



## Making School Behaviour Systems More Culturally Responsive and Equitable

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## Acknowledgements

- Land Acknowledgment

- ☐ Gadigal clan of the Eora Nation
- ☐ One resource for learning more: <https://native-land.ca/>

The research reported here was supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R324A170034 to the University of Oregon. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education.

## Acknowledgements



- Center on PBIS Equity Workgroup (2021-22)

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|---|---|---|
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## Give me 5

- How well do you know PBIS?





## Want to learn more about PBIS?

<https://pbissmissouri.org/tier-1-courses/>



## Status Questions: How much do you agree?



1. I am **aware** of my personal biases.
2. I am **concerned** about the consequences of bias in education.
3. I have **effective strategies** for reducing bias in educational decisions.



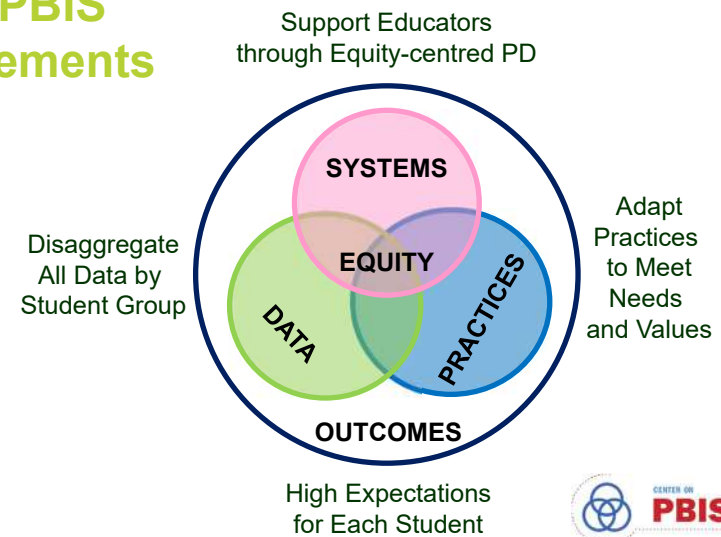
(Devine et al., 2012)



## Overview of Today's Session

1. Introduce an **equity-centred PBIS approach**
2. Share **strategies** for making schoolwide behaviour support systems more culturally responsive
  1. Defining expectations
  2. Teaching and practicing expectations
  3. Acknowledging prosocial behaviour
  4. Responding instructionally to unwanted behaviour
  5. Using data for decision making
3. Answer **questions** at the end

## PBIS Elements



## Effects of Equity-centred PBIS on Racial Equity in School Discipline



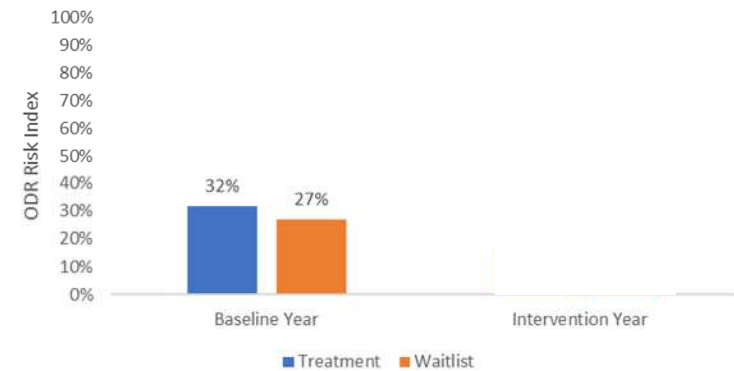
- Fox et al., 2021
- Gion et al., 2022
- McIntosh et al., 2018
- McIntosh et al., 2021a
- McIntosh et al., 2021b
- Muldrew & Miller, 2021
- Payno-Simmons, 2021
- Swain-Bradway et al., 2019

## Equity-centred PBIS RCT Outcomes

(McIntosh et al., 2021)



ODR Risk Index: Black Students

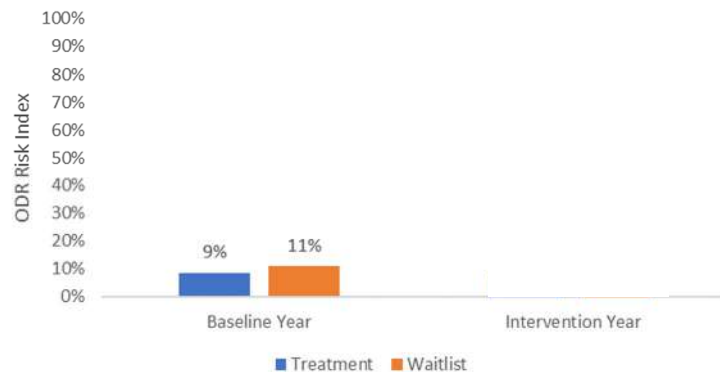


## Equity-centred PBIS RCT Outcomes

(McIntosh et al., 2021)



ODR Risk Index: Non-Black Students

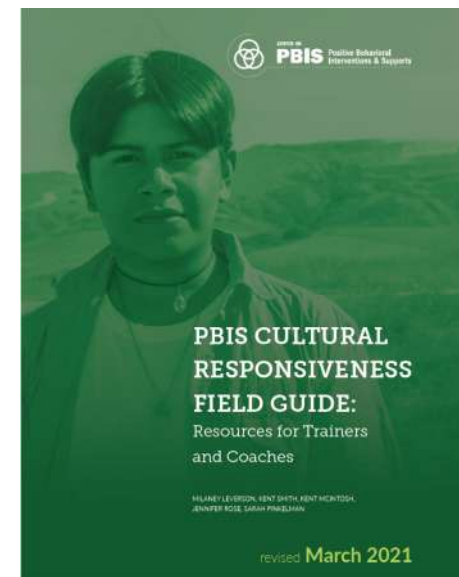


## PBIS Cultural Responsiveness Field Guide

(Levenson et al., 2021)

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

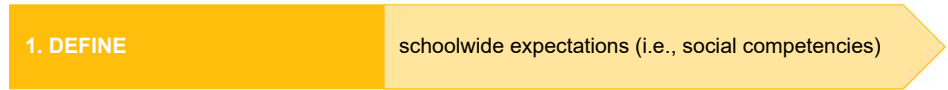
<https://www.pbis.org/topics/equity>



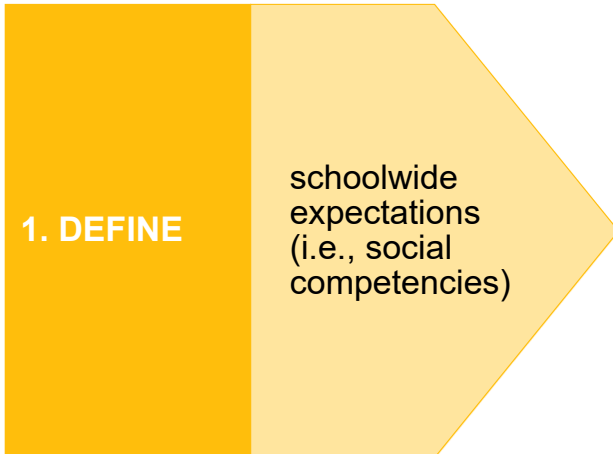
## CORE PRACTICES of schoolwide PBIS



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### CRITICAL FEATURES of EFFECTIVE SCHOOLWIDE EXPECTATIONS

- Small number (2-5)
- Memorable
- Broad (Cover all expected behaviours)
- Positively stated
- Culturally relevant



