

Why do They Do That?

The Intersection of Cultural
Competence, Classroom Behavior
and Relationships



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The Plan for Today

Part 1: Stop signs, Potatoes & Pink Triangles

- Barriers to learning in urban environments
- Brief activity & Discussion
- Cultural competence

Part 2: Why do they do that?

- Challenging student behaviors vignette
- The function behind it all

Part 3: That's nice, but here things are different

- Real life challenges here in Bridgeport
- Social / Emotional supports within MTSS
- Bring it all together

Opportunity for discussion throughout



Part 1: Stop Signs, Potatoes and Pink Triangles



Learning in Urban Environments



Barriers

Poverty

Availability of Resources

Cultural Discontinuity

Stereotype threat

Inefficient Data

Management

Expectations of students

School climate

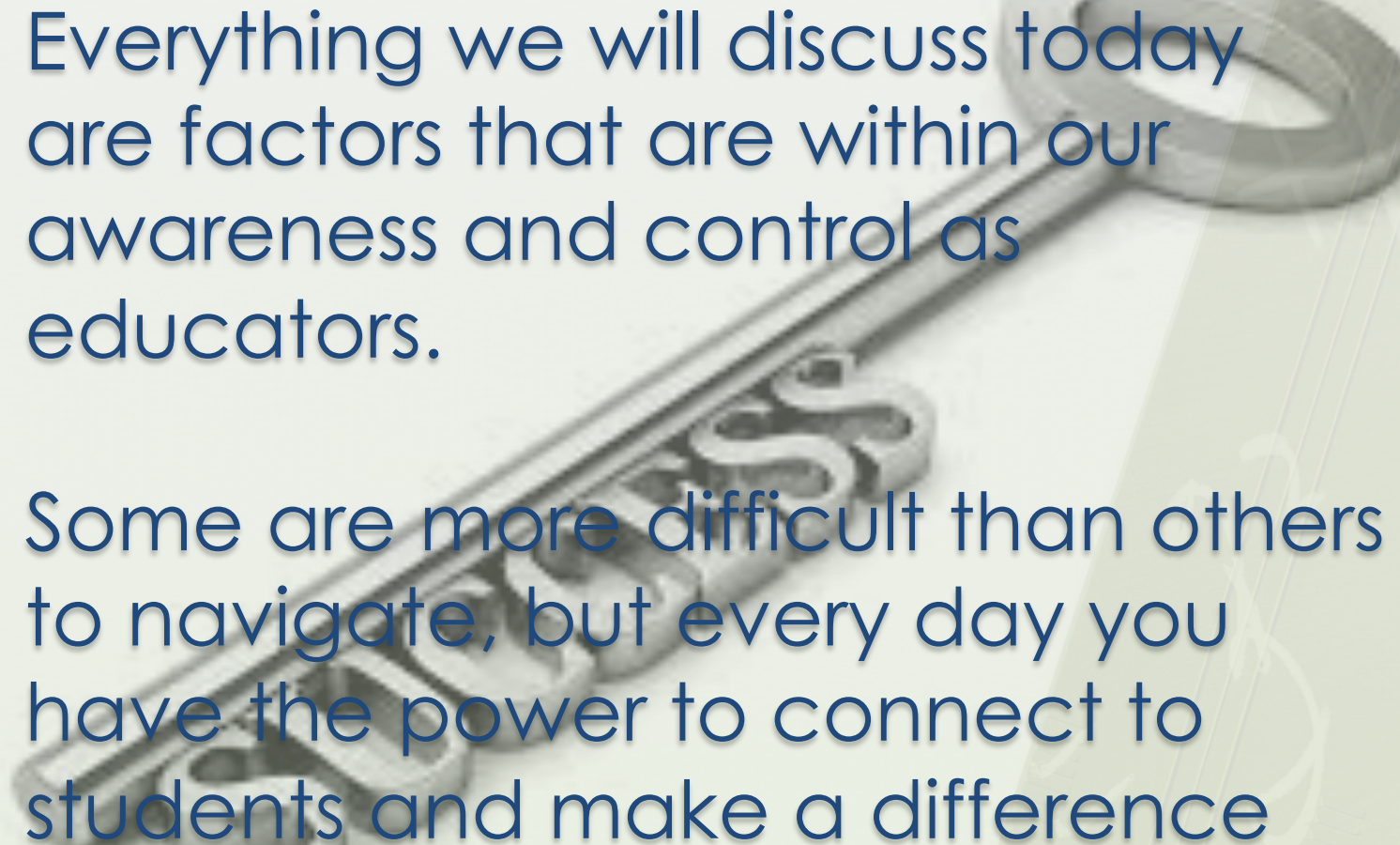
How about here in

Bridgeport?

Catalysts

- Demystify school success – help students develop academic identity
- Embrace students and their cultures
- Build strong relationships between teachers and students to improve behavior and achievement.
- Build partnerships with parents and critical stakeholders

It's in Our Control

- Everything we will discuss today are factors that are within our awareness and control as educators.
 - Some are more difficult than others to navigate, but every day you have the power to connect to students and make a difference
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Activity 1: 5-Minute Writing Prompt

- Every group take a potato
- In 5 minutes come up with a paragraph describing the potato in rich, thick detail
- One person writes a sentence and then passes the paper along
- Be as descriptive as possible
- Be as creative as possible as well!



Writing Reflection

Thinking Points

- What were some of your thoughts as you were writing about the potato?
 - How about after we started sharing and you saw us writing notes as you were sharing?
 - Who can guess what we were writing down?
 - What influence did your subjectivities have on your potato story?
- What influence might your subjectivities have on the potato?
 - What if the potato were a child?



Culturally Competent Practice

Questions to Ask about Your Important Work as an Educator

1. Does your school embrace and celebrate the diversity of its students and their families?
