J1 — Implementing Tier 1 PBIS Systems with Cultural Responsiveness

Presenters:
Jennifer Rose, Loyola University Chicago (IL); Milaney Leveson & Kent Smith, Cooperative Educational Service Agency 10 (WI); Tabathia Baldy, Colquitt County Schools (GA)

• Topic: Equity
• Keywords: PBIS Foundations, Tier 1, Implementation
Strand Overview

J: Equity in School Discipline

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J2 - Coaching for Equity in School Discipline
Presenters: Kent McIntosh & Maria Santiago-Rosario, University of Oregon; Ruthie Payno-Simmons, Michigan’s Multi-Tiered System of Supports Technical Assistance Center; Nicholas Diggs, Old Dominion University (VA)

J3 - PBIS in Theory & Policy: Development & Implementation of Disciplinary Policies & Procedures
Presenters: Ambra Green, University of Texas at Arlington; Holly Ferguson & Susan Enfield, Highline Public Schools (WA)
## 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>
<tbody>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td>✴️ Use a shared action plan for your team</td>
<td>✴️ Post positive on-topic comments</td>
<td>✴️ Add questions before and/or during session</td>
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<tr>
<td></td>
<td>✴️ Complete session evaluations</td>
<td>✴️ Questions for the presenters go in the POLLS tab ➞</td>
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</tr>
<tr>
<td><strong>BE RESPECTFUL</strong></td>
<td>✴️ Limit distractions</td>
<td>✴️ Use inclusive language</td>
<td>✴️ Use sincere phrasing</td>
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<td>✴️ Follow up on your assigned action items</td>
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<td>✴️ Complete additional polls when prompted</td>
</tr>
<tr>
<td><strong>BE SAFE</strong></td>
<td>✴️ Take movement breaks</td>
<td>✴️ Engage in productive dialogue</td>
<td>✴️ Ask solution-oriented questions</td>
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<td></td>
<td>✴️ Be aware of your stress level</td>
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<tr>
<td>For Presenters</td>
<td>✴️ Ensure Files Tab has current materials and related weblinks</td>
<td>✴️ Monitor and remove inappropriate comments</td>
<td>✴️ Identify common Qs to address in final 15 minutes</td>
</tr>
</tbody>
</table>
Tips for Participants

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

![Chat Interface](image1)

![Poll Interface](image2)
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

1. [Image]
2. [Image]
Tips for Participants

Support is Available

If at any time you need support as a participant, use the Help Desk:

![Help Desk button](image-url)
Acknowledgements

Center on PBIS Equity Workgroup (2020-21)

- Alexandria Muldrew
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Land Acknowledgement

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Tabathia – Muscogee/Creek

Please learn about the land you are on here:
https://native-land.ca
Learning Objectives

• Participants will:
  – Learn the history of public instruction and the impact on current structures.
  – Understand resources available to help embed culturally responsive practices in their universal systems.
  – Identify ways to begin to embed culturally responsive practices into their universal systems especially classroom settings.
Who are we and why are we here?

• Dr. Jennifer Rose
• Dr. Tabathia Baldy
• Milaney Leverson
• Kent Smith
What is Critical Race Theory and why does it matter relative to PBIS?

• "Critical race theory is an academic concept that is more than 40 years old. It evolved from a framework for legal analysis. The core idea is that racism is a social construct, and that it is not merely the product of individual bias or prejudice, but also something embedded in legal systems and policies."

• Sawchuck, S., (2021, May 18)
What is Critical Race Theory and why does it matter relative to PBIS?

• “CRT is not itself a substantive course or workshop; it is a practice. It is an approach or lens through which an educator can help students examine the role of race and racism in American society.”

• George, J., (2021, May 18)
What is Critical Race Theory and why does it matter relative to PBIS?
1954: The Supreme Court ruled in Brown vs. Board of Education that racial segregation in public schools is unconstitutional.

