

Promoting Positive Practice *in the Classroom*



CENTER ON
PBIS Positive Behavioral
Interventions & Supports



Council for
Exceptional
Children

**Focus Practice #10: Identifying Vulnerable and
Equitable Decision Points**

Tuesday, March 17, 2026

Meet the Presenter(s)



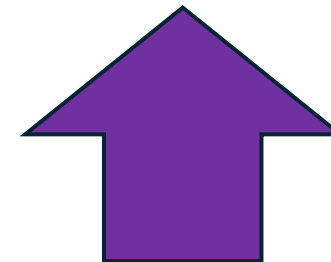
Ruthie Payno-Simmons, Ph.D.



Brandi Simonsen,
Ph.D.



Maria Reina Santiago-Rosario, Ph.D.



Purpose of Professional Development (PD) Series

Increase **ADMINISTRATORS'** capacity to provide relevant PD supportive of...

...enhancing classroom **EDUCATORS'** ability to support...

...**STUDENTS'** social, emotional, & behavioral growth in a manner that celebrates their individual & intersecting identities & cultural histories.



Intention



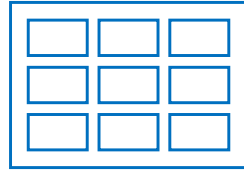
Key Practices



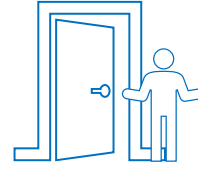
Outcomes



Collaborative Partnership



Predictable Routines & Positive Norms



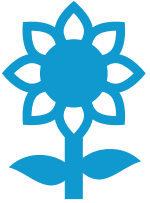
Positively Greet & Proactively Prompt



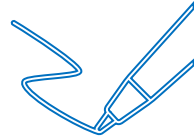
Positive, Valued, & Specific Praise



Positive & Valued Relationships



Culturally Sustaining



Meaningful & Active Engagement



Cultural



Learning & Growth

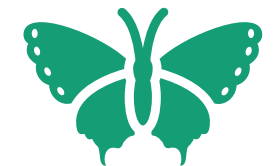


Inclusive & Safe Spaces



Vulnerable/Equitable Decision Points

This session focuses on the habit of identifying moments when our decisions can be most reactive and harmful and the conditions under which we make instructional, responsive, and equitable decision for the purpose of building awareness and informing change.



Wellbeing



Agenda



What

Definition



Why

Rationale



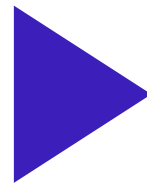
How

Implementation Tips



Try

Guided Practice



Plan & Do

Implement In Real Life



Check

Monitor & Adjust



At the end, we will invite you to work on your implementation plan





What?

Definition





Defining Vulnerable Decision Points

- A specific moment when our decisions are more vulnerable to the effects of **implicit bias**, often shown through **disparities** in outcomes across student groups.

Key Word: **Disparities**

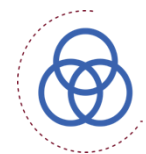
- Patterns where outcomes differ across student groups

Examples:

- Discipline referrals
- Access to opportunities

Two Elements to Decision Context (VDPs)

Situation	Internal State
<ul style="list-style-type: none">• Time pressure• Ambiguous behavior	<ul style="list-style-type: none">• Stress• Fatigue• Frustration





Two Systems for Decision Making

System 1: **Fast Decisions**

- Automatic, snap judgments
- Intuitive, unconscious



SELF-DRIVING CAR

System 2: **Slow Decisions**

- Deliberate decisions
- Allows for conscious attention

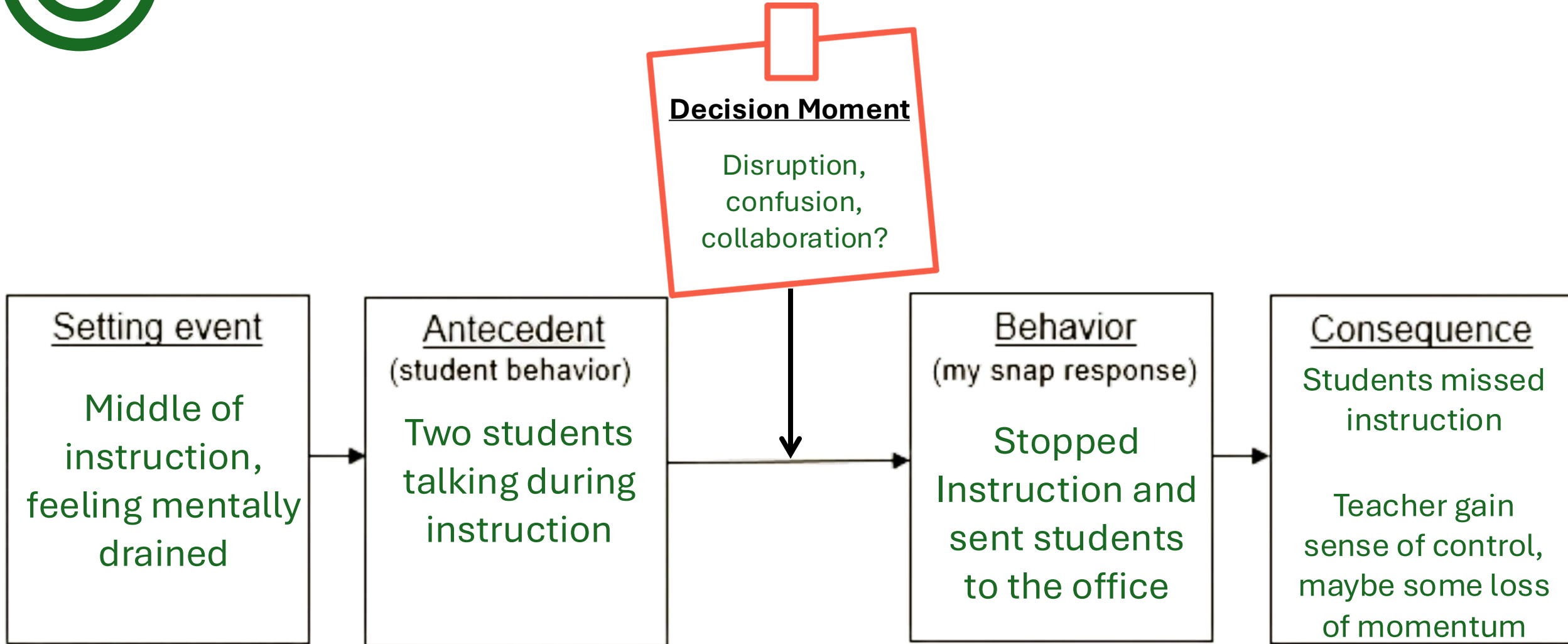


Kahneman (2011)



