

>> Well, I think I downed just five Hershey Kisses. So I was holding out. I got in kind of late last night. And they did in fact give me the chocolate bar, which I assume you all got too. I had heard rumors that that was going to happen. And then I stuck it in my refrigerator. I was trying to get it out of my mind. And so then, this morning, when I put on some of the lotion at the hotel, and it smells like chocolate. I'm like, "Oh, my gosh, how much longer can I delay the gratification?" There's this researcher named Walter Mischel who did these studies, they're called the Marshmallow Test, with young kids. You might have seen the old movies of them or learned about it in Psychology 101, where they would have a kid sitting there, and there's this big pile of marshmallows. We don't do it with marshmallows anymore because kids don't eat marshmallows. Now we do it with Skittles or something. It has to be peanut-free in order to do them with the young kids. But I kind felt like the delay of gratification task was right here when I came in this room. I was like, "Ugh, here I am with Walter Mischel." So maybe this would be on the other side of our talk, that we can all have a little bit of chocolate today and enjoy that. So it's very fun to be here. So I'm hoping that we'll have a little bit more opportunity for engagement during this session as we think a little bit more about issues related to culturally responsive instruction. This is an area that our team has been doing a little bit of a deep dive as we think a bit more about some of the challenges related to disproportionality and how the PBIS framework can be tweaked or leveraged to be able to address issues around culturally responsive instruction. As you may have heard if you were at the opening session, our team's been doing a lot of research on positive behavior support. And while I think there's a lot of potential of this framework for addressing issues related to disproportionality, we haven't seen in our research that we've been narrowing as much of a gap as we would really like. And, ideally, we'd love to eliminate the gap. But I think we can be able to build a good, solid foundation with PBIS. But we probably need to be thinking a little bit about that chocolate sauce and those sprinkles on top, not just for the kids, but for the teachers to be able to address some of these challenges. So that's a little bit of background. Hopefully, you're familiar with some of the literature and the research on what disproportionality is. And so disproportionality comes out in several different indicators. Sometimes, it comes up in our suspension data, where we find an overrepresentation of students of color that are being suspended from school. It also comes up, sadly, in our areas of special education service utilization, that there are certain students that are overrepresented. But we can also see that it comes up in some of our gifted and talented, in the opposite direction, that some students are underreferred for access to those more advanced types of services. So when we think about what disproportionality looks like in schools, it can come up in exclusionary practices. We see that there are certain kind of strategies that might be more commonly used for students of color. This also depends on what kinds of offenses might occur. For example, we tend to see that students of color receive harsher punishments when we look at some of the softer offenses, things like disrespect, as compared to more traditional offenses like fighting or theft within a school. It's that soft offense of feeling disrespected that we tend to see the potential for some implicit bias to play a role not only there in the moment when the teacher's making a decision about whether to refer a student or manage the problem internally within the classroom but also the administrator or even potentially a student support team or other team that's making a decision. And I talked a little bit this morning about stress. And stress can certainly exacerbate those situations where we're more likely to make snap judgments or that we activate some of those biases more quickly in moments where we feel under the pressure to make a decision or if we feel somebody's in our face and making a threatening gesture towards us or if we perceive some kind of difference that elicits a stress response. So a lot of these things are related to the topics we were discussing this morning around climate and stress and how that might influence one's decision-making. And so, in many ways, we want schools to kinda slow down this process so, that way, we can reduce some of these really disheartening outcomes that we're seeing. For example, in the United States, we see that black students in particular are three times as likely as their white students to be suspended or expelled from school. And sometimes I get questions about, "Well, is it just that students of color have

more problems and that they are displaying higher levels of problem behavior, and that's why they're more likely to be referred?" Is that the kind of no-brainer answer. And so, while that's an interesting hypothesis and certainly one we can test and look at, we did a study where we were leveraging some of our data from about 12,000 kids in Maryland, where we had teachers fill out those checklists of kids' behavior in the classroom. And so what we did is we were able to statistically control for a teacher rating students in their classroom. So, essentially, it's saying, "This white kid and this African-American kid have the same aggression score or disruption score." And so, after I control for that, so essentially saying that they have the same level of behavior problems, the African-American students were still 30 percent more likely to be sent to the office than the Caucasian kids. So it's not just the black kids have higher rates of behavior problems and that's contributing to the disproportionality because, when you take those factors into consideration, we're not seeing a leveling of the playing field. We're still seeing this overrepresentation. So there's something that's going on that, even after we adjust for the level of behavior problems, which may or may not be different in some cases, we're still seeing an overrepresentation of students of color that are being referred to the office. And what's interesting with the white kids: The white kids are getting these minor referrals. So something's still happening, but they're not getting sent out of the room. They're not getting the reactive disciplinary, exclusionary practices. They're getting more of the slap on the hand. So it's not that the teachers are totally letting things go. But they're making some kind of decision that's differential for students of color compared to Caucasian students that are having problems in their classroom. So that was a wake-up call for us. And these were PBIS schools, so schools that we thought were a little bit more attuned to things. So I certainly think that there's a lot of opportunity for showing the data and having a data-based decision-making approach and thinking more about who we're writing up. And that's one thing that's so beautiful about PBIS, is giving data to the schools opens their eyes and increases the awareness. But the data's only good enough if you actually run it and if you populate the system with those kind of data. So disproportionality shows up anywhere from preschool all the way to high school. This is where we get concerned about the so-called school-to-prison pipeline because some of these concerns can continue from a very early age. I have a 4-year-old who's at a preschool in Virginia. And I was starting to see this concerning behavior where there was a student of color in her classroom that other kids were starting to talk poorly about. And so I went to the teacher, and I said, "I'm really worried about DJ in the classroom because I'm hearing other kids say bad things about this student. And I'm worried, if this is happening at age 4, what's going to happen over multiple years?" And I said, "I don't know what's going on with DJ's behavior. I don't know what what's going on with my kid's behavior. But I'm starting to see this dynamic get set up at a very early age that I'm very concerned about." And the teacher was like, "What goes on with you? Nobody comes in and says this to me." She was very surprised. I was a little emotional because I was like, "Well, my kid's saying bad things. Maybe my kid's bullying this kid. I don't know! We need to do something about DJ!" But my concerns about these social experiences aren't just the adults because the adults model some of those behaviors for the students, and the social dynamics can get picked up for the other kids, too. So something to consider, that this doesn't just happen because of adults, but other kids can pick up on those differentials, and it can perpetuate some kind of concerning behavior over time. And while we often, in this region, will talk about disproportionality as it relates to African-American, we certainly see Hispanics and Native American and Native Alaskans also being overrepresented in discipline referrals. I was up in Canada earlier this year and was talking with them about some of their challenges. And the disproportionality for them is in their First Nations populations and also some migrant populations coming in, particularly from war-torn areas, that they're seeing really, really high rates of concern. And we spent a lot of time talking about trauma and history of trauma and how that trauma-informed approach might actually be helpful as they're approaching this. So that way, it's not a these-kids, those-kids type of conversation, but it's more understanding the backgrounds of students that might lead to a potential disconnect in the school environment. And so

