EDUCATION FOR THE EXCEPTIONAL AND CULTURALLY DIFFERENT

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EDUCATION FOR THE EXCEPTIONAL AND CULTURALLY DIFFERENT

A Project

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Abstract

of

EDUCATION FOR THE EXCEPTIONAL AND CULTURALLY DIFFERENT

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The current study examined proactive instructional skill building approaches that promote higher rates of preferred appropriate social behaviors and academic success for the exceptional and culturally different. Culturally relevant pedagogy and quality academic and social emotional curricula and instruction is important for student achievement along with relationships with peers, family, school and the community. Empirical research studies provided the data for this study.

Forrest Davis, Ph.D.

Date
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Chapter 1

INTRODUCTION

Purpose of the Study

All individuals are important and obtaining education is a right and should be appropriate for all. Considering that education involves human relations, as individual and groups interact within educational systems, focusing on the human aspect is a priority, which is why the human relations approach is discussed. Because there is diversity in society, multicultural education approaches are examined for this study. We have common and different experiences when relating to one another, so each interpretation of the nature of human relations might be different. Proponents of human relations approaches highlight the importance of developing positive relationships among those who have differences. Attention to differences among racial and cultural groups reduces division by increasing respect and understanding of another. As all students are guaranteed the right to free, appropriate education, the experience should be equitable, so there is no impartiality. Because of the uniqueness of each student, his or her total personality should be taken into account due to complex factors that affect human interactions and relations, such as upbringing, socialization, health, social economic status, intelligence and aspirations (Sleeter & Grant, 2003). Many students have limited proficiency in English, which is another factor that requires attention. Education cannot be simply practical and still be effective for all considering students have unique circumstances around the context of their lives and on a continual basis.
Ongoing issues require educators to face the facts. Many students are disproportionately being placed in special education due to the American curriculum and pedagogical practices. Children whose first language was Spanish, spent years in educable mentally retarded (EMR) classes in the Diana case even though their English intelligence quotient (IQ) test scores were not below the cut-off of 80. They were initially assessed with an English IQ test. After being retested in Spanish, only one of the nine children was classified with EMR (Ferri & Conner, 2005). Students whose native language is not English are commonly placed in classes for the mentally retarded or learning disabled by language-biased teachers and counselors (Harry, 1992; San Miguel, 1987; Sheets, 1995; Trueba, 1989, as cited in Sleeter & Grant, 2003). Also, many educators suggest IQ scores of Mexican migrant children are lower than Anglo children because they do not develop enough competence in English or Spanish to enable complex learning. Schools lose sight of many factors linked to underachievement when the focus is on language versus the quality of education. They often remediate deficiencies of students using traditional teaching strategies instead of focusing on strengths, such as cultural differences.

Teaching is more effective when educators build on the knowledge and skills of students (Sleeter & Grant, 2003). The expectations of students’ learning are lowered when they are classified as educationally deficient. Many teachers do not examine their pedagogy for improvement when they have low expectations of their students and settle with the notion the student is not able to learn, which is a practice of cultural deficiency orientation (Sleeter & Grant, 2003). Further, buying into terms that describe a group,
such as at risk often supports the assumptions involving these students’ inability to learn. The quality of teaching and teaching that is relevant to students is necessary for student success. The Education Resources Institute (2007) stated that all schools should adopt a policy requiring a default rigorous college-preparatory curriculum with an option for students to opt out (Shiu, Kettler, & Johnsen, 2010). This high expectation motivates students to achieve academically and creates a college-going culture in the school. The needs of the students are vast and meeting them is imperative and doable within the school system.

Advocates of the difference orientation to teaching the exceptional and culturally different focus on the knowledge and skills students have and build on them to develop achievement (Sleeter & Grant, 2003). In doing so, they assess teaching to determine if it is appropriate for students to learn and whether educators are capitalizing on their strengths and resources. This requires that educators become familiar with a student’s background. Difference orientation advocates have higher expectations of students and do not focus on what students lack as the deficiency orientation does.

Many schools use traditional practices to remediate deficiencies among diverse students when it is believed they do not fit in American society culturally or for reasons, such as language, learning style or learning ability. For example, master scripting is a process used in developing the mainstream curriculum in American schools, which is defined as the dominant culture’s monopoly, as they determine the content of the curriculum and pedagogical practices used to deliver it (Blanchett, 2006). Students need alternatives for obtaining educational success.
In some cases, intervention is required and in others, prevention is timely for addressing the needs of students. Students should learn new positive, appropriate behaviors and coping strategies, as schools should implement behavioral techniques and innovative strategies for academic success. Schools are in the opportune position to bring tools and options to students in order for them to better manage their lives. Helping students become actively engaged in classrooms could also change their attitudes about school resulting in better behaviors. Alternative instruction is necessary for some individuals after considering the multiple complexities of student learning, as instructional modification is often used in schools. In this case, a student’s learning style is matched with teaching practices. This instructional practice is sensitive to individual differences. As individuals are unique, educational efforts should sustain fair and equitable practices for all students. Students might have an opportunity to be mainstreamed in the general education environment after application of practices presented or have a greater chance of success that is appropriate for their developmental level. There are multiple factors to consider for the successfulness of student academic achievement.

**Statement of the Problem**

Poorly designed school programs exclude families of diverse cultures by not responding to them culturally. Artiles, Kozleski, Trent, Osher, and Ortiz (2010) highlighted ways to attend to culture within school communities to address the needs of diverse students. The structure of schools is important because it affects student-teacher connectedness. Also, quality student support for learning barriers, quality academic and
social emotional curricula and instruction, and relationships between school and community members who represent the population of the students are important. The needs of students are exacerbated without a theoretical understanding of the constructs of inequality in schools.

Disproportionality of student placement in special education among those with diverse racial, cultural, linguistic and economically disadvantaged backgrounds is a multidimensional problem (Artiles et al., 2010). These students are described as an oppressed group that is historically underserved. African American students are more likely to be referred to and placed in special education without equitable educational opportunities that emphasize critical thinking, reasoning and logic (Blanchett, 2006). Further, this group is often subjectively diagnosed as learning disabled by school personnel in high rates. There are multiple risks in the lives of students that prevent them from obtaining a fair and equitable opportunity to succeed in school, which increases the risk of student dropout.

The development of emotional, cognitive, psychological, and behavioral issues should be addressed in the lives of students to decrease or prevent the risks for maladaptation in those domains. Maladaptive externalizing behaviors place children at greater risk for marked hostility and anti-social behavior or psychopathology in the future (Teisl & Cicchetti, 2008). The mental state of children and youth are at risk due to environmental factors. A general education curriculum often uses reactive disciplinary-based models versus a proactive instructional skill building approach that promotes higher rates of preferred appropriate social behaviors and a positive supportive school
community (Williams & Reisberg, 2003). Underlining factors of school problems should be examined for a better understanding of a student’s risk for failure in many domains.

