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Data-Driven Equity Decisions that are Out of this World

2023 APBS Pre-Conference SWK103

Katie Conley, PhD

University of Oregon & PBISApps





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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



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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?



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Data-Driven Equity Decisions that are Out of this World

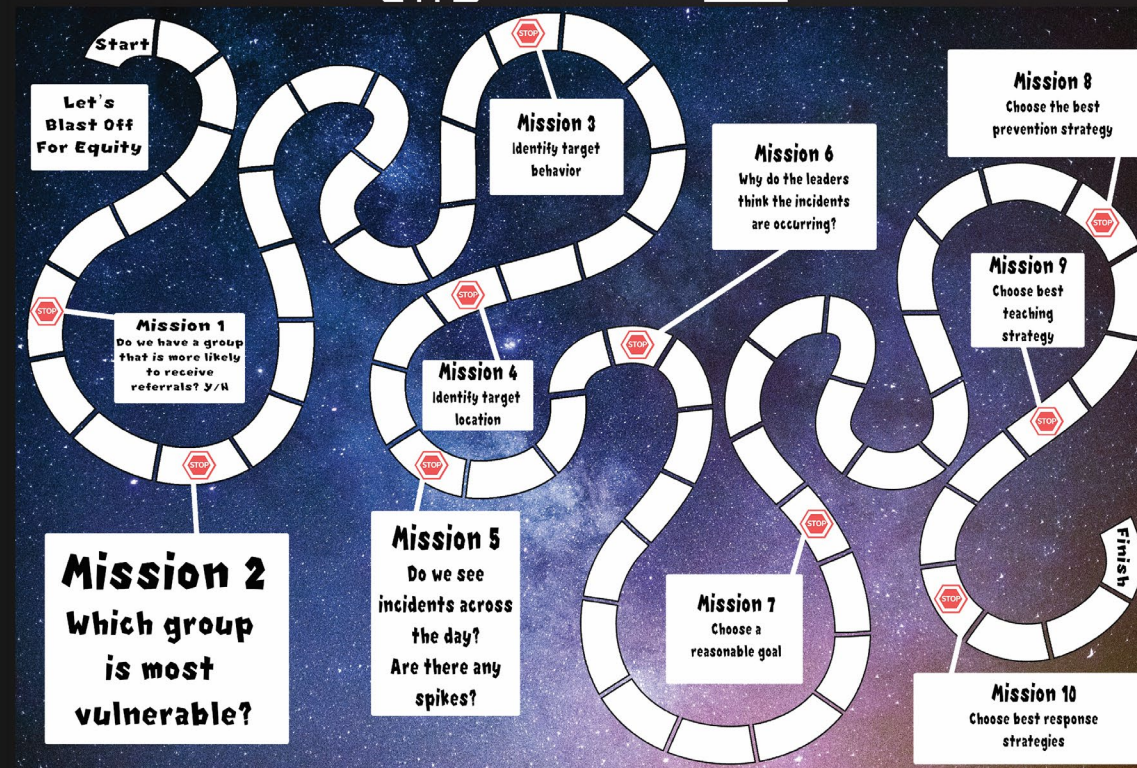
Alan Cook, EdD
University of Oregon



PBIS Apps



Katie Conley, PhD
University of Oregon





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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?”



