



**Pyramid Equity
Project**



CULTURALLY RESPONSIVE PRACTICES

AGENDA

- Why focus on culturally responsive practices as a component of social-emotional development?
- Why are culturally responsive practices important?
- What are culturally responsive practices?



Promoting Young Children's Social Emotional Competence

- Children are part of and influenced by the sociocultural context of their family and community
- Educators must understand and be responsive to each child's unique culture
 - To understand and promote the development of the child
 - To establish reciprocal relationships with families



Why is it important to consider culturally responsive practices when using the Pyramid Model?

- Behavioral expectations are developed in the context of culture, family, and community.
- When the behavioral expectations of the school is different from those of the home and community, cultural disconnects can lead to unwanted behavior that is **preventable**.

Culturally Responsive Practices

- Using culturally responsive practices helps schools and classrooms ensure that behavioral expectations are aligned with those of the family and community.





The United States
Department of
Education's most recent
data collection shows
disparities in Early
Childhood Discipline

Gender and Race

U.S. Department of Education Office for Civil Rights 1 Civil Rights Data Collection: Data Snapshot (School Discipline, 2016)

Gender:

- Boys are 54% of preschool enrollment and represent 78%

Race:

- Black children represent 19% of preschool enrollment, but 47% of preschool suspensions.
- White children represent 41% of preschool enrollment, but 28% of preschool suspensions.

Girls Suspended:

- Black girls represent 20% of female preschool enrollment, but 54% of female preschool suspensions

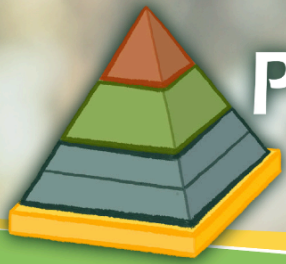
Let's Examine Possible Causes



Expectations

- Get comfortable with discomfort





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*This is **a self-reflective process**. “Because there are no quick and simple solutions, no single program or packaged intervention to train teachers to teach culturally diverse students, the issue of **reflection** becomes critically important. Any attempt to generate “tricks of the trade” must be avoided because of the complexity of the issue and because of the individual needs, motivations, experiences, and abilities of children of color.”*

Play Guess Who

Michael I. Norton



Why Don't We Want to Talk About Race?

“We have become so politically correct that we don't know what to say and when to say it. We don't know what to say to anyone anymore.”

Lee Jones, Florida State University.

- **Racial Etiquette: Not polite to discuss that which makes us uncomfortable** (Omi and Winant, 2002).
- **Saying “We’re all the same”, or “I don’t see color” fails to acknowledge difference others experience** (Harries, 2014).

Questions for Reflection

- In what ways do we avoid discussing race?
- Are early childhood practices “Color Blind”?





Race is the number one problem.
Why? Because we don't talk about it.

Ignoring it does not make it go away!
We Have a “Single Story” About Each Other

<https://www.youtube.com/watch?v=D9lhs241zeg>



What are some
of the “Single
Stories” we have
about children?



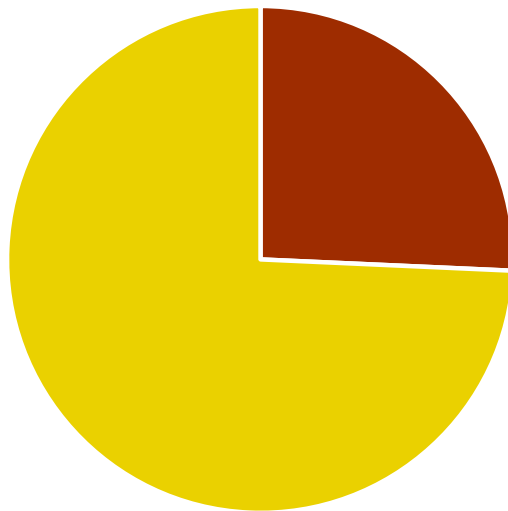
What is Disproportionality?

Disproportionality occurs when one group is overrepresented or underrepresented in a particular situation or category, compared to the percentage of that group in the general population (Coutinho, 2006).



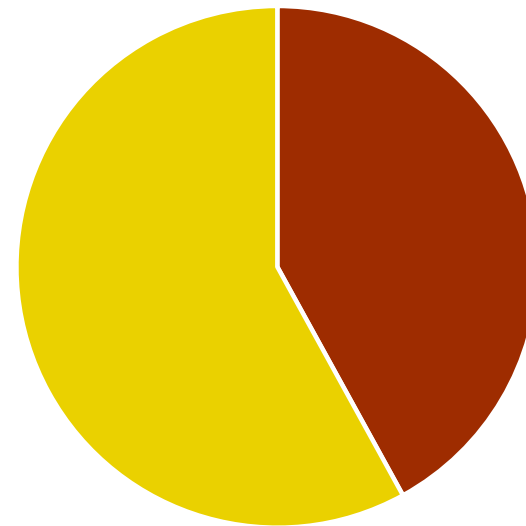
Disproportionate Number of Black Preschoolers Suspended

% of Population



■ black children ■ other

% of Suspensions



■ black children ■ Other

African Americans are only 18% of Preschool Population, but comprise 48% of Suspensions, United States Department of Education , 2014

Disproportionality may occur in situations other than suspensions:

- Classroom discipline
- Referrals to the Director/Principal
- Sending a child home early
- Sending a child to another classroom

In what ways have you witnessed/heard about disproportionality in your settings?



