

PBIS Indiana



"Making schools welcoming and safe for all learners"

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PBIS INDIANA

The PBIS Indiana Resource Center is a collaboration between the Center on Education and Lifelong Learning and The Equity Project at Indiana University Bloomington. PBIS Indiana has established a statewide network of culturally responsive positive behavioral interventions and supports that infuses culturally responsive practice into the evidence-based PBIS framework. The resource center works with emerging model sites and school districts addressing issues of disproportionality, as well as providing on-site and web-based professional development opportunities throughout the state.

IN THIS ISSUE

Status of Affairs	1
Ask the Trainer	2
Coaches Corner	2
Becoming a Responsive Classroom Teacher	3
Schools in Motion	4
Resources	4

Status of Affairs: PBIS Indiana Statewide Network

PBIS Indiana is one of six Indiana Resource Networks (IRN) supported by a Federal Grant to address the disproportionality that exists in suspension and expulsion and office discipline rates. The goal is to provide training and technical assistance to schools in blending culturally responsive practices and School-wide Positive Behavior Interventions and Support (SW-PBIS).

The grant is in its third year that began in 2010 with 6 school sites identified as Emerging Model Sites with a commitment to developing comprehensive culturally responsive PBIS plans. As of 2013, three of those sites, Jintown High School in Elkhart, Fieler Elementary in Merrillville and Taylorsville in Columbus have achieved Model Site Status for their efforts effective implementation of PBIS and culturally responsive practices to address the needs of their diverse student groups.

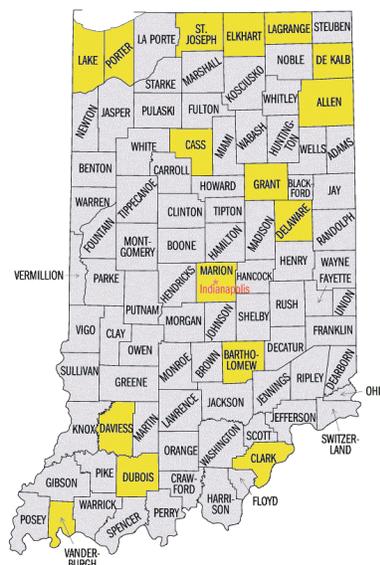
PBIS Indiana has also partnered with the Effective Evaluation Resource Center (EERC) at Blumberg to provide technical assistance to LEA's found out of compliance on special education indicators related to ethnic disproportionality in suspension and expulsion. Sup-

port has focused on developing strong district leadership teams that can build systems of support for their school buildings to address issues of inequity in discipline.

Currently, PBIS Indiana trainers are providing technical assistance with over 18 different school corporations and 100 school-based leadership teams. Prior to beginning school team training district leadership teams must complete readiness tasks, agree to attend training offered by PBIS Indiana and complete on-going tasks to support their schools in implementing PBIS as a framework for culturally responsive school-wide discipline. Principals must also complete readiness tasks before schools will be

trained by PBIS Indiana. School Leadership teams and their coaches are engaged in a multiple year training effort that blends culturally responsive discipline practices into the PBIS framework. In addition, we have worked with several school corporations to provide technical assistance to schools already implementing SW-PBIS.

Over the next few months and into the final grant year, we hope to have planned a Coaches/Leadership Statewide Forum to take place in late spring. We are also concentrating our efforts on intensifying the support we might offer to building and corporation leaders. A third big focus involves how we might further support the SW-PBIS work by offering professional development in the area of classroom management for interested teachers and staff of schools implementing SW-PBIS, but not on the Leadership Team. And, of course, we will continue to train and provide assistance to those schools that have completed Universal and Tier 2 Training.



Where are we working?

This map represents the locations of 18 school corporations and over 100 school teams we are working with across 16 Indiana counties.



