

**Double Check**  
**A Model for Promoting Cultural Proficiency and Equitable Practices in Schools**

Kristine Larson & Elise Pas

VDOE  
Tuesday, September 22, 2015

Johns Hopkins University,  
Maryland State Department of Education,  
& Shepard Pratt Health System



---

---

---

---

---

---

---

---

**Overview of Session**

- Double Check Model
  - Background and Rationale
  - Overview of Double Check Model
  - Strategies for each of the Double Check domains
- Snapshot of a Double Check Training
  - Objectives:
    - Learn more about research on disproportionality;
    - Increase awareness of culturally sensitivities as they relate to student behavior and engagement;
    - Increase skill in using research-based strategies for addressing disproportionality;
    - Learn more about models of professional development and coaching that can be used to reduce disproportionality.



---

---

---

---

---

---

---

---

**What is the Double Check Model?**

- A **professional development** and **coaching** framework that builds on **SW-PBIS** to help teachers enhance 5 core components of culturally responsive practices.
- Addresses overrepresentation of students of color in disciplinary referrals, suspensions, and special education referrals.
  - Assumptions:
    - Classroom management and SW-PBIS are necessary but not sufficient
    - Traditional focus of diversity training has been on power and privilege, not skill development



---

---

---

---

---

---

---

---

### 5 Components of Double Check

- C** Connection to the Curriculum
- A** Authentic Relationships
- R** Reflective Thinking
- E** Effective Communication
- S** Sensitivity to Students' Culture

---

---

---

---

---

---

---

---

### Thermometer

- What is disproportionality?
- Does disproportionality show up in your school? If yes, how so?
- How does disproportionality show up in Virginia data?

---

---

---

---

---

---

---

---

### What is Disproportionality?

**Disciplinary Disproportionality** encompasses the disproportionately high rates at which students from certain racial/ethnic groups are subjected to office discipline referrals, suspensions, school arrests, and expulsion (Skiba, Shure, & Williams, 2012).

**Special Education Disproportionality** has been referred to as "the extent to which membership in a given group affects the probability of being placed in a specific disability category" (Oswald, Coutinho, Best, & Singh, 1999, p. 198).

**Disproportionality** refers to a group's representation in a particular category that "exceeds our expectations for that group, or differs substantially from the representation of others in that category" (Skiba et al., 2008, p. 266).

---

---

---

---

---

---

---

---

## What Discipline Disproportionality Looks Like in Schools

- Exclusionary and punitive practices:
  - restraint, seclusion, suspension, expulsion, referral to law enforcement
- Used more frequently for certain racial/ethnic groups
  - Hispanic and Black students are disciplined more harshly
- But also used differentially more depending on offense
  - Hispanic and Black students are suspended disproportionately more than White students for non-violent offenses, ranging from dress code violations to acts of disrespect

Data from U.S. Department of Education Office for Civil Rights (2011-2012)




---

---

---

---

---

---

---

---

## Discipline Disproportionality is a National Concern

- Nationally, Black students are suspended and expelled at rates 3 times greater than White students
  - 16 states and DC reported even higher gaps than the nation between suspension rates of Black and White students
- Disciplinary disproportionality is present from preschool to high school and for both male and female students
- Findings extend to other minorities (Hispanic, American Indian, Native-Alaskan) in some contexts

Data from U.S. Department of Education Office for Civil Rights (2011-2012)




