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BEST/VTmtss Summer Institute
STRAND H:

Centering Equity to Promote
Social/Emotional/Behavioral
Success

Kent McIntosh
University of Oregon

CENTER ON
PBIS Positive Behavioral
Interventions & Supports

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Overview of this Week's Sessions

1. Complete some **activities** to explore how we make decisions and the role of implicit bias, as well as a strategy to neutralize it
2. Use activities and tools to **examine your school's MTSS** to improve contextual fit
3. Explore strategies for **establishing positive relationships** with students
4. Explore strategies for **responding instructionally** to unwanted behaviors

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Effects of PBIS on Racial Equity in School Discipline
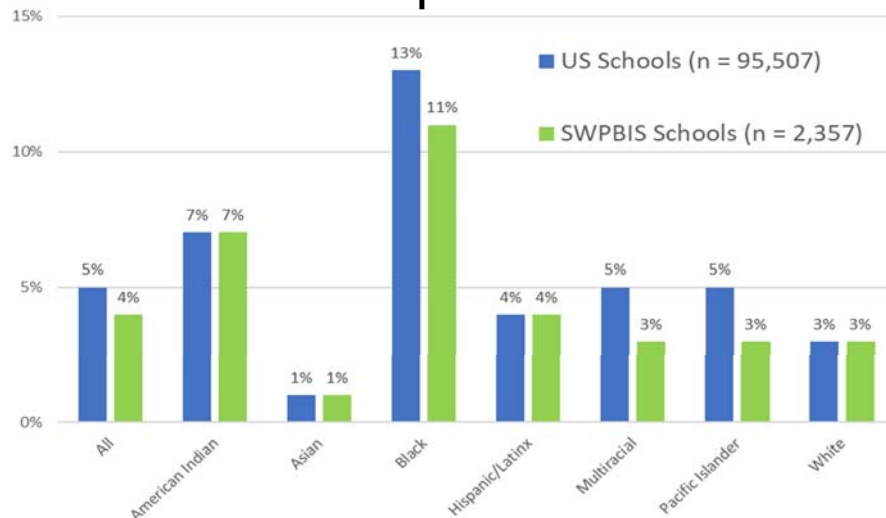
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Which PBIS Features are Most Predictive of Equity?

- Significant predictors of decreased disproportionality:
  - **Regular use of data for decision making**
    (Tobin & Vincent, 2011)
  - **Implementation of classroom PBIS systems**
    (Tobin & Vincent, 2011)
  - **Use of formal reward systems**
    (Barclay, 2017; Tobin & Vincent, 2011)

Slide 1

"as much as I could, I tried to find the good, and praise it."

Alex Haley

Slide 2

A 5-point Intervention Approach to Enhance Equity in School Discipline

PBIS Positive Behavioral Interventions & Supports — February 2018

A 5-Point Intervention Approach for Enhancing Equity in School Discipline

Kent McIntosh, Erik J. Girvan, Robert H. Horner, Keith Smolkowski, & George Sugai

Discipline disproportionality is one of the most significant problems in education today (Gregory, Skiba, & Noguera, 2010; U.S. Government Accountability Office, 2013). The results of decades of research consistently show that students of color, particularly African American students (and even more so for African American boys and those with disabilities), are at significantly increased risk for receiving exclusionary discipline practices, including office discipline referrals and suspensions (e.g., Fabelo et al., 2011; Girvan et al., in press; Losen & Gillespie, 2012). These differences have been found consistently across geographic regions and cannot be adequately explained by the correlation between race and poverty (Noltemeyer & Mcloughlin, 2010; Morris & Perry, 2016). Given the negative effects of exclusionary discipline on a range of student outcomes (American Academy of Pediatrics Council on School Health, 2013), educators must address this issue by identifying rates of discipline disproportionality, taking steps to reduce it, and monitoring the effects of intervention on disproportionality. Disproportionality in exclusionary discipline blocks us from the overall objective of promoting positive outcomes for every student.

Components of Effective Intervention to Prevent and Reduce Disproportionality
No single strategy will be sufficient to produce substantive and sustainable change. Multiple components may be needed, but not all components may be necessary in all schools. We describe here a 5-point multicomponent approach to reduce disproportionality in schools.

1. Collect, Use, and Report Disaggregated Discipline Data
Any school or district committed to reducing disproportionality should adopt data systems that allow disaggregation of student data by race/ethnicity and provide instantaneous access to these data for both school and district teams. Some discipline data systems for entering and analyzing office discipline referrals
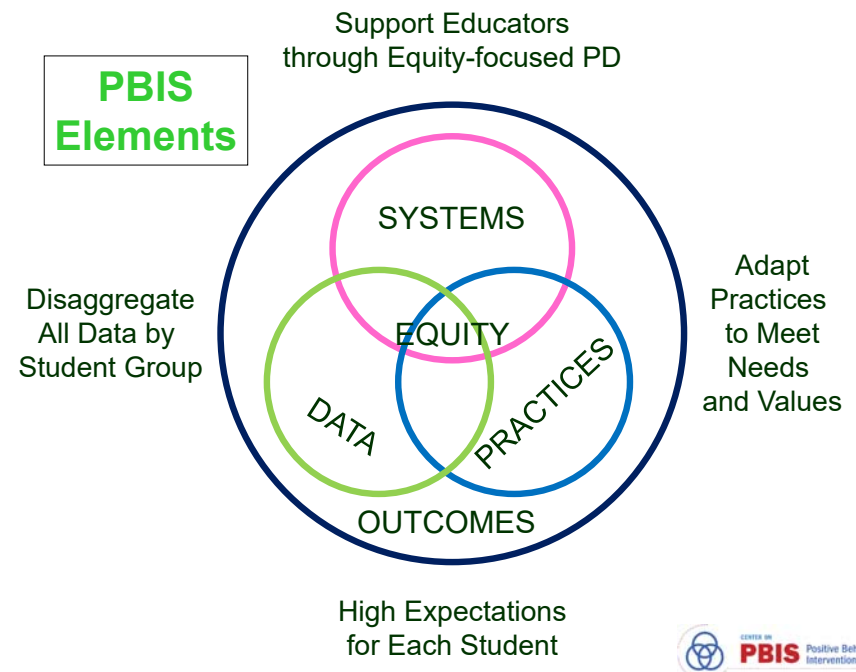
Positive Behavioral Interventions & Supports (PBIS)   1

https://www.pbis.org/topics/equity

Slide 3

5-point Intervention Approach

1. Collect, use, and report **disaggregated** discipline data
2. Implement a **behavior framework** that is preventive, multi-tiered, and culturally responsive
3. Use engaging **academic instruction** to reduce the opportunity (achievement) gap
4. Develop **policies** with accountability for disciplinary equity
5. Teach strategies to **neutralize implicit bias**

https://www.pbis.org/topics/equity

Slide 4

PBIS Elements

Support Educators through Equity-focused PD

Disaggregate All Data by Student Group

Adapt Practices to Meet Needs and Values

SYSTEMS

EQUITY

DATA

PRACTICES

OUTCOMES

High Expectations for Each Student

PBIS Positive Behavioral Interventions & Supports

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Examining our School's MTSS to Increase Equity

Kent McIntosh

CENTER ON
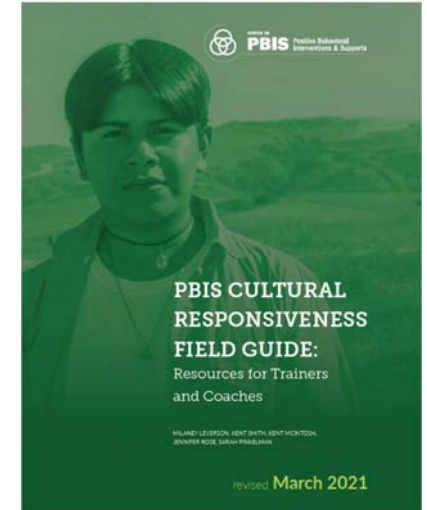PBIS Positive Behavioral
Interventions & Supports

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

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

PBIS CULTURAL RESPONSIVENESS FIELD GUIDE: Resources for Trainers and Coaches

MILANEY LEVERSON, KENT SMITH, KENT MCINTOSH, JENNIFER ROSE, SARAH PINKELMAN

revised March 2021

http://www.pbis.org/topics/equity

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The Elements of Culture Activity

An Activity to Increase Awareness of Culture in Schools

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Activity: Elements of Culture

Staff Activity

- 25-30 min.
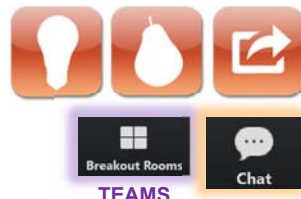- Reflect on norms (unwritten rules or customs for behavior of groups)

Elements of Culture	My norms growing up	My norms now	Our school norms	How my students and families might be different	How these differences might create conflict
Use of profanity (example)	No swearing, especially around adults	OK outside of work; none at work	Swearing in general = warning, swearing at someone = ODR	Swearing might be acceptable to convey strong emotion	Students and families may be viewed as disrespectful when they have strong feelings
Appropriate personal space					
Appropriate voice level					
Appropriate dress					
Appropriate response to insults					

Elements of Culture	My norms growing up	My norms now	Our school norms	How my students & families might be different	How these differences might create conflict
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Appropriate personal space					
Appropriate voice level					
Appropriate dress					
Appropriate response to insults					

Determine based on your school's data!

Elements of Culture	My norms growing up	My norms in 2019	My norms in COVID-19	How my students and families might be different	How these differences might create conflict
Use of profanity (example)	*No swearing, especially around adults*	*OK with friends outside of work, none at work or with family*	*Swearing is the least of our problems*	*Swearing might be acceptable to convey strong emotion*	*Students and families may be viewed as disrespectful when they have strong feelings*
Appropriate dress					
Appropriate voice level					
Appropriate personal space					
Appropriate learning space					

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Activity: Think-Pair-Share

TEAMS

1. Complete all 4 elements (rows) on your own (10 min.)
2. Join a breakout room
3. Discuss your responses (5 min.)
   1. Share a row with your partner
   2. Discuss a personal "a-ha"
   3. Discuss how you might use information from this activity

■ How clear are you on the directions?

Elements of Culture	My norms growing up	My norms in 2019	My norms in COVID-19	How my students and families might be different	How these differences might create conflict
Use of profanity (example)	*No swearing, especially around adults*	*OK with friends outside of work, none at work or with family*	*Swearing is the least of our problems*	*Swearing might be acceptable to convey strong emotion*	*Students and families may be viewed as disrespectful when they have strong feelings*
Appropriate dress					
Appropriate voice level					
Appropriate personal space					
Appropriate learning space					

Discussion Points

- What has changed in your norms over time?
- How might your norms differ from those of your students?
- How do we identify what the school norms are?
  - What would your students say?

Voice Level Quotes

"It's easy to take loud voices as disruptive voices"

"My sense is that students come from more loud environments & speak more gregariously in general."

"My family was really loud growing up. I have a strong voice. Families may think I am being disrespectful or too emotional"

"I need a greater tolerance for some noise, some interrupting etc."

Personal Space Quotes

"I like my personal space a lot, but more families are sharing smaller spaces & items"

"There is a need for more community oriented classroom spaces."

"I had no personal space growing up. So, I am really aware of this & sometimes students may think I am not warm."

"Some families are very physical. American culture is more distant & this creates conflict."

General Comments

"The difference between our kids lives at home often equals negative consequences at school"

"Adults take student behavior too personally"

"Kids are unsure how to act at times- just go to most comfortable place."

Project ReACT

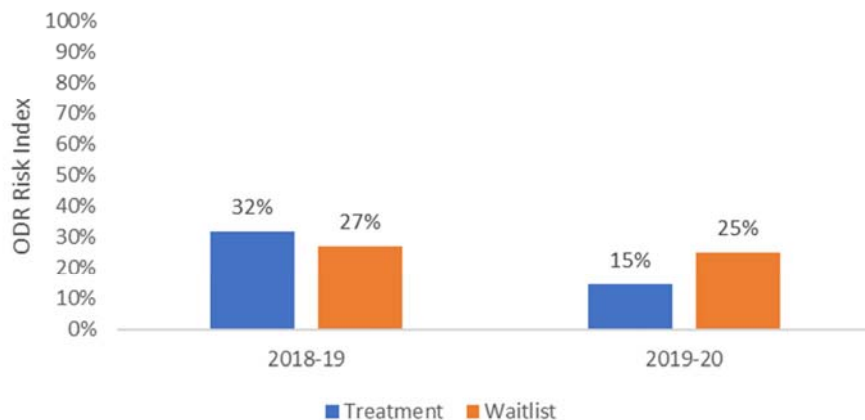---

What is Project ReACT?

