Improving Equity in Schools through Applied Behavior Analysis

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1

Presentation & Briefs

This presentation and briefs are available now at https://www.mayinstitute.org/services-for-schools/pbis-briefs.html

2

We will be using “polleverywhere” throughout this presentation.

On your phone, download the "polleverywhere" app from your Appstore. Put in after " pollev.com" the following username " RobertPutnam289” Click "Join."

On your computer, go to pollev.com/register in your browser. Enter "RobertPutnam289" and tap Search. On the confirmation screen, select Register.

If you are having problems

“Phone a friend” or “Ask three before me”

3

Session Objectives

Regardless of their race, ethnicity, gender, or other personal characteristics regarding disciplinary actions

01 How do current discipline practices impact fair and equal treatment of all students?

02 What are the components of applied behavior analytical interventions to improve fair and equal treatment of all students?

03 How can applied behavior analytical interventions improve fair and equal treatment of all students?

04 Provide helpful resources & links

4

BACB Core Principles

- Benefit Others. Behavior analysts work to maximize benefits and do no harm by:
  - Protecting the welfare and rights of clients above all others
  - Protecting the welfare and rights of other individuals with whom they interact in a professional capacity
- Treat Others with Compassion, Dignity, and Respect. Behavior analysts behave toward others with compassion, dignity, and respect by:
  - Treating others equitably, regardless of factors such as age, disability, ethnicity, gender expression/identity, immigration status, marital/ relationship status, national origin, race, religion, sexual orientation, socioeconomic status, or any other basis proscribed by law

5

BACB Core Principles

- Ensure their Competence. Behavior analysts ensure their competence by:
  - Remaining within the profession's scope of practice
  - Remaining current and increasing their knowledge of best practices and advances in ABA and participating in professional development activities
  - Remaining knowledgeable and current about interventions (including pseudoscience) that may exist in their practice areas and pose a risk of harm to clients
  - Being aware of, working within, and continually evaluating the boundaries of their competence
  - Working to continually increase their knowledge and skills related to cultural responsiveness and service delivery to diverse groups

6

Ethics Standards Section 1—Responsibility as a Professional

1.06 Maintaining Competence Behavior analysts actively engage in professional development activities to maintain and further their professional competence. Professional development activities include reading relevant literature; attending conferences and conventions; participating in workshops and other training opportunities; obtaining additional coursework; receiving coaching, consultation, supervision, or mentorship; and obtaining and maintaining appropriate professional credentials.

7

Bob's Learning History & Experience

Debate
Beyond Freedom & Dignity (1971)
3rd row

B.F. Skinner

Noam Chomsky

"Save the world through applied behavior analysis"

8

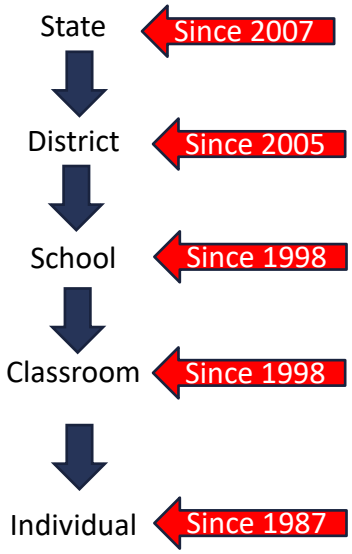
"Behavior analysts are the architects of interventions."

Dr. Dennis Russo, Chief Clinical Officer, May Institute – personal communication – 1997

Dr. Russo was one of Ivar Lovaas' original students

9

Bob's Experience Consulting to Public Schools



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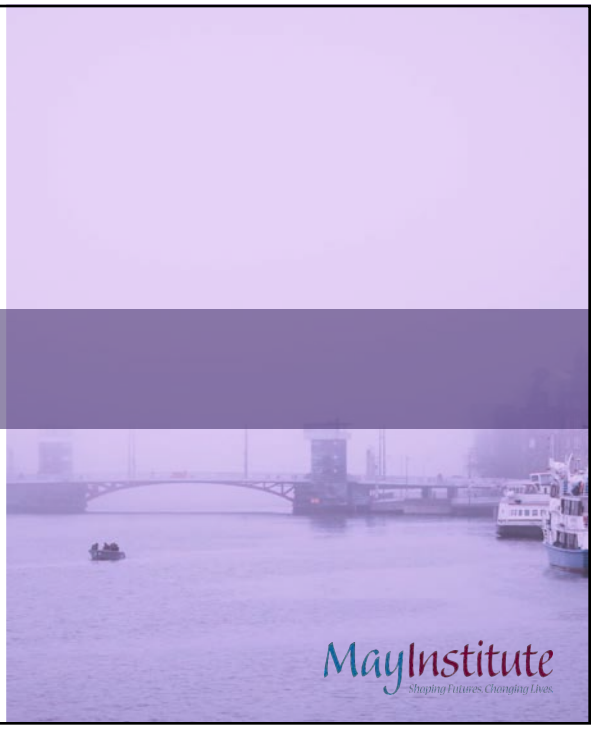
Challenges School-based BCBAs face in Schools



11

Challenges school-based BCBAs face in schools to improve educational systems, outcomes (data) & practices

- Lack of time & resources
- High caseloads
- Responding to crises
- Untrained staff exacerbated by turnover

12

Challenges school-based BCBAs face in schools to improve educational systems, outcomes (data) & practices

- Administrator and teacher buy-in/ownership/resistance
- Administrator knowledge
- Lack of systems using data-based decision-making
- Lack of use of evidence-based practices implemented with fidelity

13

Strengths (Superpowers) that Behavior Analysts Bring to Educational Settings

- Only professionals trained to focus on function rather than form (topography).
- The use of data to determine effectiveness
- Use of single case designs and the visual presentation of data at each tier
- Trained in the presentation and interpretation of data in a graphical visual format

14

Strengths (Superpowers) that Behavior Analysts Bring to Educational Settings

- Emphasize the
  - use of antecedent interventions,
  - active teaching of desired behaviors and functionally equivalent replacement behaviors,
  - increasing the overall reinforcement for these behaviors.
- Focus on evidence-based interventions implemented with fidelity

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15

Ethics Standards Section 1—Responsibility as a Professional

1.07 Cultural Responsiveness and Diversity Behavior analysts actively engage in professional development activities to acquire knowledge and skills related to cultural responsiveness and diversity. They evaluate their own biases and ability to address the needs of individuals with diverse needs/ backgrounds (e.g., age, disability, ethnicity, gender expression/identity, immigration status, marital/relationship status, national origin, race, religion, sexual orientation, socioeconomic status). Behavior analysts also evaluate biases of their supervisees and trainees, as well as their supervisees' and trainees' ability to address the needs of individuals with diverse needs/backgrounds.

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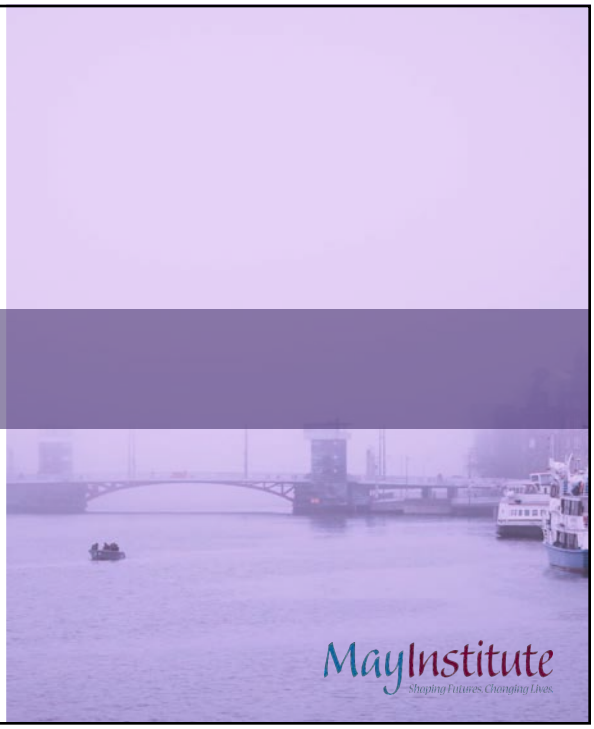
16

Do We Have a Problem in Schools Relative to Equity?



17

How inviting are our schools for every student?

18

What is *EQUITY* in Education?

Educational policies, practices, interactions, and resources are → representative of → constructed by → responsive to → ***ALL***

ALL includes each and every individual irrespective of:

- race/ethnicity
- class
- gender
- sexual orientation
- country of origin
- dis/ability
- cultural
- political
- religious
- or other group affiliations

Regardless **of individual characteristics and cultural identities**

(Fraser, 2008; Great Lakes Equity Center, 2012)
Retrieved from www.pbis.org.

19

WHAT DOES DISPROPORTIONALITY MEAN?

Disproportionality refers to a group's representation in a particular category that exceeds expectations for that group, or differs substantially from the representation of others in that category.

- www.nasponline.org

100 students

50 males = 50%
50 females = 50%

10% of population is referred for special education services

Disproportional Outcome

10 students

8 males = **80%**
2 females = **20%**

20

Some considerations…

80% of students subjected to **physical restraint** and **77%** of students subjected to **seclusion** are **students with disabilities**
(Office of Civil Rights, 2020)

Many **LGBTQ students feel unsafe** at school:
59% because of their sexual orientation
43% because of their gender expression
(Kosciw et al., 2020)

Black male students are **more likely to receive more negative interactions** with their teachers, regardless of their behavior.
(Scott et al., 2019)

The **classroom** is the location with the highest rates of both **exclusionary and disproportionate discipline**
(Gion et al., 2014; Smolkowski et al., 2016)

Black students are **more than 3x** likely to be **suspended** than White students
(U.S. Department of Education, Office for Civil Rights, 2018)

White students are more likely to receive ODRs for more **objective behaviors**
(e.g., physical aggression, substance use).

