Creating Schools Where Everyone Belongs

Moving from Dreams to Reality

Jennifer Freeman Ph.D.
MO PBIS Summer Institute 2018

Agenda

- Importance of Belonging + Learning
- PBIS as a framework for organizing our work
  - Establishing equitable outcomes
  - Practices to promote belonging and learning for all
  - Developing systems to support those practices
  - Using data to drive implementation
- Review and wrap up

DEFINITION: Everyone

- **Each** person

Gender

Race/Ethnicity

Culture

Religion

Political Party Affiliation

Family Structure

Citizenship

Age

Socio-economic Status

Disability

Sexual Orientation

Students

Teachers

Other School Staff

Family Members

Community Members

Volunteers

DEFINITION: Belong

- Be a member or part of (a particular group, organization, or class).

- Fit in a specified place or environment.

- Have the right personal or social qualities to be a member of a particular group.

synonyms: have a rightful place, have a home;

Belonging ≠ Fitting In

Why is Belonging Important?

- Social cooperation is our key for survival and learning
- We are social beings, gossips, and <u>story tellers</u>
- When we find ourselves in an environment in which we feel like an outsider, we use our mental energy to **monitor for threats**, leaving fewer resources for higher cognitive processes.
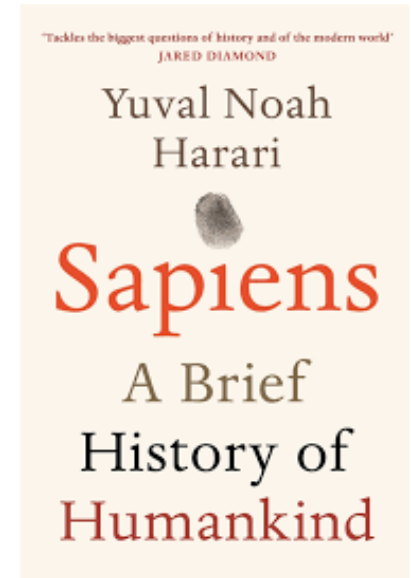
JORGE CHAM ©THE STANFORD DAILY

Students who are underrepresented in a school setting or who are part of a group that is subject to negative stereotypes may respond differently to failure or criticism from a teacher

Students who feel like they belong

- Misbehave less
- Achieve higher academic standards
- Graduate at higher rates
- Persist through difficulty

Teachers who feel like they belong

- Report higher job satisfaction
- Teach for longer
- Persist through difficulty

How do you know you belong?

Belonging is essential but <u>not</u> sufficient

- Promotes learning and risk taking
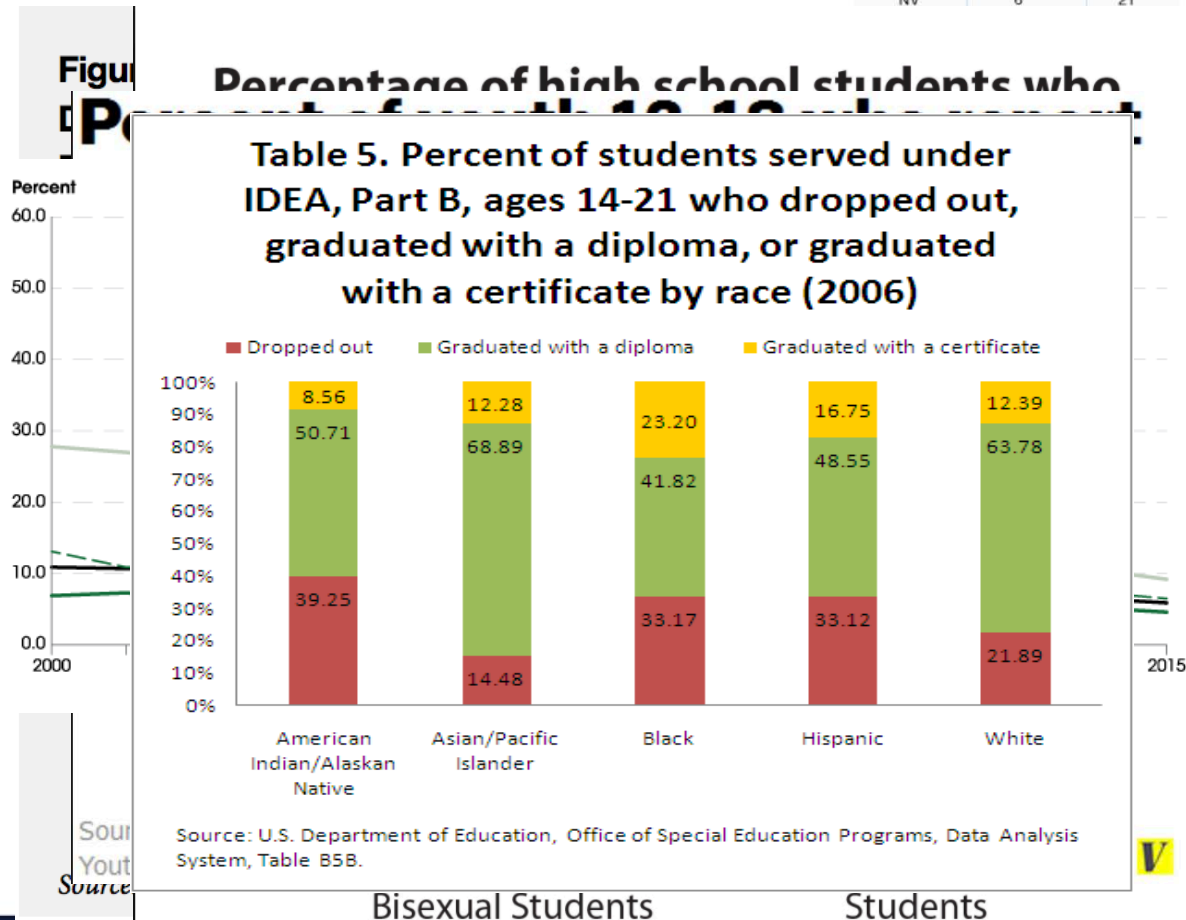- Makes it easier to teach and easier for kids to learn

Our job is to prepare *ALL* students for full participation in our communities

- That requires that they can **read**, **do math**, **synthesize and evaluate new information, collaborate with peers**

We are preparing some students better than others

STATE	RANKING	GAP
WY	1	16
WV	2	18
HI	3	18
OK	4	20
ID	5	20
NV	6	21

- Minority students are more likely to experience
  - lower academic achievement
  - higher rates of reactive and exclusionary disciplinary consequences
  - higher special education placement rates
  - higher dropout rates
  - more bullying
  - higher suicide and self-harm rates
- These outcomes are NOT explained by poverty alone

Table 5. Percent of students served under IDEA, Part B, ages 14-21 who dropped out, graduated with a diploma, or graduated with a certificate by race (2006)

■ Dropped out ■ Graduated with a diploma ■ Graduated with a certificate

	American Indian/Alaskan Native	Asian/Pacific Islander	Black	Hispanic	White
Graduated with a certificate	8.56	12.28	23.20	16.75	12.39
Graduated with a diploma	50.71	68.89	41.82	48.55	63.78
Dropped out	39.25	14.48	33.17	33.12	21.89

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System, Table B5B.

