



3A – Culturally Responsive Classroom Practices to Support Each Learner

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- **Topic:** Equitable Supports
- **Keywords:** Diversity, Classroom Implementation, Social Relationships



Acknowledgements



Center on PBIS Equity Workgroup (est. 2013)

Current Membership (2025-26)

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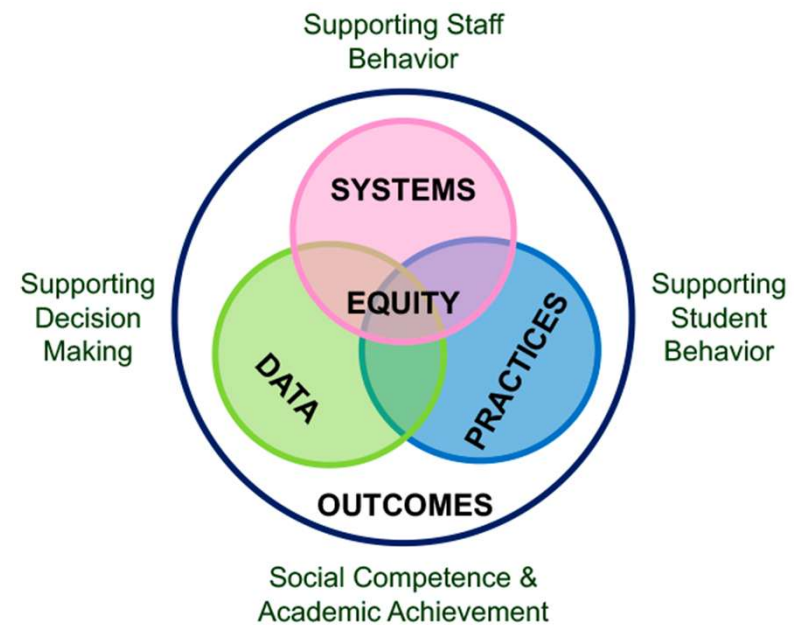


Learning Objectives

1. *Identify how to make core features of classroom PBIS culturally responsive*
2. *Explore ways to implement culturally responsive core features of classroom PBIS practices with fairness*
3. *Identify ways to implement core features of classroom PBIS with cultural responsiveness*



Deepening PBIS Practices



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Culturally Responsiveness in Core Components

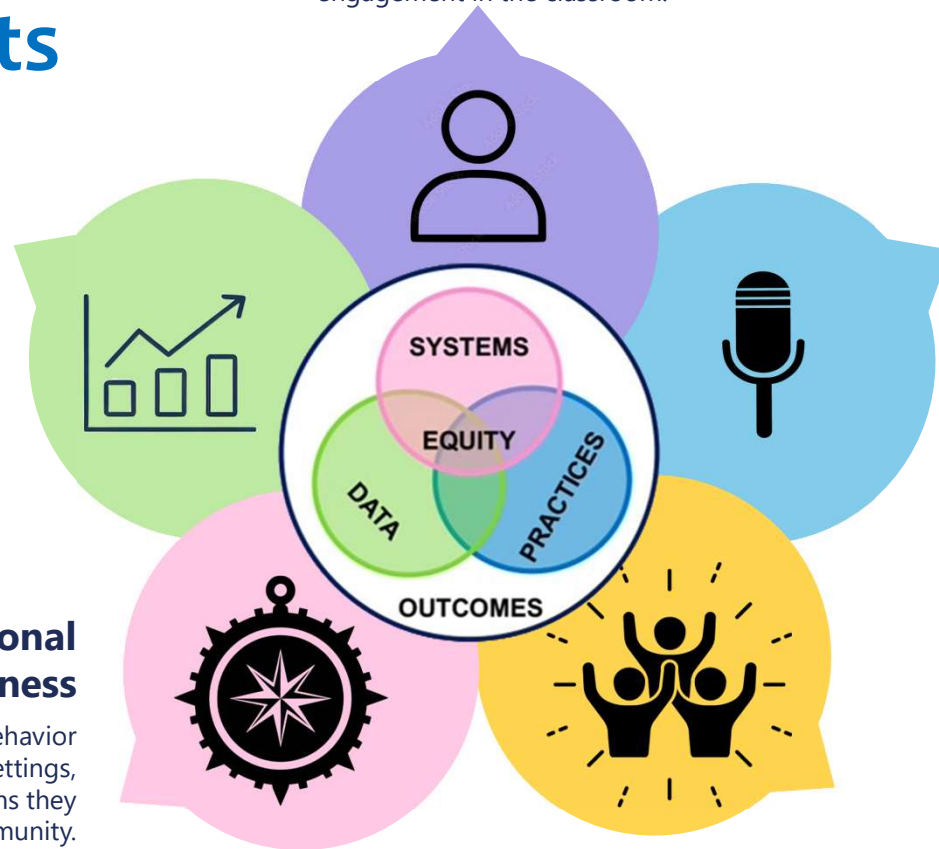
Data for Equity
Use data, especially when broken down by student groups and informed by family perspectives, to uncover and address inequities in classroom systems.

Situational Appropriateness
Teach students when and why behavior expectations may shift across settings, while honoring the cultural norms they bring from home and community.

Identity
Recognize and affirm the diverse backgrounds of students, families, and staff, and understand how these identities influence behavior, relationships, and engagement in the classroom.

Voice
Create real opportunities for students, families, and communities to share input and help shape classroom expectations, supports, and decisions

Supportive Environment
Build classrooms where students feel seen, respected, and safe; and where behavior incidents are met with teaching and support, not punishment.



Leverson et al. (2021)

Common Features of Culturally Sustaining Schools

- **Embed students' evolving languages, cultures, and knowledge** throughout the school, not just in isolated lessons.
- **Treat students, families, and community as partners** by inviting their ideas, feedback, and approval in meaningful ways.
- **Build respectful, reciprocal relationships** with students, families, local communities in everyday school practices.
- **Create intentional learning spaces** to grapple with internalized oppressions and biases, false dichotomies, and inward gazes.



Share out

- ❑ Think of one classroom PBIS practice your district has invested in (e.g., establish and foster positive relationships, define and teach positive expectations, response strategies).
- ❑ How might the practice unintentionally silence student or family cultures?
- ❑ How might it be reshaped to sustain them?

Strength-Based Foundations: CSP & CRC

- Asset-based Inquiry
- Rejection of Deficit Indicators
- Pedagogy Rooted in Community Strengths
- Cultural Consciousness and Self-reflection
- Resistance to White Normativity
- Political and Ethical Commitment

“CSP should not be seen as in conflict with CRP (or other seminal work in the strength-based tradition). Rather, all work in these traditions seeks to dismantle deficit approaches... and to instead critically center our strengths, our assets, our communities in teaching and learning.”

—Paris, *Culturally Sustaining Pedagogies and Our Futures* (2021)



Key Dimensions of Culturally Responsive Caring

- **Ethic of Action:** Caring is shown through intentional, purposeful behaviors that actively support student success.
- **Cultural Competence:** Educators understand and respect cultural backgrounds and tailor teaching to student needs.
- **Warm Demanding Balance:** Teachers combine emotional warmth with high academic expectations to encourage excellence.
- **Reciprocity in Caring:** Caring is mutual, with teachers and students co-creating the learning experience.

Gay (2018)

