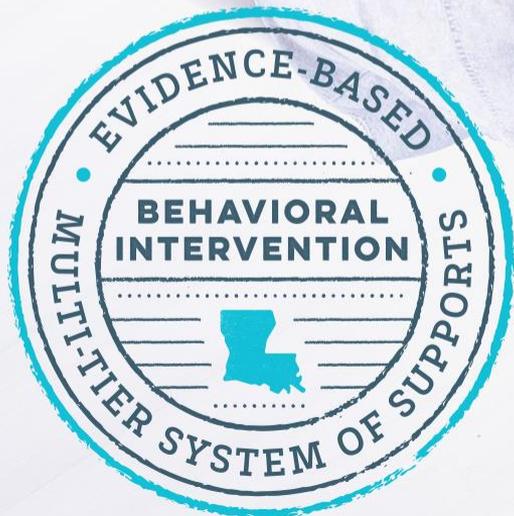


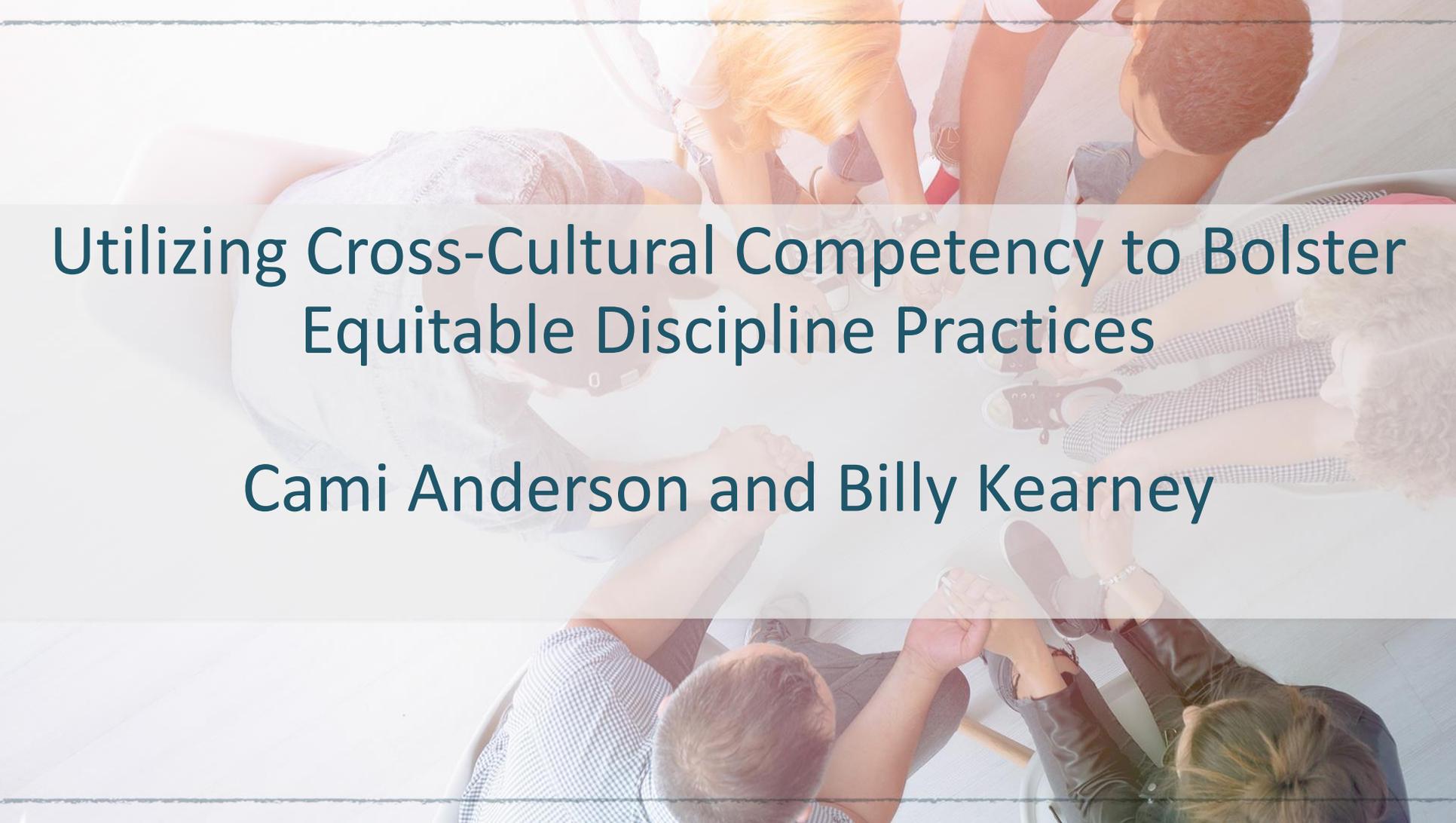
2019

# BEHAVIORAL INTERVENTION SUMMIT



January 30, 2019 • Raising Cane's River Center, Baton Rouge

 DEPARTMENT of  
**EDUCATION**  
Louisiana Believes



# Utilizing Cross-Cultural Competency to Bolster Equitable Discipline Practices

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# Our Time Together

Behavior Intervention Summit Participants will:

- Recognize Cross Cultural Competencies and Understand What Shapes Culture
- Become familiar with DRP's EQUITY Framework and how our approach integrates Cross Cultural Competence and Discipline Reform
- Learn about 3 of DRP's 6 EQUITY Framework Competencies that have to do with Cross Cultural Competence
- Brainstorm artifacts and/or resources currently at their disposal in their schools and school systems that support action planning towards DRP's EQUITY Framework



# Defining Cross Cultural Competence

Cross-cultural competence refers to the knowledge, skills, affect, and motivation that enable individuals to adapt effectively in cross-cultural environments. ... Cross-cultural competence is not an end in itself, but is a set of variables that contribute to intercultural effectiveness.



## Cultural Variables

- **Ethnicity**
- **Race**
- **Gender**
- **Spirituality/religion**
- **History of the culture**
- **Caste/status**
- **Sexual orientation**
- **Language or dialect**

## What Shapes Culture?

### Things we talk about more readily:

- **Political values**
- **Socioeconomic factors**
- **Rituals**
- **Family roles and structure**

### Things we often find difficult to talk about:

- **Experience with oppression or discrimination**
- **Degree of opposition to acculturation**
- **Response of majority culture to “otherness”**



