



## Building Culturally Sensitive Teams in School-wide Positive Behavior Support

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### Purpose of Presentation

- Share information about cultural sensitivity
- Build *Cultural Sensitivity* into the Self Assessment and action planning
- Discuss how to promote cultural sensitivity within School-wide positive behavior support (SWPBS)
  - SWPBS
  - Secondary/Tertiary Teams

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### What is Culture?

- An integrated pattern of human knowledge, belief and behavior that is transmitted to future generations
- The stories that are passed down within families that contain important knowledge, values and beliefs

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“It is not possible to be truly sensitive to someone else’s culture until one is sensitive to one’s own culture and the impact that cultural customs, values, beliefs, and behaviors have on practice.”

(Lynch & Hanson, 1997)

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### Defining Cultural Competence

“The ability to think, feel, and act in ways that acknowledge, respect, and build upon ethnic, sociocultural, and linguistic diversity.”

(Lynch & Hanson, 1993)

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### Cultural Competence

1. Self awareness of one's own culturally based behaviors, values, habits and beliefs
2. Knowledge of information specific to each culture
3. Skills that enable an individual to engage in successful interactions

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## Assessing Cultural Differences

- Personal Space
- Concepts of Time
- Family and Kinship
- Work and Recreation
- Nonverbal Cues
- Topics and Patterns of Conversation
- Perceptions of Problem Behavior

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## Identifying Community Values

### Native Alaskan Community Values

#### Example of Cup'ik Values

- Help other people
- Respect other people's belongings
- Respect the animals you catch for food
- Remember what you are taught and told

#### Saint Lawrence Island Yup'ik Values

- Give service to others
- Gather wisdom and knowledge

Oleksa, M. (2005). *Another culture/ Another world*. Association of Alaska School Boards

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## Native Alaskan Community Values

### Aleut Values

- Take care of the land
- Take care of the sea/ocean
- Take care of the water
- Be kind to other people

### Southeast Traditional Tribal Values

- Hold each other up
- Live in peace and harmony
- Respect for nature and property

Oleksa, M. (2005). *Another culture/ Another world*. Association of Alaska School Boards

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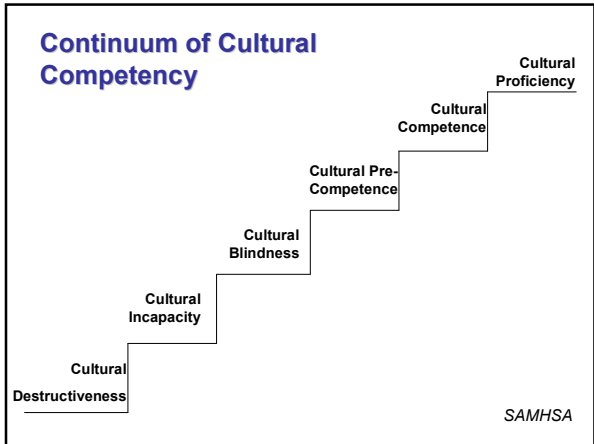
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### Continuum of Cultural Competency

**Cultural Destructiveness**-- When attitudes, policies, and practices are destructive to cultures and to individuals within these cultures. Assumption that one's culture is superior and individuals seek to eradicate other cultures because of their perceived sub-human condition.

**Cultural Incapacity**-- When agencies do not intentionally seek to be culturally destructive, but rather have no capacity to help people from other cultures. Belief in the superiority of the dominant group is present.

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### Continuum of Cultural Competency

**Cultural Blindness**-- Well intended philosophy that "Americans do not have their own culture" however, this belief can often camouflage the reality of ethnocentrism. This system suffers from a deficit of information

**Cultural Pre-competence** implies movement towards reaching out to other cultures. The pre-competent agency realizes its weaknesses in working with people of other cultures and attempts to improve that relationship with a specific population.

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### Continuum of Cultural Competency

**Cultural Competence--** Acceptance of and respect for differences, continuing self assessment regarding culture, careful attention to the dynamics of differences, and continuous expansion of cultural knowledge and resources.

