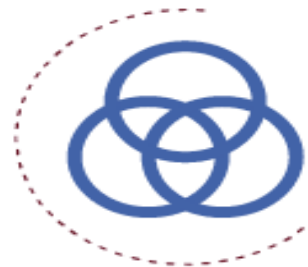


# *Reducing Exclusionary Discipline Through Systems Change & Evidence-Based Practices*

Tim Lewis, Ph.D.  
University of Missouri



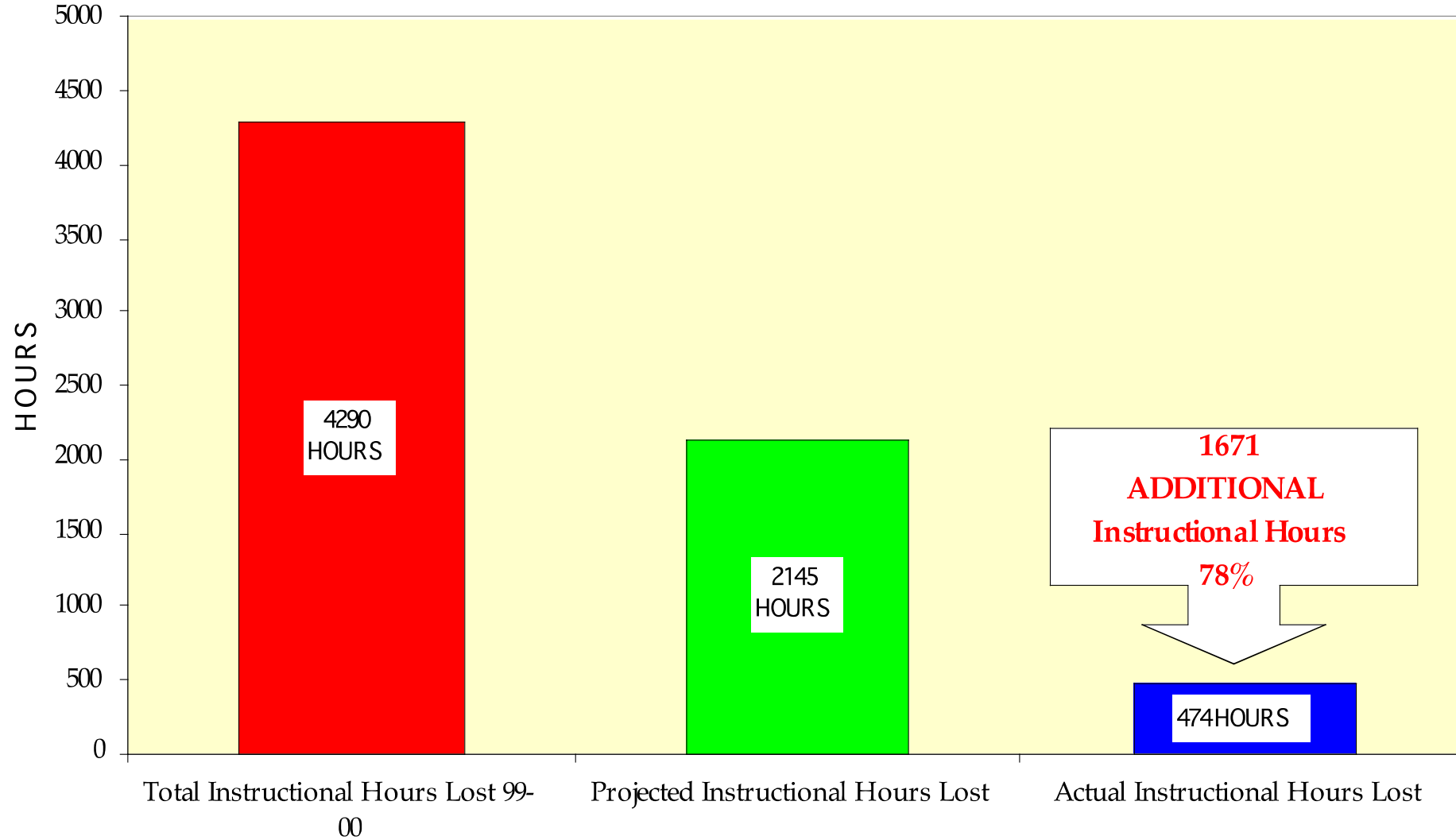
CENTER ON

**PBIS**

Positive Behavioral  
Interventions & Supports

# INSTRUCTIONAL HOURS GAINED

Projected (50%) vs. Actual (Aug-Dec 2000)





