

CULTURALLY RESPONSIVE POSITIVE BEHAVIOR INTERVENTION SUPPORTS

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Considerations
for practice

OBJECTIVES

- **Understanding Zero Tolerance Discipline Policies Suspension and Expulsion**
- **Impact of Suspension and Expulsion**
- **Culturally Responsive Positive Behavior Intervention Supports**
- **Considerations for Practice**
 - **Practical Applications of CRPBIS**

ZERO TOLERANCE

(KANG-BROWN ET AL., 2013; SKIBA & RAUSCH, 2006)

- Zero tolerance school discipline policies established to **create safer learning environments for all students.**
- Enacted through rigid practices and predetermined consequences.
- Involves typically removing students from schools and occasionally involve law enforcement personnel.

ZERO TOLERANCE

- **Implementation of zero tolerance policies has increased the prevalence of suspension and expulsion to address behaviors that range from dress code violations and talking back to teachers to weapons possession and selling drugs (Monahan et al., 2014).**
- **Negatively and disproportionately impact students of color, students with disabilities, and low income students (Fabelo et al., 2011; Giroux, 2003; Harry & Kinger, 2014; Kennedy-Lewis, 2014; Kim, Losen & Hewitt, 2010; Losen et al., 2015; Losen & Skiba, 2010; Noguera, 2003; Skiba & Knesting, 2001; Toldson, 2011; Vincent et al., 2011).**
- **Zero tolerance policies are ineffective at creating safer learning environments for all students.**

ZERO TOLERANCE

- “A negative relationship between the use of school suspension and expulsion and school wide academic achievement” (APA, 2008, p. 854).
- School leaders across the nation still use them.
- Principals’ attitudes about discipline are among the most powerful determinants of racial disproportionality in school discipline (Skiba et al., 2014).

ZERO TOLERANCE

- Losen et al. (2015) estimate that public school children lost nearly 18 million days of instruction during the 2011-12 school year because of exclusionary discipline policies.
- The constant removal from and reentry into school, coupled with the loss of classroom instruction time can profoundly disrupt a student's academic progress and performance.
- Gregory, Skiba, and Noguera (2010) therefore reasonably argue that racial disproportionality in school discipline contributes, at least in part, to lower rates of academic achievement among students of color.

ZERO TOLERANCE & JUVENILE DELINQUENCY

- Higher suspension rates are closely correlated with **higher delinquency and high school dropout rates.**
- Tremendous economic costs for the suspended student, the school, and our larger society (Marchbanks et al., 2015).
- Expulsions and out-of-school suspensions are strongly associated with subsequent participation in **juvenile and criminal justice systems** (Fabelo et al., 2011; Noguera, 2003; Toldson, 2011).

SUSPENSION & EXPULSION

- Suspensions exacerbate, rather than reduce, students' problematic behaviors (Martinez, 2009; McGinnis, 2003).
- Students that do not believe in or understand their school's discipline policy may act out against it as they fall behind in school and get caught up in a feedback loop where the more they are punished the more they display problematic behaviors (Majors & Billson, 1992).

SUSPENSION & EXPULSION

- The harsher the punishments, the more likely students will act out against it.
- Students believe that punishments are handed out arbitrarily (Bracy, 2011; Nolan, 2011).
 - Minimal to no consistency in the application of zero tolerance policies across students.

SUSPENSION & EXPULSION

- School administrators are applying the policy to behaviors, such as “insubordination,” (Martinez, 2009).
- Harsh disciplinary measures do not appear to be differentiated according to the severity of the offense.
- Applied to a wide range of behaviors from possession of a weapon to writing a violent story (Melvin, 2011).

THE DISCIPLINE GAP

- **Divergent application of zero tolerance policies, where minority and special education students are thought to be punished more frequently and more severely than their White counterparts (Nolan, 2011).**
- **More severely applied to urban minority students who are often suspended and expelled more frequently than their white counterparts (McGinnis, 2003; Nolan, 2011; Fuentes, 2012).**
- **The discipline gap issue regarding minority students may be compounded by the fact that Black male students are more likely to be identified as needing special education services, and, in particular, are identified as having emotional behavior disorders (EBD) (NYCLU, 2011).**

DISPROPORTIONATE IMPACT OF K-12 SCHOOL SUSPENSION AND EXPULSION ON BLACK STUDENTS IN SOUTHERN STATES

- The report aims to make transparent the rates at which school discipline practices and policies impact Black students in every K-12 public school district in 13 Southern states: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, and West Virginia.
- Blacks were 24% of students in the 3,022 districts that were analyzed, but rates at which they were suspended and expelled are disproportionately high.

Reference:

Smith, E. J., & Harper, S. R. (2015). *Disproportionate impact of K-12 school suspension and expulsion on Black students in southern states.*

Philadelphia: University of Pennsylvania, Center for the Study of Race and Equity in Education.

DISPROPORTIONATE IMPACT OF K-12 SCHOOL SUSPENSION AND EXPULSION ON BLACK STUDENTS IN SOUTHERN STATES

1.2 million Black students were suspended from K-12 public schools in a single academic year – 55% of those suspensions occurred in 13 Southern states.

Districts in the South also were responsible for 50% of Black student expulsions from public schools in the United States.

In 132 Southern school districts, Blacks were disproportionately suspended at rates five times or higher than their representation in the student population.

In 84 districts, Blacks were 100% of the students suspended from public schools.

In 346 districts, Blacks were 75% or more of the students suspended from public schools.

In 743 districts, Blacks were 50% or more of the students suspended from public schools.