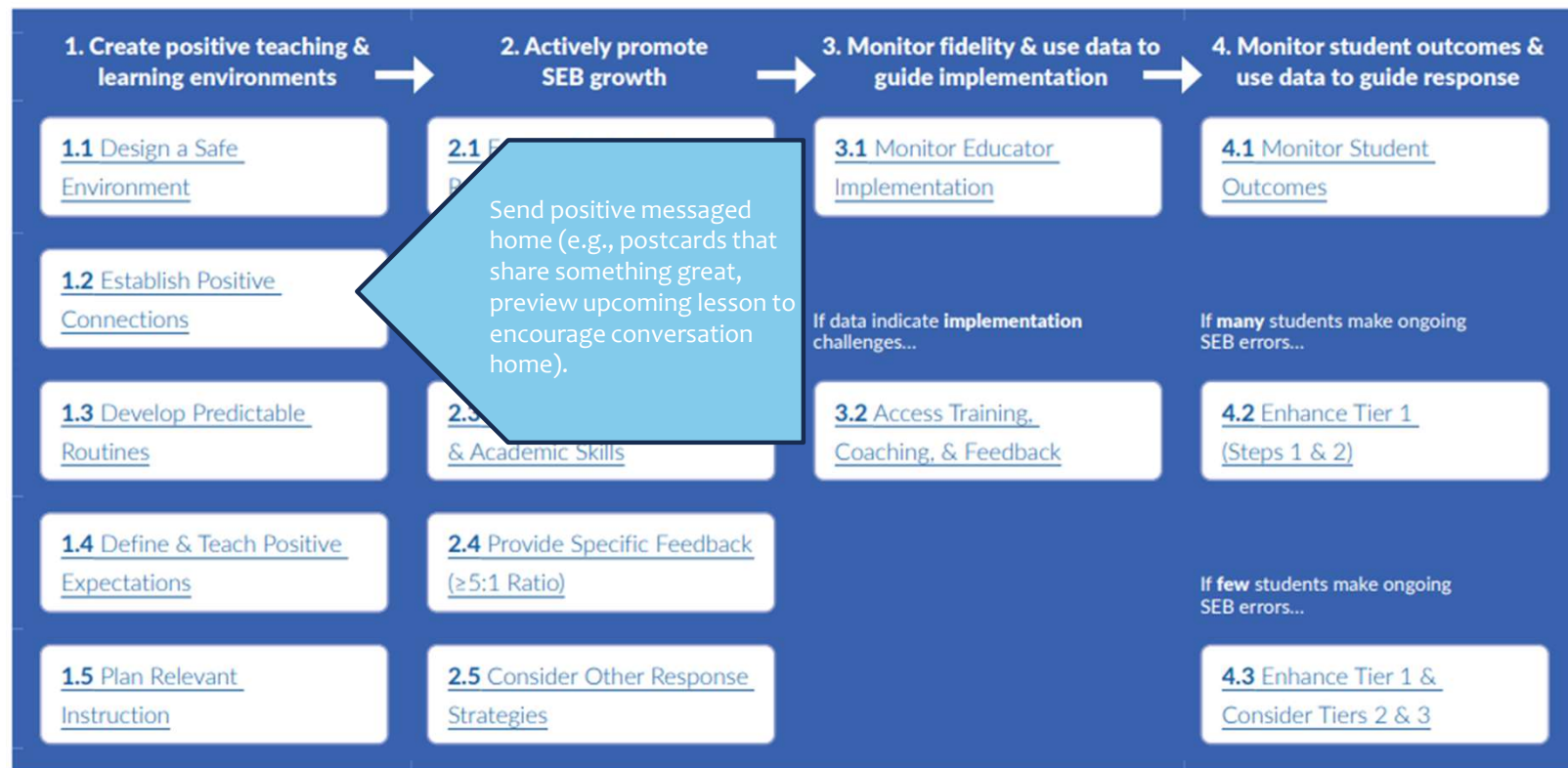
Functional Profile of Caring-in-Action

- Creates spaces where students feel seen, heard, and valued
- Builds trust, safety, and continuity
- Encourages critical consciousness and self-determination
- Promotes academic excellence without sacrificing cultural identity
- Engages in courageous conversations about race, equity, and justice

Gay (2018)

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Classroom PBIS Practices to Support and Respond



Classroom PBIS Practices to Support and Respond

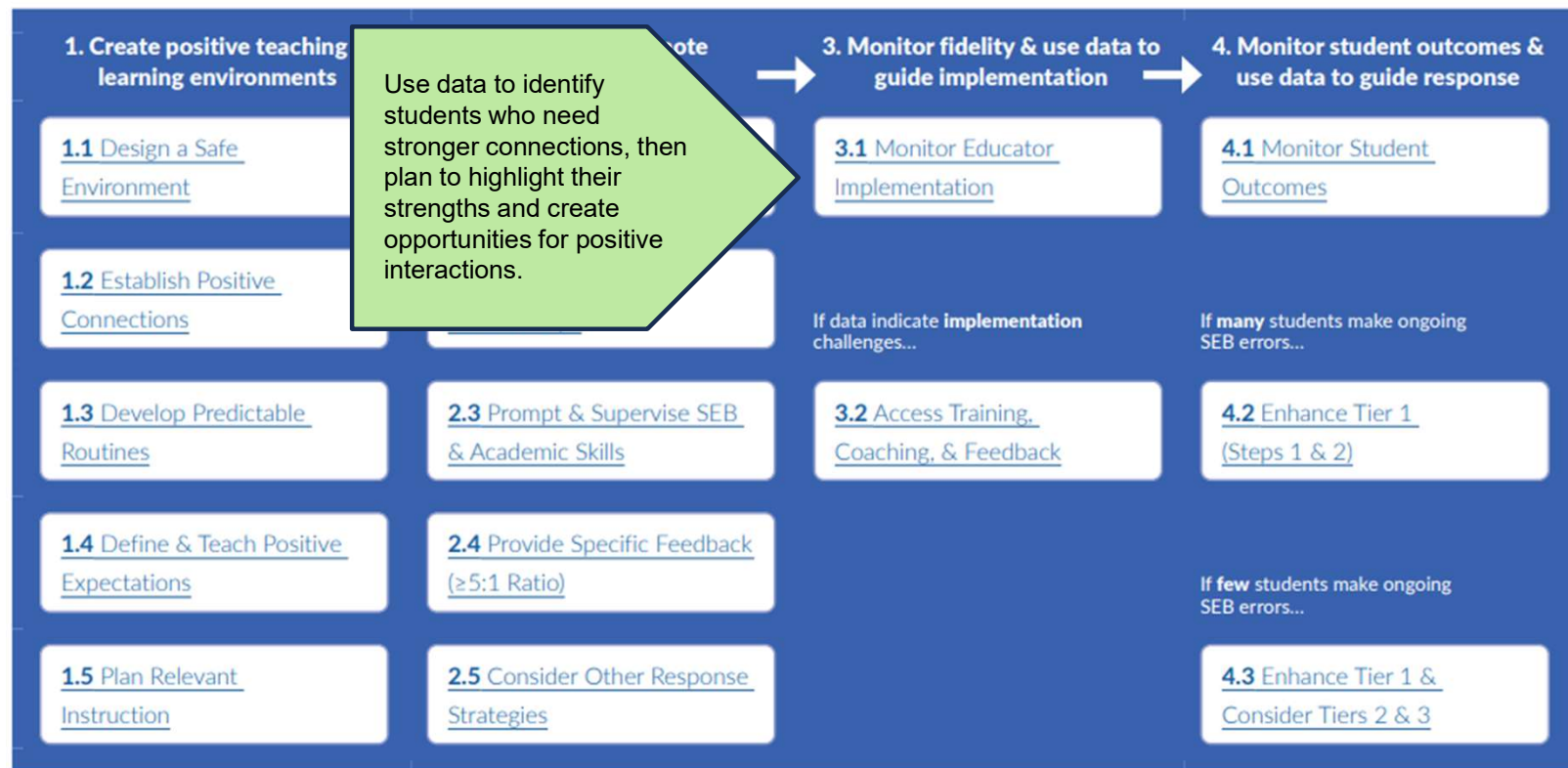


Classroom PBIS Practices to Support and Respond



Use positive messages from students' families to motivate and encourage peers when tackling challenging tasks.

Classroom PBIS Practices to Support and Respond





CENTER ON

PBIS

Positive Behavioral
Interventions & Supports

**SUPPORTING AND
RESPONDING
TO EDUCATORS'
CLASSROOM PBIS
IMPLEMENTATION
NEEDS:**

Guide to Classroom
Systems and Data

CENTER ON PBIS

**Supporting and
Responding to
Educators' Classroom
PBIS Implementation
Needs: Guide to
Classroom Systems
and Data**



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Making Equity Work: From Individual Commitment to Systemic Capacity

Barriers to Equity Work 	Enablers of Sustainability 	System-Level Levers 
• Emotional dissonance in addressing bias • Competing responsibilities • Isolation in practice • Perceived complexity	• Ongoing feedback + support • Peer modeling and collaboration • Administrator prioritization • Opportunities to “practice” equity in daily routines	• Leverage existing teams and systems • Align equity with MTSS, PBIS, SEL, Restorative Justice structures • Build shared professional language • Shift focus from individual change to community norms

(Bastable, Falcon et al., 2021; Bastable, McIntosh et al. 2021)