Bisexual Students   Students

Source: CDC Morbidity and Mortality Weekly Report "Sexual Identity, Sex of Sexual Contacts, and Health-Related Behaviors Among Students in Grades 9-12, 2015"

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Bias and Inequality

"the challenge is not a small number of twisted white supremacists but something infinitely more subtle and complex: People who believe in equality but who act in ways that perpetuate bias and inequality."
-Nicholas Kristof, *The New York Times*

Do we have what it takes to ensure ALL kids succeed?

Where do we start?

EQUALITY

High Expectations + Effective Support

PBIS is

Framework for enhancing adoption & implementation of

Continuum of evidence-based interventions to achieve

Academically & behaviorally important **outcomes** for

All students

Vincent, Randall, Cartledge, Tobin, & Swain-Bradway 2011; Sugai, O'Keeffe, & Fallon, 2012ab

Culturally Equitable Academic & Social Behavior Expectations

Culturally Knowledgeable Staff and Staff Supports
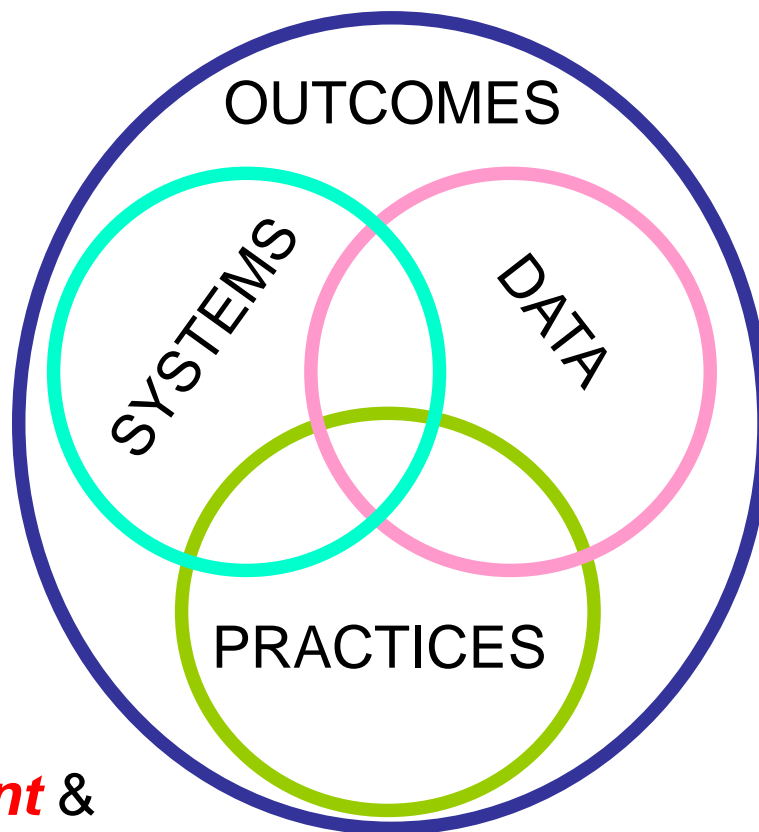
Culturally Valid Information for Decisions

Culturally Relevant & Effective Instruction

OUTCOMES

SYSTEMS

DATA

PRACTICES

Continuum Logic

TERTIARY PREVENTION (Tier 3)

-
-
-
-
-

  - *Most individualized*
  - *Most differentiated*
  - *Most specialized*

SECONDARY PREVENTION (Tier 2)

-
-
-
-
-

  - *Group implemented*
  - *More differentiated*
  - *More specialized*

PRIMARY PREVENTION (Tier 1)

