



4A – “Harnessing PBIS Systems to Address Disproportionality”

Presenters:

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- **Topic:** Equitable Supports
- **Keywords:** Behavior, Systems Alignment, Discipline



Learning Objectives

1. *Integrate disproportionality content into existing training materials*
2. *Support coaches in addressing issues related to fidelity in their schools*
3. *Assess aspects of cultural and linguistic responsiveness in PBIS systems*
4. *Leverage district level supports to align standards that are equitable*



Welcome! Who are we?

Angela Mgbeke

- Prevention and Intervention Project Manager- Desert Mountain Special Education Local Plan Area (DMSELPA)
- California PBIS- Region 10 Lead



Nikole Hollins-Sims

- Research Associate - University of Oregon
- National Center on PBIS - Implementation Partner



Educational systems cannot be considered effective until they are effective for each and every student and in all types of schools, including alternative, charter, parochial, private, and public.

PBIS provides an ideal framework for fostering educational excellence - this means every student and staff member has equal access to high-quality and safe learning environments, supports based on their strengths and needs, and a full range of educational opportunities.

Source: <https://www.pbis.org/equitable-supports>



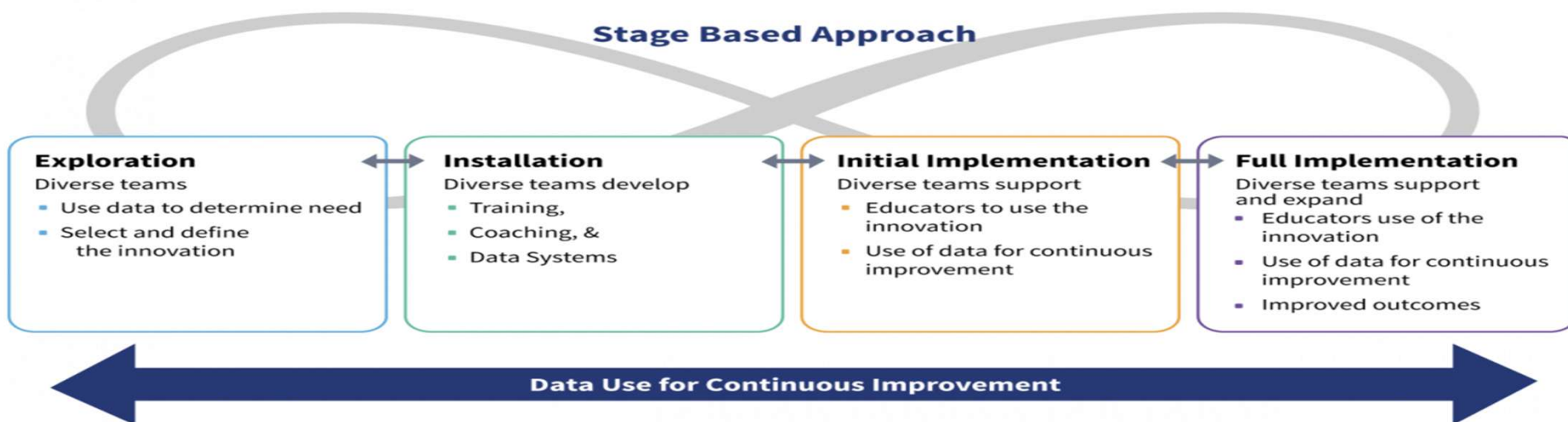
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MTSS Implementation is not an event.

Implementation Stages

Key to the Learning Process...

Stage Based Approach



“These activities occur over time in stages that overlap and that are revisited as needed.”

Source: Midwest PBIS Network

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Defining Disproportionality

Over-representation

A specific group of students receive an outcome at a higher rate than all other groups.

Under-representation

A specific group of students receive an outcome at a lower rate than all other groups.



