

*High school educators and administrators  
at various stages of HS-PBIS implementation  
coming together with a common purpose  
sharing experiences, refining skills and working towards a common goal*



# High School Positive Behavioral Interventions & Supports Community of Practice 2016-17

## HSCoP #2 February 15, 2017 Debriefing HSPBIS Symposium

### **AGENDA**

- Δ Understanding and Addressing Implicit Bias in HS Discipline
- Δ Creating and Maintaining Evidence-based Classroom and School-wide Practices
- Δ Prevention Practice: Systematic Supervision
- Δ Response Practice: De-Escalation Strategies

QUESTIONS

MAIN POINTS AND KEY CONCEPTS

IMPLICATIONS AND NEXT STEPS



# 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, 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 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 (Noltemeyer & 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 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, &

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Brown, 2012) and the achievement gap between students of color and White students (Gregory et al., 2010), ameliorating the achievement gap may reduce disproportionality. Effective instruction includes (a) explicit instruction, (b) high rates of opportunities to respond with performance feedback, and (c) use of formative assessment to guide instruction (Hattie, 2009).

## 2. Implement School-Wide Positive Behavioral Interventions And Supports (SWPBIS) to Build a Foundation of Prevention

SWPBIS focuses on improving behavior by teaching students prosocial skills and redesigning school environments to discourage problem behavior (Sugai & Horner, 2009). Core features of SWPBIS include (a) defining and teaching a small set of positive, school-wide behavior expectations to all students, (b) establishing a regular pattern in which all adults acknowledge and reward appropriate student behavior, (c) minimizing the likelihood that problem behaviors will be inadvertently rewarded, and (d) collecting and using discipline and implementation data to guide efforts. SWPBIS also incorporates a multi-tiered system of support so that students needing more intensive support gain access to increasingly individualized support options.

SWPBIS is particularly relevant to the challenge of disproportionality for three reasons. First, because of its focus on establishing a clear, consistent, and positive social culture, identifying and teaching clear expectations for behavior can reduce ambiguity for both students (e.g., it is not assumed that all students know what being respectful at school “looks like”) and adults (e.g., expectations and violations are clearer, reducing ambiguity). These expectations can be developed collaboratively with students, families, and community members, as well as assessed for their congruence with the range of cultural groups in the school (Fallon, O’Keeffe, & Sugai, 2012). Second, the SWPBIS focus on clear discipline definitions and procedures can reduce

ambiguity in discipline decisions, decreasing the effects of implicit bias (Lai, Hoffman, Nosek, & Greenwald, 2013). Third, the focus of SWPBIS on instructional approaches to discipline and integration with academic systems can keep students in the classroom and learning instead of removed from instruction (Sugai, O’Keeffe, & Fallon, 2012).

Research to date on the effects of SWPBIS on disproportionality is limited but promising. Evaluation studies have shown decreases in ODRs over time for each racial/ethnic group (Vincent, Cartledge, May, & Tobin, 2009, October) and statistically significantly reduced disproportionality in schools implementing SWPBIS than those not implementing SWPBIS (Vincent, Swain-Bradway, Tobin, & May, 2011).

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

Any school or district committed to reducing disproportionality should adopt data systems that allow disaggregation of student data by race and provide instantaneous access to these data for both school and district teams. Some discipline data systems for entering and analyzing office discipline referrals and suspensions, such as the School-wide Information System (SWIS; [www.swis.org](http://www.swis.org)), can automatically produce disproportionality data for identifying and monitoring the extent of disproportionality. Risk indices and risk ratios are common metrics for assessing disproportionality (Boneshefski & Runge, 2014). These data can easily be added to monthly school team meeting agendas, as well as built into district and state accountability systems. The OSEP Center on PBIS ([www.pbis.org](http://www.pbis.org)) has produced a free guide for school teams in using discipline data to address disproportionality.

## 4. Develop Policies with Accountability for Disciplinary Equity

Many policies include an explicit commitment to equity, but it is more important for policies to have clear steps to

achieve equity and accountability for taking these steps (Devine, Forscher, Austin, & Cox, 2012; Petersen & Togstad, 2006). Effective policies include clear, actionable procedures for enhancing equity (e.g., remove harmful practices, data collection, hiring preferences, professional development). Hiring procedures should include a preference for individuals with a commitment to educational equity. In addition, the procedures should have true accountability, such as inclusion of equity outcomes into administrator and teacher evaluation processes (Pettigrew & Tropp, 2006).

