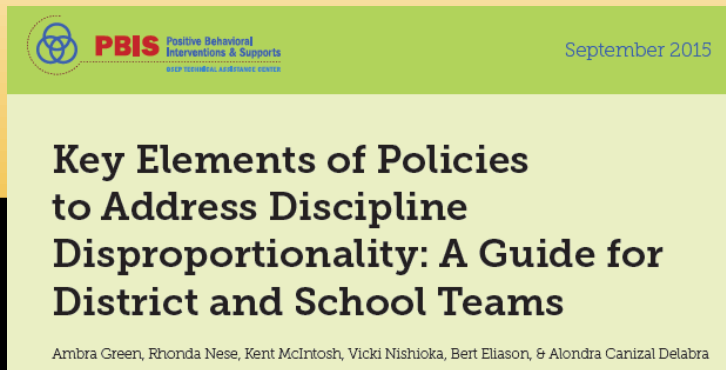Implementation of SWPBIS

EQUITY-FOCUSED PBIS IMPLEMENTATION STRATEGIES

PBIS CULTURAL RESPONSIVENESS FIELD GUIDE: Resources for Trainers and Coaches

February 2018
A 5-Point Intervention Approach for Enhancing Equity in School Discipline
Kent McIntosh, Erik J. Girvan, Robert H. Horner, Keith Smolkowski, & George Sugai

https://www.pbis.org/equity

September 2015
Key Elements of Policies to Address Discipline Disproportionality: A Guide for District and School Teams
Ambra Green, Rhonda Nese, Kent McIntosh, Vicki Nishioka, Bert Eliason, & Alondra Canizal Delabra

CENTERING EQUITY WITHIN THE PBIS FRAMEWORK: OVERVIEW AND EVIDENCE OF EFFECTIVENESS

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LONG TERM OUTCOMES

Improved equity re:

- Office Discipline Referrals
- Suspension
- Expulsion

Increased access to classroom instruction

IMPACTS

Improved student equity in educational outcomes

- Increased Graduation rates
- Reduced involvement in criminal justice system

ASSUMPTIONS
Implementation of SWPBIS

EQUITY-FOCUSED IMPLEMENTATION STRATEGIES: DISTRICT-LEVEL

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ENGAGE RELEVANT AND AFFECTED GROUPS

partnerships with students, families, and community partners is critical in ensuring contextual fit

reflective of the school population, as well as any marginalized groups

supports representation and relevancy of school practices to the student home communities

increased student engagement, improved relationships, and reduced office discipline referrals

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IMPLEMENTATION SCIENCE CONNECTION

Implementation Strategy	SISTER Category	Hypothesized Mechanism of Change	Hypothesized Short Term Outcome
District Implementation Strategy			
Engage relevant and affected parties (especially families, students, and community members) in developing and sustaining PBIS practices so to reflect needs and values of all partners.	• Engage consumers ○ Involve students, family members, and other staff	• Behavioral expectations, school culture, and school climate fit student needs	• Reduced ODRs • Increased student engagement • Improved relationships between students and teachers • Increased praise and reinforcement

AREAS FOR FAMILY-SCHOOL COLLABORATION IN PBIS

Positive home-school relationships

- Visibly value cultural differences

Two-way communication

- Learn how your community communicates
- Phone calls, email, print newsletters, community events, text message

Shared decision-making

- Solicit input on district-wide goals
- Invite culturally representative groups to serve on leadership committees

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(Minch et al., 2020; Weist et al 2017; Wittle et al., 2021)

AREAS FOR FAMILY-SCHOOL COLLABORATION IN PBIS

Family voice for equitable discipline

- Reach out to families affected by disproportionate discipline
- How would they like to address the issue?

Training and support for family-school collaboration

- Provide communication PD for practitioners
- Provide community education events for families

Evaluation

- Consistent monitoring of district and schoolwide efforts to involve families

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(Minch et al., 2020; Weist et al 2017; Wittle et al., 2021)

CONSIDERATIONS FOR IMPLEMENTATION: DATA COLLECTION

Monitor family involvement and disaggregate data by race/ethnic subgroups, grade levels, etc.

