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**A BIG THANK YOU to my Team and our Partners**

- Sean Austin
- Patti Chamberlain
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- Jillian Hamilton
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- Jessie Jansen
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### Agenda

- Introduce Implicit Bias, Exclusion, & Impact
- ISLA Model: Systems, Practices, & Research
- Stakeholder Feedback & Iterative Changes
- Q/A in Chat Box and Panel will share at the end

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### One might argue...

- That explicit racism/sexism/opportunity differences have gotten better
- However major social issues remain

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### Inequity in Job Applications

Figure 1: Comparative Effects of Race and a Criminal Record on Employment Opportunity

Race	No Criminal Record	Criminal Record
White	~31%	~17%
Black	~15%	~13%

(Pager et al., 2009)

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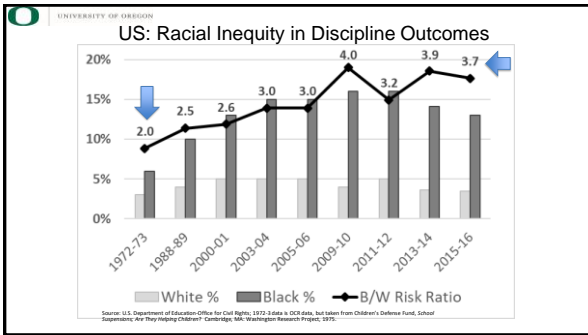
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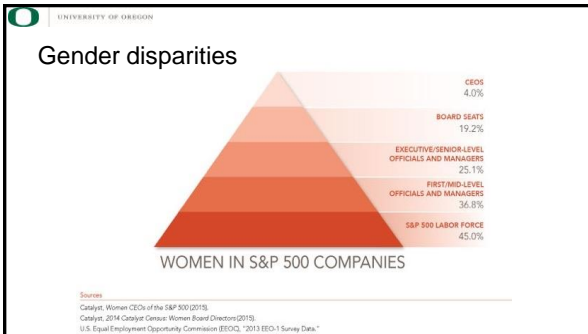
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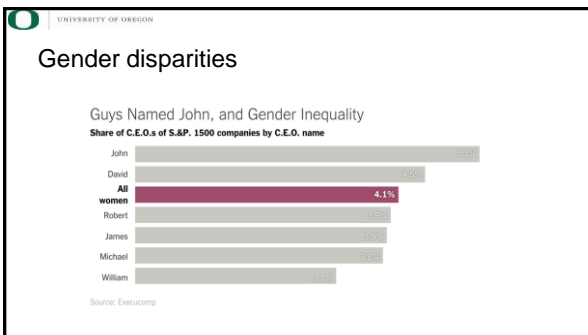
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### Implicit Bias: A Cognitive Explanation



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### Our Perceptions are Biased by Context



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### Implicit Bias is...

- ...The tendency to **automatically** categorize people...
  - Construction Workers, African Americans, or Women
- ... and evaluate them **positively or negatively**...
  - Young vs Old
- ... or assume that they have **certain characteristics**...
  - Masculinity, Athleticism, Criminality, Nurturing
- ... based upon the stereotypical characteristics of the groups into which they are **automatically** placed.

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## Implicit Bias is...

- ...Mostly unrelated to people's values, beliefs, and attitudes.

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## Implicit Bias and Race

"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..."

-Jesse Jackson  
(Dec. 1993, *New York Times*)



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Associated Press AP - Tue Aug 30, 11:31 AM ET

A young man wades through chest-deep flood water after getting a grocery store in New Orleans on Tuesday, Aug. 30, 2005. Flood waters continue to rise in New Orleans after Hurricane Katrina did extensive damage when it

RECOMMEND THIS PHOTO - Recommended Photos  
Average (05 votes)  
☆☆☆☆☆ ★★★★★

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## Implicit Bias and Race

"Yet an uncomfortable starting point is to understand that racial stereotyping remains ubiquitous, and that the challenge is not a small number of twisted white supremacists but something infinitely more subtle and complex: People who believe in equality but who act in ways that perpetuate bias and inequality."

-Nicholas Kristof, (Aug. 2014, *The New York Times*)

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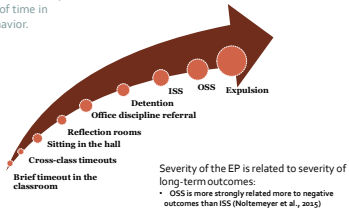
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## Exclusionary Practices:

Removing students from typical instruction (or social environment) for a period of time in response to unwanted social behavior.



