



New York State Education Department
Office of Special Education
Educational Partnership





Developing Behavior Systems that Work: Using Data to Inform Interventions

Introduction to Equitable & Culturally Responsive-Sustaining Behavioral Systems

Developed by the Technical Assistance Partnership for Behavior

8/22/2022

Blueprint for Improved Results for Students with Disabilities



Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



Multi-tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



Inclusive Activities

Schools provide high-quality inclusive programs and activities.



Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.



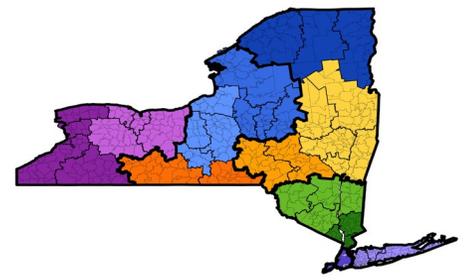
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Disclaimer

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Who Are We?



The Office of Special Education (OSE) Educational Partnership is a coordinated and cohesive support network focused on enhancing services and improving outcomes for students with disabilities and providing effective support for educational organizations (EOs).

Regional Partnership Centers (RPCs) are located in each of the 12 regions of NYS and provide these supports and services to the EOs within their region.

Today's Facilitators

Participant Introductions

- Name
- Role
- District
- School
- Population Served

Training Expectations

BE RESPONSIBLE

- Take care of your needs
- Return on time and quietly
- Sign attendance sheets/complete evaluation form
- Use electronic devices when necessary

BE RESPECTFUL

- Turn cell phones “off” or to “vibrate”
- Listen to others attentively
- Honor confidentiality when applicable
- Stay on topic

BE ENGAGED

- Be an active participant
- Participate with an open mind
- Take notes
- Make plans to stay until training dismissal

Virtual Training Expectations

BE RESPONSIBLE

- Take care of your needs
- Return on time and quietly
- Complete evaluation form
- Find a quiet place to participate

BE RESPECTFUL

- Use “mute” to prevent background noise
- Listen to others attentively
- Honor confidentiality when applicable
- Stay on topic

BE ENGAGED

- Be an active participant
- Participate with an open mind
- Take notes
- Make plans to stay until training dismissal

Roadmap

Module Number	Module Title
1:	<i>Introductory to Equitable Behavioral Systems</i>
2:	Using Discipline Data to Inform Interventions
3:	Creating Common Disciplinary Language
4:	Creating a Discipline Flowchart
5:	Tier 1 Practices to Support Behavior
6:	Working with Families Around Behavior

Materials



- Module 1 workbook
- Courageous Conversations overview
- Courageous Conversations protocol
- Pathway for Change document

Objectives for Module 1

- Become familiar with national & state trends in behavioral infractions/suspensions pertaining to Students With Disabilities
- Explore how frameworks of Equitable & Culturally Responsive Multi-Tiered Behavioral Systems effect outcomes of Students With Disabilities
- Establish a common understandings of equity & establish a clear commitment to equity

Equity & Cultural Responsiveness require us to name the “Elephants in the room.”

- Student, Family, & Community Groups
- Culture & Identity
- Beliefs, Stereotypes, & Prejudice
- Issues or Challenges



Supporting and Meaningful Engagement



From SAFE Space	To Brave Space
<ul style="list-style-type: none">• Belief that learning requires comfort• Illusion of safety• Polite discussion• Guarded conversations• Acceptance of oppression and subordination• Unawareness of entitlement and privilege or inactivity in response to awareness	<ul style="list-style-type: none">• Belief that learning requires disequilibrium• Reality of risk• Courageous Conversation• Genuine dialogue• Self-determination• Personal responsibility

Supporting Meaningful Engagement Compass

Courageous Conversations Compass



YOUR TURN

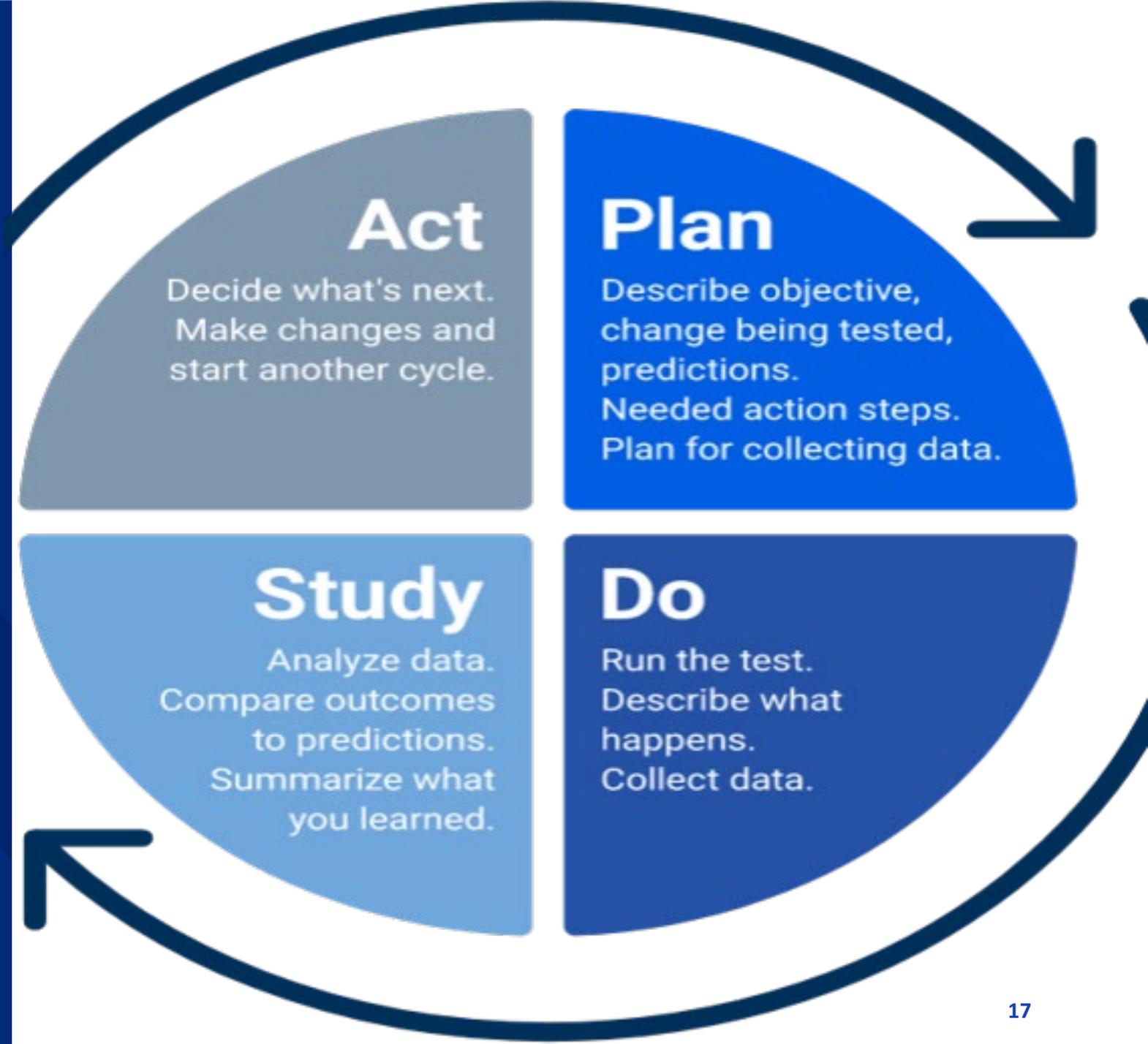


Activity 1: What are your goals for our work together?

