

SWPBS: Examination of Cultural Relevance

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Purpose

1. Implementing SWPBS in educational settings
2. Culturally & contextually relevant
3. Educationally & socially important positive outcomes for all students



Agenda

5-B

- Problem Statement

30-B

- Basics & Reconceptualizing “Culture” for SWPBS

15-L

- Literature Review

10-L

- Guidelines & Suggestions for SWPBS Implementation

5-B

- Limitations & Implications

10-All

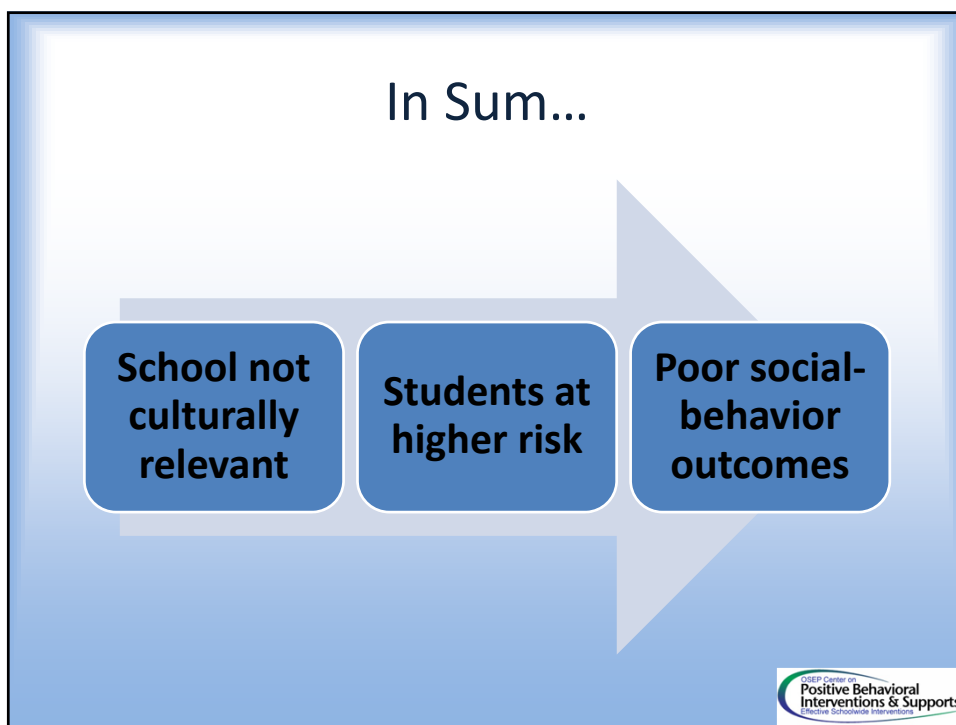
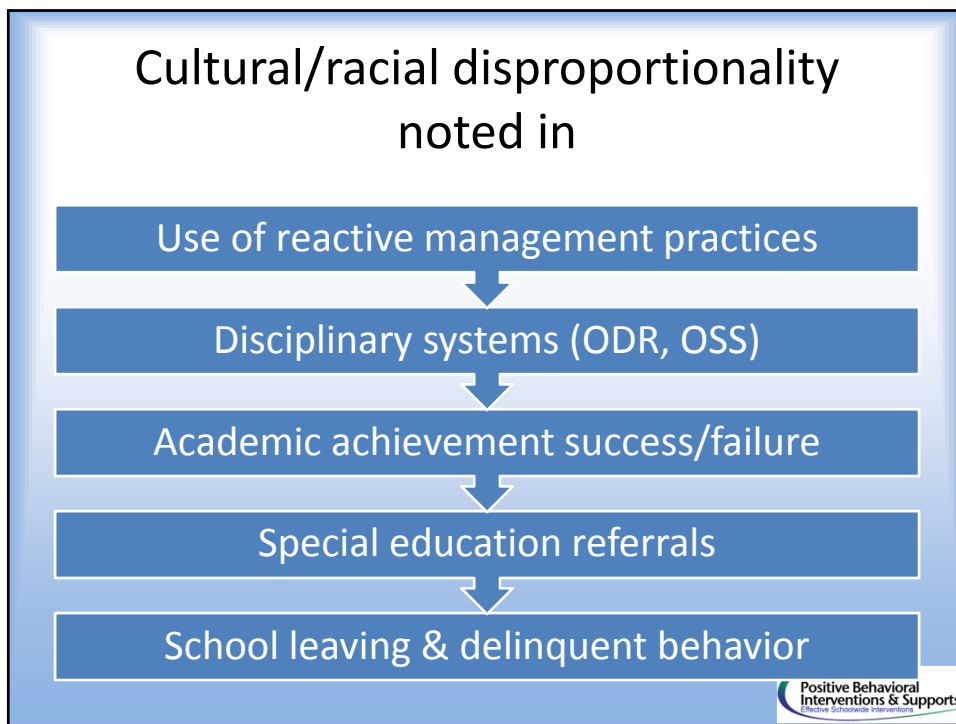
- Discussion, Comment, Questions, Suggestions



