

# Culturally-Responsive SWPBIS: An Overview

Texas Disproportionality Summit  
Region 4 Education Service Center  
December 15, 2014  
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Midwest PBIS Network

# Disproportionality in the news



## Racial disparity clear in school discipline



By JOHN O'CONNOR  
THE ASSOCIATED PRESS  
Posted Nov 22, 2009 @ 11:33 PM  
Last update Nov 23, 2009 @ 06:29 AM

In the decade since mass protests over the punishment of six black students in Decatur, the state's racial gap in discipline has split wide open. It's such a gaping hole that now more than half of all Illinois children suspended from public schools are black, even though they represent less than one-fifth of the enrollment, according to an Associated Press analysis.



Nov 2, 2012

## Black Students Face More Discipline, Data Suggests

By TAMAR LEVIN

Black students, especially boys, face much harsher discipline in public schools than other students, according to new data from the Department of Education.



NEWS

## Baltimore County proposes new student discipline code

By Liz Bowie, The Baltimore Sun | February 23, 2012

Baltimore County school leaders are reconsidering discipline policies that have led to one of the highest suspension rates in the state, saying they want to reduce the number of times students are sent home for minor infractions. A revamped discipline code, made public for the first time this week, would encourage staff and teachers to intervene with students before they are suspended and would give principals more flexibility in how they deal with bad behavior. The school board will consider the new policy over the next month and will vote on it in April.



News Column

## A Racial Divide in School Discipline

May 8, 2012

Brittany Lyte

Black and Hispanic students across Connecticut are suspended from school at far greater rates than their white classmates, and education experts say this disparate treatment of students is widening the achievement gap.

Students who are excluded from the classroom, education experts say, are more likely to fall behind in their class work and less likely to graduate.

Last year, black and Hispanic students received nearly 75 percent of the 42,913 external suspensions given to Connecticut students, even though they made up just 32 percent of student enrollment, according to an analysis of student discipline data by Connecticut Voices for Children.

A black student in Connecticut is nearly eight times more likely to receive an out-of-school suspension than a white student, the group found.



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Parent Andre Carstarphen addresses a group of about 100 at a rally for discipline reform in the Mobile County Public School System at Revelation Baptist Church on Saturday. (Michael Dumas/Press-Register)



