

CULTURALLY
RESPONSIVE SCHOOL-
WIDE PBIS TEAM SELF-
ASSESSMENT
VERSION 3.0

Culturally Responsive SWPBIS (CR-SWPBIS) Team Self-Assessment v3.0

Purpose:

Teams that regularly self-assess are more likely to ensure that School-Wide Positive Behavior Intervention and Supports (SWPBIS) practices and systems have equal impact for all students. Therefore, it is recommended that teams complete the Culturally Responsive SWPBIS Team Self-Assessment tool (CR-SWPBIS) annually. Culturally responsive SWPBIS recognizes the importance of culture by incorporating cultural elements (e.g., perspectives, language and norms) from diverse stakeholders including parents, children, and community members are incorporated into the review of data, and implementation of systems, and practices.

Directions:

The CR-SWPBIS tool is organized in four sections. The first three sections cover elements related to culturally responsive implementation of data, systems, and practices at tier 1 and tiers 2/3. Respondents may select whether an element is 'In Place', 'Partially in Place', or 'Not in Place'. A fourth section is designed to guide the development of an action plan.

- It is recommended that universal, secondary, and tertiary teams and at least one building administrator complete the CR-SWPBIS Team Self-Assessment tool.
- It may also be helpful to include an external PBIS coach for consultative purposes.
- The action plan should be reviewed regularly (e.g., a minimum of once every 2-3 months) to encourage continued progress toward addressing items identified as 'Partially in Place' or 'Not in Place'.

Notes: Culturally responsive PBIS definition adapted from "Preparing for Culturally Responsive Teaching," by G. Gay, 2002, *Journal of Teacher Education*, 53(2), p.p. 106-116.

CR-SWPBIS tool adapted from "A Contextual Consideration of Culture and School-Wide Positive Behavior Support," by G. Sugai, B.V. O'Keeffe, & L.M. Fallon, 2012, *Journal of Positive Behavior Interventions*. 14(4), p.p. 205-206 and "Recommendations for addressing discipline disproportionality in education" Positive Behavior Interventions & Supports OSEP Technical Assistance Center.

UNIVERSAL (TIER 1) SYSTEMS	In Place	Partially in Place	Not in Place
1. Tier 1 team membership is representative of the cultural groups of the school and community.			
2. Tier 1 team meeting guidelines (e.g., expectations, or norms) respect cultural differences in communication styles and the various perspectives of all team members.			
3. Establish high behavioral expectations for students (school-wide and classroom) that incorporate feedback from staff, students, and families.			
4. Review the behavior matrix for possible inappropriate messages related to the cultural groups of the school and community by soliciting feedback from students and families.			
5. Translate school-wide behavior expectations into the language(s) of students and families.			
6. Involve staff, students, and families in creating communications (e.g., handbooks, universal expectations, and acknowledgment systems) that are culturally responsive.			
7. Professional development for curriculum and instruction includes information on how to differentiate materials and lessons to accommodate the unique learning and communication styles associated with cultural groups within the school.			
8. Provide professional development for all staff to explore the influence of their own cultural backgrounds during interactions with students and families (e.g., racial identity development, color-blindness, explicit and implicit bias).			
9. Staff is provided with explicit instruction on classroom management strategies that address situations frequently associated with disproportionate use of discipline with students of color (e.g., subjective behaviors like disrespect, differences in communication styles).			

