You're Welcome Here!

Creating a Climate of Respect and Support for All

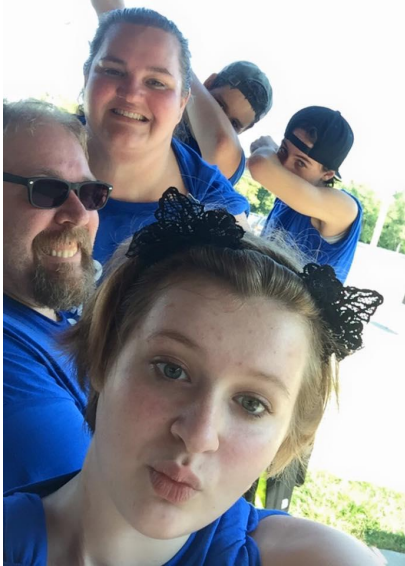| Deanna Maynard MO SW-PBS Statewide Coach University of Missouri Columbia	Rachel Haug MO SW-PBS Statewide Coach University of Missouri Columbia	Matt Enyart Kansas Institute for Positive Behavior Support Director University of Kansas	Ambra Green, PhD Assistant Research Professor University of Missouri Columbia

Who we are

Deanna

Rachel

Matt

Ambra

Outcomes

- ○ Critically examine experiences of students and families
- ○ Supports to build a welcoming climate
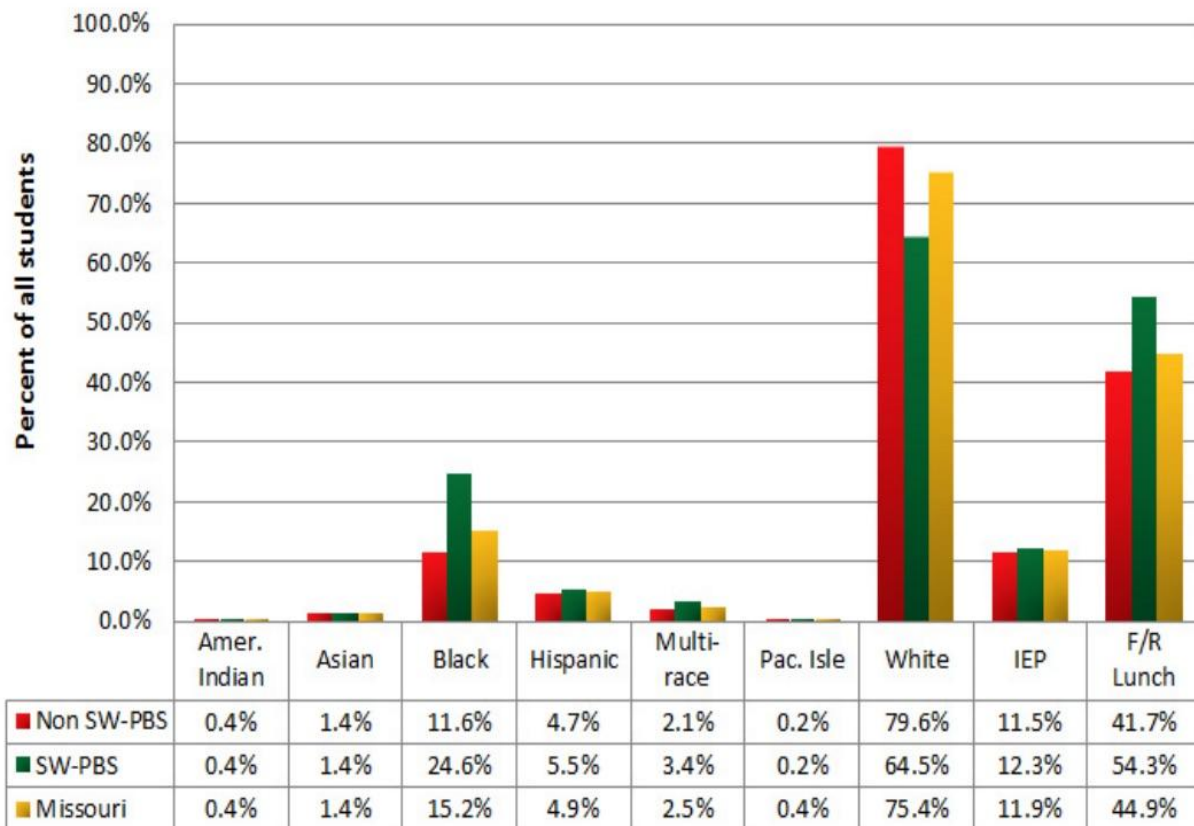- ○ Develop resources for staff
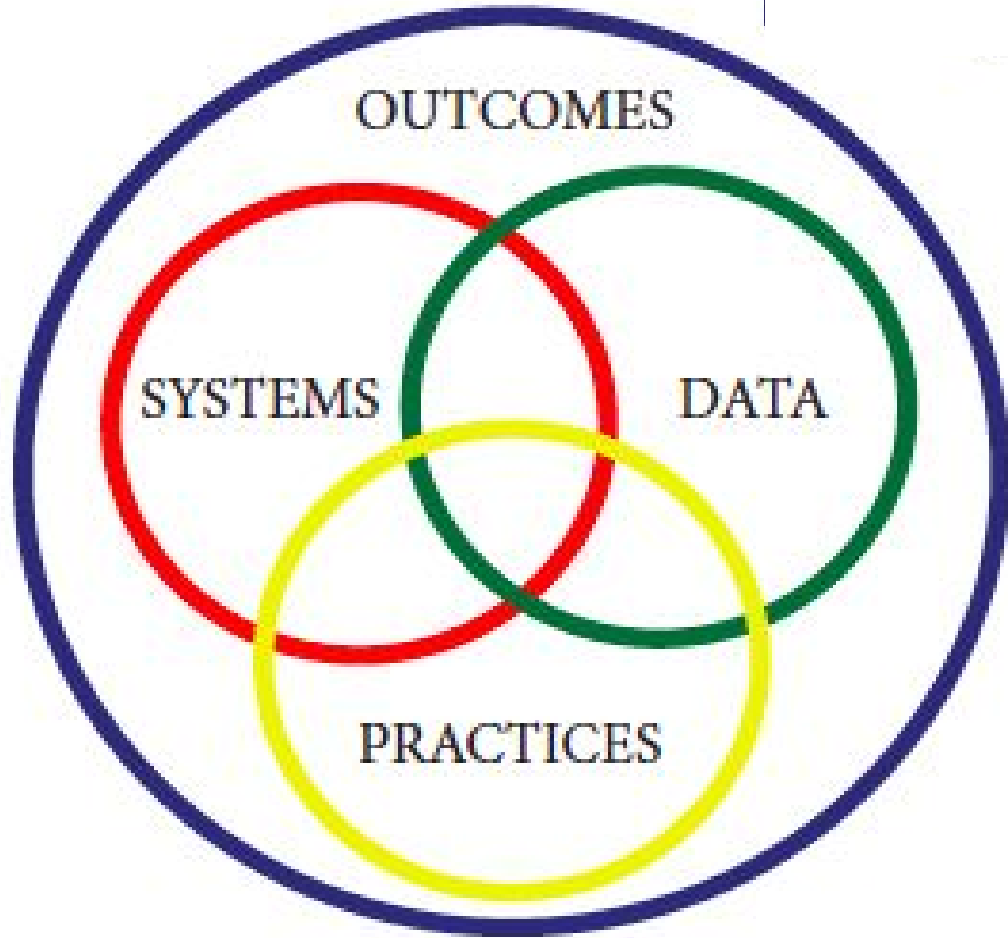
Expectations for Respectful Discussions

1. Listen actively -- respect others when they are talking.
2. Speak from your own experience instead of generalizing ("I" instead of "they," "we," and "you").
3. Do not be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks -- focus on ideas.
4. Participate to the fullest of your ability -- community growth depends on the inclusion of every individual voice.
5. Instead of invalidating somebody else's story with your own spin on her or his experience, share your own story and experience.
6. The goal is not to agree -- it is to gain a deeper understanding.
7. Be conscious of body language and nonverbal responses -- they can be as disrespectful as words.

