

Get to know others

- Introduce yourself to the people around you
- This workshop will be based on you exploring questions and engaging in conversation with your peers.

Multicultural Growth

- Could be any race, has focused on white – dominant race
- Follows a developmental trajectory
- Several theorists
 - Howard
 - Helm

White Identity - Helm

- Abandonment of a Racist Identity
 - Contact
 - Disintegration
 - Reintegration
- Establishment of a Non-racist Identity
 - Pseudo-independence
 - Immersion-Emersion
 - Autonomy

White Identity – Gary Howard

- Fundamentalist
 - Conscious or unconscious – White is right
 - Others need to buy into it
- Integration
 - Acknowledge different approaches to truth
 - Still all the same (no color)
- Transformationist
 - Many possibilities of truth
 - Dismantle dominance

Discuss with your group:

What is your first memory of 'race'?

Share the concrete AND humanistic perspectives of this.

White Dominance and Privilege

- Discuss with your partner/group, in what ways does dominance and privilege affect you?
- How does it affect your teaching practice?

White Dominance

- Describe examples of experiences of dominance and privilege.
- Describe examples of dissonance between teacher expectations and home expectations
- The 'Hidden' curriculum – what is it???

Take a few minutes.....

- Share the culture you grew up with in terms of discipline at home
- Discipline at school?
- What cultural 'laws' of behavior drive your decisions in the classroom?

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- We ALL behave in ways consistent with our:
 - Life experiences
 - Socialization patterns
 - Worldview
 - Level of racial identity development

Disproportionality or Overrepresentation

- A group is in special education at a higher rate than the average population.
- i.e 17% overall US general education student population African American; 26.4% of special education population African American. So....rate is 1.6% higher than Caucasian students.

Paying Attention to Disproportionality is NOT:

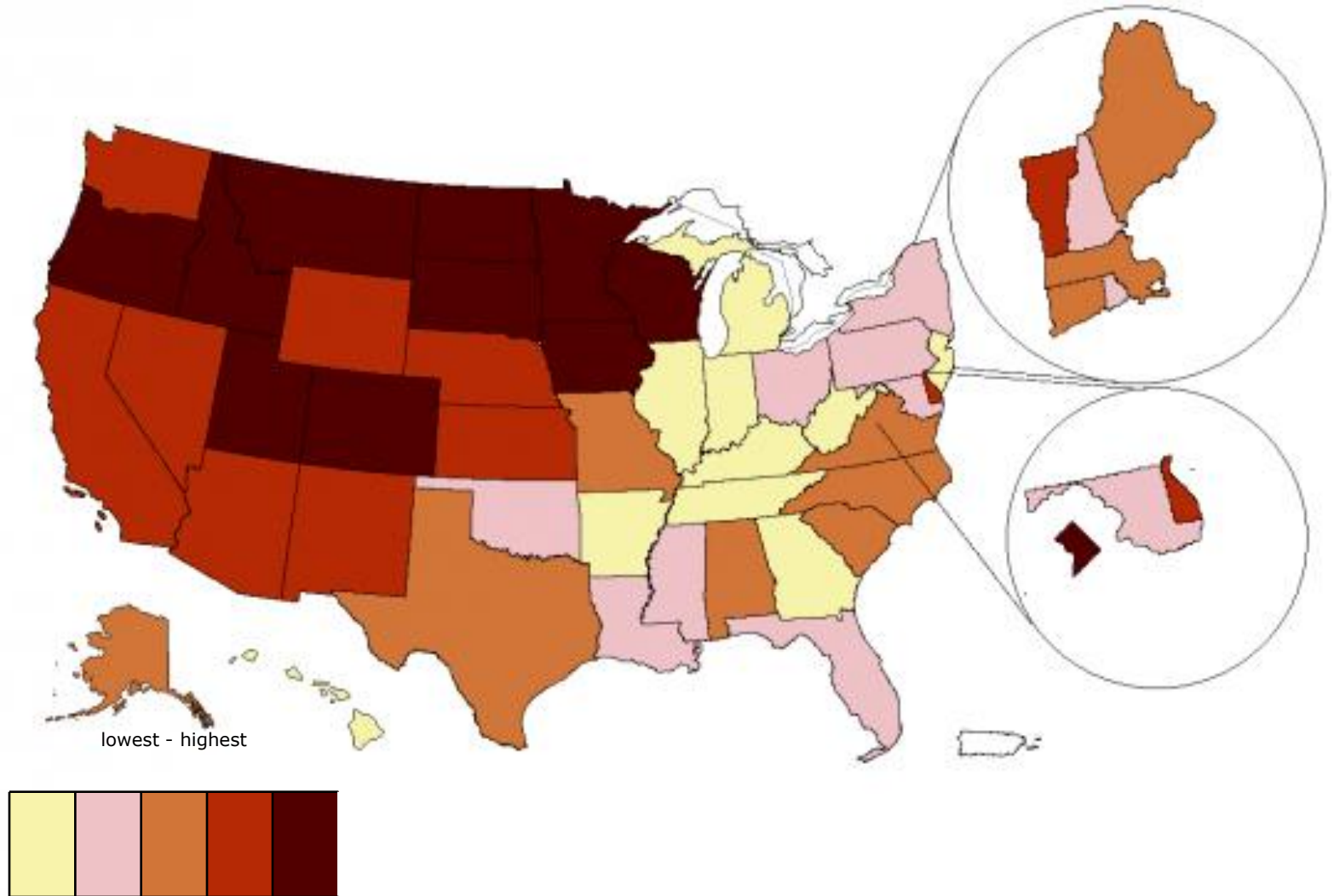
- ❑ Denying students of color access to special education services
- ❑ Pointing fingers/blaming

