

EQUITABLE LEARNING AND DISCIPLINE PRACTICES

A Journey through Privilege, Implicit Bias, Vulnerable Decision Points
and Neutralizing Routines

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February 21, 2019

Objectives

1. Participants will recognize and understand how privilege and implicit bias affect equitable learning environments and discipline decisions.
1. Participants will increase their knowledge related to identifying vulnerable decision points, implementing neutralizing routines, and assessing their school and classroom environments for equitable practices.
1. Participants will learn to evaluate their own privilege, implicit bias, and professional practices for equitability.

Loudoun County Public Schools



Stats

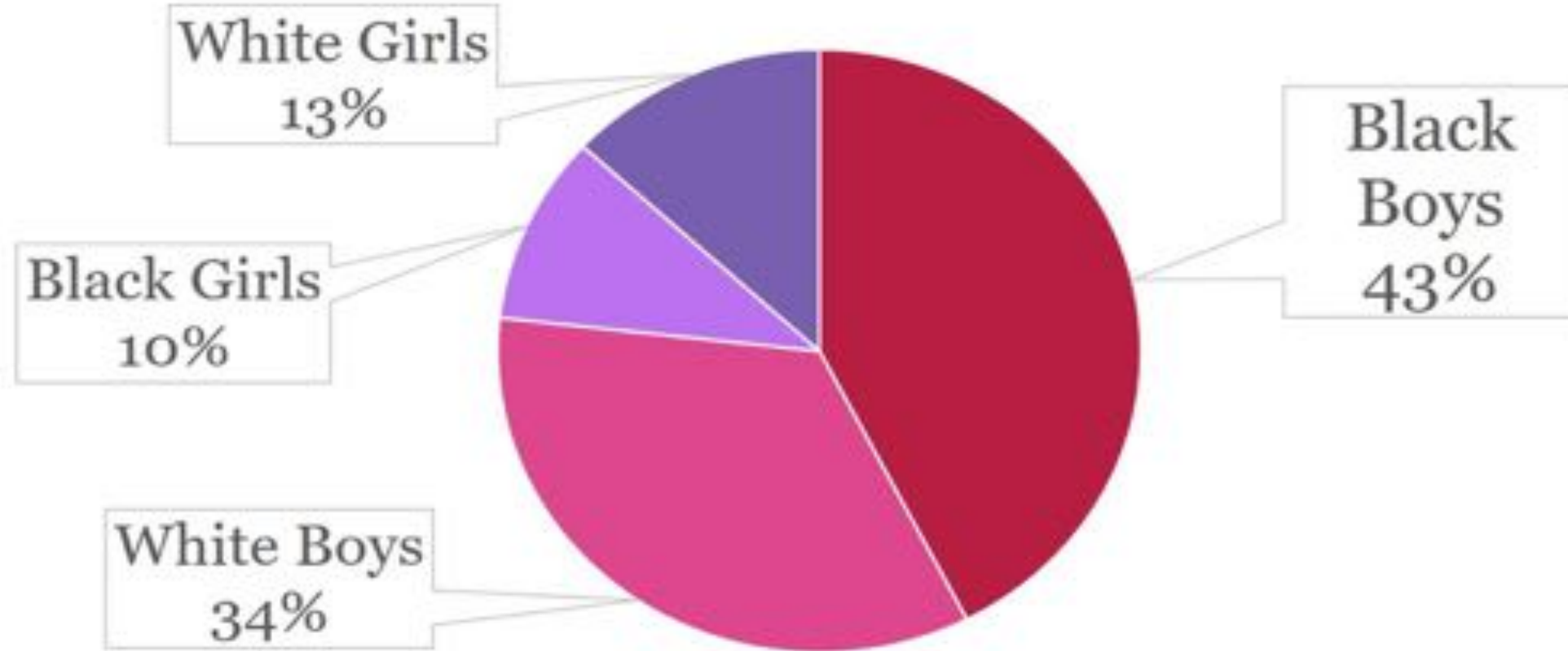
- 3rd largest school division in Virginia
- 82,400+ students
- 92 schools
 - 15 High Schools
 - 17 Middle Schools
 - 58 Elementary Schools
 - 2 Special Purpose Schools
- Add 1-3 schools every year (about 2,500 new students)
- **Fun fact:** Loudoun County Economic Development estimates that 70 percent of the world's internet traffic passes through Loudoun County.

