COUNTERING PUSHOUT

SKILLS TO SUPPORT BLACK GIRLS

TASHA

INTRODUCTION

Black girls experience school discipline for a host of reasons—many of them associated with the increasingly punitive responses to student behavior and the absence of alternatives to exclusionary discipline in schools. Using social-behavioral research, as well as before- and after-interactive animated video scenarios, this guide will help teachers increase their capacity to create a positive environment where students feel safe and cared for. These self-paced learning videos will assist teachers as they master skills and concepts.

FOR TEACHER REFERENCE

ENDURING UNDERSTANDING	ESSENTIAL QUESTIONS
Perception of self and perception of others influence the relationships and interaction amongst people in communities.	How can understanding Black girlhood change the structure of traditional education?
Inclusive curriculum(s) addresses the social, emotional, and academic needs of students.	What is the difference between acknowledging vs. addressing the influence of racial bias in education?

WEBINAR RUN TIME

20:04

NOTE

Though the questions can be answered while watching the video, it is recommended that time is taken to digest what is being discussed prior to answering the questions to allow for reflection. This can be accomplished by pausing the module after each section or watching it through and then going back to specific parts of the module for review.

Background

Drawing from the documentary film PUSHOUT: The Criminalization of Black Girls in Schools, this webinar features interactive animated video scenarios along with guidance from Dr. Monique W. Morris, Dr. Venus Evans-Winters, and Stephanie L. Patton, experts in the fields of social justice, gender equality, and educational equity. These experts give context to the crisis and provide you a roadmap for how to provide a positive, rather than punitive, response to behaviors that are often misunderstood and misrepresented. The self-paced learning videos and these guidebooks are designed for teachers of all subjects in grades 6 through 12.

RELEVANT PUSHOUT DOCUMENTARY CHAPTERS

Chapter 1, Chapter 2, Chapter 4, Chapter 5

RELEVANT PUSHOUT EDUCATOR VIDEOS

Learning Module 3, Adverse Childhood Experiences;

Learning Module 5, The Adolescent Brain;

Learning Module 6, Adultification Bias

GLOSSARY

ACEs	The Adverse Childhood Experience questionnaire is used to measure childhood trauma. The evaluation consists of 10 questions that fall under the three types of ACEs: abuse, neglect, and household dysfunction.
Adultification	The assignment of adult norms toward a child.
Racialized gender bias	Bias or discriminatory treatment on the basis of race and gender.
School-to-confinement pathways/PUSHOUT	The policies, practices, conditions, and prevailing conscience that facilitate student contact with the juvenile court or criminal legal system.
Microaggression	A brief, commonplace, verbal or nonverbal exchange that cues a sense of subordination based on socially defined categories.
Implicit bias	Attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.

INTRODUCTORY DISCUSSION

TO BEGIN

The questions below should be answered prior to starting the teacher module. They can be incorporated into group discussion or answered independently.

1   Reflect on your own experience as a member of the school community, both as a student and educator. What was school like for you as a student, and how has your childhood experience influenced you as an educator? How do you see your role as an educator? What is the role/responsibility of the school in the students' lives?

2   Traditionally, standardized test scores and other data are used to measure student achievement and school success. If you were to use what Dr. Morris stated above (i.e., "location of healing") to evaluate your school and your own classroom practices, what would be the outcome?

3   What do you think is the most important aspect of a successful classroom?
a. Fostering an environment that encourages the free and open exchange of ideas
b. Making sure each student participates in class discussion
c. Keeping the class on task and on schedule when teaching the curriculum
d. Managing student behavior to ensure the class environment and instruction goes undisturbed

4   How important is cultural relevance in the curriculum?
a. Very important
b. Somewhat important
c. Not important
d. I've never given the topic any thought

5   Do you think teachers would benefit from implicit bias training?
a. Yes, recognizing internalized bias can improve a teacher's instruction
b. No, because not everyone is biased
c. I'm unfamiliar with what implicit bias is and what any sort of training/professional development would look like

COUNTERING PUSHOUT LESSON: "TASHA"

THEMES	Classroom management, teacher-student relationships, curriculum equity, racialized gender bias, mental health, emotional and social health, and social emotional learning.

INTERVIEW(S)	Monique W. Morris, Ed.D., Stephanie L. Patton, M.Ed., Venus Evans-Winters, Ph.D.

TEACHER AND STUDENT CONFLICT

TIME	START TIME	00:00	END TIME	01:19
SUMMARY	Conflict arises between a teacher and her students in a high school classroom.			