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## What Do We Know?

- Students miss:
  - Academic instructional time
  - Social skill building time
  - Being a part of a larger learning community
- Harsh & disproportionate discipline in schools for non-threatening behaviors linked to:
  - School failure
  - Drop-out
  - Substance use
  - Incarceration

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What Do We Know?

- Most frequently used with:
  - Students of color
    - 7% of White students were suspended, but 11% of Hispanic/Latino students, 12% of American Indian students, and 23% of Black students were suspended (Losen et al., 2015).
  - Students with disabilities
    - 18% of students with disabilities were suspended.
    - One in 5 districts in the country suspended over 50% of its Black male students with disabilities (Losen et al., 2015).
  - Students in poverty and struggling academically
    - Race remains a significant predictor, even when controlling for poverty (Anyon et al., 2014; Lee et al., 2011).
    - Bias in disciplinary decision persists, particularly for more subjective behaviors (Skiba et al., 2002; Smolkowski et al., 2015).

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What Do We Know?

- A **SINGLE OSS** in 9<sup>th</sup> grade is associated with a:
  - 50% increase in dropping out
  - 19% decrease in enrollment in postsecondary education (Balfanz et al., 2015)
- These effects are not seen only for students receiving the exclusion
  - Schools with high rates of OSS have lower school-wide achievement and lower perceptions of school safety by the student body as a whole (American Psychological Association, 2008).

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ODR, Suspension, Detention  
not a "treatment intervention"

**BECAUSE YOU CAN'T  
PUNISH SKILLS INTO A  
KID**

- Never n... behavior change
- For substantive behavior change incorporate:
  - (1) instruction on appropriate behaviors,
  - (2) on-going acknowledgement of appropriate behaviors
  - (3) instructional responses to unwanted behaviors, focused on teaching and reconnecting

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*I've come to the frightening conclusion that I am the decisive element in the classroom.*

*It's my personal approach that creates the climate.*

*It's my daily mood that makes the weather.*

*As a teacher, I possess a tremendous power to make a child's life miserable or joyous.*

*I can be a tool of torture or an instrument of inspiration.*

*I can humiliate or humor, hurt or heal.*

*In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.*

**Haim Ginott**

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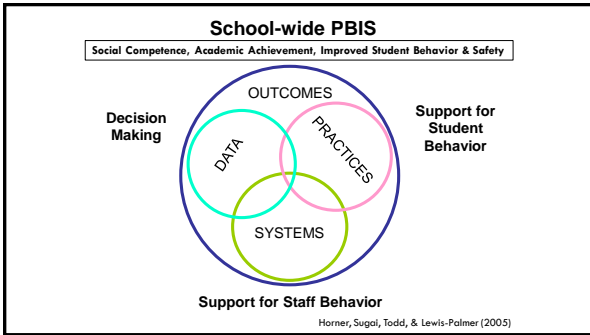
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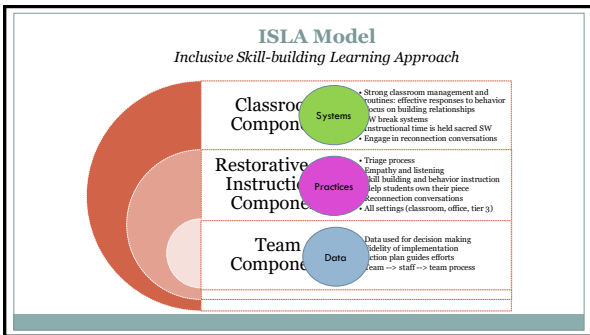
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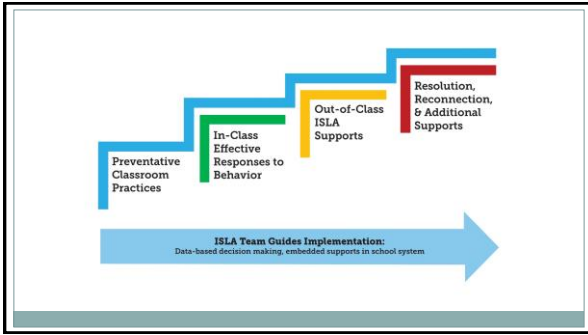
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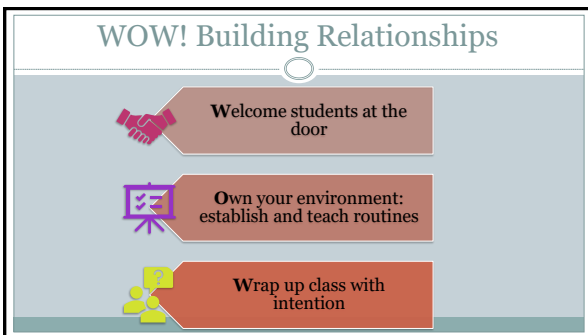
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### #1: Welcome Students at the Door

