Ecological Assessment and Culturally Responsive Practice in the Schools
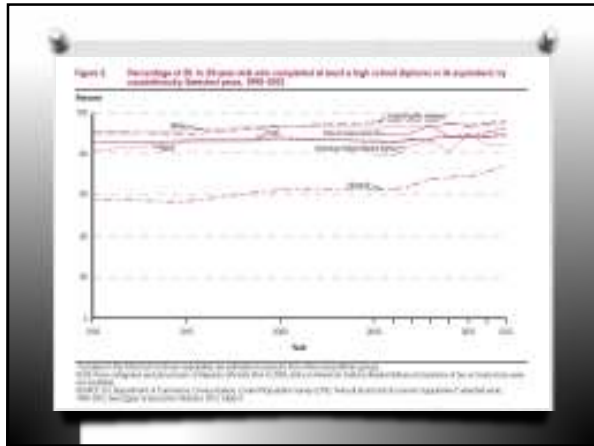
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Outline

I. Demographics of students in U.S. school
II. Call for effective practice with CLD students
III. Current State of Research
   I. Implications for researchers
   II. Implications for trainers
IV. Implications for practitioners
V. Culturally responsive practices

CLD students in the U.S.

CLD Students in the U.S.

- English Language Learners
  - Higher in 2010-11 than in 2002-03 (Aud et al., 2013)

- Student living in poverty
  - Approximately 21% of school-age children in the United States are from families living in poverty (Aud et al., 2013)

CLD Students and Educational Outcomes

- Racial minority youth perform significantly lower and have greater high school dropout rates (Aud et al., 2013; National Center for Education Statistics, 2013)

- ELL students attain the lowest academic achievement scores of all public school students (Aud et al., 2013)

- Family income has been consistently demonstrated as being related to school achievement (Duncan, Morris, & Rodrigues, 2011)

CLD Students and Long-Term Outcomes

o Negative long-term outcomes…

   o African American and Hispanic youth have lower levels of educational attainment (Aud et al., 2013)

   o Lower employment rates/lower annual earnings in adulthood

   o High school drop out status associated with higher levels of involvement with the criminal justice and welfare systems

Meeting the Diverse Needs of CLD Students and Schools: Research and Training
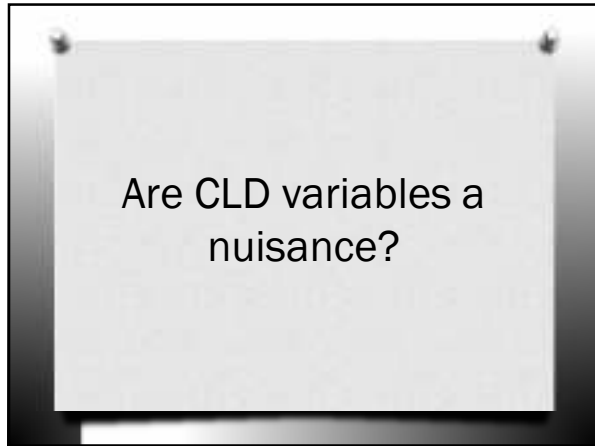
Meetings Diverse Needs:
Professional Guidelines

O NASP model of practice states that school psychologists should have knowledge of principles and of **research related evidence-based strategies** to enhance services for diverse children, families, and schools (NASP, 2010)
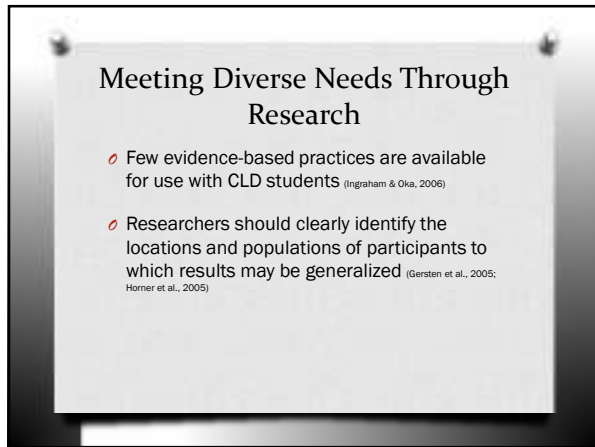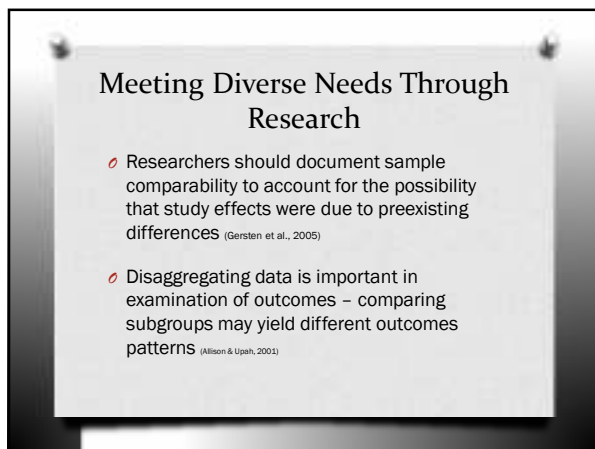
Meeting Diverse Needs:
Professional Guidelines

