

CULTURALLY RESPONSIVE TEACHING

→ For MSD students ←

Where RACE & DISABILITY intersect

Presenters Kaitlin Mason, M.Ed, & Melissa Mastin, M.Ed

Culturally Responsive Teaching For MSD Students

Racial Equity Alignment:

1. Alignment to the [Racial Equity Policy](#): (closing achievement gaps for Ss + families pertaining to barriers directly related to resources for special-needs Ss/families)
2. Alignment to the [Racial Equity Analysis Protocol](#): Teach staff how to contextualize the REAP in a way that acknowledges race + students with significant disabilities/complex needs.
1. Alignment to the [Affirming Racial Equity Tool](#): We will contextualize the ARE tool in a way that's impactful for students with moderate to severe disabilities. Acknowledging the intersections of race + disability.

Pillars Alignment: Describe how your session supports the two remaining Pillars of JCPS.

- [School Climate and Culture](#): This session will unpack the need for MSD students to receive an education that intentionally represents the diverse student population both racially + culturally (acknowledging the varying disabilities represented)
- see also [page 12](#)
- [Backpack of Success Skills](#): The session will show how to give MSD students deeper learning opportunities that can be generalized into competency skills seen in the digital backpacks.

Six Systems Alignment

System (2) Effective Use of Data: Using data to support the needs of students and their families + targeting those efforts to give Ss/families what they need.

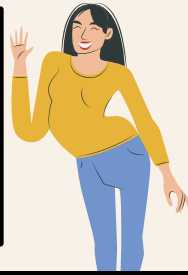
System (3) Instructional Planning + Practice for Deeper Learning: Teaching what CBE looks like for MSD students.

Progress Monitoring + Analysis of Student Work: Deeper learning focused.

Instructional Feedback + Professional Learning: Helping to create systems for MSD teachers to continue culturally responsive teaching + learning. Plus, sharing supports to further impact students and their families outside of the school setting.



HELLO! I'm Kaitlin Mason



- ❑ MSD Teacher for 8+ years
- ❑ Co-Creator of Churchill Park's Student-run Mobile Coffee Shop "Churchill Perk"
- ❑ CBE Certified through Spalding/2Revs
- ❑ Racial Equity Team Lead at Churchill Park (3+ years)
 - Top 5 EMPT scores out of 172 schools for 22-23 school year
- ❑ 2023 Aspiring Leaders M.Ed grad
- ❑ NEW JOB: ECE Implementation Coach at Audubon Traditional
- ❑ Audubon's Racial Equity Envoy/Teacher Lead



Hi! I'm Melissa Mastin



JCPS
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PUBLIC SCHOOLS

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Our MSD students and their families
are living in the intersections of
RACE + DISABILITY



Both Race + Disability
Impact our students lives greatly

+ both function as social constructs

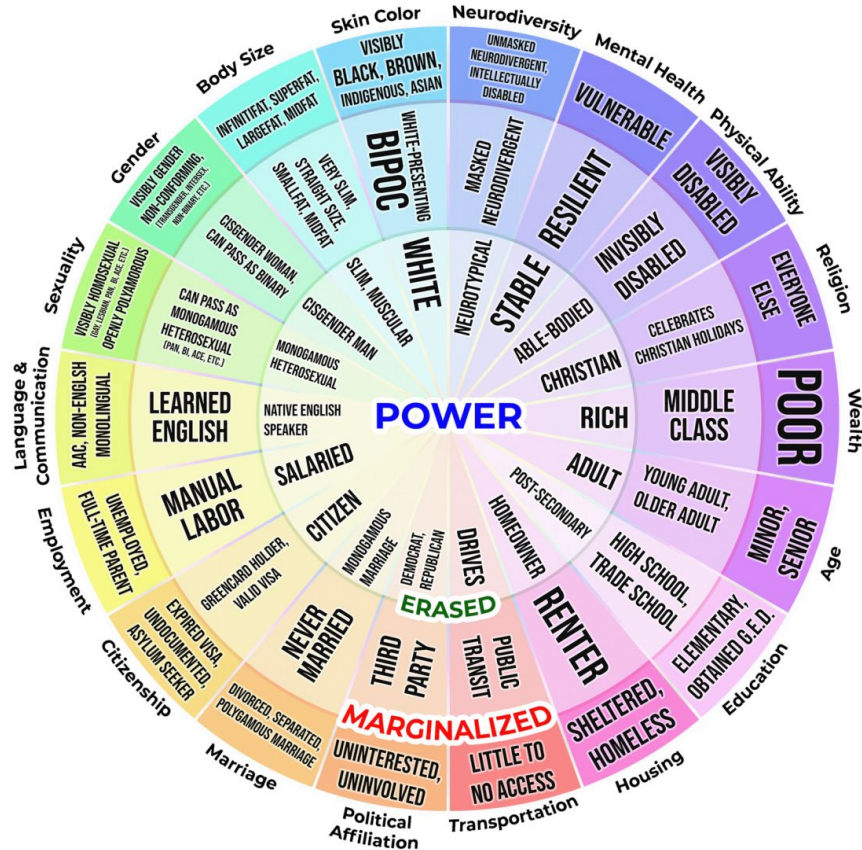
→ Our MSD students are "double marginalized" and sometimes "triple marginalized"



What categories make them double or triple
marginalized?