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Foundations and Acronyms

PBIS, DBDM, TIPS, PPS, VDP

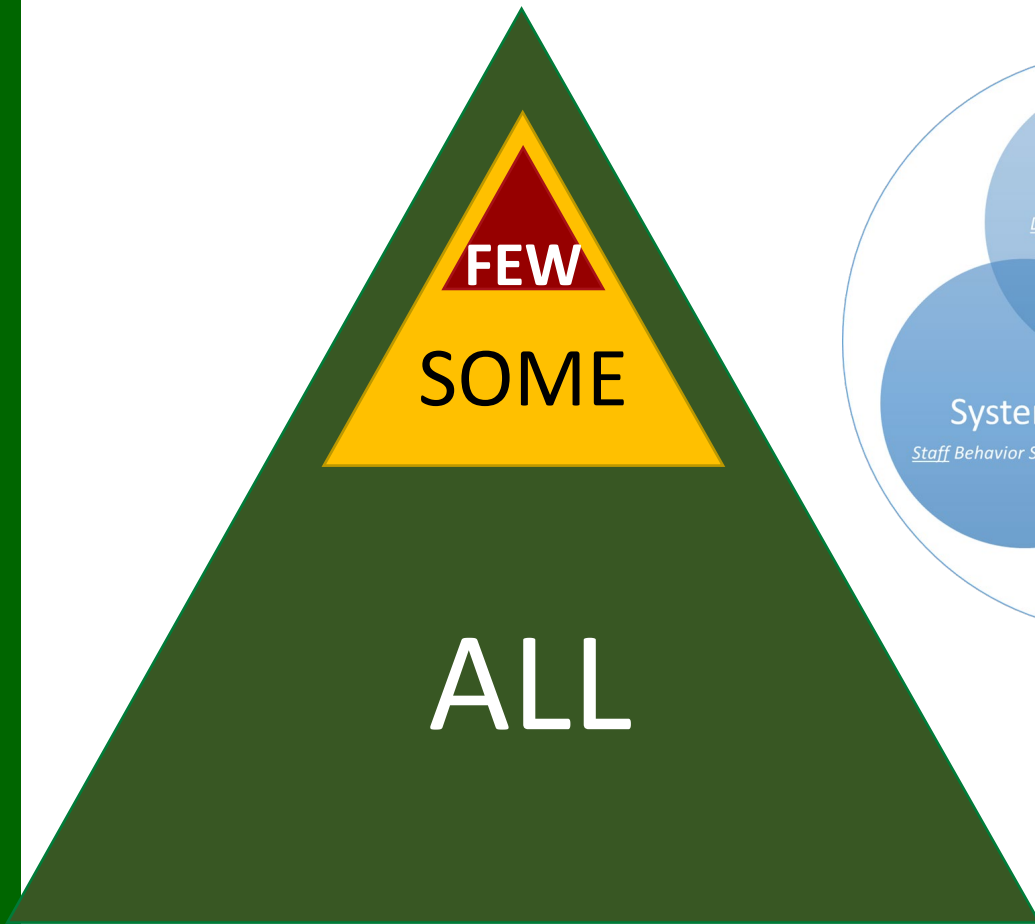


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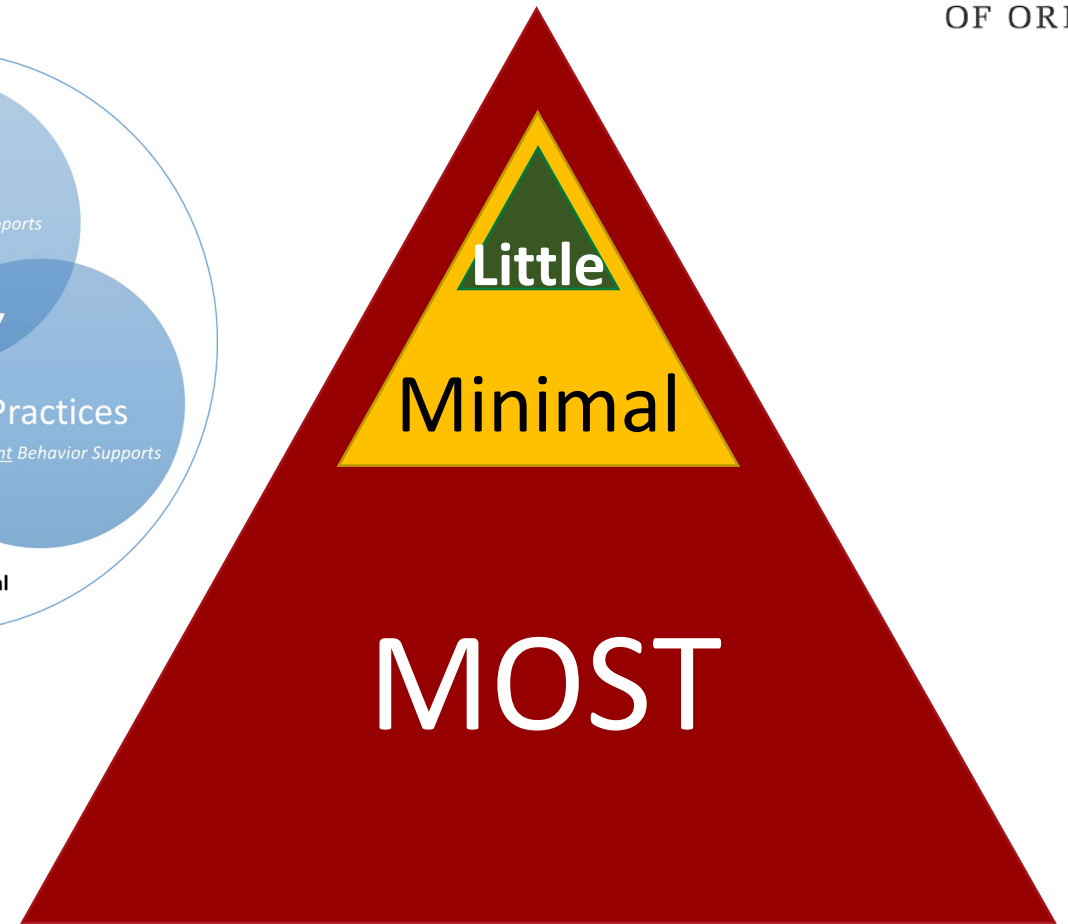
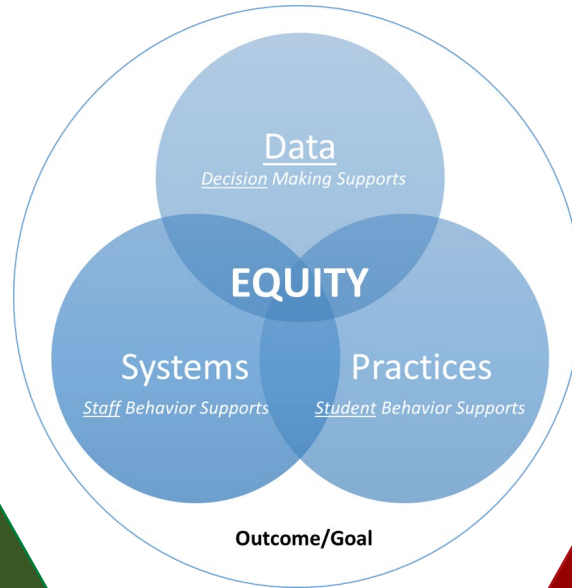
PBIS, DBDM, PPS, TIPS, VPDs

Basically, All the Acronyms you'll Need to Survive this Workshop!

Positive Behavioral Interventions and Supports

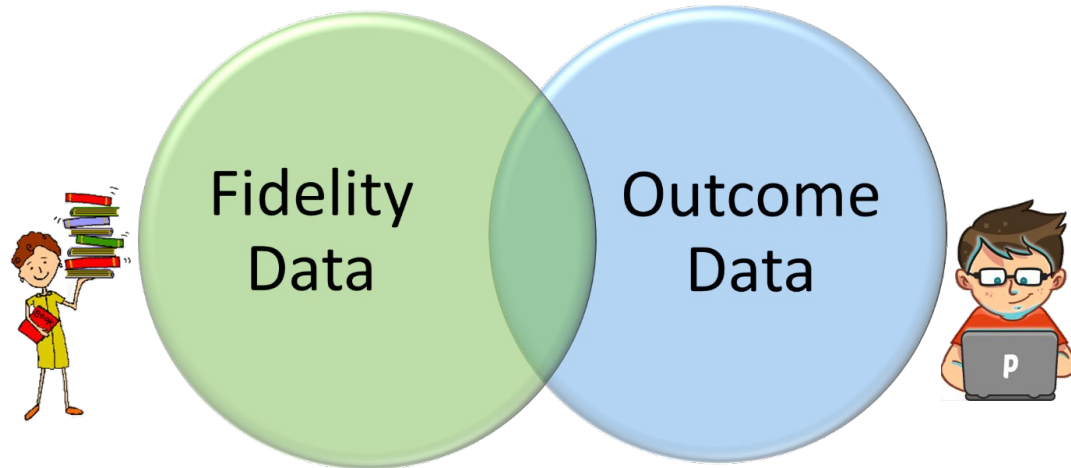


Population (People)

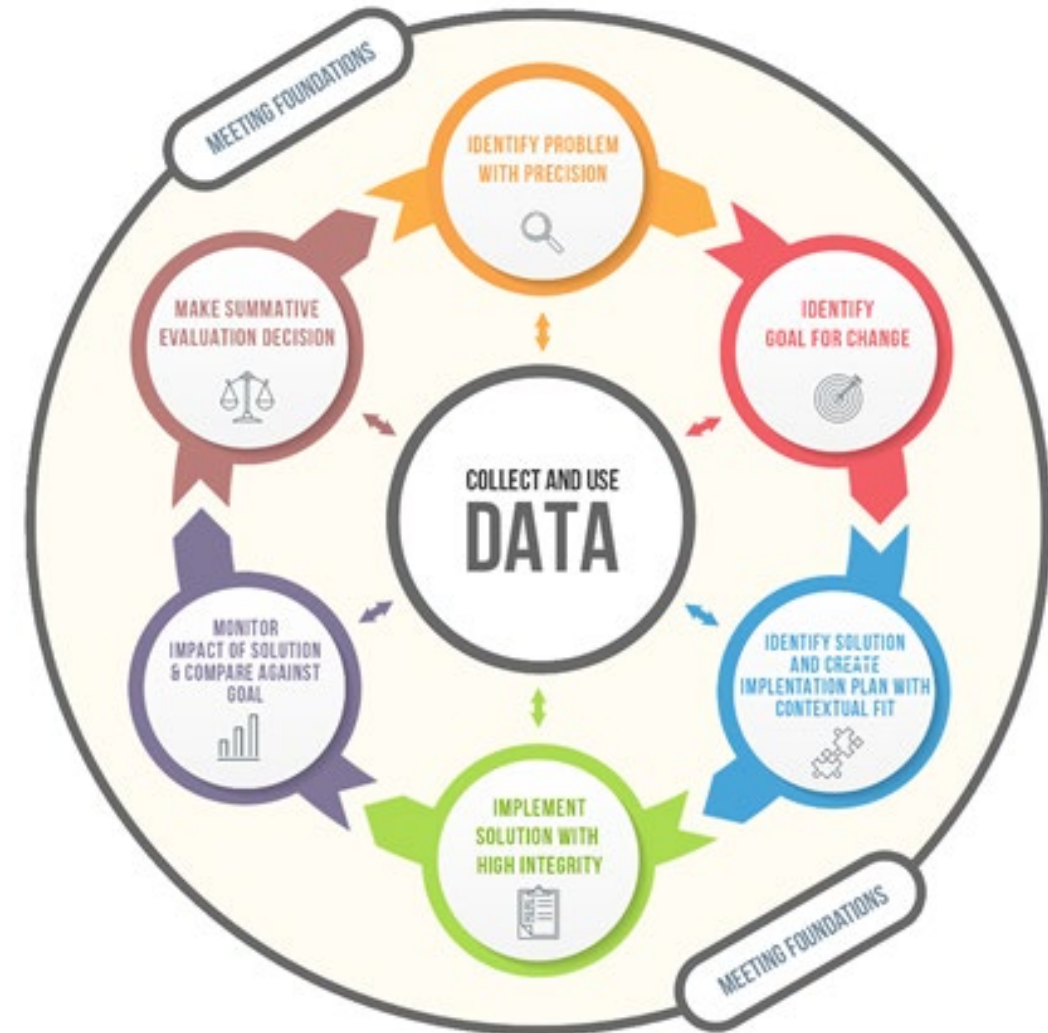


*Intensity of Practices,
Systems, and Data*

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)

