A7: Using Family and Student Voice to Inform Equitable PBIS Implementation

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October 4-5
2018 National PBIS Leadership Forum
Chicago, IL

Key words: Family engagement, Parent involvement, Equity
Maximizing Your Session Participation

Consider 4 questions:

- Where are we in our implementation?
- What do I hope to learn?
- What did I learn?
- What will I do with what I learned?
Where are you in the implementation process?

Adapted from Fixsen & Blase, 2005

**Exploration & Adoption**
- We think we know what we need so we are planning to move forward (evidence-based)

**Installation**
- Let’s make sure we’re ready to implement (capacity infrastructure)

**Initial Implementation**
- Let’s give it a try & evaluate (demonstration)

**Full Implementation**
- That worked, let’s do it for real and implement all tiers across all schools (investment)
- Let’s make it our way of doing business & sustain implementation (institutionalized use)
Agenda

• Review the FLPBIS project process for supporting equitable discipline outcomes for all students
  — Highlighting how family and student voice was obtained and used in the process
• Hernando County will share their experience conducting and using family and student focus group results as part of the problem-solving process
• Resources, Q&A
Removing Barriers to Equitable Outcomes

City for All Women Initiative (June 2015)
Structured Support

“We Do”
- District pre-planning
- Targeted training
  - Model skills necessary for that step of the process
  - Participants engage in small group practice with our support
  - Preparation for work with teams, stakeholders, and next step of the process

“You Do”
- Participants apply skills with school teams and stakeholders
- Homework submitted to DC by deadline

Collaborative Support
- Feedback provided to district & FLPBIS
- Feedback provided to participants
- Targeted training & preparation continues
Use data to drive conversations with your stakeholders, then incorporate your stakeholders' ideas to provide culturally responsive supports.

**Equity Roadmap**

**Pre-Requisites**
1. Leadership support
   - Engaged, passionate, & present
2. Commitment to forming relationships with impacted families, building local capacity, & creating diverse teams
3. Person-centered, strengths-based approach
   - Awareness of structural racism, implicit bias helps
4. Data system that supports problem-solving
5. Tier 1 PBIS in place with fidelity

**Problem Identification**
1. Are outcomes equitable for all students?
2. If not, how big are the disparities?
3. How much of the group is impacted?

**Problem Definition**
4. What are the most common discipline patterns for your target group?
5. How representative are those patterns?
6. How do these patterns compare to the most common patterns for all other students?

**Obtain Perspective**
- Staff Reactions
- Family Reactions
- Student Reactions

**Link Evidence-Based Ideas to Interventions**
It's easy to lose the link between your data, evidence-based strategies, & stakeholder perspectives.

**Evaluate Ideas**
Don't be swept away during collaboration; make sure your ideas have evidence to support them and can account for disparities in your data.

**Use stakeholder voice to develop ideas**
Collaboration leads to innovation, buy-in, & a chance to move past implicit biases.

**Support Your Plans**
Don't assume that "telling" will result in "doing." Make your strategies easy for staff, and make plans upfront to help you evaluate progress.

**Make Sure It Works**

**Plan for Maintenance**

**Address Barriers**

[Image of Florida PBIS logo]

[Link: https://fipb.pbis.famu.usf.edu]
Problem Solving for Equity

Step 1: Problem Identification
- Target Schools & Demographic Groups
- Definition of Target Group Patterns

Step 2: Problem Analysis
- Obtain stakeholder participation
- Focus on CARED domains
- Root Cause Analysis
- Validation

Step 3: Intervention Design
- Process to ensure fidelity

Step 4: Evaluation
- Communicate Outcomes
FLPBIS Equity Scope & Sequence

- Introduction/Background Knowledge
- Equity Profile
- Problem Definition Template
- Summarize the data
- **Share the data**
- **Make sense of the results (brainstorming hypotheses)**
- **Validate ideas**
- Make and implement plans to address validated ideas
- Evaluate implementation progress and impact on student outcomes
Disproportionate Discipline Problem Solving Process

**Step 1: Problem Identification**
- Communicate Outcomes
  - Target Schools & Demographic Groups
  - Definition of Target Group Patterns
- Obtain stakeholder input

**Step 2: Problem Analysis**
- Root Cause Analysis
- Evaluation of Ideas
- Validation

**Step 3: Intervention Design**

**Step 4: Evaluation**
- Process to ensure fidelity

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*We are here*

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The table below displays the risk ratio values for student subgroups with a disproportionally high level of discipline. Groups displayed in this table are more likely to experience a given discipline outcome (DSO or ODS) compared to students who are not in that subgroup.