“Quotes”

- *“Our Hispanic/Latino kids are 3 times more likely to dropout of school than any other demographic in our district.”*
- *“Why are so many kids of color are being referred to special education?”*
- *“No wonder families are disengaged; what happens at school is so foreign & uninviting.”*
- *“The school is located in the hub of the community, but it functions like a different country.”*
- *“Doesn’t seem right that black males have the highest rates of out of school suspension incidents & days in our middle & high schools.”*





Our Challenge

Is SWPBS “culturally relevant”?

Can SWPBS become more culturally relevant?

What does culturally relevant SWPBS implementation look like?

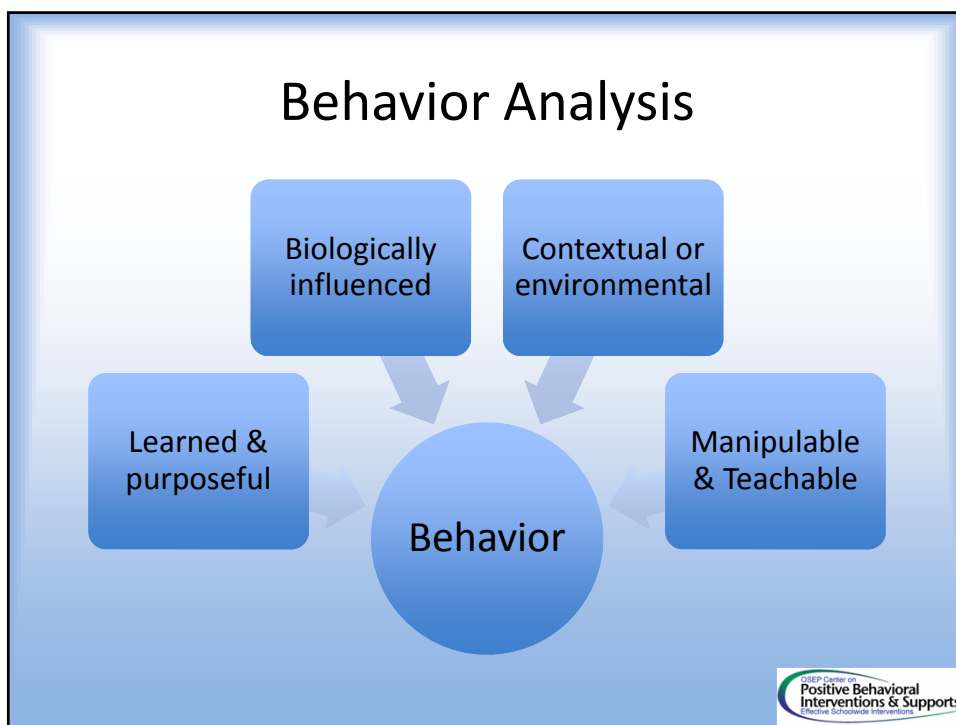