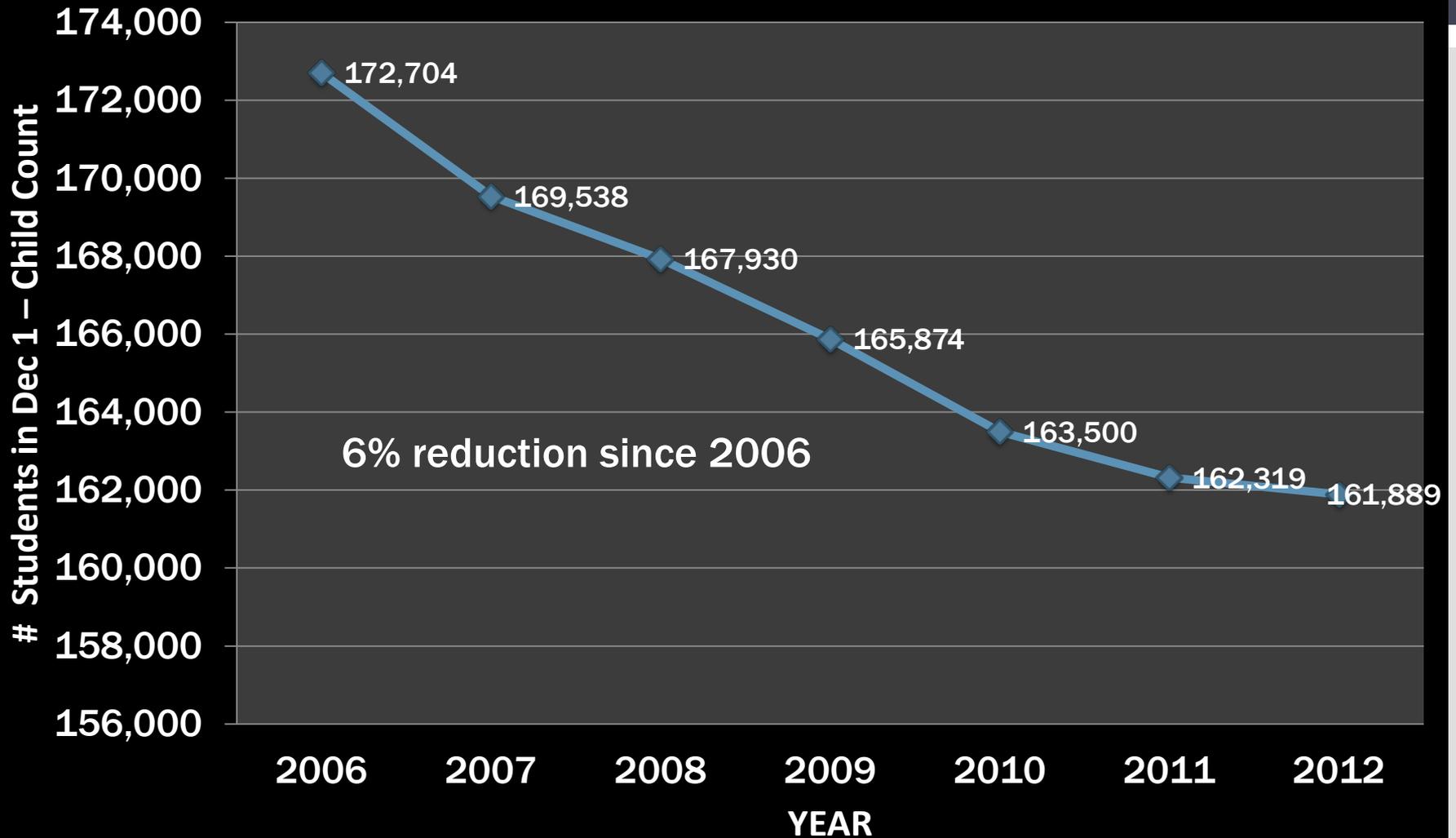
DISPROPORTIONATE IMPACT OF K-12 SCHOOL SUSPENSION AND EXPULSION ON BLACK STUDENTS IN SOUTHERN STATES

In Virginia...