National Suspension Data

- **Black children** represent **18% of preschool** enrollment but **48%** receive more than one **out-of-school suspension**, while white students represent 43% of preschool enrollment and only 26% of out-of-school suspensions.
- **Black students** are suspended and expelled **three times more** than white students.
- **Students with disabilities** are **more than twice as likely** to receive an out-of-school suspension at 13% versus students without disabilities at 6%.
- Black students represent 16% of student enrollment but account for 27% referred to law enforcement and **31%** subjected to a school-related arrest

(March 2014, U.S. Department of Education Office for Civil Rights)

Preschool Eye-tracking Study (Walter Gilliam): Which students are teachers watching?



Impact

The **Visible Learning** Research

- Effect Sizes:
 - Suspension= $-.20$ (Likely to have a negative impact on achievement)
 - Not Being Liked in Class= $-.19$
 - Teacher Estimate of Achievement= 1.29 (Potential to considerably accelerate student achievement)
 - Student self-efficacy= $.92$
 - Feedback= $.70$

Understanding Privilege

- Privilege is: Unearned advantages that are highly valued but restricted to certain groups
- As a result, privilege oppresses certain groups
- Privilege becomes problematic when we allow it to:
 - Skew our personal interactions and judgments
 - Contribute to, or blind us to, systemic barriers for those who do not possess a certain privilege, which creates and perpetuates inequity

What about Intersectionality?



Privilege Walk

How much privilege do you
have?

[Privilege Quiz](#)

[Video](#) (5:54 minutes)

Reflections From An Art Educator

- “I don’t find discussions about white privilege difficult at all. I love having these types of conversations. Black people do not want us to feel bad about being White. They aren’t angry at us for being White. They don’t even want us to feel guilty about our Whiteness. We are allowed to be proud of our heritage as well- no one is saying that we can’t be.”
- “BUT what IS needed is the acknowledgement that privilege exists. Yes, I have worked very, very hard in my life but I also had a big leg up. A Black person saying that I have privilege DOES NOT take away from my hard work- that's not what they’re saying. What they are saying is, “Are you aware? Have you ever considered that the playing field was not even? Do you acknowledge the advantages that you have been graced with?””

Reflections From An Art Educator

- “It’s OK to be successful. It’s not wrong to use the opportunities that you have been given. If an opportunity is extended you SHOULD use it! That's the point! Those opportunities need to be extended to EVERYONE regardless of their skin color or gender.”
- “Shouldn’t the goal be for everyone to be as successful as they can be? Success comes with opportunity. If we allow an outpouring of opportunities you will see a society of people who thrive.”

