A snapshot from my personal experience with diversity: Culturally responsive practices & the Czech Republic

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Goals

×   Describe culture.
×   Define the relationship between diversity and inclusive education.
×   Select culturally responsive teaching practices.
×   Identify how cultural responsiveness can be incorporated into classroom management.

Culture

× A human-made construct.
× Ideas, customs, and behaviors of a group of people.
× Cultural identity may include these:
    × Race, ethnicity, age, geographic region, sexuality, religion, social status, language and ability.

(Liang & Zhang, 2009)

Poll

With which of the following categories do you most strongly identify?

A. Czech
B. European
C. White
D. None of these.

Personal identification

At some point in my life:

- ×   Ashkenazi Jew
- ×   Female
- ×   White
- ×   Agnostic
- ×   Mother
- ×   American
- ×   Behavior analyst
- ×   Teacher

Cultural Competence

×   A set of behaviors, skills, attitudies, and abilities that enable you to **teach** effectively across cultures.
×   Includes:
    ×   Humility
    ×   Open mindedness
    ×   Positive disposition toward diversity
    ×   Comfort in cross-cultural interactions

(Ukpokodu, 2001)

Poll

How much do you think cultural competence is being demonstrated in Czech schools?

A. All of the time
B. Some of the time
C. None of the time

Diversity

- × Differences among groups of people and individuals based on :
  - × Ethnicity
  - × Race
  - × Socioeconomic status
  - × Gender
  - × Exceptionalities
  - × Language
  - × Religion
  - × Sexual orientation
  - × Geographical area

Diversity Awareness in Education

Recognizing these differences to:

- × Avoid misreading interactions, communications, and relationships.
- × Avoid misreading student aptitudes, attitudes, abilities, intentions, and behaviors.
- × Avoid using unsupported discipline or teaching practices.
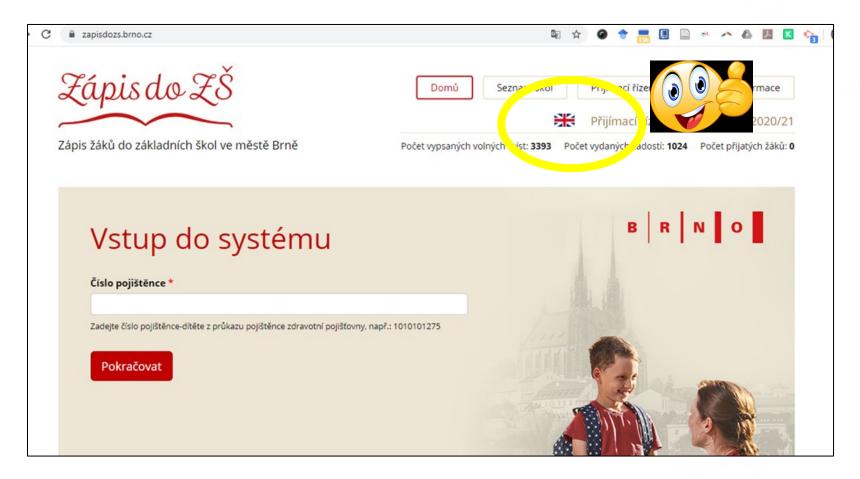
(Ukpokodu, 2001)

Poll

In the context of being a student, have you experienced teaching practices that recognized your diversity (difference)?
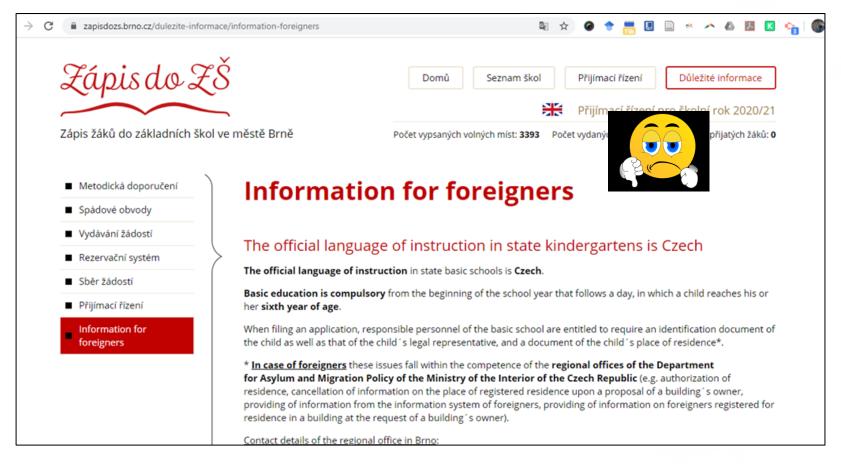
A. Yes
B. No
C. I am not sure.
D. I do not identify with a category of diversity.

