Data-Driven Equity Decisions that are Out of this World

2023 APBS Pre-Conference SWK103
Katie Conley, PhD
University of Oregon & PBISApps
Session Description

So, you want to center equity in PBIS? Now what? Participants will practice using office discipline referral data to identify vulnerable decision points and build equity-focused solutions that lead to equitable outcomes.
Session Objectives

1. Discuss PBIS guidelines for using discipline data to address issues of disproportionality
2. Investigate sample discipline reports to pinpoint school-wide vulnerable decision points or VDPs
3. Collaboratively create potential solutions and action plans to address school-wide VPDs
Certification Group Agreements

Be Respectful
- Speak truth with kindness
- Assume Positive Intent while listening
- Support a positive/safe environment

Be Responsible
- Protect meeting and work time
- Communicate clearly and promptly
- Basically... be a self-manager

Be a Team Player
- Participate and engage
- Encourage others to participate
- Embed this role in your natural routines
This is Me: Katie Conley, PhD

- Sr. Research Assistant - University of Oregon
- SPED Adjunct Instructor – Bushnell University
- Tiny house owner/dweller – 6 years
- **Professional** Interests: PBIS, Data, Coaching, Implementation Science
- **Personal** Interests: Zero-waste, minimalism/simple living, frugalism, life hacks, random interesting facts
Getting to Know You

- Name
- Role
- Organization
- Professional Interest(s)
- Personal Interest(s)
Questions for Humans

What yet-to-be invented thing would make your life 1000% better?
Do You Wanna Play a Game?

Data-Driven Equity Decisions that are Out of this World

Alan Cook, EdD
University of Oregon

PBIS Apps

Katie Conley, PhD
University of Oregon

Mission 1
Do we have a group that is more likely to receive intervention? Yes or no.

Mission 2
Which group is most vulnerable?

Mission 3
Identify target behavior

Mission 4
Identify target location

Mission 5
Do we see incidents across the day? Are there any spikes?

Mission 6
Why do the incidents think the incidents are occurring?

Mission 7
Choose a reasonable goal

Mission 8
Choose the best prevention strategy

Mission 9
Choose the best teaching strategy

Mission 10
Choose the best response strategies

Mission 11

End
Background Story

Sometime in the distant future, at a satellite school called Pluto Academy, space educators want to know, “Are we responding consistently to learner behaviors across demographic groups in the school?”
Foundations and Acronyms

PBIS, DBDM, TIPS, PPS, VDP
PBIS, DBDM, PPS, TIPS, VPDs

Basically, All the Acronyms you’ll Need to Survive this Workshop!
Positive Behavioral Interventions and Supports

Population (People)

Intensity of Practices, Systems, and Data

FEW
SOME
ALL

Minimal

LITTLE

MOST
Data-Based Decision Making (DBDM) and Team Initiated Problem Solving (TIPS) Model

Using information about systems, practices (fidelity), and outcomes to make implementation and improvement decisions.
Precise Problem Statements (PPS)

Precise problem statements include information about the following questions:

- **What** is the problem behavior?
- **How often** is the problem happening? *(date range, # referrals, # students, # staff)*
- **Where** is the problem happening?
- **Who** is engaged in the behavior?
- **When** is the problem most likely to occur?
- **Why** is the problem sustaining?
Vulnerable Decision Points (VDPs)

- Bias
- History
- Disability
- Fatigue
- Referral Form Completed
  *Paper or Electronic*
- Reviewer confirms or requests additional information
- Disproportionate Outcomes
- Hunger
- Mental Health
- Culture
- Language
Question for Humans

If your life (or job) had a theme song, what would it be?
The Drill Down Approach
Drill Down Concept

Big Picture

Disaggregate to Identify
find patterns and gaps

Filter to Precision
isolate one gap

Context (where, when)
Behavior (what)
Scope (who/how many at risk)
Function (why)
Big Picture (Year-to-Date)

Questions to Ask:  
W hat is the trend?  
W hen are the peaks?  
W hat are the levels compared to the national median?
Disaggregate Recent Patterns

Core Referral Reports can help teams identify current status and potential problems (red flags or primary statements)

<table>
<thead>
<tr>
<th>Questions</th>
<th>Reporting Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>What problem behaviors are most common?</td>
<td>Referrals by Problem Behavior</td>
</tr>
<tr>
<td>Where are problem behaviors most likely?</td>
<td>Referrals by Location</td>
</tr>
<tr>
<td>When are problem behaviors most likely?</td>
<td>Referrals by Time</td>
</tr>
<tr>
<td>Who is engaged in problem behavior?</td>
<td>Referrals by Student or Grade</td>
</tr>
<tr>
<td>Why are problem behaviors sustaining?</td>
<td>Data Drill Down/Custom</td>
</tr>
</tbody>
</table>
Filter to Precision

There are more ODRs for aggression on the playground than last year. These are most likely to occur during first recess, with a large number of students across grade levels, and the aggression is related to getting access to the new playground equipment.

