2J: Culture, Connection, and Care: Anchoring and Amplifying Youth Voice Within the PBIS Framework

Felicia Singleton, Ed D
San Diego County Office of Education
Patti Hershfeldt, Ed D
Center for Social Behavior Supports at Old Dominion University

- **Topic: Equity, School-wide**
- **Keywords: Youth Voice, Climate, Implementation, Restorative Practices**

Learning Objectives

1. *Learn strategies for making authentic connections with students Enter Learning*
2. *Consider ways to integrate student voice into your PBIS/SW efforts*
3. *Engage in discussion about the value and benefits of student voice.*

Please Complete this Session's Evaluation

10/27/22

2J – Culture, Connection, & Care: Anchoring & Amplifying Youth Voice Within the PBIS Framework

Four options, pick one!

1. Mobile App

Click "Take Survey" under the session description.

2. QR Code

Scan the code on this slide.

3. Online

Click on the link located next to the downloadable session materials posted online at:

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

4. Direct Link

Click the link provided in the email reminder you receive after your session ends.

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.*

Land Acknowledgment

Goals for our Shared Time

Learn strategies for making authentic connections with students

Consider ways to integrate student voice into your PBIS/SW efforts

Engage in discussion about the value and benefits of student voice

How do you define youth voice?

“*Nothing about* **us** *without* **us**”

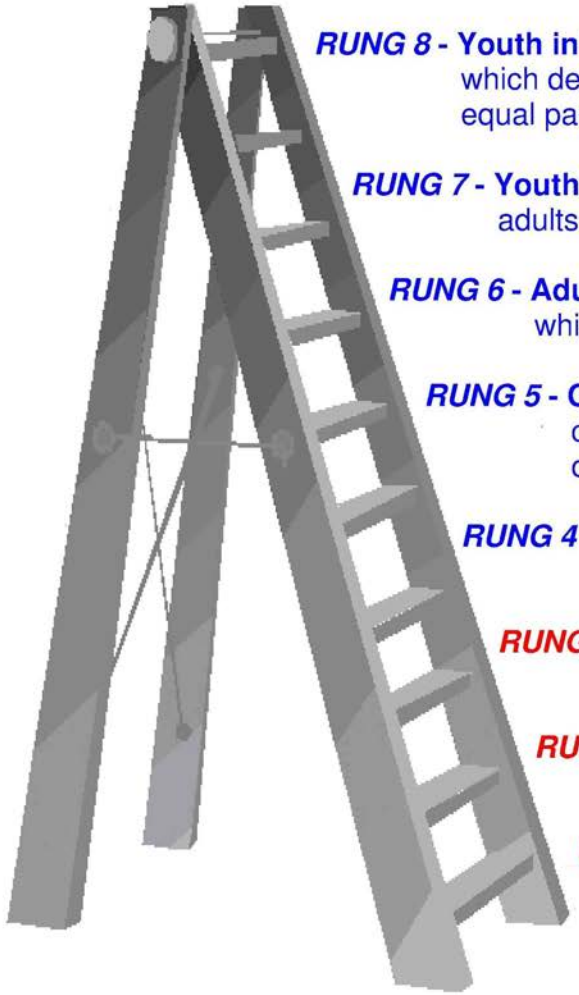
What is student voice?

Students engaged in ongoing, meaningful discourse with adults about critical issues pertaining to the improvement of their school.

Students involved in actions that address current school improvement challenges.

Students and adults sharing decision making power, playing the roles of both teacher and learner, and viewing each other as assets and resources.

ROGER HART'S LADDER OF PARTICIPATION



***RUNG 8* - Youth initiated shared decisions with adults**: Youth-led activities, in which decision making is shared between youth and adults working as equal partners.

***RUNG 7* - Youth initiated and directed**: Youth-led activities with little input from adults.

***RUNG 6* - Adult initiated shared decisions with youth**: Adult-led activities, in which **decision** making is shared with youth.

***RUNG 5* - Consulted and informed**: Adult-led activities, in which youth are consulted and informed about how their input will be used and the outcomes of adult decisions.

***RUNG 4* - Assigned, but informed**: Adult-led activities, in which youth understand purpose, decision-making process, and have a role.

***RUNG 3* - Tokenism**: Adult-led activities, in which youth may be consulted with minimal opportunities for feedback.

***RUNG 2* - Decoration**: Adult-led activities, in which youth understand purpose, but have no input in how they are planned.

***RUNG 1* - Manipulation**: Adult-led activities, in which youth do as directed without understanding of the purpose for the activities.

Adapted from Hart, R. (1992). Children's Participation from Tokenism to Citizenship. Florence: UNICEF Innocenti Research Centre, as cited in www.freechild.org/ladder.htm

