Culturally Responsive

EVALUATION PRACTICES

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Dr. Jenna Rufo

Ms. Aisha Weston

A little about us...

Meet Aisha:
Take Five

1. Certified School Psychologist
2. Experience working at the preschool, primary, and secondary level
3. Started a short lived Zoom fitness class during the pandemic
4. Would love to be a contestant on Chopped or The Amazing Race
5. Favorite foods are sour candy, peanut butter, and cheese

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Meet Jenna:
Take Five

1. Inclusive education consultant
2. Former Assistant Superintendent and Special Education Director
3. Author
4. Wife and mom to two great kids
5. Have an unhealthy addiction to reality TV

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Format

- Interactive
- Questions
- Tech
- Resource page
  - www.jennarufo.com/cre
  - Password: schoolpsych
  - Numbered activities
- "Willing to share"
- Transitions

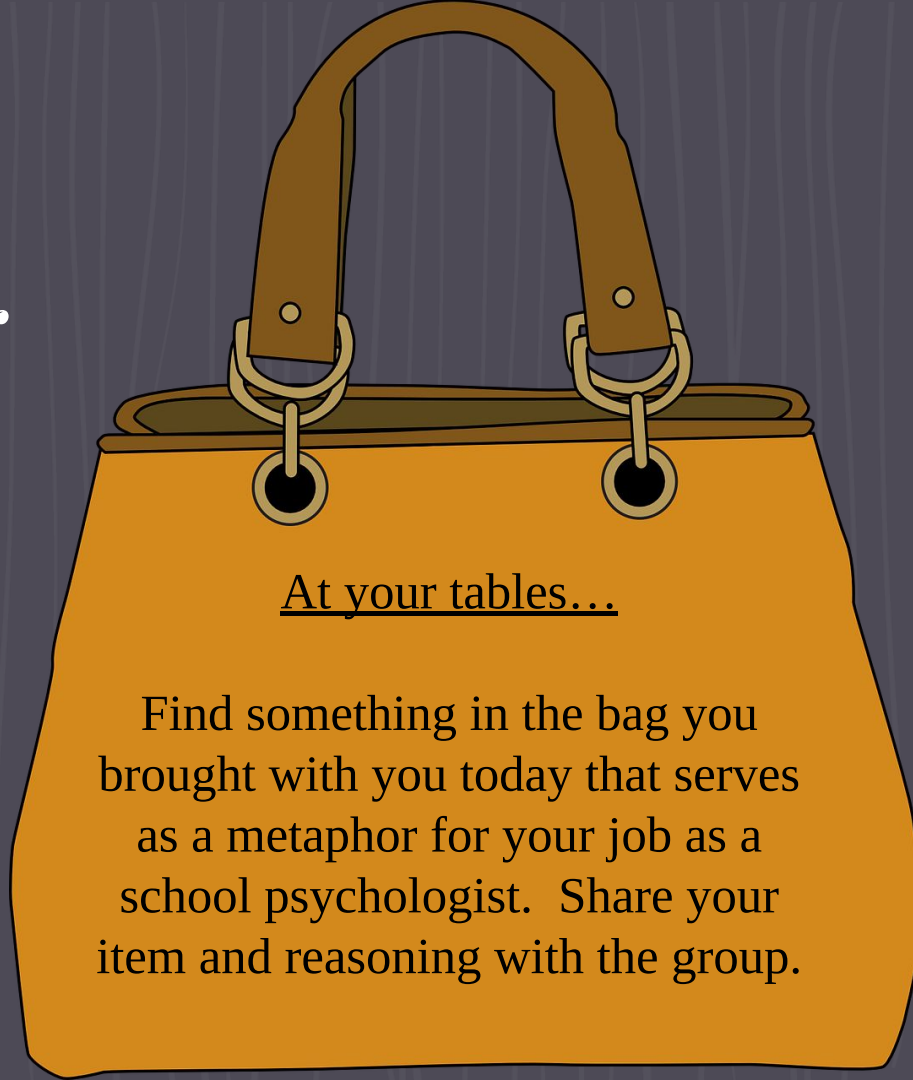empowerED
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For better or for purse...

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At your tables…

Find something in the bag you brought with you today that serves as a metaphor for your job as a school psychologist. Share your item and reasoning with the group.

Objectives

- To define disproportionality and practices that contribute to it
- To articulate what culturally-responsive evaluation practices look like
- To compare learning profiles of students acquiring a second language and those that have underlying learning differences
- Reevaluate questions asked prior to referral and during the evaluation process
- Analyze how culturally responsive practices can be embedded within all aspects of assessment
- Challenge our own biases and existing evaluation practices in order to promote culturally responsive assessment

The Four Agreements

☑ **Stay Engaged.**

☑ **Speak Your Truth.**

☑ **Experience Discomfort.**

☑ **Experience/Accept Non-Closure**

(Singleton & Linton, 2006)

Crash Course on Disproportionality

Disproportionality

- **OVER- REPRESENTATION** in special education and discipline.

  ▸ **MORE** students of color identified as disabled or receiving disciplinary action.

  ▸ More students of color placed in restrictive special education placements

- **UNDER- REPRESENTATION** in gifted education and advanced course placement.

  ▸ **LESS** students of color identified as gifted and participating in higher level courses

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What does the data say?

- Black and Hispanic students are more frequently identified as learning disabled than White students (National Center for Education Statistics, 2019)

- Black students are overrepresented in the categories of intellectual disability and emotional disturbance (Cruz & Rodl, 2018)

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Significant disproportionality

IDEA requires that states collect data on disproportionality as it relates to…

1. the identification of children as children with disabilities;
2. the identification of children as children with a particular disability;
3. the placement of children with disabilities in particular educational settings; and
4. the incidence, duration, and type of disciplinary actions, including suspensions and expulsions.

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How do you determine disproportionality?

"Risk" or "Risk Index"

• Risk is a proportion expressing likelihood

• Example

<u>40 Hispanic children identified as having disability</u>
200 total Hispanic children in district

40/200 = .20 X 100 - 20%

20% risk of a Hispanic child being identified as having a disability

Let's try it!

There are 25 Black students in Anytown Middle School who have received at least one out of school suspension.

There are 50 total Black students in the school.

What is the risk?

Number of Black children identified as having at least one OOS
Number of Total Black Children in School

25   divided by   50   = .5

Now make it into a percent:

.5 X 100 = 50%

There is a 50% risk of a Black student being suspended in this school…
because 50% of the Black student population has been suspended.

How do we know if it's disproportionate?

Calculate a Risk Ratio

- A comparison of risks for identification

- The likelihood of an outcome for one group versus the outcome for all other groups

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There is a 50% risk of out of school suspension for Black students in Anytown Middle School.

The risk of identification for all other groups (all racial groups MINUS Black students) is 15%.

Now we compare the 50% risk of Black students to the 15% risk for all other groups by dividing the two figures.

50 divided by 15 = 3.33

This is the Risk Ratio.

Black students at Central Elementary School are 3.3 times more likely to be suspended than all other racial groups in the school.

Risk Ratio

- Risk ratios greater than 1.0 indicate a GREATER risk

- Risk ratios less than 1.0 indicate a LESSER risk

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There are 30 Hispanic students in Yourcity Elementary School who have are identified as having an IEP.

There are 100 total Hispanic students in the school.

What is the risk?

