



**COLORADO**

Department of Education

# Equity in School Discipline Practices

Jessica K. Daily, M.Ed.

Affective Needs Conference | October 2, 2015

# Together We Can

## Vision

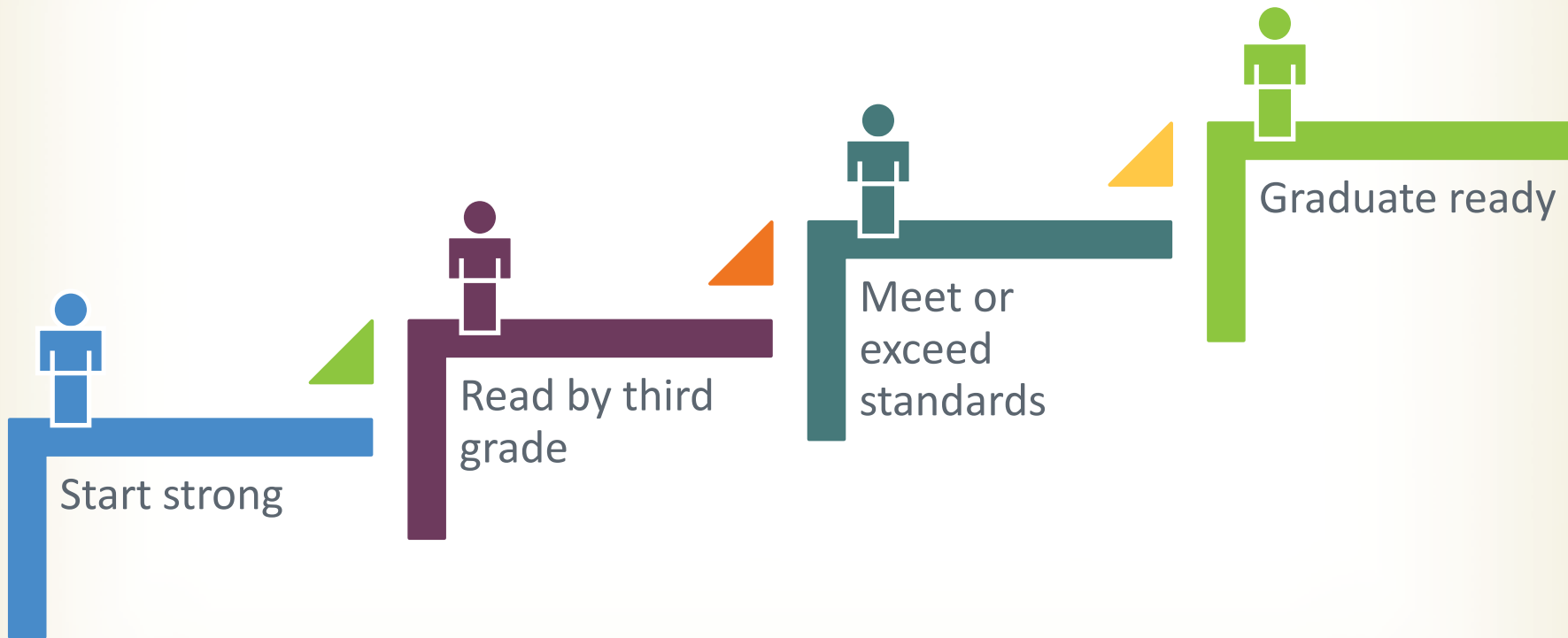
All students in Colorado will become educated and productive citizens capable of succeeding in society, the workforce, and life.

## Mission

The mission of the Colorado Department of Education is to ensure that all students are prepared for success in society, work, and life by providing excellent leadership, service, and support to schools, districts, and communities across the state.

# CDE Strategic Goals:

*Every Student Every Step of the Way*



# Materials for this Session

- To access materials presented in this session, go to:
  - <http://copbisuniversal.pbworks.com>
  - Click on “Equity in School Discipline”

# Acknowledgments

- **Colorado Schools & Districts**
- **Florida PBIS Project**
- **Indiana University**
  - The Equity Project
  - Dr. Russ Skiba
- **National Association of School Psychologists**
- **OSEP PBIS National Technical Assistance Center**
- **University of Oregon**
  - Kent McIntosh
  - Jennifer Frank
  - Seth May
- **US Dept. of Education**
- **Office of Dropout Prevention, CDE**

# Learner Objectives

## After this session, learners will...

- Understand state and federal legislative factors related to school discipline, specifically suspension/expulsion
- Compare local discipline data to the state-level data
- Explain the two factors influencing equity in education
- Apply a multi-component approach to reduce disproportionate discipline practices within local context



# The Evolution of School Discipline

# Etymology

## Origin of DISCIPLINE

- Middle English, from Anglo-French & Latin; Anglo-French, from Latin *disciplina*
- Teaching
- Learning
- First Known Use: 13th century



# Definition

**dis·ci·pline** *noun* \ 'di-sə-plən \

- Control that is gained by requiring that rules or orders be obeyed and punishing bad behavior
- A way of behaving that shows a willingness to obey rules or orders
- Behavior that is judged by how well it follows a set of rules or orders

**Where did the teaching and learning go?**

# Corporal Punishment

- Physical punishment, such as spanking or paddling
- First use documented late 19<sup>th</sup> century
- Paddling became the “norm” in 1930’s
- The US Supreme Court ruled in 1977 that spanking or paddling by school officials or teachers is lawful, where it has not been explicitly outlawed by local authorities.
- 31 states (plus D.C. and Puerto Rico) have abolished it in public schools
- CP is still permitted in the other 19 states (including CO\*), and it remains a widespread practice in three of them, all in the South: **Alabama, Arkansas and Mississippi.**

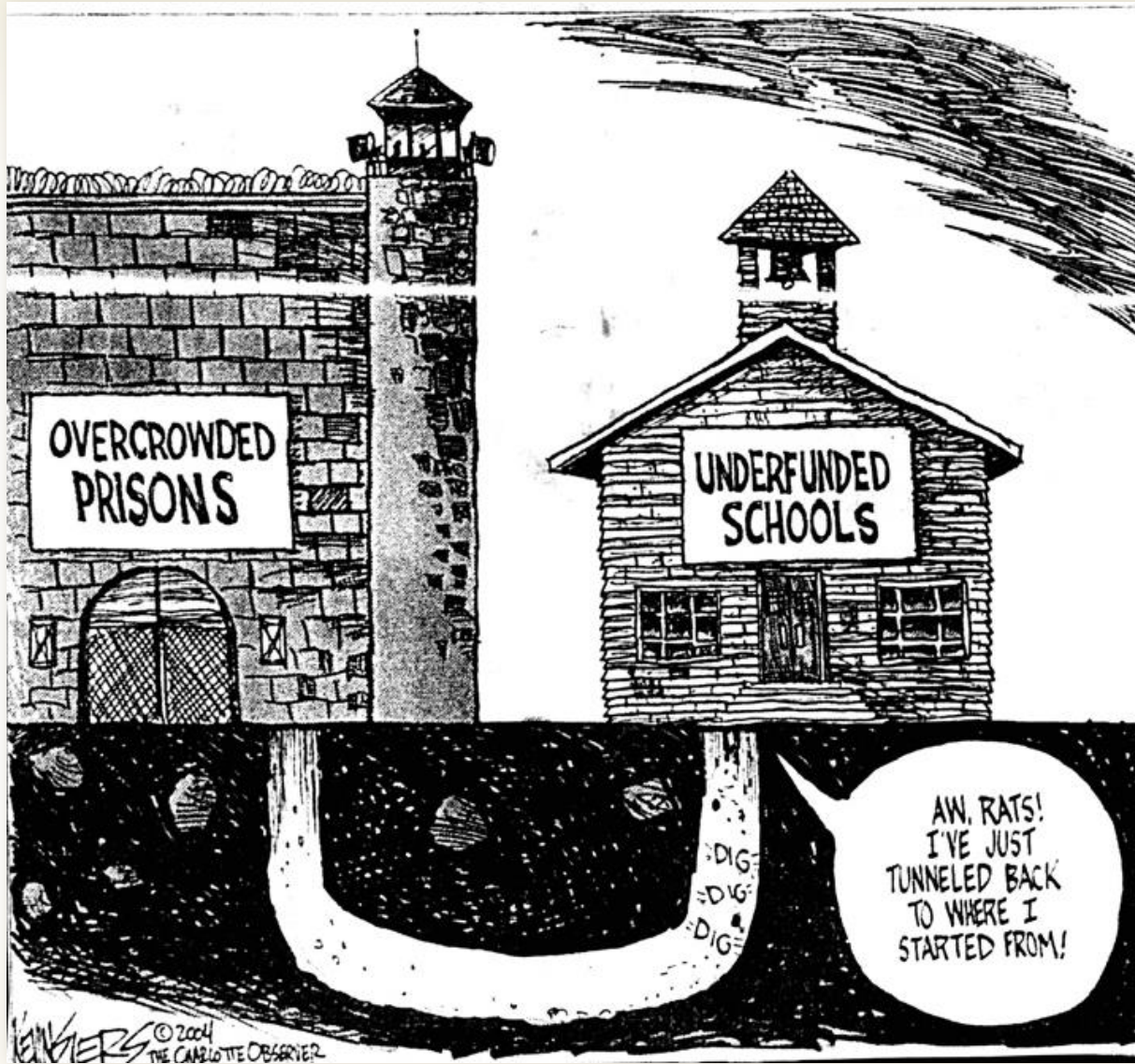


# Zero Tolerance

- **Zero Tolerance** – harsh punishment for any amount of behavior regardless of the circumstances
  - Based in 1980's drug programs
  - Picked up in schools 1989-1990
  - 1994: Gun Free Schools Act becomes law (firearms)
  - 2000's: Zero Tolerance policies include a wide range of behaviors and offenses
- Has led to **significant increases** in disciplinary removal

# Zero Tolerance: The use of suspension &

- “...there is **little to no evidence** that strict zero tolerance policies have contributed to reducing student misbehavior or improving school safety.”
- “...at risk students **do not change their behavior as a result of suspension**, ...suspension is associated with school dropout and incarceration, and...schools with higher rates of suspension and expulsion tend to have lower test scores and less satisfactory school climate.”



# Problems Associated with Zero Tolerance Policies

- Racial disproportionality: Black students receive more harsh punitive measures (suspension, expulsion, corporal punishment) and less mild discipline than their non-minority peers, even controlling for Socio-economic Status.
- A greater negative impact on educational outcomes for students with disabilities
- Inconsistent application of Zero Tolerance policies, which often are not reserved exclusively for serious behaviors but applied indiscriminately to much lower levels of rule infraction.



# Problems Associated with Zero Tolerance Policies

- An increasing rate of suspensions and expulsions throughout the country, even though school violence generally has been stable or declining.
- A high rate of repeat suspensions that may indicate that suspension is ineffective in changing behavior for challenging students.
- Elevated dropout rates related to the repeated use of suspension and expulsion - the most likely consequence of suspension is additional suspension.

