

Disproportionality and Discipline

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Significant Disproportionality for Exclusion

Occurs when a specific racial/ethnic student with disabilities group's risk of being excluded from the classroom is significantly disproportionate from other racial/ethnic groups.

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Georgia 2008-2009

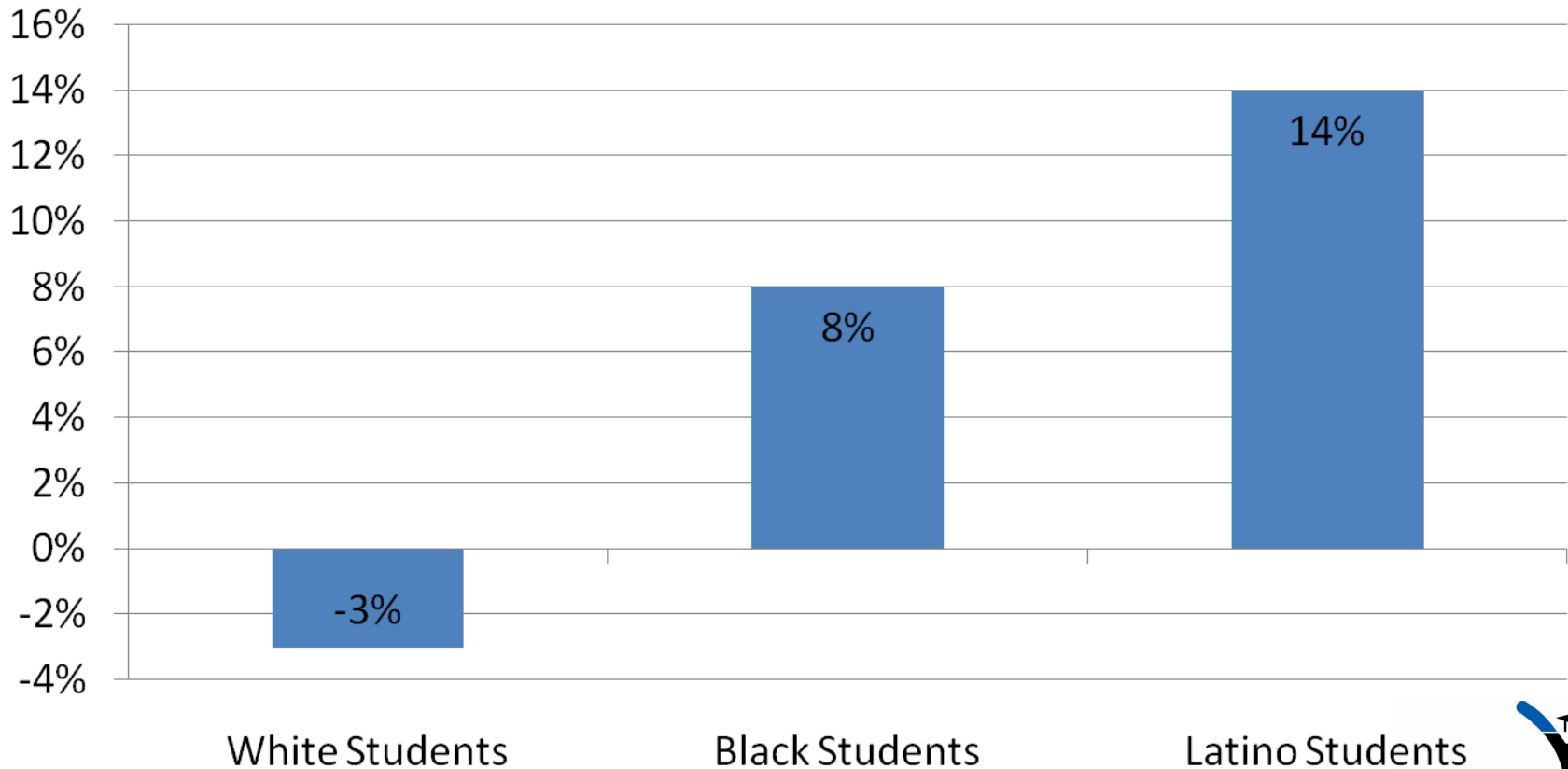
- 222,182 (14%) students received ISS for a total of 988,898 days (**5,494 school years!**)
 - District ranges from 0% - 45.4%
- 150,884 (9.52%) students received 860,223 days of OSS (**838 school years!**)
 - District ranges from .04% - 27%

