

Culturally Relevancy in Positive Behavioral Interventions & Support (PBIS)

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Implications for Higher Education

Build cultural competencies

Knowledge & Understanding

Diversity & multiculturalism

Identity formation

Impact of identity on attitude & behavior

Multidisciplinary appreciation for diversity and origins of American society

Cross-cultural commonalities & differences

Skills

Cross-cultural conflict resolution

Problem solving

Discourse between varying ideas, voices, & experiences

Continuous learning & development

Transformation

Active involvement to promote cross-cultural equity between groups with varying ideas and experiences.

Include and promote multiple perspectives aligned to cultural composition of audience.

(Ratts, Singh, Nasar-McMillan, Butler, & McCullough, 2014; URI, 2010)

Critical Programmatic Questions

1. What programmatic analysis and evaluation systems are in place to ensure special education teacher knowledge, skills, and transformation relative to culturally responsive pedagogy?

2. How do the objectives of this course build capacity for multicultural perspective and diversity in education transformation?

3. How does multicultural perspective and diversity in education transformation extend and align across courses?

Introduction

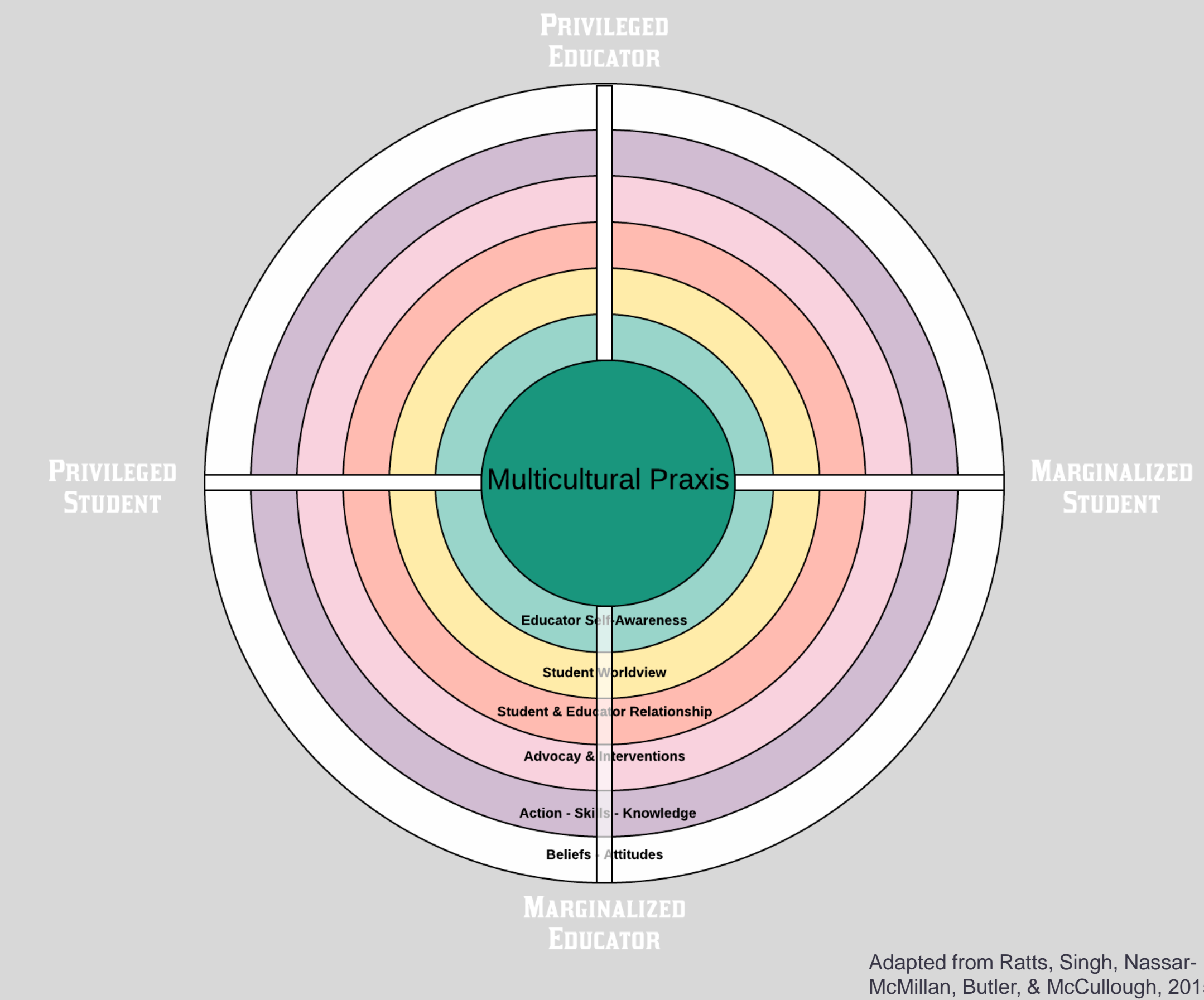
School-wide Positive Behavioral Interventions and Supports (PBIS) is a systems approach within schools to build and establish the social and behavioral supports needed by all children for behavioral and academic success (Horner, Sugai, & Lewis, 2015). Despite the promises of the benefits of PBIS for all children, students from culturally and linguistically diverse backgrounds continue to receive discipline more often and severely (Bal, Afacan, & Cakir, 2018; Skiba et al., 2014, U.S. Department of Education, Institute, 2016). There is little evidence that PBIS has an impact supporting the reduction of disproportionality in school discipline (Bal et al., 2018; Kramarczuk Voulgarides, Fergus, & King Thorius, 2017; Sugai, O’Keeffe, & Fallon, 2012; Vincent, Randall, Cartledge, Tobin, & Swain-Bradway, 2011). In order to support the needs of culturally and linguistically diverse students, it has been recommended that cultural responsiveness be integrated within PBIS frameworks (Kramarczuk Voulgarides et al., 2017; Parsons, 2017; Sugai et al., 2012; Vincent et al., 2011). This presentation contains actionable steps educators can take to incorporate cultural responsiveness into their PBIS schools and classrooms.

