Black Girls in 3D: Disruptive, Defiant, and Disrespectful
Implementing Culturally Responsive Classroom Management

Janeen Perry-Campbell, M.Ed.
Cradock Middle School Assistant Principal, Portsmouth Public Schools
Ph.D. Candidate
Curriculum & Instruction
Old Dominion University

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Why study Black girls?

Video Missing
Presentation Overview

- Problem
- Implicit Bias
- How can we as educators CHANGE the narrative?
- Q & A
- References
Problem

Recent scholarship indicates that the suspension rates of girls of color are increasing and their disciplinary outcomes mirror their outcomes in the judicial system. Black girls are often reprimanded for being defiant, disruptive, and disrespectful, all of which are subjective judgements of educators. (Annamma et al.; 2019, Gregory et al., 2010; Losen & Skiba, 2010; Monroe, 2009)
How do defiant, disruptive, and disrespectful behaviors look?

Implicit Bias
CHANGE the narrative

HOW?
Convey to **ALL** students that **THEIR** lives and cultures **MATTER**
DISRUPT cultural inequities (hegemonic practices) through culturally responsive and sustaining classroom management practices

microaggressions & implicit biases
Provide professional development experiences that focus on the **STRENGTHS** of Black Girls

Ongoing, Coaching, Monitoring
Black Girls in 3:
DETERMINED, DRIVEN, & DESTINED FOR SUCCESS
References


