# 1B: ENHANCING STUDENT SUPPORT SYSTEMS — ADAPTING SW-PBS STRATEGIES TO SUPPORT ALL LEARNERS
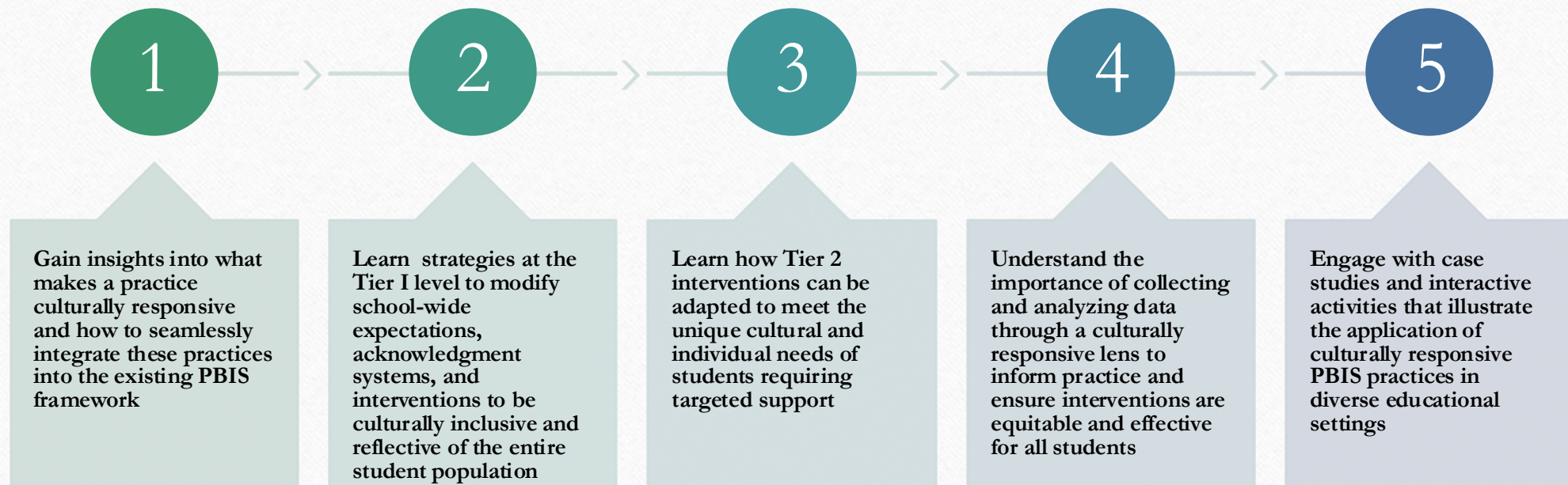
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# Learning Objectives

**1** Gain insights into what makes a practice culturally responsive and how to seamlessly integrate these practices into the existing PBIS framework

**2** Learn strategies at the Tier I level to modify school-wide expectations, acknowledgment systems, and interventions to be culturally inclusive and reflective of the entire student population

**3** Learn how Tier 2 interventions can be adapted to meet the unique cultural and individual needs of students requiring targeted support

**4** Understand the importance of collecting and analyzing data through a culturally responsive lens to inform practice and ensure interventions are equitable and effective for all students

**5** Engage with case studies and interactive activities that illustrate the application of culturally responsive PBIS practices in diverse educational settings

# Introduction to Culturally Responsive Practices (CRP)

- CRP refers to teaching practices and educational strategies that recognize and honor the cultural backgrounds of students.

- CRP is essential for creating an inclusive and supportive learning environment.

- Emphasizes relevance, engagement, and connection to students' lives.

# Expanding on Culturally Responsive Practices (CRP)

Acknowledging Cultural Backgrounds: CRP emphasizes understanding and respecting students' cultural histories and backgrounds.

- Culturally Relevant Teaching: Incorporate students lived experiences into teaching strategies, aligning learning with their cultural contexts.
- Equity-Centered: CRP addresses systemic inequities by adapting practices that support all students equally, particularly those from marginalized communities.
- Community Engagement: Strong focus on building relationships not only with students but also with their families and communities to ensure cultural contexts are understood and respected.
- High Expectations: Encourage academic excellence while recognizing and dismantling cultural barriers to success.
- Cultural Assets: Leverage students' cultural knowledge as strengths that enrich the learning experience.