these discipline gaps lead to lost classroom time, fewer opportunities for access to resources. This is the social exclusion piece I was just talking about among the 4-year-olds, that kids aren't wanting to hang out with other kids because they're concerned about their behavior. And it can create that sense of stigma at a very, very early age, even before children really have a sense of understanding of difference. They can start to plant those seeds, so we need to be very careful from a developmental standpoint. It can also lead to more time in unstructured context, meaning when you're suspended, who knows where you are. You may not be at home. You may not be in a supportive environment. And it could lead to increased access to juvenile justice. These are some data, nationally, that span about 40 years when you run the numbers. This is from the mid '70s to 2012. And I guess what's so disconcerting to me when I look at this, when you look at the numbers for African-American, we actually are seeing increases in these gaps rather than decreases. So desegregation happened '50s, '60s. By '70s, you would think that we would have been able to provide greater supports. And here we are, another 40 years later, and we're seeing increases in these gaps rather than reductions. In the pink, we see the Latino numbers. Those have pretty much leveled off. And these are suspension rates by race, ethnicity. And the rates for Caucasian have largely remained unchanged. Where we're seeing this increasing gap is largely in African-American, which is one of the populations that we tend to be most concerned about in our data within Maryland and within Virginia, but it's certainly not the only group. So when it comes to trying to understand this problem, we've got some data now. We know that it's not going away. We know that, if anything, it might be getting worse, when we look at decades of trends. But what do we know about actually closing the gap? Well, I'm a little worried we've spent a lot of time admiring the problem without coming up with a lot of good solutions. So our team decided to do a deep dive into the literature, like, "All right, well, we're not the only ones concerned about this." There's been a lot of policy. There's been a lot of expectations around accreditation, for people to get training in cultural proficiency. Does any of that stuff actually work? Do we have any data to show that this does anything? And so we did a very extensive review of the literature, and we identified 179, so just under 200, peer-reviewed articles. So these are ones that have been sent out to journals, they were either qualitative or quantitative, that were describing some kind of in-service model. So these are for people like yourself that are going to a cultural proficiency training and giving feedback about whether that actually works. And only 10 of these actually had any kind of standards of quality. The vast majority of these studies were published only in the past 5 years. And none of them had any kind of experimental design or a long-term data collection. Most of them were just, "Did you like the presenter? Did it seem like it was an interesting concept? Do you think it might change your behavior? Might you change something in your classroom tomorrow?" There were no outcome-based studies. So we have this huge problem that has created so many concerns for us, nationally and somewhat internationally, but yet we have so few strategies that are research-based about how to actually address it. So this is why we said, "All right. Well, we've really gotta do something about this. Let's see if we can leverage the PBIS framework as a starting point for starting to think about issues of disproportionality, and not just in a punitive finger-pointing kind of approach, but more of an empowering, how can we get people to reflect on their own backgrounds and own experiences and own lens they take into a classroom environment and turn that into a way to make their responses to students' behavior more culturally relevant." And so we developed a professional development model. And it also includes a coaching component because we think getting that feedback by somebody in real-time is important rather than just, "Here's your office discipline referral data from the year. Good luck next year." So we really wanted to have some kind of feedback loop around data that would be tailored for teachers and would leverage the school-wide PBIS infrastructure. But we had a couple of assumptions about this. And I certainly encourage you to test these assumptions and push back on them. But one of our assumptions is that classroom management's pretty important in this equation. And so classroom management essentially is saying you have a classroom system for creating more equity and consistency and predictability in the environment. And I

would hypothesize that if you don't have that kind of consistent classroom structure, it's going to be really hard for you to be culturally proficient. So that might be a necessary but not sufficient criteria for being culturally proficient. What do you think about that? I want there to be some engagement. Anybody have any thoughts about the classroom management being kind of a foundational element of cultural proficiency from a teacher's perspective? Any thoughts? I see a couple of nodding heads. Yes?