Why Does This Happen??



Implicit Bias



IMPLICIT BIAS

- Implicit bias is the mental process resulting in feelings and attitudes about people based race, age and appearance.
- It is an unconscious process and we are not consciously aware of the negative racial biases that develop over the course of our lifetime.
- Implicit bias supports stereotypes such as Black males dangerous.

THE LADDER OF INFERENCE



I TAKE **ACTIONS** BASED ON MY BELIEFS

I ADOPT **BELIEFS** ABOUT THE WORLD

I **DRAW** CONCLUSIONS

I MAKE **ASSUMPTIONS** (BASED ON THE MEANINGS I ADDED)

I ADD **MEANINGS** (CULTURAL & PERSONAL)

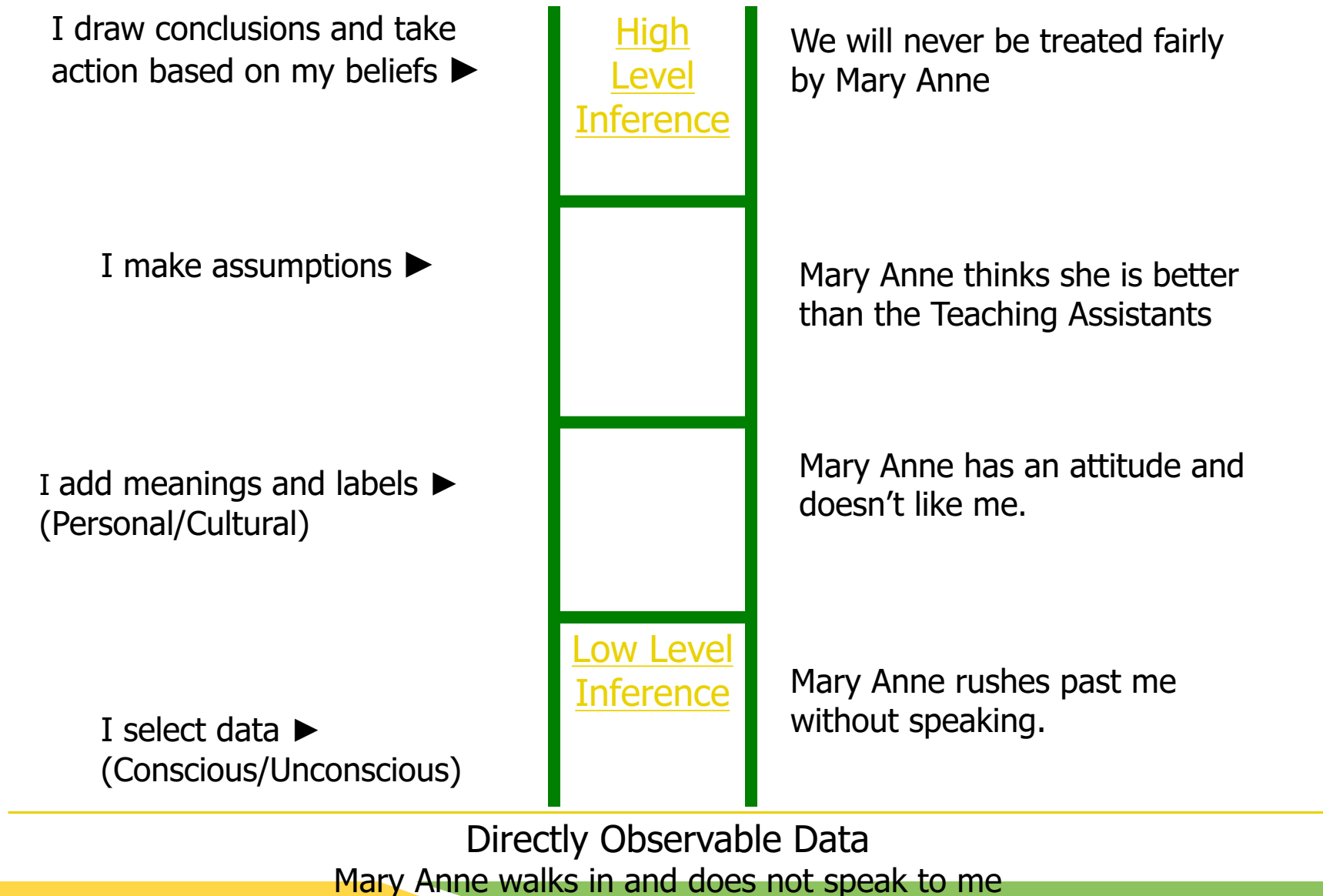
