

Illinois State Board of Education











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Overview of Collaborating with Families, Staff and Community Members

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Agenda

- Welcome
- Overview of BAT project
- Implicit bias and Behavioral expectations
- Family collaboration
- Working with staff
- Community context and expectations
- Self-reflection
- Q&A (time permitting)
- Exit survey

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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.



Reviewing Implicit bias

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





Articulating types of Implicit bias

- Racial bias: Preference for one racial group over another
- Gender bias: Preferential treatment toward one gender
 over another
- Affinity bias: Treating people better because they are similar (likes, dislikes, religion, education, etc.)
- Name bias: Making judgments about people based on their name
- Perception bias: Making judgments about people based on stereotypes or assumptions



Behavioral expectations

- Behavioral expectations are broad goals and/or general ways to guide behavior.
 - Guide how parents and family members would like children to act. Also includes community context, and, potentially, local and regional practices etc.
 - Guide how teachers would like students to act; often presented as guidelines for behavior for all students across all settings (e.g., Student Code of Conduct).



Behavioral expectations continued

- Behavioral expectations are broad goals and/or general ways to guide behavior.
 - Apply to the adults in school settings including teachers, administrators, related service providers; may not be explicit but expected.
 - May be a mismatch between community-based expectations mirrored in the school setting and background of staff member or vice versa



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.



Family collaboration



Learning about views on childrearing, behavioral expectations and disability (all related)

Promoting ongoing, bi-directional communication to understand behavior

Emphasizing the importance of coordination and consistency to address behavioral concerns



Family collaboration continued

Diverse types of families and potential for bias:

- Single
- Nuclear
- Traditional
- Extended
- Multigenerational
- Widowed
- Foster
- Adoptive







Family collaboration continued

For educators: Don't make assumptions. Ask questions and listen to the responses. Educate yourself about the unique needs of your families.

Ask how they envision partnering with you to help their child. Find out how they prefer to communicate (phone, email, face-to-face meeting). And always include an opportunity for families to give you feedback. Good communication is a two-way street. It requires trust, which is built on understanding and mutual respect.

For families: Tell teachers about your child's strengths, needs, and interests. Share details about your family life and traditions that are important parts of who your child is. Talk about what works for you when you have to support or discipline your child. Be open about any barriers your child is facing, like not having time to complete assignments due to work schedules. Try to work with the teacher to address these issues.

https://www.understood.org/en/articles/black-brown-families-heard-by-school



Working with staff

- Interactions between teachers, administrators, aides, and related services professionals
- Training and experiences in current building or district compared with other building or district
- Expectations for classroom behavior compared with 1:1 sessions and small group (e.g., social skills group)





Working with staff: Actions to consider

- Need for intentional professional development
- Ongoing opportunities for discussion and planning to explicitly address bias
- Review related handbooks, codes of conduct etc.





Working with staff: Restorative justice lens

- Respect every person
- Build relationships with those around you
- Take responsibility for your choices and actions
- **Repair** situations quickly and honestly
- Reintegrate into a routine

Maynard, N. & Weinstein, B. (2020). *Hacking school discipline:* 9 ways to create a culture of empathy & responsibility using restorative justice. Highland Heights, OH: Time 10.



Community context and expectations

Potential differences between community and teachers/administrators

Availability of programs and resources \for students with behavioral needs and their families





Community context and expectations continued

- "Normal"/stereotypical families versus the range of current family compositions including single parents, multigenerational, and two moms or dads
- Parents of color and the assumptions regarding disadvantages for children (e.g., do not support education), low socioeconomic status and the like
- Children of immigrants, refugees etc. and assumptions
- School professionals need to be inclusive and open-minded to those different from themselves



Community context and expectations continued

- Community as compared to school based expectations; need to examine for overlap and address differences
- Community as compared to individual school based professionals
- Consider differences within groups; not only across groups
- Families often cannot counteract assumptions and stereotypes (Harry & Klingner, 2022)

Harry, B. & Klingner, J. (2022). *Why are so many students of color in special education? Understanding race and disability in schools* (Third edition). New York: Teachers College Press.



Social validity

An additional factor to consider related to bias and determining ways to address it is social validity - a behavioral concept.

- A few definitions to consider:
- Social validity refers to the social significance of intervention goals, social acceptability of intervention procedures, and social importance of their effects.
- Social validity is concerned with measuring the impact of treatment goals, procedures, and effects on not only the direct recipients of treatment but also on others that may indirectly influenced by the treatment. Social validity assessment frequently incorporates treatment mediators, family members, friends, peer groups, etc. This inclusion in social validity assessment offers a method for measuring and ensuring that the welfare of others is considered in treatment programs.



Social validity

Need to consider how a strategy, technique, process etc. favored or adopted by one or more individuals may not be socially valid for others who are involved in addressing student behavior concerns

- FBAs: a data collection method
- BIPs: an intervention to teach replacement behavior
- Collaboration with team members
- Collaboration with parents and families



Self-reflection

- Do I understand the context of the community as related to behavioral expectations including communication styles, preferred interactions etc.?
- What is my school's/program's/district's culture as related to behavioral expectations?
- Do I recognize the expertise of parents and families?
 - If yes, how?
 - If no, why not?



Self-reflection continued

- 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?







Please complete the Exit survey