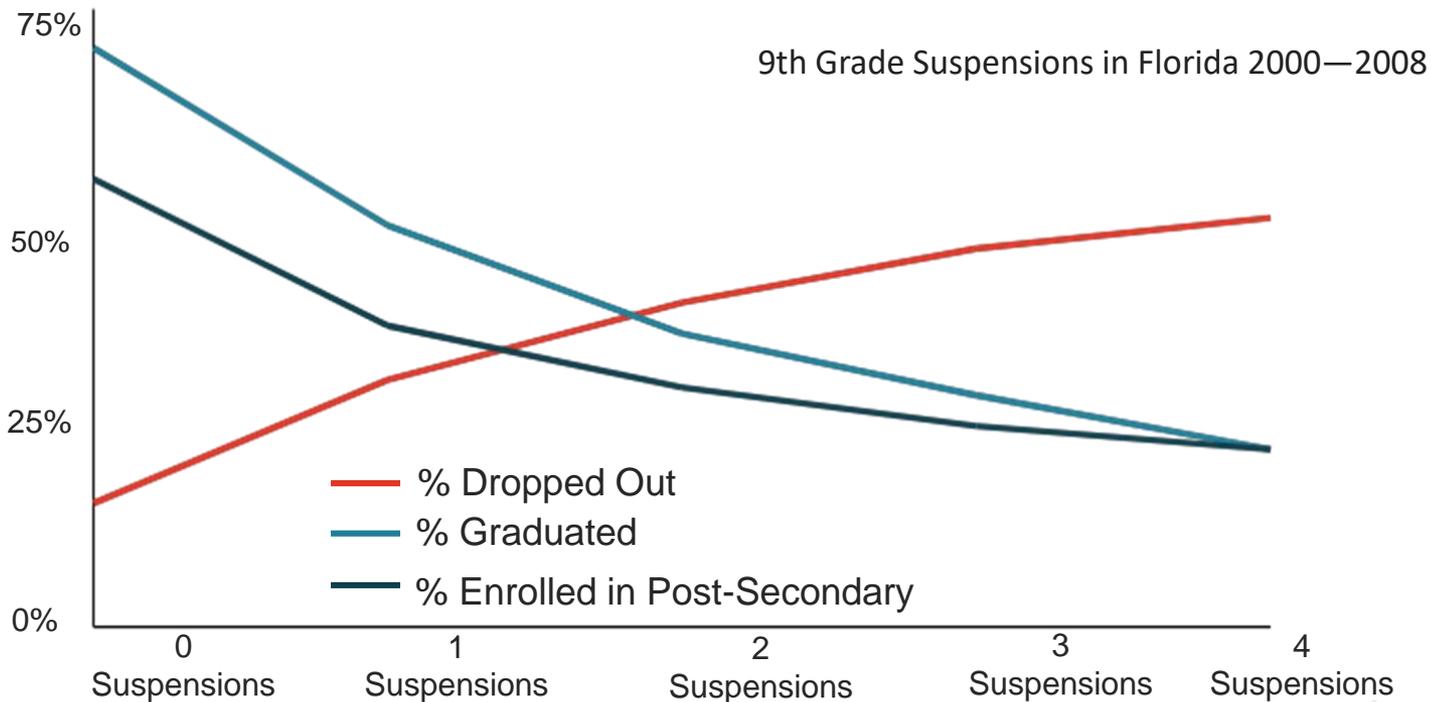
# Case for Action and Approach

# The Hard Facts

3X	>50%	LGBTQQ
Black and Latino students, and students with disabilities, are <b>three times more likely to be suspended</b> than their peers.	of school-based arrests and <b>32% of suspensions</b> are of African-American students, even though they are only 16% of all students.	youth are often <b>suspended for the same behaviors</b> as their peers, who aren't punished as severely.

Suspended students are **three times more likely** to drop out and be court-involved.

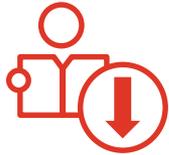
# Suspensions correlate with drop-out rates and decrease grad rates & post-secondary enrollment



# The Inconvenient Truths

- 1.** Over-incarceration is real.
- 2.** Schools and prisons are intertwined.
- 3.** Students of color, students with disabilities, and LGBTQQ students are disproportionately affected.
- 4.** Adult biases are at play.

# Understanding the school-to-prison pipeline



Increased suspensions of students of color and students with disabilities.

Decreased learning time, disengagement in school.

Increased likelihood of dropping out or entering juvenile detention.

Increased likelihood of adult incarceration.

Incarceration increased legal discrimination in housing, employment, and health care.



