Centering Equity within Tier 1 PBIS: Examples from a Statewide Training Curriculum

Therese Sandomierski & Brooke Curtiss
FLPBIS Project, University of South Florida

A Multi-Tiered System of Supports
Objectives for this session

• Describe the advantages that can be gained by including culturally responsive considerations in Tier 1 PBIS planning

• Describe common recommendations for culturally responsive PBIS implementation

• Practice activities that employ culturally responsive considerations as part of a Tier 1 PBIS planning process
Disclaimer

• This isn’t a session on culturally responsive positive behavioral interventions and support (CRPBIS)

• The focus of this session is to provide time to review training activities that prioritize culturally responsive practices as a means of achieving equitable outcomes

• We hope this session will provide enough information to jump start your thinking about what your school can do differently to support culturally responsive PBIS implementation
Overview

• Cultural responsiveness and PBIS
• What’s different about this Tier 1 training
• Selection of Activities:
  – *Critical reflection, personal beliefs and equitable outcomes*
  – *Equitable reward systems*
  – *Reconsidering behaviors & disciplinary infractions*
• Partnering with stakeholders
Cultural responsiveness reflects a **commitment to partnering with underserved groups** to build caring and inclusive communities.
Cultural Responsiveness Requires:

**Attitude**
- Holding affirming views about diversity

**Reflection**
- How beliefs & practices are constructed
- Others’ lived experiences

**Learning**
- Understanding the interaction between historical, cultural & political contexts

**Action**
- Using meaningful communication strategies
- Advocating for the rights of others
How our Definition Aligns with the CRPBIS Field Guide

https://www.pbis.org/Common/Cms/files/pbisresources/PBIS%20Cultural%20Responsiveness%20Field%20Guide.pdf
Core Principles of PBIS

Strategies that are consistent with PBIS are:
- Instructional
- Preventative
- Evidence-based
- Practical
- Developed by those who will be affected by them

PBIS strategies:
- Respect the dignity of all individuals
- Focus on positive lifestyle changes and increased social belonging

Shame-based strategies and strategies that take away rewards earned by students are inconsistent with PBIS principles.

www.flpbis.org – Foundations/PBIS in Schools
Tier 1 PBIS Helps Discipline Disparities, but isn’t Enough

Figure 1
Out of School Suspension Risk Indices by School Type (2013-2014 School Year)

Tier 1 PBIS: Traditional Areas of Emphasis

- Using data to design positive, preventative & instructional strategies to support behavior
- Fostering positive & caring student-teacher relationships, school climate
- Communicating high standards for all students
- Using explicit instruction to teach clear expectations for behavior
- Getting to know students & building on their strengths and preferences

- Underserved students & families share in Tier 1 decision-making
- Consideration of the impact of personal culture and bias on expectations for behavior

Sandomierski, 2011
Advantages of CR Implementation

• What’s been said:
  – Increased awareness of students’ backgrounds
  – More relevant & engaging instruction
  – Positive relationships
  – Positive climate
  – Positive student self-image
  – Greater student, family involvement
  – Critical thinking & problem solving skills

• Measurement of culturally responsive practices
  – What is CR? How do we recognize it when we see it?
  – How much is needed to obtain benefit?
  – There are other practices that are not explicitly CR but will produce improvements in equity

https://www.pbis.org/publications/all-publications#equity

Bazron et al., 2005; Bondy, Ross, Cartledge & Kourea, 2008; Delpit, 1995; Gallingane, & Hambacher, 2007; Ladson-Billings, 1995; Ware, 2006; Weinstein et al., 2003; Zirkel, 2005
Very “school-focused”

- Primary focus on 10 critical elements (*Benchmarks of Quality*)
- Time to work through activities/design Tier 1 was maximized
  - *Tier 1 system reflected team member perspectives & beliefs*
- Stakeholder “buy in” was something that happened **after** the training (primarily with other staff)

Advantages:

- Teams left the training with a good start on their Tier 1 procedures
- Proven outcomes
- District & funder support

“I’m good enough, I’m smart enough, and doggone it, people like me.”  
- Stuart Smalley
Our new materials