# Disproportionality

- Black students suspended 2 – 3x as frequently as their white peers
- Racial/ethnic disproportionality also found in:
  - Office referrals
  - Expulsion
  - Corporal punishment
- Students with disabilities over-represented:
  - 11-14% of overall population
  - Approx. 20-24% of suspensions



# For what behaviors are students referred?

## White students referred more for:

- Smoking
- Vandalism
- Leaving without permission
- Obscene language

## Black students referred more for:

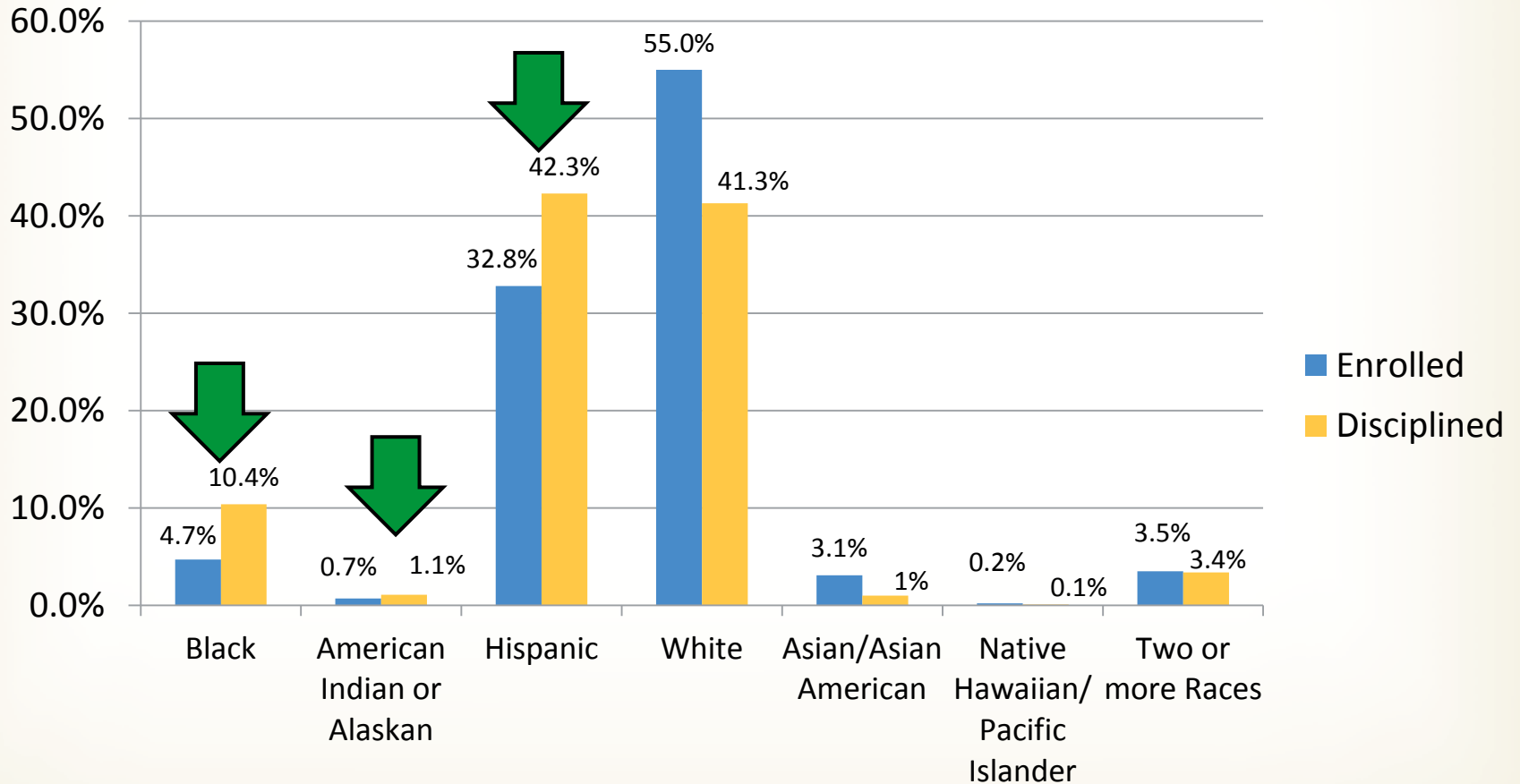
- Disrespect
- Excessive noise
- Threat
- Loitering



# Colorado Data Share



# 2013-14 State Total Disciplinary Actions Taken between Race/Ethnicity (non-duplicate student level analysis)

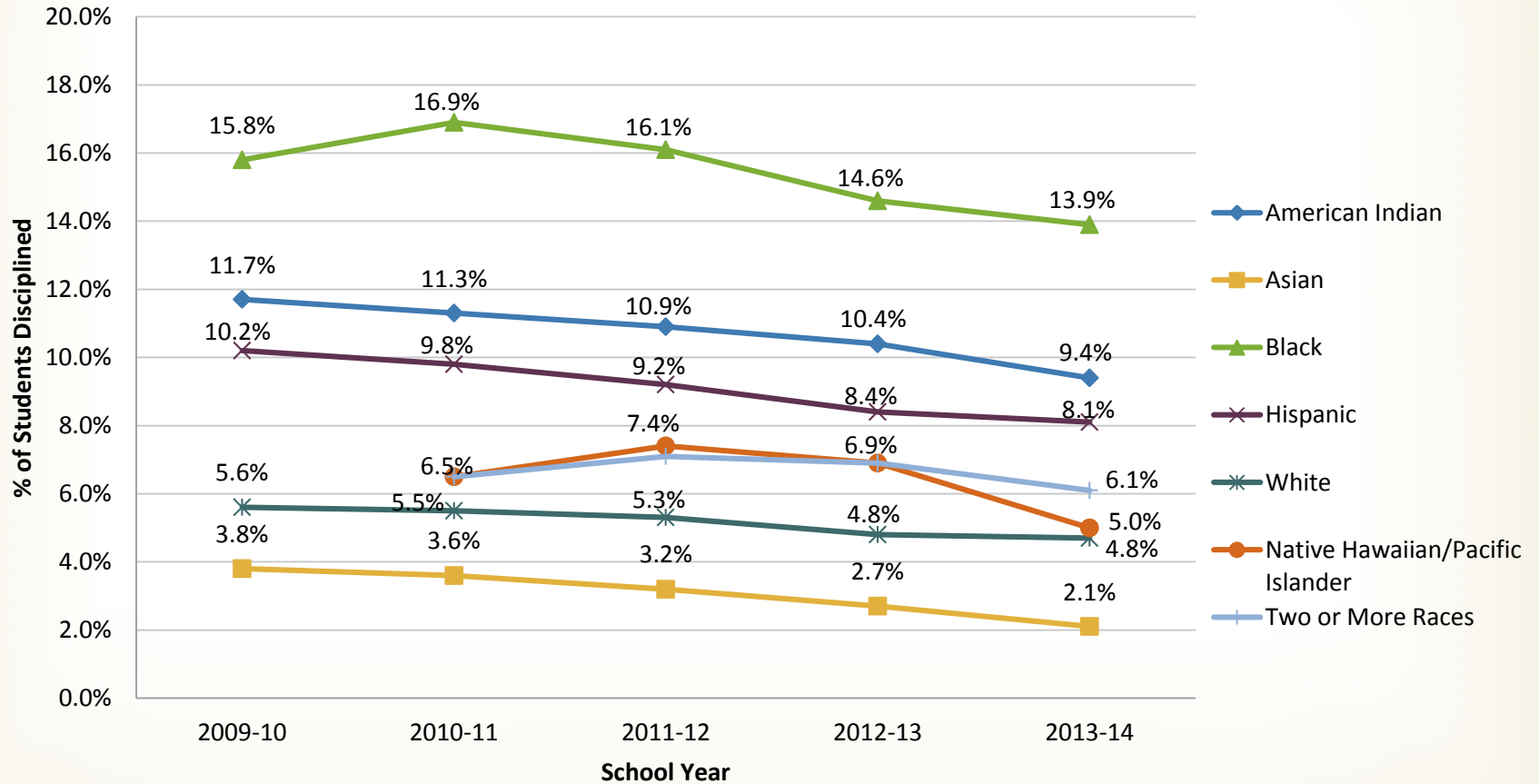


# 2013-14 State Total Disciplinary Actions Taken within Race/Ethnicity (non-duplicate student level analysis)

Race/Ethnicity	# of Student Population	Total % of Students Disciplined <i>within</i> Race/Ethnicity
Black	41,107	13.9%
American Indian or Alaskan	6,574	9.4%
Hispanic	287,402	8.1%
Two or more Races	30,625	6.1%
Native Hawaiian/ Pacific Islander	1,991	5.0%
White	482,405	4.8%
Asian/Asian American	26,895	2.1%
<b>Total Student Enrollment:</b>	<b>876,999</b>	

*\* In order of most disproportionate to least disproportionate.*

# Total Disciplinary Actions Taken within Race/Ethnicity for the last 5 years (non-duplicate student level analysis)



# 2013-14 between Race/Ethnicity Comparison by Setting (non-duplicate student level analysis)

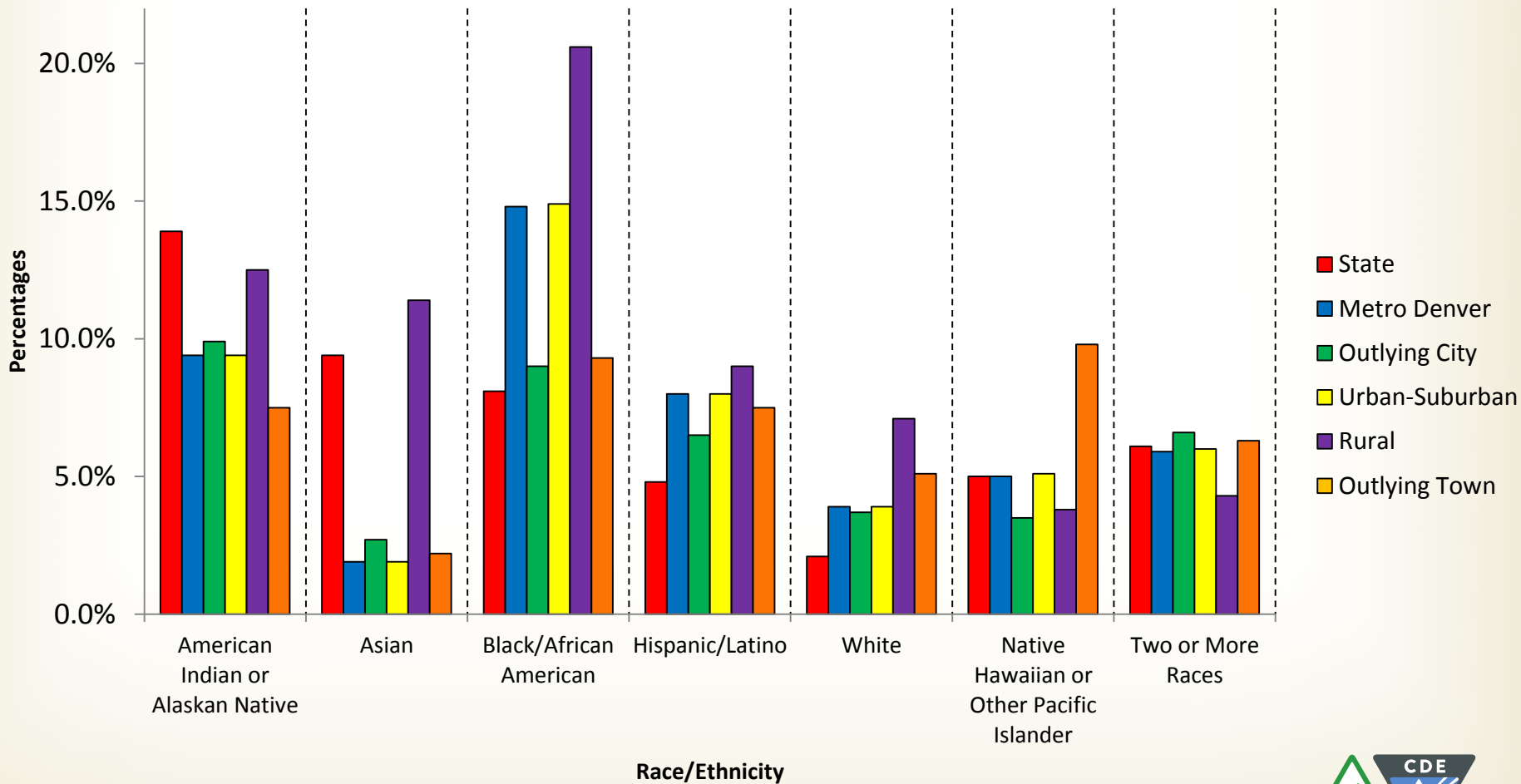
<i>Race/Ethnicity</i>	<b>Metro Denver</b>		<b>Outlying Cities</b>		<b>Urban-Suburban</b>	
	<i>% of Student Population</i>	<i>Total % of Students Disciplined</i>	<i>% of Student Population</i>	<i>Total % of Students Disciplined</i>	<i>% of Student Population</i>	<i>Total % of Students Disciplined</i>
American Indian or Alaskan Native	0.6%	1.0%	2.5%	4.8%	0.6%	1.0%
Asian/Asian American	4.2%	1.4%	1.5%	0.8%	4.2%	1.4%
Black	6.1%	15.3%	0.8%	1.4%	6.2%	15.3%
Hispanic	33.6%	45.0%	44.2%	55.6%	33.6%	45.0%
White	51.7%	33.8%	48.8%	34.7%	51.7%	33.8%
Native Hawaiian or Other Pacific Islander	0.2%	0.2%	0.1%	0.1%	0.2%	0.2%
Two or More Races	3.5%	3.5%	2.0%	2.5%	3.5%	3.5%



