# Using Student Voice to Enhance the Cultural Responsiveness of Tier 2 Interventions

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# OBJECTIVES

Attendees will learn:

The importance of culturally responsive practices within the context of Tier 2 interventions.

How student voice can enhance the cultural responsiveness of common Tier 2 interventions.

Strategies to embed student voice into 3 common Tier 2 interventions: self-regulation, social skills groups, and structured feedback.

Strategies for including students in evaluating the effectiveness of their Tier 2 intervention.

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# DEFINING CULTURAL RESPONSIVENESS

James Banks

Geneva Gay

Gloria Ladson-Billings

## Multicultural Education

- Content integration
- Knowledge construction
- Equity pedagogy
- Prejudice reduction
- Empowering school stucture and culture

## Culturally Responsive Teaching

- Socially and academically empowering
- Multidimensional
- Validates every student's culture
- Socially, emotionally, and politically comprehensieve
- Transformative of schools and societies
- Emancipatory and liberating from oppressive practices and beliefs

## Culturally Relevant Pedagogy

- Focus on academic achievement
- Focus on cultural competence
- Develop sociopolitical consciousness

**Social Justice**

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# IMPORTANCE OF CULTURAL RESPONSIVENESS

Without being culturally responsive could:

Alienate students and families

Risk misinterpreting culturally appropriate behaviors and misbehavior

Conduct interventions that are misaligned with priorities and/or can't be sustained

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# KEY PRINCIPLES OF CULTURALLY RESPONSIVE EDUCATION

Geneva Gay

Culturally Responsive Teaching *8 tenets of teaching practice

**Students must experience academic success**
- Comprehensive and inclusive
- Multidimensional
- Empowering

**Students must develop cultural competence**
- Validating and affirming
- Multidimensional
- Humanistic

**Students must develop a critical consciousness to challenge the current social order**
- Multidimensional
- Transformative
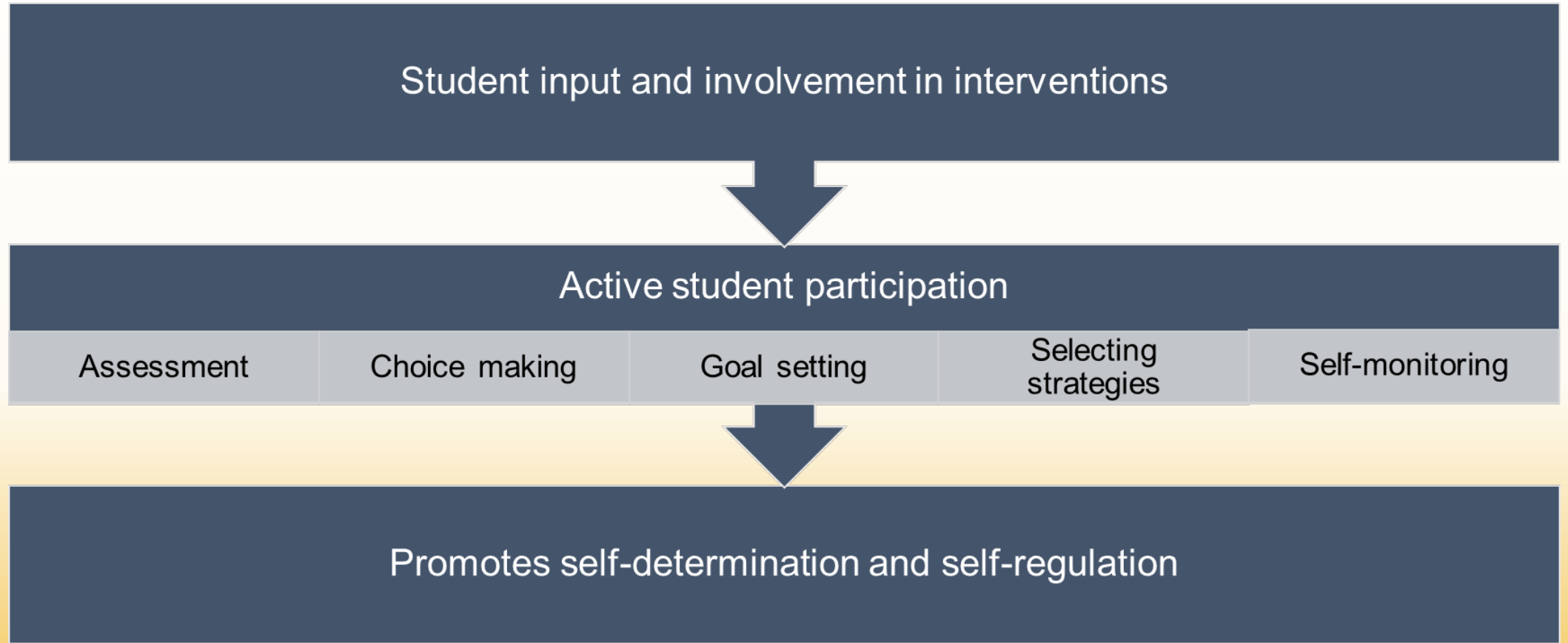- Emancipatory
- Normative and ethical

Gloria Ladson-Billings

Culturally Relevant Pedagogy *3 principles of teacher framework and posture

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Power et al., (in press)

# KEY FEATURES OF CULTURALLY RESPONSIVE PRACTICES

- Enhance equity through school cultures that:
  - Have high expectations
    - Incorporate student culture and knowledge
- Provide access to resources and effective instruction for all students
- Within SWPBIS core components (PBIS Culturally Responsive Field Guide):
  - Identity
  - Voice
  - Supportive Environment
  - Situational Appropriateness
  - Data for Equity

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# DEFINING STUDENT VOICE

Student input and involvement in interventions

Active student participation

| Assessment | Choice making | Goal setting | Selecting strategies | Self-monitoring |

