

SECOND WAVE PBIS: CULTURALLY RESPONSIVE & DEMOCRATIC

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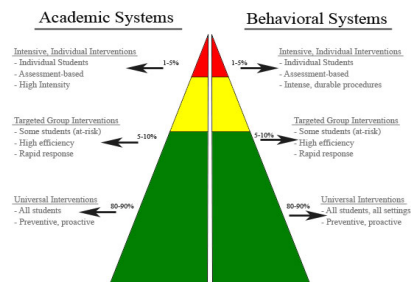


Agenda

- Introductions
- First Wave
- Second Wave
- PBIS Here
- Elements We Could Change



PBIS? RTI? Both?



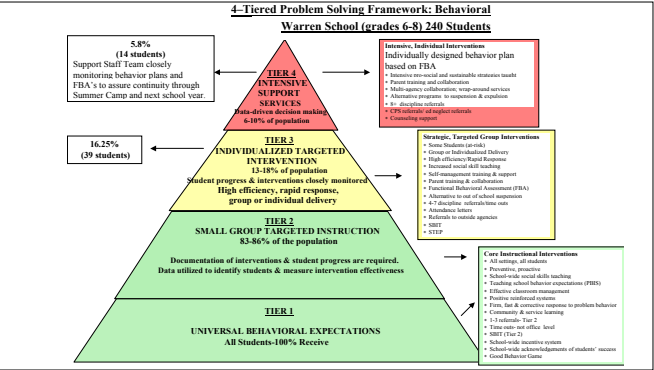
First Wave PBIS

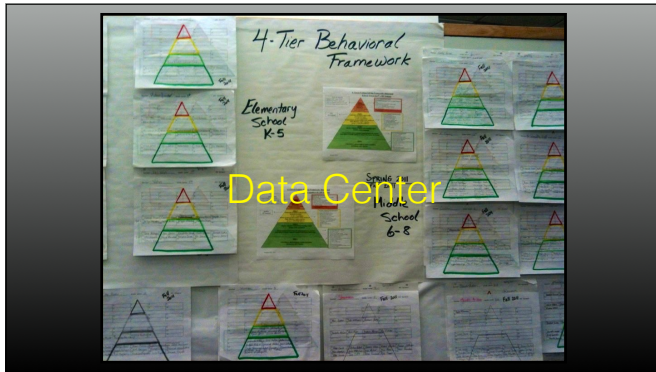
- Establishes What We Value (Tier I)
- Graduated Responses (Tiers II and III)
- Data-Informed (Tiers II and III)

- Good = Normal (Tier I)
- Bad = Deviant = Disabled (Tiers II and III)
- Lens only on Students (All Tiers)

Tier I: Good—>Normal

District	Excerpt from "Student Responsibilities"
Greendale	Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.
Clearwater	Contribute to maintaining a safe and orderly school environment that is conducive to learning and show respect to other persons and to property.
Fairview	Contribute to the maintenance of an environment that is conducive to learning and to show due respect for other persons' property.
Lakeview	To work to the best of his/her ability in all academic and extracurricular pursuits and strive toward the highest level of achievement possible.
Pleasant Hills	Contribute to the maintenance of an environment that is conducive to learning and to show due respect for other persons' property. Be safe, and not interfere with the educational process.









EQUITY: We will eliminate disproportionate student outcomes in academic achievement, discipline, and classification for special programs.

PBIS Success:
Office Discipline Referrals down 62% for cutting class Year over Year

“What classes were kids never missing?
They’re voting with their feet.
Love that teacher? Scared? Near cafeteria?
Until you ask those questions, you may miss half of what’s going on in school.”

2nd Wave: CRPBIS

“We need programs...not for use as supplicants. We require programs to hold up to our followers which mirror their aspirations” (King, 1968, 2010, p. 145).

 <p>Democracy All the school's stakeholders</p>	 <p>Expansive Base Engagement, Empowerment, Education Belonging, Independence, Mastery, Generosity</p>
 <p>Balanced Data • Strengths & Challenges • Students, adults, system</p>	 <p>Cultural Responsiveness Values and analyses respond to community perspectives</p>

2nd Wave: CR Tier I

P = Be Positive and Polite
A = Achieve Your Goals
W = Work Hard
S = Stay Safe



T'aahwajiteego =
 Responsible and accountable
 for one's choices

Whose culture shapes
 Tier I expectations?



