



**ADDRESSING
DISPROPORTIONALITY IN
SPECIAL EDUCATION
THROUGH A SOCIAL
JUSTICE FRAMEWORK**

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- **DISPROPORTIONALITY (BACKGROUND)**
- **SOCIAL JUSTICE FRAMEWORK**
- **THEORETICAL FRAMEWORKS & ANCHORS**
- **RESEARCH STUDY**
- **FUTURE DIRECTIONS**
- **QUESTION & ANSWER**

RESEARCH PRESENTATION

AGENDA

University of North Texas



Background: Disproportionality in Special Education

More than a 40 year issue

THEORETICAL FRAMEWORKS & ANCHORS

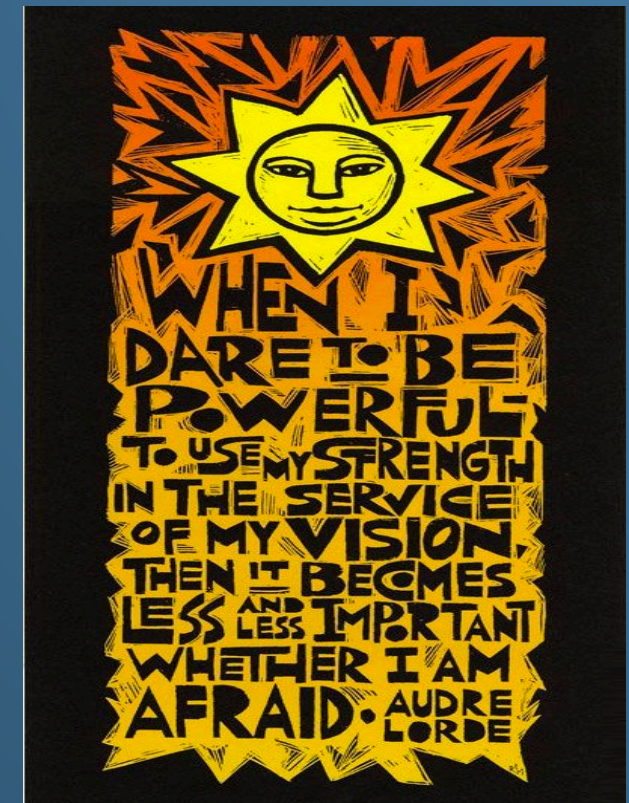
Cultural-Historical Framework



Culturally Responsive Pedagogies



Social Justice in Education



Artiles (2009), Gay (2002, 2010, 2018), Ladson-Billings (1994, 1997, 2018)



SOCIAL JUSTICE FRAMEWORK IN SPECIAL EDUCATION

BRENDA L. BARRIO, PH.D
2019



RESEARCH STUDY

BARRIO, B. L. (2021).
UNDERSTANDING CULTURALLY
RESPONSIVE PRACTICES IN
TEACHER PREPARATION: AN
AVENUE TO ADDRESS
DISPROPORTIONALITY IN
SPECIAL
EDUCATION. *TEACHING
EDUCATION*, 32(4), 437-456.



Issue, Possibility, and Teacher Education



Disproportionality



Culturally
Responsive
Practices



Pre-referral
Models

Purpose

Identify the efforts of teachers preparation programs as it relates to the development of CRP through pre-referral models as means to alleviate issues of disproportionality in special education, by understanding pre-service teachers' beliefs and knowledge about these models and methods.



