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

SYSTEMS
DATA
PRACTICES

Cultural/Context Considerations

BASIC PBIS LOGIC

Start w/ effective, efficient, & relevant, doable

Training + Coaching + Evaluation

Prepare & support implementation

Implementation Fidelity

Maximum Student Outcomes

Minor problem behavior linked to major consequences

U.S. Department of Education Office for Civil Rights
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.crdc.ed.gov

INSIDE THIS SNAPSHOT: School Discipline, Restraint, & Seclusion Highlights

• Suspension of preschool children, by race/ethnicity and gender (year for 2011-2012 reported): Black children represent 13% of pre-kindergarten enrollment, but 40% of preschool children suspended that year. Suspension of pre-kindergarten is not limited to racial or gender group. Although boys represent 54% of pre-kindergarten enrollment, they suspend more than twice as many girls.
• Disproportionately 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, 1% of white students are suspended, compared to 3% of black students, 4% of American Indian and 6% of Hispanic students. Students are also disproportionately suspended and expelled, representing less than 1% of the student population but 5% of all suspension/expulsion rates.
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

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

(Re)Conceptualization of Culture

Schools are diverse, interesting, & multicultural!

(R)Conceptualization of 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......

Racial Identity
Immigrant Status
Political Affiliation
Language
Family Structure
Gender
SES
Career
Ethnicity
Nationality
Generation
Disability
Values & Beliefs
Sexual Orientation
Neighborhood
Work
Religion
Define culture differently

Philosophers

Sociologists

Psychologists

Political Scientists

Anthropologists

Historians

Educators

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.

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

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 & discipline

Suggestions for culturally, contextually relevant behavior strategies

Fallon, O’Keeffe, & Sugai 2012

Findings

1991-2010 (n=297)

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Fallon, O’Keeffe, & Sugai 2012

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

Fallon, O’Keeffe, & Sugai 2012

A Theory of Action

Behavior is learned

Behavior & environment are functional related

Behavior is lawful, therefore understandable & influence-able

Biology is important

Adjust environment to influence & teach behavior

Setting Conditions | Antecedents | Behaviors | Consequences

Fallon, O’Keeffe, & Sugai 2012

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

Fallon, O’Keeffe, & Sugai 2012

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
1. Individual Learning History & Context

   1. Indicate 10 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. Culture =
      - Group of individuals
      - Overt/verbal behavior
      - Shared learning history
      - Differentiates 1 group from others
      - Predicting future behavior

   5. Sugai, O’Keeffe, & Fallon 2012

2. Supporting Important Culturally Equitable Academic & Social Behavior Competence

   1. OUTCOMES
   2. Supporting Culturally Valid Decision Making
   3. Supporting Culturally Relevant Evidence-based Interventions
   4. SYSTEMS
   5. DATA
   6. PRACTICES

   7. Supporting Culturally Knowledgeable Staff Behavior

   8. Vincent, Randall, Cartledge, Tobin, & Swain-Bradway 2011; Sugai, O’Keeffe, & Fallon 2012

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

10. References