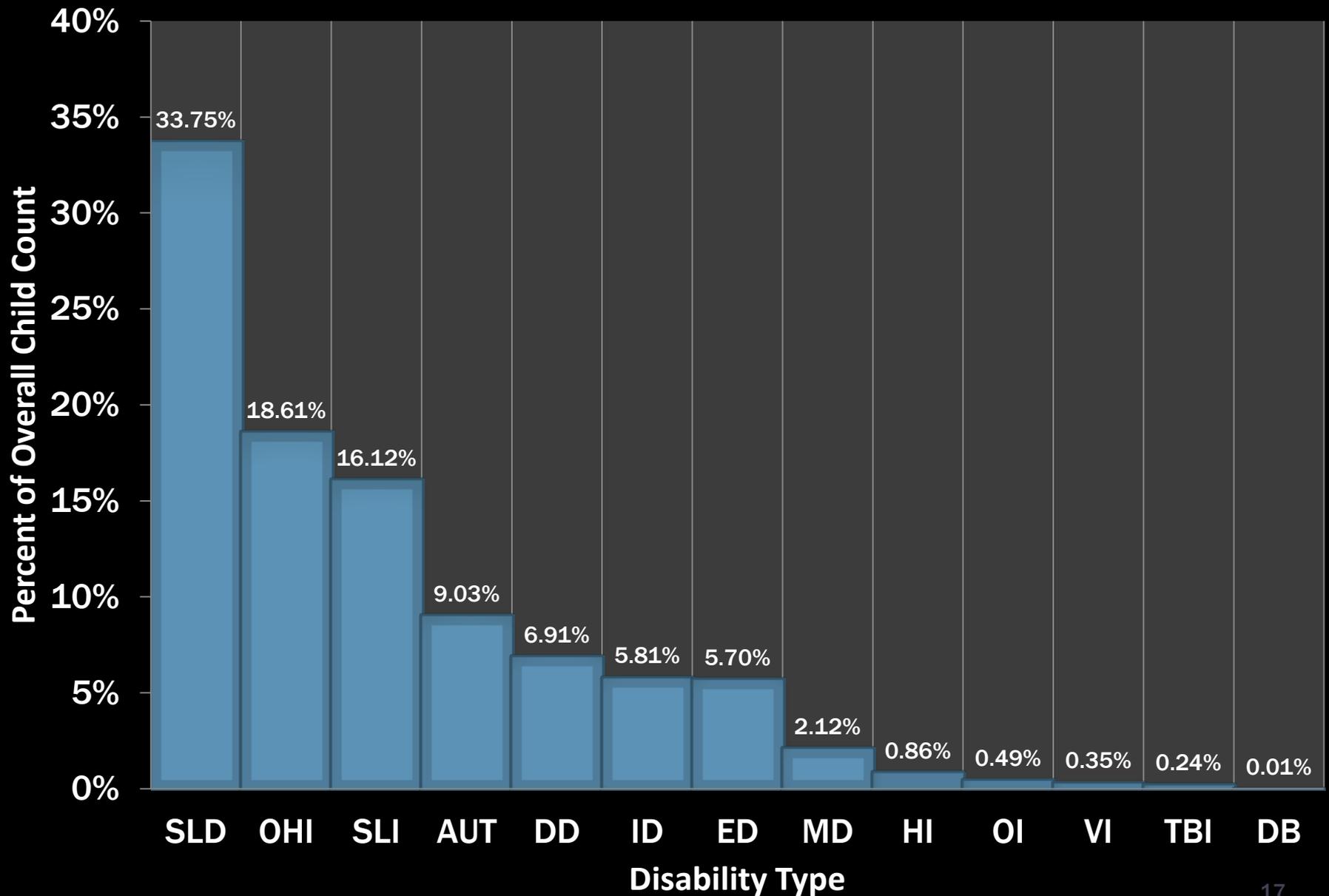
- **42,999 Black students were suspended from Virginia K-12 public schools in a single academic year. Blacks were 24% of students in school districts across the state, but comprised 51% of suspensions and 41% of expulsions.**

