



CEC LOUISVILLE
2023
March 1-4
CONVENTION & EXPO

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Supporting “those kids”: Behavior Assessment Training project in Illinois

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Welcome and Introductions



*Behavior
Assessment
Training*

SIU Southern Illinois University
CARBONDALE



Session description

Culturally, linguistically, and racially diverse children and youth with disabilities make up a disproportionate percentage of students who receive punitive, restrictive, and often exclusionary disciplinary actions. This presentation will offer information and activities focusing on implementation of responsive, evidence-based behavior interventions to minimize exclusionary discipline and increase student success.

Participant outcomes

1. Identify assumptions and biases related to challenging behavior by culturally, linguistically, and racially diverse students.
2. Best practices for addressing behavior and developing BIPs.
3. Discuss current issues related to understanding a student's background and adhering to evidence-based behavior interventions.

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.



Importance of topic

Culturally, linguistically, and racially diverse children and youth with disabilities make up a disproportionate percentage of students who receive punitive, restrictive, and often exclusionary disciplinary actions.



Need for the BAT project

- The BAT Project was formed as a response to address Illinois school districts identified as having significant discrepancy in the rates of suspensions and expulsions of children with IEPS (Indicator 4).
- Data utilized for this analysis have been submitted to ISBE by local districts through the state student information system for 3 consecutive years.
- Identified districts are required to complete a root cause analysis and an in-depth analysis of policies, procedures and practices to identify why a discrepancy exists.
- Targeted districts are required to submit progress reports demonstrating that the strategies and activities outlined in their Corrective Action Plan are being implemented with fidelity and will result in systemic change.

<https://safesupportivelearning.ed.gov/addressing-root-causes-disparities-school-discipline>

[Indicator 4: Suspension/Expulsion \(isbe.net\)](#)

Illinois vs US Suspensions

IL Out-of-School Suspensions (2018)

Race	Number of Students	%
White	26,115	23%
Students of Color	82,048	73%

US Out-of-School Suspensions (2018)

Race	Number of Students	%
White	795,834	32%
Students of Color	1,625,589	65%

Number of students receiving selected disciplinary actions in public elementary and secondary schools, by type of disciplinary action, disability status, sex, and race/ethnicity: 2017-18

Expulsions, Suspensions, and Truants by District (isbe.net)

Illinois vs. US Suspensions

IL In-School Suspensions

Race	Number of Students	%
White	50,982	29%
Students of Color	120,415	69%

US In-School Suspensions

Race	Number of Students	%
White	982,006	37%
Students of Color	1,550,560	59%

Number of students receiving selected disciplinary actions in public elementary and secondary schools, by type of disciplinary action, disability status, sex, and race/ethnicity: 2017-18

[Expulsions, Suspensions, and Truants by District \(isbe.net\)](#)

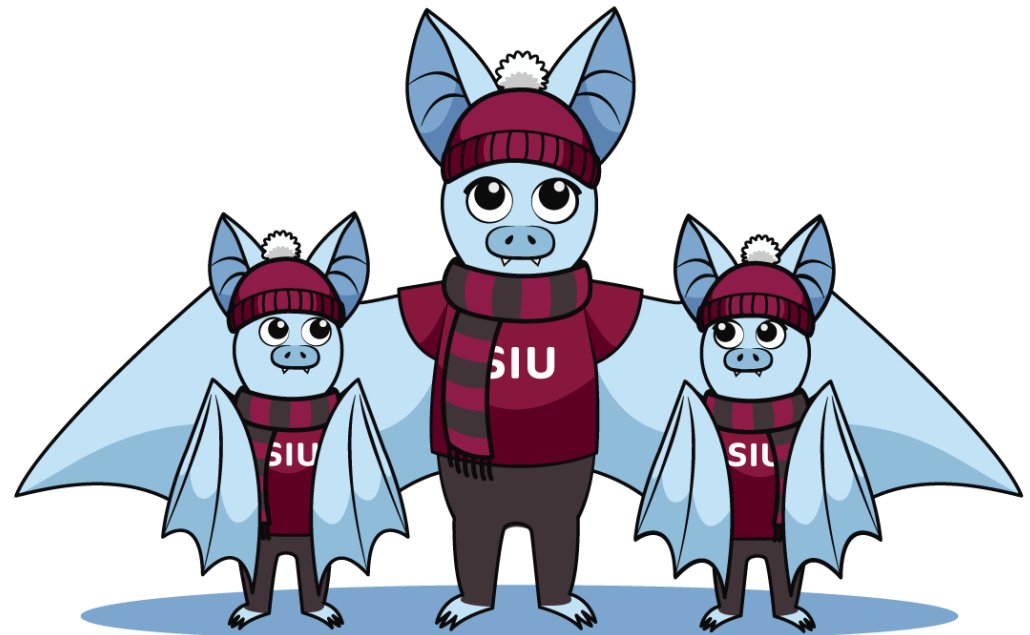
Illinois Expulsion with Educational Services