Student Voice Continuum

STUDENT POWER

STUDENTS AS BYSTANDERS → STUDENT GOVERNANCE

Stance Towards Youth	Inform	Consult	Involve	Collaborate	Lead Together
Impact	Reproduce Inequities	Tokenization	Voice	Delegated Power	(Shared) Ownership
Goal	Provide youth with relevant information.	Gather input from youth.	Ensure youth needs and priorities are part of the process & solution.	Ensure youth capacity to play a leadership role in design and implementation of decisions.	Democratic participation and equity through shared leadership, & decision-making.
Message	*"We will keep you informed."*	*"We care what you think."*	*"You are making us think (and therefore act) differently about the issue.."*	*"Youth leadership and expertise are critical to how we address the issue."*	*"We cannot unlock transformative solutions without you."*
Racial Equity BIYOC = Black, indigenous, youth of color Underrepresented, intersectional youth = immigrant, Queer and Trans, foster, systems-impacted, unhoused youth, and youth with disabilities	Communication materials are distributed widespread without targeted outreach to BIYOC.	Multiple rounds of widespread BIYOC engagement events and activities are conducted through a variety of methods (such as surveys, focus groups, and town halls).	Targeted engagement of BIYOC and underrepresented, intersectional youth engage in events to share their unique needs and priorities.	BIYOC and underrepresented, intersectional youth co-lead with adults to engage other BIYOC and others in the decision-making process and have some decision-making power. Training and support is provided for youth to participate meaningfully.	BIYOC and underrepresented, intersectional youth have significant or full leadership and decision-making power. They collaborate with adults as equals. Training, supports and financial resources are provided for youth to lead meaningfully.
Activities	Online information postings, fact sheets, presentations, open houses	Focus Groups/Surveys, Community Forums, Public Comment	Youth Advisory Committees, Students on Hiring Committees	Youth on school wide decision making committees or as members on boards or school site councils, youth task force, partnering with a community organization to engage and support youth	Participatory Budgeting, youth-led funding decisions, youth-led initiatives or campaigns, partnering with a community organization to have youth lead

Adapted from:
Youth Voice adaptation of "Spectrum of Community Engagement" by Rosa González of Facilitating Power, in collaboration with Movement Strategy Center and the Building Healthy Communities Initiative.
Toshalis, Eric & Michael Nakkula. 2012. Motivation, Engagement, and Student Voice: The Students at the Center Series. Boston, MA: Jobs for the Future. http://www.studentsatthecenterhub.org/resource/motivation-engagement-and-student-voice.

Californians for Justice

Why listen to student voice?

	Bring fresh perspectives to school topics and problems.
	Create a synergy of ideas for improvement that transcends what either students or educators could accomplish alone.
	Demonstrate that students possess valuable knowledge and perspectives about topics, challenges, and solutions.
	Raise issues of equity and other difficult topics that may go unnoticed, misunderstood, or avoided by adults.
	Provide educators with greater access to information about, and relationships with marginalized student groups, families, and community groups.

Mitra, 2008; Fletcher, 2004a; Soohoo, 1993

To what extent is student voice honored in your system?

1- Not at all

2- In some contexts

3- We are working on incorporating it into all aspects of our system

4- Student voice is at the center of all decisions that impact students

#YLI2015NE
#YLI201
NYC
AFRO

“We are in the system over 12 years. Why don’t we have a say? If we’re supposed to have an effect on the world, why can’t we have an effect on the school system?”

Well, if one really wishes to know how justice is administered in a country, one does not question the policemen, the lawyers, the judges, or the protected members of the middle class. One goes to the unprotected — those, precisely, who need the law's protection most! — and listens to their testimony. Ask any Mexican, any Puerto Rican, any black man, any poor person — ask the wretched how they fare in the halls of justice, and then you will know, not whether or not the country is just, but whether or not it has any love for justice, or any concept of it. It is certain, in any case, that ignorance, allied with power, is the most ferocious enemy justice can have.

James Baldwin, 1972

The Opportunity

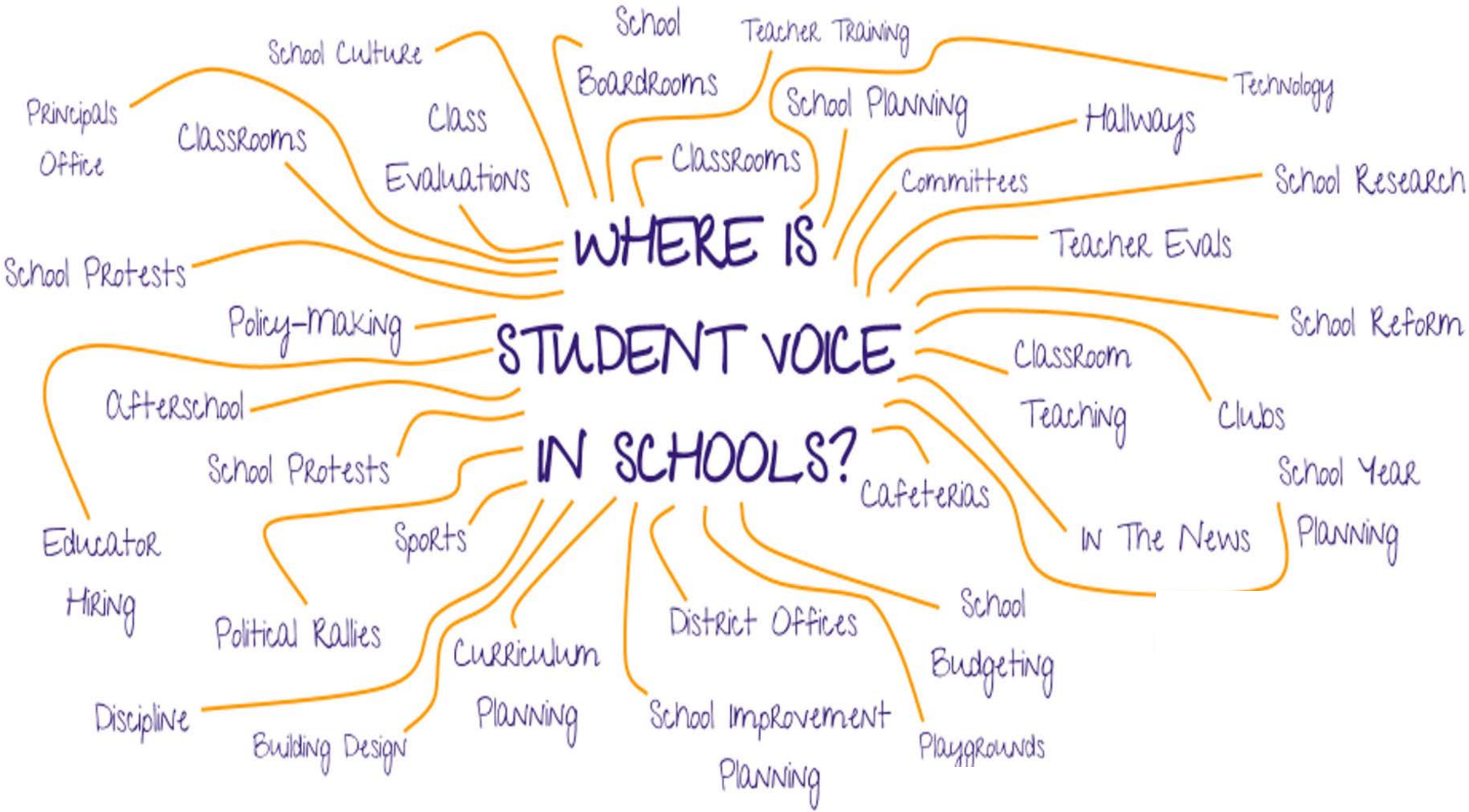
How it started…..

