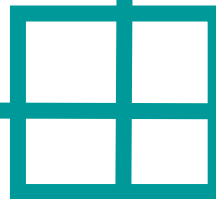


FOURSQUARE

Strategy & Process Guide

**Professional
Development**

**Staff
Buy-In**



**Family
Partnerships**

**Student
Engagement**

FOURSQUARE

Strategy & Process Guide

Strategies & Processes	Page Number
A-B Each Teach	2
Appreciative Inquiry	2
Carousel	3
CBAM Ladder	3
Check-ins	4
Circles	4
Concept Mastery Routine	5
Conversation Chain	5
Corners	6
Designing Outcomes	6
Discussion Method	7
Focusing Four	8
Game Show	8
Get Connected	9
Golden Circle	9
Hands Up Stand Up Pair Up	9
Inside Outside Circle	10
Jigsaw	11
Leading by Convening	11
PBIS Promise	12
Poll Everywhere	12
Quotable	13
Rolling Outcomes/Reflection Rolls	13
Say Something	14
Self-Reflection/Self-Assessment	15
Shaping Your Understanding	15
Silent Line Up	15
Take a Stand	16
Travel Partners	16
Visualization	17
World Cafe	17

A-B Each Teach

Process:

- ▲ Pairs or teams designate one group as A and one as B
- ▲ Person or group A reads one section of text
- ▲ Person or group B reads another section of text
- ▲ When both are ready, they teach their section to their partner or group.



Step 5: Acknowledgement System Activity #1

REWARDS PSYCHOLOGY OF CLASSROOM LEARNING: AN ENCYCLOPEDIA

Robert H. Horner and Scott A. Spaulding, University of Oregon

- Watch the video from Dr. Horner on REWARDS <http://www.pbiscaltac.org/resources-videos.html>
- Pairs or teams designate one group as A and one as B.
- Person or group **A** reads one section of text, **Defining Rewards**.
- Person or group **B** reads another section of text, **The Impact of Rewards on Intrinsic Motivation**.
- When both are ready, they teach their section to their partner or group.

Appreciative Inquiry

A Positive Approach to Change: <https://www.youtube.com/watch?v=QzW22wwh1J4>

Appreciative Inquiry is a positive way to embrace organizational change by identifying what is positive and connecting it in ways that heighten energy and vision for change. Appreciation has to do with both recognition and enhancing value. It is about affirming past and present strengths, assets, and potentials. Inquiry refers to both exploration and discovery.

The positive principle of *Appreciative Inquiry* proposes that momentum and sustainable change require positive affect and social bonding. Sentiments like hope, excitement, inspiration, camaraderie and joy increase creativity, openness to new ideas and people, and cognitive flexibility. They also promote the strong connections and relationships between people, particularly between groups in conflict, required for collective inquiry and change. When all members of an organization are motivated to understand and value the most favorable features of its culture, it can make rapid improvements.

The positive potentials of *Appreciative Inquiry* include:

- ▲ Appreciating—valuing "the best of what is"
- ▲ Envisioning what might be
- ▲ Engaging in dialogue about what should be
- ▲ Innovating what will be

Teams using Appreciative Inquiry:

- ▲ Reframe questions surfacing the hidden positive experiences
- ▲ Focus on what works
- ▲ Focus on what they see
- ▲ Know there is always something positive in every system
- ▲ Understand language creates reality



Process:

PBIS Implementation Teams can explore using Appreciate Inquiry by carving out time to answer the following questions:

Something I appreciate about our team is....
Something successful about our team is....
Something positive I have noticed about our team is...

Carousel

Process:

- ▲ Groups are assigned a chart around the room with directions
- ▲ A signal is used to move to the next chart in a clockwise fashion
- ▲ At this chart, the group will paraphrase the information provided at the top of the chart, writing a description in their own words or adding to the information
- ▲ This process is repeated until group is back



Step 2 Buy-In Activity #4

Seeds of Trust

- *Lessons Learned 1-4*

Considerations: Classroom Prevention Practices Activity

- ▲ Review document: Responding and Supporting Behaviors: Evidence-based Classroom Strategies for Teachers
- ▲ Groups rotate through the 4 prevention practice charts (Supervision/Opportunity/Acknowledgement/Precorrection/Prompts) adding specific classroom activities which address each practice.