## 5. Teach Neutralizing Routines for Vulnerable Decision Points

It may be effective to provide training to school personnel to identify situations in which their decisions may be vulnerable to bias (e.g., fatigue, subjective behavior, unfamiliar student). In these situations, using a self-review routine just prior to making a discipline decision may neutralize the effects of implicit bias, especially in situations that are chaotic, ambiguous, or seem to demand snap judgments (Lai et al., 2013). Research in other fields (Mendoza, Gollwitzer, & Amodio, 2010) suggests that short “if-then” statements are most effective (e.g., “If a student is disrespectful, handle it after class”).

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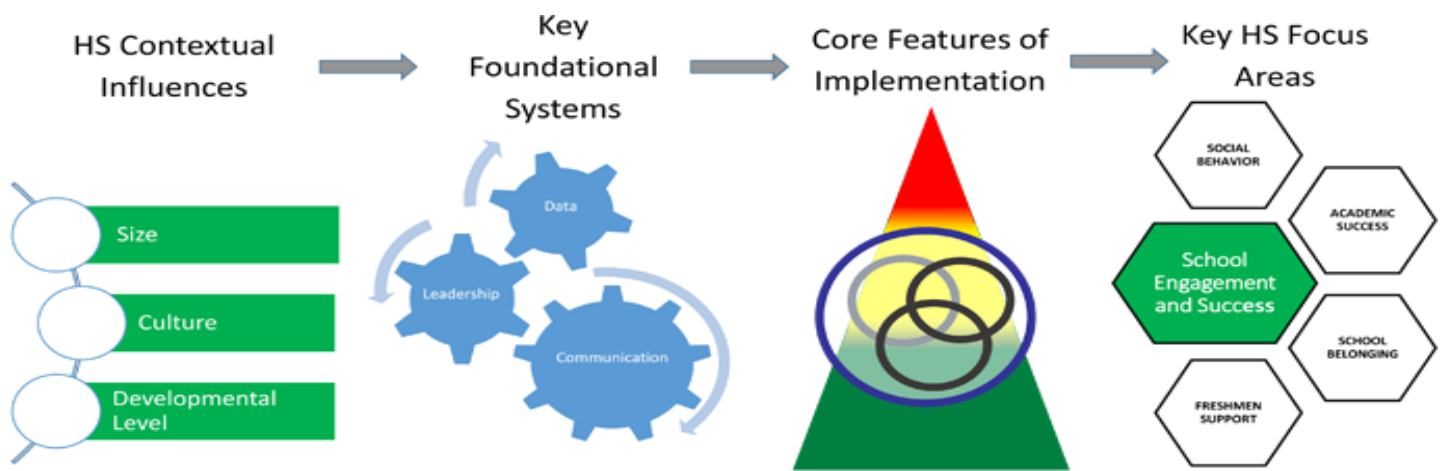
This project is supported by the U.S. Department of Education, Office of Special Education Programs (OSEP). Opinions expressed herein are those of the authors and do not necessarily represent the position of the U.S. Department of Education

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Reesha Adamson, Ph.D.

## Creating and Maintaining Evidence-based Practices within the Classroom and Across School Environments

KEYNOTE SESSION  
PM

QUESTIONS

MAIN POINTS AND KEY CONCEPTS

IMPLICATIONS AND NEXT STEPS:



# Systematic Supervision For High School

A Positive Way to Monitor Common Areas

(Iris Media, Jeffrey Sprague, Stephen Smith from the Oregon Center on School Safety, U of O)

## Systematic Supervision Skills:

- **Be Active = Move & Scan:** helps staff become aware of what is going on in all parts of the common area they are supervising.
- **Be Positive:** helps staff **connect** with students and **reinforce** appropriate behavior
- **Respond to Problems:** provides clear guidelines for responding appropriately to challenging or problem behavior.
- **Communicate:** provides guidelines to help staff communicate respectfully and effectively with students, with parents, and with each other.

## 1. Being Active

By being active, you become an engaged, involved supervisor. Students recognize and appreciate this involvement. In turn, they also become more engaged and cooperative.

