

Culturally Responsive Classroom Management

Sharroky Hollie



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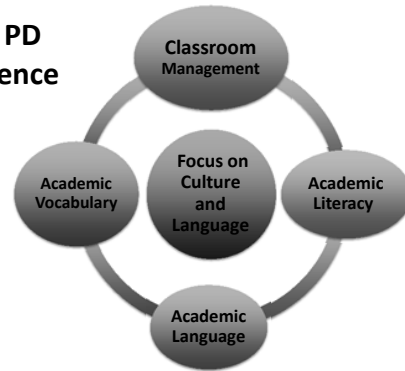
Culturally Responsive Classroom Management

Sharroky Hollie
Sharroky@culturallyresponsive.org

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CLR PD Sequence



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Mindset

Reflective

CLR

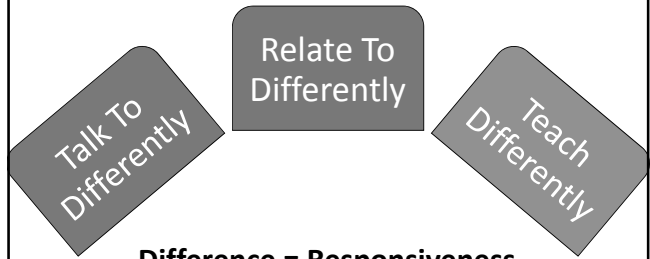
Skillset

Responsive

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Three Ways To VABB



Difference = Responsiveness

CLR Formula of Success

Quantity
Quality
Strategy



Quantity use of many different activities with frequency	+	Quality the activities are used with fidelity and technical precision	+	Strategy knowing when to use the particular activity and for what purpose	=	CLR Cultural and Linguistical Responsiveness
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Dive into the Pool of CLR Activities



Responsive Classroom Management

- Use of attention signals strategically
- Use of protocols for responding
- Use of protocols for discussing
- Use of movement activities
- Use of extended collaboration activities

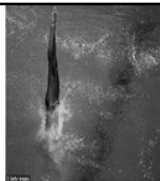
Responsive Academic Vocabulary

- Tiering vocabulary words – Level 2 and Level 3
- Use of vocabulary acquisition strategies
- Use of reinforcement activities

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Dive into the Pool of CLR Activities



Responsive Academic Literacy

- Use of culturally responsive supplemental text
- Use of engaging read-alouds
- Use of effective literacy strategies across content areas

Responsive Academic Language

- Providing opportunities for situational appropriateness
- Use of sentence lifting for situational appropriateness
- Use of retellings for situational appropriateness
- Use of role-playing for situational appropriateness
- Using teachable moments for situational appropriateness

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Blindspots or bits of knowledge about social groups



Once lodged in our minds, hidden biases can influence our behavior toward members of particular social groups, but we remain oblivious to their influence. Most people find it hard to believe that their behavior can be guided by mental content of which they are unaware.

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Consider these facts and the possibilities of your own bias thinking:

Did you know people in supermarkets buy more French wine when French music is playing, and more German wine when the music is German?

Did you know that white NBA referees have been found to call more fouls on black players, and black referees call more fouls on white players?

Did you know that scientists have been found to rate potential lab technicians lower, and plan to pay them less, if the potential technicians are women?

Did you know that doctors treat patients differently when the patients are overweight and that patients treat doctors differently when the doctors are overweight?

All By Association = Stereotypes

Professions = Race/Gender

- Surgeon
- Pilot
- Professional Athlete
- CEO
- Elementary School Teacher

Traits = Groups

- Leadership (men or women)
- Musical Talent (African Americans or Native Americans)
- Legal Expertise (Jews or Christians)
- Math Ability (Asians or Caucasians)
- Criminality (Italians or Dutch)

Stereotypes are true in some way, partly false, and usually negative associated emotionally.

The Iceberg Concept of Culture

Like an iceberg, nine-tenths of culture is below the surface.

