PBIS Leadership Forum
Highlights from Last Year

14:50 Until Live Welcome Begins
Friday Keynote Session

Where Do We GROW from Here: Social Justice in PBIS & Beyond

Rhonda Nese, University of Oregon

- Principal Investigator of an IES project to develop and test an instructional alternative to suspension (ISLA)
- Presidential Equity Award (Northwest PBIS Network)
- Outstanding Early Career Award (UO Office of the Vice President for Research and Innovation)
- Public school and HBU graduate
Where do we GROW from here: Social justice in PBIS and beyond

Rhonda Nese, PhD
Special Education and Clinical Sciences
College of Education, University of Oregon
WHAT IS THIS PBIS THING?
IMPACT OF PBIS

ARTICLE
PBIS fidelity, school climate, and student discipline study of secondary schools
Ellen, Brandy G.; Rice, Kenneth G.; Meyers, Joel; Hoboken: Psychology in the schools, 2022, Vol.59 (2), p.376-397

"..." are used to achieve these goals. This study investigated school climate, and office discipline referrals (ODRs)...." 99

[Peer Reviewed]

ARTICLE
Preventing Bullying through Positive Behavioral Interventions and Supports (PBIS): A Multifaceted Approach to Prevention and Integration

"..." After describing the connection between bullying, school climate, and positive approaches to behavior management, this article summarizes research on PBIS with regard to bullying, school climate, and student discipline..." 99

[Peer Reviewed]

ARTICLE
Are We Spinning Our Wheels? The Impact of PBIS, Counseling, and Mentoring on the Behavior and Achievement of Elementary Age

Effects of an equity-focused PBIS approach to school improvement on exclusionary discipline and school climate
McIntosh, Kent; Girvan, Erik J.; McDaniel, Sara C.; Santiago-Rosario, Maria Reina; St. Joseph, Stephanie; Fairbanks Falcon, Sarah; Izard, Sara; Bastable, Eoin; Routledge Preventing school failure, 2021, Vol.65 (4), p.354-361

"..." This article describes the effects of implementing a year-long professional development series of four full days of training based on a school-wide positive behavioral interventions and supports (PBIS)..." 99

[Peer Reviewed]

Positive Behavior Intervention and..." 7

Climate within a PBIS framework: using multi-informant assessment to identify strengths and needs
James, Anthony G.; Smallwood, Lauren; Noltemeyer, Amity; Green, Jennifer; Routledge Educational studies, 2018, Vol.44 (1), p.115-118

"A multi-method, multi-informant method was used to collect data from diverse stakeholders about school climate to inform school improvement efforts as part of the Positive Behaviour Intervention Supports (PBIS) framework..." 99

[Peer Reviewed]
Enablers of Sustainability

McIntosh et al. (2014)
What proportion of schools abandoned SWPBIS, when, and why?

- School Administrator Support (88%)
- Insufficient Data Submission (8%)
- Competing Initiatives (4%)

67% gave a reason for discontinuing implementation

Nese et al. (2016)
In What Year Do Schools Abandon?

Nese et al. (2016)
Sustaining through Administrator Turnover

**School Team**
- Maintain the handbook on behavior supports/equitable practices
- Document support among staff and stakeholders
- Collect and share outcomes data
- Meet with the new administrator
- Knowing that school teams can't do it on their own

**District Team**
- Build equitable practices into written policy
- Build competencies into hiring criteria
- Develop district coaching capacity

Strickland-Cohen et al., (2014)
Which classroom practices best predict sustained implementation?

- Expected behaviors defined clearly
- Problem behaviors defined clearly
- Expected behaviors taught
- Expected behaviors acknowledged regularly
- Consistent consequences
- CW procedures consistent with SW systems
- Options exist for instruction
- Instruction/materials match student ability
- High rates of academic success
- Access to assistance and coaching
- Transitions are efficient
WHAT COULD BE MISSING?
It’s in the Title of this Keynote…

EQUALITY  EQUITY  REALITY  JUSTICE
Racial Disparities Persist When Controlling for Income

Statewide Exclusion Rates by Race/Ethnicity and Free and Reduced Lunch Status (2017-18)