- Sets a positive tone
- Promotes sense of belonging
- Builds trust
- No cost, no prep!

**What it might look like:**

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### #1: Welcome Students at the Door: Distance Learning

- Greeting each student when they enter the video call
- Playing soft background music
- Rotating set of slides with important class announcements/celebrating student work/ a joke or meme/ a 'Do Now' task
- Going live on Facebook or Instagram every day at a set time for answering student queries/ having an informal interaction
- Asking each student to unmute and say hi

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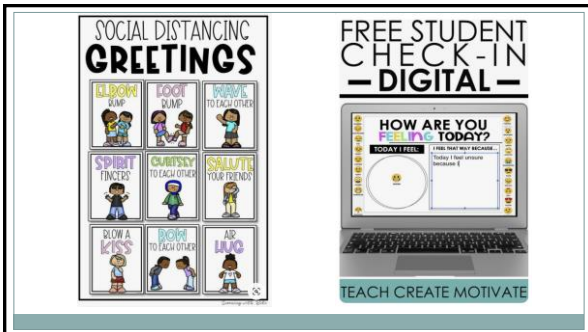
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### Teach It

- Effective teachers explicitly teach and then model their expectations and routines

My expectation or routine for	How and when I teach it
Using cell phones in class	
Entering class late	
Turning in assignments	
Wearing hats	
Sharpening pencils	
Eating or drinking in class	
Bathroom breaks	
Working in small groups	
Zoom or Google Classroom	

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### Zoom Etiquette

### Google Meet Expectations

- Be on time for learning.**  
Find a quiet space where you can concentrate and pay attention.
- Mute your computer.**  
If you have a question, post it in the chat.
- Use the chat button appropriately.**  
\*Use it to ask questions  
\*Use it to respond to questions asked by your teacher  
\*Chat is not a place to say hello or to have personal conversations.
- Participate & enjoy!**

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### #3: Wrap Up Class with Intention

- Transitions are predictable times for unwanted behaviors
- Ending class with a routine is a proactive approach
- Potential Benefits:
  - ✓ Builds relationships
  - ✓ Creates community in class
  - ✓ Develops predictable routine
  - ✓ Teacher can use to assess learning
  - ✓ Allows equity of voices

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### #3: Wrap Up Class with Intention

- What it might look like:



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### Exit Ticket Examples



LOVE this! Students are given an answer, THEY write the question!  
from: reliefteachingideas.wordpress.com



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### #3: Wrap Up Class with Intention: Distance Learning



- Digital exit tickets:
  - Poll Everywhere
  - Google forms
  - Socrative.com
  - Zoom chat box
- Closing circle
- End of class acknowledgements
- Meditation or yoga

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### ISLA Process Goals

- Strengthen preventative systems (school-wide & classroom)
- Reduce the amount of missed instructional time
- Improve behavior supports for students
- Support skill development (students & staff)
- Improve student-teacher relationships
- Reduce the use of exclusionary discipline practices

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### ISLA Process

- Provide in-school **instructional** supports (in lieu of exclusion) that include:
  - Student debrief
  - Skills coaching on appropriate behaviors
  - Reentry plan w/ rehearsal
  - Transition supports w/ a reconnection conversation

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### Step 3: Reconnection Conversation

- Two Forms
  - In person
  - In card form to teacher's mailbox or to teacher
- Double dose of a positive interaction

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**BMS**  
Be Safe-Be Responsible-Be Respectful-Be Kind

Date \_\_\_\_\_

I learned that... \_\_\_\_\_

I can make things better by... \_\_\_\_\_

Here is how I'm going to try and prevent this from happening again. Next time I will... \_\_\_\_\_

In order for me to be successful, the support I need from you is... \_\_\_\_\_

(Optional) Something else I want you to know about me (what I'm really good at, what's really hard for me, what's going on in my life)... \_\_\_\_\_

(Optional) Something I need you to know about me from a cultural perspective (traditions, beliefs, my heritage)... \_\_\_\_\_

Respectfully, \_\_\_\_\_

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**Briggs Reconnection Card**

Date \_\_\_\_\_

I learned that... I make mistakes often with a constant set of rules that I get in my way.

