

Culturally Competent Practices in the Classroom

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The logo for MUNI PED, featuring the letters M, U, N, I in the top row and P, E, D in the bottom row, all in a blue, sans-serif font. The logo is set against a white rectangular background.

MUNI
PED

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)



Think about...

Your own **cultural identity**

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

- × Czech
- × European
- × White
- × None of these



Personal identification

At some point in my life:

- × Ashkenazi Jew
- × Female
- × White
- × Agnostic
- × Mother
- × American
- × Behavior analyst
- × Teacher
- × Diplomat
- × EFM (eligible family member)



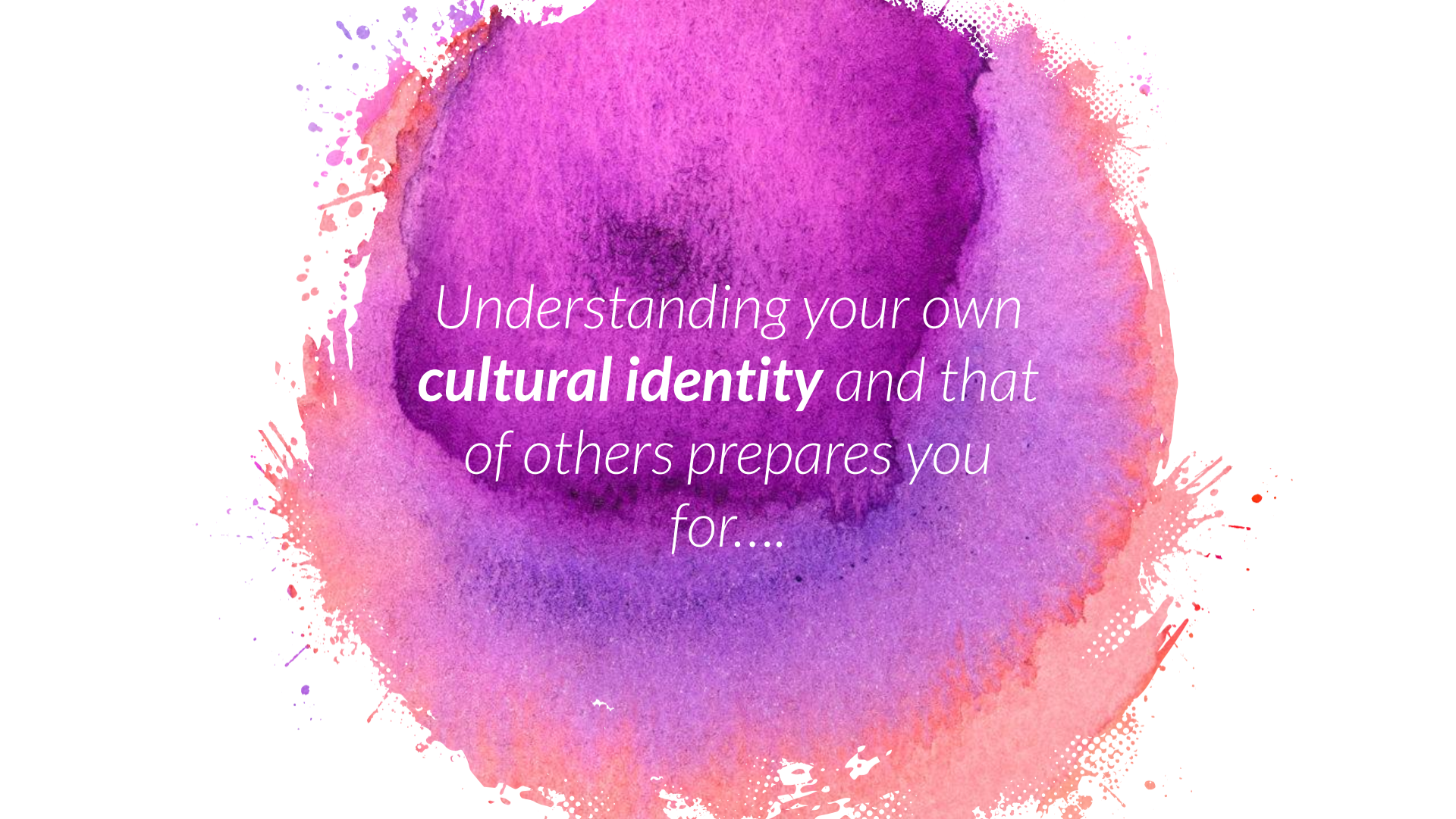
Think about....