I SELECT **“DATA”** FROM WHAT I OBSERVE

Peter Senge - from *The Fifth Discipline*

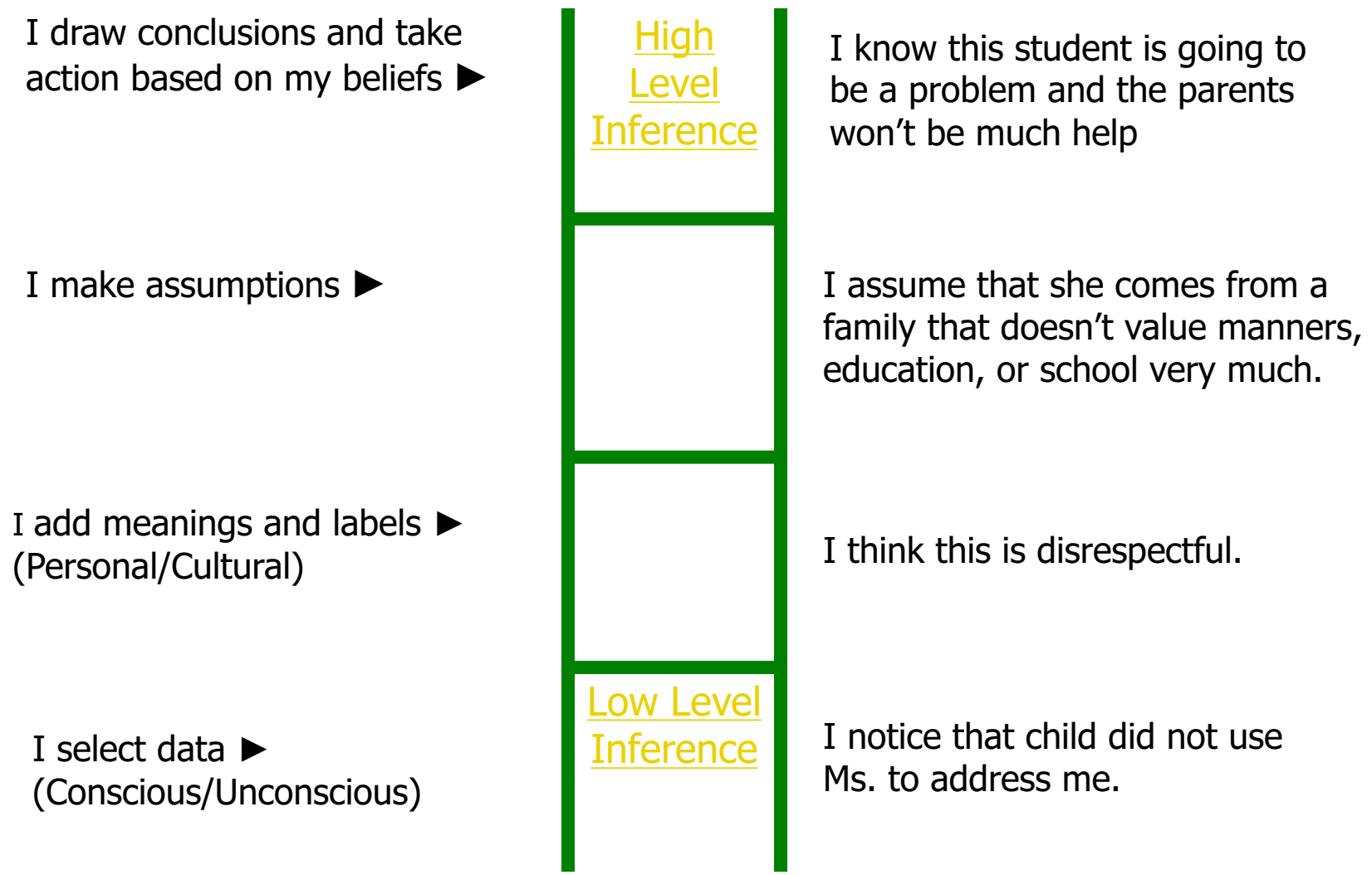
Reflexive Loop

* **Our beliefs affect what data we select next time.**

Ladder of Inference



Ladder of Inference



Directly Observable Data

My student won't address me by "Ms." in class.

Ladder of Inference

I draw conclusions and take action based on my beliefs ►

High Level Inference

I know we're going to have to put him on a behavioral plan

I make assumptions ►

He's probably aggressive with the other children.

I add meanings and labels ►
(Personal/Cultural)

I think he has an attitude, I'd better watch him.

I select data ►
(Conscious/Unconscious)