I can make things better by... acknowledging my own errors, giving the problem more attention, and when I start to slip.

Here is how I'm going to try and prevent this from happening again. Next time I will... try to go to my class and stop my constant trouble if I become late again.

In order for me to be successful, the support I need from you is... to have the most support of my class and to have a teacher who is fair and kind.

(Optional) Something else I want you to know... I don't connect with the unit we're learning and I don't know why.

Respectfully, One of your students

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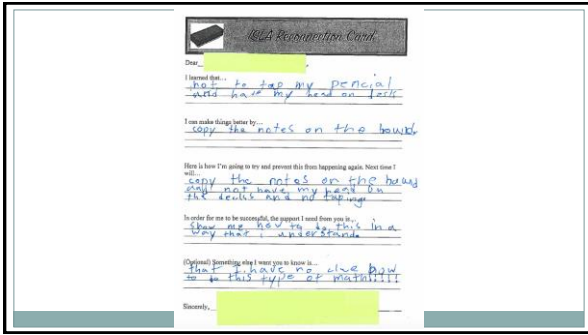
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**When Students Return to You**

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- Allow the student to engage in the reconnection conversation with you.
- If they do this, allow them back into the classroom without punishment, retribution, or a grudge.
- Allow the student to rejoin the class activity without a further conversation about it; trust that the point has been driven home.

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**Reconnection Conversation:  
Teacher Responses**

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<ul style="list-style-type: none"> <li>• Thank you, (name)!</li> <li>• I appreciate your apology.</li> <li>• Sounds great! Let's get back to work.</li> <li>• Tomorrow is a fresh start.</li> <li>• Your honesty means a lot.</li> <li>• Glad to have you join us.</li> </ul>	<ul style="list-style-type: none"> <li>• Welcome back. We are working on _____.</li> <li>• Thanks for letting me know that. I will do my part to support you.</li> </ul> 
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**ISLA Pilot Study**  
Nese et al. (2020)

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- 1 Year pilot in 2 MS with high levels of exclusion
- **Training for Teachers:**
  - PBIS in the classroom
  - System for responding to behaviors
  - When/why/how to send a student out
- **Training for Paras:**
  - Triage process for students sent to the office
  - Behavioral and academic supports for students
  - Reconnection process for getting students back to class
- **Training for Admin:**
  - Clarifying triage process
  - How to handle major ODRs
  - How to process OSS when returning to school

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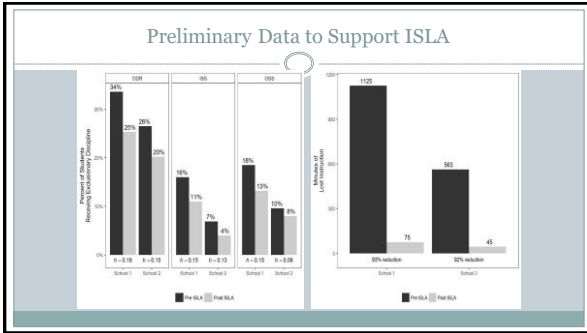
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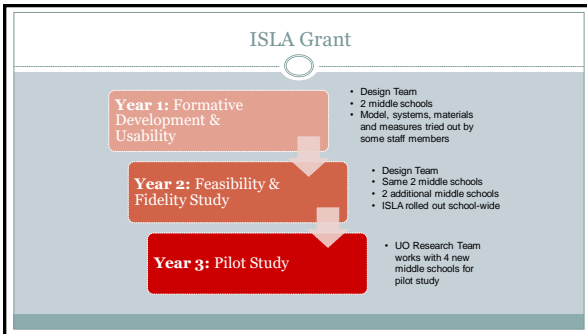
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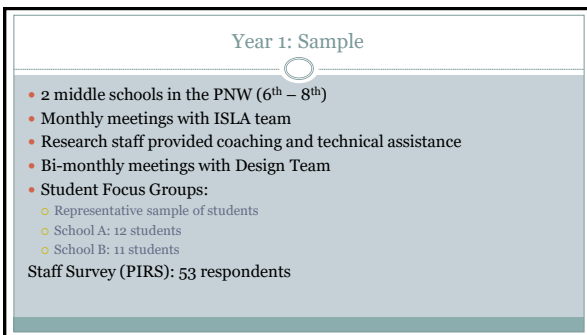
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What we learned from staff?