Source: http://www.edchange.org/multicultural/activities/groundrules.html

SY-2015 Student Demographics, by SW-PBS Status

	Amer. Indian	Asian	Black	Hispanic	Multi-race	Pac. Isle	White	IEP	F/R Lunch
■ Non SW-PBS	0.4%	1.4%	11.6%	4.7%	2.1%	0.2%	79.6%	11.5%	41.7%
■ SW-PBS	0.4%	1.4%	24.6%	5.5%	3.4%	0.2%	64.5%	12.3%	54.3%
■ Missouri	0.4%	1.4%	15.2%	4.9%	2.5%	0.4%	75.4%	11.9%	44.9%

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- **Systems**
  - **Culturally knowledgeable** staff
- **Data**
  - **Culturally valid** information for decisions
- **Practices**
  - **Culturally relevant** and effective instruction
- **Outcomes**
  - **Culturally equitable** academic and social behavior expectations

Who are we talking about?

ethnicity   **gender**   **race**   **age**

physical abilities   sexual orientation   beliefs
values   culture   socio-economic status
family structure   history of trauma
learning history   mental health   gender identity

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Who are we talking about?

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ethnicity	gender	race	age
128,435	33%		30,656
310,000	1,827		10,763
61,286	160,009		1 in 5

What do we mean when we say ALL?

Underserving & Deviant Feed Forward Effect

YOUTH OF COLOR AS A PERCENTAGE OF TOTAL
U.S. DETAINED POPULATION

2014

IDEA 40-80%

50%

92%

AGGRESSION

mental health

HIDDEN INJUSTICE

Lesbian, Gay, Bisexual, and Transgender Youth in Juvenile Courts

Gay, transgender, and gender nonconforming youth are significantly over-represented in the juvenile justice system—approximately 300,000 gay and transgender youth are arrested and/or detained each year, of which more than 60 percent are black or Latino. Though gay and transgender youth represent just 5 percent to 7 percent of the nation's overall youth population, they compose 13 percent to 15 percent of those currently in the juvenile justice system.

Department of Juvenile Justice Services

JDAI GIRLS Initiative

Final Research Report

November 1, 2009

Compared to male juvenile offenders, females tend to exhibit higher levels of psychopathology and family dysfunction as well as a greater suicide risk (Alemagno, et al, 2006; Gavazzi et al, 2006). Adolescent females are more likely to suffer from trauma, unwanted sexual contact, substance abuse, involvement with other deviant peers, high risk sexual behavior, sexually transmitted infections and co-morbidity in mental health problems such as depression and anxiety disorder (Alemagno et al, 2006; Lederman, Dakof, Larrea & Li, 2004). Failing to address the health, psychological and emotional issues facing delinquent girls perpetuates victimization and delinquent behavior becomes an endless cycle.

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Communities

Workshops & Group Living

Seclusion &

Psychiatric Residential

Exclusion

Schools

Corrections

of Marginalized Populations

Resource Room

Poverty Stricken Areas

Other Alternative Placements

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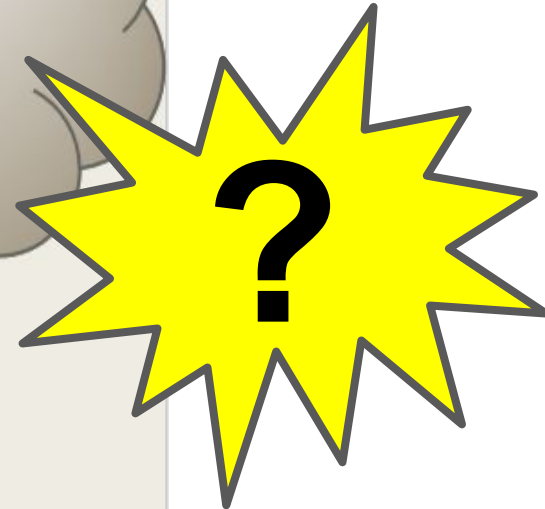
Essential Components

- Common Philosophy and Purpose
- Leadership
- Clarifying Expected Behavior
- Teaching Expected Behavior
- Encouraging Expected Behavior
- Discouraging Inappropriate Behavior
- Ongoing Monitoring
- Effective Classroom Practices

