The Law Mandates, The Heart Appreciates:

*Changing Hearts and Practices to Connect with Every Student*

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President & CEO
Institute for Racial Equity & Excellence
The Law Says You Can’t, Now What?
Change Hearts to Change Practice
School Suspensions
Nationally, “across all types of settings, the average school day sees roughly 250 instances of a preschooler being suspended or expelled” (Center for American Progress, 2017).
School Suspensions Have Tripled Since 1975
African American girls are 20% of female population but 54% of girls suspended from preschool.

(United States Department of Education, 2016)
Studies spanning 40 years show that African American children are up to four times more likely to be suspended than White students (Bradshaw et al., 2010; Children’s Defense Fund, 1975; Milner, 2013; Skiba et al., 2011).
What’s the Solution?
Equity for All Students
Understanding Terms
Defining Diversity, Inclusion, Equity
Why Is This Happening?
Teachers do not feel they have the tools or the support to address challenging behaviors in their classrooms (Hemmeter et al., 2006; Joseph, Strain, & Skinner, 2004).
Supporting Our Teachers
Helping Teachers Identify Typical Behaviors
Let’s look at behaviors—What do children do when they get upset?
What do adults do when they get upset?
As adults, what’s our excuse?

We can expect children to be children
What if we shift our focus from children’s behaviors to the behavior of adults.
Activities to Shift Thinking

Self Awareness
THE key to managing the difficult behaviors of students is to shift our thinking to managing our own behaviors and responses to behaviors.
We must be self-aware.
We must be aware of OURSELVES.
View the video at:
https://youtu.be/C_9xkaA3YwM
How could this be prevented?
View the video at:

https://youtu.be/B6oh0dx3H_M
Discuss and Compare the Videos

• Identify:
  • Hot buttons
  • Successful strategies
  • Ineffective strategies
• Awareness of our behavior and responses to the behavior of others

• Recognize our own hot buttons and when they’re pushed

• WHAT children are we responding to and why
Behavior. Is.
Defined. By. The.
Person. Most.
Annoyed. By. It.
Warning: Cussing in Next Video
View the video at:
https://youtu.be/pXNHUtmvktQ
Talk about biases!!
• Observation of Raphael
• She called his name 27 times in 7 minutes.
• What struck me was Raphael was engaging the same behaviors as other children,
• It appeared that RAPHAEL was her hot button
• She was teaching children how to treat Raphael!
Implicit Bias
Implicit bias is the mental process resulting in feelings and attitudes about people based on race, age and appearance.

It is an unconscious process and we are not consciously aware of the negative racial biases that develop over the course of our lifetime.
Unconscious Bias

Comes from: “Social stereotypes, attitudes, opinions, and stigma we form about certain groups of people that are outside of our own conscious awareness” (Ross, 2014).
The dissonance between our conscious beliefs and our unconscious behavior creates confusion as individuals and for those who observe them. (Ross, 2014)
It is important to understand the causes of implicit racial bias and intentionally work to bring it to the conscious level in order to mitigate the negative consequences.
Implicit Bias

- Implicit racial bias resides in our “unconscious mind,” the part of the brain that many researchers believe is beyond our direct control
- Unconscious attitudes are less egalitarian than what we explicitly think about race
- Our refusal to talk about and confront issues of race reinforces implicit racial bias

Tom Rudd, Kirwan Institute for the Study of Race and Ethnicity
Implicit Bias in Early Learning
(Gilliam et al., 2016)
Preschool teachers were asked to watch a video clip of 4 children to anticipate challenging behaviors. Children included a black girl and boy, a white boy and girl, all child actors.
We are interested in learning about how teachers detect challenging behavior in the classroom. Sometimes this involves seeing behavior before it becomes problematic. The video segments you are about to view are of preschoolers engaging in various activities. Some clips may or may not contain challenging behaviors. Your job is to press the enter key on the external keypad every time you see a behavior that could become a potential challenge.
The Black boy was watched more than any other child. Forty Two percent of teachers reported that he required more attention than the other children.
The Black girl was watched more often than the White children.
White children were watched less than Black children.
AWARE
Is
Halfway THERE
THE LADDER OF INERENCE

I TAKE **Actions** based on my beliefs

I ADOPT **Beliefs** about the world

I **DRAW CONCLUSIONS**

I MAKE **Assumptions** (based on the meanings I added)

I ADD **Meanings** (Cultural & Personal)

I SELECT “**Data**” from what I observe

*Our beliefs affect what data we select next time.*

Peter Senge - from *The Fifth Discipline*
I select data (Conscious/Unconscious) ➔ Directly Observable Data

Rosemarie walks in and does not speak to me

I add meanings and labels (Personal/Cultural) ➔

Rosemarie has an attitude and doesn’t like me.