INTERSECTIONALITY WHEEL OF PRIVILEGE

As Observed in the USA



THE CULTURAL ICEBERG

10% - what we see
SURFACE CULTURE

Food
Flags Festivals
Fashion Holidays Music
Performances Dances Games
Arts & Crafts Literature Language

DEEP CULTURE
90% - what we
don't see

Communications Styles and Rules:

Facial Expressions Gestures Eye Contact
Personal Space Touching Body Language
Conversational Patterns In Different Social Situations
Handling and Displaying of Emotion
Tone of Voice

Notions of:

Courtesy and Manners
Friendship Leadership
Cleanliness Modesty
Beauty

Concepts of:

Self Time Past and Future
Fairness and Justice
Roles related to Age, Sex,
Class, Family, etc.

Attitudes toward:

Elders Adolescents Dependents
Rule Expectations Work Authority
Cooperation vs. Competition
Relationships with Animals Age
Sin Death

Approaches to:

Religion Courtship Marriage
Raising Children Decision-Making
Problem Solving



So why focus on culturally responsive teaching for our MSD students?



It's a dignity matter (Loaded with nuance)

Today we'll unpack those nuances centered on...



01

FAMILY ENGAGEMENT

Forming strong connections (dual capacity), and being a part of our families' isolating village.



02

DEEPER LEARNING

Connect Deeper learning with items that will help increase our students sense of belonging + enhance the quality of life for students AND their families... (a holistic approach to deeper learning)

03

THE MSD ACHIEVEMENT GAP

The MSD achievement gap that's unrelated to state testing scores.

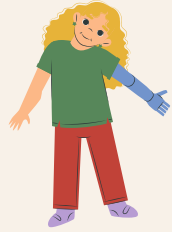
This presentation/workshop
will be practical + resource
heavy so your impact can
easily be immediate!



Currently:

- What disabilities do your MSD students have?
- What races & cultures are represented among your MSD students?





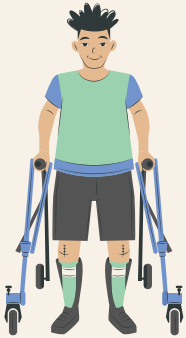
How do **you** get to know
your students with moderate
& severe disabilities?



WHAT IF YOUR STUDENT...

- Nonverbal
- Not from the states/cannot understand English well
- Visually impaired
- Displays aggressive behaviors

How do you get to know the student with these barriers?





Family Engagement:
Form **STRONG**
connections with each
student's family



Your student's families are
truly the experts of their
child...

Let the families know this!

This approach is rooted in cultural humility which helps to build your relationship with families because they will no longer feel like the teachers are the only experts (given our formal training + knowledge) but it shows we desire to partner with them to better serve their child.



A MUST READ EYE-OPENING ARTICLE:
Special-needs family challenges...






A MUST READ EYE-OPENING ARTICLE:
Special-needs family challenges...




Main Takeaways from article:

- LIFE ALTERING
- Strain on family unit (divorce rate 90%>)
- Parents in survival mode (ASD families; PTSD)
- Isolation increases overtime -- especially as more and more developmental milestones are missed...



No such thing as being an "Empty-Nester"
(which makes future planning + resources vital for the whole families quality of life...)



"Special-needs families go through grief cycle frequently & through all stages of child's life.

*One thing that often triggers the cycle...
IEP meetings!"*

They're a reminder that major milestones are being missed...

Stages of grief



*Don't spend much time unpacking the learning deficits -- parents are very aware...
Use IEP meetings to connect with families, share special moments, problem-solve together, show artifacts, etc.*

Denial

avoidance,
confusion,
fear,
numbness,
blame

Anger

frustration,
anxiety,
irritation,
shame

Bargaining

reaching out to
others, desire to tell
one's story, struggling
to find meaning

Depression

overwhelmed,
helplessness,
lack of energy

Acceptance

exploring options,
new plan in place

IEP meetings can give you great insight into resources a family needs (if you're asking the right questions) & this gives you a way to further build your relationship & help them gain needed resources.

USE THIS TIME WISELY!

Family Engagement: Getting to know families who are ELL...



Use JCPS' language services **FREQUENTLY**.