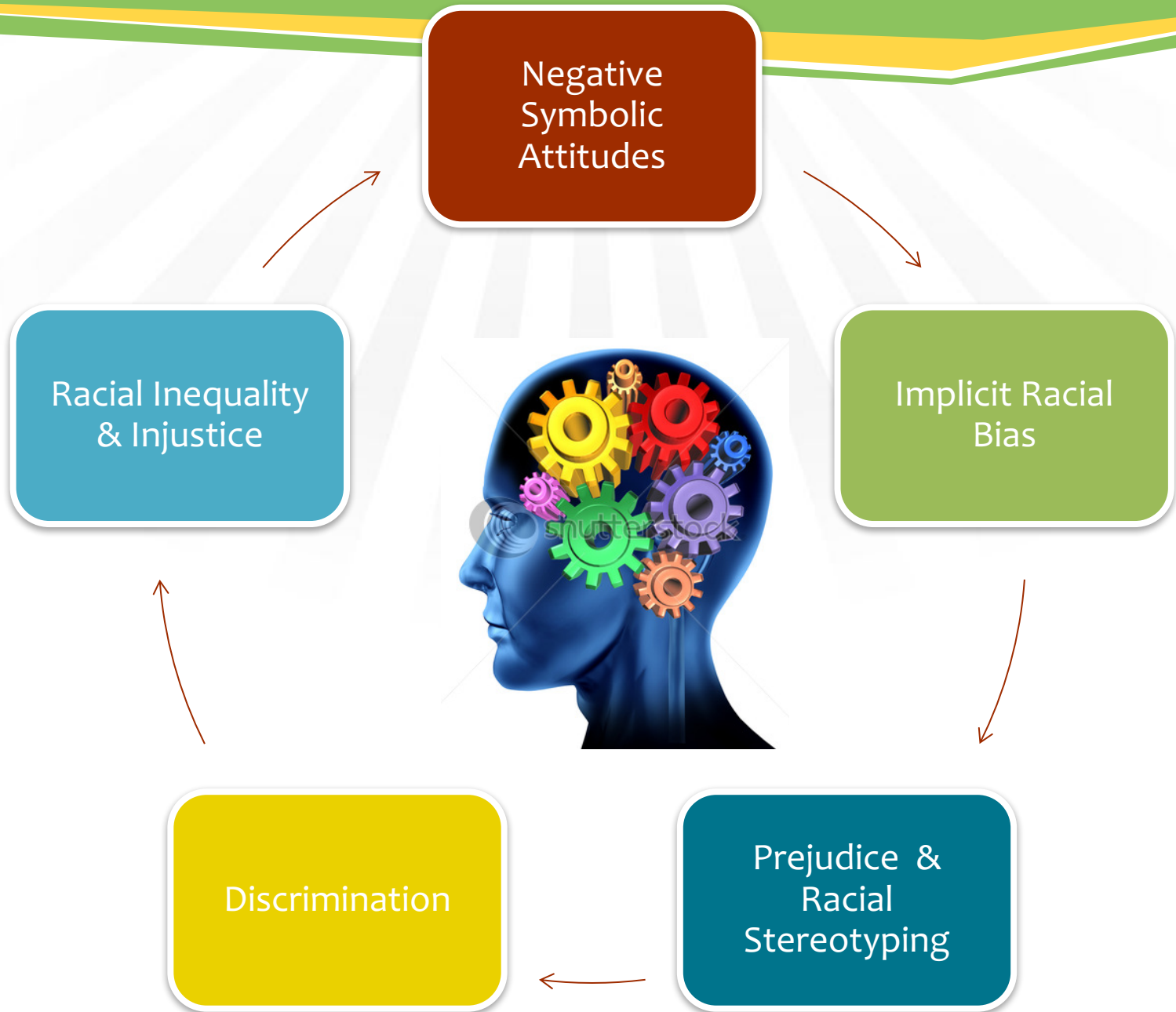
Low Level Inference

This child is pretty big and rough

Directly Observable Data

Kirwan Institute Research

- **Implicit racial bias is one of the critical factors that promote racial and ethnic inequality in American society.**
- **It is important to understanding the causes of implicit racial bias and intentionally work to bring it to the conscious level in order to mitigate the negative consequences**



Tom Rudd, Kirwan Institute for the Study of Race and Ethnicity

Implicit Bias

Hidden

- Implicit racial bias resides in our “unconscious mind,” the part of the brain that many researchers believe is beyond our direct control

Less
Egalitarian

- Unconscious attitudes are less egalitarian than what we explicitly think about race

Self-
reinforcing

- Our refusal to talk about and confront issues of race reinforces implicit racial bias