Implicit Bias

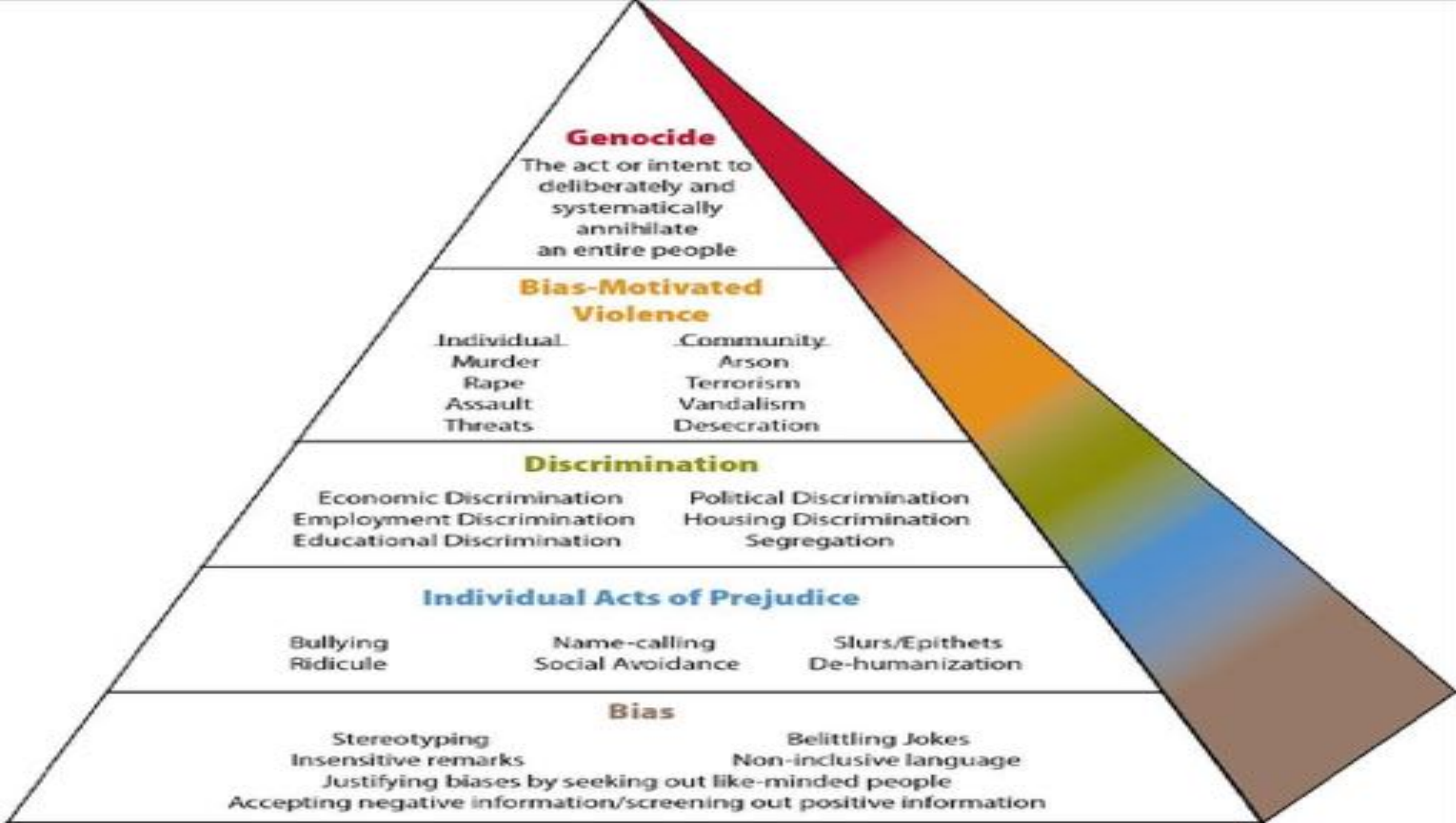


- Unconscious, automatic
- Based on stereotypes, experiences
- We all have it-even those affected by it
- Generally not an indication of our beliefs and values
(Cognitive Dissonance)
- More likely to influence:
 - Snap decisions
 - Decisions that are ambiguous

Self-Awareness



- We can self-correct
- Project Implicit-Harvard:
 - Implicit Association Tests



Awareness Of Assumptions

- Instructors may assume that certain students know to seek help when they are struggling, although students at higher risk for struggling academically are often less likely to seek help and support
- Students who are affiliated with a particular identity group may be treated as experts on issues related to that group.
- Instructors might treat students with physical disabilities as if they may also have mental disabilities, and thus require more attention.

Assumptions Activity

Our assumptions influence what we see. We should always keep an open mind and be aware of our assumptions, because everyone's perspective is different based on their life experiences. As we begin this activity, listen to the perspectives of your colleagues as they share the reality of their experiences.

View-Pair-Share

Discussion Questions

1. What do you see in the image?
2. Do you think this image relates to race, privilege, and implicit bias? Why or why not?
3. Do you think this image shows an explicit or implicit bias towards, or against a particular group(s)?
4. If seen in public, would you have noticed the inequities in this image?
5. Could these images shape a person's assumptions or implicit bias?



Be Cool, Follow The Rules

2014

Cool!



Not Cool!



POOL RULES

Not Cool!



Not Cool!



Not Cool!



Cool!



Not Cool!



American Red Cross



2011



...the only way to ...
...the only way to ...
...the only way to ...
...the only way to ...
...the only way to ...
...the only way to ...
...the only way to ...
...the only way to ...



“Look like you give a damn. Re-civilize Yourself.”

Confirmation Bias

LET'S BEGIN THE MEETING, BUT BE AWARE THAT I AM DOCUMENTING ALL OF YOUR BULLYING BEHAVIOR.



Dilbert.com DilbertCartoonist@gmail.com

UM... I'M NOT EVEN CLOSE TO BEING A BULLY, BUT NOW YOUR CONFIRMATION BIAS WILL MAKE EVERYTHING I SAY SOUND LIKE BULLYING TO YOU.