VIRGINIA'S DATA STORY

CHILD COUNT TRENDS

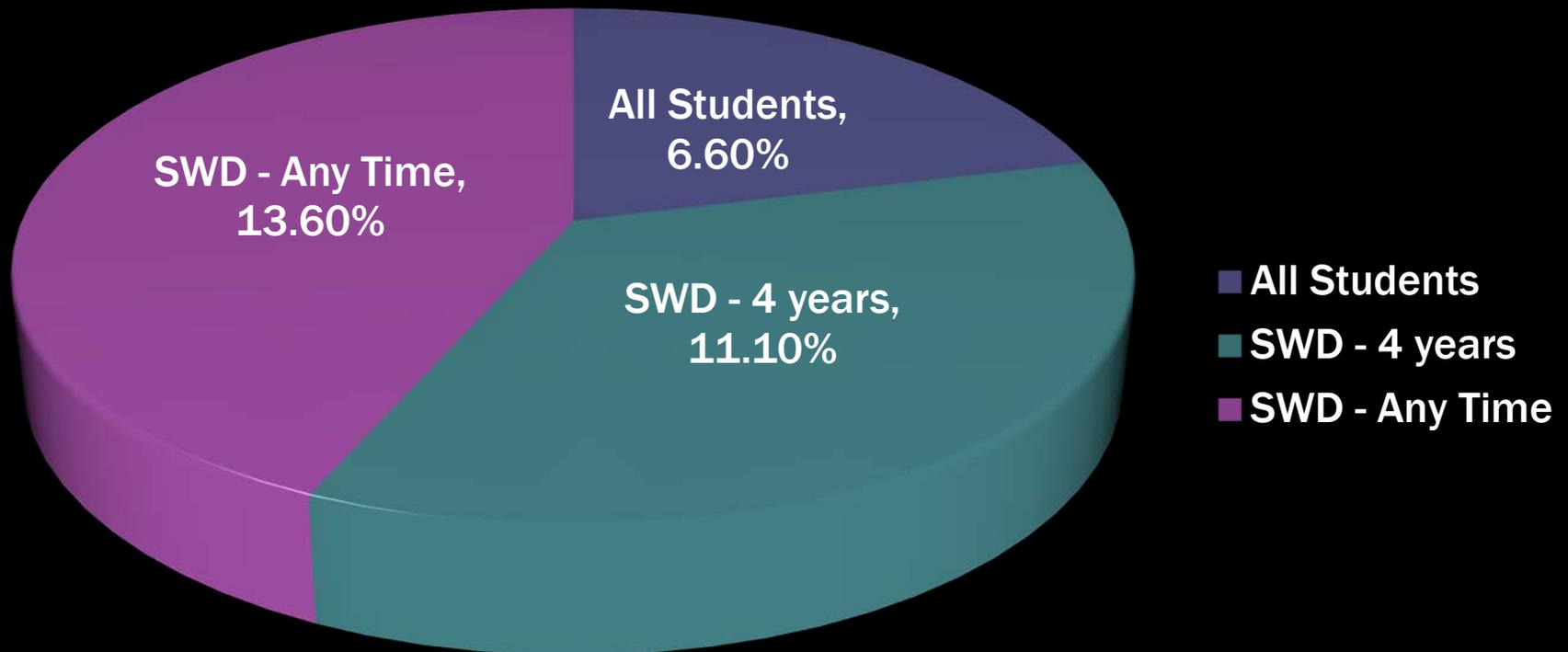


2012 Child Count by Disability %



DROPOUT GAP -2011

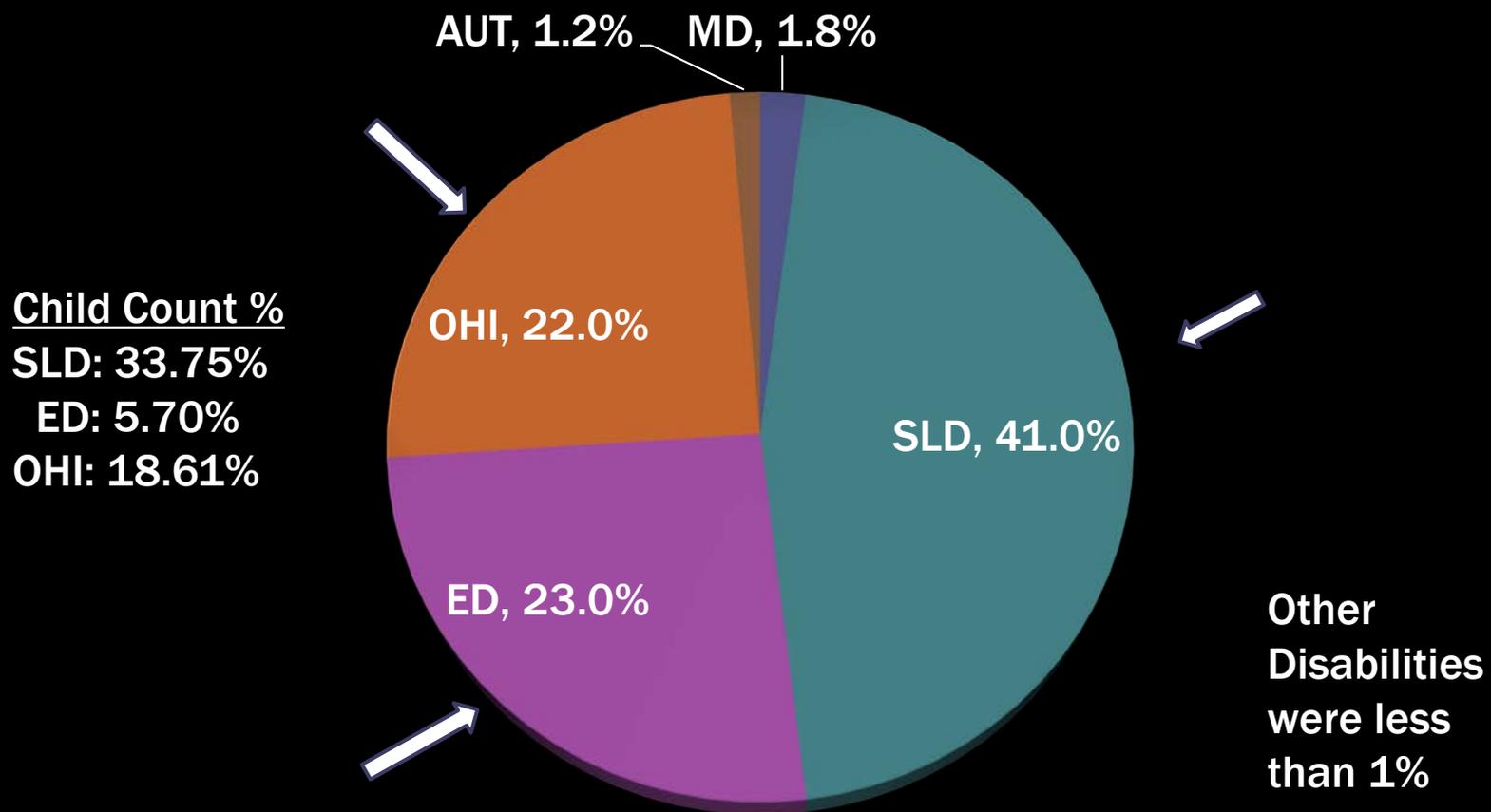
Dropout Rate - 4 year cohort



Source -2011 VDOE State Report Card

DROPOUTS BY DISABILITY TYPE

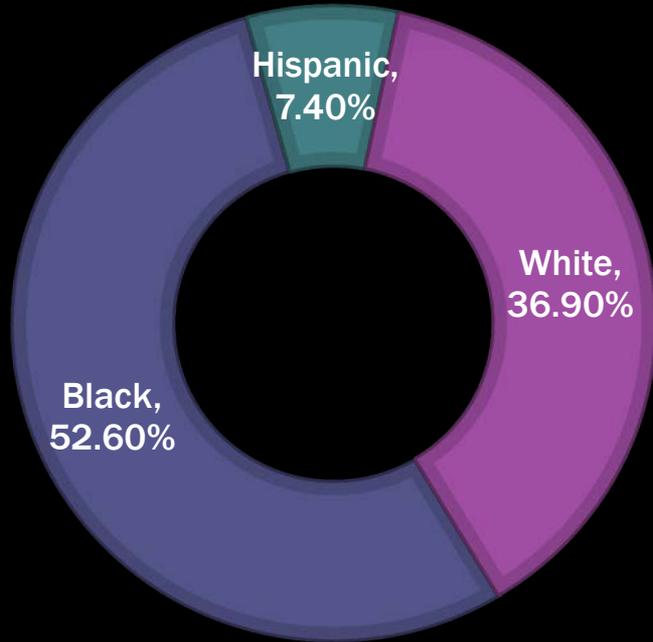
Total Dropouts – SWD



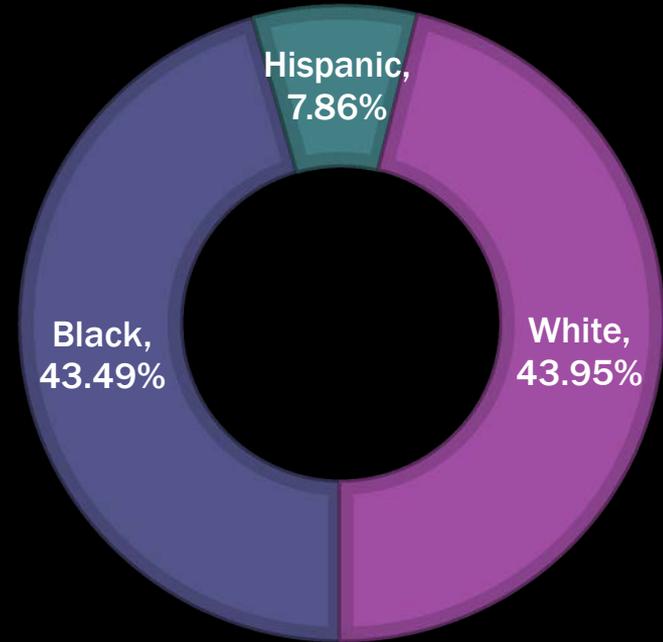
DISCIPLINE, CRIME AND VIOLENCE REPORT

2011 DCV Report	All Students	SWD
Total Number of Incidents	177,758	84,371
Top 5 Incident Types	<ol style="list-style-type: none"> 1. Defiance of Authority 2. Classroom