



# Resources for Enhancing the Cultural Responsiveness of PBIS

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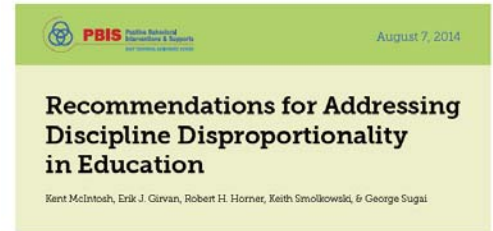


# Getting going...

- Turn to a neighbor
  - What do you want to get out of this session?



# A 5-point Intervention Approach to Enhance Equity in School Discipline



Disproportionality represents one of the most significant problems in education today (Gregory, Skiba, & Noguera, 2010; U.S. Government Accountability Office, 2013). The results of decades of research consistently show that students of color, particularly African American students (and even more so for those with disabilities), are at significantly increased risk for exposure to exclusionary discipline practices, including office discipline referrals and suspensions (e.g., Fabelo et al., 2011; Losen & Gillespie, 2012; Shaw & Braden, 1990). These differences have been found consistently across geographic regions and cannot be adequately explained by the correlation between race and poverty (Nolte-meyer & McCoughlin, 2010). Given the well-documented negative effects of exclusionary discipline on a range of student outcomes (American Academy of Pediatrics Council on School Health, 2013), educators must address this issue by identifying rates of discipline disproportionality, taking steps to reduce it, and monitoring the effects of intervention on disproportionality. Disproportionality in exclusionary discipline blocks us from the overall objective of promoting positive outcomes for all students.

### Components of Effective Intervention to Prevent and Reduce Disproportionality

The existing research is clear that no single strategy will be sufficient to produce substantive and sustainable change. Multiple components may be needed, but not all components may be necessary in all schools. We describe

here a 5-point multicomponent approach to reduce disproportionality in schools.

#### 1. Use Effective Instruction to Reduce the Achievement Gap

Because of the well-documented relation between academic achievement and problem behavior (O'Leary, Sallee, &

*continued on next page*

## 5-point Intervention Approach

1. Use engaging **academic instruction** to reduce the opportunity (achievement) gap
2. Implement a **behavior framework** that is preventive, multi-tiered, and culturally responsive
3. Collect, use, and report **disaggregated** discipline data
4. Develop **policies** with accountability for disciplinary equity
5. Teach strategies to **neutralize implicit bias**

<http://www.pbis.org/school/equity-pbis>

## Why start with a foundation of PBIS?

1. Proactive, instructional approach **may** prevent problem behavior and exposure to biased responses to problem behavior
2. Increasing positive student-teacher interactions **may** enhance relationships to prevent challenges
3. More objective referral and discipline procedures **may** reduce subjectivity and influence of cultural bias
4. Professional development **may** provide teachers with more instructional responses

(Greflund et al., 2014)

## Effects of PBIS on Discipline Disproportionality

- **Vincent et al., 2011**
  - **Statistically significantly lower Black-White ODR disproportionality** in 72 schools implementing SWPBIS than in 81 schools not implementing SWPBIS
- **Vincent et al., 2009**
  - **Decreases in ODRs seen across racial/ethnic groups** in 69 schools implementing SWPBIS
- **Scott, 2001**
  - **Larger decreases in suspensions** for Black students when SWPBIS implemented
- **McIntosh et al., 2014**
  - Sustained decrease in suspensions over eight years of SWPBIS implementation **in an Indigenous school**

## Which PBIS Features are Most Related to Equity?

(Tobin & Vincent, 2011)

- Examined change in Black-White Relative Risk Index for suspensions in 46 schools
- Two key predictors of decreased disproportionality:
  - **Regular use of data for decision making**
  - **Implementation of classroom PBIS systems**

## Which features predicted decreased disproportionality?

- Expected behaviors defined clearly
- Problem behaviors defined clearly
- Expected behaviors taught
- Expected behaviors acknowledged regularly
- Consistent consequences
- CW procedures consistent with SW systems
- Options exist for instruction
- Instruction/materials match student ability
- High rates of academic success
- Access to assistance and coaching
- Transitions are efficient and orderly



## Free Association

- What comes to mind when you hear

## Cultural Responsiveness?

## Cultural Responsiveness

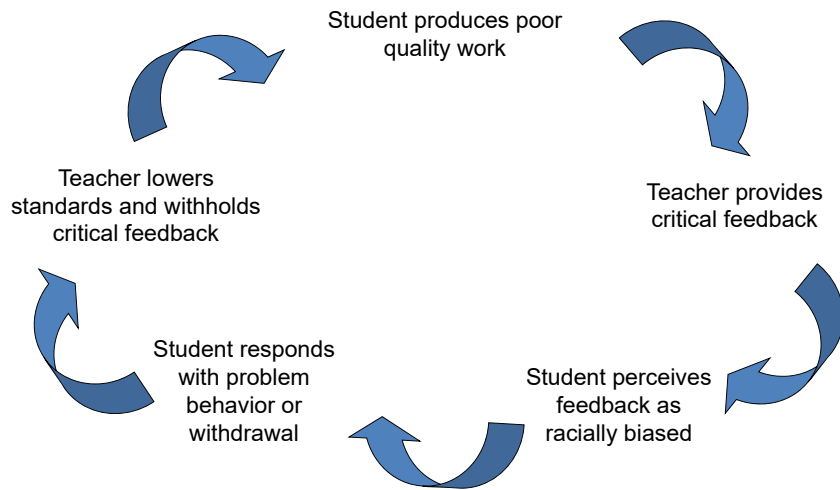
- Three parts (Klingner et al., 2005)
  1. Holding **high expectations** for all students
  2. Using students' **cultures and experiences** to enhance their learning
  3. Providing all students with access to **effective instruction and adequate resources** for learning

## High Expectations

- Should we lower our expectations for certain groups?
- Don't lower expectations, because students will meet them!
- A better approach is to **meet students where they are** and **provide the additional support** needed to reach the same goals.

