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Cultivating Critical Consciousness for Centering Equity in PBIS



VERMONT PBIS STATE TEAM

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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 the chatbox
- Access session materials



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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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Purpose

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

Objectives

- Commitments for engaging in Courageous Conversations
- Build awareness of systemic inequities through a critical lens and how we are often complicit
- Define and operationalize educational equity in school behavior systems



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Virtual Roll Call

FIRST NAME, & ROLE

Ruthie, Educational
Consultant & TA Specialist



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Reflect and Write

Mentimeter Activity

- On your computer or phone device
 - Go to www.menti.com
 - Locate the code at the top of the screen; enter code
 - Respond to the prompt:
 - What does centering educational equity in your work mean to you?



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Group Roles



Facilitator: Guide discussion and ensure equitable participation



Reporter: Take detailed notes and report out in whole group



Timer: Keep track of time and prompt group as needed to move forward with discussion



Observer: Attend to group dynamics and alert facilitator if support is needed



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Commitments for Equity Work

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



(Singleton & Linton, 2006, p. 18)



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Build awareness of systemic inequities through a critical lens and how we are often complicit



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40 Years of **Inequitable** Discipline Practices

- In **1973** African American students were suspended **2 times more** than white peers.
- By **2006**, African American students were suspended **3 times more** than white peers.
- Today**, African American students are nearly **3.8 more likely** to be suspended than white peers.

U.S. Department of Education, 2018; Children’s Defense Fund, 1975



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Considering Discipline Disparities

Mentimeter Activity

- On your computer or phone device
 - Go back to www.menti.com
 - Locate the code at the top of the screen; enter code
 - Respond to the prompt: *What causes do you commonly hear other educators attribute to disproportionate discipline outcomes for students of color?*



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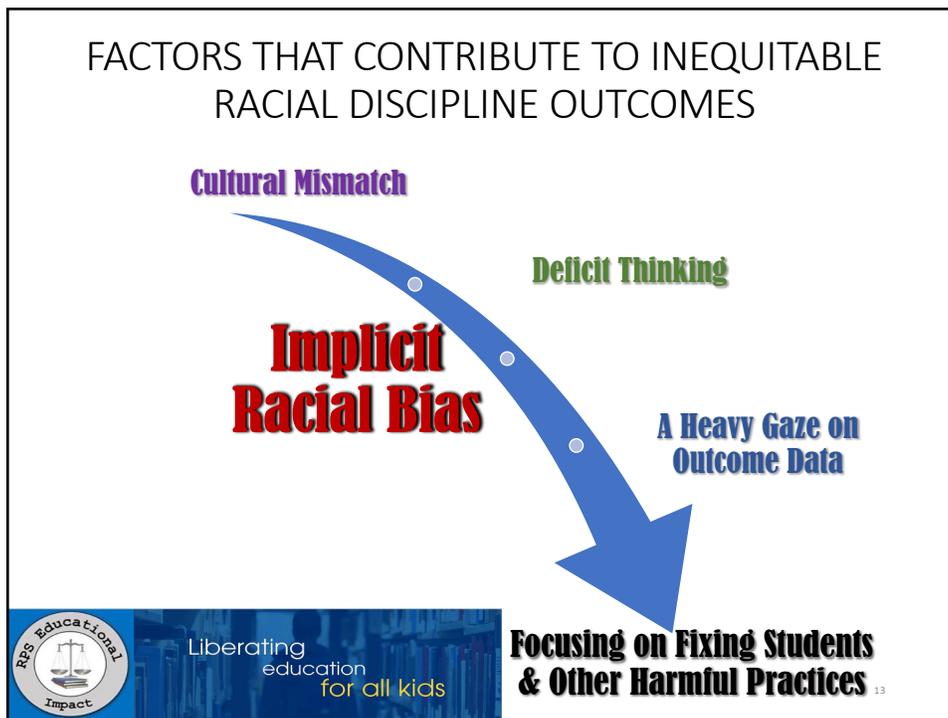
Prevailing **Deficit** Assumptions