Common Philosophy and Purpose

- Is your common philosophy and purpose inclusive?
  - Is the focus on Equality and/or Equity?
- Does it address all cultures in your communities?
  - Ethnicity, religion, sexual identity, generation (age)

Cultural Responsivity

Pedagogy (What we teach):

    (a) high levels of academic achievement where students choose to achieve academic excellence;

    (b) cultural competence, wherein students maintain their cultural integrity; and

    (c) critical consciousness, a student's ability to understand and critique the existing social order (Ladson-Billings, 1995a).

Practices (How we teach):

    o Use of student's cultural knowledge, prior experiences, and performance styles of learners as the launch pad (Gay, 2010).

What is Implicit Bias?

- Unconscious, automatic
- Based on stereotypes
- We all have it (even those affected by it)
- Generally not an indication of what we believe or would endorse
- More likely to influence:
  - Snap decisions
  - Decisions that are ambiguous

Different Biases, Different Solutions

- **Explicit Bias**
  - Ineffective: cultural sensitivity training, explaining value of diversity, telling people to be less bias
  - Effective: top-down policies with accountability
- **Implicit Bias**
  - Ineffective: top-down policies with accountability
  - Effective: clear discipline systems, specific guidance in decision making

Common Language

Think about a class from your recent past. How many of the students in your class had a mom and a dad who were married and living in the same home?

According to the 2010 census only 48.4% of Missouri households were husband-wife households.

How do we include the other 51.6%?

?
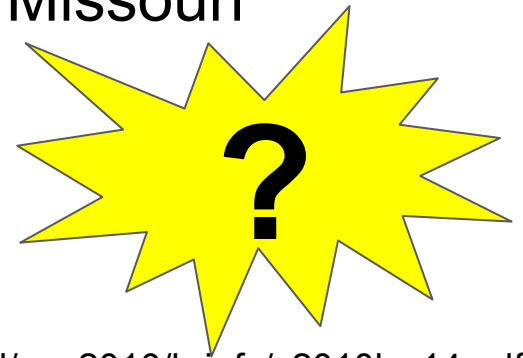
Action Steps:

- Supportive educators
- Inclusive curriculum
  - Windows and Mirrors
    - Mirrors are stories that reflect your culture/reality and help you understand yourself
    - Windows are books, movies, art, etc. that offer you a view into someone else's experience
    - We ALL need BOTH in our life
- Comprehensive anti-bullying

Source: https://www.nationalseedproject.org/

Leadership

Your **district and building leaders** have to be the ones to say **THIS** is what we are doing to make sure **ALL** students and families feel welcome, safe, and included.

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Policies & Supports

District Policy - always refer to your district policy

SCHOOL FAMILY COMMUNITY EVALUATION

SWPBIS for Beginners
PBIS in the Classroom
Tier 1 Supports
Tier 2 Supports
Tier 3 Supports
District Level
PBIS and the Law
High School PBIS
Bully Prevention
School Mental Health
MTSS
Equity & PBIS
Exemplar from the Field

Equity & PBIS

school
Bully Prevention
SWPBIS for Beginners
PBIS FAQs
PBIS in the Classroom
Systems to Support
Tier 1 Supports
Tier 1 FAQs
Tier 1 Case Examples
Tier 2 Supports
Tier 2 FAQs
Tier 3 Supports

PBIS Resources for Equity

PBIS Practice Guides
PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches (N
by Milaney Leverson, Kent Smith, Kent McIntosh, Jennifer Rose, & Sarah Pinkelman

Recommendations for Addressing Discipline Disproportionality in Education
by Kent McIntosh, Erik J. Girvan, Robert H. Horner, Keith Smolkowski, & George Sugai

Examples of Engaging Instruction to Increase Equity in Education
by Erin A. Chaparro, Rhonda N. T. Nese, & Kent McIntosh

Key Elements of Policies to Address Discipline Disproportionality: A Guide for Dis
Teams
by Ambra Green, Rhonda Nese, Kent McIntosh, Vicki Nishioka, Bert Eliason, & Alondra

