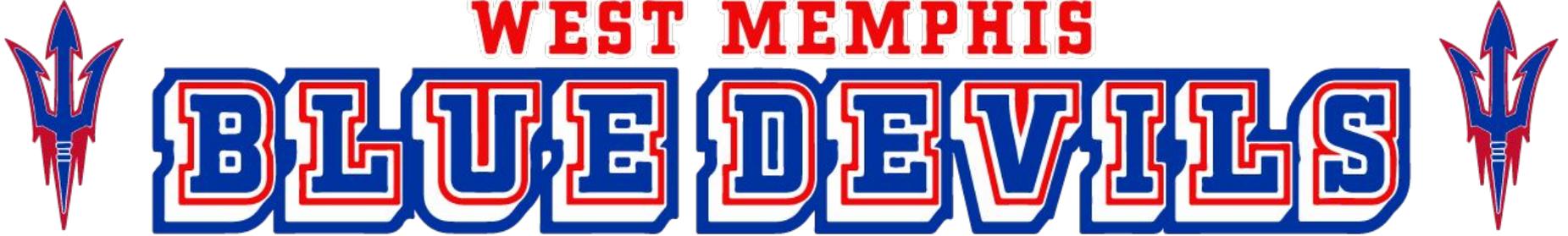


# West Memphis School District

*Disproportionality Institute 2021*



Facilitators:

Dr. Paula Rose-Greer, Director of Special Education

Dr. Timberly Baker, Imani Consulting &

Ms. Malisha McCray, Behavior Intervention Specialist



# CCEIS Team Members

Audrea Baker	<i>Bragg Elementary Assistant Principal/SPED Campus Coordinator</i>	Tracey Hurst	<i>SPED Compliance Coordinator</i>
Annette Frazier	<i>Jackson Wonder Elementary School Principal/SPED Campus Coordinator</i>	Dr. Paula Rose-Greer	<i>Director of Special Education</i>
Dr. Kirk Freeman	<i>Faulk Elementary Principal/SPED Campus Coordinator</i>	Dr. Timberly Baker	<i>Imani Consulting</i>
Chad Martin	<i>West Junior High Principal/SPED Campus Coordinator</i>	Terri McCann	<i>Assistant Superintendent Elementary</i>
Malisha McCray	<i>SPED Behavior Intervention Specialist</i>	Willie Harris	<i>Assistant Superintendent Secondary</i>
Anthony Davis	<i>School Psychology Specialist</i>	Jon Collins	<i>Superintendent</i>



# Disproportionality Area: Disciplinary Actions

*Year 2: Out of school suspension greater than 10 days for black students with disabilities compared to non-disabled peers.*

Challenges:

- Communicating significant disproportionality in relation to suspension and expulsion for students with disabilities compared to non-disabled peers.
- Providing a different set of lens to what the data reveals.
- Reviewing and “changing” existing procedures



# Challenge #1:

## Communicating significant disproportionality in relation to suspension and expulsion for students with disabilities compared to non-disabled peers.

Tools:

Schedule a meeting with the superintendent to discuss the area(s) of significant disproportionality to solicit support for short and long term goals of corrective action.

Share its impact on the Title VI-budget.

Communicate the citing of significant disproportionality to building administrators and special education teachers.



## Challenge #2:

**Providing a different set of lens to what the data reveals.**

Tools:

SPED Campus Coordinators & Behavior Intervention Specialist weekly monitors the eSchool Discipline Report to track incident, frequency and action taken (out of school suspension or other) from each campus.



# Challenge #3:

## Reviewing and “changing” existing procedures

Tools:

SPED Campus Coordinator will email disciplinary incident form and action taken to both the SPED Director and student’s SPED caseload teacher within one (1) day of incident.

SPED Teachers will provide to SPED Campus Coordinators a copy of enrolled and transferring students Behavior Intervention Plan (BIP). As revisions are made copies will be redistributed.

SPED Campus Coordinators will access SEAS (SPED Online Portal) to review and retrieve historical data relevant to student’s academic and behavior concerns and to access categorical disability data as reported within the student’s current psychological evaluation.



# District's Success Gap Rubric Feedback: Cultural Responsiveness

According to Vincent et. al, 2011, culturally responsive behavior support model (a) systemically promotes staff members' cultural knowledge and self-awareness, (b) commits to culturally relevant and validating student support practices, and (c) culturally valid decision making to enhance culturally equitable student outcomes.