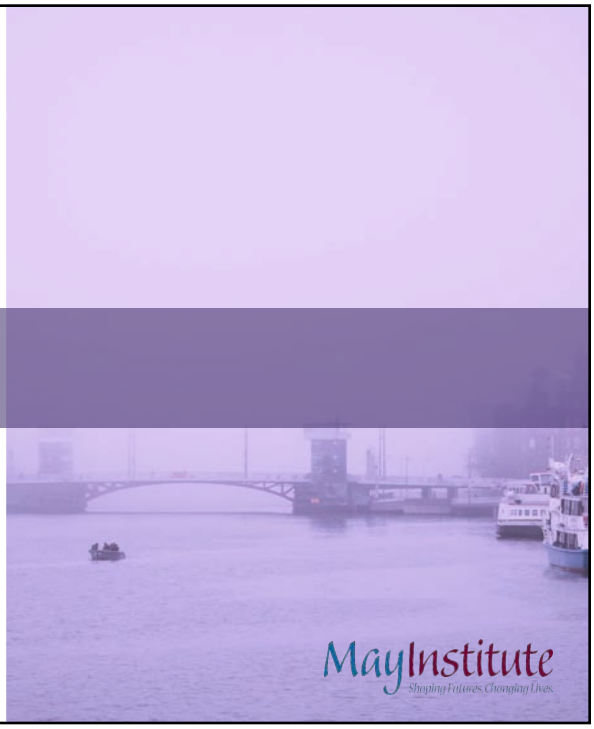
Black students are more likely to receive ODRs for more **subjective behaviors**
(e.g., disrespect, defiance, disruption).
(Girvan et al, 2017)

Pre-school students with disabilities account for 23% of total pre-school enrollment but accounted for **57% of expulsions**.
(Office of Civil Rights, 2021)

Students with disabilities are **2x more likely to be suspended** as students without disabilities
(Harper et al., 2019)

21

Disproportionality Starts in Preschool



CENTER ON PBIS Positive Behavioral Interventions & Supports

22

SCIENTIFIC AMERICAN®

January 12, 2023

Half of the 250 Kids Expelled from Preschool Each Day Are Black Boys

Racism and overstressed teachers help explain high expulsion rates for Black preschool boys

- 17,000 children were expelled from preschool in 2021 – half were black boys
- Black boys represent about 20 percent of enrolled children

Implicit Basis

23

Racial and socioeconomic status disparities in preschool disciplinary action

- Large, sociodemographically diverse sample of children (*n* = 430; mean age = 4.79 years).
- Compared two measures
  - Childcare **provider complaints** about children's behavior and their recommended disciplinary action (measured by parent report); and
  - Observed disruptive behavior measured by a laboratory-based standardized observation tool, Disruptive Behavior Diagnostic Observation Schedule (DB-DOS)
  - Found no differences in observed behavior in all groups
- Children classified in the ***Black/Hispanic, poor*** and ***Black, nonpoor*** profiles both had significantly higher childcare provider complaints compared with children in the ***White/Hispanic, nonpoor*** profile

Sabol et al., 2021

24

Do Early Educators' Implicit Biases Regarding Sex and Race Relate to Behavior Expectations and Recommendations of Preschool Expulsions and Suspensions?

- Used eye-tracking software to follow where teachers' eyes looked when they were primed to seek out bad behavior in the classroom.
- Teachers were more likely to track Black boys and, in general, seemed to expect more disruptive behavior out of Black children

When you're looking for bad behavior, eventually, you'll find it.
And you're also more likely to miss problematic behavior that's coming from places that you don't expect

Gilliam et al., 2016

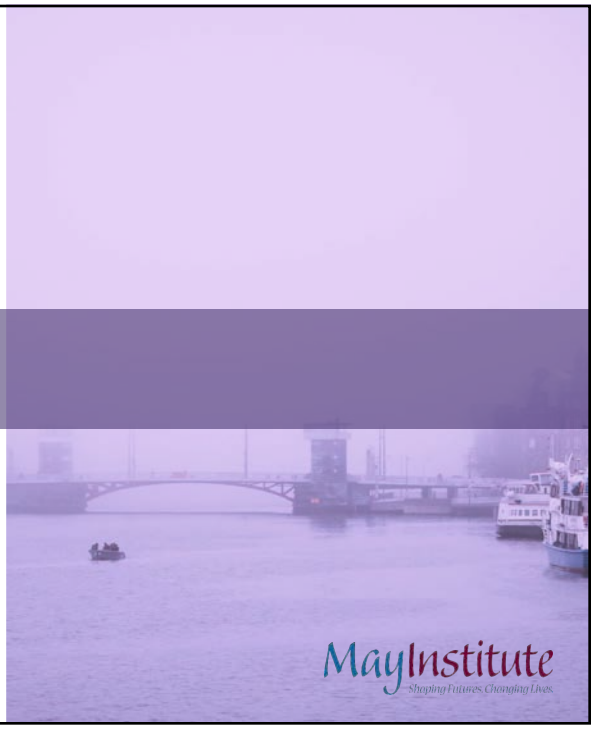
25

Implicit bias is **not** an indication of our values

"There is nothing more painful to me…than to walk down the street and hear footsteps and start thinking about robbery, then look around and see somebody white and feel relieved…"
- Rev. Jesse Jackson

26

Disproportionality Continues in Middle School & High School



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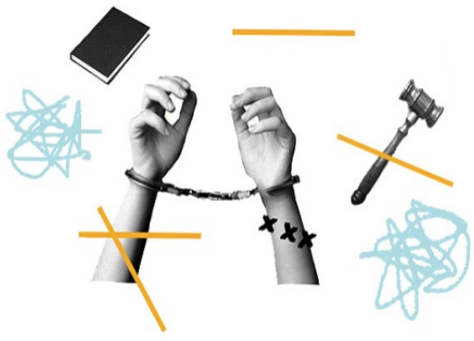
27

School-to-Prison Pipeline

- Youth are funneled out of public schools and into the juvenile and criminal legal systems.
- Many of these youth are Black or Brown, have disabilities, or histories of poverty, abuse, or neglect, and would benefit from additional supports and resources.
- Instead, they are isolated, punished, and pushed out.



https://www.aclu.org/issues/juvenile-justice/juvenile-justice-school-prison-pipeline

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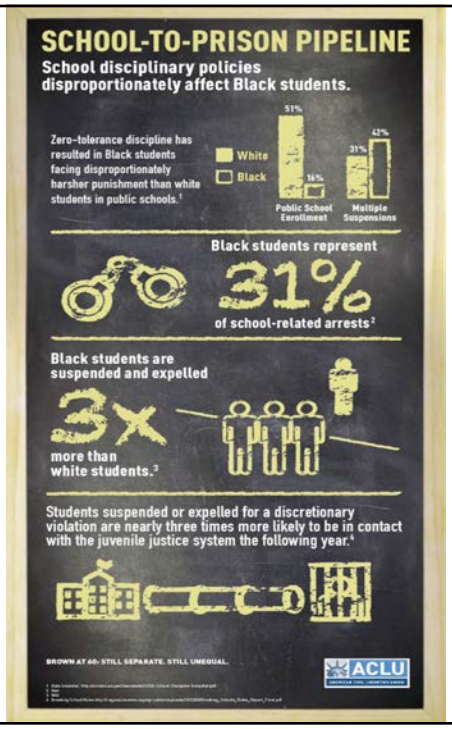
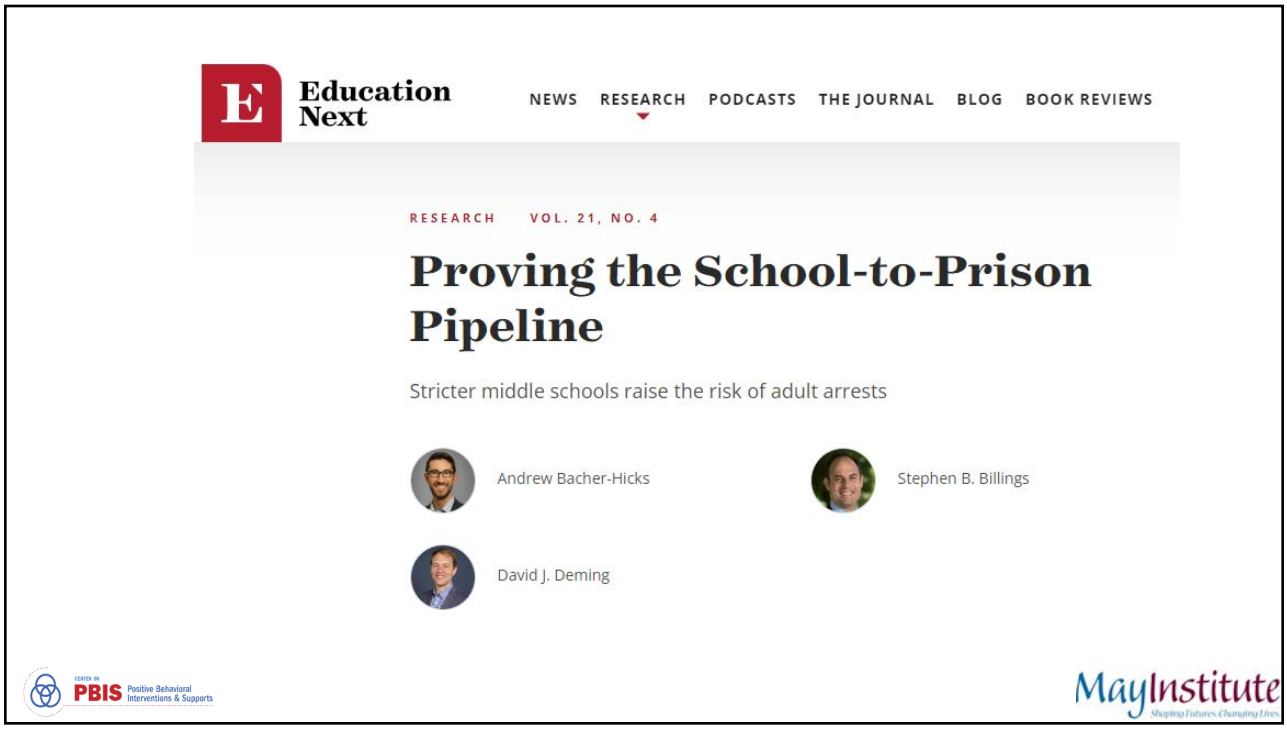


29

Suspensions only Increase the Problem

- Rates of ***suspension*** have increased dramatically in recent years and have been most dramatic for children of color.
- Overly harsh disciplinary policies push students down the pipeline and into the juvenile justice system.
- Suspended and expelled children are
  - often left unsupervised and without constructive activities
  - they also can easily fall behind in their coursework
  - leading to a greater likelihood of disengagement and drop-outs.
- All of these factors increase the likelihood of court involvement.

