

# MSPA Midwinter 2008

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***Culturally Competent Consultation:  
Assessing the Impact of Ethnocentric and  
Ethnorelative Worldviews on Achieving  
Desired Outcomes.***

*Daria Paul Dona, Ph.D., Sally A. Baas, Ed.S*

# School psychologist's roles within a systems framework

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## Assumptions:


- School Psychologists must personally be culturally competent.
- School Psychologists are central in the training of school personnel in cultural competency.



# Objectives

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- Promote personal transitions along the continuum of intercultural sensitivity.
- Describe a systems model to stimulate attendees ideas for helping individuals, with interpersonal and intrapersonal goals for increasing cultural competence

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- ❑ Milton Bennett's Developmental Model of Intercultural Sensitivity
  - ❑ Tool: Intercultural Developmental Inventory.
  - ❑ Bird's eye look at an organizational initiative.
  - ❑ Website for Intercultural Institute

[www.intercultural.org](http://www.intercultural.org)

# What is Culture?

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- What is your personal definition?
- Objective vs. subjective culture
  - The Iceberg Analogy
- How we define culture
  - A few examples: National origin, race/skin color, ethnicity, religion, gender, age, language, other (for example, rural/urban)
- What is your culture?



# Definitions of Culture

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- No single agreed upon definition of culture exists
- One definition is... “culture is a set of distinctive spiritual, material, intellectual and emotional features of society or a social group, and that it encompasses, in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs.” (UNESCO, 2002)



## Definitions, cont.


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Cultural self-awareness means understanding culture in general and one's own culture in particular. It means understanding your own culture with the added ability to describe it to others.

# Intercultural Competence

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- **Intercultural competence encompasses a range of factors including:**
  - Cultural self-awareness
  - Understanding of cultural differences
  - Knowledge of two or more cultures
  - Skills and ability to behave appropriately in multiple cultures
  - Culture-learning skills



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Intercultural competence emphasizes culture learning and adaptation skills that can be applied to any situation.

Interculturally competent individuals tend to be more effective when dealing with culturally diverse others of their own and other culture groups.



# Intercultural Competence and Being Culturally Responsive Means...

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- Understanding the meaning and importance of culture in your life as well as in students' and their families' lives
- Being an effective culture learner
- Recognizing different cultural patterns
- Helping students understand and deal with cultural identity issues, when appropriate



# A few considerations about learning about culture...

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- Requires self-reflection of learners about personal experiences with cultural difference
- Requires process-oriented learning versus solely fact-based learning
- Requires exploration of worldviews that differ from one's own

...and all of these can be challenging



# Cultural Variables

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- Diverse Learners and Key Cultural Variables
  - Learning styles
  - Communication styles
  - Non-verbal communication patterns
  - Cultural values
  - Cultural identity
  - Issues of cultural adaptation

