Developing, Implementing, and Sustaining Comprehensive and Culturally Responsive Behavior Management Systems

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SUNY New Paltz
Master Teachers’ Presentation
April 2017
Presentation Overview

- Bridging the Research to Practice Gap
- Comprehensive Behavior Management Systems
  - Assumptions and Theoretical Model
  - Findings
  - Lessons Learned
- Continuing Issue: Disproportionality
- The Double Check Intervention
  - Assumptions
  - Components
  - The Research and Initial Findings
- Summary and Next Steps
- Questions
Strategies for Bridging the Research to Practice Gap

Implement Practices and Employ Data In Ways That Promote:

- Trustworthiness
- Usability
- Accessibility
- Improving the Reliability to Implementation Ratio
- Viable Dissemination Model
- The Human Touch

(Abbott et al., 1999; Burns & Ysseldyke, 2009; Kauffman, 1996; Kennedy, 1997; Rosenberg, 1999)
Assumptions: Comprehensive Behavior Management

- Invest Resources in the Front End
- Solutions Start with a Comprehensive View of the School Community
- Individual Schools are Unique & Must Organize for Maximum Use of Limited Resources
- Focus on Positive Behaviors and Empower All Stakeholders
Assumptions (cont.)

- Behavior Management is Directly Related to Instruction
- Academic and Behavioral Supports Must Be Provided to Inefficient Learners
- No Quick Fixes; Consistent Hard Work Leads to Gradual Significant Change
- Way To Change Student Behavior is to Change Adult Behavior
- Tiered Systems Maximize Resources
Comprehensive Behavior Management: Inclusive Support Model

Inclusive ProActive Management Activities
- Positive and Negative Consequences
- Comprehensive Management Plan
- Parent and Family Involvement
- Rules, Policies and Procedures
  - Academic Adaptations
  - Crisis Management

Targeted Interventions
- Academic Accommodations
- Curriculum Adaptations
- Social Skills Instruction
  - Behavior Contracts
  - Conflict Resolution
  - Peer Mediation

Multi-Agency Interventions
- Mental Health Services
- Family Preservation
  - Social Work
  - Medical

Additional Specialization and Training for Service Providers

Additional Support Available to Students

(Adapted from Nelson, 1996; Rosenberg & Jackman, 1997 & Walker, et al., 1996)
Comprehensive Management for All Students: PAR Model Components

Mission Statement

Rules and Expectations

Consequences for Rule Compliance

Consequences for Non-Compliance

Crisis Management and Intervention

Strategies for Resolution

(Social Skills Instruction, Peer Mediation, Mental Health Services, etc.)

Parent and Family Involvement
Data Highlights

Data Sources

- Office Referral
- Climate
- Attendance (students & staff)
- Transfers (student & staff)
### High Involvement

*M.M. - Anne Arundel County, MD*

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<th>Suspensions</th>
<th>Climate</th>
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High Involvement
*S. Landing Elem.- Fairfax County, VA*
Lessons Learned/Research to Practice

1. Long term commitment
2. Ownership of their “system” is essential
3. Individually tailored system
4. Administration involvement is key
5. Professional learning community
6. Peaks & valleys are normal
7. Input = Output (a.k.a. the love you give is the love you get)
Supporting Sustainability Through Critical Activities (Andreou et al., 2015)

- Continuous Teaching
- Remaining Positive
- School-Wide Team Effectiveness
- Ownership
- Adaptation
- Community of Practice (i.e., coaching)
- Involving New Personnel/Staff Turnover
Supporting Sustainability Through Critical Activities (Andreou et al., 2015) – con’t.

- Using Data
- Access to External Expertise
- Maintaining Priority
- School Administrator Involvement
- Mistaken Beliefs
What is Disproportionality?

• Disproportionality refers to a group’s representation in a particular category that “exceeds our expectations for that group, or differs substantially from the representation of others in that category” (Skiba et al., 2008, p. 266).

• Disciplinary Disproportionality encompasses the disproportionately high rates at which students from certain racial/ethnic groups are subjected to office discipline referrals, suspensions, school arrests, and expulsion (Skiba, Shure, & Williams, 2012).

