

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

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Master Teachers' Presentation

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# 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)

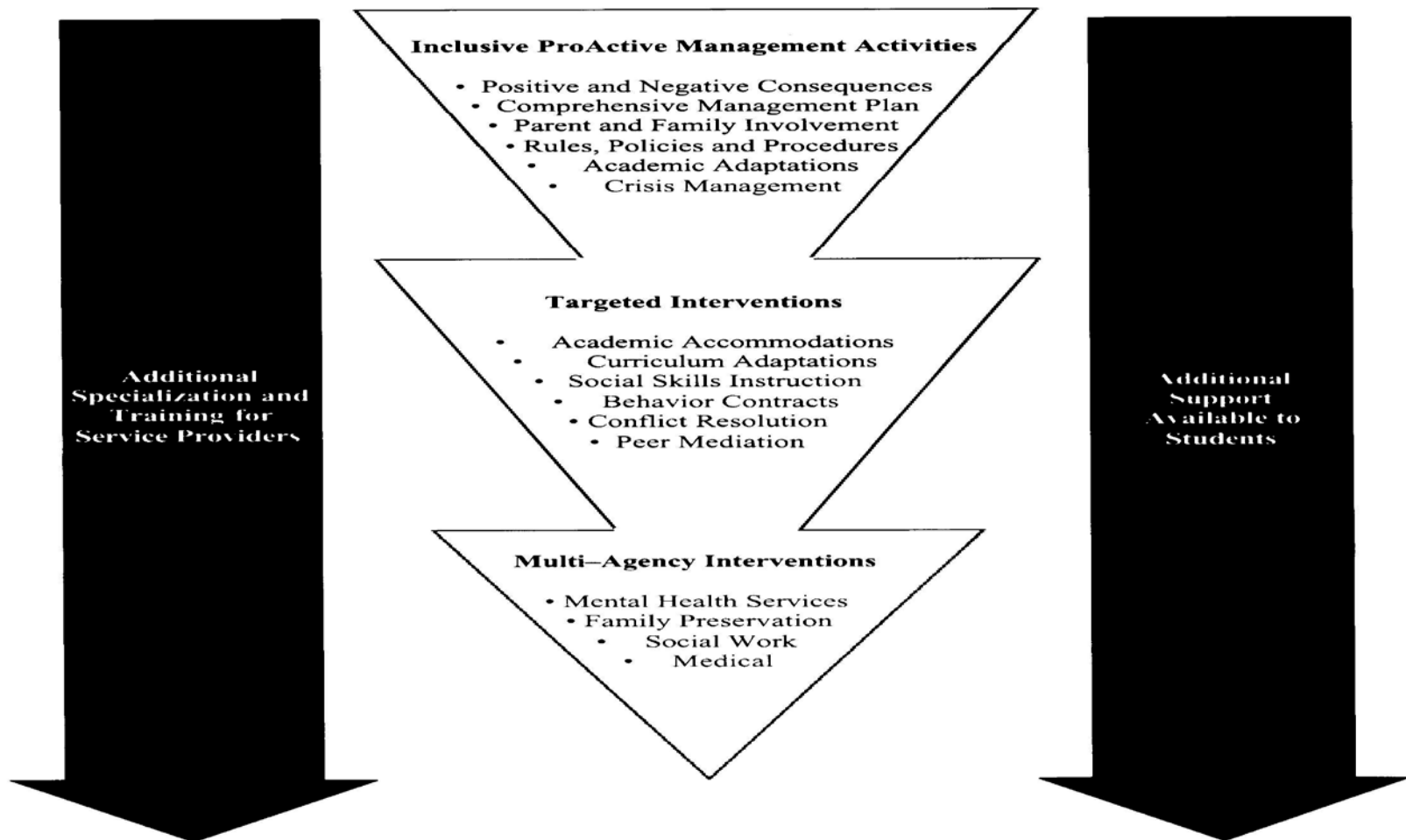
## Assumptions: Comprehensive Behavior Management

- 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.)

