Culturally Responsive PBIS Activity Improves Class-Wide Behaviors of Diverse Students

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Objectives

- Review literature supporting implementation of culturally responsive PBIS
- Describe implementation of a culturally responsive PBIS activity, the Personal Matrix Activity
- Recommend other research-informed approaches on how to increase cultural responsivity of PBIS implementation
Brief Review of the Literature

**Recommended Positive Behavioral Interventions and Supports (PBIS) Practices**
(Sugai & Horner, 2002; Sugai and Simmons, 2012)

**Culturally Responsive PBIS (CRPBIS)**
(McGoey et al., 2016; Vincent et al., 2011)

The purpose of the present study was to examine the effects of the Personal Matrix Activity on the class-wide behaviors of culturally and linguistically diverse (CLD) students.
Research Questions

1. Is there a functional relationship between implementation of the Personal Matrix Activity and improvements in class-wide behaviors of CLD students as indicated by visual and quantitative analysis?

2. Based on responses from social validity questionnaires, do teachers and students perceive implementing the Personal Matrix Activity as acceptable or understandable?

Research Design

- Single Case Research Design
  - Multiple Baseline Design with individual classrooms serving as the unit of analysis
- Demonstration of effect:
  - 3 replications across several behaviors, participants, or contexts
- Benefits:
  - Each classroom served as their own control during baseline
  - No withdrawal of the intervention necessary
Characteristics of Participants

Demographic characteristics of classrooms included in analyses.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Classroom A (n=17)</th>
<th>Classroom B (n=18)</th>
<th>Classroom C (n=21)</th>
<th>Classroom D (n=18)</th>
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CRPBIS Activity

- Personal Matrix Activity developed recently by OSEP (Leverson et al., 2016)
- Field guide contains a number of recommendations for practice but nearly all are informed by research
  - Why could this be potentially problematic?
- Selected CRPBIS activity:
The Personal Matrix Activity

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Primary Outcome Measure:
Direct Behavior Rating – Single Item Scale (DBR-SIS)

Additional Outcome Measures

- Pre/Post Knowledge Questionnaire
- Office Discipline Referrals (ODRs)
- Social Validity Questionnaires
  - Students (researcher-created)
  - Teachers (URP-Iadapt)
Respectful Behavior (RB):

Compliant and polite behavior in response to adult direction and/or interactions with peers and adults. For example, follows teacher direction, pro-social interaction with peers, positive response to adult request, verbal or physical disruption without a negative tone/connotation.

Disruptive Behavior (DB):

Action that interrupts regular school or classroom activity. For example, out of seat, fidgeting, playing with objects, acting aggressively, talking/yelling about things that are unrelated to classroom instruction.
Pre/Post Knowledge Questionnaires

**Pre-Personal Matrix Activity**
- **42%** of students correctly stated the school-wide behavioral expectations acronym (i.e., PRIDE)
  - Of the 27 students who could identify the PBIS acronym only **9 (33%)** correctly identified each specific behavioral expectation associated with the acronym.
  - All **100%** provided relevant examples for each school-wide behavioral expectation

**Post-Personal Matrix Activity**
- **81%** of students correctly stated the school-wide behavioral expectations acronym (i.e., PRIDE)
  - Of the 51 who identified the PBIS acronym, **39 (76%)** correctly identified each specific behavioral expectation associated with the acronym.
  - 33 out of the 39 **(85%)** provided relevant examples for each school-wide behavioral expectation

**Number of ODRs**

*Figure 3.* Number of Majors per week aggregated across classrooms during baseline and intervention.

*Figure 4.* Number of Minors per week aggregated across classrooms during baseline and intervention.
Types of ODRs

Social Validity Questionnaires

**Students**
- 91.8% Easy
- 81.6% Helpful
- 79.6% Fun
- 75.5% Exciting
- 79.6% Participate Again

**Teachers**
- **ALL** teachers reported the activity as understandable and acceptable

  “My only negative feelings towards this is I felt my students know what to do and say but they don't make the choice to follow the expectations they know. Talking about it is important but how do we get kids to actually take ownership and actually **DO** what they say.”
Discussion

- The Personal Matrix Activity improved the class-wide respectful and disruptive behaviors of diverse students
  - Findings support that the Personal Matrix Activity is a Tier 1 intervention
  - Both teachers and students perceived the Personal Matrix Activity as acceptable and understandable
  - This is the first study (that we know of) to empirically evaluate the Personal Matrix Activity, so obviously more research is needed to see if results from the present study hold
  - **Effective** culturally responsive practices need to be identified through research and implemented in practice

Takeaways and Future Directions

- Empirical support is provided on the effectiveness and acceptability of Personal Matrix Activity, for students from diverse backgrounds.
- A shift towards establishing an empirical support base for culturally responsive behavioral practices is critical.
- Future research should focus on studying if the positive effects are sustained after implementation of the Personal Matrix Activity.
- Investigating Tier 2/Tier 3 culturally responsive behavioral supports
Other Recommendations for CRPBIS

- Identity Awareness
- Tiered Fidelity Inventory (TFI) Cultural Responsiveness Companion
- Teams seek feedback from school staff, students, families, and community members
- Teams include family and community members as teachers of behavior expectations
- School staff use the Validate, Affirm, Build, and Bridge (VABB) approach
- Teams examine trends in disaggregated data to identify disproportionality in discipline practices

References