Addressing Diversity and Equity within PBS – Current Issues and Future Directions

Prof. Dr. Anna-Maria Hintz & Dr. Michael Paal

Masterclass at the
1st Online PBS-Europe International Conference

"Valuing Diversity in PBS"

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Overview

1. Introduction: Why does diversity matter?

2. Global challenge: Social Inequality and equitable learning opportunities

3. How can PBIS contribute to equitable learning opportunities?

4. Practical example of SW-PBS in an inclusive elementary school in Germany with a highly culturally and linguistically diverse student population: Fit für gemeinsames Lernen (Fit-GL)

5. Future directions

6. Discussion

Introduction: Why does diversity matter?

- **The Universal Declaration of Human Rights** (UDHR; United Nations, 1948, Article 1)

  "All human beings are ==born free and equal in dignity and rights==. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood."

- **"Executive summary", in Educational Opportunity for All: Overcoming Inequality throughout the Life Course** (OECD, 2017, p. 9)

  The wealth of a society depends on how much everyone can fulfil their full potential „to become more ==productive and innovative==, and potentially, to create jobs, as well as to make ==smarter political, economic and life choices==."
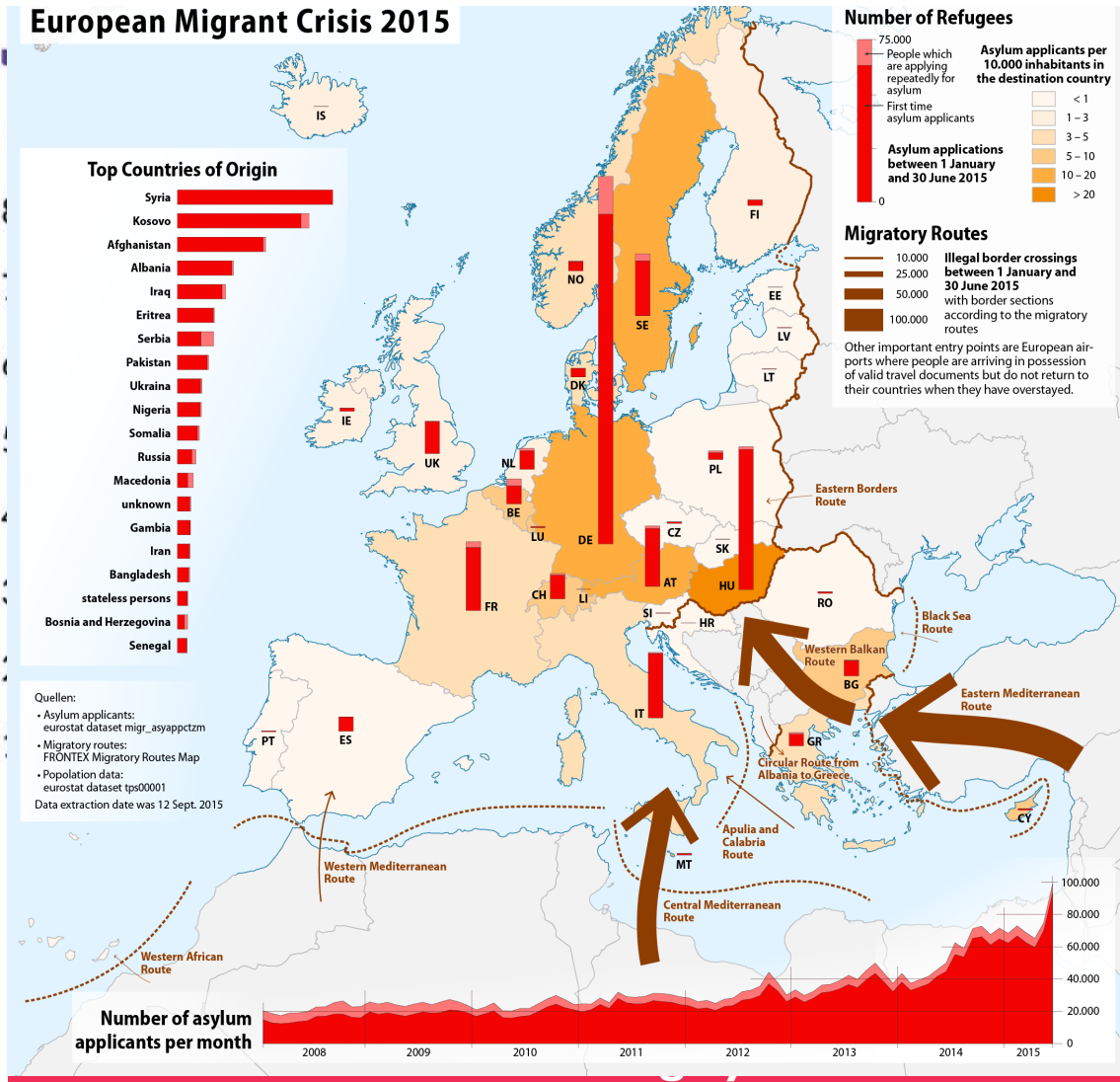
- …

