

Culturally Responsive Positive Behavioral Interventions and Supports (PBIS)

OUSD Community Schools and Student Services

Behavioral Health Initiatives Unit

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What Is Culturally Responsive PBIS?

A pedagogical approach to guiding multi-tiered supports for student learning and success, including:

- Tier 1—School-Wide Climate and Culture
- Tier 1--Classroom Management
- Tier 2--Targeted Group Interventions and
- Tier 3--Individualized Interventions

What Is Culturally Responsive PBIS?

- An approach to provide equitable opportunities for students' learning
- Uses students' backgrounds, social experiences, prior knowledge and learning styles to develop supports at each tier
- Teachers and staff recognize their own values and biases, and reflect on the influence on behavioral expectations and interactions with their students

Why do we want to establish Culturally Responsive PBIS?

- Positive school-wide and classroom climates are critical to effective teaching and learning
- Teachers who misread behavior of diverse students can wrongly assess them as defiant, disabled or in need of special education
- Interpreting behaviors through one cultural lens contributes to disproportionality in special education and discipline

Why do we want to establish Culturally Responsive PBIS?

**Because definitions and expectations of
appropriate behavior are culturally
influenced**

Turn to your elbow partner and share:

- One (1) expectation of appropriate behavior you hold that is culturally influenced and
- One (1) definition of appropriate behavior you've learned from another person that differs from your cultural influence

Please share your partner's example with the group

Five Essential Elements of Culturally Responsive PBIS

- Recognition of one's own cultural lens and biases
- Knowledge of students' cultural backgrounds
- Awareness of social, political and economic context
- Commitment to building caring school and classroom communities
- Willingness and ability to utilize culturally appropriate management strategies

Trauma, or Survival Response:

Fight: Youth struggle to regain or hold onto power, especially when feeling coerced.

- ❑ Youth often mislabeled as ***“non-compliant”*** or ***“combative”***.

Flight: Youth disengages or runs away and “checks out” emotionally.

- ❑ Youth often mislabeled as ***“uncooperative”*** or ***“resistant”***

Freeze: Youth gives in to those in positions of power; does not, or is unable to “speak up.”

- ❑ Youth often mislabeled as ***“passive”*** or ***“unmotivated”***

Trauma Triggers

Common Triggers include:

- Unpredictability
- Sudden changes/transitions
- Loss of control
- Sensory overload
- Feeling vulnerable
- Confrontation

Trauma Informed Approach at School:

Recognizes and understands that ***certain behaviors are related to traumatic experience*** and uses this recognition and understanding to drive a new set of practices at school with young people who exhibit these sets of behaviors.

Shifts from a model that asks, ***“What is wrong with you?”*** to one that asks, ***“What happened to you?”*** and ***“How can I shift*** the school environment and classroom practices ***to respond more effectively to your needs?”***