Promotes self-determination and self-regulation

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# STUDENT VOICE AND CULTURAL RESPONSIVENESS

**Student input critical for cultural responsiveness**

- Contextual fit
- Intervention match to student need
- Reflection of student and family values
- Focus on culturally appropriate and relevant priorities and skills
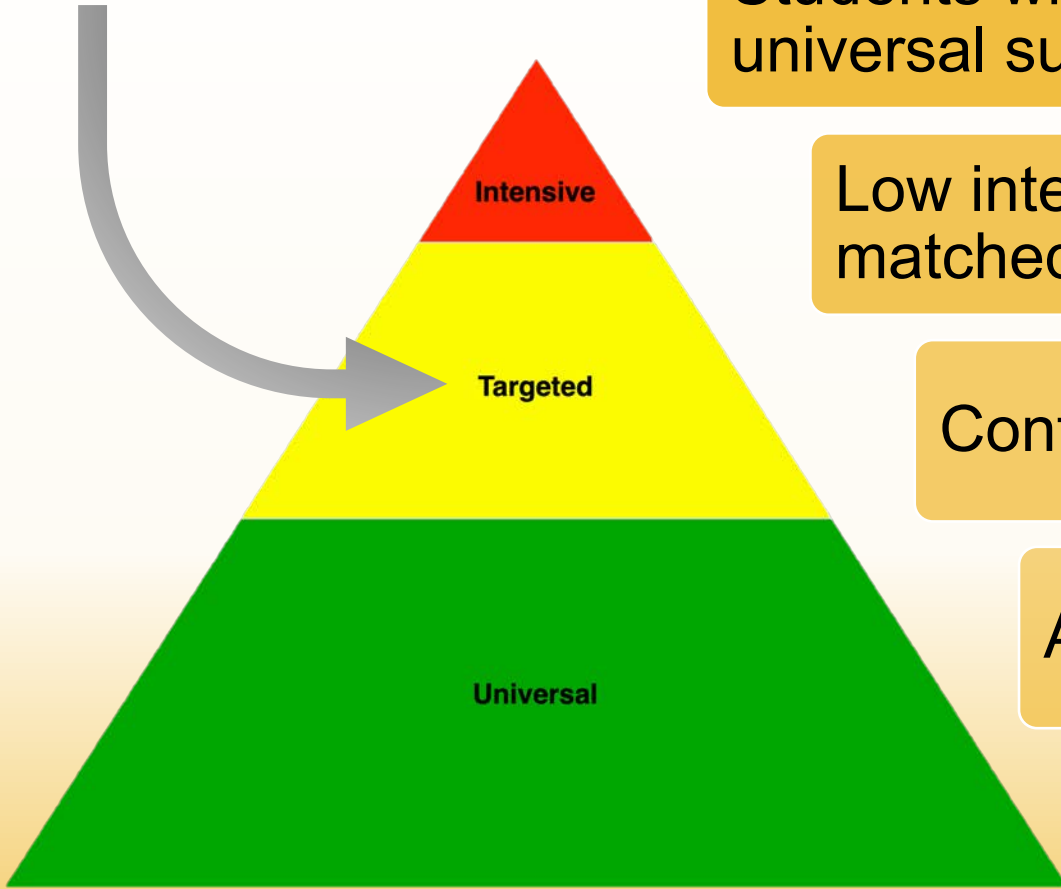- Reinforcement alignment with what is motivating

**Increases effectiveness of Intervention**

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# TIER 2

The forgotten middle child.

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# TIER 2



- Students who fail to respond to universal supports
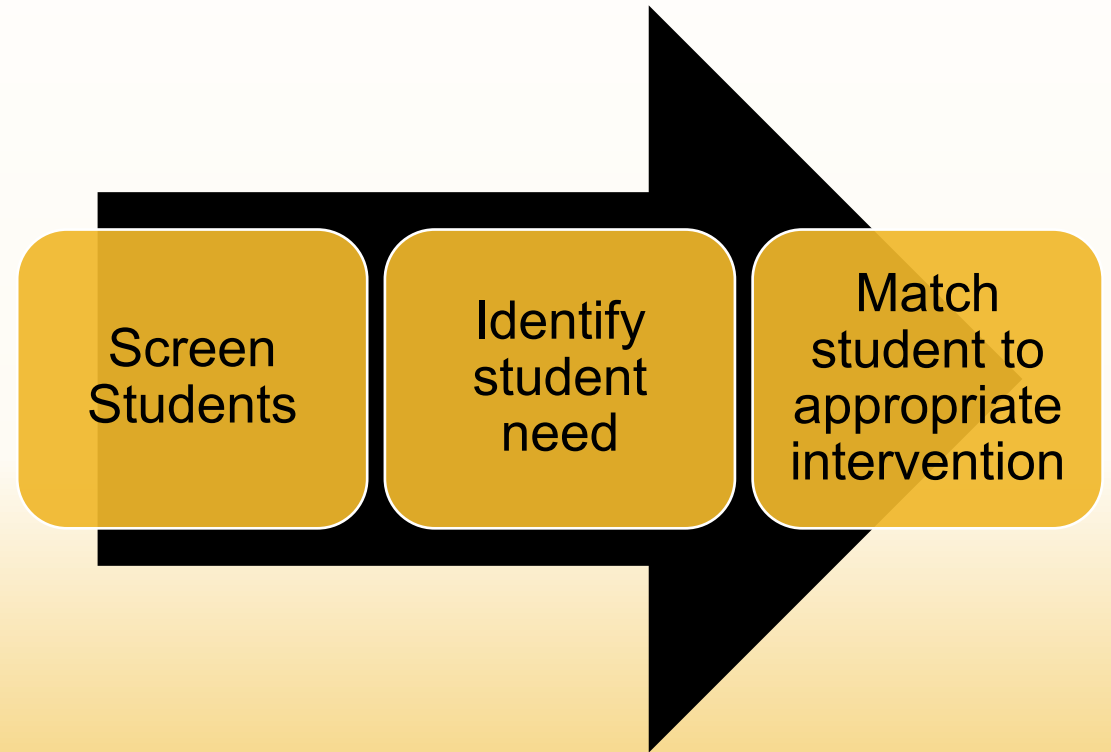- Low intensity, easy to implement, matched to student need
- Continuous data collection and review
- Adapted based on student response
- Reduces risk for serious emotional or behavioral disorders

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# SYSTEMATIC SCREENING

- **Select screeners with evidence of strong reliability and validity**

- **Parents typically provide consent to screen**

- **Teachers complete screener on all students at least twice per year**
  - First time is a few weeks into school year
  - Second time later on in school year

- **Older students might complete their own screener**

- **Data used to identify student and area of need**

- **More info here**

Screen Students → Identify student need → Match student to appropriate intervention

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# MATCHING TIER 2 INTERVENTION TO STUDENT NEED

| Area of Need | Intervention Category | Interventions |
|---|---|---|
| Emotional | Cognitive Behavioral Therapy | • Coping, stress, dysregulation strategies<br>• Small group therapy or counseling<br>• Individual therapy or counseling |
| **Conduct Problems** | **Systematic Feedback** | • **Check-in/check-out**<br>• **Check and Connect**<br>• **CCU**<br>• **Check, Connect, Expect** |
| **Hyperactivity/ inattention** | **Self-regulation** | • **Goal setting strategies**<br>• **Self-monitoring during instruction**<br>• **Self-graphing** |
| **Social Skills** | **Social Problem Solving** | • **Social/behavior contracts**<br>• **Problem solving activities**<br>• **Restorative meeting or circle**<br>• **Social skills training or SEL** |
| Academic | Explicit Academic and Academic-supporting Activities | • Explicit instruction<br>• Repeated instructions and practice<br>• Modeling and work revision<br>• Performance feedback |