- This will help schools develop better, targeted communication strategies
- Can include follow-up opportunities for deeper dives into family preference

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(Minch et al., 2020; Weist et al 2017; Wittle et al., 2021)

CONSIDERATIONS FOR IMPLEMENTATION: PRIORITIZE RELATIONSHIP BUILDING

Prioritize relationship building prior to the school year

- <u>District administration allocates time and resources for relationship building</u>
- Cultivate empathy and increase buy-in for enhanced family/school partnerships
- Intentional focus on relationship building activities
- Proactive steps for families with greater indicators of risk

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(Minch et al., 2020; Weist et al 2017; Wittle et al., 2021)

CONSIDERATIONS FOR IMPLEMENTATION: FOCUS ON OUTCOMES

Take a continuous improvement approach to family/school relationships

- Monitor disaggregated data across domains
- Solicit feedback from families affected by disproportionate discipline actions
- <u>Utilize feedback & outcome data to revise plans</u>

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(Minch et al., 2020; Weist et al 2017; Wittle et al., 2021)
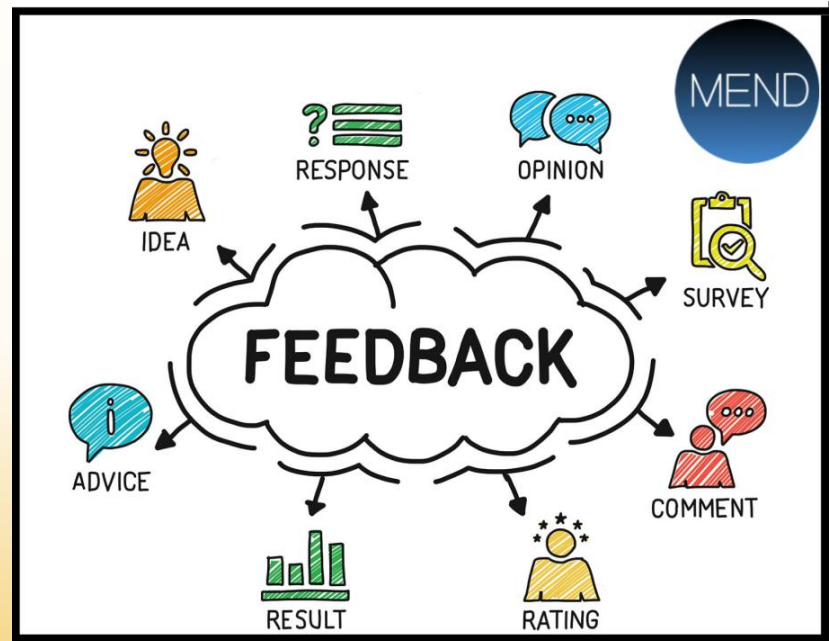
EQUITY-FOCUSED IMPLEMENTATION STRATEGIES: BUILDING-LEVEL

ADJUST PRACTICES BASED ON DISAGGREGATED DISCIPLINE DATA

review discipline data

inequities at the building level

focusing on system-level patterns (instead of focusing on individual students)

identify problems and potential solutions

changes in the building approach to disciplinary decisions can potentially reduce disparities