Methods

Selective literature review; thematic analysis, actionable item identification.

Results (See Table Below)

- Horizontal alignment of system and classroom practices
- System practices include: PBIS, cultural relevancy, & system activities
- Classroom practices include: High-Leverage practices, teacher activities, & culturally responsive pedagogy
- PBIS, cultural relevancy, & system activities align to High-Leverage practices, teacher activities, & culturally responsive pedagogy
- Implications for teacher educators:
 - Build cultural competencies
 - Systematically evaluate programs and coursework



Adapted from Ratts, Singh, Nasar-McMillan, Butler, & McCullough, 2015

	PBIS	Culturally Relevancy Within PBIS	System Activities		High-Leverage Practices	Teacher Activities	Culturally Responsive Pedagogy
SYSTEM	Common and positive school culture from clearly defined and consistent acknowledgement of appropriate behaviors.	Supporting Staff behaviors Supporting Student behavior behaviors.	<ul style="list-style-type: none"> *Enhance staff members' cultural knowledge *Enhance staff members' cultural awareness *Validate other people's cultures *Establish cultural validity in which appropriate behaviors defined to minimize teacher judgement *Emphasize cultural equity in which differences acknowledged and accommodated 	CLASSROOM	HLP 3-Collaborate with families to support student learning and secure needed services	<ul style="list-style-type: none"> *Treat families with dignity and respect, honor cultural diversity, affirm family strengths *Communicate effectively with families taking into consideration backgrounds, culture, language and family priorities *Build partnerships that foster parent empowerment *Use Parent/School liaisons *Build equity and trust through culturally relevant support and training *Respect parent's preferred communication style. 	<ul style="list-style-type: none"> *Gain an understanding of knowledge, communication styles, and SES and level authority among students and within their cultural groups. *Deconstruct and reconstruct ones thinking to examine own biases and stereotypes *Establish meaningful connections with students *Acknowledge cultural backgrounds of students instead of being colorblind *Find culturally relevant materials for academic and social skills instruction *Clearly define subjective judgements such as disrespect, insubordination, and defiance through a culturally cognizant lens *Provide opportunities for students to find relevant connections among themselves in the behavioral and academic standards of school
	Proactive teaching of what constitutes appropriate behavior and inappropriate behaviors	Supporting Staff Behaviors	<ul style="list-style-type: none"> *Support staff within the referral process to aid reduction of subjective referrals *Enhance staff members cultural knowledge to gain understanding of students' language, communication styles, socioeconomic status and level of authority *Engage in a process of building self-awareness of biases, stereotypes, and views of status quo *Engage in discourse around culturally responsiveness, equity, and fairness *Have an understanding of students' circumstances, not as an excuse but to identify reasons for misbehavior and assist with planning 		HLP7-Establish a consistent, organized and respectful learning environment	<ul style="list-style-type: none"> *Advocate for culturally relevant content during instruction *Value ethnic, cultural, linguistic diversity *Promote student establishment of classroom norms *Explicitly teach classroom expectations with kindness and respect *Allow multiple opportunities to respond during content acquisition and fluency building *Promote multiple opportunities for practice of skills 	<ul style="list-style-type: none"> *Consider a behavioral problem not only within the student but also within the setting and potential lack of social skills instruction *Create lessons that build on student's prior knowledge, interest, motivation and home language *Ongoing progress monitoring of academic and behavioral interventions and outcomes *Reflect on and be critical of own teaching beliefs and behaviors. *Overcome colorblind ideology *Engage in critical conversations about racial and culturally diverse dilemmas in education *Create a psychologically safe classroom environment *Clearly and explicitly state expectations, accepting no excuses, immediately deal with inappropriate behaviors *Understand cultural communication styles and communication patterns
	Continuous collection of data	Supporting Decision Making	<ul style="list-style-type: none"> *Establish cultural validity in which appropriate behaviors are defined to minimize teacher judgement *Behavioral data aggregated by race and ethnicity *Implement a plan of action that gives consideration to students' circumstances for the purpose of identifying core reasons for misbehavior. *Solve problems with dignity and respect 		HLP 4-Use Multiple sources of information to develop a comprehensive understanding of a student's strengths and needs	<ul style="list-style-type: none"> *Choose assessments sensitive to language and cultural diversity *Understand influence of context, culture, language, and poverty on student assessment performance *Consider background and culture to respectfully discuss assessment findings with families and other stakeholders *Develop and continually revise comprehensive learner profiles with data from a variety of sources, including parents, *Closely gauge parents understanding of assessment data *Value parental input as expertise *Provide parents with relevant assessment results prior to meeting *Ensure all team members present data as comprehensively inputs of parents and advocate/mediate non-instances 	<ul style="list-style-type: none"> *Build trust with students and parents *Become culturally literate *Apply effective feedback with sensitivity *Analyze instructional materials for bias, supplement with culturally relevant materials that reflect students *Establish positive home-school relations *Create a culture of respect in which all members of the class treated with dignity, fairness and respect *Feedback should be authentic and positive. *Corrective feedback should be given with tact and respect. *Offer multiple opportunities for families to be involved in classroom *Provide students the opportunity to interact with all members of the class to increase their experiences with people from a variety of cultural and linguistic backgrounds *Specifically and explicitly teach rules and expectations of class and non-class settings *Individually tailor corrective action, a one size fits all approach may not work