Acknowledgements

- Land Acknowledgment
  - One resource for learning more: https://native-land.ca/

Our Assumptions

- Center on PBIS Equity Workgroup (2021-22)
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- PBIS
  - Familiarity with basics of the framework
  - Implementing or supporting classroom PBIS systems
  - Equity in school discipline
    - Understanding the challenge
    - Commitment to equity
Overview of this Session

1. Introduce the ideas of **equity** and **cultural responsiveness** within a PBIS approach
2. Explore how we can ensure **equity in access** to classroom acknowledgment
3. Share strategies for making classroom acknowledgment systems more **culturally responsive**
4. Answer your questions

Handouts: [https://www.pbis.org](https://www.pbis.org)

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**CORE PRACTICES** of schoolwide PBIS

1. DEFINE
   - schoolwide expectations (i.e., social competencies)
2. TEACH & PRACTICE
   - expectations
3. ACKNOWLEDGE
   - prosocial behavior
4. RESPOND INSTRUCTIONALLY
   - to unwanted behavior
5. MAKE DECISIONS
   - based on data

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**A 5-point Intervention Approach to Enhance Equity in School Discipline**

February 2018

Discipline disproportionality is one of the most significant problems in education today. (Cooper, Biba, & Stainback, 2014) U.S. Government Accountability Office, 2013. The results of decades of research consistently show that students of color, particularly African American students, are over-represented, and those with disabilities are at significantly increased risk for receiving exclusionary discipline practices, including office discipline referrals and suspensions. (p. 32, Mokros et al., 2012, U.S. Department of Education, Office of Special Education and Rehabilitative Services, 2017, U.S. Department of Education, Office of Civil Rights, 2016). Over the past several years, the American Academy of Pediatrics, American Academy of Child and Adolescent Psychiatry, and the American Academy of Neurology have all issued statements indicating that these disparities may arise from a variety of factors, including but not limited to race, socioeconomic status, and the educational environment.

**Components of Effective Intervention to Prevent and Reduce Disproportionality**

1. **Collect, Use, and Report** Disaggregated Discipline Data
   - Identify school-wide patterns of discipline, and develop a school-wide data collection system that includes disaggregated data on student demographics, behavior, and discipline outcomes.

   - Develop a school-wide data collection system that includes disaggregated data on student demographics, behavior, and discipline outcomes.

2. **Implement a behavior framework** that is preventive, multi-tiered, and culturally responsive
   - Develop a behavior framework that is preventive, multi-tiered, and culturally responsive.

3. **Use engaging academic instruction** to reduce the opportunity (achievement) gap
   - Use engaging academic instruction to reduce the opportunity (achievement) gap.

4. **Develop policies** with accountability for disciplinary equity
   - Develop policies with accountability for disciplinary equity.

5. **Teach strategies to neutralize implicit bias**
   - Teach strategies to neutralize implicit bias.

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[https://www.pbis.org/topics/equity](https://www.pbis.org/topics/equity)
What are we talking about?

**Equity in evidence-based practices**
- Providing students with equitable access to established EBPs
  - Behavior-specific praise
  - Opportunities to respond

**Cultural responsiveness**
- Adaptation of existing systems to better meet the needs, values, and strengths of students, families, communities
  - Language
  - Visual representations
  - Relevance
  - Instructional methods
  - Voice and choice
  - Co-creation of systems

(adapted from Bernal et al., 1995)

Which PBIS features are most predictive of racial equity in school discipline?

- Significant predictors of decreased disproportionality:
  - Regular use of data for decision making
    (Tobin & Vincent, 2011)
  - Implementation of classroom PBIS systems
    (Tobin & Vincent, 2011)
  - Use of formal reward systems
    (Barclay, Castillo, & Kincaid, in press; Tobin & Vincent, 2011)

"as much as I could, I tried to find the good, and praise it."

Alex Haley

**CORE PRACTICES** of schoolwide PBIS

3. ACKNOWLEDGE prosocial behavior
3. ACKNOWLEDGE

ON-GOING ACKNOWLEDGEMENT of PROSOCIAL BEHAVIOR

Every faculty and staff member acknowledges PROSOCIAL behavior

5:1
+ / -

Thought Experiment

1. List the 5 students with whom you have the “best/easiest relationships.”
2. List the 5 students with whom you have the “most challenging relationships.”
3. Note what patterns you see in the groups.
   - Similar to each other?
   - Different from you?

