Culturally Responsive Evidence-Based Behavior Interventions

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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.

BAT webinar schedule

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
- Culturally Responsive Evidence-Based Behavior Interventions
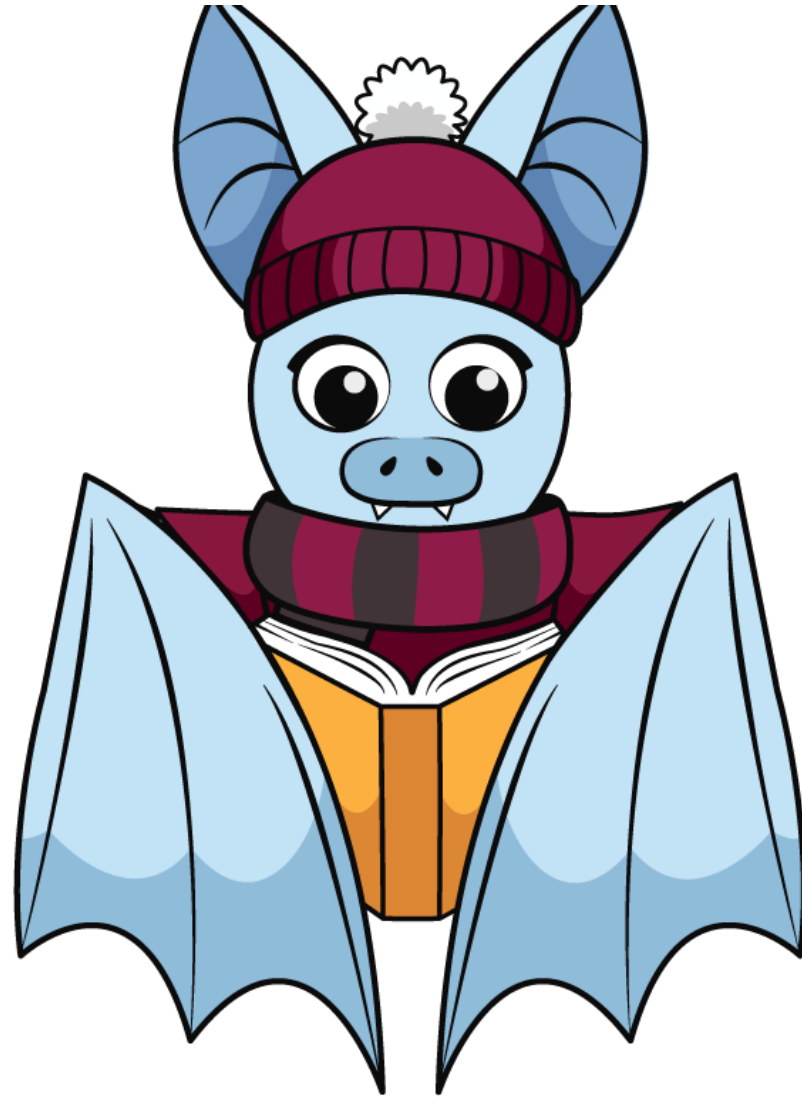
March 15th
- Culturally Responsive Evidence-Based FBAs

April 19th
- Culturally Responsive Evidence-Based BIPs

May 17th
- Expanding on major behavior management themes

This webinar will examine what it means for behavior interventions to be culturally relevant and will provide examples of behavior interventions that have been shown to be effective in supporting diverse students in a variety of settings.

Welcome

Culturally Relevant

Culturally Relevant Pedagogy

- a focus on student learning and academic success

- developing students' cultural competence to assist students in developing positive ethnic and social identities

- supporting students' critical consciousness or their ability to recognize and critique societal inequalities.

Gloria Ladson-Billings, "Toward a Theory of Culturally Relevant Pedagogy", American Educational Research Journal, Vol. 32, No. 3
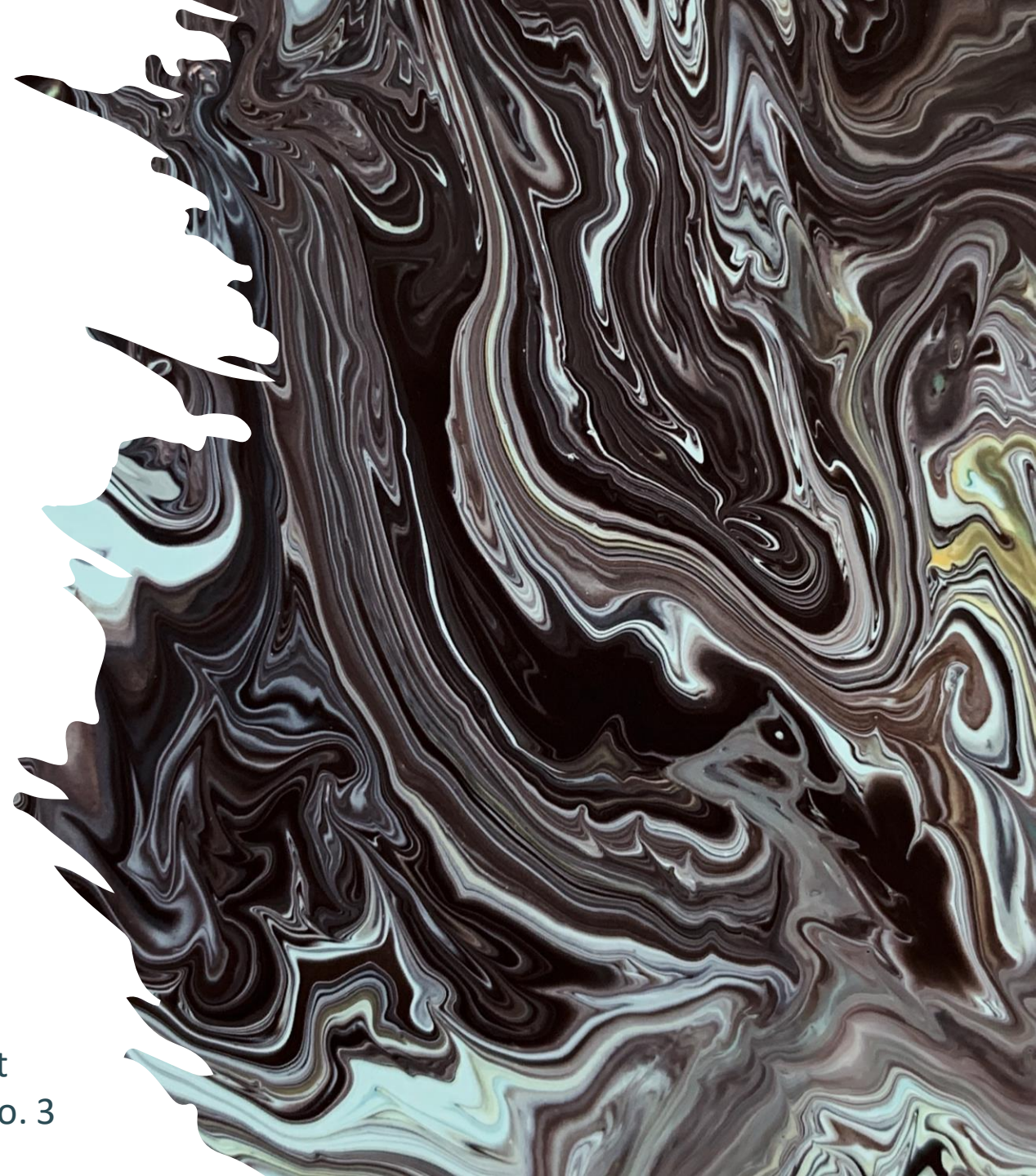
Culturally Responsive

