Team Unity: 
Balancing the I-Me-We

Focus on Inclusion 2019 Conference
Indiana IEP Resource Center, Indianapolis, IN
Monday, March 11, 2019

Keynote Presenters: Drs. Alisia Moutry & Ramel Smith
Who am I?  
Alisia Moutry, Ph.D.
Who am I? Ramel Smith, Ph.D.

[Image]
Who are we?
TEAM: 
- A group of players forming one side in a competitive game or sport.
- Come together, match or coordinate

UNITY: 
- State of being united or joined as a whole
Unity is strength... when there is teamwork and collaboration, wonderful things can be achieved.

Mattie Stepanek
OUTCOMES

- Identify structures to create and build unity within your MTSS TEAM.

- Recognize and maximize resources to support MTSS.

- Implement shovel-ready intervention(s) to maintain and sustain the movement toward TEAM unity.
MTSS

Addressing Academic, Behavioral, & Social-Emotional learning in a fully integrated system of support
MTSS Elements of a System of Support

- TEAMS
- DATA
- EVIDENCE-BASED PRACTICES
- CONTINUOUS IMPROVEMENT PROCESS
“The strength of the team is each individual member. The strength of each member is the team.”

Phil Jackson
American retired basketball coach and former player
Team Evaluation Aptitude Model

Blaquesmith TEAM

I-Me-We
Optimal-Living in the Black

- Balance
- Harmony
- Winning
• I is Red and Circular.

+ Red represents love.

- Red represents anger.

• The circle represents movement, nature, and oneness.
• We is Blue and Square.

+ Blue represents tranquility and loyalty.

- Blue represents depression and manipulation.

• The Square represents trust and order.
- Me is Yellow and Triangular.

  Yellow represents optimism.

- Yellow represents critical and judgmental pessimistic.

- The Triangle represents success or lack of stability.
Optimal-Living in the Black
Overview of Implementation Teaming

- **Multiple levels of engagement** across states, regions, districts and schools,
- Connects with both “the level above and level below” on a regular basis,
- Support the **widespread use** of the educational **interventions**, 
- Use of **Evidence-Based Practices** (EBPs)/**Evidence Informed Innovations** (EIIs),
- Ensuring **fidelity of both** EBP/EII processes **and Implementation processes**, 
- Uses expertise with **systems change** and the **science of implementation**.
Implementation Stages

- Exploration
  - Assess needs
  - Examine intervention components
  - Consider Implementation Drivers
  - Assess Fit
- Installation
  - Acquire Resources
  - Prepare Organization
  - Prepare Implementation Drivers
  - Prepare Staff
- Initial Implementation
  - Adjust Implementation Drivers
  - Manage Change
  - Deploy Data Systems
  - Initiate Improvement Cycles
- Full Implementation
  - Monitor & Manage Implementation Drivers
  - Achieve Fidelity & Outcome Benchmarks
  - Further Improve Fidelity & Outcomes

Duration: 2-4 Years
Feedback Systems Among Stakeholders
California Scaling Up MTSS (CASUMS)
“The strength of the team is each individual member. The strength of each member is the team.”

Phil Jackson
American retired basketball coach and former player
T.E.A.M.

- **T** (Trauma Informed Care)
- **E** (Equity, Equality)
- **A** (Advocacy vs Adversary)
- **M** (Motion, Momentum, Movement)
T.E.A.M.

- T (Trauma Informed Care)
- E (Equity, Equality)
- A (Advocacy vs Adversary)
- M (Motion, Momentum, Movement)
Equality vs Equity vs Justice

In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.

In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.

In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.
Equality vs Equity vs Liberation
Equality vs Equity vs REALITY
Barriers

Other Areas that Lack Equity and Justice

Poverty
Home-School Relationship
Health Care
Resources: Money, People and Materials
Special Education Placement
Ethic Origin
Homework
Classroom Interventions
Teacher Professional Development
Highly Qualified Teachers
Prison Pipeline
Early Childhood Education
Teachers of Color
Promotion
Parental Involvement
Gender
Placement
Trauma
Three Policy Areas Affect Equity in Education

1. Design of education systems,
2. Practices in and out of school, and
3. How resources are allocated.

ORGANIZATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT (OECD) Policy Briefs
11 BEST SCHOOLS IN THE WORLD

- 9. Japan
- 9. Barbados
- 9. New Zealand
- 8. Estonia
- 6. Ireland
- 6. Qatar

TOP 5

- 5. Netherlands
- 4. Singapore
- 2. Belgium
- 2. Switzerland
- 1. Finland
Widest Achievement GAP: David L. Kirp (2017)

- Despite the work, the gap has not changed significantly on a whole scale level in 30 years.
- Black Males 2.4x’s likely to be suspended
- Black Males 2x’s likely to be retained
- 2006-42% of Black Males and 71% of White Males Graduated from High School on time. (Of the 58% that dropped off, less than 50% gave jobs and 33% are in jail or prison).
- 2011-12 80% graduation rate: Whites 86%, Hispanics 73%, Blacks 69%
- 2014-15 83% graduation rate: Asian 90%, Whites 88%, Hispanics 75%, Blacks 75% American Indian 72%
Department of Education

