FBAs AND BIPs Through a Culturally Responsive Lens

Illinois Council for Children with Behavior Disorders

Dr. Louise Yoho and Michelle Connet

Behavior Assessment Training Program

Agenda

- Intros

- About the BAT project

- Racial disparities in sped

- Racial disparities in discipline

- Replacement behaviors-putting biases away
  - Focusing on student strengths

- Subjectivity in behavior descriptions and expectations

Welcome and Introductions

About the BAT project

The Behavior Assessment Training (BAT) project provides professional webinars by content experts on implicit bias, culturally responsive functional behavior assessment (FBA) practices, behavior intervention plans (BIPs), the impact of trauma and other adverse circumstances, family collaboration and early childhood. This project is funded by the Illinois State Board of Education through an IDEA Part B Federal Grant.

BAT webinar schedule

October (archived)
- Teacher Bias & Stereotype Awareness

November (archived)
- Evaluation & Bias

December (archived)
- Legal/Ethical Requirements of FBAs and BIPs

January 18th (archived)
- Viewing student behavior through an action plan

February 15th
- Culturally Responsive Evidence-Based Behavior Interventions
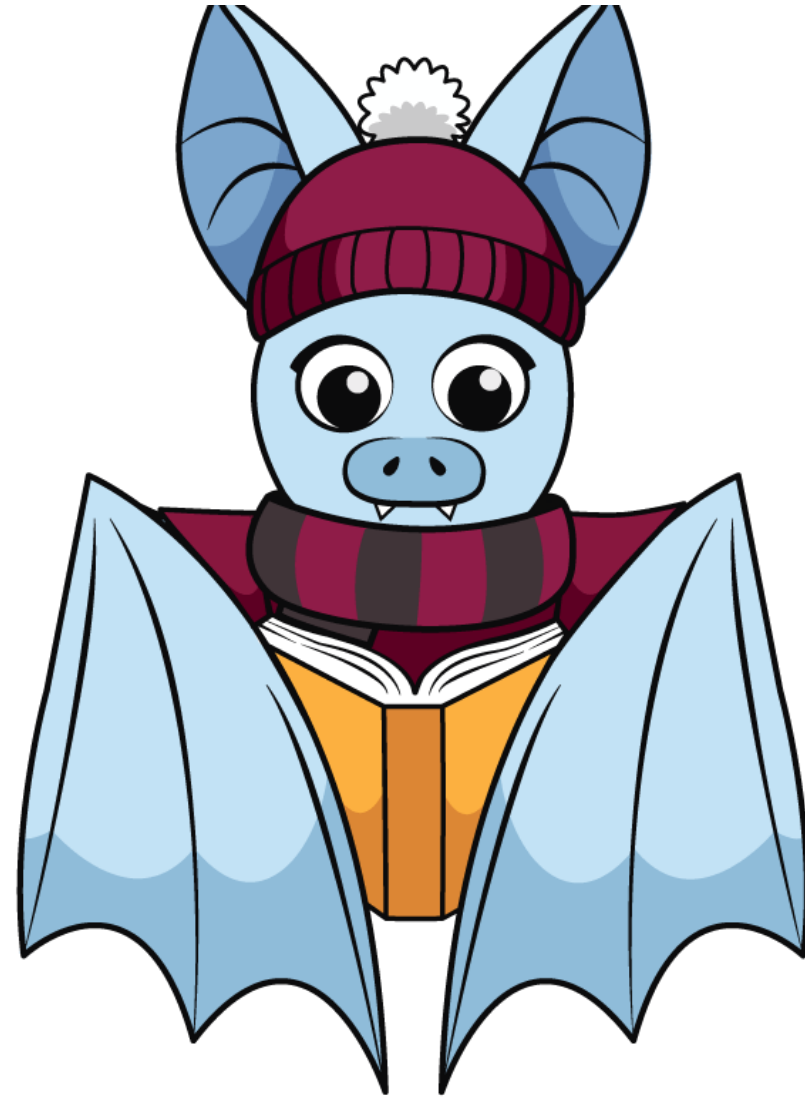
March 15th
- Culturally Responsive Evidence-Based FBAs

