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Reducing the Effects of Implicit Bias in School Discipline

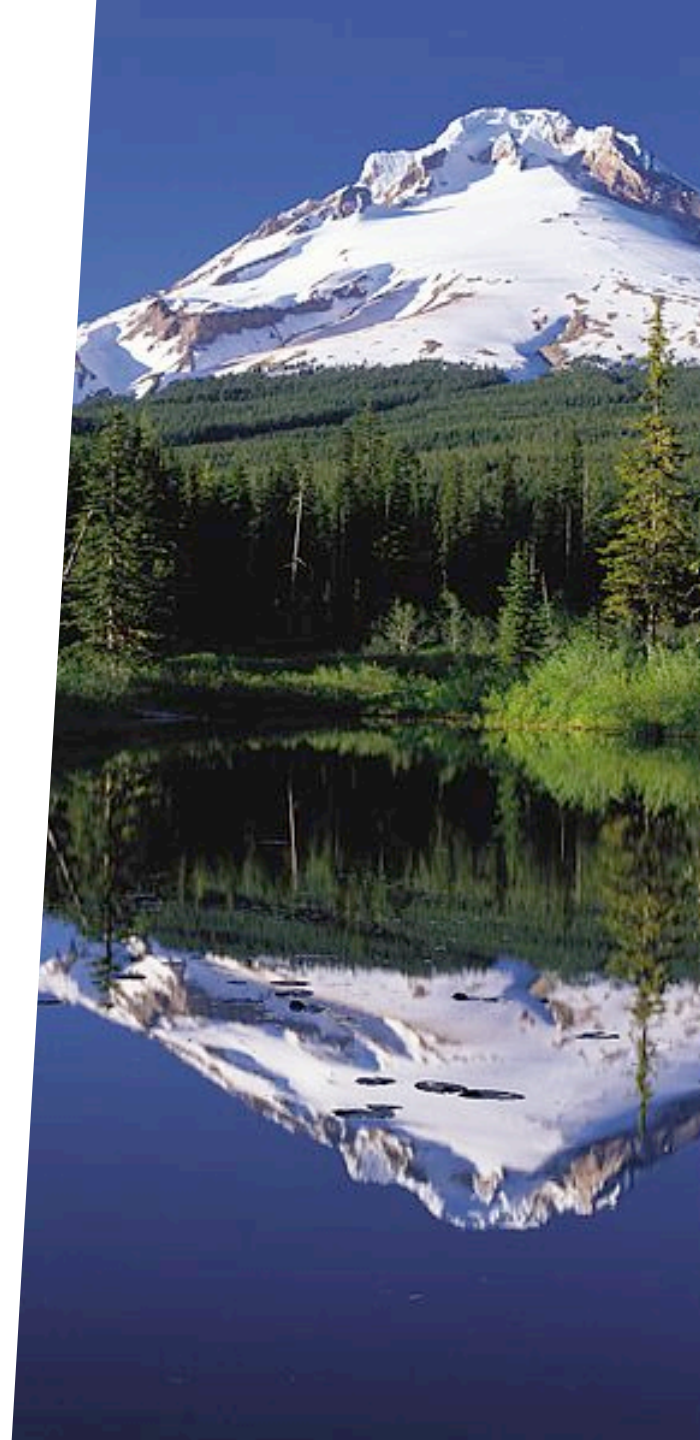
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University of Oregon

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*Michigan's Behavior and Learning
Supports Initiative (MiBLSi)*



Acknowledgements



■ PBIS Center Disproportionality Workgroup

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Overview of Today's Session

1. Describe the term **implicit bias** and its role in disproportionality in school discipline
2. Share **an intervention approach** for addressing implicit bias
3. Provide an example of a implementation process for:
 1. Ensuring district and school administrator commitment
 2. Delivering a sequenced professional development curriculum to school personnel

Handouts: <http://www.pbis.org>



A 5-point Intervention Approach to Enhance Equity in School Discipline

Recommendations for Addressing Discipline Disproportionality in Education

Kent McIntosh, Erik J. Girvan, Robert H. Horner, Keith Smolkowski, & George Sugai

Disproportionality represents one of the most significant problems in education today (Gregory, Skiba, & Noguera, 2010; U.S. Government Accountability Office, 2013). The results of decades of research consistently show that students of color, particularly African American students (and even more so for those with disabilities), are at significantly increased risk for exposure to exclusionary discipline practices, including office discipline referrals and suspensions (e.g., Fabelo et al., 2011; Losen & Gillespie, 2012; Shaw & Braden, 1990). These differences have been found consistently across geographic regions and cannot be adequately explained by the correlation between race and poverty (Noltemeyer & McLaughlin, 2010). Given the well-documented negative effects of exclusionary discipline on a range of student outcomes (American Academy of Pediatrics Council on School Health, 2013), educators must address this issue by identifying rates of discipline disproportionality, taking steps to reduce it, and monitoring the effects of intervention on disproportionality. Disproportionality in exclusionary discipline blocks us from the overall objective of promoting positive outcomes for all students.

Components of Effective Intervention to Prevent and Reduce Disproportionality

The existing research is clear that that no single strategy will be sufficient to produce substantive and sustainable change. Multiple components may be needed, but not all components may be necessary in all schools. We describe

here a 5-point multicomponent approach to reduce disproportionality in schools.

1. Use Effective Instruction to Reduce the Achievement Gap

Because of the well-documented relation between academic achievement and problem behavior (McIntosh, Sadler, &

continued on next page



5-point Intervention Approach

1. Use engaging **academic instruction** to reduce the support gap (achievement gap)
2. Implement a **behavior framework** that is preventive, multi-tiered, and culturally responsive
3. Collect, use, and report **disaggregated** discipline data
4. Develop **policies** with accountability for disciplinary equity
5. Teach **neutralizing routines** for vulnerable decision points



PBIS Forum Equity Strand

1. Use engaging **academic instruction** to reduce the support gap (achievement gap) **B5**
2. Implement a **behavior framework** that is preventive, multi-tiered, and culturally responsive **D5**
3. Collect, use, and report **disaggregated** discipline data **E6**
4. Develop **policies** with accountability for disciplinary equity **E4**
5. Teach **neutralizing routines** for vulnerable decision points **C4**

Supporting students who identify as LGBTQ **E5**

Partnering with families **A5**







2015: Ohio State wins a football game





What is implicit bias?

- Unconscious, automatic
- Based on stereotypes
- We all have it (even those affected by it)
- Generally **not** an indication of our beliefs and values
- More likely to influence:
 - Snap decisions
 - Decisions that are ambiguous



Definitions

■ Overt Bias

- Conscious belief in superiority of a group

■ Explicit Bias

- Conscious belief that some groups aspire to desirable traits more than others

■ Implicit Bias

- Unconscious associations regarding some groups



Implicit Bias and Race

“the challenge is not a small number of twisted white supremacists but something infinitely more subtle and complex: People who believe in equality but who act in ways that perpetuate bias and inequality.”

-Nicholas Kristof, *The New York Times*



Is discrimination the biggest factor in disproportionality?

With Malice Toward None and Charity for Some *Ingroup Favoritism Enables Discrimination*

Anthony G. Greenwald
Thomas F. Pettigrew

University of Washington
University of California, Santa Cruz

Dramatic forms of discrimination, such as lynching, property destruction, and hate crimes, are widely understood to be consequences of prejudicial hostility. This article focuses on what has heretofore been only an infrequent countertheme in scientific work on discrimination—that favoritism toward ingroups can be responsible for much discrimination. We extend this counterthesis to the strong conclusion that ingroup favoritism is plausibly more significant as a basis for discrimination in contemporary American society than is outgroup-directed hostility. This conclusion has implications for theory, research methods, and practical remedies.

perhaps even just a shared birthday (Finch & Cialdini, 1989)—can likewise result in tipping the balance toward a favorable judgment, giving “the benefit of the doubt.” This role of ingroup connections in shaping favorable feelings, judgments, and actions underlies this article’s thesis that ingroup-directed favoritism is, in the United States, a more potent engine for discriminatory impact than is outgroup-directed hostility.

Quite often ingroup favoritism is hidden even from those who practice it. Consider the way much job recruitment occurs. Good workers are asked frequently to seek out others for job openings. Because of extensive racial segregation in residences, schools, and workplaces, this

BLIND SPOT

HIDDEN BIASES
of
GOOD PEOPLE

MAHZARIN R. BANAJI
ANTHONY G. GREENWALD



Implicit Bias predicts the extent to which...

- **Police Officers** use force when arresting African American children as opposed to White children (Goff et al., 2014)
- **Arbitrators** decide labor grievances in favor of men over women (Girvan, Deason, & Borgida, 2014)
- **Pediatricians** recommend less pain medication for African American children than White children with identical symptoms (Cooper et al., 2012; Sabin & Greenwald, 2012)



Implicit Bias predicts the extent to which...

