

# Welcome to EQUITY WEEK!

## June 9-10

### MISSOURI SW-PBS SUMMER INSTITUTE

VIRTUAL CONFERENCE  
SUMMER 2021



THANK YOU FOR JOINING US

Session 2 – SW-PBS for All  
Students: Culturally  
Responsive Practices in Tier  
1 Systems

Begins at 1:15 p.m.

Tweet about your  
experience!

#SI2021

# Welcome to EQUITY WEEK! June 9-10

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- Keep cameras off
- Keep mics muted
- Participate during engagement opportunities when offered
- Limit use of Chat feature unless otherwise instructed

Tweet about your experience!

#SI2021

If you lose connection during the session, go to [pbissmissouri.org](http://pbissmissouri.org) and log back in.



# SW-PBS for All Students

Culturally Responsive Practices in Tier 1 Systems

**How does your current  
SW-PBS framework  
support equity?**

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# Outcomes:

- Attendees will identify elements of Tier 1 in which they can implement culturally responsive practices.
- Attendees will evaluate how their current systems recognize identity and honor diverse voices.
- Attendees will be introduced to resources and exemplars to support their own exploration of a more culturally responsive SW-PBS framework in their school/district.



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# Consider this...

“School systems can either reflect a biased society or provide a protective buffer against it. To make it a protective place, teams should adopt a behavior framework that is preventive, instructional, and flexible enough to be tailored to the strengths, needs, and values of its students, families, and community. [SW-PBS] can be implemented with fidelity only when it is adapted to fit the local context, which means attending directly to aspects of culture.”



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

# What does it mean to have Culturally Responsive SW-PBS systems?

Cultural responsiveness within SW-PBS includes the following core components:

1. Identity
2. Voice
3. Supportive Environment
4. Situational Appropriateness
5. Data for Equity



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# Spotlight on Identity

- Practitioner Personal Identity
- Student and Family Identity
- Community Identity

It is important to recognize each person as the “whole” of their identities and what they bring to the community.



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# Spotlight on Voice

School SW-PBS leadership teams not only include stakeholders as team members but also actively elicit ownership, voice, and broad representation of their **families and communities**, especially underserved families and cultures.

*“First, because of its focus on establishing a clear, consistent, and positive social culture, identifying and teaching clear expectations for behavior can reduce ambiguity for both students (e.g., it is not assumed that all students know what being respectful at school “looks like”) and adults (e.g., expectations and violations are clearer, reducing ambiguity). These expectations can be developed collaboratively with students, families, and community members, as well as assessed for their congruence with the range of student and family cultural values in the school” (Fallon, O’Keeffe, & Sugai, 2012).*

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# Honoring Student Identity and Voice

How can we learn about students' lived experiences and understanding of our "expectations?" Let's practice using a tool that could help us!

## Personal Matrix Activity

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

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# Spotlight on Supportive Environment



- Team members examine the system and policies for potential changes, rather than placing the responsibility for change on families and students
- Defined set of procedures holds the team responsible for ensuring equitable SW-PBS implementation and assessing student data for equitable impact.
- Teams employ and support an instructional approach to discipline that emphasizes teaching prosocial skills (rather than using exclusionary discipline and zero tolerance policies)
- Examine policies and disciplinary practices for disparate impact
- Recognize and change policies and practices that reflect the preferences of staff versus those with a clear purpose linked to educational outcomes

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ROOTING FOR EACH OTHER!

TEAMS

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# Spotlight on Situational Appropriateness

- Expectations taught are reflective of the cultural values of the surrounding community
- Identified based on a legitimate purpose within the setting, as opposed to simply school tradition or maintaining the status quo
- Expectations should focus on high standards for all students, be able to be taught and learned, and be respectful of the students' cultures

Using the chat box, what are some examples of SW-PBS systems that can teach situational appropriateness for ALL students?

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# In short, equity is a Tier 1 issue.

*Teams cannot address inequitable student outcomes by providing Tier 2 and 3 supports to students from groups who receive disproportionate rates of referrals and suspensions.*

Culturally responsive school SW-PBS teams build Tier 1 systems honoring students' cultural strengths by including student voices **meaningfully** in classroom systems and building positive student-teacher relationships. School personnel can learn about their own cultural backgrounds and personal biases to define and teach schoolwide and classroom expectations reflecting the values and norms of their students, families, and communities. To improve relationships, school personnel should use strategies to acknowledge students meaningfully and respond instructionally instead of punitively.