**Student Voice**

- Self-Regulation
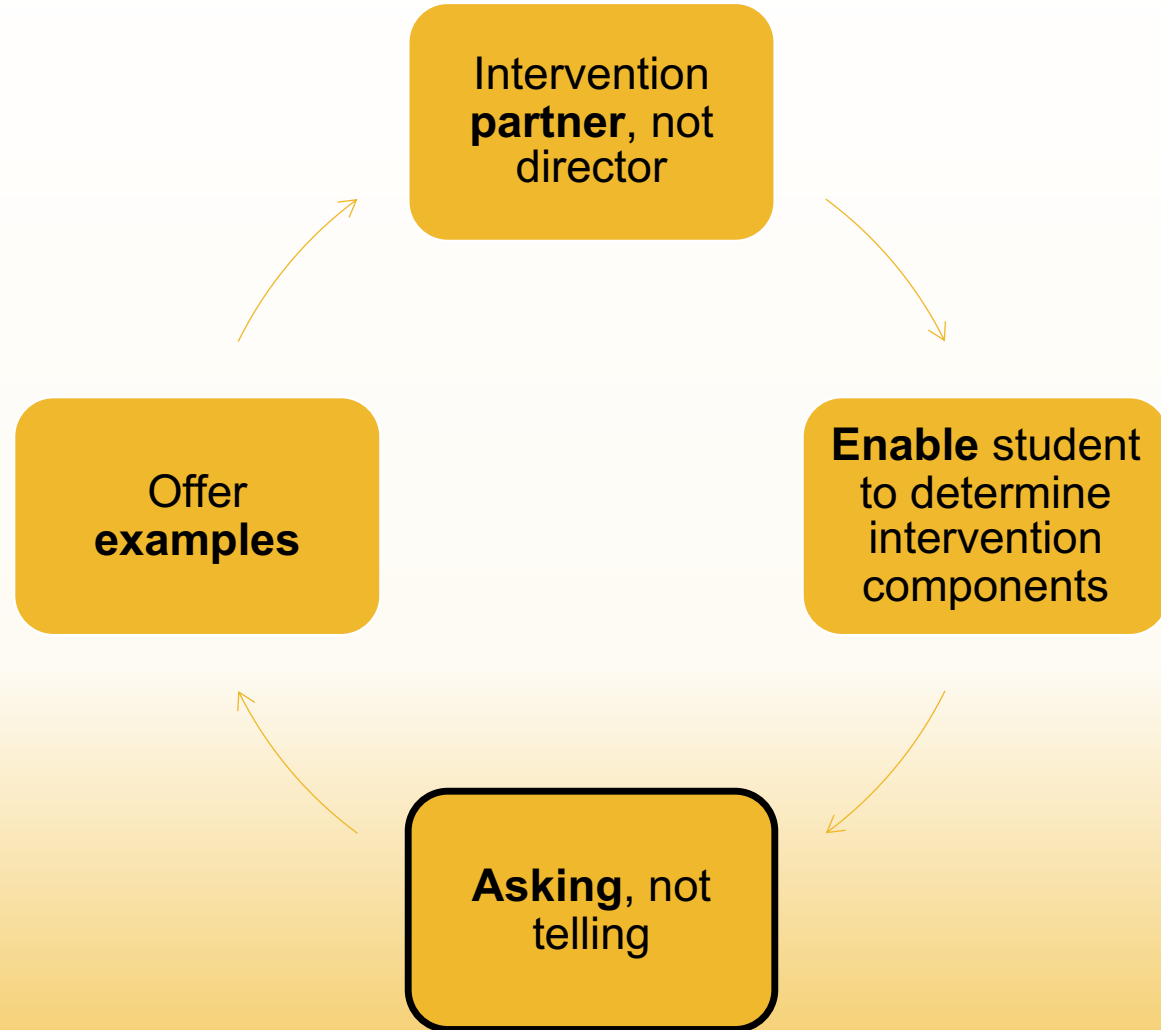- Structured Feedback
- Social Skills

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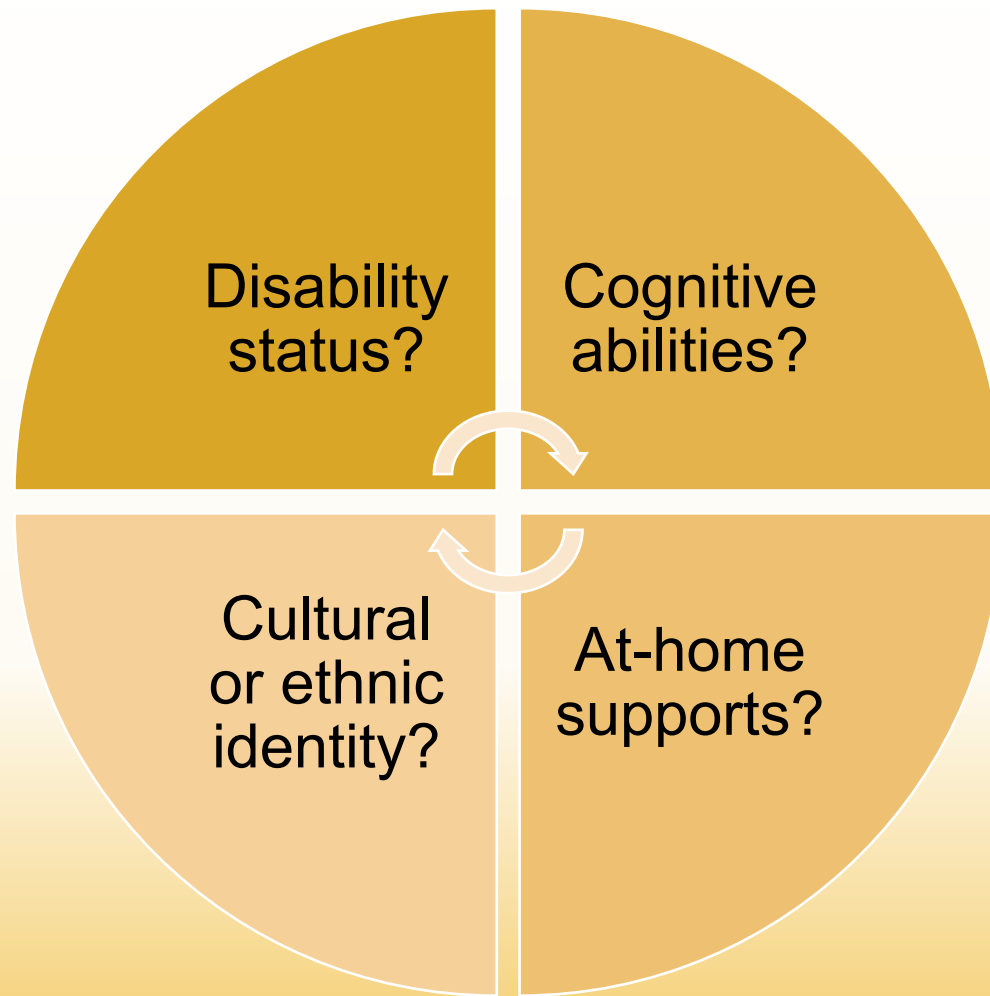
# BEFORE IMPLEMENTING ANYTHING

Ask the student if they want to try it!

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# DEFINE PROBLEM & REPLACEMENT BEHAVIORS

Students will help identify need

### Articulate

- Articulate problematic thoughts, emotions, & behaviors

### Theorize

- Theorize why they engage in these maladaptive behaviors

### Describe

- Describe how these patterns impact their academic and social outcomes

### Determine

- Determine what to do instead

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# DEFINING BEHAVIORS

## BRAINSTORM 2-3 BEHAVIORS
## UTILIZE STUDENT VOCABULARY THROUGHOUT

**Guided by questions!**

### 1

**Name the behavior**

- *How would you describe your actions in class?*
- *If you could name the behavior, what would it be?*

### 2

**Identify explicit examples of the behavior**

- *What does it look like in class?*
- *What does it feel like?*
- *How do I know when I'm engaging in that behavior?*

### 3

**Identify explicit non-examples of the behavior**

- *The opposite of the examples*
- *What are you doing when you are NOT engaging in the behavior?*

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# DEFINE PROBLEM BEHAVIORS

1. Name the behavior ⎯⎯⎯⎯⎯⎯⎯⎯→ Absent

2. Identify explicit examples of the behavior ⎯⎯⎯→ Skipping class, showing up late, unprepared, daydreaming
   a. *What does it look like in class?*
   b. *What does it feel like?*
   c. *How do I know when I'm engaging in that behavior?*

3. Identify explicit non-examples of the behavior ⎯⎯→ Showing up on time, materials ready, paying attention
   a. *The opposite of the examples*
   b. *How do you know when you are not engaging in the behavior?*

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# DEFINE REPLACEMENT BEHAVIORS

Student voice can help ensure that replacement behaviors are culturally relevant!

