Using Data to Make Equitable Changes for Universal Supports

PBIS Indiana Coaches Forum

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Today’s Objectives

- Identify key data sources
- Practice using calculations that monitor equity in discipline
- Discuss outcomes and culturally responsive changes to universal plan
School-Wide Systems for Student Success: A Response to Intervention (RtI) Model

**Academic Systems**

**Tier 3/Tertiary Interventions** 1-5%
- Individual students
- Assessment-based
- High intensity

**Tier 2/Secondary Interventions** 5-15%
- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
  - Some individualizing

**Tier 1/Universal Interventions** 80-90%
- All students
- Preventive, proactive

**Behavioral Systems**

**Tier 3/Tertiary Interventions** 1-5%
- Individual students
- Assessment-based
- Intense, durable procedures

**Tier 2/Secondary Interventions** 5-15%
- Some students (at-risk)
  - High efficiency
  - Rapid response
  - Small group interventions
  - Some individualizing

**Tier 1/Universal Interventions** 80-90%
- All settings, all students
- Preventive, proactive

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**Elements of Culturally Responsive SW PBIS**

**OUTCOMES**
- Social Competence & Academic Achievement
- Cultural Equity
- Cultural Validity
- Cultural Relevance and Validation

**SYSTEMS**
- Cultural Knowledge and Self-Awareness

**PRACTICES**
- Supporting Staff Behavior
- Supporting Decision Making
- Supporting Student Behavior

The Goal of PBIS Indiana: Development of a Culturally Responsive PBIS Framework

- Blends evidence-based findings concerning effective implementation of SW-PBIS with culturally responsive practices, resulting in perspectives, instruction, and interventions, which promote equal access to learning and success for all students.

Critical Question: Is the system working equally well for all students?

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Are Traditional Approaches Working?

- Northside Middle School with a student enrollment of 750, reported over 4,904 office discipline referrals in 2007/08.

- Incidences resulting in one or more days of out-of-school suspension totaled 360.
If one discipline referral requires on average, 15 minutes of administrator time,

4,904 referrals = 1226 hrs = 153 8-hour days

Not to mention teacher and student time.

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PBIS Outcomes

49 states (plus D.C.)
18,000 schools

- Reduction of about one half in office referrals
- Suspensions reduced by 66%
- Increased attendance
- Increased instructional time
- Improved satisfaction of all
- Common language and consistent processes
- Drop out rate decreased by half
- Unsafe incidents decreased by 2/3.

(www.pbis.org) Dr. Becky Pérez
Rising Use of Suspension in Schools

FIGURE 1 Increasing Risk For Suspension by Race 1973, 2006

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Losen and Skiba (2011). Suspended Education
For What Behaviors are Students Referred?

Of 32 infractions, only 8 significant differences:

- White students referred more for:
  - Smoking
  - Vandalism
  - Leaving w/o permission
  - Obscene Language

- Black students referred more for:
  - Disrespect
  - Excessive Noise
  - Threat
  - Loitering

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Skiba, Michael, Nardo, and Peterson,(2000). The Color of Discipline
KNOWING OUR DATA
DO WE HAVE A DATA SYSTEM?

organization  process
routine accessible
procedures
Checking our data system

- How do we collect data?
- How do we analyze data?
  - How often?
  - Who?
  - When?
- How can the data and information be used to improve our discipline system?
  - Applying to all students equally
  - Use of demographic data
  - Behaviors and locations
  - Classroom managed vs. Office managed
IDENTIFYING KEY NUMBERS

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What data do we have?

• Office discipline referrals
• Staff, student, and parent/community surveys
• Detentions
• Classroom behavior logs
• Attendance—student and staff
• Suspensions and expulsions
• Referrals to special education
• PL221 data (e.g. climate surveys)
Key Data: Using Office Discipline Referrals

- Examine ODRs (number of office referrals):
  - Per day per month
  - Based on location
  - Based on type of behavior
  - By student
  - By time of day
  - By subgroup (i.e. ethnicity, gender, special education status)

- Examine consequences of referrals
  - Suspension and expulsion data
  - Disaggregated suspension and expulsion data

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Referrals by Problem Behavior

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DATA ANALYSIS WITH A PURPOSE

Calculate #s

Present #s

Discuss #s

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### Step 1: Collect both Numbers & Percentages for Enrollment

<table>
<thead>
<tr>
<th>Racial/Ethnic Group</th>
<th>District Enrollment Numbers</th>
<th>Proportion in District</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>22</td>
<td>0.2%</td>
</tr>
<tr>
<td>African American</td>
<td>1353</td>
<td>13.4%</td>
</tr>
<tr>
<td>Asian</td>
<td>786</td>
<td>7.8%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>495</td>
<td>4.9%</td>
</tr>
<tr>
<td>White</td>
<td>6993</td>
<td>69.1%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>464</td>
<td>4.6%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10113</strong></td>
<td></td>
</tr>
</tbody>
</table>
## Step 2: Summarize Discipline Data

