Culturally relevant and socially important school-based interventions across academic, behavior, and social-emotional domains
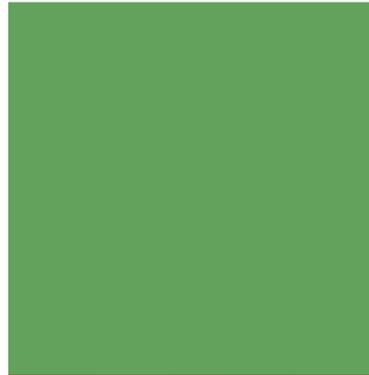
Featuring

Eric A. Common

   UMFlint

Kelly M. Carrero

   Texas A&M Commerce

LGBTQIA+

CULTURE
LOADING...

Politics Are
About People
And People Matter

Agenda

- **Contextualizing the Presentation**
- **Defining our constructs**
  - **Social Validity**
  - **Cultural Validity**
  - **Cultural Proficiency**
- **Recommendations for teaching**
  - **Cultural_____**
  - **International perspectives**

# Learning Objectives

1 — **Learn** to identify constructs related to social validity, cultural validity, cultural proficiency, cultural responsiveness, and cultural sustaining, and draw connections among ideas.
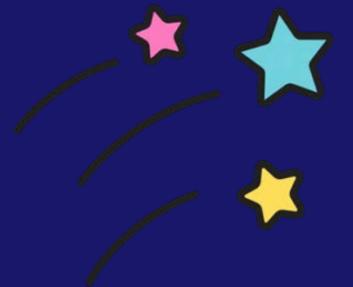
2 — **Engage** and reflect in self-evaluative practices examining your own competencies, biases, and ability to assess and address the needs of students with diverse needs and/or from diverse backgrounds.

3 — **Identify** practices to promote success of students with diverse needs and/or from diverse backgrounds
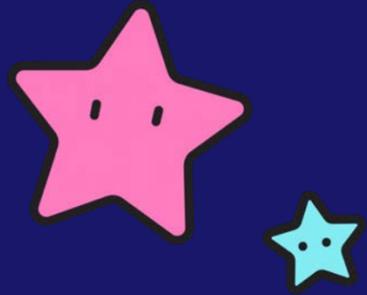
Contextualizing the Presentation

Diversification: Current & Future

U.S. Census Bureau* Predicts

Beginning 2024 - shift from White majority to White minority country.

- By 2045 White, the non-Hispanic population will no longer be the majority
  - U.S. will become a "majority-minority" nation.
- By 2060 - 2/3 of children will be culturally and linguistically diverse students (greatest growth among multiracial, Hispanic, and Asian children)

*Change in US Census categories: Two or more races & Hispanic White vs. Non-White

Diversity, equity, and inclusion are important—*whether biological or cultural in its constitution*—variation is evolutionarily advantageous.

Defining our constructs

Social Validity

APPLIED BEHAVIOR ANALYSIS

WE HAVE A PAST

BEHAVIOR MODIFICATION

So...

- Th...

- The ...
  - va... impr... goals
  - Interve... crease the likelihood... as planned.

- The **social impor**...
  - validating social i... nsumer, intervention agent, key stakehold... ducing socially important outcomes.   (Co... & Beebe-Frankenberger, 2004; Wolf, 1978)

SOCIAL VALIDITY: THE CASE FOR SUBJECTIVE MEASUREMENT
or
HOW APPLIED BEHAVIOR ANALYSIS IS FINDING ITS HEART[1]

MONTROSE M. WOLF

UNIVERSITY OF KANSAS

I apologize, but I must begin making my case for subjective measurement by recounting to you my own experiences with it over the past few years. Almost a decade ago, when the field of applied behavior analysis was beginning to expand so rapidly, we were faced with the task of putting together the *Journal of Applied Behavior Analysis*. For a period of several months Garth Hopkins, who was our managing editor, presented us with a series of unexpected decisions to make; like: What color should the paper be? And did we need a paper that would hold together for two thousand years or were we willing to live with a shelf-life of only a thousand years? And so on.

Just a couple of days before we were scheduled to go to press with our very first issue, Garth called with one more question. "What is the purpose of the *Journal of Applied Behavior Analysis*?", he asked. He said we needed to put a description of the purpose on the inside front ...nds in other journals. He needed

What was the purpose of our journal? It was a question that was clearly more important than the others I had been asked. So I decided to consult the Gods but, as usual, Don Baer, Don Bushell, Barbara Etzel, Vance Hall, Bill Hopkins, Judy LeBlanc, Keith Miller, Todd Risley, and Jim Sherman were not in their offices. However, I did find Don Baer in the hall. So I asked Don, "What is the purpose of *JABA*?" and Don said in his usual offhand but eloquent way, "It is for the publication of applications of the analysis of behavior to problems of social importance." Well, that sounded so reasonable that it had to be true. So that is what I put in the *Journal* and it went to press.

There was only one small problem; I wasn't sure what "social importance" meant or, worse still, how to measure it. And, as I am sure you can appreciate, the more I thought about this the more concerned I became.

The dictionary only added to my distre... According to my *New Webster's V... Dictionary* (1962)...

Social Validity

- The **social significance** of the goals
  - validating goals of intervention (i.e., socially important outcomes; e.g, improving one's quality of life, social status, or educational experience)
  - prerequisite: a clear description of goals, including and a performance criterion

- The **social acceptability** of intervention procedures
  - validating social acceptability of intervention procedures proposed or implemented (pre and posttest respectively) to obtain intervention goals
  - Intervention procedures with high levels of social acceptability increase the likelihood intervention agents will implement the intervention as planned.

