



Centering Equity & Reducing Student Discipline through Culturally Sustaining Practices

Dr. Payno-Simmons
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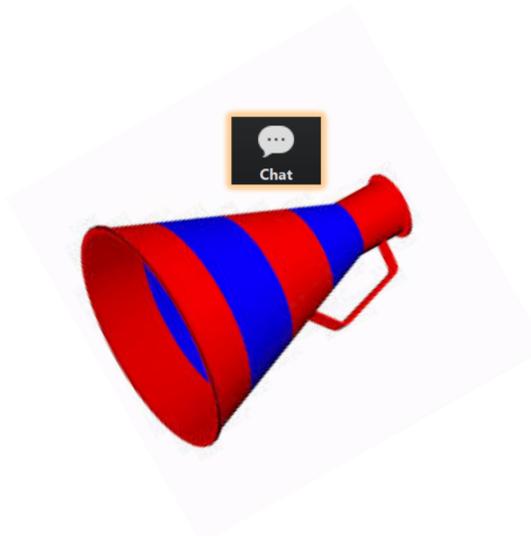
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Virtual Roll Call

Please use the chat feature to share:

- Your name
- Professional role(s)



Intended Outcomes:

- ❑ Define educational equity as we consider what it means to create culturally sustaining systems.
- ❑ Understand that culturally sustaining practices are an essential part of implementing PBIS.
- ❑ Discuss the PBIS National TA Center’s five components of cultural responsiveness within PBIS aimed at reducing discipline issues.



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Engaging in this Virtual Session

Active Participation

- Use participant features of raise hand, thumbs up, etc.
- Type short answer or questions in chat box
- Respond to poll questions, if provided



Commitments for Equity Work

- Stay engaged
- Speak your truth
- Experience discomfort
- Expect & accept non-closure

(Singleton & Linton, 2006, p. 18)



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Acknowledgement

- Positive Behavioral Intervention Supports
National Technical Assistance Center, Oregon
University
- Midwest and Plains Equity Assistance Center,
Indiana University Purdue University Indianapolis
- Michigan MTSS Technical Assistance Center
- Milaney Levenson, Kent Smith, Kent McIntosh,
Jennifer Rose, Sarah Pinkelman.



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Foundational Beliefs

- Teachers and administrators are:
 - Life long learners who seek opportunities to increase their knowledge and skills
 - Work hard to support all students
 - Want good outcomes for all students
- Unfortunately, access and outcomes are not always equitable for everyone, which means....
- That some students and student groups have opportunities and outcomes that are different or disproportionate when compared to others.



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SWPBIS Efficacy

1. It is a part of an integrated multi-tiered systems of support (MTSS)
2. Implemented with high fidelity & reliable measurement tools are used to evaluate its level of fidelity & efficacy
3. Barriers perceived or real are removed or addressed for teachers
4. Schools systematically review disaggregated behavior data and build action plans that addresses disproportionality

(Freeman et al., 2015; Horner, Sugai, & Anderson, 2010; Sugai & Horner, 2009) (Bradshaw, Debnam, Koth, & Leaf, 2009; Bradshaw, Reinke, Brown, Bevans, & Leaf, 2008; Mass-Galloway, Panyan, Smith, & Wessendorf, 2008; Simonsen et al., 2012 (Bambara, Nonnemacher, & Kern, 2009; Kincaid, Childs, Blasé, & Wallace, 2007; Bonesheski & Runge, 2014; McIntosh, Ellwood, McCall, & Girvan, 2018; Vincent, Randall, Cartledge, Tobin, & Swain-Bradway, 2011)



Continuing to Support All Students

While tremendous gains have been made in PBIS schools, disproportionality and exclusionary practices adversely affecting culturally and linguistically diverse students (CLDS), especially African American and Latino students, continues to exist across the country (Skiba et al., 2011).



Consequently, experts are reframing SWPBIS to consider issues of **racial disproportionality, equity, bias, and what it means to be culturally sustaining**



Define educational equity as we consider what it means to create culturally sustaining systems.



Educational Equity

...is when educational policies, practices, interactions, and resources are representative of, constructed by, and responsive to all students so that each individual has access to, meaningfully participates in, and has positive outcomes from high-quality learning experiences, regardless of individual characteristics and group memberships

(Fraser, 2008; Great Lakes Equity Center, 2012)