# Evidence-based Practices

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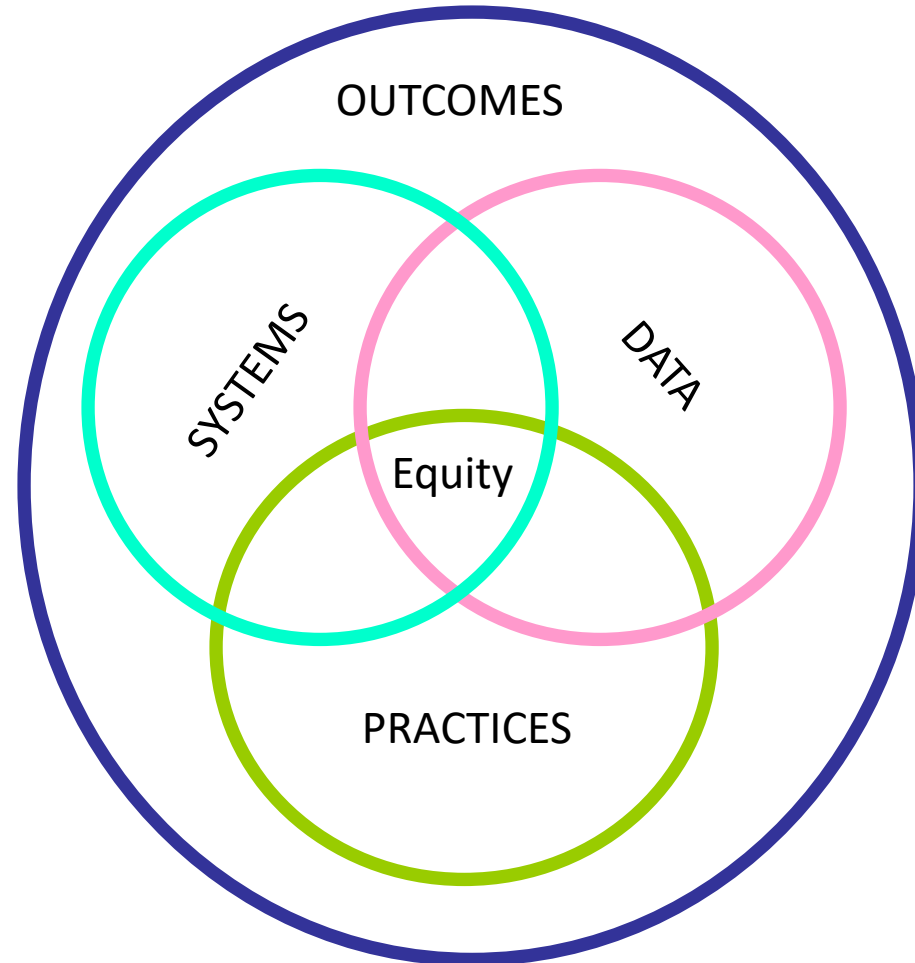
- Social Skill Instruction
- Self-management
- Peer Tutoring
- Positive Specific Feedback
- High Leverage Classroom Practices
- Differentiated Explicit Academic Instruction

