Effective Discipline for All: Cultivating Culturally Responsive School Climates through Positive Behavioral Interventions and Supports

PBIS Indiana
Center on Education and Lifelong Learning and The Equity Project
Indiana University-Bloomington
Indiana Resource Network

- One of six statewide resource networks
- PBIS Indiana
  - Center on Education and Lifelong Learning
  - The Equity Project
    - IDOE grant funded project working with schools across the state of Indiana, including:
      - Intensive Sites
      - Targeted sites
      - Emerging Model Sites
Focus

• Approaches to addressing discipline- Success and challenges
• New directions-Culturally Responsive PBIS
• Components of PBIS- What things do we have in place? What needs more work?
• Plans for training
What do we know about traditional disciplinary practices?
Myth #1

- Out-of-school suspensions and expulsions are effective methods for changing student behavior.
There is no evidence that out-of-school suspension or expulsion are effective in changing student behavior.

30-50% of students suspended are repeat offenders

- Suspension functions as reinforcement...rather than as punishment (Tobin, Sugai & Colvin, 1996)
Myth #2

- Suspension and expulsion are associated with improved school climates, lower dropout rates, and higher achievement.
Higher rates of suspension and expulsion are associated with poorer school climate, higher dropout rates, and lower achievement.

- Predict higher future rates of misbehavior & discipline concerns
- Long term relationship with **dropout**, (Raffaele-Mendez; Ekstrom, 1986) **failure to graduate on time**, **juvenile incarceration** (Skiba et al, 2002)
Myth # 3

- Suspension and expulsion creates equity for all students.
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
Why PBIS?

• Schools Challenges:
  ▫ Doing more with less
  ▫ Increasing number of students that display problem behavior
  ▫ Over-reliance on reactive and punitive management practices
  ▫ Lack of capacity to adopt and sustain good practices and systems
Why PBIS?

- **Problem Behaviors**
  - Exist in every school
  - Vary in intensity
  - Have many contributing factors
    - Societal Influences
    - School practices
    - Adult responses
    - Home Influences
  - Are of concern in every community
Making an *Impact* on Behavior

- Research on School-wide Positive Behavior Intervention and Supports indicate effectiveness in:
  - reducing student problem behaviors
  - Improve perception of school safety
  - Improve “organizational health” within schools
  - Reduction in office discipline referrals, suspensions, and improved school climate and academic performance
  - Students benefit from FBA-based positive behavioral interventions

(Bradshaw, Joth, Bevans, Ialongo, & Leaf, 2008; Bradshaw, Mitchell, & Leaf, 2010; Horner, Sugai, Smolkowski, Todd, Nakasato, & Esperanza, 2009)
Culturally Responsive Positive Behavioral Interventions and Supports: A Framework for School-wide Discipline
What is PBIS Indiana? (CR-PBIS)

- PBIS Indiana blends evidence-based findings concerning effective implementation of SW-PBIS with culturally responsive practices, resulting in perspectives, instruction and interventions which promote equal access to learning and success for all students.
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
Culture: What Is It?

Culture: the language, beliefs, values, norms, behaviors, and material objects that are passed from one generation to another. Every person on the planet is a member of at least one culture (Glenn Hoffarth, 2002)
What does culture look like at Charlestown?

• Socioeconomic status
• Gender
• Ethnicity
• Family backgrounds
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.
Funds of Knowledge

- Households and social contexts contain numerous cultural and cognitive resources with practical application to the classroom

- Teaching using funds of knowledge:
  - Draw upon the knowledge and skills found in local households and social contexts to relate curriculum to students’ lives

(Moll, Amanti, Neff, & Gonzalez, 1992)
Cultural Context for Instruction

• Incorporate movement, student choice, short breaks, and variety for student engagement
• Create visual aids and games to meet the needs of a variety of learners
• Use songs, rhythms, and rhymes to teach curriculum
• Provide opportunities for collaboration, partnerships
• Scaffold student learning through instruction, modeling, guided practice, and independent practice
• Provide various options for completing assignments
• Teach and talk to students about differences between individuals
• Show how differences among the students make for better learning
Culturally Responsive Practice

Self Awareness

Cultural Awareness

Skill

Cultural Knowledge

Action
<table>
<thead>
<tr>
<th>Have I Asked the Right Questions?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self Awareness</strong></td>
</tr>
<tr>
<td>What cultural groups do I identify with? What are my values, beliefs, ways of communicating?</td>
</tr>
<tr>
<td><strong>Cultural Awareness</strong></td>
</tr>
<tr>
<td>How do I interpret the behaviors, beliefs, values of other cultural groups? Am I aware of my biases and prejudices towards other cultural groups?</td>
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<tr>
<td><strong>Knowledge</strong></td>
</tr>
<tr>
<td>Am I knowledgeable about communication and conflict styles of different cultural groups, and the implications those differences might have on educational outcomes?</td>
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<tr>
<td><strong>Skill</strong></td>
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<tr>
<td>Do I have the skills needed to work effectively across cultures?</td>
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<td><strong>Actions</strong></td>
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<tr>
<td>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?</td>
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</tbody>
</table>
How do we create change with Culturally Responsive PBIS?

