

Addressing Diversity in Preservice



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Division for Early Childhood (DEC)

- Lisa Naig
lnaig@iastate.edu
- Nancy Peck
nfpeck@iastate.edu
- Cindy Weigel
cweigel@iastate.edu
- Lisa Sharp
lsharp@iastate.edu
- Kere Hughes
kereh@iastate.edu
- Susan Maude
smaude@iastate.edu
- Mary Jane Brotherson
mjbrothe@iastate.edu

Iowa State University



The increasing cultural diversity of the U.S. poses challenges to professionals serving young children and their families

- 10% of children in schools – little or no English
- Children of color majority in some schools
- Hispanic and Asian families will triple by 2050

(U.S. Department of State, 2007)



Increasing need for “diversity competence” with children and families

- Includes cultural, linguistic, and racial diversity
- Includes issues of poverty and homelessness
- Includes many family variations (e.g. blended, foster, intergenerational, single, gender)
- Includes families facing health issues, violence, low education, unsafe homes



Need for focus on diversity

- Professionals do not feel prepared to be implement culturally appropriate practices (Lee, Ostrosky, Bennett, & Fowler, 2003)
- Pre-service professionals have difficulty seeing the strengths of families, especially when they are different from their own (Harry, 2002).
- European American, middle-class females often have limited interactions with culturally and linguistically diverse populations (Howard, 2003, Lynch, 2004).



Professionals are challenged to:

- Form partnerships with families who might have different value systems, beliefs, life experiences and social class that differ from their own (Harry, Kerlinger and Hart, 2005)
- To possess the ability to show understanding, consideration and appreciation for the uniqueness of all families (Lee, Ostrosky, Bennett, & Fowler, 2003).

Discovering Diversity in Self Reflection



- **Critical self-reflection** is key to helping preservice professionals understand the life experiences and beliefs of others –
- Professionals need to first examine their own beliefs and value systems in order to understand how their own beliefs influence their partnerships with families.

Self-Reflection



Reflection is a
process of
thinking about
one's thinking



Fialka, 2007

Strategies to Address Diversity Competence



Strategies to Help Students Reflect

- **Performance Ethnography** (performance ethnodrama – extension of diversity dilemmas (Sanchez & Thorp, 2008))
- **Use of Media and Internet** – explore and embrace difficult diversity issues
- **Exposing students to many different families** (Brotherson, Summers, Bruns & Sharp, 2008)
- Then **evaluate effectiveness** of strategies



What is performance ethnography?

- Relatively new and creative form of research dissemination.
- Purpose is to raise audience awareness about particular social issues.
- Explicitly concerned with performing research findings in a language and form that is accessible to wider audiences.



Our Performance Ethnography

- Powerful way to examine the issues of emotional support and services.
- Identifies the complexities of providing them to diverse families.
- Recognizes that the context is much more complex than what we can depict in this short scenario.



This is my “chair central”

- While watching, please reflect on the following:
 1. How you could use the scene in your programs?
 2. How would your students benefit from this scenario?

Discussion Questions



- What do you notice about your reaction to this family/situation?
- What thoughts and feeling are dominating your experience right now?
- Did you make any assumptions about this family/situation?
- What is one thing you might do in the future as a result of this scenario?
- Did anything in this family cause you to understand diversity in a way that you had never considered before?



Media in the Classroom

- Popular media use to discover stereotypes and the realities of modern families
- Telling stories through media
- Connecting with families through media



Pop Television Culture

- Television

- Popular television can be used in a variety of ways. For example, think about the depiction of the American family historically from *Ozzie & Harriet* or *Leave it to Beaver* to the *Cosby* show, *Rosanne* and more recently *Jake & Josh*, *In the House*.
 - Have students track themes and discuss things relating to changes in the portrayal of marriage, children, gender roles and special needs. How has television changed to reflect our culture and how is it accurate/not accurate? Evaluate the bidirectional effects of television and culture.



Pop Feature Films

- Feature films that focus on families and children are inherently interesting for focused conversation around issues of diversity.
 - Consider this clip and think about the issues relating to families that can be discussed within just this small segment of film.



Stories of Families

- Videos

- Videos are commercially available that portray a wide variety of diversity issues relating to families and children. For example, www.childdevelopmentmedia.com carries a variety of videos that discuss issues around having a child with special needs and the family perspective and personal stories.



