

Illinois State Board of Education



*Behavior
Assessment
Training*

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Staff, Community, and Family Collaboration to Address Implicit Bias

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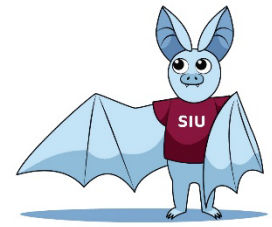
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Agenda

- Welcome
- BAT project
- Collaboration to address implicit bias including within the FBA/BIP process
 - Staff collaboration
 - Community collaboration
 - Family collaboration
- Making a connection with collaboration and the FBA/BIP process
- Self-reflection
- Preview spring 2024 webinars
- Exit survey

Behavior Assessment Training (BAT) project



The Special Education Behavior Assessment Training Project will provide comprehensive, professional learning for special education personnel on culturally responsive Functional Behavior Assessment (FBA) practices and Behavior Intervention Plans (BIPs) for students across all grade levels identified as having a disability in one or more of the 13 categories specified in IDEA...Additionally, the successful Offeror will coordinate with ISBE on mandate 105 ILCS5/14-8.05, which requires ISBE to develop and implement State-level guidelines on culturally responsive, evidence-based behavior interventions for students across all grade levels identified as having a disability in one or more of the 13 disability categories specified in IDEA.



Overview of topic

- Awareness of personal lens for behavioral expectations is an ongoing process
- Staff, community, and family collaboration is central to understanding behavior
- Consider strategies and resources to understand and meet in the middle to respond to behavior



Poll #1: Do you agree with the previous statements?

1. Yes
2. No
3. Not sure
4. No opinion



Collaboration to address implicit bias:

Context for the topic

Studies of school-age children have also found that schools are more likely to suspend or expel lower income children and children with a disability. Children of color, boys, and children with disabilities are likely to be more harshly disciplined than other children for the same behaviors. They are also more likely to be disciplined for behaviors that are not well defined, such as “having a bad attitude.”

Our implicit biases often come out when we must make quick decisions under stress, and we may end up relying on unconscious stereotypes. **Implicit biases become harmful when they affect decisions made about how children are treated at school, which in turn affects their chances at succeeding in school and later in life.** By working to consciously and intentionally recognize and overcome our biases...will help all children succeed and help reduce [suspensions](#) and [expulsions](#), especially for boys, children of color, and children with disabilities.

<https://preventexpulsion.org/1g-provide-professional-development-and-ongoing-support-for-all-program-staff-on-culturally-responsive-practices-and-implicit-bias/>



Staff collaboration to address bias

- Being culturally responsive entails an awareness of one's own identity and the ability to learn and build on that identity by drawing from an understanding of students and their families
- Being culturally responsive includes an understanding of community norms, values, and practices
- Acknowledging behavioral expectations and the impact of the same expectations for all students, across all settings etc. and learning about adjustments to align with student's background (cultural, family, community); identify and acknowledge own "blind spots"
- Acknowledging bias/biases which cause lower expectations for some students, which often create results to match the bias **including to conduct an FBA and in the BIP process**

Staff collaboration continued

- Examination and recognition of each staff member's values related to equity and diversity
- Examination of interpersonal communication and problem solving
- Examination of top-down and bottom-up systems and processes
- **Examination of the impact of the three above areas on behavioral expectations for students with disabilities; assumptions** about students' learning behaviors and their capability for academic success, which are tied to students' identities and/or backgrounds. These **assumptions** can impede student growth and achievement (Staats, et. al, 2017) along with **potential impact on conducting an FBA and in the BIP process**

Staats C. et al. (2017). *State of the Science: Implicit Bias Review 2017*. Kirwan Institute for the Study of Race and Ethnicity.

Community collaboration

- Awareness of community programs, organizations and resources and their scope, expectations, and outcomes for families; may be at odds with staff (familiarity/understanding, experiences)
- Outreach to community leaders to work together for students and their families in culturally responsive ways
- Need for leadership and capacity building for all involved as well as ongoing evaluation efforts to improve understanding and actions

Community collaboration continued

- Community should extend beyond neighborhoods where students' homes and schools are located but also any neighborhoods and affiliations that influence their learning and development.
- Community is more than low or high social or economic status. Focus on strengths and talents to support students, families, and schools.
- **Awareness of community context can assist school professionals to conduct an FBA and in the BIP process**

Brion, C. (2020). Implicit bias: An unconscious barrier to family engagement. *Journal of Interdisciplinary Education*, 16(1).

Poll #2: Community collaboration

What does community collaboration mean to YOU?

