

Is It Me?

Different Approach to Discipline

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Meet The Learner



- High Point Native
- UNC-Charlotte (PhD)
- Queen's University (SPED)
- NC A&T (LCAS, LPC)
- NCCU (Language & Literature)

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Which Car is Better?



Which Student is Most Likely to Be Successful?



What is Her Story?

Turn & Talk

What are some strengths that she may have?

What are some areas we may assume she needed more growth?



Implicit Bias

By comparison, implicit bias is the automatic, often unconscious impact that stereotypic associations with racial and other groups can have on perceptions, judgements, decision-making, and behavior (Devine, 1989; Greenwald & Banaji, 1995; Pearson et al., 2009).

DISTINCTIONS OF EQUITY

It is important to distinguish between three key areas when engaged in equity work. We often confuse their particular purposes. As a result, we use them interchangeably when they are not. Below is a simple chart to help you understand the distinctions between them. Remember, it is NOT a continuum. You cannot begin with multicultural education and believe it will lead to culturally responsive instruction. Why? CRT is focused on the cognitive development of under-served students. Multicultural and social justice education have more of a social supporting role.

MULTICULTURAL EDUCATION	SOCIAL JUSTICE EDUCATION	CULTURALLY RESPONSIVE EDUCATION
Focuses on celebrating diversity.	Focuses on exposing the social political context that students experience.	Focuses on improving the learning capacity of diverse students who have been marginalized educationally.
Centers around creating positive social interactions across difference. Diversity and inclusion efforts live here.	Centers around raising students' consciousness about inequity in everyday social, environmental, economic, and political situations. Anti-racist efforts live here.	Centers around the affective & cognitive aspects of teaching and learning. Efforts to accelerate learning live here.
Concerns itself with exposing privileged students to multiple perspectives, and other cultures. For students of color, the focus is on seeing themselves reflected in the curriculum. Social Harmony	Concerns itself with creating a lens to recognize and interrupt inequitable patterns and practices in society. Critical Consciousness	Concerns itself with building cognitive capacity and academic mindset by pushing back on dominant narratives about people of color. Independent Learning for Agency



Culturally Responsive Classroom Management

The interpretation of behaviors through a multicultural lens and using those cultural skills to support a safe community.

CRCM is a pedagogical approach that guides the management decisions that teachers make. It is a natural extension of culturally responsive teaching which uses students' backgrounds,

Strong Black Woman Schema

I argue that the construct of strength is rooted in a set of problematic assumptions: that strong Black women are the stark and deviant opposites of weak and appropriately feminine white women, that strength is a natural quality of Black women and a litmus test for their womanhood, and that being strong accurately characterizes Black women's motivations and behaviors. To question strength as a social construct is to investigate whose interests it serves, to ask what other qualities may co-exist with it, and to be open to commonalities among as well as differences between Black women and women from other ethnic groups.

Tamara Beauboeuf-Lafontant

Perfectionism

The tendency to demand of others or of oneself an extremely high or even flawless level of performance, in excess of what is required by the situation.

American Psychological Association (2022)

Grieving the Aftermath

Black women's and girls' experiences continue to be pathologized with scant acknowledgment that much of their stress and trauma is rooted in histories of loss and grief (e.g., transatlantic slave trade), forced productivity, and discouraged displays of emotion.

Still...Grieving

Amidst some of the most unfathomable grief, we, daughters of the dust, are often expected to move forward as quickly as possible (Beauboeuf-Lafontant, 2009; Romero, 2000). Black women and girls have historically had to overcome—or mask—insurmountable losses at intersections of identity to ensure Black survival (Collins, 2000; Evans-Winters, 2019).

I propose a strong Black girl schema (Brown, 2021) to trouble the erasure of lived experience evident in pervasive cultural discourses like the strong Black woman schema

How Society Impacts Our Personal Healing

Thinking and talking about trauma from a white-dominant colonial logic is problematic because it masks systemic racial inequities and prevents collective healing from colonial abuses (Alvarez, 2020; Dillard, 2000).

How Society Impacts Our Personal Healing

Healing V. Coping:

First, Watts (2004) suggested that to radically move counseling psychology forward, scholarship and practice related to coping should be shifted in focus to consider topics centered on resisting oppression and other barriers to wellness.

From this perspective, healing is a concept that scales up coping by moving beyond the goal of merely surviving within an oppressive society to thriving (Watts, 2004). Healing occurs when POCI gain critical consciousness about their oppression and seek to resist the associated racial trauma.

#BARZ

“Successful teachers of children marginalized either by income-level or ethnicity—or both—have long understood that their charges not only need strong instruction in skills, but they need to know that it is skills, and not intelligence, that they lack.”

— Lisa Delpit, "Multiplication Is for White People": Raising Expectations for Other People's Children

How Does Impact the Data?

— — —

Grades Offered

Preschool,K,1,2,3,4,5,6,7,8,9,10,11,12

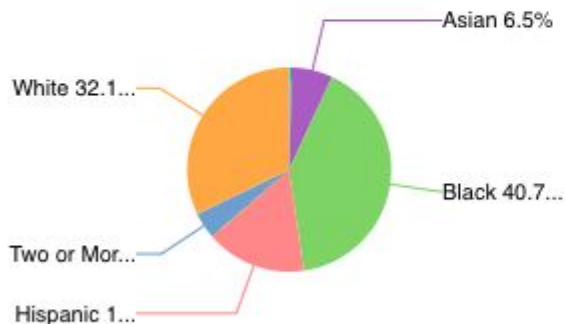
Grades Offered	Preschool,K,1,2,3,4,5,6,7,8,9,10,11,12
Student Enrollment	73,407
American Indian/Alaska Native	0.4%
Asian	6.5%
Black	40.7%
Hispanic	15.8%
Native Hawaiian/Other Pacific Islander	0.1%
Two or more races	4.2%
White	32.1%
Female	48.7%
Male	51.3%
Students with Disabilities (IDEA)	13.3%
Students with Disabilities (Section 504 Only)	1.2%
English Learner (EL) Students	8.4%
Free and Reduced-price Lunch (FRPL)	%

SOURCE: U.S. Department of Education, National Center for Education Statistics, EDData.

