

2021

## Culturally Responsive Special Education Experiences and Efficacy Scale, CRSEES

Melinda S. Burchard Ph.D.

Follow this and additional works at: [https://mosaic.messiah.edu/edu\\_ed](https://mosaic.messiah.edu/edu_ed)Part of the [Education Commons](#)Permanent URL: [https://mosaic.messiah.edu/edu\\_ed/41](https://mosaic.messiah.edu/edu_ed/41)

---

Sharpening Intellect | Deepening Christian Faith | Inspiring Action

Messiah University is a Christian university of the liberal and applied arts and sciences. Our mission is to educate men and women toward maturity of intellect, character and Christian faith in preparation for lives of service, leadership and reconciliation in church and society.

**Culturally Responsive Special Education Experiences and Efficacy Scale, CRSEES** by Melinda Burchard, Ph.D.

This survey asks a total of 29 questions and should take about 10 minutes to complete. 24 questions ask about your experiences. The last 5 ask you to identify professional development needs. There are no right or wrong answers.

**Part One Directions:** For each of these statements, please select the response that BEST matches your current experience with this skill. If you don't know the meaning of a term or don't know if you can do the skill, choose "Have not YET tried this/ OR CANNOT YET do this."

1. I **read articles** or chapters by experts on how **learning with a disability interacts with sociocultural factors** such as gender, race or ethnicity, English language learning, or economic status.

I have not YET done this/ OR I CANNOT YET do this.	I have done this once.	I have done this a few times using support.	I have done this a few times without support.	I do this regularly without support.	I do this regularly and provide assistance to others to do this.

2. I **examine state and/or national performance data about how student disabilities interact with sociocultural factors** such as gender, race or ethnicity, English language learning, or economic status.

I have not YET done this/ OR I CANNOT YET do this.	I have done this once.	I have done this a few times using support.	I have done this a few times without support.	I do this regularly without support.	I do this regularly and provide assistance to others to do this.

3. I **examine local progress monitoring data about how student disabilities interact with sociocultural factors** such as gender, race or ethnicity, English language learning, or economic status.

I have not YET done this/ OR I CANNOT YET do this.	I have done this once.	I have done this a few times using support.	I have done this a few times without support.	I do this regularly without support.	I do this regularly and provide assistance to others to do this.

4. I use **students' comments** to understand **how learning with a disability interacts with sociocultural factors** such as gender, race or ethnicity, culture or faith, English language learning, or economic status.

I have not YET done this/ OR I CANNOT YET do this.	I have done this once.	I have done this a few times using support.	I have done this a few times without support.	I do this regularly without support.	I do this regularly and provide assistance to others to do this.

5. I use students' **nonverbal behaviors** to understand **how learning with a disability interacts with sociocultural factors** such as gender, race or ethnicity, culture or faith, English language learning, or economic status.

I have not YET done this/ OR I CANNOT YET do this.	I have done this once.	I have done this a few times using support.	I have done this a few times without support.	I do this regularly without support.	I do this regularly and provide assistance to others to do this.

6. I design my **classroom environment** with materials that welcome children with **disabilities** with additional interacting **sociocultural factors** such as gender, race or ethnicity, culture or faith, English language learning, or economic status (IE Strategy posters showing learners with varied skin colors).

I have not YET done this/ OR I CANNOT YET do this.	I have done this once.	I have done this a few times using support.	I have done this a few times without support.	I do this regularly without support.	I do this regularly and provide assistance to others to do this.

7. I build my **classroom library** with books that are inclusive of children with **disabilities** with additional interacting **sociocultural factors** such as gender, race or ethnicity, culture or faith, English language learning, or economic status (IE book illustrations depicting a child with both a disability and garments specific to a particular ethnicity).

I have not YET done this/ OR I CANNOT YET do this.	I have done this once.	I have done this a few times using support.	I have done this a few times without support.	I do this regularly without support.	I do this regularly and provide assistance to others to do this.

8. I **adapt vocabulary of texts** to meet the unique needs of children with **disabilities** with additional interacting **sociocultural factors** such as race or ethnicity, culture or faith, English language learning, or economic status (IE reading level of text, or names used in word problems).

I have not YET done this/ OR I CANNOT YET do this.	I have done this once.	I have done this a few times using support.	I have done this a few times without support.	I do this regularly without support.	I do this regularly and provide assistance to others to do this.

9. I **adapt instruction** to meet the unique needs of children with **disabilities** with additional interacting **sociocultural factors** such as gender, race or ethnicity, culture or faith, English language learning, or economic status (IE avoiding idioms or geographically specific terminology in examples).