"When academic knowledge and skills are situated within the lived experiences and frames of reference for students, they are more personally meaningful, have higher interest appeal, and are learned more easily and thoroughly." ~ Geneva Gay, 2000

Culturally Responsive Evidence-Based Behavior Interventions

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."

BEING CULTURALLY RELEVANT AND RESPONSIVE

Know Your Learners

- How do I develop deep knowledge about individuals to know how they learn best and where they are in their learning?
- How do I form strong relationships with student families and caregivers to embrace a collaborative approach to learning?
- How do I design curriculum in which learners see themselves reflected in it?
- How do I hold an asset-based approach with each learner that fosters cultural and linguistical pluralism?

Hold High Expectations

- How do I ensure each student is being appropriately challenged?
- How do I ensure learners have the right types of scaffolds to engage in the learning process?
- How do I create a safe, productive, and kind learning space for all?
- How do I use a variety of assessments to inform student actions as they achieve these expectations?

## Desire to Make a Difference

- How do I commit to being a change agent to make education more equitable for all learners?
- How do I work to remove existing barriers and create conditions for learning that are beneficial for all?
- How do I teach my students that who they are and how they treat others is just as, if not more, important than what they know?

Strengths-based

- What do your students do well?

- What strengths do they bring with them?

- How does their presence enhance your room?
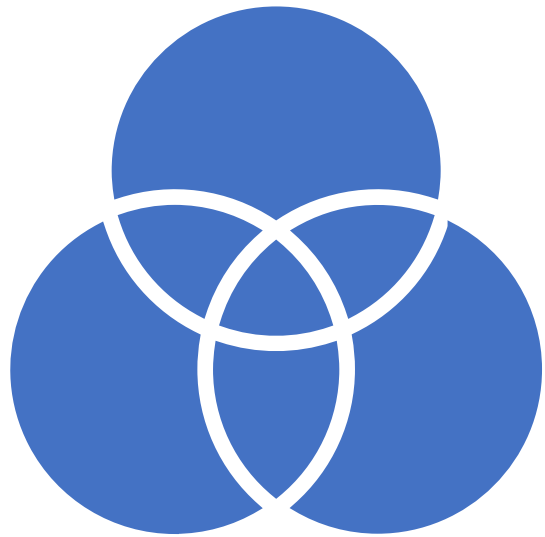
Evidence-based

What does it mean?

Evidence-based interventions (EBI) are treatments that have been proven effective (to some degree) through outcome evaluations. As such, EBI are treatments that are likely to be effective in changing target behavior if implemented with integrity.

When to use what

Evidence-based interventions are validated for a specific purpose with a specific population.

Evidence-based interventions are only useful for a range of problems and as such, must be paired up with the right situation.

If you match an evidence-based interventions with a problem it is not designed to address, there is no reason to think that it will work.

A hammer is not an effective tool for a screw.
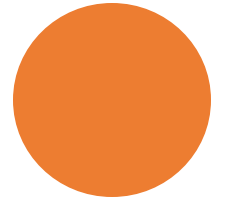
Fidelity and Match

Evidence that supports interventions assume that the treatment is used in the manner that it was researched.

Changing parts of an intervention, while typical, can invalidate the Evidence-based intervention.

There are many ways to change an intervention (frequency, materials, target, and on and on), which can alter the effectiveness of the evidence-based interventions.

Interventions Based on Data

- Data-based individualization (DBI) is the systematic use of assessment data to monitor student progress and provide intensified interventions.

- Allows teachers to determine if an intervention is improving student outcomes with concrete information and make adjustments if needed.