Everything New Orleans

## Recovery School District grapples with discipline policies

Published: Monday, May 14, 2012, 7:30 AM

Updated: Monday, May 14, 2012, 8:31 AM

June 20, 2012



## Civil Rights Data Show Retention Disparities

By Caralee J. Adams, Erik W. Robelen and Nirvi Shah

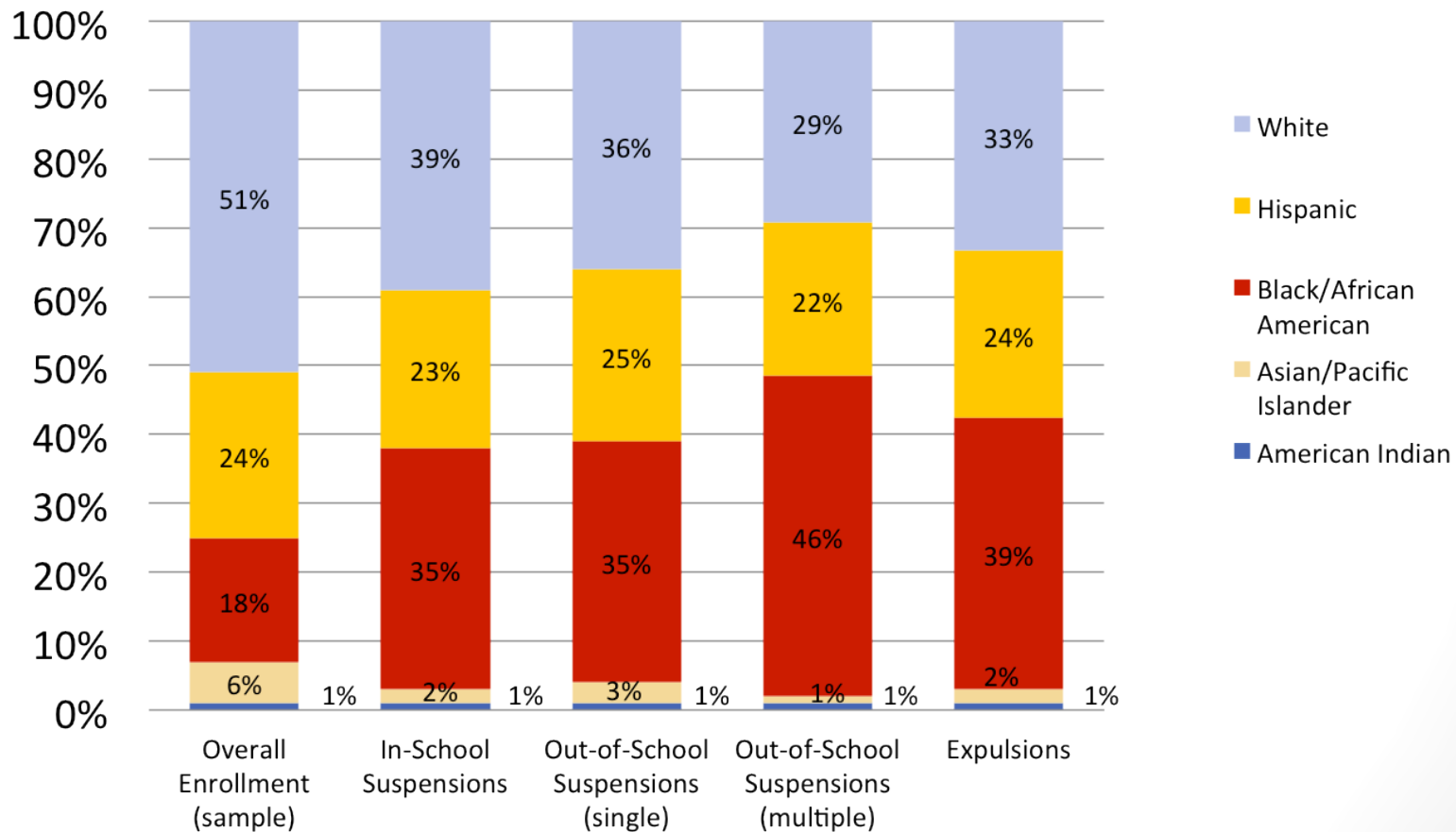
Original data analysis was conducted by Michele McNeil and Ms. Shah.

New nationwide data collected by the U.S. Department of Education's civil rights office reveal stark racial and ethnic disparities in student retentions, with black and Hispanic students far more likely than white students to repeat a grade, especially in elementary and middle school.

# Outcomes associated with exclusionary discipline & disproportionality

- Use of suspensions/expulsions associated with future student misbehavior (Raffaele Mendez, 2003; Tobin, Sugai, & Colvin, 1996)
- Loss of student exposure to instruction (Scott & Barrett, 2004) and related negative impact on educational progress (Rausch, Skiba, & Simmons, n.d.)
- Reduced administrative efficiency (Scott & Barrett, 2004)
- Link with 'school-to-prison pipeline' ( APA Zero Tolerance Task Force, 2008)
- Lower rates of academic achievement (Rausch et al., n.d.)

