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PBIS teams perceived connections between culture and PBIS implementation

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PBIS Teams' Perceptions of Connections Between Culture and PBIS Implementation

Center for Research on School Safety, School Climate and Classroom Management

Georgia State University

Who are We?

http://schoolsafety.education.gsu.edu

SAMHSA and Georgia Project A.W.A.R.E

The Substance Abuse and Mental Health Services Administration (SAMHSA)
Now is the Time Technical Assistance Center

Grant Program: Project Advancing Wellness Resilience Education (AWARE)

-Increase awareness of mental health issues among school-age youth
-Train school personnel and other adults who interact with school-age youth so they can detect and respond to mental health issues.
-Connect children, youth, and families who may experience behavioral health issues with appropriate services.

http://www.samhsa.gov/nitt-ta/projct-aware-grant-information

General Intro & Expected Outcomes

This presentation will describe PBIS team member perceptions of cultural factors that impact PBIS implementation in their schools.

Outcomes:

- Describe the experience of PBIS team members in high-need, low-resource communities
- Describe cultural mismatch and how it relates to PBIS implementation
- Suggest places to intervene and cultural adaptations that can be made to influence PBIS implementation

Participatory Culture-Specific Intervention Model (PCSIM)

The PCSIM is a framework that guides program implementation and it requires active participation from stakeholders throughout the implementation process including research, planning, decision making, and evaluation. PCSIM emphasizes the importance of cultural specificity, which reflects real life experiences and individual interpretations of experiences within a cultural group (Nastasi, Moore, & Varjas, 2004; Varjas, Meyers, Henrich, Graybill, Dew, Marshall, ... & Avant, 2006).

PCSIM has the potential to enhance the focus on cultural adaptations in PBIS implementation by assessing how the life experiences and interpretations of students, parents, families, and community partners can be considered and integrated into implementation of the program.

Considering Culture

What is Culture?

Culture can be described as the behaviors, ideas, knowledge, values, and norms that define a group/context, and act as a guide for interactions within that group/context (Atran, Medlin, & Ross, 2005; Markus & Kitayama, 2010).

Ingraham (2000) and Jahoda (2012) suggest that culture can also be viewed to include religion, race, socioeconomic status, political affiliation, and level of acculturation.

Considering Culture

Why should culture be considered in schools/programs like PBIS?

Environmental factors can impact behavioral and academic outcomes for students. (Kumar, 2006; Phelan, Davidson, & Cao, 1991)

There are quality of life factors (i.e. poverty, race, low-resources, language and cultural differences) and behavioral factors (higher proportion of students needing secondary and tertiary services) that could make implementation different in these communities (Atkins et al., 2006; Bohanon, et al., 2006; Schwartz & Gorman, 2003)

Examining school context and making cultural adaptations can improve acceptability, treatment integrity and buy-in for program implementation (Durlak & Dupre, 2008).

Cultural Mismatch

What is it and how does it affect kids?

Cultural mismatch refers to the critical inconsistencies that can exist between school culture and home/community culture. For example, Arunkumar, Midgley, & Urdan (1999) argued that cultural mismatch occurs when the values and beliefs of the school conflict with the values and beliefs at home.

There is limited research on cultural mismatch and cultural adaptations in PBIS. There is some research discussing the role of culture in PBIS and how PBIS can influence the school's culture, but limited research on cultural adaptations that integrate the culture of the students and communities into PBIS implementation (Horner & Sugai, 2015; Koumas, 2015).

PBIS

What is it?

Positive Behavioral Interventions and Supports (PBIS) is a framework for implementing and sustaining a multi-tiered system of support (MTSS) that uses evidence-based services to improve students' behavioral and academic outcomes (Positive Behavioral Interventions and Supports OSEP Technical Assistance Center, 2009; Sugai & Simonsen, 2012).

Common barriers/facilitators to implementation

Facilitators: staff buy-in, administrator support, leadership buy-in, consistency, and PBIS philosophy

Barriers : time, money, staff buy-in, and school context.

(Bradshaw, Pas, Debnam, & Johnson, 2015; Pinkelman, McIntosh, Rasplica, Berg, & Strickland-Cohen, 2015).

Cultural Adaptations

What kinds of adaptations can be/have been made to make PBIS more culturally responsive?