- Go beyond using the language line.
- Use in-person or on-demand interpreting so they can physically see the interpreters as you both communicate.
- + Establish clear communication that you can use digitally too for frequent everyday communication.

General Information	In-Person Interpreting
Parents	Document Translation
Translation Library	Over-the-Phone Interpreting
Our Story	Video Remote Interpreting



JCPS LANGUAGE SERVICES

School-wide trainings available!



Keep a running list of interpreters who:

- Speak specific languages + dialects that you need.
- Connect well with your families



Collect their ID #

2



DEEPER LEARNING: With the A.R.E tool




 Comprise Digital libraries that reflect your students + Normalize playing digital books during pockets of time when students aren't doing direct instruction or working on their IEP goals. 
 More digital libraries [here](#)



Churchill Park A.R.E Tool (Affirming Racial Equity) snapshot!

When lesson/curriculum planning,
ask yourself...

Who is not being represented in this lesson?
Why? Pro tip: **INCLUDE THEM!**

Have you considered all the unique needs of your students?

- Hearing impaired
- Visually impaired
- ELL
- Tactile Defensive
- Hypersensitivities (noise, light, etc).
- Culturally: Have you included the various countries your students are from?

If able, include the missing people groups into the lesson!

Make sure minoritized groups are not showing up as harmful stereotypes, and/or only in contexts having to overcome oppression.

Narratives impact self-esteem



BE MINDFUL TO REPRESENT ALL GROUPS IN POWERFUL & POSITIVE WAYS.

DO YOU HAVE AN AWARENESS of content that may be considered inflammatory, controversial, demeaning, offensive, or emotionally charged for minoritized groups?

If so: Are you ready to teach/or facilitate learning in a way where minoritized students/staff won't feel triggered and/or inferior?

SELF REFLECTION IS A MUST!!!



MORE JCPS A.R.E. TOOL RESOURCES



A.R.E Tool specifically contextualized for our MSD population

Full [Canva A.R.E. Tool Here](#)



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REAP Tool for MSD Ss



The REAP in a nutshell...

PURPOSE: A PROCESS TO ENSURE A NEW OR EXISTING SCHOOL POLICY, PROCEDURE OR PRACTICE IS EQUITABLE FOR ALL STUDENTS -- **ESPECIALLY STUDENTS OF COLOR**

BEFORE FILLING OUT A REAP:

MAKE SURE THERE IS A DIVERSE GROUP OF SCHOOL-BASED STAKEHOLDERS INVOLVED IN THE DIALOGUE DURING THE REAP PROCESS AS A MEANS TO HAVE A MORE UNIQUE PERSPECTIVES INVOLVED IN THE OVERALL PROCESS.

DIALOGUE IS KEY!

THOUGHTFUL REFLECTIVE DIALOGUE IS ENCOURAGED WHILE FLESHING OUT EACH REAP QUESTION.

- TAKE YOUR TIME! CONSIDER ALL GROUPS - ESPECIALLY THE MOST MARGINALIZED! ASK YOURSELF: ARE THERE ANY MARGINALIZED GROUPS NOT BEING INCLUDED IN THE CONVERSATION FOR THE PROPOSED POLICY, PROCEDURE, OR PRACTICE? E.G. ELL, LGBTQ+, SPECIAL-NEEDS (CONSIDER INTERSECTIONALITIES)

MAKE SURE THE POTENTIAL POLICY, PROCEDURE, OR PRACTICE DOESN'T NEGATIVELY IMPACT/HARM STUDENTS -- ESPECIALLY STUDENTS OF COLOR.

ASK AGAIN & UPACK:

DOES THIS POLICY, PROCEDURE, OR PRACTICE INFORM, INCLUDE, AND LIFT UP STUDENTS OF COLOR?



For more REAP resources from JCPS website.






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DEEPER LEARNING: With CBE

CBE KEY ELEMENTS:

- CHOICE + VOICE!
- Prompt Tracking (to measure mastery or a competency)

(MSD competency set prototype)
Profile of a Crusader 

Elem, Middle, High, Post-High (levels/indicators) & color key
Blue → "The What", Purple → "The How", Orange → "The Why", Red → "vital caregiver identifier"

