



NTACT
National Technical Assistance Center on Transition

Culturally Responsive Practices and Positive Behavioral Interventions and Supports (PBIS)

Annotated Bibliography

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What is PBIS and is it Culturally Responsive?

Positive Behavioral Interventions and Supports (PBIS) arose from the need to respond to the pervasive disparities in behavioral outcomes for students with, and at risk, for disabilities. The 1997 and 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA) positioned school-wide discipline reform as a top priority in schools across the nation. The question of how to assess disproportionality and eliminate it through early prevention was, inarguably, a central concern. In search for an answer, PBIS emerged. Although initially PBIS was designed to provide evidence-based behavioral interventions for students with behavioral disorders (BD), the focus later shifted from the individual to the entire school in hopes of providing school-wide behavior support for all students (Sugai et al., 2000a).

PBIS, as it is conceptually understood today, is defined as a “framework for enhancing the adoption and implementation of a continuum of evidence-based interventions to achieve academically and behaviorally important outcomes for all students” (Sugai & Simonsen, 2012, p. 2). More specifically, PBIS operates as a noncurricular, whole-school prevention model that seeks to enhance a school’s capacity to proactively address disruptive behavior by creating and sustaining improved systems and procedures that change adult behaviors and the manner in which they engage students (Bradshaw, Mitchell, & Leaf, 2010). It applies a three-tiered approach to manage behavioral and academic supports at the primary (Tier 1), secondary (Tier 2), and tertiary (Tier 3) level.

Initially, the use of culturally appropriate interventions was indirectly emphasized through PBIS (Sugai et al., 2000b). Researchers have often critiqued the framework as being culturally neutral (Cramer & Bennett, 2015). Unfortunately, too often well-meaning teachers may ignore the racial, ethnic, and/or cultural identity of their students, which may lead to misinterpretation of student behavior (Monroe, 2006). Although PBIS is a promising practice intended to produce positive outcomes for everyone, it seems less effective for some students due to its race-neutral principles (Vincent, Randall, Cartledge, Tobin, & Swain-Bradway, 2011). McIntosh and colleagues (e.g., 2014, 2019) have been working to address issues of disproportionality and cultural responsiveness in PBIS to ensure schools understand the complexities of these issues to promote equity for all students. Levenson, Smith, McIntosh, Rose, and Pinkelman (2019) define culturally

responsive PBIS as including: (1) Identity, (2) Voice, (3) Supportive Environment, (4) Situational Appropriateness, and (5) Data for Equity (p. 2).

The Importance of PBIS in Transition Planning?

Students with disabilities were twice as likely to face school exclusion as compared to students without disabilities (Office for Civil Rights, 2014). One in four boys of color, and one in five girls of color, served by IDEA were suspended from school annually. There is mounting evidence that exclusionary discipline practices contribute to negative school outcomes (e.g., low academic performance, grade retention, delinquency, alienation, and drug use; Raffaele Mendez, 2003), which create barriers in effective transition planning. Studies show that culturally responsive practices and effective classroom management help to mitigate disciplinary disproportionality (Monroe, 2006) and ultimately, improve post-school success (e.g., college enrollment, reduced rate of dropout, and employment) for racially diverse students with disabilities (Achola, 2019). PBIS in this regard is essential in transition planning as it is designed to shift the goal of the discipline system from an ideology of control (punishment) to one of agency (power to act in one's best interest and one's own behalf); forming reciprocal and productive family-school-community coalitions to build positive, supportive, effective and adaptive school wide behavioral support (Bal, 2018). PBIS sees diverse perspectives, goals, and lived experiences as assets, rather than deficits, to promote inclusive decision-making when preparing students for adulthood.

What does the literature say about Restorative Practices in Transition Planning?

A number of studies have outlined the importance, as well as, the impact of PBIS. Generally, the research suggests:

- High-fidelity implementation of PBIS has been repeatedly associated with overall reductions in office discipline referrals (ODRs) as well as improved academic outcomes (Bradshaw, Mitchell, & Leaf, 2010);
- Training in SWPBIS (Universal Tier I) has been shown to lead to sustained changes in schools' internal discipline practices and systems within both urban and rural contexts (Taylor-Greene, Brown, Nelson, Longton, Gassman, & Cohen, 1997; Luiselli, Putnam, Handler, & Feinberg, 2005);
- Significant improvements to school climate have been associated with successful implementation of PBIS (Horner, Sugai, Smolkowski, Eber, Nakasato, Todd, & Esperanza, 2009); and
- Disproportionate discipline outcomes persist in schools implementing SWPBIS (Bradshaw, et al., 2010).