## Cheetah PRIDE Students are ...

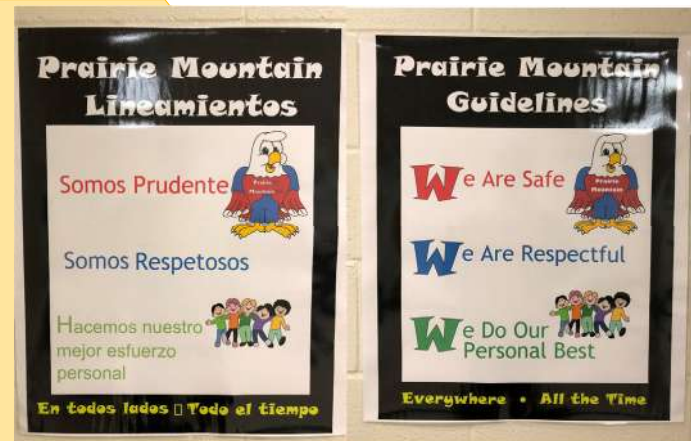
- 🐾 SAFE
- 🐾 RESPECTFUL
- 🐾 able to FOLLOW DIRECTIONS

Ensure expectations are helpful beyond school!

## CORE PRACTICES of schoolwide PBIS



### 1. DEFINE



## Bernard Elementary Chilliwack School District Positive Behaviour Support Program



- S** BE SAFE AND REMIND OTHERS TO BE SAFE  
WALK IN CLASS  
KEEP HANDS/FEET OFF  
TAKE CARE OF YOUR BELONGINGS  
FOLLOW DIRECTIONS IN GYM  
FOLLOW RULES ON PLAYGROUND
- P** PRACTICE PEACE  
MAINTAIN A QUIET PEACEFUL ATMOSPHERE  
ALLOW OTHERS TO WORK  
WAIT FOR YOUR TURN TO SPEAK  
USE YOUR HAND FOR RECOGNITION
- A** KEEP A POSITIVE ATTITUDE  
BE READY FOR WORK  
LISTEN AND FOLLOW INSTRUCTIONS  
COMPLETE ASSIGNMENTS  
ASK QUESTIONS IN A POSITIVE MANNER  
USE YOUR TIME WISELY
- R** SHOW RESPECT  
FOLLOW CLASS PROCEDURES/RULES  
SPEAK IN A POSITIVE MANNER  
FOLLOW DIRECTIONS  
WORK INDEPENDENTLY  
BE POLITE  
RESPECT DIFFERENCES
- K** BE KIND TO OTHERS  
BE SENSITIVE TO OTHERS' FEELINGS  
REMEMBER YOUR MANNERS  
WELCOME AND SHOW KINDNESS TO OUR VISITORS  
SMILE







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## CORE PRACTICES of schoolwide PBIS



1. DEFINE schoolwide expectations (i.e., social competencies)

2. TEACH & PRACTICE expectations



## The Personal Matrix

A ReACT Strategy  
*Teach*

## Personal Matrix

- A whole-class student activity similar to the existing schoolwide behaviour matrix
- The tweak:
  - Take school expectations and have students...
    - Add examples at home
    - Add examples in community



Expectation	At SCHOOL it looks like...	At HOME it looks like...	With my FRIENDS it looks like...
We are Safe	<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>		
We are Respectful	<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>		
We are Responsible	<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>		

## Personal Matrix: Lesson Plan

1. Ask students about the purpose of expectations.
2. Review the schoolwide expectations and specific examples with students.
3. Ask students to fill in multiple examples of following each of the expectations at home.
4. Ask students to write down multiple examples of how their friends expect them to behave.
5. Ask students to share similarities and differences in expectations across settings.
6. Have students turn in matrices for review.
7. Return the matrices to students for their personal reference.



Expectation	At SCHOOL it looks like...	At HOME it looks like...	With my FRIENDS it looks like...
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Expectation	At SCHOOL it looks like...	At HOME it looks like...	With my FRIENDS it looks like...
We are Safe	<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>
We are Respectful	<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>
We are Responsible	<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>

## Personal Matrix: Lesson Plan Variations

- Use as a one-on-one interview
- Share in small groups
- Have students draw expectations

## Activity: Complete Your Own Personal Matrix



1. Add the schoolwide expectations and "AT SCHOOL" examples for your school
  2. Complete the "AT HOME" column with examples for each expectation for you **personally**
  3. Complete the "WITH MY FRIENDS" column the same way
- How clear are you on this task?



## Discussion Question



- What do you think you might see on students' personal matrices?
  - What might be similar or different from school:
    - at home
    - in their community



	SCHOOL	HOME	NEIGHBORHOOD
<b>SAFETY</b>	What does safety look like/sound like at school? • No threats • No bullying • No running in the hallway	What does safety look like/sound like at home? • No threats • No undesired beatings • No fears	What does safety look like/sound like in your neighborhood? • No yelling • No cars where there is traffic • No scary trailers people
<b>RESPECT</b>	What does respect look like/sound like at school? • No insults • No graffiti • No cursing	What does respect look like/sound like at home? • No back talking • No curses • Listen to the rules	What does respect look like/sound like in your neighborhood? • No graffiti • Clean streets • No yelling
<b>RESPONSIBILITY</b>	What does responsibility look like/sound like at school? • Doing your homework • Doing your work • Returning your books	What does responsibility look like/sound like at home? • Clean your room • Show up for dinner • Go to bed on time	What does responsibility look like/sound like in your neighborhood? • Cleaning the street • Not fighting your neighbors • No yelling



	AT SCHOOL It looks like...	At HOME It looks like...	With my FRIENDS It looks like...
<b>Responsible</b>	Hands & feet in yourself Clean up Homework Done Don't mess with the food Don't mess with the food Don't mess with the food	Have a Way Home When my friend is home	When my friend is home When my friend is home When my friend is home
<b>Respectful</b>	Clean up Homework Done Don't mess with the food Don't mess with the food Don't mess with the food	I go to bed with my mom I go to bed with my mom I go to bed with my mom	I go to bed with my mom I go to bed with my mom I go to bed with my mom
<b>Ready</b>	Clean up Homework Done Don't mess with the food Don't mess with the food Don't mess with the food	I go to bed with my mom I go to bed with my mom I go to bed with my mom	I go to bed with my mom I go to bed with my mom I go to bed with my mom

One Team.....One Goal.....For Student Success!