30



31

Harsh Discipline Practices

- Negative consequences of punitive, reactive, and exclusionary discipline practices for young students, especially those of color, last well into adulthood.

- Students assigned to stricter middle schools are
  - 3.2 percentage points more likely to have been arrested,
  - 2.5 percentage points more likely to have been incarcerated as adults.
  - 1.7 percentage points more likely to drop out of high school and
  - 2.4 percentage points less likely to attend a four-year college.

Bacher-Hicks et al., 2021

32

Harsh Discipline Practices

- Principals, who often oversee the suspension and expulsion of students, were the "major driver" in the frequency and severity of school discipline
- Tracking the movement of principals from one school to another, principals who doled out high numbers or suspensions and expulsions in one school would do the same at the next.

(Bacher-Hicks et al., 2021)

33

African American

- African American students are two to three times more likely to receive ODRs, be suspended, and be expelled than any other racial group (Anyon et al., 2014; Losen et al., 2015).
- African-American Students Receive
  - Lower Rates of Praise Than other Students
  - Higher Rates of Reprimands than Other Students
  - (Scott et al, 2015)

34

Activity

35

Appleseed Data

1. Go to MassAppleseed.org
2. Go to “REPORTS” button and click
3. Scroll down until you see “SCHOOL DISCIPLINE DATA DASHBOARD” and click on “ACCESS THE DASHBOARD”
4. Under “STUDENT CHARACTERISTICS” choose the most recent school year (2021-2022)
5. Scroll down to “STUDENTS DISCIPLINED IN MASSACHUSETTS BY DISTRICT” and choose your district
6. Analyze the results
    1. What is the percentage of discipline of white students to students of other races? What do you notice?
    2. Scroll back up to the top and try disaggregating by subgroup, such as IEP status or ELL. What do you see?

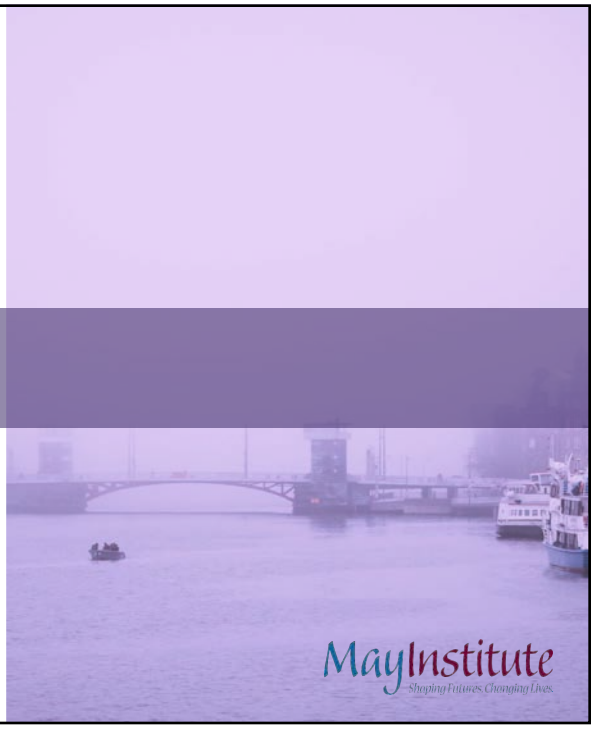
36

Disproportionality

How many of you found disproportionality?

37

Why might school-level behavior support impact these students?



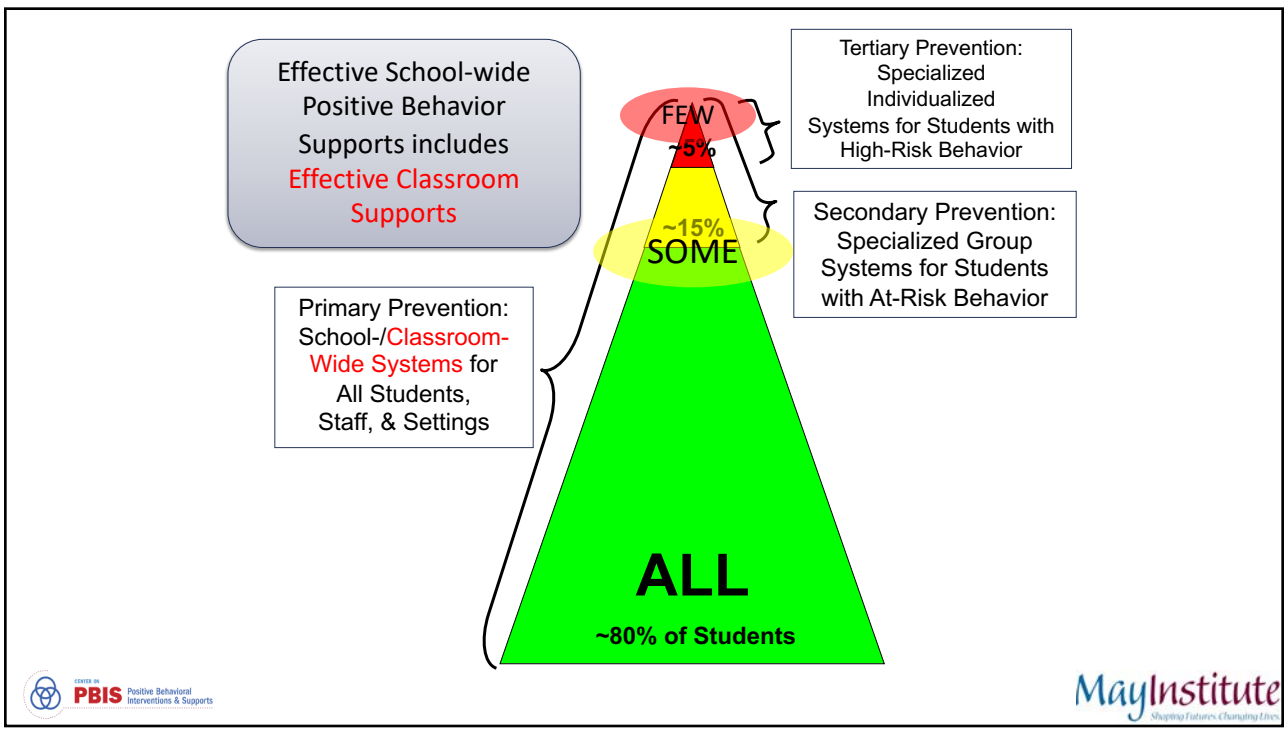
38

Positive Behavior Interventions and Supports (PBIS) is ABA at scale and functionally equivalent to

- Applied Behavior Analysis-Organizational behavior management
- SWPBIS
- Multi-tiered Systems of Support (MTSS) – B

(Horner & Sugai, 2015; Putnam & Kincaid, 2015)

39



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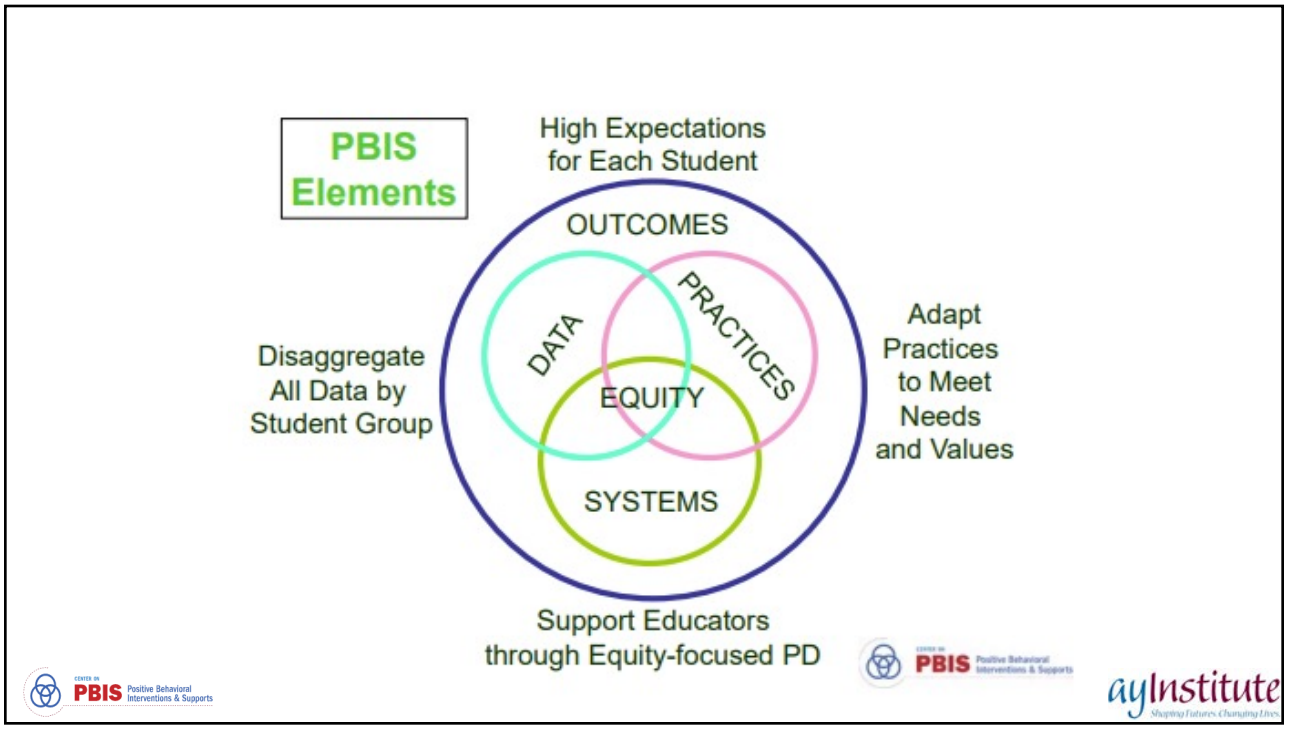