- A school-wide intervention that works as **part of PBIS** to use school discipline data to:
  - Identify which student groups PBIS is currently working and not working for
  - Implement the specific strategies that are most likely to make PBIS work for all student groups

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ReACT RCT Outcomes
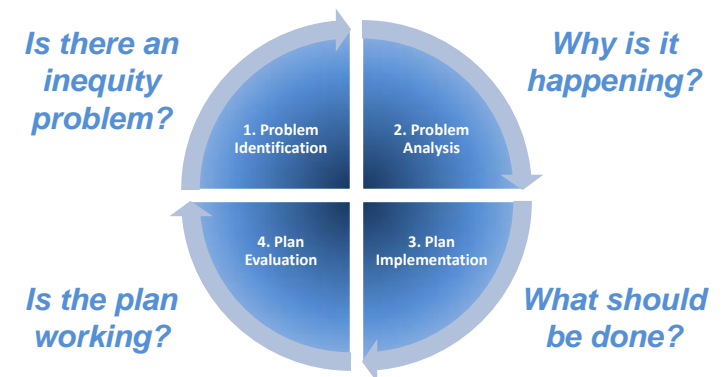
ODR Risk Index: Black Students

	2018-19	2019-20
Treatment	32%	15%
Waitlist	27%	25%

General Problem Solving Model

Is there an inequity problem?

Why is it happening?

1. Problem Identification

2. Problem Analysis

4. Plan Evaluation

3. Plan Implementation

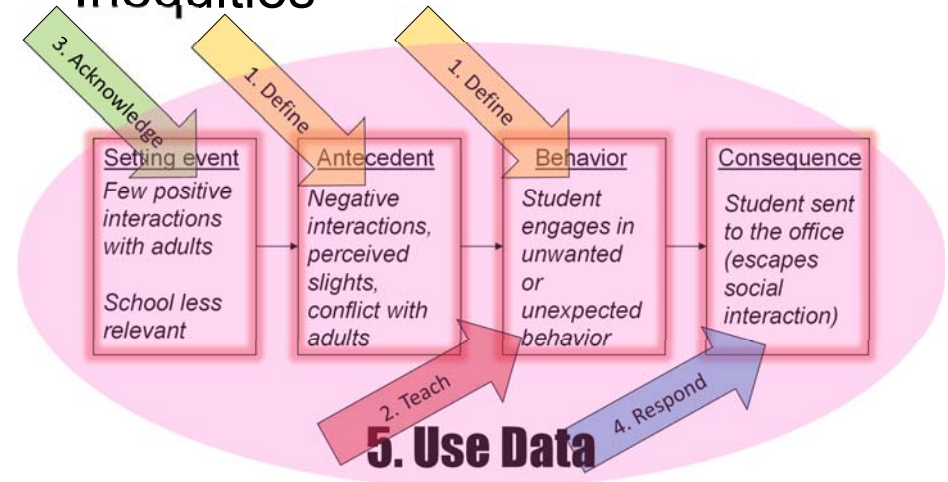*Is the plan working?*

What should be done?
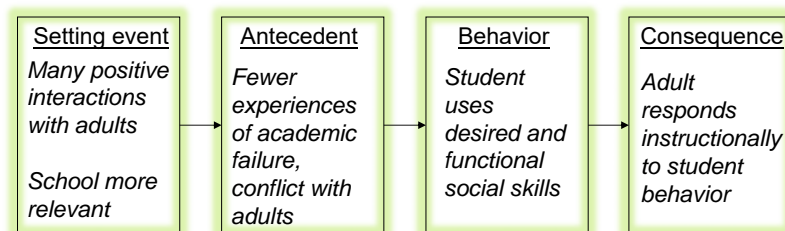
Slide 1

CORE PRACTICES of school-wide PBIS

1. **DEFINE** school-wide expectations (i.e., social competencies)
2. **TEACH & PRACTICE** prosocial behaviors
3. **ACKNOWLEDGE** prosocial behaviors
4. **RESPOND INSTRUCTIONALLY** to unwanted behavior
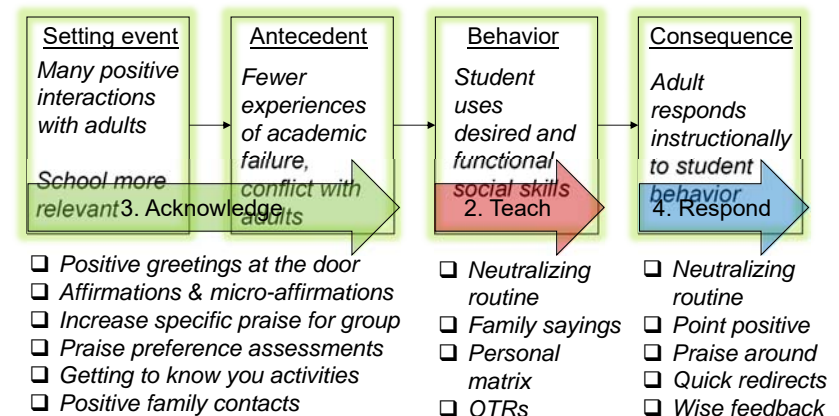5. **MAKE DECISIONS** based on data

Enhancing what you already do
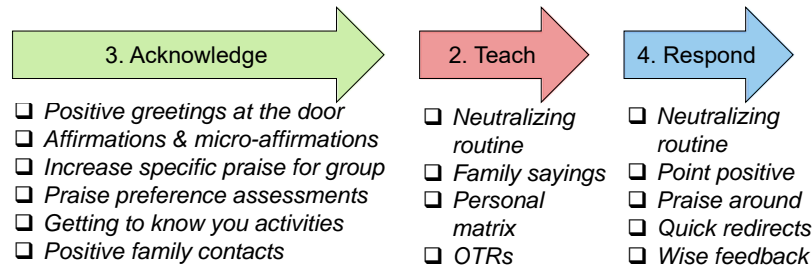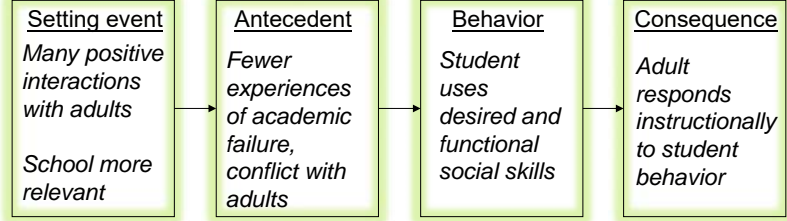
Slide 2

Coercive Cycle of Inequities

3. Acknowledge 1. Define 1. Define

Setting event	Antecedent	Behavior	Consequence
Few positive interactions with adults

School less relevant | Negative interactions, perceived slights, conflict with adults | Student engages in unwanted or unexpected behavior | Student sent to the office (escapes social interaction) |

2. Teach **5. Use Data** 4. Respond

Slide 3

Constructive Cycle of Increasing Equity

Setting event	Antecedent	Behavior	Consequence
Many positive interactions with adults

School more relevant | *Fewer experiences of academic failure, conflict with adults* | *Student uses desired and functional social skills* | *Adult responds instructionally to student behavior* |

Slide 4

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ReACT Classroom Strategies

Setting event	Antecedent	Behavior	Consequence
Many positive interactions with adults

School more relevant | *Fewer experiences of academic failure, conflict with adults* | *Student uses desired and functional social skills* | *Adult responds instructionally to student behavior* |

3. Acknowledge 2. Teach 4. Respond

3. Acknowledge
- ❑ *Positive greetings at the door*
- ❑ *Affirmations & micro-affirmations*
- ❑ *Increase specific praise for group*
- ❑ *Praise preference assessments*
- ❑ *Getting to know you activities*
- ❑ *Positive family contacts*

2. Teach
- ❑ *Neutralizing routine*
- ❑ *Family sayings*
- ❑ *Personal matrix*
- ❑ *OTRs*

4. Respond
- ❑ *Neutralizing routine*
- ❑ *Point positive*
- ❑ *Praise around*
- ❑ *Quick redirects*
- ❑ *Wise feedback*

ReACT Classroom Strategies

Setting event	Antecedent	Behavior	Consequence
Many positive interactions with adults

School more relevant | Fewer experiences of academic failure, conflict with adults | Student uses desired and functional social skills | Adult responds instructionally to student behavior |

3. Acknowledge → **2. Teach** → **4. Respond**

3. Acknowledge
- Positive greetings at the door
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- Getting to know you activities
- Positive family contacts

2. Teach
- Neutralizing routine
- Family sayings
- Personal matrix
- OTRs

4. Respond
- Neutralizing routine
- Point positive
- Praise around
- Quick redirects
- Wise feedback

Activity: Flipchart

1. At the top left, add your school's data statement
   - ☐ Your school's VDP

ODRs are most commonly issued to Black students in grade 8 for defiance in classrooms in the first 30 minutes of the day.

Activity: Flipchart

2. At the top right, what are the potential reasons for the pattern?
   - ☐ Personal VDPs

ODRs are most commonly issued to Black students in grade 8 for defiance in classrooms in the first 30 minutes of the day.

ADULTS
- Tired
- Ambiguous dec.
- Fear of losing control of class

STUDENTS
- Didn't eat
- Little positive contact

Activity: Flipchart
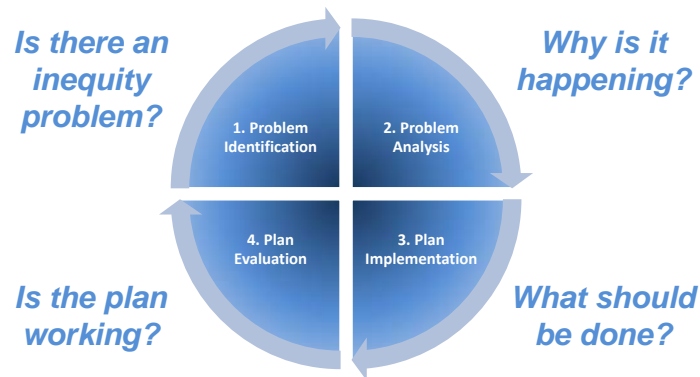
3. At the bottom left, what are possible strategies to *PREVENT* these unwanted behaviors?

ODRs are most commonly issued to Black students in grade 8 for defiance in classrooms in the first 30 minutes of the day.

ADULTS
- Tired
- Ambiguous dec.
- Fear of losing control of class

STUDENTS
- Didn't eat
- Little positive contact

- Change classroom seating
- Try reflection or easy warm-up activity
- Greet at the door again

Slide 1

Activity: Flipchart

4. At the bottom right, what are possible strategies to *RESPOND TO* these unwanted behaviors?

ODRs are most commonly issued to <u>Black students</u> in <u>grade 8</u> for <u>defiance</u> in <u>classrooms</u> in the <u>first 30 minutes of the day</u>.	ADULTS – Tired – Ambiguous dec. – Fear of losing control of class STUDENTS – Didn't eat – Little positive contact
– Change classroom seating – Try reflection or easy warm-up activity – Greet at the door again	– Model TRY (neutralizing routine) – Try praise around – Offer choices – Speak privately to student – Ask what student needs & adapt

Slide 2

Activity: Flipchart

- Share out…
  - ☐ Findings
  - ☐ Resonates
  - ☐ Wonderings

ODRs are most commonly issued to <u>Black students</u> in <u>grade 8</u> for <u>defiance</u> in <u>classrooms</u> in the <u>first 30 minutes of the day</u>.	ADULTS – Tired – Ambiguous dec. – Fear of losing control of class STUDENTS – Didn't eat – Little positive contact
– Change classroom seating – Try reflection or easy warm-up activity – Greet at the door again	– Model TRY (neutralizing routine) – Try praise around – Offer choices – Speak privately to student – Ask what student needs & adapt

Slide 3

Activity: Flipchart Gallery Walk

- Identify with stickies:
  - ☐ Resonates
  - ☐ Wonderings

ODRs are most commonly issued to <u>Black students</u> in <u>grade 8</u> for <u>defiance</u> in <u>classrooms</u> in the <u>first 30 minutes of the</u>	ADULTS – Tired – Ambiguous dec. – Fear of losing control of STUDENTS – Didn't eat – Little positive contact
Change classroom seating – Try reflection or easy warm-up activity – Greet at the door again	– Model TRY (neutralizing routine) – Try praise around – Offer choices – Speak privately to student – Ask what student nee adapt

Slide 4

School Example

Langston Elementary School
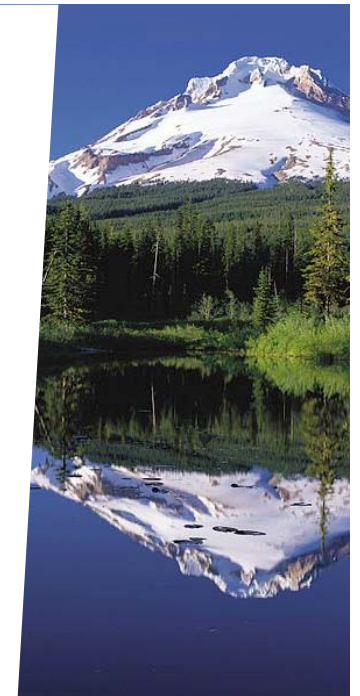
General Problem Solving Model

Is there an inequity problem?

Why is it happening?

Is the plan working?

What should be done?