O The APA general principles state that psychologists must be **aware of and respect the differences of others**, including those based on race, ethnicity, culture, language, and socioeconomic status (American Psychological Association, 2010)

Meeting Diverse Needs Through Research

O APA specifically stresses the importance of conducting psychological research among persons from diverse backgrounds (APA, 2003)

O Not incorporating CLD samples into studies creates external validity problems (Fuertes, Bartolomeo, & Nichols, 2001; Sue, 1999)

Are CLD variables a nuisance?

Meeting Diverse Needs Through Research

- Few evidence-based practices are available for use with CLD students (Ingraham & Oka, 2006)

- Researchers should clearly identify the locations and populations of participants to which results may be generalized (Gersten et al., 2005; Horner et al., 2005)

Meeting Diverse Needs Through Research

- Researchers should document sample comparability to account for the possibility that study effects were due to preexisting differences (Gersten et al., 2005)

- Disaggregating data is important in examination of outcomes – comparing subgroups may yield different outcomes patterns (Allison & Upah, 2001)

CLD Representation in School Psychology Research

O School psychologists appear to understand the need to incorporate issues of diversity into research methodologies and practice

  O CLD representation in school psychology journals

CLD Representation in School Psychology Research

O Weise (1992)
  O 1975-1990
  O 9% percent of the articles focused on diversity-related issues/diverse samples
  O 077% primarily focused on assessment.
O Miranda and Gutter (2002)
  O 1990-1999
  O 10.6% of the articles reviewed included diversity-related content
  O 13% were intervention focused
O Brown, Shriberg, and Wang (2007)
  O 2000-2003
  O 16.9% of the articles reviewed were diversity-related
  O 22% of these articles focused on intervention or prevention
  O 20.4% focused on assessment

CLD Representation in School Psychology Research

O Albers, Hoffman, and Lundahl (2009)
  O focus on ELLs
  O 6.5% of the articles covered issues related to ELL students
  O Assessment was the focus of 55.9% of the articles
  O 20.3% were focused on intervention
O Noltemeyer, Proctor, and Dempsey (2013)
  O 2008-2010
  O 9.2% of the school psychology journal articles addressed issues of race/ethnicity as a topic

Intervention Research in School Psychology

o Bliss, Skinner, Hautau, and Carroll (2008) found that only 8% of articles from 2000-2005 represented causal-experimental research

o Villarreal et al. (2013) found that only 10.5% of articles from 2005-2009 represented intervention studies with school-age youth

Intervention Research in School Psychology

o CLD students are underrepresented in school psychology journal articles, and the general lack of published practice research suggests possible underrepresentation in this area as well

→Consequently, potential underrepresentation may be associated with the previously noted risks to external validity whereby results of practices may not generalize to CLD student groups

CLD Representation in School Psychology *Intervention* Research

o Allows for implications that directly relate to the increasingly common call for the utilization of evidence based treatments and practices with all children, including those of diverse backgrounds
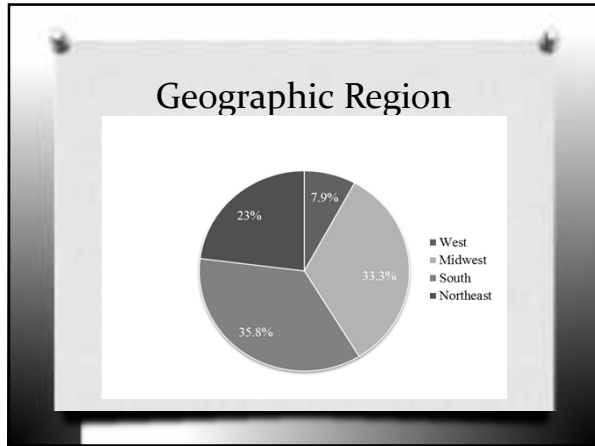
Sample article