# 2013-14 between Race/Ethnicity Comparison by Setting (non-duplicate student level analysis)

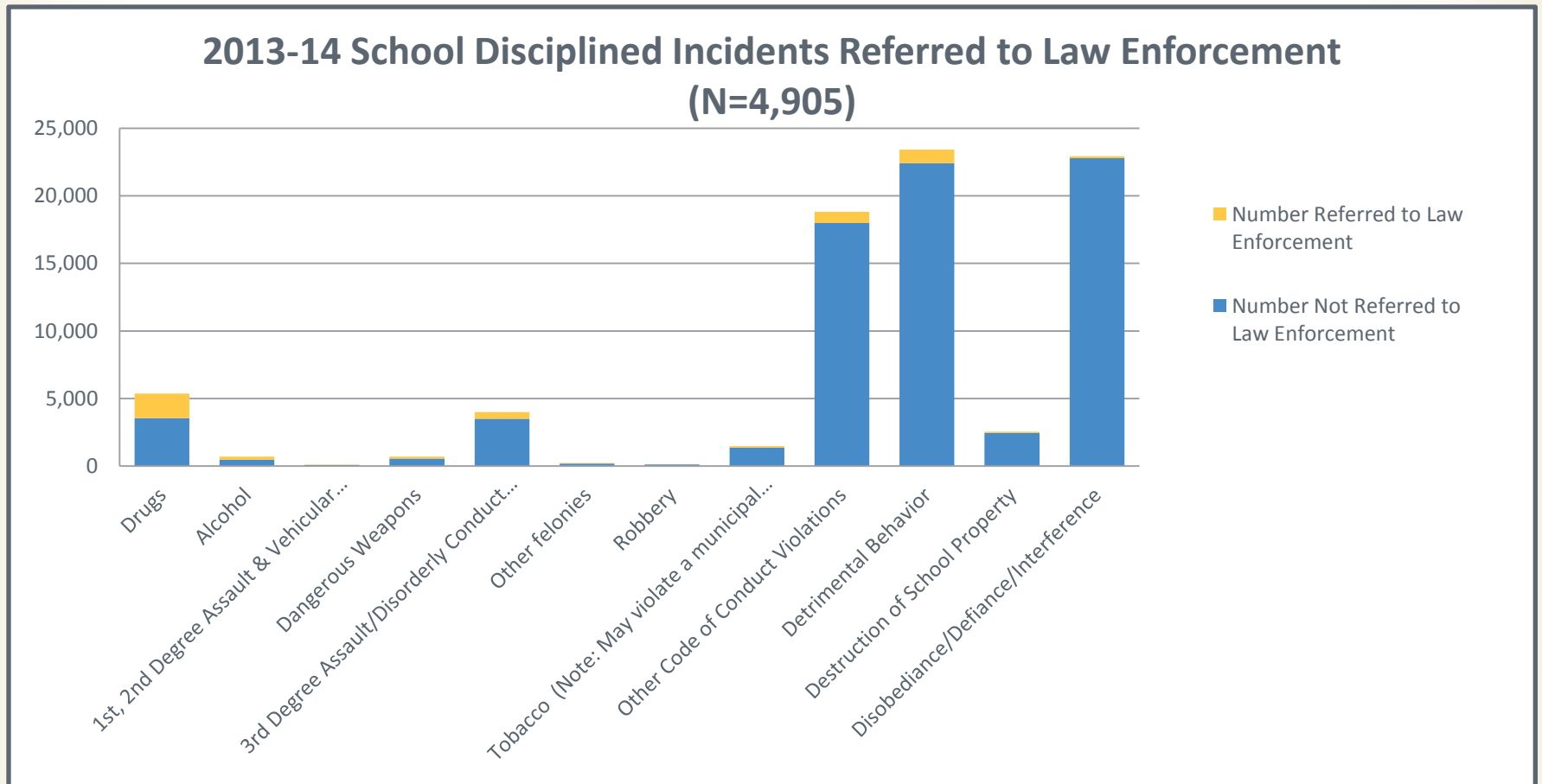
<i>Race/Ethnicity</i>	<b>Rural</b>		<b>Outlying Towns</b>	
	<i>% of Student Population</i>	<i>Total % of Students Disciplined</i>	<i>% of Student Population</i>	<i>Total % of Students Disciplined</i>
American Indian or Alaskan Native	1.4%	2.3%	0.7%	0.9%
Asian/Asian American	0.5%	0.8%	0.7%	0.3%
Black	0.8%	2.2%	0.4%	0.7%
Hispanic	21.5%	25.4%	32.5%	40.8%
White	73.2%	68.0%	63.7%	55.3%
Native Hawaiian or Other Pacific Islander	0.2%	0.1%	0.1%	0.2%
Two or More Races	2.4%	1.3%	1.8%	1.8%

# 2013-14 within Race/Ethnicity Comparison by Setting (non-duplicate student level analysis)



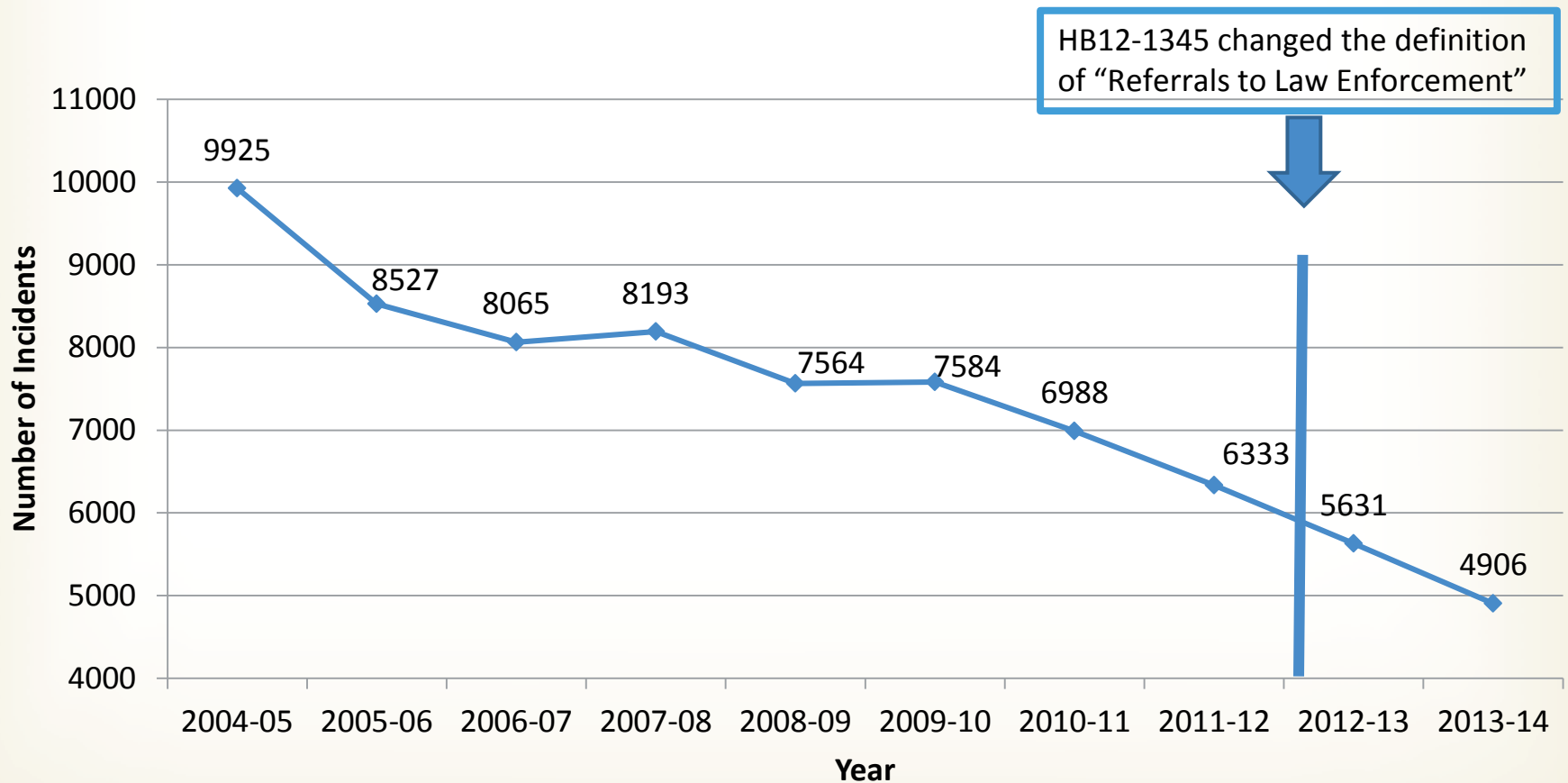


# 2013-14 Referrals to Law Enforcement: Number and Percent of Total Disciplined (incident level analysis)



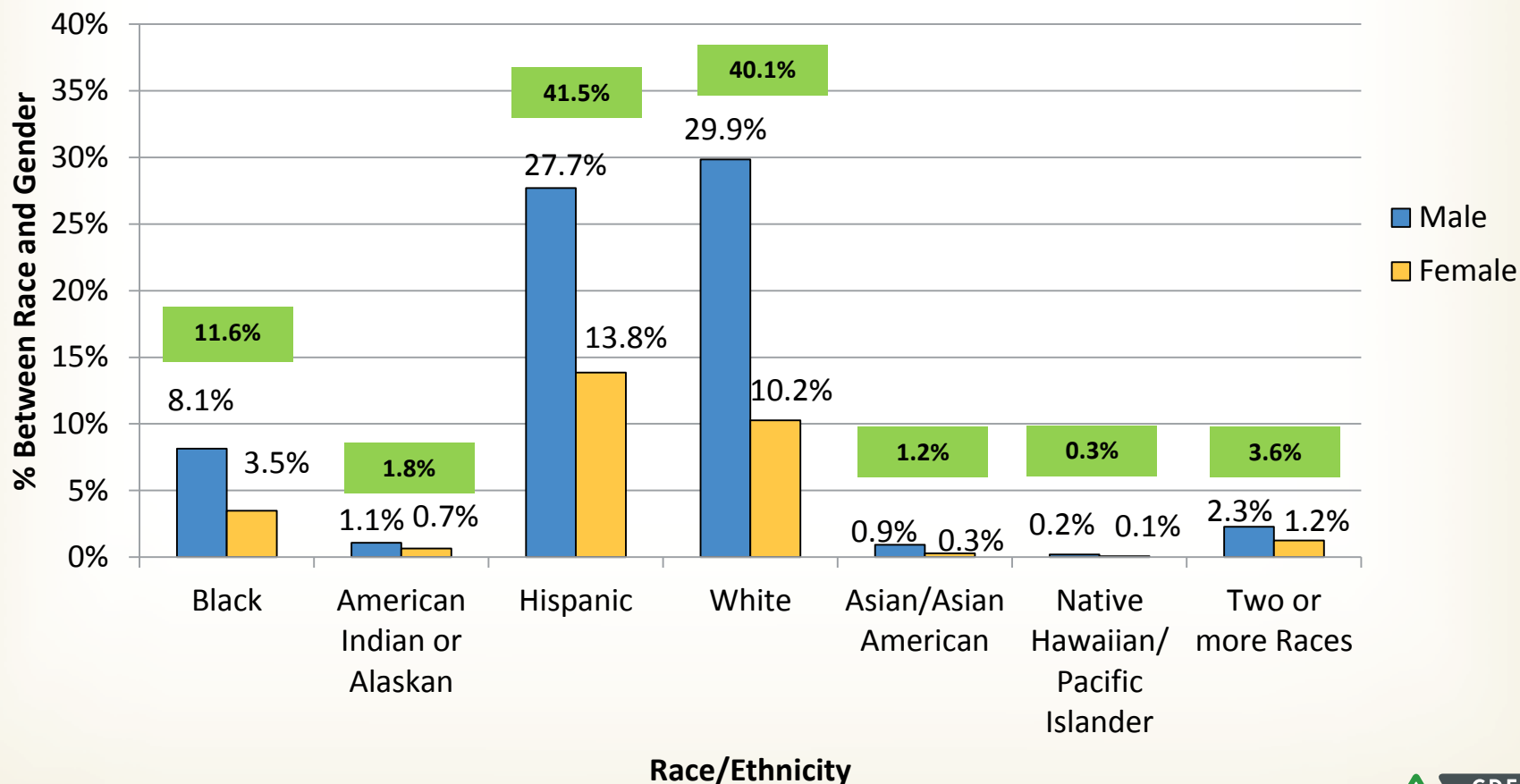
Data Source: Colorado Department of Education, Data Services