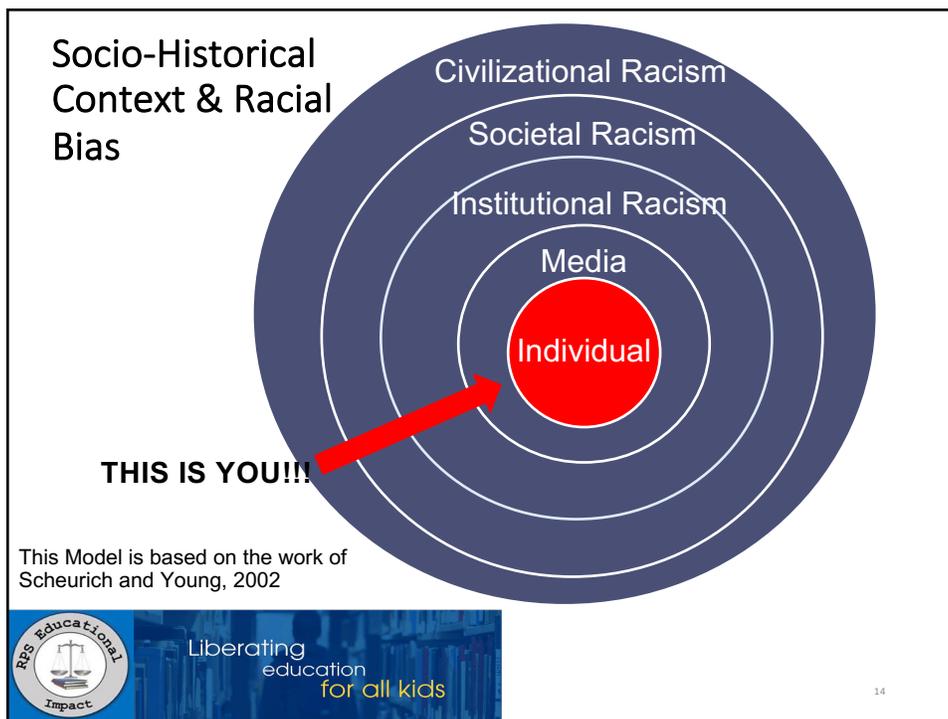
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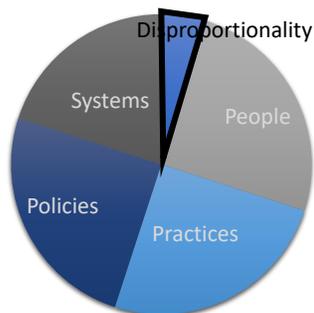
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Examining Discipline Outcome Data Is Not The Same As Centering Equity In Behavior Systems

- Looking at disaggregated discipline and academic data to address disproportionality is just one tiny slice of work involved in educational equity.
- What is it about our people, practices, and policies contributing to the inequities we are seeing?
- Who is benefitting from the way things are and who is not?



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HARMFUL DISCIPLINE PRACTICES & CONDITIONS IN WHICH STUDENTS OF COLOR DISPROPORTIONATELY EXPERIENCE

Scripting & Labeling,	Major out of Minors,	Scapegoating
Silencing	Falsely Accused	Punitive Consequences



Riddle 2014

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Shifting our Gaze

OUTCOME DATA:
How are our students performing?



SYSTEMS DATA:
What is the context in which students learn and teachers teach?



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Unsafe Conditions In Which Students Learn

- 70% of young people say they have seen bullying in their schools, and about 20% of students ages 12-18 experienced bullying (www.stopbullying.gov).
- Approximately 60% of LGBTQ students report feeling unsafe at school because of their sexual orientation, 85% because of their gender or gender expression (GLSEN, 2019).
- A study examining the race gap in school safety indicated that Black students reported feeling less safe compared to White and Asian students within the same schools (Lacoe, 2015).
- Children with disabilities are disproportionately affected by bullying (Stopbullying.gov).

