Race is Not Neutral: Understanding and Addressing Disproportionality in School Discipline

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The Equity Project at Indiana University

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on Positive Behavior Support
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Protecting Equal Educational Opportunity
- Title VI of Civil Rights Act
- Individuals with Disabilities Education Act
- No Child Left Behind

Protecting Equal Educational Opportunity
- Yet disparities remain:
  - Achievement gap
  - Special Education
  - Dropout/graduation
  - Gifted/talented
  - School discipline

Is School Discipline Fair?

Life is what happens to us while we’re busy making other plans.
- John Lennon

Is School Discipline Fair?: 30 Years of Study
- CDF (1975): Black students suspended 2-3x as frequently
- Studies since find disproportionality in:
  - Office referrals
  - Suspension & Expulsion
  - Corporal Punishment
- Black males 16x as likely as white females to be suspended (Gregory, 1996)
- Latino disproportionality found inconsistently
Has Race Ever Been Neutral?

- Thos. Jefferson: “...advance it as a suspicion”
- 1853: Margaret Douglass jailed
- 1897: Plessy v. Ferguson
  - Jim Crowe included burning of schools
- 1900-1930: Development of mental testing and eugenics
- The purpose of education before Brown

What Do We Know About Disciplinary Disparities

- Consistent and severe for African Americans
  - Latino less consistent
What Do We Know About Disciplinary Disparities

- Consistent and severe for African Americans
  - Latino less consistent
- Confounds our expectations

### Discipline Rates by School Level

<table>
<thead>
<tr>
<th>School Level</th>
<th>OSS</th>
<th>EXP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>5.06</td>
<td>0.02</td>
</tr>
<tr>
<td>Middle</td>
<td>23.95</td>
<td>0.83</td>
</tr>
<tr>
<td>High</td>
<td>21.40</td>
<td>1.29</td>
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</table>

### Discipline Rates by Locale

<table>
<thead>
<tr>
<th>Locale</th>
<th>OSS</th>
<th>EXP</th>
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</thead>
<tbody>
<tr>
<td>Urban</td>
<td>24.28</td>
<td>0.75</td>
</tr>
<tr>
<td>Suburban</td>
<td>13.31</td>
<td>0.61</td>
</tr>
<tr>
<td>Town</td>
<td>11.56</td>
<td>0.63</td>
</tr>
<tr>
<td>Rural</td>
<td>7.00</td>
<td>0.41</td>
</tr>
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</table>

Out-of-School Suspension Incident Rate Comparison by Race and School Level

<table>
<thead>
<tr>
<th>School Level</th>
<th>African American</th>
<th>Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>6.19</td>
<td>1.76</td>
</tr>
<tr>
<td>Middle</td>
<td>3.65</td>
<td>2.12</td>
</tr>
<tr>
<td>High</td>
<td>3.97</td>
<td>2.33</td>
</tr>
</tbody>
</table>

What Do We Know About Disciplinary Disparities

- Consistent and severe for African Americans
  - Latino less consistent
- Confounds our expectations
- Not due entirely to:
  - SES
  - More severe behavior
Can Poverty Explain Disproportionality?
- Rates of discipline are related to SES
  - SES and suspension/expulsion are correlated, but...
  - Effects of race remain after control

Do Black Students Misbehave More?
- 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

Is Disciplinary Disparity Due to Differential Behavior?
- Most common racial disparity is defiance (Gregory & Weinstein, 2008)
- Blacks suspended for less serious infractions (Therriot & Dupper, 2010)
- AA students referred more to office, even controlling for teacher ratings on CBCL (Bradshaw et al., 2010)

What Do We Know About Disciplinary Disparities
- Consistent and severe for African Americans
  - Latino less consistent
- Confounds our expectations
- Not due entirely to:
  - SES
  - More severe behavior
- Yields increased risk

Is Disciplinary Removal Effective?
- 30-50% of students suspended are repeat offenders
  - Students suspended in late elementary school are more likely to be suspended in middle school
  - Is suspension a reinforcer rather than a punisher?
- Schools with higher suspension rates have
  - Poorer school climate
  - More time spent on discipline
  - Higher school dropout rates

Percent Passing ISTEP by School Disciplinary Use (Adjusted for Demographic and Economic Indicators)
Risks of Differential Suspension

- Educational opportunity as the strongest predictor of academic achievement
  - Moderate correlation with dropout
- Student perceptions of disparity
- School to prison pipeline?