Considerations: PBIS Implementation Share Fair Activity

- ▲ Teams prepare a visual demonstration of their Tiered Fidelity Inventory data sources
- ▲ One person per team will be a docent and share the team-generated main ideas.
- ▲ Team members will independently rotate through 3 carousel presentations.
- ▲ Carousel music can be used as a signal to rotate.
- ▲ Docent will repeat presentation 3 times; one per rotation.
- ▲ Team members independently take notes from other team's main ideas.
- ▲ After the third rotation, team will regroup with docent and share main ideas they heard from others.
- ▲ Teams have option to add new ideas to their visual demonstration.

Concerns-based Adoption Model

The **Stages of Concern** was developed as part of the Concerns-Based Adoption Model in the 1970s and 1980s by a team of researchers at the Research and Development Center for Teacher Education, the University of Texas at Austin. Since its development, researchers have tested CBAM for reliability and validity; in 2006, it was updated to ensure its reliability. This tool is commonly used to help leaders understand, monitor, and guide the complex process of implementing new and innovative practices. The **Stages of Concern** process enables leaders to identify staff members' attitudes and beliefs toward a new program or initiative. With this knowledge, leaders can take actions to address individuals' specific concerns. The **Stages of Concern** consists of and describes seven categories of possible concerns related to an innovation. People who are in the earlier stages of a change process will likely have more self-focused concerns, such as worries about whether they can learn a new program or how it will affect their job performance. As individuals become more comfortable with and skilled in using an innovation, their concerns shift to focus on broader impacts, such as how the initiative will affect their students or their working relationships with colleagues.

Step 2: Buy-in Activity #3

Change Ladder: A Processing Model for Change

- Prompt with questions or open-ended statements about concerns regarding the implementation of PBIS.
- Responses are placed on appropriate rung of Change Ladder
- Review emerging patterns regarding status and answer questions that need to be addressed



Example:

Refocusing - "I have some ideas about implementing **PBIS** that would work even better."

Collaboration - "I'm looking forward to sharing some ideas about **PBIS** with other teachers."

Consequences - How will **PBIS** affect my/our students?"

Management - "I'm concerned about how much time it takes to implement **PBIS**."

Personal - "I'm concerned about the changes **PBIS** will make in my routines."

Information - "**PBIS** is interesting and I would like to know more about it."

Unconcerned - "I think I heard something about PBIS but I'm too busy right now with other priorities.""

Check-Ins

Process:

Check-ins are intentional processes designed for settling in, meeting others, getting a sense of space and gather a sense of individuals and collectives in the room. Check-ins should be adaptable to the group and fit well with the overall theme and flow of the day. They can include quiet reflection or invite physical movement. They can be done in whole group or small group (teams, dyads or triads).

Considerations:

A list of Check-in processes which build relationships and awareness of how people are feeling in the group by connecting with a topic includes:

- ▲ Emoticons
- ▲ Weather Report
- ▲ Temperature Checks
- ▲ Numbers (Fist to Five)
- ▲ Ice Cream Flavors
- ▲ Animals
- ▲ Colors
- ▲ Desserts
- ▲ Cars
- ▲ Day of the Week



Circles

Process:

Dialogue circles are gatherings in which all participants sit in a circle facing each other to facilitate open, direct communication. Dialogue circles provide a safe, supportive space where community members can talk about sensitive topics, work through differences, build consensus and/or reflect on training outcomes.

When sitting in a circle we experience a stronger sense of community. Every person in the circle shares responsibility for its functioning. The main purpose of circle dialogues is to build community and participate in authentic conversation.

Considerations:

Closing circles can be used as a reflective moment for a group/team. Sentence starters for closing circles might be:

I have a deeper understanding of ...

A next step ...

A feeling I am leaving today with because...

An "ah ha" moment ...