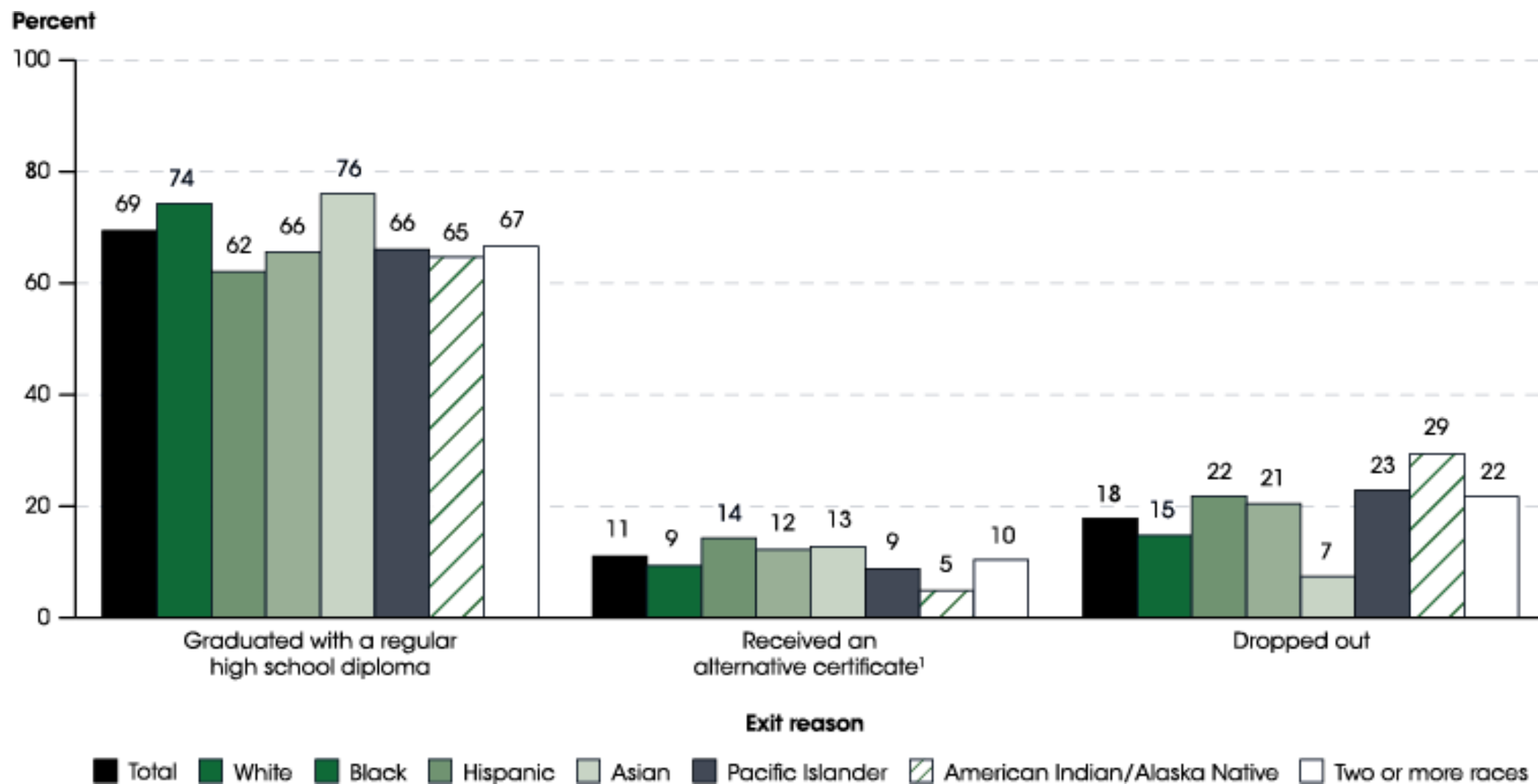
- 2017 – 2019 Average

Race	Number of Students	%
White	91	25%
Students of Color	269	73%

[Expulsions, Suspensions, and Truants by District \(isbe.net\)](https://isbe.net)

