

PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches

An overview, related resources & ideas for next steps with your teams...



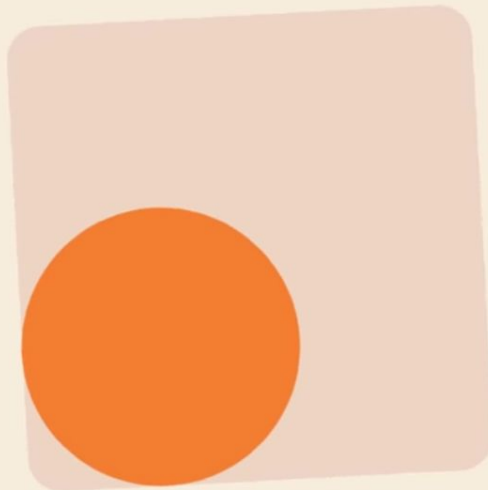
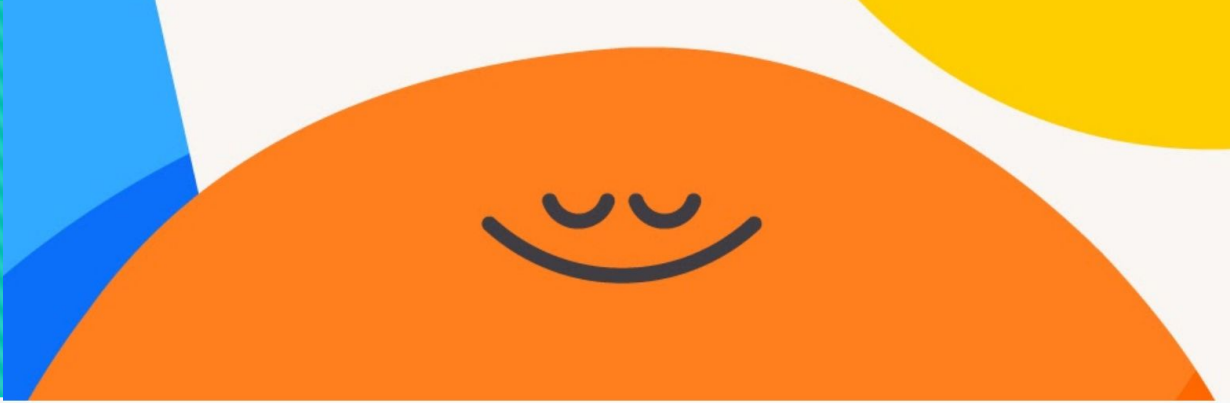
Intro Activity Polls

How are you feeling today?

What is your comfort level with leading equity work?



Recentering ourselves

An illustration on a light beige background. It shows a hand, represented by a light pinkish-tan rounded square, holding a small, solid orange circle. The hand is positioned as if it is about to drop or is holding the circle gently.

Take a big, deep breath

Meeting Expectations - Thank You!

<p>We are ENGAGED</p>	<ul style="list-style-type: none">● Unmute yourself or use chat box to ask questions● Participate in polls and participate/facilitate breakout rooms● Use video when possible, especially when speaking● Be present
<p>We are REFLECTIVE</p>	<ul style="list-style-type: none">● Listen with openness and understanding● Ask questions or note follow up questions● Focus on problem solving
<p>We are SUPPORTIVE</p>	<ul style="list-style-type: none">● Share successes, ideas, useful resources● Attend to your own needs● Maintain confidentiality

Conversation 4 agreements

1. Stay engaged.
2. Experience discomfort.
3. Speak your truth.
4. Expect and accept nonclosure.



Singleton & Linton (2006) *Courageous Conversations about Race: A Field Guide for Achieving Equity in Schools*

Today's Objectives



- 1. DE-MTSS connections**
- 2. Orient you to PBIS equity resources**
- 3. Explore the *Culturally Responsive Field Guide***
- 4. Reflect together on how to apply ideas and strategies shared**
- 5. Consider your roles as district leaders and coaches**

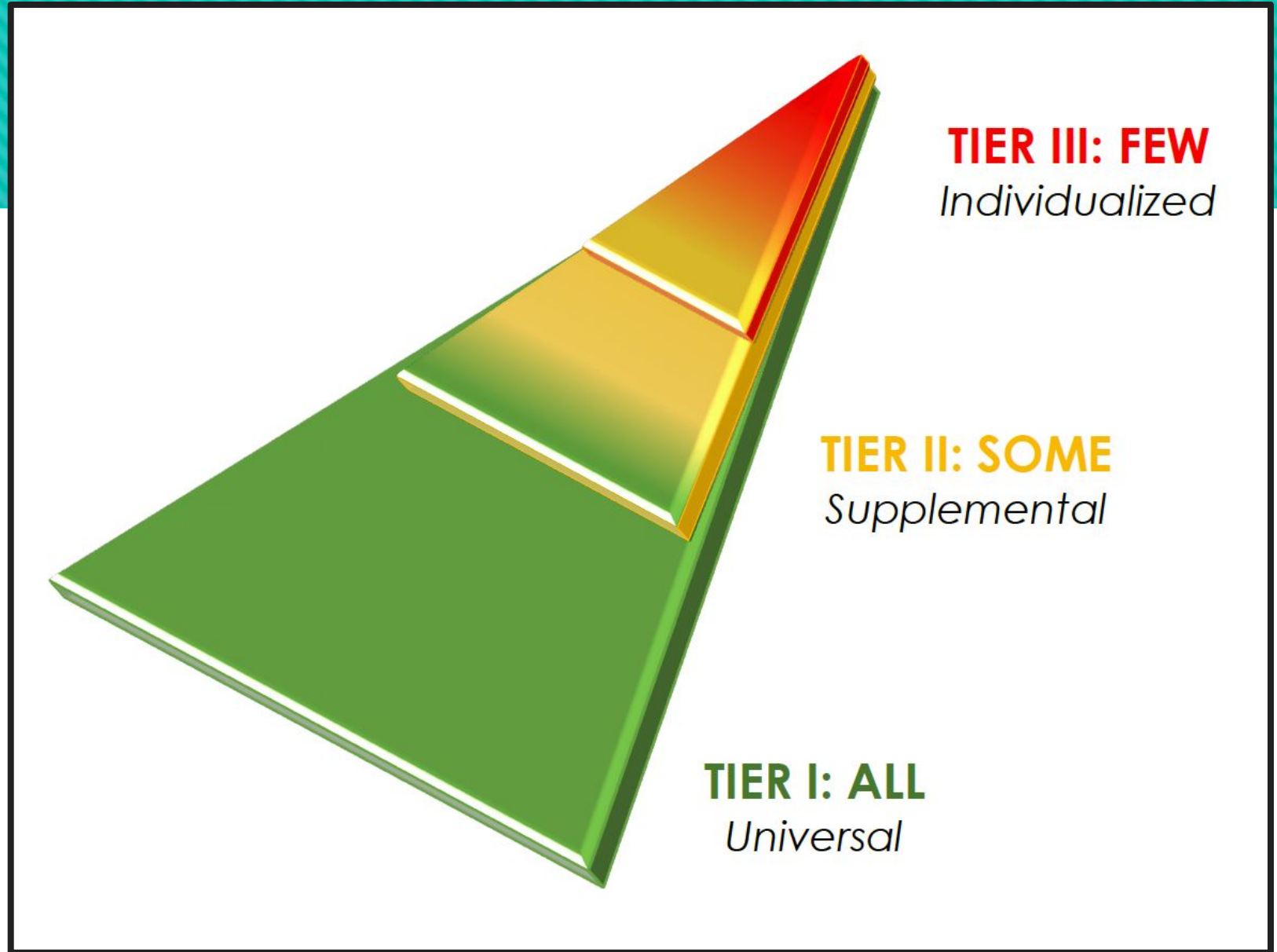
DE-MTSS Vision

Delaware Multi-Tiered System of Support (DE-MTSS) provides a whole-child framework for all students to reach their full potential in a positive, inclusive, and equitable learning environment. Through high-quality instruction and intervention—and a culture of collaboration, communication, and flexibility—parents, educators, and leaders work together to develop a responsive system of support that addresses the academic and nonacademic needs of all learners and boosts student performance.



EQUITY is...

**...a
GUIDING
principle
for ALL Tiers**



DE-MTSS includes the following five essential components:

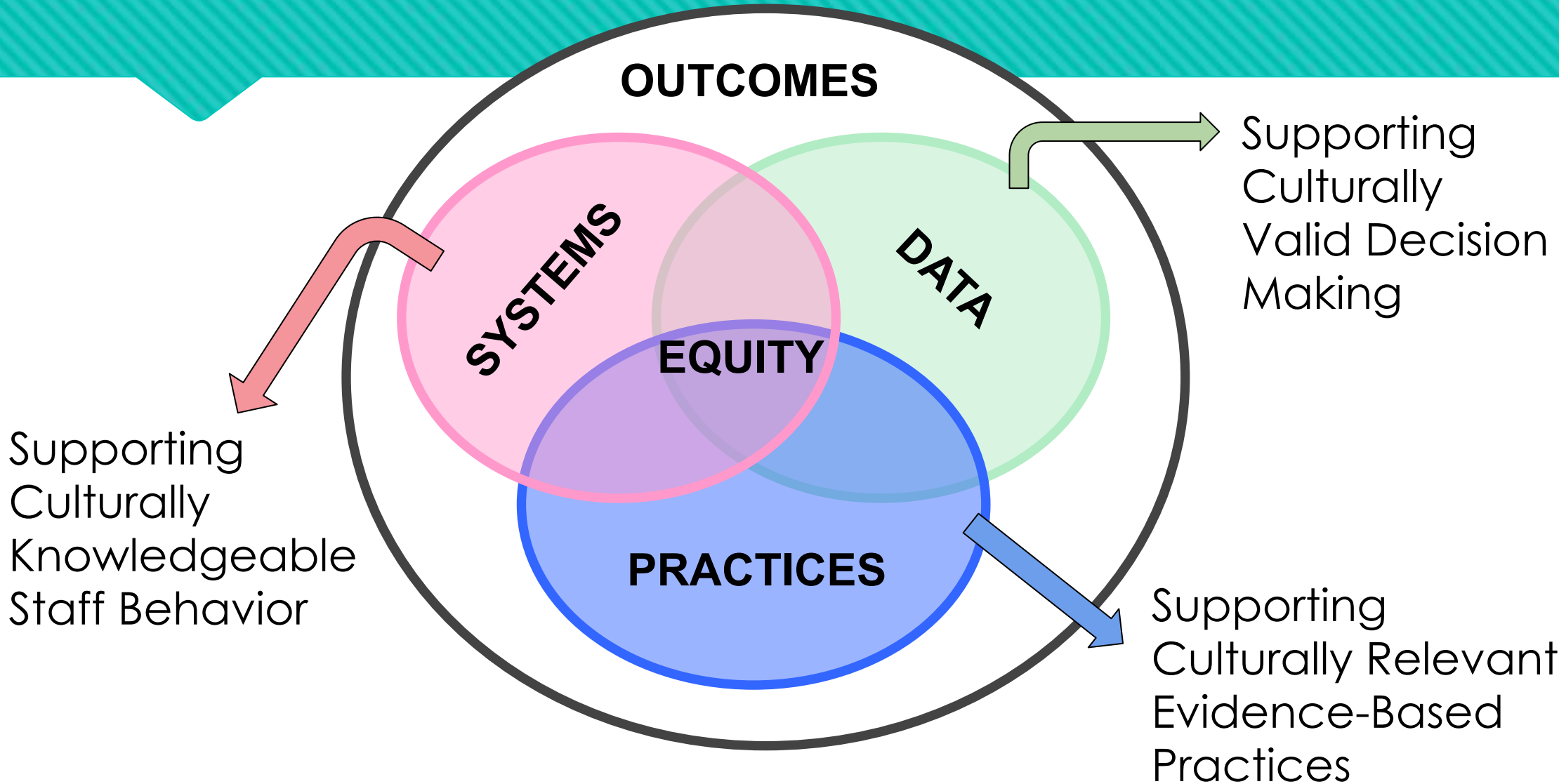
- Team-Based Leadership
- Tiered System of Support
- Data-Based Decision Making
- Comprehensive Assessment System
- Evaluation and Selection of Academic and Nonacademic Resources, Supports, and Interventions

District Leadership Team

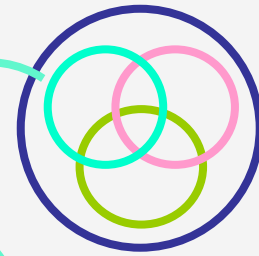
Implementation is facilitated and sustained by District Leadership



**Guiding Principle:
Prioritize Culturally Equitable
Social, Emotional, Behavioral & Academic Competence**



SYSTEMS



- **Team-based leadership and coordination** (District and School)
- District and School Administrator Commitment
- Ongoing **professional development including coaching** and performance feedback
- Support for staff in Implementing practices
- Communication/input from stakeholders
- Documentation and Policies

a·lign·ment

/ə' līnmənt/

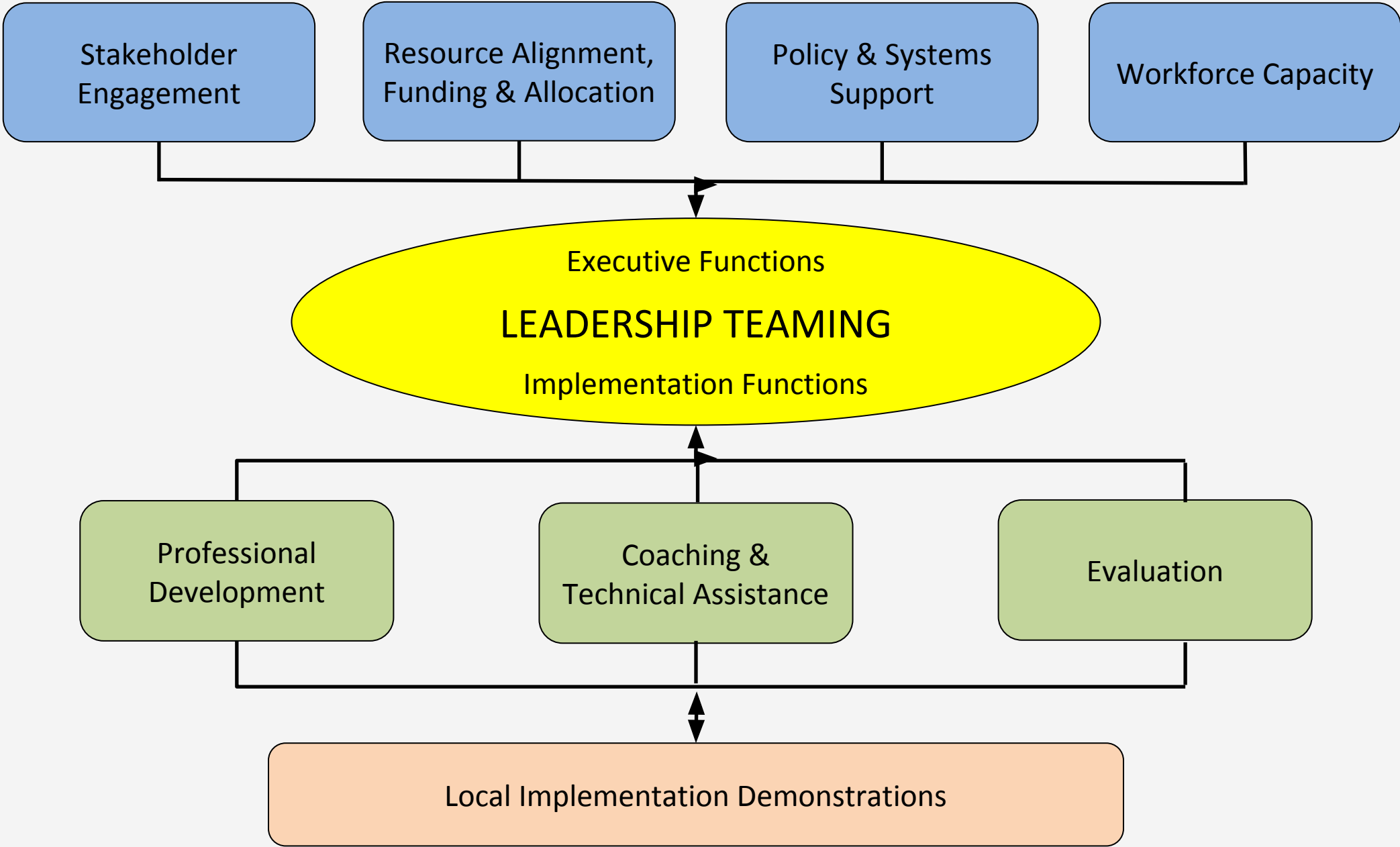
a position of agreement or alliance

Oxford Dictionary



Help your teams to link strategies that build equity & cultural responsiveness to MTSS-B systems-level and data-based decision making:

- Trauma Informed and Trauma Responsive Practices
- Restorative Practices
- Social-emotional Learning Initiatives



Purpose of Guide

Assist coaches and trainers working with school PBS/MTSS Teams
(or other leadership teams)

Use School-wide PBS principles to change school cultures and
systems to enhance educational equity

Contextual fit is a core principle of PBS and therefore “SWPBIS is not
fully implemented until it is culturally responsive.”

It is only one part of a comprehensive approach

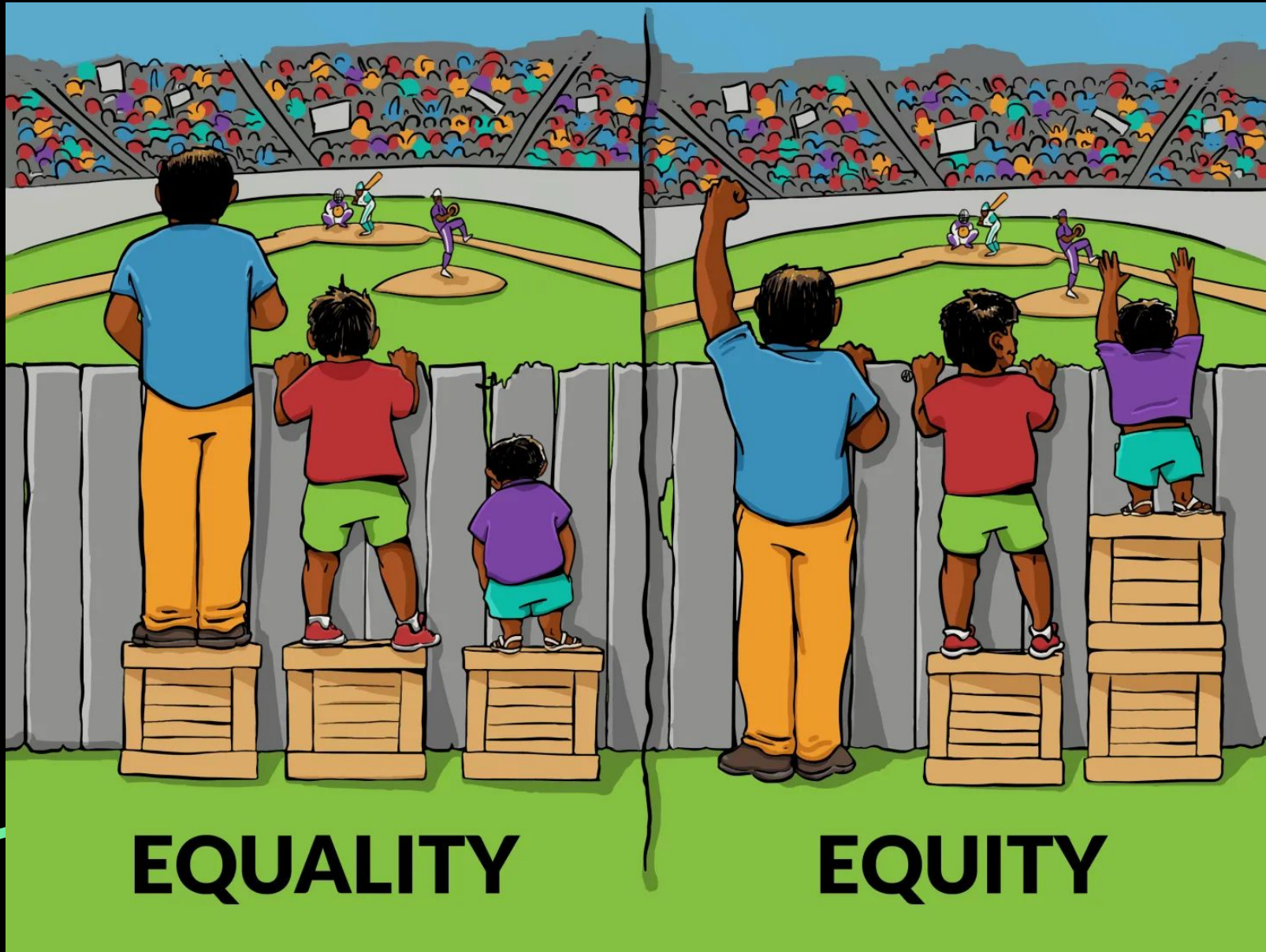


PBIS 5-Point Intervention Approach for Enhancing Equity in School Discipline:

1. Collect, Use, and Report Disaggregated Discipline Data
- 2. Implement a Preventative, Multi-Tiered, Culturally-Responsive Behavior Framework**
3. Use Engaging Instruction to Reduce the Opportunity Gap
4. Develop Policies with Accountability for Disciplinary Equity
5. Teach Strategies for Neutralizing Implicit Bias in Discipline Decisions

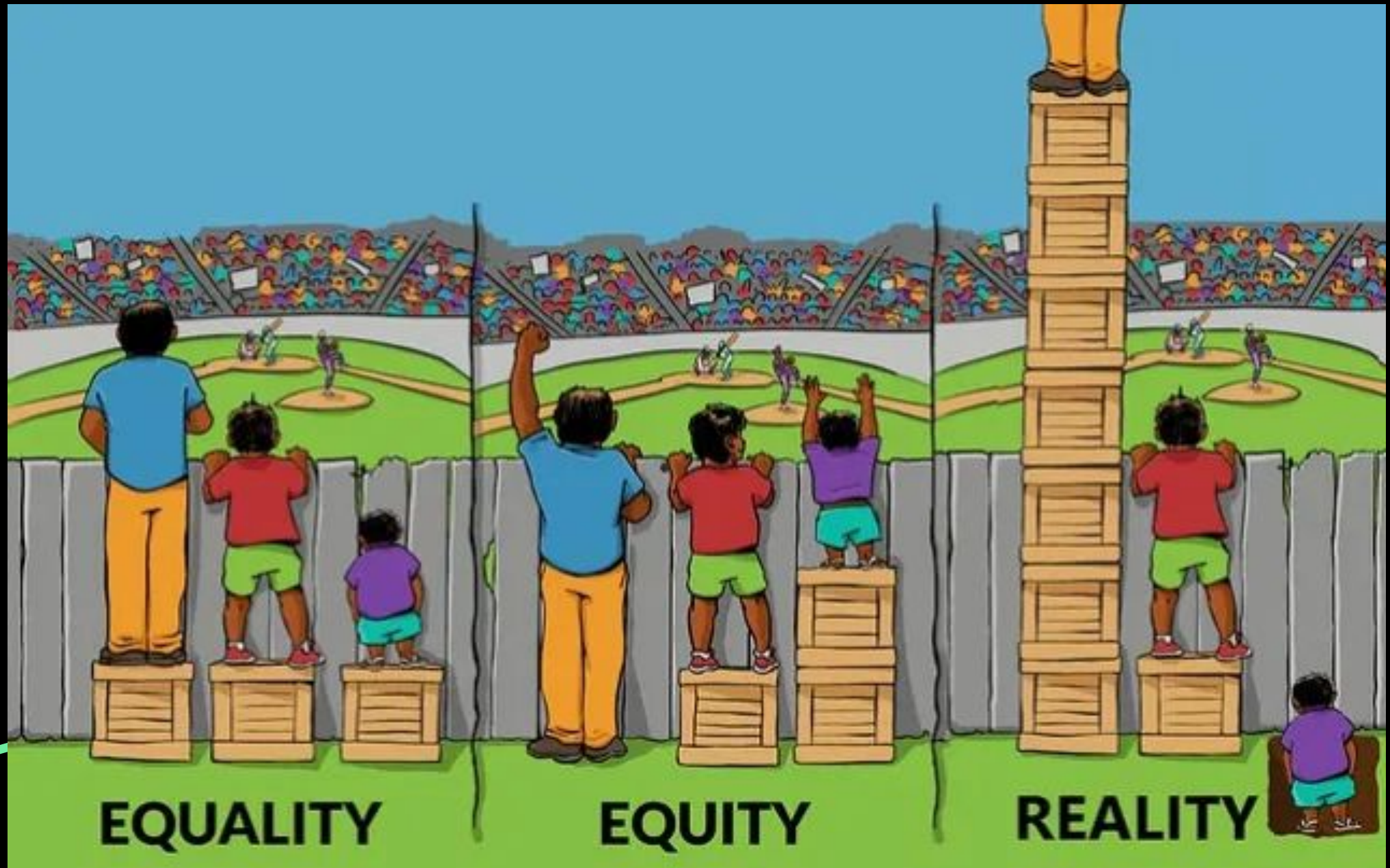
Change Considerations

- **Technical Changes** – adaptations to actual practices or instruction
- **Adaptive Changes** – changes in values, beliefs, roles, relationships and approaches to work.



EQUALITY

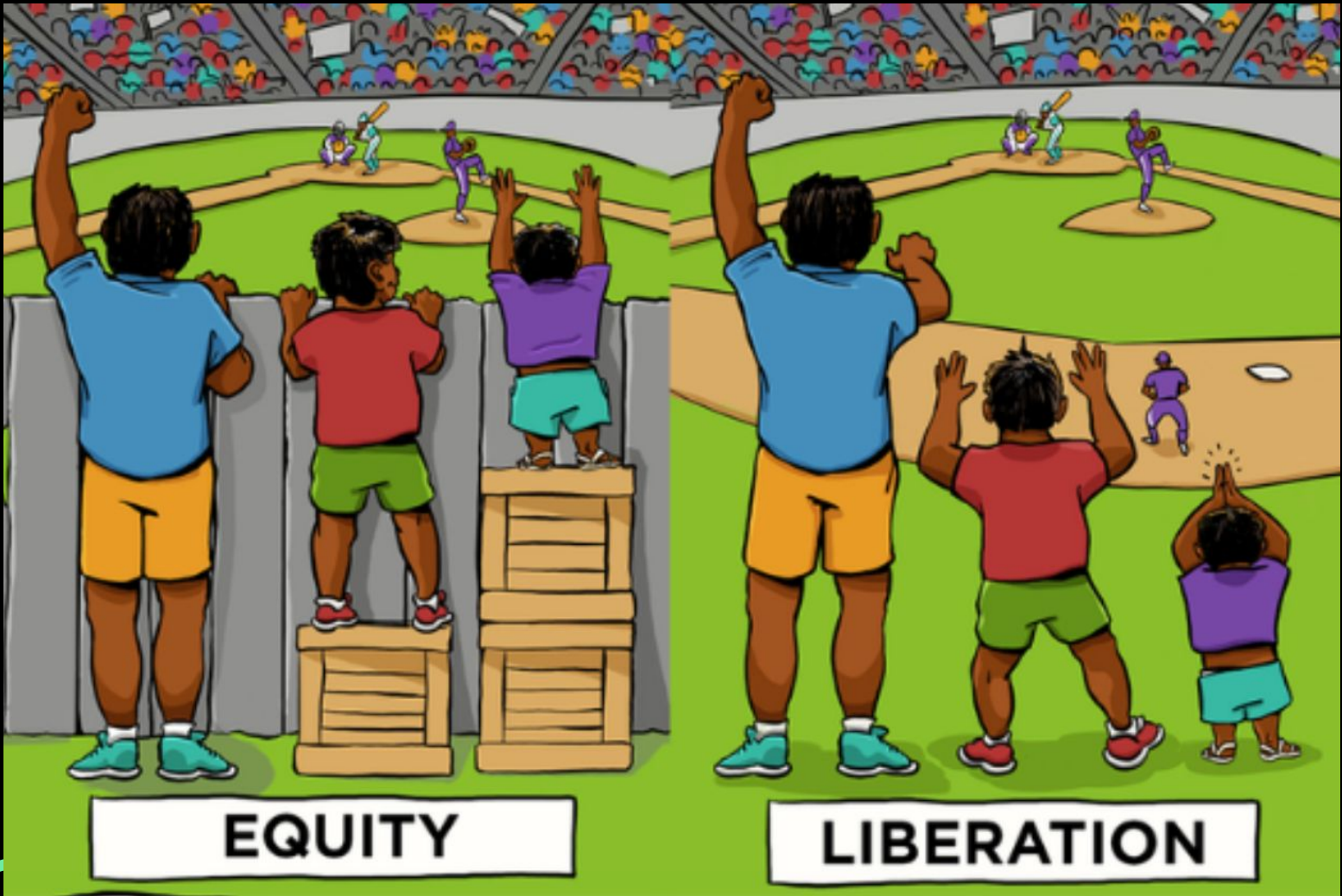
EQUITY



EQUALITY

EQUITY

REALITY



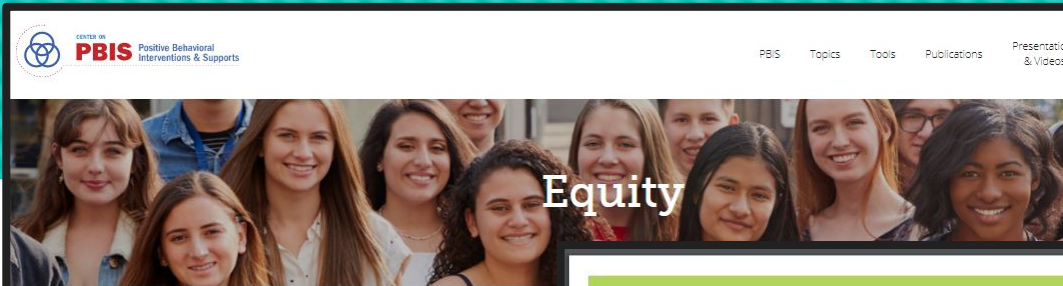
EQUITY

LIBERATION

A (Very) Brief Overview of Tools



<https://www.pbis.org/topics/equity>



Educational systems cannot not be considered an ideal framework for increasing equity in student fidelity have greater equity in school discipline, need to include equity-focused strategies in their

What Is Equity?

In education, equity is "when educational policies, practices, all people such that each individual has access to, can mean empowers them towards self-determination and reduces dis

Why Address Equity?

There are different aspects of equity in education, such as ad programs. In PBIS, the most common outcome is equity in so discipline referrals and suspensions based on individual char

Foundational Elements of Equity

Instead of ineffective approaches, such as one-time events of discipline when they add explicit equity goals to their actions within their existing PBIS system. The components of equity

February 2018

A 5-Point Intervention Approach for Enhancing Equity in School Discipline

Kent McIntosh, Erik J. Girvan, Robert H. Horner, Keith Smolkowski, & George Sugai

Discipline disproportionality is 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 African American boys and those with disabilities), are at significantly increased risk for receiving exclusionary discipline practices, including office discipline referrals and suspensions (e.g., Fabelo et al., 2011; Girvan et al., in press; Losen & Gillespie, 2012). These differences have been found consistently across geographic regions and cannot be adequately explained by the correlation between race and poverty (Noltemeyer & McLoughlin, 2010; Morris & Perry, 2016). Given the 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 every student.

Components of Effective Intervention to Prevent and Reduce Discipline Disproportionality

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 discipline disproportionality in schools.

1. Collect, Use, and Report Disaggregated Discipline Data

Any school or district committed to reducing discipline disproportionality should adopt data systems that can disaggregate student data by race, ethnicity, and disability and provide instantaneous access to these data for both school and district teams. Some discipline data systems for entering and analyzing office discipline referrals

Positive Behavioral Interventions & Supports (PBIS) 1

September 2014

Using Discipline Data within SWPBIS to Identify and Address Disproportionality: A Guide for School Teams

This practice guide is one of a series of guides for en discipline. The guides are based on a 5-point multicomponent by McIntosh, Girvan, Horner, Smolkowski, and Sugai effective instruction, School-wide PBIS as a foundation behavior support, use of disaggregated discipline data reducing bias in discipline decisions. This guide ad

The recommendations and guides are <http://www.pbis.org/school/equity>

Introduction

The purpose of this guide is to provide a reference for SWPBIS school teams (discipline referrals, suspensions) in the area of racial and ethnic disproportionality framework and steps for identifying levels of disproportionality, analyzing data effectiveness of action plans in addressing disproportionality. Specific practice other guides in this series.

Audience

This guide is designed primarily for use by school or district teams seeking to school discipline, regardless of whether they are implementing SWPBIS.

May 2019

PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches

Milaney Levenson¹, Kent Smith¹, Kent McIntosh², Jennifer Rose³, Sarah Pinkelman⁴

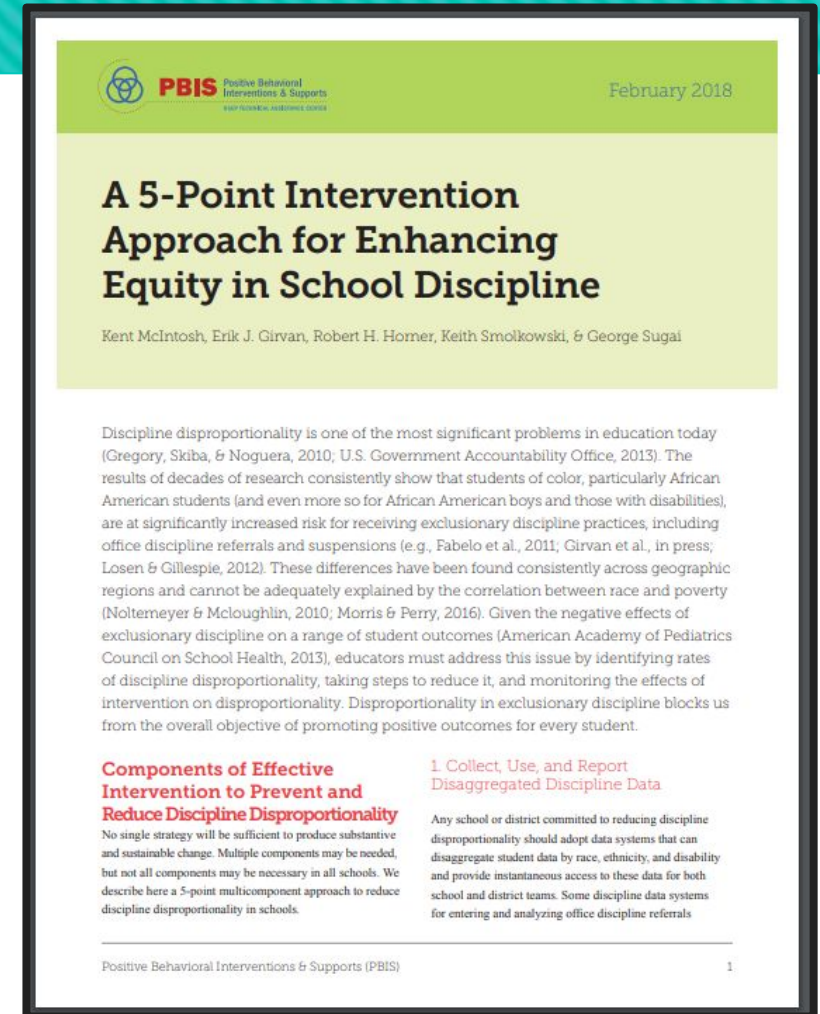
¹ Wisconsin RTI Center, ² University of Oregon, ³ Loyola University of Chicago, ⁴ Utah State University

This field guide outlines an integrated framework to embed equity efforts into school-wide positive behavioral interventions and supports (SWPBIS) by aligning culturally responsive practices to the core components of SWPBIS. 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 SWPBIS approach.

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

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Related Project Resources



UNIVERSITY of DELAWARE
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Delaware Positive Behavior Support Project

Creating safe and caring learning environments to promote the social-emotional and academic development of all children.

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What is Equity?

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What is Equity?

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Delaware Positive Behavior Support Project

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- 2020 School Climate Materials
- DE-PBS Key Feature Evaluation Q&A
- DE-PBS Mindfulness Handout
- DE-PBS Overview Presentation
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Although inequity can affect all minority groups, we focused our efforts on the impacts of racial inequity to help educators understand the systemic ways implicit racial biases can contribute to the educational

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- Delaware Key Features
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- Create a Behavior Matrix for Return to School Webinar August 6, 2020
- Upcoming Webinar Announcement: Behavioral

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What Educators Can Do

Resources for Enhancing Educational Equity

5-Point Guide

Resource

Description

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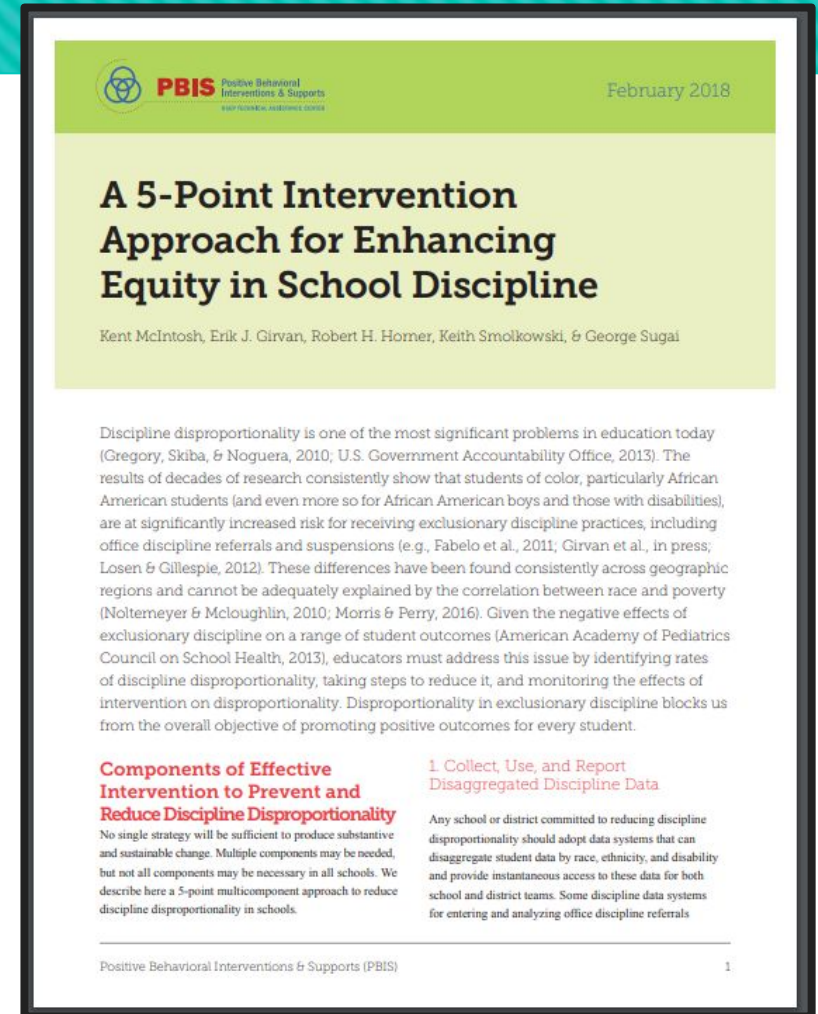


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Operationalizing 1 Point in the 5-Point Intervention Approach

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PBIS Positive Behavioral Interventions & Supports
EOP TECHNICAL ASSISTANCE CENTER

May 2019

PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches

Milaney Levenson¹, Kent Smith¹, Kent McIntosh², Jennifer Rose³, Sarah Pinkelman⁴

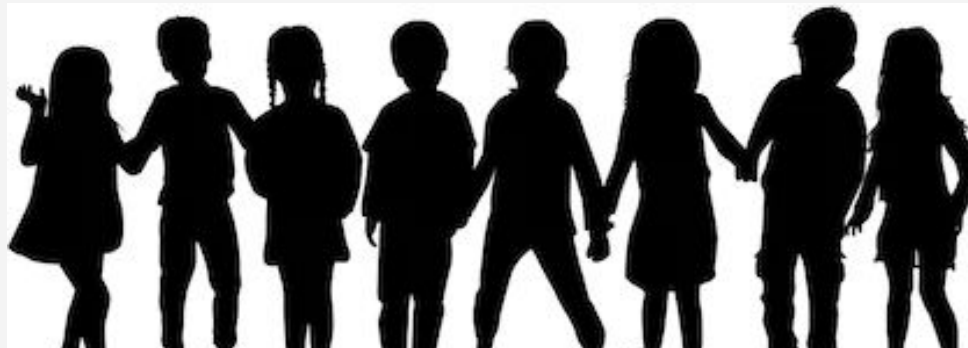
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An overview and other elements of the approach can be found at:
<http://www.pbis.org/school/equity-pbis>.

“Building responsive environments requires an understanding of how our school systems have been established, how well they support students from varying cultures, and how they can be changed to ensure the support and validation of each student.”

- Cultural Responsiveness Field Guide



“Building responsive environments requires an understanding of how our school systems have been established, how well they support students from varying cultures, and how they can be changed to ensure the support and validation of each student.”

- Cultural Responsiveness Field Guide

In the Chat Box...

What phrase or word stands out for you?
Please share the reason for your choice.

The PBIS Cultural Responsiveness Field Guide



PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches

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3 Parts Total

1. Core components of Cultural Responsiveness
2. Companion Guide
3. Appendices



Delaware Positive Behavior Support Project

Creating safe and caring learning environments to promote the social-emotional and academic development of all children.

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- MTSS Overview Presentation
- PD Calendar

Project Partners

- Delaware Department of Education
- Center for Disabilities Studies

2020-2021

Cadre Meetings for the 2020-2021 School Year

December 2, 2020 Meeting Materials:

DE-PBS Cadre Presentation

[PBIS Culturally Responsive Field Guide](#)

Culturally Responsive Field Guide – Index of Resources Discussed

- Identity
 - [Cultural Identity Social Justice Conversation Cards](#)
 - Gerardo Ochoa TED Talk – [Why pronouncing names correctly matters](#)
 - [My Name, My Identity](#)
 - District/School Level Initiative: [Getting to Know Our Names Week](#)
 - Educator Level Tools
 - [Name Pronunciation Guide](#)
 - [Equitable Instruction Toolkit](#)

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- Upcoming Webinar Announcement: Behavioral Consultation with Families June 8, 2020

Tweets

Tweets by

Cultural Responsiveness Field Guide

This Binder gives you quick access to components of the PBIS Culturally Responsive Field Guide



Details



depbs

Views: 0

<https://www.livebinders.com/b/2739617>

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- Fidelity data
- Annual evaluation

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- Appendix B: Cultural Responsiveness and its Core Components
- Appendix C: Sample Matrices



PBIS Field Train

Milaney Levers
1: Wisconsin RTI Center

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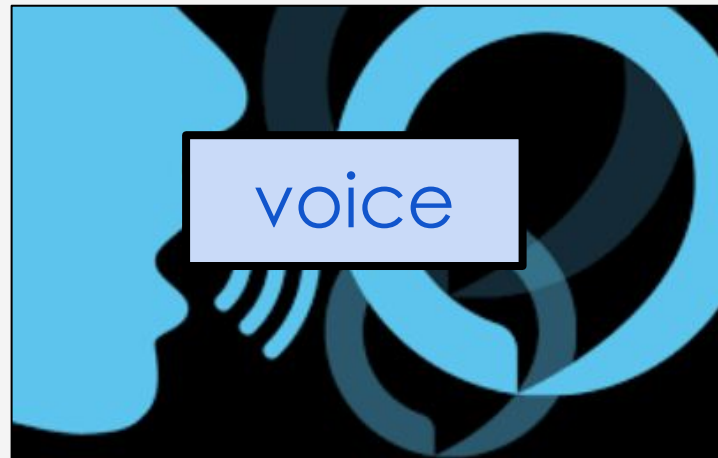
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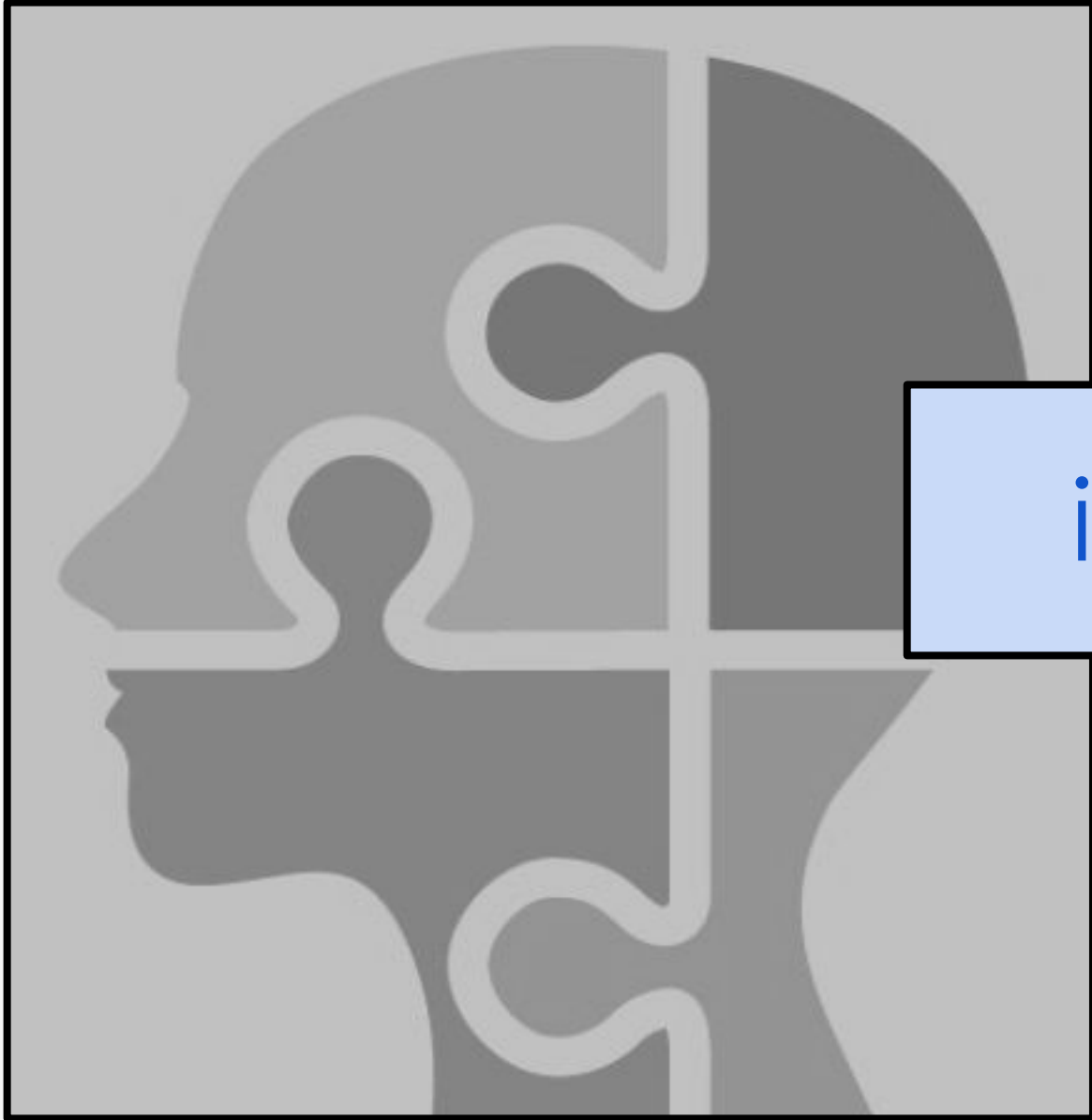
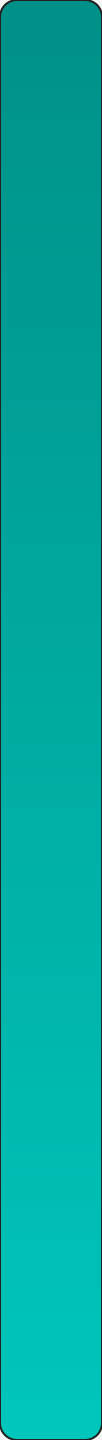
1. **Core components of Cultural Responsiveness**
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1. Core Components of Cultural Responsiveness



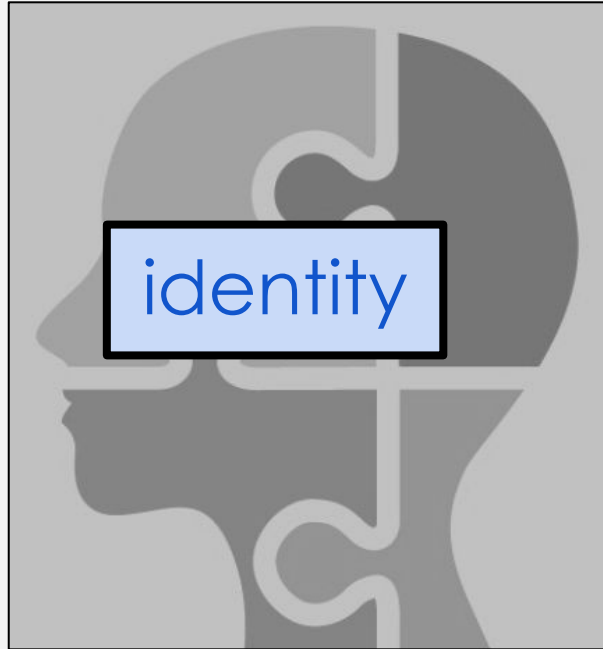
Ethnicity		Teacher - Student Relations	Student - Student Relations	Student Engagement School Wide
TOTAL	N=729	2.82	2.46	2.43
Asian	N=19	2.94	2.53	2.53
Black	N=306	2.79	2.42	2.46
Hawaiian	N=			
Hispanic/Latino	N=			2.48
Multiracial	N=			2.35
White	N=155	2.91	2.54	2.39
Prefer Not to Say	N=34	2.78	2.53	2.4
American Indian or Alaskan Native	N=17	2.71	2.53	2.54

data for equity



identity

Core Components of Cultural Responsiveness



Practitioner Personal Identity

- own racial, ethnic identities
- impact of those identities on their practice

Student and Family Identity

- respectfully explore students' backgrounds, culture and values
- think beyond given categories

Community Identity

- this is defined by the identities of people, their beliefs, values and expectations
- how it relates to school identity (pride or conflict, historical context)

Practitioner Identity

“Culturally responsive systems require that practitioners are aware of their own racial, ethnic, and cultural identities” (Helms & Cook, 1999)

Let's Talk

We will have a share out

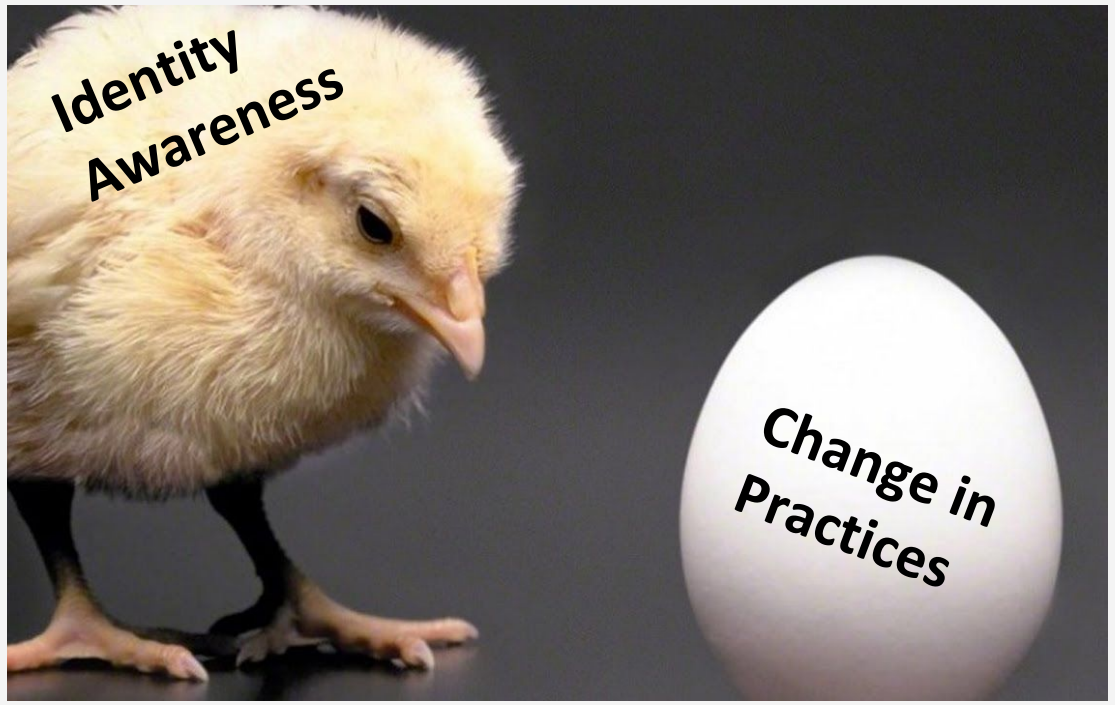


1. What were you taught about your culture growing up? Who taught you?
2. As a child, what or who helped you develop a sense of pride in who you were?
3. What different ethnic or cultural traditions take place in your family or community?
4. What behaviors are considered “normal” and “appropriate” in school? Who decides?
5. What is one thing you can do to help young people feel proud of their cultural background?

Debrief



1. What were you taught about your culture growing up? Who taught you?
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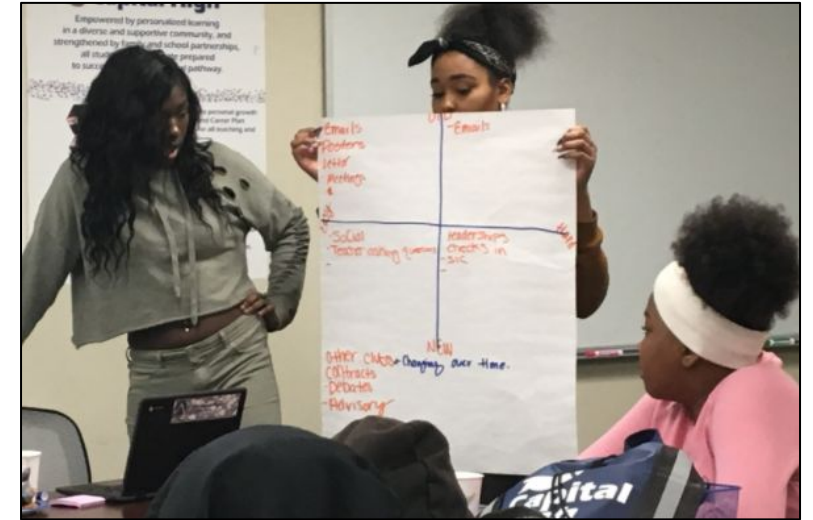




voice

What is VOICE?

- **meaningful opportunities** for family, student & community members **to be heard, and voice their opinions, and exercise leadership** within the school system.
- **challenges** the notion that “those people don’t value school” or that they are somehow uninterested.
- move from identifying the communities your school(s) serve from a racial standpoint to **understanding the cultures and ethnicities represented.**



Moving forward with VOICE

- **move** from identifying the communities school serve from a racial standpoint **to understanding the cultures and ethnicities they serve.**
- **move** beyond federally defined race/ethnicity categories **by developing better sense of culture and ethnicity through**
 - **multiple voices,**
 - **inclusive opportunities for participation,**
 - **shared ownership of the cultures represented**





supportive
environment

What is A Supportive Environment?



- A positive school culture is a top **outcome**.
- Teachers achieve the mission of the school together rather than requiring individual teachers to create their own **systems**.
- **Students feel valued**.
 - Students learn the history of other people's culture rather than just the history of the dominant culture.
 - Students see themselves and their experiences on display daily in the halls and classrooms.
 - Diversity is welcomed and incorporated into classroom and school operations

Benefits of a Supportive Environment



School Climate is linked to **a wide range of academic, behavioral, & socio-emotional outcomes for students:**

- Academic achievement
- Student academic, social, and personal attitudes and motives
- Attendance and school avoidance
- Behavior problems, delinquency, victimization
- Emotional well-being

Research has also shown **teachers' perceptions of school climate** to be directly related to multiple outcomes:

- Their job satisfaction
- Burnout and retention rates
- Perceptions of work conditions
- Fidelity in implementing new academic interventions and curricula



situational
appropriateness

What is Situational Appropriateness

“Situational appropriateness is the ability to determine what types of **behavior will ensure positive outcomes in a given situation** and demonstrate those skills with fluency”

This also includes changing behavior **when the setting, contexts or companions change.**



Situational Appropriateness Big Ideas

1. **Knowing how, when and why to follow certain behavior expectations** are critical parts of code switching.
2. School teams must **honor and respect the initial instruction provided to children by their families,** even if the staff personally disagrees with what was taught.



Situational Appropriateness Big Ideas

Code Switching:

Adjusting our
behavior,
appearance,
style of speech,
expressions, etc.

to adapt to different sociocultural norms.



Ethnicity


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data for
equity

What is Data for Equity?

- Behavior and academic data
- Short-term and long-term
- Student outcomes and fidelity of implementation
- Can be disaggregated



 **PBIS** Positive Behavioral Interventions & Supports
www.pbis.org

September 2014

Using Discipline Data within SWPBIS to Identify and Address Disproportionality: A Guide for School Teams

This practice guide is one of a series of guides for enhancing equity in school discipline. The guides are based on a 5-point multicomponent intervention described by McIntosh, Girvan, Homer, Smolkowski, and Sugai (2014). The 5 points include effective instruction, School-wide PBIS as a foundation for culturally-responsive behavior support, use of disaggregated discipline data, effective policies, and reducing bias in discipline decisions. This guide addresses use of data.

The recommendations and guides are available at:
<http://www.pbis.org/school/equity-pbis>

Introduction
The purpose of this guide is to provide a reference for SWPBIS school teams in the use of discipline data (e.g., office discipline referrals, suspensions) in the area of racial and ethnic disproportionality in school discipline. The guide will describe a framework and steps for identifying levels of disproportionality, analyzing data to determine solutions, and monitoring the effectiveness of action plans in addressing disproportionality. Specific practices to address disproportionality are described in other guides in this series.

Audience
This guide is designed primarily for use by school or district teams seeking to reduce racial and ethnic disproportionality in school discipline, regardless of whether they are implementing SWPBIS.

Data for Equity Big Ideas

it is imperative to disaggregate data for analysis and action planning and openly discuss trends in the data regarding equity.

- We **discuss issues of race or culture openly and respectfully**, and We will not talk in code (i.e., using terms such as “those kids” or “those families”).
- We are **committed to examining data and focusing on changes** within their sphere of influence
- We **refrain from making judgments** about students or families.

Disaggregation requires that teams look at all enrolled groups to determine where “business as usual” is adversely affecting (subgroups of) students.

PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches

Milaney Levenson¹, Kent Smith¹, Kent McIntosh², Jennifer Rose³, Sarah Pinkelman⁴

1: Wisconsin RTI Center; 2: University of Oregon; 3: Loyola University of Chicago; 4: Utah State University

This field guide outlines an integrated framework to embed equity efforts into school-wide positive behavioral interventions and supports (SWPBIS) by aligning culturally responsive practices to the core components of SWPBIS. 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 SWPBIS approach.

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

3 Parts Total

1. Core components of Cultural Responsiveness
2. Companion Guide
3. Appendices

2. TFI Cultural Responsiveness Companion

“Tiered Fidelity Inventory” (TFI) - based

Aligns with Delaware Key Feature Evaluation
and DE-PBS Project Professional Development



Cultural Responsiveness is infused...

TEAMING

- Team Composition
- Team Operating Procedures

SWPBS IMPLEMENTATION PRACTICES

- Behavioral Expectations
- Teaching Expectations
- Problem Behavior Definitions
- Discipline Policies
- Professional Development
- Classroom Procedures
- Feedback and Acknowledgement
- Faculty Involvement
- Student/Family/Community Involvement

DATA

- Discipline Data
- Data-based Decision Making
- Fidelity Data
- Annual Evaluation

...within
ALL MTSS-B/PBS
systems,
practices, data
& outcomes.

2. TFI Cultural Responsiveness Companion

Tiered Fidelity Inventory (TFI) - Each item has....

- SWPBIS Big Idea (reminders)
- Culturally Responsive Elaboration (ensuring equity)
- Non-Examples & Examples (cautions, ideas)
- Resources (more ideas)



Cultural Responsiveness is infused...

TEAMING

Team Composition

Team Operating Procedures

SWPBS IMPLEMENTATION PRACTICES

Behavioral Expectations

Teaching Expectations

Problem Behavior Definitions

Discipline Policies

Professional Development

Classroom Procedures

Feedback and Acknowledgement

Faculty Involvement

Student/Family/Community Involvement

DATA

Discipline Data

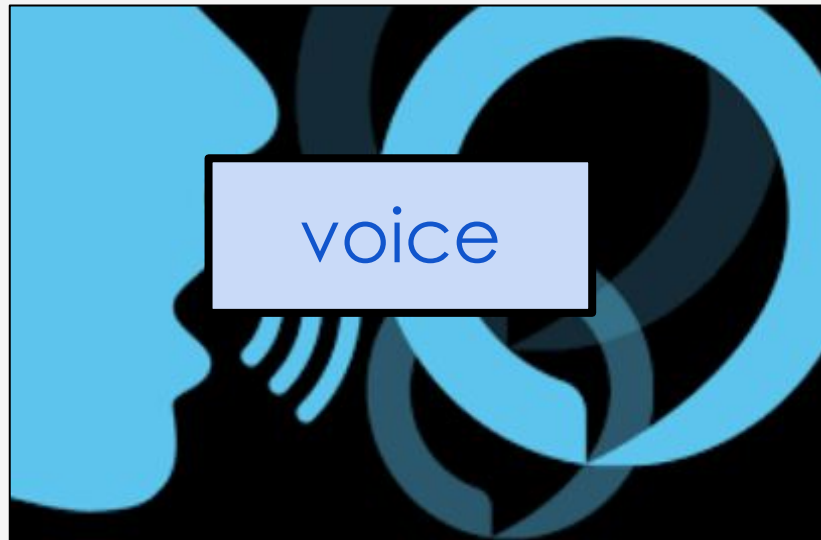
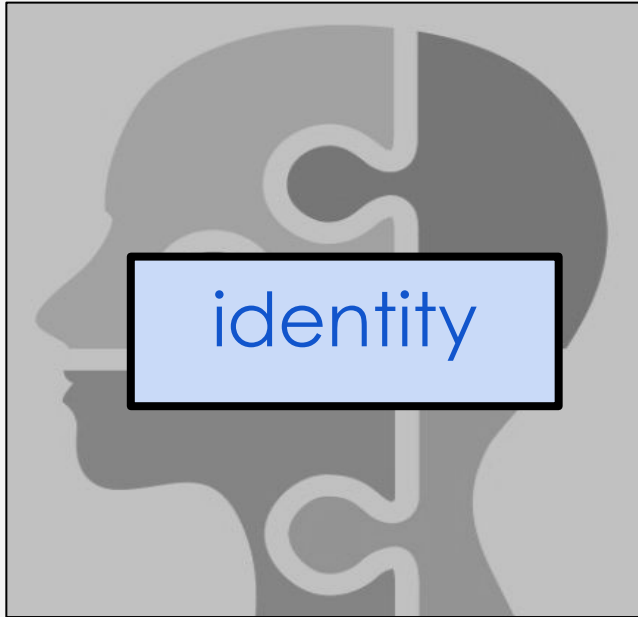
Data-based Decision Making

Fidelity Data

Annual Evaluation

...within
ALL MTSS-B/PBS
systems,
practices, data
& outcomes.

Culturally Responsive Elaborations (for ensuring equity)

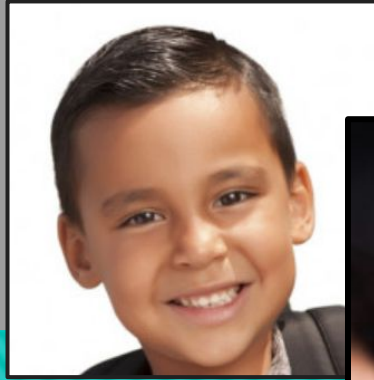


Ethnicity

		Teacher - Student Relations	Student - Student Relations	Student Engagement School Wide
TOTAL	N=729	2.82	2.46	2.43
Asian	N=19	2.94	2.53	2.53
Black	N=306	2.79	2.42	2.46
Hawaiian	N=			
Hispanic/Latino	N=			2.48
Multiracial	N=1			2.35
White	N=155	2.91	2.54	2.39
Prefer Not to Say	N=34	2.78	2.53	2.4
American Indian or Alaskan Native	N=17	2.71	2.53	2.54

data for equity

Specific Examples



Situational
Appropriateness



Behavior expectations & Situational appropriateness

1.3 Behavioral Expectations

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.PBISApps.org)



Behavior expectations & Situational appropriateness

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Behavior expectations & Situational appropriateness

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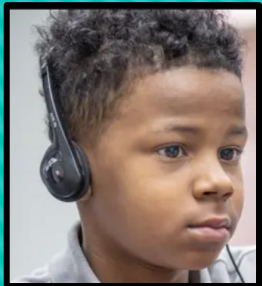


The Magic
of the Matrix



Situational Appropriateness Implications

- **Students may not “already know how to behave” while in school**
- **Home teaching is not judged**
- **When cultural differences are discovered, we need to explicitly teach to fluency**



Personal Matrix: Appendix G

- A tool to assist with “Code Switching”
- Take school expectations and...
 - Add differences at home
 - Add differences in community

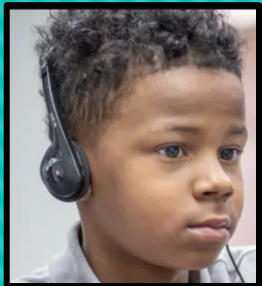
Appendix G: Personal Matrix (Behavior Dictionary)

A personal matrix (or behavior dictionary) is a tool classroom teachers can use to draw on student prior knowledge regarding behavior expectations (Validate and Affirm) and identify where connections need to be bridged and built. School personnel articulate expectations in the school setting, and students are asked to reflect on expectations in other settings in their lives. This dictionary can be used to help reteach and to help students learn to code-switch while allowing teachers to learn how the expectations may have been taught to fluency previously.

In the example below, the school wide expectations are identified and are operationalized in the “at school” column for students. Students are then asked to complete the At Home and In my Neighborhood columns individually.

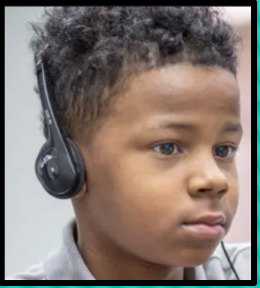
This activity allows school personnel to check for prior knowledge and understand where there may be cultural gaps between home and school, and where additional instruction may be necessary.

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



Personal Matrix

School-wide Expectation	At SCHOOL It looks like...	At HOME It looks like...	In my NEIGHBORHOOD it looks like...
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Personal Matrix: Appendix G

- **Allows staff to:**
 - **check for prior knowledge &**
 - **to understand where there may be cultural gaps between home and school &**
 - **where additional instruction may be necessary**
- **Step by step instructions**
- **Take approximately 15 - 30 minutes**

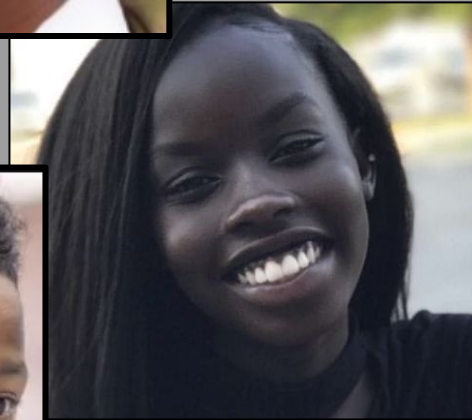
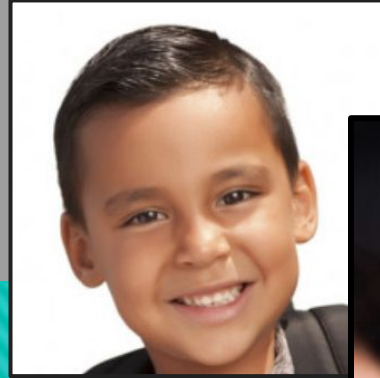
Personal Matrix - Let's Chat

1. Can you think of times you personally have used code-switching ?
2. Can you share how you might use the personal matrix activity at your building level?
3. What barriers, if any, might there be in using the personal matrix with students?

Break

Professional Development

Specific Examples





Professional Development & Identity

1.7 Professional Development

CR Concept: IDENTITY

SWPBIS Big Idea

Formal processes for providing training and practice to staff on implementing SWPBIS increases fidelity and consistency in SWPBIS practices.

Culturally Responsive Elaboration

Professional development processes and procedures focus on: (1) implementation of the SWPBIS framework, (2) the cultural responsiveness core components described in this guide, and (3) historic context and present-day issues specific to the school's underserved populations.

Non-examples

- Schools and districts maintain a broad range of short-term professional development topics that staff can select based on interest.

Examples

- The district has a long-term professional development plan that includes SWPBIS and enhancing equity.



Professional Development & Identity

Appendix H: Staff Elements of Culture Activity

Participants: Staff

Purpose: To engage staff in reflecting on their own values and culture, how they change over time, and how the school culture may engage or disengage students and families.

Time: 30-60 minutes

Materials needed: For each staff member, an Elements of Culture Table with various elements (see example on next page). The specific elements can be adjusted based on the needs of your school. For example, it may be useful to include a row for a common behavior issue in the school (e.g., volume, responding to insults).



Professional Development & Identity

Element of Culture	My Norms Growing Up	My Norms Now	My School's Norms	How My Students/Families May Differ	How This Difference Can Create Conflict
Appropriate Language (example)	Formal and respectful, especially child to adult	Respect for all, but no need for formal language with adults	Formal and respectful from students to staff and between students	Less formal language and use of profanity to convey extreme emotion	Students and families may be viewed as disrespectful when they have strong feelings
Space/ Proximity					
Attitude toward time					
Gender roles					
Family roles					
Family ties					
Grooming and presence					
Autonomy					
Status of age					
Education					



Student and Family Identity

“Systems are culturally responsive only to the extent that they are responsive to the needs and values of their specific students and families”

- Representation: do students see themselves in the school? In the curriculum?



Poll

Appendix E: Imaging



In this example, school expectations are incorporated into cultural symbols known to students and family members. The expectations are in home languages as well as English.

Images used with permission, Paula Fernandez, Wisconsin RTI Center, 2015.



Rather than sending a message that tobacco is bad, this school understood from the community that tobacco is sacred to some of the families and students they serve. The school, in cooperation with the community, sent a more culturally appropriate message.

Also note the images; familiar patterns, and the "Native American" image is not an image of a race (i.e. Native American), but represents the traditional dress, culture and ethnicity of the students served at the school; students of the Menominee Nation.

Appendix J: Incorporating Student Culture into the Curriculum

In this section, there are two examples of time and content grids for different grades. It comes from the College of the Menominee Nations as a part of the Sacred Little Ones Education Grant. The first illustrations are part of a Cultural Calendar for the Menominee Nation. It identifies traditional cultural themes for various months known to Menominee students and their families. These themes by themselves can be a resource where if a school knows the cultural themes, can impact imaging. But the second part of the grid provides suggestions regarding how the themes can be incorporated into lesson plans. It should be noted that these themes build on the themes from the previous year (examples from Building Culturally Responsive Systems training, Wisconsin RTI Center, 2015)

Time and Content Grid for Cultural Integration - September - Wild Rice

	Language Arts	Math	Science	Social Studies	Music / Trip	Process
4K	Listen to wild rice stories of origin and harvesting. Color or paint picture book.	Sort wild and white rice. Count 20 pieces of rice.	Watch video. Identify parts of rice plant.	Sequence cards. Learn about tools used to harvest rice.	Go to rice bed. Cook a recipe.	Clean and Dry.
K	Listen to wild rice stories of origin and harvesting. Color or paint picture book.	Sort wild and white rice. Count 30 pieces of rice.	Watch video. Identify parts of rice plant.	Sequence cards. Learn about tools used to harvest rice.	Go to rice bed. Cook a recipe.	Clean and Dry.
1	Importance of Rice, meaning of Menominee Name. Sequencing Pictures & 5 Steps.	Sort wild and white rice. Count 30 pieces of rice.	Label Plant Parts.	Label Plant Parts.	Go to rice bed.	Clean and Dry.
2	Sequencing pictures of ricing steps and word for each step.	Compare Measurement and Weight of Cooked vs. Dry Wild Rice and White Rice.	Cut Plant Parts Apart. Other Students Put Tape that Like a Puzzle and Glue them Onto Construction Paper.	Label Plant Parts. Create Rice Life Cycle.	Go to Rice Bed.	Dance.
3	Sequencing steps and describe each step. Writing Prompts.	Word Problems. Measurement.	Label Plant Parts, Cut and Paste Plant Parts.	Create Books on the Sequence of Rice Life Cycle Process.	Go to Rice Bed.	Dance.
4	Sequencing, Writing Prompts, Vocabulary.	Make Recipe Books. Measurement.	Draw Wild Rice Bed with Rice Plant in It and Label the Parts.	Research and Locate States Rice Beds are Located in.	Go to rice bed.	Winnow.
5	Wordsearch, Crossword, Develop Vocabulary. Sequencing, Read Article about Ricing Process.	Calculate Math Word Problems. Conversion of Wild Rice Recipes. Benchmarks/Fractions.	Study Parts of Wild Rice. Diagram, Identify Parts on Real Plant, Life Cycle of Plant, nutritional value of Rice.	Map Reservation in WI, MN & MI. Where Wild Rice Beds are Located in MN, WI, & WI found/Major Cities, Where found on Menominee Reservation.	Measure, Cook, and Taste a Variety of Dishes.	Winnow.



Student and Family Identity

“Systems are culturally responsive only to the extent that they are responsive to the needs and values of their specific students and families”

- Belonging
 - *My name, My Identity*



Resource: *My Name, My Identity*





A Declaration of Self

[HOME](#)

[TAKE THE PLEDGE](#)

[RESOURCES](#)

[PARTNERS](#)

[SIGN IN](#)

My Name, My Identity

By pronouncing students' names correctly, you can foster a sense of belonging and build positive relationships in the classroom, which are crucial for healthy social, psychological, and educational outcomes.

#mynamemyid

[TAKE THE PLEDGE](#)






Noteworthy Tools


District/School Level

Getting to Know Our Names Week



my name identity
A Declaration of Self

NABE
National Association for Bilingual Education

Santa Clara County  Office of Education

Educator Level

- Name Pronunciation Guide
- Equitable Instruction Toolkit
- Articles and Books by age and identity topic

Student Level

Name Poem - Student First Name

SAMPLE

Andrea

It means loyal, kind, thoughtful

It is the number 13

It is like the calming sea.

It is our camping trips at Bass Lake

It is the memory of my "abuelita"

Who taught me to laugh and play

When she told me jokes and riddles

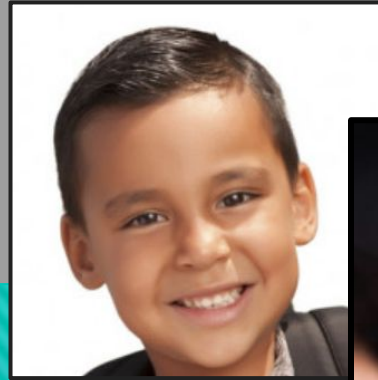
My name is Andrea

It means honesty and love of family. It means the warmth of my pets.

Let's Chat

Examples of schools who are doing a great job at incorporating student representation and belonging?

Specific Examples



Student/
Family/
Community
Involvement



Student/Family/Community Involvement & Voice

1.11 Student/Family/Community Involvement

CR Concept: VOICE

SWPBIS Big Idea

Engaging stakeholders enhances the contextual fit of SWPBIS systems and may increase consistency across school and other settings.

Culturally Responsive Elaboration

School teams and staff see student, family, and community partnerships as vital to improving student outcomes. These partnerships provide opportunities for student, family, and community voices to be heard and have their histories and experiences represented in the school setting. Connections to the school are authentic and collaborative when teams actively seek student, family, and community voice. It is critical that teams engage families, students, and community members that are representative of the schools' demographics and any underserved populations.

Non-examples

- Teams have no procedures for input, involvement, or feedback from students during design or implementation.
- Teams have no procedures for input, involvement, or feedback from family or other stakeholders during design or implementation.

Examples

- Teams research their communities to determine which ethnic groups are represented within the broad federal race categories.
- Teams have procedures for specific community outreach actions to ensure frequent two-way communication with stakeholders.
- Teams have procedures in place to inform families and community members of and actively engage them in volunteer opportunities within the school, (e.g., school-wide or classroom orientations or celebrations).
- Teams actively seek feedback from stakeholders regarding their perceptions of and suggestions for Tier I SWPBIS systems at least annually.
- Teams have procedures to ensure that stakeholders and community resources are connected to Tier I SWPBIS systems, including increasing students' and families' access to resources that specifically address underrepresented ethnicity groups or underserved populations.
- Teams share all information with stakeholders in multiple languages and modes of delivery (e.g., written, audio, visual).

Resources

- Stakeholder Input and Satisfaction Surveys – Student and Family (available soon at www.PBISApps.org)
- Sample family engagement activity - Read Your Heart Out (parent facilitated literacy celebration: www.youtube.com/watch?v=k7R0k9MDe04)
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Student/Family/Community Involvement & Voice

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...their histories and experiences are represented in the school setting...



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Student/Family/Community Involvement & Voice

Non-examples

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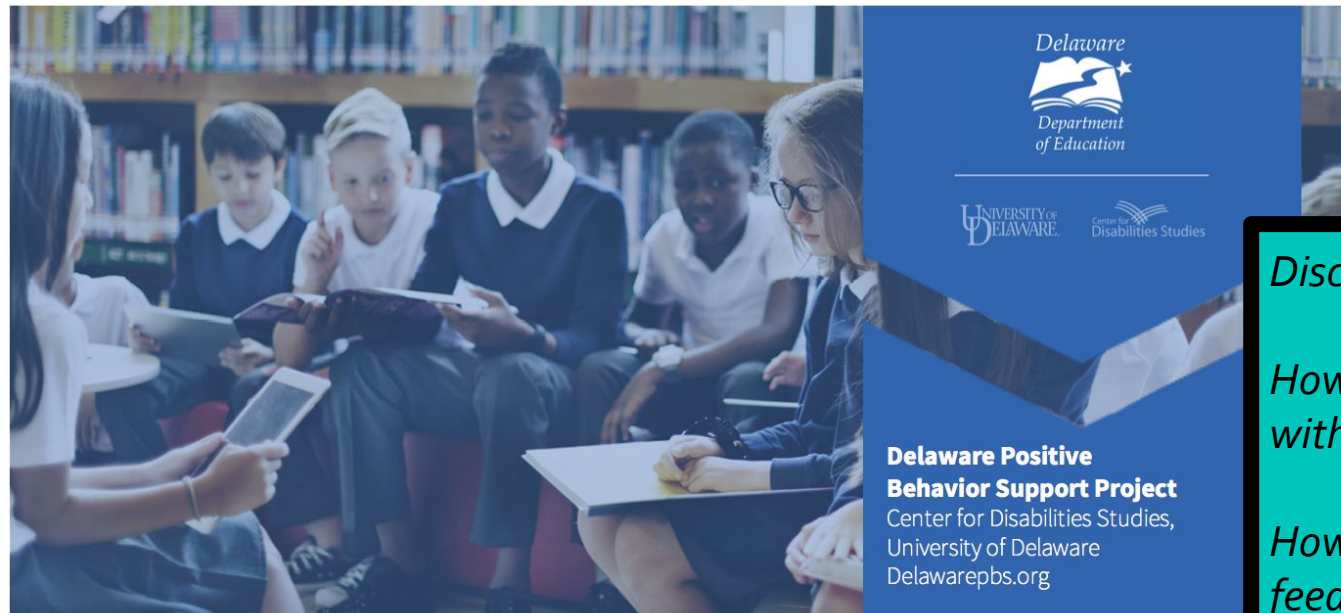
Mosaic 

Delaware School Climate Surveys: 2019-20 School-Level Student Data Report

Exploring student, staff, and parent perspectives on school climate, teacher techniques, bullying, student engagement, and social-emotional competencies.



Student/Family/Community Involvement & Voice



Mosaic 

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Discussion#2

How are you sharing your results with students and families?

How are they able to give feedback?

What updates or changes have you made to your action plan(s) from your results and their feedback?



Student/Family/Community Involvement & Voice

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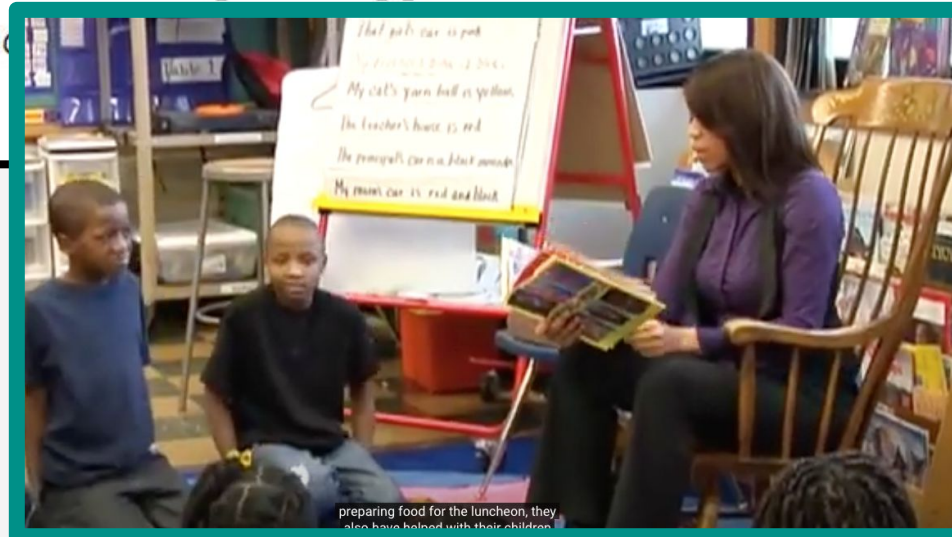
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- Cult
- Boo
- Phil



Mahlon Mitchell, who is featured in our History of Black Madison, reads to third-grade students at Mendota Elementary School at last year's Read Your Heart Out Day.



preparing food for the luncheon, they also have helped with their children.

...thing for our kids.