The purpose of this annotated bibliography is to synthesize relevant research and resources on Culturally Responsive Positive Behavioral Interventions and Supports (CRPBIS). The implementation of CRPBIS and its associated outcomes are briefly summarized. To conclude, additional resources on CRPBIS are provided.

References

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Sugai, G., Sprague, J. R., Horner, R. H., Walker, H. M. (2000b). Preventing school violence: The use of office discipline referrals to assess and monitor school-wide discipline interventions. *Journal of Emotional and Behavioral Disorders, 8*(2) 94-101.

Sugai, G., & Simonsen, B. (2012). *Positive behavioral interventions and supports: History, defining features, and misconceptions*. Mansfield, Connecticut: Center for Positive Behavioral Interventions and Supports.

Taylor-Greene, S., Brown, D., Nelson, L., Longton, J., Gassman, T., Cohen, J., et al. (1997). School-wide behavioral support: Starting the year off right. *Journal of Behavioral Education, 7*, 99-112.

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Cressey, J. (2019). Developing culturally responsive social, emotional, and behavioral supports. *Journal of Research in Innovative Teaching & Learning, 12*(1), 53-67.

- This descriptive, participatory case study takes place in a bilingual Spanish/English elementary school. Data were collected over a three-year period using mixed methods. The author's objective is providing readers with practical strategies to be implemented in schools to sustain culturally responsive social, emotional, behavior supports.
- Evidenced-based practice included the targeted support systems of Positive Behavior Intervention and Support (PBIS), Social Emotional Learning (SEL) practices and Culturally Responsive Practices CRP).
- The author reflects on practices, theories, strategies, and challenges of implementing tiered support systems in a large, urban/suburban bilingual school.
- Data include "Check-in, and Check-out questions", a table providing the results of screening student for at-risk behavior from a third grade classroom, a snapshot of one student's individual progress displayed in a graph, and a table reporting fidelity measures of tier two scales and subscales.

- This article is relevant to district administrators, school-level administrators, practitioners, and researchers advancing the study and implementation of culturally responsive social emotional behavior supports.

Bal, A., Afacan, K., & Cakir, H. I. (2018). Culturally responsive school discipline: Implementing Learning Lab at a high school for systemic transformation. *American Educational Research Journal*, 55(5), 1007-1050.

- This study addresses the process of creating Learning Labs (LL) to promote systemic transformation in school discipline procedures in an effort to decrease discipline disproportionality and increase student and family involvement through culturally responsive practices.
- Data reports include Tables representing Learning Lab sessions and participants, Photographic artifacts, Cyclical modeling of systemic transformations, a Frequency graph of LL actions, Questions for interactive groups sessions, scripted modeling of group interaction, narrative, and facilitation.
- CRPBIS researchers, administrators, staff, families, and community stakeholders may find this study beneficial to replicate.

Bradshaw, C. P., Pas, E. T., Bottiani, J. H., Debnam, K. J., Reinke, W. M., Herman, K. C., & Rosenberg, M. S. (2018). Promoting cultural responsiveness and student engagement through Double Check coaching of classroom teachers: An efficacy study. *School Psychology Review*, 47(2), 118-134.

- This article presents data from a randomized controlled trial (RCT) which tested the impact of a coaching approach which utilized the element of Double Check, a cultural responsiveness and student engagement model.
- The RCT included 158 elementary and middle school teachers randomized to receive coaching or serve as comparisons; all participating teachers were exposed to school-wide culturally responsive professional development activities.
- Pre–post nonexperimental comparisons indicated improvements in self-reported culturally responsive behavior management and self-efficacy for teachers in both conditions following professional development exposure.
- The findings suggest the potential promise of coaching combined with school-wide professional development for improving classroom management practices and possibly reducing office discipline referrals among Black students.
- This article is recommended to teachers, counselors, state and local school personnel seeking to develop or improve cultural efficacy and culturally responsive practices

Loman, S.L., Strickland-Cohen, M.K., & Walker, V.L. (2018). Promoting the Accessibility of SWPBIS for Students with Severe Disabilities, *Journal of Positive Behavior Interventions*, 20(2), 113-123.