Cultural identity

What do you think? Is one area more important to identity?

- × Religion
- × Social status
- × Race
- × They are all equal





Understanding your own
cultural identity and that
of others prepares you
for....

Cultural Competence

- × A set of behaviors, skills, attitudes, 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)



Think about....

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

- × All of the time
- × Some of the time
- × None of the time





Cultural competence is
necessary in schools in the
Czech Republic- you have
DIVERSITY here!

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)



Think about....

In the context of being a student, have you experienced teaching practices that recognized your diversity (difference)?

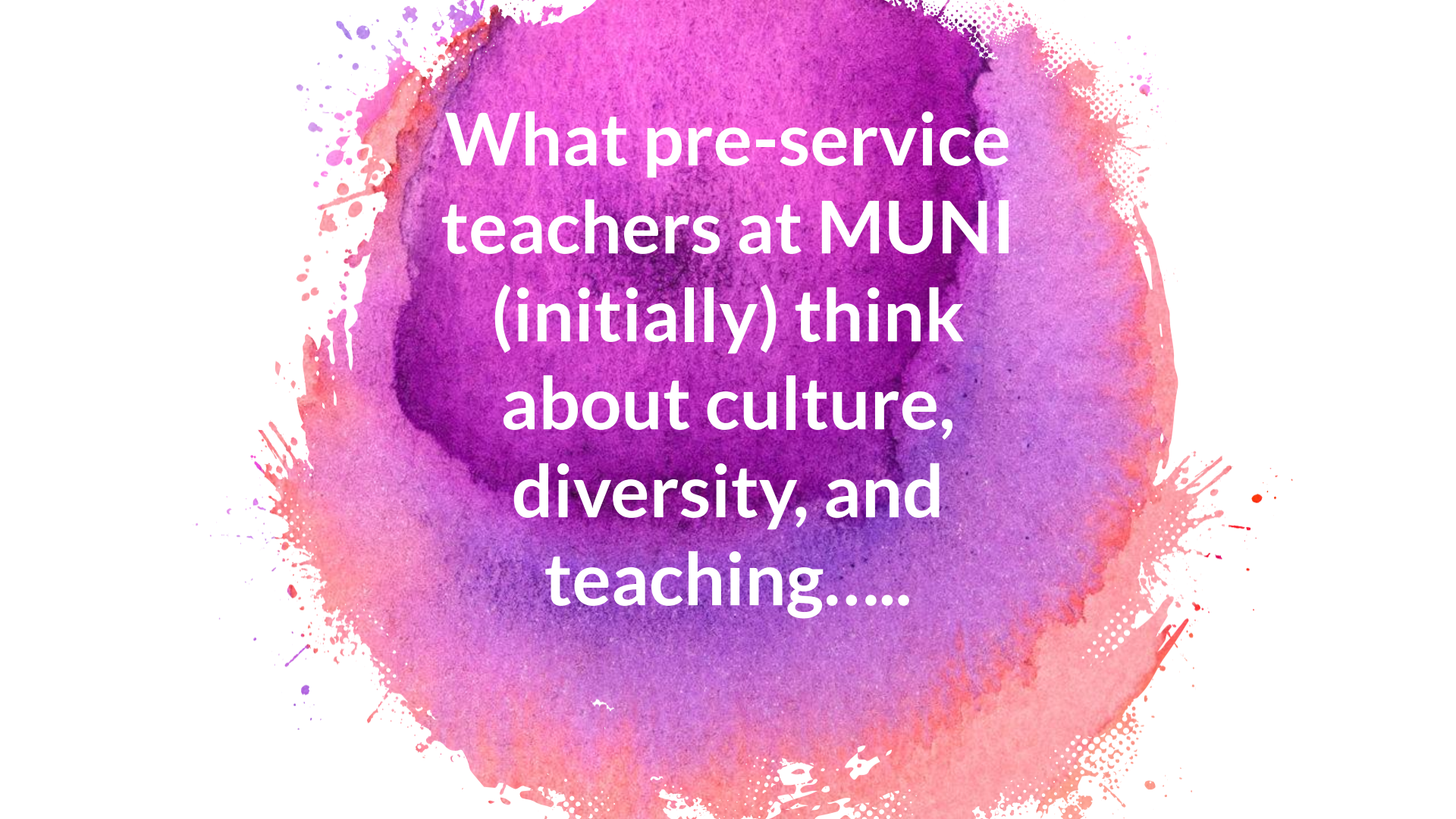
- × Yes
- × No
- × I am not sure.
- × I do not identify with a category of diversity.