Paying Attention to Disproportionality IS:

- ❑ Improving the methods and procedures used to determine special education qualification.
- ❑ Stricter use of the eligibility criteria, including the exclusionary factors
- ❑ Improving interventions PRIOR to referral.

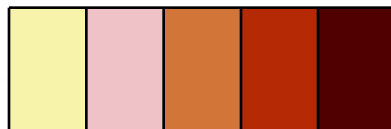
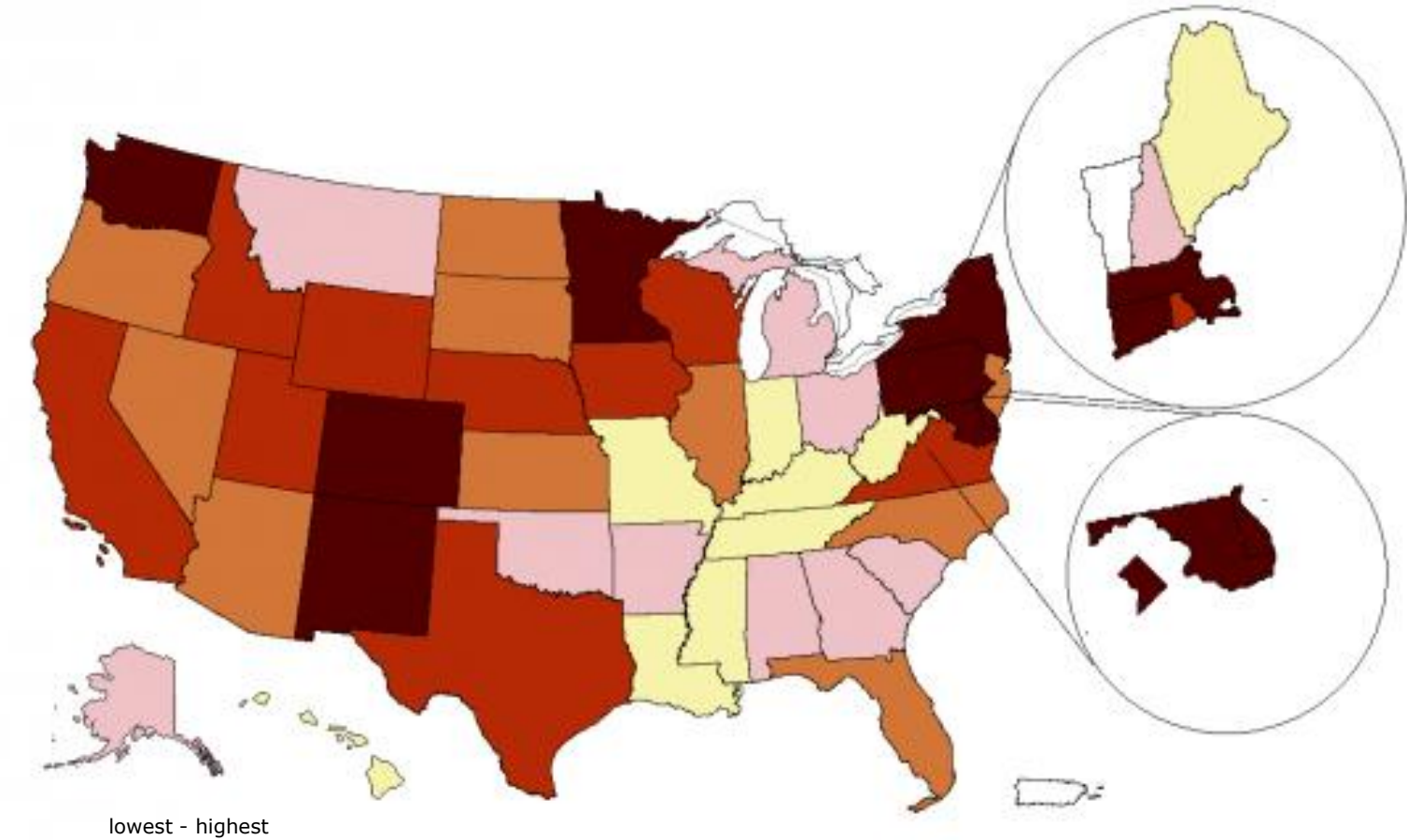
Risk Ratio African-American