Student/Family/Community Involvement & Voice



PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches

Milaney Levenson¹, Kent Smith¹, Kent McIntosh², Jennifer Rose³, Sarah Pinkelman⁴

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

3 Parts Total

1. Core components of Cultural Responsiveness
2. Companion Guide
3. **Appendices**

Appendix

- Key terms glossary
- List of materials & tools
- Sample activities
- Lesson plans



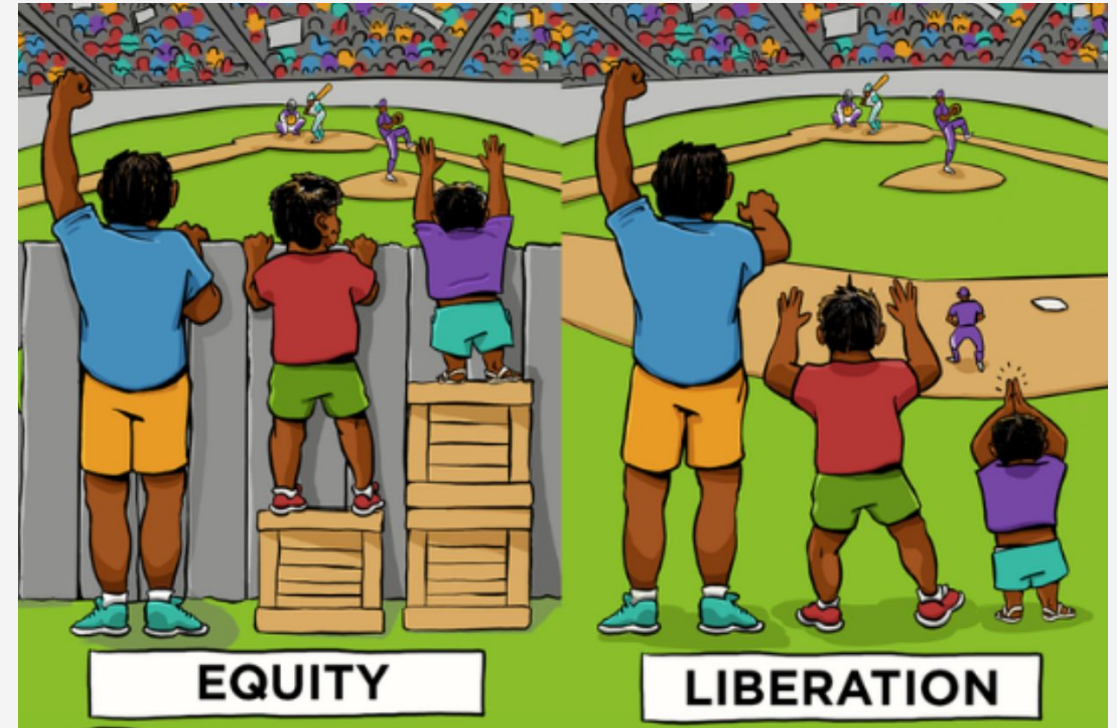
Appendix Highlight

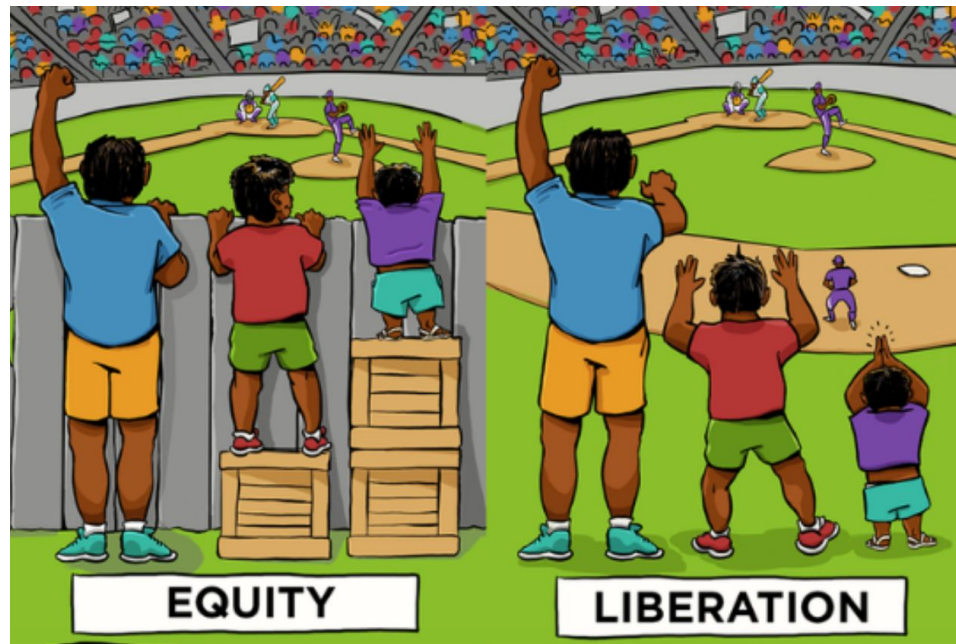
CULTURALLY RESPONSIVE SCHOOL- WIDE PBIS TEAM SELF- ASSESSMENT VERSION 3.0

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.			

Breakout Time for District Planning

Considerations for
Next Steps





All Field Guide sections can be used to expand **your current comprehensive action plan(s)** for continuous improvement.

District and school teams

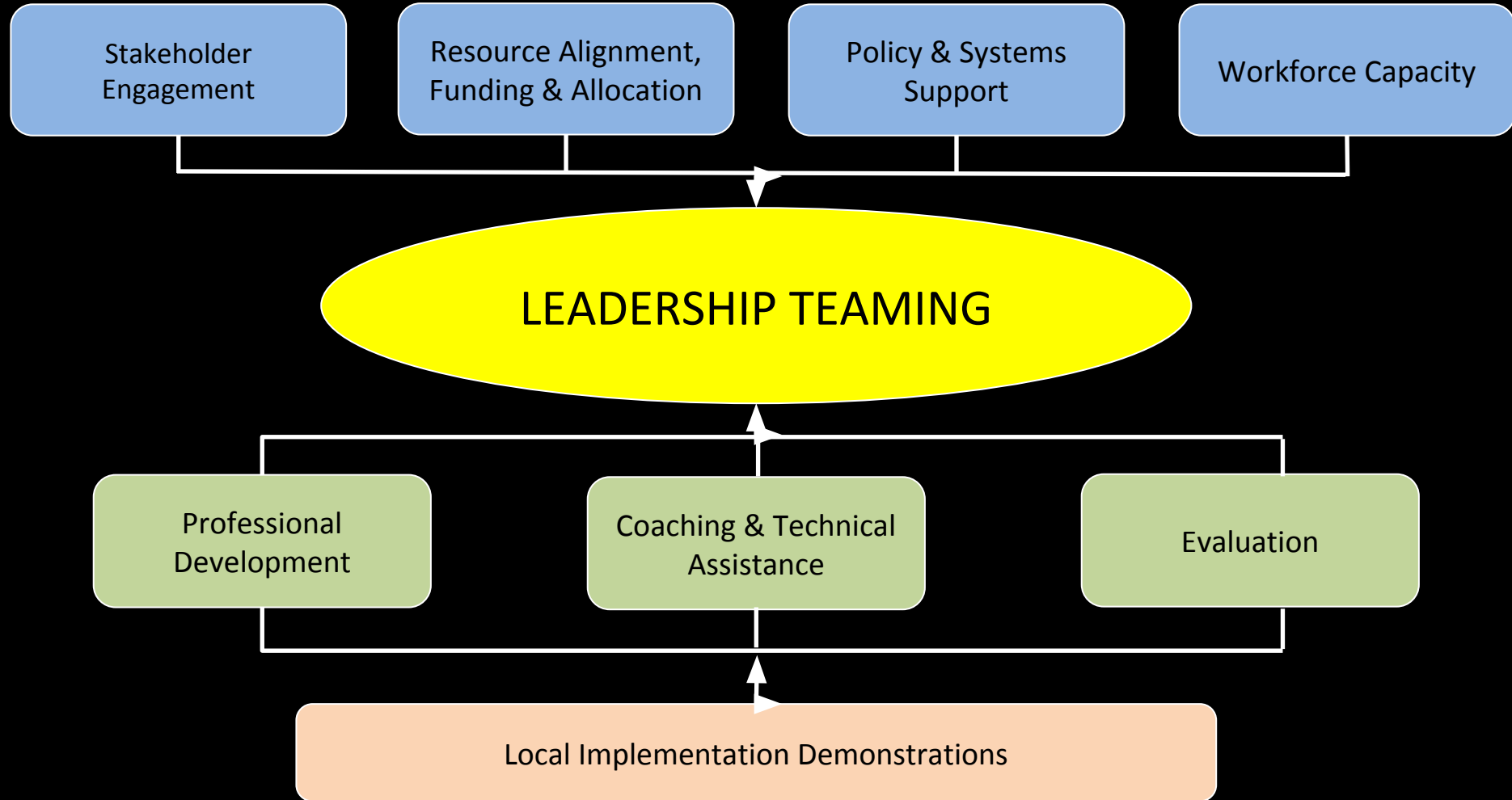
may develop goals based on existing data or new data (when needed)

&

utilizing the Cultural Responsiveness Companion (Section II)
and/or Appendix (Section III) resources.

District Leadership Team

approaches to work



roles & relationships



Please let us know know if you can support the DE-PBS Project in growing, too...

BEST/VTPBIS STATE TEAM COMMITMENT TO EQUITY

VT PBIS > BEST/VTPBIS STATE TEAM COMMITMENT TO EQUITY

The BEST/VTPBIS State Team believes that Black lives matter. Following the murders of George Floyd, Breonna Taylor, Ahmaud Arbery, and others, we have become acutely aware of our responsibility to interrupt racism by disrupting and addressing issues of inequity, hate, and bias in schools.

As a State Team, we will:

- ▶ Engage in professional development about racism, bias, and white fragility in order to build greater awareness, sensitivity, and opportunities for reflection;
- ▶ Listen and learn from the educational experiences of Black, Indigenous, and other People of Color;
- ▶ Embed the **core components** of equity and cultural responsiveness in all BEST/VTPBIS professional development and coaching in order to build equitable systems, policies, and practices in Vermont schools;
- ▶ Ensure that the systems and practices of PBIS include voice, choice, and ownership of all students, families, and staff;
- ▶ Promote professional development on social/emotional/behavioral learning strategies that are grounded in equity, honor different cultures, and teach anti-bias;
- ▶ Collect, analyze, problem solve, and act on fidelity and student outcome data in order to decrease disproportionality in Vermont schools; and
- ▶ Establish an equity action plan to be evaluated on an annual basis.



Your feedback matters - today's evaluation survey link can be found in the chat.

Please stay well and connected!

Breakout Groups



In small groups... (30 minutes)

- 1. Re-familiarize or familiarize** yourself with the **PBIS Cultural Responsiveness Field Guide** (take ~2-3 minutes on your own)
- How might you **use this resource** with school teams? Do you think the schools you work with are ready to begin (or have already started) the **identity awareness work** or do you think they are more likely to see success by starting with the **TFI Cultural Responsiveness Companion?** (~3 minutes/person)
- Find **one item** on the TFI Companion (pg. 7-21) that you believe should be a **priority. Be prepared to share this with the full group.** (~2-3 minutes)

Core Components of Cultural Responsiveness

This tool helps to define each of these that are also found in the 5-Point Equity guide and other recommended practice briefs and tools



1. Identity

- Race & ethnicity plus ability, gender identity, language, marital status, religion, sexual identity, socio-economic status, and more
- Practitioners need to understand their own identity and how that impacts their practice and classroom, as well as the identity of their students, families and community.



2. Voice

- Authentic family and community engagement include providing families, students and community members with meaningful opportunities to be heard, and voice their opinion, and exercise leadership within the school system.



3.Supportive Environment

- Staff must understand that school expectations exist as a framework to teach desired behaviors to fluency, rather than a system through which infractions are delivered.
- Staff must understand that the acknowledgment system is intended as a tool to encourage the learning and generalization of desired behaviors.
- Students feel valued and see themselves and their experiences on display.
- Diversity is welcomed and incorporated into classroom and school operations;



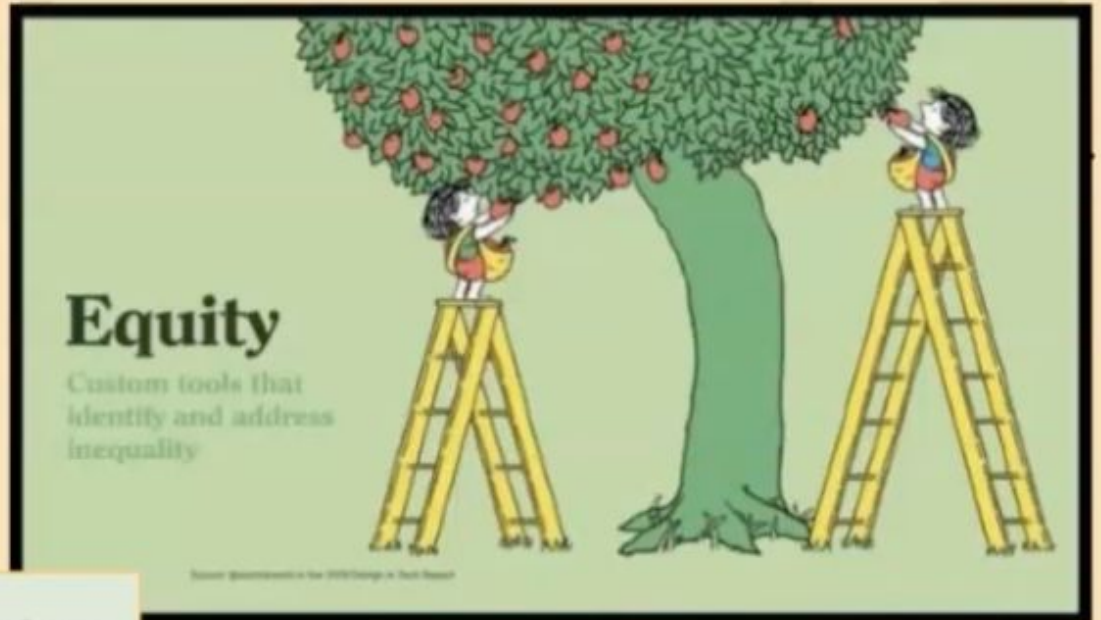
4.Situational Appropriateness

- Code Switching

5.Data for Equity

- It is imperative to disaggregate data for analysis and action planning and openly discuss trends in data regarding equity.
- It is critical to address issues of disparate impact at the systems level (i.e. operationally defining subjective behaviors.)