• What? more ODRs for aggression
• Where? on the playground
• Who? a large number of students across grade levels
• When? first recess
• Why? getting access to the new playground equipment
Components of a Goal

**What?**
- Goal: .5 or fewer referrals per day for Aggression by Feb 28
- Goal: ≤25 9th grade students tardy to class by March 15th
- Goal: 1 or fewer bus referrals per week (.20 per day) by Jan 31

**By how much? (To what level)**
- Current: 38 referrals for Aggression during the past month (2/day)
- Current: 12 bus referrals last month (1/day)
- Current: 65 9th grade students tardy to class after lunch

**By when?**
- Current: 65 9th grade students tardy to class after lunch

Adapted from Team Initiated Problem Solving (TIPS) Training Content, 2018
Choosing Solutions for Solving the Problem

- Consider:
  - Safety (severity, intensity, frequency)
  - Contextual Fit: values, skills, resources, admin support

- Brainstorm/Choose:
  - Prevention
  - Teaching
  - Reinforcement
  - Correction, Extinction, Safety

Choose the least number of things to do that will support meeting the expected outcomes (meeting the goal)
<table>
<thead>
<tr>
<th>Elements</th>
<th>Definition</th>
<th>Generic Examples</th>
</tr>
</thead>
</table>
| Prevent    | Focus on prevention first. How could we reduce the situations that lead to these behaviors? | - Adjust physical environment.  
- Define & document expectations and routines.  
- Assure consistent & clear communication with all staff. |
| Teach      | How do we ensure that students know what they SHOULD be doing when these situations arise? | - Explicit instruction linked to school wide expectations.  
- Teach what to do, how to do it and when to do it.  
- Model respect. |
| Reward     | How do we ensure that appropriate behavior is recognized?                   | - Strengthen existing school wide rewards.  
- Include student preferences.  
- Use function-based reinforcers |
| Extinguish | How do we work to ensure that problem behavior is NOT being rewarded.       | - Use ‘signal’ for asking person to ‘stop’.  
- Teach others to ignore (turn away/look down) problem behavior. |
| Correct    | How will you correct errors?                                                | - Intervene early by using a neutral, respectful tone of voice.  
- Label inappropriate behavior followed by what to do  
- Follow SW discipline procedures |
| Safety     | Are additional safety precautions needed?                                  | - Separate student from others if he/she is unable to demonstrate self-control.  
- Make sure adult supervision is available. |
Questions for Humans

If you could organize the perfect music festival, who would be on the lineup?
Big Picture Practice
Our rate of problem behavior has been above the national median for schools our size every month this year. We have a decreasing trend since November.
Describe the picture for this elementary school.
Describe the picture for this middle school.
Describe the picture for this high school.
Multi-Year Example

Describe the picture for this school.
Precision Practice
Children are using inappropriate language with a high frequency in the presence of both adults and other children. This is creating a sense of disrespect and incivility in the school.

ODRs during December are higher than in any other month.
Minor disrespect and disruption during the last 15 minutes of our 7th & 8th grade block periods are increasing. This pattern involves many students and appears to be maintained by peer attention.

James D. is hitting others in the cafeteria during lunch for peer attention.
Seven 3rd grade boys are engaging in sexual harassment during recess because they think “Boyz Rule.”

Three 5th grade boys are name calling and touching girls inappropriately during playground recess in an apparent attempt to obtain attention.
Move, Talk, and Write

- Move to a new group/person
- Discuss (2 min)
  - What is a primary problem statement?
  - What is a precise problem statement?
  - Write an example of each
- Write Down your final answer
Data Integrity and Confidentiality

- **Data Integrity**: Consistent responding, reporting, and organization of information
- **Data Confidentiality**: Limited direct access to identifiable information and frequent (appropriate) sharing
Questions for Humans

If you could remove any one task from your teacher’s “plates”, what would it be?
Adding the Equity Lens
And how they are just a tiny bit different
Disproportionality

When a demographic group is over- or under-represented in a category

- Referrals for behavior
- Exclusionary Disciplinary Actions (*i.e.*, sent away from peers/typical instruction)
- Graduation rates
- Social/Academic opportunities

- ✓ Students who receive Special Education
- ✓ Students of color
- ✓ English Language Learners
- ✓ Gender
School-to-Prison Pipeline

School disciplinary policies disproportionately affect Black students.

