Establishing & Assessing PBIS Practices In Ways That Center Equity

2021 NEPBIS Forum
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ACKNOWLEDGMENTS

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- RPS Educational Impact

INTENDED OUTCOMES

- Consider ways to integrate access, representation, and meaningful participation in the big ideas of PBIS
- Explore critical questions to ask when reviewing data that center equity in your current work.
- Time for Questions & Answers

EXAMINING DISCIPLINE OUTCOME DATA IS NOT THE SAME AS CENTERING EQUITY IN BEHAVIOR SYSTEMS

- Looking at disaggregated discipline and academic data to address disproportionality is just one tiny slice of work involved in educational equity.
- What is it about our people, practices, and policies contributing to the inequities we are seeing?
- Who is benefitting from the way things are and who is not?
**KEY PRACTICES FOR SHIFTING OUR GAZE**

- Define and operationalize educational equity within PBIS
- Align professional learning to equity efforts
- Cultivate critical consciousness
- Critically examine self and systems
- Engage in identity awareness work
- Include and disaggregate systemic data
- Name the inequities that show up in our systems
- Act to disrupt inequities
- Implement culturally sustaining practices

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**KEY PRACTICE FOR TRANSFORMATIVE CHANGE TOWARDS EQUITY IN PBIS**

Define and operationalize educational equity within PBIS

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**Educational Equity**

...is when educational policies, practices, interactions, and resources are representative of, constructed by, and responsive to all people so that each individual has access to, meaningfully participates in, and has positive outcomes from high-quality learning experiences, regardless of individual characteristics and group memberships.

(Fraser, 2008; Great Lakes Equity Center, 2012)

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**Big ideals of PBIS**

- Document a shared vision & approach for your behavior system
- Establish 3-5 positively-stated school-wide expectations
- Explicitly teach school-wide expectations and other key social, emotional, & behavioral skills
- Encourage/acknowledge contextually appropriate behavior
- Use data for decision making

OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (2021)
EDUCATIONAL EQUITY & PBIS

So what does PBIS look like, sound like, and feel like when equity is centered?

DOCUMENT A SHARED VISION & APPROACH FOR YOUR BEHAVIOR SYSTEM

<table>
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<tr>
<th>Access</th>
<th>Representation</th>
<th>Meaningful Participation</th>
<th>High Outcomes</th>
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<tbody>
<tr>
<td>District and building vision is predicated on asset beliefs about behaviors across the cultural continuum and is not based solely on dominant White middle class norms to which all students will be held to</td>
<td>Students, parents, staff, and community members representing multiple and diverse perspectives play a significant role in developing and vetting the district and building vision for the behavior system</td>
<td>Students, parents, staff, and community members representing multiple and diverse perspectives, have agency and are empowered to contribute to the creation of the vision for the behavior system</td>
<td>The vision for the district and building school behavior system reflect the community in which the school is situated and aligns with success across all student identities</td>
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ESTABLISH 3-5 POSITIVELY-STATED SCHOOL-WIDE EXPECTATIONS

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<td>Students, parents, staff, and community members representing multiple and diverse perspectives play a significant role in identifying and defining behavioral expectations</td>
<td>Students value and use input and feedback from students, parents, staff, and community members representing multiple and diverse perspectives, when identifying and defining behavioral expectations</td>
<td>Schools ensure that the identified and defined behavior expectations reflect the communities in which the school is situated and that all students are set up for success across all student identities</td>
<td>Students, parents, and community members are a part of teaching the lessons.</td>
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EXPLICITLY TEACH SCHOOL-WIDE EXPECTATIONS & OTHER KEY SOCIAL, EMOTIONAL, & BEHAVIORAL SKILLS

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<td>Culturally responsive behavior expectations are taught in ways that acknowledge, value and consider different ways of knowing and not based solely on dominant White middle class values and ideas.</td>
<td>Students cultures are reflected in the behavior expectations, lesson plans, and delivery of learning reflects universal design. The language in the lessons are asset-based. Instructional materials reflect students across identity markers. Staff reflects the student population and are a part of teaching the lessons.</td>
<td>The school climate allows a safe space for students, parents, and community members to provide constructive feedback about what is working and what is not working. Students, parents, and community members are a part of teaching the lessons.</td>
<td>Schools ensure that lesson plans reflect the communities in which the school is situated and that all students are set up for success across all student identities.</td>
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ENCOURAGE/ACKNOWLEDGE CONTEXTUALLY APPROPRIATE BEHAVIOR

Access  |  Representation |  Meaningful Participation |  High Outcomes
---|---|---|---
The school community acknowledges appropriate behaviors that include student-led experiences and intersectional identities. While norms are not the standard for what is appropriate and what is not.

The school community encourages culturally situated behaviors as appropriate and works collectively with students and parents to create systems that are inclusive of culturally diverse ways of behaving and responding to different situations, interactions, and experiences.