1. Name the behavior → Paying Attention

2. Identify explicit examples of the behavior → Showing up on time, materials ready, paying attention
   a. What does it look like in class?
   b. What does it feel like?
   c. How do I know when I'm engaging in that behavior?

3. Identify explicit non-examples of the behavior → Skipping class, showing up late, unprepared
   a. The opposite of the examples
   b. How do you know when you are not engaging in the behavior?

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# TIER 2 INTERVENTIONS

**Self-Regulation**

- Goals, Self-Monitoring, Self-Evaluation

**Structured Feedback**

- CICO

**Social Skills**

- Social Skills Instruction groups

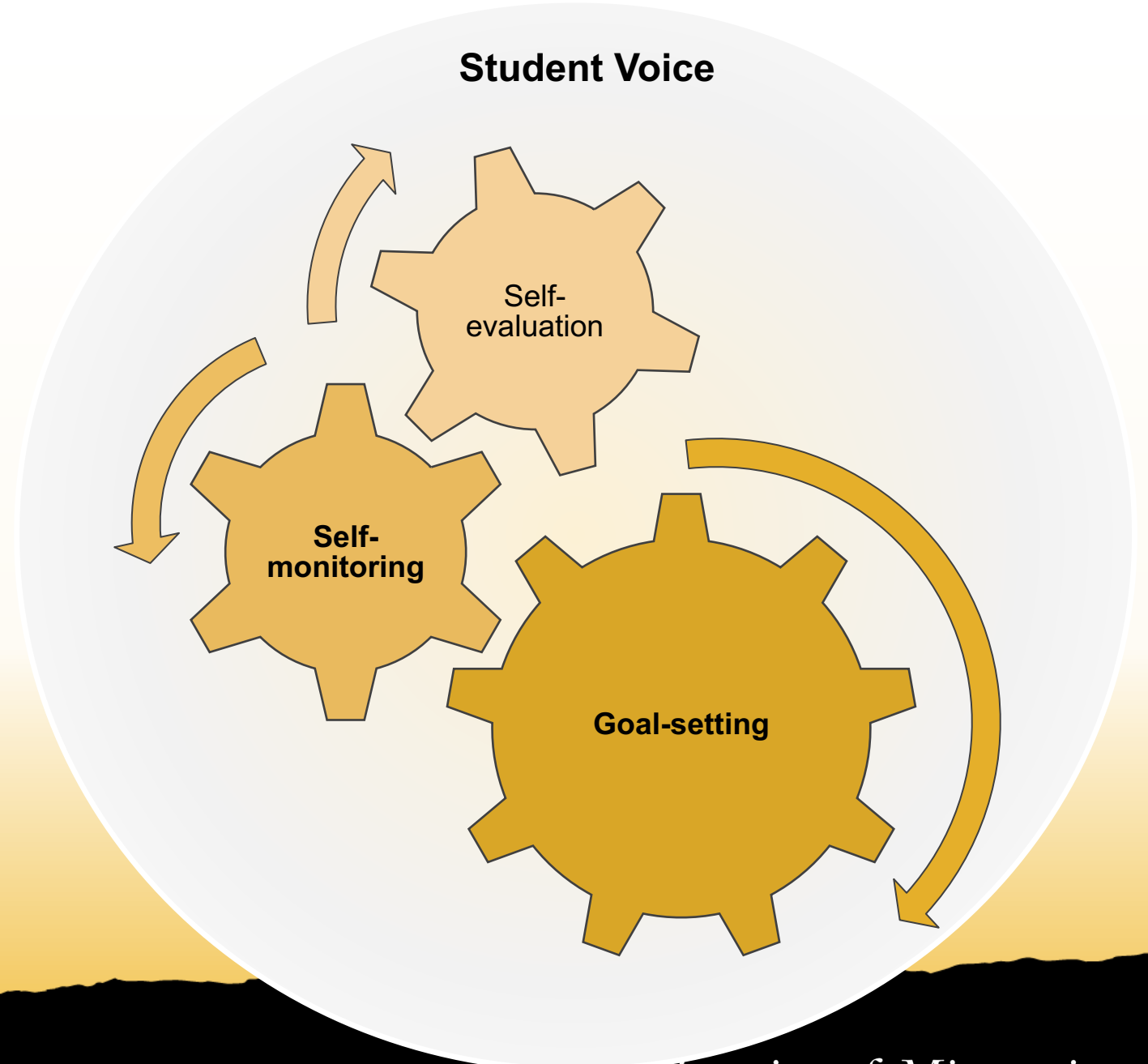University of Missouri

# Self-Regulation

The ability to set goals, monitor performance toward achieving goals, and evaluate whether you are making goal progress

Well suited for students with low task engagement or frequent disruptive behaviors

Feel free to mix and match components

**Student Voice**

Self-evaluation

Self-monitoring

Goal-setting

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# DESIGNING SELF-REGULATION INTERVENTIONS

| | |
|---|---|
| **Step 1** | Identify Problem & Replacement Behaviors |
| **Step 2** | Write Long, Medium, & Short-Term Goals |
| **Step 3** | Establish Self-Monitoring Procedures & Begin Self-Monitoring |
| **Step 4** | Determine Self-Evaluation Procedures & Self-Evaluate |

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# GOALS

**Enable students to link their present behavior to future outcomes**

**Essential starting point for many Tier 2 interventions**

**Goal-setting alone can improve student behavior**



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# GOAL STATEMENTS

**Specific, realistic, & achievable**

    a) Previously identified **replacement behavior**

    b) Criterion (e.g., 85%, 10 points, all assignments)

    c) Time limit (e.g., every day, end of the week, end of class)

*I will turn in my math homework every day at the start of class this week.*

*I will pay attention during Algebra at least 50% of the time by the end of this week.*

# TIPS!

➡ Provide a template

> During **(name of class),** I will **(name of behavior)** at least **(criterion)** by **(time limit).**

➡ Consider **baseline** behavior for setting goal criterion
- **Ask the student what seems reasonable**
- Suggest small, incremental improvements (e.g., no more than 10% increase)

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**DESIGNING SELF-REGULATION INTERVENTIONS**

**Step 1** — Identify Problem & Replacement Behaviors

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# SELF-MONITORING



**Enable students to:**

- Recognize when they are engaging in certain behaviors
- Think about their behavior repeatedly during a specific amount of time
- Collect data towards goal attainment

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# INCORPORATE STUDENT VOICE

- **Discuss the types of self-monitoring**
- **Ask them which type they would like to try**

- **Ask them to make design decisions along the way**
  - Self-monitoring questions
  - Response-types
  - Interval-lengths
  - Audible or tactile cues
  - Frequency of self-monitoring

