

Self-Assessment of Special Education Program Practices In Diversity, Equity, and Inclusion

SURVEY QUESTIONS	RATINGS			
<p style="text-align: center;">Data Based Decision Making <i>To what extent does your Special Education team...</i></p>	Often	At times	Never	Is it critical?
Examine student discipline data and compare behaviors of students with dis/abilities to their similar racial/ethnic/linguistic peers .				
Examine student discipline data and compare behaviors of students with dis/abilities against all students in the school.				
Identify student needs in academics by disaggregating student outcome data (e.g., standardized assessments, grades) by ethnicity, race, linguistic variables.				
Progress monitor the effectiveness of academic interventions or programming by disaggregating student outcome data (e.g., standardized assessments, grades) by ethnicity, race, linguistic variables.				
Identify student social-emotional or mental health needs by disaggregating student outcome data (e.g., attendance, referrals, student culture and climate surveys) by ethnicity, race, linguistic variables.				
Progress monitor the effectiveness of social-emotional or behavioral interventions or programming by disaggregating student outcome data (e.g., attendance, referrals, student culture and climate surveys) by ethnicity, race, linguistic variables.				
<p style="text-align: center;">Assessment and Evaluation <i>To what extent does your Special Education team...</i></p>	Often	At times	Never	Is it critical?
Conduct evaluations with a multidisciplinary team that has speciality knowledge in the areas of the referral concerns (e.g., autism, language, communication, social skills, behavior, academics, executive functioning etc.)				
Demonstrate awareness of the impact of racial privilege, bias , or lack of understanding about a student's culture in the evaluation process.				
Use assessment measures that have been normed on a population of students that are representative of the student's diverse background.				
Balance standardized measures by administering indirect assessments (e.g., parent interviews, developmental history, rating forms etc.) that collect information from the student's caregivers .				

Conduct observations of students in the areas of referral concerns across multiple settings at the school.				
Conduct observations of the student in their home setting .				
During observations, conduct a peer comparison using a peer who is of a similar racial-ethnic background of the student.				
Incorporate data on a student's language proficiency during the evaluation process.				
Modify or adapt the administration of standardized testing in order to remove potential barriers to test performance . (For example, administering assessments in the native language of a student or using assessments that less language demands				
Intervention <i>To what extent does your Special Education team...</i>	Often	At times	Never	Is it critical?
Collaborate with administration and teachers to ensure equitable discipline practices for students with dis/abilities that reduce exclusionary practices and support student access to the general education environment.				
Affirm student diversity by adapting curriculum so it reflects multiple cultural viewpoints and instructional practices. (e.g., when teaching social emotional learning or reading - using culturally relevant texts)				
When selecting mental health interventions - using programs that have documented effectiveness with racially and culturally diverse populations.				
Train culturally diverse school staff who represent the student demographics to implement interventions for students or support family school-partnerships.				
Support student access to bilingual services				
Involve staff members with knowledge of a student's racial/ethnic/linguistic background during the problem solving process and/or behavior intervention selection in order to get a sense of cultural factors and appropriateness of intervention.				
Involve students in intervention programming and setting goals related to academics and social-emotional learning, behavior.				
Consultation and Problem Solving <i>To what extent does your Special Education team...</i>	Often	At times	Never	Is it critical?
Use strengths-based perspective and language when discussing the academic, social-emotional, and behavioral needs of students with dis/abilities of diverse backgrounds.				
Consult effectively with teachers when the student is from a different cultural background, race/ethnicity, and linguistic profile than their own.				

Take into consideration a student's race, ethnicity, and linguistic history on school staff perceptions of presenting concerns (e.g., academic, behavioral, and social-emotional) that impact students.				
Demonstrate awareness of the role of acculturation on concerns with student abilities (e.g., language, social interactions, family communication).				
Recognize implicit biases or assumptions about students based on cultural background, race/ethnicity, and linguistic profile when consulting with teachers.				
Communication and Collaboration with Families <i>To what extent does your Special Education team...</i>	Often	At times	Never	Is it critical?
Solicit the input of families of students with (suspected) disabilities from diverse backgrounds during the problem-solving process (e.g., meet with parents, trial interventions with parent input or feedback)				
Solicit the input of families of students with (suspected) disabilities from diverse backgrounds during the evaluation process (e.g., collect information about student's home and culture through parent interviews or home visits).				
Solicit the input of families of students with (suspected) disabilities from diverse backgrounds during eligibility determination (e.g., discuss exclusionary factors with parents, involve parents in determination).				
Solicit the input of families of students with (suspected) disabilities from diverse backgrounds during Individualized Education Program creation (e.g., solicit parent input and feedback when determining IEP goals, accommodations, and services)				
Perceptions of Self <i>To what extent do you...</i>	Often	At times	Never	Is it critical?
Feel confident in your ability to conduct culturally responsive evaluations of students of diverse backgrounds?				
Feel confident in your ability to collaborate and partner with families of diverse backgrounds?				
Feel confident in your ability to provide culturally responsive interventions to students of diverse backgrounds?				
Feel confident in your ability to consult and have conversations with staff members about cultural differences and considerations that impact a suspected disability?				
Feel confident in your ability to consult and have conversations with staff members about disparities in special education identification experienced by students of diverse backgrounds?				