-
-
-
-
-

  - *All students*
  - *All staff*
  - *All settings*

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CBER Research
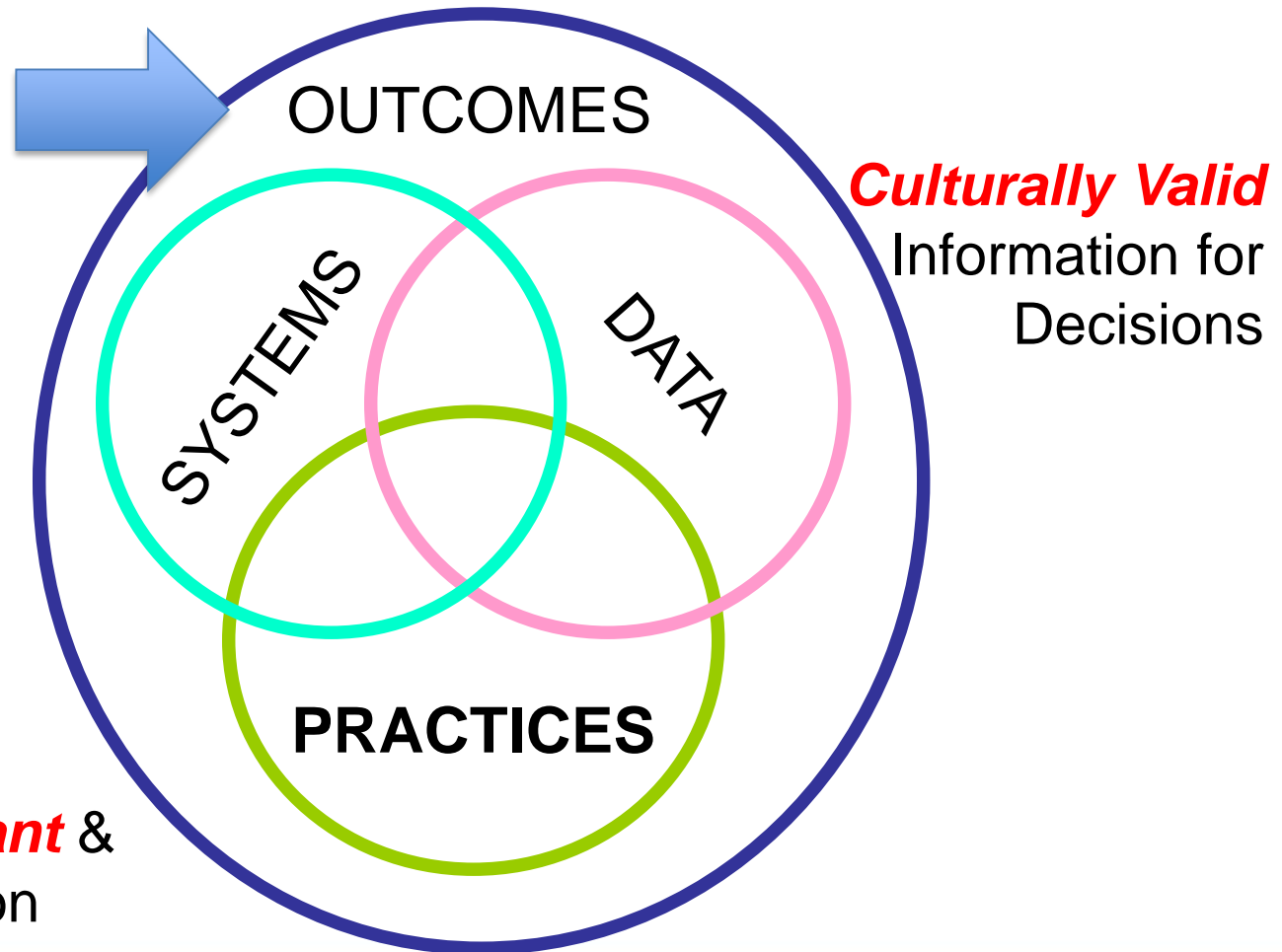Promoting Academic and Behavior Supports
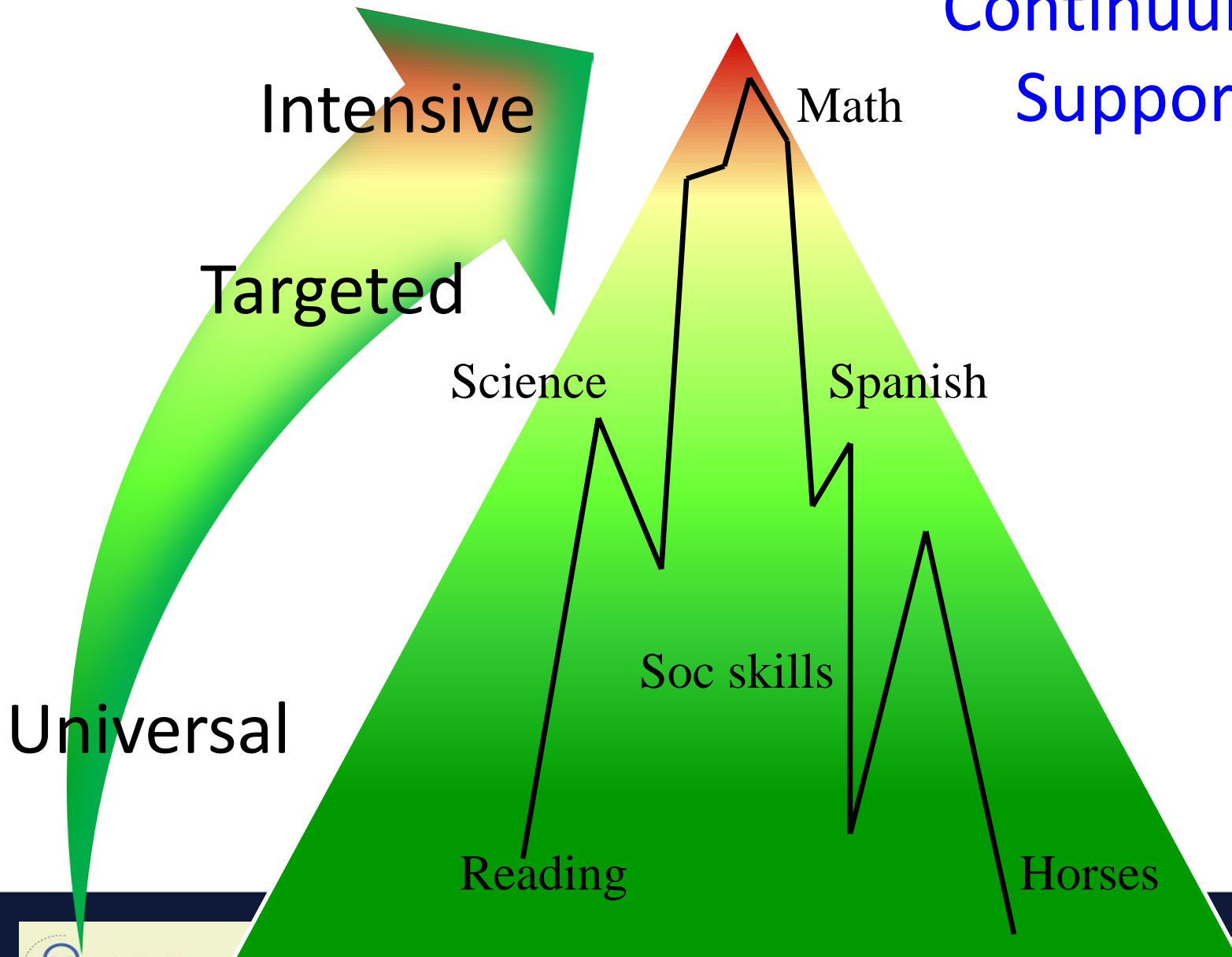
A New Start

Belonging and
a sense of
purpose

PBIS

Culturally Equitable Academic & Social Behavior Expectations

OUTCOMES

Culturally Valid Information for Decisions

Culturally Knowledgeable Staff and Staff Supports

SYSTEMS

DATA

PRACTICES

Culturally Relevant & Effective Instruction

Outcomes to promote belonging and learning for *ALL*

- Establish high, challenging, achievable expectations for all students that are considerate of contextual and cultural learning histories.

- Identify expectations and behaviors that have similar meaning, understanding, and acceptability across all individuals

Safety and equity for *ALL* should be an explicitly stated priority at the classroom, school, and district level

(Sugai, O'Keeffe, & Fallon, 2012)

Equality Matters: Every student in our school is someone's *entire world.* By ensuring equity in opportunity and equity in outcomes, we live by our words when we say that all students are capable of achieving excellence.

