



Making School Behaviour Systems More Culturally Responsive and Equitable

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Acknowledgements

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

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Give me 5



- How well do you know PBIS?



Want to learn more about PBIS?

<https://pbissmissouri.org/tier-1-courses/>



Status Questions: How much do you agree?



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



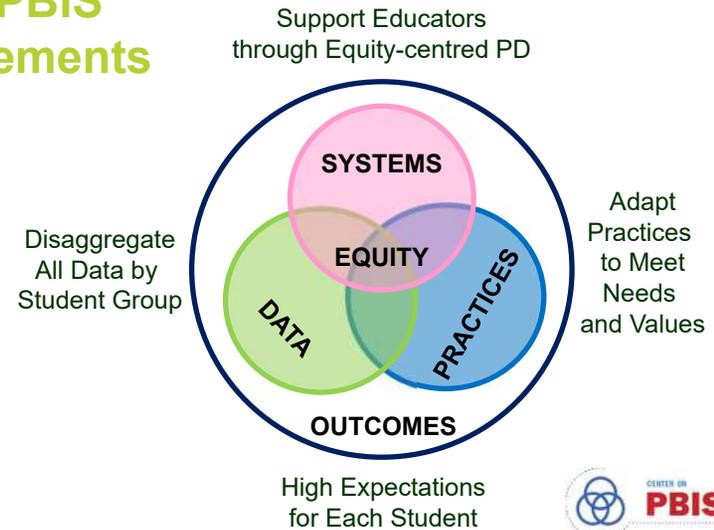
(Devine et al., 2012)

Overview of Today's Session

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



PBIS Elements



Effects of Equity-centred PBIS on Racial Equity in School Discipline



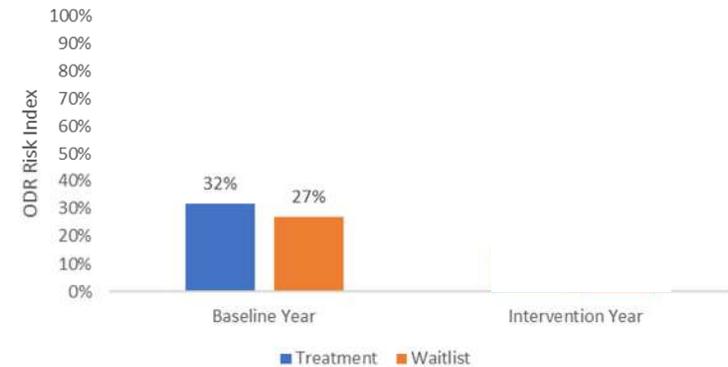
- Fox et al., 2021
- Gion et al., 2022
- McIntosh et al., 2018
- McIntosh et al., 2021a
- McIntosh et al., 2021b
- Muldrew & Miller, 2021
- Payno-Simmons, 2021
- Swain-Bradway et al., 2019

Equity-centred PBIS RCT Outcomes

(McIntosh et al., 2021)



ODR Risk Index: Black Students

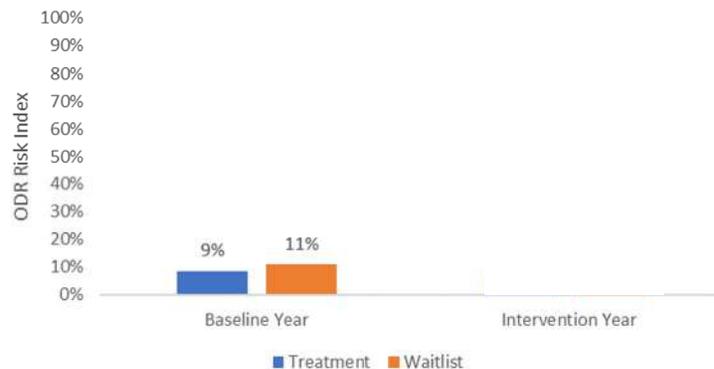


Equity-centred PBIS RCT Outcomes

(McIntosh et al., 2021)



ODR Risk Index: Non-Black Students

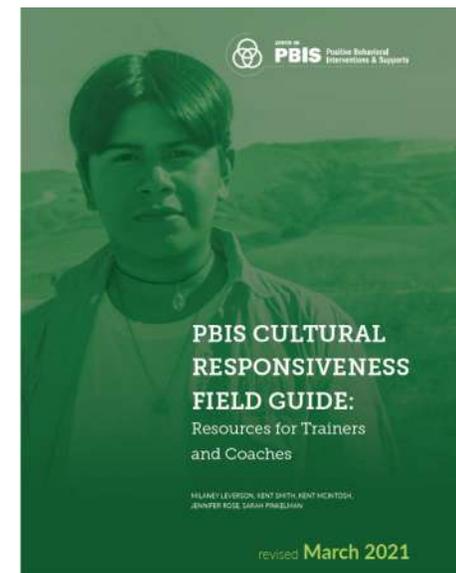


PBIS Cultural Responsiveness Field Guide

(Levenson et al., 2021)

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

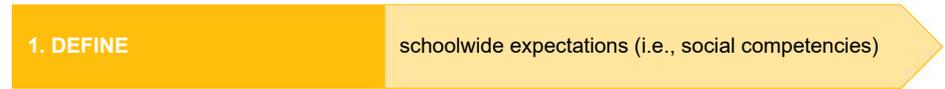
<https://www.pbis.org/topics/equity>



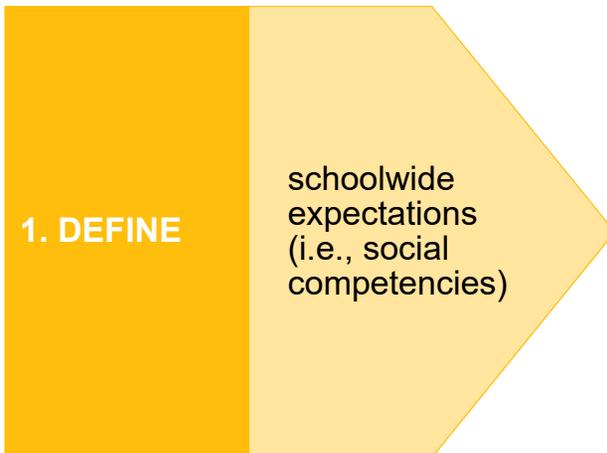
CORE PRACTICES of schoolwide PBIS



CORE PRACTICES of schoolwide PBIS



CORE PRACTICES of schoolwide PBIS



CRITICAL FEATURES of EFFECTIVE SCHOOLWIDE EXPECTATIONS

- Small number (2-5)
- Memorable
- Broad (Cover all expected behaviours)
- Positively stated
- Culturally relevant



