



Illinois State Board of Education



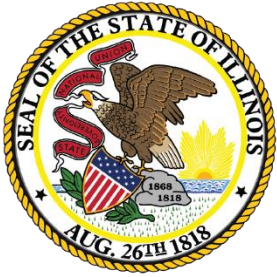
*Behavior
Assessment
Training*

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Evaluating our own Bias: Viewing student behavior through a contextual lens

Deborah A. Bruns, Ph.D.

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Agenda

- Welcome
- Overview of BAT project and topic
- Evaluating your own bias
- Special guest: Travis Clayton
(special education teacher, Carbondale, IL)
- Self-reflection
- Preview 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



My Head Start story



An excerpt from a short story

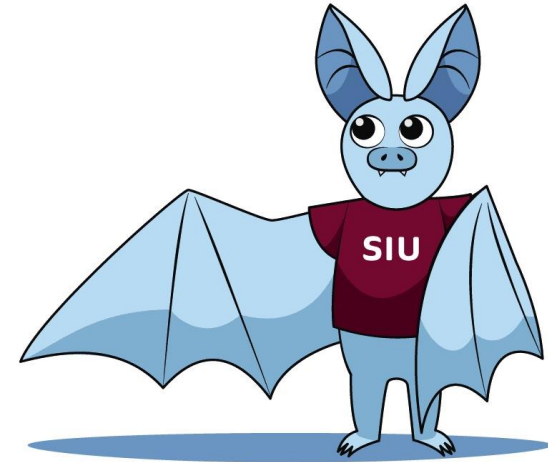
With that skin, there was no point in being tough or sassy, even when you were right. **Not in a world where you could be sent to a juvenile lockup for talking back or fighting in school**, a world where you'd be the last one hired and the first one fired. She didn't know any of that or how her black skin would scare white people or make them laugh and try to trick her.

From a short story by Toni Morrison (Sweetness) published in The New Yorker (2015)



Poll #1: Have the two stories influenced your understanding of bias?

1. Not at all influenced
2. Slightly influenced
3. Somewhat influenced
4. Very influential
5. Extremely influential



Irrefutable influence

- School climate is not synonymous with school culture. The former is school conditions including engagement, safety and environment.
- School culture is comprised of the following:
 - Core values and strategic plans
 - Reflective practice and accountability
 - Voice and leadership
- Consider when school culture is not consistent with students and their families (e.g., core values)

Tralli, R. (2022). *Irrefutable influence: The impact of school culture on student intervention success*. Council for Exceptional Children.

Irrefutable influence (Tralli, 2022) continued

- **Espoused values**

Held by school administration/organizational leadership team

- **Enacted values**

Represent true beliefs of school professionals

- **Entrenched norms**

Gap between espoused and enacted values which can impact students, school professionals, and the community

Irrefutable influence (Tralli, 2022) continued

- “The default culture of public schools - characterized by the atomization or fragmentation of teaching, the buffering of instructional practice from external influence, and the belief that teaching is primarily an “art” that is not susceptible to systematic and replicable knowledge - has been powerfully resilient in the face of major cultural changes.”

Elmore, R. F. (2005, June). Accountable leadership. *The Educational Forum*, 69(2), 134-142.

- Attributed to Elvis Presley: “Values are like fingerprints, nobody's are the same, but you leave them all over everything you do.”



Assumptions impact students

School professionals may hold assumptions about students' learning and behaviors and their capability for academic success which are tied to students' identities and/or backgrounds, and can impede student growth

- Instructors may **assume** that certain students know to seek help when they are struggling, although students at higher risk for struggling academically are often less likely to seek help and support.
- Instructors may **assume** that students from certain backgrounds or social groups have differing intellectual abilities and/or ambitions. For example, an instructor might assume that a student from a certain background will be satisfied with a lower level of achievement in one or more core subjects.
- Instructors may **assume** that students will best relate to the historical, contemporary, or fictional character who resembles them demographically.

Staats C et al. (2017). *State of the Science: Implicit Bias Review 2017*. Kirwan Institute for the Study of Race and Ethnicity.



Poll #2: Rate your overall agreement with the three previous assumptions

1. Strongly disagree
2. Disagree
3. Somewhat disagree
4. Neither agree or disagree
5. Somewhat agree
6. Agree
7. Strongly agree



Daequan and Nick

Daequan and Mathew are two students in your class/school/district. Each receives Special Education services for specific learning disabilities.

At the present time, Daequan and his mother, Latesha, are living in a homeless shelter. They initially stayed with Latesha's sister when they were first evicted from their apartment, but it didn't work out due to limited space.

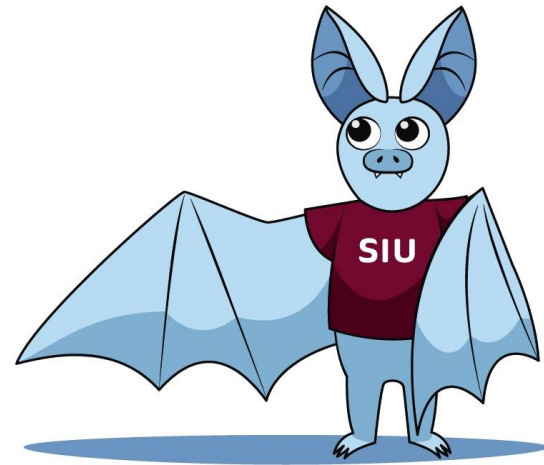
Nick is part of an intact family and lives in an affluent neighborhood in the same school district. Ralph and Sue are Nick's parents, and he has an older brother, Jake. Ralph is a lawyer and Sue is a real estate agent.

One of the boys has recently started exhibiting aggressive behaviors.



Poll #1: Which boy is displaying aggressive behaviors?

1. Daequan
2. Nick
3. Not sure



Special guest

Travis Clayton
(special education teacher, Carbondale, IL)



Self-reflection

- What is the impact of family influences on your in-school priorities and practices?
- What is the impact of your geographic location and community priorities?
- What types of experiences have you had in your program, building, district and community which matched with your own? were different or conflicting? What was your response to the mismatch?



Preview December and January webinars

- 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



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Please complete the Exit survey

