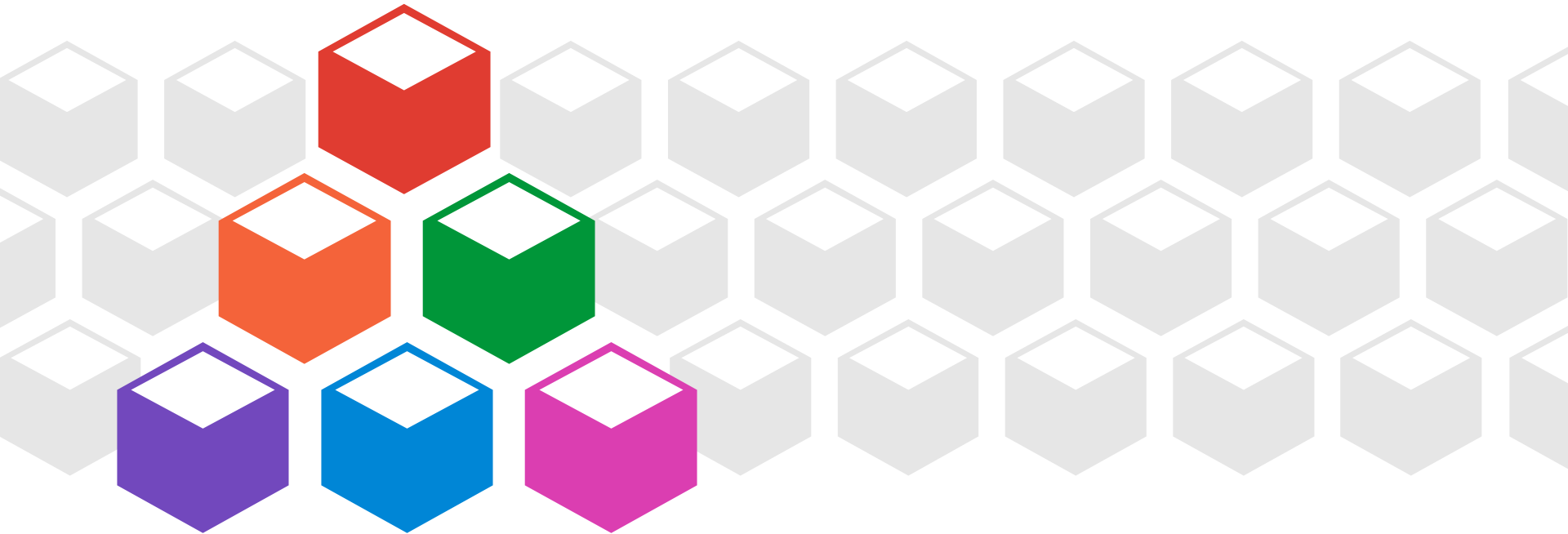




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Implementing Culturally Responsive Instructional Practices

Improving Post-School Outcomes for Culturally and Linguistically Diverse Students with Disabilities in Urban Districts

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O b j e c t i v e s

After this session participants should be able to:

1. *Conceptualize* **culture**.
2. *Define* **culturally responsive instruction** (teaching) and *identify* its **core principles**.
3. *Understand* how to build capacity for **culturally responsive instruction**.



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P r e s e n t a t i o n O u t l i n e

- I. Poll |** What is *Culturally Responsive Instruction (Teaching)*?
- II. Understanding ‘Culture’ Activity**
- III. Core Principles of CRI/CRT**
- IV. How to Infuse CRI/CRT Practices in Transition Planning**
- V. Questions & Answers**



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C o n c e p t u a l i z a t i o n

What is Culture?

“Learned and **shared knowledge** that specific groups use to generate their behavior and interpret their experience of the world. Culture applies to racial, ethnic, religious, political, professional, and other social groups. It is transmitted through social and institutional traditions and norms to succeeding generations. Culture is a paradox while many aspects remain the same, it is also dynamic, constantly changing.”

~National Center of Cultural Competence (2015)

“Culture is nothing, more or less, than the **shared ways** that groups of people have created to use and define their environment.”

~ Asa Hilliard III (2002, p. 90)



