

# National Data on Discipline, Academic Achievement, and Examples of Successful Behavior Support Strategies

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# National Data on Discipline and Academic Achievement

Claudia Vincent

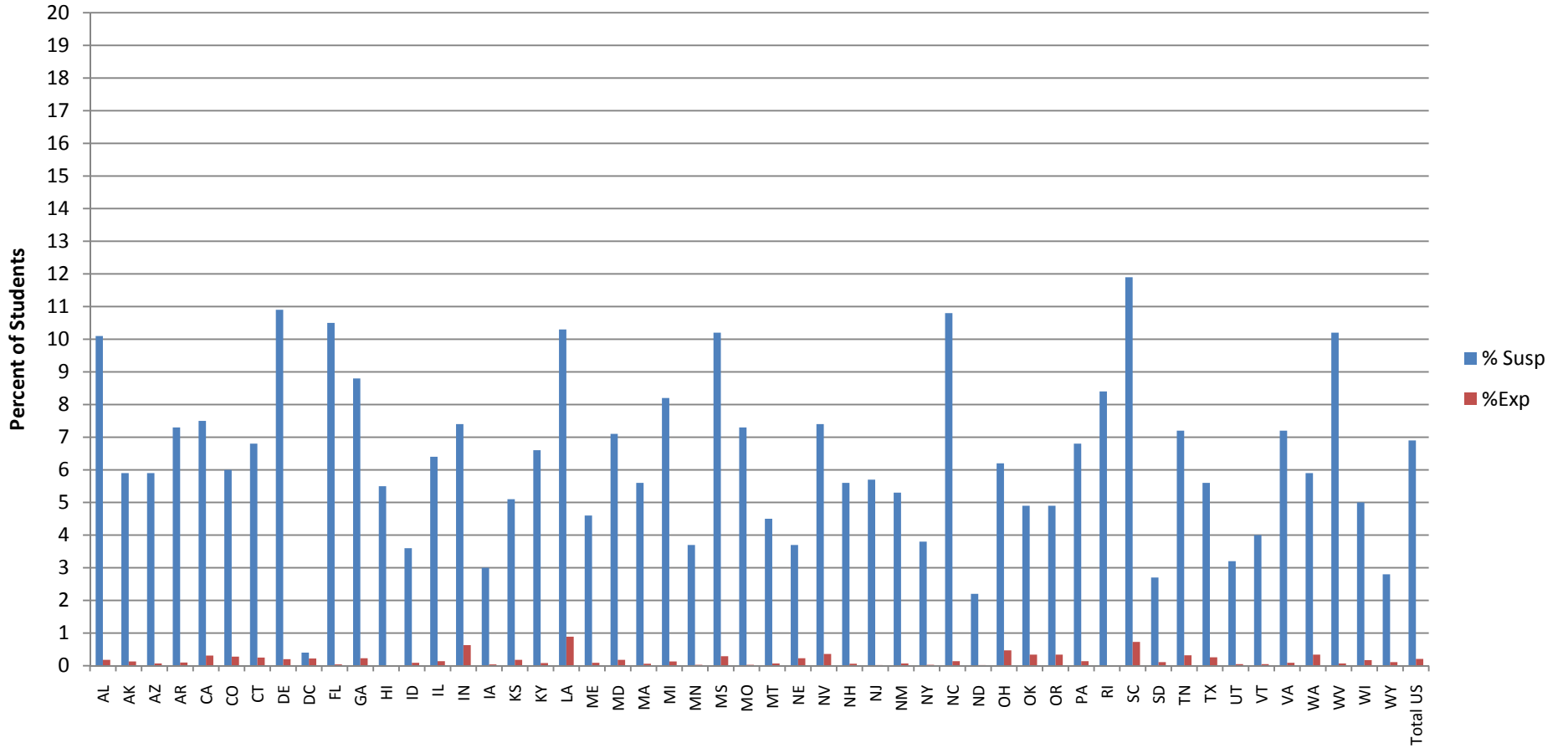
# Data from all schools in all states

- Discipline:
  - Percent of students suspended and expelled
  - Percent of AfrAm students suspended
  - Percent of AfrAm students expelled
  - Percent of students with emotional and behavioral disorders removed for disciplinary reasons for 1, 2-10, and more than 10 days
  - Percent of AfrAm students removed for disciplinary reasons for 1, 2-10, and more than 10 days