1. Problem Identification

2. Problem Analysis

4. Plan Evaluation

3. Plan Implementation

Step 1: Problem Identification

Referral Risk Ratio
All, 2018-19
Comparison Group: All Other Students

- Black-Other ODR Risk Ratio = 2.96

Step 2: Problem Analysis
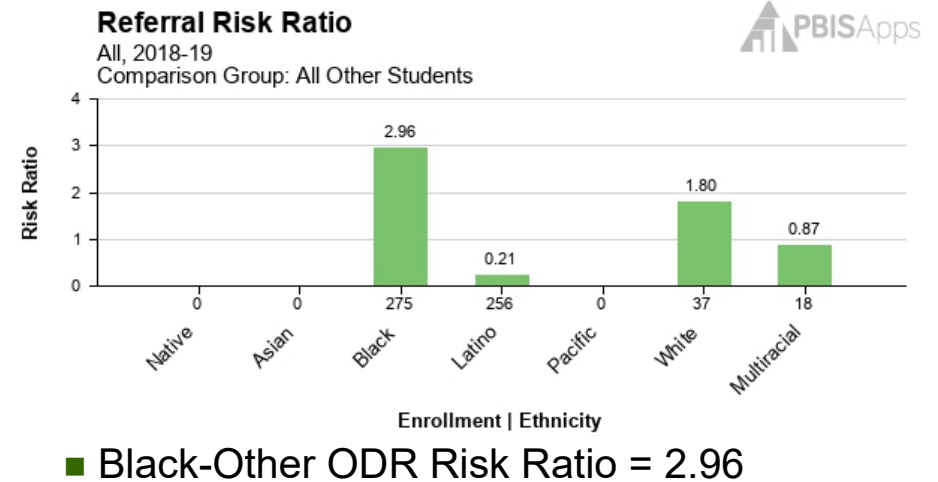
Referral Risk Ratio (Ethnicity)
Drill Down
Comparison Group: All Other Students
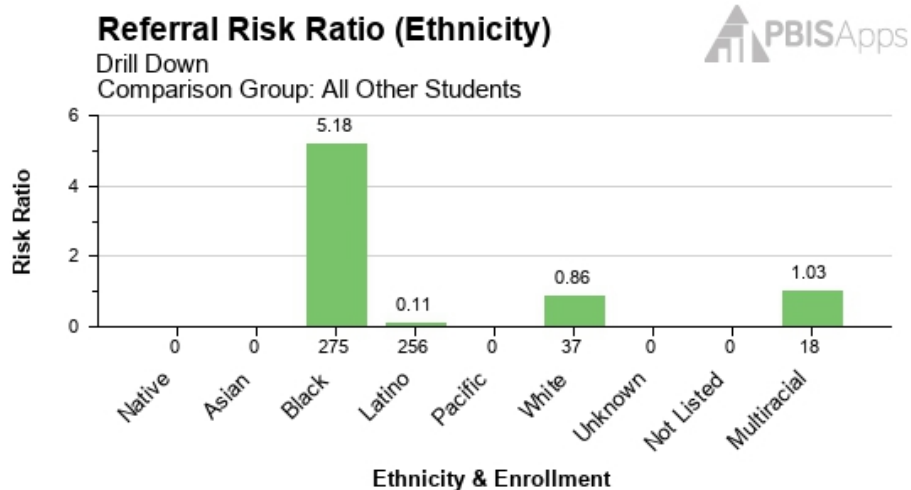
- Phys. Aggression in Classroom = 5.18

Step 2: Problem Analysis

- In 2018-19, ODRs were most commonly issued to Black students for <u>physical aggression</u> in <u>classrooms</u> during <u>early afternoon</u> for students in <u>grade 5</u>.

Step 3: Plan Implementation

VDP
- Black students
- middle of day
- Physical Aggression
- 3rd & 5th
- Class and Hallway
- Mondays

Potential Reasons
- Hunger
- tired / bored
- Angry about something over the weekend or early morning
- Not Knowing how or wanting to talk through problems
- transitions
- B control situation - "save face" (power struggle)

Prevention
- Teach & USE "Take 5"
- Rework Transitions
- Use hall passes for intrventions.
- Supervision
- Praise appropriate behavior

Response
- model "Take 5"
- calm
- ToV
- Positive correction
- Pick Your battles
- warm demander

Step 3: Plan Implementation

- In 2018-19, ODRs were most commonly issued to Black students for <u>physical aggression</u> in <u>classrooms</u> during <u>early afternoon</u> for students in <u>grade 5</u>.
- Strategies

Prevent	Teach	Respond

❑ Positive Greetings at the Door
❑ Positive Family Contacts
❑ Afternoon transitions into the classroom
   ❑ New procedures
   ❑ Active supervision
	❑ Neutralizing Routine
	   ❑ "TAKE 5"
	❑ Personal Matrix
		❑ Neutralizing Routine
		   ❑ "TAKE 5"

Step 4: Plan Evaluation

Black-All Other ODR Risk Difference
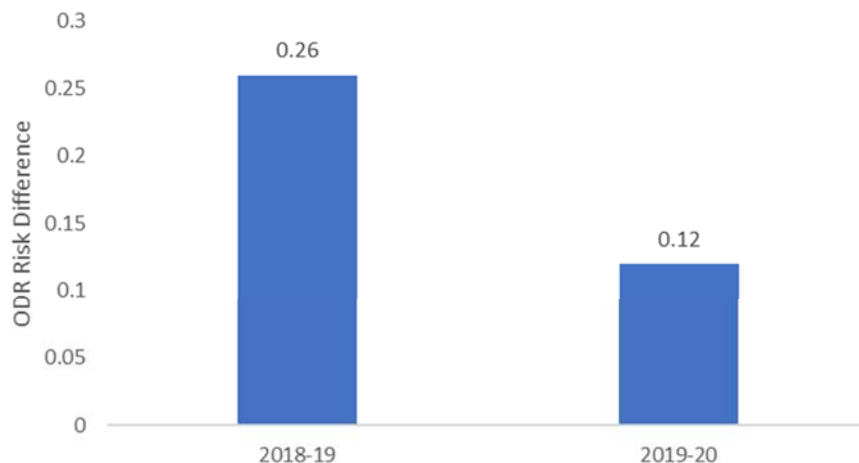
2018-19: 0.26
2019-20: 0.12

A Menu Approach

Kids Menu
(12 & under) $6.95
all served with an organic juice box & fries or fruit

I Don't Know (hand breaded chicken tenders)
I Don't Care (mac & cheese)
I'm Not Hungry (2 mini burgers)
I Don't Want That (grilled cheese)
I Just Want a Snack (kids pizza up to 2 toppings)
Whatever (cheese quesadilla)
I'm Bored...Can I Have Your Phone (spaghetti & meatball)

- Research-identified **areas** for intervention
- A range of **strategies** that may fit your situation

Slide 1
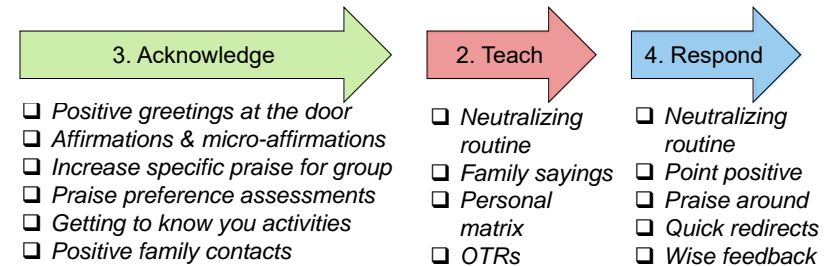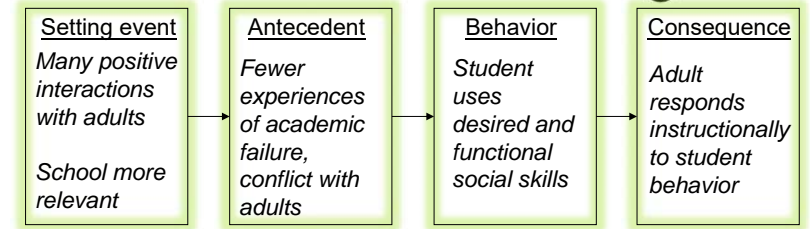
Culturally responsive behavior strategies

CORE PRACTICES of school-wide PBIS

1 DEFINE
school-wide expectations (i.e., social competencies)
- Expectations and matrix review
- Student equity advisory board

2 TEACH & PRACTICE
expectations
- Personal Matrix activity
- Student Neutralizing Routine

3 ACKNOWLEDGE
prosocial behavior
- Praise Preference Assessments
- Positive greetings at the door

4 RESPOND INSTRUCTIONALLY
to unwanted behavior
- Adult Neutralizing Routine
- Wise feedback

5 MAKE DECISIONS
based on data
- Review equity data at meetings
- Assess fidelity of strategies

Slide 2

ReACT Classroom Strategies

Setting event	Antecedent	Behavior	Consequence
Many positive interactions with adults

School more relevant | Fewer experiences of academic failure, conflict with adults | Student uses desired and functional social skills | Adult responds instructionally to student behavior |

3. Acknowledge
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- Neutralizing routine
- Point positive
- Praise around
- Quick redirects
- Wise feedback

Slide 3

Polls

Poll

- Which way of presenting strategies do you like the most?
  - 4-term contingency (behavior pathway)

  - Core Features of PBIS

Slide 4

CORE PRACTICES of school-wide PBIS

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

2 TEACH & PRACTICE
prosocial behaviors

3 ACKNOWLEDGE
prosocial behaviors

4 RESPOND INSTRUCTIONALLY
to unwanted behavior

5 MAKE DECISIONS
based on data

Strategy Implementation: A Modular Approach

1. Pick a strategy based on root cause
   - VDPs or other data
   - Grade-level teams or depts could select from menu
2. Modify strategy or supports as needed
   - Team
   - Student Advisory Board
3. Provide PD on the strategy
   - Overview, rationale, directions
   - Try it out (e.g., complete on own)
4. Check in on fidelity
   - Share points of learning (e.g., tweaks, recommendations)
   - Ensure implementation
5. Assess outcomes
   - Did we do it?
   - Did it work?
   - Should we keep doing it?
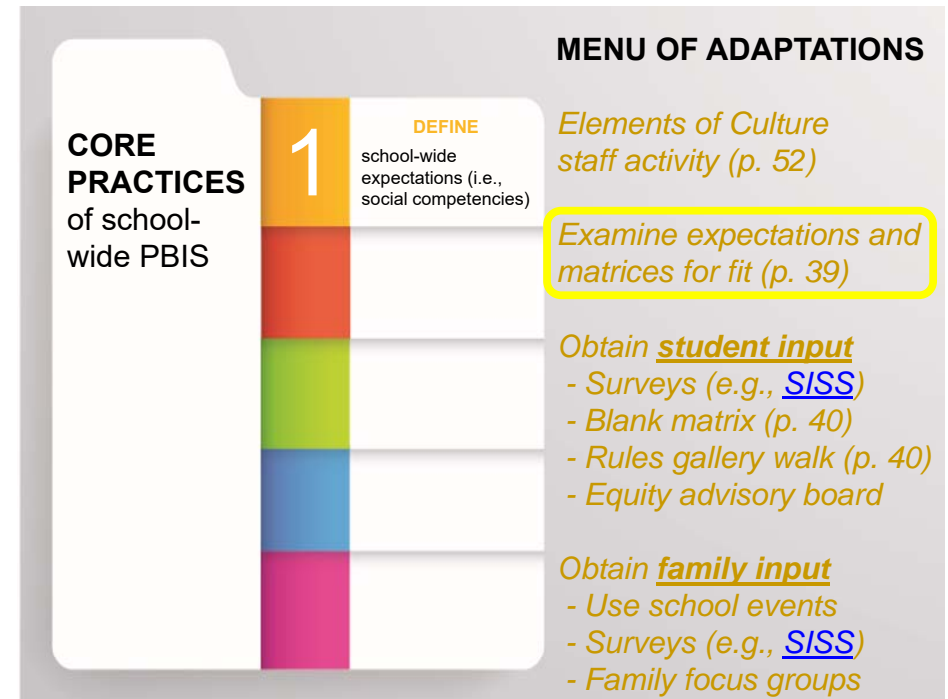
MENU OF ADAPTATIONS

CORE PRACTICES of school-wide PBIS

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

Elements of Culture staff activity (p. 52)

Examine expectations and matrices for fit (p. 39)

*Obtain **student input***
- *Surveys (e.g., SISS)*
- *Blank matrix (p. 40)*
- *Rules gallery walk (p. 40)*
- *Equity advisory board*

*Obtain **family input***
- *Use school events*
- *Surveys (e.g., SISS)*
- *Family focus groups*

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

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

http://www.pbis.org/topics/equity

PBIS CULTURAL RESPONSIVENESS FIELD GUIDE: Resources for Trainers and Coaches

revised March 2021
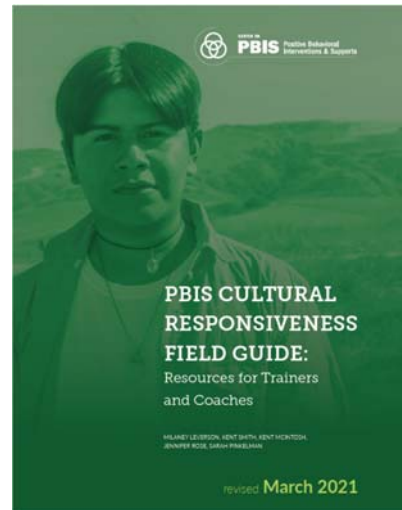
Now…

- Taking our learnings so far…
- Let's investigate our own school matrix

Common PBIS Element:
School-wide Expectations Matrix

- Clarify what is expected for students
- Create consistency among staff
- Reduce miscommunication
- Make hidden curriculum visible
- Focus on prosocial behavior

Expectations and Matrix Review

Polls

Poll
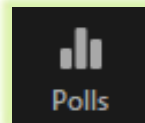
1. How involved were students and families in determining your school-wide expectations?