Vincent, C. G., Randall, C., Cartledge, G., Tobin, T. J., & Swain-Bradway, J. (2011). Toward a Conceptual Integration of Cultural Responsiveness and Schoolwide Positive Behavior Support. *Journal of Positive Behavior Interventions*, 13(4), 219–229.



# Intended Outcome and Desired Results from CCEIS Plan

**Goal 1:** During the 2020-21 school year, the district will examine how adult behaviors contribute to student identification for disciplinary action this will be specifically undertaken by engaging in a brief reading on culture, an activity about one's own culture; and identifying cultural responsiveness- individual racial awareness, adult behaviors and their impact on student behavior. This goal is attainable because the initial groups of individuals meet regularly, and they will complete this training prior to the end of first semester.

**Goal 2:** During the 2020-21 school year, the district will review how policy impacts practice and how to change practices, then create a proposal for policy rewrite, this proposal will be submitted to the district office and representatives by the end of second semester.

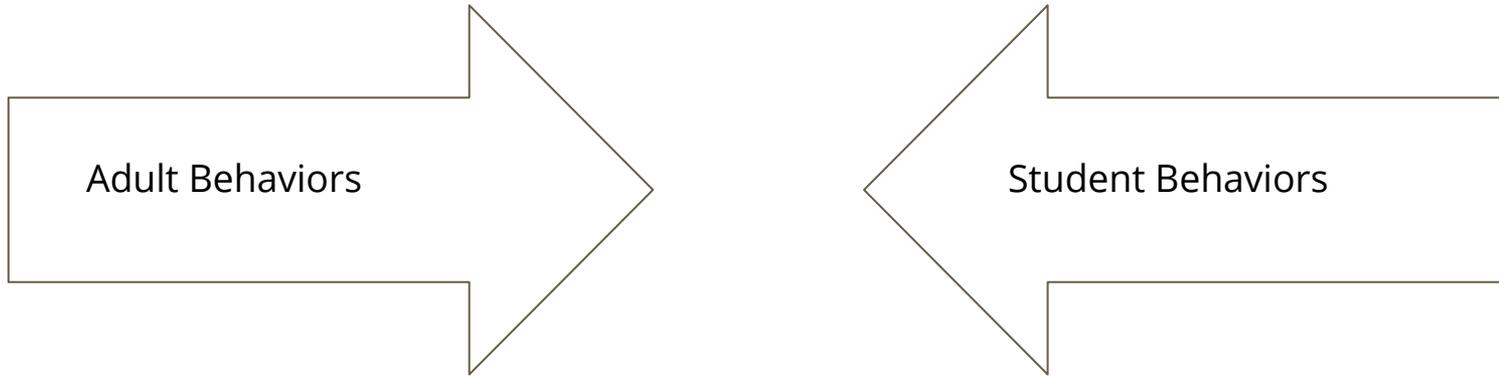
**Goal 3:** During the 2020-21 school year, staff at Bragg Elementary, Faulk Elementary, Jackson Wonder Elementary and West Junior High will work as a team or small group of teachers and administrators to create a menu of disciplinary response, to be reviewed in March and again in June of 2021, so that campus-specific climate aspects are considered yet district-wide expectations for behavior are clear.

**Goal 4:** During the 2020-2021 school year, SPED Campus Coordinators at Bragg Elementary, Faulk Elementary, Jackson Wonder Elementary and West Junior High will be trained as the Trainer of Trainers (TOT) to begin the implementation of Everyday Behavior Tools as an alternative to reduce out of school suspension by 30% in comparison to 2019-2020 baseline data of out of school suspensions by the end of second semester.

**Goal 5:** By the end of the 2020-21 school year, identified students engaging in the use of Teachtown, will utilize learned replacement social skills with 80% mastery, instead of demonstrating undesirable behavior as evidenced by continuous assessments. Student progress will be tracked monthly by behavior intervention specialist.