Educational Equity

representative

access meaningfully participates
positive outcomes

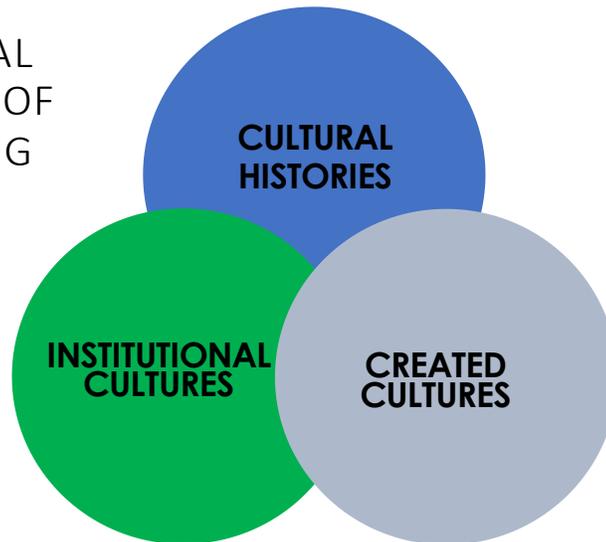
(Fraser, 2008; Great Lakes Equity Center, 2012)



Understand that culturally sustaining practices are an essential part of implementing PBIS.

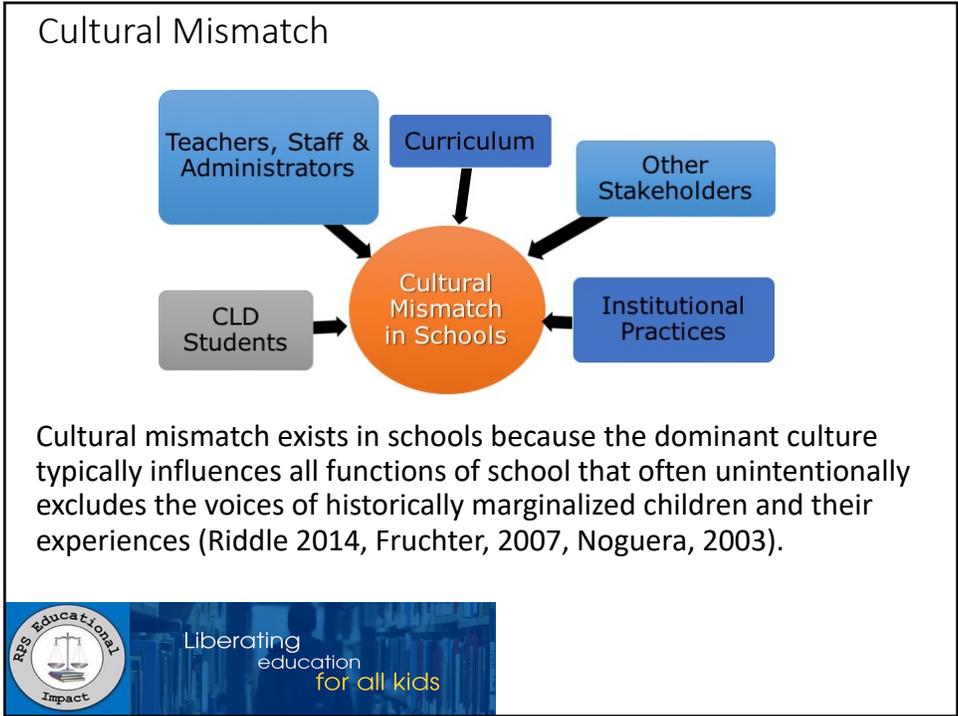
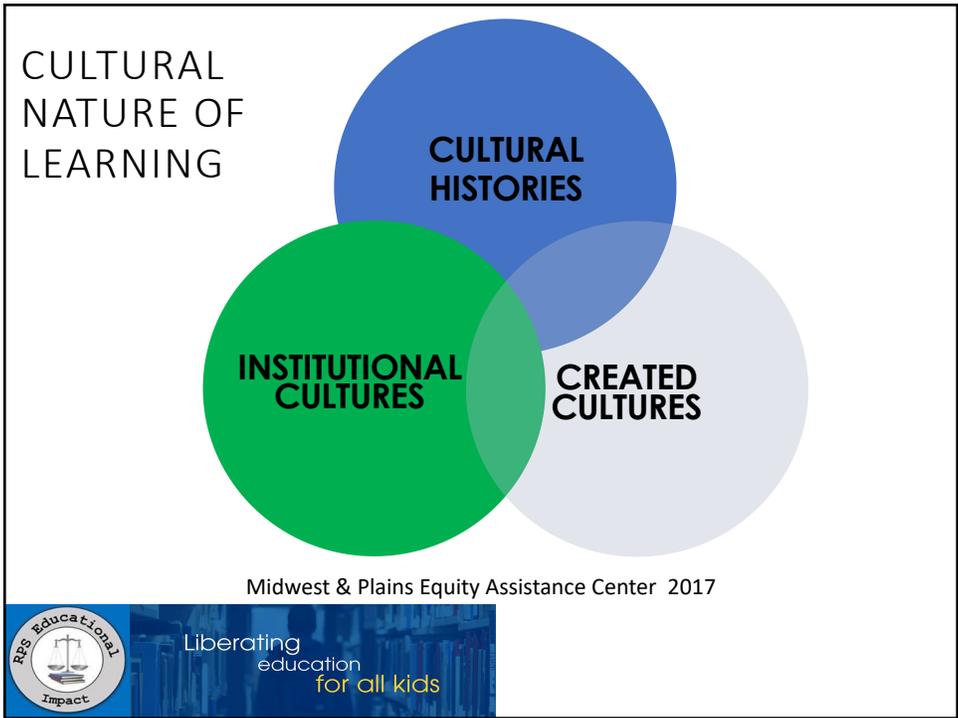