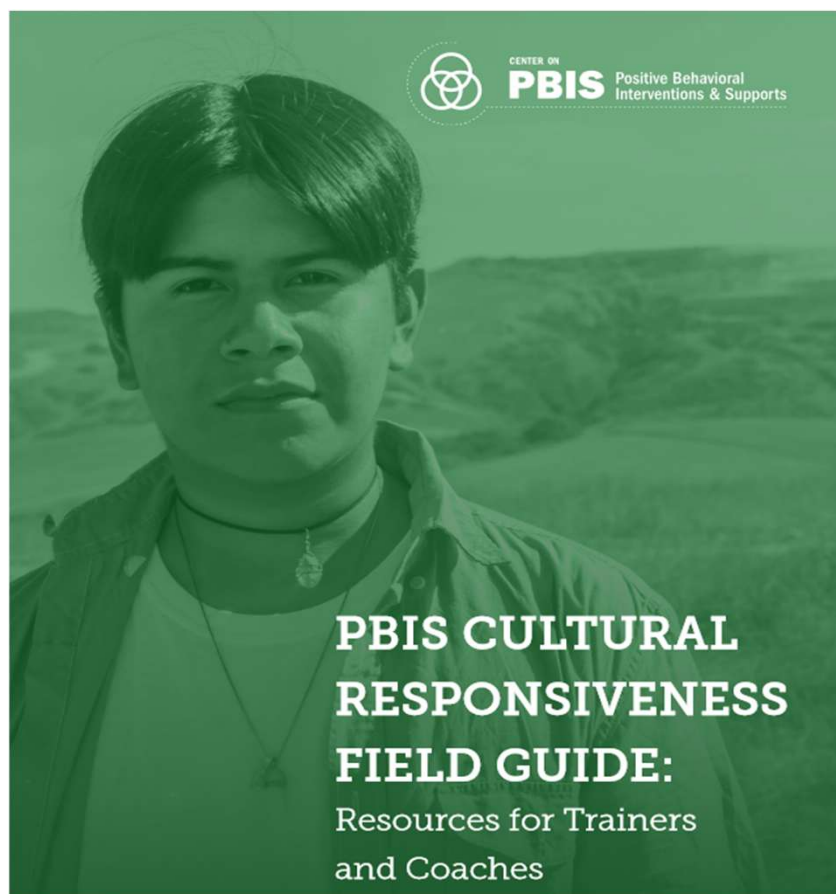
Being clear is kind — Brene' Brown

Let's be clear.....

- Culture is not exclusive to race and ethnicity and includes religion, socioeconomic status, gender identity, sexual orientation, disability status, home language(s), family background, etc.
- Culturally responsive PBIS is needed in RURAL, SUBURBAN, & URBAN settings.
- It is recommended that from the foundation of either exploring PBIS or initial installation, embedding culturally responsive practices is a necessary first step to ensure effective implementation (Heidelberg et al., 2022).

Source: Hollins-Sims, Kaurudar & Runge, 2023, p.132

Core Components of Responsive PBIS



Identity

Voice

Supportive Environment

Situational Appropriateness

Data for Equity

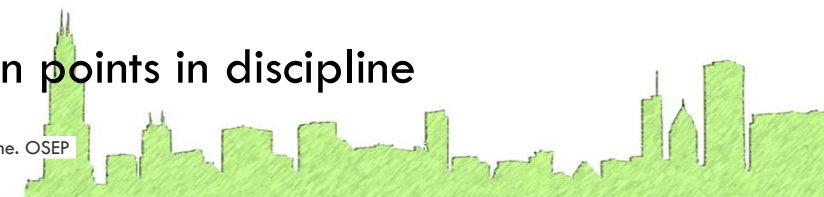
Source: [PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches](#)

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5-Point Intervention Approach for Enhancing Equitable Supports in School Discipline

1. Collect, use, and report disaggregated data
2. Implement a behavior framework that is preventive, multi-tiered, and culturally responsive
3. Use engaging instruction to reduce the opportunity (achievement) gap
4. Develop policies with accountability for equitable discipline
5. Teach strategies for neutralizing vulnerable decision points in discipline

Source: 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



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District Systems Fidelity Inventory (DSFI)

1. Leadership Teaming
2. Stakeholder Engagement
3. Funding and Alignment
4. Policy
5. Workforce Capacity
6. Training
7. Coaching
8. Evaluation
9. Local Implementation Demonstrations

Goal: Accountability through a district leadership lens.

Proposed outcome: Create meaningful action plans for consistency of implementation.