Number of Hispanic children identified as having an IEP
Number of Total Hispanic Children in School

30   divided by   100   = .3

Now make it into a percent:

.3 X 100 = 30%

There is a 30% risk of a Hispanic student being identified as disabled...
because 30% of the Hispanic student population has been classified as disabled.

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Calculate a Risk Ratio

There is a 30% risk for Hispanic students in Yourcity Elementary School of being classified as disabled.

The risk of identification for all other groups (all racial groups MINUS Hispanic students) is 11%.

Now we compare the 30% risk of Black students to the 11% risk for all other groups by dividing the two figures.

30 divided by 11 = 2.72

This is the Risk Ratio.

Hispanic students at Yourcity Elementary School are 2.72 times more likely to be identified as disabled than all other racial groups in the school.

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Trends in Arkansas

Disproportionality related to…

1. the over-identification of Black students as intellectually disabled
2. the over-representation of students of color in disciplinary events
3. an increased likelihood that students of color identified for special education will be placed in restrictive settings

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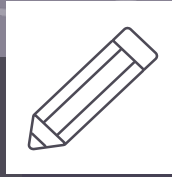
Racism, Ableism & Transposition

What is racism?

"prejudice, discrimination, or antagonism directed against a person or people on the basis of their membership in a particular racial or ethnic group, typically one that is a minority or marginalized."

What is ableism?

Discriminatory statements or behaviors, which may be intentional or unintentional, directed at disabled people that assumes they are lesser than others because of their disabilities.

"the devaluation of disability [that] results in societal attitudes that uncritically assert that it is better for a child to walk than roll, speak than sign, read print than read Braille, spell independently than use a spell-check, and hang out with nondisabled kids as opposed to other disabled kids." (Hehir, 2002)

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Special education

- Segregation is still legally permitted for students with disabilities under the Individuals with Disabilities Education Act (IDEA)

- A "continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services"

Turn and Talk:
How might this practice perpetuate segregation of students based on race?

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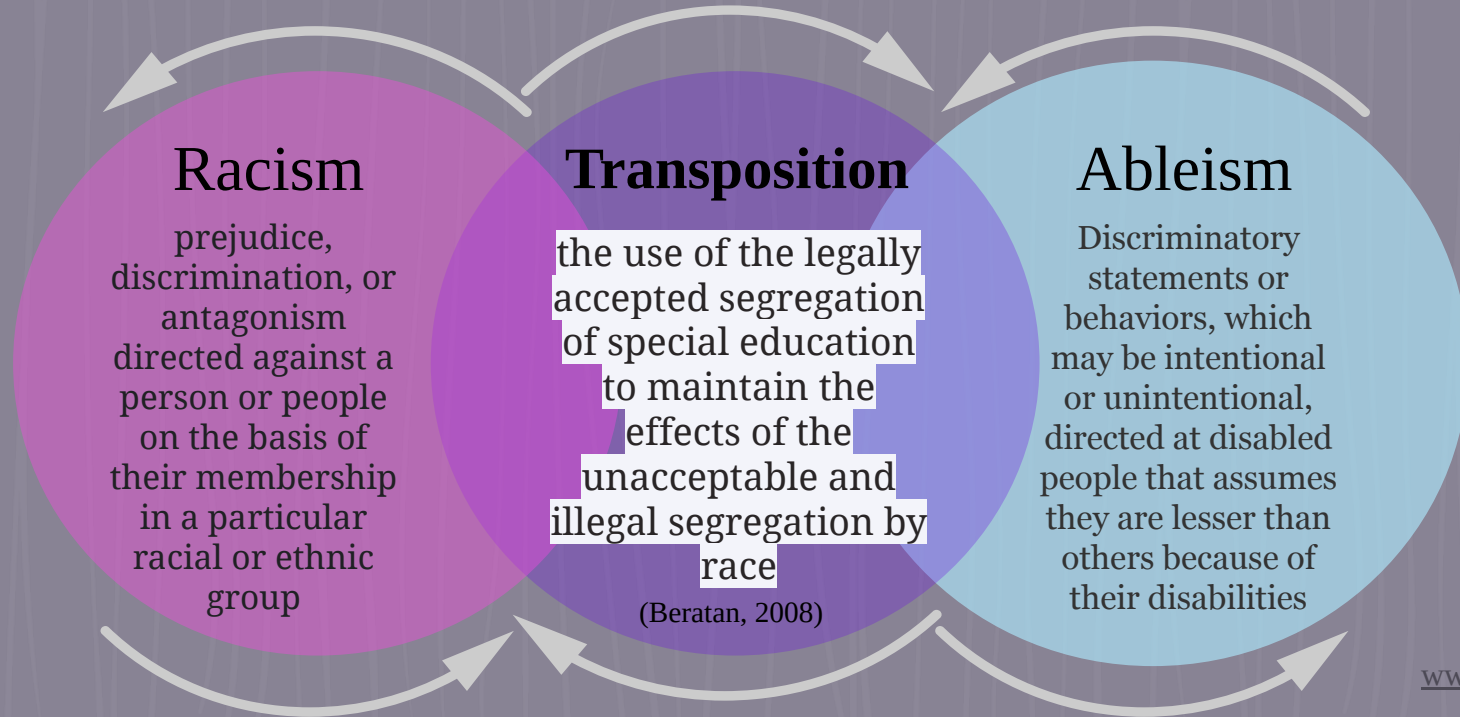EDUCATION CONSULTING
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"Transpose"

Transpose

- "to write or perform (a musical composition) in a different key' (p. 761); the main effect of this being that, while the sound changes, the song remains the same.

- In this case, racism was the original key, and it was replaced by the form of discrimination that was the least assailable: the legally accepted ableism of IDEA.

- The deficiency changes, but the inequality remains the same.
(Beratan, 2008)

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Disproportionality in Special Education

Racism

prejudice, discrimination, or antagonism directed against a person or people on the basis of their membership in a particular racial or ethnic group

Transposition

the use of the legally accepted segregation of special education to maintain the effects of the unacceptable and illegal segregation by race

(Beratan, 2008)

Ableism

Discriminatory statements or behaviors, which may be intentional or unintentional, directed at disabled people that assumes they are lesser than others because of their disabilities

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"

This makes disability the perfect conduit for the transposition of racial discrimination.

(Beratan, 2008)

If we have a large number of students in our district who are identified as a particular race, won't we always be disproportionate?

No!

