## Virtual Forum Expectations

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>OVERALL Event</th>
<th>CHAT Tab</th>
<th>POLLS Tab (+Q&amp;A)</th>
</tr>
</thead>
</table>
| **BE RESPONSIBLE** | ✷ Use a *shared action plan* for your team  
✷ Complete session evaluations | ✷ Post positive *on-topic* comments  
✷ Questions for the presenters go in the **POLLs tab** ⇐ | ✷ *Add questions* before and/or during session |
| **BE RESPECTFUL**  | ✷ Limit *distractions*  
✷ *Follow up* on your assigned action items | ✷ Use *inclusive* language  
✷ | ✷ *Use sincere* phrasing  
✷ Complete additional polls *when prompted* |
| **BE SAFE**        | ✷ Take *movement breaks*  
✷ Be aware of your *stress level* | ✷ Engage in *productive* dialogue  
✷ | ✷ *Ask solution-oriented* questions |
| *For Presenters*   | ✷ *Ensure Files Tab* has current materials and related weblinks | ✷ *Monitor* and remove inappropriate comments  
✷ | ✷ *Identify common Qs* to address in final 15 minutes |

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**Virtual PBIS Leadership Forum**  
**October 21-23, 2020**
Finding Your Registered Sessions in Pathable

**Your Personalized Schedule (My Agenda)**

Locate the Agenda Menu, Select “My Agenda” from the drop-down, and you will see the sessions for which you are registered. A green check mark in the upper right corner indicates you are registered.
Tips for Participants

Navigating the Session Page

1. **Session Details** (Title, Presenters, Date & Time, Description, Keywords)
2. Join Session
3. Interact through Chat, Polls, & Uploaded Files
Tips for Participants

Chat, Polls, and Q&A

1. Use **Chat** for engaging with other participants around the session topic. *Presenters may use chat differently in specific sessions.*

   Follow overall Forum expectations for **responsible, respectful, and safe chatting**

2. Find the **Q&A** under **Polls**. Questions for presenters go there.

3. Some sessions have other **Polls or more Specific Questions**. Complete those when prompted.
Tips for Participants

Be careful of accidently navigating away

While participating in a live Session…Be Present!

• If you navigate away from the live Session you will need to press the “Join Meeting” button to get back in.

• What does navigating away look like? Here are some examples:
  1. Clicking on any area of the navigation menu
  2. Clicking on a Person’s name
Tips for Participants

Support is Available

If at any time you need support as a participant, use the Help Desk:
D2 - Centering Equity in School Discipline

PBIS Forum 2020

Ruthie Payno-Simmons, PhD
Beth Hill, LMSW

- Topic: equity in school discipline
- Keywords: equity, discipline, culturally responsive and sustaining

mimtsstac.org
Poll 1

Are you engaging in equity work within your PBIS systems?

☐ Yes

☐ No
Overview of Today’s Session

- Explore educational equity within the MI PBIS Equity Pilot
- Examine strategies for increasing equitable discipline practices and outcomes
- Share pilot outcomes for adults and students
Virtual Roll Call

Please use the chat feature to share:

• Your name
• Professional role(s)
Engaging in this Virtual Session

Active Participation
• Use participant features of raise hand, thumbs up, etc.
• Type short answer or questions in chat box
• Respond to poll questions, if provided

Commitments for Equity Work
• Stay engaged
• Speak your truth
• Experience discomfort
• Expect & accept non-closure
Acknowledge

- Pilot Partners
- Positive Behavioral Intervention Supports National Technical Center
- Midwest and Plains Equity Assistance Center, Great Lakes Equity Assistance Center
- Michigan Multi-tiered System of Support Technical Assistance Center
- Equity Specialists’ Experiences and Expertise
Leaving a Legacy

“The task of our generation is to make systems work.”

Atul Gawande
Reflect & Share

Leaving a Legacy

Use the chat feature to respond to the following prompts:

• What will be our legacy with regard to educational equity?
Michigan Equity Pilot Goals

• Demonstrate a meaningful reduction in discipline disproportionality with regards to race and ethnicity.