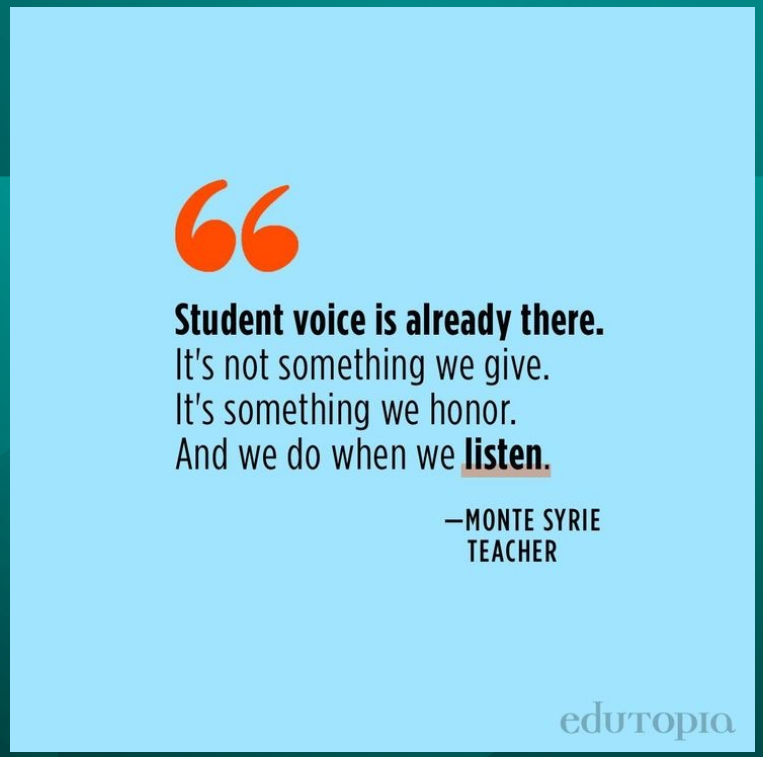
….how it evolved

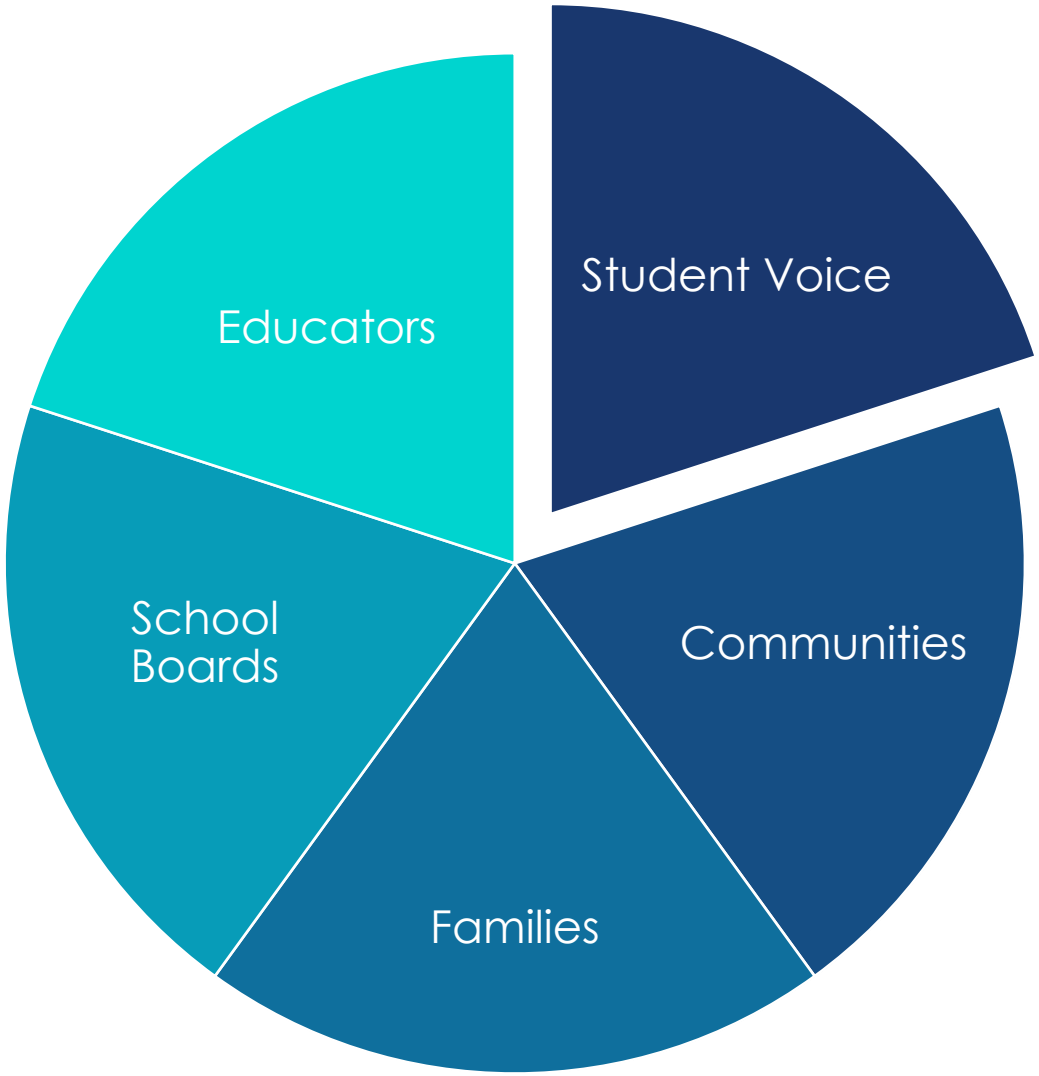
- Asian Student Panel
- LatinX Student Panel
- Native American Student Panel
- Middle East Northern Africa (MENA Region)
- LGBTQ
- Students with Disabilities

Cultivating Safe Conditions

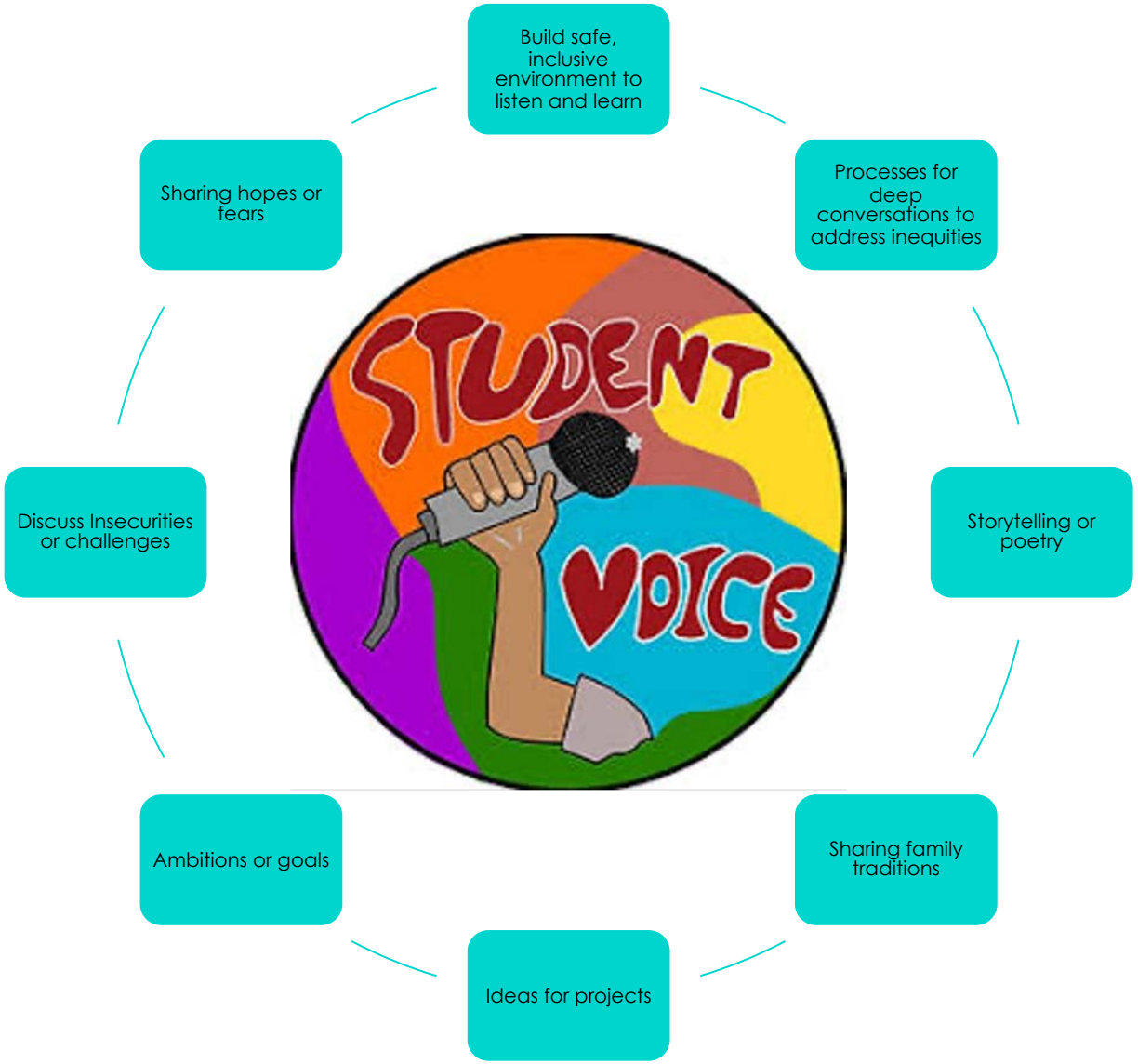
- Listen with an open heart.
- Their experiences are not up for debate.
- Be open to any discomfort you feel.
- Don't take things personally.
- Listen for the emotional impact from their experiences and stories.
- Be fully present; set aside your phone and close any open applications on your computer/devices.


