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

Black students are suspended/expelled 3x rate of whites.

5% white v. 16% Black Students w/ disabili9es >2x likely to receive out of school suspension than nondisabili9es (13% v. 6%)

>1 of 4 boys of color w/ disabili9es & >1 of 5 girls of color receive out of school suspension

Black students represent 16% (v. 51% white) of student enrollment but 27% (v. 41% white) of students referred to law enforcement & 31% (v. 39% white) of students subjected to school-related arrest

Students w/ disabili9es represent 12% of student popula9on, but 58% of arrested and referred to law enforcement and 75% restrained.

Black students w/ disabili9es represent 19% of student popula9on, but 36% restrained.

Boys receive >2 out of 3 suspensions.

Black girls (12%) are suspended at higher rates than any other race

Black children = 18% (43% white) of preschool enrollment, but 48% (26% white) receiving >1 out of school suspension.

Four players for every ODR data point

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

4 considerations!
(Re)Conceptualization of Culture

Effective • Achieve desired outcome?
Efficient • Doable by implementer?
Relevant • Contextual & cultural?
Durable • Lasting?
Scalable • Transportable?
Logical • Conceptually Sound?

Local context defined by......

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?

Fallon, O’Keeffe, & Sugai 2012
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.

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
- Adopt research-evidence based approach
- 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
- Suggestion for culturally, contextually relevant behavior strategies

Findings 1991-2010 (n=297)

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More experimental research needed

SWPBS promotes the most frequently recommended strategies from descriptive literature

SWPBS can be adapted easily to diverse schools & cultural norms
Theory of Action

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

“An 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.
Sugai, O'Keeffe, & Fallon 2012

However, we can improve kids' outcomes by making those practices & systems more reflective of norms, expectations, & learning histories of kids & family, community & staff members
Sugai, O'Keeffe, & Fallon 2012

Culture = Group of individuals

Flexible, dynamic, & changed/shaped over time & across generations & setting.
Overt/verbal behavior
Shared learning history
Differentiates 1 group from others
Predicting future behavior

Sugai, O'Keeffe, & Fallon 2012
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

**Your learning history & culture shapes**

Supporting Social Competence & Academic Achievement

**OUTCOMES**

Supporting Staff Behavior

SYSTEMS

DATA

PRACTICES

Supporting Decision Making

Supporting Student Behavior

**SYSTEMS**

PRACTICES

DATA

OUTCOMES

**SWPBS & Cultural Responsive Practices**

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

**Supporting Important Culturally Equitable Academic & Social Behavior Competence**

Supporting Culturally Knowledgeable Staff Behavior

Kid Benefit

Supporting Culturally Valid Decision Making

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

Fallon, O'Keeffe, & Sugai 2012
References