	At SCHOOL It looks like...	At HOME It looks like...	With my FRIENDS It looks like...
<b>Responsible</b>	Hands & feet in yourself Clean up Homework Done Don't mess with the food Don't mess with the food Don't mess with the food	Have a Way Home When my friend is home	When my friend is home When my friend is home When my friend is home
<b>Respectful</b>	Clean up Homework Done Don't mess with the food Don't mess with the food Don't mess with the food	I go to bed with my mom I go to bed with my mom I go to bed with my mom	I go to bed with my mom I go to bed with my mom I go to bed with my mom
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One Team.....One Goal.....For Student Success!

**Responsible**

I'm responsible at home when I'm outside burning sticks.

**Ready**

I'm ready when I get dressed to go to bed.

**Respectful**

I'm respectful because my mom told me to sweep.



**Respectful**

I'm respectful when my daddy says go I walk down stairs.

**Responsible**

I'm responsible when I help my dad do laundry.

**Ready**

I'm ready by getting dressed to go to my dad's friend.



## Personal Matrix: A Teacher's Perspective



## Review your Matrices



- What was consistent with what you expected?
- What was surprising?
- What was something positive you saw?

## Personal Matrix: Interpreting the Personal Matrix



- Where are there similarities across school and home/neighborhood?
- Where are there differences?

## Personal Matrix: Interpreting the Personal Matrix



- For the differences between school and other settings:
  1. Are the “different” school rules necessary for positive student development?
    - ☐ **NO:** Change the rules to align more with home and neighborhood
    - ☐ **YES:** Acknowledge explicitly and provide additional teaching, practice, and acknowledgment

# Personal Matrix: Resources

<http://bit.ly/PM-overview>

**PBIS** Positive Behavioral Interventions & Supports  
www.pbis.org

October 2015

## PERSONAL MATRIX: TIPS FOR SUCCESS

The personal matrix can be a powerful tool for teaching expected behaviors, long after the activity is completed. Here are some tips for maximizing the benefits of the personal matrix throughout the year:

- **Give matrices back to students.** Return the completed matrices to students for their reference. They can go somewhere convenient like in their planners. Keep a copy for your own reference as well.
- **Comment and compliment on students' high standards at home or with friends.** If students list multiple responsibilities at home (e.g., caretaking of siblings), acknowledge their responsibilities.
- **Find ways to reframe unwanted behaviors as strengths.** Some behaviors may be valued outside of school (e.g., a witty comeback at the wrong time can still be acknowledged as creative). By describing these behaviors as strengths in other settings, you can improve relationships.

### ADDRESSING SIMILARITIES IN EXPECTATIONS ACROSS SETTINGS

- **Use language from home or with friends to reinforce similarities with school.** Comment on the similarities you see across settings in their matrices.  
**EXAMPLE:** Connect the responsibility of cleaning their desk to the chore of cleaning their bedroom.
- **Modify your classroom matrix.** If the same ideas are shared across many students, consider using their language for the same ideas in the classroom.  
**EXAMPLE:** Add student sayings to the matrix (e.g., "love your hater" in place of "use respectful words").

### ADDRESSING DIFFERENCES IN EXPECTATIONS

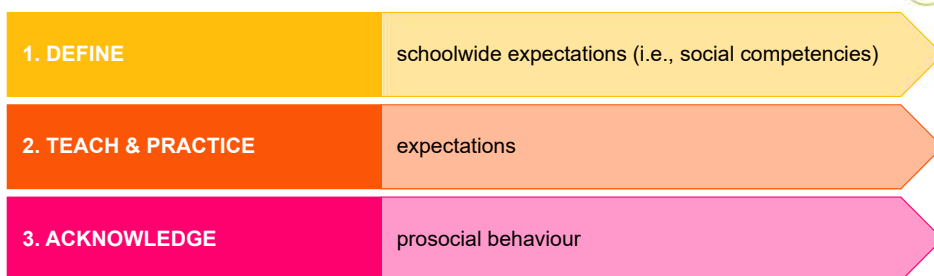
- **Explicitly acknowledge any differences.** Explain that we are asking students to behave differently at school and why the differences are necessary.  
**EXAMPLE:** Looking the other way when they are bullying may be effective for staying safe outside of school. Students will need to learn how and why we want them to intervene as bystanders.
- **Reinforce "problem" behavior as "not for school."** Instead of calling behavior that may be valued and reinforced outside of school as "wrong," we can clarify that we are asking students to do things differently than their family members or friends expect.  
**EXAMPLE:** Students may see it as "right" to fight when they are insulted. Telling them there is another way at school may be more effective than saying fighting is always wrong.
- **Teach and practice different behaviors.** Because students may be fluent in "not for school" behaviors, it is important to continually teach what is expected at school and assure students will make mistakes.  
**EXAMPLE:** Use the completed personal matrix as a visual support for coaching students on adjusting behavior to meet different expectations in different settings.

Positive Behavioral Interventions & Supports (PBIS)  
www.pbis.org

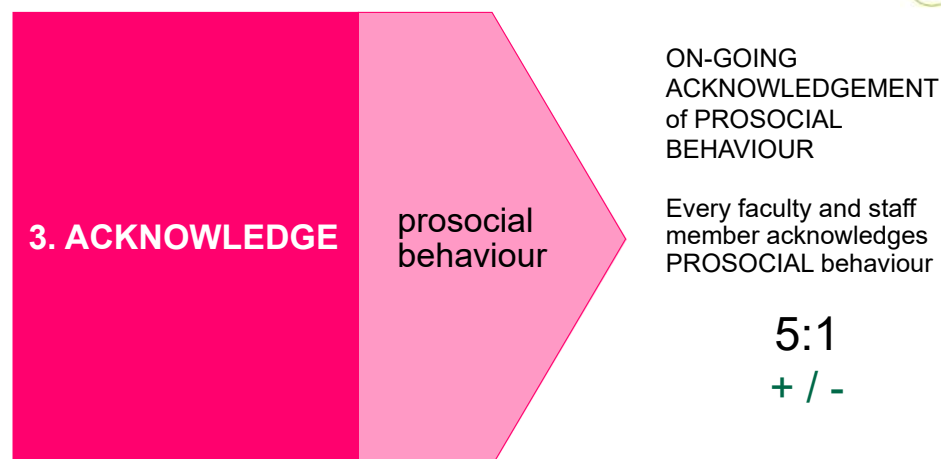
# Know any students like this?