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>FRL Status</th>
<th>Non-FRL Risk Ratio Compared to White Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
<td>Non-FRL</td>
<td>2.7</td>
</tr>
<tr>
<td>Black/African American</td>
<td>Non-FRL</td>
<td>2.5</td>
</tr>
<tr>
<td>Native Hawaiian/Other Pacific Islander</td>
<td>Non-FRL</td>
<td>1.5</td>
</tr>
<tr>
<td>Hispanic/Latino of any race(s)</td>
<td>Non-FRL</td>
<td>1.4</td>
</tr>
<tr>
<td>Black/African American</td>
<td>Non-FRL</td>
<td>1.2</td>
</tr>
<tr>
<td>White</td>
<td>Non-FRL</td>
<td>1.0</td>
</tr>
<tr>
<td>Asian</td>
<td>Non-FRL</td>
<td>0.4</td>
</tr>
</tbody>
</table>

Source: CEDARS data collection, Jan. 2019, prepared by Mark McKechnie
Racial Disparities Persist when Controlling for Disability

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Disability Status</th>
<th>Risk Ratio Compared to White for Students Without Disabilities</th>
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</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
<td>No IEP</td>
<td>2.52</td>
</tr>
<tr>
<td>Black/African American</td>
<td>No IEP</td>
<td>2.35</td>
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<tr>
<td>Native Hawaiian/Other Pacific Islander</td>
<td>No IEP</td>
<td>1.85</td>
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<tr>
<td>Hispanic/Latino of any race(s)</td>
<td>No IEP</td>
<td>1.50</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>No IEP</td>
<td>1.42</td>
</tr>
<tr>
<td>White</td>
<td>No IEP</td>
<td>1.00</td>
</tr>
<tr>
<td>Asian</td>
<td>No IEP</td>
<td>0.35</td>
</tr>
</tbody>
</table>

Source: CEDARS data collection, Jan. 2019, prepared by Mark McKechnie
5. Identify Neutralizing Routines for Vulnerable Decision Points

Components of Trauma-Informed Care

- Creating a Safe Environment
- Building Relationships and Connectedness
- Supporting and Teaching Emotional Regulation

RESTORATIVE PRACTICE

- Voice
- Well-being
- Student Achievement
- Process
- Safety
- Justice & Support

Outcomes
- System
- Data
- Practices
Stressed & Depressed

Optimal Functioning

Scans from Mayo Foundation for Medical Education and Research
These are humans who are desperate to succeed, but many not yet have the tools to do so.
SUPPORTIVE STRATEGIES & HAPPY HORMONES

Dopamine
The Reward Hormone

Oxytocin
The Love Hormone

Serotonin
The Will-Power Hormone

Endorphins
The Calm Hormone
What makes class a welcoming and supportive place?

“I feel that when a class is welcoming it is easier to focus and not as stressful unlike a class that isn’t welcoming. A way that a class can be welcoming is when a teacher greets you every day and supports you and helps everyone out. It truly makes a difference.”

Nese et al., 2022
NOT JUST TOUCHY FEELY, THIS IS SCIENCE

Cook et al., 2018
HOW CAN WE HELP A STRESSED-OUT BRAIN?
I’ve come to the frightening conclusion that I am the
decisive element in the classroom.

It’s my personal approach that creates the climate.

It’s my daily mood that makes the weather.

As a teacher, I possess a tremendous power to make a
child’s life miserable or joyous.

I can be a tool of torture or an instrument of inspiration.

I can humiliate or humor, hurt or heal.

In all situations, it is my response that decides whether a
危机 will be escalated or de-escalated

and a child humanized or dehumanized.

Haim Ginott
SHOW THEM THAT THEY HAVE THE POWER TO CHANGE THEIR OWN LIVES, AND THE LIVES OF OTHERS – THAT THEIR ACTIONS CAN MAKE A BIG AND LASTING IMPACT IN THE WORLD

Laurie Brooks, 2021
What makes class unwelcoming for students?

“I feel like there are some kids that get called out more than others, like I can see two kids doing the exact same thing and because one doesn’t have as great a reputation then they get instantly called out on, even if they weren’t doing anything.”

Nese et al., 2022
US: Racial Inequity in Discipline Outcomes

“Working for justice and engaging in activism helps students build skills like leadership and critical thinking, and correlates positively with their political participation and their civic engagement and their commitment to their communities later in life.”

Noguera et al., 2015
How could teachers improve the transition back to class, for students who are sent out?

“Some teachers send them down (to the front office) for the rest of the class period – and I feel like when they do that it just makes it hard for the student because of the work that they missed. Sending them out then bringing them back right away makes it 10 x’s better.”