>> There definitely has to be because if a teacher doesn't have control of her classroom, how are you gonna collect data?

>> Yeah, so if you don't have control over the classroom, how can you collect data? Excellent. You?

>> [INAUDIBLE]

>> Right. So if you have a flowchart for making decisions so that way you're not just on-the-fly making up stuff, but you actually have a process you're supposed to go through and you make that predictable and well-known to everybody, then that might reduce your likelihood for that subjective decision-making to come up, the unconscious bias. Good. Other thoughts? Yeah.

>> I'd argue what you say about Maslow's hierarchy of needs [INAUDIBLE].

>> Right. So you need to have that foundation before you can get into the higher-level processing of skills. If you can't do the basic stuff, how can you really differentiate instruction or try to tailor-engage students? Any pushback? Any thoughts that, "Well, I could imagine a situation where somebody might be culturally responsive but not necessarily have good classroom management skills or something. And maybe you do have them, you just can't actually display them because the classroom environment is so chaotic that you're doing a lot of one-offs, but you don't actually have that more equitable environment. So the next assumption that we made is that the traditional focus on diversity training has largely centered in issues of power and privilege, which, don't get me wrong, are very, very important for us as a society and for us as humans to reflect on. But they have not necessarily resulted in skill development. So what I mean by that is when went to the literature and looked at many of these programs and many of these professional developments, and I kind of use the word "program" pretty lightly because quite often it's ... We brought in a motivational speaker. We did some group work. We talked about history of racism or issues of power and privilege within our school and our community. And many people have a really positive experience around growth. Some people actually come out of those feeling very guilty and feel very disempowered and feel, what we heard from our teachers, kind of white guilt that, "Whoa, gosh. I had no idea about this. I've learned about disproportionality. Well, I certainly can't send anybody to the office now, especially not a student of color." So you get more of a shutdown than a what-to-do. You get more of a "Well, I don't know what to do. I'm just not going to do that because I don't wanna contribute to this difference in power." So we struggled a little bit with, "Do we spend more time trying to promote issues around equity and reducing and addressing issues of power and privilege, which are incredible and important, but I worry that that may not be enough to change a teacher's behavior in the classroom the next day. And we can spend hours if not weeks trying to address some of the issues of power and privilege. But is that actually going to be a skill focus? So we ended up going pretty behaviorist in this. And we're like, "Well, the power and privilege stuff is going to come up. And we're going to talk about that. But we're not going to start with that, and we're not going to end with that. We're going to allow that to come up naturally through the conversation." It comes up a lot around the data and around home-school connections. But we really want teachers to come out of these sessions with strategies about what to do. And we didn't wanna finger point and call people racist or make them

feel guilty. We wanted to empower them to make a change and not necessarily say what the source of these issues were because that's kind of up to them to figure out. And who are we to say, you know, "You've got an implicit bias." And we can make references to tools to be able to assess that. And in fact, that's where the name of our motto, Double Check, comes out of because we wanted people to reflect on themselves and inflect on the environment to think about what can they do a little bit differently? You've gotta check yourself before you can actually do something different. Do you have a comment? Yeah.

>> I have a question about disproportionality.

>> Yeah?

>> Was it taking into effect also the race of the teacher teacher with the classroom students and how that [INAUDIBLE].

>> Yeah, that's a really good question. In fact, we were prompted by our reviewers of this particular study to explore that more directly. The question was about the race or ethnicity of the teacher. So if you have an African-American teacher, are they less likely to have that response bias for the students? And what was interesting is it didn't take care of that problem. And in fact, for African-American boys, it made it worse. And so the teachers that were African-American were more likely to write office discipline referrals for their African-American students than they were for other students in the classroom. And it was a complex three-way interaction which I can draw out for you during the break if you want. But it didn't show up for the African-American girls. It was really for the boys. And so we were a little anxious about that because we were like, "Well, what do we do?" And so we went to the literature about some of the parenting literature. And, sadly, there's an area that shows that some African American parents feel the need to prepare their children for a racist environment and might employ some harsher disciplinary strategies. So whether that's what's really happening, I don't know. I feel a little kind of out there on a limb going in that direction. But in terms of our statistical analysis, we did not see that merely having an African-American teacher reduced that disproportionality, and in some cases actually increased it. And there are a lot of reasons why I think it's important to increase the diversity of our teaching force, many, many, many reasons. But I don't think we can necessarily assume that sending a teacher of color into the classroom is going to address that or make the assumption that they come from the same background as the student. So this is such a complex phenomena that, while I think promoting greater diversity in our teaching force is important for about 50 different reasons, I don't think that's going to be our one solution to this problem. I think it might address many other issues that we have in schools, but I don't think it's the one-hit-wonder for this issue. I think also, since our teaching force is largely Caucasian, certainly in some communities it could be as many as 100 percent of the teachers are Caucasian, but on average, I believe it's about 86 percent of teachers are white, nationally-speaking. That obviously varies, depending on community. So it would be a long way to go for us to say, "This is going to be our strategy, our sole strategy." I think that would be an important piece. But in terms of our analytics, we didn't find that that was a factor. Yes?

>> Did you guys happen to also look at differences between paraprofessional support staff? Just to give an example, where I work, it's an inner-city district where much of the paraprofessionals that work in special ed and other parts are from the same community as the students. However, the majority of the professional levels are actually coming from the suburbs and come from a different background. Did you guys look at differences there and how bridging that gap between the paraprofessional and professional level?