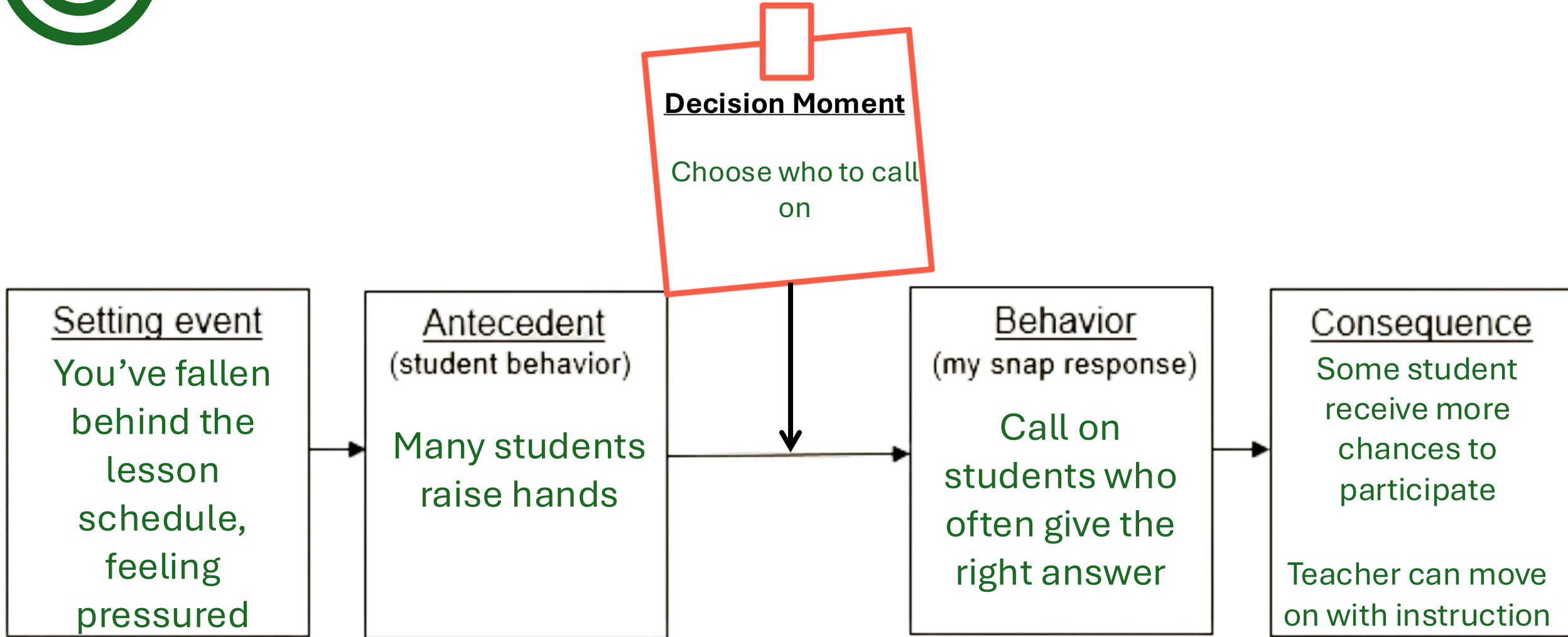


What It Can Look Like in Practice





What It Can Look Like in Practice





Defining Equitable Decision Points

- A specific moment where decisions are made in ways that produce **equitable outcomes**, resulting in no consistent disparities across student groups.

