Discuss equity, justice, & diversity from action-based, behavioral PBIS perspective for ALL, especially individuals w/ disability & color, & their families

**RATIONALE**
*  Disruption, harm, & trauma related to Covid-19, racial inequities & injustices, & social & political polarization.
*  PBIS framework for effective, efficient, & relevant implementation of best practice.

**OUTCOME**
*  Deliberate commitment to justice, equity, & diversity in all doable acts & actions
*  Acquisition & fluency of essential practices & systems of PBIS framework

**TODAY’S “BIG IDEA”**
Under conditions of disruption, isolation, illness, exclusion, disenfranchisement, discrimination, separation, trauma.
We collectively must make more efficient, equitable, empirically sound & data-informed decisions that result in
High probability of more beneficial, just, & equitable outcomes for all students, especially high risk & disenfranchised

**PBIS: Schools & Classrooms as Effective Organizations**

<table>
<thead>
<tr>
<th>EFFECTIVE ORGANIZATIONS</th>
<th>GROUPS OF INDIVIDUALS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Schools, businesses, associations, professionals, clubs, teams</td>
</tr>
</tbody>
</table>

**KEY FEATURES**

<table>
<thead>
<tr>
<th>COMMON VISION</th>
<th>COMMON LANGUAGE</th>
<th>COMMON EXPERIENCES</th>
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**ELEMENTS**

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>COMMUNICATION</th>
<th>IMPLEMENTATION PRACTICES &amp; SYSTEMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose, achievement, competencies, expanded horizons, norms</td>
<td>Collaboration, feedback, coaching, learning, engagement</td>
<td>Routines, leadership, policy, procedures, training, strategies, interventions, materials</td>
</tr>
</tbody>
</table>

**TWO ESSENTIAL DEFINING PBIS FEATURES**
Establishing & supporting effective classrooms/schools (i.e. organizations)

1. Continuum of Support for ALL, especially for marginalized & disenfranchised.
2. Outcomes x Data x Practices x Systems
**Tools for Arranging Environment for Success**

Effective Organization

**DATA-guided decision-making linked to STUDENT BENEFIT**

PREVENTION priority, trauma-informed approach & DO NO HARM

SCIENCE-based academic & social behavior PRACTICES

High fidelity TEAM-led IMPLEMENTATION SYSTEMS

MTSS/PBIS implementation framework logic

Active LEADERSHIP participation & modeling

Priority support for DISENFRANCHED individuals/groups.

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**PBIS/MTSS Prevention & Trauma-Informed Supports**

**Risk Factors**
- Mental illness
- Disability
- Substance Use
- Antisocial behavior
- Substance Use
- Disability

**Protective Factors**
- Self-management skills
- Interpersonal skills
- Healthy habits
- Academic competence

**Implementation Consideration**

**INEFFECTIVE RESPONSE**
- Trauma-informed decision making
- Prevention-based behavioral sciences
- MTSS-based support systems
- Data-based decision-making learning
- Continuous coached professional development
- High fidelity implementation
- Proactive competent informed leadership

**EFFECTIVE RESPONSE**
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**Trauma-Informed Approach**

SPLC Teaching Tolerance Project (Strauss, 26 Mar 2020 Wash Post)

- Establish predictable ROUTINES & clear communications
- Actively (RE)ENGAGE to establish RELATIONSHIP & well-being
- Maintain sense of SAFETY through positive connections, optimism, ENGAGEMENTS, & RELATIONSHIPS
- Consider ALL (students & family & school members) from MTSS perspective
- MODEL, prompt, & REINFORCE all above

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**Risk Enhancers**
- Trauma
- Negative modeling
- Family, school, community disruption
- Discrimination

**Risk Factors**
- Mental illness
- Disability
- Substance Use
- Antisocial behavior

---

**Implementation Consideration**
NOTE: More “sameness” & “compatibility” than “differences”

Positive Behavior Supports  
Social Emotional Learning

Trauma Informed Supports

www.pbis.org

“DO A FEW THINGS, REALLY WELL FOR ALL”

Organizationally implement a few targeted & highly effective, equitable, efficient, relevant, & high-probability-impact practices

With highest degree of fidelity, durability, & generalizability

CSSEO Supporting States Amid Coronavirus Outbreak

https://ccss.org/coronavirus

The Nurture Effect

Learning History Words Actions
**Individual & collective learning histories**

(cultural norms & experiences)

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**Culture**

Group of individuals

Overt/verbal behavior

Flexible, dynamic, & changed/shaped over time & across generations & setting.