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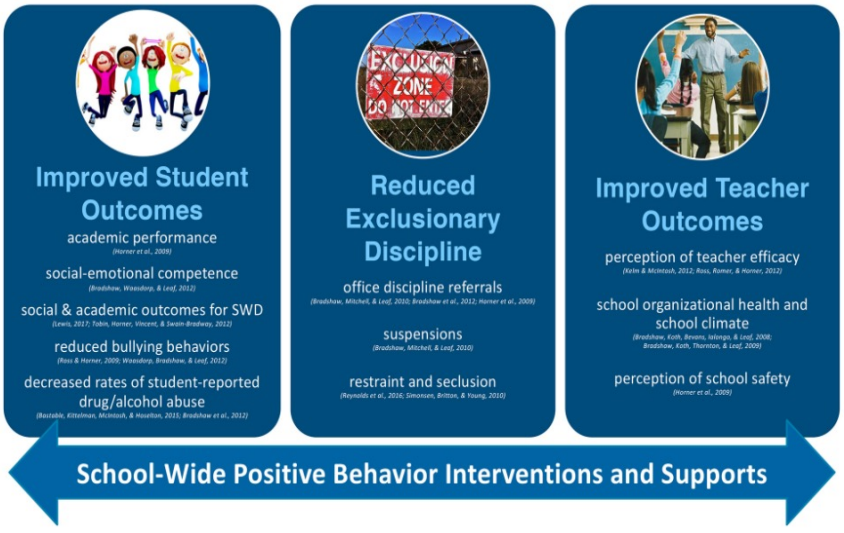
PBIS implemented with Fidelity at Tier 1



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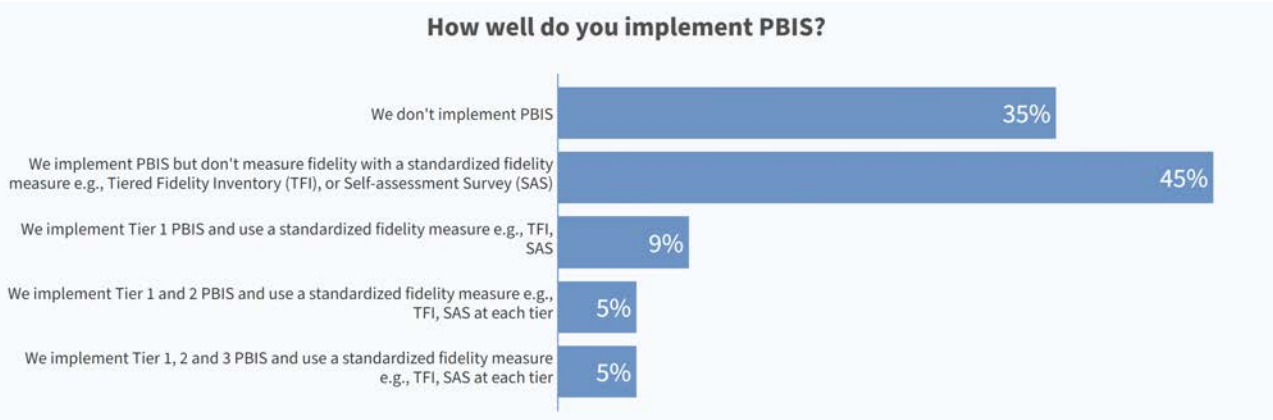
School-based BCBAs Responses to Implementation of PBIS with Fidelity (N=88)



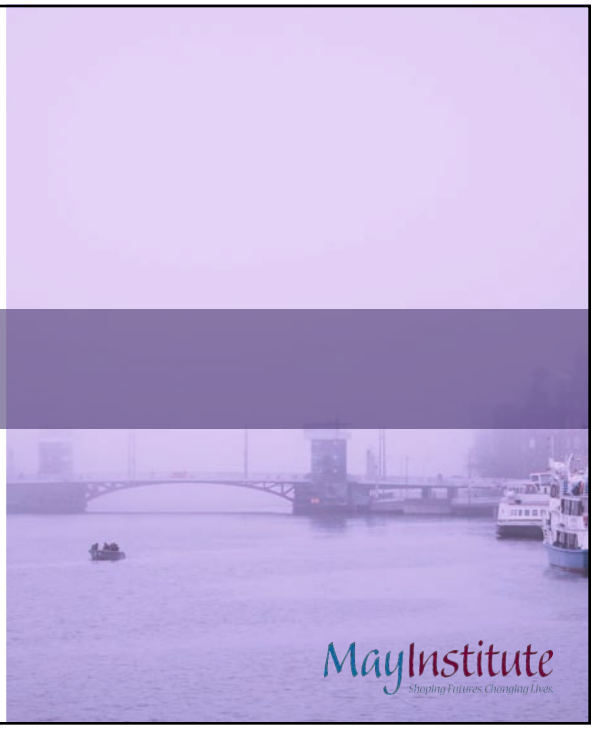
43

Section 2—Responsibility in Practice

2.01 Providing Effective Treatment Behavior analysts prioritize clients' rights and needs in service delivery. They provide services that are conceptually consistent with behavioral principles, based on scientific evidence, and designed to maximize desired outcomes for and protect all clients, stakeholders, supervisees, trainees, and research participants from harm. Behavior analysts implement nonbehavioral services with clients only if they have the required education, formal training, and professional credentials to deliver such services.

44

What Can Behavior Analysts Do to Help Improve Equity?



45

Section 2—Responsibility in Practice

2.14 Selecting, Designing, and Implementing Behavior-Change Interventions Behavior analysts select, design, and implement behavior-change interventions that: (1) are conceptually consistent with behavioral principles; (2) are based on scientific evidence; (3) are based on assessment results; (4) prioritize positive reinforcement procedures; and (5) best meet the diverse needs, context, and resources of the client and stakeholders. Behavior analysts also consider relevant factors (e.g., risks, benefits, and side effects; client and stakeholder preference; implementation efficiency; cost effectiveness) and design and implement behavior-change interventions to produce outcomes likely to maintain under naturalistic conditions. They summarize the behavior-change intervention procedures in writing (e.g., a behavior plan).

46


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
Using PBIS to Ensure Racial Equity in School Discipline
Using PBIS to Ensure Racial Equity in School Discipline
https://www.pbis.org/equity
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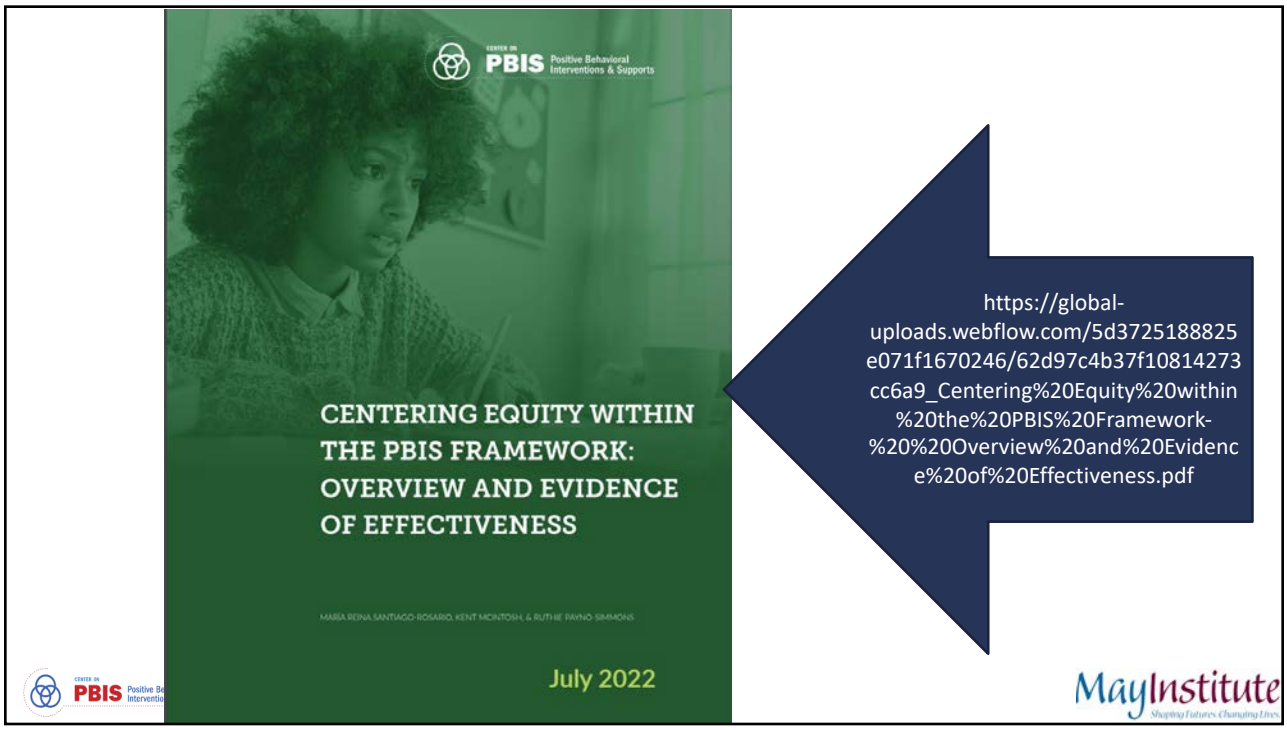
47


PBIS Positive Behavioral Interventions & Supports
CENTERING EQUITY WITHIN THE PBIS FRAMEWORK: OVERVIEW AND EVIDENCE OF EFFECTIVENESS
July 2022
https://global-uploads.webflow.com/5d3725188825e071f1670246/62d97c4b37f10814273cc6a9_Centering%20Equity%20within%20the%20PBIS%20Framework-%20%20Overview%20and%20Evidence%20of%20Effectiveness.pdf
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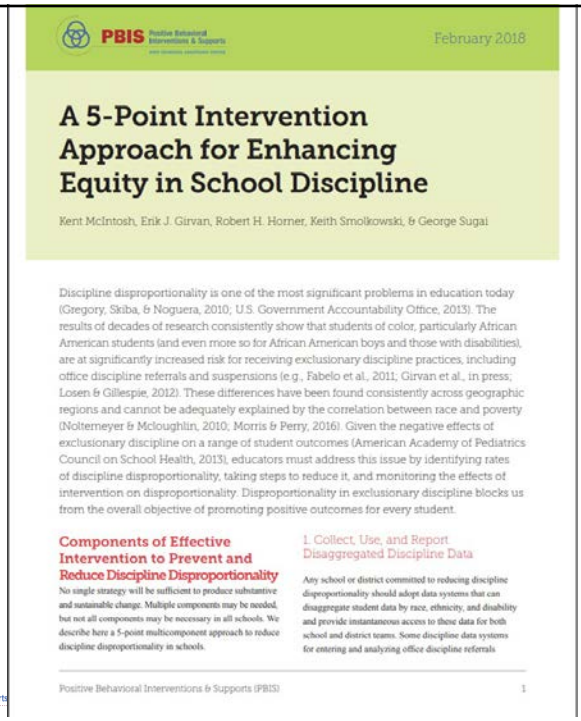


PBIS Positive Behavioral Interventions & Supports

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

Discipline disproportionality is one of the most significant problems in education today (Gregory, Skiba, & Noguera, 2010; U.S. Government Accountability Office, 2013). The results of decades of research consistently show that students of color, particularly African American students (and even more so for African American boys and those with disabilities), are at significantly increased risk for receiving exclusionary discipline practices, including office discipline referrals and suspensions (e.g., Fabelo et al., 2011; Girvan et al., in press; Losen & Gillespie, 2012). These differences have been found consistently across geographic regions and cannot be adequately explained by the correlation between race and poverty (Nolterneyer & Mcloughlin, 2010; Morris & Perry, 2016). Given the negative effects of exclusionary discipline on a range of student outcomes (American Academy of Pediatrics Council on School Health, 2013), educators must address this issue by identifying rates of discipline disproportionality, taking steps to reduce it, and monitoring the effects of intervention on disproportionality. Disproportionality in exclusionary discipline blocks us from the overall objective of promoting positive outcomes for every student.