• Implement and evaluate effective practices addressing disproportionality in a school utilizing School-wide Positive Behavioral Intervention and Supports.

• Implement a model for reducing disproportionality that is durable, sustainable and scalable over time.

• 80% of pilot schools implementing with fidelity will show reduced levels of exclusionary disciplinary practices & reduced risk ratios.
### TA Coaching Goals for 2019-20

<table>
<thead>
<tr>
<th>The DLT and SLT will Decrease disproportionate discipline across racial subgroups by:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Systematically examining disaggregated discipline data and developing action plans</strong> specific to centering equity in the SWPBIS system.</td>
</tr>
<tr>
<td><strong>Explicitly naming and understanding the role of race</strong> in inequitable outcomes by engaging in ongoing learning around implicit bias and our socio-historical context.</td>
</tr>
<tr>
<td><strong>Deepening knowledge</strong> of how core components of PBIS, VDPs, CRSP and the Safe &amp; Inclusive School Framework work together to create equitable experiences for all students.</td>
</tr>
<tr>
<td><strong>Fostering critical consciousness</strong> amongst staff and administration.</td>
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</tbody>
</table>
# Context of PBIS Equity Pilot Schools

<table>
<thead>
<tr>
<th>Pilot Partners</th>
<th>School 1</th>
<th>School 2</th>
<th>School 3</th>
<th>School 4</th>
<th>School 5</th>
<th>School 6</th>
<th>School 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Span</td>
<td>6-8</td>
<td>K-8</td>
<td>K-8</td>
<td>6-8</td>
<td>6-8</td>
<td>K-5</td>
<td>9-12</td>
</tr>
<tr>
<td>School Size</td>
<td>578</td>
<td>378</td>
<td>703</td>
<td>426</td>
<td>262</td>
<td>1669</td>
<td></td>
</tr>
<tr>
<td>Targeted Student Groups</td>
<td>65% AA 18% W</td>
<td>13% AA 29% W</td>
<td>18% AA 78% W</td>
<td>15% AA 80% W</td>
<td>21% AA 59% W</td>
<td>15% AA 79% W</td>
<td></td>
</tr>
</tbody>
</table>
1. Collect, Use, and Report Disaggregated Discipline Data

2. Implement a Behavior Framework that is Preventive, Multi-Tiered, and Culturally Responsive

3. Use Engaging Instruction to Reduce the Opportunity (Achievement) Gap

4. Develop Policies with Accountability for Disciplinary Equity

5. Teach Strategies for Neutralizing Implicit Bias in Discipline Decisions

McIntosh, Girvan, Horner, Smolkowski, Sugai, (2018)
Key Features Related to Centering Equity in PBIS

• Systematically examining disaggregated discipline data, setting goals and intentional action planning supports teams in acknowledging and addressing race-based discipline disparities.

• As coaches, serve as critical friends to foster a critical consciousness in staff and SLTs is essential to understanding and naming racial gaps, racial bias, vulnerable decision points and implementing neutralizing routines.

• Leadership at the district and building level is key to sustaining practices aimed at realizing the goals and objectives related to decreasing race/ethnic-based discipline gaps between student subgroups.

Payno-Simmons, in press
Poll 2

Has your staff collectively engaged in work to:

- define educational equity
- engage in ongoing learning around understanding how power and privilege contributes to systemic inequities
- systematically examine disaggregated discipline data
- none of the options
Critical Features Originally Absent From the PBIS Equity Pilot

We learned through the pilot process the need to define and operationalize educational equity as well as engage in discourse on power and privilege before our schools could begin to address inequities in their schools.

Payno-Simmons, in press
Explore Educational Equity within PBIS & Examine strategies for increasing equitable discipline practices and outcomes
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)
What Educational Equity Is and Is Not

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

Ways we Enhanced the Equity Pilot Tools
Sample Activity 1: Understanding Achievement Gap Origins

- Pre-assignment: Article for SLT: Ladson-Billings: From the Achievement Gap to the Education Debt: Understanding Achievement in U.S. Schools

- Assign Roles:

- After the groups have read the article, ask a participant to read out loud the following quote from the Reframing Article.