Video Clip

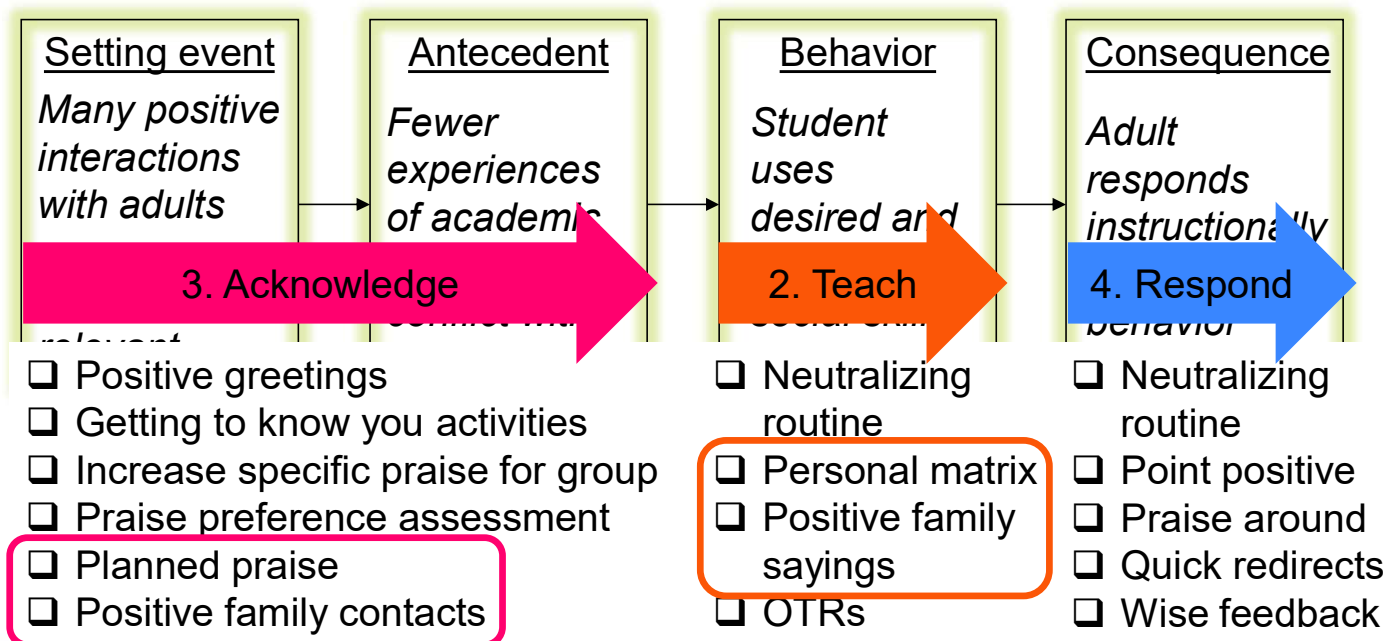


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ReACT



ReACT Classroom Strategies

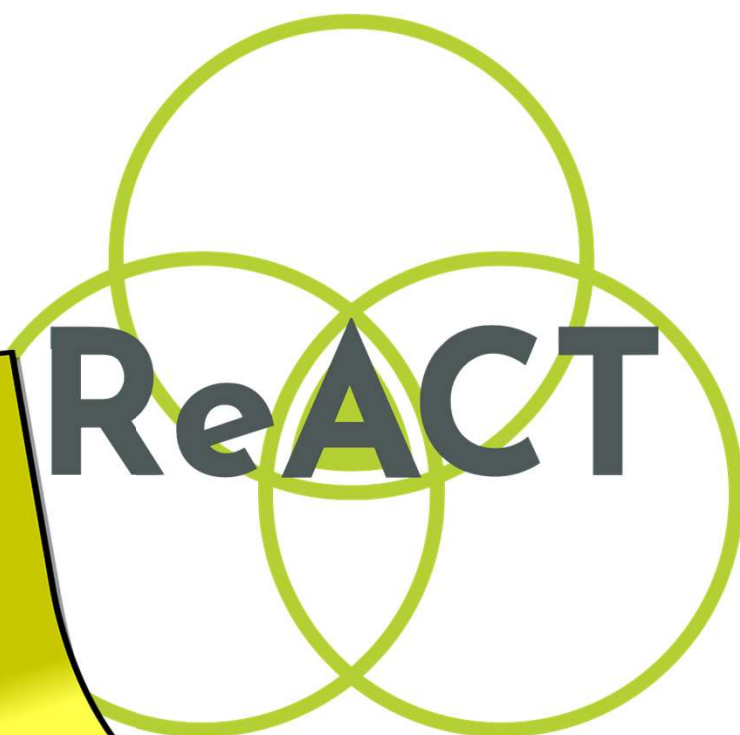


Positive Family Contacts

A ReACT Strategy
Acknowledge

What you will learn...

1. What are Positive Family Contacts?
2. Why do it?
3. Steps to implement



ReACT

CORE PRACTICES of Tier 1 PBIS



3. ACKNOWLEDGE

prosocial
behavior

ON-GOING
ACKNOWLEDGEMENT
of PROSOCIAL
BEHAVIOR

Every faculty and staff
member acknowledges
PROSOCIAL behavior

5:1
+ / -

Where did that 5:1 positive to negative ratio come from?

- John Gottman
 - University of Washington
 - Relationship research



Positive Family Contacts: How do we do it?

- Multiple strategies
 - ☐ Embed into school-wide acknowledgement systems
 - ☐ Positive Family Postcards
 - ☐ Planned positive family communications


PCMS
Everyday HEROES

Name: _____
 Grade: 6 Date: 1/14/15

☐ Health _____
☐ Excellence Your kind note
☒ Relationships about Fred the
☐ Opportunities turtle was
☐ Equality appreciated. Part of
☐ Safety growing up is
showing empathy for
others. Thanks for your
Kindness!

Issued by: _____
 Student's Lynx Life Advisor: _____

White-Student Yellow-Office Pink-Home



Parent Acknowledgement Story

“Yes, made me proud since I had no idea he even did it. It's those little things that make me think maybe we are doing something right. Makes parents not give up 😊”

1. DEFINE

2. TEACH &
PRACTICE

3. ACKNOWLEDGE

4. RESPOND
INSTRUCTIONALLY

5. USE DATA

High 5 Home Note!

To: _____ Date: _____

For: _____
Teacher or Principal

This letter is to inform you that your child, _____, made some exceptionally good choices in school today. I am very proud of how well your child was able to handle herself/himself and be an example for other students.

You should know how your child is behaving in school. I am proud of your child's behavior! I hope that you will spend just a few precious moments with your child and let them know how proud you are of their behavior.

Your child was...

- _____ Being Safe
_____ Being Cooperative
_____ Being Peaceful
_____ Being Kind
_____ Being Responsible

Location

- _____ On the playground
_____ In the hallway
_____ At an assembly
_____ On the bus
_____ In the cafeteria
_____ In the bathroom
_____ During dismissal
_____ In the classroom

Comments: _____

WHITE - PARENT COPY YELLOW - OFFICE COPY PINK - TEACHER COPY





Phone Home Booth

- Earn a call home to share praise with a family member/preferred adult
 - Variation: student or teacher calls
- Honor relationships – pair praise from school with praise from home
- Sample script:
 - <http://www.weteachwelearn.org/2015/07/positive-phone-calls-to-parents-is-like-money-in-the-bank/>

Slide 28

MS1

I'm thinking we can hide this slide but whomever present this, talks about it in the slide before when showing the picture of the phone home booth. What do you think? Unhide if you think is better to have it on there.

Maria R. Santiago-Rosario, 2025-10-07T18:19:46.722

“Positive Family Postcards”

- Give teachers a stamped, pre-addressed postcard for each student in their classrooms at the start of the year
- GOAL: send a quick, positive note home for each student in the school

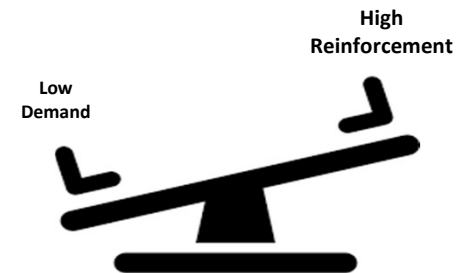


“Positive Family Postcards”

- Basic Steps:
 1. Purchase or print one postcard for each student in the school
 2. Add stamps and address labels for each student's home address
 3. Provide the postcards to classroom teachers
 4. Ask teachers to send home a positive note about the student's behavior to each family by the end of the year (or term)

Planned Positive Family Communications

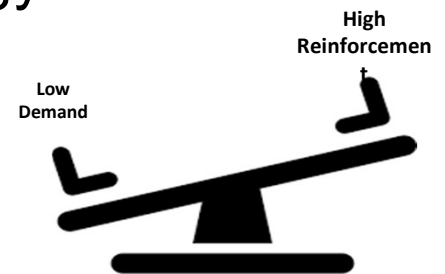
(Fefer et al., 2019)



- Basic Steps:
 1. Look out for specific, positive classroom examples to send to parents
 2. 2x weekly positive email communications to parent of target child using “positive shout out” sample scripts
 - Designed to be low demand, high reinforcement

Positive Parent Contact (PPC)

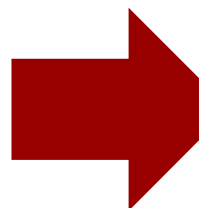
- A relationship focused family engagement strategy
 - “Catch them being good” in the classroom
 - Report positive classroom examples to parents
- Designed to be low demand, high reinforcement
 - Response efficiency and matching law
- Teachers add 2+ weekly positive email communications to parent of target child using “positive shout out” sample scripts
- No other modifications were made to classroom practices, and parents were not asked to do anything differently



Teacher Preferences



Parent Preferences



Teacher

"The intervention was easy to implement and required very little time."