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- **Pediatricians** recommend less pain medication for African American children than White children with identical symptoms (Cooper et al., 2012; Sabin & Greenwald, 2012)
- **Teachers** expect their minority students to perform more poorly and the actual achievement gap in their classrooms (van den Bergh et al, 2010)



Implicit Bias Research: *Racism is Real* (Brave New Films)

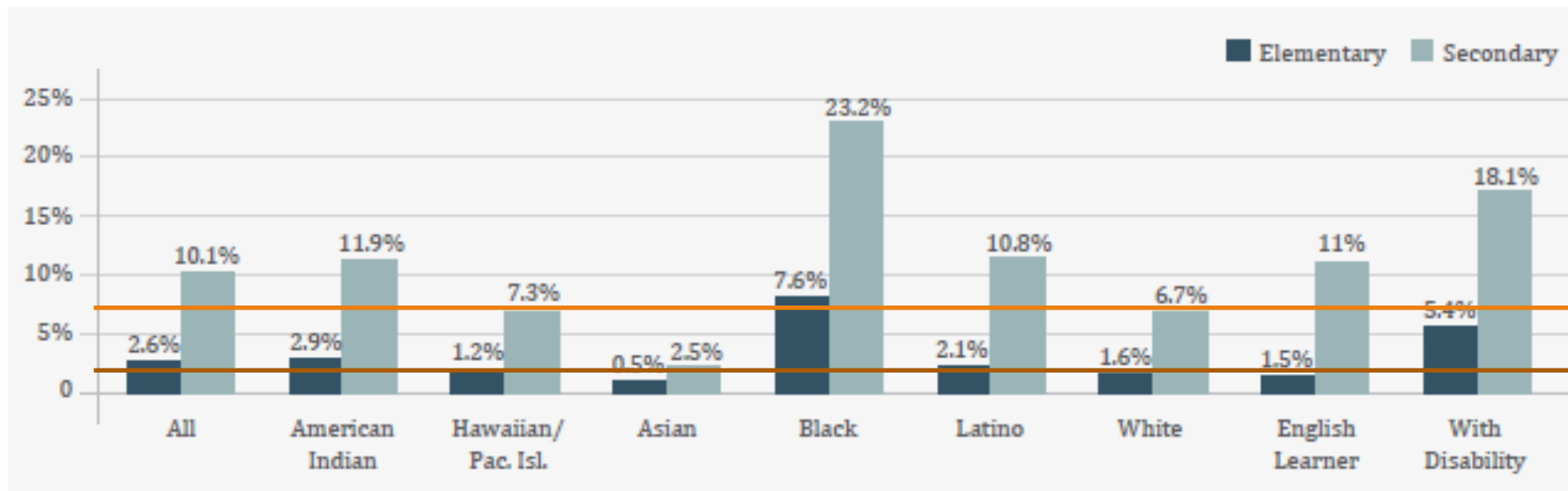


<https://www.youtube.com/watch?v=fTcSVQJ2h8g>



Disproportionality in School Discipline (Losen et al., 2015)

Figure 1. Elementary and Secondary Out-of-school Suspension Rates by Subgroup, 2011-12



<http://civilrightsproject.ucla.edu/resources/projects/center-for-civil-rights-remedies/school-to-prison-folder/federal-reports/are-we-closing-the-school-discipline-gap>



AP Associated Press AP - Tue Aug 30, 11:31 AM ET

A young man walks through chest deep flood water after looting a grocery store in New Orleans on Tuesday, Aug. 30, 2005. Flood waters continue to rise in New Orleans after Hurricane Katrina did extensive damage when it

[Email Photo](#) [Print Photo](#)

RECOMMEND THIS PHOTO » Recommended Photos
Recommend It: Average (138 votes)



Bias in Google Web Searches

(Sweeney, 2013)

Ad related to latanya sweeney ⓘ

[Latanya Sweeney Truth](#)

www.instantcheckmate.com/

Looking for Latanya Sweeney? Check Latanya Sweeney's Arrests.

Ads by Google

[Latanya Sweeney, Arrested?](#)

1) Enter Name and State. 2) Access Full Background Checks Instantly.

www.instantcheckmate.com/

[Latanya Sweeney](#)

Public Records Found For: Latanya Sweeney. View Now.
www.publicrecords.com/

[La Tanya](#)

Search for La Tanya Look Up Fast Results now!
www.ask.com/La+Tanya

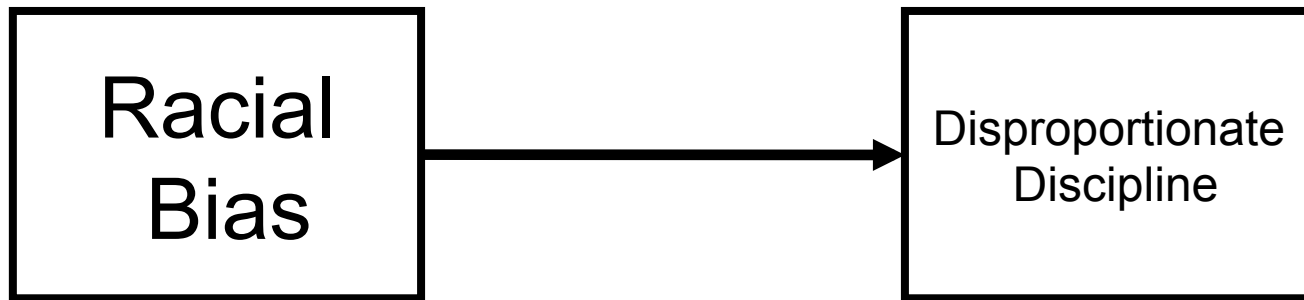
■ Likelihood of “Arrest Ad”

□ Black-sounding name: **60%**

□ White-sounding name: **48%**

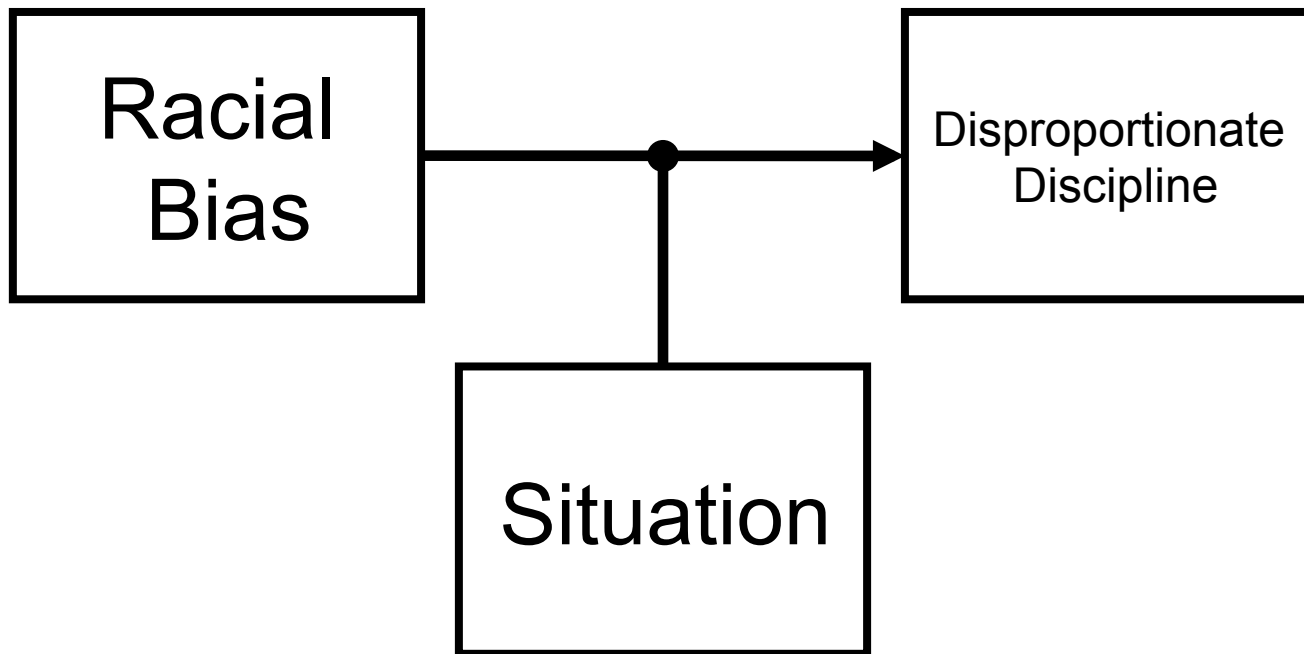


A Unidimensional View of Bias





A Multidimensional View of Bias





Two Systems for Decision Making (Kahneman, 2011)

- System 1: ***Fast Decisions***
 - Automatic, snap judgments
 - Intuitive, unconscious
- System 2: **Slow Decisions**
 - Deliberate decisions
 - Allows for conscious attention