## CORE PRACTICES of schoolwide PBIS

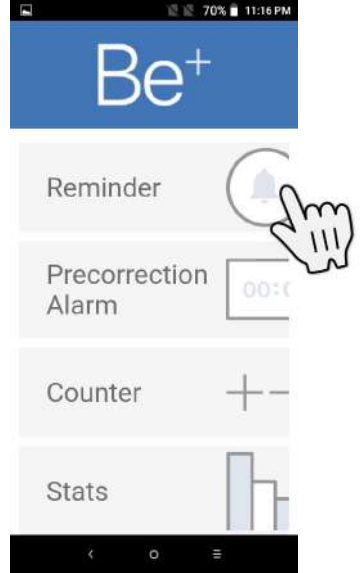
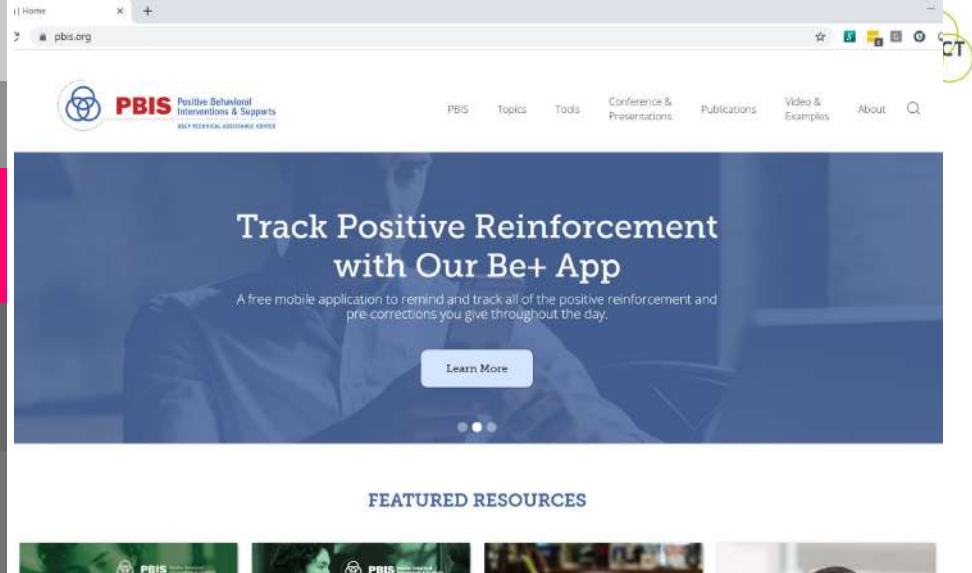


## CORE PRACTICES of schoolwide PBIS



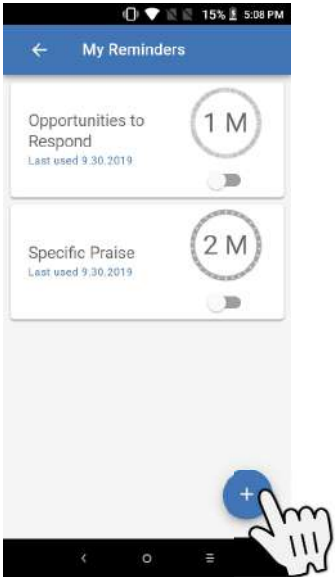
# Increasing Equity in Praise: Assessing equity in use of praise

- 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., 2022; Knochel et al., in press; Scott et al., 2019)
  - Coaching can increase equity in praise and reprimands (Gion et al., 2022; Knochel et al., in press)

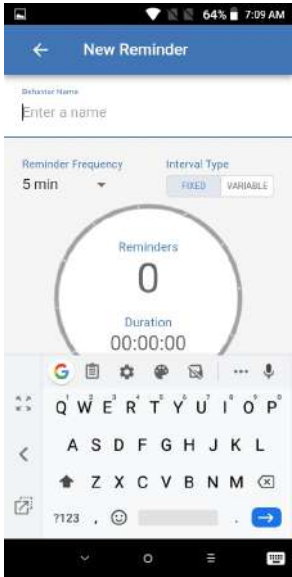




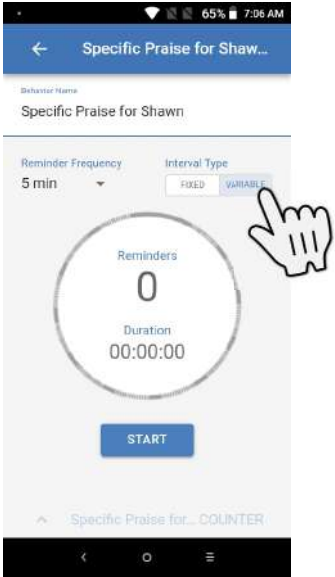
- 1. DEFINE
- 2. TEACH & PRACTICE
- 3. ACKNOWLEDGE
- 4. RESPOND INSTRUCTIONALLY
- 5. USE DATA



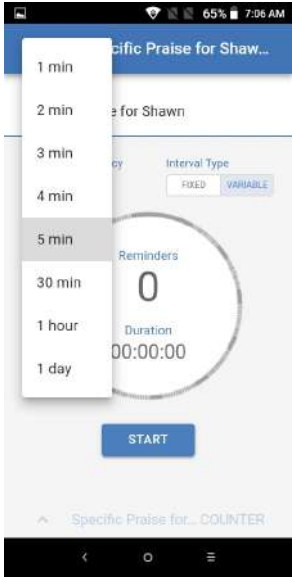
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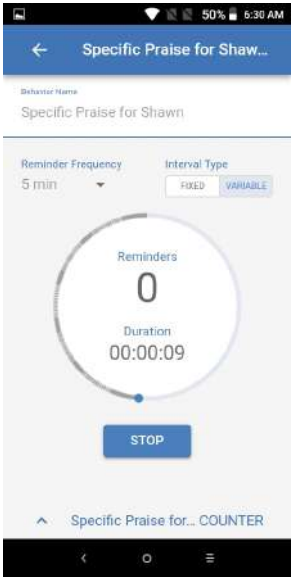


