

Social Justice in Early Education: Trusting Partnerships + Action as the Catalysts for Systems Change

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“We'll lead, not merely by the example of our power, but by the power of our example. We'll be a strong and trusted **partner for peace, progress and security.”**

Social Justice in Early Education: Trusting
Partnerships + Action as the Catalysts for
Systems Change

Definition of **Social** Justice

- **Social** aspect of social justice-- Federal, state/local, private sectors
 - Places where **philosophies** are articulated, debated
 - Places where **policies** are created, debated
 - Places where **services** are delivered
 - Places where the **outcomes** are/are not observable – accountability

Definition of Social Justice

- **Justice** aspects of social justice

1. Fairness—due process, 5th and 14th Amendments

2. Dignity

- ✓ Dignity refers to the inherent worth of family members, including the child.
- ✓ Dignity also refers to the respect and esteem that practitioners attribute to the family and child. To respect and esteem means to support the family's and child's strengths, needs, and priorities. Less able is not less worthy.

3. Equality/equity—*Brown v. B. of Education (1954)*

- ✓ Equality—Treating all children and families the same
- ✓ Equity--Moving beyond “equality” to apply more intensive levels of support calibrated to strengths, needs, priorities, and resources in light of systemic barriers and/or extenuating circumstances

Families Needing Equitable Support

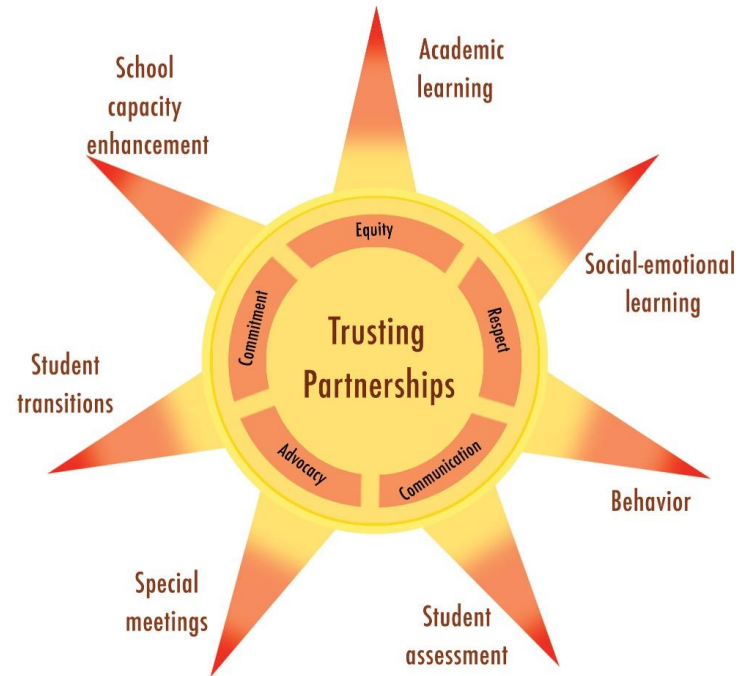
- Each family has a toddler, Marcus, who experiences significant intellectual disability
- Early intervention program is providing a workshop on IDEA parent rights
 - Anika—Both parents have college degrees, professional jobs, and stable income; eager readers
 - Beatrice--first-generation immigrant, Spanish speaking, older child interprets at meetings
 - Cadence—lost all belongings in recent hurricane, single mother, experiencing significant depression and hopelessness

Foundational Understanding of Equity

- **Equity**—Moving beyond “equality” to apply more intensive levels of support calibrated to needs, concerns, and resources in light of systemic barriers and/or extenuating circumstances
 - **Customary support**—providing usual strategies to families who generally do not face systemic barriers and/or extenuating circumstances
 - **Adjusted support**—accommodations in light of systemic barriers and/or extenuating circumstances
 - **Substitute support**—deviating substantially from customary & adjusted support by providing more intensive support due to significant systemic barriers and/or significant extenuating circumstances

Social Justice in Early Education: **Trusting Partnerships + Action as the Catalysts for Systems Change**

Sunshine Model of Trusting Family-Professional Partnerships



Trust: Having confidence in someone's reliability, judgment, and word to act in the best interest of the person extending trust and to make good faith efforts to keep their word.