- **Convention on the Rights of Persons with Disabilities** (CRPD; United Nations, 2006, Article 3)

  The principles of the present Convention shall be:
  1. Respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons;
  2. Non-discrimination;
  3. Full and effective participation and inclusion in society;
  4. ==Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity==;
  5. Equality of opportunity;
  6. Accessibility;
  7. Equality between men and women;
  8. Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities.

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Introduction: Why does diversity matter?

European Migrant Crisis 2015

Top Countries of Origin
- Syria
- Kosovo
- Afghanistan
- Albania
- Iraq
- Eritrea
- Serbia
- Pakistan
- Ukraine
- Nigeria
- Somalia
- Russia
- Macedonia
- unknown
- Gambia
- Iran
- Bangladesh
- stateless persons
- Bosnia and Herzegovina
- Senegal

Number of Refugees
- 75.000
- People which are applying repeatedly for asylum
- First time asylum applicants
- Asylum applications between 1 January and 30 June 2015
- 0

Asylum applicants per 10.000 inhabitants in the destination country
- < 1
- 1 – 3
- 3 – 5
- 5 – 10
- 10 – 20
- > 20

Migratory Routes
- 10.000
- 25.000
- 50.000
- 100.000

Illegal border crossings between 1 January and 30 June 2015 with border sections according to the migratory routes

Other important entry points are European airports where people are arriving in possession of valid travel documents but do not return to their countries when they have overstayed.

Quellen:
- Asylum applicants: eurostat dataset migr_asyappctzm
- Migratory routes: FRONTEX Migratory Routes Map
- Population data: eurostat dataset tps00001
Data extraction date was 12 Sept. 2015

Western Mediterranean Route
Western African Route
Central Mediterranean Route
Apulia and Calabria Route
Circular Route from Albania to Greece
Western Balkan Route
Eastern Mediterranean Route
Black Sea Route
Eastern Borders Route

Number of asylum applicants per month

2008 2009 2010 2011 2012 2013 2014 2015

people worldwide at the end of 2019

26M Refugees
20.4M Refugees under UNHCR's mandate
5.6M Palestine refugees under UNRWA's mandate

45.7M Internally displaced people
Source: IDMC

4.2M Asylum-seekers

2019

Challenges for European education systems

- Culturally and linguistically diverse backgrounds
- Highly heterogeneous stages of academic and social-emotional development

nal and behavioral support on a universal level rvices (esp. for traumatized children)

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Current Efforts in Germany on Preschool and Primary School Level

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Global challenge: Social inequality and equitable learning opportunities

- Unfortunately, not everyone has equal chances or resources for a fulfilling live and to reach their full potential

- Some people are disadvantaged (e. g., because of their cultural or social background)

- Social inequality (i. e., unequal distribution of wealth and goods) is one of the most urgent problems in modern societies (OECD, 2017)

Do you or did you experience social inequality in school? In which ways?