(compared to Caucasian) (2006-2007)



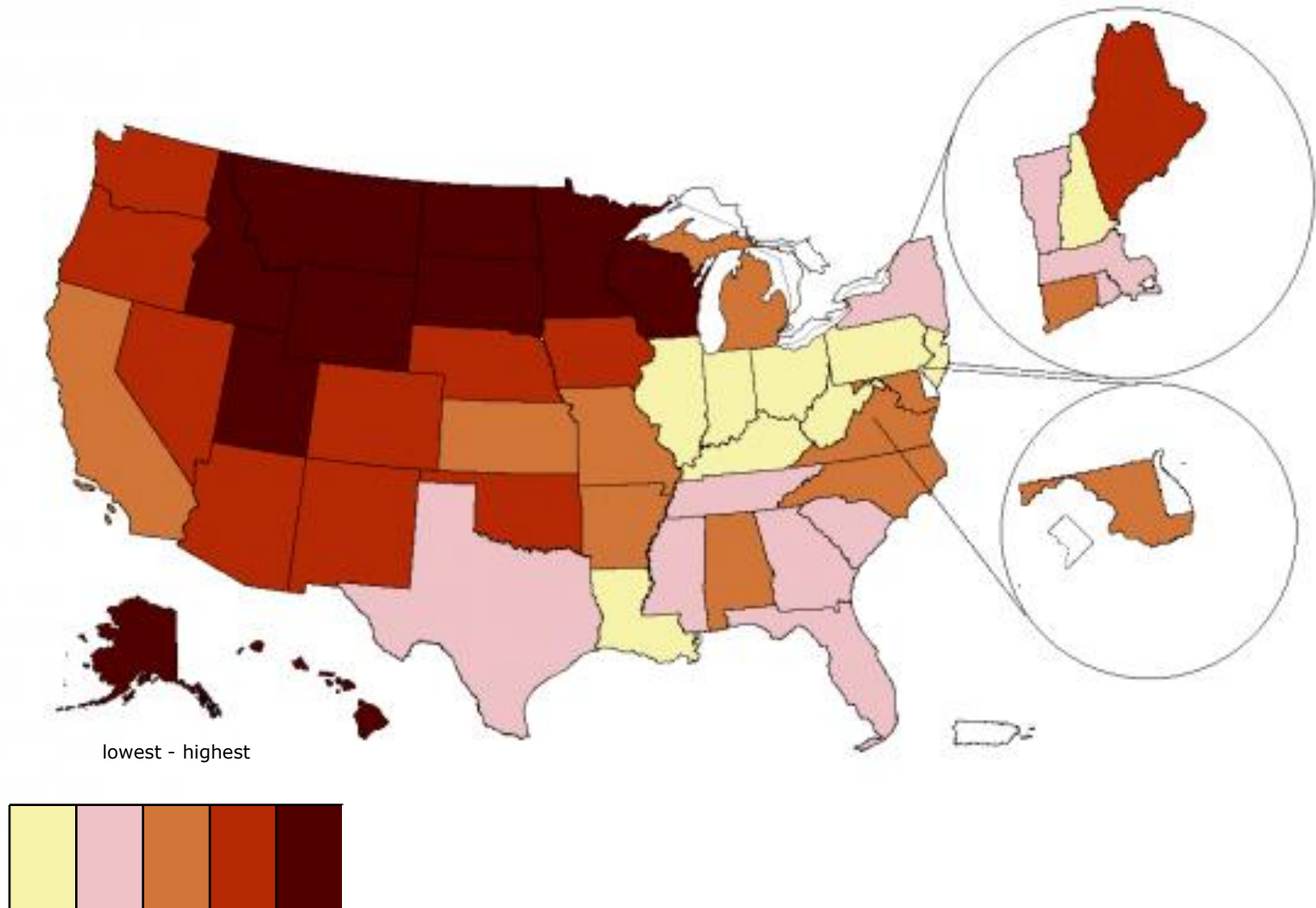
Risk Ratio Hispanic

(compared to Caucasian) (2006-2007)