Adult and student behaviors can look very similar; however,  
**adults determine consequences for students.**



# Addressing Adult Behaviors

Dr. Timberly L. Baker, Imani Consulting

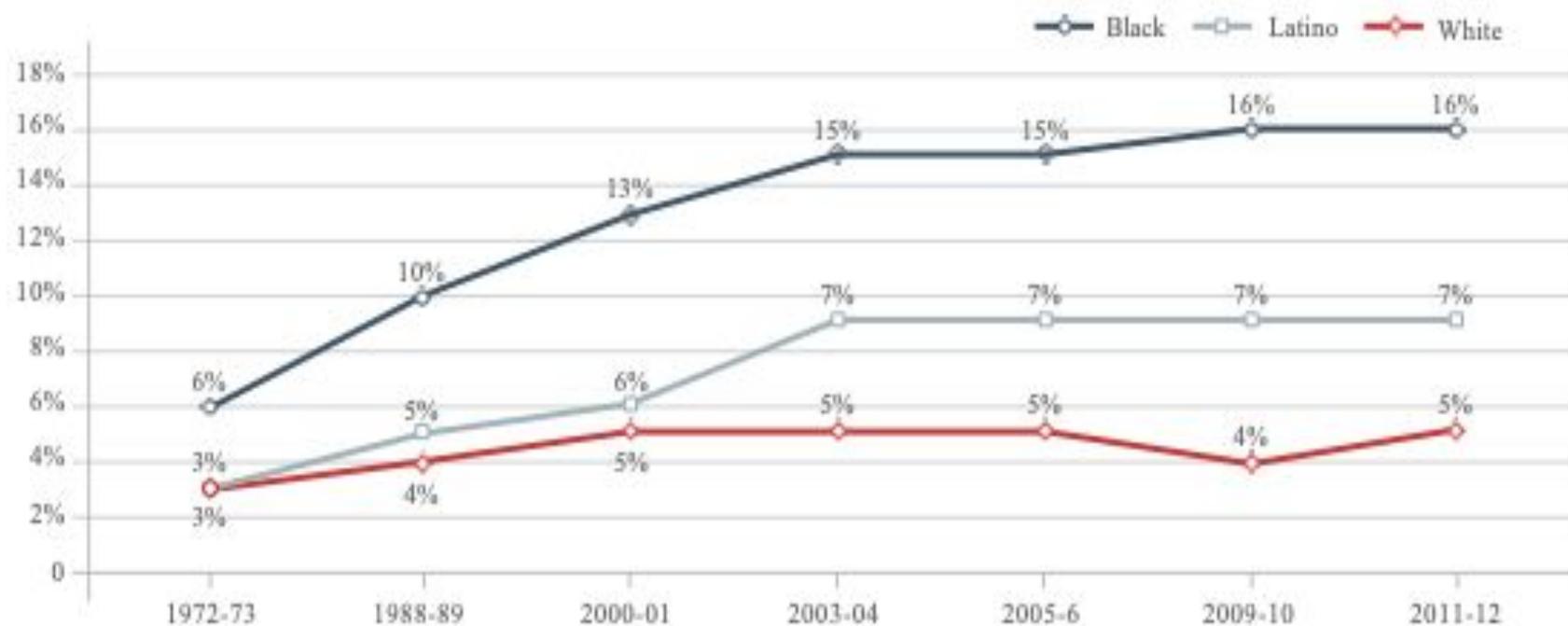
# Fundamental Questions

Do I believe that ALL students can learn?

Do I believe we have a responsibility to ensure ALL students have FAPE afforded to them with all diligence?



Figure 2. Suspension Rates over Time by Race/Ethnicity, K-12<sup>9</sup>



Data Source: U.S. Department of Education, Office for Civil Rights



# POLICY DRIVES PRACTICE & IDEOLOGY DRIVES PRACTICE

*Race and ability ideology drives both*

Ideology--a form of social or political philosophy in which practical elements are as prominent as theoretical ones. It is a system of ideas that aspire both to explain the world and to change it (britannica.com, 2020).



# Goal 1: Addressing Adult Behaviors

**Goal 1:** During the 2020-21 school year, the district will **examine how adult behaviors contribute to student identification for disciplinary action** this will be specifically undertaken by engaging in a brief reading on culture, an activity about one's own culture; and identifying cultural responsiveness- individual racial awareness, adult behaviors and their impact on student behavior. This goal is attainable because the initial groups of individuals meet regularly, and they will complete this training prior to the end of first semester.

Cultural Responsiveness (Dr. Timberly Baker):

- Addressing Attitudes and Dispositions
- Examining Policy-- How do attitudes and dispositions impact policy?



