Making School Behaviour Systems More Culturally Responsive and Equitable

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  - Gadigal clan of the Eora Nation
  - One resource for learning more: https://native-land.ca/

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Give me 5

- How well do you know PBIS?
Want to learn more about PBIS? [https://pbismissouri.org/tier-1-courses/](https://pbismissouri.org/tier-1-courses/)

**Status Questions:**

How much do you agree?

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

(Devine et al., 2012)

**Overview of Today’s Session**

1. Introduce an **equity-centred PBIS approach**
2. Share **strategies** for making schoolwide behaviour support systems more culturally responsive
   1. Defining expectations
   2. Teaching and practicing expectations
   3. Acknowledging prosocial behaviour
   4. Responding instructionally to unwanted behaviour
   5. Using data for decision making
3. Answer **questions** at the end

**PBIS Elements**

- **SYSTEMS**
- **EQUITY**
- **PRACTICES**
- **OUTCOMES**

- Support Educators through Equity-centred PD
- Disaggregate All Data by Student Group
- Adapt Practices to Meet Needs and Values

High Expectations for Each Student
Effects of Equity-centred PBIS on Racial Equity in School Discipline

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

Equity-centred PBIS RCT Outcomes
(McIntosh et al., 2021)

PBIS Cultural Responsiveness Field Guide
(Leverson et al., 2021)

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

https://www.pbis.org/topics/equity
CORE PRACTICES of schoolwide PBIS

1. DEFINE
   schoolwide expectations (i.e., social competencies)

2. TEACH & PRACTICE
   expectations

3. ACKNOWLEDGE
   prosocial behaviour

4. RESPOND INSTRUCTIONALLY
   to unwanted behaviour

5. USE DATA
   for decision making

CRITICAL FEATURES of EFFECTIVE SCHOOLWIDE EXPECTATIONS

- Small number (2-5)
- Memorable
- Broad (Cover all expected behaviours)
- Positively stated
- Culturally relevant
Ensure expectations are helpful beyond school!

Bernard Elementary
Chilliwack School District
Positive Behaviour Support Program

CORE PRACTICES of schoolwide PBIS

1.DEFINE

Bernard Elementary
Chilliwack School District
Positive Behaviour Support Program

Ensure expectations are helpful beyond school!

CORE PRACTICES of schoolwide PBIS

1. DEFINE

Bernard Elementary
Chilliwack School District
Positive Behaviour Support Program

Ensure expectations are helpful beyond school!

CORE PRACTICES of schoolwide PBIS

1. DEFINE

Bernard Elementary
Chilliwack School District
Positive Behaviour Support Program

Ensure expectations are helpful beyond school!

CORE PRACTICES of schoolwide PBIS

1. DEFINE
Is posting expectations enough?

**CORE PRACTICES of schoolwide PBIS**

| 1. DEFINE | schoolwide expectations (i.e., social competencies) |
| 2. TEACH & PRACTICE | expectations |

**The Personal Matrix**

A ReACT Strategy

*Teach*
### Personal Matrix

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

### Personal Matrix: Lesson Plan

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

### Expectation Matrix

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

---

**1. DEFINE**

2. TEACH & PRACTICE

3. ACKNOWLEDGE

4. RESPOND INSTRUCTIONALLY

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

**Activity: Complete Your Own Personal Matrix**

1. Add the schoolwide expectations and “AT SCHOOL” examples for your school
2. Complete the “AT HOME” column with examples for each expectation for you **personally**
3. Complete the “WITH MY FRIENDS” column the same way
   - How clear are you on this task?

**Discussion Question**

- What do you think you might see on students’ personal matrices?
  - What might be similar or different from school:
    - at home
    - in their community
1. DEFINE
2. TEACH & PRACTICE
3. ACKNOWLEDGE
4. RESPOND INSTRUCTIONALLY
5. USE DATA