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

A Model Code on Education and Dignity
PRESENTING A HUMAN RIGHTS FRAMEWORK FOR SCHOOLS
Revised October 2013
PREPARED BY THE DIGNITY IN SCHOOLS CAMPAIGN
www.dignityinschools.org

GLSEN ENSURING SAFE AND EFFECTIVE SCHOOLS FOR ALL
MODEL DISTRICT ANTI-BULLYING & HARASSMENT POLICY
MODEL LANGUAGE, COMMENTARY & RESOURCES

GLSEN
MODEL DISTRICT POLICY ON TRANSGENDER AND GENDER NONCONFORMING STUDENTS
REVISED FEBRUARY 2016
Model Language, Commentary & Resources
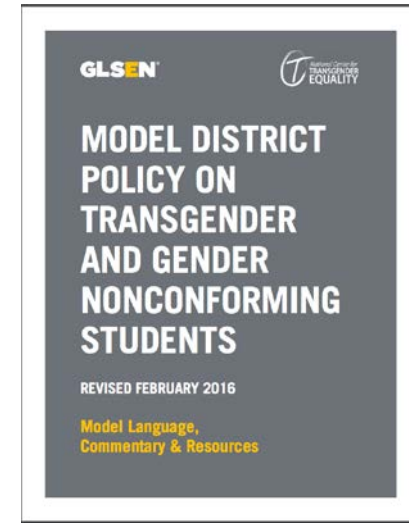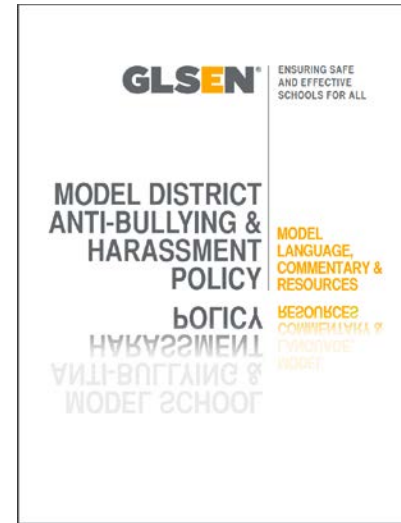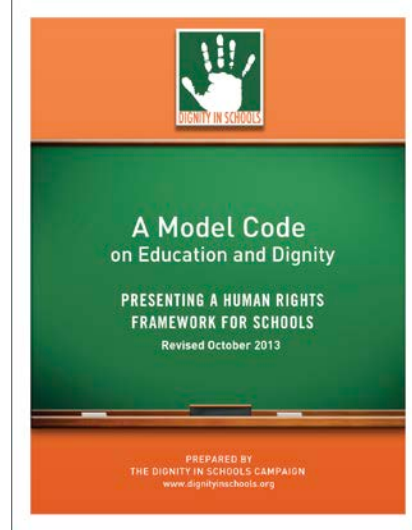
Dear Colleague Letter on the Inclusion of Behavioral Supports in Individualized Education Programs
The Department has released a significant guidance document in the form of a Dear Colleague Letter (DCL), which emphasizes the requirement that schools provide positive behavioral supports to students with disabilities who need them. It also clarifies that the repeated use of disciplinary actions may suggest that many children with disabilities may not be receiving appropriate behavioral interventions and supports.

Dear Colleague Letter: Preventing Racial Discrimination in Special Education

Hyperlinked resources

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Promoting Academic and Behavior Supports

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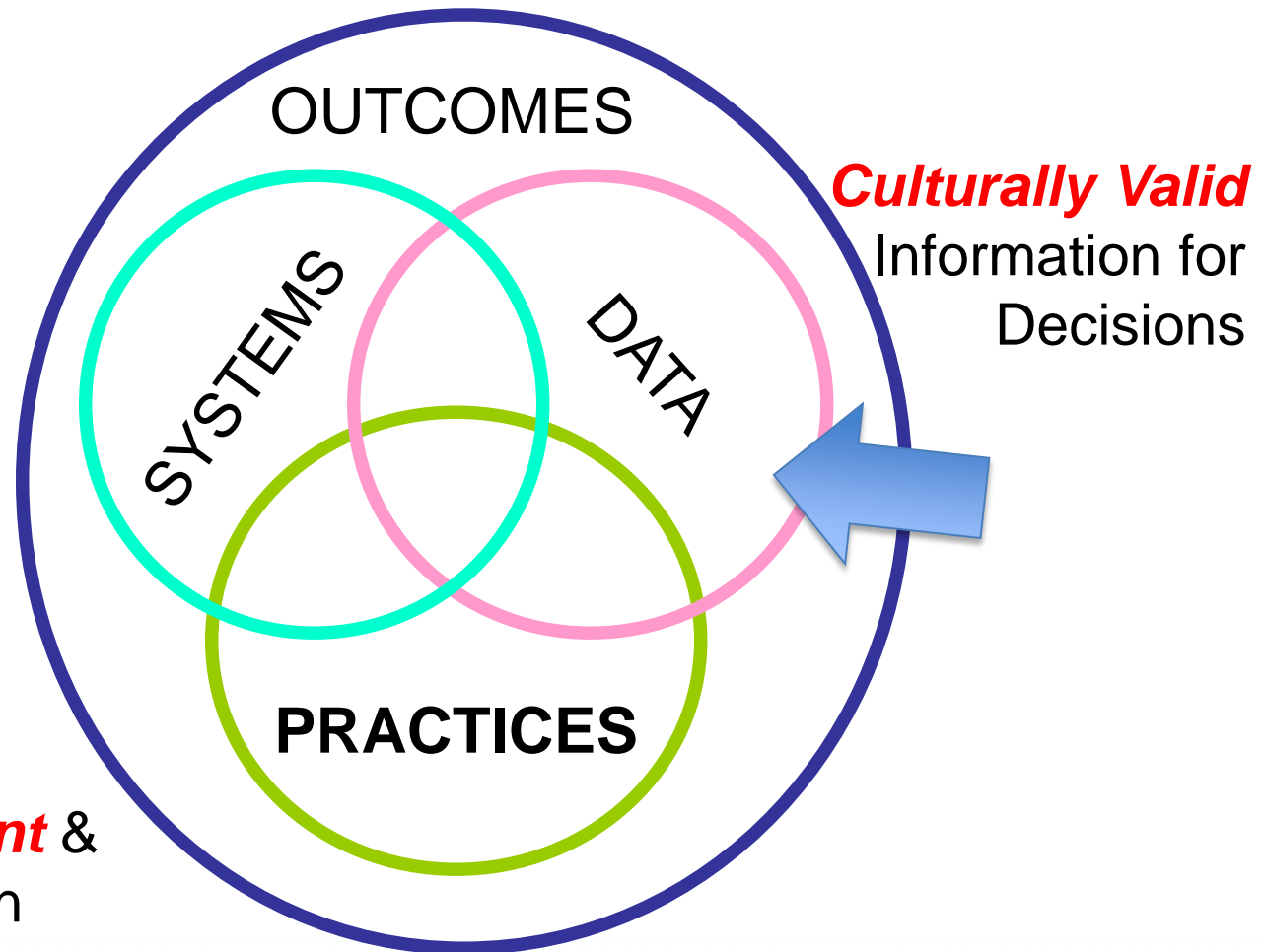
Using Data to Promote Belonging and Equity

- Ensure screening takes place for all students enrolled in a school
- Examine **fidelity** data to ensure equal access to effective practices and programs
- Examine disaggregated **outcome** data to ensure adequate progress for all individuals and groups
- If data show an overrepresentation of subpopulations, examine **practices** and **systems** in relation to those subpopulations.

September 2014

Using Discipline Data within SWPBIS to Identify and Address Disproportionality: A Guide for School Teams

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 effective instruction, School-wide PBIS as a foundation for culturally-responsive behavior support, use of disaggregated discipline data, effective policies, and reducing bias in discipline decisions. This guide addresses use of data.