1. DEFINE
2. TEACH & PRACTICE
3. ACKNOWLEDGE
4. RESPOND INSTRUCTIONALLY
5. USE DATA

Cheetah PRIDE Students are ...

-  SAFE
-  RESPECTFUL
-  able to FOLLOW DIRECTIONS

Ensure expectations are helpful beyond school!



CORE PRACTICES of schoolwide PBIS

1. DEFINE



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Bernard Elementary Chilliwack School District Positive Behaviour Support Program



1. DEFINE
2. TEACH & PRACTICE
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4. RESPOND INSTRUCTIONALLY
5. USE DATA

- S**
 - BE SAFE AND REMIND OTHERS TO BE SAFE
 - WALK IN CLASS
 - KEEP HANDS/FEET OFF
 - TAKE CARE OF YOUR BELONGINGS
 - FOLLOW DIRECTIONS IN GYM
 - FOLLOW RULES ON PLAYGROUND
- P**
 - PRACTICE PEACE
 - MAINTAIN A QUIET PEACEFUL ATMOSPHERE
 - ALLOW OTHERS TO WORK
 - WAIT FOR YOUR TURN TO SPEAK
 - USE YOUR HAND FOR RECOGNITION
- A**
 - KEEP A POSITIVE ATTITUDE
 - BE READY FOR WORK
 - LISTEN AND FOLLOW INSTRUCTIONS
 - COMPLETE ASSIGNMENTS
 - ASK QUESTIONS IN A POSITIVE MANNER
 - USE YOUR TIME WISELY
- R**
 - SHOW RESPECT
 - FOLLOW CLASS PROCEDURES/RULES
 - SPEAK IN A POSITIVE MANNER
 - FOLLOW DIRECTIONS
 - WORK INDEPENDENTLY
 - BE POLITE
 - RESPECT DIFFERENCES
- K**
 - BE KIND TO OTHERS
 - BE SENSITIVE TO OTHERS' FEELINGS
 - REMEMBER YOUR MANNERS
 - WELCOME AND SHOW KINDNESS TO OUR VISITORS
 - SMILE

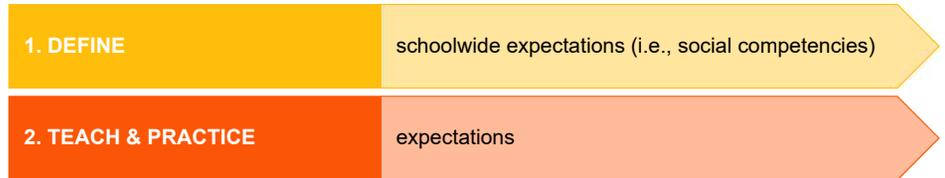
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- 5. USE DATA



The Personal Matrix

A ReACT Strategy
Teach

1. DEFINE

2. TEACH & PRACTICE

3. ACKNOWLEDGE

4. RESPOND INSTRUCTIONALLY

5. USE DATA

Personal Matrix

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



1. DEFINE

2. TEACH & PRACTICE

3. ACKNOWLEDGE

4. RESPOND INSTRUCTIONALLY

5. USE DATA

Expectation	At SCHOOL it looks like...	At HOME it looks like...	With my FRIENDS it looks like...
We are Safe	<ul style="list-style-type: none"> • Keep hands and feet to self • Tell an adult if there is a problem 		
We are Respectful	<ul style="list-style-type: none"> • Treat others how you want to be treated • Include others • Listen to adults 		
We are Responsible	<ul style="list-style-type: none"> • Do my own work • Personal best • Follow directions • Clean up messes 		

1. DEFINE

2. TEACH & PRACTICE

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4. RESPOND INSTRUCTIONALLY

5. USE DATA

Personal Matrix: Lesson Plan

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



1. DEFINE

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Expectation	At SCHOOL it looks like...	At HOME it looks like...	With my FRIENDS it looks like...
We are Safe	<ul style="list-style-type: none"> Keep hands and feet to self Tell an adult if there is a problem 	<ul style="list-style-type: none"> Protect your friends and family Don't talk back 	<ul style="list-style-type: none"> Stick up for your friends Don't back down Look the other way
We are Respectful	<ul style="list-style-type: none"> Treat others how you want to be treated Include others Listen to adults 	<ul style="list-style-type: none"> Do exactly what adults tell you to do Don't stand out Don't bring shame 	<ul style="list-style-type: none"> Text back within 30 seconds Be nice to friends' parents Share food
We are Responsible	<ul style="list-style-type: none"> Do my own work Personal best Follow directions Clean up messes 	<ul style="list-style-type: none"> Help your family out first Own your mistakes Share credit for successes 	<ul style="list-style-type: none"> 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 in small groups
- Have students draw expectations

Activity: Complete Your Own Personal Matrix



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



Discussion Question



- What do you think you might see on students' personal matrices?
 - What might be similar or different from school:
 - at home
 - in their community