# “Can we be Culturally Responsive? YES: Addressing attitudes, practices and school policies”

The professional development addresses the three indicators of Culturally Responsiveness as outlined by the *Equity, Inclusion, and Opportunity: How to Address “Success Gaps”* document provided to the district. The specificity of the agenda may be adjusted due to the identified needs of the staff. The three areas of focus are:

1. Attitudes
2. Practices
3. Implementation of Practices and/or Policies



# Addressing Adult Behaviors (Attitudes and Practices)

1. **Build an understanding that culture dictates behavior (Morris & Fu, 2001)**
2. **Self awareness-- understanding one's own culture and how it provides the lens by which I/we interpret behavior (Sue, 2013)**
3. **Creating a common definition of culturally responsive practice.**
4. **Identifying and examining skill deficits of adults.**

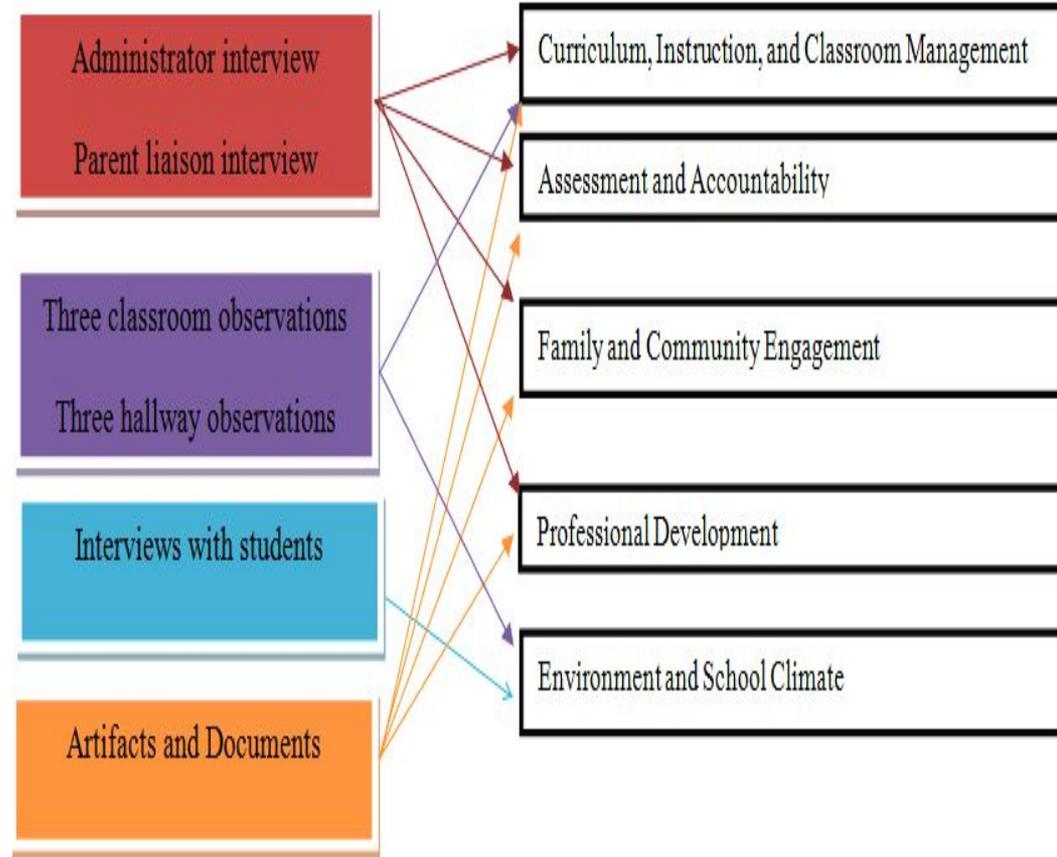
Morris, M. W., & Fu, H. Y. (2001). [How does culture influence conflict resolution? A dynamic constructivist analysis.](#) *Social Cognition*, 19(3: Special issue), 324-349.

Sue, D. W. (2013). Race talk: The psychology of racial dialogues. *American Psychologist*, 68(8), 663–672.



## Learning about practices and ways to improve

- **Culturally Responsive Walkthrough (5x5)**
  - a. In order to assess for learning purposes, the implementation of CR practices across 5 domains with 5 dimensions in each domain
- **Book Talks** to address practices reflect on practices, and learn the why and how of implementation.