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

Introduction
The purpose of this guide is to provide a reference for SWPBIS school teams in the use of discipline data (e.g., office discipline referrals, suspensions) in the area of racial and ethnic disproportionality in school discipline. The guide will describe a framework and steps for identifying levels of disproportionality, analyzing data to determine solutions, and monitoring the effectiveness of action plans in addressing disproportionality. Specific practices to address disproportionality are described in other guides in this series.

Audience
This guide is designed primarily for use by school or district teams seeking to reduce racial and ethnic disproportionality in school discipline, regardless of whether they are implementing SWPBIS.

PBIS TECHNICAL GUIDE ON CLASSROOM DATA:
USING DATA TO SUPPORT IMPLEMENTATION OF
POSITIVE CLASSROOM BEHAVIOR SUPPORT PRACTICES AND SYSTEMS
Prepared by: Jessica Swain-Bradway, Robert Putnam, Jennifer Freeman, Brandi Simonsen, Heather George, Steve Goodman, Kimberly Yanek, Kathleen Lane, & Jeffrey Sprague[1]

Hyperlinked resources

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Multiple data sources
tell more of the story

PBIS Apps 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

PBIS Apps School Climate Survey

PBIS Apps School Climate Survey

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

Table 1
Demographic Information

	Sexual Orientation		
	Heterosexual/Straight N=20,765 (90.5%)	Lesbian/Gay/Bisexual (LGB) N=2,184 (9.5%)	Full Sample N=22,949
Gender			
Males	10,384 (50.5%)	406 (19.6%)	10,790 (47.7%)
Females	10,122 (49.2%)	1,391 (67.2%)	11,513 (50.9%)
Transgende			%)
Race/Ethnici			
White or C			.9%)
Black/Afric			.6%)
Hispanic or			.7%)
Asian			%)
American Indian/Alaska Native	314 (1.6%)	37 (1.8%)	351 (1.6%)
Native Hav			)
Multiracial			4%)
Grade			
6th			.0%)
7th			.9%)
8th	4,626 (22.3%)	463 (21.2%)	5,089 (22.2%)
9th	2,557 (12.3%)	292 (13.4%)	2,849 (12.4%)
10th	1,889 (9.1%)	255 (11.7%)	2,144 (9.3%)
11th	2,033 (9.8%)	283 (13.0%)	2,316 (10.1%)
12th	1,597 (7.7%)	259 (11.9%)	1,856 (8.1%)

Does the survey measure school climate reliably for LGB youth and youth with disabilities?

What do LGB youth and youth with disabilities report about their school climates?

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Results

Does the survey measure school climate reliably for LGB youth and for youth with disabilities?

Yes!

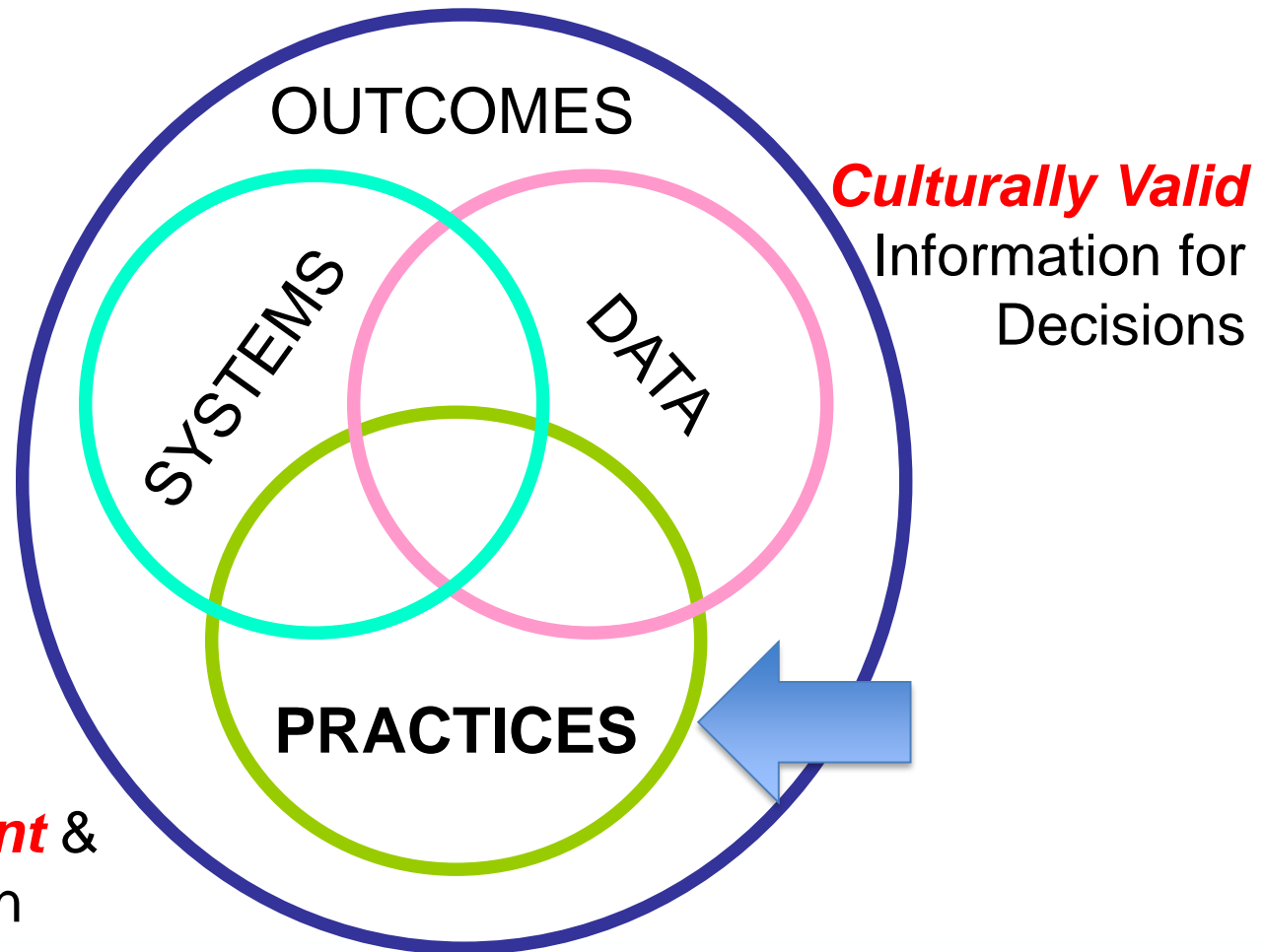What do LGB youth and youth with disabilities report about their school climates?