It's actually less likely that you will be cited for disproportionality of a certain race if that is the race most frequently represented in the school.
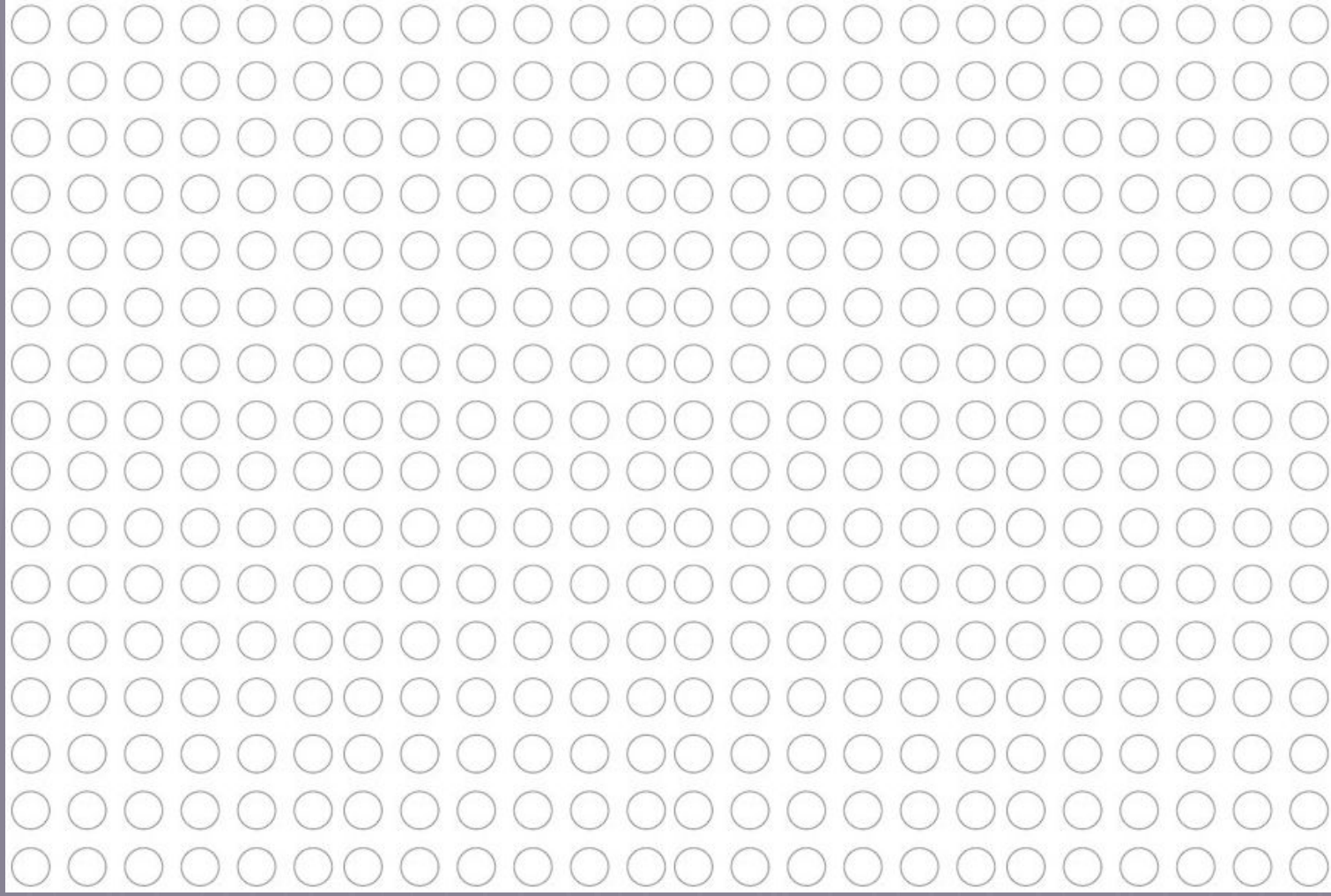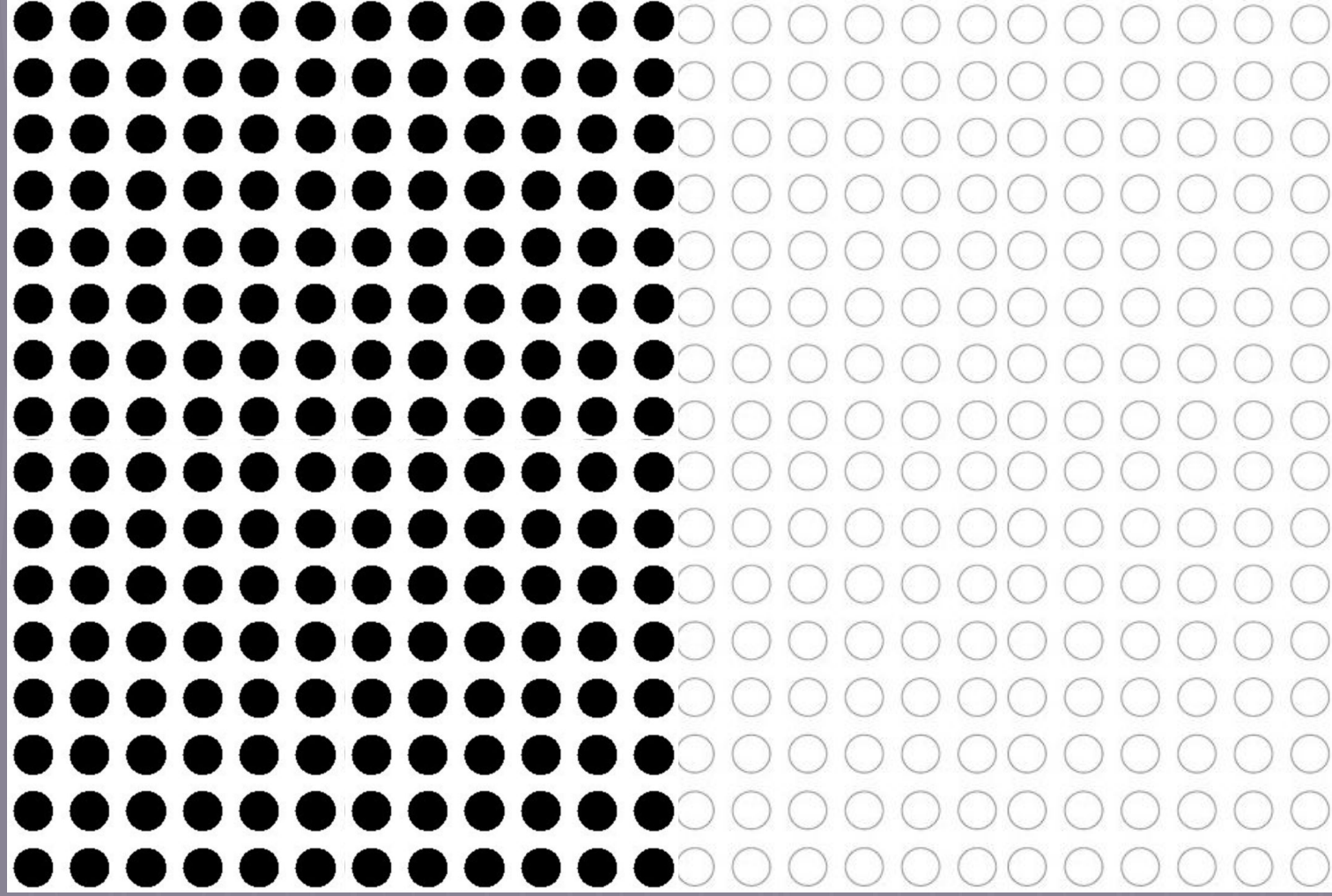
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Student Population

Black Student Population

Special Education Population - 14%

The population of students with IEPs in this school is 14%.