April 19th
- Culturally Responsive Evidence-Based BIPs

May 17th
- Expanding on major behavior management themes

Disproportionate Representation

► **Overrepresentation:** a situation in which greater numbers of students of certain groups are placed in special education than you would expect based on their numbers in the school population

► **Underrepresentation:** fewer students in a particular category than one might expect based on their numbers in the school population

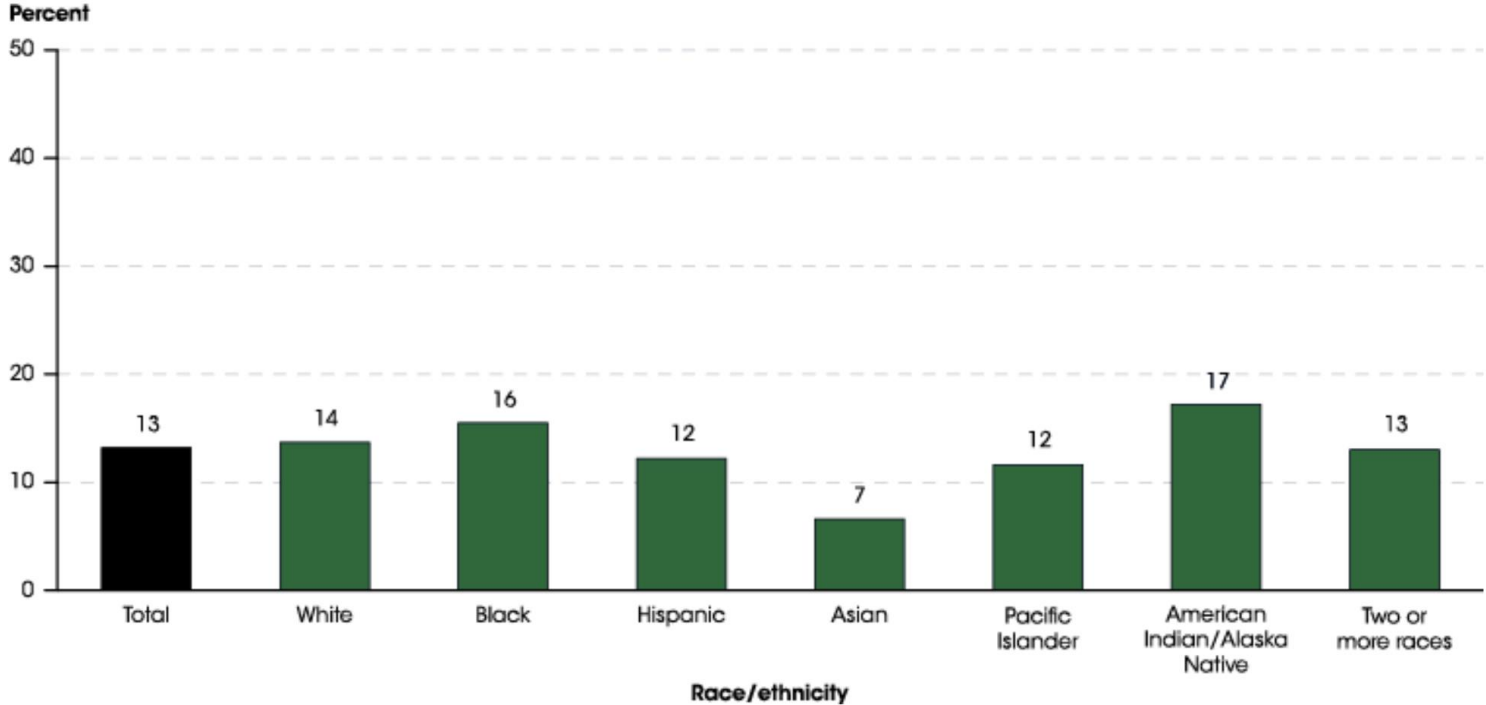# Disproportionate Representation

► There is typically an *overrepresentation* of minority students in special education programs.