- This research heeds a decade-long call to action to explore the accessibility of Schoolwide Positive Behavioral Interventions and Supports (SWPBIS) for students with severe disabilities.
- To improve the accessibility of SWPBIS, Universal Design for Learning (UDL) and evidence-based practices were used to teach three students with severe disabilities schoolwide behavior expectations in inclusive schoolwide settings.
- Special education teachers from three different elementary schools adapted their campus SWPBIS Tier 1 lesson plans with additional visual supports, social narratives, and systematic instructional procedures.
- All participants showed improvement as evidenced by a reduction in the duration of their problem behavior in schoolwide settings.
- Teachers who implemented the intervention using the materials found it to be socially valid.
- This study would be beneficial to researchers and practitioners looking to improve accessibility of SWPBIS for students with severe disabilities.

Larson, K., Pas, E., Bradshaw, C., Rosenberg, M., & Day-Vines, N. (2018). Examining How Proactive Management and Culturally Responsive Teaching Relate to Student Behavior: Implications for Measurement and Practice. *School Psychology Review*, 47(2), 153–166. <https://doi.org/10.17105/SPR-2017-0070.V47-2>

- The purpose of this study included a quantitative multimethod approach, using a teacher self-efficacy survey and classroom observations to determine teachers' use of culturally responsive teaching practices and the use of proactive Positive Behavior Support.
- Data were collected from 18 schools and 274 teachers.
- School-Wide implementation of proactive and positive behavior management
- Tables include “Standardized Parameter Estimates for Structural Model (N=274)”, “Structural Equation Model Displaying Standardized and Statistically Significant Associations”, and “Descriptive Statistics of Measures and Correlations”.
- This article may be beneficial for researchers and States and Districts seeking research-based practices.

Gion, C., Mcintosh, K., & Smolkowski, K. (2018). Examination of American Indian/Alaska Native School Discipline Disproportionality Using the Vulnerable Decision Points Approach. *Behavioral Disorders*, 44(1), 40–52. <https://doi.org/10.1177/0198742918773438>

- The researchers in this study examined office referrals for student discipline (ODRs) and the discipline disproportionality for America Indian/Alaska Native students on the national scale.
- Data for the study was collected from an extant data base of ODRs from the National Center for Education Statistics (NCES) and compared to 140 elementary schools, 67 middle schools, and 48 high schools who use the School-wide information system (SWIS).
- The article includes several figures and graphs contrasting the data to include the time of day of the referral, location, gender, and type of behavior infraction which resulted in the office discipline referral.
- This study is advantageous for school administrative teams, local and state policy makers and behavior technicians and practitioners.

Goodman-Scott, E., Hays, D.G., & Cholewa, B.E. (2018). "It Takes a Village: A Case Study of Positive Behavioral Interventions and Supports Implementation in an Exemplary Urban Middle School. *Urban Review*, 50(1), 97-122.

- This qualitative single case-study of Positive Behavioral Interventions and Supports (PBIS) is a widely implemented, culturally responsive framework using prevention and intervention activities to promote a safe school climate and positive academic and behavioral student outcomes.
- The authors provide a rich description of PBIS implementation in an exemplary **urban** middle school based on school documents and the voices of several school leaders.
- The study also examines the corresponding role of the school counselor.
- Results included positive school outcomes and the emergence of five themes: the importance of administrative leadership, proactive PBIS practices, creating consistency, building community, and school counselor integration.

McIntosh, K., Ellwood, K., McCall, L., & Girvan, E. (2018). Using Discipline Data to Enhance Equity in School Discipline. *Intervention in School and Clinic*, 53(3), 146–152.

<https://doi.org/10.1177/1053451217702130>

- The purpose of this article is to provide a 4-step process, established with the PBIS guide and framework, to utilize school discipline data to augment equitable school discipline practices to decrease discipline disparity.
- The article details the 4-step process from the free online resource in the PBIS Disproportionality Data Guide. The steps include problem identification, problem analysis, plan implementation, and plan evaluation.
- The authors incorporate data graphs from actual outcomes using the data driven 4-step process gathered from a case study. In this vignette, the authentic school data indicted the disproportionality and includes a plan for explicit instruction and culturally

responsive practices to allow the school to monitor progress to acquire equitable school discipline practices.

- This article is recommended for district leadership teams, school administrative teams, and state, and local school discipline data teams.

McIntosh, K., Gion, C., & Bastable, E. (2018). Do Schools Implementing SWPBIS Have Decreased Racial and Ethnic Disproportionality in School Discipline? *PBIS Evaluation Brief*. OSEP National Technical Assistance Center on Positive Behavioral Interventions and Supports.