# Disparate Discipline Rates



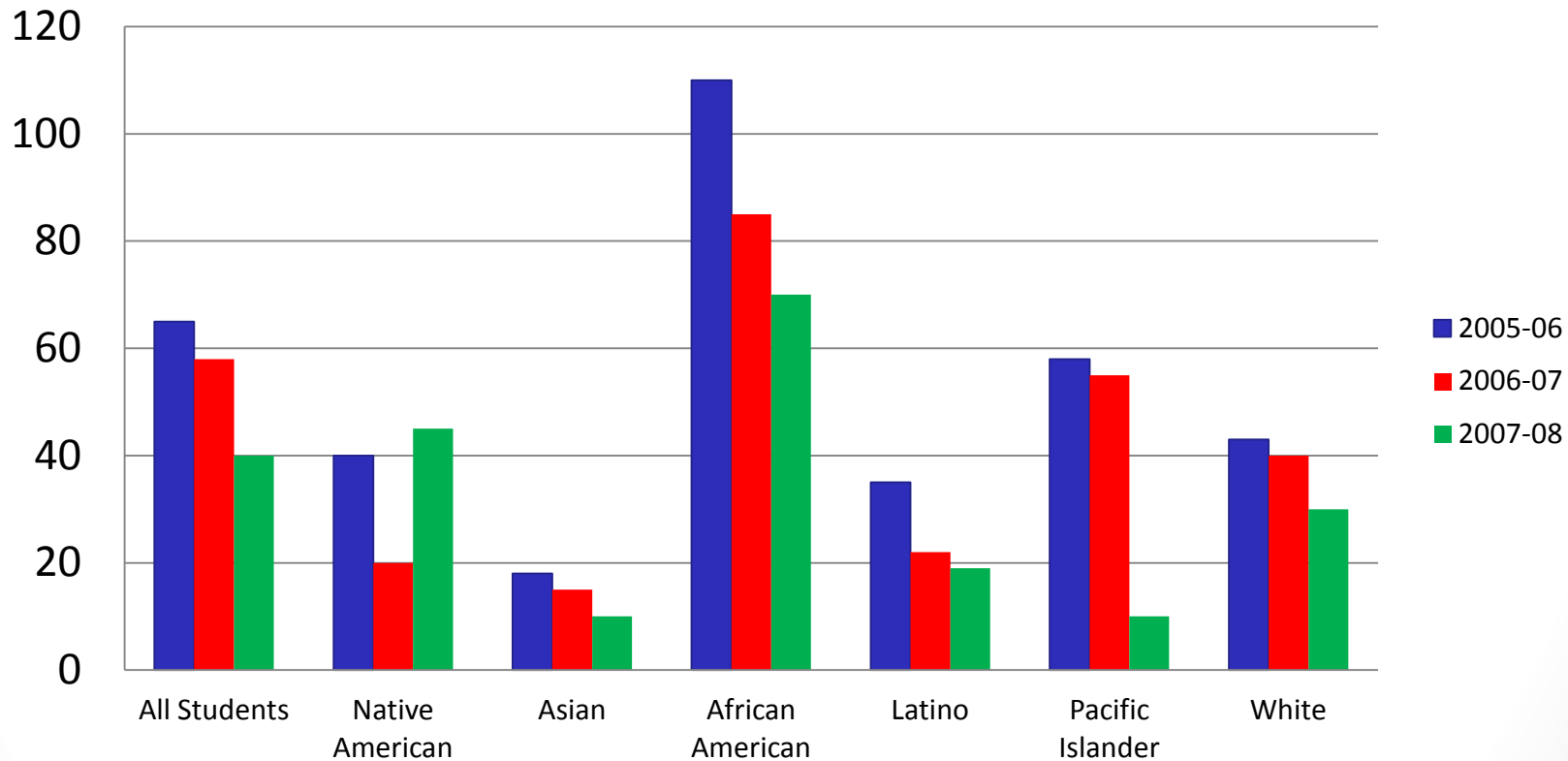
Source: U.S. Department of Education, Office of Civil Rights. The Transformed Civil Rights Data Collection (2009-10)

# Disproportionality and SES

- “When the relationship of SES to disproportionality in discipline has been explored directly, **race continues to make a significant contribution** to disproportionate disciplinary outcomes independent of SES”
  
- Source: Skiba, R.J., Horner, R.H., Chung, C., Rausch, M.K., May, S.L., & Tobin, T. (2011)

# Effect of SWPBIS

Major ODR/100 Students Enrolled  
*n* = 69 schools



Source: Do elementary schools that document reductions in overall office discipline referrals document reductions across all student races and ethnicities? Vincent, C.G., Cartledge, G., May, S., & Tobin, T.J. (2009)

# Culture and disproportionality

- “**Culture** mediates **school** and mental health **processes** and **outcomes...cultural competence** is frequently recommended as a mechanism for **bridging the cultural disconnect** between teachers, other professionals, schools, students, and families and for **reducing service disparities.**”
- Source: Osher, D., Cartledge, G., Oswald, D., Sutherland, K.S., Artiles, A.J., & Coutinho, M. (2004)

# Cultural responsiveness

- **Cultural responsiveness** recognizes the importance of culture and **incorporates cultural elements (e.g., characteristics, experiences, and perspectives)** from people who are different than oneself into interpersonal interactions to facilitate more effective relationships.
- Note: Adapted from “Preparing for Culturally Responsive Teaching,” by G. Gay, 2002, *Journal of Teacher Education*, 53(2), p.p. 106-116.