**EXAMPLE:** If the table indicates a value of 3.5 for Hispanic students' out-of-school suspension outcomes, it means that Hispanic students are 3.5 times more likely than all other students to receive an out-of-school suspension.

Groups highlighted in red experience significantly higher levels of disproportionality than other student subgroups. Disproportionate outcomes for these student groups must be addressed in order to maintain consideration for future model school status.

For more information about the equity report, click here.

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### Table: Disproportionate Discipline Outcomes for Various Subgroups

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>ODS Risk Ratio</th>
<th>ODS Risk Ratio</th>
<th>Message</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnicity: American</td>
<td>1.53</td>
<td>3.33</td>
<td></td>
</tr>
<tr>
<td>Native American</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EEP</td>
<td>1.90</td>
<td>1.68</td>
<td></td>
</tr>
</tbody>
</table>

School enrollment data indicate 6 students in this subgroup.
“We’ve learned that disproportionate discipline is a nationwide issue and have started to investigate how that applies to our school. This is what we’ve learned...(insert your summary here)

How does this match up to your experience with discipline at our school?”
Review notes from family focus group and faculty feedback

Identify common themes

Develop a hypothesis

Determine how to validate hypothesis

Action plan how to address hypothesis

<table>
<thead>
<tr>
<th>C</th>
<th>Curriculum &amp; Instructional Practices</th>
<th>Academic, behavior &amp; SEL</th>
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<tr>
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<td>Positive, authentic; Students, family, community</td>
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<td>E</td>
<td>Environment</td>
<td>Climate, systems &amp; policy variables; District, school &amp; classroom levels</td>
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<tr>
<td>D</td>
<td>Discipline</td>
<td>Implementation of policies/ procedures</td>
</tr>
</tbody>
</table>
Liking evidence-based ideas to interventions

All ideas must be directly related to one another – ensure there is a link from the *strategies* back to the *root cause*, and also back to the *original hypothesis*.

![Diagram showing the steps of intervention design and evaluation](image)

- **Step 1: Problem Identification**
  - Target Schools & Demographic Groups
  - Definition of Target Group Patterns

- **Step 2: Problem Analysis**
  - Obtain stakeholder participation
  - Focus on CARED domains
  - Root Cause Analysis
  - Validation

- **Step 3: Intervention Design**
  - Process to ensure fidelity

- **Step 4: Evaluation**
  - Communicate Outcomes

**Hypothesis Prediction**

The desired goal is not occurring because

If __________ would occur, then the problem would be reduced.
Collaborative Problem Solving & Intervention Design

Step 1: Problem Identification
Target Schools & Demographic Groups
Definition of Target Group Patterns

Step 2: Problem Analysis
Obtain stakeholder participation
Focus on CARE4 domains
Root Cause Analysis
Validation

Step 3: Intervention Design
Process to ensure fidelity

Step 4: Evaluation
Communicate Outcomes

Hypothesis
Supporting evidence (hypothesis)
Strategic outcome
Support Plan

Root Cause
Supporting evidence (Root Cause)
Support Plan

Evidence

Fidelity

Progress

Support Plan

Staff
Families (target group)
Students (target group)

Deadline
Deadline
Deadline
Deadline
Deadline
Deadline
Deadline
Deadline
Family & Student Focus Groups

The support process

A Multi-Tiered System of Supports
Rationale

- If schools engage families and communities meaningfully, they will have a better sense through the voice, participation, and ownership of the cultures represented beyond federally defined race/ethnicity categories.
- Gaining input from families allows teams to effectively identify areas of need and to create procedures to address those areas.
- Without student and family input many teams would’ve implemented student-focused interventions but with student and family voice balanced with staff input, almost every team implemented strategies targeting relationships between teachers and families/students.

Family Focus Group: Planning Support

• Importance of the sampling frame
  – The sampling frame needs to reflect families who are impacted by disproportionate discipline.