---

---

---

---

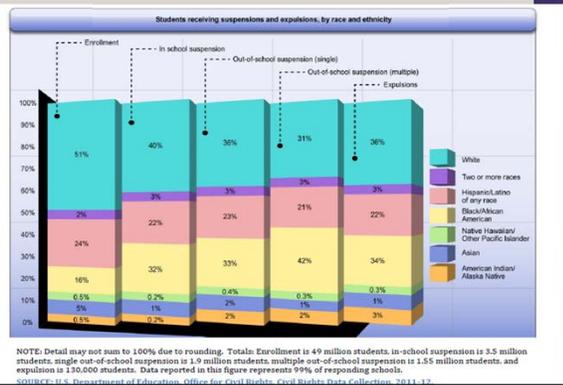
---

---

---

---

## National Dispro Data




---

---

---

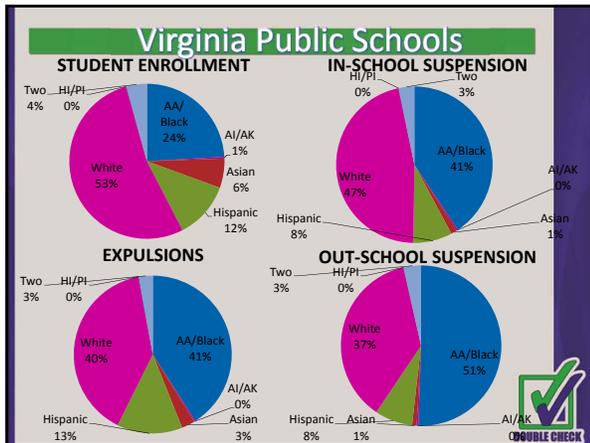
---

---

---

---

---



---

---

---

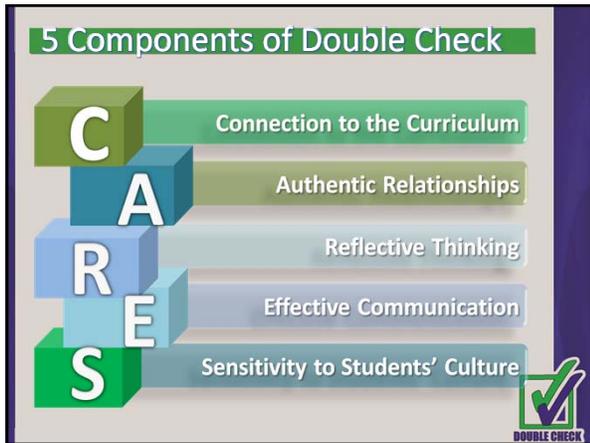
---

---

---

---

---



---

---

---

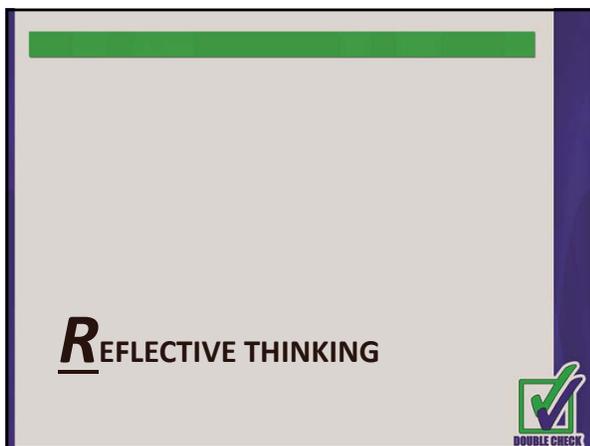
---

---

---

---

---



---

---

---

---

---

---

---

---

**Reflective Thinking**

Consider that behaviors can be culturally motivated and reinforced. A culturally responsive practitioner can understand different behaviors without assigning judgment.



---

---

---

---

---

---

---

---

**Video: Where are you from?**

[http://www.youtube.com/watch?v=IRc\\_7Xk-4is](http://www.youtube.com/watch?v=IRc_7Xk-4is)



---

---

---

---

---

---

---

---

**Strategy Idea #1: Defining Disproportionality in Your School**

- Have an informed data discussion with your school. Using available data sources (e.g., SWIS) consider the following questions:
  1. Do the data from our school suggest disproportionality (gender, FARMS, SpEd, ethnicity)?
  2. What category shows the greatest disparity?
  3. What goal do we want to set in closing the "gap"? (Suggest focusing on ONE area at a time, for example, closing the academic gap with 6<sup>th</sup> grade Male FARMS students. Make goal concrete.)
  4. Identify the SKILLS, KNOWLEDGE, and PRACTICES needed to meet the goal.



