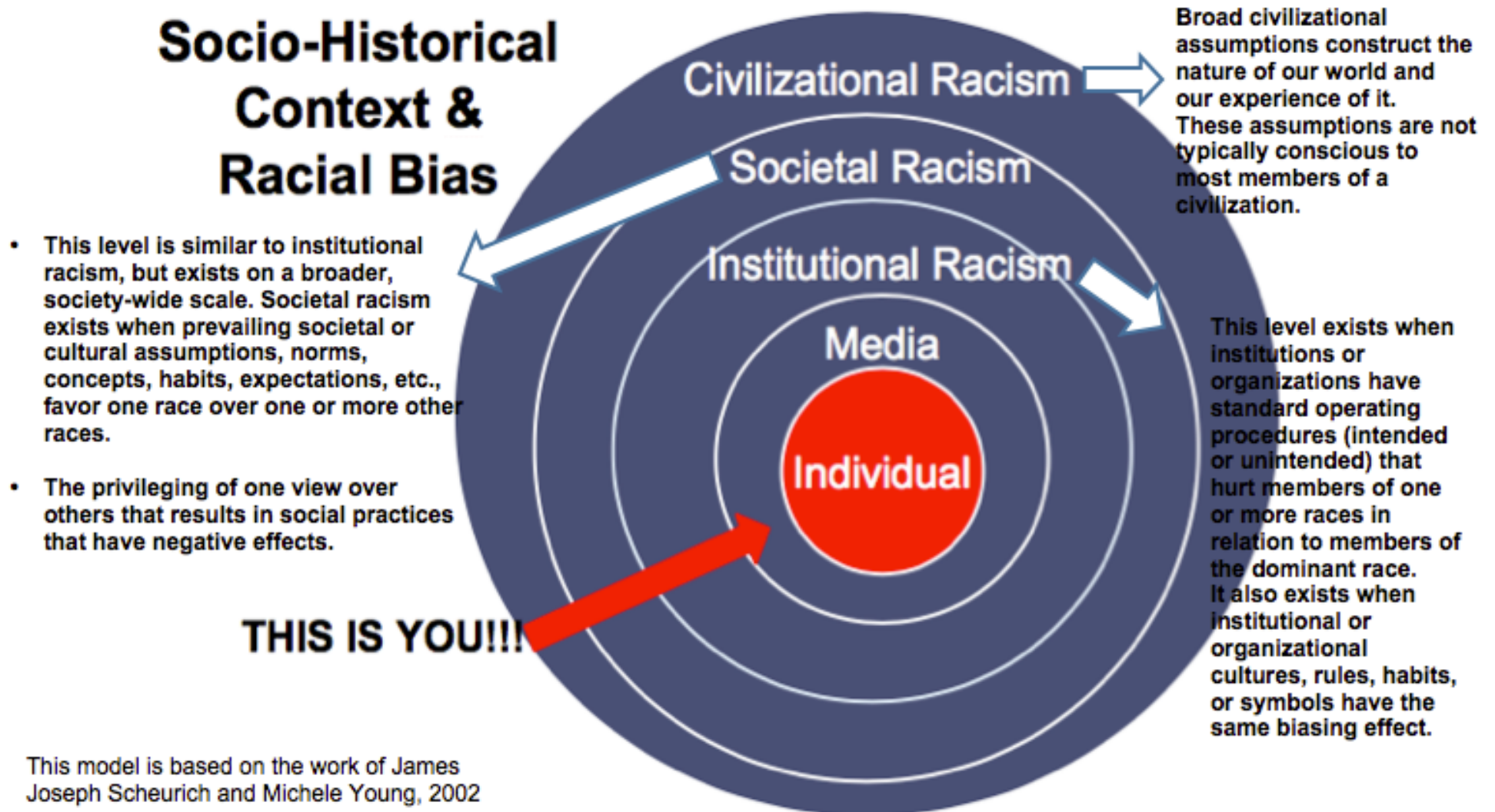




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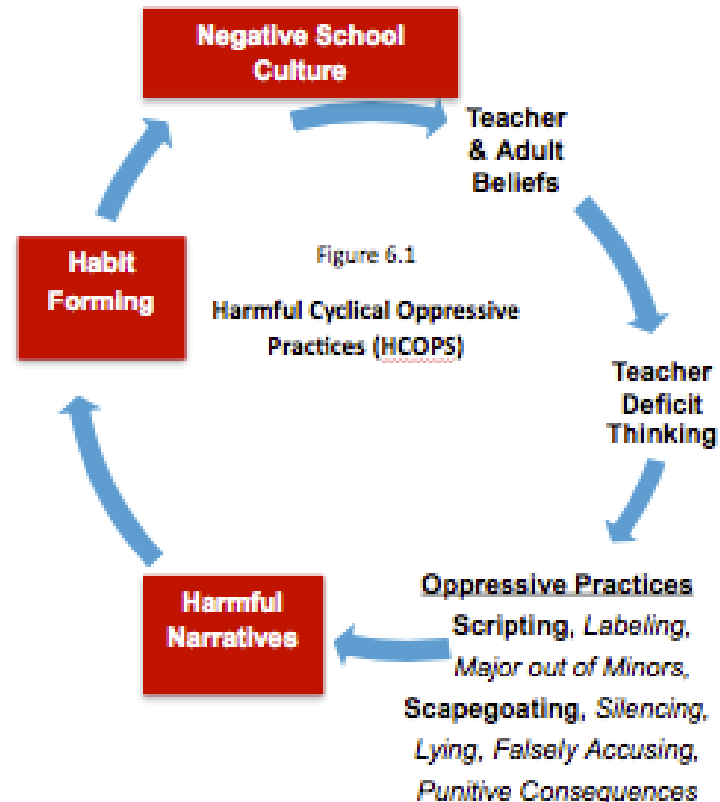
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**Handout 1:** When considering implicit and explicit bias, having an understanding that we are influenced by our socio-historical context is important. From birth, there are structures such as the ones in the diagram that imposes ideas, beliefs and values on us that we often are not aware of.

