61 - Building Cultural Competency Utilizing Small Group Social Skills as a Tier 2 Intervention

Presenters:

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• Topic: Equity, Mental Health/Social-Emotional-Behavioral Well-Being
• Keywords: Social Skills, Urban Implementation, Tier 2
Learning Objectives

1. Understand the meaning of cultural competency
2. Understand how cultural competency helps build relationships with students to help them feel they belong, believe their participation is valued and can build the skills needed to be successful
3. Gain a better understanding of personal implicit beliefs about other cultures or identities and work to mitigate the impact of those biases on students' success
4. Learn how to implement and adapt social and emotional skills as a Tier 2 intervention within a culturally responsive environment utilizing culturally relevant pedagogy and examples
CULTURAL COMPETENCE
Being culturally competent means having the skillset necessary to communicate with people from diverse cultural backgrounds effectively.

OVERVIEW
Cultural competence allows educators to respect and appreciate the diversity of human experiences and work towards creating inclusive learning environments that support the needs of diverse student populations.

A culturally competent teacher may incorporate diverse perspectives into their curriculum to foster a more inclusive and enriching learning experience for students from various cultural backgrounds.

A culturally competent educator can bridge cultural gaps and reduce misunderstandings.
3 Components of Cultural Competence

- **Cognitive** – seeking knowledge about different cultures’ worldviews, belief systems, history, traditions, practices, and language (Levy, 2019).

- **Affective** - developing empathy for individuals from different cultures by recognizing and respecting their perspectives without imposing personal beliefs (Frawley et al., 2020).

- **Behavioral** - changing the communication style based on context, showing interest in what others have to say, being aware of power dynamics, etc. (Frawley et al., 2020).
Cultural Competence in Classroom

UNDERSTANDING DIFFERENT COMMUNICATION STYLES:

• Cultural competence involves acknowledging and appreciating differences in communication styles across cultures.

• For example, direct communication is highly valued in low context cultures (namely, the West), whereas indirect communication is preferred in high context cultures (namely, most Asian cultures).
Cultural Competence in Classroom

EMBRACING DIVERSITY:
A person who is culturally competent will respect and celebrate diversity and appreciate the richness of different backgrounds and experiences. Rather than seeing diversity as a problem, they will see it as a **strength**, which will help them to avoid stereotyping or **generalizing about other cultures**.
Cultural Competence in Classroom

SHOWING RESPECT FOR OTHER BELIEF SYSTEMS:
Cultural competence means respecting others’ religious beliefs and spiritual practices, even if they differ from your own. This requires respect for pluralism and the maturity to see past differences in opinions.
Cultural Competence in Classroom

IDENTIFYING UNCONSCIOUS BIASES:
Unconscious biases, by definition, are outside of our awareness. We can work on identifying them through self-reflection. By constantly scanning for these biases, we can decrease our prejudices and discriminatory practices.

FOSTERING CROSS-CULTURAL RELATIONSHIPS:
Culturally competent individuals seek relationships with people from diverse backgrounds to build understanding and empathy for different cultures. This can broaden horizons and give you the cultural skills to engage across cultural divides.
Why Continue Cultural Competence?

• Cultural competence is a crucial skill in today’s diverse and fast-paced world.

• As schools grow increasingly multicultural, the ability to interact effectively with diverse cultures is essential to build relationships with your students and their families and foster learning environments that lead to student academic, behavioral, and social-emotional success.

• Culturally competent individuals possess many skills, including active listening, open-mindedness, empathy, language proficiency, & non-verbal communication awareness.
Implicit Biases

Unconscious attitudes, reactions, stereotypes, & categories that affect behavior & understanding

Examples: unconscious racial or socioeconomic bias

Teachers may have implicit biases about a student’s capacity for academic success based on their identity or background. These unconscious assumptions may affect the teacher’s behavior, ultimately impacting the student’s growth.
Examples of Implicit Bias in the Classroom