**Moving** around constantly so you can see where students are and what they are doing

- Move constantly
- Move in unpredictable, random patterns; don't use the same route every day, and do have a plan to get to all areas
- Target known problem areas and students needing more support regularly

**Scanning** with your eyes and ears so you notice positive behaviors and potential problems right away, keeps you more involved with students, encouraging expected behaviors, prevent problem behaviors from getting worse

- Look for cues in students' behavior and in their voices
- Watch and listen for appropriate and inappropriate behavior
- Use the data you gather to increase opportunities for positive contact with students

## What is your plan for being active?

<b>Moving</b>	
<b>Scanning</b>	

## 2. Being Positive:

Creating a friendly atmosphere by being friendly and open yourself; making an effort to connect with individual students and with students in groups; reinforcing students when their behavior is appropriate by acknowledging it and letting students know you appreciate it.

### **Connect** with students **USE THE STUDENT'S NAME**

- Be friendly, open and helpful
- Direct general, positive comments toward students-individual students, and particularly to groups of students. (How's it going? You look like you're enjoying yourselves. Hey, great game last night)
- Have frequent, positive interactions with groups of students
- Tie positive comments and interactions to general behavior

### **Positive Reinforcement**

- Tie reinforcement to specific behavior
- Acknowledge or express appreciation for specific helpful, appropriate, or constructive behavior
- Give the reinforcement as soon as possible after the behavior
- Get all staff involved so students get consistent messages

Use the **4 to 1 rule** to increase Positives

- At least four positive interactions with students for every one corrective or negative interaction

•

### **Connecting with Students Self-Assessment: 4:1**

Place a check below for each positive interaction or comment	Place a check below for each corrective or negative interaction or comment
Total:	Total:

### **Positive Reinforcement Plan: general to specific**

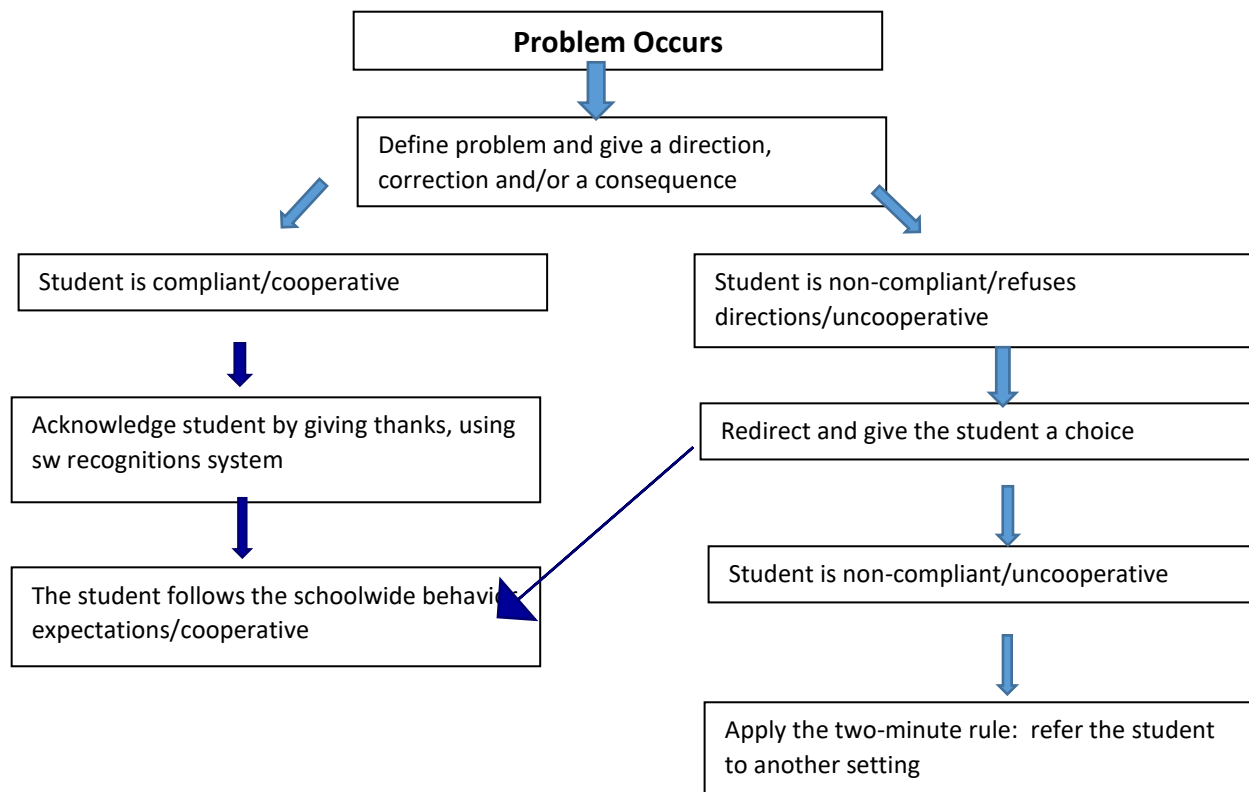
Way to go being respectful by getting to class on-time...