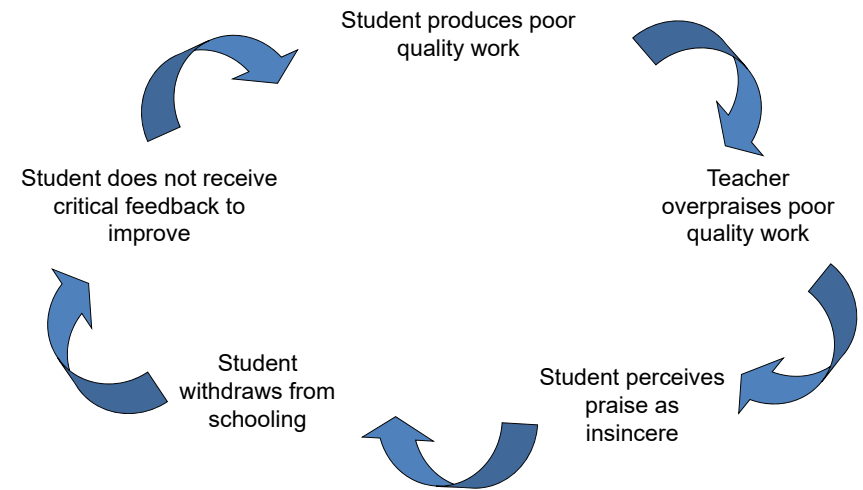
# A Cycle of Mistrust

(Yeager et al., 2014)



# A Cycle of Mistrust

(Yeager et al., 2014)



## Breaking the Cycle of Mistrust: Wise Interventions to Provide Critical Feedback Across the Racial Divide

David Scott Yeager  
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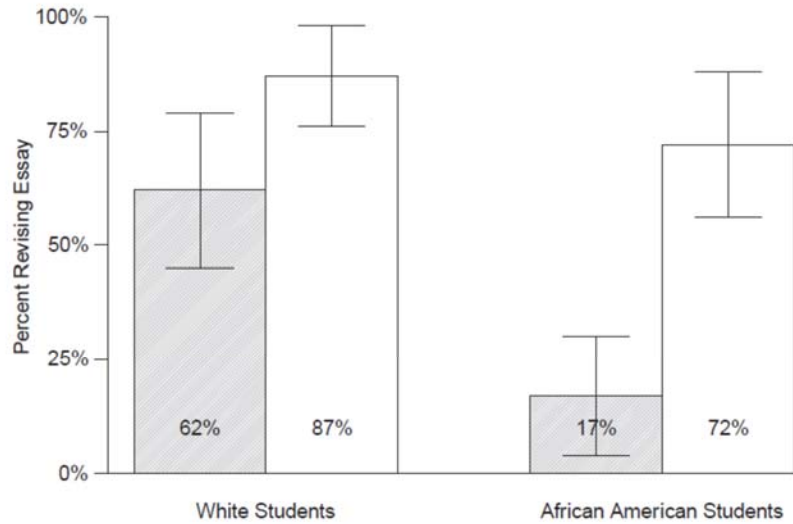
Three double-blind randomized field experiments examined the effects of a strategy to restore trust on minority adolescents' responses to critical feedback. In Studies 1 and 2, 7th-grade students received critical feedback from their teacher that, in the treatment condition, was designed to assuage mistrust by emphasizing the teacher's high standards and belief that the student was capable of meeting those standards—a strategy known as *wise feedback*. Wise feedback increased students' likelihood of submitting a revision of an essay (Study 1) and improved the quality of their final drafts (Study 2). Effects were generally stronger among African American students than among White students, and particularly strong among African Americans who felt more mistrusting of school. Indeed, among this latter group of students, the 2-year decline in trust evident in the control condition was, in the wise feedback condition, halted. Study 3, undertaken in a low-income public high school, used *attributional retraining* to teach students to attribute critical feedback in school to their teachers' high standards and belief in their potential. It raised African Americans' grades, reducing the achievement gap. Discussion centers on the roles of trust and recursive social processes in adolescent development.

Keywords: trust, stereotype threat, critical feedback, stigma, attributional ambiguity

## Wise Feedback

(Yeager et al., 2014)

- Middle and high school students were assigned essays to write
- Teachers provided substantial criticism and one of two notes at the end:
  - “I’m giving you these comments because I have very high expectations and I know that you can reach them.”
  - “I’m giving you these comments so that you’ll have feedback on your paper.”



## Wise Feedback

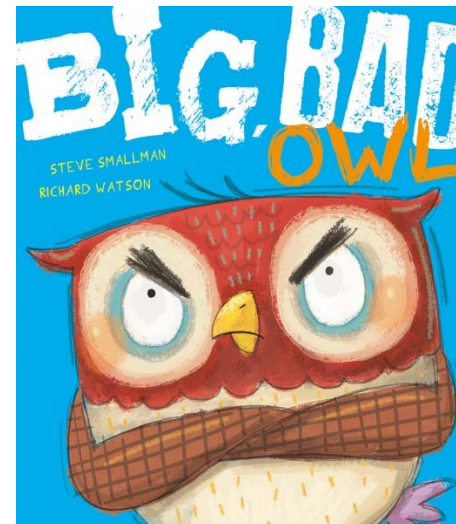
(Yeager et al., 2014)

- 3 parts
  - Critical feedback
  - Communicate high standards
    - Not just “do better”
  - Provide resources (time and feedback)

Think...  
OWL



## BAD OWL



- **O**verpraise mediocre work
- **W**ithhold constructive feedback
- **L**ow expectations

## GOOD OWL



- Offer critical feedback
- With high expectations
- Ladder statement

## Rate this Strategy: Wise Feedback

- On a scale of 1-10...
  - How likely would you be to try it out?
  - How likely do you think it would improve disciplinary equity?



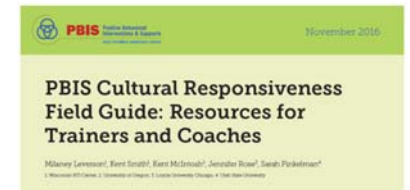
## 5 Ways to Make School Systems More Culturally Responsive

(Levenson et al., 2016)

1. Identity Awareness (staff/student/community)
2. Voice
3. Supportive Environment
4. Situational Appropriateness
5. Data for Equity

## PBIS Cultural Responsiveness Field Guide (Levenson et al., 2016)

- Three sections:
  1. Identity awareness
  2. TFI Cultural Responsiveness Companion
  3. Appendices



This field guide outlines an integrated framework to embed equity efforts into school-wide positive behavioral interventions and supports (SWPBS) by aligning culturally responsive practices to the core components of SWPBS. The goal of using this guide is to make school systems more responsive to the cultures and communities that they serve. This guide is part of a 5-point intervention approach for enhancing equity in student outcomes within a SWPBS approach.

