



## **Topic 8: Culturally Responsive Data Collection**

### **Frequently Asked Questions (FAQ)**

#### **1. How do culturally responsive practices impact data collection?**

When the average person thinks of progress monitoring and data collection in education, they think of grades in academic subjects such as history or science. Culturally responsive practices are typically put on the backburner when looking at student performance and progress. Culturally responsive practices incorporate students' culturally rich backgrounds into their learning. This form of data collection can be quantitative and/or qualitative and encompass academic performance, social-emotional, motivation, home context, health, personal interests, and other areas relevant to students' lives.

#### **2. How do we use culturally responsive practices in creating FBAs and BIPs?**

School staff must avoid immediately blaming and lashing out at students when a behavior interferes with learning. Rather, we must look for an explanation and evaluate instructional and data collection practices and procedures. Observable, specific, and measurable data to address behaviors and reduce bias must be put at the forefront of student data collection.

In providing the least restrictive learning environment (LRE) to students, the IEP team must work together consistently in implementing data collection, developing FBAs and BIPs, and interpreting student performance.

Example of data collection documentation covering different data domains and can be adapted for FBA:

[https://www.interventioncentral.org/sites/default/files/rti\\_riot\\_icel\\_data\\_collection.pdf](https://www.interventioncentral.org/sites/default/files/rti_riot_icel_data_collection.pdf)