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Center on PBIS and  
Partners!



# Data for Equity In MTSS

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# Objectives for Centering Equity in MTSS

1. Identify key elements of policies & data systems
2. Describe vulnerable decision points and risk indices and their relevance supporting equity
3. Bookmark some helpful resources as you shape your action plan around equity.



Washington Office of Superintendent of  
PUBLIC INSTRUCTION

AUGUST 4-5 | 2022  
8:30-11:30

**MTSS** *Integrated Systems* **Conference**

*Virtual*

# What is implicit bias?

- ▶ Unconscious, automatic
- Generally **not** an indication of our beliefs and values
- We all have it (even those affected by it)
  - Biological brain adaptive response to increase efficiency in storage & retrieval of information
- ▶ Based on stereotypes
- ▶ More likely to influence:
  - ▶ Snap decisions
  - ▶ Decisions that are ambiguous



“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



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# Cultural Responsiveness & Systems Change

- ▶ **Technical changes**
  - ▶ Adaptations to actual practices or instruction. Typically, technical changes involve learning and implementing new strategies or tools to use with students
  - ▶ Examples?
- ▶ **Adaptive changes**
  - ▶ Changes in values, beliefs, roles, relationships, and approaches to work
  - ▶ Examples?

Element Of Culture	My Norms Growing Up	My Norms Now	My School's Norms	How My Students/Families May Differ	How This Difference Can Create Conflict
Appropriate Language (Example)	Formal and respectful, especially child to adult	Respect for all, but no need for formal language with adults	Formal and respectful from students to staff and between students	Less formal language and use of profanity to convey extreme emotion	Students and families may be viewed as disrespectful when they have strong feelings
Space/ Proximity					
Attitude toward time					
Gender roles					



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## Appendix E: Imaging



In this example, school expectations are incorporated into cultural symbols known to students and family members. The expectations are in home languages as well as English.

Images used with permission, Paula Fernandez, Wisconsin Rti Center, 2015.

# Why MTSS for Equity?

MTSS is an evidence-based framework for effectively integrating multiple systems and services to simultaneously address students' academic achievement, behavior, and social-emotional well-being

*•Is not a new framework, but rather an assembly of tried and true evidence-based practices derived from years of research and implementation*

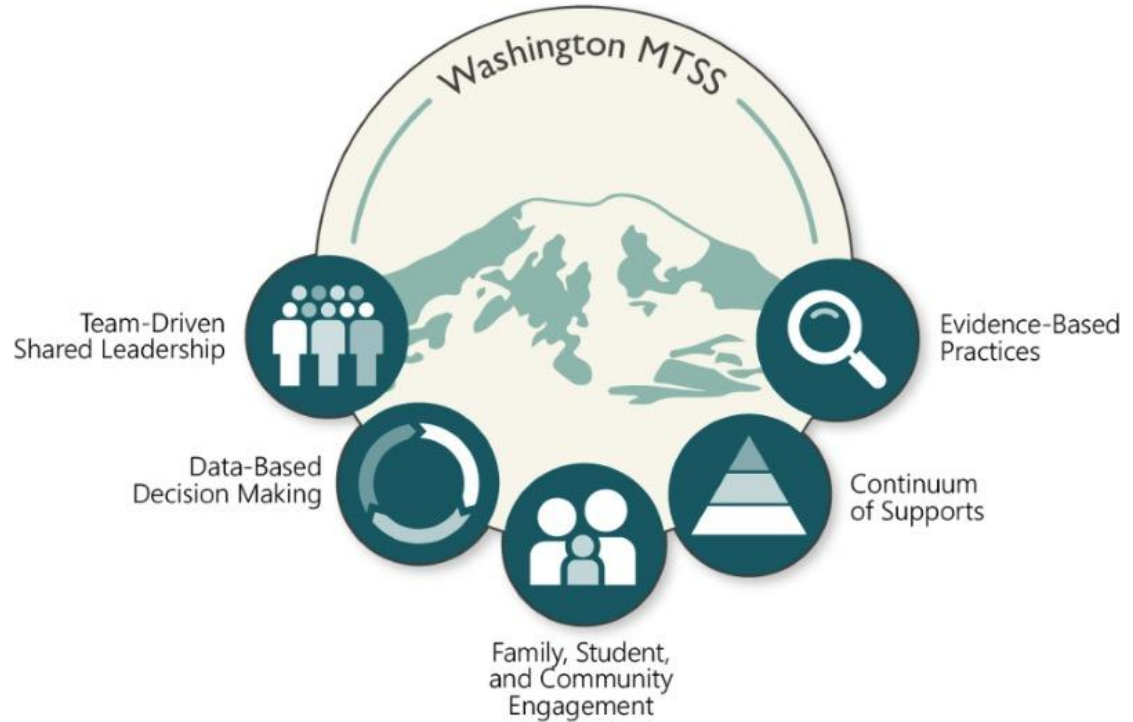
- Sprague and Swain-Bradway, Integrating and Enhancing Social and Behavioral Learning Using a Multi-Tiered System of Supports