IMPLEMENTATION SCIENCE CONNECTION
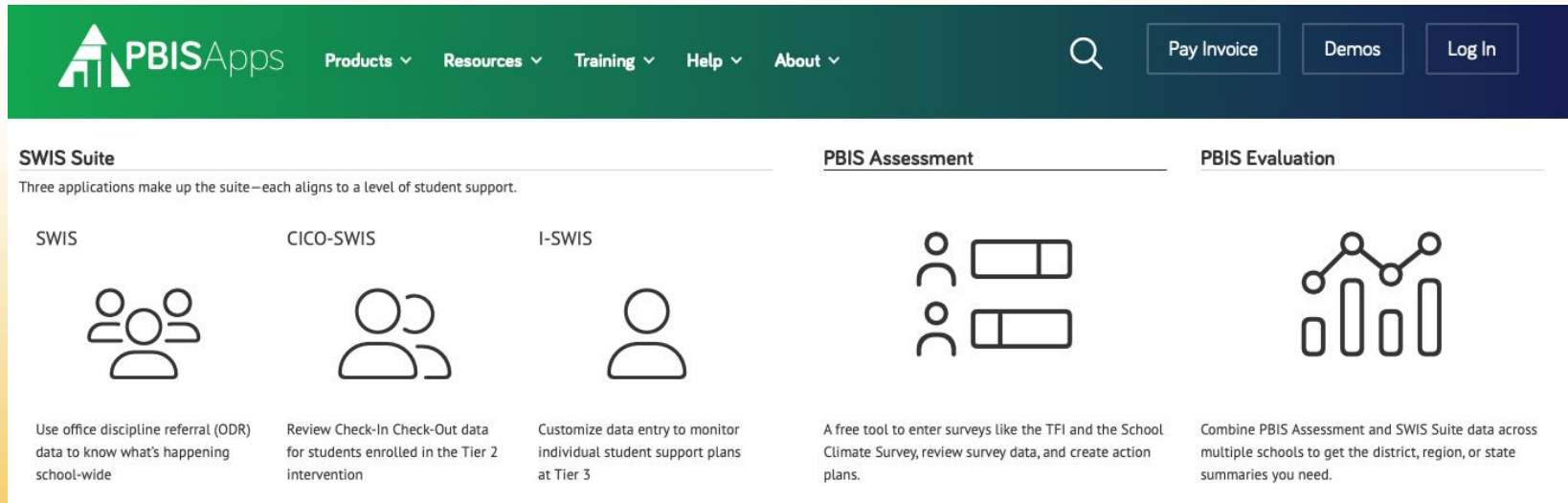
Implementation Strategy	SISTER Categories	Hypothesized Mechanism of Change	Hypothesized Short Term Outcome
Building Implementation Strategy			
Adjust disciplinary practices based on demographically disaggregated data re: discipline.	• Use evaluative and iterative strategies ○ Audit and provide feedback ○ Develop and organize quality monitoring system	• Systems change at school and classroom level • Interpretation of behavioral concerns at system level (vs student level)	• Reduced emphasis on individual student behavior • Reduced ODRs • Improved school and classroom disciplinary practices

OPTIONS FOR DISAGGREGATING DATA

PBIS Apps
- Robust features cost money
- Lots of free resources and webinars

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OPTIONS FOR DISAGGREGATING DATA

MO SW-PBS
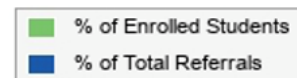
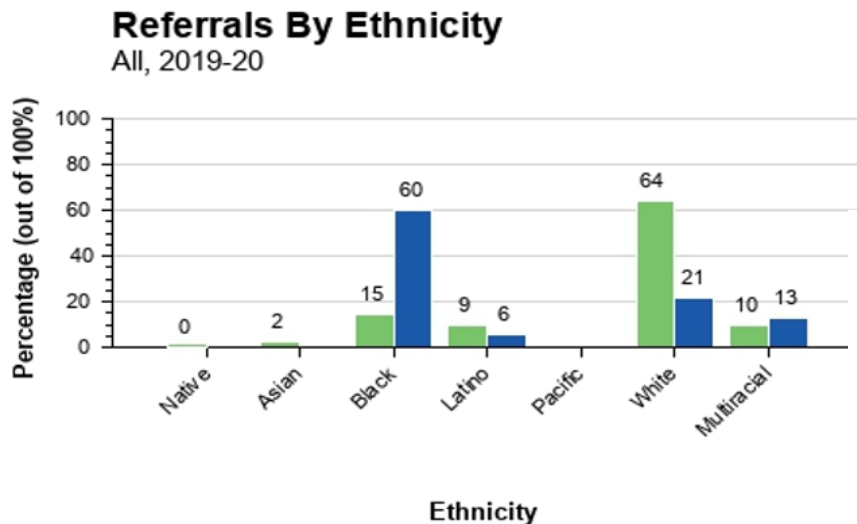Free resources that do the same thing!

