2C - Centering Equity in Tier 1 PBIS at the Classroom Level

Presenters:
Jennifer Rose, Trauma Recovery Center, AdvocateAuroraHealth;
Milaney Leverson & Kent Smith, Cooperative Educational Service Agency 10 (WI);
Brian Misfeldt, Bloomer School District (WI)

Topic: Equity
Keywords: Tier 1, Climate, Community
Who are we?

Dr. Jennifer Rose
Milaney Leverson
Dr. Brian Misfeldt
Kent Smith
Learning Objectives

1. Recognize the role of identity and implicit bias in classroom systems, especially discipline

2. Identify discipline practices that are frequently inequitable

3. Learn methods to increase cultural responsiveness in classrooms by increasing student and family agency
Why Now and Why Classrooms?
Why Equity Matters

In the 2020 Census, 24% of people in rural areas were POC, 
⅔ of population in rural counties were at least 10% POC, 
⅓ of rural counties were at least 25% POC, 
10% of rural counties were majority POC
Why Now? Why Equity?

• Disparities evidenced across numerous data sets Nationally
• Growing awareness and acknowledgement of these inequities across the nation
  • *Our society is at a pivotal moment in history... this greater awareness allows us only two options: stay complicit OR actively work to change the systems that cause these outcomes*
• School systems **must prepare** children for a **global economy** and increasingly-diverse world
• By increasing and prioritizing diversity of **stakeholder voice**, **all systems** will achieve better outcomes
In 2017-18, **50.9 million students** attended public schools.

**Boys:** 26,171,327 (51.4%)
**Girls:** 24,750,697 (48.6%)

**Students with Disabilities**: 8,108,190 (15.9%)
**English Learners**: 5,296,940 (10.4%)

**Number of school districts**: 17,604
**Numbers of schools**: 97,632

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*“Students with Disabilities” include students served under the Individuals with Disabilities Education Act and students served under Section 504 of the Rehabilitation Act of 1973.*

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In 2017-18, 1.5 million students were enrolled in Pre-School.

**Boys:** 784,901 (54.1%)
**Girls:** 665,717 (45.9%)

**Students with Disabilities:** 329,515 (22.7%)
**English Learners:** 162,573 (11.2%)

EXPULSIONS IN K-12 SCHOOLS IN 2017-18
In 2017-18, Black students received one or more in-school suspensions (31.4%) and one or more out-of-school suspensions (38.2%) at rates that were more than twice their share of total student enrollment (15.1%).

American Indian or Alaska Native students were slightly overrepresented as well.

Black students, who accounted for 15.1% of total student enrollment, were expelled at rates that were more than twice their share of total student enrollment—38.8% of expulsions with educational services and 33.3% of expulsions without educational services.

American Indian or Alaska Native students were expelled at rates (1.1% and 1.8%) that were higher than their share of total student enrollment (1.0%).

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**School Expulsions by Race/Ethnicity in 2017-18**

Expulsions with Educational Services

- Black: 38.8%
- White: 33.4%
- Hispanic or Latino: 22.1%
- Asian: 0.8%
- American Indian or Alaska Native: 1.1%
- Two or More Races: 3.6%
- Native Hawaiian or Pacific Islander: 0.2%

Expulsions without Educational Services

- Black: 33.3%
- White: 40.5%
- Hispanic or Latino: 18.6%
- Asian: 0.9%
- American Indian or Alaska Native: 1.8%
- Two or More Races: 4.6%
- Native Hawaiian or Pacific Islander: 0.3%

How did we get here?
Trauma informed care

What is trauma?

“Individual trauma results from an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening and that has lasting adverse effects on the individual’s functioning and mental, physical, social, emotional, or spiritual well-being.”

SAMHSA’s Concept of Trauma and Guidance for a Trauma-Informed Approach (2014)
Trauma informed care

The three Es of trauma

- Event
- Experience
- Effects

SAMHSA’s Concept of Trauma and Guidance for a Trauma-Informed Approach (2014)
Trauma informed care

The four Rs of trauma informed care

1. **Realizes:** How trauma can affect families, individuals, groups, organizations, and communities
2. **Recognizes:** Signs and symptoms of trauma
3. **Responds:** By applying TIC principles to all areas of functioning including de-escalation practices
4. **Actively Resists Re-traumatization:** Of students as well as staff

SAMHSA’s Concept of Trauma and Guidance for a Trauma-Informed Approach (2014)
Trauma informed care

Key Principles of Trauma Informed Care:

1. **Safety** - both psychological and physical safety
2. **Trustworthiness and Transparency**
3. **Peer Support**
4. **Collaboration and Mutuality**
5. **Empowerment, Voice, and Choice**
6. **Cultural, Historical, and Gender Issues**

SAMHSA’s Concept of Trauma and Guidance for a Trauma-Informed Approach (2014)
A brief history of U.S. schools through a trauma-informed lens
History through a trauma-informed lens

Questions to consider:

• What are the long-lasting effects (i.e., inter-generational traumas) of the histories of Black, Indigenous, People of Color (BIPOC)?