Increasing Equity in Praise:
Assessing equity in use of praise

- 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., in press; Knochel et al., in press; Scott et al., 2019)
  - Coaching can increase equity in praise and reprimands (Gion et al., in press; Knochel et al., in press)

EQUITY STRATEGIES

- Increase equity in praise
  - Assess and increase equity in use with students
- Increase cultural responsiveness
  - Get to know you activities
  - Praise preference assessment
  - Planned praise
  - Non-contingent acknowledgment
1. Define
2. Teach & Practice
3. Acknowledge
4. Respond Instructionally
5. Make Decisions
1. DEFINE
2. TEACH & PRACTICE
3. ACKNOWLEDGE
4. RESPOND INSTRUCTIONALLY
5. MAKE DECISIONS

Provide Specific Praise for Shawn
1. Define
2. Teach & Practice
3. Acknowledge
4. Respond Instructionally
5. Make Decisions
Get Positive!

- **Android:**

- **iOS:**
Ask the Audience

- What 1 to 3 words would you use to describe Cultural Responsiveness?

Cultural Responsiveness according to Geneva Gay

“Using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them. It teaches to and through the strengths of these students.”

PBIS Cultural Responsiveness Field Guide
(Leverson et al., 2021)

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

https://www.pbis.org/resource/pbis-cultural-responsiveness-field-guide-resources-for-trainers-and-coaches
3. ACKNOWLEDGE

prosocial behavior

EQUITY STRATEGIES

Increase equity in praise
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Increase cultural responsiveness
- Get to know you activities
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- Non-contingent acknowledgment

GET TO KNOW YOU ACTIVITIES


Strengths & Interests Assessments

Why use it?

Students DON'T CARE HOW MUCH YOU KNOW, until they KNOW HOW MUCH YOU CARE.

- John C. Maxwell
**Strengths & Interests Assessments: Possible Items**

- **Background**
  - Do you have a nickname?
  - Who do you live with/takes care of you/knows you best?
  - What languages are spoken in your home?

- **Strengths**
  - Something I’m good at is…
  - Something I want to get good at is…
  - Something I like to do outside of school is…
  - Something I’m proud of about…
    - Myself…
    - My family…
    - My culture…

- **Interests**
  - Who is your hero?
  - What do you want to be when you grow up?
  - Who is your favorite musician?
  - What makes you laugh?
  - What is your biggest fear?
  - If you could eat one thing for the rest of your life, what would it be?

- **Support**
  - The things I most need help with are:
  - The things that get me angry are:
  - To be even more successful, here is the help I need from you:
  - If I’m not doing what you want, I respond best when you tell me this way:
Strengths & Interests Assessments:
Options
- Administer to everyone
- Administer to a few
- Use as 1-on-1 interview
- Use as reciprocal interview
- Drip a question a week

CORE PRACTICES of schoolwide PBIS

3. ACKNOWLEDGE

EQUITY STRATEGIES

Increase equity in praise
- Assess and increase equity in use with students

Increase cultural responsiveness
- Get to know you activities
  - Praise preference assessment
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PRAISE PREFERENCE ASSESSMENT


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 behaviors

- Could be in survey or interview formats

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: Resources


Customize student options based on your existing (or acceptable) acknowledgment options
Praise Preference Assessment:

2. Ask students to rate the options
   - Could circle/cross out, rate from 1-5, etc.

   ![Rating Sheet]

3. Review results to improve
   - REVIEW individual responses to tailor praise
   - REVIEW class-wide responses to adjust schoolwide/classroom systems

Resources

Big Ideas
- Students like and dislike different types of praise (just like adults!)
- Use to improve your relationships with students and classroom acknowledgement systems
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,


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PLANNED PRAISE

What is it?

- A strategy for acknowledging a student or group of students for whom student-adult relationships could be improved
- Brainstorming a set of possible praise statements ahead of time to increase positive interactions

**Planned Praise:**

**Why do it?**

- Praise is a powerful tool for improving behavior
- Because it is so effective, it is important to:
  - Use it with all students
  - Identify students who need more positive interactions
  - Use specific strategies to increase positive feedback

**Planned Praise:**

**How do we do it?**

**Steps**

- Identify a group that could benefit from more praise and specific students from that group
- Create a glossary of strengths to praise
- Plan effective and culturally/developmentally appropriate praise statements
- Pick a time when to use them
- Do it!