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2002-03 to 2006-07

Source: U.S. Department of Education

Nationwide Change in Out of School Suspensions per Student

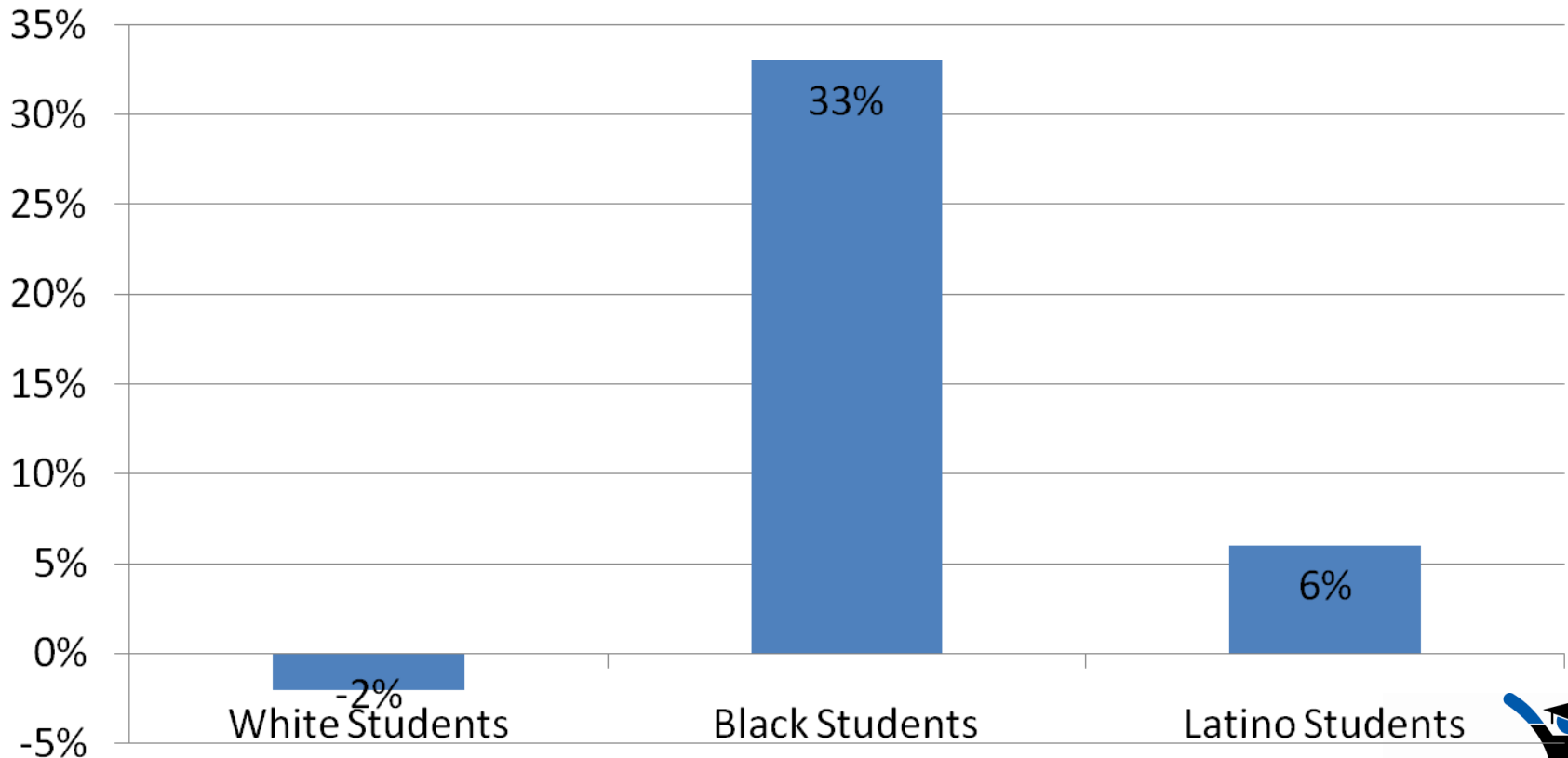


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2002-03 to 2006-07

Source: U.S. Department of Education

Nationwide Change in Expulsions per Student



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“Thank you. I didn’t want to be here anyway.”

- Loss of instructional time for the students who need it most
- Disenfranchises students from their education
- Only impacts students who want to be in school
- Sends a message to students that, “You as a person are so bad that you don’t even deserve our attention or support.”

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What does the research say?

- Suspension is a strong indicator a student will drop out of school (Achilles, et al, 2007; Cassidy & Jackson, 2005)
- Suspension does not appear to be a deterrent for future misconduct (Achilles, et al, 2007; Anderson & Kincaid, 2005; Costenbader & Markson, 1997; Bacon, 1990)
 - OSS is often used to provide relief to teachers, and doesn't address the issues that led to misbehavior (Morrison & Skiba, 2001)
- Suspension is most frequently doled out to minority students, low SES and those served by special education (Achilles, et al, 2007)

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Does Suspension Improve Student Behavior?

- 30-50% of suspensions are repeat offenders
 - “Suspension functions as a reinforcer...rather than as a punisher.” (Tobin, Sugai & Colven, 1996)
- Dropout or push out?
 - Escape from a negative environment

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Research

Children's Defense Fund, 1975

- Rates of suspension for black between 2 and 3 times higher
- 29 states suspended over 5% of total black enrollment – only 4 suspended 5% or more of white students
- Black students more likely than whites to be suspended more than once

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Research

- Costenbader & Markson (1988)
- Gordon, Della, Piana, & Keleher (2000)
- Massachusetts Advocacy Center (1986)