   A. Not at all
   B. Provided approval after creation
   C. Provided formative input before selection
   D. Provide yearly input into expectations
   E. Don't know/don't have/don't care

Resources and Examples

http://bit.ly/EMR-overview

Cultural Responsiveness
Field Guide – Appendix D

Expectations and Matrix Review

- Find this sheet

Handout

Project ReACT
Expectations and Matrix Examination Activity

School: _____ Date: _____
What are the school's current school-wide expectations/values?

1. _____
2. _____
3. _____
4. _____
5. _____

When and how were they developed? Who was at the table? Who provided input?

Do 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 adults (e.g., adults commit to modeling them)
- ☐ Reflect community values or principles
- ☐ Represent "universal" core life skills beyond school
- ☐ Posted in multiple languages

Do you regularly use the language of the school-wide expectations? Do others?

Do you think they should be revised?

Instructions

- Use your school's expectations and matrix

Enhancing Equity in School Discipline:
Expectations and Matrix Examination Activity

School: _____ Date: _____
What is the school's current set of established school-wide expectations/values (if any)?

1. _____
2. _____
3. _____
4. _____
5. _____

When and how were they developed? Who was at the table? Who provided input?

Enhancing Equity in School Discipline:
Expectations and Matrix Examination Activity

School: *Ellison High* Date: *July 15, 2021*
What is the school's current set of established school-wide expectations/values (if any)?

1. *Safety*
2. *Respect*
3. *Personal Best*
4. *Follow Adult Directions*
5. _____

When and how were they developed? Who was at the table? Who provided input?
The matrix was created by our PBIS team six years ago. Only school staff provided input. 85% of staff is new since we created it.

Do 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 adults (e.g., adults commit to modeling them)
- ☒ Reflect community values or principles
- ☐ Represent "universal" core life skills beyond school
- ☐ Posted in multiple languages

What would it look like if your school-wide expectations were rewritten as values (e.g., Respect instead of Be Respectful)?

We changed this but some posters around the school still say "Be safe" etc.

How might you revise your expectations to better reflect your school's values?

Is "Follow Adult Directions" a universal core life skill? Staff and students value inclusion -add "Inclusion"?

If you have a school-wide teaching matrix, does it have the following critical features?

- ☐ Has all expectations/values 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 active behaviors (not "Refrain from…")
- ☐ Examples are written in student-friendly language
- ☐ Examples include the best action 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 small in number (between 2 and 5 examples per box)
- ☐ Examples have an educational purpose instead of school tradition or promoting the status quo
- ☐ Examples are examined for potential bias (e.g., reflecting norms of a dominant culture)

Are common violations of the matrix expectations:

- ☐ Possibly unfamiliar but acceptable variations of OK behavior?
- ☐ Behaviors that may be acceptable out of school but not in school?

Possible Actions	Notes

☐ Create process for periodic input on expectations and matrix from:
  ○ students
  ○ families
  ○ community
  ○ staff	

☐ Revise expectations to match critical features
  ○ as values
  ○ to focus on core life skills
  ○ etc.	

☐ Revise specific examples in the matrix to match critical features	
☐	

Breakout Rooms
TEAMS

Expectations and Matrix Review

- ■ Complete the Expectations and Matrix Review for your school

Handout

Slide 1

Discuss at your tables…

- What behaviors are we assuming are universal but might vary by culture?
- If space aliens came down to earth to learn about our culture, what behaviors would they think we value the most?

Slide 2

MENU OF ADAPTATIONS

CORE PRACTICES of school-wide PBIS

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

Elements of Culture staff activity (p. 52)

Examine expectations and matrices for fit (p. 39)

*Obtain **student input***
- *Surveys (e.g., SISS)*
- *Blank matrix (p. 40)*
- *Rules gallery walk (p. 40)*
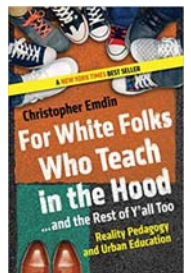- *Equity advisory board*

*Obtain **family input***
- *Use school events*
- *Surveys (e.g., SISS)*
- *Family focus groups*

Slide 3

Student Equity Advisory Board

- Purposes
  - Empower students to participate in creating safe, positive, and predictable school environments
  - Intentional selection to add voice to marginalized youth (e.g., group of interest)
- Common functions
  - Liaisons between School PBIS team and students
  - Help select and tailor equity strategies
  - Lead activities (e.g., teach neutralizing routines)

Slide 4

Cogenerative dialogue: CoGen (Emdin, 2016)

- A group of students + teacher who cogenerate ideas, dialogue, & goals for their own classroom
- Inspired by hip-hop culture ("cypher" or "culture circle")
  - Impromptu (or scheduled)
  - Structured (but loose)
  - Circles of creative communication
    - Rapping
    - Dance
    - The numbers
  - Members may or may not know each other

Student Equity Advisory Board:
Steps for Implementation

1. WHO will facilitate the group?
2. WHO do we invite?
3. HOW do we invite?
4. The SET UP
5. The GUIDELINES
6. The FIRST MEETING
7. Build FLUENCY
8. CHANGE board membership
- Planning form

---

1. WHO will facilitate?

- PBIS team member
- Good relationships with a wide range of students (esp. from group of interest)

---

2. WHO do we invite?

- Select a diverse cross-section of the class
  - Varied…
    - academic proficiencies
    - race/ethnicities
    - social cliques
  - Emphasize those from group most exposed to exclusionary discipline

---

3. HOW do we invite?

- Expect skepticism
  - What would make student feel comfortable?
- Sample invite script:
  - "Can I talk to you at the end of class for 2-3 minutes…And no you are not in trouble…I just wanted to get your thoughts on a few things"

3. HOW do we invite?

- Possible invitation details
  - Purpose: input on some things about the school. A chance to get feedback and ideas on how it could function a bit better
  - Not a traditional school group or meeting
  - I think we would really benefit from your voice
  - Membership is optional (no pressure)
  - Ask preferences for meeting time (lunch or after school) and snacks

4. The SET UP

- Seats in a CIRCLE
  - Everyone can see each other, no front/back
- MUSIC playing in the background
- SPACE is empty
  - No other people coming in/out
- Plan the board around food
  - Provide a snack to "compensate" them for their time

5. The GUIDELINES

- While eating…begin discussion of guidelines so board will be successful
  - Facilitator follows guidelines too
- Possible guidelines:
  1. No voice is privileged over another "Everybody Eats, Everybody Speaks"
  2. One person speaks at a time (one mic)
  3. Result is a plan of action to improve school climate
- Make guidelines visible (e.g., handout, poster)

5. The GUIDELINES

- Tell students they are part of an important advisory board
  - Example: Principal gave students a certificate when they arrived for their first meeting denoting they were board members, shook their hands, then left the room
  - Students can name/rename the board

6. The FIRST MEETING

- Students will eventually lead the board, but facilitator takes the lead at first
- Present a SIMPLE issue/problem the team could tackle together
  - Examples
    - Identify a positive practice staff could do more often
    - Review and help tailor proposed ReACT strategies
    - Brainstorm ways to help all students feel more welcome
    - Identify expectations booster lessons to teach
- Between meetings
  - Facilitator and/or board explicitly engage in plan of action
  - Board can assist in checking fidelity of plan

7. Build FLUENCY

- Meet regularly (e.g., monthly), with students taking on more leadership
- Sample meeting agenda:
  1. Review implementation of plan of action
  2. Discuss and select another issue
  3. Create a new plan of action
- Continue this cycle until the group is fluent (3 times for an established ritual/routine)

7. CHANGE Membership

- OPTIONAL: After board process is established, membership can rotate
- Sample process:
  1. After every 3 meetings, one member of the board invites a new person
  2. The inviting member will "opt out" and take on a supporting role in the school
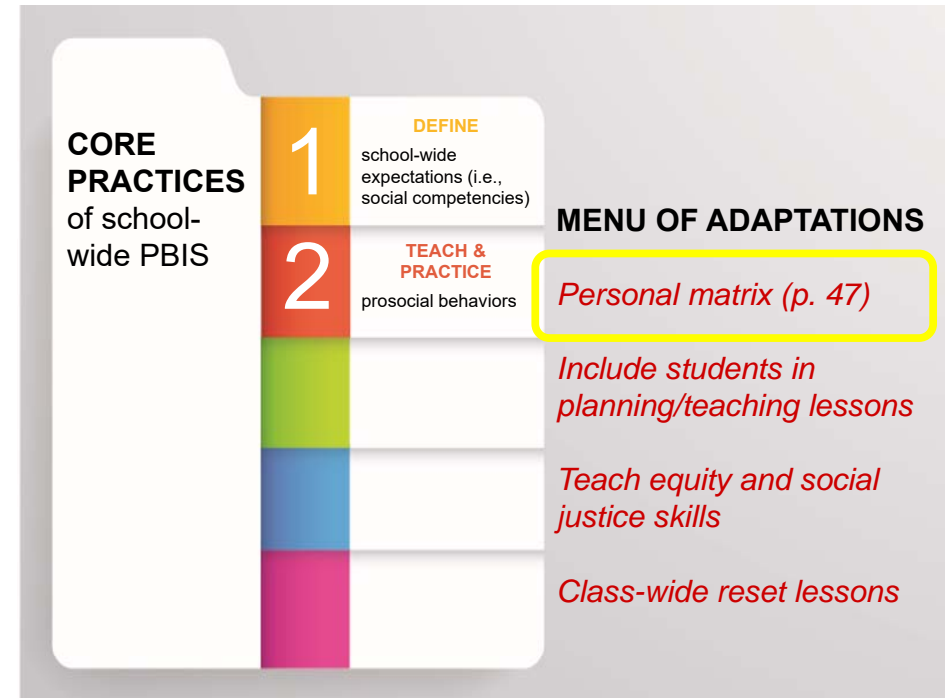
Student Equity Advisory Board: Leveraging

- Potential uses for this week's content:
  - Reviewing equity content for strategies
  - Providing student perspective on the work
  - Leading equity activities
    - E.g., introducing neutralizing routine to students

Slide 1

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Student Equity Advisory Board Activity

TEAMS
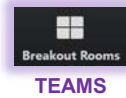
- Complete the planning form

- Roleplay invitations and facilitation

- Debrief:
  - How would you use this group?
  - What barriers do you foresee?

Handout

Slide 2

CORE PRACTICES of school-wide PBIS

1 **DEFINE** school-wide expectations (i.e., social competencies)

2 **TEACH & PRACTICE** prosocial behaviors

MENU OF ADAPTATIONS

Personal matrix (p. 47)

Include students in planning/teaching lessons

Teach equity and social justice skills

Class-wide reset lessons

Slide 3

UNIVERSITY OF OREGON

The Personal Matrix

A ReACT Teaching Strategy

http://bit.ly/PM-overview

Slide 4

UNIVERSITY OF OREGON

Personal Matrix

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

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		
Be Respectful	• Treat others how you want to be treated • Include others • Listen to adults		
Be Responsible	• Do my own work • Personal best • Follow directions • Clean up messes		

Personal Matrix:
Lesson Plan

1. Ask students about the purpose of expectations.
2. Review the school-wide 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	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		
Be Respectful	• Treat others how you want to be treated • Include others • Listen to adults		
Be Responsible	• Do my own work • Personal best • Follow directions • Clean up messes		

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:
Lesson Plan Variations

- Use as a one-on-one interview
- Share completed matrices with each other in small groups

Activity: Complete Your Own Personal Matrix

Handout

1. Review the school-wide 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?

Team Discussion

Breakout Rooms
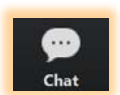**TEAMS**

- Join a breakout room
- Share one row
  - What was similar to school, what was different or surprising:
    - at home
    - at someone else's house or a restaurant
  - Were any differences at home/with friends worth considering for school?

Discussion Question

Chat

- How was this activity for you personally?
  - What was easy?
  - What was hard?

Personal Matrix:
Tips for Success

- What if students can't complete it?
  - ☐ Introduce the day before you do the activity
    - So they can take home and sketch out ideas
  - ☐ Prime a student to share some examples
  - ☐ Include guiding questions
    - For responsibility at home…
      - ☐ What chores do you have?
      - ☐ Who do you take care of?
  - ☐ Share your own from when you were in that grade


Chat

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

# Homework: Complete the Personal Matrix with Students

- Homeroom teachers:
  - ☐ Complete the Personal Matrix activity with the students in your homeroom
  - ☐ Review briefly on your own
  - ☐ Bring the completed matrices next time
- How clear are you on this task?