**Cultural Proficiency--** Characterized by holding culture in high esteem. These agencies actively seek to hire a diverse workforce.

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### REFERENCES FOR CONTINUUM OF CULTURAL CAPACITY

SAMHSA, Office of Minority Health, and Health Resources and Administration, *Quality Health Services for Hispanics: The Cultural Competency Component*, 2001.

<http://www.hrsa.gov/culturalcompetence/qualityhealthservices/default.htm>

Nelson Brook, "Parameters of Culture", *FL News Exchange* (February 1973). A publication of the Connecticut State Department of Education.

Loden and Rosener, *Workforce America!*, 1991.

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### Family & School Relationships

- Children are more likely to succeed academically and are less likely to engage in violent behavior if their families are involved in their education
- Consistent discipline & supervision are key contributions to the prevention of problem behavior
- Parents who use similar PBS strategies at home increase predictability for their children and create a positive collaborative atmosphere

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### Barriers to Problem Solving: Misunderstandings

“Parents will never get involved in our school”

“They will only come if we bring food”

“Our parents don’t care about the school”

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### Family & School Relationships

- Many parents say that they feel unwelcome or uncomfortable in their children’s schools.
- Teachers can feel under attack by parents who are highly involved
- Relationship building is key!

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### Helpful Strategies

[http://www.education-world.com/a\\_curr/curr200.shtml](http://www.education-world.com/a_curr/curr200.shtml)

- First contact with parents is a positive one
- Straightforward communication
- Avoid educational "jargon."
- Regular access information about school and classroom
- Ask parents to share their concerns and opinions --- **address those concerns**
- Accommodate parents' work schedules
- Accommodate language and cultural differences

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## Cultural Sensitivity & SWPBS

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## Office Discipline Referrals & Cultural Norms

- Indirect measure of problem behavior
- Policies and procedures reflect the culture of the school
- Decisions made by teachers reflect cultural viewpoints about behavior
- Decisions made by administration are based on culture
- Indicator of cultural issues

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## How Many of You...

- Use the School-wide Information System ([www.swis.org](http://www.swis.org))?
- [How many of you use the ethnicity reporting option?](#)
- How do you share this information?

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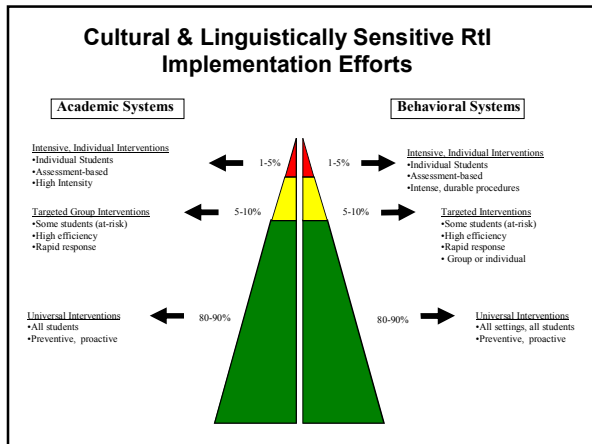
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- ### Academic & Behavioral Supports & Cultural Sensitivity
- Increasing number of English as a Second Language Learners (ELLs)
  - Language differences versus learning disability
  - Learning styles across cultures
  - Information processing and interactional styles
  - Family viewpoints of education and learning

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- ### SWPBS Cultural Values: Examples
- Students need to be taught social expectations
  - Reinforcing appropriate behavior builds a positive climate
  - Consistent responses to problem behavior builds predictability
  - All students can learn and be successful
    - Some students need more individualized support
    - Prevent problem behavior by early intervention
  - Behavior is lawful
  - It is important to understand the function maintaining a student's behavior

