Purpose
Explore a framework that centers equity and culturally sustaining practices supportive of culturally and linguistically diverse students (CLDS) within PBIS Systems

Intended Outcomes:
- Critically reflecting on the relationship between structural racism, implicit bias, deficit thinking, cultural mismatch, and discipline disproportionality
- Define educational equity and consider culturally responsive & sustaining practices within PBIS
- Plan which equitable practices and ways of addressing race and culture supportive of CLDS you will enact in your current PBIS work.

Acknowledgments
- Michigan’s Integrated Learning and Behavioral Supports Initiative
- Positive Behavioral Intervention Supports National Technical Center, Oregon University
- Midwest and Plains Equity Assistance Center, Indiana University Purdue University Indianapolis
- RPS Educational Impact

Todays Session is Designed to **Disrupt**

**Definition:** To interrupt (an event, activity, or process) by causing a disturbance or problem.

**Origin:** late Middle English: from Latin disrupt—‘broken apart’, from the verb disrumpere.

**Set in stone**

- unset
- disturb
- retard
- disarrange
- hamper
- interfere-with
- throw-a-monkey-wrench-in-the-works-of
- impede
- impede
- deconstruct
- disrupt

Housekeeping
- Signal for Coming Back Together
- Table Tents
- Participant Workbook
- Blue Slides, Activities, Embedded Equity Strategies, & Corresponding Workbook Pages
- How Many of You Attended This Session Last Year?
Critically reflecting on the relationship between structural racism, implicit bias, deficit thinking, cultural mismatch, and discipline disproportionality

Part 1: Awareness
As a Foundation Strategy

PBIS Efficacy is Well Documented

- Reductions in office disciplinary referrals and increased attendance (Freeman et al., 2016).
- Reductions in problem behaviors and improved perceptions of school safety (Horner, Sugai, and Anderson 2010).
- Improved academic results (Horner, Sugai, and Anderson 2010).
- Decrease in ODRs seen across racial/ethnic groups in 69 schools implementing SWPBIS (Vincent et al. 2009) and in 72 schools implementing PBIS than in 81 non-PBIS schools (Vincent et al. 2011).

Disparate Discipline Outcomes

We also know that while tremendous gains have been made in PBIS schools, disproportionality and exclusionary practices adversely affecting culturally and linguistically diverse students (CLDS), especially African American and Latino students, continues to exist across the country.

- Losen & Gillespie, 2012
- Ohio Children’s Defense Fund, 2012
- Fabelo et al., 2011
- Skiba et al., 2011
- Fireman, & Wang, 2010
- Shaw & Braden, 1990
- Children’s Defense Fund, 1975

40 Years of Inequitable Discipline Practices

- In 1973 African American students were suspended 2 times more than white peers.
- By 2006, African American students were suspended 3 times more than white peers.
- Today, African American students are nearly 3.8 more likely to be suspended than white peers.

Body Camera Footage Shows Arrest by Orlando Police of 6-Year-Old at School

https://youtu.be/hA0bi-f7wVg
6-Year-Old Held at Mental Health Facility for 2 Days After Alleged 'Tantrum'

6/4/20

A Common Fragility Response to Racial Disproportionality

"Are you saying that all school staff are racist?"

NO!

Racial disproportionality is linked to:
- Deficit thinking
- Implicit bias
- Structural racism
- Complicit power and privilege
- Cultural mismatch

Harmful and oppressive practices that impacts educational experiences and outcomes

Harmful Cyclical Oppressive Practices

What is Implicit Racial Bias?

"The attitudes or stereotypes (about a specific race) that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual's awareness or intentional control (Blair, 2002; Rudman, 2004a)."
Implicit Bias in Early Learning
(Gilliam et al., 2016)

OCR Preschool Data
• Black children represent 19% of preschool enrollment, but 47% of preschool suspensions
• White children represent 41% of preschool enrollment, but 28% of preschool suspensions

U.S. Department of Education, Civil Rights Data Collection, 2013-14 (Released June 2016)

Foundational Equity Strategy #2
Table Talk
• At your tables discuss:
  • Your initial responses to this recent preschool data and the Gillian et al. study on implicit bias in preschool
  • How do these outcomes relate to pipeline to prison?
  • In your roles, what are some ways your school teams are addressing inequitable discipline practices?