There should be a proportional representation of Black students within this subgroup of students with IEPs.
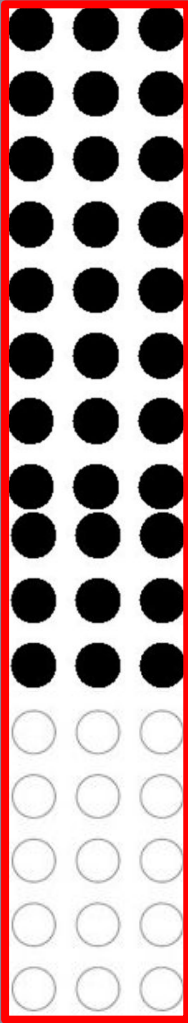
Proportionate Representation
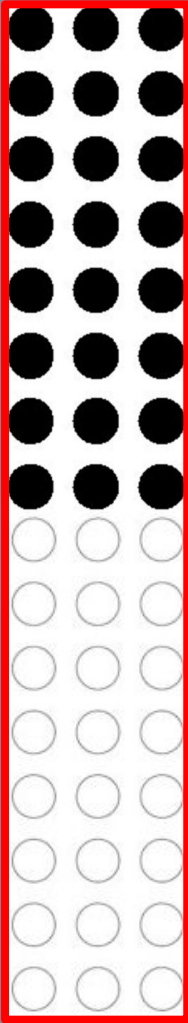
The population of students with IEPs in this school is 15%.

There should be a proportional representation of Black students within this subgroup of students with IEPs.
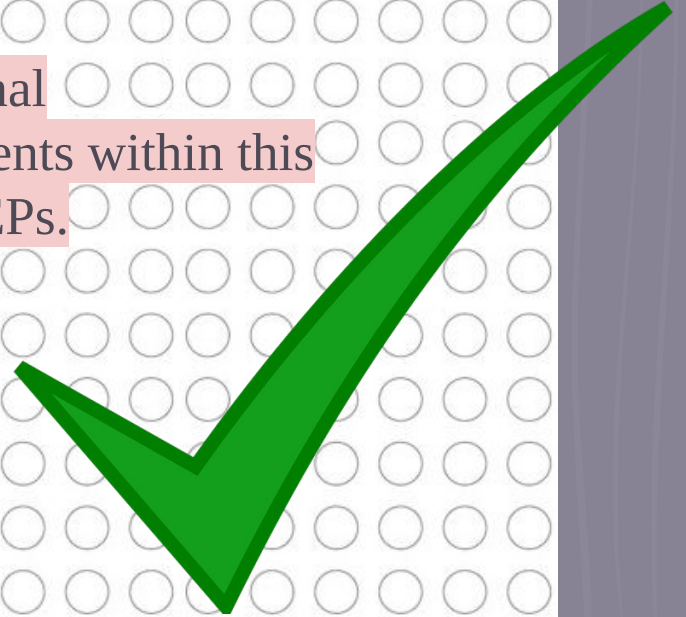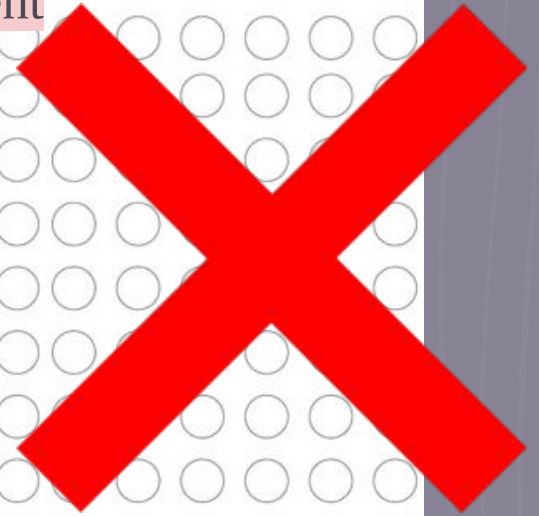
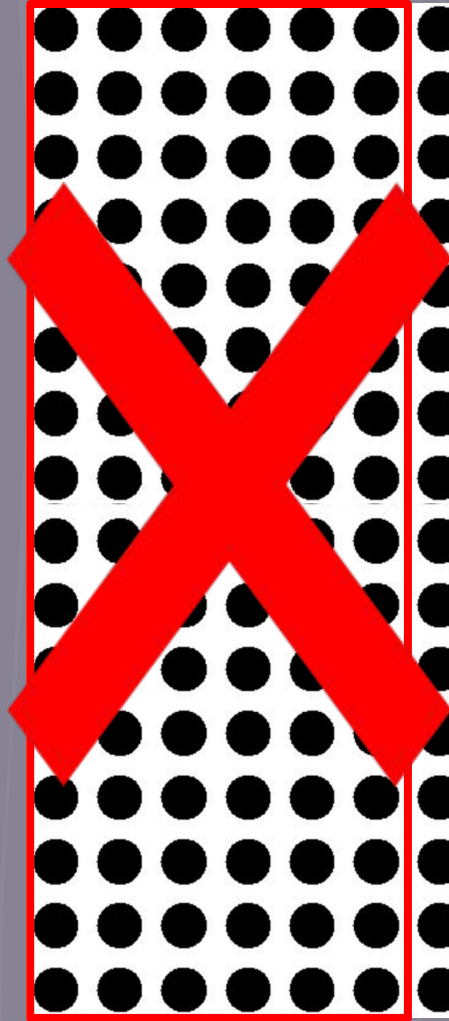DisProportionate Representation

In this example, 70% of the special education population is identified as Black.

We know that 50% of the entire student population is Black so 70% is an overrepresentation.

This is disproportionate.
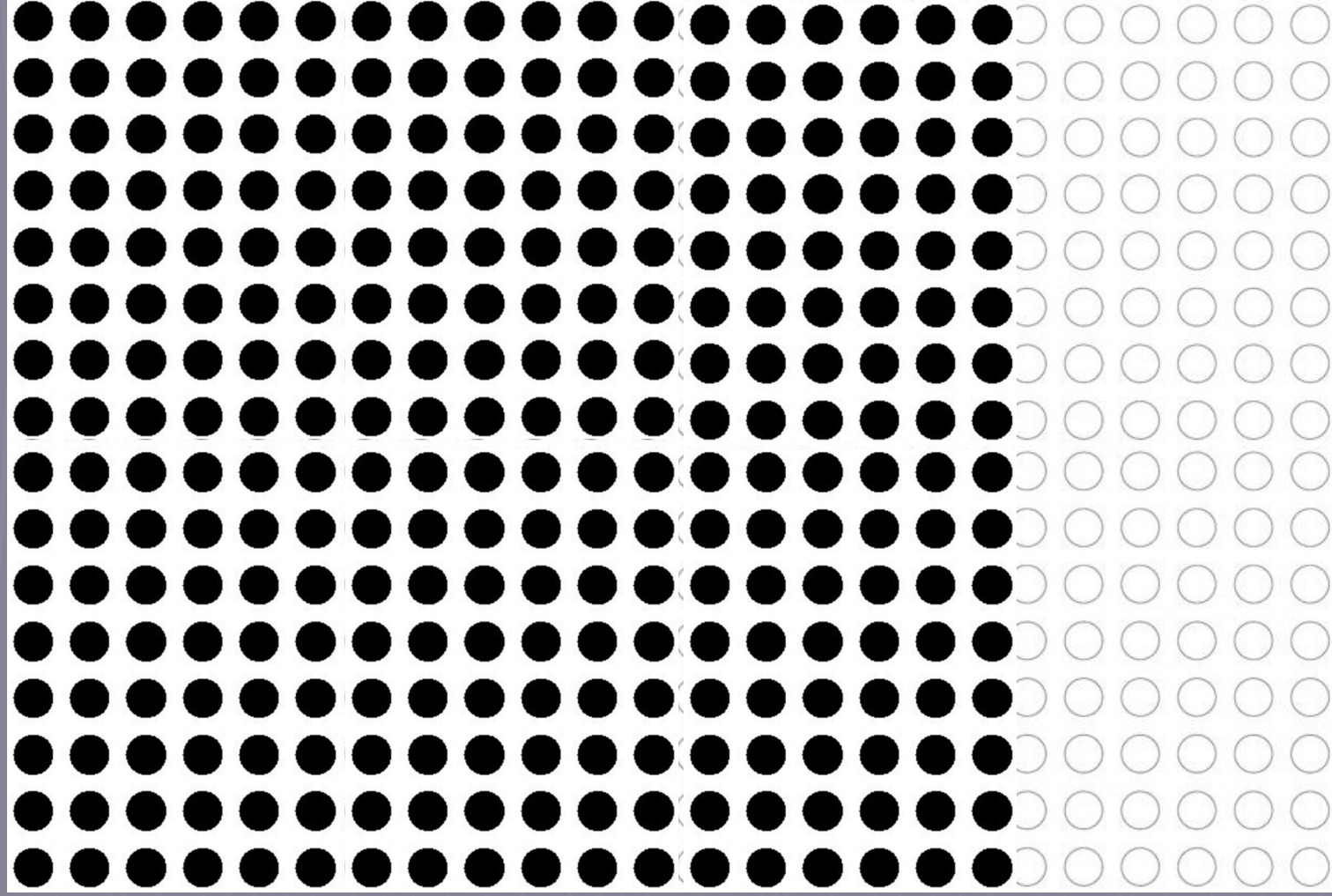
Black Student Population

