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Cultivating Critical Consciousness for Centering Equity in PBIS



VERMONT PBIS STATE TEAM

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May 18, 2021

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1



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Commitments for Equity Work

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



Activity

- Large Group
- How might these commitments support creating safe and inclusive spaces to discuss racial inequities and centering equity in your work & as you support LEAs?

(Singleton & Linton, 2006, p. 18)




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2

Acknowledgments

- Midwest and Plains Equity Assistance Center, Indiana University Purdue University Indianapolis
- Positive Behavioral Intervention Supports National Technical Center, Oregon University
- Technical Assistance Center on Multi-Tiered System of Supports (MTSS) for the Michigan Department of Education.
- RPS Educational Impact



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3

Purpose

To cultivate critical consciousness supportive of providing TA and guidance to LEA partners as they work to center equity in PBIS systems.

Objectives

- Cultivating critical consciousness supportive of centering equity in PBIS
- Define and operationalize educational equity in school behavior systems



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4

Virtual Roll Call

**FIRST NAME,
& ROLE**Ruthie, Educational
Consultant & TA Specialist

5

Cultivating critical
consciousness supportive of
centering equity in PBIS

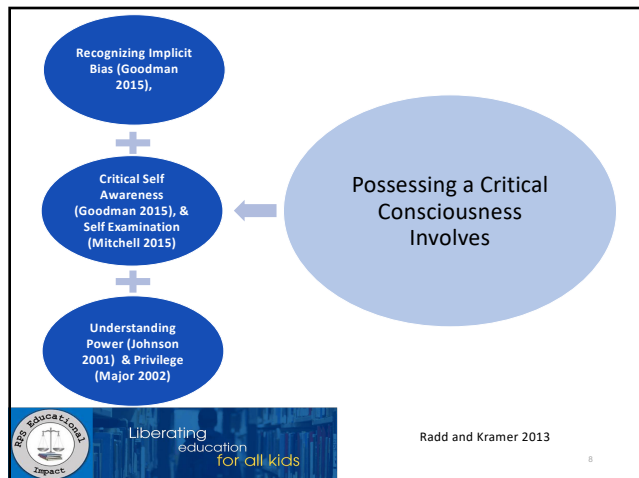
6

Critical ConsciousnessIs an active and persistent curiosity
and awareness (Freire, 2000).A willingness to examine beliefs,
practices, assumptions, and norms
to detect how power and privilege
operate to contribute to inequality
and oppression (Freire, 2000).

(Freire, 2000; Horton, 1988; Radd & Macey, 2013; Radd & Kramer, 2016)



7



8



THIS IS YOU!!!

- **Identifying** how history impacts the present details of everyday life and how ways of thinking and feeling serve to maintain and perpetuate existing systems of inequality
- **Thinking critically** about accepted beliefs, thoughts, feelings, and assumptions
- **Detecting the hidden interests** underlying personal and social assumptions and beliefs
- **Analyzing**, questioning and discussing the status quo and beliefs that reinforce structures of injustice (Freire, 2000; Watts & Serrano-Garcia, 2003); The MAP Center 2019)

Adapted by Payno-Simmons from the work of Scheurich and Young, 2002

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9

Examples of Teacher Self-Reflection Questions

- What is the racial or gender breakdown of the students that I typically send from my class for disciplinary actions?
- How often do I send the same students for disciplinary actions?
- What messages am I communicating to the students who are the recipients of these actions?
- What messages am I communicating to their classmates?
- Is the behavior of my students getting better?
- How do I know? If it is not getting better, why not?

(Cartledge & Kourea 2008)

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10

Examples of Teacher Self-Reflection Questions Continued


- Do I dispense disciplinary referrals fairly based on the basis of race and gender?
- Are disciplinary actions therapeutic or simply punitive?
- Do I distinguish culturally specific behaviors from behavioral inadequacies?
- If students have substantial behavioral differences, have I taught them the skills that they need to know?
- Am I punishing students for my lack of skill and affective behavior management?
- Do I punish students because of my lack of skill and effective instruction?

(Cartledge & Kourea 2008)

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11

Structural Discrimination



Watch on YouTube

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12

Challenging the Status Quo through Critical Questioning

Ques-cussion is a type of discussion that is conducted entirely in the form of questions.

- Everything said must be in the form of a question.
- Participants must wait until all team members have spoken before they can speak again.
- Statements in the form of questions are not allowed (e.g. "All professors wear polyester, don't they?"). If someone makes a statement, the rest of the participants say "Statement." (The exercise is self-managing.)
- For instance: The statement is "The United States of America is a dream country!"
 - Person A: Who said that it is a dream country?
 - Person B: How do you define a dream country?
 - Person C: What make it a dream country?
 - Person D:



13

13

Considering the Achievement Gap

Breakout Room Ques-cussion Activity

- Assign roles
- Read the provided statement as a team
- Discuss the statement in the form of questions in turn
- Write down questions generated by group members on the Google Document
- Whole group discussion

Assigned Groups

- Group 1: "With hard work, anyone can be successful in our society."
- Group 2: "Education is not valued in all homes"
- Group 3: "We all have access to the same resources."