Implementation Checklist for Restorative Practice Circles:

- Circles are used both in classroom and non-classroom settings
- Circles are used for community building / welcoming
- Circles are used for restoring or repairing harm
- Restorative circles, or other circles to repair harm, are co-facilitated by the RP Coach or administrator as agreed upon by staff.
- Purpose of circle is clearly stated before the circle begins
- Circle keeper is identified for each circle event (can be staff or student)
- Circle keeper consistently states circle guidelines
- Circle keeper initiates dialogue using a talking piece
- Circle keeper provides the opportunity for all participants to speak in turn
- Circle guidelines have been aligned to SW Expectation



Concept Mastery Routine

The Concept Mastery Routine helps define, summarize, and explain a major concept and where it fits within a larger body of knowledge. The Concept Mastery Routine comes out of the work of Strategic Instruction Model®, The Content Enhancement Series from the University of Kansas, Center for Research on Learning.

Process:

- ▲ **Recall** (Prompt/Key Words)
- ▲ **Conceptualize** (Examples/Non-Examples)
- ▲ **Strategic Thinking** (Formulate the Definition)
- ▲ **Extension Thinking** (Design, Generalize)



Step 1: Implementation Teams Activity #8

Defining the Role of a Site/District Level PBIS Coach

- **Recall** (Prompt/Key Words)
 - **“What makes a great PBIS Coach?”**
- **Conceptualize** (Examples/Non-Examples)
 - **“What are/are not the responsibilities of a PBIS Coach?”**
- **Strategic Thinking** (Formulate the Definition)
 - **Write a generic definition of a PBIS Coach.**
- **Extension Thinking** (Design, Generalize)
 - **What are some personal strengths you bring to your role as a PBIS Coach?”**

Conversation Chain

Process and Considerations:

- ▲ Use this process for reflection after a read, or review of previous learning.
- ▲ Use reflection sheet below.
- ▲ After completing reflections, members share a reflection and begin making links to what is shared with the group.
- ▲ As each person shares a reflection and connection, they stand next to each other forming links in a chain.



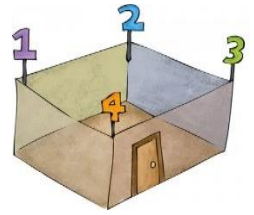
Reflection Sheet:

Something that caught my attention:	Insights that were triggered:
Something to explore further:	A question I still have:

Corners

Process:

- ▲ Write statements in a definitive manner on posters and place in each corner of the room. Review the topics for participants, and then instruct them to choose a corner.
- ▲ Suggest a facilitator rise to the occasion and facilitate the group's conversation.
- ▲ When questions come up that cannot be answered by the group, use sticky notes to post them on the poster to be addressed later in the training day.



Modifications:

- ▲ Use plus or minus corners instead of four.
- ▲ After a set amount of time, instruct people to move to the corner of their second choice and repeat the sharing in clusters of two or three.
- ▲ Ask people to stand in the corner representing their position on an issue.

Step 2: Buy-In Activity #1

Corners for Simon Sinek "How great leaders inspire everyone to take action.":

- "There are leaders and those who lead. Leaders hold a position of power or authority. Those who lead inspire us."
- "What you do is simply proof of what you believe."
- "People don't buy what you do, they buy why you do it."
- "All inspiring organizations operate from the inside, out."

Step 7: Consequence System Activity #1

Corners for "Debunking Discipline Myths":

- "Re-teaching appropriate behaviors takes more time than punishing misbehavior. Teachers don't have time to teach appropriate behavior."
- "We must punish misbehavior to provide an example to other students."
- "Students should admit what they have done wrong so they can accept responsibility for their behavior. Students should apologize for their misbehaviors to teach students to be empathetic."
- "If we get tough early we will prevent future misbehavior."
- "Zero tolerance policies make our school safer."
- "Older students should have learned how to behave in school."

Designing Outcomes

Description and Process:

Designing well-crafted outcomes must positively meet all the following criteria:

- ▲ Is the outcome possible? Is it worth doing?
- ▲ Is it stated in the positive vs. what you don't want?
- ▲ Is it specific...what will I see/hear/feel when I achieve it?
- ▲ Is it congruent with my beliefs and values? Others' beliefs and values?



Rational Outcomes

- ▲ Relate to the actual content of the work and the tasks associated with work
- ▲ Can generally be measured, tracked over time and checked off "to do list"
- ▲ Examples include: plans, projects, specific measurable objectives, deliverables

Experiential Outcomes

- ▲ Often more lasting importance
- ▲ Related to the types of experience you want your team to have as they engage in the rational work
- ▲ Examples include: building trust, creating connections, between people, providing experiences of commonality, as sense of being part of a winning team, building understanding and commitment

Considerations:

Given the agenda of the training, teams create both a Rational and Experiential Outcome:

- “What does the team/coach need to accomplish the specific work from the agenda?”
- “What experience and/or feeling does the team want to share during today's training?”