Larkin and Read (2008) highlighted multiple studies that suggest childhood trauma is a causal factor of psychosis and schizophrenia. It is defined as negative life experiences ranging from physical, sexual, and emotional abuse to physical and emotional neglect. As child abuse is related to a range of clinical and social deficits, childhood trauma leads to mental health, physical health, and social outcomes in childhood and adulthood. It is recommended that assessment of trauma history and treatment that values psychological and social interventions be implemented. Treatment is important because social problems at home affect the student’s life in school (Lareau, 2003).

Students often lack protective qualities that encourage success and prevent risky behaviors that lead to social-emotional deficits and ultimately school failure. Lack of social skills prevents students from relating to their classmates, and inhibits their ability to interpret social or nonverbal cues according to Docksai (2010). Students might not have acquisition skills that allow them to gain attention appropriately. Instead, a student might talk out during a lesson without raising his or her hand and a nonassertive student might not call for help at all when there is a present need. Maltreated students of physical abuse are likely to respond aggressively to prosocial and accidental scenarios because they misinterpret them as hostile (Teisl & Cicchetti, 2008). Understanding that a student’s cultural and historical context affects learning is a starting point for problem-
solving for student achievement. One’s personal culture and language impacts learning (Nieto, 2003).

Lack of physical resources or emotional support, lack of self-confidence, a poor self-image, or low self-esteem lead to a broad range of behavioral concerns versus a specific diagnosis for a child. A child living in poverty might drop out of school due to low self-esteem when, ironically, a teacher might stop working for the student’s success due to a perceived notion that the child refused to learn (Cuthrell, Stapleton, & Ledford, 2010). It was pointed out that the degree of poverty levels might include the lack of electricity or a bed. For example, a student might fail to complete an assignment if he or she is asked to map out a bedroom that the home environment does not have. This is important to consider, as students are often required to draw from their own experiences. Students do not create reasonable educational and social goals when they do not view themselves positively. Institutional, interpersonal and individual issues account for school failure.

The Williams Academy exemplifies a school that is faced with daily challenges that affect student learning, as the students display educational, emotional, cognitive, psychological, and behavioral issues. After examining the school profile for the school year 2008-2009, this co-ed school was selected for such a curriculum, as it is representative of an educational site for the exceptional and culturally different. The Williams Academy is a California certified, non-public school with a year-round program consisting of 225 academic days to provide special education services for students with special needs. It is located in the urban region of south Sacramento. The Williams
Academy provides a tertiary level of supportive intervention for the students, as the students have not responded to primary or secondary intervention efforts and have not been successful in public school. According to the principal, Dr. Thomas Williams (2010), this school is one of the most restricted environments. The tertiary model of prevention focuses on reducing harm and provides support for students of such an environment who are exposed to multiple risk factors, as indicated by (Lane, Eisner, Kretzer, Bruhn, Crnobori, Funke, et. al, 2009). These students have socio-emotional, academic and behavioral deficits.

The parental population of students served is culturally diverse. Sixty-five percent of students live with one or both biological parents, 22.5% live with a guardian or extended family member and 12.5% live in a foster home or group home. The school community is comprised of 68.5% Caucasians, 11.4% African Americans, 2.5% Native Americans, 13% Asians, 1.1% Pacific Islanders and 9.8% Hispanic. The median household income is $31,194 approximately. The ethnicity of the student population at The Williams Academy is 35% Caucasian, 45% African American, 18% Hispanic, 2% Arabic, 0% Pacific Islander or other.

All of the students have Individualized Education Plans (IEP) and receive IEP services for emotional disturbance, autism, other health impairment, mental retardation and specific learning disability. Students who receive services are between the ages of 6 to 22 and in grade levels of 1 through 12. There is a low student to staff ratio of nearly two to one to address individual needs of students both while at the site and after they have transitioned out of the school. These students are not considered functional for
mainstreaming in the general education environment as intended by the Individuals with Disabilities Education Act (IDEA) (Yell, 2006) due to multiple complexities and target behaviors. Target behaviors might include disruption, impulsive behavior, lack of self-control, engagement and work completion, verbal expression of anger (grunting, yelling, screaming, cursing) and breaking classroom rules. Both the externalizing and internalizing behaviors of students need primary and secondary prevention, which might reduce the need for tertiary support and future risks. The goal of the school is for each student to eventually transition to a less restrictive environment after the student has demonstrated to the IEP team that he or she is ready educationally, emotionally and socially for such placement.

The Williams Academy is fairly new, as it opened its doors October 9, 2007. The school has mental health programs supported by a comprehensive behavioral support system that emphasizes positive behavioral interventions. They currently have a multicultural program called “Around the World with The Williams Academy” to promote diversity of the students and staff through classroom teachings, festivals, displays, guest speakers, and student performances. The Williams Academy utilizes the same instructional materials as the Sacramento City Unified School District and other contracting school districts to ensure each student has access to educational materials, services and programs as others schools within the school district.

Extensive services include: core academic standards-based instruction, social skills training, group counseling, behavioral support plans, anger control lessons, community based instruction, college preparations courses, career development, college
counseling, academic tutoring, computer literacy instruction, intramural sports programs, speech therapy, psychological counseling, parent counseling, culinary arts instruction and music appreciation programs, student of the month recognition, and pre-vocational and vocational training consistent with each student’s Individual Transition Plan.

The key objectives of this project are to serve educational, behavioral and emotional needs of students and provide a promising foundational structure for achieving in school using strategies that make learning interesting.

Purpose of the Project

The author proposes the development of a curriculum designed to assist schools, namely, The Williams Academy, in fostering social connectedness, decreasing isolation and boosting individual self-esteem using cultural responsive education practices. Instructional researched based practices presented, target the development of metacognitive knowledge and skills and promote long-term academic achievement, as students’ learning strategies improve with age (Ormrod, 2008). Many instructional tools and approaches are student-centered, however, facilitation from an educator is necessary. Schools should address student needs and identify at-risk concerns in order to prevent school dropout. The lessons will include interventions strategies for implementation of schools in order to address emotional, cognitive, psychological, and behavioral issues to foster educational needs.
Delimitations

In most cases, an educator should identify the target problem, which might be challenging to detect. Many of the suggested approaches remediate academic problems, but have limited empirical support and need further replication to guide the development of instructional strategies. Some studies were based on analysis of groups versus individuals. Future studies should focus on larger sample sizes and whether culturally relevant pedagogy and quality academic and social emotional curricula and instruction are effective for the exceptional and culturally different. The inadequacy of school programs for exceptional and culturally different students is another study of focus.

Definition of Terms

Behavioral actions are described as symptoms. Maschi, Morgen, Hatcher, Rosato, and Violette (2009), provided brief examples of both internalizing behavior and symptoms and externalizing symptoms:

Internalizing behavior – depression and anxiety

Internalizing symptoms – affective (emotional feeling) and somatic problems (complaints of the physical body)

Externalizing behavior – rule-breaking behavior and aggressive behavior and acting-out behaviors

Prevention is defined under three categories as follows (Lane, et al. 2009):

Primary prevention – to prevent harm

Secondary prevention – reversing harm onset by risk factors when primary prevention efforts failed to work
Tertiary prevention – reducing harm by giving support to students exposed to multiple risk factors who might not have responded positively to primary or secondary prevention.