The school community encourages students to be their authentic selves and learn and thrive from seeing culturally diverse ways of being, as well as how acting or reacting. Adults proportionally provide asset-based feedback to students across all identity markers.

The school community recognizes that students across all identity markers have the potential and ability to achieve high outcomes. The school community is intentionally encouraging students to be their authentic selves and appreciating them as they experience self-directed behaviors toward success.

Payno-Simmons, in press.

ADDRESS BEHAVIOR CONCERNS THROUGH A CONTINUUM OF SUPPORTS

Access  |  Representation |  Meaningful Participation |  High Outcomes
---|---|---|---
Students, staff, parents and community members are not overrepresented in ensuring intervention behaviors. Exponts, across the tiers, are culturally diverse ways of addressing behavioral concerns. In universal designs, culturally sustaining practices are proportionally represented.

Students, staff, parents and community members are proportionately represented in increasing student and diverse perspectives especially those who have been historically marginalized. The continuum of support is not used to force students to ascribe to White norms of behaviors and instead have appropriate levels of support.

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Payno-Simmons, in press.

USE DATA FOR DECISION MAKING

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Students, parents, staff, and community members representing multiple and diverse perspectives, especially those who have been historically excluded intentionally use multiple data sources to understand system conditions and who is benefiting from the way the behavior systems are set up and who is not. Schools focus on assessing systems to support behavior outcomes and not the student or their families.

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Payno-Simmons, in press.
PROCESS THE PBIS & EQUITY CONSTRUCTS CROSSWALK

Discuss themes that emerge from the crosswalk between the four constructs of equity and the big ideas of PBIS.

Identify where equitable practices are visible.

Identify areas to address i.e. student voice.

Identify action items for centering equity in PBIS practices.

KEY PRACTICE FOR TRANSFORMATIVE CHANGE TOWARDS EQUITY IN PBIS

Ask Critical Questions when Looking at Discipline Data

CENTERING EQUITY IS ABOUT BEING CRITICALLY AWARE

Is an active and persistent curiosity and awareness (Freire, 2000).

A willingness to examine beliefs, practices, assumptions, and norms to detect how power and privilege operate to contribute to inequality and oppression (Freire, 2000).

(Centers, 2000; Horton, 1988; Radd & Macey, 2013; Radd & Kramer, 2016)

CENTERING EQUITY IS ABOUT BEING CRITICALLY AWARE

(Centers, 2000; Horton, 1988; Radd & Macey, 2013; Radd & Kramer, 2016)

Recognizing Implicit Bias (Goodman 2015)

Ongoing Critical Self Awareness & Self Examination (Goodman 2015; Mitchell 2015)

Understanding Power & Privilege (Johnson 2001; Major 2002)

Cultivating a Critical Consciousness Involves

Radd and Kramer 2013; Midwest and Plains Equity Center 2018
ASkING CRITICAL QUESTIONS TO CENTER EQUITY IN THE PBIS PROBLEM-SOLVING PROCESS

1. Is there an inequity problem in our school?
2. What is it about our people, policies, and practices that contribute to this inequity?
3. Which equitable practices can address the inequity?
4. Did the equity strategies decrease our disparity?
5. Who is at the table when decisions are made about our school systems?

Critical questions to ask:

- Why is the inequity occurring?
- What is it about our people, policies, and practices that are contributing to this inequity?
- Who is at the table during the analysis process?

During this part of the process, teams should:

- Use multiple data sources that evaluate systems, practices, and outcomes.
- Keep the focus on systems, not on fixing students or teachers – remember the disparity is linked to a systemic inequity.
- Name the inequity whether it is about race, ethnicity, gender, religion, disability, etc.
- Identify goal(s) and objective(s) to address the disparity.

Teams can examine disaggregated data to identify:

- Who is experiencing the disparity/ies?
- Where is the disparity occurring within and across schools?
- Why is the inequity occurring?
- When it is occurring?
QUESTIONS FOR CONSIDERATION

• What data does your school need to understand the context in which students learn/behave and teachers teach?
• What data can you leverage within your systems?
• How does this data impact problem-solving and continuous improvement?
• How does regularly collecting and analyzing this data support SWPBIS practices?

Critical questions to ask:
• What evidence-based equitable practices/strategies can address the inequity(ies)?
• What are the activities and tasks needed to implement these practices/strategies?
• Who is at the table during the planning process?

During this part of the process, teams should:
• Identify goal(s) and objective(s) to address the disparity?
• Use resources such as PBIS resources like the CR field guide and MAP resources that support the understanding and awareness of how power privilege and implicit bias are at work and ways of addressing inequities.
• Teams should also name the inequity whether it is about race, ethnicity, gender, religion, dis/ability, etc.

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CENTRAL TO ASKING CRITICAL QUESTIONS TO CENTER EQUITY IN THE PBIS PROBLEM-SOLVING PROCESS

• Multiple & Diverse Perspectives at the Table
• Interrogating Self and systems
• The Right Types of Data
REFERENCES
