

**Multiculturalism and
Consultation in the
Schools**

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Presentation Overview: Part I

- **Introduction to Culture & Multiculturalism: Critical Concepts and Definitions**
 - What is culture?
 - Cultural and linguistic diversity in the schools
 - National and local public school status
 - What is multiculturalism?
- **Need for Multiculturalism & Cultural Responsiveness in the Schools**
 - *Why* does it matter? *How* do we get there?
 - Self-Reflection: What is Culture to you?
 - Self-awareness of bias and activity
- **Meeting the Needs of Culturally and Linguistically diverse students in the Schools**
 - Cultural Competency
 - Culturally Responsive Practices in the Schools

What is culture?

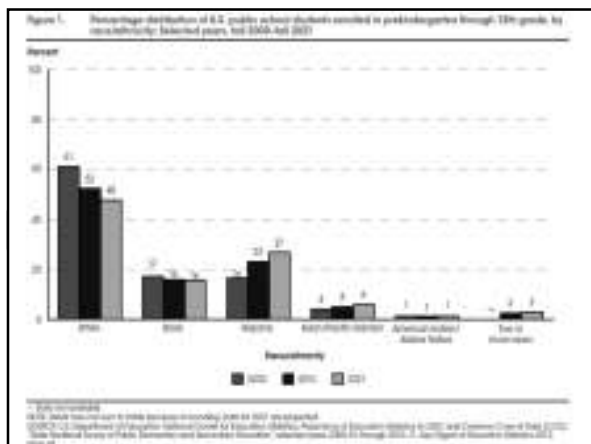
An integrated pattern of human behavior that includes thoughts, communications, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interacting and roles, relationships and expected behaviors of a racial, ethnic, religious or social group; and the ability to transmit the above to succeeding generations. (National Center for Cultural Competence- Georgetown University)

What is culture?



Cultural & Linguistic Diversity in the U.S.

- 44% of public school children are racial minorities (National Center for Educational Statistics, 2009)
- By 2042, the majority of students will be of racial minorities
- One out of every five school-age children in the U.S. speaks a language other than English
 - There are more ELLs in the US than in 2002-2003
 - More than 400 languages represented within the student population with Limited English Proficiency

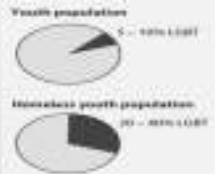


Cultural & Linguistic Diversity in the U.S.

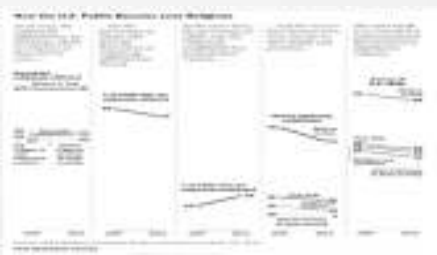
LGBTQ Youth

- The number of LGBTQ and gender non-conforming youth is growing
- These youth are at higher risk for increased interactions with law enforcement & the criminal justice system

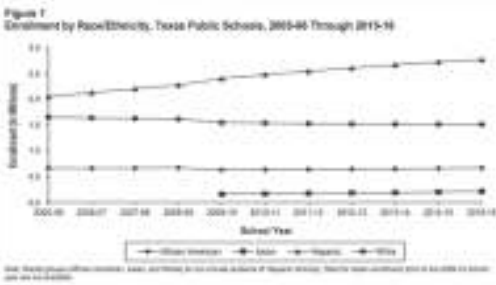
LGBTQ Youth Outcomes



Cultural & Linguistic Diversity in the US



Cultural & Linguistic Diversity in Texas Schools



**Cultural & Linguistic Diversity
in Texas Schools**

- Data from 2016- 2017 school year shows more than 50 languages spoken at the Pre-Kindergarten level.
- <https://rptsvr1.tea.texas.gov/cgi/sas/broker>

**Cultural & Linguistic Diversity
and Educational Outcomes**

Quick Quiz!