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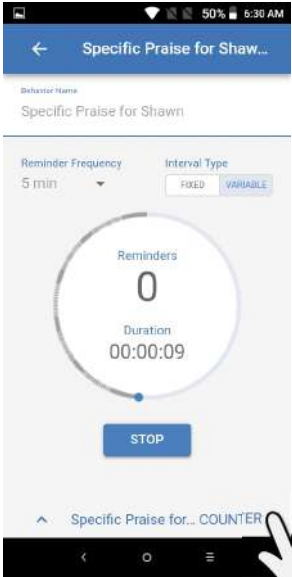
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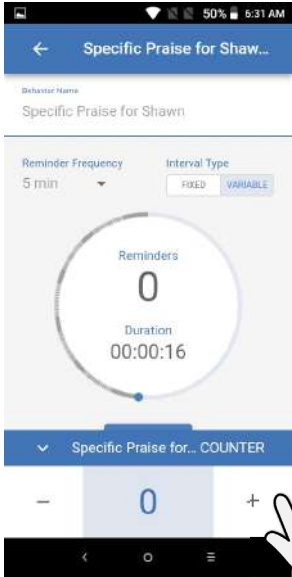
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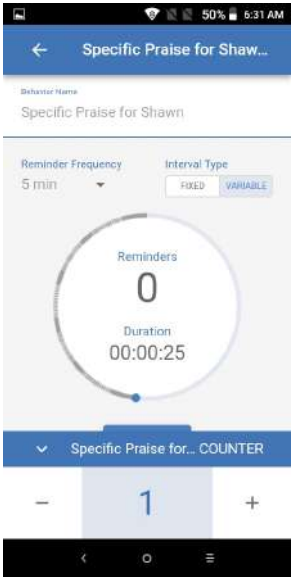
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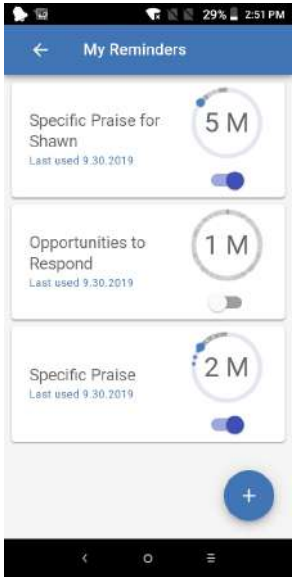
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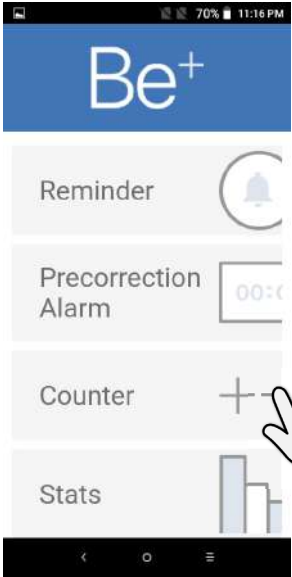
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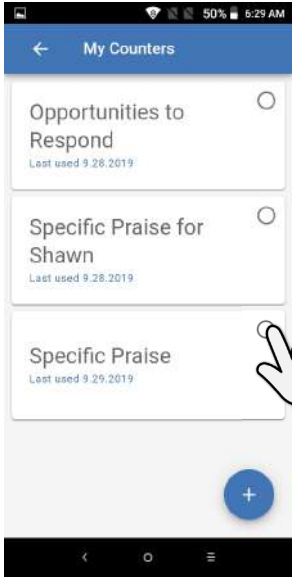
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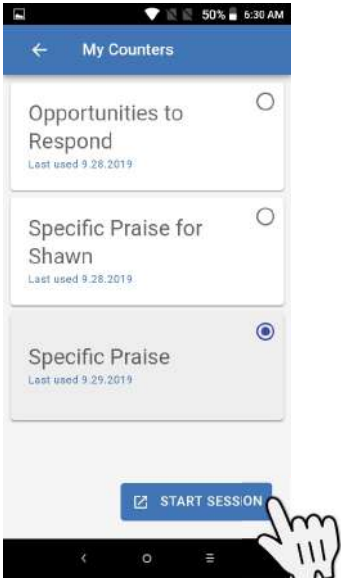
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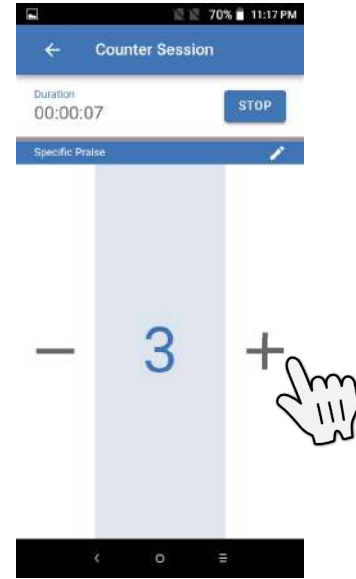
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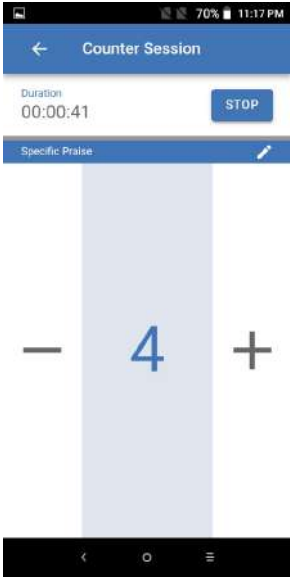
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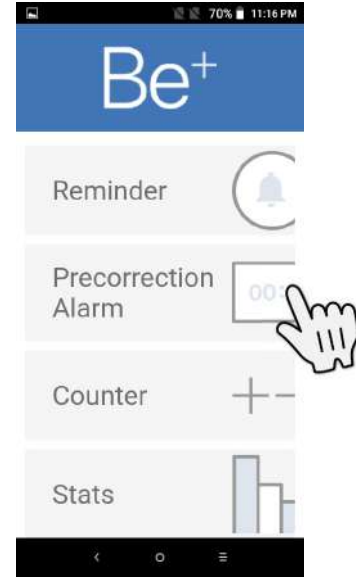
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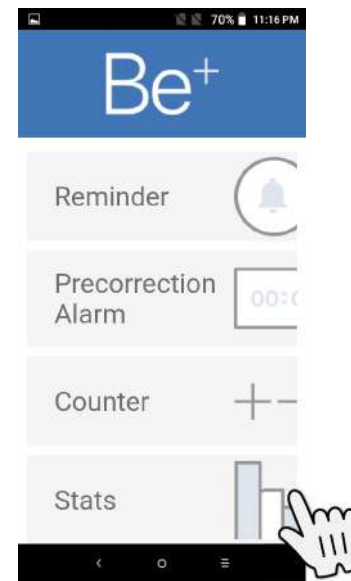
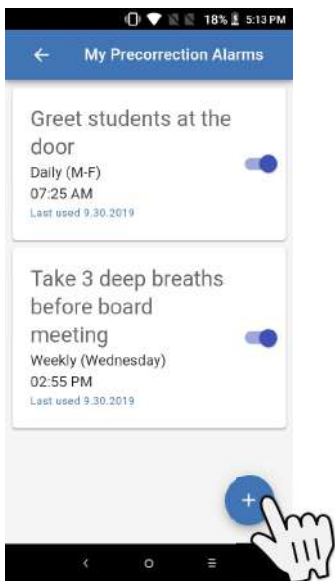


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## Get Positive!

