



## Equity Pilot References and Resources

The purpose of this document is to share the references and resources that the MIBLSI Equity Specialists have used in developing content and found helpful in working with district and school staff in addressing disproportionality and implicit racial bias.

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### Tools:

PBIS Guiding Documents:

- [Using Discipline Data within SWPBIS to Identify and Address Disproportionality: A Guide for School Teams](http://www.pbis.org/Common/Cms/files/pbisresources/PBIS_Disproportionality_Data_Guidebook.pdf)  
([http://www.pbis.org/Common/Cms/files/pbisresources/PBIS\\_Disproportionality\\_Data\\_Guidebook.pdf](http://www.pbis.org/Common/Cms/files/pbisresources/PBIS_Disproportionality_Data_Guidebook.pdf)) by Kent McIntosh, Aaron Barnes, Bert Eliason, & Kelsey Morris
- [Recommendations for Addressing Discipline Disproportionality in Education](https://www.pbis.org/Common/Cms/files/pbisresources/RecommendationsForAddressingDisciplineDisproportionality.pdf)  
(<https://www.pbis.org/Common/Cms/files/pbisresources/RecommendationsForAddressingDisciplineDisproportionality.pdf>) by Kent McIntosh, Erik J. Girvan, Robert H. Horner, Keith Smolkowski, & George Sugai
- [PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches](http://www.pbis.org/Common/Cms/files/pbisresources/PBIS%20Cultural%20Responsiveness%20Field%20Guide.pdf)  
(<http://www.pbis.org/Common/Cms/files/pbisresources/PBIS%20Cultural%20Responsiveness%20Field%20Guide.pdf>) by Milaney Levenson, Kent Smith, Kent McIntosh, Jennifer Rose, & Sarah Pinkelman
- [Examples of Engaging Instruction to Increase Equity in Education](http://www.pbis.org/Common/Cms/files/pbisresources/Engaging%20Instruction%20to%20Increase%20Equity%20in%20Education.pdf)  
(<http://www.pbis.org/Common/Cms/files/pbisresources/Engaging%20Instruction%20to%20Increase%20Equity%20in%20Education.pdf>) by Erin A. Chaparro, Rhonda N. T. Nese, & Kent McIntosh
- [Key Elements of Policies to Address Discipline Disproportionality: A Guide for District and School Teams](http://www.pbis.org/Common/Cms/files/pbisresources/PBIS%20Disproportionality%20Policy%20Guidebook.pdf)  
(<http://www.pbis.org/Common/Cms/files/pbisresources/PBIS%20Disproportionality%20Policy%20Guidebook.pdf>) by Ambra Green, Rhonda Nese, Kent McIntosh, Vicki Nishioka, Bert Eliason, & Alondra Canizal Delabra

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Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) is a Grant Funded Initiative (GFI), funded under the *Individuals with Disabilities Education Act* (IDEA) through the Michigan Department of Education.



## Articles:

Carter, P. L., Skiba, R., Arredondo, M. I., & Pollock, M. (2017). You Can't Fix What You Don't Look At. *Urban Education*, 52(2), 207-235. doi:10.1177/0042085916660350

DiAngelo, R. (2011). White Fragility. *International Journal of Critical Pedagogy*, 3(3), 54-70.

McIntosh, K., Girvan, E. J., Horner, R. H., Smolkowski, K., & Sugai, G. (2014). Recommendations for addressing discipline disproportionality in education. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports.

Riddle, R. (2014). Cultural mismatch and silenced voices: Experiences of historically marginalized elementary students within school-wide positive behavior supports. D. Carter-Andrews, K. Cooper, D. Kirkland, & C. Rosaen (Eds.): ProQuest Dissertations Publishing.

Skiba, R. J., Horner, R. H., Chung, C., Rausch, M. K., May, S. L., & Tobin, T. (2011). Race is not neutral: A national investigation of African American and Latino disproportionality in school discipline. *School Psychology Review*, 40, 85-107

## Videos:

We have found these videos helpful working with the staff. It is a great way to engage the teams and staff and hear powerful voices from the field of education and equity.

- [Verna Myers: How to overcome our biases? Walk boldly toward them](https://www.ted.com/talks/verna_myers_how_to_overcome_our_biases_walk_boldly_toward_them)  
([https://www.ted.com/talks/verna\\_myers\\_how\\_to\\_overcome\\_our\\_biases\\_walk\\_boldly\\_toward\\_them?utm\\_campaign=tedsread--b&utm\\_medium=referral&utm\\_source=tedcomshare](https://www.ted.com/talks/verna_myers_how_to_overcome_our_biases_walk_boldly_toward_them?utm_campaign=tedsread--b&utm_medium=referral&utm_source=tedcomshare))  
Our biases can be dangerous, even deadly — as we've seen in the cases of Michael Brown in Ferguson, Missouri, and Eric Garner, in Staten Island, New York. Diversity advocate Vernā Myers looks closely at some of the subconscious attitudes we hold toward out-groups. She makes a plea to all people: Acknowledge your biases. Then move toward, not away from, the groups that make you uncomfortable. In a funny, impassioned, important talk, she shows us how.
- [Chimamanda Ngozi Adichie's Ted Talk: The Danger of a single story video](https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story)  
([https://www.ted.com/talks/chimamanda\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story?utm\\_campaign=tedsread--b&utm\\_medium=referral&utm\\_source=tedcomshare](https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?utm_campaign=tedsread--b&utm_medium=referral&utm_source=tedcomshare)).  
Our lives, our cultures, are composed of many overlapping stories. Novelist Chimamanda Ngozi Adichie tells the story of how she found her authentic cultural



voice -- and warns that if we hear only a single story about another person or country, we risk a critical misunderstanding.

- [Rita Pierson's Ted Talk: Every kid needs a champion](https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion?utm_campaign=tedspread--b&utm_medium=referral&utm_source=tedcomshare) (https://www.ted.com/talks/rita\_pierson\_every\_kid\_needs\_a\_champion?utm\_campaign=tedspread--b&utm\_medium=referral&utm\_source=tedcomshare). Rita Pierson, a teacher for 40 years, once heard a colleague say, "They don't pay me to like the kids." Her response: "Kids don't learn from people they don't like." A rousing call to educators to believe in their students and actually connect with them on a real, human, personal level.
- [The unequal opportunity race, from The African American Policy Forum](http://wapo.st/1QaBkSp) (http://wapo.st/1QaBkSp). This short film produced for the African American Policy Forum shows metaphors for obstacles to equality, which affirmative action tries to alleviate.
- [ABC's What would you do? The bike thief](http://www.nydailynews.com/news/national/watch-white-black-bike-thieves-treated-differently-article-1.1368401) (http://www.nydailynews.com/news/national/watch-white-black-bike-thieves-treated-differently-article-1.1368401). Racism takes center stage as actors—one white, one black—pretend to steal a bike. A staged scene using actors and hidden cameras to portray a bicycle theft in public view has gone viral on the Web, and suggests that race had a profound effect on the reactions of witnesses to the "crime."

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