# Problem Solving Framework

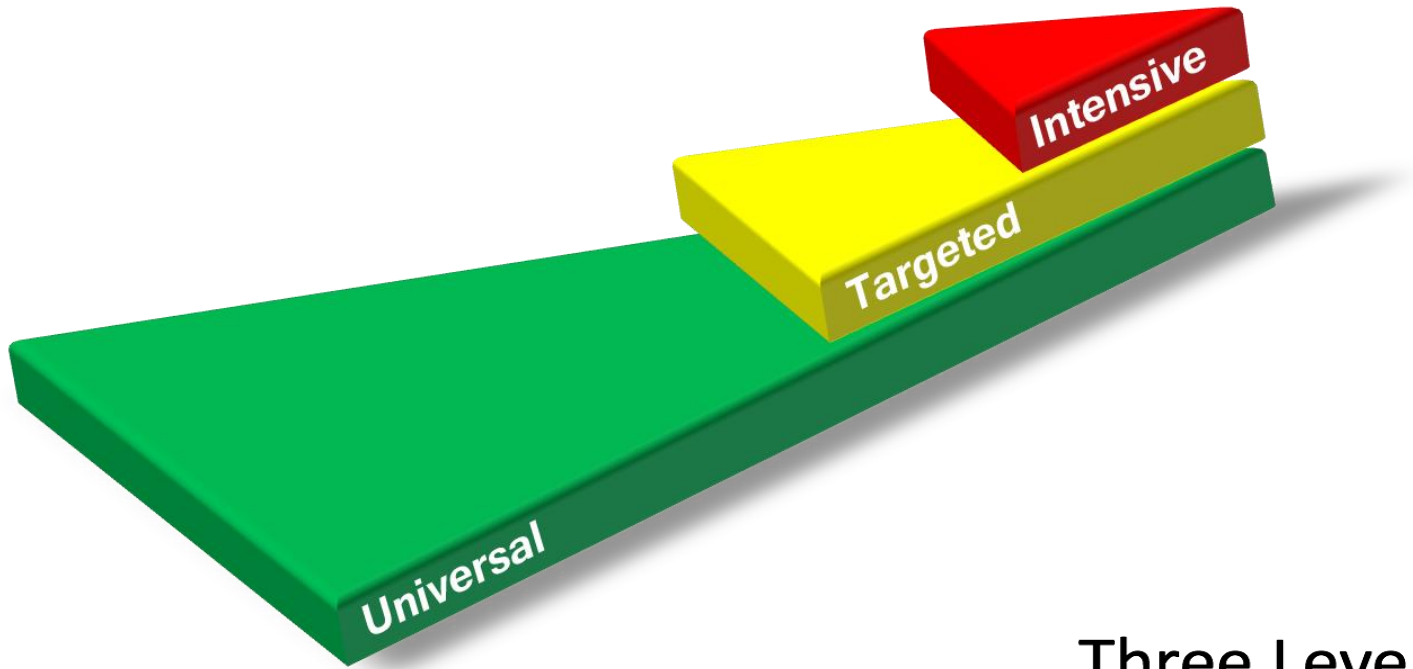
Social Competence & Academic Achievement

Supporting Staff Behavior

Supporting Decision Making



Supporting Student Behavior



# Three Levels of Implementation

## A Continuum of Support for All



### Academic Systems

- Tier Three**
- Individual Students
  - Assessment-based
  - High Intensity

- Tier Two**
- Some students (at-risk)
  - High efficiency
  - Rapid response

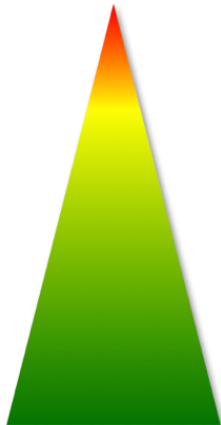
- Tier One**
- All students
  - Preventive, proactive

### Behavioral Systems

- Tier Three**
- Individual Students
  - Assessment-based
  - Intense, durable procedures

- Tier Two**
- Some students
  - High efficiency
  - Rapid response

- Tier One**
- All settings, all students
  - Preventive, proactive





# Essential Features at the School Level

- **Teams** of educators within the school (Administrator)
- **Data-based** decision making
- Instructional Focus
  - **Teach & Practice**
- **Acknowledge** student mastery of social skills
  - Positive Specific Feedback
- **Readiness** across Tiers (universals always a priority)
- **Classroom** High Leverage Practices
- Family and community engagement