RESPONDING TO DISAGGREGATED DATA – QUESTIONS TEAMS SHOULD ASK

Question 1: Is there an inequity problem in our school?

- Review risk ratios
- Review referrals by ethnicity

Referrals By Ethnicity
All, 2019-20

$$\frac{Number\ of\ Students\ with\ 1\ or\ more\ ODRs}{Total\ Number\ of\ Students\ in\ the\ Group} = Risk\ Index$$

$$\frac{Number\ of\ Latino\ Students\ with\ 1\ or\ more\ ODR}{Number\ of\ Latino\ Students\ enrolled} = \frac{101}{123} = .82$$

$$\frac{Number\ of\ White\ Students\ with\ 1\ or\ more\ ODR}{Number\ of\ White\ Students\ enrolled} = \frac{165}{255} = .65$$

RESPONDING TO DISAGGREGATED DATA – QUESTIONS TEAMS SHOULD ASK

Question 2: What is it about our people, policies, and practices that contribute to this inequity?

- Review TFI data
- Stakeholder survey data

(Payno-Simmons, 2020)

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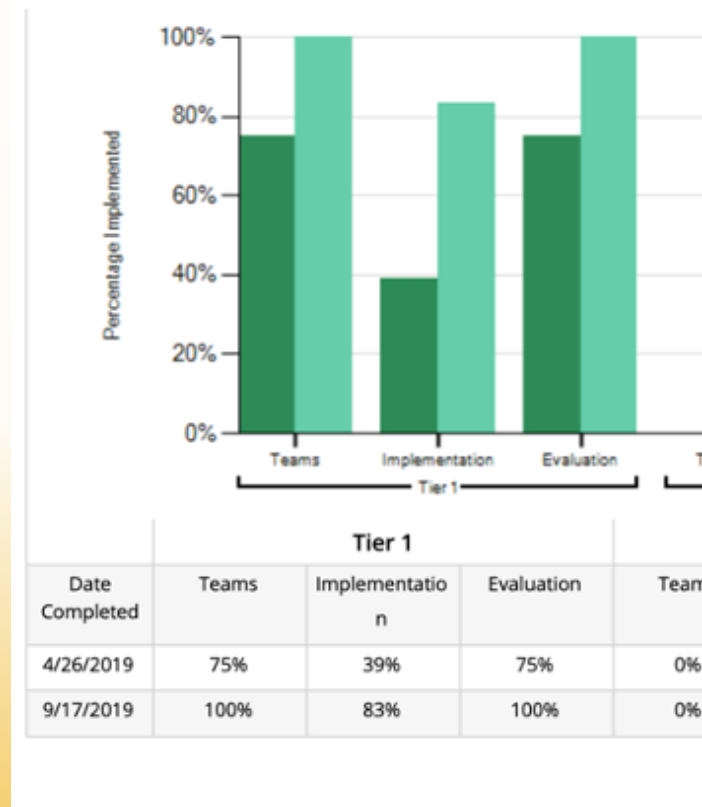
RESPONDING TO DISAGGREGATED DATA – QUESTIONS TEAMS SHOULD ASK

Question 3: Which equitable practices can address this discipline inequity?