- Still focus on the 10 critical elements
- Teams use their own (disaggregated) data
- Teams are encouraged to actively partner with underserved groups while designing Tier 1
- Addresses equity, mental health & climate
- Introduces critical reflection & bias
- Behaviors are “situationally inappropriate,” not “problem”
- Activities to be finished in partnership with other staff, students & families

• Ripple effects of changes:
  - District planning
  - Expectations for training
  - Team composition
  - Readiness data, capacity for using data system
    • Discipline, attendance, climate
  - Team responsibilities after the training
Supporting a Wide Range of Schools

The curriculum needs to work for:

– Small/rural schools, large/urban schools
– Schools with equitable discipline outcomes
– Schools’ internal capacity for discipline data (limitations)
– Personnel capacity for *using* discipline data, climate surveys, etc.
– Individuals’ readiness for difficult conversations
  • In districts, schools
Activity 1

Critical Reflection for Improving Disciplinary Procedures

A Multi-Tiered System of Supports
Critical Reflection

• A practice that supports cultural responsiveness. It includes:
  – Reflection on one’s attitudes, beliefs and practices
  – Consideration of how one’s attitudes, beliefs and practices impact others
  – Consideration of the impact of social, political and historical factors on a situation
Why?

• Considerations of bias, power & diversity in decision-making
  – Who’s in charge of deciding what’s “acceptable” or “desired” for children?
  – May provide a chance to correct policies & practices that lead to inequitable outcomes

• Other benefits:
  – Examining personal beliefs/ mindset may help to build support for new ways of work
  – Identifying differences may help to highlight strategies for differentiating instruction
  – Potential for relationship-building
Activity: Critical Reflection
10 min.

• Focus on one belief statement (trainer's choice)

• Individually respond to the questions at the top of each column

• Discuss your reflections with your shoulder partner

• Be prepared to share a summary of your discussion with the large group
Discussion

How difficult did you (personally) find it to answer the question?

How similar were your responses?

Share an example of how this belief is/is not reflected in your school or district’s policies and practices.

*Bonus question: If the belief has a negative impact on equity, how might you begin to correct this?*
Implications

Practicing the skill of critical reflection:

– Expose beliefs that support practices
  • Engage in critical reflection to support action planning/implementation

– Identify the connection between beliefs & disproportionate outcomes
  • Revise discipline procedures, incorporate diverse perspectives

FLPBIS Strategies to Achieve Culturally Responsive Schools

<table>
<thead>
<tr>
<th>Attitude</th>
<th>Reflection</th>
<th>Learning</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Increase affirming beliefs of diversity.</td>
<td>2. Become aware of own identity and culture.</td>
<td>6. Increase knowledge of the historical and political contexts of culture.</td>
<td>8. Use meaningful communication strategies with stakeholders. (underserved)</td>
</tr>
<tr>
<td>3. Increase understanding of the connection between beliefs, practices and outcomes.</td>
<td>4. Increase understanding of bias.</td>
<td>7. Understand how beliefs interact with lived experiences of self &amp; others. (power and privilege)</td>
<td>9. Identify and use stakeholders preferred communication strategies.</td>
</tr>
<tr>
<td>5. Increase appreciation for the breadth of others’ lived experiences.</td>
<td></td>
<td></td>
<td>10. Advocate for the rights of others.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11. Recruit and select diversified individuals for leadership positions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12. Ensure stakeholders participate in decision making.</td>
</tr>
</tbody>
</table>
Activity 2

Taking Stock of Reward Systems

A Multi-Tiered System of Supports
Rationale for Addressing Equity in Reward Systems

Dissertation: Higher fidelity to the critical element of “Reward System” was related to more equitable suspension practices.

