

Culturally Responsive Evidence Based Practices for Black Males with Emotional Behavioral Disability

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Introductions

Who is in the room? Please click the link below and respond to the poll.

https://PollEv.com/multiple_choice_polls/NsfAnH440Pu5ohRIqr6jO/respond

Learning Objectives

1. Participants will learn how culturally responsive teaching & culturally relevant pedagogy overlap into three overarching principles.
2. Participants will learn examples and non-examples of culturally relevant specific praise statements for use with Black boys identified as ED.
3. Participants will learn examples and non-examples of culturally relevant concise error corrections for use with Black boys identified as ED.

Agenda

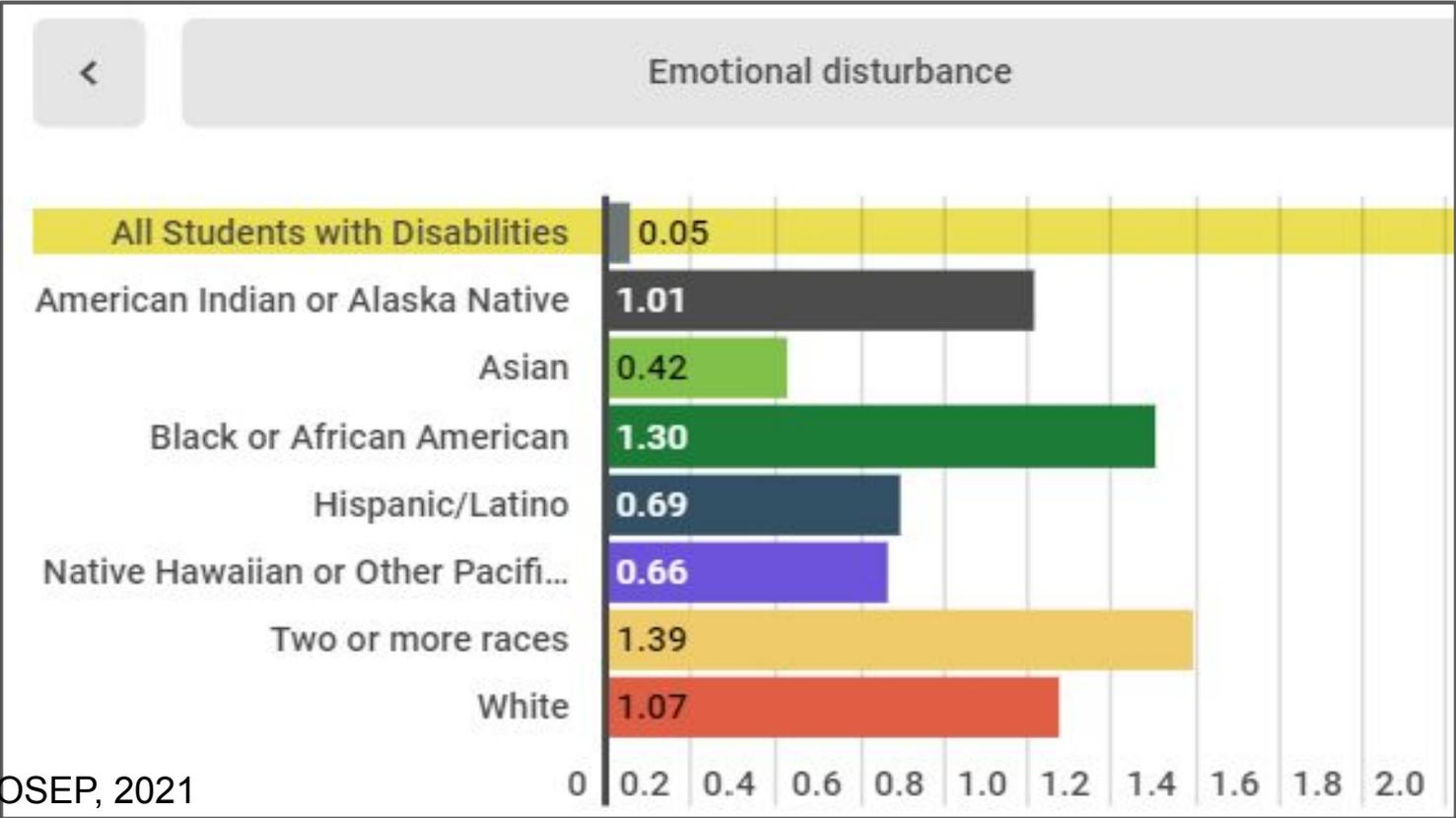
Information

- Black males & EBD
- Conceptual background
- BSP & Error Corrections

Case Study

Questions & Comments

Risk Ratio of Students with Disabilities by Disability Category and by Specific Race and Ethnicity, Ages 5 (in kindergarten) through 21: SY 2019-20