Ask the Trainer: Frequently Asked Questions

Question: *How do you get "buy-in" from resistant teachers?*

Answer: Perhaps the greatest challenge for any systems change process is getting "buy-in". Some reluctance is to be expected. Your colleagues may have been part of multiple change processes that have faded with time. They have developed habits, practices, and behaviors that work for them. The challenge for the PBIS leadership team is to engage col-

leagues in the process of change, support them, and communicate regularly about the success of your school wide plan.

Engage your colleagues in regular, systematic, intentional, and meaningful discussions around behavior in your school. If the team develops and maintains the school-wide discipline system without the participation of the whole faculty then your colleagues may see your efforts as just another "top-down" initiative. The team needs to bring the planning con-

versations to the wider table. Does the staff have a unified notion of what "respect" looks like? What is our common hallway procedure? What acknowledgements are supported by the staff? Ask these questions and incorporate the answers into your plan to build "buy-in". Work so every educator in the building contributes and is part of the consensus process.

"Engage your colleagues in regular, systematic, intentional and meaningful discussions around behavior."

Coaches Corner

PBIS coaches should facilitate activities that promote and support positive practices among colleagues. One tool is a Positive Practice Bingo Game. Create a bingo card with specific behaviors you would like to encourage

among faculty. Staff self-monitor and return bingo cards by a specified due date. Collect the completed cards and celebrate success at a faculty meeting. Support buy-in by focusing on the behavior you want. Thanks to Cedar

Hall Elementary in Evansville for this idea. Do you have a great activity that supports PBIS at your school? PBIS coaches with ideas and tools to share can pass them along to the Coaches' Corner at jaemorri@indiana.edu.

Positive Bingo

The rules are simple: Win the game by achieving two Bingos! Complete one line across **and** one vertical line. In each box, write your evidence. For example, if you gave a positive colleague note to Mrs. Smith on Tuesday, November 20, writes "Mrs. Smith 11/20" in the proper Bingo block. Cards are due by the end of the month. We will award four prizes by pulling the game cards out of a hat.

Positive	Practice	Bingo	Game
Greet Students	Active Hall Duty	Positive Colleague Note	3 Positive Calls or Post Cards
Share a Treat	Service to Others	Be on Time	Introduce Yourself to Someone New
Introduce Yourself to Someone New	Pass Out 10 Student "Gotchas"	Share a Good Idea	Active Hall Duty
Active Hall Duty	3 Positive Calls or Post Cards	Greet Students	5 Referral Free Days
Positive Colleague Note	Did Not Raise Voice All Day!	Service to Others	Share a Treat

Becoming a Responsive Classroom Teacher – A consideration of differences in behavior

Learning and behavior are both influenced by culture. Teachers and staff need to consider how definitions and expectations of appropriate behavior are molded by our social interactions and personal experiences. Misinterpreting behavior and communication is common when cultural differences are present between teachers and students. For example, teachers may unknowingly reinforce behaviors by responding punitively because they may not know well or understand the influence of culture on behavior. When staff use punitive responses students' stress levels increase which in turn escalates the conflict cycle. Punitive responses may serve as a way to retain authority in the classroom, but the result may in fact create a greater divide between teachers and their students. As such, teachers need to be aware of the powerful force culture has on human behavior and on one's personal perspectives of appropriate behavior.

A way of preventing conflict with students is to first consider how behaviors may result from cultural variations. Teachers can avoid snap decisions by implementing a self-reflective approach to behavior management that focuses on gathering more information from students and thinking critically about the classroom's climate and environment. Teachers can do this by reflecting on critical questions such as the following:

- Is the behavior you are viewing as inappropriate tolerated in other cultures?
- What is this behavior saying about the student's mood?

- Is the student bored or frustrated?
- Is the behavior bothering anyone else, or just me?
- Does the behavior give any clues as to the learning style or unique needs of the student?
- Might this behavior serve the student in another context (with family or friends, for example)?
- Is there a deficit in my own practice?
- What is the home culture of my students?
- Are there policies and practices that discriminate based on differences in cultural values?

Misinterpreting behavior and communication patterns is common when cultural differences are present between teachers and students.