	SCHOOL	HOME	NEIGHBORHOOD
SAFETY	What does safety look like/sound like at school? • No threats • No bullying • No running	What does safety look like/sound like at home? • No threats • No undeserved beatings • No fears	What does safety look like/sound like in your neighborhood? • No yelling • No cops (where they is trouble) • No scary homeless people.
RESPECT	What does respect look like/sound like at school? • No insults • No graffiti • No cursing	What does respect look like/sound like at home? • No back talking • No curses • listen to the notes the	What does respect look like/sound like in your neighborhood? • No graffiti • Clean streets • No yelling
RESPONSIBILITY	What does responsibility look like/sound like at school? • Doing your homework • Doing your work • returning your books	What does responsibility look like/sound like at home? • Clean your room • show up for dinner • go to bed on time.	What does responsibility look like/sound like in your neighborhood? • Cleaning the street • Not fighting your neighbors. • No yelling
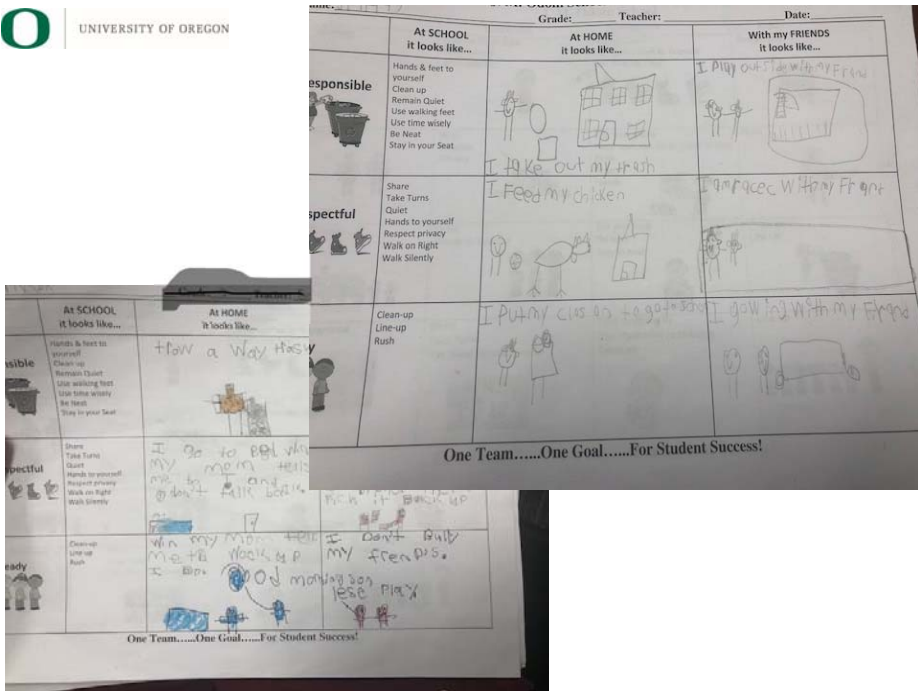
At School
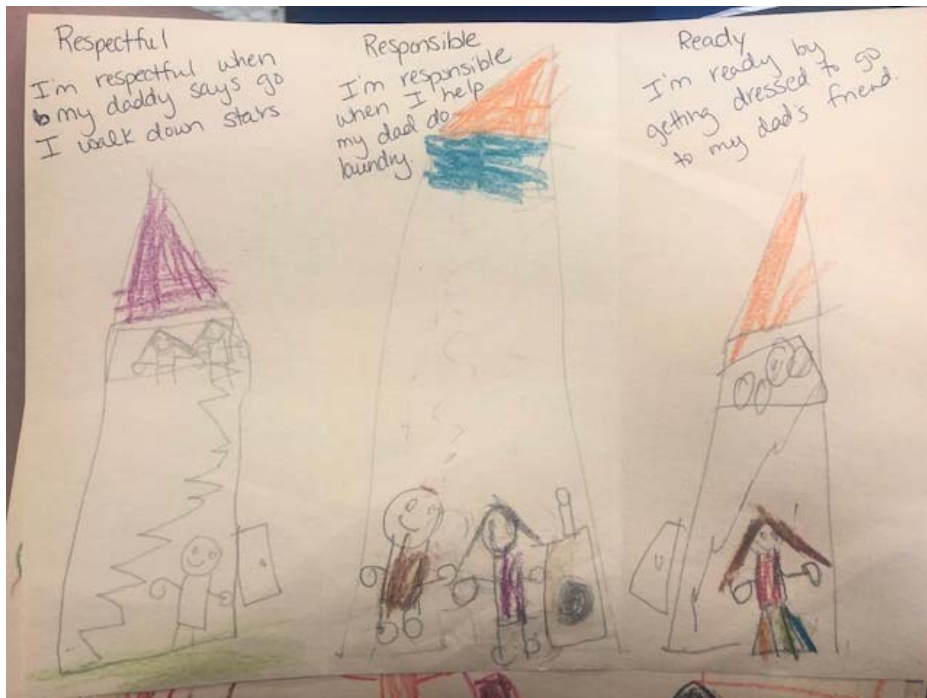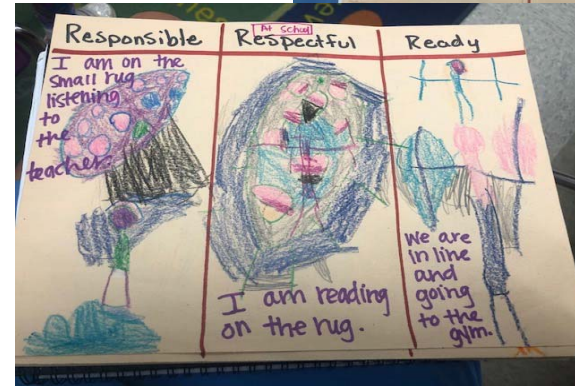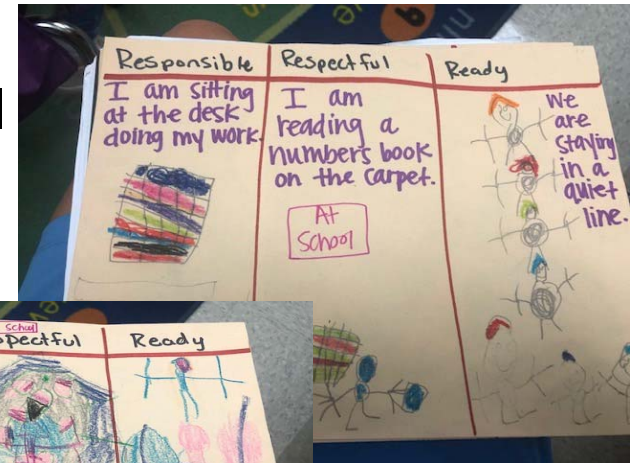
The Personal Matrix:
Follow up

A ReACT Teaching Strategy

Discussion:
Reflect on the lesson…

- What went well?
- How did the students respond?
- How easy or difficult was it for them?

Activity:
Review your Matrices

1. What was something positive you saw?
2. What was consistent or inconsistent with what you expected?

Consistent	Inconsistent (surprising)

Activity:
Review your Matrices

3. Where are there similarities and differences across school, at home, or with friends?

Similarities	Differences

Interpreting the
Personal Matrix

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

Review your Matrices

5. How might you use this information in your instruction?

Resources

PERSONAL MATRIX: TIPS FOR SUCCESS

http://bit.ly/PM-overview

PBIS Cultural Responsiveness Field Guide
(Appendix G: Personal Matrix)

Acknowledging Student Behavior

ReACT Classroom Strategies

Setting event	Antecedent	Behavior	Consequence
Many positive interactions with adults *School more relevant*	*Fewer experiences of academic failure, conflict with adults*	*Student uses desired and functional social skills*	*Adult responds instructionally to student behavior*
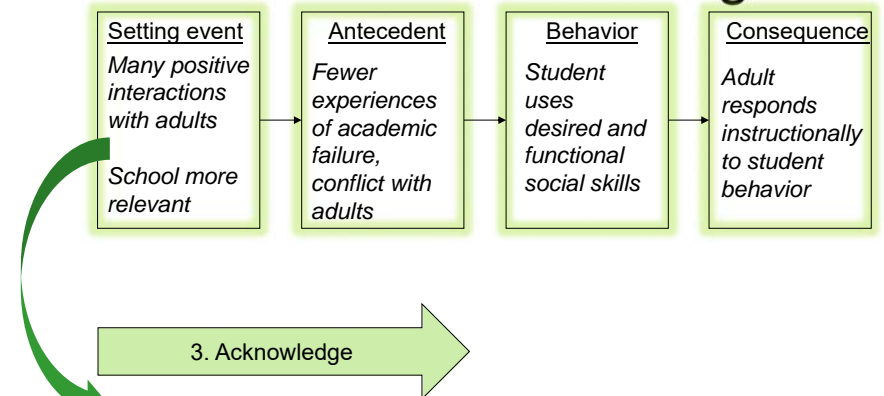
3. Acknowledge

Ongoing acknowledgment of prosocial behavior by all adults in the building

5:1
+ / -

Where did that 5:1 positive to negative ratio come from?

- John Gottman
  - ☐ University of Washington
  - ☐ Relationship research

CORE PRACTICES of school-wide PBIS

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

2 TEACH & PRACTICE
prosocial behaviors

3 ACKNOWLEDGE
prosocial behaviors

MENU OF ADAPTATIONS
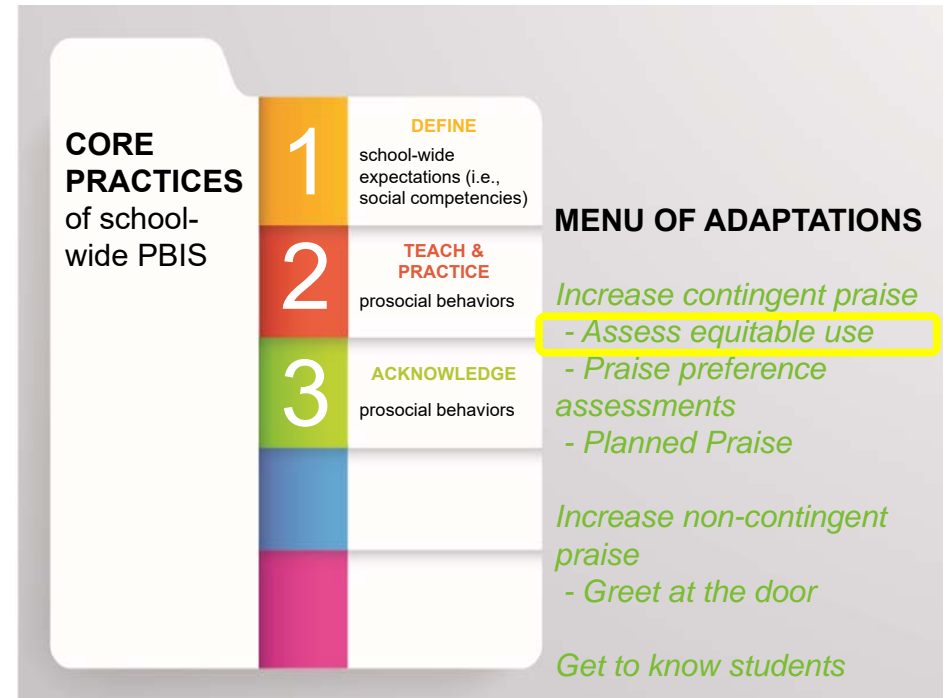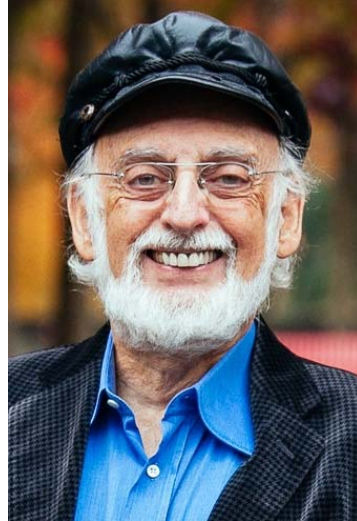
Increase contingent praise
- Assess equitable use
- Praise preference assessments
- Planned Praise

Increase non-contingent praise
- Greet at the door

Get to know students

Increasing Equity in Praise:
Assessing equity in use of praise

- Is this effective practice used equitably with all student groups?