APA Zero Tolerance Task Force Conclusions

- “Zero tolerance has not been shown to improve school climate or school safety. Its application in suspension and expulsion has not proven an effective means of improving student behavior. It has not resolved, and indeed may have exacerbated, minority over-representation in school punishments. Zero tolerance policies as applied appear to run counter to our best knowledge of child development... [and] have created unintended consequences for students, families, and communities.” (APA, 2008)

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Culture and discipline
What is Culturally Responsive Practice?

- Congruent behaviors, attitudes and policies that come together
  - in a system, agency or among professionals
  - to work effectively in cross-cultural situations.
- The capacity to function effectively in cultural contexts that differ from your own.

Culture: What Is It?

Culture: the language, beliefs, values, norms, behaviors, and material objects that are passed from one generation to another. Every person on the planet is a member of at least one culture (Glenn Hoffarth, 2002)

Not Just an Add-On

Culturally responsive practice facilitates the achievement of all students through effective teaching and learning practices grounded in an awareness of cultural context and the strengths that students bring to school.

Cultural responsivity permeates every aspect of education:

- Curriculum and instruction
- Assessment
- Data based decision making
- Communication
- Family and community engagement
- Policy decisions

Becoming culturally responsive is a developmental process which includes engaging in conversations about race and equity, reflecting on one’s own culture and beliefs, and gaining awareness and understanding of other cultures.

It is human nature to assume that our unique individual and cultural behaviors, beliefs, and perspectives are universal human behaviors, beliefs, and perspectives (Sue & Sue, 2003).
Diversity & Culturally Responsive Practice

- Valuing Diversity is a necessary step along the continuum of cultural competency and culturally responsive pedagogy, but it is not enough.

- Cultural Responsivity requires knowledge, skills, and experience and the ability to transform these into practice which results in improved services and outcomes.

Three Key Facets of Culturally Responsive Practice

2. Understanding your student’s cultural identity.
   - What do they value?
   - What is their style of communication?
   - What are their strengths and challenges around teaching and learning?
   - What are their expectations?

Three Key Facets of Culturally Responsive Practice

3. Understanding what happens when different cultures intersect.
   - How do you capitalize on cultural capital?
   - How do you bridge differences?
   - How do you create access to opportunities?
Five Skill Areas for Culturally Responsive Practice

1. Awareness and acceptance of differences
2. Self-awareness
3. Dynamics of difference
4. Knowledge of the student’s culture
5. Adaptation of skills

...so what do we do?

APA Task Force Recommendations: Reducing Suspension/Expulsion

- Implement “graduated discipline” systems
- Teach alternative ways of getting along
- Improve communication and connection with students, parents
- Increase available options

APA Recommendations: Reducing Disciplinary Disproportionality

- Teacher Training in Classroom Behavior Management
- Reducing Cultural Mismatch
- Avoid One-Size-Fits-All Discipline
- Use Data to Transform

How Do We Create Change Using PBIS?

- Look at the data
- Make meaning of the data
- Develop an intervention
- Evaluate
How Do We Create Change Using PBIS?

- Look at the data

A National Database for Exploring Disproportionality

- 2005-06 Academic Year
- 436 Elementary and Middle Schools in 17 States
  - Implementing PBS at least 1 year
- 180,670 students
- 372,642 Office Discipline Referrals

Effective Disciplinary Systems: What We Assume

- Effective disciplinary systems should
  - Scale disciplinary consequences in proportion to seriousness of offenses, AND
  - Be proportional across racial categories, since there is no data to support any other distribution

General Conclusions & Implications

- Disproportionality begins at referral
- Administrative consequences appear to be distributed rationally in general
- But when disaggregated, see significant disproportionality
- African American and Latino students more likely to receive harsher punishment for same ODR
  - Esp. for minor misbehavior

Small Group Discussion: Discipline at Our School

- What are our areas of greatest success?
- What are the biggest problems?
- What types of disciplinary systems do we use?
- Are there racial/ethnic gaps? In what behaviors? In what consequences?

How Do We Create Change Using PBIS?