- McFadden, Marsh, Price, & Hwang (1992)
- Taylor & Foster (1986)
- Thornton & Trent (1988)
- Kaeser (1979)
- Wu, Pink, Crain, & Moles (1982)

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The Color of Discipline

--Skiba, Michael, Nardo, Peterson (2000)

Can the disparities be explained by...

- Socioeconomic factors?
- Higher rates of disruptive behavior?

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Findings

“It seems likely that racial inequity in the practice of school discipline is nested within the context of the overuse of school suspension in general.”

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Findings

Racial disproportionality
originates at the
classroom level.

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Findings

“African American students are disciplined more frequently and harshly for less serious, more subjective reasons.”

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Reasons for Office Referrals

White

- Smoking
- Leaving without permission
- Vandalism
- Obscene language

African American

- Disrespect
- Excessive noise
- Threat
- Loitering

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School Contributions to Suspension

(Wu et.al, 1982)

- Student attitude and behavior contribute
but.....
- School factors have more influence than
student factors
 - Overall suspension rate
 - Teacher attitudes
 - School governance

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Supports for Positive Behavior

1

Create a Caring & Welcoming School Environment

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Supports for Positive Behavior

2

Collect & Analyze Behavior Data

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Supports for Positive Behavior

3

School-wide Discipline Program

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Supports for Positive Behavior

4

Effective Classroom Management

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Classroom Management Self- Assessment

**Sugai, Colvin, Horner & Lewis-
Palmer**

Effective Classroom Management Practices

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Supports for Positive Behavior