## Goal 2: Addressing Adult Behaviors (Practices and Policies)

**Goal 2:** During the 2020-21 school year, the district will **review how policy impacts practice and how to change practices**, then create a proposal for policy rewrite, this proposal will be submitted to the district office and representatives by the end of second semester.

\*Revise SPED Procedures for Out of School Suspension of Students with Disabilities

\*Handbook Committee Review of Discipline Procedures



## Offender Action Codes

### eSchoolPlus Offender Action Code and Description

- |   |  |
|---|--|
| 01 – In School Suspension                             | 13 – Expelled with Short Expulsion                               |
| 02 – Out of School Suspension (not to exceed 10 days) | 14 – Expelled for Weapons with Short Expulsion                   |
| 03 – Expelled   | 15 – Expelled To Alternate Program                               |
| 04 – Expelled for Weapons                             | 16 – Expelled for Weapons/Placed in Alternative Learning Program |
| 05 – Corporal Punishment                              | 17 – Expelled for Dangerous Activity with Injury                 |
| 06 – Other  | 18 – Out-of-School Suspension with Injury                        |
| 07 – No Action  | 19 – Expelled with Educational Services                          |
| 10 – ALE (Full Year)                                  | 20 – ALE (Less Than 1 Year)                                      |
| 11 – Expelled for Drugs                               | 21 – Detention   |
| 12 – Expelled for Dangerous Activity with No Injury   | 22 – Bus Suspension  |
| 13 – Expelled with Short Expulsion                    | 23 – Parent/Guardian Conference                                  |
|   | 24 – Saturday School   |
|   | 25 – Warning   |



# Goal 3: Addressing Adult Behaviors (Policy)

**Goal 3:** During the 2020-21 school year, staff at Bragg Elementary, Faulk Elementary, Jackson Wonder Elementary and West Junior High will work as a team or small group of teachers and administrators to **create a menu of disciplinary response**, to be reviewed in March and again in June of 2021, so that campus-specific climate aspects are considered yet district-wide expectations for behavior are clear.

- It is more the school a student attends than the individual characteristics of the student that predict a student being suspended or expelled (Baker, 2012; Skiba, et. al. (2014)
- A menu of disciplinary options provides an array of response to better met the needs of students, teachers and especially administrators (Welsh & Little, 2018).

Baker, T. (2012) [Student and School Characteristics: Factors Contributing to African American overrepresentation for defiance.](#) Retrieved from ProQuest Dissertations and Theses

Skiba, R. J., Chung, C. G., Trachok, M., Baker, T., Sheya, A., & Hughes, R. (2015). Where should we intervene? Contributions of behavior, student, and school characteristics to out-of-school suspension. Closing the school discipline gap: Equitable remedies for excessive exclusion, 132-146.

Welsh, R., & Little, S. (2018). [The School Discipline Dilemma: A Comprehensive Review of Disparities and Alternative Approaches.](#) *Review of Educational Research*, 88, 752 - 794.



# Addressing Student Behaviors

Malisha McCray, M.S. | SPED Behavior Intervention Specialist

“The ideal of behaviorism is to eliminate coercion: to apply controls by **changing the environment** in such a way as to **reinforce the kind of behavior that benefits everyone.**”