I have not YET done this/ OR I CANNOT YET do this.	I have done this once.	I have done this a few times using support.	I have done this a few times without support.	I do this regularly without support.	I do this regularly and provide assistance to others to do this.

10. I **adapt assessments** for children with **disabilities** with additional interacting **sociocultural factors** such as gender, race or ethnicity, culture or faith, English language learning, or economic status (IE adjusting a rubric for group collaboration grade to acknowledge culturally expected gender roles).

I have not YET done this/ OR I CANNOT YET do this.	I have done this once.	I have done this a few times using support.	I have done this a few times without support.	I do this regularly without support.	I do this regularly and provide assistance to others to do this.

11. I implement **class routines and rules that are culturally respectful of sociocultural factors** such as gender, race or ethnicity, culture or faith, English language learning, or economic status (IE rules about how to dress or wear hair during physical education do not clash with culture or religion of my students).

I have not YET done this/ OR I CANNOT YET do this.	I have done this once.	I have done this a few times using support.	I have done this a few times without support.	I do this regularly without support.	I do this regularly and provide assistance to others to do this.

12. I **adapt proactive behavior practices** for children with **disabilities** with additional interacting **sociocultural factors** such as gender, race or ethnicity, culture or faith, English language learning, or economic status (IE respecting faith-based dietary restrictions for positive behavior events).

I have not YET done this/ OR I CANNOT YET do this.	I have done this once.	I have done this a few times using support.	I have done this a few times without support.	I do this regularly without support.	I do this regularly and provide assistance to others to do this.

13. I **adapt behavior intervention practices** for children with **disabilities** with additional interacting **sociocultural factors** such as gender, race or ethnicity, culture or faith, English language learning, or economic status (IE explicitly teaching code switching from a home culture to the social expectations in school culture).

I have not YET done this/ OR I CANNOT YET do this.	I have done this once.	I have done this a few times using support.	I have done this a few times without support.	I do this regularly without support.	I do this regularly and provide assistance to others to do this.

14. I **honor cultures** of my children with disabilities in our class events (IE how we celebrate holidays, OR whether a child's face shows in photos used in class newsletters).

I have not YET done this/ OR I CANNOT YET do this.	I have done this once.	I have done this a few times using support.	I have done this a few times without support.	I do this regularly without support.	I do this regularly and provide assistance to others to do this.

15. I **flex** how to **engage families** of my **students with disabilities** who also **struggle financially** (IE flexing timing of meetings when parents lose pay to miss work for meetings, OR communicating through paper instead of digitally).

I have not YET done this/ OR I CANNOT YET do this.	I have done this once.	I have done this a few times using support.	I have done this a few times without support.	I do this regularly without support.	I do this regularly and provide assistance to others to do this.

16. In my **visual communications with families, I vary illustrations** showing varied **types of families** (IE showing families with foster or adopted children with varied skin tones).

I have not YET done this/ OR I CANNOT YET do this.	I have done this once.	I have done this a few times using support.	I have done this a few times without support.	I do this regularly without support.	I do this regularly and provide assistance to others to do this.

17. In my **written communications with families, I use culturally sensitive vocabulary** (IE describing a teaching unit using the name of a specific Native American tribe).

I have not YET done this/ OR I CANNOT YET do this.	I have done this once.	I have done this a few times using support.	I have done this a few times without support.	I do this regularly without support.	I do this regularly and provide assistance to others to do this.

18. I actively engage **parent priorities in planning** for a child’s special education (IE incorporating IEP goals that honor the parent’s hopes for their child’s future).

I have not YET done this/ OR I CANNOT YET do this.	I have done this once.	I have done this a few times using support.	I have done this a few times without support.	I do this regularly without support.	I do this regularly and provide assistance to others to do this.

19. I **provide translated documents** for **families** of children with **disabilities** who are **English language learners** (IE providing a copy of parent rights in Special Education translated into Spanish).

I have not YET done this/ OR I CANNOT YET do this.	I have done this once.	I have done this a few times using support.	I have done this a few times without support.	I do this regularly without support.	I do this regularly and provide assistance to others to do this.

20. I **use interpreters** or interpreting services to make **communication accessible** for **families** of children with **disabilities** who are **English language learners** or **who use American Sign Language** (IE holding an IEP meeting using video sign language interpreting).

I have not YET done this/ OR I CANNOT YET do this.	I have done this once.	I have done this a few times using support.	I have done this a few times without support.	I do this regularly without support.	I do this regularly and provide assistance to others to do this.

21. I **advocate** for unique needs children with **disabilities** with additional interacting **sociocultural factors** such as gender, race or ethnicity, culture or faith, English language learning, or economic status (IE organizing community wifi hot spots for access to on-line learning).