Some PBIS literature suggests how PBIS could be implemented in culturally responsive ways including: including student culture and language in the PBIS framework, critically examining whether training materials and evaluation tools address cultural responsiveness, and making the voices of culturally and linguistically diverse parents, students, and school staff heard (Fallon, O'Keeffe, & Sugai, 2012; Vincent, Randall, Cartledge, Tobin, & Swain-Bradway, 2011); however, there are limited findings that report evidence of these cultural adaptations being made.

Involving Communities/Families in Forming PBIS Expectations, Routines and Rewards

In a study by McIntosh et al (2014):

-Chief Jimmy Bruneau School (CJBS), located in the Northwest Territories. 99% of student population is indigenous

-PBIS implemented in 2002; goal was to “maximize students’ academic achievement and social competence, promote positive school climates, improve collaborations among schools, families, and communities, enhance teacher success and retention”

-The “golden rules” were established with extensive community input & posted throughout the community. Community members were then invited into the school to take part in assemblies and parent nights that reinforced these expectations

-Number of suspensions per student was cut in half after this implementation of PBIS

(McIntosh, Moniz, Craft, Golby, & Steinwand-Deschambeault, 2014)

Training Teachers/Staff on Cultural Awareness & Responsiveness

In a study by Vincent et al., (2011):

A school implementing PBIS with a large latino student population, and discipline data was still disproportionately high rates for latino students. Additionally, latino students were still underachieving academically compared to their non-latino peers.

Used an alternative diversity curriculum to train teachers: “Courageous Conversations about Race”

After school PBIS team members were trained, they coached other teachers in their classrooms in culturally responsive practices

By second year after training, reduction in latino student overrepresentation in discipline.

(Vincent, Randall, Cartledge, Tobin & Swain-Bradway, 2011)

Current Study: Research Questions

1) How do PBIS Team members describe cultural mismatch as a barrier to PBIS implementation?
2) What are the perceptions from PBIS team members about how PBIS implementation can be maximized in the presence of cultural mismatch?

Method: Participants

3 school districts in the Southeastern United States

128 PBIS team members from 15 different schools

5 schools from each district (2 elementary, 2 middle, 1 high)

Teams comprised of PBIS coaches, teachers, counselors, and administrators

Method: Context

District 1; Implementing PBIS for 7-9 Years

Table 1
Demographic Data

District 1	Black	Hispanic	White	Asian	Multiracial	Free/Reduced Lunch
Elementary School 1	92%	1%	5%	0%	2%	95%
Elementary School 2	52%	5%	38%	0%	4%	84%
Middle School 1	41%	11%	42%	2%	5%	84%
Middle School 2	51%	7%	36%	1%	4%	79%
High School 1	56%	7%	33%	1%	3%	77%

Method: Context

District 2; Implementing PBIS for 4-5 Years

Table 2
Demographic Data

District 2	Black	Hispanic	White	Asian	Multiracial	Free/Reduced Lunch
Elementary School 1	66%	6%	23%	0%	4%	90%
Elementary School 2	65%	7%	23%	0%	4%	81%
Middle School 1	30%	5%	61%	0%	4%	61%
Middle School 2	82%	7%	7%	1%	2%	86%
High School 1	76%	6%	13%	1%	3%	72%

Method: Context

District 3; Implementing PBIS for 1-2 Years

Table 3
Demographic Data

District 3	Black	Hispanic	White	Asian	Multiracial	Free/Reduced Lunch
Elementary School 1	88%	2%	4%	1%	4%	100%
Elementary School 2	69%	27%	1%	0%	3%	100%
Middle School 1	44%	12%	35%	4%	5%	69%
Middle School 2	91%	3%	3%	0%	3%	100%
High School 1	86%	3%	7%	1%	4%	75%

Method: Focus Group Interviews

Semi-structured interviews were conducted as focus groups (ranging from 4-12 participants) and facilitated by GSU faculty members

15 groups were interviewed

Semi-structured interviews asked open-ended questions, addressed participants general understanding of PBIS and their views of the strengths and weaknesses of PBIS implementation

Each interview was audio recorded and transcribed verbatim by the research team

Interviews lasted 1 hour and 12 minutes on average
(min = 46 minutes; max = 1 hour and 44 minutes)

Method: Example Interview Questions

1. From your experience, what factors in the community cause children and youth to experience positive and negative behaviors in school?