CULTURAL
NATURE OF
LEARNING



Midwest & Plains Equity Assistance Center 2017





"When instructional methods privilege cultural and language practices, knowledge, and abilities of dominant groups, they become barriers for students' learning and participation, and tools for assimilation to dominant school cultures."



Subtractive Schooling



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Waitoller & Thorius, 2015

Culturally Sustaining Practices are Essential in PBIS

- Students do not resist learning, they resist:
 - Nonresponsive schooling; not education
 - When teachers & learning experiences lack authentic connections with them
 - Giving up their non-dominant capital or when it is diminished by instructional practices in schools

Carter (2009); Delpit (1995a, 1995b); Fruchter (2007); Gay (2000); Ladson-Billings (1994, 1995); Lang (2013); Lareau (1987); Noguera (2003a 2003b); Valenzuela (1999)



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Culturally Sustaining Practices

CREATED CULTURES

The culture we create through the work we do together; the cultural norms, practices created together (Midwest & Plains Equity Assistance Center 2017)

- Base curriculum, teaching and learning on the cultural-linguistic realities of students, and view those realities as assets.
- Perpetuate and foster linguistic, literate, and cultural pluralism by sustaining in-group cultural practices and cross-group cultural practices.
- Reflect and support communities' language and cultural practices in ways both traditional and evolving.

Paris (2012) and Paris and Alim (2014)



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Breakout Partner Read & Share

In breakout rooms, choose one quote, read the assigned quotes from the “*Making PBIS Culturally Responsive and Culturally Sustaining*” handout.

What are the key points the author is making in the quote?

How might your quote influence your PBIS work?



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Discuss the PBIS National TA Center's five components of cultural responsiveness within PBIS aimed at reducing discipline issues.



Cultural Responsiveness in SWPBIS

- Cultural responsiveness in PBIS includes:
 - Holding high expectations for all students
 - Providing all students with access to effective instruction and adequate resources for learning
 - Using students' cultures and experiences to enhance their learning
 - Using SWPBIS principles to change school cultures and systems to enhance educational equity.

Levenson, M., Smith, K., McIntosh, K., Rose, J., & Pinkelman, S. (2016).



SWPBIS Tiered Fidelity Inventory

The School-Wide Positive Behavioral Interventions and Supports (SWPBIS) Tiered Fidelity Inventory is a tool school teams can use to measure the extent to which school personnel apply the core features of SWPBIS at all three tiers of implementation.

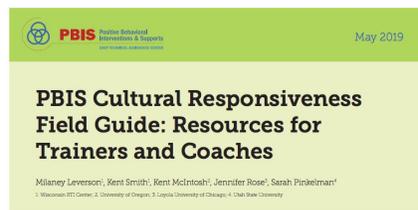


([https://www.pbisapps.org/Applications/Pages/Tiered-Fidelity-Inventory-\(TFI\).aspx](https://www.pbisapps.org/Applications/Pages/Tiered-Fidelity-Inventory-(TFI).aspx))



PBIS Cultural Responsiveness Field Guide

- Section I: Identity Awareness
- Section II: PBIS CR Companion
- Appendix



pbis.org/resource/pbis-cultural-responsiveness-field-guide-resources-for-trainers-and-coaches



Core Components of Cultural Responsiveness within SWPBIS



Identity



Voice



Supportive Environment



Situational Appropriateness



Data for Equity

Levenson, M., Smith, K., McIntosh, K., Rose, J., & Pinkelman, S. (2016).



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Example of One School's TFI Focus Areas & Use TFI Cultural Responsiveness Companion

Implementation	4/26/19	9/17/19
3. Behavioral Expectations: School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.	1	2
4. Teaching Expectations: Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.	1	2
5. Problem Behavior Definitions: School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.	1	2
6. Discipline Policies: School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.	0	1
7. Professional Development: A written process is used for orienting all faculty/staff on 4 core Tier 1 SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.	1	2
8. Classroom Procedures: Tier 1 features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.	1	2
9. Feedback and Acknowledgement: A formal system (i.e., written set of procedures for specific behavior feedback that is [a] linked to school-wide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students.	0	1
10. Faculty Involvement: Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months.	1	1
11. Student/Family/Community Involvement: Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.	1	2

Feature 2 Total: 7 of 18 15 of 18



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Example of One School's TFI Focus Areas

- Discipline Policies – Supportive Environments (1.6)
- Professional Development – Identity (1.7)
- Student/Family/Community Involvement – Voice (1.11)



1.6 Discipline Policies & Supportive Environments

SWPBIS Big Idea

Proactive and instructive responses to problem behavior are more likely to lead to improved student outcomes than exclusionary practices such as office referrals or suspensions.