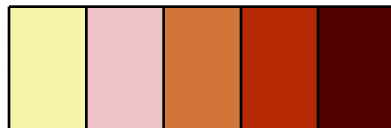
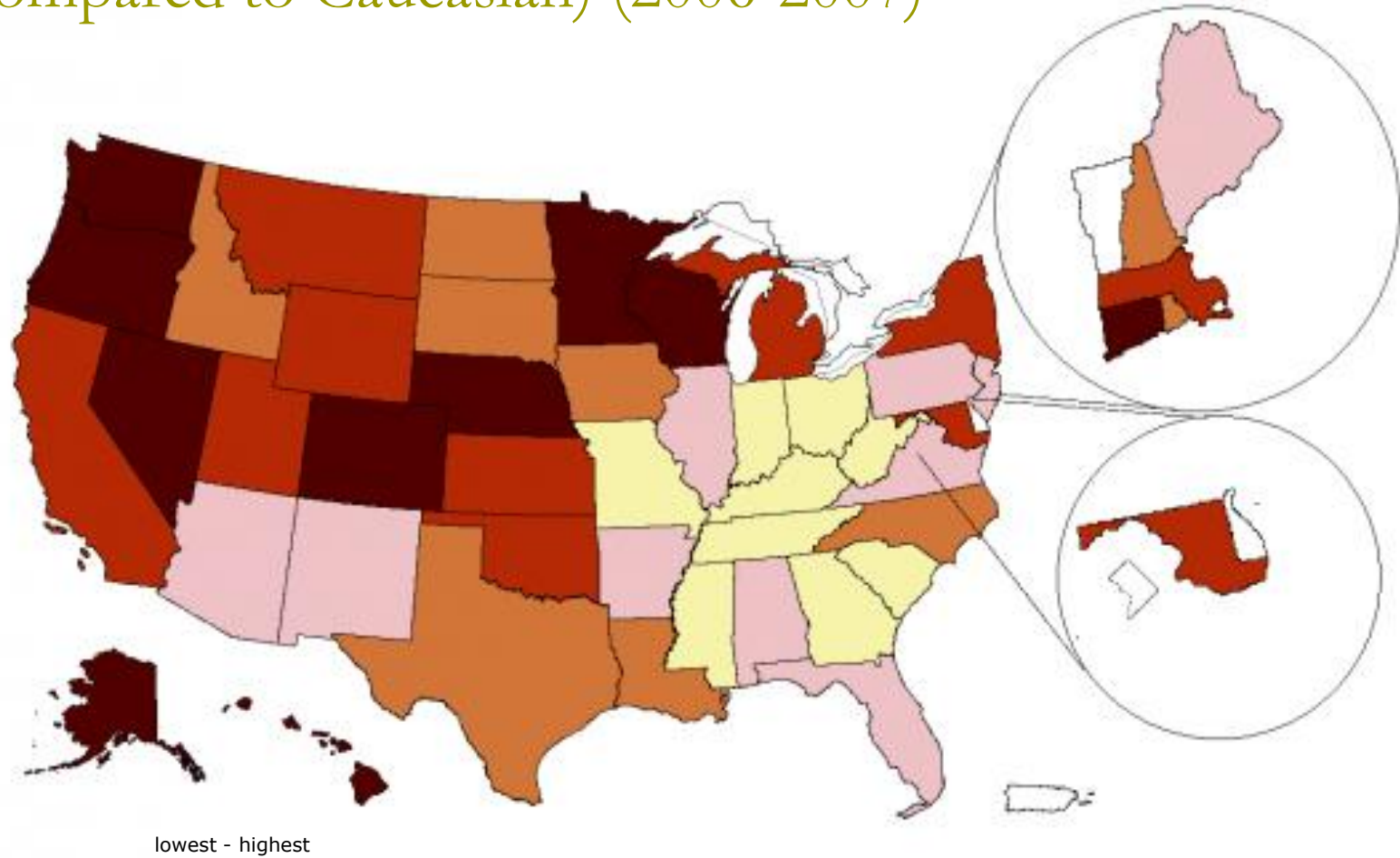


