

General Guidelines for Culturally Response Practice

Enhance Cultural Knowledge – Understand the dimensions on which cultures tend to differ, such as collectiveness versus individualistic orientations, expressiveness, communication styles, language.

Enhance Cultural Awareness – Explore and reflect your own assumptions, attitudes, and biases and understand that these views can influence the treatment of culturally different students.

Validate Others' Culture – Acknowledge differences between students' cultures, making race and culture visible.



Build Caring Communities – Establish positive school and classroom management practices in order to improve teacher/staff-student relationships.

Jones, K., Welch, M., Wickstrom, K., & Crosby, M. (2012). *Positive behavior support plan manual*. Report submitted to the Louisiana Department of Education (Report No. 703625-D9-5).

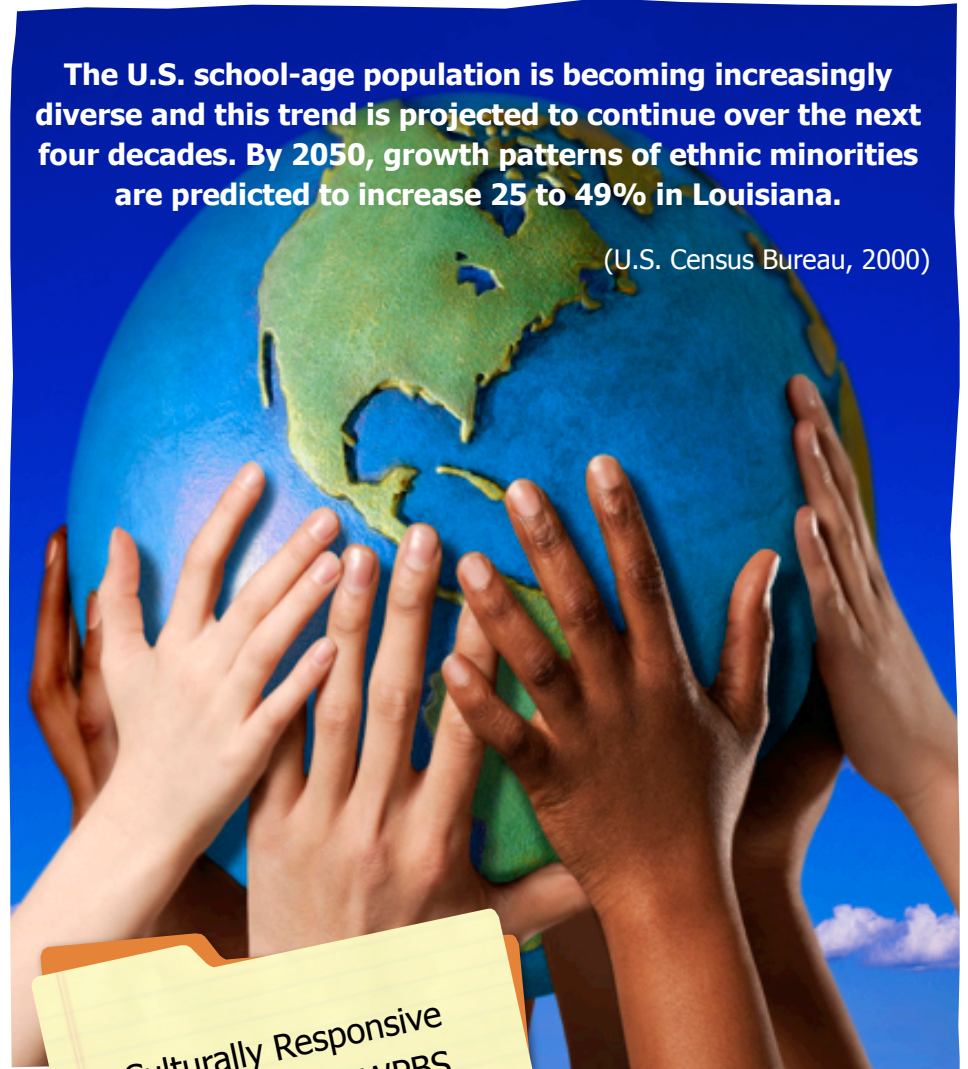
Sugai, G., Fallon, L., & O'Keffe, B. (2012, February). SWPBS: Is cultural important? http://www.pbis.org/common/pbisresources/presentations/Culture_PBS_Feb29_2012.pdf