Feel confident in your ability to consult and have conversations with staff members about disparities in discipline experienced by students of diverse backgrounds?				
Receive support from the administration or school staff in developing knowledge and skills (e.g., professional development, coaching) with regards to supporting students with dis/abilities from diverse backgrounds?				

Sayani Das Chaudhuri, Ph.D.

Diversity Fellow

JFK Partners 20-21

Mentor: Renee Charlifue-Smith

Feedback? Email sayanidaschaudhuri@gmail.com

Leadership Education in Neurodevelopmental Disabilities (LEND), Award T73MC11044, from the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS). The content is solely the responsibility of the authors and does not necessarily represent the official view of, nor an endorsement, by HRSA, HHS, or the U.S. Government.

References Used to Develop this Tool

- Crothers, L. M., Hughes, T. L., Kolbert, J. B., & Schmitt, A. J. (2020). Multicultural issues in school-based consultation. In Crothers, Hughes, Kolbert, & Schmitt (Eds.), *Theory and cases in school-based consultation: A resource for school psychologists, school counselors, special educators, and other mental health professionals*. (pp. 45-80). Routledge.
- D'Andrea, M., Daniels, J., & Heck, R. (1993). The multicultural awareness, knowledge, and skills survey (MAKSS). P. McGrath & JA Axelson, *Assessing awareness and developing knowledge: Foundations for skills in a multicultural society*, 9-15.
- Elizalde-Utnick, G., Guerrero, C. (2015). Best practices in school-based services for immigrant children and families. In P. L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Foundations*. (pp. 99-111). Bethesda, MD: National Association of School Psychologists.
- Goldman, S. E., & Burke, M. M. (2019). The perceptions of school involvement of parents of students with autism spectrum disorders: A systematic literature review. *Review Journal of Autism and Developmental Disorders*, 1-19.
- Goode, T., Trivedi, P., & Jones, W. (2010). *Cultural and Linguistic Competence Assessment for Disability Organization*. Washington, DC: National Center for Cultural Competence, Georgetown University Center for Child and Human Development.
- Harris, B., Barton, E. E., & Albert, C. (2014). Evaluating autism diagnostic and screening tools for cultural and linguistic responsiveness. *Journal of autism and developmental disorders*, 44(6), 1275-1287.
- Harris, B., McClain, M. B., Haverkamp, C. R., Cruz, R. A., Benallie, K. J., & Benney, C. M. (2019). School-based assessment of autism spectrum disorder among culturally and linguistically diverse children. *Professional Psychology: Research and Practice*, 50(5), 323.
- Hess, R., Pejic, V., Sanchez-Castejon, K.S. (2015). Best practices in delivering culturally responsive, tiered-level supports for youth with behavioral challenges. In P. L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Student-level services*. (pp. 321-334). Bethesda, MD: National Association of School Psychologists.
- Ingraham, C. L. (2000). Consultation through a multicultural lens: Multicultural and cross-cultural consultation in schools. *School Psychology Review*, 29(3), 320-343.
- Jones, J. (2015). Best practices in providing culturally responsive interventions. In P. L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Foundations*. (pp. 49-60). Bethesda, MD: National Association of School Psychologists.
- Manz, P.H., Manzo, J.C. (2015). Best practices in reducing barriers to parent involvement. In P. L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Systems-level services*. (pp. 467-477). Bethesda, MD: National Association of School Psychologists.
- Miller, G., Lines, C., Fleming, M. (2015). Best practices in family-school collaboration for multi-tiered service delivery. In P. L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Systems-level services*. (pp. 491-504). Bethesda, MD: National Association of School Psychologists.
- Miranda, A.H. (2015). Best practices in increasing Cross-Cultural Competency. In P. L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Foundations*. (pp. 9-19). Bethesda, MD: National Association of School Psychologists.
- National Association of School Psychologists. (2017). *Understanding intersectionality [Handout]*. Bethesda, MD: Author.
- Ortiz, S. (2015). Best practices in nondiscriminatory assessment. In P. L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Foundations*. (pp. 61-74). Bethesda, MD: National Association of School Psychologists.
- Parker, J. S., Castillo, J. M., Sabnis, S., Daye, J., & Hanson, P. (2020). Culturally responsive consultation among practicing school psychologists. *Journal of Educational and Psychological Consultation*, 30(2), 119-155.
- Proctor, S. L., & Meyers, J. (2015). Best practices in primary prevention in diverse schools and communities. In P. L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Foundations*. (pp. 33-47). Bethesda, MD: National Association of School Psychologists.
- Whiteman, R.S., Thorius, K.A., Skelton, S.M., & Kyser, T.S. (2015). *The state of education: Equity considerations for Asian American, Immigrant, American Indian, and dis/abled students*. Indianapolis, IN: The Great Lakes Equity Center. Retrieved from http://www.glec.education.iupui.edu/Images/Briefs/2015_06_26_State%20of%20Brief_tk_rsw_Opt2.pdf