REFLECTION QUESTIONS:

1) How would you respond to Tasha's sleeping in your class?
    a.   Simply let her sleep
    b.   Wake her up and insist that she pay attention
    c.   Remove her from class and send her to the principal's office
    d.   Speak to her privately after class to determine why she is sleeping

2) Do ACEs (Adverse Childhood Experiences) play a role in Tasha's behavior?
    a.   Yes, it does
    b.   I don't have enough information to make that determination
    c.   ACEs will not apply to the teacher's assessment of Tasha's disrupting the class

3) The tone of the class became increasingly adversarial. How did the teacher contribute to this, and what would you recommend be done differently?

4) How might implicit bias play a role in the teacher's reaction to Tasha and her classmates? Cite specific examples.

A DIFFERENT APPROACH

TIME	START TIME	01:20	END TIME	12:40
SUMMARY	Discussion with experts on what took place in the classroom, including the reasons for Tasha's behavior and suggestions for alternative actions by the teacher. Microaggressions in the classroom and ACEs are also discussed.			

REFLECTION QUESTIONS:

> **When Black girls and girls of color like Tasha show up in class, they're showing up with a set of family experiences, a set of neighborhood or community experiences, as well as any information that they're receiving from outside society…also their historical knowledge such as family stories, any information they may have read in school books…they don't come in as empty vessels."**
>
> ### VENUS EVANS-WINTERS, PH.D.

1) How could the teacher's interaction with Tasha and her classmates have been different if she had applied what Dr. Evans-Winters shared in the quote above?

2) Following the theme that students don't arrive to the classroom as "empty vessels," what challenges have you come across in your instruction because the students' outside experiences conflict with the lesson or the teacher-student relationship? What was your reaction?

3) How could the "cultural knowledge" that Dr. Evans-Winters refers to in the video have played a role in the class's rejection of Catcher in the Rye? What is the value in knowing your students' cultural knowledge and even taking into account your own when planning/managing your class?

4) How can you incorporate the cultural knowledge of your students into your classroom management and lesson planning?

> **..when students receive several microaggressions within a day, within a week, within a year, it builds up, and the response is always going to be defensive. So, I just think we need to be aware of our own behavior so that we do not trigger students."**
>
> ### STEPHANIE L. PATTON, M.ED.

5) The teacher's saying to Tasha "I've had about enough from you, Missy" is an example of a microaggression. What other microaggressions did the teacher use when addressing Tasha and the rest of the class?

6) Upon reflection, have you used microaggressions when communicating with students?
   a. Yes
   b. No
   c. I'm unfamiliar with what microaggressions are, I need to think about it (See Glossary)

7) Both Monique Morris and Stephanie Patton emphasize the importance of teachers knowing their students and the students knowing that their teachers see them. Do you have anything in place that allows you to get to know your students and, if not, how can you make this part of your classroom practice? What resources in your school can you possibly make use of to improve this? Are there any outside groups that work with your student population that could aid you with this?

8) "Students who experience the most disruption are those who are the most disruptive." How can you apply this quote to your teaching and classroom management while maintaining the academic and behavioral expectations you have for your students?

BACK IN THE CLASSROOM

TIME	START TIME	12:41	END TIME	14:10
SUMMARY	Feedback from the experts made in "A Different Approach" is put into practice.			

1) What opportunity does the teacher have when taking the time to speak to Tasha that she did not have in the scenario when she argued with Tasha? How could this have positively affected her relationship with Tahsa? How might this have also positively influenced the climate of the classroom?

2) Compare the students' reaction to reading Catcher in the Rye to Devil in a Blue Dress. How would you describe the difference the change in reading assignment had on the students' engagement in class and their interaction with their teacher?

3) How are the comments from Jerzy and Serena during class different from the previous scenario? Include examples.

4) Where did the teacher apply information from ACEs in her interaction with Tasha?

COUNTERING PUSHOUT INACTION

TIME	START TIME	14:11	END TIME	20:07
SUMMARY	The featured experts discuss the difference in student-teacher interaction exhibited in "Back in the Classroom." The module concludes with commentary detailing the various challenges facing Black girls in schools and how instituting best practices can address this.			

1) Review your answers from the introductory discussion questions. Have any of them changed after looking at this module? How?

2) Pull a quote from one of the featured experts in the closing remarks. Explain why you chose this particular quote. How might you apply it to your teaching practices moving forward?

3) What are you going to take from this teaching model back into your classroom and your school community? Think of realistic and actionable steps.