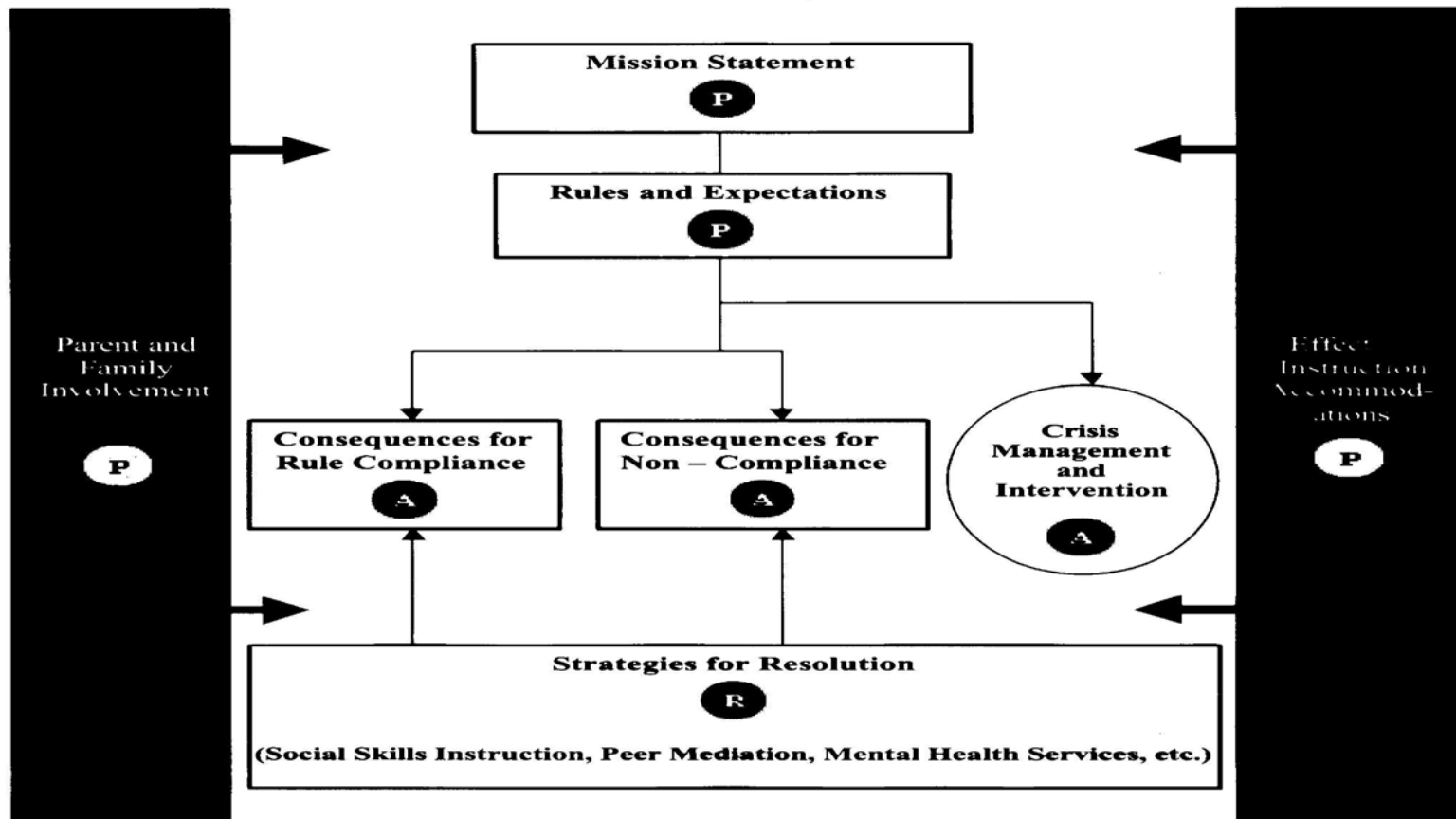
- Behavior Management is Directly Related to Instruction
- Academic and Behavioral Supports Must Be Provided to Inefficient Learners
- No Quick Fixes; Consistent Hard Work Leads to Gradual Significant Change
- Way To Change Student Behavior is to Change Adult Behavior
- Tiered Systems Maximize Resources

