

## SERC Library: Topical Literature Search

### Classroom Management: Fostering a Culturally Responsive Learning Environment: Implementing Positive, Equitable Behavioral Support Systems March 2018

This resource guide includes research and other recent informative articles pulled from literature and the Library's educational database service for schools, programs, service providers and families regarding evidence-based classroom management practices for developing and maintaining a positive, inclusive, and culturally sensitive schoolwide classroom climate that is supportive of the academic and behavioral needs of all learners. It should be noted that it does not represent the full scope of resources and information available on this topic nor serve as an endorsement of a particular resource.

#### Introductory Article:

#### **An Intervention for the Intervention: Integrating Positive Behavioral Interventions and Supports with Culturally Responsive Practices**

Parsons, F. (2017). An Intervention for the Intervention: Integrating Positive Behavioral Interventions and Supports with Culturally Responsive Practices. *Delta Kappa Gamma Bulletin*, 83(3), 52.

African American males are over-represented in disciplinary sanctions. To combat this issue, school personnel who implement School-Wide Positive Behavioral Supports (SWPBS), also known as Positive Behavioral Interventions and Supports (PBIS), should consider employing a more culturally responsive model. The Culturally Responsive-SWPBS model consists of six salient practices that can help teachers respond more appropriately to their students to best deliver behavior and academic support. Each practice is essential and builds on the others to provide a framework that would enhance school climate and student engagement while reducing discipline problems. The six key practices that comprise this framework are described by the authors of this article.

#### **To learn more:**

<http://search.ebscohost.com/login.aspx?direct=true&db=mfi&AN=122126916&site=eds-live&scope=site>

For access to additional educational resources available through the SERC Library from its electronic journal database service and topical research LibGuides as well as in-person from the various instructional, assessment and other collections, please consider becoming a Library member. Membership is free and you can join online by following the link provided below.

<http://www.ctserc.org/index.php/library/library-about/library-membership>

## SERC Library Topical Literature Search: Classroom Management: Implementing Positive, Equitable Behavioral Support Systems - March 2018

### List of Sources:

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- Todd L., P. (2016).** BACKTALK: Why overlook microaffirmations?. *The Phi Delta Kappan*, (2), 80.
- Trussell, R. P., Lewis, T. J., & Raynor, C. (2016).** The Impact of Universal Teacher Practices and Function-based Behavior Interventions on the Rates of Problem Behaviors among At-risk Students. *Education & Treatment Of Children*, 39(3), 261-282.
- Warshof, A., & Rappaport, N. (2013).** Staying Connected with Troubled Students. *Educational Leadership*, 71(1), 34.

## Links to Information

### BACKTALK: Why overlook microaffirmations?

<http://search.ebscohost.com/login.aspx?direct=true&db=edsj&AN=edsj.24893477&site=eds-live&scope=site>

### Classroom Management With Exceptional Learners

<http://search.ebscohost.com/login.aspx?direct=true&db=tfh&AN=122564661&site=eds-live&scope=site>

### Controlling Setting Events in the Classroom

<http://search.ebscohost.com/login.aspx?direct=true&db=f5h&AN=112814996&site=eds-live&scope=site>

### Implementing culturally responsive positive behavior interventions and supports in middle school classrooms

<http://search.ebscohost.com/login.aspx?direct=true&db=edo&AN=100261190&site=eds-live&scope=site>

### Multitiered Support Framework for Teachers' Classroom-Management Practices...Building the Triangle for Teachers

<http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1041146&site=eds-live&scope=site>

### Practical Behavior-Management Techniques to Close the Accessibility Gap for Students Who Are Culturally and Linguistically Diverse

<http://search.ebscohost.com/login.aspx?direct=true&db=f5h&AN=32013632&site=eds-live&scope=site>

### Reversing the Use of Hobson's Choice: ...Culturally and Linguistically Diverse Learners with Problem Behaviors

<http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=121404520&site=eds-live&scope=site>

### Staying Connected with Troubled Students

<http://search.ebscohost.com/login.aspx?direct=true&db=mih&AN=90068945&site=eds-live>

### The Evaluation of a Three-Tier Model of Positive Behavior Interventions and Supports for Preschoolers in Head Start

<http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1119331&site=eds-live&scope=site>

### The Impact of Universal Teacher Practices and Function-based Behavior Interventions on the Rates of Problem Behaviors among At-risk Students

<http://search.ebscohost.com/login.aspx?direct=true&db=pbh&AN=117550295&site=eds-live&scope=site>

### The Mindful Classroom

<http://search.ebscohost.com/login.aspx?direct=true&db=ulh&AN=118292434&site=eds-live&scope=site>

### The Relationship Between Teachers' Implementation of Classroom Management Practices and Student Behavior in Elementary School

<http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=127424343&site=eds-live&scope=site>

### Using Parental Input from Black Families to Increase Cultural Responsiveness for Teaching SWPBS Expectations

<http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1113087&site=eds-live&scope=site>

### What's So Hard about Win-Win?

<http://search.ebscohost.com/login.aspx?direct=true&db=mih&AN=65235663&site=eds-live&scope=site>