Risk Ratio Asian/Pacific Islander

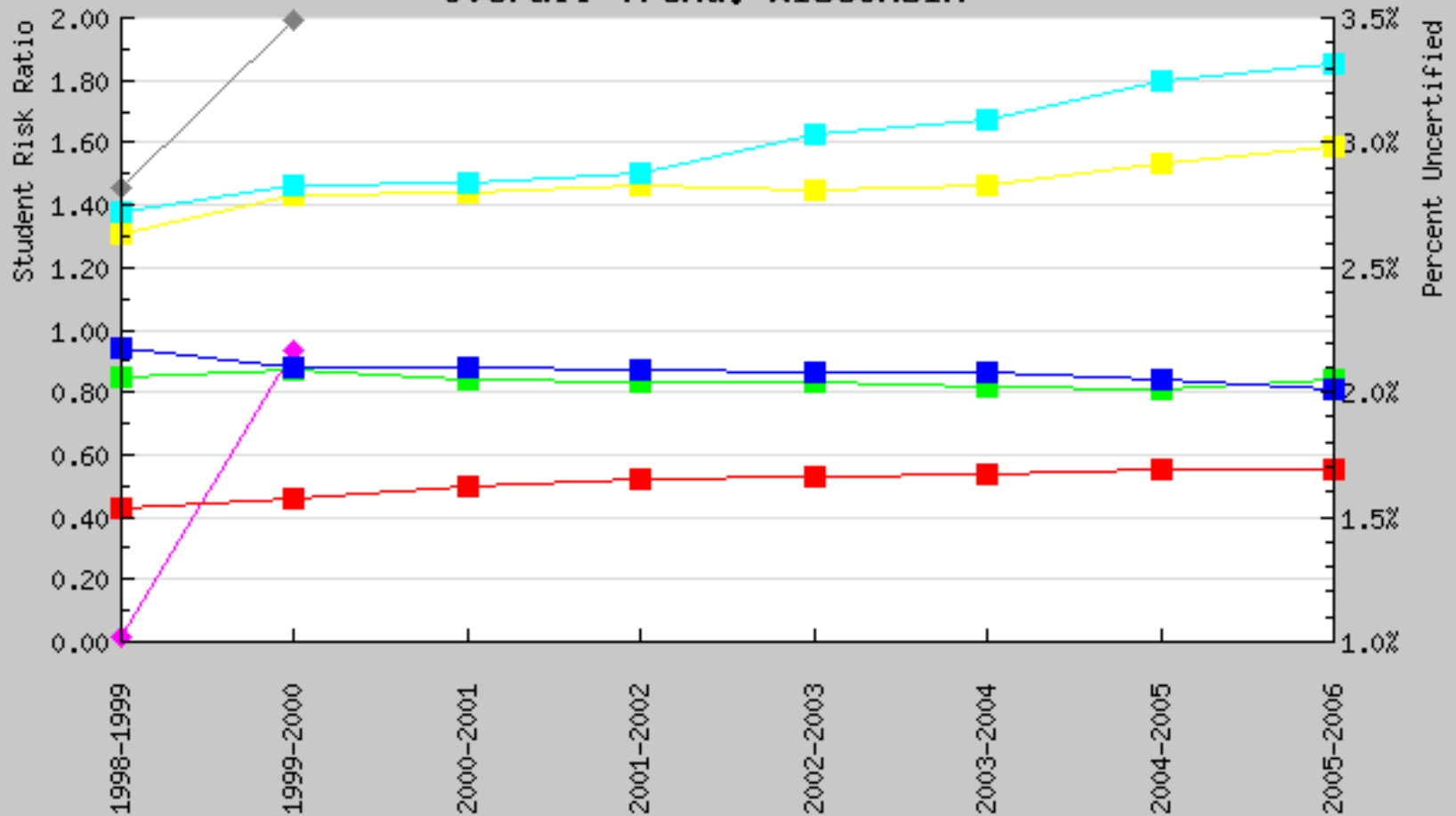
(compared to Caucasian) (2006-2007)



Risk Ratio American Indian/Alaskan Native (compared to Caucasian) (2006-2007)