Implicit and Structural Racial Bias in PBIS Systems

<table>
<thead>
<tr>
<th>Implicit Racial Bias</th>
<th>Systemic Racial Bias</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girvan et al., in press</td>
<td>Carter, Skiba et al. 2017</td>
</tr>
<tr>
<td>Greenwald &amp; Pettigrew, 2014</td>
<td>Riddle, 2014</td>
</tr>
<tr>
<td>Van den Bergh et al., 2010</td>
<td>Skiba, 2010</td>
</tr>
</tbody>
</table>

Where Does Implicit Bias Stems From Systemic Bias
Understanding Our Socio-Historical Context & Racial Bias

Focusing on Implicit Racial Bias is not Enough
We have to focus on, examine and interrogate the role that power and privilege plays when understanding and addressing racial bias.

Adapted by Payno-Simmons from the work of Scheurich and Young, 2002
Define educational equity and consider culturally responsive & sustaining practices within PBIS

**Part 2: Awareness of Equity & CS Constructs**

As a Secondary Strategy

---

**Assimilation** and Changing Demographics

- "Racial school integration has always been a one-way assimilate into whiteness, spaces and knowledge – We have to remember they were not busing White students into Black schools and firing White teachers"
- Fall 2014 marked the first time that students of color were the majority
- 1970 80% of students in America were White
- 2017 more than 50% are students of color
- This is a shift that has taken place in many of our lifetimes and for some, our career spans
- US policy and practices continue to be centered primarily on White middle class monolingual, monocultural, patriarchal, ableist etc. norms of achievement

Excerpt from Paris Keynote, UCLA Center X, Nov 7, 2017

---

**Understanding Cultural Mismatch**

- Cultural mismatch exists in schools because the dominant culture typically influences all functions of school that often unintentionally excludes the voices of historically marginalized children and their experiences (Fruchter, 2007; Noguera, 2003).
- "When instructional methods privilege cultural and language practices, knowledge, and abilities of dominant groups, they become barriers for students’ learning and participation, and tools for assimilation to dominant school cultures (Waitoller & Thorius, 2015 )."
- Cultural Mismatch leads to subtractive schooling.

---

**Culturally Sustaining Practices Requires**

The Big Ideas of PBIS must:

- Base, curriculum, teaching and learning on the cultural-linguistic realities of students, and view those realities as assets.
- Perpetuate and foster linguistic, literate, and cultural pluralism by sustaining in-group cultural practices and cross-group cultural practices.
- Reflect and support communities’ language and cultural practices in ways both traditional and evolving.

Secondary Equity Strategy # 3 - Part 1

Activity: Read and Reflect
• Read the quotes on “Culturally Responsive and Culturally Sustaining.”
• Highlight the quote that you most identify with or want to discuss further.
• Think about why that quote stands out to you.

Secondary Equity Strategy # 3 - Part 2

Activity: Discuss & Share
• Once I provide directions, you are going to find your group
• In your groups, discuss the following prompts:
  • What are the key points the author is making in the quote?
  • How do you think your values and experiences influenced your interpretation of the quote?
  • What questions, thoughts, or feelings emerge for you after reading the quote?
• Large group share

Part 3: Tertiary Strategies
We can enact based on awareness, context, & system inequities.

Creating Culturally-Sustaining Systems (CCSS) of Support in PBIS Schools

Equitable practices and ways of addressing race and culture supportive of CLDS you can enact in your current PBIS work.

Expanding PBIS
We are:
• Expanding SWPBIS to consider issues of racial disproportionality, equity, and bias
• Expanding PBIS to be culturally responsive
• Learning and what it means to create cultural sustaining PBIS systems.
Creating Equitable Systems of Support Is Really About Changing the System

ONLY FOCUSING ON EQUALITY WORKS WHEN EVERYONE HAS A FAIR CHANCE TO WIN THE RACE.

... is derived from the concept of fairness as uniform distribution, where everyone is entitled to the same level of access and can avail themselves if they so choose. But when a society is stratified into poles of advantage and disadvantage, with the inevitable consequences of privilege and exclusion, the promise of equal access to the discourses necessary for democratic participation rings hollow (Kranich, 2001).

Midwest & Plains Equity Assistance Center, 2018

Structural Discrimination

However, the reality is some must run the race carrying the baggage of historical injustices in the form of contemporary attitudes and beliefs, and structural systems of oppression.