“ A profound focus on behavior you want. ”

- **Look at the data**
  - Racial/ethnic/SES/gender disparities?
  - Infractions & consequences?

- **Make meaning of the data**
  - Represent *all* groups and perspectives?
  - Cultural differences?

- **Develop a culturally responsive lens leading to equitable interventions**
  - Specific to *our* population?

- **Evaluate/Disaggregate data**
  - Have we changed both rate *and* disproportionality?
  - Is the system working equally well for all students?
Culturally Responsive Positive Behavior Interventions & Support

Supporting Staff Behavior

Supporting Student Behavior

Supporting Social Competence & Academic Achievement

Supporting Decision Making

Adapted from OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports
CR-PBIS Framework

- Leadership Teams
- Coaches
- Classroom Management
- Culturally Responsive Practice
- Addressing Equity
- Three-Tiered System
**What does Culturally Responsive PBIS look like?**

<table>
<thead>
<tr>
<th>Component</th>
<th>Culturally Responsive PBIS</th>
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<tbody>
<tr>
<td><strong>Establish Commitment</strong></td>
<td>• School-wide commitment to addressing racial/ethnic disparities</td>
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<td>• Admin support and active involvement</td>
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<td></td>
<td>• Faculty/staff support</td>
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<tr>
<td><strong>Establish and Maintain Team</strong></td>
<td>• Representative team established: racial/ethnic, SES diversity, admin, teachers, gen ed., special ed., families</td>
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<tr>
<td><strong>Self-Assessment</strong></td>
<td>• Survey and interviews on culture</td>
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<td>• Disaggregated disciplinary data</td>
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<td>• Hypotheses about data that <em>include culture</em></td>
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<tr>
<td></td>
<td>• Develop culturally responsive interventions</td>
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<td>• Strengths based</td>
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<td></td>
<td>• Action Plan developed and presented to faculty</td>
</tr>
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<td></td>
<td>• Implementation fidelity</td>
</tr>
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<td>Component</td>
<td>Culturally Responsive PBIS</td>
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| **School-wide Expectations**      | • Examine intersection of culture and school  
• How does a cultural perspective affect instruction and management?  
• Teach with awareness of cultural differences  
• Bridge the gap between school and home behavioral expectations  
• Define school-wide behavior expectations  
• Plans to teach expectations  
• Reinforcement system  
• Define consequences for behaviors of concern                                                                                                     |
| **Establish Information Systems** | • Disaggregate outcome data  
• To what extent has intervention worked for *all* groups?  
• How does awareness of culture affect teaching?  
• System for gathering useful information  
• Process for summarizing data  
• Process for using information for decision-making                                                                                           |
| **Build Capacity for Function-based Support** | • Text-based discussion and critical friends to enhance awareness of culture  
• Institutional procedures for ensuring ongoing dialogue  
• Personnel with behavioral expertise  
• Time and procedures for identification, assessment, and implementation  
• School initiatives in alignment                                                                                                             |
Tier 3/Tertiary Interventions 1-5%
- Individual students
- Assessment-based
- High intensity

Tier 2/Secondary Interventions 5-15%
- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Tier 1/Universal Interventions 80-90%
- All students
- Preventive, proactive

Tier 3/Tertiary Interventions 1-5%
- Individual students
- Assessment-based
- Intense, durable procedures

Tier 2/Secondary Interventions 5-15%
- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Tier 1/Universal Interventions 80-90%
- All settings, all students
- Preventive, proactive
Creating a School-Wide Plan

Culturally Responsive Practices

- School-Wide Expectations
- Setting Specific Behavioral Expectations
- Teaching Behavioral Expectations
- Establish Adult Responsibilities
- Acknowledgment System
- Responding to Behavioral Errors
- Data-based Decision Making
<table>
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<tr>
<th>Middle School Expectations</th>
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<tbody>
<tr>
<td>Be Respectful</td>
</tr>
<tr>
<td>Make Responsible Decisions</td>
</tr>
<tr>
<td>Be Safe</td>
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<th><strong>Be Respectful</strong></th>
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<th><strong>Hallway</strong></th>
<th><strong>Locker Bay</strong></th>
<th><strong>Bathroom</strong></th>
<th><strong>Gym – Buses</strong></th>
<th><strong>Classroom</strong></th>
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<tbody>
<tr>
<td>1. Follow directions and announcements.</td>
<td>1. Use appropriate volume, tone and language.</td>
<td>1. Observe other’s personal space.</td>
<td>1. Keep bathroom clean.</td>
<td>1. Use appropriate volume, tone and language.</td>
<td>1. When adult raises his/her hand, students are silent and look at adult.</td>
<td></td>
</tr>
<tr>
<td>2. Use kind words to cafeteria personnel.</td>
<td>2. Use appropriate volume, tone and language.</td>
<td>2. Follow directions first time given.</td>
<td>2. Follow directions first time given.</td>
<td>2. Follow directions first time given.</td>
<td>2. Raise your hand and wait to be called on before speaking.</td>
<td></td>
</tr>
<tr>
<td>3. Stand patiently in line.</td>
<td>3. Observe other’s personal space.</td>
<td>3. Use “please” and “thank you” when appropriate</td>
<td>3. Wait in line for the water fountain.</td>
<td>3. Use “please” and “thank you” when appropriate</td>
<td>3. Use “please” and “thank you” when appropriate</td>
<td></td>
</tr>
<tr>
<td>4. Use appropriate volume, tone and language.</td>
<td>3. Wait in line for the water fountain.</td>
<td>3. Handle your locker ONLY.</td>
<td>3. Handle your locker ONLY.</td>
<td>3. Use “please” and “thank you” when appropriate</td>
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<tr>
<td>2. Arrive to destination prepared and on time.</td>
<td>2. Get needed materials.</td>
<td>2. Wash hands.</td>
<td>2. Wash hands.</td>
<td>2. Be in seat when bell rings.</td>
<td>2. Be in seat when bell rings.</td>
<td></td>
</tr>
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Establish Adult Responsibilities
# Teaching Lesson Plan Template