- What does this quote mean and how does the article impact your thinking about the Achievement Gap?

**Quote From Reframing Achievement Gap Article**

"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 (Ladson-Billings, 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."

"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 (Ladson-Billings, 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."
Example Activity 2: Reframing the Achievement Gap

WHAT DOES THE FOLLOWING STATEMENT MEAN TO YOU?

“With hard work, anyone can be successful in our society”.

• Individually read the Reframing the Achievement Gap Article. (10 min)
• Assign Roles: facilitator, recorder, timer, observer
• Leverage the content and achievement gap article to discuss:
  ▪ ways you have observed the practice in your assigned prompt
  ▪ ways you can support systemically changing the practice. (15 min)
• Record your group’s summary and response to the prompts on poster paper. (5 min)
• Be ready to share
Example Activity 3: Challenging the Status Quo

• Pre-assignment: [The Fundamentals Of Educational Equity]

• Earlier you responded to the prompt: “With hard work, anyone can be successful in our society.”

• How do you feel about the statement now?,

• Do you feel the same or different? In what way?

• Do you identify with these statements?

• Can you challenge these statements?

• Are there challenges to these statements?
Example Activity 4: Defining Educational Equity

- Write down your definition of educational equity.
- Turn and Talk
- Group Share out
- Reread the [The Fundamentals Of Educational Equity article](#)
- Note any personal connections you make while reading
Example of Pilot School Defining Equity
So what does PBIS look like, sound like, and feel like when equity is centered?
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.

<table>
<thead>
<tr>
<th>Access</th>
<th>Representation</th>
<th>Meaningful Participation</th>
<th>High Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>Students, parents, staff, and community members representing multiple and diverse perspectives play a significant role in identifying and defining behavioral expectations</td>
<td>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</td>
<td>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</td>
</tr>
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Payno-Simmons, in press
<table>
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<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
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Payno-Simmons, in press
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<tr>
<td>Adults and students have high and positive expectations for students across all identity markers</td>
<td>Students, staff, parents and community members collectively engage in monitoring and ensuring that expected behaviors reflect agreed upon culturally nuanced expectations. Students report that they do not feel targeted and disciplined for similar behaviors of White students.</td>
<td>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, as they collectively engage in data review and the problem-solving process.</td>
<td>Students, staff, parents and community members collectively engage in monitoring culturally nuanced behaviors and ensuring that all students are proportionately receiving positive and constructive feedback in asset-based ways.</td>
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Payno-Simmons, in press
## Encourage/acknowledge appropriate behavior

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<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
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### Address Behavior Concerns Through A Continuum Of Supports

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<tr>
<td>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.</td>
<td>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.</td>
<td>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 need.</td>
<td>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.</td>
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Payno-Simmons, in press
<table>
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<tr>
<td>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.</td>
<td>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.</td>
<td>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 reviews disaggregated data and action plan.</td>
<td>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.</td>
</tr>
</tbody>
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Payno-Simmons, in press
Chat Activity

• Use the Chat feature in Zoom to share what themes emerge from the cross walk slides
Example Activity 5: Centering Equity in Your PBIS Work

• Assign group roles.
• Take a moment and consider/review the PBIS practices (The Big Ideas of PBIS) you engage in and those you observe in your setting.
• Use Post-Its, to describe what your assigned PBIS big idea looks, sounds, and feels like across the 4 constructs of equity.
• Each team will share their findings and place Post Its on the matrix.
• Record celebrations & discuss areas to address.
Example of Pilot School PBIS & Equity Crosswalk
Example Activity 6: Expanding Equity & Equality

- Lecturette unpacking equity and equality
- Address how people often conflate the two concepts.
Example Activity 7: Expanding Equity & Equality

• Count off by 4 and organize into four groups
• There are 4 different pictures illustrating different ways of conceptualizing equity vs equality.
• In your group assign roles 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?
Example Activity 8: Cultivating Critical Consciousness

• Read the Equity Primer on *Critical Consciousness* article. Alternative Article: [Developing Critical Consciousness through Professional Learning](#)

• Discuss and finish the prompt: Being critically aware means…

• Record your response on poster paper.