Discussion

- Which decisions in schools are more likely to be snap judgments?
 - Correcting a student's behavior
 - Sending a student to the office
 - Picking which student to call on
 - Deciding whether to call a student's parent
 - Suspending a student from school
 - Grading students' work



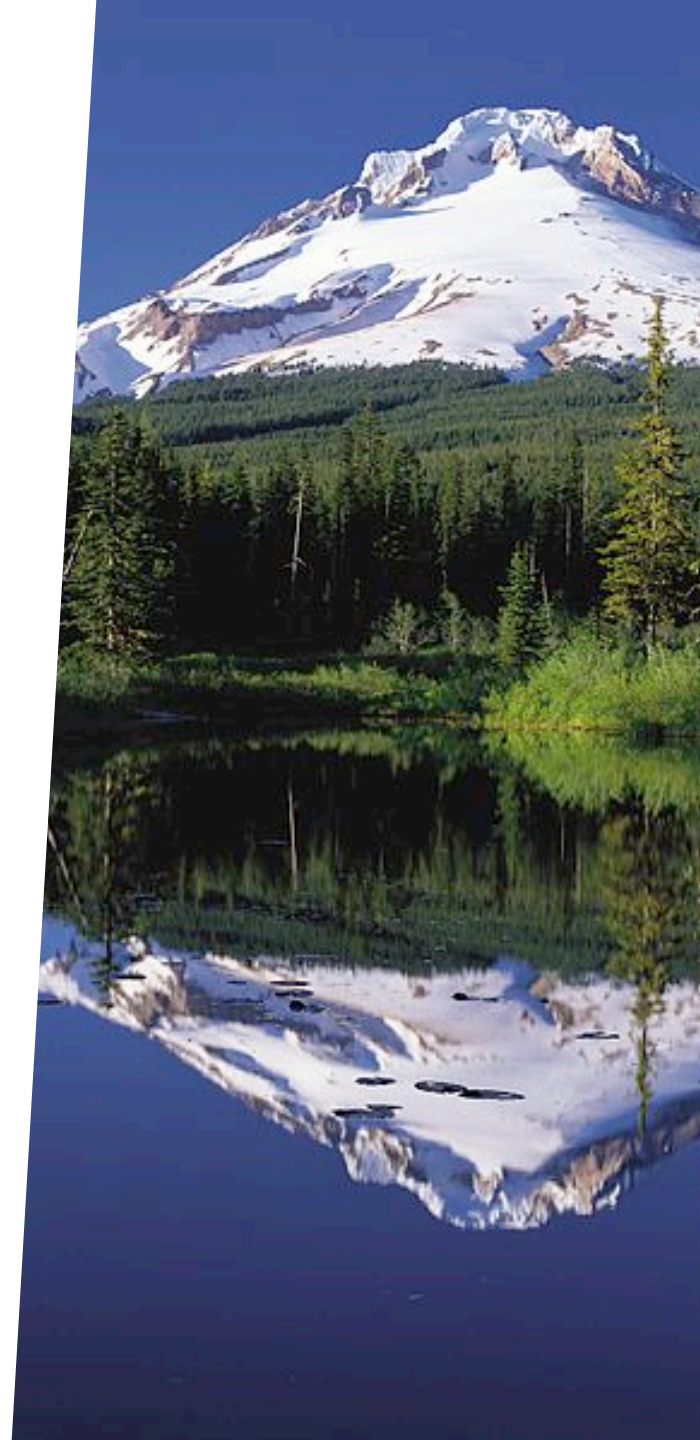
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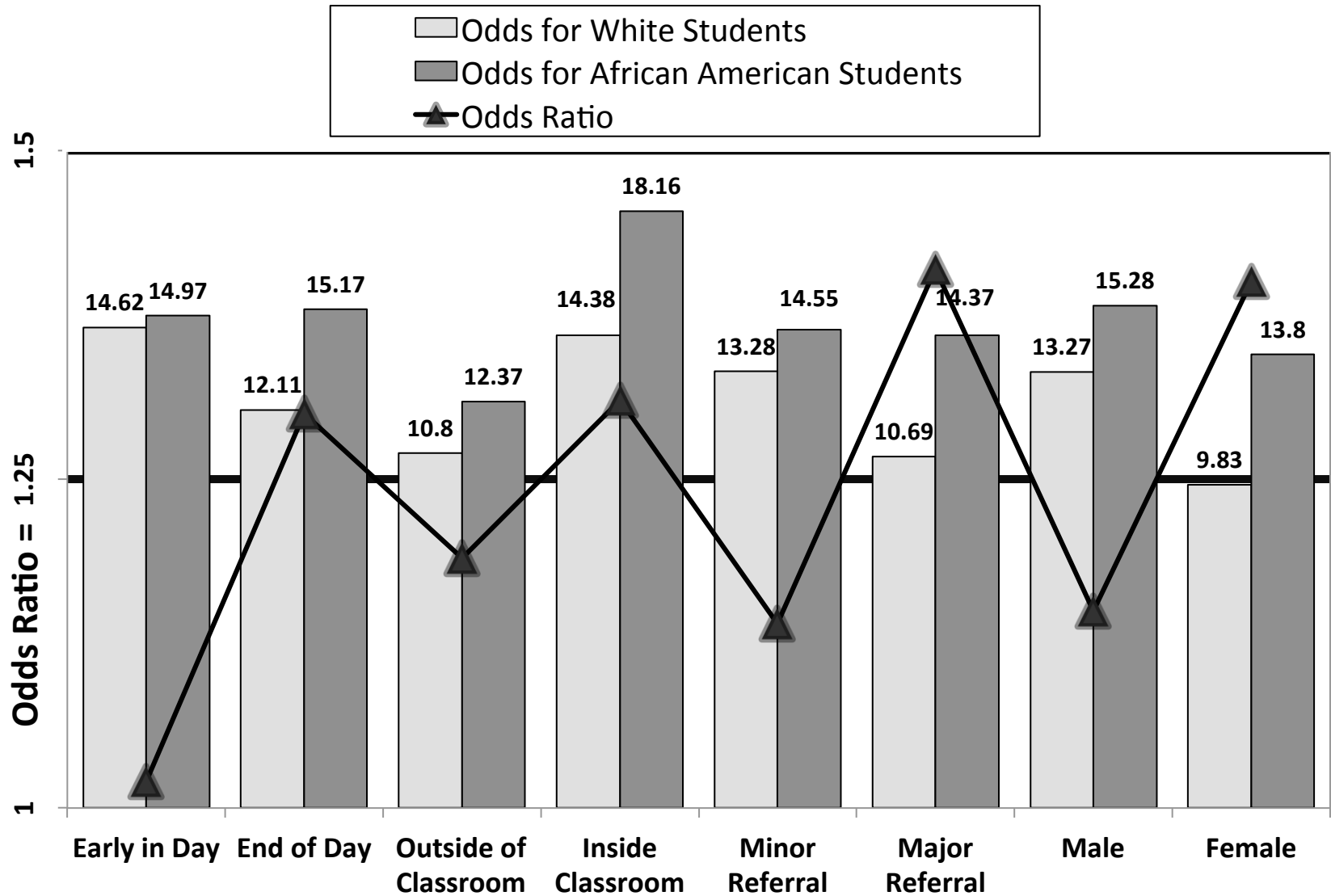
National SWIS Data (2011-12)

483,686 ODRs

1,666 elementary schools

45 states





(Smolkowski et al., under review)



Situational Predictors of Disproportionality

- Subjective problem behavior
 - Defiance, Disrespect, Disruption
 - Major vs. minor
- Afternoons
- Classrooms