## Activity: Taking Stock of Reward Strategies
10 min.

**Identify a schoolwide reward strategy that’s currently used at your school**

**Respond to the prompts in the table**
- Highlight cells that your team is unable to answer today

**Respond to the guiding questions on page 2 of the activity**

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Staff Use</th>
<th>Planned Frequency</th>
<th>Perceived Value</th>
<th>Student Access</th>
<th>Representation: Mark all that apply</th>
<th>Data Source to Monitor Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom treasure boxes</strong></td>
<td>Most</td>
<td>Often</td>
<td>High</td>
<td>Most</td>
<td>All Grade Levels</td>
<td>High Achieving, Sometimes participate</td>
</tr>
<tr>
<td></td>
<td>Some</td>
<td>Occasionally</td>
<td>Moderate</td>
<td>Some</td>
<td>All Cultural/Linguistic Groups</td>
<td>Average, Rarely participate</td>
</tr>
<tr>
<td></td>
<td>Few</td>
<td>Rarely</td>
<td>Low</td>
<td>Few</td>
<td>All Disability Types</td>
<td>Low Achieving, Never participate</td>
</tr>
<tr>
<td><strong>Student of the Month</strong></td>
<td>Most</td>
<td>Often</td>
<td>High</td>
<td>Most</td>
<td>All Grade Levels</td>
<td>High Achieving, Sometimes participate</td>
</tr>
<tr>
<td></td>
<td>Some</td>
<td>Occasionally</td>
<td>Moderate</td>
<td>Some</td>
<td>All Cultural/Linguistic Groups</td>
<td>Average, Rarely participate</td>
</tr>
<tr>
<td></td>
<td>Few</td>
<td>Rarely</td>
<td>Low</td>
<td>Few</td>
<td>All Disability Types</td>
<td>Low Achieving, Never participate</td>
</tr>
<tr>
<td><strong>Perfect Attendance Award</strong></td>
<td>Most</td>
<td>Often</td>
<td>High</td>
<td>Most</td>
<td>All Grade Levels</td>
<td>High Achieving, Sometimes participate</td>
</tr>
<tr>
<td></td>
<td>Some</td>
<td>Occasionally</td>
<td>Moderate</td>
<td>Some</td>
<td>All Cultural/Linguistic Groups</td>
<td>Average, Rarely participate</td>
</tr>
<tr>
<td></td>
<td>Few</td>
<td>Rarely</td>
<td>Low</td>
<td>Few</td>
<td>All Disability Types</td>
<td>Low Achieving, Never participate</td>
</tr>
<tr>
<td><strong>Lunch with Teacher</strong></td>
<td>Most</td>
<td>Often</td>
<td>High</td>
<td>Most</td>
<td>All Grade Levels</td>
<td>High Achieving, Sometimes participate</td>
</tr>
<tr>
<td></td>
<td>Some</td>
<td>Occasionally</td>
<td>Moderate</td>
<td>Some</td>
<td>All Cultural/Linguistic Groups</td>
<td>Average, Rarely participate</td>
</tr>
<tr>
<td></td>
<td>Few</td>
<td>Rarely</td>
<td>Low</td>
<td>Few</td>
<td>All Disability Types</td>
<td>Low Achieving, Never participate</td>
</tr>
</tbody>
</table>
Discussion/Debrief

• What did you learn about “basic” fidelity of your schoolwide reward strategies? (questions 1 & 2)

• What did you learn about the access and relevancy of your reward strategies? (questions 3 & 4)

• What did you learn about the monitoring of your reward strategies? (question 5)
Evaluating Implementation & Effectiveness

Consider Fidelity: Scope, Consistency, & Design

- Number (%) of staff using the strategy
- Number (%) of students from different groups accessing the strategy
- Strategy use across time, location, staff

How do you know?

- Ask
- Observe & Record
- Token sign-outs/sign-off (staff), cash-in events (students)

Consider Effectiveness: Student Groups, Staff, Families

- Are students being successful?
- Is the reward system easy for staff to use?
- Are staff seeing a positive impact?
- Do families find value in the strategies? (disaggregate the data)

How do you know?

- Time out of class
- Discipline data
- Survey data (climate, targeted, informal, etc.)
What do you need to do to fix it?
Getting Student, Staff, Family Input

Students and Staff
1. What do they want?
2. What types of reward systems should be used?
3. How will you get their input?