2. What are the strengths and weaknesses to of implementation and assessment of PBIS in your district?

3. What are the facilitators and barriers for implementing PBIS?

4. Describe the cultural and contextual modifications needed to ensure the effective implementation of PBIS in your school?

Method: Inductive/Deductive Coding

Codes were initially developed based on themes that occurred across interviews (inductive coding), and literature related to culture, context, and PBIS implementation was reviewed and coding system was adjusted based on the literature (deductive)

Transcripts were analyzed and coded based on this system

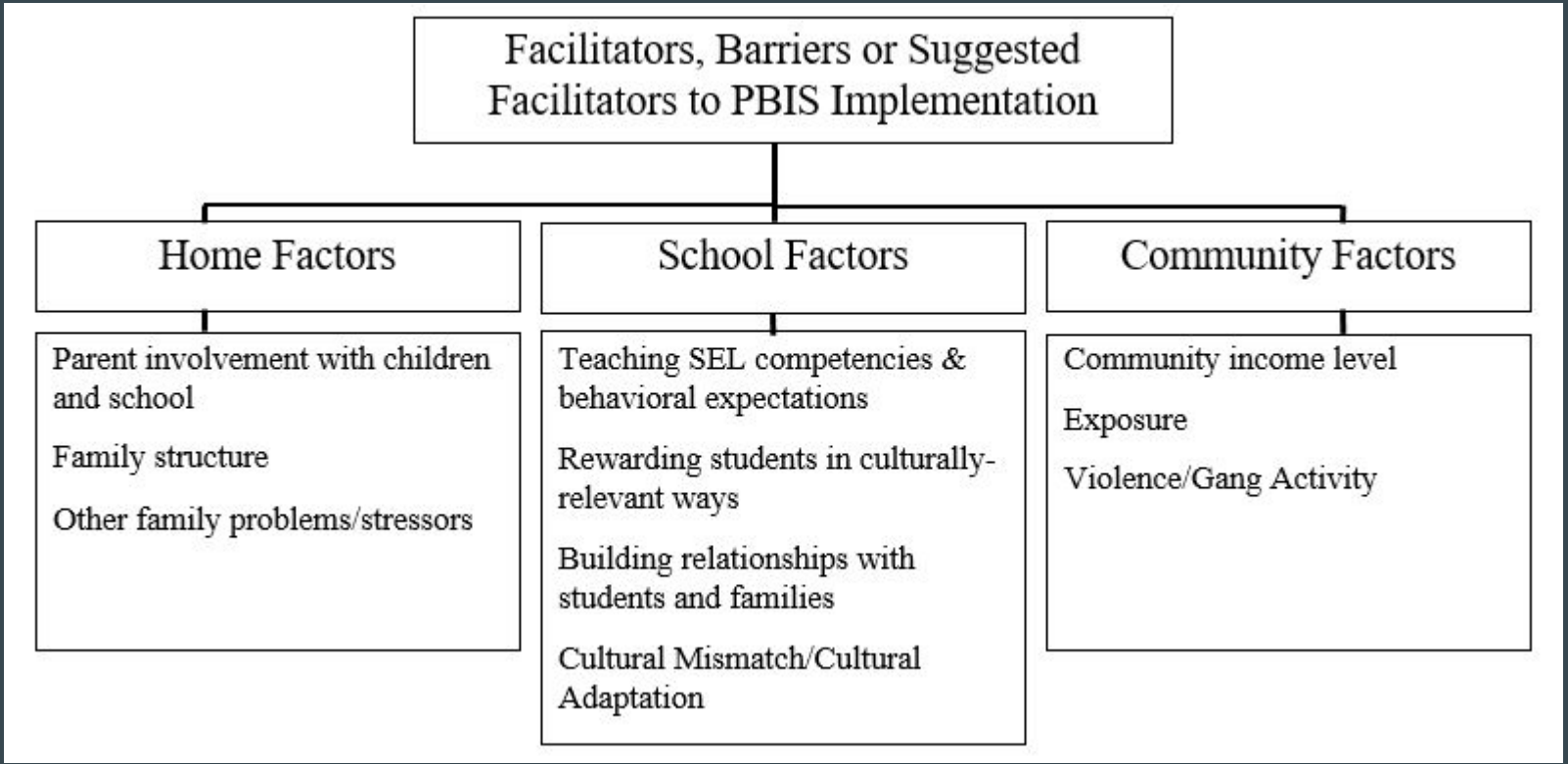
- Barriers, facilitators, and suggested facilitators were coded

Additional codes were added as new themes emerged

- Final version of the coding system was used to code these interviews

Interviews were coded concurrently until 90% average inter-rater agreement was reached. The remaining interviews were coded independently and checked for coder drift (average inter-rater agreement on interviews checked for coder drift: 95%).