Persistent underfunding in property poor communities of color due to exclusionary zoning laws led to de facto segregated districts anyway.

A brief timeline of educational access for people of color (Irons, 2002)

- **1619**: first Africans arrive in the British colony of Virginia
- **1680**: “Twenty lashes on the Bare Back well laid on” law established by Virginia legislature to keep Blacks from establishing schools
- **1695**: Maryland imposed fines on teachers of Black students
- **1740**: South Carolina made it illegal to teach slaves
A brief timeline of educational access for people of color (Irons, 2002)

- **1870:** There were 9,000 teachers for approximately 200,000 Black children (an estimated 1/5 Black children had access to schooling)
- **1880-1890s:** Jim Crow laws established segregated school systems
- **1896:** *Plessy v. Ferguson* “Separate but equal” doctrine established
- **1927:** *Gong Lum v. Rice* Supreme Court ruling regarding attendance of *All* non-white children in segregated schools
Brown vs. Topeka Board of Education (1954)

U.S. schools are ordered to desegregate "with all deliberate speed"
Unfortunately, the desegregation process was neither speedy, or deliberate in most communities...
U.S. schooling Post-Brown decision: “Separate is still unequal”

Green v. County School Board of New Kent County, Virginia (1968)
- Distinctions drawn between macro-segregation and micro-segregation
  - “….that we have “opened the doors of the former ‘white’ school to Negro children and of the ‘Negro’ school to white children merely begins, not ends, our inquiry whether the Board has taken steps adequate to abolish its dual, segregated system.”

Oluwole & Green, III (2019)
U.S. schooling Post-Brown decision: Microsegregation

Ability grouping = Tracking = Microsegregation

• Tracking provides minimal benefits for students across racial/ethnic groups
• Reinforces racial/ethnic stereotypes
• Questionable strategies for student assignment resulting in inappropriate class placements for students from racial/ethnic minority groups

Oluwole & Green, III (2019)
“Capt. Richard H. Pratt, 1892: …all the Indian there is in the race should be dead. Kill the Indian in him and save the man.” Callimachi, R. (2021, July 20)
Culture and schooling: Native American Boarding Schools

Callimachi, R. (2021, July 20)
Culture and schooling: Native American Boarding Schools

Callimachi, R. (2021, July 20)
SWPBIS and disproportionality

Major ODR/100 Students Enrolled

All Students  Native American  Asian  African American  Latino  Pacific Islander  White

2005-06  2006-07  2007-08

Thinking About things in a different way

Beginning to Embed CRP in PBIS Universal
Disproportionality is complex

- Access and opportunity
- Instruction and assessment
- Policies and practices
- Family and community engagement
- Learning environment
- Expectations, misconceptions and biases
- Cultural dissonance

Adapted from Identifying the Root Causes of Disproportionality
National PBIS Technical Assistance Center’s Equity Work Group Products

https://www.pbis.org/school/equity-pbis
CR Guide in General

• Main Parts
  – Identity Discussion
  – TFI Companion
  – Appendix

• How to:
  – Plan to do Identity Work... It’s a must
  – Complete TFI
  – Target areas for growth OR areas for refinement depending on implementation stage
Identity and Bias
Identity and the role it plays

• Identity
  – Practitioner identity
    • Default on behavior, communication styles, belief systems

– Collective staff => school Identity
  • The more similar the backgrounds of staff, the stronger and more reinforced the default is (homogeneity)
Identity

• Practitioner identity and school identity directly impact
  – Pedagogy: methods of interaction, establishment of environments, material used
  – Definitions: Subjective behavior (defiance, disrespect, intimidation)
  – Styles: Sit and git versus interactive, one way to learning target versus creative, etc.
  – Correction: Punishment versus instruction; “students should know how to do…”
  – Fear: Media bias, systemic racism, age and pain and aggression studies, policies to address fear (i.e. ”no disruptive hair styles”)

