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Viewing student behavior through an action plan

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January 18, 2023

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Agenda

- Welcome

- Overview of BAT project and topic

- Moving forward to a culturally responsive view of student behavior

- Action plan

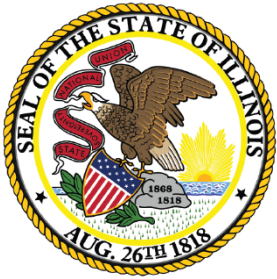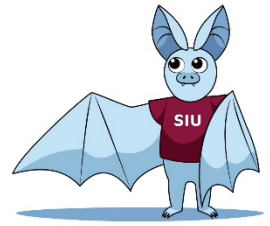- Preview spring 2023 webinars

- Q&A (time permitting)

- Exit survey

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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.

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Overview of topic

- Examine student behavior through a personal, contextual, and professional lens

- Awareness of personal lens as a process; much is long-standing and not examined

- Explore potential for mismatch in what we bring and what our students bring to the classroom

Moving forward to a culturally responsive view of student behavior

- Being culturally responsive entails an awareness of one's own cultural identity and the ability to learn and build on that identity from varying cultural and community norms (e.g., students and their families)

- Acknowledging our own stereotypes along with ways to overcome fixed and simplified views

- Acknowledging bias which causes lower expectations for specific students, which often create results to match the bias

- 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 cultural and background (family, community)

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Equity in School Discipline video

Dr. Kent McIntosh at the University of Oregon outlines strategies for tackling disproportionality in education.

Focus on Discipline Referral Data by Race and the three specific strategies to address the data

https://pbisapps.wistia.com/medias/rnkz23b2x3

Poll #1: Do you agree with Dr. McIntosh?

1. Yes
2. No
3. Not sure

Discipline disparities: Trauma

Example from New Orleans (LA) schools

- School response and resources related to trauma
- Reduced impact of rewards and consequences
- Need for staff development and also family and community engagement
- Non-exclusionary discipline practices

Pearson, K., Marques, L., Stevens, M., & Williams, E. M. (2022). Trauma and discipline disproportionality: Treating the underlying concerns (p. 87-107) in P.A. Fenning, & M. B. Johnson, M. B. (Eds.). *Discipline disparities among students with disabilities: Creating equitable environments*. Teachers College Press.

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Discipline disparities continued

Rethinking discipline of students with disabilities:

- Using data and creating accountability mechanisms

- Soliciting and centralizing marginalized voices

- Deploying effective, equitable, and relationship-centered practices

Johnson, M., & Fenning, P. (2022). Rethinking discipline of students with disabilities: A path forward for research, policy, and practice (p. 194-207) P. Fenning, & M. Johnson (Eds.). *Discipline disparities among students with disabilities: Creating equitable environments*. Teachers College Press.

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Discipline disparities (Fenning & Johnson, 2022) continued

Rethinking discipline of students with disabilities with the following recommendations:

- Increased focus on prevention

- Create a meaningful and culturally responsive tiered continuum of supports (link with MTSS)

- Equip educators to meet students' needs (PD)

  - Reexamine discipline referral processes

  - Review FBA procedures

  - Review and revise BIPs

Strategies for Countering Unconscious Bias in the Classroom

- **Inquiry**: ask questions for greater understanding

- **Framing**: examine issues from multiple perspectives

- **Dialogue**: engage in conversations to build knowledge, tolerance, and acceptance

- **Reflection**: willingness to change our perspectives and actions

- **Action**: use what is learned to counter bias

Adapted from https://www.nafsa.org/ie-magazine/2020/8/4/strategies-countering-unconscious-bias-classroom

Social validity

An additional factor to consider related to bias and determining ways to address it is social validity, which is a behavioral concept.

A few definitions to consider:

- Social validity refers to the **social significance of intervention goals, social acceptability of intervention procedures, and social importance of their effects.**

- Social validity is concerned with **measuring the impact of treatment goals, procedures, and effects on not only the direct recipients of treatment but also on others that may indirectly influenced by the treatment.** Social validity assessment frequently incorporates treatment mediators, family members, friends, peer groups, etc. This inclusion in social validity assessment offers a method for measuring and **ensuring that the welfare of others is considered in treatment programs.**

Social validity continued

Need to consider how a strategy, technique, process etc. favored or adopted by one or more individuals may not be socially valid for others who are involved in addressing student behavior concerns such as

- FBAs: a data collection method

- BIPs: an intervention to teach replacement behavior

- Collaboration with/across team members

- Collaboration with parents and families

Items from the Assessment of Culturally and Contextually Relevant Supports (ACCReS)

Equitable Classroom Practices (13 items)

6. I engage in more positive interactions with students than negative interactions.

7. I am consistent and fair when it comes to discipline.

9. I explicitly teach students about my expectations for classroom behavior.

12. I deliver praise equitably in my classroom.

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ACCReS continued

Consideration of Culture and Context (11 items)

5. I understand that behavior may be context specific (e.g., different behaviors may be more appropriate at home or school).