Concept	Competency
Communication	<p>Communicates choices to exhibit agency in one's life during daily interactions and during planning of long-term goals with the assistance of a caregiver.</p> <p>(Performance Indicators)</p> <ul style="list-style-type: none"> Needs Wants/Desires Emotions Help/Emergency
Daily Living Skills	<p>Develop independence by exhibiting daily living skills to successfully maintain health and safety in various environments with assistance from a caregiver.</p> <p>(Performance Indicators)</p> <ul style="list-style-type: none"> School/Field Trips/Settings within school Home Doctor/Therapy Stores/Groceries
Participate In The Community	<p>Interact in the community safely and be an engaged citizen in meaningful ways to enhance one's quality of life with assistance from a caregiver.</p> <p>(Performance Indicators)</p> <ul style="list-style-type: none"> Field Trips Volunteerism/Job settings Current Events Extracurriculars
Health	<p>Develop healthy living skills, habits, and routines, through daily practice, to maintain a healthy lifestyle with assistance from a caregiver.</p> <p>(Performance Indicators)</p> <ul style="list-style-type: none"> Hygiene Diet/Nutrition Behavioral Health Physical Health

Performance Assessment
Churchill Perk

Interact in the community safely and be an engaged citizen in meaningful ways to enhance one's quality of life with assistance from a caregiver.

Areas for Improvement	Meets Criteria	Exceeds Expectations
	Enter the job site safely. Chooses appropriate role (server, cashier, greeter, etc). Stays at the work site in the appropriate area to fulfill duties. Wears assigned work uniform. Maintains appropriate behavior for the length of the job assignment. Requests a break when needed. Engages with peers and customers. (EA001 Personal Qualities & People Skills: Positive Work Ethic Uses direction provided for completing a job/task)	
	Greets staff as potential customers. Uses communication devices or verbal communication to engage in duties related to the job. (ED003 Personal Qualities & People Skills: Self-Representation Greets people in a polite and courteous way)	
	Accepts money from customers. Gives change to customers when necessary. Helps to count change for accuracy. Places money in the cash register. (EG001 Foundational Academic Skills: Mathematics Uses basic math skills needed to complete assignments at school and work)	

DEEPER LEARNING: Representation Matters



Disability dates to be mindful of as you lesson + curriculum plan!

- International Wheelchair Day (3/1)
- World Down Syndrome Day (3/21)
- Purple Day for Epilepsy (3/26)
- Cerebral Palsy Awareness Month (MARCH)
- Developmental Disabilities Month (MARCH)
- World Autism Day (4/2)
- Autism Acceptance Month (APRIL)
- Epilepsy Awareness Month (NOVEMBER)
- Human Rights Day (12/10)



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Full disability Awareness Calendar [here](#)

[60 books about kids with disabilities](#)

DEEPER LEARNING:

Impacting a whole families' quality of life through CBI

Changing the long-term goal/focus of your CBI's...

As you seek to get to know your students better, through getting to know their families, seek to do CBI's that will impact the quality of life for the student and their family.

Example:

Many special-needs families may struggle with doing everyday things with their special-needs child such as grocery shopping, swimming at a rec center, eating at a restaurant, going to the movies, etc.



As you build relationships with the families of your students, dig deep to see what things your families desire to be able to do with their child that may be a challenge for them. Seek to structure your CBI's to target the areas your families mention...



Deeper Learning: Digital Backpack & Real-Life Uses



Digital Backpacks can be used for:

- ❑ Showcasing a student's abilities to a future Day Program or Job placement Program (cuts down on learning curb for program)
- ❑ Helping a case manager get to know a new client of theirs (helps waiver application)
- ❑ Helping you create partnerships with local businesses or orgs.

Community Success Skills







I can make a MEAN peanut butter and jelly sandwich!





I am a huge asset to my community. I volunteer at MANY jobs. One of my favorites is Dare to Care. I love my supervisor. I do different food packaging tasks each time and I pick them up quickly. I independently make bologna sandwiches for a soup kitchen. I also water plants at Churchill Downs Greenhouse, so you can thank me for beautiful flowers around the track!





Productive Collaborator



Globally & Culturally Competent Citizen



Personal & Problem Learner



Communication Success Skills



Sharing what I want...



I like to call Ms. Kait "Candy"



My teachers visited me during quarantine (socially distanced)



Sharing my feelings with Matt and Meggy using PECS.



Look, Presidential speeches are just a part of the job



Effective Communicator



Globally & Culturally Competent Citizen

I'm super social and love talking to people. Like I've said, I never meet a stranger! I love to crack jokes, laugh, and chat away about anything and everything. To communicate, I'm encouraged to use a pacing board to help me slow down and say all my words as clear as possible. I also use PECS pictures from time to time, too -- especially when communicating my feelings.



The MSD Achievement Gap...



- The MSD achievement gap isn't based on state testing scores (all students on alternate assessment)
- The unseen achievement gap lies in varying level of outside supports for students (via Medicaid Waivers, Guardianship support, Special-needs physicians)
- Black + brown students often receive less outside services from waivers due to misinformation, lack of knowledge, or not knowing how to navigate the medicaid waiver system. For example, our families can get CLS workers in the house, respite, ABA, free incontinence supplies, special-needs hair stylists, etc. But don't know how...