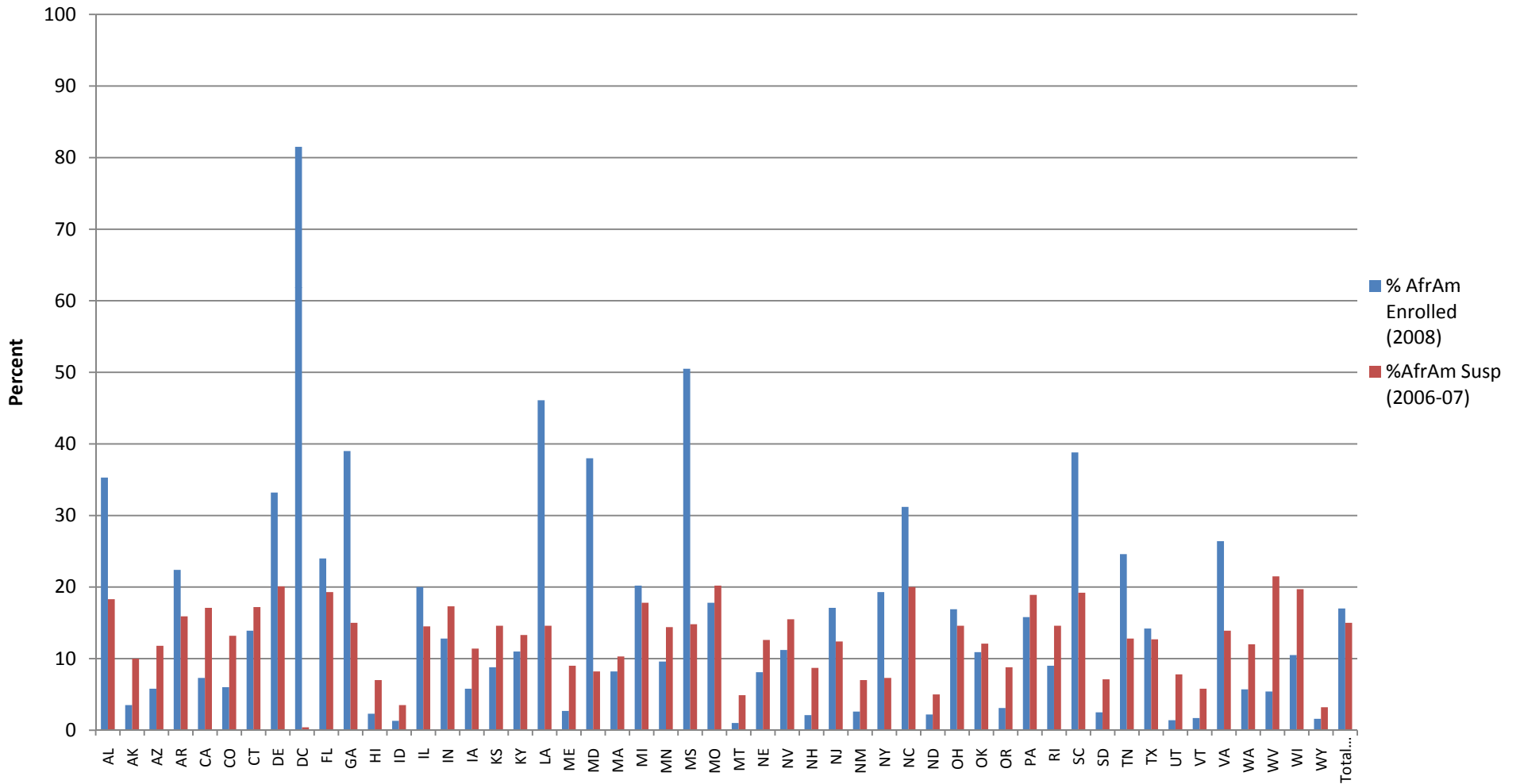
## Sources:

- Snyder, T.D., and Dillow, S.A. (2011). *Digest of Education Statistics 2010 (NCES 2011-015)*. National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, Washington, DC.
- Data Accountability Center (2010). Part B, Section 619—Trend data report for states and outlying areas 2003-04 through 2007-08. Washington, DC: U.S. Office of Special Education Programs
- <https://www.ideadata.org/StateLevelFiles.asp>

## % Students Suspended and Expelled in 2006-07 by State



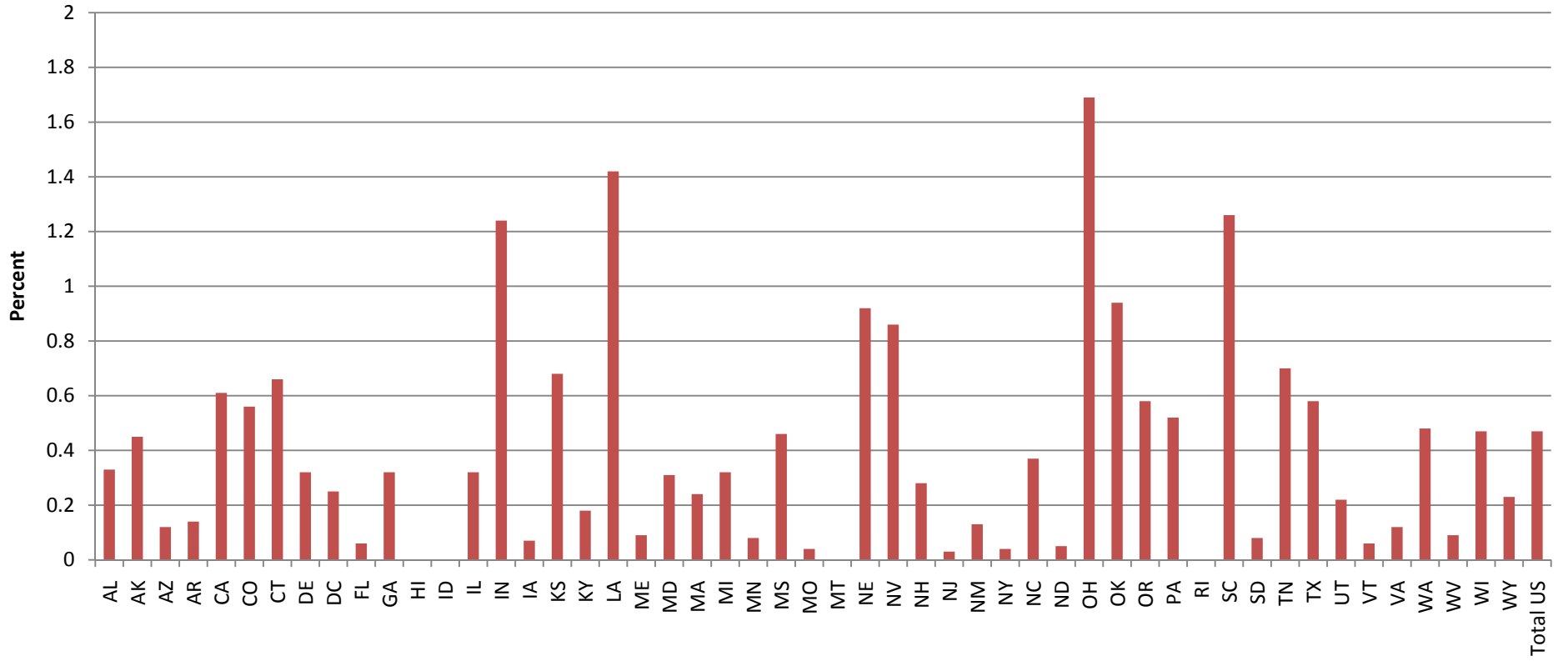
## Percent AfrAm Students Enrolled and Suspended