• Large group share

• What insights do you have about this activity?

• How is questioning important for critical consciousness?
Example Activity 9: Unpacking Power & Privilege

- Lecturette that unpacks power, privilege, and implicit bias.
- The Ques-cussion activity can serve as a follow up to this activity/process.
Example Activity 10: Ques-cussion

• Read the provided statement as a team
• Discuss the statement in the form of questions ONLY in turn
• Write down questions generated by group members on a chart paper
• Groups with the same statement will get together and discuss
  ▪ What insights do you have about this activity?
  ▪ How is questioning important for critical consciousness?
• Be ready to share

Status Quo Statements
• Education is not valued in all homes.
• Everyone has power and privilege.
• With hard work, anyone can be successful in our society.
• America is a white, middle-class society and children need to learn those rules in order to be successful.
• We all have access to the same resources.
• The status quo cannot be changed.
• Most young people today do not respect authority figures.
• The needs of larger society are more important than the needs of the individual.
• The purpose of schooling is to prepare youth to be good citizens.
• I am only responsible for myself.
1. Collect, Use, and Report Disaggregated Discipline Data
2. Implement a Behavior Framework that is Preventive, Multi-Tiered, and Culturally Responsive
3. Use Engaging Instruction to Reduce the Opportunity (Achievement) Gap
4. Develop Policies with Accountability for Disciplinary Equity
5. Teach Strategies for Neutralizing Implicit Bias in Discipline Decisions

McIntosh, Girvan, Horner, Smolkowski, Sugai, (2018)
1. Collect, Use, & Report Disaggregated Discipline Data
Ask Critical Questions When Looking at Data

1. Is there an inequity problem in our school?
2. What is it about our people, policies, and practices that contribute to this inequity?
3. Which equitable practices can address this inequity?
4. Did the equity strategies decrease our disparity?
5. Who is at the table when decisions are made about our school systems?

Payno-Simmons 2020 Teach by Design, PBISAPPS
Teams can examine **disaggregated** data to identify:

- Who is experiencing the disparity/ies?
- Where is the disparity occurring within and across schools?
- Why is the inequity occurring?
- When is it occurring?
During this part of the process, teams should:

- Use multiple data sources that evaluate systems, practices, and outcomes.
- Keep the focus on systems, not on fixing students or teachers – remember the disparity is linked to a systemic inequity.
- Name the inequity whether it is about race, ethnicity, gender, religion, dis/ability, etc.
- Identify goal(s) and objective(s) to address the disparity?
During this part of the process, teams should:

- Identify goal(s) and objective(s) to address the disparity?

- Use resources such as PBIS resources like the CR field guide and MAP resources that support the understanding and awareness of how power privilege and implicit bias are at work and ways of addressing inequities.
During this part of the process, teams should use multiple data sources such as:

- Fidelity data (e.g., Tiered Fidelity Inventory data across schools, instructional practices data across schools)
- Disaggregated stakeholder surveys to determine how well we reached the intended population
- Instructional practices data
- Impact data (e.g., disaggregated student outcomes)
Multiple & Diverse Perspectives
(Midwest & Plains Equity Assistance Center 2019)

Payno-Simmons 2020 Teach by Design, PBISAPPS
2. Implement a Behavior Framework that is Preventive, Multi-Tiered, and Culturally Responsive

