Objectives

- Overview of PBIS Indiana
- Traditional SW PBS
- Culturally Responsive SW PBS
- What does it take?
- Challenge

PBIS Indiana: Our Goal

“To what extent are all groups benefitting equally?”

- Address culture, achievement, dropout rates, parent involvement, and LRE
- Cultural responsiveness and PBIS cannot be separated
- Issues of culture, race, ethnicity, and SES must be made explicit

Minority disproportionality in suspension and expulsion has been consistently documented over the last 30 years.

- Black students suspended 2-3x as frequently
- Racial/Ethnic Disproportionality also found in:
  - Office referrals
  - Expulsion
  - Corporal Punishment
  - Students with disabilities over-represented:
    - 11-14% of population
    - Approx. 20-24% of suspensions


For What Behaviors are Students Referred?

Of 32 infractions, only 8 significant differences:

- White students referred more for:
  - Smoking
  - Vandalism
  - Leaving w/o permission
  - Obscene Language
- Black students referred more for:
  - Disrespect
  - Excessive Noise
  - Threat
  - Loitering
Logic for considering culture within School-wide PBS

- Schools face difficult challenges
  - Cultural mismatch between schools and students
- Disparate outcomes
  - Culturally and linguistically diverse students have lower graduation rates, and are over-represented in discipline
- School-wide discipline systems
  - Must attend to outcomes for culturally and linguistically diverse students, not just aggregate outcomes.

School-Wide Systems for Student Success: A Response to Intervention (RTI) Model

<table>
<thead>
<tr>
<th>Component</th>
<th>Culturally Responsive PBIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish Commitment</td>
<td>- Admin support and active involvement</td>
</tr>
<tr>
<td></td>
<td>- District leadership team</td>
</tr>
<tr>
<td></td>
<td>- School-wide commitment to addressing racial/ethnic disparities</td>
</tr>
<tr>
<td></td>
<td>- Funding/resources</td>
</tr>
<tr>
<td></td>
<td>- Purposed planning &amp; time to enhance awareness of culture</td>
</tr>
<tr>
<td></td>
<td>- School initiatives in alignment</td>
</tr>
<tr>
<td></td>
<td>- Faculty/staff support</td>
</tr>
<tr>
<td></td>
<td>- Commitment to make all families feel welcome</td>
</tr>
<tr>
<td></td>
<td>- 3-5 year process</td>
</tr>
<tr>
<td>Establish and Maintain Team</td>
<td>- Representative team established: racial/ethnic, SES diversity, admin, teachers, gen ed., special ed., families</td>
</tr>
<tr>
<td>Collecting and Analyzing Data</td>
<td>- Survey and interviews on culture</td>
</tr>
<tr>
<td></td>
<td>- Disaggregated disciplinary data</td>
</tr>
<tr>
<td></td>
<td>- Hypotheses about data that include culture</td>
</tr>
<tr>
<td></td>
<td>- Strengths based</td>
</tr>
<tr>
<td></td>
<td>- Action Plan developed and presented to faculty</td>
</tr>
<tr>
<td></td>
<td>- Implementation fidelity</td>
</tr>
</tbody>
</table>
**Three Things To Remember About Culture...**

- Culture is dynamic, not static
- No culture is monolithic ... There are cultures within cultures
- Culture, language, ethnicity and race form part of our identity, values, beliefs and behaviors. Other influences include: socio-economic status, education, occupation, personal experience, community, family and individual personality.
Have I Asked the Right Questions?

Self Awareness
What cultural groups do I identify with? What are my values, beliefs, ways of communicating?

Cultural Awareness
How do I interpret the behaviors, beliefs, values of other cultural groups? Am I aware of my biases and prejudices towards other cultural groups?

Knowledge
Am I knowledgeable about communication and conflict styles of different cultural groups, and the implications those differences might have on educational outcomes?

Skill
Do I have the skills needed to work effectively across cultures?

Actions
Do I actively change my perspective and behaviors in order to adapt in culturally diverse settings? Do I seek out interactions to broaden my perspectives about cultural difference?

Culturally Responsive Positive Behavioral Interventions and Supports

How do we get SW Expectations to be culturally responsive?