# Why MTSS for Equity?

## Implementation Drivers

A multi-tiered system creates multiple mechanisms to identify:

- Students who are not being supported by the school environment, and then
- Change/intensify supports to help those students be successful.



# Why MTSS for Equity?

Student, Family & Community Engagement, Social Validity

The person/people being supported make the decisions about:

- Valued Outcomes
- Type of Interventions and Supports

Within your MTSS/PBIS System

Whose voices are central to decision making? For example...

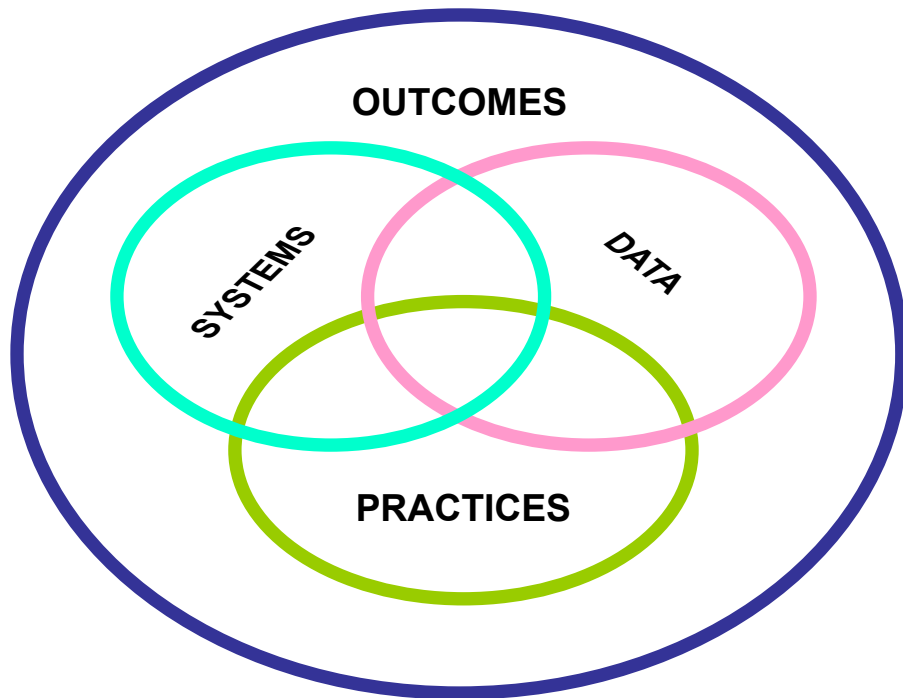
- Who decides what outcomes are valued?
- Where do your rules originate?
- Which students are being successful or not?