UNIVERSAL (TIER 1) PRACTICES	In Place	Partially in Place	Not in Place
1. Lesson plans, posters, and acknowledgments are developed with input from students, family, and staff.			
2. Develop and implement behavioral lesson plans that blend the cultural norms and values of families and the school.			
3. Problem behaviors are clearly defined and are connected with cultural norms as identified by families.			
4. Establish culturally responsive procedures (e.g., recognition of differences in communication styles, influence of implicit bias) for addressing problem behaviors (discipline) and apply them consistently to all students.			
5. Consider cultural norms as a factor (e.g., what is popular or prevalent in terms of: style of dress, language, beliefs, behaviors) when students do not respond to Tier 1 interventions.			
6. Explicitly teach students when they can engage in the normative behaviors specific to their culture (e.g., voice levels, movement, eye contact, independent versus group work, etc.) and when they must follow the more culturally homogeneous behavioral guidelines of the school.			
7. Establish alternatives (e.g., restorative practices) to traditional disciplinary procedures.			
8. Staff regularly engage in genuine and positive interactions (e.g., self-monitor for 4:1 positive to negative interactions) and set high expectations for all students.			

UNIVERSAL (TIER 1) DATA	In Place	Partially in Place	Not in Place
1. Assess students' perceptions of school climate (including disciplinary practices) at least once annually. Disaggregate data by race, ethnicity, and classroom.			
2. Assess families' perception of school climate (including disciplinary practices) at least once annually. Disaggregate data by race and ethnicity.			
3. Teachers have students complete interest inventories and identify personal goals at the beginning of the school year. This information is used to inform instructional approaches.			
4. Review data (e.g., PBIS secondary/tertiary tracking tool) at least monthly to ensure adequate progress, implementation fidelity, equitable and culturally responsive interventions.			
5. Use evidence-based school-wide, and classroom-wide screening (e.g., Systematic Screening for Behavior Disorders) for identification of students whose behaviors may indicate the need for additional supports.			
6. Analyze and interpret discipline data by ethnicity and special education placement (e.g., EE data provided by the state board of education) to identify the over-representation/under-representation of any groups.			
7. Initiate problem-solving conversations when data (e.g., SWIS, Infinite Campus, etc.) identifies patterns of disproportionate discipline (one or more groups of students whose discipline referrals are significantly higher than would be expected given their enrollment).			

SECONDARY/TERTIARY (TIER 2/TIER 3) SYSTEMS	In Place	Partially in Place	Not in Place
1. Recruit representatives from staff, students, and families in developing a tier 2/3 communication system (e.g., process for initially contacting and engaging students and families in tier 2/tier 3 interventions) that is culturally responsive.			
2. Include student and family voice in the development and implementation of culturally responsive Tier 2 (CICO, SAIG) and Tier 3 (complex FBA/BIP, wraparound, RENEW) interventions.			
3. Provide professional development for problem-solving team (e.g. special educators, school psychologists, school counselors, social workers, and school nurses) in culturally responsive assessment and practices.			
SECONDARY/TERTIARY (TIER 2/TIER 3) PRACTICES			
1. Use evidence-based practices that are effective for use with staff and students from varied cultural backgrounds (based upon published research or prior positive outcomes for students from similar cultural background).			
2. Review and modify language, activities, acknowledgements, etc. to be considerate of cultural differences of individual students, families, and faculty members.			
3. Develop collaborative relationships with culturally-competent community-based providers to offer additional supports to students with high-needs (e.g., students exposed to traumatic life-circumstances including exposure to abuse, neglect, violence in the home, or community).			
4. Provide mentorships with adults who are willing to be trained in addressing the needs of culturally-diverse students who demonstrate signs of disengagement from school (e.g., poor grades, staff/peer conflicts, absenteeism).			
SECONDARY/TERTIARY (TIER 2/TIER 3) DATA			
1. Collect and review individual student data disaggregated (broken down) by race & ethnicity to guide selection, adaptation, implementation, and evaluation of evidence-based practices on a formative basis (daily, weekly, etc.) basis.			
2. Collect and review individual student data on a formative (e.g., daily, weekly) basis and identify any cultural factors (e.g., student needs to be re-taught when			

to switch to culturally-homogeneous school behavioral expectations) that may be impacting outcome data.			
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PBIS Action Plan

Only include those items in the checklist that are marked “Partially in Place” or “Not in Place”

Activity	Activity Task Analysis (What)	Who	By When