Family Members
1. What do they want?
2. What types of reward systems should be used?
3. How will you get their input?
4. How will information be provided about the reward system?

Possible Strategies
1. Surveys
2. Polls
3. Suggestion Box
4. Message Board
5. Social Media
6. Existing meetings, groups or teams
7. ‘Engaging Families & Communities’ Activity
Implications

- Overrepresentation in discipline may be coupled with underrepresentation in reward systems
- Fidelity of specific reward strategies is frequently lacking
- Consideration of underserved groups in reward systems is lacking

<table>
<thead>
<tr>
<th>FLPBIS Strategies to Achieve Culturally Responsive Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attitude</strong></td>
</tr>
<tr>
<td>1. Increase affirming beliefs of diversity.</td>
</tr>
<tr>
<td>2. Become aware of own identity and culture.</td>
</tr>
<tr>
<td>3. Increase understanding of the connection between beliefs, practices and outcomes.</td>
</tr>
<tr>
<td>4. Increase understanding of bias.</td>
</tr>
<tr>
<td>5. Increase appreciation for the breadth of others’ lived experiences.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Increase knowledge of the historical and political contexts of culture.</td>
</tr>
<tr>
<td>7. Understand how beliefs interact with lived experiences of self &amp; others. (power and privilege)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Use meaningful communication strategies with stakeholders. (underserved)</td>
</tr>
<tr>
<td>9. Identify and use stakeholders preferred communication strategies.</td>
</tr>
<tr>
<td>10. Advocate for the rights of others.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Recruit and select diversified individuals for leadership positions.</td>
</tr>
<tr>
<td>12. Ensure stakeholders participate in decision making.</td>
</tr>
</tbody>
</table>
Activity 3

Reconsidering Behaviors & Disciplinary Infractions

A Multi-Tiered System of Supports
Thinking about Behavior

- Anything we say, do, THINK, or FEEL
- Behavior is a specific action
- Behavior is a response to the environment
- All behavior serves a purpose
- All behavior is learned

Some behaviors may be considered “situationally inappropriate” in the school setting.
Activity: Putting it all out there
5 min.

With a partner, brainstorm a “master list” of the situationally inappropriate behaviors your school deals with on a regular basis. **Record everything on chart paper.**

– You can use your discipline data (Readiness Data Template) as a starting point, but be sure to identify the **SPECIFIC ACTIONS** that would fall into each of the discipline categories

– Include personal examples from **all** of your team members
Activity: Reconsidering Behaviors
5 min.

Highlight the situationally inappropriate behaviors on your chart paper that could be a reaction to trauma or a culturally-influenced behavior.

• Fact sheets are available in your workbook
  – A sample of common reactions to trauma
  – A sample of culturally influenced characteristics

When complete, place your paper on the wall (gallery walk)
Clarifying Definitions
Getting staff, families & students on board

From student code of conduct:
“Disrespect – conduct or behavior which demeans, degrades, antagonizes, humiliates, or embarrasses a person or group of persons. This includes, but is not limited to, hurtful acts, words or other behavior committed by one or more students against another.”

<table>
<thead>
<tr>
<th>(Example) Families, Students &amp; Staff Decided That:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handle in the Classroom</td>
</tr>
<tr>
<td>Eye roll</td>
</tr>
<tr>
<td>Slow to comply with a request</td>
</tr>
<tr>
<td>“Pshhhhhhh”</td>
</tr>
<tr>
<td>Fails to say “ma'am” or “sir”</td>
</tr>
</tbody>
</table>
Addressing Culturally-Influenced Behaviors

• Are there more proactive, instructional, and/or reward-based strategies that could be used to address those situations?

• Case study: Cincinnati Public Schools
  – Problem:
    • Disproportionate suspension
    • Fighting
    • Teachers & families feel attacked
  – Solution:
    • “Fighting out of self defense”
    • Schoolwide violence prevention curriculum
    • Targeted mentoring
Implications

- Culture influences a great deal of the behaviors that are written up for discipline infractions.
- Work with families & students to develop supportive examples of discipline offenses for your code of conduct.
- Implement instructional, preventative and positive alternatives to exclusionary discipline to the greatest extent possible.

