

1.4 Teaching Expectations

CR Concept: SITUATIONAL APPROPRIATENESS

SWPBIS Big Idea

Active and explicit teaching of school-wide expectations clarifies concepts for students and adults, allows for practice and performance feedback, and reduces misunderstandings regarding what is appropriate at school.

Culturally Responsive Elaboration

Teams ensure that school staff understand that all students need explicit teaching about expected behavior at school. Teams have a process and procedures for staff to teach students the behaviors necessary to be successful in the school setting regardless of previous learning and without disrespecting families' beliefs. When expectations differ between home or community and school, staff examine these differences critically, and if determined to be necessary, they explicitly teach the skills (including providing a clear rationale for having a different expectation at school and opportunities for practice and feedback until students demonstrate the skill fluently).

Non-examples

- School staff remind students about expectations without explicit instruction.
- School staff teach that behaviors that are inappropriate in school are “wrong,” even when they may be appropriate in other settings.
- School staff deliver corrective consequences without first engaging in explicit instruction.
- School staff provide a completed home matrix for families and expect them to teach predefined rules.
- School staff expect students to “code-switch” (i.e., change their way of acting or sounding to match the dominant group’s expectations; Valandra & Hokšila, 2020) instead of considering how the student’s behavior can be supported as is.

Examples

- Expectations lesson plans incorporate students’ real-life experiences, cultural strengths, and values of students.
- Teams examine expectations for reflection of dominant cultural values that may need explicit teaching and, if found, define the logical rationale for those expectations and a plan for explicitly teaching it to all students.
- Teams provide opportunities for students to articulate their expectations at home and discuss similarities and differences (e.g., personal matrix, see Appendix G).
- Staff include students actively in lesson plan design and delivery.
- Teams seek regular feedback on lesson plans from school staff, students, families, and community members.
- Teams include family and community members as teachers of behavior expectations.
- School staff use the Validate, Affirm, Build, and Bridge approach (VABB, see Appendix I) or other specific strategies to build from students’ learning histories.
- Teams and school staff provide materials for families so that they can define and teach behavior expectations in the home in ways that fit their needs.

Resources

- Activity: Personal matrix activity (Appendix G)
- Sample lesson plan: Bridging Behavior Cool Tool (Appendix I)



1.7 Professional Development

CR Concept: IDENTITY

SWPBIS Big Idea

Formal processes for providing training and practice to staff on implementing SWPBIS increases fidelity and consistency in SWPBIS practices.

Culturally Responsive Elaboration

Professional development processes and procedures focus on: (1) implementation of the SWPBIS framework, (2) the cultural responsiveness core components described in this guide, and (3) historic context and present-day issues specific to the school's underserved populations.

Non-examples

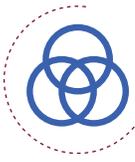
- Schools and districts maintain a broad range of short-term professional development topics that staff can select based on interest.
- The school or district provides “cultural sensitivity training” that does not focus on instructional strategies.
- Cultural professional development is generic and not specific to working with the local community.

Examples

- The district has a long-term professional development plan that includes SWPBIS and enhancing equity.
- Professional development opportunities are identified based on system and student outcome data.
- Teams partner with local community supports and families to provide professional development that orients staff to the community cultures, values, and historical perspectives (e.g., marginalization from schooling).
- Teams have procedures to provide staff with explicit training and practice in specific skills for enhancing equity and examining implicit bias.
- Teams have procedures to provide staff with explicit training and practice in de-escalation skills.

Resources

- Sample staff identity awareness activity: Elements of Culture Activity (Appendix H)
- [Professional development: Wisconsin RTI Center's 7 Experiences, Davis, 2014¹⁴](#)
- Professional development: Beyond Diversity/Courageous Conversations (Appendix A; Singleton, 2015)



1.11 Student/Family/Community Involvement

CR Concept: VOICE

SWPBIS Big Idea

Engaging stakeholders enhances the contextual fit of SWPBIS systems and may increase consistency across school and other settings.

Culturally Responsive Elaboration

School teams and staff see student, family, and community partnerships as vital to improving student outcomes. These partnerships provide opportunities for student, family, and community voices to be heard and have their histories and experiences represented in the school setting. Connections to the school are authentic and collaborative when teams actively seek student, family, and community voice to provide agency in system development. It is critical that teams engage families, students, and community members who are representative of the schools' demographics and any underserved populations.

Non-examples

- Teams have no procedures for input, involvement, or feedback from students during design or implementation.
- Teams have no procedures for input, involvement, or feedback from family or other stakeholders during design or implementation.

Examples

- Teams research their communities to determine which ethnic groups are represented within the broad federal race categories.
- Teams have procedures for specific community outreach actions to ensure frequent two-way communication with stakeholders.
- Teams have procedures in place to inform families and community members of and actively engage them in volunteer opportunities within the school, (e.g., school-wide or classroom orientations or celebrations).
- Teams actively seek feedback from stakeholders regarding their perceptions of and suggestions for Tier I SWPBIS systems at least annually.
- Teams have procedures to ensure that stakeholders and community resources are connected to Tier I SWPBIS systems, including increasing students' and families' access to resources that specifically address underrepresented ethnicity groups or underserved populations.
- Teams share all information with stakeholders in multiple languages and modes of delivery (e.g., written, audio, visual).

Resources

- Stakeholder Input and Satisfaction Surveys – Student and Family (available soon at www.PBISApps.org)
- [Sample family engagement activity - Read Your Heart Out¹⁵](#)
- Examples of school cultural imaging by students and families (Appendix E)
- Cultural Calendar and example embedded lesson plans (Appendix J)
- Book: Schwartz, K. (2016). *I wish my teacher knew: How one question can change everything for our kids.* Philadelphia, PA: Da Capo Press.