- **Individually Reflect**
- **As a team, share & discuss**
- **Read & connect**

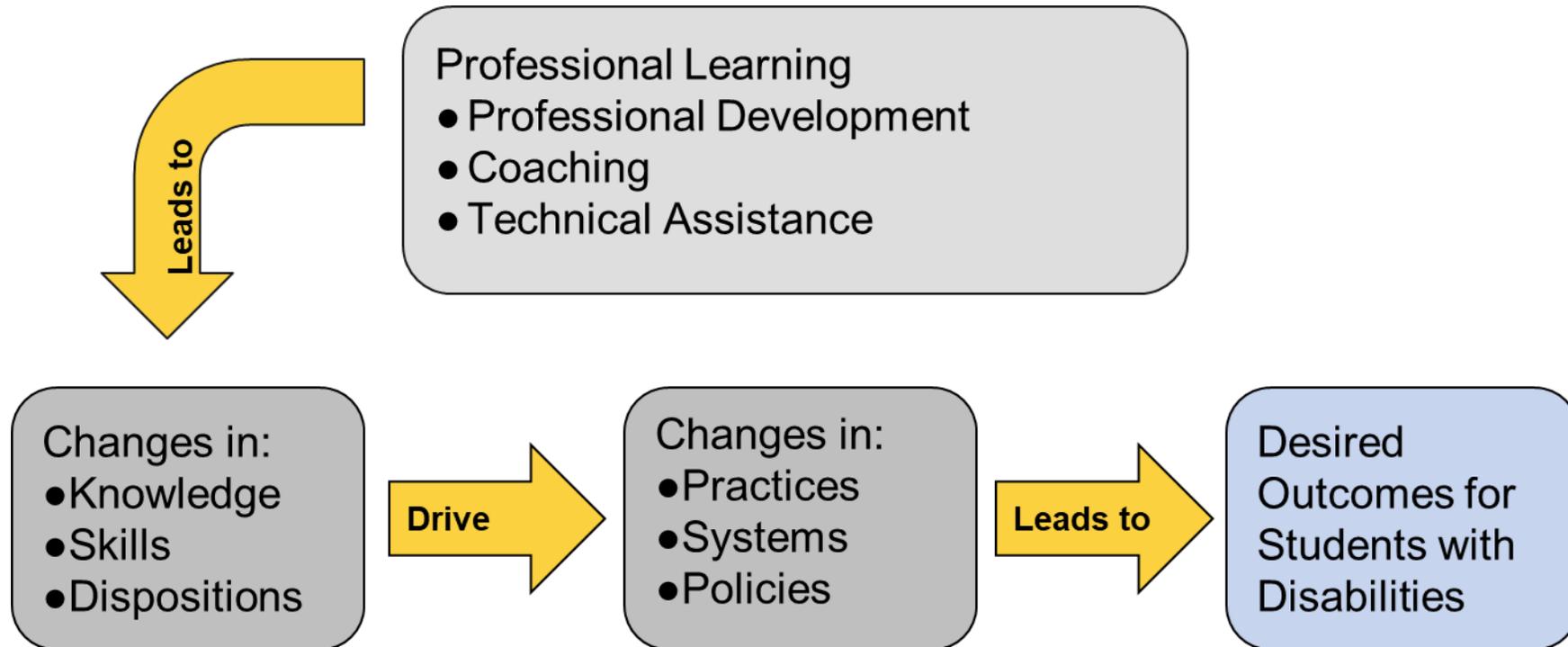


Plan-Do- Study-Act (PDSA) Cycle



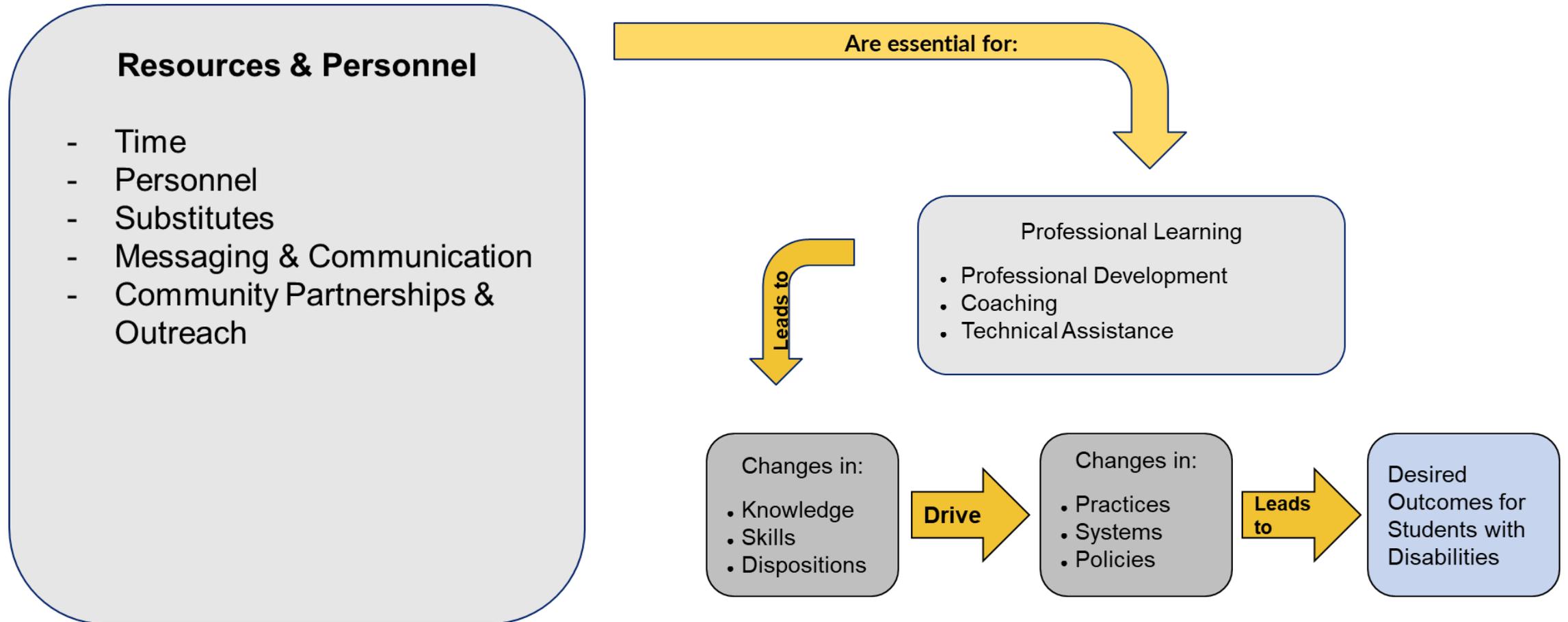
Systematic Improvement

Pathways for Change

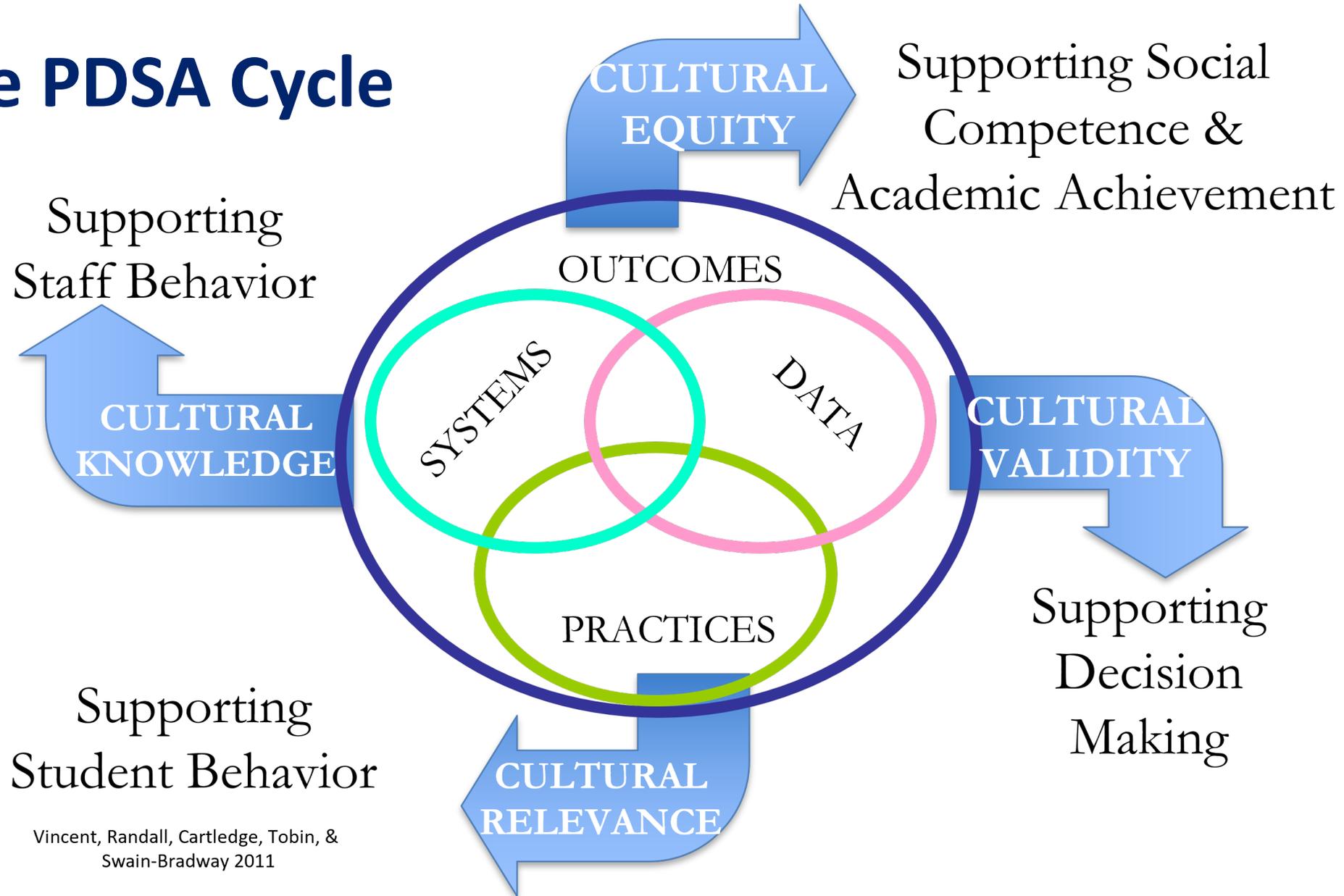


Systematic Improvement:

Leadership Drives Change



The PDSA Cycle



Vincent, Randall, Cartledge, Tobin, & Swain-Bradway 2011

Example: Mapping Module 1

<i>Learning Outcomes</i> <i>(Knowledge, skill, disposition)</i>	<i>Practice Outcomes</i> <i>(Change in practice)</i>	<i>Systems Outcomes</i> <i>(Change in policy of System)</i>	<i>Intended Results for Students</i>
Educational Equity Discipline Equity Scaffolding Meaningful Engagement Culturally Responsive	CR School Wide Behavioral Practices School wide rules & expectations, lesson plans to teach, monitor and acknowledge, provide instructional consequences, data-based decisions	Demonstrate a specific Commitment to Equity through the creation of an equity statement *CR School Wide Behavioral Systems Behavioral data system, behavioral definitions, flow chart of responding to minor and major behaviors, behavior matrix, etc.	Goals for Students with Disabilities based on Trends in Educational Organization data

