

**COUNTERING
PUSHOUT**
SKILLS TO SUPPORT BLACK GIRLS

KAYLA & AMBER

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

WEBINAR RUN TIME 28:33	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.
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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.

WWW.PUSHOUTFILM.COM

RELEVANT PUSHOUT DOCUMENTARY CHAPTERS	RELEVANT PUSHOUT EDUCATOR VIDEOS
Chapter 1, Chapter 2, Chapter 4, Chapter 5, Chapter 6, Chapter 9	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	The policies, practices, conditions, and prevailing conscience that facilitate student contact with the juvenile court or criminal legal system.
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** Black girls are more likely to get into physical fights than white girls.
- True
 - False

- 2** What do you consider are the most effective ways a teacher can de-escalate a fight? There could be more than one answer.
- Separate students who are engaged in a fight
 - Adopt coping mechanisms to calm students, such as deep breathing exercises
 - Discuss alternative ways to express anger other than fighting
 - Bring in a School Resource Officer (SRO) to deal with it

- 3** How important is it for you to have SROs at your school?
- Very important
 - Somewhat important
 - Not important at all
 - We don't have SROs at my school/in my district

- 4** If SROs are used in your school district, what are your feelings about their presence and their relationship with the student population?
- Positive
 - Negative
 - Neutral

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What attribute(s) do you believe to be most important for a teacher to bring to her/his students? (Select all that apply)

- a. Empathy
- b. An understanding of the community
- c. The ability to control the classroom
- d. An understanding of the curriculum
- e. An emphasis on critical thinking
- f. Establish mutual respect

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How do you think teachers can build respect with their students?

- a. Share personal stories from their own lives
- b. Start each class with a conversation about the students' experiences over the last 24 hours
- c. Allow dissenting opinions
- d. Encourage students to ask questions

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What are the unique challenges faced by Black girls in schools?

- a. Black girls experience hyper-punitive discipline
- b. Black girls are assumed to be older than they are (adultification)
- c. Black girls are more often seen as disrespectful in the ways they express themselves
- d. All of the above