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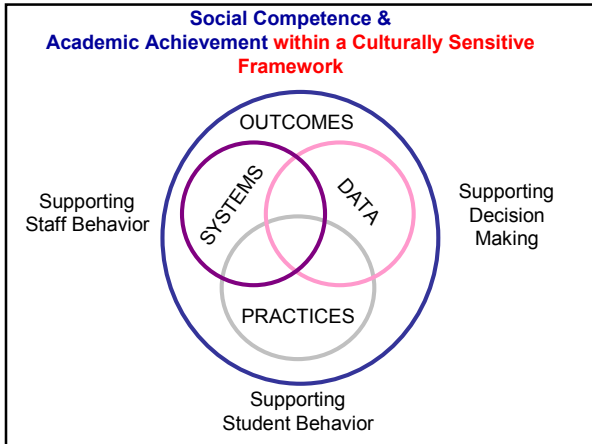
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**Embedding Cultural Sensitivity into SWPBS**

**Consider primary prevention**

- Team representation
- Teaching expectations
- Reinforcer & acknowledgement for students and faculty
- Response to problem behavior
- Data based decision making
- Classroom management
- Specific settings
- Inservices and staff meetings

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**Secondary Prevention & Cultural Sensitivity**

- Behavior support team
- Referral process
- Targeted interventions
- Individualized supports
- Definitions of problem behaviors
- Function-based problem solving
- Data based decision making
- Inservices and staff meetings

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Tertiary Support Systems & Cultural Sensitivity

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Build in prompts to review cultural characteristics of team members as part of the Functional Behavioral Assessment (FBA) process

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Ensure Team Self Awareness of Self and Others

- Personal Space
- Concepts of Time
- Family and Kinship
- Work and Recreation
- Nonverbal Cues
- Topics and Patterns of Conversation
- Perceptions of Problem Behavior

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## Behavior Support Team

- Ensure team members representing the student's culture are present for meetings
- Be aware of common cultural characteristics of the entire team
- Reflect on the cultural aspects of problem behavior
  - what are the perspectives team members have about problem behavior
  - Are there different ways of interpreting behavior
- [Use Competing Behavior Diagram](#)

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## Evaluating Plans for “Goodness of Fit”

- Use the [Contextual Fit Survey](#) to ensure plans reflect the values, skills, and resources of team members
- [Team satisfaction surveys](#)
- [Quality of life surveys](#)

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## [Jack's Story](#)

- Wraparound and/or Person-centered Planning
- High school student who led his PBS planning
- Created his own power point presentation
- Schedule the meeting
- Invited key stakeholders
- Directly involved in decisions

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### Team and Facilitator Considerations

- Be aware that family members may not feel comfortable asking questions
- In some cultures, independence and self determination may not be predominant values
- Family members may not feel comfortable disagreeing with an "authority"
- Some families have clear roles with father as "head of the household"

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### Team Meeting Styles

- Language and communication styles
- View of family involvement
- Interactions with each family member
- Organization & Scheduling
- Respecting subcultures and individual styles
- Formal versus informal interactional styles
- Use of humor
- Respect

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### Example of Applying Information About Culture

Santarelli, Koegel, Casas & Koegel (2001) JPBI

- Family support program providing services to individuals from Mexico
- Parent education manuals had been translated some individuals could not read well
- Used Fotonovelas concept that is popular in Central and South America

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### Fotonovela Encouraging Family Involvement in Schools

- Drama told in captioned black and white
- Drawings and black and white photographs provide simple, easy to follow symbols and words
- Already used to educate Spanish speaking individuals about
  - HIV/AIDS
  - Alcohol abuse
  - Domestic Violence
- Used to share with families ways to participate in schools

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### Building Cultural Sensitivity into SWPBS

Long-term and Short-term Action Planning

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### Cultural Sensitivity & Self-Assessment and Action Planning in SWPBS

**Does Your District/School Have a Plan for:**

- Encouraging self awareness of each individual student and faculty member of their own culturally based behaviors, values, habits and beliefs
- Ensuring cultural knowledge is available for each culture
- Skills are taught to enable students and faculty to engage in successful interactions
- Tools are available to prompt cultural sensitivity