<table>
<thead>
<tr>
<th>SAFETY</th>
<th>SCHOOL</th>
<th>HOME</th>
<th>NEIGHBORHOOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>what does safety look like at school?</td>
<td>what does safety look like at home?</td>
<td>what does safety look like in your neighborhood?</td>
<td></td>
</tr>
<tr>
<td>• No threats</td>
<td>• No threats</td>
<td>• No threats</td>
<td></td>
</tr>
<tr>
<td>• No bullying</td>
<td>• No bullying</td>
<td>• No bullying</td>
<td></td>
</tr>
<tr>
<td>• No cops</td>
<td>• No cops</td>
<td>• No cops</td>
<td></td>
</tr>
<tr>
<td>• No drugs</td>
<td>• No drugs</td>
<td>• No drugs</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESPECT</th>
<th>SCHOOL</th>
<th>HOME</th>
<th>NEIGHBORHOOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>what does respect look like at school?</td>
<td>what does respect look like at home?</td>
<td>what does respect look like in your neighborhood?</td>
<td></td>
</tr>
<tr>
<td>• N spells</td>
<td>• N spells</td>
<td>• N spells</td>
<td></td>
</tr>
<tr>
<td>• No graffiti</td>
<td>• No graffiti</td>
<td>• No graffiti</td>
<td></td>
</tr>
<tr>
<td>• No cursing</td>
<td>• No cursing</td>
<td>• No cursing</td>
<td></td>
</tr>
<tr>
<td>• Cleanliness</td>
<td>• Cleanliness</td>
<td>• Cleanliness</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESPONSIBILITY</th>
<th>SCHOOL</th>
<th>HOME</th>
<th>NEIGHBORHOOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>what does responsibility look like at school?</td>
<td>what does responsibility look like at home?</td>
<td>what does responsibility look like in your neighborhood?</td>
<td></td>
</tr>
<tr>
<td>• Doing your daily work</td>
<td>• Doing your daily work</td>
<td>• Doing your daily work</td>
<td></td>
</tr>
<tr>
<td>• Cleaning your room</td>
<td>• Cleaning your room</td>
<td>• Cleaning your room</td>
<td></td>
</tr>
<tr>
<td>• Not fighting your neighbors</td>
<td>• Not fighting your neighbors</td>
<td>• Not fighting your neighbors</td>
<td></td>
</tr>
<tr>
<td>• Not yelling</td>
<td>• Not yelling</td>
<td>• Not yelling</td>
<td></td>
</tr>
</tbody>
</table>

Responsive
Ready

I'm respectful because my mom told me to. I'm respectful at home since I'm outside during the day.
I go inside after I go out to lunch.

Respectful
Ready

I'm respectful when my daddy says so. I wash the dishes when I help.
I take the trash to the trash can.
Review your Matrices

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

Personal Matrix: Interpretating the Personal Matrix

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

- Where are there differences?

Personal Matrix: A Teacher’s Perspective

- For the differences between school and other settings:
  1. Are the “different” school rules necessary for positive student development?
     - NO: Change the rules to align more with home and neighborhood
     - YES: Acknowledge explicitly and provide additional teaching, practice, and acknowledgment
**Personal Matrix:**

**Resources**


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**1. DEFINE**

- schoolwide expectations (i.e., social competencies)

**2. TEACH & PRACTICE**

- expectations

**3. ACKNOWLEDGE**

- prosocial behaviour

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**CORE PRACTICES of schoolwide PBIS**

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**Know any students like this?**

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**CORE PRACTICES of schoolwide PBIS**

**ON-GOING ACKNOWLEDGEMENT of PROSOCIAL BEHAVIOUR**

Every faculty and staff member acknowledges PROSOCIAL behaviour

5:1

+ / -
Increasing Equity in Praise: Assessing equity in use of praise

- Is this effective practice used equitably with all student groups?
  - Black students receive lower rates of praise and higher rates of reprimands (Gion et al., 2022; Knochel et al., in press; Scott et al., 2019)
  - Coaching can increase equity in praise and reprimands (Gion et al., 2022; Knochel et al., in press)
1. DEFINE
2. TEACH & PRACTICE
3. ACKNOWLEDGE
4. RESPOND INSTRUCTIONALLY
5. USE DATA
1. Define
2. Teach & Practice
3. Acknowledge
4. Respond Instructionally
5. Use Data
Get Positive!

- Android:  
  - [ ] https://play.google.com/store/apps/details?id=edu.uoregon.ember.ex_bpositive

- iOS:  
  - [ ] https://apps.apple.com/us/app/be-be-positive/id1500031427?ls=1
Praise Preference Assessment
A ReACT Strategy
Acknowledge

Praise Preference Assessment: Why do it?

I hope no acknowledgment of your birthday was exactly what you wanted for your birthday.

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

Praise Preference Assessment: What is it?

