Eliminating Racial and Ethnic Disparities in School Discipline:

The DDAS Assessment-to-Intervention Suite of Tools

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Thank you for your interest in the Disproportionality in Discipline (DDAS) suite of decision making tools. These tools are designed to help your school assess strengths and needs pertaining to reducing racial and ethnic disproportionality in discipline (REDD). Many school personnel and leadership are strongly concerned about REDD and want to do something about it, but they often feel lost, overwhelmed, and like they do not know where to start. We hope that the DDAS tools can provide you with some structure for this decision making process.

The DDAS suite of tools are evolving instruments that have only been pilot tested. We are currently working to improve and formally validate these tools in a larger study. These tools are just one piece of a much larger series of activities that your school may benefit from conducting in order to reduce or eliminate REDD. In fact, your school may already be engaging in these activities! It is important to remember that the DDAS suite of tools will not provide an ordered prescription for your school to follow. Rather, this is a decision making *process* that is important to conduct with the involvement of your school's leadership, teams, teachers and other personnel, families, students, and community.

It is also important to know that the DDAS suite of instruments has only been pilot tested in situations where a consultant from the University of Washington was able to support schools in walking through the process. We have not yet made these instruments available as stand-alone products, so there may be gaps in how they can be applied without consultation.

We would like to acknowledge the very important participation of Seattle Public Schools in developing these instruments, particularly Eric Anderson, Samantha Bindman, Pat Sander, Peggy McEvoy, and Brent Jones, and the close involvement of the staff and leadership at Washington Middle School.

Because these tools are still under development, we ask for two things in exchange for using them:

1. **Please do not share these tools with others.** We prefer that you refer others to Mike Pullmann (pullmann@uw.edu) and he can provide them with the most updated version of the DDAS suite.
2. **Please give us feedback!** If there is any way to improve this process, we want to hear about it! We're constantly looking for methods to make this a more effective process, and eliminate REDD. Please contact Mike Pullmann if you have any feedback or suggestions (pullmann@uw.edu)

The DDAS Framework

The DDAS framework is based on research evidence that there are eight malleable factors – that is, factors that schools can intentionally work to change – that are causally connected to disciplinary actions in general. At the heart of DDAS is a foundational belief that that racial and ethnic disproportionality in discipline results when these eight factors interact with implicit bias, racism, and a lack of cultural awareness and understanding. Therefore, by placing implicit bias, anti-racism, and the promotion of cultural awareness and understanding at the heart of the DDAS framework, we believe that REDD will be reduced or eliminated.

The eight factors are:

1. **Racial Bias and Structural Racism**

At the foundation of all of the other factors is racial bias and structural racism. Racial biases, which can manifest within one's unconscious (implicit biases) or conscious (explicit biases) mind, are associations that one makes between certain racial groups and personal characteristics. These associations are primed by stereotypes pervasive throughout society and present in day-to-day imagery and language. These stereotypes are informed and reinforced by a system of structural racism, where historical and current social processes and policies systematically privilege certain groups and oppress others. For example, historical school segregation and ongoing academic tracking practices have significant implications for how individuals view students of color, especially Black/African American students, contributing to individual biases regarding academic engagement and achievement. Educators, like all human beings, often hold implicit and explicit biases which impacts their interpretation of and reaction to student behavior. This affects their ability to build relationships, expectations for students' academic success and socio-emotional competencies, and responsiveness in instruction and classroom management. Biases have been associated with student outcomes, including academic achievement and discipline.

2. **Screening and Selective Supports**

Teacher referral is the most common procedure for disciplinary action or recommendation for supports, but is vulnerable to subjective bias. Often, students of color are referred to punitive discipline while their white counterparts are referred to counselors and other supportive services at disproportionate rates. Consistent methods to identify students who are struggling with behavioral and emotional problems and refer them to supportive services are necessary.

3. **Discipline Policy**

Effective discipline policy considers the situation and the function or reason underlying a student's behavior in order to develop an effective response. Zero-tolerance discipline policy and punitive procedures are often associated with racial and ethnic disproportionality.

4. **Proactive Behavior Management**

Proactive behavior management involves setting clear expectations and recognition systems so that students know what behavior is considered acceptable. It also involves designing engaging classroom structures that focus students on learning. Many or most teachers have not received

substantive training in evidence-based practices for proactively managing student behavior and, thus, are vulnerable to using reactive practices.