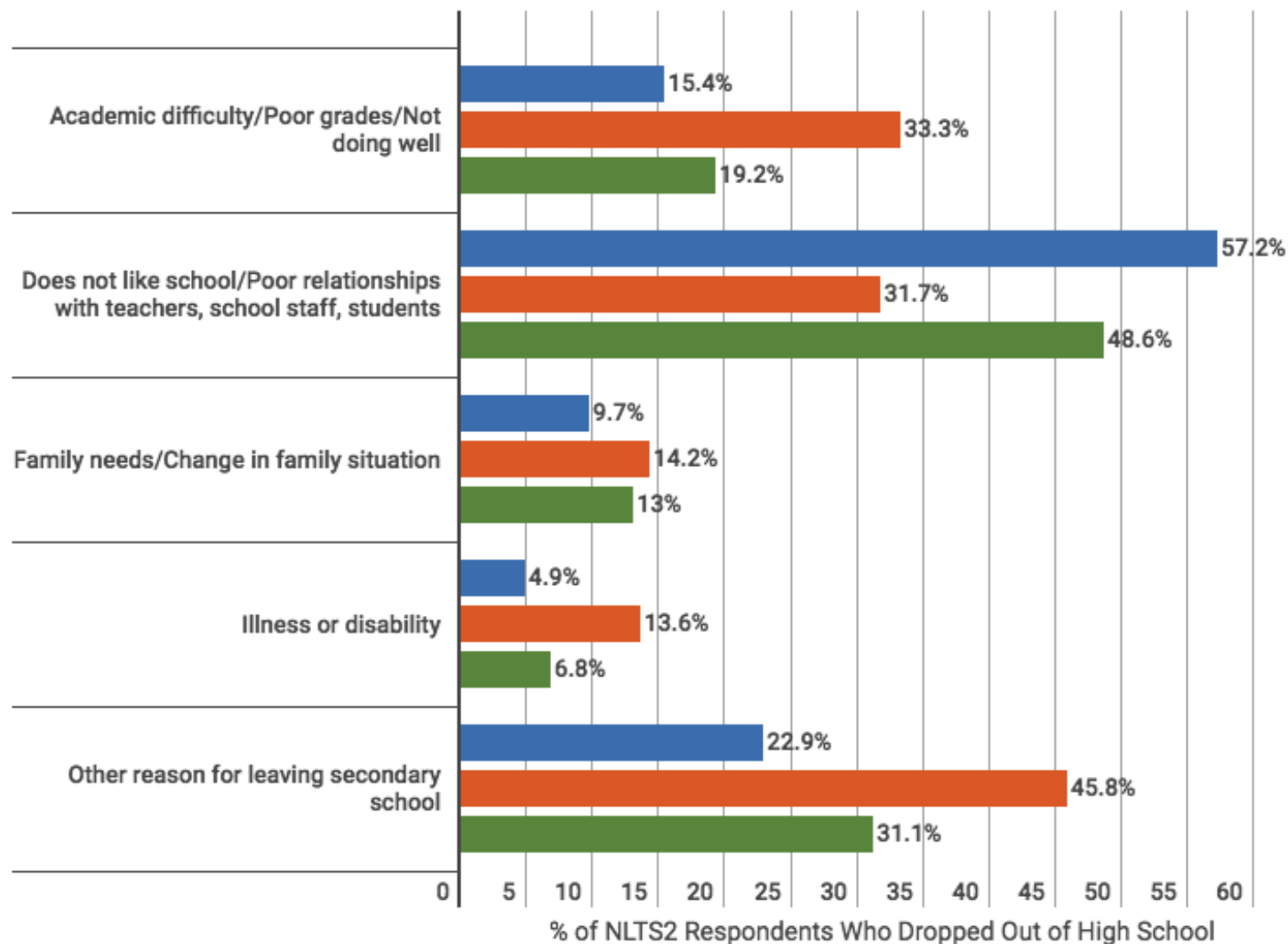
Big Picture







Reasons Students With IEPs Gave for Dropping Out of High School



● SLD ● OHI ● All disabilities

State of LD report.