Identity
Identity work

• Identity and Vulnerable Decision Points
  – Raise awareness of biases and defaults
    • 7 Experiences
    • Beyond Diversity
    • Courageous Conversations
    • Incorporate awareness into decision making
  – VDP to break automatic responses

• Control subjectivity and Consequence (Expectations, skills, consequence, reteaching)
  – Operationalize to control for individual bias
  – Include family and student voice in the defining
  – Reteach for fluency and identify when space for home culture can be created

• Increase family engagement (increase stakeholder input)
  – Break up homogeneity
Practitioner Identity

• Focused on helping practitioners identify:
  – Their own cultural identities
  – How those identities impact how they engage in their work
  – How collective identities impact how schools operate
  – Help practitioners identify how to Build and Bridge and why it's important

• Tools
  – Cultural Autobiographies
  – Harvard IAT
  – True Colors/Compass Points
Identity in Discipline

• How is bias and world view manifesting in discipline patterns?
  – Students of color receive referral for SUBJECTIVE behaviors.
  – Students of color get more significant consequences for minor behaviors.
  – How does this pattern play out in discipline data?

• Using the data concepts from earlier, action plans can be created to address professional development needs, set goals, and look for accountability.
Examples from the Field

Dr. Baldy
Examples from the Field

Tabathia Baldy
MTSS Director, Colquitt County Schools, Georgia
Colquitt County Schools, Georgia

- Enrollment: approximately 96,377 students
- 15 School Sites
  - 10 Elementary Schools
  - 1 Gifted Center
    - (grades 3-5)
  - 1 Middle School
  - 1 Junior High School
  - 1 High School
  - 1 Alternative Program
    - (grades 6 – 12)
Demographics

• Title 1 District
• 100% Free Lunch via CEP (Community Eligibility Provision)
• Approximately 1950 English Language Learners (20%)
• Highest migrant population in Georgia
• Rural/Agricultural Community
Where is your school or district?

Sharing current practices, not perfection
Common Vocabulary Across CCS
• VDP (Vulnerable Decision Point)/ “Stuck Points”
• Neutralizing Routine
• Implicit Bias

Common PBIS Data Practices Across CCS
• Identify school-wide VDPs biannually
• Run equity reports quarterly (SWIS)
• Develop equity based precision statements
• TFI walk-through includes assessment of equity-focused strategies

Common Strategies Across CCS
• Personal Matrix
• Neutralizing Routine (e.g., PARK, FUN, Pause, Breathe, Proceed, etc.)
• Equitable acknowledgement practices
Using the CR Field Guide in CCS

With High Fidelity Schools
- Continuous Improvement, despite high TFI scores
- Booster Trainings

Ongoing identity work
Leveraging collaborative conversations across schools

With Newer Implementing Schools
- Starting out strong, centering equity to ensure PBIS Framework is built with ALL students & staff
- Booster/Classroom Trainings

How might we . . .
What might _____ look like at your school?
Format for Booster Sessions

Additional Considerations (from the CR Field Guide)

- Does your team actively seek feedback from students, families, and the community about preferences for acknowledgement and perceptions of the current systems at least annually?
- Does your team actively seek connections within the community for the acknowledgement system to be reinforced (e.g., use of reinforcements in community settings such as restaurants).
- Does your team assess equity in acknowledgement systems (i.e., rewards used consistently with all groups of students) with valid tools (e.g., TFI Walkthrough Tool, Stakeholder Input and Satisfaction Survey) multiple times throughout the school year?
- For students who have received multiple referrals, does your team audit the frequency of use of acknowledgement and feedback in the re-teaching process?
Summer 2021 Artifacts

Parent, Community, and student input. (PBIS team, 1st nine weeks)

Complete the personal matrix.

Who's when

Complete the personal matrix.

Director:

Academic Night, LGBT Night, Student Survey and Check In

Videos showing examples of expectations for parents/community.