2. Does your school work to create an inclusive, safe and respectful climate?
3. Is your classroom or office indicative of an inclusive atmosphere? (e.g. culturally relevant curriculum, celebrations of holidays, décor, etc...)
4. Do you work to promote cross cultural friendships?
5. Do you have awareness of your own cultural /racial identity?
6. Are you encouraging student empowerment of their learning?

5-Minute Group Process

What are some things that you do in your classroom / office to evidence awareness and respect of your culture and cultures represented in this school? How do students respond?

Suggestions for Culturally Competent Practice

Be aware of your own values and assumptions (shoulds and outghts) that can lead to expectations that are incongruent with students' cultures

Make sure to promote positive and respectful relationships (student:student, teacher:student)

Encourage empowerment and the ability to think critically and manage learning

Demonstrate warmth and caring by being respectful and also having high expectations for all students

Ensure that a students' experience in your classroom / office honors their voices, cultures and represent the community's cultural groups

Work with students and stakeholders to identify and remove barriers to learning and success

Part 2: Why do they do that?



Difficult Classroom Behavior

You are a sophomore English teacher and this one student always comes to class late and becomes the center of attention to all the students. S/He is on their phone listening to music so loud you can hear it across the room. S/He yells to their friend across the room about the post on Instagram and proceeds to show his/her neighbor.

You stand at the front of the classroom fuming and frustrated. Some students are laughing, others are yelling at you to throw the student out, and some are telling him/her to “Shut up and let the teacher teach.”

In the moment, you tell the student to get his/her things and go to the office. However, the student never makes it to the office. He wanders the building and eventually ends up in the counseling office where s/he tells the counselor about how s/he was thrown out for getting the wrong answer in class. The counselor listens and provides the student with attention and time away from the class.

A little on behaviorism...

