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## **Teacher Voices: Culturally Responsive Practices within Positive Behavioral Interventions and Supports**

Education

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### **Introductions:**

**In my current role, how do I approach data-informed decision-making?**

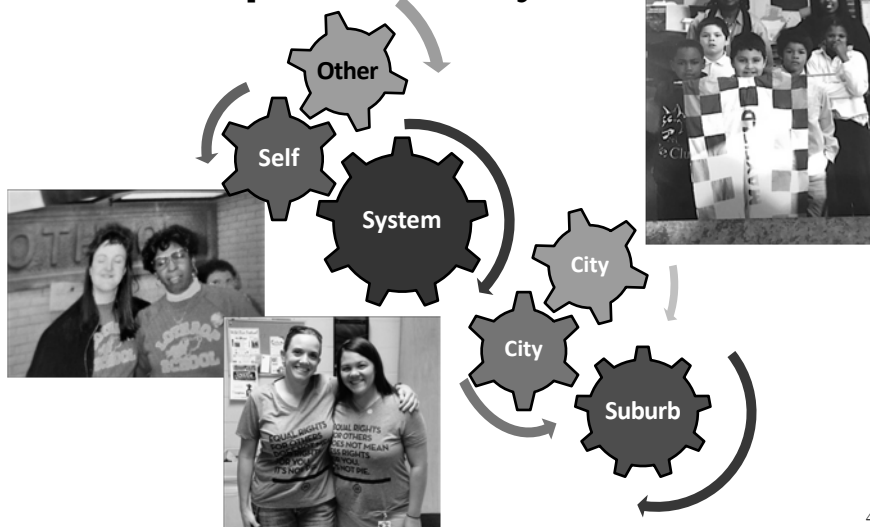
**Where am I on the “Culturally Responsive” journey?**

## My data-informed decisions:

- **Quantified data:**
  - Behavioral interventions
  - Program Evaluation: PBIS, SPED Team
  - Professional Development Plans
  - Initial Special Education Evaluations
  - IEP progress monitoring
  - Direct observation
  - Teaching evaluations
- **Qualitative data: LISTENING**
  - Interviews, discussions, anecdotal observations
  - Formative measures: instruction

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## Cultural Responsive Journey



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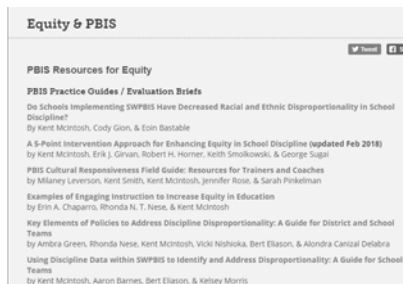
## Ongoing questions...

- **Marlon: Is his anger/withdrawal/hyperactivity a “disorder”?**
- **SAT team: Why are academic interventions so much easier to do than behavioral interventions?**
- **Why is there such a range of behavioral management practice from teachers?**
- **When white teachers talk about students of color, why isn’t there more of an emphasis on their strengths, and their family’s assets?**

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## Today’s work:

- **How can we make a school wide PBIS program more culturally responsive?**



### TEACHER VOICES

- **Teachers have power to use/not use system.**
- **Teachers have direct impact on student success.**
- **CRT may or may not be supported.**

<https://www.pbis.org/school/equity-pbis>

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## **Language matters...**

- **Culturally Responsive Teaching**
- **Black:**
- **Brown:**

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## **Current reality of Black and Brown students:**

- **Teaching force is 80% white, mostly female**
- **Location of School: different resources, teachers**
- **Higher rates of exclusionary discipline practices**
- **Broad discussions of the “gap” are based on problems within child, not how the system creates the gap.**
- **Disproportionality of special education identification, especially in “subjective” categories, like EBD and placement in more restrictive environments.**

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## Questions addressed-

- **What questions do we ask, and what forms of “evidence” do we use when evaluating our behavior management practice? How is that related to our culture?**
- **The current systems of intervention and “proof”, such as PBIS’ data-informed decision making involves tensions/contradictions to CRT thinking. What can we do about that, to improve outcomes of Black and Brown students?**

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## Why use a Qualitative Research to answer these questions?