- The authors of this study examine School-wide positive behavior intervention and supports (SWPBIS) to decrease ethnic and racial school discipline disparity in comparison with the entire United States school population.
- Methods of the study included data collection from the Civil Rights Data collection database for U.S. schools and data gathered from the PBIS Assessment database for schools implementing SWPBIS.

Noltemeyer, A., Palmer, K., James, A. G., & Wiechman, S. (2018). School-Wide Positive Behavioral Interventions and Supports (SWPBIS): A synthesis of existing research. *International Journal of School & Educational Psychology*, 1-10.

- Evidence suggests significant and positive relationships between School-Wide Positive Behavioral Interventions and Supports (SWPBIS) implementation and student outcomes, research is still needed to review and consolidate this existing literature base.
- The current study synthesized findings from cases (n=55) in order to better understand the “(a) general quantity, quality, and types of SWPBIS research being conducted, and (b) overall magnitude of these relationships across studies”.
- Of the cases reported in the study, the majority had positive findings of the behavioral and academic outcomes.
- Researchers, practitioners and district personnel utilizing or striving to improve their practices or procedures may benefit from examining this synthesis of research.
- Results comprised a figure of out of school suspension risk indices by school type which display the outcomes of the study, with a notable difference for schools practicing SWPBIS guidelines.
- This study would benefit researchers, local and state policy makers, and district leadership.

Salle, T. L., George, H. P., Mccoach, D. B., Polk, T., & Evanovich, L. L. (2018). An examination of school climate, victimization, and mental health problems among middle school students self-identifying with emotional and behavioral disorders. *Behavioral disorders*, 43(3), 383-392.

- The purpose of this study was to examine perceptions of school climate among students who self-identify as having an emotional and behavioral disorder (EBD) and students without disabilities on the Georgia Student Health Survey 2.0.

- The research examined the link between perceptions of school climate and student outcomes which increased, no research had examined how students with disabilities, particularly those with EBD, perceived school climate, and the relation of those perceptions to outcomes including peer victimization and mental health problems.
- The study found that in comparison with students without disabilities (SWOD), students with EBD (SWEBD) reported significantly lower perceptions of school climate and significantly higher rates of mental health problems and peer victimization.
- Perceptions of school climate and mental health were inversely associated with reports of victimization among both SWOD and SWEBD.
- Discussion includes how educational leaders can improve school climate for SWEBD through tiered systems of supports such as School-Wide Positive Behavior Interventions and Supports to support mental health and reduce peer victimization.

McDaniel, S. C., Kim, S., & Guyotte, K. W. (2017). Perceptions of Implementing Positive Behavior Interventions and Supports in High-Need School Contexts through the Voice of Local Stakeholders. *Journal of At-Risk Issues, 20(2), 35-44.*

- The goal of this qualitative case study explores the perceptions of those facilitating, implementing and sustaining Positive Behavior Interventions and Support (PBIS) through the semi-structured focus group of four stakeholders.
- Components of PBIS implementation included: the perceptions outcomes of PBIS implementation, productive feedback regarding barriers, other supports needed, and a discussion regarding future implementation of practices.
- Data include participant demographics which include a teacher, Guidance Counselor, School Psychologist, and an Assistant Principal and the focus group questions used during the focus group sessions.
- Outcomes are outlined and discussed through four basic themes that were discovered. Those who would benefit from this case study include stakeholders and support staff within schools and researchers working to advance the study of culturally responsive PBIS, school climate and increasing student engagement.

Bal, A., Schrader, E. M., Afacan, K., & Mawene, D. (2016). Using learning labs for culturally responsive positive behavioral interventions and supports. *Intervention in School and Clinic, 52(2), 122-128.*

- This case study took place in an urban midwestern school district in three K-12 schools. Culturally Responsive Positive Behavior Intervention Support, (CRPBIS) Learning Lab (LL). The two main goals of the study were to bring local stakeholders (parents, families, teachers, community representatives and organizations) to be a part of a problem solving process and to decrease student discipline referrals and suspensions by reconstructing school discipline practices to become more culturally responsive.

- Contributions of this study include steps to form Learning Lab in Schools. Steps include discussions on how to involve administrators in the process, forming a group, establishing inclusion, and the cycles of change in running the lab.
- A model of the renovated discipline system at the high school is included detailing the process, proving examples, and steps to creating a culturally responsive system of support through the PBIS system.
- Community stakeholders, school level staff and researchers could all potentially benefit from the model and steps for creating and sustaining CRPBIS LL in schools.