https://exceptionalchildren.org/topics/data-based-individualization

intensiveintervention.org
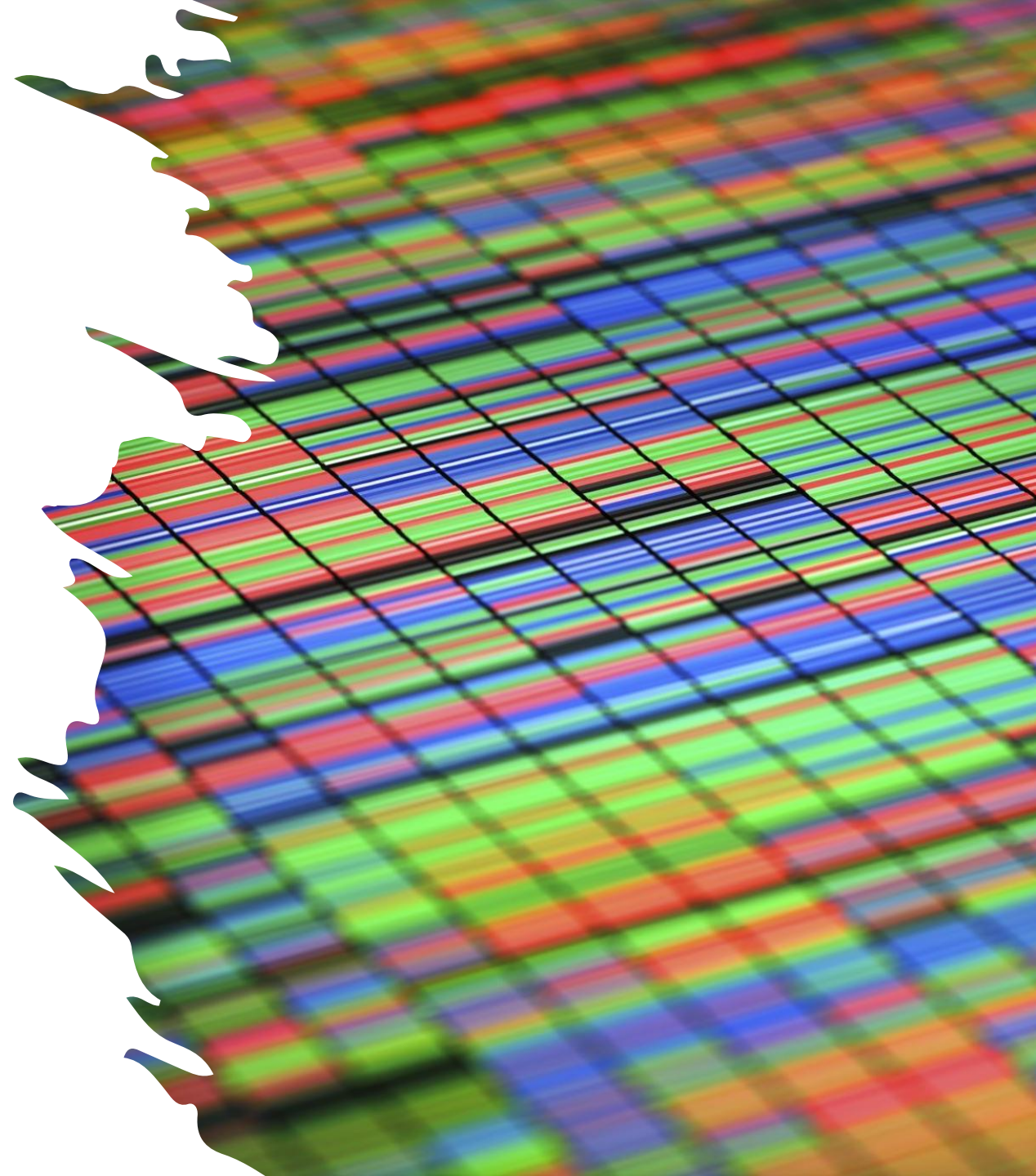
One size does not fit all

Ask yourself

Have you found out more information about. . .?

☐ Identified the behavior...

☐ Collected baseline data through direct observation...

☐ Established a goal or outcome that clearly states when the behavior will occur, what the target skill is, and how the team will know when the skill is mastered...

Behavior Intervention Examples

Behavioral Contracts

- A written document that specifies a contingency for an individual student or the whole class
- Contains the following elements:
  - operational definition of behavior
  - clear descriptions of reinforcers
  - outcomes if student fails to meet expectations.
  - special bonuses to increase motivation or participation.

Token Economies

- Means to positively reinforce behavior

- Students earn tokens that can be exchanged for desired items

- Can be highly personalized

- Must be taught

Establishing a Token Economy

- Determine and teach the target skills
- Select tokens
- Identify what will be backup reinforcers
- Identify the number of tokens required to receive backup reinforcers
- Define and teach the exchange and token delivery system
- Define decision rules to change/fade the plan
- Determine how the plan will be monitored
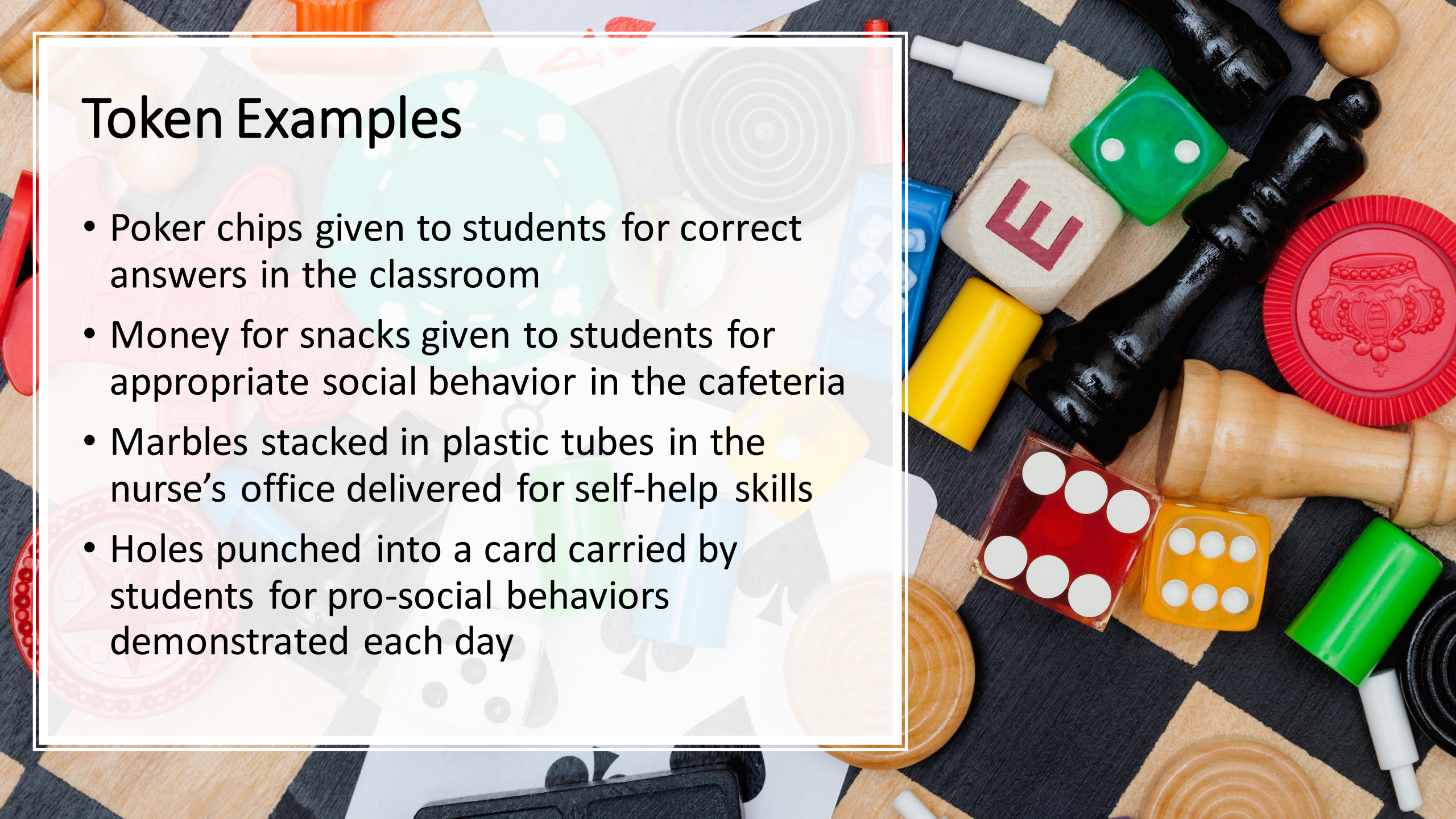
Token Examples