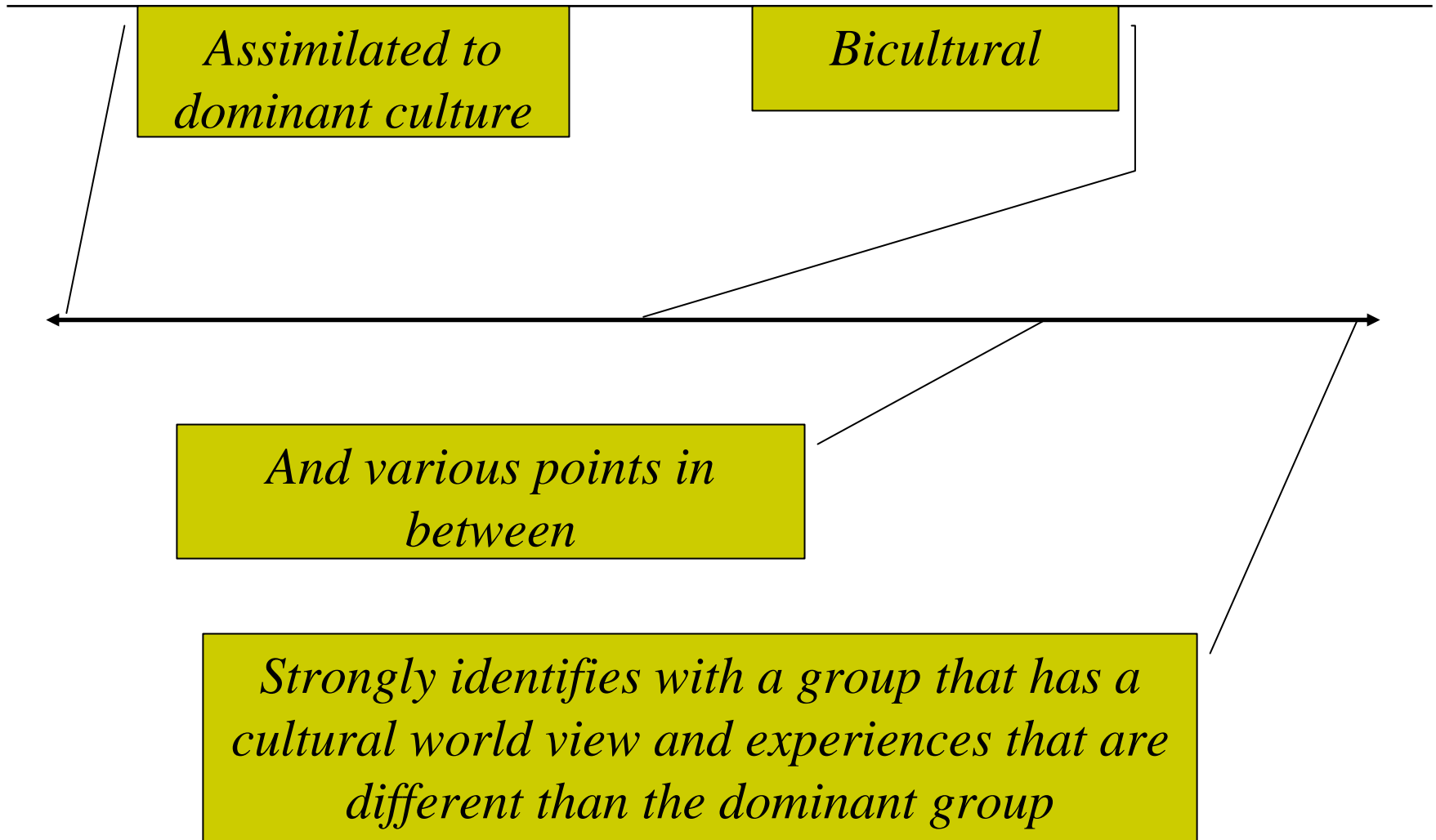


# Why is culturally responsive teaching important?

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- ❑ Changing demographics
- ❑ Standards-based reform and Accountability (No Child Left Behind)
- ❑ Individual Disabilities Education Improvement Act (IDEIA) 2004
- ❑ Economic challenges
- ❑ We need interculturally competent individuals who have the knowledge, attitudes, and behaviors necessary to create inclusive, welcoming, supportive, and successful learning communities.

# Cultural continuum





# Bennett & Hammer's Definition

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## □ **Intercultural Competence/Sensitivity:**

“The capability to generate increasingly more complex perceptions and adapt behavior appropriately to cultural context.”

# Definition (continued)

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- Increasingly more complex perceptual distinctions around one's experience of cultural differences
- As a person's experience of cultural differences becomes more differentiated, potential competence in intercultural relations increases



## Definition (continued)

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- The ability to construe cultural differences in more complex ways provides the platform for cognitive frame-shifting and behavioral code-shifting to cultural context: Deeper, situational competence in different cultures



# Cultural Acculturation Process

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- Process of cultural change that occurs in individuals when two cultures interact
- It leads individuals to adapt elements of another culture, such as values and social behaviors.
- Culture is not static
- It naturally changes over time and distance

# Effects of Acculturation

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- Normal effects of acculturation may look like disability
  - Heightened anxiety
  - Withdrawal
  - Response fatigue
  - Distractibility
  - Disorientation
  - Confusion in locus of control
  - Silence or unresponsiveness
  - Code-switching
  - Resistance to change
  - Related behaviors



Consider...