OSEP, 2021

Graduation Rates



Grades



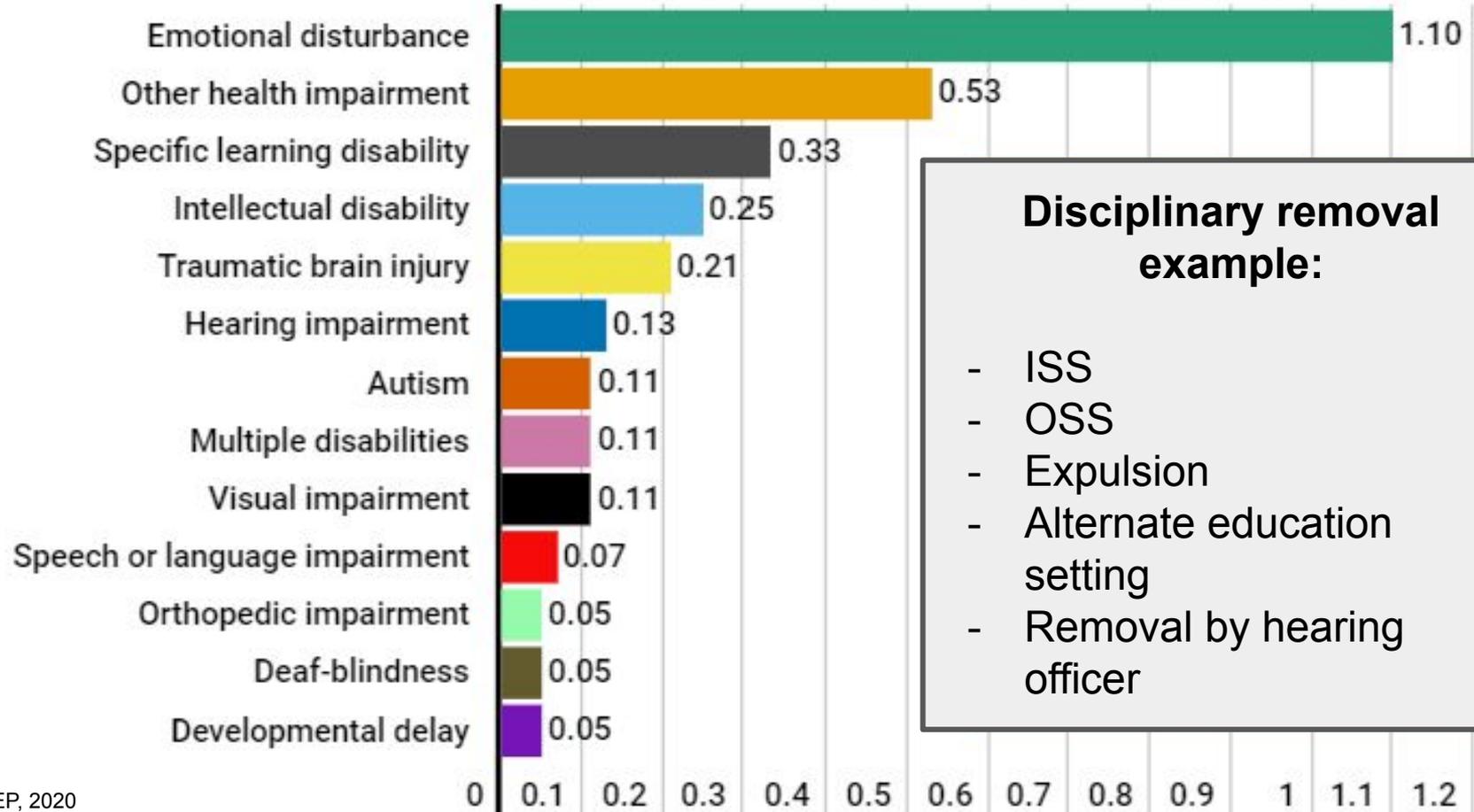
Access to Gen Ed



**Increased Involvement in
Criminal Justice System**



Total Disciplinary Removals Per Child or Student with a Disability, Ages 3 to 21, by Disability Type, Served Under IDEA, Part B, in the US, Outlying Areas, and Freely Associated States: SY 2017-18



Disciplinary removal example:

- ISS
- OSS
- Expulsion
- Alternate education setting
- Removal by hearing officer

IDEA Racial Discipline-Interactive

When considering suspensions and expulsions for students with disabilities:

Guess the approximate percent of expulsions received by black students with disabilities?