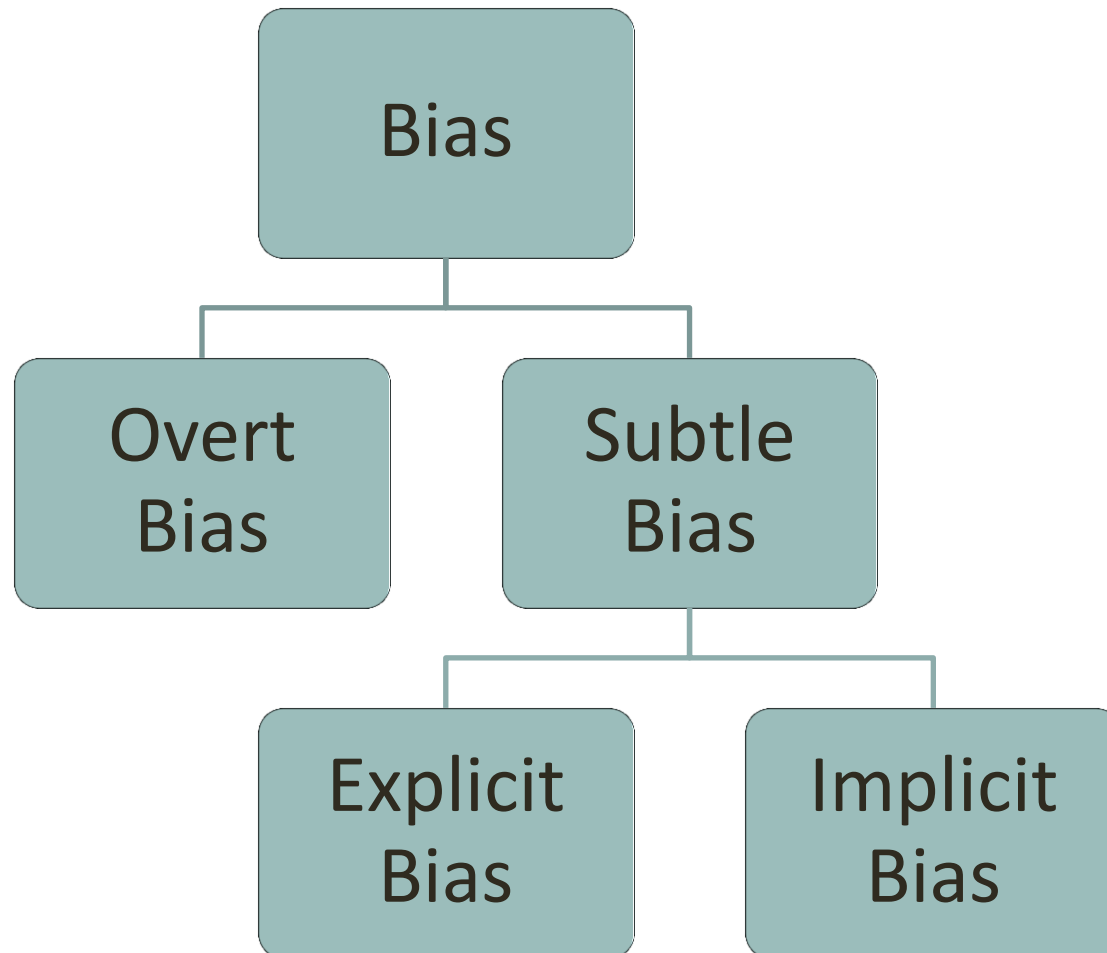
School-wide supports aligned with trauma-informed best practices include:

- Positive Behavioral Interventions and Supports
- Restorative Justice
- Mindfulness Practices
- Comprehensive School Based Health Centers
- OUSD African American Male Achievement (The Black Sonrise; Watson, Ed.D., University of California, Davis, 2015)

How do we implement Culturally Responsive PBIS?

- Principals, staff and classroom teachers must develop rapport and caring relationships with students and families
- Principals, staff and classroom teachers learn about culture of families: daily routines, activities, families' priorities and expectations for quality of life outcomes
- Respectfully ask students and families about their needs and preferences (cultural humility)

Multiple Types of Bias



Explicit and Implicit Bias

- **Explicit Bias** refers to the attitudes and beliefs we have about a person or group at a **conscious** level; drawing group boundaries to distinguish oneself from others, often as a result of a perceived threat
- **Implicit Bias** is a positive or negative attitude towards a person or group that one holds at an **unconscious** level; implicit and explicit biases often diverge

Different Biases, Different Solutions

- **Explicit Bias**
 - Ineffective: Cultural sensitivity training, explaining value of diversity, telling people to be less biased
 - **Effective: Top-down policies with accountability**

- **Implicit Bias**
 - Ineffective: Top-down policies with accountability
 - **Effective: Clear discipline systems, specific guidance in decision-making**

(Girvan, 2013; Girvan et al., 2013; Lai et al., 2013; Pettigrew & Tropp, 2006)

How PBIS may Reduce Disproportionate Discipline

1. **Explicitly teaching** all students the expectations may provide all students (and adults) with **clear guidance**
2. **Accountability** for equitable outcomes may reduce influence of **explicit bias**
3. More **objective referral and discipline procedures** may reduce subjectivity and influence of **implicit bias**
4. Counter-stereotypical examples may help

Coordinated Early Interventions and Supports

Insights to Behavior

- Behavior consultation, support and planning services for general education students
- Behavior consultants provide professional development in behavioral skills-building groups
- Behavior consultants provide classroom teachers with classroom-wide and student-specific behavior support