**We're calling for a new approach to school discipline.**

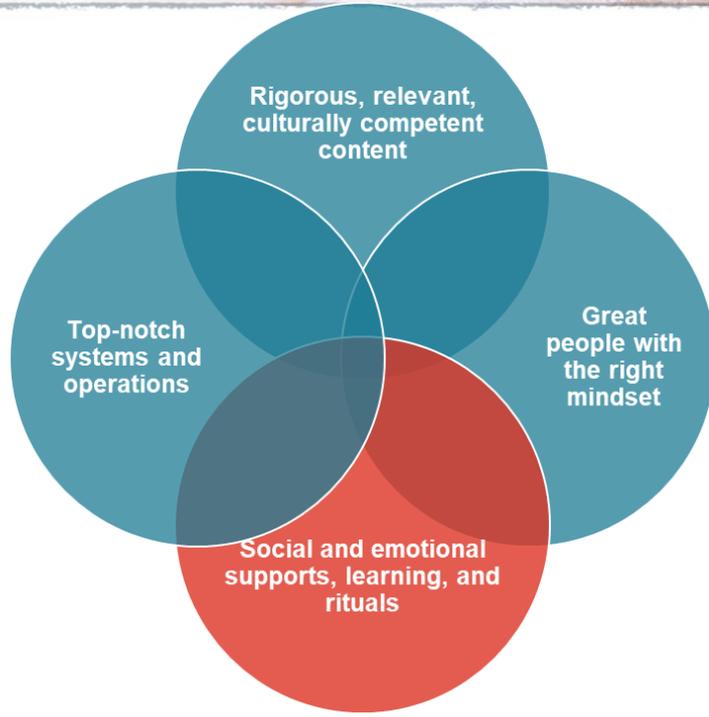
# **DISCIPLINE**

**One that flips everything upside down—  
from the definition to the policies.**

# The EQUITY Framework

	<b>E</b>	<b>Empathy and High Expectations</b> School cultures and adult mindsets are purposeful, anti-biased, and supportive.
	<b>Q</b>	<b>Quality Teaching</b> School staff have deep, trusting relationships with students and deliver lessons that are rigorous, relevant, and culturally responsive.
	<b>U</b>	<b>Understanding and Personalization</b> Student supports promote growth on personal success factors linked to health identity development.
	<b>I</b>	<b>Incident Response</b> Behavior expectations are high and adults responds skillfully to missteps and school-wide incidents.
	<b>T</b>	<b>Team Approach</b> Schools partner with families, communities, child welfare, law enforcement, and other support agencies.
	<b>Y</b>	<b>Youth-Focused Policy</b> Human resources practices, policies, and data approaches support healthy development of all students.

# Student Discipline Reform is the next stage of Education Innovation



Cross-Cultural Competence is embedded in our framework

## Systems Self-Assessment Competency 1: Empathy and High Expectations

Indicator	Never	Rarely	Sometimes	Always
<b>1. Cabinet values:</b> Our cabinet reflects a focus on PSFs, <del>culturally-responsive</del> teaching, time-on-task, restorative practices, and trusting relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence could include:</i> <ul style="list-style-type: none"> <li>- Cabinet members represent a wide range of expertise, including experts in social and emotional growth, youth development, and anti-biased education</li> <li>- Organizational core values explicitly prioritize student support alongside academics</li> <li>- Cabinet regularly reads articles, has discussions, and engages in conversations about emerging promising practices to support students' PSF growth</li> </ul>				
<b>2. Principal managers:</b> Principal managers have the skill and will to build school capacity in the areas of the EQUITY framework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence could include:</i> <ul style="list-style-type: none"> <li>- Principal managers have comprehensive, individualized school-based plans aligned to the EQUITY framework; they take into account each school's unique strengths/challenges</li> <li>- Principal managers have systems to monitor the quality of incident reporting and aggressively hold schools accountable for not following norms</li> <li>- Principals report their manager is a resource in building school-based capacity (on the six school-based competencies) to shift away from punitive discipline</li> </ul>				
<b>3. Self-awareness:</b> All staff work regularly to reflect on how their biases and triggers might impact kids.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence could include:</i> <ul style="list-style-type: none"> <li>- System ensures that school leaders have access to top-notch trainings and tools to help all staff identify and reflect on their biases and triggers</li> <li>- Principals and central office staff report they have access to top-notch training and tools to help all staff members identify and reflect on their biases and triggers</li> <li>- An audit of training and support materials indicates that they help teachers identify biases and triggers</li> </ul>				

**4. Adult modeling:** All adults (e.g., teachers, leaders, social workers, guidance counselors, safety agents, outside partners) exemplify core values.