Overall Trend: Wisconsin

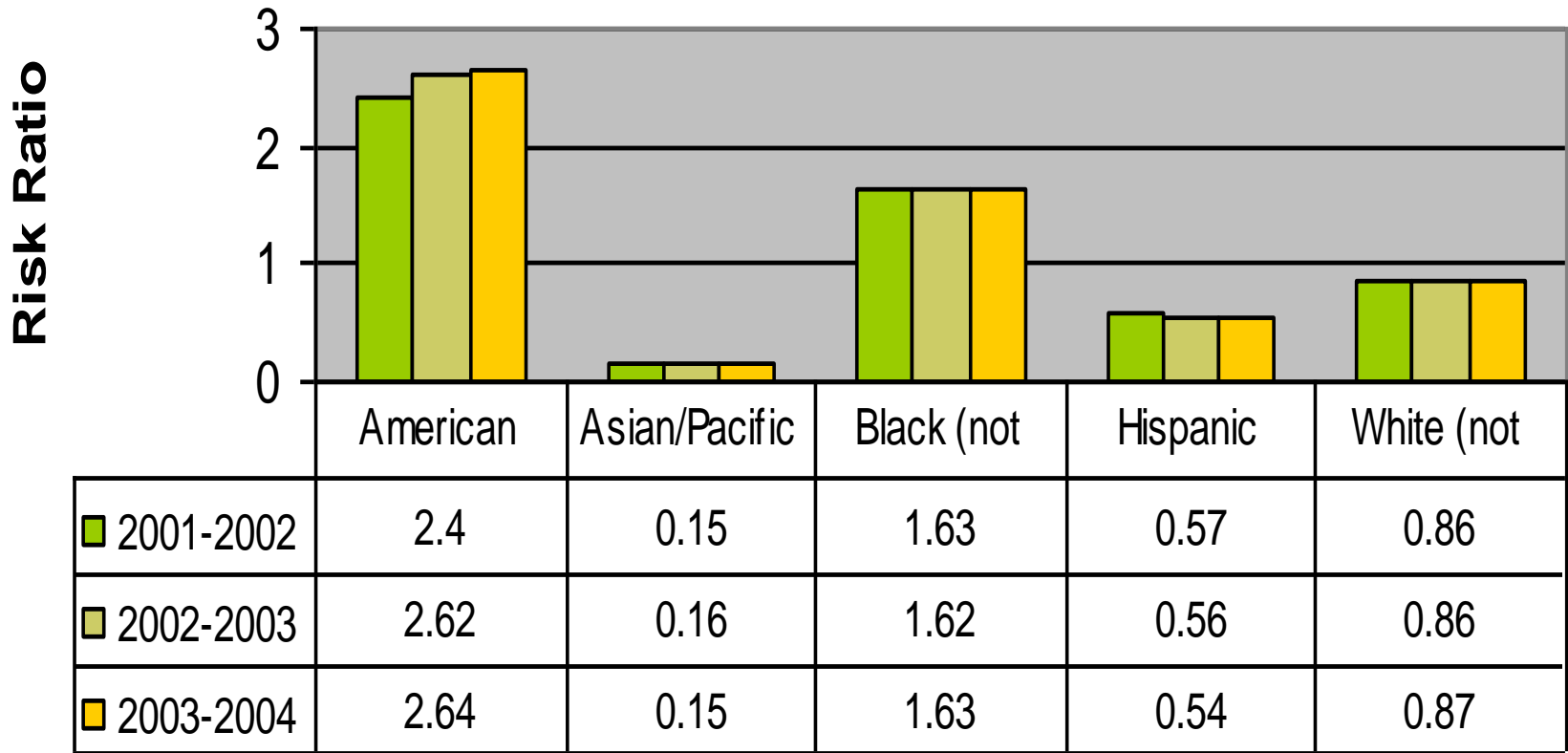
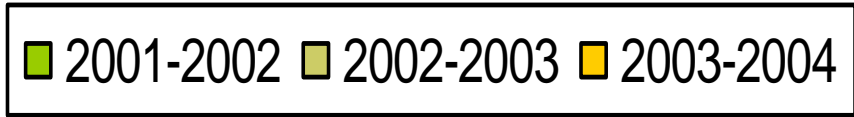


- Student Risk Ratio: HIGH INCIDENCE DISABILITIES (ED+LD+MR), Asian/Pacific Islander
- Student Risk Ratio: HIGH INCIDENCE DISABILITIES (ED+LD+MR), African-American
- Student Risk Ratio: HIGH INCIDENCE DISABILITIES (ED+LD+MR), Hispanic
- Student Risk Ratio: HIGH INCIDENCE DISABILITIES (ED+LD+MR), American Indian/Alaskan Native
- Student Risk Ratio: HIGH INCIDENCE DISABILITIES (ED+LD+MR), White
- ◆ % Uncertified Teachers: State Totals
- ◆ % Uncertified Teachers: Special education (all levels)

Risk Ratio for Qualification in High Incidence Disability Categories

- African-American (2006-2007) = 2.12
- Hispanic (2006-2007) = 1.10
- Asian/Pacific Islander (2006-2007) = .81
- American Indian/Alaskan Native
 - 2006-2007 = 2.66
 - 2005-2006 = 2.62
 - 2004-2005 = 2.56
 - 2003-2004 = 2.31
 - 2002-2003 = 2.22
 - 2001-2002 = 1.99

Emotional Behavioral Disability Trend Data by Race/Ethnicity



Larry P. v. Riles

The case of Larry P. v. Riles (1972, 1979, 1984, 1986) in California is probably the best known challenge to disproportionate representation. The outcome of this trial was to declare the disproportionate representation of African American students in programs for students with MMR discriminatory, ban the use of IQ tests with African American students, and order the elimination of overrepresentation of African American students in Educable Mental Retardation (EMR) programs.

(Reschly, 1988; MacMillan & Balow, 1991).

IDEA 2004

- Districts must report data of representation in special education
- Districts must develop and implement plans for remediation/reduction of disproportionality.
- National Center for Culturally Responsive Educational Systems (OSEP grant).