# Characteristics of culturally responsive educators

- 1. Have awareness of how an individual's cultural background may influence their instructional, or disciplinary practices.
  - 2. Are knowledgeable of their students' culture.
  - 3. Utilize culturally diverse curriculum content.
  - 4. Build learning communities that acknowledge student culture.
  - 5. Are skilled cross-cultural communicators (e.g., verbal and non-verbal forms).
  - 6. Can implement culturally diverse forms of instruction.
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- Note: Adapted from "Preparing for Culturally Responsive Teaching," by G. Gay, 2002, *Journal of Teacher Education*, 53(2), p.p. 106-116.

# Culturally-Responsive PBIS

- Culturally Responsive PBIS (CR-PBIS) is a **systems approach** for establishing the social culture and individualized supports needed for all students to achieve both social and academic success by integrating issues of race, ethnicity, and culture

- Source: PBIS Indiana CELL/Equity Project Indiana

# Components of CR-SWPBIS

- **DATA**

- Disaggregate data by student race/ethnicity
- Define the problem in objective, measurable terms

- **PRACTICES**

- Identify culturally relevant and validating interventions to help foster student success
- Include students and parents in defining what is appropriate and inappropriate behavior
- Acknowledge differences between school culture, home culture, youth culture

- **SYSTEMS**

- Share disaggregated data with staff
- Encourage staff to problem-solve together
- Provide professional development to help generate self-awareness, build knowledge of students' cultures, and gain the skills to work effectively with students from different cultures

- **OUTCOMES**

- Define measurable outcomes

# Culturally-Responsive PBIS

- Key elements of CR-PBIS are:
  - Use of a cultural lens to **create environments** in which positive behavior “works better” than problem behavior for all students
  - Use of a **data-based, problem-solving** approach
  - Emphasize **prevention, teaching, and reinforcement**
  - **Engage families and students** in developing the school-wide plan
  - Focus on the **behavior of adults**
    - SOURCE: PBIS Indiana CELL/Equity Project Indiana

**Elements of  
Culturally  
Responsive  
SW PBS**

**Social Competence &  
Academic Achievement**

Cultural Equity

OUTCOMES

SYSTEMS

DATA

PRACTICES

Cultural  
Knowledge  
and Self-  
Awareness

Cultural  
Validity

**Supporting  
Decision  
Making**

**Supporting  
Staff  
Behavior**

Vincent, C.G., Randall, C., Cartledge,  
G., Tobin, T.J., & Swain-Bradway, J.  
(in press).

Cultural  
Relevance and  
Validation

**Supporting  
Student Behavior**

# Strategies for addressing disproportionality

- First, review data to assess the level of integration of culturally-responsive practice
  - Data
    - Can't address the problem, if you don't know it exists
  - Assessment of CR practice
    - Identify strengths and needs, then create action plan

# Strategies for addressing disproportionality: Use data

- Schools are encouraged to examine discipline data for possible disproportionality
  - First, we'll review a few terms that relate to identifying disproportionality
  - Then, present an approach for measuring the current status of the integration of culture into your school's implementation of SWPBIS

# Strategies for addressing disproportionality: Use data

- **Relative risk ratio**- Comparison of the risk factor for a racial/ethnic group relative to the risk factor for another group
- **EXAMPLES:**

$$\frac{\text{Number of students in target group with ODRs} \div \text{Total enrollment of target group students}}{\text{All other students with ODRs} \div \text{Total enrollment of all other students}}$$

**OR**

$$\frac{\text{Risk for members of target group with ODRs}}{\text{Risk for all other students with ODRs}}$$




# Strategies for addressing disproportionality: Use data

Using hypothetical school 'B' as an example, the relative risk ratio for African American students is as follows:

$$46\% \div 14\% = 3.29$$

School	Total Enrollment	Total AA Student Enrollment	AA as % of Total Enrollment	Total Enrollment All Other Students	All Other Students as % of Total Enrollment	Total Students with Referrals	# of AA Students with Discipline Referrals	# of All Other Students with Discipline Referrals	Discipline Risk for AA Students	Discipline Risk for All Other Students	Relative Risk Ratio: AA Students
A	730	70	10%	660	90%	50	5	45	7%	7%	1.00
B	721	92	13%	629	87%	131	42	89	46%	14%	3.29
C	740	514	69%	226	31%	131	70	61	14%	27%	0.52