What the BAT project is doing about it

- Monthly Webinars
- Annual Conference
- District-specific support
- Guidance document
- Technical assistance library

We have reached over 90 attendees from 54 educational entities from across the state of Illinois.

Foundational Framework

- Topic 1: Implicit Bias
 - Part 1: Implicit Bias & Stereotype Awareness: viewing student behavior through a personal lens
 - Part 2: Evaluating our own bias: viewing student behavior through a contextual lens
 - Part 3: Legal & Ethical requirements of FBAs and BIPs: viewing student behavior through a professional lens
 - Part 4: Viewing student behavior through an action plan

Topic 2: Culturally responsive FBAs/BIPs

- Part 1: Culturally responsive evidence-based behavioral interventions
- Part 2: Culturally responsive evidence-based functional behavior assessments
- Part 3: Culturally responsive evidence-based behavior intervention plan
- Part 4: Expanding on Major Themes

Culturally Relevant

- a focus on student learning and academic success
- developing students' cultural competence to assist students in developing positive ethnic and social identities
- supporting students' critical consciousness or their ability to recognize and critique societal inequalities.

Gloria Ladson-Billings, "Toward a Theory of Culturally Relevant Pedagogy", American Educational Research Journal, Vol. 32, No. 3

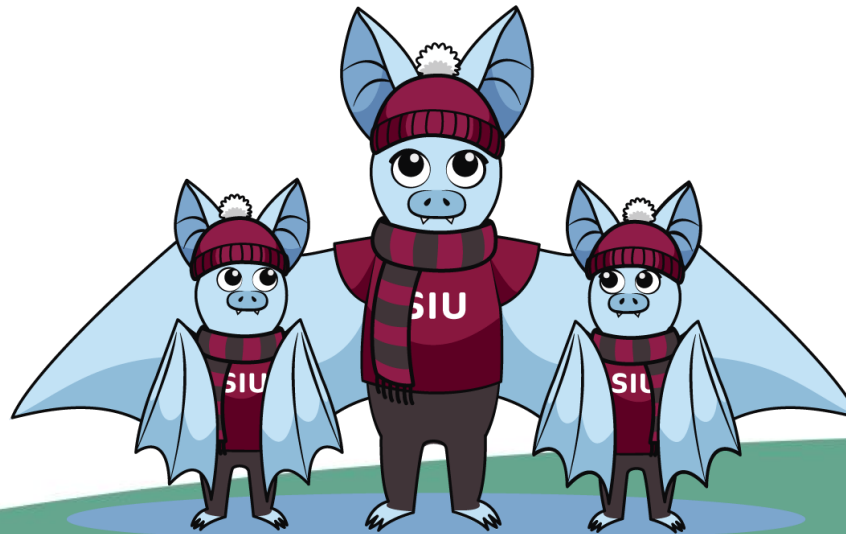
Culturally Responsive

“When academic knowledge and skills are situated within the lived experiences and frames of reference for students, they are more personally meaningful, have higher interest appeal, and are learned more easily and thoroughly.” ~ Geneva Gay, 2000



Culturally Relevant Pedagogy (CRP) by Gloria Ladson-Billings (1994): is "a pedagogy of opposition specifically committed to collective, not merely individual, empowerment."

Culturally Responsive Teaching (CRT) by Geneva Gay (2000) is used to describe "using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively."



BEING CULTURALLY RELEVANT AND RESPONSIVE

Know Your Learners



- How do I develop deep knowledge about individuals to know how they learn best and where they are in their learning?
- How do I form strong relationships with student families and caregivers to embrace a collaborative approach to learning?
- How do I design curriculum in which learners see themselves reflected in it?
- How do I hold an asset-based approach with each learner that fosters cultural and linguistic pluralism?

Hold High Expectations



- How do I ensure each student is being appropriately challenged?
- How do I ensure learners have the right types of scaffolds to engage in the learning process?
- How do I create a safe, productive, and kind learning space for all?
- How do I use a variety of assessments to inform student actions as they achieve these expectations?

Desire to Make a Difference



- How do I commit to being a change agent to make education more equitable for all learners?
- How do I work to remove existing barriers and create conditions for learning that are beneficial for all?
- How do I teach my students that who they are and how they treat others is just as, if not more, important than what they know?

Strengths-based

- What do your students do well?
- What strengths do they bring with them?
- How does their presence enhance your room?