School Factors Contributing to Disproportionality

- ❑ Ineffective academic curriculum and behavioral supports
- ❑ Inadequate instructional and classroom management skills
- ❑ Poor support and referral systems for students at risk
- ❑ Insufficient support for teachers working with culturally diverse groups

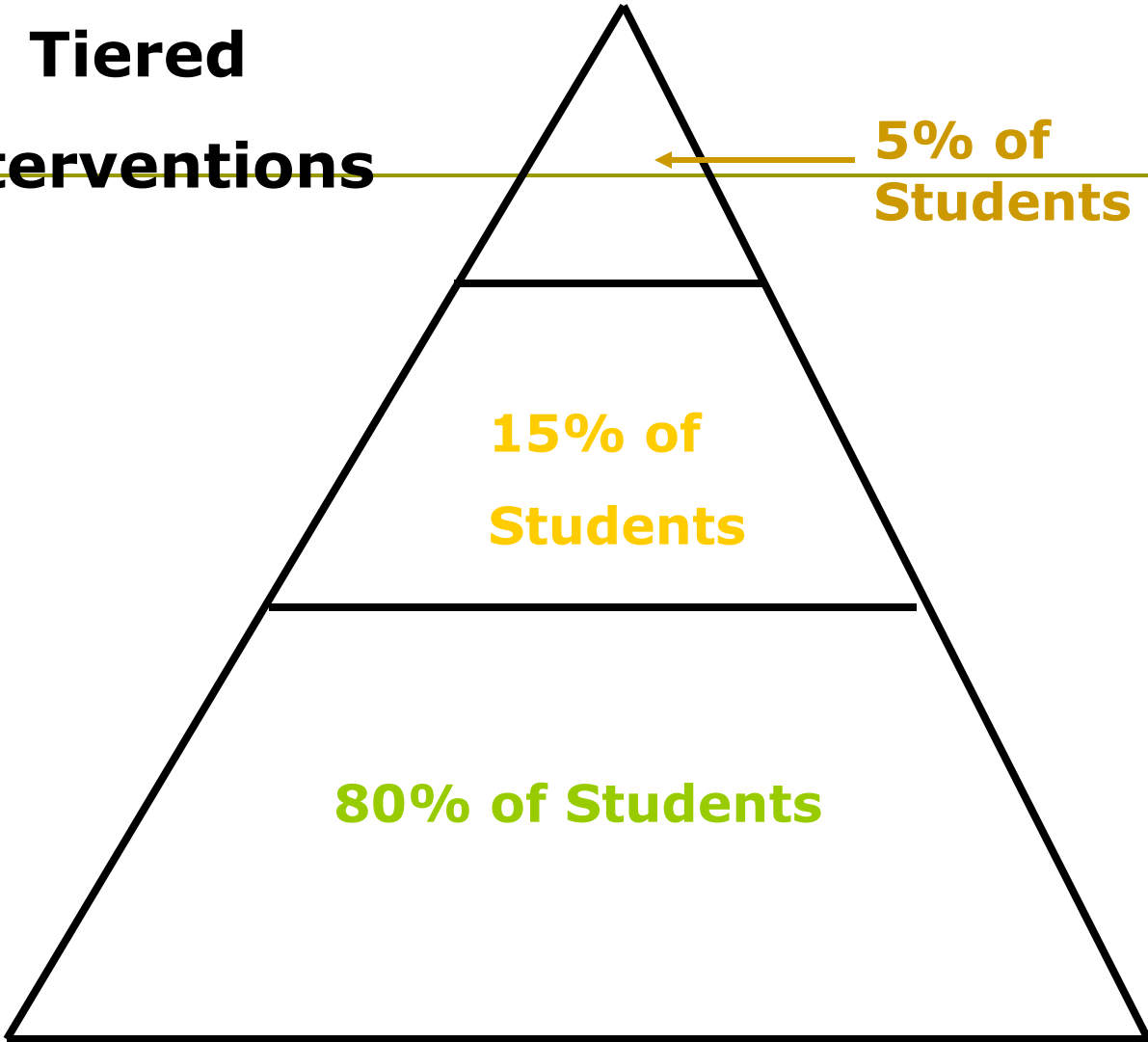
National Research Council

Recommendations

- ❑ Provide high quality general education interventions before referral to special education
- ❑ Provide tiered interventions, particularly in reading and math.
- ❑ Tie assessment to intervention strategies
- ❑ Provide supports to those working with students with culturally diverse groups.