- **Allows for Teacher-centered discussion.**
- **Expects Researcher Bias to be Included and Described.**
- **Values each context as unique:**
  - ✓ Listeners can make connections to their own context, listen for what feels “true” to them.
- **Values people’s “stories” as knowledge and evidence:**
  - ✓ Teacher voices are centered as valid.

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## **Teacher voices:**

CASE STUDY:

**6 Suburban Elementary School Teachers**

**Interviews and Focus Groups: values, perceptions and practices regarding behavior management.** \*different from OUTCOMES

**Describing the CONTEXT: PBIS and Culturally Responsive Teaching within a unique setting**

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## **Starting points from Theory**

- PBIS is based in Behaviorism: behavior is measurable, and can be isolated to produce changes. Changing behavior requires considering antecedents and consequences.
- Culturally Relevant Pedagogy: teaching in a multi-cultural setting involves specific competencies to include cultures different from their own in practice. This is based in context, and connectedness: Holistic thinking, broader than behaviors.
- Culturally Relevant Pedagogy, Multi-cultural Education, and Critical Race Theory are different. Considering POWER is necessary for change.

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## Teacher-Participants



Volunteers:

Pseudonym	Identified Race	Grade Level	Level of Education	# of Years in Education	# of Self-Selected Equity PD During the 5-year period # of credits
Karen*	White	K-2	Beyond MA	32	< 5
Ellie	Asian	K-2	Beyond MA	15	> 15
Mia*	Asian-Pacific Islander-Japanese American	K-2	MA	10	>12
Gina*	Caucasian/Asian	3-6	MA	14	>15
Jane	White	3-6	Beyond MA	21	> 10
Colleen*	White	3-6	MA		>5

**Criteria: General Education Classroom Teacher, Employed as Classroom Teacher for each of the 5 years that would be described in the study.**

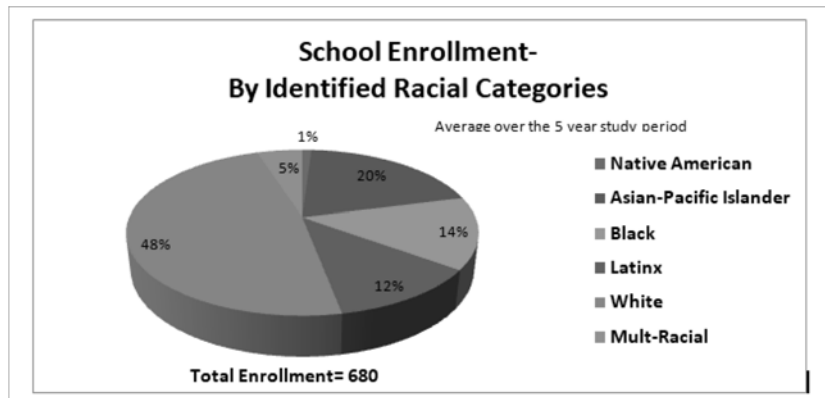
**Who volunteered?**

**Relationship with Researcher, Interest in CRT, Want to learn more.**

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## Setting: Prairie View Elementary



**Grades K-6. Test scores. Free-Reduced Lunch. Special Ed #s.**

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## **Interviews and Focus Groups**

- **Tensions throughout...**
- **Even members of the PBIS team were implementing at different levels:**
  - **Whole-school different from classroom.**
  - **Tier I higher level of implementation than Tier II**

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## **Context: CRT at Prairie View**

- **MINDSET and SKILLSET**
- **MINDSET: hard to measure, reflection, beliefs, under the surface**
- **SKILLSET: behaviors, observable, measurable, will be part of teacher evaluation**

**Tension: Teacher development may focus more on skillset, rather than mindset, which makes CRT less important.**

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## Culturally Responsive Teaching



•Current system builds a Culture of power. Based in majority culture, hard to see and change to include other cultures.



•Self work: Reflection: Questioning, Gaining insight, Unlearning, Asking Tough Questions



•Beliefs about Students: Strengths/Assets to replace deficit-based thinking

•Relationship is Central: high expectations, relevant activities, nurturing interactions, persistence. Community

•Holistic View: Context of child and learning. Build deep understanding of a child's culture.