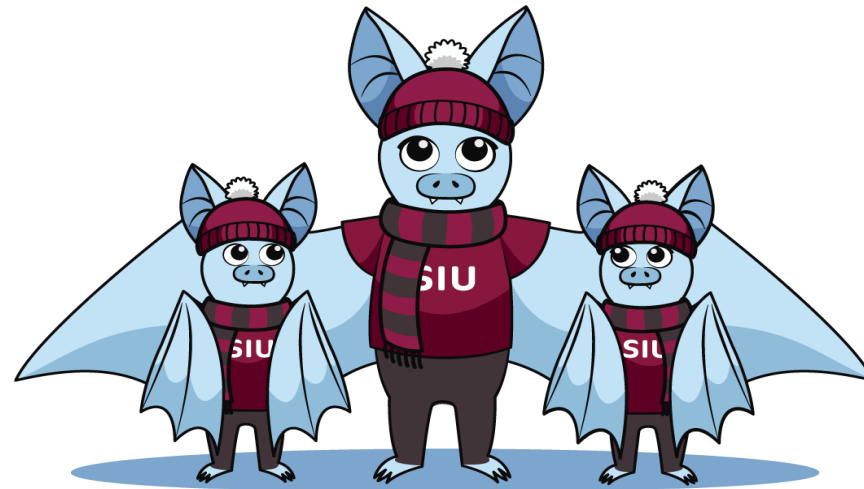
Disproportionate Representation



- **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

There is typically an *overrepresentation* of historically marginalized students in special education programs.

There is typically an *underrepresentation* of historically marginalized students in gifted and talented programs.



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

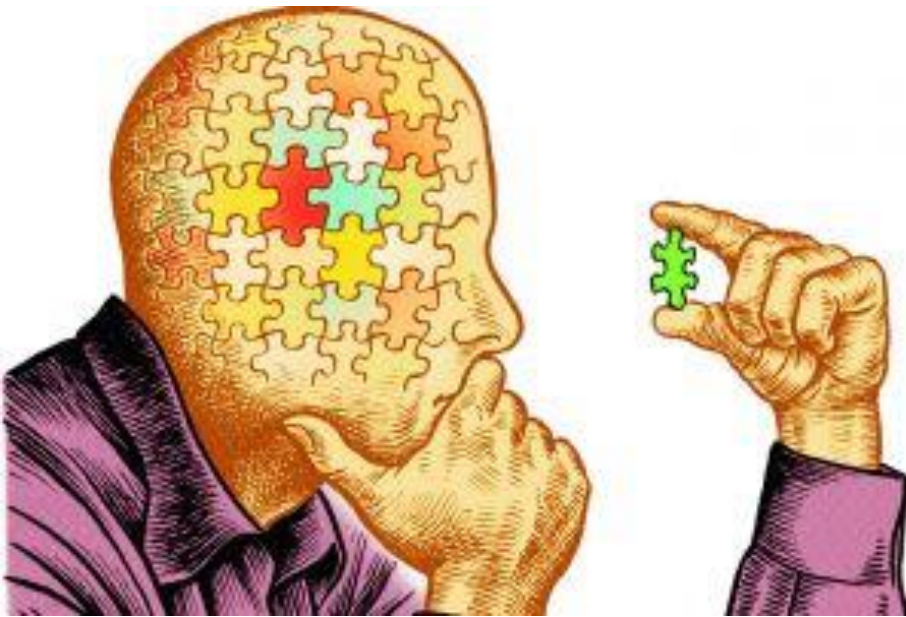
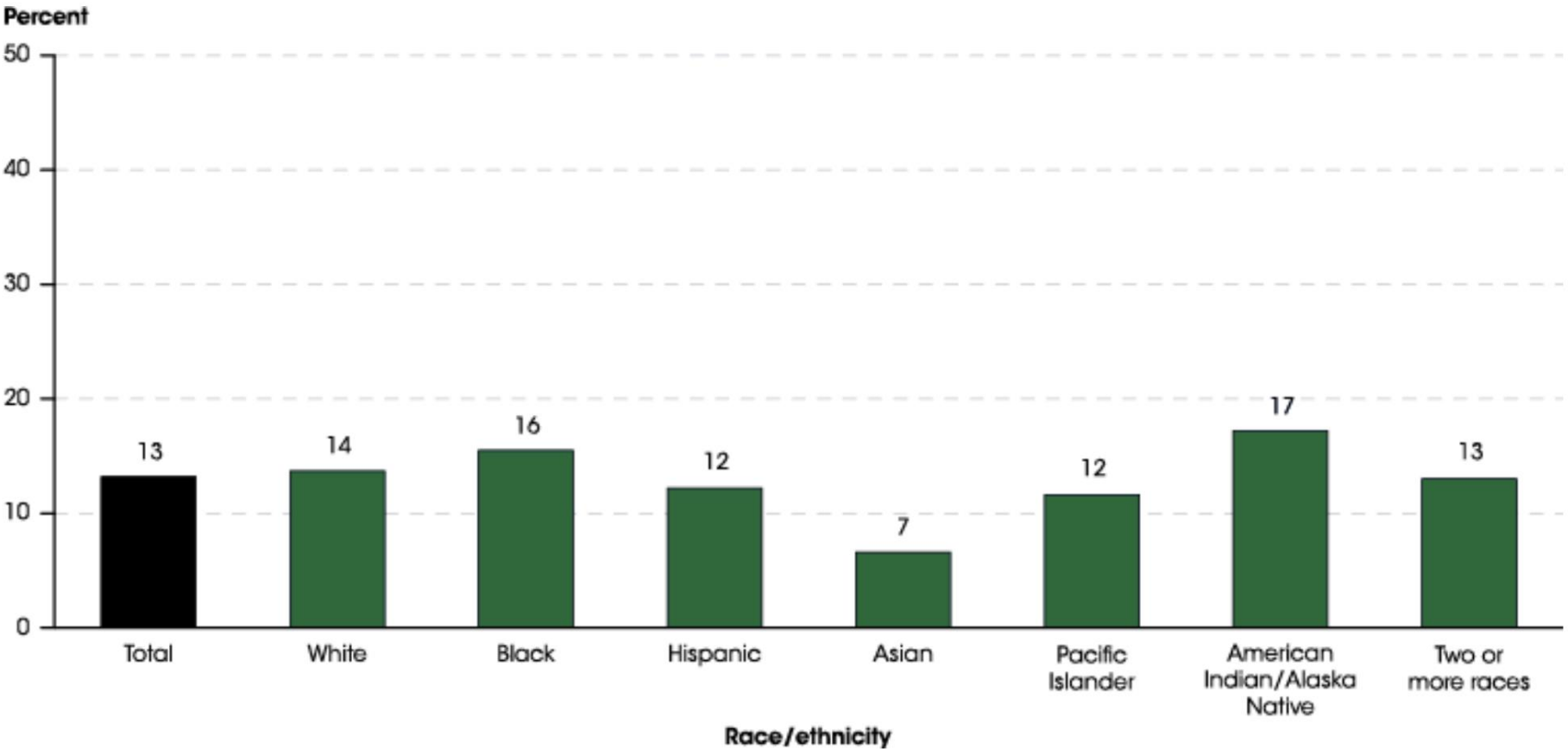