Dimensions of Trusting Partnerships

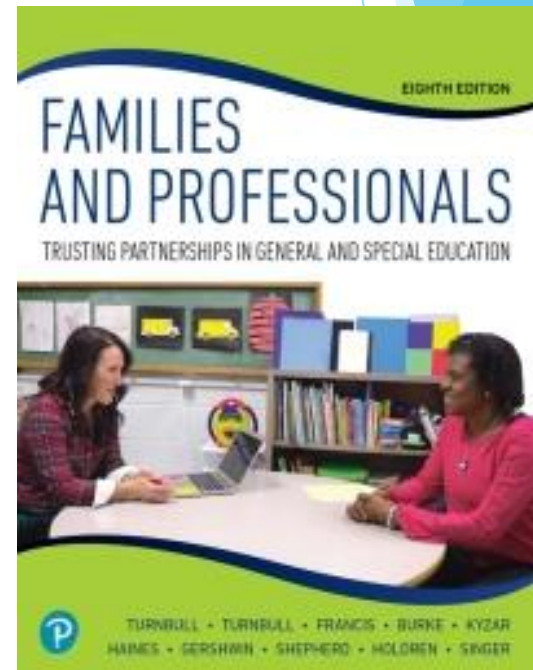
Equity: Moving beyond “equality” to apply intensive levels of support calibrated to needs, concerns, and resources that typically occur in light of systemic barriers and/or extenuating circumstances

Respect: Conveying a sense of admiration for good or valuable qualities; having genuine concern for families’ needs and feelings

Communication: Engaging in culturally responsive and positive interactions that are reciprocal, frequent, and regular

Advocacy: Taking action to solve problems or remove barriers in order to accomplish valued outcomes

Commitment: Making deliberate choices to prioritize and value partnerships, as well as to assume responsibility for partnership outcomes



Social Justice in Early Education: Trusting Partnerships + **Action** as the Catalysts for Systems Change



We are now faced with the fact that tomorrow is today. We are confronted with the fierce urgency of now. In this unfolding conundrum of life and history, there "is" such a thing as being too late. This is no time for apathy or complacency. This is a time for vigorous and postive action.

— *Martin Luther King* —

AZ QUOTES



Child/Student Need for Systems Change

White-Black Achievement Gaps

- Reading
 - 4th Grade—26 points (2017); 6-point improvement (1992)
 - 8th Grade—25 points (2017); no change (1992)
- Math
 - 4th Grade—25 points (2017); 7-point improvement (1990)
 - 8th Grade—32 points (2017); no change (1990)