Kranich, 2001; Midwest & Plains Equity Assistance Center, 2018

Educational Equity

... is when educational policies, practices, interactions, and resources are representative of, constructed by, and responsive to all people so that each individual has access to, meaningfully participates in, and has positive outcomes from high-quality learning experiences, regardless of individual characteristics and group memberships.

(Fraser, 2008; Great Lakes Equity Center, 2012)
Secondary Equity Strategy # 4

Equitable Practices in Your PBIS Work
- Take a moment and consider the PBIS practices (The Big Ideas of PBIS) you engage in and those you observe in your setting.
- Remember group roles.
- Pick one PBIS big idea and one equity concept.
- On poster paper describe what your assigned PBIS big idea looks, sounds, and feels like for students based on equity concept you selected.
- Group share

Secondary Equity Strategy # 5

Activity: Silent Reflection & Share
- Reflect on Dr. Ladson-Billings’ comments.
- Write a 2-minute reflection.
- Turn and share

What Does it Mean to be Culturally Responsive?
Culturally relevant teaching uses culture to impart knowledge, skills, and attitudes that empowers students:
- Intellectually
- Socially
- Emotionally
- Politically

(Gloria Ladson-Billings 1994)

Characteristics of Culturally Sustaining Systems
Systems of support that:
- Base curriculum on the cultural-linguistic realities of students, and view those realities as assets.
- Perpetuate and foster linguistic, literate, and cultural pluralism by sustaining in-group cultural practices and cross-group cultural practices.
- Reflect and support communities’ language and cultural practices in ways both traditional and evolving.


A Challenge

Both fields virtually work in silos

Positive Behavior Supports & Multi-tiered Systems of Support
- Highly Technical
- Less Critical
- And Adaptive

Culturally Relevant & Sustaining Practices
- Highly Adaptive
- And Critical
- Less Technical

Hello Let’s Talk!
Ok! Together
We can Figure this out!
Adaptive & Technical Changes Needed to Create Equitable Systems of Support

- Adaptive Change
- Technical Change

Contextual & Critical Skills Needed for Adaptive Change

<table>
<thead>
<tr>
<th>Contextual</th>
<th>Critical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historically situated practices occur within complex social and geographic networks</td>
<td></td>
</tr>
<tr>
<td>- Social Historical Context</td>
<td></td>
</tr>
<tr>
<td>- Knowledge of US and World History</td>
<td></td>
</tr>
<tr>
<td>- Knowledge of local (State &amp; City) and regional history (Community)</td>
<td></td>
</tr>
<tr>
<td>- The personal cultural histories and repertoire that people bring with them into the learning environment</td>
<td></td>
</tr>
<tr>
<td>- The routinized cultures that already exist and persist in the learning environment</td>
<td></td>
</tr>
<tr>
<td>- The new cultures that people create together in the learning environment</td>
<td></td>
</tr>
</tbody>
</table>

Who benefits from political, social & learning structures
- Discussing Race - Agreements for Engaging in Conversations About Race
- Critical Consciousness – Critical Self Awareness & Self Examination, Recognizing Implicit Bias, Understanding Power & Privilege
- Identity and positionality
- Intersectionality
- Constructs of Equity
- Culturally Responsive and Sustaining Pedagogy

Culturally Sustaining Systems of Support (C3S) Framework

- Matters of the Heart and Mind
- Socially Just Policies and Institutional Practices

THE C3S FRAMEWORK

- Critically Awareness & Interrogation of Systemic Inequities
- Ongoing Critical Self-Reflection & Interrogation

Matters of the Heart & Mind

- Cultivate Asset Thinking
- Build Real Relationships & Connections with Students

C3S: Matters of the Heart and Mind

- Critically Awareness & Interrogation of Systemic Inequities
  - Current Systemic Inequities
  - Implicit & Explicit Racial Bias
  - Socio-Historical Context
  - Power & Privilege
  - Racial Microaggressions
  - Embracing the Truth

Model based on Riddle 2014, Payno-Simmons 2017, Payno-Simmons Publication Submitted for review

In development by Payno-Simmons 2018
C3S: Matters of the Heart and Mind

Ongoing Critical Self-Reflection & Interrogation

- Critical Self Awareness & Examination
- Identity & Positionality
- Implicit & explicit racial bias
- Individual Power & Privilege
- Understand how Deficit Thinking Works
- Understand white fragility

Critical Consciousness

Is an active and persistent curiosity and awareness (Freire, 2000).