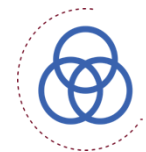
Key Word: **Equitable Outcomes**

- Data patterns are proportionate
- Responses match needs

Example: referrals, engagement opportunities, feedback

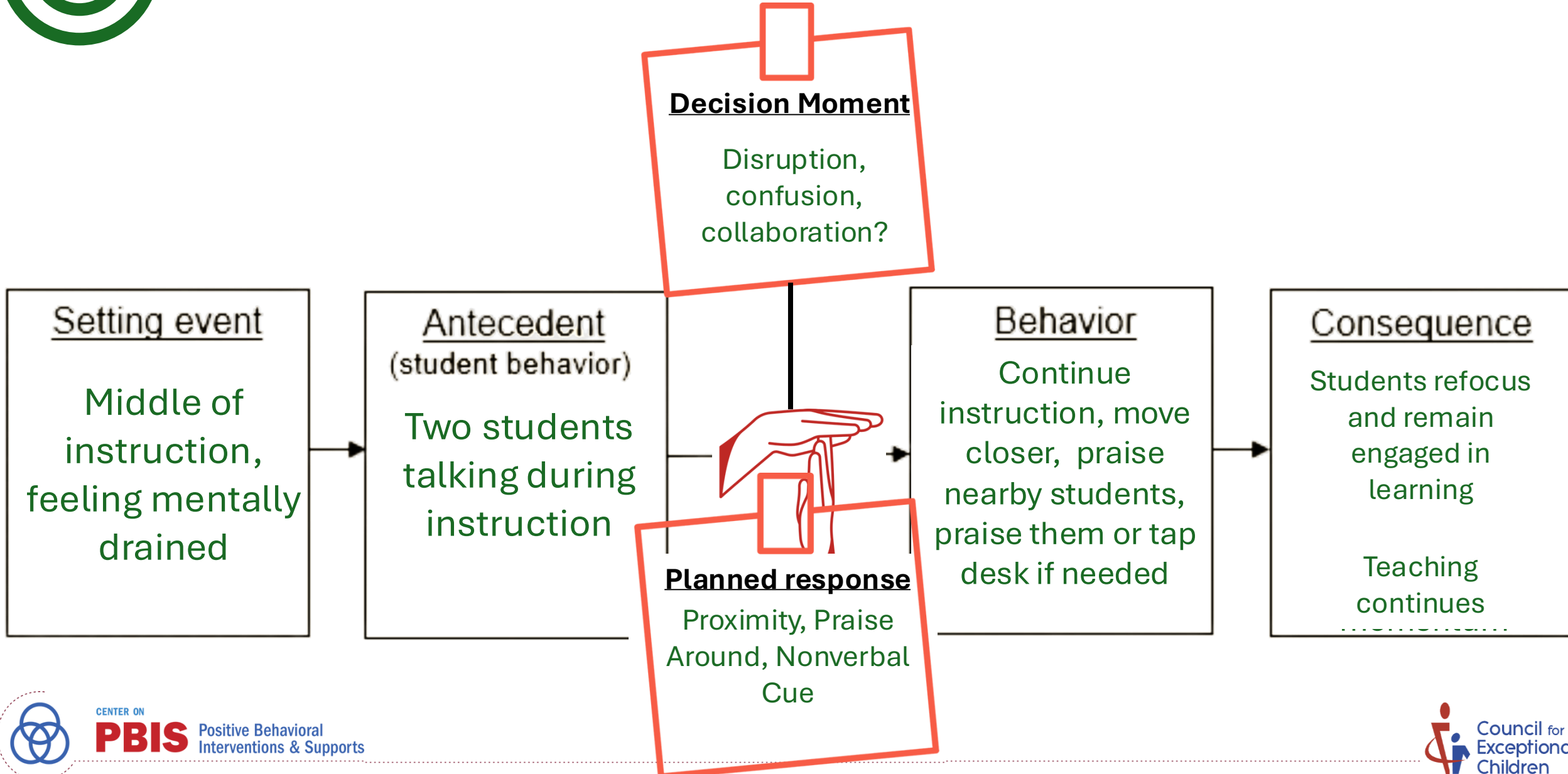
Conditions that support EDPs

Situation	Internal State
<ul style="list-style-type: none">• Positive relationships• Routines in place• Co-constructed expectations• Clear criteria (ex. rubrics)• Structures (ex. participation sticks)	<ul style="list-style-type: none">• Calm• Self-aware of personal reactions• Prepared and intentional



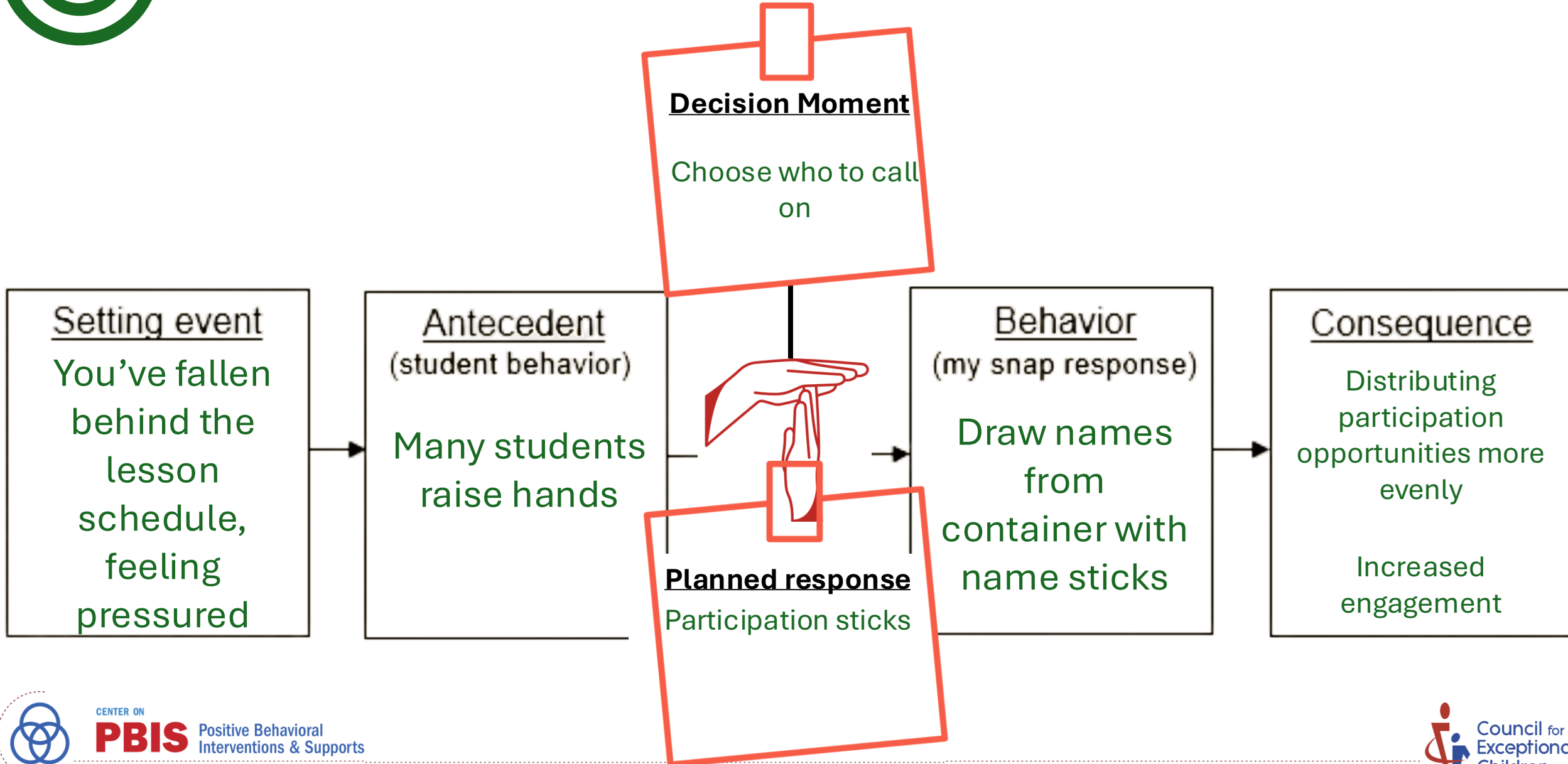


What It Can Look Like in Practice





What It Can Look Like in Practice



Supporting Resources



February 2018

A 5-Point Intervention Approach for Enhancing Equity in School Discipline

Kent McIntosh, Erik J. Girvan, Robert H. Horner, Keith Smolkowski, & George Sugai

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 (Noltemeyer & McLaughlin, 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 entering and analyzing office discipline referrals

Positive Behavioral Interventions & Supports (PBIS)

1



PBIS CULTURAL RESPONSIVENESS FIELD GUIDE: Resources for Trainers and Coaches

MILANEY LEVERSON, KENT SMITH, KENT MCINTOSH, JENNIFER ROSE, SARAH PINKELMAN

revised March 2021



June 2023

Lesson Plan: Co-creating Classroom Expectations with Students (elementary schools)

The purpose of this lesson is to partner with students to create a classroom matrix together, based on existing schoolwide expectations. See [Creating a Classroom Teaching Matrix](#) for foundational content and sample matrices. A sample blank classroom matrix template is included in the Appendix.

Approach the lesson collaboratively with your students and adjust as necessary to meet their needs.