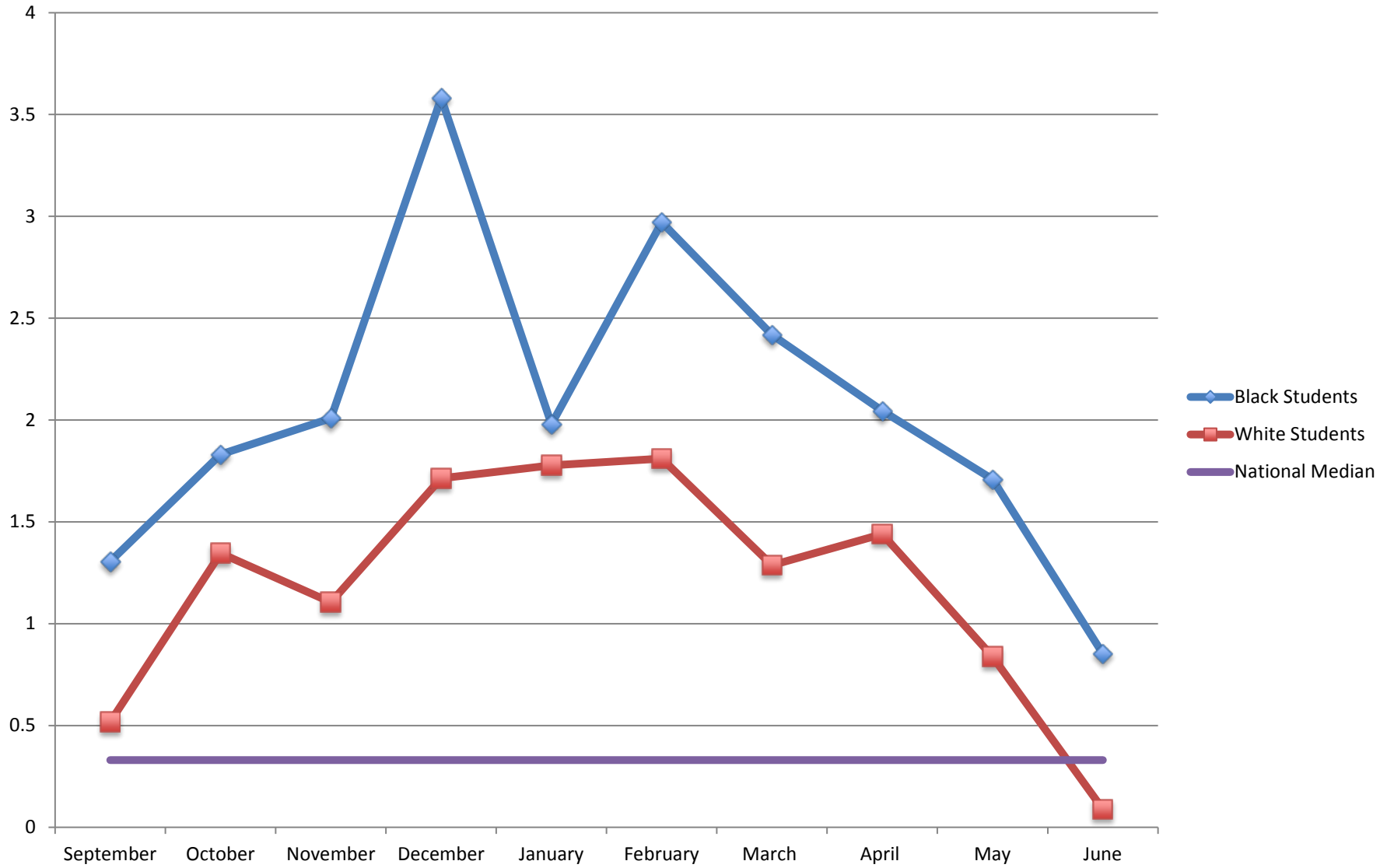


**Handout 2:** Findings of a study conducted in 2014, indicated that punitive adult practices regarding student behaviors were linked to deficit thinking and negative school culture.

## How Implicit Racial Bias Leads to Harmful Practices



# 2015-16 School Year







**Handout 5** - The worksheet MIBLSI equity specialists used to help staff members identify their vulnerable decision points through understanding their own setting events and triggers.

**Enhancing Equity in School Discipline:  
Vulnerable Decision Points and Neutralizing Routines**

**VULNERABLE DECISION POINTS**

Vulnerable Decision Point (VDP): A specific decision that is more vulnerable to effects of implicit bias.

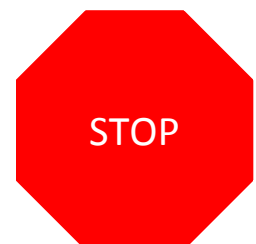
- Two parts:
1. Elements of the **situation**
  2. The person's **decision state** (internal state) Setting Events

1. What are one or two trigger situations that can get to you in the school environment?
2. What are one or two common setting events that can affect you in the school environment?
3. Thinking of these two previous questions, what are one or two specific vulnerable decision points (VDPs) that you have faced in the school environment?

**NEUTRALIZING ROUTINES**

**STOP**

- Stop your unconscious response





- **T**ake three mindful breaths to self-regulate
- **O**bserve how you are feeling
- **P**roceed positively by doing what is most effective (not what you initially feel like saying or doing)

(Renshaw et al., 2015)

#### **Critical Features:**

1. If-then statements
  2. Brief
  3. Clear steps
  4. Doable
  5. Add space/delay between student behavior and adult response
- 
4. **Think of a time when you could have used the Neutralizing Routine in addressing behavior at school. Briefly describe the situation below.**
- 
5. **Define the steps of STOP for the situation. Be specific - what would you do and/or say for each step.**
- 
6. **Role play the use of the neutralizing routine with a partner.**