Remember we are looking at 50% of the **special ed population,** not 50% of the total Black student population.

Look for the representation within special education.

Student Population

Let's try another!

Black Student Population - 75%

The population of students with IEPs in this school is 14%.

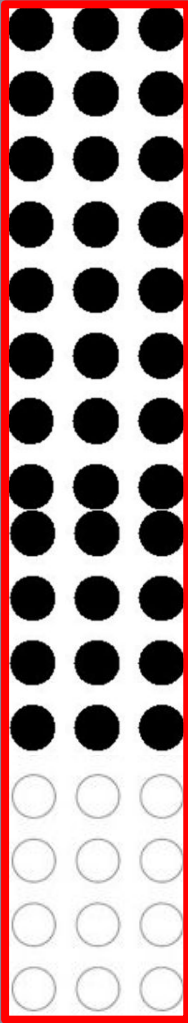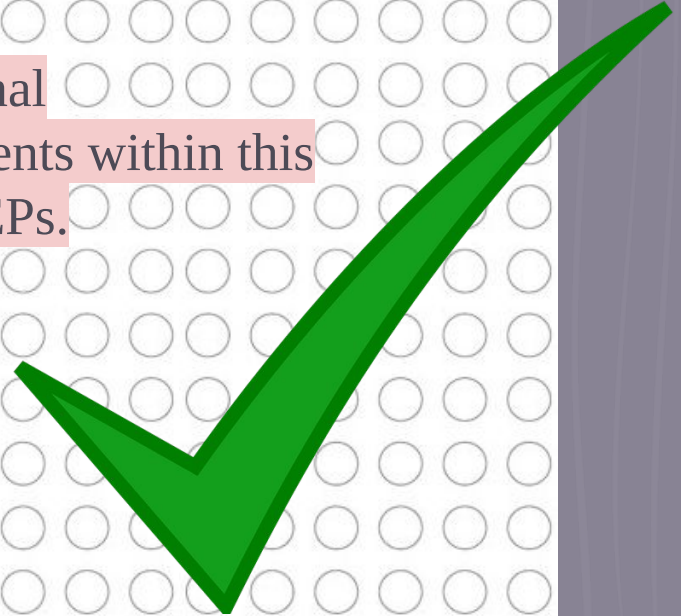There should be a proportional representation of Black students within this subgroup of students with IEPs.

Proportionate Representation

The population of students with IEPs in this school is 14%.

There should be a proportional representation of Black students within this subgroup of students with IEPs.

Two categories of Questions...

Changing Culture

- Educating about bias
- Engaging in challenging conversations
- Changing mindsets
- Counteracting ableism
- Speaking truth without being misunderstood

You can't do this...

Changing Practice

- Using data
- Improving identification process and lowering referrals
- Changing disciplinary practices
- Better equipping general education teachers

Without addressing this.

OR....
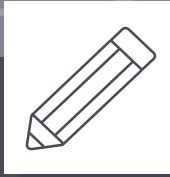
Deficit Thinking

Deficit Thinking

○ Blames a group for the conditions they find themselves experiencing

○ Discounts systemic inequities that may be causing the current situation

○ Deficit thinking belief systems
  ○ Genetic pathology
  ○ Culture of poverty

(Fergus, 2017)

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Genetic pathology

○ Popularized during early 20th century

○ Hereditary or genetic markers lead to one group being superior to another

○ Examples of genetic pathology deficit thinking
  ○ Laws that prohibited interracial marriage
  ○ Legislative acts that restricted immigrants from certain countries to come to America

Culture of Poverty

○ Argues that cultural attributes or practices associated with a certain group have prevented them from assimilating and attaining social mobility

○ Examples of culture of poverty deficit thinking
  ○ "They don't value education."
  ○ "Parents don't care to be involved."

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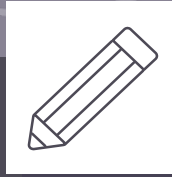
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Deficit thinking

○ Provides reasons or excuses for a system to "give up" on certain students

○ Shifts blame away from inequitable systems to the students and/or families

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Colorblindness

Colorblindness

○ An ideology that…
  ○ Omits race, gender, and other identities as a descriptor
  ○ Does not consider an individual's social identity
  ○ Focuses on discussing and framing commonalities between individuals

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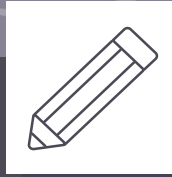Achieve. Include. Empower.

Uncovering Colorblindness

- "I treat all my students the same."
- "I don't see color."
- "Answers in English only, please."
- "I understand because…"
  - "I grew up poor."
  - "I had to work hard too."

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Poverty Disciplining

Poverty Disciplining

An ideology that…

- Points to low-income people as at fault for persistent adverse conditions

- Considers changing behavioral and psychological dispositions as paramount to "fixing" their condition

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Poverty Disciplining

○ **Chicago Housing Authority placed restrictions in mixed-housing district that were different for renters versus homeowners.**

- ○ Homeowners could have grills on patios while renters could not.
- ○ Renters required to attend classes on how to be a good neighbor while homeowners were not.
- ○ Building manager conducts upkeep visits on renters' units but not on homeowners.

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Uncovering Poverty Disciplining

- ○ "Poor people don't know the value of education."

- ○ "Poor kids are not exposed to the type of grit necessary to be successful in school."

- ○ "Discipline is an important tool when working with poor kids."

- ○ "They need to pull up their pants - otherwise they won't get jobs."

(Fergus, 2017, p. 42)

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During a school-wide presentation on disproportionality with staff, a staff member commented:

"We know the communities these children come from and they haven't learned the behaviors needed for school."

Another replied:
"Yes, and the reason our office referrals are high is because the families don't discipline them so we have to."