YOUR TURN



Activity 2: Assessing the Current State of Affairs

Data & Systems	Current State	Desired State
Student Outcome Data Points & Trends:	--	--
Systems, Policy, & Practice:	--	--

YOUR TURN



Activity 3: Mapping Our Pathways for Change

Learning Outcomes (Knowledge, skill, disposition)	Practice Outcomes (Change in practice)	Systems Outcomes (Change in policy of System)	Intended Results for Students
--	--	--	Goals for Students with Disabilities based on Trends in Educational Organization data

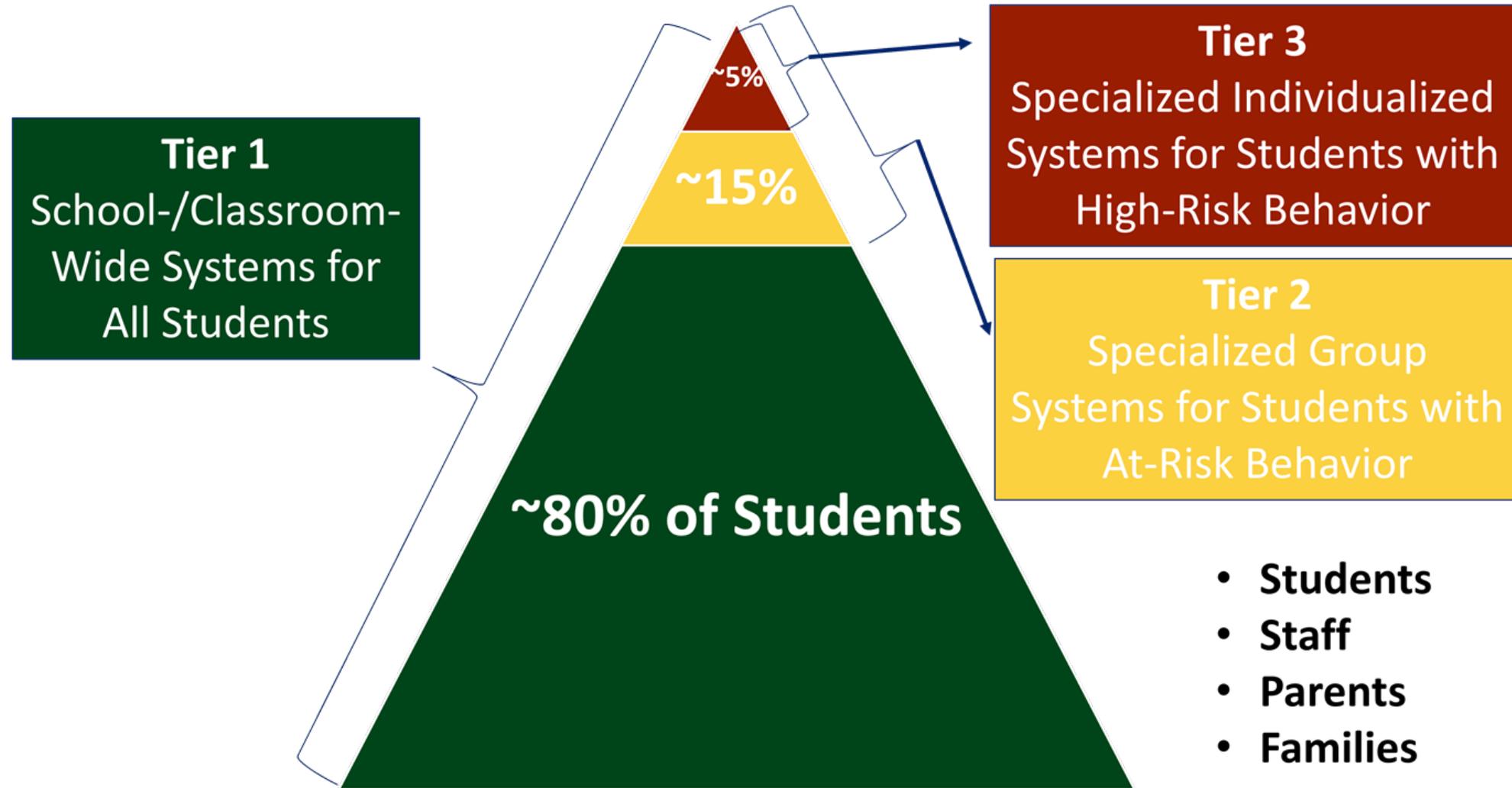
Rationale for Creating Data Decision Making Systems

- Using data for decision making is a powerful approach for improving both educational systems and student outcomes.¹
- Strongly recommended by the U.S. Departments of Education and Justice.²
- Rigorous collection and analysis of data serve to understand the need, identify areas for improvement and determine appropriate action to ensure that efforts to reduce disproportionality are effective and provide guidance for adjustments
- Tiered systems of preventing problems offer an excellent framework for organizing, adapting and delivering effective behavioral interventions to all students, especially students with disabilities or high risk for failure.³