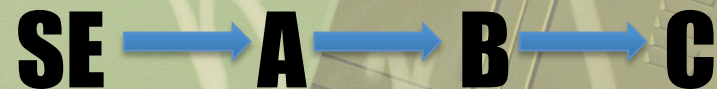
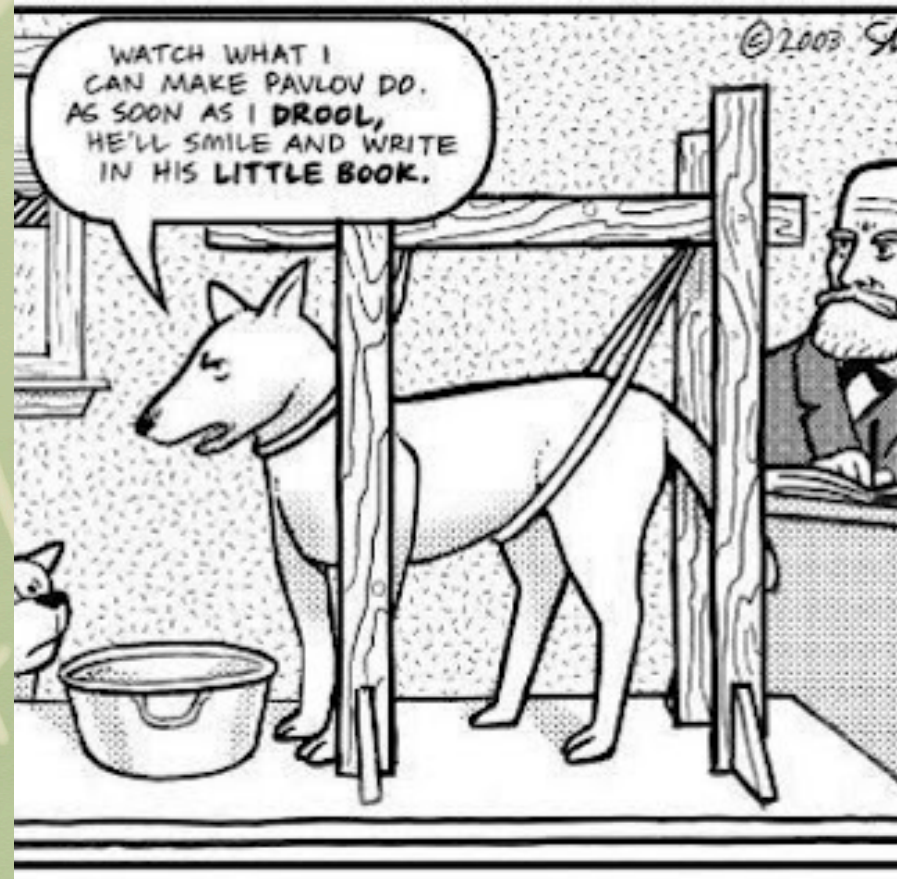
EVERYTHING we do is either to get something or avoid something

Every behavior **B** has something happen before it and includes setting events **SE** and immediate

antecedents **A** (discriminative stimulus)

Every behavior has a consequence **C**, or something that follows the behavior and is **CONTINGENT**

MOST IMPORTANTLY, every behavior has a function that is working for the person, even if we think it isn't.



Revisit Difficult Classroom Behavior

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A

We don't know the A –
How do we find out?

B

To class late,
on the phone, yells to friend,
shares with friend

C

Gets thrown out and gets attention from counselor – avoids class

Where and How do we Intervene?

Can Intervene at several different points including:

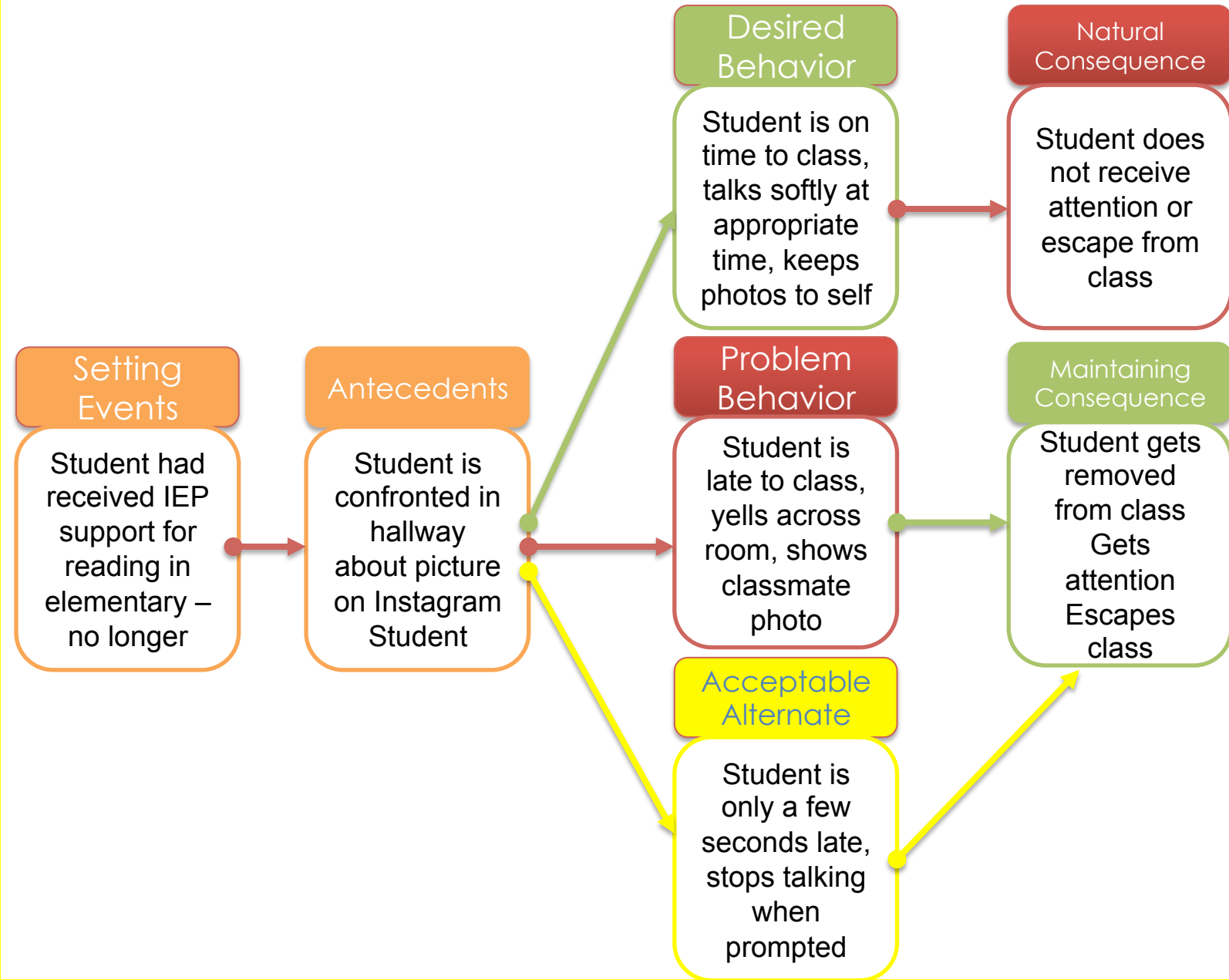
- Setting Event
- Antecedent
- Consequence