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Lack of Access **Conditions** In Which **Students** Learn

- Schools serving mostly students of color have lower quality or **fewer resources** than schools serving largely White populations, even within the same district (U.S. Department of Education, 2016).
- Schools serving more students of color are **less likely** to offer advanced courses and GATE programs than schools serving mostly white students (U.S. Department of Education, 2016).
- Black students with high math performance in fifth grade are **unlikely** to be placed in algebra in eighth grade (U.S. Department of Education, 2016).
- Students of color in schools located in dis-invested communities are **less likely** to receive coursework targeted at grade-appropriate standards, reflect higher-level cognitive demand, and are meaningfully engaging and relevant (Santos & Haycock, 2016; (U.S. Department of Education, 2016).

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Lack of **Access** and Meaningful **Participation** **Conditions** In Which **Students** Learn

- Black and Latino students are provided **less rigorous** feedback about their work from classroom teachers than White students (Harber, Gorman, Gengaro, Butisingh, Tsang, & Ouellette, 2012).
- Schools serving mostly students of color are **more likely** to be taught by out-of-field and novice teachers (Bromberg, 2016; U.S. Department of Education, 2016).
- Students of color are **more likely** to attend schools where more than 50% of teachers were absent for more than 10 days (U.S. Department of Education, 2016).
- Students of color are **more likely** to attend a school with an SRO, but not a school counselor, than White students (U.S. Department of Education, 2016).

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Lack of Representation Conditions In Which Students Learn

- Parents of color experience interactions with educators and other school personnel that message school norms are superior to that of their home culture; parents and caregivers of color feel silenced and face racial discrimination in schools (Lee, 2019).
- Most U.S. history textbooks offer a romanticized view of the Europeans' experience in the United States, whereas most of the experiences of Indigenous, Asian and/or African people are either **misrepresented or underrepresented** (Loewen, 2007).
- Research has also shown that additional academic domains such as the natural sciences and English also **promote an [Eurocentric] ideological** (e.g., Solano-Flores & Nelson-Barber, 2001).

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Small Group Discussion

Breakout Room Activity

- What data do you need to understand the context in which students learn and teachers teach?
- What data can you leverage within your systems?
- How does this data impact problem-solving and continuous improvement?
- How does regularly collecting and analyzing this data support SWPBIS practices?



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FOCUSING ON
IMPLICIT RACIAL BIAS
IS NOT ENOUGH

State teams have to examine and interrogate the role that **power** and **privilege** play when understanding racial bias.



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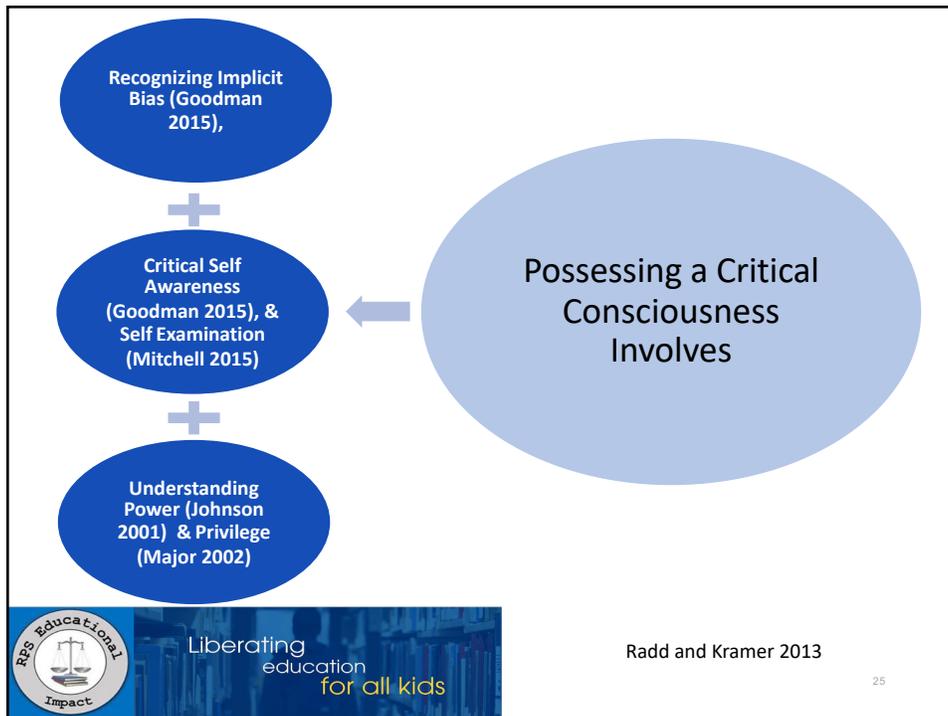
CRITICAL CONSCIOUSNESS IS
VITAL TO PBIS WORK