#### **Assignment:**



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- Set a goal to use the STOP neutralizing routine over the next two weeks
- Record your experiences on the self-report tool
- Bring your self-report tool to the next CSI on 4/25
- Pick an area you would be comfortable sharing

## **YOUR SUGGESTIONS**

What did you like about the workshop?

What would you change to improve it?

Any other comments?



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**Handout 6** - The process MIBLSI equity team used to help staff members to process their use of neutralizing routines to address their vulnerable decision points.

## VDP and Neutralizing Routine Self-Report Tool

1. Did I have the knowledge and skills to do the STOP Neutralizing Routine effectively? (circle one)

Not at all      No      Probably Not      Probably      Yes      Absolutely

2. In the last two weeks how many VDPs (work or personal) did I experience? (circle one)

None      One      Two      Three      Four      Five or more

a. What was it (or were they)?

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b. Did I use the STOP neutralizing routine? (circle one) YES No

c. Why or why not?

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d. Did it have a positive impact? (circle one)

Not at all      Not      Probably Not      Probably      Yes      Absolutely



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3. What kind of support would be most useful to use it as consistently as possible?

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4. What would be needed to increase fidelity for a skeptical teacher?

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5. How many Office Discipline Referrals did I write in the last two weeks?

---

6. How was my decision state (internal feelings) when I wrote them?

---

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7. What suggestions do I have for increasing equity in this school?