*Evidence could include:*

- System leadership team models the types of relationships and interactions with staff that they expect teachers to have with students
- Principals and central office staff report system leadership team models direct and courageous conversations about personal biases and self-awareness

**5. School culture:** School cultures are purposeful, anti-biased, and supportive.

*Evidence could include:*

- School culture (including norms, goals, values, interpersonal relationships, and organizational structures) motivates (not shames) students to improve on PSFs
- Principals and teachers report they have access to training and tools necessary to build purposeful, empathetic, anti-biased school cultures with high expectations
- System ensures that schools have tools and resources to define rituals and behavior expectations for common spaces (e.g., hallways and lunch rooms)—and how to invest students in upholding them
- Principals and teachers report they have the tools/resources to create a restorative school culture that is also purposeful and safe—and where students are accountable for actions

**6. Strategic plan:** System’s strategic plan (and actions) include a priority on moving away from punitive discipline.

*Evidence could include:*

- Strategic plan includes specific goals/milestones (beyond “reducing suspensions”) to make progress on shifting away from punitive discipline
- Strategic plan includes building capacity around data collection, teacher quality, and school-level supports prior to announcing changes to discipline policy
- Strategic plan prioritizes tools, tips, and technical assistance on supporting student’s PSFs as well as academic growth

# The 5 Ps — Cultural Competence Framework

## PEOPLE



**What are the implications for how I recruit, develop, support, and evaluate staff?**

**Teachers and other pedagogues:** Do I have the right people with the right mindset doing the right work? How culturally diverse is my staff?

**Student Support Staff:** Does my support staff have access to updated research/best practices when it comes to the cultural variables that help sustain cultural competence?

**Administrators:** How comfortable am I operating within the context of cultural variables? What am I doing to become even more culturally competent?

**Cabinet and District Team:** What decision-making processes and responsibilities do I establish for ensure cultural competence?

# The 5 Ps — Cultural Competence Framework

## POLICY



**Data:** Am I collecting the right data (ensuring no unintended consequences)? How do I share data in a way that supports our practitioners in making better decisions?

**Accountability:** In what ways do we want to be held accountable? How can I ensure I do not create perverse incentives (e.g., disproportionate cultural celebrations)

**Budget:** How can I make money flexible to align to our school's cultural competency goals?

**Labor/Time:** How can I make labor practices more flexible and align to the school's cultural competency goals and values? (e.g. every adult sponsors X number of students )?

# The 5 Ps — Cultural Competence Framework

## PRACTICES



**Curricula:** What are the implications for how academic and non-academic curricula and experiences are selected, shared, implemented?

**Student Supports:** How aligned are student support frameworks, tools, and content selected, shared, implemented?

**Professional Development and Capacity:** How culturally diverse are our presenters? How do I ensure their content and facilitation are aligned to our culturally competence values and goals?

**Technology:** How does technology factor in to all of this? How technologically savvy are the adults in your building/system?

# The 5 Ps — Cultural Competence Framework

## PARTNERS



**Families and Students:** What role should families and students play in supporting and sustaining a culturally competent school community?

**Technical Assistance Providers:** What is the role of whole school redesign partners? Whole school models? Component innovators? Content providers?

**Philanthropy and Business:** How do you engage the philanthropic and business communities? What role can they play, and what role do they want to play?

**Communication:** How do you effectively communicate with partners through ongoing change?

# The 5 Ps — Cultural Competence Framework

## POWER



**Equity:** How do you ensure inclusivity?

**Coherence:** What will you start doing? Sustain? Stop?

**\*\*If you do everything and do not reexamine (and therefore stop) some elements, chances are you won't have coherence.**



Articles provided on DRP's website:

**[www.disciplinerevolutionproject.org](http://www.disciplinerevolutionproject.org)**

**Where cultural cross cultural competence meets anti-biased education** - the effects of adult biases on expectations and empathy for students - and how to address that in skills and mindsets of educators

[Child Effortful Control, Teacher-student Relationships, and Achievement in Academically At-risk Children: Additive and Interactive Effects](#)

**Where trauma-informed work meets risk and resilience research** — the effects of trauma on human development and what we know about what practices and environments that mitigate harmful effects

[Trauma-Informed Care: A Sociocultural Perspective](#)

**Where critical race theory meets culturally responsive teaching** — the impact of systemic oppression and the evolution of cultural competence, diversity, and inclusion

[What's Race Got to Do with It? Preservice Teachers and White Racial Identity](#)



# Questions and Answers

## Closing



# Thank You!

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