Components of Effective Intervention to Prevent and Reduce Discipline Disproportionality

No single strategy will be sufficient to produce substantive and sustainable change. Multiple components may be needed, but not all components may be necessary in all schools. We describe here a 5-point multicomponent approach to reduce discipline disproportionality in schools.

1. Collect, Use, and Report Disaggregated Discipline Data

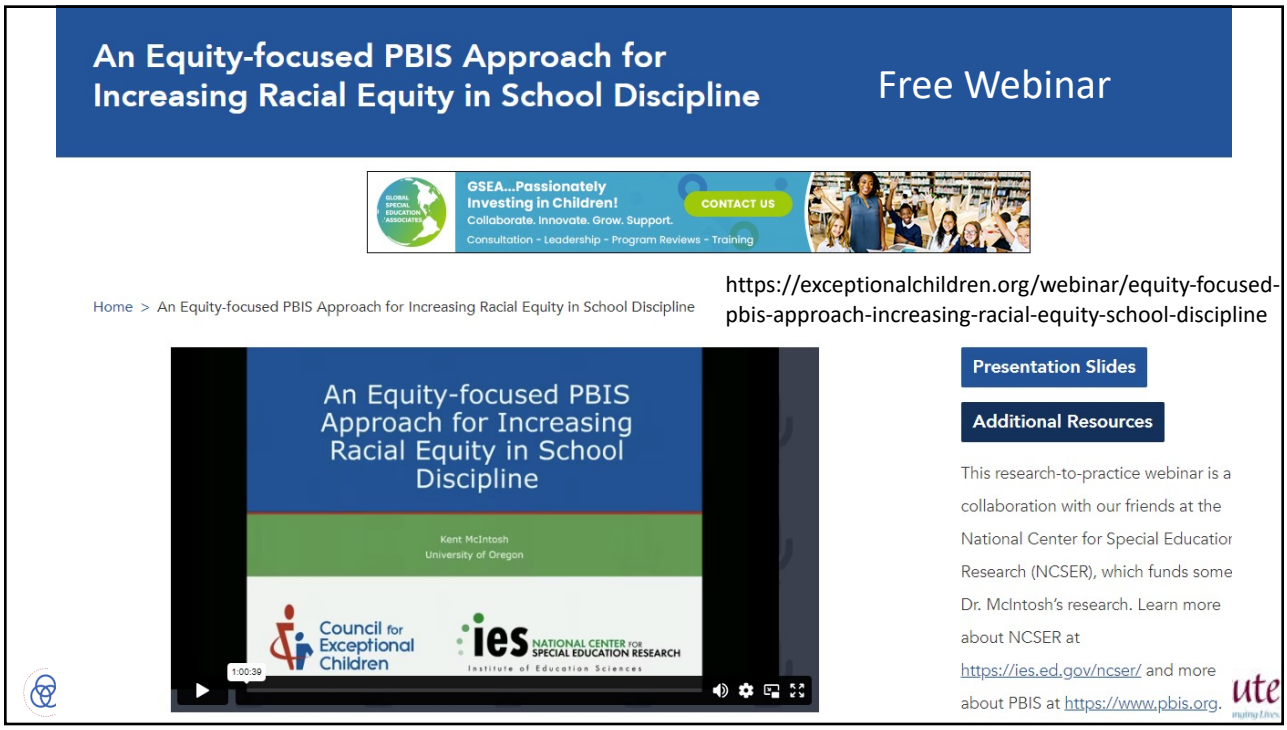
Any school or district committed to reducing discipline disproportionality should adopt data systems that can disaggregate student data by race, ethnicity, and disability and provide instantaneous access to these data for both school and district teams. Some discipline data systems for entering and analyzing office discipline referrals

Positive Behavioral Interventions & Supports (PBIS) 1

https://global-uploads.webflow.com/5d3725188825e071f1670246/5d9dfe3274806826f66dc624_A%205-Point%20Intervention%20%20Approach%20for%20Enhancing%20%20Equity%20in%20School%20Discipline.pdf

MayInstitute Shaping Futures Changing Lives

49



An Equity-focused PBIS Approach for Increasing Racial Equity in School Discipline

Free Webinar

Home > An Equity-focused PBIS Approach for Increasing Racial Equity in School Discipline

https://exceptionalchildren.org/webinar/equity-focused-pbis-approach-increasing-racial-equity-school-discipline

An Equity-focused PBIS Approach for Increasing Racial Equity in School Discipline

Kent McIntosh
University of Oregon

Council for Exceptional Children

ies NATIONAL CENTER FOR SPECIAL EDUCATION RESEARCH
Institute of Education Sciences

1:00:39

Presentation Slides

Additional Resources

This research-to-practice webinar is a collaboration with our friends at the National Center for Special Education Research (NCSER), which funds some Dr. McIntosh's research. Learn more about NCSER at https://ies.ed.gov/ncser/ and more about PBIS at https://www.pbis.org.

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50

What Components of PBIS Have the Most Impact on Equity

- Regular use of data for decision-making (Tobin & Vincent, 2011)
- Implementing classroom SWPBIS systems is the strongest predictor of equity in school discipline compared to other core elements of SWPBIS, such as schoolwide expectations, recognition systems, and consistent discipline procedures (Tobin & Vincent, 2011).
- Supporting teachers in their interactions with students in the classroom may have the most direct impact on discipline disproportionality (Gion et al. 2022)
- Use of formal reinforcement systems (Barclay, 2017; Tobin & Vincent, 2011)

51

REACT – an Equity-Focused PBIS Approach?

- Using the **PBIS framework** to use school discipline data to increase
- **R**acial **E**quity through:
  - **A**ssess data to identify root causes
  - **C**ulturally responsive behavior strategies
  - **T**each about implicit bias and strategies to neutralize it

52

REACT

- Components of Effective Intervention to Prevent and Reduce Discipline Disproportionality
  - Collect, Use, and Report Disaggregated Discipline Data
  - Implement a Behavior Framework that is Preventive, Multi-Tiered, and Culturally Responsive
  - Use Engaging Instruction to Reduce the Opportunity (Achievement) Gap
  - Develop Policies with Accountability for Disciplinary Equity
  - Teach Strategies for Neutralizing Implicit Bias in Discipline Decisions

SOOOOOooooo many hours of watching videos

Full-day recordings of classroom, with one day in the fall and one day in the spring
SWIVL cameras installed with lapel microphones
132 teachers, over **7,500 hours** of watching videos, 450,000 minutes, 27,000,000 seconds

- Had to identify 30 minutes of group instruction time
  - This proved difficult, so we went down to 15 minutes
- Then had to identify the students
  - Number of students
  - Perceived race of students based on physical characteristics
- Had to get reliability before we could start coding

FOUR years of coding videos…..

ReACT Video Coding Instructions

- Watched each video three times to code (after identifying 15 minutes and training videos)
  - Once to watch without any coding
  - Once to code praises and opportunities to respond
  - Once to code corrections (since there were significantly more corrections than praises and OTRs combined
  - Instructed to take breaks so we could give our fullest attention

55

- Coded and timestamped several behaviors
  - Explicit correction
  - Harsh correction
  - Specific praise
  - General praise
  - Opportunity to respond
  - Pre-correction

Harsh Correction *hr*	Verbal comments or gestures to **indicate disapproval of pre-academic, academic skills, social-emotional-behavior, or academic answers using a voice louder** than typical for setting or *harsh*, *critical*, or *sarcastic tone*. Also, any prolonged discussion about behavior (social or academic) with students (**e.g., 30 sec or longer, repeating the correction more than twice**) is coded as a Harsh Correction. **Example:** "No. The answer is 3. How many times do we need to go over this?"

56

- Then identified to whom teacher behaviors were directed to
  - Whole class
  - Group with black students
  - Group without black students
  - Black students
  - All other students
- IOA and disagreements, 33% of videos,
  - Had to watch together to find agreement
  - If overall agreement fell, we had to watch videos again as a group to recalibrate

57

ReACT Study Initial Findings

Teacher characteristics such as race, gender, degree, or years of experience did not predict differences in delivery of instructional practices.

However, grade taught predicted differences with teachers in grades 3-5 delivering lower rates of praises, corrections, and OTRs than K-2 teachers.