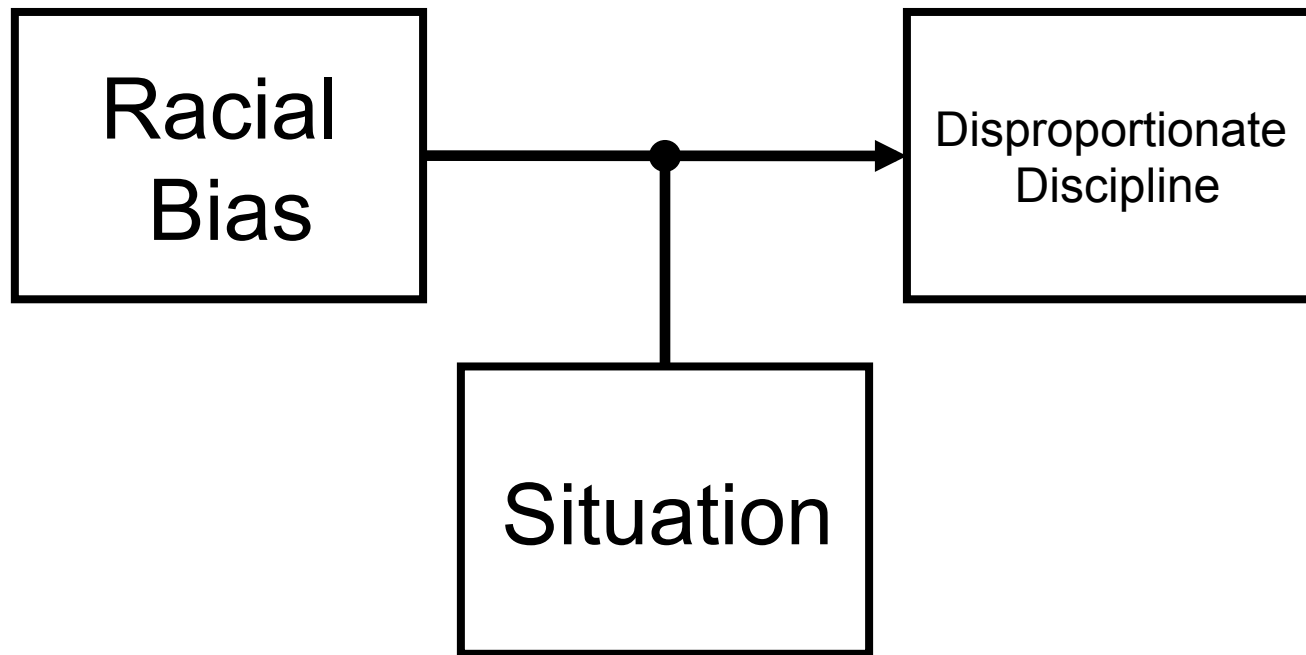
AMBIGUITY

FATIGUE

DEMANDS? RELEVANCE?
RELATIONSHIPS?



Multidimensional View of Bias



Vulnerable Decision Points

Subjective Behavior

End of Day

Classroom

Hunger

Hallways

Fatigue



Reduce Effects of **Implicit Bias** through Specific Training

1. **Reduce ambiguity** in ODR definitions and processes
 - ☐ Clear definitions of problem behaviors
 - ☐ Clear guidelines for staff vs. office-managed behaviors
2. Identify specific **vulnerable decision points**
 - ☐ National
 - ☐ Local (district or school)
3. Teach a **neutralizing routine**
 1. Self-assess presence of VDP
 2. Use alternative response



What is a Vulnerable Decision Point (VDP)?

- A specific decision that is more vulnerable to effects of implicit bias
- Two parts:
 - Elements of the situation
 - The person's decision state (internal state)



Situations:

Options for Identifying VDPs

- Levels of specificity:
 1. All ODR/suspension decisions
(general self-instruction routine)
 2. Identify VDPs through national data
 3. Use school or district data

Using Discipline Data within SWPBIS to Identify and Address Disproportionality: A Guide for School Teams

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 effective instruction, School-wide PBIS as a foundation for culturally-responsive behavior support, use of disaggregated discipline data, effective policies, and reducing bias in discipline decisions. This guide addresses use of data.

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

E6

Introduction

The purpose of this guide is to provide a reference for SWPBIS school teams in the use of discipline data (e.g., office discipline referrals, suspensions) in the area of racial and ethnic disproportionality in school discipline. The guide will describe a framework and steps for identifying levels of disproportionality, analyzing data to determine solutions, and monitoring the effectiveness of action plans in addressing disproportionality. Specific practices to address disproportionality are described in other guides in this series.

Audience

This guide is designed primarily for use by school or district teams seeking to reduce racial and ethnic disproportionality in school discipline, regardless of whether they are implementing SWPBIS.

<http://www.pbis.org/school/equity-pbis>

SWIS Drill Down (www.swis.org)

SWIS - Drill Down

https://app.swis.org/#swis/drillDown%7B%22school%22%220CC395E6-460D-DF11-8DDA-0019B9C99BEB%22%7D

PBIS Apps Home SWIS Suite Demo User

SWIS School-wide Systems CICO Check-In Check-Out ISIS Individual Students

Dashboard Add Referral View Reports Drill Down Tools

SWIS Demo School

Drill Down

Report Filters

- Action Taken
- Date
- Day of Week
- Gender
- Grade
- Harassment Types
- IEPs & 504s
- Location
- Notes
- Others Involved
- Perceived Motivation
- Problem Behavior
- Race / Ethnicity
- American Indian/Alaskan Nati...
- Asian
- Black
- Hispanic / Latino
- Pacific Islander/Native Hawaiian
- White
- Referral Type
- School Year
- Seclusion / Restraint
- Staff
- Student
- Student Disability
- Time
- Weapon Types

Include in Dataset

- School Year - 2012-13
- Race / Ethnicity - Hispanic / Latino

Exclude from Dataset

Generate Save Report Template Clear

Load Report*

Drill Down Report - Generated 8/28/13 5:03 PM

Export Print

Referrals by Problem Behavior
Drill Down

Graph Type*
Problem Behavior
Action Taken
Day of Week
Ethnicity
Gender
Grade
Location
Others Involved
Perceived Motivation
Problem Behavior
Referral Type
Staff
Student
Time of Day

Referrals

Problem Behavior

Date / Time	Student	Grade	Staff	Location	Behavior	Motivation	Others In...	Action Ta...
12/5/12 12:00 ...	Issac Spillman	4	Rik Dranen	Café	Lying	Ob itm	Staff	Office
12/6/12 11:15 ...	Issac Spillman	4	Sally Post	Bus zn	Inapp Lan	Ob p attn	Peers	Office
1/3/13 10:30 AM	Issac Spillman	4	Bette Davidson	Gym	Defiance	Avoid a	Teacher	Office
2/3/13 12:45 PM	Issac Spillman	4	Anne Harrison	Class	Defiance	Unknown ...	Unknown	Detent
1/31/13 1:45 PM	Issac Spillman	4	Debbie Calhoun	Library	PAgg	DK	Peers	Detent
11/1/12 9:00 AM	Issac Spillman	4	Sean Taylor	Plygd	PAgg	Unknown ...	Unknown	None

Add demographic group of interest as a filter (click to "Include in Dataset").

Click each graph and compare to overall patterns.



VDPs from national ODR data

- Subjective problem behavior
 - Defiance, Disrespect, Disruption
 - Major vs. minor
- Afternoons
- Classrooms

AMBIGUITY

FATIGUE

DEMANDS? RELEVANCE?
RELATIONSHIPS?



Decision States:

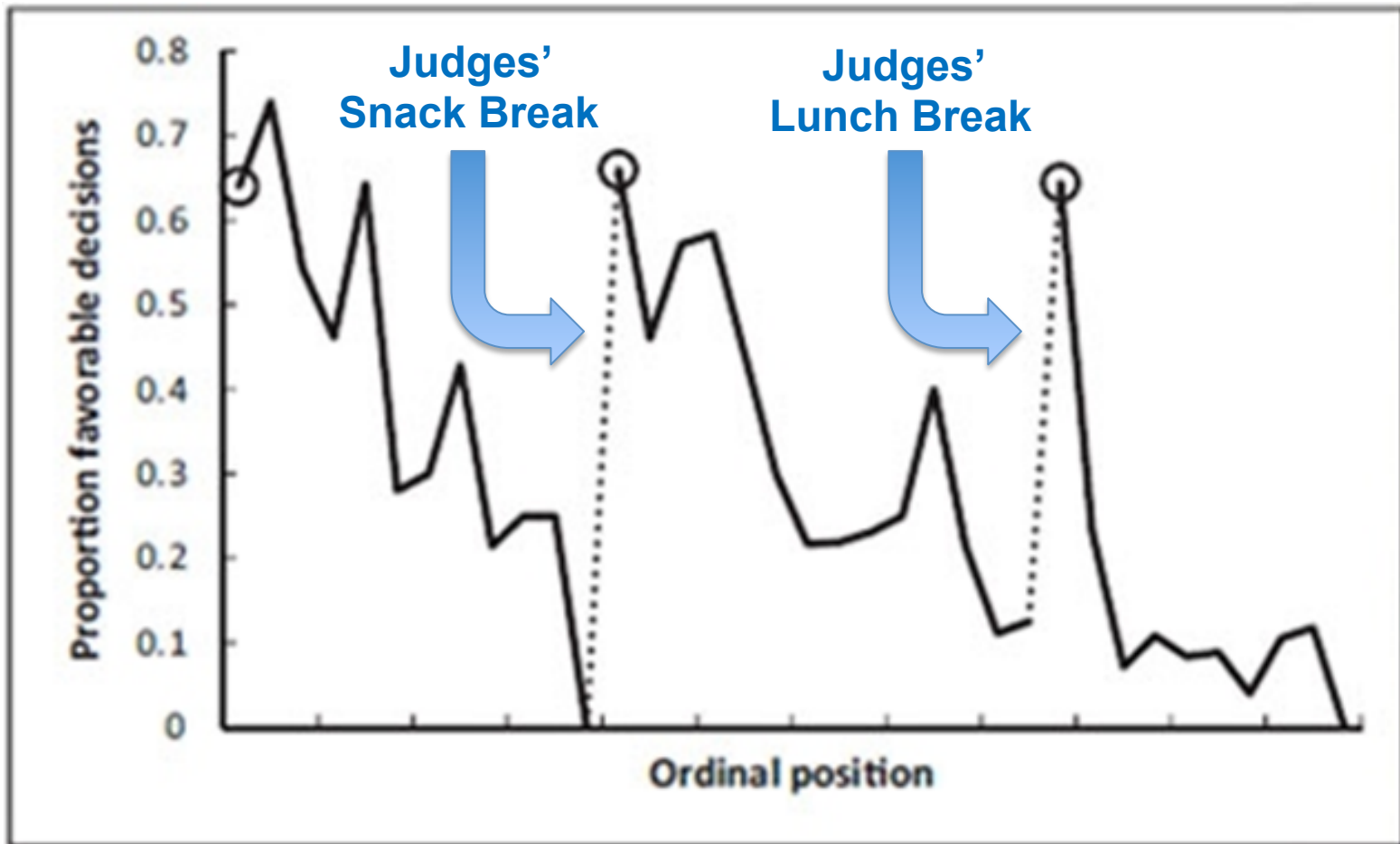
Resource Depletion

(Girvan et al., 2014)