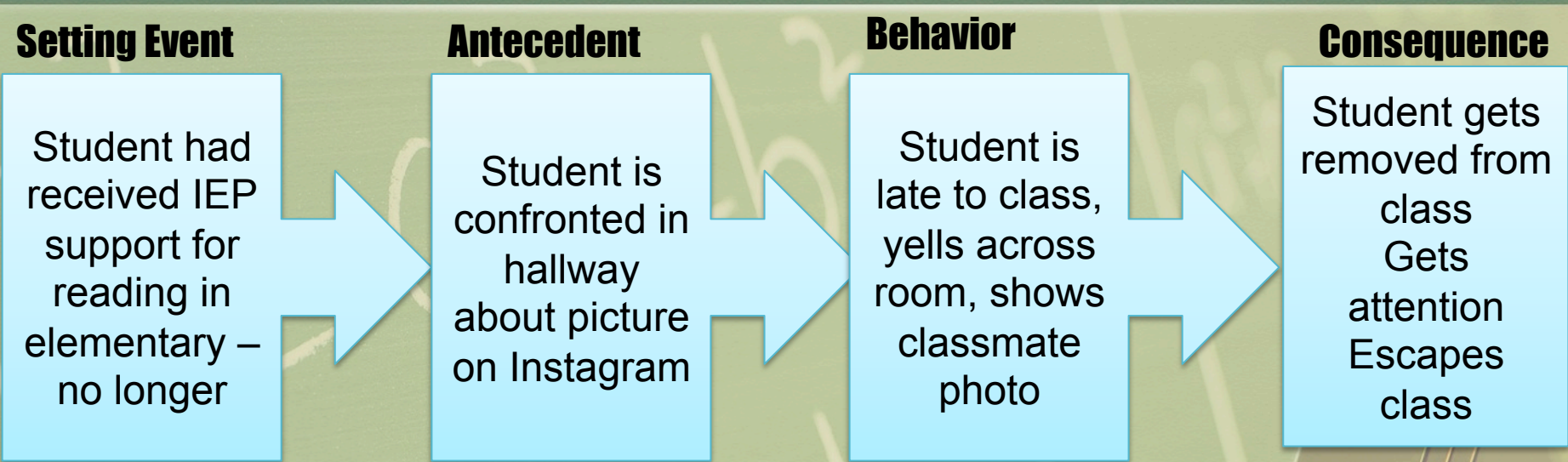
What do you think is the most effective place to intervene?

In this particular case, do you have enough information to intervene successfully?

What would intervention look like? Do we have a goal?