Lesson Details

- **Participants:** Students in elementary classrooms.
- **Prerequisites:** There should be an established set of 3 to 5 positively stated schoolwide behavior expectations, developed with student and family input, and a list of classroom activities (e.g., all the time, entry and exit, teacher-led instruction, group work, independent work). This sample lesson plan will use these expectations: "We are Kind, We are Responsible, We are Safe."
- **Time:** 45 to 60 minutes
- **Materials needed:** Poster of schoolwide behavior expectations and a blank classroom matrix, listing the expectations in the first column and activities in the first row, with blank cells for expectations by activities. It can be helpful to have sticky notes and a larger writing surface (e.g., whiteboard, flipchart paper) to capture all student ideas.

Steps:

1. **Introduce (or reintroduce) schoolwide expectations.** For example, say, "In our school, we have a set of schoolwide expectations, that we have developed together with our school's students and families. They are [insert school-wide expectations, such as We are Safe, We are Responsible, We are Kind]. They are not just for you. They are for all the students and all the adults in our school."
2. **Discuss the purpose of schoolwide expectations.** Invite students to share why we have these expectations. Ask students why they think they could be important. For example, ask, "Why do you think we have these expectations? What do you think our school would look like, sound like, and feel like without them?" If students are slow to share, it may be useful to provide a few examples.
3. **Introduce the classroom matrix.** For example, say, "For our expectations to be as useful as possible, we can come up with specific examples of what they look and sound like, so we all understand them. And our expectations are going to look different depending on what activities we are doing in our classroom. For example, when we are transitioning or during an emergency, we need our voice level to be whisper level, but when we are working as a group, we can talk at a conversation level. In this classroom, we are going to work together to make this matrix." See Appendix for a sample blank classroom matrix.

Positive Behavioral Interventions & Supports (PBIS)
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Supporting Resources



Facilitating Civil and Productive Classroom Conversations: Guidance and Lesson Plans

This set of lesson plans is intended to assist educators in increasing the frequency and quality of classroom conversations about community crises and current events to make them more civil and productive. It includes tips for teaching life-long skills for constructive and respectful discussions, even when disagreements will occur. The content is designed specifically for discussing societal events, community crises, and productive civic engagement. They can be modified to fit the local student and school context.

Intended Users

Intended users are district and school teams supporting K-12 teachers and other educators who are interested in supporting their students through providing the opportunity for civil dialogue and expression of thoughts and concerns. However, individual teachers who want to do this work can use it on their own as well.

current events. Students need to feel heard and know that their teachers care about them and their lived experiences. In addition, to become contributing members of an increasingly unique and dynamic society, students need skills for understanding their reactions to important events in society, communicating their feelings, and engaging with each other in civil and productive conversations.

Rationale

Educators and students may be tempted to avoid discussing current events, community crises, and productive civic dialogue in schools. However, students are already getting information (sometimes incorrect) through media and other sources and may have complex questions about

Multiple Points of Entry for Individual Educators

We acknowledge that educators will feel varying levels of confidence in their skills in addressing current events or community crises in the classroom. Fortunately, there are many ways for individual educators to begin the conversation.

Positive Behavioral Interventions & Supports (PBIS)



Habits of Effective Classroom Practice

Habits are predictable and regular responses to cues in our environment. In "The Power of Habit," Charles Duhigg (2012) described how we develop habits through cue-response-reward loops. For example, we say "Thank You" (response) when someone holds the door (cue), and we may hear "you're welcome" or see a smile in return (reward). We read or hear words (response) based on unique combinations of letters or sounds (cues), and we receive information (reward). In other words, we develop habits by experiencing antecedents, behaviors, and consequences—the ABCs of behavior. Consider the following examples.

	Antecedent	Behavior	Consequence
Example 1	In public	Wear mask and maintain safe distance	Avoid germs and receive positive attention
Example 2	In line at a grocery store with candy stocked shelves	Child repeatedly asks (screams) for candy in line	Parent gives child candy
Example 3	Child repeatedly asks (screams) for candy in line	Parent gives child candy	Child stops screaming

In each example, the behavior becomes a habit through repeated practice of the ABC sequence. Habits are maintained because they work (i.e., result in occasional reinforcement). In this brief, we discuss how we (a) develop habits of effective classroom practice and (b) expand effective habits in our schools, districts, and states.

How can we develop habits of effective classroom practice?

Although we can develop habits accidentally (e.g., give child candy to escape screaming), we can also use our knowledge to develop effective habits intentionally. For example, consider the parent in Example 3. Instead of continuing to give their child candy to avoid a tantrum in line, the parent may change the antecedent, engage in a different behavior, and experience a different consequence (see example below).

	Antecedent	Behavior	Consequence
Example 3 (revised)	Parent chooses candy-free check-out line at store	Parent engages child in "line game" while waiting	Parent avoids screaming and enjoys child's attention

Like the parent in this revised example, we can modify our own ABCs to develop habits of effective practice in our classrooms. We do that by starting with simple practices, setting ourselves up for success building effective habits, celebrating accomplishments, and sharing with others.

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Habit Development Example 4r

Then the parent realizes...there must be a better way!

A

Antecedent

B

Behavior

C

Consequence

*For Your Convenience
This Check-Out Has
NO CANDY*

Tantrum prevented



Supporting Resources



High-Leverage Practices

HLP 22

Provide p
behavior

High-Leverage Practices for Students with Disabilities

HLP 22

Provide p
behavior

High-Leverage Practices

HLP 18

Use Strategies to Promote Active Student Engagement: Categories of Work

High-Leverage Practices for Students with Disabilities

DOMAIN THREE: Instruction in Behavior and Academics, Embedded HLP

HLP 18: Use Strategies to Promote Active Student Engagement

High-Leverage Practices for Students with Disabilities

HLP 9: Teach Social Skills

High-Leverage Practices for Students with Disabilities

DOMAIN THREE: Instruction in Behavior and Academics, Pillar HLP

HLP 9: Teach Social Behaviors



Teachers Who Effectively Teach Social Skills

- Systematically and proactively identify students with social skills deficits through a variety of data sources (e.g., systematic screening, office disciplinary referrals, classroom data, family input).
- Collect and use data from multiple sources to determine the type of social skills deficit (e.g., problem solving, communication, conflict management).
- Develop social skills groups based upon commonalities in social skills deficits to provide targeted instruction in those areas.
- Break complex skills (e.g., resolving peer conflict) into small, sequenced teachable steps (e.g., check for understanding, opinion, identify areas for compromise, and check for agreement) to facilitate high rates of success at each step.
- Consider the locations and circumstances in which specific skills may be required and construct examples, non-examples, and playing scenarios that will support students' generalization of skills.
- Take students' culture, age, and a range of natural environments into consideration when constructing effective examples.
- Example: If teaching greeting behaviors, examples of formal contexts (e.g., business-related handshakes) and informal contexts (e.g., verbal greeting for a casual acquaintance or close friends (e.g., fist bumps)).
- Organize and purposefully sequence examples, prioritizing around the context where the social skill deficit is most likely to occur.
- Use effective practices when teaching social skills, develop well-paced lessons that mirror the core components of effective social skills instruction (e.g., teach, model, practice).
- Include tasks for all students when teaching social skills to maintain engagement throughout the lesson.
- Promote student self-monitoring and self-reflection through the use of reflective journals.
- Provide scaffolds to support students' independent practice.
- Promote generalization of skills through opportunities for students to practice skills in natural settings.
- Constantly monitor and analyze results to adjust instruction as needed.

