



Liberating education for all kids



Establishing & Assessing PBIS Practices In Ways That Center Equity

2021 NEPBIS Forum
Ruthie Payno-Simmons, PhD
May 13, 2021

www.rpsimpact.com
[@RPSEdImpact](https://twitter.com/RPSEdImpact)



1

ACKNOWLEDGMENTS

- Midwest and Plains Equity Assistance Center, Indiana University Purdue University Indianapolis
- Positive Behavioral Intervention Supports National Technical Center, Oregon University
- Technical Assistance Center on Multi-Tiered System of Supports (MTSS) for the Michigan Department of Education.
- RPS Educational Impact



Liberating education for all kids

2

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



Liberating education for all kids

3

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?




Liberating education for all kids

4

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

Supporting Important **Culturally Equitable** Academic & Social Behavior Competence

Supporting **Culturally Knowledgeable** Staff Behavior

Supporting **Culturally Valid** Decision Making

Supporting **Culturally Relevant** Evidence-based Interventions

LIBERATING EDUCATION FOR ALL KIDS

5



KEY PRACTICE FOR TRANSFORMATIVE CHANGE TOWARDS EQUITY IN PBIS

Define and operationalize educational equity within PBIS

LIBERATING EDUCATION FOR ALL KIDS

6

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)

LIBERATING EDUCATION FOR ALL KIDS

7

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)

LIBERATING EDUCATION FOR ALL KIDS

8

EDUCATIONAL EQUITY & PBIS



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



Liberating education for all kids

9

DOCUMENT A SHARED VISION & APPROACH FOR YOUR BEHAVIOR SYSTEM

Access	Representation	Meaningful Participation	High Outcomes
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	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	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	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



Liberating education for all kids

Payno-Simmons, in press

10

ESTABLISH 3-5 POSITIVELY-STATED SCHOOL-WIDE EXPECTATIONS

Access	Representation	Meaningful Participation	High Outcomes
Behavior expectations are culturally situated and not based solely on dominant White middle class norms as the standard to which all students will be held to	Students, parents, staff, and community members representing multiple and diverse perspectives play a significant role in identifying and defining behavioral expectations	Schools value and use input and feedback from students, parents, staff, and community members representing multiple and diverse perspectives, when identifying and defining behavioral expectations	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



Liberating education for all kids

Payno-Simmons, in press

11

EXPLICITLY TEACH SCHOOL-WIDE EXPECTATIONS & OTHER KEY SOCIAL, EMOTIONAL, & BEHAVIORAL SKILLS

Access	Representation	Meaningful Participation	High Outcomes
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.	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 lessons.	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.	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.



Liberating education for all kids

Payno-Simmons, in press

12

ENCOURAGE/ACKNOWLEDGE CONTEXTUALLY APPROPRIATE BEHAVIOR

Access	Representation	Meaningful Participation	High Outcomes
The school community acknowledges appropriate behaviors that include students' lived experiences and intersecting identities. White 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 in different situations, interactions, and experiences.	The school community encourages students to be their authentic selves as individuals and learners and refrain from viewing culturally diverse ways of being, as bad or wrong. Adults proportionately 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 intentional in encouraging students to be their authentic selves and acknowledging them as they experience self-directed behaviors toward success.



Liberalizing
education
for all kids

Payno-Simmons, in press

13

ADDRESS BEHAVIOR CONCERNS THROUGH A CONTINUUM OF SUPPORTS

Access	Representation	Meaningful Participation	High Outcomes
Students from non-dominant identities are not overrepresented in needing intensive behavior interventions. Supports across the tiers are culturally responsive. Schools use instructional asset practices to address behavioral concerns i.e. universal design, culturally sustaining practices, people first language.	Students, staff, parents and community members collectively determine the continuum of support across the PBIS tiers. Students across identities are proportionately represented in the continuum of supports across the tiers. The continuum of support is not used to force students to ascribe to White norms of behaviors and responses.	Schools value and use input and feedback from students, parents, staff, and community members representing multiple and diverse perspectives especially those who have been historically excluded on how behavior concerns are addressed through the continuum. Students from non-dominant identities play an active role in identifying their own needs and ways to address those need.	Students, staff, parents and community members collectively use data to ensure that students from non-dominant identities needing behavioral supports are advancing from intensive supports to universal supports in a timely manner and interrogate their systems and practices to identify barriers to their success. Students are included in their own educational plans in authentic and empowering ways.



