

PBS Through A

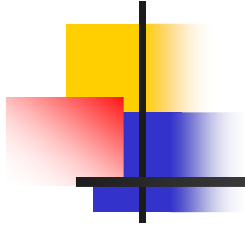
Culturally Responsive Lens

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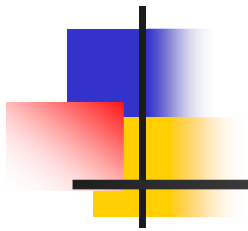
Story of a Student



A Student's Story

- Larger context?
- Contributing Factors?
- Classroom Environment?
- Cultural Issues?
- Interventions, Consequences, Supports?
- Cultural Changes?

Foundations for PBS or PBIS



assumptions biases

beliefs values

expectations norms



Six Components of PBIS

1. Select and define behavioral expectations.
2. Teach behaviors directly in all settings.
3. Actively monitor behavior.
4. Acknowledge appropriate behavior.
5. Use data to make decisions.
6. Correct behavioral errors.

School-wide PBIS Systems


1. Common **purpose** & approach to discipline
2. Clear set of **positive expectations & behaviors**
3. Procedures for **teaching** expected behavior
4. Continuum of procedures for **encouraging** expected behavior
5. Continuum of procedures for **discouraging** inappropriate behavior
6. Procedures for on-going **monitoring & evaluation**

www.pbis.org



Data Analysis

- Are your office referrals, suspensions, expulsions disproportionate?
- Are students of color being disproportionately referred for specific types of offenses?
- Are there specific patterns with regard to the referrals (e.g., specific grade levels, specific gender, specific teachers, etc.)?
- If you do not have this type of data, how can you get it?



Take a Look at Your **Acknowledgment System**

- * How do you currently acknowledge students?
- * Are the types of acknowledgments culturally inclusive (consider group, individual, public vs. private, inclusion of parents...)?
- * Are there clear guidelines for different acknowledgments?
- * Are acknowledgments being given to all racial/ethnic groups of students? How do you know?



Interventions

- Are the interventions/consequences/supports working for students of color? (data analysis)
- Do the interventions/consequences promote “connectedness” to school for Latino students?
- Do the interventions/consequences connect with families?
- Do students have caring relationships with the staff who administer the interventions?
- Are the interventions culturally responsive?



Culturally Responsive PBIS

Teachers, administrators, and support staff:

- Understand that perceptions of behavioral appropriateness are colored by cultural expectations and that what is perceived as inappropriate varies across cultures.
- Connect with their students in ways that convey respect and caring.
- Explicitly teach rules and expected behaviors within a culture of care.
- Provide a continuum of support.
- Involve families and the community.

(NCCREST, 2003, pp. 25-26)



Culturally Responsive PBIS Models

- Acknowledge the presence of culturally linguistically diverse students.
- Place responsibility on educators in creating opportunities to engage in knowing and understanding their students background.
- Engage in practices that bridge students' background to the school context.
- Are aware of the impact of behavioral plans on the student's cultural perspective.
- Recognize the need for CLD students to find relevant connections among themselves and with the behavioral goals and objectives that school ask them to perform.



APA Recommendations: Reducing Disciplinary Disproportionality

- Teacher Training in Classroom Behavior Management
 - Reducing Cultural Mismatch
- Avoid One-Size-Fits-All Discipline
 - Use Data to Transform

Russ Skiba, The Equity Project

Culturally Responsive Classroom Management



Five Essential Components

- (a) recognition of one's own ethnocentrism*
- (b) knowledge of students' cultural backgrounds*
- (c) understanding of the broader social, economic, and political context*
- (d) ability and willingness to use culturally appropriate management strategies*
- (e) commitment to building caring classrooms.*

(Weinstein, Tomlinson-Clarke, Curran, 2004)



Additional Resources

National Center for Culturally Responsive Educational Systems

- www.nccrest.org

Civil Rights Project

- www.civilrightsproject.harvard.edu

Southern Poverty Law Center

- www.tolerance.org

Positive Behavior Interventions and Supports

- www.pbis.org/schoolwide.html