Increasing Equity in Praise:
Assessing equity in use of praise

- Is this effective practice used equitably with all student groups?
- Options
  - ☐ Ask students
    - Walkthroughs (e.g., TFI walkthrough)
    - Student surveys (e.g., School Climate Survey)
  - ☐ Observations
    - Self-assessment
    - Peer observation
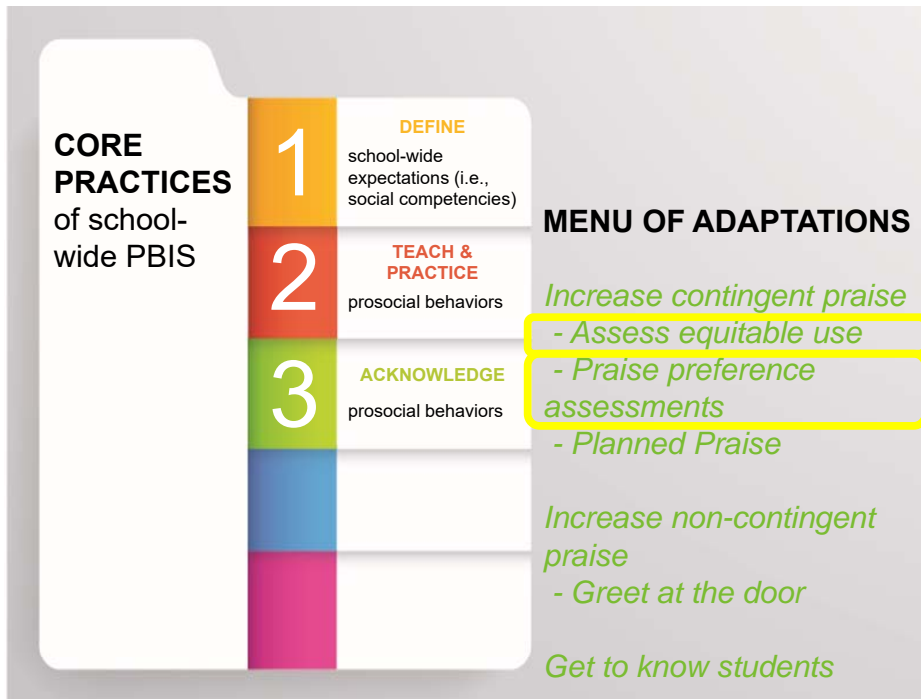
Increasing Equity in Praise:
Strategies

- Visual prompts or technology reminders (e.g., mobile app)
- Praise Preference Assessments
- Planned Praise
- Set Personal Goals
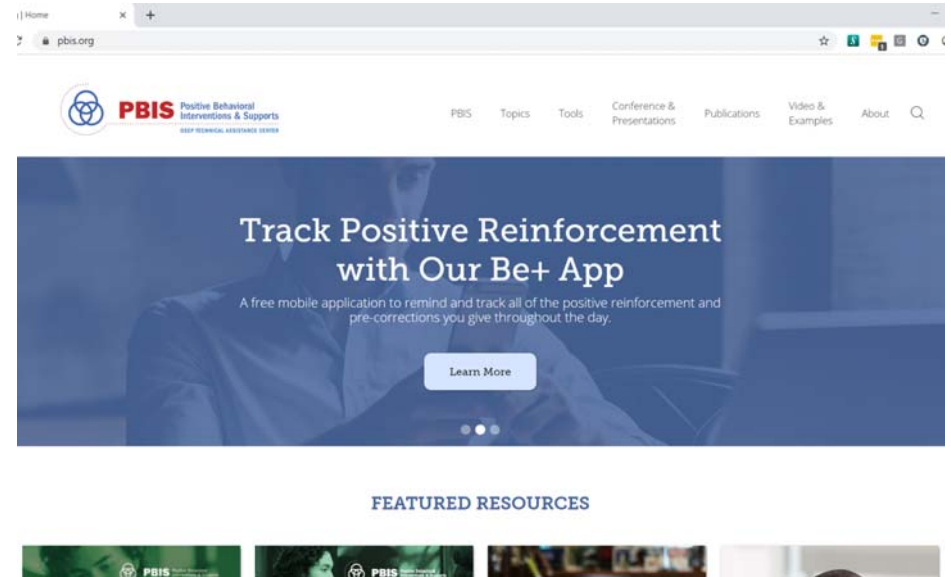
Get Positive!

- Android:
  - https://play.google.com/store/apps/details?id=edu.uoregon.emberex_bpositive
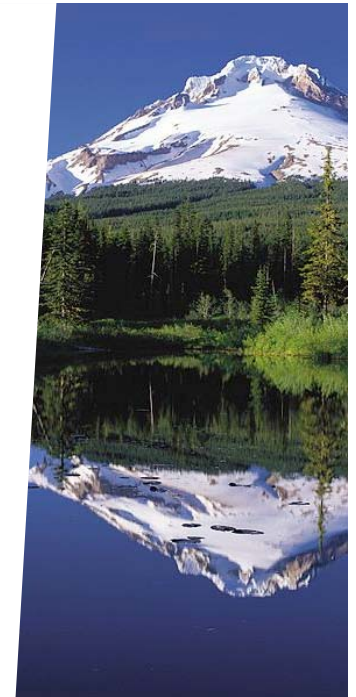- iOS:
  - https://apps.apple.com/us/app/be-be-positive/id1500031427?ls=1

Slide 1

CORE PRACTICES of school-wide PBIS

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

2 TEACH & PRACTICE
prosocial behaviors

3 ACKNOWLEDGE
prosocial behaviors

MENU OF ADAPTATIONS

Increase contingent praise
- *Assess equitable use*
- *Praise preference assessments*
- *Planned Praise*

Increase non-contingent praise
- *Greet at the door*

Get to know students

Slide 2

Praise Preference Assessment

A ReACT Strategy
Acknowledgment

Slide 3

Praise Preference Assessment:
Why do it?

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

someecards
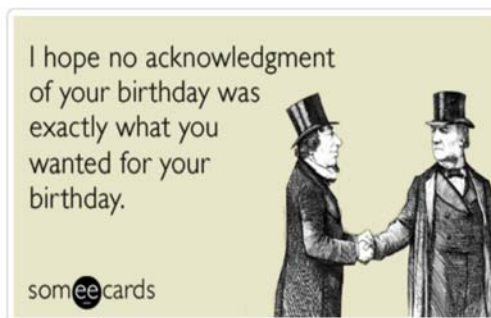
- Think of a time when you received praise:
  - You **liked**
  - You **didn't like**

- What was it?

https://jamboard.google.com/d/13RKEvwYDcOpccSO4HBVgpymc0UHc7IRDSKmO0DsLUig/edit?usp=sharing

PAUSE

Slide 4

Praise Preference Assessment:
What is it?

- A way to identify what type(s) of acknowledgements students *like* or *dislike* receiving for showing desired behaviors

- Could be in survey or interview formats

Slide 1

Praise Preference Assessment:
Steps for implementation:

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

Slide 2

Praise Preference Assessment:
1. Create assessment form

- Add space for student's name
- Create menu of acceptable acknowledgment options
  - Public praise
  - Non-verbal signal
  - School-wide ticket
  - Classroom points systems

Slide 3

Praise Preference Assessment:
Resources

- https://bit.ly/PPAexamples

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

Slide 4

Praise Preference Assessment:
2. Ask students to rate the options

- Could circle/cross out, rate from 1-5, etc.

Praise Preference Assessment:
3. Review results to improve

- REVIEW individual responses to **tailor praise**
- REVIEW class-wide responses to adjust **school-wide/classroom systems**

How does he like to be praised?

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

---

Self-guided resources

PRAISE PREFERENCE ASSESSMENT

http://bit.ly/PPA-overview

CORE PRACTICES of school-wide PBIS

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

2 TEACH & PRACTICE
prosocial behaviors

3 ACKNOWLEDGE
prosocial behaviors

MENU OF ADAPTATIONS

Increase contingent praise
- Assess equitable use
- Praise preference assessments
- Planned Praise

Increase non-contingent praise
- Greet at the door

Get to know students

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Planned Praise

A ReACT Strategy
Acknowledgment

http://bit.ly/PP-overview

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Planned Praise:
What is it?

- A strategy for acknowledging a student or group of students for whom student-adult relationships could be improved
- Brainstorming a set of possible praise statements ahead of time to increase positive interactions

---

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Planned Praise:
Why do it?

- Praise is a powerful tool for improving behavior
- Because it is so effective, it is important to:
  a) Use it with all students
  b) Identify students who need more positive interactions
  c) Use specific strategies to increase positive feedback

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Planned Praise:
How do we do it?

- Steps
  1. Identify a group that could benefit from more praise and specific students from that group
  2. Create a glossary of strengths to praise
  3. Plan effective and culturally/developmentally appropriate praise statements
  4. Pick a time when to use them
  5. Do it!

Planned Praise:
1. Identify a group and students

1. Group
   - With high rates of ODRs
     (or disproportionate ODRs)
2. Students
   - With high rates of ODRs
     With few positive relationships with adults in school

Planned Praise:
Example Praise Plan

Student	Unwanted Behavior	Strength	Praise Statement	Planned Timing
Andre				
DeShawn				
Finley				

Planned Praise:
2. Create a glossary of strengths

- Expected behaviors you know they do regularly
- Unwanted behaviors that could be reframed as talents or strengths at other times (e.g., class clown behaviors)
- Characteristics that may be viewed by society as negative cultural stereotypes (i.e., microaffirmations)

Planned Praise:
Example Praise Plan

Student	Unwanted Behavior	Strength	Praise Statement	Planned Timing
Andre	none	Transitions quickly		
DeShawn	Argues with adults about fairness	Looks out for others		
Finley	Talkative, loud	A good friend		

Planned Praise:
3. Plan praise statements

- Ensure they:
  - ☐ Have the elements of behavior-specific praise (contingent, immediate, specific, and genuine)
  - ☐ Are tailored to student praise preferences (e.g., public vs. private)
  - ☐ Are paired with school-wide acknowledgment systems (e.g., ticket) if adult praise may currently be aversive

Planned Praise:
Example Praise Plan

Student	Unwanted Behavior	Strength	Praise Statement	Planned Timing
Andre	none	Transitions quickly	Public praise (e.g., "Thank you Andre for showing us the way")	
DeShawn	Argues with adults about fairness	Looks out for others	Quiet praise with ticket (e.g., head nod)	
Finley	Talkative, loud	A good friend	Quiet microaffirmation (e.g., "you're a good friend")	

Planned Praise:
4. Pick a Time to Use Them

- Select times when:
  - ☐ Students are most likely to show their strengths
  - ☐ Students might need additional encouragement (e.g., before difficult activity)
  - ☐ It is easy to remember to provide praise statements (e.g., beginning of lesson)

Planned Praise:
Example Praise Plan

Student	Unwanted Behavior	Strength	Praise Statement	Planned Timing
Andre	none	Transitions quickly	Public praise (e.g., "Thank you Andre for showing us the way")	Transition into 1st period Math
DeShawn	Argues with adults about fairness	Looks out for others	Quiet praise with ticket (e.g., head nod)	After whole-group teacher instructions
Finley	Talkative, loud	A good friend	Quiet microaffirmation (e.g., "you're a good friend")	Small group work

Planned Praise:
5. Do it!

- Use the praise statements consistently, especially at first to build the relationship (e.g., at least once a day for 10 days)
- Vary as needed to expand the range of desired behaviors

Evaluate praise plan implementation: Try using this simple form for the first 10 days of your praise plan!

Mon		Tues		Wed		Th		Fri		Mon		Tues		Wed		Th		Fri	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No

---

Planned Praise:
Tips for Success

- Tailoring for your students
  - ☐ To build the glossary, ask students' family members for strengths they would like to be encouraged
  - ☐ Use a praise preference assessment to identify preferred praise statements (e.g., public vs. private)

Planned Praise:
Tips for Success

- Use a system to help prompt you to use it consistently
  - ☐ Phone reminder
    - Be+ app: https://www.pbis.org/announcements/track-positive-reinforcement-with-our-be-app
  - ☐ Visual signal
    - Poster
    - Sticker
    - Note in lesson plan

Breakout Rooms
TEAMS

Planned Praise:
Worksheet

Handout

1. Pick 1-3 students for planned praise
2. Complete the form
3. Discuss as a team
4. Share out

Share Out!

- What are some other strategies that you use to acknowledge desired behavior?

A Menu Approach
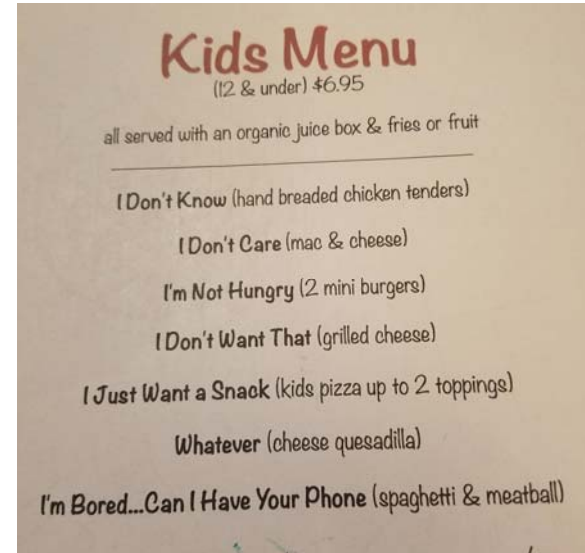
Kids Menu
(12 & under) $6.95

all served with an organic juice box & fries or fruit

I Don't Know (hand breaded chicken tenders)

I Don't Care (mac & cheese)

I'm Not Hungry (2 mini burgers)

I Don't Want That (grilled cheese)

I Just Want a Snack (kids pizza up to 2 toppings)

Whatever (cheese quesadilla)

I'm Bored...Can I Have Your Phone (spaghetti & meatball)

- Research-identified **areas** for intervention
- A range of **strategies** that may fit your situation

ReACT Classroom Strategies

Setting event	Antecedent	Behavior	Consequence
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- *Praise preference assessments*
- *Getting to know you activities*
- *Positive family contacts*

2. Teach
- *Neutralizing routine*
- *Family sayings*
- *Personal matrix*
- *OTRs*

4. Respond
- *Neutralizing routine*
- *Point positive*
- *Praise around*
- *Quick redirects*
- *Wise feedback*

Responding Instructionally to Unwanted Behavior

Activity

- Which of these responses are **not** instructional, and how could you make them more instructional?
  - ☐ Shushing
  - ☐ "You know better than that."
  - ☐ Reteach and have student practice
  - ☐ "The look"
  - ☐ "What are you supposed to be doing right now?"
  - ☐ Model deep breathing
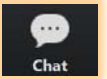
Share Out!