- The **social importance** of effects
  - validating social importance of effects is the extent consumer, intervention agent, key stakeholders view the procedure as producing socially important outcomes.   (Common & Lane, 2017; Lane & Beebe-Frankenberger, 2004; Wolf, 1978)
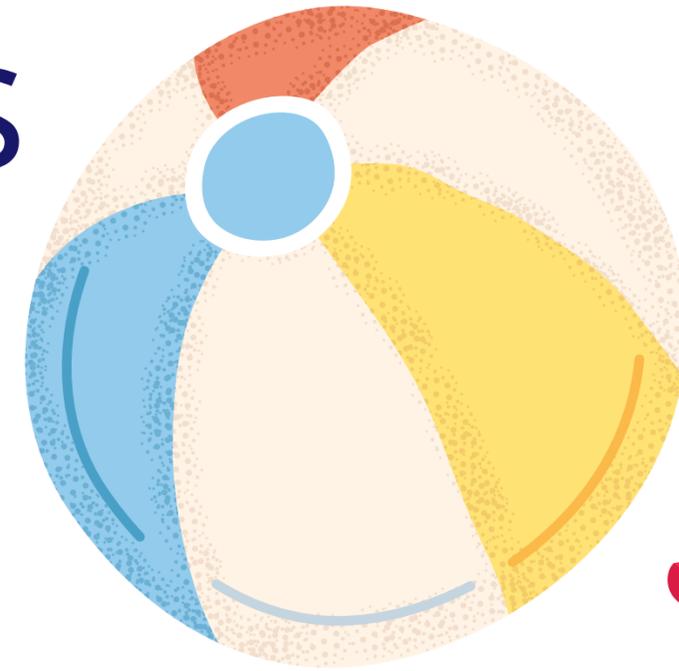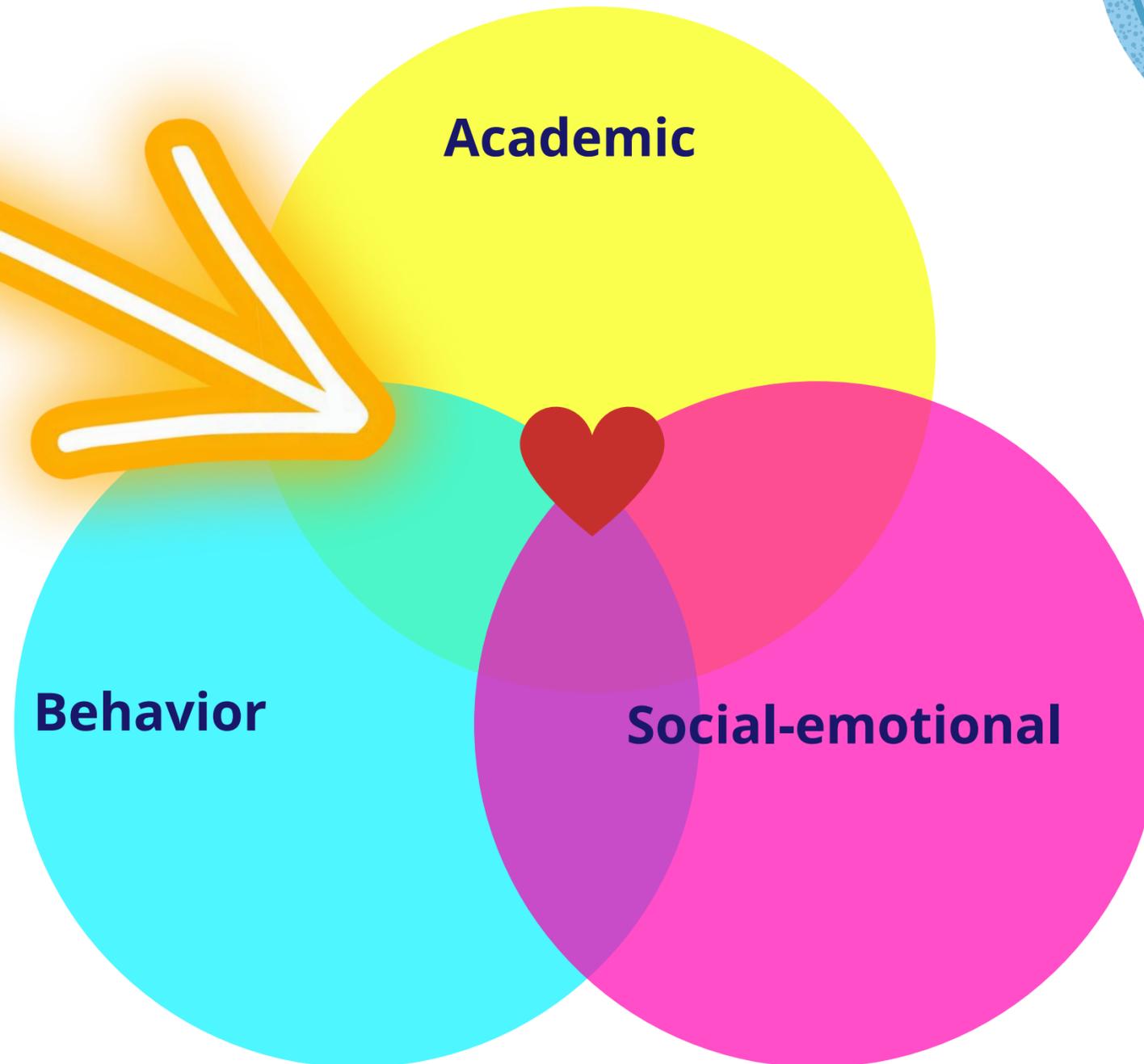
Student Domains
(e.g., student outcomes)

Beyond behavior outcomes/instruction

All universal instruction
Prevention
Interventions

Should be socially and culturally valid, right?

Academic

Behavior

Social-emotional

TO BEACH

WOULDN'T IT BE NICE
(Brian Wilson-Tony Asher)

Capitol RECORDS

Sea of Tunes Publishing Co.
BMI-2:22
5706
(45-55558)
Produced by: Brian Wilson

THE BEACH BOYS

"Culture is the acquired knowledge people use to interpret experience and generate behavior."James Spradley, Anthropologist

Many definitions of *culture* exist

Robbins (2001): "The **system of meaning** about the nature of experience that is shared by a people and passed down (e.g., one generation to another)

Delpit (1988): "...the rules of the **culture of power** are a reflection of the rules of those who have power..." and "those with power are frequently least aware of--or least willing to acknowledge--its existence. Those with less power are often most aware of its existence."

Banks & McGee-Banks (2010): "The **ideations, symbols, behaviors, values, and beliefs** that are shared by a human group. Can also be defined as a group's program for survival and adaptation to its environment

Many *dynamic processes* of culture in play

Culture is constructed, maintained, and reconstructed (e.g., extended inheritance)

Othering occurs when one dominant group knows itself by what it is not - characteristics another dominant out-group

Cultural Validity

- Form of **construct validity** for an assessment or intervention
  - Extent to which assessment/strategy/practice/program is appropriate, meaningful, and relevant for individuals and communities across diverse cultural backgrounds.
  - includes both content and criterion-related aspects of a measure or intervention,

