Culturally Responsive Response to Intervention
Considerations and Critical Questions

Region 4 PTAC Conference

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Agenda

- Creating the Context for Culturally Responsive Response to Intervention (RtI)
- Culturally Responsive RtI Framework
- Considerations for Implementing a Culturally Responsive RtI Framework
- Critical Questions
Potential benefits of RtI

- Increase accountability for all students within general education
- Promote collaboration and shared responsibility among general educators, special educators, specialists, and parents.
- Eliminate the “wait to fail” situation through providing effective early intervention
- Reduce number of students referred for special education
- Reduce the disproportionate representation of students from culturally and linguistically diverse backgrounds in special education.
However ....

“....without consideration of how culture mediates and influences everything we do, the potential for inappropriate eligibility decisions are still present if the team does not apply a Culturally Responsive RTI model to such determinations.”

(Harris-Murri, King, & Rostenberg, 2006, p.9)
RTI focuses contextual factors which impact achievement and behavior. The most relevant factors are related to culture: the culture of individuals and institutions and the interactions that take place between and within them.
What contributes to the implementation of effective culturally responsive academic and behavior management, prevention and intervention Supports?

- Understanding the cultural nature of learning
- Considering the socio-cultural context of schools
- Promoting equity within policies, people’s decisions and practices
Understanding the Cultural Nature of Learning

- **Cultural Histories**: The cultural practices adults and students bring with them
- **The Institutional Culture**: The cultural practices already associated with school and schooling
- **The Culture We Create**: The cultural practices constructed when people interact and work together

Adapted From The Equity Alliance at ASU, 2011
Socio-Cultural Context
Creating the context for Culturally Responsive RtI: Examining Systems Components

Adapted From The Equity Alliance at ASU, 2010
Culturally Responsive is...

the valuation, consideration, and integration of individuals’ culture, language, heritage and experiences leading to supported learning and development.
• when educational practices, policies, curricula, resources, and school cultures are representative of all students, such that each student has access to, participate and make progress in high quality learning experiences, regardless of her or his race, ses, gender, ability, religion affiliation, national origin, linguistic diversity, or other characteristics.
Creating the context for Culturally Responsive RtI: Examining Systems Components

- Capacity
- Participation
- Representation
Creating the context for Culturally Responsive RtI: Examining Systems Components

- Create Access
- Inform and Guide
- Liberate
- Support
Creating the context for Culturally Responsive RtI: Examining Systems Components

Culturally Responsive

PRACTICES

Equity

Collaboration

Continuous Assessment

Research based
Guiding Assumption of Culturally Responsive RTI:

Create Opportunities to Learn

Reject Deficit Labeling of Students

Provide Inclusive Intervention Delivery
Culturally Responsive RTI

Practice and pedagogy consider culture’s role in teaching and learning

Research is conducted in cultural contexts

Implementation happens in the complex setting of classrooms

Universal Interventions

Secondary Interventions

Tertiary Interventions

Adapted From The Equity Alliance at ASU, 2010
Core processes within Culturally Responsive RTI

Tune Instructional Decisions

Provide High Quality Culturally Responsive Learning Opportunities

Assess Student Learning

Student Learning
Tier 1 of Culturally Responsive RTI

Robust Research-Based Curriculum
Culturally Responsive Teaching
Curriculum-based, Authentic, Formative Assessment

Adapted From The Equity Alliance at ASU, 2010
RTI Frameworks Allow for More Context-Informed Intervention Design

“We assert that the emphasis on the student’s response to an intervention or interventions, shift to an emphasis on the importance of the interventions as responsive to the child,”

(Harris-Murri, King, & Rostenberg, 2006, p. 9.)
Tiers 2 & 3 of Culturally Responsive RTI

Constructed by intervention design teams of key stakeholders including cultural brokers when needed

Consider students’ language, experiences, preferred ways of interacting, and home practices and integrate these factors into intervention development, and both formative and summative progress monitoring

Based on a theory of culture in learning

Adapted From The Equity Alliance at ASU, 2010
Considerations

Universal Tier

Curriculum

- Multicultural perspectives
- Diverse cultural referents across content areas
- Relevant to students lived experiences
- Multiple means of presenting content
Considerations

Universal Tier

Instruction

- Multiple ways students can express what they know
- Multiple ways of engaging students
- Build on students’ prior knowledge and lived experiences
- Differentiated based on student learning needs, interests and preferences
- Teacher use of realia and other “real life” culturally relevant examples
Considerations

Universal Tier

Assessment

- Universal screeners are curriculum-based measures
- Validating Assessment
- Peer Comparisons
Considerations

Secondary & Tertiary Tiers

Interventions

Collaborative problem solving process

Research-based culturally responsive and linguistically appropriate instruction/supports
Considerations

Secondary & Tertiary Tiers

Assessment

Ecological and incorporates students’ cultural/linguistic practices, and “funds of knowledge” (Moll & Greenberg, 1990)

Take into account students’ level of acculturation and recognizes that cultural differences may impact student behavior
Monitoring RtI Processes for Disproportionality

Student data are used to evaluate the effectiveness of interventions and supports used across the three tiers.

Students accessing and exiting tier two and three supports are examined periodically in terms of student group representation for patterns of disproportionality.

Consistent overrepresentation of any specific student group requiring tier two and/or tier three supports is addressed by strengthening the responsiveness of tier one or tier two instruction.
Critical Questions:

The extent to which **people** demonstrate the dispositions and competencies required in order to implement culturally responsive RtI?

The extent to which district and school **policies** support equitable and culturally responsive practices within a RtI Framework?

The extent to which everyday school and classroom **practices** support culturally responsive RtI implementation?
References


Thank you for your participation!

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