Equity Matters: Addressing Discipline

Kent McIntosh
University of Oregon

CENTER ON PBIS Positive Behavioral Interventions & Supports

Acknowledgements

- Land Acknowledgment

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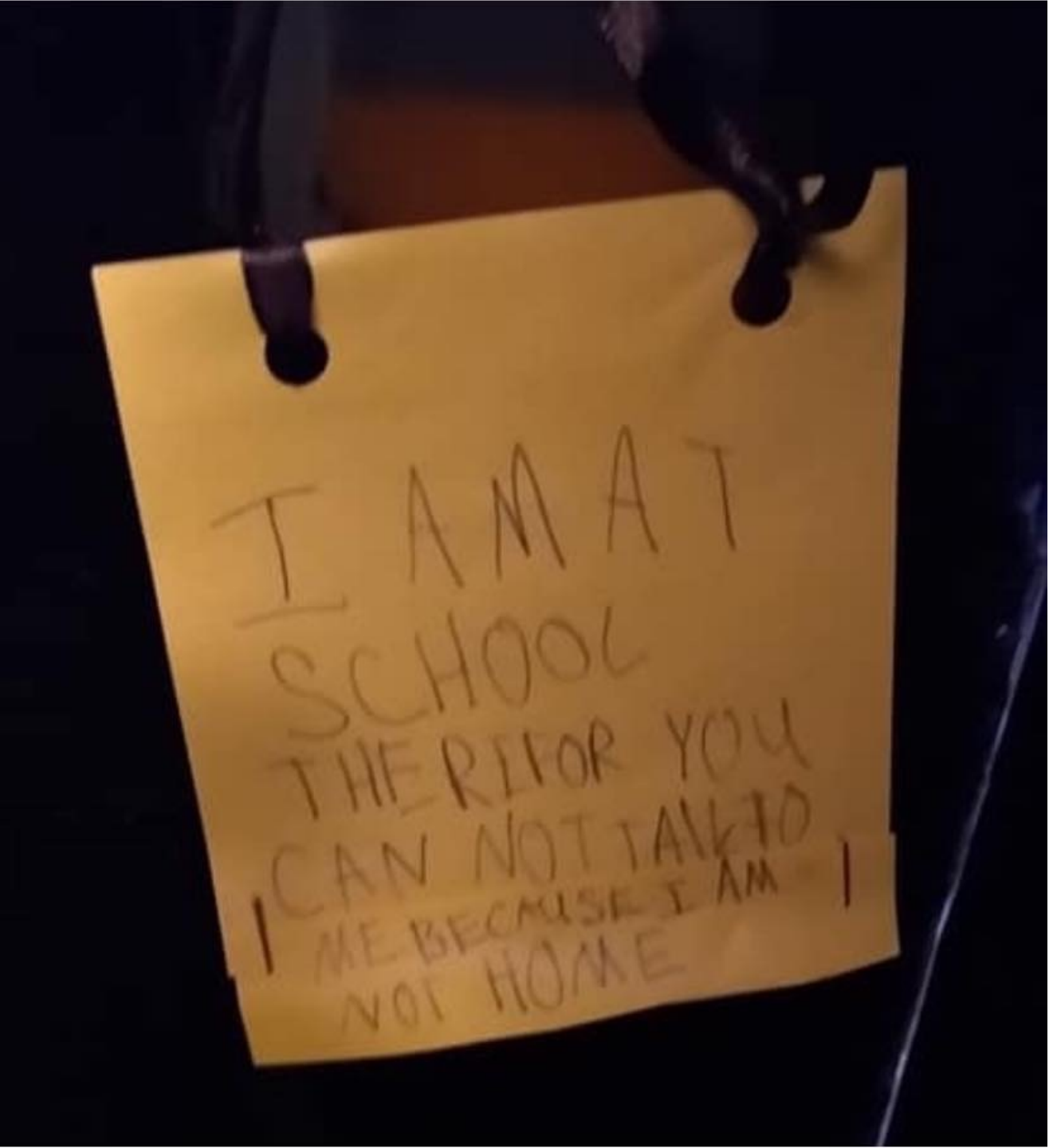
Thank you…

“Everyone believes that to be a good teacher all you need is to love to teach,

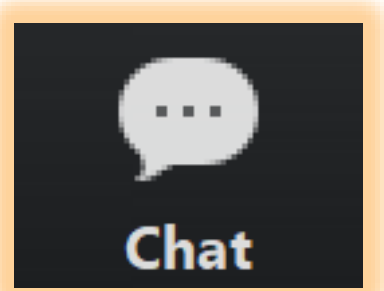
but no one believes that to be a good surgeon all you need is to love to cut.”

- Adam Urbanski, AFT



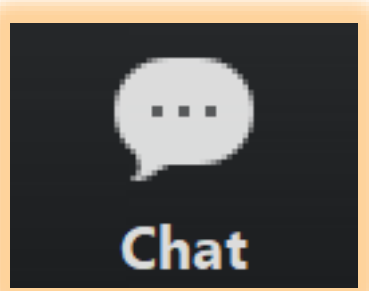
But some students and families thrived.

Why do you think that was the case?

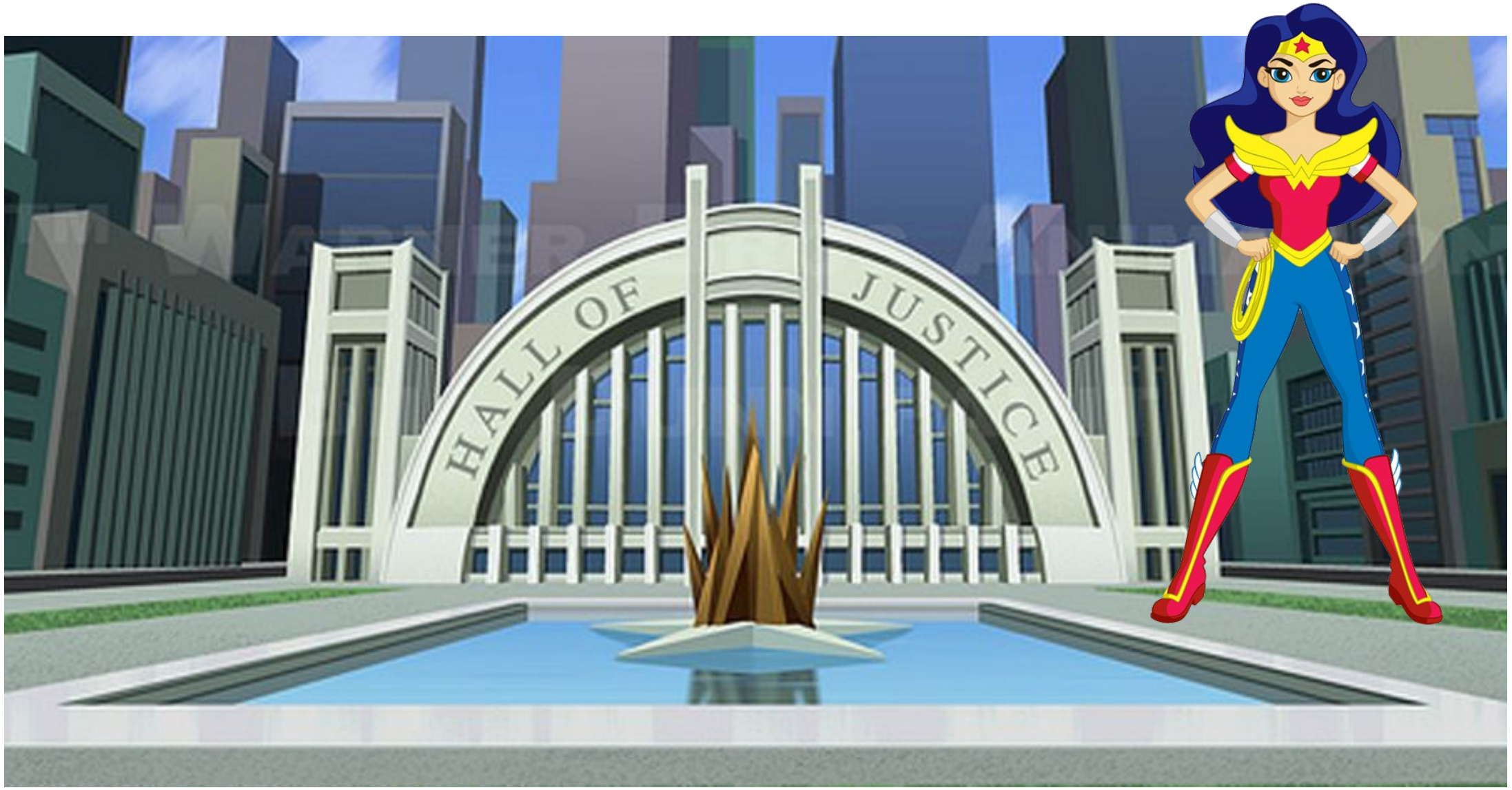


And some schools were more able to manage than others.

What do you think made the difference?



Superheroes and Systems



“That’s me!”

- How many of you…
  1. Work primarily with students and their families?
  2. Work primarily as school administrators?
  3. Work primarily at the district level?
  4. Work primarily at the state level?

“That’s me!”

- How many of you…
  1. Work primarily in early childhood?
  2. Work primarily in elementary schools?
  3. Work primarily in middle schools?
  4. Work primarily in high schools?

Overview of Today's Session

1. Share **effects of PBIS** on disciplinary equity
2. Introduce an **equity-focused PBIS approach**
3. Share **strategies** for making school-wide behavior support systems more culturally responsive

Handouts: http://www.pbis.org

How do I complete activities and action planning?

- OPTIONS…
  - Use your own classroom
  - Work as a team regarding one school
  - Work as a district team
  - Follow along with another team

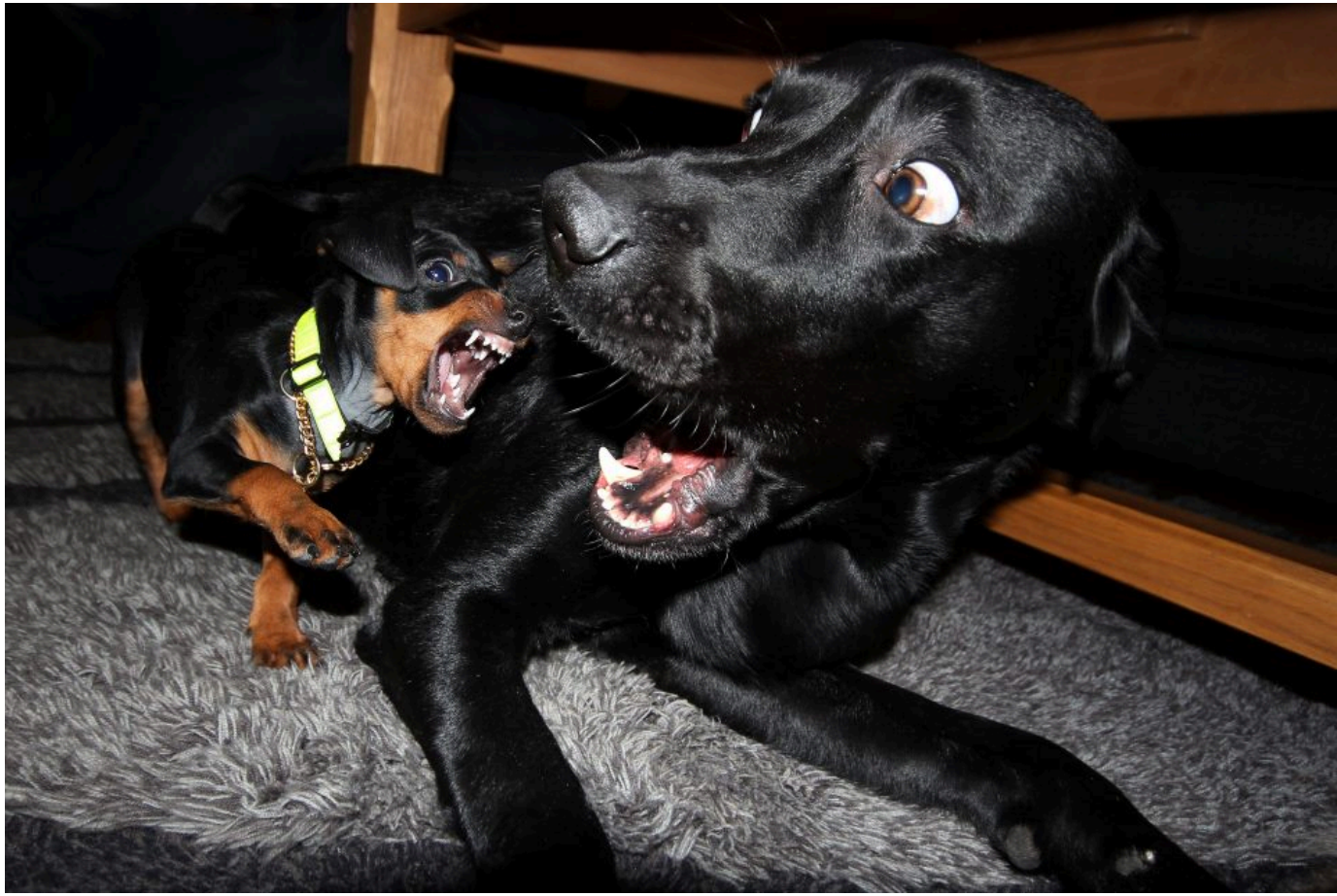
Your Own Action Plan!

p. 1

Activity	Who is Responsible	Target Start Date	Target Completion Date	How will we know if it's working?

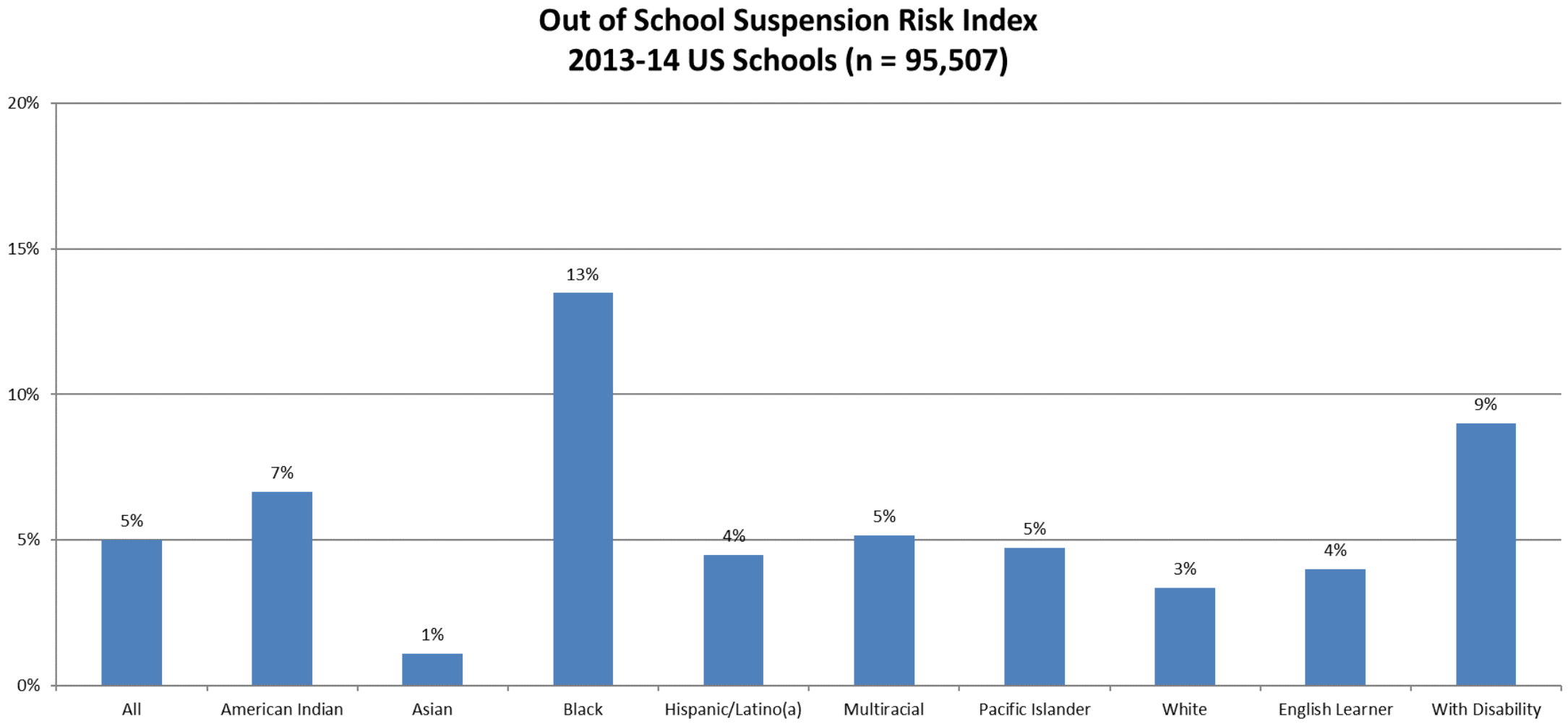
Ground Rules

- Chat with me throughout
- Speak what is true to you
- Make no assumptions except good intentions
- Get comfortable with discomfort



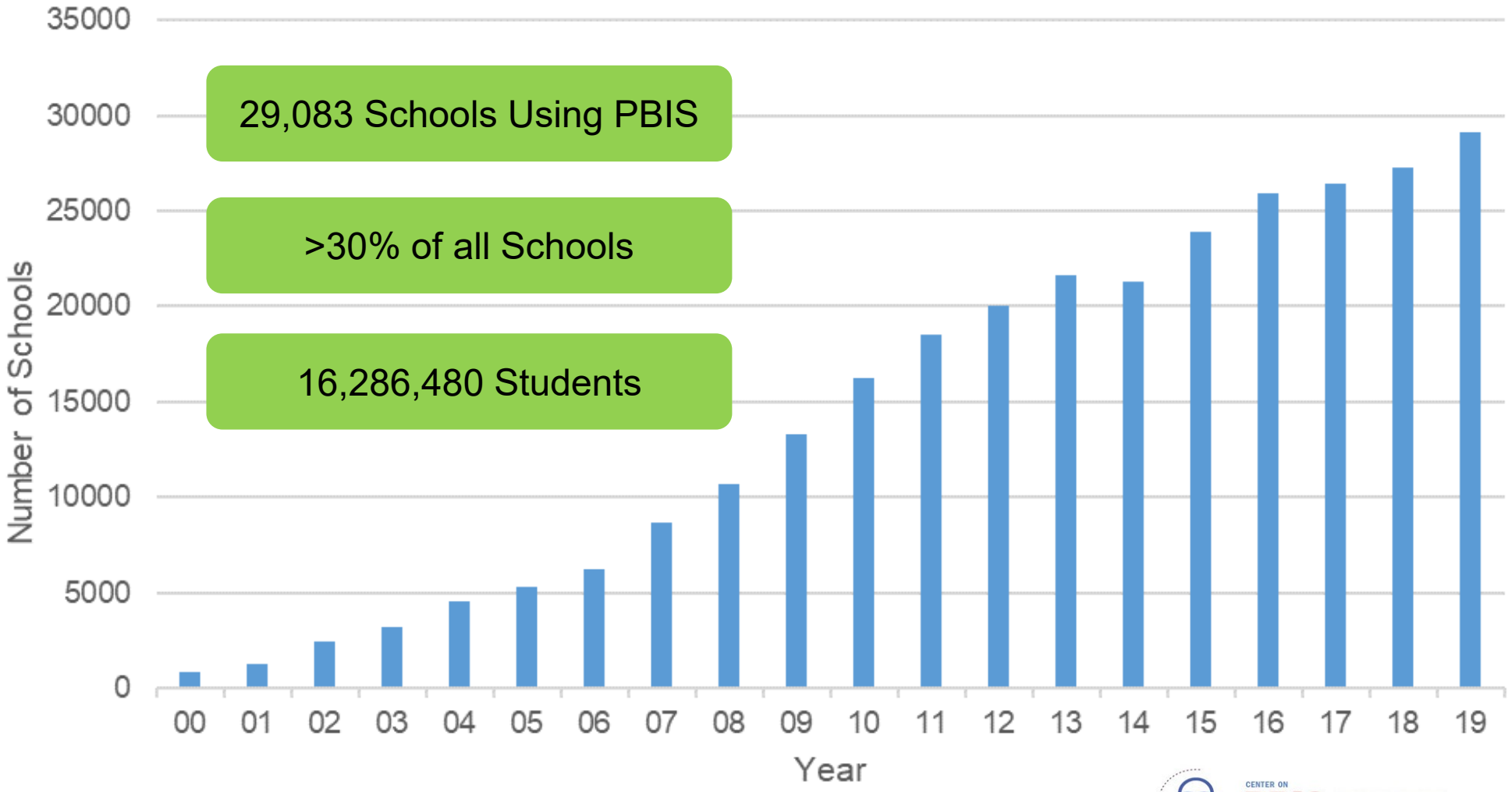
(Adapted from Singleton, 2015)

Disproportionality in School Discipline



U.S. Schools Using PBIS

August 2020



CENTER ON PBIS Positive Behavioral Interventions & Supports

Statistically Significant Outcomes of PBIS

- **Reduced use of exclusionary discipline**

  (Bradshaw, Mitchell, & Leaf, 2010; Flannery et al., 2014; Gage et al., 2018; Horner et al., 2005; Metzler et al., 2001; Nelson, 1996; Nelson et al., 2002; Solomon et al., 2012)

- **Increased prosocial behavior**

  (Metzler, Biglan, Rusby, & Sprague, 2001; Nelson et al., 2002)

- **Improved emotional regulation**

  (Bradshaw et al., 2012)

- **Improved academic achievement**

  (Horner et al., 2009; Lassen, Steele, & Sailor, 2006; Nelson et al., 2002)

- **Improved perceptions of school safety**

  (Horner et al., 2009)

- **Improved organizational health**

  (Bradshaw et al., 2008)

Statistically Significant Outcomes of High School PBIS

- **Reduced use of exclusionary discipline**

  (Bradshaw et al., in press; Flannery et al., 2014; Freeman et al., 2015a)

- **Reduced alcohol and other drug use**

  (Bastable et al., 2015)

- **Improved attendance**

  (Flannery et al., 2020; Freeman et al., 2015b)

- **Improved student engagement**

  (Flannery et al., 2020)

“If you ran a hospital, but you were only known for serving people who are healthy, well, then you wouldn’t be a very good hospital.”

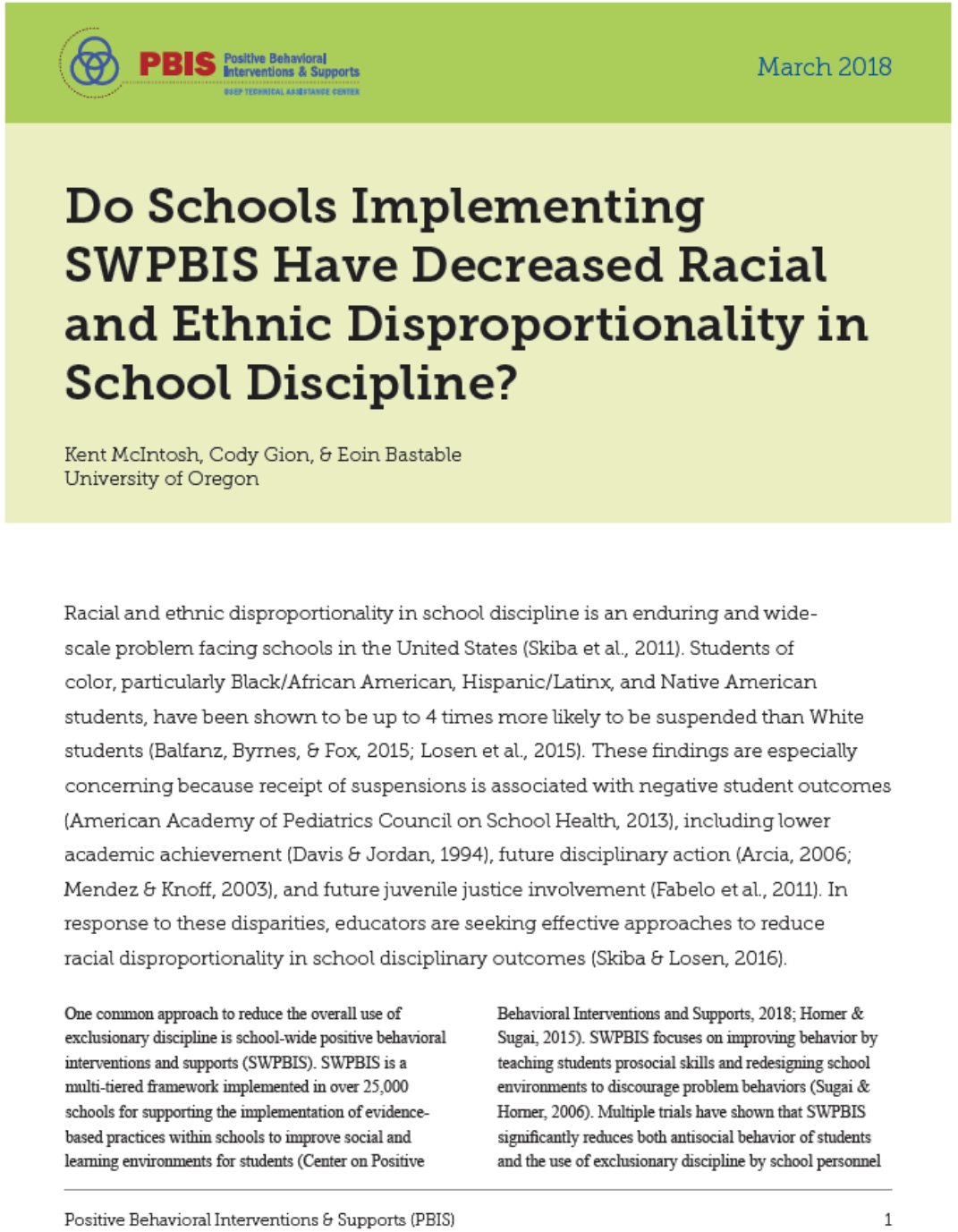
- Pedro Noguera

How well are we serving **all** students?

Equity is a Tier 1 issue.

Effects of PBIS on Equity in School Discipline

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



PBIS Positive Behavioral Interventions & Supports
OSEP TECHNICAL ASSISTANCE CENTER

March 2018

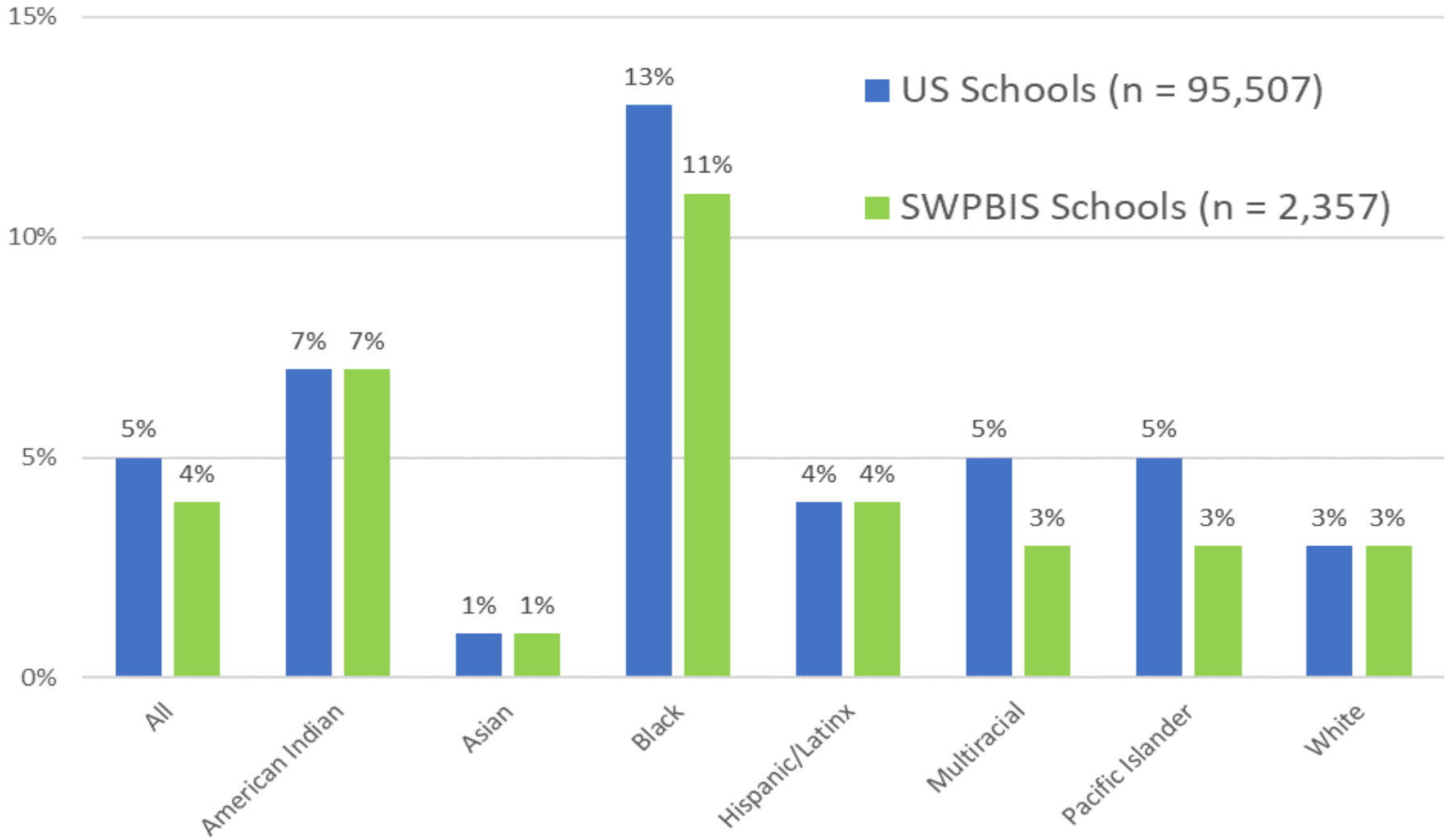
Do Schools Implementing SWPBIS Have Decreased Racial and Ethnic Disproportionality in School Discipline?

Kent McIntosh, Cody Gion, & Eoin Bastable
University of Oregon

Racial and ethnic disproportionality in school discipline is an enduring and wide-scale problem facing schools in the United States (Skiba et al., 2011). Students of color, particularly Black/African American, Hispanic/Latinx, and Native American students, have been shown to be up to 4 times more likely to be suspended than White students (Balfanz, Byrnes, & Fox, 2015; Losen et al., 2015). These findings are especially concerning because receipt of suspensions is associated with negative student outcomes (American Academy of Pediatrics Council on School Health, 2013), including lower academic achievement (Davis & Jordan, 1994), future disciplinary action (Arcia, 2006; Mendez & Knoff, 2003), and future juvenile justice involvement (Fabelo et al., 2011). In response to these disparities, educators are seeking effective approaches to reduce racial disproportionality in school disciplinary outcomes (Skiba & Losen, 2016).

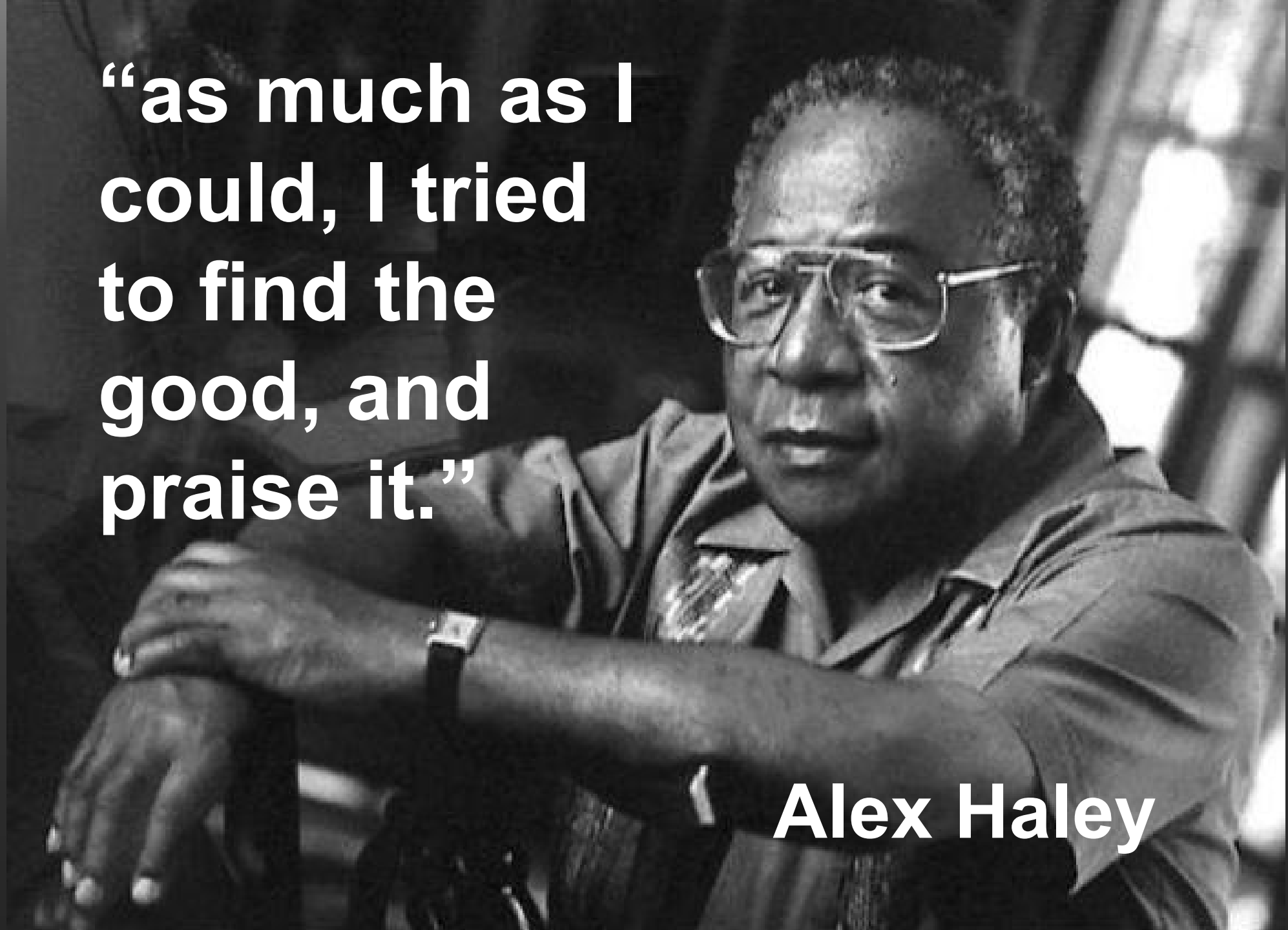
One common approach to reduce the overall use of exclusionary discipline is school-wide positive behavioral interventions and supports (SWPBIS). SWPBIS is a multi-tiered framework implemented in over 25,000 schools for supporting the implementation of evidence-based practices within schools to improve social and learning environments for students (Center on Positive Behavioral Interventions and Supports, 2018; Horner & Sugai, 2015). SWPBIS focuses on improving behavior by teaching students prosocial skills and redesigning school environments to discourage problem behaviors (Sugai & Horner, 2006). Multiple trials have shown that SWPBIS significantly reduces both antisocial behavior of students and the use of exclusionary discipline by school personnel

Effects of PBIS on Racial Equity in School Discipline



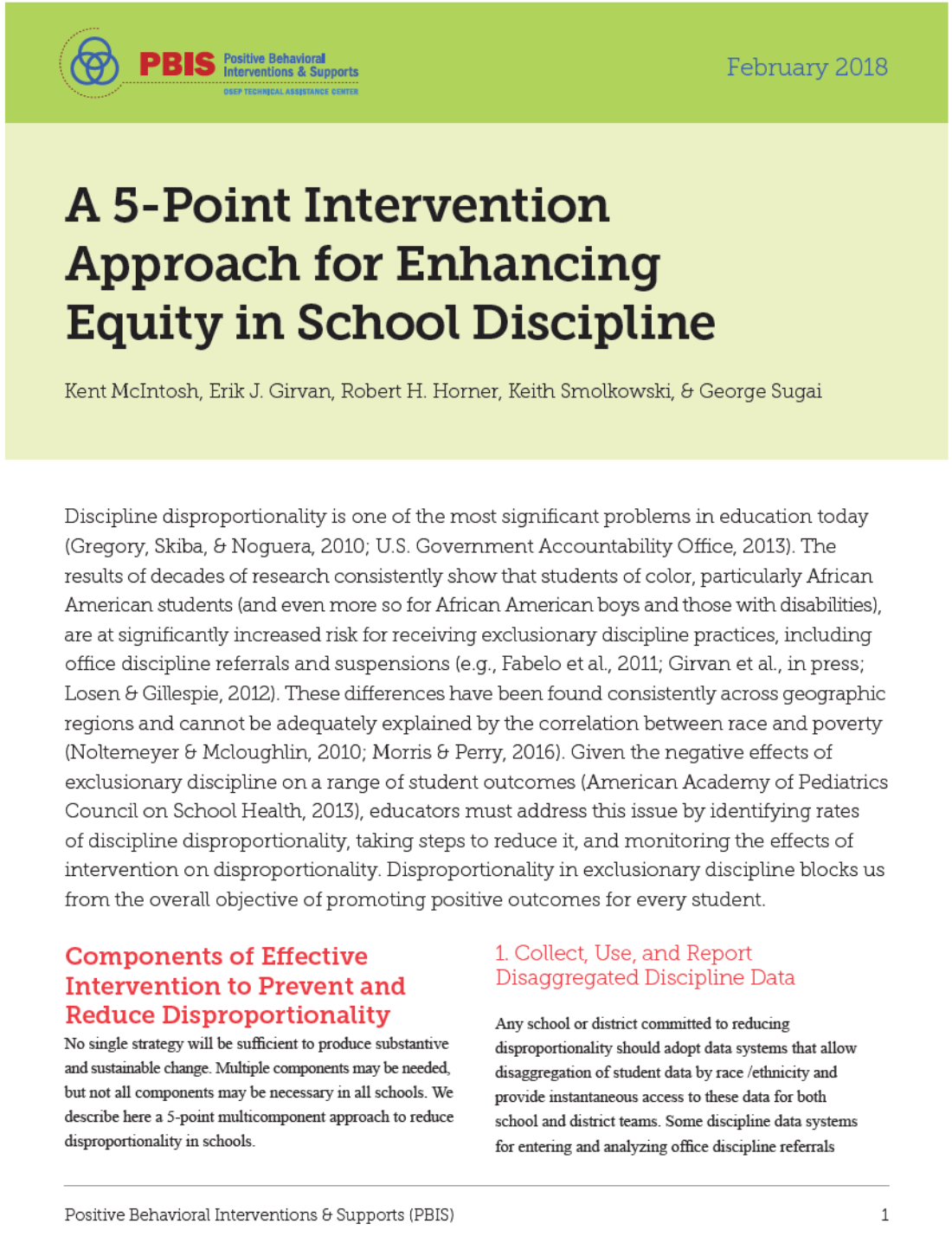
Which PBIS features are most predictive of racial equity in school discipline?

- Significant predictors of decreased disproportionality:
  - **Regular use of data for decision making**
    (Tobin & Vincent, 2011)
  - **Implementation of classroom PBIS systems**
    (Tobin & Vincent, 2011)
  - **Use of formal reward systems**
    (Barclay, Castillo, & Kincaid, in press; Tobin & Vincent, 2011)


“as much as I could, I tried to find the good, and praise it.”
Alex Haley

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

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



PBIS Positive Behavioral Interventions & Supports
OSEP TECHNICAL ASSISTANCE CENTER

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 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 disproportionality in schools.

1. Collect, Use, and Report Disaggregated Discipline Data

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

5-point Intervention Approach

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

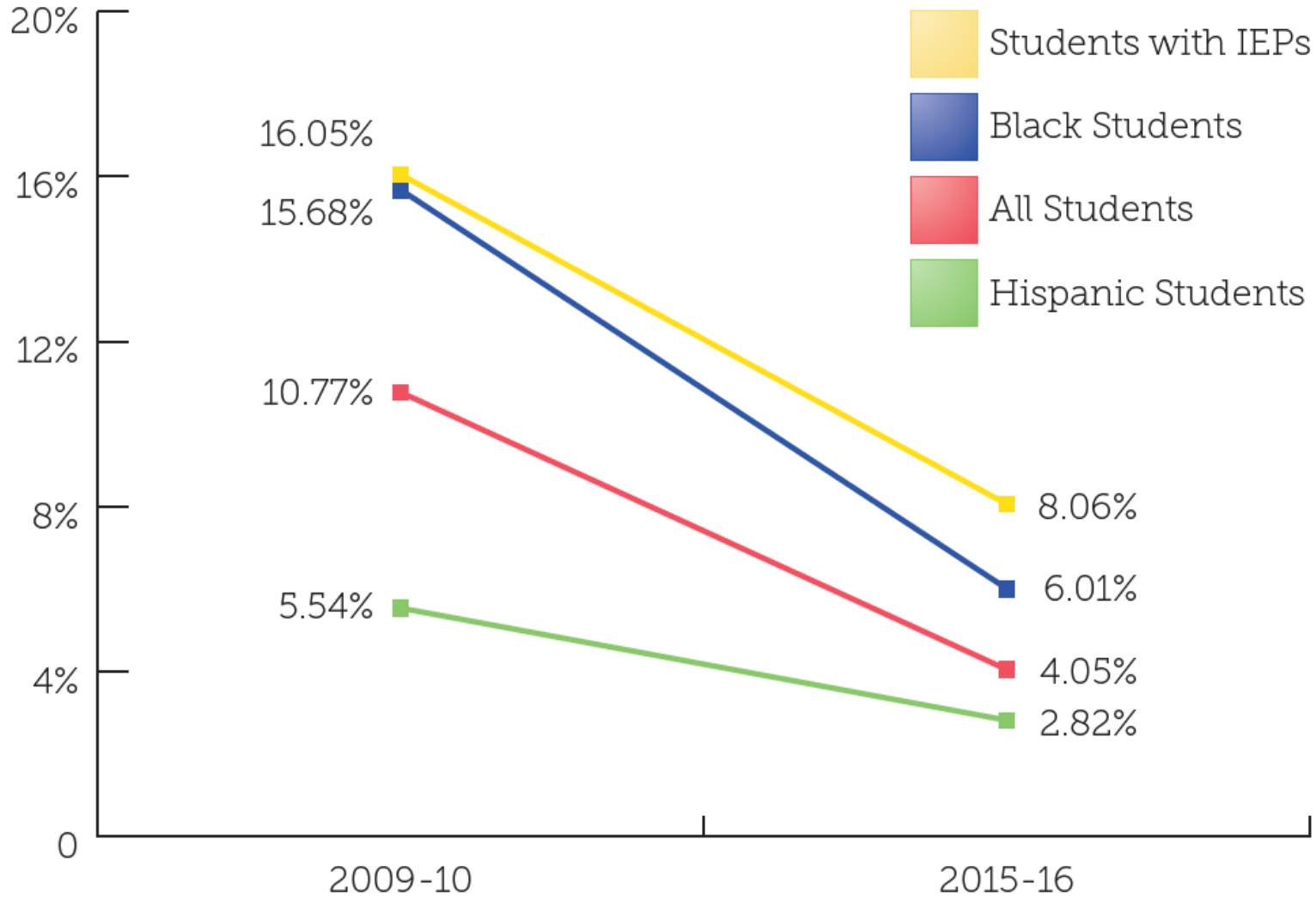
https://www.pbis.org/topics/equity

Effects of Equity-focused PBIS on Racial Equity in School Discipline

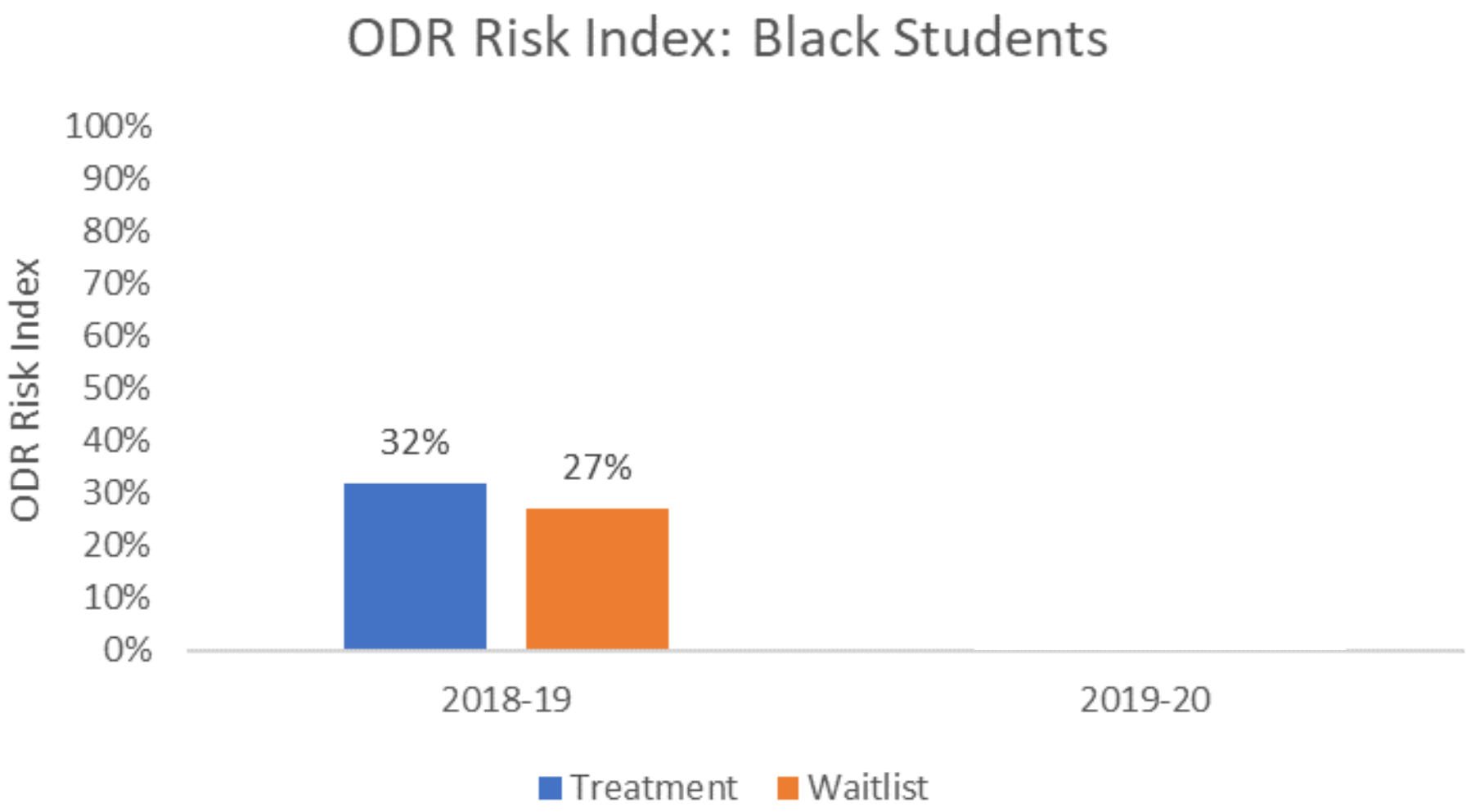
- Fox et al., 2021
- Gion et al., 2020
- McIntosh et al., 2018
- McIntosh et al., 2021
- McIntosh et al., in press
- Muldrew & Miller, 2021
- Payno-Simmons, 2021
- Swain-Bradway et al., 2019

Effects of PBIS on Out of School Susps

(WI Schools Implementing PBIS; Swain-Bradway et al., 2019)



Equity-focused PBIS RCT Outcomes



5-point Intervention Approach

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

Ask the Audience

- What 1 to 3 words would you use to describe

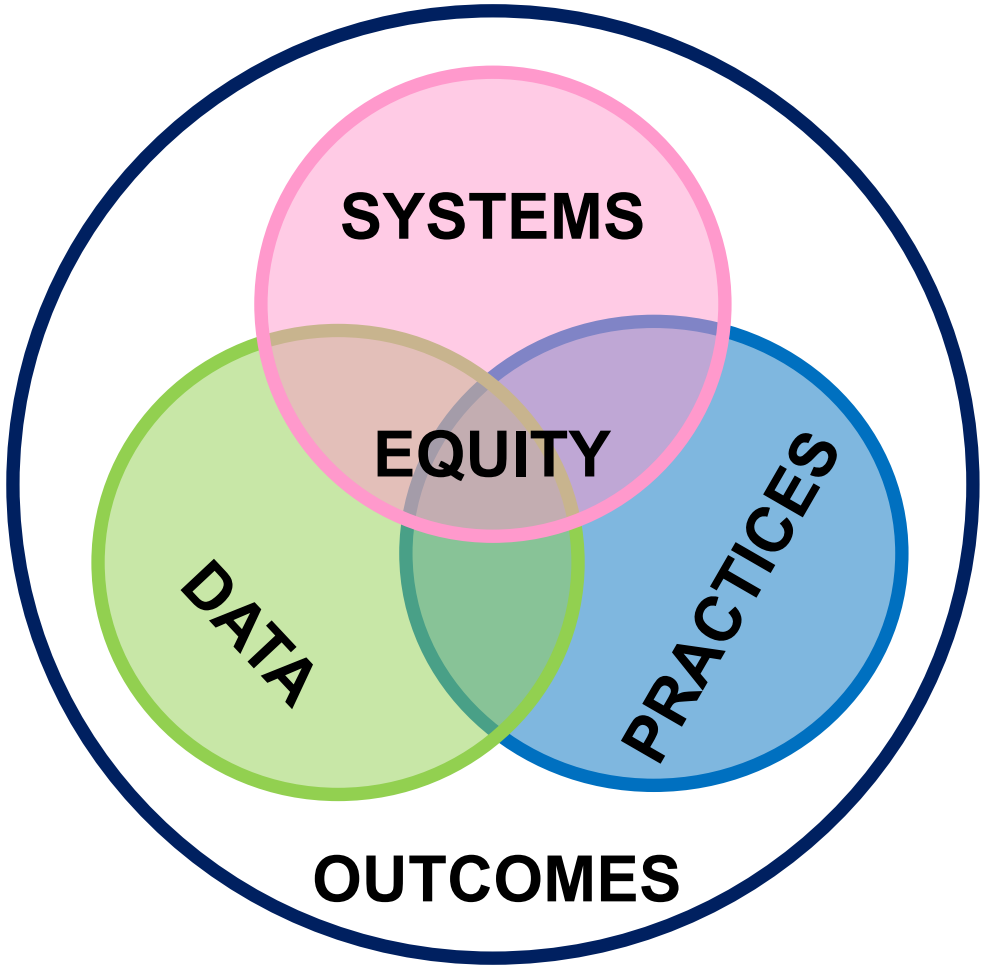
Cultural Responsiveness?

Cultural Responsiveness according to Geneva Gay

“Using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them. It teaches to and through the strengths of these students.”

PBIS Elements

Support Educators through Equity-focused PD



Disaggregate All Data by Student Group

Adapt Practices to Meet Needs and Values

High Expectations for Each Student

CENTER ON PBIS Positive Behavioral Interventions & Supports

Start with a Team…

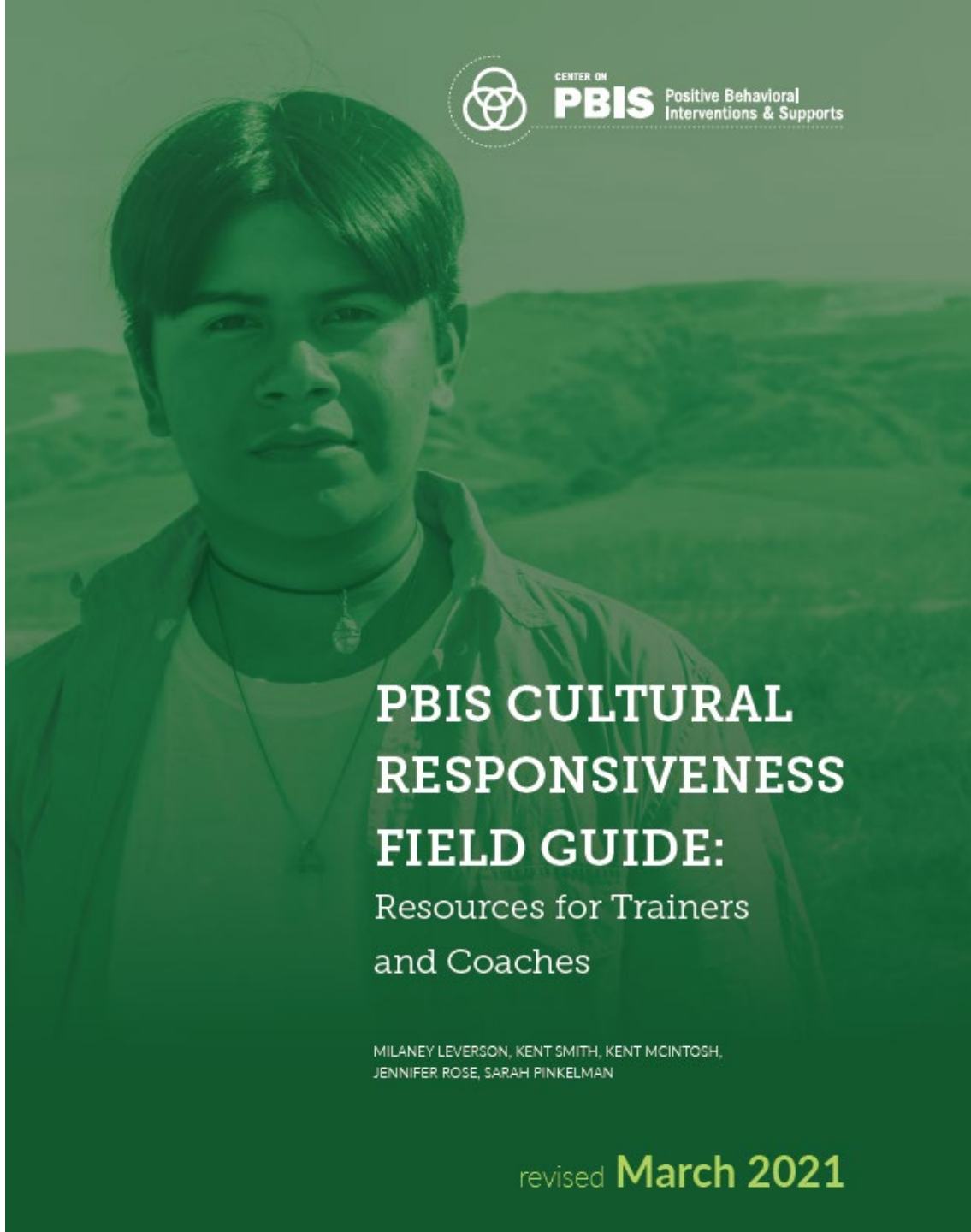
- Needs
  - Representative membership
  - Administrator support
  - Regular meeting times
  - Roles, schedules, agenda
- Options
  - Equity Team
  - MTSS/PBIS Team
  - School Climate Team
  - School/District Leadership Team

PBIS Cultural Responsiveness Field Guide

(Leverson et al., 2021)

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

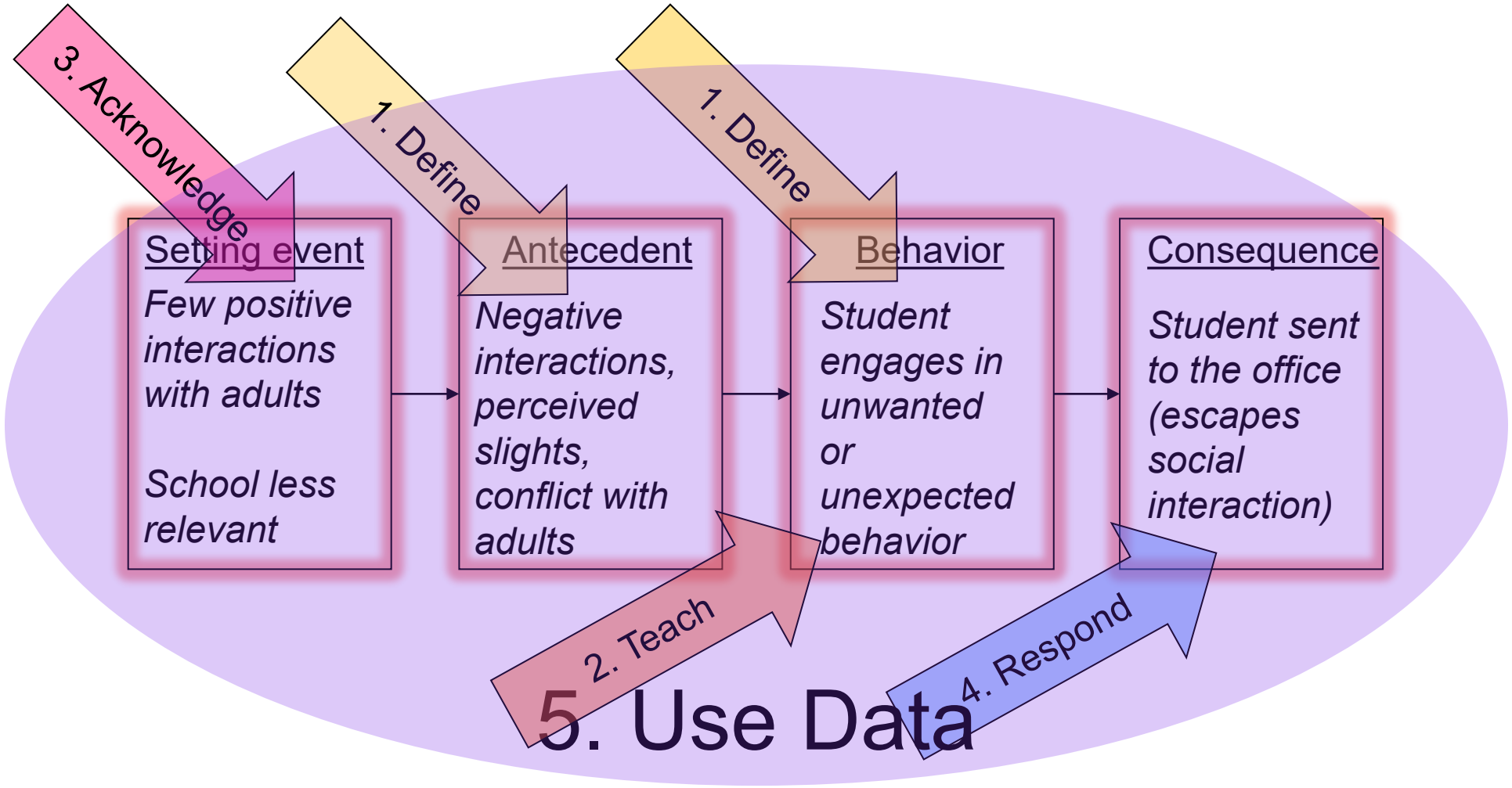
https://www.pbis.org/topics/equity



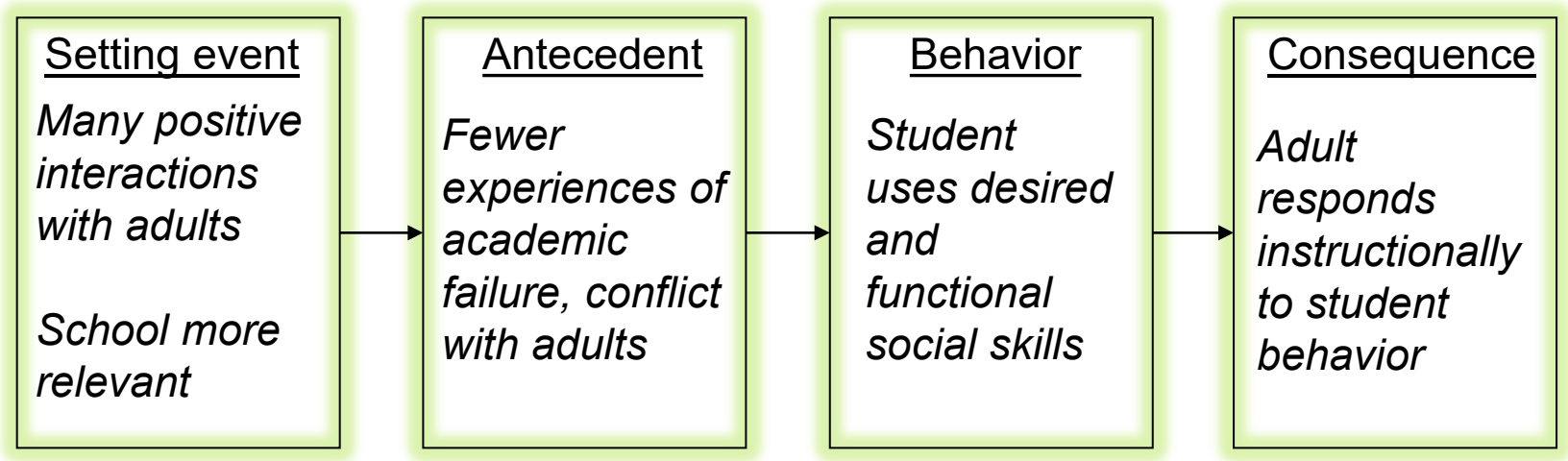
CORE PRACTICES of school-wide PBIS

1. DEFINE	school-wide expectations (i.e., social competencies)
2. TEACH & PRACTICE	expectations
3. ACKNOWLEDGE	prosocial behavior
4. RESPOND INSTRUCTIONALLY	to unwanted behavior
5. MAKE DECISIONS	based on data

Coercive Cycle of Inequities



Constructive Cycle of Increasing Equity



CORE PRACTICES of school-wide PBIS

1. DEFINE school-wide expectations (i.e., social competencies)

CORE PRACTICES of school-wide PBIS

1. DEFINE

school-wide expectations (i.e., social competencies)

NO

COMING WITHIN 6 FEET

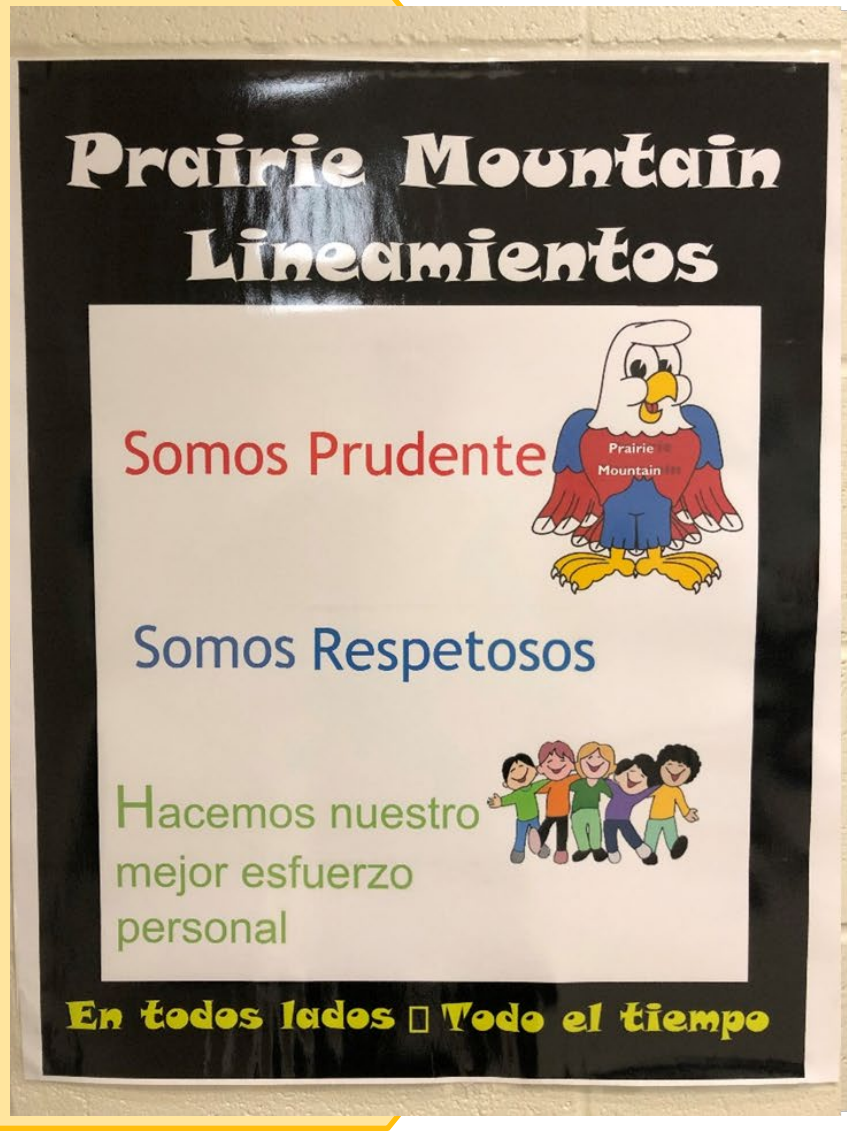
Absolutely

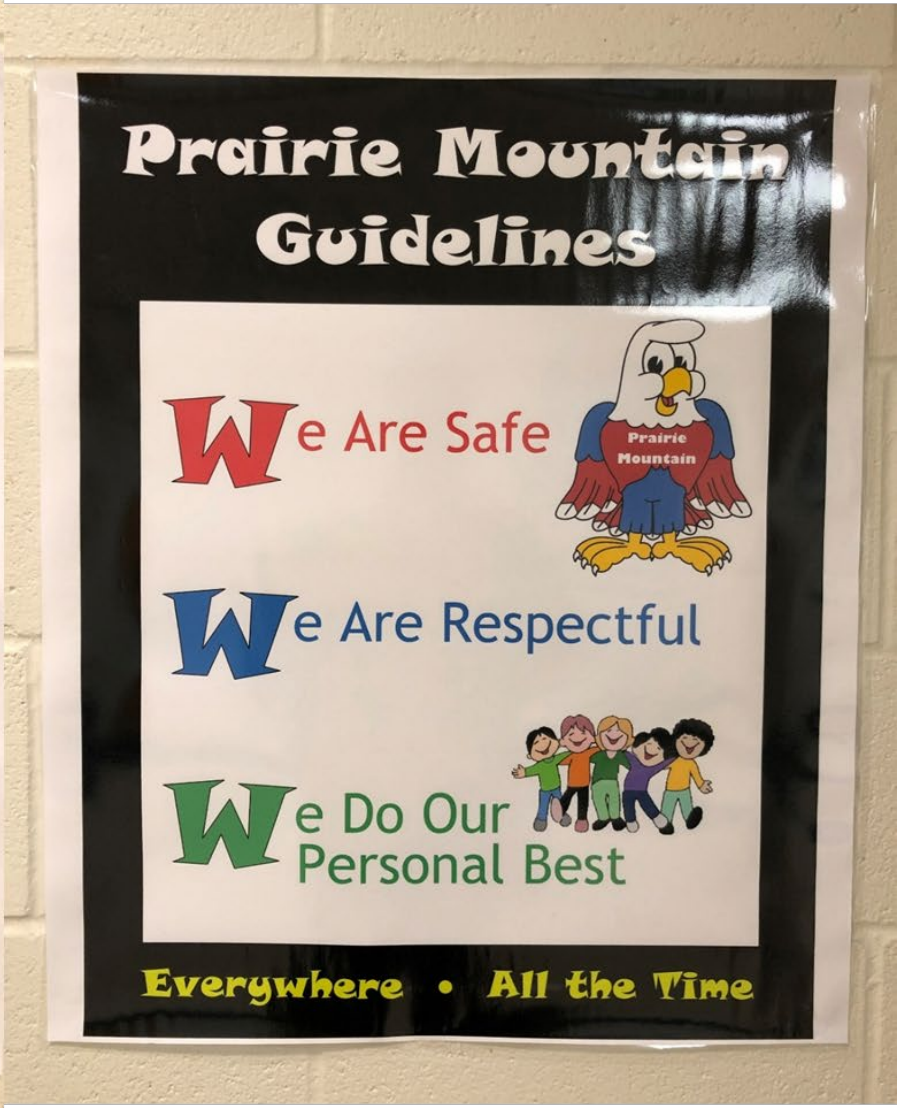
NO

Coming Within 6 Feet

CORE PRACTICES of school-wide PBIS

1. DEFINE





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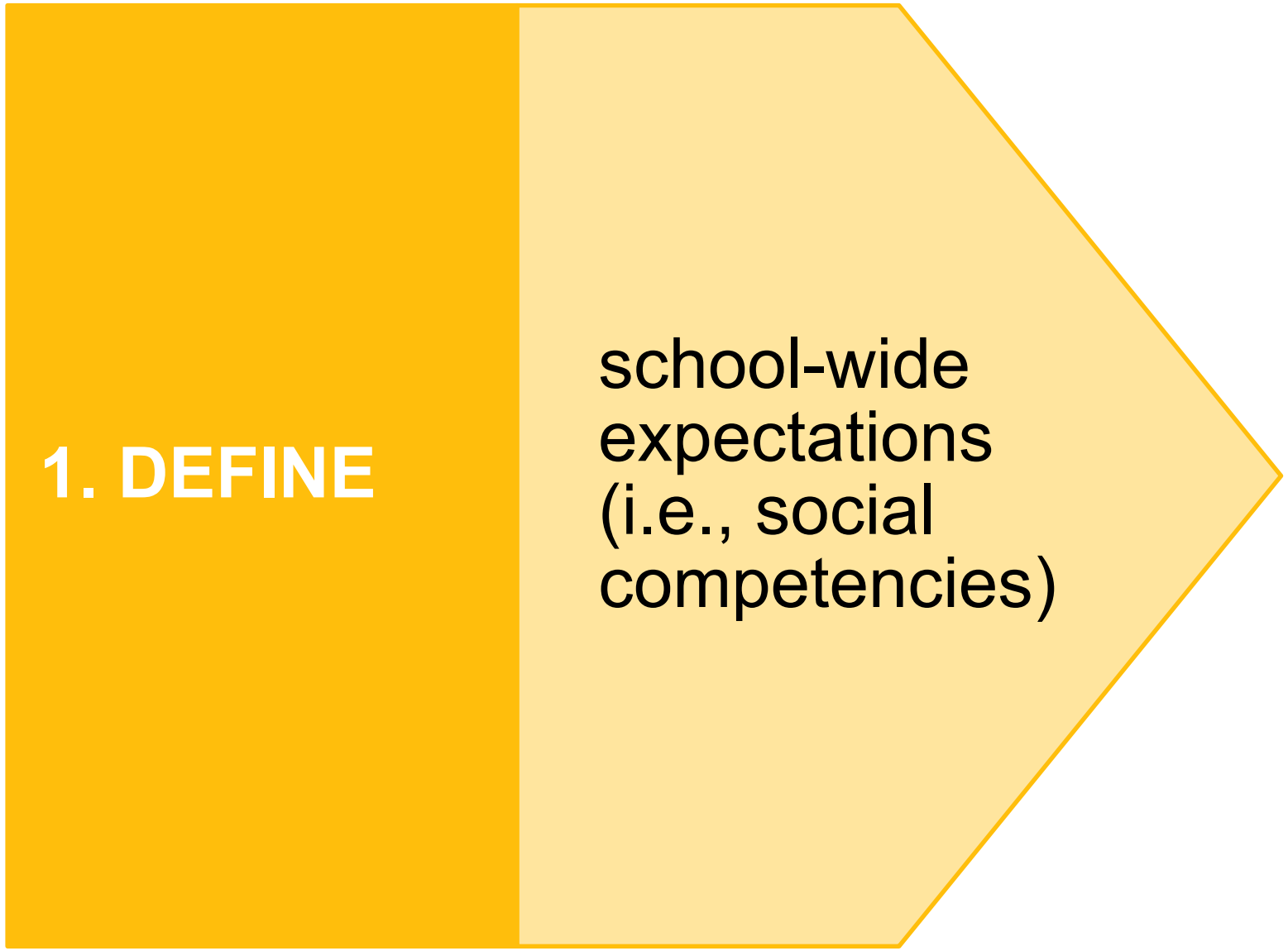


CRITICAL FEATURES of EFFECTIVE SCHOOL-WIDE EXPECTATIONS

- Small number *(2-5)*
- Memorable
- Broad *(Cover all expected behaviors)*
- Positively stated
- Culturally relevant

CORE PRACTICES of school-wide PBIS

1. DEFINE

school-wide expectations (i.e., social competencies)

ALTERNATIVES to "EXPECTATIONS"

You might prefer to call them…

- Values
- Agreements
- The Thunderbird Way

REFLECTS THE CULTURE

1. DEFINE

2. TEACH & PRACTICE

3. ACKNOWLEDGE

4. RESPOND INSTRUCTIONALLY

5. MAKE DECISIONS

CORE PRACTICES of school-wide PBIS

1. DEFINE

school-wide expectations (i.e., social competencies)

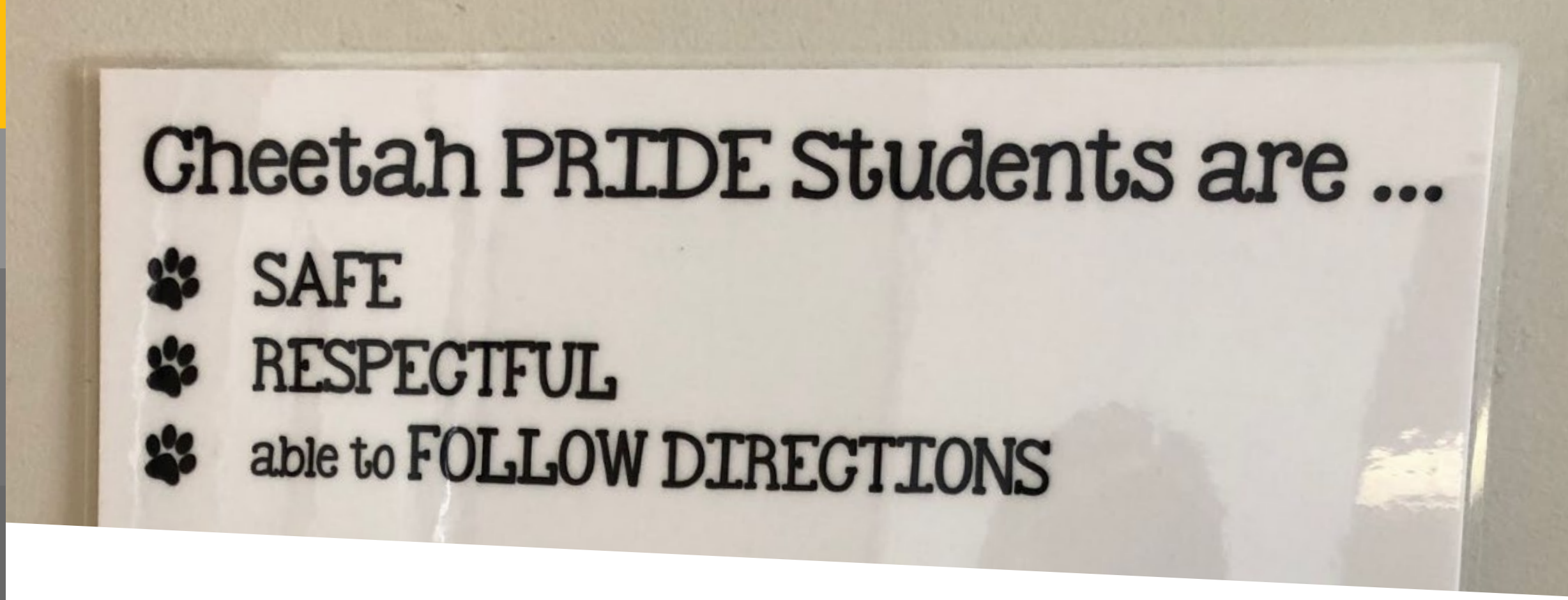
ALTERNATIVES to "EXPECTATIONS"

The important parts:

They have all of the critical features:

- 2-5
- Memorable
- Broad
- Positively stated
- Culturally relevant

Adults use the words regularly



Ensure expectations are helpful beyond school!

CORE PRACTICES of school-wide PBIS

1. DEFINE

school-wide expectations (i.e., social competencies)

MENU OF ADAPTATIONS

Build staff identity awareness (p. 52)

Examine expectations and matrices for fit (p. 39)

*Obtain **student input***
- *Surveys (e.g., FIS)*
- *Blank matrix (p. 40)*
- *Rules gallery walk (p. 40)*
- *Equity advisory board*

*Obtain **family input***
- *Use school events*
- *Surveys (e.g., FIS)*
- *Family focus groups*

Elements of Culture

Staff PD Activity

- 25-30 min.
- Reflect on norms (unwritten rules or customs for behavior of groups)

Elements of Culture	My norms growing up	My norms now	Our school norms	How my students & families might be different	How these differences might create conflict
Use of profanity *(example)*	*No swearing, especially around adults*	*OK with friends outside of work, none at work or with family*	*Swearing in general = warning, swearing at someone = ODR*	*Swearing might be acceptable to convey strong emotion*	*Students and families may be viewed as disrespectful when they have strong feelings*
Appropriate personal space					
Appropriate voice level					
Appropriate dress					

Elements of Culture	My norms growing up	My norms in 2019	My norms in COVID-19	How my students and families might be different	How these differences might create conflict
Use of profanity *(example)*	*No swearing, especially around adults*	*OK with friends outside of work, none at work or with family*	*Swearing is the least of our problems*	*Swearing might be acceptable to convey strong emotion*	*Students and families may be viewed as disrespectful when they have strong feelings*
Appropriate dress					
Appropriate voice level					
Appropriate personal space					
Appropriate response to insults					

Activity: Think-Pair-Share

p. 2

1. Complete all 4 elements (rows) on your own (10 min.)
2. Discuss your responses (in chat)
    1. Share a row
    2. Discuss a personal “a-ha”
    3. Discuss how you might use information from this activity

- How clear are you on the directions?

Elements of Culture	My norms growing up	My norms in 2019	My norms in COVID-19	How my students and families might be different	How these differences might create conflict
Use of profanity (example)	*No swearing, especially around adults*	*OK with friends outside of work, none at work or with family*	*Swearing is the least of our problems*	*Swearing might be acceptable to convey strong emotion*	*Students and families may be viewed as disrespectful when they have strong feelings*
Appropriate dress					
Appropriate voice level					
Appropriate personal space					
Appropriate learning space					

Discussion Points

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

CORE PRACTICES of school-wide PBIS

1. DEFINE

school-wide expectations (i.e., social competencies)

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- *Family focus groups*

1. DEFINE
2. TEACH & PRACTICE
3. ACKNOWLEDGE
4. RESPOND INSTRUCTIONALLY
5. MAKE DECISIONS

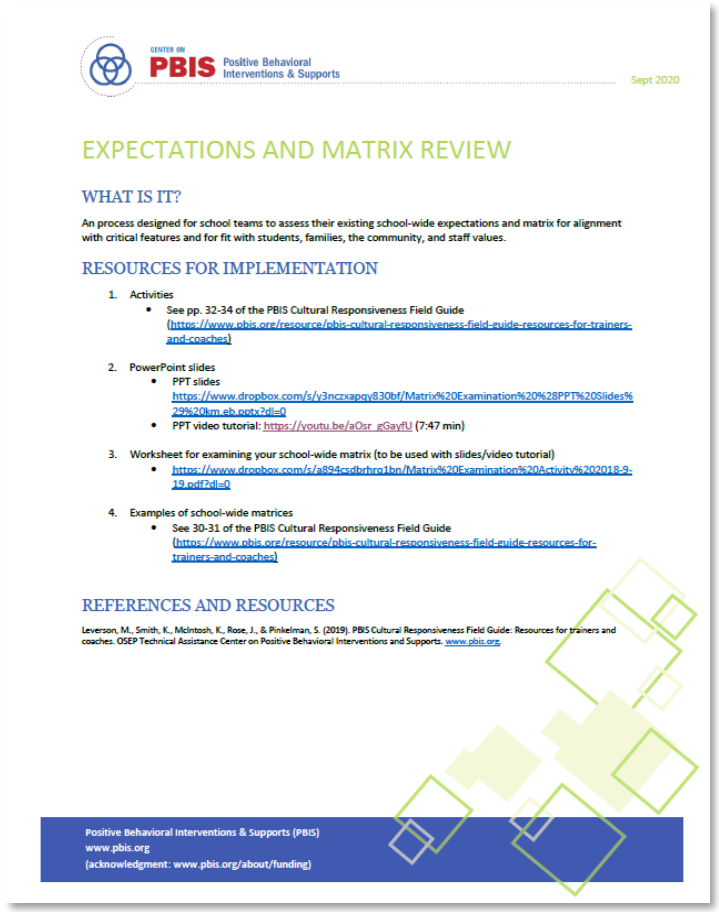
Expectations and Matrix Review

School Leadership Team Activity

Low-tech “Poll”

1. How involved were students and families in determining your school-wide expectations?
    1. Not at all/don’t have/don’t care
    2. Provided approval after creation
    3. Provided formative input before selection
    4. Provide yearly input into expectations

Resources and Examples



CENTER ON PBIS Positive Behavioral Interventions & Supports

Sept 2020

EXPECTATIONS AND MATRIX REVIEW

WHAT IS IT?

An process designed for school teams to assess their existing school-wide expectations and matrix for alignment with critical features and for fit with students, families, the community, and staff values.

RESOURCES FOR IMPLEMENTATION

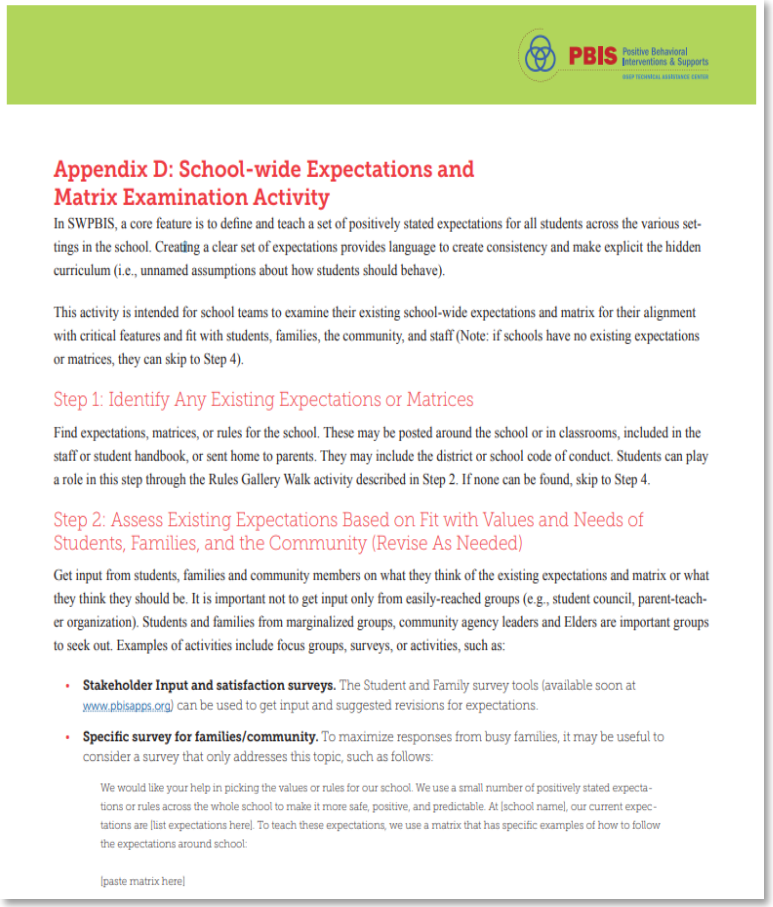
1. Activities
   - See pp. 32-34 of the PBIS Cultural Responsiveness Field Guide (https://www.pbis.org/resource/pbis-cultural-responsiveness-field-guide-resources-for-trainers-and-coaches)
2. PowerPoint slides
   - PPT slides https://www.dropbox.com/s/y3nczxapqy830bf/Matrix%20Examination%20%28PPT%20Slides%29%20km_eb.pptx?dl=0
   - PPT video tutorial: https://youtu.be/aOsr_gGayfU (7:47 min)
3. Worksheet for examining your school-wide matrix (to be used with slides/video tutorial)
   - https://www.dropbox.com/s/a894csdbrhrq1bn/Matrix%20Examination%20Activity%202018-9-19.pdf?dl=0
4. Examples of school-wide matrices
   - See 30-31 of the PBIS Cultural Responsiveness Field Guide (https://www.pbis.org/resource/pbis-cultural-responsiveness-field-guide-resources-for-trainers-and-coaches)

REFERENCES AND RESOURCES

Leverson, M., Smith, K., McIntosh, K., Rose, J., & Pinkelman, S. (2019). PBIS Cultural Responsiveness Field Guide: Resources for trainers and coaches. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org.

Positive Behavioral Interventions & Supports (PBIS)
www.pbis.org
(acknowledgment: www.pbis.org/about/funding)

bit.ly/ExpsandMatrixReview



PBIS Positive Behavioral Interventions & Supports

Appendix D: School-wide Expectations and Matrix Examination Activity

In SWPBIS, a core feature is to define and teach a set of positively stated expectations for all students across the various settings in the school. Creating a clear set of expectations provides language to create consistency and make explicit the hidden curriculum (i.e., unnamed assumptions about how students should behave).

This activity is intended for school teams to examine their existing school-wide expectations and matrix for their alignment with critical features and fit with students, families, the community, and staff (Note: if schools have no existing expectations or matrices, they can skip to Step 4).

Step 1: Identify Any Existing Expectations or Matrices

Find expectations, matrices, or rules for the school. These may be posted around the school or in classrooms, included in the staff or student handbook, or sent home to parents. They may include the district or school code of conduct. Students can play a role in this step through the Rules Gallery Walk activity described in Step 2. If none can be found, skip to Step 4.

Step 2: Assess Existing Expectations Based on Fit with Values and Needs of Students, Families, and the Community (Revise As Needed)

Get input from students, families and community members on what they think of the existing expectations and matrix or what they think they should be. It is important not to get input only from easily-reached groups (e.g., student council, parent-teacher organization). Students and families from marginalized groups, community agency leaders and Elders are important groups to seek out. Examples of activities include focus groups, surveys, or activities, such as:

- **Stakeholder Input and satisfaction surveys.** The Student and Family survey tools (available soon at www.pbisapps.org) can be used to get input and suggested revisions for expectations.
- **Specific survey for families/community.** To maximize responses from busy families, it may be useful to consider a survey that only addresses this topic, such as follows:

  We would like your help in picking the values or rules for our school. We use a small number of positively stated expectations or rules across the whole school to make it more safe, positive, and predictable. At [school name], our current expectations are [list expectations here]. To teach these expectations, we use a matrix that has specific examples of how to follow the expectations around school:

  [paste matrix here]

[Cultural Responsiveness Field Guide – Appendix D]

Enhancing Equity in School Discipline: Expectations and Matrix Examination Activity

pp. 3 - 4

School: _____ Date: _____

What is the school's current set of established school-wide expectations/values (if any)?

1. _____
2. _____
3. _____
4. _____
5. _____

When and how were they developed? Who was at the table? Who provided input?

Enhancing Equity in School Discipline: Expectations and Matrix Examination Activity

School: Ellison Elementary Date: Oct. 8, 2021

What is the school's current set of established school-wide expectations/values (if any)?

1. Be Safe
2. Be Respectful
3. Be Responsible
4. Follow Adult Directions
5. _____

When and how were they developed? Who was at the table? Who provided input?

The matrix was created by our PBIS team six years ago. Only school staff provided input. 85% of staff is new since we created it.

Do they have the following critical features?

- [x] Positively stated (describe what TO DO, not what not to do)
- [x] Broad (covers all expected behaviors)
- [x] Small in number (3-5 expectations)
- [x] Memorable
- [ ] Apply to both students and adults (e.g., adults commit to modeling them)
- [x] Reflect community values or principles
- [ ] Represent "universal" core life skills beyond school
- [ ] Posted in multiple languages

What would it look like if your school-wide expectations were rewritten as values (e.g., Respect instead of Be Respectful)?

Consider changing "Be…" to "We are…"?

How might you revise your expectations to better reflect your school's values?

Is "Follow Adult Directions" a universal core life skill?
Staff and students value inclusion -add "Include others"?

If you have a school-wide teaching matrix, does it have the following critical features?

- ☐ Has all expectations/values and settings in the school across top and side
- ☐ Specific examples (in the boxes) are positively stated (describe what TO DO, not what not to do)
- ☐ Examples are active behaviors (not "Refrain from…")
- ☐ Examples are written in student-friendly language
- ☐ Examples include the best action for how to show the expectation in that setting
- ☐ Examples include the positive alternative to the most common unwanted behavior in that setting
- ☐ Examples are small in number (between 2 and 5 examples per box)
- ☐ Examples have an educational purpose instead of school tradition or promoting the status quo
- ☐ Examples are examined for potential bias (e.g., reflecting norms of a dominant culture)

Are common violations of the matrix expectations:

- ☐ Possibly unfamiliar but acceptable variations of OK behavior?
- ☐ Behaviors that may be acceptable out of school but not in school?

1. DEFINE
2. TEACH & PRACTICE
3. ACKNOWLEDGE
4. RESPOND INSTRUCTIONALLY
5. MAKE DECISIONS

TEACHING MATRIX

C. Alton Lindsay Middle School

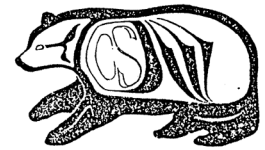
SCHOOL-WIDE BEHAVIOR EXPECTATIONS

	Arrival & Dismissal	Hallway & Transitions	Bathroom	Cafeteria	Classroom
Safety First	• **Walk** directly to my designated area • **Stay** in my area • **Talk** softly • **Keep** hands, feet, and belongings to myself	• **Walk** directly to my designated area	• **Keep** hands, feet, and belongings to myself • **Allow** for the privacy of others	• **Enter and exit** with a pass or my teacher • **Throw away** my trash and tray • **Clean** up after myself	• **Listen** • **Follow** directions the **first time given** • **Ask** appropriately for help • **Clean** up after myself • **Follow** lab rules and procedures
Work Together Respectfully	• **Respect** the space of others	• **Walk quietly** in a single, straight, and silent line so that others can continue learning and working • Walk to the right side of the hallway	• **Conserve** supplies: - 2 squirts of soap - 2 pushes/turns on the paper towel dispenser - Dispose of trash in the trash can	• **Move away** from conflict or distractions • **Ask** for help when needed • **Be patient** • **Stay** in line	• **Accept** feedback and discipline from staff by listening, asking questions, and following directions the first time. • **Be ready** to learn • **Be present** and **focused** • **Encourage** others
Accept Responsibility	• **Keep** to your own business	• **Remain** quiet in **QUIET ZONES** • **Carry** my own belongings • **Keep** lockers locked • **Walk** directly to my designated area	• **Flush** • **Wash** my hands • **Use** appropriate fixtures • **Go**	• **Maintain** a clean space and conversation • **Keep** food on my tray or in my mouth	• **Attend** class daily and on time • **Clean** up after myself • **Be prepared** for instruction with all necessary materials
Guide Me	• Teachers will **supervise groups of students** at all times • Teachers will ensure that they **know the location of all students**	• Teachers will **enforce safety** • Teachers will **monitor students by being at their doors and in the hallways**	• Teachers will **stand by bathrooms** to monitor the noise and behavior from the hallway	• Teachers will **arrive on time and pick up students on time** • Teachers will walk students directly into the cafeteria	• Teachers will **supervise groups of students** at all times • Teachers will **be prepared for class** - Lesson plans posted - Engaged and present - Observable outcomes

Bernard Elementary
Chilliwack School District
Positive Behaviour Support Program

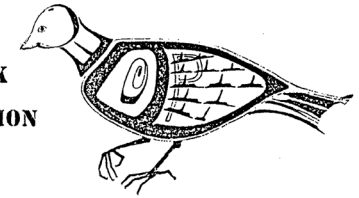
S

BE SAFE AND REMIND OTHERS TO BE SAFE
WALK IN CLASS
KEEP HANDS/FEET OFF
TAKE CARE OF YOUR BELONGINGS
FOLLOW DIRECTIONS IN GYM
FOLLOW RULES ON PLAYGROUND



P

PRACTICE PEACE
MAINTAIN A QUIET PEACEFUL ATMOSPHERE
ALLOW OTHERS TO WORK
WAIT FOR YOUR TURN TO SPEAK
USE YOUR HAND FOR RECOGNITION



A

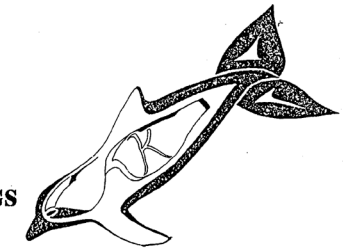
KEEP A POSITIVE ATTITUDE
BE READY FOR WORK
LISTEN AND FOLLOW INSTRUCTIONS
COMPLETE ASSIGNMENTS
ASK QUESTIONS IN A POSITIVE MANNER
USE YOUR TIME WISELY

R

SHOW RESPECT
FOLLOW CLASS PROCEDURES/RULES
SPEAK IN A POSITIVE MANNER
FOLLOW DIRECTIONS
WORK INDEPENDENTLY
BE POLITE
RESPECT DIFFERENCES

K

BE KIND TO OTHERS
BE SENSITIVE TO OTHERS' FEELINGS
REMEMBER YOUR MANNERS
WELCOME AND SHOW KINDNESS TO OUR VISITORS
SMILE



S
Safety
BEAR
SPÁ:TH

	Hallways
S	- Hands, feet, body to self - Walk calmly on the right at all times - Allow classes to pass first - Respect right of way - Watch where you are walking
P	- Walk quietly at all times - Keep hands off the bulletin boards - Look with your eyes and keep fingers by your side
A	- Hats and caps off - Be aware of other's personal space - Keep hands off bulletin boards - Pick up garbage
R	- Keep hands off the belongings of others - Stay in line - Respect out of bound areas - Walk around people instead of through them
K	- Say "Excuse me" if you bump into someone - Listen to adults - Use kind language & quiet voice

SPARK BOARD
COOPERATION
CARING
RESPECT
TRUST
RESPONSIBILITY
CITIZENSHIP
HONESTY
COOPERATION
SPARK Count
Safety 130
Peace 506
Attitude 477
Respect 894
Kindness 241
Wacky Hair Day February 15th

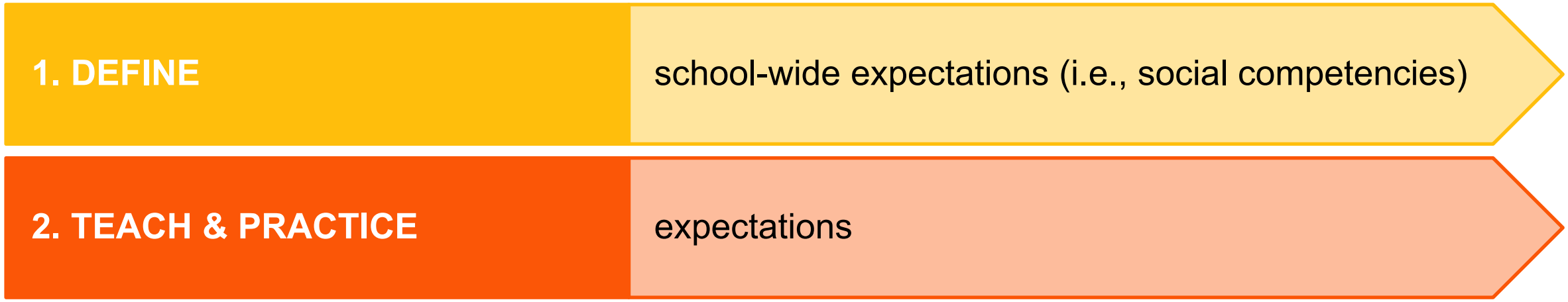
Activity: Matrix Evaluation

- 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

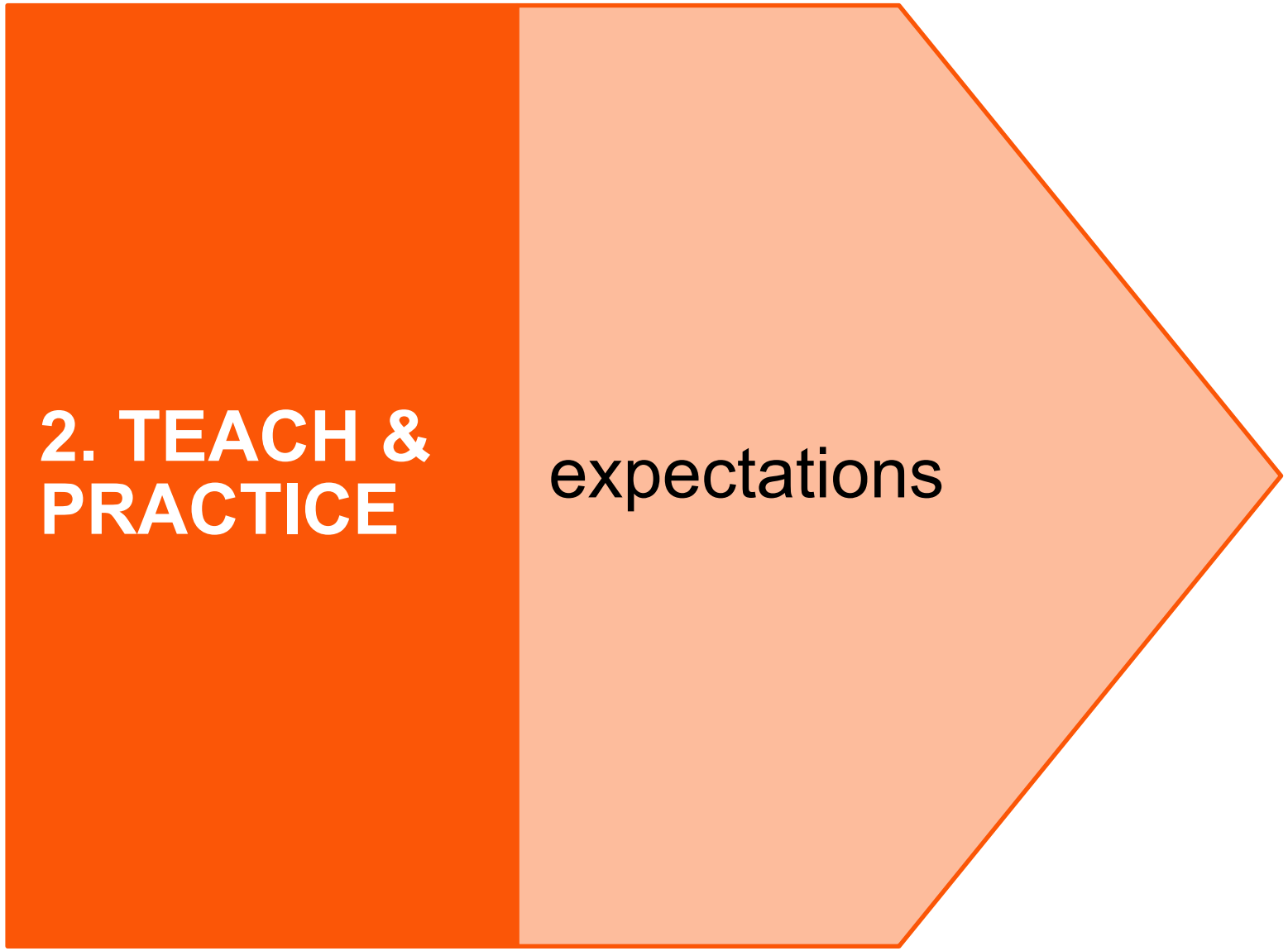
	CLASSROOMS	COMMONS/ CAFETERIA	HALLWAYS	SCHOOL GROUNDS & SURROUNDING COMMUNITY	Restroom
PERSONAL RESPONSIBILITY **To be accountable for your own actions, choices and the results**	• Be on time • Be prepared • Be an active learner • Complete assignments	• Use table manners • Eat your own food and not share your food with others • Clean up after yourself • Recycle	• Use the bathroom and get a drink during passing period • Gather all materials for next class	• Drive safely • Stay on public property	• Use the bathroom between classes • Wash your hands
RESPECT **To show consideration, appreciation, and acceptance**	• Be an active listener • Consider other views • Use eye contact • Stay focused on the topic of discussion • Eliminate derogatory language • Give respect and you will get respect	• Use conversational volume • Be polite to others	• Use conversational language and volume • Be considerate of others personal space and property • Move to the side to let others pass by • Avoid interrupting classes	• Clean up after yourself • Follow all school rules	• Allow privacy for others • No videos or pictures
INTEGRITY **To be honest, sincere, and kind in words and actions**	• Do your own work • Be patient with self and others • Share responsibilities • Take hats off in class	• Wait your turn • Pay for all purchases • Be welcoming and include others • Attend only one lunch	• Have a pass if out of class • Exit the building after school day or approved activities	• Be courteous to community members	• Keep the stalls and walls graffiti free
DETERMINATION **To set goals and meet expectations**	• Be organized – plan time to do work or study • Learn from mistakes • Ask for help when you need it	• Make healthy food choices	• Move promptly to class	• Increase knowledge and use of community resources	• Clean up after yourself
EXCELLENCE **To strive to do the best at all times**	• Produce quality work • Challenge yourself to take a chance • Use school resources • Strive for perfect attendance	• Encourage your friends to clean up	• If you see litter, help by picking it up • If you see a visitor, say hello and offer assistance	• Serve the community in a positive way • Be a role model	• Return to class promptly and quietly

Possible Actions	Notes
☐ Create process for periodic input on expectations and matrix from: ○ students ○ families ○ community ○ staff	*Students say language is outdated (e.g., no mention of cell phones)*
☐ Revise expectations to match critical features ○ as values ○ to focus on core life skills ○ etc.	*Need to focus more on goal setting, problem-solving, conflict resolution?*
☐ Revise specific examples in the matrix to match critical features	*Want to tie more to student home languages - add in Spanish?*
☐	

CORE PRACTICES of school-wide PBIS



CORE PRACTICES of school-wide PBIS



PLAN to TEACH EXPECTATIONS

Create a schedule and lesson plans for:

- ❑ Start of the year
- ❑ Booster sessions

Teach the expectations in the actual settings

Teach the:

- ❑ Words
- ❑ Rationale
- ❑ Actions
- ❑ Discrimination

1. DEFINE

2. TEACH & PRACTICE

3. ACKNOWLEDGE

4. RESPOND INSTRUCTIONALLY

5. MAKE DECISIONS

TEACHING MATRIX

C. Alton Lindsay Middle School

SCHOOL-WIDE BEHAV EXPECTATION

LESSON PLAN LESSON PLAN LESSON PLAN

	Arrival & Dismissal	Hallway & Transition	Bathroom	Cafeteria	Classroom
Safety First	• **Walk** directly to my designated area • **Stay** in my area • **Talk** softly • **Keep** hands, feet, and belongings to myself	• **Walk** directly to my designated area	• **Keep** hands, feet, and belongings to myself • **Allow** for the privacy of others	• **Enter and exit** with a pass or my teacher • **Throw away** my trash and tray • **Clean** up after myself	• **Listen** • **Follow** directions the **first time given** • **Ask** appropriately for help • **Clean** up after myself • **Follow** lab rules and procedures
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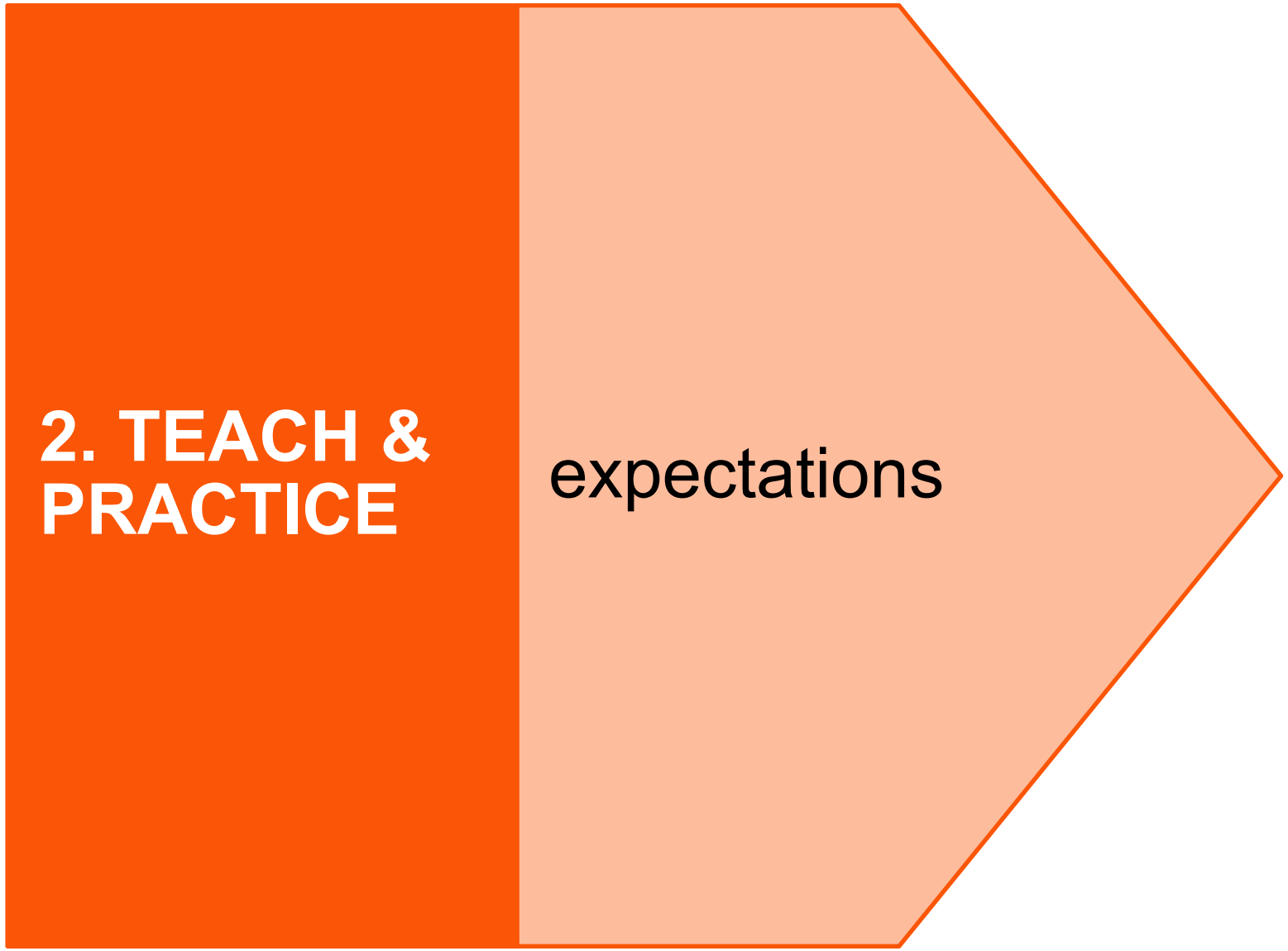
CORE PRACTICES of school-wide PBIS



MENU OF ADAPTATIONS

Personal matrix (p. 47)

Include students in planning/teaching lessons

Teach equity and social justice skills

Class-wide reset lessons

The Personal Matrix

Classroom Activity

Personal Matrix

- A whole-class student activity similar to the existing school-wide behavior matrix
- The tweak:
  - Take school expectations and have students…
    - Add examples at home
    - Add examples in community

1. DEFINE
2. TEACH & PRACTICE
3. ACKNOWLEDGE
4. RESPOND INSTRUCTIONALLY
5. MAKE DECISIONS

Expectation	At SCHOOL it looks like…	At HOME it looks like…	With my FRIENDS it looks like…
Safe	• Keep hands and feet to self • Tell an adult if there is a problem		
Respectful	• Treat others how you want to be treated • Include others • Listen to adults		
Responsible	• Do my own work • Personal best • Follow directions • Clean up messes		

Personal Matrix:

Lesson Plan

1. Ask students about the purpose of expectations.
2. Review the school-wide expectations and specific examples with students.
3. Ask students to fill in multiple examples of following each of the expectations at home.
4. Ask students to write down multiple examples of how their friends expect them to behave.
5. Ask students to share similarities and differences in expectations across settings.
6. Have students turn in matrices for review.
7. Return the matrices to students for their personal reference.

1. DEFINE
2. TEACH & PRACTICE
3. ACKNOWLEDGE
4. RESPOND INSTRUCTIONALLY
5. MAKE DECISIONS

Expectation	At SCHOOL it looks like…	At HOME it looks like…	With my FRIENDS it looks like…
Safe	• Keep hands and feet to self • Tell an adult if there is a problem	• Protect your friends and family • Don't talk back	• Stick up for your friends • Don't back down • Look the other way
Respectful	• Treat others how you want to be treated • Include others • Listen to adults	• Do exactly what adults tell you to do • Don't stand out • Don't bring shame	• Text back within 30 seconds • Be nice to friends' parents • Share food
Responsible	• Do my own work • Personal best • Follow directions • Clean up messes	• Help your family out first • Own your mistakes • Share credit for successes	• Have each other's backs • Own your mistakes • Check in about what to do

Personal Matrix:

Lesson Plan Variations

- Use as a one-on-one interview
- Share in small groups
- Have students draw expectations

Activity: Complete Your Own Personal Matrix

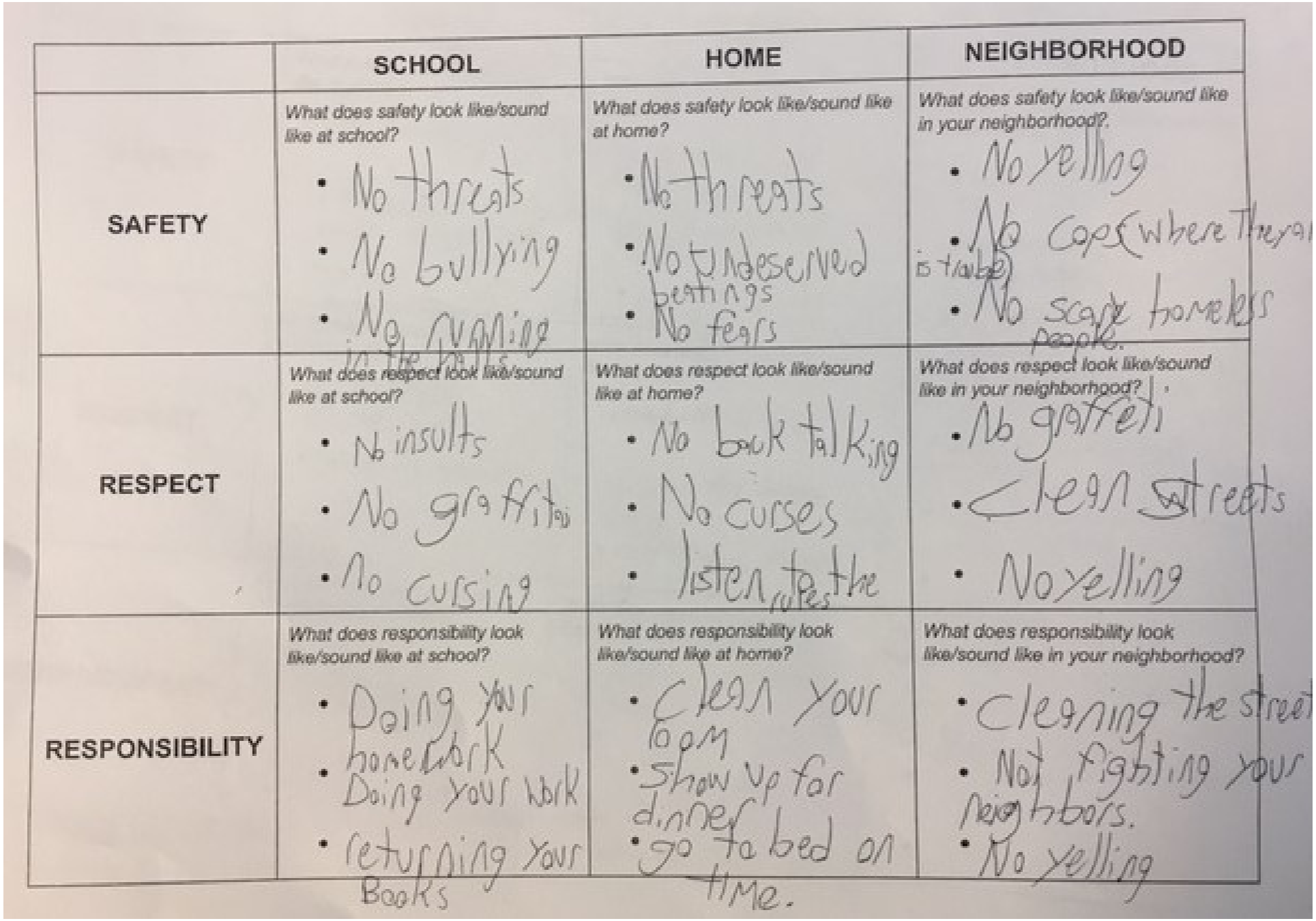
p. 9

1. Add the school-wide expectations and “AT SCHOOL” examples for your school
2. Complete the “AT HOME” column with examples for each expectation for you **personally**
3. Complete the “WITH MY FRIENDS” column the same way

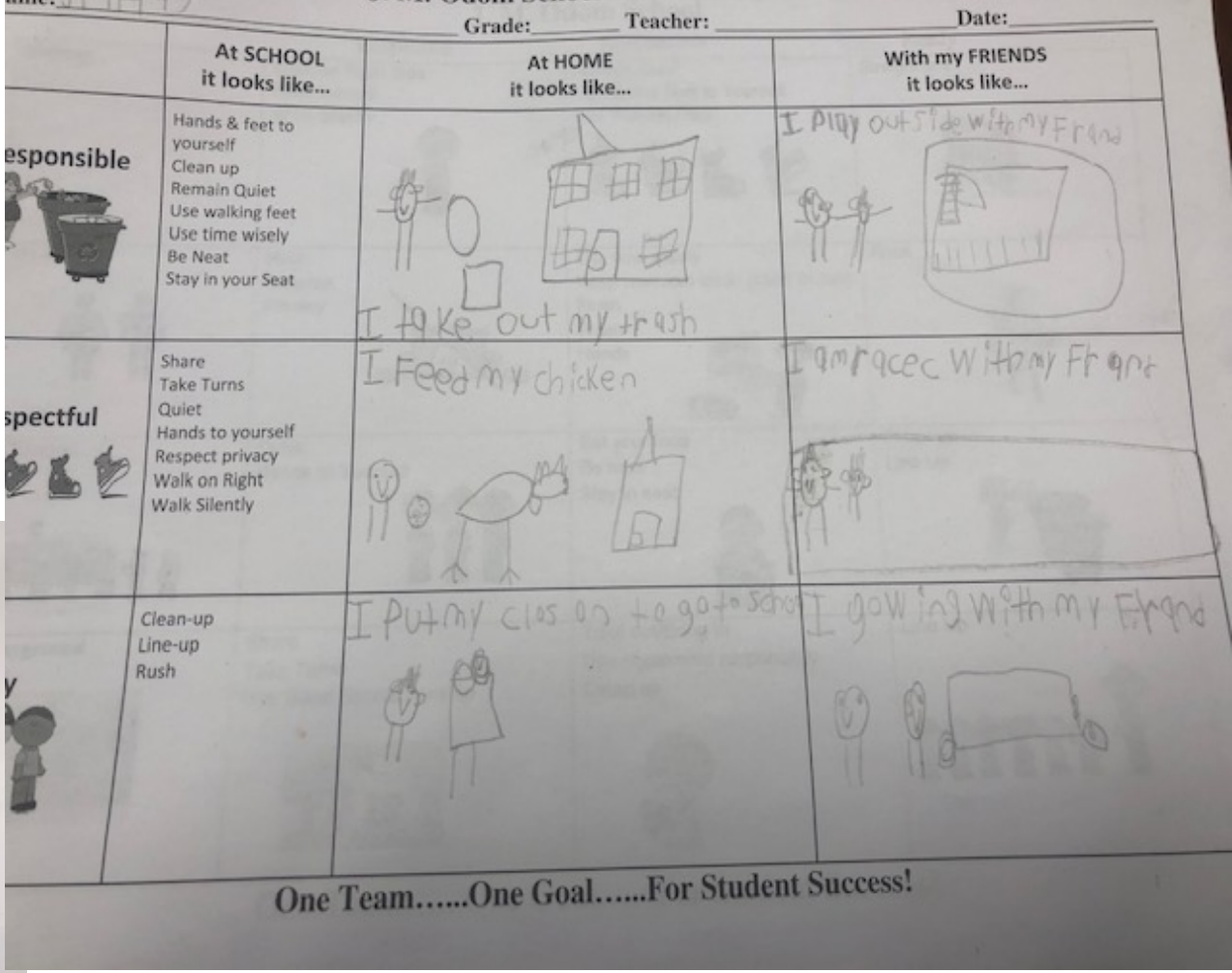
- How clear are you on this task?

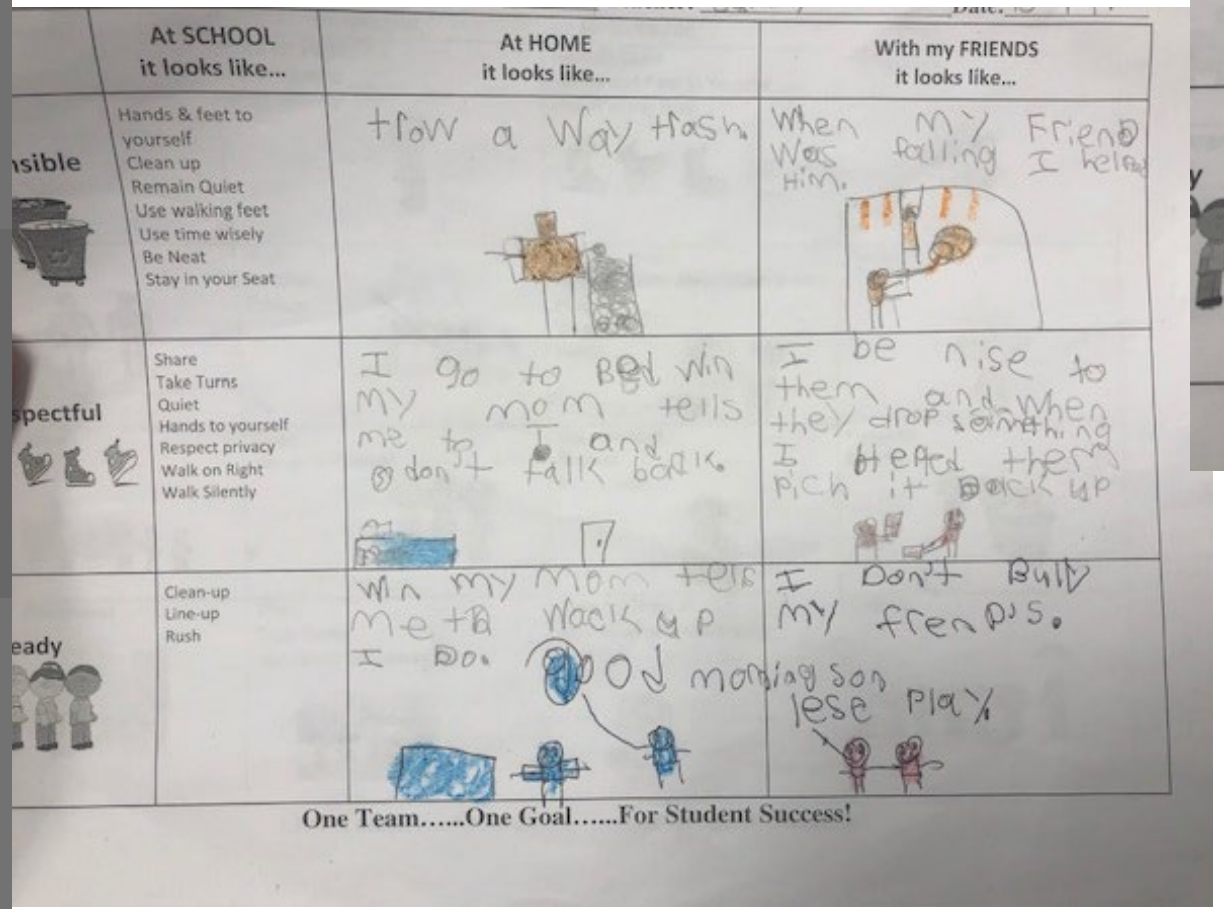
Discussion Question

- What do you think you might see on students' personal matrices?
  - What might be similar or different from school:
    - at home
    - in their community



	SCHOOL	HOME	NEIGHBORHOOD
SAFETY	*What does safety look like/sound like at school?* • No threats • No bullying • No running in the halls	*What does safety look like/sound like at home?* • No threats • No undeserved beatings • No fears	*What does safety look like/sound like in your neighborhood?* • No yelling • No cops (where there is trouble) • No scary homeless people.
RESPECT	*What does respect look like/sound like at school?* • No insults • No graffiti • No cursing	*What does respect look like/sound like at home?* • No back talking • No curses • listen to the	*What does respect look like/sound like in your neighborhood?* • No graffeti • Clean streets • No yelling
RESPONSIBILITY	*What does responsibility look like/sound like at school?* • Doing your homework • Doing your work • returning your Books	*What does responsibility look like/sound like at home?* • Clean your room • Show up for dinner • go to bed on time.	*What does responsibility look like/sound like in your neighborhood?* • Cleaning the street • Not fighting your neighbors. • No yelling


Grade:
Teacher:
Date:
At SCHOOL it looks like...
At HOME it looks like...
With my FRIENDS it looks like...
esponsible
Hands & feet to yourself
Clean up
Remain Quiet
Use walking feet
Use time wisely
Be Neat
Stay in your Seat
I take out my trash
I play outside with my Frand
spectful
Share
Take Turns
Quiet
Hands to yourself
Respect privacy
Walk on Right
Walk Silently
I Feed my chicken
I amracec with my Frand
Clean-up
Line-up
Rush
I Put my clos on to go to scho
I gowing with my Frand
One Team.....One Goal.....For Student Success!


At SCHOOL it looks like...
At HOME it looks like...
With my FRIENDS it looks like...
nsible
Hands & feet to yourself
Clean up
Remain Quiet
Use walking feet
Use time wisely
Be Neat
Stay in your Seat
trow a Way trash.
When my Friend Was falling I helped Him.
spectful
Share
Take Turns
Quiet
Hands to yourself
Respect privacy
Walk on Right
Walk Silently
I go to Bed win my mom tells me to I and don't talk back.
I be nise to them and when they drop something I Helped them pich it back up
eady
Clean-up
Line-up
Rush
win my mom tells me to wack up I Do. Good morning son lese play
I Don't Bully my frenp's.
One Team.....One Goal.....For Student Success!

Responsible
I'm respectful because my mom told me to sweep.
I'm responsible at home when I'm outside burning sticks.
Ready
I'm ready when I get dressed to go to Wal-mart.

Respectful
I'm respectful when my daddy says go I walk down stairs
Responsible
I'm responsible when I help my dad do laundry
Ready
I'm ready by getting dressed to go to my dad's friend.

Review your Matrices

- What was consistent with what you expected?
- What was surprising?
- What was something positive you saw?

Personal Matrix:

Interpreting the Personal Matrix

- Where are there similarities across school and home/neighborhood?

- Where are there differences?

Personal Matrix:

Interpreting the Personal Matrix

- For the differences between school and other settings:

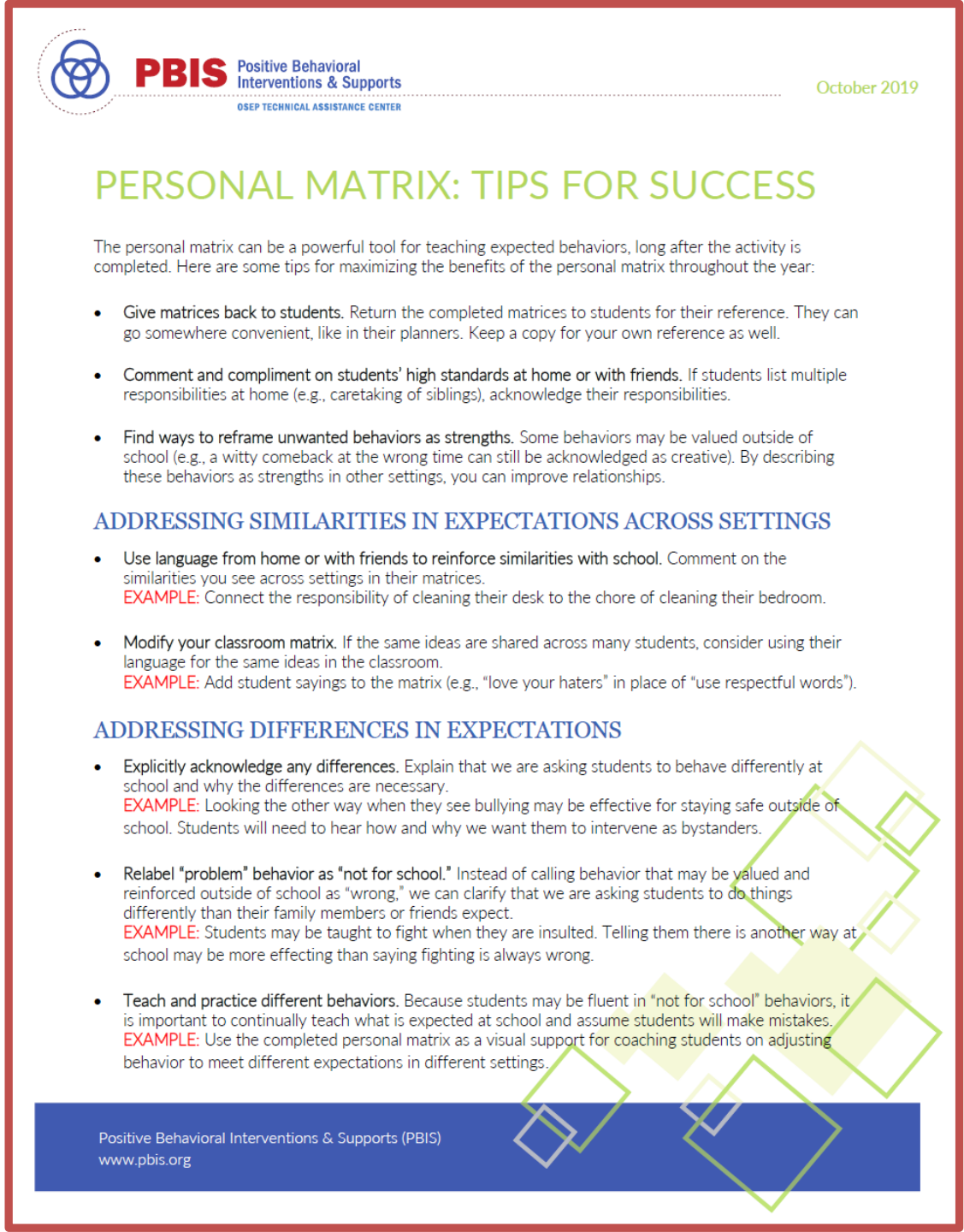
1. Are the "different" school rules necessary for positive student development?
   - **NO:** Change the rules to align more with home and neighborhood
   - **YES:** Acknowledge explicitly and provide additional teaching, practice, and acknowledgment

Resources

http://bit.ly/PersonalMatrixResources

Cultural Responsiveness Field Guide

(Appendix G: Personal Matrix)



PBIS Positive Behavioral Interventions & Supports
OSEP TECHNICAL ASSISTANCE CENTER

October 2019

PERSONAL MATRIX: TIPS FOR SUCCESS

The personal matrix can be a powerful tool for teaching expected behaviors, long after the activity is completed. Here are some tips for maximizing the benefits of the personal matrix throughout the year:

- **Give matrices back to students.** Return the completed matrices to students for their reference. They can go somewhere convenient, like in their planners. Keep a copy for your own reference as well.
- **Comment and compliment on students' high standards at home or with friends.** If students list multiple responsibilities at home (e.g., caretaking of siblings), acknowledge their responsibilities.
- **Find ways to reframe unwanted behaviors as strengths.** Some behaviors may be valued outside of school (e.g., a witty comeback at the wrong time can still be acknowledged as creative). By describing these behaviors as strengths in other settings, you can improve relationships.

ADDRESSING SIMILARITIES IN EXPECTATIONS ACROSS SETTINGS

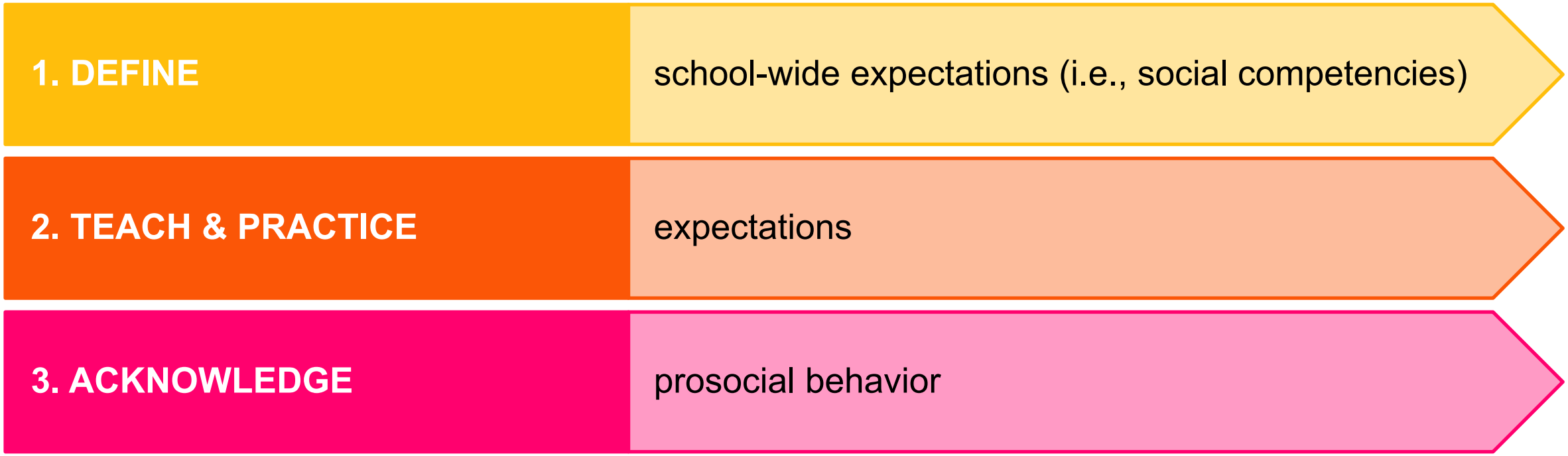
- **Use language from home or with friends to reinforce similarities with school.** Comment on the similarities you see across settings in their matrices.
  EXAMPLE: Connect the responsibility of cleaning their desk to the chore of cleaning their bedroom.
- **Modify your classroom matrix.** If the same ideas are shared across many students, consider using their language for the same ideas in the classroom.
  EXAMPLE: Add student sayings to the matrix (e.g., "love your haters" in place of "use respectful words").

ADDRESSING DIFFERENCES IN EXPECTATIONS

- **Explicitly acknowledge any differences.** Explain that we are asking students to behave differently at school and why the differences are necessary.
  EXAMPLE: Looking the other way when they see bullying may be effective for staying safe outside of school. Students will need to hear how and why we want them to intervene as bystanders.
- **Relabel "problem" behavior as "not for school."** Instead of calling behavior that may be valued and reinforced outside of school as "wrong," we can clarify that we are asking students to do things differently than their family members or friends expect.
  EXAMPLE: Students may be taught to fight when they are insulted. Telling them there is another way at school may be more effecting than saying fighting is always wrong.
- **Teach and practice different behaviors.** Because students may be fluent in "not for school" behaviors, it is important to continually teach what is expected at school and assume students will make mistakes.
  EXAMPLE: Use the completed personal matrix as a visual support for coaching students on adjusting behavior to meet different expectations in different settings.

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

CORE PRACTICES of school-wide PBIS



CORE PRACTICES of school-wide PBIS

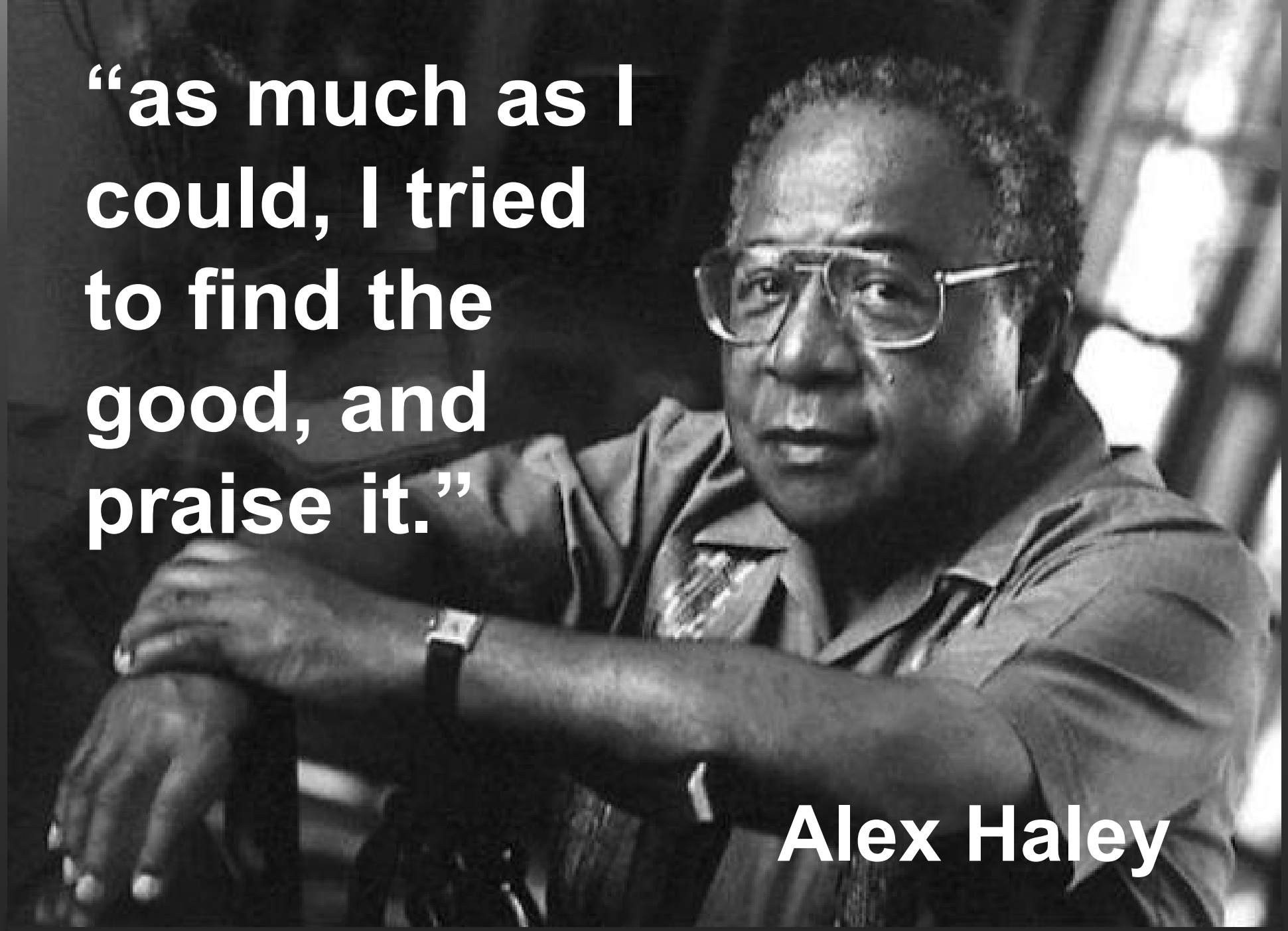
3. ACKNOWLEDGE prosocial behavior

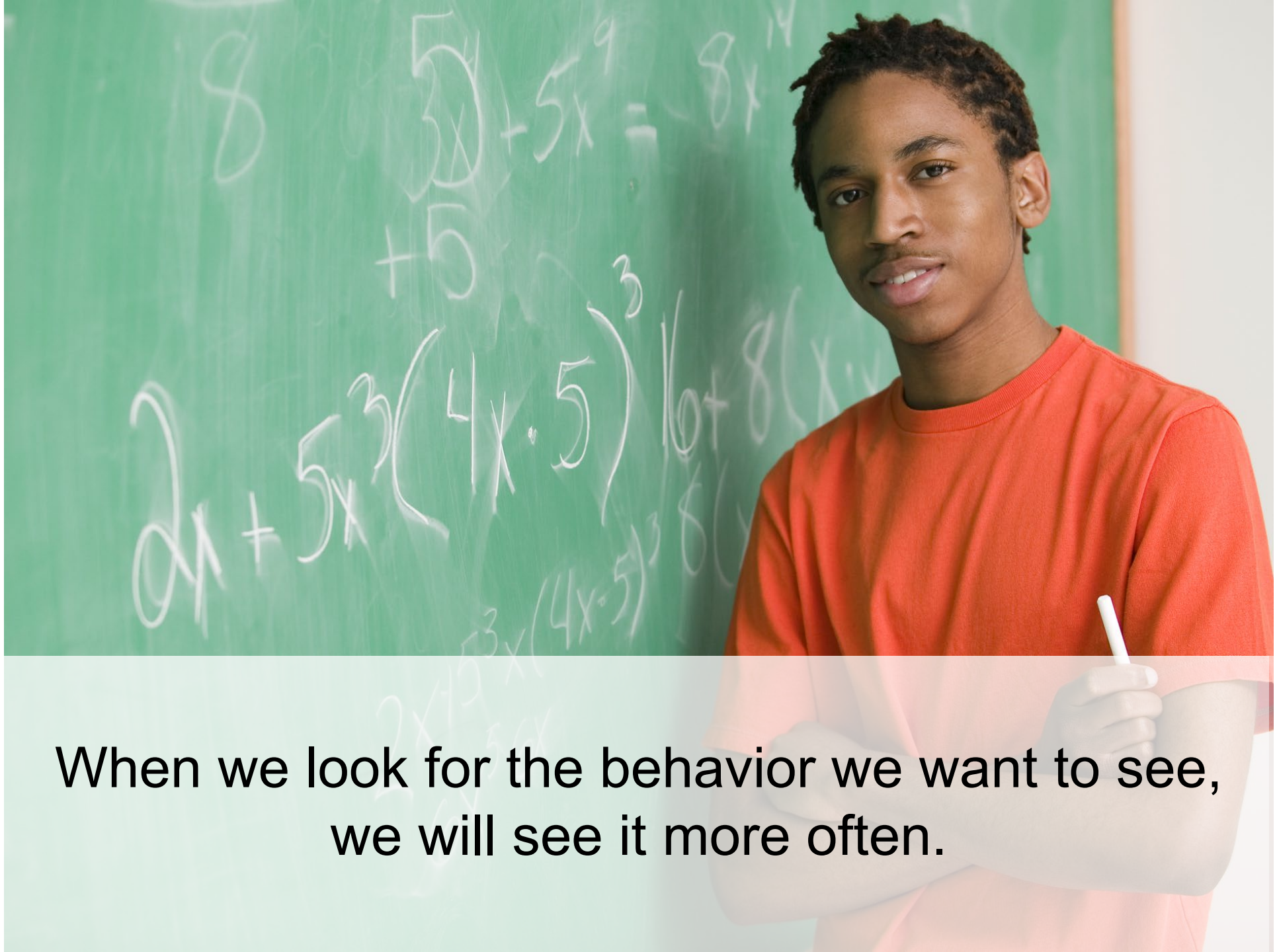
ON-GOING ACKNOWLEDGEMENT of PROSOCIAL BEHAVIOR

Every faculty and staff member acknowledges PROSOCIAL behavior

5:1

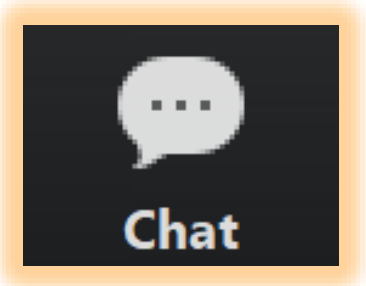
+ / -


“as much as I could, I tried to find the good, and praise it.”
Alex Haley



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

Thought Experiment

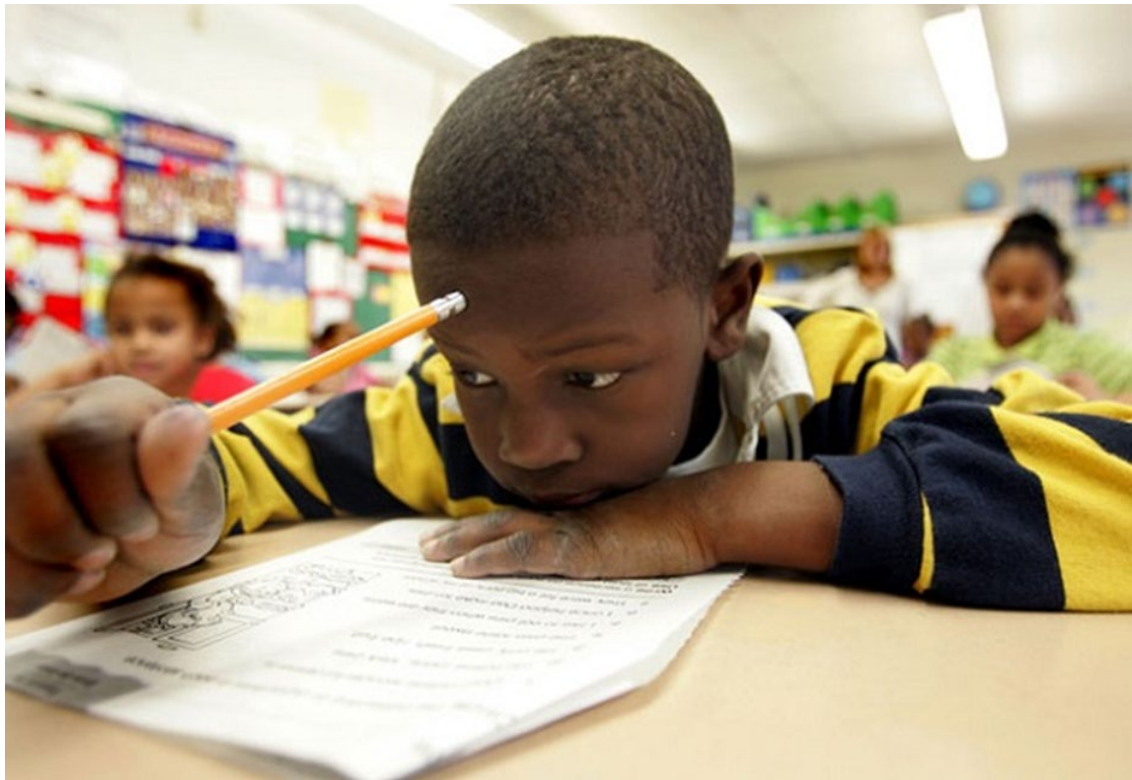


1. List the 5 students with whom you have the **"best/easiest relationships."**
2. List the 5 students with whom you have the **"most challenging relationships."**
3. Note what patterns you see in the groups.
   - Similar to each other?
   - Different from you?

Increasing Equity in Praise:

Assessing equity in use of praise

- Is this effective practice used equitably with all student groups?
  - Black students receive lower rates of praise and higher rates of reprimands (Gion et al., in press; Knochel et al., in press; Scott et al., 2019)
  - Coaching can increase equity in praise and reprimands (Gion et al., in press; Knochel et al., in press)



CORE PRACTICES of school-wide PBIS

3. ACKNOWLEDGE prosocial behavior

MENU OF ADAPTATIONS

Increase contingent praise
- Assess equitable use
- Praise preference assessments
- Planned praise

Increase non-contingent praise
- Greet at the door

Get to know students

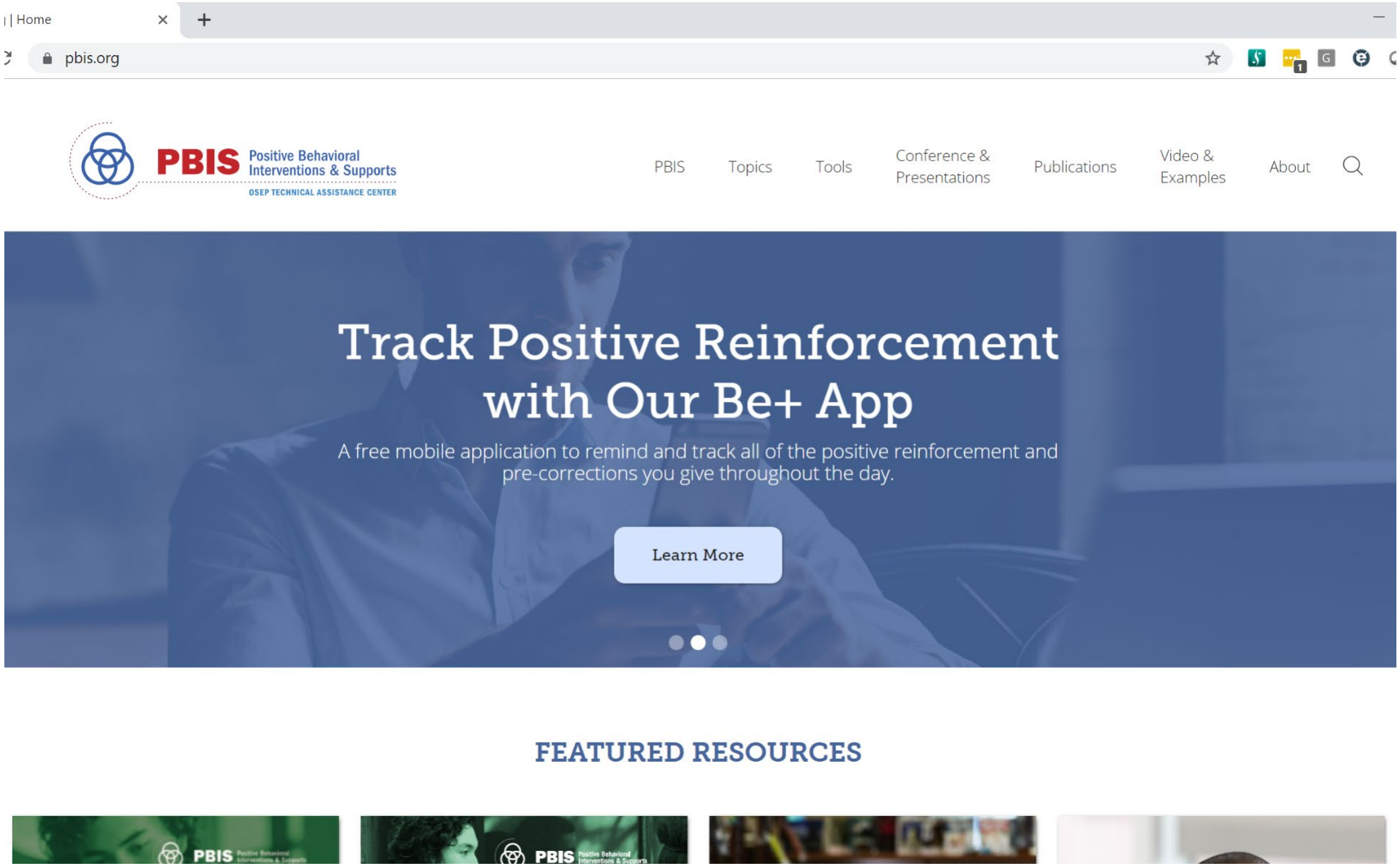
1. DEFINE

2. TEACH & PRACTICE

3. ACKNOWLEDGE

4. RESPOND INSTRUCTIONALLY

5. MAKE DECISIONS



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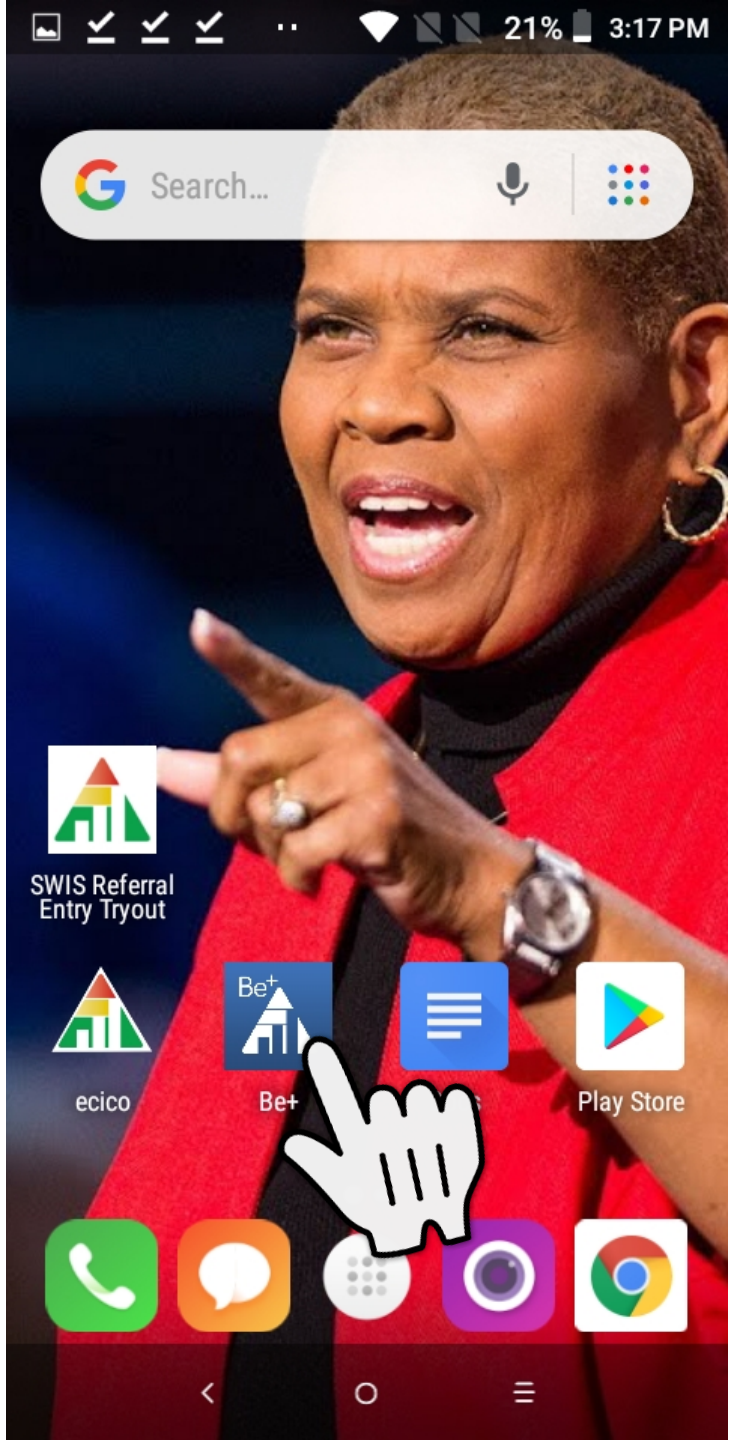

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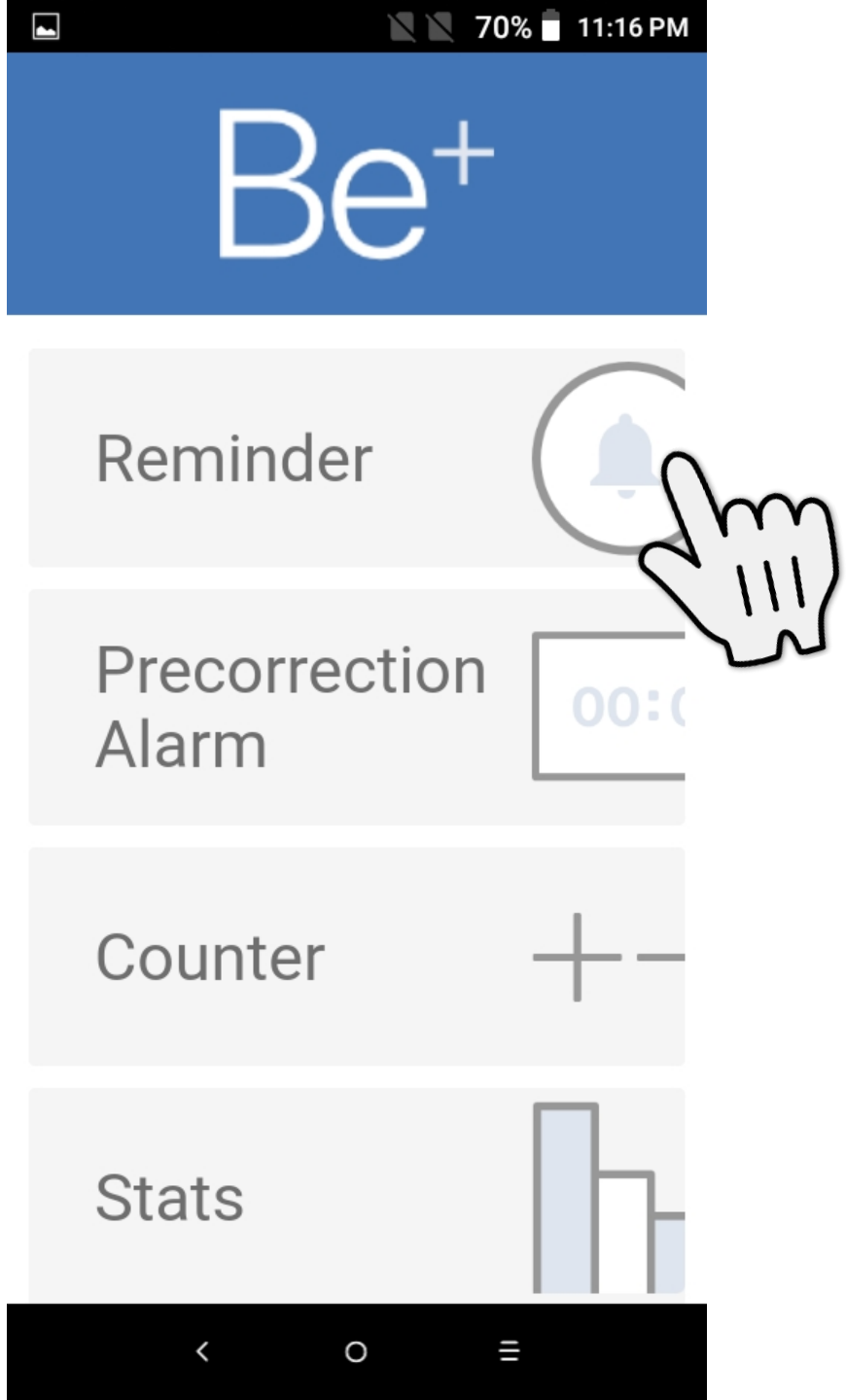

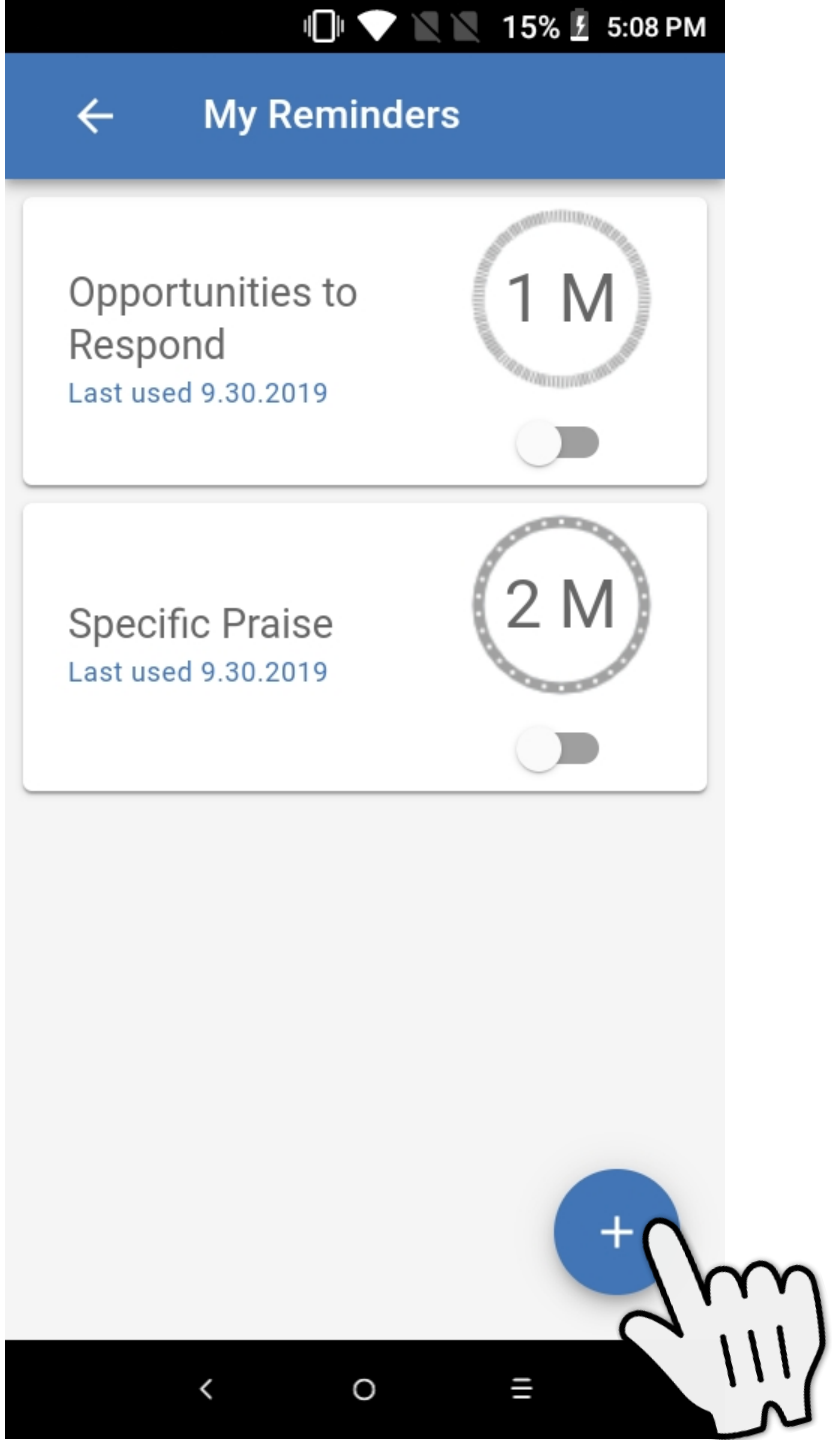
15% 5:08 PM
My Reminders
Opportunities to Respond
Last used 9.30.2019
1 M
Specific Praise
Last used 9.30.2019
2 M

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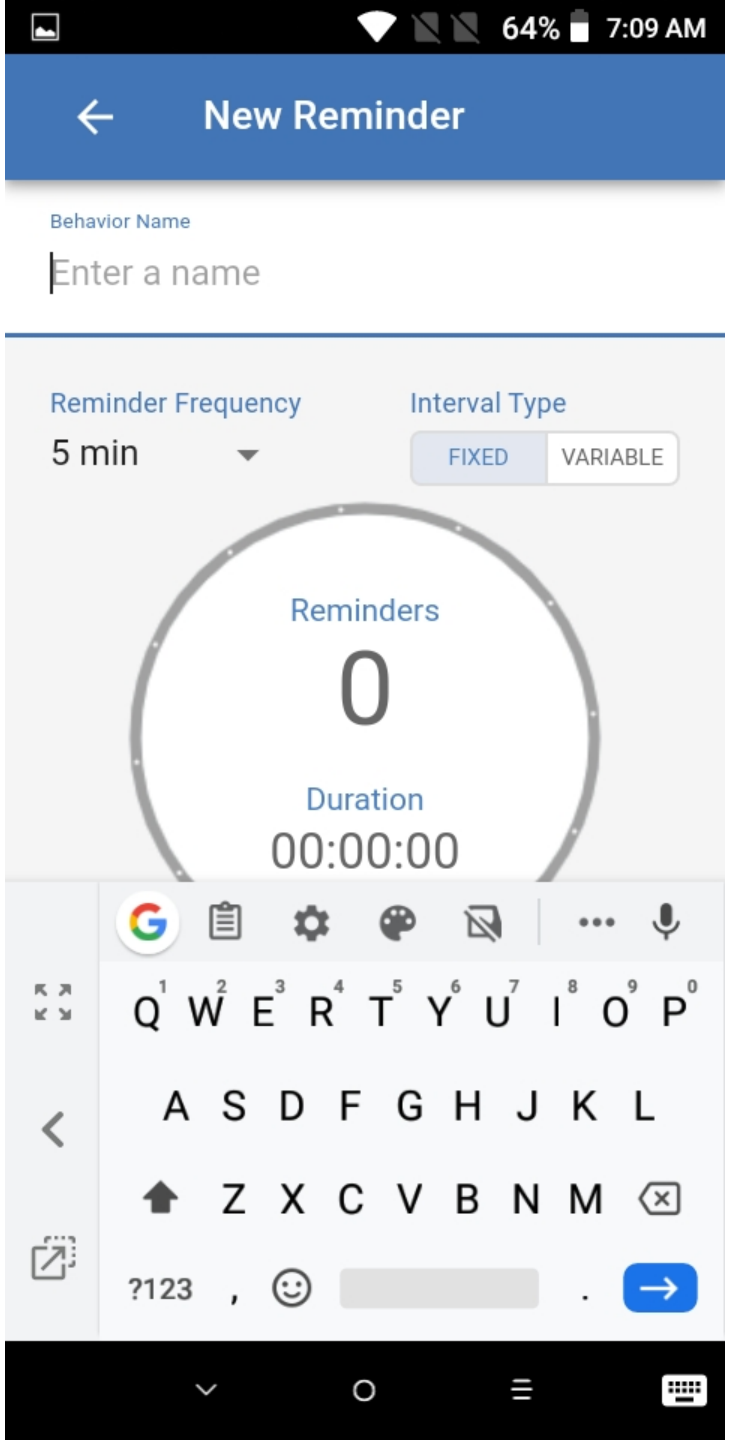

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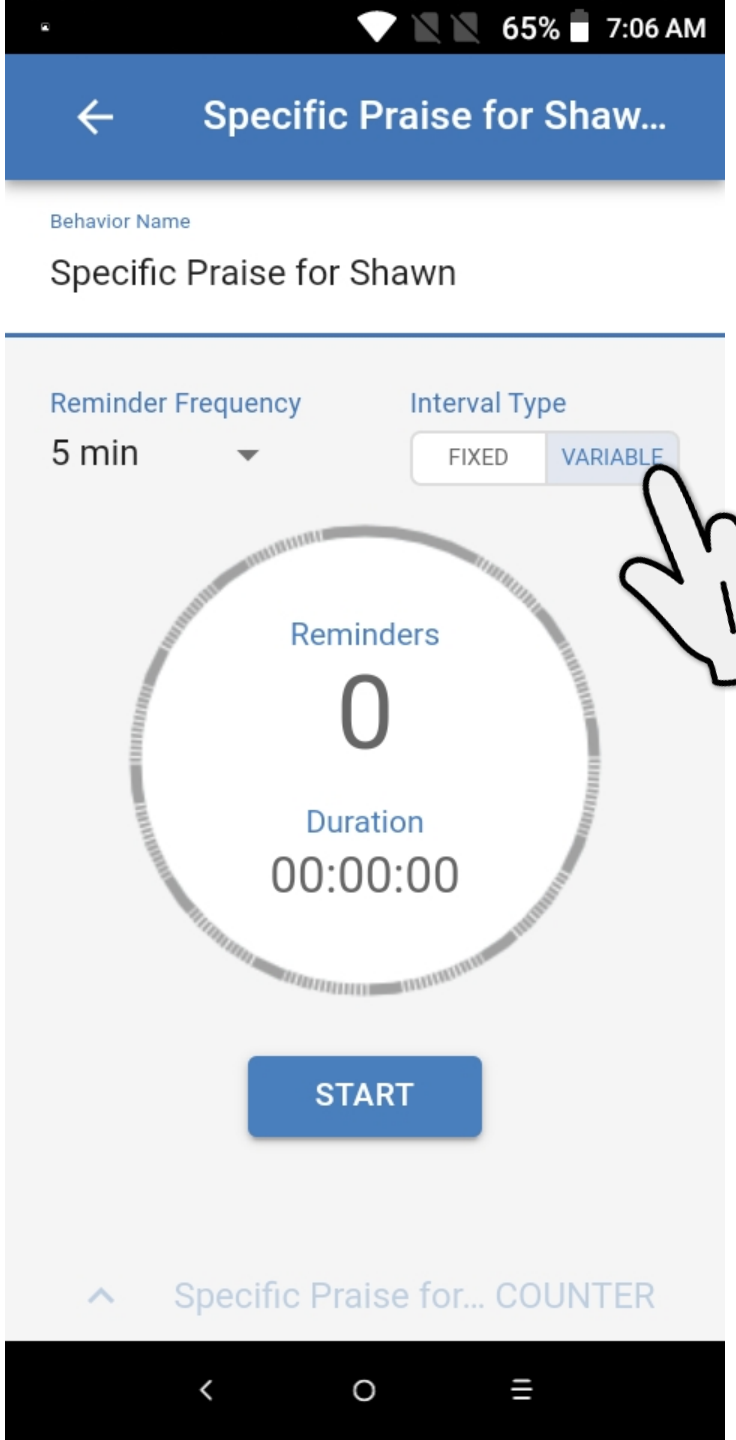

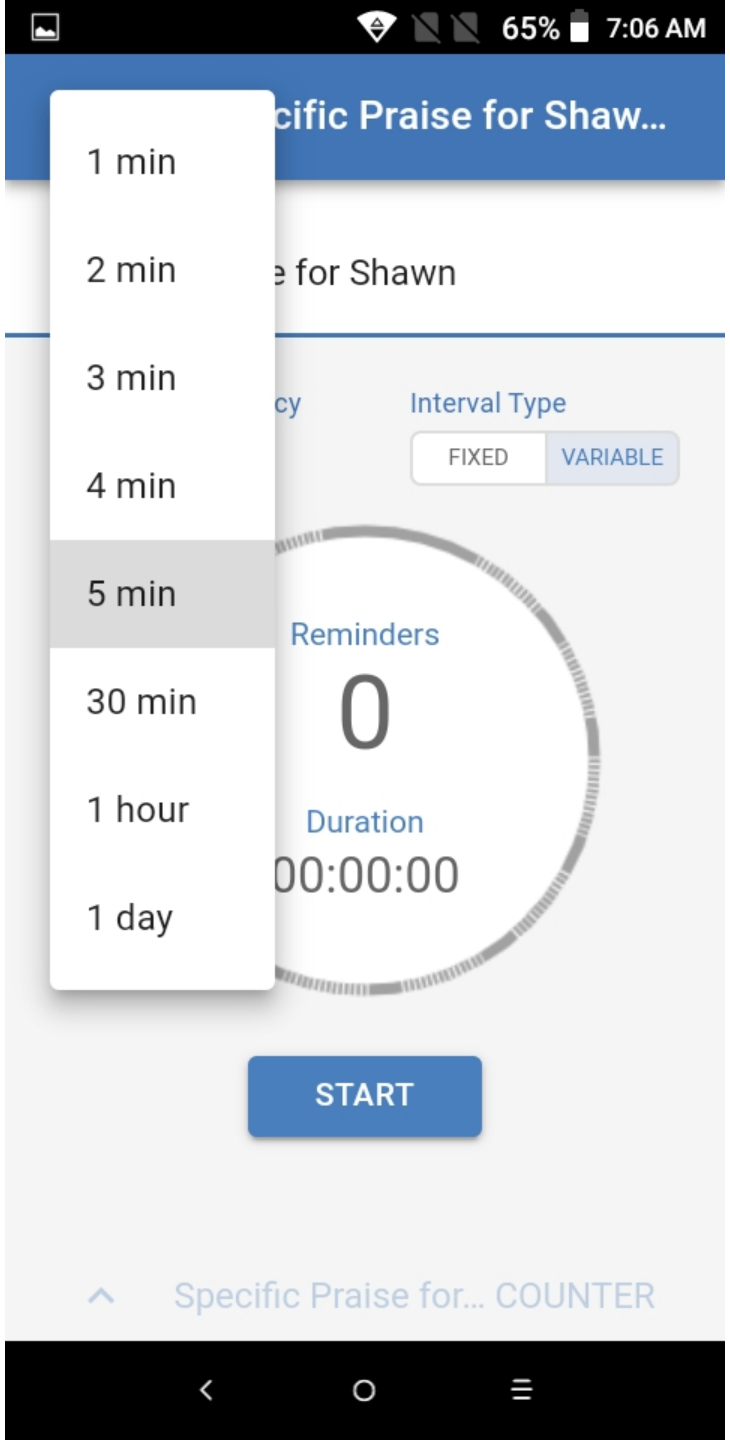
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cific Praise for Shaw...
1 min
2 min
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4 min
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Duration
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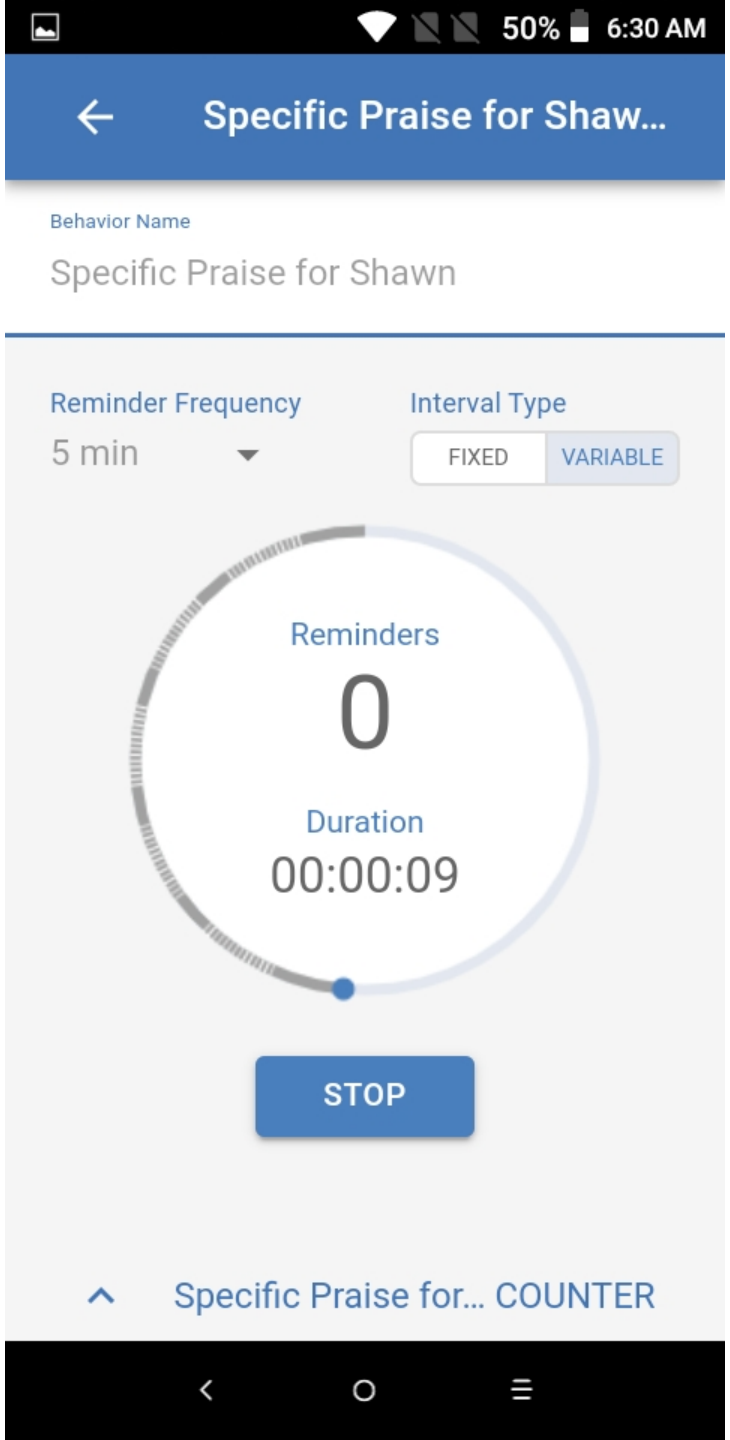
Specific Praise for... COUNTER

1. DEFINE
2. TEACH & PRACTICE
3. ACKNOWLEDGE
4. RESPOND INSTRUCTIONALLY
5. MAKE DECISIONS



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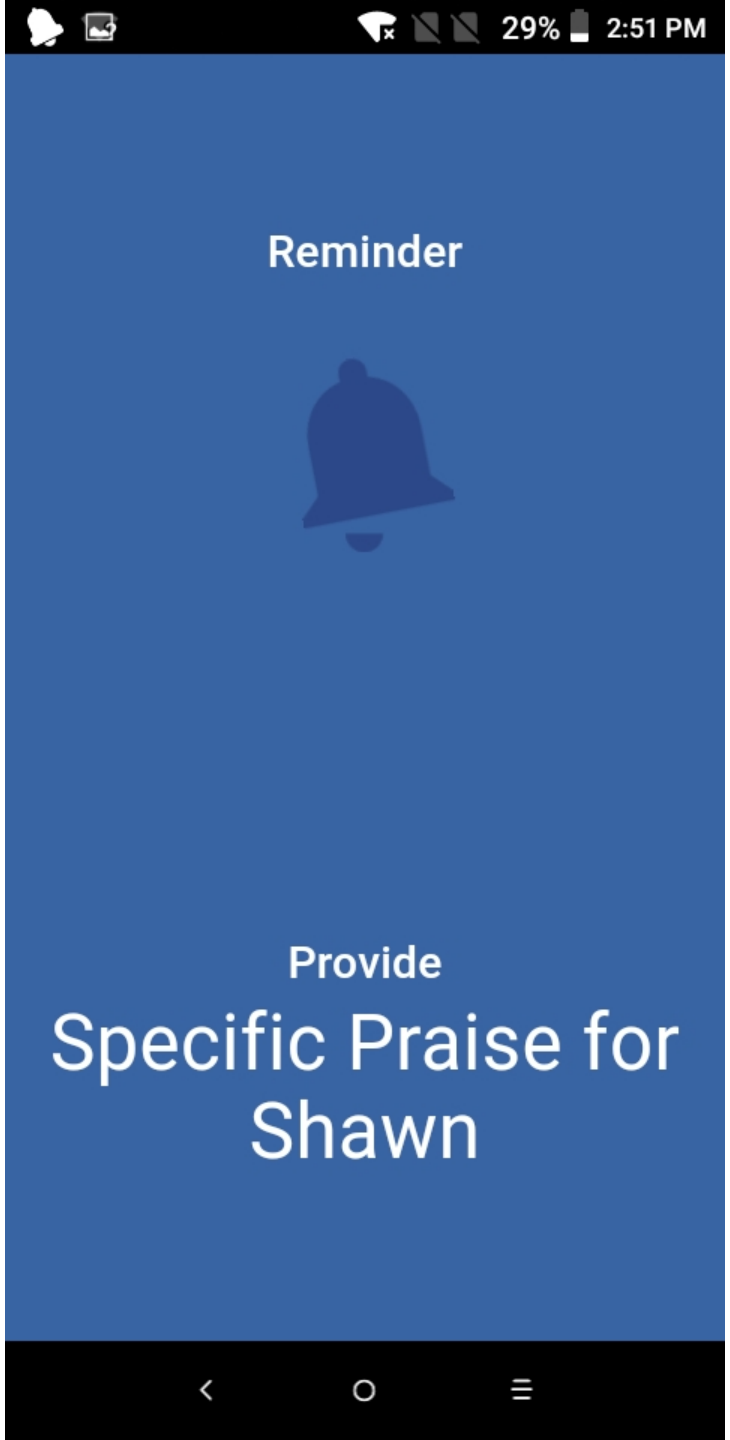

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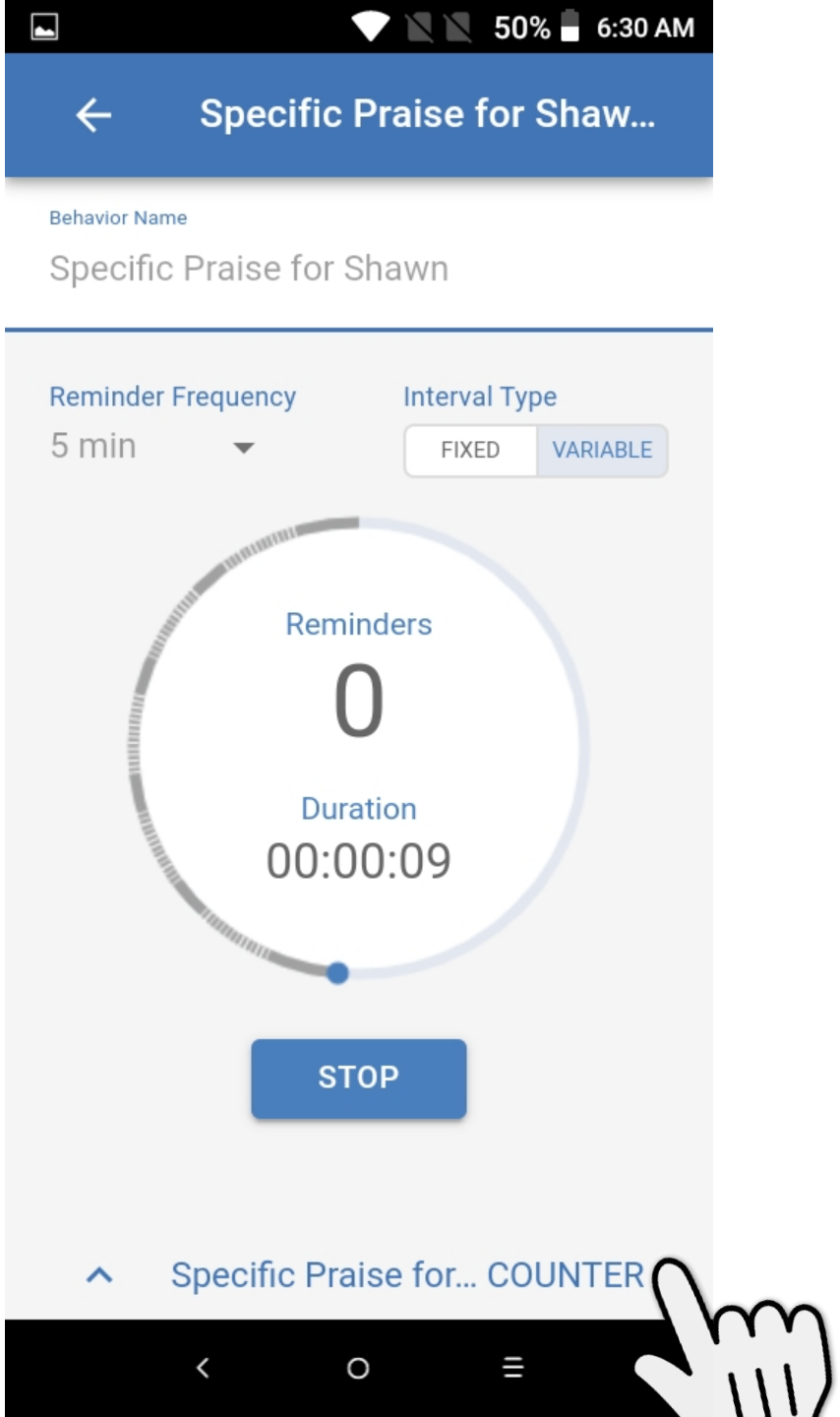

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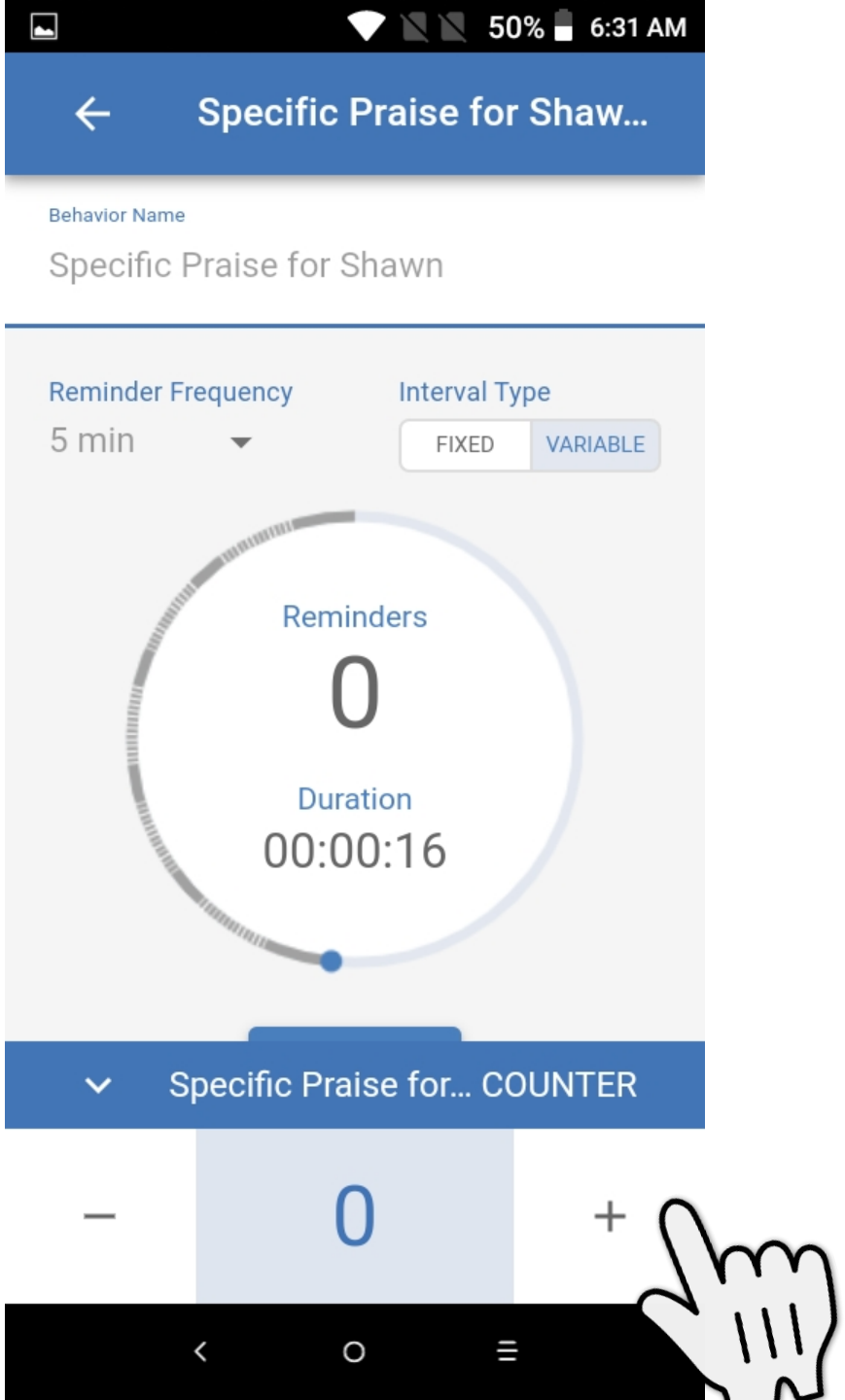

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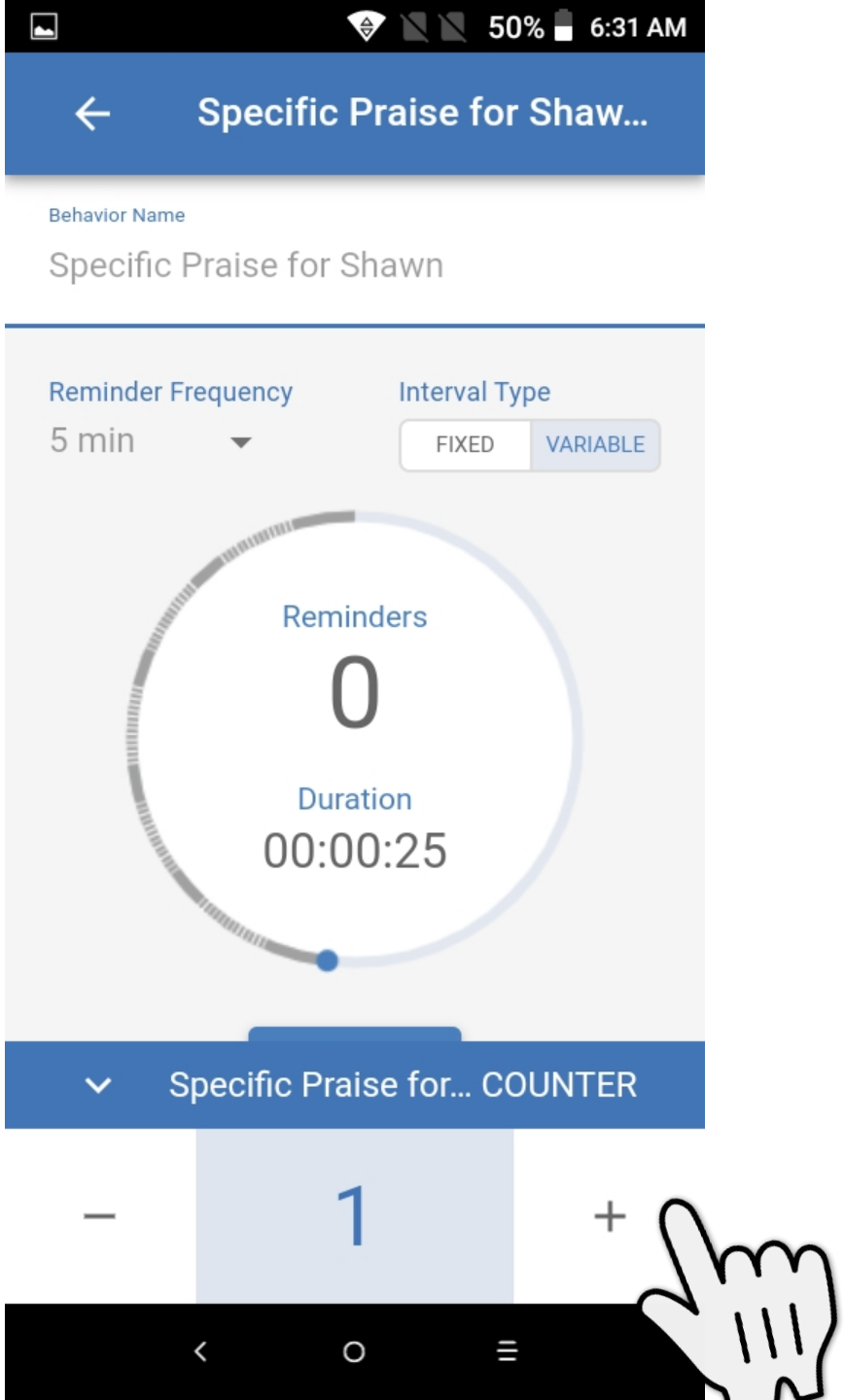

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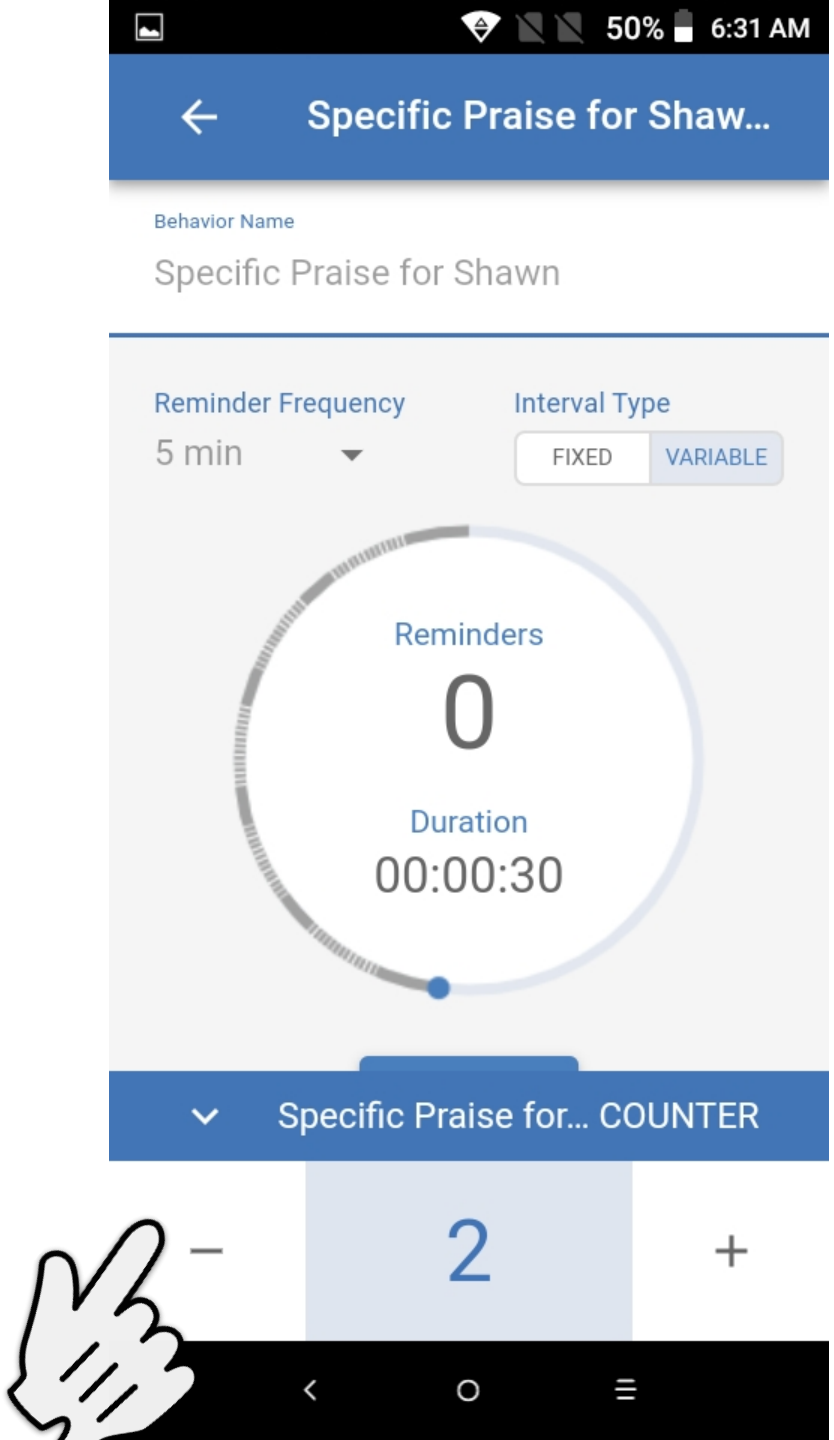

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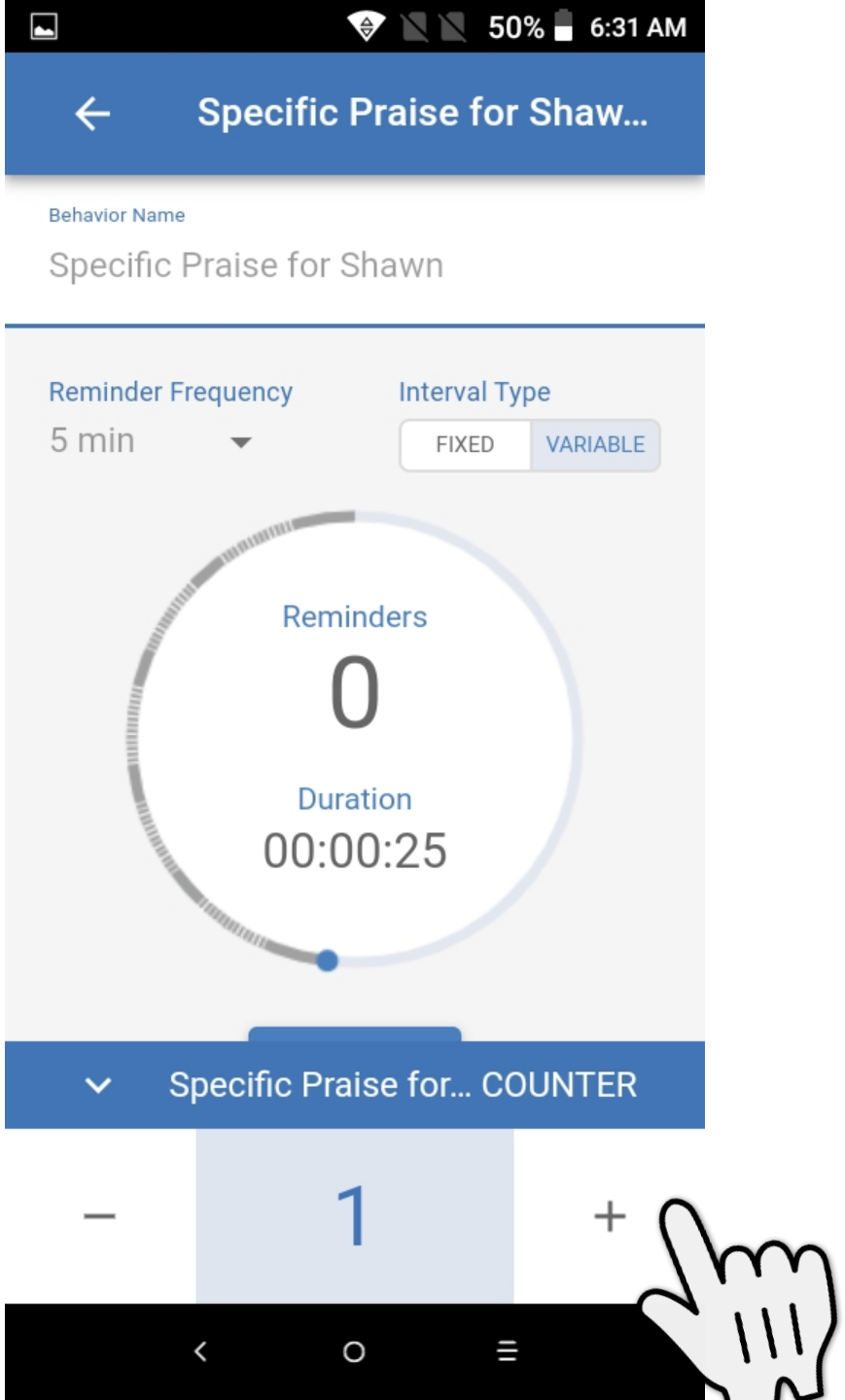

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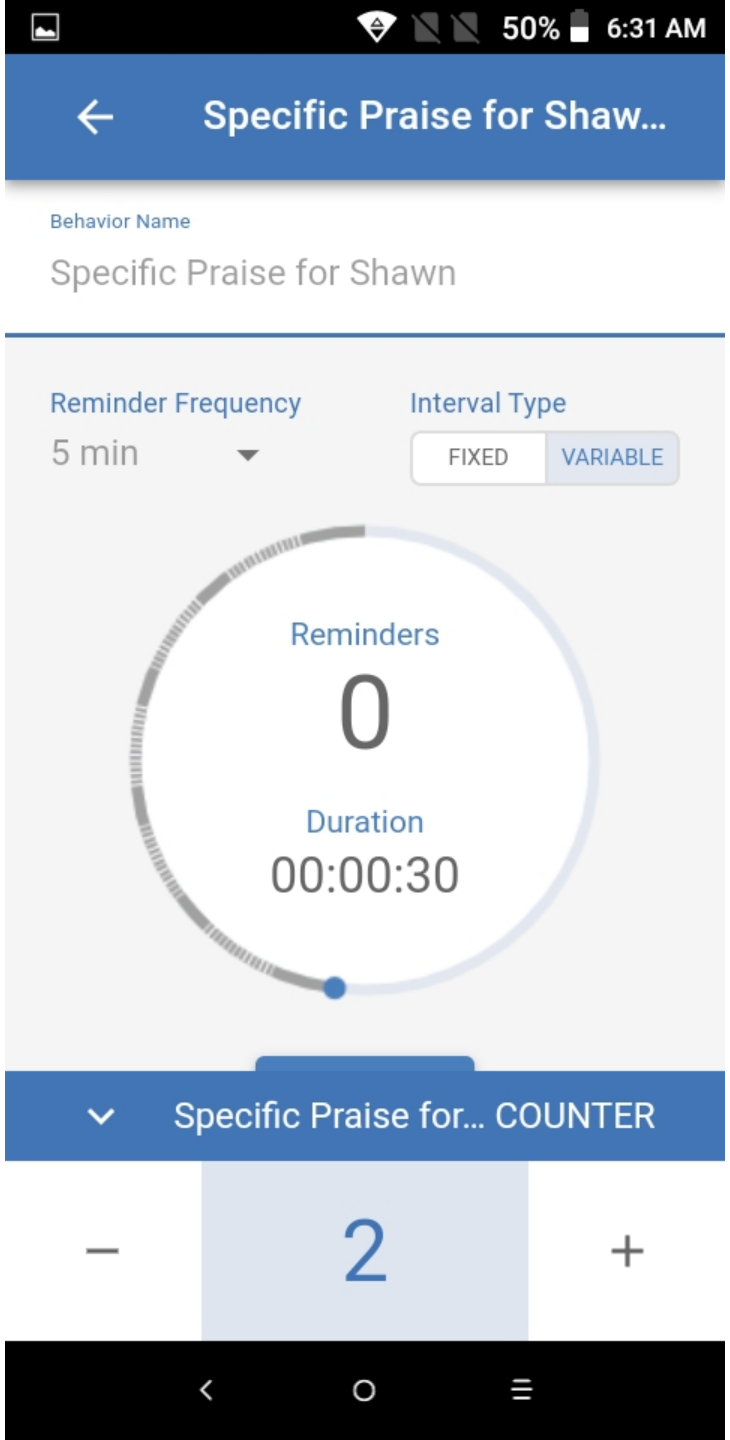

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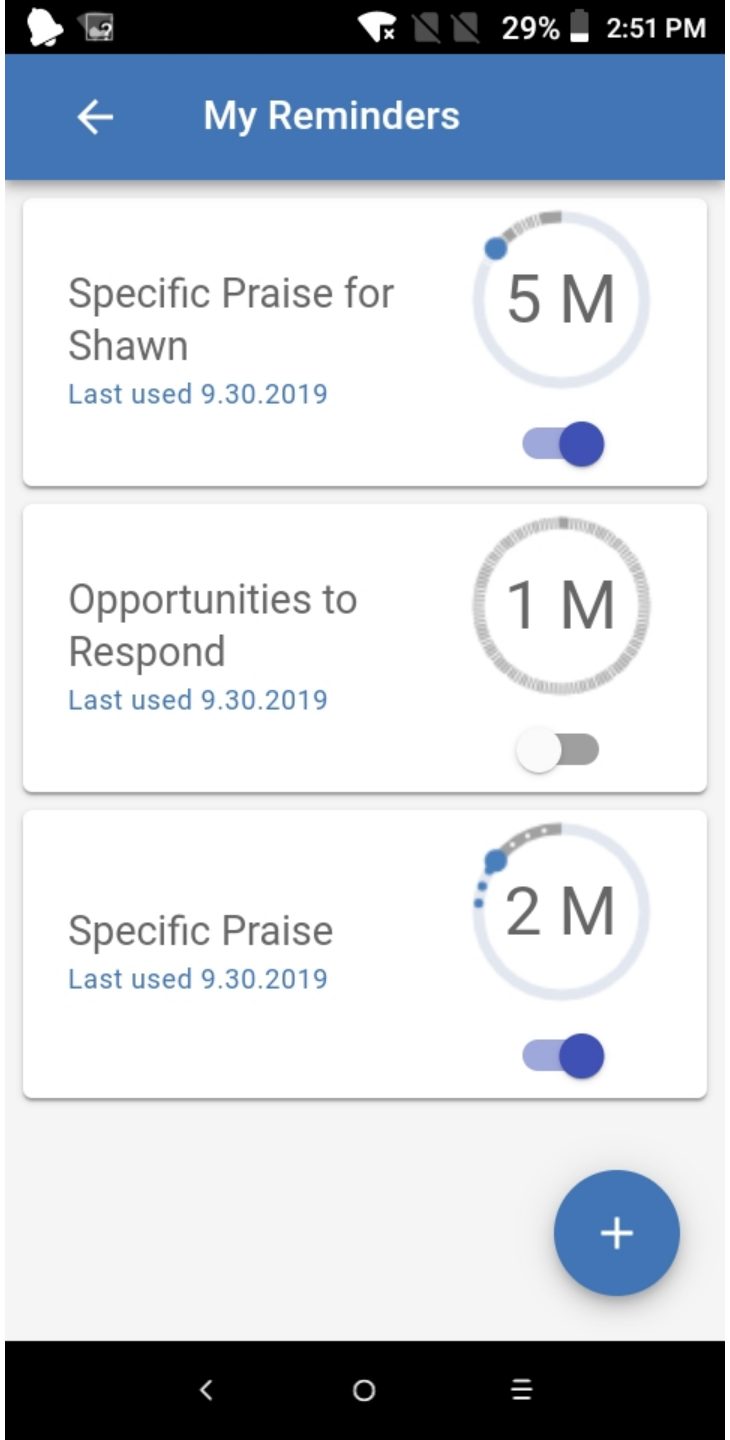

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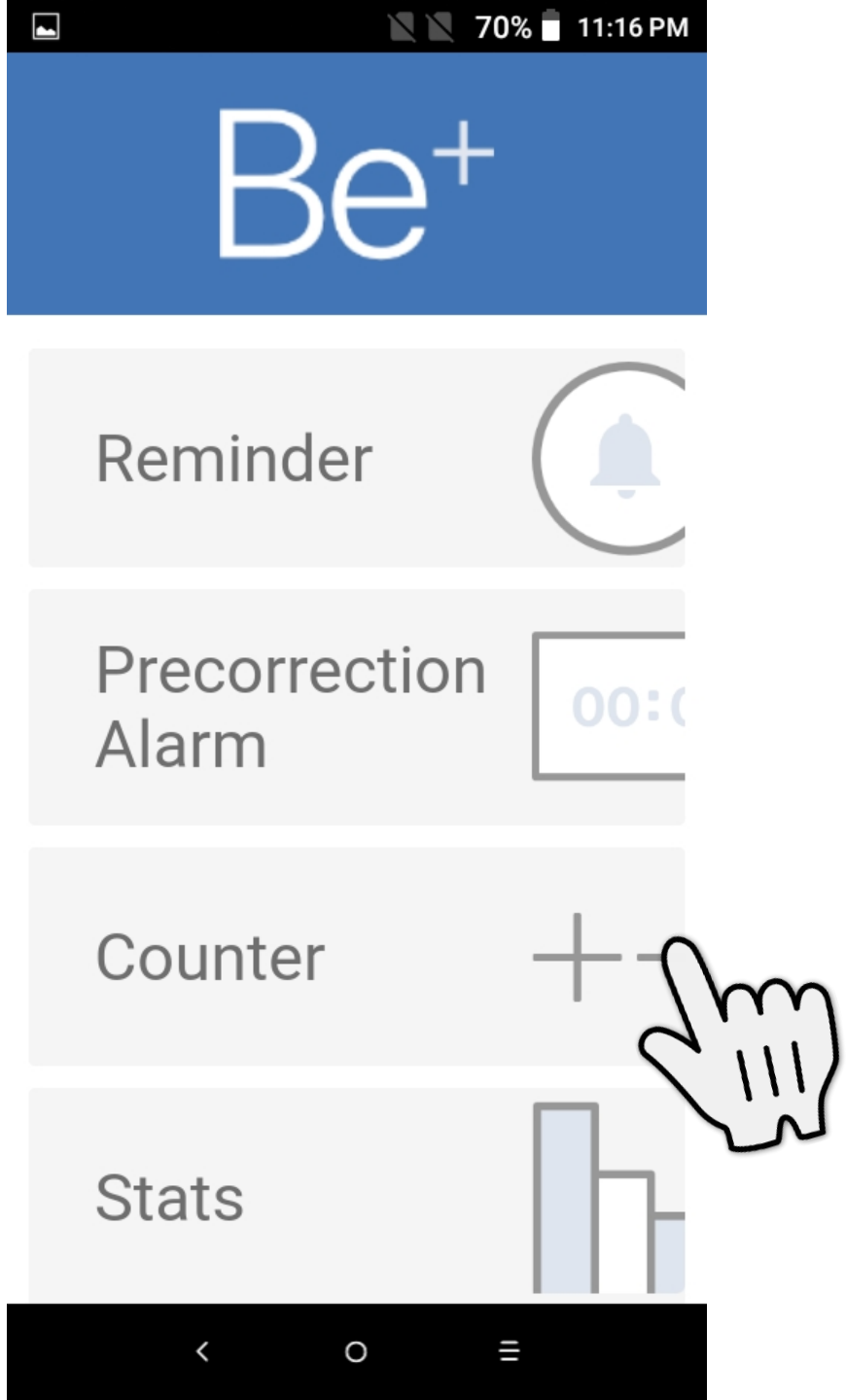

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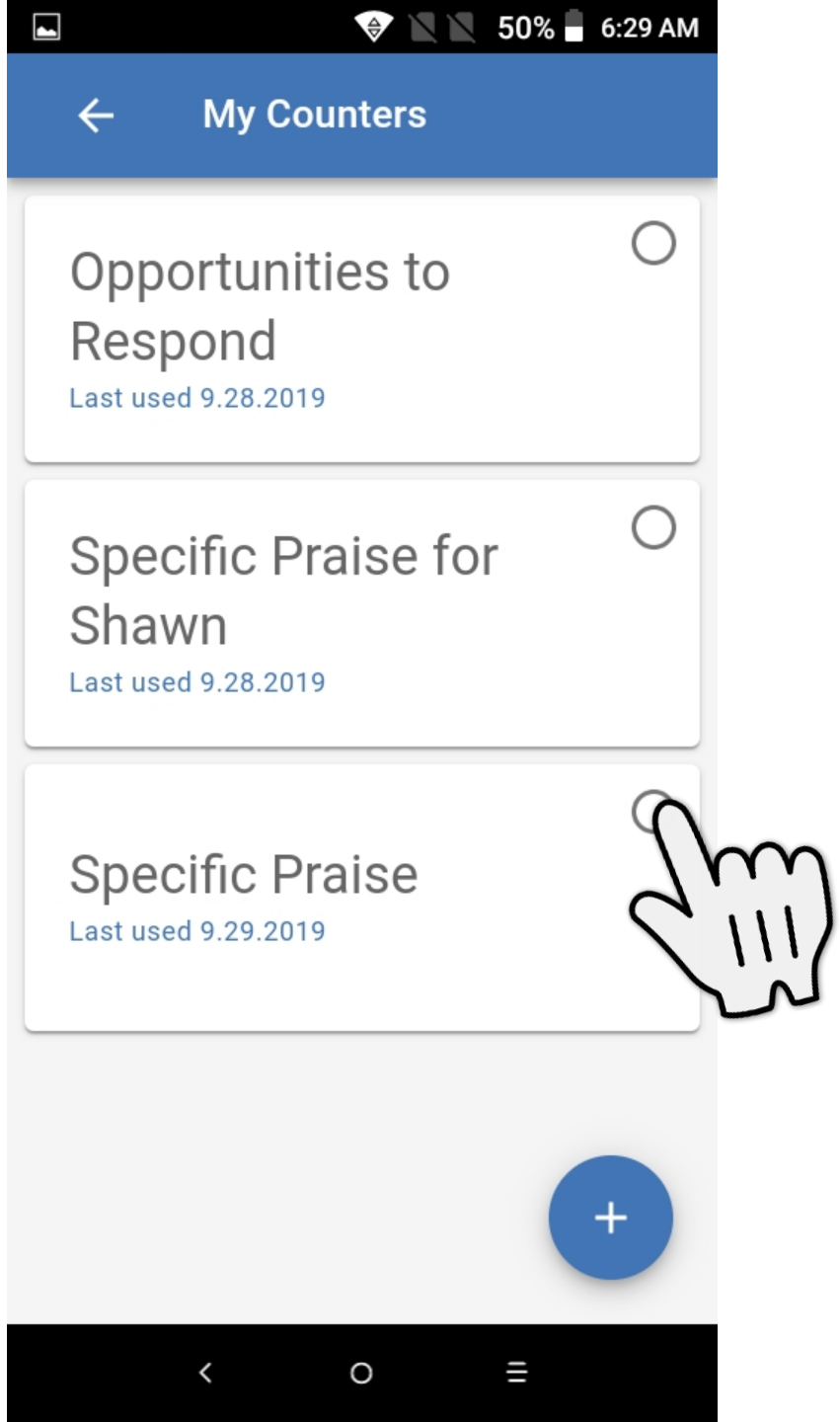

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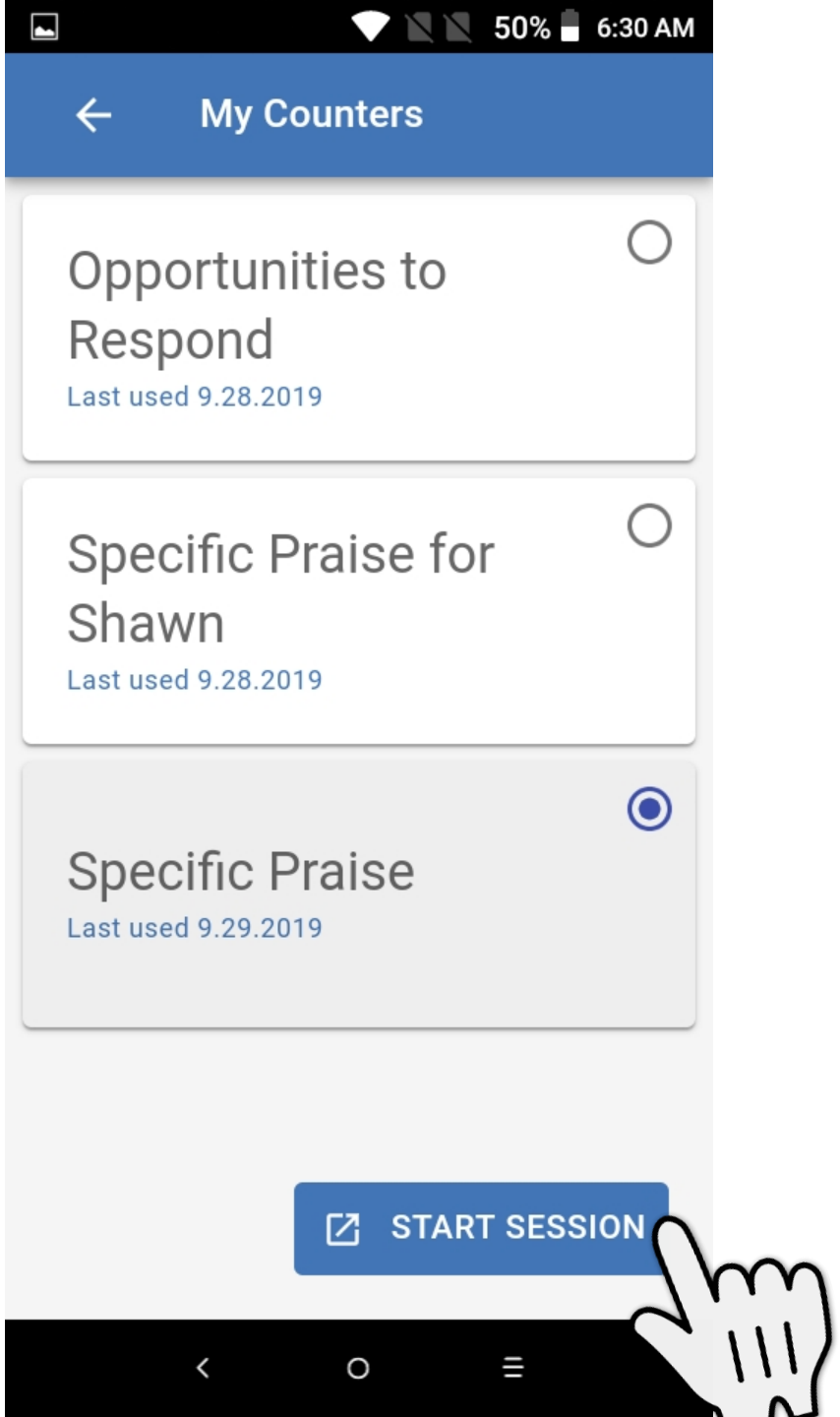

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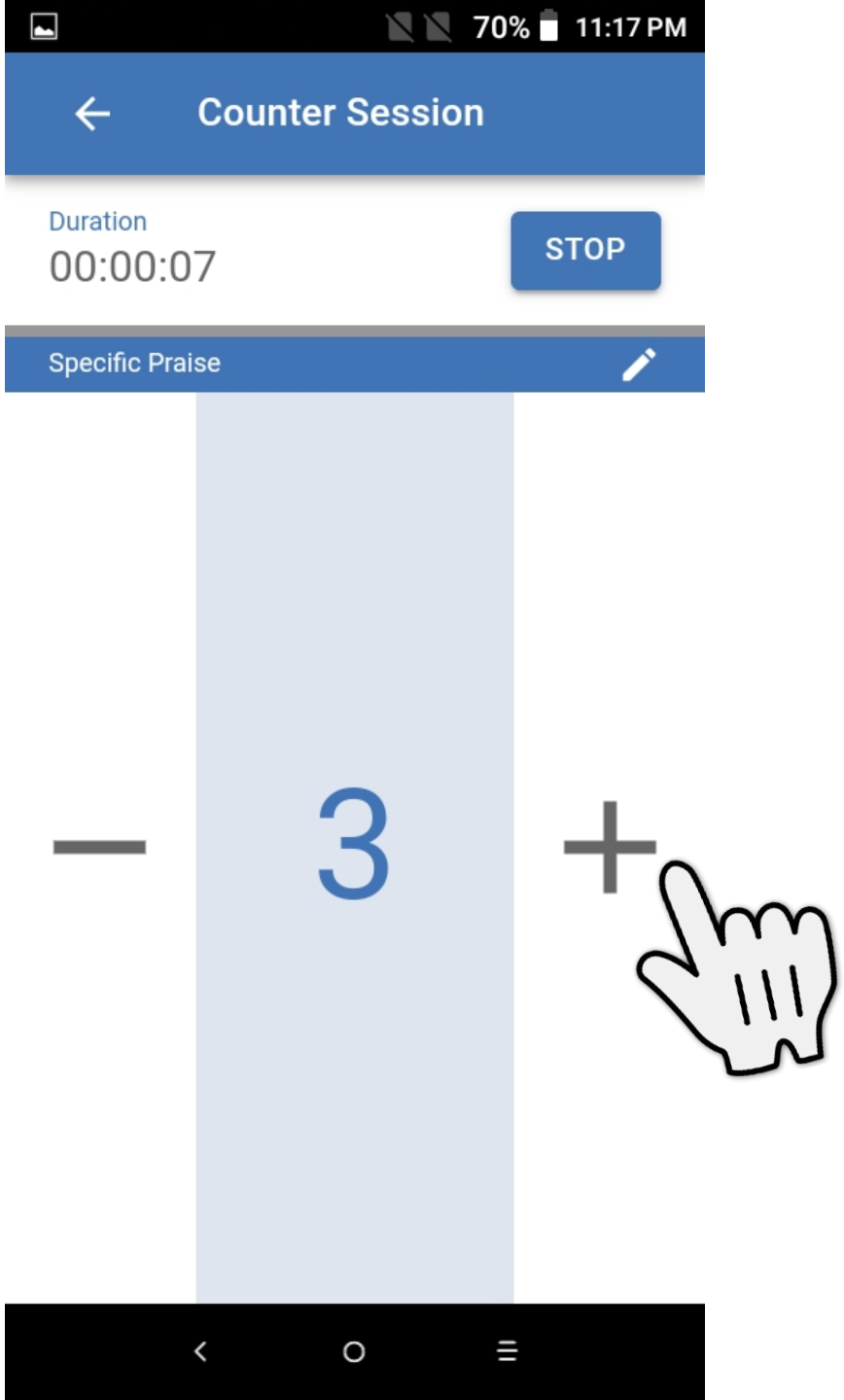
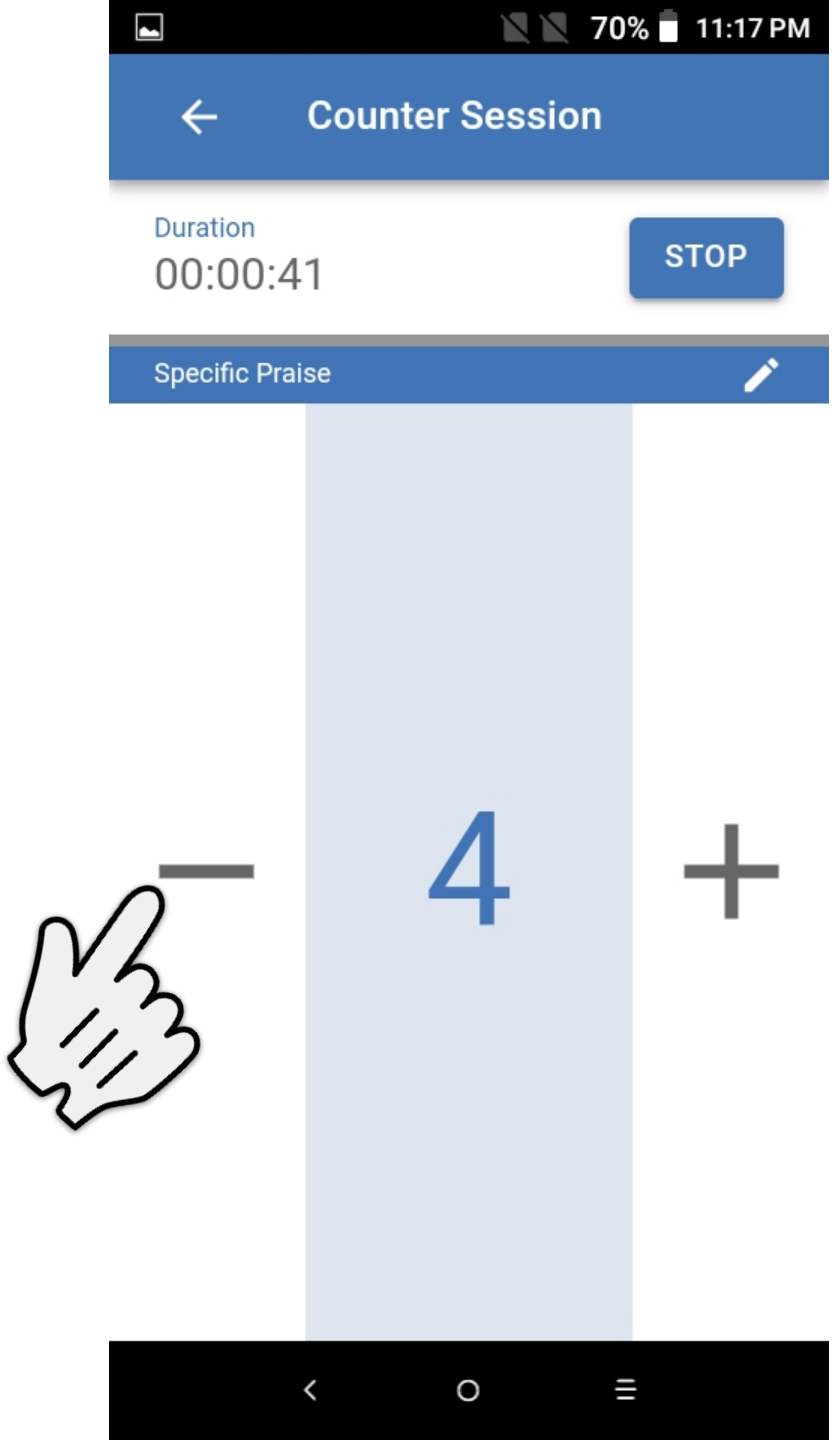



70% 11:17 PM
Counter Session
Duration
00:00:41
STOP
Specific Praise
4

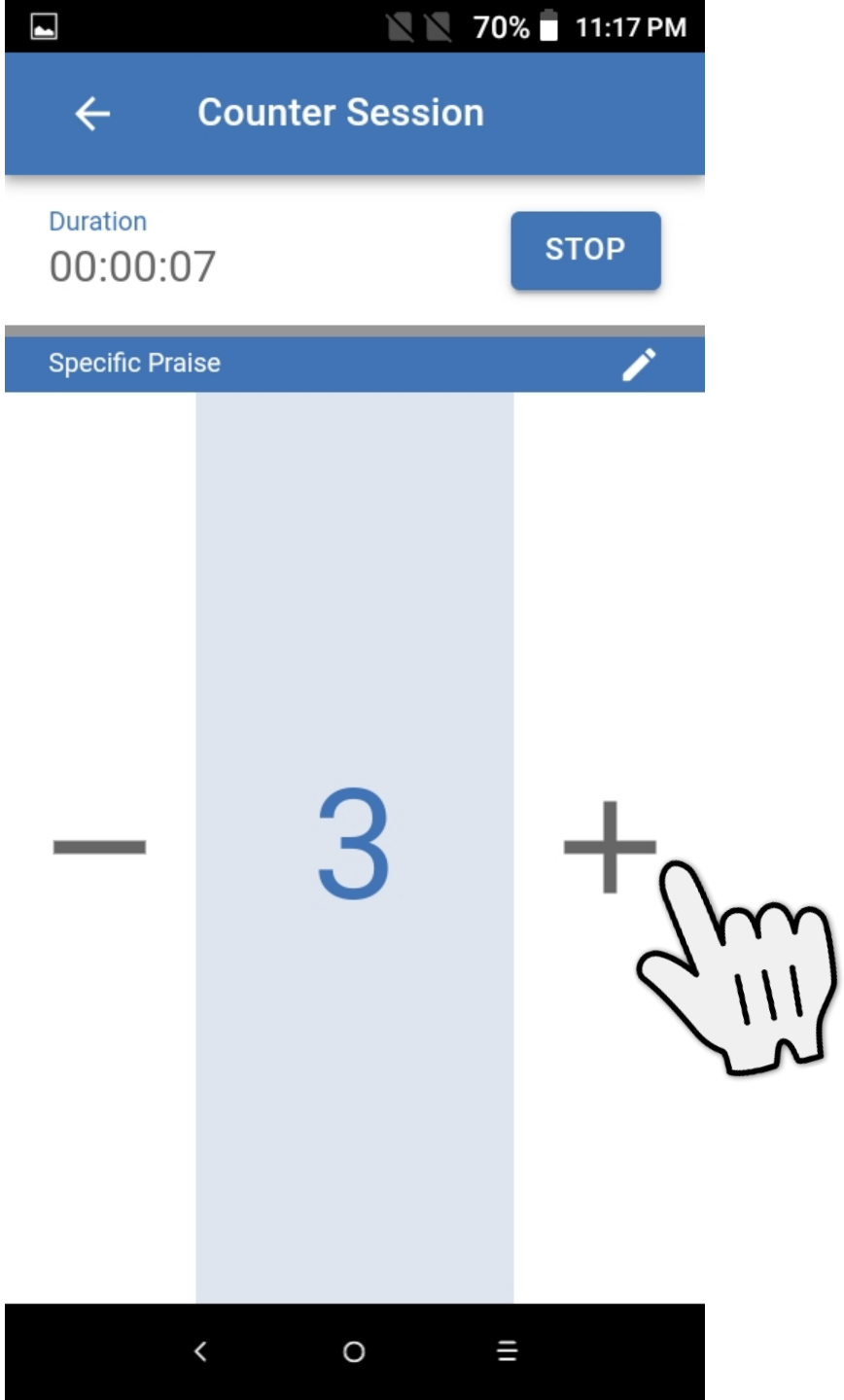
1. DEFINE

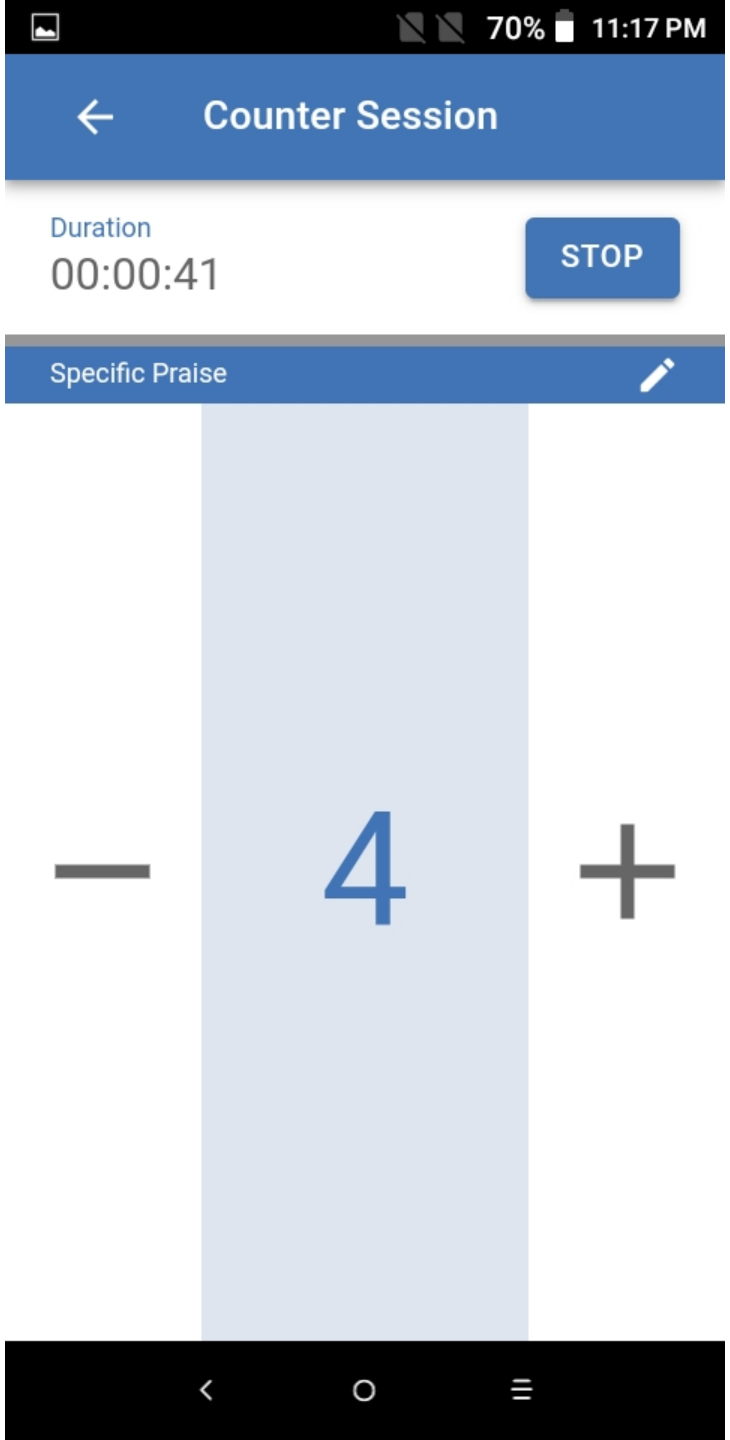
2. TEACH & PRACTICE

3. ACKNOWLEDGE

4. RESPOND INSTRUCTIONALLY

5. MAKE DECISIONS

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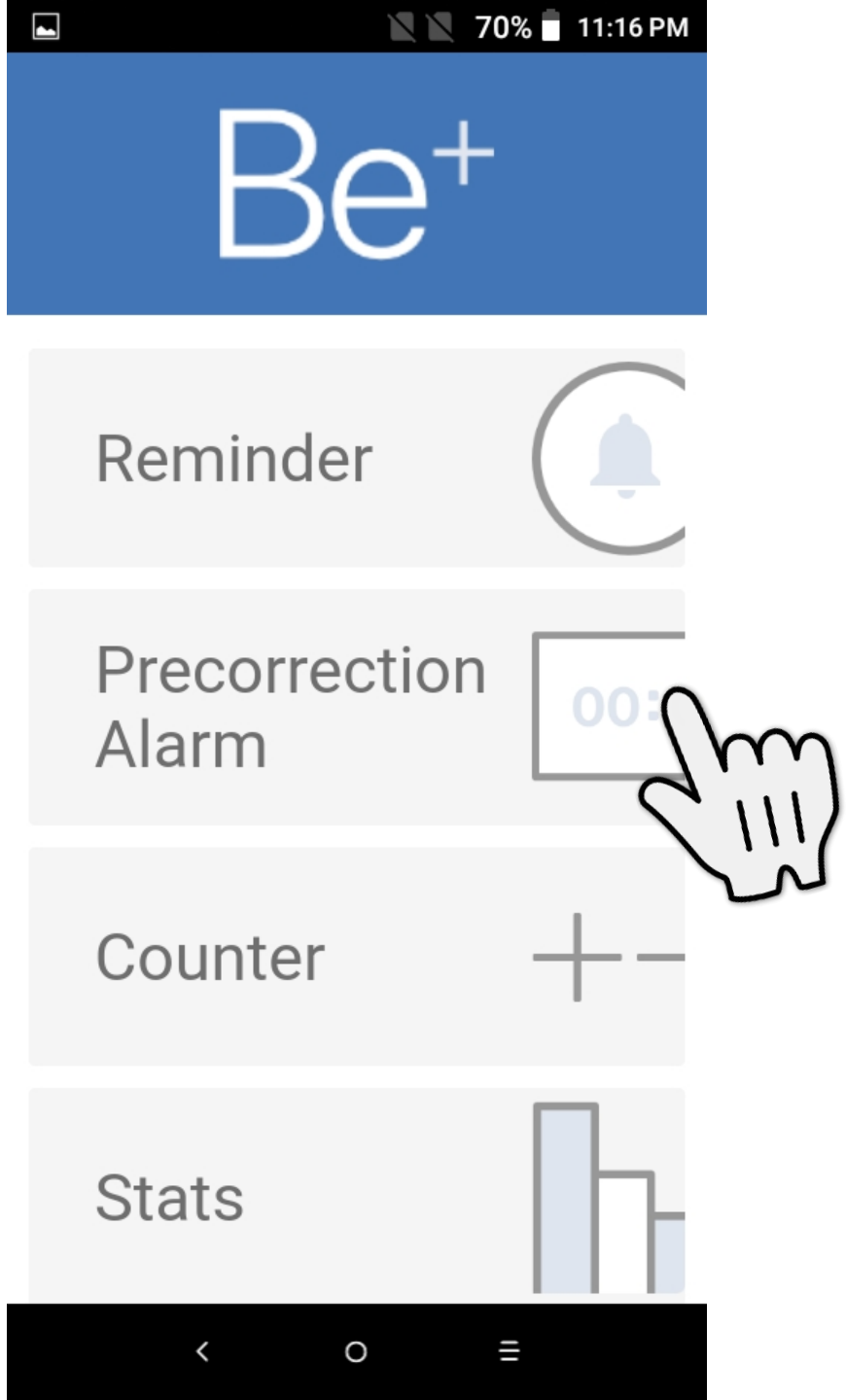

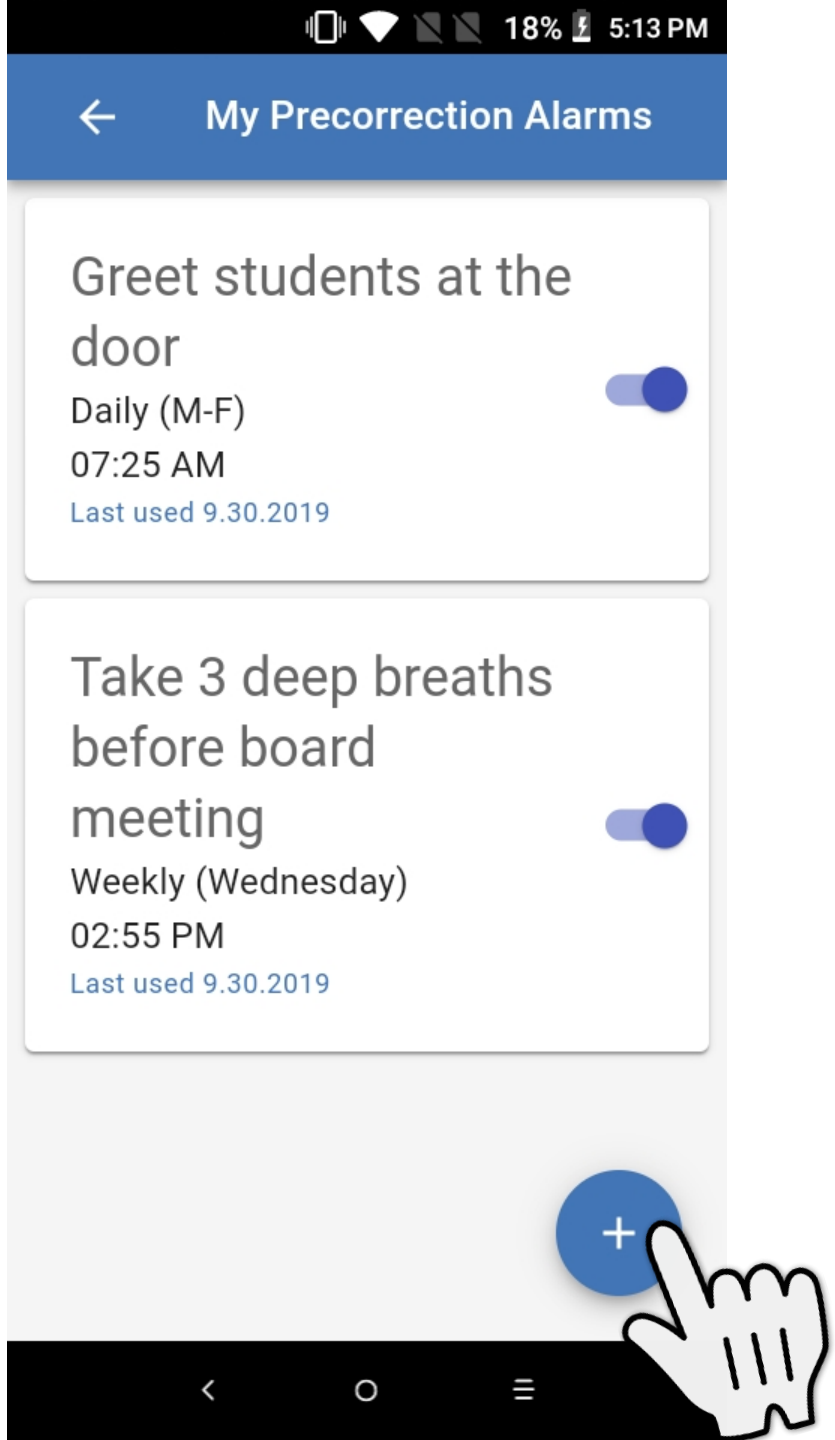
18% 5:13 PM
My Precorrection Alarms
Greet students at the door
Daily (M-F)
07:25 AM
Last used 9.30.2019
Take 3 deep breaths before board meeting
Weekly (Wednesday)
02:55 PM
Last used 9.30.2019

1. DEFINE

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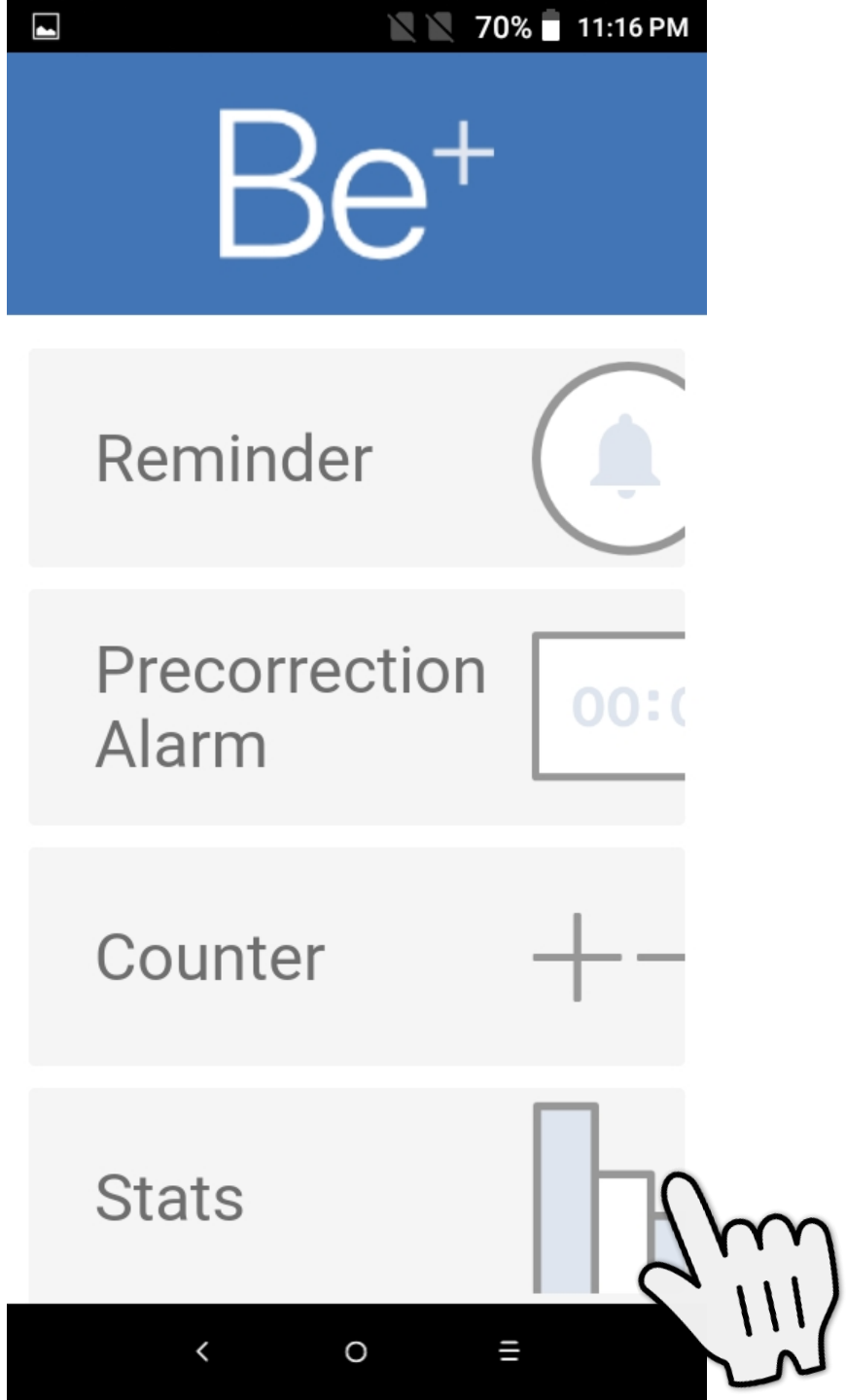

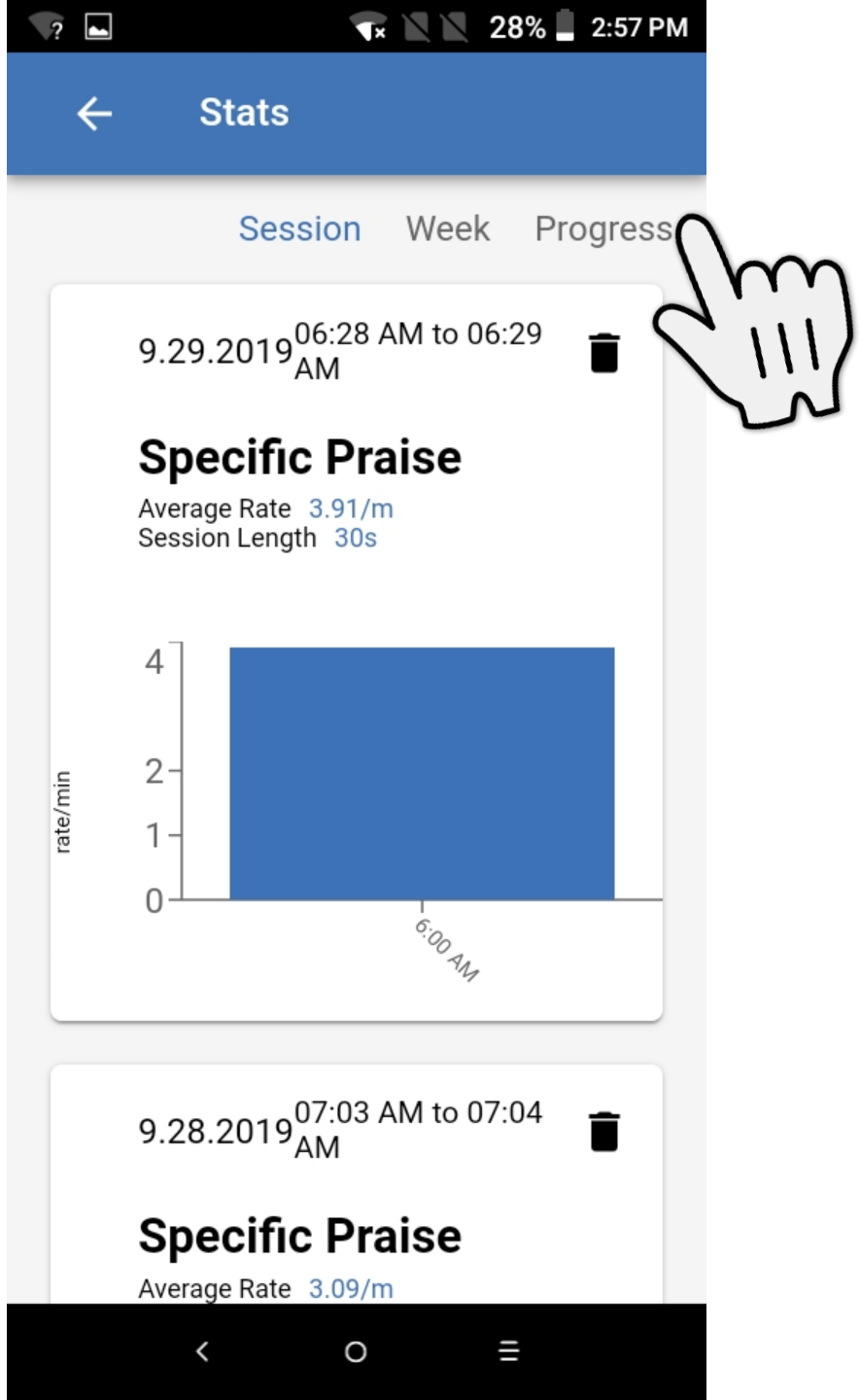
28% 2:57 PM
Stats
Session
Week
Progress
9.29.2019 06:28 AM to 06:29 AM
Specific Praise
Average Rate 3.91/m
Session Length 30s
rate/min
4
2
1
0
6:00 AM
9.28.2019 07:03 AM to 07:04 AM
Specific Praise
Average Rate 3.09/m

1. DEFINE

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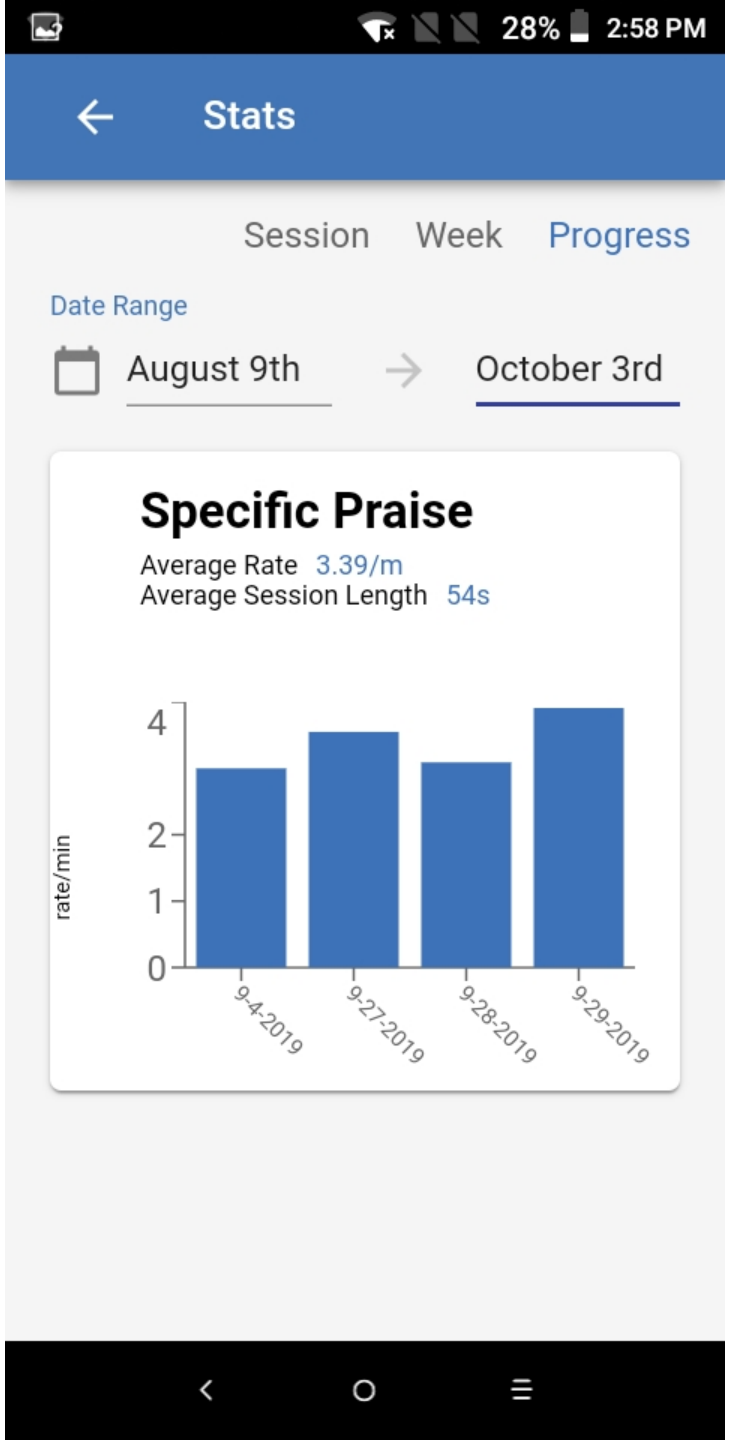


Get Positive!

- Android:
  - https://play.google.com/store/apps/details?id=edu.uoregon.emberex_bpositive
- iOS:
  - https://apps.apple.com/us/app/be-be-positive/id1500031427?ls=1

CORE PRACTICES of school-wide PBIS

3. ACKNOWLEDGE prosocial behavior

MENU OF ADAPTATIONS

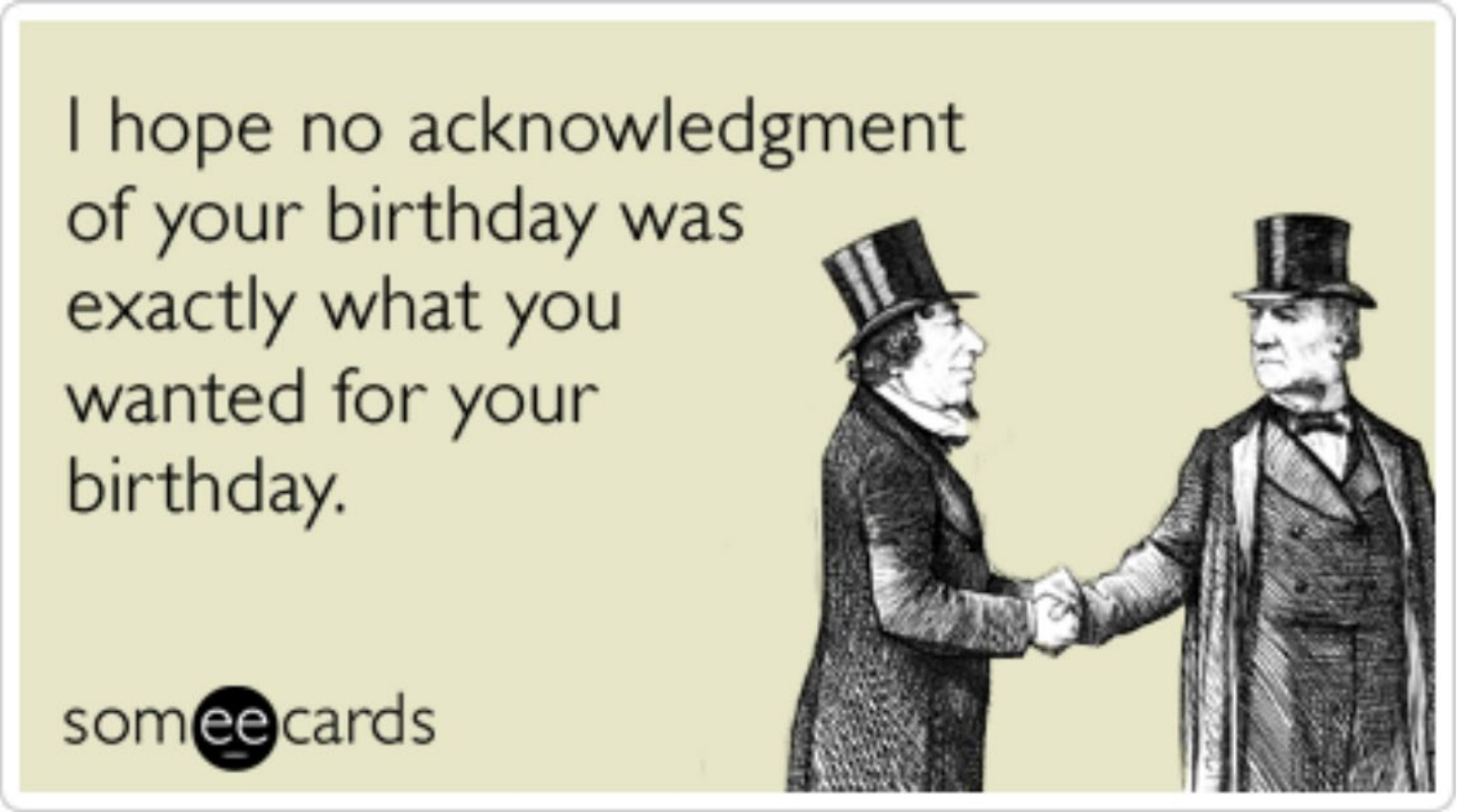
Increase contingent praise
- *Assess equitable use*
- *Praise preference assessments*
- *Planned praise*

Increase non-contingent praise
- *Greet at the door*

Get to know students

Praise Preference Assessment:

Why do it?



- Think of a time when you received praise:
  - You **liked**
  - You **didn't like**
- What was it?

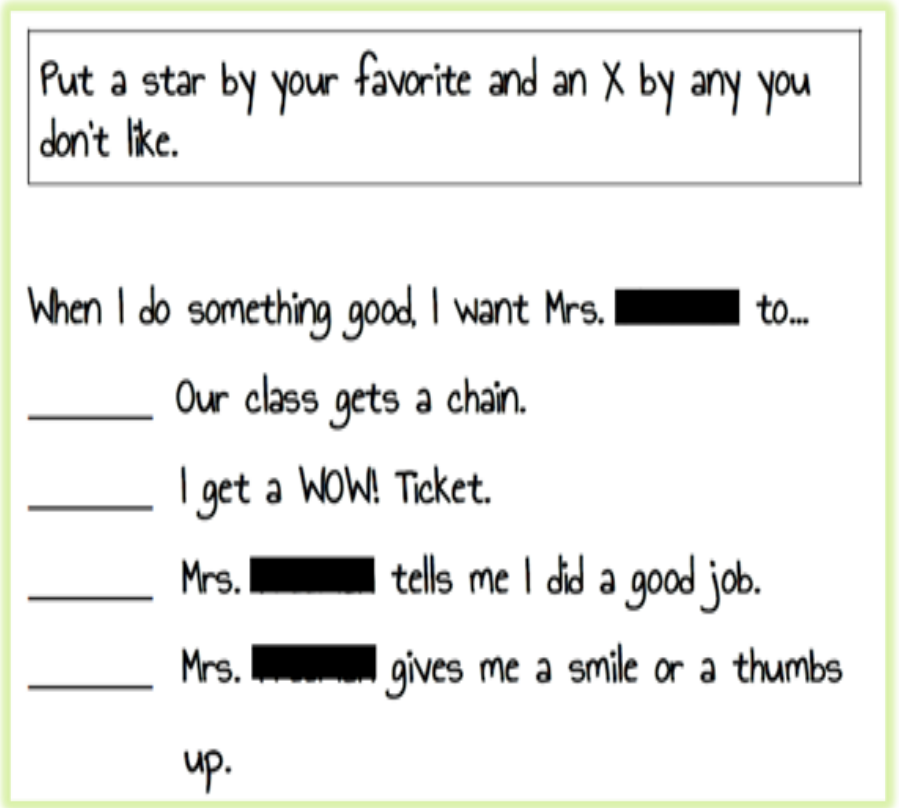
https://jamboard.google.com/d/1-Al2bdWZiYuFnqp-RI1_2B-XLHXDrFEWUdXwTQ-61DA/edit?usp=sharing

Praise Preference Assessment:

What is it?

- A way to identify what type(s) of acknowledgements students ***like*** or ***dislike*** receiving for showing desired behaviors

- Could be in survey or interview formats



Put a star by your favorite and an X by any you don't like.

When I do something good, I want Mrs. [redacted] to...

_____ Our class gets a chain.

_____ I get a WOW! Ticket.

_____ Mrs. [redacted] tells me I did a good job.

_____ Mrs. [redacted] gives me a smile or a thumbs up.

Praise Preference Assessment:

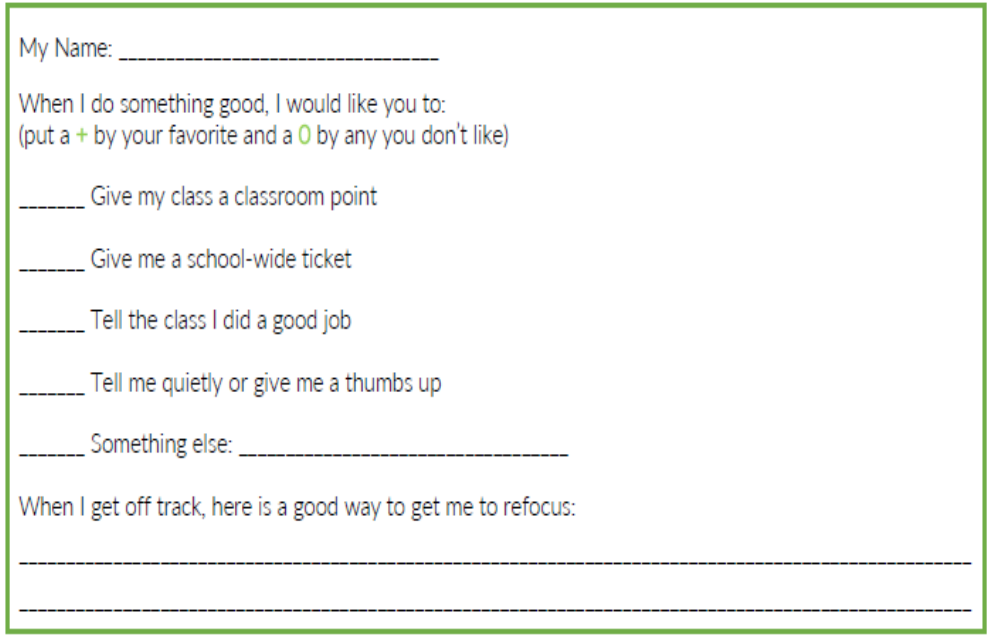
Steps for implementation:

1. Create assessment form
2. Ask students to rate the options
3. Review results to improve practices

Praise Preference Assessment:

1. Create assessment form

- Add space for student's name
- Create menu of acceptable acknowledgment options
  - Public praise
  - Non-verbal signal
  - School-wide ticket
  - Classroom points



My Name: _____

When I do something good, I would like you to:
(put a + by your favorite and a 0 by any you don't like)

_____ Give my class a classroom point

_____ Give me a school-wide ticket

_____ Tell the class I did a good job

_____ Tell me quietly or give me a thumbs up

_____ Something else: _____

When I get off track, here is a good way to get me to refocus:

_____

_____

Praise Preference Assessment: Resources

- https://bit.ly/PPAexamples

Praise Assessment Examples

My name is _____

When I am doing a good job at school, you will…

Circle the things you like and **cross out** the things you don't like:

Tell me quietly	Tell the whole class	Give me school wide ticket
High-five	Fist bump	Secret signal between you and me
Other?		

To be even more successful here is the help I need from you:

_____

_____

Praise Assessment Example

My name is _____

Put a star by your favorite and an X by any you don't like

When I do something good, I want Mr./Ms. _____ to ….

_____ Our class gets a chain link, marble in class jar

_____ I get a _____ ticket or token

_____ Ms./Mr. tell me I did a good job

_____ Ms./Mr. gives me a smile or a thumbs up

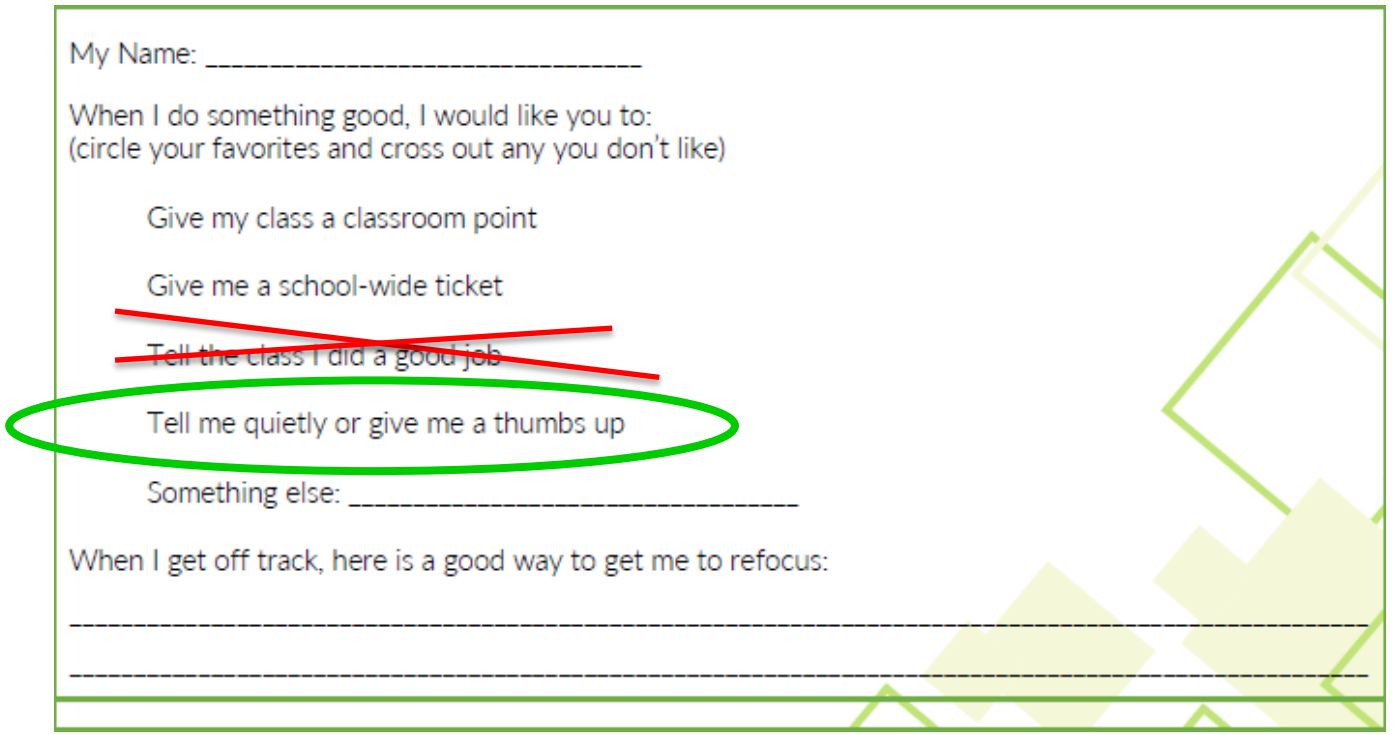
_____ Other?

Customize student options based on your existing (or acceptable) acknowledgment options

Praise Preference Assessment:

2. Ask students to rate the options

- Could circle/cross out, rate from 1-5, etc.


My Name: _____

When I do something good, I would like you to:
(circle your favorites and cross out any you don't like)

Give my class a classroom point

Give me a school-wide ticket

~~Tell the class I did a good job~~

Tell me quietly or give me a thumbs up

Something else: _____

When I get off track, here is a good way to get me to refocus:

_____

_____

Praise Preference Assessment:

3. Review results to improve

- REVIEW individual responses to **tailor praise**
- REVIEW class-wide responses to adjust **school-wide/ classroom systems**

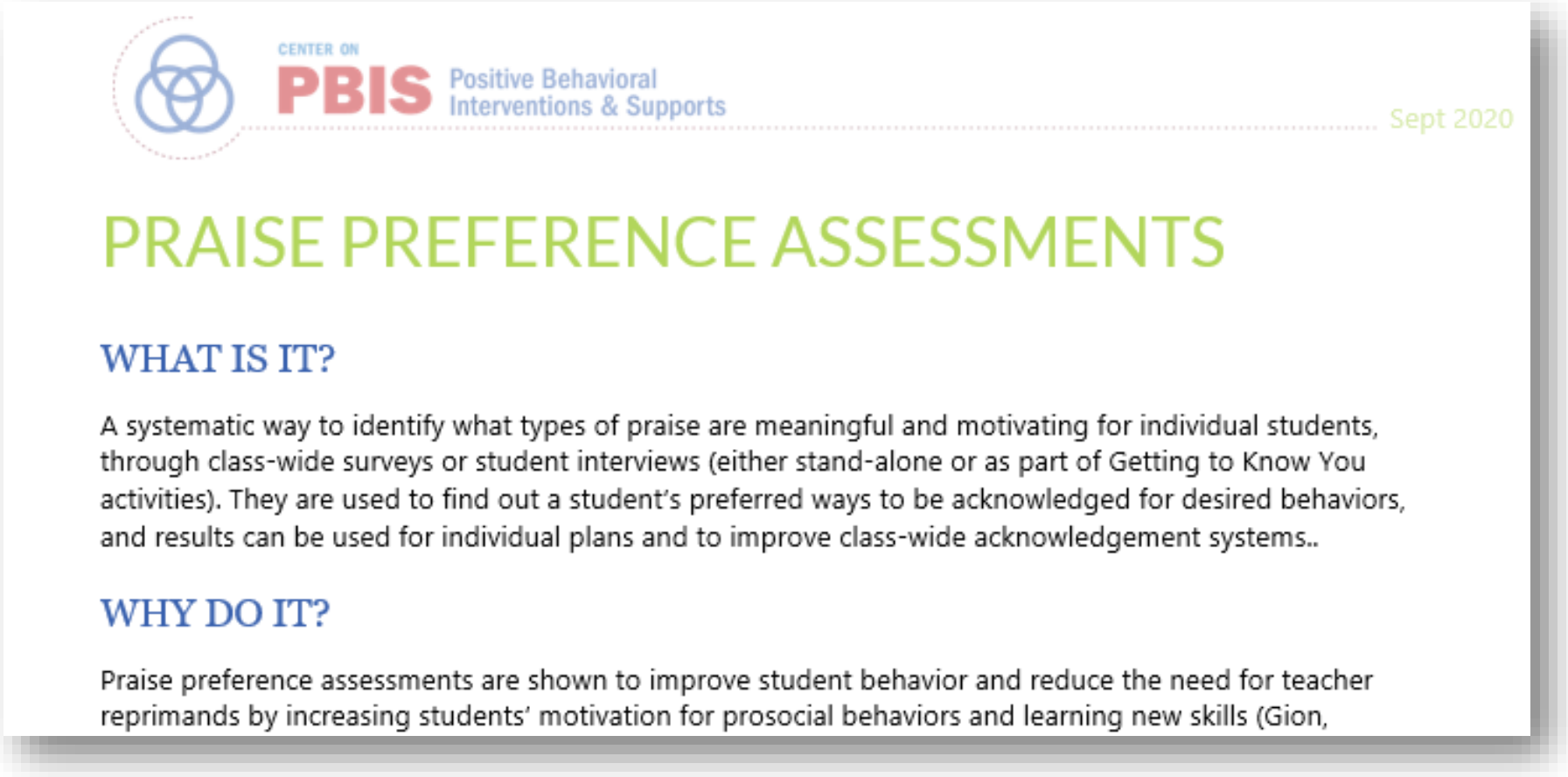
Praise Preference Assessment:

Big Ideas

- Students like and dislike different types of praise (just like adults!)
- Use to improve your relationships with students and classroom acknowledgement systems

Praise Preference Assessment:

Resources



CENTER ON PBIS Positive Behavioral Interventions & Supports

Sept 2020

PRAISE PREFERENCE ASSESSMENTS

WHAT IS IT?

A systematic way to identify what types of praise are meaningful and motivating for individual students, through class-wide surveys or student interviews (either stand-alone or as part of Getting to Know You activities). They are used to find out a student's preferred ways to be acknowledged for desired behaviors, and results can be used for individual plans and to improve class-wide acknowledgement systems..

WHY DO IT?

Praise preference assessments are shown to improve student behavior and reduce the need for teacher reprimands by increasing students' motivation for prosocial behaviors and learning new skills (Gion,

https://bit.ly/PPA-overview

CORE PRACTICES of school-wide PBIS

3. ACKNOWLEDGE prosocial behavior

MENU OF ADAPTATIONS

Increase contingent praise
- *Assess equitable use*
- *Praise preference assessments*
- *Planned praise*

Increase non-contingent praise
- *Greet at the door*

Get to know students

Planned Praise

A ReACT Strategy

Acknowledgment

http://bit.ly/PP-overview

Planned Praise:

What is it?

- A strategy for acknowledging a student or group of students for whom student-adult relationships could be improved
- Brainstorming a set of possible praise statements ahead of time to increase positive interactions

Planned Praise:

Why do it?

- Praise is a powerful tool for improving behavior
- Because it is so effective, it is important to:
  - Use it with all students
  - Identify students who need more positive interactions
  - Use specific strategies to increase positive feedback

Planned Praise:

How do we do it?

- Steps
  - Identify a group that could benefit from more praise and specific students from that group
  - Create a glossary of strengths to praise
  - Plan effective and culturally/developmentally appropriate praise statements
  - Pick a time when to use them
  - Do it!

Planned Praise:

1. Identify a group and students

1. Group
   - With high rates of ODRs (or disproportionate ODRs)
2. Students
   - With high rates of ODRs
   - With few positive relationships with adults in school

Planned Praise:

Example Praise Plan

Student	Unwanted Behavior	Strength	Praise Statement	Planned Timing
Andre				
DeShawn				
Finley				

Planned Praise:

2. Create a glossary of strengths

- Expected behaviors you know they do regularly
- Unwanted behaviors that could be reframed as talents or strengths at other times (e.g., class clown behaviors)
- Characteristics that may be viewed by society as negative cultural stereotypes (i.e., microaffirmations)

Planned Praise:

Example Praise Plan

Student	Unwanted Behavior	Strength	Praise Statement	Planned Timing
Andre	none	Transitions quickly		
DeShawn	Argues with adults about fairness	Looks out for others		
Finley	Talkative, loud	A good friend		

Planned Praise:

3. Plan praise statements

- Ensure they:
  - Have the elements of behavior-specific praise (contingent, immediate, specific, and genuine)
  - Are tailored to student praise preferences (e.g., public vs. private)
  - Are paired with school-wide acknowledgment systems (e.g., ticket) if adult praise may currently be aversive

Planned Praise:

Example Praise Plan

Student	Unwanted Behavior	Strength	Praise Statement	Planned Timing
Andre	none	Transitions quickly	Public praise (e.g., "Thank you Andre for showing us the way")	
DeShawn	Argues with adults about fairness	Looks out for others	Quiet praise with ticket (e.g., head nod)	
Finley	Talkative, loud	A good friend	Quiet microaffirmation (e.g., "you're a good friend")	

Planned Praise:

4. Pick a Time to Use Them

- Select times when:
  - Students are most likely to show their strengths
  - Students might need additional encouragement (e.g., before difficult activity)
  - It is easy to remember to provide praise statements (e.g., beginning of lesson)

Planned Praise:

Example Praise Plan

Student	Unwanted Behavior	Strength	Praise Statement	Planned Timing
Andre	none	Transitions quickly	Public praise (e.g., "Thank you Andre for showing us the way")	Transition into 1st period Math
DeShawn	Argues with adults about fairness	Looks out for others	Quiet praise with ticket (e.g., head nod)	After whole-group teacher instructions
Finley	Talkative, loud	A good friend	Quiet microaffirmation (e.g., "you're a good friend")	Small group work

Planned Praise:

5. Do it!

- Use the praise statements consistently, especially at first to build the relationship (e.g., at least once a day for 10 days)
- Vary as needed to expand the range of desired behaviors

Evaluate praise plan implementation: Try using this simple form for the first 10 days of your praise plan!