- As we become fatigued, our filters for appropriate behavior can be affected
- Effects of hunger (Gailliot et al., 2009)
- Decreases in willpower later in day
 - “The Morning Morality Effect” (Kouchaki & Smith, 2014)
 - Examples...

Resource Depletion in Action

- Outcomes of parole hearings (Danziger et al., 2011)



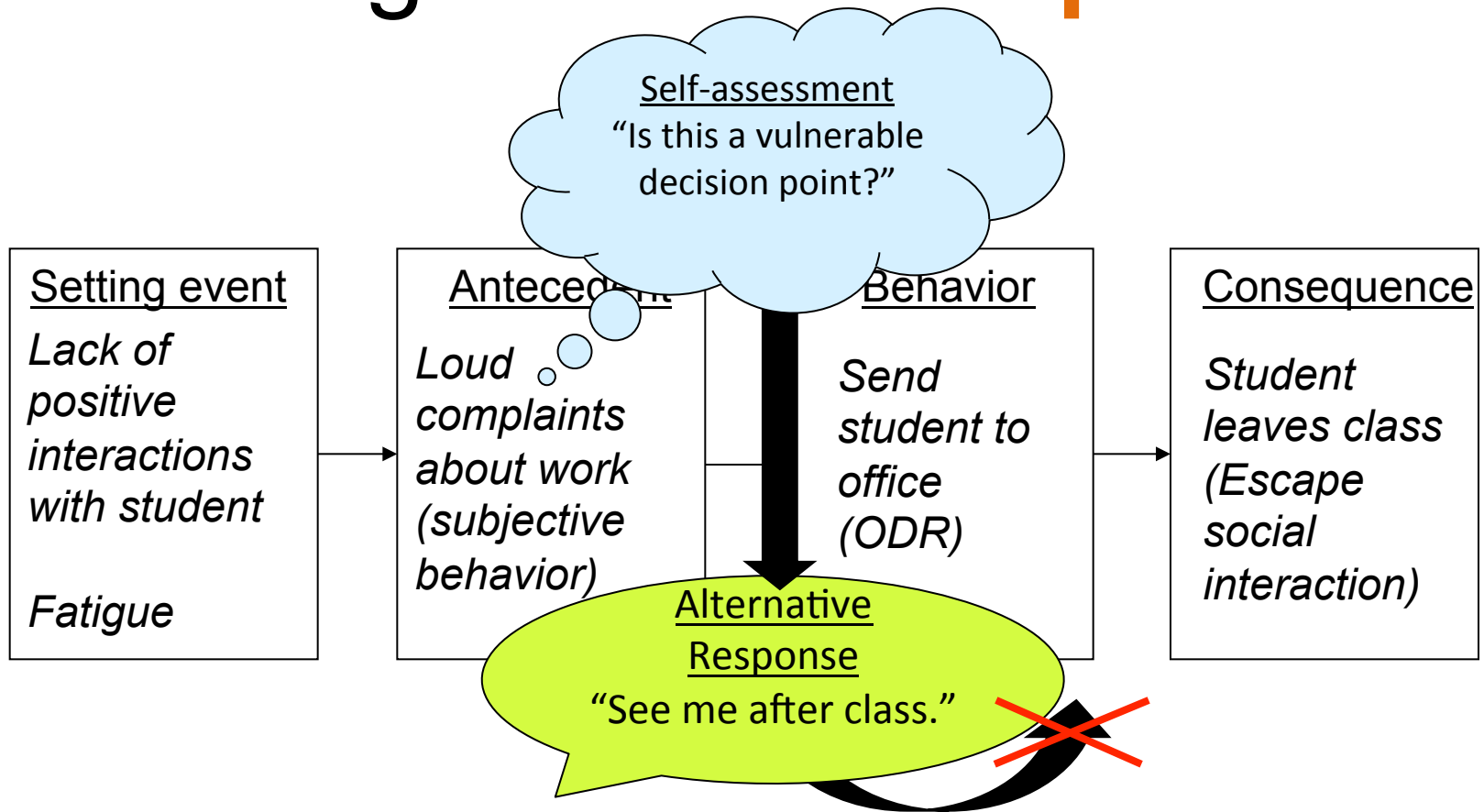


Two-step Neutralizing Routine for **Staff**:

- When you see problem behavior, stop and ask yourself:
 1. Is this a VDP?
 - **Situation**
 - **Decision state**
 2. If so, use an agreed-upon alternative response



Neutralizing Routines for Reducing Effects of **Implicit Bias**



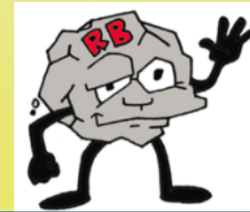


What makes for a good neutralizing routine?

1. If-then statement
2. Brief
3. Clear steps
4. Doable
5. Interrupts the chain of events

Neutralizing Routine Examples

- If this is a VDP...,
 - “See me after class/at the next break”
 - am I acting in line with my values?
 - delay decision until I can think clearly
 - ask the student to reflect on their feelings/behavior
 - take two deep breaths
 - recognize my upset feelings and let them go
 - “I love you, but that behavior is not ok”
 - picture this student as a future doctor/lawyer
 - assume student’s best effort at getting needs met
 - model cool-down strategy
 - know that’s Rock Brain talking to me





Two-step Neutralizing Routine for **Staff**:

- Can also be used as precorrection
 1. Am I about to enter a VDP?
 2. What are my values?
 3. When I see problem behavior, I'll use the alternative response



We just discussed one kind of discipline decision...

- The staff decision to send a student to the office (i.e., issue an ODR)
- What about the administrator's decision?



What is the strongest predictor of disproportionality in school discipline?

- The school principal's endorsement of **exclusionary discipline and zero tolerance policies.**

(Skiba, Trachok, Chung, & Baker, 2012)



Two-step Neutralizing Routine for **Administrators**:

(Susan Barrett)

- When you have to handle problem behavior, stop and tell yourself:

1. ***Don't just do something, stand there!***

- ☐ Be sure you are ready to act in line with values
- ☐ Get information from student and staff
- ☐ Assess student-teacher relationship

2. ***Whenever possible, use an agreed-upon instructional response***

- ☐ Teaches missing skills
- ☐ Connects student to school and staff



The Restorative Chat

(Alton School District, Alton, IL)

1. Tell me what happened.
2. What you were thinking at the time?
3. What do you think about it now?
4. Who did this affect?
5. What do you need to do about it?
6. How can we make sure this doesn't happen again?
7. What can I do to help you?