Disruption 3. Using Obscene Language 4. Minor Physical Altercation 5. Disruptive Demonstrations 	<ol style="list-style-type: none"> 1. Defiance 2. Classroom Disruption 3. Obscene Language 4. Disruptive 5. Disrespect
SWD Incidents as a % of Overall # of Reported Incidence	<p style="text-align: center;"><u>47% -All Reported Incidents in 2011</u> <i>SWD Represented 12.8% of Fall Membership</i></p>	

Out-of-School Suspensions for SWD by Race/Ethnicity



In-School Suspensions for SWD by Race/Ethnicity



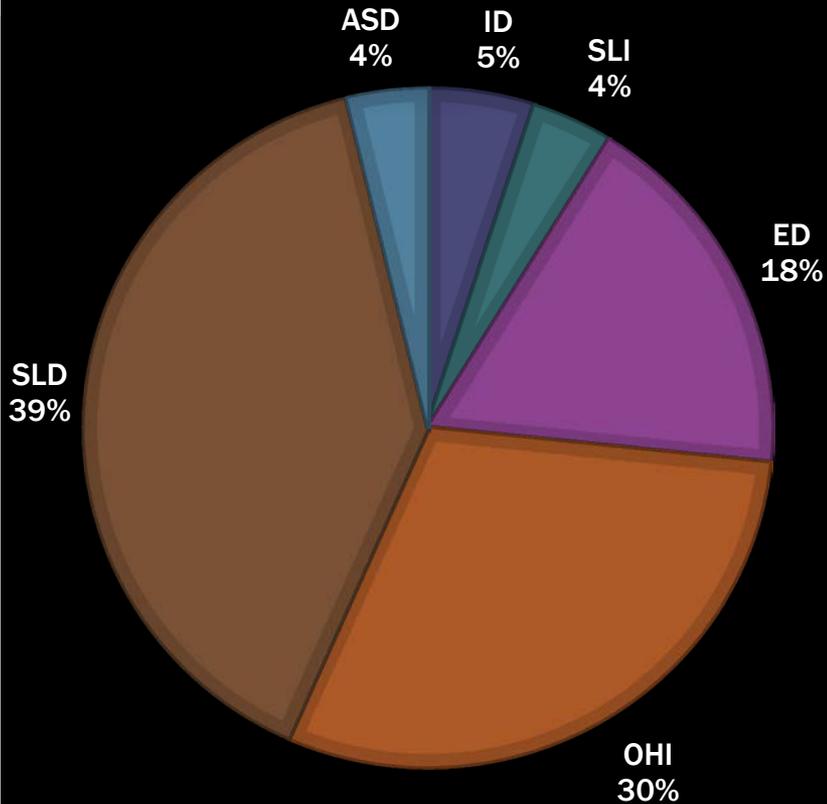
Race/Ethnicity in Dec 1, Child Count:

31% - Black

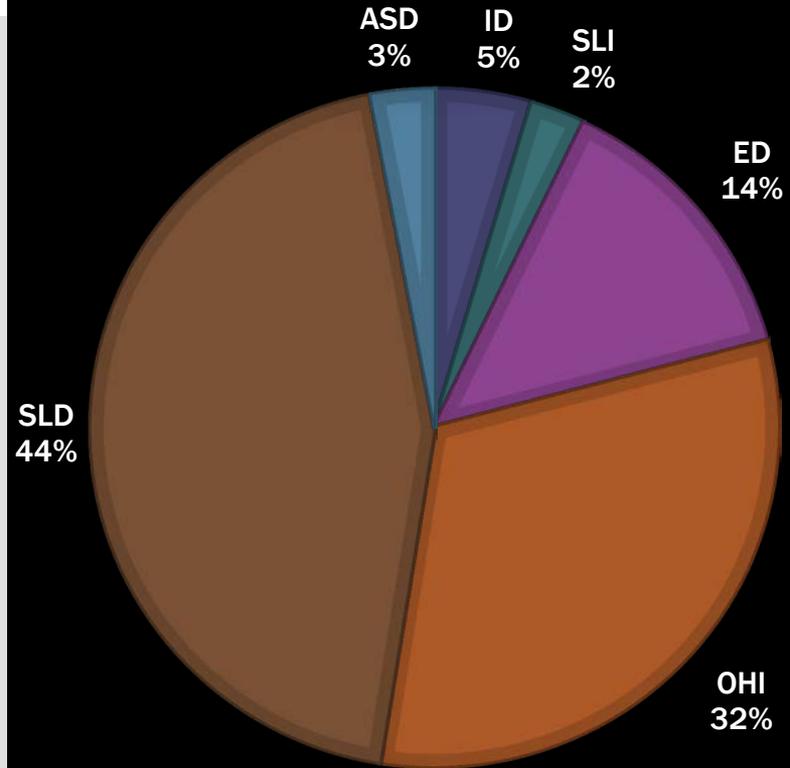
52% - White

12% - Hispanic

Out-of-School Suspensions SWD by Disability Type



In-School Suspensions SWD by Disability Type



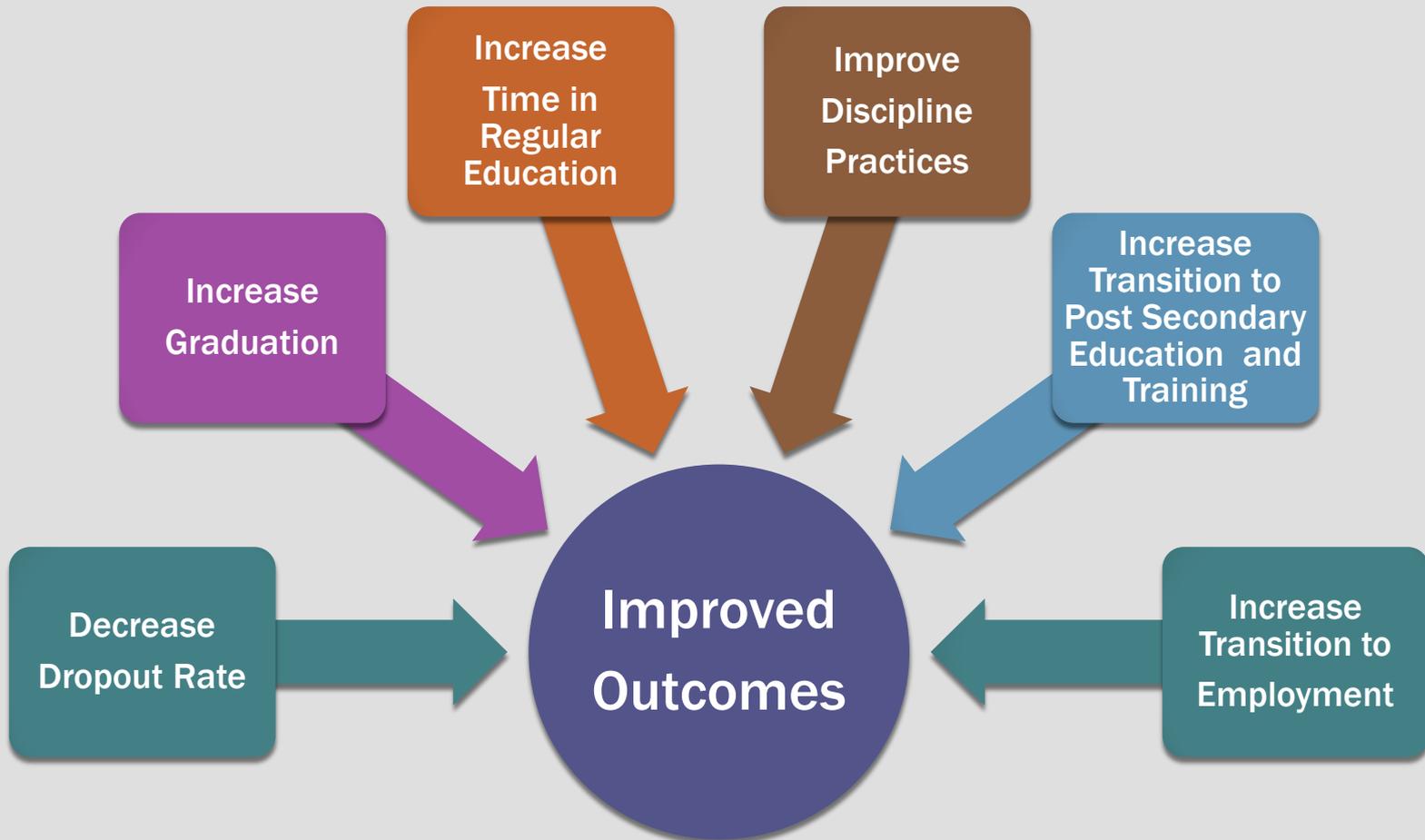
Child Count %

SLD: 33.75%

ED: 5.70%

OHI: 18.61%

CLOSE THE OUTCOME GAP



**CULTURALLY RESPONSIVE
POSITIVE INTERVENTION
SUPPORTS**

CAVEATS

- Addressing socio-behavioral needs of children in school is a worthwhile societal investment.
- Classrooms are not culturally neutral terrains, but rather are constructed around sets of norms, values, and expected behaviors that are culturally bound.
- Positive Behavior Intervention Supports (PBIS) sets the stage for improving school safety and climate within school districts, campuses, and classrooms.
- Zero-tolerance perspectives are adopted by many schools

CAVEATS

- **Incongruence between education strategies utilized by teachers and cultural and linguistic differences that students bring to schools.**
- **Teachers are the primary agents of change, as teacher behavior contributes to the behavioral and academic challenges in the classroom.**
- **“Support” over “manage” since support suggests that actions are proactive rather than reactive.**
- **Experienced teachers ensure success by combining behavioral and instructional supports.**

SOCIOCULTURAL FACTORS

(HARRIS-MURRI ET AL., 2006)

- **Considering sociocultural factors that influence students' behavior is necessary.**
- **Sociocultural factors include**
 - **teachers' biases and backgrounds,**
 - **students' cultural and linguistic backgrounds, and**
 - **societal and institutional factors.**
- **Impact students' opportunities and interpersonal relationships.**

IMPACT OF TEACHER BELIEFS & BIASES

- Teacher's professional judgment plays a key role in the academic trajectory of the child (Algozzine, Ysseldyke, & Christiansen, 1983; Beswick, Willms, & Sloat, 2005; Leiter & Brown, 1985).
- Student population is more diverse than the teacher population, which mostly consists of White, middle-class women (Cartledge, Singh, & Gibson, 2008).
- Teacher beliefs and behaviors relate to student performance (Good & Nichols, 2001).