<table>
<thead>
<tr>
<th>FLPBIS Strategies to Achieve Culturally Responsive Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attitude</strong></td>
</tr>
<tr>
<td>1. Increase affirming beliefs of diversity.</td>
</tr>
<tr>
<td>2. Become aware of own identity and culture.</td>
</tr>
<tr>
<td>3. Increase understanding of the connection between beliefs, practices and outcomes.</td>
</tr>
<tr>
<td>4. Increase understanding of bias.</td>
</tr>
<tr>
<td>5. Increase appreciation for the breadth of others’ lived experiences.</td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
</tr>
<tr>
<td>6. Increase knowledge of the historical and political contexts of culture.</td>
</tr>
<tr>
<td>7. Understand how beliefs interact with lived experiences of self &amp; others. (power and privilege)</td>
</tr>
<tr>
<td><strong>Learning</strong></td>
</tr>
<tr>
<td>8. Use meaningful communication strategies with stakeholders. (underserved)</td>
</tr>
<tr>
<td>9. Identify and use stakeholders preferred communication strategies.</td>
</tr>
<tr>
<td>10. Advocate for the rights of others.</td>
</tr>
<tr>
<td>11. Recruit and select diversified individuals for leadership positions.</td>
</tr>
<tr>
<td>12. Ensure stakeholders participate in decision making.</td>
</tr>
</tbody>
</table>
Closing Thoughts

A Multi-Tiered System of Supports
“This was absolutely one of the most valuable, realistic, and engaging PDs I’ve ever taken. I really appreciated it and learned a lot. My favorite was the appropriate amount of time to take in new information and begin developing a plan for the school year.”

79% of respondents were satisfied or highly satisfied with the training.
Implementation Planning: Collaborating/Partnering with Stakeholders

- **Organize**
  - Data
  - Feedback

- **Focus**
  - What needs to be different?
  - Share guidelines

- **Adjust Plans**
  - Take & use data for innovations
  - Aim for 80-90% support

Build in opportunities to reflect on the attitudes & beliefs that support a particular practice
What This Could Look Like…

Collaborating with Stakeholders

**Next:** Review data, identify implementation priorities

**2 Weeks:** Organize data, solidify questions for stakeholders

**6 weeks:** Communicate next steps to stakeholders, take data to monitor progress

**1 month:** Obtain & organize stakeholder feedback, identify next steps

Establish easy & efficient communication strategies for your stakeholder groups:

- Use technology
- Create standard templates
- Establish “go-to” communicators
  - Include community partners, advocates
- Capitalize on existing events, locations
- Focus on one idea at a time
Contact Information and Resources

FLPBIS: MTSS Project
- Phone: (813) 974-6440
- Fax: (813) 974-6115
- E-mail: flpbis@cbcs.usf.edu
- Website: www.flpbis.org

OSEP TA Center on PBIS
- www.pbis.org

Association on PBIS
- www.apbs.org
### Critical Reflection for Improving Disciplinary Procedures

Individually, respond to the prompts listed at the top of each column for each of the belief statements. Be prepared to share your reflections with your team members.

<table>
<thead>
<tr>
<th>Belief</th>
<th>How much do you agree with this belief?</th>
<th>Why do you feel this way?</th>
<th>How is this belief reflected in your school’s policies or practices?</th>
<th>How might this belief impact equitable outcomes at your school?</th>
</tr>
</thead>
<tbody>
<tr>
<td>If people work hard, they will be successful.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If family members care about their child’s education, they will attend school events and make themselves available for school phone calls and conferences.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students who engage in ways of thinking, talking and behaving that differ from the dominant culture are capable of deep learning and behavioral success.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students who have a learning, emotional, or physical disability are capable of the same level of success as their peers.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Taking Stock of Current Reward Strategies, Part 1

Tier 1 PBIS aims to organize current resources into a cohesive and comprehensive system of support. Work with your team members to identify the current reward strategies being used throughout your school. Respond to each of the prompts in the table. If your team is unable to respond to a prompt, highlight the cell so your team knows to follow up on the item. An example has been completed for you.

