



# H1: Equitable Family-School Collaboration in PBIS

Friday October 23, 2020  
Jennifer Rose, Loyola University  
Chicago

# Virtual Forum Expectations

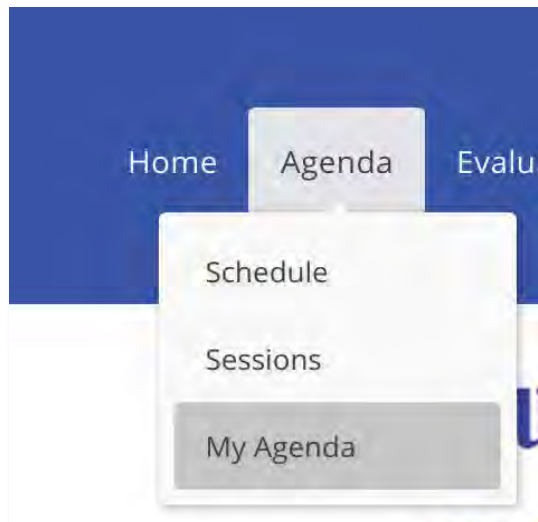
EXPECTATION	OVERALL Event	CHAT Tab	POLLS Tab (+Q&A)
<b>BE RESPONSIBLE</b>	<ul style="list-style-type: none"> <li>✧ Use a <b>shared action plan</b> for your team</li> <li>✧ Complete session <b>evaluations</b></li> </ul>	<ul style="list-style-type: none"> <li>✧ Post positive <b>on-topic</b> comments</li> <li>✧ Questions for the presenters go in the <b>POLLS tab</b> ➡</li> </ul>	<ul style="list-style-type: none"> <li>✧ <b>Add questions</b> before and/or during session</li> </ul>
<b>BE RESPECTFUL</b>	<ul style="list-style-type: none"> <li>✧ Limit <b>distractions</b></li> <li>✧ <b>Follow up</b> on your assigned action items</li> </ul>	<ul style="list-style-type: none"> <li>✧ Use <b>inclusive</b> language</li> </ul>	<ul style="list-style-type: none"> <li>✧ Use <b>sincere</b> phrasing</li> <li>✧ Complete additional polls <b>when prompted</b></li> </ul>
<b>BE SAFE</b>	<ul style="list-style-type: none"> <li>✧ Take <b>movement breaks</b></li> <li>✧ Be aware of your <b>stress level</b></li> </ul>	<ul style="list-style-type: none"> <li>✧ Engage in <b>productive</b> dialogue</li> </ul>	<ul style="list-style-type: none"> <li>✧ Ask <b>solution-oriented</b> questions</li> </ul>
<i>For Presenters</i>	<ul style="list-style-type: none"> <li>✧ <i>Ensure <b>Files Tab</b> has current materials and related weblinks</i></li> </ul>	<ul style="list-style-type: none"> <li>✧ <i><b>Monitor</b> and remove inappropriate comments</i></li> </ul>	<ul style="list-style-type: none"> <li>✧ <i><b>Identify common Qs</b> to address in final 15 minutes</i></li> </ul>



# Finding Your Registered Sessions in Pathable

## ***Your Personalized Schedule (My Agenda)***

Locate the Agenda Menu, Select “My Agenda” from the drop-down, and you will see the sessions for which you are registered. A green check mark in the upper right corner indicates you are registered.



# Navigating the Session Page

1. **Session Details** (Title, Presenters, Date & Time, Description, Keywords)
2. **Join Session**
3. **Interact through Chat, Polls, & Uploaded Files**

The screenshot shows the session page for the 'Orientation for Tech Assistants and Content Facilitators (OPTIONAL for Presenters)' session. The page is titled 'AGENDA' and includes a 'MANAGE' button. The session is scheduled for 2:00 PM - 4:00 PM CDT on Friday, September 18. The presenters are Jennifer Norton (Midwest PBIS Network Project Coordinator) and Brian Meyer (Midwest PBIS Network (IL) Co-Director). The session is an orientation for tech assistants and content facilitators on the Pathable Portal. The page includes a 'JOIN MEETING' button and a 'SPEAKER ONLY: Join the live meeting now' link. The chat section shows a message from Diane LaMaster: 'I had to open zoom to hear'.

1. Orientation for Tech Assistants and Content Facilitators (OPTIONAL for Presenters) 2. 3.



## *Tips for Participants*

# Chat, Polls, and Q&A

1. Use **Chat** for engaging with other participants around the session topic.

*Presenters may use chat differently in specific sessions.*

Follow overall Forum expectations for *responsible, respectful, and safe* chatting

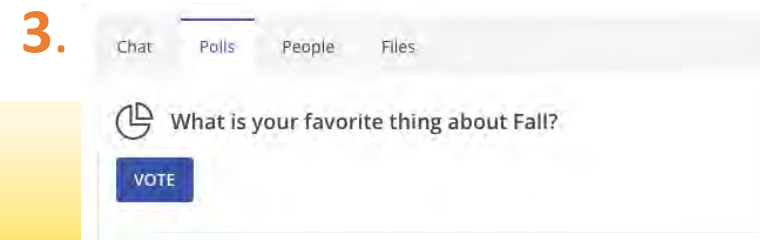
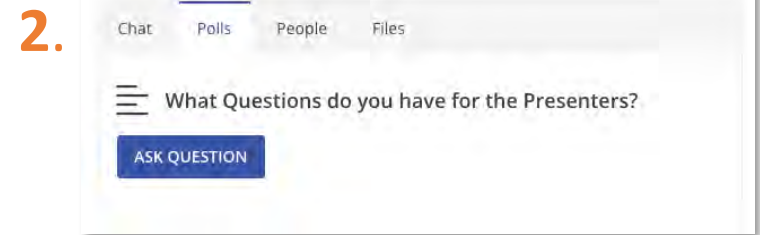


2. Find the **Q&A** under **Polls**.

Questions for presenters go there.

3. Some sessions have other **Polls** or more **Specific Questions**.

Complete those when prompted



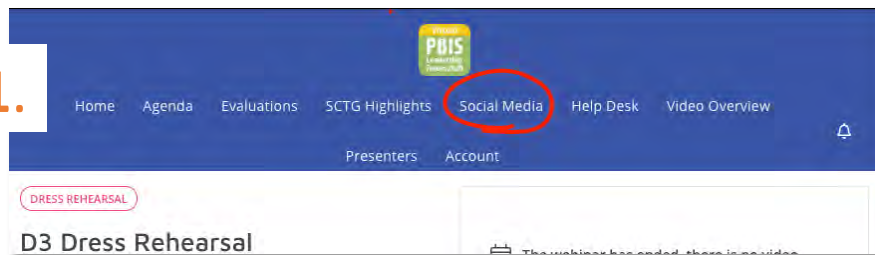
## Virtual PBIS Leadership Forum

# Be careful of accidentally navigating away

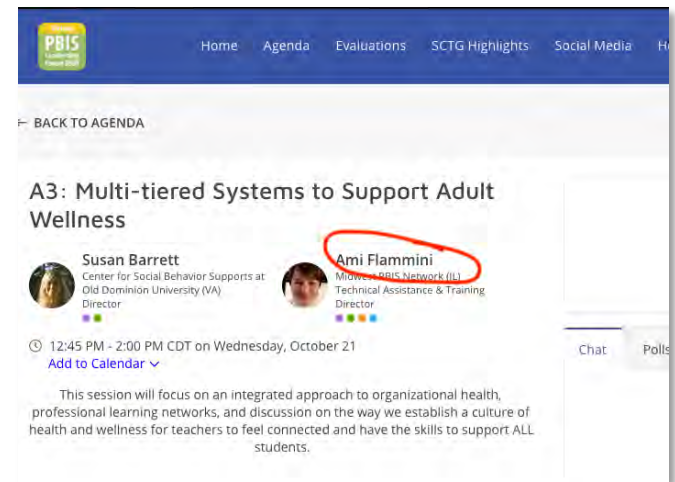
## **While participating in a live Session...Be Present!**

- If you navigate away from the live Session you will need to press the “Join Meeting” button to get back in.
- What does **navigating away** look like? Here are some examples:
  1. Clicking on any area of the navigation menu
  2. Clicking on a Person's name

1.



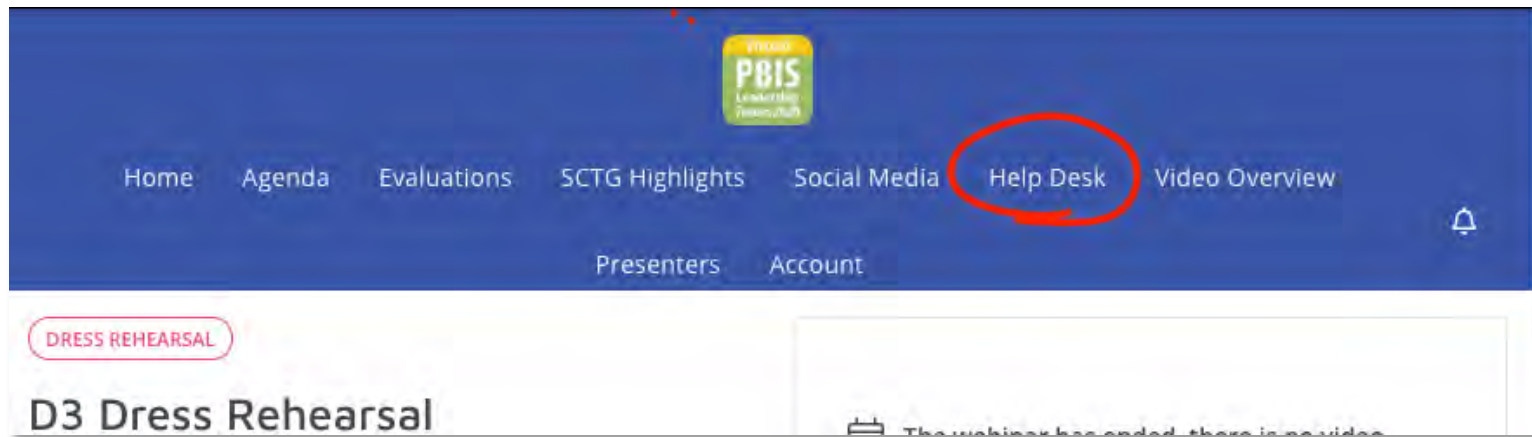
2.



## *Tips for Participants*

# Support is Available

If at any time you need support as a participant,  
use the **Help Desk**:





# When Working In Your Team

## **Consider 5 Questions**

- How does this compare to our priorities?
- Who would do this work?
- Where would this work live (e.g., responsibility)?
- What should we stop doing to make room for this work?
- How will we assess whether it's (a) implemented well and (b) working?



# Strand Overview

## H: Family & Student Voice

### **H1: Equitable Family-School Collaboration in PBIS**

*Jennifer Rose, Loyola University Chicago (IL); Therese Sandomierski, University of South Florida*

### **H2: Using Family Data to Inform Home-School Communication and Collaboration within PBIS**

*Adam Feinberg, University of Connecticut; Sarah Fefer, University of Massachusetts-Amherst; Chris Vatland, University of South Florida*

### **H3: Using PBIS During the COVID-19 Outbreak to Facilitate Improved Home-School Support for Integrated Mental Health and Academics**

*Mark Weist, University of South Carolina; Devon Minch, University of North Carolina S. Andrew Garbacz, University of Wisconsin-Madison; Jen Hoskins, University of Oregon*

# Poll questions

## Please type into the chat:

- How is your district/school providing instruction?
  - 100% virtual
  - 100% face-to-face
  - Hybrid (blend of virtual & face-to-face)

# Poll questions

## Please type into the chat:

- How many hours of attendance does your district/school require for students?
- How do staff provide instruction?
  - Asynchronous
  - Synchronous

# Poll questions

## Please type into the chat:

- What are the homework requirements for your district/school?
- What supports does your district/school provide for working families?

- “When youth, family, and community culture are included in the classroom, students feel a sense of belonging, see purpose in learning, and are motivated to do well. School relationships with families and communities improve.”

- Source: Saifer, Edwards, Ellis, Ko, and Stuczynski, 2011

What's  
Culture  
Have To do  
With It?

# PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches



May 2019

## **PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches**

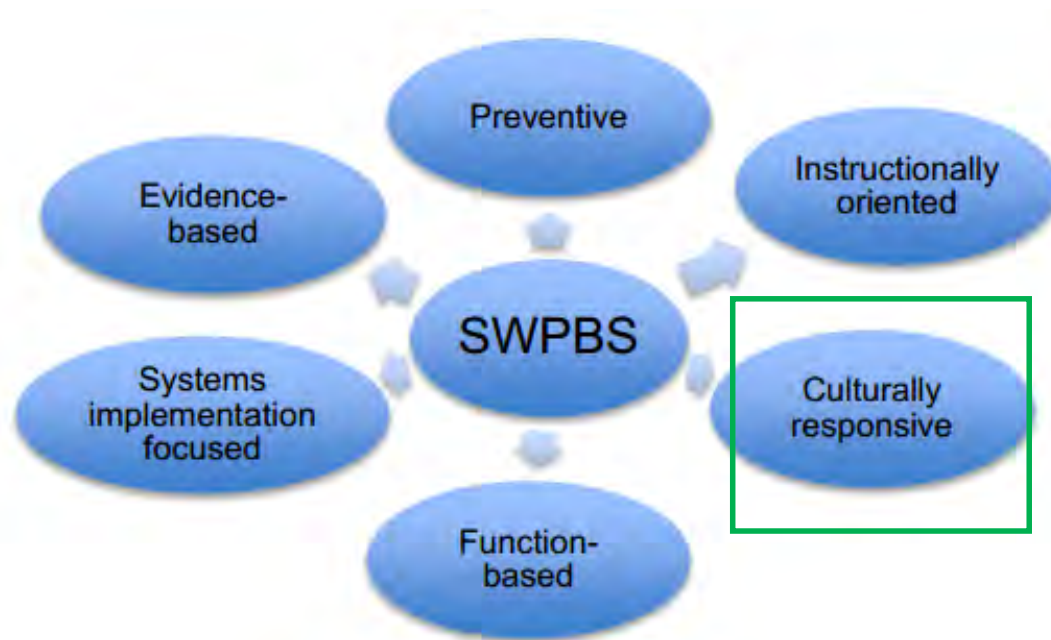
Milaney Leverson<sup>1</sup>, Kent Smith<sup>1</sup>, Kent McIntosh<sup>2</sup>, Jennifer Rose<sup>3</sup>, Sarah Pinkelman<sup>4</sup>

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

This field guide outlines an integrated framework to embed equity efforts into school-wide positive behavioral interventions and supports (SWPBIS) by aligning culturally responsive practices to the core components of SWPBIS. The goal of using this guide is to make school systems more responsive to the cultures and communities that they serve. This guide is part of a 5-point intervention approach for enhancing equity in student outcomes within a SWPBIS approach.

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

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2020



- Source: Sugai, G., Horner, R.H., Algozzine, R., Barrett, S., Lewis, T., Anderson, C.,...Simonsen, B. (2010).

## Six defining features of SWPBS



# Cultural Responsiveness and PBIS

- Cultural responsiveness includes:
  - 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).
- Source: Leverson, Smith, McIntosh, Rose, and Pinkelman, 2019

# System Changes=**Equity**, NOT Equality

---

**Equity** is the quality of being fair or impartial. Applied to education this means accommodating and meeting specific needs to ensure equal educational opportunity (OECD, 2007). Students of all cultures, languages, classes, races, ethnic backgrounds, disabilities, religions, genders, sexual orientation, and other diversity factors have equal educational opportunities.

## EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier

Where do your beliefs fall on the continuum?



Equity and  
the digital  
divide



# COVID-related equity issues

- Students and teachers alike are affected by the digital divide highlighted by the pandemic
  - *“New Common Sense and Boston Consulting Group analysis shows 15 to 16 million kids—3 to 4 million more than previous estimates—and as many as 400,000 teachers lack adequate internet or computing devices at home.”* (Common Sense Media Monday, June 29, 2020)

# Characteristics of systems change

## Technical changes

- Adaptations to actual practices or instruction. **Technical changes are important but may not reflect deeper change.**

## Adaptive changes

- Changes in values, beliefs, roles, relationships, and approaches to work. **Adaptive change involves changing not only routines but also mindsets.**

(Leverson, Smith, McIntosh, Rose, & Pinkelman, 2019)

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# Variables over which school has control

## Technical

- Policies
- Procedures
- Programs
- Schedule
- Curriculum
- Instructional methods
- Staff roles and responsibilities
- SLOs
- Staff development
- Team protocols
- Imaging
- Interaction patterns

## Adaptive

- Low expectations/fixed mindset
- Biases, resentments, fears
- Sense of self-efficacy
- Knowledge
- Stereotypes, misconceptions
- Deficit vs. asset thinking
- Belief systems
- Ownership of vision/mission
- Relationships
- Connectedness to schooling
- History with schooling

Source: Wisconsin RtI Center

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- Teams actively seek feedback from students, families, and the community about preferences for acknowledgement and perceptions of the current systems at least annually.

(Leverson, Smith, McIntosh, Rose, & Pinkelman, 2019)

# Systems Change

Cultural  
Responsiveness  
(Levenson, Smith,  
McIntosh, Rose,  
& Pinkelman,  
2019)

- Cultural responsiveness within SWPBIS includes the following core components:

1. Identity

2. Voice

3. Supportive Environment

4. Situational Appropriateness

5. Data for Accountability

# Systems change & family engagement

- Lawson, 2003, contrasts school and parental views of engagement:
  - Community-centric
    - Parents involved in activities that meet the basic needs of their children as going to school well fed, rested, and clean.
  - School-centric
    - Parents involved in activities that are structured and defined for parents by schools

# Poll questions

Please type into the chat:

- How has family-school collaboration in your district/school changed since the onset of the pandemic?
  - Increased
  - Decreased
  - Remained the same



# Poll questions

## Please type into the chat:

- What strategies has your district/school used to collaborate with families during the pandemic? Please select all that apply
  - District/school webpage
  - Video meetings
  - Face-to-face meetings
  - Email
  - U.S. Postal mail
  - Other—Please describe

- SWPBIS teams include families as full partners.
  - “SWPBIS leadership teams not only include stakeholders as team members but also actively elicit ownership, voice, and broad representation of their families and communities, **especially underserved families and cultures.**”

Cultural  
responsiveness:  
Voice

(Leverson, Smith, McIntosh, Rose, & Pinkelman, 2019)

## Cultural responsiveness: Voice

- Meaningful inclusion of family voice fosters cultural responsiveness within SWPBIS systems
- Collaborative family-school partnerships may increase consistency in messaging across school and other settings.
  - Family-school collaboration is viewed as critical to student achievement.
  - Family voice is heard. Their histories and experiences represented and honored.

(Levenson, Smith, McIntosh, Rose, & Pinkelman, 2019)



# Resources

- [Promoting Digital Equity and Opportunity in the Time of COVID-19](#)
- [Rural districts' Covid-19 response](#)

# Presenter Contact Information

- Jennifer Rose, Ph.D., NCSP at [jrose4@luc.edu](mailto:jrose4@luc.edu) and @DocRose12 on Twitter



## Equitable Family-School Collaboration in PBIS

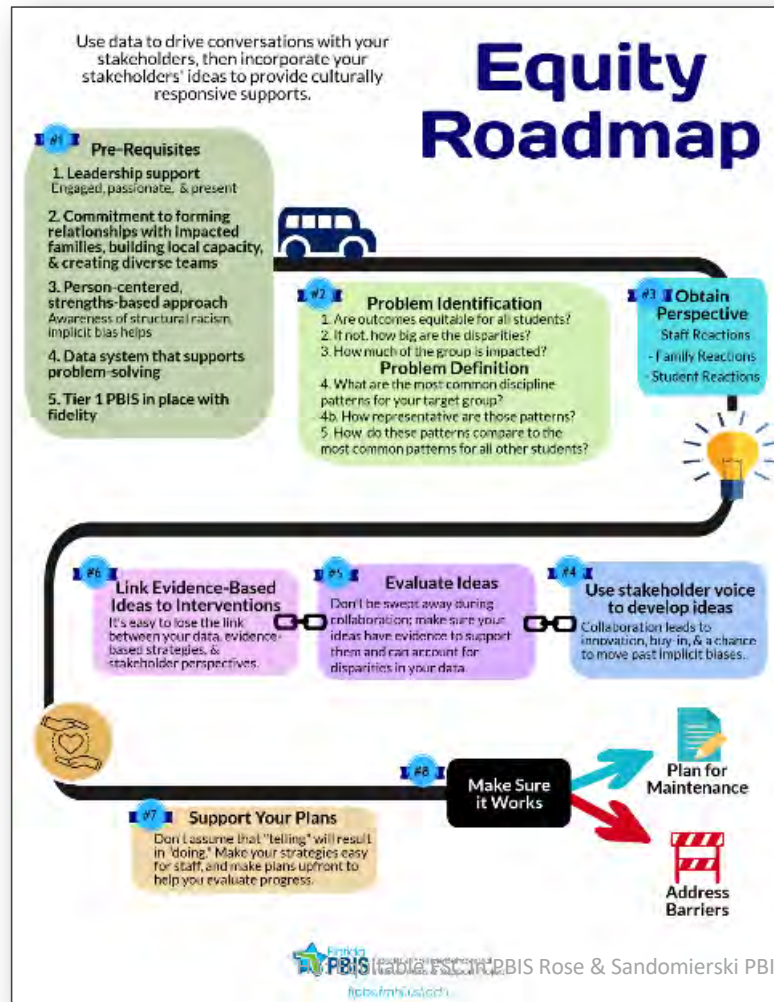
Therese Sandomierski, University of South Florida

*A Multi-Tiered System of Supports*



This product was developed by the Florida Positive Behavioral Interventions and Support Project, a project funded by the State of Florida, Department of Education, K-12 Public Schools, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

# Florida's Process for Collaborative Problem-Solving



## Handout: Equity Roadmap

27 schools in  
6 districts

1. Pre-Requisites
2. Problem ID & Definition
3. Obtain perspective
4. Incorporate others' ideas
5. Evaluate team ideas
6. Link ideas to interventions
7. Support interventionists
8. Follow up

## Please type into the chat:

- In what ways does your school involve families in **Tier 1** PBIS?

*Here are a few common examples:*

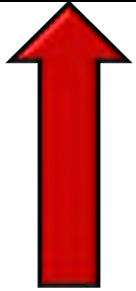
- Notifications about Tier 1 activities (awareness)
- Reminders about Tier 1 expectations
- Suggestions/Tips for using PBIS at home
- Solicitation for volunteers at a planned event (school store, reward activity)

Who decides what PBIS looks like in each of these examples?

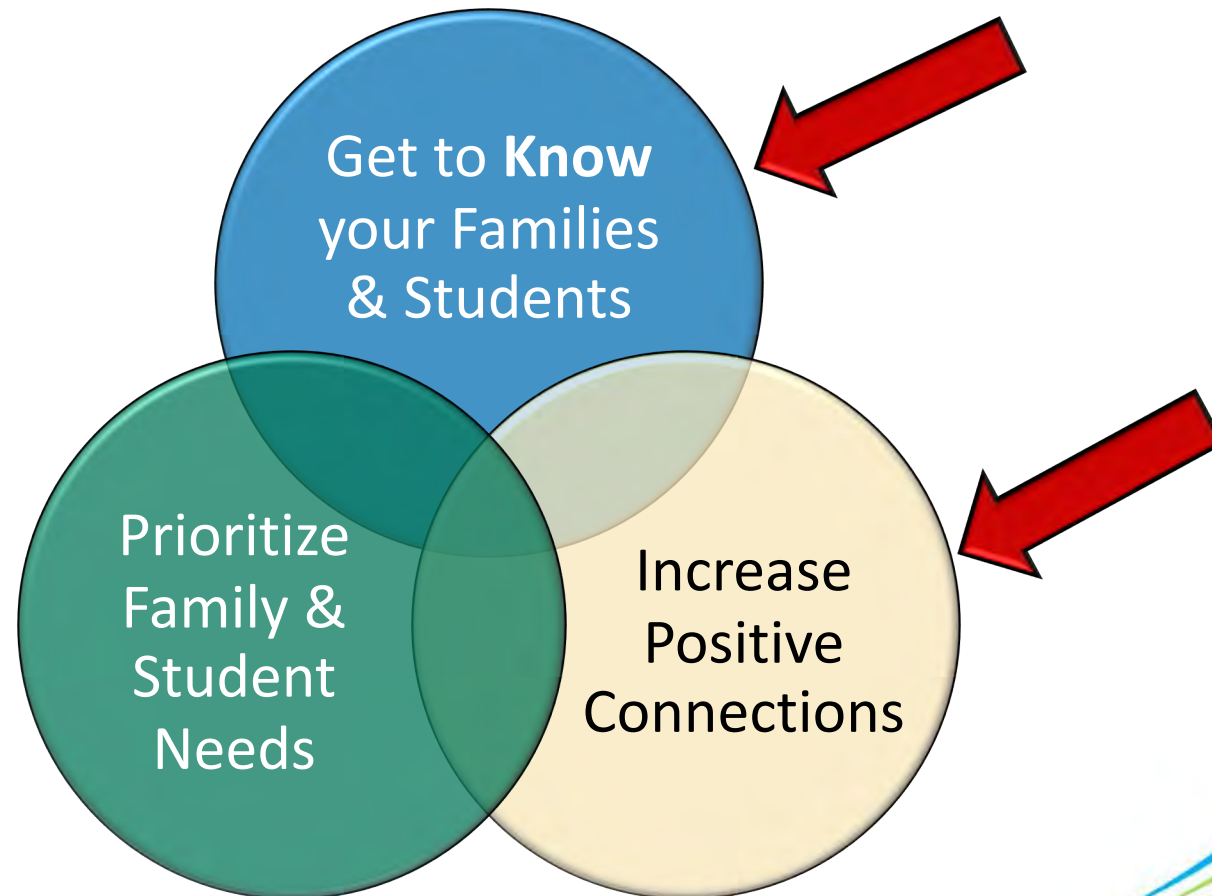
Do families of students impacted by disproportionate discipline respond to these activities?

# Barriers to Equitable Family Collaboration

- Effective communication
- Logistics (time, location)
- Pre-Existing relationships with school staff
- History of top-down decision making



# Building a Foundation for Collaboration



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# First Step: Identify & Use Communication Preferences

2. 'Communication Survey' – Example Survey Items for Building Collaborative Relationships with Families & Community Members			
Preferred Contact Method(s) <i>How would you prefer to communicate with the school?</i>	Preferred Frequency <i>How often would you like to be contacted by the school?</i>	Preferred Language(s) <i>What language would you prefer to use to communicate with school staff?</i>	Preferred Time <i>When is the best time to contact you?</i>
<input type="checkbox"/> School Portal <input type="checkbox"/> Website <input type="checkbox"/> Email <input type="checkbox"/> Text <input type="checkbox"/> Phone call <input type="checkbox"/> Skype <input type="checkbox"/> Facebook <input type="checkbox"/> Twitter <input type="checkbox"/> Parent/Teacher Meeting <input type="checkbox"/> PTA/PTO Meeting <input type="checkbox"/> Flyer/Letter <input type="checkbox"/> Focus Group <input type="checkbox"/> Student Journal/Notebook <input type="checkbox"/> Survey <input type="checkbox"/> Other: List method(s) below <div></div> <div></div> <div></div>	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly If weekly, which day would be best? <input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday <input type="checkbox"/> No preference <input type="checkbox"/> Every 2 weeks <input type="checkbox"/> Once a month <input type="checkbox"/> Quarterly <input type="checkbox"/> As often as needed <input type="checkbox"/> Other: List preferences below <div></div> <div></div> <div></div>	<b>Preferred Language(s)</b> <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Both English & Spanish <input type="checkbox"/> No preference <input type="checkbox"/> Other: List language(s) below <div></div> <div></div> <div></div> <div></div>	<b>Time of Day</b> <input type="checkbox"/> 7:00 - 9:00 AM <input type="checkbox"/> 9:00 - 11:00 AM <input type="checkbox"/> 11:00 AM - 1:00 PM <input type="checkbox"/> 1:00 - 3:00 PM <input type="checkbox"/> 3:00 - 5:00 PM <input type="checkbox"/> 5 - 7:00 PM <input type="checkbox"/> 7:00 - 9:00 PM <input type="checkbox"/> Any time <input type="checkbox"/> No Preference

Planning for Family Collaboration Handout

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*What impact has the pandemic had on the frequency, forms, and content of school/family communication?*

# What can educators do to improve on their family communication practices?

- Respect family preferences for communication
  - *Type, frequency, language, style (including titles)*
- Daily digest (instead of individual emails)
- Weekly “to-do” lists
- Standard office hours
- Following up via phone call, post card
- *Other ideas?*

*Teachers can partner with guidance counselors, social workers, Title 1 liaisons, etc.*

# Effective Communication

Hallway Pas  
p  
prepared

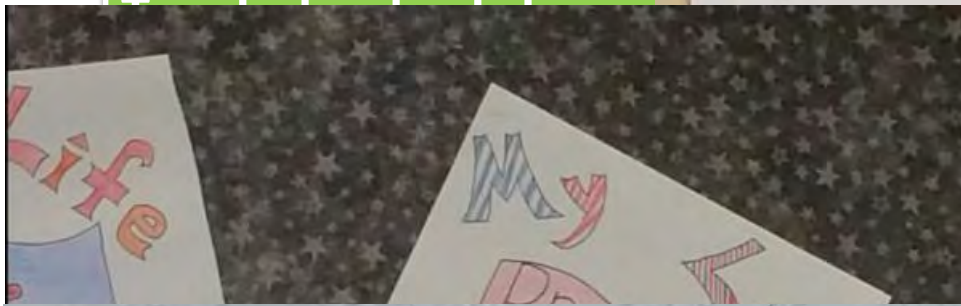
"A man is but the product of his thoughts. What he thinks, he becomes."  
*Gandhi*



"Courage is found in unlikely places."  
*J.R.R. Tolkien*



"A person who never made a mistake never tried anything new."  
*Albert Einstein*



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## Effective Communication

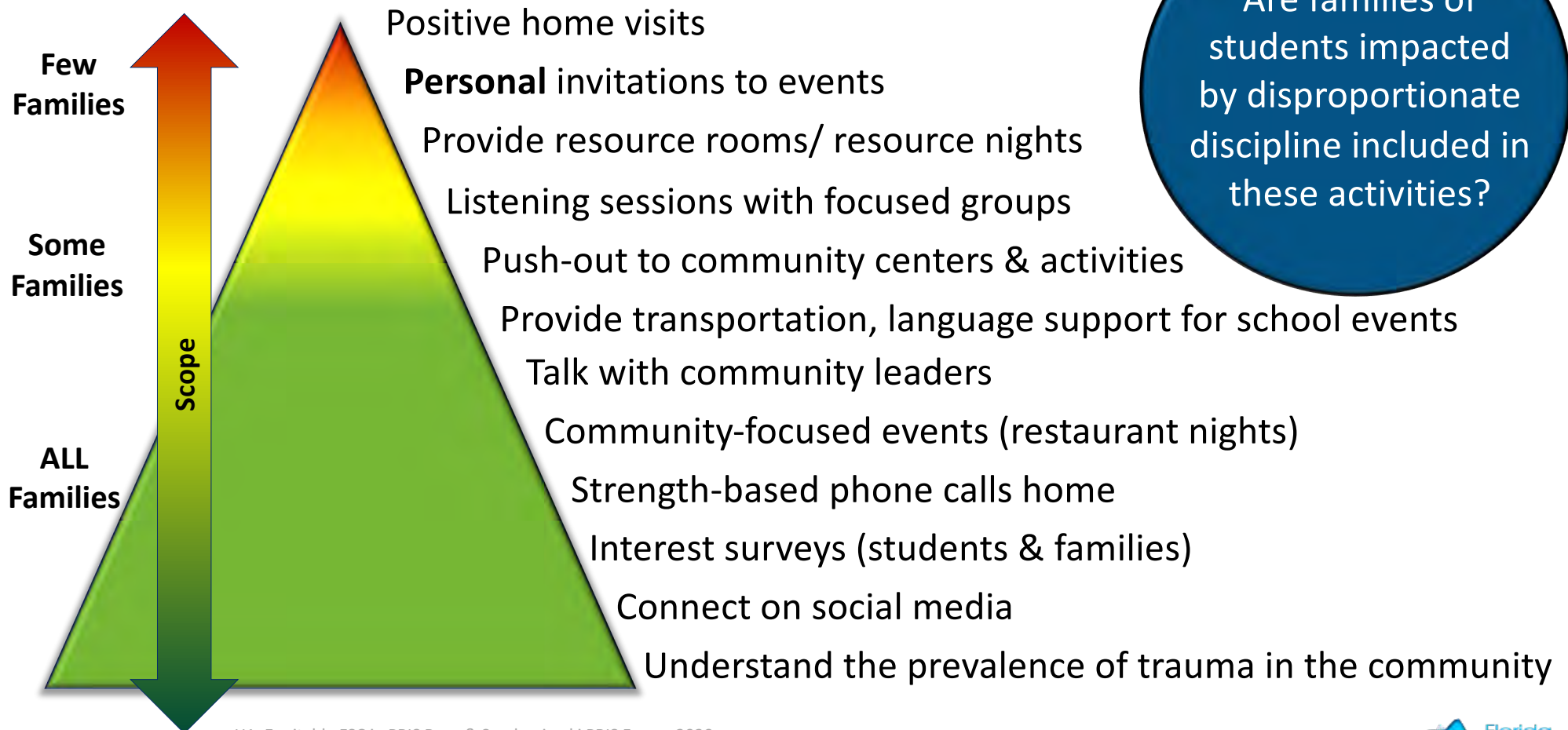
To what extent do your virtual practices project a welcoming environment?

### Online Classroom Rules



- Be dressed & groomed in a manner appropriate for a classroom.
- Set up at a location with minimal distraction. No virtual backgrounds.
- Remain seated at your work station for the entirety of the session.
- Be respectful of the learning process. Holding up any items, signs or pictures that are not necessary for instruction is unacceptable.

# Take a Multi-Tiered Approach



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[www.flpbis.org](http://www.flpbis.org) – Foundations/Family and Community Engagement



# Family Liaisons/Advocates

## Internal

- School or district staff
  - Teacher, para, front office, cafeteria, itinerant
- Volunteer network

## External

- Government organization
  - Head Start, social services
- Community/Grassroot organization
- Churches



# Opportunities for Family-School Collaboration

- Defining/Refining schoolwide expectations, rules & SEL routines
- Teaching schoolwide expectations, rules & SEL routines
- Refining, implementing & monitoring the fidelity of reward strategies
- Developing discipline policy/procedures
- Developing definitions of disciplinary infractions
- Determining expectations for disciplinary communication
- Reintegrating students to classroom/school after a disciplinary event
- Evaluating the effectiveness of Tier 1/2/3 (de-identified)

Do families of students impacted by disproportionate discipline respond to these activities?

# Examples of Family & Student Collaboration

**HS:** Youth leadership asked to problem solve appropriate ways for students to make suggestions for changes vs. engaging in unsafe protests.

**HS:** QR codes used to gather student feedback on current practices such as dress code.

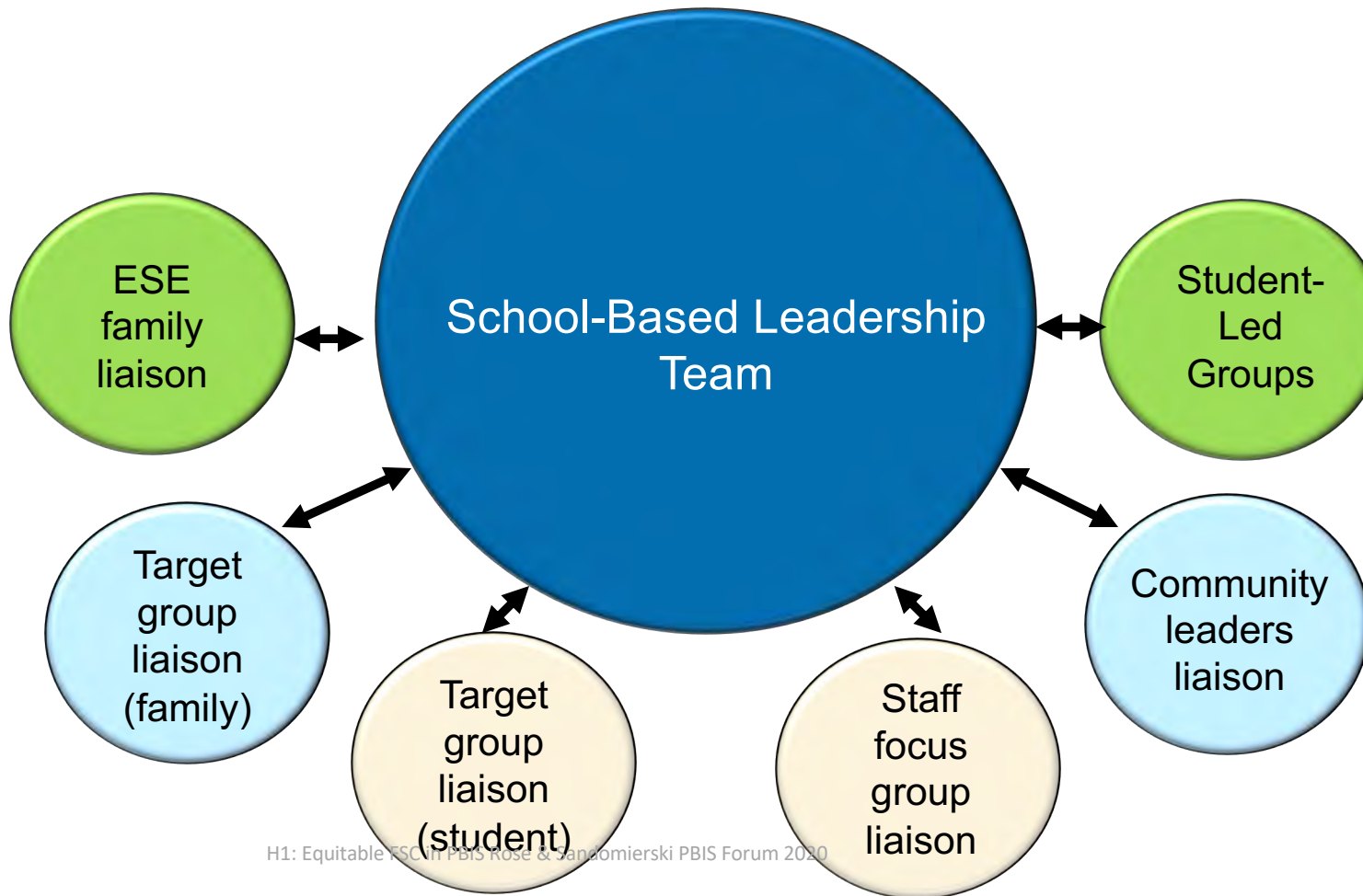
**MS & HS:** Students asked to develop and deliver a student conference on mental wellness & social emotional skills.

**Families:** Share discipline data with families and ask them to provide feedback on how best to share the data with other stakeholders.





# Managing Outreach & Feedback



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Team Meeting	Team
Team Meeting 1	Complete team roster, outline and develop, design levels & student survey
Team Meeting 2	Share outcome data and implement on policies with district & school, outline
Team Meeting 3	Analyze survey results & prepare for implementing next steps
Staff Meeting 1	Share outcome data & survey data, share expectations, policies, outline on school
Staff Meeting 2	Analyze results of staff meeting, update master plan for the first schoolwide
Staff Meeting 3	Share the master plan, outline and prepare for implementing next steps
Staff Meeting 4	Share the master plan, outline and prepare for implementing next steps
Staff Meeting 5	Share the master plan, outline and prepare for implementing next steps
Staff Meeting 6	Share the master plan, outline and prepare for implementing next steps
Staff Meeting 7	Share the master plan, outline and prepare for implementing next steps
Staff Meeting 8	Share the master plan, outline and prepare for implementing next steps
Staff Meeting 9	Share the master plan, outline and prepare for implementing next steps
Staff Meeting 10	Share the master plan, outline and prepare for implementing next steps
Staff Meeting 11	Share the master plan, outline and prepare for implementing next steps
Staff Meeting 12	Share the master plan, outline and prepare for implementing next steps
Staff Meeting 13	Share the master plan, outline and prepare for implementing next steps
Staff Meeting 14	Share the master plan, outline and prepare for implementing next steps
Staff Meeting 15	Share the master plan, outline and prepare for implementing next steps
Staff Meeting 16	Share the master plan, outline and prepare for implementing next steps
Staff Meeting 17	Share the master plan, outline and prepare for implementing next steps
Staff Meeting 18	Share the master plan, outline and prepare for implementing next steps
Staff Meeting 19	Share the master plan, outline and prepare for implementing next steps
Staff Meeting 20	Share the master plan, outline and prepare for implementing next steps

**Implementation Case Study: The First Four Months**

*(see the sample implementation plan for an outline of this article)*

The goal of this case study is to provide several examples of how PBIS teams can work with their stakeholders to ensure that the first four months of implementation are successful. The case study is divided into four sections: **Background**, **Implementation**, **Results**, and **Conclusions**.

**Background:** The example school is a school where the PBIS team has been working for over a year. The school's discipline procedures had become very inconsistent from teacher to teacher. Based on the results of the 2015-2016 Survey, many staff had low faith in the current system and needed additional resources to help them implement the new system. The school's discipline procedures were inconsistent from teacher to teacher. Based on the results of the 2015-2016 Survey, many staff had low faith in the current system and needed additional resources to help them implement the new system.

**Implementation:** The PBIS team worked with their stakeholders to develop a plan for implementing the new system. The plan included several key components: **Staff Training**, **Student Training**, **Family Training**, and **Community Training**. The team also developed a **Master Plan** for the school's discipline procedures.

**Results:** The PBIS team's implementation of the new system was successful. The school's discipline procedures became more consistent, and the school's overall climate improved. The team's implementation of the new system was successful.

**Conclusions:** The PBIS team's implementation of the new system was successful. The school's discipline procedures became more consistent, and the school's overall climate improved. The team's implementation of the new system was successful.


# Strategies to Support Collaboration

- Online polling platforms (e.g., Nearpod, Padlet)
- Student-Driven polling and reporting
- Google Docs/Google Draw
- Messages delivered through the recorded greeting on phone system
- Low-tech sheet of chart paper posted in a public place where people can make a mark next to the ideas that they support
- *Other ideas?*

## Resource (Live Events):

# Student & Family Engagement Inventory

- Collaboration on disproportionate discipline requires:
  - Diverse individuals
  - Equal status – power imbalances are corrected
  - Provide background knowledge, avoid jargon, be transparent & vulnerable
  - Using individuals' preferences for communication (format, language, titles, time, setting, etc.)
  - 2-way flow of information
  - Ongoing opportunities for discussion
- Be deliberate about communicating with those who are most impacted by your discipline process.

  
**Student & Family Engagement Inventory**

Identify the activities your school/ district currently uses to communicate with families and students, and then place a checkmark in each of the columns that apply to each activity.

Student or Family Engagement Activity	Includes diverse individuals who are impacted by discipline disparities	Family preferences for location, titles, communication style, etc. are used	Language supports are provided, staff avoid using jargon	Background knowledge is provided	Activity includes time for participants to get to know one another on a personal level	Activity is characterized by a 2-way flow of information	School/ District staff demonstrate vulnerability, humility	Decision-making is shared	Activity occurs throughout the year
Beginning of year open house	✓		✓	✓					
Family/Teacher conferences			✓						✓

When you've finished, identify strategies your team can use to increase meaningful communication about Tier 1 PBIS with underserved families and students.

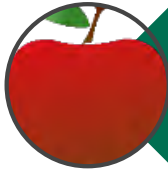
# Sharing Data about Disproportionate Discipline



Establish history of “safe” data sharing, set norms for feedback



Avoid jargon, establish common understanding

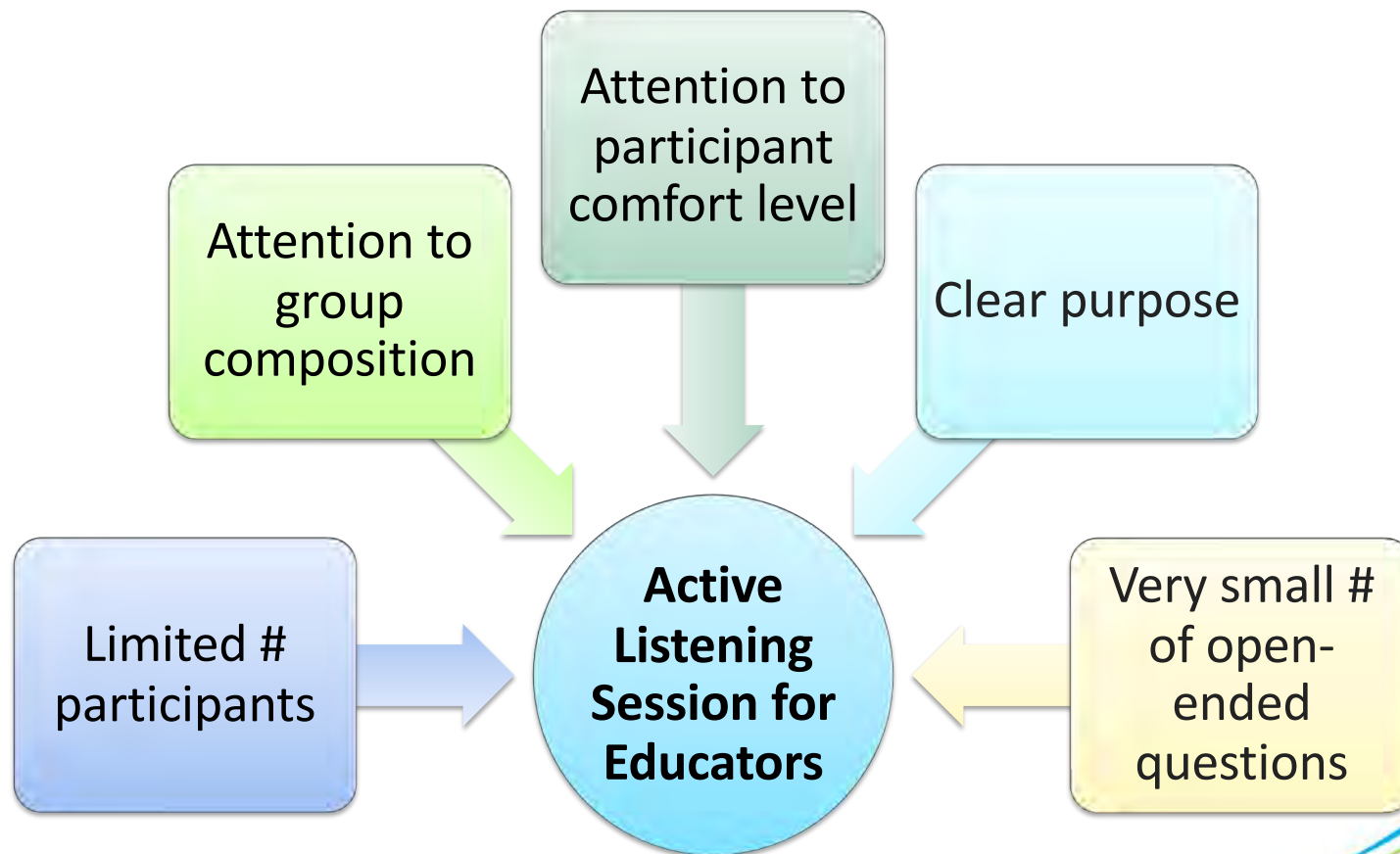


Keep it simple



Listen


# Focus Groups to Address Disproportionate Discipline



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# Family & Student Participation

## Identifying Representative Focus Group Participants

  
**Family and Community Members: Who to Invite**

The goal for this stage of the root cause analysis is to learn how families who are representative of your target group have experienced your school's discipline process. The first step in doing this is to identify potential family and community members who can provide this information.

1. Which demographic group(s) are you focusing on? *(This is your target group)*

2. Identify at least 2-3 students in your target group who received multiple referrals. If there are many students who receive multiple referrals, 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.

	Name	Number of Referrals	Problem Behaviors
Student 1:			
Student 2:			
Student 3:			

3. Identify at least 2-3 students in your target group who received only one referral.

	Name	Number of Referrals	Problem Behaviors
Student 1:		1	
Student 2:		1	
Student 3:		1	

4. If necessary, randomly select additional student names from among those in your target group who have received referrals until you have at least six students listed in the above tables.

5. Identify two students in your target group who have zero referrals:

	Name	Number of Referrals
Student 1:		0
Student 2:		0

[www.flpbis.org](http://www.flpbis.org)  
Evaluation  
Binder #4

- Consider:
  - The target group you're trying to reach
  - The amount of discipline received by students in the target group
  - Students with no discipline issues
  - Shared characteristics within the target group that go beyond federal demographic categories
  - Grade level, academic level, ESE status, siblings who attend(ed) the school



# Family-Centered Focus Group Logistics

- Ask **families** to determine:
  - Start time (allow time for family members to return from work/commitments)
  - Needs for:
    - Child care, language assistance, transportation
  - Provide food / make it comfortable for families to share
  - Follow-up to remind/confirm attendance
- Attend to group composition when identifying focus group facilitators
  - Race, power, overall supportiveness
  - Develop a script to ensure communications are on-point & effective

# During the group

- Listen
- Be humble
- Be transparent
- Try to take others' perspectives
- Use paraphrasing, summarizing, & other “active listening” skills to help people feel understood
  - Problem solving is not therapy, but helping others feel “heard” can be healing



# Family Focus Group Questions

~90 minutes

1. Prior attempts to obtain their ideas about how to support student behavior
2. Open-ended question
3. Ideas for reducing disproportionate discipline
4. What they would like to see as next steps following the focus group

*Share information about student focus groups, obtain permission slips*

# The Question:

*Same for all stakeholder groups*

“We’ve learned that disproportionate discipline is a nationwide issue and have started to investigate how that applies to our school. This is what we’ve learned...(insert your data summary here)

**How does this match up to your experience with discipline at our school?”**

You can share your own personal experiences, or those you’ve heard from other individuals.

# Student Focus Group Questions

~90 minutes

**Ask the students about behavior & discipline at their school to get a general sense of how they perceive their school.**

- What are your school rules/expectations?
- Describe what happens to a student if they don't follow a school or class rule
  - Describe what happens and which rule was not followed.
- Does that happen to every student who does not follow that rule?

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**Share national trends in data & ask for students' local perspective.**

- Across the United States, schools are noticing that students of color are receiving office referrals at higher rates than other groups of students.
- We are interested to know how that compares to what is happening at your school. Do you notice that students of color are receiving more office referrals in your school? **OR**
- Do you see students treated differently about their behavior? Can you give me an example?

**Find out what students would like to see so they may feel like they've been "heard."**

- What are some suggestions you have for improving behavior/discipline at your school?

# Considerations for Student Focus Groups

- Consider students' developmental levels
  - Be prepared if students gossip
  - Be aware of student perceptions of “authority figures”
- Maintain confidentiality
- Do not require participation



# Rationale: Is there a difference between school teams' problem solving with and without family & student input?

## WITHOUT Family/Student Input

Hypothesis	Strategy
African American peers encourage bad behavior	Separate African American students so they have fewer same-race peers in class
African American students have poor impulse control when being addressed about a discipline issue	Expand mentoring program
African American students are overly sensitive when they feel they've been treated disrespectfully	Social skills instruction on "respectful" behavior

## WITH Family/Student Input

Hypothesis	Strategy
Teachers and African American students lack positive relationships with one another	Utilize half-day schedule to provide student-teacher special interest clubs
There are misunderstandings regarding behavior between students, teachers and families, and relationships have become strained	Provide teacher training on mentoring
There is a lack of positive communication between staff and families	Administration accountability for positive calls – phone log; script provided to make calls easier for teachers

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# Accessing FLPBIS Equity Resources

Go to:



Florida Positive Behavioral Interventions and Supports  
A Multi-Tiered System of Supports

Home About Foundations Coaching Tiers Other Topics Online Learning

Integrating Initiatives  
Climate and Safety  
Equity  
Mental Health & Well-being

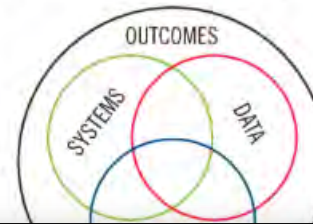
Other Topics - Equity

## Maximize positive outcomes for all

Your vision for effective Multi-Tiered Support Systems (MTSS) requires powerful, efficient tools. Working smarter requires a strong foundation, leadership, and resources that make practice easier. The FLPBIS Project offers training and technical resources, to develop systems that sustain a practical, positive and proactive

Supporting culturally *equitable* academic & social-emotional behavior competence

Supporting culturally *knowledgeable* staff behavior



Supporting culturally *valid* decision-making

PBIS is a person-centered approach to behavioral support that places individuals at the heart of the process. This includes individuals from underserved groups, whose outcomes historically have lagged behind those of their majority peers. Equity is central to PBIS implementation, not something extra.

LiveBinders



## Addressing Disproportionate Discipline

By: USFPBS\_Org

Overview  
Information  
Culturally Responsive PBIS  
Describing Disparities  
Reasons for Disparities

CARED Domains

Stakeholder Participation

Identifying Representative Focus Group Participants

Root Cause Analysis

Intervention Planning

A representative focus group is critical for obtaining insight into disproportionate discipline at your school. This handout guides you through the identification of focus group participants. Additional resources for inviting family members to the session are available upon request.

[/media/get/MTc0Njc3MzU=](#)



### Family and Community Members: Identifying a Sampling Frame

The goal for this stage of the root cause analysis is to learn how families who are representative of your target group have experienced your school's discipline process. The first step in doing this is to identify potential family and community members who can provide this information.

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# Contact Information and Resources

## FLPBIS:MTSS Project

- Phone: (813) 974-6440
- Fax: (813) 974-6115
- E-mail: [flpbis@cbcs.usf.edu](mailto:flpbis@cbcs.usf.edu)
- **Website:** [www.flpbis.org](http://www.flpbis.org)

## OSEP TA Center on PBIS

- [www.pbis.org](http://www.pbis.org)

## Association on PBIS

- [www.apbs.org](http://www.apbs.org)



Florida's Positive Behavioral  
Interventions & Support Project



[www.facebook.com/flpbis](http://www.facebook.com/flpbis)



[www.twitter.com/flpbis](http://www.twitter.com/flpbis)



<https://www.youtube.com/user/flpbs1>

Use data to drive conversations with your stakeholders, then incorporate your stakeholders' ideas to provide culturally responsive supports.

# Equity Roadmap

#1

## Pre-Requisites

- 1. Leadership support**  
Engaged, passionate, & present
- 2. Commitment to forming relationships with impacted families, building local capacity, & creating diverse teams**
- 3. Person-centered, strengths-based approach**  
Awareness of structural racism, implicit bias helps
- 4. Data system that supports problem-solving**
- 5. Tier 1 PBIS in place with fidelity**



#2

## Problem Identification

1. Are outcomes equitable for all students?
2. If not, how big are the disparities?
3. How much of the group is impacted?

## Problem Definition

4. What are the most common discipline patterns for your target group?
- 4b. How representative are those patterns?
5. How do these patterns compare to the most common patterns for all other students?

#3

## Obtain Perspective

- Staff Reactions
- Family Reactions
- Student Reactions



#6

## Link Evidence-Based Ideas to Interventions

It's easy to lose the link between your data, evidence-based strategies, & stakeholder perspectives.

#5

## Evaluate Ideas

Make sure your ideas have evidence to support them and can account for disparities in your data.

#4

## Use stakeholder voice to develop ideas

Collaboration leads to innovation, buy-in, & a chance to move past implicit biases.



#7

## Support Your Plans

Don't assume that "telling" will result in "doing." Make your strategies easy for staff, and make plans upfront to help you evaluate progress.

#8

## Make Sure it Works

Plan for Maintenance



Address Barriers



Florida's Positive Behavioral Interventions & Support Project

[flpbs.fmhi.usf.edu](http://flpbs.fmhi.usf.edu)

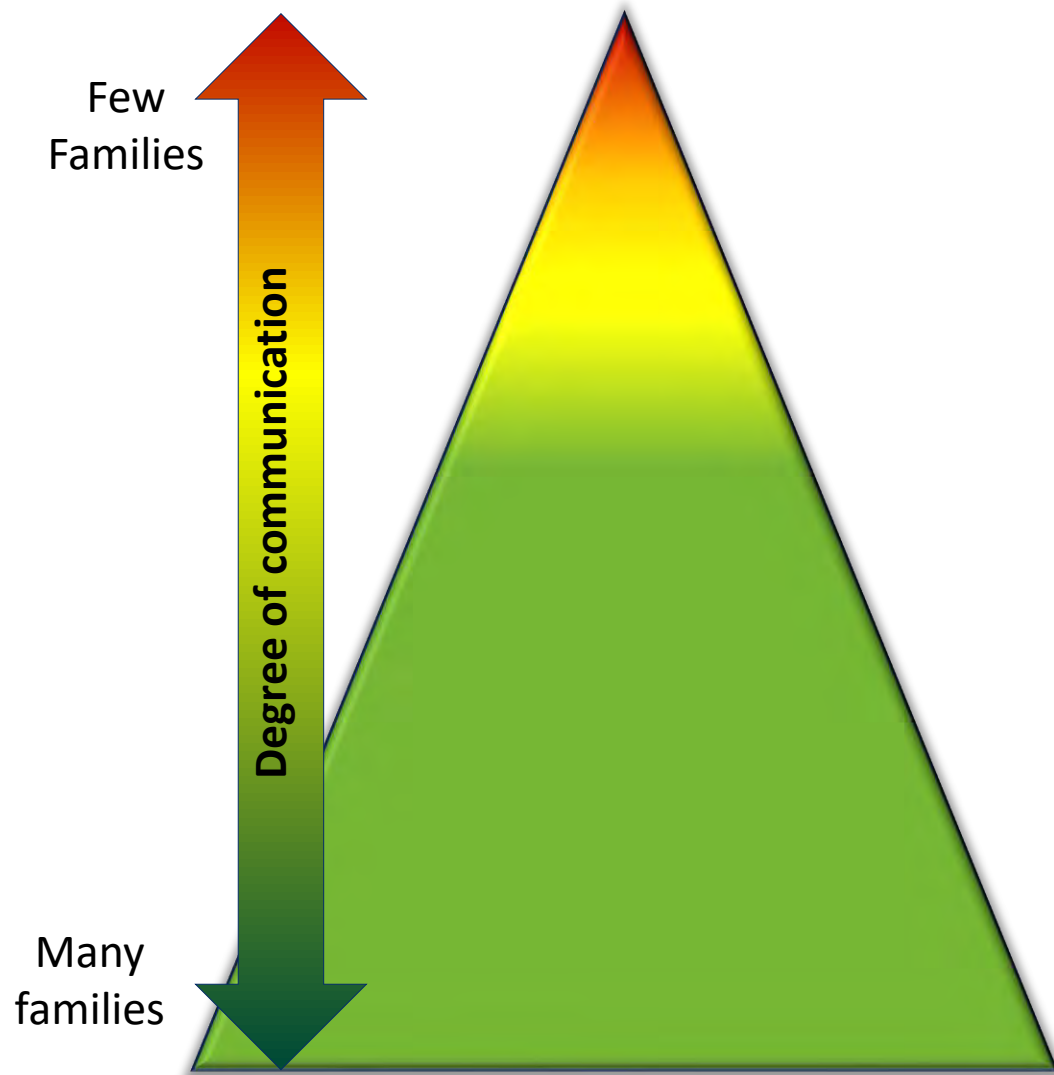


[illegible]

‘Stakeholder Communication Survey’ Results				
Methods	Frequency	Language	Time	Responding Stakeholder Groups
<p><b>Top 3-5 methods were:</b></p> <p><input type="checkbox"/> School Portal</p> <p><input type="checkbox"/> Website</p> <p><input type="checkbox"/> Email</p> <p><input type="checkbox"/> Text</p> <p><input type="checkbox"/> Phone call</p> <p><input type="checkbox"/> Skype</p> <p><input type="checkbox"/> Facebook</p> <p><input type="checkbox"/> Twitter</p> <p><input type="checkbox"/> Parent/Teacher Meeting</p> <p><input type="checkbox"/> PTA/PTO Meeting</p> <p><input type="checkbox"/> Flyer/Letter</p> <p><input type="checkbox"/> Focus Group</p> <p><input type="checkbox"/> Student Journal/Notebook</p> <p><input type="checkbox"/> Survey</p> <p><input type="checkbox"/> Other:</p> <p>• <i>How will the team share information across and between stakeholder groups and the team based on these results?</i></p>	<p><b>Top 3-5 options were:</b></p> <p><input type="checkbox"/> Daily</p> <p><input type="checkbox"/> Weekly: Best Day(s)</p> <p><input type="checkbox"/> Monday</p> <p><input type="checkbox"/> Tuesday</p> <p><input type="checkbox"/> Wednesday</p> <p><input type="checkbox"/> Thursday</p> <p><input type="checkbox"/> Friday</p> <p><input type="checkbox"/> No preference</p> <p><input type="checkbox"/> Every 2 weeks</p> <p><input type="checkbox"/> Once a month</p> <p><input type="checkbox"/> Quarterly</p> <p><input type="checkbox"/> As often as needed</p> <p><input type="checkbox"/> Other:</p> <p>• <i>How often will the team communicate with stakeholders based on these responses?</i></p>	<p><b>Language(s) were:</b></p> <p><input type="checkbox"/> English</p> <p><input type="checkbox"/> Spanish</p> <p><input type="checkbox"/> Both English &amp; Spanish</p> <p><input type="checkbox"/> No preference</p> <p><input type="checkbox"/> Other: List language(s)</p> <p>• <i>In what language(s) will the team communicate with stakeholders based on their preferences?</i></p> <p>• <i>What will the team need to do to secure resources in the needed languages?</i></p>	<p><b>Top 3-5 options were:</b></p> <p><input type="checkbox"/> 7:00 - 9:00 AM</p> <p><input type="checkbox"/> 9:00 - 11:00 AM</p> <p><input type="checkbox"/> 11:00 AM - 1:00 PM</p> <p><input type="checkbox"/> 1:00 - 3:00 PM</p> <p><input type="checkbox"/> 3:00 - 5:00 PM</p> <p><input type="checkbox"/> 5 - 7:00 PM</p> <p><input type="checkbox"/> 7:00 - 9:00 PM</p> <p><input type="checkbox"/> Any time</p> <p><input type="checkbox"/> No Preference</p> <p>• <i>When will your team contact your stakeholders based on their preferred times?</i></p> <p>• <i>Who will be responsible to contacting stakeholders?</i></p>	<p><input type="checkbox"/> <b>ALL Grade Levels</b></p> <p><input type="checkbox"/> K-2</p> <p><input type="checkbox"/> 3-5</p> <p><input type="checkbox"/> 6-8</p> <p><input type="checkbox"/> 9-12</p> <p><input type="checkbox"/> <b>ALL SWD</b></p> <p><input type="checkbox"/> LD</p> <p><input type="checkbox"/> EBD</p> <p><input type="checkbox"/> Speech/Language</p> <p><input type="checkbox"/> ASD</p> <p><input type="checkbox"/> IND</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> General Education</p> <p><input type="checkbox"/> English Language Learners</p> <p><input type="checkbox"/> <b>ALL Underserved Groups</b></p> <p><input type="checkbox"/> Race/ethnicity</p> <p><input type="checkbox"/> Sex/Gender</p> <p><input type="checkbox"/> SES (low income)</p> <p><input type="checkbox"/> 1<sup>st</sup> generation</p> <p><input type="checkbox"/> Other</p> <p>• <i>Which stakeholder groups responded to the survey?</i></p> <p>• <b><i>How will the team reach out to the stakeholders that did not respond?</i></b></p>

### ACTION PLAN NEXT STEPS BASED ON THE ‘STAKEHOLDER COMMUNICATION SURVEY’ RESULTS

# Apply Tiered Logic to Family Engagement



Positive home visits  
Personal invitations to events  
Providing resource rooms/ resource nights

Walking students home  
Listening sessions with focused groups  
Push-Out to community centers & activities  
Providing transportation, language support for school events

Strength-based phone calls home  
Interest surveys (students & families)  
Talking with community leaders  
Community-focused events  
Connecting on social media  
Understanding the prevalence of trauma in the community



## Sample Implementation Schedule


Implementation of Tier 1 PBIS is an **ongoing** process that is driven by each school's data and stakeholder feedback. The implementation schedule provides a way for teams to **proactively** identify time throughout the year to ensure important activities are addressed. These activities include:


- Engaging in regular communication and relationship-building with stakeholders,
- Providing updates and ongoing instruction for priority tasks associated with Tier 1 implementation, and
- Organizing resources to support effective implementation and communication.

Implementation schedules are another tool teams can use to increase the likelihood that Tier 1 PBIS will be implemented with fidelity.

Tier 1 Action Plan	Tier 1 Implementation Schedule
<p>Includes:</p> <ul style="list-style-type: none"><li>• Specific tasks,</li><li>• Individuals responsible for ensuring each task is completed, and</li><li>• Follow-up dates to check on the status or completion of each task</li></ul>	<p>Includes:</p> <ul style="list-style-type: none"><li>• Protected work time for team members to develop, refine &amp; organize resources for Tier 1 implementation</li><li>• Protected time for stakeholder collaboration</li><li>• Protected time for team meetings</li><li>• Protected time for schoolwide instruction</li></ul>

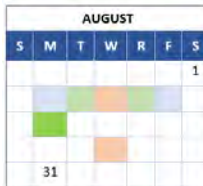
A **sample** implementation schedule is provided below. This example highlights a school where Tier 1 PBIS had fallen off dramatically over the past five years. The schoolwide expectations weren't taught, schoolwide rewards had become routine and weren't linked to expectations or data, and discipline procedures had become very inconsistent from teacher to teacher. Based on the results of their PBIS Beliefs Survey, many staff had lost faith in the reward system and social skill instruction but were open to trying new strategies in their classrooms. Last school year the school had relatively low rates of discipline compared to other PBIS schools of its type, but their discipline trends were increasing, and they had significant disciplinary overrepresentation of students who were African American. The PBIS team felt that PBIS was basically defunct and it was time to re-start their implementation. A detailed description/case study of this schools' first four months of implementation is available to provide additional details and context for this schedule.

 = Staff Instruction

 = FLPBIS Evaluation Deadline

POST TRAINING						
S	M	T	W	R	F	S

<b>Team Meeting 1</b>	Complete team roster, update action plan, design family & student survey
<i>Interim Activities</i>	<i>Share outcome data and implementation priorities with students &amp; families; Vote on schoolwide expectations</i>
<b>Team Meeting 2</b>	Analyze survey results & prepare for staff training next month

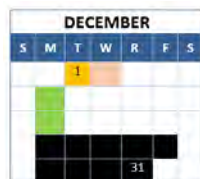


<b>Staff Instruction 1</b>	Summarize outcome & survey data; Share implementation priorities; Vote on initial schoolwide expectations
<b>Team Meeting 1</b>	Analyze results of staff voting, update lesson plans for the final schoolwide expectations, develop implementation and monitoring plan for teaching the schoolwide expectations, develop plan to expand capacity for obtaining student & family input on Tier 1 implementation
<b>Staff Instruction 2</b>	Share the instructional schedule, support and monitoring plan for teaching the schoolwide expectations; Obtain staff input on next round of critical element development; Recruit student & family liaisons, have them begin to plan meeting times & formats
<b>Student Instruction 1</b>	Summarize outcome & survey data; Provide instruction on schoolwide expectations and schoolwide poster contest; Students complete “exit ticket” to identify expectations that were taught; Recruit student volunteers to provide input on future implementation efforts
<i>Interim Activities</i>	<i>Administrators and PBIS team members provide verbal acknowledgement for teachers and students demonstrating the expectations; Students make submissions to schoolwide expectations poster contest; Typical beginning-of-year orientation and relationship-building activities take place</i>
<b>Team Meeting 2</b>	Review exit tickets, schedule follow-up lesson plans for classrooms with low fidelity; update lesson plan templates with additional activities to teach the expectations; plan differentiated strategies for obtaining student & family voice in deciding how to begin development of the discipline process; develop summary of progress to distribute to staff, students and families



<i>Interim Activities</i>	<i>Schoolwide voting on expectations posters, guidance-provided follow-up lessons on expectations, lesson plans are delivered weekly, administration walk-throughs and verbal acknowledgement, student/family liaisons engage in a range of strategies to update stakeholders and obtain ideas for development of discipline process; PBIS team members review incoming data and liaison reports prior to team meeting</i>
<b>Student Instruction 1</b>	Schoolwide lesson on “Respect”
<b>Student Instruction 2</b>	Schoolwide lesson on “Responsibility”
<b>Student Instruction 3</b>	Schoolwide lesson on “Care”
<b>Team Meeting</b>	Identify winners of the schoolwide expectations poster contest, make plans for schoolwide posting and distribution; Identify data-based priorities for implementation; Update lesson plan templates to reflect needs identified through data, themes from this month’s lesson plan artifacts, and student & family suggestions; Make plans for student teams to oversee additional lesson plan development; Develop a teacher and student survey to identify classroom-managed consequences currently being used by staff; Develop a summary of implementation progress for families, students and staff, distribute with a link to the communication preferences survey
<b>Student Instruction 4</b>	Schoolwide lesson on “Perseverance”





<i>Interim Activities</i>	<i>Teacher sub-committee meets with PBIS team representative to develop guidelines for using the classroom-managed incident form; Individual interviews with 3 African American students and families who received a discipline referral are conducted by each PBIS team member; Student-developed lesson plans delivered weekly, administration walk-throughs and verbal acknowledgement, PBIS team members review incoming data and liaison reports prior to team meeting</i>
<b>Team Meeting</b>	Update data-based priorities for implementation; Review results of FLPBIS Mid-Year 1 Evaluation; Address fidelity of instruction on schoolwide lessons, staff participation in the reinforcement strategy for delivering lesson plans, feedback on lesson plan evaluation forms; Address interview feedback from African American students and families; Communicate needs for lesson plan development to student PBIS teams; Develop plan for monitoring the fidelity & effectiveness of classroom-managed incidents as documented on classroom-managed incident form; Develop staff training on classroom-managed incident forms for next month; Develop summary of progress to distribute to staff, students and families
<b>Student Instruction 1</b>	Student-developed schoolwide lesson plan related to "Care"
<b>Student Instruction 2</b>	Student-developed schoolwide lesson plan related to "Care During the Winter Break"





## Implementation Case Study: The First Four Months

(See the *Sample Implementation Schedule* for an outline of these activities)

The goal of this case study is to provide several examples of how PBIS teams can work with their stakeholders to improve their Tier 1 PBIS system. The case study is limited to the first three months of school, but similar cycles of reviewing information, asking stakeholders for input on implementation decisions, working with stakeholders to develop specific resources and strategies, monitoring implementation fidelity and communicating progress to stakeholders can and should be repeated throughout the year.

### Overview:

*This example highlights a school where Tier 1 PBIS had fallen off dramatically over the past five years. The schoolwide expectations weren't taught, schoolwide rewards had become routine and weren't linked to expectations or data, and discipline procedures had become very inconsistent from teacher to teacher. Based on the results of their PBIS Beliefs Survey, many staff had lost faith in the reward system and social skill instruction but were open to trying new strategies in their classrooms. Last school year the school had relatively low rates of discipline compared to other PBIS schools of its type, but their discipline trends were increasing, and they had significant disciplinary overrepresentation of students who were African American. The PBIS team felt that PBIS was basically defunct and it was time to re-start their implementation.*

### **POST TIER 1 TRAINING**

**Team Meeting #1.** Our first order of business was to schedule our team meetings for the rest of the year, and when we accomplished this, we checked off the action plan item "complete team roster." Our team wanted to ask for family & student input on our schoolwide expectations, so we developed a short data summary and survey question: *"Our discipline outcomes for the last year were slightly lower than the statewide average for schools like ours, but were a little higher than our discipline outcomes have been in the past. We have significant disciplinary overrepresentation for African American students, and our climate survey suggested that we could improve the degree to which all students feel they are treated fairly and respected by one another. One strategy to address these trends is to establish a small number of common values that will guide student and staff behavior. List up to 3 values you feel should be promoted at our school."* We posted a link to that survey on our Facebook page, website homepage and school marquee, and sent out text message reminders to respond to the survey one week later. The results of the survey showed that the most common value identified by students was "respect," and the most common value identified by families was "care."

**Team Meeting #2.** At our next team meeting, we created a short Power Point presentation and handouts for next month's staff training to summarize the survey results & share the guidelines for school-wide expectations from our PBIS training.

### **AUGUST**

**Staff Instruction #1.** During the first staff training we shared the family/student survey information and results from the Beliefs Survey completed by staff last spring, which suggested "respect" and "responsibility" were important to our staff. We let everyone know the guidelines for effective schoolwide expectations and asked everyone to vote for no more than 3 of the suggestions listed on chart paper at the back of the room. We let them know that their top 3 suggestions would be added to the suggestions of students & family members to form the basis of our schoolwide expectations. The top three values from staff were "respect," "responsibility," and "perseverance," which produced a total of 4 schoolwide expectations for our school (Respect, Responsibility, Care, and Perseverance).



**Team Meeting #1.** During our team meeting the next day, we updated the lesson plan templates from our PBIS training so that our teachers could teach the finalized expectations, established guidelines for a schoolwide art contest to develop posters for the expectations, identified suggested times for all teachers to deliver the lesson plans, and developed exit tickets for students to complete that would help our team understand which classrooms and grade levels received the lessons. In addition, we brainstormed a list of strategies for engaging with students and families about Tier 1 procedures (e.g., special interest meetings/clubs, lunch-and-learns, online meetings, discussion boards, social media groups, group text messaging, Flipboard, community events, Adopt-a-School night at a popular local restaurant, individual phone calls, etc.). We updated our action plan to reflect our progress with the critical elements of “faculty commitment,” “expectations,” “lesson plans,” “implementation planning,” and “evaluation.”

**Staff Instruction #2.** At the next staff training, we shared these plans and resources. We framed our plans as “a standard approach to schoolwide instruction that our school hadn’t really done before,” but had lots of evidence to suggest it would help to prevent disciplinary infractions and support positive student behavior. We explained that one of the things that made this approach different from ones that have been tried in the past was the inclusion of student perspectives in defining and teaching the identified skills. The principal announced that it was important for all teachers to provide the lessons because she and her administrative team would conduct walkthroughs throughout the first three weeks of school to verbally acknowledge students and teachers for demonstrating the expectations. The support members of our team offered to assist teachers with delivering the lessons if they weren’t 100% comfortable with the activity. We explained that our team would continue to develop additional supports for teaching the schoolwide expectations throughout the school year, but we would also like to begin addressing another component of the Tier 1 system. We asked our staff to vote on whether that component should focus on schoolwide rules aligned to the expectations, a schoolwide reward system or schoolwide discipline procedures. Just over half of the faculty voted for schoolwide discipline procedures (56%), followed by schoolwide rules (31%) and reward system (13%). We also identified several volunteers who would help to recruit student and family ideas and suggestions for future Tier 1 development, shared our brainstormed list of engagement strategies with them and asked those volunteers to begin planning how they would reach out to stakeholders in the first three weeks of school.

**Student Instruction.** Teachers provided standard lessons on the schoolwide expectations during the suggested times for schoolwide instruction. In those lessons, teachers referenced the family/student survey that had gone out over the summer and the results of the staff poll the prior week, explaining that 4 main values were identified that would guide staff and students during their time at school. Teachers obtained student perspectives on how they have demonstrated those values at home, in the community with their friends, and at school. Teachers presented several examples and non-examples of each of the expectations and had students identify each, allowing students to contribute some of their own examples/non-examples as well. Teachers then explained the schoolwide poster contest and provided time for students to begin drafting their poster, allowing them to work in pairs or small groups if they chose. Teachers also explained that our school was looking for student volunteers who were interested in helping to develop schoolwide procedures, and were especially interested in hearing from students who weren’t happy with how they or others were treated at school, and students who had received disciplinary infractions in the past. Teachers explained that other staff would be in touch with

them over the next three weeks to identify when and how they could meet to address specific topics to improve the school.

**Team Meeting #2.** At our next team meeting, we counted the number of exit tickets by classroom and grade level, as well as the number of tickets where something other than the schoolwide expectations were identified. Our team developed a list of dates/times for guidance-provided follow-up lessons that would be delivered to five classrooms that had low fidelity to the lesson plans. In addition, we brainstormed a new lesson plan for each of the expectations that would be delivered over the next month.

In addition to lesson plan development, we also checked to ensure we would receive student and staff input on our Tier 1 system from groups that experienced disproportionate discipline. We reviewed the list of volunteer family and student liaisons from our second staff training, and because we had disciplinary overrepresentation for African American students, we identified two additional staff members (our senior science teacher and our receptionist) who seemed to have strong positive relationships with students and families in this group and made plans to ask them to try to connect with our hardest-to-reach individuals from this population. We developed a short sample script for our liaisons to use as they met with families and students. The script included an update on the finalized schoolwide expectations, the overall fidelity of the initial lessons documented in student exit tickets, the status of the student poster contest, a question to solicit ideas for additional lessons on the expectations, and a question that asked families and students to help us prioritize a specific aspect of our discipline procedures: consistency in identifying whether a disciplinary infraction had occurred, consistency in applying consequences to a disciplinary infraction, or consistency in following up on disciplinary infractions. We updated our PBIS action plan to identify which staff members would help with this effort and when they would report back to the PBIS team, making sure to allow time for our team to review their reports before our next team meeting. After the meeting, our principal sent the updated lesson plans and schedule for student/family liaison reporting to the rest of our staff.

## **SEPTEMBER**

**Student Instruction 1.** Teachers deliver schoolwide lesson on “Respect.” This lesson plan focused on what “respect” looked like during academic instruction, which was developed in order to support academic instruction and address infractions for “disruption.” As part of this lesson, teachers asked students for their ideas on respectful and disrespectful behaviors look like during academic instruction, explained their procedures for what might happen if a student was not demonstrating “respect” during instruction, asked students for ideas on what should be done if a student was/was not demonstrating “respect” during instruction, and ended the lesson by asking students how they (as the teacher) could demonstrate respect for them (as students) during instruction. Teachers were asked to include some of the student ideas in their plan for addressing students who were not demonstrating respect during instruction, and to submit a copy of their plan to have on file in case they had to send a student to the office for disruption during instruction. The administration team could then reference that plan as part of their disciplinary discussion with the student.

**Student Instruction 2.** Teachers deliver schoolwide lesson on “Responsibility.” This lesson plan focused on what responsibility looked like during transitions to and from class, which was developed to address infractions for “tardiness,” which was the second-highest discipline infraction last school year. As part of

this lesson, teachers provided examples and non-examples of students being responsible during transitions and asked their students to come to an agreement on what “being responsible” would look like for them. Teachers then asked students to brainstorm things that might prevent more students from demonstrating responsibility during transitions and had them break into small groups to brainstorm ways to overcome those barriers. Teachers ended the lesson by asking students to share the strategies they came up with and asked for ideas on what the school could do to help students use those strategies. Teachers were asked to submit those ideas to the PBIS team for consideration in schoolwide supports.

***Student Instruction 3.*** Teachers deliver schoolwide lesson on “Care.” This lesson plan focused on what care looked like while students were at school and was developed to address school climate and mental wellness. Teachers asked students to identify broad examples of “care” as it applied to peer-to-peer interactions, student-to-teacher interactions, and teacher-to-student interactions. Teachers then asked students to identify what “care” looked like when students were working on academic assignments, when students went to lunch, and when students left school for the day – all of which were key times for disciplinary infractions the year before. To close the lesson, teachers encouraged students to make a note when they saw another student or teacher demonstrating “care” at school, and to drop the note in a container that would be kept at the front of the classroom. Teachers would deliver the notes to the front office at the end of each week with the understanding that support staff would review the notes and select a few to share during morning announcements the next week so that the students demonstrating this expectation could be acknowledged for their behavior.

***Team Meeting.*** Our student and family liaisons submitted their reports a few days before our team meeting, which gave all team members a chance to review stakeholder suggestions for teaching the schoolwide expectations, highlight suggestions for lessons that could be used over the next couple of months, and identify stakeholders’ priorities for addressing schoolwide discipline procedures. Teachers’ artifacts from the weekly schoolwide lessons were uploaded to a shared drive so we could divide up and review the information as it was submitted. Each team member also reviewed schoolwide data from August and the first part of September to see how discipline rates compared to the prior year, whether rates appeared to be increasing or decreasing, and to identify the most common patterns in disciplinary referrals. Each team member came to the meeting with a suggestion for implementation priorities. It took us about two hours to review the information prior to the meeting and develop some initial thoughts about what to do with the results. Several of our team members dedicated small chunks of time review results as they came in, which helped them fit these tasks into their schedules.

At the start of our meeting, our team updated our action plan to identify individuals who would follow-up with the winners of the schoolwide expectations poster contest to acknowledge each student and begin reproducing posters for schoolwide posting.

Turning next to our discipline data, our team agreed that discipline referrals were about even compared to last year, but they increased from August to mid-September. The most common infraction was disruption, and referrals tended to spike mid- to late morning and later in the afternoon. The majority of referrals were written for students who were African American.

We hypothesized that even though the majority of teachers provided schoolwide instruction on respect (in August) and respect during academic activities (in early September), the lessons may not have been timely enough to impact discipline trends or may not have been adequately engaging for all students. This was supported by the reports from our liaisons who connected with students and families from our

African American population. The students in this group thought the lessons were boring, and although our African American family members thought it was a good idea to teach about respect, they felt that it had to be an ongoing conversation rather than a lesson or two. Our team decided to increase the schoolwide focus on this key skill and used some of the instructional suggestions from students and families to develop additional lesson plans that addressed the discipline pattern. We also incorporated themes that were found in the lesson plan artifacts from earlier this month, such as student suggestions on how they could demonstrate respect during academic instruction. We sent the new lesson plans to teachers to use during October, explaining that if they would like to use them sooner, we could send them additional lessons next month. Our team also decided that we would need support to continue developing lessons, so we made plans for our student liaisons to teach student volunteers how to develop them and turned most of the responsibility for this over to the students and their liaison. We asked the liaisons to ensure there was a diversity of students working on this assignment.

Looking at the student/family liaison reports about priorities for schoolwide discipline procedures, students and families both identified “consistency in applying consequences to a disciplinary infraction” as their top priority. Our team decided to address this by revisiting our discipline flow chart. We realized that we had no way to know which strategies teachers currently used to address situationally inappropriate behavior in classrooms, so we developed a short, anonymous survey for teachers and students to complete. The survey explained that students and families wanted to prioritize consistency in applying consequences to a disciplinary infraction, and our first step in addressing this was to find out which consequences were used most frequently in classrooms throughout the school. Respondents were given a list of strategies for responding to classroom-managed behavior and asked to indicate which strategies they used (or observed being used) on a regular basis. The teacher survey also included a question where teachers could indicate strategies they frequently used that were not on our list, strategies they wanted to learn more about, and strategies they wanted removed from the schoolwide list.

Our final order of business was to identify how we would update our families, students and staff about the ways their feedback was being applied. We decided that a short description would be written up, distributed to staff and sent home in a letter along with a link to a survey to see how families would like to receive communication in the future. We asked our student liaisons to update their student volunteers as well.

***Student Instruction 4.*** Teachers deliver schoolwide lesson on “Perseverance.” The lesson was developed to support academic achievement, school climate and mental wellness. This lesson plan provided a definition of “perseverance” and asked students to give examples of what they thought it would look like during a typical school day, what it would look like over the course of a week, what it would look like as the school year progressed, and what “perseverance” would look like from school year to school year. Teachers asked students to write a short essay explaining how important they felt it would be to demonstrate perseverance at school and what would make it easier for them to persevere. Students were given the option of working in pairs to develop the essay, or develop a more artistic product (rap, song, skit, picture) that would address those questions. Teachers were asked to compile a list of the strategies students suggested to help them persevere and submit those strategies to the PBIS team for consideration in schoolwide supports.

## **OCTOBER**

**Team Meeting.** Prior to our meeting, we reviewed schoolwide discipline data for the first three months of school, reviewed survey results about family communication preferences, reviewed teacher and student responses to the classroom-managed consequences survey, and reviewed liaison's summaries of their contact with stakeholders and lesson plan development projects.

Discipline patterns, including the overrepresentation of students who were African American, were similar to what we observed in September. Our team's first thought was to check implementation fidelity for the lesson plans we distributed to staff last month. Our team realized that the second round of lessons we developed didn't include a natural way to monitor fidelity, so we couldn't be sure which students, classrooms, or grade levels had received additional instruction on the schoolwide expectations.

We decided that next month's implementation priorities should include fidelity monitoring, additional teaching and additional support for teachers to use the lesson plans. We thought it might help to reward staff who conducted the lessons, since no schoolwide staff acknowledgement system was currently in place for PBIS. As a result, our team decided to acknowledge teachers for submitting students' exit tickets for each lesson they provided on the schoolwide expectations. The exit tickets would be used to enter teachers into a drawing for an additional planning period or "early out" that would be covered by one of the support staff or administrative team members. We hoped that as staff were acknowledged for desired behavior, they may start to change their feelings towards acknowledging students for desired behavior (which may help us build support for implementing a schoolwide reward system in the future). We also developed a short evaluation form to attach to the lesson plans so that teachers could indicate how easy they were to use, how helpful they were for supporting behaviors in their classroom, how enjoyable the lessons were for themselves and their students, and what suggestions they had to improve them.

Given the continued overrepresentation of African American students, we wanted to be sure that our Tier 1 strategies were effective for this group of students. One of our team members agreed to review the documentation of students demonstrating "care" from last month's lesson plan to determine if African American students participated in that strategy. We also realized that even though our team used student and family suggestions for October's lesson plans, the suggestions may not have reflected the needs or interests of our African American students. Since student PBIS teams were now developing schoolwide lessons, we wanted to ensure African American students' voices were represented in the curriculum. One of our team members agreed to check in with our student PBIS teams to ensure there was equitable participation for African American students in lesson plan development, and work with the liaisons to ensure their perspectives were included in the final products.

After addressing discipline data trends, our team turned to focus on our next round of critical element development. We discussed the survey on consequences for classroom-managed offenses and agreed that teachers reported using a small range of consequences that included proximity control, time-out in another classroom, removing privileges, phone calls home, guidance counselor pull-outs and sending the student to the office (office referral). There was a high degree of consistency between teacher and student responses to the survey. Teachers requested additional information on affective statements, proactive prompting, the Caught Being Good game, using a talking piece, and dialogue/sentence starters. Only three teachers requested that certain consequences be removed from the schoolwide list; these included affective statements (3 requests), restorative questioning (1 request), and using a talking piece (3 requests).

Our team updated our school's discipline flow chart to include the strategies identified by staff and students and added several more strategies that were highlighted during our PBIS training. We assigned team members to research a handful of the strategies that we lacked experience with and began planning a 30-minute staff instructional session for the next staff meeting to introduce the strategies to our colleagues. The session would include a brief modeling of each strategy, informational handouts, a quiz on examples/non-examples of the strategies, and a follow-up component for teachers. The follow-up required teachers to record themselves modeling a strategy, post it to the PBIS team's Flipgrid account, and then vote on their colleagues' submissions. Our team would review the submissions, select a winner who would receive a \$20 gas card, and follow up individually with staff who failed to complete the assignment. We distributed the draft list of strategies a week before the staff meeting, asking teachers to review the list and be prepared to vote on a final selection of strategies during the meeting. Using the results from the family communication preferences survey, we sent a link to the draft list of classroom consequences to students and families as well, asking them to vote on the appeal of each strategy. Our plan was to share the results of student and family feedback at the staff meeting, provide instruction on the strategies, and ask faculty to vote on the strategies on their way out of the meeting. We would use the result of the poll to finalize the classroom-managed consequences section of our discipline flow chart and have the administrator communicate expectations for faculty to use them. Our next step will be to work with staff to develop a classroom-managed incident form to help document the effectiveness of those consequences.

Our final order of business was to confirm which team member would be responsible for completing and submitting the FLPBIS mid-year evaluation requirements, which were due by December 1<sup>st</sup>. We also made a note to review the fall climate survey during our next meeting, as the district announced that it would be administered next week.



## Student & Family Engagement Inventory

Identify the activities your school/ district currently uses to communicate with families and students, and then place a checkmark in each of the columns that apply to each activity.

Student or Family Engagement Activity	Includes diverse individuals who are impacted by discipline disparities	Family/Student preferences for location, titles, communication style, etc. are used	Language supports are provided, staff avoid using jargon	Background knowledge is provided	Activity includes time for participants to get to know one another on a personal level	Activity is characterized by a 2-way flow of information	School/ District staff demonstrate vulnerability, humility	Decision-making is shared	Activity occurs throughout the year
<i>Beginning of year open house</i>	✓		✓	✓					
<i>Family/Teacher conferences</i>			✓						✓

When you've finished, identify strategies your team can use to increase meaningful communication about Tier 1 PBIS with underserved families and students.



## Family and Community Members: Identifying a Sampling Frame

The goal for this stage of the root cause analysis is to learn how families who are representative of your target group have experienced your school's discipline process. The first step in doing this is to identify potential family and community members who can provide this information.

1. Which demographic group(s) are you focusing on? (*This is your target group*)

2. Locate your school's problem definition template or equity profile. Find the cell that lists the **referral rate** for your target group (column "I," between the referral ratio and risk ratio). Referral rates higher than 1.0 suggest that the group received more than one referral per student enrolled, which is a sign that students in this target group receive multiple referrals. If the referral rate for your target group is much higher than one, identify at least 2-3 students in your target group who received multiple referrals. If there are many students who receive multiple referrals, 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.

	Name	Number of Referrals	Problem Behaviors
Student 1:			
Student 2:			
Student 3:			

3. Locate your school's problem definition template or equity profile. Find the cell that lists the **risk** for your target group (column "N," the last column in the metric table). The risk metric tells you the percentage of students in your target group who received at least one referral. **If your risk metric is higher than 20%, identify at least 2-3 students in your target group who received only one referral.**

	Name	Number of Referrals	Problem Behaviors
Student 1:		1	
Student 2:		1	
Student 3:		1	

4. If necessary, randomly select additional student names from among those in your target group who have received referrals until you have at least six students listed in the above tables.
5. Identify two students in your target group who have zero referrals:

	Name	Number of Referrals
Student 1:		0
Student 2:		0



6. Stop to think about group identities that go beyond the federal race reporting categories. There are many different cultural characteristics and ethnic variations within each racial category, and in some cases - but not all - many students within a school may share some of these characteristics. Some examples are listed below:

Federal Racial Category	Examples of Different Ethnicities (this is not a comprehensive list)
Hispanic/Latino	Puerto Rican, Cuban, Mexican, Columbian, ...
American Indian	Seminole tribe, Cherokee tribe, Miccosukee, ...
African American/Black	Haitian, West Indian, Black, Ethiopian, ...

Federal Racial Category	Examples of Other Common Characteristics
Any	Length of time in country/state/neighborhood, ...
	Common pre-k centers, after-school care centers, after-school activities, ...
	Disability status, 504 status, foster care status, ...

**Being careful to avoid assumptions and stereotypes about students in your target group,** consider if there are important characteristics that are common to many of the students in that group. This may not be true for your school. However, if your target group *does* share some common characteristics, list the characteristic(s) in the space provided below, along with the evidence that supports this idea. *\*Note: Avoid using “poverty” as a common characteristic of your target group. Poverty is a diverse, multi-dimensional construct and is inadequate to describe a feature of a group.*

Example

Target Group	Common Characteristic	How do you know this isn't a stereotype?
African American/Black	Haitian descent	Our school has an LEP classroom for students who speak Haitian-Creole

7. Review the student names you identified on the previous page. **Do any of these students share the characteristic(s) identified above? If not, try to swap at least one student name so that your list includes at least one student who shares this important characteristic.** When swapping out a student name, do your best to ensure the new student also meets the discipline criteria for the student s/he is replacing. Write in your complete student list in the space provided on the next page.
8. **Final review of student names.** In the table below, write in your complete list of student names identified in steps 1-7. Make note of each student's grade level, whether there are academic concerns for the student, their IEP status, whether they have older or younger siblings, and whether the student shares the important characteristics you identified in the previous step.

An ideal “sampling frame” will include students that meet the criteria identified in steps 1-5, and also include variation across:

- a) Grade levels (upper and lower grades),
- b) Academic concerns (high-performers and low-performers), and
- c) Educational status (with/without an IEP).

Students with older or younger (school-aged) siblings offer the potential for family perspectives on discipline over time at your school,

If you find that your final list of student names fails to include some of these qualities, try to swap some students out to create a more balanced group. In doing so, **make sure that all students continue to reflect the discipline criteria in steps 1-5, as this is the primary concern of your focus group.**

	Name	Grade Level	Academic Concerns (y/n)	Has IEP (y/n)	Siblings (y/n)	(If applicable) Shares characteristic(s) identified in step #7?
Student 1:						
Student 2:						
Student 3:						
Student 4:						
Student 5:						
Student 6:						
Student 7:						
Student 8:						
Student 9:						
Student 10:						

*As you complete this table, try to balance students’ grade level, academic standing, special education status. If upon completing this table, your team notices that your students have too much representation in one or more categories, you might want to consider changing students to ensure a balanced sample.*

# Please Complete the Session Evaluation to Tell Us What You Thought of This **Session H1**

## Three Ways to Complete:

### 1) **Pathable/Mobile App:**

- a. Find the Evaluation Link in the “**Files**” Tab, or
- b. Click on “Evaluations” in the navigation menu

### 2) **Online:** click on the link in the Pathable “**Chat**”

<http://bit.ly/NF20-H1>

### 3) **QR Code**