Teach Social Skills

- Clearly state the learning goal, social skill addressed, purpose and rationale, and student expectations.
- Consider cultural contexts when describing use of the social skill.
- Provide step-by-step demonstration highlighting the context in which use of the social skill is particularly important.
- Provide an engaging model of the social skill.
- Provide helpful examples and nonexamples or engage students in demonstrating or identifying examples and nonexamples of the social skill.
- Engage students in levels of practice with feedback.
- Promote maintenance and generalization of the newly acquired skill after multiple successful trials with natural practice in a single setting by providing opportunities to practice in other authentic contexts.
- Continually monitor students' progress with social skills instruction, analyzing responsiveness and adjusting instruction as needed.

Support Candidates' Learning and Enactment

Teach Social Skills

Introduce – Model providing explicit instruction in a specific social skill across different cultures. Think aloud while modeling. Ask candidates to identify specific categories of work they observe while watching the model.

Prepare – Create simulated student interactions in which candidates can practice providing step-by-step demonstrations, modeling, and identifying examples and non-examples. Provide positive and instructive feedback.

Enact – Provide candidates an opportunity to teach social skills to small individual or small groups of students. Provide positive and instructive feedback.

Analyze – Watch video with candidates of teachers providing social skills instruction. Analyze for categories of work and discuss ways to promote generalization and monitoring of progress.





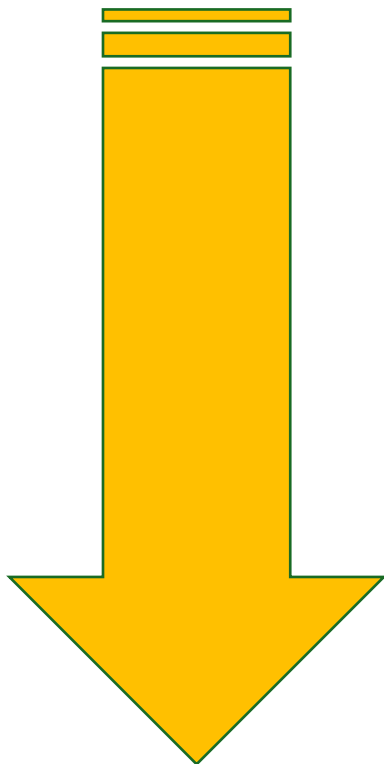
Why?

Rationale





Rationale for Identifying VDPs and EDPs



- Reduced discipline referrals for everyone
- Reduced disparities in referrals between Black students and peers
- Reduced disparities in grading for immigrant students

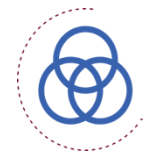
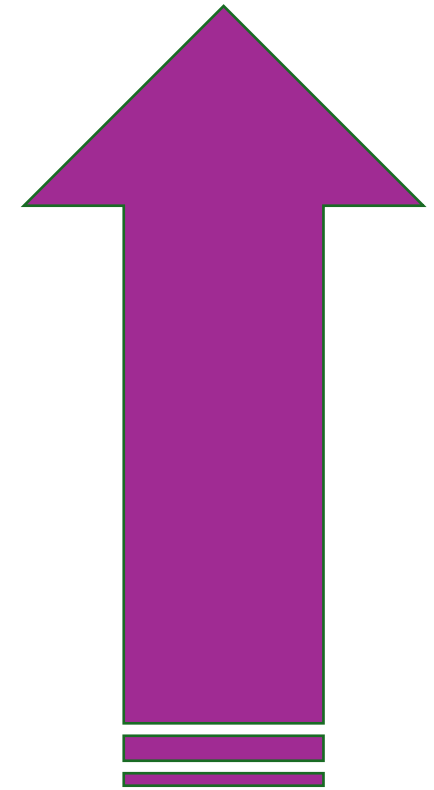
(e.g., Alesina et al., 2024; Cook, Duong, et al., 2018; Gregory et al., 2014; Gregory et al. 2026; McIntosh et al., 2018; McIntosh, Girvan, McDaniels, et al., 2021; McIntosh, Girvan, Falcon, et al., 2021; Payno-Simmons, 2021)





Rationale for Identifying VDPs and EDPs

- Improved school climate
- Improved student engagement and classroom interactions
- Improved teacher instruction quality
- Improved self-reported connection with school for Black male students



Identifying VDPs and EDPs...

- ... seems to foster a stronger sense of connection between teachers and Black students.

Outcomes



Positive & Valued Relationships

- ... increased access to instruction and learning opportunities for all students and strengthened equity by reducing the referral gap for Black students.



Learning & Growth

- ... may contribute to positive school climate.



Wellbeing



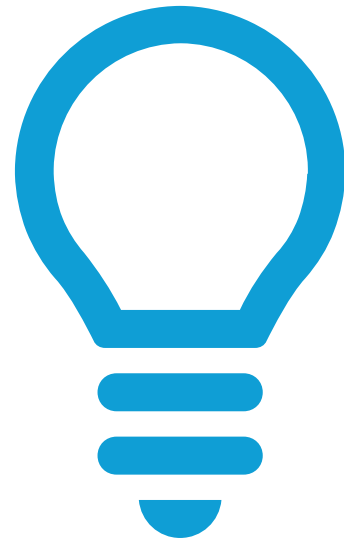
THE POWER OF THE TEACHER

I have come to the frightening conclusion that I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, a child humanized or de-humanized.

