



Addressing Disproportionality Through PBIS: The Double-Check Model

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Ongoing Research Projects Related to PBIS

- **Project Target (NIMH, CDC)**
 - 37 MD elementary schools (29,000 student, 3,500 staff)
 - Documented the effects of school-wide PBIS on school health & organization, suspensions, office discipline referrals through a 5-year RCT
- **PBIS Variations Project (USDOE/IES)**
 - Link Project Target and state data to examine student-level achievement, attendance, discipline problems, and special education
 - Determine needs of students not responding adequately to PBIS
- **PATHS, GBG, & PBIS (NIMH, USDOE/IES)**
 - Integrate an evidence-based classroom management program (PAX/Good Behavior Game) and a social-emotional learning curriculum (PATHS) with PBIS
 - Pilot work in 6 Baltimore City PBIS schools over 2 years
- **PBISplus Project (USDOE/IES)**
 - 45 MD elementary schools all implementing school-wide PBIS
 - 3-year RCT provides support to SSTs and teachers related to use of evidence-based practices and function-based thinking
 - On-site support and 'coaching' provided through a PBISplus Liaison

Disproportionality Data

- National data indicate children of color are overrepresented in office discipline referrals (ORDs), suspensions, and special education services
 - African American elementary school students were 2.65 times more likely than White students to be suspended for a minor discipline infraction (e.g., disrespect, work refusal, classroom disruption) (Skiba et al., 2008).
 - Latino students were 4.68 times more likely than their White peers to receive a suspension for a minor ODR.
- Maryland data from PBIS elementary schools
 - African American students are more likely than their White counterparts to receive an ODR, even after statistically controlling for the teacher's rating of the student's disruptive behavior problems and other classroom-level factors (Bradshaw, Mitchell, O'Brennan, & Leaf, in press).
 - African American students 35% more likely to receive a major ODR, and 85% more likely to receive an minor ODR
 - Ethnic match between students and teachers did not reduce over-representation of African American students in ODRs.

Rationale for the Development of Double-Check

- PBIS committed to providing rigorous, culturally responsive opportunities for every student
- Issues related to cultural differences difficult to talk about
- Several professional development models exist, but few focused on strategies and limited data on effectiveness
- Compared to other aspects of education, cultural issues seem ambiguous
- An “inside-out” approach (Finney, 2010)
 - Requires reflection on one’s own understanding and values and understanding of the influence they have in the day to day routines in the classroom

Defining Cultural Responsiveness

- Broad scope – extends beyond race and ethnicity
- A “*way of being*” that allows individuals and organizations to interact effectively w/people who differ from them.
- It is an approach that can be applied to organizational practices as well as individual behaviors (Lindsey, Robins, & Terrell, 2003)

Defining Cultural Responsiveness

Indicators include

- a. understanding the concept of culture and why it is important
 - b. being aware of one’s own and other’s group memberships and histories
 - c. considering how past and current circumstances contribute to presenting behaviors
 - d. examining one’s own attitudes and biases, and seeing how they impact relationships with students
 - e. articulating positive and constructive views of difference
 - f. Making tangible efforts to reach out and understand differences
- (Richards et al., 2007; Villegas & Lucas, 2002).

Culturally Aware Teachers...



- Develop and display high expectations for self and students
- Recognize that one size does not fit all (Banks et al., 2005)
- Have a clear understanding of how to teach the most critical skills
- Continually assess and adapt methods
- Develop/teach culturally appropriate behaviors in the classroom
- Recognize that punishment and control measures are shown to be LEAST effective with these students

Characteristics of Culturally Responsive Classrooms

(Cartledge & Kourea, 2008)



- Sense of urgency to recognize risk markers and address learning gaps
- High levels of student academic responding (response cards, choral responding, guided notes)
- Brisk instructional pacing (3 second intervals) which increases learning trials and number of response sets
- Multi-tasking (reading and writing while moving)
- Cooperative learning structures (rather than competitive ones)
- Community of learners to assist, support and encourage to best of ability
- Create a collaborative culture
- Student-directed learning (peer tutoring, buddy systems)
- Sensitive to text bias

5 Components of Double-Check

1. Reflective Thinking about Children and "Group" Membership
2. Development of Authentic Relationships
3. Effective Communication
4. Connection to Curriculum
5. Sensitivity to Students Cultural Situation

(Hershfeldt et al., 2009; Rosenberg, 2007)

Reflective Thinking about Children and “Group” Membership

- To understand code switching as a term in language and culture
- To explore how codes are used in communication among youth and children of poverty
- To promote culturally responsive teachers and classrooms

Reflective Thinking about Children and “Group” Membership

Terms: code-switching, code-mixing, borrowing, or code-alternation.