# Colorado Trend Line Before and After HB12-1345 Referrals to Law Enforcement (incident level analysis)



# 2013-14 Referrals to Law Enforcement between Race/Ethnicity by Gender (duplicate student level analysis)

**\*Note:** Students, not incidents (n=6,073). May include duplicate counts



# Learning Activity

**As a table group, investigate the CO discipline data on your table.**

## **Discuss:**

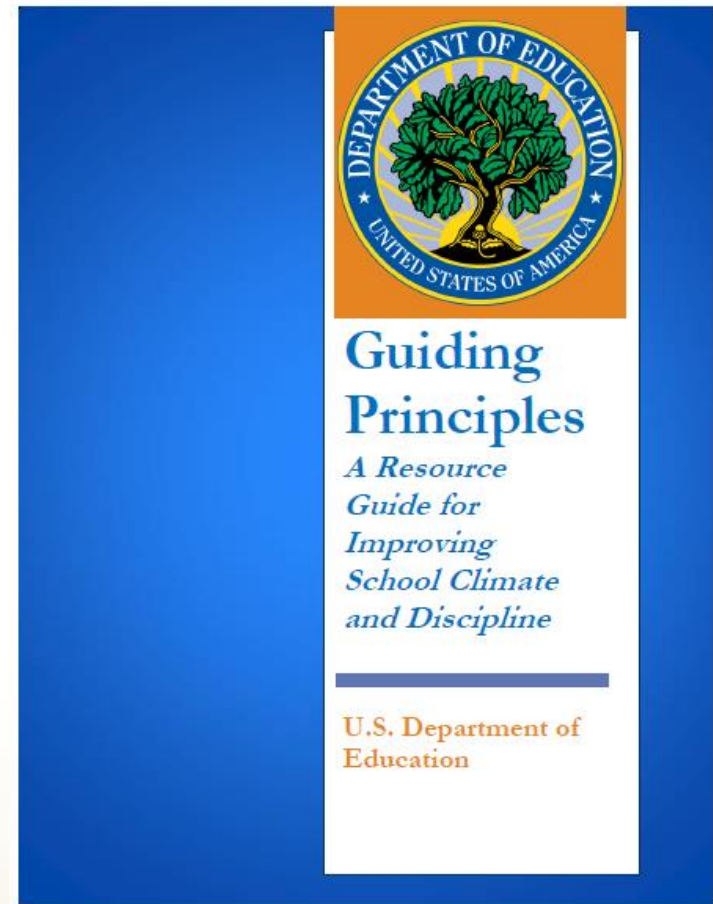
- What are your initial thoughts when you see these data?
- What questions do you have about these data?
- What are implications for how supports are provided to students?
- How do these data compare to data from your site?
  - Can you access similar disaggregated data at your site (e.g. race/ethnicity, special education, FRL, etc.)?
  - If so, what does discipline for those special populations look like at your site?



# Equity in Education

# A Shift in Thinking - Nationally

- US Dept. of Education  
“Guiding Principles: A  
Resource Guide for  
Improving School Climate  
and Discipline”
  - Collaboration between  
Departments of Education  
and Justice
  - Recognizes  
disproportionality within  
school discipline
  - Provides guiding principles  
for intervention



# A Shift in Thinking – Closer to Home

## ■ CO HB 12-1345 Section 21: Disciplinary Measures in Public Schools

- Firearm is only mandatory offense for expulsion
- Use prevention, intervention, restorative justice, peer mediation, counseling to address misconduct

### COLORADO POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS

2012


#### Colorado House Bill 12-1345:

#### School Finance Bill

#### Summary of the provisions of Section 21: Disciplinary Measures in Public Schools

1. Section 21 (1) (a) The use of inflexible "zero-tolerance" policies has resulted in unnecessary expulsions, out-of-school suspension and referrals to law enforcement agencies.
2. 22-32-109.1 (1.5) School district shall adopt a mission statement that includes "making safety for all students and staff a priority in each public school of the district" and create a "Safe School Plan", including a Conduct and Discipline Code and Safe School Reporting Requirements:
  - 22-32-109.1 (1) (a) "Action taken means a specific type of discipline including but not limited to the following categories of discipline":
    - In school suspension
    - Out-of-school suspension
    - Classroom removal in accordance with board policy
    - Expulsion
    - Referral to a law enforcement agency, or
    - Any other form of discipline, which shall be officially identified as part of board policy
  - 22-32-101.1 (1) (b) (IV) "The number of conduct and discipline code violations, each of which violations...including, but not limited to specific information identifying the number of, and the action taken with respect to, each of the following types of violations":
    - Possessing a dangerous weapon
    - Use or possession of alcohol
    - Use, possession or sale of a drug or controlled
    - Use or possession of a tobacco product
    - Being willfully disobedient or openly and persistently defiant or repeatedly interfering with the school's ability to provide educational opportunities, and a safe environment for, other students
    - First degree assault
    - Second degree assault
    - Third degree assault
    - Vehicular assault
    - Behavior...that is detrimental to the welfare or safety of other students or of school personnel
    - Willful destruction or defacement of school property
    - Other violations of the code of conduct and discipline that resulted
  - Referral to law enforcement:
    - Section 21 (1) (f) (i) Encouraged to include...which violations of the code require a referral to law enforcement
    - Section 21 (1) (f) (ii) Encouraged to include...which violations of the code may result in a referral to law enforcement, subject to the discretion of a school administration or a local board of education
3. Amends ground for suspension and expulsion
  - 22-33-106 (1.5) Firearm is only mandatory offense
  - 22-33-106 May suspend or expel for: habitually disruptive student; possession of dangerous weapon; use, possession or sale of drug or controlled substance; robbery; third degree assault; false accusation of criminal activity
4. 22-32-109.1 (II) (A) Impose proportionate disciplinary interventions and consequences
5. 22-32-109.1 (2) (II) (B) Use prevention, intervention, restorative justice, peer mediation, counseling and other approaches to address misconduct

# What Can We Do to Enhance Equity in School Discipline

 **PBIS** Positive Behavioral Interventions & Supports  
August 7, 2014

## Recommendations for Addressing Discipline Disproportionality in Education

Kent McIntosh, Erik J. Girvan, Robert H. Horner, Keith Smolkowski, & George Sugai

Disproportionality represents one of the most significant problems in education today (Gregory, Slaba, & 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 those with disabilities), are at significantly increased risk for exposure to exclusionary discipline practices, including office discipline referrals and suspensions (e.g., Fabelo et al., 2011; Losen & Gillespie, 2012; Shaw & Braden, 1990). These differences have been found consistently across geographic regions and cannot be adequately explained by the correlation between race and poverty (Nolte-meyer & McLoughlin, 2010). Given the well-documented 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 all students.

**Components of Effective Intervention to Prevent and Reduce Disproportionality**

The existing research is clear that 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 disproportionality in schools.


**1. Use Effective Instruction to Reduce the Achievement Gap**

Because of the well-documented relation between academic achievement and problem behavior (McIntosh, Sadler, &

*continual on next page*


Positive Behavioral Interventions & Supports (PBIS) 1

<http://www.pbis.org/school/equity-pbis>

 U.S. Department of Education

Funding Policy Research News About ED

### GENERAL School Climate and Discipline



Soy Arne Duncan, Secretario de Educación de EEUU.

I'm Arne Duncan, U.S. Secretary of Education. Our shared goal of preparing all students.

*Click here for an alternate version of the video with an accessible player.*

#### GUIDANCE PACKAGE

- Dear Colleague letter**  
Guidance letter prepared with our partners at the U.S. Department of Justice describing how schools can meet their obligations under federal law to administer student discipline without discriminating on the basis of race, color, or national origin.  
[English \[PDF, 587\]](#) | [En español \[PDF, 644K\]](#)

How Do I Find...?

- Student loans, forgiveness
- Pell grants
- College accreditation
- Grants
- No Child Left Behind
- More

Popular Searches

- Contact
- FERPA
- School climate, discipline
- FAFSA
- 1098-E, tax forms

Teachers

Parents & Families

Preschool-12 Reform

College Affordability

Get Connected

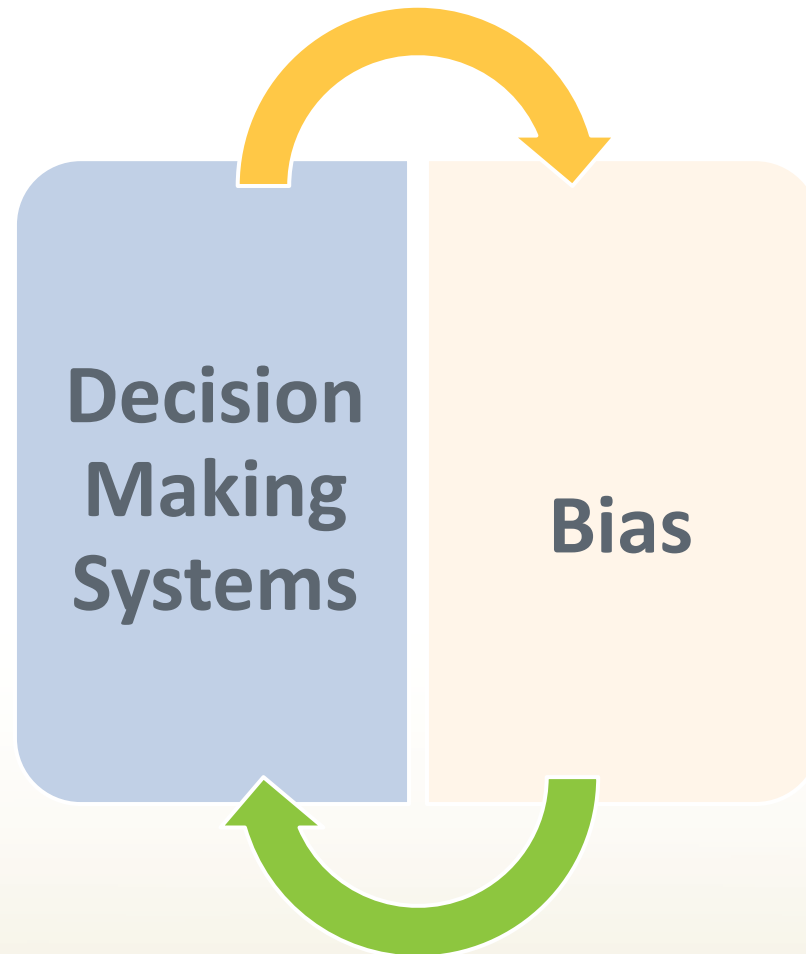
- Facebook
- YouTube
- Twitter
- Email Updates

<http://www2.ed.gov/policy/gen/guid/school-discipline/index.html>





# Two Factors Influencing Equity in Education



# Two Systems for Decision Making

## System 1: Fast Decisions

- Automatic
- Snap judgments
- Intuitive
- Unconscious

## System 2: Slow Decisions

- Deliberate
- Allows for conscious attention



# Multiple Types of Bias

## Overt Bias

- Conscious belief in superiority of a group

## Explicit Bias

- Conscious belief that some groups aspire to desirable traits more than others

## Implicit Bias

- Unconscious associations regarding some groups

# What is Implicit bias?

- Unconscious, automatic
- Based on stereotypes
- We all have it (even those affected by it)
- Generally not an indication of what we believe or would endorse
- More likely to influence:
  - Snap decisions
  - Decisions that are ambiguous

# Implicit Bias at Work

## ■ Attractiveness

- Real estate agents rated as more attractive sell homes for significantly higher prices (Salter, Mixon, & King, 2012)

## ■ Height

- One inch of height is worth \$789 per year in salary (Judge & Cable, 2004)

## ■ Gender

- Employers more likely to choose lower performing male candidates for a job, than higher performing female candidates (Reuben et al., 2004)

# Different Biases, Different Solutions

## ■ Explicit Bias (System 2)

- **Ineffective:** Cultural sensitivity training, explaining value of diversity, telling people to be less biased
- **Effective:** Top-down policies with accountability

## ■ Implicit Bias (System 1)

- **Ineffective:** Top-down policies with accountability
- **Effective:** Clear discipline systems, specific guidance in decision-making



# Build Upon What You Have

The world's best discipline won't work without a foundation in place!!!