Ethnicity				
		Teacher - Student Relations	Student - Student Relations	Student Engagement School Wide
TOTAL	N=729	2.82	2.46	2.43
Asian	N=19	2.94	2.53	2.53
Black	N=306	2.79	2.42	2.46
Hawaiian	N=3			
Hispanic/Latino	N=85	2.85	2.52	2.48
Multiracial	N=110	2.79	2.36	2.35
White	N=155	2.91	2.54	2.39
Prefer Not to Say	N=34	2.78	2.53	2.4
American Indian or Alaskan Native	N=17	2.71	2.53	2.54



The Question of Equity




Full screen (f)



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with trauma informed & responsive practices



Integrating a Trauma-Informed Approach within a PBIS Framework

Lucille Eber, Midwest PBIS Network
 Susan Barrett, Old Dominion University
 Nicholas Scheel, University of South Florida
 Ami Flammini, Midwest PBIS Network
 Katie Pohlman, Midwest PBIS Network

The purpose of this Guide is to describe how district and school leaders can incorporate trauma-informed practices within a Positive Behavioral Interventions and Supports (PBIS) framework. This ensures that the investments in training school personnel about trauma can be integrated into a system that links these efforts to student outcomes. Recommendations are included for how to adjust the PBIS framework to support trauma-informed practices.

Introduction

Over the past decade, youth-serving systems have increased their focus on childhood trauma and its impact on the mental health of children and youth (Hanson & Lang, 2016). Educators, following the lead of child welfare and mental health organizations, have intensified efforts to ensure that all teachers and administrators work in a system that provides accurate information about the prevalence and impact of trauma, are provided training and coaching around trauma response, and have a clear understanding of their role in supporting students who have experienced trauma. Although schools are investing heavily in professional development about trauma, a recent analysis of the literature found no rigorous evaluations or evidence of the impact of these efforts in educational settings (Maynard et al., 2019; Reinbergs & Fefer, 2018). As with other interventions focused on improving student social-emotional-behavioral (SEB) functioning, trauma-focused interventions are unlikely to work without ongoing analysis of implementation and corresponding refinement of strategies (Kelly et al., 2010). Positive Behavioral Interventions and Supports (PBIS) provides an effective multi-tiered framework for incorporating the knowledge about childhood trauma into an established system of SEB support, rather than focusing on trauma as a separate and perhaps competing initiative. Following the Interconnected Systems Framework (ISF) process for integrating PBIS and school mental health into a single system (Eber et al., 2019), trauma-informed practices become part of one multi-tiered continuum of support, benefitting from the structures that contribute to efficiency and effectiveness.

A Trauma-Informed Approach:
 * A program, organization, or system that is trauma-informed realizes the widespread impact of trauma and understands potential paths for recovery; recognizes the signs and symptoms of trauma in clients, families, staff, and others involved with the system; and responds by fully integrating knowledge about trauma into policies, procedures, and practices, and seeks to actively resist re-traumatization." (Substance Abuse and Mental Health Services Administration [SAMHSA], 2014, p. 9).

Positive Behavioral Interventions & Supports (PBIS)
 www.pbis.org

FIGURE 3: Crosswalk of Tier 1 Components and Trauma-informed Features

Tier I Trauma Features				
Tier 1 Components	How is Tier 1 component trauma-informed?			
	Creates Safe, Predictable, & Consistent Environment	Building Community or Relationships	Teaching/ Reinforcing Skills	Supports Regulation
Defined and teaching school-wide expectations <ul style="list-style-type: none"> Expand teaching to include coping skills (e.g., identifying feelings, expressing feelings, & managing feelings) Teach social-emotional and behavior lessons in a circle and embed with academic lessons Use morning circle routine across all classrooms to practice new skills and build classroom community 	X	X	X	X
Feedback and acknowledgement system <ul style="list-style-type: none"> Use feedback to increase the use of new skills across locations Teachers model calm response when providing feedback Use the system to prompt all staff to increase positive greetings and positive social interactions across the day 	X	X	X	X
Active Supervision (scan, move and interact with students during transitions and non- classroom locations) <ul style="list-style-type: none"> Team members and coaches conduct direct observations and collect counts of staff interacting with students and during transitions and cafeteria – provide data to staff during grade-level meetings 	X	X		

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with
Restorative
Practices

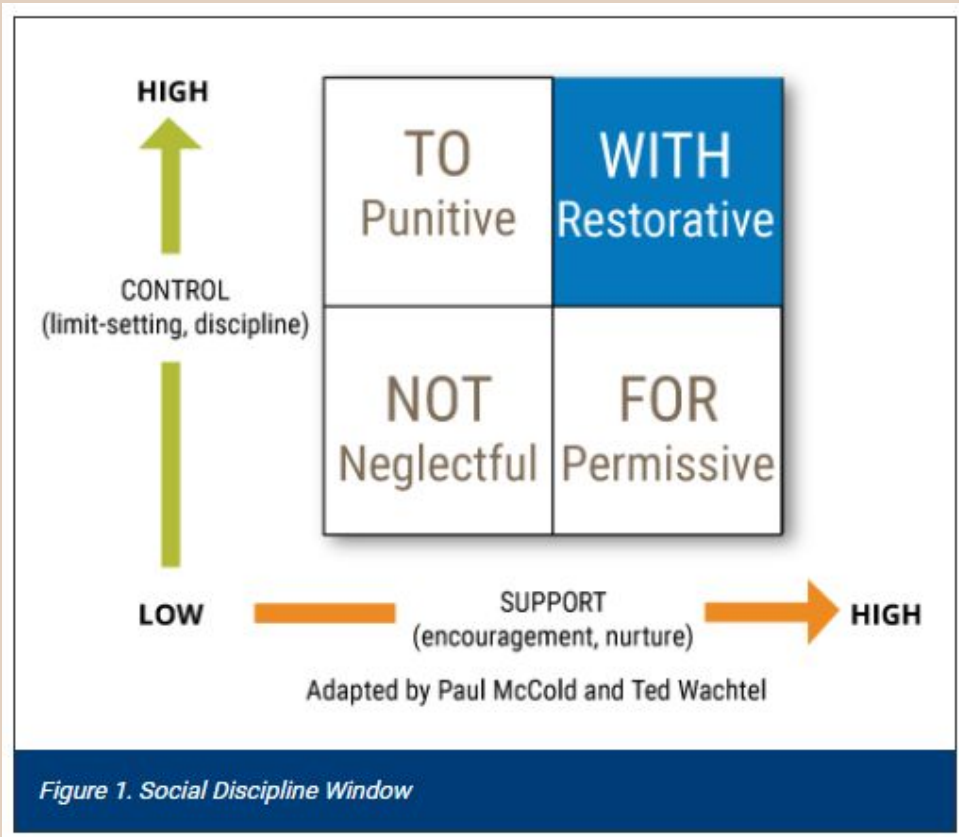
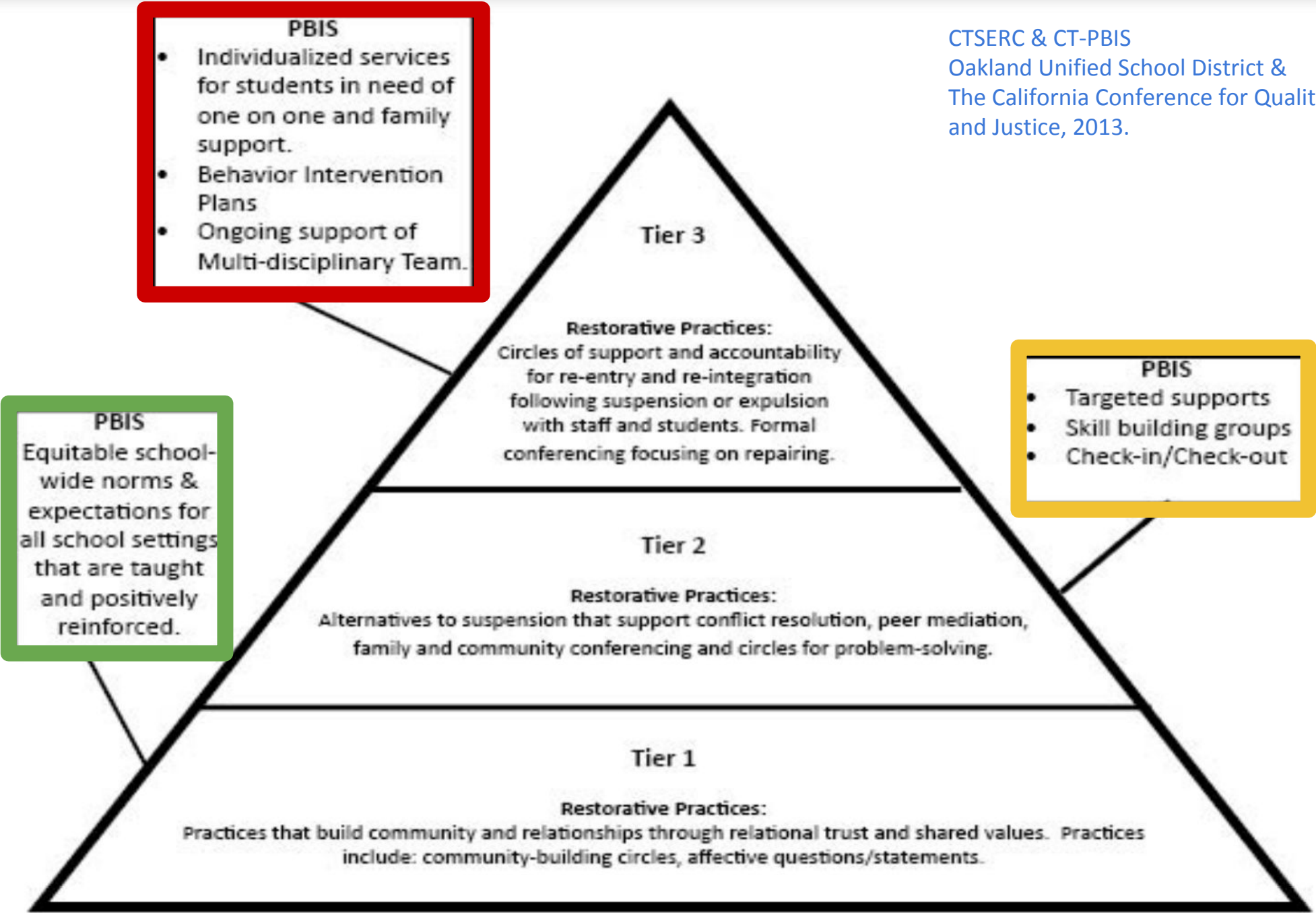


Figure 1. Social Discipline Window

Restorative Practices Lens

- **Individual(s)** with knowledge, expertise, and ability to provide coaching/support around Restorative Practices
- A regular **agenda item** for Restorative Practices (including data, systems, and practices)
- **Behavior Expectations** that explicitly include relationships? *Ex: Respect is using my words with a peer when we disagree...*
- Behavior expectations have been **explicitly taught** to staff and students
- **Discipline policies** and discipline flow chart include RP...etc.

CTSERC & CT-PBIS
Oakland Unified School District &
The California Conference for Quality
and Justice, 2013.



a·lign·ment

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with Whole Child lens & initiatives

<http://www.ascd.org/whole-child.aspx>



The MTSS-B/PBS Framework applies Implementation Science to help schools to:

- Effectively teach appropriate prosocial behavior
- Intervene early before behaviors & needs of concern escalate
- Support the use research-based, scientifically validated interventions whenever possible
- Monitor progress toward intended outcomes & use data to make team-based decisions

Students

Family/Community

Staff

The 15 TFI (Tier 1) Items...

TEAMING

- Team Composition
- Team Operating Procedures

SWPBS IMPLEMENTATION

- Behavioral Expectations
- Teaching Expectations
- Problem Behavior Definitions
- Discipline Policies
- Professional Development
- Classroom Procedures
- Feedback and Acknowledgement
- Faculty Involvement
- Student/Family/Community Involvement

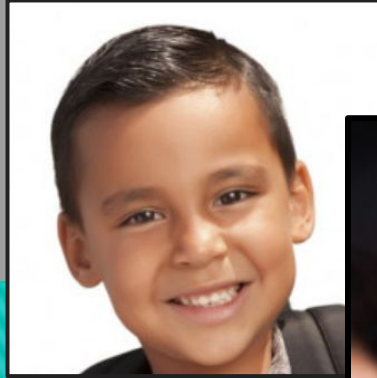
DATA

- Discipline Data
- Data-based Decision Making
- Fidelity Data
- Annual Evaluation

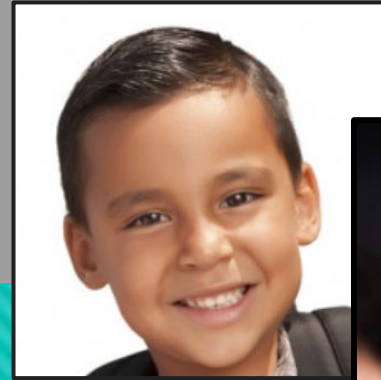
They look pretty familiar, right?



Specific Examples



Specific Examples



Professional Development



Student/
Family/
Community
Involvement



Behavior
Expectations

Cultural Responsiveness & Your Coaching Experiences

TEAMING

- Team Composition
- Team Operating Procedures

SWPBS IMPLEMENTATION

- Behavioral Expectations
- Teaching Expectations
- Problem Behavior Definitions
- Discipline Policies
- Professional Development
- Classroom Procedures
- Feedback and Acknowledgement
- Faculty Involvement
- Student/Family/Community Involvement

DATA

- Discipline Data
- Data-based Decision Making
- Fidelity Data
- Annual Evaluation



In the meantime, please let us know...

3 ideas you heard today

2 questions or comments

1 thing you commit to doing before the **New Year**