WHERE IS
STUDENT VOICE
IN SCHOOLS?
School Culture
School Boardrooms
Teacher Training
Technology
Principals Office
Classrooms
Class Evaluations
Classrooms
School Planning
Hallways
Committees
School Research
School Protests
Teacher Evals
Policy-making
School Reform
Afterschool
Classroom Teaching
Clubs
School Protests
Cafeterias
School Year Planning
Educator Hiring
Sports
In The News
Political Rallies
District Offices
School Budgeting
Discipline
Curriculum Planning
School Improvement Planning
Building Design
Playgrounds


Student voice is already there.
It's not something we give.
It's something we honor.
And we do when we listen.
—MONTE SYRIE
TEACHER
edutopia


Student Voice
Educators
School Boards
Communities
Families

Expanding Student Voice



Engaging Students in your PBIS efforts

TFI Sub-Scale: Team	
TFI 1.1	Team Composition
TFI 1.2	Team Operating Procedures

TFI Sub-Scale: Implementation	
TFI 1.3	Behavioral Expectations
TFI 1.4	Teaching Expectations
TFI 1.5	Problem Behavior Definitions
TFI 1.6	Discipline Policies
TFI 1.7	Professional Development
TFI 1.8	Classroom Procedures
TFI 1.9	Feedback and Acknowledgement
TFI 1.10	Faculty Involvement
TFI 1.11	Student/Family/Community Involvement

TFI Sub-Scale: Evaluation	
TFI 1.12	Discipline Data
TFI 1.13	Data-based Decision Making
TFI 1.14	Fidelity Data
TFI 1.15	Annual Evaluation

Getting Comfortable with Data

Students and Data

- ✓ What are you most proud of?
- ✓ What most concerns you?
- ✓ What gaps did you notice between teacher/student perception ?

Virginia State School Climate Survey

Dr. Jessica McClung, Assistant Superintendent
Mrs. Tina Turner, Student Services Specialist

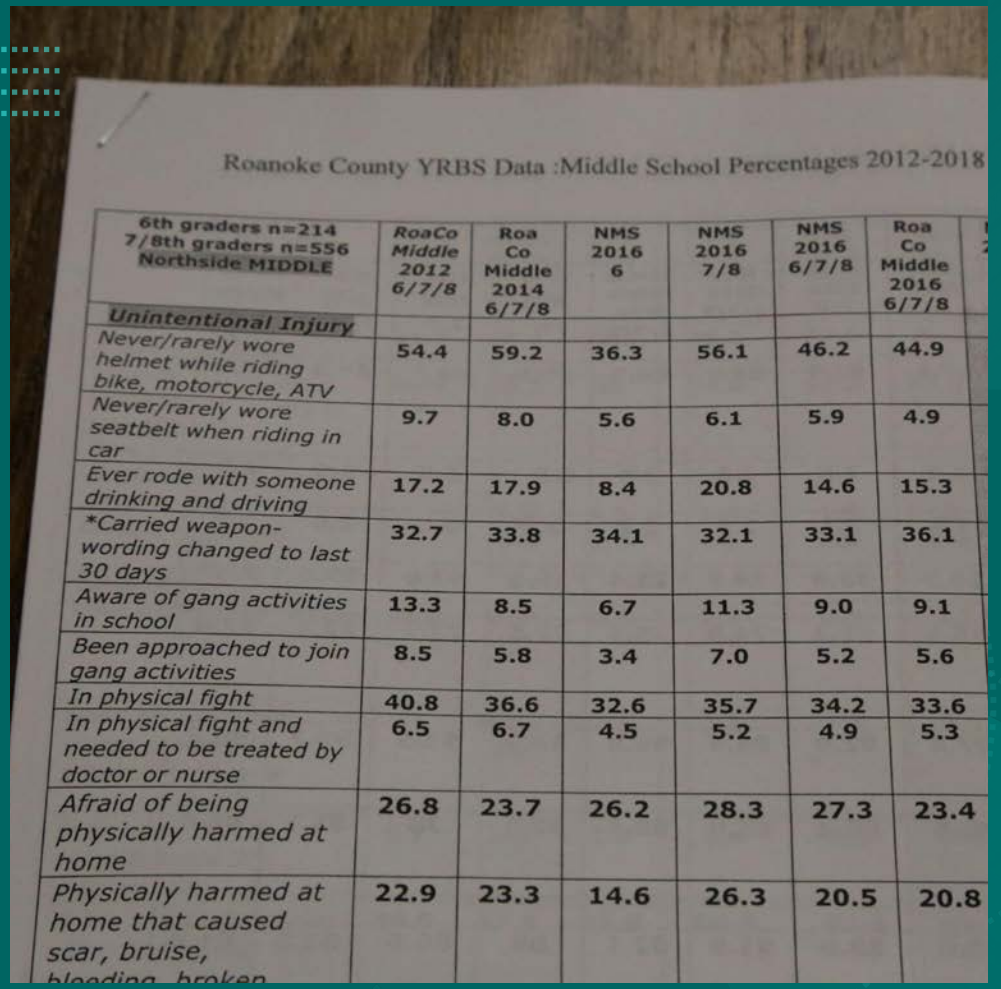
- Notice **School: (grey)** vs State (white)
- Survey break into subscales: chunks information
  - Student Perception
    - academic expectations (pg. 4)
    - Relationships among students, student support (pg. 5)
    - Disciplinary structure, personal safety, (pg. 6)
    - Victim experiences, bullying victimization (pg. 7)
    - Bullying by adults, prevalence of teasing and bullying (pg. 8)
    - SRO, gang activity, and risky behaviors (pg. 9)
    - Mental health, sexual harassment (pg. 10)
  - Teacher/Staff Perception
    - relationships among students (pg 13)
    - Relationships between students and adults: Support for students, willingness to seek help (pg 14)
    - Disciplinary Structure (pg 16)
    - Prevalence of teasing an bullying, bullying by adults pg 18)

