Consider these statements

- "Our kids are 3 times more likely to drop out 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 the 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.

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?

Local context defined by......

Racial Identity
Nationality
Immigrant Status
Generation
Gender
Beliefs
Disability
Languages
Sexual Orientation
Religion
SES
Family Structure
Values

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

SWPBS Theoretical Foundations

- Behaviorism
- ABA
- PBS
- SWPBS aka PBIS

Behavior Analysis

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

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

All about implementation
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.

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
- Overt/verbal behavior
- Shared learning history
- Differentiates 1 group from
- Predicting future behavior
- Flexible, dynamic, & changed/shaped over time & across generations & setting.
- Collection of learned behaviors, maintained by similar social & environmental contingencies

“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/.....

Improved student benefits

Culture/context considerations

“Implementation integrity”

Integrated Elements

Supporting Social Competence & Academic Achievement

Supporting Staff Behavior

Supporting Student Behavior

Supporting Decision Making

DATA

PRACTICES

OUTCOMES
Basic “Logic”

Implementation Fidelity

Maximum Student Outcomes

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

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Literature Review: Example

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<td>• A few explicit expectations</td>
<td>• Reflect values of local culture</td>
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<tr>
<td>• Teach expectations</td>
<td>• Biographies of Am. Indian Historical Figures</td>
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<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

- PBIS
- Common Language
- Common Experience
- Common Vision/Values
- GOAL to create safe, respectful, effective, & relevant social culture where successful teaching & learning are possible & problem behaviors are prevented