7. I self-assess my cultural biases regularly.

8. I understand that some students are at risk for being disproportionally excluded from the learning environment (e.g., sent to the office, suspended, expelled).

11. I know where to find information about culturally and contextually relevant behavior management practices.

ACCReS continued

Accessing Information and Support (11 items)

1. I ask families to help define my classroom expectations.

7. I request the resources (e.g., time, staff training) I need to implement culturally and contextually relevant behavior support.

8. I meet with support personnel (e.g., instructional coaches, lead teachers, consultants) to help me consider cultural and contextual factors that might affect how I support students' behavior.

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Poll #2: How likely are you to now focus on one or more ACCReS items in your practice?

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

Action plan
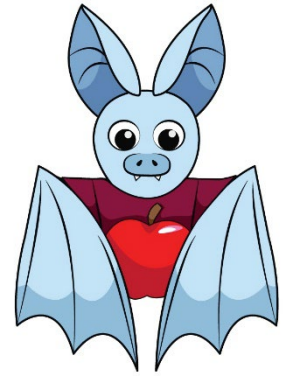
- Select one goal and 2-3 specific objectives
  to reach your stated goal (refer to AACReS items)
  - Learn more about cultural responsivity
  - Learn more about your perspective on student behavior
  - Gain knowledge about a one or more students
  - Examining program, building, district behavior policies
- Share your goal and objectives with a colleague to ensure follow-up and opportunity for feedback
- Continue to participate in BAT project activities

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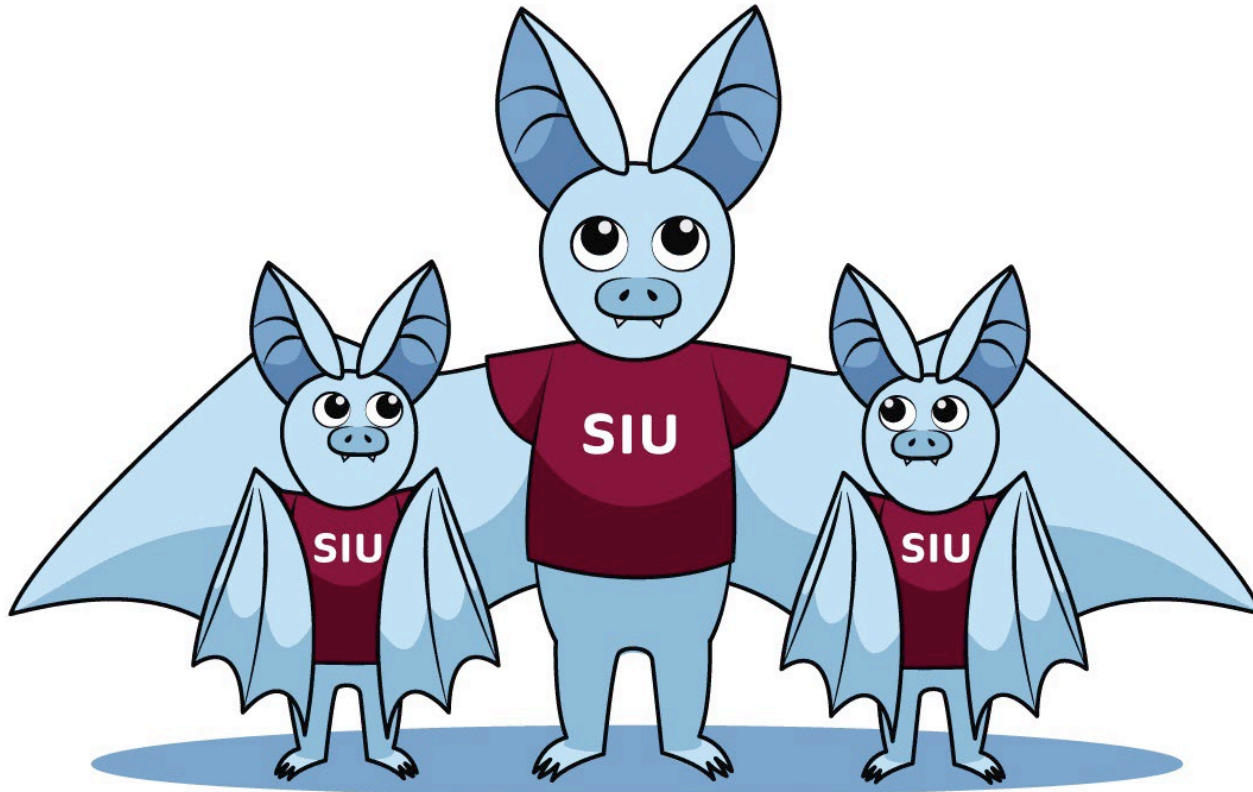Education

Preview spring 2023 webinars

Topic 2:

- Evidence-based behavioral interventions
- Using a cultural lens to develop evidence-based FBAs
- Using a cultural lens to develop evidence-based BIPs
- Summary and Action plan

Please complete the Exit survey