When compared with white students:

1. Which group is more likely to be identified as ID?	1. African American
2. Which group is more likely to be identified as ED?	2. African American
3. Which group is more likely to be identified as LD?	3. Native American
4. Which group is more likely to participate in GT?	4. Asian Americans
5. Which group is less likely to participate in GT?	5. African American, Native American and Hispanic American
6. Which group is more likely to participate in free tutoring?	6. African American and Hispanic

Critical Concepts

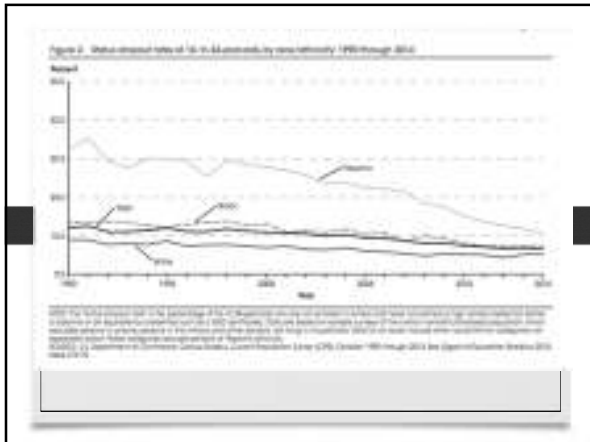
- Critical Concepts regarding outcomes
- SPED Disproportionality
- Disciplinary Disproportionality

Causes of Disproportionality

- Cultural and economic disadvantage
- Implicit and explicit biases
- Systematic differences in access, opportunity, and treatment

CLD Students and Educational Outcomes

- Racial minority youth show lower achievement rates and record greater high school dropout rates (Aval et al., 2013; National Center for Education Statistics, 2013)
- ELL students attain the lowest academic achievement scores of all public school students (Aval et al., 2013)
- Family income has been consistently demonstrated as being related to school achievement (Duncan, Morris, & Rodrigues, 2011)




CLD Students and Educational Outcomes

- Negative long-term outcomes...
 - African American and Hispanic youth have lower levels of educational attainment (Aval et al., 2013)
 - Lower employment rates/lower annual earnings in adulthood
 - High school drop out status associated with higher levels of involvement with the criminal justice and welfare systems

Cultural & Linguistic Diversity in School Psychology

- School Psychologists are the primary providers of psychological services to children of racial/ethnic minority groups (98.34%)
- The Profession is 5% African American; 2.8% Asian; 6% Latino; and 87% White
- Of which 86% speak only English, 7% speak Spanish, 1.3% speak ASL, and 5.3% speak another language
- School professionals will need to be equipped with a strong knowledge base in multicultural issues to develop their sense of cultural competence and handle the unique needs of these children and their families

Meeting the Needs of CLD students in the schools: The Need for Multiculturalism and CR practice



Multicultural Perspectives and Culturally Responsive Practice

As practiced in schools, multiculturalism “is a process, an ideology, and a set of interventions in which school psychologists and other culturally competent professionals engage. It is a worldview that recognizes and values the uniqueness of diverse learners, cultural backgrounds, and identities.” (Carroll, 2009, p.2)

Multicultural Perspectives and Culturally Responsive Practice

- Culture Matters
 - When culture is ignored, systems, families, and students are at-risk of not getting the support they need
- Culture contextualizes and gives meaning
 - It is a filter
 - It influences
 - It impacts
- One way to help educators and school professionals close achievement gap and other cultural and linguistic disparities

What is Cultural Competence?

- The integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services, thereby producing better outcomes (National Technical Assistance Center for State Mental Health Planning-Davis, 1997)
- The ability to think, feel, and act in ways that acknowledge, respect, and build upon, ethnic, socio-cultural and linguistic diversity
- Cultural Competence is the key factor in enabling educators to be effective with diverse population (Lynch and Hanson, 1998)

What is Cultural Responsiveness?

- Cultural responsiveness has a wide variety of definitions. However, there are some elements common to many of them:
 - (a) a basic knowledge of diversity and culture as a starting place,
 - (b) an active affirmation of diversity,
 - (c) a commitment to connect the home/school experience of students, and
 - (d) an adoption of a wide range of instructional and assessment strategies.
- What does it mean for Educators?
 - [Video](#)

Prerequisites for Culturally Responsive Practice

- Motivation and Commitment
- Informed knowledge base
 - Gaps in the research, new emerging findings
- Sensitivity for and awareness of differences

Action steps for school psychologists

- I. School Psychologist Know Thy Self
 - i. Increase awareness of identity characteristics
 - a) Awareness is a necessary precursor to understanding one's personal and professional selves
 - b) School psychologists' identity characteristics can impact their biases and prejudices
- II. Increase Knowledge About Racially Diverse Populations
 - i. Use research to gain understanding of educational challenges related to specific populations
 - ii. Use web based resources to build knowledge related to specific populations
 - iii. Join professional organizations/groups that aim to understand and improve racially diverse students' educational experiences
- III. Skills Application
 - i. Use data that documents racial disparities in outcomes (e.g., special education, discipline, etc.) as basis for school-based access
 - ii. Find racial justice allies in school settings (administrators, teachers, support personnel, etc.)
 - iii. Conduct professional development on issues related to racial justice such as bias in assessment, special education disproportionality based on race, teacher bias, etc.
 - iv. Develop Action Plan