**Tom Rudd, Kirwan Institute for the
Study of Race and Ethnicity**

Are There Issues Discussing Race in PM Classrooms? Selective Attention



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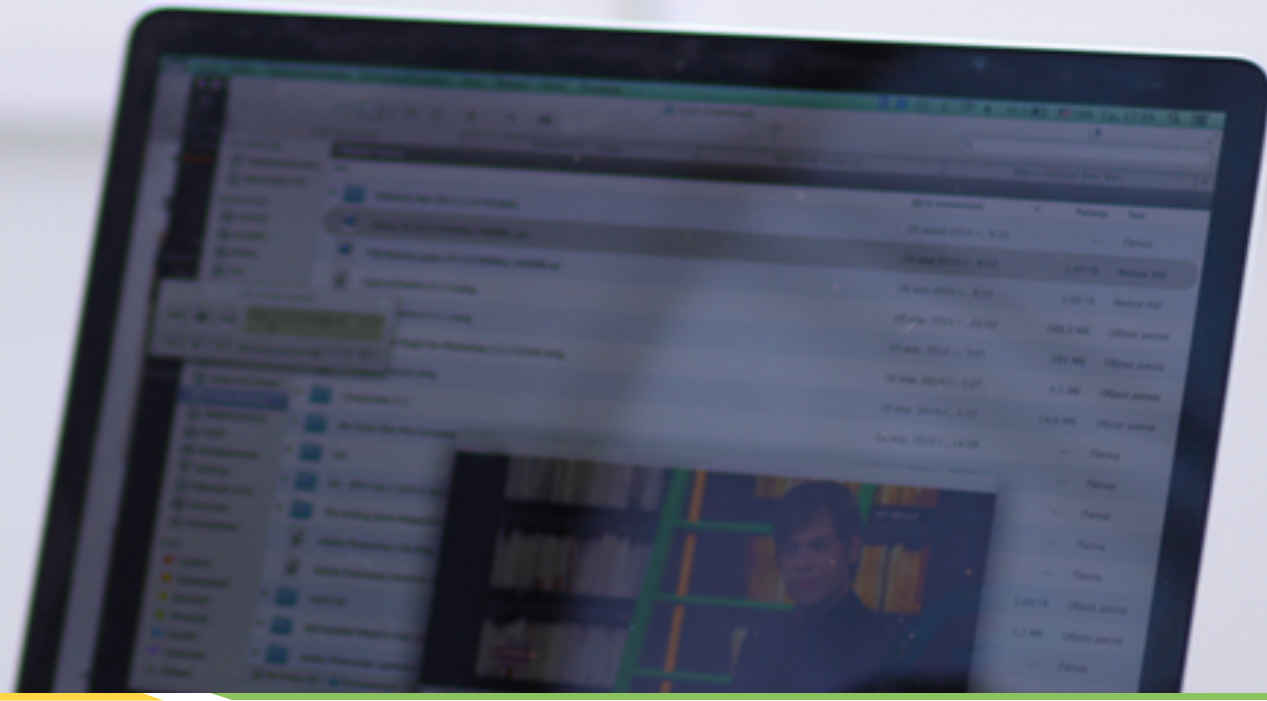
How does
this impact
the
preschool
classroom?



Implicit Bias in Preschool Teachers

Walter Gilliam, et al
(2016) found that
Preschool teachers
judge those children's
behaviors differently
based on race.

Preschool teachers were asked to watch a video clip of 4 children to anticipate challenging behaviors. Children included a black girl and boy, a white boy and girl, all child actors.





We are interested in learning about how teachers detect challenging behavior in the classroom. Sometimes this involves seeing behavior before it becomes problematic.

The video segments you are about to view are of preschoolers engaging in various activities. Some clips may or may not contain challenging behaviors. Your job is to press the enter key on the external keypad every time you see a behavior that could become a potential challenge.

The Black boy was watched more than any other child. Forty Two percent of teachers reported that he required more attention than the other children.



The Black
girl was
watched
more often
than the
White
children





White
children were
watched less
than Black
children

Let's Reflect on Ourselves

Addressing Our Own Biases



Hot Button Activity

- This activity is designed to acknowledge how difficult it is to deal with children with challenging behavior.
- We are going to use it to examine the possibility of bias in responding to challenging behaviors.
- At times, it is difficult to see beyond the challenging behavior to possible solutions.

What Behaviors Push Your Buttons?



How Do You Feel When Your Buttons Are Pushed?



How Do These Feelings Influence Interactions With Children?



Personal & Cultural Beliefs Shape Attitudes About Challenging Behaviors

- Look at your “Hot Buttons”
- Where might there be cultural disconnects?



Cultural Disconnects

- Most children don't come to school knowing what teachers expect them to do.
- Most teachers are not aware of the cultural expectations of the child at home.
- This could be the child's first experience in outside of home and family.
- There may be differences in families' and teachers' expectations of children's behavior.

**Cultural
Disconnects**



**Lead to
disproportionality
in disciplinary
practices**



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DIFFERENT IS NOT DEFICIT

What is Culture?



Culture:

- The way we live
- Values, mores, customs
- Behavioral expectations
- Belief Systems
- Communication styles
- Traditions that are shared and passed between generations



- **Culture impacts the way children:**
 - Learn
 - Cope
 - Solve problems
 - Communicate

Viewing the child through this cultural context provides an understanding of the child and the factors that influence behaviors

(Gay, Geneva 2010. Culturally Responsive Teaching)

“I’ve learned how crucial it is to build a community within your classroom and how empowering it can be for students when you give them a voice. When you let them tell you what’s important to them, it can be very enlightening”.

Kyle Schwartz, Denver Public Schools

I wish my teacher
knew how much I miss
my dad because he got
deported to Mexico when
I was 3 years old and
I haven't seen
him in 6 years. I wish
my teacher knew

Cultural Humility

- **Defining Humility:** hu-mil-i-ty n.,
 1. The quality or condition of being humble; lack of pride; modesty
 2. The act of modesty or self abasement; submission

The American Heritage Dictionary of the English Language (1973, p. 641)
- **Cultural Humility** challenges us to become the student, learning about those with whom we interact more personally, within a cultural context, suspending judgment.