ASK YOURSELF: How can we as teachers + admin intentionally help our students and families get connected with these needed supports?

Get your families connected with these
GREAT resources below!



Waiver Assistance:
Blue Sky Case
management



Incontinence
Supplies



Special-needs
Hair Stylist



Guardianship
one-pager



Communication System
for Home
+ Process (via EnTech)



WAIVER SUPPORTS



Helping your students and their families gain medicaid services will greatly impact their quality of life both in and out of school...

HCB Waiver	Michelle P Waiver	SCL Waiver
<ul style="list-style-type: none"><input type="checkbox"/> Adult Day Health Care<input type="checkbox"/> Attendant Care<input type="checkbox"/> Environmental and Minor Home Adaptation<input type="checkbox"/> Home Delivered Meals<input type="checkbox"/> Non-Specialized and Specialized Respite Care	<ul style="list-style-type: none"><input type="checkbox"/> Behavioral Supports<input type="checkbox"/> Day Training<input type="checkbox"/> Environmental and Minor Home Adaptation<input type="checkbox"/> Personal Care<input type="checkbox"/> Respite	<ul style="list-style-type: none"><input type="checkbox"/> Environmental Accessibility Adaptation<input type="checkbox"/> Vehicle Adaptation<input type="checkbox"/> Personal Assistance<input type="checkbox"/> Positive Behavior Supports<input type="checkbox"/> Residential Support Services



Thank you for your time
and your LOVE of our
most special population of
students!



Keep in mind: The more you're able to connect with your students and their families... the more a student's quality of life can be enhanced -- and their families! Dig deep.

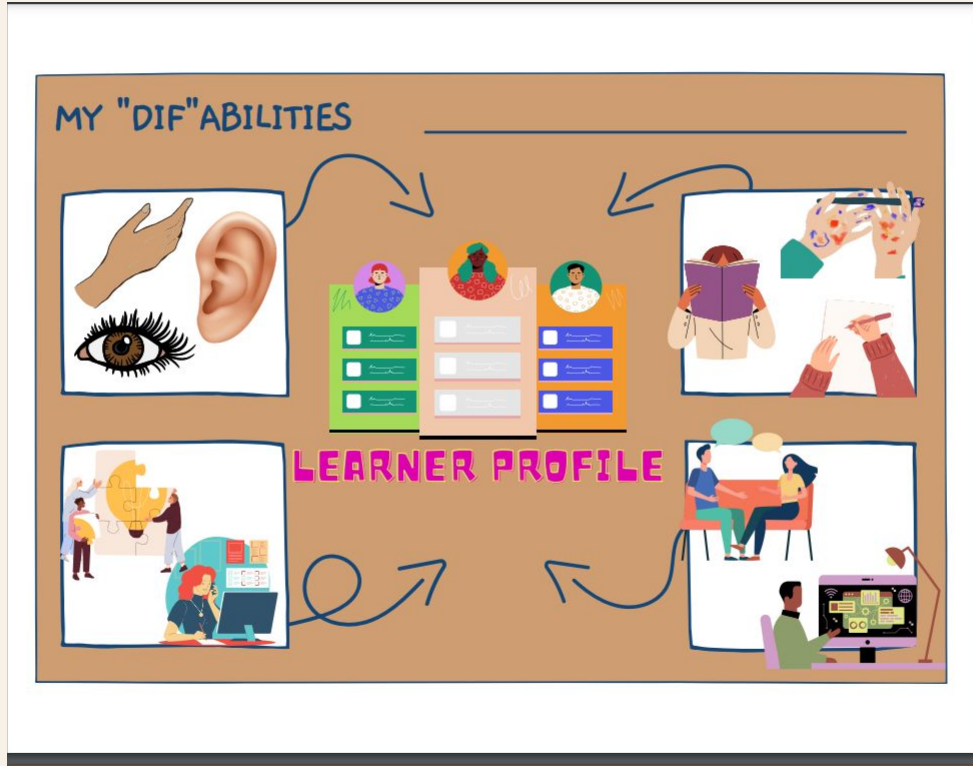
Contact info:

Kaitlin Mason kaitlin.mason@jefferson...

Melissa Mastin melissa.mastin@jefferson...



HANDOUTS LINKED HERE...