- "ISLA appears to take students' voices into account and help them be heard by school staff. This then allows for staff and students to communicate and understand each other. The least beneficial part is the possibility that students will believe that these conversations, etc. are not genuine and are just part of the process."
- "I think our taking part in the ISLA model has made our student's performance change because even though we have always worked through issues verbally with the student, we are now asking them to reconnect with the teacher and take responsibility for their actions with the staff member."

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What we learned from students?

"I feel that when a class is welcoming it is easier to focus and not as stressful unlike a class that isn't welcoming. A way that a class can be welcoming is when a teacher greets you every day and supports you and helps everyone out. It truly makes a difference."

rest of the student because of the work that they missed... homework. Sending them out then bringing them back right away makes it 10 x's better."

"I feel like others, like I can see the way being the class some thing and because one doesn't have as great a reputation then they get instantly called out on anything. "When teachers admit they make mistakes that just calms you... you are not alone."

"Mr-- has this thing where every Monday he'll let people talk about what they did over the weekend. We'll just spend the first 15 minutes of everyone talking about what they did over the weekend."

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Iterative changes based on Year I feedback

- Added materials and PD on universal relationship building strategies
- Added materials and PD on adult coaching and improving staff practices
- Connect with our partner District Teams to support this work
- Modified the ISLA Debrief
- Modified the Reconnect Card
- Changed Year 3 pilot from SCD to an underpowered RCT

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**ISLA Professional Development: Year II**

- **Team PD**
  - Identified pieces of Tier I as foundation to build ISLA supports and practices on
  - Classroom prevention, data-based decision making, ISLA process, systems and procedures for handling unwanted behavior
- **Staff PD**
  - Initial ISLA overview
  - Classroom prevention, staff role in ISLA process
  - Monthly updates and ongoing communication
- **Ongoing collaboration with District Coaches**

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**ISLA Coaching: Year II**

- **Team meetings**
  - Embedded work into SWPBIS
  - Meetings occurred 2x/month
  - Focus of meetings:
    - ISLA implementation checklist
    - Action planning and problem solving
    - Data-based decision making
    - Ongoing staff communication and development

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**ISLA Data Collection: Year II**

- **Data collected throughout the year**
  - ISLA spreadsheet (fidelity and minutes of lost instruction)
  - PIRS for all staff
  - 8<sup>th</sup> grade focus groups
  - SWIS data (ODR/ISS/OSS)
  - Baseline data collected across all 8 pilot schools

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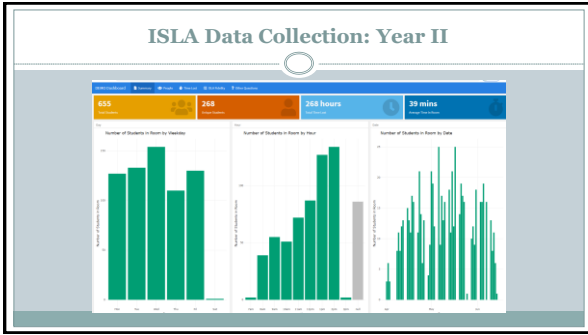
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**What's Happening Now? Year III**

**Year 3: Pilot Study: \*\*Changes made due to COVID\*\***

- Underpowered RCT (data collection & timeline modified)
- Intervention Plan: Similar to Year 2
- 4 Treatment/4 Control
- Treatment schools will receive:
  - Team PD
  - Staff PD
  - Team Meetings
  - Revised ISLA curriculum
- Control schools will receive ISLA in 2021/22

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**THANK YOU & QUESTIONS**

CONTACT: [RNESE@UOREGON.EDU](mailto:RNESE@UOREGON.EDU)

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