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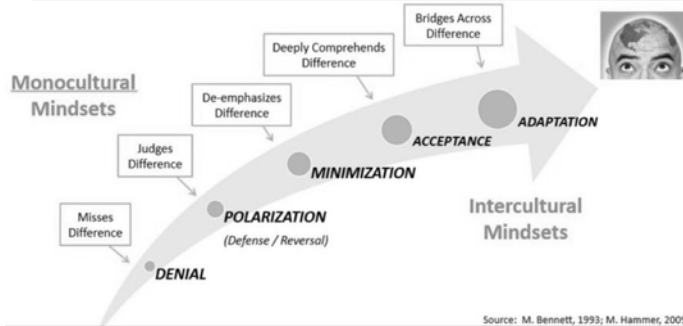
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## Mindset: It's a journey...

Everyone's starting point is different. (cultural continuums)

We can grow from mono-cultural view of our world to an intercultural view of our world.

### Intercultural Development Continuum



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## Blending CRT mindset and skillset:

- Teachers reflect on practices- interactions and instructional strategies: evaluate using cultural continuums.
- Teachers reflect on systems: What's is "preferred"? Who benefits? Who is left out?
- Teachers taking steps to reach more students: to be more culturally responsive, collaborating on teams.

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- CRT at Prairie View:
  - What is culture?  
How do cultures show themselves in schools?
  - What does that mean for our teaching practice?

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## Cultural Continuums...

	Continuum of Cultural Expression	
<b>TIME</b>	Clock 	Cyclical
<b>WORK</b>	Task 	Relationship
<b>ROLE in the GROUP</b>	Individualistic 	Collective
<b>Communication</b>	Restrained 	Expressive
<b>Processing Info</b>	Pausing 	Pacing 
		Overlapping

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## PBIS Structures and Process

Training	<ul style="list-style-type: none"> <li>State supported PD for first 2 years, then coaching support, summer institute</li> </ul>
Team	<ul style="list-style-type: none"> <li>6-8 people: classroom teachers, behavior coach, specialist teacher, social worker, reading interventionist. Administrator supported with resources, but did not actively participate in planning. No family/parent team member for the first 2 years, a Parent/Teacher representative for last 3 years.</li> </ul>
Resources	<ul style="list-style-type: none"> <li>District expectation for implementation, no further PD; site-level resources used</li> </ul>
Team Meetings	<ul style="list-style-type: none"> <li>Meeting frequency: monthly, on average and 2 half-days in summer. Focused on schoolwide TIER 1.</li> </ul>
Data Analysis 	<ul style="list-style-type: none"> <li><u>ODR Students</u>: Behavior Coach, with Interventionists rather than PBIS Team</li> <li><u>ODR Students</u>: Individual Professional Development Plan Teams</li> <li><u>ODR Top 5</u> Presented to staff via email at least 4 times per year</li> <li><u>ODR Top 5</u> Presented to staff at meetings at least 3 times per year</li> <li><u>Racial Disproportionality</u>: Behavior Coach, Shared with staff</li> <li><u>Tier II progress and outcomes</u>: SAT if it was created</li> <li><u>Fidelity of Implementation</u>: annual BOQ</li> </ul>



Respect  
 Responsibility  
 Safety  
 Care of Property  
 Best Effort

Using ODRS is deficit-based.  
 Reducing negative, rather than increasing positives.

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## PBIS Implementation...


<p>Year 1: First year of Full implementation of Tier 1:</p>	<ul style="list-style-type: none"> <li>• "Ticket System": 4:1 ratio, across settings, all grade-levels participating</li> <li>• Defining Major/Minor Behaviors, Implementing Office Discipline Referral (ODR) system</li> <li>• Developing Instructional Lesson Plans: Teaching Expectations, Teaching PBIS system</li> </ul>
<p>Years 2-5 Initiatives</p>	<ul style="list-style-type: none"> <li>• School wide systems of teaching expectations, acknowledging success: for common locations: BUS, PLAYGROUND, LUNCHROOM</li> <li>• School wide events for clarifying expectations, inviting, and building community with families</li> <li>• PD: Ongoing discussions: clarifying definitions of behaviors MAJOR/MINOR &amp; consequences</li> <li>• Using Data for Decision- Making: SWIS, by Location, by Behavior, Targetting students, Race,</li> </ul>




**Focus on school-wide systems:  
Some teachers using CRT, some PBIS,  
some neither...**

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## PBIS Measures of Implementation...