- Android:
  - [https://play.google.com/store/apps/details?id=edu.uoregon.emberex\\_bpositive](https://play.google.com/store/apps/details?id=edu.uoregon.emberex_bpositive)
- iOS:
  - <https://apps.apple.com/us/app/be-be-positive/id1500031427?ls=1>





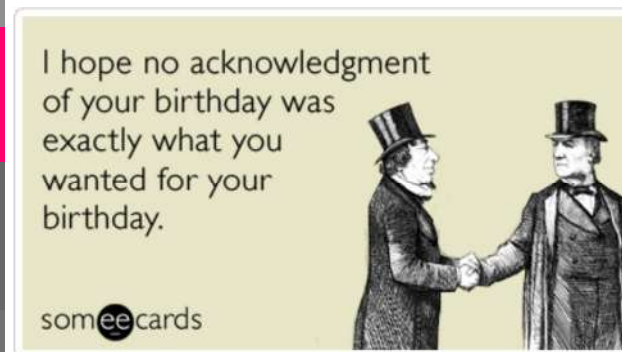
# Praise Preference Assessment

A ReACT Strategy  
*Acknowledge*

[http://bit.ly/PPA\\_Overview](http://bit.ly/PPA_Overview)



## 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 behaviours
- Could be in survey or interview formats

Put a star by your favorite and an X by any you don't like.

When I do something good, I want Mrs. [redacted] to...

\_\_\_\_\_ Our class gets a chair.

\_\_\_\_\_ I get a WOW! Ticket.

\_\_\_\_\_ Mrs. [redacted] tells me I did a good job.

\_\_\_\_\_ Mrs. [redacted] gives me a smile or a thumbs up.



## 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:

### 1. Create assessment form

- Add space for student's name
- Create menu of acceptable acknowledgment options

- ☐ Public praise
- ☐ Non-verbal signal
- ☐ schoolwide ticket
- ☐ Classroom points

My Name: \_\_\_\_\_

When I do something good, I would like you to:  
(put a + by your favorite and a - by any you don't like)

\_\_\_\_\_ Give my class a classroom point

\_\_\_\_\_ Give me a school-wide ticket

\_\_\_\_\_ Tell the class I did a good job

\_\_\_\_\_ Tell me quietly or give me a thumbs up

\_\_\_\_\_ Something else: \_\_\_\_\_

When I get off track, here is a good way to get me to refocus:

\_\_\_\_\_

\_\_\_\_\_



## Praise Preference Assessment: Resources

- <https://bit.ly/PPAexamples>

My name is \_\_\_\_\_

When I am doing a good job at school, you will...

Circle the things you like and cross out the things you don't like:

Tell me quietly	Tell the whole class	Give me school wide ticket
High-five	Pat bump	Secret signal between you and me
Other?		

To be even more successful here is the help I need from you:

\_\_\_\_\_

\_\_\_\_\_

My name is \_\_\_\_\_

Put a star by your favorite and an X by any you don't like

When I do something good, I want Mr./Ms. \_\_\_\_\_ to ...

\_\_\_\_\_ Our class gets a cheer link, marble in class jar

\_\_\_\_\_ I get a \_\_\_\_\_ ticket or token

\_\_\_\_\_ Ms./Mr. tell me I did a good job

\_\_\_\_\_ Mr./Ms. gives me a smile or a thumbs up

\_\_\_\_\_ Other?



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.

My Name: \_\_\_\_\_

When I do something good, I would like you to:  
(circle your favorites and cross out any you don't like)

\_\_\_\_\_ Give my class a classroom point

\_\_\_\_\_ Give me a school-wide ticket

~~\_\_\_\_\_ Tell the class I did a good job~~

\_\_\_\_\_ Tell me quietly or give me a thumbs up

\_\_\_\_\_ Something else: \_\_\_\_\_

When I get off track, here is a good way to get me to refocus:

\_\_\_\_\_

\_\_\_\_\_



## Praise Preference Assessment:

### 3. Review results to improve

- REVIEW individual responses to **tailor praise**
- REVIEW class-wide responses to adjust **schoolwide/classroom systems**



How does he like to be praised?

1. DEFINE

2. TEACH &amp; PRACTICE

3. ACKNOWLEDGE

4. RESPOND INSTRUCTIONALLY

5. USE DATA

## Praise Preference Assessment: Big Ideas



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

1. DEFINE

2. TEACH &amp; PRACTICE

3. ACKNOWLEDGE

4. RESPOND INSTRUCTIONALLY

5. USE DATA

## Praise Preference Assessment: Resources



Positive Behavioral Interventions & Supports

Sept 2020

### 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,

[https://bit.ly/PPA\\_Overview](https://bit.ly/PPA_Overview)

## CORE PRACTICES of schoolwide PBIS



- |                            |   |
|----------------------------|---|
| 1. DEFINE                  | schoolwide expectations (i.e., social competencies) |
| 2. TEACH & PRACTICE        | expectations  |
| 3. ACKNOWLEDGE             | prosocial behaviour                                 |
| 4. RESPOND INSTRUCTIONALLY | to unwanted behaviour                               |

1. DEFINE

2. TEACH &amp; PRACTICE

3. ACKNOWLEDGE

4. RESPOND INSTRUCTIONALLY

5. USE DATA

## Neutralizing Routine: What is it?



- Defined
  - An instructional response to unwanted behaviour to use instead of a harsh response during times of increased stress

## Neutralizing Routine: Why do it?



- Helps us pause before responding, so we can proceed in a way that...
    - **Increases** positive behaviour
    - **Decreases** unwanted behaviour
- (Cook et al., 2018)

## Neutralizing Routine: What is it?



- 5 critical features
  - If-then statement
  - Brief
  - Clear steps
  - Doable
  - Interrupts the chain of events

## Neutralizing Routine: What is it ~~NOT~~?



**NOW**

x Something that is done to us

Having a privilege taken away

x A gentler way to exclude students

Cross-class timeout

x A long procedure

Stop class for a restorative circle

Running a lap around the field



✓ Make it an action you can do

✓ Keep students in instruction

✓ Keep it brief – a quick pause and back into the game



## Neutralizing Routine: How do we do it?



- When you see unwanted behaviour, stop and ask yourself:
  1. Can I respond in line with my values?
    - My hot-button triggers
    - My decision state
  2. If so, use an agreed-upon alternative response (the **neutralizing routine**)

## Neutralizing Routine: Schoolwide example



### ● If I see unwanted behaviour...

- ☐ **Delay decision until I can think clearly**
  - "See me after class/at the next break"
  - Ask the student to reflect on their behaviour/feelings
  - Am I acting in line with my values?
- ☐ **Reframe the situation**
  - "I love you, but that behaviour is not ok"
  - "How do we do that at school?"
  - Picture this student as a future doctor/lawyer
  - Assume student's best effort at getting needs met
  - Respond as if the student was physically injured
- ☐ **Take care of yourself**
  - Take two deep breaths
  - Recognize my upset feelings and let them go
  - Model schoolwide "reset" strategy



## Neutralizing Routine: Schoolwide example



### ● **TRY**

- ☐ **T**ake a deep breath
- ☐ **R**eflect on your emotions
- ☐ **Y**outh's best interest
  - "Let's **TRY** that again."
  - "Let's **TRY** it a different way."
  - "Let's **TRY** to have a positive outcome."