HAIM GINOTT

TEACHER AND CHILD (ED. AVON, 1975), P. 13





How

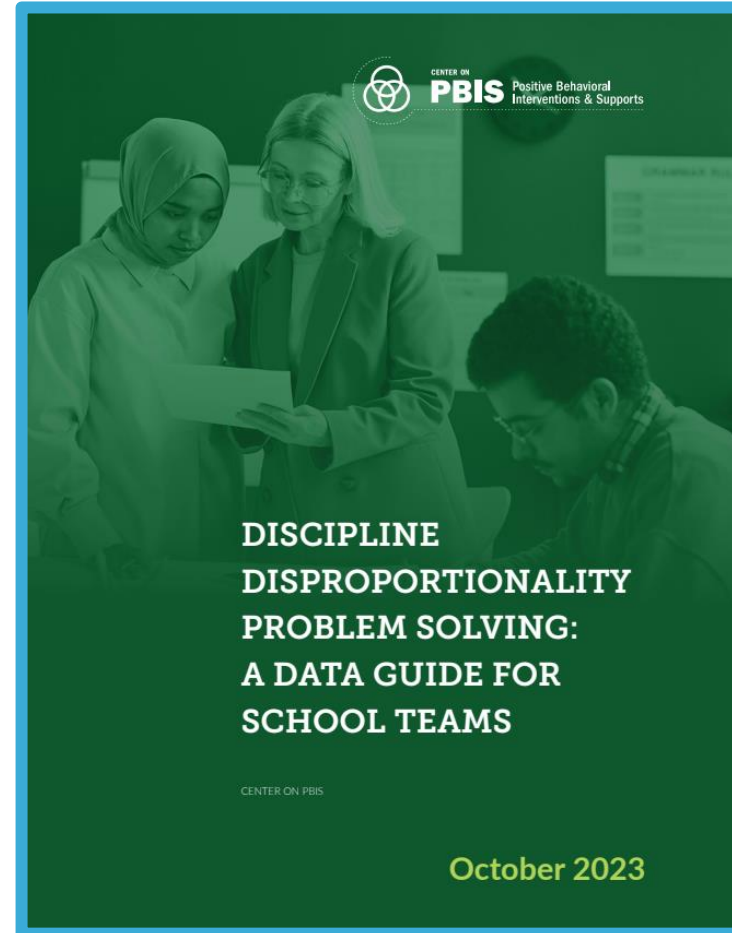
Implementation Tips





Key Insight: Data Builds Awareness of VDPs and EDPs

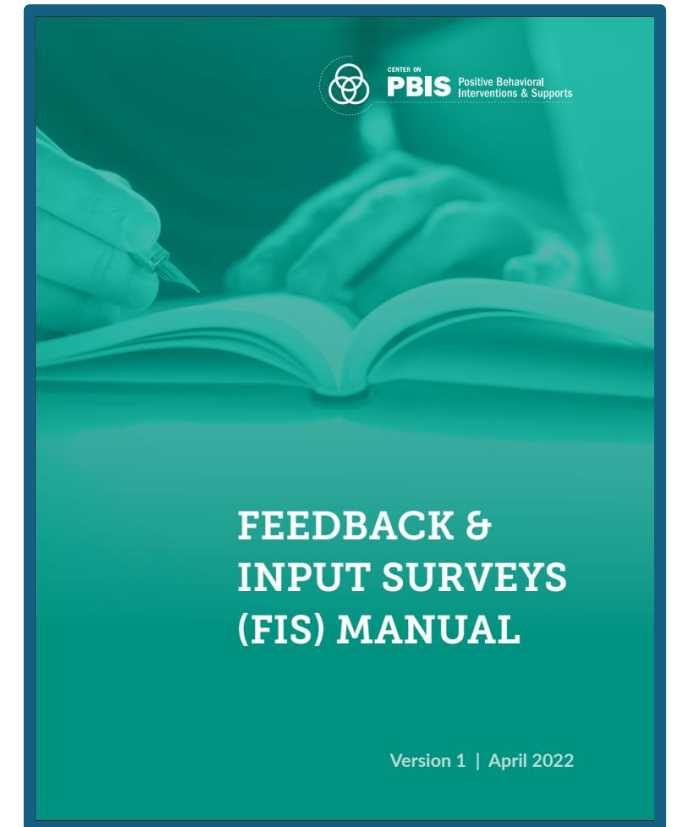
- a. Through national data
- b. Through our own school data
- c. Through examining our own personal VDPs





Building on Data: Student Voice to Identify Decision Points

1. Can you think of a time when a rule or consequence felt fair?
What happened?
2. Can you think of a time when a rule or consequence felt unfair or inconsistent? What happened?
3. Are there times when you are unsure what the teacher expects?
4. What helps make participation feel fair?
5. What responses from teachers help you get back on track?
6. What helps make the classroom feel fair for everyone?





Building the Habit: Identifying Your VDP

1. Start with your own awareness: self-assess

When do I notice myself reacting quickly?

2. Look at available data for classroom patterns

Are certain situations, times of day, or student interactions showing up more often?

3. Match what you notice with what the data shows

Do my experiences match the data patterns?

4. Identify the moments you want to watch more closely

Which moment in my classroom may be a VDP?

5. Check in on your learnings, progress, and adjust

What am I noticing about my decisions in these moments? What might I refine?





Building an Equitable Decision Point

1. Identify the decision moment (Trigger)

What situation triggers the decision? Are there moments when I react differently to similar behavior?

2. Clarify the rule (Reduce ambiguity)

What expectation determines what should happen?

3. Use a consistent response sequence

What steps will you follow when the rule is broken?

4. Add structure that support fairness

What tools or structure can help keep decisions consistent?





Try

Guided Practice



VDP Self-Assessment

ReACT: Identifying Our Personal Vulnerable Decision Points Self-Assessment

But what about for me personally? Consider these questions.

1. Student Behavior (Behaviors from students that are more likely to lead to a snap response)

What student behavior do I find most challenging or frustrating?

- | | |
|--|--|
| <input type="checkbox"/> Side conversations during instruction | <input type="checkbox"/> Teasing peers or making negative comments |
| <input type="checkbox"/> Calling out answers without raising hand | <input type="checkbox"/> Questioning the directions aloud |
| <input type="checkbox"/> Using phone or devices during instruction | <input type="checkbox"/> Refusing to start or complete assignment |
| <input type="checkbox"/> Leaving seat without permission | <input type="checkbox"/> Directing a negative remark towards you |
| <input type="checkbox"/> Putting head down during the lesson | <input type="checkbox"/> Speaking back after receiving directions |
| <input type="checkbox"/> Eye rolling or shrugging shoulder when given directions | <input type="checkbox"/> Other: _____ |

How might these behaviors be related to culture?

How might these behaviors be meeting their needs?

2. My Snap Response (My hasty, harsh reaction to behavior that doesn't align with my values)

What's my knee-jerk, harsh response to this behavior?