1. DEFINE
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5. USE DATA

	SCHOOL	HOME	NEIGHBORHOOD
SAFETY	<p>What does safety look like/sound like at school?</p> <ul style="list-style-type: none"> No threats No bullying No name calling 	<p>What does safety look like/sound like at home?</p> <ul style="list-style-type: none"> No threats No undesired beatings No fears 	<p>What does safety look like/sound like in your neighborhood?</p> <ul style="list-style-type: none"> No yelling No cops where there is trouble No scary travelers
RESPECT	<p>What does respect look like/sound like at school?</p> <ul style="list-style-type: none"> No insults No graffiti No cursing 	<p>What does respect look like/sound like at home?</p> <ul style="list-style-type: none"> No back talking No curses listen to the rules 	<p>What does respect look like/sound like in your neighborhood?</p> <ul style="list-style-type: none"> No graffiti Clean streets No yelling
RESPONSIBILITY	<p>What does responsibility look like/sound like at school?</p> <ul style="list-style-type: none"> Doing your homework Doing your work Returning your books 	<p>What does responsibility look like/sound like at home?</p> <ul style="list-style-type: none"> Clean your room Show up for dinner Go to bed on time 	<p>What does responsibility look like/sound like in your neighborhood?</p> <ul style="list-style-type: none"> Cleaning the street Not fighting your neighbors No yelling



1. DEFINE
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One Team.....One Goal.....For Student Success!

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Responsible

I'm respectful because my mom told me to sweep.

I'm responsible at home when I'm outside burning sticks.

Ready

I'm ready when I get dressed to go to school.



1. DEFINE
2. TEACH & PRACTICE
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4. RESPOND INSTRUCTIONALLY
5. USE DATA

Respectful

I'm respectful when my daddy says go I walk down stairs.

Responsible

I'm responsible when I help my dad do kundry

Ready

I'm ready by getting dressed to go to my dad's friend.



1. DEFINE
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Personal Matrix: A Teacher's Perspective



1. DEFINE
2. TEACH & PRACTICE
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4. RESPOND INSTRUCTIONALLY
5. USE DATA

Review your Matrices



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

1. DEFINE
2. TEACH & PRACTICE
3. ACKNOWLEDGE
4. RESPOND INSTRUCTIONALLY
5. USE DATA

Personal Matrix: Interpreting the Personal Matrix



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

1. DEFINE
2. TEACH & PRACTICE
3. ACKNOWLEDGE
4. RESPOND INSTRUCTIONALLY
5. USE DATA

Personal Matrix: Interpreting the Personal Matrix



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

Personal Matrix: Resources

<http://bit.ly/PM-overview>

PBIS Positive Behavioral Interventions & Supports
www.pbis.org

PERSONAL MATRIX: TIPS FOR SUCCESS

The personal matrix can be a powerful tool for teaching expected behaviors, long after the activity is completed. Here are some tips for maximizing the benefits of the personal matrix throughout the year:

- Give matrices back to students. Return the completed matrices to students for their reference. They can go somewhere convenient, like in their planners. Keep a copy for your own reference as well.
- Comment and compliment on students' high standards at home or with friends. If students list multiple responsibilities at home (e.g., caretaking of siblings), acknowledge their responsibilities.
- Find ways to reframe unwanted behaviors as strengths. Some behaviors may be valued outside of school (e.g., a witty comeback at the wrong time can still be acknowledged as creative). By decoding these behaviors as strengths in other settings, you can improve relationships.

ADDRESSING SIMILARITIES IN EXPECTATIONS ACROSS SETTINGS

- Use language from home or with friends to reinforce similarities with school. Comment on the similarities you see across settings in their matrices.
EXAMPLE: Connect the responsibility of clearing their desk to the chore of cleaning their bedroom.
- Modify your classroom matrix. If the same ideas are shared across many students, consider using their language for the same ideas in the classroom.
EXAMPLE: Add student sayings to the matrix (e.g., "love your hater's" in place of "use respectful words").

ADDRESSING DIFFERENCES IN EXPECTATIONS

- Explicitly acknowledge any differences. Explain that we are asking students to behave differently at school and why the differences are necessary.
EXAMPLE: Looking the other way when they see bullying may be effective for staying safe outside of school. Students will need to hear how and why we want them to intervene as bystanders.
- Reframe "problem" behavior as "not for school." Instead of calling behavior that may be allowed and reinforced outside of school as "wrong," we can clarify that we are asking students to do things differently than their family members or friends expect.
EXAMPLE: Students may not want to fight when they are insulted. Telling them there is another way at school may be more effective than saying fighting is always wrong.
- Teach and practice different behaviors. Because students may be fluent in "not for school" behaviors, it is important to continually teach what is expected at school and assure students will make mistakes.
EXAMPLE: Use the completed personal matrix as a visual support for coaching students on adjusting behavior to meet different expectations in different settings.

Positive Behavioral Interventions & Supports (PBIS)
www.pbis.org

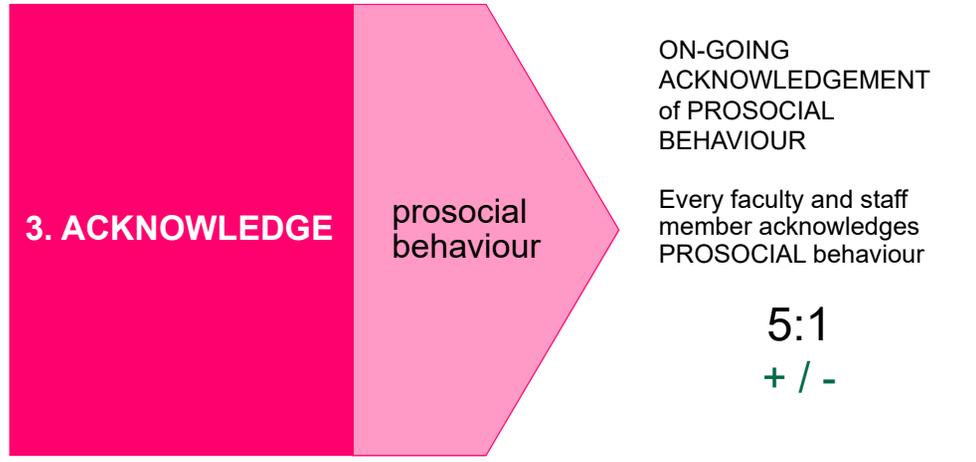
Know any students like this?



