

Culturally responsive data collection

Deborah A. Bruns, Ph.D.

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Poll #1: Who are you?

- Special education teacher
- General education teacher
- Related service personnel
- Administrator
- Other



Agenda

- Welcome
- Overview of BAT project
- Culturally responsive practices (CRP) for data collection
- Making sense of FBA/BIP data using CRP
- Strategies to reduce bias
- Self-reflection
- Remaining spring 2024 webinars
- Exit survey

Behavior Assessment Training (BAT) project



The Special Education Behavior Assessment Training Project will provide comprehensive, professional learning for special education personnel on culturally responsive Functional Behavior Assessment (FBA) practices and Behavior Intervention Plans (BIPs) for students across all grade levels identified as having a disability in one or more of the 13 categories specified in IDEA...Additionally, the successful Offeror will coordinate with ISBE on mandate 105 ILCS5/14-8.05, which requires ISBE to develop and implement State-level guidelines on culturally responsive, evidence-based behavior interventions for students across all grade levels identified as having a disability in one or more of the 13 disability categories specified in IDEA.



Overview of topic

- Define culturally responsive data collection including related to the FBA/BIP process
- Awareness of personal lens and ongoing examination process
- Consider strategies and resources to support data collection and strategies to respond to behavior



Culturally Responsive Practices: Considerations for Data Collection

When we hear the word “data,” our minds often wander to a score that represents how a student performs in Math or English Language Arts.

What gets less attention when thinking about data use in the classroom are practices that acknowledge and embrace students as culturally rich learners who bring with them each day funds of knowledge that can be leveraged to support learning; also known as culturally responsive practices (CRP).

Effective teachers are not simply relying on student data that lives in assessments, grades, and attendance; they understand the importance of students’ cultural identities and how they show up in their learning. **CRP involves qualitative, in addition to quantitative, data collection.**

Retrieved from <https://ncsi.wested.org/wp-content/uploads/2021/03/NCSI-Culturally-Responsive-Data-Literacy.pdf>

Culturally Responsive Practices continued

Culturally responsive practices transforms information into applied knowledge and practices by **collecting, analyzing, and interpreting all types of student data** (student academic performance, socio-emotional, motivation, home context, health, interests, etc.) to help **determine effective policies and practices** and **inform educational decisions**.



Culturally Responsive Practices continued

These practices also take into account the context, background, interests, strengths, and other information that may affect student performance and behavior with an **explicit focus on both culture and equity and emphasizing specific data skills and dispositions needed to implement an inclusive and asset-based approach to data interpretation and use; extends to the FBA/BIP process.**

Culturally Responsive Data Collection as a Means to Reduce Suspensions and Expulsions

- **Identifying biases and challenging assumptions and preconceptions educators may have about students**, which impact data collection and can lead to faulty inferences and corresponding decision making
- Knowing how to identify and use diverse data sources
- **Considering potential biases across all types of data collection** (MTSS, eligibility, progress monitoring, FBA)
- **Collaborating with other staff** to seek effective and actionable culturally responsive strategies for data collection to reduce suspensions and expulsions



Poll #2: Rate your agreement to statements on the previous slide

1. Strongly disagree
2. Disagree
3. Neither agree or disagree
4. Agree
5. Strongly agree



Making Culturally-Responsive Sense of Data including for FBA/BIPs

- Inequities in classroom context and practices can impact data collection, analyses and interpretation
 - Classroom, program, building, district culture
 - Individual student context
 - Opportunities for data collection and “typical” behavior
 - **Blaming students when behavior interferes rather than looking for an explanation and/or evaluating instructional practices or data collection procedures**
- Ensure data collection tools are bias-free
- **Focus on observable, specific and measurable data to address and reduce bias** (e.g., do not make inferences)

<https://www.learningoutcomesassessment.org/wp-content/uploads/2019/09/EquityResponse-Roberts.pdf>



Making Culturally-Responsive Sense of Data continued

- Impact decision making including the FBA/BIP process
 - Making assumptions related to little or no progress rather than adjusting environment, instructional practices etc. to facilitate progress
 - Methods to share data and invite feedback
 - **Interpreting data with own cultural lens; “Failing to recognize how culture and experiences affect the assessment process can limit the impact of assessment”**
(Montenegro & Jankowski, 2017, p. 14)

<https://www.learningoutcomesassessment.org/wp-content/uploads/2019/09/EquityResponse-Roberts.pdf>



Poll #3: Do you feel you currently make culturally responsive sense of data?

1. Yes
2. No
3. Not sure
4. No opinion



Strategies to reduce bias

Collect multiple types of data to ensure a broad range of factors potentially impacting student performance are considered especially in the FBA/BIP process

- **Review:** report cards, disciplinary data, test results, and attendance records as well as work samples, communication with parents and support staff
- **Interview:** teachers, paraprofessionals, administrators, support staff; in/formal, face to face/other options
- **Observation:** in/direct, un/structured
- **Test:** accuracy, fluency, retention, application

<https://dpi.wi.gov/sites/default/files/imce/sped/pdf/culturally-responsive-problem-solving-guide.pdf>



Strategies to reduce bias continued

Collect data across multiple domains

- **Environment:** all settings that can impact a student's learning in school and, potentially, their community
- **Learner:** academic, behavioral, social-emotional characteristics, motivation, persistence etc.
- **Curriculum:** what content is taught
- **Instruction:** how content is taught

https://www.interventioncentral.org/sites/default/files/rti_riot_icel_data_collection.pdf provides an example of a data collection worksheet listing data types and domains; could be adapted for FBA data collection

Additional Culturally Responsive Practices

- Raise awareness of our lenses to data collection especially related to the FBA/BIP process
- **Preempt implicit bias by learning about students and team members**
- Frame and challenge assumptions and stereotypes as an ongoing process
- **Set intentions for personal accountability and a positive mindset**
- **Select appropriate data (multiple types, orientation of success rather than failure)**
- Strategically sort (disaggregate, depersonalize)

<https://www.edutopia.org/article/6-steps-equitable-data-analysis>



Poll #4: Do you use one or more of the previous practices to reduce bias in data collection for FBA/BIP process?