- What are some effective strategies that you use to respond instructionally to unwanted behavior?

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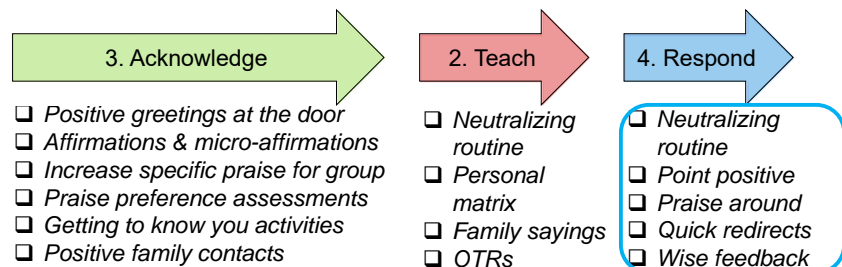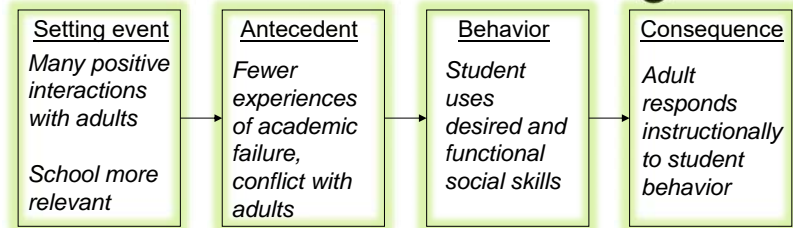- Neutralizing routine
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4. Respond →
- Neutralizing routine

What is a Vulnerable Decision Point (VDP)?

- A specific decision that is more vulnerable to effects of implicit bias
- Two parts:
  - Elements of the **situation**
  - The person's **decision state** (internal state)
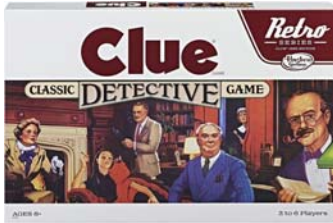
Neutralizing Routine:
What is it?

- Defined
  - An instructional response to unwanted behavior to use instead of a harsh response during VDPs

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Neutralizing Routine:
Why do it?

- Helps us pause before responding, so we can proceed in a way that…
  - **Increases** positive behavior
  - **Decreases** unwanted behavior

(Cook et al., 2018)

Neutralizing Routine:
What is it?

- 5 critical features
  1. If-then statement
  2. Brief
  3. Clear steps
  4. Doable
  5. Interrupts the chain of events

Neutralizing Routine: What is it NOT?

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

Neutralizing Routine: What is it ~~NOT?~~ NOW?

x Something that is done to us
  ✓ *Make it an action you can do*
x A gentler way to exclude students
  ✓ *Keep students in instruction*
x A long procedure
  ✓ *Keep it brief – a quick pause and back into the game*

Neutralizing Routine: How do we do it?

■ When you see unwanted behavior, 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: Examples

■ When I see unwanted behavior…
  □ **Delay decision until I can think clearly**
    ■ "See me after class/at the next break"
    ■ Ask the student to reflect on their behavior/feelings
    ■ Am I acting in line with my values?
  □ **Reframe the situation**
    ■ "How would 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 school-wide "reset" strategy

STOP

Neutralizing Routine:
School-wide example

- *TRY*
  - *T*ake a deep breath
  - *R*eflect on your emotions
  - *Y*outh's best interest
    - "Let's *TRY* that again."
    - "Let's *TRY* it a different way."
    - "Let's *TRY* to have a positive outcome."

Neutralizing Routine:
School-wide "Reset"

- *TRY* for <u>students</u>
  - *T*ake three deep breaths
  - *R*eflect on your feelings
  - *Y*ou got this!
- 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*

https://bit.ly/studentlessonplan

Question

Chat
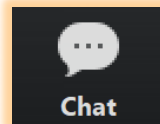
- How many of you already have and use a neutralizing routine?

  - If so, what is it?

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Neutralizing Routine:
How do we do it well?

- Peer testimonials
- Self-assessments
- Visual prompts

- *T*ake 3 deep breaths
- *R*eflect on your feelings
- *Y*ou've got this!

·PAUSE·
(II)
·BREATHE·
·PROCEED·
(▶)

Neutralizing Routine:
Self-guided Resources

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

UNIVERSITY OF OREGON

Neutralizing Routines
Selecting & practicing
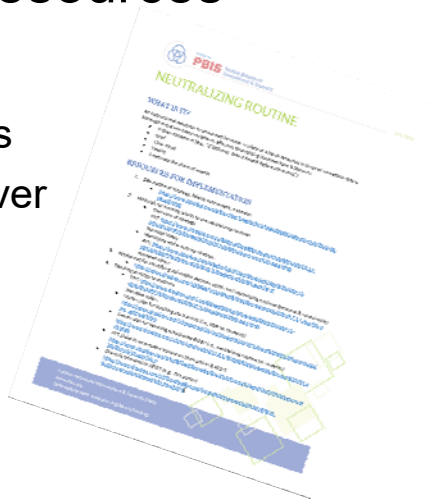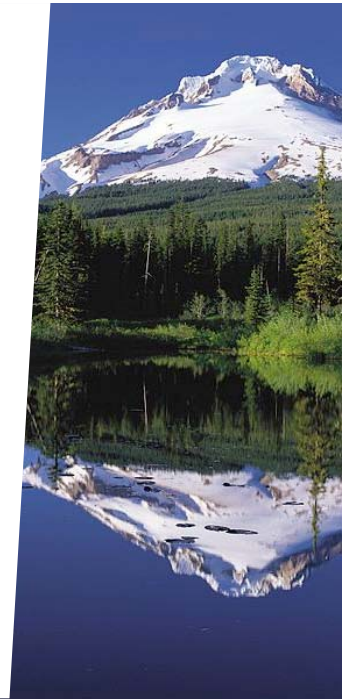
A ReACT Strategy
Respond Instructionally

Neutralizing Routine:
Activity - Identify NRs worksheet

1. Brainstorm possible school-wide neutralizing routines

2. Check if each idea has all 5 critical features
   1. If-then statements
   2. Brief
   3. Clear steps
   4. Doable
   5. Add space/delay between behavior and response

3. Decide on a school-wide neutralizing routine
   - (ok to have a personal one too!)

Neutralizing Routine: Examples

- If this is a VDP…,
  - **Delay decision until I can think clearly**
    - "See me after class/at the next break"
    - Ask the student to reflect on their behavior/feelings
    - Am I acting in line with my values?
  - **Reframe the situation**
    - "I love you, but that behavior 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 school-wide "reset" strategy

Neutralizing Routine:
Gallery Walk Selection Activity
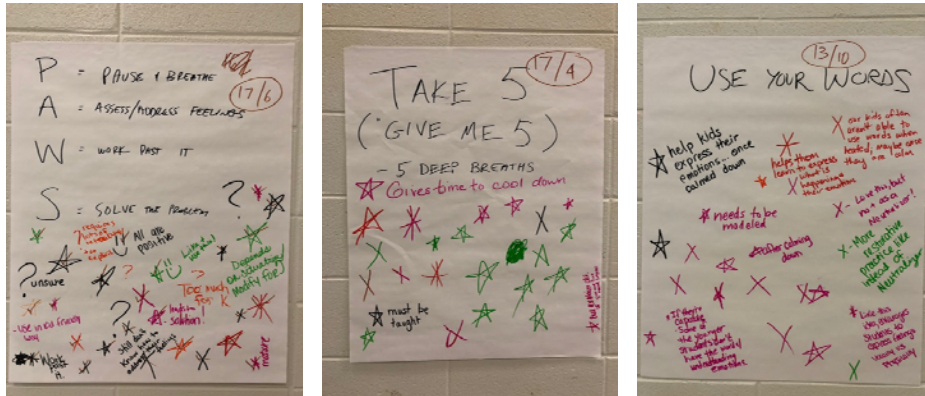
Neutralizing Routine:
Activity

4. Practice the neutralizing routine

Neutralizing Routine:
Activity – worksheet

Neutralizing Routine:
Plan for Success

- What might you need to use our school-wide neutralizing routine more consistently?

  - ☐ What reminders would be useful?
  - ☐ What else might you need?

Neutralizing Routine:
Plan for Success

STEP 6: From this list, create a plan to maximize its use

_____

_____

_____

_____

_____

_____

Neutralizing Routine:
Plan for Success

- Options
  - Create a visual (e.g., poster) to remind yourself and place it somewhere you can see
  - Schedule daily practice for yourself AND your students before difficult situations arise
  - Include reminders to use the neutralizing routine in morning announcements

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Neutralizing Routine:
Plan for Success

- Can also be used as precorrection
1. Am I about to enter a VDP?
2. What are my values?
3. When I see unwanted behavior, I'll use my **neutralizing routine**
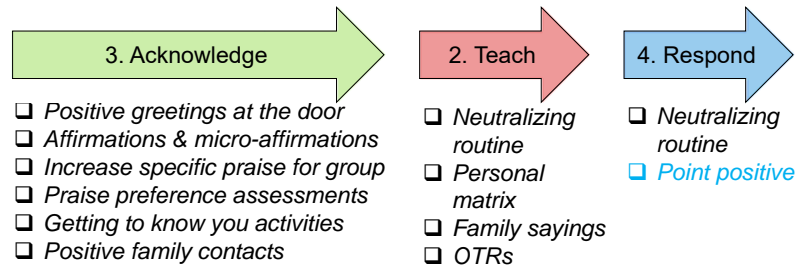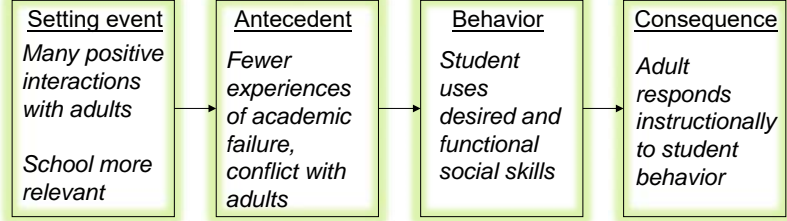

Neutralizing Routine:
Self-guided resources

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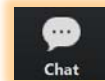- Narrated voice-over ppt videos

http://bit.ly/NR-overview

Slide 1

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- *Point positive*

Slide 2

"Point Positive"

Slide 3

Chat
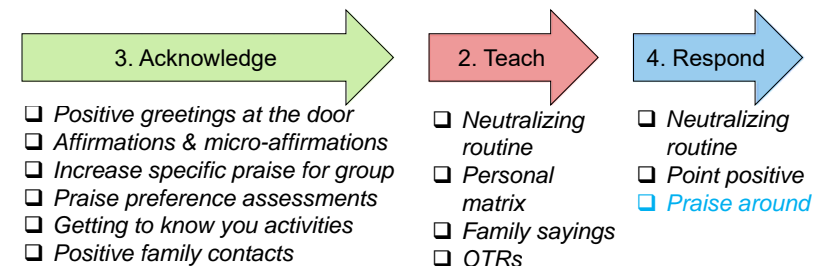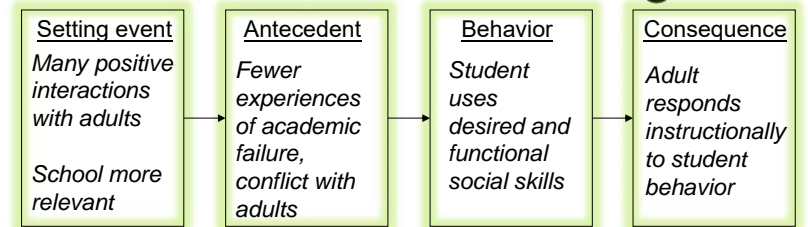
Discussion

- Ask with an elbow partner or group:
- What is your most common **don't/stop/quit/no** direction?
  - (e.g., *"Don't run in the hallway!"*)
- What could be a **"point positive"** direction instead?
  - (e.g., *"Please walk in the hallway!"*)

