

# Illinois State Board of Education



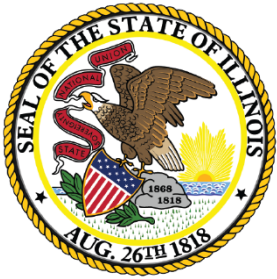
*Behavior  
Assessment  
Training*

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State Board of  
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**Implicit Bias and  
Stereotype Awareness:  
Viewing student behavior  
through a personal lens**

**Deborah A. Bruns, Ph.D.**

**October 19, 2022**

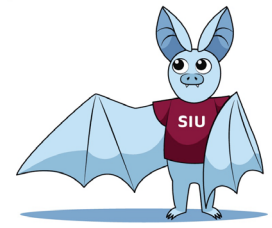
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# Agenda

- Welcome
- Overview of BAT project and topic
- Context: Preferred learning modality
- Key definitions related to implicit bias and stereotype awareness
- Special guests: Max Freedman and Mark Winston Griffith (co-producers and hosts, School Colors podcast)
- Self-reflection
- Preview November, December and January webinars
- Q&A (time permitting)
- Exit survey



# Behavior Assessment Training (BAT) project



The Special Education Behavior Assessment Training Project will provide comprehensive, professional learning for special education personnel on culturally responsive Functional Behavior Assessment (FBA) practices and Behavior Intervention Plans (BIPs) for students across all grade levels identified as having a disability in one or more of the 13 categories specified in IDEA...Additionally, the successful Offeror will coordinate with ISBE on mandate 105 ILCS5/14-8.05, which requires ISBE to develop and implement State-level guidelines on culturally responsive, evidence-based behavior interventions for students across all grade levels identified as having a disability in one or more of the 13 disability categories specified in IDEA.



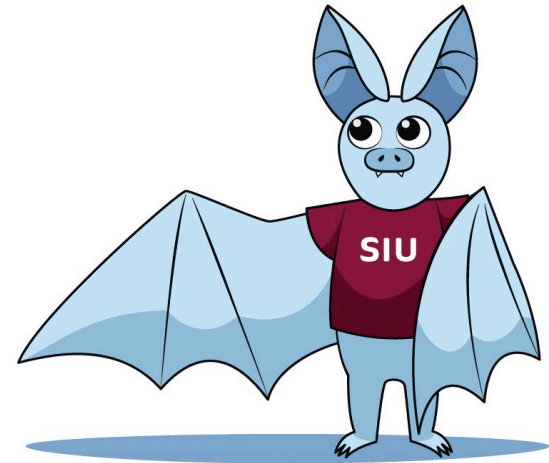
# Overview of topic

- Examine student behavior through a **personal**, contextual, and professional lens
- Awareness of personal lens as a process; much is long-standing and not examined
- Explore potential for mismatch in what we bring and what our students bring to the classroom



# Poll #1: Select your preferred learning modality

1. Visual (Spatial)
2. Aural (Auditory-Musical)
3. Verbal (Linguistic)
4. Physical (Kinesthetic)
5. Logical (Mathematical)

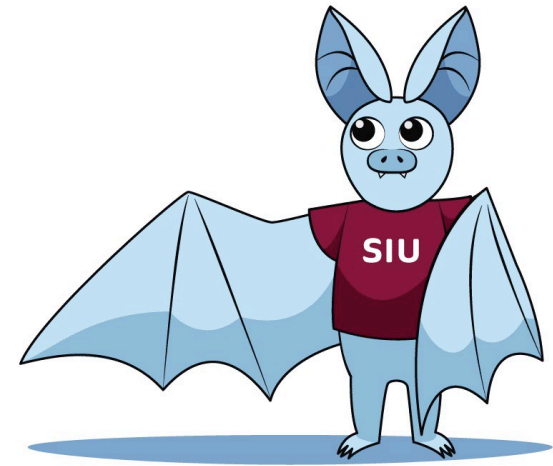


<https://www.inspireeducation.net.au/blog/the-seven-learning-styles/>



# Poll #1: Select your preferred learning modality continued

1. Social (Interpersonal)
2. Solitary (Intrapersonal)



<https://www.inspireeducation.net.au/blog/the-seven-learning-styles/>



# Preferred learning modality continued

- What if there is a mismatch in your preferences and one or more of a student's preferred learning modality?
  - What is the potential impact on academic success?
  - What is the potential impact on behavioral expectations?
- We also need to consider implicit bias and stereotype awareness in terms of potential for a mismatch and negative consequences such as student suspension.





# Key definitions

- **Culturally responsive:** awareness of one's own cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms of students and their families



# Poll #2: Rate your cultural responsiveness

1. I demonstrate a great deal of cultural responsiveness compared with others
2. I demonstrate more cultural responsiveness compared with others
3. I demonstrate less cultural responsiveness compared with others
4. I do not demonstrate cultural responsiveness
5. I am unfamiliar with cultural responsiveness



# Key definitions continued

- **Teacher bias:** one or more factors that cause a teacher to have higher expectations for some students and lower expectations for others; this situation often creates results to match the expectations



# Key definitions continued

- **Stereotyping:** widely held, fixed and oversimplified image or idea of a particular type of person (e.g., race, geographic location)



# Key definitions continued

- **Behavioral expectations:** broad goals and/or general ways teachers would like students to act; guidelines for behavior for all students across all settings.
- In addition, there are behavioral expectations which apply to the adults (teachers, administrators, related service providers) in school settings; not not be explicit.



# Special guests

Max Freedman and Mark Winston Griffith  
(co-producers and hosts, School Colors podcast)



# Self-reflection

- Do I recognize the expertise of families and school professionals singularly and combined as related to behavioral expectations?
- Do I demonstrate respect and understanding for views on behavior different from my own?
  - If yes, how do I demonstrate this?
  - If no, what are the first steps to take to demonstrate this?
- What is my school's/program's/district's culture as related to behavioral expectations?



# Preview November, December and January webinars

- November 16: Evaluating your own bias

Viewing student behavior through a contextual lens

- December 21: Legal/ethical requirements of FBAs and BIPs

Viewing student behavior through a professional lens

- January 18: Summary and general follow up

Viewing student behavior through an action plan







# Q & A



# Please complete the Exit survey