# The Intersection of PBIS and CRP

- PBIS (Positive Behavioral Interventions and Supports) provides a framework for proactive and consistent behavioral support.

- Culturally Responsive Practices enhance PBIS by acknowledging diverse cultural norms and values.

- Integration ensures equity and effectiveness for all students.

- Structure, predictability, school-wide systems for behavior.

- Emphasis on positive reinforcement, data-based decision making, and multi-tiered interventions.

- **Culturally responsive behavior interventions**.

- **Equitable support systems** that reflect diverse student needs.

- **Collaborative problem-solving** involving students' cultural backgrounds in behavior management strategies.

- Focus on **cultural relevance**, **community and family engagement**, and **equity**.

- Encourages **adapting teaching and behavioral strategies** based on cultural contexts and student identities.

# What Makes a Practice Culturally Responsive?

- Recognizes students' cultural strengths as assets.

- Incorporates students' cultural references in all aspects of learning.

- Encourages cultural competence among educators and students.

- Adaptability to meet the diverse needs of all students.

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# Integrating CRP into PBIS at Tier 1

- Modify school-wide expectations to be culturally inclusive and reflective.

- Ensure acknowledgment systems and rewards respect and honor diverse cultural values.

- Adapt universal interventions to be culturally relevant and accessible.

# Samples from District CRP in TIER 1

Tier 1 Preventative Maintenance, Family and Home Visits, PBIS Assembly

# It's Assembly Time

## Modifying School Expectations to Be Culturally Responsive

Culturally responsive school-wide expectations ensure that behavioral guidelines reflect and honor the diverse cultural backgrounds of students. By recognizing cultural norms, values, and practices, schools can foster inclusivity and a positive environment where all students feel respected and supported.

**Scenario 1: Communal vs. Individual Responsibility**

*Current Expectation: Students should complete work individually without assistance.*

Modification: In some cultures, community and collaboration are highly valued. Adjust the expectation to promote both individual accountability and collaborative learning, encouraging students to work together respectfully when appropriate.

Scenario 2: Physical Proximity

*Current Expectation: Students must maintain personal space (e.g., arms-length distance).*

Modification: In cultures where physical closeness is more common, this rule may seem restrictive. Modify the expectation to focus on respectful proximity, clarifying when and where maintaining distance is essential (e.g., in lines or during class instruction).

Scenario 3: Eye Contact

*Current Expectation: Students must make eye contact when speaking to teachers.*

Modification: In some cultures, direct eye contact can be seen as a sign of disrespect. Adjust the expectation to encourage respectful communication, with alternatives like attentive listening and non-verbal cues that are culturally appropriate.

Scenario 4: Showing Respect

*Current Expectation: Students must raise their hands before speaking.*

Modification: Some students may come from cultures where showing respect is demonstrated differently,

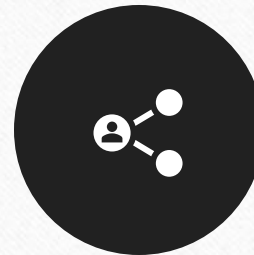**Scan me!**

# Activity: Modifying Expectations

- Break into small groups.

- Use provided scenarios to practice adapting expectations.

- Discuss how school-wide expectations can be modified to be culturally inclusive.

- Share and discuss with the larger group.

# Integrating CRP into PBIS at Tier 2

## 01

• Tailor Tier 2 interventions to meet cultural and individual needs of students.

## 02

• Examples: culturally adapted check-in/check-out systems, social skills groups.

## 03

• Emphasize relationships, trust, and cultural understanding in interventions.