Zero-tolerance discipline has resulted in Black students facing disproportionately harsher punishment than white students in public schools.¹

Black students represent 31% of school-related arrests.²

Black students are suspended and expelled 3x more than white students.³

Students suspended or expelled for a discretionary violation are nearly three times more likely to be in contact with the juvenile justice system the following year.⁴

¹ See Graph at: https://www.aclu.org/sites/default/files/DOCS-School-Suspension-Report_0.pdf
² See Graph at: https://www.aclu.org/sites/default/files/DOCS-School-Suspension-Report_0.pdf
³ See Graph at: https://www.aclu.org/sites/default/files/DOCS-School-Suspension-Report_0.pdf
⁴ See Graph at: https://www.aclu.org/sites/default/files/DOCS-School-Suspension-Report_0.pdf
Research on K-12 Discipline Disparity

- Losen & Gillespie, 2012
- Fabelo et al., 2011
- Shaw & Braden, 1990
- Children’s Defense Fund, 1975
Frequently Proposed Causes

**Poverty**
- Affects students of color disproportionately
- When controlling for poverty, studies show poverty alone does not fully explain disproportionate outcomes for students of color...race is also a factor.

**Economics**
- Students of color are often limited by poor facilities and inadequate resources
- Underrepresented in curriculum and see fewer highly qualified teachers

**Behavior**
- Though disciplined at a higher rate, no evidence that this disparity is due to higher rate of misbehavior by students of color
- Black students punished more severely for less serious and more subjective behaviors
PBIS.org Equity Resources

Equity

Educational systems cannot be considered effective until they are effective for all student groups. PBIS provides an ideal framework for increasing equity in educational outcomes. Schools implementing PBIS with fidelity have greater equity in school discipline, specifically for Black or African American students, however, most PBIS teams will need to include equity-centered strategies in their action plans to achieve equitable outcomes for all student groups. Multiple research studies show that schools implementing the Center’s equity approach have significantly increased local equity in FBA/SDIs.

What is Equity?
In education, equity is a broader educational policy, practice, intervention, and advocate who are representative of, and responsive to, all people and diverse thinking the students involved. Equity programs are designed to address the needs of all students, including those who have been historically underserved or marginalized by the educational system.

There are different types of equity: educational, such as access to opportunities or programs in schools; or professional development, such as the education of teachers or school administrators. A 5-point intervention approach to enhancing equity in PBIS involves strategies such as policy changes, professional development, or cultural competence training.

A 5-Point Intervention Approach for Enhancing Equity in PBIS

Using PBIS to Ensure Racial Equity in School Discipline

Kent McIntosh
University of Oregon

Nikole Hollins-Sims
Pennsylvania Department of Education

Using Discipline Data within SWPBIS to Identify and Address Disproportionality: A Guide for School Teams
Equity-Focused Drill Down

Big Picture

Disaggregate to Identify
find patterns and gaps

Filter to Precision
isolate one gap

Context (where, when)
Behavior (what)
Scope (vulnerable group)
Function (why)
Basic Precise Problem Statement

There are more ODRs for aggression on the playground than last year. These are most likely to occur during first recess, with a large number of students across grade levels, and the aggression is related to getting access to the new playground equipment.

- **What?** more ODRs for aggression
- **Where?** on the playground
- **Who?** a large number of students across grade levels
- **When?** first recess
- **Why?** getting access to the new playground equipment
Equity Precise Problem Statement (VDP)

There are more ODRs for aggression on the playground than last year. These are most likely to occur during first recess, and students identified as English Language Learners are disproportionately referred. Staff perceive the motivation as being related to getting access to the new playground equipment.

- What? more ODRs for aggression
- Where? on the playground
- Who? Disproportionately ELL
- When? first recess
- Why? getting access to the new playground equipment
Questions for Humans

What is the most meaningful professional victory you’ve experienced so far?
The Equity Drill down
Game
I do, We do
I Do: English Language Learners

- Equity Reports
- Drill Down Worksheet
- SWIS Drill Down Tool
- PPS and Summary
- Goal
- Solution
We Do (Part A)

Group A
1. Use the poster instructions and pieces to identify a VDP for a vulnerable racial/ethnic group at Pluto Academy
2. Choose a goal and solutions
3. Identify someone to complete the Drill Down worksheet

Group B
1. Use SWIS to identify a VDP for students who receive Special Education (IEP) in the SWIS Demo School
2. Choose a goal and solutions
3. Identify someone to complete the Drill Down worksheet
We Do (Part B)

Group B
1. Use the poster instructions and pieces to identify a VDP for a vulnerable racial/ethnic group at Pluto Academy
2. Choose a goal and solutions
3. Identify someone to complete the Drill Down worksheet

Group A
1. Use SWIS to identify a VDP for students who receive Special Education (IEP) in the SWIS Demo School
2. Choose a goal and solutions
3. Identify someone to complete the Drill Down worksheet
Move, Talk, and Email

- Move to a new group/person
- Discuss (2 min)
  - What was the VDP?
  - What was the goal?
  - What were the top solutions?
- Email yourself 1-2 Actions for next week *(based on this workshop)*
Last Question for Humans

What shoe best represents your neighbor’s personality?
Save the dates, March 6 – March 9, 2024 for the...

The Expanding World of PBS: SCIENCE, VALUES, AND VISION

20th INTERNATIONAL CONFERENCE ON POSITIVE BEHAVIOR SUPPORT

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