Proximal development is described according to neo-Vygotskian theory as: a child’s level of development where he or she is ready to learn new things with assistance, as the intellectual development takes place between a child and adult during natural interactive activities (Sleeter & Grant, 2003).
Chapter 2
LITERATURE REVIEW

This literature review will be divided into three sections. The first section will consist of a presentation of research studies that focus on the impact of the home environment on the academic performance of minority students and students of low socioeconomic status. The second section of the literature review will be oriented towards specific approaches to multicultural education. Approaches focus on teaching the educationally exceptional and culturally different and various teaching strategies. The third section will consist of efficacious strategies of intervention and prevention for students with behavioral and emotional disorders. Therefore, the sculpt of the literature review will represent a fusion of research conducted in teacher education, multicultural education and school psychology.

This section of the literature review consists of the impact of family, peers, school and community have in a student’s life. Students do not always have the resources at home that are available in school. Taylor and Adelman (2000) suggested that schools implement resourceful school-based initiatives in order to reduce access problems and increase student connections. Schools who form partnerships with families will contribute to the needs of students by doing so. A weak, poorly designed education program excludes family cultures and treats them as the cause to student problems instead of the solution (Hidalgo, Siu, Bright, Swap, & Epstein, 1995). Further, families remain isolated, children suffer and schools and communities lose investments and skills.
When parents, schools, and the community collaborate by pulling together resources for the success of students, they put them at a greater advantage.

Taylor and Adelman (2000) referred to this collaboration effort as a three component model that restructures school reform by weaving together school, home and community resources for student success. From their perspective, this is only one approach to ensure safety, strengthen the youth, their families and the community. This sends a powerful message to students about the importance of family involvement in their education and cooperation among adults (Hidalgo et al., 1995). Homes, schools, and communities are more likely to foster successful academic outcomes with school-based initiatives that shield disadvantaged children from the risks and adversities of either aforementioned domain (Borman & Overman, 2004). Students with diverse racial, cultural, linguistic and economically disadvantaged backgrounds are often misdiagnosed and placed in special education (Artiles et al., 2010). There is an overrepresentation of African Americans in special education due to the lack of student-school connection. Further, these students do not see their culture being represented in the schools. (Figueroa & Alfredo, 1999, as cited in Tashakkori & Ochoa, 2000).

Failure to strategize and provide content that is appropriate to diverse students’ cultural orientation at home is a factor of low academic achievement among students in under performing schools (Hidalgo et al., 1995). Howard (2002) found that overall achievement was affected positively when educators connected with African American elementary and secondary students culturally by establishing family, community, and home-like characteristics. Because of social differences between teachers and students, it
is important to consider cultural differences. A teacher will be better equipped to meet the needs and gain understanding of a student after becoming aware of his or her home environment.

Slaughter and Epps (1987) examined the influences African American families have on their children’s school achievement and argued the learning environment of American schools are biased toward these students, which is one rationale for examination. Parents are classified as teachers, mediators, supporters and decision makers, as parents impact student achievement. Educators are encouraged to look at parenting roles because of the rapid social changes in family structure, which is significant to a child’s education. Because the quality of education is important, it is suggested that teachers adapt to classroom behaviors and understand social differences, including the differences between in-school and out-of-school speech students use. According to Johnson (2006), the dominant culture, namely Whites, are more likely to control conversations and their ideas and contributions are taken seriously.

This section of the literature review consists of strategies to advance the development of multiculturalism. Teaching the Culturally Different approach has a main idea, which is to ensure as much cultural continuity as possible when teaching mainstream academic content (Sleeter & Grant, 2003). Further, the idea of cultural continuity is the central idea behind cultural difference. Using this approach is necessary when children are new to a culture and experience discontinuity because it is different from the culture at home. A new school environment is an example, as students have to make a transition from another school or home. A student might feel frightened or
frustrated because it is unfamiliar. Sleeter and Grant (2003) pointed out, teachers often interpret a student’s reactive behavior to the change in culture as a behavior deficiency. However, the psychological development of students is influenced by cultural context. Therefore, the cultural groups of the class might foster cognitive strengths that facilitate learning in the classroom.

One way to be culturally responsive in the classroom is to show appreciation to diverse cultures by demonstrating the significance of students in the curriculum. Hidalgo et al. (1995) argued, it is important for school programs to include common and unique practices that respond to both similar and different needs of families in order to be effective. Further, supporters of multicultural education appreciate groups who maintain their own racial and cultural identity while developing American identity. As explained, these supporters realize attention to differences reduces division by increasing respect and understanding. It is important to understand cultures, as students of different cultures conceptualize and respond to ideas differently (Ramsey, 2000). They also have different perspectives about education, discussions and the course. One way to demonstrate respect and appreciation for others is to consider the classroom environment of a student. It should reflect his or her identity, which includes the curriculum, faculty, staff and classmates (Tatum, 2004). This affirms a student’s identity. Cultural responsive instruction includes acknowledging and accommodating the culture, language and learning styles of students (Ogbu, 1998). Schools reflect the stratification and social inequities of the larger society, which is why one approach or program is not workable
for all students (Nieto, 2003). Some minority groups will have limited increase in school performance without a core curriculum that includes cultural diversity.

Delpit (1995) described the nature of “culture of power” in the classroom, which is sustained by the dominant culture of American society. Characteristics of this power are enacted in classrooms in a situation where a teacher exercises power over the students. The publishers of textbooks and the developers of the curriculum also have power over what worldview should be presented. When exercising this power, children and teachers of color along with the parents of this group have a dialogue that is skewed perceptively. The culture of power is a paradox, as Delpit (1995) described the ones with power as not being aware of the power they sustain while the ones with less power are aware of the dynamics of this power. Equitable communication between the powerful and powerless will address the needs of impoverished children and children of color by allowing interpretations of one’s own experiences and valuing their consciousness (Delpit, 1995).

Students are less likely to feel discounted when educators acknowledge multiple cultural identifications, as this promotes a sense of affirmation unlike a unidimensional (one culture) culture (Ramsey, 1999, as cited in Ramsey, 2000). Celebrating differences promotes a sense of unity. A sense of belonging and connectedness and acceptance of peers and school personnel plays a role in student engagement (Shiu, Kettler, & Johnsen, 2010). The authors argued, students need a sense of belonging in the academic community to obtain academic success. According to Wubbolding (2005), belonging is the most prominent genetic need that motivates all human behavior.
There are many factors to consider when approaching multicultural education. Eisele, Zand, and Thomson (2009) found important factors for academic achievement in a study, which includes intervention, self-perceptions of close emotional relationships, behavioral conduct, and school bonding among early adolescent African Americans ages 10 to 14. Intervention during this developmental stage is critical for these students with low socioeconomic status because academic achievement levels decline. When students have positive relationships insuring peer acceptance, they do not readily engage in problem behaviors; findings show this was directly related to school bonding. The students’ perception of leadership or independence qualities was directly related to their sense of acceptance by others. Further, school bonding is directly related to academic achievement among this group of students who reported higher grades. When a student views his or her self positively, it allows a better sense of personal competency and the opportunity to set more reasonable educational and social goals (Young & Hoffman, 2004). Mental health is promoted along with self-actualization as a result of pleasing, satisfactory human relationships (Wubbolding, 2005).