Surface Culture
Most easily seen
Emotional level - low

Food, dress, music, visual arts, drama, crafts, dance, literature, language, celebrations, games

Shallow Culture
Unspoken Rules
Emotional level - high

courtesy, contextual conversational patterns, concept of time, personal space, rules of conduct, facial expressions, nonverbal communication, body language, touching, eye contact, patterns of handling emotions, notions of modesty, concept of beauty, courtship practices, relationships to animals, notions of leadership, tempo of work, concepts of food, ideals of child rearing, theory of disease, social interaction rate, nature of friendships, tone of voice, attitudes toward elders, concept of cleanliness, notions of adolescence, patterns of group decision-making, definition of insanity,

Deep Culture
Unconscious Rules
Emotional level - intense

preferences for competition or cooperation, tolerance of physical pain, concept of "self", concept of past and future, definition of obscenity, attitudes toward dependents, problem solving roles in relation to age, sex, class, occupation, kinship, and ...

Food

Performing arts

Language
Visual arts

Clothes

Communalism

Eye Contact
Concept of Time

Patterns for Handling Emotions

Cultural Behaviors We Cannot See

Heritage

Adapted

Proximity

Non-Verbals

Conversational Patterns

Tone of Voice

Last Time You VA'd Someone?

VALIDATE = Make legitimate what is perceived as illegitimate?

- Think
- Say
- Do

AFFIRM = Make positive what is perceived as negative?

- Think
- Say
- Do

Three Must-Dos To Implement Responsive Classroom Management

Objective 1

Be reflective about your current classroom management system

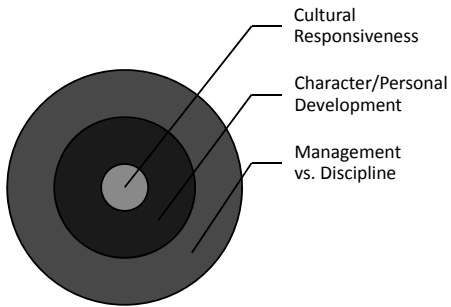
Objective 2

Be deliberate about going responsive as opposed to going negative

Objective 3

Be proactive with your CLR instructional activities to increase engagement

Three Components of CRCM



Current Classroom Management Reflection

What school of thought do you aspire to?

How does the three PPP approach work for you?

Are you aware of how to survive with your management system?

Do You Believe In Cultural Behaviors?

“Cognitive styles (cultural behaviors) are the intellectual aspects of learning styles and represent culturally attuned ways of perceiving, organizing, and evaluating, information. These aspects include and affect perceptions, conceptualizations, and decision making. Culture acts as a filter in this process.”

—Shade, *Creating Culturally Responsive Classrooms*, 1997

Traditional School Culture

- * standardized/rule-driven
- * quiet
- * stationary/low movement
- * time specific
- * competitive
- * deductive
- * turn-taking
- * mainly verbal communication
- * teacher-centered and led
- * field independent
- * intrapersonal

Underserved Cultures

- * preference for variation/spontaneity
- * sociocentric
- * high movement
- * cooperative
- * inductive
- * overlap
- * many ways to communicate
- * purpose-driven
- * affective
- * field-dependent
- * interpersonal

Identify the behaviors as Cultural or NOT. If it is cultural, state the cultural behavior? You decide!

1. Student is talking while teacher is talking but in an affirming way.
2. Student is tapping on desk while other students are working quietly.
3. Student is picking on another student.
4. Student says mean and degrading things to the teacher.
5. Student in one collaborative group paying attention to other students in another collaborative group.
6. Student is stealing.
7. Student is aggressively talking back, trying to make a point with the teacher.
8. Student is throwing paper across the class.
9. Students are interjecting without raising their hands during a class discussion segment.
10. Student stands up sometimes when completing his/her assignments.