Youth Risk Behavior Survey (YRBS)

Highlight your school's column for 2018 (far right)

The number in the column represents the % of students at your school who said yes to the item)

Compare your predictions with what the data is saying



Roanoke County YRBS Data :Middle School Percentages 2012-2018

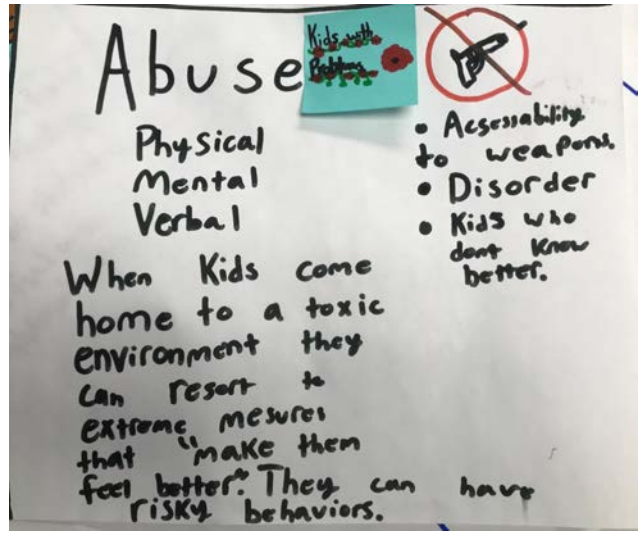
6th graders n=214 7/8th graders n=556 Northside MIDDLE	RoaCo Middle 2012 6/7/8	Roa Co Middle 2014 6/7/8	NMS 2016 6	NMS 2016 7/8	NMS 2016 6/7/8	Roa Co Middle 2016 6/7/8
Unintentional Injury						
Never/rarely wore helmet while riding bike, motorcycle, ATV	54.4	59.2	36.3	56.1	46.2	44.9
Never/rarely wore seatbelt when riding in car	9.7	8.0	5.6	6.1	5.9	4.9
Ever rode with someone drinking and driving	17.2	17.9	8.4	20.8	14.6	15.3
*Carried weapon- wording changed to last 30 days	32.7	33.8	34.1	32.1	33.1	36.1
Aware of gang activities in school	13.3	8.5	6.7	11.3	9.0	9.1
Been approached to join gang activities	8.5	5.8	3.4	7.0	5.2	5.6
In physical fight	40.8	36.6	32.6	35.7	34.2	33.6
In physical fight and needed to be treated by doctor or nurse	6.5	6.7	4.5	5.2	4.9	5.3
Afraid of being physically harmed at home	26.8	23.7	26.2	28.3	27.3	23.4
Physically harmed at home that caused scar, bruise, bleeding, broken	22.9	23.3	14.6	26.3	20.5	20.8

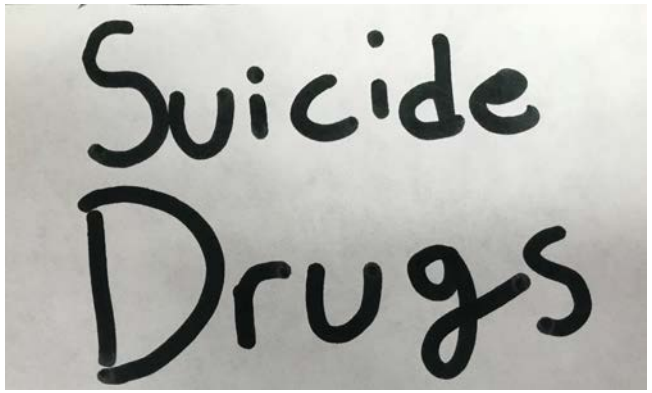
When looking at the data, start large:

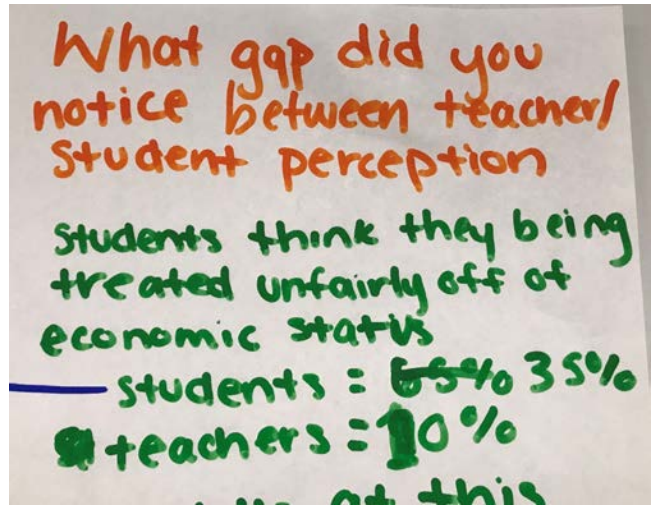
- State level
- County level
- Regional

- What did your team notice about the data?
- What is your team proud to see?
- What concerned your team?
- What are your thoughts on this experience?

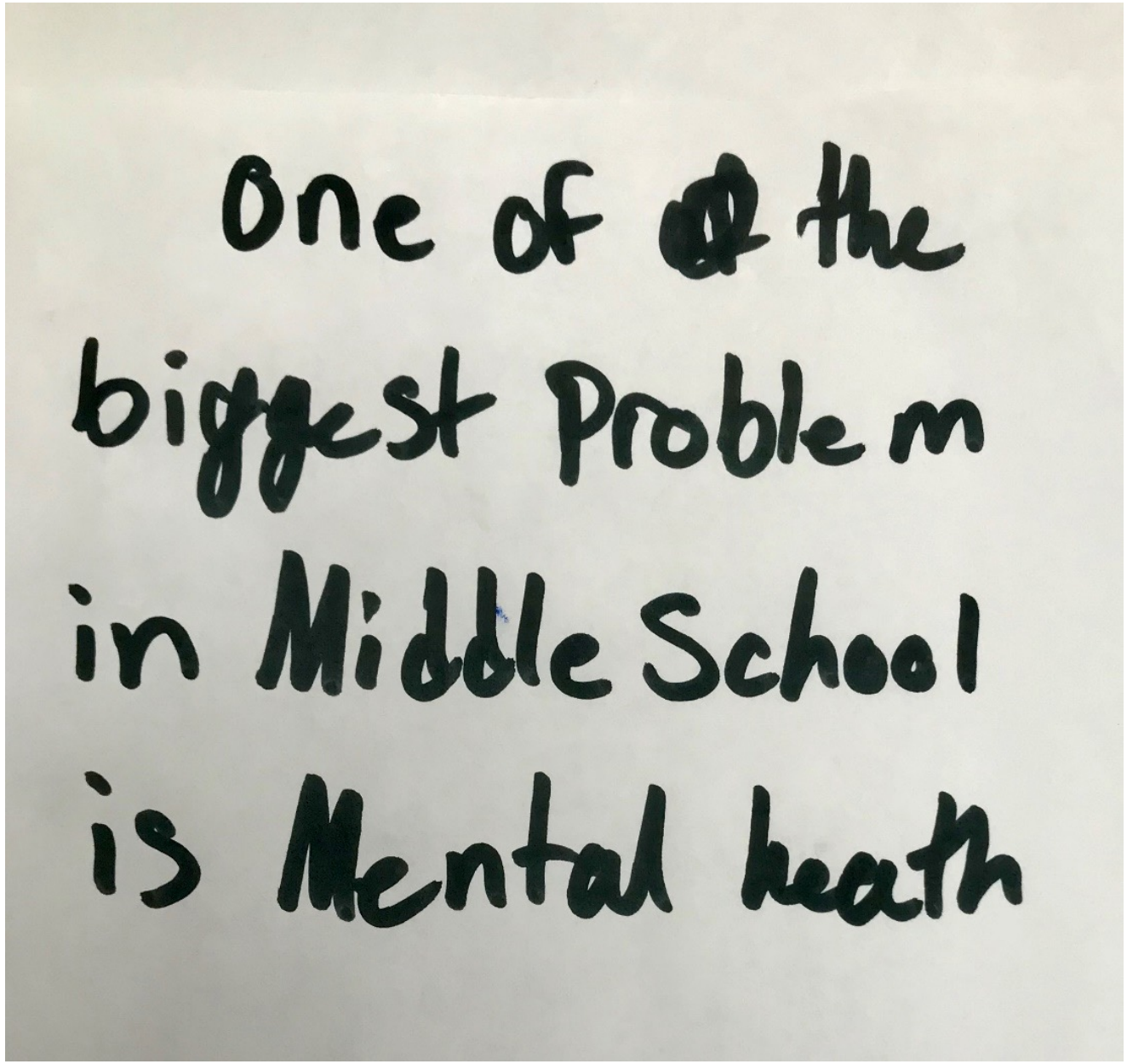
Their findings…







Their findings…



Lessons Learned

- ✓ Consider replacing "kids" with
  - *Youth*
  - *Students*
  - *Scholars*
  - *Young people*
- ✓ Adults can use their privilege to get students a seat at the table.
- ✓ Sometimes what youth share is hard to hear.
- ✓ True authentic voice can't happen when adults are around.
- ✓ Students report they want to be more involved, and the data activity was "eye-opening"
- ✓ Consider compensation