# Case Study: Tier 1 Integration

## 01
- Case study of a school successfully integrating CRP into Tier 1 PBIS.

## 02
- Key adaptations: cultural references in expectations, inclusive acknowledgment systems.

## 03
- Outcomes: increased student engagement, decreased behavioral issues.

# District Tier 1 PBIS sample data

Attention Getters

Chants

Bulletin Boards

Coaching seasoned teachers to be more culturally responsive

Pictures

Community Walk

# Community Walk

# Case Study: Tier 2 Adaptation

## 01
- Example of a Tier 2 intervention adapted for cultural relevance.

## 02
- Adaptations: culturally relevant social skills curriculum, family engagement.

## 03
- Impact: improved relationships, positive behavior changes.

*Comparison of Implementation Culturally Responsive Check-in Check-out Practices*

| **Culturally Responsive Check-in Check-out + SEL Affirmations** | **Standard Check-in Check-out** |
| --- | --- |
| Talking piece regulates the dialog | Facilitator directs the dialog – particularly in the early stages |
| Explicit discussion of values before discussing issues | No discussion of values |
| Teacher/student creation of guidelines | Facilitator provides ground rules |
| Do not jump directly to the issues | Process goes directly to the facilitator to identify the issues |
| Deliberate marking of the space as a space that is not judgmental, or accusatory, or one of assumptions | No use of marking the space but rather opening and closing consistent with pre-meetings |
| Facilitator is also a participant | Facilitator does not participate as a stakeholder |

# Using Data with a Culturally Responsive Lens

- Data collection should reflect diverse cultural contexts.

- Use disaggregated data to identify disparities and inform practice.

- Ensure data analysis is equitable and culturally responsive.

| Student | Teacher | Grade | Age (Years) | Sex | Race | Special Education Status | Free and Reduced-Price Lunch | BASC-3 BESS | | FACTS Function | Student Shape on Figure 1 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | | | | | | | Externalizing | Internalizing | | |
| 1 | A | PK | 4.8 | Female | Black | Autism | Yes | Elevated | Extremely Elevated | Attention | Triangle |
| 2 | A | PK | 4.8 | Male | Black | Specific Learning Disability | Yes | Elevated | Extremely Elevated | Attention | Square |
| 3 | C | 1 | 7.5 | Male | Black | Speech | Yes | Elevated | Extremely Elevated | Escape | Triangle |
| 4 | C | 1 | 7.4 | Female | Black | N/A | Yes | Extremely Elevated | Elevated | Attention | Square |
| 5 | C | 1 | 7.3 | Male | Black | N/A | Yes | Elevated | Extremely Elevated | Attention | Diamond |
| 6 | B | 1 | 7.5 | Male | Black | N/A | Yes | Elevated | Extremely Elevated | Attention | Triangle |
| 7 | B | 1 | 7.2 | Male | Black | Specific Learning Disability | Yes | Elevated | Elevated | Attention | Square |
| 8 | D | 2 | 8.6 | Male | Black | N/A | Yes | Extremely Elevated | Elevated | Escape | Triangle |
| 9 | D | 2 | 7.9 | Male | Black | N/A | Yes | Elevated | Elevated | Escape & Attention | Square |
| 10* | D | 2 | 8.1 | Male | Black | N/A | Yes | Extremely Elevated | Elevated | Escape | N/A |
| 11** | E | 2 | 8.1 | Male | Black | N/A | Yes | Extremely Elevated | Elevated | Attention | N/A |

Note. PK= Pre-Kindergarten; N/A = Not Applicable; BASC-3 BESS = Behavioral Assessment System for Children Third Edition (BASC-3) Behavior and Emotional Screening System; Functional Assessment Checklist for Teachers and Staff = FACTS; * = the school requested they be dropped from the study due to attendance; ** moved to a classroom with a nonconsenting teacher.

| Teacher | Grade Level | Sex | Race | Highest Degree Awarded | Number of Years in Teaching | Number of Years in Current Position | Primary Data Collection Period Subject |
|---|---|---|---|---|---|---|---|
| Teacher A | Pre-Kindergarten | Female | Biracial (Black, White) | Masters | 16 | 14 | English Language Arts |
| Teacher B | First | Female | White | Masters | 5 | 5 | English Language Arts |
| Teacher C | First | Female | Black | Masters | 29 | 1 | English Language Arts |
| Teacher D | Second | Female | Black | Masters | 27 | 8 | Math |
| Teacher E | Second | Female | White | Masters | 19 | 18 | Math |

*Note*. Teacher E had one student participant, and that student was dropped from the study by the school; therefore, she was also

dropped from the study. Her information is included in this table for reference.