# Build Upon Your Foundation

- Proactive, instructional approach *may* prevent problem behavior and exposure to biased responses to problem behavior
- Increasing positive student-teacher interactions *may* enhance relationships to prevent challenges
- More objective referral and discipline procedures *may* reduce subjectivity and influence of cultural bias
- Professional development *may* provide teachers with more instructional responses



# 5-point Intervention to Enhance Equity in School Discipline

- 1. Use effective instruction to reduce the achievement gap**
- 2. Implement SWPBIS to build a foundation of prevention**
- 3. Collect, use, and report disaggregated student discipline data**
- 4. Develop policies with accountability for disciplinary equity**
- 5. Teach neutralizing routines for vulnerable decision points**

<http://www.pbis.org/school/equity-pbis>



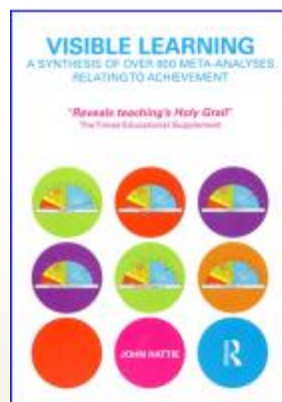
# 1. Use Effective Instruction to Reduce the Achievement Gap

*Why a focus on effective academic instruction?*

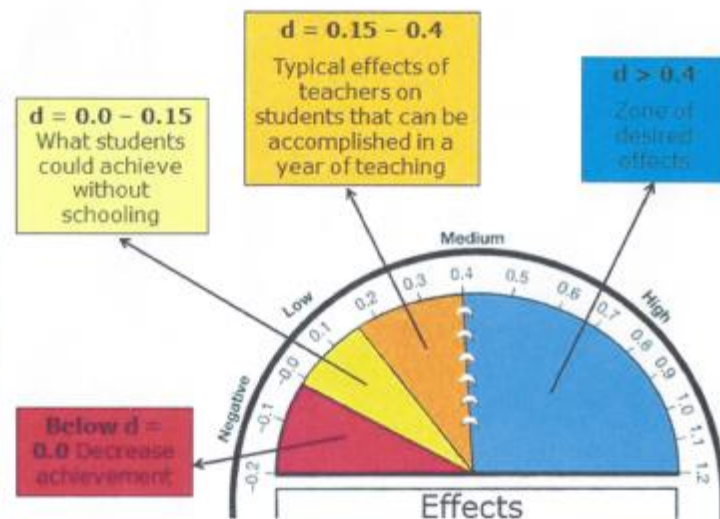
- **The discipline gap may be related to the achievement gap**
  - Academic skills (or the lack thereof) dramatically shapes school experiences
  - Students who fall behind are more likely to act out, exposing themselves to discipline
  - By catching and intervening with students early, we can change students' school experiences for the better

# What do we mean by effective academic instruction?

- Direct, explicit instruction ( $d = 0.57$ )
- High rates of engagement and OTRs ( $0.60$ )
- Quality performance feedback ( $d = 0.75$ )
- Progress monitoring and data-based decision making ( $d = 0.90$ ,  $d = 0.61$ )



(Hattie, 2012)

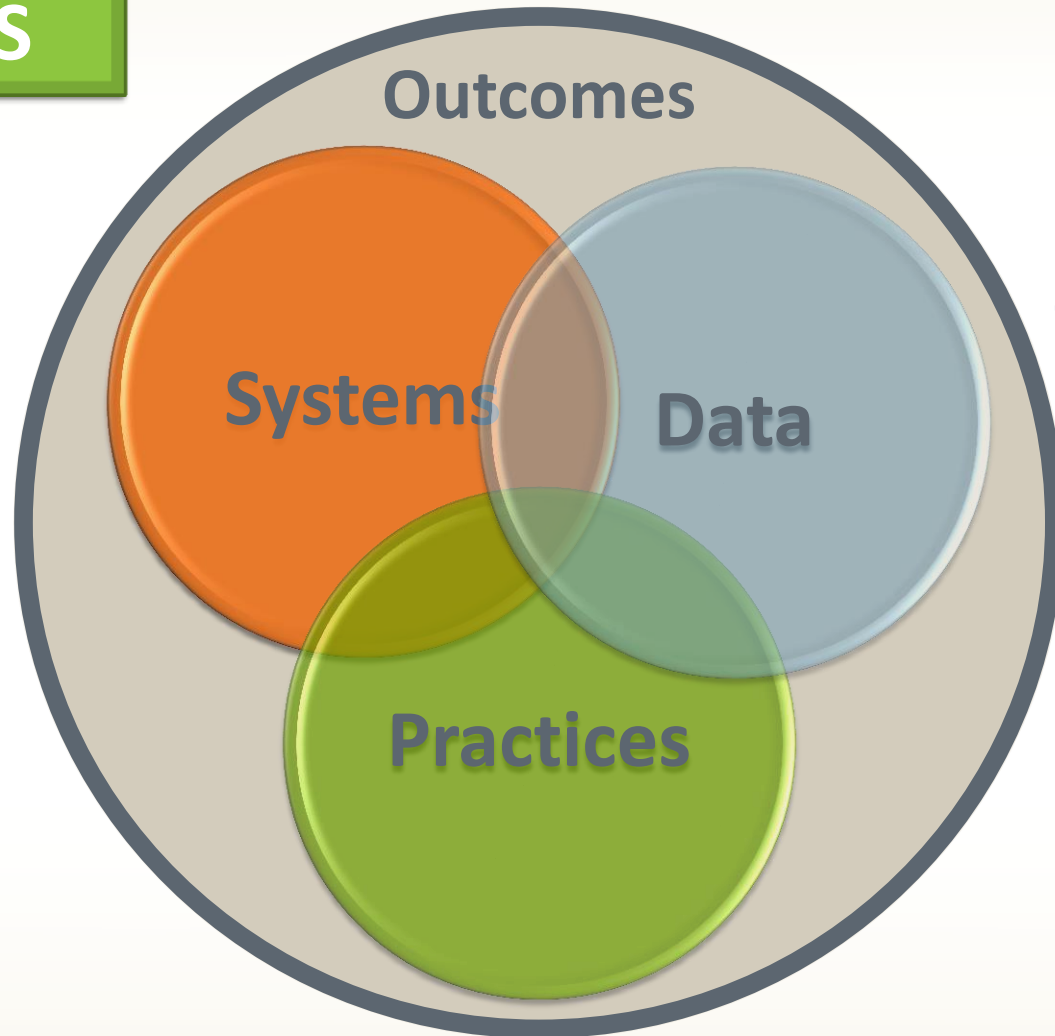




**SUPPORTING SOCIAL COMPETENCE &  
ACADEMIC ACHIEVEMENT**

**INTEGRATED  
ELEMENTS**

**SUPPORTING  
ADULTS**

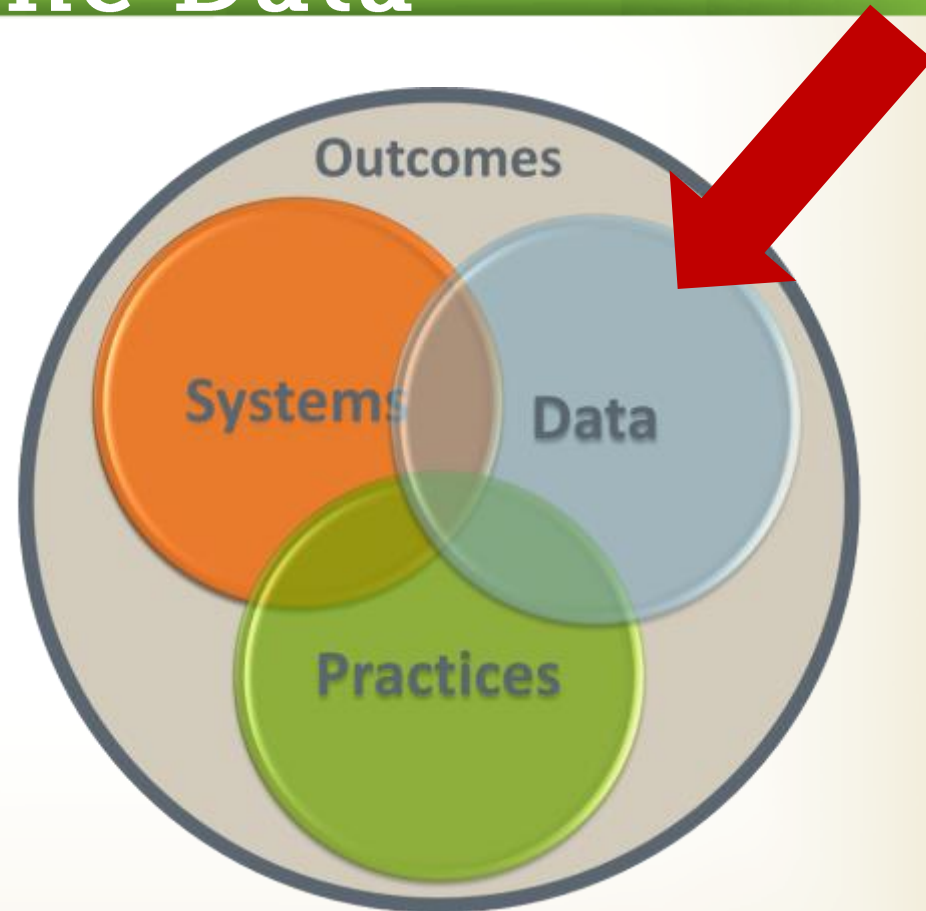


**SUPPORTING  
DECISION MAKING**

**SUPPORTING STUDENTS**

# 3. Collect, Use, and Report Disaggregated Student Discipline Data

- **School-wide and Individual Students**
  - Look at trends, peaks, comparison with other schools
- **Look at race/ethnicity reporting options within your data collection system**
  - District-wide
  - Specific schools
- **Determine time out of class for suspensions**



# Equity *in* Education: What Does the Research Say?

- When students in a specific subgroup receive higher rates of discipline referrals than their counterparts, the relationship between student and school is weakened
- Analyzing disaggregated ODR data allows schools to evaluate whether their disciplinary practices are disproportionately affecting various student groups (e.g., ethnic minority students)
- Overrepresentation of minority students in a school's discipline data may indicate that a school's current systems and practices are not meeting the needs of minority students.
- Analyzing discipline data for disproportionality allows school teams to evaluate and adjust current systems and practices to provide proper supports that promote success for all students