Educators May Assume:
• Students know how to ask for help (and that it is okay to do so)
• Students from certain background have different intellectual abilities and ambitions
• Students who are multilingual learners will be “poor” readers and writers
• Students from certain groups may be expected to all have a common participation style
• Students with physical disabilities also have intellectual/learning disabilities
• Students with limited writing skills lacks intellectual ability
• Students will relate best to a character (historical, contemporary, or fictional) who resembles them demographically
• Students in a particular identity group are experts on issues related to that group
Uncovering & Addressing Implicit Biases: Reflective Teaching

Reflective Teaching intentionally examining one’s beliefs about teaching and learning before, during, and after lessons

- Reflective practitioners intentionally dedicate time to evaluate their own teaching practice and then revise future instruction to improve student belonging and learning.
- This process requires information gathering, data interpretation, and planning for the future.
- Goal = Integrate Reflections Targeting Implicit Biases & Building Cultural Competence
Uncovering & Addressing Implicit Biases: Self Assessment

Reflection Journals

• Ongoing Narrative of Teaching Practices
• Proactively Schedule Time into the School Day (Keep it Brief)
• Example Prompts: What went well today? What could I have done differently? How will I modify my instruction in the future?

Audio/Video Recording Lessons

With all that teachers must concentrate on during lessons, it is often difficult for the educator to accurately recall teaching practices to engage in reflective teaching. Watching or listening to the lesson may allow the educator to identify habits or practices they are not aware they are doing on a regular basis.
Strategies for Inclusive Classroom Environment

• Use multiple and diverse examples
• Provide alternative means for participation
• Structure classroom conversations to encourage respectful and equitable participation
• Use small groups to encourage non-competitive ways of learning and where appropriate intentionally arrange groups to encourage cross-cultural communication
• Anticipate sensitive issues and acknowledge racial, class, or cultural differences in the classroom
Address Offensive, Discriminatory, and Insensitive Comments

- Respect Students’ Honest Expressions and Thoughts
- Address blatantly offensive and discriminatory comments and hold students accountable for their behavior
Inclusive Classroom Climate

Diversity Statement

• Explicitly Posted and Taught
• Developed in Collaboration with Student Input
• Focus on Setting Expectations for Inclusivity in the Classroom (e.g., welcoming all identities, communicating the value of diversity)
• Review Often
Sample Diversity Classroom Statement

It is our hope that students from all diverse backgrounds and perspectives be well served by this classroom, that students’ learning needs be addressed both in and out of class, and that the diversity students bring to this classroom be viewed as a resource, strength and benefit.
Cultural Competence Assessment Instrument

CCAI – UIC

Health Care

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June, 2010

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Why is a Culturally Responsive Learning Environment Important?

The learning environment sets the context and climate for the classroom in terms of:

- relationships
- communication
- expectations

It focuses on students’ sense of belonging. (Ford, 2010)

Are teachers and students respectful of each other? Do students feel like they belong, are appreciated, and supported?

How accessible is your classroom to every student?

What rules and expectations are stated? Whose voices are heard? Who is empowered?
How culturally responsive is your classroom learning environment?

Is your classroom environment equitable, diverse, and inclusive?

Use this checklist to find out.

A Checklist for Creating a Culturally Responsive Classroom | Lexia Learning
Creating a Culturally Responsive Learning Environment

- Educators need to understand punishment referral patterns.
- Students of color and students of lower socioeconomic status (SES) are disproportionately referred by the classroom teacher for removal from the classroom (i.e., suspension, expulsion).
- Students of color (males), lower SES, persons with disabilities, and are disproportionately referred to the office.
- Students of color are more severely punished for the same or similar misbehavior than their White counterparts.

(Milner IV, 2019; NCES 2022; Skiba, 2002)
Creating a Culturally Responsive Learning Environment

Build a caring classroom community:
- Build good teacher-student relationships that respect all students’ backgrounds
- Ask students for feedback about the management of a class

Set a positive tone:
- Greet students at the door
- Learn to pronounce your students’ names correctly
- Ask questions at the beginning of the day on their weekend or last evening
- Complement students’ good behavior rather than consistently calling out misbehavior

Get to know your students personally:
- Ice breakers at the beginning of the year beginning with telling something about yourself
- Place social games (how many have siblings, dogs, other pets, etc.)
- Play attention to what is on your student info and emergency forms.

