



TOPIC- IMPACT OF SOCIO- CULTURAL RESPONSIVENESS IN TEACHER EDUCATION TO PREVENT DISPROPORTIONALITY IN SPECIAL EDUCATION.

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Abstract

Disproportionality means an unequal proportion of culturally and linguistically diverse students in special education. It may be overrepresentation or under representation of culturally and linguistically diverse students in special education. Some specific learning abilities in a student like emotional expressiveness, family background including social and cultural orientation, physical and verbal communication styles, time orientation and different or unique learning styles, may be misunderstood by the teachers as disruptive, disrespectful, or aggressive which could result into disproportionate special education training. Furthermore, certain neurological and physical functioning or intrapersonal factors as well as interpersonal factors like perceptions and behaviors of educators and quality of educational opportunities, could also increase the probability of culturally and linguistically diverse students. The inappropriate identification and placement in special education due to social stratification by race, language, class, and ability increases the disproportion in the learning teaching group (Bal, Sullivan, & Harper, 2014). Griner and Stewart 2012 has stated that teachers and schools that are armed with the tools to enact a culturally responsive pedagogy are capable of effectively addressing the achievement gap and disproportionate representation of racially, culturally, ethnically, linguistically diverse students in special education programs. Villegas 2012) suggests that educators adopt a culturally responsive teaching framework which uses student's cultural experiences as a bridge to learn cultural differences as strengths to build on and empower students from all societal groups. Since disproportionate placement of diverse students from various regional and culture groups in special education is a matter of ongoing concern, it is crucial that special teachers and trainers program prepare and develop expertise in student's behaviors and that are reflective of cultural practices on one hand and disabilities on the other. The article describes sociocultural environments and characteristics of culturally and linguistically diverse students and also the risk factors related to culturally and linguistically diverse student's disproportionate placement in special education including suggested intervention programs.

Key words: Diversity, Multidisciplinary intervention, Disproportionality, Case based instructions.

Introduction

In India, the social context makes a vital contribution towards academic achievement of culturally and linguistically diverse students. The social context plays a vital role towards academic achievement of regional, regional, and linguistically diverse students. The family characteristics including parents, language and culture, the teacher characteristics including their education, experience, teaching

methodology and the school characteristics like policies, curriculum and resources describes the diversity in the student's learning styles. It is the reciprocal relationship between the student and specific factors that have implications for how such a culturally and linguistically different student will or will not learn or perform academically. The customs, traditions, values, and beliefs of the student's family have a great effect on the education, and subsequently their engagement and performance in the school. The parent-child relationship could also foster or hinder student's enthusiasm for acquiring knowledge. The parents who ensure that their child is regularly attending school, monitor homework, and check their report cards, despite English not being the primary language at their home, or despite their family not having the financial capital to provide educational materials or professionally not much educated, demonstrates an interest in their children's education. Similarly, when schools have qualified teachers, adequate teaching-learning materials, effective curriculum, efficient administrative leadership, creates an environment for growth and development of each child. Effectively planned instructional support and curricular support facilitate academic achievement of diverse students. The interrelationships between home-school partnerships during parent teacher conferences and individualized education program (IEP) meetings, where the academic progress and achievement of the students are discussed. Parents and teachers having high expectations for the student tend to value and strive for meaningful academic achievement. The intention is to communicate care, wellbeing, and support, which vicariously could contribute towards educational engagement and advancement of students in their classes. Google classroom and other electronic portals facilitate parent- teacher interactions beyond the school hours and offer an efficient alternative for face-to-face meetings between parents and teachers for ongoing monitoring of their student's educational progress and accomplishments.

Social factors such as parents' workplace, friends of family, neighbors, legal system, mass media, and social welfare services have direct effect on the child's academic achievement. These factors have vicarious implications towards educational engagement. Partnerships with various institutions also help a lot in continuing educational programs. As if the parent of a secondary school student loses their job, their income loss will adversely affect the lifestyle and financial condition of the family and student's academic achievement too. In this condition, an increase in funding for schools related to technology enhanced instructions could improve the types of educational technology. In this regard, honesty, rules, and consequences related to academic integrity at institution and home too is expected to achieve the educational goals.

Case- based instructions and intervention is one method which educators can use to promote culturally responsive dispositions throughout preservice teacher candidate's content area coursework (Gunn, Peterson, & Welsh, 2015). Teachers have to prepare a case analysis file for each student where all the analysis, assessments and intervention plan should be kept and these should be shared with parents too for further suggestions. Due to individual differences in disability level, religion, region and other conditions, each student requires a different approach to learning situation and methodology for the efficient implication of the intervention program. Here teachers' training in their proficiency in handling and maintaining the records is reflected. So, teachers training is most important in proper ongoing intervention programs.