Butters-Bubon, J., Brunner, T., & Kansteiner, A. (2016). Success for All? The Role of the School Counselor in Creating and Sustaining Culturally Responsive Positive Behavior Interventions and Supports Programs. *Professional Counselor*, 6 (3), 263-277.

- The purpose of this case study focused on a Midwestern, suburban elementary school practicing Culturally Responsive Positive Behavior Supports and Intervention (CRPBIS) and the sustainability of culturally responsive practices used by school counselors over a 5-year period.
- Evidenced based practices were used to model culturally responsive practices for staff to enhance their interactions with students. Examples include the school providing training and opportunity for counselors and staff to examine and reflect on their own cultural competence and awareness and the importance of awareness of student cultural backgrounds to increase positive interactions with families and students.
- The authors provide a detailed diagram demonstrating the interactions of cultural equity, validity, relevance and validation, knowledge and self-awareness. A chart of CRPBIS categories is also provided with examples and strategies for implementation. A graph of student discipline disproportionality highlighting office discipline referrals, OCRs is followed by a discussion on the validity and implications for the case study.
- This article is recommended for guidance counselors, school support staff, and teachers desiring to implement CRPBIS in schools.

Leverson, M., Smith, K., McIntosh, K., Rose, J., & Pinkelman, S. (2016). PBIS cultural responsiveness field guide: Resources for trainers and coaches.

- This field guide provides the framework of school-wide positive behavioral interventions and supports (SWPBIS) by aligning the core tenets with culturally responsive practices.
- Cultural responsiveness includes high expectations for all students, using students' cultures and experiences to enhance learning, provide students with and without disabilities access to adequate resources and effective instruction within the SWPBIS framework.
- Section I of the field guide is an identity awareness unit focusing on how practitioners and students' identities affect the school culture and Section II is a resource for embedding cultural responsiveness into SWPBIS implementation.

- The field guide also provides appendices which include a glossary, lesson plans and activities.
- This guide would benefit schools and school-based personnel in developing or enhancing their culturally responsive SWPBIS.

Bal, A. (2015). *Culturally responsive behavior interventions and supports* (WCER Working Paper No. 2015-9). Retrieved from University of Wisconsin-Madison, Wisconsin Center for Education Research website: <http://www.wcer.wisc.edu/publications/workingpapers/Papers/papers.php>

- The goal of this paper is to provide an overview of behavior interventions and support framed within culturally responsive practices. It seeks to bring attention to international, national and local policy-level stakeholders by describing sustainable attributes of Culturally Responsive Positive Behavior Interventions and Support (CRPBIS).
- A PBIS literature review is included which focuses on culturally responsive practices. A theoretical discussion follows targeting the main components of practice. These dispositions cover the main goals of providing cultural competence training and professional development within schools; confronting the office discipline referral, ODR, discipline disparity, and including nondominant communities and students when setting school expectations and implementing PBIS.
- Data include diagrams of *Cultures in Schools and School Cultures* (p. 10), The cyclical representation of *Systemic Transformation and Expansive Learning Cycle* (p.13), *Constellation of activity systems with a shared object* (p. 15) and a figure representing *Historical Evaluation of PBIS* (p. 24).
- The author reaches out to stakeholders and policy-makers who control and influence practices in schools to reduce discipline disparity through the implementation of CRPBIS.

Banks, T., & Obiakor, F. E. (2015). *Culturally responsive positive behavior supports: Considerations for practice. Journal of Education and Training Studies, 3(2), 83-90.*

- The purpose of this paper is to provide a description of Culturally Responsive Positive Behavior Intervention Supports (CRPBIS) and to combine it with cultural and linguistic variables to enrich interactions and behavior of culturally and linguistically diverse (CLD) students.
- Culturally responsive practices are emphasized, such as: enhancing effective teaching practices, increasing staff members cultural knowledge and self-awareness; validation of other cultures; and increasing cultural awareness.
- The article also focuses on interventions, for example, culturally responsible effective teaching practices, problem resolution, and modeling practices to promote relationships.

- Whole school staff, teachers, administration should benefit from these principles to increase awareness on student behavior and background to help decrease behavior and special education referrals.