## Improved Student Outcomes

academic performance

*(Horner et al., 2009)*

social-emotional competence

*(Bradshaw, Waasdorp, & Leaf, 2012)*

social & academic outcomes for SWD

*(Lewis, 2017; Tobin, Horner, Vincent, & Swain-Bradway, 2012)*

reduced bullying behaviors

*(Ross & Horner, 2009; Waasdorp, Bradshaw, & Leaf, 2012)*

decreased rates of student-reported drug/alcohol abuse

*(Bastable, Kittelman, McIntosh, & Hoselton, 2015; Bradshaw et al., 2012)*



## Reduced Exclusionary Discipline

office discipline referrals

*(Bradshaw, Mitchell, & Leaf, 2010; Bradshaw et al., 2012; Horner et al., 2009)*

suspensions

*(Bradshaw, Mitchell, & Leaf, 2010)*

restraint and seclusion

*(Reynolds et al., 2016; Simonsen, Britton, & Young, 2010)*



## Improved Teacher Outcomes

perception of teacher efficacy

*(Kelm & McIntosh, 2012; Ross, Romer, & Horner, 2012)*

school organizational health and school climate

*(Bradshaw, Koth, Bevans, Jalongo, & Leaf, 2008; Bradshaw, Koth, Thornton, & Leaf, 2009)*

perception of school safety

*(Horner et al., 2009)*

**School-Wide Positive Behavior Interventions and Supports**

# Sample Resource (PBIS.ORG)

## Are Fewer Students with Disabilities Suspended When Schools Implement PBIS?

This evaluation brief explores the relationship between (a) schools' implementation of Tier 1 (universal) support within a positive behavioral interventions and supports (PBIS) framework and (b) the proportion of students with disabilities suspended. This brief summarizes a larger evaluation of the relationship between PBIS implementation and exclusionary discipline among students with disabilities (Simonsen et al., 2021).

### Students with Disabilities Experience High Rates of Exclusionary Discipline

Relative to peers without disabilities, students with disabilities are more likely to experience exclusionary discipline. Specifically, students with disabilities experience disproportionate levels of restraint, seclusion, out-of-school suspension, expulsion, and contacts with law enforcement (U.S. Department of Education's Office of Civil Rights, 2018). Further, after controlling for race (Black/African American) and gender identity (male)—demographic characteristics known to predict higher rates of exclusionary discipline—scholars have documented that the effects of disability persist (e.g., Sullivan et al., 2014). To reduce exclusionary discipline and improve student outcomes, many (>25,000) schools in the U.S. implement a continuum of social, emotional, and behavioral (SEB) support within a PBIS framework.

### Promise of PBIS for Students with Disabilities

Although teams strive to implement a full continuum of support, more schools implement Tier 1 and measure fidelity than the other two tiers combined: in 2019, for example, more than 15,000 schools implemented Tier 1 and measured fidelity, compared to fewer than 14,000 implementing Tiers 2 and/or 3 and measuring fidelity (Center on PBIS, 2021). Further, when schools implement Tier 1 PBIS with fidelity, students with disabilities likely benefit. Preliminary research and several state evaluations support a potential relationship between implementation of Tier 1 practices and reductions in exclusionary discipline for students with disabilities (Benner et al., 2010; Brashers et al., 2012; Farkas et al., 2012; Grasley-Boy et al., 2019; Loman et al., 2018; Simonsen et al., 2010; Tobin et al., 2012). Given the national scale of Tier 1 PBIS implementation in the U.S., a national exploration is an important next step to understand if PBIS is associated with reduced exclusionary discipline (e.g., suspension) for students with disabilities.

### Evaluation Question

This brief addresses one evaluation question: Is there a relationship between (a) schools implementing PBIS with fidelity and (b) the proportion of students with disabilities suspended?

<https://www.pbis.org/resource/are-fewer-students-with-disabilities-suspended-when-schools-implement-pbis>

## 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

This practice guide is one of a series of guides for enhancing equity in school discipline. The guides are based on a 5-point multicomponent intervention described by McIntosh, Girvan, Horner, Smolkowski, and Sugai (2014). The 5 points include engaging instruction, School-wide PBIS as a foundation for culturally-responsive behavior support, use of disaggregated discipline data, equity policies, and reducing bias in discipline decisions. This guide addresses equity policies.