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What are some elements of Tier 1 in which you can implement culturally responsive practices?

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# How do your Tier 1 practices reflect a culturally responsive lens?



Let's take a look at a couple of reflection tools you can use with your team.

[CR-SWPBIS Tool \(Tier 1 portion only\)](#)

[Appendix D: SW Expectations and Matrix Examination](#)

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## **Appendix D: School-wide Expectations and Matrix Examination Activity**

In SWPBIS, a core feature is to define and teach a set of positively stated expectations for all students across the various settings in the school. Creating a clear set of expectations provides language to create consistency and make explicit the hidden curriculum (i.e., unnamed assumptions about how students should behave).

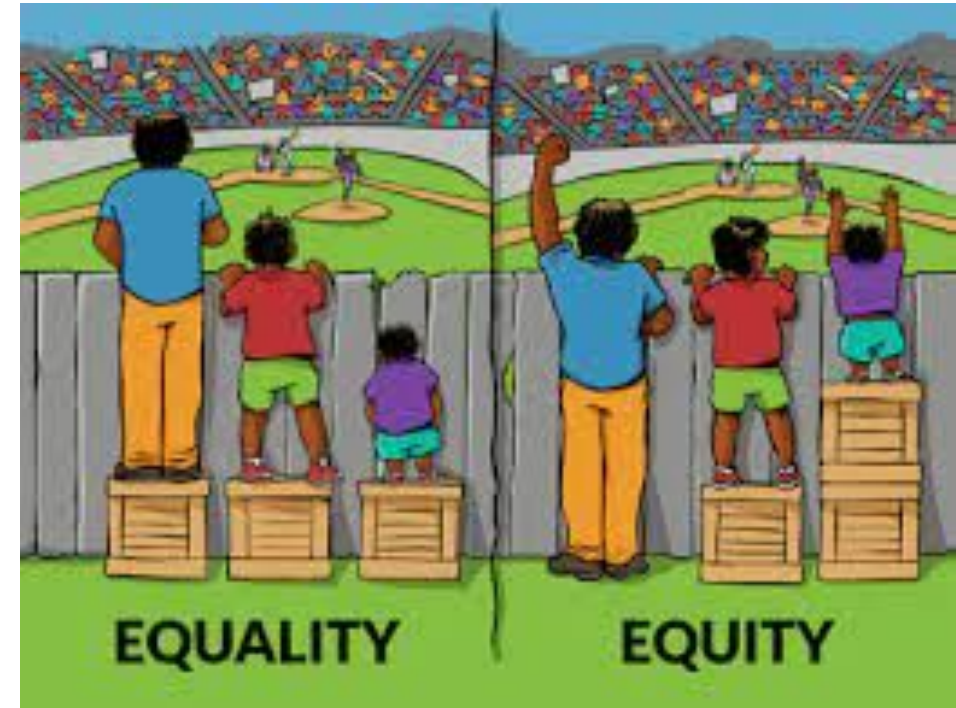
Now, let's look at some real-life examples!



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# Exemplar School: Indian Creek Elementary Center School District

- Assessing Your Current Reality
- Then COVID HIT
- Social Emotional Focus



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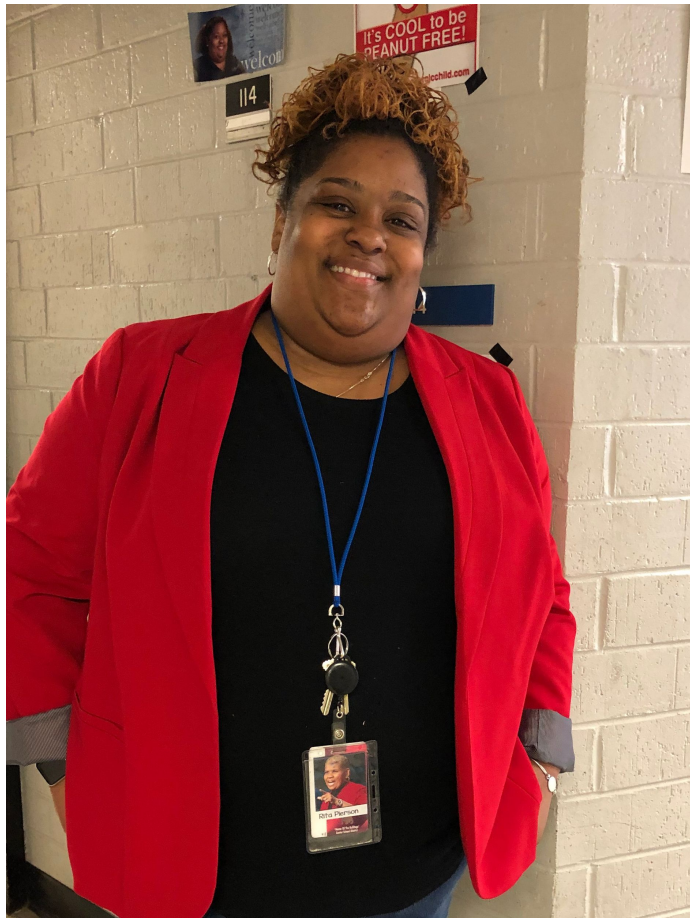
TEAMS



