|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Element of Culture | My Norms Growing Up | My Norms Now | My School’s Norms | How My Students/Families May Differ | How This Difference Can Create Conflict |
| Appropriate Language (example) | Formal andrespectful,especially child toadult | Respect for all,but no need forformal languagewith adults | Formal andrespectful fromstudents to staffand betweenstudents | Less formallanguage and useof profanity toconvey extremeemotion | Students and families may be viewed as disrespectful when they have strong feelings |
| Space/Proximity |  |  |  |  |  |
| Attitude toward time |  |  |  |  |  |
| Gender roles |  |  |  |  |  |
| Family roles |  |  |  |  |  |
| Family ties |  |  |  |  |  |
| Grooming and presence |  |  |  |  |  |
| Autonomy |  |  |  |  |  |
| Status of age |  |  |  |  |  |
| Education |  |  |  |  |  |

Table adapted from p. 46 of the *PBIS Cultural Responsiveness Field Guide*