Teachers in grades 3, 4, and 5 issued significantly more discipline referrals than K-2 teachers

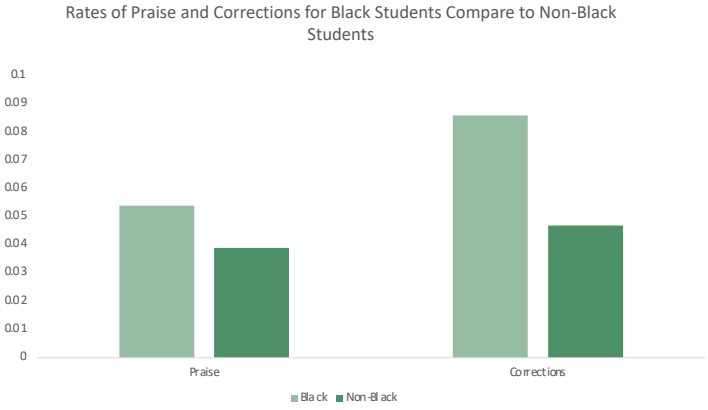
Rate of corrections were related to rates of discipline

Black students were likely to receive more discipline referrals and experience inequitable exclusion from the classroom when there is a higher number of Black students in the classroom

58

Study Findings

Black students had almost twice as many corrections as non-black students
Ratio for black students is 1:2, for non-black students is 1:1.3



59

Increasing Disciplinary Equity by Teaching Neutralizing Routines to Teachers and Students

María Reina Santiago-Rosario, Kent McIntosh
Motivating the SEL Field Forward Through Equity
ISBN: 978-1-80043-465-3, eISBN: 978-1-80043-464-6
Publication date: 25 November 2021 Permissions

2,665 Views
8 CrossRef citations to date
3 Altmetric

Research Article

Effects of an equity-focused PBIS approach to school improvement on exclusionary discipline and school climate

Kent McIntosh, Erik J. Girvan, Sara C. McDaniel, Maria Reina Santiago-Rosario, Stephanie St. Joseph, Sarah Fairbanks Falcon, ...show all

Pages 354-361 | Published online: 21 Jun 2021

Cite this article https://doi.org/10.1080/1045988X.2021.1937027

Journal of School Psychology
Volume 104, June 2024, 101284

Examining differential effects of an equity-focused schoolwide positive behavioral interventions and supports approach on teachers' equity in school discipline

Sean C. Austin, Kent McIntosh, Keith Smolkowski, María Reina Santiago-Rosario, Stacy L. Arbuckle, Nicole E. Barney

60

Understanding Educators' Implementation of an Equity-Focused PBIS Intervention: A Qualitative Study of Critical Incidents

Eoin Bastable, PhD, Sarah Fairbanks Falcon, PhD, [...], and Maria Reina Santiago-Rosario, PhD (+2) View all authors and affiliations

Volume 23, Issue 4 | https://doi.org/10.1177/10983007211008847

Equity-focused PBIS approach reduces racial inequities in school discipline: A randomized controlled trial.

EXPORT Add To My List Request Permissions Database: APA PsycArticles Journal Article

McIntosh, Kent Girvan, Erik J. Fairbanks Falcon, Sarah McDaniel, Sara C. Smolkowski, Keith Bastable, Eoin Santiago-Rosario, Maria Reina Izzard, Sara Austin, Sean C. Nese, Rhonda N. T. Baldy, Tabatthia S.

Citation

McIntosh, K., Girvan, E. J., Fairbanks Falcon, S., McDaniel, S. C., Smolkowski, K., Bastable, E., Santiago-Rosario, M. R., Izzard, S., Austin, S. C., Nese, R. N. T., & Baldy, T. S. (2021). Equity-focused PBIS approach reduces racial inequities in school discipline: A randomized controlled trial. *School Psychology, 36*(6), 433–444. https://doi.org/10.1037/spq0000466

School Psychology

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61

Section 2—Responsibility in Practice

2.17 Collecting and Using Data Behavior analysts actively ensure the appropriate selection and correct implementation of data collection procedures. They graphically display, summarize, and use the data to make decisions about continuing, modifying, or terminating services.

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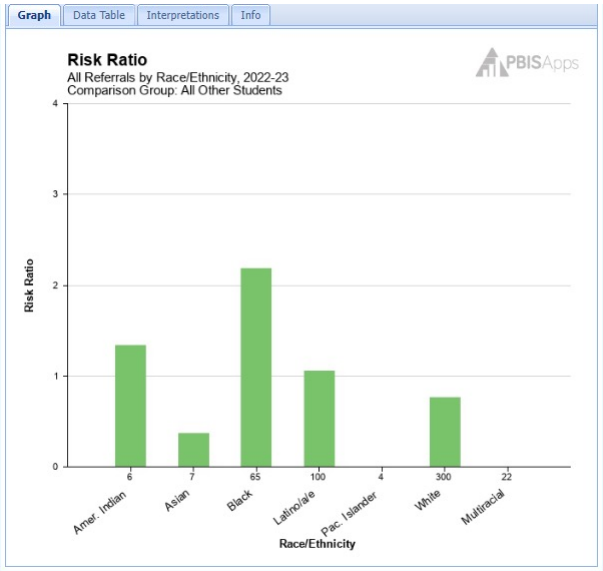
62

School-wide Information System – Risk Ratio Data



https://www.pbisapps.org/resources/demos

63

Risk Ratio Data Interpreted

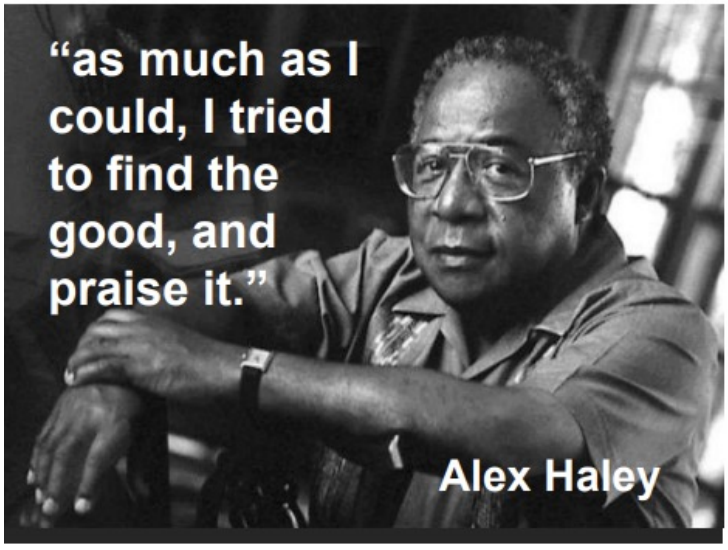
- Students identified as American Indian/Alaskan Native have **1.34** times the risk of receiving at least one referral as all other students.
- Students identified as Asian have **0.37** times the risk of receiving at least one referral as all other students.
- Students identified as Black/African American have **2.18** times the risk of receiving at least one referral as all other students.
- Students identified as Hispanic/Latino/a/e have **1.05** times the risk of receiving at least one referral as all other students.
- Students identified as Pacific Islander/Native Hawaiian have **0** times the risk of receiving at least one referral as all other students.
- Students identified as White have **0.76** times the risk of receiving at least one referral as all other students.
- Students identified as Multiracial have **0** times the risk of receiving at least one

64

Why PBIS To Improve Equity?

- Decreased racial inequities in exclusionary school discipline (Bradshaw et al., 2018; Gion et al., 2022; McIntosh, Ellwood, et al., 2018; McIntosh, Girvan, Fairbanks Falcon, et al., 2021; Payno-Simmons, 2021; Swain-Bradway et al., 2019)
- Decreased use of exclusionary school discipline for non-Black students as well (McIntosh, Girvan, Fairbanks Falcon, et al., 2021; Swain-Bradway et al., 2019)
- Decreased racial inequities in teacher praise to reprimand ratios (Gion et al., 2022; Knochel et al., 2022)
- Improved teacher ratings of student behavior (prosocial and disruptive) (Bradshaw et al., 2018; Muldrew & Miller, 2021)

65



66

Why PBIS to Improve Equity con't.

- Decreased racial academic disparities (*Do Wisconsin Schools Implementing an Integrated Academic and Behavior Support Framework Improve Equity in Academic and School Discipline Outcomes?* (Swain-Bradway et al., 2019)
- Improved preschool personnel's capacity to support children's development of social, emotional, and behavioral growth (Fox et al., 2021)
- Improved perceptions of school climate (McIntosh, Girvan, McDaniel, et al., 2021)
- Improved school connectedness (Cook et al., 2018)
- Time saved for administrative duties and instructional activities (Swain-Bradway et al., 2019)

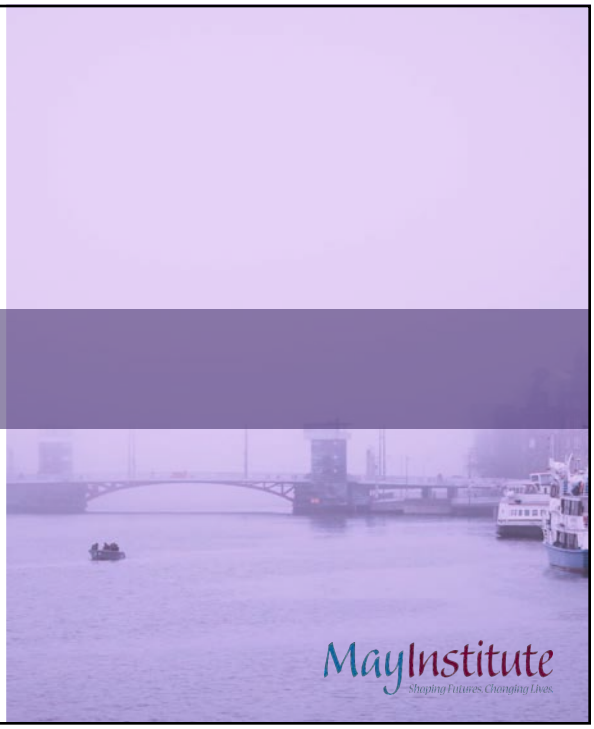
67

Section 2—Responsibility in Practice

2.18 Continual Evaluation of the Behavior-Change Intervention Behavior analysts engage in continual monitoring and evaluation of behavior-change interventions. If data indicate that desired outcomes are not being realized, they actively assess the situation and take appropriate corrective action. When a behavior analyst is concerned that services concurrently delivered by another professional are negatively impacting the behavior-change intervention, the behavior analyst takes appropriate steps to review and address the issue with the other professional.