I make assumptions ➔

Rosemarie thinks she is better than us.

I draw conclusions and take action based on my beliefs ➔

We will never be treated fairly by Rosemarie.
Ladder of Inference

I select data ► (Conscious/Unconscious)

I add meanings and labels ► (Personal/Cultural)

I make assumptions ►

I draw conclusions and take action based on my beliefs ►

High Level Inference

I know we’re going to have to put him on a behavioral plan

He’s probably aggressive with the other children.

I think he has an attitude, I’d better watch him.

This big and looks rough

Directly Observable Data
Create Your Own Ladder of Inference
View the video at:
https://youtu.be/nTIkvbdrxio
• Racial Etiquette: Not polite to discuss that which makes us uncomfortable (Omi and Winant, 2002).

• Saying “We’re all the same”, or “I don’t see color” fails to acknowledge difference others experience (Harries, 2014).
Why Don’t We Want to Talk About Race?

“We have become so politically correct that we don’t know what to say and when to say it. We don’t know what to say to anyone anymore.”

Lee Jones, Florida State University.
Discussions: Danger of Color-blind ideology
Color Blind Ideology:

Issues of equity are often avoided by adopting a colorblind ideology.
Racial blindness promotes the fallacy that people are beyond bias and racism, ignores racial disparities, and places blame on the behaviors of communities of color.
Cultural Disconnects Lead to disproportionality in disciplinary practices
Personal & Cultural Beliefs Shape Attitudes About Challenging Behaviors

• Look at your “Hot Buttons”

• Where might there be cultural disconnects?
Discuss Hot Buttons and Cultural Disconnects
Cultural Disconnects

• Most children don’t come to school knowing what teachers expect them to do.

• Most teachers are not aware of the cultural expectations of the child at home.

• This could be the child’s first experience in outside of home and family.

• There may be differences in families’ and teachers’ expectations of children’s behavior.
View the video at:
https://youtu.be/y9A-gMnCCIE
• How do we ensure this little girl’s sweet spirit is embraced?
• How do we honor who she is in our classrooms?
View the video at:
https://youtu.be/WJyaMVmp2Y4
How do we honor Mateo in our classroom without breaking his spirit?

How Do We Ensure the Success for Mateo?
Seeing Children Through a Strength-Based Lens
View the video at:
https://youtu.be/crU-OHqcgkY
The Fight

View the video at: https://youtu.be/O5BKAQaWuNc
Nurturing and Supportive Relationships
Discuss Mindfulness as a Strategy
Mindfulness

What is Mindfulness?
Mindfulness Is:

View the video at:
https://youtu.be/ymbViOGsDCg

Source: www.mindfulnet.org
Mindfulness

- A way of BEING rather than DOING
- Paying Attention on purpose
- Suspending Judgment
- Being In the Moment

Source: www.mindfulnet.org
Mindfulness Practice is Grounded in:

- Non-judgment
- Curiosity
- Acceptance
- Patience
- Trust

(Bishop et al. 2004)
View the video at:
https://youtu.be/StreKkjm5Rg
Use the Mindfulness Protocol
Fourteen Personal Competencies (Hogan, 2013)

1. Be nonjudgmental (we have a common tendency to judge those we perceive as different)
2. Be flexible (adjust and readjust)
3. Be resourceful (be prepared, look for alternatives)
4. Personalize observations (recognize that one’s personal perceptions, attitudes, and beliefs may not be shared)
5. Pay attention to thoughts and feelings
6. Listen carefully
Fourteen Personal Competencies (Hogan, 2013)

7. Observe attentively
8. Assume complexity
9. Tolerate the stress of uncertainty
10. Have patience
11. Manage personal biases and stereotypes
12. Keep a sense of humor
13. Show respect
14. Show empathy
Create a Checklist of the 14 Competencies

Use it during field observations

Use it as a self assessment

Use it for personal growth
DIFFERENT IS NOT DEFICIT
What is Culture?