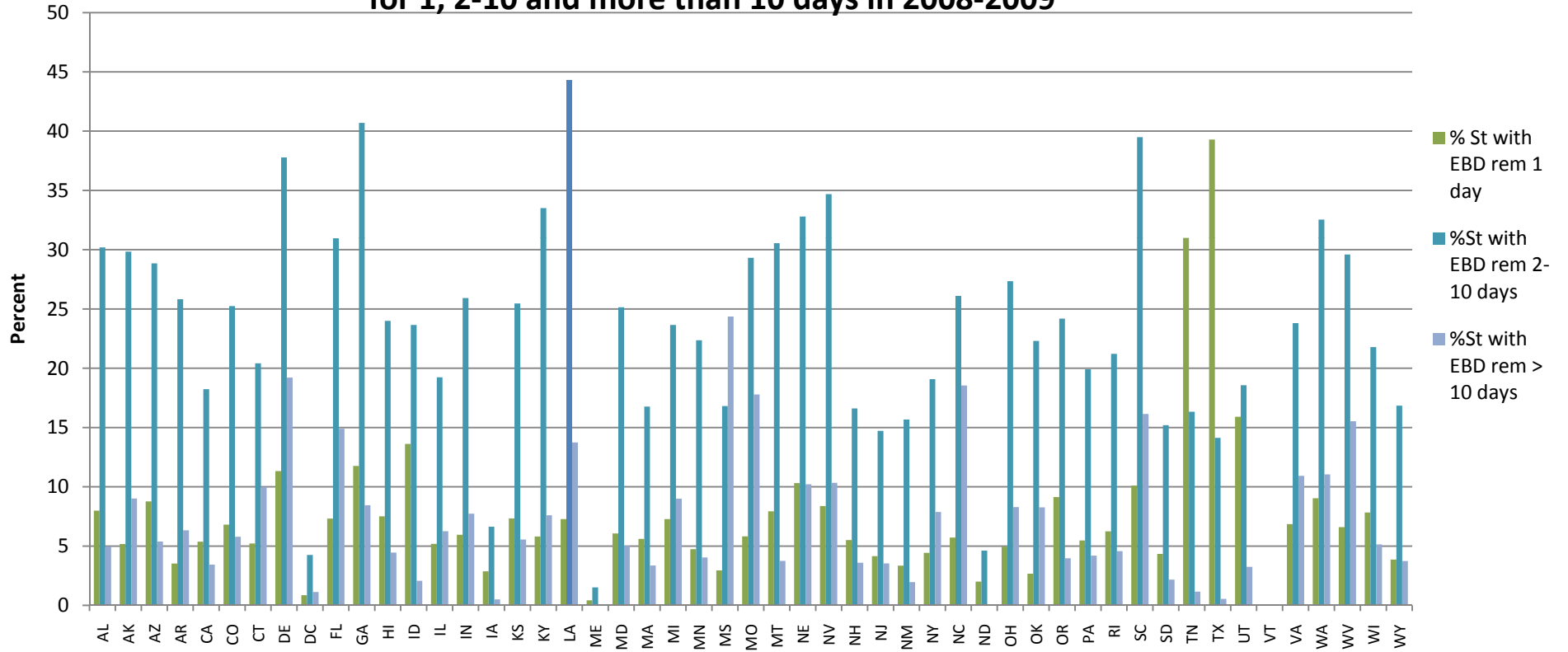
**Notes:**

- Enrollment and suspension data are misaligned by 1 year
- Disproportionate suspension occurred in 32 states, not including Louisiana.

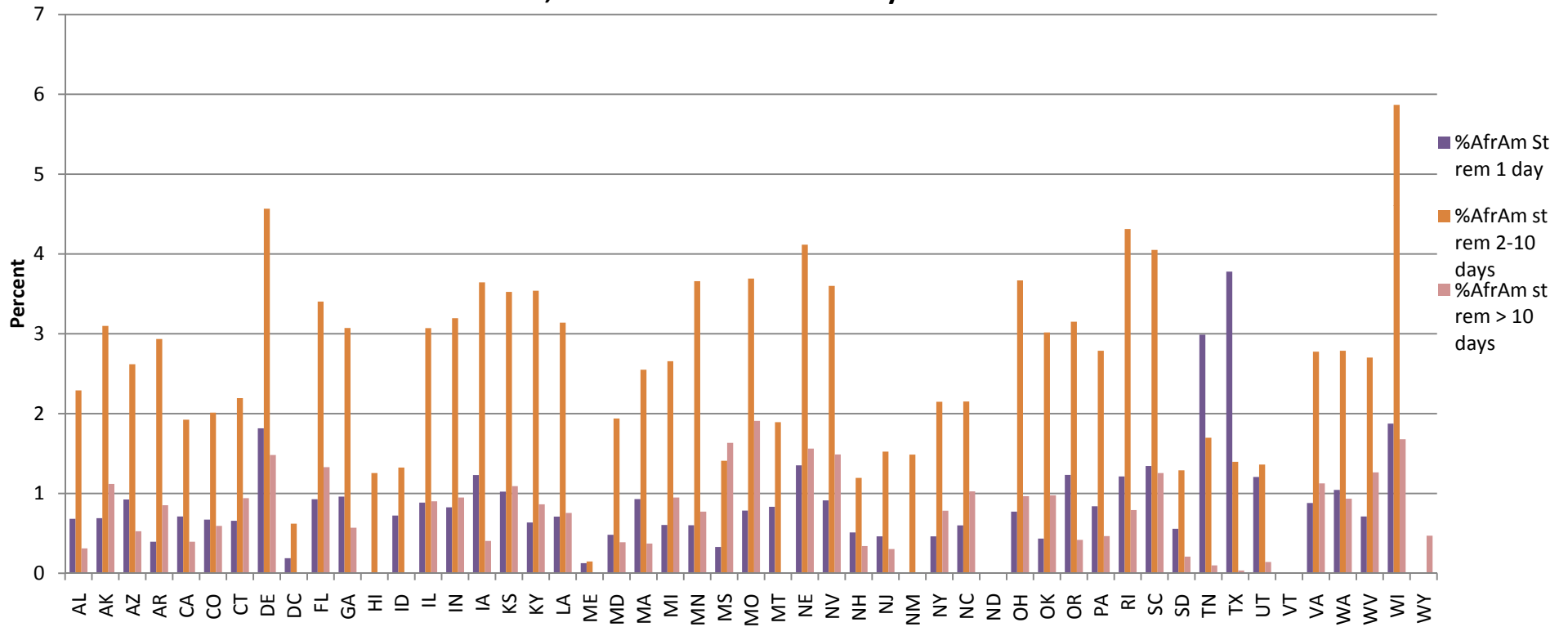
## Percent of AfrAm Students Expelled (2006-07)