- o Variables to explore…
  - o Basic demographic variables
  - o Comparison of groups
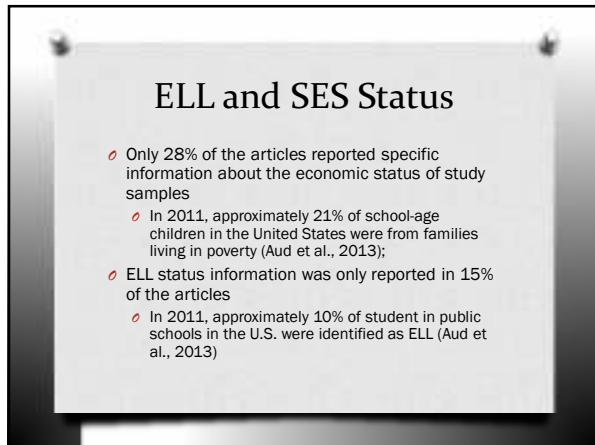   - o Samples
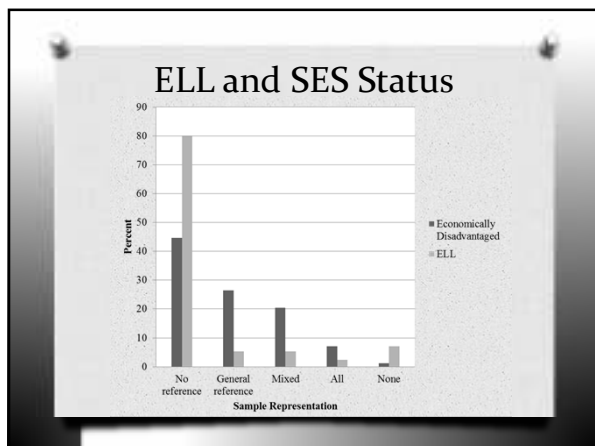   - o Outcomes

Racial/Ethnic Group Status

- o Race/ethnicity and geographic region are most often reported in intervention journal articles
  - o Approximately 78% of articles for both cases
- o Hispanic students are currently underrepresented in intervention research
  - o Hispanic students now represent ~1/4 of all students in public schools but only represented approximately one-eighth of those in the intervention studies

Racial/Ethnic Group Membership of Samples in Intervention Research

	% of total articles that include members of each group	Average % of sample participants per each group
White	65.9	55.5
Black or African American	54.1	26.4
Hispanic	56.5	13.0
Asian or Pacific Islander	20.0	1.9
American Indian and Alaska Native	7.6	0.5
Multiracial	5.9	0.6
Other	20.0	2.7

Geographic Region

- West
- Midwest
- South
- Northeast

7.9%
23%
33.3%
35.8%

ELL and SES Status

○ Only 28% of the articles reported specific information about the economic status of study samples
  ○ In 2011, approximately 21% of school-age children in the United States were from families living in poverty (Aud et al., 2013);
○ ELL status information was only reported in 15% of the articles
  ○ In 2011, approximately 10% of student in public schools in the U.S. were identified as ELL (Aud et al., 2013)