>> Well, it's a really good question about the paraprofessionals. In this particular study, we didn't have enough paraprofessionals that were writing office referrals for us to be able to analyze that. But I did a separate study with the National Education Association, the big teacher's union, and they have a group, what they refer to as their education support professionals. And we were interested in the extent to which those largely comprised of paras were feeling engaged and connected to the schools and were involved in things like bullying prevention. And we generally found that, much to your question and comment, that the paras were more often from the same community where the kids were, and that often were involved ... like kids would approach them, informal mentorship, because they came from the same community. They would see them at the grocery store. They'd be more connected to those youth, whether it's a custodian or a para or other, that might be ... We actually found they were more likely to come from the same feeding area as the students were, in terms of the feeder systems for the schools, than the teachers were, where teachers were coming from outside. But sadly, the paras didn't feel more connected to the school. And it may be because they're an underrepresented group, in terms of the percentage. But it's a really good question about ... We're kind of talking here about teachers and principals. But there are a whole lot of other people in the building that can be part of this change process. And they certainly need to be part of this professional development. So in terms of our work on this particular model, Double Check, we wanted to increase staff cultural proficiency and their use of culturally-responsive instruction. We also wanted to increase engagement. So you'll hear me talk a lot about engagement, like what does that look like and how can we facilitate that process of engaging all students in the classroom through forming positive relationships and effective instruction and increasing the teacher's classroom management. So you'll hear me talk a little bit about strategies that are more general classroom management because we're trying to build up that foundational element with the ultimate goal of trying to reduce disproportionality, particularly as it relates to discipline problems. And we identified a model that we have called the Double Check CARES model. And this serves as our foundational element of this particular framework. So CARES spells out this acronym that stands for the C is connection to the curriculum. And so this is to what extent are teachers able to bring in manipulatives or examples that are reflective of the student's culture and background? And sometimes, when we would meet with teachers, they would say, "Oh, well, you can connect culture to the curriculum in language arts, but how do you do it in science? How do you do it in math? What does this look like in other elements? And so we, through our coaching and professional development, provide opportunities for teachers to actually take a lesson, regardless of what class they teach and what time of year it is. It's not just when you're talking about the Civil War or during Black History Month that you do this, but throughout the year, how can you bring in references to culture in your instruction. And for example, in the math one, it's manipulative. So what are you bringing in? Are they jacks or are they marbles the kids are counting? What about a cultural artifact that you could bring in that's reflective of the student's culture and background? So these are just some basic examples of ways that you can show that you're reflective and knowledgeable about different cultures and you're appreciative of them and bringing them in not just to one class at one time a year but throughout the year. The authentic relationship, this goes back to some of that climate work we were talking about, about that sense of feeling connected and that you belong. And it's not just connecting with the nice kids and the kids you like, but how do you find all kids in the classroom that you can form some kind of relationship with in an authentic way? And the authentic piece is important because kids know when you're just kind of blowing them off. And when you're just making stuff up and you're just kind of like, "What do you think?" But you've gotta really figure out a way that you can develop some appreciation and some kind of relationship. And so we have some prompts and examples about how teachers could go through and develop some kind of relationship with each student. And admittedly, it's easier to form relationships with some students than others. And perhaps it's easier for teachers to form relationships with kids that

are more similar to themselves that enjoy doing the same things or are from the same communities than children that are from different backgrounds. Reflective thinking, this comes out in the Double Check language about, "Why don't I reflect on my own upbringing, my experiences, where I went to school, what kind of biases I might have, how I make snap judgements when I see somebody getting in my face. So being aware of that. And this isn't just the cognitive aspect of thinking. But it's also being aware of your own emotionality. So sometimes, when somebody gets in your face, you kind of tense up a little bit, your hands might kind of clench up and you might kind of ... But that's probably not good for a kid to see somebody looking like this versus somebody who's much more relaxed. So we brought in an expert in mindfulness and emotional regulation, a woman, actually, who had been up at Penn State for a number of years named Tish Jennings. And so she helped us think about what are some mindfulness activities that can help teachers become more aware of their own interpersonal and physiological state so that way they can reflect on that and manage that a little bit more rather than carrying that stress and projecting it onto the student? So that's part of this reflective thinking on yourself and how your emotions might be influencing the way that you're perceiving that behavior. So it's very social cognitive in that way, and emotional as well. Effective communication. So we talk about this in code switching. Anybody have an understanding of what code switching is? Yes, you?

>> [INAUDIBLE]

>> Yeah. You raised your hand, so ... I'm sorry, I like to do opportunities to respond. I've got a little teacher in me, too.

>> Understanding different behavior matched to different environments [INAUDIBLE] language code switching. So one of [INAUDIBLE] Spanish versus English and having [INAUDIBLE].

>> That's excellent. I wish I had written that down. That was great. And then you had a nice little example at the end. Round of applause, huh? Yeah, very good. I saw some other hands go up here. Anybody have anything to that conceptualization they wanna add, code switching? Who in this room code switches? You should probably all put up your hands because you probably code switch a little bit. Like one of my team members, she is as nice as you can be, but when her sister calls her, she's like, "What are you doing, calling me at work? What are you doing?" And I'm like, "You just code switched from Katrina who's got a tattoo of Jesus on her arm to, like, nasty big sister." And she's like, "Well, she always calls me at work, and I gotta deal with this, and she's a mess." And I was like, "You totally code switch in and out of your life." And we all do this. Like, I'm going to go to a baseball game on Friday night with some friends. And I'm going to put on jeans, and I'm going to maybe have a beverage. I'm going to kinda ease into a different way. I might use some different words while I'm at the game. We all kind of code switch a little bit. But when I'm here, I'm probably going to at least try not to use some of those words. And I'm not going to wear jeans to work and things like that. So there's certain ways that we code switch throughout our lives. But for some kids, it might be harder or easier to code switch. And there might be higher stakes for some people to code switch. So what do you think I mean by higher stakes for some people to code switch? Yeah?