► There is typically an *underrepresentation* of minority students in gifted and talented programs.
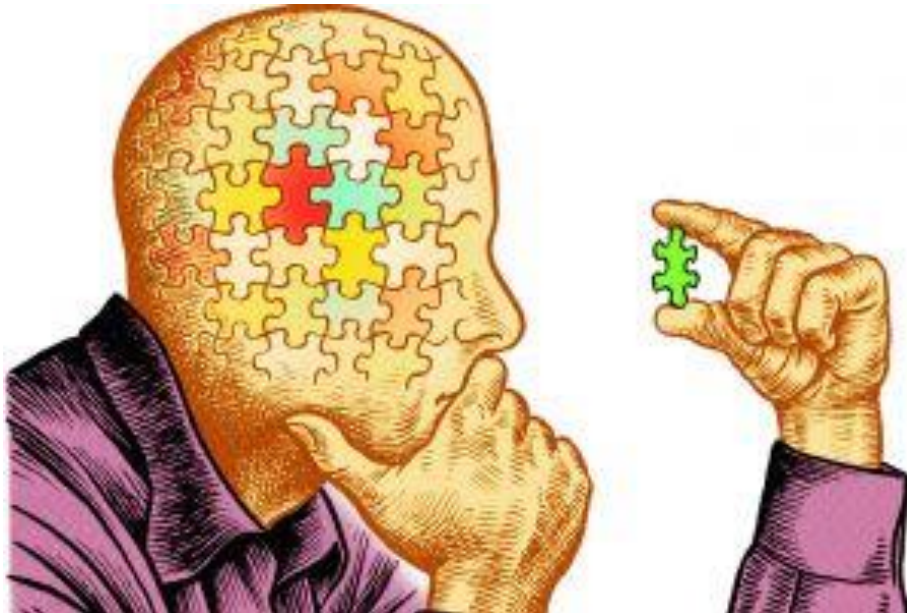
Figure 9.1. Percentage of 3- to 21-year-olds served under the Individuals with Disabilities Education Act (IDEA), Part B, by race/ethnicity: School year 2015–16

Disproportionate Representation

Issues with over- and underrepresentation occur in disability categories in which professional judgement and opinion play a key role in the decision-making process

Factors Contributing to Over- and Underrepresentation

► Relationship between family socioeconomic status (poverty)

► Identification procedures by professionals from culturally dominant backgrounds

► Instructional methodologies reflect dominant culture

► Dominant culture teachers' perceptions of diverse students' learning needs

Racial Disparities in Discipline

Illinois Data - 2014

- **In-School Suspension**

  White   34%

  Black   35%

  Hispanic/Latino   25%

- **Out of School Suspension**

  White   28%

  Black   45%

  Hispanic/Latino   23%

Federal Data - 2014

- **In-School Suspension**

  White   38%

  Black   32%

  Hispanic/Latino   23%

- **Out of School Suspension**

  White   32%

  Black   40%

  Hispanic/Latino   21%

Discipline disparities

- Racial disparity in special education has not meaningfully changed since initial passage of IDEA

- Suspension is a social justice issue
  - Racial/ethnic disparity
  - Disability inequities in addition to learning difficulties

- Suspension and/or expulsion can lead to dropping out

- Larger number and lengthier time out of school for Black students can contribute to negative outcomes

Fenning, P. A., & Johnson, M. B. (Eds.). (2022). *Discipline disparities among students with disabilities: Creating equitable environments*. Teachers College Press.

Typical disciplinary responses

- Represents an interaction involving student's behavior and adult's interpretation/response to it

- Can be used to identify students who need intensive levels of behavior support and intervention for high rates of:
  - Externalizing behavior: acting out such as aggression, self-injury, vandalism
  - Internalizing behavior: covert behavior such as attentional problems or being withdrawn (non-participation)

- Tend to rely on punishment (office referrals, etc.)