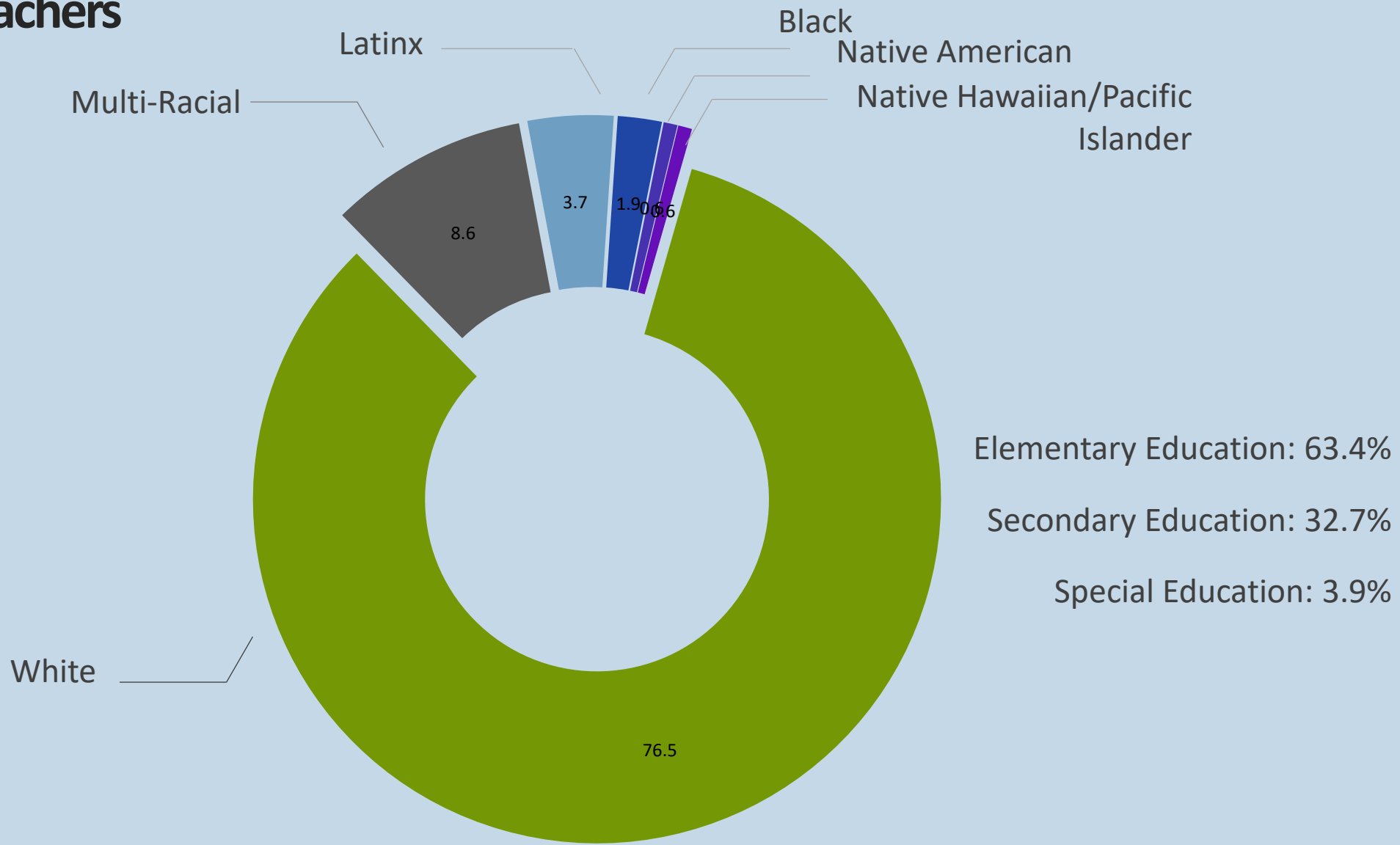
Research Questions



1. What are pre-service teachers' beliefs, knowledge and skills regarding the implementation of culturally responsive practices?
2. What are pre-service teachers' knowledge and skills regarding the implementation of pre-referral models?
3. What are pre-service teachers' beliefs about their implementation of culturally responsive practices as it relates to pre-referral models and the referral of culturally and linguistically diverse students to special education?