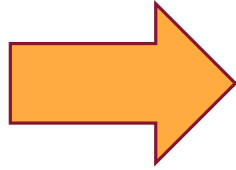
7-2-11 © 2011 Scott Adams, Inc. Dist. by Universal Uclick

CAN YOU REPEAT THE PART AFTER YOU IMPLIED THAT I'M A DELUSIONAL WITCH?



Learning Threat

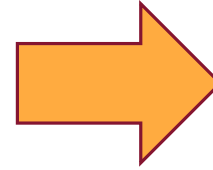
Microaggression



Attempt to be inclusive by singling out students based on race, disability, or income level.

Stereotype Threat

Fear that one's actions could confirm a negative stereotype held about his or her group.



Learning system misfires

Any mistake will confirm stereotype.

- Increased Fear
- Decreased mental energy
- Increased emotional reaction to mistakes

Self Reflection Questions

1. When watching TV or a movie, how likely are you to watch shows whose characters reflect your ethnicity, race, gender, ability level, religion, gender identity, and sexual orientation?
2. How do you respond when others make negative statements towards individuals of a different ethnicity, race, gender, ability level, religion, sexual orientation, or gender identity than yourself?

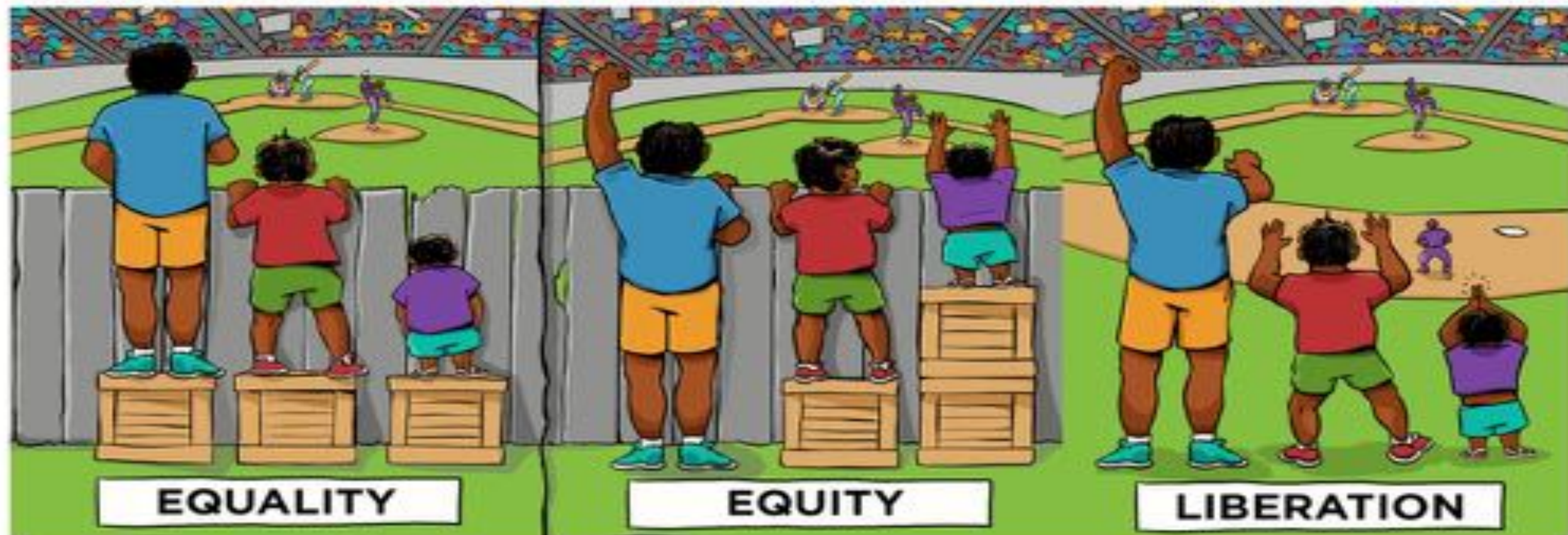
We are Aware of Privilege and Bias, Now What?

Strategies for increasing equitable learning and discipline practices



Don't just tell a different version of the same story.

Change The Story!