B. F. Skinner



# Reducing Maladaptive Behaviors

**Setting Events**- events or factors that occur in the more distant past that has affects behavior

**Antecedents**- environmental condition or stimulus change occurring immediately prior to a behavior

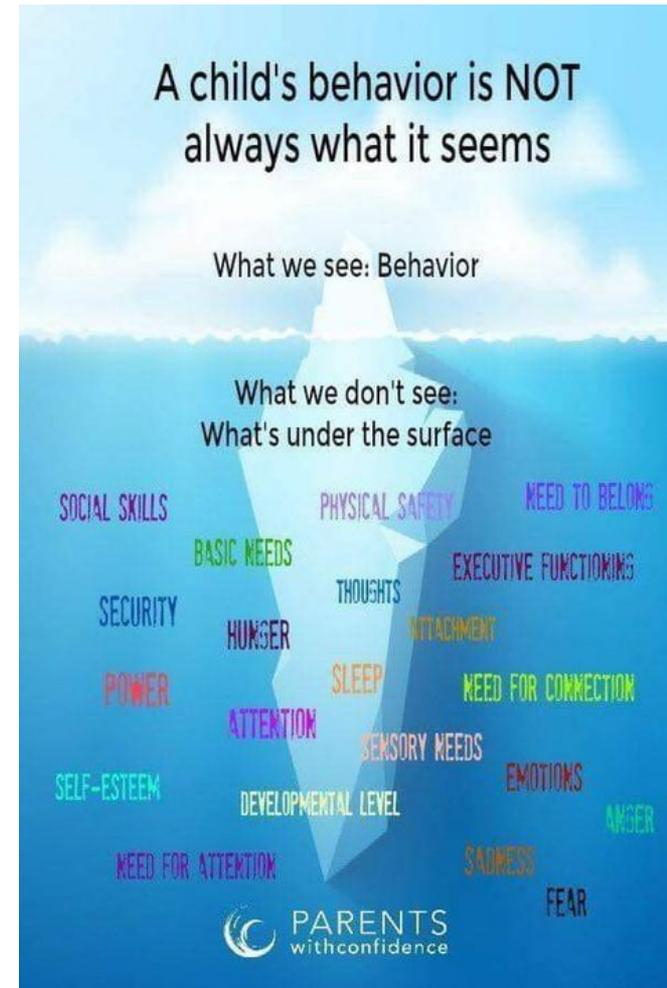
**Consequences**- stimulus change occurring immediately after a behavior

**Replacement Behaviors**- behaviors taught to replace maladaptive target behaviors



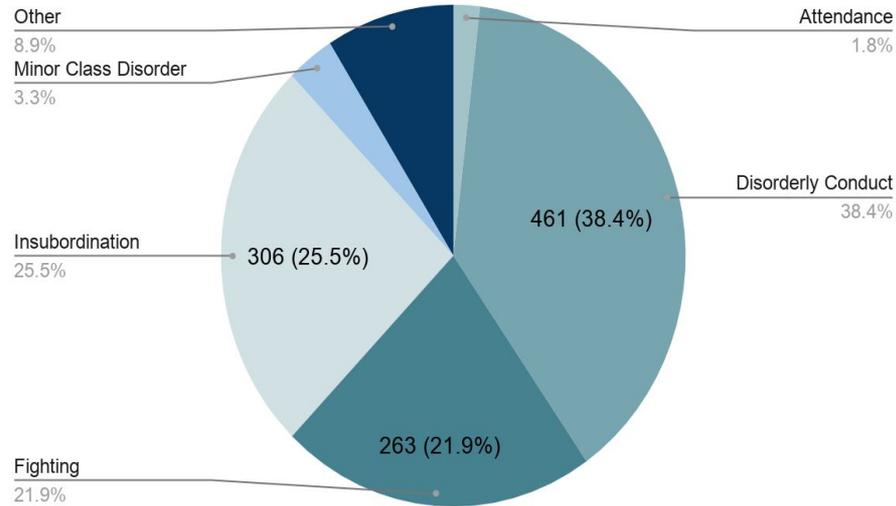
# Goal 4: Addressing Student Behaviors

**Goal 4:** During the 2020-2021 school year, SPED Campus Coordinators at Bragg Elementary, Faulk Elementary, Jackson Wonder Elementary and West Junior High will be trained as the Trainer of Trainers (TOT) to begin the implementation of **Everyday Behavior Tools** as an alternative to reduce out of school suspension by 30% in comparison to 2019-2020 baseline data of out of school suspensions by the end of second semester.