- Gives attention to various and **specific cultural contexts** of intervention procedures
  - Evaluates whether a measure or intervention accurately assesses or addresses the construct of interest within a specific cultural context
  - requires attention
    - to the cultural background of the individuals being assessed
    - the cultural relevance of the items or procedures used
    - the cultural sensitivity of the implementation (administration/procedures)
    - the interpretation of the results
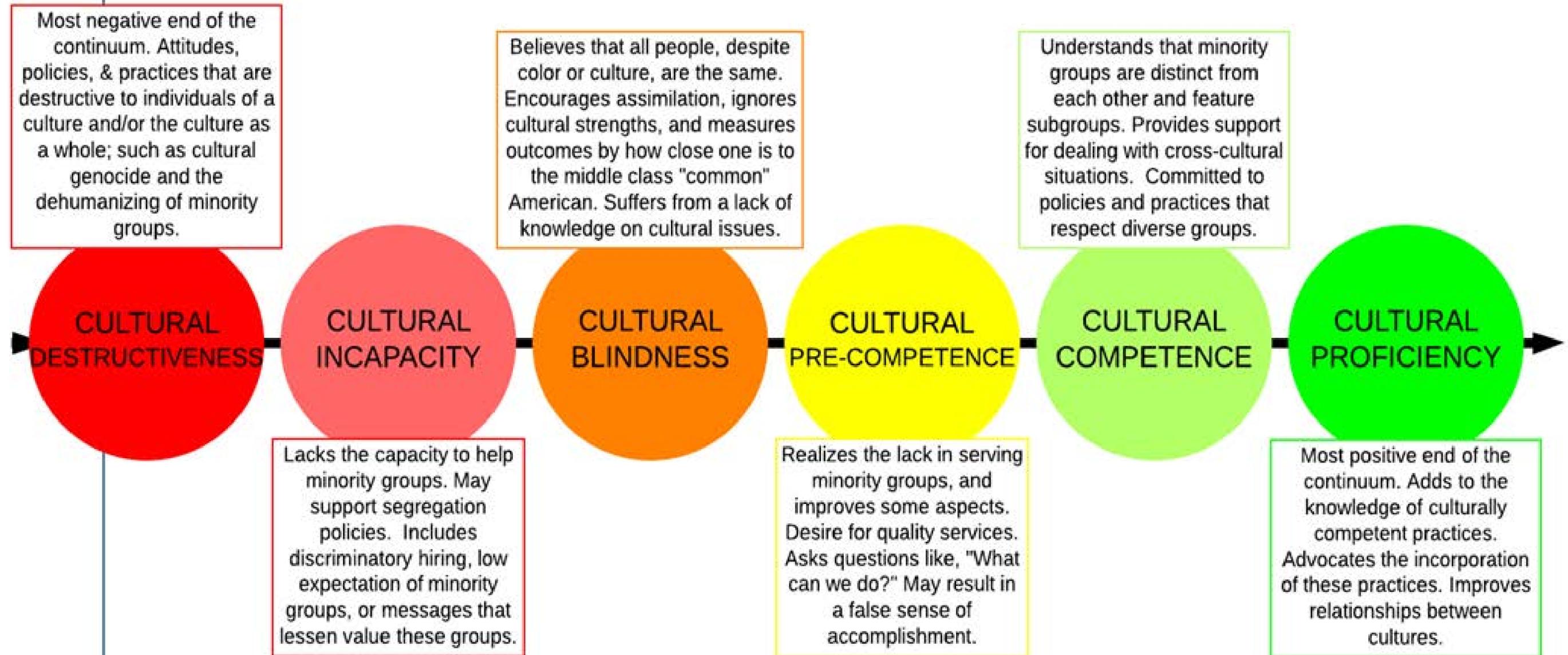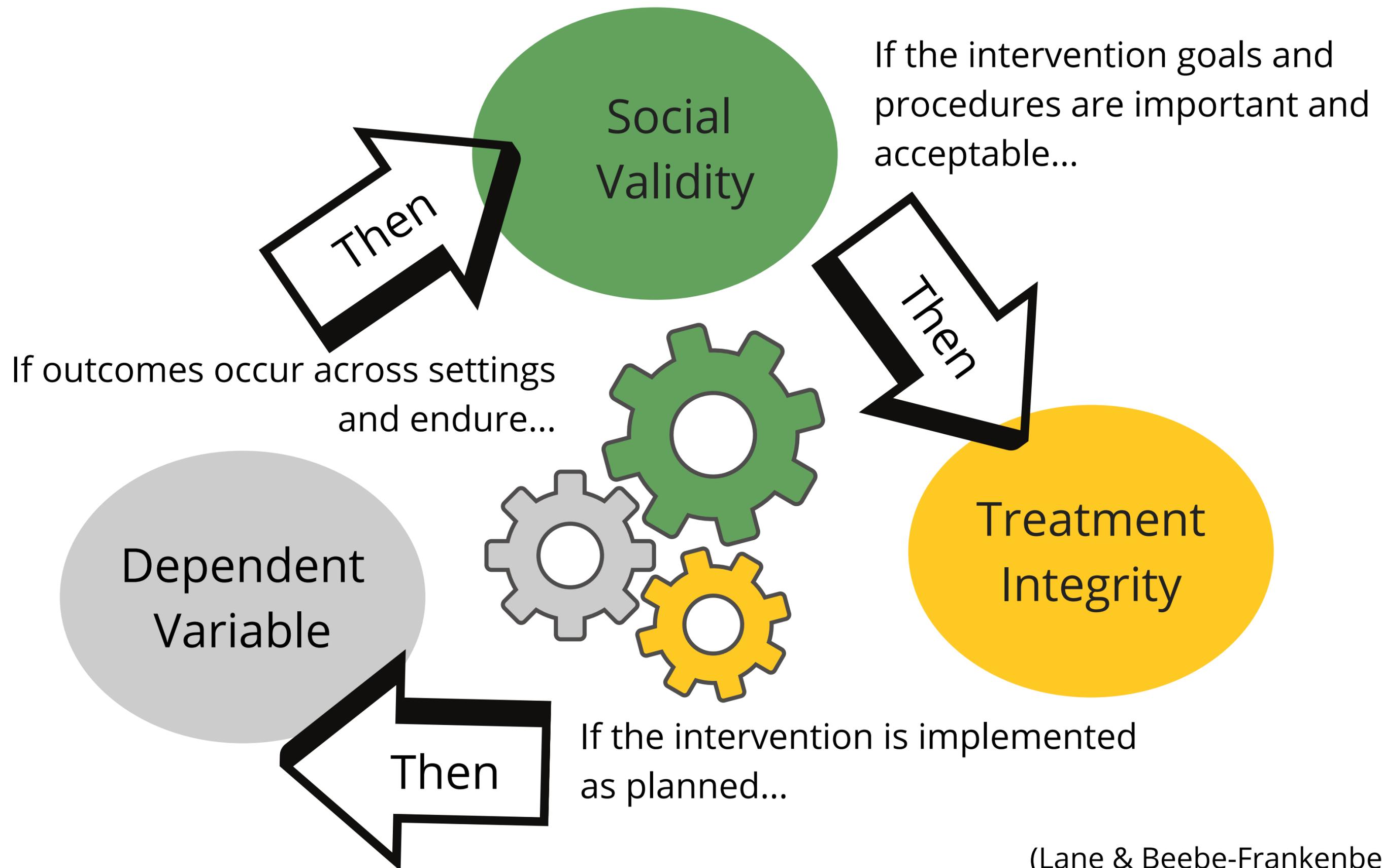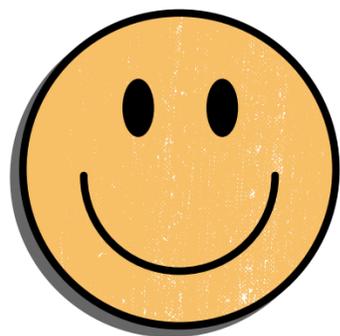
Cultural Proficiency Continuum

Most negative end of the continuum. Attitudes, policies, & practices that are destructive to individuals of a culture and/or the culture as a whole; such as cultural genocide and the dehumanizing of minority groups.

Believes that all people, despite color or culture, are the same. Encourages assimilation, ignores cultural strengths, and measures outcomes by how close one is to the middle class "common" American. Suffers from a lack of knowledge on cultural issues.

Understands that minority groups are distinct from each other and feature subgroups. Provides support for dealing with cross-cultural situations. Committed to policies and practices that respect diverse groups.

CULTURAL DESTRUCTIVENESS

CULTURAL INCAPACITY

CULTURAL BLINDNESS

CULTURAL PRE-COMPETENCE

CULTURAL COMPETENCE

CULTURAL PROFICIENCY

Lacks the capacity to help minority groups. May support segregation policies. Includes discriminatory hiring, low expectation of minority groups, or messages that lessen value these groups.

Realizes the lack in serving minority groups, and improves some aspects. Desire for quality services. Asks questions like, "What can we do?" May result in a false sense of accomplishment.

Most positive end of the continuum. Adds to the knowledge of culturally competent practices. Advocates the incorporation of these practices. Improves relationships between cultures.

Figure 1. The Cultural Competence Continuum with descriptions of each phase within the continuum. Adapted from "Towards a Culturally Competent System of Care: A Monograph on Effective Services for Minority Children Who Are Severely Emotionally Disturbed," by T. L. Cross, B. J. Bazron, K. W. Dennis, & M. R. Isaacs, 1989, Washington, DC: CASSP Technical Assistance Center, Georgetown University Child Development Center. Copyright 1989 by the National Institute of Mental Health, Child and Adolescent Service System Program.

Recommendations for Research and Practice

Social Validity

If the intervention goals and procedures are important and acceptable...

Then

Treatment Integrity

If the intervention is implemented as planned...

Then

Dependent Variable

If outcomes occur across settings and endure...

Then

(Lane & Beebe-Frankenberger, 2004)

Social Validity Assessment

Social Validity Assessment 4

Eric A. Common and Kathleen Lynne Lane
University of Kansas, Lawrence, KS, United States

Wolf (1978) described social validity as how the field of applied behavior analysis (ABA) found its heart. In the introductory issue of the *Journal of Applied Behavior Analysis* (JABA), Don Baer indicated the purpose of JABA was "… for the publication of applications of the analysis of behavior to problems of social importance" (as cited in Wolf, 1978, p. 203): the very essence of social validity.