# Positive Behavioral Interventions and Supports (PBIS) is a Multi-Tiered System of Supports (MTSS) Framework



Supporting *Culturally Informed* Outcomes

Systems = Support  
Staff to Use the  
Practices Equitably

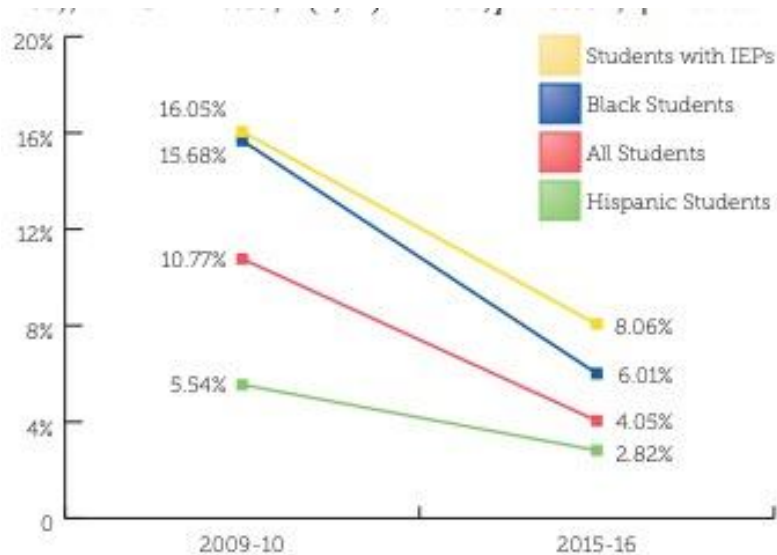


Data = Support  
*Culturally Valid* Decision  
Making

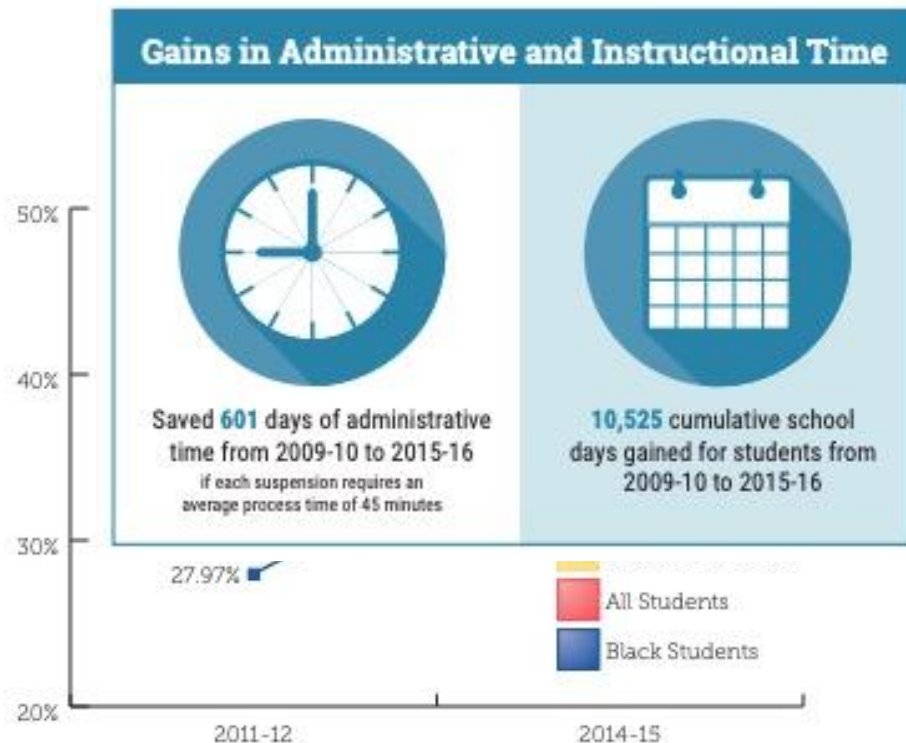
Practices = *Culturally Relevant* Evidence-based  
Interventions Supporting Student Behavior



# Why MTSS for Equity?



**Figure 1.** Decreases in out of school suspension rates from 2009-10 to 2015-16 for All, Black, Hispanic, and Students with IEPs.



**Figure 2.** Increases in percentage of students meeting or exceeding projected MAP growth from 2011-12 to 2015-16 for All, Black, Hispanic, and Students with IEPs.