Sullivan et al, 2017

Multicultural "Flashpoints" Toward Cultural Competence & Responsive Practice

Adapted from Carroll (2009) in J. Jones, *The Psychology of Multiculturalism in the Schools*

Know thyself

- "He who **knows** others is wise; he who **knows** himself is enlightened." "The first thing you have to **know** is **yourself**. A man who **knows** himself can step outside himself and watch his own reactions like an observer." "Your own Self-Realization is the greatest service you can render the world."

• Plato



Pair & Share: Using the ADDRESSING framework as one way to begin to look inward and better understand those you work with

Using the ADDRESSING Framework: Age, Disability, Disability, Religion, Ethnicity, SES, Sexual Orientation, Indigenous Heritage, National Origin, Gender (Hayes, 2001)

share

- ### The Students and Families We Work With Also Belong To Cultural Groups
- Consider All of the Cultural Groups a Student Might Belong To...*
- Racial/Ethnic/Social/linguistic
 - Religious/Spirituality
 - LBGTQ
 - School Sub Cultures (e.g., athletes, skaters, dancers, band, drama, chess, cheerleaders)
 - Disability (e.g., Deaf Culture, SPED, GENED, physical disability)
 - Millennial Youth Culture


Describe your Context by
"Mapping" & Share Out

Student and leadership demographics	Leadership hierarchy, formal and informal power structures	SES, SPED Demographics
Systemic, student, and program Strengths	Systemic, student, and program Weaknesses	Systemic, student, and program Resources

Presentation Overview: Part II

- **Consultation in the Schools**
 - Consultation defined and the importance
 - Legal influences on consultation: National and local RTI mandates
 - Professional expectations
- **Multiculturalism in Consultation**
 - Adaptations and Considerations for culturally responsive practice
- **Frameworks for Culturally Responsive Practices**
 - Multicultural Consultation Model
 - Ecological Validity model
- **What is looks like in the field**
 - Applying the framework: Culturally Responsive Positive Behavior Interventions and Supports
 - Applying the framework: Culturally Responsive Committee Centered Consultation
- **Summary and Conclusions**

Meeting the needs of CLD students in the schools: Consultation in the Schools



- *"There is no greater wealth than wisdom, no greater poverty than ignorance; no greater heritage than culture and no greater support than consultation." - Hazrat Ali*

Consultation in the Schools

- School Consultation is defined as a cooperative helping and problem-solving relationship between a school personnel and a specialist on a work related problem (Jones, 2009).
- It is usually a triadic and indirect relationship in that the consultant works directly with the teacher consultee to indirectly effect change for a third party (Jones, 2009).

Influences on School Consultation

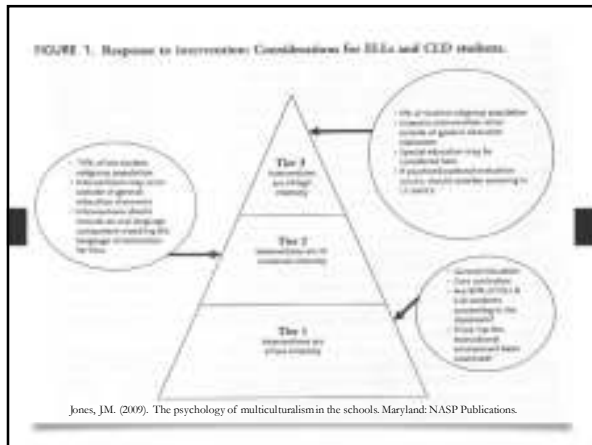
- Shift from a sole focus on the evaluation and treatment of individual psychopathology and toward more comprehensive multitiered systems of academic and psychosocial prevention and intervention resulting in increase of consultation for school psychs (Bell, Summerville, Nastasi, Patterson, & Earnshaw, 2015).
- Sufficient attention to the culture, priorities, resources and needs of the school setting could increase success of such programs. (Bell et al, 2015)

Influences on School Consultation

- Increased diversity of student learning, behavior, and social emotional needs
- Federal mandates of FAPE, LRE
- Changes in Special Education eligibility for SLD
- FBA requirements in Special Education
- PBIS language in IDEA

RTI in US and TX Schools

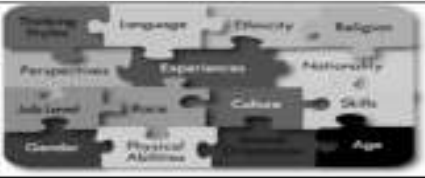
- According to a study conducted by Zirkel & Thomas (2010), as of March 2010, 14 states require the use of RTI in SLD identification at least *partially* while *all* states permit the use of RTI in SLD
- TX permits the use of RTI in SLD identification
 - RTI may be used as part of general education interventions
 - LEAs may require RTI processes prior to SPED referral



Consultation in the Schools – Are We There Yet?