Vincent, C. G., Randall, C., Cartledge, G., Tobin, T. J., & Swain-Bradway, J. (2011). Towards integrating cultural responsiveness and school-wide positive behavior support. *Journal of Positive Behavior Interventions: Online First*. Retrieved from <http://pbi.sagepub.com/content/early.recent>. doi: 10.1177/1098300711399765.

Diversity Tolerance & Responsiveness

The U.S. school-age population is becoming increasingly diverse and this trend is projected to continue over the next four decades. By 2050, growth patterns of ethnic minorities are predicted to increase 25 to 49% in Louisiana.

(U.S. Census Bureau, 2000)



Culturally Responsive Practices and SWPBS

"You must be the change you wish to see in the world." Mahatma Gandhi

Diversity Tolerance & Responsiveness

Considerations

Culture is essential to our discussions related to:

Diversity	Disproportionality
Inequality/disparity	School discipline
Academic achievement	Special education

The local context is defined by...

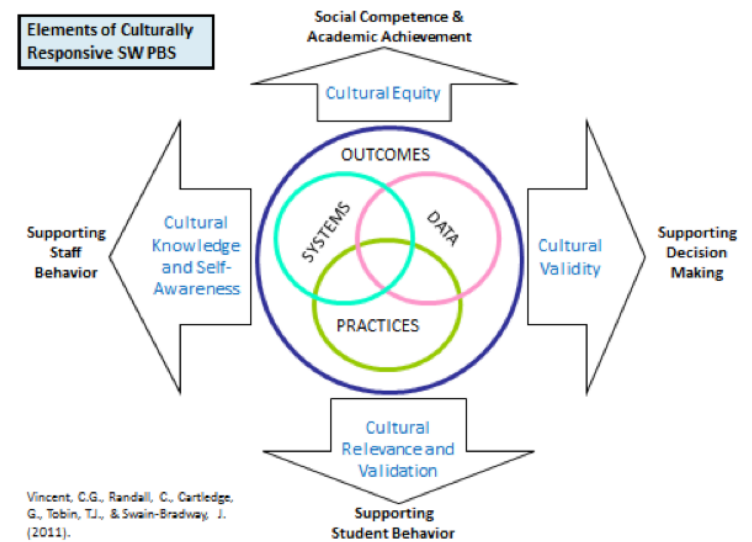
Nationality	Racial identity
Immigrant status	Generation
Gender	SES
Family structure	Values
Beliefs	Disability
Languages	Sexual orientation
Religion	

The Challenge

Many students and their parents/guardians do not experience schools as culturally and contextually relevant. As a result, these are the students who are at high risk of academic failure, more frequent and negative disciplinary action, and increasingly adverse social behavioral outcomes.

Integrating Culturally Responsive Practices with SWPBS

We must consider unique variables, characteristics, and learning histories of students, educators, families, and community members in the implementation of school-wide PBS.



Culturally Responsive Practices Supporting Student Behavior – Use evidence-based practices such as proactive teaching and rewarding appropriate behavior. Involve adults from different cultural backgrounds and provide multiple examples to teach behavioral expectations.

Data Supporting Culturally Valid Decision Making – Involve stakeholders from different backgrounds in operationally defining inappropriate behaviors for your school environment. Disaggregate data by student race and ethnicity to assess presence of bias in discipline decisions.

Systems Supporting Culturally Responsive Staff Behavior – Encourage staff training on cultural knowledge and self-awareness.

Culturally Equitable Student Outcomes – Generate culturally equitable student outcomes, such as social competence and academic achievement.