Figure 9.1. Percentage of 3- to 21-year-olds served under the Individuals with Disabilities Education Act (IDEA), Part B, by race/ethnicity: School year 2015–16



Racial Disparities in Discipline

- 2017 – 2019 Average of Illinois Discipline

Type of Discipline	Race	Number of Students	%
In-School Suspension	White	48,035	29%
	Students of Color	113,989	59%

Type of Discipline	Race	Number of Students	%
Out-of-School Suspension	White	24,379	23%
	Students of Color	76,195	73%

[Expulsions, Suspensions, and Truants by District \(isbe.net\)](#)

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.

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

Subjectivity in behavior descriptions and expectations



The Three D's

Defiance

Disrespect

Disruption

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.....?

Neighbor Check In

- Discuss vague terms with your neighbor
- Replace vague terms with more specific terminology.
- Briefly share with the larger group.

2:00 minutes



When to use what

Evidence-based interventions

- Validated for a specific purpose with a specific population
- Only useful for a range of problems
- Must be paired up with the right situation.

A hammer is not an effective tool for every job.





Fidelity and Match

Evidence that supports interventions assume that the treatment is used in the manner that it was researched.

Changing parts of an intervention, while typical, can invalidate the evidence-based intervention.

There are many ways to change an intervention (frequency, materials, setting), which can alter the effectiveness of the evidence-based interventions.

Interventions Based on Data

- Data-based individualization (DBI) is the systematic use of assessment data to monitor student progress and provide intensified interventions.
- Allows teachers to determine if an intervention is improving student outcomes with concrete information and make adjustments if needed.