# **Key Elements of Policies to Address Discipline Disproportionality: A Guide for District and School Teams**

Ambra Green, Rhonda Nese, Kent McIntosh, Vicki Nishioka, Bert Eliason, & Alondra Canizal Delabra

- Policies could set clear priorities.
  - Adding a clear focus on equity as a district or school goal is one way to increase awareness and communicate that equitable discipline should be a pressing direction for all administrators and staff
- Policies could reduce the effects of explicit bias.
  - In situations of explicit (i.e., conscious) bias, effective policy is the most promising approach for reducing discrimination.

- Policies could enable implementation of specific interventions.
  - By promoting and creating the structures to implement specific practices (e.g., SWPBIS), policy may support educators' use of effective practices.
- Policies could reduce discriminatory practices.
  - By removing or restricting use of practices that result in disparate outcomes (e.g., zero-tolerance policies), policymakers may make outcomes more equitable.

# Efforts that do not work to achieve equity



- Enacting policies that nobody knows about.
  - When educators and administrators are unaware of policies, the policies are not effective.
- Enacting policies that don't change practice.
  - Without enduring change in practice, improvements in equity are not possible.
- Policies without accountability for implementation.
  - If policies can be ignored, they are unlikely to lead to change.
- *Having conflicting policies, or, ambiguous policies related to discipline (including room clears, Seclusion & Restraints)*







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

# Required Features



- Consistent entry of discipline data and student race/ethnicity
- School enrollment by race/ethnicity
- Instantaneous access for school teams (not just district teams)
- Capability to disaggregate ODRs and patterns by race/ethnicity
- Capability to calculate risk indices and risk ratios by race/ethnicity
- *Regular review of data by a district level team/ administrator*

# Risk Indices & Risk Ratios

## Risk Index

A risk index is the percent of a group that receives a particular outcome (most commonly an ODR or suspension), which is equivalent to the likelihood of someone from that group receiving that outcome

## Risk Ratio

Risk ratios represent the likelihood of the outcome (e.g., ODRs) for one group in relation to a comparison group. Risk ratios are calculated by dividing the risk index of the group of interest by the risk index of a comparison group

$$\frac{\text{Number of Students with Referrals}}{\text{Total Number of Students}}$$

$$\frac{\text{Number of Latino Students with Referrals}}{\text{Number of Latino Students}}$$

$$\frac{\text{Number of White Students with Referrals}}{\text{Number of White Students}}$$

	# of Enrolled Students	# of Students with Referrals	# of Students within Ethnicity with Referrals	Risk Index
<b>Native</b>	5	2	40.00%	0.40
<b>Asian</b>	21	10	47.62%	0.48
<b>Black</b>	70	41	58.57%	0.59
<b>Latino</b>	123	101	82.11%	0.82
<b>Pacific</b>	5	3	60.00%	0.60
<b>White</b>	255	165	64.71%	0.65

$$\frac{\text{Risk Index of Target Group}}{\text{Risk Index of Comparison Group}} = \text{Risk Ratio}$$

# Recommended Features

- Standardized ODR forms and data entry
- ODR forms with a range of fields (e.g., location, time of day, consequence)
- Clear operational definitions of problem behaviors
- Clear guidance in discipline procedures (e.g., office vs. classroom managed)
- Instantaneous graphing capability
- Capability to disaggregate graphs by race/ethnicity
- Automatic calculation of disproportionality graphs, risk indices, and risk ratios



# Why Risk Indices and Risk Ratios?

The “right” information allows us to engage in a cycle of Plan, DO, Study, Act (PDSA)

- Precision Statements: Who, What, Where, When, and Why.