"I was more deliberate and playful about communicating, which is good."

Parent

"It was nice to receive positive feedback about my son and to hear what was going well."

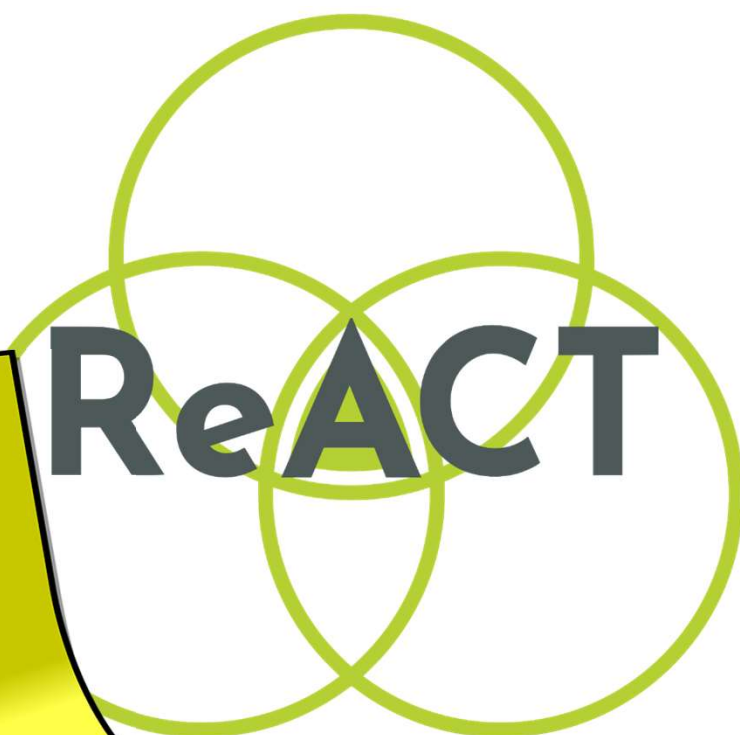
"We communicated more... It provided us with another channel for collaboration, which in our family's case was really good timing."

The Personal Matrix

A ReACT Strategy
Teach

What you will learn...

1. What is the Personal Matrix?
2. Why do it?
3. Steps to implement



ReACT

Personal Matrix

What is it?

- A whole-class student activity similar to the existing schoolwide behavior matrix
- The tweak:
 - ☐ Take school expectations and have students...
 - Add examples at home
 - Add examples in community

Personal Matrix

Why do it?

- Research shows that using it can:
 - ☐ Decrease disruptive classroom behaviors
 - ☐ Increase respectful behaviors
 - ☐ Increase equity in praise, reprimands, and discipline referrals
- Teachers rate it as acceptable, effective, and a good fit
- Students rate it as easy, helpful, fun, and exciting

Gion, McIntosh, & Falcon (2022); Muldrew & Miller (2020)

Personal Matrix

How do we do it?

1. Lead students through completing their own matrix by adding examples for each of their schoolwide expectations “at home” and “with my friends”
2. Review student matrices and reflect on them in relation to current classroom expectations
 - ☐ Identify differences between home and school
 - ☐ Identify areas for additional teaching and practice
3. Use results to optimize instruction
 - ☐ Revise classroom matrices to better align with student backgrounds and cultural values
 - ☐ Teach and practice expectations that are different at school than other settings

1. DEFINE	Expectation	At SCHOOL it looks like...	At HOME it looks like...	With my FRIENDS it looks like...
2. TEACH & PRACTICE	We are Safe	• Keep hands and feet to self • Tell an adult if there is a problem	• Protect your friends and family • Don't talk back	• Stick up for your friends • Don't back down • Look the other way
3. ACKNOWLEDGE	We are Respectful	• Treat others how you want to be treated • Include others • Listen to adults	• Do exactly what adults tell you to do • Don't stand out • Don't bring shame	• Text back within 30 seconds • Be nice to friends' parents • Share food
4. RESPOND INSTRUCTIONALLY	We are Responsible	• Do my own work • Personal best • Follow directions • Clean up messes	• Help your family out first • Own your mistakes • Share credit for successes	• Have each other's backs • Own your mistakes • Check in about what to do
5. USE DATA				

Grade 3 Example

1. DEFINE

2. TEACH & PRACTICE

3. ACKNOWLEDGE

4. RESPOND INSTRUCTIONALLY

5. USE DATA

Grade: 3 Teacher: [Name] Date: 10-1-11

	At SCHOOL it looks like...	At HOME it looks like...	With my FRIENDS it looks like...
Responsible	Hands & feet to yourself Clean up Remain Quiet Use walking feet Use time wisely Be Neat Stay in your Seat	I throw a Way Trash	When my Friend was rolling I help him
Respectful	Share Take Turns Quiet Hands to yourself Respect privacy Walk on Right Walk Silently	I go to bed when my mom tells me to I don't talk back	I be nice to them and when they drop something I help them pick it back up
Ready	Clean-up Line-up Rush	When my mom tells me to I wake up I don't	I don't Bully my friends

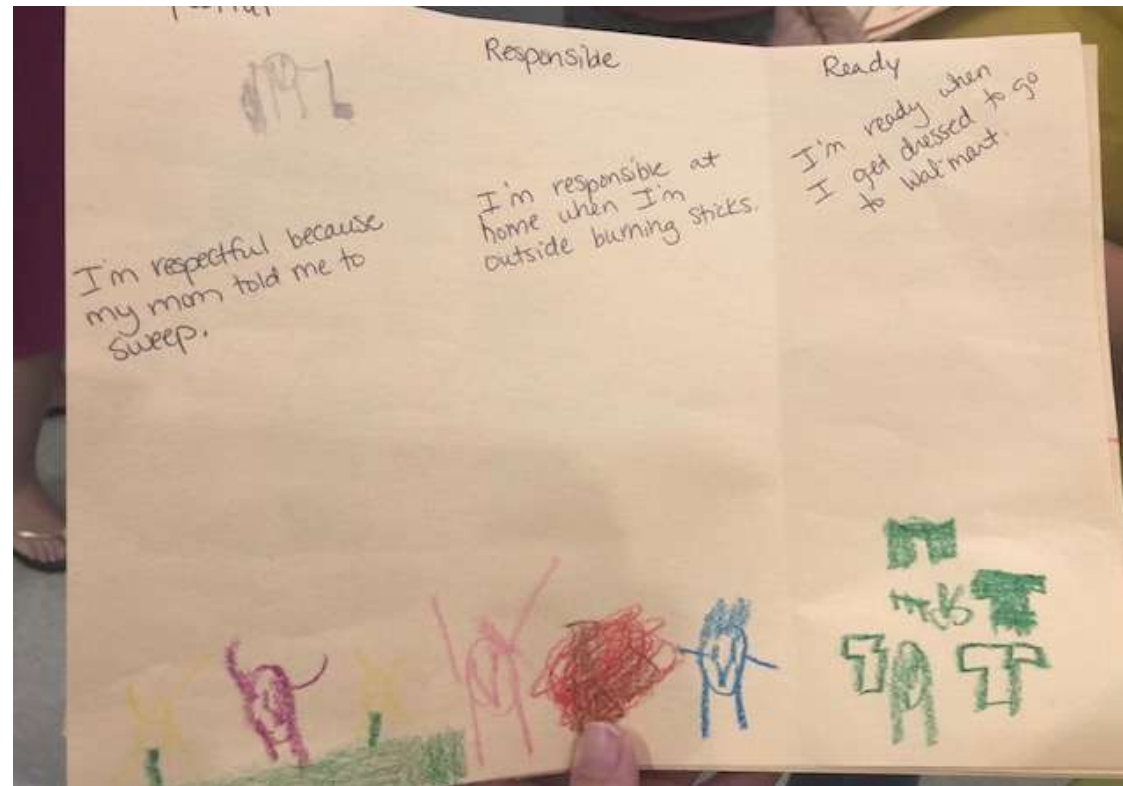
One Team.....One Goal.....For Student Success!

