



Thank you to the Center on
PBIS and Partners!

And

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Student Leadership & Voice In MTSS

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Objectives for Building Student Leadership and Voice in MTSS



1. Define the restorative concept of “With” (versus “To”)
2. Describe a continuum of student voice representation
3. Identify examples and non-examples of student leadership and voice
4. Bookmark helpful examples as you add student voice and leadership to your MTSS action plan



Washington Office of Superintendent of
PUBLIC INSTRUCTION

AUGUST 4-5 | 2022
8:30-11:30

MTSS *Integrated Systems* **Conference**

Virtual

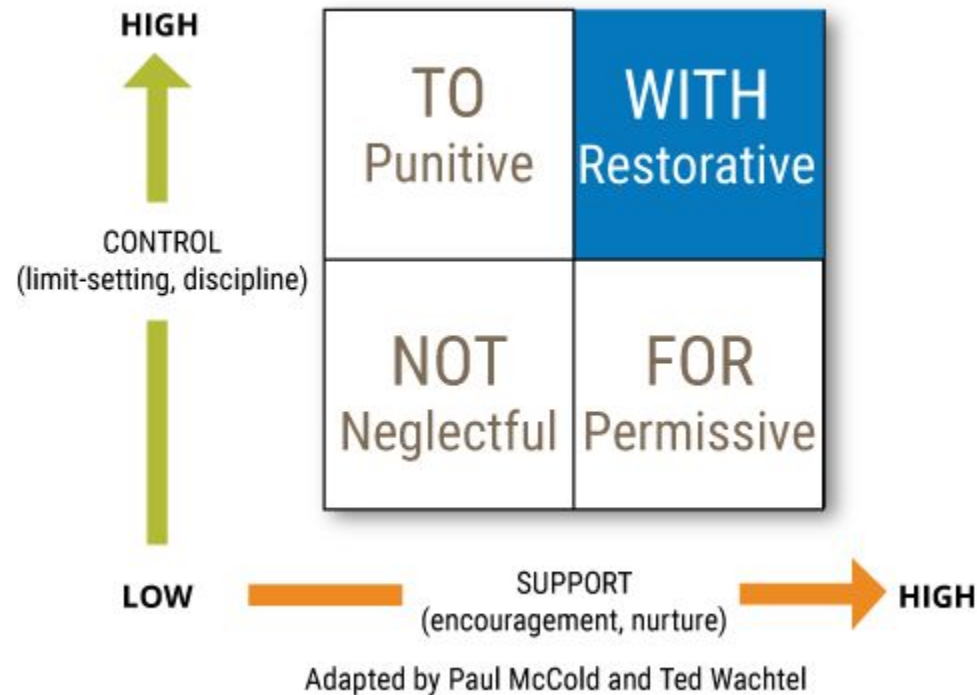
Why Listen to Student Voice?

- Bring fresh perspectives to school topics and problems.
- Create a synergy of ideas for improvement that transcends what either students or educators could accomplish alone.
- Demonstrate that students possess valuable knowledge and perspectives about topics, challenges, and solutions.
- Raise issues of equity and other difficult topics that may go unnoticed, misunderstood, or avoided by adults.
- Provide educators with greater access to information about, and relationships with marginalized student groups, families, and community groups.

Mitra, 2008; Fletcher, 2004a

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Within Restorative Practices, the ideal modality of interacting with other humans is WITH.