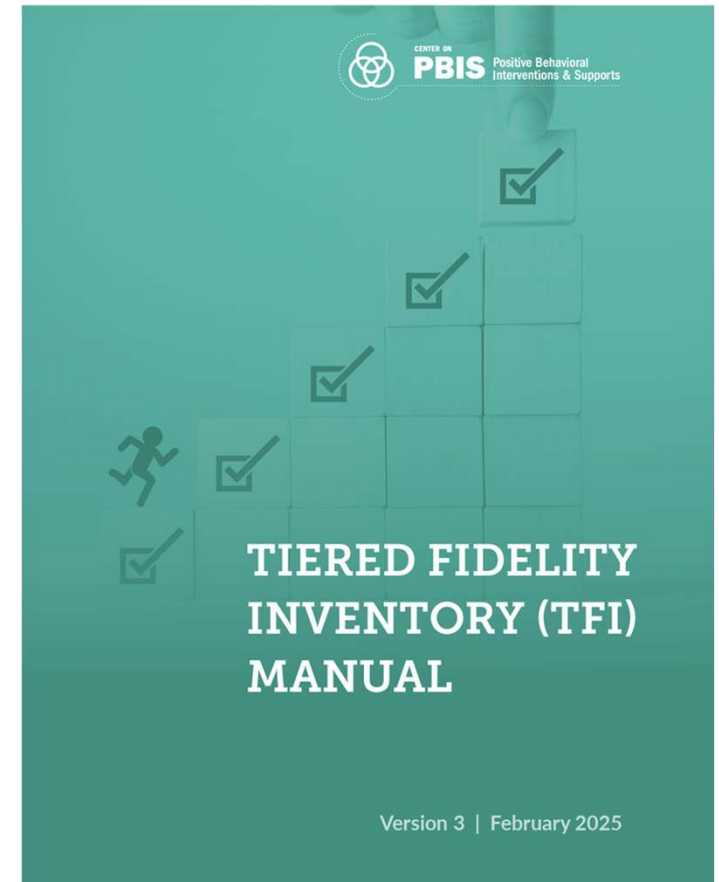
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Tiered Fidelity Inventory (TFI) 3.0

Key focus: Accountability & Fidelity

The TFI 2.1 was revised to prioritize content related to the integration of **mental health supports**, **equitable supports**, and **classroom implementation** and to better align with current guidance and training content available through the national Center on PBIS.

It is important to be explicit about this integration and alignment.





Desert Mountain SELPA

Academic for Academic Excellence
 Adelanto Elementary School District
 Apple Valley Unified School District
 Baker Valley Unified School District
 Barstow Unified School District
 Bear Valley Unified School District
 Excelsior Charter School
 Excelsior Corona-Norco
 Health Sciences High and Middle College
 Helendale Elementary School District
 Hesperia Unified School District
 Lucerne Valley Unified School District
 Needles Unified School District
 Norton Science and Language Academy
 Oro Grande Elementary School District
 Silver Valley Unified School District
 Snowline Joint Unified School District
 Trona Joint Unified School District
 Victor Elementary School District
 Victor Valley Union High School District

Desert Mountain Charter SELPA

Allegiance STEAM Academy - Thrive
 ASA Charter School
 Aveson Global Leadership Academy
 Aveson School of Leaders
 Ballington Academy for the Arts and Sciences
 Desert Trails Preparatory Academy
 Elite Academic Academy - Lucerne
 Encore Jr/Sr High School
 Julia Lee Performing Arts Academy
 LaVerne Elementary Preparatory Academy
 Leonardo da Vinci Health Sciences Charter
 OCS - South (Odyssey Charter)
 Odyssey Charter School
 Pasadena Rosebud Academy
 Pathways to College
 Taylton High Desert Academy
 Virtual Preparatory Academy - Lucerne



Apple Valley, California
 Region 10 PBIS
 Technical Assistance
 Center



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About our Team

Professional Experience:

- Coaching/ Leadership
- Applied Behavior Analysis (ABA)
- Classroom Experience
- Multi-Tiered Systems of Support (MTSS)
- Implementation Science
- Systems Development
- Pyramid Model
- Social Emotional Learning (SEL)
- Trauma- Informed Practices
- Crisis Response (Preventative)
- Educationally Related Mental Health Services (ERMHS)



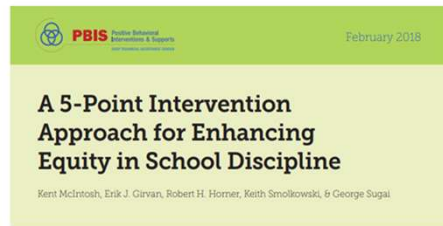
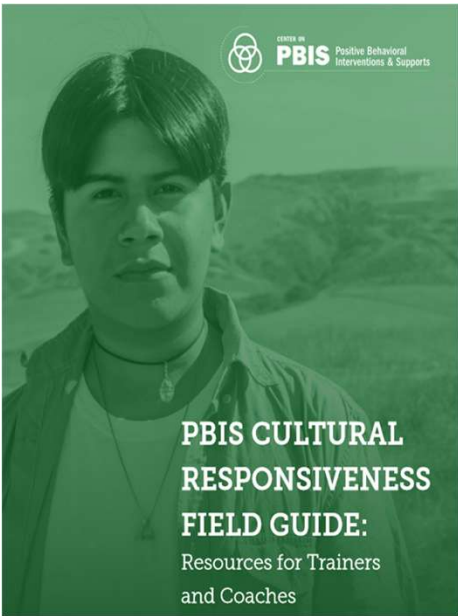
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Why we Started the Work

