CREATING A CULTURALLY RESPONSIVE PBIS SYSTEM IN AN URBAN SCHOOL DISTRICT

Ingham Intermediate School District
Rick Couturier & Lara Slee
INTRODUCTIONS

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Participants will:
• Discover how one urban school district implemented culturally responsive PBIS (CRPBIS) in more than 20 schools.
• Identify the three pillars of CRPBIS: PBIS, systems, cultural responsiveness.
• Determine the steps for CRPBIS implementation in their school or district.
THE FOUNDATION: PBIS
WHAT IS SCHOOL-WIDE PBIS?

Universal (all students)
School-wide, culturally responsive systems of support

Selected (at-risk students)
Classroom & small group strategies

Targeted (high-risk students)
Individual interventions

Effective academic supports & classroom management, teach school behavior expectations, active supervision, positive reinforcement systems, fair and corrective response to problem behavior

Increased academic support & practice, increased social skills teaching, self-management training, school-based adult mentors, check in/check out, parent training & collaboration, alternatives to suspension

Intensive academic support, intensive social skills teaching, individual behavior management plans, parent training and collaboration, wrap-around services, alternatives to suspension
WHAT DOES PBIS ACCOMPLISH?
Develop, implement, and support a PBIS process:

• Identify behavior expectations
• Teach behavior expectations
• Monitor student behavior
• Acknowledge appropriate behavior expectations
• Correct misbehavior
• Build a system for addressing behavior
Focus on three areas of practice:

- Collaborate with students, families, and community members
- Monitor disproportionality in office discipline referrals
- Provide professional learning opportunities aimed at increasing awareness of differences between cultural patterns
THE STORY: CRPBIS IN THE CITYVILLE SCHOOL DISTRICT

March 2015 to Now
CITYVILLE SCHOOL DISTRICT AT-A-GLANCE
• Number of Schools: **27**
• Student count (2015-16): **11,014**
Student count by Race/Ethnicity

Students by RACE/ETHNICITY

- American Indian or Alaska Native: 0%
- Asian: 5%
- African American: 40%
- Hispanic/Latino: 20%
- Native Hawaiian or Other: 15%
- Two or More Races: 5%
- White: 45%
14% of students are **ENGLISH LANGUAGE LEARNERS**

17% are **STUDENTS WITH DISABILITIES**

71% are **ECONOMICALLY DISADVANTAGED**

47% FEMALE / 53% MALE
In all represented subgroups, there are higher numbers of economically disadvantaged students.
Days Lost to Suspension, 2010-2015

- 2010-11: 28,452 days
- 2011-12: 27,387 days
- 2012-13: 24,022 days
- 2013-14: 15,173 days
- 2014-15: 15,062 days

= more than 110,000 days of instruction lost over the course of 5 school years.
• Vision from central administration: *Extension of culture work*
• Identified a need for CRPBIS
• Building relationship between CSD and Ingham ISD
• Early adopters
• Data collection and analysis
March 2015: Two schools pilot CRPBIS (elementary and high school)
YEAR 1 IMPLEMENTATION

June 2015: Leadership Team Training - School leadership teams met to create initial action plan based on Tiered Fidelity Inventory data

August 2015: CHAMPS & DiSC Training - More than 60% of teaching staff attended trainings in classroom positive behavior support - CHAMPS (elementary and middle school) or Discipline in the Secondary Classroom (DiSC)

September 2015: CRPBIS District PD
YEARS IMPLEMENTATION, CONTINUED...