# Colorado MTSS PROBLEM SOLVING PROCESS

**Step 1—Define the problem**  
What is the problem?

Define

**Step 2—Problem Analysis**  
Why is it occurring?

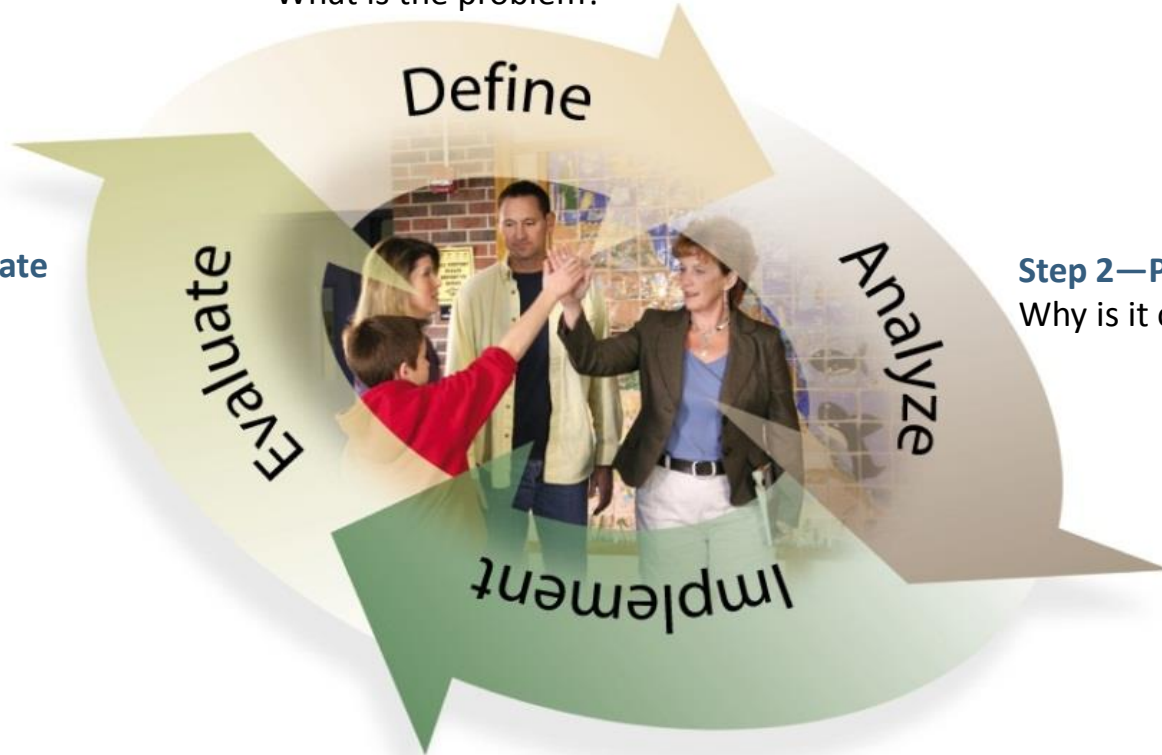
Analyze

**Step 3—Plan Implementation**  
What are we going to do about it?

Implement

**Step 4—Evaluate**  
Is it working?

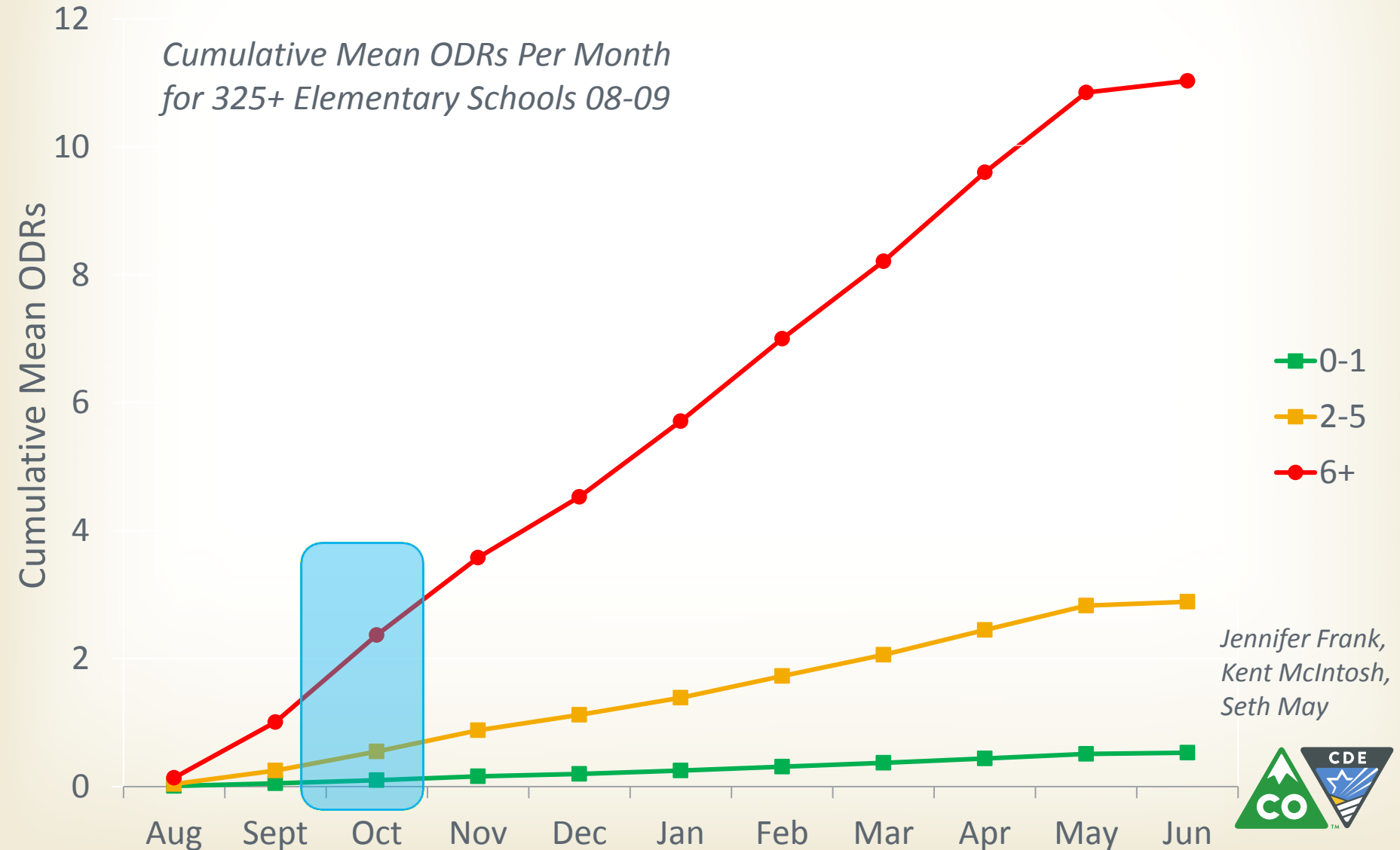
Evaluate





# Research Study on Early Intervention

*Cumulative Mean ODRs Per Month for 325+ Elementary Schools 08-09*



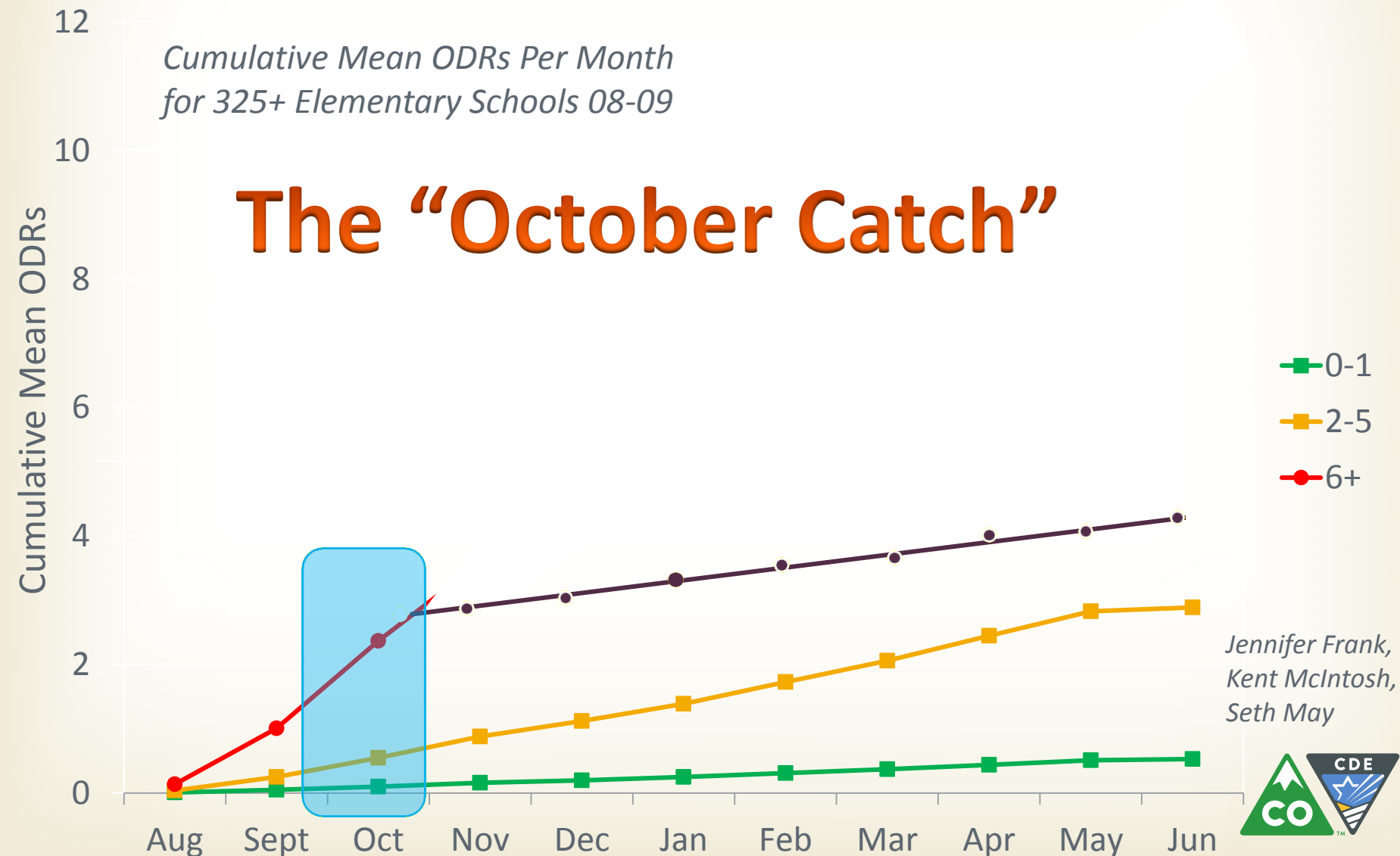
Jennifer Frank,  
Kent McIntosh,  
Seth May



# Research Study on Early Intervention

Cumulative Mean ODRs Per Month  
for 325+ Elementary Schools 08-09

## The "October Catch"



Jennifer Frank,  
Kent McIntosh,  
Seth May



# A Shift in Thinking

**STOP:**  
“What about  
the student is  
causing a  
problem?”

Instead

What about the  
interaction of the  
***instruction,***  
***curriculum, and***  
***learning***  
***environment***  
should be altered  
so that the  
student(s) will  
learn?

This shift alters everything else!

# The Bottom Line...

Are we matching instruction and intervention to student need?