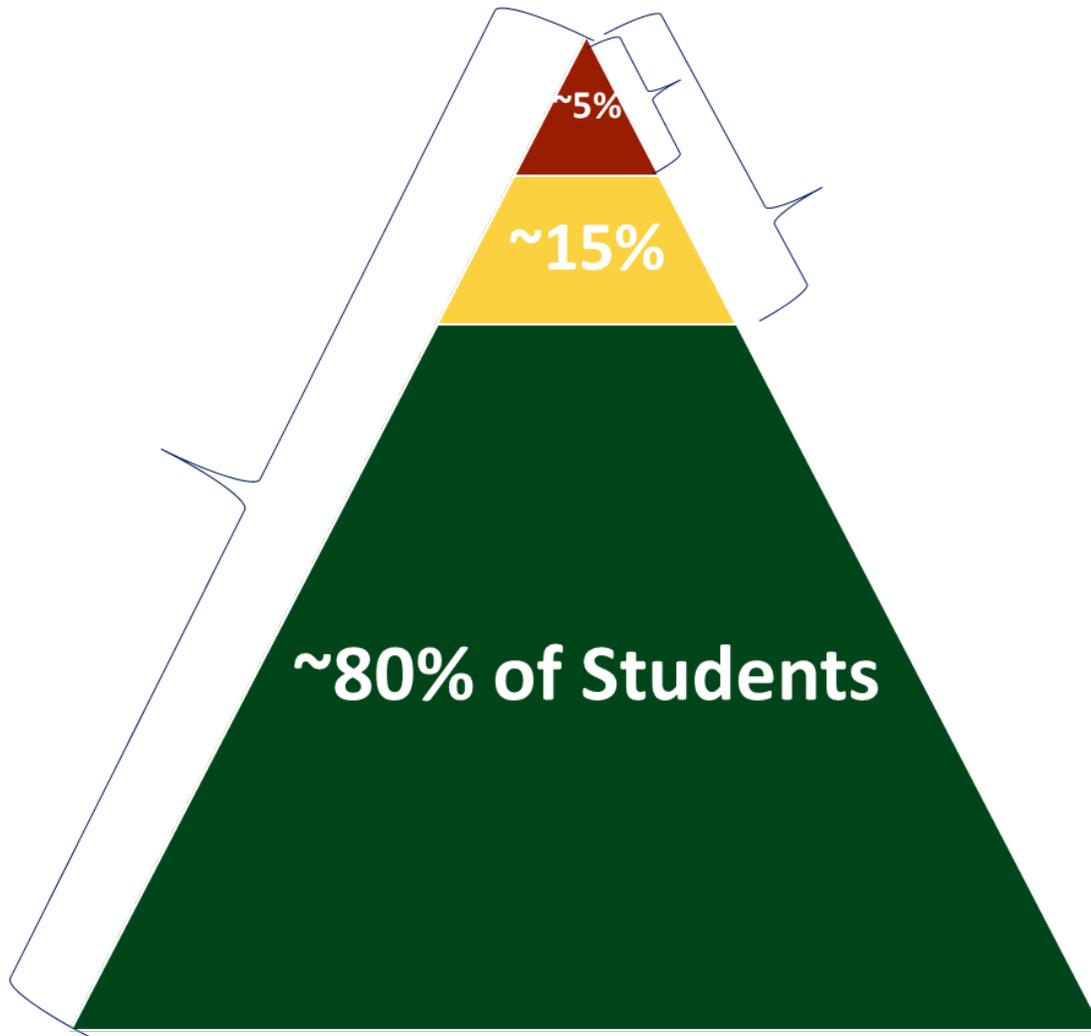
Core Components of Multi-Tiered Systems

- Evidenced to be effective in a similar context with similar populations
- Continuum of supports
- Data are collected and used to screen, monitor, and assess student progress.
- Fidelity measures are used to drive improvement

Multi-Tiered Framework



Establishing a Continuum of School Wide-PBIS



Tier 3

- FBA-BIP
- Wraparound/Person Centered Planning
- Strength-based interventions
- **Data**

Tier 2

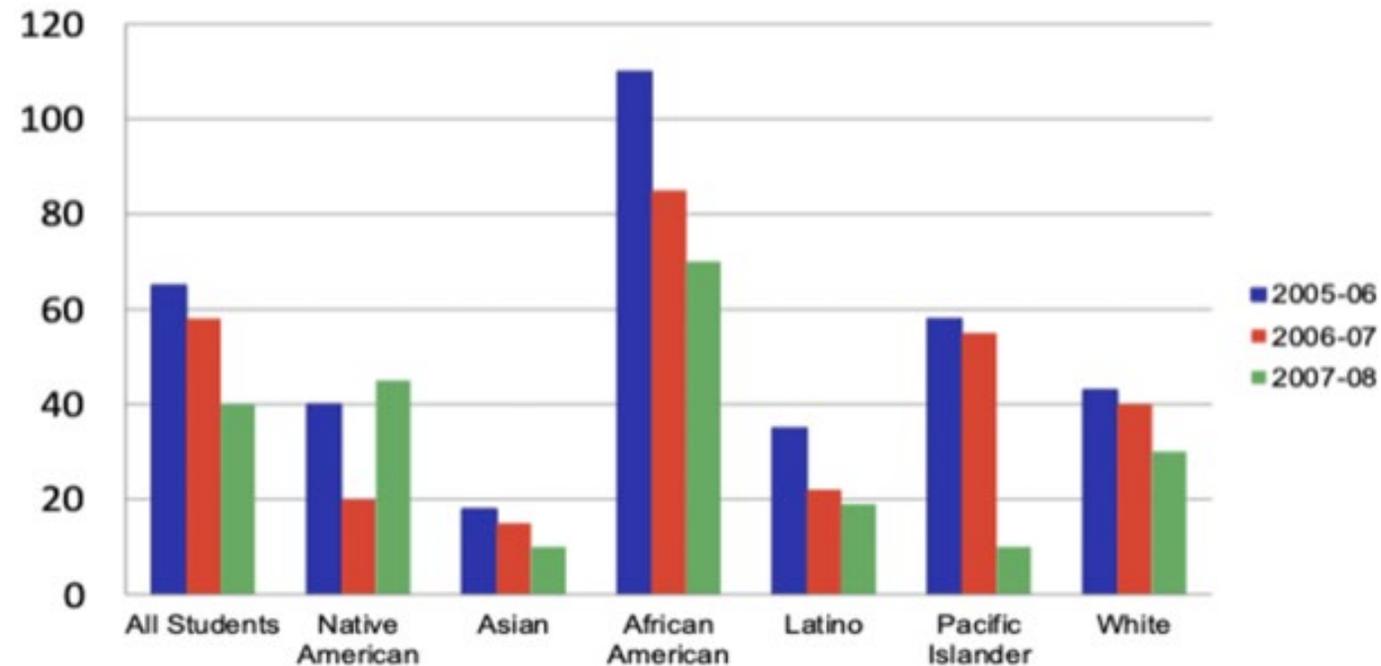
- Check-in Check-out
- Social skills instruction
- Peer-based supports
- Check and Connect
- **Data**