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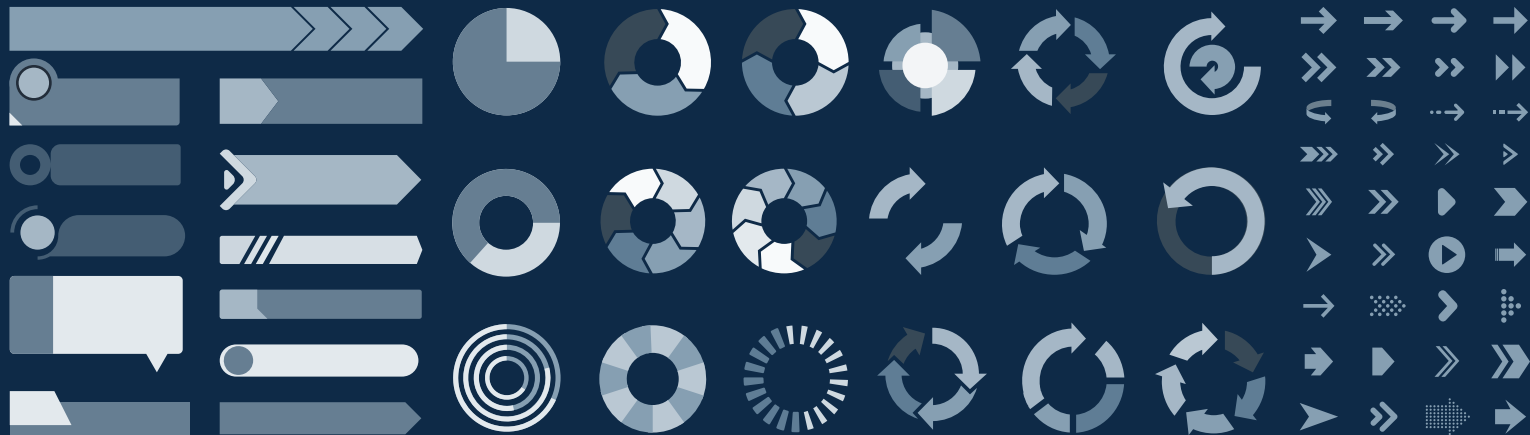
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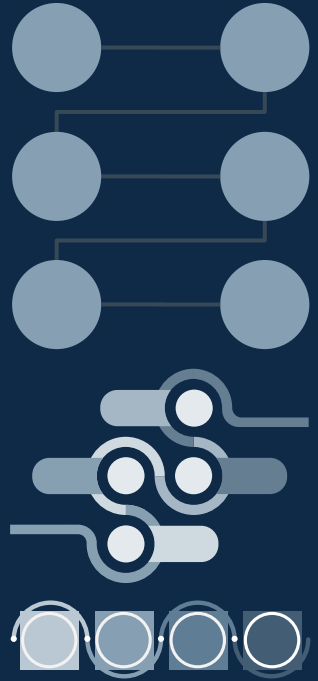
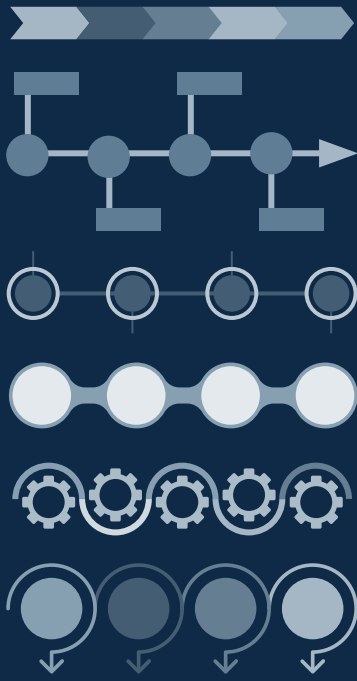
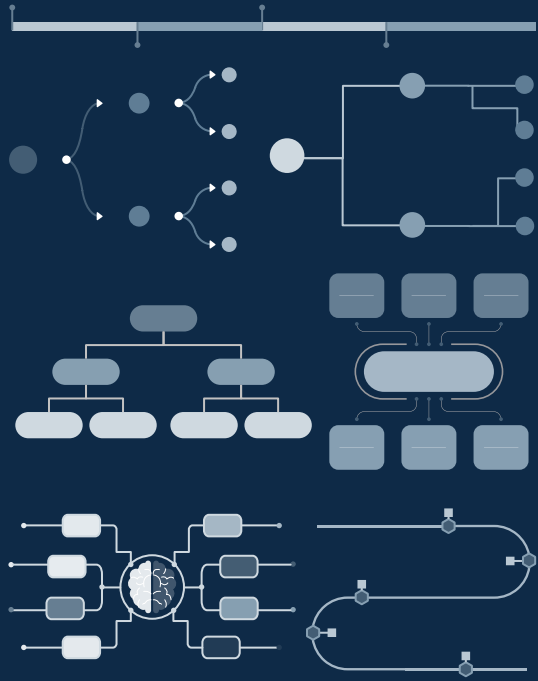
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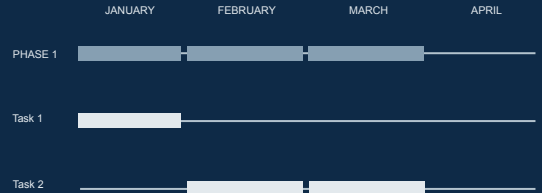