• Structuring invites and confirmations
  – Positive, personal outreach
    • Explain purpose and role,
    • Logistic needs assessment (transportation, child care)
    • Preferential assessment (food, recording, comfort level)
  – Confirm Date/Time/Location – Q&A
    • If unable to attend, assess interest in joining on another date and time
Student Focus Group: Planning Support

• Sampling frame
  – Starting with subgroup impacted by discipline
  – Group represents diverse educational experiences

• District/school policies
  – Voluntary participation
  – Confidentiality limits and expectations following the session
  – Parent permission
What do focus groups look like?

- Attention to group composition
- Attention to participant comfort level
- Clear purpose
- Limited # participants

Active Listening Session for Educators

- Very small # of open-ended questions
- Disproportionate discipline in US and locally, reactions?
- What's causing it?
- How can we fix it?
Focus Group Results: Summarizing Common Themes

- Identified main ideas from each group’s transcripts
- Organized main ideas under CARED domains
- Most prominently identified CARED domain was initial hypothesis & targeted for intervention

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Family & Student Focus Groups

The FLPBIS Project Experience

- This isn't easy work. It is courageous work and I'm so glad it's finally happening but I really couldn't do it effectively without USF PBIS.
- The information gleaned from the focus groups was very enlightening.

- Listening to our students is a must! It is truly an eye-opener as to what the staff perceives and the lens of a student.

2016-17 Root Cause Analysis Social Validity Survey
Florida School Districts participating in the Disproportionate Discipline Workgroup

A Multi-Tiered System of Supports
Family & Student Focus Groups

• State-level progress
  – 18 family focus groups conducted across 5 school districts
  – 6 student focus groups conducted across 2 districts
• Effective relationship-building/repairing strategy for schools, families and students
• Most powerful activity that resulting in shift of perspective from blame to solution-focused problem-solving
• Lack of understanding vs. lack of buy-in
  – Staff required intensive supports to organize and facilitate groups the first time, following the initial group many schools continued the process independently
How was it getting input from students, families and staff on disproportionate discipline in your building?
Share your experience

Respond at PollEv.com/devonminch035 Text 413012 and your message to 37607

✉️ Answers to this poll are anonymous

“My initial reaction was the input from students, families and staff would provide more buy-in and feedback toward doing what is best for all students!”
over 1 year ago

“a little more challenging getting parent response”
over 1 year ago

“Long overdue”
over 1 year ago

“It was sobering but necessary, it's often a tough conversation, yet it was handled extremely well”
over 1 year ago

“somewhat difficult”
over 1 year ago

“I was nervous to see the parent responses. However, the responses were very positive.”
over 1 year ago

“T: I was worried that our teachers would feel defensive or that they were doing something wrong”
over 1 year ago

“S: initial reaction was surprise that we were including student focus groups, only because that wasn't initially presented F: i was not able to participate in this portion, but i'm interested to see what our families said T: the responses from different staff members were so varied -- unfortunately, i heard that what some teachers took away from it was "just don't write up the black students""
over 1 year ago

“Didn’t want to do this. Hard time of the year. Was concerned about what we would get that was worthwhile.”
over 1 year ago

“S: I thought the students would have a different perspective that we could only get from them.”
over 1 year ago

“I hoped it wasn’t my responsibility”
In case you have not been adequately informed, please consider this official notification that you are awesome.

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The Hernando County Experience

Cynthia Jackson, MSW
School Social Worker
Hernando County Public Schools
Overview of Hernando County Public Schools

Hernando County Public Schools consist of:
- 10 Elementary Schools
- 3 K-8 Schools
- 4 Middle Schools
- 5 High Schools
- 2 Alternative Education Schools

Hernando County Schools Racial Demographics:
- 63% Caucasian
- 20.7% Hispanic
- 7.5% African American
History of Disproportionality/Inequity in HCS

Hernando County seat is located in Brooksville, FL

Long History of Inequity

- Name change in 1856 from Pierceville to Brooksville
- Highest rate of violence in the United States during the 20th centuries
- Neighborhood Zoning Law instituted in 1948
- Schools were segregated until 1969 although declared unconstitutional in 1954 / Desegregation Law of 1972
- Signs of Unification 1988
Planning Family & Student Focus Groups

Next Time:
- Invite Families in Person
- Include Families that appear to be more challenging and or vocal
Facilitating Family & Student Focus Groups