In this chapter, we define the term *social validity* and address the important topic of social validity assessment. Specifically, the intent is to provide behavioral practitioners with pragmatic direction and recommendation regarding social validity assessment. We begin by introducing the relevance of social validity assessment for practicing professionals such as school psychologists, board certified behavior analysts, registered behavior technicians, and behavior specialists. Here, we provide a concise discussion of the history of social validity, explaining how the assessment of social validity (both pre- and postintervention efforts) became—and continues to be—a priority in the field of ABA. We discuss the relation between social validity, fidelity of implementation (e.g., treatment integrity), and generalization and maintenance (e.g., performance outcomes). Then, we focus on practical applications of social validity: (1) the importance of assessing social validity at each level of prevention, (2) the importance of assessing social validity from all stakeholders involved in any intervention effort, and (3) the range of methods for measuring social validity. Finally, we conclude with a summary of practical guidelines, noting salient essential learning from this chapter.

Assessing social validity: A priority in the field of applied behavior analysis

Baer, Wolf, and Risley (1968) published a seminal article, "Some Current Dimensions of Applied Behavior Analysis," in *JABA*. In this article, Baer et al. discussed important features of ABA:

Thus, the evaluation of a study which purports to be an applied behavior analysis … must be applied, behavioral, and analytic; in addition, it should be technological, conceptually systematic, and effective, and it should display some generality (Baer et al., 1968, p. 92).

Applied Behavior Analysis Advanced Guidebook. DOI: http://dx.doi.org/10.1016/B978-0-12-811122-2.00004-8
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Indirect Techniques
- Self-report rating scales
- Interviews

Direct Techniques
- Normative comparison
- Participant preference assessment
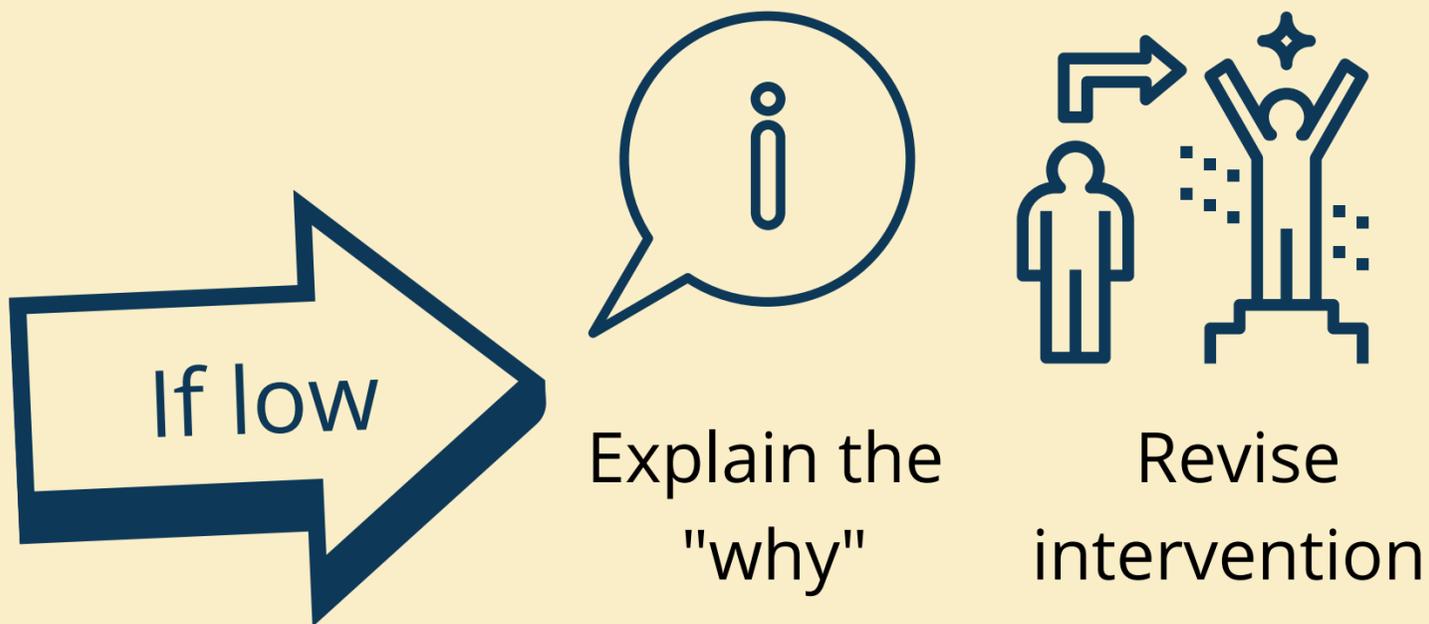- Sustained use

External Evaluation
- Content experts evaluate the social validity as an external evaluator
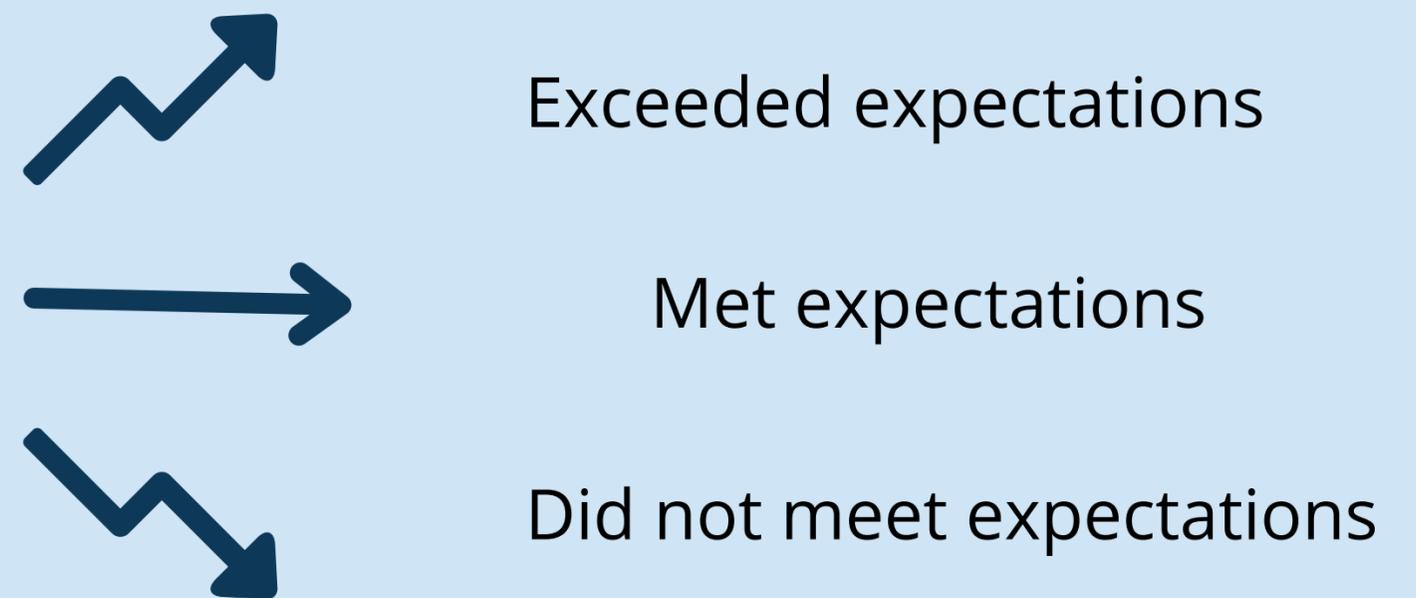
(Common & Lane, 2017)