<table>
<thead>
<tr>
<th>Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identify the SW Expectations and why they are important for this setting.</strong></td>
</tr>
<tr>
<td><strong>Briefly describe the activity and what students are going to do.</strong></td>
</tr>
<tr>
<td><strong>Student engagement/check for understanding:</strong></td>
</tr>
<tr>
<td><strong>Student Engagement/ check for understanding:</strong></td>
</tr>
</tbody>
</table>

Use the matrix to develop demonstrations of examples, non-examples. Engage students in distinguishing between the two. Always end on an example.

*Demonstration 1:*

*Demonstration 2:*

*Demonstration 3:*

**Student engagement/check for understanding:**

**Student Practice:**

*Additional student engagement/check for understanding*

**Follow-Up Activities:**

*Check for student understanding:*
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<tr>
<th>Adult Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arrival</strong></td>
</tr>
<tr>
<td>• Arrive at duty post by 8:30</td>
</tr>
<tr>
<td>• Greet and interact with students</td>
</tr>
<tr>
<td>• Provide reminders of expected behaviors</td>
</tr>
<tr>
<td>• Greet students at classroom doors if no duty</td>
</tr>
</tbody>
</table>
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Acknowledgement System

- 4 levels of acknowledgement
  - frequent verbal acknowledgement and/or praise
  - random individual “Gotchas”
  - planned and unannounced equal opportunity reinforcement
  - opportunity for a group reward based on a goal met
Cougar Trait Token

Student Name ________________________________

Displayed the Cougar Trait of:

Respect
Responsibility
Caring
Citizenship

(Circle the trait you observed)

Signature _______________________________________

On the back, please write the details of the positive trait you observed this student displaying.
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Creating a School-Wide Plan
System to Respond to Errors

- Location v. Office Managed
- Intervention Menu
- Interventions staff should attempt before office referral
- Office Discipline Referral Process
## TEMPLATE of Classroom vs. Office referral

<table>
<thead>
<tr>
<th>Discipline offenses handled by the Teacher/Staff</th>
<th>Discipline offenses that result in an Office Referral</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Physical Aggression - Non-serious, but inappropriate physical contact</td>
<td>• 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.</td>
</tr>
<tr>
<td>• Inappropriate Language - Low intensity instance of profanity or rude language</td>
<td>• Abusive Language - Words used to threaten harm or profanity used to hurt another individual.</td>
</tr>
<tr>
<td>• Teasing/Taunting – Disrespectful messages or gestures that do not include serious threat or intimidation</td>
<td>• 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.</td>
</tr>
<tr>
<td>• Defiance/Disrespect - Brief or low intensity failure to respond to adult requests</td>
<td></td>
</tr>
</tbody>
</table>
When intervention attempts have not been successful in reducing/eliminating behaviors

- Before referring students to the office for offenses listed above Teacher/Staff will:
  - Utilize intervention strategies to address/redirect problem behaviors
  - Follow individual classroom management plan
  - Contact parents before behavior becomes chronic
  - Conference with Principal to inform/communicate potential referral
  - Complete referral form to accompany student to office
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Getting Started—Data System

- Big Five
  - Average Referrals Per Day, Per Month
  - Referrals by Problem Behavior
  - Referrals by Location
  - Referrals by Student
  - Referrals by Time
- Suspension and Expulsion Data by SES, Gender, and Ethnicity
What happens when we don’t examine culture?

If culture is not considered, 3 tiered frameworks run the risk of intervention practices working only for some students. This promotes inequitable educational access, outcomes, and the continuation of the disproportionate representation of culturally diverse students who are suspended and expelled.

(NCCREST)
Discipline Rates: Disproportionality

Incident Rate Per 100 Students

Overall Rate
- FRL: 18.35
- PAID: 10.13
- OVERALL: 18.35

Disaggregated Rate
- FRL: 40.47
- PAID: 10.13
- OVERALL: 10.13
Discipline Rates: Equity

Incident Rate Per 100 Students

Overall Rate

Disaggregated Rate

FRL
PAID
OVERALL

18.35
18.35
18.35
Where do we go from here?