>> I hear, for some kids in the inner city environment, [INAUDIBLE]

>> Like the acting white, kind of.

>> [INAUDIBLE] city environment, they feel pressure from their peers if they are turning on the education and then turning it off.

>> Yeah, so it's like a switch that you can control. But how do you learn to control that, and who teaches you that? And what if you don't have the good theory of mind to know when to turn that on or off or to be able to detect the cues in the environment that it's okay to do this. So that's a pretty heavy load to manage, "When do I turn this on? When do I turn this off? When is it okay to talk like that? Who teaches me to do that? When do I have an opportunity that's safe enough to practice that?" So these are important things. And I'm not sure ... Do teachers have that role? Do parents have that role? Whose role is it to teach kids to code switch? Or is it just for us to be aware of code switch going on, reinforcing it when it does happen or helping to point it out when we have concerns? I guess that's kind of an inverse way of teaching it. One of our team members, this wonderful woman named Norma Day-Vines, she has a really nice example of teaching code switching. She literally brings in a bunch of her husband's shirts on hangers. And she'll hold up one shirt that's like a dress shirt with a tie on. And she'll ask, you know, the third graders in the classroom, "How do you behave when you're wearing this shirt? What about this t-shirt with the baggy jeans? How do you behave when you're wearing this? What kind of words do you use? And so just even those basic examples of teaching kids the way that you dress, the way that you are in different environments, might influence the way that you kinda code switch. But this is obviously a very touchy and very challenging situation to talk about this. And this is also when the home-school connection might come in because the language used at home or what values might be at home may not be the same as at school. And so the code switching is a challenging topic and one for us, I think as educators, to be aware of and be aware of the cognitive load that is on kids to make those decisions and learn that and for us as adults to try to facilitate as much as we can without imposing our own values on what is appropriate behavior. So the communication is a big bucket because a lot of us use terms that we don't even realize signals certain issues around power and privilege. And so sometimes you need that feedback. You might be with somebody and somebody uses a term. You're like, "What are you doing using that term? You know where that term comes from!" They're like, "Oh, I had no idea." Sometimes you need to have that relationship to get that feedback. Otherwise, somebody would just walk away, "I can't believe how racist she is. She's using that term." They may not actually know. So we need that feedback loop about our communication so we can make adjustments. And without that authentic relationship to get that feedback, it can sound very harsh or you can just check out. And that's not even just between the adults and kids, that's with a coach or a colleague or a friend that you need that authentic relationship in a lateral way in order to be able to understand the impact of your own behavior. Yeah?

>> A lightbulb just went off to me when you gave those examples [INAUDIBLE] even everybody's responses and the examples they shared. I looked at the assumptions that you just had. It really helped frame our thinking about this. And I just noted that something like code switching, the notion of [INAUDIBLE] making sure, and here's the lightbulb, making sure that each of those is connected to some degree of skill development, and we develop those skills in safe [INAUDIBLE] environments so that they don't have to be either or.

>> Right. And you don't walk away feeling guilty and shut down.

>> [INAUDIBLE]

>> Yeah, exactly.

>> And say we don't have to not deal with code switching or not deal with [INAUDIBLE] because we immediately know the skills that we have been developing together ...

>> Right.

>> In order to address them so they can become a natural part of our repertoire. That's something that we develop. That's something that's [INAUDIBLE]. So the lightbulb just went off on that.

>> Oh, good.

>> [INAUDIBLE]

>> Yeah. Yeah, 'cause you need the awareness and the feedback in a safe environment in order to actually effect the change. 'Cause it's really hard to guilt people into things, you know? If you think about, "Oh, I need to exercise more or I need to stop eating chocolate." Like, guilted myself into it is probably not as effective as setting up some kind of motivation and reinforcement and set ... And that's what we think has been kind of missing here, is that there hasn't been as much fostering of skill development of what to do as the replacement for what not to do. Yeah, so that's a tiered approach very nicely. So the last one on our list that completes this CARES model is sensitivity to student's culture. And this is just a little bit of that awareness piece of understanding students from different backgrounds may come in with certain experiences or lens to the classroom, so that historical knowledge, and you can see these all kind of loop around. I was just giving that example about, "I can't believe you used that word. You know what that means to people where I'm from?" You know, that's a sensitivity to culture, but it relates to the communication. And you need the authentic relationship to hear that and actually know to stop doing it. So all of these are interrelated type of concepts. But the sensitivity to students' culture, what we didn't wanna do is, "Here's a fact sheet about this is what you do with African-Americans. This what you do with Asians. This is what you do with Latinos." But having some understanding about the history can inform your thoughts and selection of different strategies without being prescriptive and stereotypical. So there's a fine line between understanding and falling into stereotypes because we, as humans, certainly want to have a certain heuristic. We want to have a script of, "This is what I do when I walk in a classroom, and this is what I do with this group, and this is what I say to these people." Like when you go to the grocery store and you just interact with somebody and your brain kind of turns off because you're thinking about other stuff. And you're like, "Yes, ma'am, thank you so much. Here's my credit card." You just start following a script because it's easier for you to just do that, and you tune out. And then they might throw you off by saying something. And you're like, "Whoa, I actually had to listen to what you said. My usual script of how I interact with people in the grocery store is kinda thrown off 'cause you asked me something serious." So we kinda wanna have those easy ways to ... Habits and routines, which, as humans, are very helpful for us because they're shortcuts. But you get worried when you over-apply those shortcuts. And I think that's where the implicit bias can come in. We have certain shortcuts that we make mentally. But we gotta slow down that process and make sure that they aren't falling into too many stereotypes. So these are complex things. We have professional development that we do over the year. And this is an example of an activity that we would do for teachers to understand some of these elements and backgrounds. And we don't have enough time to do it today, but I'll just describe it a little bit. And so we ask people here, understanding cultural identities and shaped students can improve their sensitivity to students' culture. Here's an activity that you ... We often do this with staff in our professional development and kinda model how they could do it with students. But we ask them to take a little piece of paper, you can take the corner of something, and you literally write down four different groups that you are. And it could be, "I'm the oldest child in my family. I'm Jewish. I speak French. I'm a skier. I'm a female. I'm a professor. I'm a mom." You know, whatever those groups are that you identify with. And as a sidebar, it's kind of