**In school 'B', African American students are more than three times as likely as their peers to be disciplined**

# Strategies for addressing disproportionality: Use data

- Just remember...
  - Proportionate representation:
    - **RRR = 1.0**
  - Underrepresentation:
    - **RRR < 1.0**
  - Overrepresentation:
    - **RRR > 1.0**

# The Role of Culture

- Our cultural background shapes our values, norms, and expectations
- Some values are universal (e.g., “murder is wrong”)
- However, our cultural lenses affects how we interpret the actions of others

# The Role of Culture

- Take a moment to think about your own background
  - What messages did you receive about parenting, education, employment, and resolving differences from your family of origin?
  - How do these messages align with the culture of your districts/schools?
  - What are the similarities/differences between you and your families and students?

# Objective vs. subjective referral categories

## **White students referred more for:**

- Smoking
- Vandalism
- Leaving with out permission
- Obscene Language

## **Black students referred more for:**

- Disrespect
- Excessive Noise
- Threat
- Loitering

# The Role of Culture

- Let's take a moment to “unpack, “ or describe in-depth the terms, disrespect and excessive noise
  - First, describe what these terms mean based on your personal background/values/norms
  - Then, think about how your district/school describe these terms
  - Finally, how could these terms be written objectively (e.g., described in language that would make the behavior clear to any observer)

# Think about setting

- Who is on display in a school? In a classroom?
  - Can children see themselves, their race, their home and community easily?
  - Their experiences in literature? Art?
- 
- Source: Wisconsin PBIS Network

# Think about setting

- What assumptions do we make?
- Is the matrix language clear, and objective?
  - “Use appropriate language”
  - “Respect the speaker”
  - “Treat others the way you want to be treated”
  - “Set a good example”



# Explicit Bias

- Definition: Attitudes, judgments and responses that people consciously make and report regarding their views and feelings about race and ethnicity (Dovidio & Gaertner, 1998).
- Example: Blaming the students, their families, and community for what is perceived as the students' cultural inadequacies, lack of motivation, poor behavior, or failed families and communities

- Source: MiBLSi Equity Work Template

# Addressing Explicit Bias

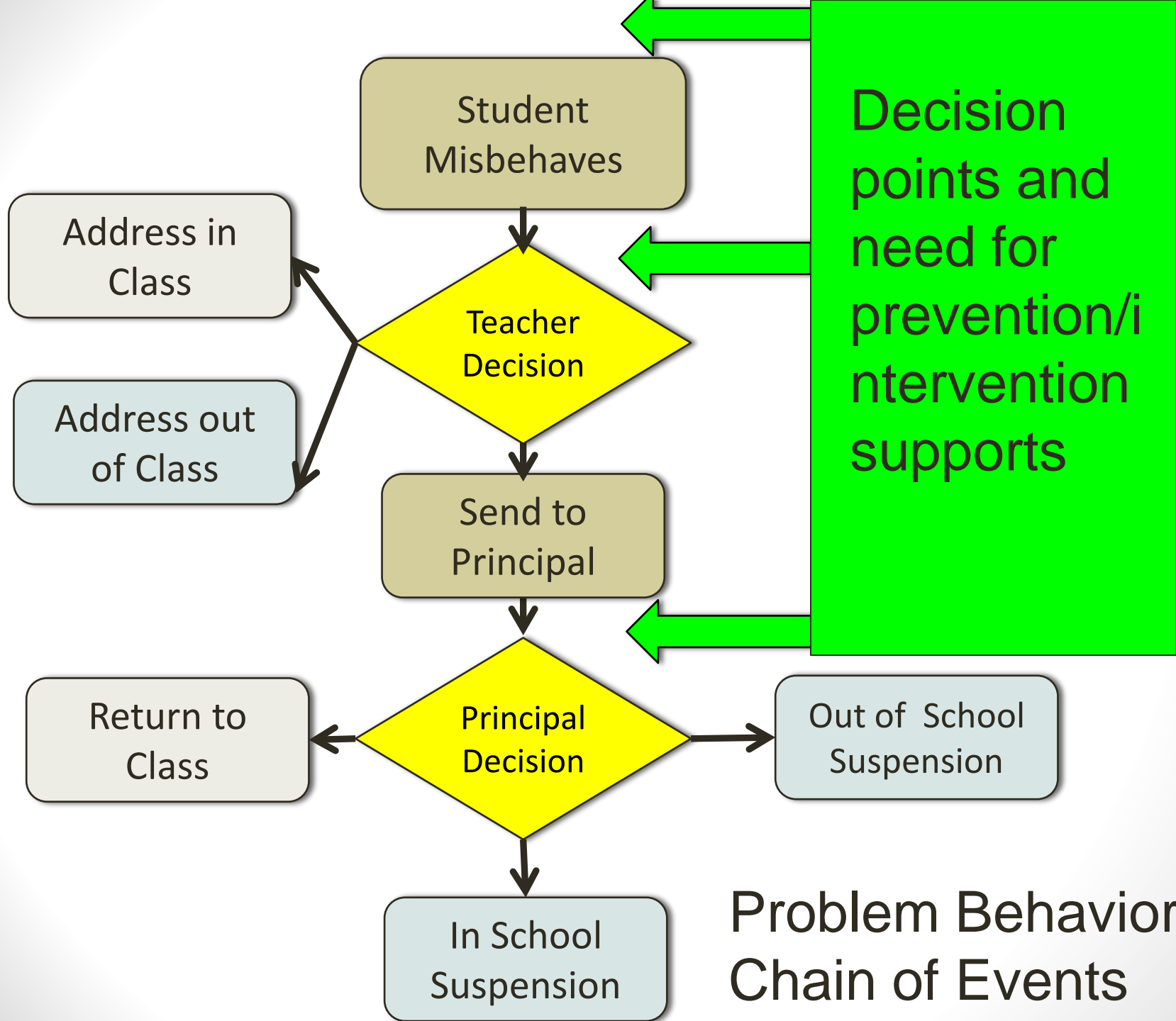
- Installation of administrative policies with accountability measures
  - Explicitly teaching all students the expectations *may* provide all students (and adults) with clear guidance—social capital
  - Programs that encourage “school connectedness” and “caring and trusting relationships” between teachers and students may help reduce explicit bias
- 
- Source: MiBLSi Equity Work Template