Increasing Culturally Responsive SWPBIS

Complete the TFI

Use the TFI Companion

<table>
<thead>
<tr>
<th>Implementation</th>
<th>4/26/19 - 9/17/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Behavioral Expectations: School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.</td>
<td>1</td>
</tr>
<tr>
<td>4. Teaching Expectations: Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.</td>
<td>1</td>
</tr>
<tr>
<td>5. Problem Behavior Definitions: School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.</td>
<td>1</td>
</tr>
<tr>
<td>6. Discipline Policies: School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.</td>
<td>0</td>
</tr>
<tr>
<td>7. Professional Development: A written process is used for orienting all faculty/staff on 4 core Tier I SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.</td>
<td>1</td>
</tr>
<tr>
<td>8. Classroom Procedures: Tier I features (school-wide expectations, routines, acknowledgments, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.</td>
<td>1</td>
</tr>
<tr>
<td>9. Feedback and Acknowledgement: A formal system (i.e., written set of procedures for specific behavior feedback that is (a) linked to school-wide expectations and (b) used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students.</td>
<td>0</td>
</tr>
<tr>
<td>10. Faculty Involvement: Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgments, definitions, consequences) at least every 12 months.</td>
<td>1</td>
</tr>
<tr>
<td>11. Student/Family/Community Involvement: Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgments) at least every 12 months.</td>
<td>1</td>
</tr>
</tbody>
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**Section II: TFI Cultural Responsiveness Companion**

In its essence, SWPBIS is a framework for implementing practices that fit the values and needs of students, families, and staff (Sevigny, O’Neill, & Fellers, 2013). This framework, with its focus on systems, training, and data-based decision making, creates an ideal structure within which it enabled the core components of cultural responsiveness. In fact, because cultural fit is a core principle of SWPBIS, SWPBIS cannot be considered fully implemented until it is culturally responsive.

This section includes all the tools called the TFI Cultural Responsiveness Companion. It is not an additional fidelity of implementation measure, but rather an action-planning resource that teams can use to improve their implementations. Teams may use these tools either before initial SWPBIS implementation to build cultural responsiveness into systems from the beginning or after initial SWPBIS implementation to enhance equity within existing systems. To use this resource, we suggest the following steps:

1. Complete the TFI. Teams can first complete the SWPBIS Text Fidelity Inventory (TFI), available at www.pbis.org, to identify areas for implementation improvement for SWPBIS. This measure allows teams to rate final implementation of the critical features of SWPBIS and identify next steps for implementation.

2. Use the TFI Cultural Responsiveness Companion. After completing the TFI, teams can use the companion to assess and improve the cultural responsiveness of their SWPBIS systems. Teams may choose to act on items on the whole companion, or choose to focus on one or two areas that are critical to their success. In our experience, it may be preferable for coaches to present a few items for the teams to complete within their current action plan.

3. Create an action plan. Use the information from the TFI and this resource to develop a detailed action plan (see Additional Resources section) to implement core components of cultural responsiveness version SWPBIS.
Example One School’s TFI Focus Areas & PBIS Cultural Elaboration

- Discipline Policies – Supportive Environments (1.6)
- Professional Development – Identity (1.7)
- Student/Family/Community Involvement – Voice (1.11)
1.6 Discipline Policies & Supportive Environments

**SWPBIS Big Idea**

Proactive and instructive responses to problem behavior are more likely to lead to improved student outcomes than exclusionary practices such as office referrals or suspensions.

**CR Elaboration**

- Teams employ and support an instructional approach to discipline that emphasizes teaching pro-social skills (rather than using exclusionary discipline and zero tolerance policies).
- They examine policies and disciplinary practices for disparate impact and from a power versus purpose perspective (i.e., policies and practices that reflect the preferences of staff versus those with a clear purpose linked to educational outcomes).
<table>
<thead>
<tr>
<th>Example</th>
<th>Non-Examples</th>
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</thead>
<tbody>
<tr>
<td>• Schools review discipline policies to ensure exclusionary practices are used with discretion for safety purposes only, and always with an instructional component.</td>
<td>• Schools or districts use zero tolerance policies or frequently use suspensions.</td>
</tr>
<tr>
<td>• Teams seek input from families/community on discipline policies to align them with community expectations.</td>
<td>• Schools use “informal” suspensions</td>
</tr>
<tr>
<td>• Teams work with local law enforcement agencies to emphasize positive interactions between authority figures and students.</td>
<td>• Rather than teaching behaviors as part of discipline process, punishment is used almost exclusively.</td>
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<tr>
<td></td>
<td>• Families are not given opportunities to provide input</td>
</tr>
<tr>
<td></td>
<td>• The school dismisses or does not act on feedback made by families.</td>
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</table>
Example 11 of PBIS Cultural Elaboration