5-point Intervention To Enhance Equity In School Discipline

(McIntosh, K., Girvan, E. J., Horner, R. H., Smolkowski, K., & Sugai, G., 2018)

1. Use engaging instruction to reduce the opportunity (Achievement) gap
2. Implement a behavior framework that is Preventive, Multi-tiered and Culturally Responsive
3. Collection, use, and reporting of disaggregated student discipline data
4. Develop policies with accountability for disciplinary equity
5. Teach strategies for Neutralizing Implicit Bias in Discipline Decisions

Behavioral Interventions

- Tier 3:** Intensive, individual interventions:
- Functional Behavioral Assessment and Behavior Intervention Plan
 - Individual Behavior Plan/Intervention
 - Restorative Conferences
 - Technical MANDT

Academic Interventions

- Tier 3:** Intensive, individual interventions:
- Modified Instruction/Assessments
 - Alternate Assignments
 - Individualized Instruction
 - Specialized Instruction (e.g., Reading, Math)

Social-Emotional Interventions

- Tier 3:** Intensive, individual interventions:
- Individual Counseling
 - Threat Assessment/Safety Plan
 - Restorative Conferences
 - Suicide Screening, Referral, Follow-Up
 - Insight Program
 - 10-Day Substance Abuse Program

Tier 3 Systems Planning and Problem Solving Teams: CIP, IEP, MAP, Mental Health

Tier 2: Targeted Group Interventions:

- Check-In/Check-Out
- Small Group
- Restorative Circles
- Explicit Skill Instruction
- Relational MANDT

Tier 2: Targeted Group Interventions:

- Targeted Evidenced-Based Strategies/Interventions
- Structured Flex/Resource
- Tutoring
- Check-In/Check-Out
- Monitoring
- Specialized Instruction (Reading, Math)

Tier 2: Targeted Group Interventions:

- Group Counseling
- Threat Assessment
- Restorative Circles
- Support Groups
- Tobacco Education Program

Tier 2 Systems Planning and Problem Solving Teams: CLP, IEP, MAP, Mental Health

Tier 1: Universal Strategies

- Define, Teach, Model, Reinforce School-wide Expectations
- Differentiation (Reteach/Model/Reassess)
- Classroom Management System (Physical Environment, Rule and Routine Procedures, Opportunities to Respond, Active Supervision, Behavior Specific Praise, Error Correction)
- Equitable Classroom Practices
- Restorative Communication
- Relational MANDT
- PEER