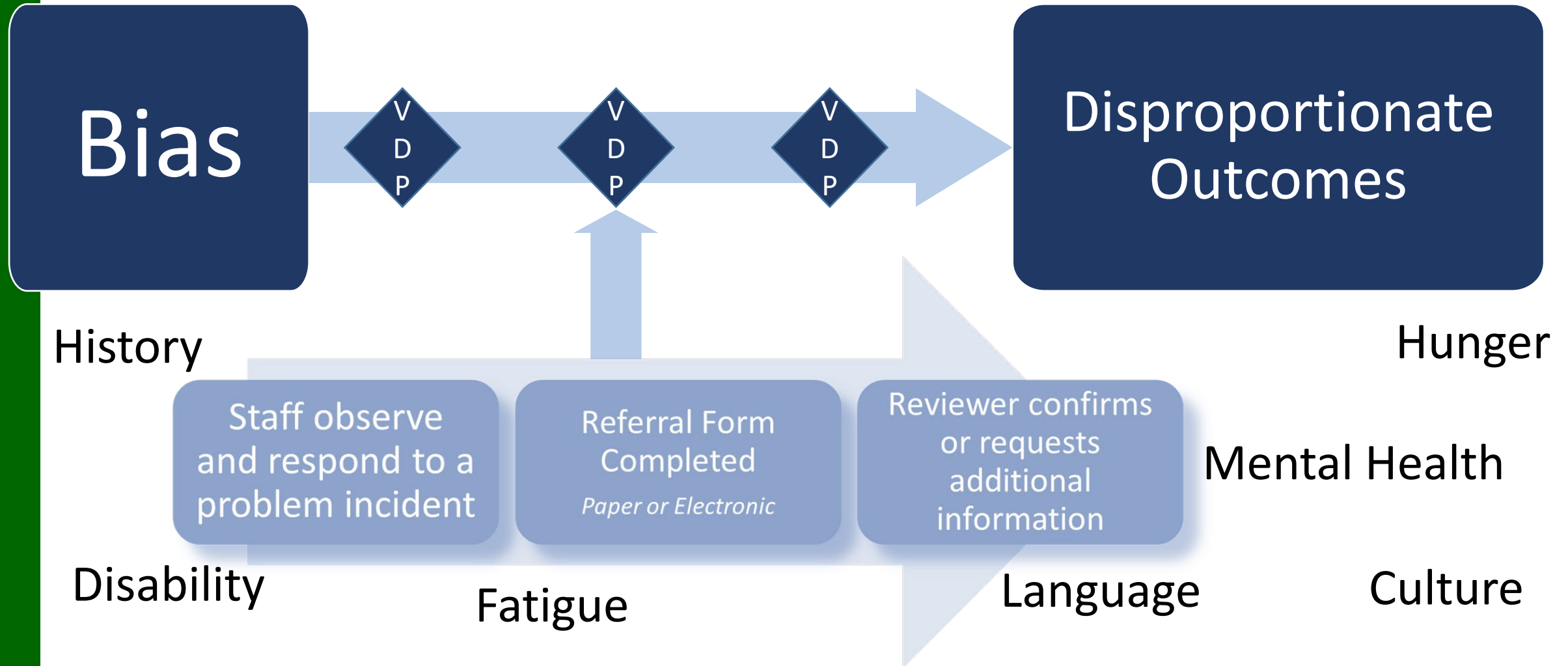
Precise problem statements include information about the following questions:

- **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?



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Vulnerable Decision Points (VDPs)



Question for Humans

If your life (or job) had a
theme song, what
would it be?



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The Drill Down Approach



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Drill Down Concept



Context (where, when)

Behavior (what)

Scope (who/how many at risk)

Function (why)

Big Picture

**Disaggregate to
Identify**

find patterns and gaps

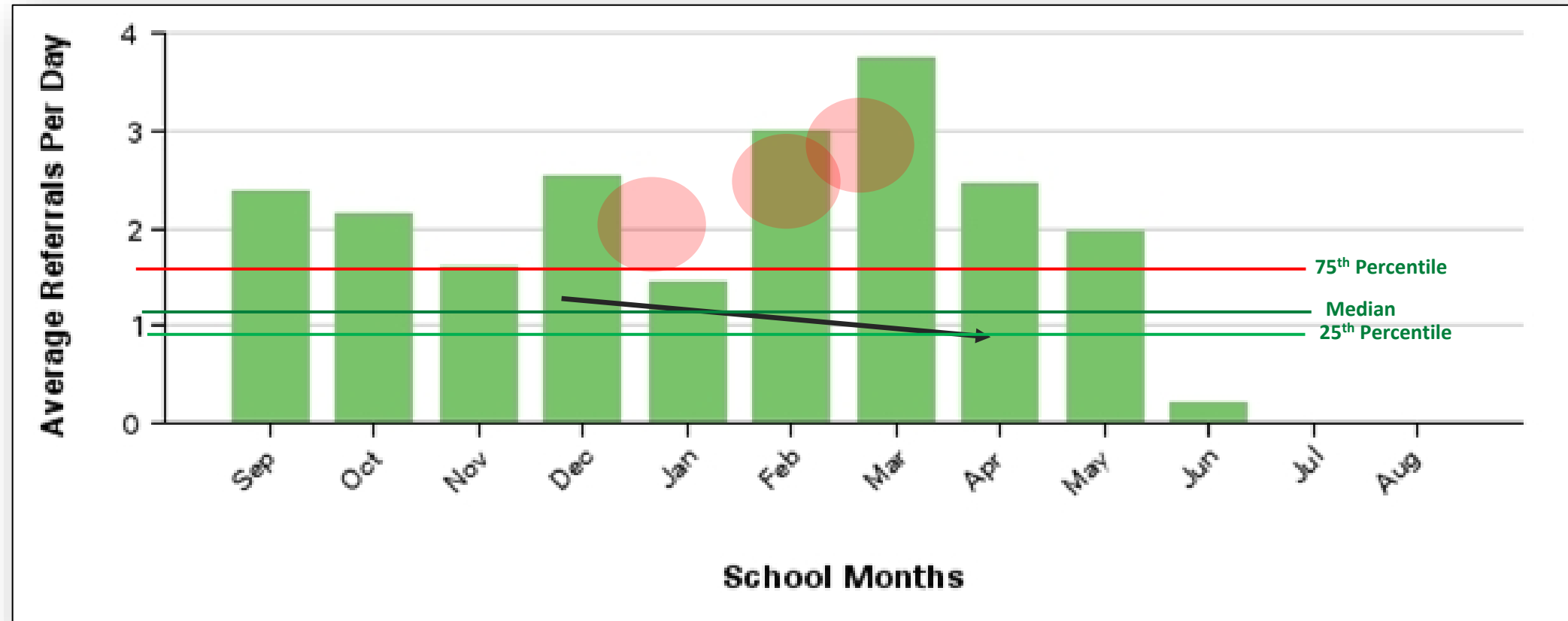
**Filter to
Precision**

*isolate
one
gap*



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Big Picture (Year-to-Date)



Questions to Ask:

What is the trend?

When are the peaks?