A willingness to examine beliefs, practices, assumptions, and norms to detect how power and privilege operate to contribute to inequality and oppression (Freire, 2000).

Cultivating A Critical Consciousness Includes

- Identifying how history impacts the present details of everyday life and how ways of thinking and feeling serve to maintain and perpetuate existing systems of inequality
- Thinking critically about accepted beliefs, thoughts, feelings, and assumptions
- Detecting the hidden interests underlying personal and social assumptions and beliefs

(Freire, 2000; Watts & Serrano-Garcia, 2003; The MAP Center 2019)

Tertiary Equity Strategy # 6

OUR COMMITMENTS FOR ENGAGING IN COURAGEOUS CONVERSATIONS

- Stay engaged
- Speak your truth
- Experience discomfort
- Expect & accept non-closure

(Singleton & Linton, 2006, p. 18)

Participant Workbook P. 4-5

Midwest and Plains Equity Center 2018

(Cultivating A Critical Consciousness Includes

- Analyzing, questioning and discussing the status quo and beliefs that reinforce structures of injustice
- Recognizing a critical awareness of self and systems
- Understanding oppression and privilege
- Overcoming false consciousness

(Jemal, 2017; Radd & Macey, 2013; The MAP Center 2019)

Adapted by Payno-Simmons from the work of Scheurich and
**Tertiary Equity Strategy** # 7

Activity: Ques-cussion

“With hard work, anyone can be successful in our society.”

- In your groups, discuss the statement in the form of questions taking turns allowing each group member to contribute
- Write down questions generated by group members on a chart paper
- In your groups discuss
  - What insights do you have about this activity?
  - How is questioning important for critical consciousness?
  - Be ready to share

---

**Tertiary Equity Strategy** # 8

Activity: Identity Wheel

- Complete the Identity Wheel handout.
- Identify what power and privilege and/or marginalization comes with each identity.
- Complete the prompts on the Identity Wheel
- Share one of the prompts with a partner.

---

Sample of Ruth’s Identity Wheel

---

**Tertiary Strategy** # 8 Cont.

Identity Wheel Activity

- Take away 5 traits to get down to your most important identifiers.
- Take away 5 more traits to get down to your two most important identifiers.
- How did this activity feel?

---

**Equity Strategy** # 9

Critical questions to Center Equity in the PBIS Problem-solving Process

- **Critical questions to ask:**
  - What is/are the inequity(ies) leading to our disproportionate discipline data to identify?
  - Who is experiencing the disparity(ies)?
  - Who is benefitting from the ways things are and who is not?
  - When is occurring (dates and time)?

---

**Asking critical questions to center equity in the PBIS problem-solving process**

During this part of the process, teams can use SWIS to examine disaggregated discipline data to identify:

- Who is experiencing the disparity(ies)?
- Where is the disparity occurring in the school spaces (location)?
- Why is the inequity occurring (motivation)?
- When is it occurring (dates and time)?

---

Payno-Simmons 2020 in Review
Teach by Design, PBISAPPS
Critical questions to ask:
• Why is there a disproportionate discipline inequity occurring?
• What is it about our people, policies, and practices that are contributing to this inequity?
• What counts as data when centering equity?
• Are the equity practices/strategies contributing to this inequity?
• Who is at the table during planning and practices/strategies?

During this part of the process, teams should use:
• Multiple data sources, TFI data, Instructional practices data, stakeholder survey data… The data should assess systems, practices, and outcomes.
• Keep the focus on systems, not on fixing students or teachers — remember the disparity is linked to a systemic inequity.
• What are our goal(s) and objective(s) to address the disparity?
• What evidence-based equitable practices/strategies can address this discipline inequity?
• Who is at the table during the planning process?

No text is present in the image.
Tertiary Equity Strategy #10

Nurture Positive Racial Socialization of Black Males

Schools can nurture the healthy identity development of adolescent Black boys and ensure their academic success by:

• Encouraging self-efficacious beliefs.
  • Self-efficacy is a key factor in resilience.
  • When Black male students feel self-efficacy, they gain resilience to push through inequitable practices occurring in schools related to racial bias (Carter 2016).

(Carter 2016)

Tertiary Equity Strategy #11 – Cont.

1. Providing learning experiences that include culturally responsive instruction that minimize threat and maximize identity safety (Council et al. 2016)

2. Encourage them to keep success journals so that they can record their successes and list the skills, talents, and strategies used to reach those successes.