Both groups of students report lower perceptions of school climate than their peers

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9 practices to promote belonging and learning for *ALL*

"Individual actions may seem insignificant but **TOGETHER** the small steps of MANY people can have an **ASTONISHING IMPACT**"

INDIVIDUAL

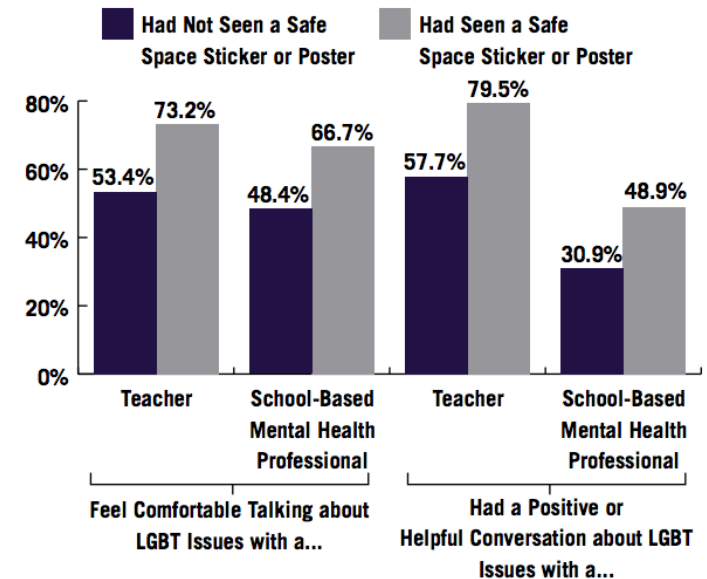COMBINED
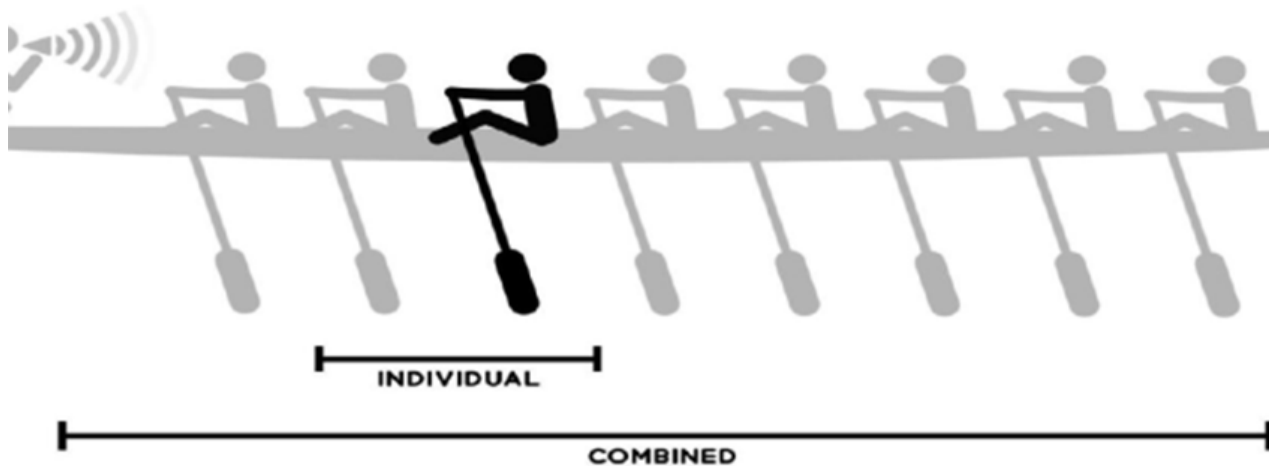
1) Know (and use) names

- Names carry cultural and family significance
- Hearing our names:
  - Promotes a feeling of belonging
  - Increases on-task behavior
  - Promotes empathy
- Mis-pronouncing or not using names signals a lack of respect and caring
  - This is true for all kids but kids of color are more likely to experience this as a pattern
- Trans-kids who could use their chosen name at work, school, home and with friends experienced
  - 71 percent less symptoms of severe depression,
  - 34 percent less reported thoughts of suicide, and a
  - 65-percent reduction in suicidal attempts
  - There was a 29-percent decrease in suicidal thoughts for kids who could use their chosen name <u>even in one those places</u>

Allay & Pakurar, 2007; Kohili & Solorano, 2012; Russell, Pollitt, Li, & Grossman, 2018

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2) Create a familiar and safe physical environment

- Organized and reflective of student cultures and interests
- Student work and photos posted
- Safe space symbols
  - Establishing an Allies-Safe Zone program
- Use inclusive language on school forms and in school communications

Figure 2. Seeing a Safe Space Sticker or Poster and LGBT Students' Talking with School Staff About LGBT Issues
From GLSEN's *2013 National School Climate Survey*

Had Not Seen a Safe Space Sticker or Poster

Had Seen a Safe Space Sticker or Poster

Feel Comfortable Talking about LGBT Issues with a...
- Teacher: 53.4% / 73.2%
- School-Based Mental Health Professional: 48.4% / 66.7%

Had a Positive or Helpful Conversation about LGBT Issues with a...
- Teacher: 57.7% / 79.5%
- School-Based Mental Health Professional: 30.9% / 48.9%

3) Define and teach shared rules, routines, vocabulary

- Define and teach shared rules, routines, vocabulary
  - [Effective classroom management]
    - [Schoolwide check-list] (HRC)
  - Create a classroom culture by teaching shared routines, jobs/responsibilities, jokes
    - AmbassaDOOR, Executive Director, Zamboni sweep
  - Teach behaviors that are essential for learning- not just compliance

4) Teach an inclusive curriculum

- Teach an inclusive curriculum
  - Diversity promotes learning, creativity, and counters stereotypes
  - Be purposeful about counteracting and talking about stereotypes
    - Teaching tolerance
    - Inclusive Curricular (GLSEN)
      - Lesson plans (HRC)
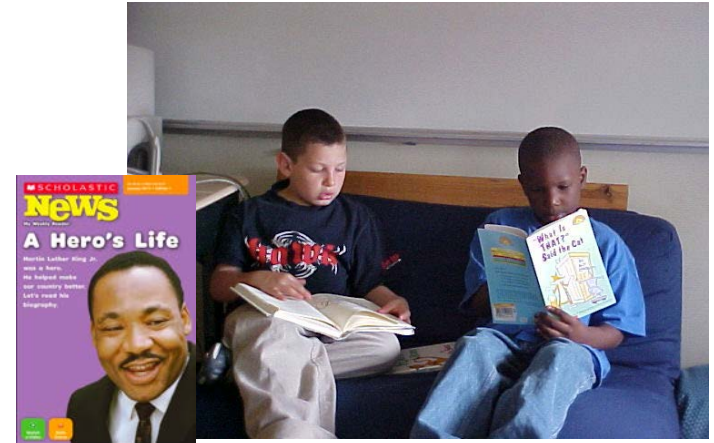
Phillips, Northcraft, Neale, 2006

5) Acknowledge student contributions

- Notice both achievement AND when kids take risks!
- The use of rewards systems are linked to reducing disproportionality
- Be intentional about acknowledging the kids least likely to receive it.