I have not YET done this/ OR I CANNOT YET do this.	I have done this once.	I have done this a few times using support.	I have done this a few times without support.	I do this regularly without support.	I do this regularly and provide assistance to others to do this.

22. I **problem-solve** for unique needs of children with **disabilities** respecting additional interacting **sociocultural factors** such as gender, race or ethnicity, culture or faith, English language learning, or economic status (IE collaborating with a neighborhood homework support program).

I have not YET done this/ OR I CANNOT YET do this.	I have done this once.	I have done this a few times using support.	I have done this a few times without support.	I do this regularly without support.	I do this regularly and provide assistance to others to do this.

23. I **critique** how my own special education practices may be **biased** concerning **sociocultural factors** such as gender, race or ethnicity, culture or faith, English language learning, or economic status (IE expecting less of students of one gender or race, OR interpreting cultural expressions as inappropriate behaviors).

I have not YET done this/ OR I CANNOT YET do this.	I have done this once.	I have done this a few times using support.	I have done this a few times without support.	I do this regularly without support.	I do this regularly and provide assistance to others to do this.

24. I **change my special education practices** as I learn about how disability interacts with **sociocultural factors** such as gender, race or ethnicity, culture or faith, English language learning, or economic status.

I have not YET done this/ OR I CANNOT YET do this.	I have done this once.	I have done this a few times using support.	I have done this a few times without support.	I do this regularly without support.	I do this regularly and provide assistance to others to do this.

**Part Two Directions:** For each of these statements, please select the response that BEST matches your current need for professional development with this skill. If you do not know if you can do the skill, choose "I'll take anything."

25. How much professional development do you need to **inform yourself how learning of a student with a disability interacts with sociocultural factors** such as gender, race or ethnicity, culture or faith, English language learning, or economic status?

I'll take anything	I'm starting to get it, but I want lots more	I do this, but I could benefit from more	I don't feel the need for more	I feel ready to help others

26. How much professional development do you need to **design a positive environment** to support unique needs of **a student with a disability with** additional **sociocultural factors** such as gender, race or ethnicity, culture or faith, English language learning, or economic status?

I'll take anything	I'm starting to get it, but I want lots more	I do this, but I could benefit from more	I don't feel the need for more	I feel ready to help others

27. How much professional development do you need to **adapt practices** to support unique needs of **a student with a disability with** additional **sociocultural factors** such as gender, race or ethnicity, culture or faith, English language learning, or economic status?

I'll take anything	I'm starting to get it, but I want lots more	I do this, but I could benefit from more	I don't feel the need for more	I feel ready to help others

28. How much professional development do you need to **engage with families of students with a disability** with additional **sociocultural factors** such as gender, race or ethnicity, culture or faith, English language learning, or economic status?

I'll take anything	I'm starting to get it, but I want lots more	I do this, but I could benefit from more	I don't feel the need for more	I feel ready to help others

29. How much professional development do you need to **problem-solve** to support unique needs of **a student with a disability with** additional **sociocultural factors** such as gender, race or ethnicity, culture or faith, English language learning, or economic status?

I'll take anything	I'm starting to get it, but I want lots more	I do this, but I could benefit from more	I don't feel the need for more	I feel ready to help others

**This instrument may be used at your discretion. Please reference the following citation:**

Burchard, M.S. (2021). **Culturally Responsive Special Education Experiences and Efficacy Scale.**  
<https://mosaic.messiah.edu/>

**Scoring of Culturally Responsive Special Education Experiences subscale, items 1-24**

I have not YET done this/ OR I CANNOT YET do this.	I have done this once.	I have done this a few times using support.	I have done this a few times without support.	I do this regularly without support.	I do this regularly and provide assistance to others to do this.
=0	=1	=2	=3	=4	=5

Total for items 1-24/ 24=Mean score for **Culturally Responsive Special Education Experiences** subscale.

**Scoring of Culturally Responsive Special Education Self-Efficacy subscale, items 25-29**

I'll take anything	I'm starting to get it, but I want lots more	I do this, but I could benefit from more	I don't feel the need for more	I feel ready to help others
=1	=2	=3	=4	=5

Total for items 25-29/ 5 = Mean score for **Culturally Responsive Special Education Self-Efficacy** subscale.

For more information about this instrument's development and function, please email Melinda Burchard, Ph.D., at [mburchard@messiah.edu](mailto:mburchard@messiah.edu).

Dr. Burchard is an Associate Professor of Special Education and Coordinator of the Special Education Program at Messiah University in Pennsylvania.