Culture:
• The way we live
• Values, mores, customs
• Behavioral expectations
• Belief Systems
• Communication styles
• Traditions that are shared and passed between generations
Viewing the child through this cultural context provides an understanding of the child and the factors that influence behaviors

(Gay, Geneva 2010. Culturally Responsive Teaching)
Elements: Of Culture At School

1. The Culture that Already Exists
2. The Culture We Bring
3. The Culture That is Created

We must be aware of our own cultural framework and context

The Cultural Background We Bring With Us:

- Cultural Practices
- Beliefs and perceptions
- Personal Identities

Kozleski, Elizabeth (2010). Culturally Responsive Teaching Matters! Equity Alliance
The Branch/Leaves:
What we see:
Surface Culture

At the Trunk: Hidden
Rules Sometimes Discussed:
Shallow Culture

The Roots: Unseen and rarely discussed: Deep Culture
Surface Culture:

Observable:

• Dress
• Music
• Food

When we think about the leaves on the tree, we are reminded that leaves change, they die and fall off and are then renewed. Culture is not static, it is fluid.
Shallow Culture:
Unspoken Rules
concepts of time,
• personal space,
• rules of conduct,
• facial expressions,
• nonverbal communication
Deep Culture:
(Collective & Unconscious)

- Habits & assumptions,
- understandings, values, judgments
- nature of friendships,
- tone of voice,
- attitude toward elders,
- concept of cleanliness,
- patterns of group decision-making,
- preference for competition or cooperation,
- problem-solving
Elements of Culture Worksheet
ITS ALL ABOUT RELATIONSHIPS!
Cultural Humility

- Challenges us to become the student, learning about those with whom we interact more personally, within a cultural context, suspending judgment.
I wish my teacher knew how much I miss my dad because he got deported to Mexico when I was 3 years old and I haven't seen him in 6 years. I wish my teacher knew.
What Do Your Families Wish You Knew?
What Do Your Staff Members Wish You Knew?
Anti-Deficit Approach

• Rather than use negative information on why children are failing, ask how they’ve succeeded.

• Rely on information and research that shows how children of color succeed.

• Identify factors based on children’s success.
Shifting to a Trauma-Informed Lens

**From:** “What’s wrong with you?”

**To:** “What happened to you?
(And how can I help?)”
## 5 Critical Steps to Implementing A Trauma-Informed School

<table>
<thead>
<tr>
<th>Concept</th>
<th>Mantra</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The stress is coming from outside.</td>
<td>It’s not about me.</td>
<td>Drop your personal mirror.</td>
</tr>
<tr>
<td>2. Allow the student to de-escalate and regulate before solving the issue.</td>
<td>Problem solving and solutions can’t be worked through while “in the moment.”</td>
<td>Designate a quiet place(s) where students can feel safe to de-escalate.</td>
</tr>
<tr>
<td>3. It’s never about the issue at hand. It goes much deeper.</td>
<td>What’s really driving this child’s behavior?</td>
<td>Be the one who listens and values the student’s voice...ask how you can help. Explore the underlying issue behind the behavior.</td>
</tr>
<tr>
<td>4. It’s a brain issue, not a behavior issue.</td>
<td>My job is to help this school regulate, not simply behave.</td>
<td>Incorporate regulatory activities into the culture of the classroom and support students in their ability to learn how to self-regulate.</td>
</tr>
<tr>
<td>5. Discipline is to teach, not to punish.</td>
<td>Discipline should happen through the context of relationships.</td>
<td>Use consequences that keep students in school and foster the building of trust and safety with caring adults.</td>
</tr>
</tbody>
</table>

Adapted from “The Trauma Informed School” by Jim Sporleder and Heather T. Forbes
Responding vs. Reacting

- Give emotional space.
- Ask yourself the right questions.
- Tune into your own experience.

<table>
<thead>
<tr>
<th>Traditional Reactions</th>
<th>Trauma-Informed Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Go to the principal’s office.”</td>
<td>“I’m here. You’re not in trouble.”</td>
</tr>
<tr>
<td>“Stop crying.”</td>
<td>“It’s okay to feel.”</td>
</tr>
<tr>
<td>“Detention is waiting for you.”</td>
<td>“Sit with me.”</td>
</tr>
<tr>
<td>“Don’t you talk to an adult like that.”</td>
<td>“You’re allowed to have a voice. Let’s talk together.”</td>
</tr>
<tr>
<td>“Stop acting like a baby”</td>
<td>“That really set you back, didn’t it?”</td>
</tr>
<tr>
<td>“You’re old enough to handle this on your own.”</td>
<td>“Let’s handle this together.”</td>
</tr>
</tbody>
</table>

Sporleder & Forbes, 2016
Equity Audit

Provides teams with the processes and information so teams can perform at their highest level.
Using Data to Make Informed Decisions
Behavior Incident Reporting System

The Behavior Incident Report System (BIRS) provides early care and education programs and classrooms with a system to collect and analyze behavior incidents in their program.
The system provides an efficient mechanism for gathering information related to behavior incidents that can be used analytically to make decisions about providing supports to teachers and children within the program.
BIRS provide summative information on the frequency of behavior incidents over time and an analysis of potential equity issues by calculating disproportionality related to race, ethnicity, IEP status, gender, and dual language learners.
Incidents by Behavior