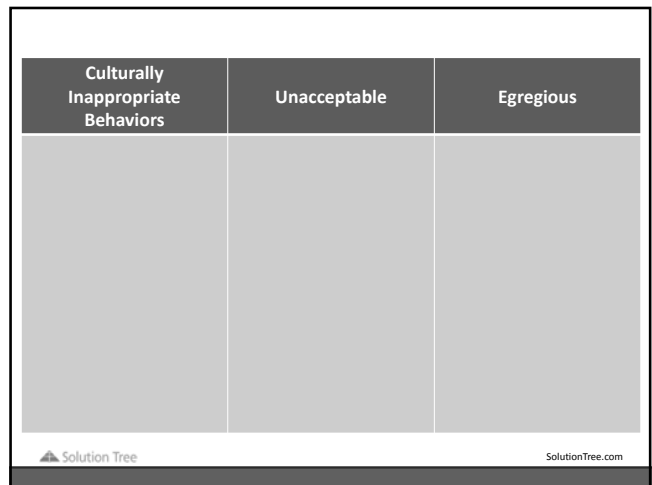
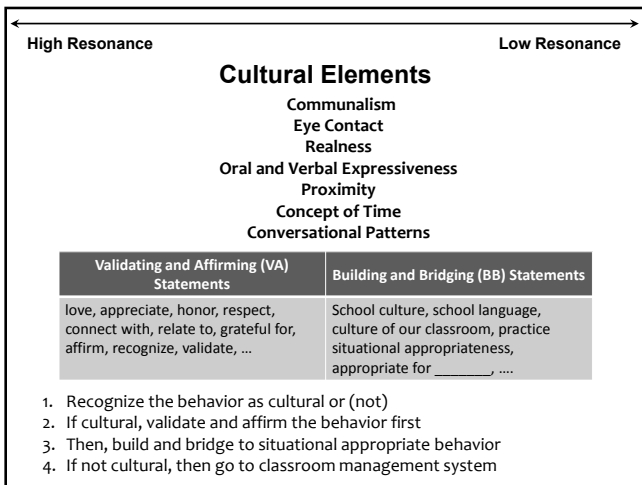
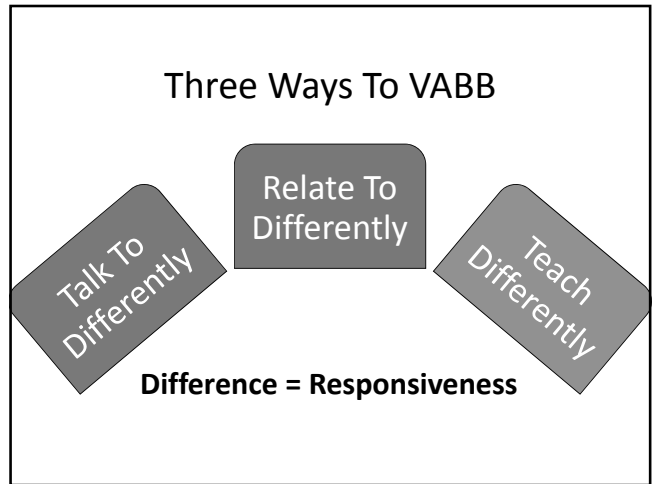
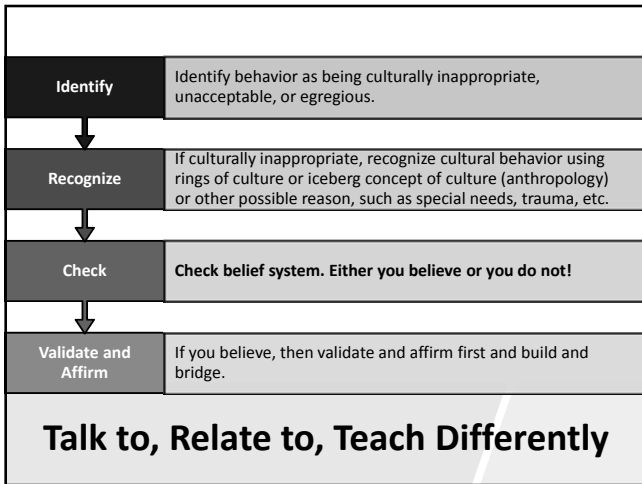
The Relativity of Culture

← High Resonance Low Resonance →

Realness, communalism, eye contact, conversation patterns, proximity, tone of voice, concept of time, ...