- Poker chips given to students for correct answers in the classroom

- Money for snacks given to students for appropriate social behavior in the cafeteria

- Marbles stacked in plastic tubes in the nurse's office delivered for self-help skills

- Holes punched into a card carried by students for pro-social behaviors demonstrated each day

Check-In Check-Out
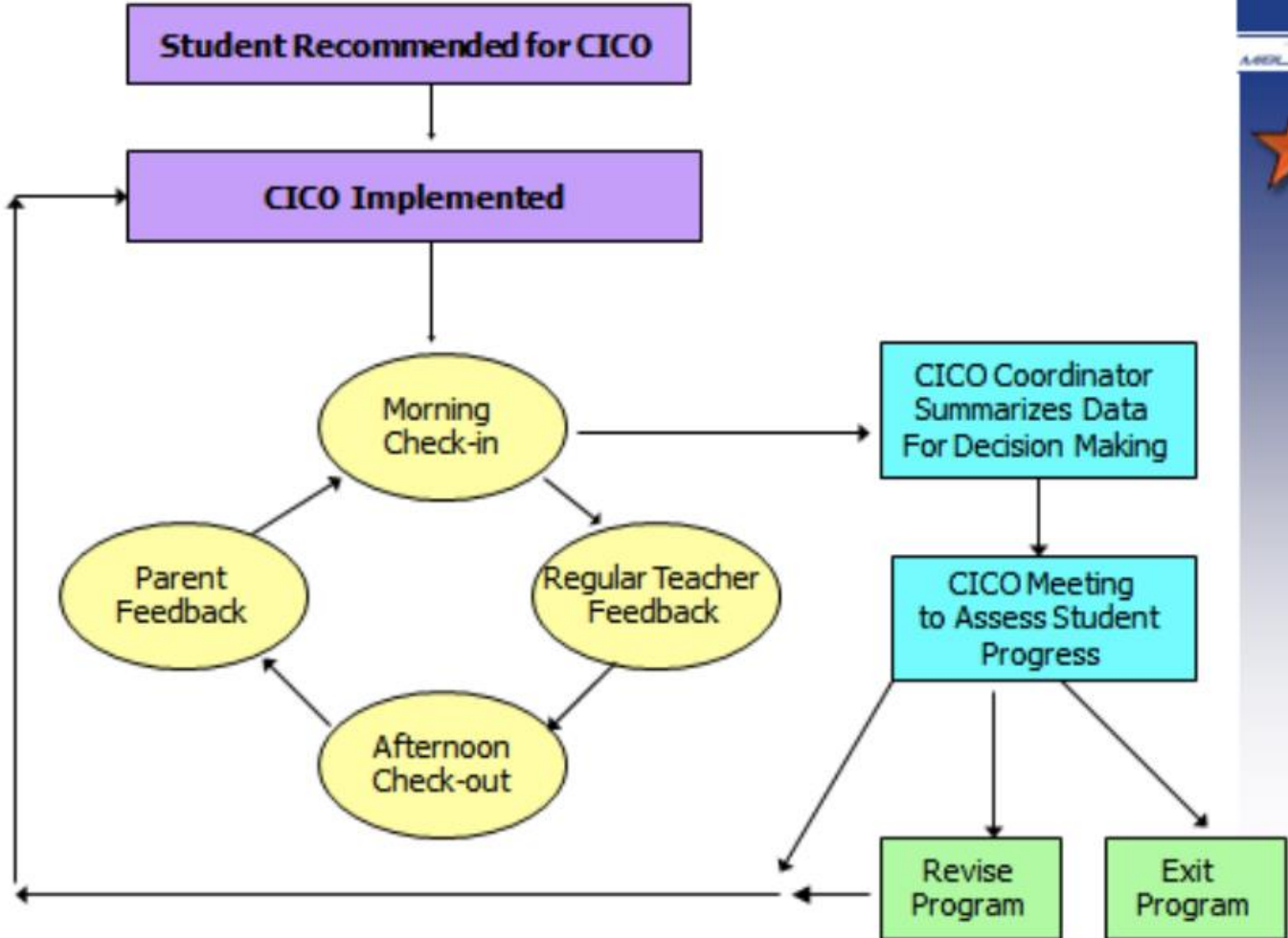
Daily Progress Report (DPR)

CICO Record

Name: _____   Date: _____

3 = great   2 = OK   1 = hard time

	Safe			Responsible			Respectful		
Check In	3	2	1	3	2	1	3	2	1
Before Recess	3	2	1	3	2	1	3	2	1
Before Lunch	3	2	1	3	2	1	3	2	1
Before Recess mid afternoon	3	2	1	3	2	1	3	2	1
Check Out	3	2	1	3	2	1	3	2	1
Today's goal				Today's total points					

Critical components for Check-In/Check-Out success

- Focus on teaching
- Check-in/check-out system
- Daily classroom report card
- Home-school partnership

Collaborative team-based process

• A team of individuals reviews a student's progress on a regular basis.