An overview and other elements of the approach can be found at: <http://www.pbis.org/school/equity-pbis>

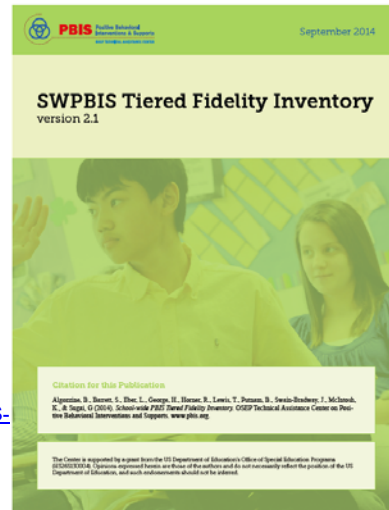
<http://www.pbis.org/school/equity-pbis>

# TFI Cultural Responsiveness Companion

- Aligned directly with SWPBIS Tiered Fidelity Inventory (TFI) Tier I Scale

<http://www.pbisapps.org>

<https://www.pbisapps.org/Applications/Pages/PBIS-Assessment-Surveys.aspx#tfi>



# TFI Cultural Responsiveness Companion

- Identifies 15 critical features of behavior support
  - Describes the big idea
  - Identifies cultural responsiveness concept
  - Provides non-examples, examples, activities, and resources

CR Concept: SITUATIONAL APPROPRIATENESS

**SWPBIS Big Idea**

School-wide expectations are a brief, memorable set of positively stated expectations that create a school culture that is clear, positive, consistent, and focused on teaching social and emotional competencies.

**Culturally Responsive Elaboration**

Teams adopt or revise expectations that are reflective of the cultural values of the surrounding community. Expectations and specific rules are identified based on a legitimate purpose within the setting, as opposed to simply school tradition or maintaining the status quo. Within a culturally responsive framework, behavior expectations should focus on high standards for all students, be able to be taught and learned, and be respectful of the students' cultures.

**Non-examples**

- Teams and staff adopt school-wide expectations and rules that inadvertently exclude some students based on cultural norms or family values.
- School-wide expectations are not sufficiently examined for "best fit" with a school's students and families.
- Rules are linked to the dominant culture and assume common experiences. (e.g., Use the Golden Rule, Use fancy restaurant manners)

**Examples**

- Teams provide staff and community with periodic orientation and opportunities to examine and give input regarding school-wide expectations and rules to ensure that they reflect the values and norms of the community.
- Teams examine expectations and rules for implicit bias to ensure that expectations are truly universal.
- Families and students are given opportunities to examine and give feedback on the school-wide expectations and rules before implementing and at least annually after implementation.
- Expectations and rules are included in family and student orientation materials, including explicit statements on possible differences between school and home.
- School staff model expectations and refer to them regularly in daily interactions.

**Resources**

- Example of school matrix developed with family and student input (Appendix C)
- School-wide Expectations and Matrix Examination Activity (Appendix D)
- Stakeholder Input and Satisfaction Surveys - Student and Family (available soon at [www.PBIS4apps.org](http://www.PBIS4apps.org))

## Recommended use...



1. Cultivate identity awareness
2. Complete the TFI
  - Identify areas of strength and priority
3. Refer to the CRC with the following options:
  - Build on TFI strengths
  - Address TFI priorities
  - Complete the entire CRC
4. Create and use an action plan

# 5 Ways to Make School Systems More Culturally Responsive

(Levenson et al., 2016)

## 1. Identity Awareness

(staff/student/community)

## Activity: Identity Awareness (self-reflection on values)

- This activity can be completed for staff to reflect on their personal values and how these values:
  - Change over time
  - Shape the school culture
  - May vary from those of others
  - How these differences could raise conflict

Elements of Culture	My values growing up	My values now	What my school values	How my students and families might be different	How this difference may create conflict
Appropriate personal space					
Appropriate voice level					
Appropriate dress					
Appropriate response to insults					

## Activity

- Review all 4 elements (rows) on your own
- Discuss your responses for one element



## Discussion Points

- What has changed in your values over time?
- How might your values differ from those of your students?
- How do we identify what the school values are?

## Rate this Strategy: Values Activity

- On a scale of 1-10...
  - How likely would you be to try it out?
  - How likely do you think it would improve disciplinary equity?



## 5 Ways to Make School Systems More **Culturally Responsive**

(Levenson et al., 2016)

1. Identity Awareness  
(staff/student/community)
2. **Voice**

## Stakeholder Input & Satisfaction Surveys

Stakeholder Input and Satisfaction Survey – Student MIDDLE/HIGH (SISS MIDDLE/HIGH) version 0.1

We would like to hear from you about how you feel about your school. This survey asks what you think about behavior at school and what should be done to enhance how we treat and relate to each other. You do not have to answer all of the questions.

This survey is anonymous – nobody will know that your answers came from you.

What grade are you in? \_\_\_\_\_

Please answer these questions by circling one answer:

What is your ethnicity?

Hispanic/Latino/a      Not Hispanic/Latino/a      I prefer not to answer

What is your race (please circle all that apply)?

American Indian/Alaska Native      Asian      Black/African American

Pacific Islander/Native Hawaiian      White      I prefer not to answer

Beyond that, is there another ethnic group you identify with? \_\_\_\_\_

What is your gender or gender identity?

Male      Female      Transgender      I prefer not to answer

Which of the following best describes you?

Heterosexual (straight)      Gay or Lesbian      Bisexual      I prefer not to answer

Please pick an answer or fill in the blanks for the following questions:

**EXPECTATIONS** (how your teachers want you to behave at school)  
Do you know how your teachers want you to behave at school? YES / NO

What are the school-wide behavior expectations? \_\_\_\_\_

Are the school-wide behavior expectations meaningful or important to you? YES / NO  
If not, what do you think the expectations should be? \_\_\_\_\_

Are the school-wide behavior expectations the same as they are in your home? YES / NO  
If not, what expectations are different at school? \_\_\_\_\_

Do **students** usually follow the school-wide behavior expectations? YES / NO  
 Do **teachers** usually follow the school-wide behavior expectations? YES / NO  
 If not, give an example: \_\_\_\_\_

**ACKNOWLEDGEMENT** (catching you doing things the right way)  
 In the past week, did you see teachers and staff reward or praise **other students** for following the school expectations? YES / NO  
 In the past week, did teachers and staff reward or praise **you** for following the school expectations? YES / NO  
 If so, were you rewarded or praised in ways that are meaningful or important to you? YES / NO  
 If not, how could it more meaningful or important to you? \_\_\_\_\_

**DISCIPLINE** (what happens when students break the rules)  
 Are adults in the school fair to **you** when you break the rules? YES / NO  
 Are adults in the school fair to **all students** when they break the rules? YES / NO  
 If not, what would make it more fair? \_\_\_\_\_