Tier 1: Universal Strategies

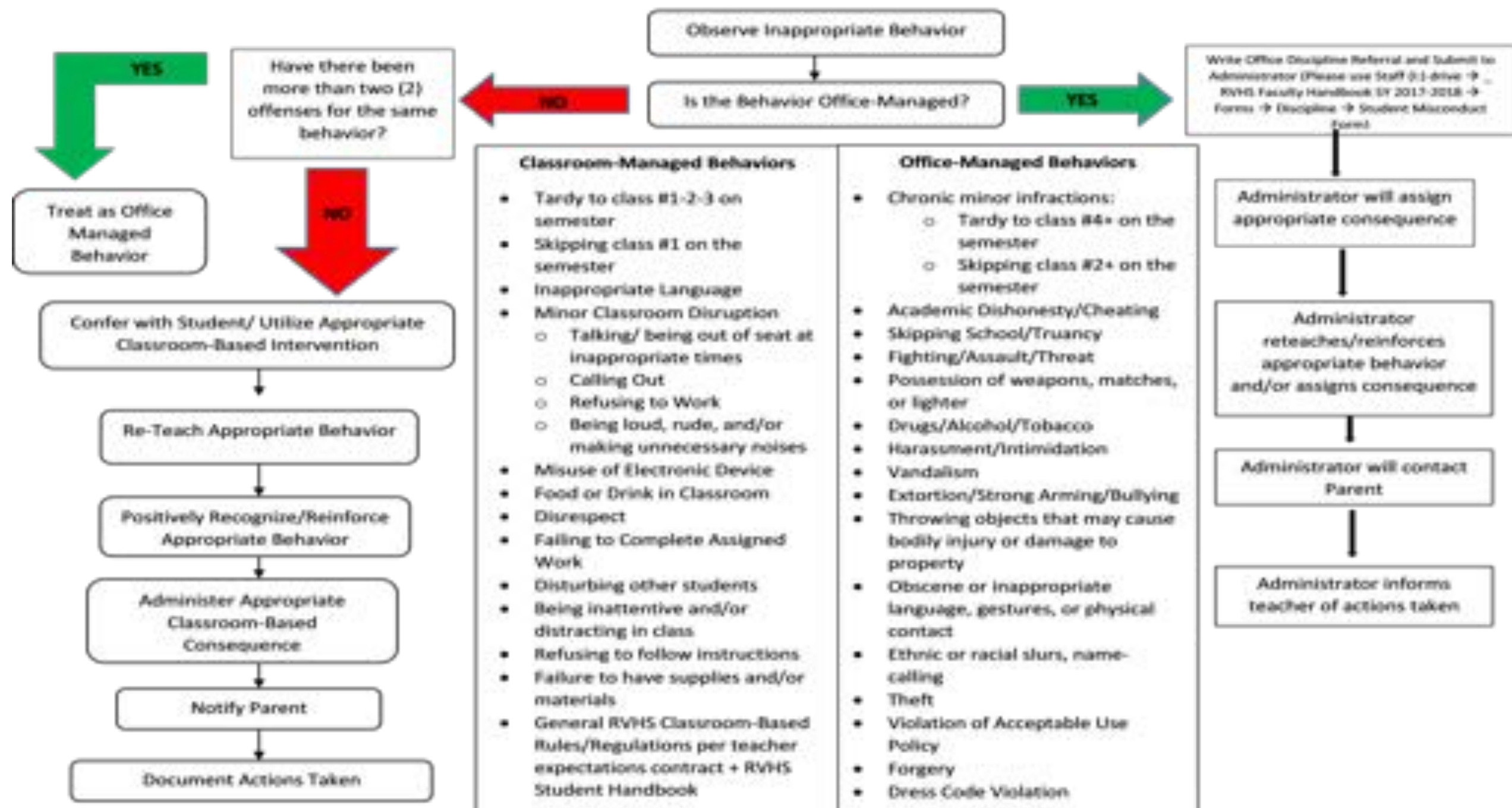
- Feedback
- Differentiation (Reteach/Model/Reassess)
- Reciprocal Teaching
- Teaching Self-Verbalization
- Meta-Cognition Strategies
- Peer Assisted Learning Strategies

Tier 1: Universal Strategies

- Differentiation (Reteach/Model/Reassess)
- Sources of Strength
- Classroom Counseling Lessons
- PEER
- Signs of Suicide
- Signs of Suicide Training Trusted Adults
- Substance Abuse Prevention
- Bullying Prevention (Stop-Walk-Talk & Expect Respect)

Tier 1 Systems Planning Teams: PBS, RTI, School Leadership, Mental Health

RVHS PBIS Behavior Management Flow Chart



Reflective Considerations Prior to Disciplinary Action: Excerpt

1. How has unconscious bias been considered?
2. What does a review of the teachers' classroom/behavior management style reveal? Is the student being referred by the same staff member frequently, etc.?
3. What interventions and/or core positive classroom management strategies has the teacher implemented?
4. What attempts, if any, did the student make to utilize previously taught/learned strategies?
5. In what ways have the academic and social-emotional needs of the student been considered?
6. How has the cultural or religious background of the student been considered and how might that have played a role in the incident?

Equitable Classroom Practices (ECP): Observation Checklist

- [Equitable Classroom Practices Observation Checklist](#)
- [Wisconsin version of Equitable Classroom Practices Observation Tool](#)
- [Equitable Classroom Practices](#) defined
- Group Activities through [Breaking Prejudice](#)

Equitable Classroom Practice

Observed
(1 point)

Not
Observed
(0 points)

1. Welcomes students by name as they enter the classroom

Asks students for correct pronunciation of their names; correctly pronounces students' names

2. Uses eye contact with all students

Makes culturally appropriate eye contact with all students

3. Uses proximity with all students equitably

Circulates around student work areas to be close to all students

4. Uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important

Smiles; Nods head in affirmation; Leans toward students; Turns toward students who are speaking to show interest

5. Arranges the classroom to accommodate discussion

Arranges seating to facilitate student-student discussion; Seating to facilitate teacher-student discussion

6. Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students

Displays and uses materials (supplemental books) that reflect all students' racial, ethnic, and cultural backgrounds year round; Display products and props from students' home and community background

**Equitable
Classroom
Practices
Observation
Tool**
(laspdg.org)

11. Uses random response strategies

Research

- "Accomplished teachers of linguistically and culturally diverse learners use a variety of approaches that allow students to confront, explore, and understand important and challenging concepts, topics, and issues in meaningful ways."
- "... establish a caring, inclusive, safe, and linguistically and culturally rich community of learning where students take intellectual risks and work both independently and collaboratively."