68

Case Study



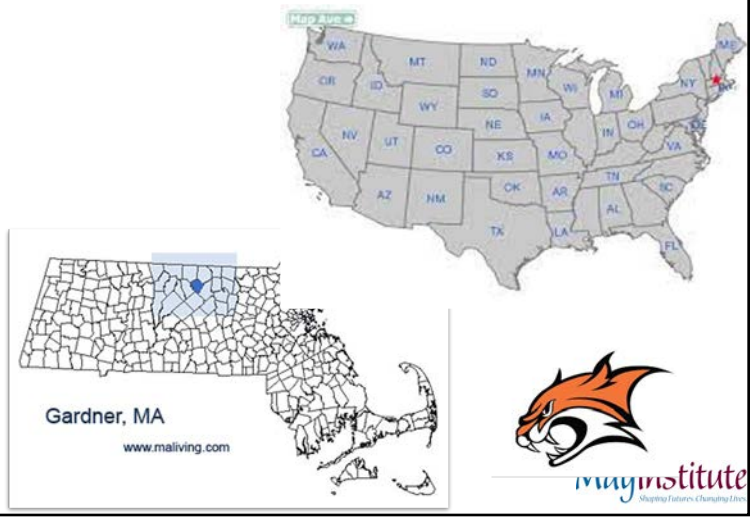
69

Gardner Public Schools

Student enrollment: 2400

4 Schools:

- Elementary PreK-4 (1K+)
- Middle School 5-7
- High School 8-12
- Alternative School 9-12



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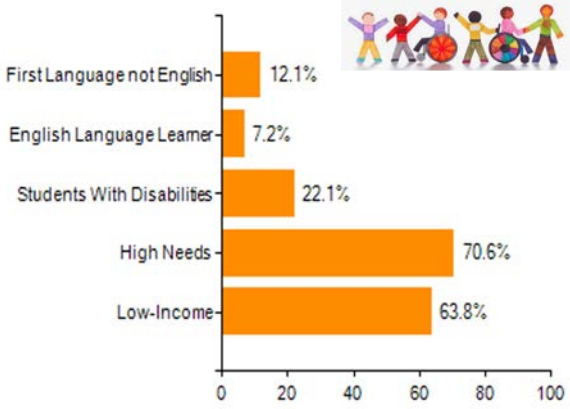
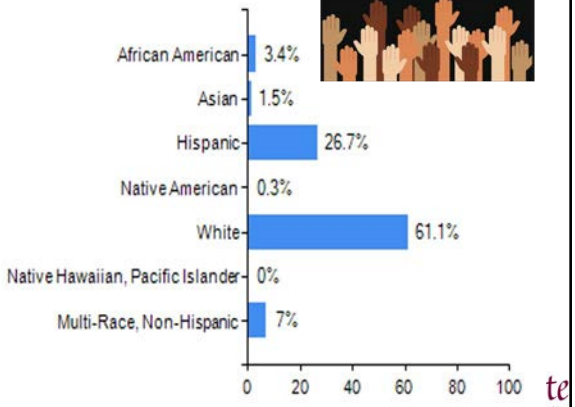
Gardner Public School Demographics

Select Populations



Race/Ethnicity



71

Thanks to Gardner Public Schools

Mark Pellegrino, Superintendent

Joyce West, Director of Pupil Personnel

Amber Casavant, Director of MTSS

And the Gardner Public School staff work every day to improve the lives of the students they work and their families.

72

It starts from the top

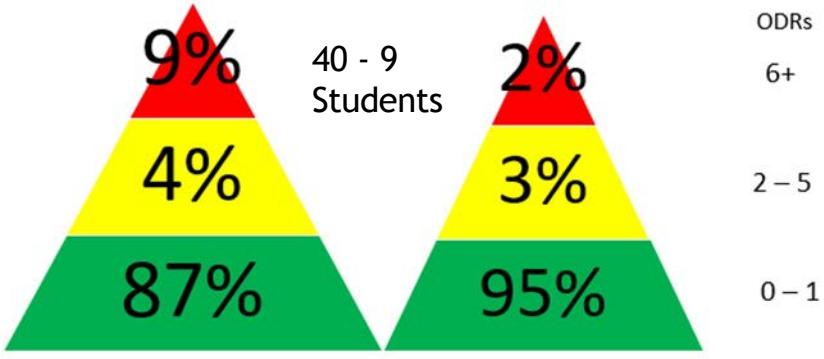
Superintendent Mark Pellegrino, Gardner Public Schools – email signature

Positive Relationships and Rigor for Every Child, in Every Classroom, Every Day...

73

Distribution of ODR's

Waterford Street School
Students with Major Office Discipline Referrals
School Year 2019- 2020 vs. 2021 -2022



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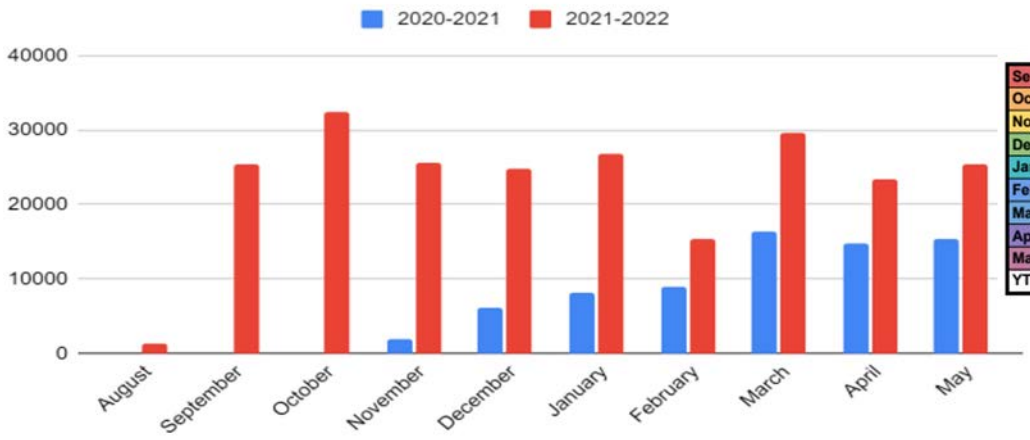
Improvements in acknowledgement system Implementation - Tier 1

Gardner Public Schools

Paw Point Acknowledgement System School-Wide by Month Year to Year Comparison



September Total	39,799
October Total	72,445
November Total	62,229
December Total	57,274
January Total	63,386
February Total	51,436
March Total	
April Total	
May Total	
YTD Total	346,569

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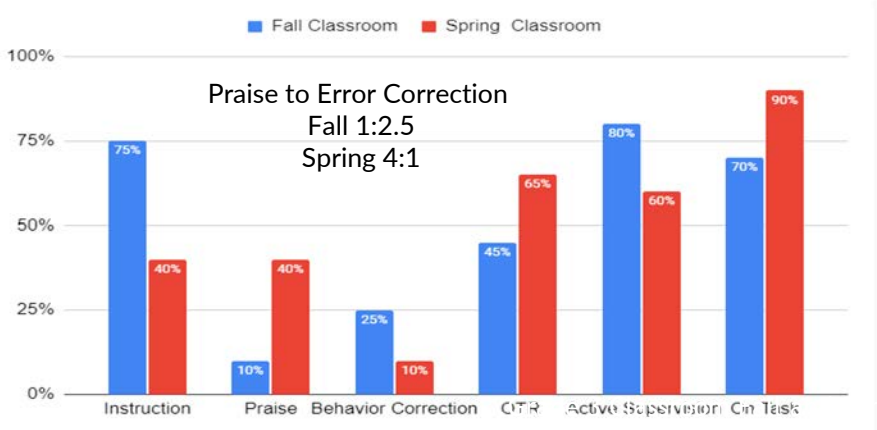
Classroom Support System
SUCCESS Fall 2022/Spring 2023 Comparison

Gardner Public Schools



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Grade 1 Classroom Fall and Spring CSS

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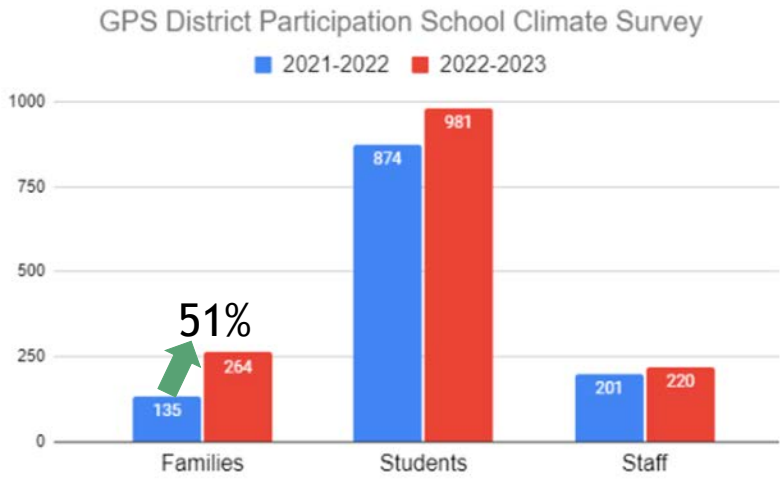
Improvements in School Climate Survey Participation Across all Groups



77

No Place for Hate/Equity Club

Media Specialist, GHS
Equity and Family Engagement Teacher Leader, GHS
Mount Wachusett Community College Adjunct English Professor/Dual Enrollment Instructor, GHS/MWCC

78

No Place For Hate High School Team

- GHS has 45 student members, 12 staff members, 1 parent/staff member on it's team.
- Meet every other Monday in the library at GHS.
- Free program available from the ADL (Anti-Defamation League), which concentrates on four pillars:
  - Exploring Identity
  - Interpreting Differences
  - Challenging Bias
  - Championing Justice.

(https://www.noplaceforhate.org/about).

79

September: Hispanic Heritage Month and Meet and Greet with Foreign Exchange Students

80

November: No Place for Hate: Take the pledge

81

November: No Place for Hate: Take the pledge event!

GHS is No Place for Hate

I pledge to:

- Think of specific ways GHS can promote respect and create a prejudice free environment.
- Realize my intentions are irrelevant if the impact is harmful.
- Be accepting and respectful to all people, no matter their race, gender, sexuality, abilities, ethnicities, religion, economic status, or background.
- Speak out and reach out to support targets of hate, prejudice, and discrimination.
- No one is perfect. Be open minded to different points of view; allow yourself and others to learn and grow.

82

Risk ratios

A risk ratio measures the risk of a particular event happening in one group compared to the risk of the same event happening in another group.

A relative risk of

- 1.00 indicates that the group you are measuring has an equal risk of the specified outcome,
- 0.50 indicates the group you are measuring is half as likely to experience the specified outcome.
- 2.00 indicates the group you are measuring is twice as likely to experience the specified outcome.