1. **Differentiated Assistance:** To address identified performance issues, including significant disparities in performance among student groups
2. **PBIS Enhancements:** To scale up PBIS practices in the field.
3. **Buy-in:** To include student and family voice



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Discipline disproportionality is one of the most significant problems in education today (Gregory, Skiba, & Noguera, 2010; U.S. Government Accountability Office, 2013). The results of decades of research consistently show that students of color, particularly African American students (and even more so for African American boys and those with disabilities), are at significantly increased risk for receiving exclusionary discipline practices, including office discipline referrals and suspensions (e.g., Fabelo et al., 2011; Girvan et al., in press; Losen & Gillespie, 2012). These differences have been found consistently across geographic regions and cannot be adequately explained by the correlation between race and poverty (Nollermeier & McLoughlin, 2010; Morris & Perry, 2016). Given the negative effects of exclusionary discipline on a range of student outcomes (American Academy of Pediatrics Council on School Health, 2013), educators must address this issue by identifying rates of discipline disproportionality, taking steps to reduce it, and monitoring the effects of intervention on disproportionality. Disproportionality in exclusionary discipline blocks us from the overall objective of promoting positive outcomes for every student.

Components of Effective Intervention to Prevent and Reduce Discipline Disproportionality

No single strategy will be sufficient to produce substantive and sustainable change. Multiple components may be needed, but not all components may be necessary in all schools. We describe here a 5-point multicomponent approach to reduce discipline disproportionality in schools.

1. Collect, Use, and Report Disaggregated Discipline Data

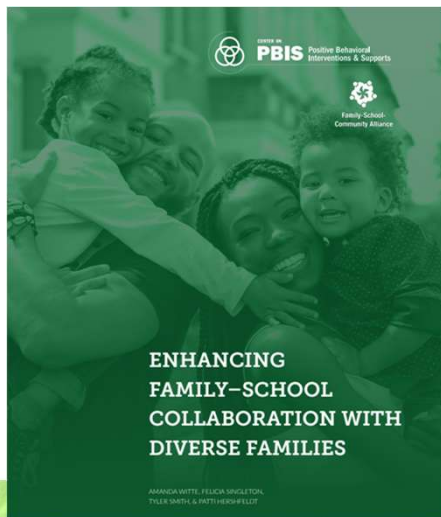
Any school or district committed to reducing discipline disproportionality should adopt data systems that can disaggregate student data by race, ethnicity, and disability and provide instantaneous access to these data for both school and district teams. Some discipline data systems for emerging and analyzing office discipline referrals

Positive Behavioral Interventions & Supports (PBIS)

1

Cultural Responsiveness Field Guide

- Our work began as one training provided to schools and has now become a series of 4 trainings.
- We coached school teams utilizing the *Cultural Responsiveness Field Guide* and the district using *A 5-Point Intervention Approach for Enhancing Equity in School Discipline*.





California Integrated Supports Project



Culturally Relevant Practices

- Identity
- Voice
- Supportive Environment
- Situational Appropriateness
- Data for Equity

*PBIS Cultural Responsiveness Field Guide:
Resources for Trainers and Coaches 2021

Social-Emotional Learning

- Self-awareness
- Self-management
- Social Awareness
- Relationship Skills
- Responsible Decision Making

*CASEL Framework

Trauma Informed Practices

- Safety
- Trustworthiness and Transparency
- Peer Support
- Collaboration and Mutuality
- Empowerment, Voice and Choice
- Cultural, Historical, and Gender Issues

*SAMHSA's Concept of Trauma and
Guidance for a Trauma Informed Approach

Professional Learning Communities: Levels and Objectives

1

MTSS District
Leadership Team

Application and contextualization of modules for
district/charter entity implementation

2

MTSS/PBIS Site Team

Application & contextualization of modules for
school implementation

3

Full Staff

Skill development & fluency across
instructional settings

Learning Blocks

1. Incorporating lived experiences into content
2. Building relationships prior to beginning the work
3. Differences in those delivering content
4. Allowing data to drive conversations
5. Teaching school teams how to disaggregate data
6. California PBIS embedding equity into recognition system