- | | |
|--|--|
| <input type="checkbox"/> Raising voice at the student | <input type="checkbox"/> Telling students to "figure it out yourself" |
| <input type="checkbox"/> Calling out the student in front of class | <input type="checkbox"/> Threatening consequences (e.g., "Do that again and you're going to the office") |
| <input type="checkbox"/> Sending student out of the classroom | <input type="checkbox"/> Using sarcasm toward the student |
| <input type="checkbox"/> Taking away a privilege right away | <input type="checkbox"/> Correcting behavior without communicating expectations |
| <input type="checkbox"/> Ignoring student attempts to explain | <input type="checkbox"/> Comparing the student to others (e.g., "Everyone else is doing it") |
| <input type="checkbox"/> Ending the interaction abruptly (e.g., "We're done talking about this") | <input type="checkbox"/> Other: _____ |

3. Result. What happens afterward?

To the student?

To me?

- Open the self-assessment
- Take about 5 minutes
- Notice your own patterns and moments that feel more challenging

Consider: What patterns might you expect to see if you looked at your classroom data?

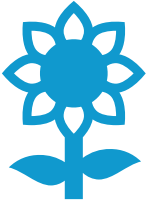


Intention



Collaborative Partnership

- Invite students to co-identify tricky routines and what would help them feel more successful during these tough moments.
- Invite input from families to better understand behavior expectation across context.
- Work with colleagues to collect and review data at the chosen VDP and/or share EDP routines and other strategies.



Culturally Sustaining

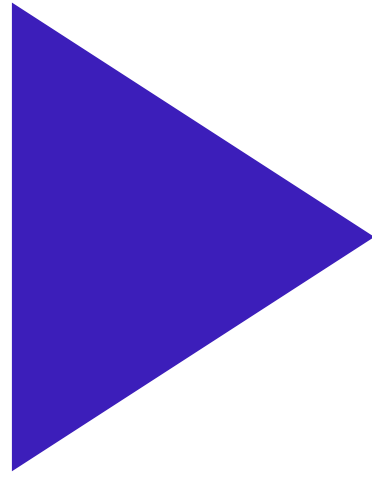
- Examine whether the same behavior is interpreted differently depending on which student is doing it.
- Build routines that reflect diverse ways of engaging (verbal, nonverbal, movement, collaborative options).
- Invite students to co-create norms for routine connected to the VDP



Inclusive & Safe Spaces

- Notice whether the environment itself creates ambiguity (unclear expectations, chaotic transitions, unclear directions) and explicitly teach routines and procedures.
- Use predictable cues and visuals showing what students can expect during identified routine
- Choose planned responses that increase consistency, clarity, and student dignity

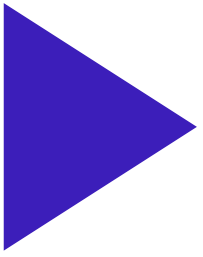




Plan & Do

Implement in Real Life





Always Start with Intentional Inputs



Collaborative Partnership






Culturally Sustaining



Inclusive & Safe Spaces



You will build your intentional inputs as part of your implementation plan

INTENTIONAL INPUTS	
Considerations	Action Steps
<p>Collaboratively Partner with Families and Students</p> <p>Consider the following questions as you plan action steps:</p> <ul style="list-style-type: none"> How will students and families co-design or inform implementation plans? What strengths, needs, and preferences will you gather from students and families? How will you maintain ongoing, two-way communication about implementation? How will you ensure family and student voices are equitably represented in decisions? 	 <ul style="list-style-type: none">
<p>Ensure Implementation is Culturally Sustaining</p> <p>Consider the following questions as you plan action steps:</p> <ul style="list-style-type: none"> How will you affirm students' cultural and linguistic identities in this practice? What community knowledge or values can be reflected in the implementation? How does the content or structure sustain, rather than replace, cultural ways of knowing? How will you reflect on and address any biases or assumptions within the practice? 	 <ul style="list-style-type: none">
<p>Ensure Implementation is Inclusive and Safe for All</p> <p>Consider the following questions as you plan action steps:</p> <ul style="list-style-type: none"> How will the environment support physical, emotional, and intellectual safety for every student? What adaptations or differentiation will ensure full access and participation? How will you monitor for equity in who is benefiting from the practice? What structures will support belonging and respect for all identities? 	 <ul style="list-style-type: none">

Plan to Identify VDPs and EDPs

Leverage your *Plan and Do, Check and Reflect, and Intentional Inputs* planning documents and other needed resources.

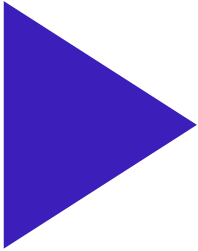
- **Reflect on your most common VDP:** Identify the conditions that make decisions more vulnerable to bias: ambiguous behavior, pressure, internal load
- **Recognize your existing EDPs:** Notice when decisions feel clear, consistent, instructional and equitable.
- **Estimate your current practice:** Track how often you notice VDPs and EDP-supportive conditions.
- **Set a realistic goal:** Choose a manageable target (e.g., notice 1 VDP/day, 1 EDP/week)

You will “plan and do”
implementation and monitoring

Focus Practice: Identify Vulnerable and Equitable Decision Points



PLAN FOR PRACTICE IMPLEMENTATION AND MONITORING

Considerations	Action Steps
Identify Your Most Common VDP <ul style="list-style-type: none">Based on your earlier self-assessment, describe the conditions where you are most vulnerable to bias in your decision making process.	Student behavior: Context or setting event: My internal state: Early warning sign:
Identify Your Existing EDP Conditions (Moments where your decisions tend to be clear, consistent, instructional, and equitable.) <ul style="list-style-type: none">When do routines run smoothly and predictably?When do you feel calm, clear, and prepared?When is student behavior easiest to interpret?When do students know exactly what to do?When do you notice engagement or participation is more evenly distributed?Where do you already see no disparities in interactions?	These moments usually happen during: The conditions that make them work well are: Students respond well when: I am most consistent when:
Estimate Your Current Use of Practice In-the-Moment Recognition How often do you notice a VDP in the moment, before reacting? <input type="checkbox"/> Rarely – less than once per week <input type="checkbox"/> Sometimes – 1-3 times per week <input type="checkbox"/> Often – several times per week <input type="checkbox"/> Almost always – daily or nearly daily Retrospective Recognition How often do you recognize a VDP after the situation happened? <input type="checkbox"/> Rarely – less than once per week <input type="checkbox"/> Sometimes – 1-3 times per week <input type="checkbox"/> Often – several times per week <input type="checkbox"/> Almost always – daily or nearly daily	I currently notice about ____ VDPs a week.



Plan to Implement VDPs and EDPs Identification

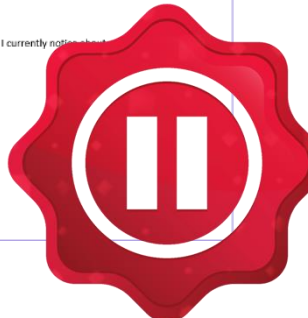
- **Plan how to shift conditions:** Use reminders, visuals, routines and fairness tools to help move VDPs toward EDP conditions.
- **Support Sustainability:** Identify a plan to self-monitor, review data, adjust practices, and celebrate meeting goals.