(Brown, 2019)
Creating a Culturally Responsive Learning Environment

Involves families and communities in supportive and positive ways:

- Classroom volunteers and guest speakers can represent a variety of cultures and backgrounds.
- Schools can hold Heritage Day (Students and teachers display their culture/country from which their families immigrated)
- Schools can support community organizations
- Display a map of the countries from which student/families immigrated use writing assignments and readings to learn about each of those countries
- Keep parents aware of student’s behavior (color codes in agendas/planners)

(Brown, 2019)
Tier 2: Social Skills Instruction with Cultural Adaptations
Positive Behavioral Interventions & Supports
framework for delivering evidence-based practices, making data-driven decisions, and maintaining systems to support implementation to improve student outcomes

Social Skills Instruction

Supporting Staff Behavior
Supporting Decision Making
Supporting Student Behavior

SYSTEMS
EQUITY
PRACTICES
DATA
OUTCOMES

Social Competence & Academic Achievement

Is what we are doing working?

How are we doing it?

What are we doing?
Core Features of Tier 2 Interventions

- Aligned with School-Wide Expectations
- Continuously available
- Easily accessible
- Requires low teacher effort and resources
- Function-based and customizable to student need
- Able to deliver to small groups of students
- Continuously monitored
# Key Tier 2 Practices

- Increased Instruction & Practice with Self-Regulation and Social Skills
- Increased Adult Supervision
- Increased Opportunities for Reinforcement
- Increased Precorrections
- Increased Focus on the Possible Function of the Behavior
- Increased Access to Academic Supports
Let’s Talk About Standard Protocols

Standard = Students Receive the Same “Manualized Program” which may include:
- Scripted Lessons
- Lesson Sequence
- Common Implementation Procedures

Advantages: limited teacher planning, may help to ensure treatment integrity (i.e., implementing the program as studied/developed)

Disadvantages: social validity, lesson sequence/protocol may not directly align with student need, unable to account for student and contextual factors

Bruhn et al., 2020; Majeika et al., 2020
Adaptations

**Horizontal Adaptations**
Adaptations made BEFORE the start of the intervention to increase effectiveness

- Student factors (e.g., gender, race, function, topography, family dynamics, interpersonal relationships)
- Contextual factors (e.g., resource availability, classroom instruction, physical space, time, technology)

**Vertical Adaptations**
Adaptations made DURING the intervention based on how the student responds

- May need to intensifying the intervention (e.g., dosage, alignment, attention to transfer, behavioral support)
- May need to fade support

Majeika et al., 2020

The Adaptation Process Must Maintain the Core Intervention Features
Adaptation Process

Bruhn et al., 2020
SOCIAL SKILLS INSTRUCTION
Social Emotional Learning (SEL)/5 Core Competencies

“The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines SEL as the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions”

(CASEL, 2022, para. 1)
Types of Social Skill Deficits

- Acquisition
- Performance or Fluency
- Competing Problem Behavior

Social Skills Instruction
<table>
<thead>
<tr>
<th>Component</th>
<th>Adaptable Features</th>
<th>Examples of Culturally Responsive Adaptations</th>
</tr>
</thead>
</table>
| Explicit Instruction in Target Skills | • Type/role of instructor (e.g., Peer Mentor (older grade, same gender/ethnicity))  
• Skills taught          | • Use a role model peer (older grade student) one involved in sports, student organizations, or assigned important role  
• adapt lessons from curriculum to be inclusive of all students in your classroom  
• Target function-based behaviors |
| Modeling                   | Role modeler                                | • Use peer models that are reflective of students in your class (be careful to vary based of multiple identities represented)  
• Use current events local and nationally  
• Use celebrities local and national if appropriate  
• Story read aloud books     |
| Role Play                  | Format of practice                          | • Digital apps that allow for application in various scenarios  
• Game based role play       |
| Teacher Feedback           | Schedule of feedback  
Reinforcement | • Increase to intensify and decrease to fade  
• Pair feedback with tangible reinforcement (treasure box, teacher student game)  
• Provide additional opportunities to respond  
• Use a data journal         |
| Generalization             | Encouraging skill use                        | • Work with teachers to incorporate intervention language into classroom  
• Teach code switching of skills  
• Review situations that are reflective of the surrounding community |