Anchors:

<table>
<thead>
<tr>
<th>Use &amp; Access</th>
<th>Frequency</th>
<th>Value</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most</td>
<td>Often</td>
<td>High</td>
<td>Great Interest</td>
</tr>
<tr>
<td>Some</td>
<td>Occasionally</td>
<td>Moderate</td>
<td>Some Interest</td>
</tr>
<tr>
<td>Few</td>
<td>Rarely</td>
<td>Low</td>
<td>Minimal Interest</td>
</tr>
<tr>
<td>≥ 80%</td>
<td>Throughout Week</td>
<td>1-2 times per year</td>
<td>At least several students per year</td>
</tr>
<tr>
<td>79-21%</td>
<td>Monthly</td>
<td></td>
<td>Few students per year</td>
</tr>
<tr>
<td>≤ 20%</td>
<td></td>
<td></td>
<td>No students participate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Staff Use</th>
<th>Planned Frequency</th>
<th>Perceived Value</th>
<th>Student Access</th>
<th>Demographic</th>
<th>Academic</th>
<th>Students with Multiple Discipline Events</th>
<th>Data Source to Monitor Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom treasure boxes</td>
<td>Most</td>
<td>Often</td>
<td>High</td>
<td>Most</td>
<td>All Grade Levels</td>
<td>High Achieving</td>
<td>Sometimes participate</td>
<td>Student of the Month certificates</td>
</tr>
<tr>
<td></td>
<td>Some</td>
<td>Occasionally</td>
<td>Moderate</td>
<td>Some</td>
<td>All Cultural/Linguistic Groups</td>
<td>Average</td>
<td>Rarely participate</td>
<td>Student of the Month certificates</td>
</tr>
<tr>
<td></td>
<td>Few</td>
<td>Rarely</td>
<td>Low</td>
<td>Few</td>
<td>All Disability Types</td>
<td>Low Achieving</td>
<td>Never participate</td>
<td>Student of the Month certificates</td>
</tr>
<tr>
<td>Student of the Month</td>
<td>Most</td>
<td>Often</td>
<td>High</td>
<td>Most</td>
<td>All Grade Levels</td>
<td>High Achieving</td>
<td>Sometimes participate</td>
<td>Perfection certificate</td>
</tr>
<tr>
<td></td>
<td>Some</td>
<td>Occasionally</td>
<td>Moderate</td>
<td>Some</td>
<td>All Cultural/Linguistic Groups</td>
<td>Average</td>
<td>Rarely participate</td>
<td>Perfect Attendance certificates</td>
</tr>
<tr>
<td></td>
<td>Few</td>
<td>Rarely</td>
<td>Low</td>
<td>Few</td>
<td>All Disability Types</td>
<td>Low Achieving</td>
<td>Never participate</td>
<td>Perfect Attendance certificates</td>
</tr>
<tr>
<td>Perfect Attendance Award</td>
<td>Most</td>
<td>Often</td>
<td>High</td>
<td>Most</td>
<td>All Grade Levels</td>
<td>High Achieving</td>
<td>Sometimes participate</td>
<td>Perfect Attendance certificates</td>
</tr>
<tr>
<td></td>
<td>Some</td>
<td>Occasionally</td>
<td>Moderate</td>
<td>Some</td>
<td>All Cultural/Linguistic Groups</td>
<td>Average</td>
<td>Rarely participate</td>
<td>Perfect Attendance certificates</td>
</tr>
<tr>
<td></td>
<td>Few</td>
<td>Rarely</td>
<td>Low</td>
<td>Few</td>
<td>All Disability Types</td>
<td>Low Achieving</td>
<td>Never participate</td>
<td>Perfect Attendance certificates</td>
</tr>
<tr>
<td>Lunch with Teacher</td>
<td>Most</td>
<td>Often</td>
<td>High</td>
<td>Most</td>
<td>All Grade Levels</td>
<td>High Achieving</td>
<td>Sometimes participate</td>
<td>Teacher records &amp; observations</td>
</tr>
<tr>
<td></td>
<td>Some</td>
<td>Occasionally</td>
<td>Moderate</td>
<td>Some</td>
<td>All Cultural/Linguistic Groups</td>
<td>Average</td>
<td>Rarely participate</td>
<td>Teacher records &amp; observations</td>
</tr>
<tr>
<td></td>
<td>Few</td>
<td>Rarely</td>
<td>Low</td>
<td>Few</td>
<td>All Disability Types</td>
<td>Low Achieving</td>
<td>Never participate</td>
<td>Teacher records &amp; observations</td>
</tr>
</tbody>
</table>