5.   Reactive Behavior Management

Reactive and punitive discipline strategies can undermine educator-student relationships and interfere with positive school climate, particularly for students from different cultural backgrounds. When teachers are mentally tired, reactive strategies are more likely to be used and more likely to be influenced by implicit bias.

6.   Data Based, Systematic Decision Making

Data about disciplinary actions are often collected in multiple ways, but may not always be used to inform decision making to reduce disproportionality. By disaggregating disciplinary data, schools can identify the places (e.g. cafeteria, classrooms), people, and events that are most contributing to disproportionality.

7.   Teacher, Student, and Family Relationships

Relationships are at the heart of any learning environment, and the quality of relationships between teachers, students, and parents impacts how teachers respond to problem behaviors, how students behave in school. Similarly, the response that teachers have to problem behaviors impacts their relationships with students and parents. Many students of color report lower levels of positive student-teacher relationships and families from marginalized backgrounds may not have established trust or connection with the school. Although most educators endorse the importance of positive educator-student relationships, many are unlikely to espouse an intentional approach to cultivating relationships.

8.   Culturally Responsive Pedagogy

This domain has been added to the assessment model as a result of multiple rounds of pilot testing in which this it was consistently mentioned as missing from the model. *Therefore, we do not currently have questions related to this domain in our DDAS tool, but plan to add these in the future.* Culturally-responsive pedagogy aims to minimize misalignment between students' home and school cultural by incorporating students' identities and backgrounds into the learning experience. Through the use of classroom materials, lesson topics, and instructional practices that reflect students' cultural backgrounds and frames of reference, learning is made more relevant and effective.

How to use the DDAS suite of tools

The DDAS approach is a step-by-step process by which your school can walk through an informal assessment, determine priority areas and approach, and choose the approach that best works for your school. It is important to remember that there are no right answers for all schools. Your school's approach may be based on multiple factors such as your team and decision making structures that already exist, your leadership and staff's willingness to engage, your school's levels of disproportionality and current approach to discipline, whether your school has undergone efforts to address racism and implicit bias, and a myriad of other factors. It is important to remember that the DDAS process is, itself, a useful process by itself. By going through this process, the strengths and challenges that your school faces will begin to become clearer, and importantly, you will begin to find increased understanding and agreement about the path forward.

1. **Pre-DDAS: Assemble a team and assess your school's levels of discipline and disparity**

First, it is important to assemble a team that can tackle racial equity work. It is best if individuals with a good ability to answer these questions take part in this process, including people such as school leadership, racial equity teams, disciplinary staff, teachers, parents, and even students. We recommend a diverse team, in personal background, experience, and roles, who can honestly reflect on the school. It is important for team members to think deeply about what culturally responsive and anti-racist practices means to them and their school context. If your school has not previously engaged in this type of work and is not familiar with issues such as implicit bias, cultural responsivity, anti-racism, and the cultural backgrounds and values of your staff and students, then it may require a year or more of preparatory work with an experienced facilitator to guide your school to a place where disparity reduction can begin in earnest. Here are some resources for developing an anti-racist and culturally responsive approach in your school:

Zaretta Hammond, *Culturally Responsive Teaching and the Brain* (Corwin, 2015)

Geneva Gay, *Culturally Responsive Teaching: Theory, Practice, & Research* (Teachers College Press, 2000)

Teaching Tolerance Classroom Resources (https://www.tolerance.org/classroom-resources)

Second, before your work begins, it is vitally important to understand your school's current levels of discipline and disparity. Reflecting on how disparity manifests itself in your school, where it occurs, with which groups, and to what degree, is an essential preparatory step that could be combined with the racial equity work described above. Later versions of DDAS Suite of Tools will incorporate modules to help your school understand this better. Various tools are currently available from other authors, do a Google search or use one of these helpful links.

https://safesupportivelearning.ed.gov/sites/default/files/RiskAssessmentTool508.xlsx

https://files.eric.ed.gov/fulltext/ED573680.pdf

http://marylandpublicschools.org/about/Documents/DSFSS/SSSP/TA/MDGuidelinesStateDisproportionalityPerformancePlan.pdf

2. DDAS Program Review

After understanding your data, your school team will complete the DDAS Program Review (DPR). The DPR is based on questions from the Tiered Fidelity Inventory developed by Positive Behavioral Interventions and Supports (https://www.pbisapps.org/Applications/Pages/Tiered-Fidelity-Inventory-(TFI).aspx), but with additional questions that get at issues specific to racial and ethnic disproportionality. Completing the DPR as a group, with engaging and open discussion, can go a long way to improving the common understanding of the issues that contribute to disproportionality, and whether there is consensus on the school's strengths and needs.