Social Validity

Pre-test
Assessment

If low → Explain the "why"   Revise intervention

Social Validity

Post-test
Assessment

Exceeded expectations

Met expectations

Did not meet expectations

(Common & Lane, 2017; Lane & Beebe-Frankenberger, 2004)

Cultural _____

I'm LoSt

CULTURAL HUMILITY

cultural relevancy

Cultural responsivity

Cultural Competency

CULTURAL PROFICIENCY

Cultural _____ Assessment

- **Conduct a cultural assessment**
  - gathering information about the cultural background and experiences of the individuals and communities being served. This information can be used to inform the design and implementation of interventions.
- **Adapt assessment tools:**
  - Assessment tools should be culturally sensitive and appropriate for the individuals and communities being served. This may involve modifying existing tools or developing new ones.
- **Use multiple sources of data:**
  - include multiple data sources, (e.g., schoolwide, classroom, family, community; including but not limited to observations, interviews, and self-report measures)
- **Access multiple stakeholders, including family and community partners**
  - Teachers can collaborate with families and the community to gather information about the cultural backgrounds and experiences of their students.
  - Includes working with community organizations, religious groups, and cultural groups to learn more about their students' cultures.
- **Use culturally appropriate data collection methods:**
  - Data collection methods should be appropriate for the cultural background of the individuals and communities being served. For example, using interpreters, or working with bilingual staff, to ensure accurate communication.
- **Consider cultural context:**
  - The cultural context in which the assessment takes place should be considered, and interventions should be designed to fit within that context.
- **Include cultural experts:**
  - Cultural experts should be involved in the assessment process to ensure that interventions are appropriate and relevant for the individuals and communities being served.
- **Use culturally responsive evaluation methods:**
  - Evaluation methods should be culturally responsive and appropriate for the individuals and communities being served.

Develop Reflective Practices and a Student-of-Culture
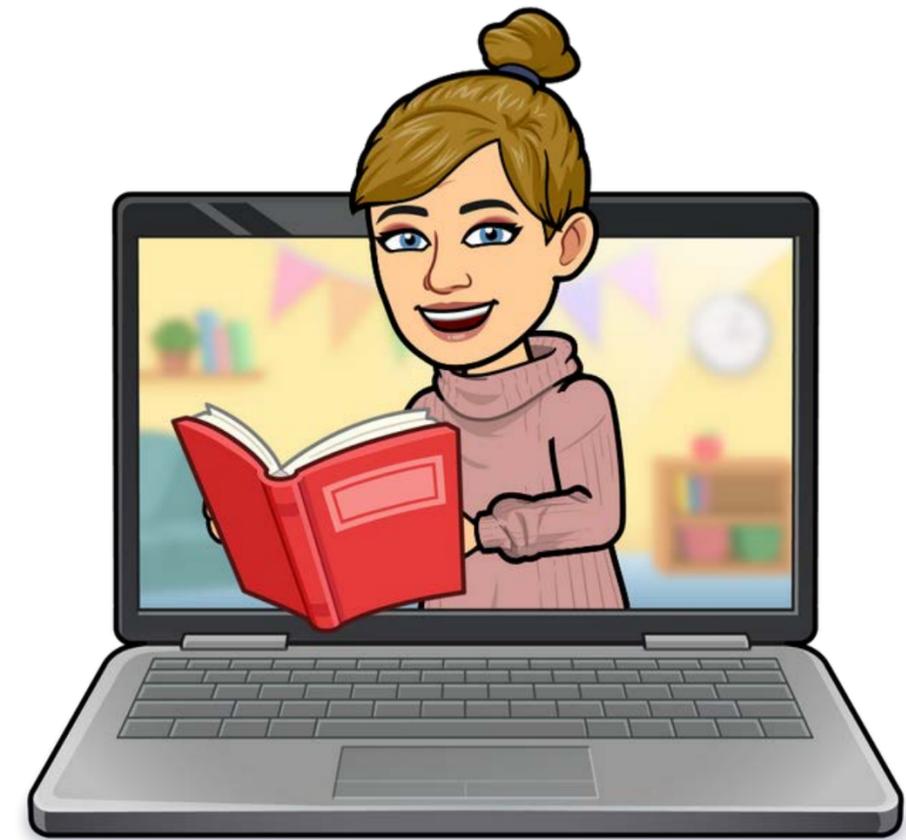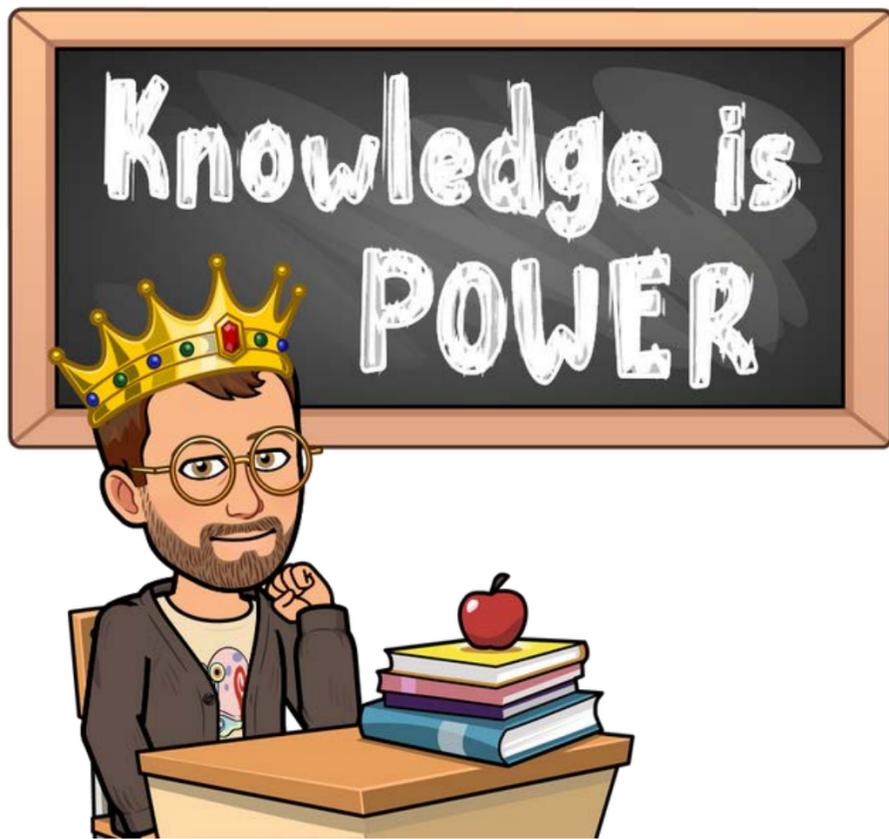
Exploring Yourself as a Cultural Being

Operating where you are the majority
can make this more difficult

**consider seeking an opportunity to experience being the minority in the group

Learn to know yourself... to search realistically and regularly the processes of your own mind and feelings.

— Nelson Mandela —

AZ QUOTES

Why am I the way that I am?