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## Self Assessment Strategies

- Cultural assessment surveys
  - Faculty
  - Students
  - Family members
- [Ethnicity Reports for ODRs \(for those of you using SWIS program\)](#)
- Evaluate academic outcome data by ethnicity
- Evaluate English as a Second Language programs

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## Secondary and Tertiary Systems

- Evaluate academic and behavioral targeted interventions
  - Sensitivity to learning styles
  - Sensitivity to differences in perceptions of behavior
- Satisfaction surveys for students and family members
- Contextual Fit and quality of life surveys for individual plans

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## Secondary and Tertiary Systems

- Create checklist for teams to follow that prompt discussion about culture
- Ask one team member to be responsible for prompting “cultural sensitivity”
  - Use list of important questions
  - Check frequently for understanding
- Consider need for interpreters

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## Evaluate Family Involvement in SWPBS

- Active family participation by ethnicity
- Attendance within school/district leadership team meetings
- Participation in self assessment process at the school and district level
- Opportunities to learn PBS strategies at home

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## Embed Activities into SWPBS

### School-wide implementation

- Staff meetings
- Inservices
- School-wide and behavior support teams

### Create Agendas Throughout the Year

- Cultural awareness activities
  - Identify values and beliefs
  - Reflect on similarities and differences to other cultures
- Learning more about other cultures
- Building cultural sensitivity prompts into all school meetings

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## Other Ideas...

- Take advantage of brilliant teachers!
  - Embed social skills used by one ELL teacher
  - Share important classroom management ideas
- ELL teachers share key information with other faculty
- Embed within curriculum
- Celebrate different ethnic holidays
- Students and family's share important cultural information
- Students lead action planning efforts

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## Involve Families in Action Planning

Increase number of SWPBS volunteers for

- Interpreting for other family members
- Translation of materials
- Videotaping explanations of PBS in other languages
- Writing to organizations to obtain free resources <http://www.kipbs.org/freebies2003/>
- Assisting in academic tutoring

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## How Many of You...

- Have family members participating in
  - District leadership teams
  - School leadership teams
- What other types of activities do you have that involve families?
- What types of cultural sensitivity events do you have in place?

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## Resources Related to Culture

Reference List (online with presentations—will be up soon!)

National Institute for Urban School Improvement

- <http://niusi.edreform.net/>

Translated PBS Materials

- [http://www.kipbs.org/new\\_kipbs/basicInfo/more\\_info.html#translated](http://www.kipbs.org/new_kipbs/basicInfo/more_info.html#translated)

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- Lynch, E.W., & Hanson, M.J. (1997). *A guide for working with children and their families: Developing cross-cultural competence*. Baltimore, MD: Brookes.

(this book has summaries of cultural characteristics and a suggested readings section that is very helpful)

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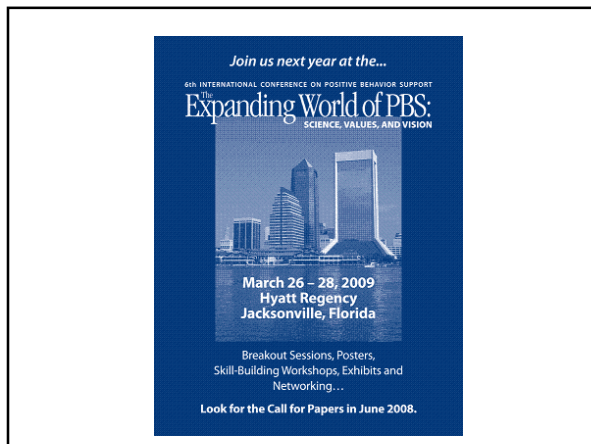
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## Networking on APBS.ORG

- Learn more about what other states are focusing on cultural sensitivity
- Connect with other districts with similar interests
- Change how the APBS Conference is organized
- Member's Open House Coming Soon!

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Find this presentation at  
[www.pbskansas.org/schoolwide](http://www.pbskansas.org/schoolwide)

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