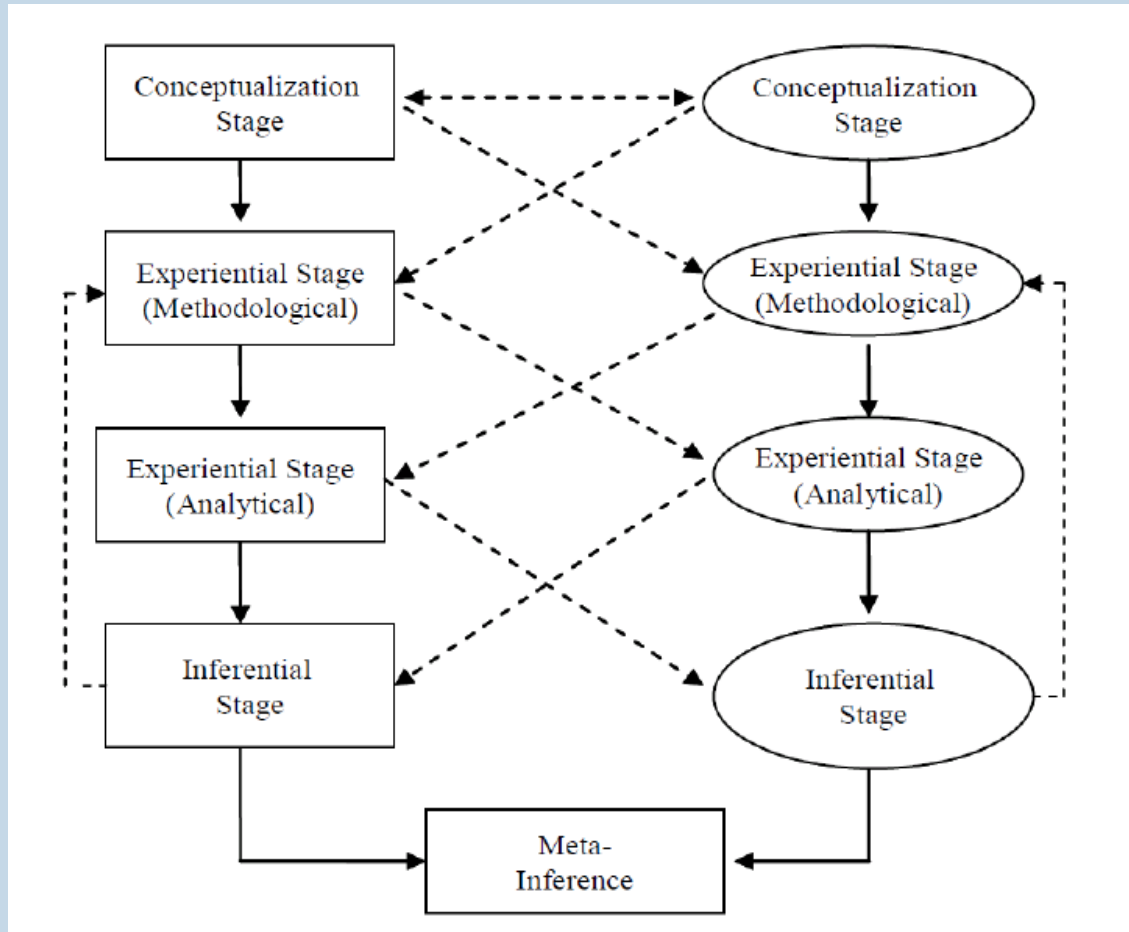


Participants: 163 pre-service teachers



Method

Fully Integrated Mixed Method



(Teddlie & Tashakkori, 2009)

- Data Collection
 - Quant: Instrument: Culturally Responsive Practice in Pre-referral Model Scale (47 item; $\alpha = 0.91$)
 - Qual: Documents:
 - Pre-referral Assignment (group)
 - Lesson Plans
 - Inclusion Statements
 - Book Reviews & Reflections
- Data Analysis
 - Quantitative: Linear Regression & MANOVA
 - Qualitative: Document Analysis (Bowen, 2009; Patton, 2005) & Thematic Analysis (Braun & Clarke, 2006)
 - Culturally Responsive Practices Coding Chart & CRP Indicators/characteristics (Adapted from Santamaria, 2009 and based on Ladson-Billings, 2001 and Gay, 2000)
- Meta-Inference (Teddlie & Tashakkori, 2009)