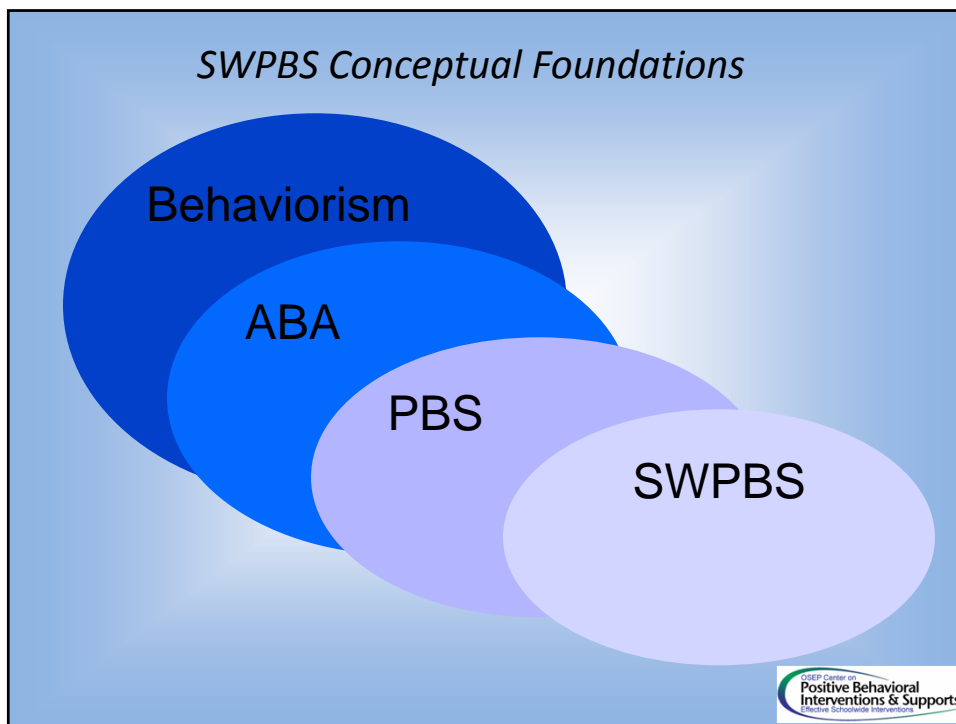
How do we measure the impact of a culturally relevant implementation of SWPBS?

Our Starting Point

Research-evidence base is unknown

An operational/measurable definitions of culture & cultural relevance are lacking

Guidelines for improving cultural relevance have not been well developed



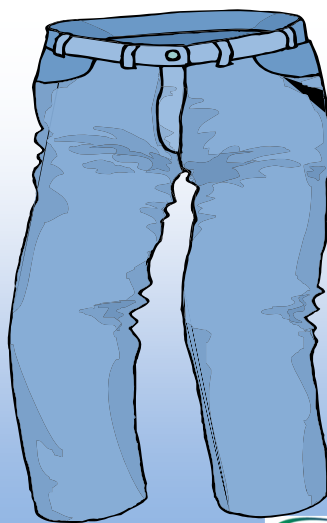
ABCs of Culture

“England and America are two countries separated by a common language.”

– George Bernard Shaw



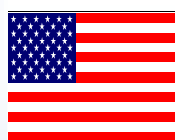
ABCs of Culture: In the U.S.



ABCs of Culture: In the U.K.



ABCs of Culture



• "Is that ok?"

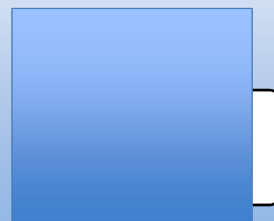
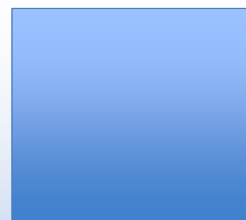


• "Is that ok?"

