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

Sara Estrapala, Ph.D.
Kimberly Selders, M.A.
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.
CULTURALLY RESPONSIVE PRACTICES & STUDENT VOICE
### Defining Cultural Responsiveness

#### Multicultural Education
- Content integration
- Knowledge construction
- Equity pedagogy
- Prejudice reduction
- Empowering school structure 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**

---

**Gloria Ladson-Billings**

**James Banks**

**Geneva Gay**
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
KEY PRINCIPLES OF CULTURALLY RESPONSIVE EDUCATION

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

Geneva Gay
Culturally Responsive Teaching *8 tenets of teaching practice

Gloria Ladson-Billings
Culturally Relevant Pedagogy *3 principles of teacher framework and posture

Power et al., (in press)
University of Missouri
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
DEFINING STUDENT VOICE

Student input and involvement in interventions

Active student participation

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Choice making</th>
<th>Goal setting</th>
<th>Selecting strategies</th>
<th>Self-monitoring</th>
</tr>
</thead>
</table>

Promotes self-determination and self-regulation
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
TIER 2

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

(McDaniel, Bruhn, & Estrapala, 2023)
Student Voice

Self-Regulation

Structured Feedback

Social Skills
PROMOTING STUDENT VOICE
CONSIDERING STUDENT ABILITIES AND IDENTITIES

- Disability status?
- Cognitive abilities?
- Cultural or ethnic identity?
- At-home supports?
PROMOTING STUDENT VOICE
THE INTERVENTIONIST’S ROLE

Intervention partner, not director
Enable student to determine intervention components
Offer examples
Asking, not telling
BEFORE IMPLEMENTING ANYTHING

Ask the student if they want to try it!
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

University of Missouri
DEFFINING BEHAVIORS

BRAINSTORM 2-3 BEHAVIORS
UTILIZE STUDENT VOCABULARY THROUGHOUT

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?
DEFINE PROBLEM BEHAVIORS

1. Name the behavior

2. Identify explicit examples of the behavior
   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
   a. The opposite of the examples
   b. How do you know when you are not engaging in the behavior?

Absent
- Skipping class, showing up late, unprepared, daydreaming

Showing up on time, materials ready, paying attention
IDENTIFY REPLACEMENT BEHAVIORS

What do you think you could do instead?

Think about what you can do as their teacher to eliminate triggers
DEFINE REPLACEMENT BEHAVIORS

1. Name the behavior

2. Identify explicit examples of the behavior
   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
   a. The opposite of the examples
   b. How do you know when you are not engaging in the behavior?

- Paying Attention
  - Showing up on time, materials ready, paying attention
  - Skipping class, showing up late, unprepared

Student voice can help ensure that replacement behaviors are culturally relevant!
TIER 2 INTERVENTIONS

Self-Regulation
• Goals, Self-Monitoring, Self-Evaluation

Structured Feedback
• CICO

Social Skills
• Social Skills Instruction groups
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.
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
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
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)
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
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
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
TYPES OF SELF-MONITORING

- Interval-based
- Daily checklists
- Mood/emotion tracker
- Frequency counting
DETERMINE INTERVAL-BASED SELF-MONITORING PROCEDURES

1. Identify
   - Identify a time of day to self-monitor (20-60 mins).

2. Phrase
   - Phrase your replacement behavior as a question.

3. Determine
   - Determine your interval length (5-10 mins).

4. Identify
   - Identify the goal criterion.

5. Program
   - Program your intervention.

Am I on task?
I-Connect

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?
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
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?
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 testigcp
Math - - Are you on task?
1/15/2021 - 2/5/2021

- Positive
- Negative
- No Response
- GOAL

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

0% 25% 50% 75% 100%
TIER 2 INTERVENTIONS

Self-Regulation
  • Goals, Self-Monitoring, Self-Evaluation

Structured Feedback
  • CICO

Social Skills
  • Social skills instruction groups
FEEDBACK INTERVENTIONS

Best for students who thrive on adult attention

Talk to me, talk to me, talk to me, talk to me

(McDaniel, Brun, & Estrapala, 2023)
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

(McDaniel, Brun, & Estrapala, 2023)
CICO

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

(McDaniel, Brun, & Estrapala, 2023)
INCORPORATING STUDENT VOICE

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

Ask the student how they would prefer to receive feedback!

(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?

• Where should the student check in and out?

• Who should serve as the facilitator?

• When/where should students receive teacher feedback?
TIER 2 INTERVENTIONS

- **Self-Regulation**
  - Goals, Self-Monitoring, Self-Evaluation

- **Structured Feedback**
  - CICO

- **Social Skills**
  - Social skills instruction
STEPS IN SOCIAL SKILL INSTRUCTION

- Assessment
- Planning and establishing procedures
- Lesson development
- Teaching lessons
- Generalization; monitor progress and outcomes

Student Voice Opportunities
OVERVIEW SOCIAL SKILLS INSTRUCTION TIER 2

• Small group (5-8 students)
• Explicit instruction at least 1x/week
• For skill deficits (acquisition or performance)
USING DATA TO DETERMINE APPROPRIATE STUDENTS

Teacher nomination

Screening data

Commonly collected student data

Student voice re: self-report data

Discipline
Attendance
Grades
INCORPORATING STUDENT VOICE-PREPARING

<table>
<thead>
<tr>
<th>Deciding what skills to address (connected to PBIS matrix)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Through student self-report data and interview</td>
</tr>
<tr>
<td>• Considering cultural appropriateness</td>
</tr>
<tr>
<td>• Student goal setting</td>
</tr>
<tr>
<td>Setting group norms</td>
</tr>
<tr>
<td>Use to guide describing the &quot;why&quot; for skills</td>
</tr>
</tbody>
</table>
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
OTHER TIER 2 CONSIDERATIONS

Data collection & progress monitoring, fidelity, & social validity
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)
IMPLEMENTATION FIDELITY

Is the intervention being implemented as designed?

Typically measured with checklists

Always monitor fidelity data alongside student response data
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
TIER 2 IMPLEMENTATION RESOURCE

Free!
- Intervention implementation
- Screening
- Data collection
- Implementation fidelity
- Teaming
QUESTIONS?

Contact me! Sara Estrapala – sle9bb@Missouri.edu

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

Check out our podcast!

preventingandrespondingtoSEB@gmail.com