

**Enhancing Equity in School Discipline: Identifying Vulnerable Decision Points**

Vulnerable Decision Point (VDP): A specific decision that is more vulnerable to effects of implicit bias.

- Two parts:
1. Elements of the **situation**
  2. The person's **decision state** (internal state)

**Demographic Group:** \_\_\_\_\_

**SITUATIONS**

**National ODR Data:** What are common VDP situations?

Behavior: \_\_\_\_\_

Location: \_\_\_\_\_

Time of Day: \_\_\_\_\_

Day of Week: \_\_\_\_\_

Grade level: \_\_\_\_\_

**Your School/District Data:** What are common VDP situations? (circle ODRs or suspension data)

Use your school's data to find the most common situations for ODRs or suspensions, first for White (or all) students (left), then for the demographic group of interest (right).

White or All (drill down or dashboard)

For Group (e.g., SWIS drill down and filter)

Behavior: \_\_\_\_\_

Behavior: \_\_\_\_\_

Location: \_\_\_\_\_

Location: \_\_\_\_\_

Time of Day: \_\_\_\_\_

Time of Day: \_\_\_\_\_

Day of Week: \_\_\_\_\_

Day of Week: \_\_\_\_\_

Grade level: \_\_\_\_\_

Grade level: \_\_\_\_\_

Where do you see differences?  
\_\_\_\_\_

**What about for me personally?**

What student behaviors from this group push my buttons? \_\_\_\_\_

How might these behaviors be related to culture? \_\_\_\_\_

How might these behaviors be functional (meet a need)? \_\_\_\_\_

## DECISION STATES

**Definition:** Mental states when we may be more likely to make hasty snap judgments

**Related:** Setting event (an event or condition that unconsciously influences our behavior)

**Common VDP decision states for many adults in schools:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Possible VDP decision states for me:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Enhancing Equity in School Discipline: Creating Neutralizing Routines

Neutralizing Routine: A brief self-instruction strategy to neutralize the effects of implicit bias on decision making. They help us avoid automatic, knee-jerk responses so we act in line with our values.

Two parts:

1. ASSESS: Is this a Vulnerable Decision Point (VDP)?
  - Is this one of the situations?
  - Am I in the right decision state to act in line with my values?
2. RESPOND: If so, use an agreed-upon alternative response.

### Critical Features:

1. Brief
2. If-then statements
3. Clear steps
4. Add space/delay between student behavior and adult response
5. Doable

**STEP 1:** Brainstorm possible neutralizing routines

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**STEP 2:** Check the box next to each neutralizing routine if it has all 5 critical features (brief, if-then, clear, add space, doable)

**STEP 3:** Decide on a single neutralizing routine for you (or possibly for the school)

\_\_\_\_\_

**STEP 4:** Practice the neutralizing routine

**STEP 5:** Identify what might help or hinder use of the neutralizing routine

Help

Hinder

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**STEP 6:** From this list, create a plan to maximize its use

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**STEP 7:** Follow up as a group. What is needed to increase or maintain its use?

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