CORE PRACTICES of schoolwide PBIS



CORE PRACTICES of schoolwide PBIS



1. DEFINE

Increasing Equity in Praise: Assessing equity in use of praise

2. TEACH & PRACTICE

3. ACKNOWLEDGE

4. RESPOND INSTRUCTIONALLY

5. USE DATA

- Is this effective practice used equitably with all student groups?
 - Black students receive lower rates of praise and higher rates of reprimands (Gion et al., 2022; Knochel et al., in press; Scott et al., 2019)
 - Coaching can increase equity in praise and reprimands (Gion et al., 2022; Knochel et al., in press)



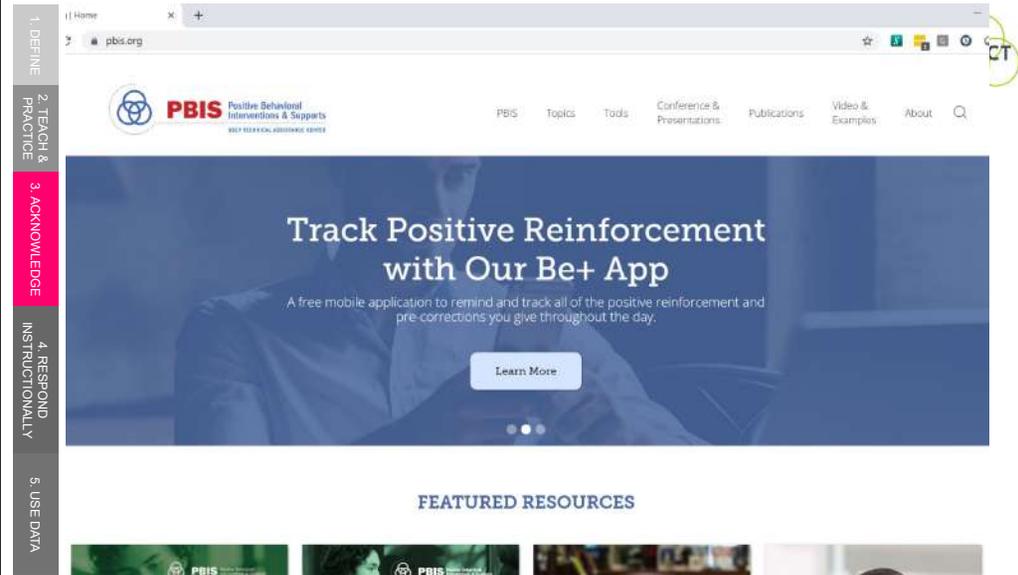
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2. TEACH & PRACTICE