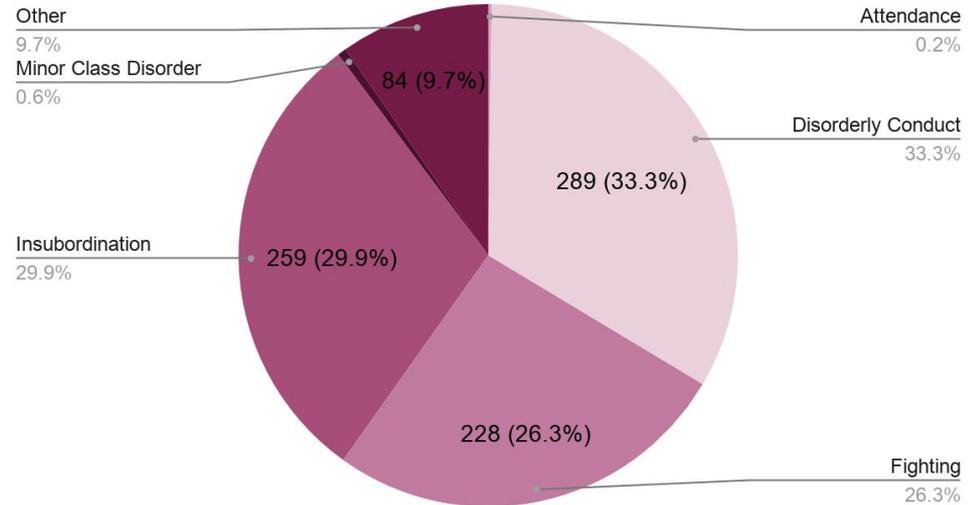


# District Behavioral Concerns

WMSD 2019-2020 Disciplinary Infractions



WMSD 2019-2020 Infractions Resulting in OOS



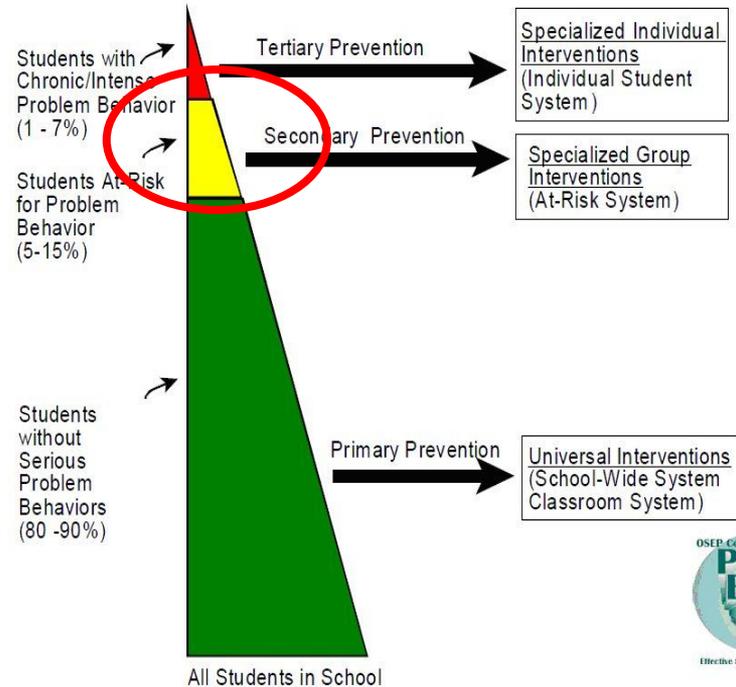
**Classroom Management/De-Escalation**

Note: Academic year 2019-2020 was from August 2019- March 2020

# Everyday Behavior Tools

- Professional Crisis Management Association (PCMA)
- “Tools”
  - Research-backed
  - Effective across populations
- Training of Trainers (TOT)

## Continuum of Effective Behavior Support



Effective School-Wide Interventions

# The “Tools”

## Stable Functioning

1. Strengthen behavior
2. Maximize relationships

## Pre-Crisis

3. Pivot
4. Non-Reactive Response

## Crisis

5. Interrupt and Redirect Behavior

## Post-Crisis

6. Set Expectations
7. Use a Written Contract



## Goal 5: Addressing Student Behaviors

**Goal 5:** By the end of the 2020-21 school year, identified students engaging in the **use of Teachtown Social Skills** will utilize learned **replacement social behaviors** with 80% mastery, instead of demonstrating undesirable behavior as evidenced by continuous assessments. Student progress will be tracked monthly by behavior intervention specialist.

IF A STUDENT DOESN'T KNOW HOW TO READ,  
*we teach them*

IF A STUDENT DOESN'T KNOW HOW TO WRITE,  
*we teach them*

IF A STUDENT DOESN'T KNOW HOW TO BEHAVE,  
*why do we punish them?*

SHOULDN'T WE TEACH THEM?