“There are societal norms of code choice, which, in turn, are associated with certain types of activity.... .code-switching is seen as a strategic tool at the disposal of speakers through which social reality is created, and conversational functions ranging from signaling dual membership in the two communities to simply emphasizing a message are conveyed” (Boztepel, 2003).

Development of Authentic Relationships

- Positive teacher-student relationships...
 - contribute to a decrease in problem behavior (Hamre & Pianta, 2001; Murray & Greenberg, 2001; McNeely, Nonnemaker, & Blum, 2002)
 - can have a significant impact on students' behavior, both in school and out of school (McNeely et al., 2002)
 - that support student persistence, efforts, and accomplishments find that their students take pride in their work and have a vision about their future (Ladson-Billings, 1994)

Effective Communication Teacher as Communicator...

- **Learn each child's origins and language** (Weinstein et al, 2004)
- **Get to know your students**, ask when you do not understand (Cartledge & Lo, 2006)
- Infuse your classroom with **stories, warmth, humor** (Gay, 2000)
- **Honor** expression (Hinton-Johnson, 2004)

Effective Communication

- Language is not monolithic. All persons of one background do not all speak the same language.
- Children for whom language is a struggle communicate in differing ways, particularly behavior.
- What is not said is often more important than what is.
- Intelligence is not measured by language.
- The capacity to express yourself so others understand enhances success.

Connection to Curriculum

Using Function-Based Thinking: *Determining reasons for those behaviors (emotional, cognitive, some combination)*

- Avoidance due to academic deficits
 - Social skill deficit (doesn't know how to interact with peers/adults)
 - Capacity issue (work is too much)
 - Engagement issue (work is not engaging)
 - Unfamiliarity with the content or the process of engagement
 - Depression or other issues a counselor should address
- (Hershfeldt, Rosenberg, & Bradshaw, in press)

Connection to Curriculum

- Kamehameha Elementary Education Program (KEEP) student reading performance improved when reading passages matched their cultural style of conversation (Au, 1980; Au & Mason, 1981).
- Use of folk tales allows students to experience the cultural aspects illustrated by the tale, but also explore the evolution of the story through modern times (Leavell & Ramos-Machail, 2000)
- Approach math instruction w/a multi-cultural flair
 - Powers of 2 common in Chinese and Indian folklore
 - Geometry through quilts
- Should not be a one time event rather infused throughout all curricula, all year.

Sensitivity to Student's Cultural Situation

- As family and community involvement increases, discipline referrals for students decreases (Epstein & Sheldon, 2002).
- When families are included in classroom activities, teachers report a broadening of their own understanding of culture, and, consequently, a richer understanding of their students (Tucker et al., 2005).
- In the absence of this sensitivity, there can be a high risk that the intent of certain behaviors are misinterpreted and misjudged.

What Double Check isn't...

- A recipe for teaching one particular cultural group
- A list of specific interventions

Why use a Self Assessment?

- Sensitive topic
- Using reflective thinking about culture provides...
 - teachers with insights into the dynamic role they play in their students' lives and the connections they make to further impact learning
 - more likely to try new strategies that match the needs of their students (Cartledge & Kourea, 2008; Gay, 2000, 2002).

Double Check Self-Assessment

- Given confidentially and anonymously
- Should include all building personnel
- Can serve as a building level needs assessment
- Planning tool for customizing professional development

PROGRAM COMPONENTS AND INDICATORS	Evidence				
	4 <i>Regularly in my class and school</i>	3 <i>Most of the time in my class and school</i>	2 <i>Rarely in my class and school</i>	1 <i>Never in my class and school</i>	U <i>This does not apply to my class and school</i>
Reflective Thinking About the Children and their "Group Membership"					
<i>I understand culture and why it is so important.</i>					
<i>I reflect on how my actions contribute to chains of behavior</i>					
<i>I am aware of other groups and how histories and present circumstances contribute to my behavior interacting with others</i>					
<i>I make tangible efforts (reading, home visits, interviews, student inventories) to "reach out" and understand differences</i>					
<i>I have positive and constructive views of difference</i>					
Efforts Made to Develop An Authentic Relationship					
<i>I display tangible evidence of warmth, care and trust</i>					
<i>I recognize special talents</i>					
<i>I encourage positive interactions</i>					
<i>I provide positive adult attention</i>					
<i>I take genuine interest in the activities and personal lives of others</i>					
<i>I display a professional and personal orientation toward students</i>					
Effective Communication					
<i>I consistently communicate high expectations</i>					
<i>I display professionalism, civility, and respect in all my communications</i>					
<i>I communicate with care and persistence of effort</i>					
<i>I communicate with credibility, dependability, and assertiveness</i>					
<i>I communicate without judging others</i>					
<i>I am aware and facile with "code switching"</i>					

