Black students are more likely to be suspended for subjectively negative behaviors than their White counterparts. NASP has called for practitioners to address such disparities by becoming competent in multicultural differences. Ross Greene’s Collaborative and Proactive Solutions aims to utilize equitable practices by promoting teacher-student collaboration in problem solving. The current study examines the impact of multicultural competency level in practitioners’ perceived efficacy in using Greene’s ALSUP interview form.

Materials and Methods

Participants
- 19 participants certified as CPS providers and fully trained in using the ALSUP were surveyed through Lives in the Balance, the company behind CPS.
- 2 participants within the White student vignette group did not complete the final aspect of the survey, the Multicultural School Psychology Counseling Competency Scale. Their results from ALSUP analysis have been included in qualitative analysis, but excluded from quantitative analysis.

Measures and Procedures
- Participants read the lagging skills and unsolved problems (USP) from an ALSUP interview between a school psychologist and a classroom teacher, altering the student’s racial identity. Participants were randomly selected via Qualtrics survey randomizer distribution to analyze ALSUP efficacy for a White student or a Black student.
- Participants then evaluated the quality of USPs using Lives in the Balance ALSUP Meeting Checklist, rating the USPs on a scale of 1-5 on six best practice characteristics. A mean overall rating was calculated as well. Additional qualitative questions were included to discuss the effectiveness of the ALSUP for the student.
- Finally, a modified version of the Multicultural School Psychology Counseling Competency Scale (Rogers & Ponterotto, 1997) was completed as a self-report on ability to work with diverse populations.

Results

A content theme analysis was used to examine qualitative data of ALSUP efficacy in participant practice.

- Expected results included that those with higher multicultural competency would be more likely than those with lower multicultural competency to rate the Black and White student vignettes more similarly in quality and efficacy.

Discussion and Future Research

- Due to the small sample population of this study, conclusive results cannot be determined of the true potential impact multicultural competency has on practitioners’ efficacy in using the ALSUP. Trending themes were found, however, that the provided ALSUP was rated to be more effective when rating the White student compared to the Black student.
- The most commonly cited strengths of the ALSUP included its emphasis on needs rather than behavior and that it provides actionable intervention possibilities. The primary concern was related to correctly writing Unsolved Problems themselves and working with other professionals to do so (i.e. teachers). Additional training and resources to assist with writing would likely be beneficial within daily practice and increase both efficacy and equity when using this tool.

- Because the rate of disproportionality in disciplinary practices negatively affect students of color in short- and long-term contexts, it is imperative to understand how to reduce this area of bias in our schools. Based within results of this study, it would be recommended that those training to become CPS providers do additional work in understanding their own and systemic biases while working to better their understanding and utilization of the CPS framework.

- It is recommended that future research includes a wider sample population to better analyze the impact of multicultural competency on ALSUP efficacy and equity, as well as understand how equitable this tool would be when working with students with intersectional marginalized identities.

Student Vignette

<table>
<thead>
<tr>
<th>Name: Jaiden</th>
<th>Grade: 6th</th>
<th>Gender: Male</th>
<th>Race: White/Black</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age: 11 years, 7 months</td>
<td>Primary Language: English</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Jaiden is noted to be a funny, kind student who excels with creative assignments, and loves to spend free time playing sports with friends, especially basketball. He is currently in the general education classroom full time and does not have any documented medical diagnoses. It has been noted that Jaiden struggles with his attention and social-emotional skills, especially emotional regulation when he gets frustrated. Jaiden does have a history of office referrals, receiving 7 within the first 3 months of the school year this year. Two referrals came from fights in the lunchroom, 4 from problems occurring at recess, and 1 from refusal to participate during independent math work time.

Table 1: Overall ALSUP Quality Rating by Participant Grouping.

<table>
<thead>
<tr>
<th>Student Vignette</th>
<th>High MSPCCS</th>
<th>Low MSPCCS</th>
</tr>
</thead>
<tbody>
<tr>
<td>White Student Vignette</td>
<td>3.61 (0.42)</td>
<td>3.23 (0.22)</td>
</tr>
<tr>
<td>Black Student Vignette</td>
<td>3.13 (0.30)</td>
<td>2.91 (0.22)</td>
</tr>
</tbody>
</table>

SELECTED REFERENCES


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