What 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)

<i>Questions</i>	<i>Reporting Tools</i>
What problem behaviors are most common?	Referrals by Problem Behavior
Where are problem behaviors most likely?	Referrals by Location
When are problem behaviors most likely?	Referrals by Time
Who is engaged in problem behavior?	Referrals by Student or Grade
Why are problem behaviors sustaining?	Data Drill Down/Custom



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Filter to Precision

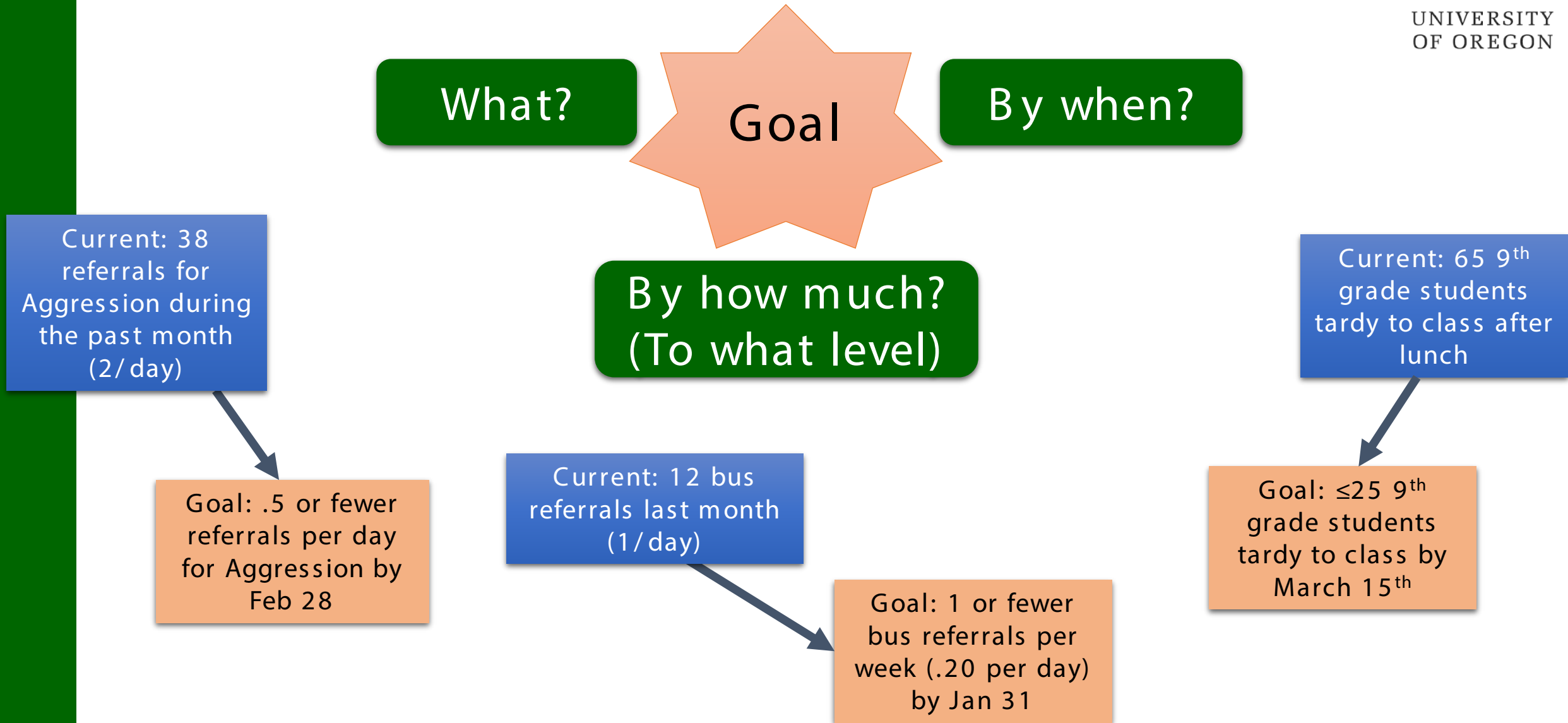
There are **more ODRs for aggression on the playground** than last year. These are most likely to occur during **first recess**, with **a large number of students across grade levels**, and the aggression is related to **getting access to the new playground equipment**.

- **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



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Components of a Goal



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)



	Elements	Definition	Generic Examples
	Prevent	Focus on prevention first. How could we reduce the situations that lead to these behaviors?	<ul style="list-style-type: none"> ○ <i>Adjust physical environment.</i> ○ <i>Define & document expectations and routines.</i> ○ <i>Assure consistent & clear communication with all staff.</i>
	Teach	How do we ensure that students know what they SHOULD be doing when these situations arise?	<ul style="list-style-type: none"> ○ <i>Explicit instruction linked to school wide expectations.</i> ○ <i>Teach what to do, how to do it and when to do it.</i> ○ <i>Model respect.</i>
	Reward	How do we ensure that appropriate behavior is recognized?	<ul style="list-style-type: none"> ○ <i>Strengthen existing school wide rewards.</i> ○ <i>Include student preferences.</i> ○ <i>Use function-based reinforcers</i>
	Extinguish	How do we work to ensure that problem behavior is NOT being rewarded.	<ul style="list-style-type: none"> ○ <i>Use ‘signal’ for asking person to ‘stop’.</i> ○ <i>Teach others to ignore (turn away/look down) problem behavior.</i>
	Correct	How will you correct errors?	<ul style="list-style-type: none"> ○ <i>Intervene early by using a neutral, respectful tone of voice.</i> ○ <i>Label inappropriate behavior followed by what to do</i> ○ <i>Follow SW discipline procedures</i>
	Safety	Are additional safety precautions needed?	<ul style="list-style-type: none"> ○ <i>Separate student from others if he/she is unable to demonstrate self-control.</i> ○ <i>Make sure adult supervision is available.</i>

Questions for Humans

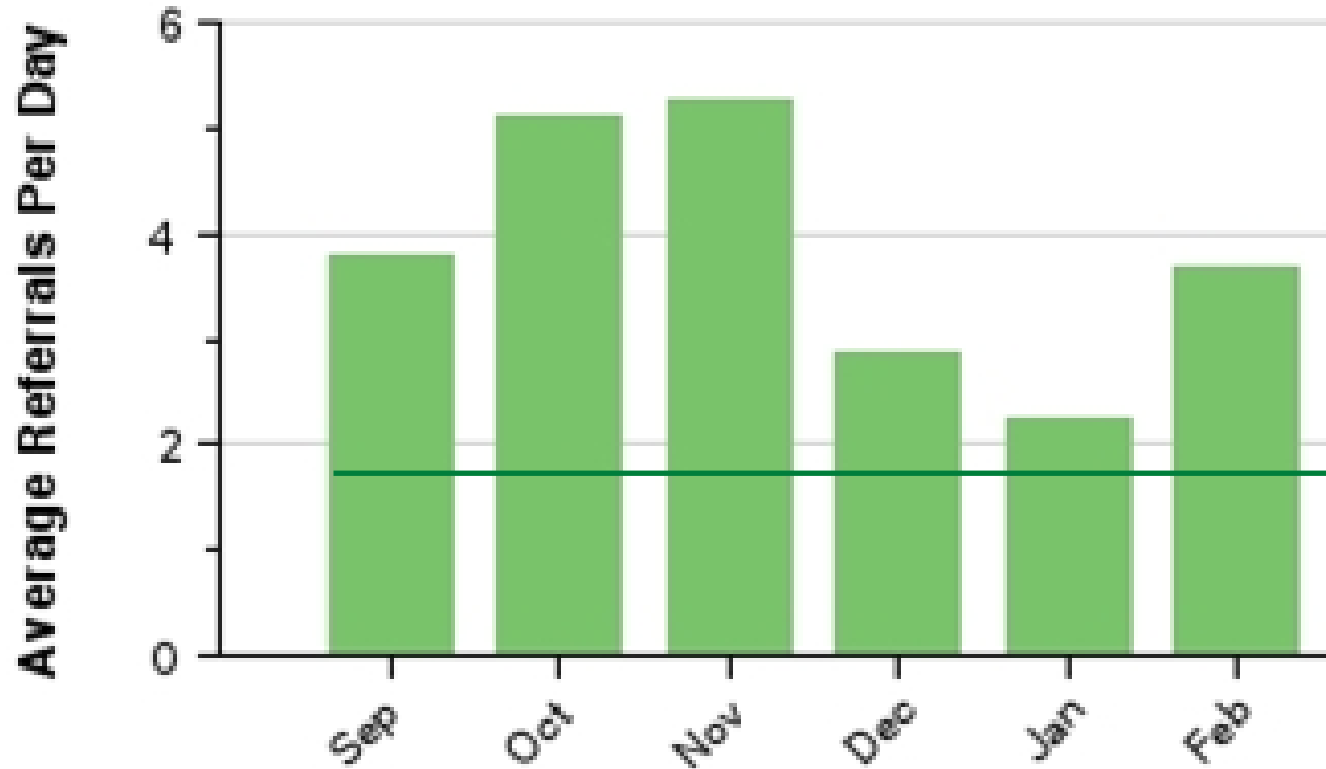
If you could organize the perfect music festival, who would be on the lineup?