ELL and SES Status

- Economically Disadvantaged
- ELL

Comparisons of Groups Within CLD Categories

○ Race/ethnicity: 14.1%
○ SES: 9.4%
○ ELL: 1.2%

○ Variables associated with CLD not being utilized in a meaningful way
  ○ CLD variables used as "nuisance variables" rather than as central contextual variables (American Psychological Association, 2003)
○ Study results/discussions based on restricted populations
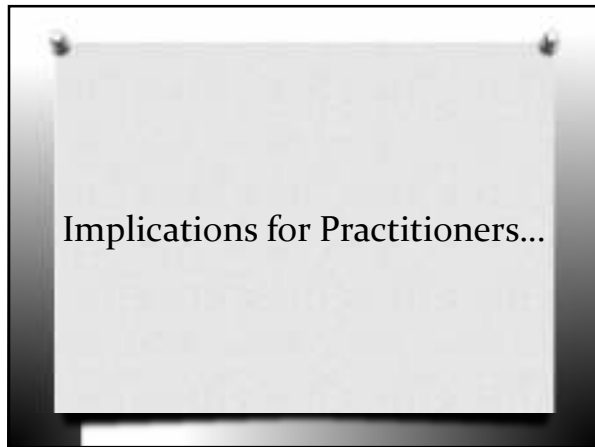 ○ Lack of exploration of possibility that some aspects of behavior/functioning may be explained by CLD variables
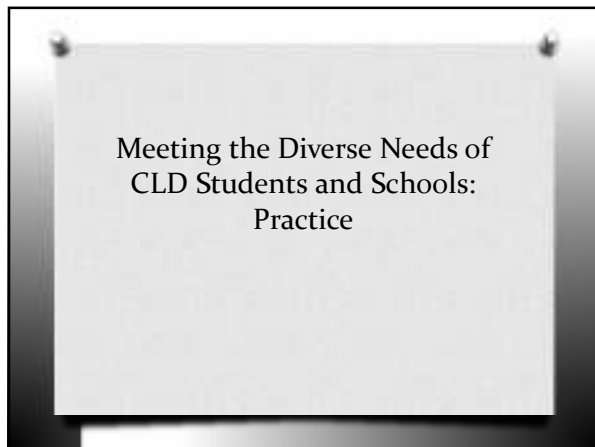
Implications for Researchers

○ Critical that researchers provide enough information about participants so that readers can identify the population of **participants to which results may be generalized** (Gersten et al., 2005)

○ Avoid treating CLD participant status as a nuisance variable (American Psychological Association, 2003)
  ○ (a) document **sample comparability**
  ○ (b) examine **potential differences in outcomes** results for students of different CLD groups

Implications for Trainers

○ Limitations relevant for discussion in courses that stress:
  ○ Individual and group differences
  ○ Behavioral/academic interventions or assessment
  ○ Provision of psychological services in culturally responsive and competent manners.
○ Encourage students to critically examine research methodologies
  ○ Especially those presenting practices they may use
○ **Purposefully encourage** the development of abilities to **adapt** practices in culturally responsive ways

Comparison of sample articles

○ Article 1
○ Article 2

Implications for Practitioners...

Meeting the Diverse Needs of CLD Students and Schools: Practice
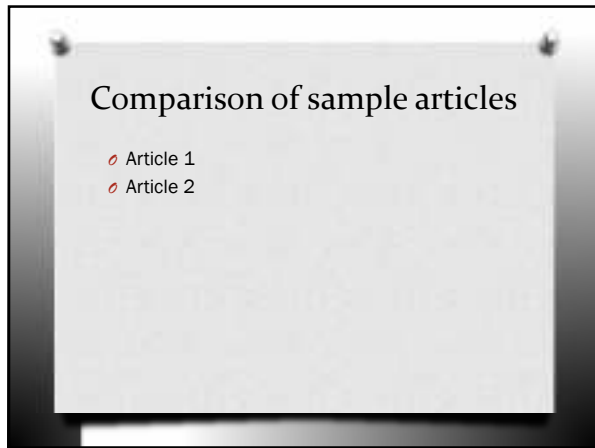
Meetings Diverse Needs Through Practice

O NASP model of practice states that school psychologists should have knowledge of principles and of research related evidence-based strategies to **enhance services for diverse children, families, and schools** (NASP, 2010)

Moving away from research...

O How to incorporate practices of ecological and culturally responsive models

O How to adapt problem solving model

O Ways to adapt interventions and curricular materials in meaningful ways toward culturally responsive practices

Moving away from research...

O One size fits all problem

O Considering the aforementioned, how should practitioners move forward for working with culturally and linguistically persons and the advancement of culturally responsive practices?

O How should we apply evidence based methods with culturally and linguistically diverse persons?

O Are there ecologically valid methods for modifying what exists?