*Raw Score Differences Between SSIS-SEL-T Pre-test and Post-test*

| Student | Grade | Self-Awareness | | | Self-Management | | | Social Awareness | | | Relationship Skills | | | Responsible Decision Making | | | Difference Total Score |
|---------|-------|-----|------|------|-----|------|------|-----|------|------|-----|------|------|-----|------|------|------|
| | | Pre | Post | Diff | Pre | Post | Diff | Pre | Post | Diff | Pre | Post | Diff | Pre | Post | Diff | |
| 1 | Pre-K | 19 | 19 | 0 | 19 | 28 | 9 | 12 | 15 | 3 | 21 | 28 | 7 | 16 | 16 | 0 | 19 |
| 2 | Pre-K | 15 | 17 | 2 | 22 | 27 | 0 | 15 | 14 | -1 | 25 | 31 | 6 | 13 | 18 | 5 | 10 |
| 3 | 1 | 7 | 9 | 2 | 13 | 14 | 1 | 7 | 8 | 1 | 7 | 9 | 2 | 6 | 12 | 6 | 12 |
| 4 | 1 | 14 | 15 | 1 | 8 | 13 | 5 | 8 | 9 | 1 | 21 | 26 | 5 | 11 | 11 | 0 | 12 |
| 5 | 1 | 15 | 16 | 1 | 16 | 17 | 1 | 8 | 16 | 8 | 22 | 28 | 6 | 9 | 13 | 4 | 20 |
| 6 | 1 | 8 | 12 | 4 | 7 | 24 | 17 | 3 | 7 | 4 | 15 | 23 | 8 | 10 | 12 | 2 | 35 |
| 7 | 1 | 14 | 16 | 2 | 14 | 21 | 7 | 14 | 13 | -1 | 19 | 24 | 5 | 12 | 14 | 2 | 15 |
| 8 | 2 | 16 | 14 | 2 | 19 | 21 | 3 | 10 | 9 | -1 | 22 | 23 | 1 | 13 | 14 | 1 | 6 |
| 9 | 2 | 18 | 18 | 0 | 21 | 20 | -1 | 11 | 12 | 1 | 22 | 22 | 0 | 8 | 11 | 3 | 3 |

*Note.* SSIS-SEL-T = Social Skills Improvement System Rating Scales-Social Emotional Learning Edition-Teacher.

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Student Rate of Externalizing Behavior

2nd Grade Teacher D

Pre-Kindergarten Teacher C

1st Grade-Teacher C

1st Grade-Teacher B
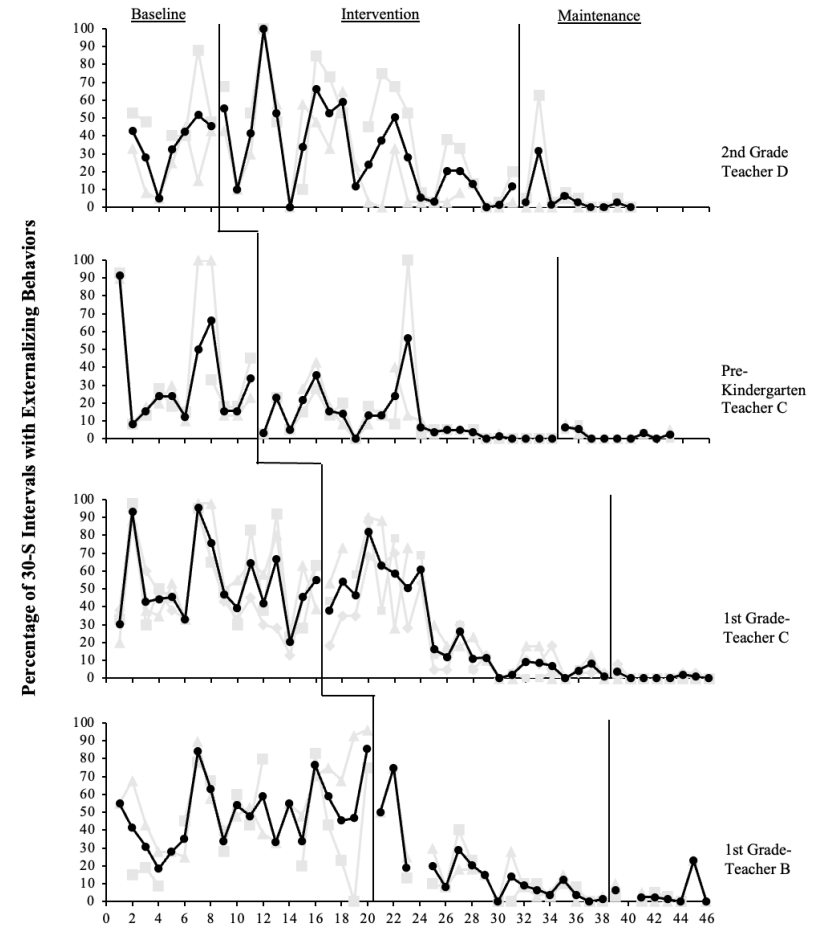
*Note.* Percentage of 30-s intervals with externalizing behavior per 20-min session. Triangle, square, and diamond represent a different student within the tier. Dark bolded line represents mean rate of externalizing behavior across student participants within the class.

