4J - Students Can Do More: Authentically Involving Students in PBIS Implementation”

Presenters:
Patti Hershfeldt, Center for Social Behavior Supports, Old Dominion University (VA); Rebecca Jenzen and Christine Gould, Queensland Department of Education (Australia)

• **Topic:** Schoolwide, Equity, Data Based Decision Making
• **Keywords:** Youth Voice, Equity, Climate
Strand Overview

4J – Students Can Do More: Authentically Involving Students in PBIS Implementation
Presenters: Patti Hershfeldt, Rebecca Jenzen, Christine Gould

5J – Let Me Lead: Youth Directed Supports
Presenters: Stephanie Martinez, Laura Kern, Diego Reyes

6J Hearing From All Students: What Can That Look Like?
Presenters: Stephanie Martinez, Patti Hershfeldt, Inez Ruiloba, Amy Daigle, Jenna Buff
When Working In Your Team

Consider 4 Questions

• How does this compare to our priorities?
• What team would oversee this work?
• What should we stop doing to make room for this work?
• How will we assess whether it’s (a) implemented well and (b) working?
Learning Objectives

1. Recognize the importance of securing commitment from students.
2. Understand student engagement as a continuum of participation and reflect on how your school is incorporating the voices of ALL students
3. Explore strategies for ensuring authentic student engagement with data, systems and practices
Students Speak About Engaging with PBL: Video
STUDENT VOICE

Reflecting upon disaggregated data for specific cultural groups.

PRINCIPAL ADVISOR
Positive Behaviour for Learning

PRESENTED BY
Christine Gould
ACKNOWLEDGEMENT OF COUNTRY

I would like to acknowledge the traditional custodians of the lands upon which we all stand today.

I recognize and respect First Peoples as traditional custodians of these lands and the enduring relationship that exists between First Nations and their traditional lands.
RATIONAL

01 MULTICULTURAL CONTEXT
27.6% born overseas
48.2% have a parent born overseas
3.2% identify as First Nations peoples

02 ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLES
3.2% identify as Aboriginal and/or Torres Strait Islander peoples

03 CULTURAL GROUPS
A collection of individuals who share a core set of beliefs, patterns of behavior, and values.

04 IMPLICIT BIAS
A form of bias that occurs automatically and unintentionally,

05 DISPROPORTIONALITY
A need to disaggregate data to identify disproportionate representation of cultural groups in ODRs.

06 STUDENT VOICE
Identified need to seek student voice and reflections regarding their own cultural group data.
THE PROCESS

1. Initial Meeting
   - Introduce concept and seek administrative permissions
   - Discuss family/caregiver permissions
   - Discuss how to identify potential cultural groups
   - Schedule next meeting

2. Data Collection
   - Collect data: Behaviour Data Export & Student Dynamic List
     - Identifying key groups e.g., First Nations, country of birth, main language, out of home care, gender, students with disabilities, refugees, year level
     - Survey of staff regarding staff perceptions of climate and levels of cultural knowledge

3. Cultural Groups
   - Using pre-data, identify cultural groups to co-design with
   - Identify locations and categories impacting the group to explore
   - Draft survey questions, discussion prompts
   - Schedule cultural group meetings
   - Invite relevant staff, family, community members e.g., Indigenous Education Worker, Guidance Officer

4. Student Meetings
   - Meet with each group
   - Pre-survey students - School Climate Survey
   - Provide opportunity for students to discuss and establish a consensus on general information about their group
   - They want staff to be aware of being mindful of subgroups and individual differences
   - Collect information agreed upon by student cultural group

5. Plan Professional Development
   - Based upon information collated by student groups, data collated regarding behaviour incidents (categories, locations) for these cohorts, plan staff PD sessions
   - Seek presenters from these cultural groups to co-design with students where possible
   - Consider how students can be part of this presentation delivery (in person, via video recording if needed)

6. Implement Staff PD
   - Plan for staff to receive necessary training e.g., values, implicit bias, vulnerable decision points
   - Add cultural group PDs to staff training/staff meeting calendars
   - Consider pre/post PD delivery surveys for level of knowledge of different cultural groups

7. Post Data Analysis
   - At intervals, collate data as per step 1 and analyse to identify any decreases in discipline data for each group
   - Re-survey students, follow up discussion group to reflect
   - Post Survey: staff re perception on staff/student interactions

8. Future Steps
   - Continue to monitor data for disproportionality
   - Review process, make appropriate adjustments
   - Consider other groups to replicate process with
   - Review staff induction procedures e.g., upskilling new staff
THE ACTIVITY

- Climate Survey
- Define Cultural Group
- Explore disaggregated Term 2 Data
- Student reflections and suggestions
KEY RESULTS

58% SOMETHAT AGREED I LIKE SCHOOL

52% SOMETHAT AGREE THAT THEY FEEL SUCCESSFUL AT SCHOOL

52% FEEL THEY ARE TREATED WITH RESPECT BY TEACHERS

47% FEEL SAFE AT SCHOOL

76% IDENTIFIED HAVING AN ADULT AT SCHOOL THEY CAN TALK TO FOR HELP
DATA DISAGGREGATION

Term 2 Majors Behaviour Data for Aboriginal Students
MAIN BEHAVIOUR

- Technology violation: 26 (4.18%)
- Truancy: 4 (0.64%)
- Defiance: 4 (0.64%)
- Abusive language: 7 (1.13%)
- Disruption: 13 (2.09%)
- Disrespect: 11 (1.77%)
- Refusal to participate in the educational program: 10 (1.61%)
- Physical aggression: 8 (1.29%)
- Fighting: 7 (1.13%)
- Bullying: 4 (0.64%)
- Substantial misconduct involving tobacco and other drugs: 1 (0.16%)
- Harassment: 1 (0.16%)
- Property damage: 2 (0.31%)
- Property misuse causing risk to others: 1 (0.16%)
- Substance misconduct involving illegal substances: 1 (0.16%)
MOTIVATION

Hypothesised Function of Behaviour
LOCATION
TIME OF DAY
SUBJECT
YEAR LEVEL
GROUP THOUGHTS

Teachers need to have more education on how to teach Indigenous groups, especially ones in their area and find strategies that work best with that type of group.

Change the environment we learn in.

Junior First Nations leader needed, not just senior, more student rep opportunities needed for First Nations students.

More cultural identity seen in classrooms so we can feel more connected, bring traditional ways more into the classroom learning eg First Nations technology – display on walls.

Sensitivity training as a lot of teachers don’t have a perspective on what it is to be an Indigenous student that’s growing and changing and maturing in a white school system that may or may not work for them.
NEXT STEPS...

School team to review data and responses

Plan and implement Staff PD with student voice

Post data analysis

Replicate activity with other cultural groups
CONTACT ME

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Questions and Answers
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