Important Concepts

- Culturally
  - Competent
  - Sensitive
  - Responsive
  - Centered
- Cultural Competence
  - NASP defines as a set of congruent behaviors, attitudes, and policies that come together to work effectively in cross-cultural situations
- Competence vs. Responsiveness
- Culturally Centered
  - Term adopted by the APA (2003) Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists
  - Coined to recognize that all individuals, including psychologists are influenced by different contexts
- These terms vary in terms of intensity but each consider culture and language related issues

Important Concepts

- What is **culturally responsive practice**? Conscious and meaningful consideration of cultural and linguistics variables that may bear on children's functioning.
  - Cultural values, beliefs, & traditions
  - Language spoken at home
  - Bilingualism
  - Record review for assessment of language proficiency
  - Thorough clinical interview questioning on friendships, social groups, socio-cultural background
  - Research on learning styles, differences, and motivation
  - With regard to ecologically valid assessment, you must take care to ensure selected instruments are appropriate for use with the population at hand
  - Evaluation of instructional programs for appropriateness
  - Evaluation of students in comparison to "true peers"
  - Interpretation of data and behavior within students' broader sociocultural context in which students live and learn taking into account multiple spheres of influence
  - Professional Development
  - Consultation
  - Best practices
  - Difference vs. Disability
- **Ecologically valid** prevention and intervention is part of the larger term of culturally responsive practice and is considered a "culturally responsive practice"

Prerequisites for Culturally Responsive Practice

- Motivation and Commitment
  - Research on school psychologists (Sullivan & A'Vant,2009)
- Informed knowledge base
  - Gaps in the research, new emerging findings
  - Research on school psychologists (Sullivan & A'Vant, 2009)
- Sensitivity for and awareness of differences

What now?

- o Why adapt?
- o The reasonable alternative is to ADAPT, modify, or tailor EBIs.
- o What is adaptation?
  - o The process of modifying key characteristics of an intervention without competing with or contradicting the essential elements
  - o These critical or core features must be maintained to advance EBI practice and to generalize for use with CL populations

Cautions in Adaptation

- o In the case of Intervention:
  - o The adaption should retain the essence
  - o The unique characteristics of the population being should be considered
- o All while keeping the essence of the EBIs
  - o Hard balance and can be challenging to balance integrity with adaptation

Cultural Adaptation

The systematic modification of an EBT or intervention protocol to consider language, culture, and context in such a way that is compatible with the client's cultural patterns, meanings, and values.

(Bernal, Bonilla, & Bellido, 1995)

Frameworks for Culturally Adapting Interventions

Why Adapt?

- Specificity
  - Treatments should be individualized
  - Three common constructs found to differentiate ethnic minorities from majority groups
    - Inter-dependence, spirituality, and discrimination
- External Validity
  - Most EBI are conducted with upper class white

Why Adapt?

- Evidentiary Argument
  - Empirical differences between the symptoms and disorders by race and ethnicity so failure to take these into account will result in more errors
  - Ethnic match associated with retention and engagement
  - Little research to show that EBI are effective with minorities
  - Studies on risk taking behavior, help seeking behavior, and health beliefs
  - Feasibility and practicality
    - Demographics
    - Engagement
    - Sustainability
    - relevance

Four Models

- Ecological Validity Model
  - (Bernal, Bonilla, & Bellido, 1995)
- Ecological Validity plus Process (OP)
  - (Domenech-Rodriguez & Weiling, 2004)
- Psychotherapy adaptation and modification framework (PAMF)
  - (Hwang, 2006)
- Guide to Program Fidelity and Adaptation
  - (Backer, 2001)

Ecological Validity Model

Bernal, Bonilla, & Bellido, 1995

Ecological Validity Model

- Originally conceptualized for Latino populations
- Ecological Validity Model
  - (Bernal, Bonilla, & Bellido, 1995)
- Systematic framework for adapting EBIs
- 8 essential features to adapt and modify

Ecological Validity Model
(Bernal, Bonilla, & Bellido, 1995)

- Language
- Persons
- Metaphor
- Content

- Concepts
- Goals
- Methods
- Context

How to Adapt: The Ecological Validity Model in Practice

- Adaptation of each element in *Practice*
- **Element by Element**
  - Do students understand the *language* and *idioms* used?
  - **Language**
  - Bilingual Approach
  - Translate to native L1
  - Flexibility for code switching
  - Local dialects