Discussion Method

Process:

- ▲ With a designated facilitator of the process, the group begins a discussion using a 4-step question prompt.
- ▲ The Objective Question is introduced to get everyone to say something. The question is intended to create comfort and responses are intended to be quick.
- ▲ The Reflective Question comes next transitioning the discussion to personal experiences.
- ▲ Then, the Interpretive Question adds meaning and purpose to the discussion.
- ▲ Finally, the Decisional Question allows the group to finally begin solution planning.



<p>OBJECTIVE "WHAT" Getting the Facts Focus Attention</p>	<p>"What words or phrases or ideas stood out for you?" "What bits of conversation did you hear?" "What did our see or observe?" "What data or facts caught your attention?" "What are your observations?"</p>
<p>REFLECTIVE "GUT" Emotions, Feelings and Associations</p>	<p>"What words or phrases or ideas stood out for you?" "What was your response or reaction?" "How does this reflect your experience?" "What surprised you?" "What associations came to mind?"</p>
<p>INTERPRETIVE "SO WHAT" Values, Meaning and Purpose</p>	<p>"What words or phrases or ideas stood out for you?" "What insights were triggered for you?" "What is the significance of X?" "What implications does X have for us or our work?" "What are the key strategies moving forward?"</p>
<p>DECISIONAL - "NOW WHAT" Future Resolves</p>	<p>"What have you/we learned?" "What questions does this raise?" "What do we need to explore further?" "What changes are needed?" "What could we do differently in the future?"</p>

Step 2: Buy-In Activity #3

Addressing Individual Perspectives

- Read the research article, **Addressing Individual Perspectives in the Development of School-wide Rules: A Data-Informed Process** Michael W. Valenti, PhD and Mary Margaret Kerr, EdD *Journal of Positive Behavioral Interventions and Supports* 2015 Volume 17(4) 245-253
- As a team, have a conversation using the discussion method.
- Assign a facilitator to guide the conversating using the following questions:

"What data or facts caught your attention?"
 "What was your response or reaction?"
 "What insights were triggered for you?"
 "What questions does this raise?"

Focusing Four

Description and Process:



Focusing Four is a consensus building decision-making model adapted from *The Adaptive School: A Sourcebook for Developing Collaborative Groups* by Robert Garmstom and Bruce Wellman.

1. Process begins with **Brainstorming** where ideas are generated following some basic rules
Everyone tosses out as many ideas as possible
The ideas (8-18 items) are written down by the recorder on charts.
Nobody can discuss or criticize the ideas until the brainstorming session is over.
2. Next, members are asked to **Clarify** by asking questions to help understand any idea which is unclear. The "author" is asked to respond.
3. **Advocating** allows any member to speak in favor of any idea.
4. Find out members' preferences through **Canvassing**. A Spend-the-Dot process is used for individual selection. Using the One-Third strategy determines which items are of greatest interest to the group.
5. Conclude by determining a process to narrow the choices down to one or two

Step 3: Behavior Expectations Activity #1

Building Consensus for Choosing Behavioral Expectations

- **Step 1: Popcorn Brainstorm** asking the questions:

"What behaviors do we expect our students to demonstrate in a positive social culture?"

"What behaviors reflect the values of our community, our families and our school."

"What behaviors do we expect our students to demonstrate to meet our Behavioral Statement of Purpose?"

- **Step 2: Clarify Ideas**
- **Step 3: Advocating for Ideas**
- **Step 4: Choosing the Expectations**

Game Show

Process:

- ▲ Use a popular game show and apply content to the game show format. knowledge in the process.
- ▲ Divide group into teams and have them work as a group to answer the questions.
- ▲ Assign the role of the host, who will add extra details after each question is answered.



Step 5: Acknowledgement System Activity #4

The Price is Right

- Ask questions regarding acknowledgments and rewards.
- How would you answer this question?
- Reveal the answers one at a time.

Get Connected

Description and Process:

Get Connected is a grounding activity known as a *Synectic*. A *Synectic* is derived from two Greek roots: *syn* (bringing together) and *ectics* (diverse elements).