This section consists of efficacious strategies of intervention and prevention and proactive instructional skill building approaches for academic success. Not only are grades important for academic success, they might indicate whether a student is at risk for school failure. Districts and schools might predict whether a student is at risk for dropout by examining a student’s longitudinal grade history. Bowers (2010) discussed findings of a longitudinal study on the probability of student graduation. Risk of dropout is more likely to begin in grade 7 of middle school. The most hazardous reported periods
for school dropout are grades 8 and 11 when students are transitioning to high school and when students are of legal age to drop out. Students with noncumulative grade point averages of 0 to 1.5 are most at risk for dropping out with a peak in grade 11, as 45% of these students become at risk. The risk for students dropping out of school at any grade between 7 and 12 increases with low grades. At-risk identification and prevention measures should start sooner than high school to increase the possibility of academic success. Community-based service learning correlates with school success.

Community service is also referred to as service-learning and is defined as an instructional tool designed to integrate curriculum content into community life (Soslau & Yost, 2007). Accordingly, this is an authentic instructional method rooted in real-world social dilemmas where students make natural connections between their classroom content and service-learning experiences. A study compared 15 classrooms that implemented academic service learning based on a set of established quality indicators to 8 classrooms with no service learning, but the same grade level and class characteristics. Findings showed statistically significant differences between service learning groups, as they outperformed the comparison groups in reading and language arts on the California Test of Basic Skills and portions of subject-matter achievement tests and student surveys about attitudes toward school and community service (Furco & Root, 2010). Also students of service learning classes reported they learned more in this setting versus nonservice learning classes. In a quasi-experiment of service learning, data showed students who participated in community-based services demonstrated better grades compared to a control group (Furco & Root, 2010). The assessment evaluated
commitment to classwork, engagement with school, perceived scholastic competence, and personal sense of intellectual achievement. Community-based extracurricular activities is one success factor attributed to high achievement among Puerto Rican male high-school students (Garrett, Antrop-Gonzalez, & Velez, 2010). Community-based service learning allows students to explore diverse frames of reference. Cooperative learning strategies help build the foundation of interpersonal relationships (Seaman, Beightol, Shirilla, & Crawford, 2010). Further, both community service and adventure education are impactful experiential types of education believed to enhance the appreciation of diversity. Academic achievement is mediated with a sense of self-efficacy and self-esteem when students engage in community based experiential learning activities, as students might act autonomously and develop collegial relationships with adults and peers (Furco & Root, 2010). Educators will employ learning strategies for diverse students when the goal is to help students attain academic achievement.

An educator might respond to a student’s uniqueness by using differentiated instruction. Differentiated instruction involves incorporating differing learning styles and preferences to move each individual student toward the academic proficiency levels that are established by state and local standards (Anderson, 2007). For example, allowing a student to work in a group or independently and according to the student’s readiness for the subject is a strategy of differentiated learning. Another strategy gives the student the option to work quietly or socially. Also, a student’s favorite subject can be integrated into a lesson to teach new skills. For example, if a student is interested in cooking, he or she might gain an interest in acquiring math skills after understanding that the recipe for a
cake requires specific measurements for satisfaction. A learning environment with opportunities, choice, flexibility and on-going assessment of progress, are key factors in differentiated instruction (Anderson, 2007). Further, it is most important to understand how students are processing concepts and developing skills. Students should be exposed to different opportunities to learn.

Media and texts display characters with different perspectives that might not be in the repertoire of a student’s personal experiences. It is important for students to be engaged in and question alternative perspectives in order for them to see through the lens of others or characters by exploring stories in the context of worldviews of others (Morgan & York, 2009). This is facilitated by allowing students to evaluate the views of diverse fictional characters or real-world historical or contemporary figures and groups that might be found in media or texts. This encourages the students to evaluate their own thinking and other alternative views, so they may understand self or others more deeply. Media with diversity is recommended. Loewen (1995) claimed that American history textbooks are especially boring for minorities because of nationalism, as these books are distorted and carry startling errors of omission.

This section of the literature review consists of strategies to implement the development of social-emotional competencies, primary prevention for social skills deficits and secondary prevention and intervention for school failure. Cognitive strategies discussed promote self-efficacy in students with exceptional needs and those in general education.

Social-emotional development is important for school achievement, as it affects
management of emotions and the ability to establish positive and rewarding relationships with others according to Brouillette (2010) who discussed social-emotional skills development. Childhood experience is a fundamental component of social-emotional development. Social-emotional development affects a child’s ability to persist in goal-oriented activities, seek help when needed, and maintain cooperative relationships. Williams and Reisberg (2003) explained typical, traditional curriculum used in general education classrooms might not meet the behavioral and social skills needs of exceptional students due to complexities.

Social scripts and feedback help students develop social-emotional competencies and serve as primary prevention for social skills deficits. Bingham, Holbrook and Meyer (2010) pointed out research findings claiming that healthy social scripts are learned through active engagement in sharing and constructive human interactions, which are defined by Brouillette, (2010) as joke-telling, life stories, and general conversations. Feedback is an important aspect for social development. Feedback from parents and teachers affects a child’s self-perceptions as a learner, his or her motivation to succeed in school, and desire to achieve complex tasks. Social emotional learning is taught directly in the classroom using many strategies to prevent social skills deficits. Arts-based techniques can promote prosocial behavior in students.

According to Brouillette (2010), participation in visual and performing arts promote social-emotional skills development. Art can be integrated into a curriculum using a creative drama lesson to help students explore familiar narratives from language arts or social studies texts. A class discussion about solutions to issues and responses that
might deliver an advantageous outcome should be overviewed. Students might also share cooperative tasks, collaborate, and sing, dance and act together while learning space and timing. In one example, respect for personal space and boundaries were incorporated into the dance lesson.

Students were asked to envision themselves in a personal bubble that stretched out at arms length away from the body while they spread out without touching peers, which was effective in teaching social skills using the arts. Brouillette (2010) claimed it was widely believed that art experiences contributed to individual moral and emotional development long before the academic effects of it were the focus of public attention. Further, the emotional element of performing arts is apparent, but the emotional component of a visual arts lesson might not be as clear without feedback. However, students use art media to express their own desires and fears when they imagine a story with characters and roles. For example, one might be an action hero who saves the victim. A written story can also be a language arts lesson, as an external representation of an internal mental image that can be explored, critiqued and revised after being presented on paper. Brouillette (2010) pointed out that students gained comprehension by exploring words and interpreting a character’s motivation in a way that is enriching after acting out a scene. Acting out scenes might include topics on friendship, bullying and other social issues. Research studies have found that high-quality arts lessons impact the understanding of character and character motivation, increased peer-to-peer interactions, conflict-resolution skills, and improved problem solving dispositions (Catterall 2002, as cited in Brouillette 2010).
The nature of active learning using the arts might teach values and be used as positive social comparisons for social and emotional development. Students can gain from healthy social scripts and feedback as they learn. As feedback promotes the increase of positive perceptions, motivation for school success is likely to increase, which leads to improved academic engagement and achievement. Feedback regarding student behavior, intelligence, and abilities helps develop metacognitive awareness (Brouillette 2010). Students learn metacognitive skills as well as discrete social behaviors with social skills instruction (Williams & Reisberg, 2003).

