Team Discussion: Maria

• One way to look at the situation is on a behavioral level. What can you conclude about Maria’s behaviors?

• What about interpreting this case using a cultural lens?

• What would the posture of cultural reciprocity entail?
Integrating Multicultural Competence

- Understanding our own cultural backgrounds
- Understanding families’ cultural backgrounds
  - Individualism-collectivism continuum
  - Beliefs about cognitive development
  - Attitudes toward disabilities
  - Interaction patterns
  - Childrearing patterns
  - Beliefs about the education system
- Utilizing a posture of cultural reciprocity
Team Discussion

• How do the concepts of individualism and collectivism apply to the case of Maria?
Cultural Beliefs about Cognitive Development

• In the U.S., there is an emphasis on children’s cognitive development, particularly providing a language-rich environment

• Not all cultures place a similar emphasis on the development of verbal abilities in children
Cultural Beliefs about Adaptive Behavior Functioning

• Collectivist cultures typically do not foster independence in young children
Cultural Attitudes toward Disability

- Retribution for sins of either parents or ancestors
- Possession by evil spirits
- The result of specific behaviors of the mother during pregnancy
- The imbalance of physiological functions
Posture of Cultural Reciprocity

- A reciprocal process of perspective taking
- Entails families and school professionals engaging in a multi-step sharing of perspectives
- Includes listening to and respecting multiple perspectives
- Avoids stereotyping
Four Steps for Developing a Posture of Cultural Reciprocity

**Step 1:** The school professional identifies the cultural values embedded in his/her professional practices
The case of Maria

Step 1 involves the school counselor looking at the values underlying their practice/recommendations:

1) What was the school counselor’s recommendations?
2) What are the values underlying the recommendations?
The school professional finds out whether the family being served recognizes and values these assumptions and, if not, how their view differs from that of the school professional.

**Application:** What is the family’s perspective? And does it differ from that of the school counselor?

**Consider:**
1) Mrs. Hernandez’s culture as it relates to food and feeding young children
2) What is Maria learning at school?
3) What is the school counselor’s perspective?
Step 3

- The school counselor recognizes and respects any cultural differences identified, and fully explains the cultural basis of their assumptions.

Application:

- Mrs. Hernandez’s parenting style can be validated within the context of her culture.
- She can also come to understand that Maria is acculturating to U.S. mainstream values as she attends school.
Step 4

- Through two-way communication, the school counselor determines the most effective way to adapt their professional interpretation or recommendations to the family’s cultural value system.

Application:

- The school counselor, together with Mrs. Hernandez, can develop a behavioral intervention plan to be implemented in the home, a plan that makes sense to everyone involved.
Culturally Responsive Practice

ECOLOGICAL CONTEXT OF THE CLD CHILD
being BILINGUAL

WHAT IS IT?

The Effects of Bilingualism

One wheel (one language) can get you places...

So can a big wheel and a little wheel...

However, when your wheels are nicely balanced and fully inflated you’ll go farther...

Provided, of course, the people who made the wheels knew what they were doing.


**Brain Benefits of Bilingualism**

**Preventing Dementia**
Bilingual adults with Alzheimer’s take twice as long to develop symptoms as their monolingual counterparts. The mean age for the first signs of dementia in monolingual adults is 71.4 and for bilingual it is 75.5.

**Denser Grey Matter**
Grey matter is responsible for processing language, storing memory and dictating attention spans. Bilingual individuals have denser grey matter compared to their monolingual counterparts.

**Focusing on Tasks**
Bilingual people display increased concentration on their assignments over their monolingual counterparts. They are more skillful at focusing on relevant information.

**Improved Memory**
Learning a foreign language involves memorizing rules and vocabulary. This mental exercise improves overall memory, making bilinguals better at remembering lists and sequences.

**Switching Between Tasks**
Bilinguals are skilled at switching between two systems in writing and structure — this makes them good multitaskers.

**Improved Decision Making Skills**
Bilingual speakers tend to make more reasonable decisions. Bilinguals are more certain of their choices after thinking them over in their second language.

**Improved Cognitive Skills**
Bilingual people have sharper cognitive skills and keep their brain alert and active even when only one language is used.

**More Awareness of Language**
Learning a second language focuses on grammar and sentence structure, making bilingual speaker more aware of language overall. Learning a foreign language makes bilingual speakers more effective communicators, editors and writers.

**Source:** [http://bit.ly/1bXgHSZ](http://bit.ly/1bXgHSZ)

**Discover Your Network At** [Laureate.net](http://Laureate.net)
True or False?

A bilingual is fully proficient in two languages.

FALSE!

• Different levels of proficiency depending on usage
True or False?

Learning two languages during the early childhood years will overwhelm, confuse, and/or delay a child’s acquisition of English.

FALSE!

• Infants learn multiple languages around the world.
• Infants can differentiate languages using contextual cues.
• Knowing more than one language does not hinder English acquisition so long as both languages are supported.
True or False?

Language researchers consider second language acquisition in preschool ELLs to be an additive process.

TRUE!

