



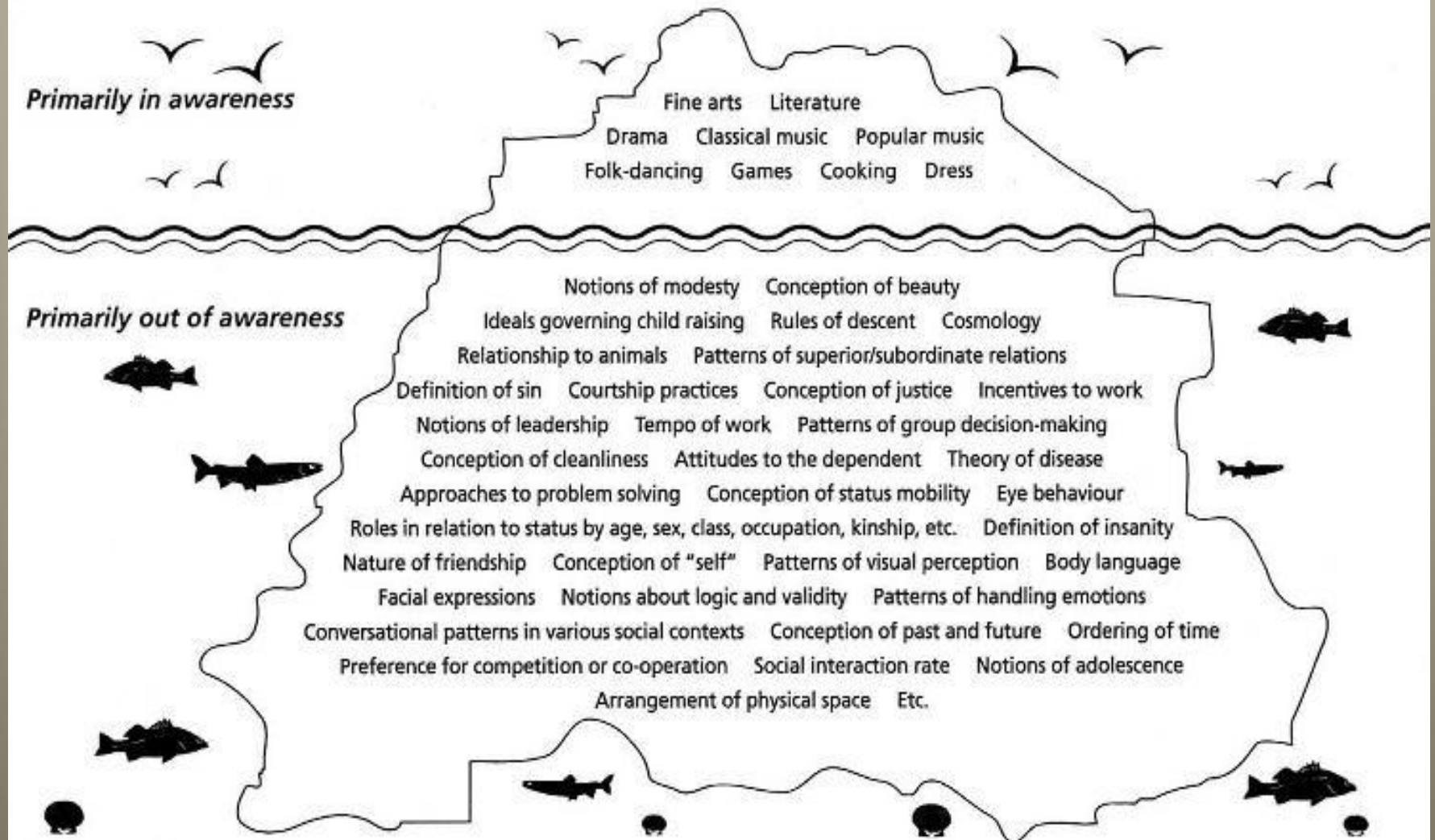
# Culturally Responsive Practice

APEX Summer Leadership Institute  
Lunch Plenary Session  
August 15, 2012



# TOOL: Cultural Iceberg

Fig. 1: The iceberg concept of culture



# Disproportionality

- African American students (especially males) are 3.5 times more likely to be suspended or expelled than their white peers
- Students with disabilities are 2X more likely to receive one or more out-of-school suspensions than students without disabilities
- The dropout rate is 50% or more among African Americans, Native Americans, Hispanic youth, and students with emotional handicaps

(Krezmien, Leone, & Achilles, 2006; Skiba, Michael, Nardo, & Peterson, 2002; U.S. Department of Education, 2003, 2012)

Losen, D. & Gillespie, J., (2012). "Opportunities Suspended: The Disparate Impact of Disciplinary Exclusion From School," US DOE

# Who's Incarcerated

- Incarcerated juveniles and adults have histories of trauma, disability, learning problems, substance abuse, poverty, and social isolation
- One study: 33.4% of youth in juvenile detention had a disability:
  - 85% of those had a serious emotional disability or a learning disability
- US DOE Studies:
  - 20% and 60% of youth in juvenile and adult correctional facilities are disabled (Lewis, Schwartz, & Ianacone, 1988; Murphy, 1986; Rutherford, Nelson, & Wolford, 1985)
- 70% of youth in juvenile detention meet the diagnostic criteria for mental health disorders

(Dixon, Howie, & Starling, 2005; Greenberg, Dunleavy, & Kutner, 2007; Martin, Martin, Dell, Davis, & Guerrieri, 2008; Snyder & Sickmund, 2006; Quinn, Rutherford, Leone, Osher, & Poirier, 2005; Skowrya & Cocozza, 2007)

# Prevalence of Disorders Among Adolescents – NH

		Sununu Center	NH
	#	%	%
Any Disability	90	73	9.6
Emotional Disturbance	45	37	.87
Learning Disability	30	24	4.75
Other Health Impaired (All ADD in Sununu Canter sample)	27	22	1.21
Speech/Language	17	14	1.95

# Film: “Tariq”

# Table Discussion/Reaction

- Write down your reflections

Discuss:

- How do assumptions and expectations (of parents, students, peers, educators, administrators) affect student outcomes?
- What do you think and feel about resiliency? How does Tariq show resiliency?
- Why is it important to start from the youth's culture, strengths, goals, dreams and their vision for their future in supporting them to be successful and to instill a positive outlook?
- How do we make sure that we see ourselves as one community? How do we all support/help educators be honest? How do we identify our own fears and weaknesses, and see students' strengths to help them be successful?
- Why is this topic important?

# Public Reflections



# Steps We Can Take

- **Parents & Youth:** Bring large racial, gender, and disability disparities to the attention of local and state school boards;
- **Educators:** Use disaggregated discipline data to guide and evaluate reform efforts;
- **Media:** Question the justification and research basis behind discipline policies that keep large numbers of children out of school.

( US DOE, 2012)

# Have the Conversations: When and Where?

- Leadership Team Meetings
  - Faculty Meetings
  - Grade Level Meetings
  - PLCs
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- Ongoing, persistent, and intentional conversations