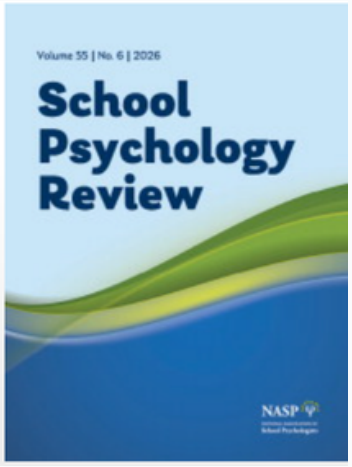
THE WING INSTITUTE at MORNINGSIDE ACADEMY

NEWSLETTER

CULTURALLY RESPONSIVE PRACTICES (CRP)



SCHOOL PSYCHOLOGY REVIEW'S RECENT ISSUE : A FOCUS ON CRP

School Psychology Review's recently published a special topic issue on Culturally Responsive Practices. The included articles focus on **defining and measuring CRPs, as well as expanding our concept of CRPs.** **Click the journal to the left to see the special issue.**

Herman et al. (2025) explores Oportunities to Respond (OTRs) as a measure of CRP use for students with disabilities. Findings of the mediator analysis show that disparities in OTRs lowers engagement and academic performance by decreasing student perceptions of control and affection for their teachers.

Nese et al. (2026) is a groundbreaking article that aims to document and measure low level classroom exclusions (i.e. sitting in the hallway) within school systems to reveal patterns of inequities as well as classroom support needs. *Check out the Inclusive Skill Building Learning Approach system used by this team to track this data, support staff and students to grow in needed skills, and reduce lost instructional time

Newman et al. (2026) looks at the connection between teachers' occupational health (i.e. burn-out due to feelings of overwhelm and ineffectiveness) and their use of CRPs. One way this paper extends the work of others is by using multi-informant measurement. Self reported CRP use surveys can be biased because most folks will answer these surveys in a socially desirable way. These authors explored self-report alongside student report and ratings by a trained observer. Results further our understanding of how to **increase** and **reliably measure** use of CRPs.

Fallon et al. (2026) conducted focus groups with students, eucators and caregivers to discuss perspectives on culturally responsive practices. The authors completed a qualitative analysis of the transcripts and discovered themes of **equitable access to opportunities**, **fair treatment, centering student culture and community voices**, **acknowledging student success**, and **increased communication and connection between home and school.** This paper was full of actionable advice for practitioners which I'll highlight below.

PRACTICE CONNECTION POINTS

Center students' culture within academics.

This doesn't mean just celebrating holidays or Black History Month. Center different ways of knowing and learning.

EXAMPLE: Instead of a paper and pencil test at the end of a unit, consider assessing via storytelling or performance art.

Think about what component skills students will need to succeed. Practice those and include them in your rubric.

This technique requires that you understand your students' **specific** cultural practices. Don't just guess, engage with families and communities by reaching out to get more information. Consider using a survey.

Deepen family and community connections

Especially in the higher grades, **send more positive emails home!**

Seek out caregivers / families and learn from them. Solicit their active participation in knowledge construction with students.

Be open to having community members share their knowledge on a topic with students. Invite them in: literally and figuratively.
If they can come in, let them share with the class in person. If not, set up a zoome or pre-recorded session.

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Thoughts?

Please share them!
At the Wing Institute, we want to know how we can better serve you.
Reach out and let us know how we're doing!
winginstitute@morningsideacademy.org

Learn more about the Morningside Model of Generative Instruction by attending our Morningside Summer Institute!

Love the Morningside Model and interested in bringing it to your school or organization?
Check out Morningside Teachers Academy!



Do you have questions about any of the research articles or practice tips in this newsletter? Please reach out to me directly at emma@morningsideacademy.org



This newsletter was prepared by Dr. Emma Hendricks. Emma is a faculty member at Morningside Academy and a at the Wing Institute in Seattle, Washington.
Emma recieved her PhD from Vanderbilt University in the area of special education and is a certified special education teacher. She has 7 years of classroom teaching experience and is passionate about closing the research-to-practice gap.