Why do They Do That?
The Intersection of Cultural Competence, Classroom Behavior and Relationships

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The Plan for Today

**Part 1: Stop signs, Potatoes & Pink Triangles**
- Barriers to learning in urban environments
- Brief activity & Discussion
- Cultural competence

**Part 2: Why do they do that?**
- Challenging student behaviors vignette
- The function behind it all

**Part 3: That’s nice, but here things are different**
- Real life challenges here in Bridgeport
- Social / Emotional supports within MTSS
- Bring it all together

Opportunity for discussion throughout
Part 1: Stop Signs, Potatoes and Pink Triangles
Learning in Urban Environments

**STOP Barriers**
- Poverty
- Availability of Resources
- Cultural Discontinuity
- Stereotype threat
- Inefficient Data Management
- Expectations of students
- School climate
- How about here in Bridgeport?

**Catalysts**
- Demystify school success – help students develop academic identity
- Embrace students and their cultures
- Build strong relationships between teachers and students to improve behavior and achievement.
- Build partnerships with parents and critical stakeholders
It’s in Our Control

• Everything we will discuss today are factors that are within our awareness and control as educators.

• Some are more difficult than others to navigate, but every day you have the power to connect to students and make a difference.
Activity 1: 5-Minute Writing Prompt

- Every group take a potato
- In 5 minutes come up with a paragraph describing the potato in rich, thick detail
- One person writes a sentence and then passes the paper along
- Be as descriptive as possible
- Be as creative as possible as well!
Writing Reflection

Thinking Points

• What were some of your thoughts as you were writing about the potato?
• How about after we started sharing and you saw us writing notes as you were sharing?
• Who can guess what we were writing down?
• What influence did your subjectivities have on your potato story?

• What influence might your subjectivities have on the potato?
• What if the potato were a child?
Culturally Competent Practice

Questions to Ask about Your Important Work as an Educator

1. Does your school embrace and celebrate the diversity of its students and their families?

2. Does your school work to create an inclusive, safe and respectful climate?

3. Is your classroom or office indicative of an inclusive atmosphere? (e.g. culturally relevant curriculum, celebrations of holidays, décor, etc...)

4. Do you work to promote cross cultural friendships?

5. Do you have awareness of your own cultural / racial identity?

6. Are you encouraging student empowerment of their learning?

5-Minute Group Process

What are some things that you do in your classroom / office to evidence awareness and respect of your culture and cultures represented in this school? How do students respond?
Suggestions for Culturally Competent Practice

Be aware of your own values and assumptions (shoulds and oughts) that can lead to expectations that are incongruent with students’ cultures.

Ensure that a students’ experience in your classroom / office honors their voices, cultures and represent the community’s cultural groups.

Make sure to promote positive and respectful relationships (student:student, teacher:student).

Encourage empowerment and the ability to think critically and manage learning.

Work with students and stakeholders to identify and remove barriers to learning and success.

Demonstrate warmth and caring by being respectful and also having high expectations for all students.
Part 2: Why do they do that?
You are a sophomore English teacher and this one student always comes to class late and becomes the center of attention to all the students. S/He is on their phone listening to music so loud you can hear it across the room. S/He yells to their friend across the room about the post on Instagram and proceeds to show his/her neighbor.

You stand at the front of the classroom fuming and frustrated. Some students are laughing, others are yelling at you to throw the student out, and some are telling him/her to “Shut up and let the teacher teach.”

In the moment, you tell the student to get his/her things and go to the office. However, the student never makes it to the office. He wanders the building and eventually ends up in the counseling office where s/he tells the counselor about how s/he was thrown out for getting the wrong answer in class. The counselor listens and provides the student with attention and time away from the class.
A little on behaviorism...

EVERYTHING we do is either to get something or avoid something.

Every behavior **B** has something happen before it and includes setting events **SE** and immediate antecedents **A** (discriminative stimulus).

Every behavior has a consequence **C**, or something that follows the behavior and is CONTINGENT.

MOST IMPORTANTLY, every behavior has a function that is working for the person, even if we think it isn’t.
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You stand at the front of the classroom fuming and frustrated. Some students are laughing, others are yelling at you to throw the student out, and some are telling him/her to “Shut up and let the teacher teach.”