- ▲ This activity can be done with a sentence starter (_____ is like a _____ because _____)
- ▲ It can also be used with visual pictures that are unrelated to the topic.



Consideration Examples:

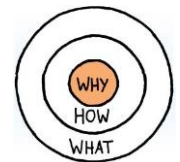
- Sentence Starter: **Implementing PBIS is like the Avengers because...**
- Unrelated Pictures: **Challenging behaviors are like (which Super Hero)**



Golden Circle

Description and Process:

The Golden Circle (from Simon Sinek, *Start with the WHY*) is a brainstorming strategy for helping participants order and structure their thinking through mentally mapping words and/or concepts. The mind forms associations almost instantaneously and 'mapping' allows you to write your ideas quicker, using only words or phrases. It is for those who wish to be inspired and for those who wish to inspire others.



Step 2: Buy-In Activity #1

The Golden Circle

- Start by asking: **“WHY” we would want to focus on a positive social culture at our school?**
- The Golden Circle with the What (8 Steps) and How (Science) is already completed on a large poster.
- Individuals are asked to write down their WHY on a Post-it and place in the middle circle of the poster.
- Information is collected and organized into a cohesive WHY statement representing the group which is presented back to staff
- The group WHY statement will then be added to the Behavioral Statement of Purpose.

Hand Up, Stand Up, Pair Up

Description and Process:

“Stand up, put your hand up and quickly find a partner with whom to share or discuss.”

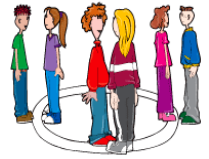
- ▲ Facilitator directs the group to “stand up, hand up and pair up”” GO!” as a signal.
- ▲ Prior to the signal the facilitator has defined, modeled and practiced with group.
- ▲ When hearing the signal, group stands up and keeps one hand high in the air until they find the closest partner who's not a teammate. Participants do a “high five” and put their hands down.
- ▲ Partners respond to question, idea or process provided by the facilitator.



Inside Outside Circle

Process:

- ▲ Group numbers off by 1's and 2's:
- ▲ Number 2's form an inside circle – facing out
- ▲ Number 1's form an outside circle – facing in
- ▲ Meet and greet
- ▲ Face a “sharing” partner, silently read assigned section and begin the conversation
- ▲ Group waits for signal to stop conversation and thank partner for the conversation
- ▲ Number 1's rotate to the right and share with new partner
- ▲ Number 1's rotate to the right again and share with new partner
- ▲ Number 1's rotate to the right again and share the with new partner



Step 2: Buy-In Activity #2

Change and Transition Communication

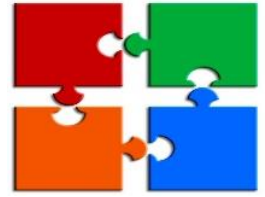
- **6xRule**
Given the amount of information coming across our desks every day, leader need to repeat the same basic message at least 6 times before everyone takes it seriously.
- **Vary the Medium**
Some people like to read things, others would rather be told. Some people will read bulletin boards or newsletters. Leaders need to make sure important information is conveyed using many different media.
- **Appropriate Timelines**
People can only digest so much information at one time. Often people are given too much detail too early in the process. The assumption then becomes people have been informed and know what to do, so there is no ongoing follow-up providing more timely information as needed.
- **Insure Consistency**
Important messages must be consistently delivered. A strategy to insure this might include written notes that go out to all staff and families. Videotaped messages used as consistent input to further conversation.
- **People Trust Behavior Over Words**
It is who you are and what you do that people pay attention to, not what you say. People trust what the leaders' actions are telling them more than the words they are saying. There is little that can sabotage a change effort as thoroughly as when the words and actions of the leaders do not match.
- **Understanding is More Important than Agreements**
People need to understand what is going on and why it is happening before they can make up their minds to agree or not. Leaders need to make sure that people understand the essentials.
- **Listening is Twice as Important as Talking**
Listening can provide the breakthrough needed to get on board with the change. People will feel they are contributing to the change if their ideas and concerns are genuinely listened to and considered.
- **Tell People the Truth – Good and Bad**
Nothing will destroy trust faster than not telling people the truth.
- **People Usually Complain Before They Create**
People need opportunities to vent their frustrations and concerns in safe ways.