### 3. Responding to Problems

Deal with difficult situations by responding quickly, speaking with students privately using respectful verbal and non-verbal language while focusing on the current behavior and using a consistent previously agreed upon approach.

#### Planning for Responding to Problems

1. What kinds of problem behavior so you have to deal with most often in your school common areas?
2. When there is a problem with a student, do you find yourself getting engaged in ways that do not resolve the situation (power struggles, arguing, talking about side issues etc.)? Do you escalate the situation by your behavior?
3. How can you use the procedure below and/or the two-minute rule?
4. Does your school have a plan for how and where to refer an uncooperative student? If so, what is it?



#### **4. Communicating**

Communication is the key ingredient in creating a safe, respectful and responsible school environment. Good communication helps everyone feel appreciated and respected; ensures rules, expectations, and consequences are clear and consistent; and creates a sense of unity and teamwork between students, parents and staff.

##### **Communicating with Students**

- Discuss school expectations regularly
- Provide the expectations in writing in the student handbook (Teaching Matrix includes non-classroom settings/routines)
- Post on the walls and other public spots

##### **Communicating with Parents**

- Invite parents to participate in and volunteer at school activities
- Sponsor parent events and meetings
- Send newsletters, announcement and other kinds of communications between home, school and students
- Posting school rules (behavior expectations/matrix) on the school website

##### **Communicating with Each Other**

- Staff meetings where all staff have an opportunity to share experiences and contribute ideas and solutions
- Informal contact when staff communicate with and help each other while supervising
- Use of data collection forms, such as ODR's or behavior logs to document student behavior and use the data for decision making

## DE-ESCALATION STRATEGIES

De-escalation strategies help teachers to:

- identify the stages of behavior escalation for both internalizing and externalizing student behaviors, and
- implement techniques to reduce negative interactions with students who exhibit a variety of challenging behaviors

### Externalizing or Internalizing?

Emotional and behavioral problems may be manifested as **externalizing** or **internalizing**.

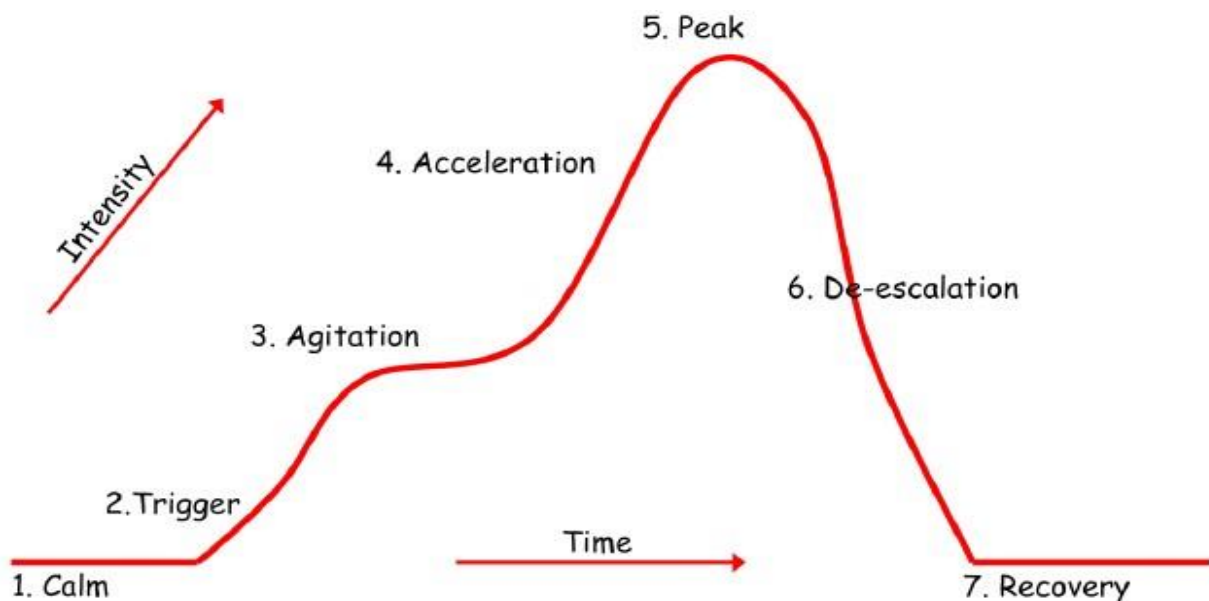
Externalizing behaviors, generally easily identified by teachers, are problematic student behaviors that are externally directed. Internalizing behaviors may be more difficult to recognize in students.