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**Handout 7** - The document spelling out the alignment between PPSC and Equity, showing these are not two separate initiatives.

	<b>Promoting Positive School Climate Year 1</b>	<b>Equity Pilot Year 2</b>
Looking at the data	<ul style="list-style-type: none"> <li>● Student outcome data (SWIS)</li> <li>● Fidelity data (SWPBIS TFI)</li> <li>● School Climate Survey</li> </ul>	<ul style="list-style-type: none"> <li>● Student outcome data               <ul style="list-style-type: none"> <li>○ SWIS - More deliberate focus on ethnicity reports, risk ratio, relative risk</li> <li>○ Academic outcomes</li> </ul> </li> <li>● Fidelity data (SWPBIS TFI)</li> <li>● School Climate Survey</li> </ul>
Creating host environment – setting up the system	<p>District-wide - Leadership Implementation Team training sessions and meetings</p> <p>Coaching support provided for the Leadership Implementation Team</p> <p>School-wide – working with the School Leadership Teams to support SWPBIS installation/ implementation</p> <p>Developing coaching and training capacity for SWPBIS</p>	<p>District – signed Letter of Agreement for the equity pilot</p> <p>Coaching support provided for the School Leadership Team</p> <p>School-wide – working with the School Leadership Team to support SWPBIS installation/implementation</p> <p>Allocated Professional Learning time with the whole school staff</p>
Foundations of SWPBIS	<p>Training with School Leadership Team(s)</p> <p>Alignment with the Culturally Responsive Companion Guide for the SWPBIS TFI</p>	<p>Alignment with the Culturally Responsive Companion Guide for the SWPBIS TFI</p> <p>Meeting with the School Leadership Team to solidify the foundation of SWPBIS and Classroom PBIS</p>
Effective Instruction	Training with School Leadership Team(s) on	Addressed in the Data Guide from National PBIS



	Classroom PBIS	Center
Vulnerable Decision Points		Professional learning for the entire school staff Possible coaching for individual teachers and/or School Leadership Team
Implicit Bias		Professional learning for the entire school staff
Policy	Policies to support use of SWPBIS are addressed within the LIT content	Addressed in the Data Guide from the National PBIS Center

**Month by Month  
Possible Scope and Sequence**

<b>Month</b>	<b>Activities</b>	<b>Staff Involved</b>
August / Early September	Leadership Implementation Team (LIT) Session 4  Review historical SWIS data in partnering school(s)  Preview National PBIS Center Data Guide	LIT, PPSC School Climate Specialist, Equity Specialist  Equity Specialist & school coach and/or administrator
September	Trainer Support Session for SWPBIS Day 1  Coaching Support Session for SWPBIS Day 1  School Leadership Team Meeting –school’s agenda <b>plus review of data guide</b>  <b>Staff Meeting – Review of Equity Work and</b>	Trainers, PPSC School Climate Specialist, Equity Specialist  Coaches, PPSC School Climate Specialist, Equity Specialist  School Leadership Team, Coach, Equity Specialist



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	<p>learning from Year 1 of Pilot</p> <p>Plan for collecting School Climate Survey Data</p>	<p>All School Staff, Coach, Equity Specialist</p> <p>HPS Coach, Staff, Students, &amp; Families</p>
October	<p>School Leadership Team Meeting –school's agenda plus drill down and precise problem statement along with plan of action</p> <p>Staff Meeting – share precise problem statement and plan for addressing</p> <p>Collecting SWPBIS TFI Tiers I-III</p>	<p>School Leadership Team, Coach, Equity Specialist</p> <p>All School Staff, Coach, Equity Specialist</p> <p>School Leadership Team, Coach, Equity</p>
November	<p>School Leadership Team Meeting –school's agenda plus review of relative risk data, TFI results and progress on action plan</p> <p>Staff Meeting – progress monitoring and next steps</p>	<p>School Leadership Team, Coach, Equity Specialist</p> <p>All School Staff, Coach, Equity Specialist</p>
December	<p>School Leadership Team Meeting –school's agenda plus review of relative risk data, School Climate Survey results and progress on action plan</p> <p>Staff Meeting – School Climate Survey results progress monitoring and next steps</p>	<p>School Leadership Team, Coach, Equity Specialist</p> <p>All School Staff, Coach, Equity Specialist</p>
January	<p>School Leadership Team Meeting –school's agenda plus review of relative risk data and progress on action plan</p> <p>Staff Meeting – progress monitoring and next steps</p>	<p>School Leadership Team, Coach, Equity Specialist</p> <p>All School Staff, Coach, Equity Specialist</p>
February	<p>School Leadership Team Meeting –school's agenda plus review of relative risk data, TFI results and progress on action plan</p>	<p>School Leadership Team, Coach, Equity Specialist</p>



