



Topic 2, Part 1: Culturally Responsive Evidence-Based Behavior Interventions

Frequently Asked Questions (FAQ)

1. How can we incorporate culturally relevant and responsive at the same time?
 - Ask questions related to the students and their families and how to build a strong relationship where educators and families can work together to help the students to achieve the best at school.
 - Hold high expectations by setting up goals that are not too challenging and unrealistic. Knowing each student's ability and performance and setting up goals and tasks that are appropriate but challenging enough for the students to grow and providing safe and productive learning for all learners.
 - Desire to make a difference by removing existing language or cultural barriers and learn about each student and their identity and how we can treat every student with respect and vice versa.

2. What is one of the most important things we must do to be more culturally relevant and responsive?

Focus on each student's positive side and embrace diversity and differences in a way that can build students' strengths and recognizes that everyone learns differently.

3. When discussing EBI (Evidence Based Interventions), how do we know what and when to use it?

EBI is validated for a specific purpose with a specific population. It is only helpful for a range of problems and as such, must be paired up with the right situation. If you match EBI interventions with a problem it is not designed to address, there is no reason to think that it will work.

Choosing the right interventions for a specific case is the most important for example, a hammer is not an effective tool for a screw.

4. What do we prepare before starting the behavior intervention?
 - Identify the behavior



- Collect baseline data through direct observation
 - Establish 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.
5. What to consider when implementing a token economy?
- The token(s) should be age appropriate and suit the student's interested
 - The tokens cannot be taken away once the student(s) earn them
 - Do not assume the students already know the skill. Determine what the target skills are and teach them.
 - Identify backup reinforcers
 - Identify the number of tokens require to receive reinforcers
 - Define decision rules to change/fade the plan
 - Determine how the plan will be monitored.
6. What are some token examples?
- Poker chips are 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 were delivered for delf-help skills
 - Holes punched into a card carried by students for pro-social behaviors demonstrated each day.
7. What are the critical components for check-in/check-out success?

It is how we implement check-in/ check-out with fidelity, such as:

- Focus on teaching: What skills do our students need to be successful or how do we teach them?
- Implement a check-in/ check-out system consistently. It should not be just once a week or every other day.
- The daily report card should be included when implementing check-in/ check-out.
- Home-school relationship: For the check-in/ check-out to be effective, there must be a relationship and partnership between teachers and families at home.
- Collaborative team-based process: A team of individuals reviews a student's progress regularly; the data is collected on an ongoing basis.



8. How can teachers increase the techniques for increasing self-management in students?
 - Ask the students to set goals and let them take data on their schools.
 - Ask students to evaluate their performance (How do you think you just did?)
 - Explain to the student what behavior resulted in 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.

9. What is another way to teach students to help improve their behavior problems in the classroom?

Teaching students social skills by implementing social stories and what is often called the hidden curriculum or soft skills. One of the challenges that teachers have is to assume that students already know how to communicate and ask for help when struggling in class. Another crucial element when implementing social stories in the classroom is to consider age appropriateness.

10. What are some of the reasons why we implement evidence-based interventions and did not work?

Review the intervention. The research indicated that it was successful for a large group of people; but it was applied to a small group of students. Fidelity, when implementing the study, is also another essential element in reviewing the success of an intervention.