1. Learn about history and context
2. Delve into culture and traditions (formal/informal)
3. Address disparities rather than make comparisons
4. Perspective of learning rather than assuming
5. Focus on commonalities rather than differences

Family collaboration

- Meet families “where they are” to get to know “who they are”
- Work with families to identify strengths; rather than a focus on needs and deficits
- Learn about behavioral expectations within family context and at community level(s);
can assist to conduct an FBA and in the BIP process



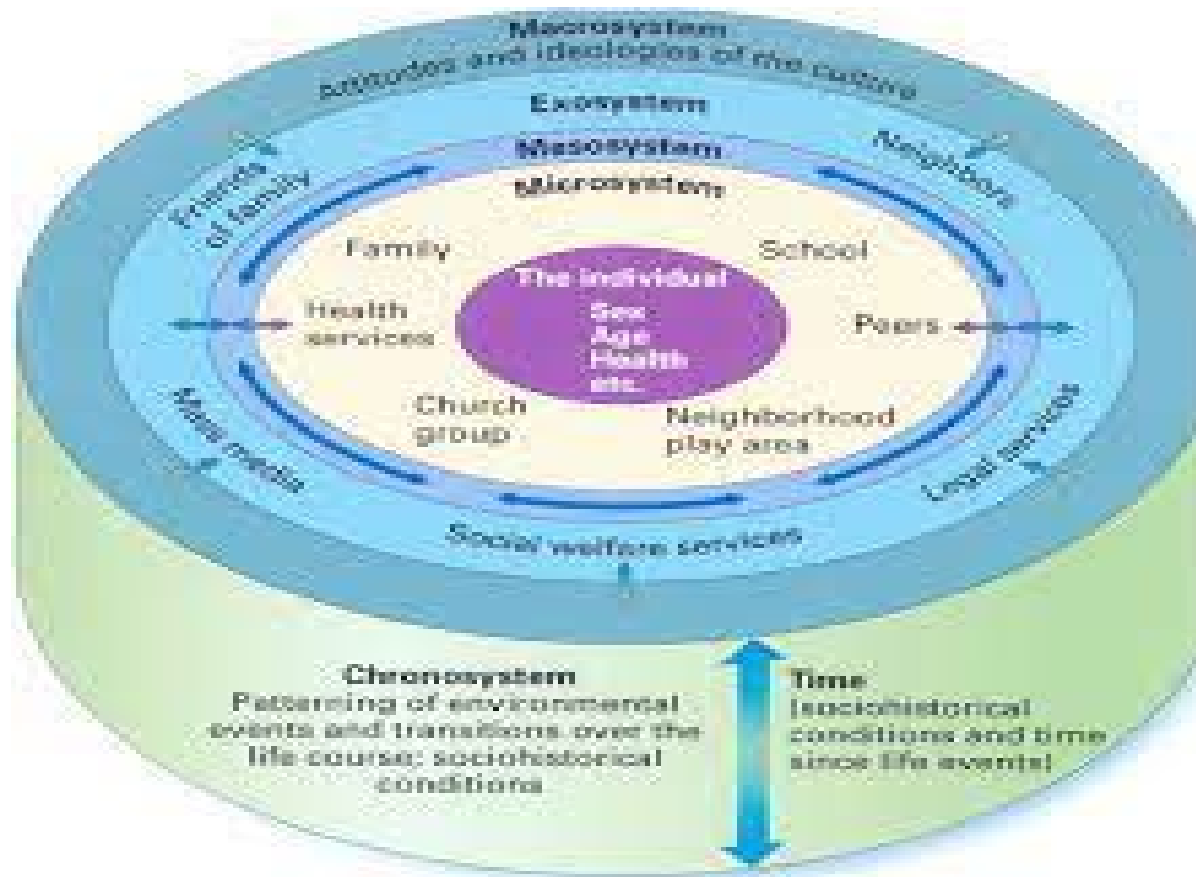
Family collaboration continued

- Strive for partnerships
- Learn about values and priorities
- Learn about information and support needs
- Work together for valued student outcomes

Pacino, M. A., & Warren, S. R. (2023). (Eds) *Building culturally responsive relationships among schools, families, and communities*. Teachers College Press. New York, NY.