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Big Picture Practice

Practice Example

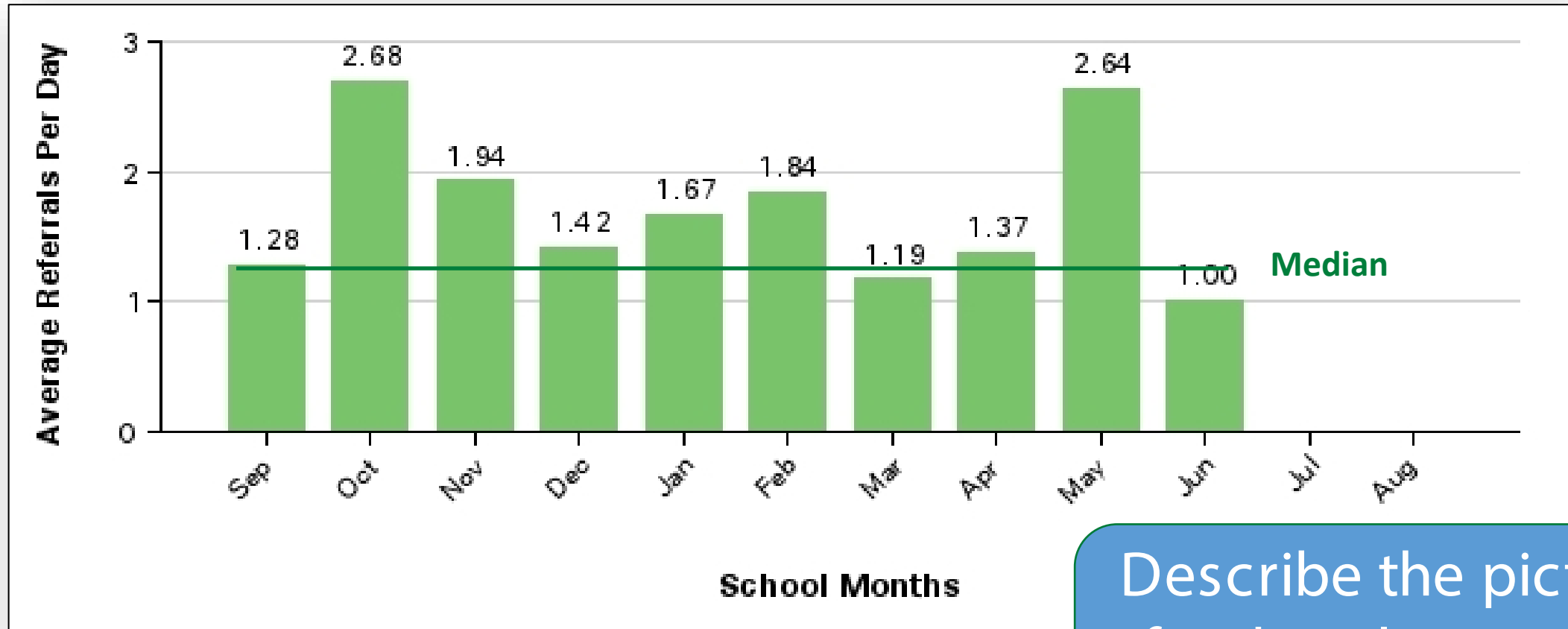


Median

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.

Elementary School Example

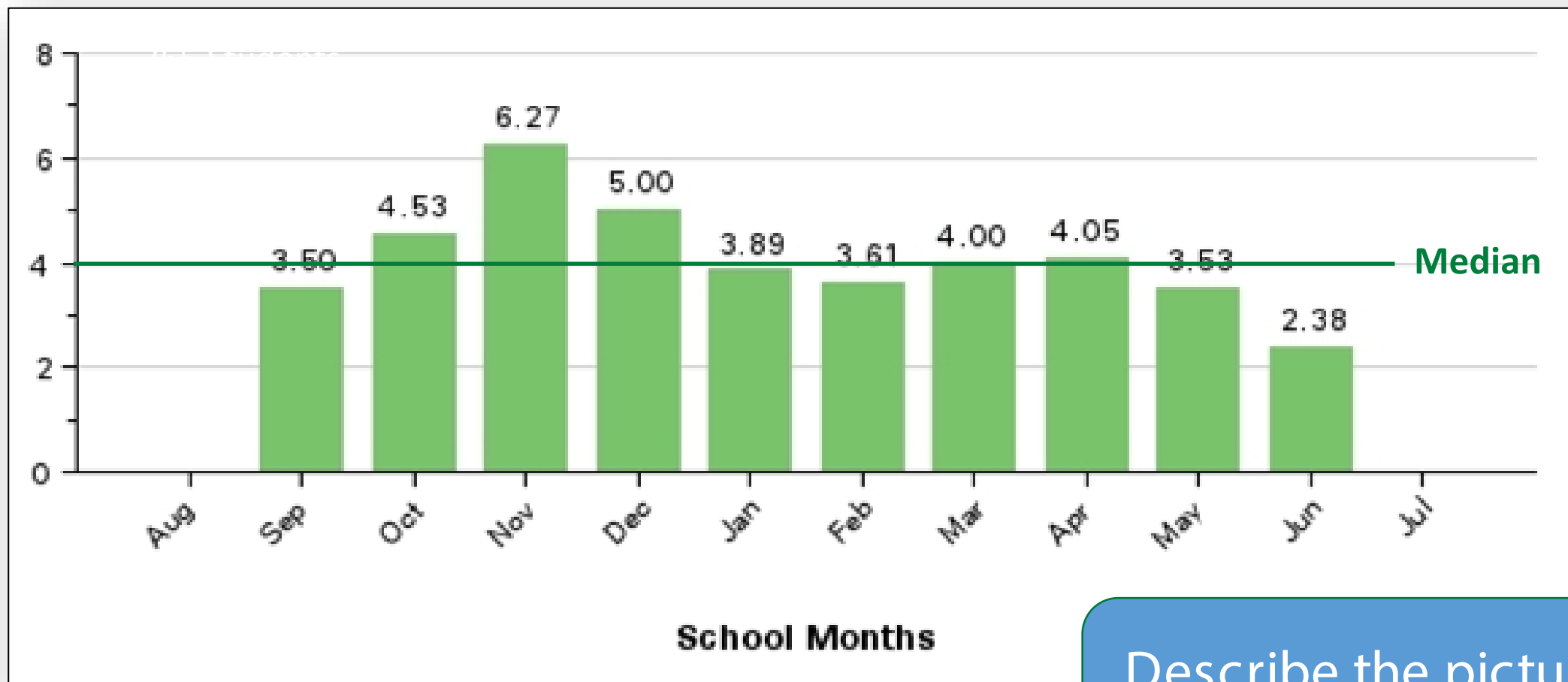


Describe the picture
for this elementary
school.