Students choose an option

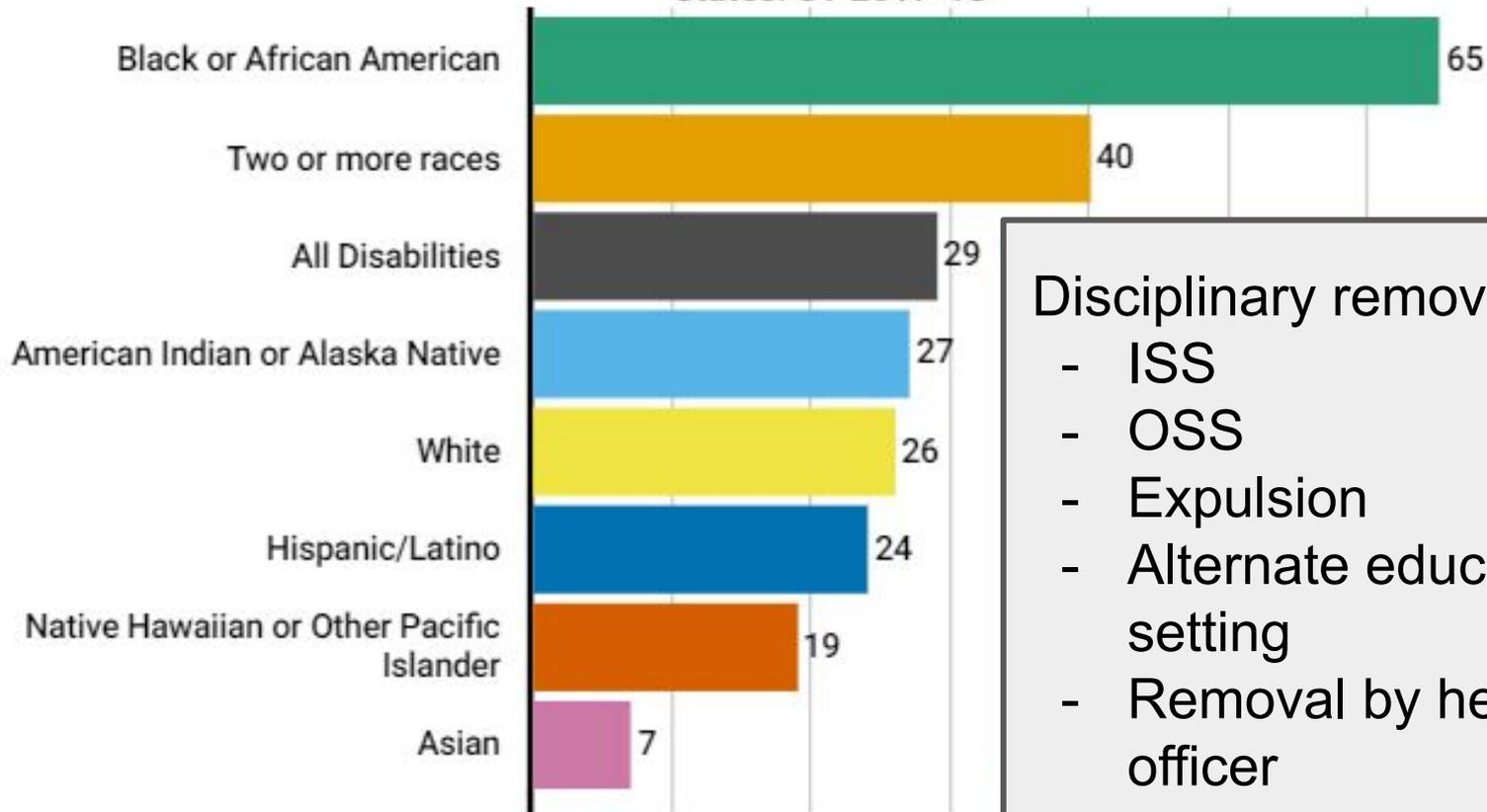
Racial Discipline Disparities-All Disabilities

STUDENT DISCIPLINE BY DISABILITY & RACE/ETHNICITY

Black students were the only race/ethnicity of students **with disabilities served under IDEA** whose boys and girls were both **disproportionately represented** in suspensions and expulsions.