- High support
- High limits/boundaries

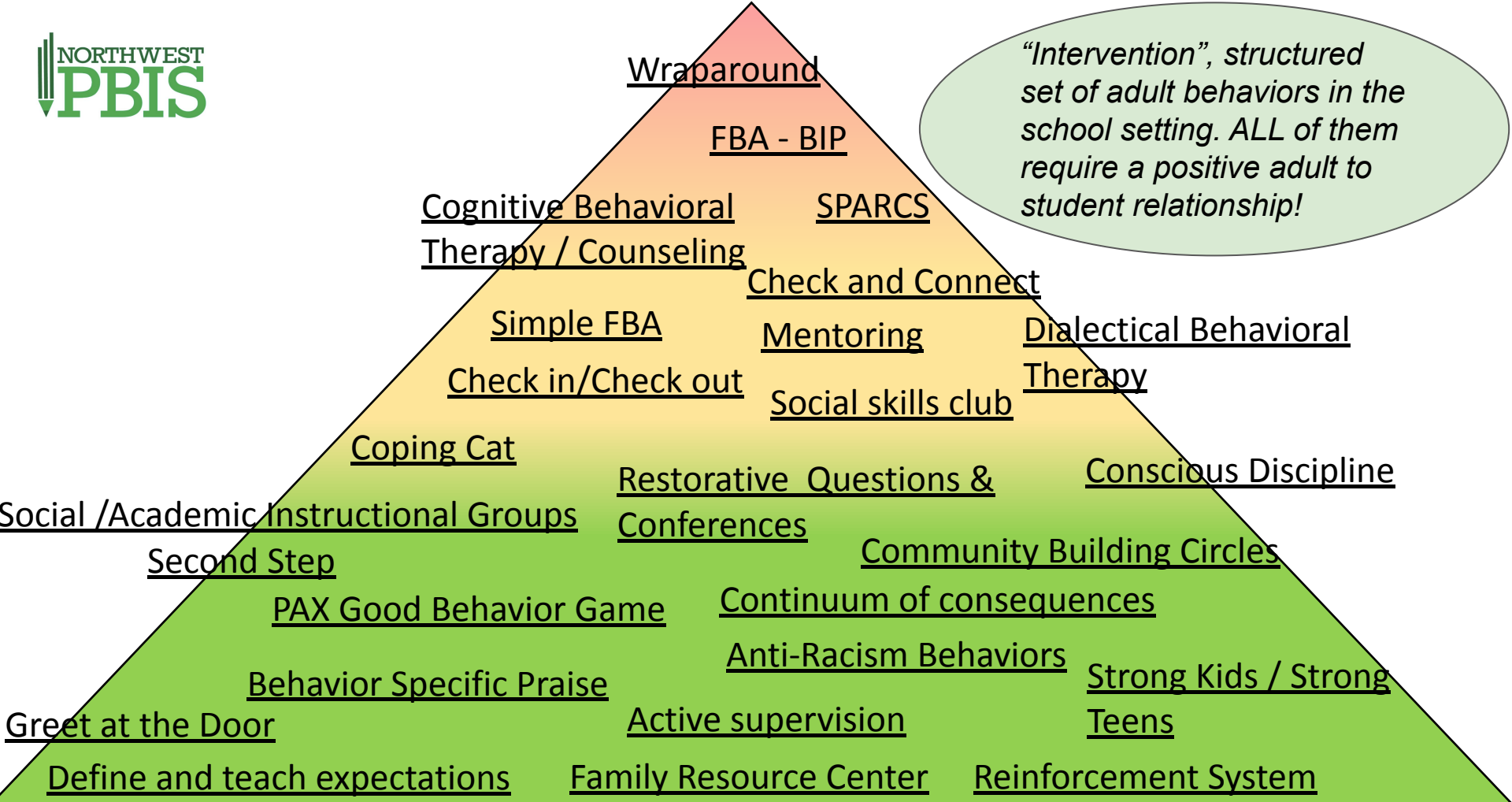
This means KNOWING other humans, giving them voice and choice on purpose, and using highly effective strategies to help the individual learn.

WITH and the Trauma Responsive (TR) Environment

TR classrooms and schools are...

1. Positive, Predictable Environments
2. Prioritize Positive Relationships
3. Explicitly Teach, Practice, & Reinforce Self-Regulation





What is implicit bias?

- ▶ Unconscious, automatic
- Generally **not** an indication of our beliefs and values
- We all have it (even those affected by it)
 - Biological brain adaptive response to increase efficiency in storage & retrieval of information
- ▶ Based on stereotypes
- ▶ More likely to influence:
 - ▶ Snap decisions
 - ▶ Decisions that are ambiguous



“There is nothing more painful to me...than to walk down the street and hear footsteps and start thinking about robbery, then look around and see somebody white and feel relieved...”

- Rev. Jesse Jackson



CENTER ON

PBIS

Positive Behavioral
Interventions & Supports

Continuum of Student Voice

Organized specific examples to represent student voice along a continuum of participation

This is an adaptation of Hart's Ladder (Fletcher, 2005; Fletcher, n.d.; Hart, 1992) to represent student voice along a continuum of participation



Martinez S., Kern L., Hershfeldt P., George H. P., White A., Flannery B., Freeman J. (September, 2019). High School PBIS Implementation: Student Voice. Eugene, OR: OSEP TA Center on PBIS, University of Oregon. Retrieved from www.pbis.org

- Student-Initiated, Shared Decisions With Adults
- Student-Initiated, Student-Led Decision
- Adult-Initiated, Shared Decisions With Students
- Adult-Initiated, Adult-Led Decision; Student-Informed And Consulted
- Adult-Initiated, Adult-Led Decision; Student-Informed And Assigned

Student-Initiated, Shared Decisions With Adults.