Competing Pathway Analysis



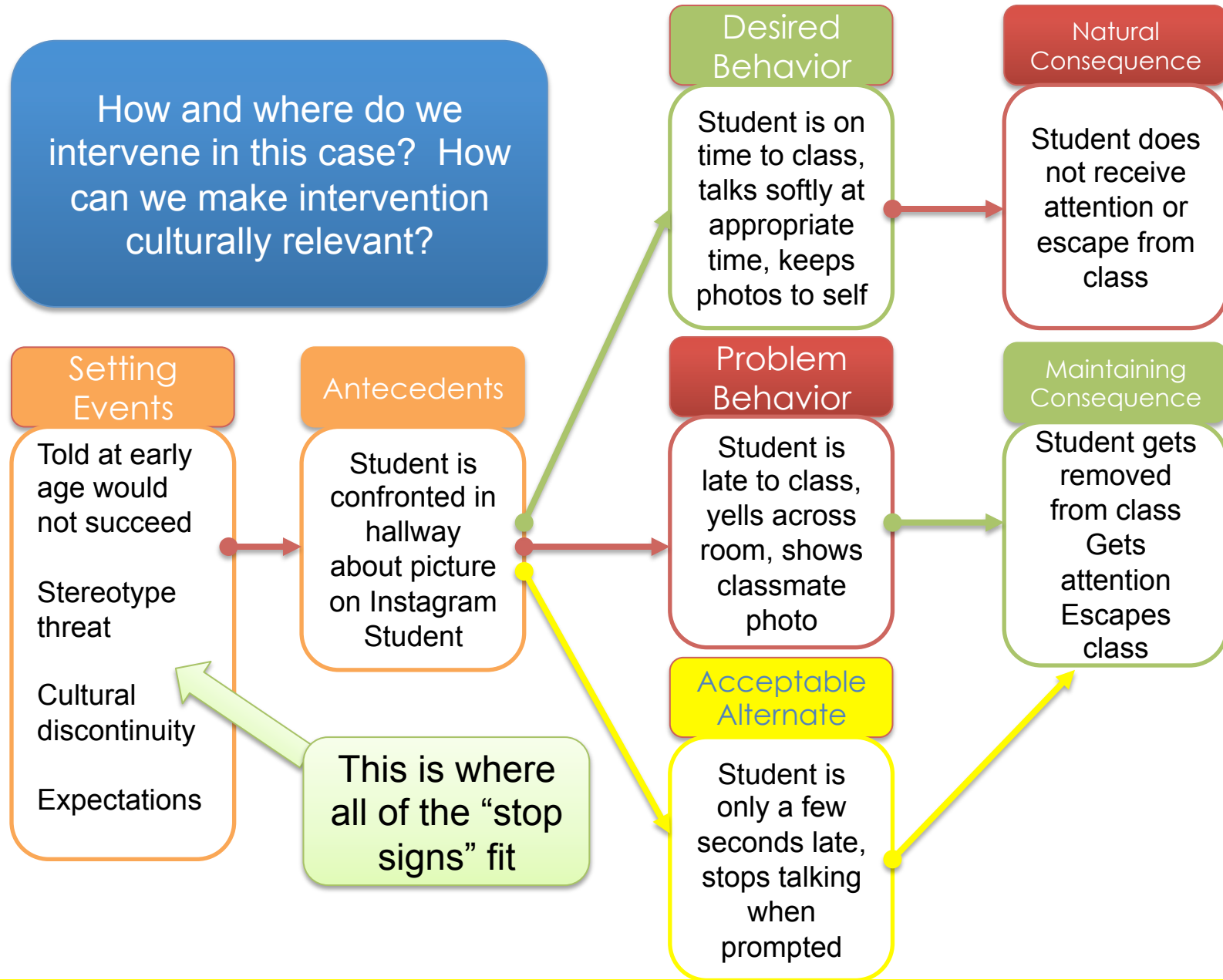


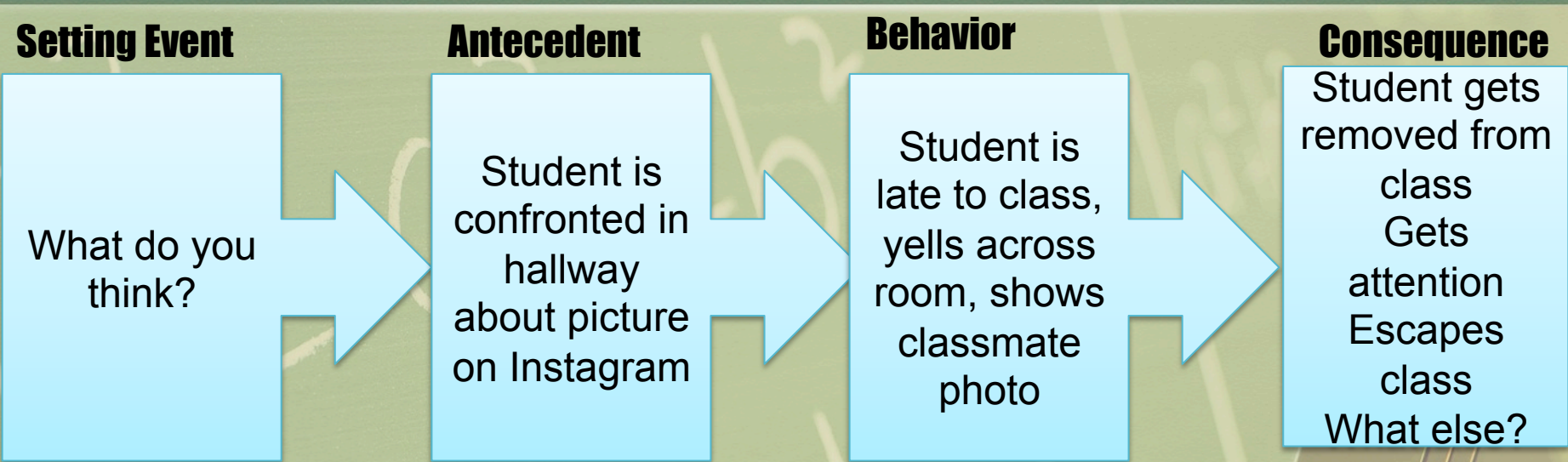
When Student encounters a distraction in the hallway, s/he will engage in refusal to comply with classroom expectations in order to escape English class and gain counselor attention.

Function Statement – Drives Development of Behavioral Support

Culturally Competent Competing Pathway Analysis

How and where do we intervene in this case? How can we make intervention culturally relevant?





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How do we expand this?

Function Statement – Drives Development of Behavioral Support

Something is Missing From Our Plan

Who can identify what is missing?

Think about the vignette and the others involved

Guess who is missing –

What might her Competing Pathway Analysis and Function Statement look like?