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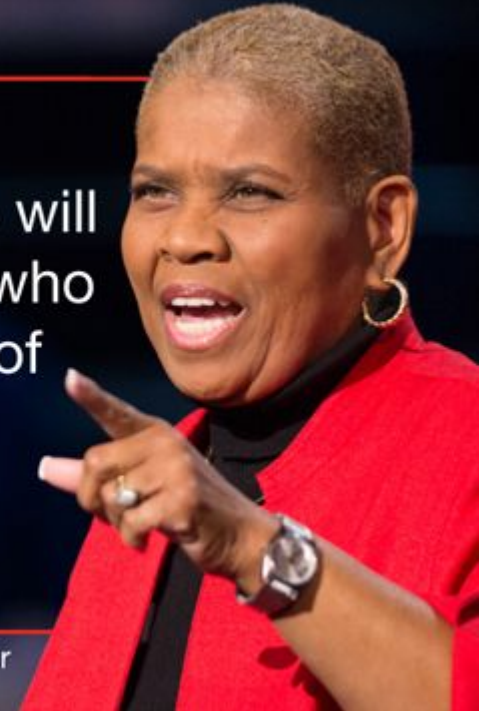




# What Are We Modeling?

"Every child deserves a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be."

- Rita Pierson, Educator



What story is the data telling?

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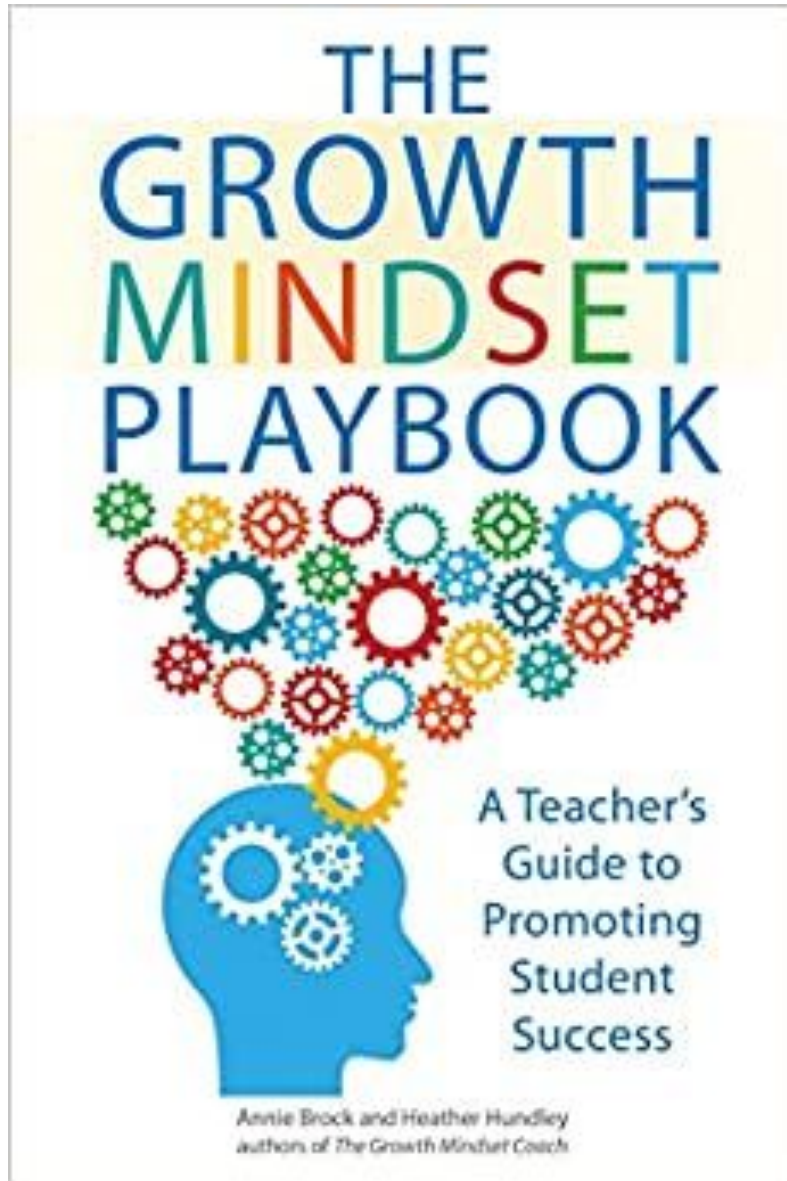
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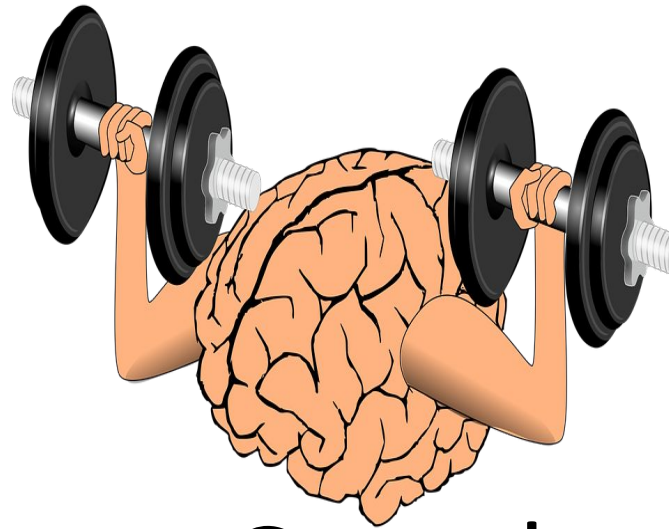
**TEAMS**