DISCIPLINARY DISPROPORTIONALITY

- Overrepresentation of CLD students in suspensions and expulsions, ODRs, and corporal punishment has been well documented (Raffaele-Mendez & Knoff, 2003; Skiba, Michael, Nardo, & Peterson, 2002; Wald & Losen, 2003).
- Differential expectations between the home and school lives of these students may contribute to disciplinary disproportionality (Cartledge, Tillman, & Talbert-Johnson, 2001; Neal, McCray, Webb-Johnson, & Bridgest, 2003; Perry, Steele, & Hilliard, 2003; Skiba et al., 2002; Townsend, 2000, 2002).

WHAT IS PBIS?

- **Aims to improve school safety and climate.**
- **School-wide prevention and intervention model that proactively improves school behavior issues.**
- **Effective behavior change must not only reduce inappropriate behaviors, but also must teach suitable alternatives.**
- **To change a problem behavior; it is first necessary to remediate deficient contexts related to behavior repertoires or environmental conditions.**

WHAT IS PBIS?

- Change the environment
- Teach appropriate behaviors
 - (a) school-wide, which includes all students, staff, and settings;
 - b) classroom, which is the main place where academic instruction occurs;
 - (c) non-classroom, which is less structured areas of the school (e.g., hallways); and
 - (d) individual student, which focuses on students that have demanding individualized behavioral support needs.
- **Combining PBIS with cultural and linguistic variables will help to enhance positive behavior of CLD students.**

CRITICISMS OF PBIS

- **Based on theoretical assumptions that most students will respond to evidence-based practices.**
- **Does not take into account the professional judgment of the teacher or decisions made by the teacher that play a key role in the academic trajectory of the child and subsequent need of special education services (Algozzine et al., 1983; Beswick et al., 2005; Leiter & Brown, 1985).**
- **Does not explicitly state that as a result of disproportionality of CLD students receiving special education services, most of the students receiving tertiary interventions have continual negative school experiences.**

CRITICISM OF PBIS

- The research must clearly disaggregate CLD variables as well as additional contextual variables (Klingner & Bianco, 2006).
- The PBIS model is a promising practice when used with CLD students.

WHAT ARE CULTURALLY RESPONSIVE PRACTICES?

- Utilizing the cultural knowledge, life experiences, and learning styles of CLD students to make learning more relevant and effective for them (Obiakor, 2008).
- Building upon the knowledge and strengths students bring with them from their homes and communities.
- Validates who they are and sets high expectations for behavior and learning.
- Creates an environment where diversity is affirmed and establishes a cultural lens for determining normative behavior and learning expectations (Gay, 2000; King, 2004; Nieto, 2004).

CULTURALLY RESPONSIVE TEACHING

- Culturally responsive classroom practices and instruction as **strategies that recognize the presence of CLD students and the necessity for these students to find relevant connections between their culture and the subject matter being taught** (Harris-Murri et al., 2006).
- CRT is needed to (a) promote the academic abilities of all students, (b) encourage and sustain cultural competence, and (c) develop “sociopolitical” or critical consciousness (Ladson-Billings, 1995).

GUIDING PRINCIPLES OF SW-PBIS OF CRT

- **Effective teaching is culturally responsive, in which teachers commit to know their students academically and culturally to better understand the teaching/learning dynamic;**
- **Teach respect to model caring, so that relationships are promoted and teaching/learning is facilitated; and**
- **Problem resolution, not problem students, in which the problems are examined at the school level rather than at the student level.**

CULTURALLY RESPONSIVE PRACTICES & STUDENT BEHAVIOR

- Enhancing staff members' **cultural knowledge**, in which they learn about cultural dimensions such as expressiveness, interactions between generations, and language;
- Enhancing staff members' **cultural self-awareness**, since they will better understand other people's cultures once they understand their own culture first;
- **Validating other peoples' cultures**, in which students' cultural identity is acknowledged rather than "color blinded";

CULTURALLY RESPONSIVE PRACTICES & STUDENT BEHAVIOR

- Increasing **cultural relevance**, in which students appropriately question discipline practices they deem unfair;
- Establishing **cultural validity**, in which inappropriate behaviors are defined to minimize teacher judgment; and
- Emphasizing **cultural equity**, in which differences are acknowledged and accommodated.

WHAT IS CRPBIS?