- Utilize the PBIS Cultural Responsiveness Field Guide

(Payno-Simmons, 2020)
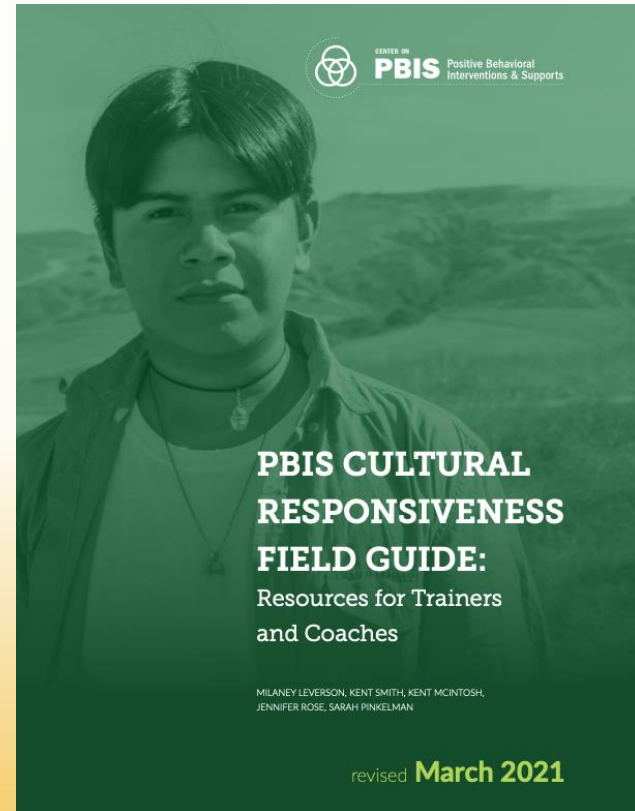
RESPONDING TO DISAGGREGATED DATA – QUESTIONS TEAMS SHOULD ASK

Question 4: Did the equity strategy decrease our discipline disparity?

- Review TFI data, universal design, culturally responsive practice, stakeholder survey data, school climate data

(Payno-Simmons, 2020)

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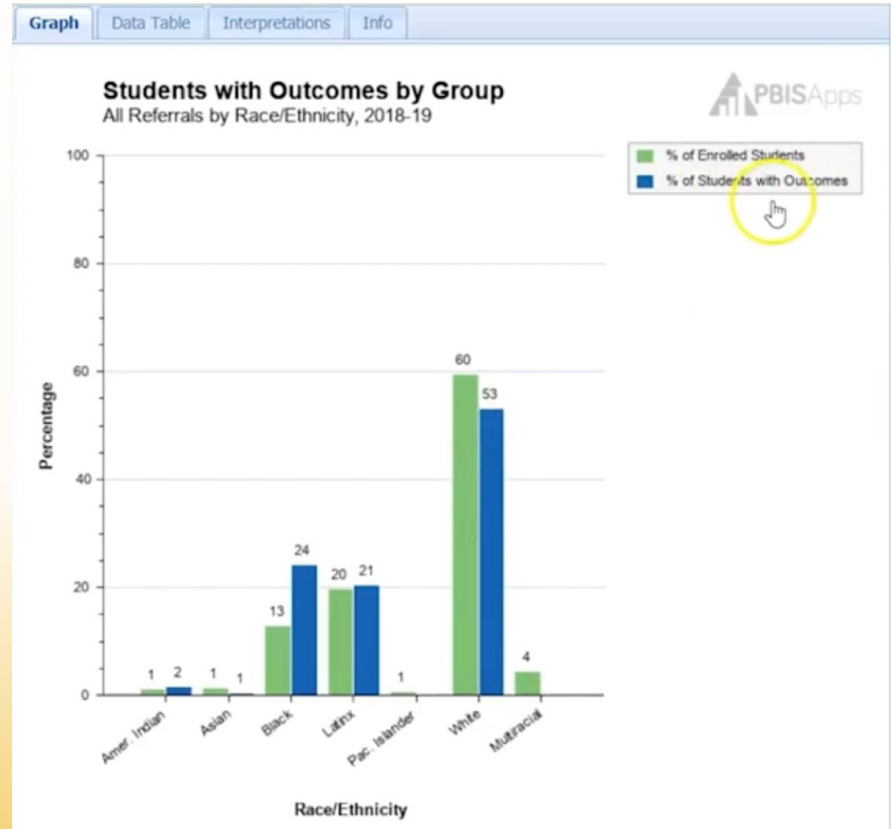
RESPONDING TO DISAGGREGATED DATA – QUESTIONS TEAMS SHOULD ASK

Question 5: Who is at the table when decisions are made about our school systems?