Tiered

Interventions



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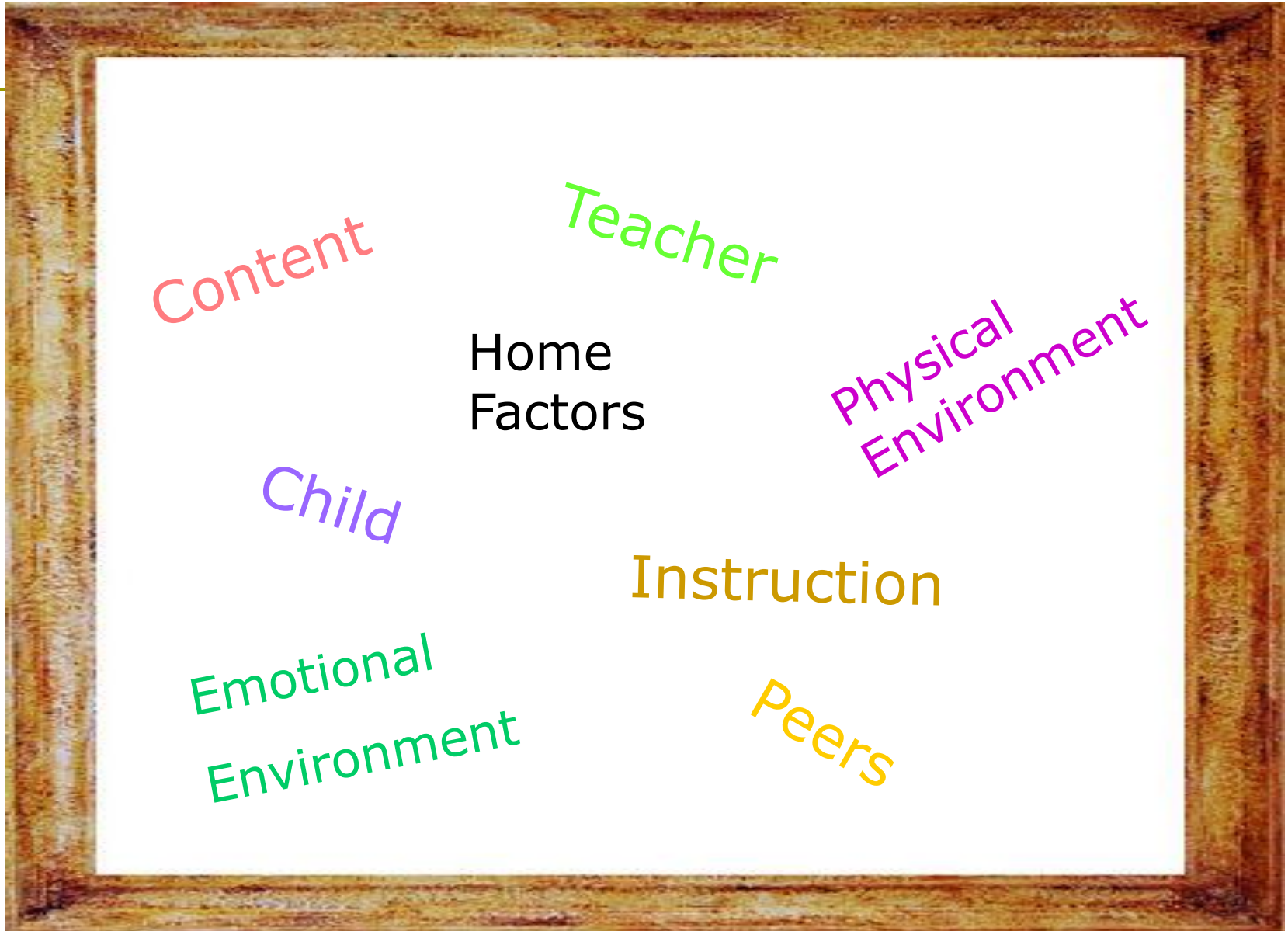


**“I thought I felt a paradigm shift, but
it was just my undershorts riding up.”**

Prereferral/Referral

- ❑ Previously: Child struggles, refer, qualify and special ed will 'take' them.
- ❑ We have learned: student learning improves at a greater rate when with the peer group
- ❑ Now: use prereferral process before referral.

Examine the Total Picture



Current process per IDEA

(Individuals with Disabilities Education Act)

1. You notice a chronic educational problem
2. Notify/converse with the parent
3. Collect baseline data
4. Discuss with prereferral team
5. Implement interventions and collect same form of data
6. Regular communication between prereferral team, parent and teacher.
7. Student does NOT respond to several interventions – possible special education referral
8. Student responds to intervention...continue for success of student.

S

- *dpi.wi.gov/sped/doc/ebd-**bardon-questions.doc***
- <http://dpi.wi.gov/sped/spp-disp.html>

The student's culture:	Yes	No	N/A
<ul style="list-style-type: none"> • I can describe the student's culture. Include values, beliefs, traditions, customs, worldview, conversational styles, non-verbal language, and parenting styles. 			
2. I can describe the historic experiences/implications of the student's culture.			
3. I can describe the cultural strengths this student brings to the classroom.			
4. I know what is motivating and reinforcing to this student.			
5. I know the parents view on the student's behaviors of concern.			