



**Illinois
State Board of
Education**



Families and Educators: Getting on the same page about behavioral interventions for learners with autism spectrum disorder

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Agenda

- Introductions
- Objectives
- BAT Project Information
- Cultural responsiveness
- Strengths-based
 - Cultural capitol
 - Funds of knowledge
- Backpack/Starburst activity
- Behavior interventions
 - What's already in their backpack
 - Focus on being proactive and not reactive



Welcome and Introductions



*Behavior
Assessment
Training*

SIU Southern Illinois University
CARBONDALE





Objectives

- Learn more about BAT program
- Understand what cultural responsiveness is
 - Implicit bias
- Need to be strengths-based lens, not deficit lens
 - Cultural capital
 - Funds of knowledge
- Families are the experts

About the BAT project

The Behavior Assessment Training (BAT) project provides professional webinars by content experts on implicit bias, culturally responsive functional behavior assessment (FBA) practices, behavior intervention plans (BIPs), the impact of trauma and other adverse circumstances, family collaboration and early childhood.

This project is funded by the Illinois State Board of Education through an IDEA Part B Federal Grant.



What the
BAT project
is doing
about it

Monthly Webinars

Annual Conference

District-specific support

Guidance document

Technical assistance library

BAT webinar schedule

Upcoming Webinars

May 17th

- Expanding on major behavior management themes

August 9

- Restorative Practices

September 20

- Staff, Community & Family Collaboration

October 18

- Impact of Trauma and Other Adverse Circumstances

November 15

- Significant Behavior Needs

January 17

- Court Involved Youth

February 21

- Culturally Responsive Data Collection

March 20

- Implementation Fidelity

April 17

- Summary and General Follow-Up

May 15

- Early Childhood

Archived Webinars

October (archived)

- Teacher Bias & Stereotype Awareness

November (archived)

- Evaluation & Bias

December (archived)

- Legal/Ethical Requirements of FBAs and BIPs

January 18th (archived)

- Viewing student behavior through an action plan

February 15th (archived)

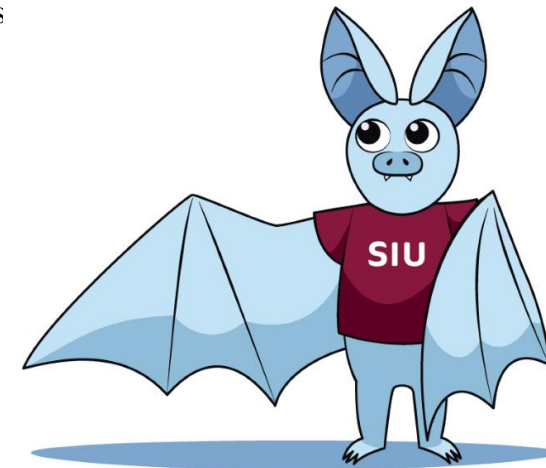
- Culturally Responsive Evidence-Based Behavior Interventions

March 15th (archived)

- Culturally Responsive Evidence-Based FBAs

April 19th (archived)

- Culturally Responsive Evidence-Based BIPs



Annual Conference

- 1 Day In-Person Conference in October
- 3 Locations/3 separate dates
 - ☐ Northern (TBA)
 - ☐ Central (TBA)
 - ☐ Southern at Southern Illinois University (Carbondale)



Who are diverse families?

Often discussed:

- Race
- Culture
- Language

Not typically discussed:


- Family composition
- Socioeconomic level
- Geographic location
- Education level / Beliefs about education
- Age
- Disability (intellectual, physical)



Setting the Stage of our Case Study

Ricardo is six years old and lives with his parents, his maternal grandparents and one-year old sister. Ricardo and his family immigrated to the US three years from the Philippines. His parents work full-time as lab technicians at the local hospital. The Cruz family speaks primarily Tagalog. Ricardo's grandparents help take care of Ricardo and his sister.

Ricardo was diagnosed with autism and became eligible for services in kindergarten. Ricardo receives special education services and ESL supports within the classroom setting.



Potential for mismatch between home and school related to characteristics

- School professionals are largely white and middle class women while students and their families represent many types of diversity
- School professionals are trained in a largely “one size fits all” approach (e.g., much of the literature focuses on students with an ASD as visual learners while that is not always the case)
- School professionals may not have had content specific to the range of diversity throughout their coursework (e.g., one course)
- School professionals may have limited exposure to diverse students and their families during their training as well as diverse faculty, clinical supervisors etc.