14

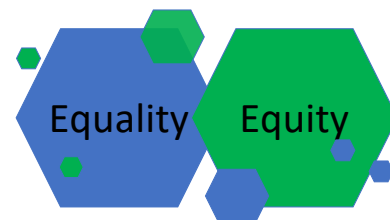
14

Define and operationalize educational equity in school behavior systems



15

15



16

16

ONLY FOCUSING ON EQUALITY WORKS WHEN EVERYONE HAS A FAIR CHANCE TO WIN THE RACE.



.... is derived from the concept of fairness as uniform distribution, where everyone is entitled to the same level of access and can avail themselves if they so choose. But when a society is stratified into poles of advantage and disadvantage, with the inevitable consequences of privilege and exclusion, the promise of equal access to the discourses necessary for democratic participation rings hollow (Kranich, 2001).

Kranich, 2001; Midwest & Plains Equity Assistance Center, 2018



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17

17

However, The reality is some must run the race carrying the baggage of historical injustices in the form of contemporary attitudes and beliefs, and structural systems of oppression



Kranich, 2001; Midwest & Plains Equity Assistance Center, 2018



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18

18

EXPANDING HOW WE CONCEPTUALIZE EQUITY AND EQUALITY:

Breakout Room Activity

- There are 4 pictures illustrating different ways of conceptualizing equity vs. equality on the Google Drive
- In breakout rooms, locate your poster by group number and discuss your assigned illustration critiquing the picture based on the prompts below:
 - What does the picture mean to you?
 - When you see the picture, what comes to mind, and how do you relate it to equity?
 - How might you critique this picture, what resonates with you, what would you change?



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19

19

Educational Equity

...is when educational policies, practices, interactions, and resources are **representative** of, constructed by, and responsive to all people 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)



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20

MAP Center's Core Constructs of Equity



21

Educational Equity & PBIS



So what does PBIS look like, sound like, and feel like when equity is centered?



22

Document A Shared Vision & Approach For Your Behavior System

Access	Representation	Meaningful Participation	High Outcomes
District and building vision is predicated on asset beliefs about behaviors across the cultural continuum and is not based solely on dominant White middle class norms to which all students will be held to	Students, parents, staff, and community members representing multiple and diverse perspectives play a significant role in developing and vetting the district and building vision for the behavior system	Students, parents, staff, and community members representing multiple and diverse perspectives, have agency and are empowered to contribute to the creation of the vision for the behavior system	The vision for the district and building school behavior system reflect the community in which the school is situated and aligns with success across all student identities

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23

Establish 3-5 Positively-stated School-wide Expectations

Access	Representation	Meaningful Participation	High Outcomes
Behavior expectations are culturally situated and not based solely on dominant White middle class norms as the standard to which all students will be held to	Students, parents, staff, and community members representing multiple and diverse perspectives play a significant role in identifying and defining behavioral expectations	Schools value and use input and feedback from students, parents, staff, and community members representing multiple and diverse perspectives, when identifying and defining behavioral expectations	Schools ensure that the identified and defined behavior expectations reflect the communities in which the school is situated and that all students are set up for success across all student identities


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24

Explicitly School-wide Teach Key Social, Emotional, & Behavioral Skills

Access	Representation	Meaningful Participation	High Outcomes
Culturally responsive behavior expectations are taught in ways that acknowledge, value and consider different ways of knowing and not based solely on dominant White middle class values and ideas.	Students cultures are reflected in the behavior expectations, lesson plans, and delivery of learning reflects universal design. The language in the lessons are asset-based. Instructional materials reflect students across identity markers. Staff reflects the student population and are a part of teaching lessons.	The school climate allows a safe space for students, parents, and community members to provide constructive feedback about what is working and what is not working. Students, parents, and community members are a part of teaching the lessons.	Schools ensure that lesson plans reflect the communities in which the school is situated and that all students are set up for success across all student identities.

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25

25

Encourage/Acknowledge Contextually Appropriate Behavior

Access	Representation	Meaningful Participation	High Outcomes
The school community acknowledges appropriate behaviors that include students' lived experiences and intersecting identities. White norms are not the standard for what is appropriate and what is not.	The school community encourages culturally situated behaviors as appropriate and works collectively with students and parents to create systems that are inclusive of culturally diverse ways of behaving and responding in different situations, interactions, and experiences.	The school community encourages students to be their authentic selves as individuals and learners and refrain from viewing culturally diverse ways of being, as bad or wrong. Adults proportionately provide asset-based feedback to students across all identity markers.	The school community recognizes that students across all identity markers have the potential and ability to achieve high outcomes. The school community is intentional in encouraging students to be their authentic selves and acknowledging them as they experience self-directed behaviors toward success.