IF YOU CAN'T LOVE YOURSELF, HOW IN THE HELL CAN YOU LOVE SOMEBODY ELSE? CAN I GET AN A-MEN?
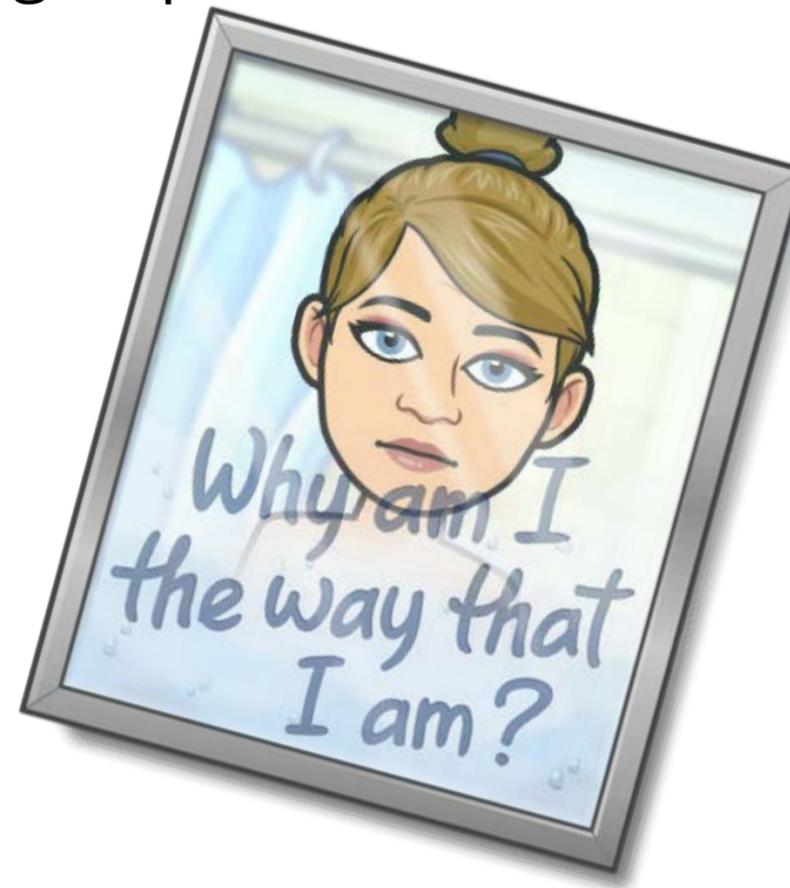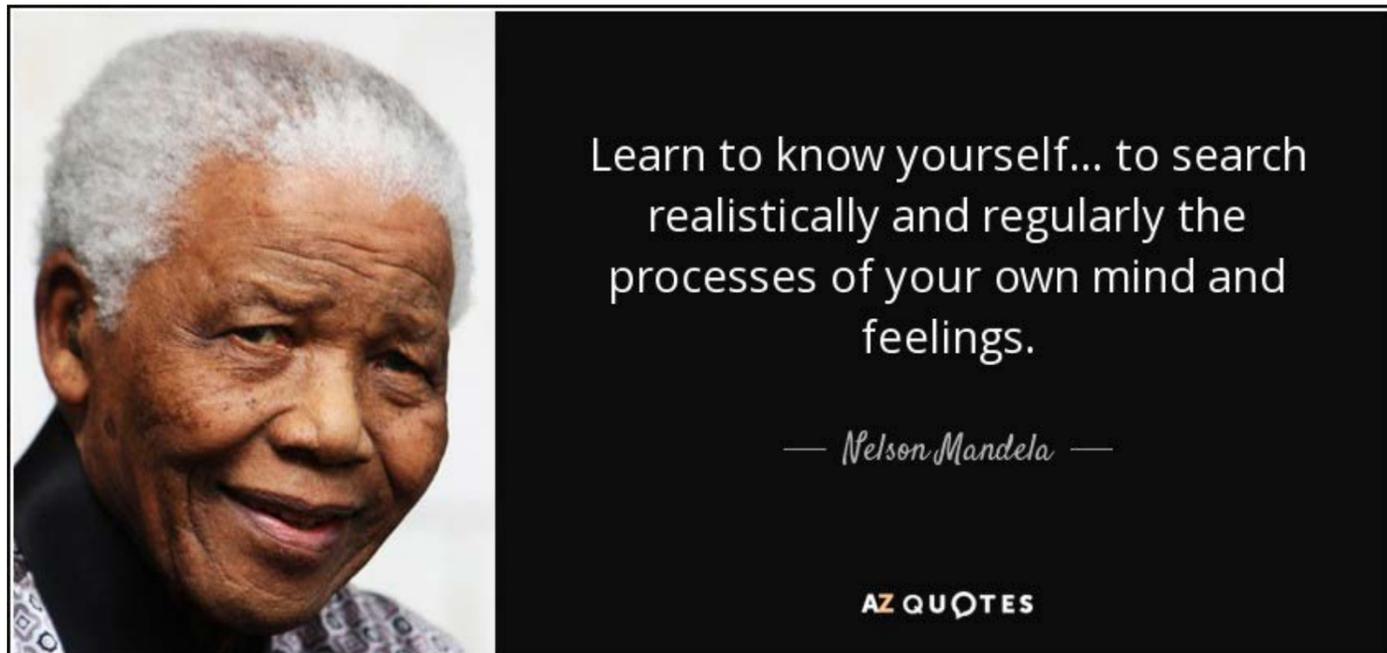
Reflective Questioning
When Exploring Yourself as a Cultural Being

Reflective question 1: What identity categories do you identify with most strongly?

Reflective question 2: When were you first aware of these identity categories? How did you learn about them?

Reflective question 3: How does your family, neighbor, or co-worker think about identity categories like race, ableness, sexual orientation? Is your perspective similar to or different from their perspective? If different, how did you develop your own ideas?

Reflective question 4: What are the most important considerations in determining educational priorities for people with ASD and/or ID? In what ways are your ideas culturally informed and/or grounded in your own family, community, and lived experiences?

Reflective question 5: How would you describe your beliefs about people with ASD and/or ID? In what ways are these beliefs informed by your family, culture, or community?

Limited Exposure + Context & Pattern Recognition + Perceptual Tricks = **Implicit Bias**

Limited Exposure

Context & Pattern Recognition
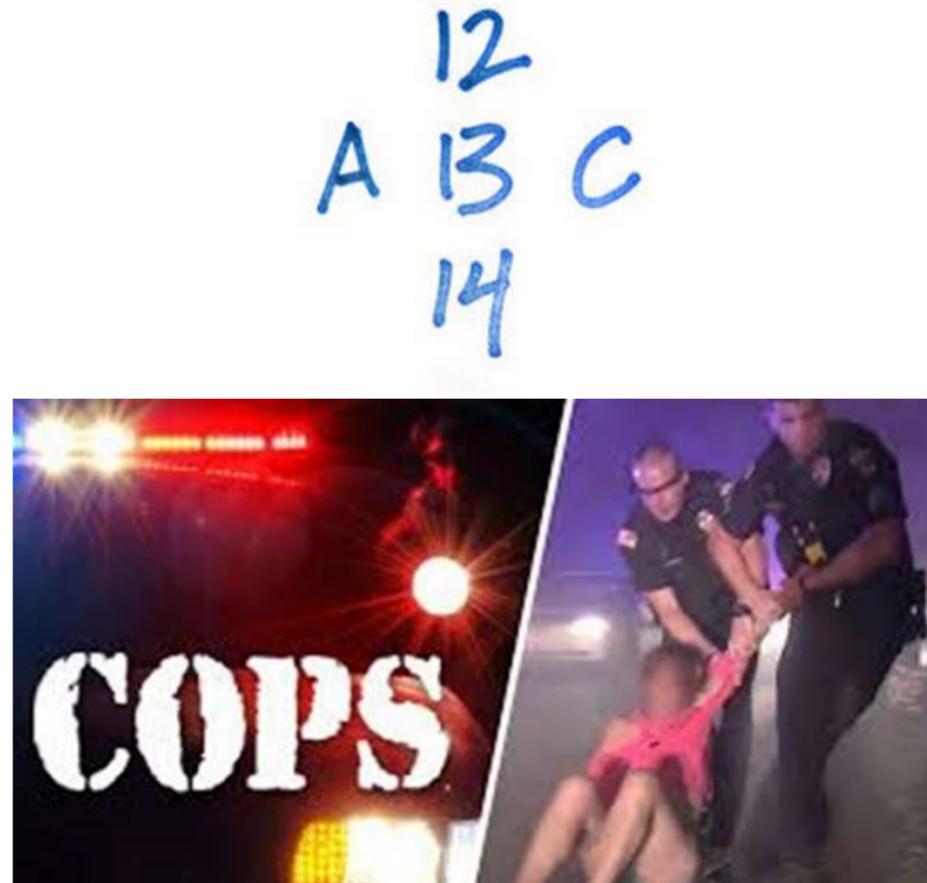
Perceptual Tricks