3. DDAS Program Review tally sheet

After completing the DPR, your team and leadership will complete the tally sheet. The DDAS process acknowledges that your school might not yet be ready to tackle the factors that are of the greatest need. Small victories can be achieved by tackling those factors that have a great deal of staff-buy in or are "low-hanging fruit." These victories can help avoid resistance or disappointment that could come from trying to tackle issues of greater need, but that are infeasible to accomplish. The tally sheet helps teams to weigh the options and make the choice that is best for their schools.

4. DDAS Menu

Once your school has some consensus on the priority factors to address and which factor or factors with which to start, you will probably want to decide how to address those factors. The DDAS menu provides specific interventions and action steps that your school can use to begin to address disproportionality. This includes links to specific interventions. Note that many, if not most, of these interventions have been developed to address discipline in general, not disproportionality in discipline. The sad fact is, there are very few evidence-based interventions that have been shown to specifically impact disproportionality. Therefore, the DDAS framework argues that one of the most promising methods to address disproportionality is to fully integrate an anti-racist, culturally responsive spirit in each of these practices. Because this is so new, this may take significant creativity and investment from your team. For instance, if your school chooses to address "Reactive Responses to Problem Behavior," you could integrate an awareness of the impact of implicit bias in shaping how teachers respond to behavior, and to train teachers to use specific methods for identifying and stopping implicit bias in reactive decision making. (In fact, just such a program exists—"GREET-STOP-PROMPT" has demonstrated positive results in a pilot trial. See Cook, Duong, McIntosh, Fiat, Larson, Pullmann, & McGinnis (2018) Addressing discipline disparities for black male students: Linking malleable root causes to feasible and effective practices. *School Psychology Review, 47*(2), 135-152.) Unfortunately, much of this incorporation of anti-racist and culturally responsive practices in the interventions provided in the menu will require innovation and experimentation by your school, due to limitations in the current evidence base. We welcome your stories and experiences about what works and what has not worked in your school.

DDAS Program Review

Domains	Benchmarks of Quality	In place	Needs improvement	Not in place	Don't know
Racial Equity Team or other school team focusing on racial equity	There is a team focusing on ensuring racial equity in the school				
	The team has support from school administration				
	The team meets regularly (at least monthly)				
	The team has established a clear mission/ purpose and sticks to it.				
	Students from diverse backgrounds are engaged with the RET team in authentic ways				
	Families from diverse backgrounds are engaged in the RET team in authentic ways				
	The team has identified the schools' strengths and needs related to racial equity				
	The team designs and implements clear action steps to promote equity, based on the schools' strengths and needs				
Discipline policy and interpretation	School policies, goals, and mission statements focus explicitly on enhancing equity				
	School policies are reviewed to ensure equity				
	Teachers and staff have clear, consistent understanding of discipline policy and practice				
	Discipline policies reflect and respect the cultural values of the community				
	Discipline policies have a clear purpose linked to educational outcomes				
	Discipline procedures focus on alternatives to exclusion and emphasize teaching prosocial skills				
	Feedback from a racially diverse group of students is routinely elicited regarding school practices and policies				
	A racially diverse group of students are included as active participants in making decisions about school practices and policies				
	Feedback from a racially diverse group of families is routinely elicited regarding school practices and policies				
	A racially diverse group of families are included as active participants in making decisions				

Domains	Benchmarks of Quality	In place	Needs improvement	Not in place	Don't know
Screening and selective supports	The school screens or assesses social, behavioral, emotional, and academic needs of students.				
	There are clear referral pathways for students needing academic or behavioral support.				
	There are effective Tier 2 supports available to students with moderate emotional and behavioral needs such as: socioemotional groups/classes, mentoring programs (e.g., Check and Connect, Check In/Check Out).				
	There are effective Tier 3 supports available to students with more complex emotional and behavioral needs, for example: community mental health services and medication management, Intensive team-based interventions (e.g., wraparound), and other intensive behavioral approaches (e.g., functional behavior analysis).				
	Discipline and supports data are regularly reviewed to ensure that supports are offered and provided equitably				
Effective proactive behavior management	Students' cultures are considered when designing behavioral expectations and recognition systems				
	Schoolwide behavioral expectations have been set for classroom as well as common areas				
	Explicit teaching about expected behavior at school is conducted for classrooms and in common areas				
	All teachers have received training on proactive classroom management (i.e., ways to prevent behavior problems from occurring)				
	Teachers are able to clearly describe the proactive classroom management strategies they use				
	There are resources and continued support/ coaching available to teachers to keep up these proactive practices				
	When behavioral expectations differ between home and school, staff teach the differences and the purpose for having the expectations at school				
	When behavioral expectations differ between home and school, staff provide additional practice and support to help until the expectations are learned				
	School staff can confidently use effective proactive behavior management with students from diverse backgrounds				