Preschool students receiving out-of-school suspensions, by race and ethnicity

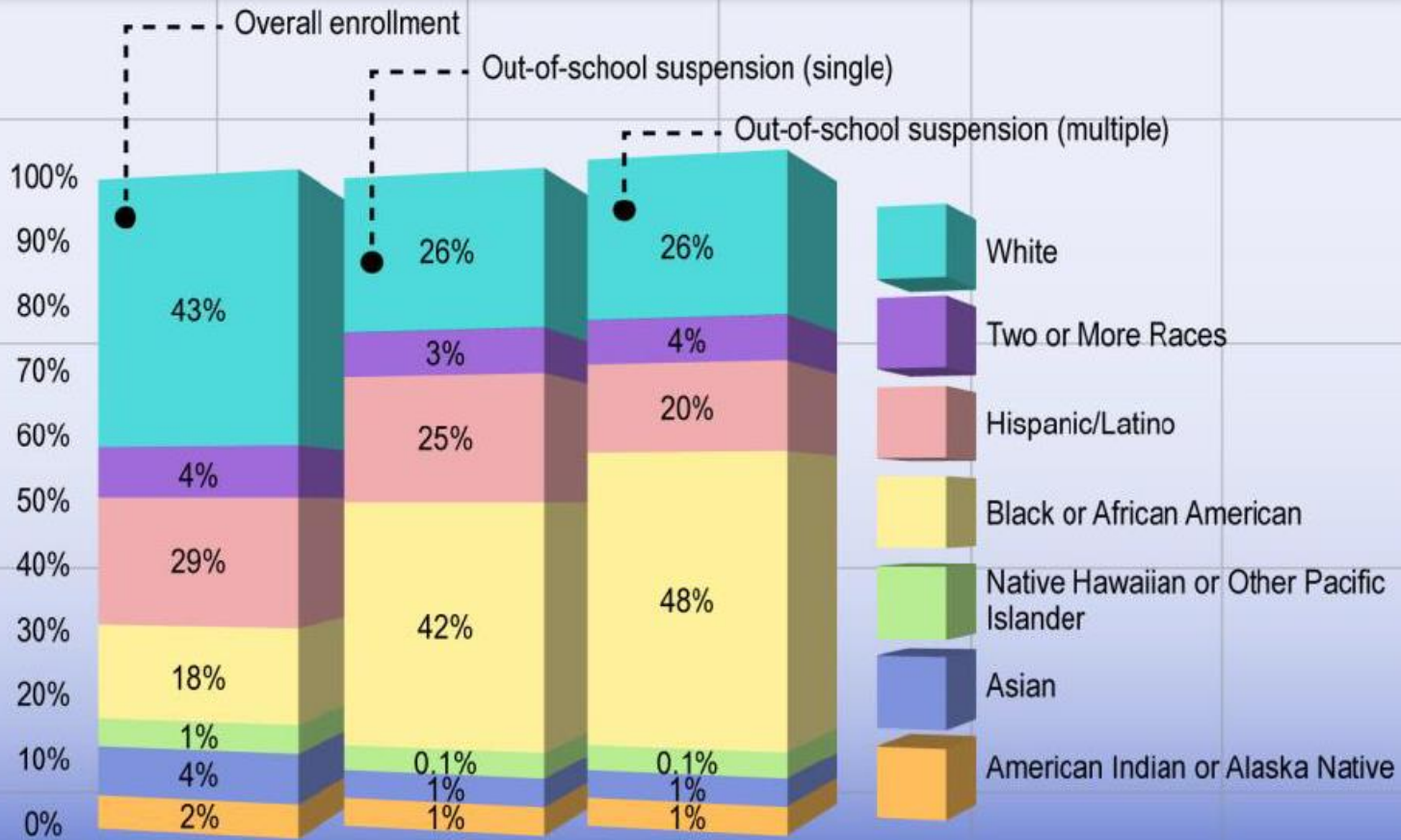
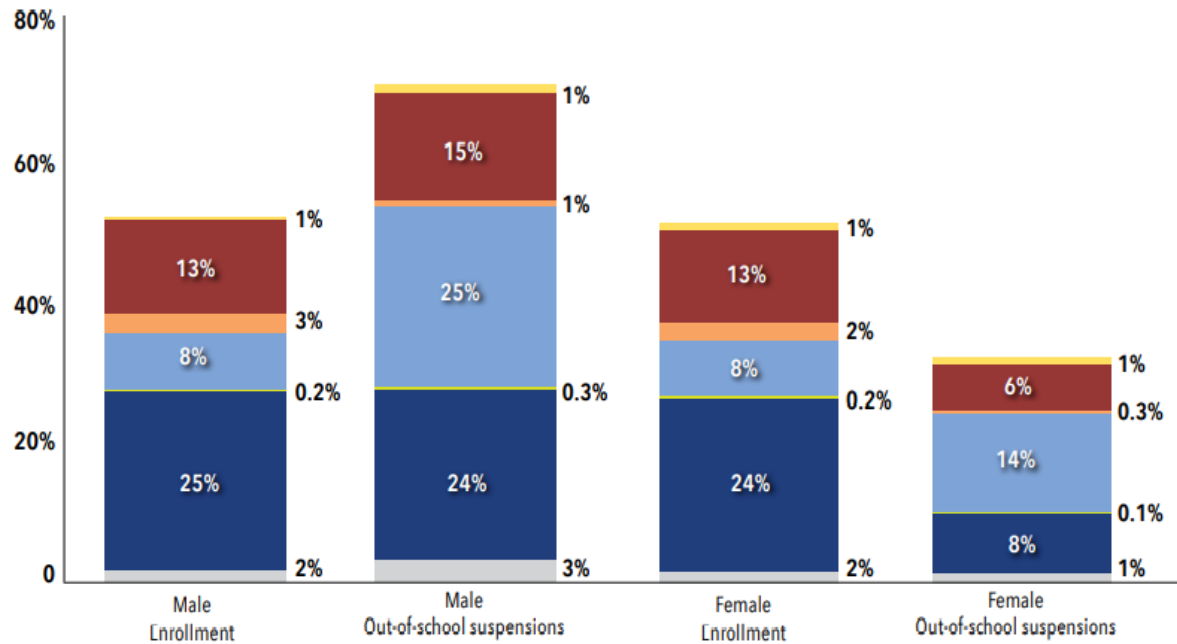