Developing a Rapport with Student and Family

Setting the Tone for the Group

Setting the Environment

Following up with Families

Next Time:
- Sharing Feedback with Families
- Change time of meeting
Results and Impact of the Family & Student Focus Groups

Revealed:

• The wide range of poor relationship building skills of staff, families & students
• Open the eyes of those with unconscious biases
• Students feel singled out but unable to speak their truths
• Cultural differences with regards to what disrespect is

New Process:

• Teachers no longer write disciplines for Level 1 offenses such as classroom disruption
• Teachers must complete 3 interventions prior to making discipline referrals:
  • After Class Conversation with Student; Contact & Document Conversation with Family; Assign Lunch Detention
This product was developed by the Florida Positive Behavioral Interventions and Support Project, a project funded by the State of Florida, Department of Education, K-12 Public Schools, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

A Multi-Tiered System of Supports
Resources


- [https://www.edutopia.org/article/strategies-help-your-students-feel-heard?utm_source=Edutopia+Newsletter&utm_campaign=2697506e6a-EMAIL_CAMPAIGN_091218_enews_6waysto&utm_medium=email&utm_term=0_f72e8cc8c4-2697506e6a-85013567](https://www.edutopia.org/article/strategies-help-your-students-feel-heard?utm_source=Edutopia+Newsletter&utm_campaign=2697506e6a-EMAIL_CAMPAIGN_091218_enews_6waysto&utm_medium=email&utm_term=0_f72e8cc8c4-2697506e6a-85013567)

- [https://www.edutopia.org/article/6-ways-build-rapport-students?utm_source=Edutopia+Newsletter&utm_campaign=2697506e6a-EMAIL_CAMPAIGN_091218_enews_6waysto&utm_medium=email&utm_term=0_f72e8cc8c4-2697506e6a-85013567](https://www.edutopia.org/article/6-ways-build-rapport-students?utm_source=Edutopia+Newsletter&utm_campaign=2697506e6a-EMAIL_CAMPAIGN_091218_enews_6waysto&utm_medium=email&utm_term=0_f72e8cc8c4-2697506e6a-85013567)
More Resources

Effects of student participation in decision making at school: A systematic review and synthesis of empirical research
Ursula Mager 1, Peter Nowak 1
Ludwig Boltzmann Institute Health Promotion Research, Unternetzerstrasse 47, 1030 Vienna, Austria

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"Darles el lugar": A Place for Nondominant Family Knowing in Educational Equity
Filiberto Barajas-López 1 and Ann M. Ishimaru 1

Youth Participation in U.S. Contexts: Student Voice Without a National Mandate
Dana Mitra
Department of Education Policy Studies, Penn State University, University Park, PA, USA
Stephanie Serriere
Department of Curriculum & Instruction, Social Studies, Penn State University, University Park, PA, USA
Ben Knish
School of Education, Penn State University, Boulder CO, USA

Equity by Design:
Re-mediating the Role of School-Family Partnerships in Systemic Change within Culturally Responsive Positive Behavior Interventions & Supports
Kathleen A. King Thorius
Indiana University-Purdue University at Indianapolis
The CRPS Project
The Great Lakes Equity Center
Esmeralda M. Rodriguez
University of Wisconsin-Madison/The CRPS Project
Aydin Bal
University of Wisconsin-Madison/The CRPS Project

Untapped Resources: Black Parent Engagement that Contributes to Learning
Author(s): Yvette Latunde and Angela Clark-Louque
Published by: Journal of Negro Education
Stable URL: http://www.jstor.org/stable/10.7709/jnegroeducation.85.1.0072
Upcoming Sessions for Students and Families

• RDQ 7
  Cultivating Positive Student-Teacher Relationships
  *Discussion Leaders: Milaney Leverson & Kent Smith, Wisconsin RtI Center; Jennifer Rose, Loyola Community & Family Service (IL)*

• RDQ 8
  Strengthening Family-School-Community Connections in PBIS to Improve Valued Outcomes
  *Discussion Leaders: Mark Weist, University of South Carolina; S. Andrew Garbacz, University of Wisconsin-Madison*
Contact Information and Resources

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• Website: www.flpbis.org

OSEP TA Center on PBIS
• www.pbis.org

Association on PBIS
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