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	Staff Meeting – TFI results, progress monitoring and next steps	All School Staff, Coach, Equity Specialist
March	Trainer Support Session for Classroom PBIS & Data Review	HPS Trainers, PPSC School Climate Specialist, Equity Specialist
	Coaching Support Session for Classroom PBIS & Data Review	Coaches, PPSC School Climate Specialist, Equity Specialist
	School Leadership Team Meeting –school's agenda plus review of relative risk data and progress on action plan	School Leadership Team, Coach, Equity Specialist
	Staff Meeting – progress monitoring and next steps	All School Staff, Coach
April	School Leadership Team training – Classroom PBIS & Data Review	School Leadership Team, Coach, PPSC School Climate Specialist, Equity Specialist
	School Leadership Team Meeting – school's agenda plus follow up on plan of action developed previous month	School Leadership Team, Coach, Equity Specialist
	Staff Meeting – progress monitoring and next steps	All School Staff, District Coach
May	Collection of SWPBIS TFI Tiers I-III	School Staff, School Leadership Team
	School Leadership Team Meeting –school's agenda plus review of relative risk data, TFI results and progress on action plan	School Leadership Team, District Coach, Equity Specialist
	Staff Meeting – TFI results, progress monitoring and next steps	All School Staff, District Coach



**Handout 8** - This letter is used with Equity Partner school staff to increase communication, visibility, and understanding around the equity pilot. The goal is to build positive relationships with staff and promote consensus building.

Hello Middle School Staff,

My name is Ruthie Riddle and I serve as one of the Equity Specialists for Michigan's Integrated Behavior and Learning Initiative (MIBLSI). Your district is participating in the Equity Pilot this year. The purpose of the equity work is to:

- Demonstrate a meaningful reduction in discipline disproportionality with regards to race and ethnicity.
- Implement and evaluate effective practices addressing disproportionality in a school utilizing School Wide Positive Behavior Intervention and Supports.

I am very excited to support your building's work around SWPBIS and equity this year. Although I am new to the MIBLSI team, I come with a wealth of knowledge and experience having served as a teacher, principal and executive curriculum director in three different districts in the Lansing area. One of the things that make my experience rich is the research that I conducted around *SWPBIS and Issues of Disproportionality and Culture*. Another area that adds to the richness of my experiences is living through and leading the implementation of MTSS and SWPBIS at the building and district level. I look forward to supporting your building as you seek to begin your journey in this equity work with MIBLSI.

I am also thrilled about the work you have been doing with SWPBIS through the Promoting Positive School Climate (PPSC) in your buildings as well as the significant reductions you have made in suspensions and expulsions through this process. While you are beginning year one with the equity partnership, I see the work around PPSC and equity as interconnected. I desire to support you and your building in ways that are integrated with your current SWPBIS and continuous school improvement process. I have already met with your principal, coaches and district's leadership implementation team (LIT) to learn how we can integrate the equity work with you current initiatives and how we can support you



this year. As we approach the beginning of the 2016-2017 school year I look forward to meeting you and learning from you as well.

Here are some ways that I can provide onsite coaching support for the amazing work you are already doing around SWPBIS:

- Help with completing the TFI
- Develop professional learning content, materials and resources that support your building's PBIS and addresses contributing factors related to significant disproportionality involving discipline and race.
- Support your school in using discipline data within your SWPBIS system to identify and develop action items to address disproportionality.
- Provide resources related to the implementation of more culturally nuanced PBIS and understanding the contributing factors that impact discipline disproportionality.
- Support for the School Leadership Team with evaluating implementation efforts and student outcomes

My Colleague and I will be attending your early staff meeting this week to share more about the Equity Partnership and answer any questions you may have. I look forward to meeting you and learning firsthand from you!