Bronfenbrenner's ecological framework



Levels of the framework

All levels require interaction and impact collaboration

- Microsystem focuses on the student's context
- Mesosystem focuses on communication
- Exosystem focuses on outside influences
- Macrosystem focuses on societal context
- Chronosystem focuses on passage of time

Strategies for collaboration

- Encourage and facilitate opportunities to interact with individuals and groups from other races, cultures, ethnicities, ages, socioeconomic statuses, sexual identities, religions, genders, and abilities.
- Raise awareness of biases along with ways to replace and reframe through open-mindedness, knowledge, and interactions
- Identify training / professional development needs and collaboratively plan to address them in an ongoing manner and invite feedback / evaluation



Strategies for collaboration continued

- Keep up to date as staff members change, new programs are available, new groups in community etc.
- Continue to self-evaluate and work with others to make changes related to implicit bias and behavioral expectations especially to **conduct an FBA and in the BIP process**
- Be intentional about collaboration



Poll #3: How likely are you to implement one or more of the strategies for collaboration?

1. Not likely
2. A little likely
3. Neutral
4. Somewhat likely
5. Very likely



Poll #4: Which strategy for collaboration are you likely to implement?

1. Encourage/facilitate opportunities to interact
2. Raise awareness of biases
3. Identify training/professional development needs
4. Keep up to date with community organizational changes
5. None of the above



Making a Connection

- Understanding behavioral expectations within family and community contexts is crucial **when conducting a Functional Behavior Assessment (FBA) and creating a Behavior Intervention Plan (BIP)**. This involves ongoing self-evaluation and collaboration to combat implicit biases that might influence these processes, particularly in terms of setting lower expectations for specific students.
- Recognizing the importance of community context is essential for school professionals to conduct successful FBAs and BIPs, as unfounded assumptions can impede student growth and achievement.

Self-reflection

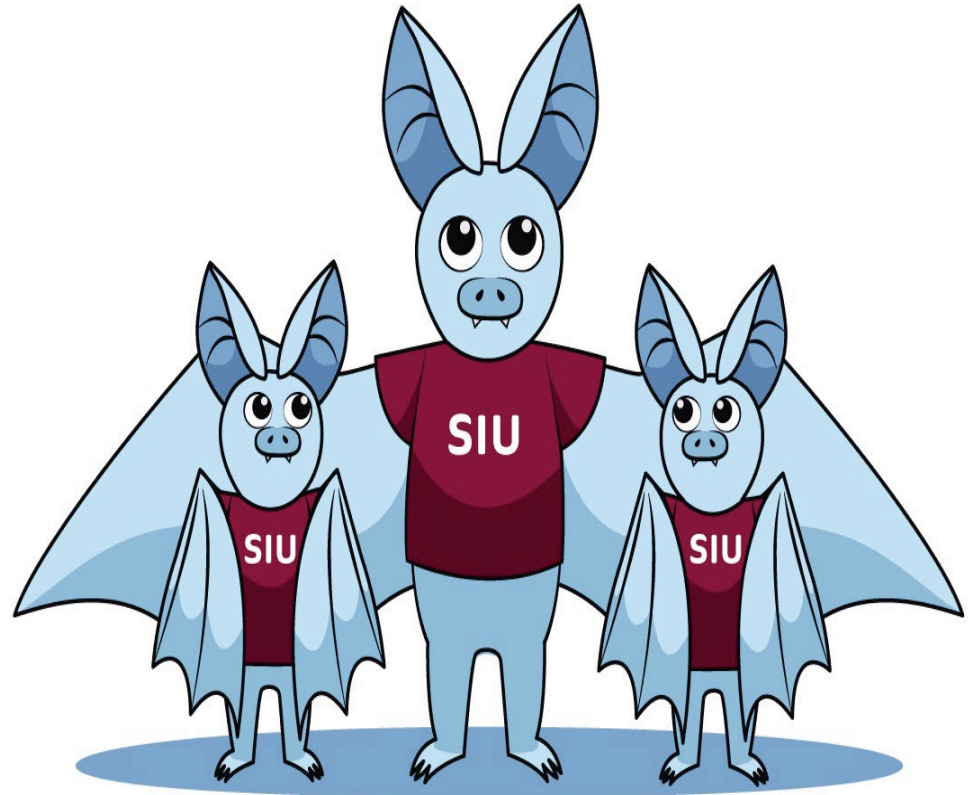
- How can staff foster and nurture collaboration with families when racial, cultural and/or economic capital are limited?
- How can staff foster and nurture a family's cultural values and goals for adulthood for their child when there are differences or disagreements? How can the future be co-constructed?
- How do we not “judge a book by its cover”?

Harry, B. & Ocasio-Stoutenburg, L. (2020). *Meeting families where they are: Building equity through advocacy with diverse schools and communities*. Teachers College Press. New York, NY.

Preview spring 2024 webinars

- February 2024: Culturally responsive data collection
- March 2024: Implementation fidelity
- April 2024: Creating an action plan
- May 2024: Early Childhood

Please complete the Exit survey



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