# Comprehensive Behavior Management: Inclusive Support Model



(Adapted from Nelson, 1996; Rosenberg & Jackman, 1997 & Walker, et al., 1996)

## Comprehensive Management for All Students: PAR Model Components



# Data Highlights

## Data Sources

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

## High Involvement

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

Year	Referrals	Suspensions	Climate
Pre	3042	520	2.78
Post 1	1679 ↓ 45%	246 ↓ 53%	3.58
Post 2	1054 ↓ 65%	95 ↓ 50%	

## High Involvement

*DPMS – Baltimore County, MD*

Year	Referrals	Suspensions	Climate
Pre	5550	706	2.70
Post 1	1252	517	3.70
Post 2	770	451	2.99

## High Involvement

*W.H. Elem.- Fairfax County, VA*

Year	Referrals	Suspensions	Climate
Pre	650	60	3.70
Post 1	220	28	4.10
Post 2	164	18	4.20

## High Involvement

*S. Landing Elem.- Fairfax County, VA*

Year	Referrals	Suspensions	Climate
Pre	300	24	3.04
Post 1	129	28	3.80
Post 2	52	8	4.10

## 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”

White students are referred more for:	Students of color referred more for:
<ul style="list-style-type: none"><li>▪ Smoking</li><li>▪ Vandalism</li><li>▪ Leaving w/o permission</li><li>▪ Obscene Language</li></ul>	<ul style="list-style-type: none"><li>▪ Disrespect</li><li>▪ Excessive Noise</li><li>▪ Threat</li><li>▪ Loitering</li></ul>