Persons

- Do students identify with the persons, characters, and individuals?
- Persons can be characters in materials
- Persons can be those implementing the intervention as in ethnic matching in counseling and supervision. Are the students or consultee comfortable with the similarity (or difference) in the ethnic background of the consultant or school specialist?
- Example: UTHSC made it a point to recruit a person already a teacher at the selected school and who was of similar ethnic background to teach the curriculum

Metaphor

- Do the materials include any metaphors, examples, or symbols that are culturally bound or insensitive?
- Can also adapt examples, materials, content so that it resonates with the population at hand.
- It important that the implementer have experience with the population and similar populations to provide rich and authentic examples that students can relate with
- Example: Symbols and culturally bound concepts. Consider sociocultural context and the influence of technology (OMG, SMH, ;), \m/, ☹) are these symbols part of and accepted in the intervention?

Content

- Examine the content for cultural, linguistic, social, regional specificity
- Cultural knowledge, values, traditions, and uniqueness of groups
- Can alter content to include ethnically similar characters but not enough must examine content for cultural sensitivity and appropriateness
- Must critically examine language, examples, metaphors, characters
- In essence, when examining content and determining if items need to be altered the previous areas need to be examined
- Example: Do the students feel respected and valued ? The idea of *familismo*, respect, gender roles, interdependence?
- Consider incorporating these ideas when working with minority groups. That is, involve extended family members, make service to others part of the system, affirm and validate students commitment and feelings of obligation to family.
- Example: CBM materials based on literacy curriculum but adapted and translated to Spanish

Concepts

- Treatment concepts must jive with culture and context, i.e., dependence vs. independence
- Is the student or consultant in agreement with the definition of a problem? In consultation, philosophical differences is often a source of resistance, deficit models, do consultees agree with this approach to service delivery?
- Example: Continuing to live with family beyond a certain age, refusing to go away for college, is the students perspective on this considered in concept?

Goals

- Are the goals consistent with the culture?
- Transmission of positive adaptive cultural values, support of adaptive values of the culture
- Must make sure that goals are in line with cultural aspirations
- Must examine alignment with cultural norms
- Must examine for appropriateness
- Must be sensitive in this regard
- Example: Many high-risk urban high schools offer vocational type training to align with familial and financial goals of this population.
- When implementing the RY program we were a bit more flexible in monitoring attendance as we compared the group to their peers where other peers may attend classes every day, students with the best attendance missed one day per week so eligibility for field trips and other attendance contingencies were based on their own baseline and one absence a week was allotted.
- Goals may differ as in RIGOR where goals are adapted and modified for ELL students and all teachers systematically work together to coordinate services.
- Example: Are goals consonant with cultural expectations?
- Does the student agree with goals? This is particularly important when developing IEP and related service counseling Goals, this can be particularly important when consulting with teachers

Methods

- Methods
- Reading and literacy
- Repeated reading approaches
- PALS
- HELPS
- Must look at competition as a variable, must look at cultural and ethnic factors in this process
- Bridge between literacy materials/content and the world in which students live
- Thus, patterns of interaction, co-construction, engagement, relationships, have important implications for CR literacy instruction
- Level of parental involvement, type of parental involvement. Might have to deviate from your standard book fare and ask parents to review or sample materials for cultural appropriateness which in addition to involvement will facilitate buy in and is authentic
- Within this framework you would use authentic materials not just standard commercially available materials
- Aware of extended family involvement, might require one adapted method as a read along with cousin, tia, or grandparent

Context

- Consider the time and place
- Who and what is available?
- Consider constraints
- Consider school culture & climate
- Consider family dynamics
- Social context
- Consider the larger Ecosystem for Ecological Valid practice

Some Research on effectiveness

- Matos et al., 2006
  - PCIT: Modfied Time-out procedure for children who actively refused or required excessive force and instead incorporated loss of privileges
  - Extended the session duration
  - Incorporated discussion on extended family participation in child-rearing process
- Kohn, et al., 2002
  - Use of closed group to facilitate cohesion
  - Added 4 culturally specific sections of content: healthy relationships, spirituality-religiosity, African American Family Issues, African American female identity