- Young children need not lose their first language, although they can (a subtractive process)...
- Young children use the same skills when they learn L1 and L2; therefore, skills learned in L1 can transfer to L2
Additive bilingualism

Subtractive bilingualism
True or False?

Immigrant parents should speak the societal language (i.e., English) to their children at home to help them succeed in school.

FALSE!

• Immigrant parents should continue to speak to their children in the first language so that they won’t lose it.

• Literacy skills will generalize from the first to the second language
Cummins Common Underlying Proficiency

THE COMMON UNDERLYING PROFICIENCY MODEL (CUP) OF BILINGUAL PROFICIENCY

THE "DUAL-ICEBERG" REPRESENTATION OF BILINGUAL PROFICIENCY

Surface Features of L1

Surface Features of L2

Common Underlying Proficiency
<table>
<thead>
<tr>
<th>True or False?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Total English immersion from Pre-Kindergarten through Third Grade is the best way for a young ELL to acquire English.</td>
</tr>
<tr>
<td><strong>FALSE!</strong></td>
</tr>
<tr>
<td>• Yet, practice with a language improves fluency</td>
</tr>
<tr>
<td>• For adults and older children who have a well developed first language, it may be possible to acquire English – <strong>but...</strong></td>
</tr>
</tbody>
</table>
ELL Preschoolers in English Immersion Programs

- L1 language loss
- Preference for English
- Difficulty communicating with extended family in L1
- Academic achievement gaps in English
- Completely shifting to L2 → subtractive process
CROSS-LINGUISTIC INTERVENTION

- L1 previewing supports L2 acquisition; at home, parents read book in Spanish
- Concurrently at school, the teacher reads the book in English

Outcomes:
- Increase in average rate of utterances in both home and school
- Increase in rate of response to others during classroom story time
- Increase in child-initiated utterances during social settings (center time)
A Look at ELL Programs

Image Description:
- The image shows a graph comparing different ELL programs across various grades.
- The graph plots NCE (likely an academic performance metric) against grade levels from Kindergarten (K) to Grade 12.
- Different lines represent various ELL programs:
  - Dual Language
  - Late Exit Bilingual Ed. + Content ESL (English as a Second Language)
  - Early Exit Bilingual Ed. + Content ESL
  - Early Exit Bilingual Ed + Traditional ESL
  - ESL through Academic Content
  - ESL Pull-out
  - Native English Speakers

The graph illustrates how each program performs over the years, with Native English Speakers performing consistently at the highest NCE levels across all grades.
Note:

Native English Speakers

AN IMPORTANT UNDERSTANDING

Typical English Speakers (50th percentile or NCE) make one year of achievement gain during each school year (10 months gain in a 10 month school year) FOR EACH YEAR OF SCHOOL.

Therefore:

English language learners must typically gain MORE THAN ONE YEAR’S ACHIEVEMENT (e.g., 15 months gain) in each of SEVERAL CONSECUTIVE SCHOOL YEARS to ever close the initial 30 NCE achievement gap with English speakers WHEN TESTED IN ENGLISH (L2).

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A Look at ELL Programs

![Graph showing performance of different ELL programs across grades]

- **Dual Language**
- **Late Exit Bilingual Ed. + Content ESL (English as a Second Language)**
- **Early Exit Bilingual Ed. + Content ESL**
- **Early Exit Bilingual Ed. + Traditional ESL**
- **ESL through Academic Content**
- **ESL Pull-out**
- **Native English Speakers**

NCE (Number of Correct Responses) vs. Grade (Kindergarten to 12th grade)
Application activity

• As a reality check, make note as to when each service would end, given a K start point

• Using the graph, compare the level of achievement at each of the following grade points: 1) 2nd grade; 2) 4th grade; 3) 6th grade; and 4) 12th grade.

• Which student(s) will outperform Native English speakers and by which grade?

• What is the take-home message?
Application Activity

- Using the graph, compare the level of achievement at each of the following grade points: 1) 2nd grade; 2) 4th grade; 3) 6th grade; and 4) 12th grade.

- Which student(s) will outperform Native English speakers and by which grade?
Types of Bilingualism

• **Simultaneous, or Childhood Bilingualism**
  → acquisition of two languages prior to the age of 3

• **Sequential Bilingualism**
  → acquisition of one language in infancy and then another after the age of 3
Childhood Bilingualism

- Simultaneous acquisition of two languages does not differ significantly from the acquisition of a single language.
- Following an initial period of code mixing, the rules of each code begin to be differentiated by the learner.
Childhood Bilingualism: The Person-Language Bond

- Attaching a particular language to a person
- If other language is used, child may not answer
- Process of differentiating the two languages
- Strategy for differentiation: determine which language is spoken with whom and keep to that language
Passive Bilingualism

Child understands L1 but prefers to speak L2

  e.g., parents speak to child in Spanish and
  child responds in English
Sequential Second Language Acquisition

• Level of proficiency attained in L1 at the time L2 is introduced may directly affect how easily and efficiently L2 will be learned

• If L1 is adequately developed, it provides the necessary foundation for L2

• Unless a threshold, or certain minimum level, of L1 proficiency is attained, L2 learners might not have the cognitive capacity to fully develop L2