- Look at the data
  - How great are racial/ethnic disparities?
  - In what infractions? In what consequences?
- Make meaning of the data
If our examination and understanding of the root causes of social inequality are too shallow, then our approach to corrective action will necessarily be superficial and ineffective.

- Christine Sleeter

Research on Causes of Disproportionality (Gregory et al., 2010)

- Achievement
- Classroom Management (Differential Selection)
- Office Issues (Differential Processing)
- School Climate
- Cultural Mismatch

The Difficulty of Talking About Race

“When you say minorities, are you, what are you speaking of?...[INTERVIEWER: Ethnic and racial minorities]...Oh...OK...Alright...We have like...I guess we have about half and half. I don’t know that I’ve ever really paid attention to it.”

--Classroom Teacher

Perspectives on Katrina: Washington Post/ABC News Poll, 9/13/05

<table>
<thead>
<tr>
<th>Question</th>
<th>Sign of Racial Inequality</th>
<th>Not About Racial Inequality</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHITE</td>
<td>23%</td>
<td>77%</td>
</tr>
<tr>
<td>BLACK</td>
<td>63</td>
<td>36</td>
</tr>
</tbody>
</table>

No opinion not shown.


**What is Our Theory?**

- Poverty?
- Deficits in classroom management?
- Negative community influences?
- Lack of cultural competence?
- Negative peer culture?
- Historical discrimination?

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**Worksheet 1: What Might Be Causing Disproportionality?**

<table>
<thead>
<tr>
<th>Disproportionality in Office Referrals/Suspension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poverty/Neighborhood</td>
</tr>
<tr>
<td>Achievement</td>
</tr>
<tr>
<td>Cultural Mismatch</td>
</tr>
<tr>
<td>Classroom Management</td>
</tr>
<tr>
<td>Administrative Processing/Decisions</td>
</tr>
<tr>
<td>School Climate</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

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**Differential Reactions of Black and White Respondents to National Polls on Incidents Involving Race**

<table>
<thead>
<tr>
<th>Incident &amp; Operation</th>
<th>African American Respondents (%)</th>
<th>White Respondents (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Racism in Parker (married White respondent)</td>
<td>44%</td>
<td>64%</td>
</tr>
<tr>
<td>Jim Crow: Sharie Black teenager in the pool</td>
<td>79%</td>
<td>33%</td>
</tr>
<tr>
<td>Historical Discrimination</td>
<td>79%</td>
<td>44%</td>
</tr>
<tr>
<td>U.S. Respondent(s)</td>
<td>79%</td>
<td>44%</td>
</tr>
<tr>
<td>Broadly applicable</td>
<td>55%</td>
<td>21%</td>
</tr>
</tbody>
</table>

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**How Do We Create Change Using PBIS?**

- Look at the data
  - How great are racial/ethnic disparities?
  - In what infractions? In what consequences
- Make meaning of the data
  - Must represent all groups and perspectives
  - What are the cultural differences?
- Develop an intervention

---

**What Do Effective Principals Do?**

- No compromise on discipline, but...
- Clarify expectations regarding office referrals and train staff in classroom management strategies.
- Actively teach appropriate behavior through school philosophy and preventive programs.
- Communicate and collaborate with parents.
- Seek to reconnect alienated students through mentoring and anger management.
- Develop creative options in the school and community to keep even those students who are suspended and expelled engaged in learning.
What Do Effective Principals Do?

- No compromise on discipline

We will not put up with misbehavior. … You are here to learn and we’re going to do everything we can to provide the proper education. Your teachers are here to work with you. We’re doing everything we can to support you but then again we will not deal with any misbehaviors. That’s the bottom line. If you hit somebody you’re going to be suspended.

Are There Alternatives to Disciplinary Removal?

- Creating the Climate
  - Bullying Prevention
  - Conflict Resolution/Life Skills
  - Classroom Management

Clarify Expectations and Train in Behavior Management

“Once you send a child to the office as a classroom teacher you give up a part of your control over that child… As a school we’ve come to realize that it’s a lot better to handle the discipline within the team of teachers because that sends a message to the student that the team has control.”

