

## MENTAL HEALTH IN SCHOOLS LEARNING SERIES

### Equity Strand

*Disproportionality & Equity in Education: Using Risk Ratios as a Tool to Create More Equitable Practices*, Presented by Dr. Byron M. McClure., D.Ed., NCSP

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#### Webinar Summary:

Research has demonstrated that one of the least effective responses to school violence is punishment and the most effective responses to school violence is social skills training, academic restructuring, and behavioral interventions. Research has also revealed that exclusion and punishment are ineffective at producing long-term reduction in problem behavior (Horner et. al, 2005). However, exclusion and punishment are the most common responses to conduct disorders in schools. Ineffective discipline practices are frequently used in school districts across the nation. These ineffective practices typically harm Black students. The good news is that these inequitable practices can be changed. In particular, school teams can calculate and analyze disproportionality by monitoring risk indices and risk ratios.

#### Resources:

- [Lessons For SEL](#)
- [Miseducation: Is there Racial Inequality at Your School?](#)
- [Liberatory Design: Your Toolkit to Design for Equity](#)

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#### References:

- Boneshefski, M. J., & Runge, T. J. (2014). Addressing disproportionate discipline practices within a school-wide positive behavioral interventions and supports framework: A practical guide for calculating and using disproportionality rates. *Journal of Positive Behavior Interventions*, 16(3), 149-158. doi:10.1177/1098300713484064
- Horner, R.H., Sugai, G., Todd, A.W., & Lewis-Palmer, T. (2005). School-wide positive behavior support. In L. Bambara & L. Kern (Eds.) *Individualized supports for students with problem behaviors: Designing positive behavior plans.* (pp. 359-390) New York: Guilford Press
- Skiba, R. J., Poloni-Staudinger, L., Simmons, A. B., Feggins-Azziz, L. R., & Choong-Geun, C. (2005). Unproven Links: Can Poverty Explain Ethnic Disproportionality in Special Education? *Journal of Special Education*, 39(3), 130-144. Skiba, R. J., Horner, R. H., Choong-Geun, C., Rausch, M. K., May, S. L., & Tobin, T. (2011). Race Is Not Neutral: A National Investigation of African American and Latino Disproportionality in School Discipline. *School Psychology Review*, 40(1), 85-107.
- Sugai, G., Horner, R. H., Dunlap, G., Hieneman, M., Nelson, C. M., Scott, T., & ... Rued, M. (2000). Applying Positive Behavior Support and Functional Behavioral Assessment in Schools. *Journal of Positive Behavior Interventions*, 2(3), 131-143.

#### Discussion Guide:

1. Do you agree the American education system was designed to be inequitable? Why or why not?
2. Can you name 2-3 ways the American education might be inequitable for certain groups of students?
3. What are some specific practices within the education system you would consider inequitable?
4. What are potential areas of disproportionality within your school? ODRs? Suspensions and expulsions? Access to gifted, honors, and AP classes? SPED?
5. What are potential reasons for disproportionality in your school?
6. Are you culturally responsive?
  - a. Self-Awareness - What cultural groups do I identify with? What are my values, beliefs, ways of communicating?
  - b. Cultural Awareness - How do I interpret the behaviors, beliefs, values, of other cultural groups? Am I aware of my biases and prejudices towards other cultural groups?

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- c. Knowledge - Am I knowledgeable about communication and conflict styles of different cultural groups, and the implications those differences might have on educational outcomes?
  - d. Skill - Do I have the skills needed to work effectively across cultures?
  - e. Actions - Do I actively change my perspective and behaviors in order to adapt in culturally diverse settings?
7. Do you wait for students of color, especially Black students, to misbehave?
  8. Do you have educational materials that tell the stories of people of color in your classroom all year round or only on holidays such as Thanksgiving or during Black History Month?
  9. Do you have cultural competency around races other than your own?
  10. Do you share and discuss perspectives of people of color in your teaching?
  11. Do you have a growth or fixed mindset around race?