<https://exceptionalchildren.org/topics/data-based-individualization>

intensiveintervention.org

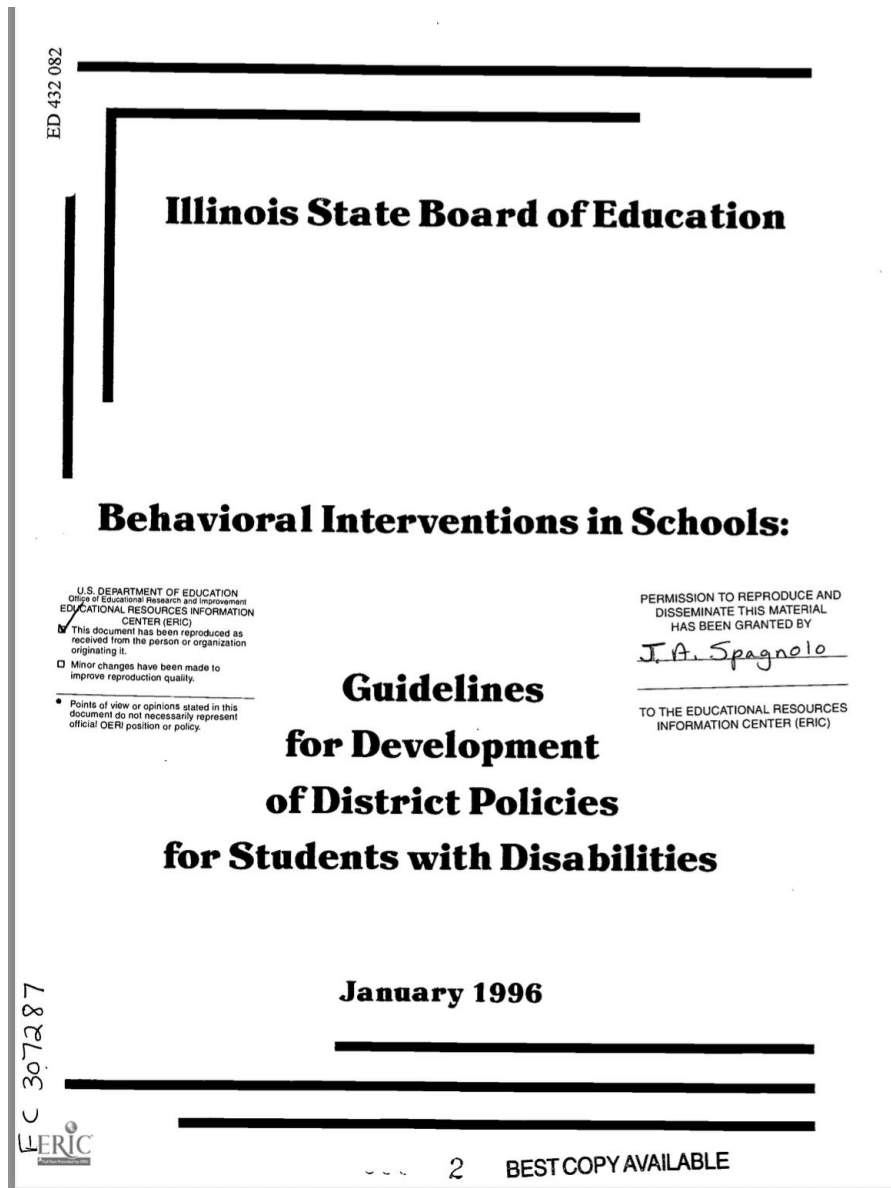
**One size
does not
fit all**



Early Feedback



- Webinar trainings feedback
- Needs assessment tool for districts
- Limited participation



State Guidance Document

- 1996
- Based on survey data
- Outdated practices

State Guidance Document

- Sections edited, taken out completely, and added
 - Trauma-informed practices
 - Juvenile justice
 - Restorative practices
 - Early childhood
 - MTSS
 - PBIS
- Working groups
 - Teachers
 - Special education faculty
 - School nurse
 - BCBAs
 - Lawyers
 - Parents
 - District administrators

Future opportunities

- Graduate student opportunities
- Guidance document revisions
- Webinars
 - Focus on administrators
- Annual conference

Thank you for your participation!



**Illinois
State Board of
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This project is funded by the Illinois State Board of Education through an IDEA Part B Federal Grant.

Let's continue the conversation

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