Research

- McCabe et al., 2005
  - PCIT: reframe program as educational vs. therapeutic (teacher/expert vs. therapits, program name-GANA-Guiando a ninos activos
  - Comprehensive engagement protocol- incorporated extended family members, removal of barriers to treatment
- Rossello & Bernal, 2006
  - CBT, TEPSI: Familismo and cultural values of absolute parental authority and respect
  - Additional meeting with parents
  - Addressing positive aspects of familismo value
  - Address acceptable balance between dependence, interdependance, and independence
  - Consultant/student/consultee match

What it Looks Like in Practice

Applications of the Ecological Validity Framework

Ecological Validity Model

- O Castro-Villarreal and colleagues conducted action research in an urban culturally and linguistically diverse HS setting
- O Consultee-centered consultation with teachers
- O 8 teachers in an CL diverse school serving approximately 200 students
- O Method
  - O Structured pre/post interviews, cross validated with survey responses on consultee satisfaction, client/student outcomes, and teaching efficacy
  - O Observations
  - O Single-case design data to measure outcomes

Ecological Validity Model

- O Adapted for work with CL population
- O Kept the essence of the behavioral problem solving model but modified some areas to resonate with consultees working in high risk setting
- O Found this to be critical to buy-in and establishing trust and rapport
- O Globally...
  - O Getting to know the Territory or Pre-entry phase
  - O Non-hierarchical structure
  - O Microcounseling skills
  - O Slowing down the model
  - O Solution focused vs. Problem focused

Behavioral Problem Solving Model: Adaptation at Each Concept

- O **Language**: All consultees were English speakers, however, language preference was assessed in interviews with consultees and language was mirrored often utilizing a bilingual "tejano" approach/slang, microcounseling skills were critical here
- O **Persons:** Similar ethnic background and ethnically diverse consultees, openly discussed background with consultees and students. Ethnic matching was noted.
- O **Metaphors:** Through case notes examination, very closely reflected on case notes for metaphoric differences
- O **Content:** Modified the problem focused approach toward a more "solution seeking" approach and consultee-centered approach. Language and common terms were modified in a move away from a problem focused approach

### Behavioral Problem Solving Model: Adaptation at Each Concept

o **Concepts:** language was modified and examined via transcript and case note reviews

o **Goals:** Goals were coconstructed consistent with a consultee centered approach. Collaboration was emphasized and reflected on daily and via case notes and transcripts

o **Method:** Allowed consultees to move flexibly through the stages and to "slow down" the model spending as much time as necessary in the getting to know the territory phase. Made extensive use of microcounseling skills and attended to the process, interaction, and relationship between consultant and consultee

o **Context:** Valued the context, affirmed and validated feelings, emotions, fears, anxieties, Did a whole lot of Listening by learning form the previous two semesters.

Applying the Framework to Literacy Instruction

Culturally Responsive Literacy Instruction

What it Looks Like in Practice: Adaptations to Literacy Instruction

o Literacy Instruction and EBIs for ELLs is scarce

o Thus, we also need tools for adapting literacy instruction with ELLs

Foundations for CR Practice: The Culturally Responsive Literacy Model
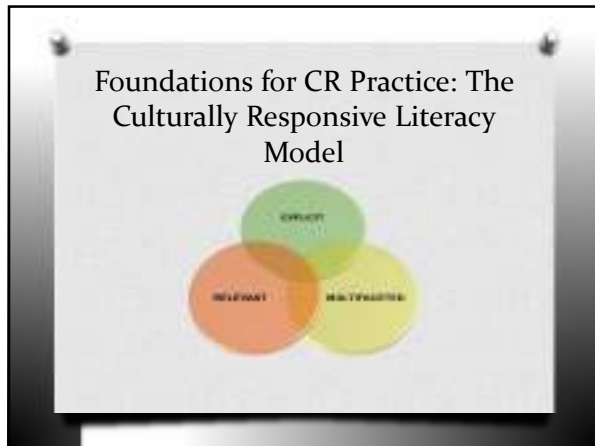
Conceptual Foundations

- Foundational principles or common factor across
- Direct and explicit instruction
- Small groups
- Multiple opportunities to respond
- Multiple opportunities to practice
- Feedback
- Explicit instruction in all areas of reading
- Groups should be small and homogeneous
- Instructional delivery

How to incorporate these foundations into our work and consultation in the schools