## Percent of students with EBD removed for disciplinary reasons for 1, 2-10 and more than 10 days in 2008-2009



**Percent AfrAm Students removed for disciplinary reasons  
for 1, 2-10 and more than 10 days in 2008-2009**





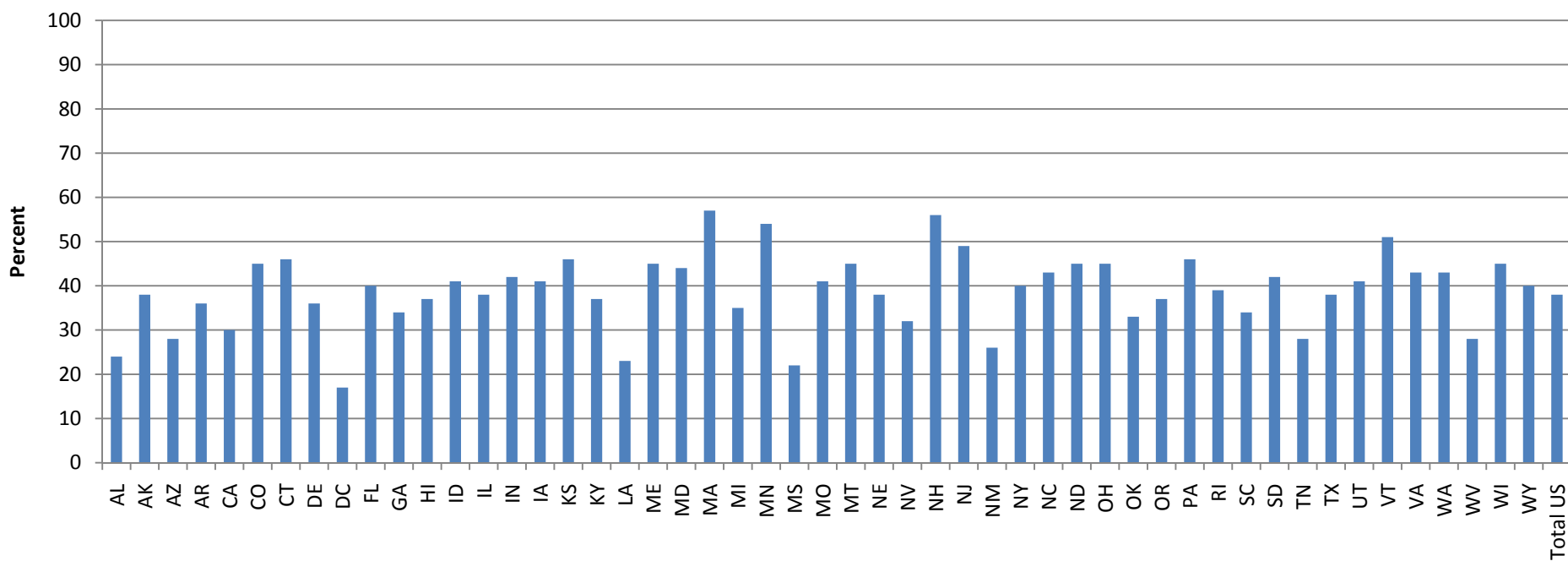
# Data from all schools in all states

- Academic achievement:
  - Percent of 4<sup>th</sup> graders at or above proficient in reading
  - Percent of 4<sup>th</sup> graders at or above proficient in math