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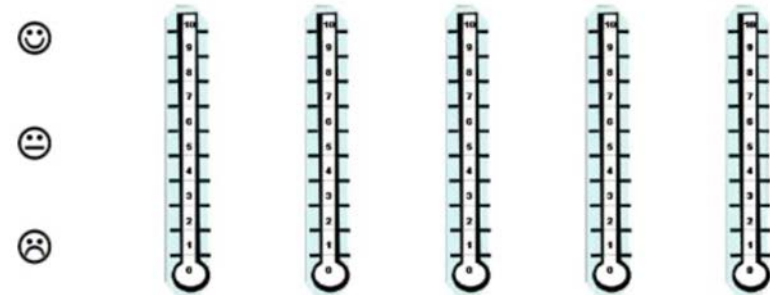
# TYPES OF SELF-MONITORING

- **Interval-based**
- **Daily checklists**
- **Mood/emotion tracker**
- **Frequency counting**

| Date: | | Period: | |
|---|---|---|---|
| **Item** | **Circle** | | **Comment** |
| 1. Did I fill out my planner? | Yes | No | |
| 2. Did I ask at least 1 question? | Yes | No | |
| 3. Did I answer at least 1 teacher question? | Yes | No | |
| 4. Did I arrive on time? | Yes | No | |
| 5. Did I speak only when appropriate? | Yes | No | |
| | Total Yeses: | | |

## Daily Feelings Record

MICE
Mental health Interventions for Children with Epilepsy

Take a feelings rating every day by circling the number on the thermometer. Remember to write down what was happening to make you feel that way.
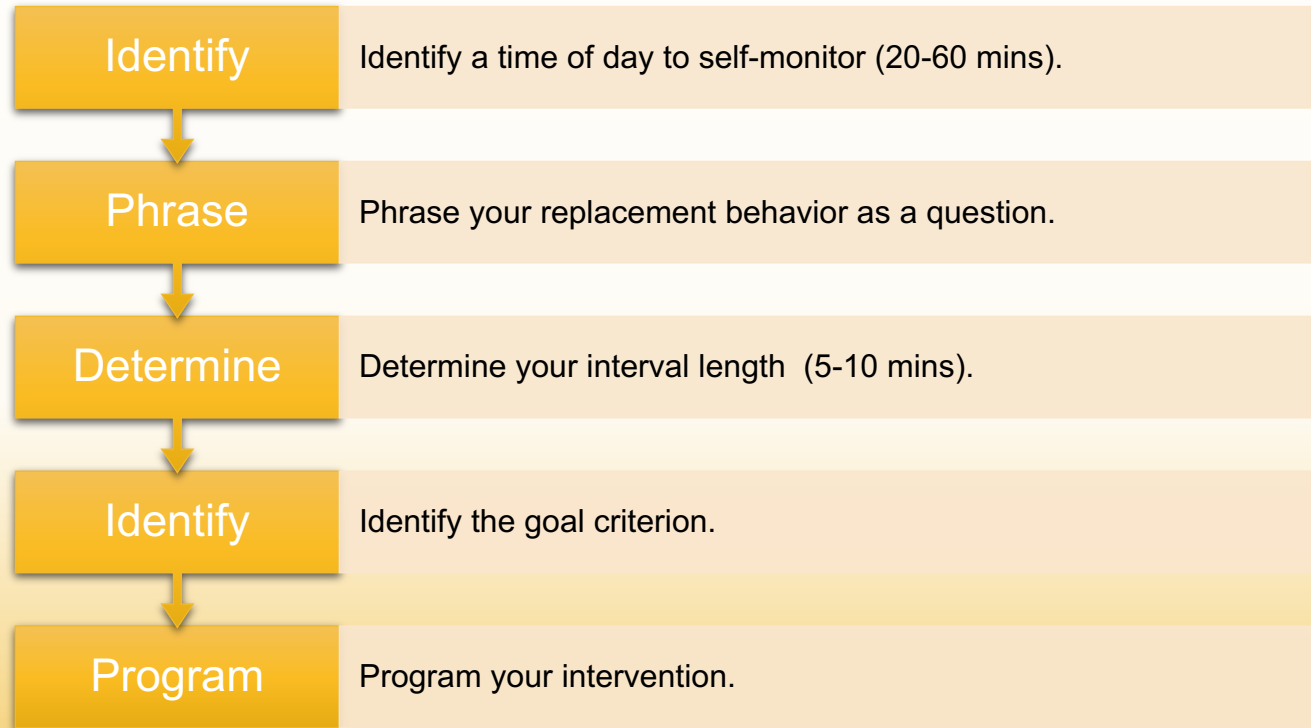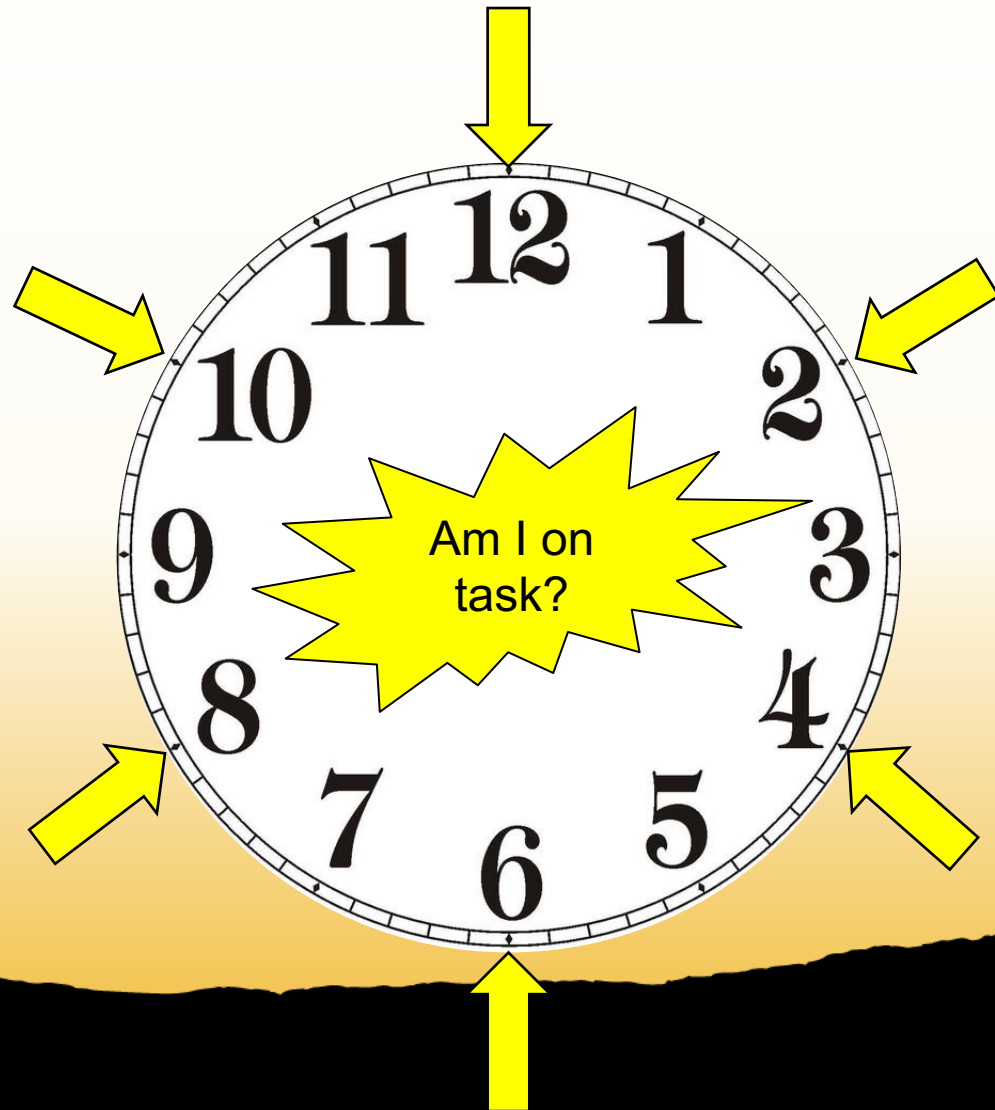
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Date: _____