• How do these inter-generational traumas influence relationships between educators and students and their families?

• What can educators do in their classrooms and schools to address the residual effects of trauma? How can educators avoid re-traumatization of students and their families?

• What, if any, inter-generational trauma are you personally facing? What are you doing in the form of self-care?
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 v. 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...
Culture and schooling: Native American Boarding Schools

“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)
“Those that fail to learn from history are doomed to repeat it.” Winston Churchill
Possible Quantitative Data Sources

Youth Risk Behavior Survey

Students who feel connected, included, and engaged at school generally do better academically and socially. Strong school connectedness can also buffer young people against anxiety, depression, and peer pressures.

The chart below shows how students responded to a question asking them to what extent they “feel like they belong at school.”

<table>
<thead>
<tr>
<th>Feel Like They Belong At School</th>
<th>Overall</th>
<th>Gender</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who agree or strongly agree that they belong at school</td>
<td>68.0%</td>
<td>58.0%</td>
<td>45.0%</td>
</tr>
</tbody>
</table>

School Report Cards and/or State Assessment Results

- Graduation Rates
  - Completion Category: Regular Diploma
  - This chart shows the 4-year graduation rate (students receiving a regular diploma in four years or less) for the district compared to the statewide graduation rate over several years.

- Attendance Rates
  - [Graph showing attendance rates by race/ethnicity (2020-21)]
Possible Qualitative Data Sources

- Student, Family, Community Surveys
- Unsolicited Compliments
- Unsolicited Complaints
- Observations
- Work Samples
- Focus Groups
- Participation in Activities (i.e. pep rallies; staff gatherings; extra-curricular activities; etc.)
Data Conversations

Consider the nature of your school conversations regarding data and outcomes:

<table>
<thead>
<tr>
<th>Under-performing</th>
<th>Describe and Deflect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under-serving</td>
<td>Inspect and Reflect</td>
</tr>
</tbody>
</table>

National PBIS Leadership Forum
Managing the Dynamics of Difference
Professional Development: Identity

Practitioner Identity
Practitioners must examine and understand:

• How and why they perceive the world the way they do
• Their own comfort level with issues of race, ethnicity, and educational and social disparities
• The background from which they develop and apply their expectations, procedures, routines, and practices
• The purpose of their expectations, procedures, and practices
Professional Development: Identity

School and Community Identity
• People of the community; their beliefs, values, and expectations
• Shared experiences that shape the behaviors of community members
• The school’s place in the community:
  – Source of pride? Source of conflict?
• Connections between the school and community agencies/organizations
• Visibility of the school at community events
Professional Development: Identity

Student and Family Identity
• Practitioners learning about student and family backgrounds, cultures, and values
• Students understanding their own identity

Awareness of own cultural background + development of self-worth = Decreased academic and behavioral outcomes during middle school.

Problem behavior in 4th grade African American students.

Smith et al., 2009; Thomas, Townsend, & Belgrave, 2003; Hughes et al., 2009
Professional Development: Identity

School’s Cultural Identity
- Institutional Language
- Rules & Expectations
- Achievement Goals
- Administrative Structures

Cultural Stress

Cultural and Linguistic Diversity
- Individual Language
- Socio-Economic Status
- Ethnicity
- Immigration Status
- Gender
- Tradition

Student’s Cultural Identity

Cultural Responsiveness

Outcomes
- Systems
- Data
- Practices

Tobin and Vincent
National PBIS Leadership Forum
# Professional Development: Practices

## Elements of Culture / Values

<table>
<thead>
<tr>
<th>Language</th>
<th>My Values Growing Up</th>
<th>My Values Now</th>
<th>How Schools Operate</th>
<th>How Students and Families Might be Different</th>
<th>How this Difference Might Create Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>Space/Proximity</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Attitude Toward Time</td>
<td></td>
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<tr>
<td>Gender Roles</td>
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<td></td>
<td></td>
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<tr>
<td>Family Roles</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How do we teach behavior skills?

1. Universal teaching - creating stable and consistent supportive environments.
2. Minor reteaching - when errors occur we support and help with skill acquisition and development
3. ODR - Correcting significant errors and supporting students so big incidents don’t happen again; link to life and skill development
Quick Teaching and Learning Experiment

What were the stories you were told or read as you were growing up?

How much exposure did you have to other cultural traditions?
For Many who identify as white...