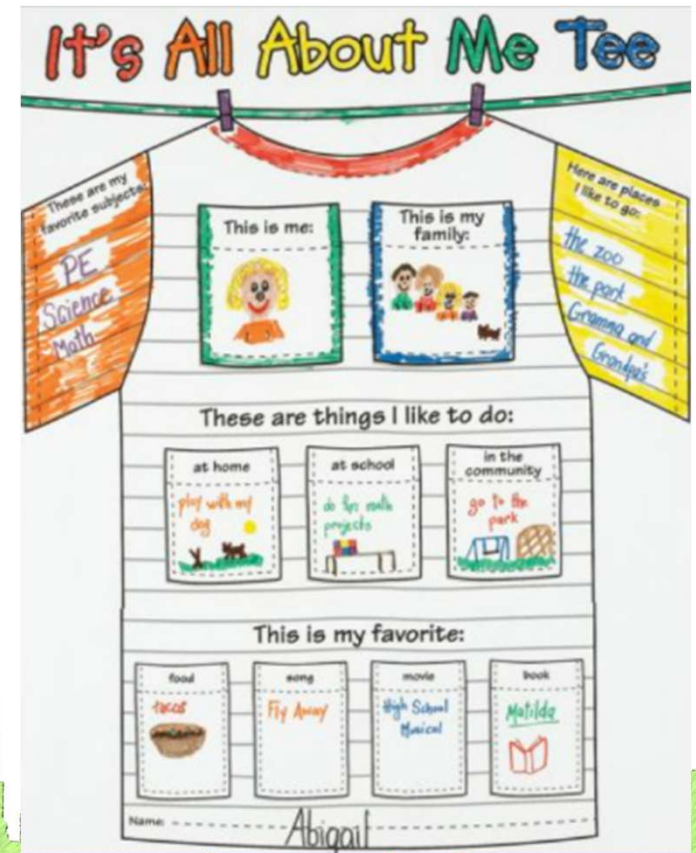
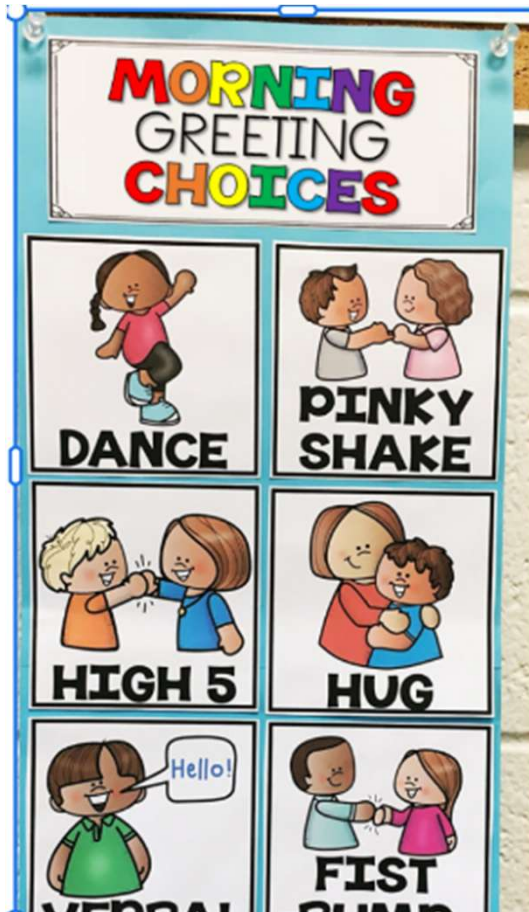
Successes



1. Schools revisited their school wide expectations to make updates based off CR content
2. Wanted to take a deeper dive into school data
3. Schools seen a decrease in office referrals over the year after receiving ISP Training
4. Learning walks were conducted with external and internal coach and feedback was provided to school staff
5. Schools implemented more observable and measurable practices in Year 2.



Activities Schools Incorporated



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A person is seen from the back, wearing a blue t-shirt. The t-shirt has a colorful message printed on it. The text is arranged in several lines: 'DEAR STUDENTS' in large, multi-colored capital letters; 'BEHIND ME,' in smaller, multi-colored capital letters; 'THE WORLD IS A' in large, multi-colored capital letters; 'BETTER PLACE' in smaller, multi-colored capital letters; 'WITH YOU IN IT.' in smaller, multi-colored capital letters; 'LOTS OF LOVE,' in smaller, multi-colored capital letters; and '- Mrs. Koval' in a black cursive script at the bottom. The person is standing in a room with a wooden floor and a white wall in the background.