The recommendations and guides are available at:  
<http://www.pbis.org/school/equity-pbis>

### Introduction

The purpose of this guide is to provide resources for districts and schools in developing policies and procedures to reduce racial and ethnic disproportionality in school discipline. The guide will describe and provide examples of key elements for policy and their application in schools. It also provides a process and tool for assessing aspects of policies to enhance equitable discipline.

### Audience

This guide is designed primarily for use by district teams seeking to reduce racial and ethnic disproportionality in school discipline, regardless of whether they are implementing SWPBIS. It provides examples of content that could be included in board policies or district administrative rules and regulations. School teams may also use this guide in developing school-specific policies and procedures. This guide is not intended to replace legal counsel for policies required by local, state, and federal legislation.

<https://www.pbis.org/resource/key-elements-of-policies-to-address-discipline-disproportionality-a-guide-for-district-and-school-teams>

## Four Key Actions for State Education Agency Teams to Support Implementation of Multi-Tiered Systems of Support

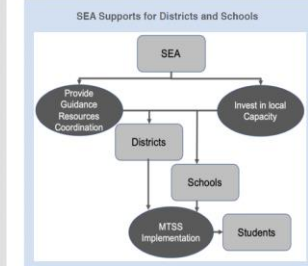
Goodman, S., Ward, C., & McIntosh, K.

### Introduction

As states and districts adopt policies that address the "whole child," many look to multi-tiered systems of support (MTSS) that attend to academic and social-emotional-behavioral needs of students. Key features of MTSS include a continuum of supports with increasing intensity matched to student need, the use of research-informed practices, and data for decision making. School-wide positive behavioral interventions and supports (PBIS) is an example of an effective MTSS for behavior (Horner, Sugai, & Anderson, 2010).

The State Education Agency (SEA) plays a critical role in the implementation fidelity, sustainability, and scale-up of MTSS. Typically, the SEA supports implementation by setting policy, providing visibility, coordinating resource allocation, and aligning efforts from the Department of Education down to the classroom (<https://www.pbis.org/resource/training-and-professional-development-blueprint-for-pbis>).

Many statewide initiatives fail due to the lack of developing local implementation capacity that is aligned, coordinated, and supported at the state level. Limited personnel and resources from the state level necessitate the need to leverage regional and district structures. Investment in local capacity also helps to address unique contextual features of local settings. The figure below illustrates SEA supports for districts and schools.



A variation of this illustration would be the addition of intermediate or regional educational units that support local districts and schools.

<https://www.pbis.org/resource/four-key-actions-for-state-education-agency-teams-to-support-implementation-of-multi-tiered-systems-of-support>





## Family Resources

Family, school, and community members are critical partners in developing an effective and responsive support system where all benefit. The OSEP Technical Assistance Center on PBIS has developed several resources to support these partnerships. Additional information on supporting families in PBIS implementation can be found at: <https://www.pbis.org/topics/family>.

### Released in 2021!

1. **Helping Families Prepare for an IEP Meeting** - <https://www.pbis.org/resource/helping-families-prepare-for-an-iep-meeting>
2. **Questions for Families to Consider when Concerned about their Child's Behavior** - <https://www.pbis.org/resource/questions-for-families-to-consider-when-concerned-about-their-childrens-behavior>.
3. **Strengthening Family Participation in Addressing Behavior in an IEP** - <https://www.pbis.org/resource/strengthening-family-participation-in-addressing-behavior-in-an-iep>
4. **Remote Instruction Strategy Matrix for Collaboration with Families** - <https://www.pbis.org/resource/remote-instruction-strategy-matrix-for-collaboration-with-families>
5. **Enhancing Family-School Collaboration with Diverse Families** - <https://www.pbis.org/resource/enhancing-family-school-collaboration-with-diverse-families>
6. **Obtaining Stakeholder Feedback to Improve the Middle to High School Transition** - <https://www.pbis.org/resource/obtaining-stakeholder-feedback-to-improve-the-middle-to-high-school-transition>

<https://www.pbis.org/resource/family-resources>





# Final thought.....

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*Until we have defined, taught, modeled, practiced, reinforced and re-taught, it is unethical for adults to punish.*

Rob Horner