Considerations:

Five Multi-Component Approach from Recommendations for Addressing Disproportionality in Education

- Use effective instruction to reduce achievement gap
- Implement SWPBIS 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

Jigsaw



Process:

- ▲ Cluster members into groups of four (or number of topics to be studied)
 - by counting off 1 to 4.
- ▲ Each member is assigned a reading
- ▲ Have all the members move into expert groups of like numbers
- ▲ In the expert groups,
 - members read the material, then converse about its meaning
 - members assign a facilitator, scribe and reporter
 - members discuss "questions of concern"
 - members determine what ideas they will share and how to illustrate the ideas for the whole group.
- ▲ Return to groups and reporter shares what has been learned in the expert groups

<p>WHY Activity # School Climate</p>	<p>HOW Activity # Active Implementation Frameworks for Program Success Stages of Implementation Drivers Expert Implementation Team Policy to Practice Feedback Look</p>	<p>WHAT Activity # Positive Behavioral Interventions and Supports: History, Defining Features and Misconceptions History/Misconception #1 What is PBIS? / Misconception #2 Characteristics/Misperception #3 Impact/Misconception #4</p>
--	--	--

Leading by Convening

<http://www.ideapartnership.org/documents/NovUploads/Blueprint%20USB/NASDSE%20Leading%20by%20Convening%20Book.pdf>



Leading by Convening is a blueprint for authentic engagement with stakeholders; a framework which includes habits of interaction, elements of interaction and depths of interaction drawn from the work of Etienne Wenger in Community of Practice.

<p>Coalescing Around Issues How People Are Four Simple Questions Seeds of Trust Meet the Stakeholders</p>	<p>Ensuring Relevant Participation What's in It for Me? Engaging Everybody Learn the Language: Make the Connections</p>	<p>Doing the Work Together Problems Come Bundled Building Engagement Defining Our Core One-Way Two-Way Learning</p>
--	---	--

WHAT: Activity #4
Making Connections
Step 2: Buy-in Activity #3
Four Simple Questions
Step 2: Buy-in Activity #4
Seeds of Trust

PBIS Promise

Description and Process

The inspirational, motivational messages inside Dove candy wrappers can serve as a positive affirmation when implementing PBIS.

- ▲ Read your Dove Promise wrapper.
- ▲ Make a connection to the saying on the wrapper and implementing PBIS.
- ▲ Acknowledge everyone's "promises" and eat your chocolate!
- ▲ Be careful of romantic and lustful saying on the red wrapped Dove Promises



Examples of Sayings Found on Wrappers

Listen to your heart and dance.
Laughter is the music of the soul.
Get out there and make your dreams happen.
Every cloud doesn't mean a storm.
Happiness is celebrating the little things.
Life is a work of art designed by the one who lives it.
The best ideas come after you think you've run out of them.
Trust is the most valuable thing you'll ever earn.
One little smile can fill the room with sunshine
Footprints on the sands of time are not made by sitting down.
Push yourself to notice the extraordinary in the ordinary
Climb high, climb far, your goal the sky, you aim, the stars.
Go easy on yourself
Little things can make big differences.

Poll Everywhere

Description and Process:

On the surface, Poll Everywhere is a simple application that works well for live audiences using mobile devices like phones. People participate by visiting a fast mobile-friendly web page for your event, sending text messages, or using Twitter. Instructions are displayed on-screen. The poll that is embedded within the presentation or web page will update in real time. Advanced uses include texting comments to a presentation, texting questions to a presenter, responding via the web, and SMS interactivity in print, radio, and TV.



- ▲ Ask your audience a question with the Poll Everywhere app
(Multiple Choice Poll, Free Response Poll, True or False Poll, Clickable Images Poll, Q/A Brainstorm)
- ▲ Audience answers in real time using mobile phones, Twitter, or web browsers.
(SMS text voting, Web voting, Customize the voting experience)
- ▲ See your response live on the web or in a PowerPoint presentation

Considerations:

Poll Everywhere is an example of a tool to use for stakeholder buy-in as schools implement and re-examine their SWPBIS systems, data and practices.

Quotables

Description and Process:

Incorporating inspirational quotes is a great way to get your group motivated, thinking critically, and discussing deeply. Inspirational quotes are also an effective way to directly teach character traits and life skills that need to be reinforced.