The core of most academic tasks require metacognition, a component of self-regulation, and is a cognitive strategy that includes effective problem solving and the ability to reflect on one's own learning, as discussed by Wery and Nietfeld (2010). Self-regulated learning includes being metacognitive, strategic and motivated. An example of self-regulated learning includes setting goals to learn, self-motivation and strategizing on how to meet those goals along with monitoring the progress of meeting goals (Ormrod, 2008). A student’s positive self-image and school performance is likely to increase when a student is taught self-regulated learning skills (Camahalan, 2006). Metacognitive students use learning and problem-solving strategies and adaptive approaches to be effective and efficient. This form of active engagement is important for independent learning and academic success. Students with exceptional educational needs might develop self-regulated learning with support from peers and teachers who use modeling, scaffolding and other learning strategies.

Positive attitudes and beliefs about learning are motivational components and
critical drivers of effective cognitive processing (Wery & Nietfeld 2010). Further, students persist through challenges when they are positive, which encourages enthusiasm and confidence concerning learning tasks. Educators can model a positive attitude and other motivational components about education. Students who are significantly delayed, gain improved self-efficacy with a positive attitude and belief in their own ability (Wery & Nietfeld 2010). This is promoted by helping a student see how effective he or she is at a skill or task.

The classroom management intervention Working on What Works (WOWW) has a solution-focused brief therapy (SFBT) approach that focuses on what is going well in the classroom and what is working. WOWW examines strengths and devises solutions for class discipline problems. This secondary prevention and intervention approach encourages students to look for exceptions to problems and past successes to construct solutions together while avoiding singling out defiant students and validating well behaved ones. WOWW fulfilled the social-emotional learning standards within the classroom environment for schools in Illinois without having to replace the current curriculum as indicated by Kelly and Blustone-Miller (2009). WOWW might support the development of engagement as well as interaction skills, as Ornelles (2007) described these skills as outcomes of classroom-based intervention.

The educator or social worker acts as the coach of the intervention to implement it in class. For example, the class chooses one to two behaviors to target for improvement and has the students evaluate the class performance as a whole followed by a discussion on findings. It is likely the rating will not be a perfect 10 considering the need for
intervention. Therefore, the next steps are to discuss ways to improve performance with
the students, examine what keeps students on task, compliment strengths and give
feedback. The WOWW approach focuses on the small gains to turn successes into larger
gains using classroom collaboration. Students are believed to be motivated when they
engage in the lesson.

Ornelles (2007) described the enabling skill of engagement as on-task behavior
with the following examples. Academic engagement includes participation in group
discussions, working on an academic task independently, with a peer or the teacher, and
contributing to a group nonverbally by raising a hand and making eye contact with the
leader. Verbal engagement includes posing a question, making a statement and calling on
another student by name. It was further explained that motivational issues might affect
engagement and the student’s desire to initiate interactions. Interactions are successful
when the student raises the hand to contribute to topic-related class or group discussions.

Teachers found that the students were more motivated and engaged when they
were allowed to plan and implement a lesson, as the students’ popular culture was
integrated into literary learning instruction (Hong Xu, 2002). According to Caldwell and
Ginther (1996), motivation counterbalances many negative effects of low socioeconomic
status for students, and teachers can control the learning environment for the benefit of
students. The student gains individual control when the teachers exercise less control and
allow student autonomy. Students perform better with less controlling teachers, which is
critical for internal motivation (Caldwell & Ginther, 1996). Ormrod (2008) reported that
motivation is internalized within each individual and is characteristic of arousing one to
take action and be driven with focused direction while remaining engaged. Hardre, Davis and Sullivan (2008) defined the outcome indicators of students’ motivation for learning and achievement. Findings were gathered from thousands of studies across contexts from K-12 to postsecondary and adult education with effort, engagement, and interest (in the short term) and persistence (in the long term) as the primary indicators. Learning strategies can help students become motivated to learn because motivation is a cognitive function (Ormrod, 2008). Educators can help students become motivated by teaching them creativity. We can learn to be more creative according to Brinkman (2010) by practicing being a divergent thinker. Teaching with a creative approach starts by considering that students are different from one another.
Chapter 3

METHODOLOGY

The constructs of American schools were examined using empirical research studies to bring awareness of the inequality and social injustices students face and their many other challenges. The accumulated data highlighted factors for school failure and low academic achievement. Evidence indicated students in American schools have behavioral and emotional needs and other exceptional needs that affect school performance. Further, students do not get the support needed to succeed in school, as many schools do not respond to diverse students culturally or connect with them. This lack of connectedness correlates with the diverse racial, cultural, linguistic and economically disadvantaged backgrounds of these students. American schools fall short of connecting with students and families when they sustain inequitable practices. An education program that does not consider family cultures of the school population is poorly designed because it will not affirm a student’s identity and limits school performance (Delpit, 1995; Ogbu, 1992; Sleeter & Grant, 2003; Tatum, 2004). Many classrooms display a biased learning environment. Delpit (1995) described the culture of power, which is evident in many American classrooms where the dominant culture provides the lessons using a curriculum that does not represent cultural diversity. African American males face social injustices that undermine their potential, perception of self and opportunities to achieve, as this group is overrepresented in special education and underrepresented in gifted education (Whiting, 2009). Other students are disproportionately placed in special education because of their limited proficiency in
English. This only exacerbates the problem, as students become limited in their ability to learn effectively in English or their native language. After examining the school profile of The Williams Academy where all the students receive special education and have socio-emotional, academic and behavioral deficits, it was evident students have diverse needs and challenges.

Empirical research considered for this study demonstrated effective strategies that counterbalance the effects of social injustice and affirm the identity of students individually. Cultural responsiveness is needed in schools to reverse some of the damages that lend to school failure. According to Nieto (2003), multicultural education is antiracism and all educators are responsible for making this sociopolitical school reform a goal instead of an ideal. The goal of this study is to design a curriculum that integrates different approaches, such as human relations and multicultural education to assist schools with connecting with students and providing quality and equitable education. The unique needs of students were taken into account for this project, such as their emotional, cognitive and psychological development along with behavioral issues that affect achievement.