Ruthie L. Riddle, Ph.D.  
Equity Specialist  
Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)  
Ingham Intermediate School District  
2630 W. Howell Road  
Mason, MI 48854  
ph. (517) 244-1270  
[rriddle@miblsimtss.org](mailto:rriddle@miblsimtss.org)  
<https://miblsi.org>





**Handout 9 – Snapshot of Year 2 Pilot Scope and Sequence**

PBIS/Equity Calendar	Example School
	Equity Activities
September	<ul style="list-style-type: none"> <li>● Meeting with Leadership Implementation Team (LIT)-<b>Connecting with Promoting Positive School Climate leadership team</b></li> <li>● Meet with principals</li> <li>● Meet with coaches to review <b>scope and sequence</b></li> <li>● Sep 28 PBIS Meeting-<b>Data Guide, cultural awareness</b></li> </ul>
October	<ul style="list-style-type: none"> <li>● 10/18 School Leadership Team (SLT) Meeting-TFI</li> <li>● 10/24 All staff PD-<b>Bias, Vulnerable Decision Points, Neutralizing Routines</b></li> <li>● Weekly coaching time</li> <li>● Meet with LIT</li> </ul>
November	<ul style="list-style-type: none"> <li>● School Climate Survey</li> <li>● <b>ODR Rate/sub group, SWIS,</b></li> <li>● Problem solving process, precise problem statement</li> <li>● Weekly coaching time</li> <li>● Meet with LIT</li> </ul>
December	<ul style="list-style-type: none"> <li>● Dec 1 SLT Meeting</li> <li>● CSI meeting-<b>Bias, Vulnerable Decision Points, Neutralizing Routines</b> follow up</li> <li>● Weekly coaching time</li> <li>● Meet with LIT</li> </ul>
January-May	<ul style="list-style-type: none"> <li>● SLT Meetings monthly</li> <li>● <b>ODR Rate/sub group, SWIS,</b></li> <li>● <b>Data Guide/</b>Problem solving process, precise problem statement</li> <li>● <b>Cultural Awareness Activities</b></li> <li>● Weekly coaching time</li> <li>● Meet with LIT</li> </ul>



**Handout 10 - Example Equity Pilot year 2, 1st School Leadership Team Meeting**

<b>Committee Name:</b> SLT/Equity Team	<b>Date:</b>	<b>Time:</b>
<b>Location:</b>	<b>Purpose of meeting: (Proposed Outcomes/Results)</b>	
<b>Facilitator:</b>	<b>Data Keeper:</b>	<b>Scribe/recorder (minutes):</b>
<b>Norms monitor:</b>	<b>Time Keeper:</b>	<b>Action items:</b>

	<b>Agenda Topic</b>	<b>Notes &amp; Decisions</b>
<b>8-8:10</b>	<b>Welcome and Introductions (5-10 minutes)</b>	
<b>8:10-8:30</b>	<b>Team Roles &amp; Responsibilities (5 min)</b> <ul style="list-style-type: none"> <li>Facilitator, Note Taker, Norms Keeper, Action Plan Recorded, Data Coordinator</li> </ul>	

<b>8:30-8:45</b>	<b>Establish Norms (20 minutes)</b> <b>Activity?-What are your norms? District/School?</b>	<b>Norms:</b>
<b>8:45-9:00</b>	Disproportionality Cultural Awareness Activity <b>Museum Activity</b>	
<b>9:00-9:30</b>	<b>Review of Equity Pilot Work (40 min)</b> <ul style="list-style-type: none"> <li>● Purpose</li> <li>● Lessons learned</li> <li>● Role of the team, equity specialist</li> </ul>	
<b>9:30-9:40</b>	<b>Break</b>	
<b>9:40-10:00</b>	<b>Review the Data Guide*** and share where they can access Summary of Recommendations***</b> <ul style="list-style-type: none"> <li>● Read through Data Guide, jot questions</li> <li>● Focus on the problem solving process</li> <li>● Answer questions</li> </ul>	<b>Create a document in folder for questions</b>
<b>10:00-10:55</b>	<b>PBIS Team Time</b>	
<b>10:55-11:00</b>	<b>Wrap Up and Next Steps</b> <ul style="list-style-type: none"> <li>● Plan date for TFI Walkthrough</li> <li>● Begin Plan for all staff PD <ul style="list-style-type: none"> <li>○ Review Implicit Bias</li> <li>○ Vulnerable Decision Points</li> <li>○ Neutralizing Routines</li> </ul> </li> </ul>	

**Equity Work**  
**PBIS Team Action Plan**  
**Meeting Date:**

<b>Task</b>	<b>Who will do it?</b>	<b>Resources needed to complete task</b>	<b>By When?</b>