Total # of Incidents by Problem Behavior

- Physical aggression: 200
- Non-compliance: 175
- Unsafe behaviors: 120
- Disruption/Tantrums: 90
- Inconsolable crying: 60
- Breaking/Destroying objects or items: 40
- Other: 30
- Running away: 20
- Inappropriate language: 10
- Social withdrawal/Isolation: 8
- Verbal aggression: 6
- Hurting self: 5
- Trouble falling asleep: 3
Incidents by Activity

Total # of Incidents by Activity

- Centers/Indoor play
- Circle/Large group activity
- Transition
- Quiet time/Nap
- Outdoor play
- Small group activity
- Meals
- Arrival
- Clean-up
- Other
- Departure
- Self-care/Bathroom
- Transportation
- Individual activity
Possible Motivation

Incidents by Possible Motivation

- Avoid task: 20% of Total Incidents, 150 Total # of Incidents
- Don't know: 15% of Total Incidents, 120 Total # of Incidents
- Gain adult attention/Comfort: 10% of Total Incidents, 80 Total # of Incidents
- Obtain desired item: 7% of Total Incidents, 60 Total # of Incidents
- Obtain desired activity: 5% of Total Incidents, 40 Total # of Incidents
- Gain peer attention: 3% of Total Incidents, 25 Total # of Incidents
- Other: 2% of Total Incidents, 15 Total # of Incidents
- Avoid adults: 1% of Total Incidents, 10 Total # of Incidents
- Avoid peers: 1% of Total Incidents, 5 Total # of Incidents
- Obtain sensory: 0.5% of Total Incidents, 2 Total # of Incidents
- (blank): 0.5% of Total Incidents, 2 Total # of Incidents
Response

Total # of Incidents by Response

- Verbal reminder
- Re-teach/practice expected behavior
- Physical guidance
- Remove from area
- Other
- Redirect to different activity/toy
- Provide physical comfort
- Physical hold/Restrain
- Remove from activity
- Move within group
- Time in a different classroom or adult outside of classroom
- Time with a teacher
- Teacher contact family
- (blank)
- Remove item
- Loss of activity
## Categories

### Problem Behavior Analysis by Category

<table>
<thead>
<tr>
<th>Problem Behavior</th>
<th>Ethnicity</th>
<th>Race</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breaking/Destroying objects or items</td>
<td>Hispanic or Latino of any race</td>
<td>0</td>
</tr>
<tr>
<td>Disruption/Tantrums</td>
<td>Not Hispanic or Latino</td>
<td>Black or African American</td>
</tr>
<tr>
<td>Hurting self</td>
<td>#N/A</td>
<td>White</td>
</tr>
<tr>
<td>Inappropriate language</td>
<td></td>
<td>#N/A</td>
</tr>
<tr>
<td>Inconsolable crying</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-compliance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical aggression</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>DLL</th>
<th>IEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>DLL</td>
<td>No</td>
</tr>
<tr>
<td>Male</td>
<td>Non-DLL</td>
<td>Yes</td>
</tr>
<tr>
<td>#N/A</td>
<td>#N/A</td>
<td>#N/A</td>
</tr>
</tbody>
</table>

## Additional Notes

- #N/A: Not available or not applicable.
- DLL: Developmental Language Delay
- Non-DLL: No Developmental Language Delay
- IEP: Individualized Education Program
Program Profile

Report Date: 7/9/19 12:07

Program Summary

Total # of BIRs to date: 0
Total # of Children w/ BIRs to date: 0

BIR Summary

<table>
<thead>
<tr>
<th># of BIRs</th>
<th># of Children w/ BIRs</th>
<th>Average # of BIRs per Child w/ a BIR</th>
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</thead>
<tbody>
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Equity Profile Alerts

INCIDENT ALERTS

IN-SCHOOL SUSPENSION ALERTS

OUT-OF-SCHOOL SUSPENSION ALERTS

DISMISSAL ALERTS

Average Number of Incidents Per Day

Percent of Total BIRs
Defining Disproportionality

Child Composition
Percentage of children who receive BIRs who belong to a specific group

- 15 children with at least 1 BIR
  - 5 are African American

Risk Ratio
Risk of one group compared to the risk of another group; best single measure to summarize a group’s risk
At least 15 children are needed in the focal & comparison groups in order for the risk ratio to be stable and meaningful.
At Risk for Suspensions:
Big Black Boy Disability
Contact Information

• Email:
  • Rallen49@msudenver.edu

• Cell Phone:
  • 303-881-3220

• Books:
  • LoveBeingBlack.com

• Website:
  • Rosemarieallen.com

• Social Media:
  • twitter.com/RosemarieAllen4
  • facebook.com/rosemarie.allen.50