CULTURAL DIVERSITY

Circle of connected hands of different colors

TEACHING ALL STUDENTS,
REACHING ALL LEARNERS
www.ist.hawaii.edu

Center on Disability Studies
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About the Speakers

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Introductions & anything else we need to know about you?

Topics

- Disability and Diversity
- Cultural Competence
- Culture
  - ◦ What is culture
  - ◦ Significance
  - ◦ Cultural Identity

Purpose

- The purpose of this module is to expand and strengthen faculty knowledge, skills, and positive attitudes towards cultural diversity and Students With Disabilities (SWD).

Cartoon images of diverse sizes, colors, and body shapes holding hands. One figure is in a wheelchair.

Disability

- The Americans with Disabilities Act (1990) includes a three-part definition of disability.

- Under the ADA, an individual with a disability is a person who:

  - Has a physical or mental impairment that substantially limits one or more major life activities.
  - Has a record of such an impairment.
  - Is regarded as having such an impairment.

Disability Culture

There are multiple schools of thought surrounding the concepts of Disability Culture

- Arguments for Disability Culture Include shared:
  - History
  - Stigma
  - Political advocacy
  - Language
  - Arts
  - Geography
  - Experiences

- Arguments against Disability Culture Include Differences in:
  - Religion
  - Food
  - Family customs

Disability Culture

- A Positive Group Identity
  - People with disabilities have forged a group identity. We share a common history of oppression and a common bond of resilience. We generate art, music, literature, and other expressions of our lives and our culture, infused from our experience of disability. Most importantly, we are proud of ourselves as people with disabilities. We claim our disabilities with pride as part of our identity.   We are who we are: we are people with disabilities.

  (Brown, *Movie Stars and Sensuous Scars,* 2003, pp. 80-81)

Hidden/Invisible Disabilities:
A Disability that Cannot Be Seen

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- Students with hidden/invisible disabilities are among the fastest growing category of students with disabilities attending postsecondary institutions.

- The same principle of equal access applies to accommodations for students with invisible disabilities as well as students with visible disabilities.

Hidden/Invisible Disabilities:
To Disclose or Not to Disclose…

Reasons people do not disclose and the consequences:

- Do not regard themselves as having a disability.
- Fear of personal questions or people finding out.
- Fear of reprisal (discrimination).
- Shame or embarrassment.
- Fear people will treat them differently or isolate them.
- Stigma associated with having a disability.

How Are Disability and Cultural Diversity Related?

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- The "Double Oppression"
  - Disabled persons may experience a "double oppression". Since cultures view disability differently, it is important to be aware that not all individuals will seek and accept assistance in the same manner

How Are Disability and Cultural Diversity Related?

- Questions to ask yourself

  ◦ What is your personal definition of disability?

  ◦ Where did your definition of "disability" come from?

  ◦ How does your definition of disability affect how you approach your students?

  ◦ How might your understanding of another culture affect your teaching style?

Cultural Competence

- "To develop cultural self-awareness and take the lead in establishing a two-way process of cultural learning that results in adapting professional interpretations and recommendations to the value system of students"

- Disability will be presented as an important component of cultural diversity in these trainings.

What It Means to Be Competent

- Cultural Sensitivity

- Cultural Awareness

- Cultural Brokering

- Cultural Competency

Culture: How Do You See Yourself, How Do You See Others?

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- The Culture section will examine the following topics:
  - What is Culture?
  - Examples of Types of Cultures
  - Sources of Cultural Identity

What is Culture?

- SYSTEM of learned and shared standards.

- An INTEGRATED PATTERN of human behavior.

- SCRIPTS - what to expect and what is expected in certain cultural settings.

- VALUES - unstated assumptions and standard operating procedures.

"Socializing Agents that Transmit Culture"

The Individual

- Family
- School
- Church
- Community
- Neighborhood
- Peer Group
- Electronic Media
- Sports
- The Arts
- Print Media
- Workplace
- Technology