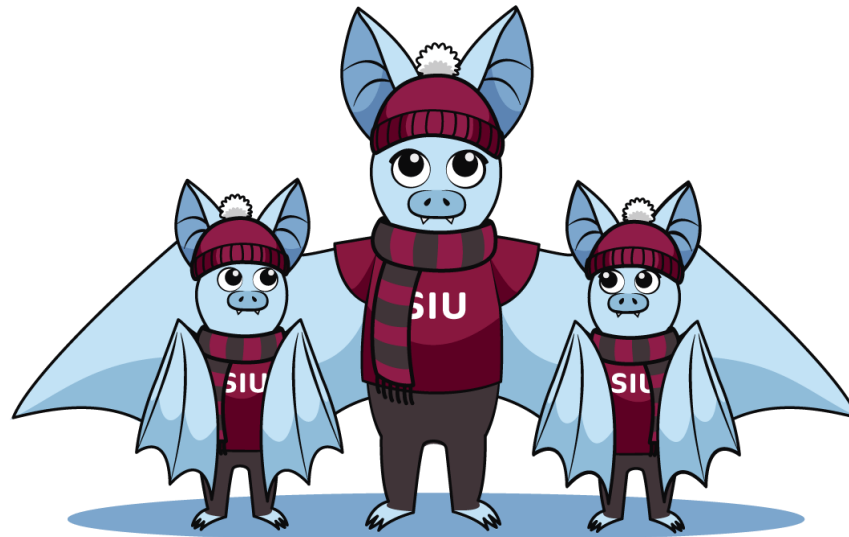
Ricardo

Ricardo's mother told the teacher that he rarely plays with children his own age. Ricardo's parents took turns bringing him to school the first week. After the first week, Ricardo's grandparents brought him to school. They would often bring him late and if Ricardo didn't want to stay, they would take him home. One morning, Ricardo insisted his grandmother stay with him. When she accidentally knocked down the block tower they built, Ricardo yelled at her. His grandmother quickly rebuilt the structure.

When his family would leave Ricardo would cry for long periods of time, refuse to participate in classroom activities, and refuse to use the bathroom which resulted in wet pants. Ricardo's teacher struggled with communicating with his grandparents. The teacher attempted to contact the parents but had difficulty reaching them due to their work schedules.

Culturally Relevant Pedagogy (CRP) by Gloria Ladson-Billings (1994): is "a pedagogy of opposition specifically committed to collective, not merely individual, empowerment."

Culturally Responsive Teaching (CRT) by Geneva Gay (2000) is used to describe "using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively."








Strengths-based




- What do your students do well?
- What strengths do they bring with them?
- How does their presence enhance your room?
- What funds of knowledge do they bring with them?



Funds of Knowledge

Home Language	 <i>E.g., Arabic; Spanish; Navajo; Italian</i>
Family Values and Traditions	<i>E.g., holiday celebrations; religious beliefs; work ethic</i>
Caregiving	 <i>E.g., swaddling baby; giving baby pacifier; co-sleeping</i>

Favorite TV Shows	 <i>E.g., watching Dora; Sesame Street; Sid the Science Kid</i>
Family Occupations	 <i>E.g., fishing; office; construction; policeman</i>
Scientific Knowledge	 <i>E.g., recycling; exercising; health</i>
	<i>Additional Funds of Knowledge</i>

Friends and Family	 <i>E.g., visiting grandma; barbecues; sports outings</i>
Family Outings	 <i>E.g., shopping; beach; library; picnic</i>
Household Chores	 <i>E.g., sweeping; dusting; doing dishes</i>
Educational Activities	<i>E.g., going to the museum; taking a walk in the neighborhood</i>



Cultural Capitol

- The most successful parental advocates are those that can present themselves as a professional of their child's needs by possessing economic and cultural resources. (Harry, B. 2020)

Ricardo – A typical response

- The teacher shared her concerns with the principal, school psychologist and ESL teacher. Ricardo continued to cling to the classroom teacher, interacted minimally with his peers and wet his pants almost every day. The other professionals did not offer many suggestions in addition to what the teacher was already using with Ricardo. The teacher knew that she needed to have a parent conference but was apprehensive because of the contrasting parenting styles between Ricardo's parents and grandparents. She didn't want to create conflict within the family.
- The typical questions are: "Which professionals from the school, community services and agencies would you collaborate with to assist the Cruz family?" AND "What types of resources could assist Ricardo's family?"