• Data are collected on an ongoing basis.

• Data are used to make decisions about the intervention's success (or lack thereof).

Why does Check-In/Check-Out work?

Improved structure

Provides prompts throughout the day for desired behaviors

System for linking a student with at least one adult

Feedback occurs more often and is tied to behavior

Undesired behavior is less likely to be rewarded or reinforced

Increased reinforcement for desired behavior

Self-monitoring

- Teaches students to self-assess their behavior and record the results.

- It does not create new skills or knowledge

- Does increase or decrease the frequency, intensity, or duration of existing behavior.

- Saves teachers time monitoring students' behavior.

https://iris.peabody.vanderbilt.edu/module/sr/#content

Self-Management Interventions

Self-Recording

- *Cued self-recording*: a signal is given for a student to record behavior. May be used for behavior measured using momentary time sampling or interval recording.

- *Non-cued self-recording*: make a notation every time a behavior occurs. May be used for frequency or duration of behavior.

Techniques for Increasing Self-Management

Teachers may...

- ask students to set goals.
- ask students to evaluate their performance.
- explain to the student what behavior resulted in reinforcement (following delivery of reinforcement).
- ask the student to relate part of the contingency for reinforcement.
- ask the student to state the entire contingency for reinforcement.
- involve students in choosing reinforcers and in determining their cost in terms of behavior.

Instructional Match

Improve instruction through an accurate assessment of a student's current instructional level

Appropriately match curricula and materials to the student's current levels and abilities

Minimize frustration

What "common problems" does this address?

A mismatch between student skills and the level of difficulty of academic tasks can create significant problems for a student.

By using instructional-based assessment, teachers can move toward enhanced instruction and student learning.

The extent of the match between student ability and the difficulty of instructional materials affects student productivity, performance, and attention.

When teachers adapt instruction, students can make significant academic progress.

Students will be most successful when taught at their instructional level.

Social Skills
Introducing Yourself

1. Look at the person and smile.
2. Use a pleasant voice.
3. Say, "Hi, my name is . . ."
4. Shake the person's hand.
5. When you leave, say, "It was nice to meet you."
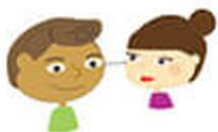
Social Skills
Following Instructions

1. Look at the person who is talking to you.
2. Say, "Okay," as soon as the person is done talking.
3. Do what you've been asked to do right away.
4. Check back when you're finished.

Asking for Permission

1. Look at the person.

2. Use a calm a[nd] pleasant voi[ce.]

3. Say 'May I...[']

May I...

4. Accept the answer ca[lmly.]

Disagreeing
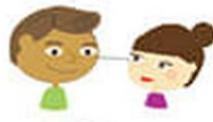
1. Look at the person.

2. Use a pleasant voice.

3. Tell why you feel diffrently.

I feel...

4. Give a reason.

Because...

5. Listen to the other person.

Sometimes I feel frustrated or upset.
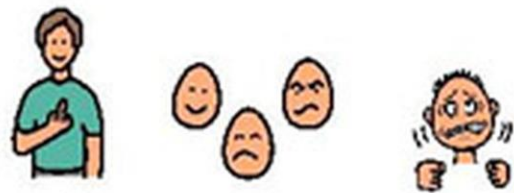
It's OK to feel frustrated but I need to stop and calm down.

My work doesn't need to be perfect. I just need to try my best.

When I am frustrated or upset I can tell Mrs. Ashley or Mrs. Holbrook and they can

Joining in a Game

Sometimes Marika and John play ball together.

Sometimes I want to play with them.

I can stand close to them and wait for a small break in the game and ask them if I can play.

If they say, "No", I can ask someone else to play.

If they say "Yes," or "Sure," I can say, "Thanks" and then play with them. It is fun to play together.

Playing

Sometimes I like to play with other kids.

I can ask them, "Do you want to play with me?"

If they say "yes", I can play with them. I will have fun.

If they say "no", it's ok.
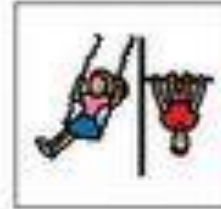
I can ask someone else or play by myself.

Tracy Boyd, 2000

Joey thinks Jen is cool and wants to ask her on a date. He asks her to go see a movie.

Joey asked Jen on the date, so he is paying. Jen offers to pay her part, though, to keep it even.
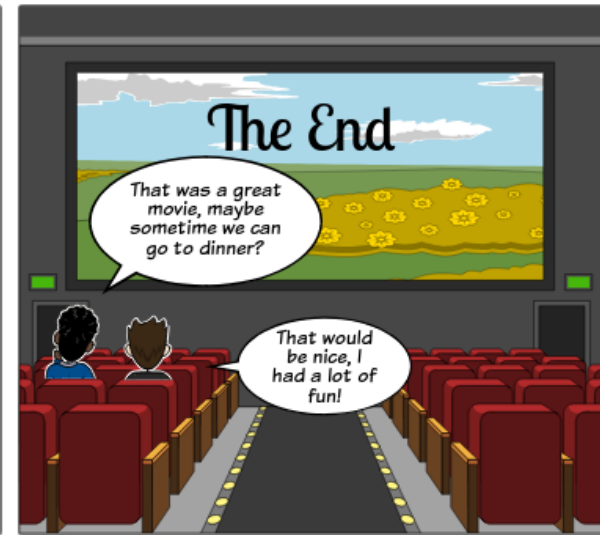
Joey and Jen had a nice time together and decided to go on another date.