# Identifying Patterns of Explicit vs. Implicit Bias

## ■ Explicit Bias

- **Pattern:** Consistent disproportionality across all situations
- **Implications:** Address through strong policy, regular reporting of data, and accountability for change

## ■ Implicit Bias

- **Pattern:** Peaks and valleys of disproportionality depending on the situation
- **Implications:** Clarify discipline procedures, provide strategies for decision making

# Results Matter

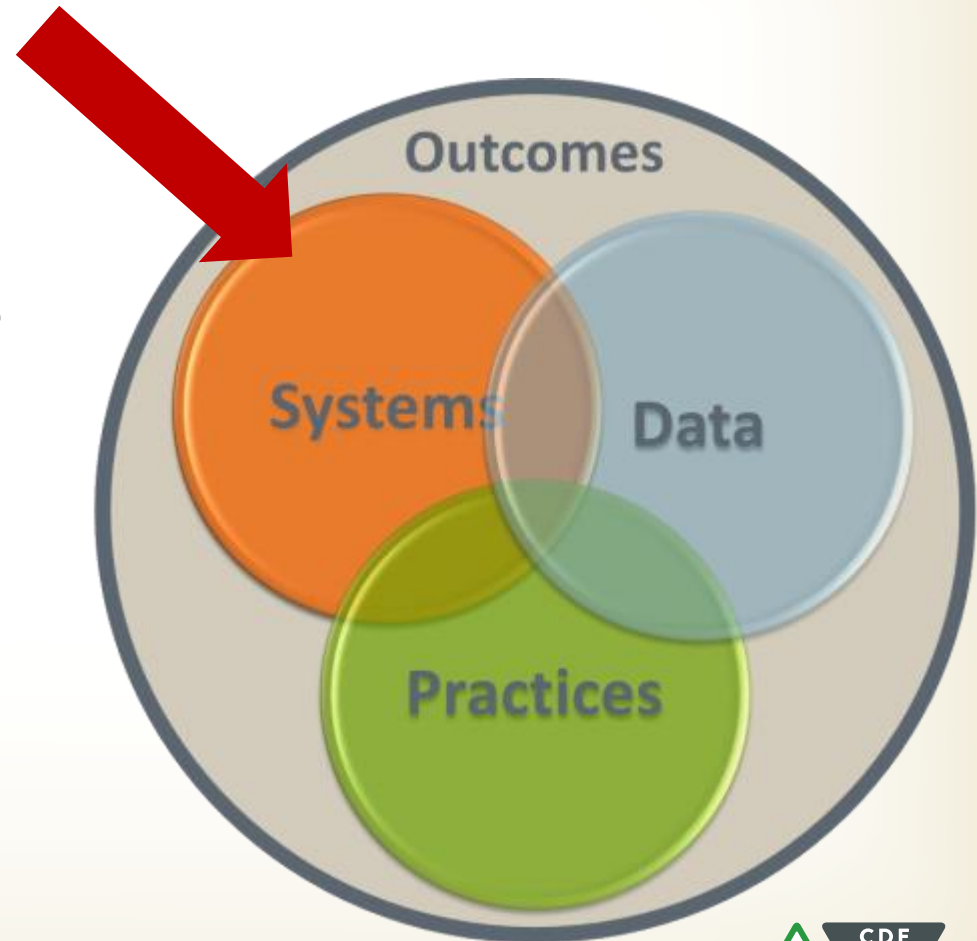
**“All organizations and systems are designed, intentionally or unwittingly, to achieve precisely the results they get.”**

**R. Spencer Darling**



# 4. Develop Policies With Accountability for Disciplinary Equity

- Policies and procedures that are transparent & consistently implemented
- Clear, mutually exhaustive definitions of behavior
- Be clear about what behaviors are handled in the classroom vs. administratively
  - Office vs. Classroom



# Equity Policy Recommendations

## ■ Include a Specific Commitment to Equity

- Create mission statements that include equity
- Enact hiring preferences for equitable discipline

## ■ Install Effective Practices

- Require clear, objective school discipline procedures
- Support implementation of proactive, positive approaches to discipline
- Replace exclusionary practices w/ instructional ones

## ■ Create Accountability for Efforts

- Create teams and procedures to enhance equity
- Share disproportionality data regularly
- Build equity outcomes into evaluations

### What Does **NOT** Work In Policy?

- Enacting policies that nobody knows about
- Enacting policies that don't change practice
- Policies without accountability for implementation



# How Are “Race-Neutral” Policies Discriminatory?

- **Regardless of intent...**
  - Policies such as zero tolerance and three-strikes policies are disproportionately applied to students of color (Losen & Skiba, 2010)
  - Suspension, expulsion, and other exclusionary practices have been shown to cause harm (Am. Academy of Pediatrics, 2013)
  - This **disproportionate harm** is what makes the policy discriminatory

## *Policy Example: Equitable Mission Statements*

*The teachers, administrators and staff of the Los Angeles Unified School District (LAUSD) believe in the equal worth and dignity of all students and are committed to educate all students to their maximum potential.*

# Policy Guide for School Board Members



## ADDRESSING THE OUT-OF-SCHOOL SUSPENSION CRISIS: A Policy Guide for School Board Members

APRIL 2013



- This guide provides local leaders with a systemic framework for reducing out-of-school suspensions, including guiding questions, action steps and promising examples of school district solutions.

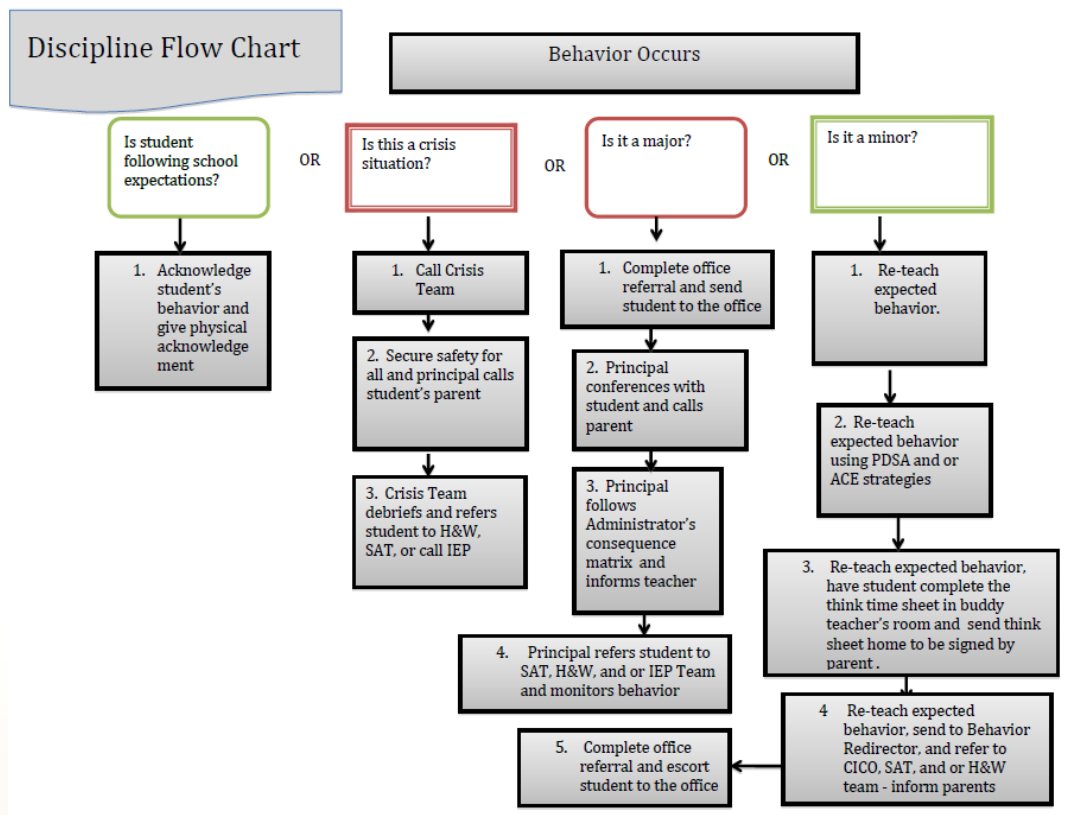
## BATTLE MOUNTAIN HIGH SCHOOL



### BEHAVIOR & ATTENDANCE 2010 - 2011

Minor Problem Behavior	Definition
Defiance/Disrespect/ Non-compliance (M-Disrespt)	Student engages in brief or low-intensity failure to respond to adult requests. Including lack of engagement or participation.
Disruption (M-Disruption)	Student engages in low-intensity, but inappropriate disruption.
Dress Code Violation (M-Dress)	Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district.
Inappropriate Language (M-Inapp Lan)	Student engages in low-intensity instance of inappropriate language.
Other (M-Other)	Student engages in any other minor problem behaviors that do not fall within the above categories.
Physical Contact/ Physical Aggression (M-Contact)	Student engages in non-serious, but inappropriate physical contact.
Property Misuse (M-Prpty Misuse)	Student engages in low-intensity misuse of property.
Tardy (M-Tardy)	Student arrives at class less than 20 minutes after the bell. Classroom teacher will address the first 5 tardies of the trimester. Each tardy beyond 5 will result in an office referral.
Technology Violation (M-Tech)	Student engages in non-serious but inappropriate use of technology on school grounds or in any way related to the school.
Personal Electronic Device Use Violation (M-Tech)	Personal Electronic Device use constitutes actively calling, texting, gaming, surfing web, viewing/recording video, audio or picture, etc. *Use does not include possession.

<b>Pear Park Elementary</b> <b>Multi-Tiered System of Supports Checklist Chart</b>		
<b>Level 1</b> Behaviors that impact only the student and can interfere with the learning of others	<b>Level 2</b> Behaviors that affect an orderly environment	<b>Level 3</b> Harmful/Illegal Behaviors
<ul style="list-style-type: none"> <li>Inappropriate Language</li> <li>Rough Play/Physical Contact</li> <li>Unprepared for class</li> <li>Lying/Cheating</li> <li>Teasing</li> <li>Minor Disruption</li> <li>Playground Violation</li> </ul>	<ul style="list-style-type: none"> <li>Profanity</li> <li>Physical Aggression</li> <li>Defiant/Disrespectful</li> <li>Stealing</li> <li>Bullying/Harassment</li> <li>Recurring Minors</li> <li>Major Disruption</li> <li>Vandalism</li> </ul>	<ul style="list-style-type: none"> <li>Verbal Harassment</li> <li>Physical Injury to Others</li> <li>Insubordinate/Non-compliant</li> <li>Theft</li> <li>Threats (specific)</li> <li>False Fire Alarm</li> <li>Illegal Substance</li> <li>Weapons</li> <li>Destruction of Property</li> </ul>
<b>Proactive Ideas for Controlling Behavior</b>		
<b>Level 1</b> Behaviors that impact only the student	<b>Level 2</b> Behaviors that affect an orderly environment	<b>Level 3</b> Harmful/Illegal Behaviors
<ul style="list-style-type: none"> <li>Increase 5 to 1</li> <li>Eye Contact</li> <li>Proximity</li> <li>High levels of supervision</li> <li>Discussion about expectations</li> <li>Verbal Warning</li> <li>Pre-teaching of expectations</li> <li>Re-teaching of school rules/expected behaviors</li> <li>PALS reward to appropriate behaviors</li> </ul>	<ul style="list-style-type: none"> <li>Increase 5 to 1</li> <li>Eye Contact</li> <li>Proximity</li> <li>High levels of supervision</li> <li>Discussion about expectations</li> <li>Verbal Warning</li> <li>Pre-teaching of expectations</li> <li>Re-teaching of school rules/expected behaviors</li> <li>PALS reward to appropriate behaviors</li> <li>Consultation with Case Manager/Counselor/Home-room/Administration</li> <li>Modified schedule</li> </ul>	<ul style="list-style-type: none"> <li>Increase 5 to 1</li> <li>Eye Contact</li> <li>Proximity</li> <li>High levels of supervision</li> <li>Discussion about expectations</li> <li>Pre-teaching of expectations</li> <li>Re-teaching of school rules/expected behaviors</li> <li>PALS reward to appropriate behaviors</li> <li>Consultation with Administration/Home room Teacher /Grade level</li> </ul>
<b>Possible Consequences for Behavior</b>		
<b>Level 1</b> Behaviors that impact only the student	<b>Level 2</b> Behaviors that affect an orderly environment	<b>Level 3</b> Harmful/Illegal Behaviors
<ul style="list-style-type: none"> <li>Student Reflection</li> <li>Timeout in room</li> <li>Seating changes</li> <li>Loss of privileges</li> <li>Student/Teacher Conference</li> <li>Student/teacher contract implemented</li> <li>Parent phone call or email</li> </ul>	<ul style="list-style-type: none"> <li>Timeout in office</li> <li>Parent Contact</li> <li>Loss of privileges</li> <li>Parent/Student/Teacher conference</li> <li>Student /teacher contract</li> <li>Community Service (Clean desks, pick-up trash, etc.)</li> <li>Lunch detention</li> </ul>	<ul style="list-style-type: none"> <li>Immediate Office Referral</li> <li>At the discretion of Administration</li> </ul> <p><small>*Consequences will be implemented according to MCVSD #51 Board of Education discipline policies.</small></p>