“*Situational appropriateness* is the concept of determining what cultural or linguistic behavior is most appropriate for the situation. Put another way, students are allowed to make choices around cultural and linguistic behaviors dependent on the situation but without giving up or sacrificing what they consider to be their base culture or language.”

—Hollie, *Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success* (2017)



 Negative or Deficit	 Neutral	 Positive Plus Validation and Affirmation
<p>“Should, ought to, wrong, value-based terms, fix it, correctly, right way, our way, your way, or the only way”</p>	<p>“Understand, tolerate, allow, another chance, consequence-based terms, this time or next time”</p>	<p>“Appreciate, honor, value, love, respect, inspired, moved, affirm, connect, empathize, can relate or am grateful “</p>

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How Do We Avoid Cultural Misunderstandings?

FOR ADMIN. USE ONLY

<input type="checkbox"/> Minor Problem Behavior ___ Abusive language/inappropriate language/profanity ___ Anson ___ Bomb threat ___ Defiance/disrespect/insubordination ___ Disruption ___ Dress Code Violation ___ Fighting ___ Forgery/Theft ___ Gang Affiliation/display ___ Harassment/bullying ___ Inappropriate Display of Affection ___ Inappropriate location/Out of bounds	<input type="checkbox"/> Major Problem Behavior ___ Lying/Cheating ___ Other Behavior ___ Physical contact/Aggression ___ Property Misuse/Damage ___ Skipping/Tuancy ___ Technology Violation ___ Use/Possession of tobacco ___ Use/Possession of alcohol ___ Use/Possession of drugs ___ Use/Possession of combustibles ___ Use/Possession of weapons
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Others Involved ___ None ___ Peer ___ Staff ___ Teacher ___ Substitute ___ Unknown ___ Other

Possible Motivation: ___ Avoid Peer(s) ___ Avoid Adult(s) ___ Obtain Items/Activities ___ Avoid Tasks/Activities
 ___ Obtain Peer Attention ___ Obtain Adult Attention

Administrative Decision: ___ Time in office ___ Loss of privilege ___ Conference with student/Warning ___ Parent contact
 ___ Lunch detention ___ Restitution ___ Community service ___ Individualized instruction ___ Bus suspension ___ OSS ___ CARE Room
 ___ Robin PRIDE ___ Other Date/Time of Intervention: _____

Administrator Signature: _____ Date: _____

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Let's Get Rid of the D Words

What does it mean to be:

Disruptive
Distracted
Insubordinate
Disrespectful
Defiant

What is the difference between Classroom Management and Disciplining?
 How can we distinguish these words from cultural misunderstandings?

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Focus on Engagement

Attention Signals	Responding	Discussing	Movement
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

List at least two activities in each category.

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 ___ Robin PRIDE ___ Other ___ *Date/Time of Intervention:* _____

Administrator Signature: _____ **Date:** _____



Dr. Sharroky Hollie

www.culturallyresponsive.org

BeYou Campaign

- ❖ When do students have an opportunity to be themselves culturally and linguistically during instruction?
- ❖ When do teachers, leaders, and support staff validate and affirm the students cultural and linguistic selves while they learn?
- ❖ When do students have opportunities to be who they are without being warned, punished, or penalized?

The answers to these questions are at the heart of the BeYou Campaign.
BeYou stands for Be...Engaged...Your...Own...Unique Way.



The campaign is for educators to provide students opportunities to be who they are behaviorally, based on the Rings of Culture and the Iceberg of Culture tied to cultural responsiveness. BeYou is a drive to offer an alternative to the ubiquitous SLANT, which is used prolifically in classrooms across the country.

Give students a different narrative - them being them - while they learn.

During this 2017-2018 school year, provide evidence that your students are able to be themselves during instruction and while learning. Use social media, pictures, video, or written testimony to show your students being who they are culturally and linguistically. Highlight their cultural and linguistic behaviors based on the variety of identities that they bring to school.

Use the hashtag #BeYOU @validateaffirm on Twitter, Facebook, Instagram, YouTube or Snapchat.

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Facebook@validateaffirm

Twitter@validateaffirm