Inequality

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Global challenge: Social inequality and equitable learning opportunities

- Availability and access to high quality education is often unequally distributed, even in modern societies

    → Growing economic and social inequality, i.e., unequal distribution of wealth and goods (Corak, 2013; IMF, 2015; OECD, 2017; OECD, 2015; OECD, 2012)

- Education is the key factor to increase individuals' life chances (i.e., the ability to satisfy personal needs) (OECD, 2017)
    - Economic outcomes (e.g., wage)
    - Social outcomes (e.g., personal well-being)

Global challenge: Social inequality and equitable learning opportunities

- International large-scale assessments like the *Program for International Student Assessment* (PISA) by the *Organization for Economic Cooperation and Development* (OECD) continuously show students' educational outcomes are associated with their parents' socio-economic status

  <div style="border: 2px solid red; padding: 10px;">

  ## How can social inequality be reduced?

  </div>

- Promoting educational equity increases social mobility and reduces social inequality
  → increasing social cohesion (OECD, 2017)

Figure 2.3 ▪ **Students' socio-economic status and average performance across OECD countries**
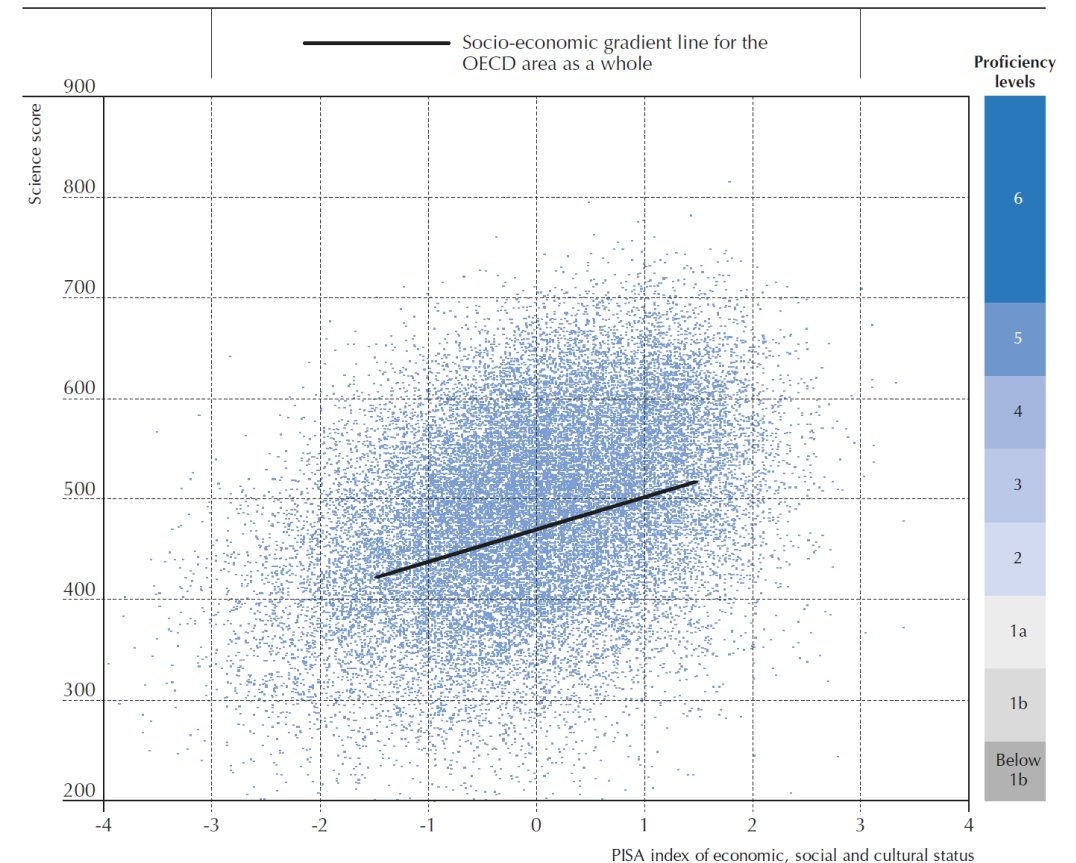
Note: Each dot represents an OECD student picked at random out of ten OECD students.
Source: OECD, PISA 2015 Database.
StatLink https://doi.org/10.1787/888933830177

What is educational equity?