“I think it's best if whoever is sent outside is talked to in a way that is like, "Why did you do that?" "What got you to that point?" instead of, "What you did is wrong and you need to make up for it," because the student usually wasn't personally attacking the teacher. They were off task.”

Nese et al., 2022; Santiago-Rosario et al., In progress
Reductions in Exclusion after ISLA Implementation

Nese et al., 2020
Bullying and Harassment Prevention in Positive Behavior Support: Expect Respect

Brianna C. Stiller, Rhonda N.T. Nees, Anne K. Tomanovich, Robert H. Horner, Scott W. Ross

UNIVERSITY OF OREGON
I have interrupted bullying
I have listened to student reports
I have praised students for reporting
I have encouraged students to interrupt bullying
I have checked back with students after reporting

School 2 Staff Fidelity Checklist
Expect Respect Program

Nese et al., 2014
1. Do you feel safe?
2. Do other students treat you respectfully?
3. Do you treat other students respectfully?
4. Do adults treat you respectfully?
5. Do you treat adults in your school respectfully?

% of Students Reporting Agree or Strongly Agree

School 1 Student Survey
Expect Respect

Nese et al., 2014
# Student Random Sampling

## Entire District by Grade February 2016

### 1. What is the first thing you do if someone is being disrespectful towards you?

<table>
<thead>
<tr>
<th></th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
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</thead>
<tbody>
<tr>
<td>If child doesn’t know</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>5</td>
<td>3</td>
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<tr>
<td>I tell my teacher or trusted adult</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>I tell them to stop (or stop, walk and talk)</td>
<td>31</td>
<td>31</td>
<td>42</td>
<td>37</td>
<td>37</td>
<td>38</td>
<td>32</td>
<td>39</td>
<td>33</td>
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<td>41</td>
<td>36</td>
<td>40</td>
<td>42</td>
<td>46</td>
<td>42</td>
</tr>
<tr>
<td>Percent of students with a 2, or 1 (know to stop)</td>
<td>94%</td>
<td>94%</td>
<td>98%</td>
<td>98%</td>
<td>97%</td>
<td>98%</td>
<td>88%</td>
<td>89%</td>
<td>83%</td>
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</tbody>
</table>

### 2. If you tell them to stop and they don’t what do you do next?

<table>
<thead>
<tr>
<th></th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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<th>8</th>
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</thead>
<tbody>
<tr>
<td>If child doesn’t know</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>9</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>I tell them to stop</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>I stop, walk and talk / I tell my teacher or trusted adult</td>
<td>33</td>
<td>28</td>
<td>42</td>
<td>37</td>
<td>36</td>
<td>38</td>
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<td>40</td>
<td>42</td>
<td>46</td>
<td>42</td>
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<tr>
<td>Percent of students with a 2, or 1 (know to stop)</td>
<td>97%</td>
<td>97%</td>
<td>98%</td>
<td>98%</td>
<td>92%</td>
<td>95%</td>
<td>81%</td>
<td>80%</td>
<td>83%</td>
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</tbody>
</table>
Expect Respect Community Coalition

Mission
The Expect Respect Community Coalition integrates positive and respectful behavior through active sharing, teaching and supporting the common message, promoting a healthy, safe and engaged community for all.

Vision
Give it. Get it. Expect Respect!
Carol Stream Concert in the Park - Expect Respect Coalition Message Shared
HONOR AND BUILD ON THE KNOWLEDGE AND EXPERIENCES YOUR STUDENTS ALREADY HAVE

Laurie Brooks, 2021
What makes class a welcoming and supportive place?

“I feel like, if you had a teacher that is accepting and supportive, it's gonna make you want to go to class more, because if you go to class and you have a teacher that makes you feel safe and secure, you're gonna want to be there with them.”

(And another student followed)

“And in turn, you're going to want to learn after that, if you want to be there.”

Santiago-Rosario et al., In progress
EVERY CHILD WANTS TO KNOW:

Am I acceptable?
Can I trust you with my big feelings?
Do you respect me even though I’m little?
Do you see my light even when I’m not shining it?
Will you love me through it all?

