Conceptualization of Culture w/in a PBIS Framework: Value-Added - continued

George Sugai
University of Connecticut
Center on Positive Behavioral Interventions & Supports
Center for Behavioral Education & Research

www.pbis.org  www.cber.org

SYSTEMS

PRACTICES

DATA

Training & Coaching + Evaluation

Cultural/Context Considerations

Start as effective, efficient, & relevant, doable

Prepare & support implementation

Improve “Fit”

Implementation Fidelity

Maximum Student Outcomes

BASIC PBIS LOGIC

Purpose

Highlight features of tiered behavior frameworks as means of maximizing outcomes for all children & youth within school mental health integration

Add value by (re)conceptualizing culture

Systems Implementation Logic

Effective

• Achieve desired outcome?

Efficient

• Doable by implementer?

Relevant

• Contextual & cultural?

Durable

• Lasting?

Scalable

• Transportable?

Logical

• Conceptually Sound?

Local context defined by......
Students with disabilities represent 12% of student population, but 58% placed in seclusion or involuntary confinement & 75% restrained.

Students with disabilities represent 12% of student population, but 25% of arrested and referred to law enforcement.

Students w/ disabilities >2x likely to receive out of school suspension than nondisabilities (13% v. 6%)

Culture is central in discussions related to:
- Diversity,
- Disproportionality,
- Inequity/disparity,
- School discipline,
- Academic achievement, &
- Disability.

However, education community struggles w/ conceptualization of culture that enhances our:
- Understanding of culture,
- Effective communications & expressions of our unique experiences, &
- Actions that realize meaningful benefits for all students.

Our Challenge
Is MTSS/PBIS "culturally relevant"?
Can MTSS/PBIS become more culturally relevant?
What does culturally relevant MTSS/PBIS implementation look like?
How do we measure impact of a culturally relevant implementation of MTSS/PBIS?

Early Conclusion #1
Many students & adults do NOT experience schools as culturally & contextually relevant, & as a result, are at high risk of lower academic achievement, more frequent & negative disciplinary consequences, & more deleterious social behavioral outcomes.

Currently, the use of SWPBS practices & systems is increasing as a viable approach to improving the social & behavioral culture of schools through the use of constructive & preventive strategies.
Early Conclusion #2

Nothing is inherently biased or culturally irrelevant about practices & systems PBIS implementation.

However, we can improve kid outcomes by making those practices & systems more reflective of norms, expectations, & learning histories of kids & family, community & staff members.

Our Starting Point

Work from defendable theoretically foundation

Establish operational/measurable definitions of culture & cultural relevance

Develop guidelines for improving cultural relevance

Literature Review Research Questions

How is culture defined in research focused on behavior management, discipline, & improving problem behavior in schools?

What culturally & contextually relevant strategies are documented in research focused on behavior management, discipline, & improving problem behavior in schools?

Definition of culture
Focus on problem behavior(s)
Focus on behavior management &/or discipline
Suggestions for culturally, contextually relevant behavior strategies

Literature Review Summary

More experimental research needed

SWPBS promotes the most frequently recommended strategies from descriptive literature

SWPBS can be adapted easily to diverse schools & cultural norms

Findings

1991-2010 (n=297)

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Table 3. SWPBS Examples & Suggestions for Enhancing Cultural & Contextual Relevance
**What’s the mechanism?**

![Diagram showing the mechanism of behavior analysis](image)

- Biologically influenced
- Contextual or environmental
- Learned & purposeful
- Manipulable & teachable

**Behavior Analysis**

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**What do behaviorists say about culture?**

“No degree of knowledge about the characteristics of groups or cultures can substitute for the analysis of the actions of a given individual in their historical & situational context because no two members of any group are socialized in exactly the same way”

Hayes & Toarmino, 1995

“A culture evolves when practices... contribute to the success of the practicing group in solving its problems”

Skinner, 1981

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**Early Conclusion...**

- Nothing is inherently biased or culturally irrelevant about practices & systems PBIS implementation.

However, we can improve kid outcomes by making those practices & systems more reflective of norms, expectations, & learning histories of kids & family, community & staff members

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**Individual Learning History & Context**

1. Individual/Group & environments (i.e. home, school, siblings, peers, etc.)
2. Cultural/ethnic background
3. Gender
4. Other factors that might influence learning
5. Learning/behavior/attitudes that affect school and home

**Culture =**

- Group of individuals
- Overt/verbal behavior
- Shared learning history
- Differentiates 1 group from other
- Predicting future behavior

Flexible, dynamic, & changed/shaped over time & across generations & setting.

Collection of learned behaviors, maintained by similar social & environmental contingencies

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**Your Name**
Your learning history & culture shapes

How you are likely to act.
How you are likely to react.
How you are likely to be perceived.
How others are likely to act.

In a given context, setting, environment

Supporting Social Competence &
Academic Achievement

Supporting Staff Behavior

Supporting Student Behavior

Supporting Decision Making

OUTCOMES

DATA

Supporting Important Culturally
Equitable Academic & Social
Behavior Competence

Supporting Culturally Relevant
Evidence-based Interventions

Kid Benefit

OUTCOMES

DATA

Supporting Culturally Knowledgeable
Staff Behavior

Supporting Culturally Valid
Decision Making

Research Questions

1. What does Cultural Relevance &
Responsiveness look like? IV v. DV?

2. How would we measure status of &
change in Cultural Relevance &
Responsiveness? IF v. DV

3. What research designs should be used to
evaluate interventions (or outcomes) for
their Cultural Relevance & Responsiveness?

References


PBIS: Building Capacity & Partnerships to Enhance Educational Reform

This two-day forum for school, state, district and regional leadership teams and other professionals has been designed to help increase the effectiveness of PBIS implementation. Sessions are organized by strands that support initial through advanced implementations in elementary, middle, and high schools as well as juvenile justice and mental health facilities:

- PBIS Foundations
- Enhanced Implementation
- Classroom
- Tier 2/Tier 3
- Integrated Systems / MTSS
- Juvenile Justice
- School Mental Health
- Culturally Responsive Systems
- Urban Implementation and other special topics

For more information, visit www.pbis.org

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