# Implicit Bias

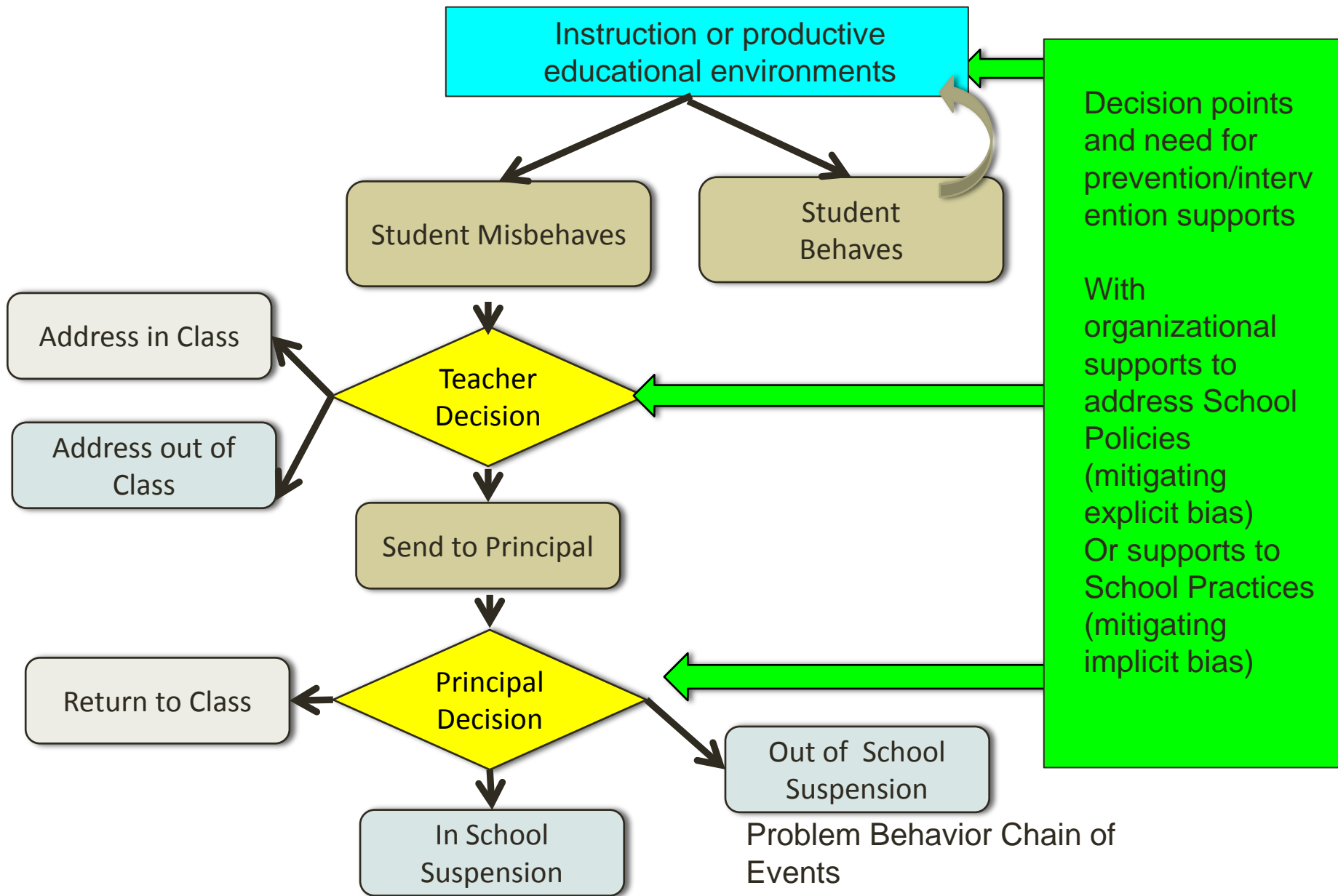
- Definition: Implicit bias describes the unconscious impact of our cultural background on our assessment of situations
- Example: A person is most likely to display implicit bias when:
  - They are under stress (including hunger and fatigue)
  - Misbehavior has not been clearly defined
  - There have been prior incidents of misbehavior with a student
  - The discipline system is vague
  - The staff does not know the student
  