A job interview is your chance at a first impression when it comes to a potential employer. It is important to make it a good one.

It is important to dress professionally and appropriately when preparing for a job interview.

You should always give yourself extra time and plan on arriving a little early. You never know what may happen on your way. It also shows that you are reliable.

Come prepared with questions about the job, and don't be afraid to ask them.

Multiple Means of Access and Mastery

Offer ways of customizing the display of information

Offer alternatives for auditory information

Offer alternatives for visual information

Clarify vocabulary and symbols

Support decoding of text, mathematical notation, and symbols

Promote understanding across languages

Illustrate through multiple media

Construct meaning and generate new understandings.

Activate or supply background knowledge

Highlight patterns, critical features, big ideas, and relationships

Maximize knowledge transfer and generalization

https://udlguidelines.cast.org/representation

Why didn't it work?

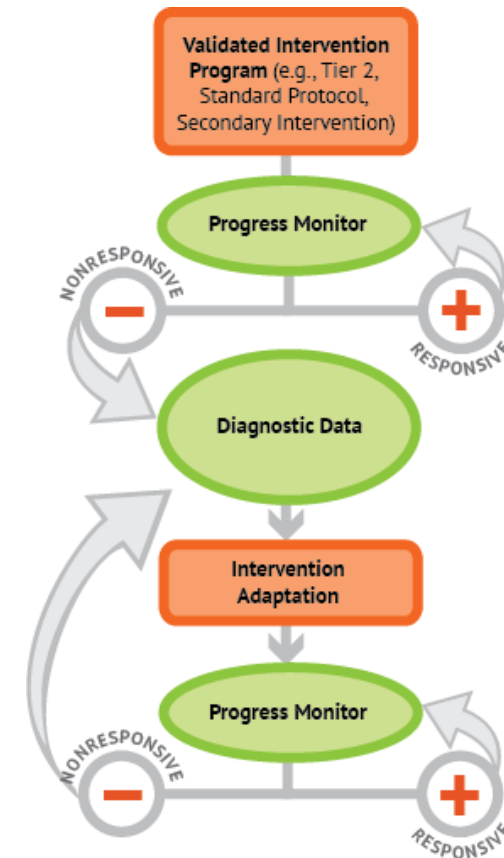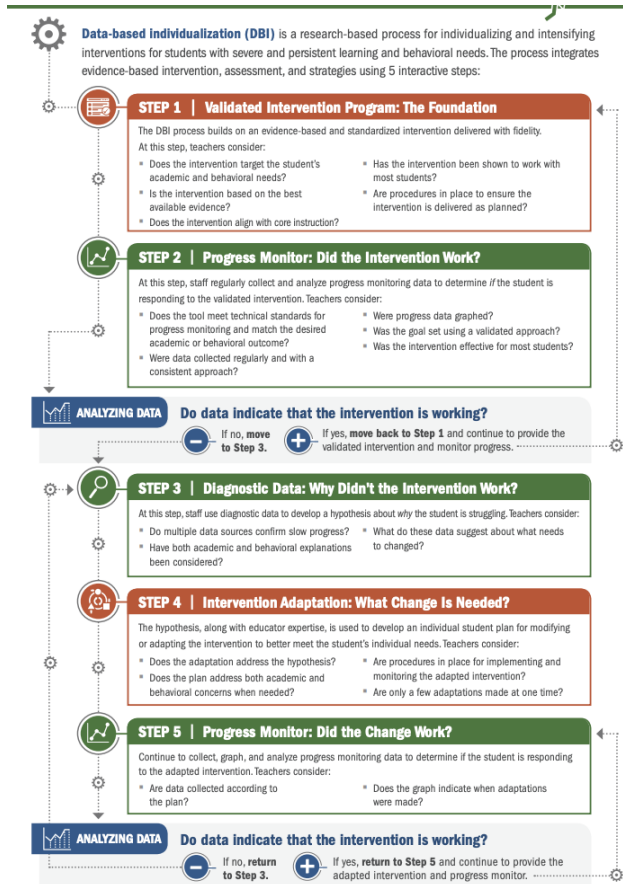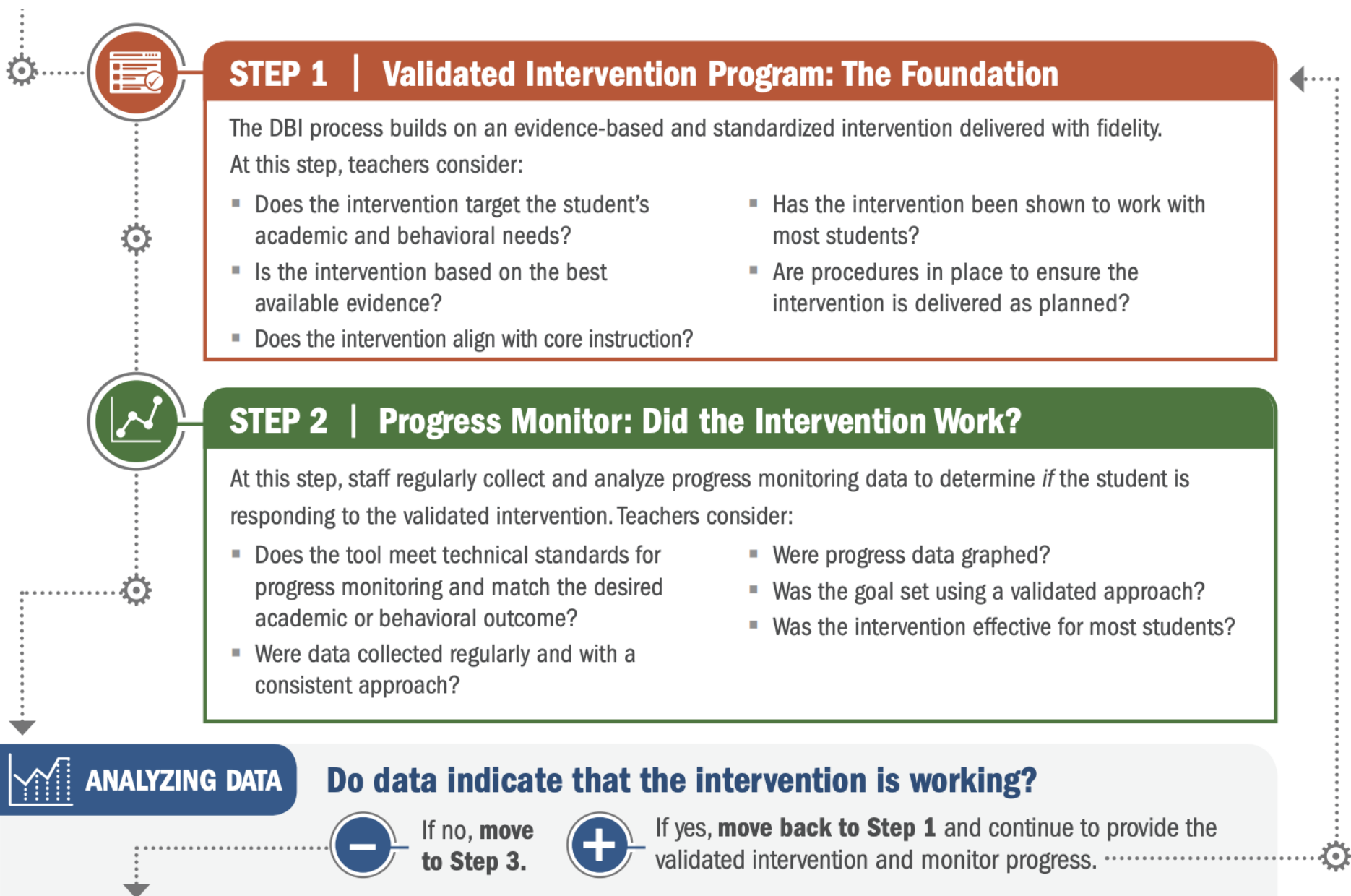Even the most effective interventions are not effective in all cases.