Domains	Benchmarks of Quality	In place	Needs improvement	Not in place	Don't know
Effective reactive behavior management	School staff have received training on how to effectively respond to problem behavior (e.g., redirection, de-escalation, empathic discipline)				
	School staff are able to clearly describe the specific strategies they use to respond to problem behavior				
	School staff can confidently use effective reactive behavior management with students from diverse backgrounds				
	When students are removed from the classroom, administrative responses to the behavior focus on the root cause of the behavior and skills instruction, rather than solely punishment				
	School staff try to understand the root cause of a behavior and provide skills instruction, rather than relying solely on punishment.				
	School staff receive consistent support in how to manage their own emotional responses and reactions to student behavior.				
Clean and useful data	Discipline referral forms and data entry are standardized and consistent.				
	Discipline data reports are regularly shared with all school staff.				
	Discipline data reports are disaggregated by race				
	Discipline data reports are disaggregated by location of incident, time of day, season, or other aspects that might inform decision making				
	Data is used whenever making decisions about modifying or adopting discipline policy, discipline practice, or professional development approaches to discipline				

Domains	Benchmarks of Quality	In place	Needs improvement	Not in place	Don't know
Teacher-student-family relationships	School staff can clearly describe how implicit bias expresses itself in their daily work				
	School staff can clearly describe the strategies they use to keep implicit biases in check				
	School staff receive training on the cultural heritage of the students in the school, historic context of the school, and present-day issues specific to the school's underserved populations.				
	All school staff hold positive beliefs about the strengths and capabilities of every student, even those that may exhibit behaviors that interfere with their learning.				
	All school staff take responsibility for the outcomes of each student, regardless of student circumstances.				
	School staff can clearly describe the specific strategies they use to build relationships with students and families.				
	School staff use culturally responsive instructional methods (e.g. bringing in knowledge from home to topics, varied attention signals, group and individual work, student directed activities).				
	All school staff engage in frequent two-way communication with families, and families are involved throughout the year in the classroom and in various activities.				
	The school makes specific efforts, using a variety of different approaches, to welcome and engage families who are under-represented (e.g., via family support workers, outreach).				

DDAS Program Review Tally Sheet

1. Tally your school's scores from the DDAS Program Review:

	# 'In Place' (2)	# 'Needs improvement' (1)	# 'Not in place' (0)	# 'Don't know'	Score (see scoring guidelines below)
Racial equity team					
Discipline policy and interpretation					
Screening and selective supports					
Effective proactive behavior management					
Effective reactive behavior management					
Clean and useful data					
Teacher, student, and family relationships					

Scoring:

$$\frac{(2 * \text{'\# of 'In place' endorsed}) + (1 * \text{\# of 'Needs improvement' endorsed})}{\text{\# of items with 'In place', 'Needs improvement', or 'Not in place'}}$$

To score each domain, see the formula above. Each 'in place' endorsement is worth 2 points, each 'needs improvement' endorsement is worth 1 point, 'not in place' is worth zero points, and 'don't know' is excluded from scoring. You will multiply each 'in place' endorsement by 2 and add it to the total number of 'needs improvement' endorsements. You will divide this score by the total number of items in the domain, minus those that received a 'don't know' response. In other words, you will divide by the the total number of items that received 'in place', 'needs improvement', or 'not in place'.

2. Based on the scores, discuss and complete the following table:
   a. What are the components of greatest **strength**?
   b. What are the components of greatest **need**?
   c. What areas of need are the most **practical** to address?
   d. What areas of need would be the most **motivating** to your teachers, staff, and leadership to address?
   e. What areas of need are tied to your team's **goals and desired outcomes**?
   f. Which areas of need are **already being addressed** by your activities?