Using Discipline Data within SWPBIS to Identify and Address Disproportionality:

PBIS — Positive Behavioral Interventions & Supports — OSEP TECHNICAL ASSISTANCE CENTER

September 2015

Key Elements of Policies to Address Discipline Disproportionality: A Guide for District and School Teams

Ambra Green, Rhonda Nese, Kent McIntosh, Vicki Nishioka, Bert Eliason, & Alondra Canizal Delabra

This practice guide is one of a series of guides for enhancing equity in school discipline. The guides are based on a 5-point multicomponent intervention described by McIntosh, Girvan, Horner, Smolkowski, and Sugai (2014). The 5 points include engaging instruction, School-wide PBIS as a foundation for culturally-responsive behavior support, use of disaggregated discipline data, equity policies, and reducing bias in discipline decisions. This guide addresses equity policies.

The recommendations and guides are available at:
http://www.pbis.org/school/equity-pbis.

Forms and Procedures

- **Think about the language you are using on:**
  - **ODR form** - collecting information on gender/ethnicity
  - **Enrollment form** - spaces for parent/guardian, Mr./Mrs./etc.
  - **Newsletters**/**Special celebration days at school** - Muffins with Mom/Donuts with Dad
  - **Medical/health forms** - spaces for parent/guardian
  - **School websites/Social Media** - language used for parents/guardians
  - **Recognition ceremonies** - consider types of awards given
- **Do you have inclusive procedures for ALL students?**
  - Example: How do you greet parents when they come in the office? How do you ask questions about family makeup? Who do emails go to? Do you differentiate types of communication?

Policies & Supports

Gay Straight Alliances - **strongest evidence based practice**

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Students who attend schools with gay/straight alliances compared to students who didn't

36% less likely to be fearful for their personal safety

52% less likely to hear homophobic slurs

30% less likely to experience or observe homophobic victimization
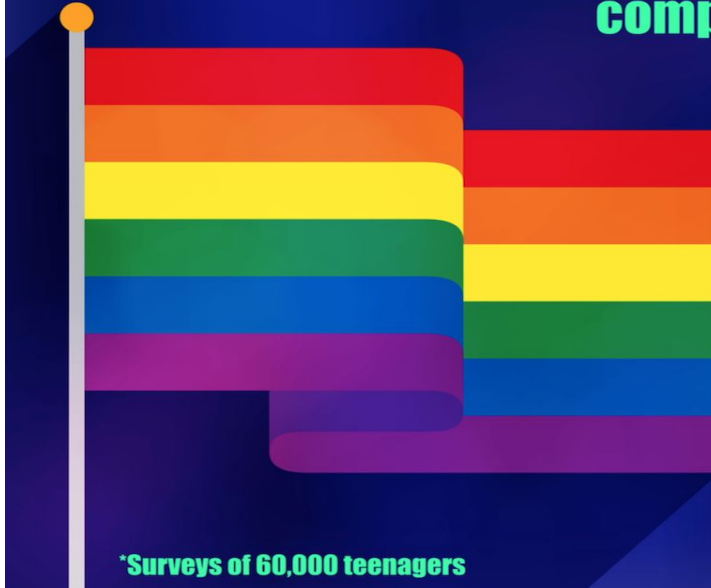
*Surveys of 60,000 teenagers

Source: GLSEN Research Brief: Gay-Straight Alliances

Policies & Supports (cont.)

- Most students lack access to GSAs or other student clubs that provide support and address issues specific to LGBTQ students and their allies