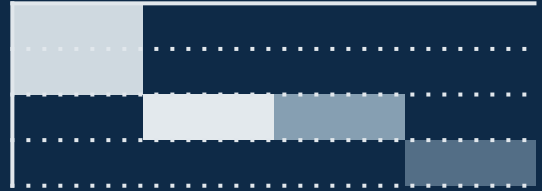
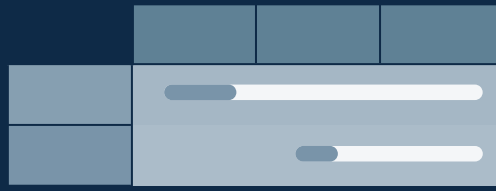
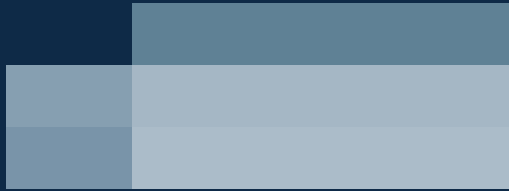
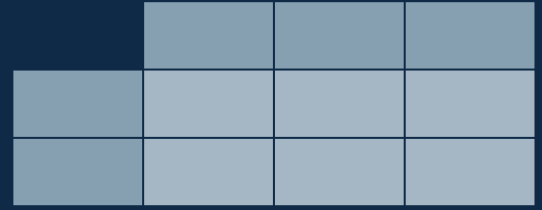
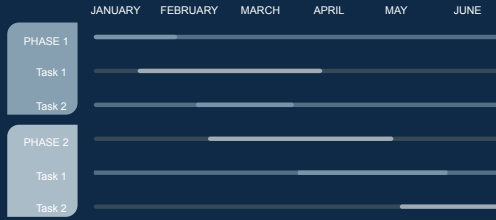
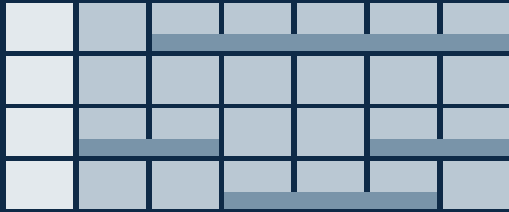
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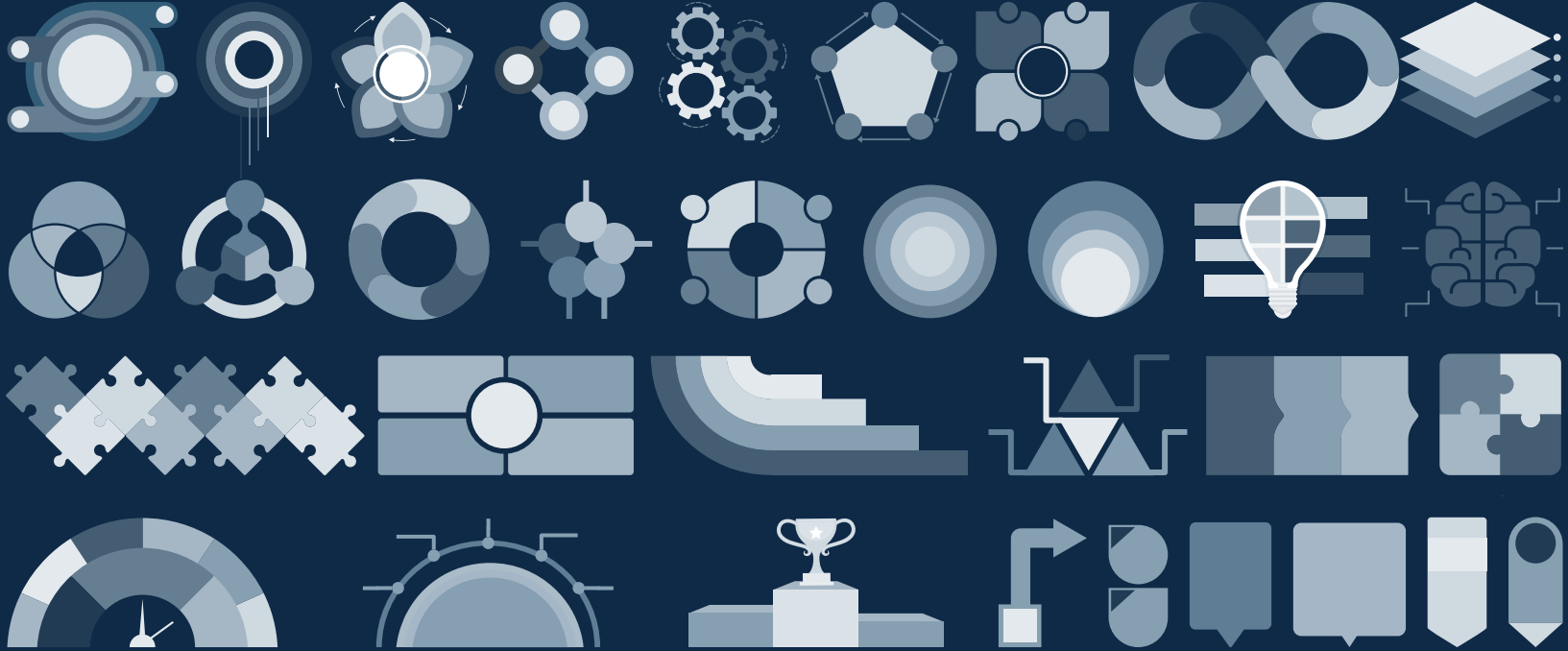
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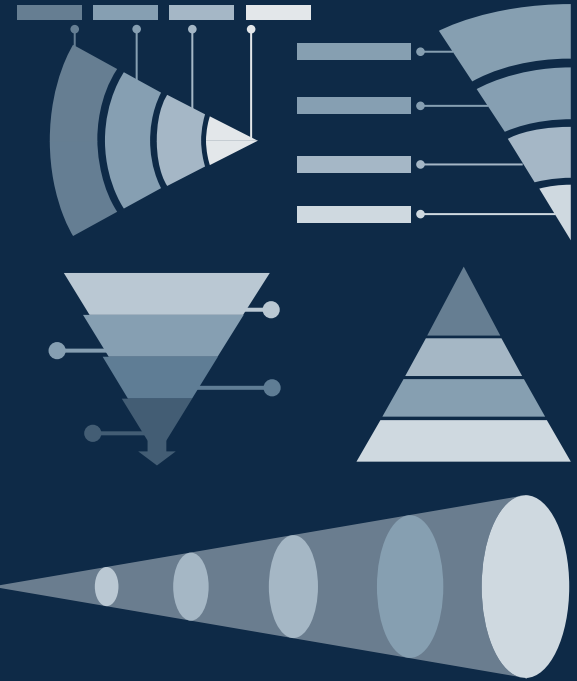