Continued...
<table>
<thead>
<tr>
<th>Strategy</th>
<th>Staff Use</th>
<th>Planned Frequency</th>
<th>Perceived Value</th>
<th>Student Access</th>
<th>Demographic</th>
<th>Academic</th>
<th>Students w/ Multiple Discipline Events</th>
<th>Data Source to Monitor Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Most</td>
<td>Often</td>
<td>High</td>
<td>Most</td>
<td>All Grade Levels</td>
<td>High Achieving</td>
<td>Sometimes participate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Some</td>
<td>Occasionally</td>
<td>Moderate</td>
<td>Some</td>
<td>All Cultural/Linguistic Groups</td>
<td>Average</td>
<td>Rarely participate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Few</td>
<td>Rarely</td>
<td>Low</td>
<td>Few</td>
<td>All Disability Types</td>
<td>Low Achieving</td>
<td>Never participate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Most</td>
<td>Often</td>
<td>High</td>
<td>Most</td>
<td>All Grade Levels</td>
<td>High Achieving</td>
<td>Sometimes participate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Some</td>
<td>Occasionally</td>
<td>Moderate</td>
<td>Some</td>
<td>All Cultural/Linguistic Groups</td>
<td>Average</td>
<td>Rarely participate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Few</td>
<td>Rarely</td>
<td>Low</td>
<td>Few</td>
<td>All Disability Types</td>
<td>Low Achieving</td>
<td>Never participate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Most</td>
<td>Often</td>
<td>High</td>
<td>Most</td>
<td>All Grade Levels</td>
<td>High Achieving</td>
<td>Sometimes participate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Some</td>
<td>Occasionally</td>
<td>Moderate</td>
<td>Some</td>
<td>All Cultural/Linguistic Groups</td>
<td>Average</td>
<td>Rarely participate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Few</td>
<td>Rarely</td>
<td>Low</td>
<td>Few</td>
<td>All Disability Types</td>
<td>Low Achieving</td>
<td>Never participate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Most</td>
<td>Often</td>
<td>High</td>
<td>Most</td>
<td>All Grade Levels</td>
<td>High Achieving</td>
<td>Sometimes participate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Some</td>
<td>Occasionally</td>
<td>Moderate</td>
<td>Some</td>
<td>All Cultural/Linguistic Groups</td>
<td>Average</td>
<td>Rarely participate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Few</td>
<td>Rarely</td>
<td>Low</td>
<td>Few</td>
<td>All Disability Types</td>
<td>Low Achieving</td>
<td>Never participate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Most</td>
<td>Often</td>
<td>High</td>
<td>Most</td>
<td>All Grade Levels</td>
<td>High Achieving</td>
<td>Sometimes participate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Some</td>
<td>Occasionally</td>
<td>Moderate</td>
<td>Some</td>
<td>All Cultural/Linguistic Groups</td>
<td>Average</td>
<td>Rarely participate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Few</td>
<td>Rarely</td>
<td>Low</td>
<td>Few</td>
<td>All Disability Types</td>
<td>Low Achieving</td>
<td>Never participate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Most</td>
<td>Often</td>
<td>High</td>
<td>Most</td>
<td>All Grade Levels</td>
<td>High Achieving</td>
<td>Sometimes participate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Some</td>
<td>Occasionally</td>
<td>Moderate</td>
<td>Some</td>
<td>All Cultural/Linguistic Groups</td>
<td>Average</td>
<td>Rarely participate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Few</td>
<td>Rarely</td>
<td>Low</td>
<td>Few</td>
<td>All Disability Types</td>
<td>Low Achieving</td>
<td>Never participate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Most</td>
<td>Often</td>
<td>High</td>
<td>Most</td>
<td>All Grade Levels</td>
<td>High Achieving</td>
<td>Sometimes participate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Some</td>
<td>Occasionally</td>
<td>Moderate</td>
<td>Some</td>
<td>All Cultural/Linguistic Groups</td>
<td>Average</td>
<td>Rarely participate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Few</td>
<td>Rarely</td>
<td>Low</td>
<td>Few</td>
<td>All Disability Types</td>
<td>Low Achieving</td>
<td>Never participate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Most</td>
<td>Often</td>
<td>High</td>
<td>Most</td>
<td>All Grade Levels</td>
<td>High Achieving</td>
<td>Sometimes participate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Some</td>
<td>Occasionally</td>
<td>Moderate</td>
<td>Some</td>
<td>All Cultural/Linguistic Groups</td>
<td>Average</td>
<td>Rarely participate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Few</td>
<td>Rarely</td>
<td>Low</td>
<td>Few</td>
<td>All Disability Types</td>
<td>Low Achieving</td>
<td>Never participate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Most</td>
<td>Often</td>
<td>High</td>
<td>Most</td>
<td>All Grade Levels</td>
<td>High Achieving</td>
<td>Sometimes participate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Some</td>
<td>Occasionally</td>
<td>Moderate</td>
<td>Some</td>
<td>All Cultural/Linguistic Groups</td>
<td>Average</td>
<td>Rarely participate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Few</td>
<td>Rarely</td>
<td>Low</td>
<td>Few</td>
<td>All Disability Types</td>
<td>Low Achieving</td>
<td>Never participate</td>
<td></td>
</tr>
</tbody>
</table>