Liberalizing
education
for all kids

Payno-Simmons, in press

14

USE DATA FOR DECISION MAKING

Access	Representation	Meaningful Participation	High Outcomes
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 fixing systems to support behavior outcomes and not the student or their families.	Students, parents, staff, and community members representing multiple and diverse perspectives, especially those who have been historically marginalized, play an important role in reviewing the disaggregated data to ensure all student groups are experiencing high outcomes and acting upon the data to provide the appropriate level of support where needed.	Students, parents, staff, and community members representing multiple and diverse perspectives are an integral part of leadership teams as they review data for decision making. The voices of the members who have historically been excluded are intentionally centered teams review disaggregated data and action plan.	Students, parents, staff, and community members representing multiple and diverse perspectives, especially those who have been historically marginalized, play an important role in collecting and reviewing multiple disaggregated data sets to ensure all student groups are experiencing high academic, behavior and social emotional outcomes.



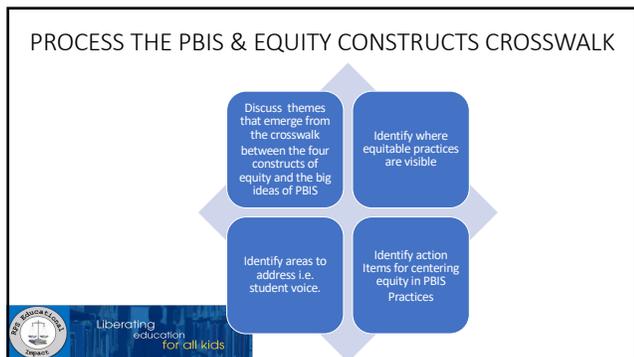
Liberalizing
education
for all kids

Payno-Simmons, in press

15



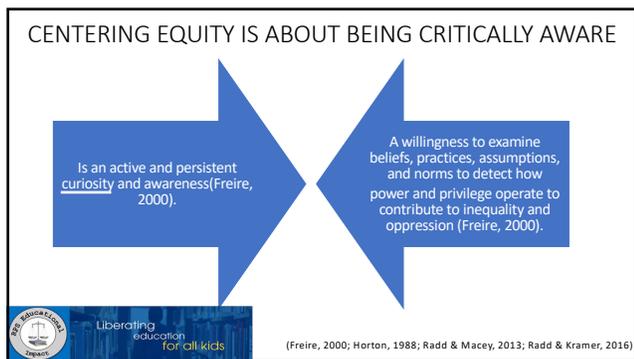
16



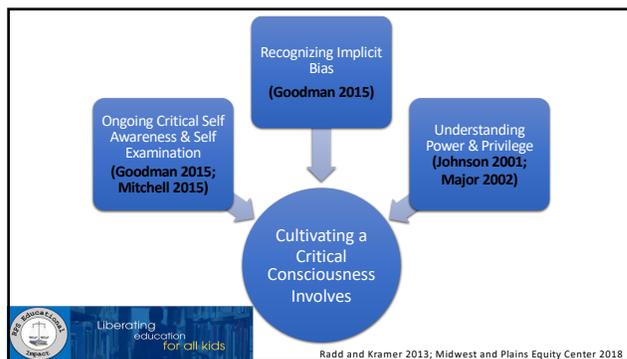
17



18



19



20

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 this inequity?
4. Did the equity strategies decrease our disparity?
5. Who is at the table when decisions are made about our school systems?

Payno-Simmons 2020 in Review Teach by Design, PBISAPPS

21

Critical questions to ask:

- What is/are the inequity(ies) leading to our disproportionate outcomes for the group(s) of students identified?
- Who is benefiting from the ways things are and who is not?
- Who is at the table during problem identification?

Step 1: Problem Identification – is there a problem

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 is it occurring?

Payno-Simmons 2020, Teach by Design, PBISAPPS

22

Critical questions to ask:

- Why is the disproportionate outcome 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?

Step 2: Problem Analysis – Why is the problem happening?

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, dis/ability, etc.
- Identify goal(s) and objective(s) to address the disparity?