---

---

---

---

---

---

---

---

### Reflective Thinking for Teams

1. Offer **professional development** focused on cultural proficiency skills.
2. **Disaggregate** academic and *all* behavioral **data** by teacher, offense, and student demographics.
3. **Consider culture** prior to a suspension
  1. Student motivations
  2. Student needs
  3. Interventions offered



---

---

---

---

---

---

---

---

### SENSITIVITY TO STUDENTS' CULTURE



---

---

---

---

---

---

---

---

### Sensitivity to Students' Culture

*The thread that runs through C.A.R.E.S.*  
Understanding your students' cultures helps teachers to respond in a culturally responsive manner. Making connections with students' cultural communities and families not only communicates a genuine interest and desire to understand, but also has proven effective in the prevention of behavioral infractions.



---

---

---

---

---

---

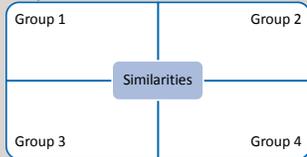
---

---

### Activity #1

Understanding how cultural identities shape students can improve sensitivity to students' culture. This activity can be done with your staff to help promote this understanding and teachers can do this with students to learn more about what identities students assign themselves to.

1. Take a couple of minutes and brainstorm a list of groups you belong to, whether by choice or not. Some examples include: Oldest child, son, Jewish, Spanish speaker, Hmong, football player.
2. On your index card, write four groups that you feel are most significant to you, one in each corner.




---

---

---

---

---

---

---

---

### Activity #1 (cont'd)

- Find someone who has none of the same groups as you. Ask them the following questions:
  1. **How and why did you become part of this group? (Were you born into it? Chosen by the group? Started your own group?)**
  2. **What are the rules for joining the group? What do you like/dislike about these rules?**
  3. **Are there things about the group you would like to change?**
- After you have interviewed your partner, get to know them more and find what things you have in common. In the middle of your index card, write down your similarities.




---

---

---

---

---

---

---

---

### Discussion Questions

- People often put themselves and others into groups, with or without getting to know one another. How did it feel to have to label yourself?
- What labels do you assign to students, formally and informally? (i.e., FARMS, SPED, "from that family")
- What are the pros and cons of labeling students?
- How can this activity help you move beyond labels to help you understand and appreciate similarities and differences within and between student groups?




---

---

---

---

---

---

---

---

**Sensitivity to Students' Cultures**

- Do you and your colleagues feel comfortable having honest conversations about school culture?
  - How would your **staff** define your school culture?
  - How would **students** describe your school culture?
  - How would **parents** describe your school culture?
- Consider how a school climate survey could help you learn more about how students, parents, and staff perceive the school culture.
- What social identities do your students belong to? Is there a group that is smaller, represented “negatively” in the data, misunderstood, or a “mystery” to others at the school?



---

---

---

---

---

---

---

---

**E**FFECTIVE COMMUNICATION



---

---

---

---

---

---

---

---

**Effective Communication**

Communication is culturally bound and code-switching can be challenging. While students should know the culture of the school, the school culture should be inclusive of **all** students.



---

---

---

---

---

---

---

---

### Differences In Referring Behaviors By Classroom Teachers: "Soft" Offenses

White students are referred more for:	Students of color are referred more for:
<ul style="list-style-type: none"><li>Smoking</li><li>Vandalism</li><li>Leaving w/o permission</li><li>Obscene Language</li></ul>	<ul style="list-style-type: none"><li>Disrespect</li><li>Excessive Noise</li><li>Threat</li><li>Loitering</li></ul>

Skiba, 2008 Indiana University



---

---

---

---

---

---

---

---

### Activity #2: Say What?!

Here is an activity that can help your staff understand the emotional impact that occurs when experiencing difficult communication.

1. Follow the directions on your slip of paper.
2. TALK! Get to know your partner.



---

---

---

---

---

---

---

---

### Activity #2 (cont'd): Say What?!

- How did it feel interacting with your partner?  
\*Share group directions.
- How did being unaware of differences in cross-cultural communication style affect your beliefs about your partner?
- What connections do you make with this activity and your students?