Mother of a minority

- × Good luck figuring out what is going on!
  - × No one-on-one communication
  - × Most signs handwritten
  - × Difficulty using a translator app
  - × No emails sent or replied to
  - × Communication through child or other parents
- × Cultural differences
  - × Changing of clothes
  - × Slippers
  - × Birthdays
  - × Holidays

Brno is recognizing diversity in the education system!

But then....

What pre-service teachers at MUNI (initially) think about culture, diversity, and teaching.....

"Czech Republic isn't exactly culturally varied country."

"Czech teachers in general miss out on the unique dynamics that come with living in a multicultural society"

"It is hard to find practical ways to use the culturally responsive teaching practices in our country since there is not much cultural diversity."

"Topics like discrimination, racism or prejudice are usually simplified by only providing the definition and saying that we should treat everyone equally."

"..honestly, I am not sure how many teachers actually think of a student's background before making an opinion."

"Romani pupils in the mainstream elementary school classroom face challenges.."

Education & Diversity in CR

- × We've looked at foundations of diversity and culture- and touched upon awareness.
- × Personal experiences have been shared.
- × What's next?

…. A look inward!

To build awareness...
A look at **bias**

× A cause for prejudice for or against someone or something
  × Can manifest as feelings and actions
× Common, and generally accepted, bias example:
  × Your parents thinking that you are the most beautiful child in your class photo
× Unaccepted bias example:
  × Your parents thinking that you are better at math than your sister because you are male

Poll

Be honest, do you think you have *hidden* biases?

A. Yes
B. No
C. I don't know

What do your think?

"A father and son were involved in a car accident in which the father was killed and the son was seriously injured. The father was pronounced dead at the scene of the accident and his body was taken to a local morgue. The son was taken by ambulance to a nearby hospital and was immediately wheeled into an emergency operating room. A surgeon was called. Upon arrival and seeing the patient, the attending surgeon exclaimed "Oh my God, it's my son!' Can you explain this?"

Retrieved from: https://cultureplusconsulting.com/2018/08/16/a-ha-activities-for-unconscious-bias-training/

Hidden Biases Assessment

Take a few moments to look at the shared

[assessment](#) document and complete it on your own.

Hidden Biases & Teaching

Identifying your hidden biases is important as a human and a **teacher**!

× All teachers, regardless of location, are likely to encounter diversity.

× Diversity is more than meets the eye.

What differences might you not see?

Education & Disability

- × Diversity is inclusive of disability.
- × In the world of education we encounter diversity in many realms- disability is likely to be one of them.
- × Practicing cultural competence and diversity awareness aligns with inclusive educational practices.

But it does not end there…..

Poll

Do you think there is a problem with the over representation of RCELD students in special education?

A. Yes
B. No
C. I am not sure

Disproportionality in Behavioral Interventions (and SPED)

× Over representation of students with racial, cultural, ethnic, and linguistic diversity (RCELD) in special education has been an ongoing problem.
× Racial, cultural, ethnic, and linguistic diversity is not a need for special education services- it is not a problem with the learner. The environment needs to be adjusted:
   × Changing teaching practices
   × Modifying curriculum
   × Being data driven
   × Using empirically validated approaches

(Fiedler et al., 2008)

So...

Understanding culture, diversity, and effective behavior change are important to:

- × Promote the success of all students
- × Make sure that "behavior issues" are not mistaken for disability
- × Ensuring that you are being a culturally responsive educator focusing on making the environment most welcoming for the behaviors you want to see in the classroom.

STRATEGIES FOR SUCCESS!

Diversity Practice in Education

× **Culturally responsive teaching** as using students' backgrounds, social experiences, and prior knowledge in daily lessons.

× Using imaginative practices where children bring their own backgrounds as capital to producing, enacting, and directing.

× Having students create artwork that reflects their worldview in response to a current event.

× Follow the contemplative art making with story telling.

