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Culturally Attuned Practices in Working with Students with Emotional/Behavioral Disorders

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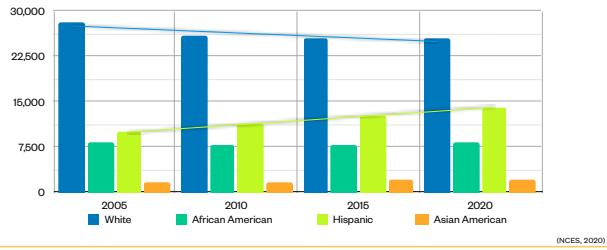
Discussion Map Culturally Attuned Practices

- A. Challenges
- B. Addressing educator bias
- C. Functional behavioral assessment



Challenges

Trends in Student Enrollment



Challenges Diversity Rift

- Approximately 86% of current faculty are White, female and under 40 years of age (i.e., *diversity rift*)
- Outmoded evaluation models
- Varied behavioral expectations
- Historically inept educational research
- *Cultural difference v. Disability indicators*

(Moreno, Wong-Lo, & Bullock, 2014)

Disproportionality Risk Ratios

Disability	White	African American	Hispanic	Asian American
Specific Learning Disabilities	0.78	1.43	1.17	.40
Speech/Language Impairment	1.06	1.03	0.93	.73
Emotional Disturbance	0.84	2.28	0.55	.27

(NCES, 2020)



Overview Early Learning Settings

- General educator preparation programs often prioritize pedagogical training over positive-based behavioral management
- Founded on implicit behavior expectations from white, middle-class values
- Misaligned to students from diverse backgrounds
- **Implicit bias** in educators

(McIntosh, 2020)

Implicit Bias

- **Stroop Task** refers to phenomenon where human brain examines social interactions through a lens of predictability established in patterns
- When humans are forced to make quick decisions, we utilize our automatic associations to determine a response
- Not necessarily reflective of our beliefs or values
- Often individuals overly rely on automatic associations in our daily interactions, particularly busy classrooms, and cultivate implicit bias
- **Implicit Bias** is an unconscious, automatic association that is universal across all people, including those individuals affected by it

(McIntosh, 2020)

Implicit Bias

- Implicit bias is evident in various societal settings including schools, courts, and criminal justice system, particularly in on-the-spot arrests
- School settings with campus offices often report higher uses of force when arresting Black students as opposed to White students
- Medical professionals often prescribe less pain medication for Black children than White children with identical symptoms

(McIntosh, 2020)

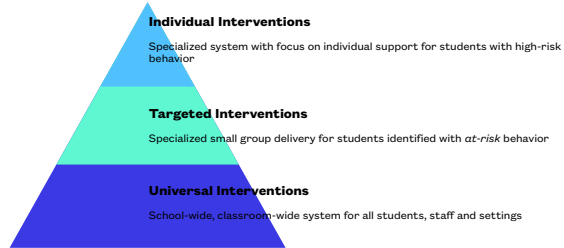


Five-Point Intervention

1. Use of engaging, meaningful academic instruction to reduce opportunity/achievement gap
2. Implement behavior preventative framework with multiple tiers and culturally responsive
3. Collect, analyze, report disaggregated discipline data
4. Develop policies with accountability for disciplinary equity
5. Professional development for faculty and staff to neutralize implicit bias

(McIntosh, 2020)

Positive Behavior Intervention Supports

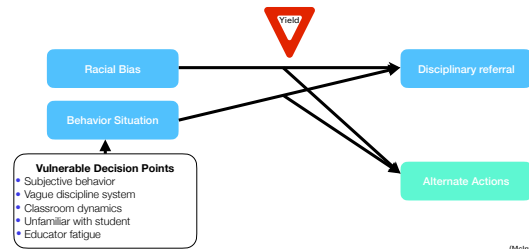


Culturally Responsive Actions

- Reduce implicit bias by educator decision points in situations with challenging behavior
- Professional development to recognize **vulnerable decision point**
- Decision to act on disciplinary referral that may be vulnerable to the effect of implicit bias based on
 1. Situation and
 2. Educator's internal (i.e., affective) state

(McIntosh, 2020)

Multidimensional View of Bias



(McIntosh, 2020)

Vulnerable Decision Point Equity in School Disciplinary Practices




1. Delay decision, if possible
2. Reframe the current situation
3. Educator self-care

(McIntosh, 2020)



Functional Behavioral Assessment

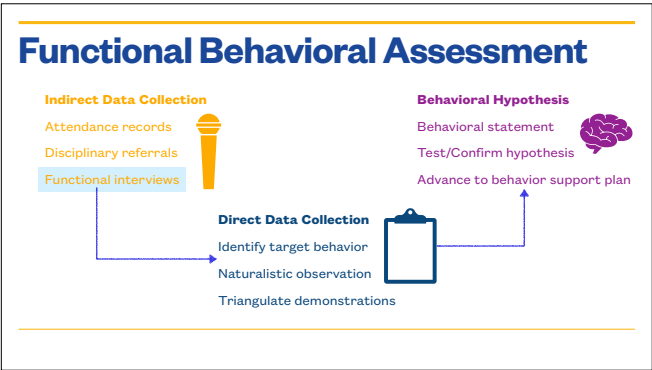


Overview

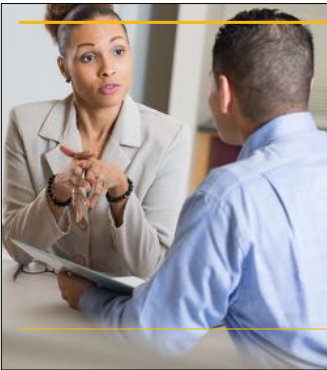
Functional Behavioral Assessment

- Behavior-focused investigative process
- Balance of qualitative and quantitative data
- Not restricted to students with disabilities
- Ascertain **function** (i.e., reason) for challenging behavior.
- Reduces subjectivity of educator bias

