TFI
CULTURALLY-RESPONSIVE
COMPANION GUIDE

Introduction

Purpose
This field guide outlines an integrated framework to embed equity efforts into school-wide positive behavioral interventions and supports (SWPBIS) by aligning culturally responsive practices to the core components of SWPBIS. This guide is part of a 5-point intervention approach for enhancing equity in student outcomes within a SWPBIS approach. An overview and other elements of the approach can be found at http://www.pbis.org/school/equity-pbis.

Audience
This guide is designed primarily for use by school SWPBIS teams (or other school leadership teams) seeking to implement culturally responsive practices systemically to enhance equity. A secondary audience is external trainers and coaches who work with school teams. Teams may begin implementing SWPBIS with a culturally responsive lens from the start or examine their practices after initial SWPBIS implementation has taken place.

Background
Effective school environments help the vast majority of students to be successful. Establishing a positive school culture includes setting up the school's social environment (either intentionally or unintentionally) to reflect a shared vision of common values, beliefs, and behavior expectations. However, for students who are not from the dominant culture, the school environment can expose them to unintentional slights, which devalue their backgrounds and diminish school connectedness. Thus, this environment can either engage students through validation and affirmation of their identity (including their cultures and individual learning histories) or disengage them through these unintentional slights. Building responsive environments requires an understanding of how our school systems have been built, how well they support students from varying cultures, and they can be changed to ensure the support and validation of each student.

Cultural responsiveness in SWPBIS and its core components
Cultural responsiveness includes (a) holding high expectations for all students, (b) using students' cultures and experiences to enhance their learning, and (c) providing all students with access to effective instruction and adequate resources for learning (Klingner et al., 2005). The primary goal of culturally responsiveness within a SWPBIS framework is to use SWPBIS principles to change school cultures and systems to enhance educational equity. Because contextual fit is a core principle of SWPBIS, SWPBIS is not fully implemented until it is culturally responsive[1].

Our definition of cultural responsiveness within SWPBIS includes the following core components:

      1) Identity
      2) Voice
      3) Supportive Environment
      4) Situational Appropriateness
      5) Data for Accountability

Appendix X includes a more detailed and essential discussion of cultural responsiveness within SWPBIS and these components.

A Note on Cultural Responsiveness and Systems Change
Understanding the effects of school systems on each student is critical to achieving equitable outcomes for ALL students. Systems change requires us to understand the culture and climate of the school. When changing systems, there are two types of change to consider: technical and adaptive changes.

Technical changes are adaptations to actual practices or instruction. Typically, technical changes involve learning and implementing new strategies or tools to use with students. Technical changes are important but may not reflect deeper change. An example would be teams disaggregating their discipline data. They may change practices to disaggregate data,

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[1] We deliberately avoid the term culturally responsive PBIS, or CR-PBIS, because using this term suggests that CR-PBIS is something distinct from PBIS. Instead, cultural responsiveness can and should be a core part of all PBIS implementation efforts.

Working draft. PBIS CR COMPANION GUIDE, 2015. Leverson, Milaney; Smith, Kent and McIntosh, Kent.
run reports regularly, and even use data for action planning. However, without changing the school climate and belief systems, practices can simply become routines and not tools for meaningful change.

Adaptive changes are changes in values, beliefs, roles, relationships, and approaches to work. After adaptive change, staff may come to understand that they have an obligation and responsibility to educate each student, including changing systems to support a small number of students of color or other underserved groups. Adaptive change involves changing not only routines, but also mindsets.

These two types of change may occur in sequence or simultaneously. In general, research on change in educator attitudes and behaviors indicates that adaptive change may be more likely to occur after technical change, as a result of experiencing successes and seeing the potential for equitable outcomes through using effective strategies (Guskey, 1986).

How to Use this Guide
This guide is organized into two sections and an extensive set of appendices. Although there are many points of entry and order of steps for equity work, working in the following sequence may be most useful:

Section I: Identity Development. The first section focuses on identity development, including that of practitioners and students, as well as how these identities affect school and classroom cultures. In addition, this section describes strategies to learn about and affirm the cultures and experiences of families, students, and communities.

Section II: SWPBIS Cultural Responsiveness Companion. The second section is a resource for embedding culturally responsive components within the critical features of SWPBIS. It follows the structure of the SWPBIS Tiered Fidelity Inventory (TFI) to coincide with assessment and action planning for SWPBIS fidelity of implementation.

Appendices. The appendices includes a glossary of key terms, a list of materials and tools for further work, and sample activities and lesson plans.

These sections can be used to build a comprehensive action plan for continuous improvement (see Appendix X). School teams may track their progress toward cultural responsiveness in a number of ways: (a) by tracking their action plan progress, (b) by completing the TFI and SWPBIS Cultural Responsiveness Companion in Section 2, and/or (c) by completing other measures, such as the Culturally Responsive SWPBIS Team Self Assessment Tool (see Appendix X and the link to http://www.midwestpbis.org).

Section I: IDENTITY DEVELOPMENT

To create culturally responsive systems, school staff need an awareness and understanding of their personal cultures and values, as well as how those cultures and values impact their classroom and school environments. The projection of personal cultures and values onto these environments can either engage or isolate the students and families served by the school. To increase engagement, school staff must actively seek not only to understand their own cultural identity, but also to understand and validate the values of the students, families, and communities they serve.

Important Types of Identity for Focus

Identity development takes many forms, including understanding one's identity as a practitioner, assisting students in their own personal identity development, and understanding community identity. Each is described separately below.

Practitioner personal identity: Culturally responsive systems require that practitioners are aware of their own racial, ethnic, and cultural identity, as well as the impact their identities have on their practice. Practitioners teach better when they examine how and why they perceive the world as they do, as well as their comfort with issues of race, ethnicity, and educational and social disparities. A prevalent belief in our current society is that it is best to be "colorblind," that regardless of one's race, all people are the same on the inside (implying that we all have the same experiences), and that talking about race and culture is impolite. Colorblindness is well intentioned but can have a detrimental impact on students. The implication that all people have the same experiences leads to the belief that one set of experiences is "right" and all others are "wrong," thus devaluing the experiences of many students and their families. Moreover, colorblindness implies that all behavior issues are "within-student" problems and not based on interactions between students and their environment.

Specifically related to SWPBIS, practitioners need to examine the background from which they develop and apply their expectations and practices. Practitioners must also be able to explain the purposes of their expectations and practices. Research indicates that subjective behaviors more often result in disproportionate discipline for students of color (e.g., defiance, disrespect; McIntosh, Girvan, Horner, & Smolkowski, 2014; Skiba et al., 2011). As a result, it is imperative that staff examine their beliefs about what behaviors are considered "normal" or "appropriate." These notions are culturally defined and can vary greatly from person to person, thus providing the basis for disproportionate use of exclusionary discipline as opposed to instruction and reteaching. To enhance practitioner personal identity, schools may want to provide professional development in personal identity development of staff and how to use it to enhance their SWPBIS systems.

Student and family identity: It is vital for both practitioners and students to understand student and family identity. One way to gain this understanding of student and family identity is to respectfully explore students' backgrounds, cultures, and values beyond the general federal racial categories used in school data systems. For example, school staff can build stronger relationships when they know the tribe or nation of an American Indian/Alaska Native student or whether a student enrolled as Asian/Pacific Islander is of Korean, Cambodian, or Hmong heritage. In either example, practitioners also take the time to learn the extent to which each student's ethnicity (as well as their level of acculturation to the majority culture) guides them in their daily life. The sincere act of seeking and applying this knowledge enables practitioners to make more genuine connections with their students and families, rather than perpetuating stereotypes based on the broad federal race categories.

Once they learn more about student and family identities, practitioners can improve classroom climate by making all family histories and experiences visible on a daily basis in the school setting. Each student should be able to see her or his own experiences and histories on display as a critical part of the school culture. One way to demonstrate understanding and honoring of student and family identities is to display art and artifacts that reflect student and family histories. Other ways to honor student and family identities include reviewing reading materials to ensure the availability and accessibility of reading material that is culturally specific or culturally neutral (about universal experiences, such as family changes) and removing materials that reinforce negative stereotypes or misrepresent history. In addition, playing a range of music in the classroom and other school settings can be another way to represent the backgrounds of students and families. Practitioners can also value student and family experiences on a daily basis through a set of strategies known as Validation, Affirmation, Building and Bridging (VABB; Hollie, 2011; see Appendix X).

Community identity: School teams can examine their community's identity as well, including the people, their beliefs, values, and expectations they hold. Although there is rarely one unified community identity, there are often shared experiences that shape the behaviors of the individuals who live there. Connecting with community agencies and attending community events can give school staff a better understanding of these experiences. It is important to consider how the school fits into the community identity, such as the extent to which the school is viewed as a source of pride or conflict by the community. It is important to examine whether groups within the community have historically negative experiences with schools, resulting in strained relationships. School and district teams can use their data, along with community feedback, to determine how best to meet their missions and long-term goals, as well as make any necessary adjustments.

Guidance in Identity Development
Because of its effects on many aspects of education, identity development is a valuable activity for school teams to enhance their systems. There are a number of options for accessing this type of professional development, some of which are identified in Appendix X. Although there is limited research support for any of these options, general efforts at identity development seem to be promising for enhancing equity.

School teams can approach identity development in different orders. For some schools, it will be beneficial to begin with identity development before embedding cultural responsiveness components into SWPBIS systems. Through this work, school staff will develop a deep understanding of their own identity, that of their students and families, and that of the school and community. This understanding will help staff develop a more responsive SWPBIS system with strong contextual fit with the families and communities served by the school. For other schools, staff may not be ready to delve into the work of identity development until they have witnessed systems change at a more technical level. In such situations, it may be advisable to postpone any identity work and pursue changes to the system as detailed in the SWPBIS Culturally Responsiveness Companion in Section II.

Regardless of how or when they address identity development, teams can maximize their efforts by making this work systemic. It is imperative that school staff understand that systems are culturally responsive only to the extent that they are responsive to the needs and values of their specific students and families. As a result, school systems will not be responsive unless their identity development work is continuous and supported through their systems. School teams should not expect this work to improve outcomes unless staff are provided support in identity development.

Section II: SWPBIS CULTURAL RESPONSIVENESS COMPANION

In its essence, SWPBIS is a framework for implementing practices that fit the values and needs of students, families, and staff (Sugai, O'Keeffe, & Fallon, 2012). This framework, with its focus on systems, teaming, and data-based decision making, creates an ideal structure within which to embed the core components of cultural responsiveness. In fact, because contextual fit is a core principle of SWPBIS, SWPBIS cannot be considered fully implemented until it is culturally responsive.

This section includes a tool called the SWPBIS Cultural Responsiveness Companion. Teams may use this tool either *before initial SWPBIS implementation* to build cultural responsiveness into systems from the beginning or *after initial SWPBIS implementation* to enhance equity of existing systems. To use this resource, we suggest the following steps:

1. **Complete the TFI.** Teams can first complete the SWPBIS Tiered Fidelity Inventory (TFI; available at www.pbisapps.org), a fidelity of implementation measure for SWPBIS. This measure allows teams to rate their implementation of the critical features of SWPBIS and identify next steps for implementation.
2. **Use the SWPBIS Cultural Responsiveness Companion.** After completing the TFI, teams can use the companion to assess and improve the cultural responsiveness of their SWPBIS systems. Teams may choose to (a) complete the whole companion, (b) assess items from the TFI that are in place (to build on strengths), or (c) assess items where the TFI indicates need for improvement or other information indicates the need for enhanced cultural responsiveness.
3. **Create an action plan.**   Use the information from the TFI and this resource to develop a detailed action plan (see the Additional Resources section) for implementing core components of cultural responsiveness within SWPBIS.

TFI Feature	CR Concept
1.1 Team Composition	**VOICE**
SWPBIS Big Idea	
Effective SWPBIS teams are knowledgeable, representative of stakeholders, and have administrative authority.	
Culturally Responsive Elaboration	
School SWPBIS 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.	
Non-examples	
- Teams do not include a family or student member, or the role of that member is not clear to the member or team. - A single parent is on leadership team and asked to represent the opinions of all parents without getting input from others. Family members on teams are not representative of the community served by the school. - Family members on teams are not asked to provide perspective and voice.	
Examples	
- School teams include family/student subcommittees or access grade level family subcommittees. - Family/student participation and role is clearly outlined, defined, and understood by the family/student representatives and the team. - Families have ownership of system components (e.g., celebrations, acknowledgements). - Families assist in reporting team meeting discussions and data to stakeholders. - Family feedback is sought regarding school processes such as hiring and policies.	
Resources	
- Description of teaming: NCCRESt Collaborative Leadership Teams (http://www.nccrest.org/professional/leadership_teams/academy_3.html) - Online modules on family engagement (http://indiana.edu/~pbisin/CR/familyengagement.html) - Benefits of family engagement in leadership (http://www.niusileadscape.org/bl/rethinking-parental-involvement-by-lucia-stavig)	

TFI Feature	CR Concept
1.2 Team Operating Procedures	**SUPPORTIVE ENVIRONMENT**

SWPBIS Big Idea
Teams with defined roles, consistent procedures, and an ongoing action plan make effective and efficient decisions.

Culturally Responsive Elaboration
Team procedures include structures and practices that prompt the use of data for decision-making and communication to ensure transparency of the system and to enable all stakeholders to have a voice in the process and outcomes. During data analysis, team members examine the system and policies for potential changes, rather than placing the responsibility for change on families and students. Team procedures hold the team responsible for ensuring equitable SWPBIS implementation and regular review for equitable impact.

Non-examples

- Teams move through the agenda without honoring divergent opinions and do not work to achieve consensus.
- Team operating procedures and decisions are not transparent.
- Teams do not examine their systems for possible solutions when data indicate inequities.

Examples

- Teams focus on changing the system rather than the students and engage in explicit conversations around ethnicity/race and effects of practices on all student enrollment groups.
- Teams ensure that meeting minutes, goals, data, and decisions are shared with stakeholders and are readily accessible.
- Teams have procedures for families, students, and community members to communicate questions, concerns, or needs.

Resources

- TIPS Minute form showing examples including having family update/feedback reflected
- TIPS Minute form example (link)
- Equity discussion guide - PBIS-Indiana (link)

TFI Feature	CR Concept
1.3 Behavioral Expectations	**SITUATIONAL APPROPRIATENESS**
SWPBIS Big Idea	
School-wide expectations are a brief, memorable set of positively stated expectations that create a school culture that is clear, positive, consistent, and focused on teaching social and emotional competencies.	
Culturally Responsive Elaboration	
Teams adopt or revise expectations that are reflective of the cultural values of the surrounding community. Expectations and specific rules are identified based on a legitimate purpose within the setting, as opposed to simply school tradition or maintaining the status quo. Within a culturally responsive framework, behavior expectations should focus on high standards for all students, be able to be taught and learned, and be respectful of the students' cultures. *Note:* Situational appropriateness is an essential concept in cultural responsiveness. Teams should review the content in the Additional Resources Section when addressing this feature.	
Non-examples	
- Teams and staff adopt school-wide expectations and rules that inadvertently exclude some students based on cultural norms or family values. - School-wide expectations are not sufficiently examined for "best fit" with a school's students and families. - Rules are linked to the dominant culture and assume common experiences. (e.g., Use the Golden Rule, Use fancy restaurant manners)	
Examples	
- Teams actively and explicitly connect school-wide expectations to community values so that students and families are able to identify connections between school, home, and the community. - Teams provide staff and community with periodic orientation and opportunities to examine and give feedback on the school-wide expectations and rules to ensure that they reflect the values and norms of the community. - Information provided and requests for feedback are available in multiple languages and modes of delivery (e.g., written, audio, visual). - Teams examine expectations and rules for implicit bias to ensure that expectations are truly universal. - Families and students are given opportunities to examine and give feedback on the school-wide expectations and rules before implementing and at least annually after implementation. - Expectations and rules are included in family and student orientation materials, including explicit statements on possible differences between school and home. - School staff are committed to modeling expectations and referring to them regularly in daily interactions.	
Resources	
- Student and Family Input and Satisfaction Surveys (Appendix X and www.PBISApps.org) - Example of school matrix developed with family and student input (Appendix X)	

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TFI Feature	CR Concept
1.4 Teaching Expectations	**SITUATIONAL APPROPRIATENESS**
SWPBIS Big Idea	

Active and explicit teaching of school-wide expectations clarifies concepts for students and adults, allows for practice and performance feedback, and reduces misunderstandings regarding what is appropriate at school.

Culturally Responsive Elaboration

Teams ensure that school staff understand that all students need explicit teaching about expected behavior at school. Teams have a process and procedures in place for staff to teach students to fluency in the behaviors necessary to be successful in the school setting regardless of previous learning and without disrespecting families' beliefs. When expectations differ between home or community and school, staff explicitly teach the differences (i.e., code-switching) as well as the purpose of having the expectation at school, as well as provide additional practice until students are fluent.

Non-examples

- School staff remind students about expectations without explicit instruction.
- School staff teach that behaviors that are inappropriate in school are "wrong," even when they may be appropriate in other settings.
- School staff deliver corrective consequences without first engaging in explicit instruction.
- School staff provide a completed home matrix for families and expect them to teach predefined rules.

Examples

- School staff use the Validate, Affirm, Build, and Bridge approach (VABB, see Appendix X) to validate and affirm students' prior learning and knowledge in the classroom and throughout the school setting.
- School staff help students identify similarities between home and school expectations and capitalize on students' prior knowledge to teach school expectations to fluency. Teams and school staff incorporate real life experiences or priorities of students into lessons on expectations or in core academic areas.
- Teams examine rules for links to the dominant culture that may need explicit teaching and, if found, define the necessity of that skill and a plan for explicitly teaching it to all students.
- Teams provide opportunities for students to articulate their expectations at home and to have staff and students discuss any differences (e.g., behavior dictionary, personal matrix).
- Staff actively teach and provide practice opportunities for code-switching to all students.
- Teams seek feedback on the efficacy and relevance of teaching systems and lesson plans from school staff, students, families, and community members.
- Teams include family and community members as teachers of behavior expectations and rules in natural settings.
- Teams and school staff provide materials for families so that they can define and teach behavior expectations in the home in ways that fit their needs.

Resources

- Strategy handout: VABB (Appendix X)
- Activity: Personal matrix or behavior dictionary activity (Appendix X)
- Sample lesson plan: code-switching (Appendix X)
- Sample lesson plan: code-switching (http://www.teach4real.com/2011/01/12/lesson-plan-urban-identity) Sample lesson plan: student experiences regarding current events (http://listencurrent.com/current_events/263-ferguson-protests)

TFI Feature	CR Concept
1.5 Problem Behavior Definitions	**SITUATIONAL APPROPRIATENESS**
SWPBIS Big Idea	
Explicit definitions of acceptable versus unacceptable behavior provides clarity to both students and staff and is a critical component of identifying clear procedures for staff to respond to inappropriate behavior objectively.	
Culturally Responsive Elaboration	
Teams and school staff understand the difference between wrong and situationally inappropriate behaviors* and take responsibility for teaching what is acceptable at school without devaluing what may be acceptable at home or in the community. Behaviors determined to be "wrong" must be grounded in actual purpose (i.e., directly violating school-wide expectations). Differences between school and home/community definitions of "wrong" behaviors are discussed and mitigated with families and community so that schools truly reflect the communities they serve. *Situationally or culturally inappropriate behaviors are behaviors that are routine and acceptable in one setting such as at home or with friends, but are inappropriate in other situations such as school.	
Non-examples	
- Teams and staff use vague definitions of problem behavior or procedures for handling them. - Teams and staff identify situationally inappropriate behavior at school as "wrong." - Situationally inappropriate behaviors result in consequences without regard to context or cultural knowledge of the behavior.	
Examples	
- Teams actively seek feedback on problem behavior definitions (especially subjective behaviors such as defiance or disrespect) from school staff, students, families, and community members. - Teams provide information and seek feedback in multiple languages and modes of delivery (e.g., written, audio, visual). - Teams actively seek consensus among staff with responses to problem behavior by revisiting and practicing the procedures at least annually or as data indicates the need. - Teams work with school staff to develop categories for behavior that include staff-managed, office-managed, and culturally inappropriate behaviors (e.g., transform T-charts to Pi-charts).	
Resources	
- Activity for redefining problem behavior: "Pi" Chart (Appendix X) - Family Input and Satisfaction Survey (Appendix and www.PBISApps.org) - Sample behavior definitions: School Wide Information System (www.pbisapps.org/Resources/SWIS%20Publications/Referral%20Category%20Definitions.rtf)	

TFI Feature	CR Concept
1.6 Discipline Policies	**SUPPORTIVE ENVIRONMENT**
SWPBIS Big Idea	
Proactive or instructive responses to problem behavior are more likely to lead to improved student outcomes than exclusionary practices such as office referrals or suspensions.	
Culturally Responsive Elaboration	
Teams employ and support an instructional approach to discipline that emphasizes teaching pro-social skills (rather than using exclusionary discipline and zero tolerance policies). They examine policies and disciplinary practices for disparate impact and from a power versus purpose perspective (i.e., policies and practices have a clear purpose linked to educational outcomes).	

Non-examples
- Schools or districts use zero tolerance policies or frequently use in- and out-of-school suspensions.
- Schools use "informal" suspensions (i.e., families are told to pick up their child when behavior incidents occur).
- Rather than teaching behaviors as part of discipline process, punishment is used almost exclusively.
- Families are not given opportunities to provide feedback regarding discipline policies.

Examples
- Teams and staff review existing discipline policies to ensure that inclusionary practices are used whenever possible and that exclusionary practices are used with discretion for safety purposes only.
- Teams actively seek feedback from families and the community on discipline policies and attempt to align disciplinary procedures with community expectations.
- Teams have procedures for staff to respond to situationally inappropriate behaviors by reteaching the skill and teaching students to code-switch across settings.
- Teams have procedures to support staff in providing further instruction, practice, and acknowledgement as well as focus on restoring relationships when students demonstrate inappropriate behavior.
- District or building teams work with local law enforcement agencies to develop a memorandum of understanding emphasizing positive interactions and relationship-building between authority figures and students (as opposed to negative or threatening interactions when problem behaviors occur).

Resources
- SWPBIS Equity Policy Guide (http://www.pbis.org/school/equity-pbis)
- Dignity in Schools Campaign Model School Code (http://www.dignityinschools.org/files/DSC_Model_Code.pdf)
- Sample MOU with law enforcement (http://www.advancementproject.org/resources/entry/proposed-memorandum-of-understanding-between-the-school-district-and-police)
- Policy Equity Analysis Tool – Great Lakes Equity Center (link)
- Sample school code - Dignity in Schools Model School Code (link)
- Position paper on policy - Discipline Disparities Series (link)

TFI Feature	CR Concept
1.7 Professional Development	**IDENTITY**
SWPBIS Big Idea	
Formal processes for providing training and practice to staff on implementing SWPBIS increases fidelity and consistency in SWPBIS practices.	
Culturally Responsive Elaboration	
Professional development processes and procedures focus on: (1) implementation of the SWPBIS framework, (2) the cultural responsiveness core components described in this guide, and (3) historic context and present-day issues specific to the school's underserved populations.	
Non-examples	
- Schools and districts maintain a broad range of short-term professional development topics that staff can select based on interest. - The school or district provides "cultural sensitivity training" that does not focus on instructional strategies. - Cultural professional development is generic and not specific to working with the local community.	
Examples	
- The district has a long-term professional development plan that includes SWPBIS and enhancing equity. - Professional development opportunities are identified based on system and student outcome data. - Teams partner with local community supports and families to provide professional development that orients staff to the community cultures, values, and historical perspective. - Teams have procedures to provide staff with explicit training and practice in specific skills for enhancing equity and examining implicit bias. - Teams have procedures to provide staff with explicit training and practice in de-escalation skills.	
Resources	
- Sample staff identity development activity: Values Activity (Appendix X) - Professional development: Wisconsin RtI Center's 7 Experiences (Davis, 2014; link) - Professional development: Beyond Diversity (Singleton, 2008; link)	

TFI Feature	CR Concept
1.8 Classroom Procedures	**SUPPORTIVE ENVIRONMENT**
SWPBIS Big Idea	
SWPBIS classroom systems that are aligned with school-wide systems improve student outcomes.	
Culturally Responsive Elaboration	
Teams support classroom teachers in the implementation of SWPBIS in classrooms. Classroom routines and expectations are taught explicitly and are connected to school-wide systems and students' prior knowledge and home lives. Classroom teachers ensure that all students in the class can see their lives, histories, cultures, and home languages on display on a daily basis. School staff use culturally responsive instructional methods (e.g., bringing in prior knowledge from home to topics, varied attention signals, group and individual work, student-directed activities) whenever possible. Frequent two-way family communication is imperative in achieving these outcomes, and families are involved in the classroom throughout the year in various activities.	

Non-examples

- School staff believe that all students understand classroom expectations and routines without instruction.
- Behavioral errors due to cultural difference (e.g., shouting out/overlap) are met with punishment.
- Classroom instruction in primarily lecture-based and requires extended periods of seated, silent attention.
- Classroom images do not reflect the range of diversity in the school and community.

Examples

- Families are encouraged to contribute to classroom imaging (e.g., share or loan meaningful artifacts from home) and provide examples linked to topics discussed (e.g., holidays, cultural events).
- Students are encouraged to share elements of their culture and family history in class.
- Teachers use a variety of attention or transition signals (e.g., use of song lyrics, call and response, motor breaks, use of home languages).
- Teachers use a range of instructional methods appropriate to the content area and developmental level of the students (e.g., whole group discussions, cooperative group activities).
- Teachers use the VABB approach (see Appendix X) to prevent and address issues of cultural differences.
- Students see themselves and their experiences in classroom materials (e.g., culturally-specific libraries).
- Teachers engage in frequent, two-way, and positive communication with families regarding classroom procedures and student progress.
- Teachers share information or make requests with families in multiple languages and modes of delivery (e.g., written, audio, visual).

Resources

- Strategy handout: VABB (Appendix X)
- Assessment measure : PBIS Indiana Walk through report tool (link)
- Examples of classroom cultural imaging by students and families (Appendix B)
- Student and Family Input and Satisfaction Surveys (Appendix X and www.PBISApps.org)

TFI Feature	CR Concept
1.9 Feedback and Acknowledgement	**SUPPORTIVE ENVIRONMENT**
SWPBIS Big Idea	
Attending to and acknowledging students' desired behaviors increases the likelihood of these behaviors recurring and promotes a positive school culture.	
Culturally Responsive Elaboration	
Teams involve students, families, and communities in the development and use of acknowledgement systems in order to create systems that are meaningful and authentic. School teams consider the culture of the students they serve when designing recognition systems (e.g., opportunity to share success with friends). In addition, teams and school staff understand that learning a new skill requires additional reinforcement, particularly when habits are already formed (e.g., when teaching code-switching).	
Non-examples	
• Feedback or acknowledgement is not used because "students should know how to behave." • Some student enrollment groups have inequitable access to acknowledgement. • Students and families are not asked for input into the school's acknowledgement systems.	
Examples	
• Teams actively seek feedback from students, families, and the community about preferences for acknowledgement and perceptions of the current systems at least annually. • Teams actively seek connections within the community for the acknowledgement system to be reinforced (e.g., use of reinforcements in community settings such as restaurants). • Teams assess racial/ethnic equity in acknowledgement systems with valid tools (e.g., TFI Walkthrough Tool, Student Input and Satisfaction Survey) multiple times throughout the school year. • For students who have received multiple referrals, teams audit the frequency of use of acknowledgement and feedback in the re-teaching process.	
Resources	
• Student and Family Input and Satisfaction Surveys (Appendix X and www.PBISApps.org) • Assessment measure: TFI Walkthrough Tool (www.PBISApps.org) • Activity: Random but demographically representative student interview – "what was the last thing you were acknowledged for", "what do the expectations mean to you?"	

TFI Feature	CR Concept
1.10 Faculty Involvement	**VOICE**
SWPBIS Big Idea	
Faculty voice is essential to establishing and maintaining staff commitment and consistency in implementation.	
Culturally Responsive Elaboration	
School staff are actively engaged in all SWPBIS Tier I practices, demonstrate ownership of the system, and accept responsibility for sustaining practices.	
Non-examples	
- Teams do not share updates, action plans, or data with faculty. - Teams do not solicit feedback from faculty regarding their thoughts or suggestions for change. - Team members are the only staff involved in planning or delivery of school-wide activities (e.g., orientation, celebrations).	
Examples	
- Teams have a process for frequently facilitating two-way communication between the school administration, leadership team, and faculty. - Teams have procedures for school staff to play an active role in planning and delivery of school-wide activities. - School staff are acknowledged for their participation in SWPBIS systems. - Teams collect and use feedback from school staff regarding their perceptions of and suggestions for Tier I SWPBIS systems at least annually.	
Resources	
- Staff survey: PBIS Self Assessment Survey (SAS, www.pbis.org, www.PBISApps.org) - Activity: Staff collaboration sessions for designing or revising PBIS systems (Appendix)	

TFI Feature	CR Concept
1.11 Student/Family/Community Involvement	**VOICE**
SWPBIS Big Idea	
Engaging stakeholders enhances the contextual fit of SWPBIS systems and may increase consistency across school and other settings.	
Culturally Responsive Elaboration	
School teams and staff see student, family, and community partnerships as vital to improving student outcomes. These partnerships provide opportunities for student, family, and community voices to be heard and have their histories and experiences represented in the setting. Connections to the school are authentic and collaborative when teams actively seek student, family, and community voice. It is critical that teams engage families, students, and community members that are representative of the schools' demographics and any underserved populations. *Note:* Engaging families is an essential concept in cultural responsiveness. Teams should review the content in the Additional Resources Section when addressing this feature.	
Non-examples	
• Teams have no procedures for input, involvement, or feedback from students during design or implementation. • Teams have no procedures for input, involvement, or feedback from family or other stakeholders during design or implementation.	
Examples	
• Teams research their communities to determine which ethnic groups are represented within the broad federal race categories. • Teams have procedures to ensure frequent two-way communication with stakeholders. • Teams have procedures to inform families and community members of volunteer opportunities within the school, including ways to communicate the details of each opportunity to those interested. • Teams have procedures to ensure active stakeholder involvement in school-wide or classroom orientations and celebrations. • Teams actively seek feedback from stakeholders regarding their perceptions of and suggestions for Tier I SWPBIS systems at least annually. • Teams have procedures to ensure that stakeholders and community resources are connected to Tier I SWPBIS systems, including increasing students' and families' access to resources that specifically target ethnicity groups or underserved populations. • Teams share information with stakeholders in multiple languages and modes of delivery (e.g., written, audio, visual).	
Resources	
• Student and Family Input and Satisfaction Surveys (Appendix X and www.PBISApps.org) • Sample family engagement activity - Read Your Heart Out (parent facilitated literacy celebration, https://www.youtube.com/watch?v=k7R0k9MDe04) • Examples of school cultural imaging by students and families (Appendix B)	

TFI Feature	CR Concept
1.12 Discipline Data	**DATA FOR ACCOUNTABILITY**
SWPBIS Big Idea	
Teams with access to current and reliable data are able to make more accurate and relevant decisions regarding staff and student instruction and support.	
Culturally Responsive Elaboration	
Teams regularly disaggregate their discipline data as an effective and objective way to assess and monitor the equity in student outcomes. Teams are purposeful in examining inequitable outcome data first from a systems lens, before viewing it as an issue with an individual student or family.	
Non-examples	
• Teams do not have immediate access to disaggregated discipline data at the school level. • Teams do not disaggregate their discipline data. • Teams do not discuss inequities when data indicate that they exist.	
Examples	
• Teams disaggregate the data in their core reports* by race/ethnicity and disability status quarterly. • Teams calculate risk ratios for ODRs, suspensions, achievement, and special education placement at least quarterly. • Teams review administrative consequence decisions for disparity at least monthly. • Teams research their communities to determine which ethnic groups are represented within the broad federal race categories. *Core reports as identified in SWIS: average referrals by day/month, problem behavior, location, time of day, students, motivation	
Resources	
• SWPBIS Disproportionality Data Guide (http://www.pbis.org/school/equity-pbis) • Sample discipline data system - SWIS (http://www.swis.org)	

Working draft. PBIS CR COMPANION GUIDE, 2015. Leverson, Milaney; Smith, Kent and McIntosh, Kent.

TFI Feature	CR Concept
1.13 Data-based Decision Making	**DATA FOR ACCOUNTABILITY**
SWPBIS Big Idea	
Teams use data on a regular basis to problem solve and identify solutions that are efficient, effective, relevant, and durable.	
Culturally Responsive Elaboration	
Teams engage in active data-based decision making in the area of equity. Teams and school staff take responsibility for the outcomes for *each* student, regardless of her or his circumstances. Inequitable outcomes are first examined from a system lens before viewing them as an individual student problem.	
Non-examples	
- Teams do not use disaggregated data for decision-making. - When disaggregated data indicates disproportionality, school staff consider it a student or family issue or a cultural deficit.	
Examples	
- Teams have procedures to ensure that data are shared frequently with stakeholders for input and feedback. - Teams examine the data for patterns that would indicate a need for systemic change (vs. student intervention). - When concerning patterns are noted, teams develop action plans with short-term (e.g., immediate response) and long-term (e.g., information gathering, professional development) solutions.	
Resources	
- Student and Family Input and Satisfaction Surveys (Appendix and www.PBISApps.org) - SWPBIS Disproportionality Data Guide (http://www.pbis.org/school/equity-pbis) - Sample tool: Risk Ratio calculator (link)	

Working draft. PBIS CR COMPANION GUIDE, 2015. Leverson, Milaney; Smith, Kent and McIntosh, Kent.

TFI Feature	CR Concept
1.14 Fidelity Data	**DATA FOR ACCOUNTABILITY**

SWPBIS Big Idea
Teams assess fidelity of implementation to understand the extent to which they are implementing the core components of SWPBIS and identify next steps for implementation.

Culturally Responsive Elaboration
Teams, staff, and stakeholders are committed to enhancing SWPBIS implementation with culturally responsive components. Teams use additional measures, beyond the nationally recognized SWPBIS assessments, to examine the fidelity of their school-wide system specifically with regards to the equity of outcomes for all students.

Non-examples
• Schools conduct fidelity assessments but do not consider culture or equity in the assessment process.

Examples
• Teams collect additional data when completing site visits or site evaluations via the School-wide Evaluation Tool or the TFI Walkthrough (e.g., ensuring representativeness of interviewees, assessing evidence of cultural imaging during observations).
• Teams have procedures to collect and use feedback from students, families, and community members regarding perceptions of fidelity of implementation for continuous improvement.
• Teams collect feedback in multiple languages and modes of delivery (e.g., written, audio, visual).

Resources
• Student and Family Input and Satisfaction Surveys (Appendix and www.PBISApps.org)
• Assessment measure: CR-PBIS Team Self-Assessment (http://www.pbisillinois.org/trainings/equity)
• Assessment measure: PBIS Indiana walkthrough Report Tool (link)
• Assessment measure: School-wide Evaluation Tool additional imaging questions (Appendix X)

Working draft. PBIS CR COMPANION GUIDE, 2015. Leverson, Milaney; Smith, Kent and McIntosh, Kent.

TFI Feature	CR Concept
1.15 Annual Evaluation	**DATA FOR ACCOUNTABILITY**
SWPBIS Big Idea	
Schools are accountable to their communities and stakeholders and have an obligation to report the fidelity and effectiveness of their implementation.	
Culturally Responsive Elaboration	
Teams and school staff understand that the schools play a critical role in and are accountable to the communities they serve. Annual evaluation procedures are used to engage a wide and representative range of stakeholders in two-way communication regarding goals and progress.	
Non-examples	
• Teams do not obtain family or community feedback for the evaluation process. • Teams do not share evaluation report beyond leadership team or staff.	
Examples	
• Teams report disaggregated data patterns to demonstrate the efficacy of systems for _all_ students. • Teams and stakeholders compare disaggregated data trends to school mission and vision. • Teams actively seek and incorporate family and community feedback in evaluation. • Teams utilize existing community stakeholder groups to guide evaluation. • Teams hold community outreach and discussion sessions to present annual evaluation results. • Annual evaluation results are available in multiple languages and modes of delivery (e.g., written, audio, visual).	
Resources	
• Student and Family Input and Satisfaction Surveys (Appendix X, www.PBISApps.org) • Sample evaluation report template (Appendix 1)	

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