- Defining school consultation services (Rosenfield, 2013)
 - Leadership development (72.3%), Coaching (60.5%), Assessment (59.7%), Team/Group (47.1%), Change Management (42.0%), Talent Development (39.5%), Training (34.5%)
- Change from direct to indirect service
- Lack of consistent consultation training and supervision
 - Acquire skills for practice and implementation
 - Need for trained university staff
- Need Team collaboration skills
 - Knowledge and skill development in school organizational contexts, building relationships with school staff, and implementing interventions with fidelity
- Need Globalization of consultation practices

Multicultural Consultation




Multicultural Consultation Defined

- Recently, the term multicultural consultation has been introduced in the literature as a culturally sensitive indirect service in which the consultant adjusts the consultation services to address the needs and cultural values of the consultee and/or the client (Tarver Behning & Ingraham, 1998).
- Learning and development of the consultant, cultural variations in the consultation constellation, contextual and power issues, and methods to support consultee and client success (Ingraham, 2000).
- Effective consultation is dependent upon our understanding of the diverse population we serve, our ability to work with individuals from varied cultures, and our capacity for conducting assessments and developing interventions that can fulfill the diverse needs of clients (e.g., students), consultees (e.g., parents, teachers) and systems (e.g., parents, teachers) (Nastasi et al., 2000).

Multicultural Consultation

"Our culturally and linguistically diverse students have a right to equitable learning opportunities. This is especially true for students who are our most vulnerable and for whom learning and achieving may not come so readily."



Castro-Villarreal, F. & Nichols, S.L. (2016). Intersections of accountability and special education: the social justice implications of policy and practice. *Teachers College Record*, 118 (14), 1-11.

Cross-Cultural Consultation Competencies

- Understand your culture and others' culture
- Develop cross-cultural communication and interpersonal skills
- Examine culturally-embedded context
- Use qualitative methods to gather information
- Acquire culture-specific knowledge
- Collaboration with translators

Rogers, M. (2000). Examining the cultural context of consultation. *School Psychology Review, 29*(3), 414-418.

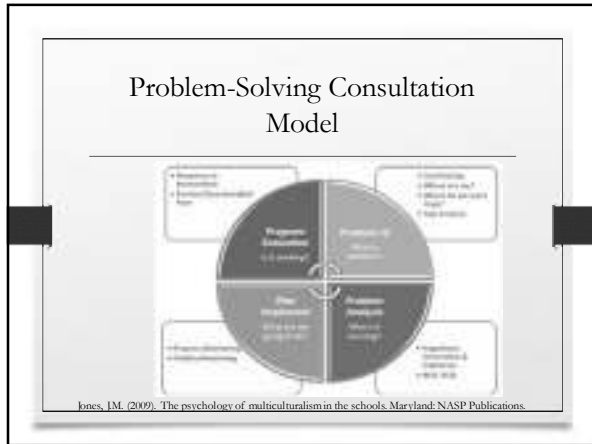
Current School Consultation Models

Behavioral	Problem-Solving
Organizational	Mental Health

Behring, S. T., Cabello, B., Kusuda, D., & Murguia, A. (2009). Cultural modifications to current school-based consultation approaches reported by culturally diverse beginning consultants. *School Psychology Review, 29*(3), 354-367.

Behavioral Consultation Model

<p style="text-align: center; border: 1px solid black; padding: 2px;">Behavioral Consultation</p> <p>A systematic indirect form of service delivery in which two or more persons work together to identify, analyze, remediate, and evaluate a client's needs. Characterized by:</p> <ul style="list-style-type: none"> • The use of a standard 4 stage problem solving process • Adherence to behavioral assessment techniques • Reliance on behavioral intervention strategies • Evaluation of outcomes based upon behavioral analysis and related methodologies <p style="font-size: x-small;">Sheridan, S. (2009). Considerations of multiculturalism and diversity in behavioral consultation with parents and teachers. <i>School Psychology Review, 29</i>(3), 344-353.</p>	<p style="text-align: center; border: 1px solid black; padding: 2px;">Conjoint Behavioral</p> <p>An extension of behavioral consultation that incorporates home and school participation in the intervention process. Characterized by:</p> <ul style="list-style-type: none"> • Allowing for cultural considerations of behaviors • Family engagement to improve student outcomes • Parents and teachers are utilized as valuable resources of information • Sensitive to social justice issues (e.g. immigration status, past experiences in the school system, etc.) <p style="font-size: x-small;">Jones, J.M. (2009). The psychology of multiculturalism in the schools. Maryland: NASP Publications.</p>
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Frameworks in Multicultural Consultation