Elements Of Culture



We must be aware of our own cultural framework and context

Kozleski, (2010). Culturally Responsive Teaching Matters! Equity Alliance

Elements: Of Culture of Pyramid Model



We must be aware of our own cultural framework and context

Kozleski, (2010). Culturally Responsive Teaching Matters! Equity Alliance

The Cultural Background We Bring With Us:



Kozleski, Elizabeth (2010). Culturally Responsive Teaching Matters! Equity Alliance

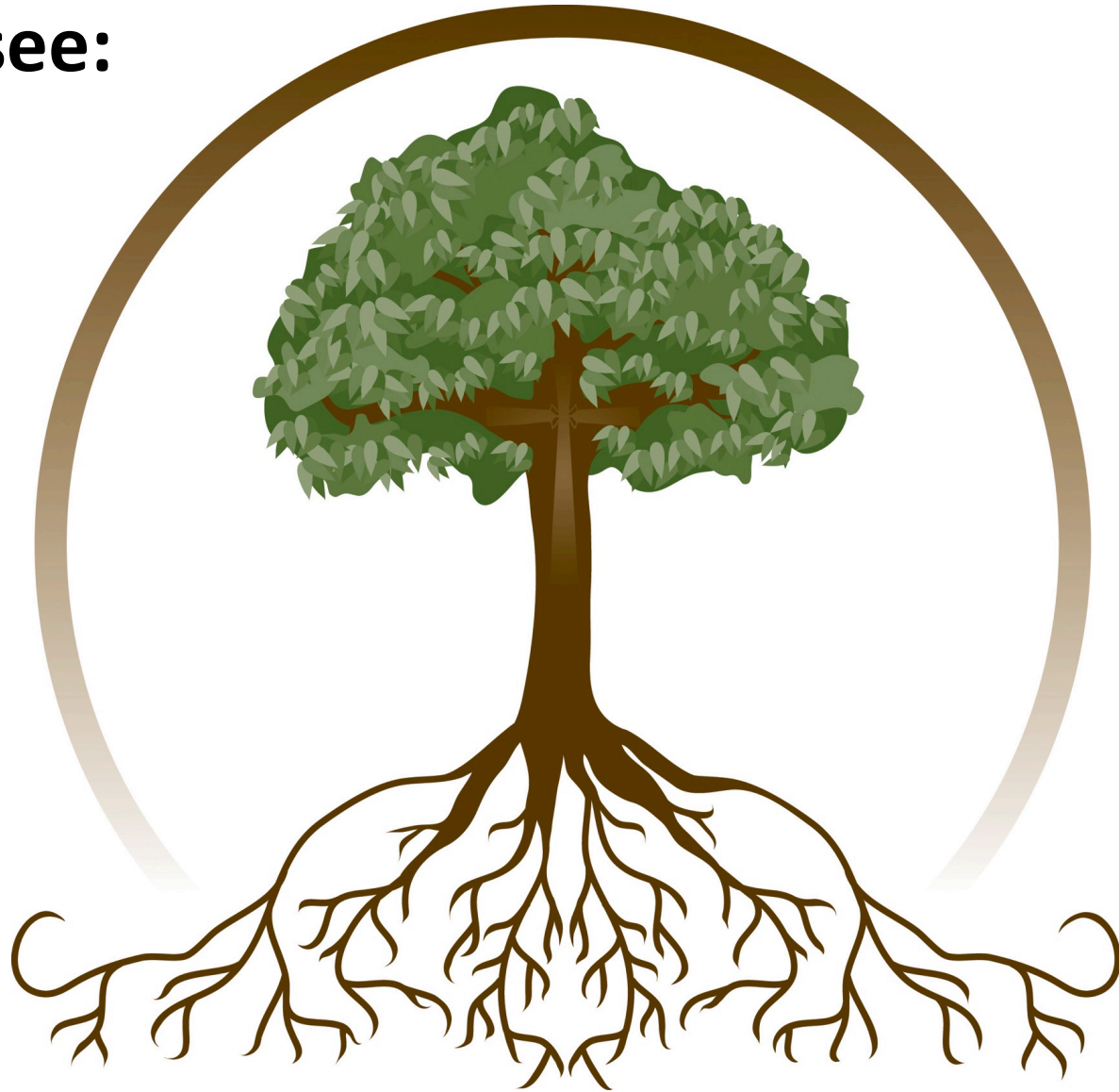


Iceberg Theory of Culture

The Branch/Leaves:

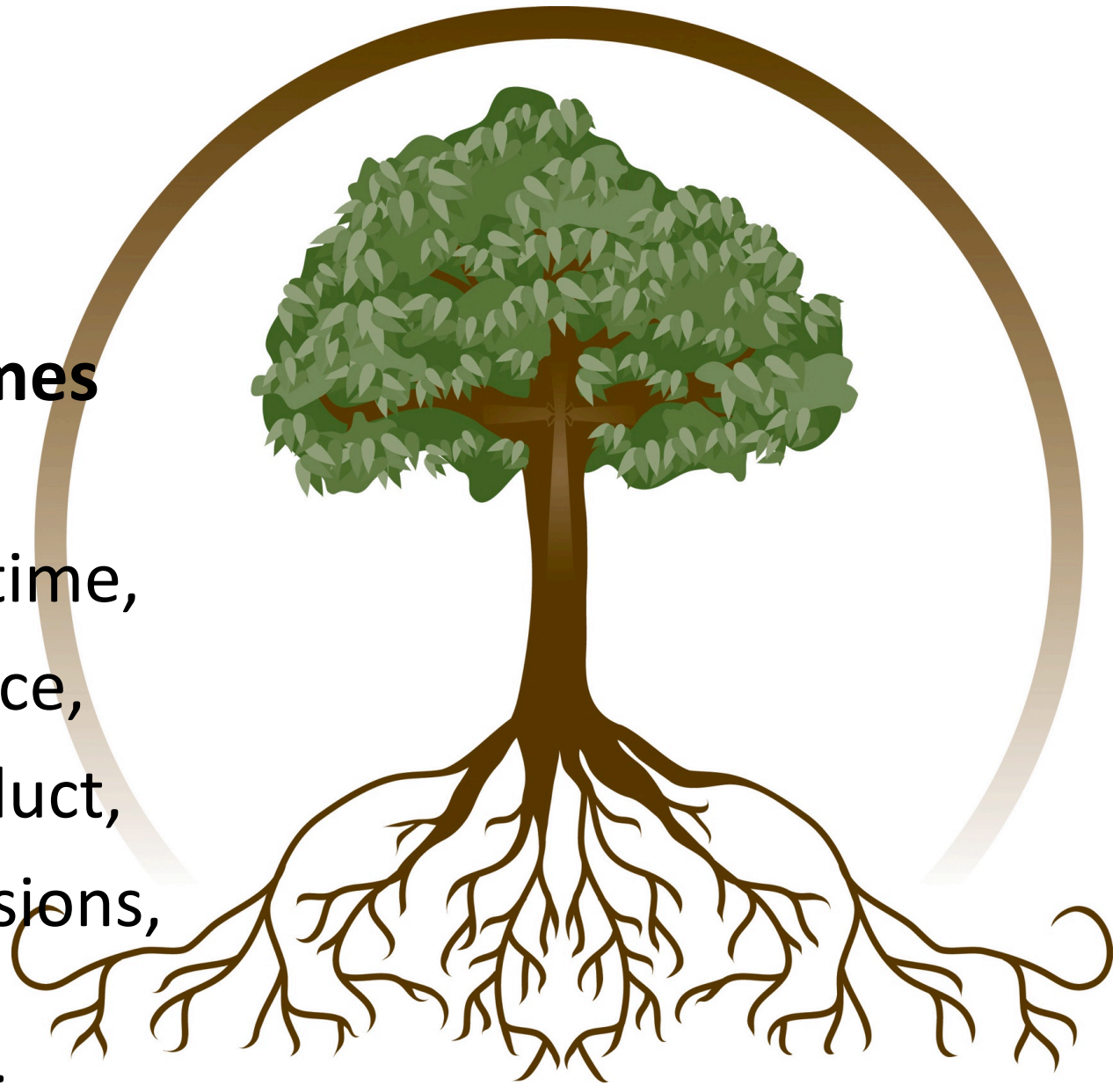
What we see:

- Dress
- Music
- Food



**At the Trunk:
Hidden
Rules Sometimes
Discussed:**

- concepts of time,
- personal space,
- rules of conduct,
- facial expressions,
- nonverbal communication





The Roots: Unseen and rarely discussed:

- Habits & assumptions,
- understandings, values, judgments
- nature of friendships,
- tone of voice,
- attitude toward elders,
- concept of cleanliness,
- patterns of group decision-making,
- preference for competition or cooperation,
- problem-solving

Implementing Culturally Responsive Practices



Culture Conclusion

- Culture, defined by Geneva Gay, is a combination of a person's "...world views, beliefs, language, and values...culture are those filters that help us as human beings make sense out of the most ordinary things.”
- It is important to de

What are Culturally Responsive Practices?

- Culturally responsive practices uses the cultural of the child to inform all teaching and learning.
- Culturally responsive practices affirm and sustain the culture the child brings into the classroom
- Culturally responsive practices ensures alignment between the home and the community culture and the school's culture

Implementing Culturally Responsive Practices

- To effectively implement culturally responsive practices we must:
 - become comfortable talking about race and culture ,
 - also acknowledge the role of implicit bias in teaching and learning
 - engage in critical reflection everyday

Principle One

“Kids get it, that we get them”



Children are honored in their cultural connections

- The children are represented in:
 - Routines and Activities
 - Stories
 - People
 - Visuals
 - Children feel honored recognized and seen



Principle Two

“Kids get it, that we like them”



Teachers are personally culturally inviting

- Kids understand that we enjoy them and enjoy being with them.
- Teachers have comfortable and positive conversations with children about cultural traditions and activities
- Teachers develop personal, meaningful and positive relationships with each child

Principle Three

"School looks like me"



- **Classrooms are physically and culturally inviting**
 - Children's families are represented in the classroom in photos, family books, bulletin board.
 - Children's work is attractively displayed.
 - Pictures, books, games, reflect the culture of the children

Principle Four

“Catch kids being good”

Children’s development and efforts are reinforced

- Teachers see children from a strength-based lens
- Teachers look for and acknowledge the positive behaviors of children
- Children are perceived as smart and capable learners



Principle Five

“Singing in harmony
with the kid’s song”



Strategies are adjusted to meet the needs of unique learning and cultural styles of the children

- Children do not have to change who they are to fit into the program.
- Creating program-wide rules that are consistent with the family’s cultural expectations.
- Using strategies that are congruent with the child’s family and community.