Competing Pathway Analysis

Where might intervention happen for the teacher?

Desired Behavior

Teacher redirects student to engage in class activities

Natural Consequence

Student engaged, teacher likely needs to interact with student

Setting Events

Teacher got in fight with significant other about the nature of their job and Teacher is dedicated to teaching only the classics

Antecedents

Student walks into class late and is generally disruptive to the environment

Problem Behavior

Unable to successfully redirect student – sends student out

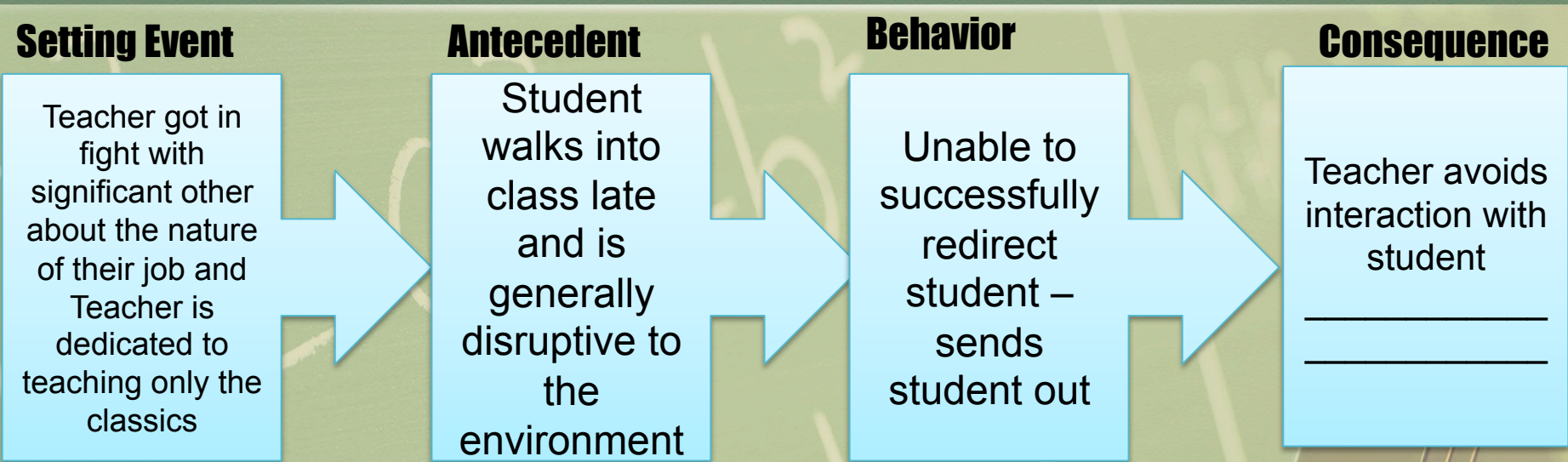
Maintaining Consequence

Teacher avoids interaction with student

Acceptable Alternate

Teacher redirects student with nonverbal prompt / cue

What's the missing consequence?



When Teacher encounters a Student who is late to class and generally disruptive, s/he will send the student out of class in order to escape interaction with a disruptive student and _____.