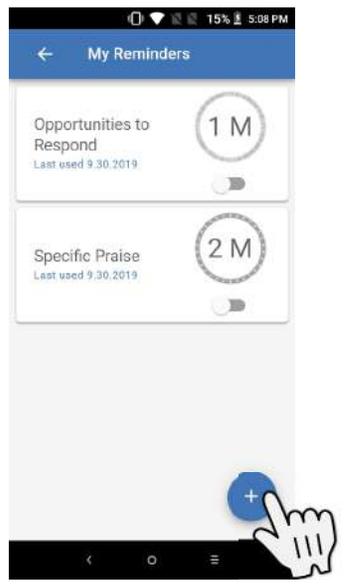
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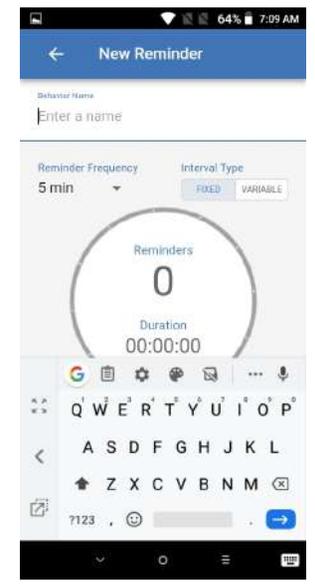
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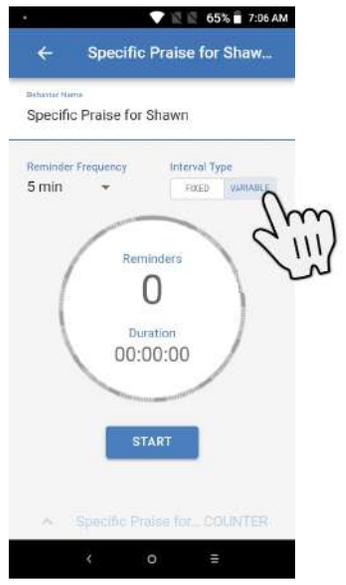
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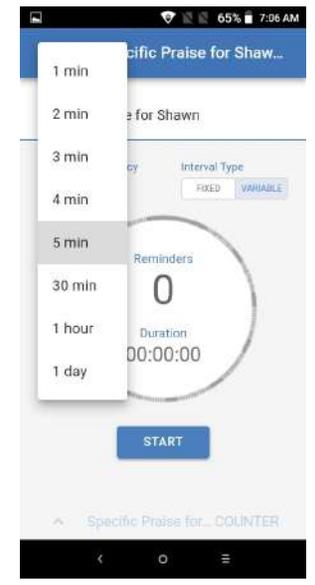
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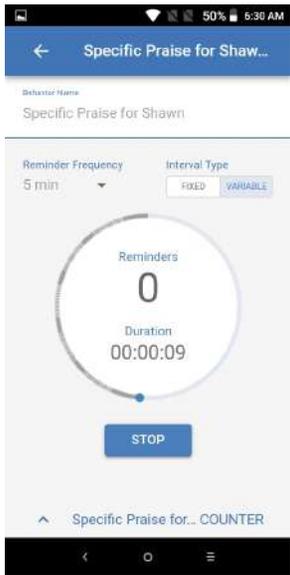
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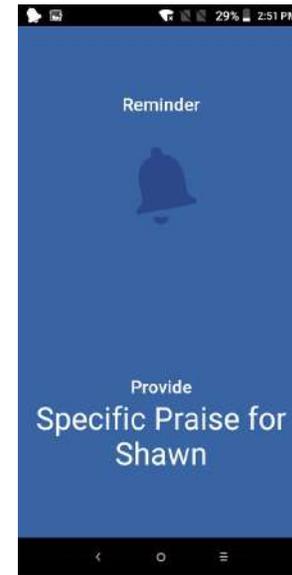
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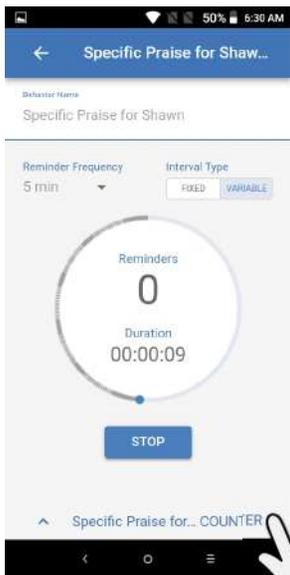
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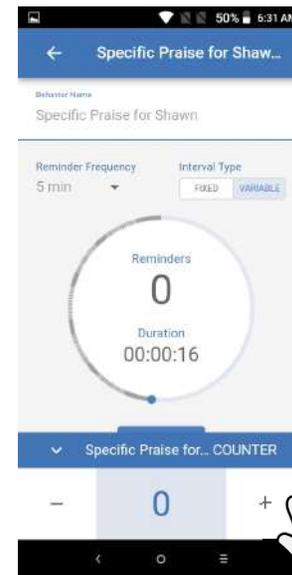
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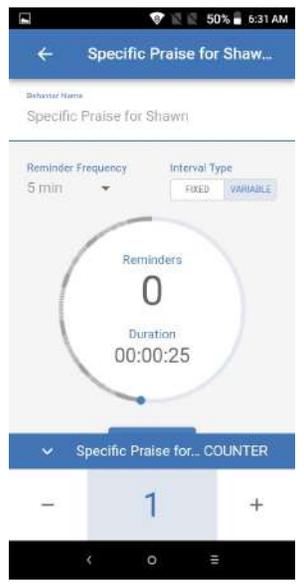
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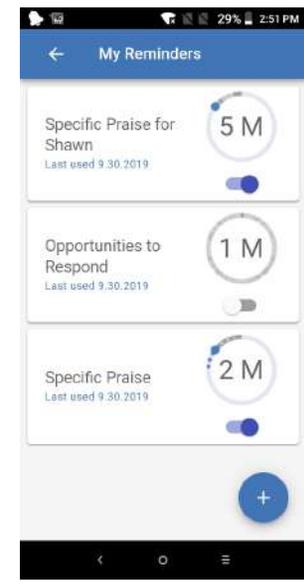
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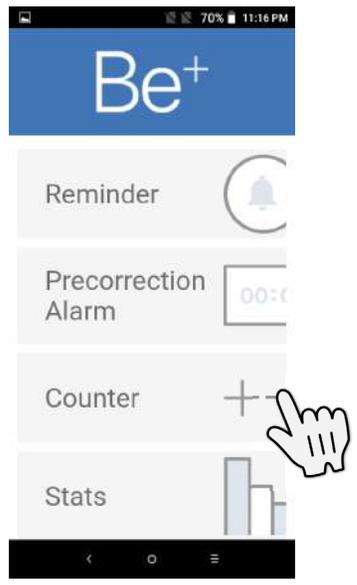
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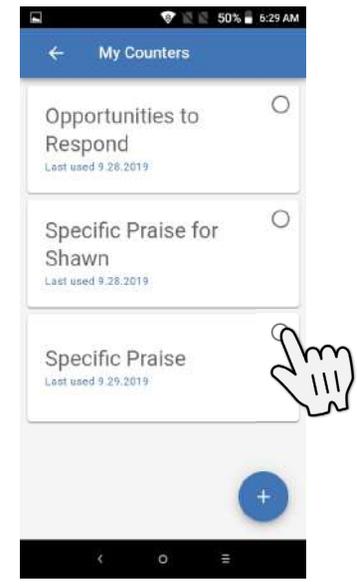
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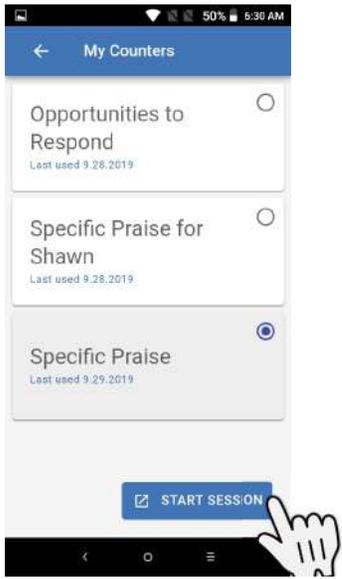
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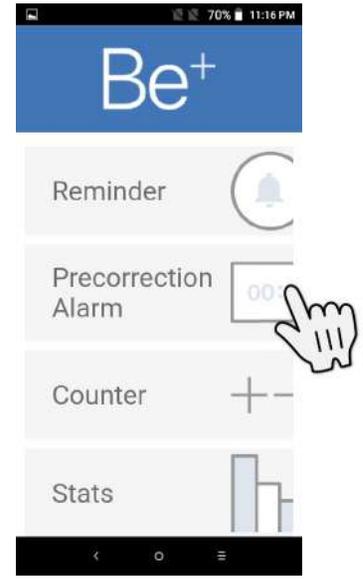
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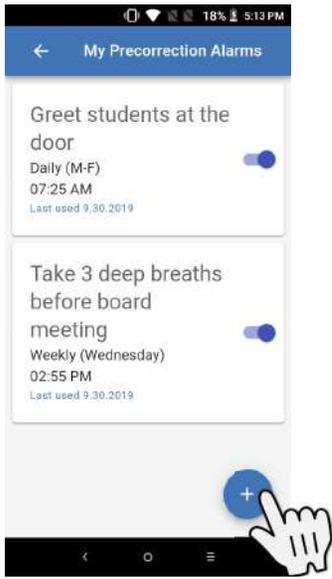
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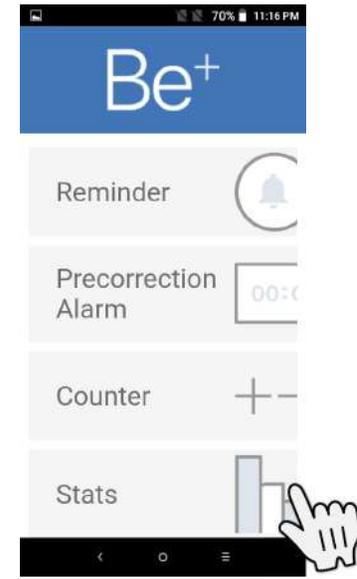
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Get Positive!