<table>
<thead>
<tr>
<th>Discipline</th>
<th># of Events</th>
<th># of Students</th>
<th># of Days</th>
<th>Amer/Indian</th>
<th>Asian</th>
<th>African American</th>
<th>Hisp/Latino</th>
<th>White</th>
<th>Multi-racial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Discipline Ref. (ODR)</td>
<td>2691</td>
<td>1195</td>
<td></td>
<td>2</td>
<td>2</td>
<td>122</td>
<td>87</td>
<td>1215</td>
<td>505</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Out-of School Suspension</td>
<td>1692</td>
<td>856</td>
<td></td>
<td>6</td>
<td>6</td>
<td>79</td>
<td>49</td>
<td>794</td>
<td>347</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Suspensions</td>
<td>3969</td>
<td>2051</td>
<td></td>
<td>8</td>
<td>8</td>
<td>201</td>
<td>136</td>
<td>2009</td>
<td>852</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expulsion</td>
<td>25</td>
<td>25</td>
<td>528</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

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Step 3: Defining the Problem

- Identify comparison strategies (e.g., national norms, before and after implementation data)
- Identify areas of strengths and weaknesses
- Ask critical questions and calculate the #s

**IS THE SYSTEM WORKING EQUALLY WELL FOR ALL STUDENTS?**
**Using National Norms**

SWIS summary 2012-2013 (Majors Only)
4,634 schools; 2,394,591 students; 1,802,178 ODRs

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Number of Schools</th>
<th>Mean Enrollment per school</th>
<th>Median ODRs per 100 per school day</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-6</td>
<td>2979</td>
<td>456</td>
<td>.21 per day/per 100 students</td>
</tr>
<tr>
<td>6-9</td>
<td>889</td>
<td>626</td>
<td>.46 per day/per 100 students</td>
</tr>
<tr>
<td>9-12</td>
<td>390</td>
<td>818</td>
<td>.62 per day/per 100 students</td>
</tr>
</tbody>
</table>

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Create a **Target** for your school

- **Identify** appropriate national median for your comparison (based on per day per 100 students)
  - Elem. .21/100 students per day
  - MS .46/100 students per day
  - HS .62/100 students per day
- Divide Enrollment by 100
- Multiply enrollment decimal by median identified
EXAMPLE #1  High School with 938 students and 798 office discipline referrals

A. Calculate Target based on nat’l median.

1. Divide enrollment by 100

\[
\frac{938}{100} = 9.38
\]

2. Multiply that answer by 0.62

\[
9.38 \times 0.62 = 5.82
\]
Create **Actual** Referral Rate

- Divide Number of Referrals for School Year (preferably) by Number of Days in school year
- Note: Can do per month, quarter but the medians are based on school years
EXAMPLE #1  High School with 938 students and 798 office discipline referrals

B. Calculate Actual ODR rate
Divide # of referrals by # of School days

\[
\frac{798}{180} = 4.43
\]
TARGET: Calculate target for a middle school with 1,152 students and 6,573 ODRs
Divide enrollment by 100
\[
1152 \div 100 = 11.52
\]
Multiply that answer by 0.46
\[
11.52 \times 0.46 = 5.30
\]
ACTUAL: Divide total referrals by number of school days
\[
6,573 \div 180 = 36.51
\]

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How are we doing?
Example: School A

* Gather relevant data:
  - Total Enrollment 451 students during 2011-2012 SY
  - Total number of referrals 207
  - Elementary school median .21 average referrals per day/per 100 students
  - Total days in a year 180

* Create goal: $4.51 \times .21 = .94 \text{ referrals per day}$

* Identify Actual # of Referrals per day:
  $207 \div 180 = 1.15 \text{ referrals per day}$
What percentage of ALL School A students receive referrals?

\[
\frac{\text{# of students with referrals}}{\text{Total students enrolled in School A}} = \% \text{ of students with referrals}
\]

\[
\frac{92 \text{ students with referrals}}{451 \text{ enrolled in School A}} = 20\% \text{ Of all students in School A have received a referral}
\]

80% w/ no referrals!
Are all student groups responding equally to our plan?

- Take a look at *Multi-step Data Analysis Document*

- You can examine data by subgroups
  - Race/Ethnic groups
  - Socioeconomic status
  - Special education status
  - Gender
  - ARE THERE OTHERS?
Q1. What proportion of referrals went to Group X?

Calculate #s: % of referrals disaggregated by African A in School A

# of referrals by Group X

\[
\frac{107 \text{ went to African Americans}}{207 \text{ total referrals in School A}} = \frac{107}{207} \approx 0.520 \approx 52.0\%
\]

53% of referrals went to AA

Present #s: % of referrals disaggregated by Ethnicity in School A

- African Americans: 0%
- Whites: 60%
- Multi-racial: 40%

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Q2. What percent of unique students does that represent?

Calculate #s: % of students with referrals that are Group X

\[
\text{# of students in Group X with referrals} \div \text{# of students with ODRs}
\]

46 African Americans with ODRs
92 students in School A with ODRs

50% of students sent to the office were AA

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What proportion of all students in Group X went to the office?

