Consider these statements

• "Our kids are 3 times more likely to dropout of school than any other demographic in our district."
• "How can we teach kids when we can't talk with their parents?"
• "Who's running this school... students or staff?"
• "How we supposed to maintain a positive school culture when playgrounds covered with needles, & buildings with graffiti?"
• "It's not about race; it's about immigration." ("poverty," "class")
• "Why are so many kids of color referred to special education?"
• "We can't teach respect, when there's no respect at home."
• "The school is located in center of the community, but it functions like a different country."

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, &
- Realization of meaningful benefits for all students.

In sum, 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.

Local context defined by......

PURPOSE
Provide behavioral re-conceptualization of culture as basis for improving SWPBS outcomes.

Disclaimer:
Limited strategies discussion. See strand sessions.
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

**Behavior Analysis**

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

**SWPBS Theoretical Foundations**

- Behaviorism
- ABA
- PBS
- SWPBS aka PBIS

**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

**PBIS (SWPBS) is...**

- Framework for enhancing adoption & implementation of
- Continuum of evidence-based interventions to achieve

- Academically & behaviorally important outcomes for

- All students

**George Sugai? Learning History**

- “Damn behaviorist!” Sugar Fernandez
- “Damn behaviorist” Sugar Fernandez
- "George Sugai? Learning History"

- UCSB, hippies, BoA
- "Molly," Roger
- BF: Dale, Jim, Lansing, Sugar Fernandez
- UCSB, hippies, BoA
- "Molly," Roger

- CA, WA, CO, KY, NH, OR, CT
- "Damn behaviorist!” Sugar Fernandez
- "Damn behaviorist” Sugar Fernandez

- "George Sugai? Learning History"
- UCSB, hippies, BoA
- "Molly," Roger

- BF: Dale, Jim, Lansing, Sugar Fernandez
- UCSB, hippies, BoA
- "Molly," Roger

- "Damn behaviorist!” Sugar Fernandez
- "Damn behaviorist” Sugar Fernandez
- "George Sugai? Learning History"
All about implementation

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.

Systems Implementation Logic

Effective
- Achieve desired outcome?

Efficient
- Doable by implementer?

Relevant
- Contextual & cultural?

Durable
- Lasting?

Scalable
- Transportable?

Logical
- Conceptually Sound?

Culture =

Group of individuals
- Flexible, dynamic, & changed/shaped over time & across generations & setting.

Overt/verbal behavior
- Collection of learned behaviors, maintained by similar social & environmental contingencies

Shared learning history
- Predicting future behavior

Differentiates 1 group from

“Cultural responsiveness & relevance”

To what extent have we considered unique variables, characteristics, & learning histories of students, educators, & family & community members involved in implementation of SWPBS?

Gotta Start w/....

Effective practices
- Culture/context considerations

“Implementation Integrity”

Improved student benefits
Integrated Elements

Supporting Social Competence &
Academic Achievement

Supporting Staff Behavior

Supporting Student Behavior

Supporting Decision Making

Systems

Data

Practices

Outcomes

Basic “Logic”

Maximum Student Outcomes

Implementation Fidelity

Training +
Coaching +
Evaluation

SWPBS &
Cultural
Responsive
Practices

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

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?

Selection Criteria (3/4)

Definition of culture

Focus on problem
behavior(s)

Focus on beh man &/
or discip

Suggestions for
culturally, contextually
relevant beh man
strategies
Findings

### Qualitative

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### Quantitative

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**Example: T’aahwiajiiteego**

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<th>Positive &amp; Polite</th>
<th>Achieve your goals</th>
<th>Work hard</th>
<th>Stay safe</th>
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<tr>
<td>• Sarah Winnemucca &amp; Wilma Mankiller</td>
<td>Jim Thorpe</td>
<td>Henry Chee Dodge</td>
<td>Annie Dodge Wouetea</td>
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**Literature Review: Example**

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<th>SWPBS Components</th>
<th>Adaptation to Context</th>
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<td>• A few explicit expectations</td>
<td>• Reflect values of local culture</td>
</tr>
<tr>
<td>• Teach expectations</td>
<td>• Biographies of Am. Indian Historical Figures</td>
</tr>
<tr>
<td>• System for Reinforcement</td>
<td>• $ with historical figures’ faces, sent home to be signed</td>
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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

**General Guidelines**

- Adopt RtI perspective
- Assess local behavior patterns, values, expectations, & norms
- Monitor progress continuously
- Establish familiar, predictable, & consistent local expectations
- Teach, model, & acknowledge local expectations
- Consider educational & social validity of decisions & priorities from perspective of student, family, teacher, school, & community

**Classroom Educator Guidelines**

- Define from contextual perspective
- Increase positive interactions
- Decrease negative interactions
- Engage in equitable interactions
- Set explicit, realistic, high, & challenging expectations
- Teach social skills
- Learn, include, & use students’ culture & language in instruction & interactions
- Use effective instructional practices & curricula
Professional Development Guidelines

- Adopt perspective that student behavior is culturally & contextually learned & influenced
- Self-assess or self-reflect cultural & contextual features & implications of their instructional & behavioral decisions
- Assess & consider their students’ cultures.
- View & involve parents as resources
- Use data to evaluate outcomes

Effective Social & Academic School Culture

GOAL to create safe, respectful, effective, & relevant social culture where successful teaching & learning are possible & problem behaviors are prevented

Common Language
Common Experience
Common Vision/Values
PBIS

Yes No? Did I consider...

1. Observable behavior?
2. Response class?
3. Context?
4. Behavior-context relationship?
5. Behavioral learning histories?
6. Changing context to affect behavior?
7. Community contributions & participation?