Discipline Policies Supportive Environments (1.6 )

- Use of the Policy Equity Analysis Tool – Great Lakes Equity Center
- Key Elements of Policies to Address Discipline Disproportionality: A Guide for District and School Teams

- Leverson, M., Smith, K., McIntosh, K., Rose, J., & Pinkelman, S. (2016)
1.7 Professional Development & Identity

**SWPBIS Big Idea**

Formal processes for providing training and practice to staff on implementing SWPBIS increases fidelity and consistency in SWPBIS practices.

**CR Elaboration**

- Professional development processes & procedures focus on:
  - Implementation of the SWPBIS framework
  - The cultural responsiveness core components in PBIS
  - Historic context and present-day issues specific to the school’s underserved populations
**Examples**

- The district has a long-term PD plan that includes SWPBIS and enhancing equity.
- PD opportunities are identified based on system and student outcome data.
- Teams partner with local community supports & families to provide PD that orients staff to the community cultures, values, and historical perspectives (e.g., marginalization from schooling).

**Non-Examples**

- Schools and districts maintain a broad range of short-term PD topics that staff can select based on interest.
- The school or district provides “cultural sensitivity training” that does not focus on instructional strategies.
- Cultural PD is generic and not specific to working with the local community.
Professional Development – Identity (1.7)

• Professional development: Beyond Diversity/Courageous Conversations (Appendix A; Singleton, 2015)

• Staff Elements of Culture Activity (Appendix H) pages 45-46.

• Great Lakes Equity Center’s Learning Experiences & Compendium of activities and webinars for exploring staff identity awareness.
Example Activity 13: Identity Wheel

- Read and Discuss Teaching Towards Understandings of Intersectionality
  - To the extent that you feel comfortable, share how you identify based on the elements of social identities listed on the Social Identity Wheel.
  - Identify what power and privilege and/or marginalization comes with each identity.
  - Using the Social Identity Wheel as a reference, select at least two questions from the group of prompts below to reflect on and discuss.
  - Share one of the prompts with a partner.
- Take away 5 traits to get down to your most important identifiers.
- Take away 4 more traits to get down to one or two identifiers.
- Large Group
  - How did this activity feel?
  - What was the most striking thing you learned today?
  - State one emotion that you experienced today.
1.11 Student/Family/Community Involvement & Voice

**SWPBIS Big Idea**

Engaging stakeholders enhances the contextual fit of SWPBIS systems and may increase consistency across school and other settings.

**CR Elaboration**

- School teams & staff see student, family, & community partnerships as vital to improving student outcomes. These partnerships provide opportunities for student, family, & community voices to be heard & have their histories & experiences represented in the school setting.

- Connections to the school are authentic & collaborative when teams actively seek student, family, and community voice. It is critical that teams engage families, students, & community members that are representative of the schools’ demographics & any underserved populations.
Examples

• Teams research their communities to determine which ethnic groups are represented within the broad federal race categories.
• Schools actively seek feedback from stakeholders regarding their perceptions of and suggestions for Tier I SWPBIS systems at least annually.
• Schools have procedures to ensure that stakeholders and community resources are connected to Tier I SWPBIS systems, including increasing students’ and families’ access to resources that specifically address underrepresented ethnicity groups or underserved populations.