**SAFETY** (whether you feel safe from harm at school)  
 Do you feel safe at school? YES / NO  
 The places in the school I feel the MOST safe are (pick all that apply):  
 (LIST OF SWIS LOCATIONS, plus OTHER: \_\_\_\_\_)  
 What makes these places safe? \_\_\_\_\_

The places in the school I feel the LEAST safe are (pick all that apply):  
 (LIST OF SWIS LOCATIONS, plus OTHER: \_\_\_\_\_)  
 What makes these places NOT safe? \_\_\_\_\_

In the past week, have you **witnessed** bullying or harassment at your school? YES / NO  
 In the past week, have you been bullied or harassed at your school? YES / NO  
 If so, where did it happen? (pick all that apply)

**RESPECT** (how we treat each other)  
 Are **students** at your school respectful to other students? YES / NO  
 Are **students** at your school respectful to teachers? YES / NO  
 Are **teachers** at your school respectful to students? YES / NO  
 Are **teachers** at your school respectful to other teachers? YES / NO

**CONNECTIONS** (how close you feel to others)  
 Do you like your school? YES / NO  
 Do you feel connected to **other students** at your school? YES / NO  
 Do you feel connected to **adults** at your school? YES / NO  
 If you have a problem, is there an adult at your school you would tell? YES / NO

**YOUR PERSPECTIVE**  
 The biggest problem with behavior in my schools is: \_\_\_\_\_  
 One thing teachers and staff could do better to improve behavior in my school is: \_\_\_\_\_  
 One thing teachers and staff are doing in my school that they should keep doing is: \_\_\_\_\_  
 One thing I wish my teachers knew about me is: \_\_\_\_\_

THANK YOU FOR YOUR TIME!

## Rate this Strategy: Student Input Survey

- On a scale of 1-10...
  - How likely would you be to try it out?
  - How likely do you think it would improve disciplinary equity?



## 5 Ways to Make School Systems More Culturally Responsive

(Leverson et al., 2016)

1. Identity Awareness (staff/student/community)
2. Voice
3. Supportive Environment

## At NorKam, We CARE

	All Settings	Classroom/Library	Halls/Cafeteria	Off-Campus	Assemblies/Performances
<b>C</b> Compassion	<i>We will</i> <ul style="list-style-type: none"> <li>be inclusive of all community members</li> <li>accept cultural and individual differences</li> <li>leave harmful items at home</li> </ul>	<i>We will</i> <ul style="list-style-type: none"> <li>encourage mutual respect</li> <li>value differences of opinion</li> <li>learn about others</li> </ul>	<i>We will</i> <ul style="list-style-type: none"> <li>be considerate of others</li> </ul>	<i>We will</i> <ul style="list-style-type: none"> <li>be courteous and cooperative</li> <li>promote a safe, supportive, and caring community</li> </ul>	<i>We will</i> <ul style="list-style-type: none"> <li>be respectful and cooperative audience members</li> <li>show appreciation in appropriate ways</li> </ul>
<b>A</b> Accountability	<i>We will</i> <ul style="list-style-type: none"> <li>accept the consequences of our actions</li> <li>expect to apologize, repair, and replace</li> <li>report any unsafe, or destructive behavior</li> </ul>	<i>We will</i> <ul style="list-style-type: none"> <li>do our own work</li> <li>study and review for tests</li> <li>ask for extra help if needed</li> <li>complete and hand in all work</li> </ul>	<i>We will</i> <ul style="list-style-type: none"> <li>use recycling bins and garbage cans</li> <li>make healthy choices</li> <li>cleanup after ourselves</li> <li>carry a hall pass during class time</li> </ul>	<i>We will</i> <ul style="list-style-type: none"> <li>respect school policies</li> <li>model good behavior</li> <li>report bullying or unsafe behavior</li> </ul>	<i>We will</i> <ul style="list-style-type: none"> <li>remove hats</li> <li>turn off and put away cell phones and other electronic devices</li> <li>enter and exit in an orderly manner</li> <li>sit in assigned areas</li> </ul>
<b>R</b> Respect	<i>We will</i> <ul style="list-style-type: none"> <li>use positive language</li> <li>respect school property</li> <li>dress appropriately</li> <li>follow staff directions</li> <li>follow emergency procedures</li> </ul>	<i>We will</i> <ul style="list-style-type: none"> <li>turn off and put away cellphones and electronic devices</li> <li>remove hats</li> <li>come to class on time</li> <li>be aware of emergency routines</li> </ul>	<i>We will</i> <ul style="list-style-type: none"> <li>keep lockers free of graffiti</li> <li>keep aisles, doorways and stairways clear</li> <li>respect personal space</li> </ul>	<i>We will</i> <ul style="list-style-type: none"> <li>respect our neighborhood</li> <li>respect our environment</li> <li>obey traffic rules</li> </ul>	<i>We will</i> <ul style="list-style-type: none"> <li>give full attention to performers</li> <li>use appropriate theatre behavior</li> </ul>
<b>E</b> Excellence	<i>We will</i> <ul style="list-style-type: none"> <li>use manners</li> <li>demonstrate pride in our school</li> </ul>	<i>We will</i> <ul style="list-style-type: none"> <li>give maximum effort</li> <li>have a positive attitude</li> <li>support others' learning</li> <li>do our best work</li> </ul>	<i>We will</i> <ul style="list-style-type: none"> <li>wait patiently in line-ups</li> <li>model good behavior</li> </ul>	<i>We will</i> <ul style="list-style-type: none"> <li>be considerate of community expectations</li> <li>be good ambassadors of NorKam</li> <li>show our best selves</li> </ul>	<i>We will</i> <ul style="list-style-type: none"> <li>be active listeners</li> <li>recognize and show appreciation for the efforts of others</li> </ul>

## Common PBIS Activity: School-wide Expectations Matrix

- Clarify what is expected for students
- Create consistency among staff
- Reduce miscommunication
- Make hidden curriculum visible
- Focus on prosocial behavior

## How to Create a School-wide Expectations Matrix

1. Write behavior expectations down the left

## Critical Features of Effective School-wide Expectations

- Small number
  - 2 to 5
- Broad
  - Cover all expected behaviors
- Memorable
- Positively stated

# How to Create a School-wide Expectations Matrix

1. Write behavior expectations down the left
2. List settings/contexts across the top
3. Provide at least two **positively stated**, observable student actions in each box (use the “dead person rule”)
  - **The best example of behavior**
  - **The positive alternative to the most common error**

## Activity: Matrix Evaluation


- Review the expectations matrix for the high school in the handout. Identify aspects that:
  - May reflect hidden biases
  - Could be rewritten in more student-friendly language
  - Could be made more student-centered