Results

Quantitative

Table 2

Comparison of levels of pre-service teachers' beliefs about their preparation of CRP or Knowledge about RTI based on completion of the program and number of diversity courses

Group	Dependent Variable	df	Mean Square	F	p
	CRP2	15	1.13	3.52	.001
	CRP29	15	1.06	2.27	.026
Completion of	CRP30	15	1.13	2.14	.036
Program &	CRP31	15	1.95	2.32	.023
Diversity	RTI1	15	1.86	2.34	.022
Courses	RTI2	15	1.75	3.36	.002
	RTI5	15	1.28	2.66	.010
	RTI7	15	1.57		

n = 163

Qualitative

Academic Achievement

"I had not realized how difficult school could be for a child with a disability, and it doesn't just have to be [Autism] it can be absolutely anything,"

Cultural Competence

Team E described a solution as "... we would like to take note of Viktor's guardian's language development and ability and how much practice in the English language is being done at home. Both of these factors take in a large role into Viktor's progress in the English language, which will lead to progress in the content areas Viktor has fallen behind in."

Multi-dimensional

"I think that the whole idea of inclusion is awesome because when students start seeing and practicing this in the classroom, it is going to transfer into their everyday lives. They are going to start practicing including everyone on the playground, in extracurricular activities and even in their home lives"

Meta-Inference

Pre-service teachers' self-perceptions of knowledge and skills about CRP and RTI were high but the implementation in their coursework showed otherwise



The Possibility: Culturally Reponsive Pre-referral Models

GOALS:
Minimizing the risk and impact associated with negative behavioral and learning outcomes
Strengthening the process for appropriate services and identification of students with disabilities

