

How to Make PBIS Culturally and Linguistically Responsive (CLR)



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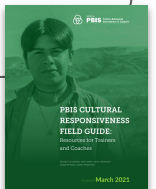
Cultural and Contextual Fit

With every practice, the students' and the school's culture and context must be considered. Each of these element influences and adds value to a school's practices:

- Local environments such as neighborhoods and cities
- Personal characteristics such as race, ethnicity, and nationality
- Learning histories such as family, social routines, customs, and experiences
- Language such as dialect and vocabulary



In fact, because contextual fit is a core principle of SWPBIS, SWPBIS is not fully implemented until it is culturally responsive.



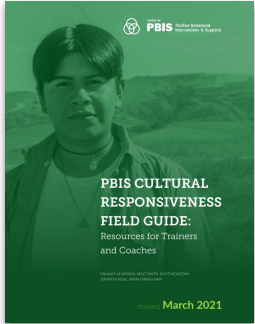
Slides



References



Big Picture Idea #1: Shift of Focus



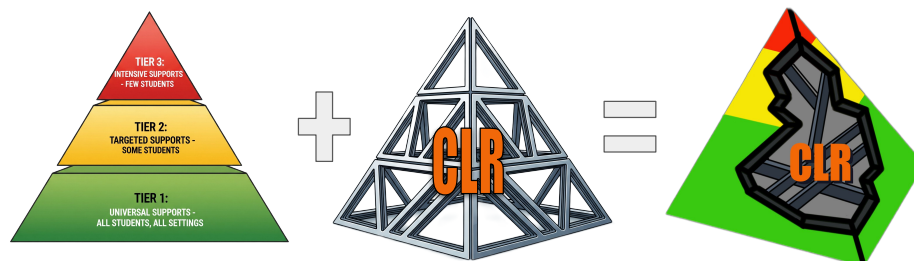
The primary goal of cultural responsiveness within a SWPBIS framework is to use SWPBIS principles to **change school cultures** and systems to enhance educational equity.

[PBIS] team members examine the system and policies for potential changes, **rather than** placing the responsibility for change on families and students.

Big Picture Idea #2: Transformation

The focus needs to be on **transformation** and not just merely mitigation.

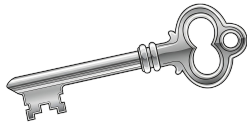
Big Picture Idea #3: PBIS Frameworks Need to Be **Infused** with Cultural and Linguistic Responsiveness



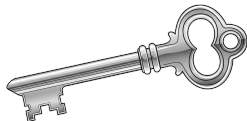
5 Keys to **Infusing** PBIS with Cultural and Linguistic Responsiveness



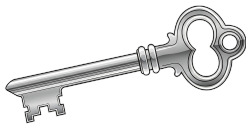
Students, families, and community members - **especially those from historically underserved groups** - must authentically and consistently be involved in the process of developing, assessing, and evolving PBIS.



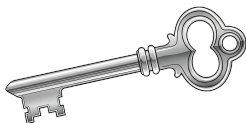
ALL teachers and staff must develop their cultural awareness and knowledge about students from historically underserved groups (i.e., culturally and linguistically diverse students).



ALL teachers and staff must be willing to develop their own cultural consciousness and interrogate their biases regarding students from historically underserved groups (i.e., culturally and linguistically diverse students).



ALL teachers and instructional support staff must be knowledgeable about culturally and linguistically responsive (CLR) instructional practices.



ALL teachers and staff must be knowledgeable in culturally responsive classroom management (CRCM) practices.

Practice #1 & 2: Identifying, Selecting, Defining, and Teaching Schoolwide and Classroom Positive Expectations and Socio-Cultural Behavior Skills

with a Culturally and Linguistically Responsive Lens

- Authentic and inclusive student, family, and community involvement
- Nuanced understandings of culturally-determined values (e.g., “respect”)
- Culturally congruent behavioral expectations
- Incorporation of the concept of situational appropriateness
- Opportunities for students to be situationally appropriate in a variety of ways
- Modeling and storytelling are used to teach the school-wide expectations
- Culturally and linguistically responsive instructional methods are used
- Expected behaviors are taught like academic skills are taught

Practice #3: Identifying and Implementing Procedures for Encouraging Cooperation with the Expected Socio-Cultural Behaviors

with a Culturally and Linguistically Responsive Lens

- Authentic and inclusive student, family, and community involvement
- Use of culturally congruent acknowledgment practices
- Focus on inspiring cooperation rather than enforcing compliance
- Commonly misconstrued cultural behaviors of underserved students affirmed as well

Practice #4 Defining “Problem” or “Unwanted” Behaviors and Procedures for Discouraging Them with a Culturally and Linguistically Responsive Lens

Shift From the T-Chart to a 3-Column Chart Method

	Common Cultural Behaviors of Underserved Students	Staff-Managed (Minor) Behaviors	Office-Managed (Major) Behaviors
Definition	These are cultural behaviors. They should never be conceptualized as a “problem” or “unwanted.”	These behaviors are clearly not cultural. They should be identified as cross-culturally unacceptable, yet minor in seriousness , by your CLR-PBIS team.	These behaviors are clearly not cultural. They should be identified as cross-culturally unacceptable (i.e., egregious), and major in seriousness , by your CLR-PBIS team.
Examples	<ul style="list-style-type: none"> • Spontaneity • Verbal Overlap • Non-maintenance of Eye Contact • Oral Expressiveness • Realness 	<ul style="list-style-type: none"> • Taking objects without others’ permission • Teasing others against their will • Cursing • Putting hands on others without their permission • Not actively doing classwork 	<ul style="list-style-type: none"> • Sexual Harassment • Racial or Xenophobic Intimidation • Drug Use, Sale, or Distribution • Bullying (especially chronic) • Physical Abuse

Respond to Common Cultural Behaviors of Underserved Students with Validating and Bridging Feedback

I appreciate how you are showing how engaged you are by shouting out your thoughts.