Tier 1

- Define
- Teach
- Monitor
- Acknowledge
- **Data**
- Correct

Effects of School Wide Positive Behaviors Interventions and Support Systems

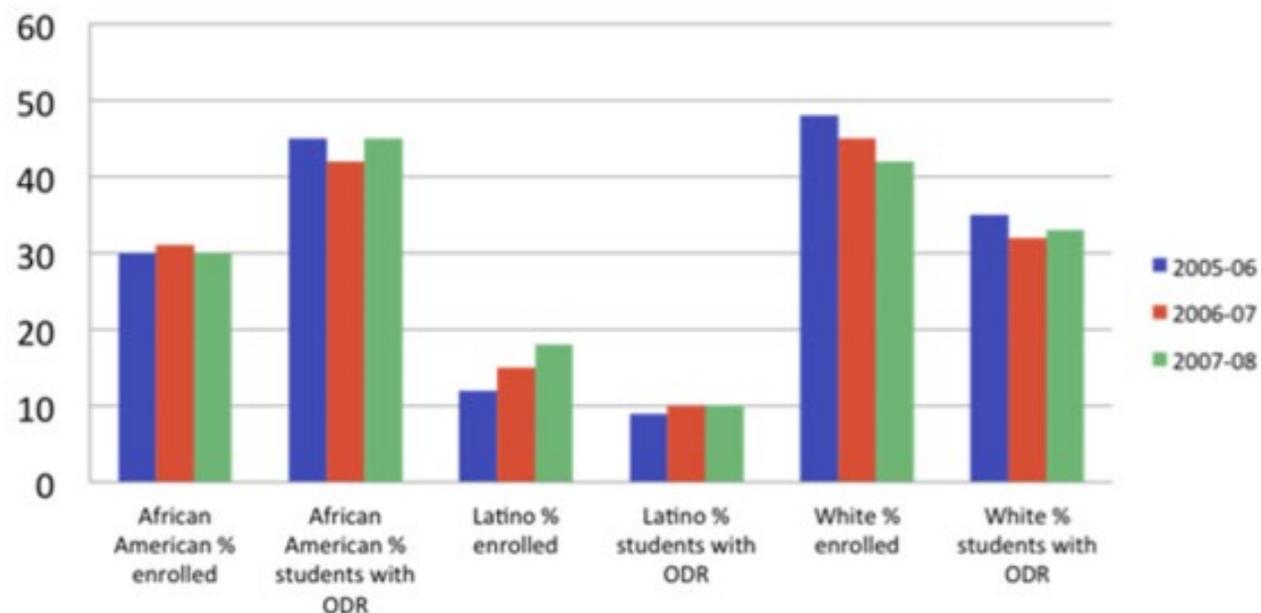
Major Office Discipline Referrals/ 100 Students Enrolled
N = 69 Schools



Source: Vincent, C.G., Cartledge, G., May, S., & Tobin, T.J. (2009)

School Wide Positive Behaviors Interventions and Supports & Disproportionality

Percent Enrolled/Percent with Major Office Discipline Referrals
N=69 schools



Source: Vincent, C.G., Cartledge, G., May, S., & Tobin, T.J. (2009)

Culturally Responsive Behavioral Systems

- Identity
- Voice
- Supportive Environment
- Situational Appropriateness
- Data for Equity



(In)Equity in School Discipline

- Race
- Socio-Economic Status
- Gender
- Sexuality
- Ability



Disproportionality in School Discipline



National Trends

- Of 6 million SWD in 2015-16, 400,000 received at least 1 out-of-school suspension
- SWD are suspended twice as often as their non-disabled peers and for longer periods of time

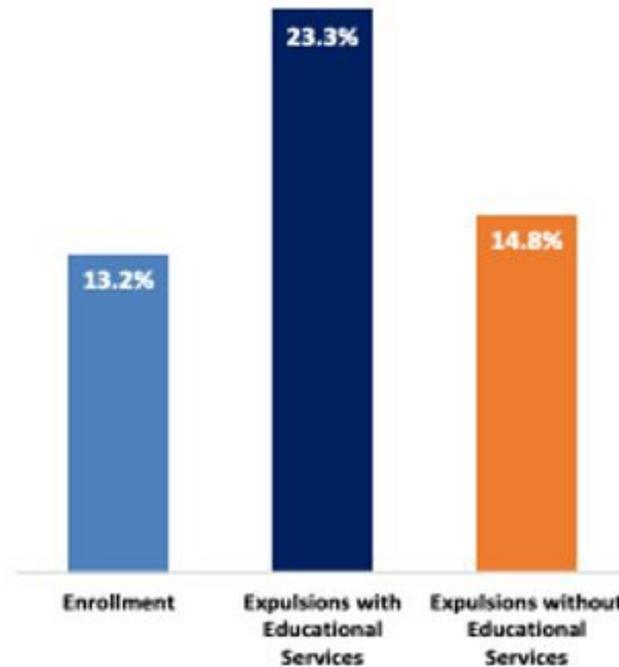
School Suspensions among Students with Disabilities served under IDEA in 2017-2018

School Suspension Data

- Students with disabilities served under IDEA represented 13.2% of total student enrollment but received 20.5% of one or more in-school suspensions and 24.5% of one or more out-of-school suspensions
- Disparities worsen when the data are disaggregated by race. Black students served under IDEA accounted for 2.3% of total student enrollment, but received 6.2% of one or more in-school suspensions and 8.8% of one or more out-of-school suspensions

School Expulsions among Students with Disabilities served under IDEA in 2017-2018

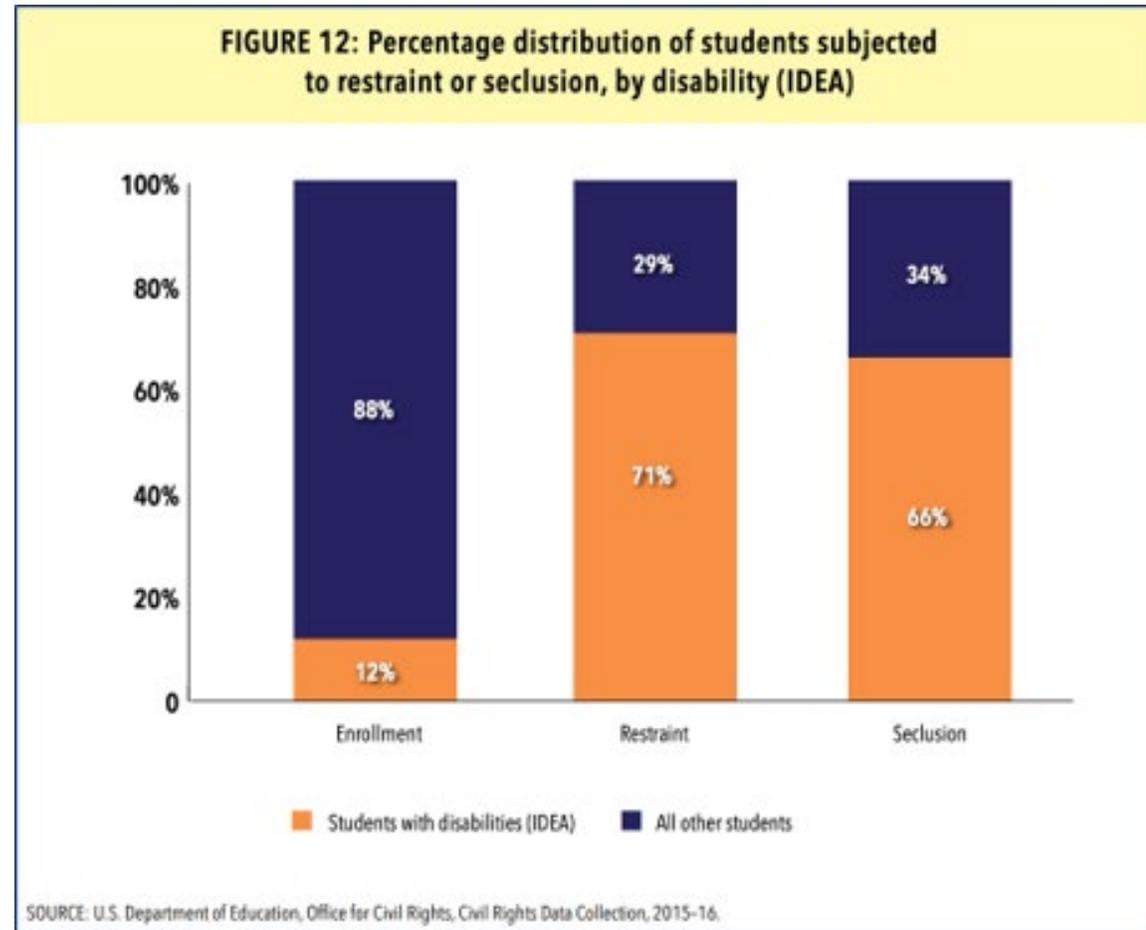
School Expulsion Data



In 2017-18, students with disabilities served under IDEA represented 13.2% of the total student enrollment and received 23.3% of all expulsions with educational services and 14.8% of expulsions without education services.