Turn and talk:
How is this poverty disciplining belief?
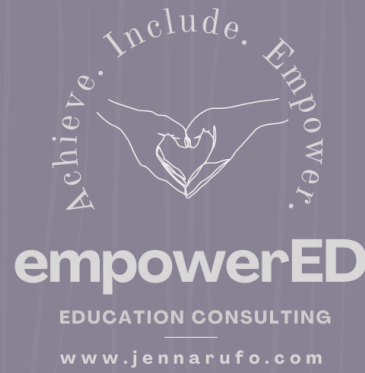**What assumptions are being made?**

A faulty assumption

- If disproportionality were due to poverty, we would expect to see…
  - Consistent overrepresentation among all disability categories
  - More students identified as disabled in urban areas

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What is the harm in identifying students if it means they "get what they need?"

Reality Check

- Students exiting special education continue to experience lower graduation rates, poorer postsecondary outcomes, and higher rates of unemployment and underemployment compared to nondisabled peers.

(National Longitudinal Transition Study-2; 6 Multiple Voices, 16(1), Spring 2016 NLTS2)

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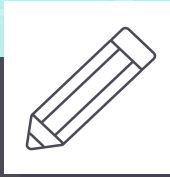EDUCATION CONSULTING
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Reality Check

- Students labeled with emotional disturbance are more likely to drop out

- 75% of young adults given this label will have involvement with the justice system at some point in their lives

- Students labeled as having intellectual disabilities have the poorest outcomes of any group

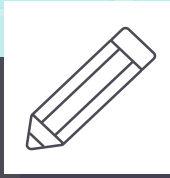Achieve. Include. Empower.

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Cultural responsiveness in education

> " Culturally responsive teaching is a pedagogy that acknowledges, responds to, and celebrates fundamental cultures to offer equitable access to education for students from all cultures. Culture is central to learning.

(Ladson-Billings, 1994)

Exclusionary Factors

Exclusionary factors

Factors external to the student, not suggestive of a disability, that can partly or fully explain academic or behavioral challenges

- Socio-cultural difference
- Economic or environmental disadvantage
- Inappropriate instruction
- Second language acquisition

(Villegas-Gutiérrez, 2015)

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Exclusionary Factors

- As we discuss each of the exclusionary factors, think of a student who is either coming up for evaluation or has been referred to an intervention team.
- Scroll to Activity 1 on the resource page and open the "Exclusionary Factors" worksheet.

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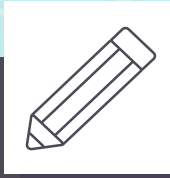
Socio-Cultural Factors

Socio-Cultural Factors

If cultural factors are the ***primary*** reason for academic difficulties, the student may not be found eligible for special education.

Factors to consider…

Socio-Cultural Factors

❑ Is the student's cultural background different from the majority culture of the school?

❑ Does the student's family/culture have different expectations than the expectations of the school?

❑ Is the student new to the country? If so, how long have they been here?

❑ Has there been miscommunication between the school and family that could be due to socio-cultural factors?

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Socio-Cultural Factors

❏ Do cultural or language differences hinder the active involvement of the family in the child's education?

❏ Has the student participated in formal school experiences prior to enrollment?

❏ Has the student been involved in activities or organizations in any culture?

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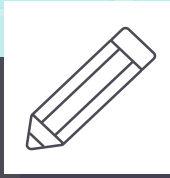## Socio-Cultural Factors - Data to Consider

❏   Student/family interviews

❏   Observations

❏   Student performance relative to other students in the disaggregated group *(i.e. are all students who are economically disadvantaged performing in a similar way?)*

Economic or Environmental Disadvantage

Economic or environmental disadvantage

Economic or environmental disadvantages that may impact a child's school performance include…

- Homelessness
- Abuse or neglect
- Trauma
- Family responsibilities that interfere with the student's ability to fully participate in school
- Food instability
- Living in a dangerous area
- Living in an impoverished area
- Pollution
- Guardianship - foster care, care in agency, etc.

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Economic or Environmental Factors

If environmental or economic factors are the **primary** reason for academic difficulties, the student may not be found eligible for special education.

Factors to consider…

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Economic or Environmental Factors

❏ Do attendance patterns indicate that the student has changed schools so frequently that consistency in schooling was not achieved?

❏ Has the student experienced any traumatic events that may have impacted learning? **

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Economic or Environmental Factors

❏ Do family variables impact the student's ability to engage fully in school? (guardianship, stress, incarceration of family member, domestic violence, death of family member, etc.)

❏ Has a lack of access to critical resources such as food, emotional support, safety, health care, clean water, appropriate nutrition, etc. negatively impacted the child's schooling?

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Economic/ Environmental Disadvantage – Data to Consider

❏ Student/family interviews

❏ Attendance records

❏ Review of records

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Attendance in Arkansas

Pre-Covid Data-

- Each year, more than one in ten students in Arkansas miss 10 percent or more of school days.
- This is true for 16 percent of kindergarten students and 13 percent of first graders.

Poor attendance linked to…

- Increased likelihood of dropping out
- Lack of reading proficiency

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Attendance in Arkansas

- Chronic absenteeism in Arkansas…
  - Most highly correlated with economic disadvantage
  - Students in foster care and FINS (Families in Need of Service) also disproportionately impacted
  - Suspensions also contribute to the problem

- FINS
  - Sometimes used in a punitive rather than supportive manner
  - 60% of FINS applications come from the Delta region   (Blankenship, 2018)

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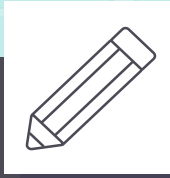
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Pre-Referral Strategies - Attendance

- Visit Activity 2 on the resource page.

- Choose THIS or THAT
  - THIS- a case study of attendance improvement practices in Springdale
  - THAT- a review of sample Attendance Improvement Plans

Appropriate Instruction

Appropriate Instruction

A lack of appropriate instruction in reading or math may be due to…

- Not regularly attending school
- Interrupted education
- Absences for which replacement instruction did not occur
- Pandemic-related gaps in knowledge
- Poor instruction that does not utilize evidence-based or research-based practices
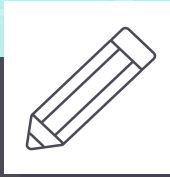
Factors to consider…

Appropriate Instruction Factors

❏ Has the student regularly attended school to receive instruction?

❏ Has the student been educated in a different education system due to living in another country?

❏ Does data for the whole student population indicate patterns in weakness across a particular grade level, subject area, or teacher?

Appropriate Instruction Factors

❏ Does instruction utilize evidence-based or research-based interventions?

❏ Has a system of increasingly intensive interventions been implemented prior to the referral?

❏ Were interventions matched to the student based upon identified need?

❏ Were interventions implemented with fidelity and attempted for a sufficient amount of time according to protocol?

Appropriate Instruction – Data to Consider

- ❏ Universal screening results

- ❏ Aggregate and disaggregated data

- ❏ Progress monitoring

- ❏ Student academic records

- ❏ Rate of improvement analysis

- ❏ Student education history

Second Language Acquisition

Second Language Acquisition Factors

If the acquisition of a second language is the **primary** reason for academic difficulties, the student may not be found eligible for special education.

The student's proficiency in English (listening, speaking, reading, and writing) must be assessed by school personnel.

Factors to consider…

Second Language Acquisition Factors

❏ Is the dominant language spoken in the home one other than English?

❏ Has a language proficiency test been administered? If so, how did the student perform?

❏ Is the student receiving instruction to support English proficiency?

❏ How long has the student been exposed to English?

