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Supporting Underserved Students: How to Make PBIS Culturally and Linguistically Responsive

By Sharroky Hollie and Daniel Russell Jr.

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Study Guide

This study guide is a companion to the book *Supporting Underserved Students: How to Make PBIS Culturally and Linguistically Responsive* by Sharroky Hollie and Daniel Russell Jr. *Supporting Underserved Students* emphasizes the need to align culturally and linguistically responsive practices within PBIS to best aid all students in their educational journeys.

This guide is arranged by chapter, enabling readers to either work their way through the entire book or focus on the specific topics addressed in a particular chapter. It can be used by individuals, small groups, or an entire team to identify key points, raise questions for consideration, assess conditions in a particular school or district, and suggest steps that might be taken to promote a healthy school culture.

We thank you for your interest in this book, and we hope this guide is a useful tool in your efforts to create a healthy culture in your school or district.

Chapter 1

The Basics of a CLR-Managed Classroom

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1. Define *cultural and linguistic responsiveness.*

2. The authors write that "situational appropriateness always requires the validation and affirmation of the student's culture and language first and foremost" (page 16). Why are validation and affirmation necessary precursors to building and bridging?

3. What are the four As? How can you utilize the four As to best select classroom management strategies?

4. Reflect on your experiences as an educator. Has your school or district ever utilized a tool like the Three Columns activity (Figure 1.5, page 34)? If so, what did you learn? If not, what are some of the behaviors you could begin to validate and affirm?

Chapter 2

PBIS and Authentic Cultural and Linguistic Responsiveness

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1. What are the five main themes in PBIS's limited effectiveness with underserved students?

2. Consider the differences between behaviorism and sociocultural theory. Why is it so important to support students through intrinsic motivation instead of through extrinsic rewards and penalties?

3. On page 47, the authors write that "in a CLR approach to discipline, rather than expecting students to merely obey rules, teachers inspire students to cooperate with school norms of acceptable behavior." What are some of the key differences between compliance and commitment?

4. Imagine you were a leader at a school beginning a journey in making its PBIS framework culturally and linguistically responsive. What is the first step you would suggest the school takes?

Chapter 3

The Need for Authentic Culturally and Linguistically Responsive PBIS

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1. Define *restorative justice* in your own words, and provide an example of the benefits of restorative justice practices. What is a major pitfall of restorative justice when implemented without cultural and linguistic responsiveness?

2. How does PBIS miss the mark when it comes to validating and affirming cultural and linguistic behaviors in students? Provide two examples.

3. Consider the word *respect*. How does the PBIS consideration of respect inherently clash with CLR?

4. Reflect on your school's or district's guidelines for classroom behavior. What is an instance in which CLR is clearly present? What is an instance in which CLR is lacking?

Chapter 4

CLR-PBIS Alignment, Assessment, and Activation

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1. List the four steps for aligning CLR to PBIS.

2. The authors write that "knowing how to assess PBIS implementation fidelity aligned with CLR across each tier is critical" (page 69). Why then, is it so important to position CLR as "pre-tier" or "zero tier" as the foundation for the other three tiers of PBIS?

3. Consider the CLR-PBIS Fidelity Assessment Tools in Figures 4.1 (page 71), 4.2 (page 73), and 4.3 (page 75). How does your school measure up on each tier? Where is there room for improvement?

4. What are the three questions for activating or reactivating your school's or district's next version of PBIS? How do these questions inform the greatest difficulty your school currently encounters for mobilizing PBIS in a way that is aligned with CLR?

Chapter 5

Situationally Appropriate Opportunities Within PBIS

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1. What are the four essential practices in PBIS tier 1 supports? Why is it vital to have these four supports in place before beginning implementation of tier 2 and tier 3 practices?

2. Consider Figure 5.1 (page 89) and, using the structure of the minilesson about hallway behavioral expectations, think of a scenario within your own school or classroom that could be handled similarly.

3. What is the difference between generic positive feedback versus feedback grounded in a CLR approach? Describe three examples of specific positive feedback you could deliver in your own school or classroom.

4. How does Figure 5.3 (page 107) inform the function of a CLR office discipline referral as a supportive tool rather than a punishment?

Chapter 6

The Language of Situational Appropriateness Within PBIS

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1. Why is it important for teachers to communicate clear and effective expectations in the classroom?

2. Define each aspect of the CLR formula for clear communication. How does utilizing this formula help students learn the language of situational appropriateness?

3. Consider Figure 6.2 (page 117) and the differences between traditional school cultural behaviors and validating and affirming cultural behaviors. What are two additional scenarios in which students can demonstrate situational appropriateness in a way that is validating and affirming?

4. Utilizing "The Language of Situational Appropriateness Questionnaire" (page 120), how well does your school and classroom handle culturally variable situations and behaviors? What is an area in which you have had success? Where do you need to improve?