Restraint or Seclusion among Students with Disabilities served under IDEA in 2015-2016

Restraint or Seclusion Data



YOUR TURN Check

Compass Check 1



Disproportionality in School Discipline

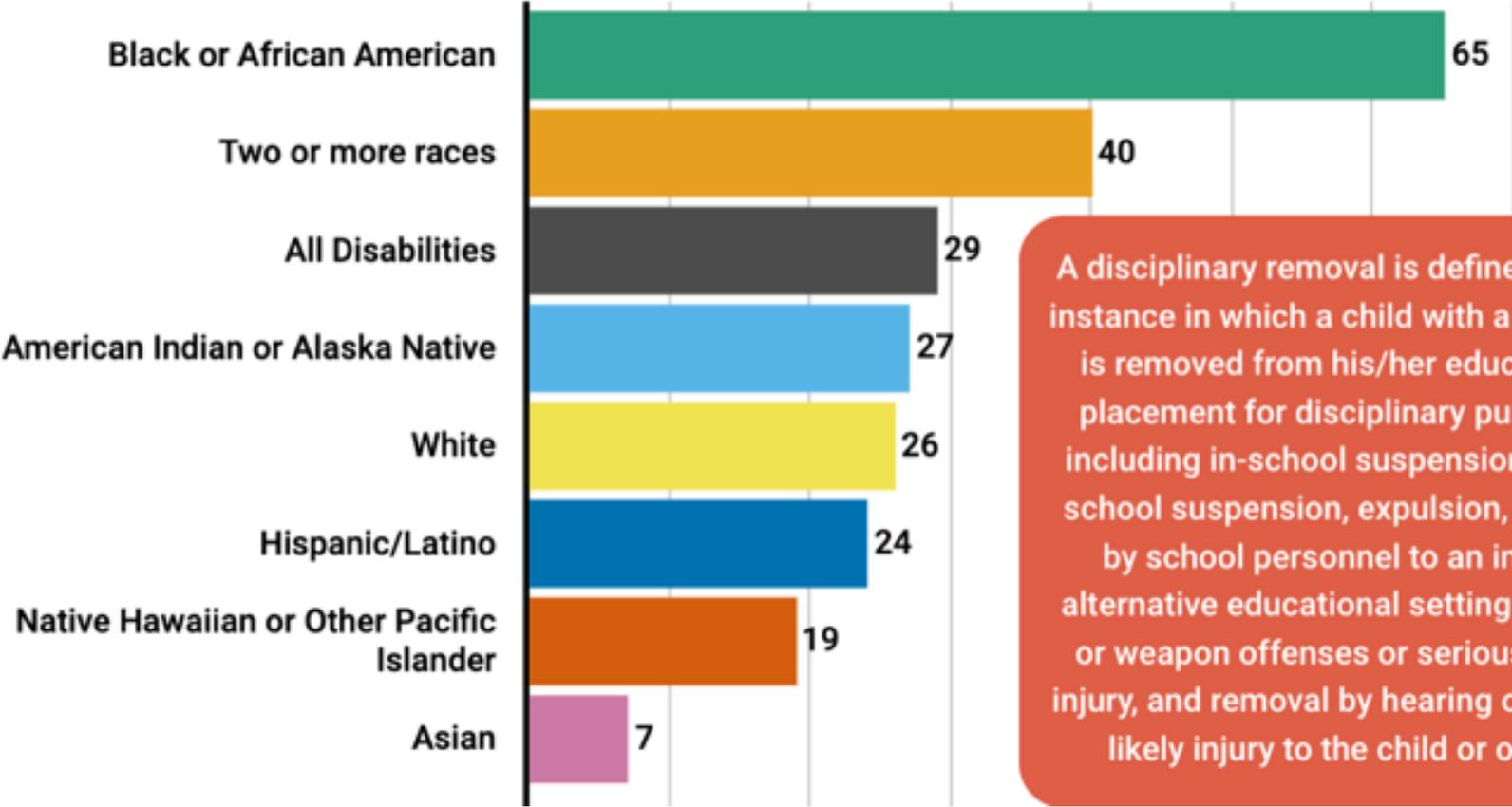
– National Trends

- Black or African American Students with Disabilities made up 2.3% of total Students, yet received 6.2% of one or more in- school suspensions and 8.8% of one or more out-of-school suspensions in 2017-18
- Multiracial Students with Disabilities were over 7 times more likely than white Students with Disabilities to receive one or more Out of School Suspensions in the 2015–16 academic year



Disproportionality in School Discipline, cont.

Total Disciplinary Removals Per 100 Children or Students with Disabilities, Ages 3 to 21, By Race/Ethnicity, Served Under IDEA, Part B, in the US, Outlying Areas, and Freely Associated States: SY 2017-18



A disciplinary removal is defined as any instance in which a child with a disability is removed from his/her educational placement for disciplinary purposes, including in-school suspension, out-of-school suspension, expulsion, removal by school personnel to an interim alternative educational setting for drug or weapon offenses or serious bodily injury, and removal by hearing officer for likely injury to the child or others.