Results


Facilitators, Barriers or Suggested Facilitators to PBIS Implementation
Home Factors
School Factors
Community Factors
Parent involvement with children and school
Family structure
Other family problems/stressors
Teaching SEL competencies & behavioral expectations
Rewarding students in culturally-relevant ways
Building relationships with students and families
Cultural Mismatch/Cultural Adaptation
Community income level
Exposure
Violence/Gang Activity

Cultural Mismatch

“Cultural mismatch” refers to a difference in participants’ expectations for students’ school behaviors or readiness, and students’ actual school behaviors or readiness.

“Some parents, their excuse when the kid gets into a fight: ‘Well I told them to hit back cuz my rule is to hit back.’ But that’s your rule at home. Our rule here is keep hands and body parts to yourself.”

“-And the rules are home...the rules are home are completely different than the school rules.”

“-That’s what I was going to say, too. The proper structure from home is not the same throughout. And also the lack of structure in their culture, what they’re doing at home, on their own, on the street or what is structure in the home. It’s a big difference between the two, and being able to manage those two things. Teaching their behaviors, what is appropriate and what is not appropriate is very large.“

Factors that Increase Cultural Mismatch

Lack of Parent Involvement with Children & School

“Parent Involvement” refers to spending time, participating, or engaging with their children at home, OR working/volunteering/attending meetings at school

“-And what you tend to have too is by single parenting, you tend to have a lot of kids, if we were enforcing something positive behavior here, it’s not being reinforced at home because no one’s there, because they have to work.

“-Parental involvement, I mean just the ability for the parent to be involved in the kid’s life. A lot of our parents, they work night shifts, so they might not even see their kid.”

Low Family/Community Income Level

“Income level” refers to the general financial resources available to members of the community, including the number and quality of vacant jobs available and the tangible things that money can buy, such as food, clothes, etc.

“I think that the negative behaviors, a lot of it has to do with their socio-economic status. A lot of kids are coming into this building angry for a lot of reasons because they don’t have a good home life, a lot of them are poor, some of them are obviously dealing with some mental illness that are perhaps not getting treated properly because maybe they don’t have the money for the doctors and the prescriptions and maybe it just hasn’t been treated period.”

“-Well, I would say here at [Name] High School, the community is more of an impoverished community. So I think that has a lot to do with it. It’s not a lot of homeownership. [...]It’s a lot of renting, a lot of Section 8 Housing and things of that nature. So I see that in the community being an issue that affects their behavior in the high school.”

Family Structure

“Family Structure” refers to the composition of members of the household

“I was surprised at the number of students that we had in foster care. Now, I’m not saying that foster care is bad, but the sheer number of students we had in foster and the problems that come along with that, that the student can’t identify with a biological parent, the student can’t identify with his or her biological sisters or brothers, so the basic family structure, which you and I have or we might think as a common way of life, it does not exist for a lot of our students.”

“A lot of their father they either share a father or they don’t know their father. So i’m sure that plays a big role in it. A lot of them live with their grandparents because they’re mothers are either in jail or working 2-3 jobs. Or their mothers live with their mother. So it’s a big family and a small environment. So when you put all of that together and then a lack of background, education when it comes to their family, what they experience, when it comes to their family, we kind of get the aftermath.”

Lack of Exposure

“Exposure” refers to the opportunities for various experiences outside of the students’ local culture or students’ awareness of perspectives different from their own

“-I think another thing is the fact that based on my opinion, [County Name] is a very small town, and it appears that the majority of the people that are here have always been here. [...]And the expectations are set and the way in which they deal with things is very set. I think that students, some students have a limited view, like their world is only here. So they don’t see the bigger picture, sometimes. So it can be very close minded in thinking. And that’s just because of lack of exposure, in my opinion.”

“Dealing with students who have lived in generational poverty and theres just like this normalcy or this okayness with like if I don’t go to college it’s okay. If i don’t finish high school it’s okay. It’s okay. [...]They’re not pushed to limits where they feel that need to do something more.