Use of evidence- based teaching and learning strategies can accelerate academic and language development of students from culturally and linguistically diverse communities. Demonstrations and visual representations rather than lecture and board notes tend to optimize academic- achieving are more effective (Vanhorn, Ward, Weismann, Crandall, Reule, & Leonard, 2019). In India, we have a lot of festivals in all regions and social groups. The teachers might take advantage of teaching different aspects of the various festivals to the diverse students. This will help the students to be on the same platform and learning in diverse situations will be much easier. Use of dance, music, drama and art & craft could be inculcated in the intervention program efficiently to all the diverse students in the class. Movies also play an important role if intelligently used to teach diverse concepts. Frequent opportunities for interactions with academic language through listening, speaking, reading, and writing also advances content knowledge and language usage across curriculum. Teachers use

modeling, guided practices, verbal cues, graphic organizers, model projects, notes, and token economy methods to inculcate diverse students in teaching. Culturally responsive teachers generally are aware of culturally and linguistically diverse student's cultural values, customs, and traditions, which then influences their teaching (Chamberlin,2005). Teachers who are implicitly biased about cultural, linguistic, and economic differences of their students, would display attitudes, beliefs, and behaviors that are in opposition of culturally responsive disposition (Chou,2007). A mismatch between the home and school cultures could then result in culturally and linguistically diverse students struggling to emulate the academic attitudes and behaviors of the majority school culture (Chamberlain.2005). Application of empathy, which involves taking into consideration other's perspective, specifically other's values, beliefs, and attitudes, could expand teacher's knowledge of their students, their families, and their communities, which then could bring shifts in their own beliefs, attitudes, and values, thereby advancing their teaching dispositions (Warren,2018). Effective communication founded on respect, clarity, integrity, and most important, a value for cultural and linguistic differences is essential for activities between teachers and families too. Teachers should inculcate parents too in decision making process regarding educational options available for their children. Here we can use google forms or other questionnaires regarding student's achievement to fill in by the parents, so that they can be included in the decision-making regarding curriculum or any other methodology related program for their children. The orientation should be towards real-life problem solving rather than just theoretical aspects about the child or the student. A network of multidisciplinary professionals is like bilingual teachers networking events, support initiatives, collaborations etc. is crucial to maintain the intervention program in diverse condition of the student. A funding and management body for such multidisciplinary intervention program should also be set up by the teachers a acknowledging parents. Most of the time the complicated issues of the students cannot be solved by a particular discipline, and it necessitates the collaboration of people of diverse expertise across a range of disciplines together to achieve the intervention goal. It can be said that to make multidisciplinary intervention successful, a meaningful equilibrium must be maintained between individual interest and demand of specific co-operation. In such a multidisciplinary intervention program, emphasis is to be made to constitute the teachers reasonably as best as possible. According to Villegas and Lucas (2002), to successfully teach culturally and linguistically diverse students, teachers need; sociocultural awareness, knowledge of how diverse learners construct knowledge, skills for learning about student's backgrounds, experiences and proficiencies and appropriate instructional strategies for diverse students. The need for implementing well-designed culturally responsive education is essential for the benefit of the students. Multicultural education focuses on promoting educational equity for diverse racial, ethnic, cultural, and socioeconomic groups, promoting critical thinking and diversity of opinions. Individuals from different ethnic and cultural backgrounds can differ in their cognitive processing. The classroom interactions between teachers and students often determine whether learning will be a success or failure for diverse students. But the students from culturally and linguistically diverse backgrounds could perceive their own way of communicating as lacking value in the school setting and withdraw from meaningful interaction (Chamberlain,2005). Caring, Communication, Curriculum and Instruction are the key components of culturally responsive teaching. Similarly, multiple means of representation, multiple means of action and multiple means of engagement are the important means of alleviating the risk of disproportionality in special education. Specially abled students are in much need to be get intervention program in an intelligent way due to their adverse and diverse conditions and also having collaboration of multi -specialists for training purposes.

CONCLUSION

Preparing preservice teacher candidates to be culturally responsive is essential for educational access of culturally diverse students and reduce disproportionate representation in special education. Teacher preparation programs should equip preservice teachers with knowledge, skills, and disposition to

accept individual differences and integrate culturally responsive instruction in classrooms. Teachers are also required to make aware about disproportionate representation of students from all social groups in special education and factors affecting them.

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