1. Emphasis on individual interactions
2. Morality lessons/cautionary tales
3. The lessons are largely “do it my way or else”
Other cultural traditions (A. Davis, 2019)

The Preacher/Elders - Teaching, correcting big behaviors, instilling sense of purpose.

Matriarch/Community - “protection and affection”; prevention and support

Trickster - building skill in a setting, building skills, focus on success.
Range in what we do

It becomes essential to understand who we teach, how we teach, how to develop range, especially in the classroom.

Are you mainly a preacher? How can you add some trickster?
Equity in Systems

- **Systems get the results they are designed to get.** By default, they continue to work for the majority unless specific attention is given making them work for ALL students.

- A focus on **equity in systems**, then, means attending to the dynamics of difference at play within that system, the roles that identity play, the history of the system, how the staff collaborate with each other (norms, policies, teaming, climate, culture, power), how they deliver the services, the practices they utilize, how they use data **including stakeholder voice for continuous improvement**.

- **These factors work together** to define the system outcomes and have to be addressed in a comprehensive manner to change those outcomes.
Brian Misfeldt; Ed.D.

Bloomer, WI
School District of Bloomer - Demographics

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Percent of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaskan Native</td>
<td>0.5%</td>
</tr>
<tr>
<td>Asian</td>
<td>0.6%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>1.1%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>1.3%</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>0.3%</td>
</tr>
<tr>
<td>White</td>
<td>95.5%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>0.7%</td>
</tr>
</tbody>
</table>

- **Students with Disabilities**: 12.8%
- **Economically Disadvantaged**: 35.2%
- **English Learners**: 0.5%
## 2021-22 Behavior Referrals:

<table>
<thead>
<tr>
<th>School</th>
<th>Total</th>
<th>% Male</th>
<th>% Black</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle School</td>
<td>1289</td>
<td>86%</td>
<td>7.5%</td>
</tr>
<tr>
<td>High School</td>
<td>421</td>
<td>73%</td>
<td>2.6%</td>
</tr>
</tbody>
</table>
Data – Achievement

ELA Proficiency

2020-2021
• All Students - 38.1%
• White - 39.3%
• SoC Significantly Lower Proficiency Rate
• Economically Disadvantaged - 29%
• Students with Disabilities - 12.3%

2021-2022
• All Students 37.9%
• White - 37.4%
• SoC Significantly Lower Proficiency Rate
• Economically Disadvantaged 25.8%
• Students with Disabilities - 12.5%
Data - Achievement

Math Proficiency

2020-2021
• All Students - 32.9%
• White - 34.2%
• SoC Significantly Lower Proficiency Rate
• Economically Disadvantaged - 21.8%
• Students with Disabilities - 7.4%

2021-2022
• All Students - 35.9%
• White - 36.6%
• SoC Significantly Lower Proficiency Rate
• Economically Disadvantaged - 25.1%
• Students with Disabilities - 10.4%
YRBS - Bloomer Middle School

Mental Health Concerns
Students who reported any mental health concerns, by sense of school belonging

- Do Belong: 80%
- Do Not Belong: 49%

Considering Suicide
Students who seriously considered suicide, by sense of school belonging

- Do Belong: 11%
- Do Not Belong: 60%
YRBS - Bloomer High School

Mental Health Concerns
Students who reported any mental health concerns, by sense of school belonging

- 36% Do Belong
- 90% Do Not Belong

Considering Suicide
Students who seriously considered suicide, by sense of school belonging

- 5% Do Belong
- 41% Do Not Belong
Action Steps

• Revise Grading Practices
  • A Repair Kit for Grading: 15 Fixes to Broken Grades (O’Connor, 2022)
• Collaborate with CESA 10 CORE Team
  • Student Engagement Committee
  • Professional Development
• True Colors Activity with Staff
• Middle School STEPS Program
  • Support, Teach, Encourage, Practice, Sustain
• ...Like A Hawk Campaign
Emphasis on Sideloadin

- Purposeful in Language Used
- Emphasis on Student Engagement, Connectivity and Belonging
- Building Pride within the Community
Please Complete this Session’s Evaluation

10/27/22

2C – Centering Equity in Tier 1 PBIS at the Classroom Level

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   www.pbis.org/conference-and-presentations/pbis-leadership-forum

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Contact Information

Jennifer Rose, Ph.D.
jrose@cesa10.k12.wi.us
@docrose12
phone: 773.236.7180

Milaney Leverson
mleverson@cesa10.k12.wi.us
@leversmil
phone: 715.720.2037

Brian Misfeldt, Ed.D.
bmisfeldt@bloomer.k12.wi.us
phone: 715.568.1042

Kent Smith
ksmith@cesa10.k12.wi.us
@kent1915
phone: 715.720.2043