- ### Components of Multicultural School Consultation (MSC) Ingraham, 2000
1. Domains of Consultant Learning & Development: *knowledge and skill in the 8 MSC Competence Domains*
 - Understanding one's own culture
 - Understanding the impact of one's own culture on others
 - Respecting and valuing others cultures
 - Understanding individual differences within cultural groups and multiple cultural identities
 - Cross-cultural communications/multicultural consultation approaches for rapport development & maintenance
 - Understanding cultural saliency and how to build bridges across salient differences
 - Understanding the cultural context for consultation
 - Multicultural consultation and interventions appropriate for the consultee(s) and client(s)

Components of Multicultural School Consultation (MSC) Ingraham, 2000

2. Domains of Consultee Learning and Development

- Knowledge
- Skill
- Objectivity and decreasing:
 - *Filtering perceptions through stereotypes*
 - *Oversimplifying culture*
 - *Taking a color-blind approach*
 - *Fear of being called a racist*
- Confidence:
 - *Preventing interreaction paralysis*
 - *Avoiding reactive dominance*

Components of Multicultural School Consultation (MSC) Ingraham, 2000

3. Cultural variations in the consultation constellation

- Consultant-consultee similarity
- Consultant-client similarity
- Consultee-client similarity
- Three-way diversity. Tri-cultural consultation

Components of Multicultural School Consultation (MSC) Ingraham, 2000

4. Contextual and power influences

- Cultural similarity within a differing cultural system
- Influences by the larger society
- Disruptions in the balance of power

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

• Language	• Concepts
• Persons	• Goals
• Metaphor	• Methods
• Content	• Context

Language

- Do students understand the *language* and *idioms* used?
- Language
- Bilingual Approach
- Translate to native L1
- Flexibility for code switching
- Local dialects
- Example: Bilingual approach in high risk setting; Spanish language translation in the adaptation of Strong Teens to Jovenes Fuertes (Castro-Olivo, 2014)

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 student's 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.

Goals (cont.)

- 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, ~~in~~ 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

Multicultural Consultation in Summary

- A multicultural approach to consultation considers the influence of the culture of each member of the triad in every step of the process (Ingraham, 2004)



Applying the Framework: CRPBIS



The Ecological Validity Model in Practice

- Considered the Context via Extensive Mapping and needs assessment
- Considered CR adaptations by element
 - Language
 - Content
 - Metaphors
 - Persons
 - Goals
 - Methods

Multicultural Consultation: Culturally Responsive PBIS

Castro-Villarreal and colleagues conducted action research in an urban culturally and linguistically diverse setting

- Followed consultation and coaching best practices framework
- Large group didactic training followed by individual researcher provided coaching support

Multicultural Consultation: Culturally Responsive PBIS

- Professional development workshops focused on focused on “*Culturally Responsive Positive Behavior Interventions and Supports (CR-PBIS)*”.
- A total of 40 teachers attended two workshops, with six electing to participate in individualized coaching support and consenting to research.

Multicultural Consultation: Culturally Responsive PBIS

Participants

- A total of six educators from two university-supported laboratory schools enrolled in this study.
 - Five of the educators completed the entire study.
 - The sixth educator (Educator F) did not complete the study due to personal medical complications.
- Four of the six educators were general education teachers and two were bilingual education teachers

Multicultural Consultation: Culturally Responsive PBIS

Procedures

- **Baseline**
 - During baseline, each teacher was instructed to conduct lessons as usual. No feedback or direction was provided during this time. Behavioral observations were conducted using the researcher developed culturally responsive classroom management evaluation tool (available upon request from Dr. Castro-Villarreal)
- **Coaching**
 - The intervention and consultation phase composed of an initial small group training and follow-up individual coaching sessions. Follow-up individual coaching sessions were conducted in the teacher's classrooms during their conference periods and lasted between 10-30 minutes each.