Teachers & Administrators

- 80% of Bachelors for Education were given to White Educators (American Association of College for Teacher Education).
  - 26% of teachers have between 1-5 years experience.
- 2011-12
  - 80% White
  - 10% Black
  - 7% Hispanic
- 2011-12- 76% White Females
  - 82% White
  - 7% Black
  - 8% Hispanic

Students

- 2002
  - 59% White
  - 17% Black
  - 18% Hispanic
- 2012
  - 51% White
  - 16% Black
  - 24% Hispanic
- 2024
  - 46% White
  - 15% Black
  - 29% Hispanic
Fall 2015, there were 3.6 million FTE teachers (3.1 million Public)

Fall of 2016, there were 50.4 million children in public & elementary school (35.4 million PreK-8\textsuperscript{th}) and (15 million 9\textsuperscript{th}-12\textsuperscript{th}).

In 2014-15, the number of children and youth ages 3-21 receiving Special Educations services were 6.6 million children (13%). Of these learners 35% had a “specific learning disability.”

1990-91: 4.7 million children (11%)
2004-05: 6.7 million (14%)
Special Education is another version of segregation.

Students of color are disproportionately overrepresented. Blacks 40% more and American Indian 70% more likely to be identified as having disabilities. (AI 1% but 17%)

2013-14 Civil Rights Data Collection students with disabilities are twice as likely to receive at least one out of school suspension.

95% of Special Education students spend at least some of their day in general education.

2013 60% of students with disabilities spent 80% of day in regular education.

2004 less than 50% of students spent 80% of day in regular education.

SOARING RATES of AUTISM 258% (in this 10-year gap).
T.E.A.M.

• T (Trauma Informed Care)
• E (Equity, Equality)
• A (Advocacy vs Adversary)
• M (Motion, Momentum, Movement)
Team Unity: Understanding the TEAM.

**Advocacy**

*Support for, promote or recommendation* of a particular cause or policy.

**Adversary**

*Not in Support* of, one’s *opponent* in a contest, conflict or dispute, *challenger*, contender.
**ADVOCACY vs Adversary**

*Four Types on Your Teams*

<table>
<thead>
<tr>
<th></th>
<th>For YOU.</th>
<th>What you are FOR (Your Cause).</th>
<th>What you are AGAINST.</th>
</tr>
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<tbody>
<tr>
<td>CONFIDANT</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>CONSTITUENT</td>
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<td>X</td>
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<tr>
<td>COMRADE</td>
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<tr>
<td>CORRUPTOR</td>
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</table>
• Very few
• Like/love unconditionally
• Share
• Praise & Confront

• Team up to fight the greater enemy
• Only with you until victory is accomplished.

• Walk and labor as long as....
• If they meet someone else that will further their agenda...bye bye!

• Always on different page
• Likes everything you hate
• Mission to destroy
TEAMWORK
coming together is a beginning
keeping together is progress
working together is success

- Henry Ford
T.E.A.M.

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• E (Equity, Equality)
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“It’s not how good you are now; it’s how good you’re going to be that really matters”.

-Atul Gawande

April 2017 @ TED2017
Evidence-Based Tips for Teaming

- **2 Pizza Team Rule** - Jeff Bezo
- **Formula** - Determine the Number of Links - J. Richard Hackman
- **5-9 Members** - Evan Wittenberg
- **Relational Loss** - Follow the ”Cheers Rule”
- **Subtraction or Division**
  - A Harvard Business School Study by Melissa Valentine

\[
\frac{n(n-1)}{2}
\]

\( n = \#\) of people
Adverse Childhood Experience (ACE) Questionnaire
Finding your ACE Score

While you were growing up, during your first 18 years of life:

1. Did a parent or other adult in the household often:
   - Swear at you, insult you, put you down, or humiliate you?
   - Act in a way that made you afraid that you might be physically hurt?
   - Yes  No  If yes enter 1 ________

2. Did a parent or other adult in the household often:
   - Push, grab, slap, or throw something at you?
   - Ever hit you so hard that you had marks or were injured?
   - Yes  No  If yes enter 1 ________

3. Did an adult or person at least 5 years older than you ever:
   - Touch or fondle you or have you touch their body in a sexual way?
   - Try to or actually have oral, anal, or vaginal sex with you?
   - Yes  No  If yes enter 1 ________

4. Did you often feel that:
   - No one in your family loved you or thought you were important or special?
   - Your family didn't look out for each other, feel close to each other, or support each other?
   - Yes  No  If yes enter 1 ________

5. Did you often feel that:
   - You didn't have enough to eat, had to wear dirty clothes, and had no one to protect you?
   - Your parents were too drunk or high to take care of you or take you to the doctor if you needed it?
   - Yes  No  If yes enter 1 ________