- **Audio**

- Most people view audio as an “old technology”. However, audio recordings of family stories can provide captivating lessons around family issues while maintaining a sense of anonymity that may be desired. For example, listen to this clip and reflect on the themes that can be discussed.



- **Blogs**

- Blogs can provide a wealth of information that tell a family's story virtually as it occurs. It can be like reading a diary or journal.

Discovering Diversity through Media



- Heh. Yeah. We're not most people!
- TRAAAAAAAAAAAAVVVEEEEEEEEEELLLLLLL CAAAAALLLLLLLLLL!!!!!!!
- We'll leave on Sunday and get back on Friday afternoon. We wanted to leave *tomorrow*, but the title says it all. Our agency and the Korean agency want us to wait until Sunday, so Sunday it is. We'll be able to stay at the Korean agency's guesthouse if we wait, and that was something we definitely wanted to do. We'll be able to help out in the infant nursery, which will likely be both beautiful and heartbreaking. We'd like to travel to ESWS's outside compound (north of Seoul) and see that part of the agency, too, but we'll have to see if that works out for the staff there. Also on the agenda is the DMZ (hopefully!), the markets, maybe a palace or two, and whatever else adventures we can find!
- Right now we're thinking we'll be able to meet Hannah on my birthday. Happy birthday to me!
- This will likely be the place that we'll try to post updates to while we're in Seoul. Watch for them!
- And Hannah has hers as of 1/9 Seoul time.

Discovering Diversity through Media



- Riiiiiiiiing phone!
- After taking Tuesday off from checking in on the case status (Did anyone just hear the "mom voice" in their head say, "You just take some time and think about what you've done! You let me know when you have something nice to say!"? Ten points for you!), I called the State Department this morning.
- "What is it you would like to know about your case status?" asked the visa specialist.
- "I was just checking to see if the packet 3 had been returned yet, or if a visa appointment had been scheduled by any chance," I said.
- "Well, the visa appointment is scheduled for today at 3."
- "*What?! Today?*"
- "Yes, Ma'am. (laughs) It says 'Visa appointment scheduled for 1/9 at 3 p.m.'" <--It's always good to amuse others with your astonishment. I am apparently very skilled at this.

Discovering Diversity through Media



Now, of course I called T next. I ask him the date. Is it the 9th? "It's the **8th**. All day long today." Now, knowing me, you should not be surprised that I started to try to reason out who was right in my head ("Alex's birthday is the 6th, and that was Sunday...which was how many days ago? Oh, forget it.") and then didn't pursue the thought further since it would tax my brain with the incredibly hard math. Heh. Okay, I *can* add three to six. Most days. HOORAY! It's the 8th, so that means "tomorrow" is the 9th in Seoul...and if I know 11 p.m. here is 2 p.m. there....then her visa interview (VI) is at midnight tonight!

- So, yeah. I went on believing his mental calendar from 9 a.m. until 11:30 a.m., when I logged on the laptop and noticed the date on an e-mail. WAIT JUST A MINUTE! Today is the 9th in the *States*! The 9th has already happened in Seoul...so that means that her VI *has already happened*! And as I'm typing this, it's nighttime on the 9th--and almost 11 a.m. on the 10th in Seoul! Visas are generally issued within 24 hours of the VIs (Please don't let us be one of those 48 hour people. Sheesh.), so BabyGirl could have her visa "in hand" by now!!

- C'mon travel call! Let's get this baby home!!



Connecting with Families

- Webcams
- You Tube (A Girl Like Me)
- Instant Messaging
 - All of these technologies are opening doors to connecting with and understanding diversity.



Evaluating Effectiveness



“You can’t know what
you don’t know...”

~Maya Angelou



Evaluating Effectiveness



Traditional Self-report

- Pre-post design
 - Answer questions before professional development experience
 - Training/class
 - Post-test evaluation to assess what was learned



Evaluating Effectiveness



Considerations of Pre-post design

- **Response-shift bias**
 - Weakens validity because using different frame of reference
 - Participants may not realize how much there was to learn

Evaluating Effectiveness



Post-then-pre design

- Also called “retrospective pre-test”
- Eliminates response-shift bias
 - Measures at the same time/ using same frame of reference
- More accurate/valid way of measuring
- Convenient

Evaluating Effectiveness



“You can’t know what you
don’t know and when you
know better, you do
better.”

~Maya Angelou



**Discussion - addressing diversity
in preservice?**

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