Mon		Tues		Wed		Th		Fri		Mon		Tues		Wed		Th		Fri	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No

Planned Praise:
Tips for Success

- Tailoring for your students
  - To build the glossary, ask students' family members for strengths they would like to be encouraged
  - Use a praise preference assessment to identify preferred praise statements (e.g., public vs. private)

Planned Praise:

Tips for Success

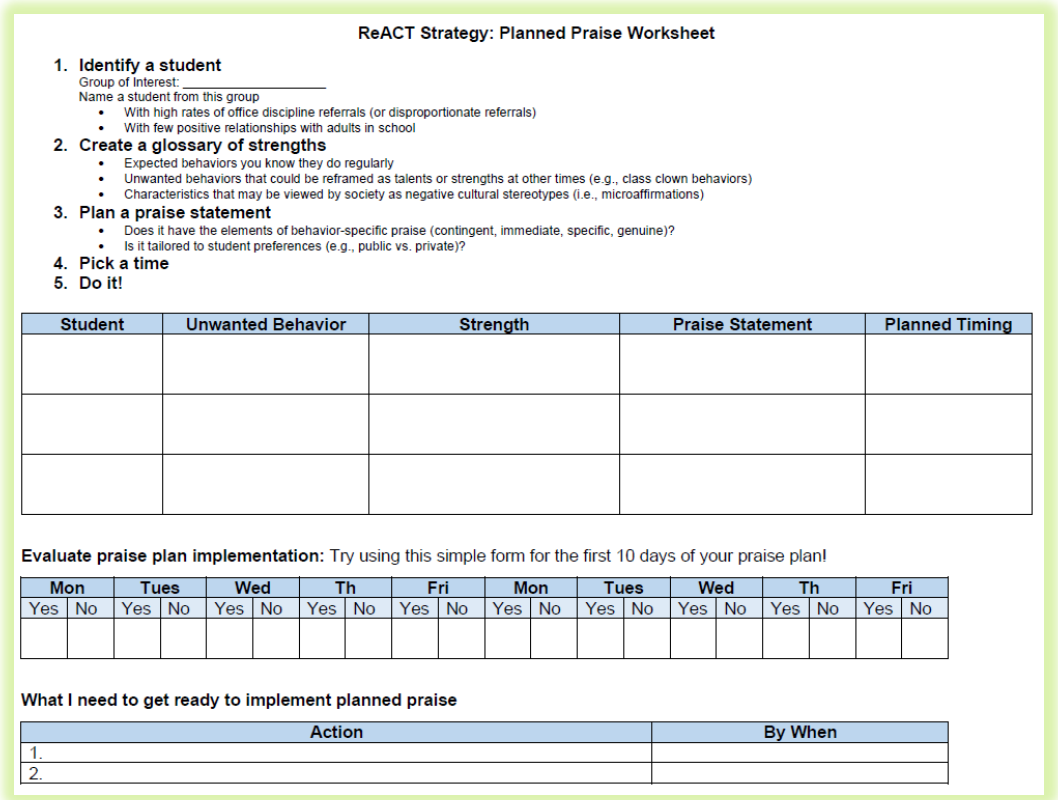
- Use a system to help prompt you to use it consistently
  - Phone reminder
    - Be+ app: https://www.pbis.org/announcements/track-positive-reinforcement-with-our-be-app
  - Visual signal
    - Poster
    - Sticker
    - Note in lesson plan

Planned Praise:

Worksheet

p. 10

1. Pick 1 to 3 students for planned praise
2. Complete the form
3. Discuss as a team
4. Share out



ReACT Strategy: Planned Praise Worksheet

1. **Identify a student**
   Group of Interest: _____
   Name a student from this group
   - With high rates of office discipline referrals (or disproportionate referrals)
   - With few positive relationships with adults in school
2. **Create a glossary of strengths**
   - Expected behaviors you know they do regularly
   - Unwanted behaviors that could be reframed as talents or strengths at other times (e.g., class clown behaviors)
   - Characteristics that may be viewed by society as negative cultural stereotypes (i.e., microaffirmations)
3. **Plan a praise statement**
   - Does it have the elements of behavior-specific praise (contingent, immediate, specific, genuine)?
   - Is it tailored to student preferences (e.g., public vs. private)?
4. **Pick a time**
5. **Do it!**

Student	Unwanted Behavior	Strength	Praise Statement	Planned Timing

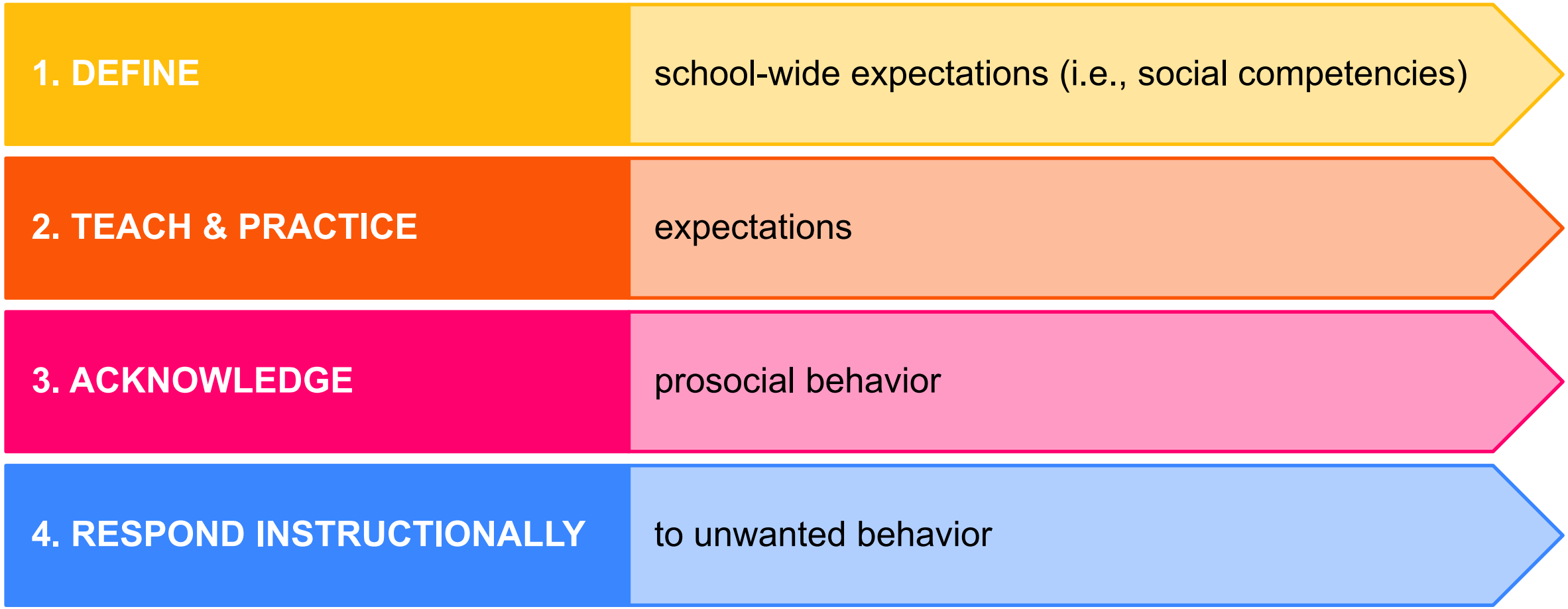
Evaluate praise plan implementation: Try using this simple form for the first 10 days of your praise plan!

Mon		Tues		Wed		Th		Fri		Mon		Tues		Wed		Th		Fri	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No

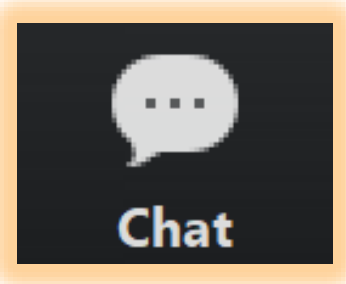
What I need to get ready to implement planned praise

Action	By When
1.	
2.	

CORE PRACTICES of school-wide PBIS

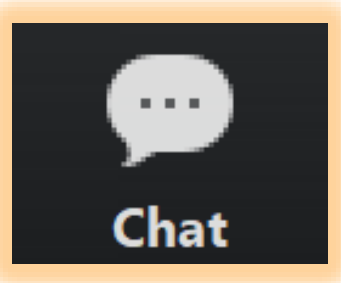


Share Out!



- What are some effective strategies that you use to respond instructionally to unwanted behavior?

Think and share out!

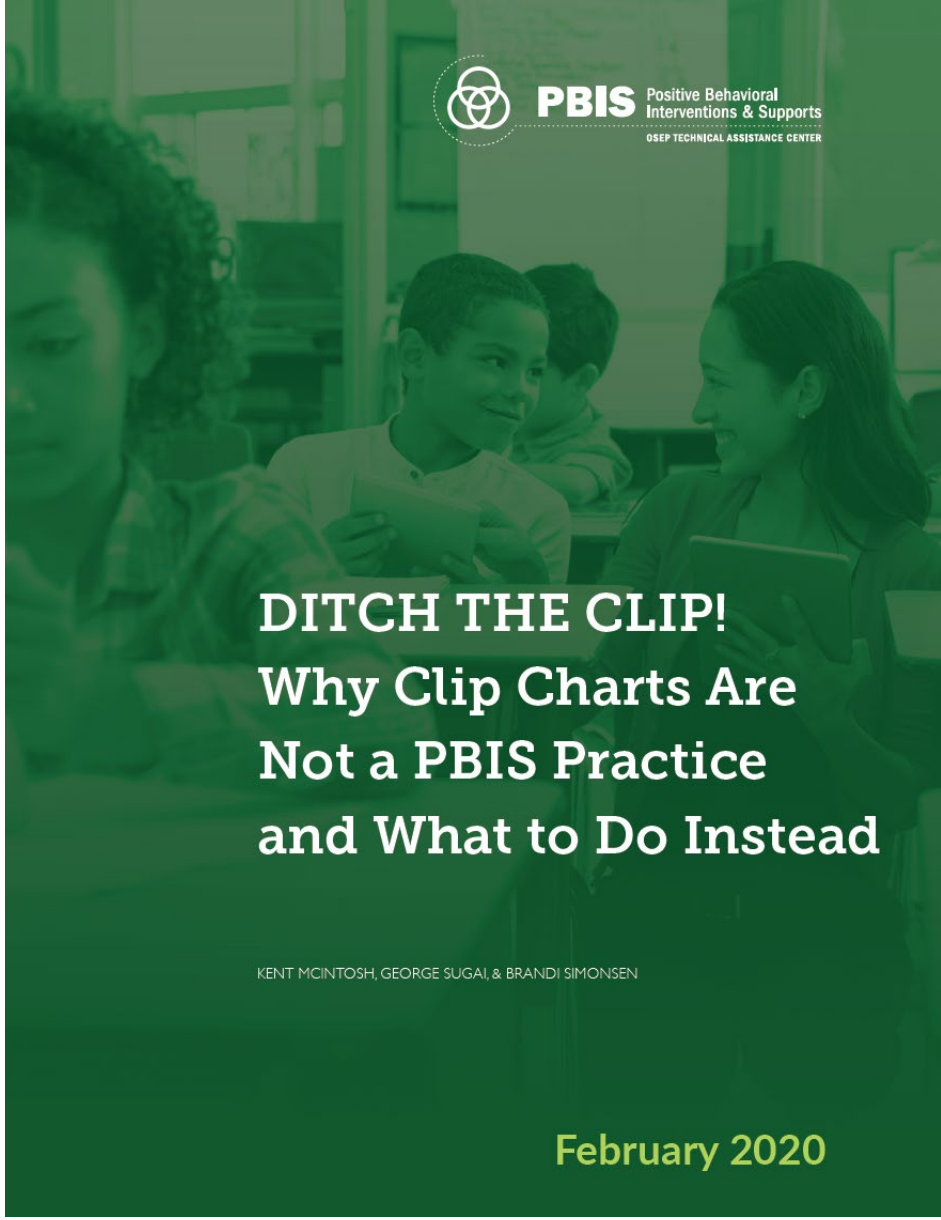


- What is your most common **don't/stop/quit/no** direction?
  - (e.g., ***"Don't run in the hallway!"***)
- What could be a **"point positive"** direction instead?
  - (e.g., ***"Please walk in the hallway!"***)
- Respond in the chat with both:
  - (e.g., "Don't run" – "Please walk in the halls")

Praise can be public…

corrections should be private

Resources for Ditching the Clip!



https://www.pbis.org/resource/ditch-the-clip-why-clip-charts-are-not-a-pbis-practice-and-what-to-do-instead

CORE PRACTICES of school-wide PBIS

4. RESPOND INSTRUCTIONALLY

to unwanted behavior

MENU OF ADAPTATIONS

Quick redirects

Nonverbal redirects

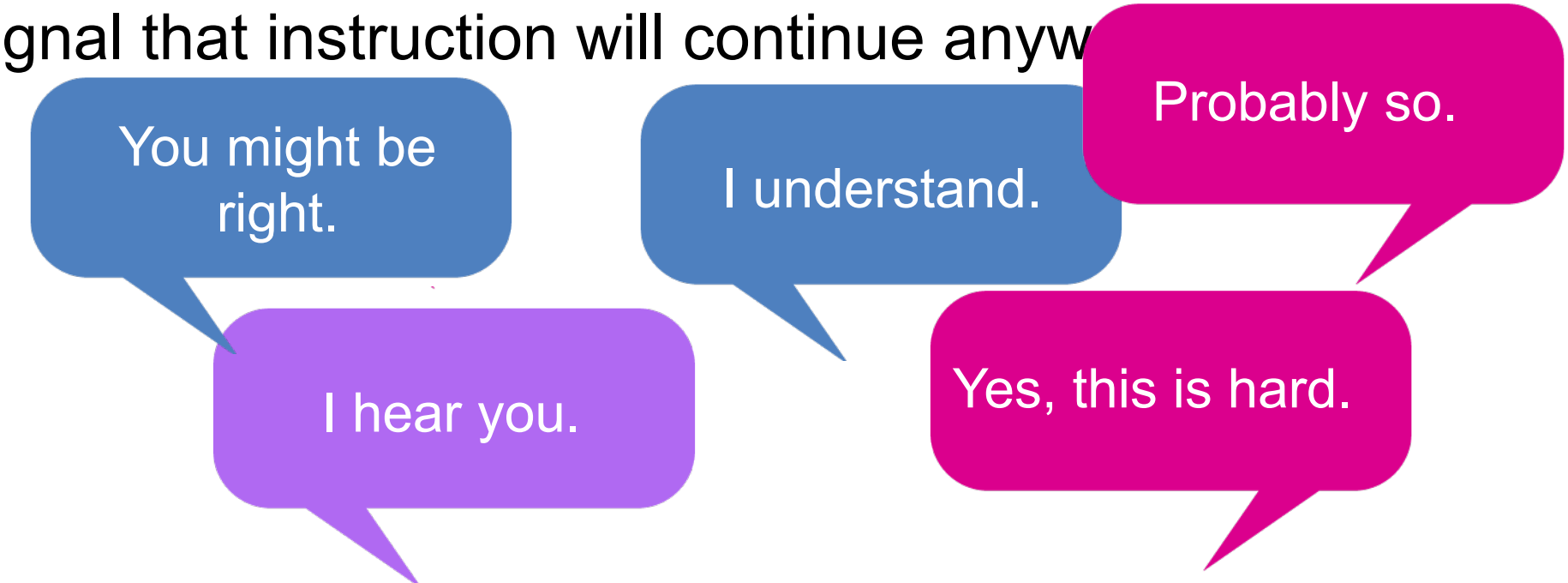
Wise Feedback

Use neutralizing routines

VABB (p. 54)

Quick Redirects

- Very brief responses to student behavior in the middle of instruction that:
  - Show empathy for students
  - Signal that instruction will continue anyw



CORE PRACTICES of school-wide PBIS

4. RESPOND INSTRUCTIONALLY

to unwanted behavior

MENU OF ADAPTATIONS

Quick redirects

Nonverbal redirects

Wise Feedback

Use neutralizing routines

VABB (p. 54)

Neutralizing Routine:

What is it?

- Defined
  - An instructional response to unwanted behavior to use instead of a harsh response during times of increased stress

Neutralizing Routine:

Why do it?

- Helps us pause before responding, so we can proceed in a way that…
  - **Increases** positive behavior
  - **Decreases** unwanted behavior

(Cook et al., 2018)

Neutralizing Routine:

What is it?

- 5 critical features
  - If-then statement
  - Brief
  - Clear steps
  - Doable
  - Interrupts the chain of events

Neutralizing Routine:

What is it ~~NOT?~~ *NOW*

x Something that is done to us

Having a privilege taken away

✓ ***Make it an action you can do***

x A gentler way to exclude students

Cross-class timeout

✓ ***Keep students in instruction***

x A long procedure

Stop class for a restorative circle

Running a lap around the field

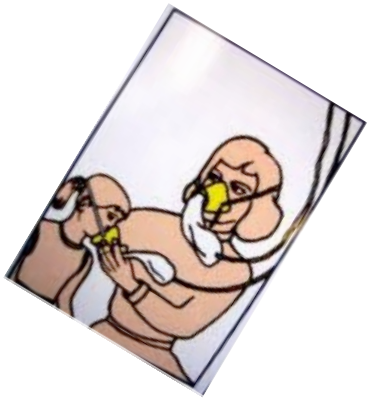
✓ ***Keep it brief – a quick pause and back into the game***

Neutralizing Routine:
How do we do it?

- When you see unwanted behavior, stop and ask yourself:
  1. Can I respond in line with my values?
     - **My hot-button triggers**
     - **My decision state**
  2. If so, use an agreed-upon alternative response (the **neutralizing routine**)

Neutralizing Routine: Examples

- When I see unwanted behavior…
  - **Delay decision until I can think clearly**
    - "See me after class/at the next break"
    - Ask the student to reflect on their behavior/feelings
    - Am I acting in line with my values?
  - **Reframe the situation**
    - "I love you, but that behavior is not ok"
    - "How do we do that at school?"
    - Picture this student as a future doctor/lawyer
    - Assume student's best effort at getting needs met
    - Respond as if the student was physically injured
  - **Take care of yourself**
    - Take two deep breaths
    - Recognize my upset feelings and let them go
    - Model school-wide "reset" strategy



Neutralizing Routine: School-wide example

- ***TRY***
  - ***T***ake a deep breath
  - ***R***eflect on your emotions
  - ***Y***outh's best interest
    - "Let's ***TRY*** that again."
    - "Let's ***TRY*** it a different way."
    - "Let's ***TRY*** to have a positive outcome."

Neutralizing Routine:

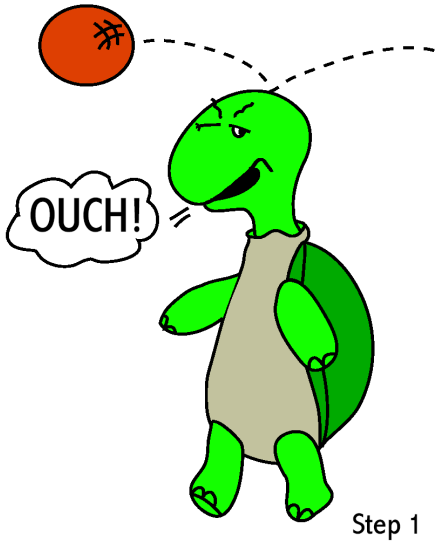
School-wide "Reset"

- ***TRY*** for <u>students</u>
  - ***T***ake three deep breaths
  - ***R***eflect on your feelings
  - ***Y***ou got this!
- Social-emotional Theme
  - Mistakes are part of the learning process
  - We won't always do it right the first time
  - We can't succeed unless we ***TRY***

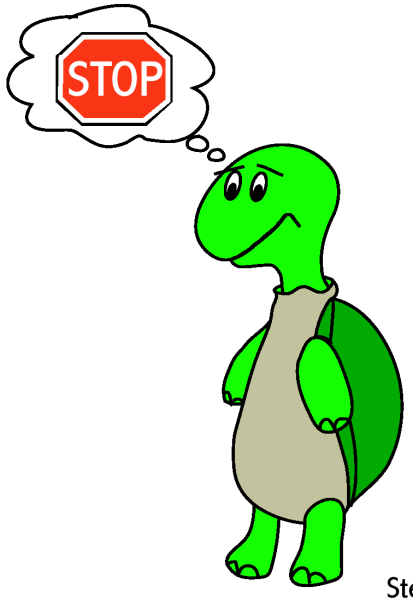
https://bit.ly/studentlessonplan

Turtle Technique

Recognize that you feel angry.



Step 1

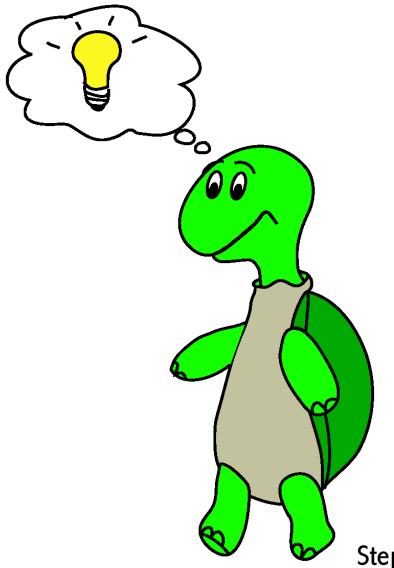


Step 2

"Think"
Stop.

Go into shell.
Take 3 deep breaths.
And think calm, coping thoughts.

Step 3


Step 4

Come out of shell when calm and thinking of a solution.

Question

- How many of you already have and use a neutralizing routine?

  - If so, what is it?

Neutralizing Routine:

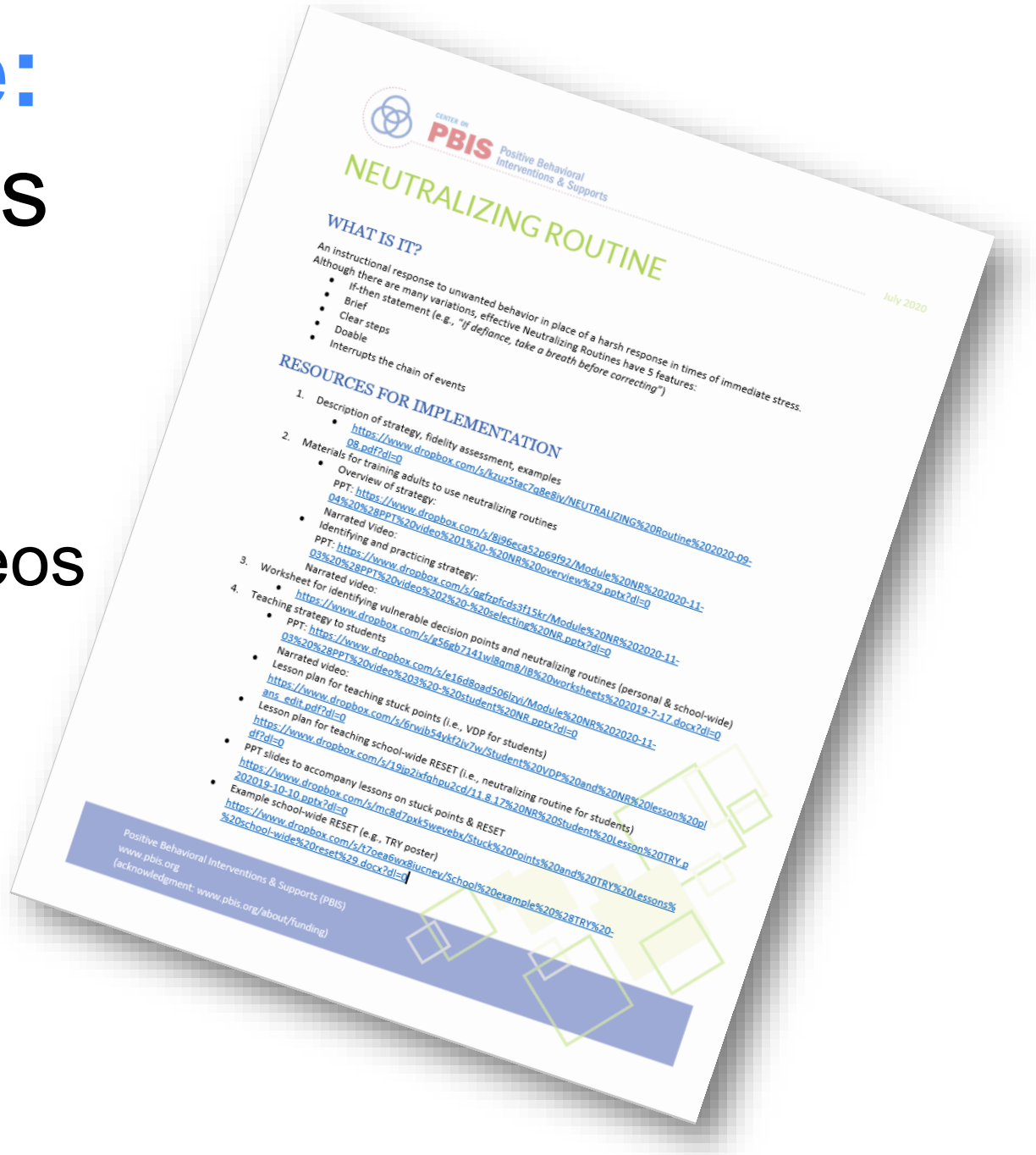
How do we do it well?

- Peer testimonials
- Self-assessments
- Visual prompts

Neutralizing Routine:

Self-guided Resources

- 1-page overview
- Editable materials
- Narrated voice-over ppt videos

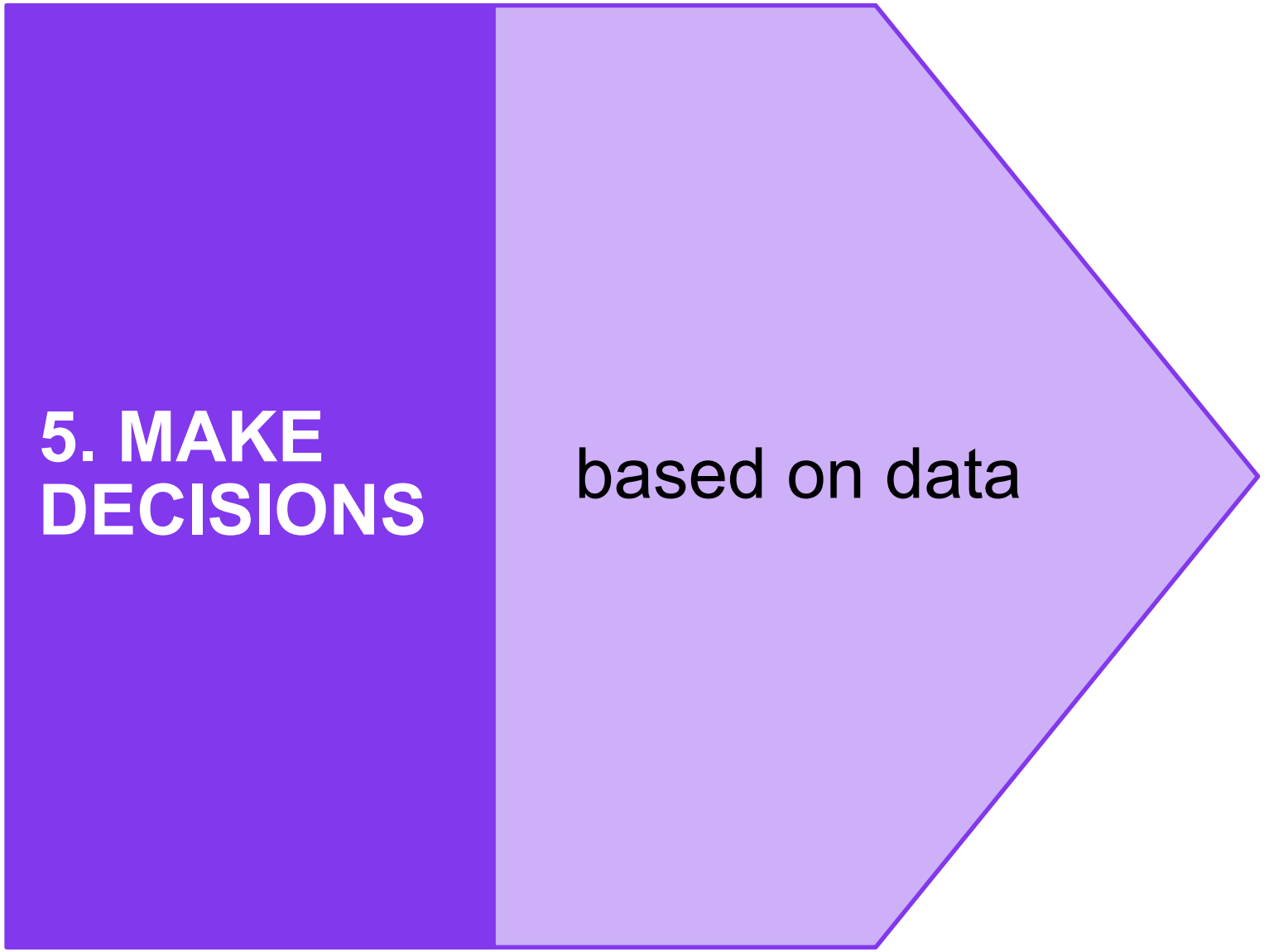


https://bit.ly/Neutralizingroutine

CORE PRACTICES of school-wide PBIS

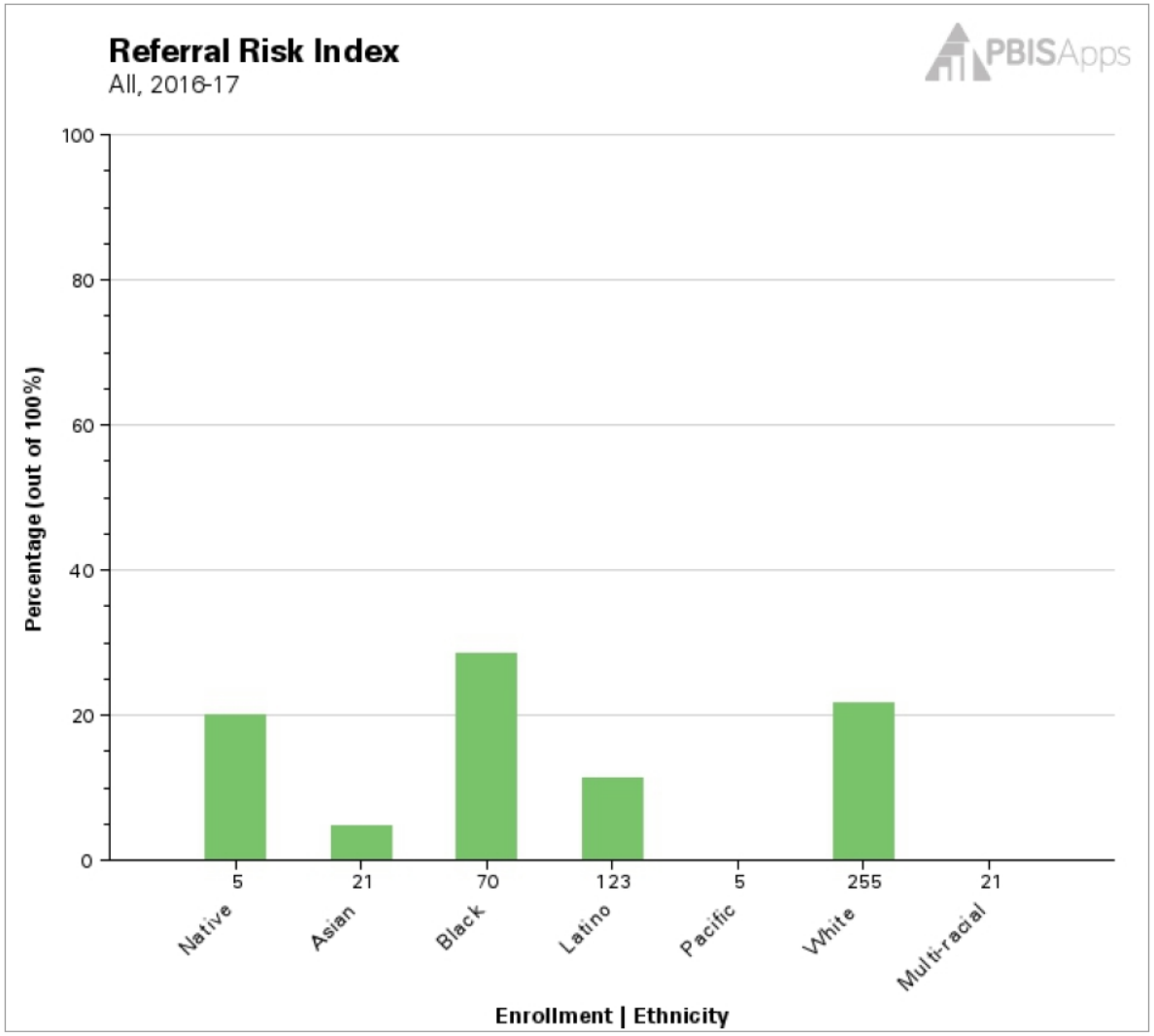
1. DEFINE	school-wide expectations (i.e., social competencies)
2. TEACH & PRACTICE	expectations
3. ACKNOWLEDGE	prosocial behavior
4. RESPOND INSTRUCTIONALLY	to unwanted behavior
5. MAKE DECISIONS	based on data

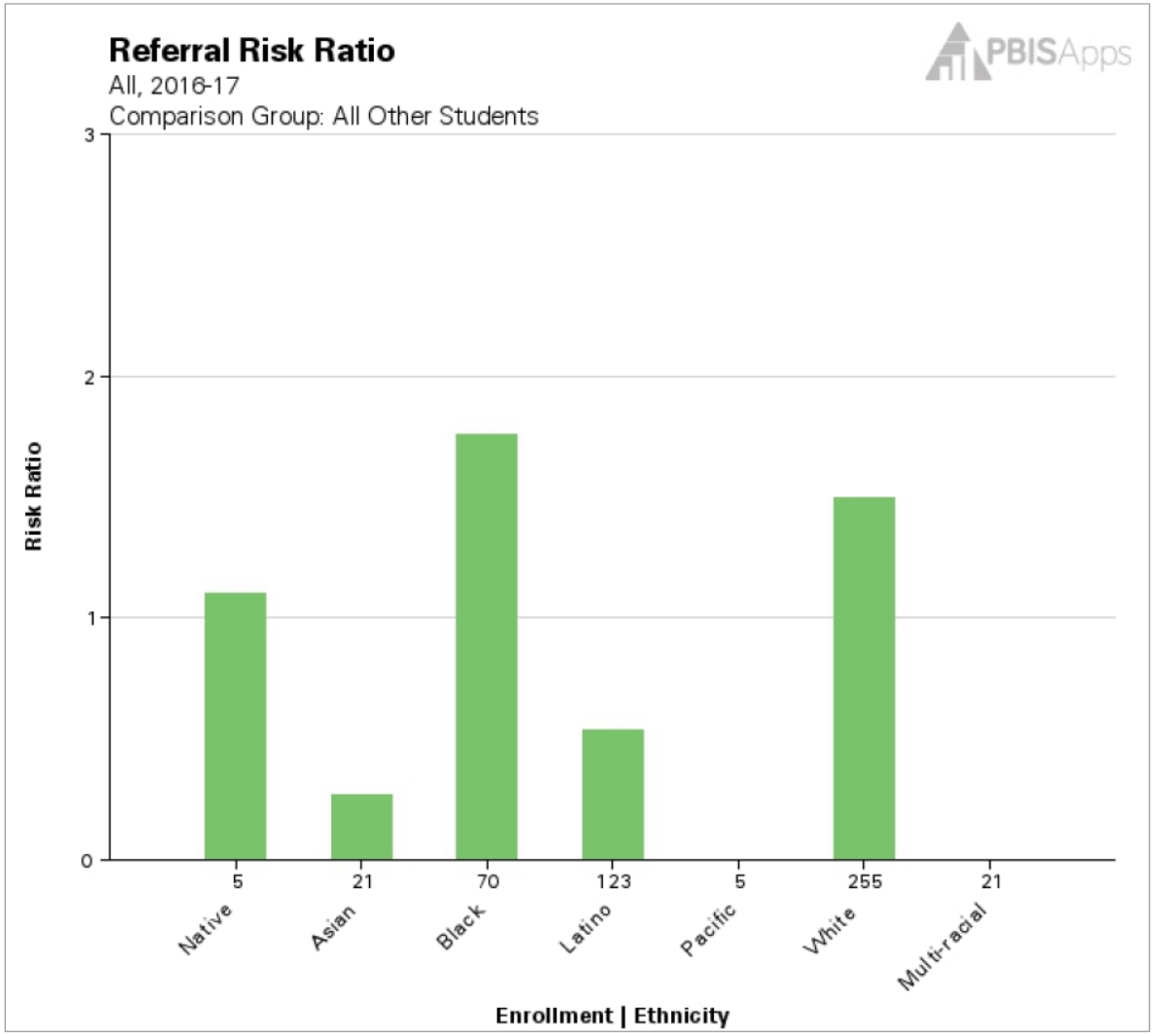
CORE PRACTICES of school-wide PBIS



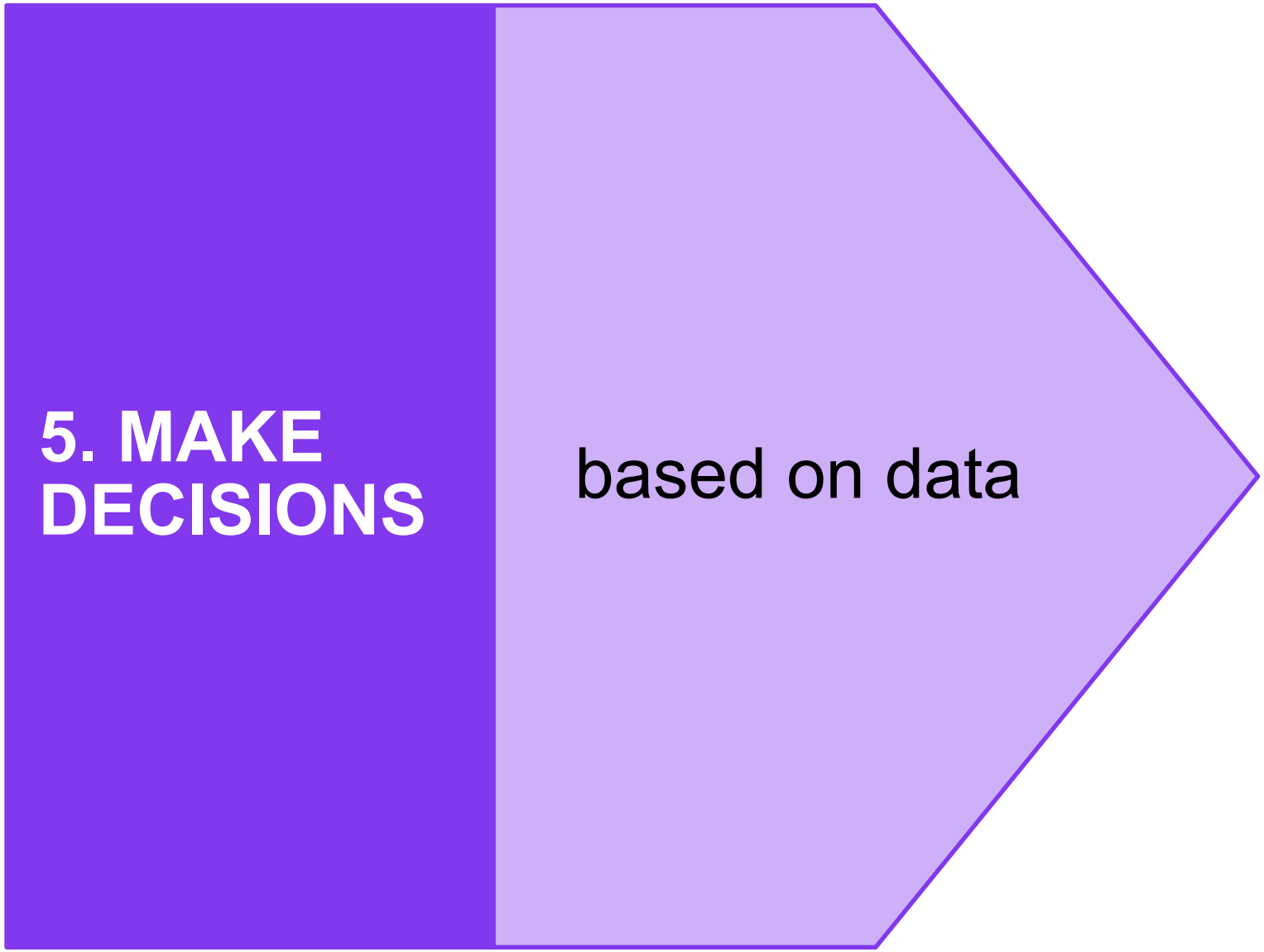
Collect it, use it (for decision making), share it!

School Equity Report





CORE PRACTICES of school-wide PBIS



MENU OF ADAPTATIONS

Data reports

Student surveys

Quick student activities

Student/family focus groups

Formative Input 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

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? _____

_____

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? _____

_____

Do you feel safe at school? YES / NO

The places in the school I feel the MOST safe are:

_____

What makes these places safe? _____

_____

The places in the school I feel the LEAST safe are:

_____

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

Ask your local PBIS Assessment coordinator for access
(it's on our FieldTest site)

Input Surveys

Ask your local PBIS Assessment coordinator for access
(it's on our FieldTest site)

If so, where did it happen?

_____

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

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!

CORE PRACTICES of school-wide PBIS

1. DEFINE	school-wide expectations (i.e., social competencies)
2. TEACH & PRACTICE	expectations
3. ACKNOWLEDGE	prosocial behavior
4. RESPOND INSTRUCTIONALLY	to unwanted behavior
5. MAKE DECISIONS	based on data

Share **one strategy** you'll use to increase equity in school discipline this fall.

Contact Information

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ECS EDUCATIONAL AND COMMUNITY SUPPORTS

CENTER ON PBIS Positive Behavioral Interventions & Supports

Support for this work:
NCSER (R324A170034)

Cannon Beach, Oregon
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