Other Family Problems/Stressors

“Family Problems/Stressors” refer to any problems/stressors in the home (general or specific), such as topics surrounding trauma, neglect, domestic violence, substance abuse, death in the family, etc.

“-But it’s not even that. I mean I had a student who got upset, changed her complete behavior. It turns out her brother was in prison. It’s those kinds of things. So they have so many things going on in the outside world that affect [them].”

“-I had a meeting with a parent, a student who was being parented by a grandparent; the mother is struggling with drug abuse. And the father is incarcerated. So the kids are having to bring and deal with more than we would have had to deal with back in the day. They are having to figure out what’s more important. ‘How do I survive? And when I’m having to parent my younger sibling?’”

Community Violence/Gang Activity & Involvement

“Community violence” refers to crime, assault, or bodily harm between persons in the community that students are aware of or take part in.

“With gangs, just the fear I think of feeling like you have to associate in certain groups to be able to be safe or to be accepted. I think a lot goes along with that. As far as feeling like you don’t have enough in your material things and always ‘I’m staying with this person or we’re sleeping on the couch or I had to stay here’...just the instability of the whole thing.”

“Gangs [at the high school]. There’s a lot of gang violence that goes on. It happens outside of school, and then those things tend to come back and we have to deal with them inside of school.”

PBIS Practices for Potential Cultural Adaptation (suggestions from our participants)

Teaching SEL Competencies/Behavioral Expectations

“Teaching behavioral expectations” refers to any programs that teach SEL competencies (includes any programming to increase mental health, PBIS compliance, social skills etc)

“We have to have conversation with students to let them know that this may be acceptable at home but it’s not acceptable here at school. Even the language that they speak. We have professional language, like you’re at work. This is your job. [...] You may speak that way at home, but when you’re here we expect you to speak in a different manner, in a different language, and be respectful.

“And it’s, how do we get that mind shift of this is the proper way to do it? When [students] have been taught most of their lives by viewing what their parents do: this is how you take care of confrontation, these are the steps you go through. And it’s about trying to change their mindset to there are other options besides what you’ve seen.”

Rewarding Students in Culturally-Relevant Ways

“Culturally-relevant rewards” refers to opportunities for students to gain positive experiences that increase desirable behaviors and account for varying student behaviors/backgrounds

“We have a student ambassador team, and so we meet with them and try to get ideas from them to see, because they’re the students, to see what they want.”

“Yes. Well one thing when we have celebrations and things [...] it’s kid friendly, it’s more hip, it’s more targeted to the environment of what they are interested in. [...] We have a little competition, we have a rap competition, the kids wrote raps about positive behavior things and it was really good. They got up and presented in front of school.”

Building Relationships with Students & Families

“Relationships with students and families” refers to interactions between and attitudes about interactions between teachers, students and their families

“It is huge, and there’s just so many teachers and they blame the pressures of ‘I’ve got to get through this curriculum and I’ve got to do this and I’ve got to do that’ – and we do, we have so much on our plate – but sometimes they forget, that is this little human sitting right over here. And we have to stop and say ‘what’s your deal?’”

“I would say that a lot of times interventions may not be directly related to PBIS, where individual teachers recognize problem students and they are working with them directly, just developing that intimate, ‘you can talk to me if you need to talk’ to have someone to go one on one with.”