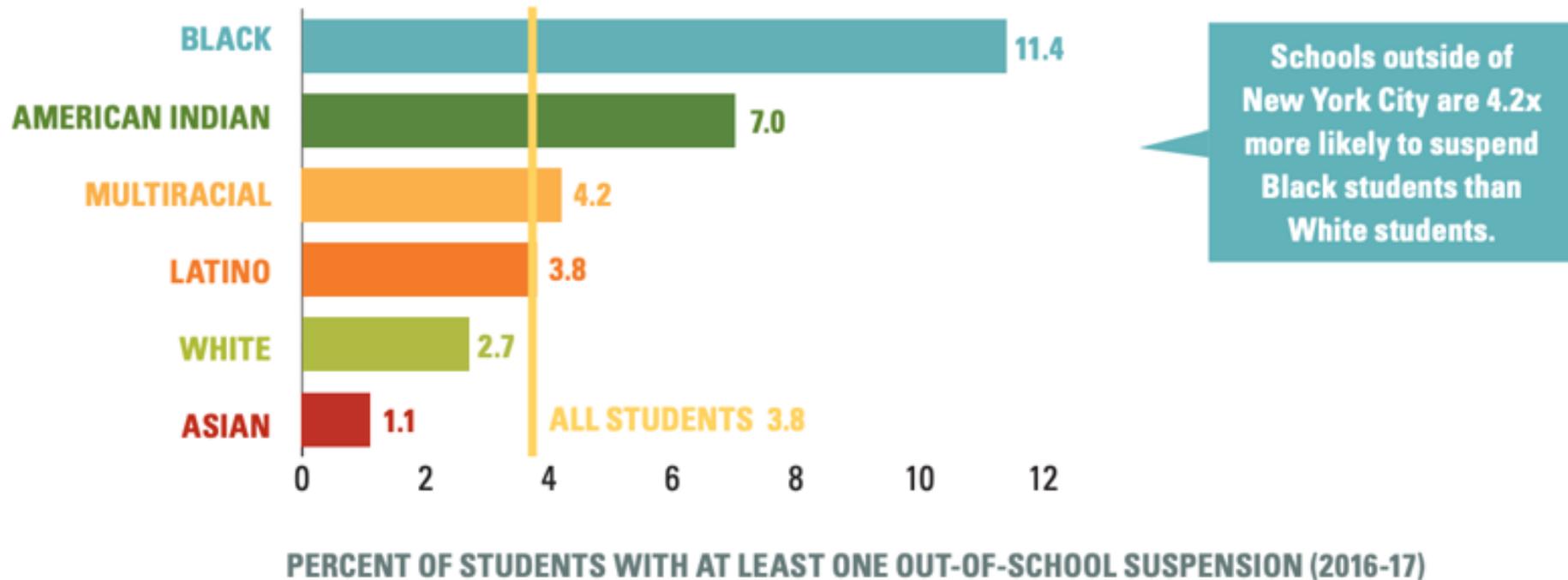
YOUR TURN Check

Compass Check 2



Figure 1

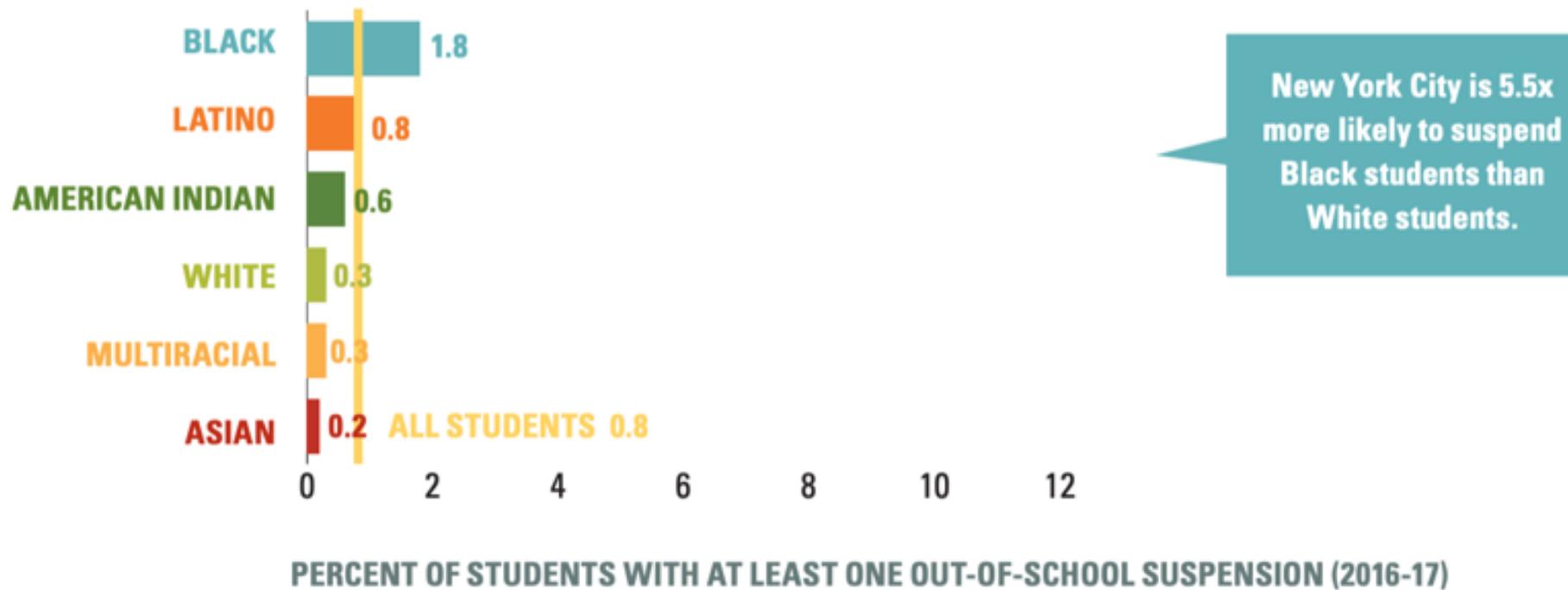
Figure 1: Percent of students outside of New York City with at least one out-of-school suspension



Source: New York State Education Department. Unpublished 2016-17 data. Analysis conducted by The Education Trust—New York.

Figure 2

Figure 2: Percent of students in New York City with at least one out-of-school suspension



Source: New York State Education Department. Unpublished 2016-17 data. Analysis conducted by The Education Trust–New York.

Data



NEW YORK STATE SCHOOL
DISTRICTS **SUSPENDED A
STUDENT AT LEAST ONCE
EVERY MINUTE** IN THE
2016-2017 SCHOOL YEAR.

Impact of Suspension

- Lowers student achievement
- Increases rates of:
 - Course failure; Truancy; High School Non-compliance; Delinquent behaviors
- 12 years after suspension, students were:
 - Less likely to earn a High School Diploma or Bachelors degree
 - More likely to have been arrested or on probation



YOUR TURN Check

Compass Check 3



Disproportionality in Your Educational Organization

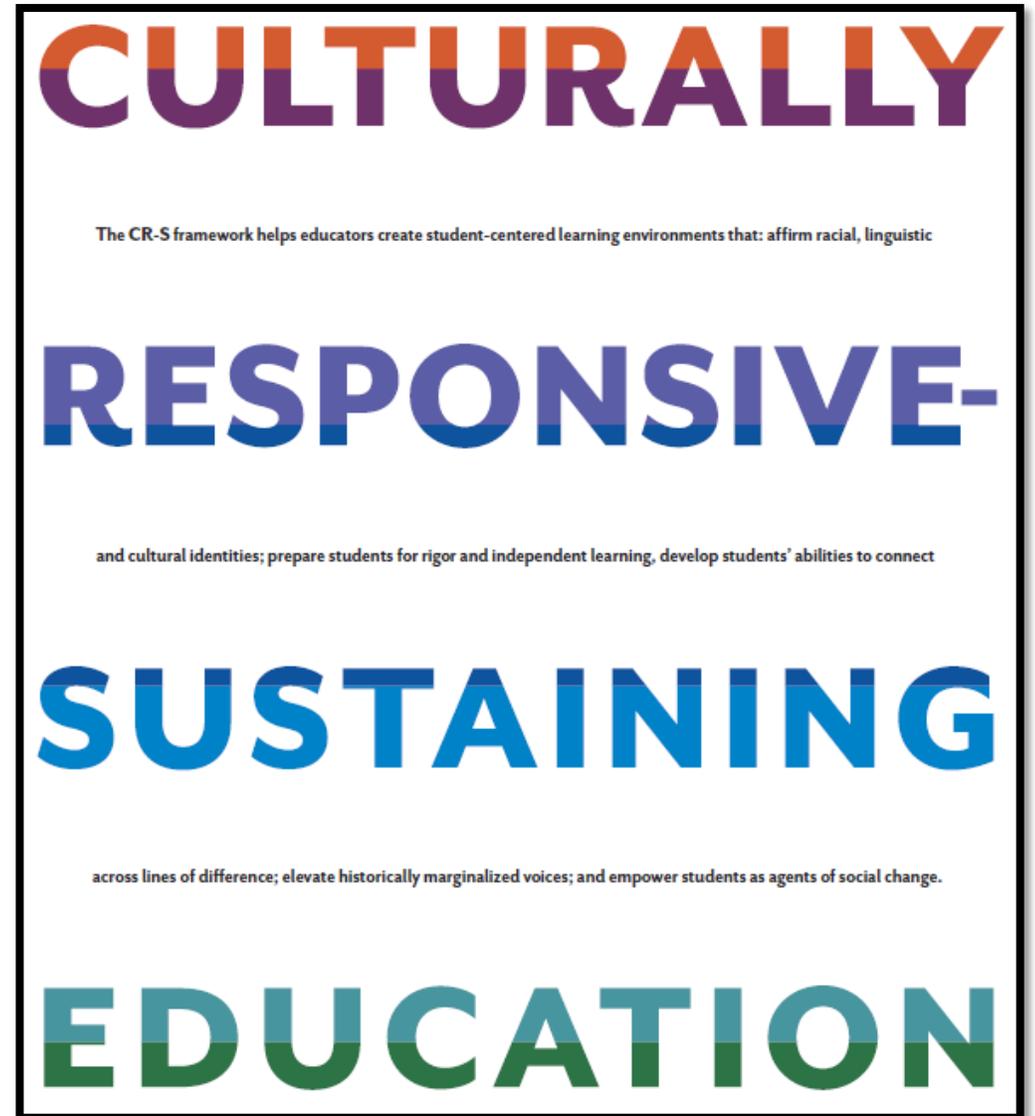


- What student groups do your data and personal experience tell you are most impacted by behavioral systems?
- How do your trends compare with these national & state trends?