N. Routine! (CALM)
Ex: Elements of Culture Activity (App. H)

<table>
<thead>
<tr>
<th>Elements of Culture</th>
<th>My norms growing up</th>
<th>My norms now</th>
<th>Our school norms</th>
<th>How my students &amp; families might be different</th>
<th>How these differences might create conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of profanity (example)</td>
<td>No swearing, especially around adults</td>
<td>OK with friends outside of work, none at work or with family</td>
<td>Swearing in general = warning, swearing at someone = ODR</td>
<td>Swearing might be acceptable to convey strong emotion</td>
<td>Students and families may be viewed as disrespectful when they have strong feelings</td>
</tr>
<tr>
<td>Appropriate Dress</td>
<td></td>
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<td>Appropriate Personal Space</td>
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<td>Timeliness</td>
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<tr>
<td>Appropriate Response to Adult Requests</td>
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</table>

"I have 65 minutes…what do you want me to focus on?"
Ex. Neutralizing Routine (Secondary)

How it Started

P: Doc, I need you to come talk to my whole staff during pre-planning.

Me: Ok, great! What do you want me to focus on?

P: All of it.

Me: All of it? How much time do I have?

P: 30 minutes.

Me: 30 minutes!?!?!?

How it’s Going

Current status:

They are “trying out” Go PACK!

Pause and breathe
Adjust emotions
Contemplate outcomes
Kindly respond

*Be cautious of acronyms.
Ex: Personal Matrix Activity (App G)

<table>
<thead>
<tr>
<th>School-wide Expectation</th>
<th>At SCHOOL it looks like...</th>
<th>At HOME it looks like...</th>
<th>With my FRIENDS it looks like...</th>
</tr>
</thead>
</table>
| Be Safe                | • Keep hands and feet to self  
                         | • Tell an adult if there is a problem | • Protect your friends and family  
                         |                                           | • Don't talk back | • Stick up for your friends  
                         |                                           |                          | • Don't back down  
                         |                                           |                          | • Look the other way |
| Be Respectful          | • Treat others how you want to be treated  
                         | • Include others  
                         | • Listen to adults | • Do what your teacher says  
                         |                                           |                          | • Do what others tell you  
                         |                                           |                          | • Do what your friends tell you |
| Be Responsible         | • Do my own work  
                         | • Personal best  
                         | • Follow directions  
                         | • Clean up messes | • Help others  
                         |                                           |                          | • Care for others  
                         |                                           |                          | • Share with others |

Natural fit after teaching school-wide and classroom matrices
Leveraging Open House

Everyone is Safe

at school

- Keep hands, feet, and objects to self
- Keep shoes on your feet
- Use appropriate language
- Walk in the halls and inside the buildings

at home

- Love God
- No fighting, respect others
- Space!!
- Make sure they don't argue and get a long
- Read positive things
- Watch positive things

watch out for my brother
Bring the Community to You

Teams work with local law enforcement agencies to emphasize positive interactions between authority figures and students (as opposed to negative or threatening interactions when problem behaviors occur) (p. 18).

Teams actively seek connections within the community for the acknowledgement system to be reinforced (e.g., use of reinforcements in community settings such as restaurants) (p. 21).

When is Sam bringing your soil?

I got the soil and he is suppose to put it in soon. He has already cleaned out the boxes. He did that himself! And at one point he had to quit bc his dang shovel broke!
No matter where you are... you showed up today.

Thank YOU!!!
Please Complete this Session’s Evaluation
Session #J1 - Implementing Tier 1 PBIS Systems with Cultural Responsiveness

1. In the Event Platform/App:
   - In “Files” tab,
   - In “Evaluations” in the navigation menu
   - In “Chat”

OR

2. QR Code

AFTER YOU SUBMIT EACH SESSION EVALUATION, CLICK THE LINK TO ENTER THE GIFT CARD RAFFLE

Evaluations are anonymous! We send reminder emails to all participants.
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