**October 2015:** CRPBIS Training for Public Safety

**January 2016:** CRPBIS District PD

**February/March 2016:** CRPBIS Implementation Site Visits

**May 2016:** CRPBIS Training for Secretaries & Other Support Staff
YEAR 1 IMPLEMENTATION, CONTINUED...

**Ongoing**: Schools received support from their Ingham ISD Coaches throughout the academic year
- Coaching in individual buildings by Ingham ISD staff
- Support for development of CRPBIS teams
- Provided building assistance as requested by principals

**Ongoing**: Approximately 90% of schools have implemented CRPBIS/PBIS teams, which completed regular meetings throughout 2015-16
**SUSPENSIONS**

26% Reduction
2014/15 to 2015/16

**LOST DAYS**

17% Reduction
2014/15 to 2015/16

**CATEGORIES**

2014/15 = Subjective Infractions
Persistent Misconduct, Insubordination, Disruptive Behavior

2015/16 = Objective Infractions
Fighting, Disorderly Conduct, Physical Assault to Student
## PBIS Data Summary

**Goal**: 40% decrease in office referrals

<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>2014</th>
<th>2015</th>
<th>% change</th>
<th>% Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Referrals</td>
<td>9/8-9/30</td>
<td>62</td>
<td>17 (11 kids)</td>
<td>73%</td>
<td>88%</td>
</tr>
<tr>
<td>Suspensions</td>
<td></td>
<td>11</td>
<td>0</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Yellow Slips</td>
<td></td>
<td></td>
<td>66</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office Referrals</td>
<td>10/1-10/27</td>
<td>59</td>
<td>35 (23 kids)</td>
<td>41%</td>
<td>82%</td>
</tr>
<tr>
<td>Suspensions</td>
<td></td>
<td>10</td>
<td>7</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Yellow Slips</td>
<td></td>
<td></td>
<td>99</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office Referrals</td>
<td>10/28-11/27</td>
<td>75</td>
<td>26 (23 kids)</td>
<td>35%</td>
<td>84%</td>
</tr>
<tr>
<td>Suspensions</td>
<td></td>
<td>24</td>
<td>3</td>
<td>80%</td>
<td></td>
</tr>
<tr>
<td>Yellow Slips</td>
<td></td>
<td></td>
<td>98</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office Referrals</td>
<td>11/30-12/18</td>
<td>42</td>
<td>25 (14 kids)</td>
<td>60%</td>
<td>88%</td>
</tr>
<tr>
<td>Suspensions</td>
<td></td>
<td>9</td>
<td>1</td>
<td>90%</td>
<td></td>
</tr>
<tr>
<td>Yellow Slips</td>
<td></td>
<td></td>
<td>81</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Average decrease in office referrals Sept. to Dec.**: 52%

**Average decrease in suspensions**: 75%
Sample behavior referral forms (elementary)

Students are Respectful, Responsible and Make Right Choices

has been sent out of the classroom for making the following poor choices.

Date: _____ Time: _____ Grade: _____ Teacher: _____.

- talking in class without permission
- talking disrespectfully
- interrupting/calling out
- making noise
- throwing something
- running in the hallway

Additional Comments: __________________________________________________________

Action Taken: ________________________________________________________________
Future Action: _______________________________________________________________