(Moreno, Wong-Lo, & Bullock, 2014)







Functional Interviews

Functional Behavioral Assessment

- What is your social identity?
 - Race
 - Ethnicity
 - Culture (e.g., primary language)
 - Familial structure, composition
 - Gender and/or sexual identity
- Child-rearing practices
- Historic experiences with schools
- Mental disorders are based on Western medicine

(Moreno, Wong-Lo, & Bullock, 2014)



Functional Interviews

Functional Behavioral Assessment

- American schools are traditionally based on:
 - White
 - Middle-class
 - 1950s familial expectations
 - Agrarian
- School structure was resistant to education for individuals with disabilities
- School-readiness skills vary based on culture and experiences

(Moreno, Wong-Lo, & Bullock, 2014)



Functional Interviews

Functional Behavioral Assessment

- Student and family characteristics
- Country of origin
- Generational status
- Parenting practices
- Parent input

(Moreno, Wong-Lo, & Bullock, 2014)



Functional Interviews

Functional Behavioral Assessment

- Personnel proficient with native language (i.e., more complex than translation)
- Preference of familiar person
- In-person conversation
- *Unconditional positive regard*

(Moreno, Wong-Lo, & Bullock, 2014)



Functional Interviews

Functional Behavioral Assessment

- *Group behavior v. individual* (competitive) academic expectations
- Disability is a contextual condition (Western medicine perspective)
- Language does not equate trust

(Moreno, Wong-Lo, & Bullock, 2014)

Functional Assessment Interview - Spanish-Speaking Parent

TIME STARTED: _____

Instructions: The following interview should be conducted with the student's parent or knowledgeable family member. Questions should be administered as closely as possible but allow interviewees opportunities to elaborate on responses as appropriate.

Student Name _____ Age _____ Sex _____

Student Birth Country _____ Parent Birth Country _____

Student Primary Language _____ Parent Primary Language _____

Interviewer _____

Interviewee _____ Date of Interview _____

Your child has been experiencing behavioral difficulties at school and we would like to help. Si su hijo/a ha estado demostrando dificultades de conducta en la escuela, nos gustarfa ayudarlos.

I would like to ask you several questions to help us understand your child and better assist him/her in developing positive behavior at school. Quisiera haceros algunas preguntas para entender y poder ayudarlos a su hijo/a y asistirlo en el desarrollo de conducta positiva en la escuela.

1. What are your thoughts about why your child is demonstrating this behavior? ¿Cúal piensa cuál sera la razón que su hijo/hija esta demostrando esta conducta?

2. What do you think causes (or motivates) this behavior? ¿Cúal es lo que esta causando este tipo de conducta?

3. Do you see the same behavior at home? ¿Usted ve este tipo de conducta en el hogar? (Moreno, Wong-Lu, & Bullock, 2014)

4. If so, what is done to stop the behavior? Who addresses this behavior? How well does this work? Si es asi, ¿cúal se ha hecho para detener la conducta? ¿Cúal se le encargó de detener este tipo de conducta? ¿Cúal tan bien funciona?

5. How long has this behavior been occurring? ¿Desde cuándo ocurre este tipo de conducta?

6. Does this behavior occur only with certain people (e.g., friends, family members living at home, extended family members)? ¿Ocurre solo solamente con ciertas personas (por ejemplo, amigos, miembros de la familia que vive en el hogar, miembros de la familia ampliada)?

7. Are there any signs that tell you the behavior is about to occur? ¿Hay algunas señales cuando este tipo de conducta está a punto de ocurrir?

8. Can you think of any events or changes in life that might be affecting your child's current level of behavior, especially with extended family members, extended visits outside the city? ¿Ha notado algún cambio en la vida de su hijo/a que pueda haber afectado a él/ella de alguna manera, especialmente con miembros de familia, visitas largas fuera de la ciudad?

9. Are there any health concerns that your child may be experiencing (e.g., medication)? ¿Hay algún problema de salud que le este afectando (por ejemplo, medicación)?

10. How have you attended to these problems (e.g., seeking medical care, advice from a family friend or clergy)? ¿Cómo ha atendido a estos problemas (por ejemplo, asistencia médica, asesoramiento de algún amigo de familia o su iglesia)?

11. Have you noticed any other problems that are out of the ordinary for your child (e.g., extended illness, change in appetite, problems with sleep, drastic change in personality or drug abuse)? ¿Ha notado algún otro problema fuera de lo normal para su hijo/a (por ejemplo, enfermedad prolongada, cambio de apetito, problemas de sueño, cambios drásticos en su personalidad, o el abuso de drogas)?

12. Do you have any ideas to assist in your child's behavior that we haven't discussed? ¿Tiene otras ideas para asistir a su hijo/a en su conducta que no hemos discutido?

TIME COMPLETED: _____ TOTAL TIME: _____ (Moreno, Wong-Lu, & Bullock, 2014)

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