Cushner, McClelland, & Safford (1996), *Human Diversity in Education: An Integrative Approach*, **p. 66**
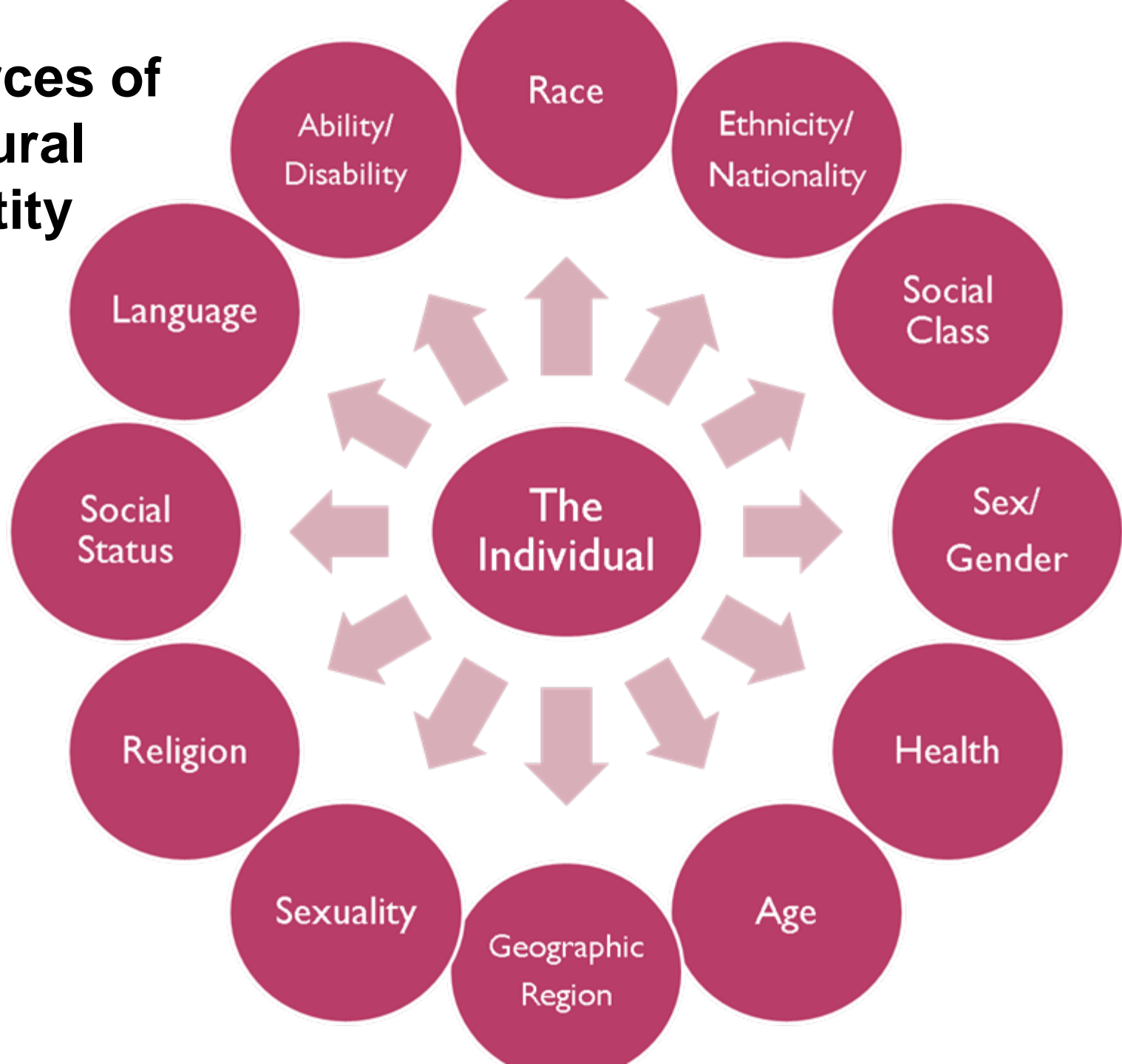
Examples of Cultures

- Ethnic/Race
- Disability
- Organizational
- Lesbian/Gay/Transgendered
- Military

Classifying Terminology

- Identity

- Stereotype

- Stigma

Sources of Cultural Identity

The Individual

Race, Ethnicity/Nationality, Social Class, Sex/Gender, Health, Age, Geographic Region, Sexuality, Religion, Social Status, Language, Ability/Disability

Activity: Icebreaker

- Activity/ice breaker -"Multicultural Education and Equity Awareness Quiz"

Disability & Diversity

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- Disability is often overlooked as a part of cultural identity and should be recognized as part of cultural awareness.

Western vs Eastern Ideas of Self

Collectivistic……*CONTINUUM OF VALUES*…...Individualistic

Interdependence…………………….Independence

Obligations to others…….………....Individual rights

Rely on group….……..………………Self-sufficiency

Adhere to traditional values………True to own values and beliefs

Maintain traditional practices……..Continuously improve practices (progress)

Fulfill roles within group……………Pursue individual goals/interests

Group achievement….………………Individual achievement

Competition between groups…..…Competition between individuals

Group/hierarchical decision-making...Self-determination, individual choice

Shame/guilt due to failing group….Shame/guilt due to individual failure

Living with kin……….………….……Independent living

Continued…

Collectivistic……*CONTINUUM OF VALUES*…...**Individualistic**

Family takes care of own………..Seek outside help if needed

Property shared within group..…Strong individual property rights

Elders transmit (oral) knowledge….Individuals seek (textual) knowledge

Objects valued for social uses…….Objects valued for technological uses

Disability, Cultural Diversity and the Classroom: Keeping An Open Mind

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- Working in a Multicultural environment takes:
  - ◦ Time
  - ◦ Work
  - ◦ Adaptability

Students with Disabilities may come from culturally and linguistically different backgrounds from yours. They need you to keep an open mind, exercise patience, and understand that professional development is work

Additional Resources

Multiculturalism

- *National Multicultural Institute* http://www.nmci.org/

- *Awareness Activities EdChange Multicultural Pavilion* http://www.edchange.org/multicultural/activityarch.html

- *Suite 101.com- Quiz on Intercultural Competence* http://skill-assessment.suite101.com/article.cfm/quiz_on_intercultural_competence

Resources continued…

Disability

- *Individuals with Disabilities as Diverse Learners Project* www.ist.hawaii.edu

- *The Center on Human Policy, Law, and Disability Studies - Syracuse University* http://disabilitystudies.syr.edu/resources/otherdisabilityresources.aspx

- *The Division of Persons with Disabilities Disability Sensitivity Training Center* http://www.iowa.gov/dhr/pd/eworkshop/CourseOverview.htm

- *Virginia Commonwealth University- Division of Health Careers/Education and Special Services Disability Awareness Quiz* http://www.specialservices.vcu.edu/facultystaff/quiz.html

- *VSA Arts* www.vsarts.org

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For More Information

Students with Disabilities as Diverse Learners website includes many resources.

http://www.ist.hawaii.edu

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