Slide 4

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- *Praise around*

Praise Around

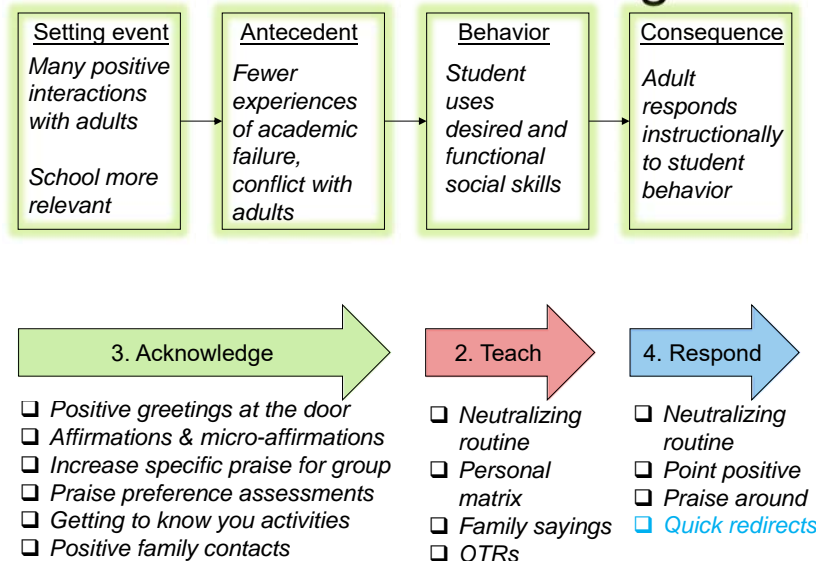- When you see unwanted behavior:
  1. Find a near peer who is doing the right thing
  2. Provide behavior specific praise to that peer
     - e.g., "Serena, I see you working quietly on your sheet. You are showing responsibility."
  3. Look out for appropriate behavior from the student
  4. Provide behavior specific praise
     - e.g., "Shawn, thank you for working quietly"

Watch Video (twice)

- Discussion Questions
  1. What did the student do?
  2. What was the teacher's reaction?
 3. What could have been done differently?

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- ❑ Point positive
- ❑ Praise around
- ❑ Quick redirects

Quick Redirects

- Very brief responses to student behavior in the middle of instruction that:
  - ❑ Show empathy for students
  - ❑ Signal that instruction will contin
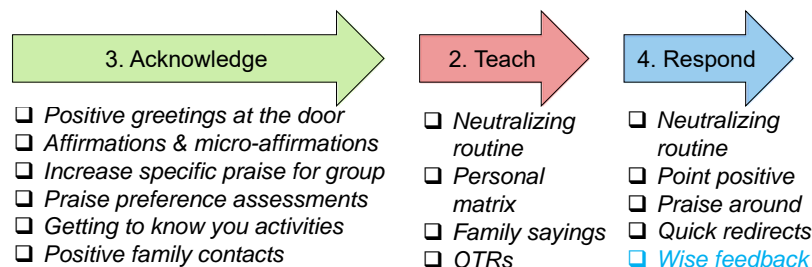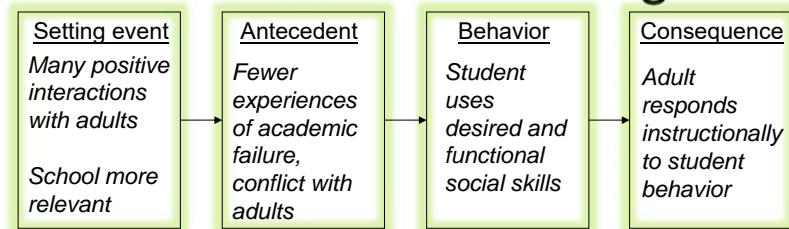
You might be right.

I hear you.

I understand.

Probably so.

Yes, this is hard.
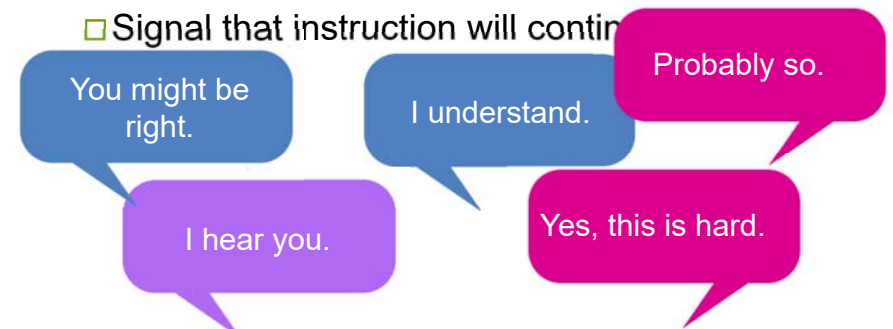
Quick Redirects

- Can also be non-verbal redirection
- Used to avoid verbal redirection that can lead to a power struggle
- Examples
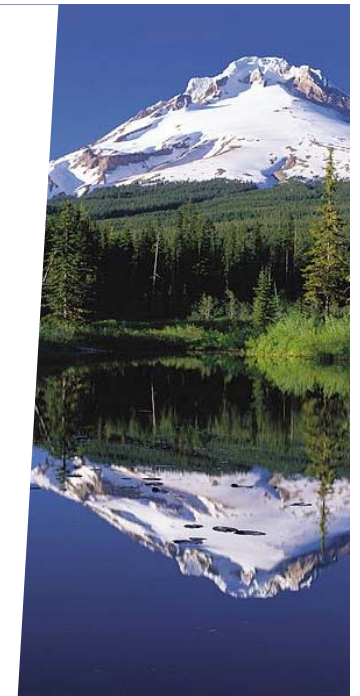 - ☐ Proximity
  - ☐ Tap desk
  - ☐ "The look"

Activity: Quick Redirects

1. Create a scene
   - Think up a teaching situation where you might predict some unsolicited student feedback
   - Identify your quick redirect
2. Share with the group (chat or unmute)
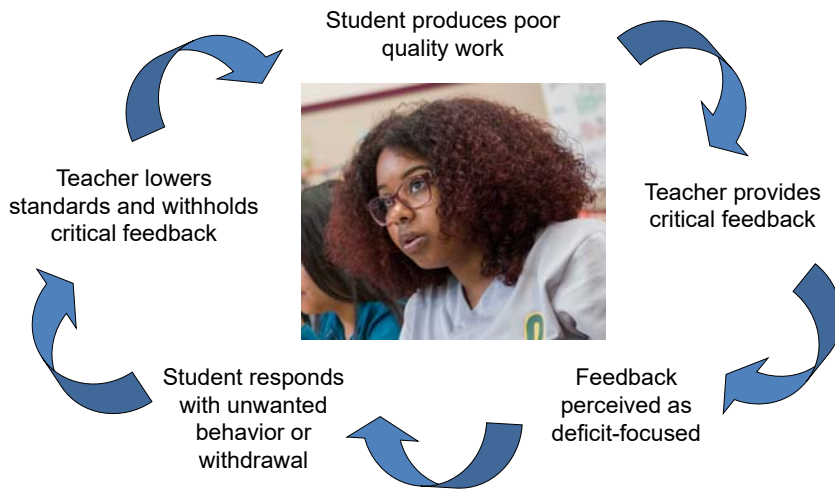
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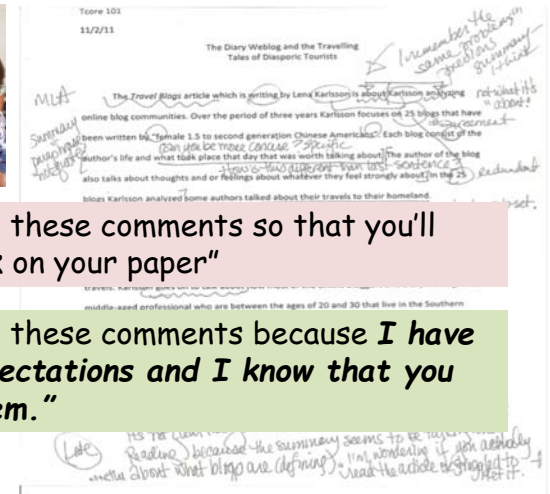| Setting event	Antecedent	Behavior	Consequence
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- ☐ *Wise feedback*

Wise Feedback

A Cycle of Mistrust

(Yeager et al., 2014)

Cycle diagram:
- Student produces poor quality work
- Teacher provides critical feedback
- Feedback perceived as deficit-focused
- Student responds with unwanted behavior or withdrawal
- Teacher lowers standards and withholds critical feedback

Wise Feedback

(Yeager et al., 2014)

"I'm giving you these comments so that you'll have feedback on your paper"

"I'm giving you these comments because *I have very high expectations and I know that you can reach them.*"

Does Wise Feedback make a difference?

White Students: 62%, 87%
African American Students: 17%, 72%
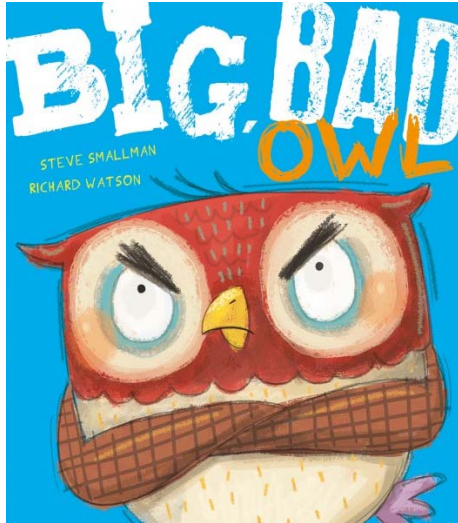(Percent Revising Essay)
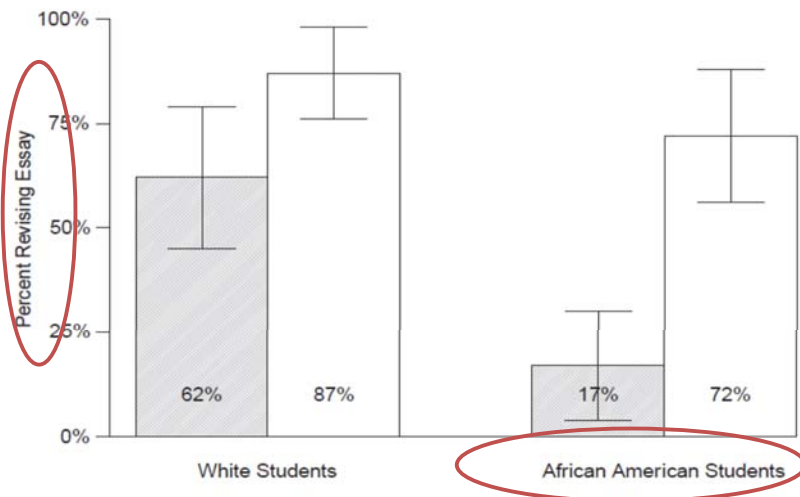
Wise Feedback

(Yeager et al., 2014)

- **3 parts**
  - Critical feedback
  - Communicate high standards
    - Not just "do better"
  - Provide resources (time, specific supports)

BAD OWL

- **O**verpraise mediocre work
- **W**ithhold constructive feedback
- **L**ow expectations

GOOD OWL

it's owl good

- **O**ffer critical feedback
- **W**ith high expectations
- **L**adder statement

Example: Wise Feedback
(with empathy)

1. **O**ffer critical feedback
   - *"I know it can be frustrating to lose control like that."*
2. **W**ith high expectations
   - *"It is hard to be responsible for your choices, but I know you are capable of this"*
3. **L**adder statement
   - *"I'm going to check in with you at the start, and end of each period."*

Your turn: Wise Feedback

- On your own or with a partner, use the Wise Feedback strategy to plan to address an unwanted student behavior
  - Use OWL to create 2 critical feedback statements to address behavior
  - Share in chat

PAUSE

Wise Feedback: Key Points

- It's easy to avoid giving critical feedback to some students
  - Especially for students of color
- Wise Feedback can help us deliver feedback that is heard
- OWL can make feedback more effective, genuine, and specific to students' needs as learners

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Wise Feedback:
Self-guided resources

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

http://bit.ly/OWLoverview

FIDELITY CHECKLIST: WISE FEEDBACK
Please check YES or NO for each step in the full strategy (can be completed by self or with peer).
Date: _____ Time: _____ Teacher: _____

Steps	Yes	No	Notes
1. Identify 1-3 student(s) in need of academic or behavior support	☐	☐	

Integration Activity: Responding Instructionally

1. Select a strategy
2. Find a group planning to use that strategy
3. Complete the worksheet
4. Discuss among your group

Breakout Rooms | Chat
TEAMS

Integration Planning Form: Instructional Response

Handout

Big Ideas

- Thinking about and discussing solutions is the first step
- There are effective strategies that can work for your school
- Use your data to assess and monitor
- This is hard work – but you know how to do it!

Homework for Life

- Identify **one strategy** you'll use to increase equity in school discipline for the fall.

DEFINITELY NOT A PICTURE OF AN ALLIGATOR