Global challenge: Social inequality and equitable learning opportunities

Inequality

Equality

Equity

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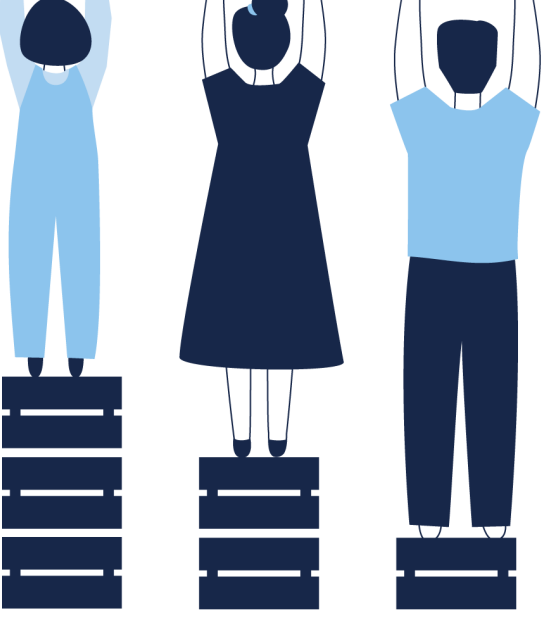
How can PBIS contribute to equitable learning opportunities?

How can PBIS contribute to equitable learning opportunities?

- School-wide concept with focus on supporting all learners by changing the environment and creating a positive and preventive school
  (e. g., Horner & Sugai, 2015; Lewis, Mitchell, Bruntmeyer & Sugai, 2016; McIntosh & Goodman, 2016; Sugai & Horner, 2009a; Sugai & Horner, 2006)

- Implemented in over 25.000 schools (K-12) in the USA (OSEP, 2019)

- Key features:
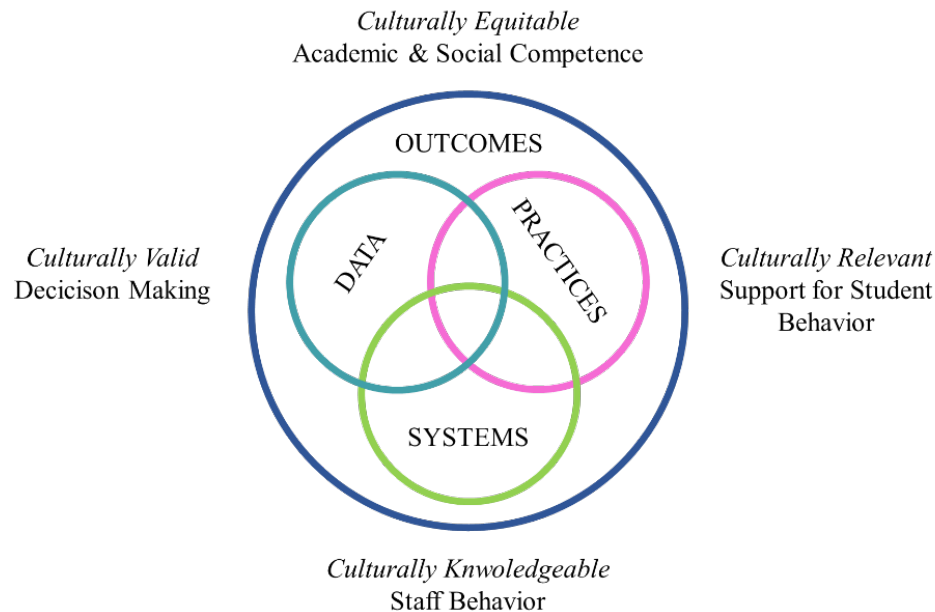
Key features of School-Wide Positive Behavior Support (Horner & Sugai, 2015)
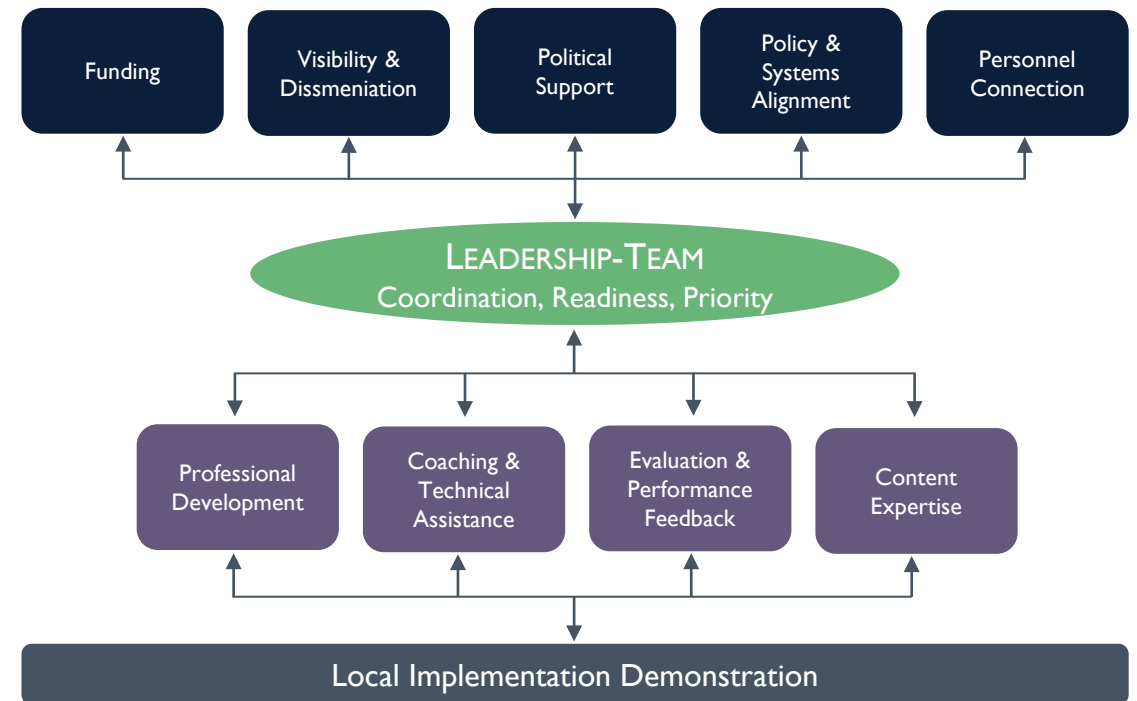
Central elements of implementing Positive Behavior Support (Horner & Sugai, 2015)