Teach Appropriate Skills through Preventive Programs

“There are 17 or so character values. Respect, cooperation, honesty, perseverance, caring, courage… our staff members have embraced it and you see it everywhere. You see it in the hallways. You see it on bulletin boards. You see it in the classrooms. The teachers take time to talk about those life skills… and then you begin also embedding this in your curriculum… what you end up having are kids who are very respectful to one another, that are willing to work cooperatively.”

Are There Alternatives to Disciplinary Removal?

- Creating the Climate
  - Bullying Prevention
  - Conflict Resolution/Life Skills
  - Classroom Management
- Early Identification/Intervention
  - Check and connect
  - Mentoring, Anger Management

Communicate and Collaborate with Parents

“[Teachers] know that if they send someone to the office, we shouldn’t be the first one to contact the parents about the problems the kids is having.”

“I have very few parents who get upset with me because a lot of times we’ve done a lot of interventions… There’s no surprises. And I have to think the parents appreciate that through the entire process they’ve been part of it.”
Reconnecting with At Risk or Alienated Students

“And all we asked was that an adult would meet with these kids once a week… I would have lunch with this child and we would play chess and we would talk and he would share things that were going on in his life… We saw that we were making progress with these kids because really a lot of these kids didn’t have anyone who really took an interest in them.”

Reconnecting with Alienated or At-Risk Students

“Every time he [the principal] has the student body together he reminds them that if there is anything out there that’s lingering that’s dangerous to make sure that you bring it forward. He is just continually impressing upon the kids how important communication is.”

Are There Alternatives to Disciplinary Removal?

- Creating the Climate
  - Bullying Prevention
  - Conflict Resolution/Life Skills
  - Classroom Management
- Early Identification/Intervention
  - Check and connect
  - Mentoring, Anger Management
- Effective Responses
  - Functional Assessment
  - Restorative Justice
  - In-School Alternatives

Creative Options for Challenging Students: At School

“One comes in from 6 to 2 and the other from 10 to 6 and in that cross they meet with the student and if necessary, go to a class with the student they’re having particular trouble in…

‘The program has been very successful. Our suspension rate the first year we implemented it dropped 50%.’

Creative Options for Challenging Students: In the Community

- Boys & Girls Club, Wayne County
  - Schools fax work over for susp’ed students
  - Conflict Resolution, speaker programs
- Hamilton Centers
  - Collaboration with courts, DFC
  - 97% completion rate for students in program
- Allen County Youth Services Program
  - SOCAP: Case Facilitator assigned
  - Students Out of School (SOS): Students have performed over 5000 hours of community service

Activity

13
What Does a Culturally Responsive Disciplinary Intervention Look Like? (Jones, Caravaca, Cizek, Horner, & Vincent, 2006)

- “An awareness and appreciation of the multiple factors that may influence the values and perspectives of individual families and children.”
- “Our message is that cultural responsiveness should not be viewed as an ‘added element’ but as an initial design feature that is to be implemented on a large scale.”

What is CR-PBIS?

Culturally responsive PBIS (CR-PBIS) is a framework for integrating issues of race, ethnicity, and culture into SWPBS implementation in order to ensure that the activities and outcomes of PBIS equally benefit all groups of students.

PBIS at Chee-Dodge Elementary

- Yahtahey, NM: 99% Dine
- Elements of program
  - Made Dine language a central part of PBS
  - PAWS: Developed culturally competent lessons
- Results
  - 80% of surveyed students knew expectations
  - High score on Self-Assessment Form
  - 0.12 ODR’s per day per 100 students (3rd lowest in NM)—less than half national mean rate

2007-2008 Pilot Study

- Introduced a CR-PBIS model into two schools
  - Schools already had previous training in PBIS
- School Demographics
  - Meadowcreek Elem.
    - 52% Black, 29% White, 13% Hispanic, 6% Multiracial
    - 85% Free lunch
- Developed lesson plans and expectations for different areas
  - Hallway
  - Restroom
  - Classrooms
  - Bus/cafeteria/etc.

Schoolwide Adoption of SHAPE

- Staff vote
  - Safe, Honest, Accountable, Peacemaker, Excellence
- Developed lesson plans and expectations for different areas
  - Hallway
  - Restroom
  - Classrooms
  - Bus/cafeteria/etc.
Teacher Reactions

I am spending much more time teaching and much less time AND ENERGY with constant and creative classroom and individual student management in the room. I realize much of this is due to the students in my room this year, but the focus on the positive helps attitudes both the students attitudes and my own!