**Planned Praise:**

**1. Identify a group and students**

1. **Group**
   - With high rates of ODRs (or disproportionate ODRs)
2. **Students**
   - With high rates of ODRs
   - With few positive relationships with adults in school

**Example Praise Plan**

<table>
<thead>
<tr>
<th>Student</th>
<th>Unwanted Behavior</th>
<th>Strength</th>
<th>Praise Statement</th>
<th>Planned Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andre</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>D’Shawn</td>
<td></td>
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<tr>
<td>Finley</td>
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### Planned Praise: Example Praise Plan

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<th>Strength</th>
<th>Praise Statement</th>
<th>Planned Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andre</td>
<td>none</td>
<td>Transitions quickly</td>
<td>Public praise (e.g., &quot;Thank you Andre for showing us the way&quot;)</td>
<td></td>
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<tr>
<td>DeShawn</td>
<td>Argues with adults about fairness</td>
<td>Looks out for others</td>
<td>Quiet praise with ticket (e.g., head nod)</td>
<td></td>
</tr>
<tr>
<td>Finley</td>
<td>Talkative, loud</td>
<td>A good friend</td>
<td>Quiet microaffirmation (e.g., &quot;you're a good friend&quot;)</td>
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</table>
Planned Praise:
4. Pick a Time to Use Them

- Select times when:
  - Students are most likely to show their strengths
  - Students might need additional encouragement (e.g., before difficult activity)
  - It is easy to remember to provide praise statements (e.g., beginning of lesson)

Planned Praise:
Example Praise Plan

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<tbody>
<tr>
<td>Andre</td>
<td>none</td>
<td>Transitions quickly</td>
<td>Public praise (e.g., “Thank you Andre for showing us the way”)</td>
<td>Transition into 1st period Math</td>
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<tr>
<td>DiShawn</td>
<td>Argues with adults about fairness</td>
<td>Looks out for others</td>
<td>Quiet praise with ticket (e.g., head nod)</td>
<td>After whole-group teacher instructions</td>
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<tr>
<td>Finley</td>
<td>Talkative, loud</td>
<td>A good friend</td>
<td>Quiet microaffirmation (e.g., “you're a good friend”)</td>
<td>Small group work</td>
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Planned Praise:
5. Do it!

- Use the praise statements consistently, especially at first to build the relationship (e.g., at least once a day for 10 days)
- Vary as needed to expand the range of desired behaviors

Planned Praise:
Tips for Success

- Tailoring for your students
  - To build the glossary, ask students’ family members for strengths they would like to be encouraged
  - Use a praise preference assessment to identify preferred praise statements (e.g., public vs. private)

Evaluate praise plan implementation: Try using this simple form for the first 10 days of your praise plan: | Mon | Tues | Wed | Th | Fri | Mon | Tues | Wed | Th | Fri | Yes | No |
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</table>
**Planned Praise: Tips for Success**

- Use a system to help prompt you to use it consistently
  - Phone reminder
    - Be+ app: [https://www.pbis.org/announcements/track-positive-reinforcement-with-our-be-app](https://www.pbis.org/announcements/track-positive-reinforcement-with-our-be-app)
  - Visual signal
    - Poster
    - Sticker
    - Note in lesson plan

**Planned Praise: Worksheet**

1. Pick 1 to 3 students for planned praise
2. Complete the form
3. Discuss as a team
4. Share out

**CORE PRACTICES of schoolwide PBIS**

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**NON-CONTINGENT ACKNOWLEDGMENT**

- Assess and increase equity in use with students
- Get to know you activities
- Praise preference assessment
- Planned praise
- Non-contingent acknowledgment
Positive Greetings

Stand at the door as students arrive and:
1. Greet them by name
2. Say something positive or neutral
3. Direct to the first activity

https://www.pbis.org/resource/positive-greetings-at-the-door

Share one takeaway you’ll use to increase equity in acknowledgement this winter.

Contact Information

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NCSER (R324A170034)