

## Topic in Action

### Pause & Reflect #1

- What beliefs, values, and behaviors do I find important?
- Where did those values come from, and how are they reflected in my interactions with others?
- Do I think that everyone should share my values?
- What steps can I take to be more aware and accepting of the values of others?

### Pause & Reflect #2

- What cultures are represented in your classroom and/or school?
- How familiar are you and your staff with these cultures?
- How well do you know your families and their challenges and strengths?
- Do you effectively communicate with all families?
- Do you have family or community members who can serve as culture coaches?

### Pause & Reflect #3

- Are a variety of cultural backgrounds represented on your Tier 2 team?
- Do any team members speak other languages?
- Are any team members familiar with community resources available for families living in poverty?

### Pause & Reflect #4

- Are there student groups who are highly over-represented or under-represented in office discipline referrals, referrals for Tier 2, or identification for Tier 2 support?
- Does your data indicate that Tier 1 is effective for all groups of students?
- Do all students, regardless of their cultural, religious, linguistic, or socioeconomic background, feel respected at your school?

### Pause & Reflect #5

- Do we ask families what form of communication and language they prefer?
- Do we provide ongoing communication to families no matter their cultural, religious, linguistic, or socioeconomic background?
- Is this communication effective?

### Pause & Reflect #6

- Are the reinforcers we offer culturally appropriate no matter a student's cultural, religious, linguistic, or socioeconomic background?
- Have we asked students and families to share ideas about meaningful reinforcers?
- Do we offer reinforcers that are not allowed at home?

**Pause & Reflect #7**

- Do our CICO facilitators interact with students and families in a manner that reflects cultural competency and knowledge of diverse cultural, religious, linguistic, and/or socioeconomic backgrounds?
- Do our CICO facilitators need to speak another language or have translator services available?
- Do our CICO facilitators have access to resources to assist students and families living in poverty?

**Pause & Reflect #8**

- How will facilitators respond if a student is tardy to school and misses check-in time?
- How will facilitators respond if the student hasn't had breakfast or is missing necessary school supplies?
- Who will the facilitator inform if a family needs any type of assistance?

**Pause & Reflect #9**

- Does our CICO data show that all students are equally successful regardless of cultural, religious, linguistic, or socioeconomic background?
- Do we seek input from students and families to determine their level of satisfaction with CICO?

**Pause & Reflect #10**

- Do we have any school or classroom expectations that are inappropriate for the cultural, religious, linguistic, or socioeconomic backgrounds of our students?
- What resources do we have to help teachers learn key positive phrases in the primary languages of their students?