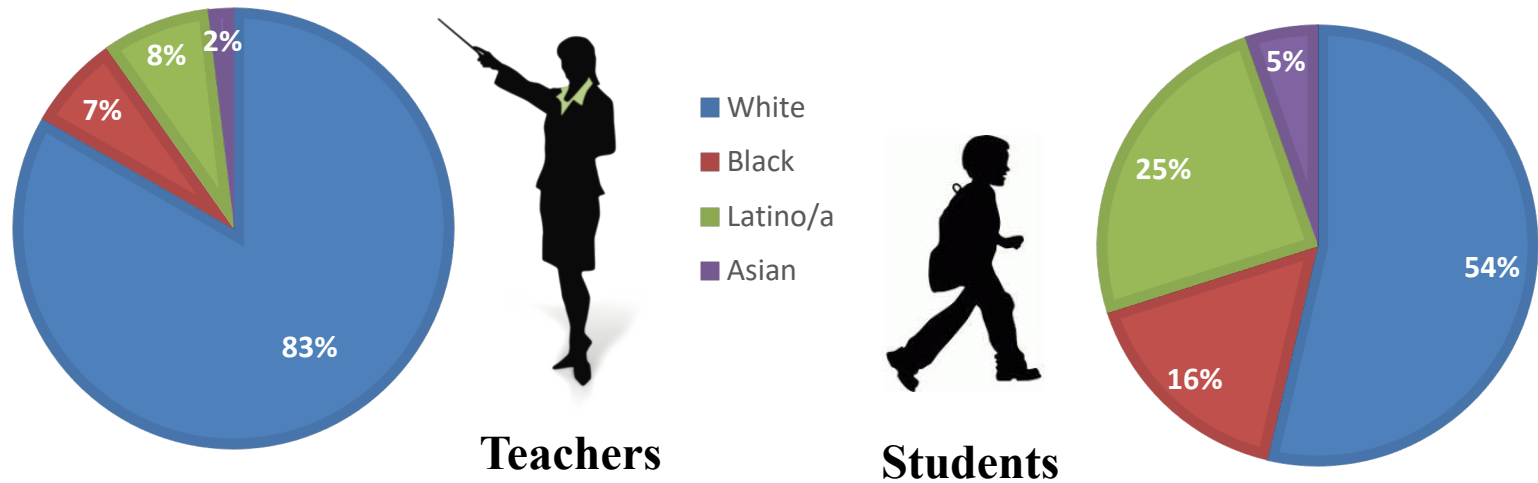
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S N A P S H O T

National Demographic Mismatch:

In elementary and secondary public schools **White teachers** make up approximately 83% of the teaching force; while **Black students** make up 16% of the total student enrollment.





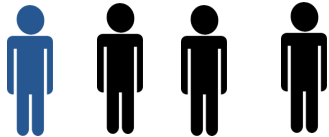
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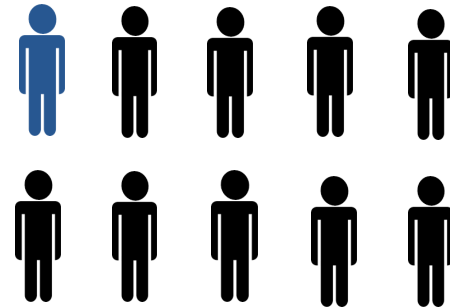
Disparities

Overrepresentation in Special Education and School Discipline

During the 2013-2014 academic school year, **Black students** made up nearly **16% of students in public schools**; but accounted for approximately **20% of students identified with a specific learning disability**.



1 in 4 Black Boys
identified with disabilities
are suspended each year



1 in 10 White Boys
identified with disabilities
are suspended each year



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D e f i n i t i o n

Culturally Responsive Instruction (Teaching):

Assets-based (non-deficit/non-deficient) approach that uses cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for *instruction/teaching* (Gay, 2000).



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D e f i n i t i o n

Other Cultural Frameworks | Interrelated, yet Distinct

Culturally ‘**Relevant**’ Pedagogy

Assets-based framework used to increase academic engagement of **African American students** for the purposes of improving their *academic achievement*, developing and/or maintaining *cultural competence*, and developing a *critical (sociopolitical) consciousness* whereby they challenge the status quo of the current social order (Ladson-Billings, 1995; Ladson-Billings, 2014)

Culturally ‘**Sustaining**’ Pedagogy

Assets-based framework used to sustain *cultural pluralism* as a part of schooling for positive social transformation. CSP exists wherever education fosters and perpetuates lifeways of **communities of color** that have been damaged and erased by schooling through the integration and recognition of *youth voice*. Culture is seen as dynamic and fluid and forever-evolving (Paris, 2012).



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Core Principles

Building Capacity for *Culturally Responsive Instructional Practices*

A. Building Positive Relationships with Students

- Commitment to recognizing and celebrating students' cultural backgrounds and understanding their lived experiences to inform transition planning.

B. Enhancing Parent (Family) Collaboration and Communication

- Commitment to recognizing families as necessary and valuable partners in designing transition planning.

C. Creating Safe and Inclusive Learning Environments

- Commitment to recognizing the community as a valuable resource in transition planning.