Professional Development

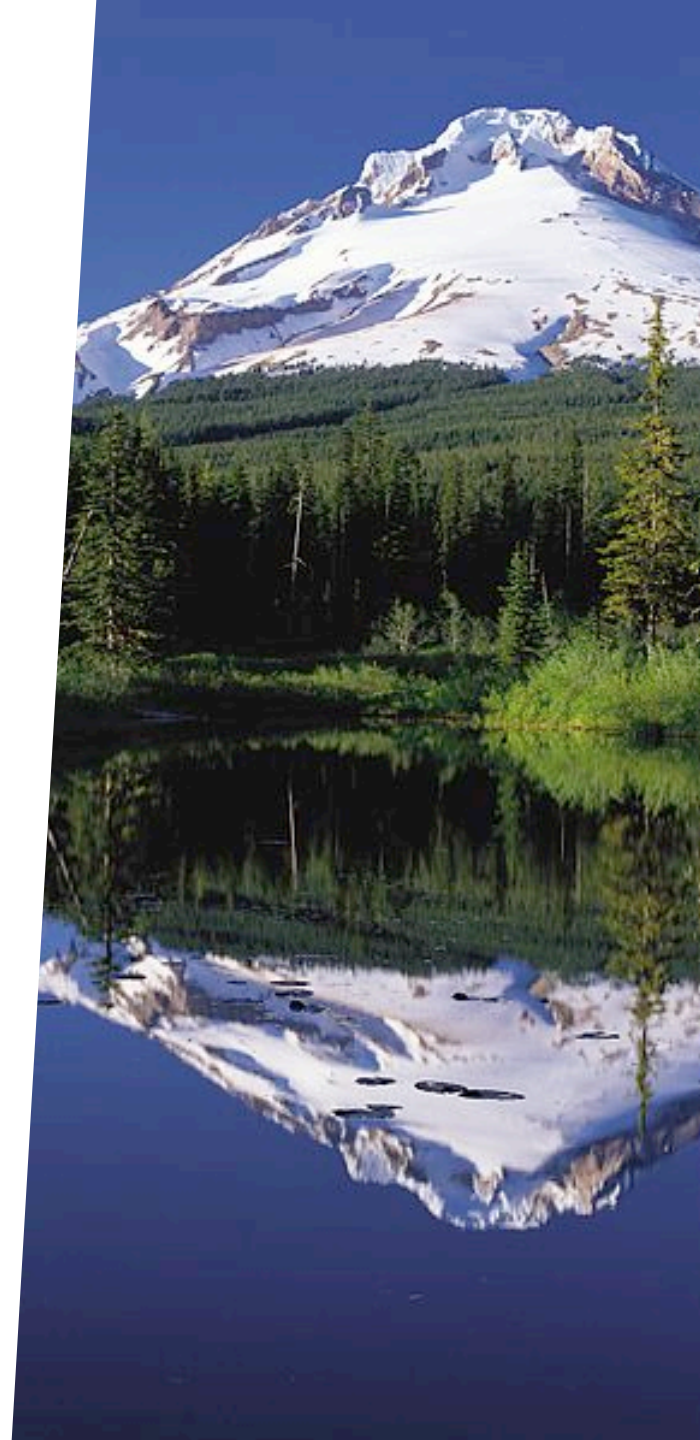
1. Use data to identify:
 - ☐ The extent of the problem
 - ☐ Vulnerable Decision Points (VDPs)
2. Teach and practice:
 - ☐ Implicit bias
 - ☐ VDPs
 - ☐ Neutralizing routines
3. Follow up:
 - ☐ Ongoing coaching
 - ☐ Monitor progress with data



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School Example

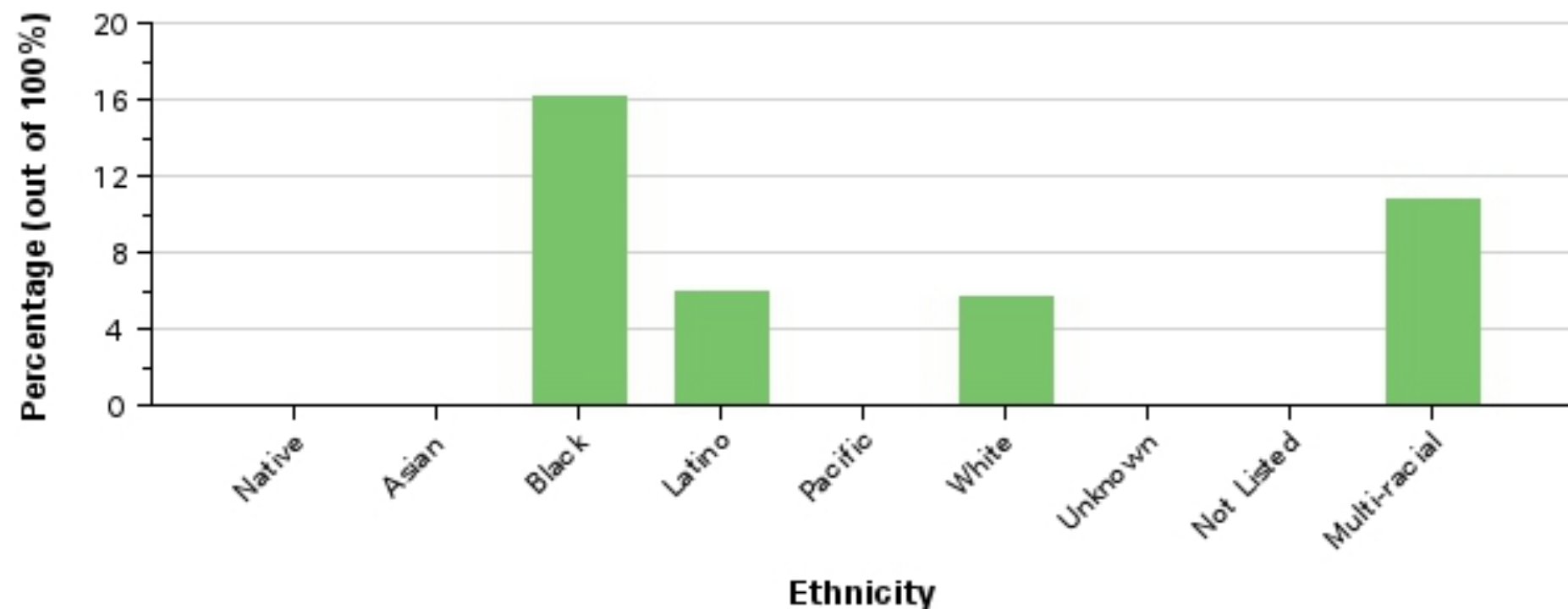
Urban K-8 School



Risk Indices

Referral Risk Index

Major, 2013-14

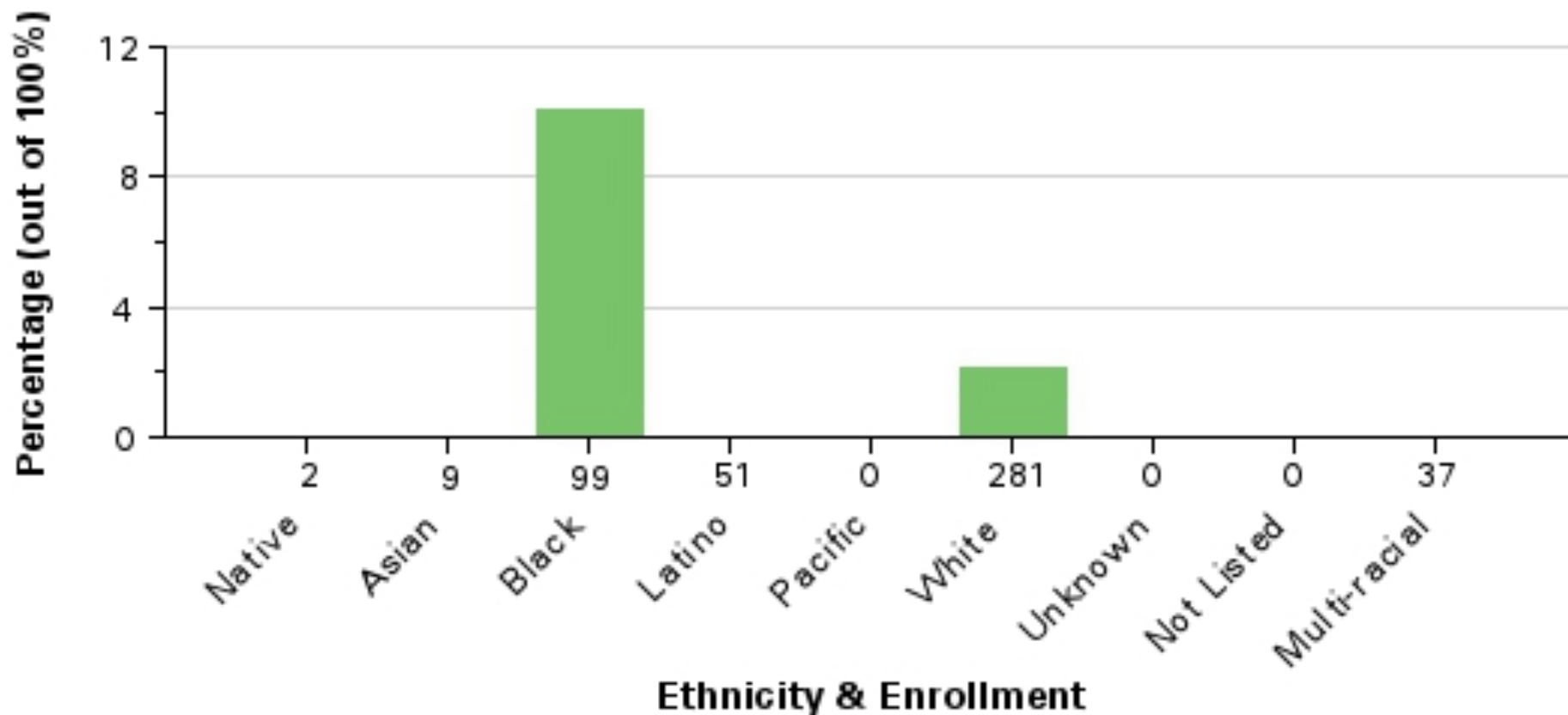


■ Black/White ODR Risk Ratio = 2.67

Drill Down: Phys. Aggression on Playground

Referral Risk Index (Ethnicity)

Drill Down



■ Black/White ODR Risk Ratio = 4.5



The School PBIS Team's Intervention

- ODRs and observations indicated differences in perceived basketball rules
- Team clarified rules for staff and students
 - Aka “code-switching”
- Additional teaching, practice, and acknowledgement
- Monitor with ODRs and Black-White RRs



The School PBIS Team's Intervention Outcomes

Black-White Risk Ratios

■ Overall

□ 2013-14: **2.67**

□ 2014-15 (Sept to Dec): **2.0**

■ Physical Aggression on Playground

□ 2013-14: **4.5**

□ 2014-15 (Sept to Dec): **can't calculate** (1 ODR)



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VALUABLE
RESOURCE SITS
63 FEET AHEAD.