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How can PBIS contribute to equitable learning opportunities?

Multi-tiered systems of support in general

- Primary level: School-/Classroom-Wide Systems for all students and settings

- Secondary level: intensified (group) support for students with at-risk behavior

- Tertiary level: highly individualized support for students with high-risk behavior

Challenges in an increasingly diverse world

- Addressing diversity adequately on universal level

- Delivering high quality individual support in a standardized system
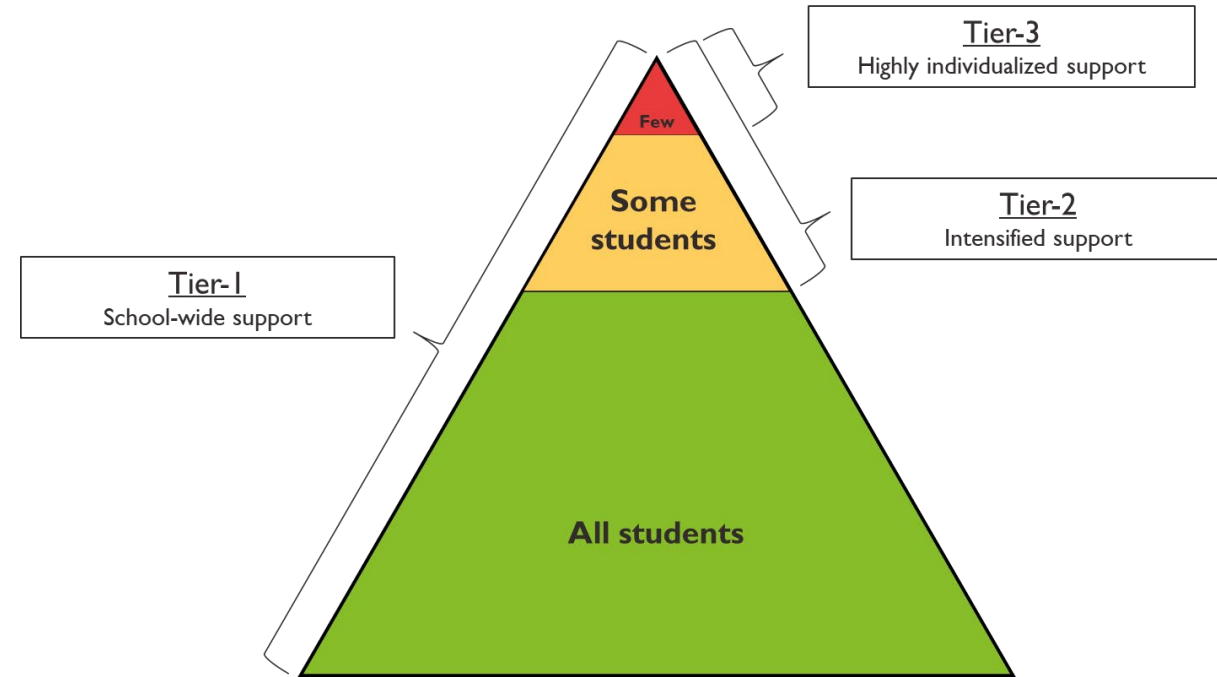
Tier-3
Highly individualized support