Skiba, 2008 Indiana University



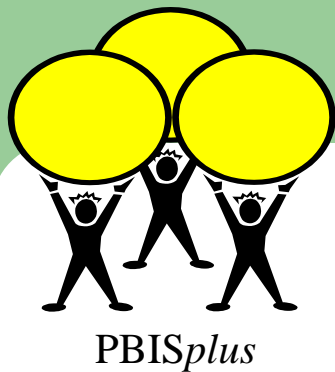


## ***Double- Check: Application of Culturally Responsive Behavior Management Principles***

### **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



**C**

**Connection to the Curriculum**

**A**

**Authentic Relationships**

**R**

**Reflective Thinking**

**E**

**Effective Communication**

**S**

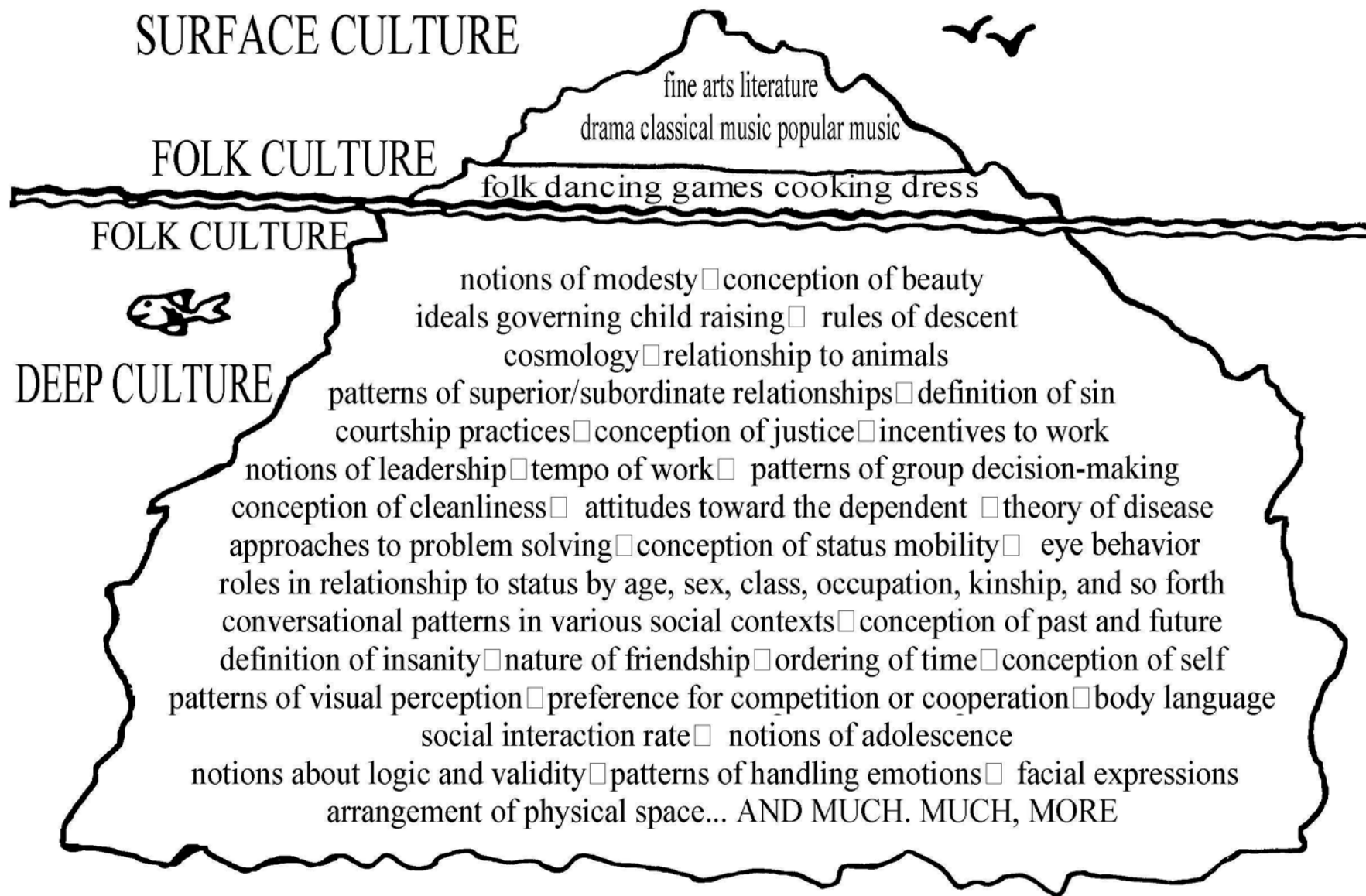
**Sensitivity to Students' Culture**

## ***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



# Double Check Tips of the Week

## Double Check Tip of the Week; Sept. 3rd

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

To:

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### 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 8<sup>th</sup> 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

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*“No significant learning occurs without  
a significant relationship.”*

James Comer, 1995

[illegible]