- BOQ = PBIS Benchmarks of Quality 
- Team Self-Assessment of Fidelity of Implementation

• Scores/year: 82%      84%      80%      82%      77%  
• Benchmark: 80%.      4 of 5 years met. Trend: decreasing fidelity

- "PYRAMID" Charting 
- Is this school meeting Benchmarks of Serving Students using TIERS of SUPPORT?
- # Students successful at Tier I (Green) > 80% each year.
- # Students in Tier II (Yellow) and Tier III (Red) also met benchmarks.

**Tension: This looks like "success", however, this didn't give the "real" picture...unique situations and unique students not recognized.**

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## PBIS Office Referral Data- ODRs

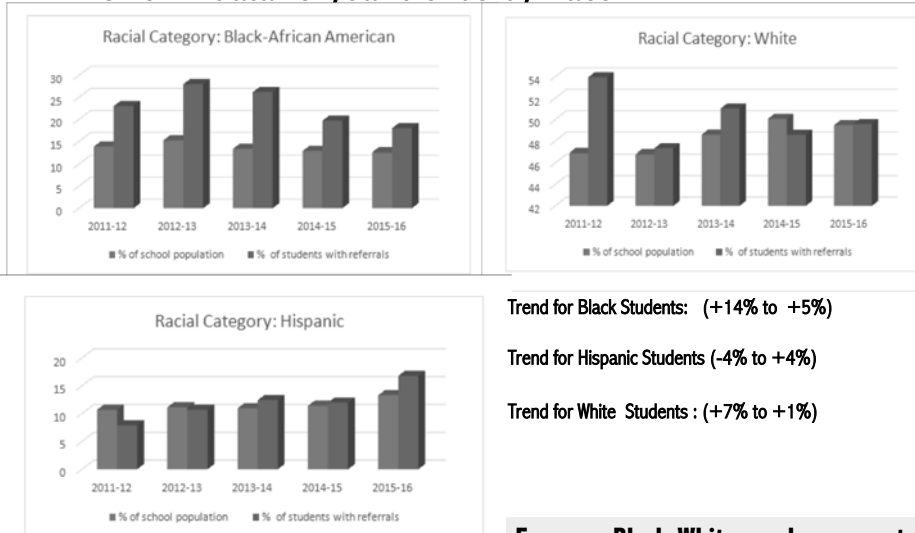
- **Classrooms** were the site of less than 30% of referrals. Locations to address: Bus, Playground, Lunchroom
- **Top 2 Behaviors consistently in Classrooms: Disruption and Defiance.** (definitions varied per these 6 teachers)
- **Classroom Referrals: Of the 6 Teacher-Participants, each fell in the bottom 25% of referring teachers**
- **End of year report: Number of total ODRs by years varied, with the trend of ODRs/year increasing over time**

**The goal of reducing ODRs as a school, and for individual students, is contradictory to strengths-based thinking.**

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## PBIS ODR data- 5-year trends by Race



Trend for Black Students: (+14% to +5%)

Trend for Hispanic Students (-4% to +4%)

Trend for White Students : (+7% to +1%)

**Focus on Black-White numbers meant we were not paying attention to the trend for Brown students.**

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## PBIS-CRT Tensions: Holistic Thinking

- *Our job is to balancing academic and school-success goals for the child with their whole-person goals.*
- *Behavioral data is only part of who a child is, but intervention planning meetings may lose that.*
- *Progress-monitoring on intervention is valued more than other descriptions of the child and their growth.*
- *Evidence-based interventions work differently for different children-context matters. What groups were included when defining “evidence-based”?*

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## What's missing in the data?