- 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>



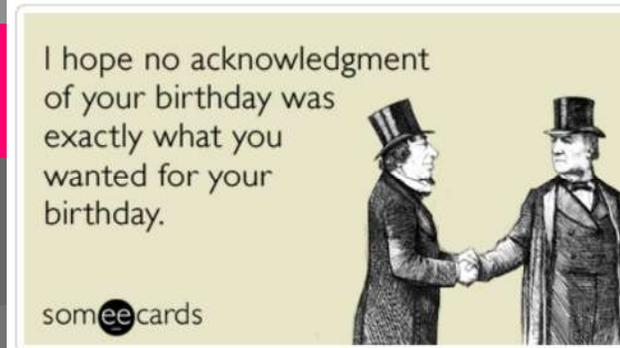
Praise Preference Assessment

A ReACT Strategy
Acknowledge

http://bit.ly/PPA_Overview



Praise Preference Assessment: Why do it?



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



Praise Preference Assessment: What is it?

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

Put a star by your favorite and an X by any you don't like.

When I do something good, I want Mrs. [redacted] to...

Our class gets a chain.

I get a WOW! Ticket.

Mrs. [redacted] tells me I did a good job.

Mrs. [redacted] gives me a smile or a thumbs up.



Praise Preference Assessment: Steps for implementation

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



Praise Preference Assessment: 1. Create assessment form

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

My Name: _____

When I do something good, I would like you to:
(put a + by your favorite and a 0 by any you don't like)

____ Give my class a classroom point

____ Give me a school-wide ticket

____ Tell the class I did a good job

____ Tell me quietly or give me a thumbs up

____ Something else: _____

When I get off track, here is a good way to get me to refocus:



Praise Preference Assessment: Resources

- <https://bit.ly/PPAexamples>

From Assessment Examples

My name is _____

When I am doing a good job at school, you will...

Circle the things you like and cross out the things you don't like:

Tell me quietly	Tell the whole class	Give me school wide ticket
High-five	Fist bump	Secret signal between you and me
Other?		

To be even more successful here is the help I need from you:

←

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

→

My name is _____

Put a star by your favorite and an X by any you don't like

When I do something good, I want Mr./Ms. _____ to...

____ Our class gets a cheer link, marble in class jar

____ I get a _____ ticket or token

____ Ms./Mr. tell me I did a good job

____ Ms./Mr. gives me a smile or a thumbs up

____ Other? _____



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

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

My Name: _____

When I do something good, I would like you to:
(circle your favorites and cross out any you don't like)

____ Give my class a classroom point

____ Give me a school-wide ticket

~~____ Tell the class I did a good job~~

____ Tell me quietly or give me a thumbs up

____ Something else: _____

When I get off track, here is a good way to get me to refocus:



Praise Preference Assessment: 3. Review results to improve

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



1. DEFINE
2. TEACH & PRACTICE
3. ACKNOWLEDGE
4. RESPOND INSTRUCTIONALLY
5. USE DATA

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

1. DEFINE
2. TEACH & PRACTICE
3. ACKNOWLEDGE
4. RESPOND INSTRUCTIONALLY
5. USE DATA

Praise Preference Assessment: Resources



PRAISE PREFERENCE ASSESSMENTS

WHAT IS IT?

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

WHY DO IT?

Praise preference assessments are shown to improve student behavior and reduce the need for teacher reprimands by increasing students' motivation for prosocial behaviors and learning new skills (Gion,

https://bit.ly/PPA_Overview

CORE PRACTICES of schoolwide PBIS



1. DEFINE
2. TEACH & PRACTICE
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5. USE DATA

Neutralizing Routine: What is it?



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

1. DEFINE
2. TEACH & PRACTICE
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5. USE DATA



Neutralizing Routine: Why do it?

- Helps us pause before responding, so we can proceed in a way that...
 - **Increases** positive behaviour
 - **Decreases** unwanted behaviour
- (Cook et al., 2018)



1. DEFINE
2. TEACH & PRACTICE
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5. USE DATA

Neutralizing Routine: What is it?