## 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



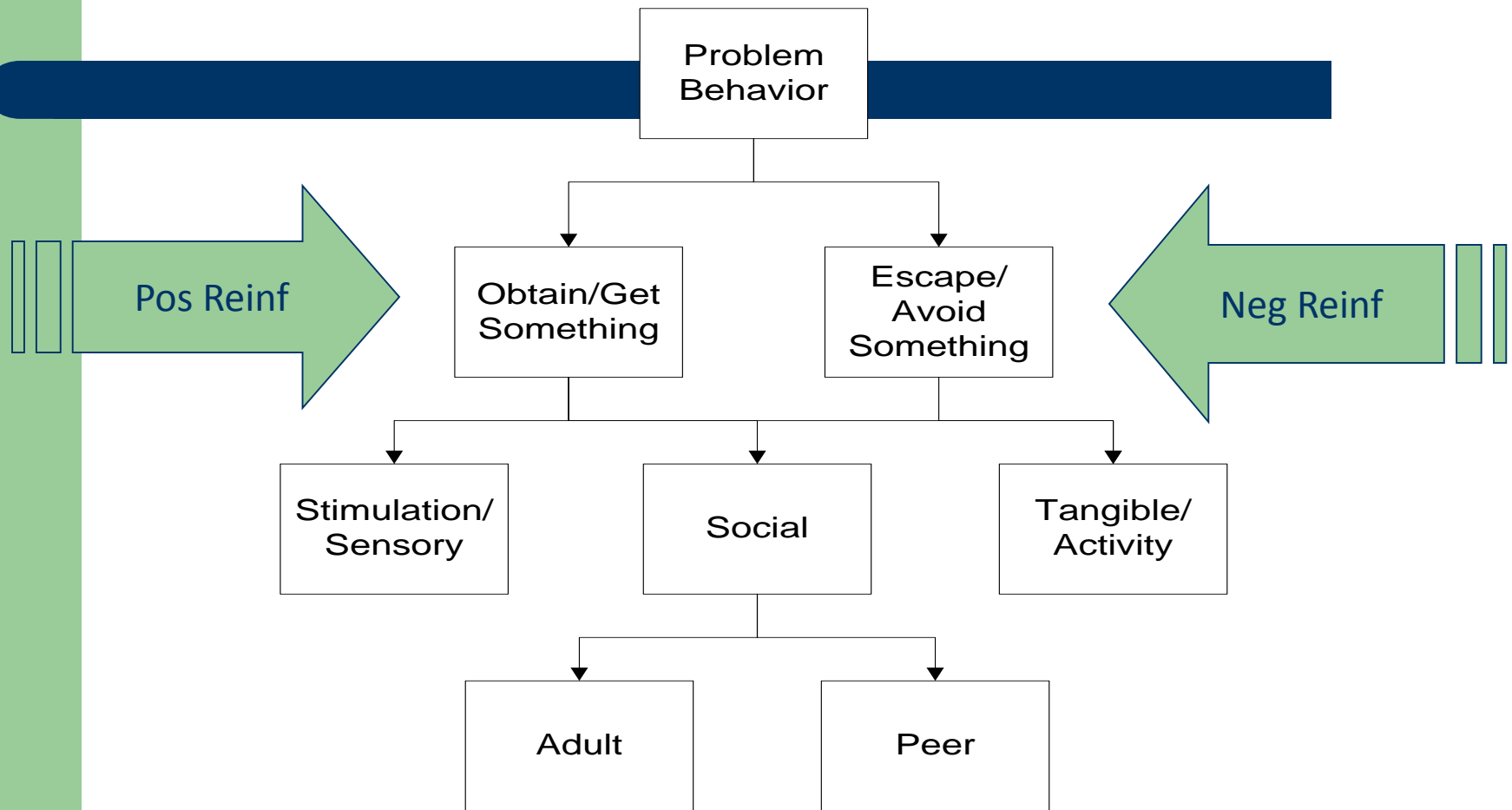
# Reflective Thinking: Mindfulness

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



<u>ANTECEDENT</u> What happened before the behavior?	<u>BEHAVIOR</u> What did the student do? Describe what is observable: Who? What? When? How?	<u>CONSEQUENCE</u> What do I usually do or say? What do I look like/ sound like? As a result, what does the student do?	<u>MOTIVATION</u> What was maintaining the behavior? Why was it happening? (Consider Culturally Responsive Self-Reflection Questions and Student's Basic Needs Chart)	<u>NEXT STEPS</u> What changes need to be made to ensure student success? Consider: Double Check CARES
Teacher introduces class work assignment on a new topic.	<ul style="list-style-type: none"> <li>•Student gets out of seat during instruction.</li> <li>•Student walks to back of room to sharpen pencil in middle of directions.</li> </ul>	<p><u>Teacher:</u>  Teacher demands that the student return to their seat. The teacher is feeling disrespected.</p> <p><u>Student:</u>  Student responds , "I'm just sharpening my pencil!", to teacher who is across the room.</p>	<p>The teacher reflects on what the student was communicating through their behavior.</p> <ul style="list-style-type: none"> <li>• "Did I assume that the student thought that sharpening his pencil during instruction was disrespectful to me?"</li> <li>• "How might my words, tone, and body language make the student feel?"</li> </ul> <p>Hypothesize motivation: i.e., Self-respect, Control, Independence</p>	<p><u>Think about:</u>  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)</p> <p>Get input from students regarding class expectations (i.e., sharpening pencil). Develop clear procedures and ways to positively reinforce desired behaviors. (C, E)</p>

# 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  
2  
3

De-"SUN"-sitize: Consider that your intentions are not at the center of the interaction, but only a part of it.

Declare your perspective.... For example, say "If I was in your shoes, I would think..."

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 **S**pecific **R**eprimand (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 & 9MS)
- 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



# Effects (cont)

## – 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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