Adapted from: Bruhn et al., 2020
Social Skills Instruction: Horizontal Adaptations

Student Factor: Race/Ethnicity

- Elementary: Use read-aloud books, Good behavior game
- Secondary: Use relevant current events (e.g., police brutality)
- Groupings: switch groups up often in the class. Provide an icebreaker during each switch (student name sheet compliment activity, 2 truths and a wish)
Social Skills Instructional: Horizontal Adaptations

Contextual Factor: Cultural Background and Religion

• Use available staff, parents, volunteers, public service officials and students
• Underserved Schools
  • Add social emotional learning, Trauma Informed Care, and/or Restorative practices
  • Teach specific lessons based on student needs and identities
  • Include parents and families to share customs and traditions
  • Provide a student and family inventory to understand distinct cultural differences in advance.
Culturally Adapted Social, Emotional, and Behavioral Support for Black Male Learners

Aaron Rachelle Campbell, PhD, Mary Rose Sallese, PhD, Julie L. Thompson, PhD, Constance J Fournier, PhD, and Meghan Allen, MS

Abstract
Black learners, like all other learners, bring their cultural values into the classroom, how they express themselves, and how they problem-solve. In addition, their life experiences influence their social and emotional behaviors. This study examined the effects of a multicomponent intervention approach—culturally adapted social and emotional learning curriculum, check-in/check-out, and self-monitoring—on the externalizing behaviors of Black male learners in an urban elementary school. A multiple-baseline across-class, single-case, experimental design evaluated the effects of the intervention package. Results from the study show a consistent decrease in externalizing problem behaviors, increases in social and emotional competence, and high levels of social validity for the intervention package based on the input of relevant stakeholders. An embedded monitoring system, single-case design explored the relative impact of self-monitoring. The authors also include a discussion of the limitations of this work and the implications for future research.

Keywords
positive behavior supports, single-subject research methodology, behavior, multicultural issues, social skills

Practitioners and researchers increasingly agree on the need to culturally adapt evidence-based social, emotional, and behavioral intervention approaches for Black male students. Across student populations, though, social and emotional development (Greenberg et al., 2003). The Collaborative and Supportive Schools model (Sugai et al., 2000) provides a framework for teaching social-emotional and behavioral competencies as a way to promote social-emotional health and improve educational outcomes (U.S. Department of Education, 2011). SEL interventions provide a framework for teaching social-emotional skills and strengthening protective factors, including those skills and attitudes necessary for positive behavior development.

Culturally adapted social-emotional and behavioral interventions for Black male learners are particularly important given that this face group experiences higher rates of suspension and expulsion than other racial/ethnic groups (Office for Civil Rights, 2015). Furthermore, Black students with social-emotional and behavioral needs are overrepresented in special education programs, predominantly in general education settings (Green & Juarez, 2017). As an illustration, Black students were most likely to be suspended or expelled than any other disability category (i.e., other health impairment, including emotional disturbance) (OESE, 2021). As a result, learners with EBD experience high levels of regulatory discipline practices and receive special education services in more restrictive placements than any other disability group (Novak et al., 2020). Data from the Special Education Elementary Longitudinal Study revealed students with EBDs and emotional disturbance/proximity disorder (ADHD) as more likely to experience suspension or expulsion than students with learning disabilities alone (Adach et al., 2007). More recent data have supported this conclusion by showing more than double the rate of school suspensions for students with EBDs compared to the closest disability category (i.e., other health impairment, including ADHD) and any other disability category (OSEP, 2021).
Culturally Adapted Social Skill Support

- Agreement on the need to culturally adapt interventions to meet the needs of diverse learners
- Cultural and contextual relevance consists of students' and educators' unique variables, characteristics, and learning histories
- Classrooms are not culturally neutral territories

(Fallon et al., 2015; Graves et al., 2017 Obiakor, 2008; Sugai et al., 2000).
Strong Start

Strong Start is a collection of grade-banded SEL curricula based on the CASEL Model.