interesting to see what people choose to put down and what they choose not to put down because sometimes they'll wanna choose the obvious things. But sometimes they'll want to say, "I don't wanna put the obvious things down. I want people to know something about me that they can't actually tell by just looking at me. So it's interesting to even have these, like, looking at the notes that people choose to put down. And then you ask them to go mingle around the room. And you can ask them to find people that are similar to them, but I actually think it's more interesting to find somebody that has nothing that you share in common on these four different areas on the card. And then you get them to talk back and forth a little bit. And, ultimately, they come upon the similarities there. So it can be a bridging activity for staff to understand groups and to talk about their groups and talk about why do they select the groups. And we have a couple of prompts, you know, how did you become part of this group? Were you born into it? Like I was born female, so I have a sense of identity as a female. Or was it something that I chose? Maybe I'm transgender and I chose or I had a biological drive to reassign my gender. So there are certain ways that we can talk about our assumptions about group membership that may not be true. So what are the rules for joining the group? What do you like about being in that group or not being in that group? And are there things that you'd like to change? So this is kind of an interesting activity. And then we have people kind of interview each other, their partner, and talk about the similarities. It's a pretty basic strategy. But it's one that people tend to like a little bit. And then we have a series of questions about this, putting themselves in other groups, how do they get to know each other, how do you label yourselves? And what labels do we assign? So this kind of gets into what assumptions do we make about our students in our classroom that we see because they are from a certain background or a certain gender or they're in a certain group? So that's just one example of an activity we might do as part of a professional development to help people connect a little bit more with these concepts because some of the concepts are a little bit heavy and dynamic. So the way that we have put this together is we have a five-part professional development series that we embed into the school over the course of 1 year. Each of the sessions is about an hour, could be a little bit shorter than that. But we provide the professional development to all staff in the building, including the paraprofessionals and education support professionals. The principals are an interesting one. Sometimes they wanna be there, and we really want them to be there because it sets a tone that it's important. However, some principals are smart enough to say, "Well, when I'm there, I'm worried that the conversations is going to shift and people aren't as comfortable." So some of the principals will kind of come at the beginning, highlight the importance of the work but then will intentionally step out so that way they feel that people can be more engaged. We haven't figured out which is the right one of those. And I think there's probably an interaction between their personality and their relationship with the staff relative to what they choose to do. And then, in a second year, we have two kind of booster sessions. So we have 1 year of this more intensive work and then, the second year, a booster. But we know that just going to a 1-hour professional development's probably not going to change a whole lot. So we have a couple other things. We have some tools. We have about a dozen of these what we call Double Checkers. And so these are different one-pagers, front and back, that this one is on perspective taking and it defines ... It talks about the Double Check model and then gives some steps and examples. And on the back, it provides some concrete strategies that they could use in their classroom to leverage this particular strategy. We also have tips of the week that we mail out to teachers. I'd like to get these down to 170 characters so we can start texting them out. But these are mailed out to the teachers on a weekly basis in year one. And then, in year two, we drop back to once a month. But they all have some kind of video because we've got feedback that having a link or something like that, that's why it wouldn't work quite as well in a text as it does here. And we have some teachers who say, "Ooh, I set up a little file, and I may not look at it right away, but I might reflect on it later. And some of our principals will even pull up an example of a Double Check tip of the week and talk about it at the beginning of their faculty meeting. So it's just another way of trying to take those principles that happen in the professional development and then weave them into regular