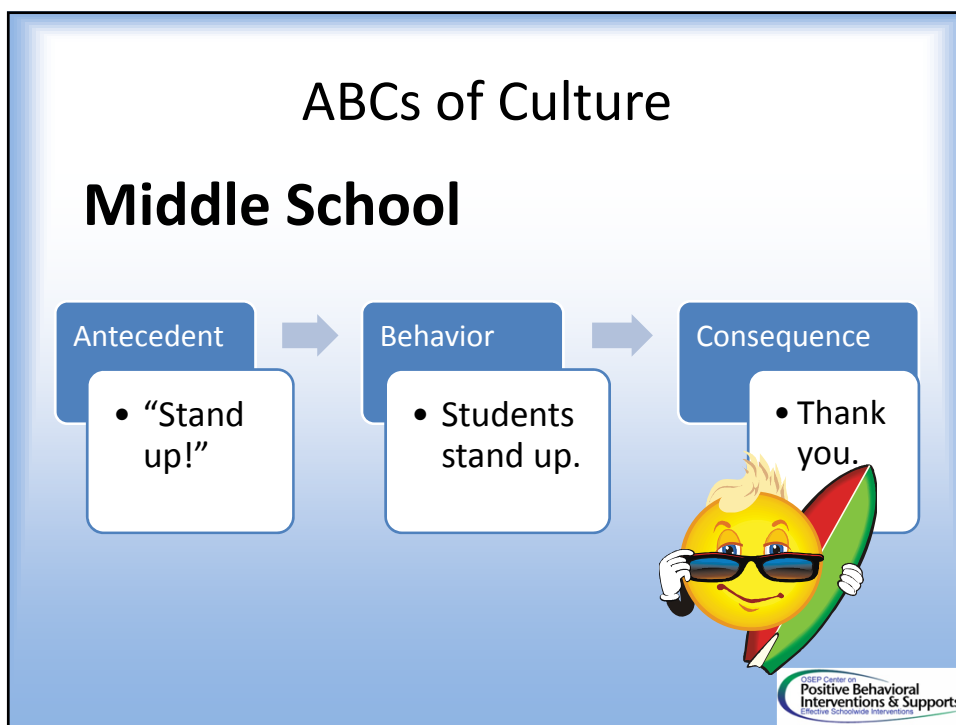
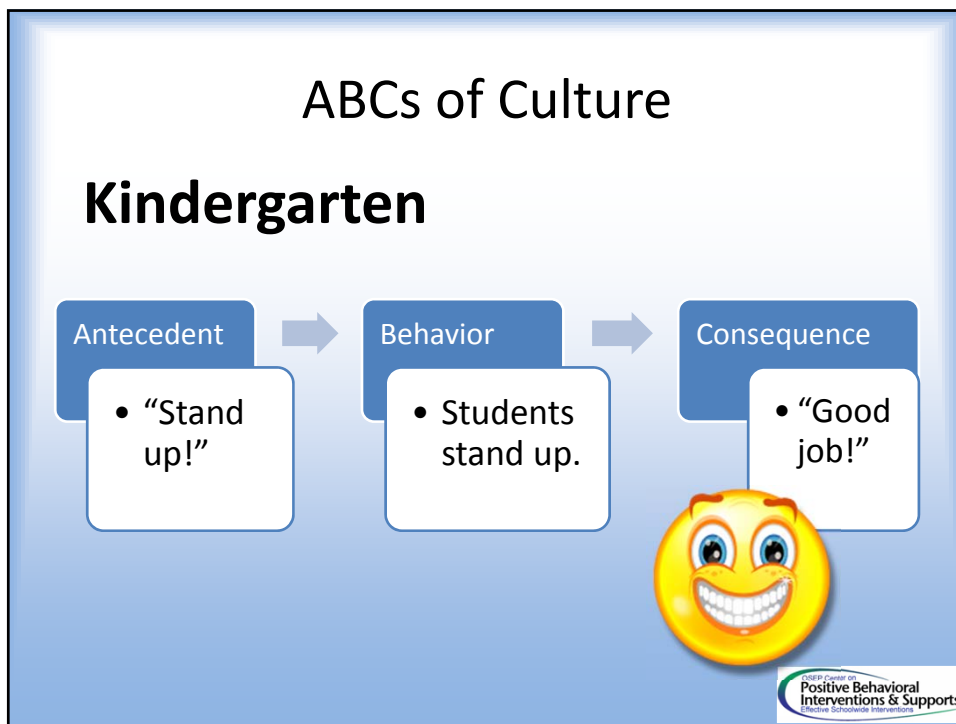
Behavioral topography