Second Language Acquisition - Data to Consider

❏ Home language survey

❏ Student/family interviews

❏ Language proficiency assessments
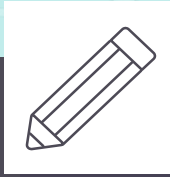
Language Acquisition and Evaluation Tools

What does it mean to conduct a culturally responsive evaluation?

A culturally-responsive evaluation…

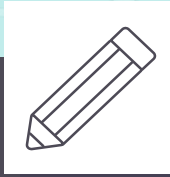…assesses a student's intellectual, academic, communication, social/emotional, and behavioral capabilities…

…utilizing techniques that account for differences in linguistic and sociocultural factors in a nonbiased and nondiscriminatory manner.

(Villegas-Gutiérrez, 2015)

English Learners – Who Do We Serve?

Second Language Trends in Education

- Nationally, the majority of EL students are of Hispanic descent. Arabic, Chinese, Vietnamese, and Hmong are amongst the highest languages spoken by students acquiring English as a second language.
- Languages spoken by EL students vary by states and regions of the country
- Students that were classified as English Language Learners and having a disability were more likely to be identified with a specific learning disability or speech/language impairment

Who is an English Learner?

An English Learner is a...

- National-origin-minority student who is limited-English-proficient
- ELL term highlights accomplishments rather than deficits.

English Learners in

Over 40,000 ELs

Top Languages:
Spanish
Marshallese
Vietnamese
Arabic
Telugu

ELPA21 Test
LISTENING
SPEAKING
READING
WRITING

ELs make up 8% of the total student population

SCHOOL
~K-12~

STATE OF ARKANSAS
SEAL OF BILITERACY

Arkansas

Who is an English Learner?

(A) who is aged 3 through 21;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C)   (i) who was not born in the United States or whose native language is a language other than English;

(ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and

(II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or

(iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —

(i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);

(ii) the ability to successfully achieve in classrooms where the language of instruction is English; or

(iii) the opportunity to participate fully in society

**Students with a Learning/ Language Based Disability May:**

- Display delays in their native or primary language
- Display poor auditory working memory skills
- Forget previously known sight words
- Be aware of sounds but have difficulty manipulating sounds auditorily
- Have a limited understanding of numeracy skills such as basic computation, number sense, and measurement

Students Acquiring a Second Language May:

- Make errors with word endings and verb tense in English
- Have difficulty retelling or recalling story elements in English primarily due to limited expressive language
- Have difficulty recalling sight words because of English phonetic rules and exceptions
- Possess critical math reasoning skills but only require explanation of vocabulary when solving word problems
- Take time to respond because they are translating in their head

Students with a Learning Disability and those Acquiring a Second Language May:

- Have a very literal approach to language
- Display poor comprehension
- Have difficulty remembering sound-symbol correspondence
- Make grammatical errors
- Display deficits with concentration
- Make articulation errors
- Have difficulty following directions, particularly those that involve multiple steps or many prepositions
- Require expository background information to make connections with stories
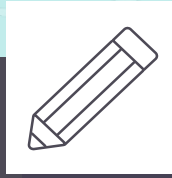
Opportunity to Learn

What is it?

At our last session on disproportionality, we discussed that opportunity to learn is…

- More than 50-year-old concept
- Evolving
  - Shift from ensuring access to a broader perspective to **conditions and resources that enable a student to succeed**

Opportunity to Learn

- A lack of opportunity to learn must be ruled out before a disability determination can be made (IDEA, 2004)
- Elements
  - High quality core instruction with research-based practices
  - Evidence-based interventions of increasing intensity
  - Progress monitoring and data-based decision-making
  - Access to qualified teachers and resources
  - High-quality coursework
  - Clean and safe schools

How do I know???

Consider...

- How many students of a particular group are struggling across a class or grade level?
- Determine patterns across groups

Pre-Referral Strategies – SIOP

- Sheltered Instruction Observation Protocol (SIOP)
- Shares many elements of effective instruction for all students
  - Cooperative learning
  - Reading comprehension strategies
  - Writer's workshop
  - Differentiated instruction
- Additionally, for ELLs…
  - Inclusion of language objectives in every lesson
  - Vocabulary acquisition
  - Building of background knowledge
  - Academic literacy practice

Pre-referral high quality instruction for ELs

- Lesson preparation
- Building background
- Comprehensible input
- Strategies
- Interaction
- Practice and Application
- Lesson delivery
- Review and assessment

Pre-referral high quality instruction for ELs

Lesson Preparation

- Includes content and language objectives
- Objectives are clearly defined, displayed, and reviewed with students
- Concepts are age and developmentally appropriate
- Supplementary materials are used to a high degree
- Adaptations are provided appropriate to student levels of proficiency
- Meaningful activities including language practice opportunities occur

Pre-referral high quality instruction for ELs

Building Background

- Concepts explicitly linked to background knowledge
- Links explicitly made between past learning and new concepts
- Key vocabulary is emphasized

Pre-referral high quality instruction for ELs

Comprehensible Input

- Speech appropriate for proficiency level (slower rate, enunciation, and sentence structure for beginners)
- Clear explanation of tasks
- A variety of techniques used to make concepts clear

Pre-referral high quality instruction for ELs

Strategies

- Opportunities for students to apply learning strategies
- Scaffolding techniques are used
- A variety of questions and tasks are used to promote higher order thinking

Pre-referral high quality instruction for ELs

Interaction

- Frequent opportunities for interaction and discussion
- Sufficient wait time
- Opportunities to clarify key concepts

Pre-referral high quality instruction for ELs

Practice and Application

- Hands on materials and manipulatives provided
- Activities that allow students to apply content and language knowledge
- Activities integrating all language skills (reading, writing, speaking, listening)

Pre-referral high quality instruction for ELs

Lesson Delivery

- Content and language objectives supported by lesson delivery
- Students are engaged 90-100% of the lesson
- Lesson is appropriately paced

Pre-referral high quality instruction for ELs

Review and Assessment

- Vocabulary and key concepts are reviewed at the end of the lesson
- Regular feedback is provided on work
- Multiple options for demonstrating learning are used

Turn and Talk

<u>At your table -</u>
Have you observed these strategies used in your school? If so, how has it helped with referrals for ELs? If not, how could you share this information?

- Lesson preparation
- Building background
- Comprehensible input
- Strategies
- Interaction
- Practice and Application
- Lesson delivery
- Review and assessment

Culturally Responsive Assessment

Culturally Responsive Assessment

- Who is responsible for adhering to culturally responsive practices?
- What is it?
- What does it look like?
- What are the implications?

As we review the next few slides, please jot down key words and phrases that stand out to you.

Culturally Responsive Assessment– The Who

According to APA Guidelines on Race and Ethnicity in Psychology, Psychologists:

- Strive to recognize and engage the influence of race and ethnicity in all aspects of professional activities as an ongoing process

- Are encouraged to maintain updated knowledge of the scholarship pertaining to race and ethnicity, including interdisciplinary and global perspectives

(American Psychological Association, 2019)

Culturally Responsive Assessment– The Who

According to APA Guidelines on Race and Ethnicity in Psychology, Psychologists:

- Strive for awareness of their own positionality in relation to ethnicity and race

- Strive to address organizational and social inequities and injustices related to race and ethnicity in organizational structures within and outside of psychology

(American Psychological Association, 2019)

Culturally Responsive Assessment- The Who

According to NASP Professional Standards, School Psychologists:

- Use inclusive language and provide culturally responsive and equitable practices in all domains of service delivery for diverse individuals, families, schools, and communities.