Mother of a minority student....

- × Communication
 - × Handwritten signs = difficulty using a translator app
 - × Unanswered/unsent emails
 - × Communication through child or other parents
- × Cultural differences
 - × Clothing
 - × Slippers
 - × Birthdays
 - × Holidays
 - × Campaigning





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

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

.... Building your own awareness!



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



What do you 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.*

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.....



Think about....

Do you think there is a problem with the over representation of racial, cultural, ethnic, and linguistic diversity (RCELD) students in special education?

- × Yes
- × No
- × 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.

(Iyer & Ramachandran, 2019)

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.
- × A 5 part strategy...

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.

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).

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.

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.

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
<i>Teacher Attitude/Beliefs</i>		
1. Be aware of own biases.	<input type="checkbox"/>	<input type="checkbox"/>
2. Acknowledge negative thoughts.	<input type="checkbox"/>	<input type="checkbox"/>
3. Believe all children can succeed.	<input type="checkbox"/>	<input type="checkbox"/>
4. Be self aware of own cultural experiences.	<input type="checkbox"/>	<input type="checkbox"/>
<i>Interactions</i>		
1. Create a climate of tolerance.	<input type="checkbox"/>	<input type="checkbox"/>
2. Treat all members of the class with dignity, fairness, and respect.	<input type="checkbox"/>	<input type="checkbox"/>
3. Provide students with opportunities to work with many people.	<input type="checkbox"/>	<input type="checkbox"/>
4. Give feedback that is direct, immediate, authentic, & tactful.	<input type="checkbox"/>	<input type="checkbox"/>
<i>Home/School Collaboration</i>		
1. Learn about students' lives beyond the classroom.	<input type="checkbox"/>	<input type="checkbox"/>
2. Understand that family structures vary.	<input type="checkbox"/>	<input type="checkbox"/>
3. Maintain realistic expectations of the level of homework.	<input type="checkbox"/>	<input type="checkbox"/>
4. Maintain contact with the families based on students' needs.	<input type="checkbox"/>	<input type="checkbox"/>
<i>Curriculum</i>		
1. Maintain a multicultural focus mirroring the student population.	<input type="checkbox"/>	<input type="checkbox"/>
2. A multicultural focus should be all year.	<input type="checkbox"/>	<input type="checkbox"/>
<i>Instruction</i>		
1. Use direct and explicit instruction.	<input type="checkbox"/>	<input type="checkbox"/>
2. Use active student responding and performance feedback.	<input type="checkbox"/>	<input type="checkbox"/>
3. Use cooperative learning groups and peer tutoring.	<input type="checkbox"/>	<input type="checkbox"/>
<i>Management System</i>		
1. Emphasize prevention strategies.	<input type="checkbox"/>	<input type="checkbox"/>
2. Develop rules and explicitly teach them.	<input type="checkbox"/>	<input type="checkbox"/>
3. Emphasize the use of reinforcement-based strategies.	<input type="checkbox"/>	<input type="checkbox"/>
4. Provide individualized corrective consequences.	<input type="checkbox"/>	<input type="checkbox"/>

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!

School-wide Expectation	At SCHOOL It looks like...	At HOME It looks like...	In my NEIGHBORHOOD it looks like...
Be Safe	<ul style="list-style-type: none"> • Keep hands and feet to self • Tell an adult if there is a problem 	<ul style="list-style-type: none"> • Protect your friends and family • Don't talk back 	<ul style="list-style-type: none"> • Stick up for your friends • Don't back down • Look the other way
Be Respectful	<ul style="list-style-type: none"> • Treat others how you want to be treated • Include others • Listen to adults 	<ul style="list-style-type: none"> • Do exactly what adults tell you to do • Don't stand out • Don't bring shame 	<ul style="list-style-type: none"> • Text back within 30 seconds • Be nice to friends' parents • Share food
Be Responsible	<ul style="list-style-type: none"> • Do my own work • Personal best • Follow directions • Clean up messes 	<ul style="list-style-type: none"> • Help your family out first • Own your mistakes • Share credit for successes 	<ul style="list-style-type: none"> • Have each other's backs • Own your mistakes • Check in about what to do


Cultural Responsiveness- Student Perspective

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



*What might you take away for
your future teaching practices?*

*Here is what others at MUNI
have....*



“..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
- × Even the field of special education needs to embrace culturally competent practices
- × Recognize your own biases before entering the classroom
- × Select teaching strategies that support all students- regardless of their differences





THANK YOU!!!!

If you want to know more....

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