Cramer, E. D., & Bennett, K. D. (2015). Implementing Culturally Responsive Positive Behavior Interventions and Supports in Middle School Classrooms *Middle School Journal*, 46(3), 18-24

- A narration of the experience of a novice classroom teacher who collaborates with an experienced special education teacher to reduce subtle assumptions filled with cultural bias which play out in the classroom is showcased.
- This article reveals important implications for managing student behavior in more productive and culturally appropriate ways.
- Culturally responsive positive behavior and intervention support (CR-PBIS) is defined and the basic tenets discussed.
- Interactions with students and families as well as home-school collaboration are discussed along with curriculum and instruction strategies.
- Within the article is a checklist for CR-PBIS areas for middle school teachers which include teacher attitudes/beliefs, interactions, home/school collaboration, curriculum, instruction, and management systems.
- This is a resource for practitioners and could be modified for elementary and secondary students and classrooms.

Wilson, A. N. (2015). A critique of sociocultural values in PBIS. *Behavior analysis in practice*, 8(1), 92-94.

- This discussion paper includes the positive behavior intervention support (PBIS) framework and provides a brief of the tier system of support.
- Use of mindfulness-based practices theoretical applications and practices are discussed, such as, student self-acceptance and self-esteem and sociocultural differences between school administration and school student body.
- Examples are provided for what the inclusion of wraparound mental health services might look like modeled for each tier of support.
- School administration and school district personnel may find this discussion could assist them if they are considering providing a cultural shift in their PBIS practices.

Bal, A., Kozleski, E. B., Schrader, E. M., Rodriguez, E. M., & Pelton, S. (2014). Systemic transformation from the ground-up: Using learning lab to design culturally responsive schoolwide positive behavioral supports. *Remedial and Special Education*, 35(6), 327-339.

- School-wide positive behavior interventions and support, (SWPBIS) addressing racial disproportionality for students served under the Individuals with Disabilities Act (IDEA, 2004) are highlighted in this article.

- It recommends that culturally responsive practices should be included in PBIS and provides examples of implementation, for instance, enhancing school staff's cultural competency and self-awareness and validating ethnic and cultural groups that are different than their own.
- Researchers used formative intervention methodology which is outlined as having five principles: collective activity system, systemic redesign, design of new systems, expansive learning actions, and cycles of expansive learning.
- This qualitative case study describes how the Learning Lab was designed by stakeholders developing their own culturally responsive behavior support system.
- Results include the use of cultural re-mediation from individual acts toward collective agency.
- This study could be beneficial to practitioners, administrators, school districts, and researchers to address disproportionality in school discipline.

Greflund, S., McIntosh, K., Mercer, S. H., & May, S. L. (2014). Examining disproportionality in school discipline for Aboriginal students in schools implementing PBIS. *Canadian Journal of School Psychology, 29*(3), 213-235.

- The aim of this exploratory study was to examine the disproportionality in office discipline referrals, (ODR) of Aboriginal students in schools practicing Positive Behavior Intervention and Supports (PBIS) as compared to non-aboriginal students. The study took place in 5 elementary and middle schools in rural British Columbia and Alberta and participant n= (1,750) students.
- The 5 schools in the study had been participating in the PBIS program ranging from 2-10 years due to the high ODRs in the district. Data were collected through archival extraction of discipline data and feedback from district and school administrators.
- Researcher's discussion includes possible reasons the hypothesis was not supported. Explanations include the use of culturally responsive practices which included: the creation of positive school culture when implementing the PBIS program; increased practitioner cultural awareness of the Aboriginal community and students; and additional support to the population of students.
- The study would be beneficial for researchers pursuing advancing the field of culturally responsive PBIS, school districts and teachers.

Irby, D. J. (2014). Trouble at school: Understanding school discipline systems as nets of social control. *Equity & Excellence in Education, 47*(4), 513-530.

- The author of this article argues for improvement and renovation of the discipline systems in school districts and breaks the system down into discipline systems as nets of social control. This article contributes to the dialogue and research showing the need for Culturally Responsive Positive Behavior Intervention and Support (CRPBIS) by calling for policy change, relationship building and cultural attentiveness in school practices.

- Figures include a graphic of the levels of school discipline nets, defining each and providing examples. Several other figures compare the nets and provide visuals for how these nets widen and deepen.
- The school discipline network uses a social constructionist heuristic frame and the author goes into detailed discussion and provides data that students of color, even in schools which provide PBIS and calls for the creation of CRPBIS in schools.
- The author mentions that this article is for administrators, teachers, school support staff and researchers.