- Do not often involve teaching new or replacement behaviors

Zero tolerance

- Fear-based
  - Gun violence
  - "Super predators"
- Broken windows theory
  - Criminology theory of policing
    - Also referred to quality-of-life or order-maintenance policing
    - asserts that in communities or schools contending with high levels of disruption, maintaining order not only improves the quality of life, it also reduces opportunities for more serious crimes
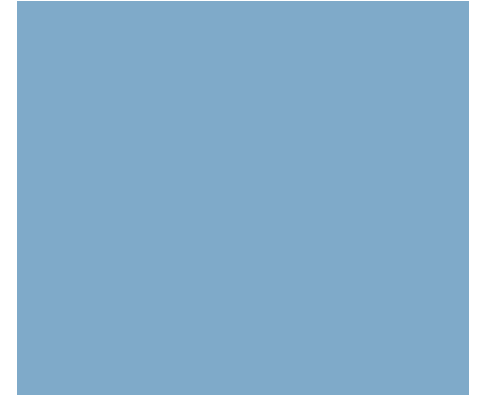
Zero-tolerance policies
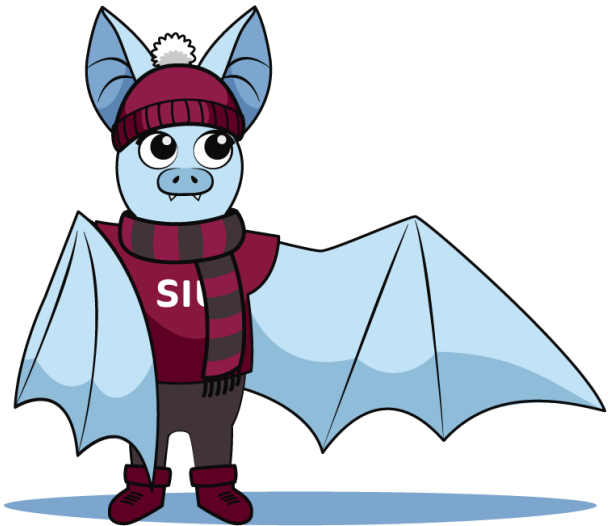
Pro

- May be required by law
- Aim to keep kids safer
- Reduces favoritism
- Prepares children for the real world

Con

- Can lack common sense as may apply to harmless items
- Don't improve school safety
- Students banned from school face risks at home without supervision
- Expose children to legal charges for minor offenses

Hirsman, K. (2020).

Long-term educational impacts

- Students who are suspended or expelled are:
  - more likely to drop out of school
  - less likely to enroll in higher education.
  - more likely to have continuing contact with the justice system.

- Increased reliance on School Resource Officers (SROs) and the juvenile justice system.
  - many issues that were once handled at the school level are now handled by law enforcement.

VanderPyl & Yoho, 2019; Hirsman,2020.

Long-term Impacts

- Increased policing in schools
  - School-to-prison pipeline

- Disproportionately bad for minority students and those with disabilities
  - Black students represent 31% of school-related arrests.
  - Black students are suspended and expelled 3 times more than white students.