As the name suggests, internalizing behaviors are inward patterns of negative thinking and behavior which may stem from depression and anxiety.

INTERNALIZING	EXTERNALIZING
Withdrawn behavior Avoidance of peers and adults Refusal to speak Separation anxiety —Shutting down and/or crying Hiding face, head	Anti-social behavior Verbal aggression Physical aggression Arguing and non-compliance
ACROSS TYPES Substance misuse or abuse, anxiety disorders and depression, suicidal thoughts or attempts, dropout of school, poor post-school	

Student behaviors can also be characterized as distracting (e.g., calling out, tapping pencils, side-talking with peers) and disruptive (e.g., arguing, non-compliance, cursing) to the instructional environment.

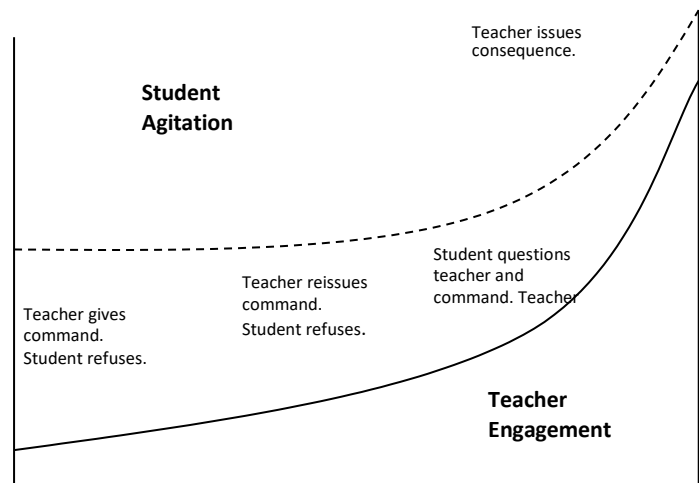
Problem behavior often follows a fairly predictable pattern called the **Acting Out Cycle**. The teacher's response to student behavior at each stage of the Acting Out Cycle can prevent problem behaviors from occurring or reduce the intensity of the student's behavior.



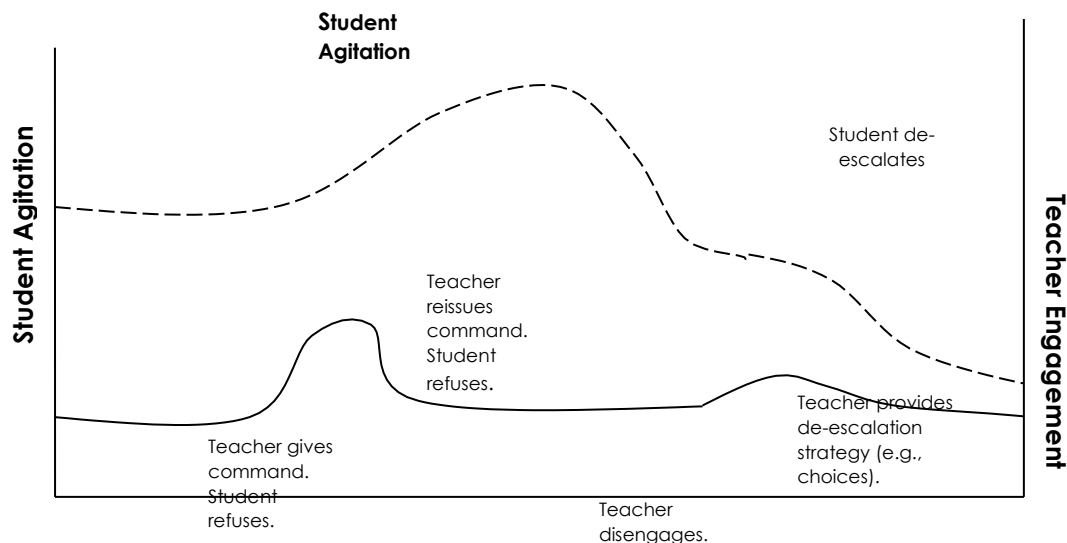
**Teacher Responses to Escalated Student Behavior.** The figures below illustrate the relationship of student agitation to teacher engagement (Walker & Walker, 1991).

