|  |  |
| --- | --- |
| Items | Description and critical features |
| 1.     Culturally and contextually relevant instruction is important to how I teach. | I believe it’s important to incorporate my own self-reflection of biases, knowledge about my students' culture/learning history, and the classroom context (e.g. classroom structure, resources, teacher/peer interactions) into my teachings. 1-4 |
| 2.     I know how to provide culturally and contextually relevant instruction. | I have the knowledge and skills to provide instruction that is appropriate for my students’ unique and diverse characteristics. 5 I use strategies such as building positive relationships with my students and reviewing behavioral/academic data to assess trends or inconsistencies that may disproportionately affect my students. 2,5 |
| 3.     I modify the curriculum to be culturally and contextually relevant, when appropriate. | I make changes in the curriculum to fit the needs of my students’ unique characteristics, learning histories and classroom context. 2,5 |
| 4.     I consider students' culture when I decide on the type of instructional support I will provide. | I implement student-oriented instructional supports by adapting my communication style, language, lesson plans, teaching pace, and feedback and monitoring style to meet my students’ needs. 4,6,7 I work to create a supportive learning environment that incorporates my knowledge of their culture (i.e. a communal learning environment, use of peer tutors, and direct instruction for CLD learners).6 |
| 5.     I understand that behavior may be context-specific (e.g., different behaviors may be more appropriate at home or school). | I understand culture and social behavior are linked; behaviors that are valued in one culture may be considered inappropriate in another (i.e. talking over adults may be considered a normal speech pattern in one group and disrespectful in another). By practicing awareness about different cultural expectations, I am able to approach behaviors that deviant from traditional classroom expectations with respect, curiosity, and strategies to teach social skills. 6 |
| 6.     I consider a student's culture when selecting a research-based intervention strategy. | I research the effectiveness of evidenced-based intervention strategies on students with cultural backgrounds similar to my students and adapt interventions in ways that make them meaningful and socially valid to my students. 6 |
| 7.     I self-assess my cultural biases regularly. | I engage in ongoing cultural self-assessment using various modalities such as self-reflective assessment tool (e.g. the implicit association test), peer-level mentorship, trainings and community outreach program. 8,9 |
| 8.     I understand that some students are at risk for being disproportionally excluded from the learning environment (e.g., sent to the office, suspended, expelled). | I am aware that race and gender disparities in school discipline exists. For example, studies have shown that African American male students are more likely to receive exclusionary discipline (e.g. expulsion or suspension) than their peers. 2,10,11 |
| 9.     I gather information about my students' families (e.g., customs, languages spoken, cultural traditions). | I take the time to get to know my students’ families in a sensitive and respectful manner. Examples of strategies to connect with diverse families include home visits, phone calls, home-school communications (verbal/written), parents outreach programs and using other resources available in my school/community. 2 |
| 10.  I consider students' culture and language when I select assessment tools. | I utilized culturally valid tools and methods of assessment that align with my students’ thinking, communication, and learning styles to accurately and fairly evaluate their knowledge. I provide on-going opportunities for students to demonstrate their knowledge in culturally relevant ways (i.e. story telling, portfolios, projects, group work, etc.). 12,13 |
| 11. I know where to find information about culturally and contextually relevant behavior management practices. | Information about culturally and contextually relevant behavior management practices can be obtained by seeking support from colleagues, families, and professional development groups. These cultural informants can answer questions about or model culturally mediated interpersonal and disciplinary styles (such as verbal vs. nonverbal communication, collectivist vs. individualistic explanations of expectations, public vs. private praise and redirection). Teachers may also seek out research books or articles about cultural groups to identify values and norms that impact behavior. 4 |

1. Baskerville D. Navigating the unfamiliar in a quest towards culturally responsive pedagogy in the classroom. *Teaching and Teacher Education*. 2009;25(3):461-467. doi:10.1016/j.tate.2008.11.015.

2. Fallon LM, O’Keeffe BV, Sugai G. Consideration of Culture and Context in School-Wide Positive Behavior Support. *Journal of Positive Behavior Interventions*. 2012;14(4):209-219. doi:10.1177/1098300712442242.

3. Maasum TNRTM, Maarof N, Ali MM. Addressing Student Diversity via Culturally Responsive Pedagogy. *Procedia - Social and Behavioral Sciences*. 2014;134:101-108. doi:10.1016/j.sbspro.2014.04.227.

4. Weinstein CS, Tomlinson-Clarke S, Curran M. Toward a Conception of Culturally Responsive Classroom Management. *Journal of Teacher Education*. 2004;55(1):25-38. doi:10.1177/0022487103259812.

5. Sugai G, O’Keeffe BV, Fallon LM. A Contextual Consideration of Culture and School-Wide Positive Behavior Support. *Journal of Positive Behavior Interventions*. 2012;14(4):197-208. doi:10.1177/1098300711426334.

6. Cartledge G, Kourea L. Culturally Responsive Classrooms for Culturally Diverse Students with and at Risk for Disabilities:. *Exceptional Children*. 2008;74(3):351-371. doi:10.1177/001440290807400305.

7. McIntrye T. Does the Way We Teach Create Behavior Disorders In Culturally Different Students? *Education and Treatment of Children*. 1996;19(3). doi:10.2307/42899469.

8. Roysircar G. Cultural self-awareness assessment: Practice examples from psychology training. *Professional Psychology: Research and Practice*. 2004;35(6):658-666. doi:10.1037/0735-7028.35.6.658.

9. Fong EH, Catagnus RM, Brodhead MT, Quigley S, Field S. Developing the Cultural Awareness Skills of Behavior Analysts. *Behavior Analysis in Practice*. 2016;9(1):84-94. doi:10.1007/s40617-016-0111-6.

10. Skiba RJ, Michael RS, Nardo AC, Peterson RL. The Color of Discipline: Sources of Racial and Gender Disproportionality in School Punishment. *The Urban Review*. 2002;34(4):317-342. doi:10.1023/A:1021320817372.

11. Townsend BL. The Disproportionate Discipline of African American Learners: Reducing School Suspensions and Expulsions:. *Exceptional Children*. 2016;66(3):381-391. doi:10.1177/001440290006600308.

12. Espinosa LM. Curriculum and Assessment Considerations for Young Children from Culturally, Linguistically, and Economically Diverse Backgrounds. *Psychol Schs*. 2005;42(8):837-853. doi:10.1002/pits.20115.

13. Nelson-Barber S, Trumbull E. Making Assessment Practices Valid for Indigenous American Students. *Journal of American Indian Education*. 2007;46(3):132-147.