Continued...
Taking Stock of Current Reward Strategies, Part 2

Review your table of current reward strategies and respond to the questions below:

1. Does your school currently have at least one reward strategy that is consistently used by all/most staff?

2. To what degree does your school use a variety of rewards that students can earn throughout the day/week/month/year? To answer this question, look at the variety of strategies as well as their planned frequency.

3. To what degree does student perspective inform the perceived value of your current strategies? Did your responses to the perceived value of the reward reflect your team’s perspective, or did student feedback drive your evaluation of the strategy’s value?

4. Do all students access your current rewards? Is this true for all groups of students? Are there student groups who aren’t accessing rewards that aren’t listed in the table (e.g., gender, LGBTQ+, etc.)?

5. To what degree is your team able to evaluate the implementation and effectiveness of current reward strategies?
Reconsidering Behavior:
A Sample of Culturally Influenced Characteristics

1. Regard for time
2. Notions of courtesy
3. Personal space/Touching
4. Nonverbal communication (facial expression, eye contact, etc.)
5. Tone of voice
6. Emotionality
7. Gender roles
8. Notions of modesty/Concepts of beauty
9. Rules of language
10. Concepts of humor
11. Patterns of superior/subordinate relationships
12. Social interaction rate
13. Concepts of cleanliness
14. Notions of adolescence
15. Concepts of justice

** This is not a comprehensive list of culturally influenced characteristics. Additional information can be found at:

Reconsidering Behaviors

Which of these culturally influenced characteristics could be related to common disciplinary events at your school?

Are there some culturally based behaviors that are frequently involved in disciplinary events at your school? Are there more proactive, instructional, and/or reward-based strategies that could be used to address those situations?
Reconsidering Behavior:
A Sample of Common Reactions to Trauma

1. Difficulty regulating emotions
2. Anger
3. Fear/Anxiety
4. Shame
5. Sleep disturbances
6. Hyperarousal
7. Difficulty concentrating
8. Avoidance
9. Risky behaviors
10. Self-pity
11. Disillusionment
12. Indifference to consequences
13. Distrust of others
14. Difficulty responding to social cues
15. Increased risk for substance abuse

**This is not a comprehensive list of reactions to trauma. Additional information can be found in:
