Modifying The Teaching Matrix

Using PBIS to Support Culturally Responsive Systems for All Students

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Maximizing Your Time This Afternoon

- What do I hope to learn?
- What did I learn?
- What will I do with what I learned?
Acknowledgements

Content for this session comes from the **PBIS Cultural Responsiveness Field Guide: Resource for trainers and coaches.**

During This Session, We Will...

- Demonstrate how the framework of PBIS can support **equity** and **culturally responsive** systems
- Unpack the *PBIS Cultural Responsiveness Field Guide*
- Highlight the Tier I features in context of supporting **equitable** and **culturally responsive** systems
- Illustrate how the teaching matrix can be used to enhance **equity**
- Engage in activities to enhance **equity** and **culturally responsive** systems
Addressing Disproportionality:

- Use effective instruction to reduce the achievement gap
- Implement school-wide positive behavioral interventions and supports (PBIS) to build a foundation of prevention
- Collect, use, and report disaggregated student discipline data
- Develop policies with accountability for disciplinary equity
- Teach neutralizing routines for vulnerable decision points

PBIS

PBIS is defined as a framework for enhancing the adoption and implementation of a continuum of evidence-based interventions to achieve academically and behaviorally important outcomes for all students (Sugai et al., 2000)
WHERE ARE WE IN THE TRIANGLE?

**Academic Systems**

**Tier III/Tertiary Interventions** 1-5%
- Individual students
- Assessment-based
- High intensity

**Tier II/Targeted Interventions** 5-15%
- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

**Tier I/Universal Interventions** 80-90%
- All students
- Preventive, proactive

**Behavioral Systems**

**Tier III/Tertiary Interventions** 1-5%
- Individual students
- Assessment-based
- Intense, durable procedures

**Tier II/Targeted Interventions** 5-15%
- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

**Tier I/Universal Interventions** 80-90%
- All settings, all students
- Preventive, proactive

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**Mid-Atlantic PBIS Network**

**PBIS** Positive Behavioral Interventions & Supports

*Keep Technical Assistance Center*
Tier I – Critical Features

- Behavioral expectations defined
- Behavioral expectations taught
- Acknowledgement for appropriate behavior
- Clearly defined consequences for problem behavior
- Continuous collection and use of data for decision-making
- Team based
- Faculty committed
✓ Unpacking the Field Guide

✓ Deeper dive into a few features

PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches

November 2016

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. The goal of using this guide is to make school systems more responsive to the cultures and communities that they serve. This guide is part of a 5-point intervention approach for enhancing equity in student outcomes within a SWPBIS approach.
<table>
<thead>
<tr>
<th>Tier I Critical Features (Field Guide is aligned with TFI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team composition</td>
</tr>
<tr>
<td>Team operating procedures</td>
</tr>
<tr>
<td>Behavioral expectations</td>
</tr>
<tr>
<td>Teaching expectations</td>
</tr>
<tr>
<td>Problem behavior definitions</td>
</tr>
<tr>
<td>Discipline policies</td>
</tr>
<tr>
<td>Professional development</td>
</tr>
<tr>
<td>Classroom procedures</td>
</tr>
<tr>
<td>Feedback and acknowledgement</td>
</tr>
<tr>
<td>Faculty involvement</td>
</tr>
<tr>
<td>Student/family/community involvement</td>
</tr>
<tr>
<td>Discipline data</td>
</tr>
<tr>
<td>Data-based decision making</td>
</tr>
<tr>
<td>Fidelity-data</td>
</tr>
<tr>
<td>Annual Evaluation</td>
</tr>
</tbody>
</table>
Team

Membership

• Stakeholders
• “elicit ownership, vice, representation of families/communities, especially underserved families/communities

Reflect and Share:

1. Reflect on your current team membership and functioning
   - Identify the strengths
   - Identify the areas for growth
2. Turn to a partner and share
3. Document any “considerations to take back to team” on the Activity Handout
Revisiting SW Expectations & Teaching

SW Expectations

- Reflective of cultural values of community
- Purpose vs. school tradition
- High standards
- *Situational appropriateness*

*PBIS Cultural Responsiveness Field Guide: Resource for trainers and coaches (2016)*
Securing Student Voice – HS/MS

- **Rules Gallery Walk.** This activity is particularly helpful for middle and high schools. It engages students in both gathering and examining rules around the school.

1. Ask students to walk around the school and document (e.g., photograph) any posted “rules” they can find around the school.

2. Once collected, post the rules on the walls around a large common area (e.g., gymnasium) with a set of questions below each set of rules on flipchart paper. Examples include:
   a. Is the rule positively stated?
   b. What is the purpose of the rule?
   c. What is the underlying value that this rule promotes?
   d. Is this rule necessary?
   e. Does this rule fit within any of our school-wide expectations (if they exist)?

3. Use the results to revise expectations and rules

*PBIS Cultural Responsiveness Field Guide: Resource for trainers and coaches (2016)*
Family/Community Survey

We would like your help in picking the values or rules for our school. We use a small number of positively stated expectations or rules across the whole school to make it more safe, positive, and predictable. At [school name], our current expectations are [list expectations here]. To teach these expectations, we use a matrix that has specific examples of how to follow the expectations around school:

[paste matrix here]

Please answer the following questions to help improve our expectations:

Are our school’s expectations for student behavior meaningful or important to you? YES / NO
Why or why not? ____________________________

What do you think they should be? ____________________________

What are the values or rules that you want your children to follow at home? ____________________________

Are there any expectations or examples (in the matrix) that go against your values at home? YES / NO
If yes, what are they? ____________________________

What other ideas do you have for us to teach students the expectations? ____________________________

Thank you for your time and thoughts!

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Prayer</th>
<th>Menominee thinking mode time</th>
<th>Whole Class Activities</th>
<th>Small Group Activities</th>
<th>Transitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td>Helper opens door for those making the offering of tobacco outside.</td>
<td>Line up with chair quietly</td>
<td>Enter room walking quietly</td>
<td>Sit quietly on floor during story time.</td>
<td>Line up quietly behind door</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bring chair to Menominee area quietly</td>
<td>Keep hands to yourself</td>
<td>Stay in your own space</td>
<td>Wait for teacher to dismiss you.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Zero voices during story</td>
<td>Push in your chairs</td>
</tr>
<tr>
<td>Be Respectful</td>
<td>All participate</td>
<td>No English during Menominee thinking mode</td>
<td>Listen to Teachers direction</td>
<td>Listen to others speaking</td>
<td>Knock on door before entering</td>
</tr>
<tr>
<td></td>
<td>Handle medicines appropriately</td>
<td>Listen to direction</td>
<td>Raise hand if you want to talk</td>
<td></td>
<td>Enter room only if teacher is in room</td>
</tr>
<tr>
<td></td>
<td>Listen to directions</td>
<td>Respect what we learn in this room</td>
<td></td>
<td></td>
<td>Wait for other class to be dismissed before you enter</td>
</tr>
<tr>
<td></td>
<td>When one person saying prayer, zero voices.</td>
<td>Listen to others in class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be Responsible</td>
<td>Place Tobacco by tree</td>
<td>Participate during class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Place tobacco in Shell</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PBIS Cultural Responsiveness Field Guide:** Resource for trainers and coaches (2016)
## C. Alton Lindsay Middle School

### School-Wide Behavior Expectations

<table>
<thead>
<tr>
<th>Arrival &amp; Dismissal</th>
<th>Hallway</th>
<th>Cafeteria</th>
<th>Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Safety First</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Walk directly to my designated area</td>
<td>• Walk quietly in a single, straight, and silent line so that others can continue learning and working</td>
<td>• Enter and exit with a pass or my teacher</td>
<td>• Listen</td>
</tr>
<tr>
<td>• Stay in my area</td>
<td>• Walk to the right side of the hallway</td>
<td>• Throw away my trash and tray</td>
<td>• Follow directions the first time given</td>
</tr>
<tr>
<td>• Talk softly</td>
<td>• Conserve supplies: - 2 squirts of soap - 2 pushes/turns on the paper towel dispenser - Dispose of trash in the trash can</td>
<td>• Clean up after myself</td>
<td>• Ask appropriately for help</td>
</tr>
<tr>
<td>• Keep hands, feet, and belongings to myself</td>
<td>• Move away from conflict or distractions</td>
<td>• Be patient</td>
<td>• Clean up after myself</td>
</tr>
<tr>
<td><strong>Work Together Respectfully</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Respect the space of others</td>
<td>• Conserve supplies: - 2 squirts of soap - 2 pushes/turns on the paper towel dispenser - Dispose of trash in the trash can</td>
<td>• Ask for help when needed</td>
<td>• Be ready to learn</td>
</tr>
<tr>
<td><strong>Accept Responsibility</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Keep to your own business</td>
<td>• Move away from conflict or distractions</td>
<td>• Be patient</td>
<td>• Encourage others</td>
</tr>
<tr>
<td>• Teachers will supervise groups of students at all times</td>
<td>• Conserve supplies: - 2 squirts of soap - 2 pushes/turns on the paper towel dispenser - Dispose of trash in the trash can</td>
<td>• Be patient</td>
<td>• Encourage others</td>
</tr>
<tr>
<td>• Teachers will ensure that they know the location of all students</td>
<td></td>
<td></td>
<td><strong>Attend class daily and on time</strong></td>
</tr>
<tr>
<td><strong>Guide Me</strong></td>
<td></td>
<td></td>
<td><strong>Clean up after myself</strong></td>
</tr>
<tr>
<td>• Teachers will supervise groups of students at all times</td>
<td>• Teachers will monitor students by being at their doors and in the hallways</td>
<td>• Teachers will arrive on time and pick up students on time</td>
<td><strong>Be prepared for class</strong></td>
</tr>
<tr>
<td>• Teachers will ensure that they know the location of all students</td>
<td></td>
<td>• Teachers will walk students directly into the cafeteria</td>
<td>• Lesson plans posted</td>
</tr>
</tbody>
</table>

*Guide Me*
Reflect and Share:

1. When were your SW expectations developed?
2. How were the SW expectations defined across settings (e.g., rules developed)?
3. When was the last time the SW expectations and rules (i.e., teaching matrix) was reviewed?
4. On a scale from 0 – 6 (0 = not well, 6 = extremely well), how does your current teaching matrix reflect your student/family/community population’s cultural values?
5. Turn to a partner and share
6. Document “considerations to take back to team” on the Activity Handout
Revisiting SW Expectations & Teaching

SW Expectations

- Reflective of cultural values of community
- Purpose vs. school tradition
- High standards
- *Situational appropriateness*

*PBIS Cultural Responsiveness Field Guide: Resource for trainers and coaches (2016)*
## Expectations: Personal Matrix

<table>
<thead>
<tr>
<th>School-wide Expectation</th>
<th>At SCHOOL It looks like...</th>
<th>At HOME It looks like...</th>
<th>In my NEIGHBORHOOD it looks like...</th>
</tr>
</thead>
</table>
| **Be Safe**             | • Keep hands and feet to self  
                          | • Tell an adult if there is a problem | • Protect your friends and family  
                          | • Don't talk back | • Stick up for your friends  
                          |                                                     | • Don't back down  
                          |                                                     | • Look the other way |
| **Be Respectful**       | • Treat others how you want to be treated  
                          | • Include others  
                          | • Listen to adults | • Do exactly what adults tell you to do  
                          |                                                     | • Don't stand out  
                          |                                                     | • Don't bring shame | • Text back within 30 seconds  
                          |                                                     | • Be nice to friends' parents  
                          |                                                     | • Share food |
| **Be Responsible**      | • Do my own work  
                          | • Personal best  
                          | • Follow directions  
                          | • Clean up messes | • Help your family out first  
                          |                                                     | • Own your mistakes  
                          |                                                     | • Share credit for successes | • Have each other's backs  
                          |                                                     | • Own your mistakes  
                          |                                                     | • Check in about what to do |

*PBIS Cultural Responsiveness Field Guide: Resource for trainers and coaches (2016)*
The Cool Tool

Location: Playground

Expectation: Respect

Rationale: Some students play The Dozens (i.e., a planned insult match) because they think it is a fun way to show off their creativity and build self-control. It’s not intended to be disrespectful, but sometimes it can get out of hand. The purpose of this lesson is to show when it’s ok and not ok to play.

Initiating the lesson: When seeing students playing the Dozens (you know they are playing when they are appearing to enjoy it and no one is visibly aggravated), engage the students with some affirming comment like, “Wow! You think really fast!” (VALIDATION AND AFFIRMATION).

Explicit instruction (BUILDING, SITUATIONAL APPROPRIATENESS):

• Ask students what the playground expectations look like for respect.
• Explain that you know they are playing a game they find cool (VALIDATION AND AFFIRMATION, IDENTITY).
• Explain (or ask students to explain) why it could cause problems (e.g., some students may not understand it’s a game, some may view it as disrespectful, some may react with physical aggression; AFFIRMATION).
• Ask students to identify when playing is and is not respectful provide practice identifying (BUILDING, SITUATIONAL APPROPRIATENESS).
• Teach an alternative acceptable behavior (e.g., “flip the script” and instead of insults, focus on academicknowledge or complements or other respectful concepts (BUILDING AND BRIDGING).

Possible practice activities:

• Instead of insults, have students practice academic knowledge learned in the game. Instead of “your mom is so poor that…” try “I bet you didn’t know that the Earth is 7900 miles in diameter” and use facts like that to play.
• Instead of insults have the students play with complements “You are so smart that Einstein learned from you” or “your mama’s so pretty that…”
• Have students identify how the creativity could be shown in other classes because it’s cool. “How can you show your creativity in music class?” (BUILDING, SITUATIONAL APPROPRIATENESS)
• Schedule a clean rap battle for the next recess – Rules for the battle must match playground expectations for respectful behavior through (BRIDGING).

Follow up:

• Acknowledge students for showing respect in different ways (BRIDGING).
Reflect and Share:

1. When were your current procedures for teaching expectations?
2. How are school/home/community differences addressed?
3. How are families included or involved in the teaching process?
4. Turn to a partner and share
5. Document “considerations to take back to team” on the Activity Handout
Continuum of Consequences

Problem Behavior Definitions

- Wrong vs. *situationally inappropriate*
- Teach sch. expectations without devaluing acceptable home/community behaviors
- Definitions of “wrong” = purpose, discussed/mitigated with families/communities

*PBIS Cultural Responsiveness Field Guide: Resource for trainers and coaches (2016)*
## Pi Chart vs. T-Chart

### Example of a Completed Pi Chart

<table>
<thead>
<tr>
<th>Situational Inappropriate Behaviors</th>
<th>Staff-managed Problem Behaviors</th>
<th>Office-managed Problem Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overlap</strong> (contributing before teacher finishes talking)</td>
<td>Missing materials</td>
<td>Use or Possession of Alcohol/Drugs</td>
</tr>
<tr>
<td><strong>Touching Peers</strong> (as way of communication)</td>
<td>Inappropriate language</td>
<td>Weapons</td>
</tr>
<tr>
<td><strong>Delay in starting work</strong> (contemplation, not avoidance)</td>
<td>Minor non-compliance</td>
<td>Continued defiance</td>
</tr>
<tr>
<td><strong>Checking work with peers</strong> (cooperation)</td>
<td>Dress code violation</td>
<td>Harassment</td>
</tr>
<tr>
<td><strong>Movement during class</strong></td>
<td>Rudeness</td>
<td>Fighting</td>
</tr>
</tbody>
</table>

**Notes:**
- Staff-managed behaviors are typically handled by classroom staff.
- Office-managed behaviors are handled by school administration.

**Source:** Mid-Atlantic PBIS Network, PBIS Positive Behavioral Interventions & Supports.
In Summary...

• SWPBIS is a suggested framework for supporting culturally responsive and equitable schools

• Use your *existing* practices and policies to launch the conversation

• Work with team to identify priorities (e.g., let data guide the path)
Your feedback is important to us! Please take a few moments to complete an evaluation for this Coaches’ Meeting.

- Use your computer or mobile devise now by entering the following URL: goo.gl/NLk1VM

- Please provide an evaluation for EACH session you attended

- Be sure to provide feedback on the 4 items at the end of the evaluation – we will use this feedback to inform how we plan future event

- Only complete once: the evaluation form will also be emailed to each participant.