## Neutralizing Routine: Schoolwide "Reset"



### ● **TRY** for students

- ☐ **T**ake three deep breaths
- ☐ **R**eflect on your feelings
- ☐ **Y**ou got this!

### ● Social-emotional Theme

- ☐ Mistakes are part of the learning process
- ☐ We won't always do it right the first time
- ☐ We can't succeed unless we **TRY**

<https://bit.ly/studentlessonplan>



## Turtle Technique



**Step 1.** Recognize your feelings.



**Step 3.** Tuck inside your shell and take three deep breaths.



**Step 2.** Stop your body.



**Step 4.** Come out when you are calm and think of a solution.

## Question

- How many of you already have and use a neutralizing routine?



□ If so, what is it?



## Neutralizing Routine: How do we do it well?

- Peer testimonials
- Self-assessments
- Visual prompts



Take 3 deep breaths



Reflect on your feelings



You've got this!



## Neutralizing Routine: Self-guided Resources

- 1-page overview
- Editable materials
- Narrated voice-over ppt videos



<https://bit.ly/Neutralizingroutine>



## CORE PRACTICES of schoolwide PBIS

### 1. DEFINE

schoolwide expectations (i.e., social competencies)

### 2. TEACH & PRACTICE

expectations

### 3. ACKNOWLEDGE

prosocial behaviour

### 4. RESPOND INSTRUCTIONALLY

to unwanted behaviour

### 5. USE DATA

for decision making



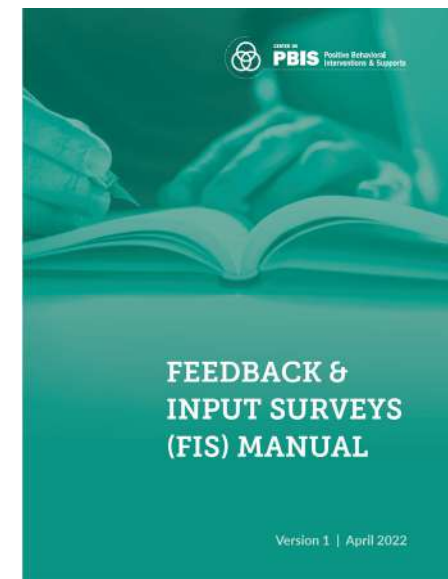




- 1. DEFINE
- 2. TEACH & PRACTICE
- 3. ACKNOWLEDGE
- 4. RESPOND INSTRUCTIONALLY
- 5. USE DATA

## Available now!

- Feedback and Input Survey
  - A suite of surveys to get input, feedback, and suggestions for implementation from:
    - Students
    - Families
    - School Personnel
- Administer and view reports (for free) at PBISApps.org



## Feedback and Input Surveys: Students



FEEDBACK & INPUT SURVEYS



### Feedback and Input Survey: Elementary

We want to hear from you about what you think about school and what can be done better. You do not have to answer all of the questions if you don't want to. We will not ask your name, so nobody will know that your answers came from you.

#### DEMOGRAPHICS

What is your gender or gender identity?

☐ Female ☐ Male ☐ Other ☐ I prefer not to answer

What is your ethnicity?

☐ Hispanic or Latino/a ☐ Not Hispanic or Latino/a ☐ I prefer not to answer

What is your race? (check all that apply)

☐ American Indian or Alaskan Native ☐ Asian ☐ Black or African American

☐ Native Hawaiian or Pacific Islander ☐ White ☐ I prefer not to answer

Beyond that, is there another ethnic group with which you identify?

☐ Ethnic Group: \_\_\_\_\_ ☐ I prefer not to answer

What grade are you in?

#### Expectations (how your teachers want you to behave at school)

1. Do you know what positive behaviors you are supposed to show at school? ☐ Yes ☐ No

What are the school-wide behavior expectations? \_\_\_\_\_

2. Do you like the school-wide behavior expectations? ☐ Yes ☐ No

If not, what do you think the expectations should be? \_\_\_\_\_

3. Are the behavior expectations at your home similar to at school? ☐ Yes ☐ No

If not, what expectations are different at home? \_\_\_\_\_

- 1. DEFINE
- 2. TEACH & PRACTICE
- 3. ACKNOWLEDGE
- 4. RESPOND INSTRUCTIONALLY
- 5. USE DATA

## Feedback and Input Surveys: Students

### Acknowledgement (catching you showing positive behavior)

6. In the past week, did you see teachers and staff praise or reward **other students** for showing positive behavior? ☐ Yes ☐ No

7. In the past week, did teachers and staff praise or reward **you** for showing positive behavior? ☐ Yes ☐ No

8. If so, were you praised or rewarded in ways that you like? ☐ Yes ☐ No  
If not, what would you like instead? \_\_\_\_\_

10. Are adults in the school fair to **other students** when they don't follow the expectations? ☐ Yes ☐ No

If not, what would make it more fair? \_\_\_\_\_

Safety (whether you feel free from harm at school)

11. Do you feel safe at school? ☐ Yes ☐ No

12. The places in the school I feel **most** safe are:

☐ Art Room ☐ Bathroom ☐ Bus ☐ Bus Loading Zone ☐ Cafeteria ☐ Classroom ☐ Commons/Common Area  
☐ Computer Lab ☐ Gym ☐ Hallway/Breakdown ☐ Library ☐ Locker Room ☐ Music Room ☐ Off-Campus  
☐ Office ☐ Parking Lot ☐ Playground ☐ Special Event/Assembly/Field Trip ☐ Stadium ☐ Vocational Room  
☐ Other: \_\_\_\_\_

What makes these places safe? \_\_\_\_\_

13. The places in the school I feel **least** safe are:

☐ Art Room ☐ Bathroom ☐ Bus ☐ Bus Loading Zone ☐ Cafeteria ☐ Classroom ☐ Commons/Common Area  
☐ Computer Lab ☐ Gym ☐ Hallway/Breakdown ☐ Library ☐ Locker Room ☐ Music Room ☐ Off-Campus  
☐ Office ☐ Parking Lot ☐ Playground ☐ Special Event/Assembly/Field Trip ☐ Stadium ☐ Vocational Room  
☐ Other: \_\_\_\_\_