6. Were your parents ever separated or divorced?
   - Yes  No  If yes enter 1 ________

7. Was your mother or stepmother:
   - Often pushed, grabbed, slapped, or had something thrown at her?
   - Sometimes or often kicked, bitten, hit with a fist, or hit with something hard?
   - Ever repeatedly hit over at least a few minutes or threatened with a gun or knife?
   - Yes  No  If yes enter 1 ________

8. Did you live with anyone who was a problem drinker or alcoholic or who used street drugs?
   - Yes  No  If yes enter 1 ________

9. Was a household member depressed or mentally ill or did a household member attempt suicide?
   - Yes  No  If yes enter 1 ________

10. Did a household member go to prison?
    - Yes  No  If yes enter 1 ________

Now add up your “Yes” answers: _______ This is your ACE Score
The Masculinity Developmental Hierarchy

Promoted Development (Dynamic)

Dependent Acquisition

Positive Input
Negative Input

Conscious Transformation

Active Awareness

Evolution
Society
Typically Younger Males
Patricia
Culture
Family
Media

Biology

Arrested Development (Static)

Older Males
Fewer Males

Building a Better Man (2014)
## Resources

<table>
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<th>Row 3</th>
<th>I</th>
<th>J</th>
<th>K</th>
<th>L</th>
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<tr>
<td></td>
<td>Helpful</td>
<td>Trustworthy</td>
<td>Kind</td>
<td>Understanding</td>
</tr>
<tr>
<td>Score</td>
<td>Score</td>
<td>Score</td>
<td>Score</td>
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<th>N</th>
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<td>Follow</td>
<td>Rules</td>
<td>Useful</td>
<td>Save Money</td>
<td>Concerned</td>
</tr>
<tr>
<td>Score</td>
<td>Score</td>
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<th>R</th>
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<tbody>
<tr>
<td>Score</td>
<td>Score</td>
<td>Score</td>
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<td>Score</td>
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</table>

### True Colors

- **Blue**: Witty, spontaneous, generous, eager
- **Orange**: Authentic, enthusiastic, compassionate, sincere
- **Gold**: Dependable, organized, stable, concerned
- **Green**: Analytical, calm, cool, investigative, logical

**Know yourself and others**
Team Effectiveness Questionnaire

1. Complete the questionnaire - record your personal assessment of team effectiveness

<table>
<thead>
<tr>
<th>Statements</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Our team has a meaningful, shared purpose.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. Team members clearly understand their roles.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. Team problem solving results in effective solutions.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4. Team members appreciate one another’s unique capabilities.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5. We are able to resolve conflicts with other teams collaboratively.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6. Team members take personal responsibility for the effectiveness of our team.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>7. Working on our team inspires people to do their best.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>8. We have the skills we need to do our jobs effectively.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>9. We are strongly committed to a shared mission.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>10. When an individual’s role changes, an intentional effort is made to clarify it for everyone on the team.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>11. We address and resolve issues quickly.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>12. Team members are effective listeners.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Team Effectiveness Assessment Sample

https://www.cu.edu/sites/default/files/Team_effectiveness_questionnaire.pdf
Team Effectiveness Assessment

Use this survey to promote a discussion on the strengths of your team and possible blockages to effective teamwork.

Complete the survey yourself. Then ask other members of your team to do the same so that you can compare results.

**TEAM EFFECTIVENESS SURVEY**

Consider each of the following statements. Circle the score which best indicates your agreement, where:

1 = Always  2 = Often  3 = Seldom  4 = Never

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<tbody>
<tr>
<td>1</td>
<td>Decisions are made by consensus in the team</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>We have sufficient information to do our jobs well</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>When one person in the team is under pressure other members help out</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>People say what they think</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>Our leader values our individual contributions</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>There are opportunities for personal development in the team</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>Relationships with other groups is good</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>We receive feedback on our performance as a team</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>The objectives of the team are well defined</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>10</td>
<td>We talk about delicate issues in the team</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
6 Steps Toward Equity and Justice

1. Know every child.
2. Become a warm demander.
4. Flex your routines.
5. Make it safe to fail.
6. View culture as a resource.
Real Statistics- Real Questions

- How well do you know your students?
- How well do you know their ACE score?
- Would you die for your students?
- Do you like your students?
- Do you like your job?
- Do you ever mentally check out on the job?

- Do you like your co-workers?
- Do you believe in their ability to teach their students?
- How many of your co-workers would you fire, if you had the authority?
- How many would let your children be taught by these teachers?
- How would you grade the aesthetics of your building?
Reflections and Questions?

• What resonates with you?
• How might you use this information?
• Why is this information important to:
  • You?
  • Your School?
  • Your District?
• What are you wondering?
Breakout Sessions

Building a Better Man
Understand the blueprint for decreasing violence and increasing prosocial behavior in adolescents within a school setting.

TEAM Unity: Working with and for ALL to improve student achievement.
Review tools to help schools and districts build and or refine high functioning teams.

Balancing the: I-ME-WE
MORE of the Siblings!
Vince Lombardi

“Individual commitment to a group effort -- that is what makes a team work, a company work, a society work, a civilization work.”
MINDFULNESS ACTIVITY

William Becton
Til' The End