Total Disciplinary Removals Per 100 Children or Students with Disabilities, Ages 3 to 21, By Race/Ethnicity, Served Under IDEA, Part B, in the US, Outlying Areas, and Freely Associated States: SY 2017-18



Disciplinary removal ex:

- ISS
- OSS
- Expulsion
- Alternate education setting
- Removal by hearing officer

EBD and Racial Discipline Disparities

**Black
Males**

EBD



Culturally Responsive Education (CRE)

What is Culturally Responsive Education?

In the Peardeck type some keywords that you believe describe Culturally Responsive Pedagogy/Teaching.



Students, write your response!

Culturally Responsive Education



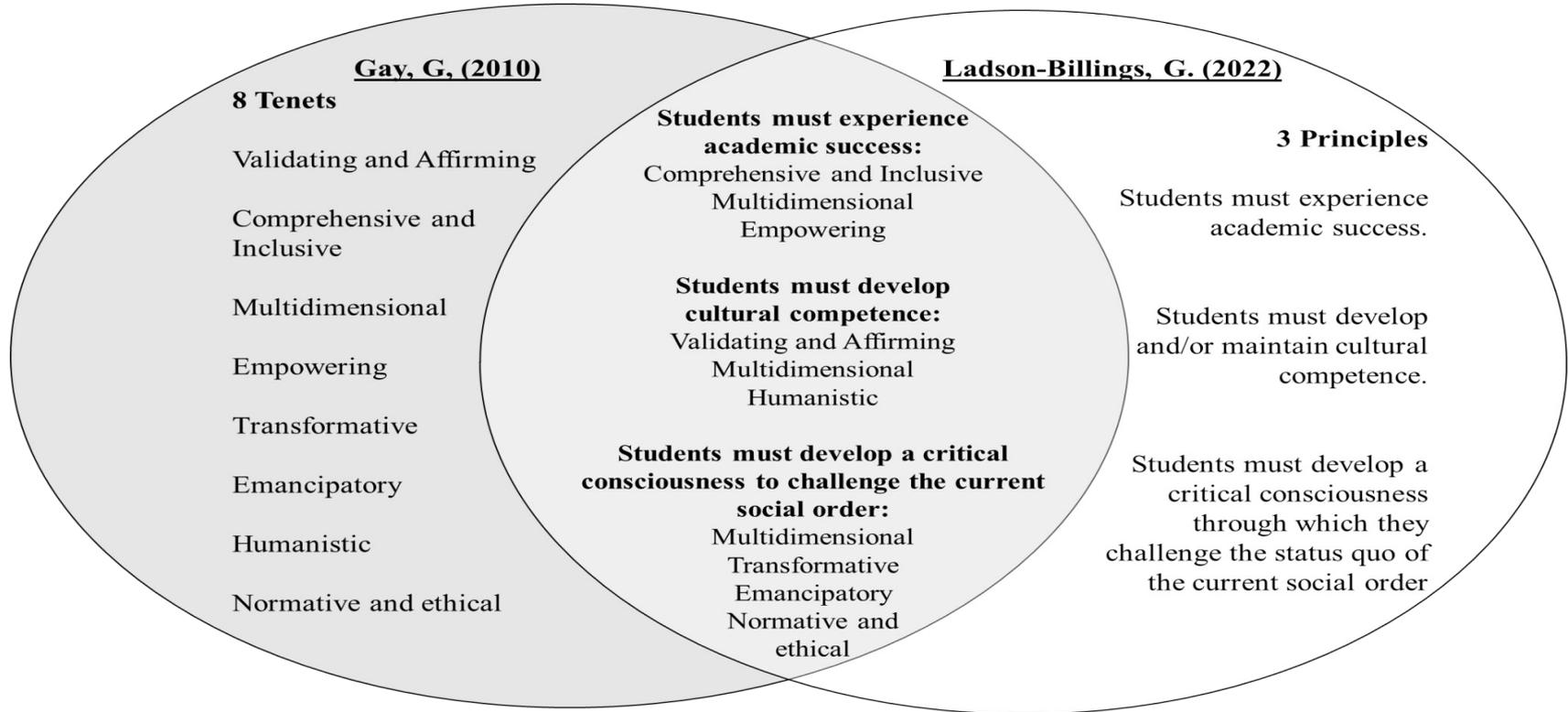
Two Prongs



teacher practice, called
culturally responsive
teaching (Gay, 2013)

teacher posture and
framework, called
culturally relevant
pedagogy
(Ladson-Billings, 2014)

Culturally Responsive Education



Culturally Responsive Education

Principle 1: Students must experience academic success that is comprehensive, inclusive, multidimensional, and empowering.

- Students perform well as a result of classroom instruction (Ladson-Billings, 2006)
- Not only determined by end-of-the-year-tests (Ladson-Billings, 2006)

Culturally Responsive Education

Principle 2: Students must develop and/or maintain their own cultural competence that is validating, multidimensional, and humanistic.

