COMPETENCY: Advocacy

Level 1: Foundational
Level 2: Mobilizing & Power Building

Themes:
1. Engages community around issues supporting student learning
2. Interprets and acts on social justice initiatives
3. Leads public education policy reform
Session Agenda

• Definition
• IDEA Federal Statute and Regulations
• National trends and statistics
• Cultural bias
• State efforts
• Instructional strategies
• Resources
Essential Questions

• What is disproportionality and its connection to ESEA and IDEA?

• What are the national trends?

• What are the effects of cultural biases?

• How might culturally responsive teaching and practices help us to address disproportionality?

• What are some strategies to use to address disproportionality?
Activity: Culture and Me

• List five major cultural memberships (influences) in your life (religious affiliations, geographic residence, sports groups, book clubs, etc.).

• What are some of the assumptions promoted by membership in your cultural groups?

• How do these assumptions play out in your professional and private lives?
Disproportionality is...

“overrepresentation” and “underrepresentation” of specific demographic groups of students in disability programs and/or programs for gifted and talented students.
Why is disproportionality a concern?

- Inappropriate services and supports
- Limited curriculum
- Diminished expectations
- Social stigma
- Significant racial separation
NEA’s Statement on Disproportionality

• Every child deserves a high-quality free appropriate public education.

• We must focus on the children.

• We have a shared responsibility to address disproportionality.
Elementary and Secondary Education Act (ESEA) Requirements:

• Accountability
  – All students
  – Racial/ethnic groups
  – Economically disadvantaged students
  – Students with disabilities
  – Students with limited English proficiency
Individuals with Disabilities Education Act (IDEA 2004) Requirements:

State Policies and procedures
• To prevent the inappropriate over identification
• To prevent disproportionate representation by race and ethnicity
  – of children as children with disabilities
  – including children with disabilities with a particular impairment

Sec. 612 (a) (24)
IDEA 2004 Requirements:

State collection and examination of data

• To determine if significant disproportionality based on race and ethnicity is occurring in the state and the local education agencies
  – Identification of children as children with disabilities
  – Placement in particular educational settings
  – Incidence duration, and type of disciplinary actions, including suspensions and expulsions

Sec. 618(d)(1)
Groups Impacted by Disproportionality

- African American
- Asian/Pacific Islander
- Hispanic
- Other groups as determined by local data
- Native American/Alaskan Native
African-Americans, and in certain circumstances, Hispanic and Native American/Alaskan Native students are represented in special education in numbers greater than their percentages in general school population.

- U.S. Department of Education, 1998 -
African-American males...

• Over-referred for emotional disabilities when engaging in “challenging” behaviors

• Increase in identification as mentally retarded as parent income level rises
Hispanics...

- Under-identified within certain disability areas
- Likely to be overrepresented in special education when district’s population increases in proportion to total enrollment
Native Americans/Alaskan Natives ...

- Overrepresented in mental retardation category
- 1.5 times more likely to be labeled SLD
- 2 times more likely to be labeled developmentally delayed
Asian-Americans/Pacific Islanders...

- Underrepresented in disability categories
- Overrepresented in gifted and talented programs
Caucasians... 

- Overrepresented in gifted and talented programs
- Overrepresented in specific learning disability category
English Language Learners...

- Overrepresented in districts with small ELL populations
- Underrepresented in districts with ELL populations of 100 or more
Activity:

Discuss with a partner about how your state or district or school provides support for students who are English Language Learners that might also have a disability.
Gender...

- 2 times as many males as females in special education in primary school
- 75% of SLD students are male
- 76% of ED students are male
- 50%+ of CLD students are male
Activity: Gifted and/or Talented

Discuss with a partner about how your state or district or school identifies students for participation in G/T programs.
Restrictive class placements...

• 96% of all special education students in general education classrooms part of day

• African-American, Hispanic, Native American and ELL students with disabilities more likely to be in separate classrooms or schools than Whites or Asian/Pacific Islanders
Restrictive class placements...

Of all special education students

- 55% of Caucasian students
- 33% of African-American students

spend 80% of time in general education classrooms
Disciplinary actions...

- Office referrals, suspensions and expulsions → higher for culturally and linguistically diverse as a total group

- Suspension rates → highest for low income African-American males in special education
Disciplinary actions...

• More severe punishment ⇒ African-American males

• 67% more likely to be removed by hearing officer as a dangerous student ⇒ African-American, Latino, and Native American
States are responding...

- Louisiana
- Alabama
- Indiana
- Maryland
- California
• Approximately 309,000,000 people

- 2010 Census Data -

• 72.4% - White
• 27.6% - Minority

(Hispanics are the largest minority at 16.3%.)
Projected by 2012:

- **24%** of the total school age population will be students of color

- **92%** of teachers will be white females

- National Center for Educational Statistics -
Video: Culturally Responsive Teaching...

...recognizes the importance of including students’ cultural references in all aspects of learning.

- Ladson-Billings, 1994 –

http://ondemand.neaacademy.org/presentations/truth_labeling_pt2.html
Culturally Responsive Teachers

Cultural organizers, mediators, and orchestrators of social contexts

Sense of responsibility

Believe in their students’ abilities and desire to learn

Explicitly teach skills and cultural capital

Challenge & support students

Experts in instruction & management

Validate, affirm, facilitate, liberate, and empower

Caring, committed, and respectful

- NCCRESt -
Does disproportionality exist in your school?

- Are special education referrals being made for appropriate reasons?
- Is there a noticeable pattern in which teachers refer students regularly?
- Do certain teachers/schools have particularly high referral rates?
• Is there a high percentage of students from low income homes or who are culturally or linguistically diverse in special education classes?