Multicultural Consultation: Culturally Responsive PBIS

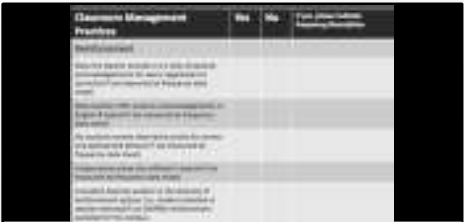
The following classroom management practices were recommended in CR coaching sessions:

Display 3-5 positively stated classroom rules that were explicitly taught during instruction.	All signage includes CR visual images and available in English and Spanish.
Provide 4:1 ratio of positive acknowledgements for every negative error correction (including descriptive praise)	All teacher and student interactions include acknowledgement, acceptance, and usage of English and Spanish.
Display a daily schedule to encourage routines and predictability	Students should be offered multiple opportunities to respond in various ways (e.g. raising hands, thumbs up, thumbs down, partner answers, 4 corners, random stick selection, etc.)
Utilize nonverbal and quiet cues for noise control (Ex. Macaroni and cheese, clapping rhythms, Focus-Pocus, etc.)	Provide reading materials that represent a diverse array of authors, story characters, and content

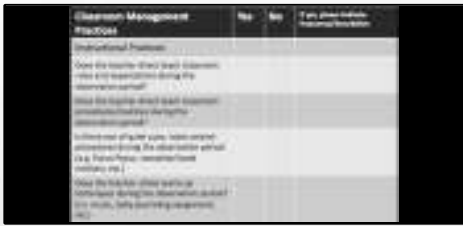
UTSA Researcher developed
CRPBIS Intervention Fidelity
Checklist



Evaluation Tool



Evaluation Tool



The screenshot shows a table with the following content:

Classroom Management Practices	Yes	No	If you check either Yes or No, please explain.
Instructional Practices			
Does the teacher clearly teach classroom rules and expectations during the instructional period?			
Does the teacher clearly teach classroom procedures (e.g., how to get materials, how to get help, how to get attention, etc.)?			
Does the teacher clearly teach classroom management skills (e.g., how to get attention, how to get help, how to get materials, etc.)?			
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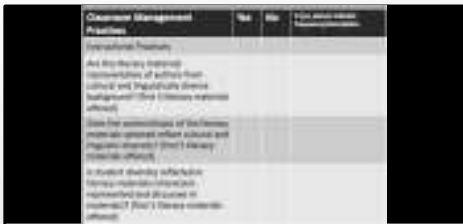
Evaluation Tool



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Evaluation Tool



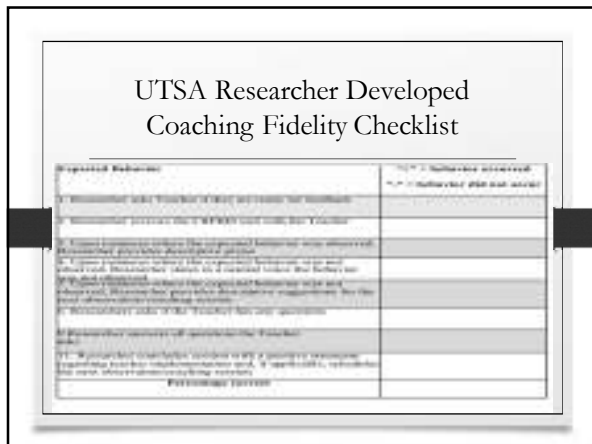
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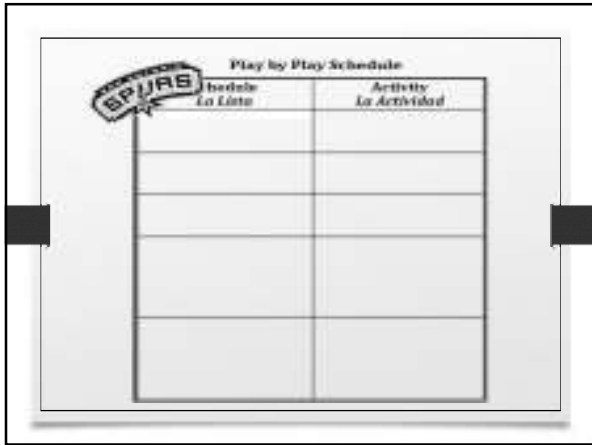
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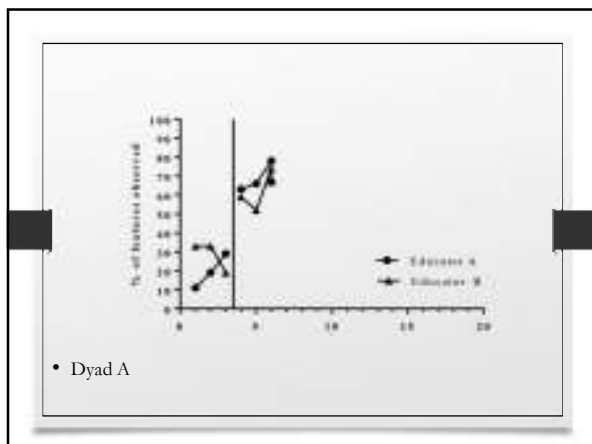