NYSED Culturally Responsive-Sustaining Education Framework

Goals of CR-S Education

- Racial and cultural identities affirmed
- Connection across identity & culture
- Students as agents of social change
- Build critical thinking & curiosity



YOUR TURN



Activity 4a: Culturally Responsive Behavioral Systems

- Identity
- Voice
- Supportive Environment
- Situational Appropriateness
- Data for Equity



Family Partnerships in Policy Development



- Commitment to regularly seeking and using input from a range of families
- Recruiting family leaders and including them in school and district decisions
- Provision of information on school and district policies and procedures
- Regular evaluation of effectiveness of family engagement programs



Video: Family Engagement



YOUR TURN

Family Engagement



- Please share your thoughts on what was shared in the video:
 - What was something you already knew?
 - What really resonated with you?
 - What were you surprised by?

YOUR TURN

Activity 4b: Family Engagement Practices



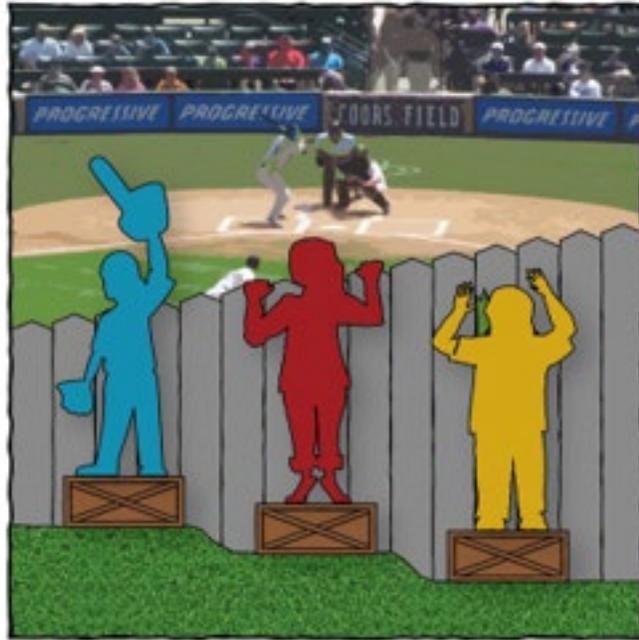
- Identity
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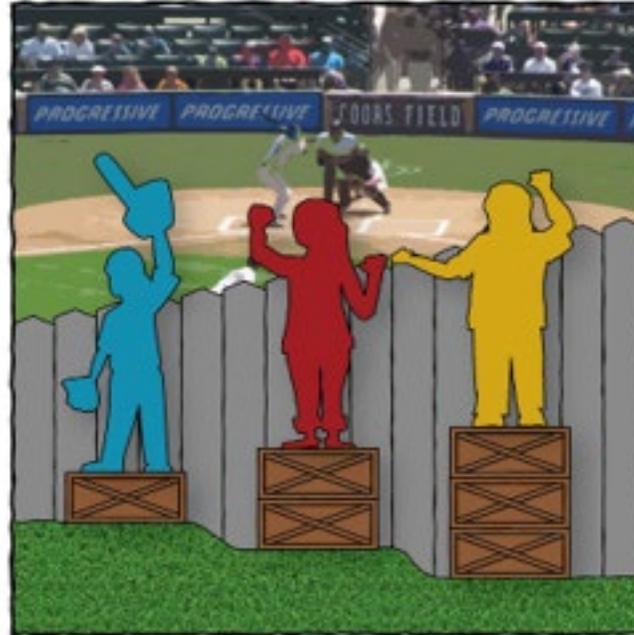
What are Equity & Cultural Responsiveness?

Establishing Common Understandings

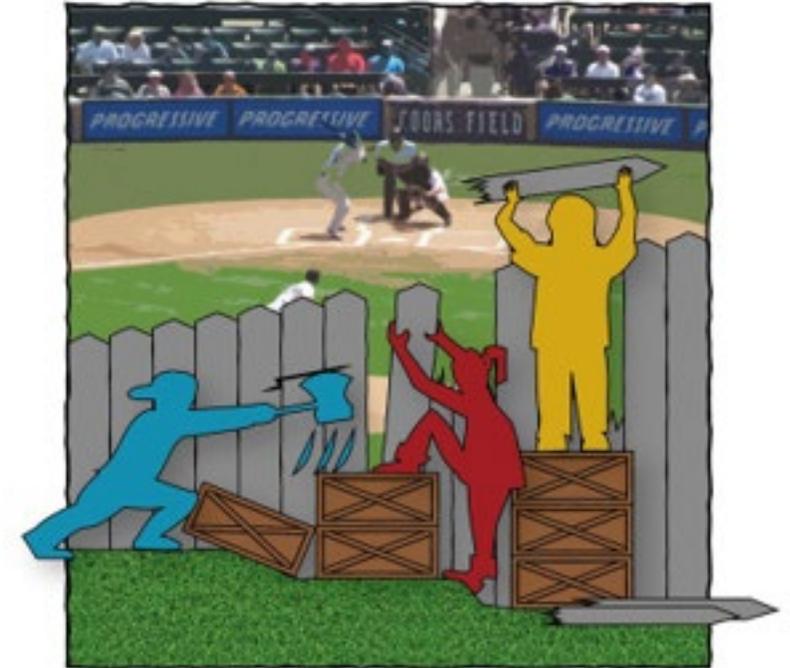
Equality, Equity, Justice



EQUALITY



EQUITY



JUSTICE

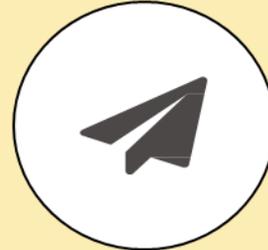
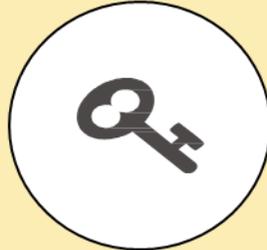
Equity is when everyone has access to the opportunities necessary to satisfy their essential needs, advance their well-being and reach their full potential

Definition: Equity

Educational equity is the principle of altering current practices and perspectives to teach for social transformation and to promote equitable learning outcomes for students for all social groups.



Common Equity Terms

			
EQUALITY	OPPORTUNITY	ACCESS	EQUITY
<i>Equal inputs regardless of need or outputs</i>	<i>Altering practices and resources to respond to student needs</i>	<i>The right to benefit from resources; admittance</i>	<i>Equitable inputs with Equitable outputs; a chance</i>

YOUR TURN

Activity 5: Establishing a Commitment of Equity

- Define Equity in your words
- Share with team
- Read & consider definitions
- Discuss with team



Equity Focus

- Specific language that expresses a commitment to equity (e.g., racial, cultural, ability)
- Inclusion of equity in district mission statements
- Explicit language related to the improvement or maintenance of equity in key documents (e.g., newsletters, proposals, school improvement plans)
- Hiring preferences for equitable outcomes

YOUR TURN



Activity 6: Establishing Common Understandings of Equity

- Using the chart in your workbook read each definition of Equity
- Individually write your connections, questions and takeaways
- Then as a building leadership team identify your common connections and takeaways....
- What are the next steps for addressing equity in your building?
 - Make a plan!

YOUR TURN



Activity 7: Your Commitment to Equity: Examples & Non-Examples

- Take a few minutes to read the examples and non-examples in the workbook
- Connections and takeaways...
- How does your commitment align with the next steps for addressing equity in your building established on the previous slide?

Next Steps / Action Planning



Complete & Review

Complete & Share Equity Statement

Review Mission & Vision Statements for Alignment

Gather

Gather Behavioral Data for Next Session

Share & Revisit

Share and Revisit Current State/Desired State and Work on Pathway for Change document

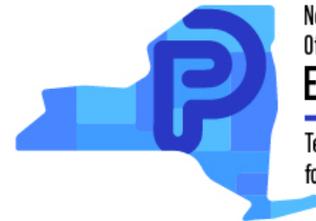
Questions?



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New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity



New York State Education Department
Office of Special Education
Educational Partnership
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