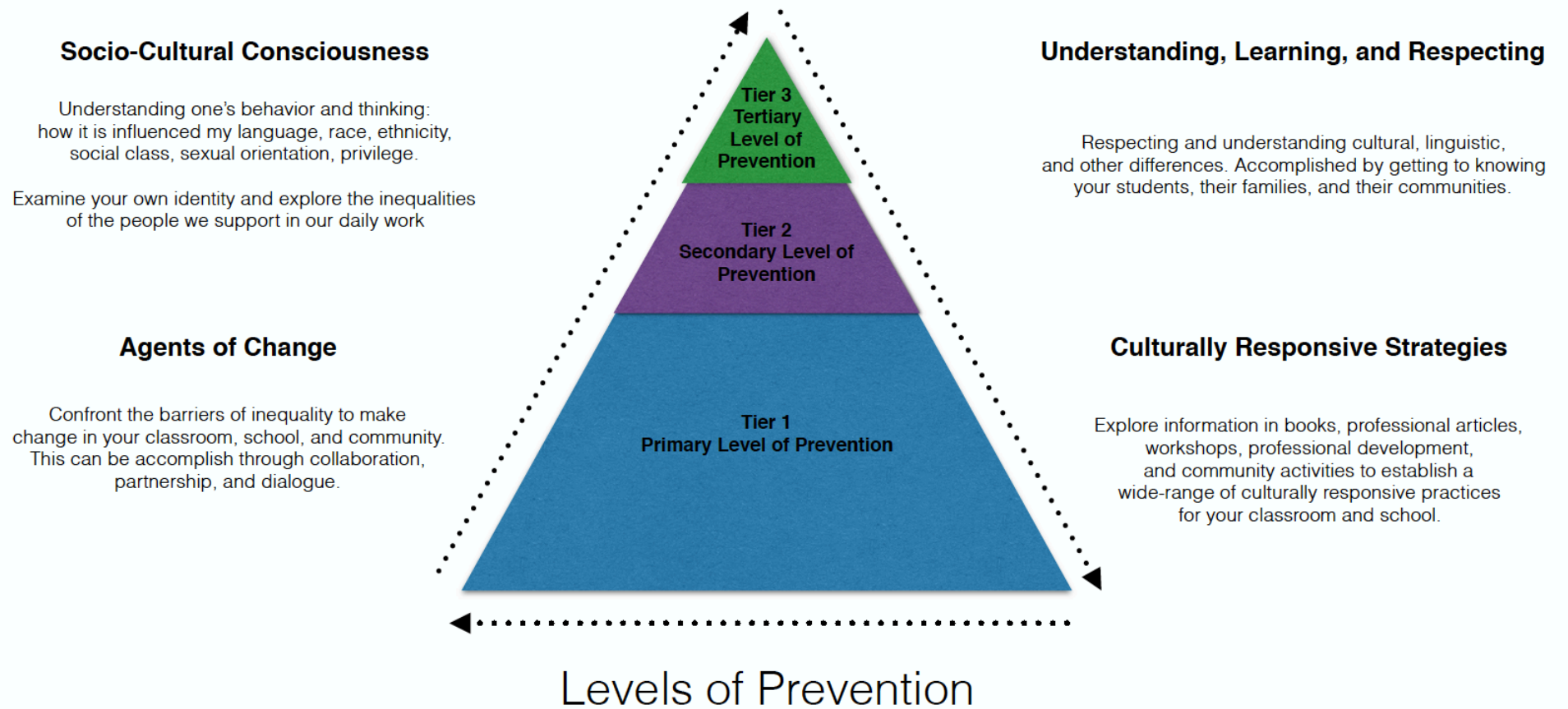


Figure 1. Culturally responsive practices in a Response to Intervention Model: A continuous process

DISCUSSION AND IMPLICATIONS FOR RESEARCH AND PRACTICE

- “WHAT IS IT THAT MAKES THEM DIVERSE? FOR EXAMPLE, MAYBE YOU FIND OUT YOUR STUDENT IS VERY HIGH IN MATHEMATICS AND BELOW GRADE-LEVEL FOR THE REST OF THEIR SUBJECTS.”
- DISCONNECT BETWEEN PERCEIVED KNOWLEDGE & ACTUAL PRACTICES
- VIEWS OF DIVERSITY:
 - Experiences
 - CRP & Pre-referrals within Coursework
 - CRP in PD for Faculty & Staff

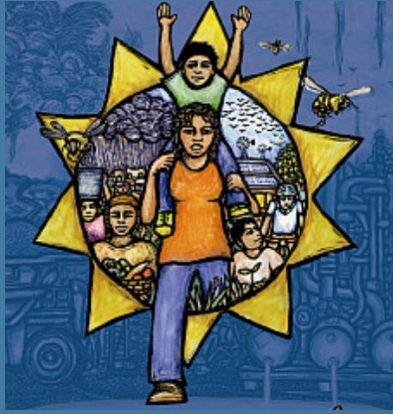




IMPLICATIONS OF CURRENT & FUTURE WORK

SOCIAL JUSTICE FRAMEWORK





TEACHER PREPARATION



CULTURALLY RESPONSIVE PRACTICES

UNT  **ELEVAR**

EQUITY AND ACCESS

POTENTIAL SOLUTIONS

RESEARCH, PREPARATION, PRACTICE

Current and Future Directions

Addressing Disproportionality through a Social Justice Framework

K-12

- Instruction, Interventions
- Culturally Responsive Practices (e.g., IEPs)
- Policy Review & Revision
- Family/Community Engagement



Teacher Preparation

- Theoretical Frameworks
- Recruitment and Retention of diverse teacher candidate population
- Diverse Field Experiences
- Intentional Curricula (Critical Perspectives)
- Revision and Implementation of Policies
- Intentional connection with community (not just K-12 schools)



University

- Revision and Implementation of Policies
- Faculty Development
- Equitable and Accessible Higher Education
- Implementation of Accommodations
- Larger connection with community
- Prioritize Research



QUESTIONS?

THANK YOU

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