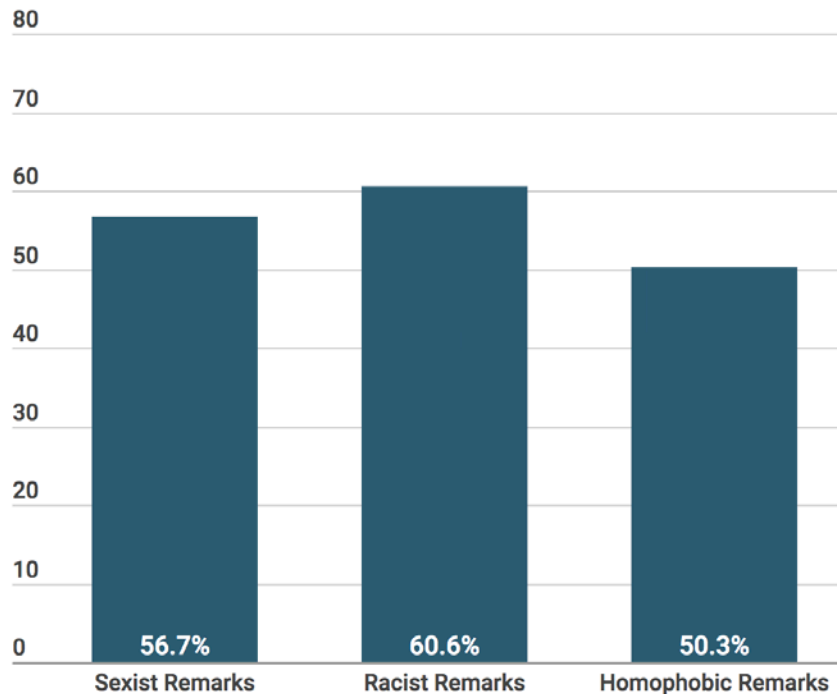
Barclay, 2017; Tobin & Vincent, 2011

6) Use data to align practice to need and keep standards high

- Select practices that are aligned to need
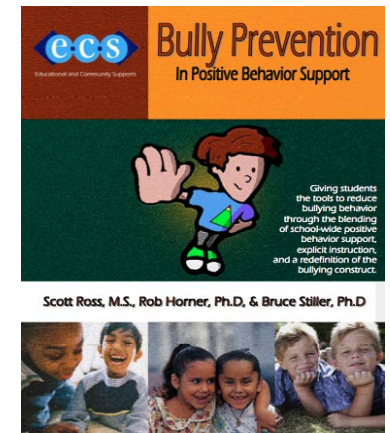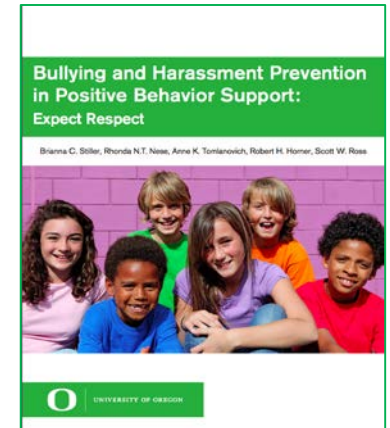- Be willing to hold kids to high standards equally!

7) Teach students and staff how to respond to bullying

TEACHER INTERVENTION REPORTED BY STUDENTS

Remark	Percentage
Sexist Remarks	56.7%
Racist Remarks	60.6%
Homophobic Remarks	50.3%

Source: The Gay, Lesbian & Straight Education Network (GLSEN)

Bullying and Harassment Prevention in Positive Behavior Support: Expect Respect

Brianna C. Stiller, Rhonda N.T. Nese, Anne K. Tomlanovich, Robert H. Horner, Scott W. Ross

UNIVERSITY OF OREGON

Bully Prevention In Positive Behavior Support

Giving students the tools to reduce bullying behavior through the blending of school-wide positive behavior support, explicit instruction, and a redefinition of the bullying construct.

Scott Ross, M.S., Rob Horner, Ph.D, & Bruce Stiller, Ph.D

Hyperlinked resources

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8) Engage Families

- Listening conference
- Home school connections
- [Parent engagement](#) (GSA)

Aligning and Integrating Family Engagement in Positive Behavioral Interventions and Supports (PBIS)

Concepts and Strategies for Families and Schools in Key Contexts

edited by
Mark D. Weist
S. Andrew Garbacz
Kathleen Lynne Lane
Don Kincaid

Hyperlinked resource

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9) Create support systems for under-represented students or staff

- [African American and Latino Scholars Program,](#)

- [Peer Leadership program](#) (Anti-defamation league)
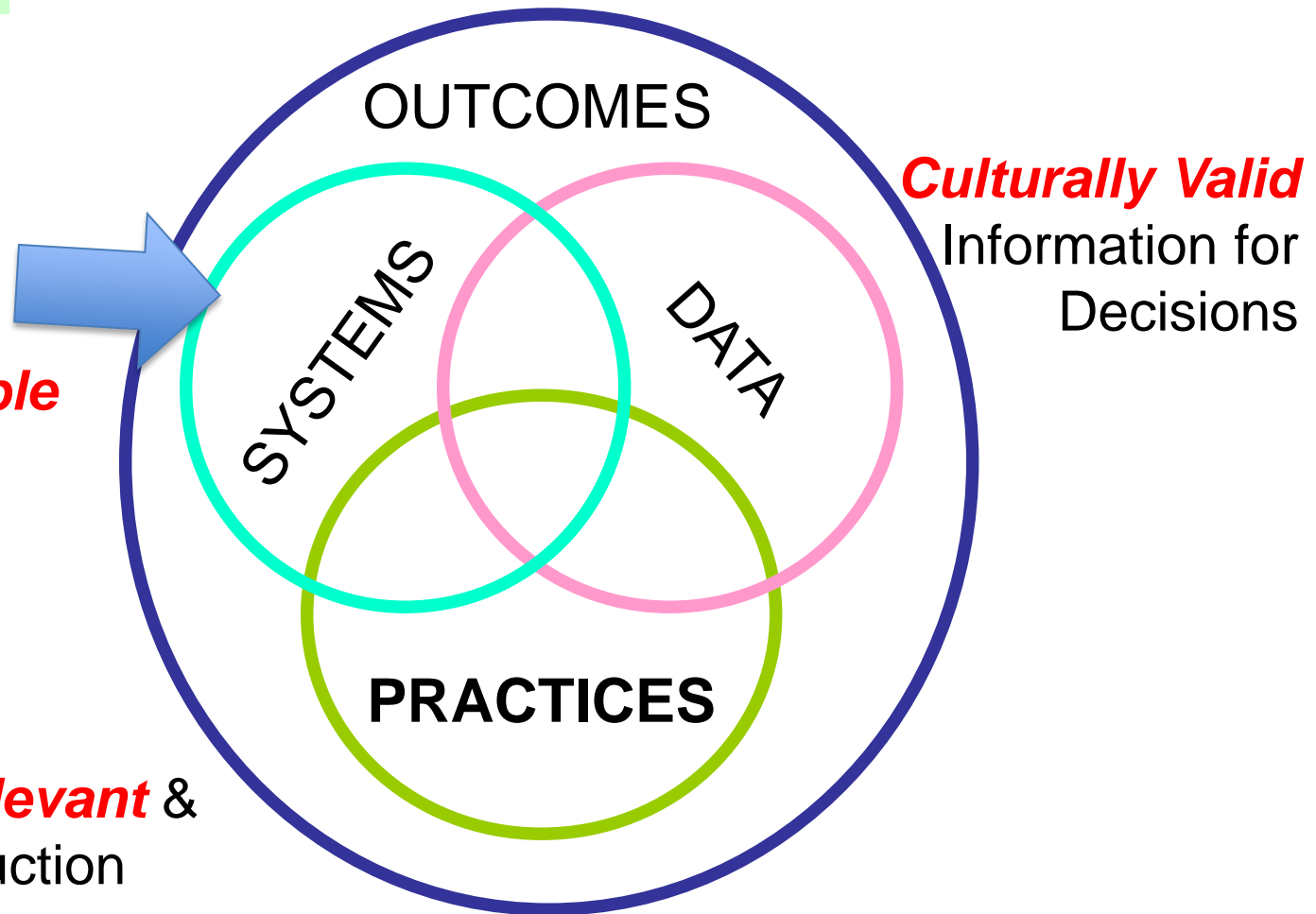
- [Gender-sexuality alliance (GSA)](#),