C240

Big Ideas

- Thinking about and discussing solutions is the first step
- Pick a neutralizing routine and try it out
- Use your data to assess and monitor
 - If you don't have the data you need at hand, advocate for it
- This is hard work – but you know how to do it!



<http://miblsi.cenmi.org>

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MiBLSi Measurement
and Evaluation
Specialist

A Call to Action

251,410

The Selection Process



Michigan Department of Education

Search

State Board of Education

Administrators

Career & College Ready

Early Learners and Care

Educator Certification

Food & Nutrition Programs

Grants

MDE Offices

[MDE](#) > [MDE OFFICES](#) > [SPECIAL EDUCATION](#) > [SIGNIFICANT DISPROPORTIONALITY](#)

Significant Disproportionality

- CEIS Program Design Form 
This program design is required by districts with significant disproportionality. The program design form is due to the Office of Special Education by **June 30, 2015**.
- Significant Disproportionality Presentation (May 2015) 
- Business Rules/Procedures for Calculating Significant Disproportionality
Rules and procedures used in calculating district ratios.
- 2015 Significant Disproportionality List **
- 2014 Significant Disproportionality List 
- 2013 Significant Disproportionality List 
- 2012 Significant Disproportionality List 
- Disproportionate Representation vs. Significant Disproportionality 

Reactions To The List

- That's not fair!
- The data are wrong
- Students with disabilities move into our district which skews our data
- Our policies, procedures and practices are fine

The Selection Process

LEA Name

Race

27 Districts sited

**Identified Districts
on the list that have:**

- partnered
with our
project
- implemented
components
of PBIS

Black
Black
Two or More
Black
Black
Black
Black
Black
Black
Black
Black
Black
Black
Black
Black
Black
Black
Black
Black
Black
American Indian
Black
Black
Black
Black
Black
Black
Black
American Indian
Black

The Selection Process

- Met with key administrators from the district to review:
 - Expectations
 - Scope & sequence of the work
 - Resources
- District identified potential buildings
- Meeting with building principal and key administrators with intended outcomes of mutual selection and agreement

Demographic Data From Partnering Schools

The Letter of Agreement

- Working agreements specific to MiBLSi's equity work
- Expectations For:
 - MiBLSi Staff
 - School Leadership Team
 - Participating School Staff
- Fiscal Support
- Data Collection and Sharing

Challenges and Lessons Learned

- Readiness
- Time
- Resources
- Competing Initiatives
- Communication

Reflect

- What challenges would you encounter at the state and district level if you engaged in equity work?
- On your hand out, jot down any thoughts you may have on some of these challenges.
- Make note of any questions you would like to ask or comments you would like to make during our Q&A

Scope and Sequence

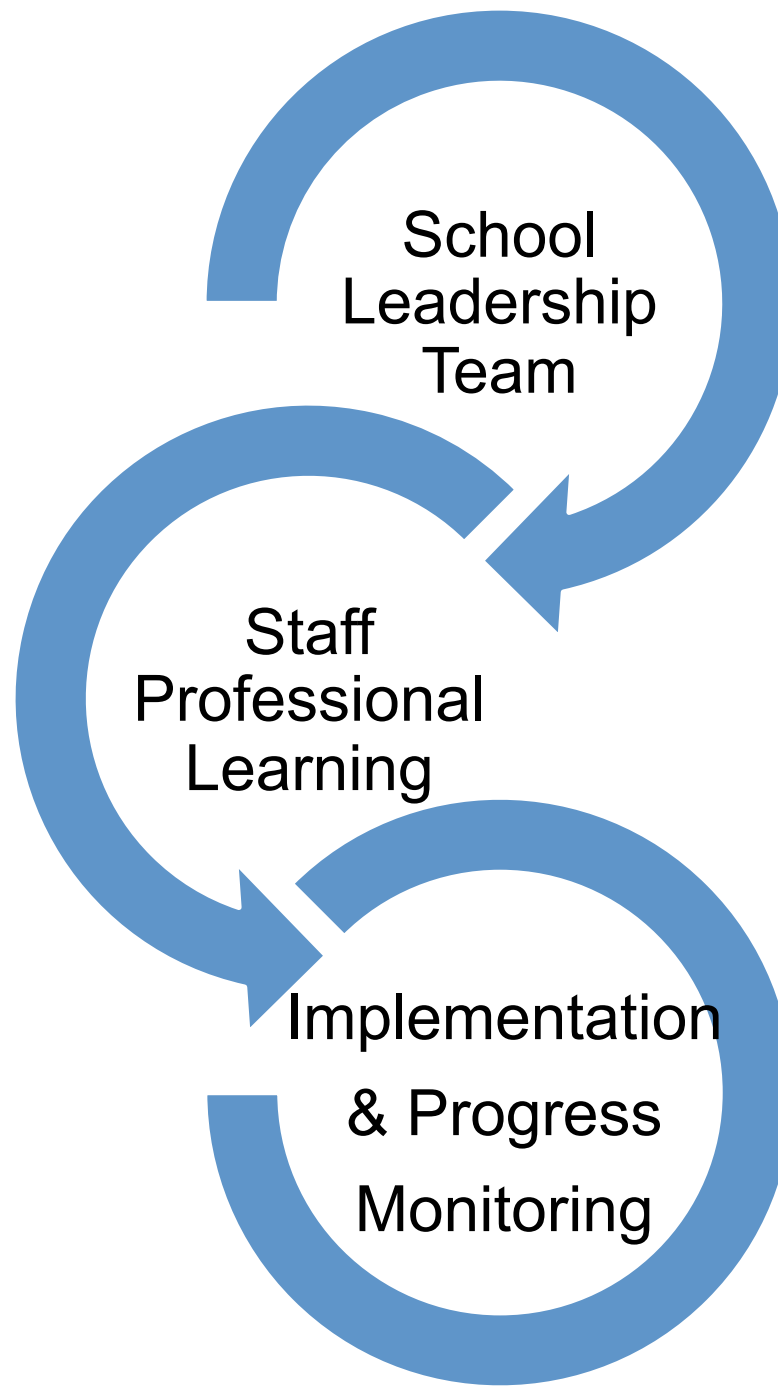
Spring 2015		Status
MiBLSi Work	Partnering District Work	Indicate When Complete
Select Pilot Schools <ul style="list-style-type: none"> Meet with District Leadership to discuss Scope and Sequence and Letter of Agreement Make mutually agreed upon modifications to Scope and Sequence and Letter of Agreement as needed 	<ul style="list-style-type: none"> Discuss Scope and Sequence and LOA Sign LOA 	
Summer 2015		
MiBLSi Work	Partnering District Work	
Prepare for Fall implementation <ul style="list-style-type: none"> Meet with District Leader(s) to discuss potential school(s) selection Meet with District Leader(s) and school principal(s) of selected pilot school to review the Scope and Sequence and LOA of the Equity Pilot Meet with the School Leadership Team (SLT) <ul style="list-style-type: none"> Review the Scope and Sequence of the Equity Pilot Schedule monthly meetings Begin discussing PD for the entire staff 	<ul style="list-style-type: none"> Select school(s) to participate in the Equity Pilot taking into consideration the features outlined in the LOA cover letter District Leader(s) and school principal meet with MiBLSi Equity Team to review expectations and begin mapping out when Professional Development time will be scheduled School Leadership Team (SLT) <ul style="list-style-type: none"> Set monthly meetings with the MiBLSi Equity Team Review the Scope and Sequence Discuss initial plans for rolling out PD to whole staff and possible barriers to be addressed 	