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(Payno-Simmons, 2020)

PD TO ADDRESS IMPLICIT BIAS

Implicit bias-automatic associations that impact decisions due to assumptions

Subjective situations especially susceptible to implicit bias-Vulnerable Decision Points

PD to build teacher skills for managing their behavior during VDPs

Neutralizing routines (McIntosh et al., 2021)   Minimize impact of implicit bias

Reducing discipline referrals & disparities

IMPLEMENTATION SCIENCE CONNECTION

Implementation Strategy	SISTER Categories	Hypothesized Mechanism of Change	Hypothesized Short Term Outcome
Classroom Implementation Strategy			

Professional development training and performance feedback re:
• Strategies reduce impact of implicit bias
	• Train and educate stakeholders
	  o Conduct ongoing training
	  o Provide ongoing consultation/ coaching
	  o Create a professional learning collaborative
		• Teacher behavior
		  o Changes in reaction to behavior and referral patterns (especially re: subjective referrals)
			• Reduced ODRs

STRATEGIES FOR REDUCING IMPLICIT BIAS

ReACT: Racial equity through Assessing data for vulnerable decision points, Culturally responsive behavior strategies, Teaching about implicit bias and strategies to neutralize it

Trainer leads school personnel through

1. Learning about implicit bias
2. Examine discipline data
3. Implement a plan to address specific inequities

(McIntosh, Girvan, Fairbanks Falcon et al., 2021; McIntosh Girvan, McDaniel et al., 2021)

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STRATEGIES FOR REDUCING IMPLICIT BIAS

Learn about implicit bias
- What are your individual implicit biases?
- What are the overall implicit biases of school personnel?

Learn your vulnerable decision points
- Subjective student behavior (defiance, disrespect, disruption) in classrooms at the start of the day
- When are you most likely to engage in reactive discipline?

Examine discipline data

(McIntosh, Girvan, Fairbanks Falcon et al., 2021; McIntosh Girvan, McDaniel et al., 2021)

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STRATEGIES FOR REDUCING IMPLICIT BIAS

Neutralizing routines – a replacement behavior for snap—judgement to send a student out of the classroom

- Intended to slow down the decision-making process to allow conscious thought

- Includes a variety of strategies
  - **TRY** (Take a deep breath, Reflect on your emotions, respond in Youth's best interest)
  - **Develop if-then statements** – *(if a student is disrespectful, then I will handle it after class)*

(McIntosh, Girvan, Fairbanks Falcon et al., 2021; McIntosh Girvan, McDaniel et al., 2021)

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LEARN FROM THE BEST

LIMITATIONS

- All conceptual! The *relationship* between *all* the strategies, PBIS, and discipline disproportionality has not been empirically tested.

- The strategies in this presentation are not exhaustive…there are a lot of other options!

- Implementation of PBIS is just ONE way to reduce disproportionality in exclusionary discipline.

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SUMMARY

- PBIS can reduce racial discipline disparities but is insufficient, alone, to address racial discipline disproportionality

- Intentional equity-focused implementation science strategies can be used to support discipline equity through strategies:
  - Utilizing family & community voice
  - Reviewing disaggregated data
  - Implicit bias training

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QUESTIONS? AND KEY RESOURCES

Contact Kim Selders; seldersk@missouri.edu

https://www.pbis.org/equity

https://pbismissouri.org/equity/equity-resources/

Google Folder with resources here!

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