Shared learning history

Collection of learned behaviors, maintained by similar social & environmental contingencies.

Differentiates 1 group from others

Predicting future behavior

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How does my learning history affect my actions?

- Do I have shared experiences w/ individuals who are diverse?
- Are my actions equitable?
- Do I stop & check before I act?
- Do I act w/ team?
- Do I use data to guide my actions?

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**HOMEWORK: “Learning History Map”**

Individual Learning History & Context

1. ______
2. ______
3. ______
4. ______

5. ______
6. ______
7. ______
8. ______

9. ______
10. ______

---

9654 respondents Pew Survey June 2020

Since CV outbreak:

- Asian & Black Americans more likely to report negative experience because of race/ethnicity
- 4/10 Americans report more likely for people to express racist views
- Asian & Black Americans more likely to report adverse experiences because of race/ethnicity
- Asian & Black Americans more likely to worry about people being suspicious if wearing masks
- 3/10 Americans report racist views about Asian & Black Americans more common
673 Coronavirus Discrimination Incidents
Asian-American Planning & Policy Council, CA Mar 2020

- 89% race-based
- 61% non-Chinese Asian
- 62% 20s & 30s
- 67% verbal harassment
- 73% women
- 47% business

Southern Poverty Law Center

5850 to 6,121 increase (4.6%) total hate crime incidents (6.4% 2014)
19% rise anti-Muslim hate crimes
5% increase (3,310 to 3,489) race/ethnic hate crimes
58% race (1/2 black, 1/5 religious bias, 1/6 sexual orientation bias)

FBI Data on Reported Hate Crime Incidents
November 2017

7,175 hate crime incidents in 2017
Up 17% (6,121) in 2016
128 (1.6%) hate crime offenses related to disability bias
Up from 76

How do I react to each of these masked individuals?
What assumptions am I making?
What is impact of my words & actions?
What do I need to do for effective communications & engagement?

How do I react to each of these "zooming" individuals?
What assumptions am I making?
What is impact of my words & actions?
What do I need to do for effective communications & engagement?
Contingent specific praise (Caldarella, 2020)

- **PRAISE** = “verbal indication of approval”
- “As praise over punishment ratio increases, students’ ON-TASK BEHAVIOR increases as well” & academic & prosocial behavior
- “More teachers praised & less they scolded, kids stayed focused better on their lessons”
- “1:1 okay; “2:1 or higher” better

Implications CV19 & remote learning & engagements

- TRAUMA CONTEXT
  - Remote learning
  - Distant teaching
  - Masked interactions & instructions
  - TEACHING IMPLICATIONS
    - More explicit
    - More frequent
    - More regular
    - More positive/preventive

FORUM HOMEWORK
Take your justice/equity temperature

1. Look in mirror & review your learning history
   - Significant others
   - Significant events
   - Vision, words, actions

2. Select & commit to 1 action tomorrow
   - Meaningful ENGAGEMENT
   - Enhanced RELATIONSHIPS
   - More effective ACTIONS
   - Maximized BENEFITS

Concluding Requests

SYSTEMS ACT
- VOTE early & actively endorse education
- JOIN & support advocacy organizations
- Invest in public EDUCATION
- Give priority to EVIDENCE-based practices
- Be everyday ALLY
- Work win MTSS framework

EVERY DAY ACTS
- Check temperature w/r to EQUITY, JUSTICE, & STUDENT BENEFIT
- MODEL words, actions, & policies
- PRECORRECT predictable harmful situations
- TEACH & RECOGNIZE just, equitable acts
- Continuously, actively ENGAGE

RESOURCES

- Organizations
  - Tsurufusolidarity.org
  - Japanese American Citizens League (jail.org)
  - Pacific Citizen (pacificcitizen.org)
  - Southern Poverty Law Center (splitcenter.org)
  - "Teaching Tolerance" (tolerance.org)
  - Positive Behavioral Interventions and Supports (pbis.org)
- Media
  - “Asian Americans” (pbs.org/weta/asian-americans)
  - “Relocation Arkansas: Aftermath of Incarceration” (relocationsarkansas.org)
  - “Be Water” (Espn.com 30 for 30)
- Virtual PBS Leadership Forum (PBS.org)