- Typically validated with large group research, or a series of small group studies.

- Large group research documents interventions as likely effective, not surely effective for a specific case.

Evidence Based Intervention Network

https://education.missouri.edu/ebi/what-are-evidence-based-interventions-ebi/

Data collection is a process

STEP 1 | Validated Intervention Program: The Foundation

The DBI process builds on an evidence-based and standardized intervention delivered with fidelity.
At this step, teachers consider:

- Does the intervention target the student's academic and behavioral needs?
- Is the intervention based on the best available evidence?
- Does the intervention align with core instruction?

- Has the intervention been shown to work with most students?
- Are procedures in place to ensure the intervention is delivered as planned?

STEP 2 | Progress Monitor: Did the Intervention Work?

At this step, staff regularly collect and analyze progress monitoring data to determine *if* the student is responding to the validated intervention. Teachers consider:

- Does the tool meet technical standards for progress monitoring and match the desired academic or behavioral outcome?
- Were data collected regularly and with a consistent approach?

- Were progress data graphed?
- Was the goal set using a validated approach?
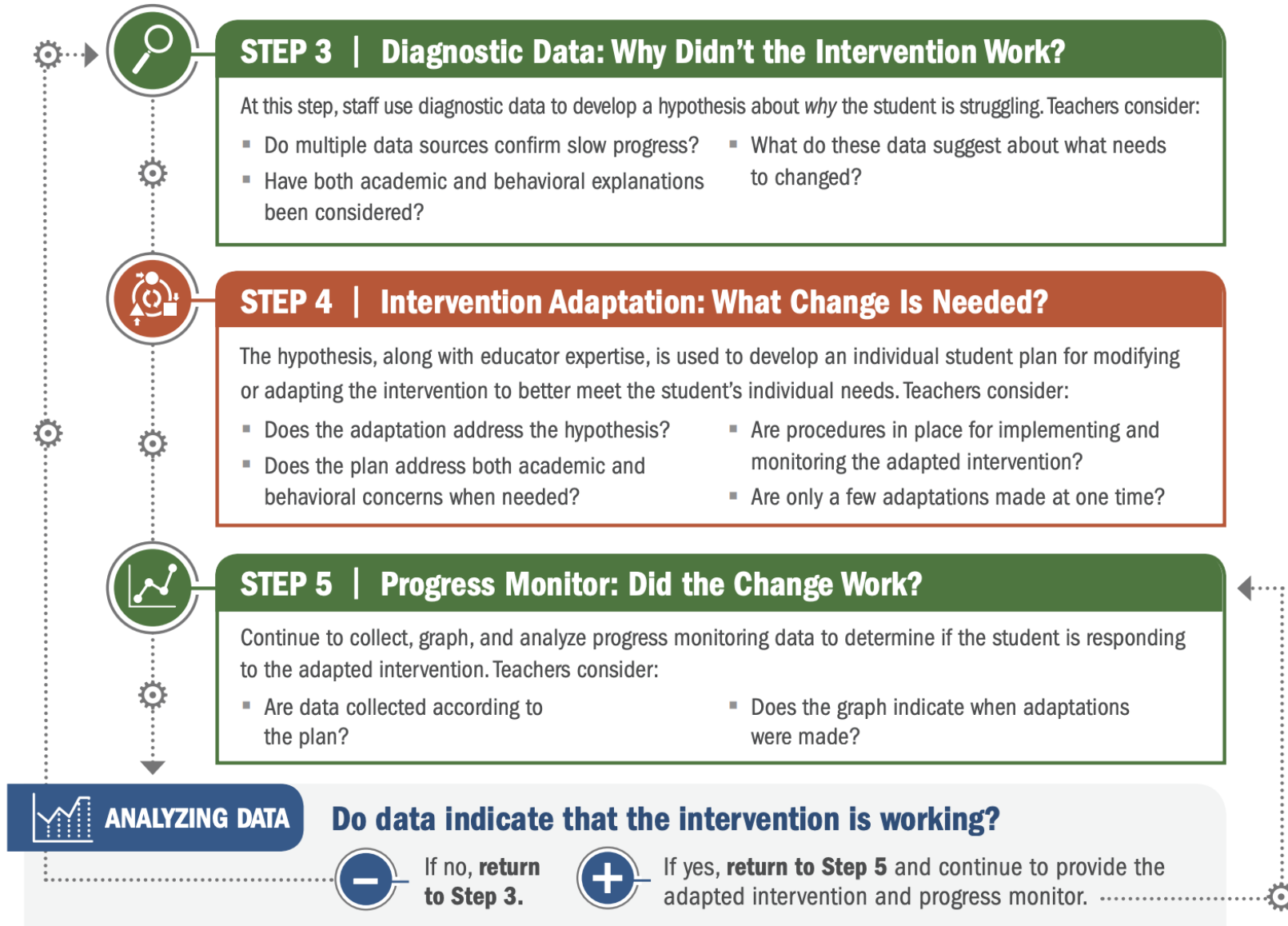- Was the intervention effective for most students?