Calculate #s: % of Group X have been sent to office

$\frac{\# \text{ of students in Group X with referrals}}{\text{Total } \# \text{ of Group X enrolled in School A}}$

46 African Americans with ODRs = 137 total AA students in School A

33% of all AA were sent to the office during 2011-2012

Present #s: % of students within each ethnic group sent to office School A

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Step 4: Interpretation: Discuss the #s

Use a process such as ORID

- Objectively- just describe what you see
- Reflectively- what surprises you?
- To Interpret- why do you think this occurring?
- To make decisions- what should address it through our plan?
OUTCOMES: MAKING CULTURALLY APPROPRIATE DECISIONS
Step 5: Decisional Questions
Critical to Change

- Are we willing to revisit our existing plan?
  - YES!-Necessary for change
- Were our SWE appropriate for our student and family groups?
  - Seek input and revisit language
- Have we had teaching opportunities that demonstrate and are interactive?
  - Schedule events regularly
- Have we consistently been implementing reinforcers across settings?
  - Survey students and collect data on # of reinforcers given
- Are our teachers trained on handling minor vs. major behaviors?
  - Ex: T-chart, intervention menu
School-wide Expectations

• 3-5 Briefly stated
• Guide the behavior of everyone
• Broad
• Non-overlapping
• Input from all

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Location Specific Behaviors (Teaching Matrix)

- Positively Stated
- Concrete/Operationalized
- Culturally responsive language
- Ex: “be on-time” vs. “arrive between 8:30 and 8:45 am”
Lesson Plans

- Teaching our school culture and expectations
- Avoid statements that suggest that behavior is universally right or wrong or inappropriate or appropriate.

- The goal is to teach kids how to be successful in the school environment while at the same time valuing their home culture.

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Teaching SW Expectations as Broad General Principles

- Integrate across curriculum
- Use thematically
  - Expectation for the week
  - Announcements
  - Assemblies
- Homework
  - What does respect look like in your home?
  - What responsibilities do you have at home?
Acknowledgement System

- What students deem as reinforcing is closely tied to their culture.
- Reflects the cultural preferences of students and families
- Preference for Acknowledgement
  - Private vs. in front of the larger group
  - Individual vs. group
  - Social vs. tangible
**Staff Managed vs. Office Managed Behaviors**

<table>
<thead>
<tr>
<th>Discipline offenses handled by the Teacher/Staff</th>
<th>Discipline offenses that result in an Office Referral</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Physical Aggression - Non-serious, but inappropriate physical contact that is not wanted by another and done in an unfriendly manner</td>
<td>• Fighting/Serious Physical Aggression - Actions involving serious physical contact where injury is intended or highly likely, such as two individuals exchanging blows that could result in serious injury.</td>
</tr>
<tr>
<td>• Teasing/Taunting – Name calling, words or gestures that are used to make someone unhappy but do not include serious threat or intimidation</td>
<td>• Bullying/Harassment - Student delivers disrespectful messages (verbal or gesture) to another person that includes threats and intimidation, pictures, or written notes. Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities, or other personal matter.</td>
</tr>
<tr>
<td>• Defiance/Disrespect - Brief or low intensity failure to respond to adult requests after being prompted to comply in a clear and respectful manner</td>
<td>• Defiance/Disrespect - Refusal to follow directions, talking back, and/or socially rude interactions that continue despite several interventions.</td>
</tr>
<tr>
<td>• Disruption – Behavior that interferes with the ability of others to engage in learning activities</td>
<td></td>
</tr>
<tr>
<td>• Inappropriate Language - Low intensity instance of profanity or rude language</td>
<td></td>
</tr>
</tbody>
</table>
Behavioral Error or Misinterpretation?

- Often, the determination of what is considered to be a problem behavior is based on a cultural interpretation of that behavior. The least we can do is to slow down and avoid making “snap decisions.”
Gather More Information

- Call parent or guardian and get information about behavior expectations at home, as well as what strategies are used at home for reinforcement and behavior modification.

- Consult with behavior specialist, counselor, coach, etc… \[52x432\]
Avoid a “Snap Decision”

- Consider the culturally bound nature of the behavior expectation
  - What is your interpretation of the behavior (why do you see it as problematic)?
  - What are alternative interpretations of this behavior?
  - Why does the behavior bother me so much? What is it about the behavior?
ACTION PLAN

- Be prepared to share data with your administrators and staff
- Develop protocols for discussing data and next steps
- Share data and discussions at least monthly to develop routine and comfort with data
- Think outside the box! Share data with families and allow them to help plan next steps
Resources

- Visit PBIS Indiana newsletter:
  - May 2013-
    [May 2013 Newsletter](http://indiana.edu/~pbisin/news/NewsletterFirstRevised050813.pdf)
  - August 2013-
    [August 2013 Newsletter](http://indiana.edu/~pbisin/news/NewsletterSecond071713.pdf)
Contact Us

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