Few

Tier-2
Intensified support

Some students

Tier-1
School-wide support

All students

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Practical example of SW-PBS
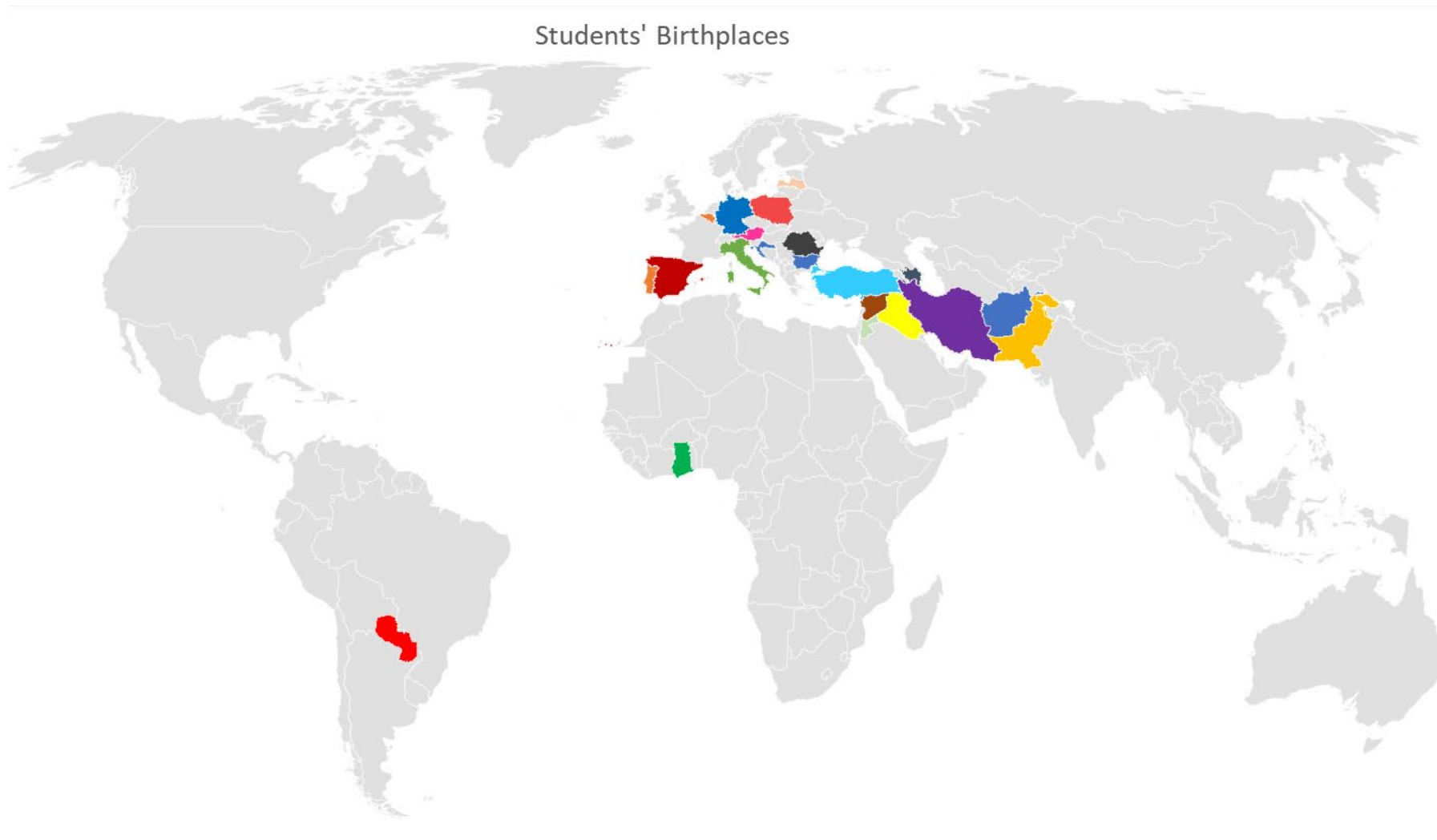# in an inclusive elementary school in Germany