- Students suspended or expelled for a discretionary violation are nearly 3 times more likely to be in contact with the juvenile justice system the following year.
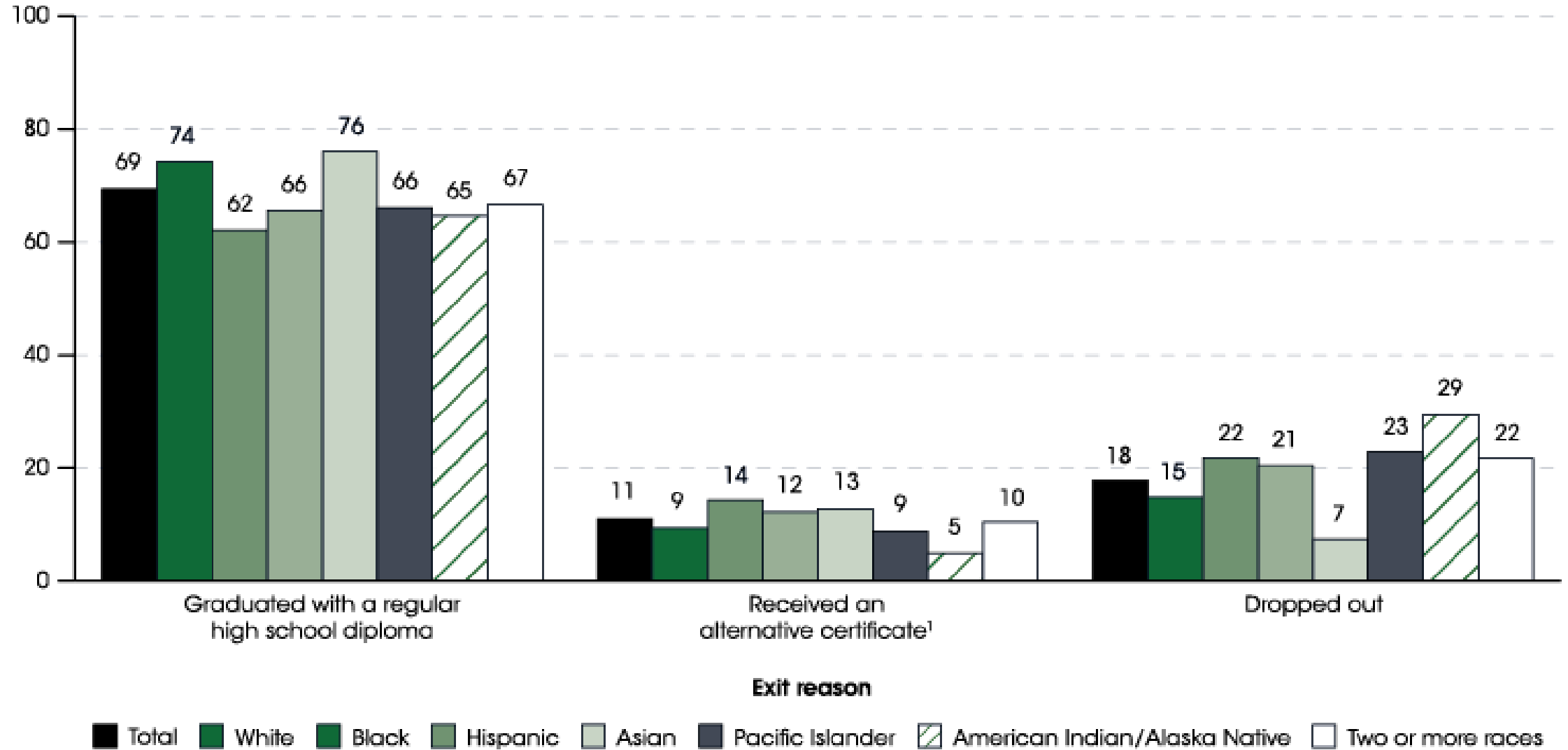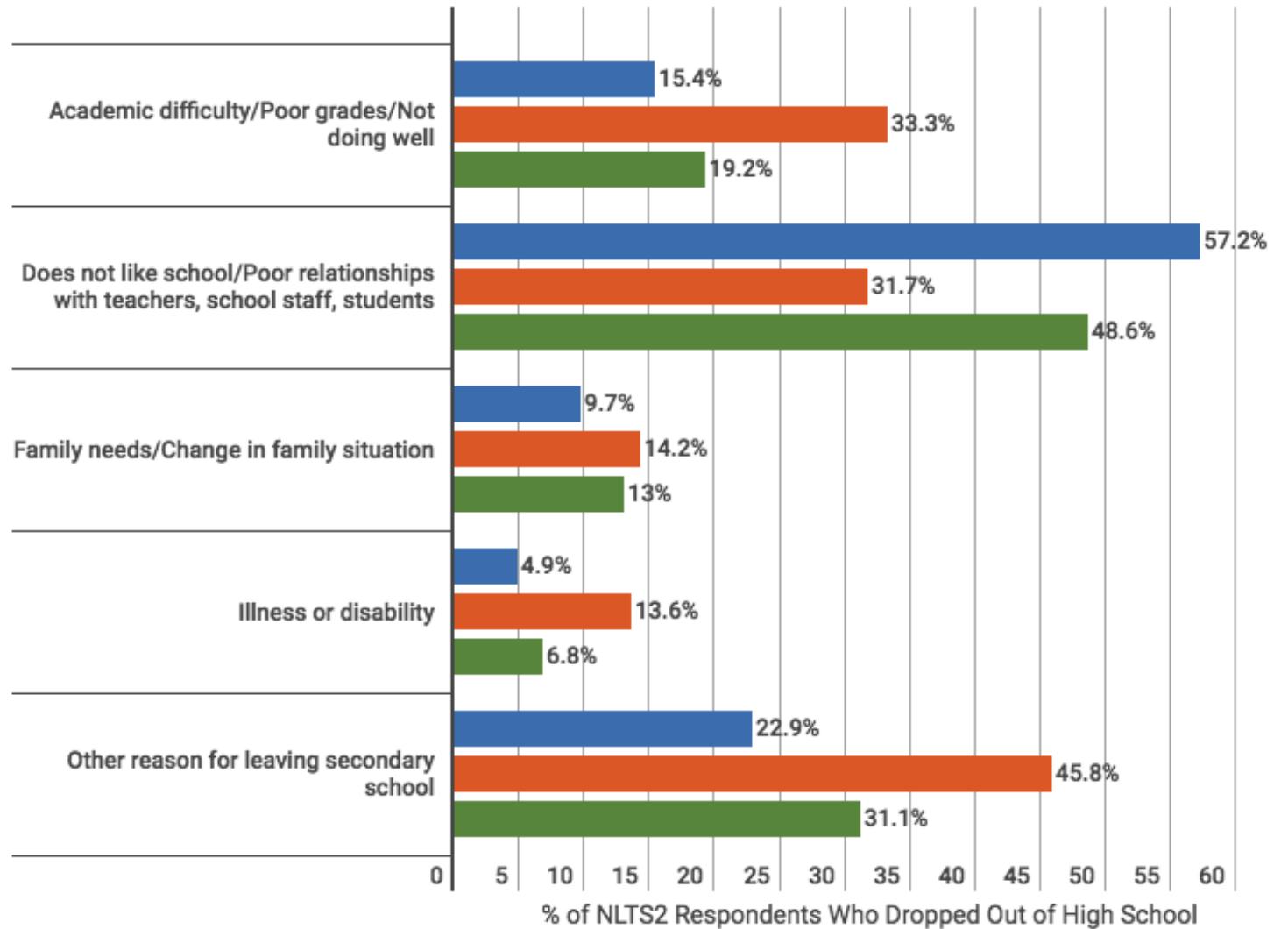
- Lack of due process