When we support behaviors, we want to be:

- Efficient
- Effective
- Student centered
- Able to measure the impact (NO assumptions)



# Using Data for Problem Solving

- ▶ Teams need quick, reliable, efficient access to the right information to solve social behavioral problems
  - ▶ Office discipline referral data
    - ▶ Who, what, when, where, and why problems are happening
  - ▶ On-going support for consistency on documentation; district major referral form
    - ▶ CICO data system such as CICO SWIS after Tier 2 CICO training
  - ▶ Attendance data
  - ▶ Stakeholder input
    - ▶ Training and evaluation feedback, teachers, families, students
  - ▶ Fidelity of implementation
    - ▶ Tiered fidelity Inventory
      - ▶ Baseline and progress monitoring for target tiers
      - ▶ Utilized as outcomes for building action plans; shared with board and directors



So our Risk Ratios are High for Groups X, Y, & Z, so what?

1. We look at teacher behaviors (fidelity, rates, by student(s))
2. We look at administrator responses to same/similar behaviors
  - a. Response, and length of discipline
3. We gather information on valued behaviors, and what those behaviors look like from *students, families, and community*.
4. We revisit our valued outcomes, and rules, to determine who identified those in the first place!



# Vulnerable Decision Points

## Don't Discipline Hangry: 3 Steps to a Better Classroom

*To break a habit of reacting to every problem behavior, we need to turn our intuitive, knee-jerk responses into deliberate, practiced actions.*

## Vulnerable Decision Points:

- When we are MORE likely to operate from bias, instead of using the science.
  - We all have behaviors / people/ times of day when we react through implicit bias, instead of using established guidelines.
- We can use our data, and self-reflection to be aware and do something different.





# What is a VDP?

- Vulnerable Decision Point: a specific decision that is more vulnerable to the effects of implicit bias
- Two parts:
  - Elements of the situation
    - *Difficult, subjective, ambiguous*
  - The person's decision state (internal state)
    - *Limited cognitive resource (e.g., quick decision, physically or mentally fatigued, including hunger)*
    - *No conscious deliberation*
- What is an Equitable Decision Point (EDP)?
  - A specific decision that school/district data shows little to no disproportionality



# Options for Identifying VDPs

All ODR/suspension decisions (general self-instruction)

Identify specific VDPs

- a) Through national data
- b) Your own school or district data
- c) Your own personal VDPs
  - a) What are your personal vulnerable decision points?
    - a) Impact on relationships?
  - b) As an educator, what are your vulnerable decision points?
    - a) Impact on practice?
  - c) Within teams...
    - a) Similar VDPs &/OR Different VDPs

# Make a list! Teacher Activity.

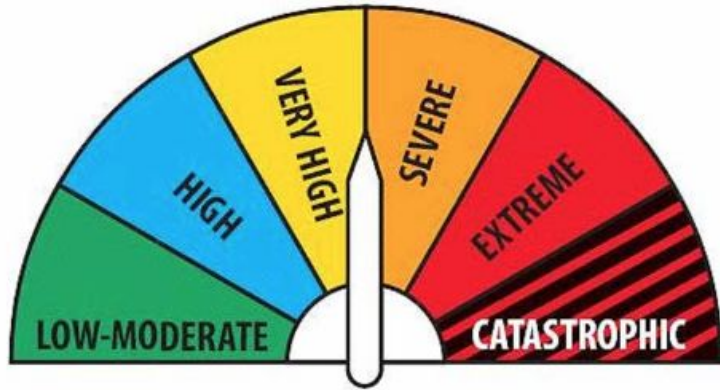
- Journal- what behaviors do you worry about?
- Write down the top three inappropriate behaviors and notice how you feel about those behaviors.
- Watch a peer teach, notice how you feel when kiddos (you are not responsible for) have inappropriate behaviors.
- Video tape yourself and notice how you respond when a kiddo needs redirection.
- Attend to your words/feelings when you are talking with other teachers about students.

*What are other ideas?*



## Neutralizing Routines:

- Routines we establish BEFORE our predictable Vulnerable Decision Points to help us use established guidelines
- Neutralizing routines help us help kids and ourselves!