3. After focusing on creating equitable systems, schools can also nurture the healthy identity development of CLDS and ensure their academic success by nurturing a growth mindset (Dweck, 2007) in Black boys by helping them understand that intelligence is not fixed but is developed.

(Carter 2016)

Tertiary Equity Strategy #12

Questions for Teacher Self-Reflection

• What is the racial or gender breakdown of the students that I typically send from my class for disciplinary actions?
• How often do I send the same students for disciplinary actions?
• What messages am I communicating to the students who are the recipients of these actions?
• What messages am I communicating to their classmates?
• Is the behavior of my students getting better?
• How do I know? If it is not getting better, why not?

(Cartledge & Kourea 2008)

Tertiary Equity Strategy #12 – Cont.

Questions for Teacher Self-Reflection

• Do I dispense disciplinary referrals fairly based on the basis of race and gender?
  • Are disciplinary actions therapeutic or simply punitive?
  • Do I distinguish culturally specific behaviors from behavioral inadequacies?
  • If students have substantial behavioral differences, have I taught them the skills that they need to know?
  • Am I punishing students for my lack of skill and affective behavior management?
  • Do I punish students because of my lack of skill and effective instruction?

(Cartledge & Kourea 2008)

C3S: Matters of the Heart and Mind

Build Real Relationships & Connections with Students
• Asset based thinking
• Create layers of support
• Respect and Trust
• Contact and Connections
• Create a culture of caring

How Asset Thinking Leads to Equitable Practices

Helpful Cyclical Liberating Practices – (HCLPs) Copyright © 2014 Riddle.
Students shared feeling: safe, important, cared for, liked, heard, surprised, proud, confident, respected, supported, and successful - A positive sense of self (Riddle 2014)

**Equity Strategy # 16**

Turn and Talk
- What are ways are you seeing these helpful practices in your work spaces?
- What are some ways you can begin to address these practices in your work?

---

**THE C3S FRAMEWORK**

**Remove Oppressive/Bias Language & Practices From School Structures**

**Infuse Cultural Sustaining Practices in School Systems**

**Socially Just Policies & Institutional Practices**

**Implement Cultural Responsive & Sustaining Curriculum, Resources and Instructional Practices**

**Job Embedded Professional Development on Our Socio-Historical Context, Implicit Racial Bias, Cultural Understanding & Power Privilege & Socially Just Policies and Practices**

### Example of Removing Oppressive & Bias Language

SIS– Discipline Module RFE Submitted by Harper Public Schools, September 26, 2013

- **Recommendation:** Specific language throughout the SIS Discipline Referral system should be updated to reflect current knowledge and practice of Positive Behavior Intervention and Supports (PBIS).

- The Behavior Referral should also provide space to identify "cause" or "motivation" for the incidence, which encourages the adults involved to reflect upon their roles in why the student had an issue. This recommendation is for revising the following terms.

### Example of Removing Oppressive & Bias Language

<table>
<thead>
<tr>
<th>Current Language</th>
<th>Appropriate PBIS Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline</td>
<td>Behavior</td>
</tr>
<tr>
<td>Officer</td>
<td>Responsible Adult or Referral Manager or Employee</td>
</tr>
<tr>
<td>Offense</td>
<td>Incident</td>
</tr>
<tr>
<td>Cement History</td>
<td>Retaching History or Behavior Intervention History</td>
</tr>
</tbody>
</table>

Currently there is no field to capture the cause or motivation of a behavior. Without this, it remains a negative consequence process rather than identifying antecedents for behavior.
**C3S: Socially Just Policies and Practices**

**Infuse Cultural Sustaining Practices in School Systems**
- District & School improvement plans
- Intense Instructional Coaches & Implementation of CREDE Standards
- Use CRT tools to evaluate & guide CR System
- Survey, analyze, & support students & parents’ experiences in schools i.e. the MAP Center’s ECAP
- Involve students & parents in shaping PBIS
- Hiring practices
- Purchase CS-curriculum resources
- Allocate resources & FTE that supports equity work

**Implement Culturally Relevant Curriculum, Resources, and Instructional Practices**
- Infuse multicultural & global learning
- Highlight students’ strengths
- Balance between skill & process
- Promote developing cultural critical consciousness & self-reflection
- Promote interrogation of oppressive systems & practices
- Include representation of intersecting identities i.e. race, gender, (dis)ability, in the curriculum across content areas
- Allow students to use their native language and embrace their culture
- Promote a community of learners
- Funds of knowledge
- Rigorous

---

**Socially Just Policies and Institutional Practices**

Riddle 2014

---

**Culturally Responsive & Sustaining Teaching is**

**APPROACH**
- the overall approach used to deliver instruction, use curricular materials, make educational decisions, including student discipline, & interact with students & their families.