[pause]

Remember, right now we are practicing raising our hands to share our thoughts.

I appreciate how you are showing how engaged you are by shouting out your thoughts.

[pause]

What way are we practicing sharing our thoughts right now?

I appreciate how you are showing how engaged you are by shouting out your thoughts. Let’s switch to using Shout Out instead of raising our hands for the rest of this part of the lesson.

Practice #5: Identifying, Selecting, and Implementing Procedures for Ensuring Affirming School-Family Partnerships

with a Culturally and Linguistically Responsive Lens

- Students, families, and community members - especially those from historically underserved groups - should be asked to share how they prefer to provide input and direction
- Regular meetings of the Tier 1 leadership team are held and at times that accommodate the schedules of team members representing underserved groups.
- Alternative ways to participate in Tier 1 meetings (such as via Zoom, focus groups, or surveys) should be provided

Culturally and Linguistically Responsive PBIS Assessments

Assessing PBIS Implementation Infusion with Cultural and Linguistic Responsiveness

Assessing PBIS Implementation Infusion with Cultural and Linguistic Responsiveness (CLR)

Directions
Evaluate your school's PBIS framework for the extent of infusion with the core principles of cultural and linguistic responsiveness (CLR). Use the findings to identify areas that require focus to enhance alignment. Choose either to complete this assessment checklist collectively (where one checklist is used and each item is discussed with a score determined by individual raters each team member has an individual checklist, complete it, then the individual scores are examined and discussed to come to a consensus).

Tier 1 (Universal Supports)

Foundational Systems	Not Infused	Partly Infused	Mostly Infused	Fully Infused
There is an established schoolwide CLR/PBIS Tier 1 leadership team that is diverse and authentically includes students, family, and community members of underserved groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All school personnel on the CLR/PBIS Tier leadership team have training in cultural and linguistic responsiveness (CLR).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regular meetings of the CLR/PBIS Tier 1 leadership team are held and at times that accommodate the schedules of team members representing underserved groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school has a commitment statement for establishing a diverse schoolwide culture that includes all languages, acknowledging cultural and racial traditions, and respect for English culture and linguistic abilities of all students and systematically embedded in all schoolwide and systemwide policies and procedures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is an ongoing use of evidence-based instructional practices that are culturally relevant, evidence-based, and aligned for the purpose of identifying and addressing cultural and racial disparities in disciplinary and academic outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional development plans include comprehensive and ongoing training for all personnel in cultural and linguistic responsiveness (CLR).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a personnel evaluation plan that includes the expectation that all personnel (e.g., teachers, staff and administrators) will have a foundation in cultural and linguistic responsiveness (CLR).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Culturally and Linguistically Responsive PBIS Classroom Assessment

CLR-PBIS Classroom Assessment

Overview

- Classroom visits typically last between 10 and 20 minutes during an instructional period.
- At the elementary level, at least five classrooms will be randomly selected for visitation.
- At the secondary level, at least 10% of the classes will be randomly chosen for a visit.
- To be used along with the PBIS Tiered Fidelity Inventory (TFI)
- The focus of each visit will be to identify the use of CLR/PBIS Tier 1 practices around the following areas:
 - Evidence of CLR Instructional Practices
 - Evidence of CLR Classroom Management Practices
 - Evidence of CLR Learning Environment

Location	
Classroom #	Grade Level:
Subject Area:	School:

	Yes	They Are CLR
School-wide Behavioral Expectations Are Posted in the Classroom	<input type="checkbox"/>	<input type="checkbox"/>
Classroom Behavioral Matrix Is Posted in the Classroom	<input type="checkbox"/>	<input type="checkbox"/>

Use of Specific Culture Validating Feedback Statements About Common Cultural Behaviors of Underserved Students	Use of Culturally Bridging Statements	Use of Negative Feedback Statements About Common Cultural Behaviors of Underserved Students
Tally: _____	Tally: _____	Tally: _____
Examples: _____	Examples: _____	Examples: _____



Culturally and Linguistically Responsive PBIS Common Areas Assessment

CLR-PBIS Common Area Assessment

Overview

- Common areas will be visited at various times of the day
- At the elementary level, the hallways, playground, lunch area, library, and the main office will be visited
- At the secondary level, the hallways, nutrition, lunch area, and the main office will be visited
- To be used along with the PBIS Tiered Fidelity Inventory (TFI)
- The focus of each visit will be to identify the use of CLR/PBIS Tier 1 practices around the following areas:
 - Evidence of CLR Behavior Management Practices
 - Evidence of CLR Learning Environment

Location	
Common Area:	School:
Time of Day:	School:

	Yes	They Are CLR
School-wide Behavioral Expectations Are Posted	<input type="checkbox"/>	<input type="checkbox"/>
Behavioral Matrix Relevant to the Particular Common Area is Posted	<input type="checkbox"/>	<input type="checkbox"/>

Use of Specific Culture Validating Feedback Statements About Common Cultural Behaviors of Underserved Students	Use of Culturally Bridging Statements	Use of Negative Feedback Statements About Common Cultural Behaviors of Underserved Students
Tally: _____	Tally: _____	Tally: _____
Examples: _____	Examples: _____	Examples: _____