# Social Skills: Important?

According to the National Association of School Psychologists (NASP), social skills

- Are critical to successful functioning in life
- Enable us to know what to say, how to make good choices, and how to behave in diverse situations
- Are no longer relied upon the family to teach

Social Skills: Promoting Positive Behavior, Academic Success, and School Safety. (n.d.). Retrieved February 16, 2021, from

[https://www.naspcenter.org/factsheets/socialskills\\_fs.html](https://www.naspcenter.org/factsheets/socialskills_fs.html)

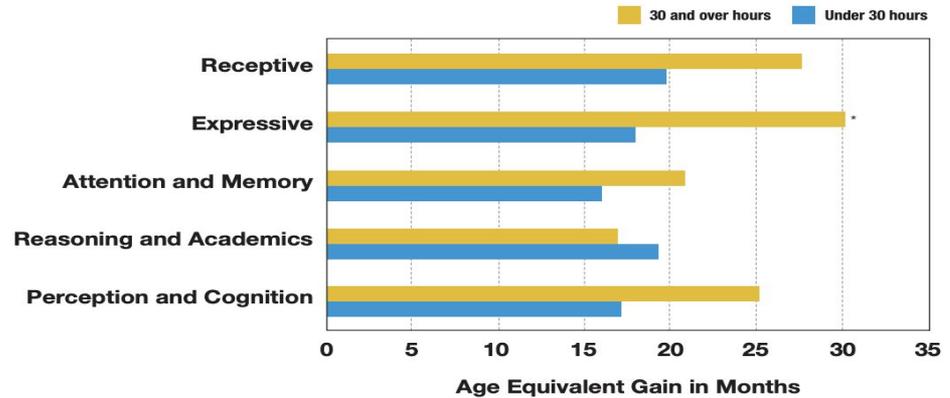


# TeachTown Elementary/Middle School Social Skills

Figure 2. BDI-2 age equivalent gains for students who used *TeachTown: Basics* for more than 30 hours and for students who used the program for 30 hours or less during the academic year (n = 42).



BDI-2 Subdomain



# TeachTown Elementary/Middle School Social Skills Domains

## **Elementary Social Skills**

1. Following Rules
2. Interpersonal Skills
3. Self-Regulation & Coping
4. Good Communication
5. Friendship

## **Middle School Social Skills**

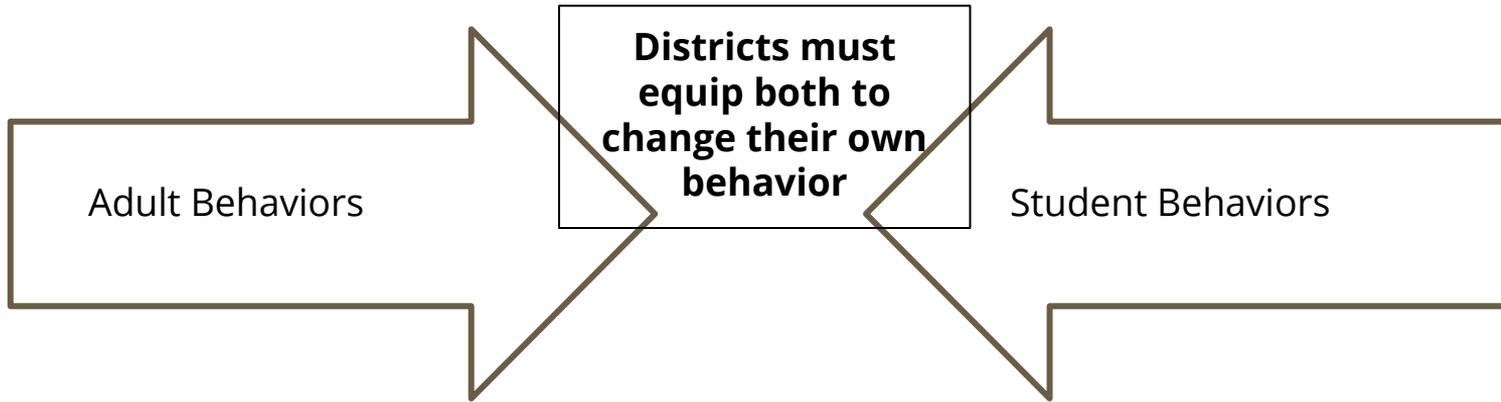
1. Building and Maintaining Relationships
2. Interpersonal Skills
3. Problem-Solving
4. Self-Awareness
5. Personal Care
6. Safety and Community Participation





(teachtown.com)

Adult and Student behavior must be addressed in order to create optimal opportunity for improved outcomes



# Questions and Answers Period from Attendees



# Facilitator's Contact Information

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