	CLASSROOMS	COMMONS/CAFETERIA	HALLWAYS	SCHOOL GROUNDS & SURROUNDING COMMUNITY	Restroom
<b>P</b> <b>PERSONAL RESPONSIBILITY</b> To be accountable for your own actions, choices and the results	<ul style="list-style-type: none"> <li>• Be on time</li> <li>• Be prepared</li> <li>• Be an active learner</li> <li>• Complete assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Use table manners</li> <li>• Eat your own food and not share your food with others</li> <li>• Clean up after yourself</li> <li>• Recycle</li> </ul>	<ul style="list-style-type: none"> <li>• Use the bathroom and get a drink during passing period</li> <li>• Gather all materials for next class</li> </ul>	<ul style="list-style-type: none"> <li>• Drive safely</li> <li>• Stay on public property</li> </ul>	<ul style="list-style-type: none"> <li>• Use the bathroom between classes</li> <li>• Wash your hands</li> </ul>
<b>R</b> <b>RESPECT</b> To show consideration, appreciation, and acceptance	<ul style="list-style-type: none"> <li>• Be an active listener</li> <li>• Consider other views</li> <li>• Use eye contact</li> <li>• Stay focused on the topic of discussion</li> <li>• Eliminate derogatory language</li> <li>• Give respect and you will get respect</li> </ul>	<ul style="list-style-type: none"> <li>• Use conversational volume</li> <li>• Be polite to others</li> </ul>	<ul style="list-style-type: none"> <li>• Use conversational language and volume</li> <li>• Be considerate of others personal space and property</li> <li>• Move to the side to let others pass by</li> <li>• Avoid interrupting classes</li> </ul>	<ul style="list-style-type: none"> <li>• Clean up after yourself</li> <li>• Follow all school rules</li> </ul>	<ul style="list-style-type: none"> <li>• Allow privacy for others</li> <li>• No videos or pictures</li> </ul>
<b>I</b> <b>INTEGRITY</b> To be honest, sincere, and kind in words and actions	<ul style="list-style-type: none"> <li>• Do your own work</li> <li>• Be patient with self and others</li> <li>• Share responsibilities</li> <li>• Take hats off in class</li> </ul>	<ul style="list-style-type: none"> <li>• Wait your turn</li> <li>• Pay for all purchases</li> <li>• Be welcoming and include others</li> <li>• Attend only one lunch</li> </ul>	<ul style="list-style-type: none"> <li>• Have a pass if out of class</li> <li>• Exit the building after school day or approved activities</li> </ul>	<ul style="list-style-type: none"> <li>• Be courteous to community members</li> </ul>	<ul style="list-style-type: none"> <li>• Keep the stalls and walls graffiti free</li> </ul>
<b>D</b> <b>DETERMINATION</b> To set goals and meet expectations	<ul style="list-style-type: none"> <li>• Be organized – plan time to do work or study</li> <li>• Learn from mistakes</li> <li>• Ask for help when you need it</li> </ul>	<ul style="list-style-type: none"> <li>• Make healthy food choices</li> </ul>	<ul style="list-style-type: none"> <li>• Move promptly to class</li> </ul>	<ul style="list-style-type: none"> <li>• Increase knowledge and use of community resources</li> </ul>	<ul style="list-style-type: none"> <li>• Clean up after yourself</li> </ul>
<b>E</b> <b>EXCELLENCE</b> To strive to do the best at all times	<ul style="list-style-type: none"> <li>• Produce quality work</li> <li>• Challenge yourself to take a chance</li> <li>• Use school resources</li> <li>• Strive for perfect attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage your friends to clean up</li> </ul>	<ul style="list-style-type: none"> <li>• If you see litter, help by picking it up</li> <li>• If you see a visitor, say hello and offer assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Serve the community in a positive way</li> <li>• Be a role model</li> </ul>	<ul style="list-style-type: none"> <li>• Return to class promptly and quietly</li> </ul>

**TEACHING MATRIX**

# C. Alton Lindsay Middle School

## SCHOOL-WIDE BEHAVIOR EXPECTATIONS



	Arrival & Dismissal	Hallway & Transitions	Bathroom	Cafeteria	Classroom
<b>S</b> <b>Safety First</b>	<ul style="list-style-type: none"> <li>• Walk directly to my designated area</li> <li>• Stay in my area</li> <li>• Talk softly</li> <li>• Keep hands, feet, and belongings to myself</li> </ul>	<ul style="list-style-type: none"> <li>• Walk directly to my designated area</li> </ul>	<ul style="list-style-type: none"> <li>• Keep hands, feet, and belongings to myself</li> <li>• Allow for the privacy of others</li> </ul>	<ul style="list-style-type: none"> <li>• Enter and exit with a pass or my teacher</li> <li>• Throw away my trash and tray</li> <li>• Clean up after myself</li> </ul>	<ul style="list-style-type: none"> <li>• Listen</li> <li>• Follow directions the first time given</li> <li>• Ask appropriately for help</li> <li>• Clean up after myself</li> <li>• Follow lab rules and procedures</li> </ul>
<b>W</b> <b>Work Together Respectfully</b>	<ul style="list-style-type: none"> <li>• Respect the space of others</li> </ul>	<ul style="list-style-type: none"> <li>• Walk quietly in a single, straight, and silent line so that others can continue learning and working</li> <li>• Walk to the right side of the hallway</li> </ul>	<ul style="list-style-type: none"> <li>• Conserve supplies:                             <ul style="list-style-type: none"> <li>- 2 squirts of soap</li> <li>- 2 pushes/turns on the paper towel dispenser</li> </ul> </li> <li>• Dispose of trash in the trash can</li> </ul>	<ul style="list-style-type: none"> <li>• Move away from conflict or distractions</li> <li>• Ask for help when needed</li> <li>• Be patient</li> <li>• Stay in line</li> </ul>	<ul style="list-style-type: none"> <li>• Accept feedback and discipline from staff by listening, asking questions, and following directions the first time.</li> <li>• Be ready to learn</li> <li>• Be present and focused</li> <li>• Encourage others</li> </ul>
<b>A</b> <b>Accept Responsibility</b>	<ul style="list-style-type: none"> <li>• Keep to your own business</li> </ul>	<ul style="list-style-type: none"> <li>• Remain quiet in QUIET ZONES</li> <li>• Carry my own belongings</li> <li>• Keep lockers locked</li> <li>• Walk directly to my designated area</li> </ul>	<ul style="list-style-type: none"> <li>• Flush</li> <li>• Wash my hands</li> <li>• Use appropriate fixtures</li> <li>• Go</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain a clean space and conversation</li> <li>• Keep food on my tray or in my mouth</li> </ul>	<ul style="list-style-type: none"> <li>• Attend class daily and on time</li> <li>• Clean up after myself</li> <li>• Be prepared for instruction with all necessary materials</li> </ul>
<b>G</b> <b>Guide Me</b>	<ul style="list-style-type: none"> <li>• Teachers will supervise groups of students at all times</li> <li>• Teachers will ensure that they know the location of all students</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will enforce safety</li> <li>• Teachers will monitor students by being at their doors and in the hallways</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will stand by bathrooms to monitor the noise and behavior from the hallway</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will arrive on time and pick up students on time</li> <li>• Teachers will walk students directly into the cafeteria</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will supervise groups of students at all times</li> <li>• Teachers will be prepared for class                             <ul style="list-style-type: none"> <li>- Lesson plans posted</li> <li>- Engaged and present</li> <li>- Observable outcomes</li> </ul> </li> </ul>