5

Build Adult-Student Relationships

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Supports for Positive Behavior

6

Early Identification of “At Risk” Students & Interventions

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Supports for Positive Behavior

7

Increased Parent Communication & Involvement

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Supports for Positive Behavior

8

Consistent School Values & Expectations

- Teach
- Model
- Apply

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9 Supports for Positive Behavior

Professional Learning & Coaching for All Staff

- Cultural Competence
- Principals of Behavior
- Communication Skills
- Classroom Management
- Engaging Instruction

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Supports to Positive Behavior

10

Recognition of Students for Appropriate Behavior

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Greenfield Middle School

- History of high violence at school
- Zero tolerance-punishing even minor misbehavior to “send a message.”
- “Students must suffer as a result of punishment.”
- High levels of office referrals, suspensions and expulsions
- New principal comes on board

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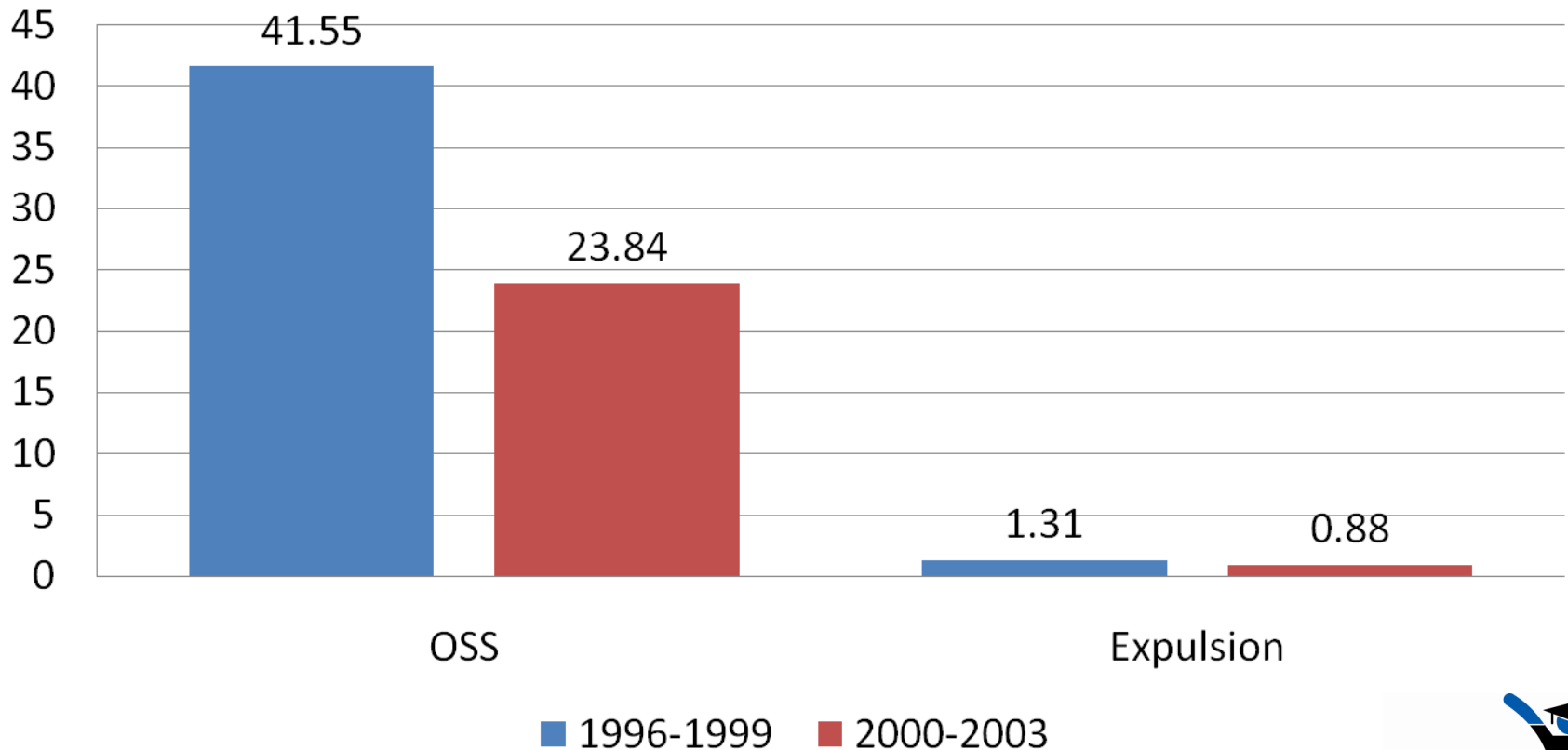
A Story of Transformation

