Culturally Responsive Positive Behavioral Interventions and Supports

The primary goal of cultural responsiveness within a school-wide Positive Behavioral Interventions and Supports framework is to use PBIS principles to change school cultures and systems to enhance educational equity. “PBIS is not fully implemented until it is culturally responsive.”

Leverson, M., Smith, K., McIntosh, K., Rose, J., & Pinkelman, S. (November 2016)

<table>
<thead>
<tr>
<th>STATISTICALLY SIGNIFICANT OUTCOMES OF PBIS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REduced...</strong></td>
</tr>
<tr>
<td>Use of Exclusionary Discipline</td>
</tr>
<tr>
<td>Racial Inequities in Discipline</td>
</tr>
<tr>
<td>Bullying and Exclusion</td>
</tr>
<tr>
<td>Teacher Burnout and Stress</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Dr. Kent McIntosh, University of Oregon and Co-Director of National Center on PBIS

<table>
<thead>
<tr>
<th>8 GUIDING PRINCIPLES OF PBIS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Establish Administrative Leadership</strong></td>
</tr>
<tr>
<td><strong>Team-Based Implementation</strong></td>
</tr>
<tr>
<td><strong>Define Behavioral Expectations</strong></td>
</tr>
<tr>
<td><strong>Teach Behavioral Expectations</strong></td>
</tr>
<tr>
<td><strong>Acknowledge Expected Behavior</strong></td>
</tr>
<tr>
<td><strong>Monitor and Correct Unexpected Behavior</strong></td>
</tr>
<tr>
<td><strong>Use Data for Decision Making</strong></td>
</tr>
<tr>
<td><strong>Family, School, and Community Partnerships</strong></td>
</tr>
</tbody>
</table>

TSD - August 2022, p. 1
# Myths & Misconceptions in TSD

<table>
<thead>
<tr>
<th>Myths &amp; Misconception</th>
<th>Mythbusting...CRPBIS in TSD!</th>
</tr>
</thead>
</table>
| The framework of PBIS is to blame for unachieved results; it just doesn’t work. | Do not blame the framework for ineffective outcomes. These are some considerations for unexpected/unachieved results:  
  ● Schools may adopt practices that live in partnership with PBIS, but do not define the entire framework; the entire framework of PBIS must be implemented.  
  ● Success criteria is undefined.  
  ● Fidelity is undefined and not measured. |
| PBIS is only meant for certain students. | Predictability and prevention will help *EACH* learner and adult.  
  ● Perception of safety and well-being (psychological and physical) is *critical* to the success of each person.  
**Facts:** Students with disabilities were twice as likely to face school exclusion as compared to students without disabilities (Office for Civil Rights, 2014). One in four boys of color, and one in five girls of color, served by IDEA were suspended from school annually. Evidence proves exclusionary discipline practices contribute to negative school outcomes (e.g., low academic performance, grade retention, delinquency, alienation, and drug use; Raffaele Mendez, 2003). |
| PBIS is another initiative, program, or “priority” that will go away after a while. | PBIS, under MTSS, is a *framework*. Years of research have proven that PBIS, *when done with fidelity*, is the only framework that yields these outcomes: improved prosocial behavior, improved emotional regulation, academic achievement, organizational health, and *school safety*. |
| PBIS doesn’t work in my school. | These conditions for and fidelity to a PBIS framework must be established and embedded:  
  ● Administrative Leadership  
  ● Team-Based Implementation  
  ● Define Behavioral Expectations  
  ● Teach Behavioral Expectations  
  ● Acknowledge Expected Behaviors  
  ● Monitor and Correct Unexpected Behaviors  
  ● Data for *Equity* and Decision Making  
  ● Family, School, Community Partnerships  
*Regardless of school level, geographic location, school population (demographics), or school size: PBIS, when implemented with fidelity, will yield the desired results.* |
| PBIS does not punish students who do not meet expectations. | When done with fidelity, staff do not ignore the unexpected/undesired behavior of students. CRPBIS defines the culturally responsive and restorative practices *school staff* must practice in order to promote school safety, sense of belonging, and other positive outcomes that can be achieved. |
| The “positive” in PBIS means rewards/treats. | “Positive” refers to the intentional efforts of creating a *safe and inclusive* school climate where *each* adult(s) and student(s) feels respected, valued, and seen. |
| Acknowledgements or “Rewards” are the same as bribes, and they don’t teach intrinsic motivation. | An acknowledgement (formerly, “reward”) system follows behavioral science and is critical when new (not developmentally expected) or consistently expected skills are necessary to ensure the safety and culture of any building. Although intrinsic motivation can be developed, extrinsic motivators (verbal and non-verbal) exist in order to meet the needs of each learner and help to shape and increase probability of desired behaviors recurring. |
**TIERED SUPPORTS** (Logic and Examples)

Considerations:
- When tier 2 and tier 3 supports are exhausted, overextended, or disproportionately utilized, TIER 1 UNIVERSAL practices and supports must be re-examined.
- Providing tiered supports is not (always) dependent on a curriculum or program. It is simply an increase in intensity, frequency, duration of evidence-based practices.

<table>
<thead>
<tr>
<th>Universal Supports: Tier 1</th>
<th>Targeted Supports: Tier 2</th>
<th>Intensive Supports: Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All = EACH &amp; Every...</strong></td>
<td><strong>Some</strong></td>
<td><strong>Few</strong></td>
</tr>
</tbody>
</table>

School-wide, universal PBIS practices are established, taught, and reinforced by each staff member; family/community partner, student:
- Behavioral Expectations Matrix
- Acknowledgement System
- Discipline System
- Use of Data to Inform Decisions
- Effective collaboration (e.g., teaming, partnering, and communicating)

For each Adopted Tier 2 and Tier 3 Intervention, there is clarity about:
- Purpose (for which targeted skill to develop or function of behavior)
- Core Features ("what it looks like" & what are acceptable variations)
- Design (e.g., goal, protocol: who is involved, what is progress monitoring)
- Delivery (e.g., culturally-responsive)
- Success indicators (e.g., growth, change in performance)
- Fidelity (i.e., quality of implementation; "was it ‘done’ as intended")

**EXAMPLES:**
- Check In - Check Out (CICO)
- Social Skills Groups
- Wraparound
- Intensify and individualize specific positive & supportive feedback

<table>
<thead>
<tr>
<th>Universal/TIER 1</th>
<th>Targeted/TIER 2</th>
<th>Intensive/TIER 3</th>
</tr>
</thead>
</table>

Each Student/Whole Class:
- Acknowledge expected/desired behaviors *(Function-based approach)* 5:1 Ratio
  *communication with families*
- Increase Ratio 8 (+) 1
  - Check-In, Check-Out
  - *Increased Family Partnership*
- Whole Group:
  - Clear, consistent, Predictable Expectations *(Predictable adults)*
  - ex: Visual Cues on Wall
  - *communication with families*
- Increase Ratio 20 (+) 1
  - Check-In Connect
  - *Increased Family Partnership*
- Whole group:
  - Clear, Consistent, Predictable
  - Redirects/Consequences *(Restorative approach)*
  - *communication with families*
- Check-In, Check-Out
  - Individual & Visual Cues
  - ex: Visual Cues on Desk
  - *Increased Family Partnership*
  - Check-In, Check-Out (more specific and frequent)
  - ex: Traveling Visual Cues
  - *Increased Family Partnership*
  - Small group Support/Practice
  - Redirect Tailored to Function
  - *Increased Family Partnership*
  - 1:1 Check-ins with matched staff support
  - *Increased Family Partnership*