- **These teachers practicing CRT were operating outside the system: no record of their work. No validation of their practices.** 
- **These six teachers were creating “work arounds” for responding to major behaviors (ODRs), and for implementing Tier II interventions.** 
- **EXAMPLES**

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## Teacher Voices: MINDSET

### Goals of a Behavior Management System



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## CRT skillset: Jane

Holistic View of Children	
<p><b><i>Academics is so important, and it's a really big deal, but ultimately, we're building people.</i></b></p> <p><b><i>"Famous Faces" as CRT</i></b></p>	<p><i>When they leave me, if they remember what happens in the fur trade, that's exciting. But...the love of learning is more important.</i></p> <p><i>I mean, I remember teacher interactions from sixth grade, not the [content].</i></p>

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CRT skillset: Ellie

**Inclusive Community:  
Everyone belongs.**

**“Different” behaviors are not  
“bad” behaviors.**

*We want to be in a place where  
everybody's having fun and  
learning together.*

*So in terms of him: extremely  
disruptive...I never once kicked  
him out of the classroom.  
Never once because it is his job to  
be part of this community and in  
this classroom.*

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CRT skillset: Ellie

**Inclusive Community:**

**Understanding behavior as  
cultural expression.**

**Rules are not about  
“authority”...power is  
considered.**

*That doesn't have to do with me  
mandating, sit down, do this, do  
that.*

*Hey, you can have the biggest  
overlapping communication style  
you want, as long as it's allowing  
other people to learn, and you  
are engaged with what we're  
actually talking about.*

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## CRT skillset: Mia

*Ultimately, I'm doing this because I care about you.*

Teacher-Student Relationships	
<p>I ask about [the things they] want to talk about.</p> <p>...just give them a little (attention, interest in their interests) makes a world of difference.</p>	<p>When its time to talk about a behavior, they [engage]...they're understanding.</p> <p>I'm telling this because I know you can do it. We just have to figure out a different way. I'm willing if you're willing...saying that sometimes, a hundred million times.</p>

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## CRT in Practice: Colleen and Gina







Family Partnership	
<p><b>Holistic thinking:</b> Child and Family cannot be separated.</p> <p><b>A trusting relationship</b> involves listening, shared power.</p>	<p><i>How many calls did I have with Xavier's mom...just calling to say, Gosh your kids are great! Lots of parent communication.</i></p> <p><i>Its usually a phone call, this is what we're experiencing, and then I ask for advice.</i></p>

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**SYSTEMS at Prairie View:**

How do cultures show themselves in schools and classrooms?

	Continuum of Cultural Expression	
<b>TIME</b>	Clock 	Cyclical
<b>WORK</b>	Task 	Relationship
<b>ROLE in the GROUP</b>	Individualistic 	Collective
<b>Communication</b>	Restrained 	Expressive
<b>Processing Info</b>	Pausing 	Pacing 



**PBIS SUPPORTS CRT: Using data to change the system and our practice.**

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**Unintended consequences: SYSTEMS may constrain CRT**

- desire to “get it right” and follow the rules
- failure to reflect on the mismatch: INTENT vs. IMPACT

*I think we try to make that so systematic, and,  
 "Oh, you're going to make three positive  
 phone calls...  
 And if something happens, here's what you do."  
  
 I think it's so relational that when you make it systematic, families don't  
 feel cared about. "*



*Karen: Of course we didn't see it, we were doing what we were told!*

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Unintended Consequences :  
Evidence-Based practices and data-collection



**Regarding a Tier II  
Daily Behavior Report Card:**

*Trey told me, because after a certain point and time, I would always say, with a kid, "Is this working for us?"*

*Trey said, "Well, no. My dad told me that I should get off of it, because then you can't track me."*

*That was an African American family. So, that was a real eye-opening experience.*

***-Karen***

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**Culture of Power...Lisa Delpit**

- **Power is enacted within interactions, practices and systems.**
- **Culture of Power is created and maintained by those in majority: US white, middle-class. In order to participate in the discourse of power, access and understanding of the majority culture is needed. Code-switching.**
- **Culture of Power has "rules" for participation. Teaching the "rules" of the Culture of Power supports participation by those not in power. PBIS: TIER I**
- **Power-holders need to acknowledge preferences/privileges provided to the members of the Culture of Power. Power-holders need to shift/share, rather than expecting those outside the culture of power to shift all the time.**

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Moving Towards a Culturally Responsive Behavior Management System:

**“Kids and parents are going to have ideas. They’re the ones...to say, this is what needs to happen. You’d have a whole community that is willing to go through the process and look at the data”.**  
**- Gina**

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Cultural preferences within SYSTEMS as well as individual practices...who benefits?