Teaching strategies that promote a positive self-image and that establish positive and rewarding relationships with others were analyzed for integration into the curriculum along with contributing factors for academic success. At-risk identification, learning strategies, social and emotional development strategies and strength-based approaches are methods that guided this study. Prevention and intervention is also necessary after considering the diverse backgrounds of students, which is why it was deemed essential
for the curriculum. For example, Ornelles (2007) described the classroom management intervention *WOWW* and explained the method for measuring whether a student demonstrates the enabling skill of academic or verbal engagement by giving examples of on-task behavior. This allows educators to gauge the intervention. Some studies implicated proactive instructional skill building approaches. For example, Caldwell and Ginther (1996) pointed out, students perform better and are more motivated when they are allowed autonomy. The collaboration model discussed by Taylor and Adelman (2000) is one approach constructed of school, home and community resources that reportedly restructures school reform for student success. Teaching the Culturally Different approach is essential for the development of multiculturalism and has a core ideal of cultural continuity. This approach encourages educators to regard differences. When educators do not attend to differences, division increases, when on the contrary, attention to differences is a strength-based method for improving the school curriculum and increasing the knowledge and skills of students (Sleeter & Grant, 2003). This method demonstrates respect and appreciation. Quality education plays a key role in academic achievement and proven researched strategies need implementation to limit challenges.
Chapter 4

CURRICULUM

Introduction

Sleeter and Grant (2003) raised the question concerning how the teachers teach students and how the students should be taught? Being culturally responsive in the classroom is a good starting place for educators. After recognizing the diversity of students and multiple challenges they face, it is easier to understand that one approach is not practical for all. Culturally relevant pedagogy and quality academic and social emotional curricula and instruction serve as a bridge for educators to connect with students. Teachers might connect with students when they understand their culture and enhance learning with interactive activities that are within a student’s proximal development. Cultural continuity is sustainable with the lessons included that should be built upon continually. They may be modified to fit the needs of the students.

The overall goal is for students to succeed in school and life. The lesson plans are designed to benefit students in various ways by addressing emotional, cognitive, psychological, and behavioral issues. Lessons are either culturally-centered or centered around the students. It is suggested that social skills instruction be integrated into daily lesson plans. Social skills instruction is defined as a proactive, positive intervention for replacing negative behaviors with more desirable ones by teaching students constructive, socially rewarding ways to behave (What does the literature say, 2001). This multidimensional project component is designed to develop academic competence with strategies to target skills, attitudes and behaviors of students for academic success using
the following various research-based lesson plans (including icebreaker and evaluation sheet)

1. Icebreaker - Step up to the Line
2. Creative Think-Alouds
3. Self Appreciation
4. Cultural Sensitivity and Continuity
5. Around the World Video and Improvisation
6. Self Identity
7. Cultural Uniqueness
8. Social Skills
9. Tri Chart
10. WOWW Technique
11. Metacognition Activity
12. Dual-Observer Record Sheet A
13. Dual-Observer Record Sheet B
14. Course/Lesson Evaluation

It is pertinent to remember the students have different perspectives about education, discussions and the course lessons. Also, a traditional curriculum might not meet the educational, behavioral and social skills needs of exceptional students. Students should gain a sense of belonging, which promotes connectedness among peers and teachers when engaging in these activities. A brief description of each lesson follows.
Icebreaker - Step up to the Line (p. 37) is included to help students engage in an interactive activity while learning about their commonalities. The Course/Lesson Evaluation sheet (p. 55) is included to assess possible changes in student values and opinions about self or others after a series of lessons. Lessons should be implemented when an educator is incorporating inclusion of diverse cultures and cultural sensitivity and the goal is to increase human relations skills.

The Creative Think-aloud lesson (p. 38) is a form of role-play that allows students to explore multiple perspectives with the goal of expanding a learner’s thinking ability about how he or she relates to the world (Morgan & York, 2009). The student is encouraged to question and explore personal thinking along with the perspective of the alternative character or historical figure of study chosen from a media source. Multimedia allows creativity while bringing awareness to cultural differences.

The Self Appreciation lesson (p. 39) is not only to learn to appreciate self, but facilitates the appreciation of others, as this is an interactive group activity with a purpose to share interests, and celebrate differences. The students will accomplish the goal of creating a Web page about their new community, which is made up of each individual. This activity is motivating and engaging for students, as they are involved in implementing and planning it (Hong Xu, 2002). They also gain a sense of individual control through autonomy, which motivates them internally (Caldwell and Ginther, 1996). The Web page will represent their personal multiple cultural community.
Cultural activities in the classroom such as the Cultural Sensitivity and Continuity lesson (p. 40) is easily integrated into the curriculum using imagery through media sources along with a Vignette Discussion sheet (p. 41).

Videotaping students doing an assignment or task is one way for them to see themselves reflected in the environment. The Around the World Video and Improvisation lesson (p. 43) is an interactive way to engage students while they problem-solve and is designed to develop autonomy and awareness of capabilities. Representing cultural diversity within the curriculum contributes to antiracist education practices, as this was demonstrated using video production (Potter, 2006). Students were divided into four groups and created Carnival in one day. Observation of the videotape demonstrated the dynamics of the group. Students were able to see the outcome of the project and understand issues of culture and identity. For example, students might videotape themselves during roleplay where each celebrates his or her culture. Students may also develop behavioral and social skills by learning effective ways to communicate.

The Self Identity lesson (p. 44) focuses on cross-cultural sensitivity with engaging strategies that include photographic artifacts. Photography and captions were effective and efficient in reducing biases and enhancing cross-cultural awareness during group discussions in a study (Brown, 2005). Students should understand why learning about students of diverse populations is important after learning about other cultural views. Students should be encouraged to self-reflect and consider personal biases when learning about their peers. Students might perceive what it is like to be the other person, which could promote understanding, compassion, empathy and encourage appreciation.
The Cultural Uniqueness lesson (p. 45) facilitates human relations. It is suggested that students bring cultural artifacts that represent their beliefs and values. A cultural warming celebration is recommended where students bring a family dish.

The Social Skills lesson (p. 46) includes metacognitive skills development and anger management techniques. It is derived from the Violence is Preventable (VIP) Project, which is a model program developed to decrease violence and aggression in schools (Williams & Reisberg, 2003). This infusion model is grouped into two basic categories: The first targets the understanding of anger and conflict; the second focuses on the importance of effective communication. Students use self-talk as the foundational cognitive–behavioral process. The educator should discuss lessons with students after implementation and give positive feedback.

The Tri Chart (p. 47) is another component of the Social Skills lesson. The teacher reinforces the target skill with positive feedback when the student demonstrates it. Closure activities allow students to get evaluative feedback from the teacher about how the students met the target skill. The students identify what behaviors are expected to look like, sound like and feel like.

The WOWW Technique is an intervention for classroom management that also utilizes a solution based therapy approach (p. 49).

The Metacognition Activity (p. 50) is designed to foster cognitive strengths for the class to build cultural relationships among students and teachers. Teachers can model enthusiasm and joy about learning (Wery & Nietfeld 2010).
Dual-Observer Record Sheet A (p. 51) and B (p. 53) is for the development of self-efficacy and allows student to evaluate themselves with teacher facilitation on assessment results. This helps them identify and monitor both strengths and weaknesses and areas that need improvement.
Icebreaker - Step up to the Line

Instructions: have students stand facing each other on opposite sides of a dividing line. The line should be between them and have an equal number of students on both sides, when possible. Ask the sample questions below and/or add your own. Direct the students to step up to the line when the answer to the question pertains to them.