State teams have to cultivate critical consciousness and support LEAs in the process of becoming critically aware

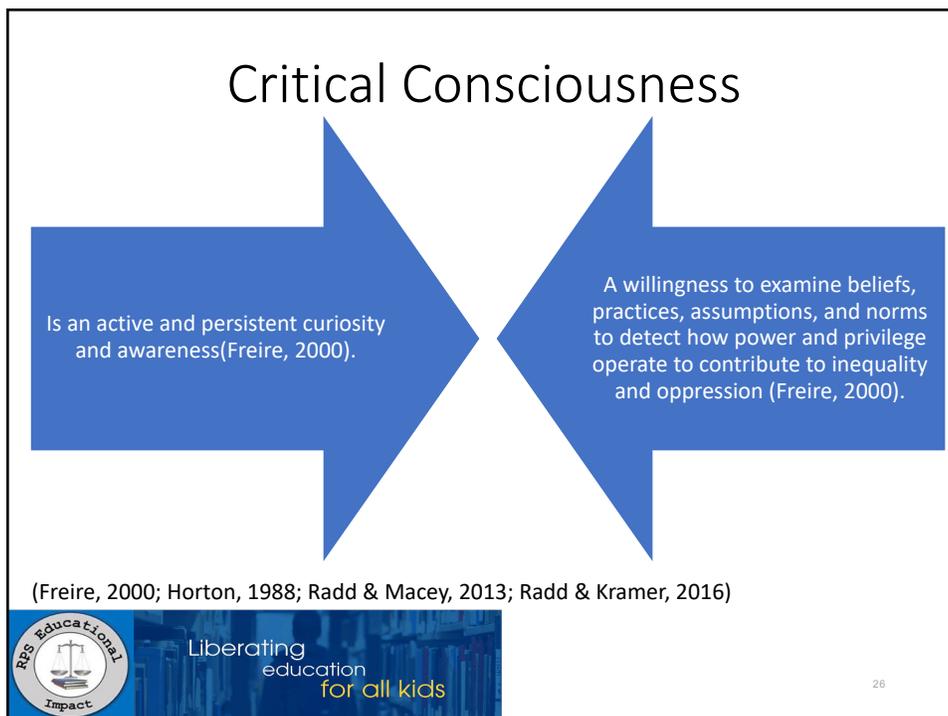


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THIS IS YOU!!!

- **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)


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Adapted by Payno-Simmons from the work of Scheurich and Young, 2002 27

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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?


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(Cartledge & Kourea 2008) 28

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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?