**LENS**
- the lens through which teachers see their students and their students’ learning.

**FILTER**
- the filter through which teachers listen to and understand how students express their needs and desires

---

**What Does CRSP Look, Feel, & Sound Like Across**

- Curriculum
- Instruction & Assessment
- Climate

---

**Instruction & Assessment**

- Rigorous & differentiated based on student learning needs, interests & preferences
- Balance between skills, inquiry & process
- Promote developing critical consciousness & self-reflection
- Different ways of engaging, learning, & showing that learning

---

**Curriculum Includes:**
- multicultural & global perspectives
- asset-based representation of culture, race, & intersecting identities across content areas
- interrogation of oppressive systems & practices

---

**Liberating Education for all sides**
Climate

Establishes physical, cultural, intellectual, social & emotional safety & inclusion

Promotes a community of learners

Uses Asset-based language & practices that highlight students strengths

Allows students to use their native language and embrace their culture

**Equity Strategy # 17**

- Race-neutral approaches to diversifying schools are not effective in reducing segregation and can lead to increased school segregation (McDermott, Furstenbeg & Diem 2015; Gullen, 2012; Reardon, Yun, and Kurlander 2006).
- Race-neutral approaches have not been effective in reducing racial/ethnic disparities in school discipline (Vincent, Sprague, & Gau; 2015; Vincent & Tobin, 2011).
  
  Carter, Skiba et al. 2017

**C3S: Socially Just Policies and Practices**

Job Embedded Professional Development

- Ongoing professional development and coaching aimed at increasing staff critical consciousness and reflexivity in the following areas
  1. Our socio-historical context, issues of positionality, & how racism has been institutionalized and socially & culturally reproduced
  2. Structural racism & Implicit racial bias
  3. Understanding of dominant and non-dominant cultural capital & issues of identity
  4. Culturally sustaining & relevant practices
  5. Using culturally relevant pedagogy curriculum resources

  - Intense Instructional Coaches & Implementation of CREDE Standards

**Socially Just Policies and Institutional Practices**

**Practical Application of Professional Development:**

1. Set the tone for this work by engaging in thorough analysis of our socio-historical context via reading scholarly articles and engaging in dialogue race issues.
2. Professional learning can then be centered around conversations about specific disciplinary incidents and habits of discipline.
3. Use the literature to create race conscious interventions and ways to evaluate them. Build relationships with equity assistance centers, community centers and community universities who specialize in this work can be helpful.
4. Hire or reallocate qualified staff who can spend time in the literature connecting strategies to the findings of data review can be helpful.
  
  Carter, Skiba et al. 2017

**Resources Supportive of This Work**

- https://greatlakesequity.org
- https://www.pbis.org
- https://www.cdte.k12.ca.us/media/750631/educationactionplan.pdf
- https://www.剞llowthestars.org/research
- https://www.nirn.fpg.unc.edu
- https://research.steinhardt.nyu.edu/metrocenter/
- https://courageousconversation.com/peg/
- https://www.nytimes.com/column/1619-project
- https://www.npr.org/podcasts/510312/codeswitch
- Unlearning Deficit Ideology and the Scornful Gaze: Thoughts on Authenticating the Class Discourse in Education
- People First Language Sum of Us Progressive Style Guide
- Reframing the Achievement Gap Ensuring All Students Benefit from Equitable Access to Learning
- Re renegotiating the Role of School – Family Partnerships in Systemic Change within Culturally Responsive Positive Behavior Interventions & Supports
- From the Achievement Gap to the Education Debt: Understanding Achievement in U.S. Schools
- https://aptnnorthamerica.org/active-learning/
- https://www.pbs.org/wgbh/education/kids/la/activities/activities.race disparities.2017.08.10.html

**Activity – Close & Next Steps**

- How might you use the activities and resources today in your district’s organization’s PBIS work?
- What are potential barriers?
- What support do you need?
Email dr.ruth@rpsimpact.com
Website www.rpsimpact.com
@RPSEdImpact