


Culturally Responsive Behaviour Intervention

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- “It is clear that students from cultural backgrounds different from those of the teachers and management at the school they attend will experience challenges to their values, beliefs and preferred ways of living and acting, in short, to their whole world-view.”
(Wearmouth, 2005, p. 54)

Perspective

- The position you are playing dictates how you see the game.....



Positions on the court

Theoretical Perspectives

Perspective	Behavioural	Cognitive	Social Learning	Ecosystemic	Biological	Ecological	Psycho dynamic	Humanistic
Theory	Classic/ Operant Conditioning	Cognitive schemas Information processing	Reciprocal determinism Skill acquisition	Systems/ subsystems/ family therapy	Genetic, neurological, physiological processes	Social, cultural and physical environment	Unconscious processes seeking resolution of psychic conflict	Perceptions/ feelings/ Phenomen- ology
Model	Behaviour results from learning	Behaviour mediated through cognition	Behaviour is influenced by perceived self- efficacy	Behaviour is product of interactions	Medical model. Genetics, brain chemistry, hormones influence behaviour.	Behaviour results from person- environment interaction	Behaviour is determined by unconscious processes	Self actualizing full functioning person
Assessment	Observation schedules, checklists, rating scales, profiles, ABC	Self-monitoring logs, self reports, diaries and ABC	Self monitoring, self-report	Interviews, observations, analysis of interpretation	Psychometric testing, neuro- psychological, brain imaging, interviews.	Observations, self report, attitude surveys.	Projective techniques, transference- relationship,	Self-report, Classroom observation, Repertory grid.
Intervention	Reinforcement programmes, extinction, time-out, response cost, token economy	Problem-solving training, self- control, self- instruction.	Modeling, coping skills, observational learning.	Reframing, symptom prescription, positive connotation of function and motive.	Drug Therapy	Modifying social and physical environments, changing perceptions attitudes and expectations	Strengthening the ego, facilitating insight.	Self-concept, self esteem development, Addressing Maslow's hierarchy of needs.


Culturally Responsive CM

1. Recognition of one's own **ethnocentrism**
(What position are you playing?)
2. Knowledge of student's **cultural background** (What position are they playing?)
3. understanding of the broader **social, economic, and political context** (Where are we playing?)
4. culturally appropriate management **strategies** (What are the rules?)
5. Building **caring classrooms** (How can we all play fair?)

Weinstein, Tomlinson-Clarke, & Curran, (2004).

Ethnocentrism

- Who are you?
- What do you believe about learning and behaviour, parenting, teaching?
- What is your unique perspective?
- Where's your "place"?
- What are your cultural rituals ?

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- *We are in a position of power and the student is placed as the ‘other’. When this happens the ‘other’ is always made the object, appropriated, interpreted, taken over by those who dominate” (hooks, 1999, pg 125).*

Knowledge of Maori

- Whenua Connections (where)
- Whanau (who)
- Tikanga (how)
- Personalised Indicators

Pitama et al (2007)

Understanding of broader social, economic, political context

- History of Education in New Zealand
- Colonization through schooling
- Recession, unemployment



Management Strategies

- Te Kotahitanga (Bishop & Berryman, 2007)
- ETP – Effective Teaching Profile
- Ngā Whakapiringatanga
- Restorative practices
- Hui Whakatika (Macfarlane, 2007)
- Hikairo Rationale (Macfarlane, 2007)

Macfarlane,(2007) Bishop, & Berryman, Powell, & Teddy, (2007).

Creating caring classrooms

- TIES II - context and ecology
- Positive behaviour support
- Inclusion
- Accepting diversity
- Evidence of culture in the classroom

- Consider impact of streaming, whole school practices

Case Formulation

- Assessment, Analysis, generate hypothesis, intervention, evaluation
- Keeping check of perspective in case formulation
- Meihana Model (2007)
- Dimensions (seeking understanding)

Pitama, Roberston, Cram, Gillies, Huria, & Dallas-Katoa, (2007).



Taiao



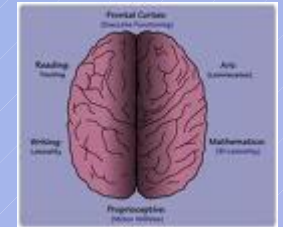
Iwi Katoa

Meihana Model

Tinana



Hinengaro




Te Whare Tapa Wha

Wairua



Whanau



6 Dimensions Shared Understanding

- When does the behaviour occur?
- When does the student behave (tells you the conditions student needs)
- What are the relationships between the dimensions
 - Functional Assessment

Case Stories

- Tama
- Maui





Shared Hypothesis

- What does the behaviour **communicate**
- Understand **perspectives** - Listen to **student voice**
- Generate **collective** hypothesis
 - Functional Analysis



Intervention

Shared Responsibility

- Intervention needs to match hypothesis
- How do we approach as many of the dimensions as possible with least intrusive intervention
 - Intervention

Intervention

- Teamwork Relationships
- Team Spirit Wellbeing
- Coaching New Learning
- First Aid Responding

Teamwork

- The quality of the relationships
- Intervention to improve relations amongst Team/Kaupapa Whanau

Team Spirit

- Care for the student
- Intervention for social and emotional wellbeing
- Interdependency
Investment

Coaching

- What skill can the student and other Kaupapa whanau learn?
- Readiness for new learning
- Pre-contemplation, contemplation, preparation - change

First Aid

- How can we help if the behaviour does occur?
- How will we restore the 'mana' of the team if this happens?

Strategies that promote teamwork

- Whole class Token Economy Whanaungatanga
- Restorative practices
- Strength based interventions that focus on development of Mana
- Home/school communication





Issues to consider

- Culture is neither therapy nor intervention
- Culture of the school/Culture of the system
- Agents of Change
- History of Education in New Zealand

References

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