practice so each of them picks up on one of the letters. This one is on connection to the curriculum. And you can see the C is highlighted there, so they all map onto the Double Check model. And we also have leveraged a coaching model because there are kind of three legs to our stool: the PBIS piece, the professional development piece and having some kind of coaching because we think that teachers need some ongoing performance feedback not in an evaluative way but in a supportive and empowering way to actually make changes in their classroom because sometimes you'll have teachers like, "Well, that would never work in my classroom," "You come into my classroom and show me how to do that." We're like, "Okay, well, we'll send somebody in, and we'll work with you about that." And so we use some strategies called motivational interviewing. Anybody familiar with motivational interviewing? So it's a technique that was originally developed in more the human services and counseling area. In fact, the very origins of it were called the drinker's check-up for people that were using alcohol and helping them figure out, monitor their own alcohol use and motivate them to make a change. And so it's since gone through a number of different iterations and is a framework that has been applied to several different concepts. We have some colleagues that use motivational interviewing for family interventions, a model called the family check-up. And then we have some brilliant colleagues that have adapted it for use with teachers, called the classroom check-up. So you can check up on anything. And I think that's it's kind of a nice way of collecting data and using this motivational interviewing type of approach to facilitate a change process. So the whole rationale for using a motivational interviewing framework to our work is this quote: "The most challenging part of consulting with teachers is getting them to do what I want them to do." I'm pretty sure I know which of my coaches wrote that as a funny little quote. But, in reality, getting people to do stuff isn't really what coaching is about. It's about helping them figure out and connect with why they're motivated to make that kind of change in order for it to be sustainable 'cause, perhaps in the short-term, you can probably get most people to do something, even if it's just reinforcement to get you out of my face. Okay, I will do that so you leave my room and you don't ever come back. But that isn't a sustainable model. What we wanna do is employ these motivational approaches so that way we have a more sustainable change that comes from inside the teacher rather than something that's external. And so it's very client-centered. And it's very collaborative in nature and really trying to evoke that emotional connection and cognitive connection for, in our case, the teacher to effect that kind of change. But it's also very respectful in seeing people where they are rather than making some kind of value judgement about, "Why are you the worst teacher ever? How did you get here without any classroom management skills?" Not that you would ever say that, but you might be thinking it. And our coaches, we have to train them in these techniques that they inhibit some things that they might normally say. For example, it's common, when you're coaching somebody, to give them advice. And there's a difference between giving advice and actually facilitating them coming up with their own solutions. And so most of the time, we're like, "Well, if I were you, I would do this." That's a very advice-giving kind of thing. But we only want to give advice when we are asked for it and given permission for it. So you're really putting the control and the facilitation on the side of the teacher rather than this expert that comes in and tell you how to do stuff. So some of the general practices in motivational interviewing, and again, this is a very complex technique that we've distilled down just as a summary here for you, but in some cases, the motivator is a little bit about a discrepancy between what I'm saying I wanna do and who I wanna be and what I'm really doing. So I would like to exercise more, and I would like to be able to run a 5K without killing myself. But yet, I just ate this whole plate of chocolates and I haven't exercised in a while. So you see this discrepancy. Okay, Catherine wants to be able to run a 5K. She wants to be an athletic person. She wants to be somebody that can kinda do this. But yet there's a delta between what she's doing and what she's saying. And so what are those values? Okay, I value a healthy lifestyle. I value being fit and being able to do this. And I happen to also be asthmatic, so I think it would be better for my asthma if I could exercise a little bit more. So I'm starting to come up with some reasons why it'd be good for me to exercise. And so the coach will listen to those

values and try to remind me of those opportunities when they see a discrepancy, where they are and what they wanna be. So listen for change talk. I really like the change talk. It's like you start to hear some action-oriented ... "Well, I'm thinking about going running this afternoon." Okay, tell me more about that. So you're listening for those opportunities where you're facilitating some change talk rather than saying, "Catherine, why don't you go run this afternoon?" You almost have to wait for it, wait for it, wait for it, and when it comes, then you reinforce it and you jump on that, not just saying, "Oh, that's great," in a reinforcement, but you're reinforcing by talking about it and engaging them around that. You're expressing empathy, rolling with resistance. We have this great coach and she's like, "You've just gotta roll with the resistance. You don't put it in their face. You just sometimes have to see people where they are. So you see a lot of the kinda therapeutic elements of this. And so not anybody off the street can do a motivational interviewing kind of approach. You have to go through training. And you have to help the teachers facilitate their own self-efficacy. So this is some other aspects of this, is where you start to see a change in how committed people are. So Catherine, you wanna be able to run this 5K. You wanna be able to do it on a regular basis without killing yourself. How committed are you on this? Well, I mean to do this. I bet I could run a 5K if I really wanted to. I think there's a situation in which I could probably exercise, versus, I guarantee, I vow, I shall. Those are the two extremes of this. But as a coach, you wanna start listening for that language around the commitment and try to reinforce them moving up. But if I kind of anchor on it too, rather than trying to move me to be up to a five, let's move me to be more of a three, rather than the two. So it's kind of meeting them where they are. So it's interesting. We also have some activities about this. Sometimes I do this activity in a longer session where we ask people to come up with something they wanna work on, you know, something nice and neutral like the exercise or eating healthy or some other process they wanna adopt. And then have people practice this. And it's kind of fun to be not only in the speaker role, but it's very hard to be in the listener role, to actually inhibit giving advice and telling people to do things and just being there in the moment. And so when we do this with teachers, we actually videotape our coaches giving the feedback, so we can give them feedback about when they make slippage. So it's an interesting technique. I also encourage you to think about this if you have a partner at home or a kid. You could think about applying some motivational interviewing techniques with them as well, about trying to, rather than just, "Go clean up your room 'cause I told you to," think about some change language or commitment language that might facilitate an internal connection. If they value certain things about having a clean room that you could get them to facilitate. So how do we apply this to teachers? We're using a model developed by Wendy Reinke and Keith Herman around the classroom check-up. And we have a series of steps that we go through. It starts off with an interview and some observations in the classroom where we get data from the teacher where they rate their own classroom environment. And then we do a series of classroom visits, watching how the teachers are interacting. And all this overlaps on the Double Check model. So they're observing, "Do I see evidence of good classroom management? Do I see evidence of a connection to the curriculum or an authentic relationship. And then the teacher gets feedback on these different dimensions of classroom management and the five Double Check elements. And they develop a menu of options. What could I do to be able to address that? So rather than giving advice, they say these are some options about ways to increase that. There's a collaborative goal setting, where the teacher identifies what he or she wants to work on and can be a facilitator of that change. And then the teacher monitors his or her change using techniques that we've developed, and there's a support system. We've tried this model now in a couple of different studies and have shown some significant impacts. In some models, we've actually brought in two teachers to coach and help each other, so that way, when our coach leaves, they support each other. It's kind of like having a trainer you work with. If you only see your trainer at the gym and you just choose not to go to the gym, it's pretty easy for you to avoid that trainer. But if your trainer works in the school with you and you run into them in the hallway and they're like, "Hey, did you do your push-ups this morning?" "Nah." But you can actually facilitate a

