Culture, Context, & Connections

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PURPOSE
Enhance our appreciation of culture & implementation of effective practices & systems

ORGANIZER
• Theory of Action
• PBIS Features
• Culture
• Conclusions

1. School establishes policy for norm violating behavior
2. Kid caught engaging in norm-violating behavior
3. Educator opts to complete discipline referral
4. Administrator opts to formalize incident

ODR Data Point

Presentations

www.pbis.org

CIVIL RIGHTS DATA COLLECTION
Data Snapshot: School Discipline

Issue Brief No. 1 (March 2014)
For other data snapshots in the series, visit the CRDC at: www.ocrdata.ed.gov

INSIDE THIS SNAPSHOT? School Discipline, Restriction, & Seclusion Highlights

Suspension of preschool children, by race/ethnicity and gender (for 2012-2013 school year): Black children comprised 12% of pupils in preschool, but 14% of the preschool children suspended at least once; New Mexico had the highest rate of suspensions for preschool children, surpassing more than one out of every ten suspensions. Boys represents 75% of preschool children suspended at least once, although boys represented 45% of preschool enrollment.

High suspensions/expulsions rates for students of color: Black students are suspended and expelled at a rate three times greater than white students. On average, 5% of white students are suspended, compared to 18% of Black students. American Indian and Native Alaska students are also disproportionately represented, with suspensions exceeding two in every 1% of the Indian population for 2% of non-Indian suspensions and 3% of expulsions.
School establishes policy for norm violating behavior

Kid caught engaging in norm-violating behavior

Educator opts to complete discipline referral

Administrator opts to formalize incident

Four players for every ODR data point

(Re)Conceptualization of Culture

Schools are diverse, interesting, & multicultural!

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......

Anthropologists

Psychologists

Political Scientists

Sociologists

Philosophers

Educators

Define culture differently

Table 1: Cultural Definitions and Discipline

Source | Discipline

Immigrant Status | Race

Political Affiliation | Identity

Sexual Orientation | Nationality

Religion | Generation

Immigrant Status | Disability

Family Structure | Neighborhood

Gender | Work

Ethnicity | Language

SES | Recreation

Career | Values & Beliefs

Racial Identity | Politicians

Generational Focus | Political Scientists
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 SWPBS “culturally relevant”?
- Can SWPBS become more culturally relevant?
- What does culturally relevant SWPBS implementation look like?
- How do we measure impact of a culturally relevant implementation of SWPBS?

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.

Early Conclusion #2

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

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

Findings

- Qualitative

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- Quantitative

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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

Table 3. SWPBS Examples & Suggestions for Enhancing Cultural & Contextual Relevance

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<th>SWPBS Examples &amp; Suggestions for Enhancing Cultural &amp; Contextual Relevance</th>
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<td>What do behaviorists say about culture?</td>
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“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

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.

Individual Learning History & Context

1. Identify key life events/influences (you, students, parents, staff, etc.)
2. Summarize in 4 descriptors.
3. Describe how learning history affects how you describe & act on what you experience.
4. What are the learning history topics & supporting evidence?
5. How can you apply this knowledge to improve practice?
6. What additional learning history information is needed?
7. What are the implications for practice?
8. What are possible next steps?
9. What are the limitations of this knowledge?
10. Your Name
Theory of Action

“Roadmap” that (a) charts causal pathway between strategies needed to answer specific question & to achieve desired outcomes (i.e., “To address X, we must do Y.”) & (b) is based on set of underlying & supporting testable hypotheses (i.e., “addressing X with Y will produce Z.”) (aka probability logic model).

A Theory of Action

 Behavior & environment are functional related
 Behavior is lawful, therefore understandable & influence-able
 Behavior is learned
 Biology is important

Behavior Analytic Approach

Adjust environment to influence & teach behavior

Setting Conditions Antecedents Behaviors Consequences

Culture =

Flexible, dynamic, & changed/shaped over time & across generations & setting.
Collect data on learned maintained, & similar social & environmental contingencies

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

Sugai, O'Keeffe, & Fallon 2012

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 Decision Making
Supporting Staff Behavior
Supporting Student Behavior
**SWPBS & Cultural Responsive Practices**

Vincent, Randall, Cartledge, Tobin, & Swain-BRADWAY 2011

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**Kid Benefit**

Supporting Important Culturally Equitable Academic & Social Behavior Competence

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**References**


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*“Every organization should adopt one little thing, one seemingly small but pivotal behavior that symbolizes the organization’s values & purpose. It should be an action that takes less than a minute to perform, something that anyone & everyone in the organization can easily do, something that everyone can hold others accountable for, & something for which there are no excuses for not doing it.”*

“The way to achieve dauntingly high goals is through a relentless focus on achieving optimal performance in a lot of seemingly little things. Those little things accumulate over time & make a big difference.”


“Well, the truth is, there are simple answers; they just are not easy ones.”


“Coach Wooden’s goal: learn the fundamentals, master the fundamentals, teach the fundamentals to others, & apply the fundamentals in every area of our lives. Mastering the fundamentals is one of a lot of little things done well that make a big difference in our pursuit of success.”


“Success is the natural consequence of consistently applying the basic fundamentals.”

Jim Rohn

PBIS: Building Capacity & Partnerships to Enhance Educational Reform

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

• PBIS foundations
• Enhanced implementation
• Classroom
• Tier 1/Tier 2
• Integrated Systems / MTSS
• Juvenile justice
• School mental health
• Culturally responsive systems
• Urban implementation and other special topics

For more information, visit www.pbis.org

PBIS Leadership Forum

October 29-30, 2014
Donald E. Stephens Convention Center
Rosemont, Illinois

Upcoming Events

PBIS Leadership
Chicago, IL 29-30 Oct 2014
New England Forum on PBS
Norwood, MA 21 Nov 2014
Association for PBS
Boston, MA 11-13 Mar 2015

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