

Differentiating Instruction by Culture
Framework and Questions: Culturally Relevant RTI Models
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CULTURE

Content

Is content culturally relevant to students? If so, how?

Process

Is *instruction* presented in culturally relevant ways to *prevent* skill deficits?

Are *interventions* presented in culturally relevant ways to *increase engagement*?

Product

Are students allowed to demonstrate mastery of learning in culturally relevant ways? If so, in what ways?

If "yes" to all questions: document and move students to the next tier. Continue to monitor progress using culturally relevant practices.

If "no" to any question: document, but then implement culturally relevant instruction and interventions in the area that was reported as "no." Do not move students to the next tier until culturally relevant interventions in that area have been implemented.

*** Compare *culturally relevant* intervention data to previous data (intervention data that were not culturally relevant).**

When students do not respond to interventions, is it (a) because of learning disabilities (b) because students believe interventions are boring, irrelevant, and meaningless, and thus, do not apply themselves at high levels or (c) both, *a* and *b*?

We will never know if we do not differentiate instruction by culture. Consequently, we will continue to misdiagnose and mislabel Black and Brown students as having learning disabilities, and continue to misplace them in "special programs." **RTI models that are not *culturally relevant* are examples of "deficit models."**