Function Statement – Drives Development of Behavioral Support

Part 3: That's nice, but here things are different

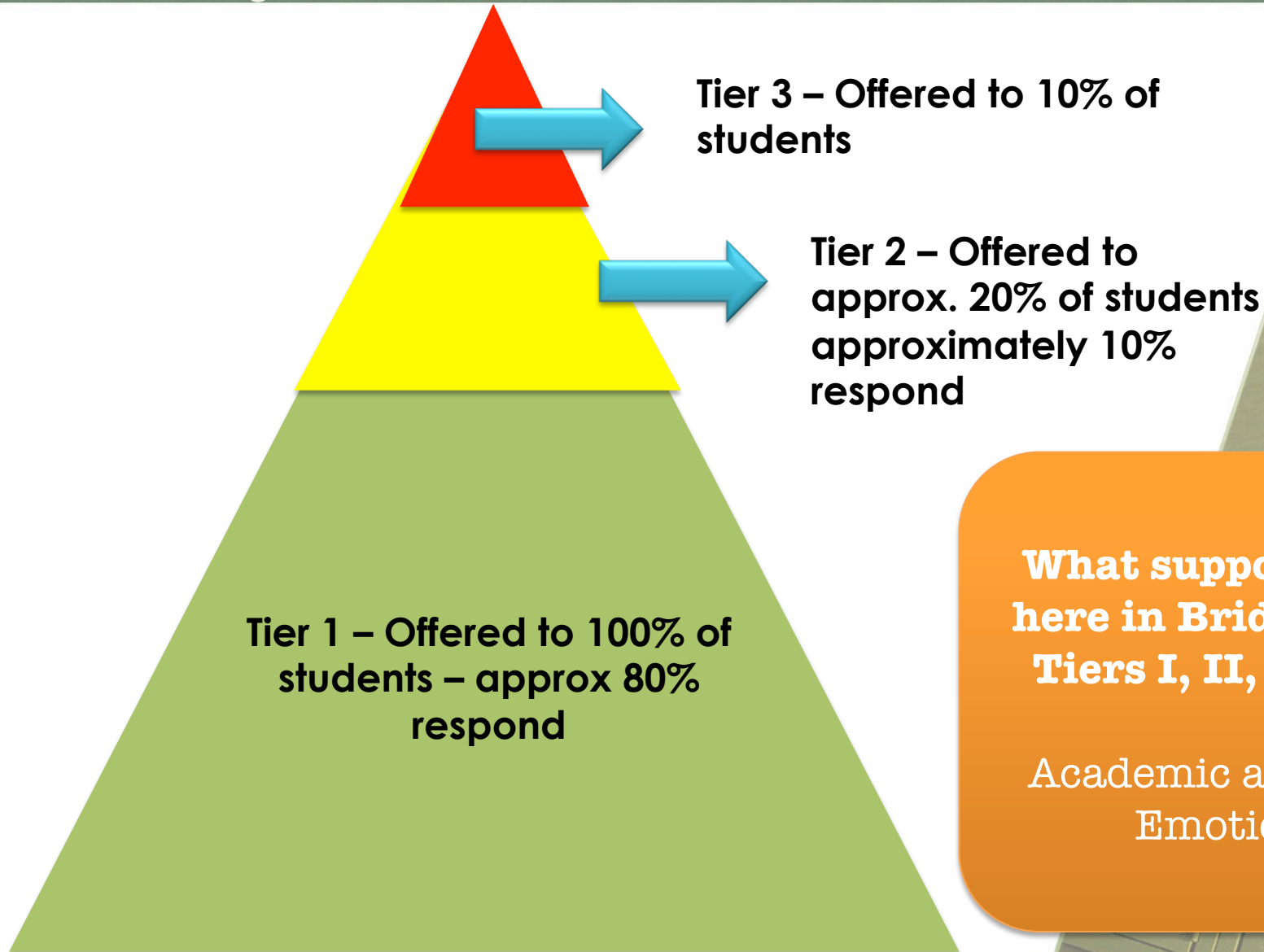


Real Life Challenges here in Bridgeport

- What are some real life challenges here in Bridgeport? – Let's work through a problem
- How can increasing cultural competence help build student relationships?
- How can cultural competence paired with understanding function of our own behavior as well as our students' behaviors help break down barriers to learning?



Supports in Implementation Phase or Already in Place



What supports exist here in Bridgeport at Tiers I, II, and III?

Academic and Social Emotional

Big Ideas

Part 1: Stop signs, Potatoes & Pink Triangles

- In every learning environment there are barriers
- Barriers and catalysts to learning exist within us as educators
- Increasing cultural competence improves relationships

Part 2: Why do they do that?

- We all engage in behavior to get or avoid something
- What's important is we get to the function and intervene
- We need to look at our own behavior and its contribution

Part 3: That's nice, but here things are different

- There are issues here in Bridgeport but you have the skills to work with them
- Many supports exist in your buildings, including your competence as teachers!