|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 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 and  respectful,  especially child to  adult | Respect for all,  but no need for  formal language  with adults | Formal and  respectful from  students to staff  and between  students | Less formal  language and use  of profanity to  convey extreme  emotion | 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*