Parent Contacted: Yes No Spoke With: _______ Time: _______

This form is to be completed and placed in the office.
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Code</th>
<th>Grade</th>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>28-Oct</td>
<td>11:05</td>
<td>2</td>
<td>BR</td>
<td>interrupting, not following directions</td>
</tr>
<tr>
<td>29-Oct</td>
<td>2:25</td>
<td>K</td>
<td>BR</td>
<td>making noise, running in the classroom</td>
</tr>
<tr>
<td>29-Oct</td>
<td>8:30</td>
<td>1</td>
<td>BR</td>
<td>destruction of classroom materials</td>
</tr>
<tr>
<td>29-Oct</td>
<td>11:35</td>
<td>2</td>
<td>BR</td>
<td>Out of seat, not following directions, Not working on classwork</td>
</tr>
<tr>
<td>29-Oct</td>
<td>8:50</td>
<td>3</td>
<td>BR</td>
<td>talking in class, interrupting</td>
</tr>
<tr>
<td>29-Oct</td>
<td>2:30</td>
<td>3</td>
<td>BR</td>
<td>not following directions, talking at a voice 3 during groups</td>
</tr>
<tr>
<td>29-Oct</td>
<td>3:00</td>
<td>1</td>
<td>BR</td>
<td>unsafe behavior (overturning chairs)</td>
</tr>
<tr>
<td>29-Oct</td>
<td>8:50</td>
<td>3</td>
<td>BR</td>
<td>talking in class, interrupting</td>
</tr>
<tr>
<td>29-Oct</td>
<td>12:30</td>
<td>1</td>
<td>BR</td>
<td>not keeping hand and feet to self</td>
</tr>
<tr>
<td>29-Oct</td>
<td>1:25</td>
<td>1</td>
<td>BR</td>
<td>talking in class, out of seat, not following directions</td>
</tr>
<tr>
<td>2-Nov</td>
<td>11:35</td>
<td>2</td>
<td>BR</td>
<td>talking disrespectfully, not following directions</td>
</tr>
<tr>
<td>2-Nov</td>
<td>8:30</td>
<td>1</td>
<td>BR</td>
<td>not keeping hand and feet to self</td>
</tr>
<tr>
<td>2-Nov</td>
<td>3:20</td>
<td>2</td>
<td>BR</td>
<td>interrupting, out of seat</td>
</tr>
<tr>
<td>2-Nov</td>
<td>12:00</td>
<td>3</td>
<td>BR</td>
<td>Unsafe behavior</td>
</tr>
<tr>
<td>2-Nov</td>
<td>9:30</td>
<td>2</td>
<td>BR</td>
<td>talking in class, making noise</td>
</tr>
<tr>
<td>2-Nov</td>
<td>11:45</td>
<td>3</td>
<td>BR</td>
<td>talking in class, interrupting, making noise, out of seat</td>
</tr>
<tr>
<td>2-Nov</td>
<td>2:15</td>
<td>1</td>
<td>S - H</td>
<td>out of seat, unsafe behavior, not following directions, moving desk around</td>
</tr>
</tbody>
</table>
Sample behavior referral form (secondary)
Sample behavior data reports (secondary)

Tier 1 Interventions

Redirect #1 options (639 responses)
- Used proximity: 401 (63.1%)
- Restated ex.: 566 (88.6%)
- Determined I: 127 (21.4%)

Redirect #2 options (612 responses)
- Verbal redirect: 310 (50.6%)
- Discussion: 94 (15.3%)

Reason(s) for Tier 2 intervention - check all that apply (560 responses)
- Insubordinate: 367 (65%)
- Inappropriate: 374 (66.2%)
- Bullying/harrass: 118 (20.9%)
- Truant (walk): 118 (20.9%)
- Noncompliance: 374 (66.2%)
- Physical assault: 13 (2.3%)
- Vandalism: 5 (0.9%)
- Checked rea.: 0 (0%)
- Other: 14 (2.5%)

Additional comments regarding reason for Tier 2 intervention (optional):

- N/A
- Student threw other student’s materials on the floor and began cursing. Daily misconduct.
- I asked student to move away from the window repeatedly. He stopped hanging out of it but was still standing there instead of moving. He kicked his backpack across the room.
Tier I Implementation

Data from the Tiered Fidelity Inventory

Percentage implemented

Schools

June 2015
May 2016
Site visit observation data from 22 schools (out of 25 schools visited)
Celebrations
• “Building has come a long way in a short time.”
• “School has a calm, comfortable climate/culture, and students appear well cared for by staff.”
• “Everyone understands and know what they are being rewarded for.”

Areas to Consider
• “Develop a more robust behavior data collection process.”
• “Formalize parent involvement.”
• “Develop more equitable criteria for rewarding students.”
HOW IT WENT: CHALLENGES

**District-Level**
- New student information system in 2015-16

**School-Level**
- No uniform data collection process for behavior referrals
- Staffing changes
MOVING FORWARD

• Continued expectation that CRPBIS is a priority in all schools
• Changes in staffing likely to slow progress in some schools
• Train district-level personnel to be CRPBIS coaches
• Continue to fine-tune data collection, analysis, and sharing processes
• Focus on building Tier 2 & Tier 3 systems
• Years 3-5 will center on sustainability
THE APPROACH:
BUILDING A CRPBIS SYSTEM
FOUNDATION FOR THE WORK: THE THREE PILLARS OF CRPBIS