(Iyer & Ramachandran, 2019)

Table 2. Section II: Culturally Responsive Coordinated Early Intervening Services and Referral to Special Education

Critical Questions	Quality Indicators	Rubric (Circle the # most applicable)
1. Were early intervening or prereferral services provided in a timely manner, for a reasonable duration, and with an intensive enough approach?	• Building team meets within 3 weeks after a teacher identifies a need for EIS. • There are clear guidelines for movement across various tiers of interventions.	1. Student did not make progress. Both the duration, [and the] frequency and intensity of intervention were below the level suggested. 2. Student did not make progress. The duration, frequency, and intensity were consistent with recommendations. 3. Student did not make progress. The duration, frequency, and intensity of intervention exceeded the recommendations. 4. Student making progress with prevention/early intervention supports.
2. Did the student receive a variety of services to address individual needs?	• Previous year's teachers are routinely invited to initial building team meetings to ensure a smoother transition. • Counseling sessions are scheduled with students with RCELD to review expectations. • A time/place for students with RCELD to receive individualized assistance with homework assignments has been established.	1. One intervention has been tried. 2. At least two interventions have been tried. 3. Multiple, different strategies have been tried. 4. The team has exhausted appropriate interventions at this level.

Checklist for Addressing this Disproportionality (Fiedler et al., 2008)

Diversity practices in behavior change: PALS

×   Positive behavior, interactions and learning environment in school- PALS.
×   Promote social competence through positive behavior support and to prevent and reduce problem behavior in students using a PBIS model.
×   Application of social learning principles.
×   **Goal to decrease anti-social behavior by teaching the ability to handle social interactions.**
×   Focuses on helping immigrant children be successful in school.

(Ogden et al., 2007)

Culturally Responsive Classroom Management

×   Not about compliance and control, but creating an environment where everyone can access learning within the space.
×   Behavior problems, associated with the need for classroom management strategies, often consider the diversity focus to be disability centered, but there is a lot more to consider.
×   The goal is to get to the point where desired behavior occurs as a result of social responsibility.
×   Generally a 5 part strategy.   (Metropolitan Center for Urban Education, 2008)

Culturally Responsive Classroom Management

Part 1: Recognition of one's own cultural biases.

- × Explore your own attitudes towards other cultures.
- × Consider how your perceptions could result in identifying a behavior problem or disability when one is not really present.

(Metropolitan Center for Urban Education, 2008)

Culturally Responsive Classroom Management

Part 2: Knowledge of students' cultural backgrounds.

- × Needed for skills of cross-cultural interactions.
- × Have students create projects to share their backgrounds.
- × Make connections with the family (e.g., home visits).

(Metropolitan Center for Urban Education, 2008)

Culturally Responsive Classroom Management

Part 3: Awareness of the broader, social, economic and political context.

- × Consider how certain policies or practices in discipline might discriminate against certain children.
- × Engage children in the discussion on and development of classroom rules.

(Metropolitan Center for Urban Education, 2008)

Culturally Responsive Classroom Management

Part 4: Ability and willingness to use culturally appropriate management strategies

- × Evaluate how current classroom management practices might be blocking access to learning for certain students.
- × Creating appropriate goals and expectations while working with families.
- × Setting up the classroom environment to welcome all learners (e.g., maps of different regions, welcome signs in different languages).
- × Assume that regardless of cultural differences parents care about the education of their children.

(Metropolitan Center for Urban Education, 2008)

Culturally Responsive Classroom Management

Part 5: Commitment to building caring classroom communities.

- × Spending some time on rapport building.
- × Creating a positive learning experience.
- × Showing your enthusiasm for the unique qualities of your students (e.g., languages spoken).

Cultural Awareness Skills in Practice

× Develop self-awareness of own cultural systems.
  × Talking about your behavior can help achieve self-awareness.
× Practice scientific mindfulness.
  × Undivided attention on the data from the family.
× When interventions are not being followed by families, and therefore unsuccessful, consider if the plan is not culturally appropriate.
× Conduct an analysis of cultural identity and use it to inform treatment planning.
  × May involve a wider community than typical.

(Fong et al., 2016)

General strategies

- ✕ Data based decision making - using the data instead of your own judgement.
- ✕ Culturally-representative (but not stereotyped) materials.
- ✕ High expectations for everyone!
- ✕ Talk about implicit biases and educate others on their impact.

(Capatosto, 2015)

General strategies

- × Using materials that counter stereotypes.
- × Using materials that share diverse cultural values.
- × Heterogeneous grouping.
- × True classroom inclusion.
- × Clear behavior expectations (observable and measurable).

(Capatosto, 2015)

Culturally Responsive PBIS Checklist

(Cramer & Bennett, 2015, p.23)

Figure 1 Checklist of selected CR-PBIS areas for middle school teachers.