GSA Presence by Region

Northeast	South	Midwest	West
56%	32%	46%	54%

GSA Presence by Locale

Urban Area	Suburban Area	Small Town/Rural Area
47%	53%	32%
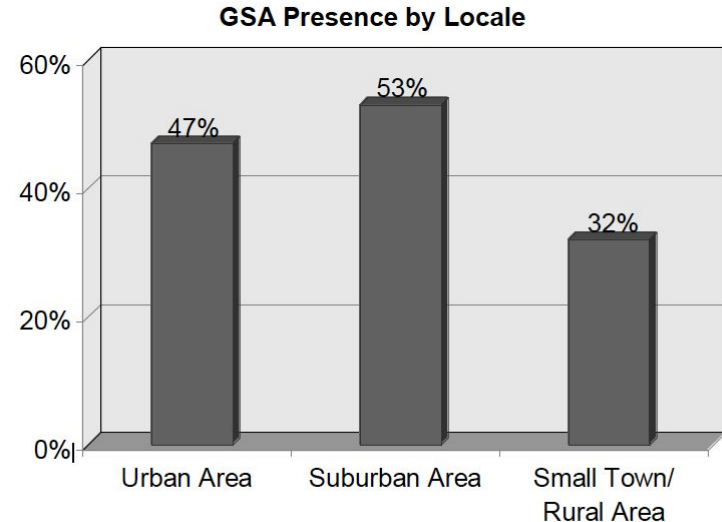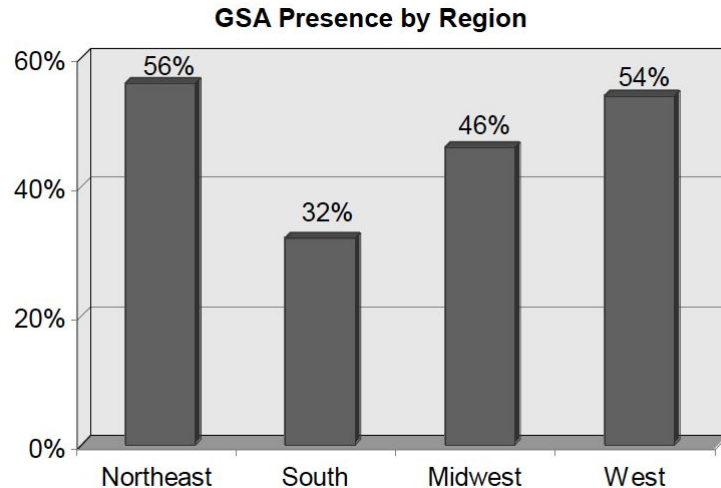
Preschool to Prison Pipeline

Black public preschool children are suspended from school at high rates: Black preschool children are 3.6 times as likely to receive one or more out-of-school suspensions as white preschool children.

Most public preschool children suspended are boys: While boys represent 54% of preschool enrollment, they represent 78% of preschool children receiving one or more out-of-school suspensions. (CRDC, 2015)

Preschool to Prison Pipeline

Racial disparities in suspensions are also apparent in K-12 schools: While 6% of all K-12 students received one or more out-of-school suspensions, the percentage is 18% for black boys; 10% for black girls; 5% for white boys; and 2% for white girls.

Black students are 1.9 times as likely to be expelled from school *without educational* services as white students. Native American or Alaska Native, white, and multiracial boys are also disproportionately expelled from school without educational services. (CRDC, 2015)

Preschool to Prison Pipeline

Black students are more likely to be disciplined through law enforcement: Black students are 2.3 times as likely to receive a referral to law enforcement or be subject to a school-related arrest as white students. (CRDC, 2015)

Preschool to Prison

(The Prison Kid, Leanne Larson)

Largest Disproportionate Population in Juvenile Detention and Adult Corrections?

Individuals eligible for IDEA or ADA Protections and Supports.

Rights Denied

- Zero Tolerance vs. Zero Reject
- School Resource Officers vs. Mental Health
- Discipline vs. Understanding
- Pressing Charges vs. Teaching Behavior
- Schools & Teachers Reinforced
- Students Labeled and Hopeless

"Individuals recall being in trouble as far back as kindergarten, and struggle to remember any positive experiences or influences."