Middle School Example

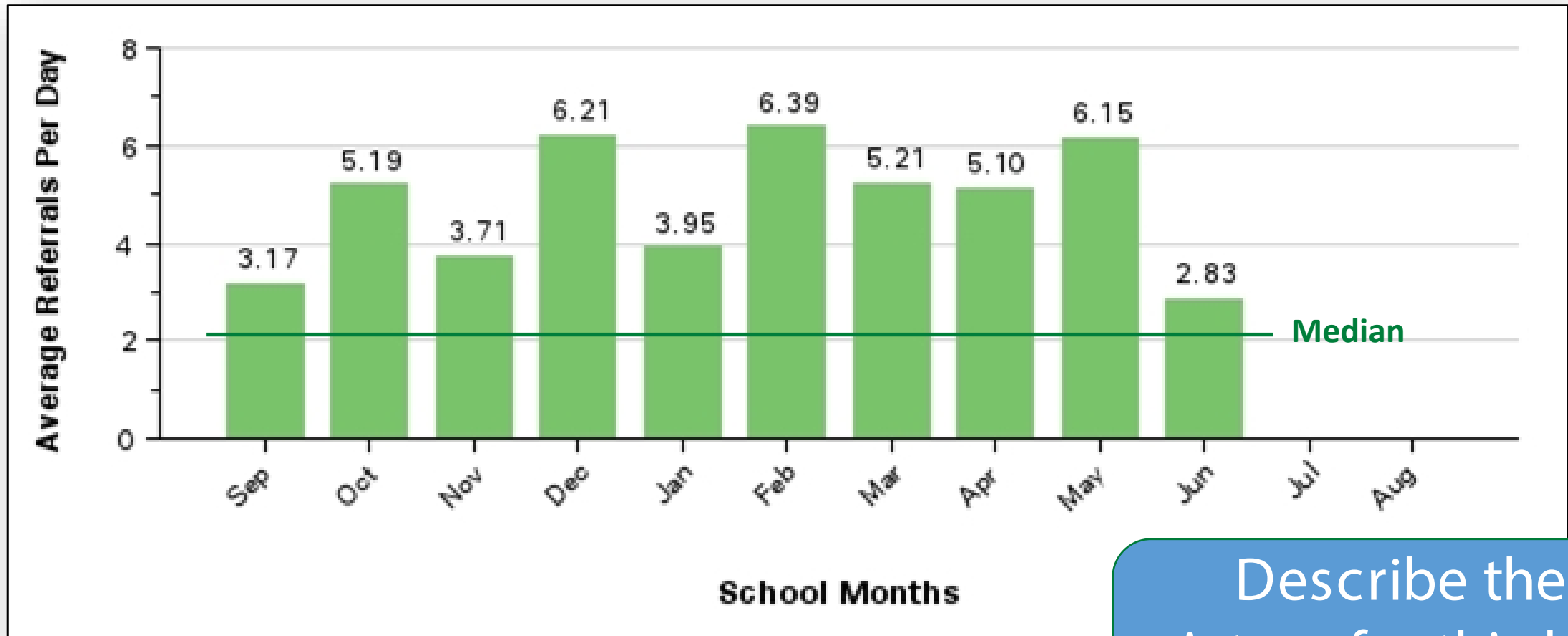


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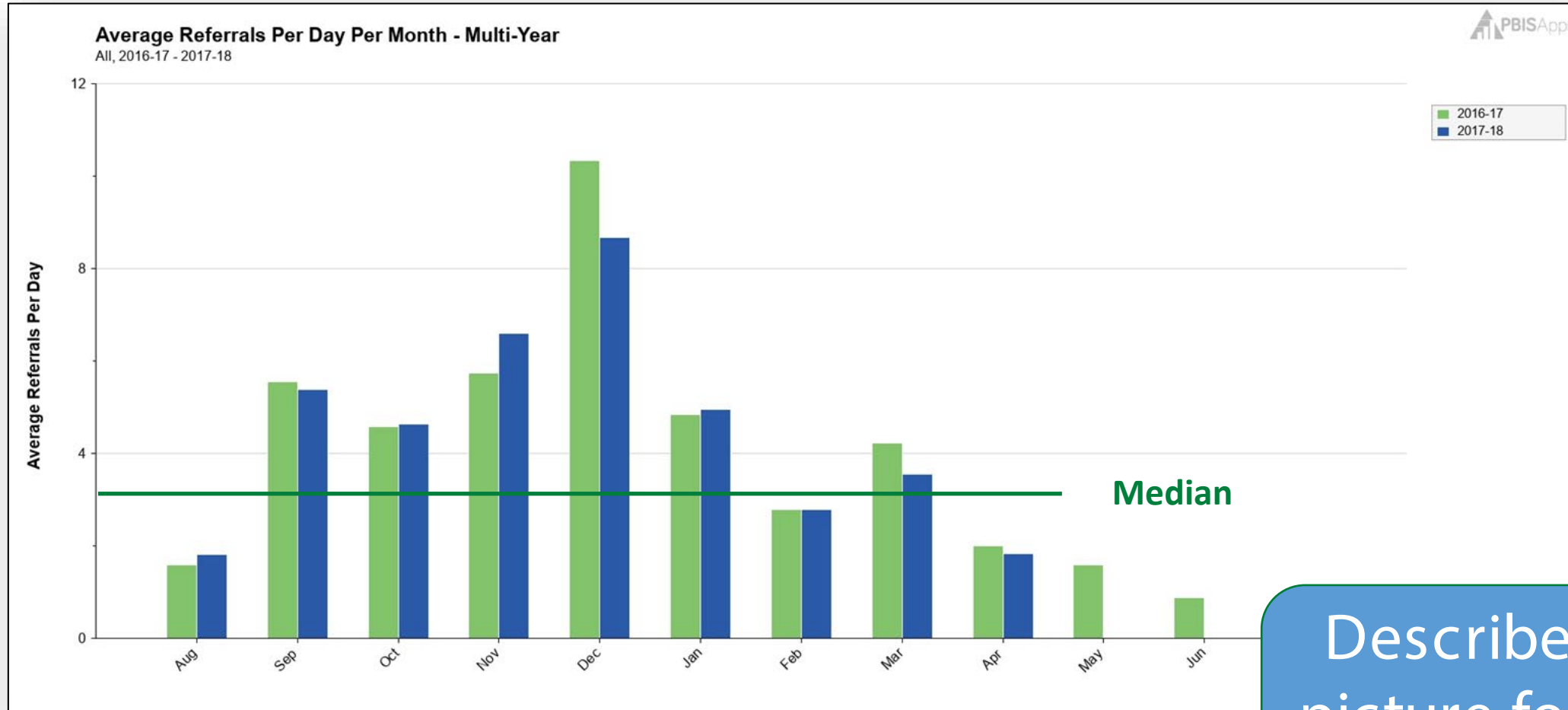
Describe the picture for
this middle school.

High School Example



Describe the picture for this high school.

Multi-Year Example



Describe the picture for this school.



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Precision Practice

Your turn (1-2): Primary or Precise?

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.

Primary

ODRs during December are higher than in any other month.

Primary

Your turn (3-4): Primary or Precise?

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.

Precise

James D. is hitting others in the cafeteria during lunch for peer attention.

Precise

Your turn (5-6): Primary or Precise?

Seven 3rd grade boys are engaging in sexual harassment during recess because they think “Boyz Rule.”