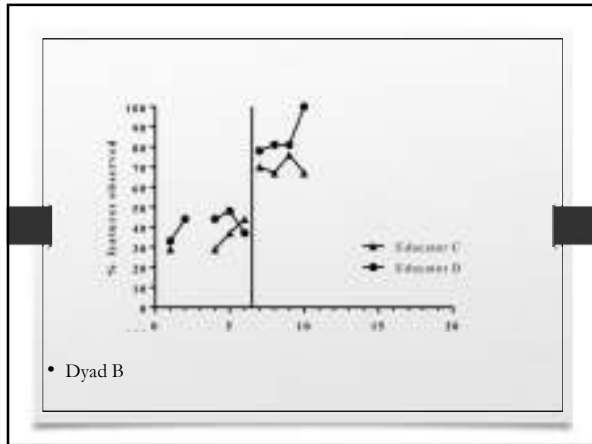


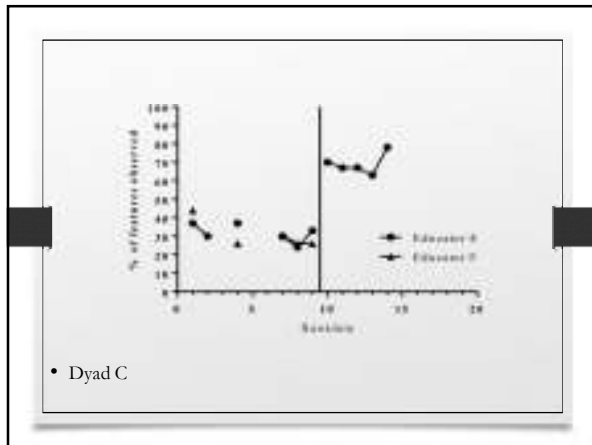


<p>LEVEL 0 / NIVEL 0</p>  <p>Shhhhhh! NO TALKING NO HABLES</p>	<p>LEVEL 2 / NIVEL 2</p>  <p>TALK QUIETLY TO YOUR PARTNER ABLA EN VOZ BAJA</p>
<p>LEVEL 1 / NIVEL 1</p>  <p>WHISPER SUSURRA</p>	<p>LEVEL 3 / NIVEL 3</p>  <p>PRESENTATION VOICE VOZ DE PRESENTACIÓN</p>

	HELP / AYUDA 	ACTIVITY / ACTIVIDAD 
CHAMPS		
MOVEMENT / MOVIMIENTO 	INTEREST / INTERÉS 	ÉXITO!  SUCCESS







CRPBIS Results

- Coaching and feedback loop proved effective for changing classroom management practices
- Teacher consultees reached criterion immediately after intervention
- Feedback was frequent and descriptive in nature
- Tool proved to be critical for performance and corrective feedback and self monitoring/evaluation.
- With frequent coaching and feedback sessions, teachers demonstrated marked increases in their use of culturally responsive procedures in the classroom.
- Questionnaires provided to teachers following the training indicated that participating fully supported this method of feedback and coaching.

Applying the Framework: Culturally Responsive Consultee-Centered Consultation

Culturally Responsive Consultation in a Contemporary School Setting

- Consultee Centered Consultation was conducted with teachers in a high risk culturally and linguistically diverse setting
- Methods included:
 - Qualitative and Grounded Theory and Constant Comparison Analysis
 - Single-case research paradigm
- Examined the cultural and contextual features that bear on consultation processes
- Examined teacher satisfaction with a consultee-centered approach
- Examined the effectiveness of interdependent group contingency on student on-task behavior and work completion

Theoretical and Conceptual Influences

- Culturally Responsive practice was influenced by Ingraham's multicultural consultation framework
- Behavioral-problem solving model provided the structure
- Consultee-Centered Consultation guided the process