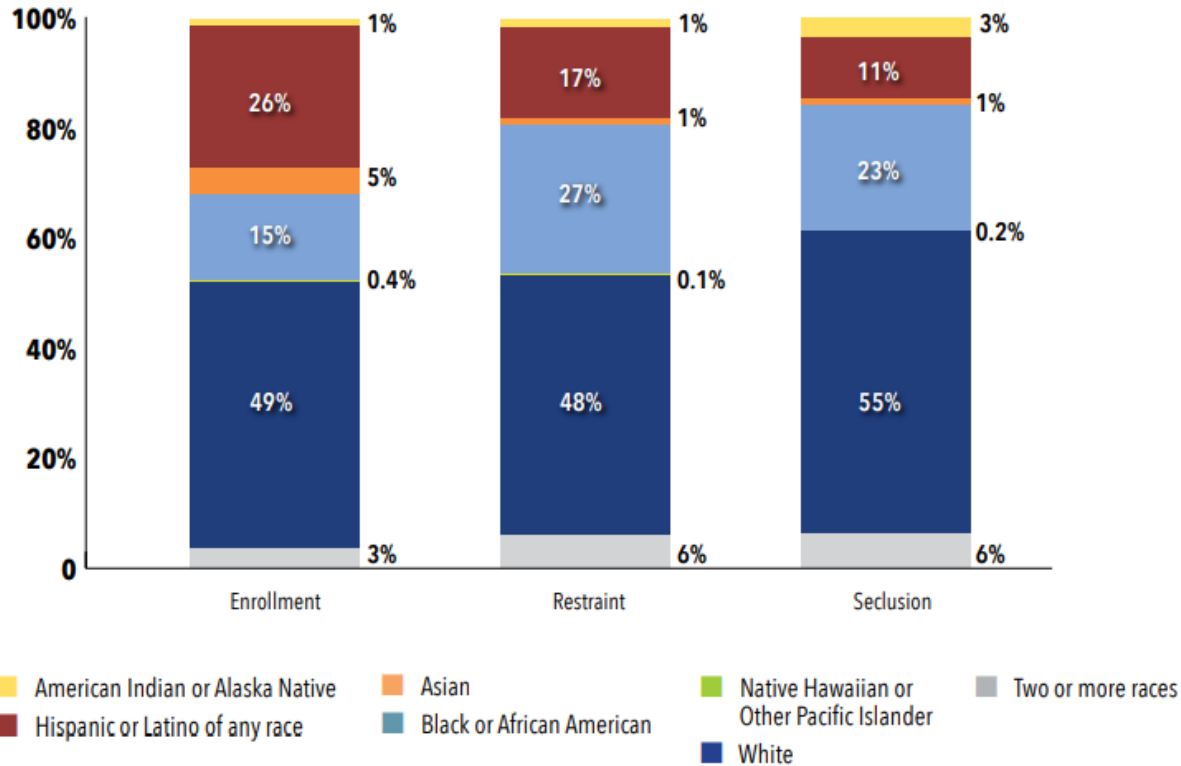
FIGURE 13: Percentage distribution of students receiving one or more out-of-school suspensions, by race and sex



■ American Indian or Alaska Native
 ■ Asian
 ■ Native Hawaiian or Other Pacific Islander
 ■ Two or more races
■ Hispanic or Latino of any race
 ■ Black or African American
 ■ White

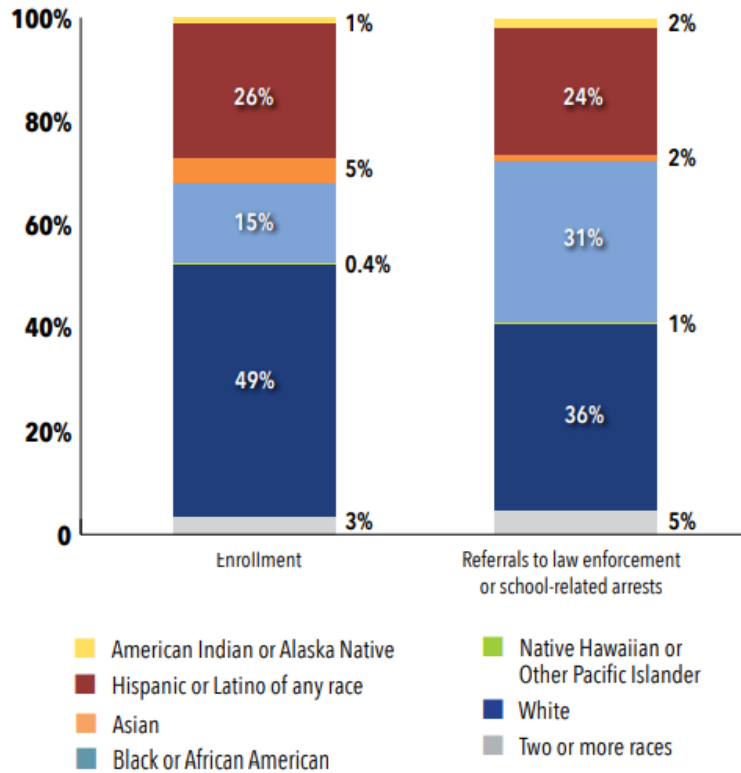
NOTE: Data may not add up to 100 percent due to rounding.
 SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2015-16.

FIGURE 11: Percentage distribution of students subjected to restraint or seclusion, by race



NOTE: Data may not add up to 100 percent due to rounding.
 SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2015-16.