- Source: MiBLSi Equity Work Template

# Addressing Implicit Bias

- Routinely reviewing SWIS data to determine whether overrepresentation of minorities has decreased
  - Clearly defined discipline procedures at the building level that can be consistently implemented by all staff
  - Building awareness of educator's cultural identity and the role of culture in shaping reactions
  - Provide training on how to make sound disciplinary decisions when stressed, or dealing with an unfamiliar student
- 
- MiBLSi Equity Work Template



# Problem Behavior Chain of Events



# Bias Group Activity

- Work in small groups to review and determine if the description of the examples fall within the category of explicit bias, implicit bias, or is not an example of either form of bias. Rationale for response should be based on the descriptions of explicit/implicit bias.

# Bias Examples

- Example # 1: A teacher has had a hectic week-end and did not get enough sleep. Monday morning when confronting a Caucasian student for not completing his homework, the student begins to argue with her. The teacher decides to ignore the student and walks away from the student. A few minutes later the teacher confronts a minority student about his incomplete homework assignment. The student begins to argue with her and the teacher refers the student to the office for being disrespectful.



# Bias Examples

- Example #2: A teacher reprimands a minority student the first time he blurts out by saying, “remember to raise your hand” and reprimands a Caucasian student the first time he blurts out by saying, “remember to raise your hand” because the classroom rules clearly state to “raise your hand” during instructional times.

# Self-Assessment and Stakeholder Engagement

## Tier 2/3



<b>SYSTEMS</b>	<b>In Place</b>	<b>Partially In Place</b>	<b>Not In Place</b>
Involve all stakeholders in building a communication system that is culturally responsive			
Include student and family voice in the development and implementation of Tier 2 (CICO, SAIG) and Tier 3 (complex FBA/BIP, wraparound) interventions that are culturally responsive			
Provide professional development to problem-solving team (e.g. special educators, school psychologists and counselors, social workers) to build fluency to adapt practices to be culturally responsive			
<b>PRACTICES</b>			
Use evidence-based practices that are effective for use with faculty and students from varied cultural backgrounds			
Individualize language, activities, <u>reinforcers</u> , etc. to be considerate of cultural differences of individual students and family and faculty members			
<b>DATA</b>			
Use individual student data to guide selection, adaptation, implementation, and evaluation of evidence-based practices			
Collect and review individual student data on a formative (e.g., daily, weekly) basis			
Establish data-decision rules that enable early progress evaluation and intervention effectiveness and fidelity			