PROGRAM COMPONENTS AND INDICATORS	Evidence				
	4 <i>Regularly in my class and school</i>	3 <i>Most of the time in my class and school</i>	2 <i>Rarely in my class and school</i>	1 <i>Never in my class and school</i>	U <i>This does not apply to my class and school</i>
Connection to Curriculum					
<i>My instruction contains exemplars from the backgrounds of my students</i>					
<i>I highlight cultural differences positively during instruction</i>					
<i>I use learning activities reflective of the background of my students, their families, and the community</i>					
<i>I consider cognitive style differences</i>					
<i>I understand and apply the concept of teacher and student vs. the content</i>					
Sensitivity To Student's Cultural and Situational Messages					
<i>I am aware of how situations influence behavior (e.g., health, poverty, dress, neighborhood expectations)</i>					
<i>I am aware of the students' needs to address multiple constituencies</i>					
<i>I emphasize resiliency, choice, and internal locus of control</i>					
<i>I recognize students' social and political consciousness</i>					
(Hershfeldt et al., 2009; Rosenberg, 2007)					

Implementation of Double Check

- The framework is adaptable to individual school needs
- It could be included at all 3 tiers of school-wide model

Reggie's story

Problem behaviors: leaving his seat repeatedly, leaving classroom, little regard for personal space w/peers, failure to complete assignments as directed (completed them in 'his own way').

- Reflective thinking about group membership
 - Proximity a cultural norm
 - Open air classrooms in former school
- Authentic relationship
 - Increased communication w/family to discover patterns
 - Private "talks" with Reggie (and other students w/needs)

Reggie's story...

- *Effective communication*
 - *Incorporated visual along w/verbal cues to emphasize expectations (academic and behavioral)*
- *Connection to curriculum*
 - *Divergent responses a challenge to traditional formal*
 - *Shared exemplars from other students to model academic expectations*
- *Sensitivity to student's cultural and situational messages*
 - *Realized and thus embraced the responding style*
 - *Built time into the instructional time for all students to provide similar types of responses and feedback*

Other examples from the field...

- Raffles through the SW-PBIS incentive program
- School mottos/creeds
- Katy – Kindergarten child who cried excessively when facing a conflict w/peers
- Use of SST as a forum for sharing cultural backgrounds/insights on student behavior

Double Check Pilot Project

- 3 Elementary Schools
- Training provided by PBIS^{plus} Liaison
- Core content for professional development
 1. Dissecting Disrespect
 2. LOL Crack the Code of Communication (Code Switching)
 3. Discipline w/Dignity
 4. Ready or Not Here I Come... (Connection to Curriculum & 'Motivation')
- Review of ODR data
- Data collected
 - **Double Check Self-Assessment** (Rosenberg, 2007)
 - **Survey of Teaching Styles:** 24-item survey that examines culturally responsive teaching self-efficacy and outcome expectancy beliefs (*Culturally Responsive Teaching Scale*; Siwatu, 2007)
 - **Professional Development Satisfaction:** 11 items (after each session)

Double Check – Elementary School I

- 392 students (K-5), 54% FARMS
- 30% White, 64% Black
- Strong commitment from Principal based on school climate
- Teachers are all White except the Principal and instructional support team
- Attendance was voluntary years 1 and 2; required as part of School Improvement/Equity in Year 3
- ODRs reduced by 40% YTD 2009 - 2010
- Teaching style – conversational, case study
- Content emphasis – broad interpretation of cultures; drill down from survey content areas, where most felt they were competent

Double Check – Elementary School S

- Building opened in 1972
- 293 students (K-5), 43% FARMS
- White 28%, Black 43%, Hispanic 23%, Asian 3%
- Faculty predominantly White
- Attendance was voluntary: 3 sessions offered after school, 1 during the a.m. on an in-service day
- Came about because Principal called for a review of discipline data that revealed disproportionate numbers of African American boys receiving ODRs.
- Faculty meeting schedule to present mid-year data.
- Participation: 1st session 9, 2nd session 11, 3rd session, 20 (in-service day), participants included teachers, t.a., alt ed., spec ed., admin., itinerants.