Addressing Your Biases

First	Then
Learn YOUR Biases	*Seek and Accept Opportunities for LEARNING*

Accessing Cultural Informants

Segregated spaces lead to racial and cultural illiteracy (Winans, 2010)

Social Media:
- YouTube
- Tik Tok
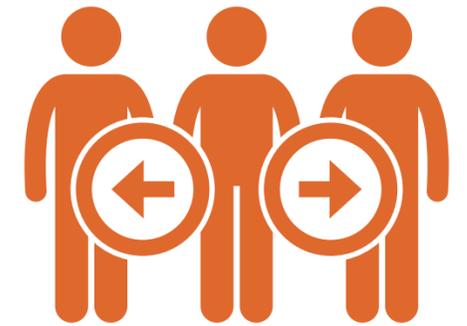- Natives React
- Pero Like
- Periscope

Community Members:
- Culture-specific festivals or events
- Locally-owned restaurants serving food influenced by a culture different than yours

Books and Movies:
- Books & movies written and/or directed from diverse perspectives
- *Content, characters, and settings representative of diverse pops

Co-workers, Clients, and Client Families:
- Ask questions
- Share information about your culture
- Avoid assumptions
- Employ the Cultural Reciprocity Model (Kalayanpur & Harry, 1997/2012 *

*CAUTION: Know the author perspective
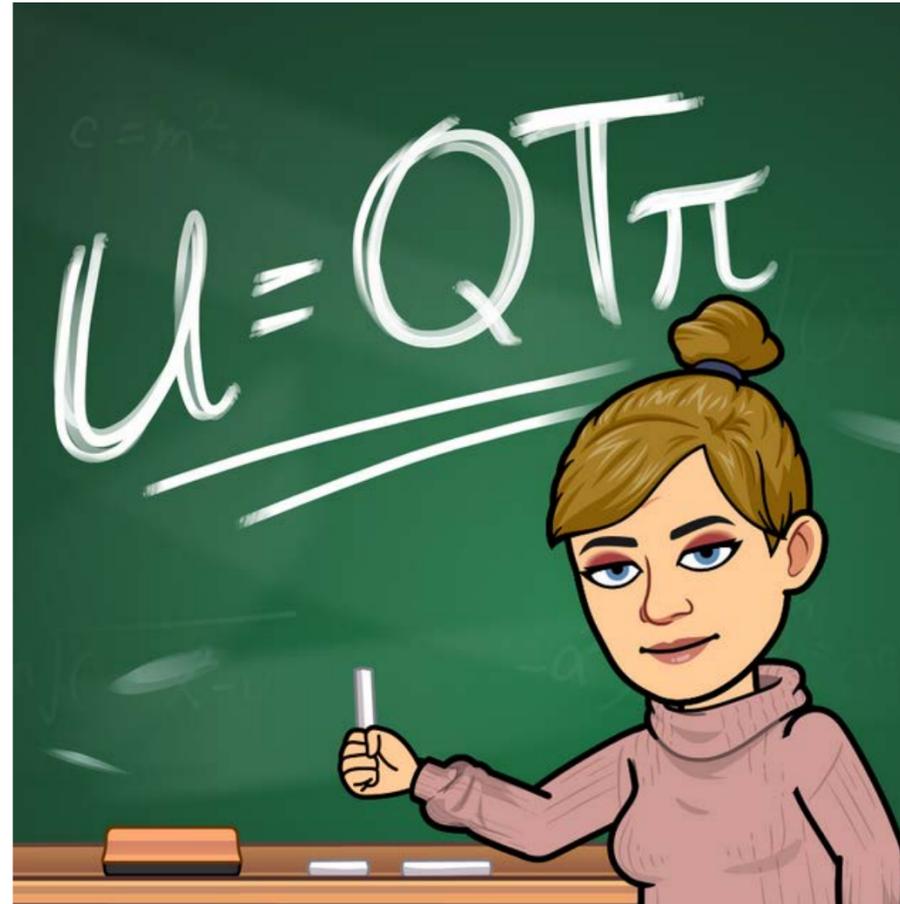
Cultural Humility

and

Cultural Responsivity

I notice cultural differences.

Sometimes people do things differently and that is okay.

I want to understand.

I notice cultural differences.

You do things differently, so I will adjust to meet you in that way/space.

I have some understanding and I seek to understand more.

Reflective Questions for Culturally Responsive Practice

Reflective question 1: In what am I recognizing and validating my students'/clients ' (hereby referred to as student) unique perspectives and range of skills. How is this evidence in the physical environment it os not, why not?.

Reflective question 2: Do I consider all aspects of my students' identity, not just their (dis)ability, when designing and delivering instruction?

Reflective question 3: How can I incorporate culturally responsive practices in all areas of instruction/intervention (e.g., assessment, curriculum, behavior management, social skills)? In what areas am I struggling to incorporate culturally responsive practices and why?

Reflective question 4: In what ways am I empowering all of my students? How can I observe their empowerment and its effect on their outcomes?

Reflective question 5: In what ways am I using my students' cultures and languages as resources for learning?

Reflective question 6: How can I actively decrease cultural load? When I do this, what indicators do I expect to see it know I have done it effectively?
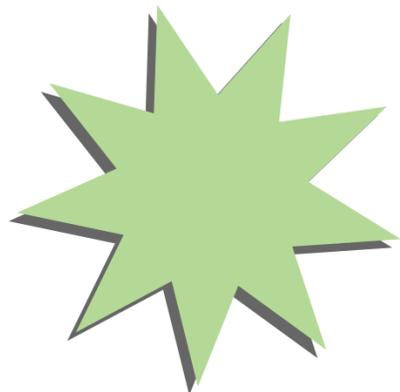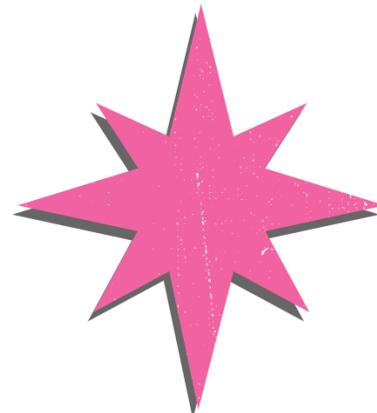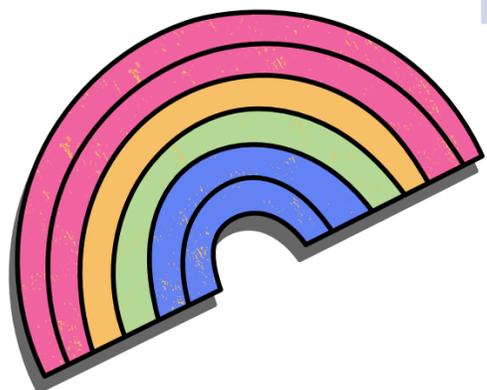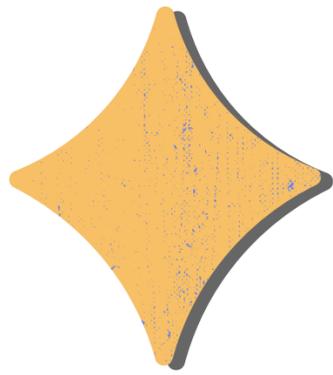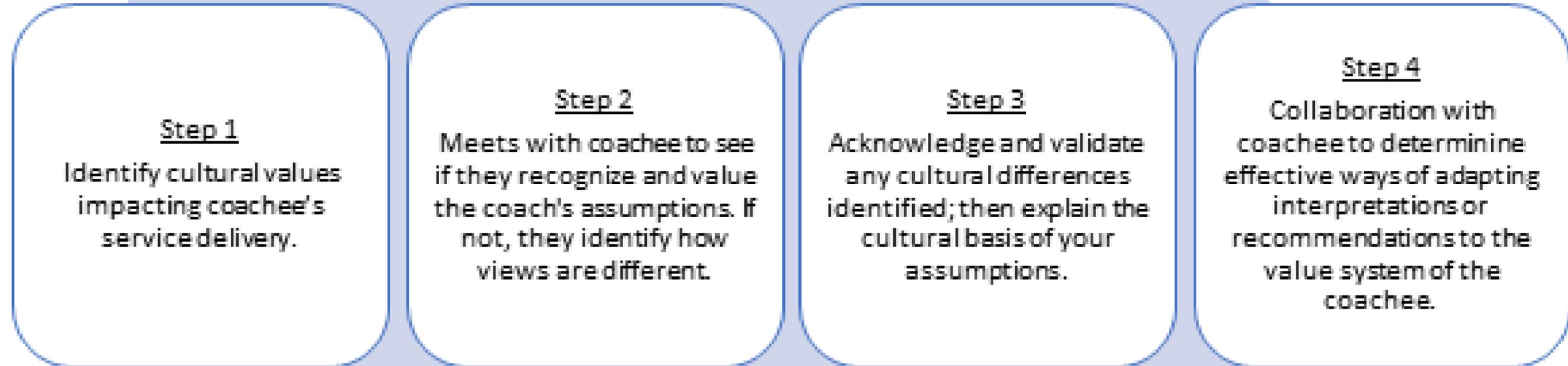
)Carrero, Baker, & Fuller, 2019)