- Survey staff, students-traditional PBS
- Family input
  - If there were three big rules for the school, what should they be?
  - Family member, students on team

Location Specific Behaviors (Teaching Matrix)

- Positively Stated
- Concrete/Operationalized
- Culturally neutral
- Ex: “be on-time” vs. “arrive between 8:30 and 8:45 am”

Lesson Plans

- Teaching our school culture and expectations
- Emphasize “rules for this school . . .” “here at Evergreen . . .”
- Avoid statements that suggest that behavior is universally right or wrong or inappropriate or appropriate.
- The goal is to teach kids how to be successful in the school environment while at the same time valuing their home culture.

Arrival

| Be Safe          | Walk on the sidewalk and in hallways.  
|                 | Stand away from doors.                  
|                 | Wait on sidewalk near front entrance, or in foyer. 
|                 | Keep unfriendly and overly friendly hands to yourself. |
| Be Responsible  | Arrive between 8:30 and 8:45.           
|                 | Walk to breakfast starting at 8:30.     
|                 | Walk to class at 8:45.                  
|                 | Remove hats before entering building.   |
| Be Respectful  | Follow directions of adult supervisors. 
|                 | Use level 1 voice.                      
|                 | Use eyes only with objects in foyer.    
|                 | Wipe your feet                         |
Teaching SW Expectations as Broad General Principles

- Integrate across curriculum
- Use thematically
  - Expectation for the week
  - Announcements
  - Assemblies
- Homework
  - What does respect look like in your home?
  - What responsibilities do you have at home?

Acknowledgement System

- What students deem as reinforcing is closely tied to their culture.
- Reflects the cultural preferences of students and families
- Preference for Acknowledgement
  - Private vs. in front of the larger group
  - Individual vs. group
  - Social vs. tangible

System to Respond to Errors

- Location v. Office Managed
- Operationalize, decrease subjectivity
- Intervention Menu
  - Precision commands
  - Re-teaching
  - Additional scaffolding
- Office Discipline Referral Process
- Consistent Process

Behavioral Error or Misinterpretation?

- Often, the determination of what is considered to be a problem behavior is based on a cultural interpretation of that behavior. The least we can do is to stop making "snap decisions."

Gather More Information

- Call parent or guardian and get information about behavior expectations at home, as well as what strategies are used at home for reinforcement and behavior modification.
- Consult with behavior specialist, counselor, coach, etc...

Avoid a “Snap Decision”

- Consider the culturally bound nature of the behavior expectation
  - What is your interpretation of the behavior (why do you see it as problematic)?
  - What are alternative interpretations of this behavior?
Disrespectful Referrals

Disaggregating
Teasing/Taunting
• Inappropriate
• Defiance/Disrespect

Evaluate
• Fighting/Serious Physical Aggression
  - Actions involving serious physical contact where injury is intended or highly likely, such as two individuals exchanging blows that could result in serious injury.
• Abusive Language
  - Words used to threaten harm or profanity used to hurt another individual.
• Defiance/Disrespect
  - Refusal to follow directions, talking back, and/or socially rude interactions that continue despite several interventions and/or seriously interferes with the learning or activity of others.

Data for Decision-Making

• Implementation data
  - Team Implementation Checklist (TIC)
  - School-wide Evaluation Tool (SET)
  - Benchmarks of Quality (BoQ)
  - Self Assessment Survey (SAS)
  - Culturally-Responsive Assessment (CRA)

• Outcome data
  - Office Discipline Referrals (ODRs)
  - Climate surveys
  - Teacher-developed
  - Attendance, graduation rates, and drop-out

Data-Based Decision Making Through A Cultural Lens

• Look at the data
  - How great are racial/ethnic disparities?
  - In what infractions? In what consequences?

• Make meaning of the data
  - Must represent all groups and perspectives
  - What are the cultural differences?

• Develop a culturally responsive lens leading to equitable interventions
  - How might we develop a school-wide plan for our population?

• Evaluate
  - Disaggregate data
  - Have we changed both rate and disproportionality?