Top 10 Ways to Make Schools Safer for ALL Students

1. Learn the facts
2. Understand the language
3. Stop disruptive behavior
4. Set the policy
5. Plan schoolwide activities

6. Be public
7. Cyberbullying
8. Train and educate everyone
9. Work for comprehensive health education
10. Resources, resources, resources

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Clarifying Expected Behavior

	Be Safe	Be Respectful	Be Responsible
Classroom	• Keep hands and feet to yourself • Wait your turn • Four on the floor	• Listen / follow directions • Take care of all property • Use appropriate voice level	• Be ready to work • Stay on task • Do your best • Work completion
Lunchroom			
Playground			

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Sample School Inclusive Matrix

	Classroom	Lunchroom	Playground
Be Respectful	• Listen when others are speaking • Value each other's uniqueness • Include others		
Be Responsible	• Follow directions and classroom routines • Be on task • Be prepared • Stand up for what you know is right		
Be Safe	• Use equipment and materials the correct way • KHFOOTY • Tell when people are in danger • Settle conflicts with kind words		

Teaching Expected Behavior

Encouraging Expected Behavior

When that student walked through the door; no matter what the gender, she became "mine." It was my responsibility to make her feel invited and included to learn and live. What if my beliefs kept me from seeing the gifts that were inside of this child? And what if my beliefs kept this child from sharing their gifts?

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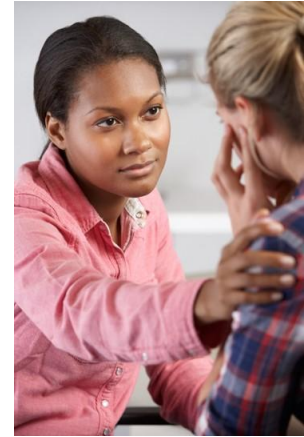
Discouraging Inappropriate Behavior

Escalated Behaviors

- Victimization
- Fearfulness
- Substance and alcohol abuse
- Poor school outcomes and performance
- Acting out

- Depression
- Dangerous behaviors
- Truancy
- Dropout
- Fighting
- Suicide

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Ongoing Monitoring

What You're Already Doing

- School Safety Survey (SSS)
- PBISApps School Climate Survey
  - Elementary Survey (grades 3-5)
    - 11 items
    - School connectedness, school safety, school orderliness, and peer and adult relations
  - Middle/High School Survey (grades 6-12)
    - 9 items
    - Teaching and learning, relationships, and safety
- Looking at discipline data - Regular Team Meetings
  - Make sure data is disaggregated
- SWIS drill down feature

School Climate Survey: Elementary

Please answer all of the questions or your answers won't be recorded, but you can mark
"I prefer not to answer" if you don't want to answer a question about you.

Demographics

What is your gender or gender identity?

☐ Female ☐ Male ☐ Other ☐ I prefer not to answer

What is your ethnicity?

☐ Hispanic or Latino/a ☐ Not Hispanic or Latino/a ☐ I prefer not to answer

What is your race? (*mark all that apply*)

☐ American Indian or Alaskan Native ☐ Asian ☐ Black or African American
☐ Native Hawaiian or Pacific Islander ☐ White ☐ I prefer not to answer

Beyond that, is there another ethnic group with which you identify?

☐ Ethnic Group:_____ ☐ I prefer not to answer.

What grade are you in?

☐ 3 ☐ 4 ☐ 5 ☐ 6

> If all survey questions are not answered (either with an answer or "I prefer not to answer"), the survey will not be saved, and answers from that survey will not be included in reports.

School Climate Survey: Middle/High

Please answer all of the questions or your answers won't be recorded, but you can mark "I prefer not to answer" if you don't want to answer a question about you.

Demographics

What is your gender or gender identity?

☐ Female ☐ Male ☐ Transgender

☐ I prefer not to answer

Which of the following best describes you?

☐ Heterosexual (straight) ☐ Gay or Lesbian ☐ Bisexual

☐ I prefer not to answer

What is your ethnicity?

☐ Hispanic or Latino/a ☐ Not Hispanic or Latino/a

☐ I prefer not to answer

What is your race? (*mark all that apply*)

☐ American Indian or Alaskan Native

☐ Asian

☐ Black or African American

☐ Native Hawaiian or Pacific Islander

☐ White

☐ I prefer not to answer

If all survey questions are not answered (either with an answer or "I prefer not to answer"), the survey will not be saved, and answers from that survey will not be included in reports.

Beyond that, is there another ethnic group with which you identify?

☐ Ethnic Group:_____

☐ I prefer not to answer.

What grade are you in?

☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ I prefer not to answer.