Increasing Parental Engagement with School

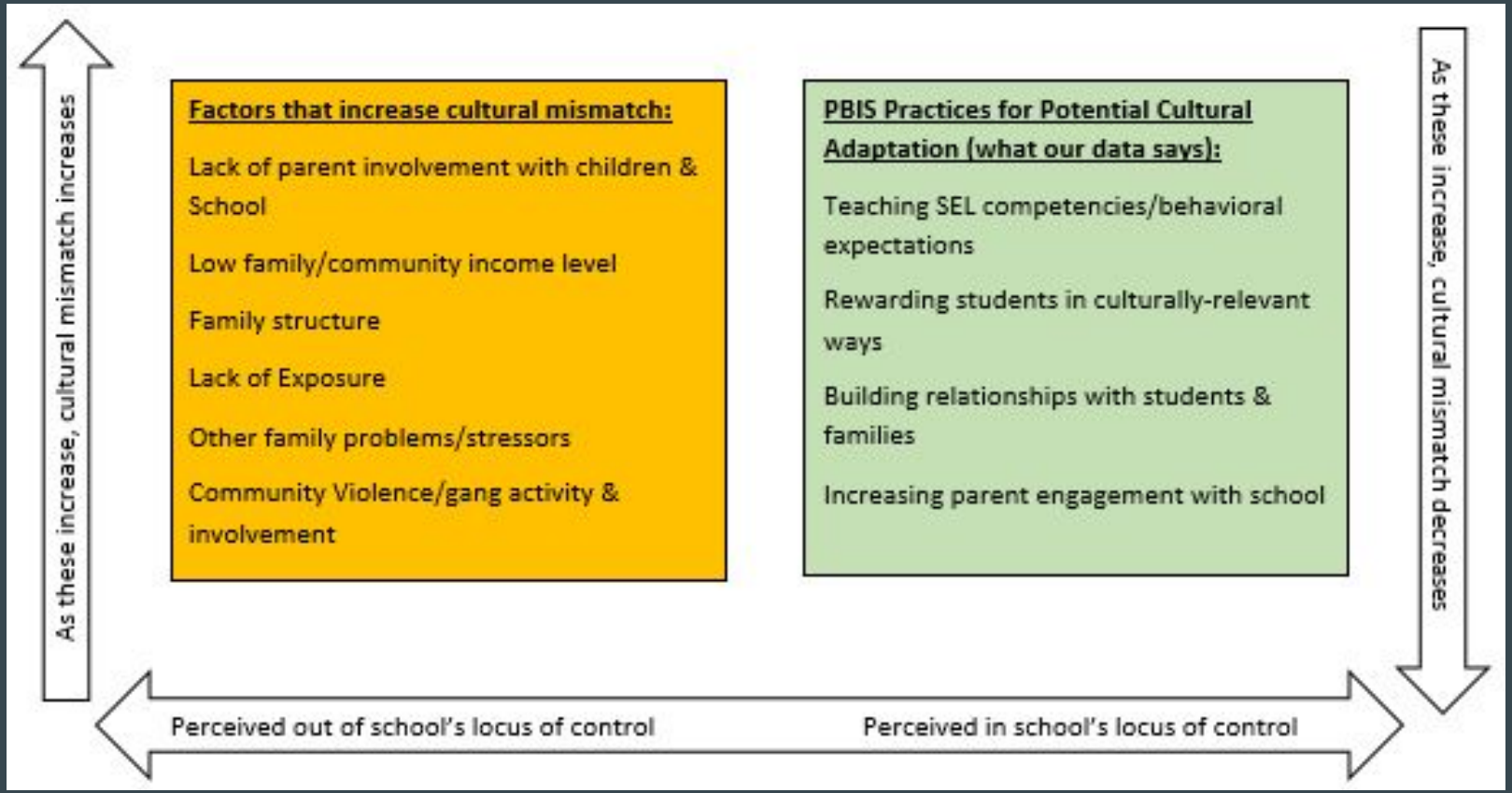
“Parent Involvement with school” refers to working/volunteering/attending meetings at school

“But we try our best to get the parents involved, to understand that they’re stakeholders and we are trying to enlist their help.”

“Parents are required to visit the school once a month. Not to curse out the principal. Not to curse out the teacher. Not to curse out the child in the front office, but to visit the school. Not for basketball, football games, but just to visit the school and drop in and get to sign off on it [...] that would change this. And then at the end of this, once you’ve done all this, we’re going to reward you for being a good parent.”

“And also, the same level of education of appropriate behavior to students. We are striving [...] to get parents on board and get them to match up what we are trying to do. To me, when we start making that junction of the parents with the school then that’s when we are going to be able to see the forward progress.”

Discussion


As these increase, cultural mismatch increases
Factors that increase cultural mismatch:
Lack of parent involvement with children & School
Low family/community income level
Family structure
Lack of Exposure
Other family problems/stressors
Community Violence/gang activity & involvement
PBIS Practices for Potential Cultural Adaptation (what our data says):
Teaching SEL competencies/behavioral expectations
Rewarding students in culturally-relevant ways
Building relationships with students & families
Increasing parent engagement with school
As these increase, cultural mismatch decreases
Perceived out of school's locus of control
Perceived in school's locus of control

Discussion

1) How do PBIS Team members describe home-school dissonance as a barrier to PBIS implementation?