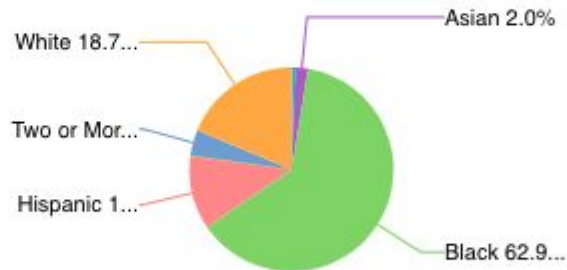
In School Suspension

— — — Compared to overall enrollment, what is the race/ethnicity of students receiving In-School Suspensions, Out-of-School Suspensions, and School Enrollment

School Enrollment



In-School Suspensions



Additional Discipline and Bullying Facts

Discipline Summary

➔ Discipline Report

Preschool Discipline

➔ Corporal Punishment

➔ Suspension & Expulsion

K-12 Discipline

➔ Instances of Corporal Punishment and Suspension

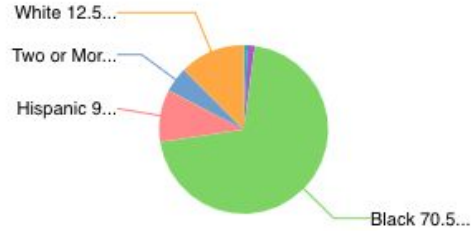
➔ School Days Missed Due to School Suspension

Corporal Punishment

➔ Corporal Punishment

Out of School Suspension

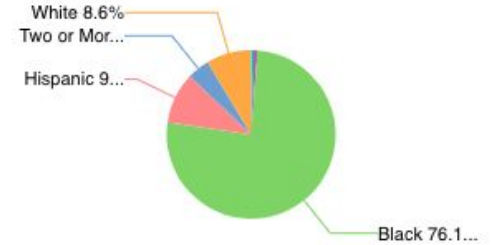
Out-Of-School Suspensions



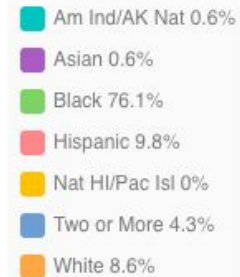
Legend



Expulsions



Legend

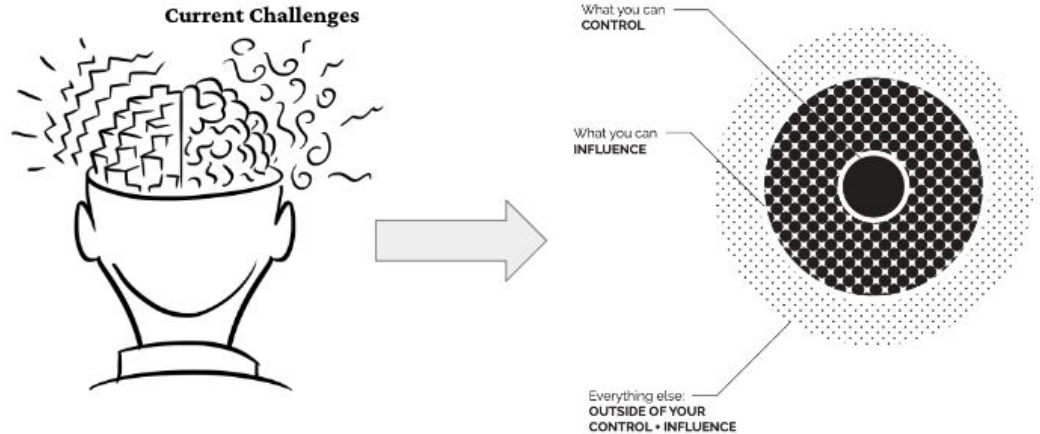


Okay...Now What?

What Needs to Happen to Create Sustainable Change?

- Transition from Coping to Healing!
#Traumaisreal
- Approach Discipline with the right lens:
Where am I responding from?

YOU ARE NOT TAKING CARE OF YOURSELF!



Perfectionism, Implicit Bias & Discipline? Is it Me?

People reward me for having high standards.

I get far more positive attention is when I'm overachieving.

If others see my flaws, I won't be accepted.

If I don't look it over many, many times, I might miss something and look silly.

If I make a mistake I will fail, and failing is not okay.

Cognitive Behavioral Therapy

- Narrative Checks (Who Said?)
- Brave Exploration of Why.
- Managing the Mirror



Discipline Implementation Approach

Interventions

- Student Warning (non embarrassing) ask a peer to review the class expectations.
- LOOK
- Student is required to reflect silently using reflection template/ Seat Changed.
- Examine
- (extra tip) Enforce positive behavior system
- Student 1-on-1 chat during independent work.
- Notice
- Student loss of favored privilege & required for after class conference w/ additional teacher.
- Substantiate
- Parent Phone Call

Intervention Ladder for Discipline in Classrooms	
Step One	
Look Objectively	
Step Two	
Examine the Real Problem	
Step Three	
Notice	
Step Four	
Substantiate	

Toolkit Task(s) for Reflection



Wrapping It Up

TELL something
you enjoyed about
our time together.



ASK
a thoughtful
question about
something we
discussed today.

GIVE
a positive
compliment about
something you
observed in our
learning today.