- Celebrating students' cultures within the classroom (Ladson-Billings, 2006)
- Gaining a deeper understanding of the cultures and lives of people around the world (Gay, 2010)
- Close cultural gaps between home and school (e.g., diversifying instructional strategies and materials; Gay, 2010)

Culturally Responsive Education

Principle 3: Students must develop a critical consciousness that is multidimensional, transformative, emancipatory, normative, and ethical through which they challenge the status quo of the current social order.

- Teachers assist students in examining current social inequities (Ladson-Billings, 1995)
- Teachers are also aware of issues regarding race, class and gender prior to incorporating them into their lessons (Gay, 2010)

Behavior Specific Praise: What is it?

Great job!



Behavior Specific Praise: What is it?

Great job writing
a sentence
about your trip
that included a
“where” detail!



Behavior Specific Praise: What is it?

Great job listening with your voice off while your classmate was reading her story!



Behavior Specific Praise: What can it do for my class?



Your turn!

In the Pear Deck, please type an example of behavior specific praise.



Students, write your response!

Error Corrections: What is it?



That was
wrong.

Error Corrections: What is it?



When you didn't read the lab directions carefully, your peer was injured. Read the directions carefully.

Error Corrections: What is it?



It is not respectful to make fun of someone who made a mistake. In this class, we are respectful toward everyone.

Error Corrections: What is it?



I know that you were nervous after last week's lab. Great job reading through those directions carefully!

Error Corrections: What is it?



Thank you for being responsible and respectful by apologizing for making fun of your classmate.

Error Corrections: What can it do for my class?



Your turn!

In the Pear Deck, please type an example of an error correction.



Students, write your response!

Case Study: Darius and Mr. Considine

- Mr. Considine - 10th grade inclusion math teacher
- Darius-
 - Black male with IEP due to Anxiety Disorder in a mostly white school
 - Oppositionality when overwhelmed with academic tasks
 - Gregarious, well-liked by peers and teachers
 - Family and neighborhood are important to him
 - Baseball, basketball, church, mentor to youth at community center
 - Close relationship to grandma (matriarch of large family)
- When given a difficult task, Darius will put head down and push paper away
- Mr. Considine yells about sleeping in class and long-term life consequences
- Results in argument and ultimately being sent to the office
- Failing the class, missing an hour per week in the office

Culturally Responsive BSP

- Praise example: “Thank you, Darius!”
- BSP example: “Thank you, Darius, for getting started on your work. I appreciate your responsibility.”
- BSP + CR enhancement: "Thank you, Darius, for getting started on your work. I appreciate your responsibility. *I'm going to email Grandma and let her know how much initiative you have been taking in starting your work!*"

Culturally Responsive-Error Correction

- Reprimand: “Darius, don’t push your book onto the floor.”
- Standard Error Correction example: “Darius, I see you pushed your book onto the floor. The direction was to open the book to page 253. I will help you when you follow that direction.”
- Error Correction + CR enhancement: “*Darius, I believe in you. I know that you can make great choices. I see that you've pushed your book onto the floor. When you open the book to page 253, we can tackle this assignment together as a team.*”

We Do:

Scenario: You ask Darius to find the area of his room so that he can order carpet to fit in the space. He researched and found two carpet options that he likes. One carpet costs \$2.50 per square foot while the other costs \$3.90 per square foot. His total budget is \$300. Darius begins the assignment working well with a peer, but becomes frustrated with the difficulty of the problem and begins to draw on his peers' worksheet.

We Do

Culturally Responsive-BSP

In response to the scenario, let's discuss the following as a group

****Please add some ideas in the Pear Deck to fill-in each blank****

- Praise example: "Great work, Darius!"

- BSP example: "Thank you, Darius _____"

- BSP + CR enhancement: "Thank you, Darius, for getting started on your work."



Students, write your response!

We Do

Culturally Responsive-Error Correction

In response to the scenario, let's discuss the following as a group

****Please add some ideas in the Pear Deck to fill-in each blank****

- **Reprimand:** “Darius, your response is incorrect.”

- Error correction example: “Darius, I see that you’ve answered the problem incorrectly,
_____”

- Error correction + CR enhancement: "Darius, I believe in your ability to complete this task,

_____”



Students, write your response!

You Do:

You have asked Darius to create a budget for himself imagining that he works 15 hours a week, making \$15.50 an hour at the neighborhood community center. He has pulled his hood on to his head and put his head on his desk. How do you respond?



Students, write your response!

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