McIntosh, K., Moniz, C., Craft, C. B., Golby, R., & Steinwand-Deschambeault, T. (2014). Implementing school-wide positive behavioural interventions and supports to better meet the needs of indigenous students. *Canadian Journal of School Psychology, 29(3), 236-257.*

- Authors of this descriptive case study of Positive Behavior and Intervention Support (PBIS) report on the culturally responsive practices used in PBIS implementation in a high school in a territory in the Northwest.
- An explanation of the cultural values of indigenous students and the cultural disassociation expectations of school administrators are emphasized as causal challenges in explaining cultural disconnects within the school.
- Cultural responsiveness is defined and attributes of social value, attitudes and expectations of indigenous elders, community, socialization and communication are explored and embedded in PBIS practices and implementation within the school.
- Data is displayed in a graph highlighting the sustained decline of indigenous students over a nine year period. Culturally relevant PBIS contributed to this discipline decrease in the indigenous students.
- School districts, Administrators, Practitioners and researchers would be interested in this descriptive study.

Sugai, G., O’Keeffe, B. V., & Fallon, L. M. (2012). A contextual consideration of culture and school-wide positive behavior support. *Journal of Positive Behavior Interventions, 14(4), 197-208.*

- The aim of this article is to explore School-Wide Positive Behavior Support (SWPBIS) within a cultural context.
- Researchers describe a contextual perspective on culture founded upon the principles of behavior theory and analysis.
- Cultural definitions and disciplines are provided and examples of each are given.
- Adopting Behavior Analytic terms, definitions and principles are displayed within a cultural context and examples of each are provided.
- An overview of OSEP Center on PBIS Implementation Blueprint is referenced displaying the phases of practice implementation.

- A Table with “SWPBS Elements and Suggestions for Enhancing Contextual and Cultural Relevance” highlights Elements and Suggestions for Practice.’
- This article is written for multiple audiences which include practitioners, researchers, and policy makers.

Bal, A. (2011). Culturally responsive school-wide positive behavioral interventions and supports framework. *Madison, WI: Wisconsin Department of Public Instruction.*

- Author’s examine and propose the use of learning Labs (LL) to implement Culturally Responsive Positive Behavior Supports (CRPBIS) to address discipline disproportionality in nondominant student populations or culturally, linguistically, diverse (CLD) populations.
- The study took place in school districts in Wisconsin and included two elementary schools, one middle school, and one high school.
- Authentic collaboration between stakeholders is discussed and strategies provided to increase communication, student engagement and parental participation through the use of LL to support CLD populations.
- A diagram of systemic change models the cyclical process of implementing and sustaining transformation.
- The researcher’s target the audience of school level staff, community and families

Tobin, T., & Vincent, C. (2011). Strategies for Preventing Disproportionate Exclusions of African American Students. *Preventing School Failure: Alternative Education for Children and Youth, 55(4), 192–201.* <https://doi.org/10.1080/1045988X.2010.532520>

- The researchers of this study highlight strategies for preventing disproportionate exclusions of African American students compared with White students using School-wide Positive Behavior Intervention and Supports (SWPBIS).
- Data documentation were assembled from the National Center for Education Statistics (NCES), the School-wide information system (SWIS), and data from school staff members through the Effective Behavior Survey (EBS),
- Demographic characteristics of schools, summary of standard regression analysis for classroom variables, and enrollment numbers and exclusion rates are evidenced in graphs, and tables.
- Disproportionate exclusion of African Americans is evidenced in the results and conclusions of the study. This article would be beneficial for practitioners, researchers, district and state leaders, and policy makers searching for an evidenced based solution to exclusion disparity in school discipline disparity and practices.

Vincent, C. G., Swain-Bradway, J., Tobin, T. J., & May, S. (2011). Disciplinary referrals for culturally and linguistically diverse students with and without disabilities: Patterns resulting from school-wide positive behavior support. *Exceptionality, 19(3), 175-190.*

- The goal of this study was to reduce discipline referrals for culturally and linguistically diverse (CLD) students while examining school-wide behavior support (SWPBS).
- SWPBS is defined and basic principles are discussed, such as, importance of positive school expectations and procedures, proactive teaching, allocation of resources.
- Universal support is outlined with interventions, support and implementations.
- The study calls for further research to include a larger sample which would include Native American and Asian American students.
- Researchers, administrators, and practitioners will benefit from this article to aid in supporting students from varying racial-ethnic backgrounds.