FIGURE 2: Percentage distribution of students referred to law enforcement or subjected to school-related arrests, by race

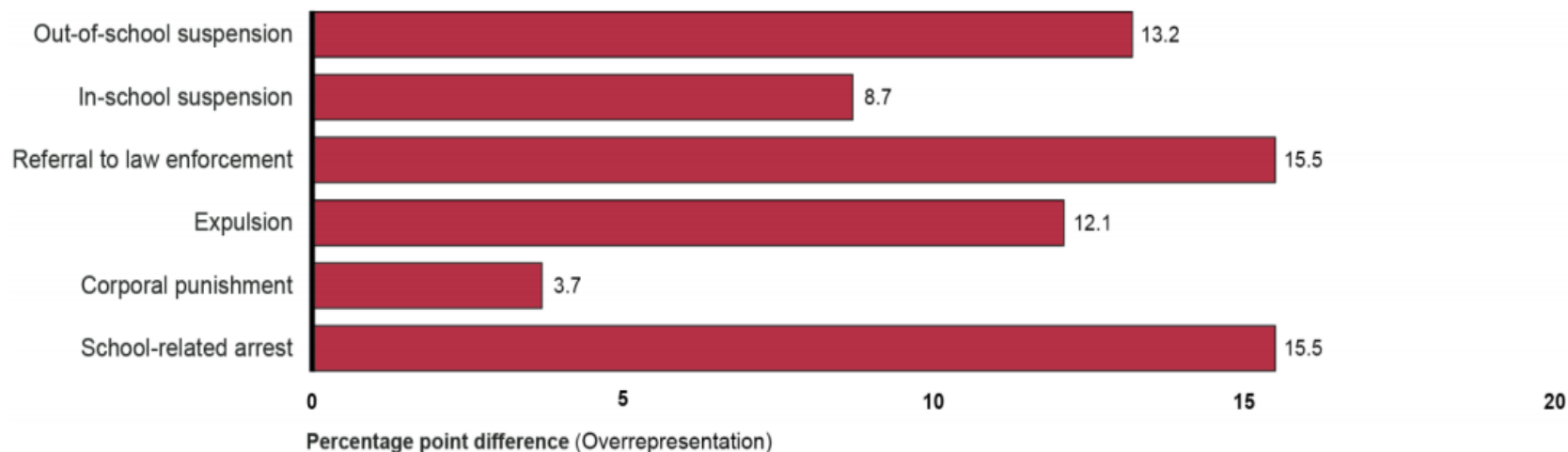


NOTE: Data may not add up to 100 percent due to rounding.

SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2015-16.

Figure 5: Students with Disabilities' Overrepresentation Among Students Who Received Disciplinary Actions, School Year 2013-14

This chart shows that students with disabilities were overrepresented among students who received six types of discipline. For example, students with disabilities were overrepresented among students suspended out of school by approximately 13 percentage points, as shown in the chart, because they made up about 12% of the overall K-12 student population, but 25% of the students suspended out of school.



Source: GAO analysis of Department of Education, Civil Rights Data Collection. | GAO-18-258

Note: In contrast, students without disabilities were underrepresented among students who received each disciplinary action. For example, students without disabilities were underrepresented among students suspended from school by the same amount that students with disabilities were overrepresented, i.e., 13.2 percentage points. Disparities in student discipline such as those presented in this figure may support a finding of discrimination, but taken alone, do not establish whether unlawful discrimination has occurred.

Intersectionality: Pile-up of Risks

- Race—African American; American Indian/Alaska Native
- Disability—Emotional/behavioral disorders; ADHD
- Gender--Male

Birth to Prison Pipeline: Jesse

- ACE score of 7 when starting preschool– physical neglect/abuse; emotional neglect/abuse; household member with substance abuse, mental illness, and incarceration
- Father died when he was 5; never had birthday party or Christmas gifts; can't recall any kindness in his life
- Frequently suspended for aggression; characterized as having a temper and anger management issues; no intervention
- IDEA evaluation in 4th grade; identified as having ADHD; recommendation for counseling to deal with anger & depression and pediatric appt. for meds
- Mother attended most IEP meetings, 4th-8th grade; given rights manual; could not read it; no record of any suggestions; no record of professional equity or advocacy

Birth to Prison Pipeline: Jesse

- Seclusion used as primary method of punishment; anger escalated; frequent suspensions—most of 8th grade; joined gang; frequent drug use
- Dropped out of school at beginning of 9th grade; random short-term jobs; frequent altercations with others
- While high on drugs, shot and killed gang member; awaiting trial after 3 years in jail
- In court papers, mother indicated no knowledge of special education history
- COLOSSAL system failure; no consequences for professionals
- Critical need for SYSTEMS CHANGE

