**SWPBS: Reconceptualizing & Studying Culture**

George Sugai, Lindsay Fallon & Breda O’Keefe

University of Connecticut
Center on Positive Behavioral Interventions & Supports
Center for Behavioral Education & Research
October 24 2012

www.pbis.org  www.cber.org

**PURPOSE**

Enhance our appreciation of culture & implementation of SWPBS...a behavioral consideration.

**Effective Social & Academic School Culture**

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

- **Common Experience**

- **PBIS**

**SWPBS (aka PBIS/RtI-B/MTSS-B) IS**

**Framework** for enhancing adoption & implementation of

- Continuum of evidence-based interventions to achieve

- Academically & behaviorally important outcomes for

All students

---

**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.

---

“Students w/ disabilities are almost 2x as likely to be suspended from school as nondisabled students, w/ the highest rates among black children w/ disabilities.”

NYTimes, M. Rich Aug 7 2012

- 13% w/ v. 7% w/o
- 1 in 4 black K-12 students

High suspension correlated w/

- Low achievement
- Dropout
- Juvenile incarceration

 Dan Losen & Jonathan Gillespie
Center for Civil Rights Remedies at UCLA

---

1 in 6 black
1 in 13 Amer Indian
1 in 14 Latinos
1 in 20 Whites
Not correlated w/ race of staff
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

1. Is SWPBS “culturally relevant”?
2. Can SWPBS become more culturally relevant?
3. What does culturally relevant SWPBS implementation look like?
4. How do we measure impact of a culturally relevant implementation of SWPBS?

Local context defined by......

Individual Learning History & Context

1. Identity
2. Family
3. Values
4. Gender
5. Race
6. Nationality
7. Religion
8. Disability
9. Language
10. Sexual Orientation

Literature Review Research Questions

Findings

<table>
<thead>
<tr>
<th>Qualitative</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>Interventions</td>
<td>Reviews/Current Issues</td>
<td>Case Studies</td>
</tr>
<tr>
<td>21</td>
<td>9</td>
<td>8</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quantitative</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>Records</td>
<td>Reviews</td>
<td>Case Studies</td>
</tr>
<tr>
<td>7</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
SWPBS Theoretical Foundations

Behaviorism

ABA

PBS

SWPBS aka PBIS

Behavior Analysis

Biologically influenced
Contextual or environmental

Learned & purposeful
Manipulable & teachable

Behavior

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

IMPLEMENTATION W/ FIDELITY

CONTINUOUS PROGRESS MONITORING

UNIVERSAL SCREENING

DATA-BASED DECISION MAKING & PROBLEM SOLVING

CONTINUUM OF EVIDENCE-BASED INTERVENTIONS

PRACTICES

CONTEN EXPERTISE & FLUENCY

TEAM-BASED 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
- Efficient
- Relevant
- Durable
- Scalable
- Logical

- Achieve desired outcome?
- Doable by implementer?
- Contextual & cultural?
- Lasting?
- Transportable?
- Conceptually Sound?

Culture = Group of individuals

Overt/verbal behavior

Shared learning history

Differentiates 1 group from

Predicting future behavior

SWPBS & Cultural Responsive Practices

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

Supporting Social Competence & Academic Achievement

Supporting Decision Making

Supporting Staff Behavior

Supporting Student Behavior

Figure 1. Integrating Schoolwide Positive Behavior Support and culturally responsive practices
Assessing Culture Considerations

<table>
<thead>
<tr>
<th>School Context</th>
<th>Culturally Valid Data</th>
<th>Culturally Equitable Outcomes</th>
<th>Culturally Knowledgeable Systems</th>
<th>Culturally Relevant Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes No ?</td>
<td>Yes No ?</td>
<td>Yes No ?</td>
<td>Yes No ?</td>
</tr>
<tr>
<td></td>
<td>Yes No ?</td>
<td>Yes No ?</td>
<td>Yes No ?</td>
<td>Yes No ?</td>
</tr>
<tr>
<td></td>
<td>Yes No ?</td>
<td>Yes No ?</td>
<td>Yes No ?</td>
<td>Yes No ?</td>
</tr>
<tr>
<td></td>
<td>Yes No ?</td>
<td>Yes No ?</td>
<td>Yes No ?</td>
<td>Yes No ?</td>
</tr>
<tr>
<td></td>
<td>Yes No ?</td>
<td>Yes No ?</td>
<td>Yes No ?</td>
<td>Yes No ?</td>
</tr>
<tr>
<td></td>
<td>Yes No ?</td>
<td>Yes No ?</td>
<td>Yes No ?</td>
<td>Yes No ?</td>
</tr>
<tr>
<td></td>
<td>Yes No ?</td>
<td>Yes No ?</td>
<td>Yes No ?</td>
<td>Yes No ?</td>
</tr>
</tbody>
</table>

Basic “Logic”

Cultural/Context Considerations

- Systems
- Data
- Practices
- Implementation Fidelity
- Maximum Student Outcomes

Stimulus Questions

1. What does Cultural Relevance & Responsiveness look like?
2. How would we measure status of & change in Cultural Relevance & Responsiveness?
3. What has been shown to improve Cultural Relevance & Responsiveness?

NEPBIS = group of individuals whose collective behaviors are directed toward common goal & maintained by a common outcome.


References

### Upcoming PBIS-related Events

<table>
<thead>
<tr>
<th>Event</th>
<th>Location</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>New England PBIS</td>
<td>Rosemont, IL</td>
<td>18-19 Oct 2012</td>
</tr>
<tr>
<td>NW PBIS Implementation Forum</td>
<td>Bellevue, WA</td>
<td>5-6 Nov 2012</td>
</tr>
<tr>
<td>Association for PBS</td>
<td>San Diego, GA</td>
<td>27-30 Mar 2013</td>
</tr>
<tr>
<td>Northeast PBIS Leadership</td>
<td>Cromwell, CT</td>
<td>16-17 May 2013</td>
</tr>
<tr>
<td>PBIS Leadership</td>
<td>Chicago, IL</td>
<td>17-18 Oct 2013</td>
</tr>
</tbody>
</table>