



Strategy Tool: Culturally Responsive Function-Based Thinking (CR-FBT)

Follow the steps below to understand how functions of behavior are systematically influenced by motivation and the cultural context. You should be focusing on one student when completing these steps.

Step 1 – Cultural Reflection: Observe the behavior and consider points of cultural incongruity for the student which may contribute to the problem behavior. Examine what is happening in the classroom environment and how environmental factors can shape behavior. Behaviors are preceded by some kind of incident, or *antecedent*. Before you can fully understand the antecedent, you need to understand the cultural context of the environment. Answer the following statements as honestly as possible to begin the process of critical self-reflection.

What stereotypes do I hold on to or believe about the student? What preconceived notions do I have about the student (i.e., their home life, the structure and function of their family)?

Consider the perspective of the student in the following statements. Think critically about how the student would respond to each of the below statements. Make any notes in the areas where you think you may need to examine further.

<i>When problems come up in the classroom, my teacher remains calm.</i>
<i>When I break a rule in the classroom, my teacher tries to understand why.</i>
<i>My teacher thinks about how their actions and words affect me and my behavior in the classroom.</i>
<i>My teacher is interested in learning about me.</i>
<i>My teacher listens to my ideas, even when they disagree with me.</i>



**Double
Check**

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My teacher lets me express my feelings, even when it makes them uncomfortable.

My teacher asks me about my culture and what it means to me.

My teacher highlights things about my culture in class that have made me feel proud.

Step 2 – Assessment: Assess the ABCs (**A**ntecedents, **B**ehavior, and **C**onsequences), incorporating possible motivations related to culture and cultural difference.

Antecedent: What happened before the behavior? Consider the following: structure of the class at the time (independent work, group work), content presented and level of difficulty, physical location of student, possible cultural mismatches in values or expectations.

Behavior: What did the student do? Describe what is observable: who, what, when, how.

Consequences: Consider responses to the behavior from all stakeholders.

Student: How did the student respond? What did the student ultimately achieve from the exhibited behavior?

Teacher: What did I normally do or say? What did I look like? What did I sound like? (e.g., ignore the behavior, give attention to the student, tone was harsh)



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Other classmates and adults: How did other students and other adults (if present) react to the behavior of the target student?

Cultural appropriateness: Is the consequence culturally appropriate? Or is it causing unexpected distress due to differences in cultural expectations?

Conclusion: After monitoring a few examples of the behavior from the targeted student, are you noticing any patterns or themes that will help you hypothesize the motivation for the behavior? What is maintaining the behavior and why is it happening?

Step 3 – Plan: Develop and implement a plan that will support behavior change by altering the **As** and/or altering the **Cs** and teaching a replacement behavior.

What changes need to be made to ensure student success?

What replacement behavior do I need to teach and reinforce?

How will I evaluate the effectiveness of my plan in a *measurable* way?

When will I evaluate the effectiveness of my plan?