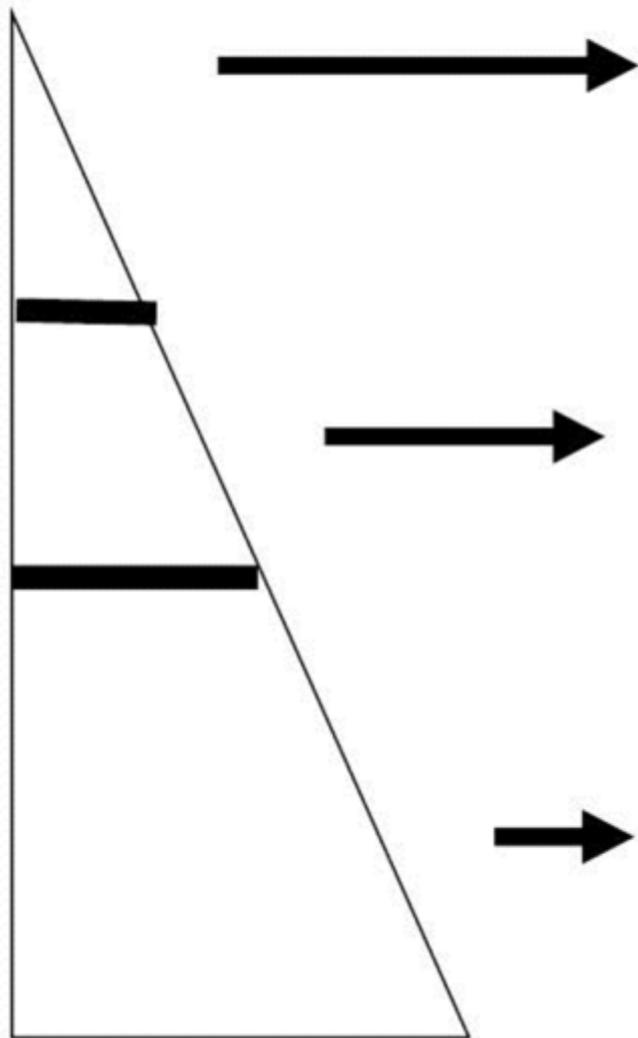
- **CRPBIS considers the valuation, consideration, and integration of individuals' culture, language, heritage, and experiences leading to facilitated learning and development (Klingner et al., 2005).**
- **School-wide behavior supports should be proactive and promote a positive, culturally responsive climate that is conducive to learning by all.**
- **CRPBIS includes evidence-based practices designed to foster progressive development of academic, behavior, and cultural competencies in all students.**

CRPBIS

- CRPBIS strategies create the social culture of the school.
- Culturally responsive strategies must consider both students' **home culture and the culture of the school.**
- Teams need to support staff in reflecting upon the ways in which their **cultural perspectives affect classroom instruction, as well as classroom and school-wide behavioral management.**
- Behavioral interventions must be considered through a culturally responsive lens to ensure that student needs are being addressed and met in a culturally competent manner.

CRPBIS

- **Culturally responsive practices must be integrated in such a way that is instrumental and indexed in practice (Gutierrez & Rogoff, 2003).**
- **Both district and school level administrators are actively committed to addressing racial/ethnic, socioeconomic, and ability status disparities in ODR, suspension/expulsion rates.**
- **Educators use their understanding of the experiences lived by students in the design of interventions (Dupper & Bosch, 1996).**



Tertiary prevention – Specialized and individual interventions that are designed to meet the needs of students with chronic/intense problem behaviors that move beyond fixing behavioral deficits and focus on problem resolution.

Secondary prevention – Designed to meet the needs of students at-risk for problem behaviors by establishing cultural validity, cultural competence, and group cohesion in which inappropriate behaviors are defined to minimize teacher judgment.

Primary prevention – Universal interventions and effective teaching that are culturally responsive, in which teachers commit to know their students academically and culturally to better understand the teaching/learning dynamic.

■ **Figure 1. Crpbis model**

CRPBIS MODEL

- The model breaks down the focus of whole-school interventions into three categories:
 - The **tertiary prevention tier (1-5%)** consists of the smallest number of students who have chronic/intense problem behaviors that are not common among all students within the school;
 - The **secondary prevention tier (5-15%)** consists of the students who are at-risk for problem behaviors. This group of students is larger in number than the tertiary prevention group, but smaller than the primary prevention group, which is the prevention tier including all students within the school;
 - The **general/universal tier (80 – 90%)**, interventions within this tier are applied to every student and focus on a broad set of concepts to improve teaching and learning.

COMMITMENT TO CRPBIS

- District- and school-level administrators must make the commitment to address issues of equity in order for CRPBIS implementation to be successful.
- Districts and schools must allow for sufficient time and planning for **professional development to enhance staff members' self- and cultural-awareness** to increase the use of culturally responsive practices.
- The district and school must make an open commitment to ensure all **families feel welcomed and included** in the development of the framework and implementation process.

COMMITMENT TO CRPBIS

- CRPBIS must involve the infusion of culturally responsive practices throughout the implementation of PBIS.
- CRPBIS enhances the behavioral practices within a school environment by
 - (a) minimizing cultural mismatches in behavioral expectations,
 - (b) creating a cultural lens for viewing behavioral norms, and
 - (c) affirming the diversity found within the school environment.

CONCLUSION

- In a CRPBIS system, cultural and linguistic differences are not variables in problematic behavior.
- Cultural and linguistic differences are part of the solution and not the deficit.
- A CRPBIS system will enhance students' behavioral development by constructing a learning environment that reflects their cultural membership in the class and throughout the school.

RESOURCES

- **Equity Alliance: Culturally Responsive Positive Behavioral Support Matters**
http://www.equityallianceatasu.org/sites/default/files/CRPBIS_Matters.pdf
- **Culturally Responsive Positive Behavior Interventions and Supports (CRPBIS)** is an educational initiative grounded in local to global justice theory with the ultimate goal of educational systems change. Using Cultural-Historical Activity Theory (CHAT) and various types of data collection, four local schools are working with members of their communities to identify tensions within school, pose new solutions, and test their effectiveness. <http://crpbis.org/>
- **The PBIS Indiana Resource Center** is a statewide network of Culturally Responsive Positive Behavioral Interventions and Supports that infuses culturally responsive practice into the evidence-based PBIS framework. <http://www.indiana.edu/~crpbisin/>

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