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26

26

Address Behavior Concerns Through A Continuum Of Supports

Access	Representation	Meaningful Participation	High Outcomes
Students from non-dominant identities are not overrepresented in needing intensive behavior interventions. Supports across the tiers are culturally responsive. Schools use instructional asset practices to address behavioral concerns i.e. universal design, culturally sustaining practices, people first language.	Students, staff, parents and community members collectively determine the continuum of support across the PBIS tiers. Students across identities are proportionately represented in the continuum of supports across the tiers. The continuum of support is not used to force students to ascribe to White norms of behaviors and responses.	Schools value and use input and feedback from students, parents, staff, and community members representing multiple and diverse perspectives especially those who have been historically excluded on how behavior concerns are addressed through the continuum. Students from non-dominant identities play an active role in identifying their own needs and ways to address those needs.	Students, staff, parents and community members collectively use data to ensure that students from non-dominant identities needing behavioral supports are advancing from intensive supports to universal supports in a timely manner and interrogate their systems and practices to identify barriers to their success. Students are included in their own educational plans in authentic and empowering ways.

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27

27

Use Data For Decision Making

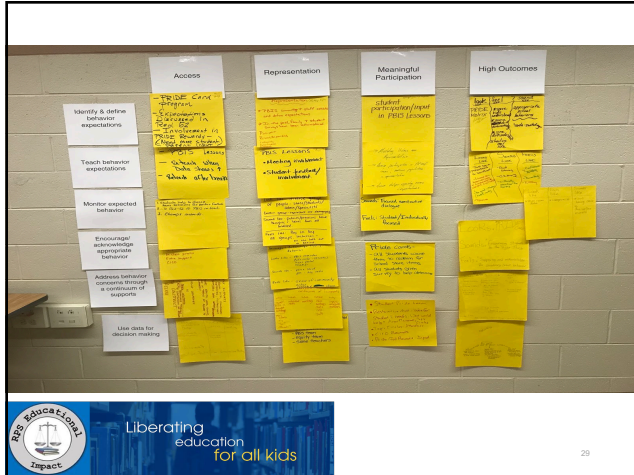
Access	Representation	Meaningful Participation	High Outcomes
Students, parents, staff, and community members representing multiple and diverse perspectives, especially those who have been historically marginalized, intentionally use data to understand who is benefiting from the way the behavior systems are set up and who is not. Schools focus on fixing systems to support behavior outcomes and not the student or their families.	Students, parents, staff, and community members representing multiple and diverse perspectives, especially those who have been historically marginalized, play an important role in reviewing the disaggregated data to ensure all student groups are experiencing high outcomes and acting upon the data to provide the appropriate level of support where needed.	Students, parents, staff, and community members representing multiple and diverse perspectives are an integral part of leadership teams as they review data for decision making. The voices of the members who have historically been excluded are intentionally centered teams review s disaggregated data and action plan.	Students, parents, staff, and community members representing multiple and diverse perspectives, especially those who have been historically marginalized, play an important role in collecting and reviewing multiple disaggregated data sets to ensure all student groups are experiencing high academic, behavior and social emotional outcomes.

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28

28



29

	Access	Representation	Meaningful Participation	High Outcomes
Identify & Define Behavior Expectations				
Teach Behavior Expectations				
Monitor Expected Behavior				
Encourage/Acknowledge Expected Behavior				
Address Behavior Concerns Through a Continuum of Supports				
Use Data for Decision-Making				


30

Equity Constructs & PBIS Crosswalk

Breakout Room Activity

- Assign roles
- In Breakout groups, use the Google document to collectively write what your assigned PBIS Big Idea looks, sounds, and feels like across the four equity constructs. (10)
- Large group gallery view & debrief (5)

- Group 1** - Identify & Define Behavior Expectations
- Group 2** - Teach Behavior Expectations
- Group 3** - Monitor Expected Behavior
- Group 4** - Encourage/Acknowledge Expected Behavior
- Group 5** - Address Behavior Concerns Through a Continuum of Supports
- Group 6** - Use Data for Decision-Making

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31

Reflect & Write

Leverage the [School Leadership for Social Justice Domain Triangle](#) to reflect on:

- What beliefs did the information in this session challenge?
- How were your beliefs shifted?
- What new knowledge did you acquire?
- What will you do differently as a result of this shift in beliefs and

knowledge

what must school leaders **know** about education, leadership and justice? what must administrators and teacher leaders understand to best serve and promote educational excellence and equity for diverse student groups?


beliefs

what must school leaders **believe** about social justice, the cultural communities in which they work, and the students they serve? what personal biases must be conquered to lead through an equity lens?

behaviors

what must school leaders **do** to promote equity and excellence and dismantle inequity in the classroom, across the campus, and across the entire educational community?

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32

Wrap Up & Next Steps

Today we:

- Reviewed March Learning
- Briefly revisited commitments for engaging in courageous conversations
- Explored power, privilege & identity
- Defined and operationalize educational equity in school behavior systems

33



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34

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35

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36