Strategies for schools to help reduce discipline disparities gaps

Wilder Research conducted a literature review to find out if PBIS contributes to a decreasing discipline disparities gap between students of color and students with disabilities in schools that implement PBIS. The results of the literature review are mixed: some studies found that PBIS was not correlated to closing discipline disparities gaps while others found that PBIS is associated with reduced discipline disparities. More research is needed to conclusively determine the impact PBIS has on reducing disparities. However, school teams can apply some of the strategies outlined in the research literature to specifically address disparities in their schools. This grid outlines specific strategies and provides concrete resources to help school teams reduce discipline disparities.

Strategy	Rationale	Potential solution
Strategy 1 Use the PBIS framework as a foundation	PBIS: - Creates awareness of existing and potential disparities - Is adaptable to specific school and community cultures - Provides capacity for schools and districts to implement and monitor interventions to reduce disparities - Is a framework (not a curriculum) so schools can be creative and try different strategies that work for them	▪ Recommendations for Addressing Discipline Disproportionality in Schools. (The 5-point plan) ▪ Examples of engaging instruction to increase equity in education ▪ Key elements of policies to address discipline disproportionality: a guide for district and school teams
Strategy 2 Use disaggregated discipline data to inform decisions	Entering, compiling, and using disaggregated data by student race/ethnicity, gender, and disability status may help to reduce the discipline disparities gap.	▪ Using Discipline Data within SWPBIS to Identify and Address Disproportionality: A Guide for School Teams ▪ Using Data to Identify and Address Racial Disproportionality ▪ Problem-solving worksheet and action planning tool
Strategy 3 Use implementation fidelity data to identify areas of need	Implementation fidelity tools used by PBIS schools may not address the key factors that develop and maintain inequitable disciplinary practices: as a result, the University of Oregon created a cultural responsiveness companion to align with the Tiered Fidelity Inventory to introduce a cultural responsiveness companion to PBIS.	▪ PBIS Cultural Responsiveness Companion ▪ PBIS Cultural Responsiveness Companion (companion presentation)
Strategy 4 Involve family and community	- Including families that represent all demographic groups in the school and community will create representative and inclusive systems. - School rules, expectations, and corrective behaviors should be developed in collaboration with families and community members - Discipline definitions and procedures that are aligned with community values reduce ambiguity in disciplinary decisions and reduce negative effects of unconscious bias.	▪ Student perception survey ▪ Student input and satisfaction survey ▪ Family partnerships
Strategy 5 Culturally responsive teacher training	- Culturally responsive teacher training may help to alleviate the cultural disconnect between teachers and students - Schools should allow for professional development to enhance staff members cultural knowledge and awareness, sense of self, and to learn more about culturally responsive practices	▪ Reducing the Effects of Implicit Bias in School Discipline