Double Check – Elementary School A

- Building opened in 1896
 - 200 students (PreK-5), 60.8% FARMS
 - White 39%, Black 44%, Hispanic 14%
 - 2 people of color on staff both African American (K teacher and School Psych).
 - Most teachers are 4-5+ years experience
 - Attendance was mandatory, fulfilled their multicultural in-service requirement (County initiative) ETMA – Education that is Multicultural and school Achievement.
- Session 1: 22 participants (4 absent)

ODR Data One-Year Prior to Implementation of Double Check: *Majors and Minors*

School	% Student Body African American	# Major and Minor ODRs (all students)	% Major and Minor ODRs by African American Students	Magnitude of Disproportionality
I	64.3%	257	100%	35.7
S	42.9%	672	64.4%	21.5
A	44.4%	150	84.7%	40.2

Note. Magnitude of Disproportionality = % ODRs by African American Students - % African American students in school

ODR Data One-Year Prior to Implementation of Double Check: *Majors Only*

School	% Student Body African American	# Major ODRs (all students)	% Major ODRs by African American Students	Magnitude of Disproportionality
I	64.3%	243	100%	35.7
S	42.9%	77	85.7%	42.8
A	44.4%	43	81.4%	37.0

Note. Magnitude of Disproportionality = % ODRs by African American Students - % African American students in school

Data on Double Check Self-Assessment (N=31)

N = 31 staff members in 1 school (4-point scale, never to regularly); % reporting "regularly" & "most of the time"

Reflective thinking

- 61.3% I am aware of other groups and how histories and present circumstances contribute to my behaviors interacting with others

Authentic relationship

- 64.5% I recognize special talents in my students

Effective communication

- 25.8% I am aware and facile with code switching

Connection to curriculum

- 38.7% My instruction contains exemplars from the backgrounds of my students

Sensitivity to students' cultural and situational messages

- 48.4% I am aware of the students' needs to address multiple groups

Survey of Teaching Styles

N = 67 staff members across 3 schools (6-point scale, *never to almost always*). Role: 51 teachers, 5 non-teaching, 11 missing role; *Culturally Responsive Teaching Scale* (Siwatu, 2007) (% very often & almost always)

Reflective thinking

- 25.4% implement strategies to minimize disconnect between school and home culture
- 37.3% acknowledge the ways that school culture is different from my students' home culture will minimize the likelihood of discipline problems

Authentic relationship

- 26.9% obtain information about my students' cultural background
- 38.8% obtain information about my students' home life

Survey of Teaching Styles (cont.)

N = 67 staff members across 3 schools (6-point scale, *never to almost always*). Role: 51 teachers, 5 non-teaching, 11 missing; *Culturally Responsive Teaching Scale* (Siwatu, 2007) (% very often & almost always)

Effective communication

- 61.1% the likelihood of student/teacher misunderstanding decreases when my students' cultural background is understood
- 55.2% understanding the communication preferences of my students will decrease the likelihood of student/teacher communication problems

Connection to curriculum

- 29.9% use my students' cultural background to make learning meaningful
- 26.8% revise instructional material to include a better representation of cultural groups

Sensitive to cultural situation

- 26.8% identify ways in which students communicate at home may differ from school norms
- 35.8% critically examine the curriculum to determine whether it reinforces negative cultural stereotypes

Feedback from Double Check PD Participants

N = 197 staff members across 3 schools, 8 sessions (% strongly agree)

- 60.9% think Double Check 'fits' with school's PBIS program
- 61.4% relevant to my work
- 56.9% overall satisfaction with workshop
- 48.7% amount of effort required is reasonable
- 47.7% will have a positive impact
- 45.2% recommend to other staff at my school
- 42.1% plan to implement some of these strategies
- 28.9% learned new skills and strategies
- 28.4% increased my understanding of how to work with CLD
- 4.1% need more help implementing strategies

Conclusions & Future Directions

- Overall relatively high level of satisfaction about quality of training
- Good fit with PBIS
- Little perceived need for support in implementation of new strategies (coaching holds promise)
- Effective communication is area of greatest strength – according to self-report
- Potential concerns about self-report measures (e.g., social desirability)
- Attitude/belief change vs. behavior/skill change

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Double Check Conceptual Paper

Hershfeldt, P.A., Sechrest, R., Pell, K.L., Rosenberg, M.S., Bradshaw, C.P., & Leaf, P.J. (2009). Double-Check: A framework of cultural responsiveness applied to classroom behavior. *TEACHING Exceptional Children Plus*, 6(2) Article 5.

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