Cultural Responsiveness

PBIS

Systems of Support
CULTURAL RESPONSIVENESS PILLAR

- Started with data analysis: Disproportionality
- Discussed implicit bias
- Advocated for creation of student and family advisory groups
- Invited guest speakers
- Implemented book studies in individual buildings
• Professional trainings for staff (CHAMPS, DiSC)
• School CRPBIS leadership teams
• Sharing of ideas between schools
• Site visits & walkthroughs
• Leadership coaching
School CRPBIS leadership teams
Systems audits
Development of explicit behavior referral process
Site visits & walkthroughs
Leadership coaching
The district was divided into two groups:
• PreK-3, 4-6, and K-6 schools
• K-8 and 7-12 schools

Each group had an **Ingham ISD coordinator**

**District leaders** supervised CRPBIS activities in assigned schools

Each school appointed a **CRPBIS team leader**

**Ingham ISD coaches** worked with administrators and CRPBIS team leaders in assigned schools
• If a student misbehaved in your school, what steps would be taken to get him or her back on track?

• How do you ensure that students receive the right interventions?
Referral Process Audit Tool

Tier 1:
- Teachers utilize universal behavior management strategies (e.g., CHAMPS/PECS).
- Possible strategies include: proximity, visual and verbal prompts, clear expectations that are taught and reinforced, etc.
- Student breaks rules, does not respond to Tier 1 strategies.

Tier 2:
- Criteria for an office referral—student cannot be sent out of classroom until all of these have been met:
  1. 
  2. 
  3. 

Tier 3:
- Student progress monitoring data is collected. Data flows into student information system.

Teacher tries to get student back on track. Possible targeted (Tier 1/Tier 2) strategies include:
  1. 
  2. 
  3. 
  4. 

Teacher uses pre-determined warning statement(s)/question(s) and/or re-focus task as a last step before student is removed from classroom.
- Statement(s)/question(s):
- Task:

Protocol for processing student in office:
- In-school support options:
  - Counselor
  - School social worker
  - Public safety officer
  - Nurse/clinician
  - Administrator
  - Other

Problem-solving team responsibilities:
  1. Monthly meetings
  2. Emergency meetings
  3. Problem-solve student issues
  4. Create data tracking tool to monitor student progress
  5. Provide research-based intervention suggestions

Problem-solving team members:
  1. Social worker (facilitator)
  2. Principal/assistant principal
  3. School psychologist
  4. Classroom teacher
  5. Counselor
  6. Special education representative
  7. Parent(s)/guardian(s) when appropriate

YES, it works?
- Continue teaching

NO, this didn’t work
- Teacher uses pre-determined warning statement(s)/question(s) and/or re-focus task as a last step before student is removed from classroom.

YES, it works?
- Student stays in class

NO, this didn’t work
- Protocol for processing student in office:
- In-school support options:
  - Counselor
  - School social worker
  - Public safety officer
  - Nurse/clinician
  - Administrator
  - Other

YES, it works?
- Student returns to class

NO, this didn’t work
- Problem-solving team responsibilities:
  1. Monthly meetings
  2. Emergency meetings
  3. Problem-solve student issues
  4. Create data tracking tool to monitor student progress
  5. Provide research-based intervention suggestions

YES, it works?
- Continue teaching

NO, this didn’t work
- Problem-solving team members:
  1. Social worker (facilitator)
  2. Principal/assistant principal
  3. School psychologist
  4. Classroom teacher
  5. Counselor
  6. Special education representative
  7. Parent(s)/guardian(s) when appropriate

If working more than 15 minutes, consider Tier 3.
## Tier 1 interventions

### Redirect #1 options

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used proximity</td>
<td>388</td>
<td>63.6%</td>
</tr>
<tr>
<td>Restated expectations</td>
<td>538</td>
<td>88.2%</td>
</tr>
<tr>
<td>Determined if there was a need</td>
<td>134</td>
<td>22%</td>
</tr>
</tbody>
</table>