Let's flip the question:

- Instead:

What are the strengths in Ricardo's family? What are the family's rules, routines, and behavioral interventions that they use at home?

What if, we mirror it in the classroom instead of our "typical response" at school?

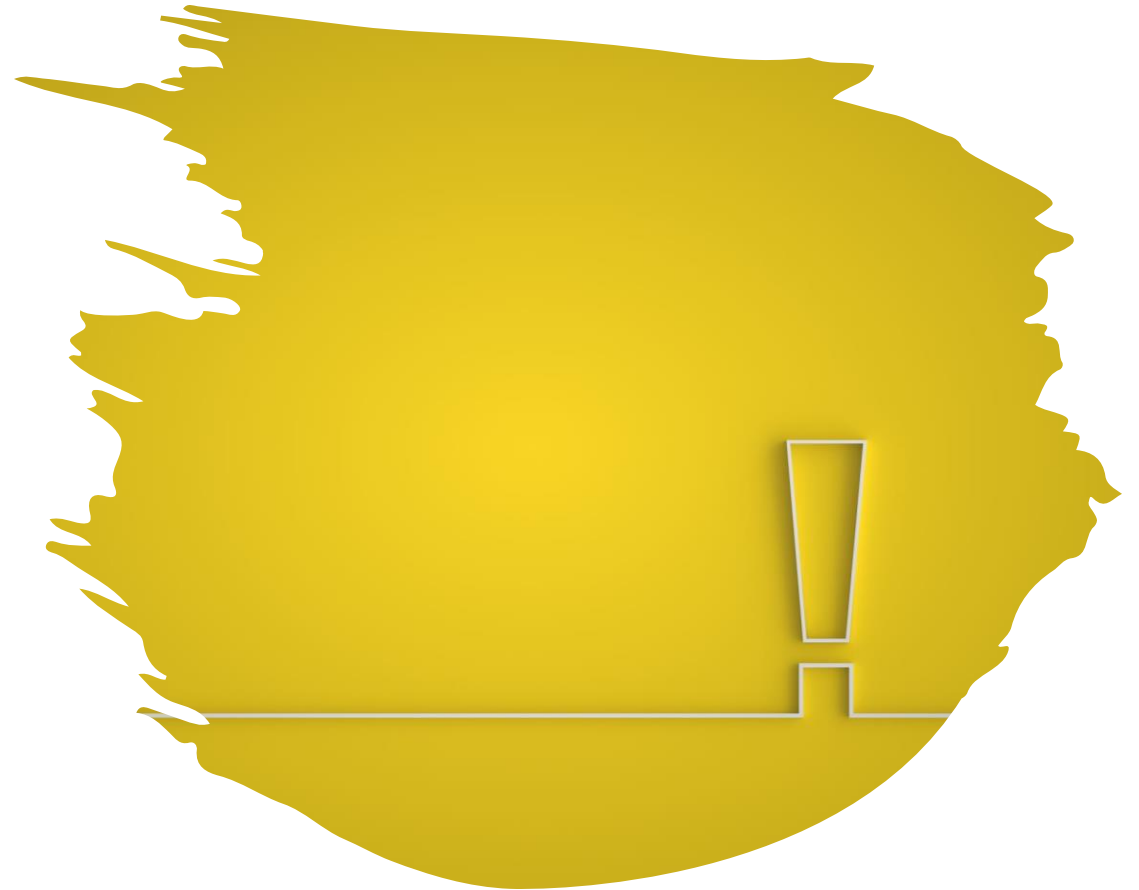


"What's in their backpack?"

- Family arguments – lack of sleep
- Favorite shirt is dirty – wearing scratchy and too tight shirt
- New babysitter
- Missed the medical renewal date – can't get prescriptions filled
- Sibling destroyed game controller
- It's raining and can't go outside to swing
- Other kids on bus too loud

Inquiring Minds What To Know:

- If you knew about "what's in the backpack", how could it impact the way you respond to student behavior?