Symbol



Hayes & Toarmino, 1995



Culture

- “A culture evolves when practices... contribute to the success of the practicing group in solving its problems” (Skinner, 1981).



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 and situational context because no two members of any group are socialized in exactly the same way.” (Hayes & Toarmino, 1995).
- But cultural knowledge can provide information about *possible* behavioral function.



Culture:

Overt & verbal behavior;
Learned;
Maintained by similar contingencies.

Group membership:

- (a) flexible & dynamic;
- (b) changed & shaped over time, across generations, & from one setting to another

Early Conclusion...

- SWPBS: Not inherently biased...
- Improve child outcomes:
 - Enhance Practices and Systems
 - Norms, Expectations & Learning histories
 - Children, Families, Community Members, School Staff

RTI with Bilingual Students

- Orosco & Klingner (2010)
 - Colorado school district
 - Previously middle SES
 - Now low SES
 - Reading intervention
 - “Referring into RTI”



PBIS (aka SWPBS) is

Framework for enhancing adoption
& implementation of

Continuum of evidence-based
interventions to achieve

Academically & behaviorally
important outcomes for

All students

SWPBS Logic!

*Successful individual student behavior support is linked to **host environments** or school climates that are **effective, efficient, relevant, durable, scalable, & logical** for **all** students*

(Zins & Ponti, 1990)