Example of
Cultural Adaptations to Programs

Table 2. *Examples of Cultural Adaptations in IEP Goals*

Educational Domain	Goal	Potential Need for Adaptation
Daily Living Skills	Student will use fork to spear pieces of food and feed self.	In some cultures/families eating with hands or scooping up food with pieces of bread may be a more useful and appropriate skills.
Language/ Communication	Student will make eye contact with his communication partner when making a request.	Expectations of eye contact may vary from cultural group/family to another.
Social Skills	Student will use conversational scripts to greet neighbors and relatives.	For some families, it may be important for children to know how to greet different people differently (e.g., based on age, relationship to the child etc.).

Source: Carrero, Baker, & Fuller, (2019)

STEPS OF CULTURAL RECIPROCITY MODEL WITHIN COACHING MODELS

Step 1
Identify cultural values impacting coachee's service delivery.

Step 2
Meets with coachee to see if they recognize and value the coach's assumptions. If not, they identify how views are different.

Step 3
Acknowledge and validate any cultural differences identified; then explain the cultural basis of your assumptions.

Step 4
Collaboration with coachee to determine effective ways of adapting interpretations or recommendations to the value system of the coachee.

(Fuller, Carrero, & Hunter, 2020)

A CALL TO ACTION

- **Be a student of culture—your own and others**
- **Avoid assumptions**

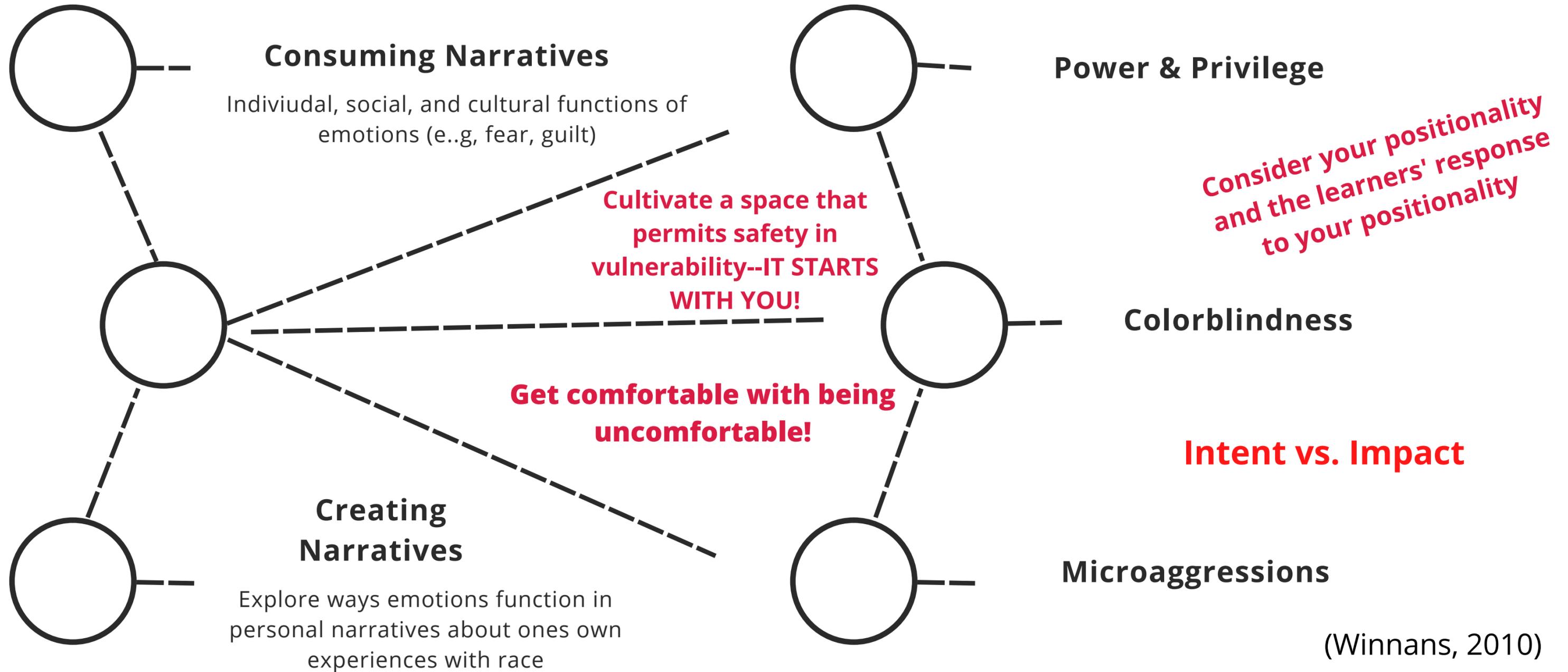- **Provide opportunities for your students to develop their cultural awareness and competence**

Now that you have started to take care of your OWN needs, you are ready to support your students

Developing Culturally Competent Educators

USING TEXTS AND NARRATIVES

Consuming Narratives

Indiviudal, social, and cultural functions of emotions (e..g, fear, guilt)

Cultivate a space that permits safety in vulnerability--IT STARTS WITH YOU!

Get comfortable with being uncomfortable!

Creating Narratives

Explore ways emotions function in personal narratives about ones own experiences with race

SOME VOCABULARY

Power & Privilege

Consider your positionality and the learners' response to your positionality

Colorblindness

Intent vs. Impact

Microaggressions

(Winnans, 2010)

"[f]or Whites, to acknowledge or see race is to risk the possibility of being perceived as racist, so great effort is expended to avoid talking about race in order to appear fair and unprejudiced (Sue, 2013)

'You are personally responsible for becoming more ethical than the society you grew up in.'

-Eliezer Yudkowsky

Thank you