1st Year

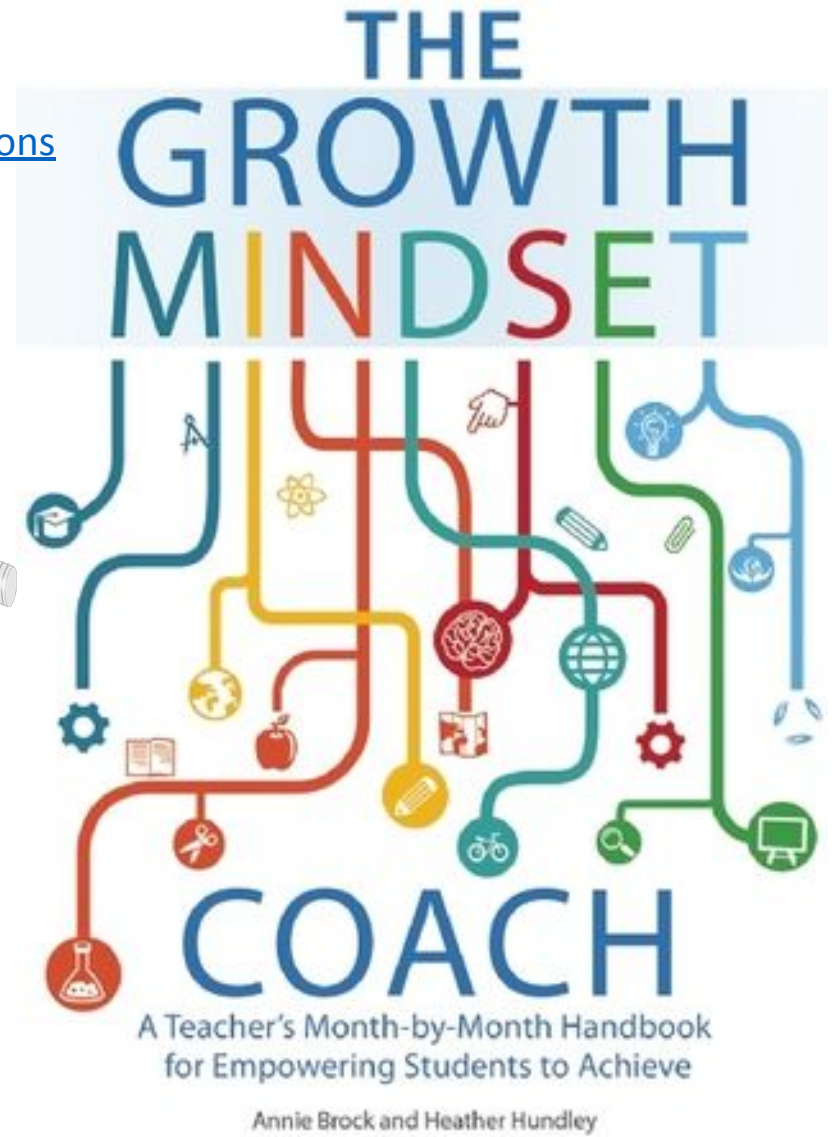


[Character Building Day-by-Day Lessons](#)