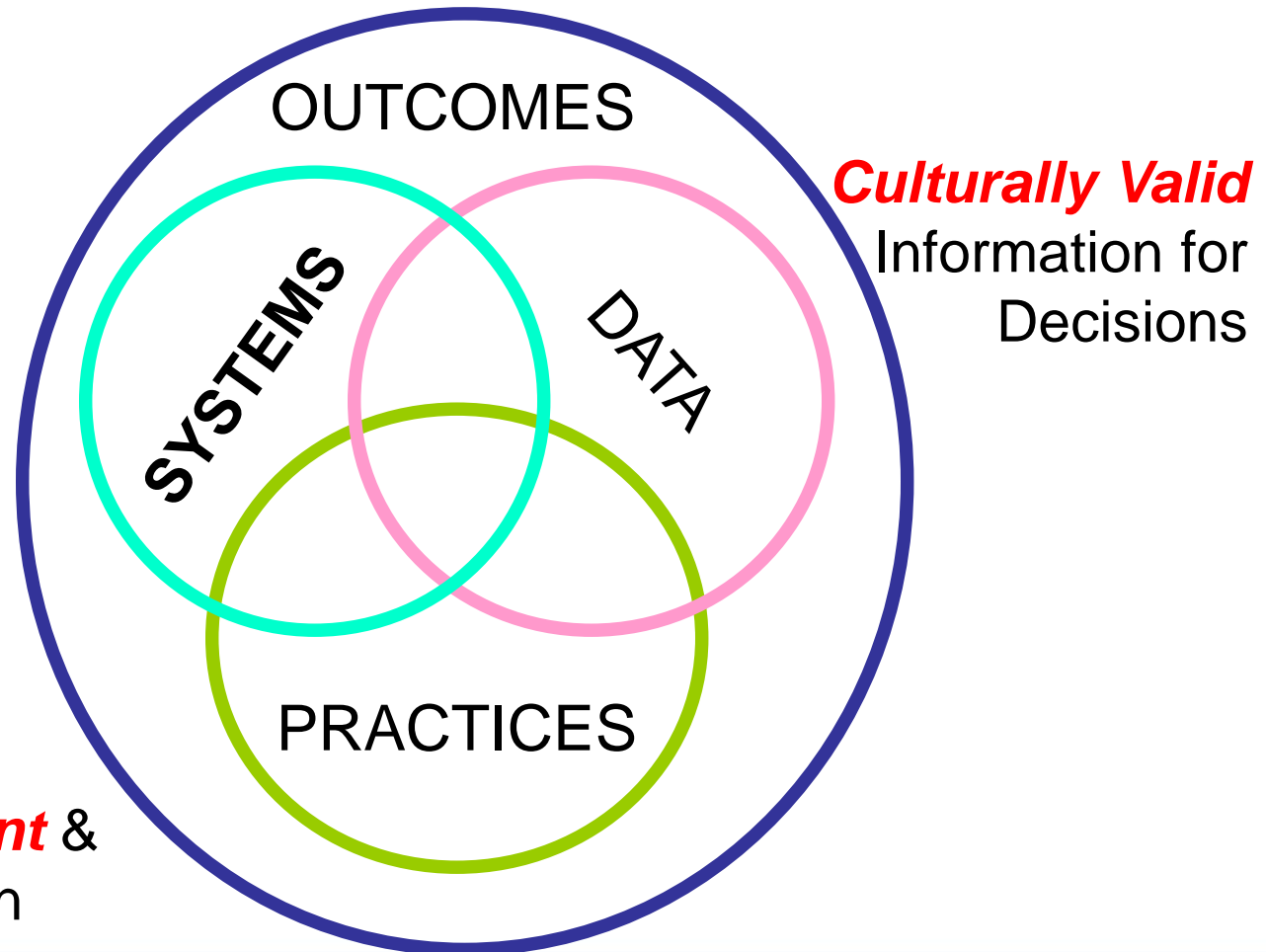# Systems to promote belonging and learning for *ALL*

- Teachers and administrators are well intentioned but that doesn't mean they all have the skills or data they need
  - Professional development + <u>supportive coaching</u>
    - <u>Professional Development Tool Kits</u>(GLSEN)
    - <u>Webinars</u>(GLSEN)
    - <u>Workshops</u> (GLSEN)
    - <u>Answering challenging questions</u> (HRC)
    - <u>School guidance and resources</u> (HRC)
  - Teach a school or class-wide <u>neutralizing routine</u>
  - Align initiatives at the district or school level

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Practices to promote belonging and learning for *ALL*

- Know and use names
- Create familiar, safe and inclusive physical environments
- Define and teach shared routines and vocabulary
- Teach an inclusive curriculum
- Acknowledge student accomplishments and contributions
- Use data to align practices to need and hold high standards for all
- Teach an effective response to bully behavior
- Engage families meaningfully
- Create pro-active support systems for under-represented students and staff

PBIS provides supports so all kids can belong right from the start

Multiple data sources show more of the picture

Align practices to need and maintain high standards for all!

Thank You

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