Principle Six

“Respect begins with the teacher”

Guidance is caring and consistent

- Children are intentionally taught culturally appropriate prosocial skills and emotional competencies
- Children are taught ***program-wide*** expectations
- Expectations are clear, implemented consistently, and reinforced regularly
- Guidance is instructive, not punitive



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Principle Seven

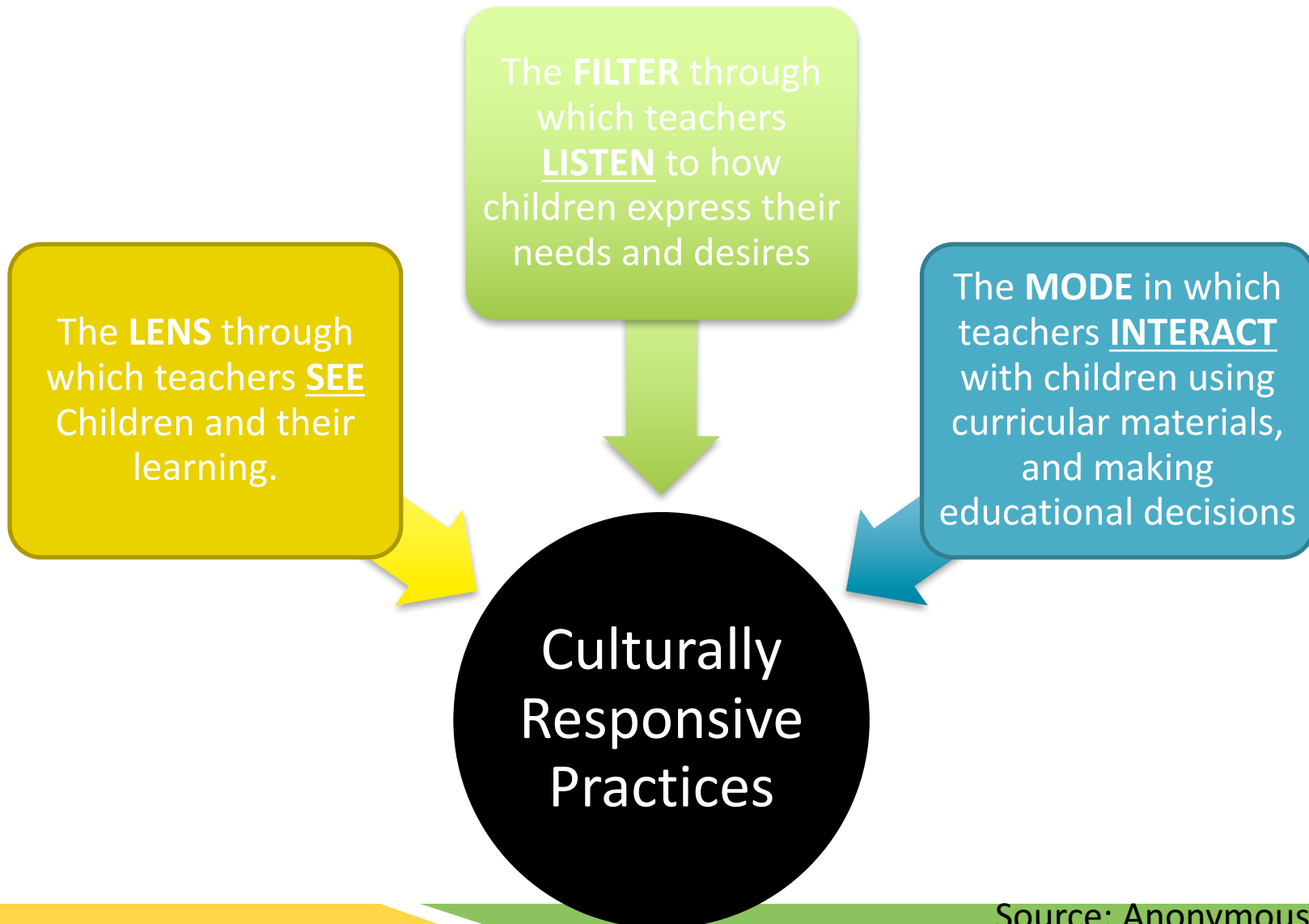
“Child-Centered
Learning”



Instruction is individual as well collective

- Teachers individualize instruction based on child needs.
- Friendship skills are taught and reinforced
- Teachers support peers in helping their friends learn and practice social skills

Culturally Responsive Teaching is...



Elements of Culture Activity

Elements of Culture

Element of Culture	My values growing up	My values now	What my school/organization values	How my students/families values differ	How the difference might create cultural disconnects
Discipline					
Attitude towards time					
Gender roles					
Attitude about food					
Status of Age					
Education					
Dependence/Interdependence					

Zion, S. (n.d.) Center for Advancing Practice, Education, and Research; University of Colorado Denver. Adapted by R. Allen 2017

Final Thoughts