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C R P O u t c o m e s

What the *Research* Says about Culturally Responsive Instruction

I. Academic:

(Gay, 2000; Ladson-Billings, 1995)

- ↑ (Increased) Academic **Engagement**
- ↓ (Reduced) Risk of **Dropout**

II. Behavioral:

(Weinstein, et al., 2003; Achola, 2018; Morningstar, 2014)

- ↓ (Reduced) Racial Disproportionality in **Special Education Placement and School Discipline**
- ↑ (Increased) **Access to Transition Resources**
- ↑ (Increased) **Parental Involvement**

III. Vocational:

(Shogren, 2011; Wehmeyer & Palmer, 2003)

- ↑ (Increased) Effectiveness in **VR Counseling**
- ↑ (Increased) **Self Determination**



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Core Principle # 1

Building Positive Relationships with Students (Basic Application)

A. Curriculum Integration

- Encourage Educators to Discover Shared Experiences
- Find Creative Ways to Integrate Culture into the Transition Planning

B. Avoid Making Assumptions

- Filter Expectations through Cultural Lens
- Rethink Exclusionary Practices (i.e., Modeling Restorative Approaches)

C. Be Authentic

- Remind Educators that Real Relationships Develop Overtime
- Understand Students' Lived Experiences

D. Educate Yourself on Cultural Competence

- Understand Your Positionality
- Study, Learn, and Adapt



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Core Principle # 2

Enhance Parent Collaboration & Communication (Basic Application)

A. **Balanced Interpretations of Involvement**

- View involvement outside of school based planning
- Understand how families talk with kids about life after high school
- Understand how families talk with kids about family values
- If they won't come to you...Go where they are!

B. **Listen, Don't Just Hear**

- Avoid conforming goals to normative (dominant) standards
- Understand families' cultural beliefs

C. **Be Collaborative**

- Think of Parents as Partners and Collaborators
- Include Parents/Families in Transition Decision Making



Core Principle # 3

Creating Safe Inclusive Learning Environments (Basic Application)

A. Create Multicultural/Inclusive Spaces

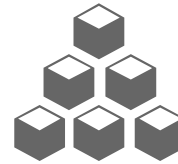
- Meeting/Educational Spaces should be a Reflection of Students
- Display safe space signage (i.e., LGBTQ students)

B. Meeting 'Everyday' Needs Discreetly

- B. Snacks on Deck (Accessible)
- C. Keep Extra Clothing Available (Jackets, Sweaters, Blankets, etc.)
- D. Establish Hygiene Stations

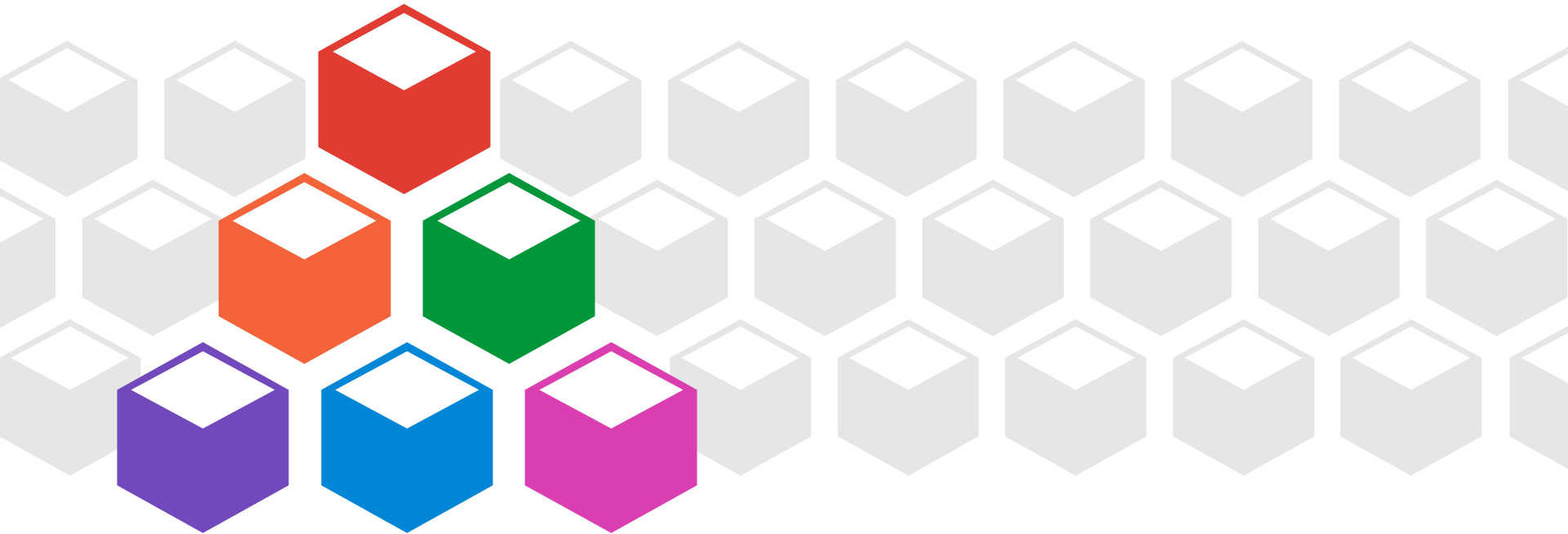
C. Network and Build Partnerships with the Community

- Create Community Maps
- Identify Available Resources (FBO, Businesses owned by POCs, Universities (HBCUs), etc.)
- Invite Guest Speakers to Classroom



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C o n t a c t

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Resources

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