	Greatest strengths	Greatest needs	Most practical to address	Most motivating to school personnel and leadership	Most closely tied to RET's goals and desired outcomes	Already being addressed by RET activities
Discipline policy and interpretation						
Screening and selective supports						
Effective proactive behavior management						
Effective reactive behavior management						
Clean and useful data						
Teacher, student, and family relationships						

3. Based on your answers to the chart above, are there any factors and activities your team would want to focus on that you are not already doing? Or anything you should do differently? Suggestions are located in the DDAS menu of evidence-supported approaches.

4. What data can you use to track your school's needs, RETs activities, and outcomes? Is there currently a system in place for tracking or does one need to be built?

DDAS Assessment-to-Intervention Menu

Across All Solutions: Combat Implicit Bias			
Rationale	**Strategies**	**Resources**	**Possible outcomes your school can track (in addition to rates of disproportionality in discipline)**
Many evidence-based programs improve outcomes generally but have no impact (or can even worsen) inequities. Explicit attention to outcomes across groups is needed to impact equity. We are all prone to making decisions based on our implicit (subconscious) biases rather than our explicit values. This is especially true when our resources are depleted or when the situation is ambiguous. Building awareness of implicit bias is necessary but insufficient for creating change. We need to build a repertoire of alternative behaviors and practice them.	Professional development (PD) activities to enhance cultural awareness, knowledge and skills. PD to enhance awareness of implicit bias, target behaviors at vulnerable decision points, and build repertoire of alternative behaviors	Mindful STOP (Cook et al., in press) Double Check (Herschfeldt et al., 2009) Habit breaking (Devine et al., 2012)	Teacher surveys of multidimensional cultural competence (measuring awareness, knowledge, and skills). **Note**: We discourage the use of the Implicit Associations Test as an outcome measure, given the error in measurement for any single respondent.

Discipline Policy and Interpretation			
Rationale	**Strategies**	**Resources**	**Potential Proximal Outcomes**
When students, families, and teachers agree on the definition and purpose of school rules, miscommunication and feelings of unjust applications of discipline will be minimized. Discipline will be more likely to be administered fairly and with a purpose. School rules and discipline policies that are focused on "purpose" over "power" are less likely to be triggered by implicit bias and desire to enforce power, and more likely to translate to a positive learning environment. Students and teachers need clear definitions of what is considered acceptable behavior, particularly when these expectations differ between school and home. Helping students understand these differences at the beginning of the school year, when disproportionality can be at its greatest, can be most effective.	Mission statements include a Specific Commitment to Equity Enact hiring preferences for equitable discipline Focus on implementing positive, proactive behavior support practices Clear, objective discipline procedures Graduated discipline systems with instructional alternatives to exclusion Review policies through an equity lens and from a "power" versus "purpose" perspective--ensure all policies have clear purpose linked to educational outcomes. Involve students and families in determining school rules. School uses a process for providing students with explicit teaching about expected behavior at school, and discusses differences between home, neighborhood, and school expectations. Procedures with accountability for equitable student outcomes	Key Elements of Policies to Address Discipline Disproportionality: A Guide for District and School Teams (Green et al., 2015). https://www.pbis.org/Common/Cms/files/pbisresour ces/PBIS%20Disproportionality%20Policy%20Guid ebook_R.pdf Culturally Responsive Tiered Fidelity Inventory (CR-TFI) (Algozzine et al., 2014). http://www.pps.net/cms/lib8/OR01913224/Centricity/Domain/51/TFI%20CR%202.1.7.pdf	School climate survey items pertaining to student and family voice. Percent of policies enacted with parent and student input. Number and racial/ethnic diversity of parents and students involved in decision making in the school Assess students' and teachers' knowledge of school policies. School climate survey items assessing sense of safety, order, and predictability.

Universal Screening and Effective Supports			
Rationale	**Strategies**	**Resources**	**Potential Proximal Outcomes**
Some students have more intensive behavioral health needs that require more intensive supports. Often, youth are selected for behavioral health supports in culturally biased ways and often based on the interpretation of teachers, with African American students more likely to be punitively disciplined for behavior and White students more likely to be referred to Tier 2/3 interventions. Universal, culturally-appropriate, and evidence-based screening efforts can be a fairer way to identify students in need and connect them with appropriate supports. Once referred, schools may need to engage in extra efforts to build trust, reassure students and parents about the purpose of the supports, and provide resources to eliminate barriers to engaging in and continuing with the supports. Supports should be culturally appropriate, warm, and engaging for all youth, and extra efforts should be made to engage students and families of color.	Development of screening and selective interventions in collaboration with MTSS/PBIS. Identification and implementation of evidence-based Tier 2 and Tier 3 interventions. Ensure that students of color have equal access to and engagement with interventions.	Culturally Responsive Tiered Fidelity Inventory (CR-TFI) (Algozzine et al., 2014) http://www.pps.net/cms/lib 8/OR01913224/Centri city/Domain/51/TFI%20C R%202.1.7.pdf	Interview teachers about their awareness of available Tier 2 and Tier 3 services. Monitor the demographics of students who are referred, enroll, and are retained in Tier 2 and Tier 3 services.