Grade: Teacher: Date:

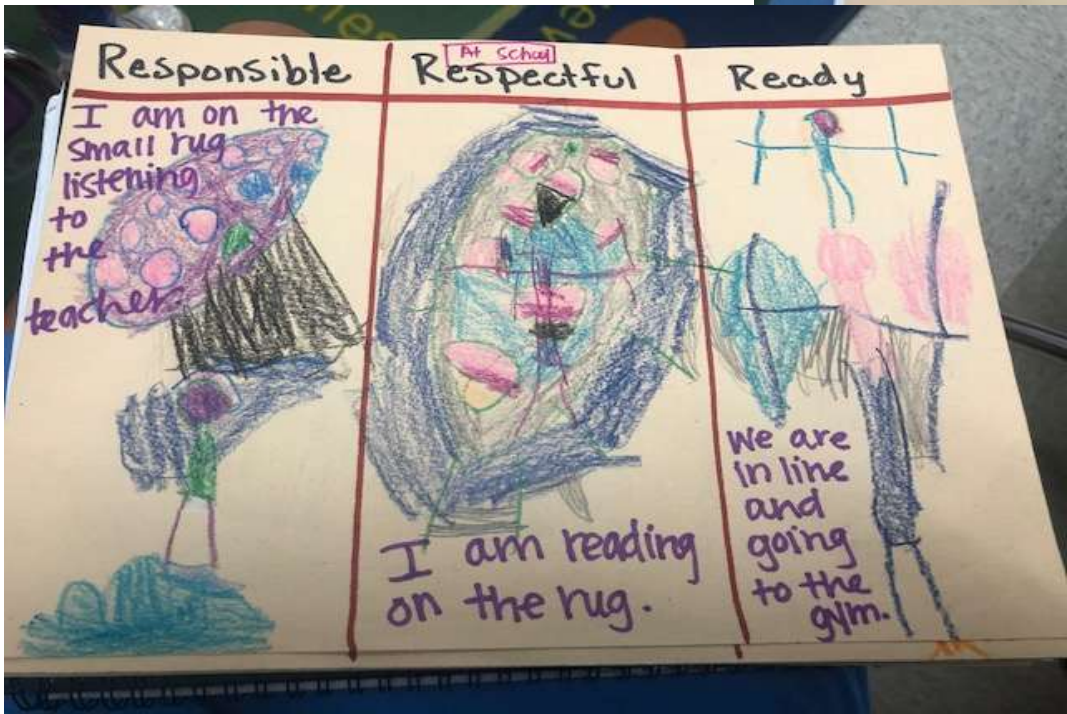
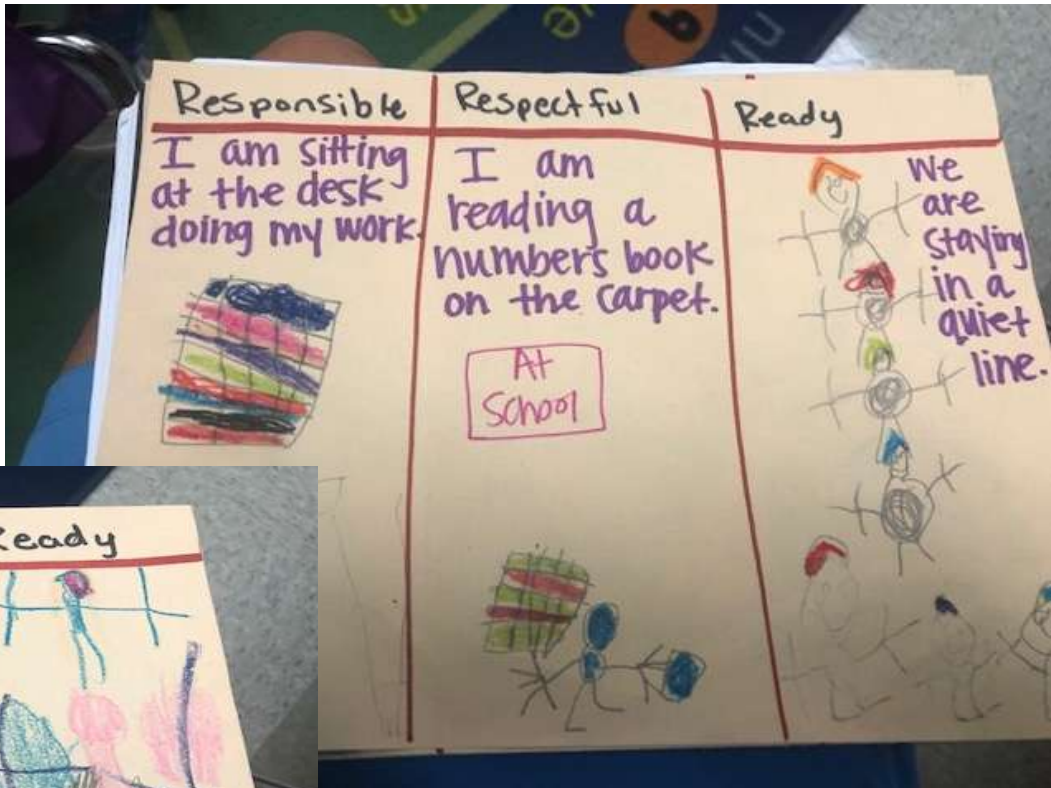
	At SCHOOL it looks like...	At HOME it looks like...	With my FRIENDS it looks like...
Responsible	Hands & feet to yourself Clean up Remain Quiet Use walking feet Use time wisely Be Neat Stay in your Seat	I take out my trash	I play outside with my friends
Respectful	Share Take Turns Quiet Hands to yourself Respect privacy Walk on Right Walk Silently	I feed my chicken	I am nice with my friends
Ready	Clean-up Line-up Rush	I put my clothes to go to school	I go to bed with my friends

One Team.....One Goal.....For Student Success!