Juvenile Justice Crisis

According to the National Council on Disability, as many as 85% of incarcerated youth have disabilities, making them arguably the most vulnerable population when it comes to school discipline and behavior policies.

Percent

Exit reason

■ Total　■ White　■ Black　■ Hispanic　■ Asian　■ Pacific Islander　▨ American Indian/Alaska Native　□ Two or more races

Reasons Students With IEPs Gave for Dropping Out of High School

School Completion

State of LD report.

% of NLTS2 Respondents Who Dropped Out of High School

Reason	SLD	OHI	All disabilities
Academic difficulty/Poor grades/Not doing well	15.4%	33.3%	19.2%
Does not like school/Poor relationships with teachers, school staff, students	57.2%	31.7%	48.6%
Family needs/Change in family situation	9.7%	14.2%	13%
Illness or disability	4.9%	13.6%	6.8%
Other reason for leaving secondary school	22.9%	45.8%	31.1%

Subjectivity in behavior descriptions and expectations

The Three D's

Defiance

Disrespect

Disruption

Operational Definitions

Description of the behavior

Observable and *measurable* characteristics of the of the behavior
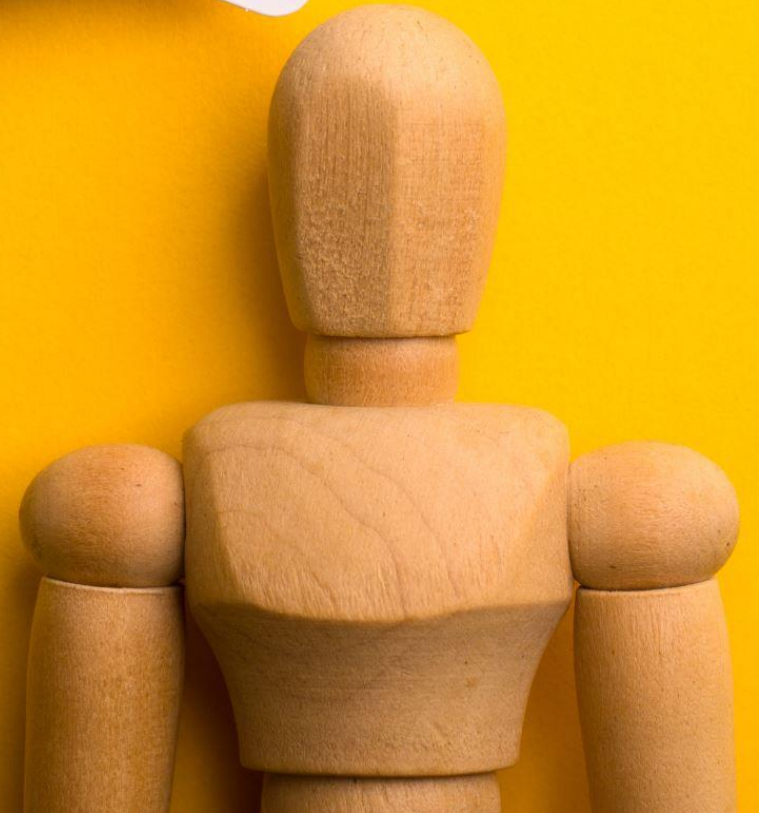
Examples of the behavior

Common understandings help eliminate ambiguity and confusion

- Consistent expectations

- Consistent feedback

- Consistent data collection

Vague Terms

- Inappropriate/Appropriate
- Insubordinate
- Rude
- Aggressive
- Loud
- Polite
- Dis/Respectful

(Un)Measurable Terminology

Understand…………………?

Appreciate…………………?

Characterize………………?

Recognize…………………?

Judge………………………?

Formulate…………………?

Rationalize…………………?

Evaluate……………………?

Interpret……………………?

Analyze……………………?

Replacement behaviors- putting biases away Focusing on student strengths

Ask Yourself….

Does the student understand the behavioral expectations for the situation?

Is the student aware he or she is engaging in the behavior, or is it a "habit"?

Is the student physically and/or cognitively capable of controlling the behavior, or does he or she need support?

Does the student have the skills necessary to perform desired behaviors?

Finding Replacement Behaviors

Consequences (aka: what happens when the behavior occurs?)

- How do people react to the behavior?
- What does the behavior get for the student?
- What does the student avoid by engaging in the behavior?

Alternative behaviors (aka: what do you want the student to do instead?)

- Would this desirable behavior fulfill the same need/function?
- Is the student capable of engaging in the replacement behavior?
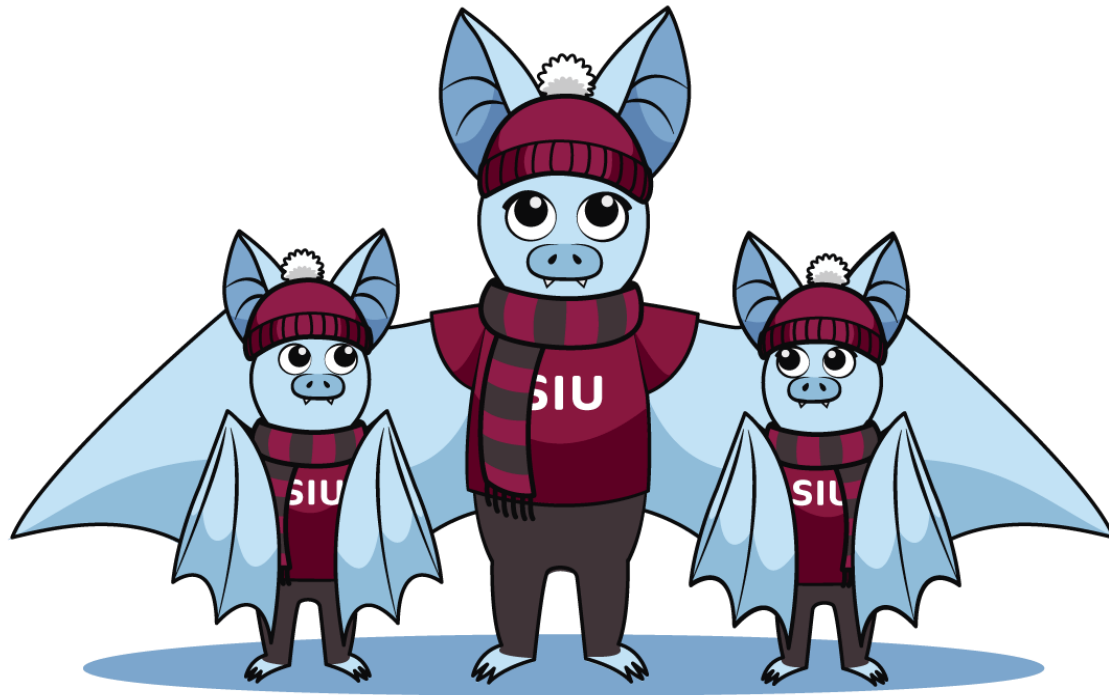- What prevents this behavior from occurring now?