# Growth Mindset

2nd Year





- Be Bold & Be Honest!
- Create an atmosphere to be vulnerable and dialogue.
- Begin, reignite, or continue conversations.
- Set Norms for the work.
- Use Quotes
- Do the Work, Talk is Cheap!



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“  
When I claim to not  
see race, what else  
am I not seeing in my  
students?”

- Makeda Brome

In Education Week Teacher

“Hear me when I’m not trending”

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# What Do We Promote?

## How Intentional Are WE?

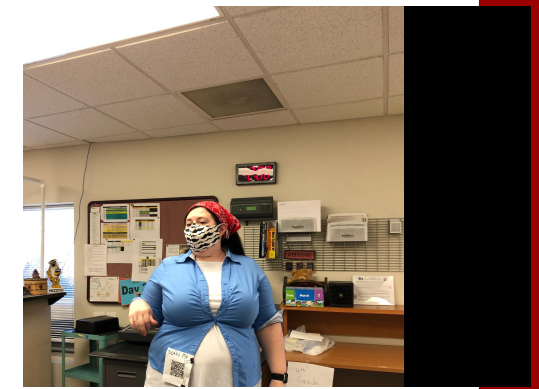
### Indian Creek's "Paws"itive Bulldogs

#### Philosophy

ICE believes that all learners will acquire the skills necessary to develop self-discipline, positive social relationships and academic success; these skills will be taught, expected, reinforced, and coached daily.



## Monthly College Spirit Days



## Literacy Spirit Week

MRS. ROSS



## 1st & 2nd Semester PBIS Bulldog Assemblies



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# Annual Parade of Nations Celebration



**Celebrating All of Us!**



# How Far Is Our Reach?



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<https://www.smore.com/u/angelaprice3>



This is important work that will positively impact all scholars and revolutionize school communities.

All administrators, teachers, and staff working in schools must be a part of the work. We are all essential and can be change makers; however, we can't wait until everyone gets on the bus. Get moving- our children are worth it!

School environments will be transformed which in turn will impact our communities and world at large.

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Another example!



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# Exemplar School:

## William Chrisman High School

Independence School District, Independence, MO

- 9th - 12th Grades
- 1370 Students
- 70% Free and Reduced Lunch
- Gold Status
- Tier 3 Implementation



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# Data at Chrisman

- [Big 5 \(+1\) Data](#) Shared Bi-Weekly
- Data Based Decision Making
- Data Analysis - including grade, gender, race



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# Side By Side Data - Sophomore Class

	2019-2020 Defiance/Disrespect	Percent of School Population
White	44%	58%
Black	30%	14%
Multi-Racial	16%	2%
Hispanic	10%	15%
Female	40%	49%
Male	60%	51%

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# Professional Development for Staff, Student Voice

- Equity Socratic Seminars
  - 9 different articles lead by teachers
  - Discussion through seminar structure
  - Jigsaw exercise through Zoom breakout rooms so all staff were exposed to all articles
- On going choice sessions during PD days with Equity session options always included
- Student presentations included in PD choice sessions
  - 2 latina students talking about the educational experience of undocumented students
  - diverse group of high school students talking about virtual educational experiences
- Upcoming book study - staff will chose one of five books, one option is *Difficult Conversations with a Black Man* by Emmanuel Acho

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# Q&A with Our Exemplar Schools

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Please drop your questions in chat!



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# References

[Equity on PBIS.org](#)

[Resource: Embedding Culturally Responsive Practices in Tier I](#)

[Resource: A 5-Point Intervention Approach for Enhancing Equity in School Discipline](#)

[Resource: PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches](#)

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# CONTACT INFORMATION

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Regional Professional Development Center

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Please complete the  
[Evaluation Survey](#)

The next session will start  
tomorrow at 9:00 a.m.

Please use the same Zoom  
meeting link to join the next  
session.