Objective: Bring awareness of similarities to students.

1. If you like cake, step up to the line
2. If you like to shop, step up to the line
3. If you enjoy food, step up to the line
4. If you like reading, step up to the line
5. If you are an artist, step up to the line
6. If you like music, step up to the line
7. If you know how to salsa, step up to the line
8. If you can speak more than one language, step up to the line
Creative Think-Alouds

Goals:

1. Increase problem-solving skills
2. Advance multiculturalism
3. Increase metacognitive thinking and critical understanding of content material

Outline:

1. Allow students an opportunity to select media.

Materials:

1. Multicultural media or text that will guide students in developing multiple perspectives.

Specific Strategies:

1. Juxtapose multiple perspectives using creative think-alouds
2. Explore diverse frames of reference of people from other cultures and backgrounds.
3. Students use personal experiences to evaluate a challenge and predict possible outcomes
4. Students verbalize their own thinking and question and explore alternative thinking of characters or historical figures of study.
5. Guide students in a discussion without indoctrinating them.
Self Appreciation

Goals:

2. Foster an environment of social connectedness.

Outline:

1. Brief the students on the lesson.
2. Set up free account with a social networking site, such as MySpace.com.

Materials:

1. Computer with the capability of loading images from digital camera and uploading documents onto the Internet
2. Internet access
3. Digital camera
4. Photographs desired for posting
5. Free email account

Specific Strategies:

1. Explain the risks of publishing information on the Web.
2. Each student will create a password for personal usage only.
3. Each student should have a non-offensive screen name approved by the Web page monitor (i.e. educator, faculty member).
4. Create a Web page by combining unique characteristics of each individual and discuss and post information on the Web page that is deemed appropriate.
Cultural Sensitivity and Continuity

Goals:

1. Promote cultural sensitivity and continuity.
2. Promote unity.

Outline:

1. Form groups and allow students to view images.
2. Instruct students to write captions for the images.
3. Include follow up discussions and reflections.
4. Prepare for next lesson.

Materials:

1. Magazine or publication images representative of diverse cultures, places and eras
2. Vignette Discussion sheet

Specific Strategies:

1. Form student groups.
2. Each group will be given the same images for viewing.
3. Encourage students to express their perceptions about the images.
4. Students should write captions about different cultural images to interpret the intended meaning of the photographer.
5. Students will discuss their interpretation.
6. Read the Vignette Discussion sheet.
7. Reflect on the lesson.
Vignette Discussion

Human Bonding and Prisoner’s of War (Hirsch, 2004 as cited in Wubbolding, 2005)

Fred Cherry and Porter Halyburton, were fighter pilots before becoming prisoners of war in Viet Nam. Major Fred Cherry, African American Air Force pilot, experienced a segregated life. When his plane was shot down, he suffered further abuse from his captors. Porter Halyburton was a Caucasian United States Navy Lieutenant Junior Grade who was raised in the south during the 1940s and 50s. They claim that the bond they shared while being cellmates is what saved them both.

The major, Fred, took care of the lieutenant junior grade, Porter, when they were war prisoners. Porter had received primitive treatment for his injuries and several operations and poor post-operative treatment, but Fred bathed him, helped him exercise and provided psychological support for 7 months. Porter learned the lessons of heroism, loyalty, and a bias-free worldview (Hirsch, 2004). This union and support gave them the will to survive.

They were later released and reunited with their families. They also continued to see each other and resumed their friendship. Giles Norrington, another prisoner and Navy pilot who was shot down in 1968 summarizes this bond:

"By the time I arrived. Porter and Fred had already achieved legendary status...the respect, mutual support, and affection that had developed between them were the stuff of sagas. Their stories as individuals and as a team were a great source of inspiration" (pp. 9-10).
The prisoners of war had to cross racial, cultural and social boundaries. The author goes on to report that Fred has never once dreamed about Viet Nam after leaving, which illustrates the characteristics of reality therapy where posttraumatic stress is lessened and pain is alleviated by a human relationship.

Note: It is important to add, this was a healthy human relationship.
Around the World Video and Improvisation

Goals:

1. Increase autonomy.
2. Increase student awareness of self-capabilities.

Outline:

1. Provide newspaper or videotaping of a societal issue for student evaluation.
2. Allow students to decide on issue of discussion.

Materials:

1. Video camcorder with tape
2. Computer with video editing software and an output source for playback (media player)
3. Audio source (external microphone or internal from camcorder)

Specific Strategies:

1. Videotape record the activity while the students are using improvisation.
2. Students should take turns adlibbing for a social issue to create a solution for a story presented in a storyline.
3. Students are included as a part of the planning and implementation of the lesson in around the world video.
4. Reflect on the lesson learned after viewing the final project.
Self Identity

Goals:

1. Promote inclusion and identify with the group.
3. Enhance self-actualization.

Outline:

1. Have students set-up for presentation.
2. Have students present with a time limit.
3. Engage in questions and answers session.
4. Conduct follow up discussions.

Materials:

1. Self-Identity Presentation materials (poster board, writing materials, etc.)

Specific Strategies:

2. Share self-Identity presentations
3. Share favorite activities and interests.
4. Summarize common interests.
5. Overview the importance of personal reflection.
6. Discuss the perceived commonalities among peers.
Cultural Uniqueness

Goals:

3. Promote cultural appreciation for self and others.
4. Increase human relation skills.
5. Provide alternative solutions to replace prejudgment and biases.

Outline:

3. Have students set-up to present their genogram.
4. Prepare for presentations.
5. Conduct follow up discussions.

Materials:

6. Contextual Cultural Genogram Presentation materials

Specific Strategies:

5. Students will create a Contextual Cultural Genogram.
6. The genogram will consists of characteristics of ethnic group and self-defined cultural group identifications.
7. Students will diagram three generations of people of influence within family or community groups.
8. Students will write core values they have derived from these generations and community groups.
9. Engage in follow up discussion about how others shaped their values and how this affects their life positively or negatively; also, how the lesson influenced them and how they will use it in life.
Social Skills

Goals:

1. Increase metacognitive skills.
2. Increase emotional development.
3. Increase anger management strategies using the mnemonic CALM.