Jones, C., Caravaca, L., Cizek, S., Horner, R. H., & Vincent, C. G. (2006)

PBIS Around Here



Enrich Elementary
 About the School
 Enrich Library
 Enrich PECS
 Enrich PTA
 Resources & Links
 The Enrich Portal
 The Fresh Start Program

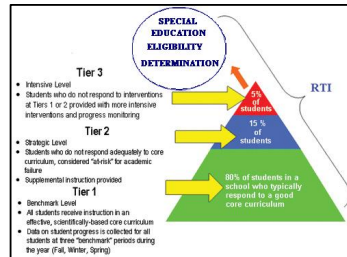


Image source: http://coe.lehigh.edu/sites/coe.lehigh.edu/files/documents/tier_circle2.jpg

2nd Wave: New Values



What would we expect in Codes of Conduct?

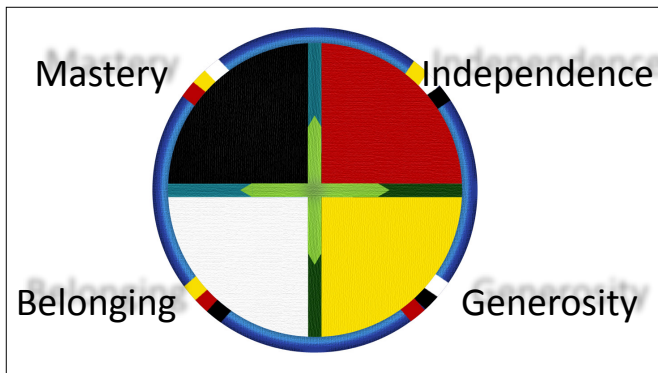
What data would we collect & analyze?

- Student behaviors?
- Adult behaviors?

Aligned to tiers.

What interventions would we use?

Aligned to tiers.



Circle of Courage

Belonging		
Normal	Distorted	Absent
Attached	Gang Loyalty	Unattached
Loving	Craves Affection	Guarded
Friendly	Craves Acceptance	Rejected
Intimate	Promiscuous	Lonely
Gregarious	Clinging	Aloof
Cooperative	Easily Misled	Isolated
Trusting	Overly Dependent	Distrustful

Brendtro, L., Brokenleg, M., and Van Bockern, S. (2002) Reclaiming youth at risk: Our hope for the future. Bloomington, IN: National Educational Service.



2nd Wave: New Values



What would we expect in Codes of Conduct?

What data would we collect & analyze?

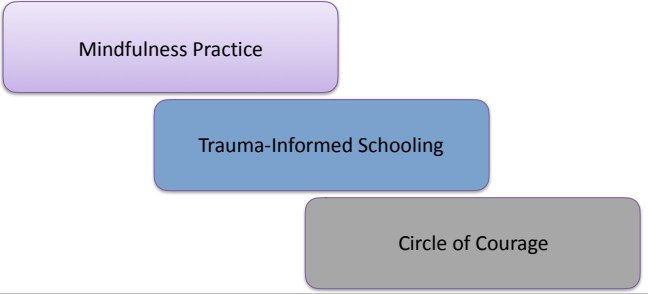
- Student behaviors?
- Adult behaviors?

Aligned to tiers.

What interventions would we use?

Aligned to tiers.

2nd Wave: Universal Design



2nd Wave: Balanced Data Analysis

	Challenges	Strengths	Disaggregated
Students			
Adults			
Policies & Practices			

And who'd think from elementary
I'd see the penitentiary one day?

Tupac, "Dear Mama"



1st Wave —> 2nd Wave PBIS

1st Wave	2nd Wave
One-size fits all.	Culturally responsive to each school.
School personnel almost exclusively.	Democratic among all stakeholders.
Multi-tiered.	Multi-tiered.
Data analysis and decision focused on student deficit. <ul style="list-style-type: none">• Office Referrals• Attendance	Balanced data: <ul style="list-style-type: none">• Challenges/Strengths• Students, Adults, Policies/Practices
Value what we measure.	Measure what we value.
Restores order.	Builds justice.

Thank you