Survey Questions

Effective Classroom Practices

- Classroom Expectations
- Classroom Procedures & Routines
- Encouraging Expected Behavior
- Discouraging Inappropriate Behavior
- Active Supervision
- Opportunities to Respond
- Activity Sequencing & Choice
- Task Difficulty

Active Supervision

Description
- Active supervision is the process of monitoring the classroom or any school setting that incorporates 3 practices:
  - 1) moving
  - 2) scanning
  - 3) interacting

How To
1) Moving - circulating among students with whom you are working
2) Scanning - frequently and intentionally look around at the students
3) Interacting - should include contingent and noncontingent attention - greeting, smiles, conversations, and also specific feedback

DePry & Sugai, 2002

Opportunities to Respond (OTR)

Description

- OTR is any teacher behavior that provides opportunities in which students have to actively respond to academic material or request.
  - Asking questions, reading aloud, and writing answers to a problem

How- To

- Plan for OTR in your lesson plans.
  - Maybe even targeted student questions
- Decide how you want students to respond
- Have materials ready before the lesson
- Explain and model how to use the response cards
- Reinforce for responding appropriately, even if the answer is incorrect
  - Inaccuracy indicates a concept that should be retaught

OTR Cont.

Verbal

- Orally answering questions
- Sharing thoughts (turn and talk)
- Repeating Teacher

Non-Verbal

- Writing
- Performing an action
- Moving around the room in response to a question

Individual or Group

- Remember equity

Activity Sequencing

Description

- Interspersed tasks
- Behavioral Momentum

How- To

- Consider which phases of learning is appropriate or which students would benefit from varying task difficulty
- "Easier" task- student is proficient and may serve as scaffolds to the more difficult task

Choice

Description

How- To

- The ability to choose an option under specific conditions
  - Materials, activities, or activity/ task sequence

- Make sure choices and expectation are clear to students prior to them selecting their choice.
- Can also be used for defiant students. Remain calm and present choice unbiased.
  - The assignment must be finished today. You can choose to finish it now or during XYZ.
  - Give time to make choice and check back with the student.

Task Difficulty

Description

How- To

- providing academic work and curriculum that is within the students' instructional level
  - i.e., not too difficult yet provides a challenge)

- Focus on the specific skill to be learned
- Know where student may face difficulty and how much support they will need
- Know how to student will behave when completing the task at an instructional level versus frustration level
- Re-teach pre-requisite skill
- Praise the student for completing the task

The task should ensure that the student remains here.

5. Peak

6. De-esca-lation

4. Acceleration

7. Recovery

Agitation

2. Trigger

1. Calm

Colvin, G. (1992). Managing acting-out behavior. Eugene, OR: Behavior Associates

Challenges for Marginalized Groups

- Signature block and invitations
- Family trees
- "That's so gay" or "That's so crazy" or "That's so lame" or "That's retarded"
- "They don't match" or "they aren't a family"
- "Which mom/dad is the real one?"
- Prejudice and stereotypes - implicit and explicit bias
- Having to "come out" over and over
- Repeated explanation of clothing choice; participation or nonparticipation in activities
- Assumption about family gatherings - families of choice
- "Need for male/female role models"
- Forced to identify as African American or Black
  - Somalian, African, etc.
- Academic or behavioral challenges linked with Poverty or Low SES

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Resources

http://www.hrc.org/

http://www.thetrevorproject.org/

https://www.glsen.org/

http://www.illinoissafeschools.org/

https://www.pflag.org/cultivating-respect-safe-schools-all

http://www.tolerance.org/

http://blog.leeandlow.com/2017/05/22/classroom-library-assessment-how-culturally-responsive-is-your-classroom-library/

https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/strategies-0/culturally-responsive-teaching-0

Resources

http://www.aecf.org/

https://www.samhsa.gov/

https://www.aclu.org/issues/racial-justice/race-and-inequality-education/school-prison-pipeline

http://www.ndrn.org/en/public-policy/justice-system/164-juvenile-justice.html

http://www.ncjfcj.org/sites/default/files/Learning%20Disabilities%20Publication%20Final_0.pdf

Q&A

Thank you!

Thank you for joining us for this important discussion! We are always happy to help and support you in any way. Feel free to contact us with any questions!

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