• Is there a pattern in classroom placement for culturally and linguistically diverse students?

• Have other possible sources of the problem been investigated?

• What documented interventions were attempted before the student was evaluated for special education?
Activity: Data and Disproportionality

- Identify data your state or district uses to analyze its status regarding disproportionality in special education.

- What activities has your state or district done to address disproportionality, if any?

- Example from California:
  http://www.cde.ca.gov/sp/se/qa/disproguidance.asp
Making a difference...

- Academic language proficiency
- Quality early childhood opportunities
- Early intervening services (EIS) and response to intervention (RTI)
- School-wide positive behavioral support (PBS) programs
- Access to culturally responsive, school-based mental health services
Making a difference...

- Enhanced classroom management skills
- Authentic, culturally-responsive assessment techniques
- Culturally responsive teaching skills
- Culturally appropriate curriculum
- Parent/family involvement and community partnerships
Evidence-Based Recommendations

• In the classroom
• In the evaluation process
• In the school building
• In the community
In the Classroom

- Evidence-based teaching techniques
- Student data to improve instruction
- Use of collaborative learning
- Use of technology
- Culturally-responsive teaching
- Culturally-relevant curriculum
- High expectations for students
- Supportive learning environments
- Good student-teacher rapport
In the Evaluation Process

• Progress monitoring through Response to Intervention Process

• Multiple student assessment techniques

• Uniform criteria for how students are identified
“Every student has been raised in a culture and is cultured. Assessment is more than testing; it is based on a deep knowledge of a child's patterns of success and failure and an understanding of their world view....”

Dr. Asa Hilliard,
- Educator, Historian, & Psychologist
In the School

- Strong Administrative support
- Effective professional development
- Data collection and analysis
In the Community

- Strong home-school relationships
- Support from community organizations
- Mentoring programs
Nine Powerful Practices
by Ruby Payne

1. Build Relationships of Respect

2. Make Beginning Learning Relational

3. Teach Students to Speak in Formal Register
Nine Powerful Practices (Cont’d)

4. Assess Each Student’s Resources

5. Teach the Hidden Rules of School

6. Monitor Progress and Plan Interventions
Nine Powerful Practices (Cont’d)

7. Translate the Concrete into The Abstract

8. Teach Students How to Ask Questions

9. Forge Relationships with Parents
Ruby Payne is President of aha! Process.
Sources of Disproportionality
What’s in the GAP?

Path to the Level
Playing field
Sources of Disproportionality
What’s in the GAP?

- Path to the Level
- Playing field

Access to Health care
Lack of Parent involvement
Parent Knowledge & Education
Multiple interpretations of NCLB
Best teachers get the best students
Administrator/Teacher reward systems
Few Black male teachers at the lower grades
Affluent neighborhoods get the most school funding
Bridging the Gap on Disproportionality

Path to the Level Playing field

**Student**
- Health & well being
- Eye care
- Dental care
- General
- Health care

**Parent**
- Education
- Involvement
- Advocacy

**Teacher**
- Quality
  - Skills
  - Passion
- Reward paradigm

**Infrastructure**
- Schools
- Policy
- Administrators
- NCLB
- Reward systems
Bridging the Gap on Disproportionality

We must decide which Gaps can be bridged by “Black Men Care” Programs…

Path to the Level Playing field

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We must decide which Gaps can be bridged by “Black Men Care” Programs…
A prescriptive plan from the futurists includes the following:

A curriculum that reflects the lives and interests of all America’s Children

A focus on job skills/career interests that begins in elementary school
Mandated cultural sensitivity training for employers, managers, and all school administrators and personnel

Parental accountability for students’ attendance and academic progress in school
The availability of parenting skills training
A duplication of successful national, State and local programs that help African-American males through activities on academics, sports, talent development, etiquette, behavior and anger management, health education, and job skills training.
Collaborative efforts among government agencies, religious groups, businesses, civic and social groups, and education institutions to develop, implement, coordinate, and assess meaningful activities that lead to the job placement of educated personnel with adequate job skills.
An accountability system that oversees the due process of suspended or expelled students, the student referrals and related administrative decisions regarding those referrals, especially students of color, and the entry process of special education students.
The use of role models as mentors with African-American males beginning in pre-K programs

Appropriate counseling/guidance to decrease the dropout rates and increase the college and university admission and graduate rates
The use of self-esteem activities for pre-K-12 African-American students and other minorities that focus on positive aspects of their heritage by all stakeholders in the lives of students

A combination of all available and applicable resources to improve the negative statistics relative to African-American males
Resources

In Hardcopy:

• Minority Students in Special and Gifted Education
• The Dreamkeepers...
• Addressing overrepresentation...
• Racial Inequity in Special Education
• Truth in Labeling

On the Web:

• CEC
• IDEA Partnership
• IDEA data
• NABSE
• NASP
• NCES
• NCCRESt
• NEA
Note of Appreciation to...

• The National Center on Culturally Responsive Educational Systems (NCCRESt)
• The National Association of School Psychologists (NASP)
• The NEA IDEA Resource Cadre
• The 100 Black Men of America
Reflections!

Questions?

Discussion.
Session Outcomes

• The content from this session can be used in the following ways in your current position/role:
  • Serve as a catalyst for you to participate in a mentoring program for our youth
  • Seek out effective professional development
  • Utilize and promote a culturally relevant curriculum
  • Utilize multiple student assessment techniques
Please complete the evaluation for this breakout session!