1. Strongly disagree
2. Somewhat disagree
3. Neutral
4. Somewhat agree
5. Strongly agree



Culturally Responsive Data-Based Decision Making: An **IDEAL** Problem-Solving model

Collect multiple types and domains of data: Implications for FBA/BIP data collection

- Identify the problem
- **Define** the problem
- Explore alternative interventions
- **Apply** the selected intervention
- Look at the effects

Kressler, B., Chapman, L. A., Kunkel, A., & Hovey, K. A. (2020). Culturally responsive data-based decision making in high school settings. *Intervention in School and Clinic, 55*(4), 214-220.



Examples to consider related to data

- Examine own strengths and needs related to instruction, behavioral expectations, behavior management etc. when collecting data on student(s)
- Classroom management plan
- Team members involved in FBA/BIP process
- Program/School/District Code of Conduct
- Community influences, priorities, and challenges



Self-reflection

- How can you reduce the impact of implicit bias on data collection, data analyses and/or data interpretation related to FBA/BIPs?
- As you address your biases, how can you work with all team members to collect and interpret data using CRP and in bias-free ways?
- Consider program, school and district level review of data collection practices to address bias as well as suspension and expulsion of students with disabilities.



Q & A



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Remaining Spring 2024 webinars

- March 20, 2024: Implementation fidelity
- April 17, 2024: Recommendations for Implementing Evidence-Based and Culturally Responsive FBAs and BIPs
- May 15, 2024: Early Childhood Through Multiple Lenses

Taken the exit survey? We hear you!

Participants valued.....

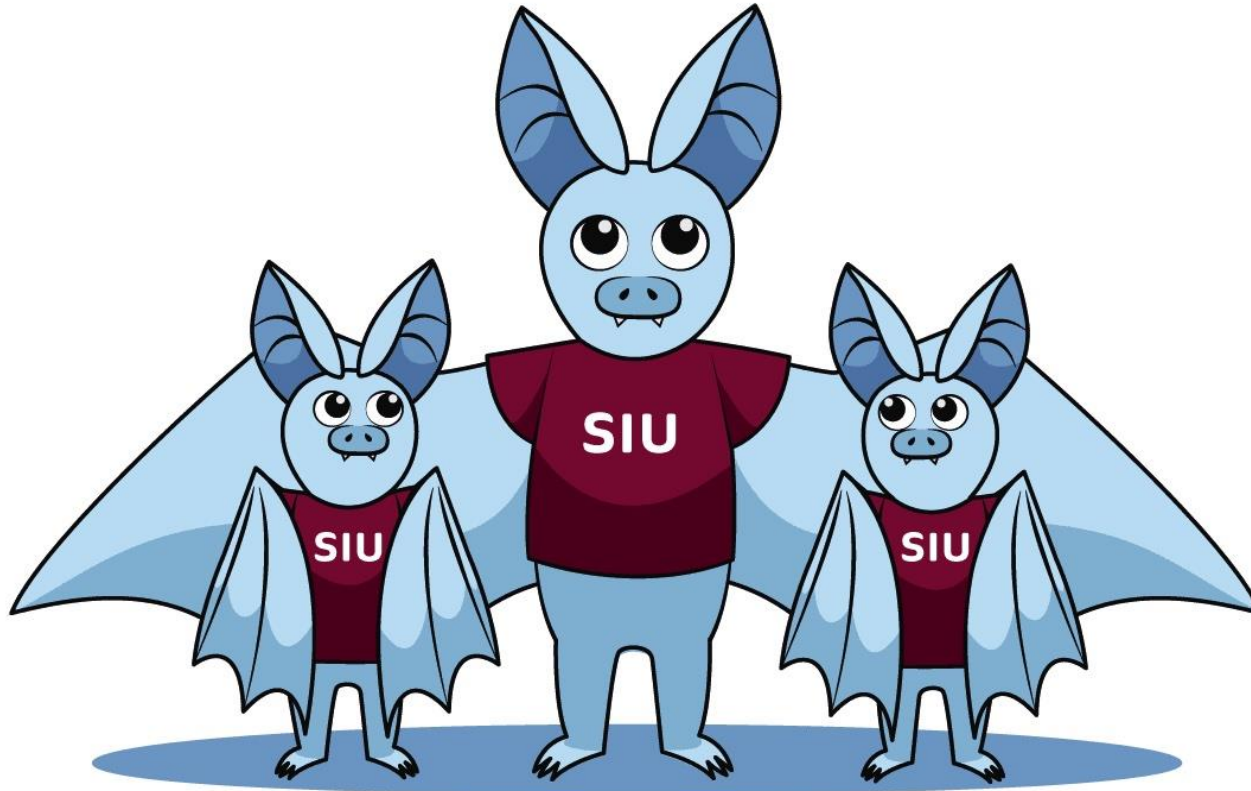
Guest speakers, information and restorative practices, the emphasis on addressing/acknowledging biases, and information and writing BIPs/FBAs.

Due to the content-heavy nature of these webinars, we are not able to incorporate participation/interaction opportunities beyond the polls and chat questions. However, we know it is important for participants to play an active role in their PD.

Please complete the Exit Survey! Thanks



Thank you!



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