Family Needs for System Change

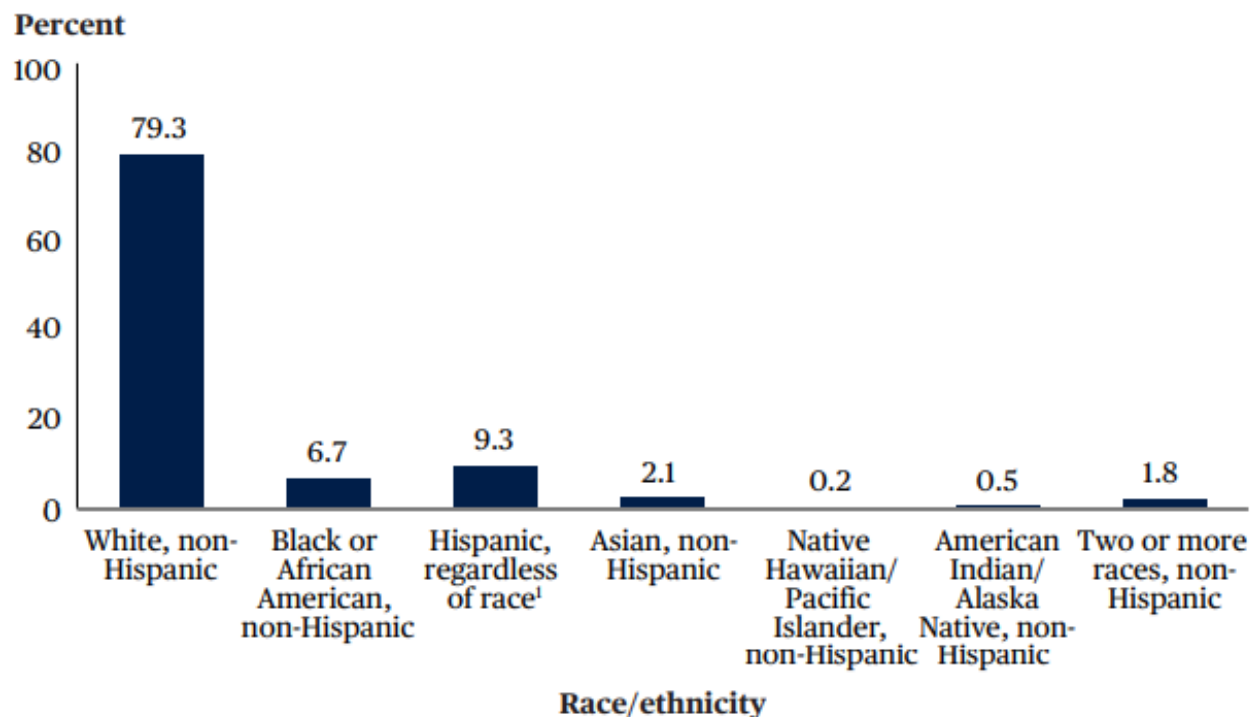
Family Demographics

	Black	White
Low Income	49	26
One-Parent Family	55	19
Food Hardship	35	18
Housing Hardship	21	11
Adult in Fair or Poor Health	16	10

Indicators of Challenges to Family Well-being
% of Racial/Ethnic Group
<https://www.urban.org/sites/default/files/publication/62066/309308-Racial-and-Ethnic-Disparities.PDF>

Leadership Needs for Systems Change

FIGURE 1. Percentage distribution of teachers by race/ethnicity: 2017–2018



¹ Hispanic includes Latino.

NOTE: Teachers include both full-time and part-time teachers. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public School Teacher Data File,” 2017-18.

Data Point: Race and Ethnicity of Public School Teachers and Their Students (ed.gov)

University faculty: 75% White; 6% Black

Board Membership: Persons of Color

- Autism Society—7%
- The Arc of U.S.—15%
- TASH—19%
- DEC—22%
- CEC—50%

Strategies: Partnership + Action for Systems Change

Partnerships + Action: Behavioral Support

- Functional behavior assessment (FBA)
 - Handouts
 - Functional Behavior Assessment/Behavior Intervention Plan Technical Adequacy Evaluation Tool-- https://www.apbs.org/sites/default/files/conference-2016/presentations/h7-iovannone_christiansen_romer-apbs2015.pdf
 - Jesse's evaluation score: 4/18, 22%
 - Handouts
- Behavior intervention plan (BIP)
 - Jesse's evaluation score: 0/18, 0%
- Advocacy for FBA & BIP
 - DEC/ECPC partnership with APBS and CEC for national standards for FBAs and BIPs
- CEC's new Position Statement on Restraint and Seclusion Procedures in School Settings <https://files.eric.ed.gov/fulltext/EJ1004336.pdf>

“The FBA and the BIP should be a core component of planning for children and youth with significant behavioral, emotional, or social challenges and the use of restraints or time out should never be a planned intervention for any child or youth. By using this process, the educational team will ensure that people with a significant level of knowledge of the child or youth, including the parents/guardians, will make decisions about how best to support the student in the school.”