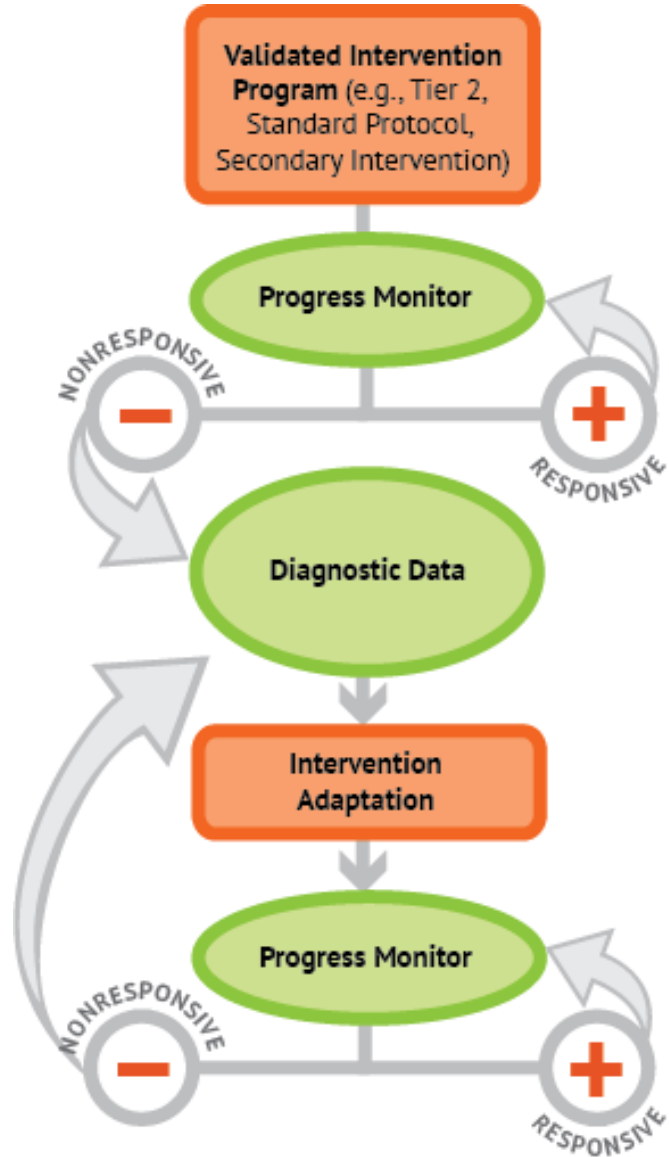## ANALYZING DATA   Do data indicate that the intervention is working?

− If no, **move to Step 3.**

+ If yes, **move back to Step 1** and continue to provide the validated intervention and monitor progress.

STEP 3 | Diagnostic Data: Why Didn't the Intervention Work?

At this step, staff use diagnostic data to develop a hypothesis about *why* the student is struggling. Teachers consider:

- Do multiple data sources confirm slow progress?
- Have both academic and behavioral explanations been considered?
- What do these data suggest about what needs to changed?

STEP 4 | Intervention Adaptation: What Change Is Needed?

The hypothesis, along with educator expertise, is used to develop an individual student plan for modifying or adapting the intervention to better meet the student's individual needs. Teachers consider:

- Does the adaptation address the hypothesis?
- Does the plan address both academic and behavioral concerns when needed?
- Are procedures in place for implementing and monitoring the adapted intervention?
- Are only a few adaptations made at one time?

STEP 5 | Progress Monitor: Did the Change Work?

Continue to collect, graph, and analyze progress monitoring data to determine if the student is responding to the adapted intervention. Teachers consider:

- Are data collected according to the plan?
- Does the graph indicate when adaptations were made?

ANALYZING DATA

Do data indicate that the intervention is working?

− If no, **return to Step 3.**

+ If yes, **return to Step 5** and continue to provide the adapted intervention and progress monitor.

https://intensiveintervention.org/data-based-individualization/validated-intervention-program

Resources

- Supporting and Responding to Behavior_ Evidence-Based Classroom Strategies for Teachers https://osepideasthatwork.org/sites/default/files/ClassroomPBIS_508.pdf

- Examples of Evidence-Based Interventions https://intensiveintervention.org/sites/default/files/Handout3_Designing%26Delivering_Behavior_Interventions%20.pdf

- Progress monitoring: https://intensiveintervention.org/data-based-individualization/validated-intervention-program

- IRIS Center https://iris.peabody.vanderbilt.edu/

- What Works Clearinghouse https://ies.ed.gov/ncee/wwc/

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3rd Wednesday of each month from 3:30 PM to 4:30 PM (Central) via Go To Webinar

- March 15th
- Culturally Responsive Evidence-Based FBAs

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- May 17th
- Expanding on major behavior management themes

Let's continue the conversation

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