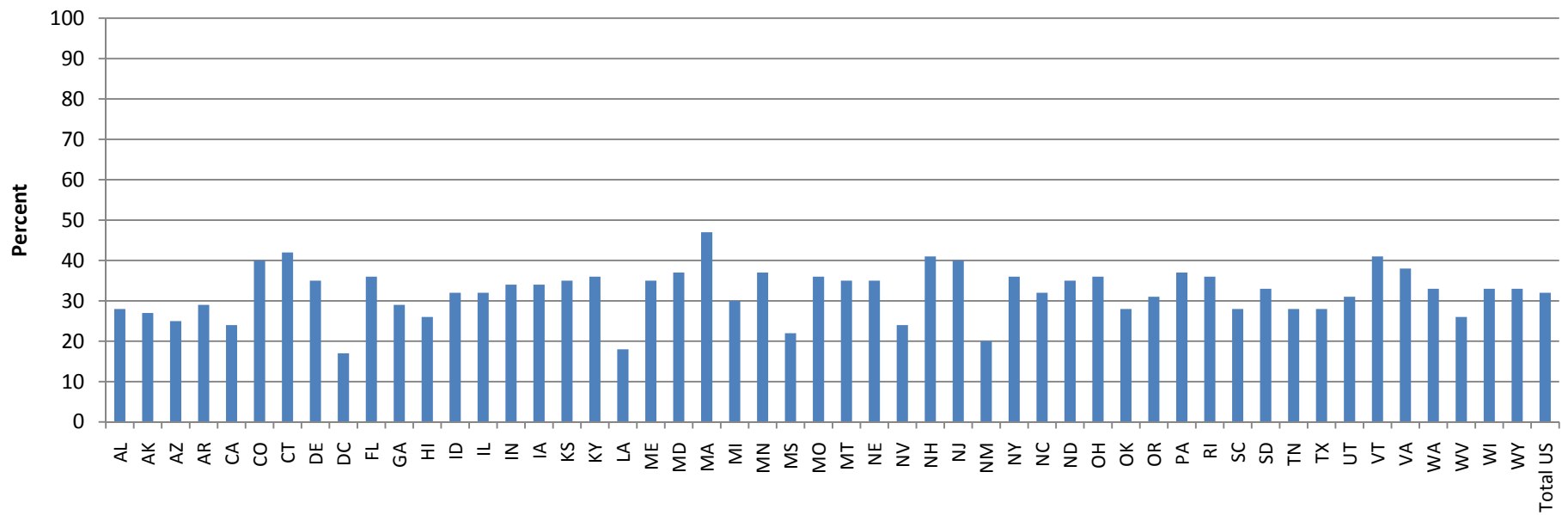
## Sources:

- Snyder, T.D., and Dillow, S.A. (2011). *Digest of Education Statistics 2010 (NCES 2011-015)*. National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, Washington, DC.
- Data Accountability Center (2010). Part B, Section 619—Trend data report for states and outlying areas 2003-04 through 2007-08. Washington, DC: U.S. Office of Special Education Programs
- <https://www.ideadata.org/StateLevelFiles.asp>

## Percent 4th graders at or above proficient in math in 2009-2010



## Percent 4th graders at or above proficient in reading in 2009-2010



# Data from schools using the School-wide Information System (SWIS) in 2005-2006

	Elementary	Middle	High
% of students with 0-1 ODR	88.81	72.79	66.97
% of students with 2-5 ODR	8.27	17.08	20.74
% of students with 6+ ODR	2.93	10.13	12.29

From: Spaulding, S.A., Irvin, L.K., Horner, R.H., May, S.L., Emeldi, M., Tobin, T.J., & Sugai, G. (2010). Schoolwide social- behavioral climate, student problem behavior, and related administrative decisions: Empirical patterns from 1510 schools nationwide. *Journal of Positive Behavior Interventions*, 12, 69-85.

# PBIS implementation and discipline outcomes

- Core features of PBIS implementation:
  - Defining behavioral expectations
  - Proactively teaching behavioral expectations
  - Rewarding students for engaging in appropriate behaviors
  - Consistent consequences for behavioral violations
  - On-going data collection for decisions regarding students' support needs

# Effect of PBIS on discipline outcomes

- **Reductions in office discipline referrals**

(Bohanon et al., 2006; Galloway, Panyan, Smith, & Wessendorf, 2008; Horner, Sugai, Todd, & Lewis-Palmer, 2005; Kilian, Fish, & Maniago, 2006; Luiselli, Putnam, & Sunderland, 2002; Muscott, Mann, & LeBrun, 2008; Sadler & Sugai, 2009; Scott & Barrett, 2004; Taylor-Greene et al., 1997)

- **Increases in perceived school safety and organizational functioning**

(Bradshaw, Koth, Thornton & Leaf, 2009; Bradshaw, Mitchell & Leaf, 2009; Bradshaw, Reinke, Brown, Bevans, & Leaf 2008; Horner et al., 2009)

# Effect of PBIS on academic outcomes

- **Gains in instructional time**

(Sadler & Sugai, 2009; Scott & Barrett, 2004; Taylor-Greene et al., 1997)

- **Improved reading scores**

(Ervin et al., 2006; Horner et al., 2009; McIntosh et al., 2006)

# More details about our ongoing research at the Summer Expo.....

- Vincent, C.G., Tobin, T.J., Hawken, L., & Frank, J. (in review). *Disciplinary referrals and access to secondary interventions: Patterns across students from different cultural backgrounds.*
- Vincent, C.G., Swain-Bradway, J., Tobin, T.J., & May, S. (in print). Disciplinary referrals for culturally and linguistically diverse students with and without disabilities: Patterns resulting from school-wide positive behavior support. Invited manuscript. *Exceptionality* special issue.
- Vincent, C.G., Randall, C., Cartledge, G., Tobin, T.J., & Swain-Bradway, J. (in print). Towards a conceptual integration of cultural responsiveness and school-wide positive behavior support. *Journal of Positive Behavior Interventions*. doi: 10.1177/1098300711399765.
- Tobin, T.J. & Vincent, C.G. (in print). Strategies for preventing disproportionate exclusions of African-American students. *Preventing School Failure*.
- Vincent, C.G. & Tobin, T.J. (in print). An examination of the relationship between implementation of school-wide positive behavior support (SWPBS) and exclusion of students from various ethnic backgrounds with and without disabilities. *Journal of Emotional and Behavioral Disorders*. doi:10.1177/1063426610377329



# Examples of Successful Behavior Support Strategies

Tary Tobin

# 5 Key strategies used by schools that reduced disproportionate disciplinary suspensions

(Tobin & Vincent, in press in *Preventing School Failure*)

**First, how I got interested in studying about race and ethnicity and how I got started on this research . . .**





# My task that led to the “strategies” paper:

- Working for the Positive Behavior Interventions and Supports (PBIS) Technical Assistance Center -- <http://pbis.org>
- **Reading all the State Performance Plan (SPP) that Special Education Directors turn in to the federal office.**
- **Evaluating IMPROVEMENT ACTIVITIES FOR PART B INDICATOR #4**

# **Federal Monitoring Priority: FAPE in the LRE**

- Free Appropriate Public Education (FAPE)
- An educational right of children with disabilities in the United States that is guaranteed by the Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act (IDEA).
- Least Restrictive Environment (LRE)

# Indicator 4: Rates of suspension and expulsion: 2 parts

1. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with individualized education programs (IEPs); and

## 2. Percent of districts that have

- (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))



They had to have a plan for improvement.