- Consider Content
- Persons: Must consider the importance of the teacher in terms of experience, quality, and ethnic/cultural background
- "solution seeking approach" where we build on student's strengths to develop interventions
- Culturally responsive literacy instruction aims to bridge the gap between reading and the world/cultures students live in
- Content: literature that focuses on people of color, religious minorities, the disabled
- Multiethnic literature that is outside the literary canon or recommended book lists encourages participation from diverse groups

Some Literacy programs

- Other Culturally responsive literacy programs for ELLs
  - Tier 1: ExC-ELL-Expediting Comprehension for ELL (K-12)
  - Tier II: RIGOR-Reading Instructional Goals for Older Children (4-12)
  - Enhanced Proactive Reading
  - Read Well

Findings from the Field and Research on CR literacy Instruction

- Engagement
- Retention
- Satisfaction
- Teachers reported to like the collaborative aspect of it
- Teachers reported to not trust outside consultants
- Teachers reported dismay with problem focused approaches
- Teachers reported improved skills and teaching efficacy

Lets Try Adapting an Intervention

Repeated Reading Protocol

- Language_____
- Persons_____
- Metaphor_____
- Content_____
- Concepts_____
- Goals_____
- Method_____
- Context_____

- Select literacy materials
- Preview the passage
- Student Reads the passage twice with corrective feedback
- Student Reads the passage a third time for time and progress monitoring

All to say, it's an *informed* balancing act

- A guide for program fidelity and adaptation for prevention and intervention programs
- 12 steps for finding balance:
  - Define fidelity/adaptation balance
  - Assess community concerns and needs
  - Review the intervention
  - Examine theoretical principles and or functional relationships with change
  - Determine needed resources for implementation
  - Consider available training
  - Consider how to document adaptation efforts
  - Consult with program developer
  - Involve the community, family, and extended family members
  - Integrate all the prior steps into the plan
  - Include fidelity/adaptation issues into program evaluation
  - Conduct ongoing analysis of fidelity/adaptation
    - Backer (2001)

Research-Based "Generic" Modifications Using Only English

- Predictable and consistent classroom management routines, aided by diagrams, lists, and easy-to-read schedules on the board or on charts, to which the teacher refers frequently.
- Graphic organizers that make content and the relationships among concepts and different lesson elements visually explicit.
- Additional opportunities for practice during the school day, after school, or for homework.
- Redundant key information (e.g., visual cues, pictures, and physical gestures) about lesson content and classroom procedures.
- Identifying, highlighting, and clarifying difficult words and passages within texts to facilitate comprehension and, more generally, greatly emphasizing vocabulary development.
- Helping students consolidate text knowledge by having the teacher, other students, and ELLs themselves summarize and paraphrase.
- Giving students extra practice in reading words, sentences, and stories to build automaticity and fluency.
- Providing opportunities for extended interactions with teacher and peers.
- Adjusting instruction (teacher vocabulary, rate of speech, sentence complexity, and expectations for student language production) according to students' oral English proficiency.
- Targeting both content and English language objectives in every lesson.
- Use of reading materials that take into account students' personal experiences, including relevant aspects of their cultural background, which aids their reading comprehension (although proficiency in the language of the text has a stronger influence on comprehension than familiarity with passage content).

Source: Goldenberg, C. (2010). Improving achievement for English learners: Conclusions from recent reviews and emerging research. In J. Li, G. & Edwards, P. A.

Summary and Conclusions

- Great need for ecologically valid and culturally responsive practices
- One size does not fit all
- There are systematic frameworks for practice that are ready to be applied in school psychology
- Previous research has shown the adaptation process to be effective for improving outcomes
- Another reminder, that we must always look at everything we do within context and with multicultural lenses.

Resources

- RTI Action Network
  - http://www.rtinetwork.org/learn/diversity/englishlanguagelearners
- Center on Response to Intervention
  - http://www.rti4success.org/
- The National Center for Culturally Responsive Education Systems
  - http://www.nccrest.org/
- National Center for Cultural Competence
  - http://nccc.georgetown.edu/
- Best Practices for ELLs
  - http://ell.nwresd.org/
- Evidence Based Intervention Network
  - http://ebi.missouri.edu/
- Center for Effective Collaboration and Practice
  - http://cecp.air.org/

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