little bit more of that natural connection and natural social network by pairing the teachers up to help them sustain. And what's actually ... When we talk to the teachers about them being involved in this two-teacher coaching model, the thing they value the most is going into each other's classroom to observe each other. So, you know, we get a lot of observation time during our pre-service training, but very limited time once you're actually assigned to the school. And so you don't really know what other people are doing. You don't know what's good and what's not so good that's going on in your colleague's room. And so that also has a self-benefiting element. So for example, when we say, "You wanna work on opportunities to respond, why don't you go into Susie Q's classroom, who you're getting coached with, and see how she does this? And she can model some of those, and you can give some feedback." So it creates a little bit more of a peer support and mentoring. These are some screenshots of some of the materials, like the teacher interview. We even have them do a values card sort at the beginning so they can articulate some of their values. Like if they say, "Well, you know, I'm not really using a lot of equitable practices." "However, I heard you say that fairness was a value for you." So you can point out those discrepancies, not in a punitive way, but be able to highlight that discrepancy between what they value and say they value versus what their behavior is. These are just some other screenshots of materials. And then these are some of the elements that they're looking for when they go to do observations like opportunities to respond, praise. One thing that's really interesting too is when you go into a classroom and say, "Well, I was in here for 20 minutes, and I saw seven instances of praise, and they were all to white students. And I saw 14 instances of punitive statements or reprimands, and they were all to students of color." And that's the complete opposite pattern that we wanna see, that not only are you having the ratio breakdown that's disconcerting, but we're also seeing many more punitive statements to reinforcing. So there are some of these magic numbers, it might be three to one or five to one, about positive statements to negative statements. And that's just not for teachers. That's also romantic relationships. There's this really famous researcher that has looked at successful couples and happy couples and finds a very similar proportion. We wanna reinforce our partners for good things that they're doing and try to cut down on the reprimands. And then there's ... This is one of our forms that we use for observations. And then the teachers get the data back. They're pretty simple, to be able to give that feedback. And I'll give you some references at the end if you wanna think about employing this in your school. Then, when the personalized feedback occurs, you see our green, yellow, red, we're very PBIS. And so these are the different dimensions. This is around positive behavior support, the feedback. And so the coach will take the data and summarize it for the teacher and give them a mark across the different dimension here. And then these are the five areas of Double Check, the connection to curriculum, authentic relationship. So they get feedback based on the data about where they are across all of these dimensions. And then they develop this menu of options. They do some goal setting between the coach and the teacher. And this is collaborative, so it's like what needs to get done, what's the plan, what is needed to get this done, and what's the timeline. And then there's another element of motivational interviewing called these confidence rulers. So how important is it that this is actually going to happen? So if I say, "Yeah, I really wanna run this 5K," but I'm really only a two on importance, that kinda communicates how serious I am about this change. But rather than the coach saying, "Well, why aren't you an eight," says, "Okay, that's great. Well, why are you a two and not a one?" And so you try to say ... It's almost like that zone of proximal development, you know, Vygotsky, and you don't wanna overshoot that because people are going to turn down. So you wanna be able to say, "Okay, how can I nudge you up just a little bit without making you feel bad that you've missed the mark totally?" And then there's some implementation support. And this is one that we use when there are two teachers together. And how can this other teacher help support you in implementing your plan, whether it's through observations or other strategies? And then what are the kinds of supports that we provide to teachers to facilitate that change? So this is kind of where we are in our work. We've done a lot of research on this framework and shown that we've been able to not only improve classroom

management, but also improve teachers' use of culturally [INAUDIBLE] instruction. We're in the process now of doing some larger-scale studies of this in both elementary and middle. We've seen a little bit more ... We've seen improvements in both elementary and middle schools using this framework, but a little bit more action in the middle school. I think it's just 'cause there are higher levels of disruptive behavior and students are a little bit more autonomous and a little more engaged at that point. And we're currently writing a book that would describe all the elements of the Double Check model. But if you're interested in learning more about motivational interviewing, you can check out the resources by my colleague Wendy Reinke. She's published a book by Guilford Press that outlines the whole process around motivational interviewing if you'd like to think about using that technique in your work. And I'd encourage you ... You can even just Google it, frankly, and pull down some of the core elements because it's a potentially useful framework for thinking about coaching and engaging different people. So I think our time is about up. I really appreciated the opportunity to engage with you all today and get some good insights. I really love the definition of code switching that we got. I wish I had that on record here because that was very good. But I wish you all a really successful conference. And thank you so much for inviting me up. Take care.