EXAMPLES:

- At one school, there was a student-only PBIS team that met every other week to discuss ways to increase student engagement school-wide. Their ideas were shared with the core PBIS team and together, both groups collectively decided what to implement school-wide.
- *Student government developed an attendance “challenge” to cut latenesses in half and administrators agreed to give an additional early dismissal!*



Examples from the High School Implementation: Student Voice brief.

Italicized examples are real life example from NWPBIS Network.

Student-Initiated, Student-Led Decision

EXAMPLES:

- Students developed questions and collected responses using QR codes and Google Forms. The student leadership team summarized the results and developed suggestions.
- *Students identified a need for affinity groups and organized time, day, location, activities, as well as the required adult on site.*
- *Students (football team) initiated a campaign to reduce domestic violence amongst teens, and started the “Act Like a Man” campaign with positive relationship and self-management videos and handouts!*



Examples from the High School Implementation: Student Voice brief.

Italicized examples are real life example from NWPBIS Network.

Adult-Initiated, Shared Decisions With Students

EXAMPLES:

- Staff showed students sample video lessons created at another school. The school staff asked the students for feedback on how to improve the video lessons. Staff then used the students' feedback to develop their own school videos.
- The school created a preferred parking spot that students could earn access based on positive behavior. Students suggested moving this “rewarded parking spot” to a location closer to the front office, and the school moved the location.



Adult-Initiated, Adult-Led Decision; Student-Informed And Consulted

EXAMPLES:

- Students were surveyed annually on topics such as rewards, values (e.g., what makes them proud and happy), perspectives on the discipline policy and procedures, and experiences as freshman at the school.
- Staff reached out to students to get their input on different types of rewards when students were not choosing the available items.
- Superintendent and administration met with a randomly selected group of students within the school building to solicit their input on what was needed to improve the school.

Adult-Initiated, Adult-Led Decision; Student-Informed And Assigned

EXAMPLES:

- Students helped to develop the new school-wide expectations, logo, postcards, posters, etc.
- Students were asked to be in charge of the school store.
- In one school, students could write “green cards” that celebrated/recognized teachers.
- *Students counted and graphed the school-wide tickets each week.*
- *Staff identified specific disciplinary issues (phone use) and assigned students to develop a solution.*



Examples from the High School Implementation: Student Voice brief.

Italicized examples are real life example from NWPBIS Network.

Other Ideas...

- Create specific initiatives to engage student groups that are historically marginalized
- Encourage schools to build time for student-educator collaboration and enable personalized learning
- Offer student-led conferences and provide training to teachers on how to conduct them
- Restructure school schedules to build in time for students and teachers to share perspectives and discuss school policies
- Restructure student government with meaningful authority

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Evidence of Student Voice

- Students engaged in ongoing, meaningful discourse with adults about critical issues pertaining to the improvement of their school.
- Students involved in actions that address current school improvement challenges.
- Students and adults sharing decision making power, playing the roles of both teacher and learner, and viewing each other as assets and resources.

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If you Want to See It, TEACH It

- Summer Bridge, Peer mentors, etc. are structured, not “whatever happens”
 - Embed opinion, and decision-making questions into day to day learning activities
 - Embed “personal matrix” activities into the classrooms (quarterly, or more)
 - Use activities to activate prior knowledge so you understand student perspective on a topic, as well as some of their values
 - Identify students who are not engaged in class, extra-curricular, etc. and ASK them about the school & their school experience.
-
- Think about the WITH quadrant: I do, we do, you do!

Excellent Resources!

- [Youth Speaking Up About Inequity: Their Experiences Through Their Own Voices](#)
- [Youth Voice: Letting Students Lead the Way](#)
- [Plan Do Study Act template](#)
- [OSPI's MTSS Resource page](#)
- [NWPBIS Events](#)



Thank you!

Questions? Contact us::

info@pbisnetwork.org

www.pbisnetwork.org/events

NWPBIS Conference

co-hosted BY ORTii

April 26-28, 2023

Portland, OR



Virtual Workshops & Webinars

Tier 1 Team Cohort Training & Yearlong Support Aug 9-11 (virtual) + monthly

PBIS on the Bus (Aug)

Equity in the Classroom

New Classroom Teacher mini-series

12th Annual Summer Institute – Starting Strong with Equity-Centered MTSS (Aug)

New(er) PBIS Coaches Series (Monthly)

De-Escalation, prevention & response (fall)

PBIS Coaches Network Meetings (Bi-monthly)

ABC's of Behavior for Educators (Winter)

Tier 2 Series– CICO (fall), Small Group Social Skills (Winter)

School-based Functional Behavior Assessment Series (Fall)

Administrator Series

SWIS Community of Practice