- My task was to provide feedback on their plan.
- Most were very general.
- I wondered: “What – specifically -- might help?”

- Of the states meeting and exceeding their goals, 72% mentioned PBIS (or materials and strategies developed by PBIS) in their improvement plan.
- Of the states that did not meet their targets, only 24% mentioned PBIS.

## Examples of improvement activities in states that met and exceeded their targets:

- “Training in functional behavioral assessments and behavior intervention plans.”
- “Training on better data collection techniques.”
- “Monthly monitoring of significant suspension rates in all schools.”

**Effective Behavior Support Survey (EBS).  
Originally published as the “EBS Survey,” this  
questionnaire also is known as the “Self-  
Assessment Survey”**

**Measures implementation of 46 specific  
positive behavior interventions and supports.**

**<http://www.pbssurveys.org/pages/SelfAssessmentSurvey.aspx>**

# Research Question

- Over a 2 year period, if disproportionate disciplinary exclusions go down for a school,
- And the school completes the EBS Survey both years
- Will we see improvement in any specific strategies?

1. Expected student behaviors should be acknowledged regularly (positively reinforced) (>4 positives to 1 negative) in the classroom.

# Acknowledge Expected Behavior

- Tangible rewards
- Social recognition
- Positive
  - (4/1 ratio or better)



2. Transitions between instructional & non-instructional activities in the classroom are efficient & orderly.



# How can you improve transitions?

“If you seat students in small groups or teams in your classroom, you can speed up transitions between activities by awarding points to the *group* that 1) does the best job of cleaning up, 2) makes the quietest transition, 3) makes the quickest transition... At the end of the week, tally each group’s points. Provide rewards for members of the winning group. (*Oriental Trading Company is a good source of inexpensive “trinket” awards that kids seem to love, but homework passes and free computer time coupons are popular too.*)” Written by Linda Starr, retrieved from [http://www.educationworld.com/a\\_curr/management\\_tips/management\\_tips049.shtml](http://www.educationworld.com/a_curr/management_tips/management_tips049.shtml)

Colvin, G., Sugai, G., Good, R. H., & Lee, Y. (1997). Using active supervision and precorrection to improve transition behaviors in an elementary school. *School Psychology Quarterly*, 12(4), 344-363.