Systems Implementation Logic

Effective

• *Achieve desired outcome?*

Efficient

• *Doable by implementer?*

Relevant

• *Contextual & cultural?*

Durable

• *Lasting?*

Scalable

• *Transportable?*

Logical

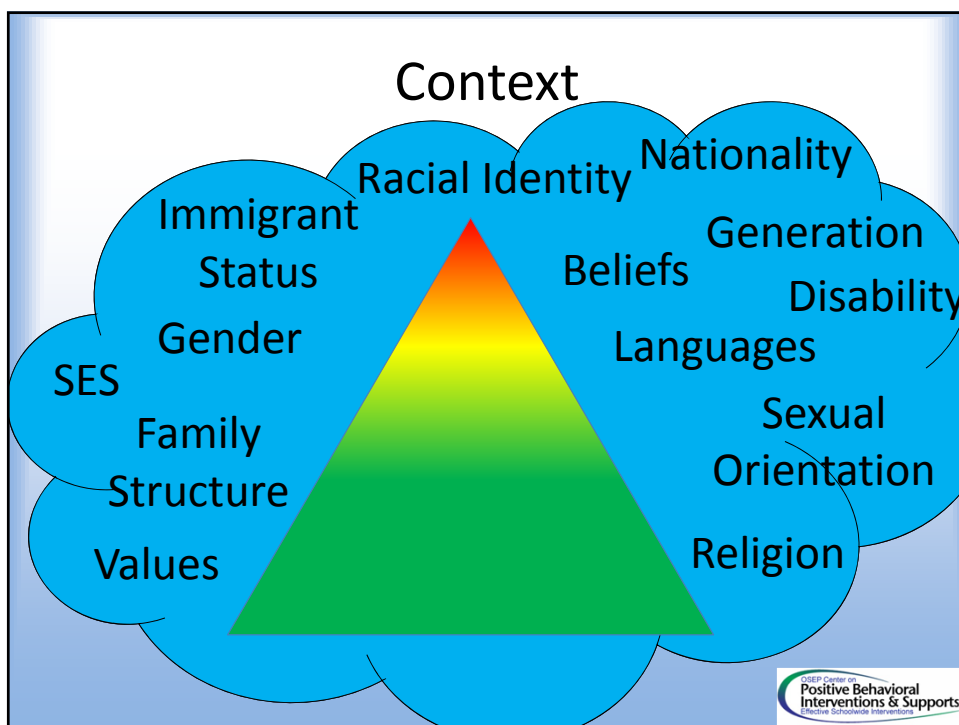
• *Conceptually Sound?*



Implementation must be culturally responsive & shaped

Horner, R. H., Sugai, G., & Anderson, C. M. (2010). Examining the evidence base for school-wide positive behavior support. *Focus on Exceptional Children*, 42(8), 1-14.

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Reconceptualizing Culture from Behavior Analytic Perspective for SWPBS

Emphasize overt observable behavior

Consider sets of behavior w/ similar function (response class)

Examine behavior in context

Specific relationship between behavior & context
(antecedent & consequence events)

Describe behavioral learning histories (stimulus control)

Change context to change probability of behavior



A note on data....

- Disaggregate data by ethnicity (SWIS)
- At the state or district level:
 - Good to show this data
 - Then drill down to find source of patterns



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 behavior management &/or discipline

Suggestions for culturally & contextually relevant behavior management strategies



Findings

Qualitative

Total	Intervention Description	Reviews/ Current Issues	Case Studies	Other
21	9	8	2	2

Quantitative

Total	Records Reviews	Case Studies	Experimental
7	4	2	1



Example: T'aahwiajiiteego

Positive & Polite

- Sarah Winnemucca & Wilma Mankiller

Achieve your goals

- Jim Thorpe

Work hard

- Henry Chee Dodge

Stay safe

- Annie Dodge Wauneka

Jones et al., 2006



Literature Review: Example

SWPBS Components	Adaptation to Context
A few explicit expectations	Reflect values of local culture
Teach expectations	Biographies of Am. Indian Historical Figures
System for Reinforcement	\$ with historical figures' faces, sent home to be signed