I feel this being the second year has had a tremendous impact schoolwide as well, students know what it means to be in SHAPE and the procedures of the building. The consistency is a huge key!

First Grade Teacher

Meadowcreek Beliefs

1. All students will learn.
2. All staff members strive for excellence in instruction, collaborate with peers, and constantly strategize ways to raise levels of student achievement.
3. All students strive for excellence in learning.
4. All students and staff members foster positive relationships and promote a school community that values diversity, civility, and respect.
5. All students and staff members demonstrate behavior that reflects the six pillars of Character Counts (Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship).
6. Students, staff, parents, patrons, the district, and the community support the implementation of school improvement plans (Restructuring and PL 221/SIP/SWP).

Cultural Context for Instruction at Meadowcreek Elementary

- Vary teaching strategies
- Use cooperative learning especially for material new to the students
- Assign independent work after students are familiar with concept
- Use role-playing strategies
- Provide various options for completing an assignment
- Bridge cultural differences through effective communication
- Teach and talk to students about differences between individuals
- Show how differences among the students make for better learning
- Attend community events of the students and discuss the events with the students

Recommendations for Incorporating Culture into Instruction at Meadowcreek

- Scaffold student learning through Instruction, Modeling, Guided Practice, and Independent Practice
- Provide opportunities for collaborative work and partnerships
- Incorporate movement, student choice, short breaks, and variety for student engagement
- Use songs, rhythms, and rhymes to teach curriculum
- Create visual aids and games to meet the needs of a variety of learners
- Differentiated Instruction
How Do We Create Change Using PBIS?

- Look at the data
  - How great are racial/ethnic disparities?
  - In what infractions? In what consequences?
- Make meaning of the data
  - Must represent all groups and perspectives
  - What are the cultural differences?
- Implement culturally responsive intervention
  - How might we need to adapt PBIS for our population?
- Evaluate

The Beneficial Effects of Disciplinary Reform and PBS in General

- Schools can implement comprehensive systems with fidelity
- Rates of problem behaviors can be decreased
- Students with serious problem behavior benefit from positive behavioral interventions based on FBA’s
- Improvements in student behavior & school climate are related to improvements in academic outcomes
We’re Not Just Making This Up

<table>
<thead>
<tr>
<th>Total ODRs</th>
<th>ODRs per 100 students</th>
<th>Risk Index AA</th>
<th>Risk Index White</th>
<th>RR AA</th>
</tr>
</thead>
</table>
| Middle School #1  
2004-05 | 1738 | 204.47 | 75.90 | 41.18 | 1.84 |
| 2005-06 | 1080 | 124.00 | 71.43 | 31.51 | 2.27 |
| Middle School #2  
2004-05 | 2150 | 318.52 | 85.88 | 32.39 | 2.65 |
| 2005-06 | 805 | 115.83 | 54.93 | 26.88 | 2.04 |

Data Source: SWIS Ethnicity Reports

A Team-Based Approach to Addressing Disproportionality

- Look at the data on disparities
  - How great are the disparities?
  - In what infractions? In what consequences?
- Interpretation and hypothesis development
  - Must represent all groups and perspectives
  - What are the cultural differences?
- Implement culturally responsive intervention
  - Evaluate impact on measured disparities

PBS Indiana: Our Goal

“To develop and establish a sustainable statewide network of culturally responsive Positive Behavior Supports”

- Requirements:
  - Development of six model sites
  - Ability to address culture, achievement, dropout rates, parent involvement, LRE
  - Work with out-of-compliance schools

Guiding Assumptions of PBIS Indiana

- PBIS can be used to address disproportionality, but
  - Data must be disaggregated
  - Issues of race, ethnicity, & culture must be made explicit
  - Cultural responsiveness and PBIS cannot be separated