---

---

---

---

---

---

---

---

### Show Cultural Empathy Towards Code-Switching

- The culture of the school and the culture of the child's family may not be well synchronized.
- Code-switching refers to the ability to move fluidly between cultural contexts (i.e., the culture of origin and the school culture).





---

---

---

---

---

---

---

---

### Ethnic Variation in Communication Style

Home Culture	vs.	School Culture
<ul style="list-style-type: none"> <li>Relationship Orientation</li> <li>Direct Commands</li> <li>Simultaneous Communication</li> <li>Demonstrative Displays of Emotion</li> <li>Authentic Questioning</li> <li>Improvisation</li> <li>Fluid Roles</li> <li>Stage-Setting Behaviors</li> <li>Casual Register</li> <li>Topic-Associated Conversations</li> </ul>		<ul style="list-style-type: none"> <li>Task Orientation</li> <li>Indirect Commands</li> <li>Sequential Communication</li> <li>Dispassionate Displays of Emotion</li> <li>Inauthentic Questioning</li> <li>Standardization</li> <li>Permanent Roles</li> <li>Immediate Compliance</li> <li>Formal Register</li> <li>Topic-Centered Conversations</li> </ul>

(Day-Vines & Day-Hairston, 2005; Delpit 2006; Gay, 2010; Equity Alliance, 2012)




---

---

---

---

---

---

---

---

### "Put down the red pen"

NEW WAYS OF TALKING ABOUT LANGUAGE, FROM "ERROR" TO "PATTERN"	
Instead of	Try this
Thinking in terms of - proper or improper - good or bad	See language as - appropriate or inappropriate - effective or ineffective in a specific setting
Talking about - right or wrong - correct or incorrect	Talk about - patterns - how language varies by setting
Thinking that students - make mistakes, errors - have problems with plurals, possessives, tenses, etc. - leave off an -s, -'s, -ed	See your kids as - following the grammar patterns of their home language
Saying to students - "should have," "are supposed to," "need to," "should correct"	Invite students - to code-switch (choose the language pattern to fit the setting)
Red notes in the margin - correcting students' grammar	Lead students to - compare and contrast language - build on existing knowledge to add new knowledge -- Standard English - code-switch to fit the setting

Wheeler & Swords, 2010




---

---

---

---

---

---

---

---

**Communication Facts to Consider**

- 70% of what we communicate is through body language
- 23% of what we communicate is through tone of voice
- 7% of what we communicate is through words

Let's Try It!




---

---

---

---

---

---

---

---

**Effective Communication**

1. Examine the problem behavior identified in your office referral data to look for "soft" offenses.
2. Discuss the phenomena of verbal and non-verbal behavior and "soft" offenses. Is this a potential problem in your school? How?
3. Identify one student with high rates of referrals for "soft" offenses", and look for the exception in their behavior. With what teacher or in what class is this student successful? What is different about the student/teacher dynamic during these exceptions?
4. Ask parents to come in for a *Chat n' Chew* during breakfast or schedule a time in the afternoon to meet with parents just to establish rapport and build a positive relationship.
5. When staff members are ambivalent about change, use empowering questions to initiate action.




---

---

---

---

---

---

---

---

**Activity #3: Empowering Questions**

Speaker role: Talk to your partner about something that you want to change in your life.

Listener role: Listen to your partner. Don't try to persuade or fix anything. Don't offer advice. Instead, ask these three questions, one at a time, and listen carefully to their responses:

1. **Why would you want to make this change?**
2. **If you did decide to make this change, how might you go about it in order to succeed?**
3. **What are the three best reasons for you to do it?**

After you have listened carefully to the answers to these questions, give back a short summary of what you heard about the person's motivations for change. Then ask one more question:

4. **So what do you think you'll do?**

And listen with interest to the answer.



Miller, W.R. & Rollnick, S. (2013). Motivational Interviewing, Third Edition, Helping People Change. Guilford Press: New York, NY.

---

---

---

---

---

---

---

---

**A**UTHENTIC RELATIONSHIPS



---

---

---

---

---

---

---

---

**Authentic Relationships**

It's important to understand who your students are. When teachers have an authentic relationship with a student, they are better able to plan interventions to support learning, which aligns to (rather than conflicts with) the student's culture.