The curricula are not culturally responsive as written, and the initial studies did not include cultural adaptations.

Developers provide recommendations for modifying lessons to reflect the interests, abilities, and culture of the participants.

(Carrizales-Engelmann et al., 2016; Merrell et al., 2008; Whitcomb & Parisi Damico, 2016)
Adaptations to Strong Start SEL Curriculum (CA-SEL)

Adapted K–5 Strong Start SEL curriculum for the Black-student participants to improve cultural and contextual fit.

10 highly structured 45-min lessons taught to the entire class two to three lessons over the course of the week so that every day included a portion of an SEL lesson

The modifications to the Strong Start curriculum align with creator suggestions and retain the core assumptions and skill domains of the program.

(a) embrace learning about your students
(b) be mindful of communities where students reside
(c) use vocabulary that simply explains the key points
(d) provide a space that allows for differing viewpoints
(e) seek responses on modifications made for cultural connections.

Researchers also conducted an examination of cultural adaptations of Strong Start reported in previous studies (Castro-Olivo, 2014; Graves et al., 2017)

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<table>
<thead>
<tr>
<th>Lesson</th>
<th>Suggested Book in Curriculum</th>
<th>Cultural Adaptation</th>
</tr>
</thead>
<tbody>
<tr>
<td>About Strong Start</td>
<td>My Many Colored Days by Dr. Seuss</td>
<td>Tacky the Penguin by Helen Lester</td>
</tr>
<tr>
<td>Basic Feelings 1</td>
<td>The Feelings Book by Todd Parr</td>
<td>Today I Feel Silly &amp; Other MOODs That Make My Day by Jamie Lee Curtis</td>
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<tr>
<td>Basic Feelings 2</td>
<td>Jamaica and the Substitute Teacher by Juanita Havill</td>
<td>I Like Myself by Karen Beaumont Llama</td>
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<td>Mad at Mama by Anna Dewdney</td>
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<tr>
<td>I’m Angry</td>
<td>Mean Soup by Betsy Everitt</td>
<td>Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst</td>
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<td>I’m Happy</td>
<td>A Bad Bad Day by Kirsten Hall</td>
<td>Brown Boy Joy by Thomisha Thomas</td>
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<table>
<thead>
<tr>
<th>Topic</th>
<th>Book 1</th>
<th>Book 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m Worried</td>
<td>Arthur’s Baby by Marc Brown</td>
<td>Peter’s Chair by Ezra Keats</td>
</tr>
<tr>
<td>Basic Feelings</td>
<td>The Kissing Hand by Audrey Penn</td>
<td>What Should Danny Do? by Ganit &amp; Adir Levy</td>
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<tr>
<td>What Does a Good Friend Do?</td>
<td>Will I Have a Friend? by Miram Cohen</td>
<td>Peanut Butter &amp; Cupcake by Terry Border</td>
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<tr>
<td>The Stop, Count, In, Out</td>
<td>The Giving Tree by Shel Silverstein</td>
<td>Chrysanthemum by Kevin Henkes</td>
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<td>Strategy</td>
<td></td>
<td></td>
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<tr>
<td>Finishing Up</td>
<td>I Can’t Wait by Elizabeth Crary</td>
<td>Who Do You See? The Struggles of an African American Teenage Boy by Sean George</td>
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Campbell et al., 2023
**Treatment Fidelity**

**Instruction and data will only result in good outcomes if interventions are implemented with fidelity**

- Tier II team has a protocol for ongoing review of fidelity for each Tier II practice.
  - Fidelity probes taken monthly by a Tier II team member.
  - District technical assistance
  - Tier 2 coordinator on site

- Fidelity of implementation is accomplished through:
  - Competency-based training
  - On site guided practice/feedback
  - Verification of treatment fidelity
Annual Evaluation

- At least annually, Tier II team assesses overall effectiveness and efficiency of strategies, including data-decision rules to identify students, range of interventions available, fidelity of implementation, and on-going support to implementers; and evaluations are shared with staff and district leadership.

- Data measures proportionality of outcomes **for ALL students** (by race, language, gender, exceptionality, etc.)
Questions?
Please Complete this Session’s Evaluation

10/27/2023

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