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

1. DEFINE
2. TEACH & PRACTICE
3. ACKNOWLEDGE
4. RESPOND INSTRUCTIONALLY
5. USE DATA



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



NOW

- ✓ **Make it an action you can do**
- ✓ **Keep students in instruction**
- ✓ **Keep it brief – a quick pause and back into the game**



1. DEFINE
2. TEACH & PRACTICE
3. ACKNOWLEDGE
4. RESPOND INSTRUCTIONALLY
5. USE DATA

Neutralizing Routine: How do we do it?



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

Neutralizing Routine: Schoolwide example



● If I see unwanted behaviour...

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



Neutralizing Routine: Schoolwide “Reset”



- **TRY** for students
 - Take three deep breaths
 - Reflect on your feelings
 - You 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>

Neutralizing Routine: Schoolwide example



● **TRY**

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



Neutralizing Routine: Schoolwide “Reset”



Turtle Technique



Step 1. Recognize your feelings.



Step 2. Stop your body.



Step 3. Tuck inside your shell and take three deep breaths.



Step 4. Come out when you are calm and think of a solution.



Question

- 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



Neutralizing Routine: Self-guided Resources

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



<https://bit.ly/Neutralizingroutine>



CORE PRACTICES of schoolwide PBIS

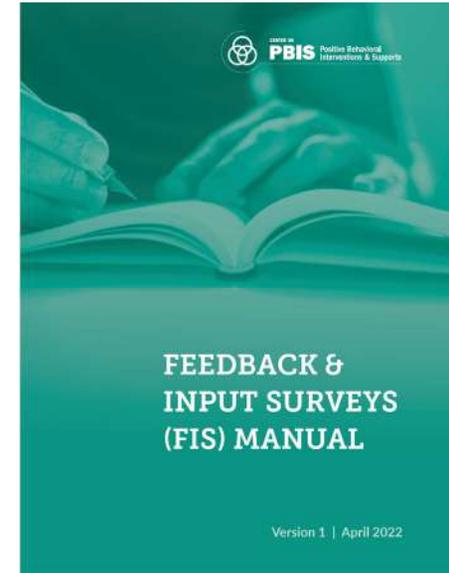
1. DEFINE	schoolwide expectations (i.e., social competencies)
2. TEACH & PRACTICE	expectations
3. ACKNOWLEDGE	prosocial behaviour
4. RESPOND INSTRUCTIONALLY	to unwanted behaviour
5. USE DATA	for decision making



1. DEFINE
2. TEACH & PRACTICE
3. ACKNOWLEDGE
4. RESPOND INSTRUCTIONALLY
5. USE DATA

Available now!

- Feedback and Input Survey
 - A suite of surveys to get input, feedback, and suggestions for implementation from:
 - Students
 - Families
 - School Personnel
- Administer and view reports (for free) at PBISApps.org



Version 1 | April 2022

FEEDBACK & INPUT SURVEYS

Feedback and Input Survey: Elementary

We want to hear from you about what you think about school and what can be done better. You do not have to answer all of the questions if you don't want to. We will not ask your name, so nobody will know that your answers came from you.

DEMOGRAPHICS

What is your gender or gender identity?
 Female Male Other I prefer not to answer

What is your ethnicity?
 Hispanic or Latino/a/e Not Hispanic or Latino/a/e I prefer not to answer

What is your race? (mark all that apply)
 American Indian or Alaskan Native Asian Black or African American
 Native Hawaiian or Pacific Islander White I prefer not to answer

Beyond that, is there another ethnic group with which you identify?
 Ethnic Group: _____ I prefer not to answer.

What grade are you in? _____

Expectations (How your teachers want you to behave at school)

1. Do you know what positive behaviors you are supposed to show at school? - - - - - Yes No
 What are the school-wide behavior expectations? _____

2. Do you like the school-wide behavior expectations? - - - - - Yes No
 If not, what do you think the expectations should be? _____

3. Are the behavior expectations at your home similar to at school? - - - - - Yes No
 If not, what expectations are different at home? _____

1. DEFINE
2. TEACH & PRACTICE
3. ACKNOWLEDGE
4. RESPOND INSTRUCTIONALLY
5. USE DATA

Feedback and Input Surveys: Students

Acknowledgement (catching you showing positive behavior)

6. In the past week, did you see teachers and staff praise or reward **other students** for showing positive behavior? - - - - - Yes No
7. In the past week, did teachers and staff praise or reward **you** for showing positive behavior? - - - - - Yes No
8. If so, were you praised or rewarded in ways that you like? - - - - - Yes No
 If not, what would you like instead? _____

10. Are adults in the school fair to **other students** when they don't follow the expectations? - - - - - Yes No
 If not, what would make it more fair? _____

Safety (Whether you feel free from harm at school)

11. Do you feel safe at school? - - - - - Yes No

12. The places in the school I feel **most** safe are:
 Art Room Bathroom Bus Bus Loading Zone Cafeteria Classroom Commons/Common Area
 Computer Lab Gym Hallway/Breakroom Library Locker Room Music Room Off-Campus
 Office Parking Lot Playground Special Event/Assembly/Field Trip Stadium Vocational Room
 Other: _____
 What makes these places safe? _____

13. The places in the school I feel **least** safe are:
 Art Room Bathroom Bus Bus Loading Zone Cafeteria Classroom Commons/Common Area
 Computer Lab Gym Hallway/Breakroom Library Locker Room Music Room Off-Campus
 Office Parking Lot Playground Special Event/Assembly/Field Trip Stadium Vocational Room
 Other: _____
 What makes these places not safe? _____

14. In the past week, have you **witnessed** bullying at your school? - - - - - Yes No





15. In the past week, have you been bullied at your school? ----- Yes No
 If so, where did it happen?
 Art Room Bathroom Bus Bus Loading Zone Cafeteria Classroom Commons/Common Area
 Computer Lab Gym Hallway/Breastway Library Locker Room Music Room Off-Campus

Respect (how well we treat each other)

16. Are students at your school respectful to other students? - - - - - Yes No
17. Are students at your school respectful to teachers? - - - - - Yes No
18. Are teachers at your school respectful to students? - - - - - Yes No
19. Are teachers at your school respectful to other teachers? - - - - - Yes No

22. Do you feel connected to adults at your school? - - - - - Yes No

23. If you have a problem, is there an adult at your school you would talk to? - - - - - Yes No
 Satisfaction (how you think things are going)

24. Overall, are your teachers doing a good job with behavior at this school? - - - - - Yes No
 Your Perspective (what you think we should do)

The biggest problem with behavior in my school is: _____

One thing teachers and staff could do better to improve behavior in my school is: _____

One thing teachers and staff are doing in my school that they should keep doing is: _____

One thing I wish my teachers knew about me is: _____



Feedback and Input Survey: Family
 We would like to hear about how you feel about our school. We will use your answers to find ways we can improve our school. You do not have to answer all of the questions. This survey is anonymous – nobody will know that your answers come from you.