---

---

---

---

---

---

---

---

**Video: Every Kid Needs a Champion**

[https://www.ted.com/talks/rita\\_pierson\\_every\\_kid\\_needs\\_a\\_champion](https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion)



---

---

---

---

---

---

---

---

### Are You a Champion?

- “Every child deserves a champion- an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be.”  
- Rita Pierson
- How can you be a champion for your students?



---

---

---

---

---

---

---

---

### Building Authentic Relationships

1. Have students submit to you “things I wish my (your role) knew about me.”
2. Once a week or once a month, a student “interviews” a teacher/administrator on the loudspeaker, then the teacher/admin interviews the student back. Limiting it to like 2-3 minutes total, so they would really just be a question or two, and could be rehearsed in advance.
3. Identify one student who you don’t know well. Get to know that student. After implementing strategies to get to know that student, think about what worked and what didn’t. How can you maintain the relationship that you have built? What could you do differently next time? Pick another student and repeat process.



---

---

---

---

---

---

---

---

### CONNECTION TO THE CURRICULUM



---

---

---

---

---

---

---

---

### Connection to the Curriculum

Teachers and students are **partners** in learning, and mastery of the curriculum is the **shared** goal. The value of culture should permeate the curriculum at all times and be representative of all students within the class.




---

---

---

---

---

---

---

---

### Classroom Management, Student Engagement, & Cultural Proficiency

- How do you and your staff engage your students?
  - Group work
  - Student led instruction
  - Portfolios
  - Technology, technology, technology
  - Current events
  - Movement
  - Visual
  - Hands on
  - Know each one of your students
  - LET THE STUDENTS MAKE THE CONNECTION!




---

---

---

---

---

---

---

---

### Connection to the Curriculum

- Administrators: schedule and encourage teachers to visit each others classrooms to observe specific behaviors
- Anyone: Ask yourself these questions and observe others using this tool

Sustaining Double Check <small>by Administrator &amp; Peer</small>	
Indicators of Cultural Responsiveness <small>CARES Domains</small>	Record Examples observed
<b>Connections to Curriculum</b> <ul style="list-style-type: none"> <li>• Teacher allows students to help teach some portion of lesson.</li> <li>• Teacher provides relevant roles and responsibilities to students</li> <li>• Teacher includes relevant artifacts from students' identities in their instructional materials.</li> <li>• Teacher edges the lesson's content to be relevant to students' lives.</li> </ul>	
<b>Authentic Relationships</b> <ul style="list-style-type: none"> <li>• Teacher uses active listening techniques (eye contact, focusing, body language, not interrupting, paraphrasing, asking for more details, offering information, responding to full sentences rather than yes or no).</li> <li>• Teacher honors students' interests, hobbies, cultural backgrounds, foods, and families.</li> <li>• Teacher honors their students' learning roles and achievement levels.</li> </ul>	




---

---

---

---

---

---

---

---

### Exit Ticket

- “3” strategies I want to take back to my team or school
- “2” things I want to learn more about
- “1” thing I learned about myself today



---

---

---

---

---

---

---

---

### Additional Resources

- Book coming soon from Guilford Press: Bradshaw, C.P., & Rosenberg, M.S. (Eds.) (forthcoming). *Double Check: Promoting Culturally Responsive Behavior Management and Enhanced Student Engagement*. New York, NY: Guilford Press.
- Miller, W.R. & Rollnick, S. (Eds.) (2013). *Motivational Interviewing (3rd Edition) Helping People Change*. New York, NY: Guilford Press.