Focus Practice: *Identify Vulnerable and Equitable Decision Points*

PLAN FOR PRACTICE IMPLEMENTATION AND MONITORING

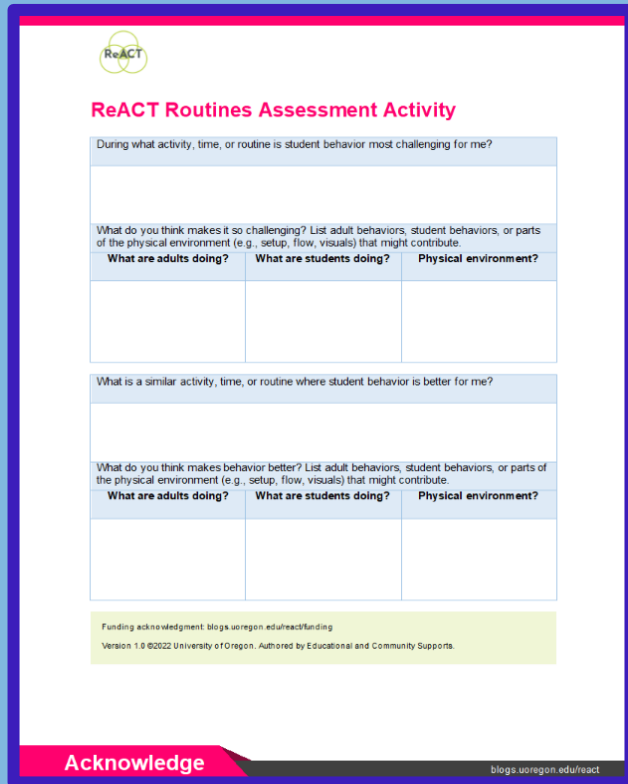
Considerations	Action Steps
<p>Identify Your Most Common VDP</p> <ul style="list-style-type: none"> Based on your earlier self-assessment, describe the conditions where you are most vulnerable to bias in your decision making process. 	<p>Student behavior:</p> <p>Context or setting event:</p> <p>My internal state:</p> <p>Early warning sign:</p>
<p>Identify Your Existing EDP Conditions (Moments where your decisions tend to be clear, consistent, instructional, and equitable.)</p> <ul style="list-style-type: none"> When do routines run smoothly and predictably? When do you feel calm, clear, and prepared? When is student behavior easiest to interpret? When do students know exactly what to do? When do you notice engagement or participation is more evenly distributed? Where do you already see no disparities in interactions? 	<p>These moments usually happen during:</p> <p>The conditions that make them work well are:</p> <p>Students respond well when:</p> <p>I am most consistent when:</p>
<p>Estimate Your Current Use of Practice</p> <p><i>In-the-Moment Recognition</i> How often do you notice a VDP in the moment, before reacting?</p> <p><input type="checkbox"/> Rarely – less than once per week</p> <p><input type="checkbox"/> Sometimes – 1-3 times per week</p> <p><input type="checkbox"/> Often – several times per week</p> <p><input type="checkbox"/> Almost always – daily or nearly daily</p> <p><i>Retrospective Recognition</i> How often do you recognize a VDP after the situation happened?</p> <p><input type="checkbox"/> Rarely – less than once per week</p> <p><input type="checkbox"/> Sometimes – 1-3 times per week</p> <p><input type="checkbox"/> Often – several times per week</p> <p><input type="checkbox"/> Almost always – daily or nearly daily</p>	<p>I currently notice that:</p>



You will “plan and do” implementation and monitoring

Supporting Resources

Routine Assessment (Environmental Assessment)



The screenshot shows a worksheet titled "ReACT Routines Assessment Activity". It features two main sections for reflection. The first section asks, "During what activity, time, or routine is student behavior most challenging for me?" and includes a table with three columns: "What are adults doing?", "What are students doing?", and "Physical environment?". The second section asks, "What is a similar activity, time, or routine where student behavior is better for me?" and includes a similar table. At the bottom, there is a funding acknowledgment and the URL "blogs.uoregon.edu/react".

Be + App (Prompt & Monitor)





Check

Monitor & Adjust






Monitor and Adjust Positive Greetings and Proactive Prompts

Monitor your effort:

- Use a simple checklist or weekly log

Reflect with colleagues and students:

- What's working well?
- What blocking progress?
- What adjustments help?
- Are we aligned with our goals?

CHECK & REFLECT 	
Considerations	Action Steps
Think Back <i>Review your data and consider:</i> <ul style="list-style-type: none">• What went well with implementation?• What challenges are you experiencing?	<ul style="list-style-type: none">•••
Think Forward <i>Review your data and consider:</i> <ul style="list-style-type: none">• How can you overcome those challenges?• How can you continue to elevate your practice to promote inclusive and safe spaces?	<ul style="list-style-type: none">•••
Think Inward <i>Reflect on your experiences:</i> <ul style="list-style-type: none">• What are conditions or experiences that may inhibit equitable and inclusive implementation?• What are conditions or experiences that may support equitable and inclusive implementation?	<ul style="list-style-type: none">•••
Think Outward <i>Plan to enhance your practice:</i> <ul style="list-style-type: none">• What specific adjustments can you make to enhance your implementation for all students?• How will you promote equitable and inclusive implementation to support each student?	<ul style="list-style-type: none">•••

Note: Four Dimensions of Reflective Learning (Adapted from [Karnstable, 2009](https://kbarnstable.wordpress.com/2009/12/15/22-questions-for-reflection/): <https://kbarnstable.wordpress.com/2009/12/15/22-questions-for-reflection/>)





WHAT

Key Features

- Vulnerable Decision Points
- Equitable Decision Points
- Situational factors + decision states



WHY

Your Rationale

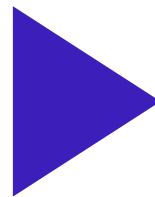
- Support positive student engagement and connectedness
- Improve instructional quality
- Reduce disparities



HOW

Intentional Inputs

- Notice situations prone to snap decision
- Identify patterns in data
- Reflect: when are decision equitable?



PLAN

Plan Your Practice

- Identify your VDP and EDP
- Develop planned responses
- Plan to implement & monitor



CHECK

Monitor, Reflect, and Adjust

- Monitor classroom decision patterns
- Reflect on equitable-supportive conditions
- Adjust when needed

THANK YOU for
Promoting Positive Practice
in the Classroom



**Focus Practice 10: Identifying
Vulnerable Decision Points and
Equitable Decision Points**