• Special Education Disproportionality has been referred to as “the extent to which membership in a given group affects the probability of being placed in a specific disability category” (Oswald, Coutinho, Best, & Singh, 1999, p. 198).
What Disciplinary Disproportionality Looks Like in Schools

- Exclusionary practices:
  - restraint, seclusion, suspension, expulsion, referral to law enforcement

- Used more frequently for certain racial/ethnic groups
  - Black and Hispanic students are disciplined more harshly

- But also used differentially more depending on offense
  - Black and Hispanic students are suspended disproportionately more than White students for non-violent offenses, ranging from dress code violations to acts of disrespect

Data from U.S. Department of Education Office for Civil Rights (2011-2012)
# Differences In Referring Behaviors By Classroom Teachers: “Soft Offenses”

<table>
<thead>
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<th>White students are referred more for:</th>
<th>Students of color referred more for:</th>
</tr>
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<tbody>
<tr>
<td>▪ Smoking</td>
<td>▪ Disrespect</td>
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<tr>
<td>▪ Vandalism</td>
<td>▪ Excessive Noise</td>
</tr>
<tr>
<td>▪ Leaving w/o permission</td>
<td>▪ Threat</td>
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<tr>
<td>▪ Obscene Language</td>
<td>▪ Loitering</td>
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</tbody>
</table>

Skiba, 2008 Indiana University
Rationale for Double-Check

_The Maryland data show…_

- 38% of student population is African American, but:
  - Account for 60% of students suspended
  - Account for 61% of all suspensions
- Of all suspensions of African American students, 38% are for:
  - Disrespect
  - Insubordination
  - Disruption
- Other groups underrepresented in suspensions
- Ethnic matches between students and teachers did not reduce over-representations

Double-Check: _Application of Culturally Responsive Behavior Management Principles_
Rationale for Double-Check

*While there are*....

- Stated commitments to providing rigorous, culturally responsive opportunities for every student
- There is the perception that every student is treated the same
- All can agree that issues related to cultural differences are sensitive and often difficult to talk about at the classroom, school and district levels.....
What is the Double Check Model?

• A *professional development* and *coaching* framework that builds on *SW-PBIS* to help teachers enhance 5 core components of culturally responsive practices.

• Addresses overrepresentation of culturally diverse students in disciplinary referrals, suspensions, special education referrals etc.

• Assumptions:
  • Classroom management and SWPBIS are necessary but not sufficient
  • Traditional focus of diversity training has been on power and privilege, not skill development
Double-Check: Application of Culturally Responsive Behavior Management Principles

- A process to reflect and expand on one’s own level of cultural proficiency and its impact on student behavior

- **Five Dimensions of Double Check (Rosenberg, 2007)**
  1. Reflective thinking
  2. Authentic relationship
  3. Effective communication
  4. Connection to curriculum
  5. Sensitivity to student’s cultural and situational messages
CARES

Connection to the Curriculum

Authentic Relationships

Reflective Thinking

Effective Communication

Sensitivity to Students’ Culture
Double-Check *Component 1: Connection to Curriculum*

Key PD Themes – Culture Iceberg; Beyond Holidays and Figures; Situating Students’ Cultures; CP Lessons and Classroom.

- Instruction contains exemplars from student background
- Cultural differences highlighted positively during instruction
- Learning activities reflective of student background, family, and community
- Notion of teacher and student vs. the content
Cultural Iceberg

**SURFACE CULTURE**
- fine arts literature
- drama
- classical music
- popular music

**FOLK CULTURE**
- folk dancing
- games
- cooking
- dress

**DEEP CULTURE**
- notions of modesty
- conception of beauty
- ideals governing child raising
- rules of descent
- cosmology
- relationship to animals
- patterns of superior/subordinate relationships
- definition of sin
- courtship practices
- conception of justice
- incentives to work
- notions of leadership
- tempo of work
- patterns of group decision-making
- conception of cleanliness
- attitudes toward the dependent
- theory of disease
- approaches to problem solving
- conception of status
- mobility
- eye behavior
- roles in relationship to status by age, sex, class, occupation, kinship, and so forth
- conversational patterns in various social contexts
- conception of past and future
- definition of insanity
- nature of friendship
- ordering of time
- conception of self
- patterns of visual perception
- preference for competition or cooperation
- body language
- social interaction rate
- notions of adolescence
- notions about logic and validity
- patterns of handling emotions
- facial expressions
- arrangement of physical space...