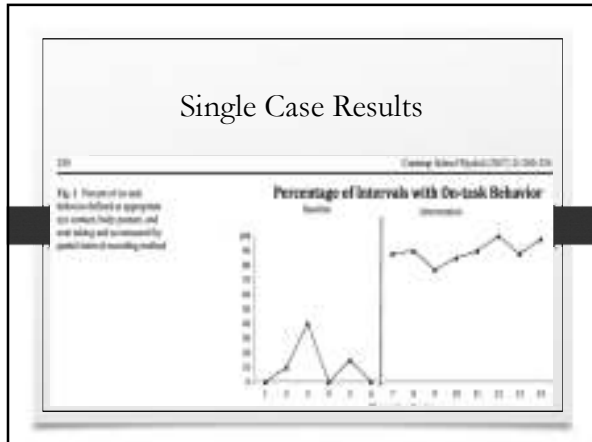


Consultee Centered Consultation in a Contemporary School Setting GT
Findings and Results

- Teacher consultees talked about the importance of recognizing and considering unique school and student culture
- Teachers prefer a collaborative approach and dislike a problem focus
- Teachers unfamiliar with consultation as a service delivery option
- Teachers prefer a solution focused
- Teachers tend to mistrust outside consultants and school psychs operating in a different role

Consultee Centered Consultation in a Contemporary School Setting GT
Findings and Results

- Flexibility
- Desire for direct service delivery as well
- Satisfied and reported to prefer a consultee centered approach



- ### Single Case Results
- AB quasi-single-case study
 - Implemented a structured and timed classroom routine and contingency management component
 - Independent and interdependent
 - Intervention resulted in increased on-task behavior
 - Intervention resulted in increased work completion

- ### Implications for practice: How to incorporate culturally responsive practices in our work
- Relationships and diversity of content offerings are key
 - Not just about skin color and language but about being open, available, and responsive
 - 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, always work from a strengths based perspective
 - 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
 - Multicultural literature: that is outside the literary canon or recommended book lists encourages participation from diverse groups

Build Trusting Relationships

- Spend time getting to know families and introducing yourself
- Learn as much as possible about unique cultures
 - Read books about different cultures
 - Watch videos about cultural values and practices
 - Talk to people from different cultures
 - Most importantly, learn your culture and the culture of those you work with
- Develop on-going relationships with families
- Refrain from making cultural assumptions and generalizations about family
 - Avoid stereotyping families who belong to certain cultural groups

Address Diversity Issues Directly

- Demonstrate an interest and respect for different cultural styles
- Learn about the family's beliefs and values from family members themselves
- Provide workshops and booklets for families about living in two cultures and cross-cultural parenting
- Offer workshops to empower parents to work effectively with American schools
 - Topics may include how U. S. schools function; school structures, rules, and responsibilities; requirements for mandated reporting by school personnel of suspected child abuse; rights and responsibilities of students and parents; free services and resources

Implications for Training: How to transmit these values and findings

- Awareness and understanding, skills acquisition, application of skills, and advanced skill development (Ingraham, 2016)
- Expanding attitudes, knowledge, and skills for work with people who may view the world through different lenses or paradigms
- Increased awareness and increased knowledge of "what next, next steps", procedures, decision tree, flow charts
- Life long learning and knowledge consumption, knowing where to find support and resources

Implications for School Psychology

Consider disparities in context and in relation to constellation of educational inequities

Avoid essentializing race – Race does not confer disability

Develop cultural responsiveness and critical reflection

Promote evidence-based practices in general education and special education

Sullivan et al., 2017

Overall Recommendations for CR practice

- Develop a firm understanding of one's own culture and an understanding of the impact of one's culture on others
- Respect and value others' cultures, seek feedback and cultural guides, and take care to value multiple perspectives when framing the problem
- Respect individual differences within cultural groups
- Understand the impact of multiple cultural identities for individuals
- Acquire cross-cultural communication methods approaches for developing and maintaining rapport
- Understand appropriate consultation and interventions given the cultures of students, parents, and teachers in the collaborative relationship
- Create emotional safety yet balance emotional support with new learning
- Provide support in order to build confidence and feelings of self-efficacy
- Seek systems interventions to support learning and development
- Continually increase knowledge, skill, objectivity, and reflective thinking (Ingraham, 2000)

Conclusion

- With growing numbers of students from various cultural backgrounds, it is extremely important for professionals to be culturally competent
- Cultural competence begins with knowledge and evolves into the standards, policies, and attitudes that directly affect the quality of services students receive
- Use existing multicultural models to guide your practice and research
- Building cultural competency is a continuous process that ultimately leads to better outcomes for students and their families. Cultural competency also ultimately leads to more authentic relationships

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