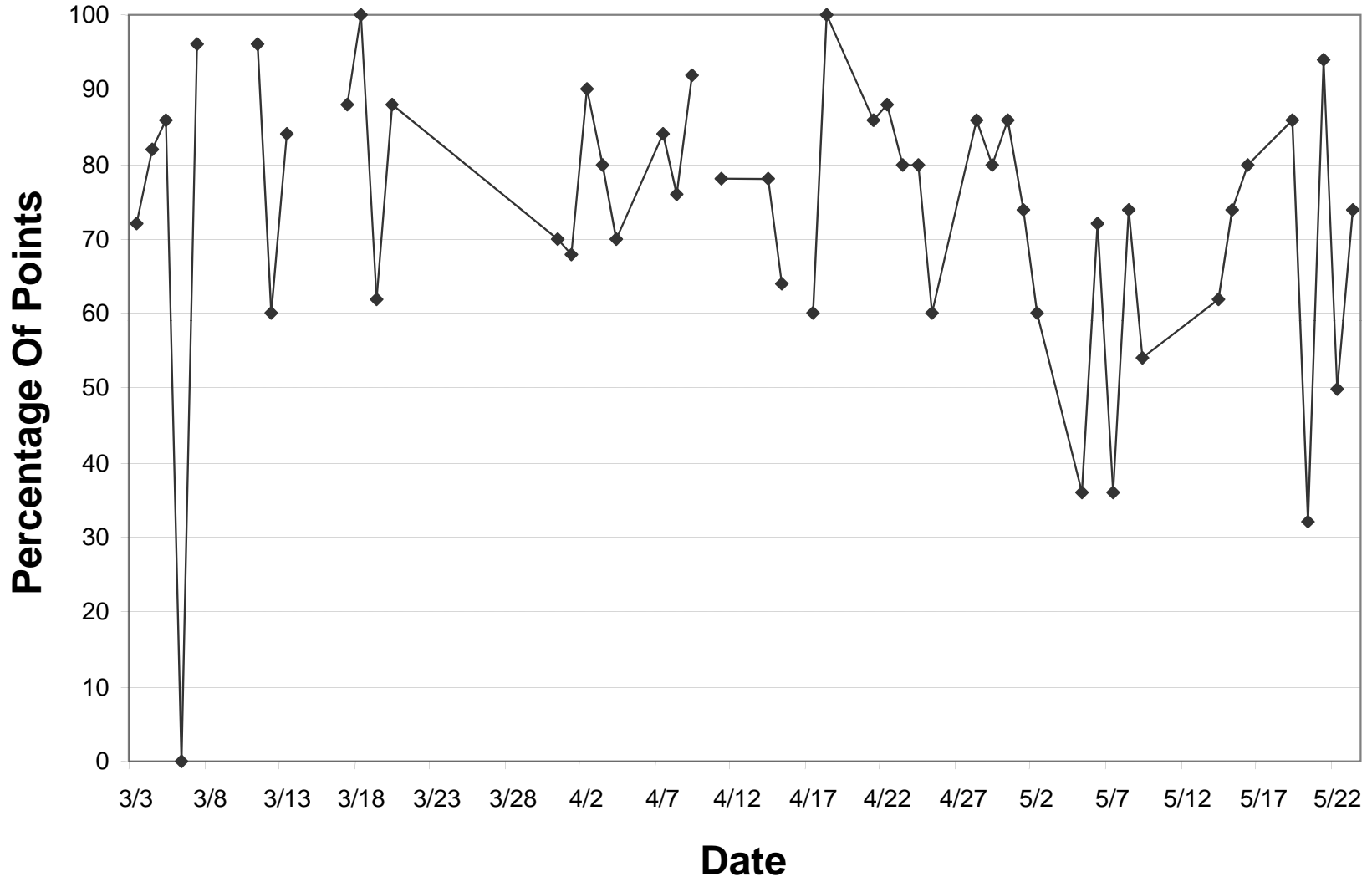
## Key strategies, continued

3. Patterns of student problem behaviors are reported to teams and faculty for →

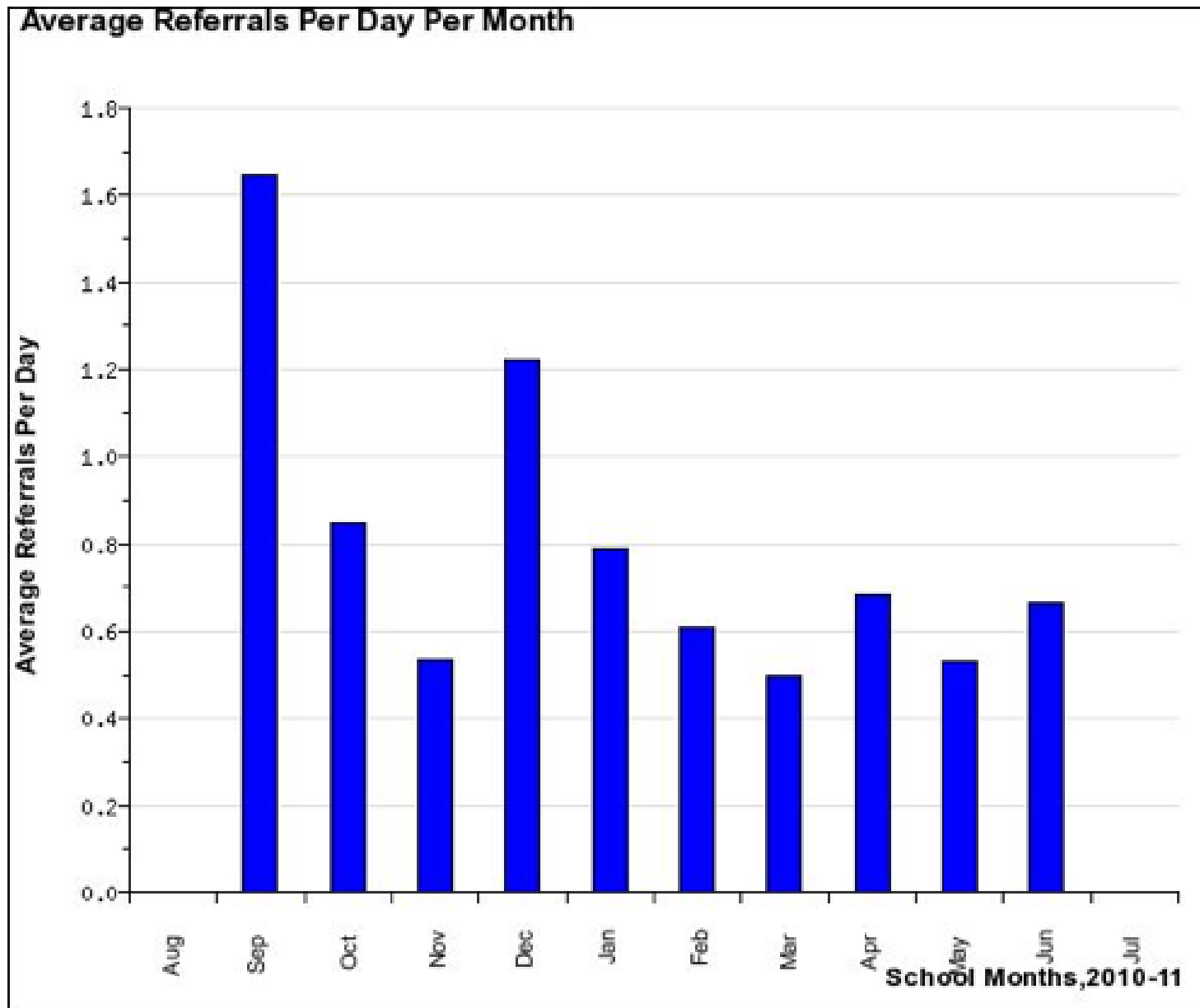
active [data-based] decision-making  
on a regular basis (e.g., monthly).