Activity



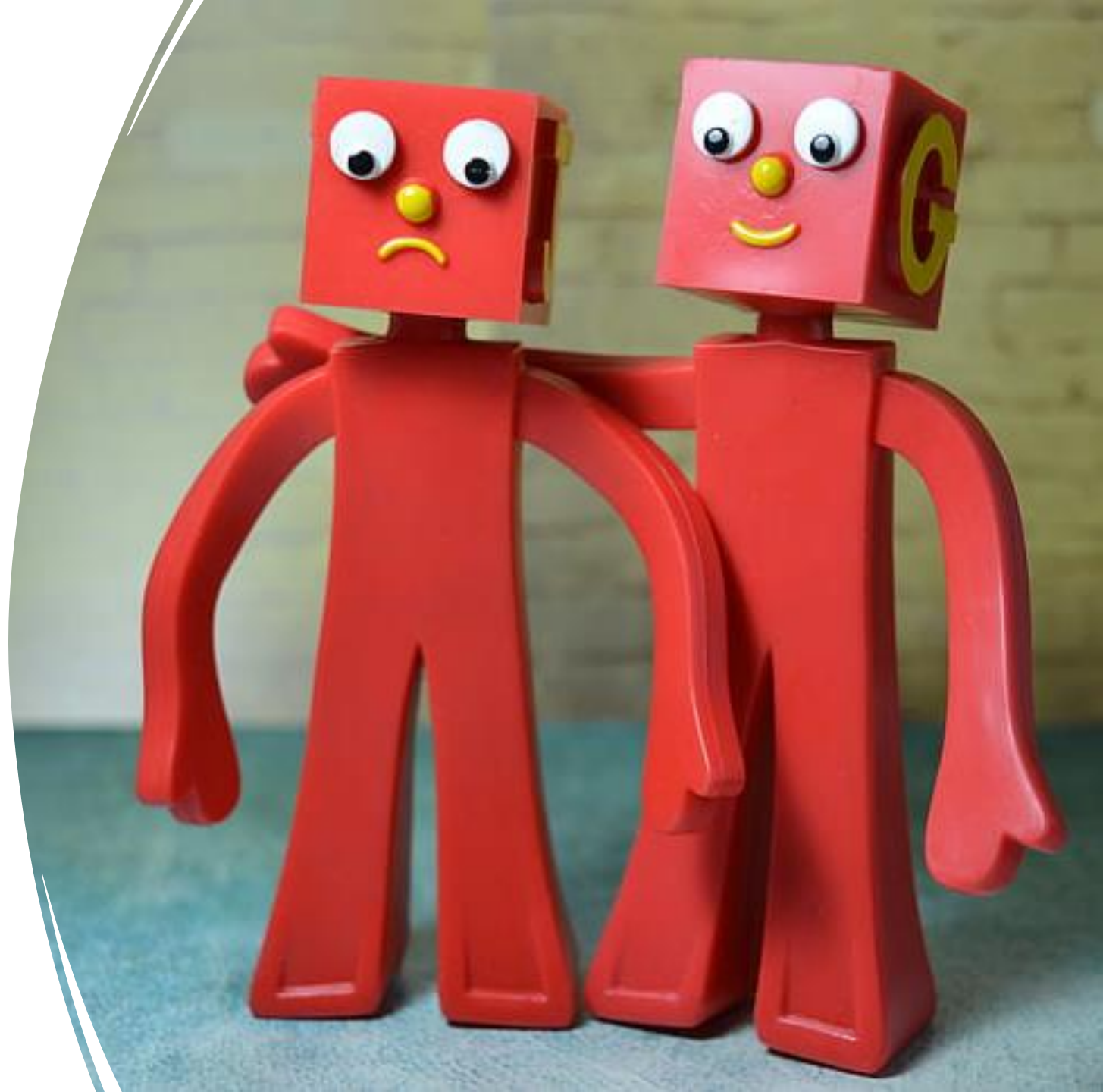
Linking diversity and behavioral expectations

- As a school professional, need to evaluate our own understanding of the following:
 - Student's disability
 - Student's strengths and needs
 - Student's parents/family's expectations about education
 - Student's parents/family's expectations about behavior
- Evaluation includes examining our own family background including cultural values and expectations; results of this evaluation assist in process toward being on the same page as and with families



Make A Friend:

- How does what you carry in your backpack impact your relationship with your students?





Audience questions

BAT webinar schedule

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August 9

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Thank you for your participation!



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HUMAN SCIENCES**

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