AND MUCH. MUCH, MORE
Double Check Tip of the Week; Sept. 3rd

Sent:  Mon 9/2/2013 10:05 AM
To:  

Double Check CARES – Connection to the Curriculum:

The Wingman:
How do you engage students in your class who ordinarily do not participate, are left out of conversations, or who shut down when it is their turn to talk? Using the wingman strategy, Mr. Paris, an 8th grade teacher, demonstrates how he engages students in a lesson in a way that does not make students feel uncomfortable, but makes them accountable. This technique allows students to contribute their knowledge about a designated topic without feeling threatened. Check out how he utilizes the wingman strategy on the Teaching Channel: https://www.teachingchannel.org/videos/strategies-for-engaging-students?fd=1
Double-Check *Component 2: Authentic Relationships*

Key PD Themes: Respecting The Story of Others; Every Family Wants Best for Kids; Stepping Outside Comfort Zone

- Tangible evidence of warmth, care, trust
- Positive attention (recognition of unique special talents)
- Encouraging, positive interactions and support
- Listening rather than reacting to overt behavior
- Genuine interest in activities and personal life
Authentic Relationships

“No significant learning occurs without a significant relationship.”

James Comer, 1995
One Tool to Practice Building Authentic Relationships with Students

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Race/Cultural Background</th>
<th>What I Know about this Student Now</th>
<th>Reflection: What Strategy Can I Use to Build/Deepen My Authentic Relationship with this Student?</th>
<th>Date Start/Date Finish</th>
<th>How Did it Work Out?</th>
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Double-Check Component 3: Reflective Thinking

Key PD Themes: Function-Based Thinking; Perspective Taking, Mindfulness.

- Examine our own attitudes and their impact on relationships with students.
- Engage in reflective thinking about our own and our students’ cultural group membership.
- Reflect on our own instructional practices, interactions, and personal reactions to students and behaviors.
- Shows awareness of students’ cultural groups and how histories and present circumstances contribute to behavior.
- Makes tangible efforts (reading, home visits, interviews, student inventories, accessing parent support, etc.) to “reach out” and understand differences.
- Promotes positive and constructive views of difference.
Reflective Thinking: Mindfulness

Reflective thinking improves decision-making around behavior.

Tools we have found effective are:

- Deep breathing
- Centering yourself
- Walking
- Positive self talk
- Visualizing
- Using humor
Reflective Thinking: F-B-T

Problem Behavior

Obtain/Get Something
- Stimulation/Sensory
  - Adult
- Peer

Escape/Avoid Something
- Social

Neg Reinf

Pos Reinf

Tangible/Activity
<table>
<thead>
<tr>
<th><strong>ANTECEDENT</strong></th>
<th><strong>BEHAVIOR</strong></th>
<th><strong>CONSEQUENCE</strong></th>
<th><strong>MOTIVATION</strong></th>
<th><strong>NEXT STEPS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What happened before the behavior?</td>
<td>What did the student do? Describe what is observable: Who? What? When? How?</td>
<td>What do I usually do or say? What do I look like/ sound like? As a result, what does the student do?</td>
<td>What was maintaining the behavior? Why was it happening? (Consider Culturally Responsive Self-Reflection Questions and Student’s Basic Needs Chart)</td>
<td>What changes need to be made to ensure student success? Consider: Double Check CARES</td>
</tr>
</tbody>
</table>
| Teacher introduces class work assignment on a new topic. | • Student gets out of seat during instruction.  
• Student walks to back of room to sharpen pencil in middle of directions. | **Teacher:**  
Teacher demands that the student return to their seat. The teacher is feeling disrespected.  
**Student:**  
Student responds, “I’m just sharpening my pencil!”, to teacher who is across the room. | The teacher reflects on what the student was communicating through their behavior.  
• “Did I assume that the student thought that sharpening his pencil during instruction was disrespectful to me?”  
• “How might my words, tone, and body language make the student feel?” | Think about:  
Determining intent behind behavior. Was the student trying to be disrespectful?  
Were they disengaged? Did they not see a problem with sharpening their pencil during instruction? (R, A)  
Get input from students regarding class expectations (i.e., sharpening pencil). Develop clear procedures and ways to positively reinforce desired behaviors. (C, E) |
Double Checkers

