Behavior and Equity Recommendations for PBIS Teams

Equity is a foundational, Tier 1 element.
"Equity is a mindset, not just a set of practices."

Potential Pitfall for PBIS Teams	Recommendation for PBIS Teams
• Use a zero-tolerance discipline policy. • Do not apply root cause analyses with discipline data.	• Develop policies with clear, actionable steps and accountability for disciplinary equity; ensure that policies and systems are not creating barriers for students. • Implement policies that are culturally responsive to each student, including those who are typically underserved. • Perform a root cause analysis prior to discipline data reviews.
• Implement inefficient and antiquated interventions that are lacking an evidence-base.	• Implement a preventative, restorative, multi-tiered, culturally responsive behavior framework with equity as the foundation.
• Create school rules and expectations that do not take into consideration student and community demographics but are based on the majority population.	• Engage all stakeholders in the development of school rules and expectations.
• Select a behavior management system and/or Social and Emotional Learning (SEL) programs that are lacking culturally responsiveness or evidence-base.	• Situate your behavior management system and SEL program, along with any other effort in the historical context of education for students of color, students living in poverty, and students from various marginalized communities. • Ensure any initiative or program is evidence-based.
• Engage with others without an awareness of their own implicit biases or how their background or personal values influence their decisions or tolerance. • Allow their deep-rooted stereotypes or implicit biases to impact their perception of student behavior.	• Teach strategies for neutralizing implicit bias in discipline decisions. • Create clear and consistent guidance regarding the procedural process after a behavior infraction has been identified to help decisions become more objective, rather than swayed by personal bias.
• Review data infrequently, using limited data sources, and without disaggregating the data. • Use only subjective/anecdotal data throughout the decision-making process.	• Train leadership on how to disaggregate the data that is available. • Collect, use, and report disaggregated discipline data.

	- Review and adjust interventions as needed on a 4-6-week basis based on objective, quantitative data. - Utilize multiple data points (e.g., attendance, office discipline referrals, behavior intervention data, academic data) in data reviews.
- Discuss student needs from a deficit mindset. - Implement behavior interventions to remediate student deficits, failing to consider other contextual factors that may be influencing student behavior.	- Create a holistic perspective through discussions, focusing specifically on leveraging students' strengths. - Utilize interventions that include strategies which utilize student strengths. - Ensure that team discussions include what environmental changes may be required to support student outcomes. - Include parents/guardians in the process of developing and selecting interventions and in implementation.
- Use a "one-size fits all" approach to selecting and implementing interventions, choosing interventions from a list without the team understanding the function of the behavior. - Make decisions without consideration of student trauma, background, teacher behavior, or other contextual information surrounding the behavior. - Do not adequately train the educators who will be implementing the intervention. - Do not adequately track the fidelity of the intervention implementation, but attribute lack of progress only to student performance.	- Consider the context of the situation and the student's cultural background (e.g., history of juvenile justice/court involvement, trauma, abuse, or other adverse childhood experiences) when selecting and implementing interventions. Interventions are based on individual student needs. - Have a procedure in place to train and provide ongoing coaching to each educator who will be implementing behavior interventions. - Ensure fidelity of interventions through direct observation.
Administer consequences without teaching replacement behaviors or utilizing restorative practices.	Hold students accountable for their behavior, but also take time to model and teach replacement behaviors and utilize restorative practices.

References

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