Payno-Simmons 2020, Teach by Design, PBISAPPS

23

EQUITY-CENTRIC METRICS

<p>REFLECTION QUESTIONS</p> <p>Are there inequities in student access, representation, participation & positive outcomes?</p> <p>What do we know already?</p> <p>How do we know it? What types of data help us to know what we know?</p> <p>What do we need to know more about?</p> <p>Can we leverage existing data structures or systems to collect, analyze and share these data? If so, which ones?</p> <p>How can we obtain or create needed data structures or systems to fill in our data gaps?</p>	<p>ACCESS</p> <p>Early Learning Programs</p> <p>Program Placement</p> <p>Effective Educators</p> <p>Quality curricular resources/ Technology</p> <p>Safe, clean, functioning & inviting school environments</p> <p>Timely, effective academic, socio-emotional & behavior supports</p>	<p>REPRESENTATION</p> <p>Pract Programs Enrollment</p> <p>Teacher/Student Demographic Composition</p> <p>Students' enrollment in higher level/advanced courses</p> <p>Variety of curricular and extra-curricular offers representing the specific interests of student groups</p> <p>Non-stereotypical & authentic representation of minoritized groups in curricular content across course subjects in fiction and non-fiction material</p> <p>Presence of youth and adults in decision-making and leadership structures/opportunities</p>	<p>MEANINGFUL PARTICIPATION</p> <p>Student attendance in higher track courses and/or CTE programs</p> <p>Student participation in co-curricular/extra-curricular or enrichment activities</p> <p>Interests and perspectives expressed by youth and adults reflected in school and district policy decisions.</p> <p>Student engagement in classroom instruction</p>	<p>POSITIVE OUTCOMES</p> <p>Academic Performance</p> <p>Behavior</p> <p>Attendance</p> <p>Graduation, diploma type & School Push Out Rates</p> <p>Perception of School Climate and Culture</p> <p>Grade Passing Rates/Credit Hours Attainment</p> <p>Post-secondary employment and/or college/university career training/enrollment</p>
---	---	--	--	--

(Skelton & Gorman, 2021).

24

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?





Liberating education for all kids

25

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.

Step 3: Plan Development – What is the plan?



Liberating education for all kids

Payno-Simmons 2020, Teach by Design, PBISAPPS

26

Critical questions to ask:

- Are the equity practices/strategies narrowing our disparity(ies)?
- What counts as data when centering equity?
- Who is at the table as we evaluate the strategies implemented?

During this part of the process, teams should use multiple data sources such as:

- Fidelity data (e.g., Tiered Fidelity Inventory data across schools, instructional practices data across schools)
- Disaggregated stakeholder surveys to determine how well we reached the intended population)
- Contextual Data that gets at the conditions in which students learn i.e. Instructional practices data
- Impact data (e.g., disaggregated student outcomes).

Step 4: Plan Evaluation – How will we know if the plan is working?



Liberating education for all kids

Payno-Simmons 2020 Teach by Design, PBISAPPS

27

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





Liberating education for all kids

Payno-Simmons 2020 Teach by Design, PBISAPPS,

28

Email dr.ruth@rpsimpact.com
 Website www.rpsimpact.com
 @RPSEdImpact

29

REFERENCES

- Fraser, N. (2008). *Scales of justice: Reimagining political space in a globalizing world*. Malden, MA: Polity.
- Goodman, D. (2015) Oppression and privilege: Two sides of the same coin. *Journal of Intercultural Communication*, (18), pp. 1-14, <http://www.dianegoodman.com/PrivilegeandOppression>
- Great Lakes Equity Center. (2012). Equity dispatch: Educational equity. Indianapolis, IN: Great Lakes Equity Center. Retrieved from <http://url.ie/yzeu>
- Johnson, Allan G. (2001). *Privilege, power, and difference*. Boston: McGraw-Hill.
- Major, B. (2005). How does white privilege show up in foundation and community initiatives? In M. Potapchuk & S. Leiderman (Eds.), *Flipping the script: White privilege and community building*. (pp. 71-80). Maryland: MP Associates.
- Mitchell, T. D. (2007). Critical service-learning as social justice education: A case study of the citizen scholars program. *Equity & Excellence in Education*, 40(2), 101-112.
- OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (2021). *Positive Behavioral Interventions & Supports [Website]*. www.pbis.org.

30

REFERENCES

- OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (October 2015). *Positive Behavioral Interventions and Supports (PBIS) Implementation Blueprint: Part 1 – Foundations and Supporting Information*. Eugene, OR: University of Oregon. Retrieved from www.pbis.org.
- Payno-Simmons, R. (2020). 5 Questions Every Team Should Ask About Racial Disproportionality. <https://www.pbisapps.org/community/Pages/5-Questions-Every-Team-Should-Ask-About-Racial-Disproportionality.aspx> . Teach by Design pbisapps.org
- Payno-Simmons, R. (In Review). Centering Equity in School Discipline: The Michigan Equity Pilot. *Preventing School Failure Journal*.
- Skelton, S. M., & Gorman, T. (2021). *Equity-Centered Metrics*. Indianapolis, IN: Midwest & Plains Equity Assistance Center

31