Primary

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

Precise



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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

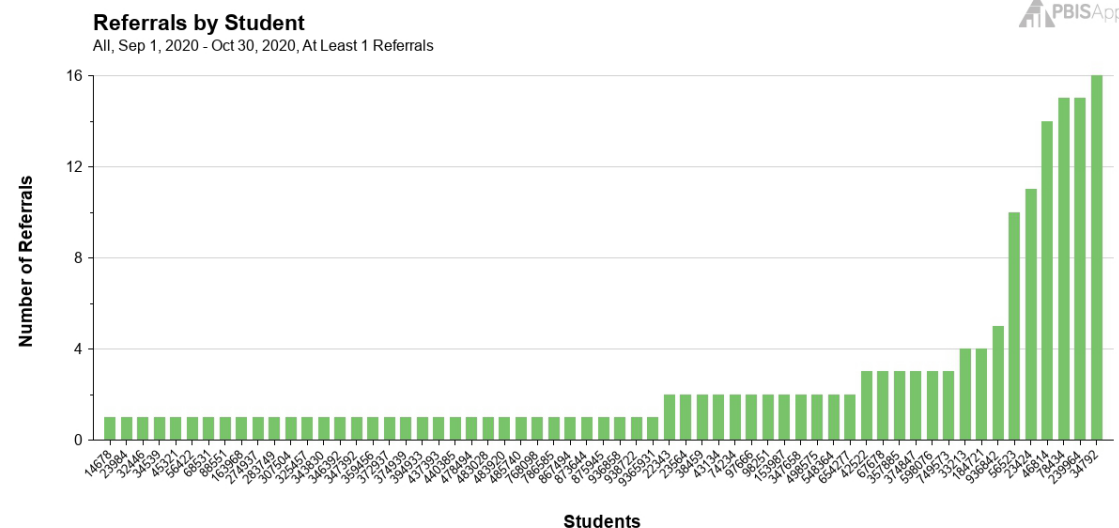




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Data Integrity and Confidentiality

- **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?



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Adding the Equity Lens

And how they are just a tiny bit different

Disproportionality

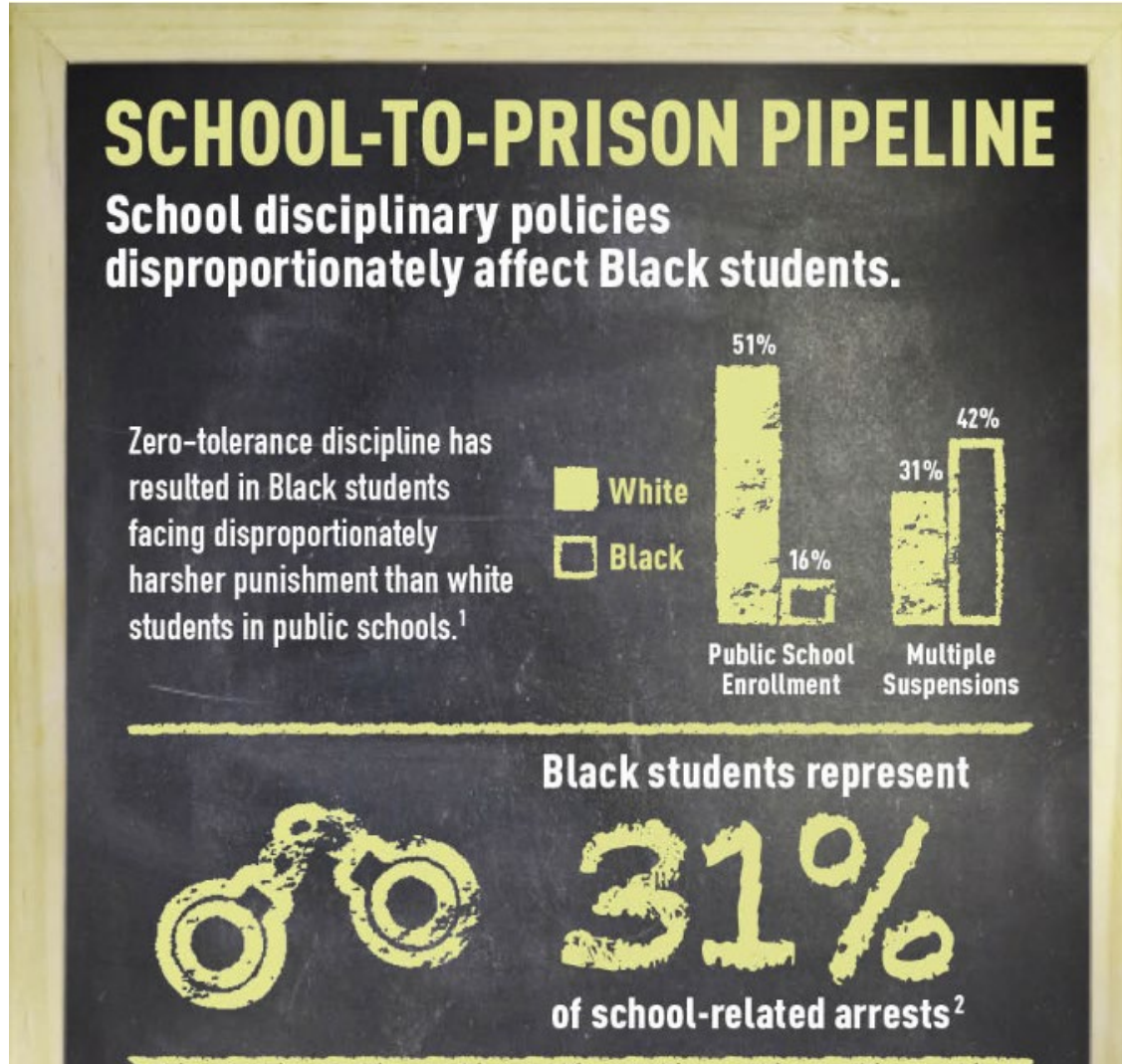
When a demographic group is over- or under- represented in a category

- 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



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Research on K-12 Discipline Disparity

- U.S. Department of Education, 2016
- 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



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PBIS Topics Tools Publications Presentations & Videos Conference About



Equity

Educational systems cannot be considered effective until they are effective for all student groups. PBIS provides an ideal framework for increasing equity in student 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 racial equity in school discipline](#).

What Is Equity?

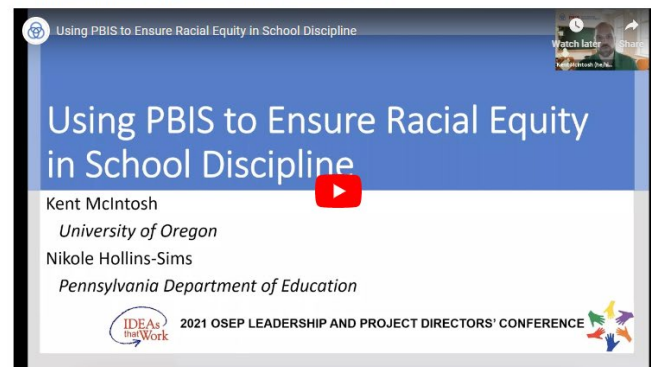
In education, equity is "when educational policies, practices, interactions, and resources are representative of, constructed by, and responsive to all people such that each individual has access to, can meaningfully participate, and makes progress in high-quality learning experiences that empowers them towards self-determination and reduces disparities in outcomes regardless of individual characteristics and cultural identities." [1][2]

There are different aspects of equity in education, such as academic achievement or placement in special education or gifted and talented programs. In PBIS, the most common outcome is equity in school discipline, or the reduction of risk for exclusionary discipline such as office discipline referrals and suspensions based on individual characteristics like race/ethnicity or special education status.

A 5-point Intervention Approach for Equity in PBIS

Instead of ineffective approaches, such as one-time events or disconnected initiatives, PBIS teams are more likely to increase equity in school discipline when they add explicit equity goals to their action plans. Addressing equity works best as a multi-component approach embedded within their existing PBIS system.

