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

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

1. Learn strategies for making authentic connections with students
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

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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

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National PBIS Leadership Forum
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.

## Student Voice Continuum

### STUDENT POWER

<table>
<thead>
<tr>
<th>Stance Towards Youth</th>
<th>Inform</th>
<th>Consult</th>
<th>Involve</th>
<th>Collaborate</th>
<th>Lead Together</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Impact</strong></td>
<td>Reproduce Inequities</td>
<td>Tokenization</td>
<td>Voice</td>
<td>Delegated Power</td>
<td>(Shared) Ownership</td>
</tr>
<tr>
<td><strong>Goal</strong></td>
<td>Provide youth with relevant information.</td>
<td>Gather input from youth.</td>
<td>Ensure youth needs and priorities are part of the process &amp; solution,</td>
<td>Ensure youth capacity to play a leadership role in design and implementation of decisions,</td>
<td>Democratic participation and equity through shared leadership, &amp; decision-making.</td>
</tr>
<tr>
<td><strong>Message</strong></td>
<td>“We will keep you informed.”</td>
<td>“We care what you think.”</td>
<td>“You are making us think (and therefore act) differently about the issue.”</td>
<td>“Youth leadership and expertise are critical to how we address the issue.”</td>
<td>“We cannot unlock transformative solutions without you.”</td>
</tr>
</tbody>
</table>

### Racial Equity

**BIYOC = Black, Indigenous, youth of color**

**Underrepresented, intersectional youth = immigrant, (Queer and Trans, foster, systems-impacted, unhoused youth, and youth with disabilities)**

| 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 |

**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.**

Adapted from:

Youth Voice adaptation of “Spectrum of Community Engagement” by Rose Gonzales of Facilitating Power, in collaboration with Movement Strategy Center and the Building Healthy Communities Initiative.

Why listen to student voice?

<p>| | |</p>
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<tr>
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<tbody>
<tr>
<td><img src="image" alt="Glasses" /></td>
<td>Bring fresh perspectives to school topics and problems.</td>
</tr>
<tr>
<td><img src="image" alt="Lightbulb" /></td>
<td>Create a synergy of ideas for improvement that transcends what either students or educators could accomplish alone.</td>
</tr>
<tr>
<td><img src="image" alt="Brain" /></td>
<td>Demonstrate that students possess valuable knowledge and perspectives about topics, challenges, and solutions.</td>
</tr>
<tr>
<td><img src="image" alt="Running" /></td>
<td>Raise issues of equity and other difficult topics that may go unnoticed, misunderstood, or avoided by adults.</td>
</tr>
<tr>
<td><img src="image" alt="Network" /></td>
<td>Provide educators with greater access to information about, and relationships with marginalized student groups, families, and community groups.</td>
</tr>
</tbody>
</table>

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
“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.
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.

WHERE IS STUDENT VOICE IN SCHOOLS?
“Student voice is already there. It's not something we give. It's something we listen. And we do when we listen.”

—Monte Syrie
Teacher
Expanding Student Voice

Build safe, inclusive environment to listen and learn

Processes for deep conversations to address inequities

Sharing hopes or fears

Discuss Insecurities or challenges

Ambitions or goals

Sharing family traditions

Ideas for projects

Storytelling or poetry
Engaging Students in your PBIS efforts

<table>
<thead>
<tr>
<th>TFI Sub-Scale: Team</th>
<th>TFI Sub-Scale: Evaluation</th>
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</thead>
<tbody>
<tr>
<td><strong>TFI 1.1</strong></td>
<td><strong>TFI 1.12</strong> Discipline Data</td>
</tr>
<tr>
<td>Team Composition</td>
<td><strong>TFI 1.13</strong> Data-based Decision Making</td>
</tr>
<tr>
<td><strong>TFI 1.2</strong></td>
<td><strong>TFI 1.14</strong> Fidelity Data</td>
</tr>
<tr>
<td>Team Operating Procedures</td>
<td><strong>TFI 1.15</strong> Annual Evaluation</td>
</tr>
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**TFI Sub-Scale: Implementation**

<table>
<thead>
<tr>
<th>TFI 1.3</th>
<th>Behavioral Expectations</th>
</tr>
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<tbody>
<tr>
<td>TFI 1.4</td>
<td>Teaching Expectations</td>
</tr>
<tr>
<td>TFI 1.5</td>
<td>Problem Behavior Definitions</td>
</tr>
<tr>
<td>TFI 1.6</td>
<td>Discipline Policies</td>
</tr>
<tr>
<td>TFI 1.7</td>
<td>Professional Development</td>
</tr>
<tr>
<td>TFI 1.8</td>
<td>Classroom Procedures</td>
</tr>
<tr>
<td>TFI 1.9</td>
<td>Feedback and Acknowledgement</td>
</tr>
<tr>
<td>TFI 1.10</td>
<td>Faculty Involvement</td>
</tr>
<tr>
<td>TFI 1.11</td>
<td>Student/Family/Community Involvement</td>
</tr>
</tbody>
</table>
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?
• Notice **School: (grey) vs State (white)**
• Survey break into subscales: chunks of 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
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...

One of the biggest problems in middle school is mental health.
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

Monthly High School Think Tanks

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

Padlet

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

SAVE THE DATES!

High School Think Tank Dates

2022-2023 SY

3rd Friday of the month!

September 16
October 21
November 18
December 16
January 20
March 17
April 21
May 19

High School Think Tank Times

12:30 pm-1:30 pm EST
11:30 am-12:30 pm CST
10:30 am-11:30 am MST
9:30 am-10:30 am PST
8:30 am-9:30 am AKST
7:30 am-8:30 am HST

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

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

Questions?
Thank you!