Non-Example

Teams have no procedures for input, involvement, or feedback from students, family or other stakeholders during design or implementation.
Example 15 of PBIS Cultural Elaboration

1.11 Student/Family/Community Involvement & Voice

- Establish Town Hall Meetings to (1) understand more how students and families are experiencing school and PBIS and (2) how do we convey cultural difference/ code switching to students and teachers through effective techniques/lessons throughout our school in daily routines/lessons

- Leveraged disaggregated stakeholder surveys to understand (1) how to better define and clarify the two behavior categories of disrespect and defiance and (2) address the gap between home/school and influence positive changes in behavior policies and procedures
5. Teach Strategies for Neutralizing Implicit Bias in Discipline Decisions

Class wide “Reset” Routine
- TRY for students
  - Take three deep breaths
  - Reflect on your emotions
  - You got this!
- Social-emotional Theme
  - Mistakes are part of the learning process
  - We won’t always do it right the first time
  - We can’t succeed unless we TRY and keep TRYing

A possible neutralizing routine

STOP
- Stop your unconscious response
- Take three mindful breaths to self-regulate
- Observe how you are feeling
- Proceed positively by doing what is most effective (not what you initially feel like saying or doing) (Renshaw et al., 2015)
Video Segments

Video Clip #1
What are potential vulnerable decision points?

Video Clip #2
What are some potential Neutralizing Routines

Video Clip #3
Choose 1 to 2 ways that the teacher fostered safety and inclusivity using the domains from SISF.

AERA 2018 Presidential Address: Deborah Loewenberg Ball
Pilot Outcomes For Adults And Students
Outcomes for Pilot 6-8 School 4

During the three-year pilot, this middle school decreased their ODR gap between Black and White students from 3.95 to 0.43 and their overall ODRs for all student from 5,930 in 2015-2016 to 1,235 in 2018-2019.

Payno-Simmons, in press
Shift in Adult Behaviors for Pilot School 4

- Denying/ignoring the race-based gap
- Focus on students and/or family from deficit construct(s)
- Focus on adult behavior
- Focus on school systems
- Focus on relationships

Year 3:
- Year 3: 1 Denying/ignoring, 5 Focus on students, 3 Focus on adult behavior, 2 Focus on school systems

Year 2:
- Year 2: 1 Denying/ignoring, 5 Focus on students, 2 Focus on adult behavior

Year 1:
- Year 1: 4 Denying/ignoring, 3 Focus on students, 6 Focus on school systems, 2 Focus on adult behavior

Payno-Simmons in press
School began professional learning focused on implicit bias and analyzing disaggregated discipline data in October/November of 2016. Staff began implementation of Neutralizing Routines to address Vulnerable Decision Points in March 2017.
Shift in Adult Behaviors for Pilot School 5

More of

- Denying/ignoring the race-based gap
- Focus on students and/or family from deficit construct(s)

Less of

- Focus on adult behavior
- Focus on school systems
- Focus on relationships
Cultivating Critical Consciousness & Adult Outcomes

• Started pilot work with schools 6 & 7 by getting right into defining educational equity and cultivation critical consciousness
• These teams self selected
• We didn’t get into data review right away
• These pilot partners hit the ground running
• Pilot school 6 was very progressive and yet unaware and very resistant to seeing how they were complicit in maintaining the inequities in their school
• Pilot school 7 was also a progressive group more aware of being complicit in maintaining their inequities but less aware of their ability to lead the work
Intentional DIT Decisions for Pilot Schools 4, 5, & 7

- Board of Education Goal
- Belief System Aligns with the Work
- Re-Allocation of Resources
- PBIS and Equity are Priorities
- Monitoring Progress
- Highly Visible and Engaged in the Pilot Process

Payno-Simmons, in press
Commit to Ongoing Learning

“Struggle is a never-ending process. Freedom is never really won, you earn it and win it in every generation.”

- Coretta Scott King

Image from https://images.app.goo.gl/JTEhjRNYsibBWwwi9
Commit to Nurturing Equity

“Democracy isn’t automatic, it has to be nurtured, it has to be tended to, we have to work at it, it’s hard.”

– Barack Obama

“Equity in education is not automatic. It has to be nurtured, it has to be tended to, we have to work at it, it’s hard.”

– Ruthie Payno-Simmons

Image from https://images.app.goo.gl/EdEBb5JaRHFsioe6
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Three Ways to Complete:

1) Pathable/Mobile App:
   a. Find the Evaluation Link in the “Files” Tab, or
   b. Click on “Evaluations” in the navigation menu

2) Online: click on the link in the Pathable “Chat”

3) QR Code