Trumbull, E. & Pacheco, M. (2005). *Leading with diversity: Cultural competencies for teacher preparation and professional development*. Providence, RI: Northeast and Islands Regional Educational Laboratory (LAI) (Eric document reproduction service No. ED494221).

- "The teacher's positive attention toward students results in positive academic changes. Hispanic students' grades improved more than 10 % per year when students were given equal opportunity to respond and received individual help. Schoolwork turned in by students increased 15 % as a result of having equitable opportunities to respond in class (Bartley, et al, 1999)."

Los Angeles County Office of Education. (2002). *Teacher Expectations Student Achievement (TESA): A staff development program for all teachers, coordinators manual*. Downey, CA: Los Angeles County Office of Education. p. D-1.

Examples

- Uses random response strategies, for example,
 - Numbered heads
 - Color-coded cards
 - Equity sticks
 - Calling sticks
 - Calling cards

Non-examples

- Calls only on students who raise their hands
- Calls only on perceived high-achieving students
- Uses round robin methods for student responses
- Calls on students as a consequence for inattention

**Equitable
Classroom Practices
Defined**

Vulnerable Decision Points

A specific decision that is more vulnerable to the effects of
IMPLICIT BIAS

- Elements of the Situation
- The person's decision state (internal state)

Internal State

- Resource Depletion
- I'm Hangry!
 - Effects of hunger
- The Morning Morality Effect
- Beliefs
 - Children should never question authority!

- Past Experiences
 - Justin use to act the same way!
- Assumptions and Expectations
 - How hard is it to walk in a straight line?
- Personal Aspirations
 - If he wasn't in my class, it would be a lot better.
- Feelings and Moods

Neutralizing Routines

When you see a problem behavior,
STOP (Diffuse), and ask:

1. Is this a VDP for me?
2. What is the situation and what is my decision state?
3. Move to an alternative response

When Responding:

1. Keep it Brief
2. If-then statements
3. Clear steps
4. Interrupts chain of events and adds space/delay between student behavior and adult response

Alternative Responses

- Delay
 - “See me after this lesson”
- Pause
 - Think it through before sending to office
- Use least exclusionary choice (Discipline Flowchart)
- Speak with student
 - State your confidence in them
 - Ask about their needs privately

Alternative Responses

- Recognize upset feelings and let them go
 - "I care about you, but this behavior is not ok."
- Picture this student as making a positive difference in the world
- Assume positive intent
- Model cool-down strategy
- Shift thinking from "What's wrong with you...." to "What happened?" "What do you need?"

Resources

- PBIS.org Documents:
 - A 5-Point Approach for Enhancing Equity in School Discipline: <https://goo.gl/uYaTPs>
 - Using Discipline Data within SWPBIS to Identify and Address Disproportionality:
 - A Guide for School Teams: <https://goo.gl/J3GUx6>
 - Recommendations for Addressing Discipline Disproportionality in Education: <https://goo.gl/W5SXk1>
- Public School Example: Montgomery County Public Schools-Equity Initiatives Unit <https://www.montgomeryschoolsmd.org/departments/clusteradmin/equity/index.aspx>
- National Association of School Psychologists, Resources on Social Justice: <http://www.nasponline.org/resources-and-publications/resources/diversity/social-justice>

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EXIT TICKET

URL:

<https://goo.gl/r2VWgr>



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REFERENCES

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Gilliam, W.S., Maupin, A.N., Reyes, C.R., Accavitti, M., & Shic, F. (2016). *Do Early Educators' Implicit Biases Regarding Sex and Race Relate to Behavior Expectations and Recommendations of Preschool Expulsions and Suspensions?* New Haven, CT: Yale Child Study Center.

McIntosh, K., Girvan, E. J., Horner, R. H., Smolkowski, K., & Sugai, G. (2018). A 5-point intervention approach for enhancing equity in school discipline. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports.

U.S. Department of Education Office of Civil Rights (2014). *Civil Rights Data Collection Data Snapshot: School Discipline*. Retrieved from <https://www2.ed.gov/about/offices/list/ocr/docs/crdc-discipline-snapshot.pdf>