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(Cartledge & Kourea 2008)

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Structural Discrimination



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Considering the Achievement Gap

Mentimeter Activity

- On your computer or phone device
 - Go back to www.menti.com
 - Respond to the prompt:
 - What does the following statement mean to you:
 “With hard work, anyone can be successful in our society.”
- Whole group discussion



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“Critical examination by those who are doing the educating enables educators to reflect on the educational system in its broader context that often includes deficit orientations toward students and families. Thus, consider how these deficit mindsets affect students’ access to educational opportunities year over year (LadsonBillings, 2006). This level of critical reflection by educators can lead to solutions that are not rooted in policy and practice focused on individual performance, but in collaboration with parent/caregivers and community partners. This collaboration can lead to the generation of solutions that focus on creating inclusive, responsive and effective learning environments for all students. By examining and changing the ways in which school practitioners talk about students and think about their own efficacy, we can redress missed opportunities for students in a number of ways.” (Coomer et al., 2017)

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Reframing the Achievement Gap

Breakout Room Discussion Activity

- Everyone read the *From the Achievement Gap to the Education Debt: Understanding Achievement in U.S. Schools* article.
- In your breakout groups, discuss the following prompts
 - What are the key points made by the author(s), and what evidence do the authors use to make the points?
 - How is the article significant to the VPSBIS State Team's work?
 - Discuss ways in which your thinking has/is shifting?
- **Be sure to record** your group's summary and response to the prompts using Word or the whiteboard Zoom feature.
- Be ready to share



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From the Achievement Gap to the Education Debt

Mentimeter Activity

- Go back to www.menti.com
- Locate the code at the top of the screen; enter code
- Respond to the prompt: After reading *Achievement Gap to the Education Debt: Understanding Achievement in U.S. Schools*, How have your thoughts changed regarding the statement: "With hard work, anyone can be successful in our society."



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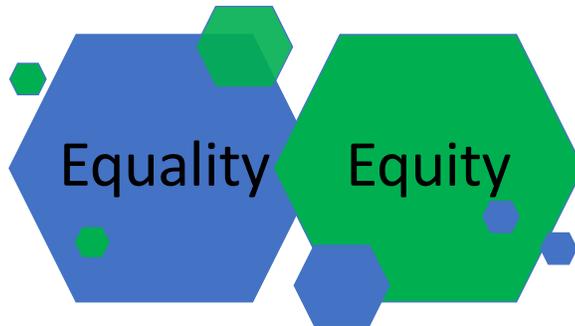
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Define and operationalize educational equity in school behavior systems



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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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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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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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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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Educational Equity & PBIS



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



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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			



Payno-Simmons, in press 42

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Establish 3-5 Positively-stated School-wide Expectations

Access			
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			

Payno-Simmons, in press



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

Access			
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.			

Payno-Simmons, in press



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Encourage/Acknowledge Contextually Appropriate Behavior

Access			
<p>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.</p>			

Payno-Simmons, in press



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Address Behavior Concerns Through A Continuum Of Supports

Access			
<p>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.</p>			

Payno-Simmons, in press



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Use Data For Decision Making

Access

Students, parents, staff, and community members representing multiple and diverse perspectives, especially those who have been historically excluded 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.

Payno-Simmons, in press



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Access

- Identify & define behavior expectations
- Teach behavior expectations
- Monitor expected behavior
- Encourage/acknowledge appropriate behavior
- Address behavior concerns through a continuum of supports
- Use data for decision making

Representation

- PRIDE CANX Program
- PBIS Lessons
- Student feedback/motivation

Meaningful Participation

- student participation/impact in PBIS Lessons
- PRIDE comes

High Outcomes

- Look for PRIDE
- PRIDE comes



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Small Work Group

Breakout Room Activity

- Assign Roles
- In your groups, discuss:
 - What themes emerged in the crosswalk between the four constructs of equity and the big ideas of PBIS?
 - What is missing from the crosswalk?
 - How could a school’s staff benefit from completing their own crosswalk?
 - How might you use this activity in your current role?
- Have the Recorder write down questions generated by group members on a chart paper (Be ready to share)



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 [@RPSEdImpact](https://twitter.com/RPSEdImpact)



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