-Rebecca Eanes
Welcome students at the door

Own your environment: establish and teach routines

Wrap up class with intention

• Sets a positive tone
• Promotes sense of belonging
• Builds trust
• Rooted in science
• No cost, no prep!
IMPACT ON ENGAGEMENT & DISRUPTION

Engagement: 11%

Disruption: 27%

Nese et al., In progress
IMPACT ON TEACHER BEHAVIOR

* All teacher behaviors improved, except wrapping up class with intention *

Nese et al., In progress
IMPACT ON OFFICE DISCIPLINE REFERRALS

* For treatment schools the honeymoon phase continued*

Nese et al., In progress
IMPACT ON EXCLUSION

* Greatest impact on out-of-school suspensions*

Nese et al., In progress
MAKE THEIR CLASSWORK RELEVANT TO THEIR LIVES

Laurie Brooks, 2021
How can a classroom be a welcoming place for all students?

“I know personally, it's really hard for me to learn and get really invested in the subject if it's not interesting and exciting, and if my teachers don't care about if I'm interested and excited.”

Nese et al., 2022
What Is CRP/CRT/CSP?

**Culturally sustaining pedagogy** recognizes the importance of including students’ cultural references in all aspects of learning.

Culturally sustaining pedagogy rests on three criteria:

1. Students must experience academic success
2. Students must develop and/or maintain their cultural pride and integrity
3. Students must develop a critical consciousness through which they challenge the status quo of current social inequities

Sources: *The Dreamkeepers* (1994) and “That’s Just Good Teaching” (1995), Gloria Ladson-Billings
What Is It Not?

• Students of different races don’t need to be taught differently.
• So much more than pictures on the walls or books on the bookshelf.
• Teachers do not need to have the same cultural background as their students to create a culturally sustaining classroom.
• Teachers are not “experts” on the cultures and identities of their students.

Sources:
http://blog.curry.virginia.edu/2015/10/14/5-tips-for-creating-a-culturally-responsive-classroom/
http://www.ascd.org/publications/books/111022/chapters/Culturally-Responsive-Instruction.aspx
Goals

- **Establishing inclusion**—creating an atmosphere in which students feel respected by and connected to one another.
- **Developing attitude**—creating a favorable disposition toward learning through personal relevance and choice.
- **Enhancing meaning**—creating thoughtful learning experiences that include student perspectives and values.
- **Engendering competence**—understanding that students are effective in learning something they value.

“Culturally relevant teaching was significantly associated with academic development and ethnic-racial identity development.”
Statistically significant association between observations of culturally responsive teaching and proactive behavior management practices, with observed positive student behaviors in classrooms.
“Classrooms that promote culturally responsive instruction are grounded in the definition of literacy as a social justice practice and lead to more equitable learning opportunities in all areas.”
What do your teachers do to make the classroom a welcoming place for all students?

“I think just creating a community, where everyone's very open and friendly. Even in math and science and classes that are more work based. There's still an understanding but there's also a fun part, like, learning and having fun should be intertwined.”

Santiago-Rosario et al., In progress
50-SECOND STRATEGY
SNOWBALL TOSS
What do your teachers do to make the classroom a welcoming place for all students?

“My teacher has this thing where every Monday he’ll let people talk about what they did over the weekend. We’ll just spend the first 15 minutes of everyone talking about what they did over the weekend.”

Nese et al., 2022
60-SECOND STRATEGY
COMMUNITY CIRCLES
SUPPORT STUDENTS’ IDENTITIES AND MAKE IT SAFE FOR THEM TO FULLY BE THEMSELVES, WHILE BUILDING AND DRAWING ON INTERGROUP AWARENESS

Laurie Brooks, 2021
What does your school do that makes students feel welcomed and supported?

“We have a strong community. We have lots of ethnicity groups and clubs. People can go to the Black Student Union, Latinx Student Union, Gay Straight Alliance, stuff like that. And you can just go and talk about your experiences in a safe environment. We need that community, you know?”

Santiago-Rosario et al., In progress
What do your teachers do to make the classroom a welcoming place for all students?

“My teacher is very inclusive, he says, "guys, gals and non-binary pals," he just including everybody in the spectrum. It was kind of unexpected, because most of the time it's like “boys and girls, your attention,” but he went out of his way to say something different to include everybody.”

Santiago-Rosario et al., In progress
A little activity...
Affirmations as a Culturally Sustaining Practice

I see you, I recognize, accept, and love you as you are. I understand and nurture your multiple identities: as a learner, as a person of color, your gender, religion, your abilities, your role in your family. None of these aspects of you are in conflict with me. You do not need to hide parts of yourself to be successful here.
This is not just touchy feely, this is science.

Being an educator is committing to heart work, each and every day.
THANK YOU
Please Complete this Session’s Evaluation

10/28/22 Keynote – Where Do We GROW from Here: Social Justice in PBIS & Beyond

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

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