Teachers can take steps towards becoming more culturally responsive by shifting the paradigm from being reactive and punitive to focusing more on prevention, nurturing, and teaching skills students need to be successful in the school environment.

Chiariello (2013) presents a framework for how teachers can begin to make a shift in the approach they take towards students in the publication, "A Teacher's Guide to Rerouting the [School-to-prison] Pipeline". The article outlines the mental shifts teachers can make to better support students' learning, and reduce the negative impact that happens when we "criminalize" student behavior. The mental shifts push teachers to reflect on how perceived "misbehaviors" may serve different purposes for students with different

cultural backgrounds. The mental shifts to consider include:

- 1) **Adopt a social emotional lens**
- 2) **Know your students and develop your cultural competency.**
- 3) **Plan and deliver effective student centered instruction.**
- 4) **Move the paradigm from punishment to development.**
- 5) **Resist the criminalization of behavior**

Concluding Thoughts. A culturally responsive teacher must continuously reflect on their practices and be open to learning about their students each year. The goal will be to see differences as assets which can be a challenge, even for experienced teachers. The challenge lies in learning to become aware of one's own biases and cultural values to better understand how mismatches between students and teachers may occur. Yet teachers are called to do so. The behavioral differences in students (especially those that differ from us) can almost always be re-framed in order to find individual strengths that can be used within the teaching and learning context.

Resources

Chiariello, E. (2013). *A teacher's guide: Rerouting the Pipeline*. Retrieved from Teaching Tolerance Issue 43 at <http://www.tolerance.org/magazine/number-43-spring-2013/school-to-prison>

For an activity to explore the School to Prison Pipeline concept visit Teaching Tolerance at www.tolerance.org/school-to-prison

Schools in Motion: The Jimmie Winter Olympics

Jimtown High School in Elkhart, Indiana has for the last two years implemented a weeklong program called the Jimmie Winter Olympics. The purpose is to raise morale, increase attendance, build community, and have fun. Everybody participates in order to earn points towards becoming the "best class" (freshman, sophomore, junior, senior) in the school.

Special events are organized for each day of the week. Students choose to participate and earn points for their class by dressing up according to the theme for the day and attending the scheduled events.

Jimtown PBIS:



For instance, there were several days devoted to dressing with themes such as your favorite animal or Superhero. There were daily events to attend or participate in that included basketball and volleyball games, a wrestling meet, a hall decoration contest, and a sexy-leg contest. Many of the themes were connected to the school-wide expectations.



Students competing in tug-of-war in Jimtown.

According to Principal Jeff Zeigler attendance for the week was 96%. Mr. Zeigler also reported that there were no office discipline referrals the



Sports included basketball, volleyball, and wrestling.

entire week. And on Friday, the Senior class was only one student away from perfect attendance, while the Sophomores and Juniors only had two absences, increasing the attendance percentage to 99.2% for the day.

The staff and students at Jimtown High School love this change of pace during the winter doldrums. The outcomes have shown increased attendance rates, uplifted morale, stronger community and relationships, and everyone having fun together as evidenced by the smiles and laughter.

RESOURCES

Check out these online resources that provide online modules, articles, and activities for both staff and students around culturally responsive and PBIS.

PBIS Indiana

<http://www.indiana.edu/~pbisin/about/>

Visit the state's website where you can access PBIS Indiana resources, articles, modules, and hear the latest news on virtual training opportunities.

Teaching Tolerance

<http://www.tolerance.org/>

Find activities for both staff and students about facilitating conversation, building awareness, and gain knowledge about inequities.

PBIS Indiana Coaches Network Community

<https://learningconnection.doe.in.gov/Login.aspx>

Visit our PBIS Indiana's coaches community on Learning Connection, a site of the Indiana Department of Education. Online you can find PBIS training materials, PowerPoints, articles, protocols, and activities to help support your leadership team and building.

Equity Alliance at Arizona State University

<http://www.equityallianceatasu.org/>

Find relevant research and tools in developing culturally responsive practices for educators. Online training modules and facilitators' guides and materials are available free to help facilitate conversations in your school.