Fit für gemeinsames Lernen (Fit-GL)

Practical example of SW-PBS in an inclusive elementary school in Germany:
Fit für gemeinsames Lernen (Fit-GL) – General Information

- Elementary school in a city in North Rhine-Westfalia

- Highly heterogeneous student body regarding students'
  - Learning outcomes
  - Social-emotional skills
  - Cultural and linguistic background
  - Socio-economic status

- Organization
  - Non-transparent and patchy routines
  - Teacher body (high turnover, irregularities due to illness)

- Students
  - Cultural and linguistically diverse background
  - High amount of challenging behaviors, violence

- Teachers
  - Feel overstrained
  - Challenge of dealing with kids and their parents professionally (e.g., language barriers)
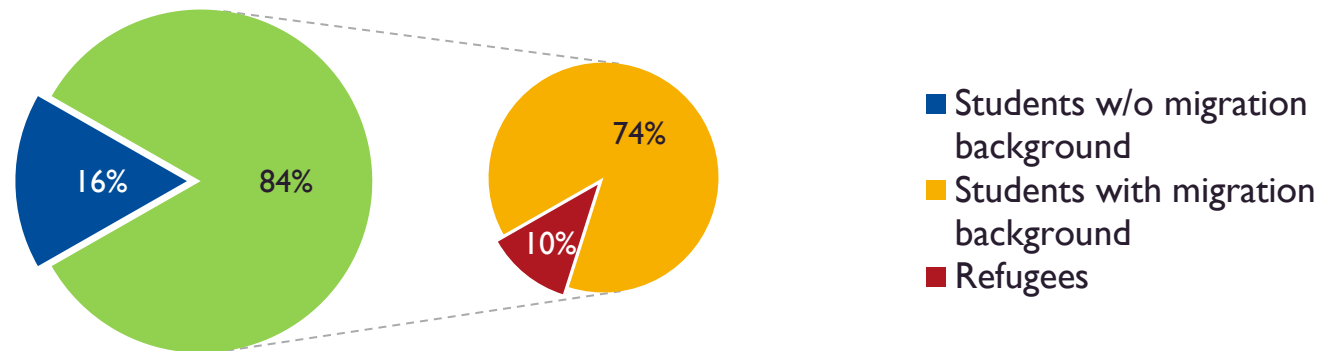
- Students w/o migration background
- Students with migration background
- Refugees

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Practical example of SW-PBS in an inclusive elementary school in Germany:
Fit für gemeinsames Lernen (Fit-GL) – Students' Birthplaces

Students' Birthplaces

27 Different Languages

Afrikaans
Albanian
Arabic
Armenian
Azerbaijani
Bosnian
Bulgarian
Danish
German
English
French
Italian
Croatian
Kurdish
Latvian
Pashtun
Persian
Polish
Portuguese
Romanian
Russian
Serbian
Slovak
Spanish (Castilian)
Tamil
Turkish
Urdu

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Practical example of SW-PBS in an inclusive elementary school in Germany: Fit für gemeinsames Lernen (Fit-GL) – Key Values

Engagement
„Gib dein Bestes!"
(betrifft den Lernprozess)

Respekt
„Achte andere und dich selbst!"
(betrifft den Umgang mit Menschen)

Verantwortung
„Handle rücksichtsvoll!"
(im Umgang mit Sachen)

Commitment
„Do your best!"
(concerns the learning process)

Respect
"Respect others and yourself!"
(concerns dealing with people)

Responsability
"Act considerately!"
(dealing with things)

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Practical example of SW-PBS in an inclusive elementary school in Germany:
Fit für gemeinsames Lernen (Fit-GL) – School Video

To watch the video, please use the following link and download the video:
https://cloud.uol.de/s/cTkjY57b8PAdcEr

Subtitles in 12 different languages

Arabic
Bulgarian
German
English
Italian
Kurdish
Polish
Portuguese
Romanian
Russian
Spanish
Turkish

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Practical example of SW-PBS in an inclusive elementary school in Germany:
Fit für gemeinsames Lernen (Fit-GL) – Behavior Expectation Matrix

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Not all materials can be displayed here to protect the anonymity of the project school.

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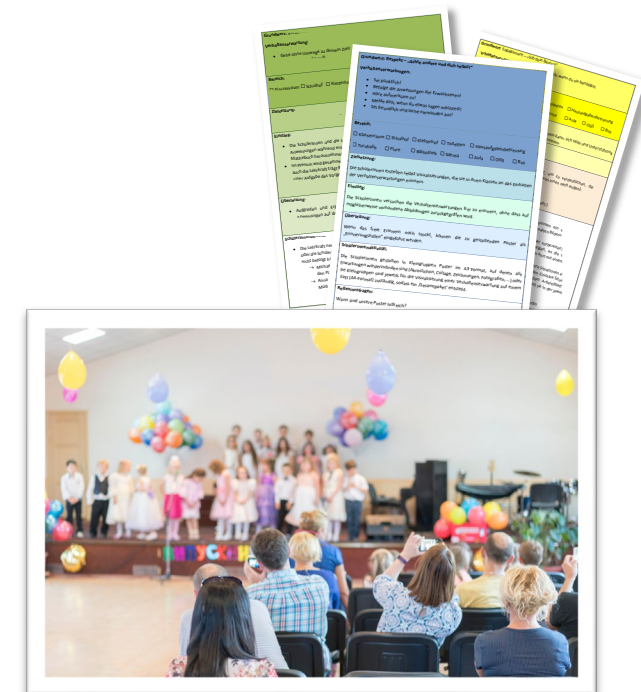
How can PBIS contribute to equitable learning opportunities?

5 Points for Enhancing Equity in School Discipline
(McIntosh, Girvan, Horner, Smolkowski, & Sugai, 2018)

1. Collect, use, and report disaggregated discipline data

2. Implement a behavior framework that is preventive, multi-tiered, and culturally responsive

3. Use engaging instruction to reduce the opportunity (achievement) gap

4. Develop policies with accountability for disciplinary equity

5. Teach strategies for neutralizing implicit bias in discipline decisions

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Future directions

- Providing equity in education could be a chance to increase social justice by providing, e.g.,
  - greater access to early childhood education
  - affordable and more equitable learning opportunities and environments

- Responding to specific needs of culturally and linguistically diverse learners
  - culturally-responsive learning opportunities and environments
  - whole-community or whole-school approaches (OECD, 2019); e.g., School-wide Positive Behavior Support (USA: Horner & Sugai, 2015; GER: Paal, Hintz, & Erbsloeh, 2018; DivKids-PBS, 2019)

- PISA shows improving educational equity over time (OECD, 2018)
  - → but growing financial inequality worldwide
  - → providing financial aid for economically disadvantaged students to improve educational mobility and to reduce social inequality

> "Educational systems cannot not be considered effective until they are effective for all student groups." (PBIS.org, 2020)

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Discussion

- Which challenges did you experience regarding diversity and how did you try to overcome these?

- What kind of data do you use to assess the needs of your students?

- What are your thoughts and ideas on how to deliver equitable learning opportunities for all?

- How did you adapt SW-PBS to be culturally responsive for your school community?

- What are possible next steps to improve your implementation of SW-PBS to establish equitable learning opportunities?

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Addressing Diversity and Equity within PBS – Current Issues and Future Directions

Thank you!

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