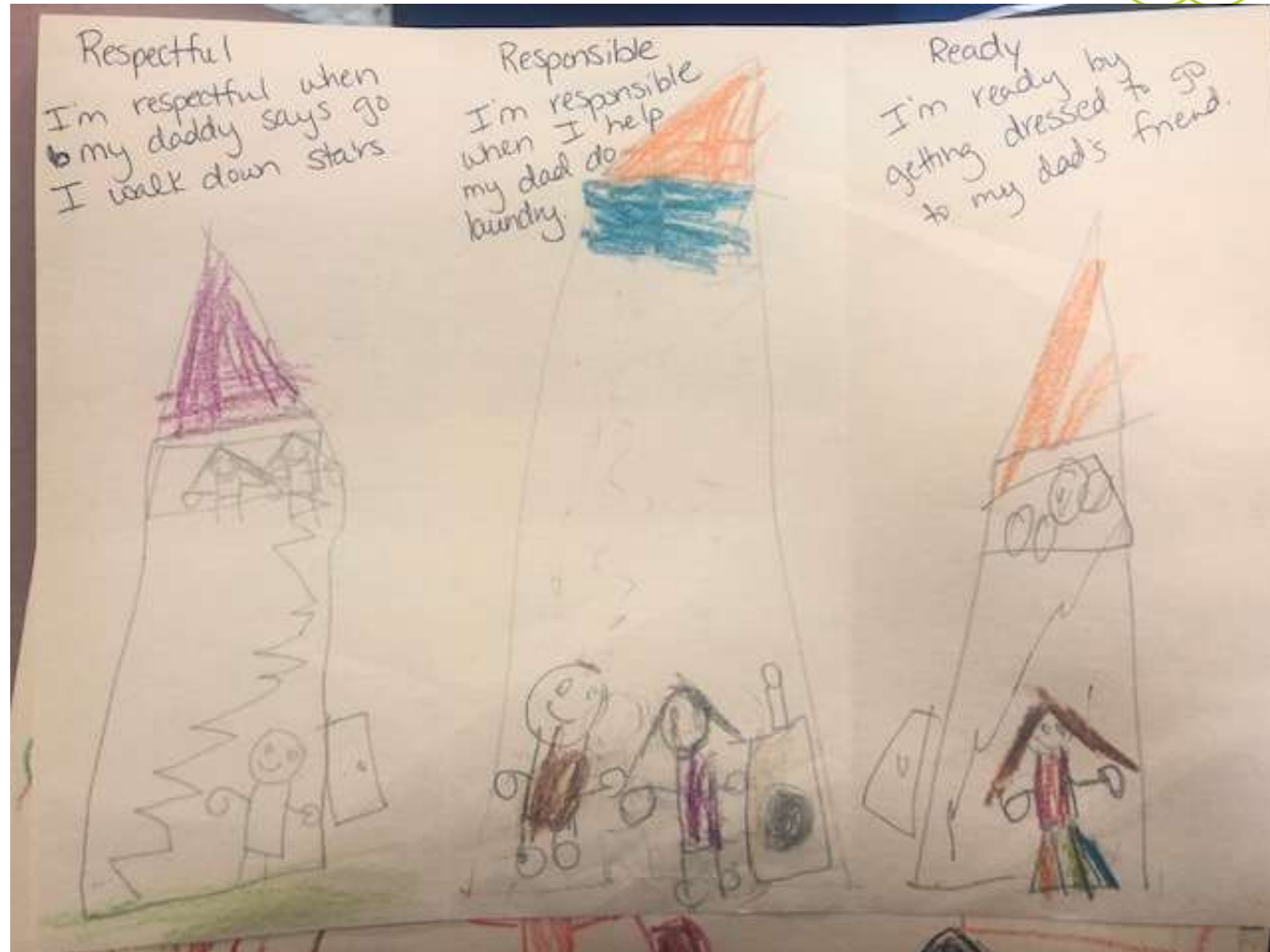
Kindergarten Example



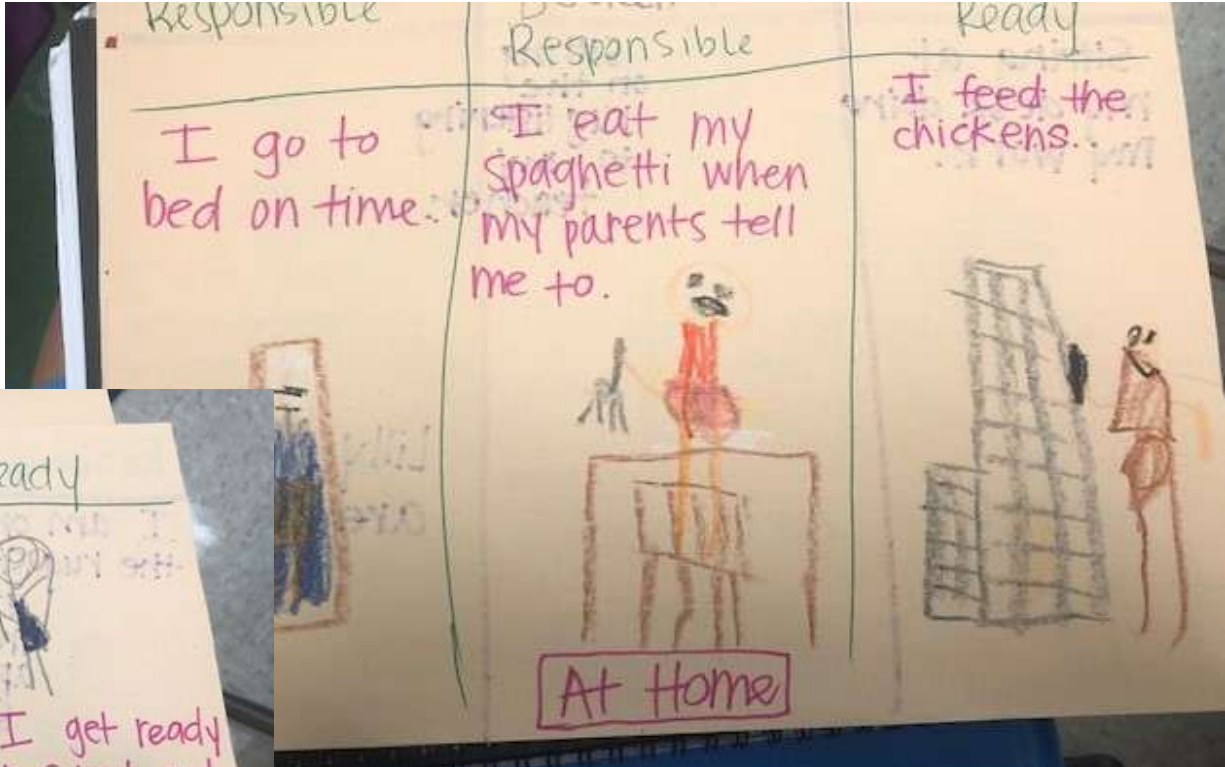
Kindergarten: At School



Kindergarten: At Home



Kindergarten: At Home





Personal Matrix: Lesson Plan Variations

- Use as a one-on-one interview
- Share in small groups
- Have students draw expectations

Activity: Complete Your Own Personal Matrix

1. Review the schoolwide expectations and “AT SCHOOL” examples for your school
2. Complete the “AT HOME” column with examples for each expectation for **you personally right now**
3. Complete the “WITH MY FRIENDS” column the same way
 - How clear are you on this task?



Personal Matrix: Tips for Success

- What if students can't complete it?
 - ☐ Introduce the day before you do the activity
 - So they can take home and sketch out ideas
 - ☐ Prime a student to share some examples
 - ☐ Include guiding questions
 - For responsibility at home...
 - What chores do you have?
 - Who do you take care of?
 - ☐ Share your own from when you were in that grade

1. DEFINE

2. TEACH &
PRACTICE

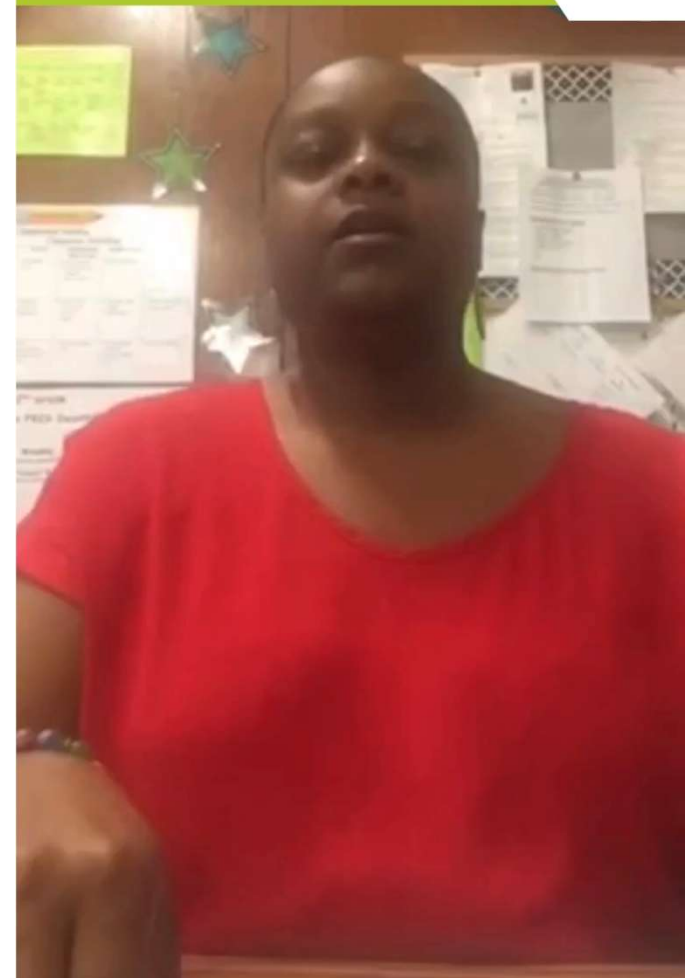
3. ACKNOWLEDGE

4. RESPOND
INSTRUCTIONALLY

5. USE DATA

Personal Matrix: A Teacher's Story

Personal Matrix



Planned Praise

A ReACT Strategy
Acknowledge

What you will learn...

1. What is Planned Praise?
2. Why do it?
3. Steps to implement



ReACT

MRSR1 Beth - Was talking with Kent yesterday to get input on what the audience seeks, based on input from last year's presentation. They definitely want to take away things to do, and/or if from a coaching perspective how to help teachers do this in the classroom.

I'm adding some of the strategies we may want to use as examples based on our conversations, and experiences - we definitely may not want to cover them in the exact same way we would during a ReACT training - so we can likely condense ideas and take out slides - and add anything else... know I'm putting things in more as a placeholder for conversation.

Maria Reina Santiago-Rosario, 2025-10-02T18:15:08.218



Planned Praise: What is it?

- A strategy for acknowledging a student or group of students for whom student-adult relationships could be improved
- Brainstorming a set of possible praise statements ahead of time to increase positive interactions

Planned Praise: Why do it?

- Praise is a powerful tool for improving behavior
- Because it is so effective, it is important to:
 - ☐ Use it with all students
 - ☐ Identify students who need more positive interactions
 - ☐ Use specific strategies to increase positive feedback

Planned Praise: How do we do it?