- A way to identify what type(s) of acknowledgements students like or dislike receiving for showing desired behaviours
- Could be in survey or interview formats

Praise Preference Assessment: Steps for implementation

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

1. Create assessment form
   - Add space for student’s name
   - Create menu of acceptable acknowledgment options
     - Public praise
     - Non-verbal signal
     - Schoolwide ticket
     - Classroom points

Praise Preference Assessment: Resources


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

Praise Preference Assessment:

2. Ask students to rate the options
   - Could circle/cross out, rate from 1-5, etc.

How does he like to be praised?

Praise Preference Assessment:

3. Review results to improve
   - REVIEW individual responses to tailor praise
   - REVIEW class-wide responses to adjust schoolwide/classroom systems
Praise Preference Assessment:

**Big Ideas**

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

**Core Practices of Schoolwide PBIS**

1. **Define**
   - Schoolwide expectations (i.e., social competencies)

2. **Teach & Practice**
   - Expectations

3. **Acknowledge**
   - Prosocial behaviour

4. **Respond Instructionally**
   - To unwanted behaviour

**Neutralizing Routine:**

**What is it?**

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

**Praise Preference Assessments**

**What is it?**

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

**Why do it?**

Praise preference assessments are shown to improve student behavior and reduce the need for teacher reprimands by increasing students’ motivation for prosocial behaviors and learning new skills. (Son, [https://bit.ly/PPA_Overview](https://bit.ly/PPA_Overview))
Neutralizing Routine: Why do it?

- Helps us pause before responding, so we can proceed in a way that...
  - Increases positive behaviour
  - Decreases unwanted behaviour

(Cook et al., 2018)

Neutralizing Routine: What is it?

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

Neutralizing Routine: What is it NOT?

- Something that is done to us
  - Having a privilege taken away
- A gentler way to exclude students
  - Cross-class timeout
- A long procedure
  - Stop class for a restorative circle
  - Running a lap around the field

Neutralizing Routine: How do we do it?

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

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

Neutralizing Routine: Schoolwide “Reset”

- TRY
  - Take a deep breath
  - Reflect on your emotions
  - Youth’s best interest
    - “Let’s TRY that again.”
    - “Let’s TRY it a different way.”
    - “Let’s TRY to have a positive outcome.”

Social-emotional Theme

- Mistakes are part of the learning process
- We won’t always do it right the first time
- We can’t succeed unless we TRY


Turtle Technique

1. Recognize your feelings.
2. Stop your body.
3. Tuck inside your shell and take three deep breaths.
4. Come out when you are calm and think of a solution.
How many of you already have and use a neutralizing routine?

- If so, what is it?

Neutralizing Routine: How do we do it well?

- Peer testimonials
- Self-assessments
- Visual prompts

Neutralizing Routine: Self-guided Resources

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

CORE PRACTICES of schoolwide PBIS

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

2. TEACH & PRACTICE
   - expectations

3. ACKNOWLEDGE
   - prosocial behaviour

4. RESPOND INSTRUCTIONALLY
   - to unwanted behaviour

5. USE DATA
   - for decision making
Feedback and Input Survey

- A suite of surveys to get input, feedback, and suggestions for implementation from:
  - Students
  - Families
  - School Personnel

- Administer and view reports (for free) at PBISApps.org

Available now!
Feedback and Input Surveys: Families

1. How would you prefer to receive information about your child's classroom or school activities?
   - Board in the entryway or outside of classroom
   - Emails
   - Family handbook of program policies
   - Newsletter
   - Notes home on paper
   - School website
   - School social media (e.g., Facebook, Twitter)
   - Text messages

2. How would you prefer to receive information specifically about your child at school?
   - Emails
   - Individual face-to-face meetings (outside of parent-teacher conferences)
   - Individual phone or video call (e.g., Zoom)
   - Conversations
   - Notes home on paper
   - Parent-teacher conferences
   - Text messages

3. Do you feel connected to the school?
   - Yes
   - No

4. Is your child's behavior at home similar to your expectations at school?
   - Yes
   - No

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

15. Do you have any questions for your child's behavior in the past month?
   - Yes
   - No

16. Has anyone from the school contacted you to tell you about your child's positive behavior this year?
   - Yes
   - No
Consider one strategy you’ll use to increase equity in school discipline this spring.
Contact Information

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  @kentmc

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