PBIS-IN: The Implementation Framework

<table>
<thead>
<tr>
<th>Component</th>
<th>Standard PBIS Implementation</th>
<th>Culturally Responsive PBIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish Commitment</td>
<td>District and school-wide commitment to addressing racial/ethnic disparities</td>
<td>Admin support and active involvement</td>
</tr>
<tr>
<td>Establish and Maintain Team</td>
<td>Representative team established: racial/ethnic, SES diversity, admin, teachers, gen ed., special ed., families</td>
<td></td>
</tr>
<tr>
<td>Self-Assessment</td>
<td>Survey and interviews on culture</td>
<td>Disaggregated disciplinary data</td>
</tr>
<tr>
<td>What does Culturally Responsive PBIS look like?</td>
<td>Represent team established: racial/ethnic, SES diversity, admin, teachers, gen ed., special ed., families</td>
<td></td>
</tr>
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<td></td>
</tr>
</tbody>
</table>
Component Culturally Responsive PBIS

### School-wide Expectations
- Examine intersection of culture and school
- How does a cultural perspective affect instruction and management?
- Teach with awareness of cultural differences
- Bridge the gap between school and home behavioral expectations
- Define school-wide behavior expectations
- Plans to teach expectations
- Reinforcement system
- Define consequences for behaviors of concern

### Establish Information Systems
- Disaggregate outcome data
- To what extent has intervention worked for all groups?
- How does awareness of culture affect teaching?
- System for gathering useful information
- Process for summarizing data
- Process for using information for decision-making

### Build Capacity for Function-based Support
- Text-based discussion and critical friends to enhance awareness of culture
- Institutional procedures for ensuring ongoing dialogue
- Personnel with behavioral expertise
- Time and procedures for identification, assessment, and implementation
- School initiatives in alignment

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**School Leadership Teams**
- Meets regularly to:
  - Review disaggregated data
  - Determine if PBS and culturally responsive practices are being used
  - Determine if practices are being effective for all student subgroups and their families
  - Identify the smallest changes that are likely to produce the largest effects
    - Focusing on the use of evidence-based practices

**School implementing PBIS**
- Staff engaged in developing awareness of students’ and their own cultural backgrounds.
- Staff engaged in difficult conversations that directly address disparities evident in data.
- Team-based systems for Targeted and Intensive behavior support for youth with more significant needs.
- Families are engaged in meaningful ways

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**What do we mean by Family Engagement?**

“Family engagement comprises all activities that parents undertake to help their children to learn and do well in school and through life”

- Indiana Partnership Center

**Family engagement includes**
- Collaboration with communities and families
- Respecting and honoring differences
- Addressing cultural mismatch
- Family and Community supporting student learning
Questions to consider…

- Do our methods of behavior management draw from the experience of our students and their communities?
- Do our teaching styles relate to the multiplicity of ways in which our students learn?
- Are we engaged in professional development that is ongoing and connected to practice and achievement?
- Have we considered a range of possible hypotheses?
- Who is not at the decision making table?

TOOLS and RESOURCES

- Cultural Responsivity Self – Assessment
- 5x5 Walkthrough
- District Data Audit
- SAS
- District Readiness
- District Leadership Team Functions
- CR Activities

Current Status

<table>
<thead>
<tr>
<th>Feature</th>
<th>Priority for Improvement</th>
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<tbody>
<tr>
<td>Professional Development</td>
<td>5</td>
</tr>
<tr>
<td>Family and Community Engagement</td>
<td>5</td>
</tr>
</tbody>
</table>

Family and Community Engagement

- Information, collaboration, and professional partnerships between family and community are essential.
- Teachers and parents must work to support student achievement.
- Establish a pipeline for extending the classroom learning environment and family involvement.
- Professional development for teaching adults and families.

The Dinner Table

Developing a Culturally Responsive Lens

- Brown v. Board of Education
  - "with all deliberate speed…"
- Alexander v. Holmes County Bd. of Ed.
  - "There is no reason why such a wholesale deprivation of constitutional rights should be tolerated another minute."

When Did Segregation End?

- Brown v. Board of Education
- Alexander v. Holmes County Bd. of Ed.
Some Relative Lengths...

- State sponsored discrimination: 355 years
- Since its end: 40 years
- Why would we assume there would not be culturally influenced practices in our educational systems?

How do we create an atmosphere conducive to reflecting on our own practice?
Websites:

- PBIS Indiana
  - www.indiana.edu/~pbisin
- Equity Project at Indiana University
  - http://ceep.indiana.edu/equity
- Suspended Education
- Educational Researcher Series
  - http://edr.sagepub.com/content/vol39/issue1/
- APA Zero Tolerance Report

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