Youth Voice & Engagement Resources

SDCOE Race Student Voice Videos

LGBTQIA Student Voice Panel

Students with Disabilities Student Video

SEL Strategies for Elevating Student Voice

Hart's Ladder of Participation

Speak Out and Listen Up!

Elevating Student Voice in Education

3 Ways Student Voice Can Elevate Motivation and Engagement

5 Ways to Include Student Voice in Policymaking

Students Lived Experience = Expertise

Uplifting Student Voices in Implementation - PBIS Apps Podcast

No Cost Learning Opportunities

HIGH SCHOOL APBS NETWORK

Monthly High School Think Tanks

- Purpose: Venue to discuss ideas across schools, open format and held monthly

https://odu.zoom.us/j/94447417667

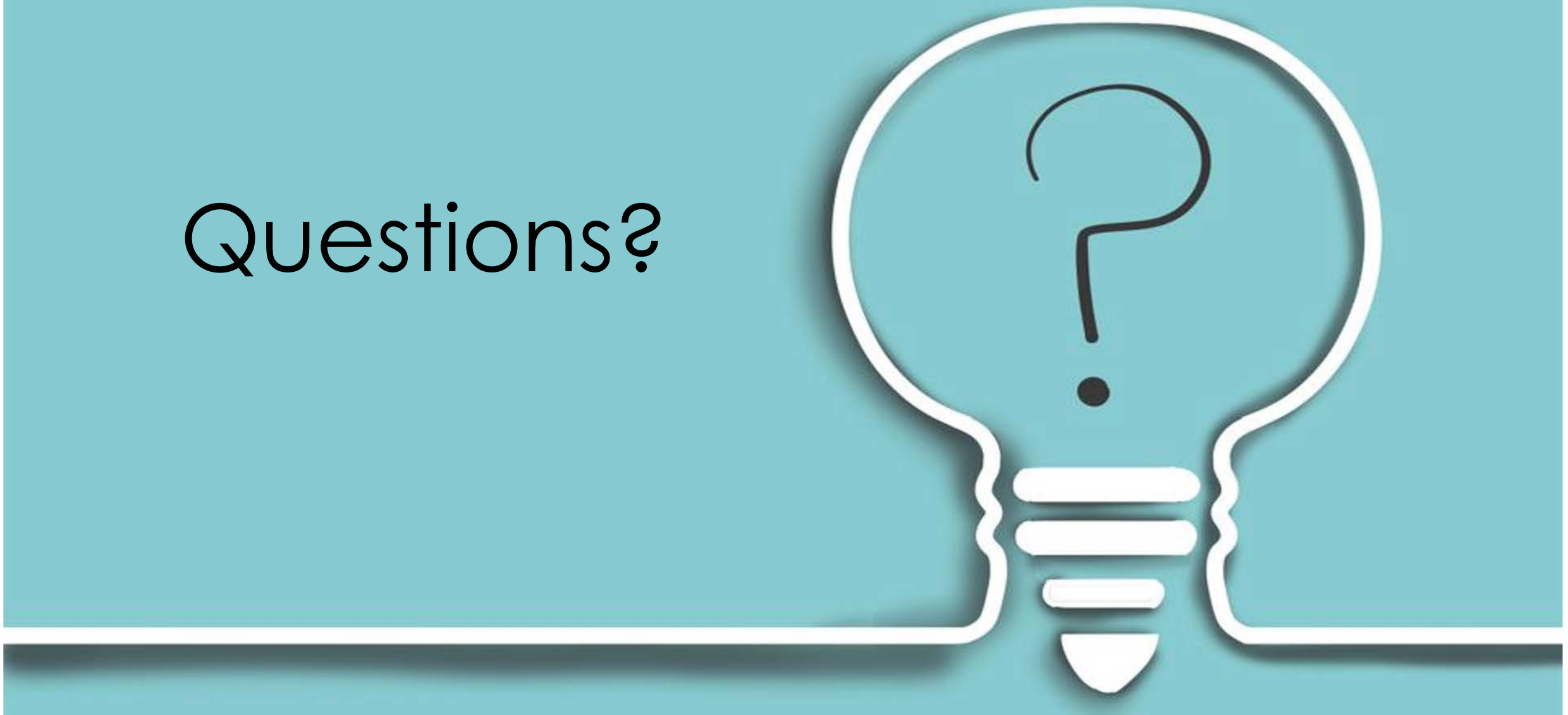
https://bit.ly/369OHBq

Padlet

- Purpose: To share ideas across tiers
- https://padlet.com/pahershfeldt/72s5z5qfsb88t4ze

2022-2023 SY
Same Times
3rd Friday of the Month

Questions?



Thank you!