**DOUBLE CHECKER ON Perspective Taking**

**What is Perspective Taking?**
- Recognizing and understanding the thoughts of others
- Identifying and understanding how another person is feeling
- Relating through empathy, a vicarious response to the emotion of another person
- Building shared meaning of thoughts, words, messages, and behaviors

**How Does Perspective Taking Connect to Behavior Management and Double Check?**

As adults, we may lose sight of what it was like to be a child. We may also have difficulty understanding our students' behaviors which may represent different cultural practices than our own. Our students may not understand our directions, instructions, or disposition. When teachers and students do not understand each other, communication breaks down and stress increases. We can take steps to alleviate our misunderstandings by consciously practicing perspective taking in the classroom which can reduce our stress and move toward improved understanding of our students.

**Steps to Practice Perspective Taking**

1. **De-”SUN”-itize:** Consider that your intentions are not at the center of the interaction, but only a part of it.
2. **Declare your perspective:** For example, say “If I was in your shoes, I would think...”
3. **Dialogue** with students to create a shared reality of the circumstance.

“We can complain because rose bushes have thorns, or rejoice because thorn bushes have roses.” - Abraham Lincoln
Double-Check Component 4: Effective Communication

Key PD Themes: Recognizing and Addressing Code Switching; Professional Disposition and Communication; Self-Reflection on Word Choice

- Teachers are Professionals
- Effective interpretation of behavior as communication
- Consistent communication of high expectations
- Evidence of professionalism, civility, and respect
- Persistence in effort and care
- Credibility, dependability, and assertiveness
Effective Communication

- **Posture** – keep neutral, upright, relaxed, 2-3 foot social distance - balance on feet planted firmly, walk/move slowly - be consistent with all students

- **Use Adult Voice and Even Tone** – firm, direct, calm, using deep breaths (hint: when *you* smile, your voice tone naturally brightens)

- **Vocabulary** – choose words carefully to show respect, control, and redirection - when correcting, be calm, consistent, *brief*, and immediate

- **Listen and Acknowledge Voices of Students** – hear and acknowledge (not necessarily agree with) student perspective and opinions

- **Use Sequence of Actions When in Conflict** – such as IPPSR --Ignore, Praise others, Position self proximal to student, and then deliver Specific Reprimand (what to stop, what to do instead)
Double-Check Component 5:
Sensitivity To Student’s Cultural and Situational Messages

- Key PD Themes: Empathy; Difference vs. Deficit; Building a Classroom culture/community
  - Evidence of awareness of how situations influence behavior (Health, poverty, dress, neighborhood expectations, need to save face)
    - Awareness of students’ needs to address multiple constituencies
    - Emphasis on resiliency, choice, and internal locus of control
    - https://www.teachingchannel.org/videos/strategies-for-engaging-students?fd=1
Double-Check PD: Ensuring Research to Practice

- Presentations on Content and Processes
- Take-Aways (i.e., Double Checkers),
- Coaching
- E-mails
- Leadership Support
- Data-Informed Follow-Up
Research Design

• 2 years of pilot in 6 schools (3 ES & 3 MS)
• Currently in 18 schools (9 ES & 9 MS)
• All receive Double Check Professional Development and SW-PBIS
  – Teachers randomly assigned to receive coaching
    • Goal: Test impact of coaching
  – Outcome data collected
    • Staff reports, classroom observations, ODR data
      » Spencer Foundation: Simultaneously coach two teachers to promote greater sustainability
Effects

– Student behaviors

• Tallies - Fewer instances of
  – non-compliance
  – profanity
  – verbal aggression
  – physical aggression

• Global ratings:
  – greater compliance
  – meaningful participation
  – less socially disruptive behavior
Teacher behaviors

- Tallied teacher approval
- Less reactive behavior management
- Better anticipation
- Monitoring
- Meaningful participation on global ratings.

Effect size for proactive behavior management was the largest ($d = 0.32$)

- All but two of the effect sizes favored the coached (versus non-coached) teachers:
Summary

- Strong Commitment to Program
- Comprehensive Approach
- Limitations
- Research informing Practice
- Still more analyses to come
For More Information

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Old Main 114