What was happening: _____

| Date: | | Period: | |
|---|---|---|---|
| **Item** | **Tally** | **Comment** | |
| How many questions did I ask? | ||| | | |
| | Total questions: 3 | | |

# DETERMINE INTERVAL-BASED SELF-MONITORING PROCEDURES

Am I on task?

| Identify | Identify a time of day to self-monitor (20-60 mins). |
| --- | --- |
| Phrase | Phrase your replacement behavior as a question. |
| Determine | Determine your interval length (5-10 mins). |
| Identify | Identify the goal criterion. |
| Program | Program your intervention. |

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# I-Connect

KU | KU Life Span Institute
**Juniper Gardens Children's Project**

- Freely available
- Highly customizable
- Self-monitoring platform
- Easy progress monitoring
- Supports collaboration

**iconnect.ku.edu**
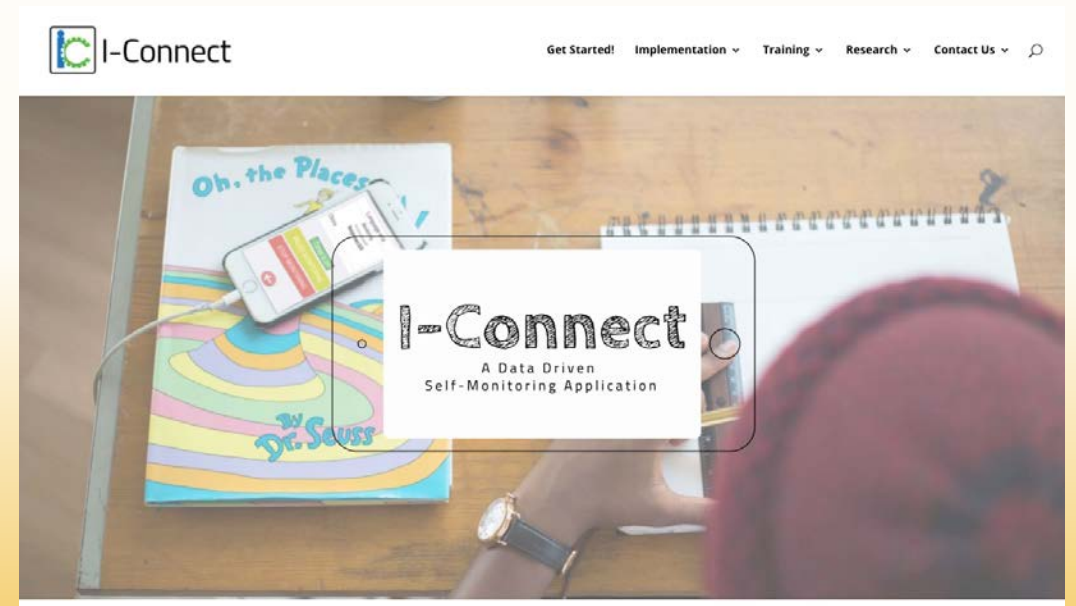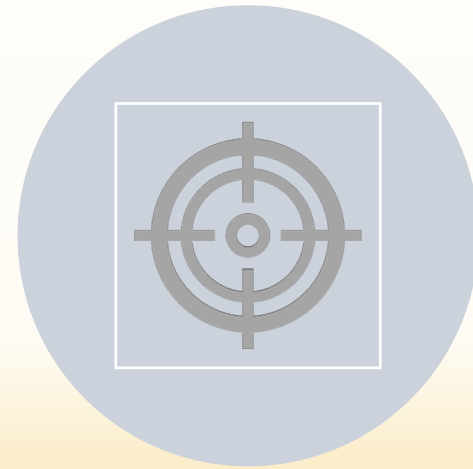
# PRACTICE TO PROFICIENCY!

CAN THE STUDENT USE THE
TECHNOLOGY INDEPENDENTLY?

CAN THE STUDENT SELF-MONITOR
WITH 100% ACCURACY?

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# SELF-EVALUATION

Enable students to

- **Decide** whether the intervention is helping them
- Revise their intervention based on their **performance**

- *How do you know if you are making progress towards reaching your goals?*
- *How do you know if your behavior has changed? How will you feel?*
- *Should make changes to your goal or self-monitoring procedures?*

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# SELF-EVALUATION

- Set a **regular schedule** to review data with student

- Revise goals as necessary

- Set a reinforcement contingency

*Provide positive, specific feedback*



**Provided in I-Connect!**

## Student Chart

Kajsa testjgcp
Math - - Are you on task?
1/15/2021 - 2/5/2021
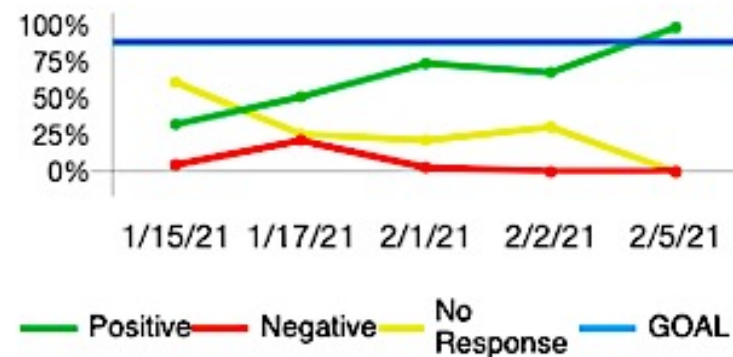
100%
75%
50%
25%
0%

1/15/21   1/17/21   2/1/21   2/2/21   2/5/21

— Positive  — Negative  No Response  — GOAL

# TIER 2 INTERVENTIONS

**Self-Regulation**

- Goals, Self-Monitoring, Self-Evaluation

**Structured Feedback**

- CICO

**Social Skills**

- Social skills instruction groups

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# FEEDBACK INTERVENTIONS

Best for students who thrive on adult attention



(McDaniel, Brun, & Estrapala, 2023)