Resource: [A 5-Point Intervention Approach for Enhancing Equity in School Discipline](#)



The five components of equity within a PBIS framework are:

1. Collect, Use, and Report



PBIS Positive Behavioral Interventions & Supports
OSEP TECHNICAL ASSISTANCE CENTER

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



PBIS Positive Behavioral Interventions & Supports
OSEP TECHNICAL ASSISTANCE CENTER

September 2014

Using Discipline Data within SWPBIS to Identify and Address Disproportionality: A Guide for School Teams

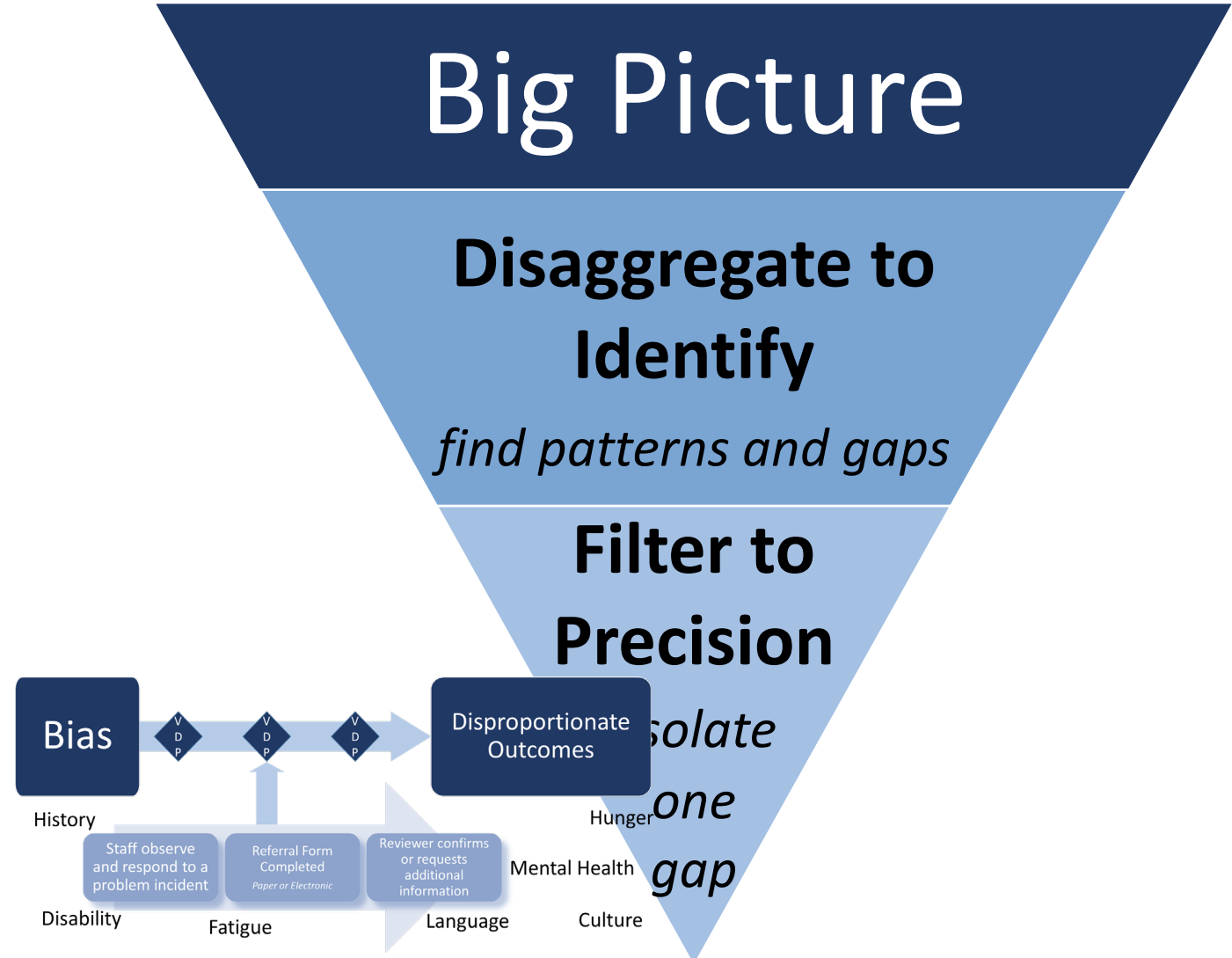


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Equity-Focused Drill Down



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

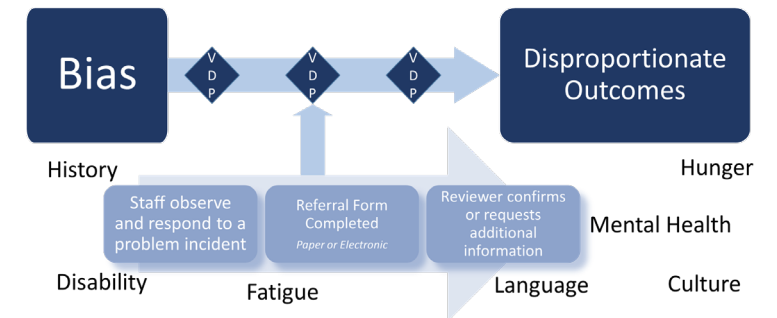


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Equity Precise Problem Statement (VDP)

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?



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The Equity Drill down Game

I do, We do



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I Do: English Language Learners

- Equity Reports
- Drill Down Worksheet
- SWIS Drill Down Tool
- PPS and Summary
- Goal
- Solution



SWIS Drill-Down Worksheet

Red flag item is identified by analyzing Core Reports (<i>most common</i>), Additional Reports, Student Dashboard, or SWIS Dashboard (<i>less common/less preferred</i>). Reminder: Add filters one at a time.					
Red flag item:	<input type="checkbox"/> Who? <input type="checkbox"/> What? <input type="checkbox"/> When? <input type="checkbox"/> Where?				Date Range:
<input type="checkbox"/> Who? <input type="checkbox"/> What? <input type="checkbox"/> When? <input type="checkbox"/> Where? <input type="checkbox"/> Why?					
Drill-Down Filter(s):	<input type="checkbox"/> Who? <input type="checkbox"/> What? <input type="checkbox"/> When? <input type="checkbox"/> Where? <input type="checkbox"/> Why?				
Drill-Down Filter(s):	<input type="checkbox"/> Who? <input type="checkbox"/> What? <input type="checkbox"/> When? <input type="checkbox"/> Where? <input type="checkbox"/> Why?				
Drill-Down Filter(s):	<input type="checkbox"/> Who? <input type="checkbox"/> What? <input type="checkbox"/> When? <input type="checkbox"/> Where? <input type="checkbox"/> Why?				
Drill-Down Filter:	<input type="checkbox"/> Who? <input type="checkbox"/> What? <input type="checkbox"/> When? <input type="checkbox"/> Where? <input type="checkbox"/> Why?				
Referral Summary:	Number of students involved: _____		Is the problem best addressed through systems or with individual students?		
	Number of referrals included: _____		<input type="checkbox"/> Systems <input type="checkbox"/> Students		
Precise Problem Statement:					
Goal:					
Solution Development					
Solution Components	What are the action steps?	Who is Responsible?	By When?	How will fidelity be measured?	Notes/Updates
Prevention					
Teaching					
Recognition					
Extinction					
Corrective Consequence					
	What data will we look at?	Who is responsible for gathering the data?	When/How often will data be gathered?	Where will data be shared?	Who will see the data?
Data Collection					

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



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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)



A photograph of the Chicago skyline featuring the Cloud Gate sculpture (The Bean) in the foreground. The sculpture is a large, reflective, bean-shaped structure that mirrors the surrounding skyscrapers and the sky. In the background, several tall buildings are visible, including the United Center. The sky is clear and blue. The overall scene is a vibrant representation of the Chicago cityscape.

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