Selected CR-PBIS Areas	Yes	No
Teacher Attitude/Beliefs		
1. Be aware of own biases.	☐	☐
2. Acknowledge negative thoughts.	☐	☐
3. Believe all children can succeed.	☐	☐
4. Be self aware of own cultural experiences.	☐	☐
Interactions		
1. Create a climate of tolerance.	☐	☐
2. Treat all members of the class with dignity, fairness, and respect.	☐	☐
3. Provide students with opportunities to work with many people.	☐	☐
4. Give feedback that is direct, immediate, authentic, & tactful.	☐	☐
Home/School Collaboration		
1. Learn about students' lives beyond the classroom.	☐	☐
2. Understand that family structures vary.	☐	☐
3. Maintain realistic expectations of the level of homework.	☐	☐
4. Maintain contact with the families based on students' needs.	☐	☐
Curriculum		
1. Maintain a multicultural focus mirroring the student population.	☐	☐
2. A multicultural focus should be all year.	☐	☐
Instruction		
1. Use direct and explicit instruction.	☐	☐
2. Use active student responding and performance feedback.	☐	☐
3. Use cooperative learning groups and peer tutoring.	☐	☐
Management System		
1. Emphasize prevention strategies.	☐	☐
2. Develop rules and explicitly teach them.	☐	☐
3. Emphasize the use of reinforcement-based strategies.	☐	☐
4. Provide individualized corrective consequences.	☐	☐

Please answer the following questions to help improve our expectations:

Are our school's expectations for student behavior meaningful or important to you? YES / NO

Why or why not? _____

What do you think they should be? _____

What are the values or rules that you want your children to follow at home? _____

_____

Are there any expectations or examples (in the matrix) that go against your values at home? YES / NO

If yes, what are they? _____

What other ideas do you have for us to teach students the expectations? _____

_____

Thank you for your time and thoughts!

PBIS Cultural Responsiveness Field Guide   32

Parent Involvement & Cultural Responsiveness

(Leverson et al., 2016, p. 32)

School-wide Expectation	At SCHOOL It looks like...	At HOME It looks like...	In my NEIGHBORHOOD it looks like...
Be Safe	• Keep hands and feet to self • Tell an adult if there is a problem	• Protect your friends and family • Don't talk back	• Stick up for your friends • Don't back down • Look the other way
Be Respectful	• Treat others how you want to be treated • Include others • Listen to adults	• Do exactly what adults tell you to do • Don't stand out • Don't bring shame	• Text back within 30 seconds • Be nice to friends' parents • Share food
Be Responsible	• Do my own work • Personal best • Follow directions • Clean up messes	• Help your family out first • Own your mistakes • Share credit for successes	• Have each other's backs • Own your mistakes • Check in about what to do

Cultural Responsiveness- Student Perspective

(Leverson et al., 2016, p. 40)

Culturally Responsive Elaboration

Teams employ and support an instructional approach to discipline that emphasizes teaching pro-social skills (rather than using exclusionary discipline and zero tolerance policies). They examine policies and disciplinary practices for disparate impact and from a power versus purpose perspective (i.e., policies and practices that reflect the preferences of staff versus those with a clear purpose linked to educational outcomes).

Non-examples

- Schools or districts use zero tolerance policies or frequently use in- and out-of-school suspensions.

- Schools use "informal" suspensions (i.e., families are told to pick up their child when behavior incidents occur).

- Rather than teaching behaviors as part of discipline process, punishment is used almost exclusively.

- Families are not given opportunities to provide input regarding discipline policies.

- The school dismisses or otherwise does not act on suggestions and feedback made by families.

Examples

- Teams and staff review existing discipline policies to ensure that inclusionary practices are used whenever possible and that exclusionary practices are used with discretion for safety purposes only, and always with an instructional component.

- Teams actively seek input from families and the community on discipline policies and attempt to align disciplinary procedures with community expectations.

- Teams have procedures for staff to respond to behaviors by reteaching the skill and teaching students to code-switch across settings, with additional practice, acknowledgment, and a focus on restoring relationships.

- Teams work with local law enforcement agencies to emphasize positive interactions between authority figures and students (as opposed to negative or threatening interactions when problem behaviors occur).

Culturally Responsive Elaboration (Leverson et al., 2016, p. 12)

"..thinking about someone's behavior as *wrong* according to my understanding of this behavior in my cultural context is normal and I don't have to feel guilty. What is important is what I will do next."

"I can recognize that a foreign student's problematic behavior may be caused by a new environment, new people, new culture and unknown language- as opposed to a disability."

"..involve school staff and also students and their parents in creating positive reinforcers, acknowledgments.."

"..we might talk about personal stories of people who experienced prejudice and then ask students to share their own.."

"..transform the classroom into a space that doesn't promote the dominant culture.."

Remember…

- × Diversity exists in the classroom- even in the Czech Republic
- × Recognize your own biases before entering the classroom
- × Select teaching strategies that support all students- regardless of their differences

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