Effective Proactive Behavior Management			
Rationale	**Strategies**	**Resources**	**Potential Proximal Outcomes**
Preventing problems from happening in the first place is the most effective way to reduce discipline problems. However, one of the most common areas of teacher complaint is that they have not received sufficient training on proactive behavior management. Students are less likely to misbehave if they understand expectations, are rewarded for good behavior, and are actively engaged in instruction. Teachers are less likely to use punitive discipline if they feel effective and in control of their classroom, and if they understand the source of student misbehavior.	5:1 ratio of positive to negative interactions Reward and recognition systems incorporate student's culture. Clear expectations, predictable routines. Provide opportunities to respond Positive greetings at the door	OSPI – Strengthening student educational outcomes: Behavior menu of best practices and strategies (Lynch, 2016). http://www.k12.wa.us/SSEO/pubdocs/BehaviorMenu.pdf My Teaching Partner: http://curry.virginia.edu/research/centers/castl/mtp My Teaching Partner-Secondary (Allen et al., 2011). mtpsecondary.net GREET-STOP-PROMPT (Cook et al., under review)	Interview, survey, or observe teachers' use of strategies.

Effective Reactive Behavior Management			
Rationale	**Strategies**	**Resources**	**Potential Proximal Outcomes**
When behavior problems do arise, it is important to stop them early and avoid escalation and behavioral retaliation. Up to 70% of problem behaviors can be managed through non-confrontational strategies such as proximity control and redirection. A clear, consistent, progressive system of responding to problem behavior decreases inequitable discipline across groups.	Proximity control Redirection strategies Recognize and praise peers who are engaging in the desired behavior Prompting desired behavior Using disciplinary events as a teachable moment. Responses to behavior are progressive, beginning with low-	See solutions for Proactive Behavior Management	Interview, survey, or observe teachers' use of strategies.

Clean and Useful Data			
Rationale	**Strategies**	**Resources**	**Potential Proximal Outcomes**
In order to make the best decisions about where and how to intervene, and whether intervention efforts are effective and acceptable, schools need access to high-quality, timely, actionable data.	Data-based identification of causes of disproportionality. Data used to make decisions about identifying and intervening with excessive or disproportional discipline, equitable access to school resources and student supports. Data used to identify the places, times of the day, times of the year and people most closely associated with disproportionality in discipline. Data used to guide thinking about the progress towards reducing disciplinary actions.	Using discipline data within SWPBIS to identify and address disproportionality: A guide for school teams. (McIntosh et al., 2014). https://www.pbis.org/Common/Cms/files/pbisresour c es/PBIS_Disproportionalit y_Data_Guidebook.pdf	Survey teachers and staff about their awareness of school discipline data.

Teacher-Student-Family Relationships			
Rationale	**Strategies**	**Resources**	**Potential Proximal Outcomes**
Teachers are less likely to use punitive discipline with youth they understand and have a positive relationship. Teachers who know students well have a better understanding of what types of behavior management works best for the student. Students who have a relationship with teachers feel connected, safe, and respected. This makes students more likely to learn, engage in desired behaviors, and respond to attempts to control behavior. Cross-cultural relationships are more difficult to form due to less shared understanding, implicit bias, and different interpretations of the meaning of behavior, and must therefore receive additional emphasis. Relationships with students and families must intentionally be established, maintained (not taken for granted), and restored (to repair any harm after a negative interaction.)	Provide teachers and staff with specific training on relationship building strategies Involve families to partner in policy decisions and school improvement processes	Establish-Maintain-Restore Method (Cook et al., 2018; Duong et al., 2018). Creating opportunities through relationships: http://www.corclassrooms.org/ OSPI – Strengthening student educational outcomes: Behavior menu of best practices and strategies (Lynch, 2016). http://www.k12.wa.us/SSEO/pubdocs/BehaviorMenu.pdf Restorative practices (Fronius et al., 2016).	Survey students and teachers about relationships. School climate items pertaining to sense of belonging, relationships with adults at school.