Don't Discipline Hangry:  
3 Steps to a Better  
Classroom



UNIVERSITY OF OREGON

*To break a habit of reacting to every problem behavior, we need to turn our intuitive, knee-jerk responses into deliberate, practiced actions.*

# Neutralizing Routines

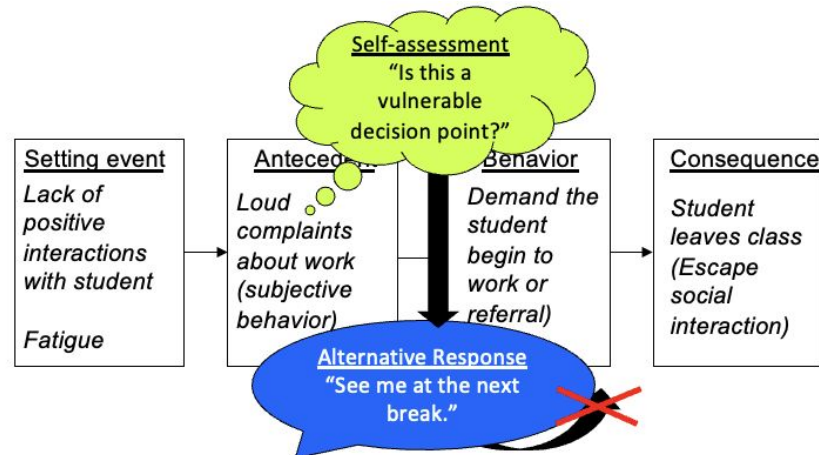


A routine that helps us **pause** before responding, so we can proceed in a way that...

- **Increases** positive behavior
- **Decreases** unwanted adult behavior in response to disciplinary event

- If ....Then...statements
- Brief
- Doable
- Clear series of events

(Cook et al., 2018)



# Neutralizing Routine: Examples

- If this is a VDP...

- **Delay decision until I can think clearly**

- “See me after class/at the next break”
    - Ask the student to reflect on their behavior/feelings
    - Am I acting in line with my values?

- **Reframe the situation**

- “I care about you, but that behavior is not ok”
    - “How do we do that at school?”
    - “Are you ok?” “Can I help?” “What do you need?”
    - Picture this student as a future doctor/lawyer
    - Assume student’s best effort at getting needs met
    - Respond as if the student was physically injured

- **Take care of yourself**

- Take two deep breaths
    - Recognize my upset feelings and let them go
    - Model school-wide “reset” strategy

- **STOP**



- **Stop** your unconscious response
  - **Take** three mindful breaths to self-regulate
  - **Observe** how you are feeling
  - **Proceed positively** by doing what is most effective (not what you initially feel like saying or doing)

(Renshaw et al., 2015)

- **TRY**



- **Take** a deep breath
  - **Reflect** on your emotions
  - **Youth's best interest**

- “Let’s **TRY** that again.”
    - “Let’s **TRY** it a different way.”
    - “Let’s **TRY** it how we do it at school.”



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## Resources to Bookmark

- [Disproportionality Data Guidebook](#)
- [Policies to Address Disproportionality](#)
- [Plan Do Study Act template](#)
- [OSPI's MTSS Resource page](#)
- 
- [NWPBIS Events](#)

# Thank you!

Questions? Contact us::

[info@pbisnetwork.org](mailto:info@pbisnetwork.org)

[www.pbisnetwork.org/events](http://www.pbisnetwork.org/events)

## NWPBIS Conference

co-hosted BY ORTii

April 26-28, 2023

Portland, OR



## Virtual Workshops & Webinars

Tier 1 Team Cohort Training & Yearlong Support Aug 9-11 (virtual) + monthly

PBIS on the Bus (Aug)

Equity in the Classroom

New Classroom Teacher mini-series

12th Annual Summer Institute – Starting Strong with Equity-Centered MTSS (Aug)

New(er) PBIS Coaches Series (Monthly)

De-Escalation, prevention & response (fall)

PBIS Coaches Network Meetings (Bi-monthly)

ABC's of Behavior for Educators (Winter)

Tier 2 Series– CICO (fall), Small Group Social Skills (Winter)

School-based Functional Behavior Assessment Series (Fall)

Administrator Series

SWIS Community of Practice