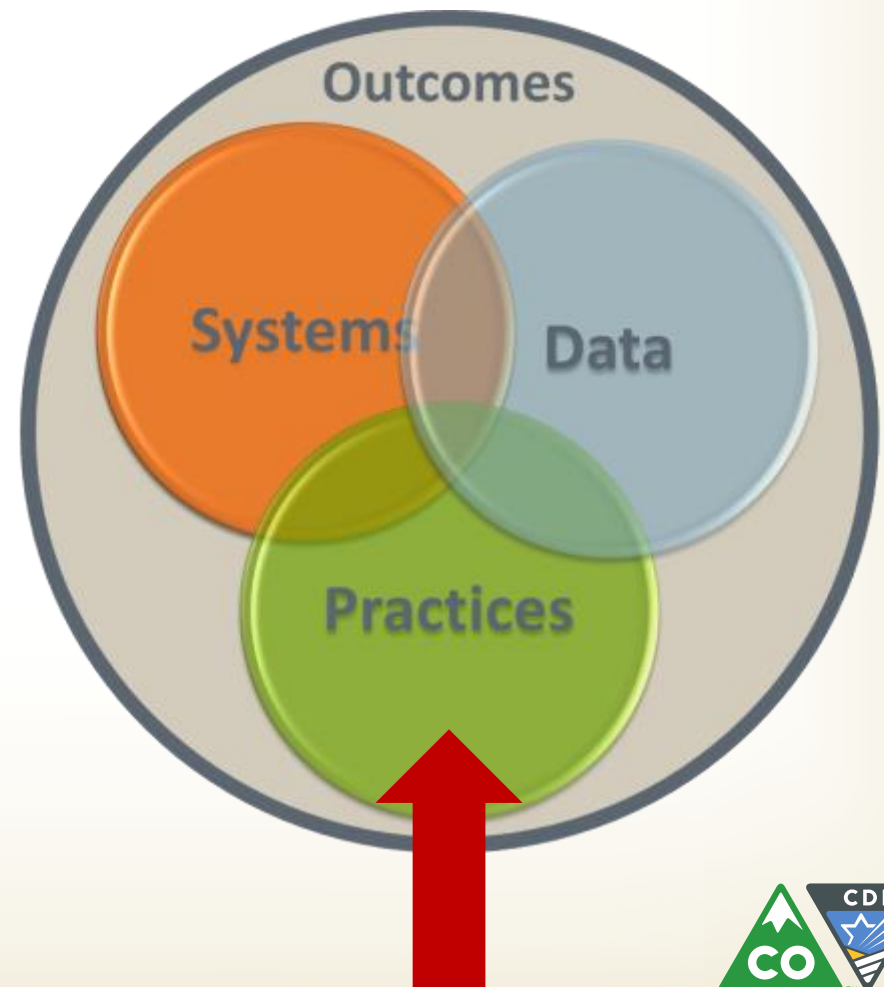


Examples can be found at:  
<http://copbisuniversal.pbworks.com>



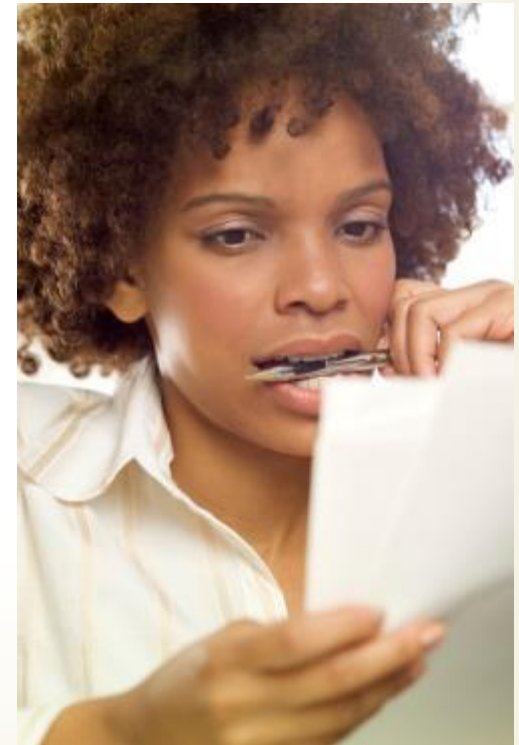
# 5. Identify Neutralizing Routines for Vulnerable Decision Points

- **Reduce ambiguity in ODR definitions and processes**
  - Office vs. classroom guidelines
- **Identify specific vulnerable decision points (VDP)**
  - General
  - Local (school)
- **Teach a neutralizing routine to the adults**
  - Self-assess presence of VDP
  - Use alternate response



# What is a Vulnerable Decision Point (VDP)?

- A specific decision that is more vulnerable to effects of **implicit bias**
- **Two parts:**
  - The person's decision state (internal state)
  - The situation



# Conditions Necessary to Neutralize Implicit Bias

1. We must be aware of our biases
2. We must be concerned about the consequences of our biases
3. We must know when biased responses are most likely
4. We must have replacement behaviors to respond in ways consistent with our values

(Devine et al., 2012)



# Two-step Neutralizing Routine for **Staff**:

- When you see problem behavior, stop and ask yourself:

## 1. Is this a VDP?

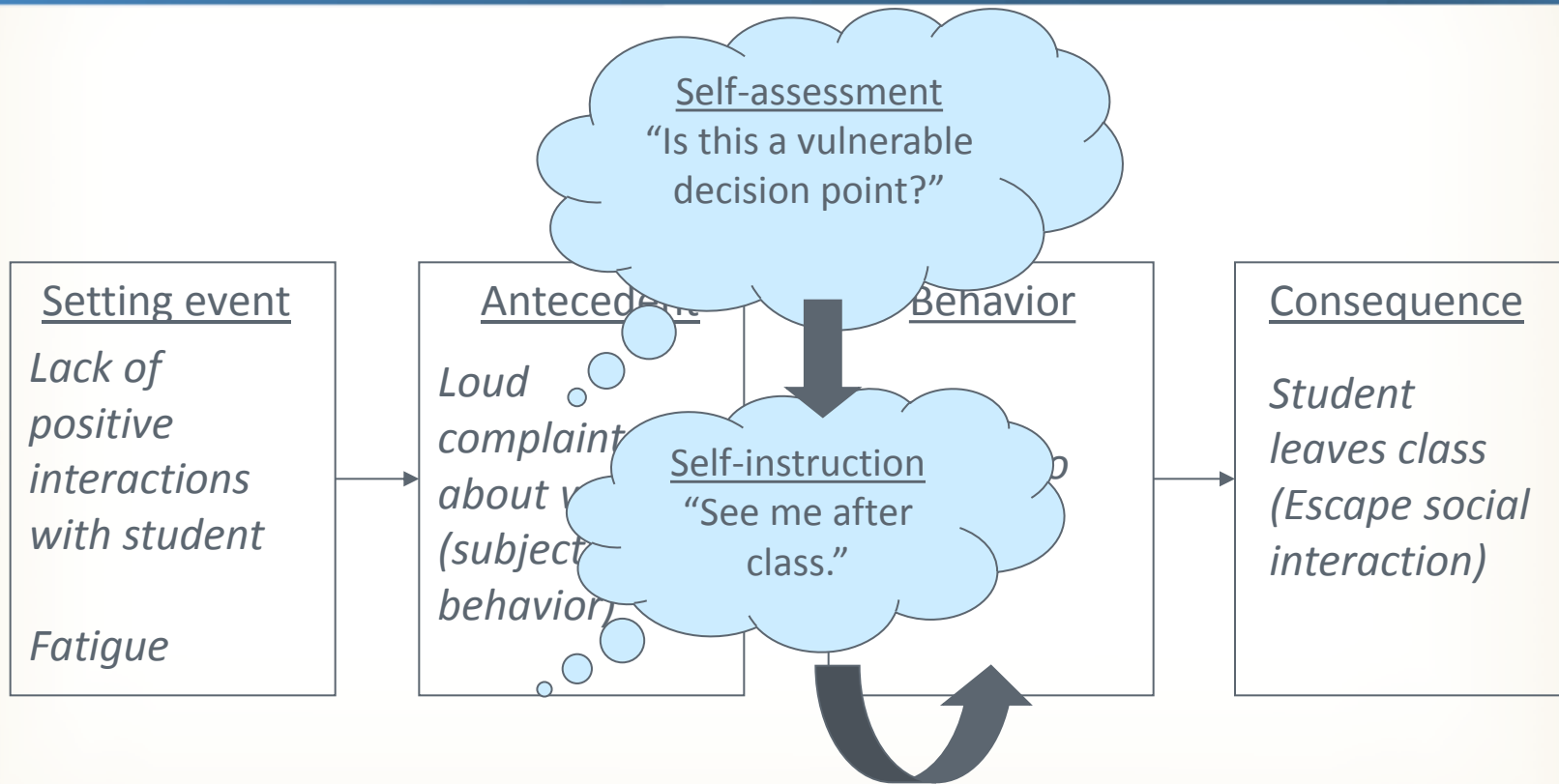
- Situation
- Decision state



## 2. If so, use an agreed-upon alternative response



# Neutralizing Routines for Reducing Effects of **Implicit Bias**



# What makes for a good neutralizing routine?

## Good Neutralizing Routine:

- **Brief**
- **If-then statements**
- **Clear steps**
- **Doable**

Don't get caught up in finding the "perfect" response – identify multiple responses

## Good Alternative Response:

- **Delay**
  - "See me after class"
- **Pause**
  - Think it through
- **Use least exclusionary choice**
  - Delay ODR
- **Ask**
  - State your confidence in them
  - Privately



# Two-step Neutralizing Routine for **Staff**:

- Can also be used as precorrection
  1. Am I about to enter a VDP?
  2. What are my values?
  3. When I see problem behavior, I'll use the alternative response
    1. Example: "If defiance, keep in class"
    2. Example: "If I am tired, delay decision until I can think clearly"

# Two-step Neutralizing Routine for **Administrators**:

- **When you have to handle problem behavior, stop and tell yourself:**

## **1. Don't just do something, stand there!**

- Be sure you are ready to act in line with values
- Get information from student and staff
- Assess student-teacher relationship

## **2. Whenever possible, use an agreed-upon instructional response**

- Teaches missing skills
- Connects student to school and staff



# Putting It All Together

# Action Planning

**Based on what you learned about and discussed today,**

- **Consider your data sources**
  - Do you have the information you need?
  - If not, how can you get access to the information?
  
- **Consider ways to take this information back to your site**
  - Who can you enlist for support and help?
  - How can you build capacity and sustain efforts?
  
- **Consider how to get these action steps and items included in your site's UIP**



# Additional Resources

- **MTSS website:**  
[www.cde.state.co.us/mtss/resources](http://www.cde.state.co.us/mtss/resources)
  - Problem solving overview
  - Problem solving materials
  - Problem solving video
- **PBIS website:**  
[www.cde.state.co.us/pbis](http://www.cde.state.co.us/pbis)
  - Alt to suspension materials
  - Data audit
  - Using SWIS to Investigate Disproportionate Discipline Practices Webinar
- **National TA Center for PBIS:**  
[www.pbis.org](http://www.pbis.org)
  - Equity and Discipline section
- **US Dept. of Education website:**  
<http://www2.ed.gov/policy/gen/guid/school-discipline/index.html>



# Final Thoughts



# Thanks for all you do...

To support a learning environment conducive to student achievement and social competency.

*Please complete the workshop evaluation, which will sent via Survey Monkey*

"I never teach my pupils. I only attempt to provide the conditions in which they can learn."

Albert Einstein



# Contact Information

Thanks!

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# COLORADO

## Department of Education



**The contents of this presentation were developed under a grant from the US Department of Education, #H323A090005. However, these contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government.**

**Project Officer, Jennifer Coffey, PhD.**