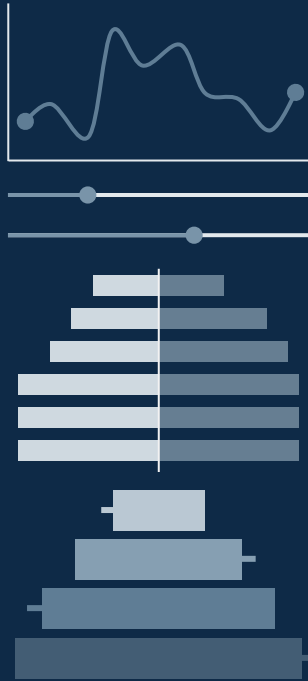
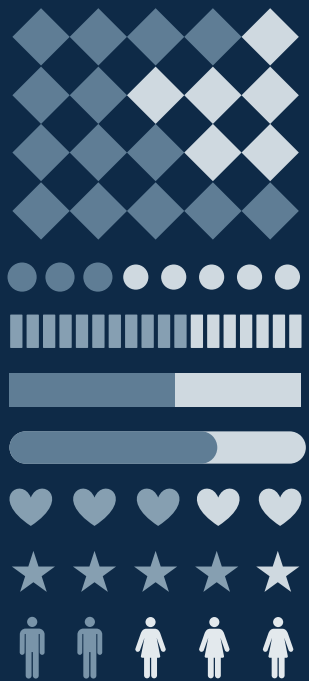
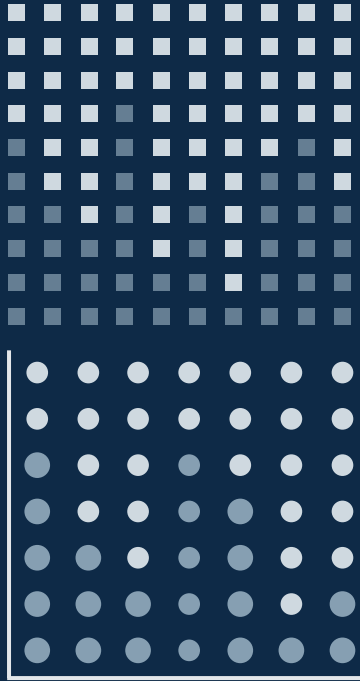












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Educational Icons



Medical Icons



Business Icons



Teamwork Icons



Creative Process Icons



Performing Arts Icons



Nature Icons



SEO & Marketing Icons