Consistency is key

- Clear and consistent expectations and consequences benefit everyone.

Strategic vs. reactive

Focus on teaching

Big Picture

BAT webinar schedule

3rd Wednesday of each month from 3:30 PM to 4:30 PM (Central) via Go To Webinar

- February 15th

  Culturally Responsive Evidence-Based Behavior Interventions

- March 15th

  Culturally Responsive Evidence-Based FBAs

- April 19th

  Culturally Responsive Evidence-Based BIPs

- May 17th

  Expanding on major behavior management themes
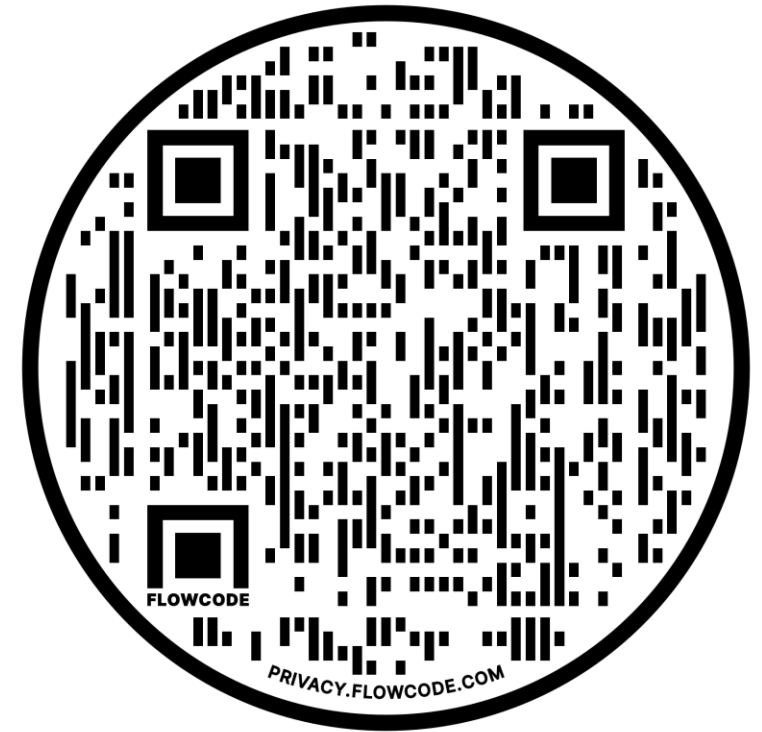
Let's continue the conversation

Louise M. Yoho, PhD

School of Education

223H Wham Hall

Southern Illinois University

Carbondale, IL 62901

louise.yoho@siu.edu

Michelle Connet, M. Ed.

STEM Education Research Center

Pullium Hall 204

Southern Illinois University

Carbondale, IL 62901

michelle.connet@siu.edu