# Anthony J



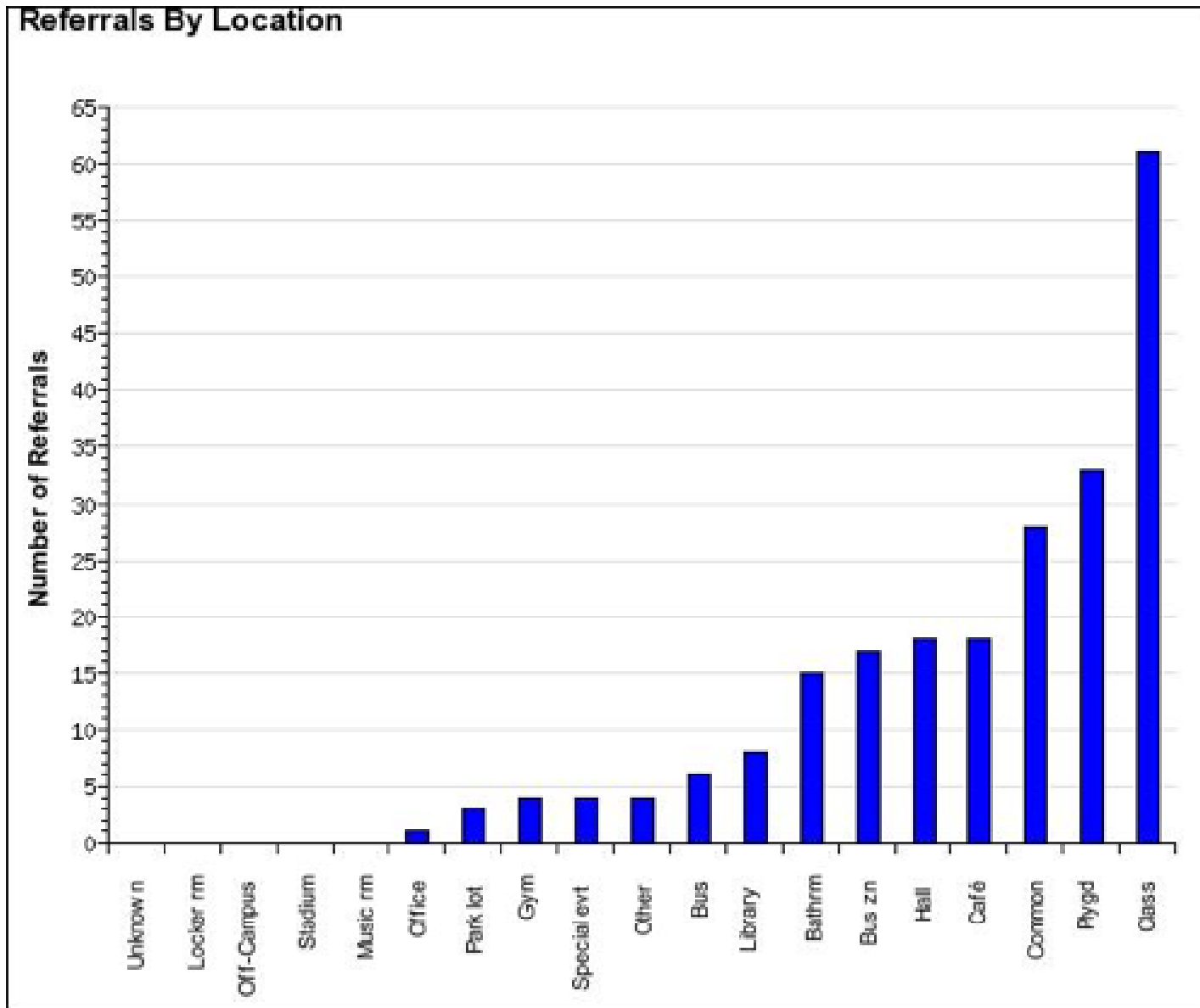
# Avg Ref/Day/Month



**Days: 160**

**Referrals: 126**

# # Ref by Location



**Referrals: 220**

4. The school team has access to on-going training and support from district personnel.





5. Local resources are used to conduct functional assessment-based behavior support planning (~10 hrs/week/student).

Functional assessment-based behavior support planning is intended to identify what triggers and maintains problem behavior.

***It involves developing hypothesis statements that include operational definitions of the problem behavior(s).***

It is important to use “operational definitions” of behavior when working with others to solve behavior problems.

- Observable
- Measurable
- So clear we can all agree when the behavior happens and when it does not happen.

Operational definitions help us avoid useless, circular thinking, such as:

- Carl hits other students because he is conduct disordered.
- Ellen studies hard because she is a good student.
- Billy doesn't do his work because he is lazy.

## Circular thinking assumes causes of behavior are:

- the same thing as the labels we have given students
- not something in the environmental situation but rather a personality trait
- not something we can change by providing Behavior Intervention Plans (BIPs)

Objectively define more than behavior problems – also:

- Desired behavioral goals
- Alternative replacement behaviors
- Changes in behavior expected for students -- and for teachers who carry out BIPs.

Behavior intervention plans provide intervention changes in four areas:

- (a) setting events
- (b) antecedents
- (c) behavior–teaching strategies, and
- (d) consequence strategies (especially positive consequences for appropriate behavior).

PLUS →



## Details on:

- (a) who does what strategies when, where, how often, and why,
- (b) how emergency or crisis situations will be handled, and
- (c) how implementation and effectiveness will be monitored.

Sugai, G., Horner, R. H., Dunlap, G. Hieneman, M., Lewis, T. J., Nelson, C. M., . . . Wilcox, B. (2000). Applying positive behavioral support and functional behavioral assessment in schools. *Journal of Positive Behavioral Interventions*, 2, 131–143. Retrieved from [http://digitalcommons.calpoly.edu/cgi/viewcontent.cgi?article=1031&context=gse\\_fac](http://digitalcommons.calpoly.edu/cgi/viewcontent.cgi?article=1031&context=gse_fac)

They know what is expected, how to do it, and why.



# In conclusion

- Although only a few ideas could be covered in this time,
- and we need more research with stronger designs,
- and serious problems are revealed in the national data – as well as in our own experiences –
- We do have examples of interventions to try that have helped others.

## For More Information, contact:

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QUESTIONS?