● Steps

1. Identify a group that could benefit from more praise and specific students from that group
2. Create a glossary of strengths to praise
3. Plan effective and culturally/developmentally appropriate praise statements
4. Pick a time when to use them
5. Do it!



Planned Praise:

1. Identify a group and students

1. Group

- ☐ With high rates of ODRs (or disproportionate ODRs)

2. Students

- ☐ With high rates of ODRs
- ☐ With few positive relationships with adults in school



Planned Praise: Example Praise Plan

Student	Unwanted Behavior	Strength	Praise Statement	Planned Timing
Andre				
DeShawn				
Finley				

1. DEFINE

2. TEACH &
PRACTICE

3. ACKNOWLEDGE

4. RESPOND
INSTRUCTIONALLY

5. USE DATA



Planned Praise:

2. Create a glossary of strengths

- Expected behaviors you know they do regularly
- Unwanted behaviors that could be reframed as talents or strengths at other times (e.g., class clown behaviors)
- Characteristics that may be viewed by society as negative cultural stereotypes (i.e., microaffirmations)



Planned Praise: Example Praise Plan

Student	Unwanted Behavior	Strength	Praise Statement	Planned Timing
Andre	none	Transitions quickly		
DeShawn	Argues with adults about fairness	Looks out for others		
Finley	Talkative, loud	A good friend		

1. DEFINE

2. TEACH & PRACTICE

3. ACKNOWLEDGE

4. RESPOND INSTRUCTIONALLY

5. USE DATA

Planned Praise:

3. Plan praise statements

- Ensure they:
 - ☐ Have the elements of behavior-specific praise (contingent, immediate, specific, and genuine)
 - ☐ Are tailored to student praise preferences (e.g., public vs. private)
 - ☐ Are paired with schoolwide acknowledgment systems (e.g., ticket) if adult praise may currently be aversive

Planned Praise: Example Praise Plan

Student	Unwanted Behavior	Strength	Praise Statement	Planned Timing
Andre	none	Transitions quickly	Public praise (e.g., "Thank you Andre for showing us the way")	
DeShawn	Argues with adults about fairness	Looks out for others	Quiet praise with ticket (e.g., head nod)	
Finley	Talkative, loud	A good friend	Quiet microaffirmation (e.g., "you're a good friend")	

Planned Praise:

4. Pick a time to use them

- Select times when:
 - ☐ Students are most likely to show their strengths
 - ☐ Students might need additional encouragement (e.g., before difficult activity)
 - ☐ It is easy to remember to provide praise statements (e.g., beginning of lesson)

Planned Praise: Example Praise Plan

Student	Unwanted Behavior	Strength	Praise Statement	Planned Timing
Andre	none	Transitions quickly	Public praise (e.g., "Thank you Andre for showing us the way")	Transition into 1st period Math
DeShawn	Argues with adults about fairness	Looks out for others	Quiet praise with ticket (e.g., head nod)	After whole-group teacher instructions
Finley	Talkative, loud	A good friend	Quiet microaffirmation (e.g., "you're a good friend")	Small group work

Planned Praise: Tips for Success

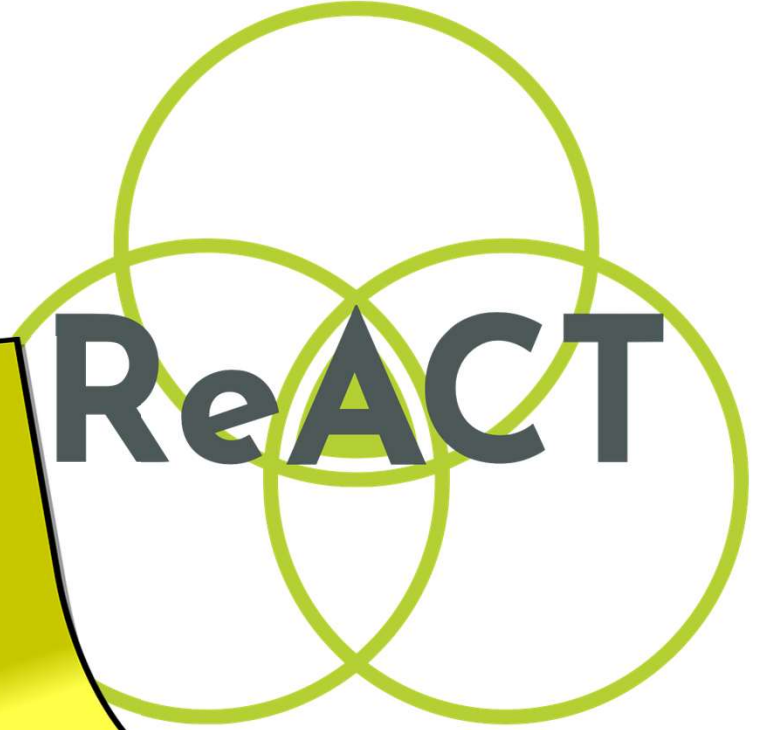
- Tailoring for your students
 - ☐ To build the glossary, ask students' family members for strengths they would like to be encouraged
 - ☐ Use a praise preference assessment to identify preferred praise statements (e.g., public vs. private)

Positive Family Sayings

A ReACT Strategy
Teach

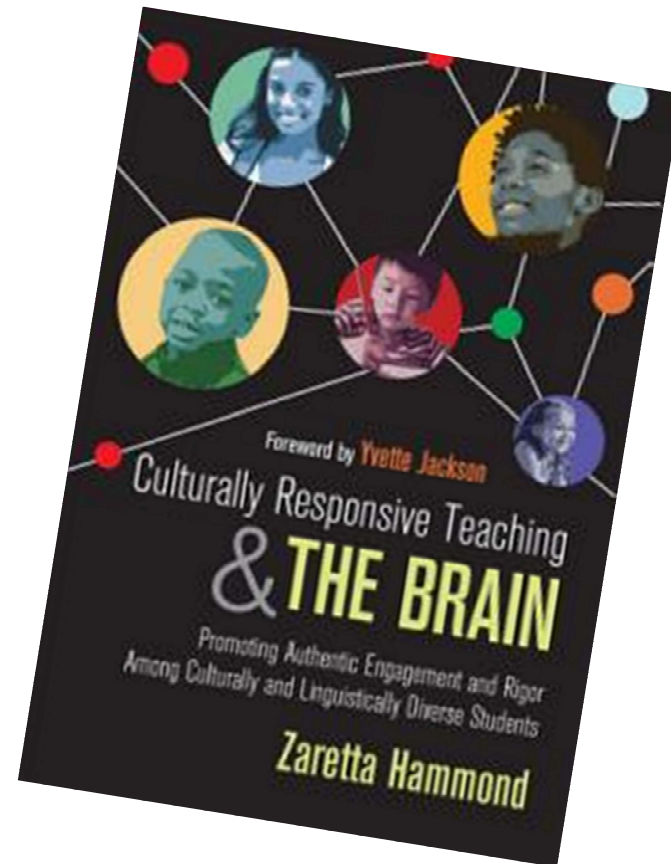
What you will learn...

1. What are Positive Family Sayings?
2. Why do it?
3. Steps to implement



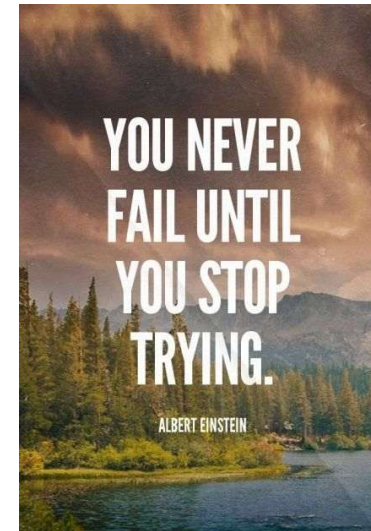
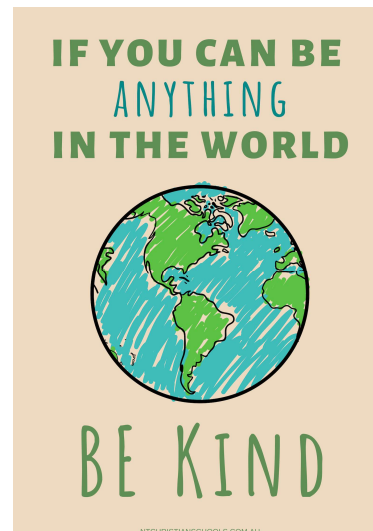
ReACT

Zaretta Hammond



Positive Family Sayings: What is it?