In the moment, you tell the student to get his/her things and go to the office. However, the student never makes it to the main office. He wanders the building and eventually ends up in the counseling office where s/he tells the counselor about how s/he was thrown out for getting the wrong answer in class. The counselor listens and provides the student with attention and time away from the class.

A  We don’t know the A – How do we find out?

B  To class late, on the phone, yells to friend, shares with friend

C  Gets thrown out and gets attention from counselor – avoids class
Where and How do we Intervene?

Can Intervene at several different points including:

- Setting Event
- Antecedent
- Consequence

What do you think is the most effective place to intervene?

In this particular case, do you have enough information to intervene successfully?

What would intervention look like? Do we have a goal?
Competing Pathway Analysis

Setting Events
Student had received IEP support for reading in elementary – no longer

Antecedents
Student is confronted in hallway about picture on Instagram

Problem Behavior
Student is late to class, yells across room, shows classmate photo

Desired Behavior
Student is on time to class, talks softly at appropriate time, keeps photos to self

Natural Consequence
Student does not receive attention or escape from class

Maintaining Consequence
Student gets removed from class

Acceptable Alternate
Student is only a few seconds late, stops talking when prompted

Escapes class
When Student encounters a distraction in the hallway, s/he will engage in refusal to comply with classroom expectations in order to escape English class and gain counselor attention.

Function Statement – Drives Development of Behavioral Support
How and where do we intervene in this case? How can we make intervention culturally relevant?

**Setting Events**
- Told at early age would not succeed
- Stereotype threat
- Cultural discontinuity
- Expectations

**Antecedents**
- Student is confronted in hallway about picture on Instagram Student

**Problem Behavior**
- Student is late to class, yells across room, shows classmate photo

**Desired Behavior**
- Student is on time to class, talks softly at appropriate time, keeps photos to self

**Maintaining Consequence**
- Student gets removed from class
- Gets attention
- Escapes class

**Natural Consequence**
- Student does not receive attention or escape from class

**Acceptable Alternate**
- Student is only a few seconds late, stops talking when prompted

This is where all of the “stop signs” fit
Function Statement – Drives Development of Behavioral Support

When Student encounters a distraction in the hallway, s/he will engage in refusal to comply with classroom expectations in order to escape English class and gain counselor attention.

How do we expand this?
Something is Missing From Our Plan

Who can identify what is missing?

Think about the vignette and the others involved

Guess who is missing –

What might her Competing Pathway Analysis and Function Statement look like?
Competing Pathway Analysis

Setting Events
- Teacher got in fight with significant other about the nature of their job and
  Teacher is dedicated to teaching only the classics

Antecedents
- Student walks into class late and is generally disruptive to the environment

Problem Behavior
- Unable to successfully redirect student – sends student out

Desired Behavior
- Teacher redirects student to engage in class activities

Natural Consequence
- Student engaged, teacher likely needs to interact with student

Maintaining Consequence
- Teacher avoids interaction with student

Acceptable Alternate
- Teacher redirects student with nonverbal prompt / cue

What’s the missing consequence?

Where might intervention happen for the teacher?
When Teacher encounters a Student who is late to class and generally disruptive, s/he will send the student out of class in order to escape interaction with a disruptive student and _________________.

Function Statement – Drives Development of Behavioral Support
Part 3: That's nice, but here things are different
Real Life Challenges here in Bridgeport

• What are some real life challenges here in Bridgeport? – Let’s work through a problem
• How can increasing cultural competence help build student relationships?
• How can cultural competence paired with understanding function of our own behavior as well as our students’ behaviors help break down barriers to learning?
Supports in Implementation Phase or Already in Place

Tier 1 – Offered to 100% of students – approx. 80% respond

Tier 2 – Offered to approx. 20% of students – approximately 10% respond

Tier 3 – Offered to 10% of students

What supports exist here in Bridgeport at Tiers I, II, and III?

Academic and Social Emotional
Big Ideas

Part 1: Stop signs, Potatoes & Pink Triangles
• In every learning environment there are barriers
• Barriers and catalysts to learning exist within us as educators
• Increasing cultural competence improves relationships

Part 2: Why do they do that?
• We all engage in behavior to get or avoid something
• What’s important is we get to the function and intervene
• We need to look at our own behavior and its contribution

Part 3: That’s nice, but here things are different
• There are issues here in Bridgeport but you have the skills to work with them
• Many supports exist in your buildings, including your competence as teachers!