### Ineffective Teacher Response

The teacher responds to student disruption by engaging with the student (i.e., issuing command). When the student refuses to comply, the teacher continues to engage (e.g., reissuing a command, asking questions, arguing with the student) which may be perceived by the student as —nagging. Both student agitation and teacher engagement accelerate until the student behavior peaks and/or the teacher issues a consequence for the refusal to comply (e.g., directs student to leave). Patterns of interaction such as these interrupt instruction and may leave both teacher and student feeling frustrated and angry, damaging student- teacher relationships.



### Effective Teacher Response

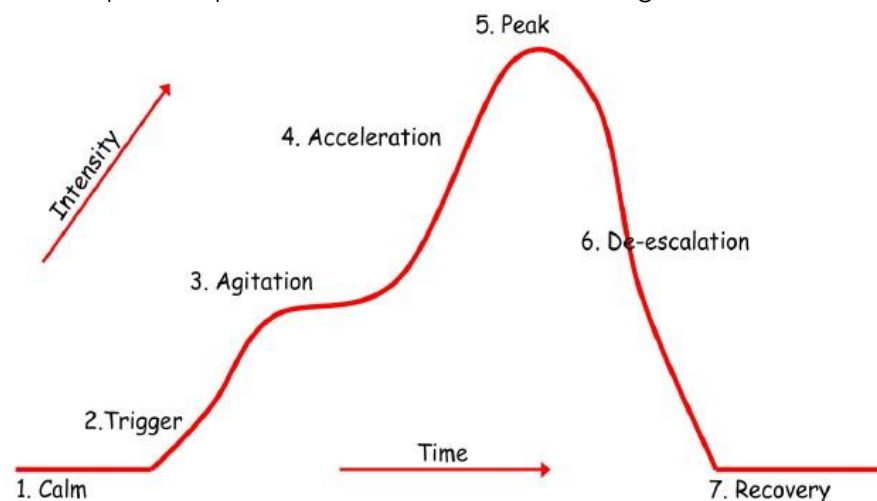


When the student refuses to comply with the teacher's initial and reissued commands to the disruptive behavior, the teacher disengages temporarily. The strategic re-engagement by the teacher to offer a de-escalation strategy (e.g., choice, use of a calming strategy) results in decreased student agitation. This interaction pattern minimizes interruption and preserves valuable student-teacher rapport. Furthermore, teacher frustration may be reduced.



## The Acting Out Cycle

Problem behavior often follows a fairly predictable pattern called the **Acting Out Cycle**. The teacher's response to student behavior at each stage of the Acting Out Cycle can prevent problem behaviors from occurring or reduce the intensity of the student's behavior.



Step	Phase	Characteristics of Student Behavior		Teacher
		INTERNALIZING	EXTERNALIZING	
1	Calm	Cooperative, follows directions, able to receive corrections		<ul style="list-style-type: none"> <li>Positively reinforce for following expectations and routines (e.g., praise)</li> <li>Plan engaging instruction with multiple opportunities to respond</li> </ul>
2	Trigger	Student experiences an unresolved internal or external conflict: School-based triggers: Conflicts with teachers or peers, changes in routine, transitions, provocation from peers, academic pressure, continued errors, ineffective problem-solving, teacher corrections.		NOTE: Student trigger(s) may not always be observable. The trigger(s) may have occurred in another class or outside of school. If you observe a trigger, then:

		Other triggers: Conflicts at home, health problems, irregular sleeping patterns, substance use, gang activity. •		Problem-solve privately with student Engage student in lesson or activity
3	<b>Agitation</b>	Withdraws emotionally and physically; stares off; makes limited eye contact; short responses; complains of stomach ache or headache; mopes	Easily distracted; taps/drums hands or feet; hums, talks to peers	Engage student in lesson or activity Maintain calmness, respect, and detachment Remind student of expectations; then disengage temporarily to allow student time to comply Provide de-escalation strategy: Offer choice of activity, seating Prompt a short break Suggest relaxation activity (e.g., deep breaths) Provide positive reinforcement (e.g., praise) when student is back on task
4	<b>Acceleration</b>	Avoids eye contact; puts head down; does not respond to teacher prompts or questions or prompts	Argues, questions; uses verbal abuse to intimidate; attempts to escape; may rip or throw objects	Maintain calmness, respect, and detachment Provide short, clear direction; then disengage temporarily to allow student time to comply Provide positive reinforcement (e.g., praise) when student is back on task OR Follow hierarchy of response if student does not comply
5	<b>Peak</b>	Shutting down; crying; curling up on the floor or in a corner; Does not respond to directions	Out of control behavior; Physical abuse toward objects or people; Does not respond to directions	Maintain safety of other students (e.g., room clear) Follow school procedures Call counselor or school mental health professional
6	<b>De-escalation</b>	Will respond to concrete directions; Attempts to reconcile; withdraws; Denies serious behaviors; Blames others; Attempts to justify behavior; Complaints of body pain		Complete paperwork required by school Allow student time to cool down
7	<b>Recovery</b>	Engages in non-interactive activities, Reluctance to address the peak behaviors		Prompt student to restore environment providing support if necessary De-brief incident with student and plan alternative student responses Return to original activity or next class Use high rates of reinforcement for appropriate behavior

## DE-ESCALATION WORKSHEET: EXAMPLE

Directions:

Think about the behavior of the target student at each phase of the Acting Out Cycle.

Fill in the behavior on the left side of the chart. Then write in the teacher strategies that could be used during de-escalation.

Student Behavior	Teacher Strategies
<b><u>Calm</u></b> Likes to pass out lab books Eager to work with a partner Enjoys collecting materials at end of class	<b><u>Calm</u></b> Praise; Ask him to be part of the –Lab Assistant Teamll with rotating responsibilities among class; Pair him with peer; Teach him classroom expectations and how to ask for help
<b><u>Triggers</u></b> Making errors on lab worksheets Running late from previous class (gym) Days when there is no lab When homework is assigned	<b><u>Triggers</u></b> For errors, pull him aside, show him items that need correction and give him chance to fix for half credit; Running late from gym class- have an Entering Class and Agenda routine so he knows where his materials are and what we are doing; No lab days/homework- Post a calendar of lab days & homework; Allow him to get a head start on homework in class in case he has questions.
<b><u>Agitation</u></b> Taps fingers, eyes dart around room; Heavy breathing; provokes peers	<b><u>Agitation</u></b> Prompt him to ask for help if he needs it; Remind him of task expectations
<b><u>Acceleration</u></b> Argues, refuses to follow directions, complains about assignments, rips up materials,	<b><u>Acceleration</u></b> Provide choice to work independently at round table or to work with paraprofessional; Privately prompt him to problem solve outside the room
<b><u>Peak</u></b> Kicks garbage can, storms out of classroom Uses obscenities toward teacher and peers. Pushes materials off desk with his arm	<b><u>Peak</u></b> Establish room clear procedures and teach the class; Inform all students the negative consequences to breaking materials;
<b><u>De-escalation</u></b> Refuses to accept responsibility for his actions	<b><u>De-escalation</u></b> Use problem-solving sheet to de-brief; focus on using self-management strategies before exploding
<b><u>Recovery</u></b> Eager to move on to business-as-usual Friendly, tries to do favors for teacher	<b><u>Recovery</u></b> Help him get back into routine by having him work on an easy task by himself for 15 minutes; remind him that he can make positive progress if he learns to communicate his feelings before exploding.

Adapted from Walker, Colvin, & Ramsey, 1995.

# High School Community of Practice Calendar

## HSCOP#3

Wednesday March 29, 2017

-  Aligning Evidence-based School-wide Practices with Behavioral Science
-  Tiered Fidelity Inventory Tier I **Implementation** Features:  
Behavior-Academics-Mental Health

Facilitator: Cristy Clouse, CalTAC-PBIS



Host: Rachel Santos, ABCUSD

Registration:

Cost:

## HSCoP#4

Wednesday April 26, 2017

-  Live Webinar with Jessica Swain-Bradway, Ph.D. Midwest PBIS  
Data-Driven Decision Making to Support Practices and Systems
-  Tiered Fidelity Inventory Tier I **Evaluation** Features:  
Behavior-Academics-Mental Health

Facilitator: Cristy Clouse, CalTAC-PBIS

Host: Rachel Santos, ABCUSD

Registration:

Cost: