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PBIS CULTURAL RESPONSIVENESS FIELD GUIDE:
Resources for Trainers and Coaches

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PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches

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Introduction

Audience

This guide is designed to assist trainers and coaches working with school SWPBIS teams (or other school leadership teams) seeking to implement culturally responsive practices systemically to enhance equity in school discipline. Although school teams may use it as a self-study document, many teams will need the support of district teams, trainers, and coaches to work with them in its use. Teams may begin implementing SWPBIS with a culturally responsive lens from the start or examine their practices after initial SWPBIS implementation has taken place.

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Background

Effective school environments help the vast majority of students to be successful. Establishing a positive school culture includes setting up the school's social environment (either intentionally or unintentionally) to reflect a shared vision of common values, beliefs, and behavior expectations. However, for students who are not from the dominant culture, the school environment can expose them to unintentional slights, which devalue their backgrounds and diminish school connectedness. Thus, this environment can either engage students through validation and affirmation of their identity (including their cultures and individual learning histories) or disengage them through these unintentional slights. Building responsive environments requires an understanding of how our school systems have been established, how well they support students from varying cultures, and how they can be changed to ensure the support and validation of each student.

A Note on Culture

Distinct cultures can be understood by learning how their shared beliefs and behaviors are acquired and maintained. This understanding aids in efforts to arrange school environments to better meet the needs of each student. The following principles may be useful in guiding school personnel:

- Behavior is learned and is context-specific.

- Shared beliefs and behaviors serve purposes that may be difficult to understand by those who are outside of that culture or context.

- Any given member of a cultural group may engage or not engage in each shared behavior of a culture depending on the situation.

Cultural Responsiveness and Its Core Components in SWPBIS

Cultural responsiveness includes (a) holding high expectations for all students, (b) using students' cultures and experiences to enhance their learning, and (c) providing all students with access to effective instruction and adequate resources for learning (Klingner et al., 2005). The primary goal of cultural responsiveness within a SWPBIS framework is to use SWPBIS principles to change school cultures and systems to enhance educational equity. Because contextual fit is a core principle of SWPBIS, SWPBIS is not fully implemented until it is culturally responsive.*

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* We deliberately avoid the term culturally responsive PBIS, or CR-PBIS, because using this term suggests that CR-PBIS is something distinct from PBIS. Instead, cultural responsiveness can and should be a core part of all PBIS implementation efforts. However, this focus may be new to PBIS teams that have not attended to cultural responsiveness.
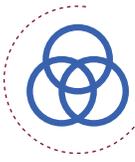
Our definition of cultural responsiveness within SWPBIS includes the following core components:

1. Identity
2. Voice
3. Supportive Environment
4. Situational Appropriateness
5. Data for Equity

Appendix B includes a more detailed and essential discussion of cultural responsiveness within SWPBIS and these components.

A Note on Cultural Responsiveness and Systems Change

Understanding the effects of school systems on each student is critical to achieving equitable outcomes for ALL students. Systems change requires us to understand the culture and climate of the school. When changing systems, there are two types of change to consider: technical and adaptive changes (Heifetz, Grashow, & Linksy, 2009).

Technical changes are adaptations to actual practices or instruction. Typically, technical changes involve learning and implementing new strategies or tools to use with students. Technical changes are important but may not reflect deeper change. An example would be the process of teams disaggregating their discipline data. Teams may change practices to disaggregate data, run reports regularly, and even use data for action planning. However, without changing the school climate and belief systems, new practices may simply become routines and not tools for meaningful change.

Adaptive changes are changes in values, beliefs, roles, relationships, and approaches to work. After adaptive change, staff may come to understand that they have an obligation and responsibility to educate each student, including changing systems to support a small number of students of color or other underserved groups. Adaptive change involves changing not only routines but also mindsets.

These two types of change may occur in sequence or simultaneously. In general, research on change in educator attitudes and behaviors indicates that adaptive change may be more likely to occur after technical change, as a result of experiencing successes and seeing the potential for equitable outcomes through the use of effective strategies (Guskey, 1986).

How to Use this Guide

This guide is organized into two sections and an extensive set of appendices. Although there are many points of entry and order of steps for equity work, working in the following sequence may be most useful:

- **Section 1:** Identity Awareness. The first section focuses on identity awareness, including that of practitioners and students, as well as how these identities affect school and classroom cultures. In addition, this section describes strategies to learn about and affirm the cultures and experiences of families, students, and communities.

- **Section 2:** TFI Cultural Responsiveness Companion. The second section is a resource for embedding components of cultural responsiveness into the critical features of SWPBIS. It follows the structure of the SWPBIS Tiered Fidelity Inventory (TFI) to coincide with assessment and action planning for SWPBIS fidelity of implementation.

- **Appendices:** The appendices include a glossary of key terms, a list of materials and tools for further work, and sample activities and lesson plans.

These sections can be used to build a comprehensive action plan for continuous improvement (see Appendix L). School teams may track their progress toward enhancing cultural responsiveness in a number of ways: (a) by tracking their action plan progress, (b) by completing the TFI along with the TFI Cultural Responsiveness Companion in Section 2, and/or (c) by completing other measures, such as the Culturally Responsive SWPBIS Team Self Assessment tool (see Appendix A and http://www.midwestpbis.org/materials/special-topics/equity).

Section 1: Identity Awareness

To make systems more culturally responsive, school staff need an awareness and understanding of their personal cultures and values, as well as how those cultures and values impact their classroom and school environments. The projection of personal cultures and values onto these environments can either engage or disengage the students and families served by the school. To increase engagement, school staff must actively seek not only to understand their own cultural identities, but also to understand and validate the values of the students, families, and communities they serve.

Important Types of Identity for Focus

Identity awareness takes many forms, including understanding one's identity as a practitioner, assisting students in their own personal identity awareness, and understanding community identity. Each is described separately below.

Practitioner Personal Identity

Culturally responsive systems require that practitioners are aware of their own racial, ethnic, and cultural identities, as well as the impact their identities have on their practice (Helms & Cook, 1999). Practitioners teach better when they examine how and why they perceive the world as they do, as well as their comfort with issues of race, ethnicity, and educational and social disparities. A prevalent belief in our current society is that it is best to be "colorblind," that regardless of one's race, all people are the same on the inside (implying that we all have the same experiences), and that talking about race and culture is impolite. Colorblindness is well intentioned but can have a detrimental impact on students. The implication that all people have the same experiences leads to the belief that one set of experiences is "right" and all others are "wrong," thus devaluing the experiences of many students and their families. Moreover, colorblindness implies that all behavior issues are "within-student" problems and not based on interactions between students and their environment. It is also important to know that identity awareness occurs along a continuum and is not necessarily linear. As a result, some staff will be more ready to commit to the work than others.

To build more responsive SWPBIS practices, practitioners need to examine the backgrounds from which they develop and apply their expectations and practices. Practitioners must also be able to explain the purposes of their expectations and practices. Research indicates that subjective behaviors more often result in disproportionate discipline for students of color (e.g., defiance, disrespect; Girvan, Gion, McIntosh, & Smolkowski, 2017; Skiba et al., 2011). As a result, it is imperative that staff examine their beliefs about what behaviors are considered "normal" or "appropriate." These notions are culturally defined and can vary greatly from person to person, thus providing the basis for disproportionate use of exclusionary discipline as opposed to instruction and re-teaching. To enhance practitioner personal identity awareness, districts can provide specific professional development and highlight connections to SWPBIS systems.

Student and Family Identity

It is vital for both practitioners and students to understand student and family identity. One way to gain this understanding of student and family identity is to respectfully explore students' backgrounds, cultures, and values beyond the general federal racial categories used in school data systems. For example, school staff can build stronger relationships when they know the tribe or nation of an American Indian/Alaska Native student. In this example, practitioners also take the time to learn the extent to which each student's personal experiences and ethnicity (as well as their level of acculturation to the majority culture) guides them in their daily life. The sincere act of seeking and applying this knowledge enables practitioners to make more genuine connections with their students and families, rather than perpetuating stereotypes based on the broad federal race categories.

Once they learn more about student and family identities, practitioners can improve classroom climate by making all family histories, interests, and experiences visible on a daily basis in the school setting. Each student should be able to see her or his own interests, experiences, and histories on display as a critical part of the school culture. One way to demonstrate understanding and honoring of student and family identities is to display art and artifacts that reflect student and family histories, values, or interests. Other ways include reviewing instructional materials to ensure the availability and accessibility of reading material that is culturally specific or culturally neutral (about universal experiences, such as family changes) and removing materials that reinforce negative stereotypes or misrepresent history. In addition, utilizing a range of music in the classroom and other school settings can be another way to represent the backgrounds of students and families. Practitioners can also value student and family experiences on a daily basis through a set of strategies known as Validation, Affirmation, Building, and Bridging (VABB; Hollie, 2011; see Appendix I).

Community Identity

School teams can examine their community's identity as well, including the people, their beliefs, values, and expectations they hold. Although there is never one unified community identity, there are often shared values or experiences that shape the behaviors of the individuals who live there. Connecting with community agencies and attending community events can give school staff a better understanding of these experiences. It is important to consider how the school fits into the community identity, such as the extent to which the school is viewed as a source of pride or conflict by the community. School and district teams can examine whether groups within the community have historically negative experiences with schools, resulting in strained relationships and perceived lack of valuing education. School and district teams can use their data—along with community feedback—to determine how best to meet their missions and long-term goals, as well as make any necessary adjustments.

Guidance in Identity Awareness

Because of its effects on many aspects of education, identity awareness is a valuable activity for school

teams to enhance their systems. There are a number of options for accessing this type of professional development, some of which are identified in Appendix A. Although there is limited research support for any of these specific options, general efforts at identity awareness seem to be promising for enhancing equity.

School teams can approach identity awareness in different orders. For some schools, it will be beneficial to begin with identity awareness before embedding cultural responsiveness components into SWPBIS systems. Through this work, school staff will gain understanding that will help them develop a more responsive SWPBIS system with strong contextual fit to the families and communities served by the school. For other schools, staff may not be ready to delve into the work of identity awareness until they have witnessed systems change at a more technical level. In such situations, it may be advisable to postpone

identity work and begin adapting their SWPBIS systems using the TFI Cultural Responsiveness Companion in Section 2.

Regardless of how or when they address identity awareness, teams can maximize their efforts by making this work systemic (i.e., embedding a focus on identity awareness and culturally responsive practices into the systems that support day-to-day practices and procedures). It is imperative that school staff understand that systems are culturally responsive only to the extent that they are responsive to the needs and values of their specific students and families. As a result, school systems will not be responsive until their identity awareness work is continuous and supported through their systems. School efforts may not improve outcomes unless staff are provided support, resources, and time to engage in identity awareness.

Section 2: TFI Cultural Responsiveness Companion

In its essence, SWPBIS is a framework for implementing practices that fit the values and needs of students, families, and staff (Sugai, O'Keeffe, & Fallon, 2012). This framework, with its focus on systems, teaming, and data-based decision making, creates an ideal structure within which to embed the core components of cultural responsiveness. In fact, because contextual fit is a core principle of SWPBIS, SWPBIS cannot be considered fully implemented until it is culturally responsive.

This section includes a tool called the TFI Cultural Responsiveness Companion. It is not an additional fidelity of implementation measure, but rather an action planning resource that teams can use to improve their implementation. Teams may use this tool either before initial SWPBIS implementation to build cultural responsiveness into systems from the beginning or after initial SWPBIS implementation to enhance equity within existing systems. To use this resource, we suggest the following steps:

1. **Complete the TFI.** Teams can first complete the SWPBIS Tiered Fidelity Inventory (TFI; available at www.pbisapps.org), a fidelity of implementation measure for SWPBIS. This measure allows teams to rate their implementation of the critical features of SWPBIS and identify next steps for implementation.

2. **Use the TFI Cultural Responsiveness Companion.** After completing the TFI, teams can use the companion to assess and improve the cultural responsiveness of their SWPBIS systems. Teams may choose to (a) review the whole companion, (b) consult items from the TFI that are in place (to build on strengths), or (c) assess items where the TFI indicates need for improvement or other information indicates the need for enhanced cultural responsiveness. In our experience, it may be preferable for coaches to preselect a few items for the teams to consider rather than providing the entire companion at once.

3. **Create an action plan.** Use the information from the TFI and this resource to develop a detailed action plan (see Appendix A) to implement core components of cultural responsiveness within SWPBIS.
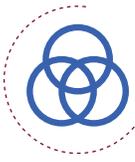
1.1 Team Composition

CR Concept: VOICE

SWPBIS Big Idea

Effective SWPBIS teams are knowledgeable, representative of stakeholders (e.g., students, families, community, staff), and have administrative authority.

Culturally Responsive Elaboration

School 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. Although teams should be small enough to be efficient, family voice is critical. If team size is a concern, consider the use of subcommittee structures and have families represented on the subcommittees.

Non-examples

- Teams do not include a family or student member, or the role of that member is not clear to the member or team.

- A single parent is on the leadership team and is asked to represent the opinions of all parents without getting input from others.

- Family members on teams are not representative of the community served by the school.

- Family members on teams are not asked to provide perspective and voice.

Examples

- School teams include family/student subcommittees or access to grade-level family subcommittees.

- Family/student participation and role is clearly outlined, defined, and understood by the family/student representatives and the team.

- Families have ownership of system components (e.g., celebrations, acknowledgments).

- Families assist in reporting team meeting discussions and data to stakeholders.

- Family feedback is sought regarding school processes such as hiring and policies.

Resources

- Description of teaming: Racial Equity Alliance[1]

- Equity Teaming Protocol: Oregon Leadership Network[2]

- Resources for family engagement[3]

- Benefits of family engagement in leadership[4]
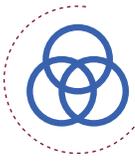
1.2 Team Operating Procedures

CR Concept: SUPPORTIVE ENVIRONMENT

SWPBIS Big Idea

Teams with defined roles, consistent procedures, and an ongoing action plan make effective and efficient decisions.

Culturally Responsive Elaboration

Team procedures include structures and practices that prompt the use of data for decision making and communication to ensure transparency of the system and to enable all stakeholders to have a voice and agency in the process and outcomes. During data analysis, team members examine the system and policies for potential changes, rather than placing the responsibility for change on families and students. Having a defined set of procedures holds the team responsible for ensuring equitable SWPBIS implementation and assessing student data for equitable impact.

Non-examples

- Teams move through the agenda without honoring divergent opinions and do not work to achieve consensus.

- Team operating procedures and decisions are not transparent (e.g., only known by some members).

- Teams do not examine their systems for potential causes and solutions when data indicate inequities.

Examples

- Teams focus on changing the system rather than the students and engage in explicit conversations around ethnicity/race and effects of practices on all student enrollment groups.

- Teams ensure that meeting minutes, goals, data, and decisions are shared with stakeholders and are readily accessible.

- Teams have ongoing, timely procedures for families, students, and community members to communicate questions, concerns, or needs.

- Teams regularly review procedures for utilization and effectiveness with stakeholders.

Resources

- TIPS resource materials[5]

- TIPS Meeting Minutes form example[6]

- Guide for Addressing Biased Statements - Learning for Justice[7]

1.3 Behavioral Expectations

CR Concept: SITUATIONAL APPROPRIATENESS

SWPBIS Big Idea

School-wide expectations are a brief, memorable set of positively stated expectations that create a school culture that is clear, positive, consistent, and focused on teaching social and emotional competencies.

Culturally Responsive Elaboration

Teams adopt or revise expectations that are reflective of the cultural values of students, families, and their communities. Expectations and specific rules are identified based on a legitimate purpose within the setting, as opposed to simply school tradition or maintaining the status quo. Within a culturally responsive framework, behavior expectations should focus on high standards for all students, be able to be taught and learned, and be respectful of the students' cultures.

Non-examples

- Teams and staff adopt school-wide expectations and rules that inadvertently exclude some students based on cultural norms or family values.

- School-wide expectations are not sufficiently examined for "best fit" with a school's students and families.

- Rules are linked to the dominant culture and assume common experiences. (e.g., Use the Golden Rule, Use fancy restaurant manners).

Examples

- Teams provide staff and community with periodic orientation and opportunities to examine and give input regarding school-wide expectations and rules to ensure that they reflect the values and norms of the community.

- Teams examine expectations and rules for implicit bias to ensure that expectations are truly universal.

- Families and students are given opportunities to examine and give feedback on the school-wide expectations and rules before implementing and at least annually after implementation.

- Expectations and rules are included in family and student orientation materials, including explicit statements on possible differences between school and home.

- School staff model expectations and refer to them regularly in daily interactions.

Resources

- Example of school matrix developed with family and student input (Appendix C)

- School-wide Expectations and Matrix Examination Activity (Appendix D)

- Stakeholder Input and Satisfaction Surveys – Student and Family (available soon at www.PBISApps.org)
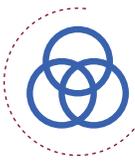
1.4 Teaching Expectations

CR Concept: SITUATIONAL APPROPRIATENESS

SWPBIS Big Idea

Active and explicit teaching of school-wide expectations clarifies concepts for students and adults, allows for practice and performance feedback, and reduces misunderstandings regarding what is appropriate at school.

Culturally Responsive Elaboration

Teams ensure that school staff understand that all students need explicit teaching about expected behavior at school. Teams have a process and procedures for staff to teach students the behaviors necessary to be successful in the school setting regardless of previous learning and without disrespecting families' beliefs. When expectations differ between home or community and school, staff examine these differences critically, and if determined to be necessary, they explicitly teach the skills (including providing a clear rationale for having a different expectation at school and opportunities for practice and feedback until students demonstrate the skill fluently).

Non-examples

- School staff remind students about expectations without explicit instruction.
- School staff teach that behaviors that are inappropriate in school are "wrong," even when they may be appropriate in other settings.
- School staff deliver corrective consequences without first engaging in explicit instruction.
- School staff provide a completed home matrix for families and expect them to teach predefined rules.
- School staff expect students to "code-switch" (i.e., change their way of acting or sounding to match the dominant group's expectations; Valandra & Hokšíla, 2020) instead of considering how the student's behavior can be supported as is.

Examples

- Expectations lesson plans incorporate students' real-life experiences, cultural strengths, and values of students.
- Teams examine expectations for reflection of dominant cultural values that may need explicit teaching and, if found, define the logical rationale for those expectations and a plan for explicitly teaching it to all students.
- Teams provide opportunities for students to articulate their expectations at home and discuss similarities and differences (e.g., personal matrix, see Appendix G).
- Staff include students actively in lesson plan design and delivery.
- Teams seek regular feedback on lesson plans from school staff, students, families, and community members.
- Teams include family and community members as teachers of behavior expectations.
- School staff use the Validate, Affirm, Build, and Bridge approach (VABB, see Appendix I) or other specific strategies to build from students' learning histories.
- Teams and school staff provide materials for families so that they can define and teach behavior expectations in the home in ways that fit their needs.

Resources

- Activity: Personal matrix activity (Appendix G)
- Sample lesson plan: Bridging Behavior Cool Tool (Appendix I)
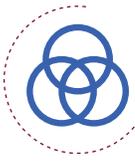
1.5 Problem Behavior Definitions

CR Concept: SITUATIONAL APPROPRIATENESS

SWPBIS Big Idea

Explicit definitions of wanted versus unwanted behavior provides clarity to both students and staff and is a critical component of identifying clear procedures for staff to respond to inappropriate behavior objectively.

Culturally Responsive Elaboration

Teams and school staff understand the difference between universally unacceptable and situationally inappropriate behaviors* and take responsibility for teaching what is wanted at school without devaluing what may be acceptable at home or in the community. Behaviors determined to be unacceptable in the school setting must be grounded in actual purpose (e.g., to keep students safe). Differences between school and home/community definitions of unacceptable or undesirable behaviors are discussed and mitigated with families and community so that schools truly reflect the communities they serve.

Non-examples

- Teams and staff use vague definitions of problem behavior or procedures for handling them.

- Teams and staff identify situationally inappropriate behavior at school as "wrong."

- Teams and staff challenge or otherwise devalue student communication styles or other styles related to student cultural values (e.g., music, clothing).

- Situationally inappropriate behaviors result in consequences without regard to context or cultural knowledge of the behavior.

Examples

- Teams actively seek input on problem behavior definitions (especially subjective behaviors such as defiance or disrespect) from school staff, students, families, community members, and school staff.

- Teams provide information and seek feedback in multiple languages and modes of delivery (e.g., written, audio, visual).

- Teams actively seek consensus among staff with responses to problem behavior by revisiting and practicing the procedures at least annually or as data indicates a need.

- Teams work with school staff to develop categories for behavior that include staff-managed, office-managed, and situationally inappropriate behaviors (e.g., transform T-charts to Pi-charts).

Resources

- Activity for redefining problem behavior: "Pi" Chart (Appendix F)

- Stakeholder Input and Satisfaction Survey – Family (available soon at www.PBISApps.org)

- Sample behavior definitions, School-Wide Information System[8]

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* Situationally or culturally inappropriate behaviors are behaviors that are routine and acceptable in one setting such as at home or with friends, but are inappropriate in other situations such as school.
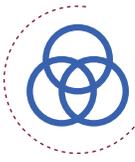
1.6 Discipline Policies

CR Concept: SUPPORTIVE ENVIRONMENT

SWPBIS Big Idea

Proactive and instructive responses to problem behavior are more likely to lead to improved student outcomes than exclusionary practices such as office referrals or suspensions.

Culturally Responsive Elaboration

Teams employ and support an instructional approach to discipline that emphasizes teaching pro-social skills (rather than using exclusionary discipline and zero tolerance policies). They examine policies and disciplinary practices for disparate impact and from a power versus purpose perspective (i.e., policies and practices that reflect the preferences of staff versus those with a clear purpose linked to educational outcomes).

Non-examples

- Schools or districts use zero tolerance policies or frequently use in- and out-of-school suspensions.

- Schools use "informal" suspensions (i.e., families are told to pick up their child when behavior incidents occur).

- Rather than teaching behaviors as part of discipline process, punishment is used almost exclusively.

- Families are not given opportunities to provide input regarding discipline policies.

- The school dismisses or otherwise does not act on suggestions and feedback made by families.

Examples

- Teams and staff review existing discipline policies to ensure that inclusionary practices are used whenever possible and that exclusionary practices are used with discretion for safety purposes only, and always with an instructional component.

- Teams actively seek input from families and the community on discipline policies and attempt to align disciplinary procedures with the expectations of students, families, and their communities.

- Teams have procedures for staff to respond to unwanted behaviors by assessing whether the behavior is culturally-situated, bridging expectations across school and home, and reteaching the skills as needed with additional practice, acknowledgment, and a focus on affirming student strengths and restoring relationships.

- Teams work with local law enforcement agencies to emphasize positive interactions between authority figures and students (as opposed to negative or threatening interactions when problem behaviors occur).

Resources

- [Key Elements of Policies to Address Discipline Disproportionality: A Guide for District and School Teams](#)[9]

- [Sample MOU with law enforcement](#)[10]

- [Policy Equity Analysis Tool – Great Lakes Equity Center](#)[11]

- [Sample school code - Dignity in Schools Model School Code](#)[12]

- [Dignity in Schools Model Code ongoing webinar series](#)[13]
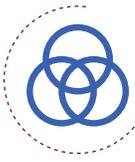
1.7 Professional Development

CR Concept: IDENTITY

SWPBIS Big Idea

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

Culturally Responsive Elaboration

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

Non-examples

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

- The school or district provides "cultural sensitivity training" that does not focus on instructional strategies.

- Cultural professional development is generic and not specific to working with the local community.

Examples

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

- Professional development opportunities are identified based on system and student outcome data.

- Teams partner with local community supports and families to provide professional development that orients staff to the community cultures, values, and historical perspectives (e.g., marginalization from schooling).

- Teams have procedures to provide staff with explicit training and practice in specific skills for enhancing equity and examining implicit bias.

- Teams have procedures to provide staff with explicit training and practice in de-escalation skills.

Resources

- Sample staff identity awareness activity: Elements of Culture Activity (Appendix H)

- Professional development: Wisconsin RTI Center's 7 Experiences, Davis, 2014[14]

- Professional development: Beyond Diversity/Courageous Conversations (Appendix A; Singleton, 2015)
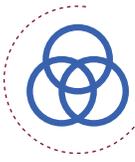
1.8 Classroom Procedures

CR Concept: SUPPORTIVE ENVIRONMENT

SWPBIS Big Idea

SWPBIS classroom systems that are aligned with school-wide systems improve student outcomes.

Culturally Responsive Elaboration

Teams support classroom teachers in the implementation of SWPBIS in classrooms. Classroom routines and expectations are taught explicitly and are connected to school-wide systems and students' prior knowledge and home lives. Classroom teachers ensure that all students in the class can see their lives, histories, cultures, and home languages incorporated into the classroom environment, curricula, and instructional practices on a daily basis.

Non-examples

- School staff believe that all students understand classroom expectations and routines without instruction.
- Behavioral errors due to cultural difference (e.g., shouting out/overlap) are met with punishment.
- Classroom instruction is primarily lecture-based and requires extended periods of seated, silent attention.
- Classroom images, academic content, and SEL strategies do not reflect the range of diversity in the school and community.

Examples

- Teachers post images of successful persons from underrepresented groups filling professional roles (i.e., counter-stereotypical imaging) in the classroom.
- Students see themselves and their experiences in classroom imaging (as contributed by families) and materials (e.g., culturally-specific libraries).
- Teachers encourage students to share elements of their culture and family history in class.
- Teachers use a variety of attention or transition signals (e.g., use of song lyrics, call and response, motor breaks, use of home languages) and a range of instructional methods appropriate to the content area and developmental level of the students (e.g., whole group discussions, cooperative group activities).
- Teachers use the VABB approach (see Appendix I) to prevent and address issues of cultural differences.
- Teachers engage in frequent, two-way, and positive communication with families regarding classroom procedures and student progress in multiple languages and modes of delivery (e.g., written, audio, visual).

Resources

- Assessment measure: PBIS Indiana 5x5 School Walkthrough tool
- Examples of classroom cultural imaging by students and families (Appendix E)
- Examples of cultural calendar and embedded lessons (Appendix J)
- Stakeholder Input and Satisfaction Surveys – Student and Family (available soon at www.PBISApps.org)

1.9 Feedback and Acknowledgement

CR Concept: SUPPORTIVE ENVIRONMENT

SWPBIS Big Idea

Attending to and acknowledging desired student behaviors increases the likelihood of these behaviors recurring and promotes a positive school culture.

Culturally Responsive Elaboration

Teams involve students, families, and communities in the development and use of acknowledgement systems in order to create systems that are meaningful and authentic. School teams consider the culture of the students they serve when designing recognition systems (e.g., opportunity to share success with friends). In addition, teams and school staff understand that learning a new skill requires additional reinforcement, particularly when habits are already formed (e.g., behaviors are valued and/or meet a functional need outside of the school setting).

Non-examples

- Feedback or acknowledgement is not used because "students should know how to behave."

- Some student enrollment groups have inequitable access to acknowledgement.

- Students and families are not asked for input on the school's acknowledgement systems.

Examples

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

- Teams actively seek connections within the community for the acknowledgement system to be reinforced (e.g., use of reinforcements in community settings such as restaurants).

- Teams assess racial/ethnic equity in acknowledgement systems (i.e., rewards used consistently with all groups of students) with valid tools (e.g., TFI Walkthrough Tool, Stakeholder Input and Satisfaction Survey) multiple times throughout the school year.

- For students who have received multiple referrals, teams audit the frequency of use of acknowledgement and feedback in the re-teaching process.

Resources

- Stakeholder Input and Satisfaction Surveys – Student and Family (available soon at www.PBISApps.org)

- Assessment measure: Modified TFI Walkthrough Tool (Appendix K)

- Activity: Random but demographically representative student interview. "What was the last thing you were acknowledged for?" "What do the expectations mean to you?"
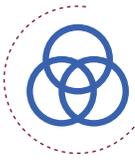
1.10 Faculty Involvement

CR Concept: VOICE

SWPBIS Big Idea

Faculty voice is essential to establishing and maintaining staff commitment and consistency in implementation.

Culturally Responsive Elaboration

School staff are actively engaged in all SWPBIS Tier I practices, demonstrate ownership of the system, and accept responsibility for sustaining practices that are effective for all students.

Non-examples

- Teams do not share updates, action plans, data, or disaggregated data with faculty.

- Teams do not solicit feedback from faculty regarding their thoughts or suggestions for change.

- Team members are the only staff involved in planning or delivery of school-wide activities (e.g., orientation, celebrations).

Examples

- Teams have a process for frequently facilitating two-way communication between the school administration, leadership team, and faculty.

- Teams have procedures for school staff to play an active role in planning and delivery of school-wide activities.

- School staff are acknowledged for their participation in SWPBIS systems.

- Teams collect and use feedback from school staff regarding their perceptions of and suggestions for Tier I SWPBIS systems at least annually.

Resources

- Staff survey: PBIS Self Assessment Survey (SAS, www.pbis.org, www.PBISApps.org)

- Staff survey: Stakeholder Input and Satisfaction Surveys – Staff (available soon at www.PBISApps.org)

- Activity: Staff collaboration activity revising PBIS systems (Appendix D)
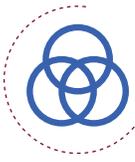
1.11 Student/Family/Community Involvement

CR Concept: VOICE

SWPBIS Big Idea

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

Culturally Responsive Elaboration

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

Non-examples

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

Examples

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

Resources

- Stakeholder Input and Satisfaction Surveys – Student and Family (available soon at www.PBISApps.org)
- Sample family engagement activity - Read Your Heart Out[15]
- Examples of school cultural imaging by students and families (Appendix E)
- Cultural Calendar and example embedded lesson plans (Appendix J)
- Book: Schwartz, K. (2016). I wish my teacher knew: How one question can change everything for our kids. Philadelphia, PA: Da Capo Press.

1.12 Discipline Data

CR Concept: DATA FOR EQUITY

SWPBIS Big Idea

Teams with access to current and reliable data are able to make more accurate and relevant decisions regarding staff and student instruction and support.

Culturally Responsive Elaboration

Teams regularly disaggregate their discipline data as an effective and objective way to assess and monitor equity in student outcomes. Teams are purposeful in examining inequitable outcome data first from a systems perspective, before viewing it as an issue with an individual student or family.

Non-examples

- Teams do not have immediate access to disaggregated discipline data at the school level.

- Teams do not disaggregate their discipline data.

- Teams do not discuss inequities when data indicate they exist.

Examples

- Teams disaggregate the data in their core reports* by race/ethnicity and disability status quarterly.

- Teams calculate multiple disproportionality metrics (e.g., risk ratios) for ODRs, suspensions, achievement, and special education placement at least quarterly.

- Teams review administrative consequence decisions for disparity at least monthly.

- Teams examine trends in disaggregated data to identify specific situations when disproportionality is more likely to be evident (e.g., behaviors, locations, time of day).

- Teams research their communities to determine which ethnic groups are represented within the broad federal race categories and use that information to make practices more culturally responsive.

Resources

SWPBIS Disproportionality Data Guide[16]

Sample discipline data system - School-Wide Information System (SWIS)[17]

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* Core reports: average referrals by day/month, problem behavior, location, time of day, students, motivation
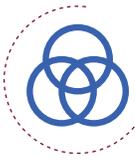
1.13 Data-based Decision Making

CR Concept: DATA FOR EQUITY

SWPBIS Big Idea

Teams use data on a regular basis to problem solve and identify solutions that are efficient, effective, relevant, and durable.

Culturally Responsive Elaboration

Teams engage in active data-based decision making with a specific focus on equity. Teams and school staff take responsibility for the outcomes for each student, regardless of her or his circumstances. Inequitable outcomes are first examined from a system perspective before considering individual behavior support.

Non-examples

- Teams do not use disaggregated data for decision-making.
- When disaggregated data indicates disproportionality, school staff consider it a student or family issue or a cultural deficit.

Examples

- Teams have procedures to ensure that data are shared frequently with stakeholders for input and feedback.
- Teams examine the data for patterns that would indicate a need for systemic change (vs. student intervention).
- When concerning patterns are noted, teams develop action plans with short-term (e.g., immediate response) and long-term (e.g., information gathering, professional development) solutions.

Resources

- Stakeholder Input and Satisfaction Surveys – Student and Family (available soon at www.PBISApps.org)
- SWPBIS Disproportionality Data Guide[18]
- Risk Ratio calculator[19]
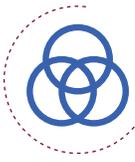
1.14 Fidelity Data

CR Concept: DATA FOR EQUITY

SWPBIS Big Idea

Teams assess fidelity of implementation to understand the extent to which they are implementing the core components of SWPBIS and identify next steps for implementation.

Culturally Responsive Elaboration

Teams, staff, and stakeholders are committed to enhancing SWPBIS implementation with culturally responsive components. Teams use additional measures, beyond the nationally recognized SWPBIS assessments, to examine the fidelity of their school-wide system specifically with regard to the equity of outcomes for all students.

Non-examples

- Schools conduct fidelity assessments but do not consider culture or equity in the assessment process.

Examples

- Teams collect additional data when completing site visits or site evaluations via the School-wide Evaluation Tool or the TFI Walkthrough (e.g., ensuring representativeness of interviewees, assessing evidence of cultural imaging during observations).

- Teams have procedures to collect and use feedback from students, families, and community members regarding perceptions of fidelity of implementation for continuous improvement.

- Teams collect feedback in multiple languages and modes of delivery (e.g., written, audio, visual).

Resources

- Stakeholder Input and Satisfaction Surveys – Student and Family (available soon at www.PBISApps.org)

- Assessment measure: CR-PBIS Team Self-Assessment[20]

- Assessment measure: Modified TFI Walkthrough Tool (Appendix K)

1.15 Annual Evaluation

CR Concept: DATA FOR EQUITY

SWPBIS Big Idea

Schools are accountable to their communities and stakeholders and have an obligation to report the fidelity and effectiveness of their implementation.

Culturally Responsive Elaboration

Teams and school staff understand that schools play a critical role in and are accountable to the communities they serve. Annual evaluation procedures are used to engage a wide and representative range of stakeholders in two-way communication regarding goals and progress.

Non-examples

- Teams do not obtain family or community feedback for the evaluation process.
- Teams do not share evaluation report beyond leadership team or staff.

Examples

- Teams report disaggregated data patterns to demonstrate the efficacy of systems for all students.
- Teams and stakeholders compare disaggregated data trends to school mission and vision.
- Teams actively seek and incorporate family and community feedback in evaluation.
- Teams utilize existing community stakeholder groups to guide evaluation.
- Teams hold community outreach and discussion sessions to present annual evaluation results.
- Annual evaluation results are available in multiple languages and modes of delivery (e.g., written, audio, visual).

Resources

Stakeholder Input and Satisfaction Surveys – Student and Family (available soon at www.PBISApps.org)

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APPENDIX A: Annotated Resource Guide*

Assessment

This section provides resources for coaches to assess not only their PBIS systems, but also various components of culturally responsive practices. Tools such as the Implicit Association Test (which helps people identify their own implicit biases) and a Culturally Responsive Systems Self-Assessment are provided. Generally, data provides a relatively neutral place for teams to start addressing their system needs.

- SWPBIS Tiered Fidelity Inventory (TFI)[21]
  SWPBIS fidelity of implementation measure that assesses implementation of SWPBIS at all three tiers.

- SWPBIS TFI walkthrough video (TFI)[22]
  Videos explaining the measure and its components.

- Culturally Responsive School-Wide PBIS Self Assessment Tool[23]
  Self-assessment measure of culturally responsive aspects of PBIS from the Midwest PBIS Network.

- Success Gaps Rubric[24]
  Tool for school or district teams to self-assess their implementation of systems to enhance equity in student outcomes.

- Implicit Association Test[25]
  Online implicit bias survey for individuals. Useful for starting to discuss bias or identity awareness.

Data for Equity

As with the assessment tools, these tools for assessing discipline disproportionality provide a relatively neutral place to address their culturally responsive system needs. These tools help a team begin to identify the extent of the challenge, areas for improvement, and methods for monitoring progress. Note: The Wisconsin Risk Ratio calculator is designed to compare an identified group's risk to that of White students (since White is the dominant enrollment in Wisconsin), whereas Florida's tool compares to all other groups.

- PBIS Disproportionality Data Guide[26]
  Guidebook that walks team through identifying the extent of disproportionality, specific causes, intervention selection, and monitoring of outcomes.

- Wisconsin Risk Ratio Calculator[27]
  Tool for automatic calculation of risk ratios for a number of student academic and behavior outcomes. Sets White students as the comparison group.

- Florida's PBIS Project Risk Ratio Calculator[28]
  Tool for automatic calculation of risk ratios for any outcome. Any group can be used as the comparison group.

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* These resources are current and active at the time of this publication but cannot be guaranteed to remain active.
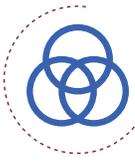
Identity Awareness

These resources are useful in helping educators learn about the students and families that they serve as well as begin to learn how the educator's culture impacts their school practices, which may engage or disengage students or families.

- The 7 Experiences[29]
  Information on creating a professional development program to understand the cultures, experiences, and backgrounds of students and families served. (credit: Andreal Davis)

- Beyond Diversity[30]
  Courageous Conversations about Race (Singleton, 2015). Professional development on identity and educational equity.

- Great Lakes Equity Center's Learning Experiences
  Compendium of activities and webinars for exploring staff identity awareness.

- Shades of Beauty[31]
  A school-wide art project to explore and embrace the skin tones that make up the school.

Policy

This section provides resources related to policy analysis, revision, and development. These tools may provide model policy examples, tools for examining current policies or additional resources for consideration.

- PBIS Disproportionality Policy Guide[32]
  Guidebook describing key elements of district and school policies and procedures to enhance equity in school discipline.

- LEAD Tool[33]
  Tool for assessing elements of policy, especially as related to district leadership in equity.

- Dignity in Schools – Model School Code[34]
  Recommended policies for reducing discrimination in school systems.

Webinars And Videos

This section has webinars, e-learning courses, or other videos related to culturally responsive work.

- Implementing PBIS with a Racial Equity Mindset[35]
  The presenter shares specific strategies and free Center resources for enhancing the cultural responsiveness of PBIS systems.

- Resources for Enhancing Equity in School Discipline[36]
  Webinar from the Center on PBIS introducing materials and tools for addressing discipline disproportionality, January 2016.

Websites

This section is a collection of additional resources in culturally responsive practice and equity work.

- Center on PBIS[37]

- Dignity in Schools Campaign[38]

- The Equity Project at Indiana State University[39]

- Great Lakes Equity Center[40]

- Lawyers Committee on Civil Rights[41]

- Learning for Justice[42]

- NAACP Legal Defense and Education Fund[43]

- National Center for Culturally Responsive Educational Systems[44]

- Open Society Foundations[45]

- Wisconsin RTI Center [46]

Appendix B: Cultural Responsiveness and its Core Components in SWPBIS

Within the SWPBIS framework, we consider cultural responsiveness to have five core components.

1. Identity

A person's identity is comprised of multiple aspects: their race and ethnicity, but also other aspects of culture, such as ability, gender identity, language, marital status, religion, sexual identity, socio-economic status, and more. These aspects of culture combine to provide a sense of identity--or history--that influences a person or group's experiences with daily interactions in society.

Practitioners who exercise identity awareness are conscious of various critical identities and how those influence their classrooms and schools on a daily basis. Practitioners need to understand their own identity and how that impacts their practice and classrooms, as well as the identity of their students, their students' families and community, and the identity of the school. Identity awareness lends perspective on what one "brings to the table," gives knowledge of who is being served and their experiences, and engages stakeholders without assuming that one set of experiences is universal.

2. Voice

Authentic family or community engagement includes providing family, students, and community members with meaningful opportunities to be heard, and voice their opinions, and exercise agency and leadership within the school system. Students and families should have opportunities to see themselves, their cultural values, and their histories in the school setting; ideally, if a school seeks a more inclusive image, the families themselves can help the school decorate the halls and classrooms. If the school provides professional development to their staff regarding a particular ethnicity or group of students, school staff should reach out to the actual community for their knowledge, input, and guidance.

Typically, family involvement includes parents from the dominant culture who support the school by volunteering or being part of PTO/PTAs. These are helpful contributions, but to truly engage with a culturally responsive lens, schools must reach out to the families and communities of underserved students and draw them into the conversations and work. Eliciting and valuing the voices of underrepresented students and families to the system challenges the notion that "those people don't value school" or that they are somehow uninterested.

Schools can shift from one-way communication, in which they tell families how to support school efforts, to two-way communication by engaging and listening to underserved families. School PBIS leadership teams can move beyond representation of a single family member on the team to providing opportunities for ownership, voice, and broader representation of alternate experiences and cultures within the team.

This stakeholder partnership also requires school teams to move from identifying the communities they serve from a racial standpoint to understanding the cultures and ethnicities they serve. If schools engage families and communities meaningfully, they will have a better sense through the voice, participation, and ownership of the cultures represented beyond federally defined race/ethnicity categories. For example, if the school serves a large Black community as identified in their enrollment data, it is useful to know the difference between a community that is largely African American versus Somali. Similarly, if a school has a large Native American population with representation from Oneida or Huron/Wyandot Nations but they bring in speakers or images that are Lakota (Plains Nations), their efforts may not have the desired effect. This better understanding of culture versus race will also be beneficial in the school team's use of data.
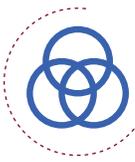
3. Supportive Environment

A school team seeking to build a supportive setting identifies a positive school culture as a top outcome. Staff must understand that school expectations exist as a framework to teach desired behavior to fluency, rather than a system through which infractions are delivered. Staff must also understand that the acknowledgment system is intended as a tool to encourage the learning and generalization of desired behaviors.

In a supportive environment, staff understand the mission of the building and hold themselves and each other accountable to achieving the mission of the school rather than requiring individual teachers to create their own systems. Similarly, staff understand that their obligation is to meet student needs and proceed to teach students necessary or missing skills (including use of the acknowledgement system to reinforce new behaviors), rather than assume students already know them. When behavior errors occur, staff understand that their obligation is to teach the desired behaviors, especially when there is a cultural mismatch, and not punish students into assimilation.

Lastly, students in a supportive environment feel valued. Students learn the history of other peoples rather than just the history of the dominant culture. Students see themselves and their experiences on display daily in the halls and classrooms and diversity is welcomed and incorporated into classroom and school operations.

4. Situational Appropriateness

Situational appropriateness is the ability to determine what types of behavior will ensure positive outcomes in a given setting and demonstrate those skills with fluency. Situational appropriateness also includes altering one's behaviors when settings, contexts, or companions change. Generally, behaviors are learned as people interact within settings. In the case of schools, behaviors that are appropriate for various situations need to be taught explicitly. Practitioners must recognize that behaviors seen as appropriate in a student's home or community culture are as legitimate in that setting as any behavior staff deem appropriate in school. Behavior instruction in school should be tailored to the context in which the behaviors occur, with explicit connections to when and where expectations may change.

For an adult, behavior in front of a classroom full of students is likely different from behavior after work with friends. For a student, being respectful in the hallway might include walking away and telling an adult when bullying occurs, whereas in the home/community setting that same student may have been instructed to stand up for family or friends, even if physical aggression is necessary. Knowing how, when, and why to follow certain behavior expectations are critical components of situational appropriateness. Teaching situational appropriateness does not mean requiring students to assimilate into the school culture (i.e., "code-switching"). It provides an opportunity for schools to examine and reflect on their routines and procedures and identify places where students' first cultures can be demonstrated and honored within the systems. Any decision to explicitly teach code-switching is to be made by the family and not school personnel.

School teams and staff must honor and respect the initial instruction provided to children by their families, even if the staff may personally disagree with what was taught. This home instruction is based on the family's collective experience and history and may include behaviors seen as necessary for survival within the home and community settings. Staff who seek to validate and affirm students will refrain from making assumptions about student behavior and will instead seek to understand it. When teaching school expectations at the beginning of the school year,
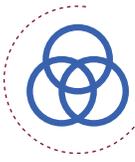
staff can ask students to identify what the universal expectations look like at home and in the community (see the personal matrix activity in Appendix G). To build connections and drive instruction, the staff can review the students' definitions of expectations in the home and community in comparison to the school's definitions for the need to revise school expectations or provide additional instruction when school expectations are necessarily different. Instruction can be targeted to those areas that include differences between the home/community and school definitions. Home teaching is not judged.

Adaptive change requires conscious attention to the dynamics of cultural difference between the staff, student(s), and environment. Staff have an understanding of their own values and how those values influence their expectations and interpretations of student behavior. Practitioners also take time to learn about their students' cultural identities and validate and affirm cultural differences (honor family background and prior learning as a necessary and critical part of that student). When cultural differences are discovered, practitioners explicitly teach—to fluency—the expectations in the academic setting and why those expectations are critical to success. This approach directly contrasts with the expectation that "students should know how to behave" without explicit instruction. Where that belief is prevalent, unexpected behavior is viewed as behavior to be punished, not behavior to be explored and understood.

One example of situational appropriateness from a student perspective is of a family who practices the cultural linguistic trait of overlap. Overlap is a communication style in which it is natural for participants in a conversation to talk even as another speaker is talking, especially if they are excited, confused, or believe they have a contribution to make. In many school settings, this behavior may be seen as "interrupting," which is frequently identified as

disruptive or disrespectful and may result in disciplinary action. Within a culturally responsive model, the goal would be to help the student understand that overlap is a valid communication tool, but that it can hinder the learning of other students if it is used during whole-group, teacher-led instruction. During whole-group instruction, the desired behavior of students raising their hand and waiting until being called upon before speaking would be identified as the new skill for the setting. This behavior should be taught and taught to fluency. In addition, in a culturally responsive setting, the use and purpose of overlap could be taught and encouraged for all students as it fits in the system, such as during sharing time or group work time. This inclusion of expectations from the home/community settings signifies to students that their teachers value them and prompts staff to identify the assets that students bring to the classroom. These examples represent technical changes, or tasks to complete, within school systems. The more critical change though, is the purpose and significance of these modifications. Rather than simply allowing students to overlap during certain work times, staff must understand that such behavior shows excitement and engagement and can be a valuable lesson for students' lives outside of school. This understanding is what will move school climate from simply tolerating differences to embracing and honoring students and their experiences.

5. Data for Equity

Culturally responsive systems are based on an understanding that it is imperative to disaggregate data for analysis and action planning and openly discuss trends in the data regarding equity. To achieve this understanding, teams can develop meeting norms for reviewing data, such as We discuss issues of race or culture openly and respectfully, and We will not talk in code (i.e., using terms such as "those kids" or "those families"). Teams must be committed to examining

data and focusing on changes within their sphere of influence, and refrain from making judgments about students or families.

Teams must use the two types of data that are linked to solid implementation of PBIS: student outcome and fidelity of implementation data. It is essential to review student outcome data for equitable outcomes from both a short and long term perspective. Discrepancies in student outcome data should prompt further data review and action planning at a systems level. School teams are encouraged to include both behavior and academic outcomes in their disaggregation discussions. For more information on examining student outcome data, see the data guide described in Appendix A.

As teams gain skills in analyzing disaggregated data, disparate impact becomes more obvious. The American education system was designed by a dominant ethnicity, so it is easy to assume that current systems are working when the dominant group is responding positively. Disaggregation requires that teams look at all enrolled groups to determine where "business as usual" is adversely affecting subgroups. Again, it is critical to address issues of disparate impact at the systems level (e.g., operationally defining subjective behaviors such as defiance) rather than placing blame on the students or families (e.g., "those kids are disrespectful and don't value education").

As an example, a school team may observe a high number of office discipline referrals for defiance. They disaggregate the data to find that the majority of these referrals have been issued to Native American students. The team then reviews all related data and uses it to create a precise problem statement (i.e., an issue that is quantifiable and actionable) and action plan to address it. In this example, the team may: 1) provide professional development regarding what respect might look like, culturally, at home, for their Native American students; 2) teach students and families the skills needed to show respect as defined in school and why those skills are important; and 3) ensure that "defiance" is operationally defined. To be most effective, school teams can seek information about their students and families the students, families, and surrounding communities themselves. In this example, the school must look beyond the federal designation of "American Indian/Alaska Native" to understand that their students may come from a specific sovereign nation (e.g., Lakota, Oneida, or Muskogee/Cree Nations). This understanding will ensure that professional development is authentic, responsive, and more likely to improve relations with family and community stakeholders.

Appendix C: Sample Matrices

This classroom matrix shows how Menominee Nation family, community, and tribal values can be incorporated into the classroom. Specifically of note is the use of tobacco in the school setting, how traditional language is promoted, and how traditional belief systems are incorporated into the classroom.

Pitapanukiw — Classroom Matrix Menominee Language

Expectation	Prayer	Menominee thinking mode time	Whole Class Activities	Small Group Activities	Transitions
Be Safe	Helper opens door for those making the offering of tobacco outside.	Line up with chair quietly Bring chair to Menominee area quietly	Enter room walking quietly Keep hands to yourself	Sit quietly on floor during story time. Stay in your own space Zero voices during story	Line up quietly behind door Wait for teacher to dismiss you. Push in your chairs
Be Respectful	All participate Handle medicines appropriately Listen to directions When one person saying prayer, zero voices.	No English during Menominee thinking mode Listen to direction Respect what we learn in this room Listen to others in class.	Listen to Teachers direction Raise hand if you want to talk	Listen to others speaking	Knock on door before entering Enter room only if teacher is in room Wait for other class to be dismissed before you enter
Be Responsible	Place Tobacco by tree Place tobacco in Shell	Participate during class			Line up quietly Push in Chair Stay in line Stay in own space.

This middle school wide matrix example shows how family and student voice are incorporated into the expectations and specific examples. Based on their discipline data and feedback from their staff-at-large, the school PBIS team modified their original behavior matrix into SWAG. The school then continued to monitor their discipline data through monthly PBIS team meetings with teachers and staff from each grade level. The school also incorporates student focus groups to provide feedback to the administrative team. Lastly, as part of this process the school team provided quarterly PBIS meetings and incorporated the Lindsay Bucks system for students to participate in field trips or buy items from the school bookstore.

Used with permission, Lindsay Middle School, 2016.

TEACHING MATRIX — C. Alton Lindsay Middle School — SCHOOL-WIDE BEHAVIOR EXPECTATIONS

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

Appendix D: School-wide Expectations and Matrix Examination Activity

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

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

Step 1: Identify Any Existing Expectations or Matrices

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

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

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

- **Stakeholder Input and satisfaction surveys.** The Student and Family survey tools (available soon at www.pbisapps.org) can be used to get input and suggested revisions for expectations.

- **Specific survey for families/community.** To maximize responses from busy families, it may be useful to consider a survey that only addresses this topic, such as follows:

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

  [paste matrix here]

  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? _____
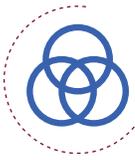 What do you think they should be? _____
  What are the values or rules that you want your children to follow at home? _____
  _____
  Are there any expectations or examples (in the matrix) that go against your values at home? YES / NO
  If yes, what are they? _____
  What other ideas do you have for us to teach students the expectations? _____
  _____
  Thank you for your time and thoughts!

- **Rules Gallery Walk.** This activity is particularly helpful for middle and high schools. It engages students in both gathering and examining rules around the school.

  1. Ask students to walk around the school and document (e.g., photograph) any posted "rules" they can find around the school.

  2. Once collected, post the rules on the walls around a large common area (e.g., gymnasium) with a set of questions below each set of rules on flipchart paper. Examples include:

     a. Is the rule positively stated?

     b. What is the purpose of the rule?

     c. What is the underlying value that this rule promotes?

     d. Is this rule necessary?

     e. Does this rule fit within any of our school-wide expectations (if they exist)?

  3. Use the results to revise expectations and rules

- "Blank Matrix" activity. This activity is used to get student input on the examples in the matrix and use the responses to revise expectations or examples.

  1. Provide students with the existing school-wide matrix, but with the specific examples in the boxes removed.

  2. Ask students to write (or draw, if younger students) specific examples for each setting for each school-wide expectation (i.e., fill in the boxes with actions).

  3. Use the results as follows:

     a. If many students cannot identify examples for particular expectations, consider revising or reteaching those expectations.

     b. Use the student-provided specific examples in place of staff-generated ones (to make the matrix more "student friendly")

Step 3: Revise Expectations and Matrix Based on Feedback

Summarize the information from Step 2 to revise the expectations and matrix. Assess whether the existing expectations are valued by stakeholders. If not, generate options for new expectations or specific examples for the matrix.

Step 4: Assess New Options for Expectations and Matrix Based on Critical Features of Effective Practices (Revise As Needed)

It is important that expectations and matrices have the following critical features. Without them they are less likely to be effective.

FOR EXPECTATIONS, ASK STAFF WHETHER 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 staff

FOR MATRICES, ASK STAFF WHETHER THEY HAVE THE FOLLOWING CRITICAL FEATURES:

- Has all expectations 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 written in student-friendly language

- Examples are best actions 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 active behaviors (not "Refrain from...")

- Examples are small in number (between 2 and 5 examples per box)

Step 5: Agree on New Expectations and Matrix

Seek to make decisions based on consensus. If it is difficult to find consensus, consider using input from more marginalized groups. Consider a student vote among a few possible options.

Step 6: (Re)Introduce, Teach, and Practice the New Expectations and Matrix with Students and Share with Families and Community Members

Use active lessons and practice, as opposed to simply sharing the matrix with students and families.

Appendix E: Imaging

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

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

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

Also note the images; familiar patterns, and the "Native American" image is not an image of a race (i.e. Native American), but represents the traditional dress, culture and ethnicity of the students served at the school; students of the Menominee Nation.
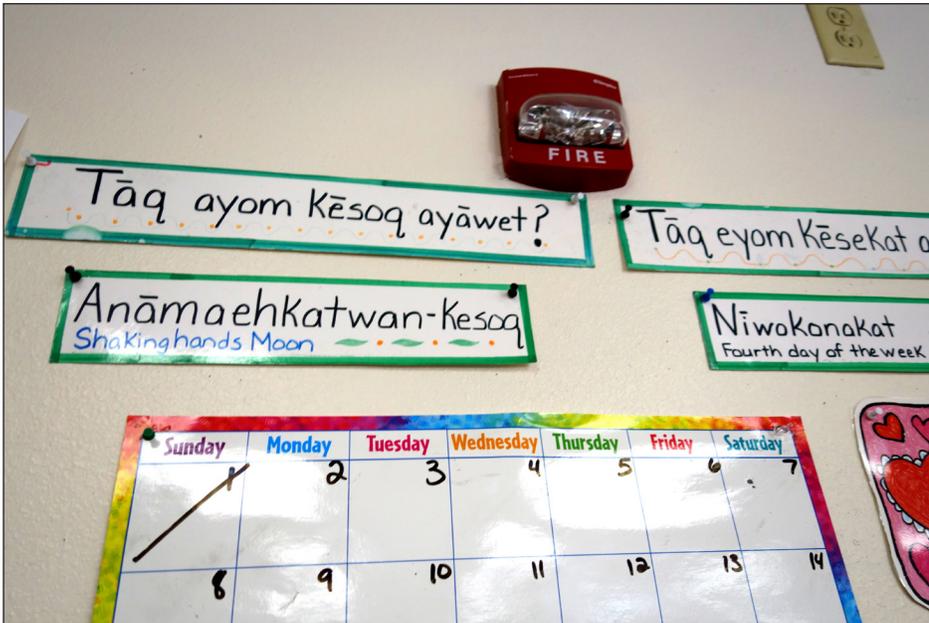
Home language is on display in the classroom and used frequently as part of instruction. In this case, the calendar shows a traditional calendar with the months identified in English as well as the community's name for the month.

Staff can highlight different cultures in the classroom by having a variety of culturally specific reading materials available and on display. They are both developmentally appropriate and encompass various aspects of culture, including ethnicity, gender identity, sexual identity, and socioeconomic status.
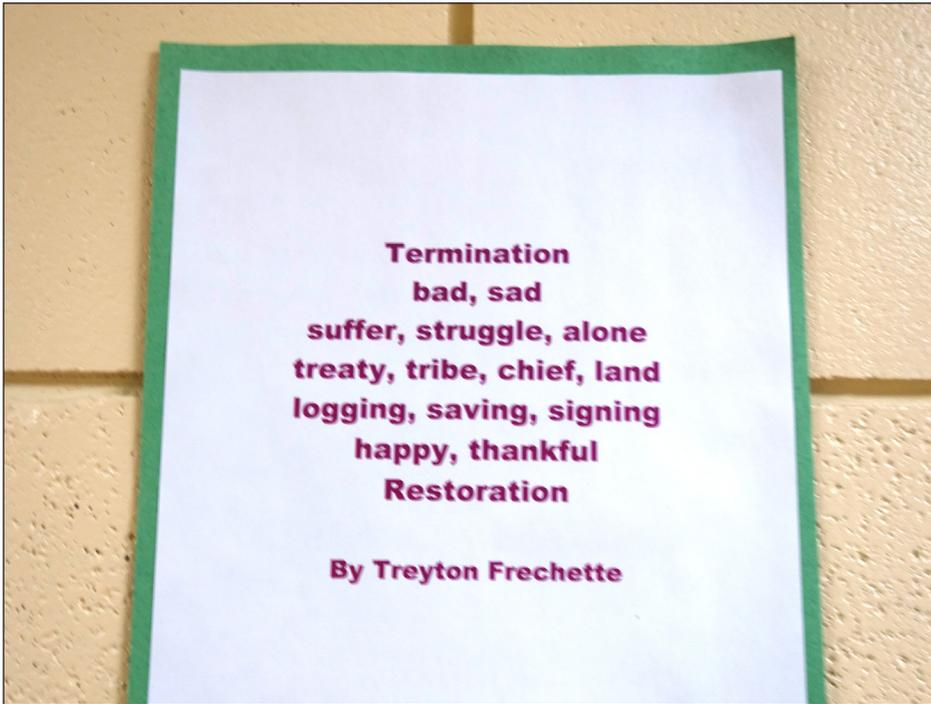
Student voice and cultural themes can be incorporated into academic content and put on display as well. In this example from an English class, students were writing poems. The student selected a theme from a significant cultural event in his community; the work was put on display.
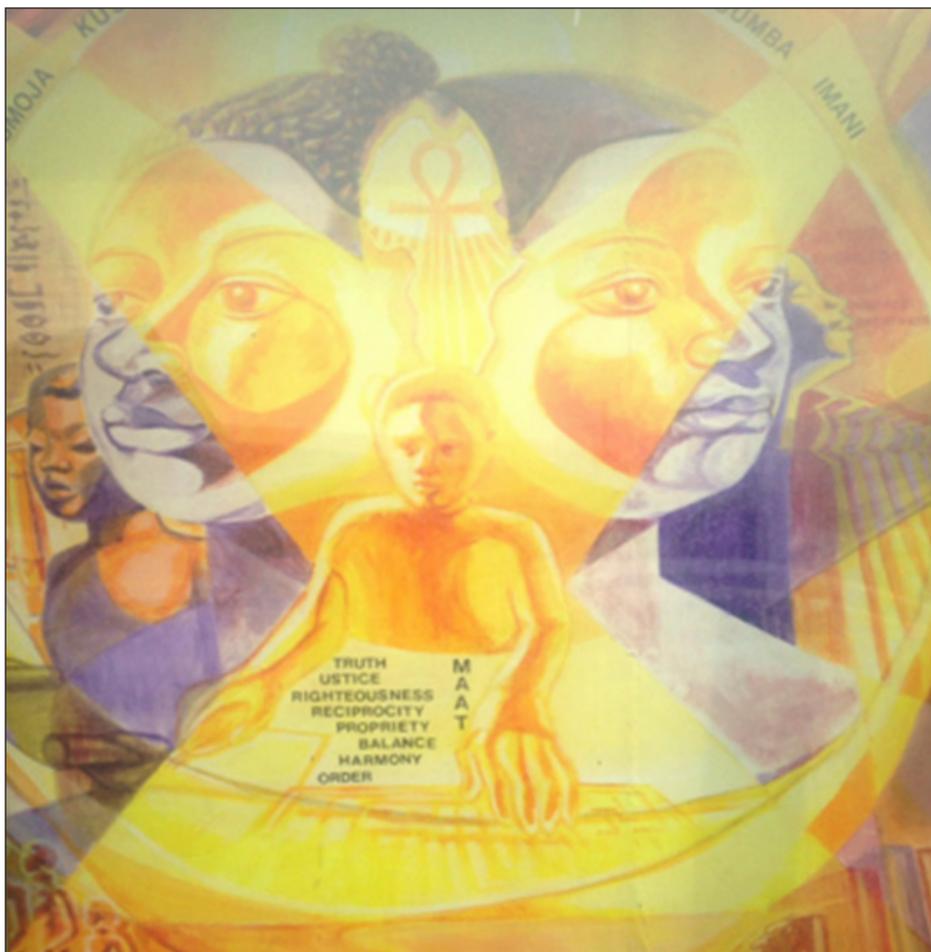
Cultural imaging also includes students seeing themselves, their work, and themes familiar to them on display daily and constantly in the school. In this example, students painted a mural that shows the principles of Ma'at.

This example exhibits student work and student voice prominently in the school, and includes cultural themes that would be familiar to students within this school.

Appendix F: Pi Chart

Similar to the T-chart, which is used in PBIS to distinguish between staff-managed and office-managed unwanted behaviors, the Pi Chart is an activity that is used by a school team, whole school staff, or classroom (with students as the participants) to identify student behaviors that are not "wrong," but simply inappropriate for the classroom (or other setting). The chart is called a Pi chart because the dark bars separating columns and headings look like the Greek symbol Pi. It articulates the difference between behavior that is wrong and classroom managed, wrong and office managed, and behavior that is acceptable in some situations but is situationally inappropriate for the current setting.

Behaviors that are wrong are addressed through the school's process for addressing behavior concerns. The behaviors that are culturally inappropriate are retaught in an effort to help the student differentiate between home and school behavior. It clarifies the behaviors that are "not okay for school" but are acceptable at home and in the community.

For example, a student might come from a background where the conversation style of overlap (contributing to a conversation before the first speaker is done talking) is practiced. Instead of punishing the student for talking out, staff can use this tool to teach when and where overlap is desired in schools.

A wrong behavior would be something like a student stealing a pencil from another student. Stealing is not acceptable in any culture, in which case the teacher would use the school's usual process to address that stealing behavior, once they were determined that the item was stolen and was not interpreted as being communal property.

Example of a Completed Pi Chart

Situationally Inappropriate Behaviors	Staff-managed Problem Behaviors	Office-managed Problem Behaviors
Overlap (contributing before teacher finishes talking)	Missing materials	Use or Possession of Alcohol/Drugs
Touching Peers (as way of communication)	Inappropriate language	Weapons
Delay in starting work (contemplation, not avoidance)	Minor non-compliance	Continued defiance
Checking work with peers (cooperation)	Dress code violation	Harassment
Movement during class	Rudeness	Fighting

Pi Chart Activity

Participants: Staff

Purpose: To engage staff in reclassifying some behaviors not as universally "wrong," but rather inappropriate to the specific setting in school.

Time: 30-45 minutes

Materials needed: A flipchart or large visual with the Pi Chart (see below).

Steps:

1. Show the blank Pi Chart to staff (optionally, start with the office and staff managed behaviors completed, possibly from an existing T-Chart).

2. Describe the difference between behaviors that may be considered universally wrong and those that may be appropriate for a given situation but not others. Generally, wrong behaviors are those that result in someone losing something or getting hurt, or are illegal in nature. Situationally inappropriate are those behaviors that don't seem to "fit" the setting but do not result in loss, or injury.

3. Ask for examples in real life (e.g., screaming at a rock concert vs. a classical music performance).

4. Ask for examples of student behavior in schools.

5. Discuss how students might feel if their situationally incorrect behavior is labeled as "wrong."

6. Develop strategies to teach and prompt desired behaviors for situationally-inappropriate behaviors.

Pi Chart

| Situationally Inappropriate Behaviors	Staff-managed Problem Behaviors	Office-managed Problem Behaviors

Appendix G: Personal Matrix (Behavior Dictionary)

A personal matrix (or behavior dictionary) is a tool classroom teachers can use to draw on student prior knowledge regarding behavior expectations (Validate and Affirm) and identify where connections need to be bridged and built. School personnel articulate expectations in the school setting, and students are asked to reflect on expectations in other settings in their lives. This dictionary can be used to help reteach and to help students learn to bridge desired behaviors across settings while allowing teachers to learn how the expectations may have been taught to fluency previously. It has been shown to be effective in increasing racial/ethnic equity in school discipline (Gion et al., 2021; Muldrew & Miller, 2021).

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

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

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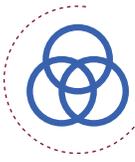
Personal Matrix Activity

Participants: Students

Purpose: To assist students (and staff) in identifying how expectations may vary across settings and assist staff in identifying specific expectations that may require revision and/or reteaching.

Time: 15-30 minutes

Materials needed: For each student, a personal matrix (below) with the school-wide expectations listed in the first column and specific examples (or rules) in the At School column (often from an "All Settings" section of the school-wide matrix). The At Home and With my Friends columns are left blank.

Steps:

1. Ask students about the purpose of expectations (e.g., so we can all agree on how we are supposed to act with each other) and ask or explain how expectations may be different depending on where we are (e.g., running is ok outside but not in the classroom).

2. Review the school-wide expectations and specific examples with students.

3. Discuss how expectations might be different at home compared to school (e.g., do you raise your hand to talk at the dinner table?). Ask students to write down multiple examples of following each of the expectations at home. Students' answers are expected to vary.

4. Discuss how expectations might be different in their neighborhood with their friends compared to school or home. Ask students to write down multiple examples of how their friends expect them to behave. If students have difficulty, point out specific examples at school and ask whether that's what they are supposed to do at home too. Students' answers are expected to vary.

5. Ask students to compare the examples in each row and share similarities and differences in expectations across settings.

6. Have students practice the examples at school and tell them you will remind them to switch to school expectations if they need extra help (e.g., "remember how we do it at school").

Alternative Approaches: Leave the expectations and/or the At School specific expectations columns blank and have students generate them as a review and check for understanding.

Following on: For students with large differences across columns, focus on additional teaching and practice.

Where differences are identified between school and other settings, school personnel can reflect on the following question: Are the "different" school rules necessary for positive student development?

- If NO, change the school expectations to align them more closely with the home and neighborhood.

- If YES, Acknowledge these differences explicitly and provide additional teaching, practice, and acknowledgment.

School-wide Expectation	At SCHOOL it looks like...	At HOME it looks like...	With my FRIENDS it looks like...
	• • • • •	• • • • •	• • • • •
	• • • • •	• • • • •	• • • • •
	• • • • •	• • • • •	• • • • •

Specific Routine Personal Matrix

The same concept can be used to teach classroom procedures. Assuming the procedures are taught to fluency first, the staff would then review what was taught, then check for prior knowledge and understanding with the students. The following example shows a personal matrix for independent seat work.

During independent seat work at school, the expectation is for me to work quietly by myself.

At HOME it looks like…	At SCHOOL it looks like…	With my FRIENDS it looks like…
• Get a snack • Go to the kitchen table • Follow the directions • Ask my brother if I need help • Go play when done	• Sit at my desk • Use a volume level of "1" • Try every problem • Work until the teacher says to stop	• How do I know I'm doing it right? • What do I do when I'm done?

Specific Routine Personal Matrix Activity

Participants: Students

Purpose: To re-teach a specific classroom routine that has previously been taught but students are not yet fluent with following the expectations.

Time: 15-30 minutes

Materials needed: For each student, a specific routine worksheet (below) with the routine and expectations already identified (in the blanks).

Steps:

1. Ask students to write down how they would do this routine at home. Ask them to complete the first column. Students' answers are expected to vary.

2. Ask students to state what the specific expectation for the routine looks like in the classroom. It may be more effective to re-teach this specific routine instead of asking students.

3. Ask students to identify any questions they may have about how to complete the routine in school. Answer the questions as a class.

Alternative Approaches: Start with the school column and then ask about home.

Following on: For students with large differences across columns, focus on additional teaching and practice.

During independent seat work at school, the expectation is for me to work quietly by myself.

At HOME it looks like...	At SCHOOL it looks like...	With my FRIENDS it looks like...
 • • • • •	 • • • • •	 • • • • •

Appendix H: Staff Elements of Culture Activity

Participants: Staff

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

Time: 30-60 minutes

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

Steps:

1. Provide each staff member with a table.

2. Alone or in groups, have staff complete each row. Ask them to think about the values they grew up with for each element, how those values might have changed as they have grown, what values the school models, what other values that students and families might hold, and how those differences might create conflict.

3. Allow time for discussion in small groups and sharing with the whole group. Some guiding questions include:

    •   What differences are there among staff in values growing up (or now)?

    •   How universal are these values? What dangers are there in assuming they are?

    •   How have your values changed over time? Are changes in values good, bad, or neutral?

    •   How is our "school culture" created, even if we don't explicitly try to make a school culture?

    •   What happens when we assume school values are the "right values?"

    •   How would students experience a school culture that is vastly different from culture at home?

    •   To what extent can we prevent values conflicts from occurring?

4. Develop strategies to change the school culture to support student development and prevent conflict.

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

Created in partnership with Dr. Shelley Zion, Executive Director: Center for Advancing Practice, Education, and Research; University of Colorado Denver.
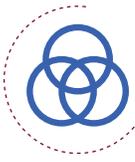
Appendix I: VABB and a Sample Bridging Behavior Cool Tool

Validation, Affirmation, Building and Bridging (VABB; Hollie, 2011) is a set of strategies that can be used by staff to facilitate learning about expectations across settings by their students in relation to the students and families served by the school. VABB includes the following actions:

- **Validation** is legitimizing aspects of students' cultures that have historically been seen as illegitimate by the dominant culture, including intentionally allowing time and space for cultural aspects within the school day. These cultural aspects include language, teachings, and rites of passage. As a system, the school must acknowledge that these cultural aspects play a prominent role in students' lives. Rap music, for example, sometimes has a negative connotation in dominant society due to language or themes. However, rap music can also be seen as an effective form of communication that requires creativity and spontaneity. Strategies for validation include displaying aspects of students' culture in the classroom and around the school, asking students to share their experiences, and listening non-judgmentally.

- **Affirmation** is explicitly acknowledging the worth of students' cultures and learning histories. If rap music is an aspect of student culture at a school, affirmation requires harnessing and capitalizing on the communication, creativity, and spontaneity of the music. Strategies for affirmation include accepting a wider range of acceptable behavior than the dominant culture often allows, stating the positive intent of students' behaviors when trying to shape them for situational appropriateness, and holding high expectations for each student.

- **Building** is providing specific instruction regarding why certain student behaviors are necessary in certain school settings. Strategies for building include teaching expectations in each setting instead of assuming students know them, teaching code-switching, and describing unwanted behaviors as "not for school" as opposed to wrong.

- **Bridging** is giving the student opportunities to practice and build fluency in school behaviors, with performance feedback. Strategies include using lessons and boosters for active practice of school behaviors, acknowledging students regularly for following expectations, and providing encouraging, skill-based non-judgmental corrections when needed.

Sample Lesson (courtesy of Andreal Davis, Wisconsin RtI Center, 2016)

This example shows how a school can create an impromptu school-wide expectations lesson (also known as a cool tool; Langland, Lewis-Palmer, & Sugai, 1998) that draws on VABB and the core components of cultural responsiveness (in bold) to teach students both what behaviors are desired and how to code switch across settings.

USING DATA TO IDENTIFY THE ISSUE

When examining their disaggregated discipline data, the school team identifies a large number of office discipline referrals for "disrespect" issued to Black boys. After further analysis of the data, these referrals have come when the students have been overheard by staff insulting each other's mothers and sisters (**DATA FOR EQUITY**).
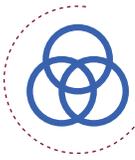
GATHERING BACKGROUND INFORMATION

In talking with parents of the children who received the referrals to get their perception of the problem (**VOICE**), staff learn that this behavior is a game or a rite of passage historically played between younger boys and their dads or older brothers and more recently played between peers called The Dozens or Snap. The game is played by insulting other's family members or their intelligence, clothing, or social status. The intent of the game is to earn respect from the older males and peers by out-thinking and being more creative than their competitor until one person gives up or loses their cool. It helps to condition young boys to self-regulate, respond with humor, and not to react aggressively as the insults increase (**VALIDATION**, **IDENTITY**).

PREPARING STAFF TO USE THE BRIDGING BEHAVIOR COOL TOOL:

The school team determines that it is important for staff to learn that this game is common in some families and communities and that it is NOT about making someone feel bad but about earning respect for their own creativity, wit, and humor (**IDENTITY**). Staff need to be able to explain to students explicitly that there is nothing wrong with the game in certain situations, such as at home or in neighborhood rap battles with their friends (**VALIDATION AND AFFIRMATION**), but given the range of backgrounds in the student body, staff may define it as "not for school" behavior (**BUILDING, SITUATIONAL APPROPRIATENESS**). Some students may misinterpret the game as disrespectful and threatening. As a result, they could respond with physical aggression (**AFFIRMATION**, **IDENTITY**). One intended outcome of the lesson is for all students to understand that the game is pretty cool and can build self-regulation and creative thinking, specifically in art, music, or in writing activities (**BRIDGING, SITUATIONAL APPROPRIATENESS**).
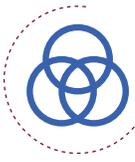
The Bridging Behavior Cool Tool

Location: Playground

Expectation: Respect

Rationale: Some students play The Dozens (i.e., a planned insult match) because they think it is a fun way to show off their creativity and build self-control. It's not intended to be disrespectful, but sometimes it can get out of hand. The purpose of this lesson is to show when it's ok and not ok to play.

Initiating the lesson: When seeing students playing the Dozens (you know they are playing when they are appearing to enjoy it and no one is visibly aggravated), engage the students with some affirming comment like, "Wow! You think really fast!" (**VALIDATION AND AFFIRMATION**).

**Explicit instruction (BUILDING, SITUATIONAL APPROPRIATENESS):**

- Ask students what the playground expectations look like for respect.
- Explain that you know they are playing a game they find cool (**VALIDATION AND AFFIRMATION, IDENTITY**).
- Explain (or ask students to explain) why it could cause problems (e.g., some students may not understand it's a game, some may view it as disrespectful, some may react with physical aggression; **AFFIRMATION**).
- Ask students to identify when playing is and is not respectful provide practice identifying (**BUILDING, SITUATIONAL APPROPRIATENESS**).
- Teach an alternative acceptable behavior (e.g., "flip the script" and instead of insults, focus on academic knowledge or complements or other respectful concepts (**BUILDING AND BRIDGING**).

Possible practice activities:

- Instead of insults, have students practice academic knowledge learned in the game. Instead of "your mom is so poor that…" try "I bet you didn't know that the Earth is 7900 miles in diameter" and use facts like that to play.
- Instead of insults have the students play with complements "You are so smart that Einstein learned from you" or "your mama's so pretty that…"
- Have students identify how the creativity could be shown in other classes because it's cool. "How can you show your creativity in music class?" (**BUILDING, SITUATIONAL APPROPRIATENESS**)
- Schedule a clean rap battle for the next recess – Rules for the battle must match playground expectations for respectful behavior though (**BRIDGING**).