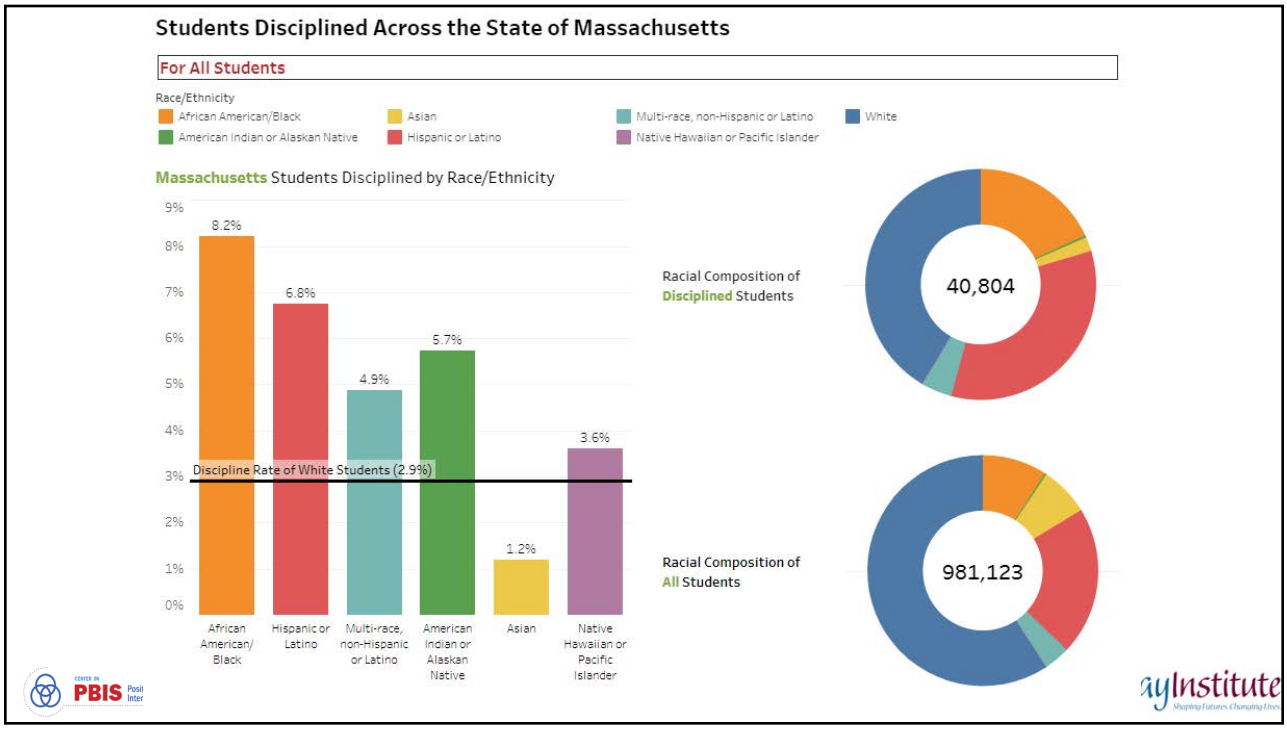
83

Risk ratio

A risk ratio of 2.0 is used to determine significant disproportionality for the specific racial/ethnic subgroup.

The risk ratio threshold in Massachusetts is 3.0

84


Students Disciplined Across the State of Massachusetts
For All Students
Race/Ethnicity
African American/Black
Asian
Multi-race, non-Hispanic or Latino
White
American Indian or Alaskan Native
Hispanic or Latino
Native Hawaiian or Pacific Islander
Massachusetts Students Disciplined by Race/Ethnicity
9%
8%
7%
6%
5%
4%
3%
2%
1%
0%
8.2%
6.8%
4.9%
5.7%
1.2%
3.6%
Discipline Rate of White Students (2.9%)
African American/ Black
Hispanic or Latino
Multi-race, non-Hispanic or Latino
American Indian or Alaskan Native
Asian
Native Hawaiian or Pacific Islander
Racial Composition of Disciplined Students
40,804
Racial Composition of All Students
981,123
PBIS
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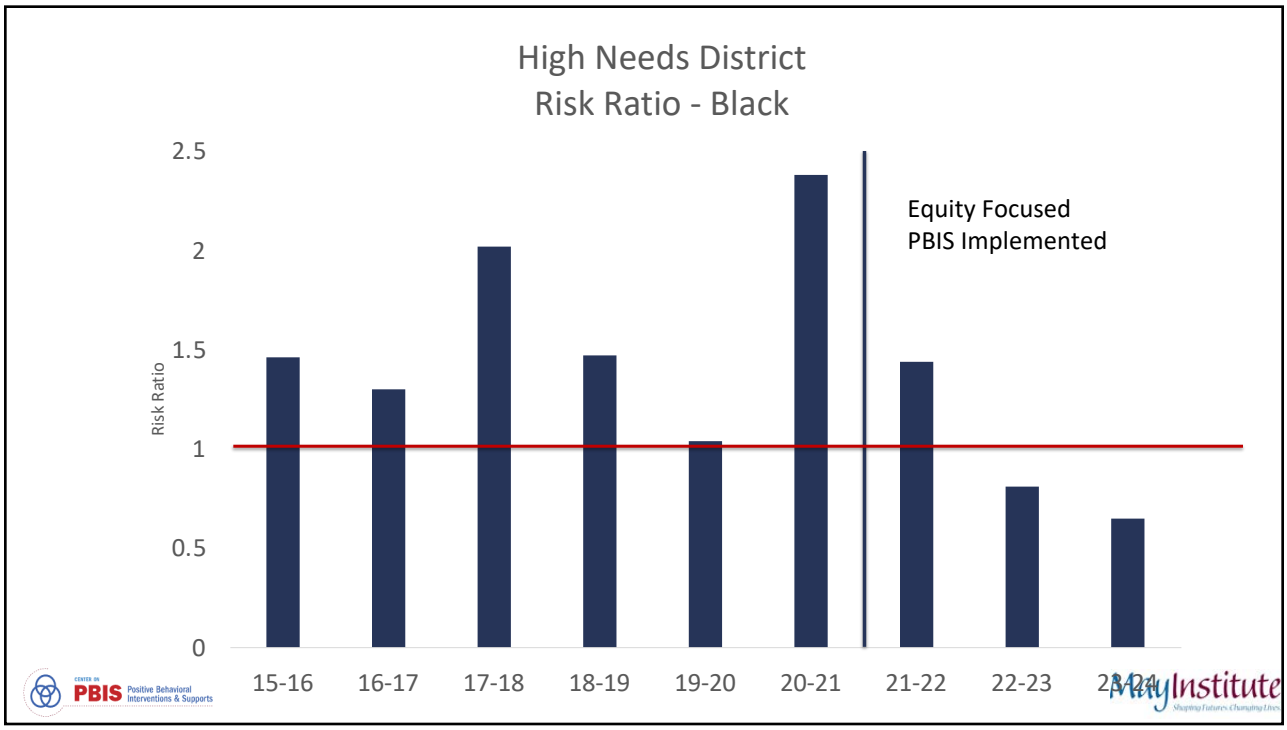
85


High Needs District
Risk Ratio - Black
2.5
2
1.5
1
0.5
0
Risk Ratio
Equity Focused
PBIS Implemented
15-16
16-17
17-18
18-19
19-20
20-21
21-22
22-23
23-24
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86

Risk Ratios

In the school year 2023-2024, students identified as Black/African American have **0.65** times the risk of receiving at least one administrator-managed (major) referral as all other students.
This was less than the students identified as White, with **1.01** times the risk of receiving at least one administrator-managed (major) referral as all other students.

87

Conclusion

Students identified as Black were less likely to receive at least one administrator-managed (major) referral than students identified as White students, with the students identified as Black having **four times less** than state risk ratios of 2.5.

88

Section 3—Responsibility to Clients and Stakeholders

3.12 Advocating for Appropriate Services (1.04, 1.05, 2.01, 2.08) Behavior analysts advocate for and educate clients and stakeholders about evidence-based assessment and behavior change intervention procedures. They also advocate for the appropriate amount and level of behavioral service provision and oversight required to meet defined client goals.

89

Activity

90

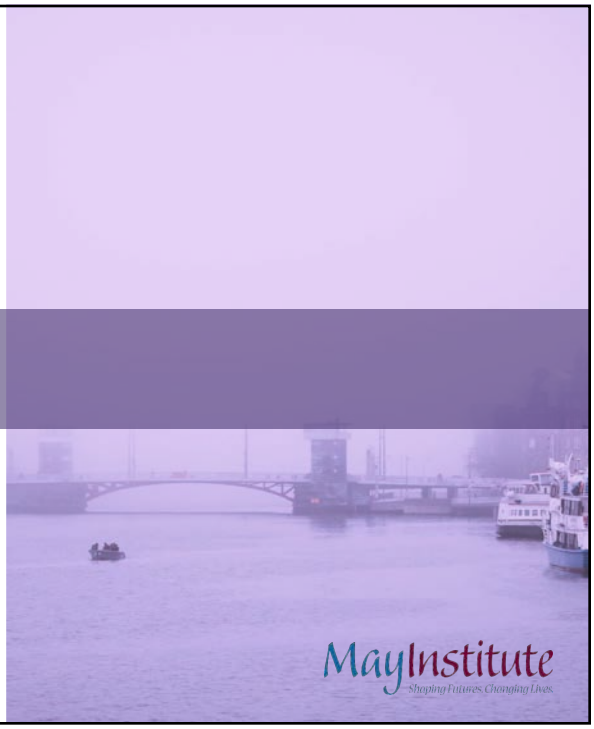
How do you support your district?

91

Looking deeply into data, allows your team to be even better at promoting a positive, predictable, effective, equitable environment for ***all***.

92

Take Aways



93

Don't think you are alone – Easier to change global health than education

Bill and Melinda Gates have spent billions to shape education policy. Now, they say, they're 'skeptical' of 'billionaires' trying to do just that.

Analysis by Valerie Strauss
Staff writer
February 10, 2020 at 4:59 p.m. EST

The Washington Post
Democracy Dies in Darkness

In global health, there's a lot of evidence that the world is on the right path — like the dramatic decline in childhood deaths, for example. When it comes to U.S. education, though, we're not yet seeing the kind of bottom-line impact we expected. The status quo is still failing American students.

Bill & Melinda Gates (2020)

94

Call to Action

"Behavior analysts are the architects of interventions."

Behavior analysts have the behavior analytic systems, data, and practices to significantly improve equity in schools and change **life trajectories** for black and brown students.

We can't afford to wait.

95

Contact Information

Thank You!!!

Bob Putnam, May Institute
bputnam@mayinstitute.org

96