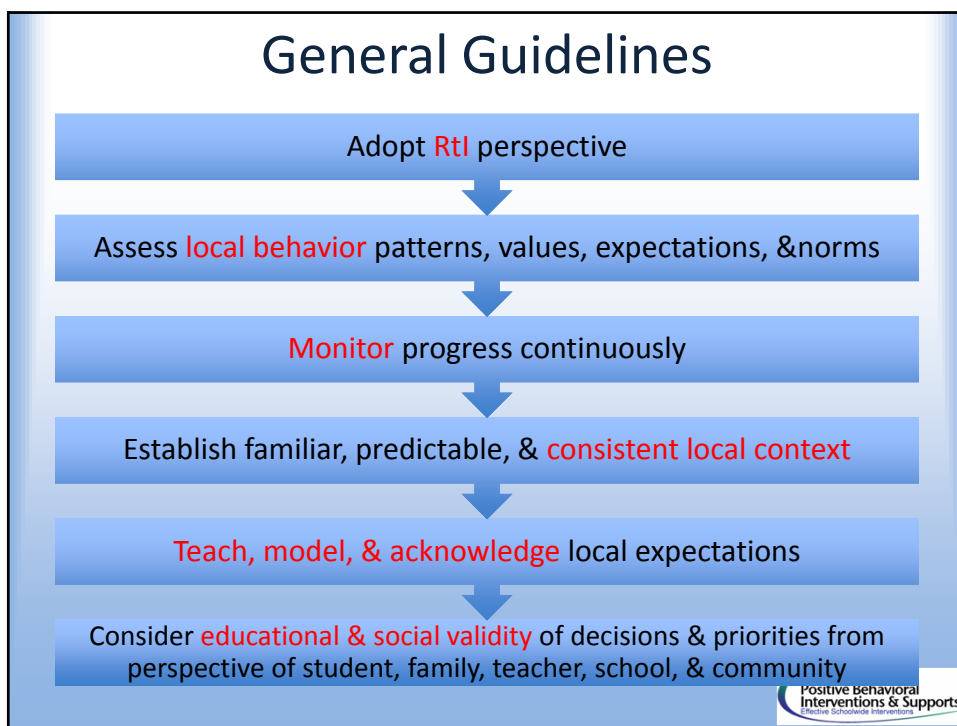
Literature Review Summary

More **experimental research** needed

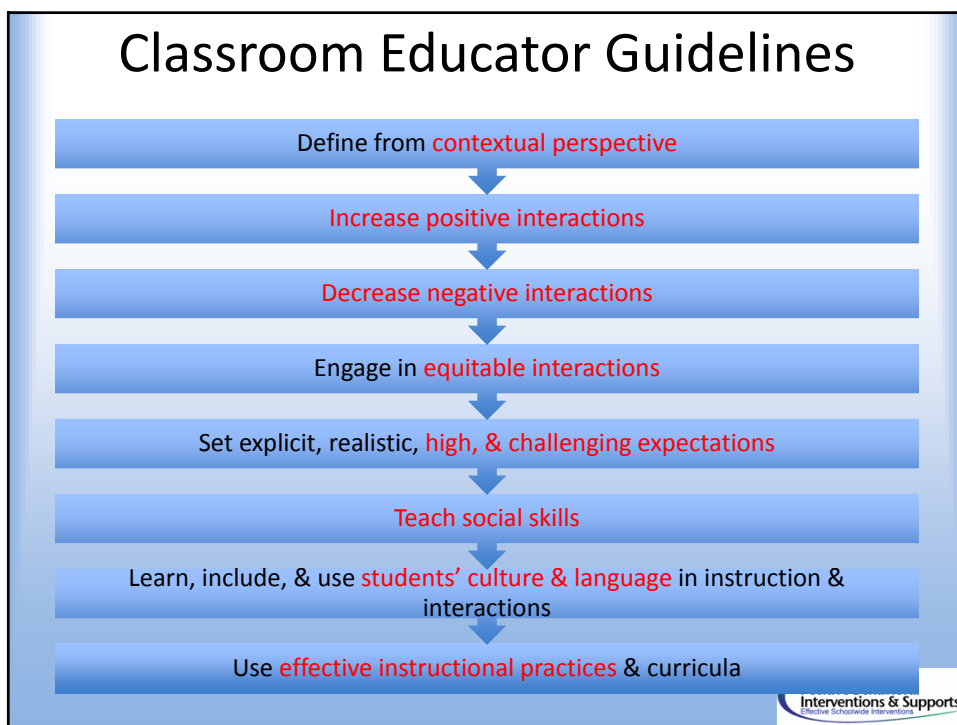
SWPBS promotes the most frequently recommended strategies from qualitative literature

SWPBS can be **adapted easily** to diverse schools & cultural norms

General Guidelines



Classroom Educator Guidelines



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

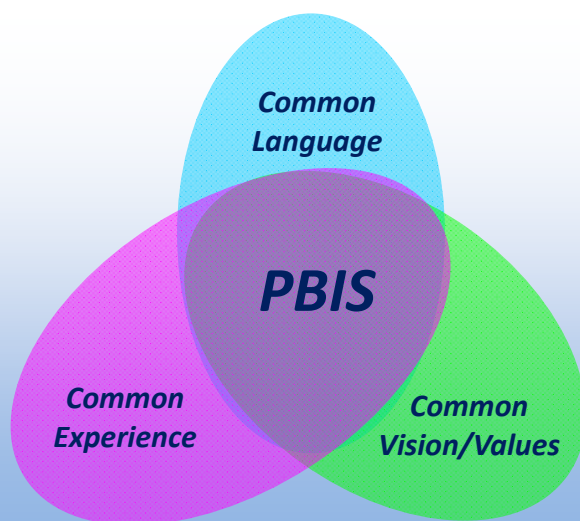
Assess & consider their **students' cultures**.

View & involve **parents as resources**

Use **data** to evaluate outcomes



Effective Social & Academic School Culture



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