Follow up:

- Acknowledge students for showing respect in different ways (**BRIDGING**).
- Reteach the discrimination and alternatives when students use behavior that is "not for school" (**BUILDING, SITUATIONAL APPROPRIATENESS**).
- Use data to assess the need to reteach Cool Tools or adjust the implementation plan (**DATA FOR EQUITY**).
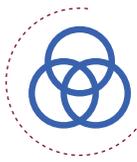
Appendix J: Incorporating Student Culture into the Curriculum

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

Time and Content Grid for Cultural Integration – September - Wild Ricing

	Language Arts	Math	Science	Social Studies	Misc. /Trip	Process
4K	Listen to wild rice stories of origin and harvesting. Color or paint picture book.	Sort wild and white rice Count 20 pieces of rice	Watch video Identify parts of rice plant.	Sequence cards. Learn about tools used to harvest rice.	Go to rice bed. Cook a recipe	Clean and Dry
K	Listen to wild rice stories of origin and harvesting. Color or paint picture book.	Sort wild and white rice Count 30 pieces of rice	Watch video Identify parts of rice plant.	Sequence cards. Learn about tools used to harvest rice.	Go to rice bed. Cook a recipe	Clean and Dry
1	Importance of Rice, meaning of Menominee Name, Sequencing Pictures 6 Steps	Sort wild and white rice Count 30 pieces of rice	Label Plant Parts	Label Plant Parts	Go to rice bed	Clean and Dry
2	Sequencing pictures of ricing steps and word for each step	Compare Measurement and Weight of Cooked vs. Dry Wild Rice and White Rice	Cut Plant Parts Apart, Other Students Put Together Like a Puzzle and Glue them Onto Construction Paper	Label Plant Parts, Create Rice Life Cycle	Go to Rice Bed	Dance
3	Sequencing steps and describe each step, Writing Prompts	Word Problems, Measurement	Label Plant Parts, Cut and Paste Plant Parts.	Create Books on the Sequence of Rice Life Cycle Process	Go to Rice Bed	Dance
4	Sequencing, Writing Prompts, Vocabulary	Make Recipe Books, Measurement	Draw Wild Rice Bed with Rice Plant in It and Label the Parts	Research and Locate States Rice Beds are Located in	Go to rice bed	Winnow
5	Wordsearch, Crossword, Develop Vocabulary, Sequencing, Read Article about Ricing Process	Calculate Math Word Problems, Conversion of Wild Rice Recipes, Benchmarks/Fractions	Study Parts of Wild Rice, Diagram, Identify Parts on Real Plant, Life Cycle of Plant, nutritional value of Rice	Maps-Reservation in WI, MN & MI, Where Wild Rice Beds in MN, MI, & WI found/Major Cities, Where found on Menominee Reservation	Measure, Cook, and Taste a Variety of Dishes	Winnow

Time and Content Grid for Cultural Integration – November - Elders, Grandfather teachings / Hunting

	Language Arts	Math	Science	Social Studies	Misc. /Trip	Process
4K	Story of 7 Grandfathers, Activities for Each Teaching	Count 1-10 in Menominee with Menominee animals	Identify Animal Pelts (Paula Has Several)	Compare Traditional Homes to Current Homes	Have an Elder Visit	Discuss appropriate behavior around elders
K	Story of 7 Grandfathers, Activities for Each Teaching	Count 1-10 in Menominee with Menominee animals and addition wrkshts.	Identify Animal Pelts (Paula Has Several)	Compare Traditional Homes to Current Homes	Have an Elder Visit	Discuss Appropriate Behavior around elders
1	Non-Fiction, Native authors, Literacy Centers, Visit Library, 5 W's ?s, Sentence Structure, Story Maps, Family Traditions/Foods	Skip Counting 2, 5, 10's, Math War Game (+,-), Measure Size of Different Leaves, Graph/Sort Leaves	Decorate Family Turkey Projects	Decorate Family Turkey Projects	Have an Elder visit remembering, share family hunting, hides, furs, veteran visit	Create Invitations, Thank You Card, Gifts
2	Write picture stories on hibernation	Discuss hunted animals and birds, chart/graph animal, bird	Discuss hibernation and read hibernation story.	List Current/Past Jobs in the Community	Have an Elder Visit	Create gifts, Invitations, Thank You Cards
3	Writing prompt about hunting	Discuss animals that live here and chart student favorites.	Discuss non-hibernating animals preparation for winter.	Write about current/past jobs in the community , fur trade pelts, map trading posts in WI and why, rivers, routes etc.,	Have an Elder Visit, Go to Green Bay Museum	Create Invitations, Thank You Card, Gifts
4	Read about the Wisdom Teachings, Write Poems About Wisdom	Research herbivores, carnivores and omnivores and graph results.	Research hunting methods and animals hunted and create presentation.	Create a Presentation of Current/Past Jobs in the Community from elder visit.	Have an Elder Visit, Go to Oshkosh Museum	Invite an Elder, Share WISDOM Poems with Elders
5	Research/write report on woodland animal, analyze text, compare/ contrast, character traits, read 7 Grandfather teachings, writing assignment	Word problems related to legends &stories about animals, graphing pop. of various animals endangered & threatened	Build a habitat of animal being researched, guest speaker about animals, Bill Cox, Bobby Waukau, Jim Warren.	Current events Iraq/Afgan., map loc., discuss imp. of vets, make Xmas cards send to soldiers, compare/contrast current & past jobs in community in relation to hunting.	Have an Elder Visit, go to Milwaukee museum	Invite an Elder, serve Elders lunch at elders meal site
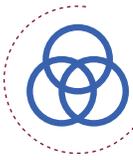
College of Menominee Nation Resources

The last example in this section shows an example of how those cultural themes can be included in content standards.

**College of Menominee Nation
Education Department-Sacred Little Ones
Menominee Cultural Lesson Plan**

Children's Age/Grade: Early Childhood/K4

Teacher's Name: **Date: Early Spring**

Name of Lesson: Sīkwanowew (Spring time)

Learning Outcomes: Students will be able to recite (knowledge) three Menominee language words with 90% accuracy: rain kemēwan, thunder enāēmaehkiw, wild rice manōmaeh. Student will relate (comprehension) Menominee word meaning for target words with 90% accuracy: rain-with rain sticks, thunder-handclaps, wild rice-arm wave.

Content Standards:
- Children learn through play and the active exploration of their environment.
- A child's early learning and development is multidimensional.
- Children are members of cultural groups that share developmental patterns.

Culture & Cultural Calendar: After the first thunder of the spring equinox, it is the Menominee start of spring season.

Materials & Resources:
- Rain sticks
- Picture story book
- Wild rice
- Story of the Menominee Spring
- Teacher may want to show the children the Great Lakes land area on a globe.

Exploratory Introduction:
- The teacher may begin by asking students if they have ever eaten rice.
- The teacher shows them a handful of wild rice.
- This rice grows by the Great Lakes. (Show them the Great Lakes on a globe)
- Wild rice is very healthy to eat.
- The Native people harvested wild rice for thousands of years and still do so today.
- This is a story about the wild rice.
- The teacher will tell the students they will hear a story-a story that needs their help to tell.
- The students must act out the part of the rain, the thunder and the wild rice.
- Teacher should preview the words and demonstrate the matching sound and movement.
- Tell the students the sounds should last for 5 seconds.
- Demonstrate how the teacher will signal the 5 seconds and how to stop the rain sticks by turning the sticks horizontally.

Appendix K: Modified TFI Walkthrough Tool

Purpose

This form is used as part of completing the SWPBIS Tiered Fidelity Inventory's Tier I subscale, with a few changes to enhance cultural responsiveness. Although it varies from the original tool, it is likely to produce similar scores. Use this form to interview a random selection of staff (at least 10% of staff or at least 5 for smaller schools) and students (minimum of 10). This process should take no more than 15 minutes.

Who Should Complete the Tool

It is recommended that this tool be completed by an individual who is external to the school (e.g., external coach, coordinator, evaluator). This use allows for the Tiered Fidelity Inventory to serve as more of an external evaluation than self-assessment. Alternatively, an individual from the school team may complete this tool if the purpose of assessment is for progress monitoring between external evaluations.

Procedure

Randomly select staff and students that are demographically representative of the school's population as you walk through the school. Use this page as a reference for all other interview questions. Use the interview form to record staff and student responses.

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 _____ since _____?
    (rewards for appropriate behavior)   (2 months ago)

Student Interview Questions

Interview a minimum of 10 students that are demographically representative of the school's population.

1. What are the _____ (school rules, high 5's, 3 bee's)? (Define what the acronym means)

2. In your own words, what do those mean in school?

3. How would you describe them at home?

4. Have you received a _____ since _____?
    (rewards for appropriate behavior)   (2 months ago)

Modified School-wide PBIS Tiered Fidelity Inventory Walkthrough Tool Interview and Observation Form

School _____

Date _____

District _____

State _____

Pre _____   Post _____

Data collector _____

School-wide Expectations:

Name of School-wide Expectations:

1. _____

2. _____

_____

3. _____

Name of Acknowledgment System:

4. _____

_____

5. _____

	What are the (school rules)? Record the # of rules known.	Have you taught the school rules/behavior expectations to students this year?	Have you given out any _____ since _____? (2 mos.)
Staff Questions (Interview 10% or at least 5 staff members)			
1		Y N	Y N
2		Y N	Y N
3		Y N	Y N
4		Y N	Y N
5		Y N	Y N
6		Y N	Y N
7		Y N	Y N
8		Y N	Y N
9		Y N	Y N
10		Y N	Y N
11		Y N	Y N
12		Y N	Y N
13		Y N	Y N
14		Y N	Y N
15		Y N	Y N
Total			

Modified School-wide PBIS Tiered Fidelity Inventory Walkthrough Tool Interview and Observation Form (cont.)

School-wide Expectations:

1. _____

2. _____

3. _____

4. _____

5. _____

Name of School-wide Expectations:
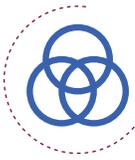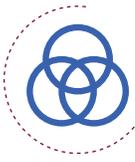
_____

Name of Acknowledgment System:

_____

	Student Questions (at least 10 students)				
	Grade/ Gender/ Race	What are the (school rules)? Record the # of rules known	Can explain what the rules mean in own terms in school?	Can explain what the rules mean at home?	Have you received a _____ since _____?
1			Y N	Y N	Y N
2			Y N	Y N	Y N
3			Y N	Y N	Y N
4			Y N	Y N	Y N
5			Y N	Y N	Y N
6			Y N	Y N	Y N
7			Y N	Y N	Y N
8			Y N	Y N	Y N
9			Y N	Y N	Y N
10			Y N	Y N	Y N
11			Y N	Y N	Y N
12			Y N	Y N	Y N
13			Y N	Y N	Y N
14			Y N	Y N	Y N
15			Y N	Y N	Y N
Total					

Embedded Hyperlinks

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3. https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf

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5. https://www.pbis.org/search?query=TIPS

6. https://www.pbis.org/resource/tips-meeting-minutes-template

7. https://www.learningforjustice.org/sites/default/files/2019-04/TT-Speak-Up-Guide.pdf

8. https://www.pbisapps.org/Resources/SWIS%20Publications/Referral%20Category%20Definitions.rtf

9. https://www.pbis.org/resource/key-elements-of-policies-to-address-discipline-disproportionality-a-guide-for-district-and-school-teams

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15. www.youtube.com/watch?v=k7R0k9MDe04

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19. https://www.wisconsinrticenter.org/wp-content/uploads/2019/02/Risk-Ratio-Calculator.xls

20. www.midwestpbis.org/materials/special-topics/equity

21. https://www.pbisapps.org/Resources/SWIS%20Publications/SWPBIS%20Tiered%20Fidelity%20Inventory%20(TFI).pdf

22. https://www.pbisapps.org/Applications/Pages/Tiered-Fidelity-Inventory-(TFI).aspx

23. www.midwestpbis.org/materials/special-topics/equity

24. https://ideadata.org/resources/resource/133/equity-inclusion-and-opportunity-addressing-success-gaps-indicators-of

25. implicit.harvard.edu/implicit/takeatest.html

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32. https://www.pbis.org/resource/key-elements-of-policies-to-address-discipline-disproportionality-a-guide-for-district-and-school-teams

33. http://leadtool.educationnorthwest.org

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35. https://www.pbis.org/video/implementing-pbis-with-a-racial-equity-mindset

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