Use quotes to:

1. Display them in groups as a motivational wall.
2. Use them as writing prompts.
3. Use them as discussion starters.



Considerations:

PBIS Culturally Responsiveness Field Guide: Resources for Trainers and Coaches

“The real voyage of discovery consists not in seeking new landscapes, but in having new eyes.”

-Marcel Proust

“Every person needs a place that is furnished with hope.”

Maya Angelou

“Preservation of one’s own culture does not require contempt or disrespect for other cultures.”

-Cesar Chavez, Mexican-American Activist

“Culture is the widening of the mind and of the spirit.”

-Jawaharlal Nehru, first Prime Minister of India

“Culture is central to learning. It plays a role not only in communicating and receiving information, but also in shaping the thinking process of groups and individuals.”

-Gloria Ladson-Billings

“Cultivating an atmosphere of respect through caring relationships is particularly significant for Latino and Latina students (Garza 2008) as it is a critical source of motivation for Latino and Latina students who may feel marginalized by the schooling process”.

--Lisa Scherff

“If you can show me how I can cling to that which is real to me, while teaching me a way into the larger society, then and only then will I drop my defenses and hostility, and I will sing your praises and help you to make the desert bear fruit.”

-Ralph Ellison

“No Culture can live if it attempts to be exclusive.”

-Mahatma Gandhi

“It is not our difference that divides us. It is our inability to recognize, accept and celebrate those differences.”

-Audre Lorde

Rolling Outcomes & Reflection Roll

Description and Process:

A closing process for team reflection using sentence starters correlated to the number that is rolled on the dice.

- ▲ Individually or group rolls the die
- ▲ Each number on the die is associated with a sentence starter crafted to address rational and experiential outcomes
- ▲ A reflective response is given



Considerations:

This activity can also be used for an opening activity using the following:

- 1 We're excited to share...
- 2 Something new we hope to learn...
- 3 We would like to have a deeper understanding of ...
- 4 We'd like to feel ...
- 5 We want to experience...
- 6 We are hoping to leave today with...

Example of sentence starters for a closing activity:

- 1 A connection I made....
- 2 Something I'll use....
- 3 I understand....
- 4 I'd like to know....
- 5 I'm excited about....
- 6 I have enjoyed....

Say Something

Description and Process:

This strategy allows for frequent "mini-bursts" of conversations built into the professional development reading activity. Per your directions, learners stop after every stanza, paragraph, section, or set number of pages to have dialogue about what they have just read. They can clear up any confusion, talk about a point that they found powerful, talk about a point that they question, etc.,

SAY SOMETHING

- ▲ Work in pairs or triads;
- ▲ One person reads a section aloud, then "says something" to the group
- ▲ Others then respond to what was "said";
- ▲ Read next section and repeat process;
- ▲ Post and review the directions/rules below before beginning;

Step 5: Acknowledgement System Activity #5

Specific Positive Acknowledgement

- ▲ *Specifically Describes the Behavior*
- ▲ *Provides Reasons or Rationales*
- ▲ *Includes a Positive Acknowledgement*

Step 8: Data-based Decision-Making Activity #1

- ▲ *Team Meeting Foundations: "The Big Five"*

Self-Reflection

Description:

“By three methods we may learn wisdom: First by reflection, which is the noblest; Second, by imitation, which is the easiest; and third by experience, which is the bitterest.

-Confucius

“Follow effective action with quiet reflection. From the quiet reflection will come even more effective action.”

-James Levin

Learning without reflection is a waste, reflection without learning is dangerous.

-Confucius

Considerations:

Step 1: Implementation Team Activity #5

- ▲ Norms of Collaboration

Step 3: Behavioral Expectations Activity #2

- ▲ What I Value Most

Step 5: Acknowledgment System Activity #5

- ▲ Self-Determination Theory

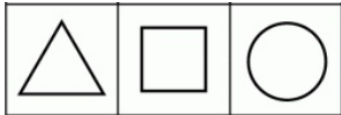
Step 6: Classroom-wide PBIS

- ▲ Self-Assessments (Foundations, Prevention & Response Practices)

Shaping Your Understanding

Description and Process:

Using a play on words for shapes, three reflection questions are addressed:



TRIANGLE: Three most important points are....
SQUARE: Four things I am squared away with are....
CIRCLE: One thing that keeps circling around in my head is....

