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Creating an Equitable Multi-Tiered System of Support

Kent McIntosh
University of Oregon



Handouts: <https://bit.ly/DEEquity2022>



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Acknowledgements

■ Land Acknowledgment

□ One resource for learning more: <https://native-land.ca/>

The research reported here was supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R324A170034 to the University of Oregon. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education.



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Acknowledgements

■ Center on PBIS Equity Workgroup (est. 2013)

Current Membership (2022-23)

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- Tiffany Crawford
- Erik Girvan
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- Kent McIntosh
- Heidi von Ravensberg
- Ruth Payno-Simmons
- Alexandria Robers
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- Therese Sandomierski
- Maria Santiago-Rosario
- Kent Smith
- Kim Yanek



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Thank you...

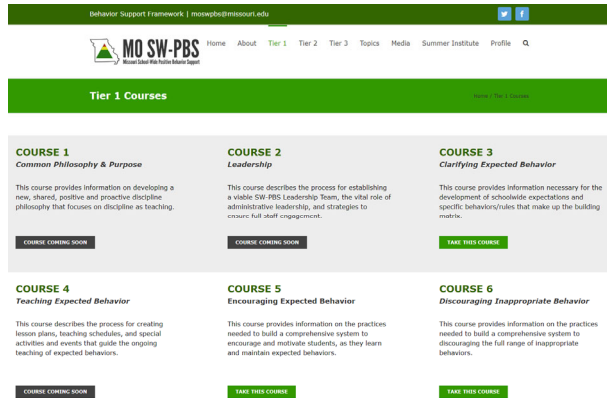
“*Everyone* believes that to **be a good teacher** all you need is to **love to teach**, but *no one* believes that to **be a good surgeon** all you need is to **love to cut.**”

- Adam Urbanski, AFT

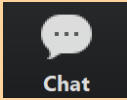


Want to learn more about PBIS?

<https://pbissmissouri.org/tier-1-courses/>



Name 2 things...(in chat)



- Name one thing you **know** about PBIS and equity (end your comment with **!**)
- Name one thing you **want to know** about PBIS and equity (end your comment with **?**)



Handouts: <https://bit.ly/DEEEquity2022>

Overview of Today's Session

1. Describe **effects of PBIS** on equity in school discipline
2. Introduce an **equity-centered PBIS approach**
3. Talk about MTSS **teaming with students**
4. Share some promising **classroom strategies**
5. Answer **questions** throughout



Handouts: <https://bit.ly/DEEEquity2022>

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



Handouts: <https://bit.ly/DEEEquity2022>

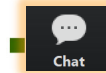
Your Own Action Plan!



p. 1

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

Ground Rules



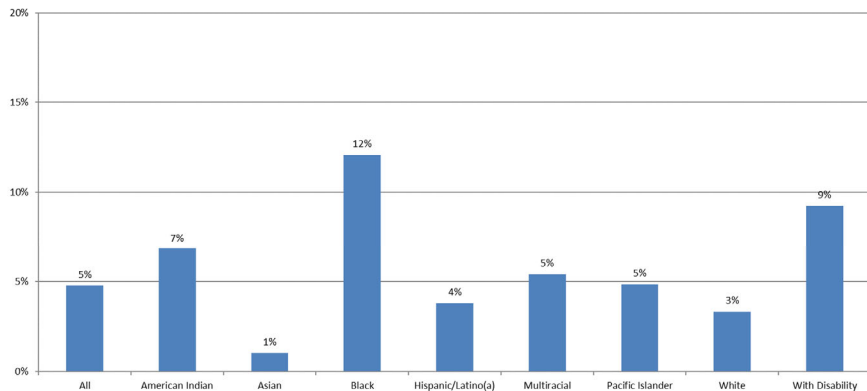
- with me throughout
- Speak your truth
- Make no assumptions but good intentions
- Get comfortable with discomfort



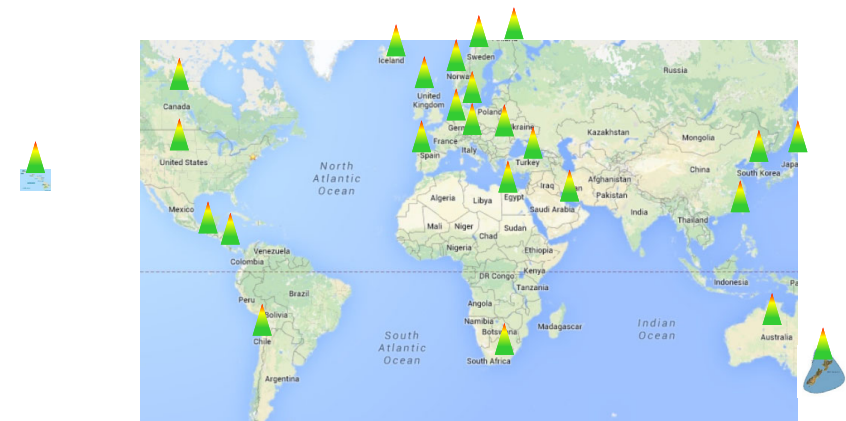
(Adapted from Singleton, 2015)

Disproportionality in School Discipline

Out of School Suspension Risk Index
2017-18 US Schools (n = 97,632)



Where in the world?



Statistically Significant Outcomes of PBIS

Reduced

Use of exclusionary discipline

(Bradshaw et al., 2010, 2021; Elrod et al., 2022; Flannery et al., 2014; Freeman et al., 2015; Gage et al., 2018; Grasley-Boy et al., 2022; Horner et al., 2005; Metzler et al., 2001; Nelson, 1996; Nelson et al., 2002; Solomon et al., 2012)

Racial inequities in discipline

(Fox et al., 2021; Gion et al., 2022; McIntosh et al., 2018; McIntosh et al., 2021a; McIntosh et al., 2021b; Muldrew & Miller, 2021; Payno-Simmons, 2021; Swain-Bradway et al., 2019)

Bullying and exclusion

(Waasdorp et al., 2012)

Teacher burnout and stress

(Kelm & McIntosh, 2012; Ross & Horner, 2006; Ross et al., 2012)

Improved

Prosocial behavior

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

Emotional regulation

(Bradshaw et al., 2012)

Academic achievement

(Angus & Nelson, 2021; Horner et al., 2009; Lassen, Steele, & Sailor, 2006; Nelson et al., 2002)

Teacher-student relationships

(Condliffe et al., 2022)

School climate & school safety

(Elrod et al., 2022; Horner et al., 2009; McIntosh et al., 2021)

Organizational health

(Bradshaw et al., 2008)

Statistically Significant Outcomes of PBIS in High Schools

Reduced

Use of exclusionary discipline

(Bradshaw et al., 2021; Elrod et al., 2022; Flannery et al., 2014; Freeman et al., 2015a)

Alcohol and other drug use

(Bastable et al., 2015)

Improved

Attendance

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

Student engagement

(Flannery et al., 2020)

School climate

(Elrod et al., 2022)



“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.


March 2018

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

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

Effects of PBIS on Equity in School Discipline

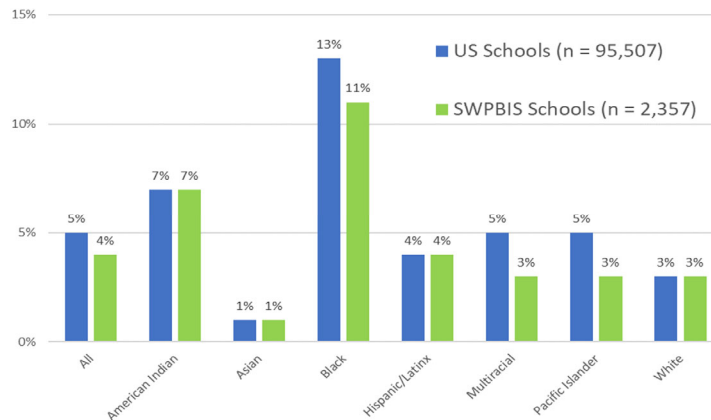
<https://www.pbis.org/topics/equity>

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/Latino, 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 (Craig & Horner, 2009). Multiple trials have shown that SWPBIS significantly reduces both antisocial behaviors of students and the use of exclusionary discipline by school personnel

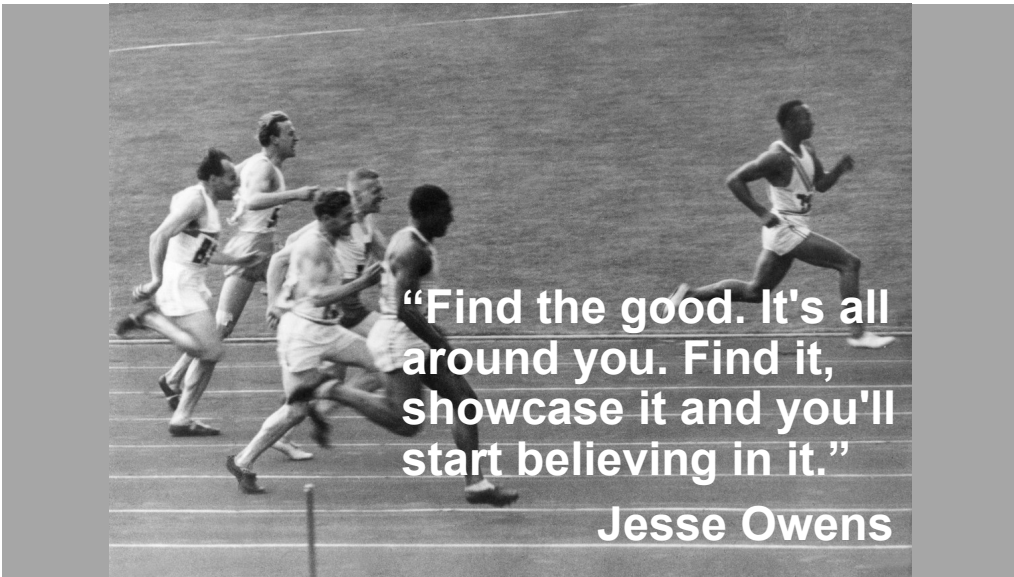
Positive Behavioral Interventions & Supports (PBIS)

Effects of PBIS on Racial Equity in School Discipline



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

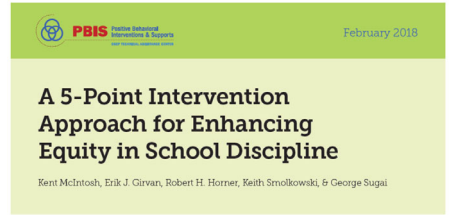
- Significant predictors of decreased disproportionality:
 - **Regular use of data for decision making** (Tobin & Vincent, 2011)
 - **Implementation of classroom PBIS systems** (Tobin & Vincent, 2011)
 - **Use of formal reward systems** (Barclay et al., 2022; Tobin & Vincent, 2011)



“Find the good. It's all around you. Find it, showcase it and you'll start believing in it.”
Jesse Owens

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

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



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 & Moloughlin, 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

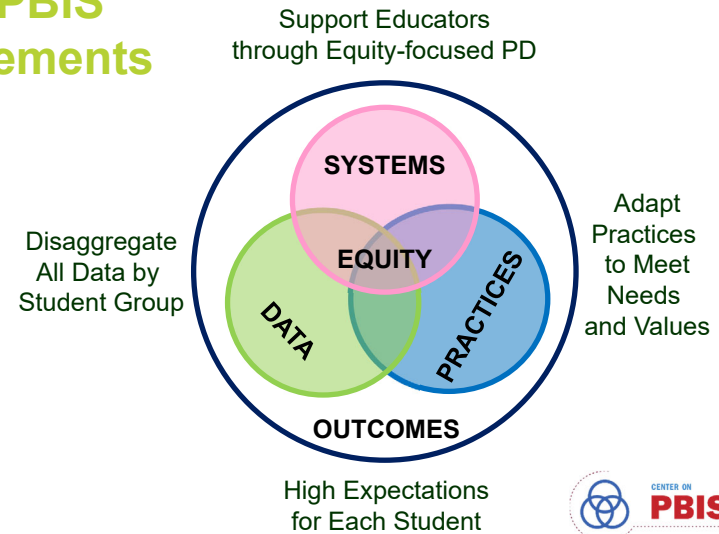
Any school or district committed to reducing disproportionality should adopt data systems that allow disaggregation of student data by race/ethnicity and provide instantaneous access to these data for both school and district teams. Some discipline data systems for entering and analyzing office discipline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

PBIS Elements

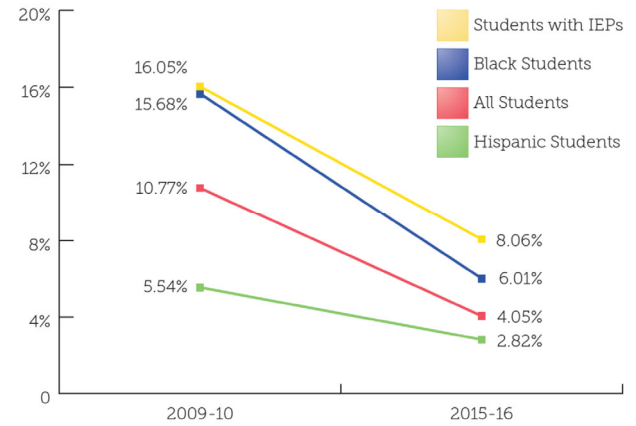


Effects of Equity-centered PBIS on Racial Equity in School Discipline

- Fox et al., 2021
- Gion et al., 2022
- McIntosh et al., 2018
- McIntosh et al., 2021a
- McIntosh et al., 2021b
- 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)



Project ReACT:

A Multicomponent Approach for Improving Racial Equity in School Discipline



Project ReACT

- **Funding**
 - 3-year Institute of Education Sciences (IES) Development Grant
- **Aim**
 - Develop and test a school intervention to reduce racial/ethnic disproportionality in school discipline
- **Intervention**
 - Professional development to achieve **R**acial **e**quity, through
 - **A**ssessing data to identify vulnerable decision points
 - **C**ulturally responsive behavior strategies
 - **T**eaching about implicit bias and strategies to neutralize it

Project ReACT Team

PI and Co-PI

- Kent McIntosh
- Erik Girvan

Methodologist

- Keith Smolkowski

Trainers/Developers

- Eoin Bastable
- Sarah Falcon
- Sara McDaniel
- Rhonda Nese
- Maria Santiago-Rosario

Intervention Advisors

- Ambra Green
- Ruth Payno-Simmons

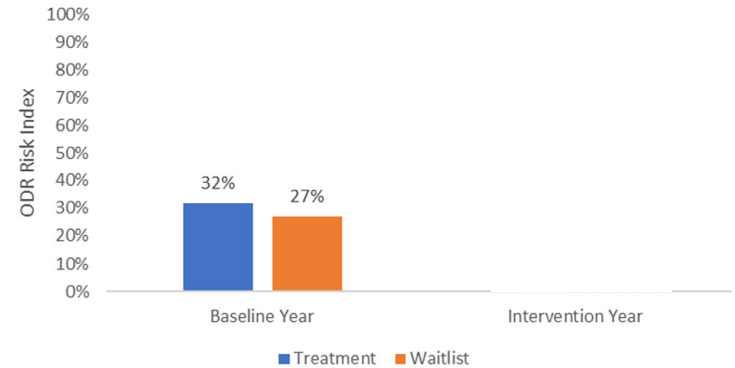
Research Assistants

- Sean Austin
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- Sheila Lopez
- Stephanie St. Joseph
- Lauren Witherspoon

ReACT RCT Outcomes

(McIntosh et al., 2021)

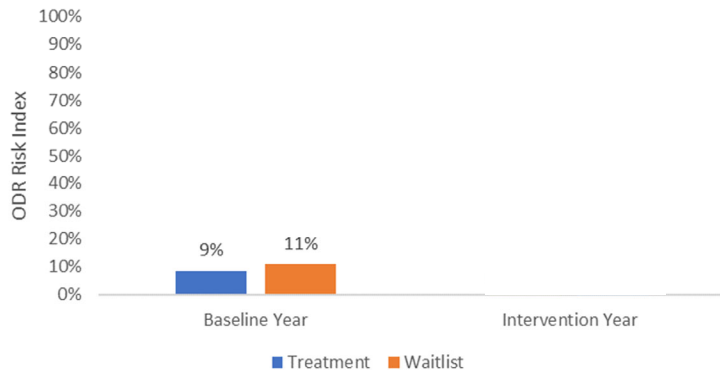
ODR Risk Index: Black Students



ReACT RCT Outcomes

(McIntosh et al., 2021)

ODR Risk Index: Non-Black Students



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

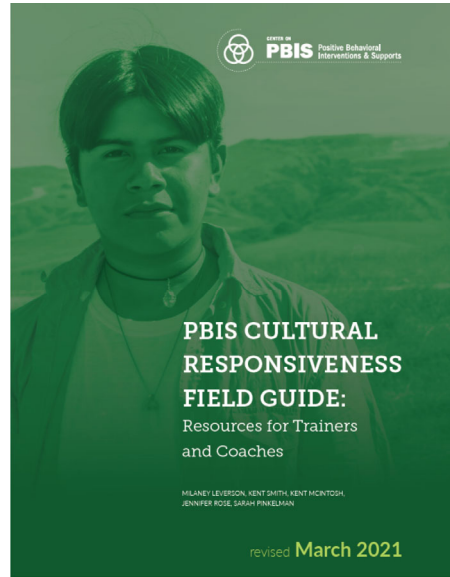
PBIS Cultural Responsiveness Field Guide

(Levenson et al., 2021)

■ Three sections:

1. Identity awareness
2. TFI Cultural Responsiveness Companion
3. Appendices

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



Guide for Discussing Race, Racism, and Current Events in the Classroom

<https://www.pbis.org/resource/discussing-race-racism-and-important-current-events-with-students-a-guide-with-lesson-plans-and-resources>



Tiered Fidelity Inventory (TFI)

<https://www.pbisapps.org/products/tfi>

Tier 1: Universal SWPBIS Features

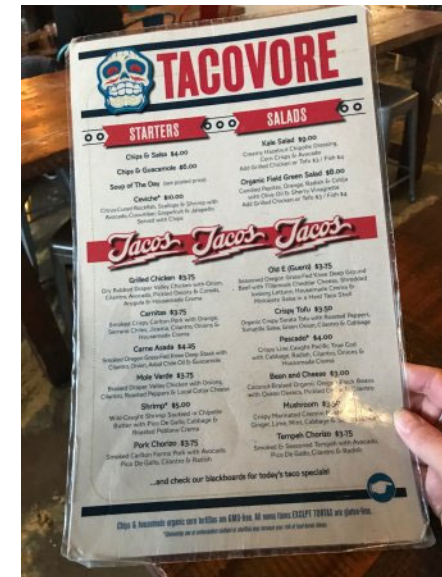
NOTE: This section may be completed individually or with other tiers as part of the full Tiered Fidelity Inventory

Feature	Possible Data Sources	Scoring Criteria
Subscale: Teams		
<p>1.1 Team Composition: Tier 1 team includes a Tier 1 systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.</p>	<ul style="list-style-type: none"> • School organizational chart • Tier 1 team meeting minutes 	<p>0 = Tier 1 team does not exist or does not include coordinator, school administrator, or individuals with applied behavioral expertise</p> <p>1 = Tier 1 team exists, but does not include all identified roles or attendance of these members is below 80%</p> <p>2 = Tier 1 team exists with coordinator, administrator, and all identified roles represented, AND attendance of all roles is at or above 80%</p>

Quick question...

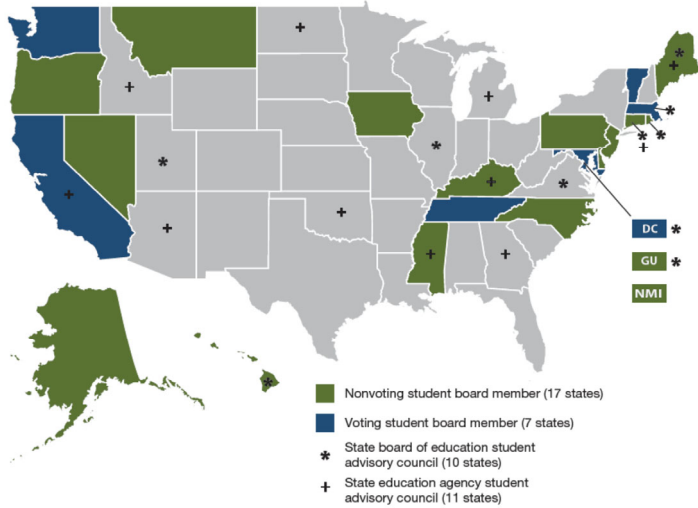
■ On your school MTSS/PBIS teams...

- Are students and families at the table?
- And do they have a menu?





State Education Leaders Engage Students in 33 States



Student Equity Advisory Board

■ Purposes

- Empower students to **participate** in creating safe, positive, and predictable school environments
- **Intentional selection** to add voice to marginalized youth (e.g., group most exposed to exclusionary discipline)

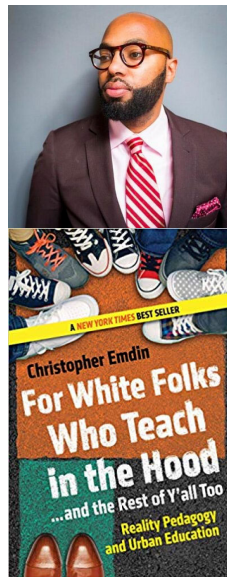
■ Common functions

- Liaisons between School PBIS team and students
- Help select and tailor equity strategies
- Lead activities (e.g., teach neutralizing routines)



Cogenerative dialogue: CoGen (Emdin, 2016)

- A group of students + teacher who cogenerate ideas, dialogue, & goals for their own classroom
- Inspired by hip-hop culture (“cypher” or “culture circle”)
 - Impromptu (or scheduled)
 - Structured (but loose)
 - Circles of creative communication
 - Rapping
 - Dance
 - The numbers
 - Members may or may not know each other



Student Equity Advisory Board: Steps for Implementation

1. WHO will facilitate the group?
 2. WHO do we invite?
 3. HOW do we invite?
 4. The SET-UP
 5. The GUIDELINES
 6. The FIRST MEETING
 7. Build FLUENCY
 8. CHANGE board membership
- Planning form

1. WHO will facilitate?

- MTSS team member
- Good relationships with a wide range of students (esp. from group of interest)

2. WHO do we invite?

- Select a diverse cross-section of the class
 - Varied...
 - academic proficiencies
 - race/ethnicities
 - social cliques
 - Emphasize those from group most exposed to exclusionary discipline

3. HOW do we invite?

- Expect skepticism
 - What would make student feel comfortable?
- Sample invite script:
 - “Can I talk to you at the end of class for 2-3 minutes...And no you are not in trouble...I just wanted to get your thoughts on a few things”

3. HOW do we invite?

- Possible invitation details
 - Purpose: input on some things about the school. A chance to get feedback and ideas on how it could function a bit better
 - Not a traditional school group or meeting
 - I think we would really benefit from your voice
 - Membership is optional (no pressure)
 - Ask preferences for meeting time (lunch or after school) and snacks

4. The SET-UP

- Seats in a CIRCLE
 - Everyone can see each other, no front/back
- MUSIC playing in the background
- SPACE is empty
 - No other people coming in/out
- Plan the board around food
 - Provide a snack to “compensate” them for their time

5. The GUIDELINES

- While eating...begin discussion of guidelines so board will be successful
 - Facilitator follows guidelines too
- Possible guidelines:
 - No voice is privileged over another “Everybody Eats, Everybody Speaks”
 - One person speaks at a time (one mic)
 - Result is a plan of action to improve school climate
- Make guidelines visible (e.g., handout, poster)

5. The GUIDELINES

- Tell students they are part of an important advisory board
 - Example: Principal gave students a certificate when they arrived for their first meeting denoting they were board members, shook their hands, then left the room
 - Students can name/rename the board

6. The FIRST MEETING

- Students will eventually lead the board, but facilitator takes the lead at first
- Present a SIMPLE issue/problem the team could tackle together
 - Examples
 - Identify a positive practice staff could do more often
 - Review and help tailor proposed ReACT strategies
 - Brainstorm ways to help all students feel more welcome
 - Identify expectations booster lessons to teach
- Between meetings
 - Facilitator and/or board explicitly engage in plan of action
 - Board can assist in checking fidelity of plan

7. Build FLUENCY

- Meet regularly (e.g., monthly), with students taking on more leadership
- Sample meeting agenda:
 - Review implementation of plan of action
 - Discuss and select another issue
 - Create a new plan of action
- Continue this cycle until the group is fluent (3 times for an established ritual/routine)

8. CHANGE Membership

- OPTIONAL: After board process is established, membership can rotate
- Sample process:
 - After every 3 meetings, one member of the board invites a new person
 - The inviting member will “opt out” and take on a supporting role in the school

Student Equity Advisory Board Activity



p. 5

- Review the planning form
- Identify a team that needs an advisory board
- Debrief:
 - How would you use this group?
 - What barriers do you foresee?

CORE PRACTICES of Tier 1 PBIS



CORE PRACTICES of Tier 1 PBIS



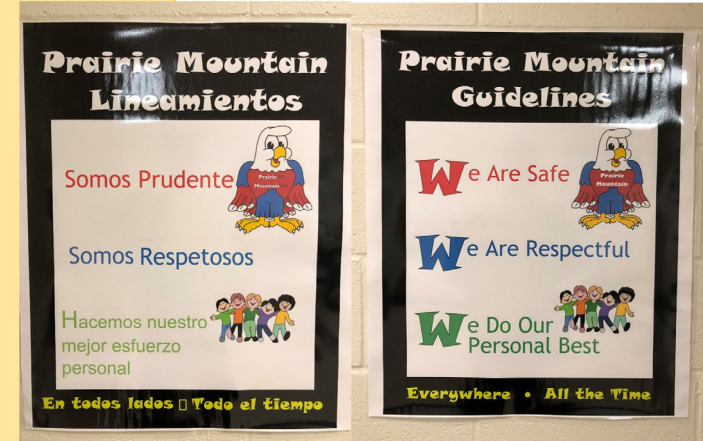
1. DEFINE

schoolwide expectations (i.e., social competencies)

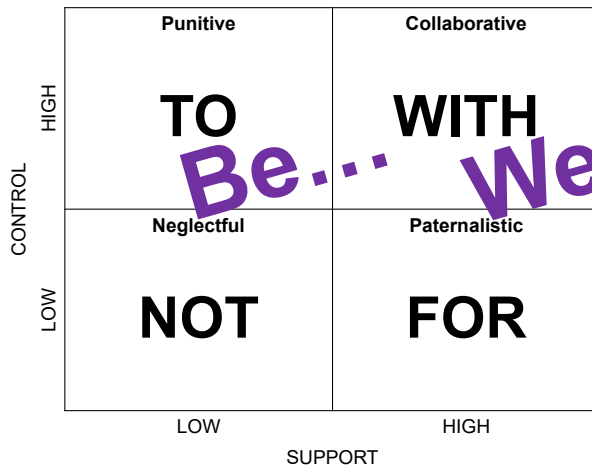
CORE PRACTICES of Tier 1 PBIS



1. DEFINE



Social Discipline Window (adapted from Wachtel, 2000)



CORE PRACTICES of Tier 1 PBIS



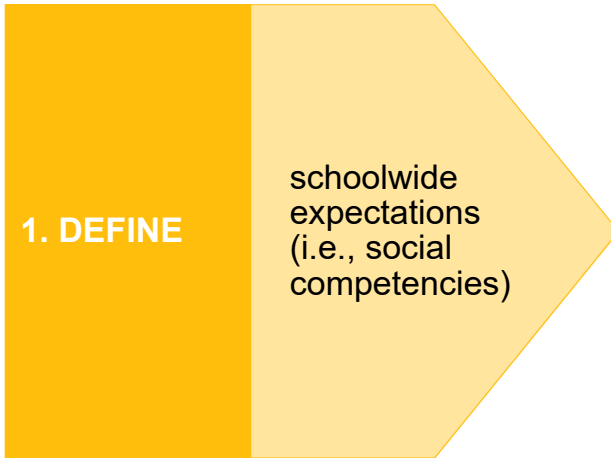
1. DEFINE

schoolwide expectations (i.e., social competencies)

CRITICAL FEATURES of EFFECTIVE schoolwide EXPECTATIONS

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

CORE PRACTICES of Tier 1 PBIS



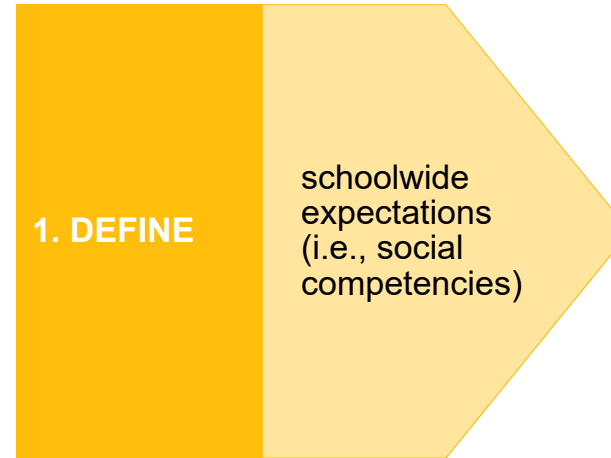
ALTERNATIVES to
"EXPECTATIONS"

You might prefer to
call them...

- Values
- Agreements
- The Thunderbird Way

REFLECTS THE CULTURE

CORE PRACTICES of Tier 1 PBIS



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

1. DEFINE

2. TEACH &
PRACTICE

3. ACKNOWLEDGE

4. RESPOND
INSTRUCTIONALLY

5. USE DATA



Expectations and Matrix Review

School Leadership Team Activity

1. DEFINE

2. TEACH &
PRACTICE

3. ACKNOWLEDGE

4. RESPOND
INSTRUCTIONALLY

5. USE DATA

Now...

- Taking our learnings from the day so far...
- Let's investigate our own school matrix



1. DEFINE
2. TEACH & PRACTICE
3. ACKNOWLEDGE
4. RESPOND INSTRUCTIONALLY
5. USE DATA

Low-tech "Poll"

- How involved were students and families in determining your schoolwide expectations?
 - Not at all/don't have/don't care
 - Provided approval after creation
 - Provided formative input before selection
 - Provide yearly input into expectations



1. DEFINE
2. TEACH & PRACTICE
3. ACKNOWLEDGE
4. RESPOND INSTRUCTIONALLY
5. USE DATA

Resources and Examples

EXPECTATIONS AND MATRIX REVIEW

WHAT IS IT?
An process designed for school teams to assess their existing schoolwide expectations and matrix for alignment with critical features and to be both student-friendly, the community, and staff-driven.

RESOURCES FOR IMPLEMENTATION

1. **Activities**
 - See page 32 of the PBIS Cultural Responsiveness Field Guide
2. **Implementation**
 - [PBIS Field Guide](#)
 - [PBIS Cultural Responsiveness Field Guide](#)
 - [PBIS Cultural Responsiveness Field Guide](#)
3. **Implementation for expanding your schoolwide matrix to be used with instructional teams**
 - [PBIS Cultural Responsiveness Field Guide](#)
4. **Examples of school-wide matrices**
 - [PBIS Cultural Responsiveness Field Guide](#)

REFERENCES AND RESOURCES

Winters, M., Jones, A., Johnson, J., & Jones, J. (2018). *PBIS Cultural Responsiveness Field Guide: Resources for Schools*. Retrieved from [https://www.pbis.org/~/media/2018/08/PBIS-Cultural-Responsiveness-Field-Guide-Resources-for-Schools.pdf](#)

bit.ly/ExpsandMatrixReview

Appendix D: School-wide Expectations and Matrix Examination Activity

This activity is intended for school teams to examine their existing schoolwide expectations and matrix for their alignment with critical features and to be both student-friendly, the community, and staff-driven. If schools have no existing expectations or activities, 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-wide of conduct. Students can play a role in this step through the Rubric 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 to get input only from newly included groups (e.g., students, parents, community members, 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 under the **Implementation** section can be used to get input and suggestions from stakeholders.
- **Specific survey for leadership community:** To maximize responses from busy leaders, it may be useful to conduct a survey by the city address the topic, such as below.

We would like your help in making the values of our school be better. We also would welcome your suggestions on how we can make the values of our school be better, positive, and possible. In school terms, we are currently...
What are the expectations? To reach these expectations, we are currently doing...
How do you think we should change the expectations around school?

Sample Results:

[Cultural Responsiveness Field Guide – Appendix D](#)



1. DEFINE
2. TEACH & PRACTICE
3. ACKNOWLEDGE
4. RESPOND INSTRUCTIONALLY
5. USE DATA

Enhancing Equity in School Discipline: Expectations and Matrix Examination Activity

School: _____ Date: _____

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

- _____
- _____
- _____
- _____
- _____

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

pp. 3 - 4

1. DEFINE
2. TEACH & PRACTICE
3. ACKNOWLEDGE
4. RESPOND INSTRUCTIONALLY
5. USE DATA

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)?

- Be Safe
- Be Respectful
- Be Responsible
- Follow Adult Directions
- _____

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?

- Positively stated (describe what TO DO, not what not to do)
- Broad (covers all expected behaviors)
- Small in number (3-5 expectations)
- Memorable
- Apply to both students and adults (e.g., adults commit to modeling them)
- 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)

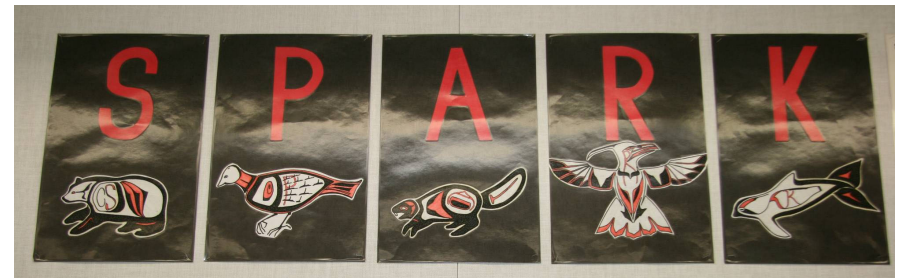
Are common violations of the matrix expectations:

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

TEACHING MATRIX						
C. Alton Lindsay Middle School						
SCHOOL-WIDE BEHAVIOR EXPECTATIONS						
	Arrival & Dismissal	Hallway & Transitions	Bathroom	Cafeteria	iPads	Classroom
S Safety First	<ul style="list-style-type: none"> Walk directly to my designated area Stay in my area Talk softly Keep hands, feet, and belongings to myself 	<ul style="list-style-type: none"> Walk directly to my designated area 	<ul style="list-style-type: none"> Keep hands, feet, and belongings to myself Allow for the privacy of others 	<ul style="list-style-type: none"> Enter and exit with a pass or my teacher Throw away my trash and tray Clean up after myself 	<ul style="list-style-type: none"> iPads should be closed while walking in the hallway. Make sure iPads remain in a case and/or cover. Visit only authorized websites and apps. 	<ul style="list-style-type: none"> Listen Follow directions the first time given Ask appropriately for help Clean up after myself Follow lab rules and procedures.
W Work Together Respectfully	<ul style="list-style-type: none"> Respect the space of others 	<ul style="list-style-type: none"> Walk quietly to the right side of the hallway so that others can continue learning and working 	<ul style="list-style-type: none"> Conserve supplies: <ul style="list-style-type: none"> 2 squirts of soap 2 push/turns on the paper towel dispenser Dispose of trash in the trash can 	<ul style="list-style-type: none"> Move away from conflict or distractions Ask for help when needed Be patient Stay in line 	<ul style="list-style-type: none"> Have iPad charged and/or bring charger everyday. Be responsible for your iPad only. Do not share or swap devices with another student. Bring iPad to school everyday. 	<ul style="list-style-type: none"> 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
A Accept Responsibility	<ul style="list-style-type: none"> Keep to your own business 	<ul style="list-style-type: none"> Remain quiet in QUIET ZONES Carry my own belongings Keep lockers locked Walk directly to my designated area 	<ul style="list-style-type: none"> Flush Wash my hands Use appropriate fixtures Go 	<ul style="list-style-type: none"> Maintain a clean space and conversation Keep food on my tray or in my mouth 	<ul style="list-style-type: none"> Use iPad for learning and instruction (school purposes only). Release iPads to teachers/staff upon request. 	<ul style="list-style-type: none"> Attend class daily and on time Clean up after myself Be prepared for instruction with all necessary materials
G Guide Me	<ul style="list-style-type: none"> Teachers will supervise groups of students at all times Teachers will ensure that they know the location of all students 	<ul style="list-style-type: none"> Teachers will enforce safety Teachers will monitor students by being at their doors and in the hallways 	<ul style="list-style-type: none"> Teachers will stand by bathrooms to monitor the noise and behavior from the hallway 	<ul style="list-style-type: none"> Teachers will arrive on time and pick up students on time Teachers will have lesson plans prepared and alternate assignments for students without their iPads. 	<ul style="list-style-type: none"> Teachers will supervise the use of iPads/ various technology at all times. Teachers will have lesson plans prepared and alternate assignments for students without their iPads. 	<ul style="list-style-type: none"> Teachers will supervise groups of students at all times Teachers will be prepared for class Engaged and present Observable outcomes



**Bernard Elementary
Chilliwack School District
Positive Behaviour Support Program**



1. DEFINE

2. TEACH & PRACTICE

3. ACKNOWLEDGE

4. RESPOND INSTRUCTIONALLY

5. USE DATA

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



1. DEFINE

2. TEACH & PRACTICE

3. ACKNOWLEDGE

4. RESPOND INSTRUCTIONALLY

5. USE DATA



1. DEFINE

2. TEACH & PRACTICE

3. ACKNOWLEDGE

4. RESPOND INSTRUCTIONALLY

5. USE DATA



1. DEFINE

2. TEACH & PRACTICE

3. ACKNOWLEDGE

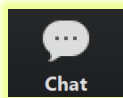
4. RESPOND INSTRUCTIONALLY

5. USE DATA



Common PBIS Activity: Schoolwide Teaching Matrix

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



Activity: Matrix Evaluation

- Review the expectations matrix for the secondary 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

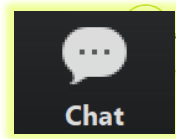


	CLASSROOMS	COMMONS/CAFETERIA	HALLWAYS	SCHOOL GROUNDS & SURROUNDING COMMUNITY	Restroom
P PERSONAL RESPONSIBILITY To be accountable for your own actions, choices and the results	<ul style="list-style-type: none"> Be on time Be prepared Be an active learner Complete assignments 	<ul style="list-style-type: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

Possible Actions	Notes
<input type="checkbox"/> Create process for periodic input on expectations and matrix from: <ul style="list-style-type: none"> students families community staff 	<i>Students say language is outdated (e.g., no mention of cell phones)</i>
<input type="checkbox"/> Revise expectations to match critical features <ul style="list-style-type: none"> as values to focus on core life skills etc. 	<i>Need to focus more on goal setting, problem-solving, conflict resolution?</i>
<input type="checkbox"/> Revise specific examples in the matrix to match critical features	<i>Want to tie more to student home languages - add in Spanish?</i>
<input type="checkbox"/>	



Activity: Chat



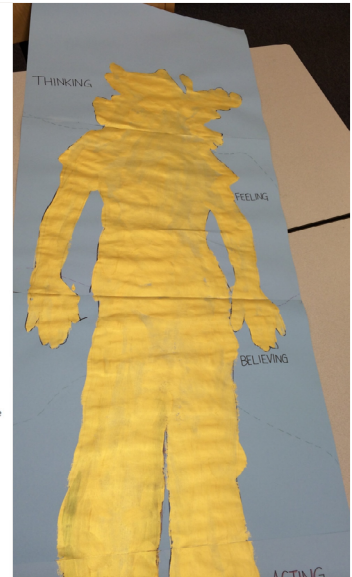
- What kinds of families are our schools **MOST LIKELY** to hear from (end your comment with **!**)?
- What kinds of families are our schools **LEAST LIKELY** to hear from (end your comment with **?**)?



Be The personal and cultural values that I want {School Name} to encourage in my children are...

Write one word on a sticky note that describes a personal or cultural value that is important to you (check out some possibilities below)

- | | | | |
|------------------|---------------------|-------------------|------------------------|
| Zest | Love | Vigor | Industriousness |
| Self-control | Kindness | Interest | Emotional intelligence |
| Gratitude | Social intelligence | Judgment | Honesty |
| Curiosity | Citizenship | Wisdom | Energy |
| Optimism | Fairness | Valor | Compassion |
| Grit | Leadership | Perseverance | Playfulness |
| Creativity | Forgiveness | Authenticity | Modesty |
| Open-mindedness | Humility | Enthusiasm | Stamina |
| Love of learning | Prudence | Generosity | Community |
| Perspective | Self-regulation | Teamwork | |
| Bravery | Hope | Optimism | |
| Persistence | Humor | Purpose | |
| Integrity | Purpose | Openness | |
| Vitality | Originality | Critical Thinking | |
| | int | | |



Informal Opportunities



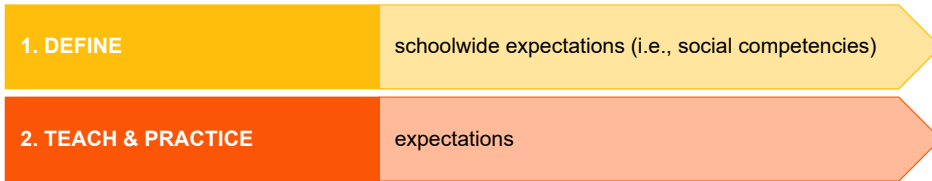
- Provide food and time to chat
- Schedule at/before/after dropoff or pickup
- Share strategies
- Get input



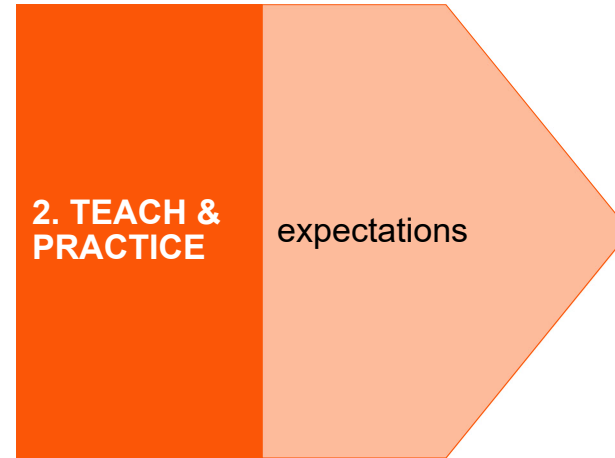
Rules Gallery Walk

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

CORE PRACTICES of Tier 1 PBIS



CORE PRACTICES of Tier 1 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

Student-taught Schoolwide Expectations Lessons



1. DEFINE
2. TEACH & PRACTICE
3. ACKNOWLEDGE
4. RESPOND INSTRUCTIONALLY
5. USE DATA

The Personal Matrix

A ReACT Teaching Strategy

<http://bit.ly/PM-overview>



1. DEFINE
2. TEACH & PRACTICE
3. ACKNOWLEDGE
4. RESPOND INSTRUCTIONALLY
5. USE DATA

1. DEFINE
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5. USE DATA

Personal Matrix

- A whole-class student activity similar to the existing schoolwide 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. USE DATA

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

1. DEFINE
2. TEACH & PRACTICE
3. ACKNOWLEDGE
4. RESPOND INSTRUCTIONALLY
5. USE DATA

Personal Matrix: Lesson Plan

1. Ask students about the purpose of expectations.
2. Review the schoolwide 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. USE DATA

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



1. DEFINE
2. TEACH & PRACTICE
3. ACKNOWLEDGE
4. RESPOND INSTRUCTIONALLY
5. USE DATA

Expectation	At SCHOOL it looks like...	At HOME it looks like...	With my FRIENDS it looks like...
We are 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
We are 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
We are 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

1. DEFINE
2. TEACH & PRACTICE
3. ACKNOWLEDGE
4. RESPOND INSTRUCTIONALLY
5. USE DATA

Personal Matrix: Lesson Plan Variations

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

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

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?



1. DEFINE
2. TEACH & PRACTICE
3. ACKNOWLEDGE
4. RESPOND INSTRUCTIONALLY
5. USE DATA

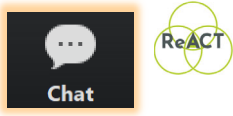
Personal Matrix: Tips for Success

- What if students can't complete it?
 - Introduce the day before you do the activity
 - So they can take home and sketch out ideas
 - Prime a student to share some examples
 - Include guiding questions
 - For responsibility at home...
 - What chores do you have?
 - Who do you take care of?
 - Share your own from when you were in that grade



1. DEFINE
2. TEACH & PRACTICE
3. ACKNOWLEDGE
4. RESPOND INSTRUCTIONALLY
5. USE DATA

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

1. DEFINE
2. TEACH & PRACTICE
3. ACKNOWLEDGE
4. RESPOND INSTRUCTIONALLY
5. USE DATA

Personal Matrix: Resources

<http://bit.ly/PM-overview>

PBIS Positive Behavioral Interventions & Supports
www.pbis.org/links

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.
- Retain 'broken' 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 effective 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

1. DEFINE
2. TEACH & PRACTICE
3. ACKNOWLEDGE
4. RESPOND INSTRUCTIONALLY
5. USE DATA

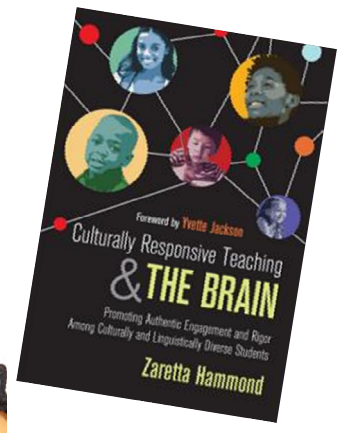
Positive Family Sayings

A ReACT Teaching Strategy

<http://bit.ly/PFS-overview>



Zaretta Hammond



1. DEFINE

2. TEACH & PRACTICE

3. ACKNOWLEDGE

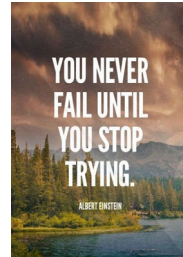
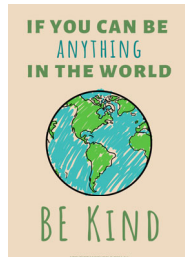
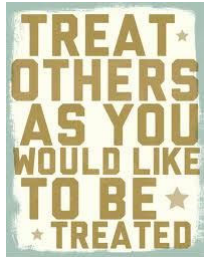
4. RESPOND INSTRUCTIONALLY

5. USE DATA

Positive Family Sayings: What is it?



- Defined
 - A lesson to connect behavior expectations at school to language from home



1. DEFINE

2. TEACH & PRACTICE

3. ACKNOWLEDGE

4. RESPOND INSTRUCTIONALLY

5. USE DATA

Positive Family Sayings: Resources



PBIS Positive Behavioral Interventions & Supports April 2011

POSITIVE FAMILY SAYINGS

WHAT IS IT?
Positive family sayings are quotes, mottos, or advice that a family member or someone respected by a student shares to encourage good behavior or guide them in how to do right or act responsibly.

- "Treat others as you would want to be treated"
- "Keep calm and try again"
- "Never give up on things that make you smile"

WHY DO IT?
This strategy is designed to learn more about students and their families, build positive student-teacher relationships, and bridge behavior expectations across school and home. Positive Family Sayings can also provide language from students' home environments to embed into teaching school expectations, pre-correcting for desired behavior, and responding to unwanted behavior.

HOW TO DO IT?
Positive Family Sayings can be modified based on the age and abilities of students. For younger students (Pre-K) caregivers may be recruited to assist students to identify and share a positive family saying. For older students the strategy could be taught and completed as a classroom activity. Students may be encouraged to decorate, add photos of themselves or their caregivers to enhance their family sayings. Once completed, positive family sayings can be displayed on the walls of a classroom or on a bulletin board for others to use. The sayings may also be referred to by educators to help integrate language from home into school routines, lessons, or expectations.

RESOURCES FOR IMPLEMENTATION

Overview of the strategy:

1. PPT: <http://bit.ly/PFS-PPT>
2. Narrated video: <http://bit.ly/PFS-PFS-narrated>
3. Lesson plan:
 - a. Lesson plan (elementary): <http://bit.ly/PFS-lessonplan-elementary>
 - b. Search video: <http://bit.ly/PFS-search-video>
 - c. Lesson plan (intermediate-secondary): <http://bit.ly/PFS-lessonplan-intermediate-secondary>
 - d. Search video: <http://bit.ly/PFS-search-video-intermediate-secondary>
 - e. Teacher technical (Pre-K): <http://bit.ly/PFS-teacher-technical-prek>
 - f. Strategy reflection sheet: <http://bit.ly/PFS-reflect-sheet>

REFERENCES

Hammont, J. 2011. Culturally responsive teaching and the brain: Promoting authentic engagement and igniting curiosity and exploration through student-centered practices.

Positive Behavioral Interventions & Supports (PBIS)
www.pbis.org
800-homelearning www.pbis.org/about/funding

<http://bit.ly/PFS-overview>

1. DEFINE

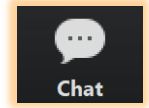
2. TEACH & PRACTICE

3. ACKNOWLEDGE

4. RESPOND INSTRUCTIONALLY

5. USE DATA

Positive Family Sayings: Activity



- Share a **positive** family saying you remember that guided your behavior when you were growing up.

1. DEFINE

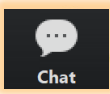
2. TEACH & PRACTICE

3. ACKNOWLEDGE

4. RESPOND INSTRUCTIONALLY

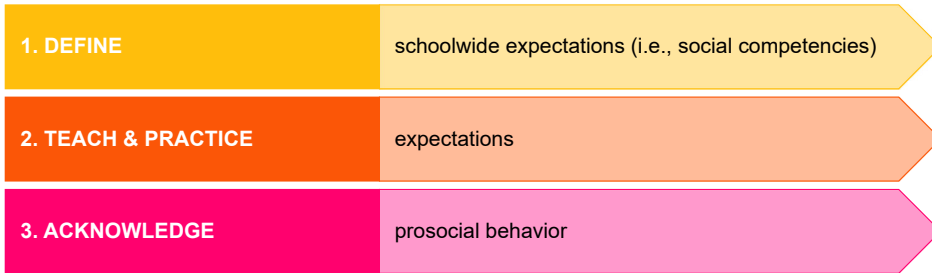
5. USE DATA

Share Out!

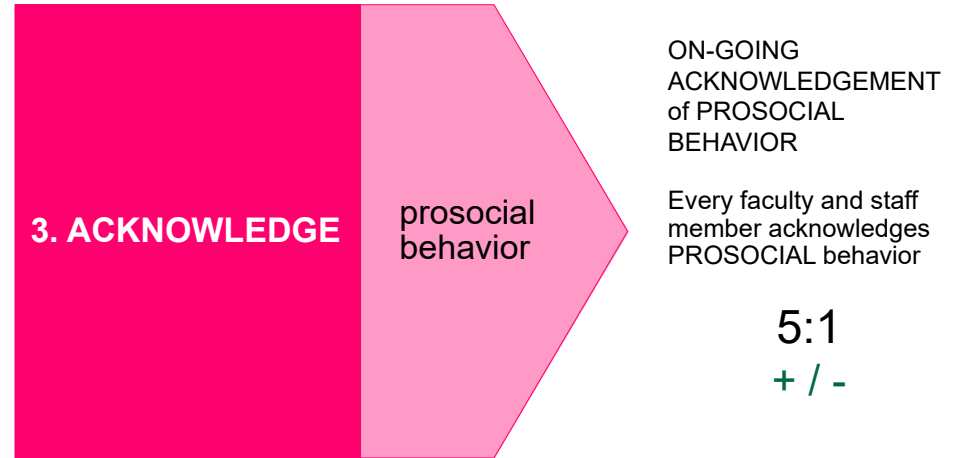


- What are some other strategies that you use to increase voice in teaching and practicing schoolwide and classroom expectations?

CORE PRACTICES of Tier 1 PBIS



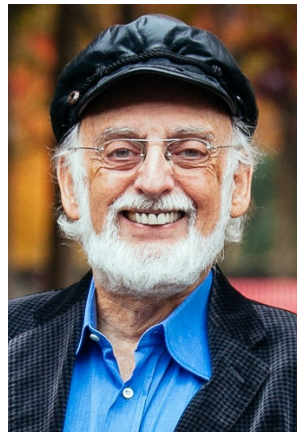
CORE PRACTICES of Tier 1 PBIS



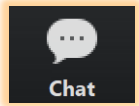
Where did that 5:1 positive to negative ratio come from?



- John Gottman
 - University of Washington
 - Relationship research



Thought Experiment

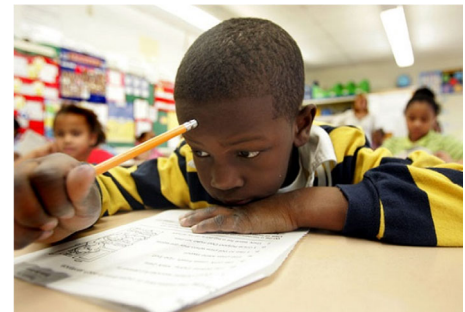


1. List the 5 students with whom you have the **“best/easiest relationships.”**
2. List the 5 students with whom you have the **“most challenging relationships.”**
3. Note what patterns you see in the groups.
 - Similar to each other?
 - Different from you?

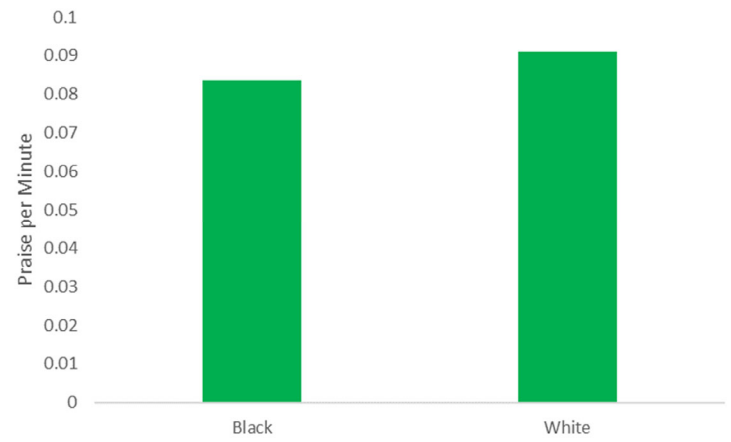


Increasing Equity in Praise: Assessing equity in use of praise

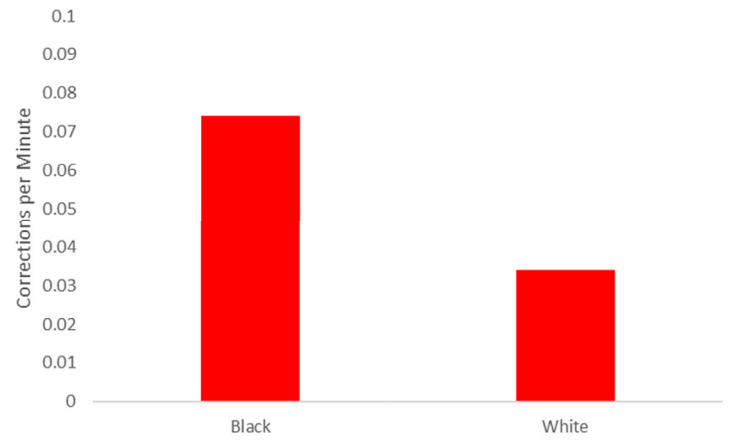
- Is this effective practice used equitably with all student groups?
 - Black students receive lower rates of praise and higher rates of reprimands (Gion et al., 2022; Knochel et al., 2022; Scott et al., 2019)
 - Coaching can increase equity in praise and reprimands (Gion et al., 2022; Knochel et al., 2022)



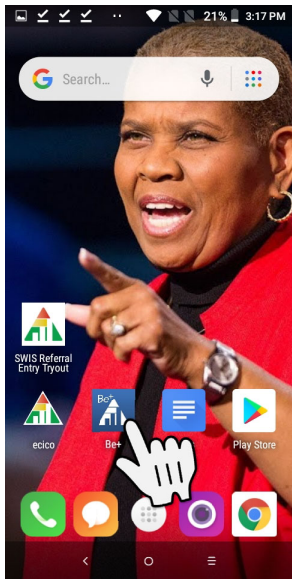
Teacher Rates of BSP (Scott et al., 2018)



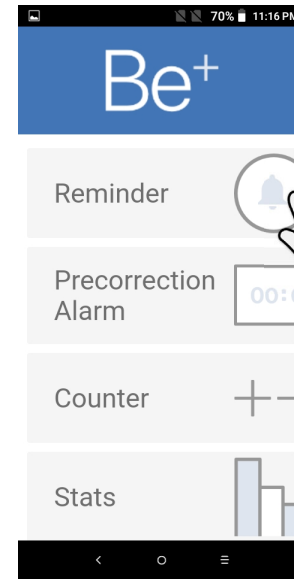
Teacher Rates of Corrections (Scott et al., 2018)



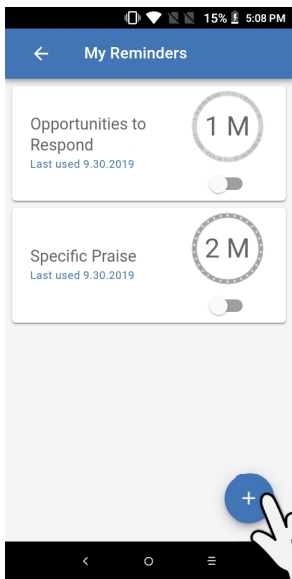
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3. ACKNOWLEDGE
4. RESPOND INSTRUCTIONALLY
5. USE DATA



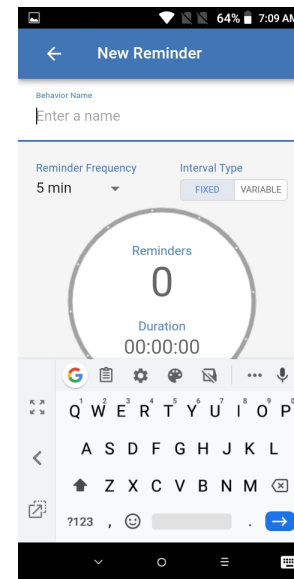
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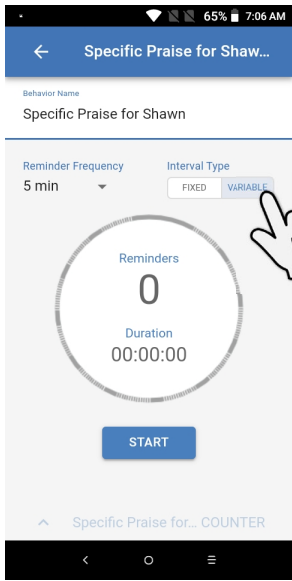
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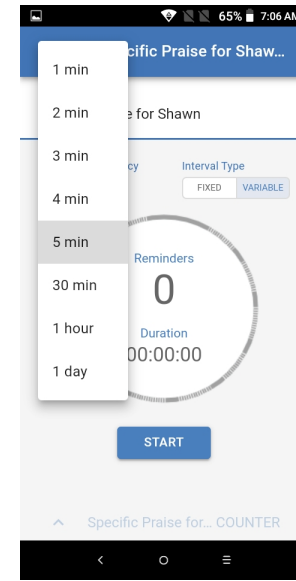
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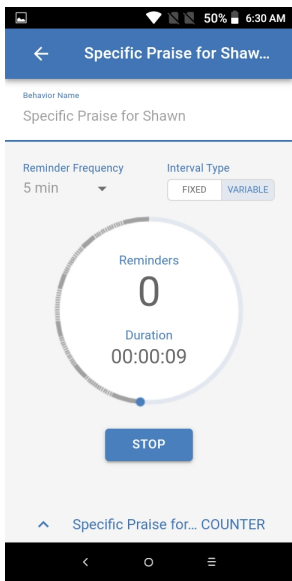
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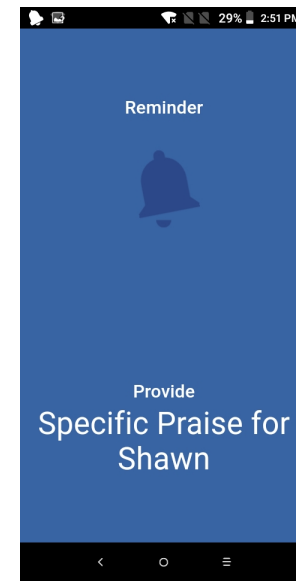
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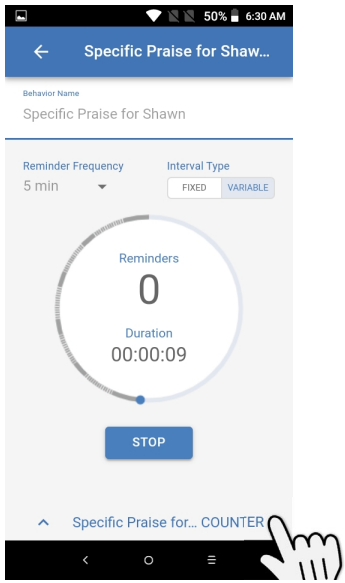
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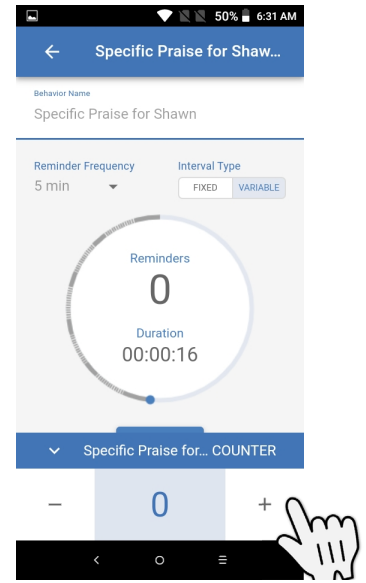
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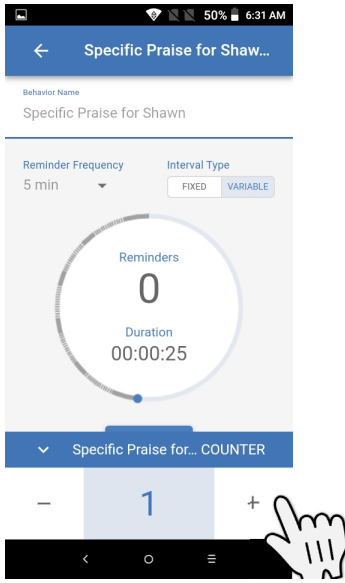
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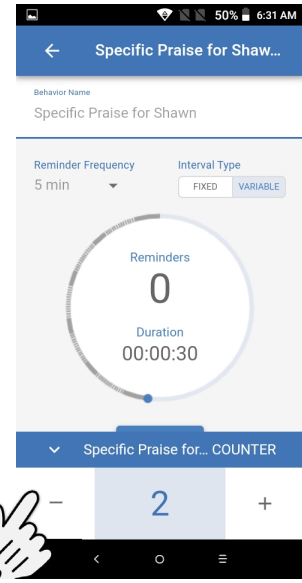
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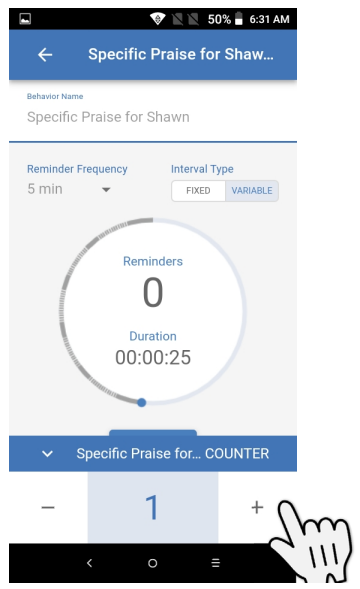
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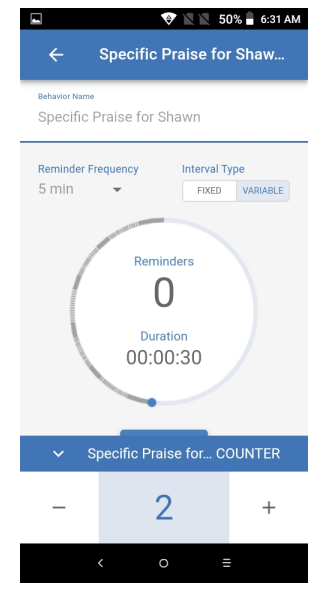
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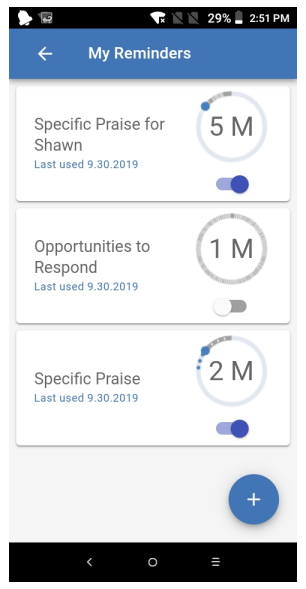
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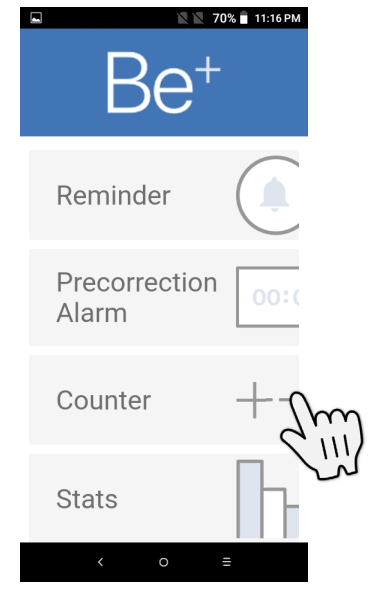
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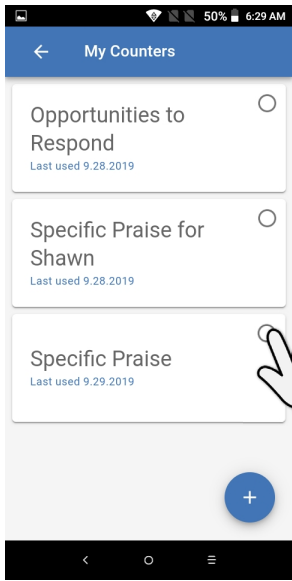
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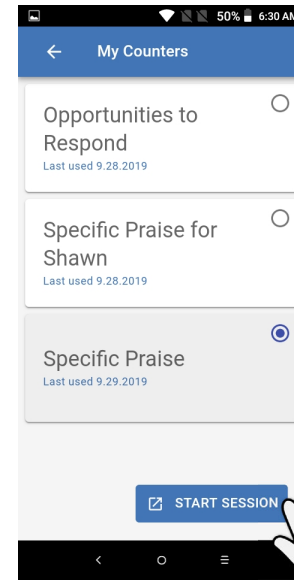
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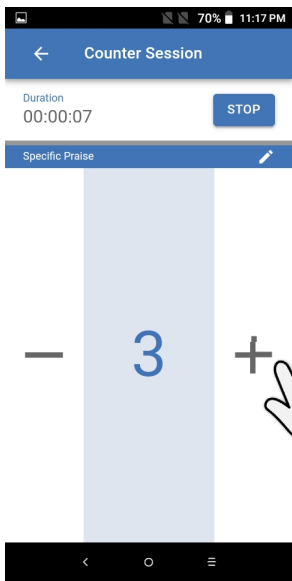
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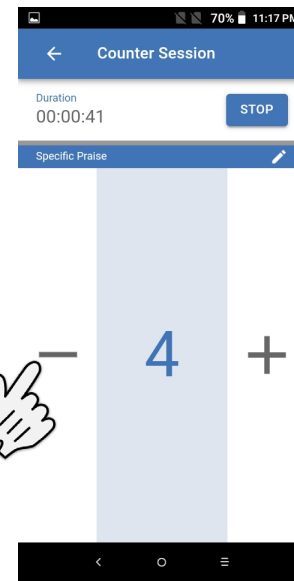
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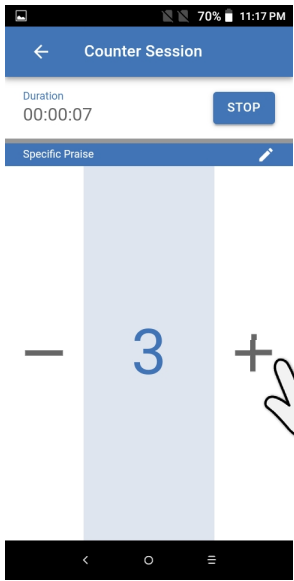
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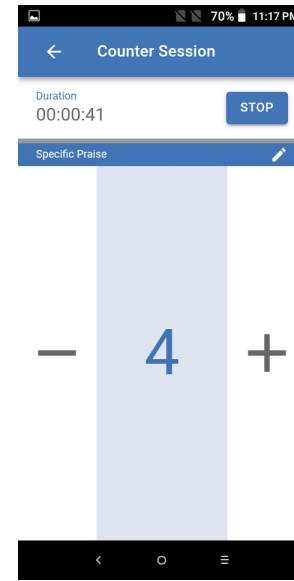
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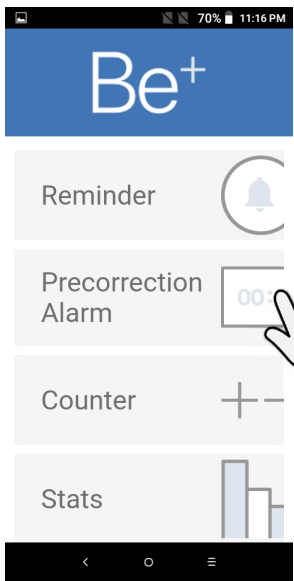
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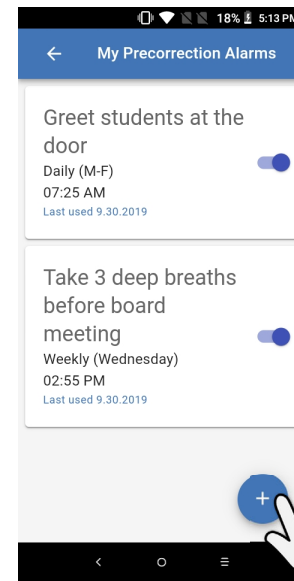
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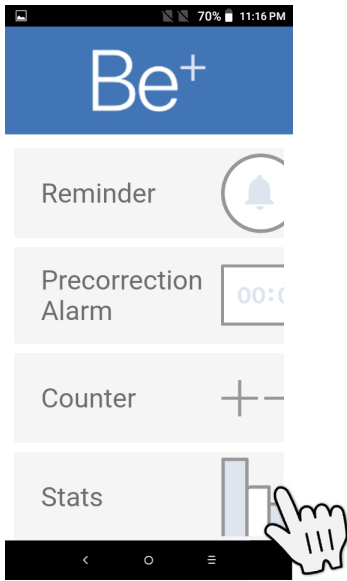


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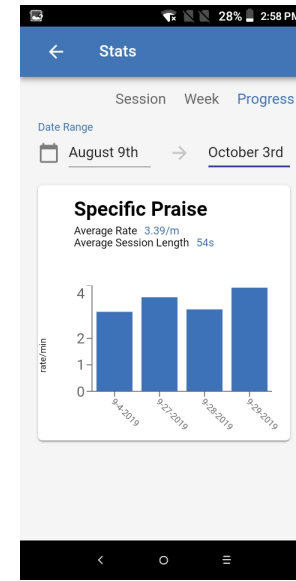


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4. RESPOND INSTRUCTIONALLY
5. USE DATA



1. DEFINE
2. TEACH & PRACTICE
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5. USE DATA

Get Positive!

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



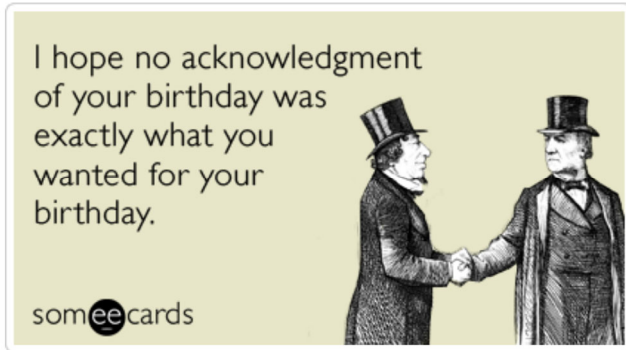
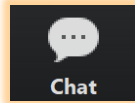
1. DEFINE
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5. USE DATA

Praise Preference Assessment

http://bit.ly/PPA_Overview

1. DEFINE
2. TEACH & PRACTICE
3. ACKNOWLEDGE
4. RESPOND INSTRUCTIONALLY
5. USE DATA

Praise Preference Assessment: Why do it?



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

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: 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: 1. Create assessment form



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

My Name: _____

When I do something good, I would like you to:
(put a * by your favorite and a X 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	Flat 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 **schoolwide/ 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



1. DEFINE

2. TEACH & PRACTICE

3. ACKNOWLEDGE

4. RESPOND INSTRUCTIONALLY

5. USE DATA

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

1. DEFINE

2. TEACH & PRACTICE

3. ACKNOWLEDGE

4. RESPOND INSTRUCTIONALLY

5. USE DATA

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

1. DEFINE

2. TEACH & PRACTICE

3. ACKNOWLEDGE

4. RESPOND INSTRUCTIONALLY

5. USE DATA

Planned Praise

A ReACT Strategy
Acknowledge

<http://bit.ly/PP-overview>



1. DEFINE

2. TEACH & PRACTICE

3. ACKNOWLEDGE

4. RESPOND INSTRUCTIONALLY

5. USE DATA

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

1. DEFINE

2. TEACH & PRACTICE

3. ACKNOWLEDGE

4. RESPOND INSTRUCTIONALLY

5. USE DATA



1. DEFINE

Planned Praise: How do we do it?

2. TEACH & PRACTICE

3. ACKNOWLEDGE

4. RESPOND INSTRUCTIONALLY

5. USE DATA

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



1. DEFINE

Planned Praise: 1. Identify a group and students

2. TEACH & PRACTICE

3. ACKNOWLEDGE

4. RESPOND INSTRUCTIONALLY

5. USE DATA

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



1. DEFINE

Planned Praise: Example Praise Plan

2. TEACH & PRACTICE

3. ACKNOWLEDGE

4. RESPOND INSTRUCTIONALLY

5. USE DATA

Student	Unwanted Behavior	Strength	Praise Statement	Planned Timing
Andre				
DeShawn				
Finley				



1. DEFINE

Planned Praise: 2. Create a glossary of strengths

2. TEACH & PRACTICE

3. ACKNOWLEDGE

4. RESPOND INSTRUCTIONALLY

5. USE DATA

- 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 schoolwide 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

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



p. 10

ReACT Strategy: Planned Praise Worksheet

1. Identify a student
 - Name of student: _____
 - Circle of observer: _____
 - With high rates of office discipline referrals (or disproportionate referrals)
 - With low academic achievement (or skills) in school
2. Create a glossary of strengths
 - Observe behaviors you notice (or imagine)
 - Unwanted behaviors that could be replaced or strengths at other times (e.g., class clean behaviors)
 - Characteristics that may be related to needs or positive cultural strengths (e.g., fluency/fluencies)
3. Plan a praise statement
 - Circle 3-5 items from the glossary of praise-specific praise (congruent, immediate, specific, genuine?)
 - Is it related 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!

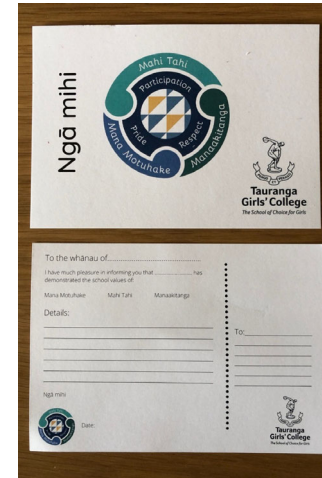
Mon	Tues	Wed	Th	Fri	Mon	Tues	Wed	Th	Fri
Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No

What I need to get ready to implement planned praise

1.	Action	By When
1.		
2.		

“Positive Family Postcards”

- Give teachers a stamped, pre-addressed postcard for each student in their classrooms at the start of the year
- GOAL: send a quick, positive note home for each student in the school



“Positive Family Postcards”

- Basic Steps:
 1. Purchase or print one postcard for each student in the school
 2. Add stamps and address labels for each student's home address
 3. Provide the postcards to classroom teachers
 4. Ask teachers to send home a positive note about the student's behavior to each family by the end of the year (or term)



Share Out!

- What are some other strategies that you use to increase equity in acknowledging positive behaviors?

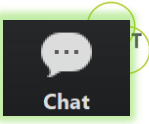


CORE PRACTICES of Tier 1 PBIS



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

Share Out!



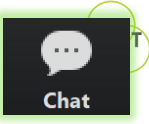
- What are some effective strategies that you use to respond instructionally to unwanted behavior?

“Point Positive”



- 1. DEFINE
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- 5. MAKE DECISIONS

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”)

1. DEFINE
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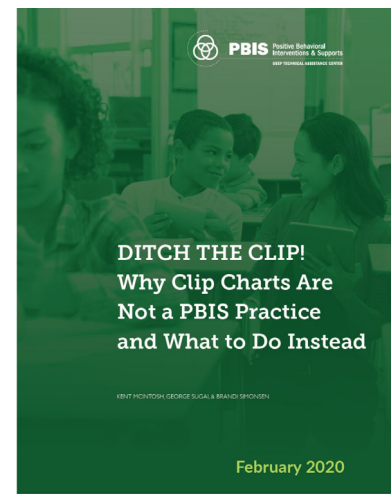


Praise can be public...
corrections should be private



1. DEFINE
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Resources for Ditching the Clip!



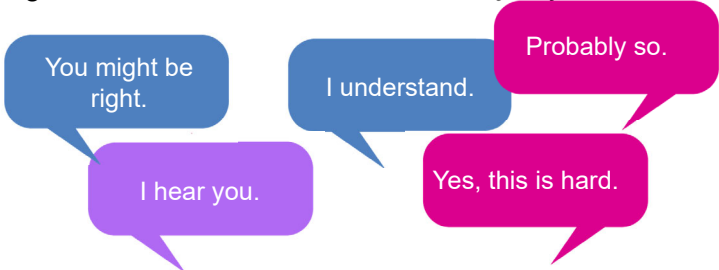
<https://www.pbis.org/resource/ditch-the-clip-why-clip-charts-are-not-a-pbis-practice-and-what-to-do-instead>

1. DEFINE
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3. ACKNOWLEDGE
4. RESPOND INSTRUCTIONALLY
5. MAKE DECISIONS

Quick Redirects



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



CORE PRACTICES of Tier 1 PBIS



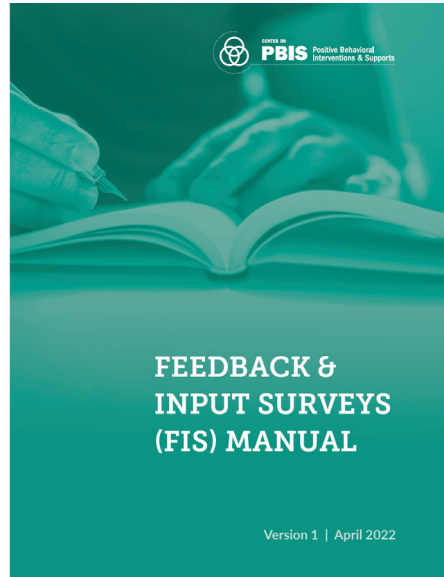
1. DEFINE	schoolwide expectations (i.e., social competencies)
2. TEACH & PRACTICE	expectations
3. ACKNOWLEDGE	prosocial behavior
4. RESPOND INSTRUCTIONALLY	to unwanted behavior
5. USE DATA	for decision making

1. DEFINE
2. TEACH & PRACTICE
3. ACKNOWLEDGE
4. RESPOND INSTRUCTIONALLY
5. USE DATA

Feedback and Input Survey

- A suite of surveys to get input, feedback, and suggestions for implementation from:
 - Students
 - Families
 - School Personnel
- Administer and view reports (for free) at PBISApps.org

<https://www.pbisapps.org/resource/feedback-input-surveys-fis-manual>



1. DEFINE
2. TEACH & PRACTICE
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4. RESPOND INSTRUCTIONALLY
5. USE DATA

Feedback and Input Surveys: Students



Feedback and Input Survey: Elementary
We want to hear from you about what you think about school and what can be done better. You do not have to answer all of the questions if you don't want to. We will not ask your name, so nobody will know that your answers came from you.

DEMOGRAPHICS

What is your gender or gender identity?
 Female Male Other I prefer not to answer

What is your ethnicity?
 Hispanic or Latino/a/e Not Hispanic or Latino/a/e I prefer not to answer

What is your race? (mark all that apply)
 American Indian or Alaskan Native Asian Black or African American
 Native Hawaiian or Pacific Islander White I prefer not to answer

Beyond that, is there another ethnic group with which you identify?
 Ethnic Group: _____ I prefer not to answer.

What grade are you in?

Expectations (how your teachers want you to behave at school)

1. Do you know what positive behaviors you are supposed to show at school? - - - - - Yes No
 What are the school-wide behavior expectations? _____

2. Do you like the school-wide behavior expectations? - - - - - Yes No
 If not, what do you think the expectations should be? _____

3. Are the behavior expectations at your home similar to at school? - - - - - Yes No
 If not, what expectations are different at home? _____

1. DEFINE
2. TEACH & PRACTICE
3. ACKNOWLEDGE
4. RESPOND INSTRUCTIONALLY
5. USE DATA

Feedback and Input Surveys: Students

Acknowledgement (catching you showing positive behavior)

6. In the past week, did you see teachers and staff praise or reward **other students** for showing positive behavior? - - - - - Yes No

7. In the past week, did teachers and staff praise or reward **you** for showing positive behavior? - - - - - Yes No

8. If so, were you praised or rewarded in ways that you like? - - - - - Yes No
 If not, what would you like instead? _____

10. Are adults in the school fair to **other students** when they don't follow the expectations? - - - - - Yes No
 If not, what would make it more fair? _____

Safety (whether you feel free from harm at school)

11. Do you feel safe at school? - - - - - Yes No

12. The places in the school I feel most safe are:
 Art Room Bathroom Bus Bus Loading Zone Cafeteria Classroom Commons/Common Area
 Computer Lab Gym Hallway/Breezeway Library Locker Room Music Room Off-Campus
 Office Parking Lot Playground Special Events/Assembly/Field Trip Stadium Vocational Room
 Other: _____
 What makes these places safe? _____

13. The places in the school I feel least safe are:
 Art Room Bathroom Bus Bus Loading Zone Cafeteria Classroom Commons/Common Area
 Computer Lab Gym Hallway/Breezeway Library Locker Room Music Room Off-Campus
 Office Parking Lot Playground Special Events/Assembly/Field Trip Stadium Vocational Room
 Other: _____
 What makes these places not safe? _____

14. In the past week, have you **witnessed** bullying at your school? - - - - - Yes No

1. DEFINE
2. TEACH & PRACTICE
3. ACKNOWLEDGE
4. RESPOND INSTRUCTIONALLY
5. USE DATA

Respect (how well we treat each other)

16. Are **students** at your school respectful to **other students**? - - - - - Yes No

17. Are **students** at your school respectful to **teachers**? - - - - - Yes No

18. Are **teachers** at your school respectful to **students**? - - - - - Yes No

19. Are **teachers** at your school respectful to **other teachers**? - - - - - Yes No

20. In the past week, have you been **bullied** at your school? - - - - - Yes No

If so, where did it happen?
 Art Room Bathroom Bus Bus Loading Zone Cafeteria Classroom Commons/Common Area
 Computer Lab Gym Hallway/Breezeway Library Locker Room Music Room Off-Campus

22. Do you feel connected to **adults** at your school? - - - - - Yes No

23. If you have a problem, is there an adult at your school you would talk to? - - - - - Yes No
Satisfaction (how you think things are going)

24. Overall, are your teachers doing a good job with behavior at this school? - - - - - Yes No

Your Perspective (what you think we should do)

The biggest problem with behavior in my school 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: _____



FEEDBACK & INPUT SURVEYS



Feedback and Input Surveys: Families

Feedback and Input Survey: Family

We would like to hear about how you feel about our school. We will use your answers to find ways we can improve our school. You do not have to answer all of the questions. This survey is anonymous – nobody will know that your answers came from you.

DEMOGRAPHICS

Please indicate the grade of your student or students. (mark all that apply)
 pre-K K 1 2 3 4 5 6 7 8
 9 10 11 12 I prefer not to answer.

Is your student enrolled in any of these programs? (mark all that apply)
 Special Education Program or has an Individualized Education Program (IEP)
 Gifted Program or Honors/Advanced Placement Courses
 Not applicable, not sure, I prefer not to answer

What is your ethnicity?
 Hispanic or Latino/a/e Not Hispanic or Latino/a/e
 I prefer not to answer

What is your race? (mark all that apply)
 American Indian or Alaskan Native
 Asian
 Black or African American
 Native Hawaiian or Pacific Islander
 White
 I prefer not to answer

Communication (how we tell you about what's happening at school)

- How would you **most** prefer to receive information about **your** child's classroom or school activities?
 Board in the entryway or outside of classroom Emails Family handbook of program policies Newsletter Notes home (on paper) School website School social media (e.g., Facebook, Twitter) Text messages
- How would you **most** prefer to receive information specifically about **your** child at school?
 Emails Individual face-to-face meetings (outside of parent-teacher conferences)
 Individual phone or video (e.g., Zoom) conversations Notes home (on paper) Parent-teacher conferences
 Text messages

4. Are staff at our school respectful to your child? - - - - - Yes No
 Connections (how close you feel to our school)
5. Do you like our school? - - - - - Yes No



Feedback and Input Surveys: Families

- Do you feel welcome at our school? - - - - - Yes No
 - Do you feel welcome in your child's classroom(s)? - - - - - Yes No
 - Do you feel connected to the teachers and staff? - - - - - Yes No
 - If your child has a problem, is there someone at our school you would talk to? - - - - - Yes No
- Shared Decision-Making (how our school gets your input)
- Do teachers and staff ask you input for decisions about your **child specifically**? - - - - - Yes No
 - Do teachers and staff ask your input for **school-wide** decisions? - - - - - Yes No
- In what decisions would you like to provide more input? _____

Expectations (how clear we are about the positive behavior your child is supposed to show at school)

Our school has a set of school-wide expectations for behavior that are brief and positively worded so that students learn what to do instead of just what not to do.

- Are our staff clear about how they expect your child to behave at school? - - - - - Yes No
 - Are your expectations for your child's behavior at home similar to our expectations at school? - - - - - Yes No
- If they are not similar, what is different about your expectations at home? _____

Acknowledgement Systems (how our staff let your child know they are showing positive behavior)

Acknowledgement Systems (how our staff let your child know they are showing positive behavior)

- Do you know if school staff have praised or rewarded your child for showing positive behaviors in the past month? - - - - - Yes No
- Has anyone from the school contacted you to tell you about your child's positive behaviors this year? - - - Yes No



Discipline Systems (how our staff respond when students don't follow expectations)

- If your child has had difficulties with behavior, has our school contacted you before the problem got serious? - - - - - Yes No
- Have our staff been clear about what would happen if your child doesn't follow expectations? - - - - - Yes No
- Do you think that our school discipline systems are fair to **your child**? - - - - - Yes No
 If not, what could be done to make things **more fair**? _____
- Do you think that our school discipline systems are fair to **all students**? - - - - - Yes No
 If not, what could be done to make things **more fair**? _____

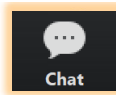
22. When would be the best time for you to come to workshops (check all that apply):
 Weekday mornings before school Weekdays during school hours Weekdays after school
 Weekday evenings Saturday morning Saturday afternoon Saturday evening Sunday morning
 Sunday afternoon Sunday evening

23. Where would be the best place to hold a workshop?
 Your child's school Another school (e.g., high school) Community center Local restaurant
 Other: _____

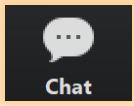
What could our school do to help you be able to attend the workshops (such as free child care)? _____

What are other ways our school could help support your family? _____

Share Out!



- What are some other strategies that you use to increase equity through data?



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

Q & A

Handouts: <https://bit.ly/DEEquity2022>



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Support for this work:
NCSE (R324A170034)



Cannon Beach, Oregon
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