(National Association of School Psychologists, 1920)

Culturally Responsive Assessment- The Who

According to NASP Professional Standards, School Psychologists:

- Promote equity and social justice in educational programs and services by ensuring that all children and youth learn in safe, supportive, and inclusive environments. School psychologists actively engage in efforts to address factors that limit equity and access to educational opportunity.

(National Association of School Psychologists, 2020)

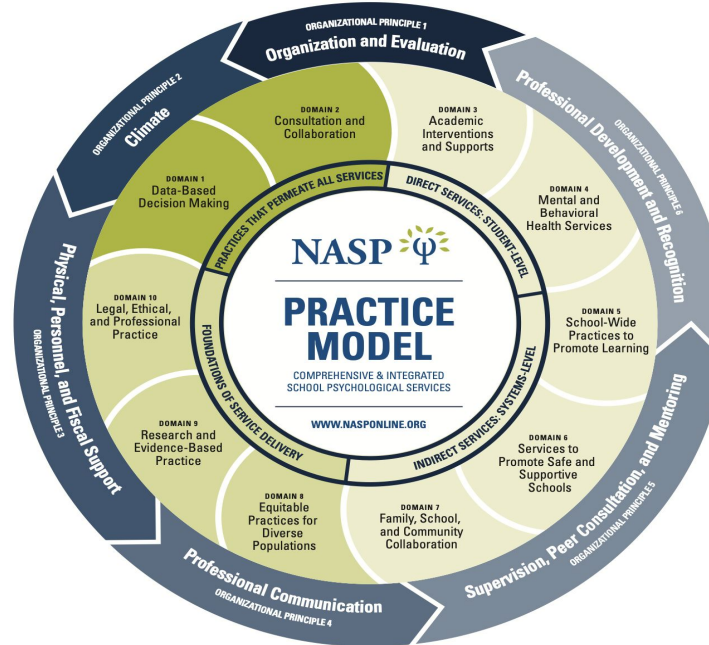## Culturally Responsive Assessment– The Who

According to NASP Professional Standards, School Psychologists:

- Acknowledge the subtle racial, class, gender, cultural, and other biases and personal beliefs they may bring to their work and the impact these may have on their professional decisions, interactions, and activities. School psychologists also remain aware of the negative impact that biases—such as racism, sexism, and others—have on students, families, schools, and communities; thus, they collaborate with education professionals to promote respect for diversity for an inclusive and supportive school setting.

(National Association of School Psychologists, 2020)

Culturally Responsive Assessment- The What

Cultural Responsiveness Should Be Embedded in All Aspects of Our Profession

(National Association of School Psychologists, 2020)

Culturally Responsive Assessment– The What

According to IDEA, Assessments :

1) Are selected and administered so as not to be discriminatory on a racial or cultural basis;
2) Are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer;
3) Are used for the purposes for which the assessments or measures are valid and reliable;
4) Are administered by trained and knowledgeable personnel; and
5) Are administered in accordance with any instructions provided by the producer of the assessments.

(Individuals with Disabilities Education Act, 2004)

5

We have broadly discussed what constitutes a culturally- responsive assessment. Now, share…

What are some barriers to a culturally responsive assessment?

Culturally Responsive Assessment –The How

What's included within an assessment?

- Prereferral data
- Classroom observations
- Standardized assessment
- Rating scales
- Clinical interview

Pre-referral Data

- Review of educational records
- Ecological background history
- Performance on benchmark assessments
- Progress monitoring data
- List of interventions implemented
- Teacher feedback
- Vision and hearing screening

Pre-referral Data

- Do you have adequate performance data?

- Is there a check to ensure interventions were delivered with fidelity?

- Are there any exclusionary factors to consider?

- Did you attempt to get feedback from parents in their native language?

Things to consider during pre-referral:

- Language

- Demographic History

- Access to education

- Program participation

- Level of acculturation

- Medical history, trauma, daily living skills

Classroom Observation

- Structured or unstructured
- Observing multiple times
- Observing in multiple environments
- Looking for positive behaviors

Standardized Assessment

- Qualitative Properties
- Norms
- Language Demands
- Cultural Loading
- Training
- Resources

Standardized Assessment

Types of Assessment

- Monolingual Assessment
- Nonverbal Assessment
- Bilingual Assessment
- Cross Battery Assessment
- Non-standardized

Culturally Responsive Assessment -The How

Standardized Assessment

Things To Consider When Selecting an Assessment:

- Referral Question
- Age
- Language Proficiency
- Physical Demands
- Processing Facility/Deficiency
- Acculturation

Evaluation Method	Norm Sample Representative of Bilingual Development	Measures Full Range of Ability Construct	Does Not Require Bilingual Evaluator	Adheres to Test's Standardized Protocol	Substantial Research Base on Bilingual Performance
Modified or altered assessment	X	✓	✓	X	X
Reduced-language assessment	X	X	✓	✓	X
Native-language assessment	X	✓	X	✓	X
English-language assessment	X	✓	✓	✓	✓

Note: Summary of Advantages and Disadvantages of Common Approaches Used in Evaluation of Individuals From Culturally and Linguistically Diverse Backgrounds. From Essentials of Cross-Battery Assessment (3rd ed., p308) by D.P. Flangan;, S.O. Ortiz, and

(Alfonso, 2013; Wiley, 2013)

Rating Scales/Questionnaires

- Behavioral
- Executive Functioning
- Social/Emotional
- Adaptive Functioning
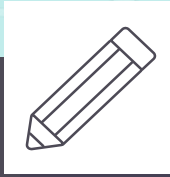- Early Development
- Vocational Planning

Clinical Interview

- Established rapport
- Structured or semi-structured data collection
- Assessing strengths along with needs
- Answering questions

Implications

- Educational Access
- Post-secondary educational outcomes
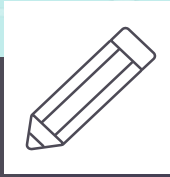- Post-secondary vocational outcomes
- Federal and state legislation

Pre-Referral & Referral Process Root Cause Analysis

Pre-Referral and Referral Root Cause

Refresh the page - www.jennarufo.com/cre

Password - schoolpsych

Scroll down to resources (underneath section on books)

Click on Pre-Referral Form RCA.

Review

Big Idea 1

Disproportionality refers to the overrepresentation of Black and Hispanic students in special education and in discipline events, and the underrepresentation of these same students in gifted and AP/honors programs. Culturally-biased evaluation practices contribute to disproportionality.

While students acquiring English as a new language may exhibit similarities to the profiles of student with disabilities, there are key markers that support misidentification.

Big Idea 3

Culturally-responsive evaluation practices involve utilizing effective pre-referral strategies, tools sensitive to a student's background and culture, and ensuring the implementation of effective instructional practices prior to assessing.

Big Idea 4

Culturally responsive practices should be embedded within all stages of assessment including pre-referral, direct assessment, and post-assessment.

Big Idea 5

As school practitioners, we must be aware of institutional standards and protocols as well as our own biases when addressing culturally-biased evaluation practices.

Thank you!

Dr. Jenna Mancini Rufo

Ms. Aisha Weston

For more info, visit www.jennarufo.com, follow us on Twitter @JennaMRufo, or LinkedIn.com/in/aisha-weston-025133105 .

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