-Cultural mismatch is defined by our participants as being a mismatch in expectations for students' roles, rules and norms between their homes/communities and their school

-Things that influence this mismatch are widespread and at minimum include family dynamics, financial poverty, and exposure to violence and/or trauma.

-The social and behavior expectations being promoted by PBIS do not always align with the social and behavior expectation promoted in the students' homes and communities.

-The mismatch in expectations and norms for behavior and engagement in school, can present as a barrier to PBIS implementation.

Discussion

2) What are the perceptions from PBIS team members about how PBIS implementation can be maximized in the presence of cultural mismatch?

-Our participants listed that teaching behavioral expectations, increasing parental engagement in school, increasing student buyin with relevant rewards and improving teacher-student relationships are all ways that schools can address this mismatch in PBIS.

-Other than the suggestions above, a lack of culturally responsive adaptations of PBIS implementation were noted

Discussion: Unique Contributions

-The majority of the PBIS teams mention a difference between expectations in the student's home or community environment, and the school environment. They perceive a mismatch between the expectations in both of the students' environments.

-The PBIS teams perceive this mismatch to be a barrier to PBIS implementation as it relates to teaching expectations, relationships, and buy-in amongst teachers and students.

-Though cultural mismatch is evident from our participants' perspective, there was not nearly as much evidence of attempts at cultural adaptation within PBIS implementation.

Discussion: Findings Replicating Prior Research

-Research supports the negative effects of differences between student and school personnel values, expectations, and norms (Arunkumar et al., 1999)

-PBIS research has discussed how to implement PBIS in a culturally responsive way with several case-study examples. These case studies noted that similar cultural mismatches in behavior expectations, language and community values contributed to less-effective PBIS implementation. (e.g., McIntosh et al., 2014; Vincent et al., 2011)

-There is a lack of understanding in how to implement PBIS in a culturally-responsive way (Koumas, 2015; Horner & Sugai, 2015).

Implications for schools

-Schools implementing PBIS should consider how to formalize the process of figuring out how to make PBIS relevant for their students, especially when it appears that the students' environment may promote conflicting values. Ways to consider increasing this cultural responsiveness include:

- -Community collaboration when developing behavior expectations
- -Purposeful and explicit teaching of behavior expectations/norms
- -Rewarding students in culturally-relevant ways
- -Analyzing discipline data to address disproportionality
- -Consider training to build staff cultural competence
- -Forming strong, positive relationships with students and their families

Implications for Research

-PBIS literature may want to consider student buy-in from perspectives of student motivation literature, since this factor has already been identified as barriers to implementation in research.

-There is limited research providing evidence of cultural mismatch and how it affects PBIS implementation. Furthermore, there is limited PBIS research on how to address cultural mismatch when differences in norms may collide with the expectations that are pushed in PBIS.

-More research on PBIS should be conducted in diverse communities, and perspectives from multiple PBIS stakeholders (e.g., parents, students, non-PBIS team teachers) should be considered.

Limitations

Data comes only from three districts in one state

Only interviewed in teams (and only PBIS teams were interviewed)

Do not have demographic information on participants; is possible that this study could provide evidence for the fact that staff-student racial match does not mean there is equivalent staff-student cultural match

Some resources for culturally responsive PBIS implementation

Tiered Fidelity Inventory Cultural Companion: adds extra items to the original TFI that specifically address integrating outside stakeholders in PBIS process

PBIS Equity webpage: http://www.pbis.org/school/equity-pbis.

Training video for data analysis: https://www.pbisapps.org/Resources/Pages/Ethnicity-Data-Drill-Down.aspx

Questions or Comments?

http://schoolsafety.education.gsu.edu

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Using Data Analysis to Examine & Address Disproportionality

Strongly recommended by the U.S. Departments of Education and Justice (2014)

According to McIntosh, Barnes, Eliason & Morris (2014), schools need:

-Consistent entry of ODR data & student race/ethnicity
-School enrollment by race & ethnicity
-Instantaneous access for school teams (not just district teams)
-Capability to disaggregate ODRs and patterns by race ethnicity
-Capability to calculate risk indices and risk ratios by race/ethnicity

School Wide Information System (SWIS) can help perform these functions if schools enter ethnicity data consistently and analyze the SWIS ethnicity report

(McIntosh, Barnes, Eliason & Morris, 2014; U.S. Departments of Education and Justice, 2014)