### Redirect #2 options

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal redirect</td>
<td>534</td>
<td>91.3%</td>
</tr>
<tr>
<td>Discussion with student in classroom</td>
<td>296</td>
<td>50.6%</td>
</tr>
<tr>
<td>Moved student's seat</td>
<td>91</td>
<td>15.6%</td>
</tr>
</tbody>
</table>

### Redirect #3 options

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time-out card &amp; hall talk</td>
<td>171</td>
<td>62.6%</td>
</tr>
<tr>
<td>Phone call to parent in class</td>
<td>128</td>
<td>46.9%</td>
</tr>
<tr>
<td>Sent to partner teacher for cool down</td>
<td>25</td>
<td>9.2%</td>
</tr>
<tr>
<td>Reason(s)</td>
<td>Count</td>
<td>Percentage</td>
</tr>
<tr>
<td>----------------------------------------------------</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>Insubordination</td>
<td>353</td>
<td>65.5%</td>
</tr>
<tr>
<td>Inappropriate language</td>
<td>111</td>
<td>20.6%</td>
</tr>
<tr>
<td>Bullying/harrassment</td>
<td>39</td>
<td>7.2%</td>
</tr>
<tr>
<td>Truant (walk out/refused to come to class)</td>
<td>43</td>
<td>8%</td>
</tr>
<tr>
<td>Noncompliance with school policies</td>
<td>355</td>
<td>65.9%</td>
</tr>
<tr>
<td>Physical altercation</td>
<td>12</td>
<td>2.2%</td>
</tr>
<tr>
<td>Vandalism</td>
<td>4</td>
<td>0.7%</td>
</tr>
<tr>
<td>Checked reason is a recurring behavior</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>14</td>
<td>2.6%</td>
</tr>
<tr>
<td>Grade</td>
<td>Count</td>
<td>Percentage</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>7-8</td>
<td>421</td>
<td>57.4%</td>
</tr>
<tr>
<td>9-12</td>
<td>313</td>
<td>42.6%</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>
Discipline referral? Teacher recommendation - Does this incident require an administrator to take action?

- Yes: 226 (59.3%)
- No: 86 (22.8%)
- Unsure: 69 (18.1%)

Recommendations to SAS room staff - check all that apply

- Complete reflection form and return to class: 8 (1.4%)
- Complete reflection form and stay in SAS room for remainder of hour (15 minutes or less): 50 (8.8%)
- Social worker/therapist: 0 (0%)
- Clinic/meds: 0 (0%)
- Counselor: 0 (0%)
- Restorative justice: 0 (0%)
- SE coordinator/case manager: 0 (0%)
- Student needs to call home: 4 (0.7%)
- Student is hungry: 0 (0%)
- Other: 201 (35.2%)
MAKING IT WORK: IMPLEMENTATION SITE VISIT

• How well is your school implementing the CRPBIS pillars? How do you know?

• What are the elements of successful CRPBIS implementation?
Staff members – at all levels – had common misconceptions that sometimes got in the way of implementation.
PBIS PILLAR

Common misconception: “We are already doing PBIS.”

Ask yourself: “What does the data tell us?”

Links to implementation tool:
- CRPBIS team
- School-wide expectations
- Acknowledgement system
Common misconception: “We have a system.”

Ask yourself: “What does the data tell us?”

Think about:
- What has to happen before a student is sent out of classroom?
- What happens once a student is sent out of the classroom?
- How do we regularly schedule data dialogues?
Common misconception: “It’s all about race and ethnicity.”

Ask yourself: “What are the other parts of a student’s culture that I’m not thinking about or honoring?”

Link to implementation tool: Student and family involvement
Complete the “Reflections/Planning for Action” sheet
LEARNING OBJECTIVES

Participants will:
• Discover how one urban school district implemented culturally responsive PBIS (CRPBIS) in more than 20 schools.
• Identify the three pillars of CRPBIS: PBIS, systems, cultural responsiveness.
• Determine the steps for CRPBIS implementation in their school or district.
CONTACT US

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