## “The Blank Matrix Activity”

- Provide students with a school-wide matrix (with blank expectation by setting cells)
- Have students write (or draw) expectations for each area
- Use results to:
  - Revise matrix to include more “student-friendly” examples
  - Identify areas or expectations that need reteaching

## Rules Gallery Walk

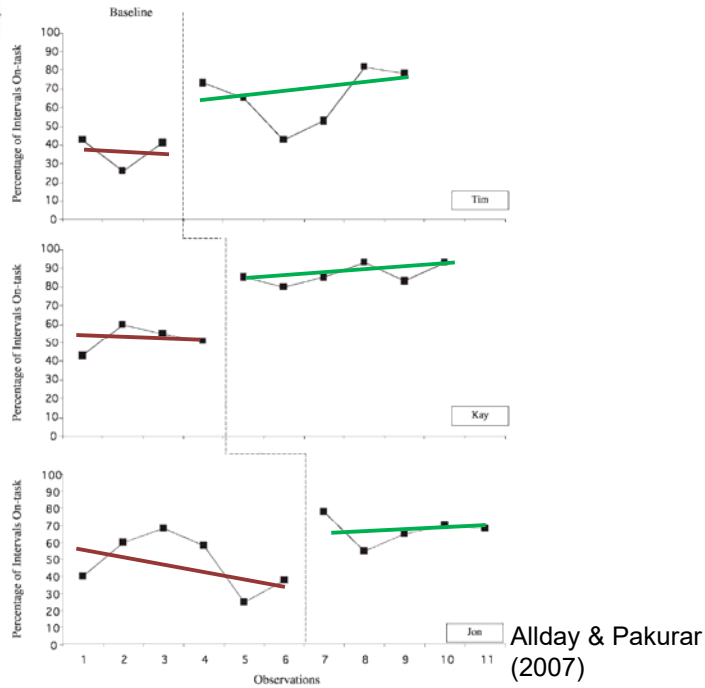
1. Students walk around the school and document (e.g., photograph) any “rules”
2. Post rules on the walls of the gym with a set of questions on flipchart paper:
  - Is the rule positively stated?
  - What is the purpose of the rule?
  - What is the underlying value that this rule promotes?
  - Is this rule necessary?
  - Does this rule fit within any of our school-wide expectations (if they exist)?
3. Use results to revise expectations and rules

## Rate this Strategy: Rules Gallery Walk

- On a scale of 1-10...
  - How likely would you be to try it out?
  - How likely do you think it would improve disciplinary equity?



## What strategies build positive student-teacher relationships?



## Rate this Strategy: Greet at the door

- On a scale of 1-10...
  - How likely would you be to try it out?
  - How likely do you think it would improve disciplinary equity?



## What strategies build positive student-teacher relationships?

- Provide **clear expectations and routines**
  - Have high expectations
  - Teach them explicitly and regularly
  - Keep a consistent, predictable structure
- Get to know **students and their lives**
  - Learn and use their names and interests
  - Invite them to “decorate” the classroom
  - Non-contingent attention
  - Greet students at door

PACIFIC CASCADE  
MIDDLE SCHOOL

PCMS  
Everyday HEROES

Name: [Redacted]

Grade: 6 Date: 1/14/15

Health \_\_\_\_\_

Excellence \_\_\_\_\_

Relationships Your kind note about Fred the

Opportunities turtle was

Equality appreciated. Part of

Safety growing up is

showing empathy for

others. Thanks for your

Kindness!

Issued by: [Redacted]

Student's Lynx Life Advisor: \_\_\_\_\_

White-Student Yellow-Office Pink-Hero

# Parent Acknowledgement Story

“Yes, made me proud since I had no idea he even did it. It's those little things that make me think maybe we are doing something right. Makes parents not give up 😊”

# Modified TFI Walkthrough Tool

## Staff Interview Questions

Interview at least 10% of staff or at least 5 for smaller schools

1. What are the \_\_\_\_\_ (school rules, high 5's, 3 bee's)? (Define what the acronym means)
2. Have you taught the school rules/behavior expectations this year?
3. Have you given out any \_\_\_\_\_ since \_\_\_\_\_? (rewards for appropriate behavior) (2 months ago)

## Student Interview Questions

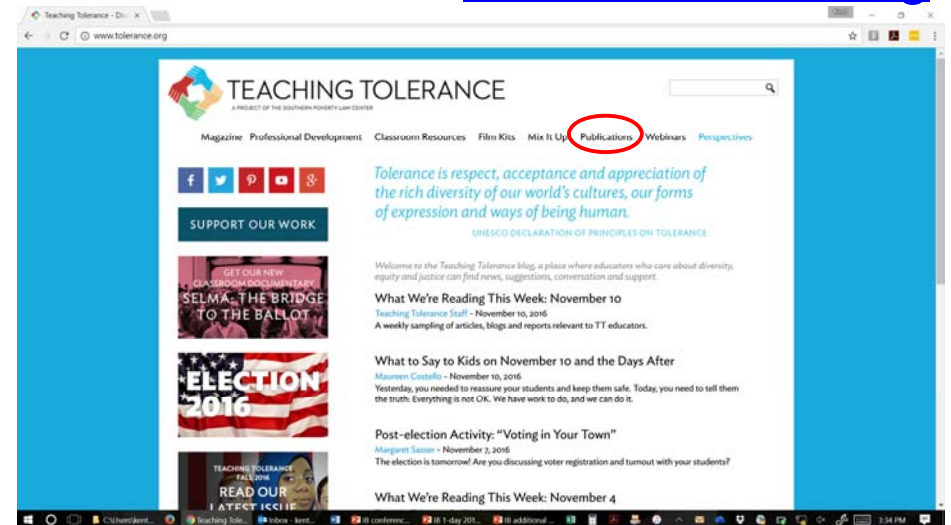
Interview a minimum of 10 students that are demographically representative

1. What are the \_\_\_\_\_ (school rules, high 5's, 3 bee's)? (D)
2. In your own words, what do those mean in school?
3. How would you describe them at home?
4. Have you received a \_\_\_\_\_ since \_\_\_\_\_ (rewards for appropriate behavior) (2 months ago)

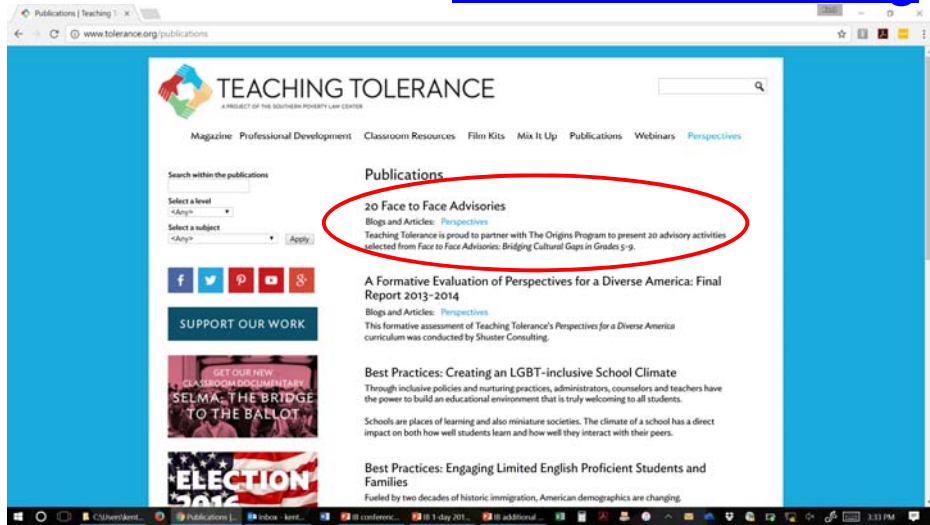
Student Questions (at least 10 students)					
1	Gender/ Cender/ Race	What are the (school rules)? Record the # of rules known	Can explain what the rules mean in own terms in school?	Can explain what the rules mean at home?	Have you received a _____ since _____?
1			Y N	Y N	Y N
2			Y N	Y N	Y N
3			Y N	Y N	Y N
4			Y N	Y N	Y N
5			Y N	Y N	Y N
6			Y N	Y N	Y N
7			Y N	Y N	Y N
8			Y N	Y N	Y N
9			Y N	Y N	Y N
10			Y N	Y N	Y N
11			Y N	Y N	Y N
12			Y N	Y N	Y N
13			Y N	Y N	Y N
14			Y N	Y N	Y N
15			Y N	Y N	Y N
Total					

When we look for the behavior we want to see, we will see it more often.

# Resources for Promoting Equity in Classrooms: [www.tolerance.org](http://www.tolerance.org)



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# 5 Ways to Make School Systems More Culturally Responsive

(Levenson et al., 2016)

1. Identity Awareness (staff/student/community)
2. Voice
3. Supportive Environment
4. **Situational Appropriateness**

# Common PBIS Activity: T-Chart

- Office vs. classroom managed activity
  - Provides clarity and consistency
  - Allows for needs assessment

## T-Chart

Staff-managed Problem Behaviors	Office-managed Problem Behaviors
<ul style="list-style-type: none"> <li>□ <u>Eating, drinking, chewing gum</u></li> <li>□ <u>Disruption</u></li> <li>□ <u>Horseplay</u></li> <li>□ <u>Defiance to another student</u></li> <li>□ <u>Pushing or shoving</u></li> <li>□ <u>Lying/cheating</u></li> <li>□ <u>Public Display of Affection</u></li> <li>□ <u>Writing on School Property</u></li> <li>□ <u>Disrespect, minor to another student or another student's belongings</u></li> </ul>	<ul style="list-style-type: none"> <li>□ <u>Defiance/Disrespect/Non-Compliant</u></li> <li>□ <u>Abusive or inappropriate Language</u></li> <li>□ <u>Fighting or Physical Aggression</u></li> <li>□ <u>Disruption</u></li> <li>□ <u>Theft/Forgery</u></li> <li>□ <u>Property Damage/Vandalism</u></li> <li>□ <u>Use or Possession of Drugs/Alcohol</u></li> </ul>



# Culturally Responsive Elaboration: "Pi" Chart

- Clarifies what is ok and what is not ok
- The tweak:
  - Highlights situational specificity
  - Some problem behaviors are universally wrong
  - Some problem behaviors are "not for school" (may be ok outside of school)

# Example "Pi" chart

Situationally Inappropriate Behaviors	Staff-managed Problem Behaviors	Office-managed Problem Behaviors
<b>Overlap</b> (contributing before teacher finishes talking)	Missing materials	Use or Possession of Alcohol/Drugs
<b>Touching Peers</b> (as way of communication)	Inappropriate language	Weapons
<b>Delay in starting work</b> (contemplation, not avoidance)	Minor non-compliance	Continued defiance
<b>Checking work with peers</b> (cooperation)	Dress code violation	Harassment
<b>Movement</b> during class	Rudeness	Fighting

# Culturally Responsive Adaptation: Personal Matrix

- Aka "behavior dictionary"
- Tool to assist in "code-switching"
- The tweak:
  - Take school expectations and...
    - Add differences at home
    - Add differences in community

Expectation	At SCHOOL it looks like...	At HOME it looks like...	In my NEIGHBORHOOD it looks like...
<b>Be Safe</b>	<ul style="list-style-type: none"> <li>• Keep hands and feet to self</li> <li>• Tell an adult if there is a problem</li> </ul>		
<b>Be Respectful</b>	<ul style="list-style-type: none"> <li>• Treat others how you want to be treated</li> <li>• Include others</li> <li>• Listen to adults</li> </ul>		
<b>Be Responsible</b>	<ul style="list-style-type: none"> <li>• Do my own work</li> <li>• Personal best</li> <li>• Follow directions</li> <li>• Clean up messes</li> </ul>		