---

---

---

---

---

---

---

---

### Acknowledgements

- Catherine Bradshaw
- Katrina Debnam
- Lana Bates
- Sandy Hardee
- Jessika Bottiani
- Wendy Reinke (MU)
- Keith Herman (MU)
- Michael Rosenberg
- Ginny Dolan (AACPS)
- Kathy Lane (AACPS)
- Patti Hershfeldt (SPHS)
- Susan Barrett (SPHS)
- Andrea Alexander (MSDE)

**Funding:** Institute of Education Sciences (R324A07118, R305A090307, R324A110107, R305A130060) and Spencer Foundation



---

---

---

---

---

---

---

---

### Contact Information

- The Double Check Team  
[jhudoublecheck@gmail.com](mailto:jhudoublecheck@gmail.com)
- Kristine Larson  
[klarson3@jhu.edu](mailto:klarson3@jhu.edu)
- Elise Pas  
[epas@jhu.edu](mailto:epas@jhu.edu)



---

---

---

---

---

---

---

---

### Thank you for your time and attention today and for all you do for your schools and students. You are appreciated!



---

---

---

---

---

---

---

---

## Reflective Thinking and Data-based decisions

### How Does Your School Measure Up?

**On a scale from 1 to 5 (1 being Not at All/Never and 5 being All the Time/ Consistently), rate your school's success on the following statements.**

During our school-wide behavior meetings (i.e. PBIS meetings), we:

1. Reserve a portion of the meeting to look at our school's behavioral data.
2. Identify ways to share data with the whole school.
3. Identify and discuss student groups that are disproportionate.
4. Develop strategies/action plans to address disproportionate groups.
5. Assign tasks to members to meet goals (accountability).
6. Review strategies/action plan to determine what worked and what didn't.

# Observing Cultural Proficiency

## *An Administrator's Tool*



### Indicators of Cultural Responsiveness

<i>CARES Domains</i>	Record Examples observed
<p><b><u>Connection to Curriculum</u></b></p> <ul style="list-style-type: none"> <li>• Teacher allows students to help teach some portion of lesson.</li> <li>• Teacher provides relevant roles and responsibilities to students</li> <li>• Teacher includes relevant artifacts from students' lifestyles in their instructional materials.</li> <li>• Teacher adapts the lesson's content to be relevant to students' lifestyles.</li> <li>• Students' help plan and evaluate instruction</li> </ul>	
<p><b><u>Authentic Relationships</u></b></p> <ul style="list-style-type: none"> <li>• Teacher uses active listening techniques (eye contact, focusing, body language, not interrupting, paraphrasing, asking for more details, offering information, responding in full sentences rather than yes or no).</li> <li>• Teacher knows students' interests, hobbies, cultural backgrounds, friends, and families.</li> <li>• Teacher knows their students' learning styles and achievement levels (evidenced in the teachers' communication logs, grade books, and student work products).</li> </ul>	
<p><b><u>Reflective Thinking</u></b></p> <ul style="list-style-type: none"> <li>• Offer professional development opportunities for school staff to strengthen their cultural proficiency skills</li> <li>• Disaggregate academic and all behavioral data (not just office referrals) by teacher, offense, race of student, gender, free and reduced meals (FARMS), and special education placement</li> <li>• Administrator considers culturally relevant student behaviors prior to referring them for a suspension, evidenced by the ability to document and intervene in a way that meets those needs.</li> <li>• Administrator considers student motivations for behavior, and the social/emotional/cultural factors that need to be met to ensure safe feelings and productive behaviors in the school.</li> </ul>	
<p><b><u>Effective Communication</u></b></p> <ul style="list-style-type: none"> <li>• Teacher encourages students using 4:1 ratio of positive to constructive feedback statements.</li> <li>• Teacher explicitly teaches and reinforces classroom rules and routines.</li> <li>• Teacher recognizes and explicitly reinforce code-switching.</li> <li>• Teacher employs multiple opportunities to respond to questions and prompts during instruction.</li> <li>• Teacher maintains records of frequent contacts with students' care-givers and other service providers.</li> </ul>	
<p><b><u>Sensitivity to Student's Culture</u></b></p> <ul style="list-style-type: none"> <li>• Teacher encourages students from diverse backgrounds to work together.</li> <li>• Teacher uses some differentiation when using behavior management strategies based on individual students.</li> <li>• Teacher provides opportunities for students to share experiences</li> <li>• Teacher helps students work through problem situations caused by cultural mis-matches.</li> </ul>	