DEMOGRAPHICS

Please indicate the grade of your student or students.
 (check all that apply)
 pre-K K 1 2 3 4 5 6 7 8
 9 10 11 12 I prefer not to answer.

What is your ethnicity?
 Hispanic or Latino/a Not Hispanic or Latino/a
 I prefer not to answer

What is your race? (check all that apply)
 American Indian or Alaska Native
 Asian
 Black or African American
 Native Hawaiian or Pacific Islander
 White
 I prefer not to answer

Feedback and Input Surveys: Families

Communication (how we tell you about what's happening at school)

1. How would you most prefer to receive information about your child's classroom or school activities?
 Board in the entryway or outside of classroom Emails Family handbook of program policies Newsletter
 Notes home (on paper) School website School social media (e.g., Facebook, Twitter) Text messages
2. How would you most prefer to receive information specifically about your child at school?
 Emails Individual face-to-face meetings (outside of parent-teacher conferences)
 Individual phone or video (e.g., Zoom) conversations Notes home (on paper) Parent-teacher conferences
 Text messages

4. Are staff at our school respectful to your child? - - - - - Yes No
 Connections (how close you feel to our school)

5. Do you like our school? - - - - - Yes No



Feedback and Input Surveys: Families

6. Do you feel welcome at our school? - - - - - Yes No

7. Do you feel welcome in your child's classroom(s)? - - - - - Yes No

8. Do you feel connected to the teachers and staff? - - - - - Yes No

9. If your child has a problem, is there someone at our school you would talk to? - - - - - Yes No
 Shared Decision-Making (how our school gets your input)

10. Do teachers and staff ask your input for decisions about your child specifically? - - - - - Yes No

11. Do teachers and staff ask your input for school-wide decisions? - - - - - Yes No
 In what decisions would you like to provide more input? _____

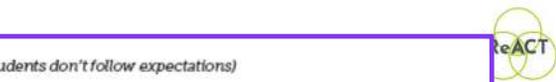
Expectations (how clear we are about the positive behavior your child is supposed to show at school)
 Our school has a set of school-wide expectations for behavior that are brief and positively worded so that students learn what to do instead of just what not to do.

12. Are our staff clear about how they expect your child to behave at school? - - - - - Yes No

13. Are your expectations for your child's behavior at home similar to our expectations at school? - - - - - Yes No
 If they are not similar, what is different about your expectations at home? _____

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

15. Do you know if school staff have praised or rewarded your child for showing positive behaviors in the past month? - - - - - Yes No
16. Has anyone from the school contacted you to tell you about your child's positive behaviors this year? - - - - - Yes No



Discipline Systems (how our staff respond when students don't follow expectations)

17. If your child has had difficulties with behavior, has our school contacted you before the problem got serious? - - - - - Yes No
18. Have our staff been clear about what would happen if your child doesn't follow expectations? - - - - - Yes No
19. Do you think that our school discipline systems are fair to your child? - - - - - Yes No
 If not, what could be done to make things more fair? _____
20. Do you think that our school discipline systems are fair to all students? - - - - - Yes No
 If not, what could be done to make things more fair? _____

22. When would be the best time for you to come to workshops (check all that apply):
 Weekday mornings before school Weekdays during school hours Weekdays after school
 Weekday evenings Saturday morning Saturday afternoon Saturday evening Sunday morning
 Sunday afternoon Sunday evening

23. Where would be the best place to hold a workshop?
 Your child's school Another school (e.g., high school) Community center Local restaurant
 Other: _____

What could our school do to help you be able to attend the workshops (such as free child care)? _____

What are other ways our school could help support your family? _____

Feedback and Input Surveys: Families

Satisfaction (how you think things are going)

24. Overall, does our school do a good job supporting children when there are problems? - - - - - Yes No

Your Perspective (what you think we should do)

The biggest problem with behavior in our school is: _____

One thing teachers and staff could do to improve behavior in our school is: _____

One thing teachers and staff are doing in our school that they should keep doing is: _____



Consider **one strategy** you'll use to increase equity in school discipline this spring.



Q & A

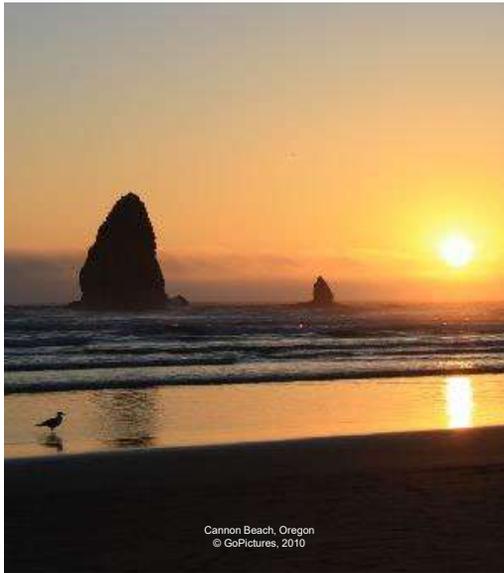


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