CR Elaboration

- Teams employ and support an instructional approach to discipline that emphasizes teaching pro-social skills (rather than using exclusionary discipline and zero tolerance policies).
- They examine policies and disciplinary practices for disparate impact and from a power versus purpose perspective (i.e., policies and practices that reflect the preferences of staff versus those with a clear purpose linked to educational outcomes).



Example	Non-Examples
<ul style="list-style-type: none"> • Schools review discipline policies to ensure exclusionary practices are used with discretion for safety purposes only, and always with an instructional component. • Teams seek input from families/community on discipline policies to align them with community expectations. • Teams work with local law enforcement agencies to emphasize positive interactions between authority figures and students. 	<ul style="list-style-type: none"> • Schools or districts use zero tolerance policies or frequently use suspensions. • Schools use “informal” suspensions • Rather than teaching behaviors as part of discipline process, punishment is used almost exclusively. • Families are not given opportunities to provide input • The school dismisses or does not act on feedback made by families.



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Related Resource in the CR Field Guide

Discipline Policies Supportive Environments (1.6)

- Use of the [Policy Equity Analysis Tool](#) – Great Lakes Equity Center
- Key [Elements of Policies](#) to Address Discipline Disproportionality: A Guide for District and School Teams

Leverson, M., Smith, K., McIntosh, K., Rose, J., & Pinkelman, S. (2016)



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1.7 Professional Development & Identity

SWPBIS Big Idea

Formal processes for providing training and practice to staff on implementing SWPBIS increases fidelity and consistency in SWPBIS practices.

CR Elaboration

- Professional development processes & procedures focus on:
 - Implementation of the SWPBIS framework
 - The cultural responsiveness core components in PBIS
 - Historic context and present-day issues specific to the school's underserved populations



Examples

- The district has a long-term PD plan that includes SWPBIS and enhancing equity.
- PD opportunities are identified based on system and student outcome data.
- Teams partner with local community supports & families to provide PD that orients staff to the community cultures, values, and historical perspectives (e.g., marginalization from schooling).

Non-Examples

- Schools and districts maintain a broad range of short-term PD topics that staff can select based on interest.
- The school or district provides “cultural sensitivity training” that does not focus on instructional strategies.
- Cultural PD is generic and not specific to working with the local community.



Related Resource in the CR Field Guide & One School's Example of Cultural Elaboration

Professional Development – Identity (1.7)

- Professional development: Beyond Diversity/Courageous Conversations (Appendix A; Singleton, 2015)
- Staff Elements of Culture Activity (Appendix H) pages 45-46.
- Identity wheel Activity
- Great Lakes Equity Center's [Learning Experiences](#) & Compendium of activities and webinars for exploring staff identity awareness.



1.11 Student/Family/Community Involvement & Voice

SWPBIS Big Idea

Engaging stakeholders enhances the contextual fit of SWPBIS systems and may increase consistency across school and other settings.

CR Elaboration

- School teams & staff see student, family, & community partnerships as vital to improving student outcomes. These partnerships provide opportunities for student, family, & community voices to be heard & have their histories & experiences represented in the school setting.
- Connections to the school are authentic & collaborative when teams actively seek student, family, and community voice. It is critical that teams engage families, students, & community members that are representative of the schools' demographics & any underserved populations.



Examples	Non-Example
<ul style="list-style-type: none"> • Teams research their communities to determine which ethnic groups are represented within the broad federal race categories. • Schools actively seek feedback from stakeholders regarding their perceptions of and suggestions for Tier I SWPBIS systems at least annually. • Schools have procedures to ensure that stakeholders and community resources are connected to Tier I SWPBIS systems, including increasing students' and families' access to resources that specifically address underrepresented ethnicity groups or underserved populations. 	<p>Teams have no procedures for input, involvement, or feedback from students, family or other stakeholders during design or implementation.</p>



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One School's Example of Cultural Elaboration

1.11 Student/Family/Community Involvement & Voice

- Establish Town Hall Meetings to (1) understand more how students and families are experiencing school and PBIS and (2) how do we convey cultural difference/ code switching to students and teachers through effective techniques/lessons throughout our school in daily routines/lessons
- Leveraged disaggregated stakeholder surveys to understand (1) how to better define and clarify the two behavior categories of disrespect and defiance and (2) address the gap between home/school can influence positive changes in behavior policies and procedures