Looking at the Data

• Big Five
  - Average Referrals Per Day, Per Month
  - Referrals by Problem Behavior
  - Referrals by Location
  - Referrals by Student
  - Referrals by Time

• Ethnicity data
  - Suspension and Expulsion Data
  - Suspension and Expulsion Data by Ethnicity

Disaggregating Data

• Purpose of disaggregation
  - Examining racial and ethnic disproportionality

• Ask a fundamental culturally responsive question:
  "Are all groups benefitting equally from our teaching and discipline?"

PBIS - CELL/The Equity Project - 3/15/11
Discipline Rates Disaggregated

Disaggregation: Part of Culturally Responsive Practice

- Examine causes for inequities by looking at all aspects of data
  - Race
  - Socioeconomic status
  - Special education status
  - Gender

Disaggregating Discipline Data by Race

Disaggregating Discipline Data by Gender

Are All Groups Benefitting Equally?
- Where is the disproportionality?
- What groups are disproportionate?
- What consequences are disproportionate?
- What behaviors are disproportionate?
- What locations are disproportionate?
- Why is this occurring?
- What does the data tell you?
  - What are the implications for our school and our students?
  - Are all groups benefiting equally?
- What decisions should we make based on the data? How can we put this into our action plan?

What do you see in schools using SW-PBS that considers culture?
- Students and adults are able to tell you the expectations of the school in their first language.
- Students and adults identify the school as safe, predictable and fair.
- Students identify adults in the school as actively promoting their success.
- Staff engaged in developing self-awareness of their own cultural backgrounds.
- Staff engaged in learning about students’ cultural backgrounds and learning histories.
What do you see in schools using SW-PBS that considers culture?
- Instruction engages students by considering learning styles and incorporating students' "cultural capital."
- Team-based systems for Targeted and Intensive behavior support for youth with more significant needs.
- Teams include families.

What do you see in schools using SW-PBS that considers culture?
- Teams meeting regularly to:
  - Review disaggregated data
  - Determine if PBS and culturally responsive practices are being used
  - Determine if practices are being effective for all student subgroups and their families
  - Identify the smallest changes that are likely to produce the largest effects
  - Focusing on the use of evidence-based practices

What do you see in schools using SW-PBS that considers culture?
- Faculty and staff who are active problem solvers.
  - They have the relevant information
  - They have efficient organizational structures
  - They have effective outcome measures
  - They have support for high-fidelity implementation and active innovation.
  - They commit to building relationships with all parents and families

Family engagement and SW-PBS
- Parent/family roles:
  - Cultural informants and experts on their children
    - Sources of cultural knowledge
    - Help provide picture of "whole child"
  - Consultants on:
    - School-wide expectations
    - Acknowledgment system
    - Responding to behavioral errors/behavior modification
  - Partners in teaching students
  - Team members

Redefining family engagement
"Family engagement comprises all activities that parents undertake to help their children to learn and do well in school and through life"
- Indiana Partnership Center
  www.fscp.org

Facilitating Family Engagement
- Make space for parents and families
  - Literally and figuratively
  - Facilitate the development of parent networks
- Provide information in native languages
- Build cultural knowledge and value diversity
- Collaborate with families
  - Share power, responsibility, and decision-making
  - Reduce logistical barriers
**What does it take?**

- District Commitment
- School Commitment
- 6 Days of Training
  - First 2 days creating a cultural lens
    - Self awareness
    - Cultural awareness/knowledge
  - Hypothesizing around data
- SW Plans that are culturally responsive
- Involving and engaging families and students
- Monitoring with data that is disaggregated

---

**The Challenge:**

Are all groups benefitting equally well?

---

**Contact Us!**

Center on Education and Lifelong Learning

[www.indiana.edu/~pbisin/](http://www.indiana.edu/~pbisin/)

Heather Ormiston, Ph.D., NCSP
ormiston@indiana.edu

Michele Brentano, M.Ed.
mbrentan@indiana.edu

The Equity Project

[www.indiana.edu/~equity/index.php](http://www.indiana.edu/~equity/index.php)

Lauren Shure, Ph.D., LMHC, NCC
lshure@indiana.edu