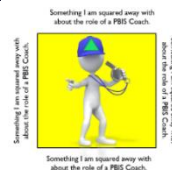
Step 2: Buy-In Activity #5

- ▲ Concerns-based Adoption Model

Considerations:

Step 1: Implementation Team Activity

- ▲ Concept Mastery Routine – Definition of a Coach



Silent Line Up

Process:

- ▲ Explain the objective is to line up silently in alphabetical order.
- ▲ Designate one side of the space to be A and the other side Z
- ▲ Explain that no one is allowed to talk and players are to line up silently in order.



Considerations:

Step 3: Behavioral Expectations Activity #2

- ▲ What I Value Most
Line up A-Z according to the first letter of a VALUE.

Take a Stand

Process:

- ▲ Individuals will be asking a series of questions having simple “yes/no” or “agree/disagree” type responses.
- ▲ Individuals will move to a specific spot in the space based on their response.
- ▲ Opportunity to share out reason for position is given.



Step 2: Buy-In Activity # 1

- ▲ Cultural Shifts

Considerations:

Step 7 Consequence System Activity #4

- ▲ Problem Behavior Definition
 - Present behavior scenario and line up for either Minor or Major

Step 8 Data-based Decision-Making Activity #2

- ▲ Team Meeting Foundations
 - Present behavior scenario and line up for team scores (0 – 1- 2)

Travel Partners



- ▲ Find a different person for each travel stamp.
- ▲ Write down each others name on the stamp and fill in the information about the person.
- ▲ You will meet up with your travel partners throughout the day to process, share and discuss information.

Name:



Position:

Favorite Place to Travel:

Dream Vacation:

Name:



Position:

Favorite Place to Travel:

Dream Vacation:

Name:



Position:

Favorite Place to Travel:

Dream Vacation:

Name:

Position:

Favorite Place to Travel:

Dream Vacation:

Visualization

Process:

- ▲ Groups are asked to create an image with pictures and symbols depicting the essence of their task.
- ▲ Group share out their masterpiece by explaining their visual representation of their assignment.



Option: Step 2 Buy-In Activity #6

Hart's Ladder of Youth Participation

World Café

Description and Process:

The World Café methodology is a simple, effective, and flexible format for hosting large group dialogue. World Café can be modified to meet a wide variety of needs. Specifics of context, numbers, purpose, location, and other circumstances are factored into each event's unique invitation, design, and question choice, but the following five components comprise the basic model:



1) Setting: Create a "special" environment, most often modeled after a café, i.e. small round tables covered with a checkered or white linen tablecloth, butcher block paper, colored pens, a vase of flowers, and optional "talking stick" item. There should be four chairs at each table (optimally) – and no more than five.

2) Welcome and Introduction: The host begins with a warm welcome and an introduction to the World Café process, setting the context, sharing the Cafe Etiquette, and putting participants at ease.

3) Small Group Rounds: The process begins with the first of three or more twenty-minute rounds of conversation for the small group seated around a table. At the end of the twenty minutes, each member of the group moves to a different new table. They may or may not choose to leave one person as the "table host" for the next round, who welcomes the next group and briefly fills them in on what happened in the previous round.

4) Questions: each round is prefaced with a **question** specially crafted for the specific context and desired purpose of the World Café. The same questions can be used for more than one round, or they can be built upon each other to focus the conversation or guide its direction.

5) Harvest: After the small groups (and/or in between rounds, as needed), individuals are invited to share insights or other results from their conversations with the rest of the large group. These results are reflected visually in a variety of ways, most often using graphic recordings in the front of the room.

Considerations:

PBIS Culturally Responsiveness Field Guide: Resources for Trainers and Coaches

IDENTIFY AWARENESS

- Practioner Personal Identity
- Student & Family Identity
- Community Identity
- Guidance Identity Awareness

TFI CULTURAL RESPONSIVE COMPANION

- TFI Features 1.1 – 1.15

CULTURALLY RESPONSIVE PBIS CORE COMPONENTS

- Identity
- Voice
- Supportive Environments
- 4. Situational Appropriateness
- 5. Data for Equity