1. Executive committee for disciplinary decision making.
2. Change belief system that the students are “bad.”
3. “Walk your talk.”
4. Community agency collaboration.

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Data Speaks

Greenfield MS Incidents per 100 Students



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Best Practice in School Discipline

(Skiba & Rausch)

1. Restrict zero tolerance removals for only the most serious and severe behaviors.
2. Define all infractions (major & minor) carefully.
3. Expand the array of options available for dealing with disruptive behavior.
4. Implement preventative measures.
5. Collaboration & communication among schools, parents, juvenile justice & mental health.
6. Evaluate effectiveness of interventions.

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If identified as “at serious risk” for significant disproportionality...

- Must receive TA from the state
- Must plan strategies to resolve the problem and include in the Consolidated Application
- May use self-assessment as an analysis tool
- May reserve up to 15% of federal funds to develop and implement activities to prevent significant disproportionality
 - If funds are used, procedures for the use of CEIS funds must be followed.

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For Determinations of Significant Disproportionality

States must:

- 1) Provide for the review and revision (if appropriate) of policies, procedures, and practices used in identification or placement of children;
- 2) Require LEAs to use 15% of the IDEA funds for Coordinated Early Intervening Services (CEIS); and
- 3) Publicly report on the revision of policies, practices, and procedures.

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Appropriate use of CEIS Funds

- Research-based interventions
- Progress monitoring tools used to determine response to intervention
- Professional development to improve intervention delivery
- Educational and behavioral evaluations, services, and supports

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Coordinated Early Intervening Services

CEIS funds may only be used to provide interventions to students who need academic or behavioral support to succeed in the general education environment.

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Where Do We Begin?

Review District Data

- ✓ Systemic issue throughout the district?
- ✓ Systemic issue at particular schools or grade levels?
- ✓ Isolated problem within random schools?

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Identify Schools With Highest Rates of Suspension

- **Dig into the data**
 - Grade level?
 - Ethnicity?
 - SWD?
 - Behaviors?
 - Consequences?
 - Staff?
- **Needs assessment/perception survey of staff and parents**
- **Develop action plan**
 - ✓ School-wide
 - ✓ Individual students
 - ✓ Preventative and proactive
 - ✓ Professional learning & support
- **Implement and monitor “best practice” in discipline**
- **Evaluate effectiveness and modify as needed**

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References

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- Skiba, R., Michael, R.S., Nardo, A.C., Peterson, R. (June 2000). The Color of Discipline: Sources of Racial and Gender Disproportionality in School Punishment. *The Urban Review*, 34(4), 317-342
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Resources

Web sites

- Dignity in Schools, www.dignityinschools.org
- Florida's Positive Behavior Support Project - USF
– <http://flpbs.fmhi.usf.edu>
- National Dissemination Center for Children with Disabilities (NICHCY) www.nichcy.org
- The IRIS Center www.iris.peabody.vanderbilt.edu
- Positive Behavioral Interventions & Supports
www.pbis.org
- What Works Clearinghouse ies.ed.gov/ncee/wwc/

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