Enhancing Equity in School Discipline: Practical Strategies and Tools

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PBIS Center Disproportionality Workgroup (2018-19)

Acknowledgements

- Aaron Barnes
- Erin Chaparro
- Bert Eliason
- Erik Girvan
- Steve Goodman
- Ambra Green
- Beth Hill
- Milaney Leverson
- Stephanie Martinez
- Kent McIntosh
- Rhonda Nese
- Vicki Nishioka
- Heidi von Ravensberg
- Ruthie Payno-Simmons
- Jennifer Rose
- Therese Sandomierski
- Russ Skiba
- Kent Smith
- Keith Smolkowski

Status Questions: How much do you agree?

1. I am aware of my personal biases.
2. I am concerned about the consequences of bias in education.
3. I have effective strategies for reducing bias in educational decisions.

Overview of Today’s Session

1. Learn a little about implicit bias in school discipline
2. Explore research on effects of PBIS on equity in school discipline
3. Share an intervention approach for enhancing equity in school discipline
4. Learn about strategies for making PBIS systems more culturally responsive

(Devine et al., 2012)
Ground Rules

- Ask questions throughout
- Speak your truth
- No assumptions except good intentions
- Get comfortable with discomfort

(Adapted from Singleton, 2015)

How White NFL Prospects are Described

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Black Prospects</th>
<th>White Prospects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leader</td>
<td>7.45</td>
<td>3.44</td>
</tr>
<tr>
<td>Natural</td>
<td>6.13</td>
<td>1.74</td>
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<tr>
<td>Vision</td>
<td>5.64</td>
<td>2.88</td>
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<tr>
<td>Motor</td>
<td>4.58</td>
<td>2.16</td>
</tr>
<tr>
<td>Discipline</td>
<td>4.25</td>
<td>1.96</td>
</tr>
<tr>
<td>Tough</td>
<td>3.83</td>
<td>1.67</td>
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<tr>
<td>Smart</td>
<td>3.44</td>
<td>1.57</td>
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<tr>
<td>Durable</td>
<td>3.14</td>
<td>1.32</td>
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<tr>
<td>Intense</td>
<td>2.85</td>
<td>1.15</td>
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<tr>
<td>IQ</td>
<td>2.56</td>
<td>1.09</td>
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<tr>
<td>Critic</td>
<td>2.22</td>
<td>0.92</td>
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<tr>
<td>Fluid</td>
<td>1.94</td>
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<tr>
<td>Durable</td>
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<tr>
<td>Natural</td>
<td>1.38</td>
<td>0.55</td>
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<tr>
<td>Vision</td>
<td>1.10</td>
<td>0.41</td>
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<tr>
<td>Motor</td>
<td>0.82</td>
<td>0.27</td>
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<tr>
<td>Discipline</td>
<td>0.64</td>
<td>0.21</td>
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<tr>
<td>Tough</td>
<td>0.46</td>
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<td>Smart</td>
<td>0.36</td>
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<tr>
<td>Durable</td>
<td>0.28</td>
<td>0.10</td>
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<tr>
<td>Intense</td>
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<td>0.07</td>
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<td>IQ</td>
<td>0.12</td>
<td>0.04</td>
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<tr>
<td>Critic</td>
<td>0.08</td>
<td>0.02</td>
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<tr>
<td>Fluid</td>
<td>0.06</td>
<td>0.02</td>
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</tbody>
</table>

(Adapted from Singleton, 2015)
How Black NFL Prospects are Described

"Talented" "Natural" "Raw"

Analysis of transcribed body camera audio (Voight et al., 2017)

Implicit Racial Bias in Traffic Stops

Police speak less respectfully to black drivers, study suggests
http://www.cnn.com/2017/06/05/health/police-language-race-oakland-study/
Pop Quiz: What % of the Black population is incarcerated?

Disproportionality in Preschool Discipline (OCR, 2016)

- Black children represent 19% of preschool enrollment, but 47% of preschool suspensions
- White children represent 41% of preschool enrollment, but 28% of preschool suspensions

Implicit Bias in Early Learning (Gilliam et al., 2016)
Implicit Bias in Early Learning
(Gilliam et al., 2016)

Track the eyes: Which students are teachers watching?

- Black girls: 10%
- Black boys: 42%
- White girls: 13%
- White boys: 34%

Preschool teachers tend to more closely observe blacks than whites, especially black boys, when challenging behaviors are expected.

Does racial bias affect all students negatively? (Hackney & Glaser, 2013)

- Undergraduate students were assigned to mixed-race groups and given a challenging anagram test:
  - recsnapa
  - ecbiaanm
  - gnimimtyana

Does racial bias affect all students negatively? (Hackney & Glaser, 2013)

- 3 conditions

---

Mean # Cheated On

- Black Participants
- White Participants

Experimental Condition

- Blacks Profiled
- Whites Profiled
- Control
Implicit Bias Research: *Racism is Real* (Brave New Films)

https://www.youtube.com/watch?v=fTcSVQJ2h8g

Disproportionality in School Discipline

Data from California

Addressing Common Questions

“Isn't it all really about poverty?”

- Poverty plays a role, but racial disproportionality remains, even when controlling for poverty
  - Anyon et al., 2014
  - Skiba et al., 2002; 2005
  - Wallace et al., 2008
Race and Poverty
(Anyon et al., 2014)
Addressing Common Questions

“Are you just blaming teachers for a societal problem?”

- Disproportionality comes from unconscious bias – that we all have and aren’t even even aware of.
  - Girvan et al., in press
  - Greenwald & Pettigrew, 2014
  - van den Bergh et al., 2010

Addressing Common Questions

“Aren’t Black boys just more violent?”

- No evidence of different base rates of behavior for any subgroups
  - Bradshaw et al., 2010
  - Losen & Skiba, 2010
  - Skiba et al., 2014

If you’re aware…

…you’re halfway there.

U.S. Schools using PBIS
August, 2018

26,424 School Using PBIS
28% of schools
Statistically Significant Outcomes of PBIS

- **Reduced problem behavior**
  (Bradshaw, Mitchell, & Leaf, 2010; Flannery et al., 2014; Homer et al., 2005; Metzler et al., 2001; Nelson, 1996; Nelson et al., 2002)

- **Increased prosocial behavior**
  (Metzler, Biglan, Rusby, & Sprague, 2001; Nelson et al., 2002)

- **Improved emotional regulation**
  (Bradshaw et al., 2012)

- **Improved academic achievement**
  (Homer et al., 2009; Lassen, Steele, & Sailor, 2006; Nelson et al., 2002)

- **Improved perceptions of school safety**
  (Homer et al., 2009)

- **Improved organizational health**
  (Bradshaw et al., 2008)

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**How inviting are we for all?**

**Why use PBIS as a framework to enhance equity?**

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

(Greftlund et al., 2014)
Effects of PBIS on Discipline Disproportionality

- Vincent et al., 2011
  - Statistically significantly lower Black-White ODR disproportionality in 72 schools implementing SWPBIS than in 81 schools not implementing SWPBIS
- Scott, 2001
  - Larger decreases in suspensions for Black students when SWPBIS implemented
- McIntosh et al., 2014
  - Sustained decrease in suspensions over eight years of SWPBIS implementation in an Indigenous school
- McIntosh et al., 2018
  - Decreased Black-White ODR discipline gap over three years of SWPBIS implementation

Effects of PBIS on Discipline Gaps

- Michigan
  - Payno-Simmons & Hill, 2018
- Minnesota
  - Osseo School District, 2018
- Rhode Island
  - Nkomo & Baker, 2017
- Virginia
  - Loudoun County, 2016

Effects of PBIS on Disciplinary Equity

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

Racial and ethnic disproportionality in school discipline is an enduring and widespread problem facing schools in the United States (Roth et al., 2012). 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, Byars, & Fox, 2013; Loewen et al., 2018). These findings are especially concerning because receipt of suspensions is associated with negative student outcomes (American Academy of Pediatrics Council on School Health, 2011), including lower academic achievement (Bleich & Jordan, 1994), future disciplinary action (Arcus, 2006), and future juvenile justice involvement (Siegel et al., 2012). In response to these disparities, educators are seeking effective approaches to reduce racial disproportionality in school disciplinary outcomes (Roth et al., 2018).

Our primary goal is to reduce the overall rate of exclusionary discipline in a school and to increase the proportion of inclusive discipline (PBIS). We implemented a multi-tiered framework in schools in 11 states to support the implementation of evidence-based practices within schools to reduce racial and disciplinary disparities.

Effects of PBIS on Discipline Disproportionality

- US Schools (n = 95,507)
- SWPBIS Schools (n = 2,357)

http://www.pbis.org/school/equity-pbis
Effects of SWPBIS on Discipline Gap for Students on IEPs (Loudoun County, VA)

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, 2017; Tobin & Vincent, 2011)

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

Alex Haley

http://www.pbis.org/school/equity-pbis
Start with a Team…

- Needs
  - Representative membership
  - Administrator support
  - Regular meeting times
  - Roles, schedules, agenda
- Options
  - Equity Team
  - PBIS Team
  - School Climate Team
  - School/District Leadership Team
- Who is leading your efforts?

---

**Coercive Cycle of Inequities**

- Setting event
  - Few positive interactions with adults
  - School less relevant
- Antecedent
  - Negative interactions, perceived slights, conflict with adults
- Behavior
  - Student engages in unwanted or unexpected behavior
- Consequence
  - Student sent to the office (escapes social interaction)

---

**Constructive Cycle of Increasing Equity**

- Setting event
  - Many positive interactions with adults
  - School more relevant
- Antecedent
  - Fewer experiences of academic failure, conflict with adults
- Behavior
  - Student uses desired and functional social skills
- Consequence
  - Adult responds instructionally to student behavior
Ask the Audience

What 1-3 words would you use to describe Cultural Responsiveness?

Cultural Responsiveness

- Holding high expectations for all students
- Using students' cultures and experiences to enhance their learning
- Providing all students with access to effective instruction and adequate resources for learning

(Klingner et al., 2005)

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

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

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

TFI Cultural Responsiveness Companion

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

http://www.pbisapps.org
https://www.pbisapps.org/Applications/Pages/PBIS-Assessment-Surveys.aspx#tfi
TFI Cultural Responsiveness Companion

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

CORE PRACTICES of school-wide PBIS

1. DEFINE school-wide expectations (i.e., social competencies)
2. TEACH & PRACTICE expectations
3. MONITOR & ACKNOWLEDGE prosocial behavior
4. PROVIDE INSTRUCTIONAL CONSEQUENCES for unwanted behavior
5. MAKE DECISIONS based on information collected

1. DEFINE school-wide expectations (i.e., social competencies)
CORE PRACTICES of school-wide PBIS

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

School Rules
NO Outside Food
NO Weapons
NO Backpacks
NO Drugs
NO Bullying

CRITICAL FEATURES of EFFECTIVE SCHOOL-WIDE EXPECTATIONS

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

ALTERNATIVES to “EXPECTATIONS”

You might prefer to call them...
- Values
- Agreements
- The Thunderbird Way

The important parts:
- They have all of the critical features:
  - 3-5
  - Positively stated
  - Broad
  - Memorable

Adults use the words regularly

ALTERNATIVES to “EXPECTATIONS”

REFLECTS THE CULTURE
**DEFINE school-wide expectations (i.e., social competencies)**

**CORE PRACTICES of school-wide PBIS**

**MENU OF ADAPTATIONS**

- **Build staff identity awareness (p. 45)**
- **Examine expectations and matrices for fit (p. 32)**
- **Obtain student input**
  - Surveys (e.g., SISS)
  - Blank matrix (p. 33)
  - Rules gallery walk (p. 33)
  - Equity advisory board
- **Obtain family input**
  - Use school events
  - Surveys (e.g., SISS)
  - Family focus groups

**ACTIVITY: Identity Awareness**

**Staff**
- Reflect on personal norms
- Reflect on how these norms
  - Change over time
  - Shape the school culture
  - May vary from those of others
  - How these differences could raise conflict

**Elements of Culture**

<table>
<thead>
<tr>
<th>My norms growing up</th>
<th>My norms now</th>
<th>Our school norms</th>
<th>How my students and families might be different</th>
<th>How this difference may create conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate personal space</td>
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<tr>
<td>Appropriate voice level</td>
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<tr>
<td>Appropriate dress</td>
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</tbody>
</table>
Activity

1. Complete all 4 elements (rows) on your own
2. Stand up and find a new ally in the room
3. Discuss your responses
   1. Share a row with your partner
   2. Discuss a personal “a-ha”
   3. Discuss how you might use this activity

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<tr>
<td>Appropriate dress</td>
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<tr>
<td>Appropriate response to insults</td>
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</tbody>
</table>

Discussion Points

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

MENU OF ADAPTATIONS

Build staff identity awareness (p. 45)
Examine expectations and matrices for fit (p. 32)
Common PBIS Activity: School-wide Expectations Matrix

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

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
PBIS Examination Worksheet

Find this sheet

Instructions

- Use your school’s expectations and matrix
- Or use this sample:
  - https://www.warsawcsd.org/domain/69
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)?

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________

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

---

Did it look like this?

---

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)?

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

---

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?
In a word or two…

- How do you think your students would describe your school's behavior support systems?

“Nothing about us without us.”

There are three ways of trying to win the young. There is persuasion. There is compulsion and there is attraction. You can preach at them; that is a hook without a worm. You can say "you must volunteer." That is the devil. And you can tell them, "you are needed" that hardly ever fails.

- Kurt Hahn
DEFINE school-wide expectations (i.e., social competencies)
Examine expectations and matrices for fit (p. 32)

Obtain student input
- Surveys (e.g., SISS)

MENU OF ADAPTATIONS

Stakeholder Input & Satisfaction

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? ________________

FIRST, WHAT EXPECTATIONS ARE DIFFERENT AT SCHOOL?

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 be more meaningful or important to you? ________________

Satisfaction Surveys

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 school is: ________________
One thing teachers and staff should do 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!
DEFINE school-wide expectations (i.e., social competencies)
Examine expectations and matrices for fit (p. 32)

Obtain student input
- Surveys (e.g., SISS)
- Blank matrix (p. 33)

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<thead>
<tr>
<th>Core Practices of School-wide PBIS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Matrix</strong></td>
</tr>
<tr>
<td><strong>Setting</strong></td>
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<tr>
<td>All Settings</td>
</tr>
<tr>
<td>Hallways</td>
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<tr>
<td>Playground</td>
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<tr>
<td>Cafeteria</td>
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<td>Library/Computer Lab</td>
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<tr>
<td>Assembly</td>
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### Setting Expectations

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<th>Library/Computer Lab</th>
<th>Assembly</th>
<th>Classroom</th>
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<tbody>
<tr>
<td>Respect Ourselves</td>
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<td>Be on task.</td>
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<td>Give your best effort.</td>
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<td>Be prepared</td>
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<td>Respect Others</td>
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<td>Be kind.</td>
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<td>Hands/feet to self.</td>
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<td>Help/share with others.</td>
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<td>Respect Property</td>
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<td>Recycle.</td>
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<td>Clean up after self.</td>
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### Setting Expectations

- The “Classroom Constitution”

- How about cogeneration of classroom rules?
How about cogeneration of classroom rules?

- The “Classroom Constitution”
  - [https://www.tolerance.org/professional-development/a-new-set-of-rules](https://www.tolerance.org/professional-development/a-new-set-of-rules)
  - Students generate the classroom expectations and/or rules collaboratively
  - Everyone signs the constitution

A less perfect union?

- Use the school-wide expectations to frame the work
- Generate examples within the expectations
- Avoid signatures
- Supplement with a “rights” activity?

A more perfect union…
DEFINE school-wide expectations (i.e., social competencies)

CORE PRACTICES of school-wide PBIS

Build staff identity awareness (p. 45)
Examine expectations and matrices for fit (p. 32)
Obtain student input
- Surveys (e.g., SISS)
- Blank matrix (p. 33)
- Rules gallery walk (p. 33)

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

Student Equity Advisory Board

- Selected to reach marginalized and vulnerable youth
- School
  - Liaisons between School PBIS team and student body
- Classroom
  - Cogeneration of content
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

Steps for CoGen

1. WHO do we invite?
2. HOW do we invite?
3. The SET-UP
4. The GUIDELINES
5. The FIRST MEETING
6. Build FLUENCY
7. CHANGE CoGen membership

1. WHO do we invite?

- About 4 students to start
- Select a diverse cross-section of the class
  - Varied...
    - academic proficiencies
    - social cliques
    - ethnicities
  - Emphasize those with less voice
  - Consider student interest assessments
2. HOW do we invite?

- The invite
  - “Can I talk to you at the end of class for 2-3 min...And no you are not in trouble...I just wanted to get your thoughts on a few things”
  - Asking for “their” thoughts
  - Expect skepticism (what would make student feel comfortable?)

- The invite content
  - Purpose: input on some things in class. A chance to get feedback & ideas on how class could function a bit better
  - Not a traditional school group or meeting
  - I’ve picked some of my best students to participate
  - Optional (no pressure)
  - We’ll meet for a few minutes– would you prefer lunch or after school?
  - Less detail to allow students to form their own opinion

3. The SET-UP

- Seats in a CIRCLE
  - Everyone can see each other, no front/back

- MUSIC playing

- SPACE is empty
  - No other people coming in/out

- Plan the CoGen around FOOD
  - Provide a snack to ‘compensate’ for their time

4. The GUIDELINES

- While eating...begin discussion of guidelines so CoGen will be successful
  - Teacher follows guidelines too

- Possible guidelines
  1. No voice is privileged over another “Everybody Eats, Everybody Speaks”
  2. One person speaks at a time (one mic)
  3. Result is a plan of action to improve classroom

- Make guidelines visible
  - Poster
  - Handout

- Students made aware they are part of a special ‘secret board’ or advisory panel
  - Example: Principal gave students a certificate when they arrived for their first meeting denoting they were part of a panel, shook their hands, & then left the room
  - Students should name or tag their group
5. The FIRST MEETING

- Students will eventually lead the CoGen, but teacher takes the lead at first
- Present a SIMPLE issue/problem the team could tackle together
  - Examples
    - Something the teacher could do in the first or last 5 min of class
    - Thank students who come to class early rather than ‘shame’ students coming in late
    - Identify a positive practice the teacher could do more often
- Back in class
  - Teacher and/or CoGen explicitly engage in plan of action
  - Teacher uses a signal to show CoGen (e.g., head nod)

6. Build FLUENCY

- Review implementation of plan of action
- Discuss and select another plan of action
  - Students taking on more leadership
- Continue this cycle until the group is fluent
  - Must meet regularly
  - Students should see plans of action in place & implemented multiple times (3x for ritual)

7. CHANGE CoGen Membership

- After CoGen process is established…
- One member of the CoGen invites a new person
- The inviting member will ‘opt out’ & take on a different role in the classroom
- The CoGen group repeats the process of meeting (approx. 3x)
  - Then a new member is again identified & an old member ‘retires’
Parent Conferences

- What are questions you might ask each parent to get their **honest** input and make them feel more welcome?

- Possible questions
  - What is something great about your child?
  - What are your goals for your child this year?
  - Is the amount of communication the school provides too little, about right, or too much?
    - What’s your preferred way for me to communicate with you (e.g., phone, text, email)?
  - What’s a strategy you use to help get your child back on track if needed?
**Parent Conferences**

- Provide opportunities for anonymous feedback as well
  - comment box with slip provided and encouragement from teachers

---

**Family Matrix Survey**

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]

Please answer the following questions to help improve our expectations:

- Are our school’s expectations for student behavior meaningful or important to you? YES / NO
- Why or why not?
- What do you think they should be?
- What are the values or rules that you want your children to follow at home?
- Are there any expectations or examples (in the matrix) that go against your values at home? YES / NO
- If yes, what are they?
- What other ideas do you have for us to teach students the expectations?

Thank you for your time and thoughts!

*(Field Guide, p. 32)*
Gaining Perspective: Running Family Focus Groups

Objectives

- Discuss the purpose(s) of focus groups in schools
- Give you practical tools to run your own focus group

Elements of effective focus groups

- Active Listening Session for Educators
- Attention to group composition
- Limited # participants
- Attention to participant comfort level
- Clear purpose
- Very small # of open-ended questions

Focus Group Process

- Step 1: What is the purpose
- Step 2: Who will you invite
- Step 3: Logistics
- Step 4: Introductions
- Step 5: Norms for participation
- Step 6: How will we share data
  - State/national/district example
  - Handling difficult feedback
- Step 7: Finalizing questions
- Step 8: Practice

Martinez, Minch, Sandomierski, Winneker, Webster, & MacSuga-Gage, 2017
Florida PBIS Project, USF
STEP 1: Why hold a focus group with families?

- You can learn about...
  - Opinions on how to address disproportionate discipline
  - Better ways to communicate with families
  - How we can be more welcoming to all of our families
  - How we can better include family voice in our planning

Why might you NOT want to hold a focus group with families?

Step 1: ACTIVITY

- Work with your team to identify your purpose and build your introduction for your focus group:
  - What is the purpose of our focus group?
  - Why is it important for us to gather feedback from our families?
  - Why is it important for us to share data?

Video on Focus Groups

https://www.youtube.com/watch?v=Ra1siMLi0kk
Step 2: Who should we invite

- Consider WHO you want to be represented
- Why is this so important?
  - Grade levels (primary/intermediate/secondary)
  - Ethnicities (Ex. Haitian, Puerto Rican, Cherokee Tribe)
  - Academic Concerns/Education Status (w/ IEP, 504 plan in place)
  - Other factors: attend after school program, length of time in country/state/neighborhood, disability status, language
  - Discipline involvement
    - Select at least 1 student family with low, medium, and high discipline involvement

Selecting Student Names

- Item #2: Select 2 to 3 students to represent the distribution of office contact

<table>
<thead>
<tr>
<th>Student</th>
<th># ODRs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cinderella</td>
<td>12</td>
</tr>
<tr>
<td>Lilo</td>
<td>7</td>
</tr>
<tr>
<td>Harvey</td>
<td>6</td>
</tr>
<tr>
<td>Pinnochio</td>
<td>4</td>
</tr>
<tr>
<td>Grumpy</td>
<td>2</td>
</tr>
<tr>
<td>Max</td>
<td>1</td>
</tr>
<tr>
<td>Maxine</td>
<td>1</td>
</tr>
<tr>
<td>Shirley</td>
<td>1</td>
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<td>Robert</td>
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<td>Grumpy</td>
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</tr>
<tr>
<td>Max</td>
<td>7</td>
</tr>
<tr>
<td>Maxine</td>
<td>5</td>
</tr>
<tr>
<td>Shirley</td>
<td>3</td>
</tr>
<tr>
<td>Robert</td>
<td>1</td>
</tr>
</tbody>
</table>

Try to pick at least one student from the low end of this distribution, one from the middle of the pack, and one from the highest end of the distribution.

How will we invite families?

- In person via trusted staff member
- Phone call
- Paper document
- Email
- How many people will you invite or hope to have attend?
- How will you follow-up and remind families?

Next steps: Invite families to the focus groups

- Use the same person who made the initial contact with families to follow-up with an invitation to the focus group. You might want to provide a script or suggested guidelines for making the invitation.

  Example:
  
  “Thank you so much for being willing to talk to us about discipline and behavior at our school. After talking to families, the time and date that worked best for most was December 13th at 6pm. Many families suggested it was easiest to get to the Sunshine Community Center so we have reserved space there.”
Step 3: Logistics

- Consider a neutral location
- Provide...
  - Snacks and beverages
  - Offer childcare if possible
  - Transportation and language assistance

Step 4: Introductions

- Your preferred name/nickname
- Age(s) or grade level(s) of your child/children
- Complete this sentence:
  - If I could have an all-expense paid vacation anywhere in the world,
    - I would go...
    - because...

Step 5: Norms - Example

One person talks at a time

- Try to be brief/get to the point
- Say “pass” if you don’t want to respond to a question

It’s OK to disagree with what someone says; share your perspective when it’s your turn to talk—speak your truth

Please do not share names of individuals, simply say “a teacher” or “a staff member” or “a child”

Step 6: Data to Share-Disproportionate Discipline

When students who belong to a certain group, such as:
- gender,
- race,
- poverty level,
- special education,
- perceived sexual orientation
- and other things...

are sent down to the office more often than students of another group.
Black/African American Male Suspension Rates, 2012-13
Schott Foundation for Public Education: www.blackboysreport.org

Group Discussion

- What are some things you think your staff might say in their reaction to the problem definition statement?

- What are some things you think your families might say in their reaction to the problem definition statement?

Step 6 Cont’d: Sharing Difficult Data During the group

- Listen
  - Nonverbal behaviors too
- Be humble
- Be transparent
- Try to take others’ perspectives
- Clarify that the data may be upsetting, but that you owe it to your community to share & discuss
- Emphasize that family voices matter to us!

Step 6 Cont’d: Possible Responses to Information Shared

- Responses to affirm/confirm
  - That is fair or That is understandable
  - Yes, Of course,
  - Ok, Thank you
  - Nodding
  - I see

- Restate the feedback to ensure you accurately heard the comment. This can also give you extra think time
  - What I heard you say was…is that right?

- Response if a rebuttal is necessary? Unlikely to use*
  - In most cases we don’t want to disagree with someone’s response. We want to keep families talking and actively listen while recording responses but if necessary-
    - I appreciate why you think that, but…
    - I can see why you think that and…
  *Brainstorm other responses
Step 7: Select your Questions

- Plan on about 4 questions
- If needed have supplemental questions ready
- Think about covering 4 general categories
  - What is going well at school- related to climate/discipline
  - Reactions to the data you share
  - Ideas to address exclusionary discipline or improve school climate
  - How to follow-up/better communicate

Step 7: ACTIVITY

- Work with your team to...
1. Review your purpose
2. Identify/Consider what 1 piece of data you want to share
3. Select/Draft 4 Questions to use

Step 8: Running the Focus Group

- Review purpose
- Who are we inviting
- Introductory Activity
- Norms
- What data will we share
- Ask our questions

*Utilize script as necessary and helpful
Focus Group Success Stories

- Eye-opening feedback for schools/districts, “big win” systems change strategy
  - Simple strategy resulting in significant change and impact
- Increased home-school communication and positive school-community-family partnerships
  - Community day developed
- Personal lives impacted
  - Family member going back to school to become a teacher

Focus Group Success Stories

- Handout with Materials


Activity

- Find an elbow partner
- Person with the next birthday is Person A
- ROUND 1 (2 minutes)
  - Person A: talk about your all-time favorite teacher
  - Person B: listen (no talking or verbal gestures!)
- ROUND 2 (2 minutes)
  - Switch roles
- Discuss
  - How did the talking/listening process go?

Activity

- ROUND 3 (2 minutes)
  - Person A: When was the first time you had a teacher of a different race/ethnicity?
  - Person B: listen (no talking or verbal gestures!)
- ROUND 4 (2 minutes)
  - Switch roles
- Discuss
  - How does that shape how we experience our educational systems?
Circling Back…

So... who needs to be at the table for reviewing and revising your expectations and matrices?

- Build staff identity awareness (p. 45)
- Examine expectations and matrices for fit (p. 32)
- Obtain student input:
  - Surveys (e.g., SISS)
  - Blank matrix (p. 33)
  - Rules gallery walk (p. 33)
  - Equity advisory board
- Obtain family input:
  - Use school events
  - Surveys (e.g., SISS)
  - Family focus groups

ADD/ADJUST/ABANDON?

1. DEFINE
   - School-wide expectations

2. TEACH & PRACTICE
   - Expectations

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

TEACH & PRACTICE expectations

CORE PRACTICES of school-wide PBIS

MENU OF ADAPTATIONS

Personal matrix (p. 41)
Include students in planning/teaching lessons
Teach equity and social justice skills
Class-wide reset lessons
Introducing the Personal Matrix Activity

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

Steps for the Activity

1. Ask students about the purpose of expectations.
2. Review the school-wide expectations and specific examples with students.
3. Ask students to write down 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 staff review.
7. Return the matrices to students for their personal reference.
Activity: Complete Your Own Personal Matrix

1. Fill in the school-wide expectations for your school
   - e.g., be safe, be respectful, be responsible
2. Complete the “AT SCHOOL” column with examples across school settings
3. Complete the “AT HOME” and “IN MY NEIGHBORHOOD” columns for you personally
Thinking about how the activity went…

- What went well?
- How did the students respond?
- How easy or difficult was it for them?

Review your Matrices

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

Interpreting the Personal Matrix

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

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
Review your Matrices

- How might you use this information in your instruction?

Discussion Question

- What is the lowest grade you’d do this with?
Bullying Prevention in Positive Behavior Support (BP-PBS)

Ross, Horner, & Stiller, 2008
Available for free at www.pbis.org

The BP-PBS Curriculum: Student training

- Teaching school-wide rules
- Responding to problem behavior - “Stop, Walk, Talk”
  - **Stop**: Tell someone who is teasing to “stop”
  - **Walk**: Walk away from the problem behavior
  - **Talk**: Tell an adult

A case study
(Good, McIntosh, & Gietz, 2010)

- Implementation
  - **Student SWPBS Leadership Team**
    - Had input in making the BP-PBS program socially acceptable to all students
    - Selected the “Stop” signal
      - “Too far” with hands crossed
    - Three grade 8 students presented the program to the rest of the school
A case study

- Outcomes
  - Office discipline referrals (ODRs) for verbal bullying

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**Student-created School-wide Expectations Lessons**

"The Beaver" (Chief Jimmy Bruneau School)

http://www.youtube.com/watch?v=9rFRW1Et3Ys

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**Resources for Promoting Equity in Classrooms:** www.tolerance.org
DEFINE school-wide expectations (i.e., social competencies)

TEACH & PRACTICE expectations

MENU OF ADAPTATIONS

- Personal matrix (p. 41)
- Include students in planning/teaching lessons
- Teach equity and social justice skills
- Class-wide reset lessons

Sample Neutralizing Routine

- **TRY**
  - Take a deep breath
  - Reflect on your emotions
  - Youth’s best interest
    - “Let’s **TRY** that again.”
    - “Let’s **TRY** it a different way.”
    - “Let’s **TRY** it how we do it at school.”
Classwide “Reset” Routine

- **TRY for students**
  - Take three deep breaths
  - Reflect on your feelings
  - You 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**

---

**CORE PRACTICES** of school-wide PBIS

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

2. **TEACH & PRACTICE**
   - expectations

3. **MONITOR & ACKNOWLEDGE**
   - prosocial behavior

**MENU OF ADAPTATIONS**

- Personal matrix (p. 41)
- Include students in planning/teaching lessons
- Teach equity and social justice skills
- Class-wide reset lessons

---

**OREO**

**DEFINE**

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

**TEACH & PRACTICE**

- expectations

**MONITOR & 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.

Core Practices of School-wide PBIS

1. Define school-wide expectations (i.e., social competencies)
2. Teach & Practice expectations
3. Monitor & Acknowledge prosocial behavior

Menu of Adaptations

- Increase contingent praise
  - Assess equitable use
  - Praise preference survs.
- Increase non-contingent praise
  - Greet at the door
  - Get to know students

Increase contingent praise
- Assess equitable use
- Praise preference survs.
Increase non-contingent praise
- Greet at the door
Get to know students
Modified TFI Walkthrough Tool

Staff Interview Questions
Interview at least 10% of staff or at least 5 for smaller schools
1. What are the ______________ (school rules, high 5’s, 3 bee’s)? (Define what the acronym means)
2. Have you taught the school rules/behavior expectations this year?
3. Have you given out any ______________ (rewards for appropriate behavior)

Student Interview Questions
Interview a minimum of 10 students that are demographic:
1. What are the ______________ (school rules, ho)
2. In your own words, what do those mean in school?
3. How would you describe them at home?
4. Have you received a ______________ (rewards for appropriate behavior)

Consider Interdependent Group Acknowledgement Systems

CORE PRACTICES of school-wide PBIS

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

TEACH & PRACTICE expectations

MONITOR & ACKNOWLEDGE prosocial behavior

MENU OF ADAPTATIONS

Increase contingent praise
- Assess equitable use
- Praise preference survs.

Reinforcer Preference Surveys
Praise Preference Assessment

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

When I do something good, I want Mrs. _______ to...
- Our class gets a chain.
- I get a WOW! Ticket.
- Mrs. _______ tells me I did a good job.
- Mrs. _______ gives me a smile or a thumbs up.

Connections…

- Find a partner you’ve not talked with yet

- Take turns sharing your answers to these questions:
  1. Who was a teacher who really connected with you?
  2. What was it they did that made the difference?

Core Practices of school-wide PBIS

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

2. Teach & Practice
   - Assess equitable use

3. Monitor & Acknowledge
   - Praise preference survs.
   - Increase contingent praise
   - Increase non-contingent praise
   - Greet at the door

Connections

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

TEACH & PRACTICE
- Assess equitable use

MONITOR & ACKNOWLEDGE
- Praise preference survs.

Increase contingent praise
- Greet at the door

MENU OF ADAPTATIONS

Allday & Pakurar (2007)
Greet Students at the Door

- Stand at the door as students arrive and:
  1. Greet them by name
  2. Say something positive or neutral
  3. Direct to the first activity

Cook et al., in press

We get the job done

We are respectful, we listen, we learn

We back ourselves and others to win

We work together for maximum impact

Group Affirmation

Core Practices of school-wide PBIS

Menu of Adaptations

1. Define school-wide expectations (i.e., social competencies)
2. Teach & Practice expectations
3. Monitor & Acknowledge prosocial behavior

Increase contingent praise
- Assess equitable use
- Praise preference survs.

Increase non-contingent praise
- Greet at the door

Get to know students
Getting to Know You Activities

- Attend student extracurricular events
- 2x10 intervention
  - 2 min. for 10 days
  - End each session with an optimistic closure
- Strengths & interests assessments
- Student/teacher “About Me” poster activity
- Values cards activities
- Student interviews
- Share yourself too!

Strengths & Interests Assessment: Possible Items

- Background
  - Do you have a nickname?
  - Who do you live with/takes care of you/knows you best?
  - What languages are spoken in your home?

Strengths

- Something I’m good at is…
- Something I want to get good at is…
- Something I like to do outside of school is…
- Something I’m proud of about…
  - Myself…
  - My family…
  - My culture…
Strengths & Interests Assessment: Possible Items

- **Interests**
  - Who is your hero?
  - What do you want to be when you grow up?
  - Who is your favorite musician?
  - What makes you laugh?
  - What is your biggest fear?
  - If you could eat one thing for the rest of your life, what would it be?

- **Support**
  - The things I most need help with are:
  - The things that get me angry are:
  - To be even more successful, here is the help I need from you:
  - If I'm not doing what you want, I respond best when you tell me this way:

Strengths & Interests Assessment: Another Example

- If you're proud of me, I hope you…
- If I'm angry, please…
- When I'm not in school, my responsibilities include…
- I hope this is a class where…
- I hope we don’t…
- I respect teachers who…

(Erin Olsen)

Strengths & Interests Assessment: Options

- Administer to everyone
- Administer to a few
- Use as 1-on-1 interview
- Use as reciprocal interview
- Drip a question a week
“About Me” Poster Activity

- Tell the class the story of how you became a teacher – show a picture that symbolizes the story
- Ask students to share a story about them in small groups (perhaps with a picture on their phones)
- With permission, ask one student in each group to share the story of someone else in their group

Student Clubs

- African American Boys Book Club
  - Identify a book to read
  - Invite community members
- Student social justice club (Take Action)
- Student expression clubs

Storytelling activity

- Tell the class the story of how you became a teacher – show a picture that symbolizes the story
- Ask students to share a story about them in small groups (perhaps with a picture on their phones)
- With permission, ask one student in each group to share the story of someone else in their group

- Student Stories club
  - From Perry G Keithley Middle School, Franklin Pierce SD, WA
  - Monthly lunchtime opportunity for students to exercise voice
  - Students submit a story for approval before the session
  - Monthly themes (e.g., Identity: must start with “I am…”)
  - Vote on the best ones and hold a community poetry slam
**Student Clubs**

**Student Stories Club**
Empower students to exercise their voices at school in a way that is typically unavailable to them. Students write, present, and listen to the work of their peers.

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**CORE PRACTICES of school-wide PBIS**

1. **DEFINE** school-wide expectations (i.e., social competencies)
2. **TEACH & PRACTICE** expectations
3. **MONITOR & ACKNOWLEDGE** prosocial behavior
4. **PROVIDE INSTRUCTIONAL CONSEQUENCES** for unwanted behavior

**MENU OF ADAPTATIONS**

1. Assess equity in acknowledgement systems
2. Greet at the door
3. Non-contingent attn (2x10)
4. Praise preference surveys
5. Get to know you activities

**ADD/ADJUST/ABANDON?**

**CORE PRACTICES of school-wide PBIS**

1. **DEFINE** school-wide expectations (i.e., social competencies)
2. **TEACH & PRACTICE** expectations
3. **MONITOR & ACKNOWLEDGE** prosocial behavior
4. **PROVIDE INSTRUCTIONAL CONSEQUENCES** for unwanted behavior

**DISCOURAGE UNWANTED BEHAVIORS**

Use mild, instructional consequences
**CORE PRACTICES of school-wide PBIS**

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

2. **TEACH & PRACTICE**
   - expectations

3. **MONITOR & ACKNOWLEDGE**
   - prosocial behavior

4. **PROVIDE INSTRUCTIONAL CONSEQUENCES**
   - for unwanted behavior

**DISCOURAGE UNWANTED BEHAVIORS**

Do not ignore unwanted behavior

**MENU OF ADAPTATIONS**

- Quick redirects
- Nonverbal redirects
- Wise Feedback
- Use neutralizing routines
- VABB (p. 47)

**CORE PRACTICES of school-wide PBIS**

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

2. **TEACH & PRACTICE**
   - expectations

3. **MONITOR & ACKNOWLEDGE**
   - prosocial behavior

4. **PROVIDE INSTRUCTIONAL CONSEQUENCES**
   - for unwanted behavior

**DISCOURAGE UNWANTED BEHAVIORS**

Quick Redirects

- You might be...
- You're doing hard.
- I hear you.

(Katrina Ayers)

**DISCOURAGE UNWANTED BEHAVIORS**

Use non-verbal redirection cues

- Proximity
- Tap desk

Avoid verbal redirection that can lead to power struggle
A Cycle of Mistrust
(Yeager et al., 2014)

Student produces poor quality work

Teacher lowers standards and withholds critical feedback

Student perceives feedback as racially biased

Student responds with problem behavior or withdrawal

A Cycle of Mistrust
(Yeager et al., 2014)

Student produces poor quality work

Teacher provides critical feedback

Student does not receive critical feedback to improve

Teacher overpraises poor quality work

Student withdraws from schooling

Student perceives praise as insincere

Wise Feedback
(Yeager et al., 2014)

- Middle and high school students were assigned essays to write
- Teachers provided substantial criticism and one of two notes at the end:
  - "I'm giving you these comments because I have very high expectations and I know that you can reach them."
  - "I'm giving you these comments so that you'll have feedback on your paper."
Wise Feedback  
(Yeager et al., 2014)

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

Think… OWL

BAD OWL
- Overpraise mediocre work
- Withhold constructive feedback
- Low expectations
**GOOD OWL**

- Offer critical feedback
- With high expectations
- Ladder statement

**Activity: Wise Feedback**

- With a partner, come up with a wise feedback intervention for behavior
  - Academics
    - “I’m giving you these comments because I have very high expectations and I know that you can reach them.”
  - Think OWL
    - Offer critical feedback
    - With high expectations
    - Ladder statement

**Wise Feedback**

- What do high expectations mean?
  - The task is difficult!
  - Acknowledge explicitly – mistakes are expected
  - Teach a growth mindset

**Neutralizing Routines for Reducing Effects of Implicit Bias**

- Setting event: Lack of positive interactions with student
- Antecedent: Fatigue
- Behavior: Loud complaints about work (subjective behavior)
- Consequence: Student leaves class (Escape social interaction)
- Alternative Response: “See me after class.”
- Self-assessment: “Is this a vulnerable decision point?”
What makes for a good neutralizing routine?

1. If-then statement
2. Brief
3. Clear steps
4. Doable
5. Interrupts the chain of events

Neutralizing Routine Examples

- If this is a VDP…,
  - Delay decision until I can think clearly
    - “See me after class/at the next break”
    - ask the student to reflect on their feelings/behavior
    - 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 classwide cool-down strategy

Watch Video (twice)

- Talk at your table about your first reactions
- Discussion Questions
  1. Label this student behavior – what is it?
  2. What do you think the teacher (i.e., you) is thinking right now?
  3. What do you think the student is thinking right now?

Now Watch this Video

- Discuss in your head:
  - Is your reaction any different?
VABB (Hollie, 2011)

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

Activity: Applying VABB

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

VABB in Action

- Rita Pearson
  - https://www.youtube.com/watch?v=bndCdOeMO3Y

CORE PRACTICES of school-wide PBIS

1. DEFINE
   - school-wide expectations (i.e., social competencies)
2. TEACH & PRACTICE
   - expectations
3. MONITOR & ACKNOWLEDGE
   - behavior

MENU OF ADAPTATIONS

- Quick redirects
- Nonverbal redirects
- Wise Feedback
- Use neutralizing routines
- VABB (p. 47)
CORE PRACTICES of school-wide PBIS

1. DEFINE school-wide expectations (i.e., social competencies)
2. TEACH & PRACTICE expectations
3. MONITOR & ACKNOWLEDGE prosocial behavior
4. PROVIDE INSTRUCTIONAL CONSEQUENCES for unwanted behavior
5. MAKE DECISIONS based on information collected

MENU OF ADAPTATIONS

- Data reports
- Student surveys
- Quick student activities
- Student/family focus groups

SWIS Drill Down (www.swis.org)

Add demographic group of interest as a filter (click to “Include in Dataset”).

Click each graph and compare to overall patterns.

School Ethnicity Report
**CORE PRACTICES** of school-wide PBIS

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

2. **TEACH & PRACTICE**
   - expectations

3. **MONITOR & ACKNOWLEDGE**
   - prosocial behavior

4. **PROVIDE INSTRUCTIONAL CONSEQUENCES**
   - for unwanted behavior

5. **MAKE DECISIONS**
   - based on information collected

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**DATA REPORTS**

- Quarterly...
  - For administrators
  - For staff
  - For community

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**MENU OF ADAPTATIONS**

- Data reports
- Student surveys
- Quick student activities
- Student/family focus groups

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**ADD/ADJUST/ABANDON?**

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**SCHOOL EXAMPLE**

Urban K-8 School
Risk Indices

- Black/White ODR Risk Ratio = 2.67

Drill Down: Phys. Aggression on Playground

- Black/White ODR Risk Ratio = 4.5

The School PBIS Team’s Intervention

- ODRs and observations indicated differences in perceived basketball rules
- Team clarified rules for staff and students
  - Aka “code-switching”
- Additional teaching, practice, and acknowledgement
- Monitor with ODRs and Black-White RR

The School PBIS Team’s Intervention Outcomes

- Black-White Risk Ratios
  - Overall
    - 2013-14: 2.67
    - 2014-15 (Sept to Dec): 2.0
  - Physical Aggression on Playground
    - 2013-14: 4.5
    - 2014-15 (Sept to Dec): can’t calculate (1 ODR)
Progress over Time

Office Discipline Referrals Per Day
Per 100 Students

(McIntosh, Ellwood, McCall, & Girvan, 2018)

Action Planning Time

Action Plan
Facilitated Action Planning

1. Brainstorm a large list of possible next steps for your school
   - Don’t worry about prioritizing or feasibility right now
2. Prioritize them for:
   - A. September
   - B. November
   - C. January
3. Develop the details
   - WHAT, WHO, WHEN, HOW KNOW?

Think Pair Share and Steps Forward

- Turn to partner and share:
  - One aha
  - One ah…huh?
  - One next step

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Support for this work:
NCSER (R324A170034)