## Activity: Interpreting the Personal Matrix

- Assess differences between school and other settings and ask:
  1. Are the “different” school rules necessary for positive student development?
    - **NO:** Change the rules to align more with home and neighborhood
    - **YES:** Acknowledge explicitly and provide additional teaching, practice, and acknowledgment

Expectation	At SCHOOL it looks like...	At HOME it looks like...	In my NEIGHBORHOOD it looks like...
Be Safe	<ul style="list-style-type: none"> <li>• Keep hands and feet to self</li> <li>• Tell an adult if there is a problem</li> </ul>	<ul style="list-style-type: none"> <li>• Protect your friends and family</li> <li>• Don't talk back</li> </ul>	<ul style="list-style-type: none"> <li>• Stick up for your friends</li> <li>• Don't back down</li> <li>• Look the other way</li> </ul>
Be Respectful	<ul style="list-style-type: none"> <li>• Treat others how you want to be treated</li> <li>• Include others</li> <li>• Listen to adults</li> </ul>	<ul style="list-style-type: none"> <li>• Do exactly what adults tell you to do</li> <li>• Don't stand out</li> <li>• Don't bring shame</li> </ul>	<ul style="list-style-type: none"> <li>• Text back within 30 seconds</li> <li>• Be nice to friends' parents</li> <li>• Share food</li> </ul>
Be Responsible	<ul style="list-style-type: none"> <li>• Do my own work</li> <li>• Personal best</li> <li>• Follow directions</li> <li>• Clean up messes</li> </ul>	<ul style="list-style-type: none"> <li>• Help your family out first</li> <li>• Own your mistakes</li> <li>• Share credit for successes</li> </ul>	<ul style="list-style-type: none"> <li>• Have each other's backs</li> <li>• Own your mistakes</li> <li>• Check in about what to do</li> </ul>

## Specific Expectation

During \_\_\_\_\_ at school, the expectation is for me to \_\_\_\_\_.

At home this looks like...	At school this looks like...	Questions I have about how it looks at school...

## Specific Expectation: Example

During independent seat work at school, the expectation is for me to work quietly by myself.

At home this looks like...	At school this looks like...	Questions I have about how it looks at school...
Get a snack	Sit at my desk	How do I know I'm doing it right?
Go to the kitchen table	Use a volume level of "1"	What do I do when I'm done?
Follow the directions	Try every problem	
Ask my brother if I need help	Work until the teacher says to stop	
Go play when done		

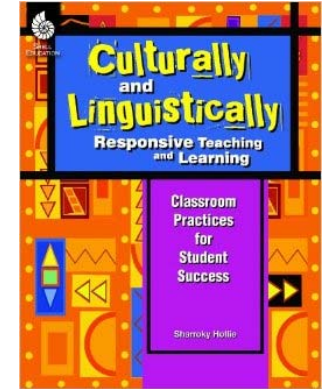
## Rate this Strategy: Personal Matrix

- On a scale of 1-10...
  - How likely would you be to try it out?
  - How likely do you think it would improve disciplinary equity?



## VABB (Hollie, 2011)

- Validate
  - Listen non-judgmentally
- Affirm
  - State the positive intention
- Build
  - Make the connection between school and other (e.g., home, community) expectations
  - Teach code-switching
- Bridge
  - Find opportunities to acknowledge appropriate code-switching (both ways)



## Activity: Applying VABB

- A student gets into a fight at school because an insult match went too far
- How would you:
  - Validate
    - Listen non-judgmentally
  - Affirm
    - State the positive intention
  - Build
    - Make the connection between school and other (e.g., home, community) expectations
    - Teach code-switching
  - Bridge
    - Find opportunities to acknowledge appropriate code-switching (both ways)

## VABB in Action



■ Rita Pearson

<https://www.youtube.com/watch?v=bndCdOeMO3Y>

# Rate this Strategy: VABB

■ On a scale of 1-10...

- How likely would you be to try it out?
- How likely do you think it would improve disciplinary equity?



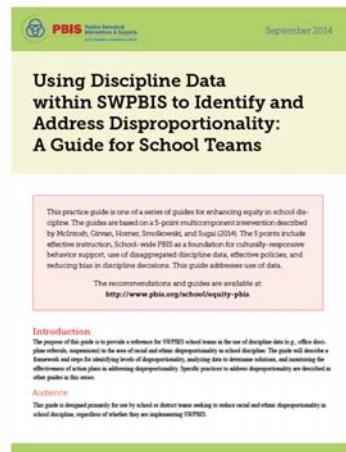
# 5 Ways to Make School Systems More Culturally Responsive

(Levenson et al., 2016)

1. Identity Awareness (staff/student/community)
2. Voice
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4. Situational Appropriateness
5. **Data for Equity**

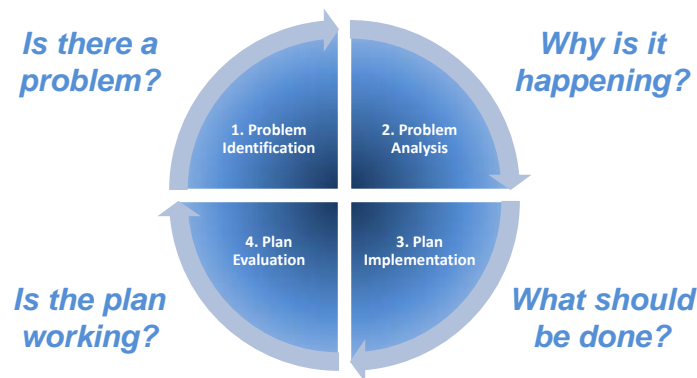
## Data for Equity

- Disproportionality Data Guide



<http://www.pbis.org/school/equity-pbis>

## Problem Solving Model for Equity



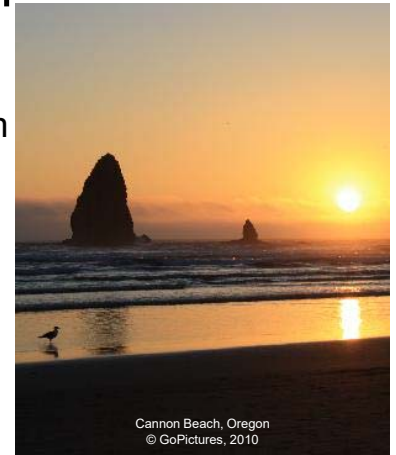


## Discuss

1. Think through what resonated with you
2. Pick one thing to do differently in the next month and make a plan
  1. **WHAT**
  2. **WHO**
  3. **WHEN**
  4. **HOW WILL YOU KNOW?**
3. What is needed for it to be successful?

## Contact Information

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Handouts: <http://www.pbis.org>