Vincent, C. G., Randall, C., Cartledge, G., Tobin, T. J., & Swain-Bradway, J. (2011). Toward a conceptual integration of cultural responsiveness and schoolwide positive behavior support. *Journal of Positive Behavior Interventions, 13(4), 219-229.*

- School-wide positive behavior support (SWPBS) and cultural responsive practices (CRP) are outlined in this paper.
- Discussion of the four features of SWPBS include data driven decision making, evidence based behavior support, schoolwide evidence based delivery of support, and social and academic outcomes valued by all stakeholders.
- Culturally responsive educational practices are highlighted including, enhancing staff members' cultural knowledge, and cultural self-awareness, validating others' culture, increasing cultural relevance, establishing cultural validity, and emphasizing cultural equity.
- An overview of a school district's activities to blend SWPBS and CRP are designated in a table for ease of navigation and reference. The table includes examples of outcomes, systems, data, and practices implemented over a one-four year span with future plans included.
- This article could benefit practitioners and staff, school and district personnel, and researchers.

Vincent, C. G., & Tobin, T. J. (2011). The relationship between implementation of school-wide positive behavior support (SWPBS) and disciplinary exclusion of students from various ethnic backgrounds with and without disabilities. *Journal of Emotional and Behavioral Disorders, 19(4), 217-232.*

- This study examined data from 77 schools implementing school-wide positive behavior support (SWPBS) and the extent to which students from diverse ethnic groups were represented in the data.
- SWPBS is defined and indicators are outlined, for instance, overall school climate, expectations and definitions and examples of appropriate behavior, and consistent consequences.

- The researchers used existing data from office discipline referrals (ODR) with the intention of examining the correlation between ODR and student ethnicity and disability status to construct a database.
- Discussion of study analysis includes five figures displaying demographic student information.
- Researchers, school district personnel and school-based administration should find this article advantageous for arguing for SWPBS programs in schools.

Wang, M., McCart, A., & Turnbull, A. P. (2007). Implementing positive behavior support with Chinese American families: Enhancing cultural competence. *Journal of Positive Behavior Interventions*, 9(1), 38-51.

- The design of this article focuses on four Positive Behavior Supports (PBS) which incorporate culturally responsive practices which include: contextual fit, relevant outcomes, assessment and collaboration with partners.
- A table contrasting Chinese cultural values and Anglo European PBS values lists the four tenets of collaborative partnership, functional assessment, contextual fit, and meaningful lifestyle outcomes.
- A diagram highlighting tips for professionals who work with culturally diverse students and families provides three steps for PBS process: steps to take prior to beginning the PBS process, conducting functional assessments, and implementation and steps for sustaining PBS.
- Research and practice recommendations are included in the discussion and conclusion.

Utley, C. A., Kozleski, E., Smith, A., & Draper, I. L. (2002). Positive behavior support: A proactive strategy for minimizing behavior problems in urban multicultural youth. *Journal of Positive Behavior Interventions*, 4(4), 196-207.

- This article explores the student discipline disproportionality in culturally and linguistically diverse (CLD) students and the effect on families and the implementation of Positive Behavior Support (PBS) and proactive strategies for minimizing behavioral issues in multicultural urban youth.
- Data include national trends in discipline disproportionality, a comparison of African American and European American cultural influence in 4 categories which include: behavior/mannerisms, styles of communication, styles of socialization and interaction, and eye contact.
- Tables are also displayed to compare culturally influenced social behavior of Asian American, Hispanic, and culturally influenced social behaviors of Native American children.
- A practical and ready to utilize chart of strategies for implementation is also found within the article which could be used by stakeholders including policy makers, researchers and school personnel.

Additional Resources

- PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches
Website:<https://www.pbis.org/Common/Cms/files/pbisresources/PBIS%20Cultural%20Responsiveness%20Field%20Guide.pdf>
- The Role of Leadership and Culture in PBIS Implementation
Website:https://www.pbis.org/Common/Cms/files/pbisresources/PBIS_ImplementationLeadership_oct29_2012.pdf
- Culturally Responsive PBIS in Action: Examples and Strategies
Website:https://www.pbis.org/common/pbisresources/presentations/D10_McIntosh_et_al.ppt
- Culturally Responsive SWPBIS Self-Assessment Tool
Website:http://www.midwestpbis.org/materials/specialtopics/equity/CRSWPBIS%20tool_3.0_2015.pdf?attredirects=0&d=1

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