What makes these places not safe? \_\_\_\_\_

14. In the past week, have you **witnessed** bullying at your school? ☐ Yes ☐ No





15. In the past week, have you been bullied at your school? - - - - - ☐ Yes ☐ No

If so, where did it happen?  
☐ Art Room ☐ Bathroom ☐ Bus ☐ Bus Loading Zone ☐ Cafeteria ☐ Classroom ☐ Commons/Common Area  
☐ Computer Lab ☐ Gym ☐ Hallway/Breakway ☐ Library ☐ Locker Room ☐ Music Room ☐ Off-Campus

### Respect (how well we treat each other)

16. Are **students** at your school respectful to **other students**? - - - - - ☐ Yes ☐ No
17. Are **students** at your school respectful to **teachers**? - - - - - ☐ Yes ☐ No
18. Are **teachers** at your school respectful to **students**? - - - - - ☐ Yes ☐ No
19. Are **teachers** at your school respectful to **other teachers**? - - - - - ☐ Yes ☐ No

22. Do you feel connected to **adults** at your school? - - - - - ☐ Yes ☐ No

23. If you have a problem, is there an adult at your school you would talk to? - - - - - ☐ Yes ☐ No  
 Satisfaction (how you think things are going)

24. Overall, are your teachers doing a good job with behavior at this school? - - - - - ☐ Yes ☐ No

Your Perspective (what you think we should do)

The biggest problem with behavior in my school is: \_\_\_\_\_

One thing teachers and staff could do better to improve behavior in my school is: \_\_\_\_\_

One thing teachers and staff are doing in my school that they should keep doing is: \_\_\_\_\_

One thing I wish my teachers knew about me is: \_\_\_\_\_

## Feedback and Input Surveys: Families



FEEDBACK & INPUT SURVEYS



### Feedback and Input Survey: Family

We would like to hear about how you feel about our school. We will use your answers to find ways we can improve our school. You do not have to answer all of the questions. This survey is anonymous – nobody will know that your answers came from you.

#### DEMOGRAPHICS

Please indicate the grade of your student or students.  
 (check all that apply)  
☐ pre-K ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8  
☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ I prefer not to answer

Is your student enrolled in any of these programs?  
 (check all that apply)  
☐ Special Education Program or has an Individualized Education Program (IEP)  
☐ Gifted Program or Honors/Advanced Placement Courses  
☐ Not applicable, not sure, I prefer not to answer

What is your ethnicity?  
☐ Hispanic or Latino/Latina ☐ Not Hispanic or Latino/Latina  
☐ I prefer not to answer

What is your race? (check all that apply)  
☐ American Indian or Alaska Native  
☐ Asian  
☐ Black or African American  
☐ Native Hawaiian or Pacific Islander  
☐ White  
☐ I prefer not to answer

### Communication (how we tell you about what's happening at school)

1. How would you **most** prefer to receive information about **your** child's classroom or school activities?  
☐ Board in the entryway or outside of classroom ☐ Emails ☐ Family handbook of program policies ☐ Newsletter ☐ Notes home (on paper) ☐ School website ☐ School social media (e.g., Facebook, Twitter) ☐ Text messages
2. How would you **most** prefer to receive information specifically about **your** child at school?  
☐ Emails ☐ Individual face-to-face meetings (outside of parent-teacher conferences)  
☐ Individual phone or video (e.g., Zoom) conversations ☐ Notes home (on paper) ☐ Parent-teacher conferences  
☐ Text messages

4. Are staff at our school respectful to your child? - - - - - ☐ Yes ☐ No

Connections (how close you feel to our school)

5. Do you like our school? - - - - - ☐ Yes ☐ No



## Feedback and Input Surveys: Families

6. Do you feel welcome at our school? - - - - - ☐ Yes ☐ No

7. Do you feel welcome in your child's classroom(s)? - - - - - ☐ Yes ☐ No

8. Do you feel connected to the teachers and staff? - - - - - ☐ Yes ☐ No

9. If your child has a problem, is there someone at our school you would talk to? - - - - - ☐ Yes ☐ No

Shared Decision-Making (how our school gets your input)

10. Do teachers and staff ask your input for decisions about your **child specifically**? - - - - - ☐ Yes ☐ No

11. Do teachers and staff ask your input for **school-wide** decisions? - - - - - ☐ Yes ☐ No

In what decisions would you like to provide more input? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

### Acknowledgement Systems (how our staff let your child know they are showing positive behavior)

15. Do you know if school staff have praised or rewarded your child for showing positive behaviors in the past month? - - - - - ☐ Yes ☐ No
16. Has anyone from the school contacted you to tell you about your child's positive behaviors this year? - - - - - ☐ Yes ☐ No



### Discipline Systems (how our staff respond when students don't follow expectations)

17. If your child has had difficulties with behavior, has our school contacted you before the problem got serious? - - - - - ☐ Yes ☐ No
18. Have our staff been clear about what would happen if your child doesn't follow expectations? - - - - - ☐ Yes ☐ No
19. Do you think that our school discipline systems are fair to **your** child? - - - - - ☐ Yes ☐ No  
 If not, what could be done to make things **more fair**? \_\_\_\_\_
20. Do you think that our school discipline systems are fair to **all** students? - - - - - ☐ Yes ☐ No  
 If not, what could be done to make things **more fair**? \_\_\_\_\_

22. When would be the best time for you to come to workshops (check all that apply):

☐ Weekday mornings before school ☐ Weekdays during school hours ☐ Weekdays after school  
☐ Weekday evenings ☐ Saturday morning ☐ Saturday afternoon ☐ Saturday evening ☐ Sunday morning  
☐ Sunday afternoon ☐ Sunday evening

23. Where would be the best place to hold a workshop?

☐ Your child's school ☐ Another school (e.g., high school) ☐ Community center ☐ Local restaurant  
☐ Other: \_\_\_\_\_

What could our school do to help you be able to attend the workshops (such as free child care)? \_\_\_\_\_

\_\_\_\_\_

What are other ways our school could help support your family? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Feedback and Input Surveys: Families

*Satisfaction (how you think things are going)*

24. Overall, does our school do a good job supporting children when there are problems? - - - - - ☐ Yes ☐ No

*Your Perspective (what you think we should do)*

The biggest problem with behavior in our school is: \_\_\_\_\_

One thing teachers and staff could do to improve behavior in our school is: \_\_\_\_\_

One thing teachers and staff are doing in our school that they should keep doing is: \_\_\_\_\_




VOLUNTEERING IS  
MANDATORY.  
THANK YOU FOR YOUR  
COOPERATION.

Consider **one strategy** you'll use to increase equity in school discipline this spring.

# Q & A

## Contact Information

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Support for this work:  
NCSE (R324A170034)