PBIS	Continuum of Cultural Expression	
TIME	Clock —★—	Cyclical
WORK	★—	Relationship
ROLE in the GROUP	Individualistic —★—	Collective
Communication	Restrained ★—	Expressive
Processing Info	Pausing —★—	Pacing —★—
		Overlapping

**PBIS developed and implemented within Culture of Power: Black and Brown students and families are outside that culture of power.**

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## Tensions: Data Informed Decisions



- ***Data has power, and it means different things to different people.***
- ***Measures of PBIS implementation “on paper” tell a different story than how each teacher, student, and family experiences it.***
- ***Measures of PBIS success, such as ODR reduction, are deficit-based.***

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## PBIS Data-informed decision-making processes...how do we “know”?

“Knowing”	Continuum of Cultural Expression	
Source	Books/Experts	Lived Experience
Sharing Knowledge	Written	Oral
Evidence/Proof	Quantified data	Stories
Holders of Knowledge	Schooling/ Formal Education	Depth and Duration of Relationship
Organizing Information	Segmented/ Separated	Holistic/ Interconnected

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### Discussion:

- **CRT Mindset and skillset must both be considered when looking for answers to “How do we improve outcomes for Black and Brown students?”**
- **PBIS systems of documenting success are based in an understanding of KNOWLEDGE which has cultural preferences.**
- **“Culture of Power” determines those preferences, which leaves out Black and Brown students.**

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### Discussion: Combining PBIS and CRT

- Considering the cultural continuums of CRT and the *cultural preferences* of the PBIS system may benefit students outside the Culture of Power.
- Altering the PBIS system to include more culturally responsive structures may involve creating innovative ways (work arounds) to:
  - measure student success, progress and ultimately improve student outcomes.
  - Validate, encourage, and develop innovative practices that support Black and Brown students.

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## How can teachers make a difference?

- **LOOK AT THE SYSTEM, not just our practices.**
- **REFLECT ON POWER within our practice. As a white female, my cultural preferences are invisible to me. When I use the cultural continuums, I recognize the Culture of Power. That way of operating is supported by the system, but marginalizes Black and Brown students.**
- **FIND PEOPLE WHO WANT TO MOVE ON THEIR JOURNEY.**

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## Newest questions...

**How do we support teachers who recognize the cultural preferences within their PBIS system and want to *counter* them to meet the needs of their students?**

**How can we learn what “evidence” feels meaningful to families when talking about behavior? How can we incorporate that into our practice?**

**What are the unintended consequences of collecting data only on “measurable” behaviors and outcomes?**

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<https://www.pbis.org/school/equity-pbis>

**Thank You !**

Connections, Questions

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## Implications for Teacher Development

- **Evaluation of “success” should include multiple forms of evidence.**
- **Systems need ways of validating innovative, or “work around” ways of supporting Black and Brown students.**
- **Deep discussion of the “why” of our practices may lead to innovative practices and different solutions to current problems.**

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## Implications for Teacher Practice-Teacher Development

- **Asking new questions:**
- **Looking at the system as a point of change/reform/improvement, rather than their individual practice:**
  - **What impact is the system having on my practice and student outcomes?**
  - **What are “cultural preferences” of the system, and who does this leave out?**
  - **How can the system be more culturally responsive?**

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## Implications for Teacher Practice-Development

- **Asking new questions:**
- **What are ways the *cultural preferences* of PBIS in our school could be evaluated so we can improve the cultural responsiveness of our behavior management program?**
- **How can we create innovative ways of measuring school-wide effectiveness of PBIS that honor our CRT values?**
- **What are some ways we can use data to build relationships and community?**

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