# Challenges and Solutions

Share experiences regarding family and community support of Tier 2/Tier 3 Practices

- Common challenges: resistance to change, lack of resources, attendance cultural misunderstandings.

- Solutions: ongoing training, community partnerships, culturally responsive resources, preventative maintenance, email and text blast, picking up students due to transportation issues.

- Support and empower educators to implement CRP effectively.

### Daily Affirmation Poem/Chant

I am kind, I am smart- I always do my part,
I am strong, I am brave- Just watch the road I pave,
I'm a bucket filler, I am loved- By everyone and up above,
I can do hard things; I am a good friend-
I'll stick with you until the end, I am amazing, I am incredible- I'm truly unforgettable,
I am unique, I am me- The only way to be!


### Daily Affirmation Poem/Chant with Gestures

I am kind, I am smart (make smile in front of lips with fingers, tap both sides of head)
I always do my part (point thumbs to chest)
I am strong, I am brave (make muscle with right arm, make muscle with left arm)
Just watch the road I pave (both hands in front flat, move like down a road)
I'm a bucket filler, I am loved (pretend to hold bucket & fill w/other hand, hands over your heart)
By everyone and up above, (raise the roof motion)
I can do hard things, (make fists & wrists on top of each other)
I am a good friend-(pinky Promise)
I'll stick with you until the end, (hands together interlocking fingers)
I am amazing, I am incredible-(spirit fingers, superhero flying pose)
I'm truly unforgettable, (mind blown gesture)
I am unique, I am me-(frame face with finger, thumbs point to chest)
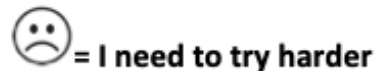The only way to be! (both arms up in the air- you can add a jump if you wish)
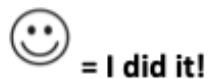
Name _____     Date _____

Total Points possible:  **40**

☺ = I did it!

😐 = I needed reminders.

My goal today: _____

☹ = I need to try harder

I am working for: _____

| School Rules | Morning | | Midday | Lunch | | Mid Afternoon | End of Day |
|---|---|---|---|---|---|---|---|
| **Respectful** | ☺😐☹ | | ☺😐☹ | ☺😐☹ | | ☺😐☹ | ☺😐☹ |
| **Responsible** | ☺😐☹ | | ☺😐☹ | ☺😐☹ | | ☺😐☹ | ☺😐☹ |
| **Engaged in Learning** | ☺😐☹ | | ☺😐☹ | ☺😐☹ | | ☺😐☹ | ☺😐☹ |
| **Safe Hands** | ☺😐☹ | | ☺😐☹ | ☺😐☹ | | ☺😐☹ | ☺😐☹ |
| Start & Stop Time | | | | | | | |

Points earned: _____

Did I meet my goal?          Yes!              Try again tomorrow

Affirmation of the Day:

# Interactive Discussion: Sharing Ideas

## Open Discussion

- Guided Questions

Share experiences and strategies for integrating CRP with PBIS.

1. What challenges have you faced in implementing CRP?

2. How have you adapted PBIS practices to be more culturally responsive?

Group sharing and reflection.

# Developing Practical Strategies

- Small group activity: create action plans for integrating CRP into PBIS.

- Discuss in groups and develop concrete strategies.

- Share action plans with the larger group.

# Questions and Answers

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