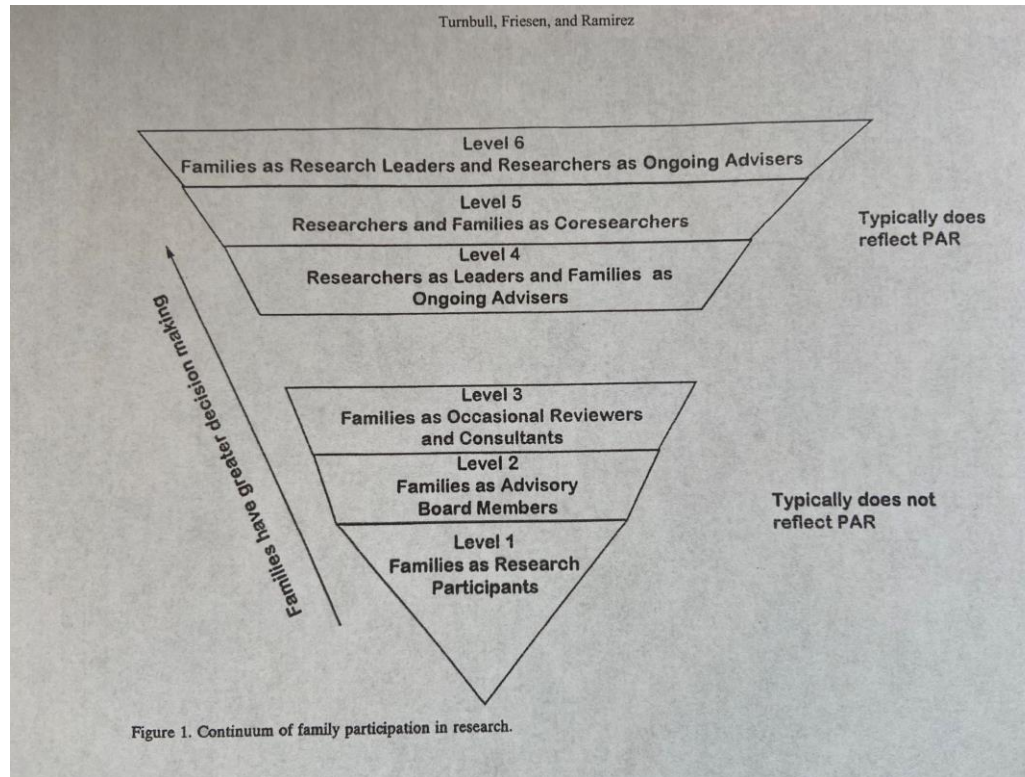
- Advocacy for federal legislation to prohibit seclusion & most of restraint
 - Government Accounting Office Report
 - ✓ Under-reporting
 - ✓ Highest use for students with disabilities
 - ✓ <https://www2.ed.gov/about/reports/annual/ocr/report-to-president-and-secretary-of-education-2019.pdf>
 - Office of Civil Rights--pp.15 & 16
 - ✓ 12% enrollment of students with disabilities; 71% of restraints; 66% of seclusions
 - ✓ <https://www2.ed.gov/about/reports/annual/ocr/report-to-president-and-secretary-of-education-2019.pdf>
 - Keeping All Students Safe Act
 - ✓ <https://www.congress.gov/bill/115th-congress/house-bill/7124/text?q=%7B%22search%22%3A%5B%22keeping+all+students%22%5D%7D&r=1>
 - Fact Sheet: Keeping All Students Safe Act
https://www.aucd.org/docs/KASSA%20Factsheet_H.R.927.pdf

Partnerships + Action in Professional Development

- Perspective from Jessica Amsbary
- Best resource—Dr. Mary Murray, Bowling Green State University
 - Partnership of teacher education program, school districts, and community agencies
 - Over 4 years, 71 parents participated with teacher education students in family course—5-10 parents in class with 25-35 students
 - Districts & agencies paid parents \$800 per semester to gain empowerment skills
 - Students & parents collaborated in 20-hour service projects
 - Parent served as co-teacher
 - Qualitative themes from parents regarding partnerships & advocacy:
 - ✓ Increased confidence
 - ✓ Increased hope for future
 - Superb example of “three-fer”—teaching, research, & service

Murray, M. M., Handyside, L. M., Straka, L. A., & Arton-Titus, T. V. (2013). Parent empowerment: Connecting with preservice special education teachers. *School Community Journal, 23(1), 145-168.*

Partnerships + Action in Research



Reciprocity

Turnbull, A.P., Friesen, B.J., Ramirez, C. (1998). Participatory action research as a model of conducting family research. *Journal of the Association for Persons with Severe Handicaps*, 23(3), 178-188.

Markey, U., Santelli, B., & Turnbull, A.P. (1998). Participatory action research involving families from underserved communities and researchers: Respecting cultural and linguistic diversity. In B.A. Ford (Ed.), *Compendium: Writings on effective practice for culturally and linguistically diverse exceptional learners*. Reston, VA: Council for Exceptional Children, Division for Culturally and Linguistically and Diverse Exceptional Learners.

Partnerships + Action Advocacy Training

- **Partners in Policy Making**

- Developed by the Minnesota Governor's Council on Developmental Disabilities
https://mn.gov/mnddc/pipm/pdf/Partners_Coord_Handbook2016.pdf
- Leadership program teaching people with disabilities and parents of young children with disabilities to be long-term change policy agents.
- Groups of 35 adults and parents meet for 128 hours over 8 weekends.
- Explores 11 critical topics (e.g., service coordination, inclusive education, assistive technology, parliamentary procedure & serving on boards, media skills, meeting a public official). Approximately 32,000 graduates who have, in turn, served on boards at local, state, and federal agencies.

- 5 online courses—e.g., Partners in Making Your Case, <https://partnersonlinecourses.com/partners-in-making-your-case/>
- App available to guide parents and adults in telling their story to policy leaders--6 easy steps, conversion to email, adds photo <https://play.google.com/store/apps/details?id=apptellingyourstoryorg.wpap>
- **Fostering Advocacy, Communication, Empowerment and Supports (FACES)**
 - Developed by Dr. Jamie Pearson at N.C. State University
Pearson, J.N. & Meadan, H. (in press). FACES: An advocacy intervention for African American parents of children with autism. *Intellectual and Developmental Disabilities*.
 - Advocacy program teaching African-American parents of children (ages 3-14) with autism about community resources, legal rights, parent-professional communication skills, and empowerment strategies
 - 18-hour program over 6 weeks
 - Research resulted in significant increase in participants' advocacy, sense of empowerment, and community support
 - 88% of participants rated program “extremely relevant” or “moderately relevant” <https://sites.google.com/ncsu.edu/facesprogram/home>

- **Legislative Advocacy**

- Developed by Dr. Meghan Burke, University of Illinois and Dr. Zach Rossetti, Boston University
- Extensive research over last 6 years on advocacy training with emphasis on racially diverse families
- Current study involves a legislative advocacy program teaching parents associated with six PTIs legislative advocacy skills involving generating ideas for the next IDEA reauthorization, developing expertise for legislative visits, and creating a video-taped testimonial

<http://videotestimonial.web.illinois.edu/>

https://www.youtube.com/watch?v=YH3FbG4GDYA&feature=emb_logo

- 6-hour training program
- Current study in 6 states; randomized controlled study

Partnerships + Action for Organizational Development

- **Who?** Beach Center-Grassroots Consortium—16 members
 - Ursula and D.J. Markey from New Orleans, 9th Ward, eye of Katrina
 - Sweet Alice from Watts
 - Santiago Garcia from Immokalee, FL with migrant workers
 - Lourdes Putz, Brooklyn, Latino families
- **Why?**
 - Identify and solve high-priority problems facing families
 - Ensure diverse families participate in research and solutions are useful
 - Build capacity of “beginning” programs to receive federal funds
- **What values?**
 - “Cowardice asks the question, is it safe? Expedience asks the question, is it politic? But conscience asks the question, is it right? And there comes a time when one must take a position that is neither safe, nor politic, nor popular, but he and she must make it because their conscience tells them it is right.” Martin Luther King



“I was really suspicious of Betsy at first...it was like WHY would this white lady want to come all the way out here to our retreat.....what does she WANT from us (as at that point, anyone we connected with WANTED something). But she and BEACH were the real deal and worked with us and became our trusted partners. I value the long-term friendship I have with You and Ann.”

- **How?**

- Shared time at retreats—getting to know each other and developing trust; slowing down
- Confronting privilege and bias; sheer honesty
- Learning from mistakes
- Research participation—family nights
- Development of 5 OSEP proposals for Community Parent Resource Centers (CPRCs)—then \$100,000 for 3 yrs.
<https://www2.ed.gov/programs/oseppic/eligibility.htm>

- **Possible actions?**

- Partner with local leaders on mutually beneficial goals, including the development of a CPRC proposal—now \$100,000 for 5 yrs.
- Partner with other community leaders/groups to generate funds and person power for organizational development





“If you see something that is not right, not fair, not just, you have a **moral obligation to do something about it.”** John Lewis

...To **take action with **trusted partners**.**