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# STRUCTURED FEEDBACK

**Check-in/ Check-out**

**Check & Connect**

**Check, Connect, & Expect**

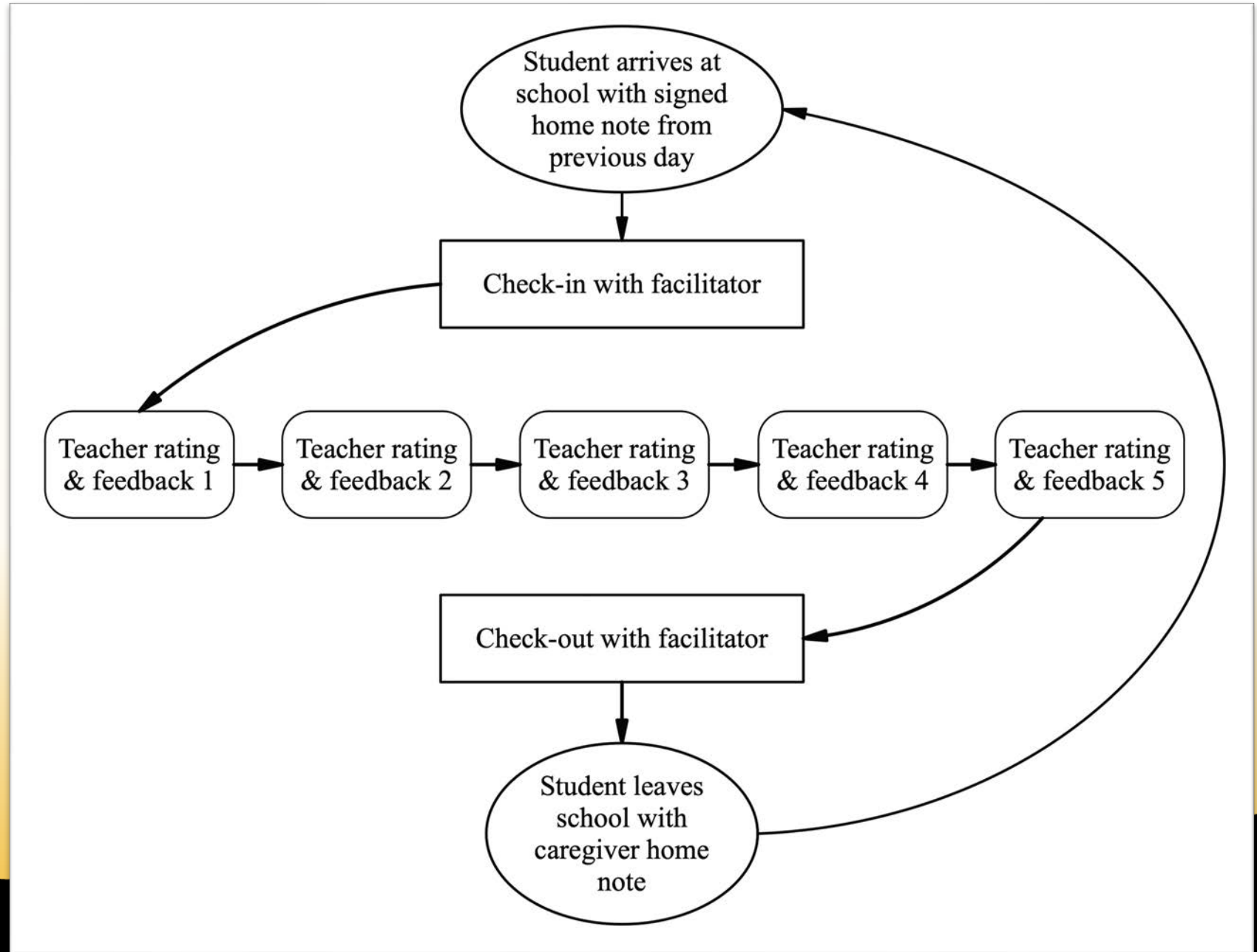Provide students with regularly scheduled feedback

Develop positive relationships with adults

Teach students accountability



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(McDaniel, Brun, & Estrapala, 2023)

# CICO

Feedback provided by multiple adults throughout the day on specific, pre-determined behaviors



Student arrives at school with signed home note from previous day
→ Check-in with facilitator
→ Teacher rating & feedback 1 → Teacher rating & feedback 2 → Teacher rating & feedback 3 → Teacher rating & feedback 4 → Teacher rating & feedback 5
→ Check-out with facilitator
→ Student leaves school with caregiver home note

(McDaniel, Brun, & Estrapala, 2023)

# INCORPORATING STUDENT VOICE

Same as self-regulation interventions

- Student determines **behaviors** included on DPR
- Student sets daily **goals**
- Student can **self-rate**

**Ask the student how they would prefer to receive feedback!**

| Name: | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Date: | | | | | | | | | | | | |

| 1 = never | | | | 2 = rarely | | | | 3 = often | | | | 4 = always |
|---|---|---|---|---|---|---|---|---|---|---|---|---|

| | Be Respectful | | | | Be Responsible | | | | Be Safe | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Period 1** | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **Period 2** | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **Period 3** | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **Period 4** | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **Period 5** | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **Period 6** | | | | | | | | | | | | |
| **Period 7** | | | | | | | | | | | | |
| **T** | | | | | | | | | | | | |

Today's Goal:

Did I reach my goal?

---

Name:
Date:

| Rarely = 1 | Sometimes = 2 | Always = 3 |
|---|---|---|

| | Be Respectful | | | Be Responsible | | | Be Safe | | |
|---|---|---|---|---|---|---|---|---|---|
| **Reading** | | | | | | | | | |
| **Math** | | | | | | | | | |
| **Science** | | | | | | | | | |
| **Social Studies** | | | | | | | | | |
| **Writing** | | | | | | | | | |
| **Totals** | | | | | | | | | |

Today's Goal:
Did I reach my goal?  YES    NO

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(McDaniel, Brun, & Estrapala, 2023)

# HONOR STUDENT PREFERENCES FOR FEEDBACK



- **Should you include the home-note portion?**
  - If so, then what exactly should you provide?
  - If so, then do you have to translate the home-note?

- **<u>Where</u> should the student check in and out?**

- **Who should serve as the <u>facilitator</u>?**

- **When/where should students receive teacher feedback?**

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# TIER 2 INTERVENTIONS

**Self-Regulation**

- Goals, Self-Monitoring, Self-Evaluation

**Structured Feedback**

- CICO

**Social Skills**

- Social skills instruction

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# STEPS IN SOCIAL SKILL INSTRUCTION