- Defined
 - A lesson to connect behavior expectations at school to language from home



Positive Family Sayings: Why do it?

- By connecting to learning from home, we can:
 - ☐ Build positive relationships
 - ☐ Help students see themselves in the school expectations
 - ☐ Have more tools for encouraging desired classroom behavior



Positive Family Sayings: How do we do it?

- Review the lesson plan (see handout)
- Steps
 1. Teach the lesson (modifying as needed)
 2. Post sayings around the room
 3. Refer to the sayings when:
 - ☐ Teaching and reteaching
 - ☐ Precorrecting for expected behavior
 - ☐ Responding instructionally to unwanted behavior

Positive Family Sayings: Example



Positive Family Sayings: Example





FAMILY WISDOM

My name: _____

What is a saying, motto, or advice about behavior or life that is often said in your family?

What does it mean?

Who in your family likes to say it?

Do you like it?

Which of our school-wide behavior expectations does it go with?

Positive Family Sayings: Example

1. DEFINE

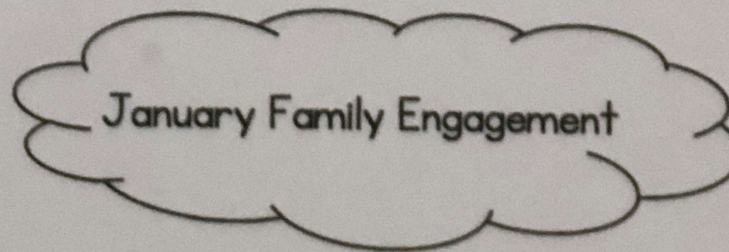
2. TEACH &
PRACTICE

3. ACKNOWLEDGE

4. RESPOND
INSTRUCTIONALLY

5. USE DATA

Positive Family Sayings: Example



We are ready to get back into the swing of things, and in light of a crazy year-- being POSITIVE is the way to go!! On the provided cardstock, design a sign that has a POSTIVE family saying or motto that you use at home. Decorate the sign however you wish. Please make sure the saying or motto is positive, as we will post them around the classroom with your child's picture attached. In turn, we will use them in class to encourage your child and their friends! Don't have one? Create one and start spreading the positivity at home!! Please return these signs by January 15.

We can't wait to share the love!

Positive Family Sayings: Example

Dear Parents/caregivers:

Your student will be participating in a lesson focused on learning about Positive Family Sayings on __date__. Positive family sayings are quotes, mottos, or advice that family members or someone respect by a student hears repeatedly to encourage good behavior or to guide them to do right or act responsibly. Here are some examples:

"Treat others like you would want to be treated."

"Never give up on things that make you smile."

I would like to invite your participation in this lesson. By sharing the origins or meaning of a Positive Family Saying your child has heard you use. I will be asking students in our class to make posters of their Positive Family Saying to share with their peers. I also hope to use these sayings during the remainder of the school year to support positive behavior that reflects family wisdom. Please let me know if you have any questions about this lesson.

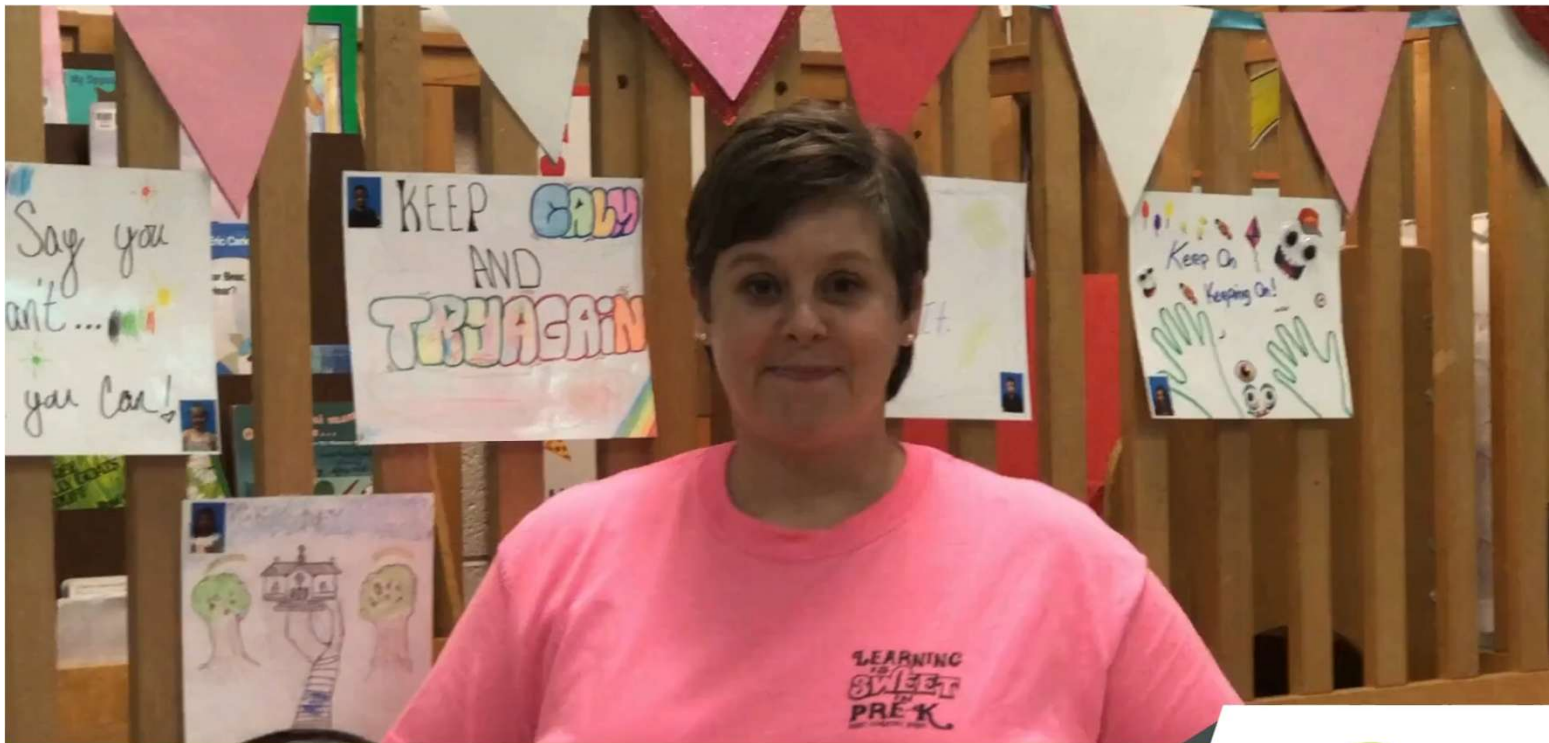
Sincerely,
Teacher's name

Positive Family Sayings: Tips

- Assisting students who can't think of one
 - Doesn't have to be family – could be:
 - Respected adult
 - Community member (e.g., pastor)
 - Previous teacher
 - Friend
 - Musician
 - Athletic coach
 - Therapist/service provider



Positive Family Sayings: A Teacher's Story



Positive Family Sayings



1. DEFINE

2. TEACH & PRACTICE

3. ACKNOWLEDGE

4. RESPOND INSTRUCTIONALLY

5. USE DATA

Accessing ReACT Materials

<https://blogs.uoregon.edu/react/strategies>

Teach & Practice: Opportunities to Respond

Teach & Practice: Personal Matrix

Teach & Practice: Positive Family Sayings

Respond Instructionally: Instructional Responses

Respond Instructionally: Neutralizing Routine

➤ Overviews

[Neutralizing Routine Overview](#) | PDF
[Neutralizing Routine Preview](#) | VID

➤ How to Implement

[Neutralizing Routine Slides](#) | PPT
[Neutralizing Routine Selection and Practice Slides](#) | PPT
[Neutralizing Routine Student Introduction Slides](#) | PPT
[Neutralizing Routine Student Lesson Plan Slides](#) | PPT
[Neutralizing Routine How-to-Video](#) | VID
[Neutralizing Routine Worksheet](#) | DOC
[Neutralizing Routine Lesson Plan](#) | DOC
[Neutralizing Routine Poster Lesson Plan](#) | DOC

➤ Additional Resources

[Neutralizing Routine Testimonial Video](#) | VID
[Neutralizing Routine Testimonial Video_K](#) | VID
[Neutralizing Routine Lesson Log](#) | DOC
[Neutralizing Routine Sample School Poster](#) | JPEG
[Neutralizing Routine Log](#) | DOC
[Neutralizing Routine Log](#) | FORM

Respond Instructionally: Wise Feedback (a.k.a. OWL)

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