Outline:

1. Document the mnemonics CALM and ICAN attributes to discuss with class.

Materials:

1. Writing board for class visibility

Specific Strategies:

1. C Can you tell when you’re starting to get upset and angry?
2. A Are there any techniques you can use to help yourself calm down?
3. L Look at those, choose the best one, and try it!
4. M Monitor yourself. Is it working? If it is—great! If not, try it again or try another one.
5. Problem solving using the mnemonic ICAN
6. I Identify your problem.
7. C Can you name some solutions?
8. A Analyze those—how do you think they will work?
9. N Now, pick one and use it! If it worked, great! If not, try it again or try another one.
Tri Chart

Goals:

1. Develop cognitive and behavioral strategies.

Outline:

1. Overview the elements of the Tri chart with the class.

Materials:

1. Tri chart sheet
2. Writing materials (pencil and paper)

Specific Strategies:

1. Students identify what behaviors are expected to look like (what should be demonstrated).

2. Students identify what behaviors are expected to sound like (how behavior should sound).

3. Students identify what behaviors are expected to feels like (identify personal emotions).

4. Reinforce the target skill with positive feedback when the student demonstrates it.
<table>
<thead>
<tr>
<th>Tri Chart</th>
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<tr>
<td><strong>Looks Like</strong></td>
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WOWW Technique

Goals:

1. Apply secondary prevention and intervention for school failure.

Outline:

1. Overview class activity.

Materials:

1. Writing materials (pencil and paper)

Specific Strategies:

1. Chose behaviors to improve together as a class, such as raising your hand before speaking out and remaining seated.

2. Give students paper for evaluating the class rating using a 10-point scale ranging from 1 = poor to 10 = excellent.

3. Examine the class rating. Acknowledge students who remained on task by stating the positive behaviors that were met.

4. Ask students to consider and discuss ways to improve their behaviors to reach their goals.

5. Give positive feedback.
Metacognition Activity

Goals:

1. Develop a positive attitude and outlook about learning.
2. Develop self-efficacy.

Outline:

1. This is a flexible activity opportunity and should be customized.

Materials:

1. Creative activities for students to discuss and customize

Specific Strategies:

1. Model enthusiasm and joy about learning during a class discussion.
2. Discuss content enthusiastically and share personal past learning experiences with students.
3. Model challenging tasks with an “I can” attitude.
4. Allow students a choice about tasks and the opportunity to do work that is meaningful to them.
5. Assign open activities such as real-life or authentic reading and writing (making cards for special occasions and writing for a class bulletin or newsletter).
6. Give opportunities for students to practice skills they already have to develop a positive attitude about learning.
Dual-Observer Record Sheet A

Goals:

1. Identify strengths and areas that need improvement.
2. Develop positive belief in ability to learn (self-efficacy).
3. Help students gauge academic or behavioral accuracy.

Outline:

1. Overview the Dual-observer record sheet A with students.

Materials:

1. Dual-observer record sheet A for academic self-efficacy
2. Writing materials (pencil and paper)

Specific Strategies:

1. Facilitate discussion with student about assessment results.
2. Discuss areas that need improvement with student.
3. Allow the students to problem-solve for adaptive ways of behaving in class.
4. Praise student for meeting the skill or target behavior by informing him or her of the accomplishment.
5. Give positive feedback.
## Dual-Observer Record A. for Academic Self-Efficacy

**Skill:**

<table>
<thead>
<tr>
<th>Paragraph</th>
<th>My Main Idea</th>
<th>Teacher’s Main Idea</th>
<th>Agreement</th>
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Dual-Observer Record Sheet B

Goals:

1. Help student assess his or her ability.
2. Track and evaluate behavioral and academic accuracy.

Outline:

1. Overview the Dual-observer record sheet B with students.

Materials:

1. Dual-observer record sheet B for academic self-efficacy
2. Writing materials (pencil and paper)
3. Video camcorder with tape
4. Audio source (external microphone or internal from camcorder)
5. Video playback source (television or monitor)

Specific Strategies:

1. Video record the sessions.
2. Observe recorded session with students.
3. Evaluate recording with student and point out strengths and identify areas that need improvement.
## Dual-Observer Record B. for Academic Self-Efficacy

**Target Behavior:**

<table>
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<th>Time Interval</th>
<th>On-Task</th>
<th>Video Check</th>
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Course/Lesson Evaluation

1. What I liked most about this lesson?

2. How it can improve?

3. Have your views about diversity changed? (Please circle) Yes or No

4. If your views have changed, please explain.

5. Have views about yourself changed since the start of this course?

6. Have you learned any valuable lesson?

Please rate your workshop experience on a scale of 1-10 (1 being not satisfied at all, and 10 being very satisfied).

Please Circle

1 2 3 4 5 6 7 8 9 10
Chapter 5

SUMMARY

Schools are urged to take on leadership by implementing school-based initiatives that are inclusive with a curriculum and instruction that is multicultural with an emphasis on school and family partnerships. Schools with well-designed programs that support the home and school environment might develop pride in students over their history and culture, increase their self-esteem and contribute to a sense of community (Hidalgo et al., 1995). Collaboration between parents, schools and communities is a three component model that pulls together resources for students and strengthens all involved for the benefit of academic achievement. Avoiding the needs of diverse students and their cultural orientation at home is a factor of low academic achievement. An educator might learn from a student’s background and home environment and gain a better understanding of him or her in order to address educational needs. Parental roles are important to examine as they take on the roles of teachers, mediators, supporters and decision makers, which is why they are important for student achievement. Educators might address classroom behavior differently after being informed about social differences of diverse cultures including the in-school and out-of-school speech of students. Multicultural education is antiracism and schools are encouraged to be culturally responsive by demonstrating the significance of students in the curriculum and the classroom.

Multicultural education should not be considered a luxury or an add-on because it involves people who experience life within their cultures daily, rather, it is basic education (Nieto, 2003). Understanding cultural differences helps address needs that
encourage increased academic performance and the need for pedagogical adjustments. A multicultural approach for teaching emphasizes cultural responsiveness while considering diversity, cultural values and various group identities among race, ethnicity and gender. Proponents of multicultural education realize that acknowledging differences increases respect and understanding while reducing division. A proponent of multicultural education should be able to approach other cultures and know how to generate dialogue and have an understanding of cultural and historical perspectives of students. Equitable communication between the powerful and powerless is suggested to avoid the culture of power, where the teacher exercises power over the students and the dialogue of the minority is ignored. Because schools reflect a larger society, a universal approach of instruction will not work for all students, which is why cultural responsive education is important. Otherwise, minority groups will have limited increase in school performance.

A student’s identity is likely to be affirmed in the classroom when the curriculum, faculty, staff and classmates reflect his or her identity. Students obtain academic success when they experience a sense of belonging, connectedness and acceptance from peers and school personnel, which is fostered by celebrating differences and promoting a sense of unity. Adolescent African Americans perceived personal qualities of leadership and independence, which was directly related to their sense of acceptance by others. Healthy interpersonal relationships, whether at home, school or the community, play an important role in student achievement. It also promotes mental health and self-actualization. Embracing one’s racial and cultural identity allows equity for every ethnicity and race, as we are all different and unique with similarities. Similarities include the desire to belong
and relate to others and affirmation of self-identity. At-risk identification and prevention measures that correlate to school success are available to schools.

Factors that influence low academic achievement include lack of academic support, socially disadvantaged environments, low socioeconomic status, learning styles, pedagogic styles, instability, thinking skills, motivation, physical disabilities, emotional well-being.
REFERENCES