Learn from yesterday
Live today
Hope for tomorrow.

Nothing is impossible the word itself
says 'I'm possible!'

CHOOSE
HAPPY



Family Engagement

Community Advisory Committee



Then and Now: "What Your Teacher Couldn't Tell You, and Your Kids Think They Know."

Join us as we discuss the impact of generational differences within the home. How often do you compare your childhood to that of your children? Very few times do we think our kids are growing up with the same obstacles that we faced. This discussion will provide an opportunity to consider how our past experiences shape our expectations now, and see today's world through the eyes of kids. We look forward to seeing you there and sharing resources that can help you continue to connect and learn from each other.

Presenters
Athena Vernon,
Lead Prevention and Intervention Specialist
Angela Mgbekwe,
Prevention and Intervention Specialist

When
Thursday, September 22, 2022
CAC Reps Business Meeting: 5:00 - 5:30 p.m.
Presentation 5:30 - 6:30 p.m.

Registration
<https://sbcss.k12cms.org/52-223499> or
scan QR code for registration.

Location
Desert Mountain Educational Service Center
17800 Highway 18, Apple Valley, CA 92307

Cost
Free to attend.

Special Accommodations
Please submit any special accommodation requests at least fifteen working days prior to the training by notating your request when registering.

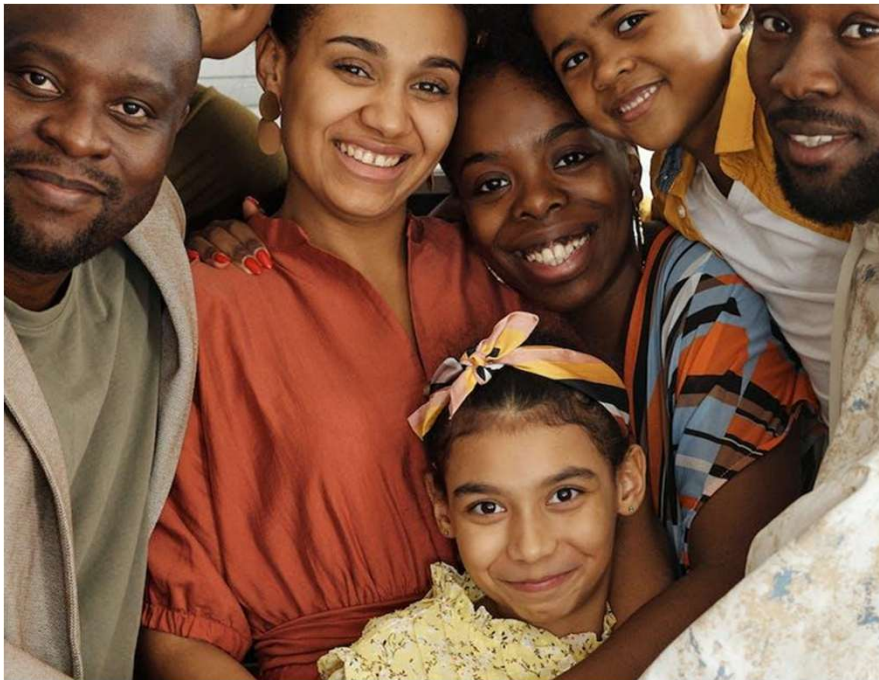
REGISTER HERE

Get in Touch | Email: Marysall.Hurtado@cahelp.org
Phone: (760) 955-3552

Parent Discussions



Family Elements of Culture Activity



Family Elements of Culture

Prevention and Intervention
Professional
Learning Opportunities



Directions: Complete each row by reflecting on your own values and culture, how your values may have changed over time, and how your kid's and school values may differ.

Elements of Culture	My values growing up	My values now	What the school values	How my kid(s) and their friend's values might be different	How this difference might create conflict
Appropriate language/communication					
Appropriate dress					
Appropriate response to insults					
Appropriate socializing					
Appropriate technology					

Adapted from the PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches



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We're not Done!

- Building up Sustainable Practices
- Coaching beyond ISP
- Follow-ups
- Relating newly implemented systems & practices to TFI 3.0



Please Complete this Session's Evaluation

10/23

4A – Harnessing PBIS Systems to Address Disproportionality

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3. Online

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www.pbis.org/conference-and-presentations/pbis-leadership-forum

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Evaluations are **anonymous!** We send reminder emails to all participants.

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