Assessment

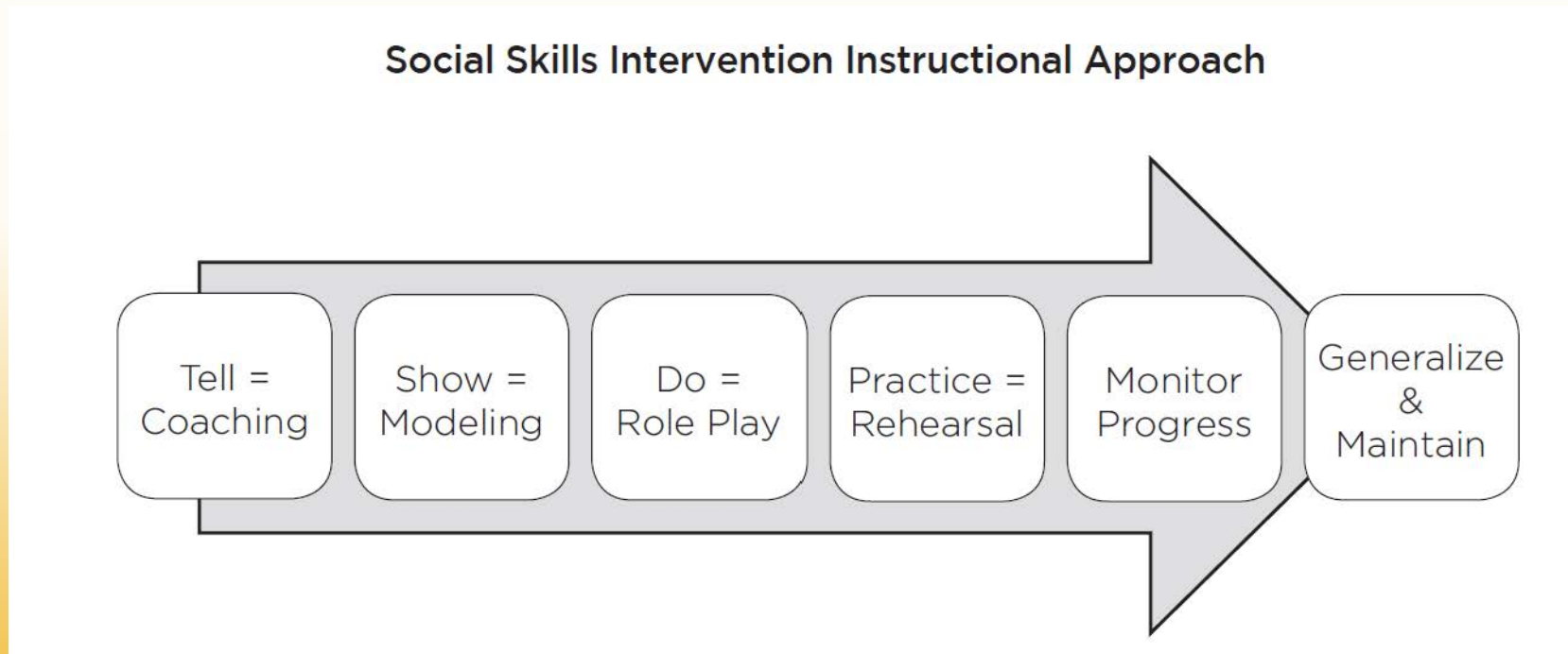Planning and establishing procedures

Lesson development

Teaching lessons

Generalization; monitor progress and outcomes

Student Voice Opportunities

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# OVERVIEW SOCIAL SKILLS INSTRUCTION TIER 2

- Small group (5-8 students)
- Explicit instruction at least 1x/week
- For skill deficits (acquisition or performance)

### Social Skills Intervention Instructional Approach

| Tell = Coaching | Show = Modeling | Do = Role Play | Practice = Rehearsal | Monitor Progress | Generalize & Maintain |

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# USING DATA TO DETERMINE APPROPRIATE STUDENTS

Teacher nomination

Screening data

⭐ Student voice re: self-report data

Commonly collected student data

Discipline

Attendance

Grades

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# INCORPORATING STUDENT VOICE-PREPARING

Deciding what skills to address (connected to PBIS matrix)

- Through student self-report data and interview
- Considering cultural appropriateness
- Student goal setting

Setting group norms

Use to guide describing the "why" for skills

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# INCORPORATING STUDENT VOICE THROUGHOUT

**Making the modeling and roleplay examples relevant**

**Where and with whom practice for generalization**
- Examples from practice to provide feedback

**Selecting reinforcements for positive feedback in sessions and homework completion**

**Program evaluation – self-report re: Social validity**

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# OTHER TIER 2 CONSIDERATIONS

Data collection & progress monitoring, fidelity, & social validity

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# DATA COLLECTION & PROGRESS MONITORING

- Data should be collected and monitored at least weekly
  - Student outcomes
  - Implementation fidelity
- Common data collection methods include
  - Direct Behavior Ratings
  - Systematic Direct Observation
  - Intervention Based Measures
- Goal is to determine student responsiveness and make adaptations

*A Step-By-Step Guide to Tier 2 Behavioral Progress Monitoring* (Bruhn et al., 2018)

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# IMPLEMENTATION FIDELITY

Is the intervention being implemented as designed?

Typically measured with checklists

Always monitor fidelity data alongside student response data



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# SOCIAL VALIDITY

What do students, teachers, parents, & classmates think of the intervention?
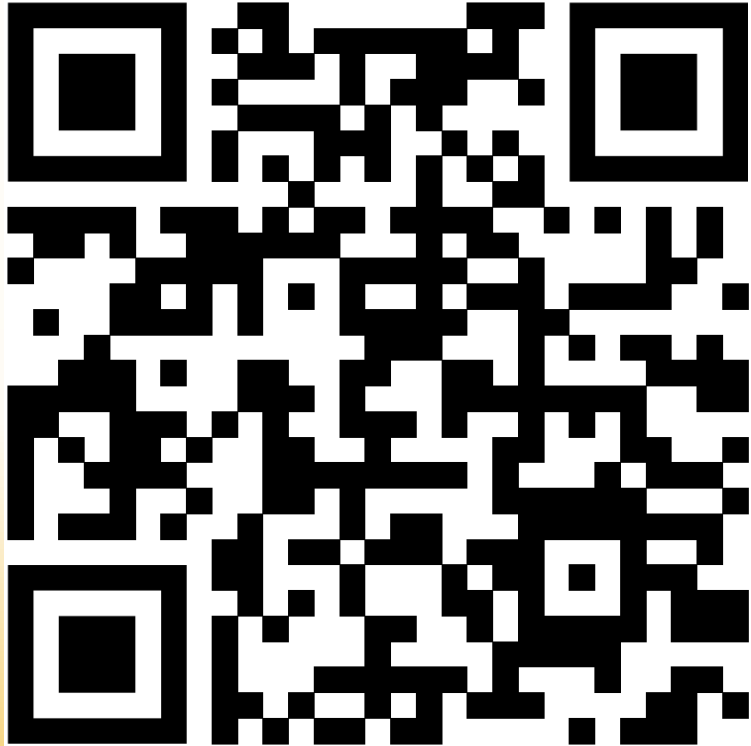
Essential for buy-in and sustainability!

### IRP-15 (Witt & Elliott, 1985)

- Validated social validity measure for teachers
- Pre-post versions

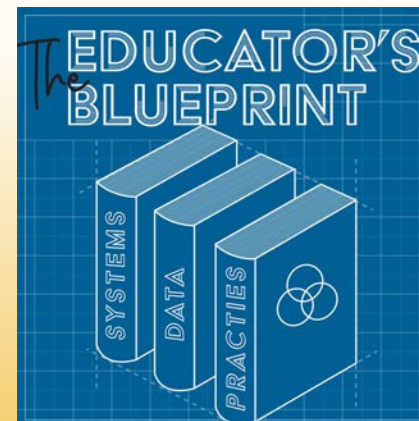### CIRP (Elliott, 1986)

- Validated social validity measure for students
- Pre-post versions

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# QUESTIONS?

Contact me! Sara Estrapala – sle9bb@Missouri.edu

Want updates on our comprehensive Tier 2 implementation guide book?
**Join our mailing list!**

preventingandrespondingtoSEB@gmail.com



Check out our podcast!

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