Scope and Sequence

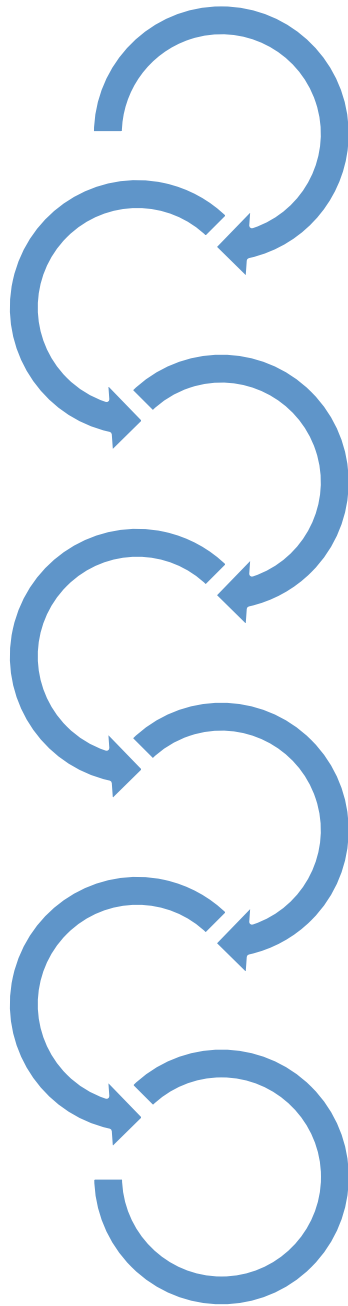
Fall 2015		Status
MiBLSi Work	Partnering District Work	Indicate When Complete
September <ul style="list-style-type: none"> • Introduction Session with the SLT – (2 hours*) <ul style="list-style-type: none"> ◦ Big picture overview of the Equity Framework (defining the why, data guide, 5 potential interventions) • Introduction Session with the Entire Staff–(2 hours*) <ul style="list-style-type: none"> ◦ Big picture overview of the Equity Framework (defining the why, data guide, 5 potential interventions) • Data Guide Session with the SLT – (2 hours*) <ul style="list-style-type: none"> ◦ Obvious data pattern – let the team/staff identify their own Precise Problem Statement ◦ Less obvious data pattern or little comfort with data – project staff would guide the review of data along with someone from the school to identify a Precise Problem Statement • Data Guide Session with the Full Staff – (1 hour* possibly during Monthly staff meeting*) <ul style="list-style-type: none"> ◦ Review data pattern and Precise Problem Statement Leadership team identified • Planning Session with SLT– (2 hours*) <ul style="list-style-type: none"> ◦ Identify the 1 or 2 potential intervention areas (based on recommendation from the National Center) 	<p>District and School Leadership commit time and verbalize support for professional development and SLT meetings.</p> <ul style="list-style-type: none"> • The members of the SLT will be active participants in analyzing school data, adding context, problem solving and identifying 1-2 intervention areas to address the Precise Problem Statement identified 	

Fall 2015		Status
MiBLSi Work	Partnering District Work	Indicate When Complete
<p>October-November</p> <ul style="list-style-type: none"> ▪ Professional Development (4 hours*, split into 2 sessions) <ul style="list-style-type: none"> ○ Implicit Bias ○ Firming up Culturally Responsive PBIS ▪ Coaching <ul style="list-style-type: none"> ○ Classroom level to assist teachers in implementing effective instruction ▪ Planning Session with SLT (2 hours*) to conduct the Tiered Fidelity Inventory (TFI) and plan for ongoing progress monitoring of fidelity and student outcome data ▪ Conduct the School-Wide Evaluation Tool (SET). The SET is a research tool designed to assess and evaluate the critical features of School-Wide PBIS (SWPBIS). 	<p>District and School Leadership commit time and verbalize support for professional development and SLT meetings.</p> <ul style="list-style-type: none"> • The members of the SLT will meet one day per month to attend professional development and implementation planning/progress monitoring with support from MiBLSi. • The members of the SLT will assist with Professional Development, preparing for possible barriers, encouraging staff participation and being active participants in the training. 	

coaching

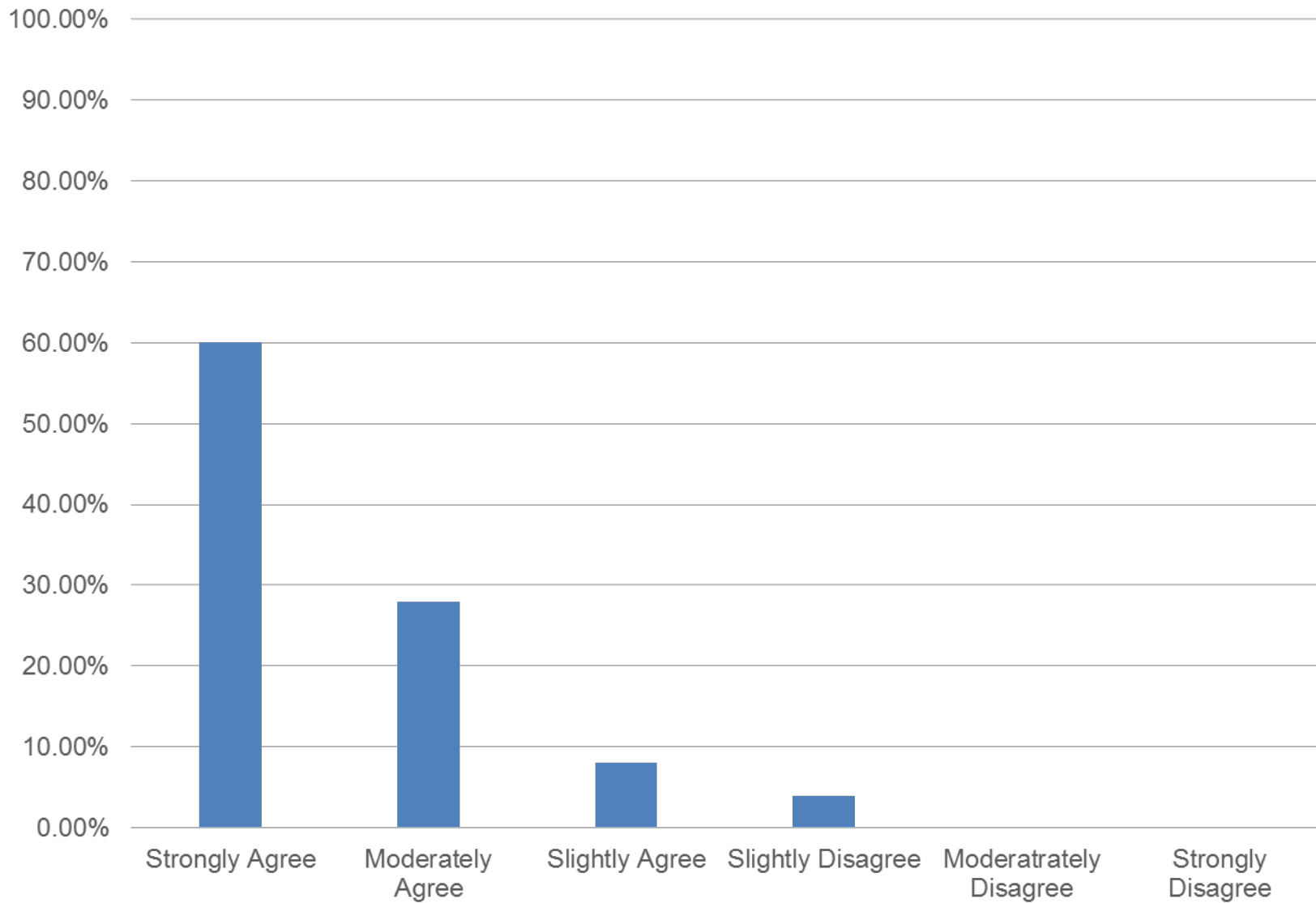


The Process



- Relationships with SLT
- Context
- Staff professional learning
- Data Guide
 - Excel Tool
 - TFI
 - SWIS
 - Student outcome data
- Recommendations for addressing discipline disproportionality in education

Feedback from Professional Development



Overall, this professional development experience was worthwhile

Challenges and Lessons Learned

- Awareness
- Emotional responses to and/or misunderstandings of data
- Time
- Resources
- Firming up PBIS implementation

Reflect

- **What challenges would you encounter at the building level if you engaged in equity work?**

Considerations for Moving Forward

Build 80% commitment

- District administration
- Principals
- Team

Build trust & relationships



Build Trust & Relationships

- Celebrate things that are going well
- Terms to use or avoid
- Learning is mutual
- Enhance don't add on
- Be a part of the team
- Appreciate context and culture
- Act on feedback
- Get into the building

Team Involvement

Who introduces the partnership and the work?

Who shares/interprets data?



Establish and follow ground rules

- Ask questions throughout
- Speak your truth
- Get comfortable with discomfort
- Expect and accept non-closure

**What questions do you have or
comments to share?**



Contact Information

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PBIS

Positive Behavioral
Interventions & Supports

OSEP TECHNICAL ASSISTANCE CENTER



Cannon Beach, Oregon
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Handouts: <http://kentmcintosh.wordpress.com>



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