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The phases of change reflected by  
Kevin Costner in “Dances with  
Wolves”

# Developmental Model of Intercultural Sensitivity

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## Assumptions

- ❑ Based on clinical, empirical observations
- ❑ Describes the subjective “experience” of cultural differences
- ❑ Developmental, not traditional “stage” process
- ❑ Individuals strive to maintain consistency in their interpretation of social reality

# Experience of Difference

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## Development of Intercultural Sensitivity

denial

defense

minimization

acceptance

adaptation

integration

ethnocentric stages

ethnorelative stages



# IDI Measurement Codes

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- DD Denial/Defense
- R Reversal
- M Similarity/Universalism
- AA Acceptance/Adaptation
- EM Encapsulated Marginality
- CM Constructive Marginality

# Measuring Intercultural Competence

## DMIS Worldview

### Ethnocentric Stages

Denial Defense Minimization

### Ethnorelative Stages

Acceptance Adaptation Integration

## The IDI

DD

M

AA

EM



R



CM

# Assumptions of IDI as a Measurement Tool

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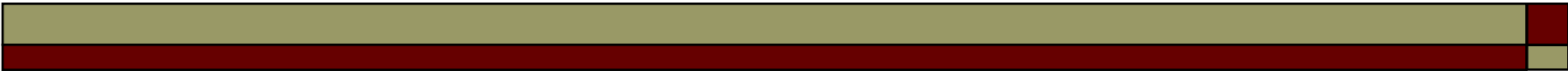
- ❑ Based on measurable, empirical observations
- ❑ Quantifies the subjective “experience” of cultural differences
- ❑ Measurement is a “snapshot” of a developmental process
- ❑ Consistent interpretations of social reality can be measured reliably and validly
- ❑ Culture general in focus



# Psychometric Process

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- Qualitative Interviews
- Items generated
- Expert panel review
- Factor analysis of items
- Scales finalized, reliability & validity studies conducted
- Consistently identified DMIS orientations across cultures

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- Pilot testing
  - Produced 145 items
  - Large, cross-cultural sample of 591 participants completed 122 item IDI
  - Confirmatory Factor Analysis completed on items
  - Identified underlying structure

# Psychometric Properties

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- Denial/Defense Scale: 13 items,  $r = .85$
- Reversal Scale: 9 items,  $r = .80$
- Minimization Scale: 9 items,  $r = .83$
- Acceptance/Adaptation Scale: 14 items,  
 $r = .84$
- Encapsulated Marginality Scale: 5 items,  
 $r = .80$

# Psychometric Properties

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- Scale items selected, reliabilities of .80 or higher
- Worldmindedness Scale & Intercultural Anxiety scale used
- Correlations confirm IDI construct validity
- No systematic effects by Gender, Age, Education, Social Desirability
- Final, 50 item IDI; Total IDI Score



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# An example: REVEAL

Race Education through Values  
Engagement, Advocacy  
and Leadership



# A little history...

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- *Minnesota note:* In 1999-2000, 17 percent of the school population in Minnesota, 144,529 children, were minorities. Of 62,951 professional staff in schools, only 2,129, or 3.4 percent were from minority groups.

This is what some of the  
current research tells us

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about training teachers for future  
teaching.



# Developing greater multicultural awareness and sensitivity depends on several factors:

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- Dispositional attitudes
  - Openness to diversity
  - Self-awareness  
and self-reflectiveness
  - Commitment to social justice

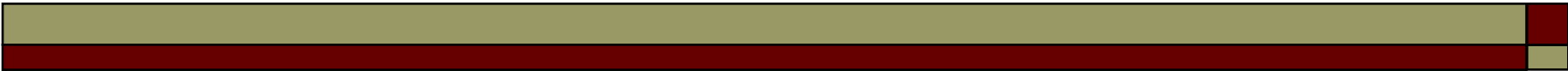


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## □ Experiential Factors

- Intercultural support
- Group experiences
- Educational experiences

Green, 2004



□ Involvement in discussions about issues of race.

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Engaging heterogeneous groups of students in discussions of case studies enhances the success of all learners and results in higher level thinking about situations students will face professionally.



## □ Hearing speakers on diversity topics

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Results from artist speaker programs indicate an increased success:

- Teaching about diversity.
- Increasing respecting of differences.
- Identifying prejudices and discrimination
- Means for practicing empathy.

Kubal, T., Meyler, D., Stone, R.T., Mauney, T.T., 2003.



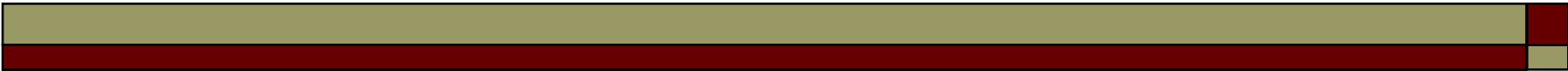
Reflecting on diversity

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is important.

When college students are engaged in learning through the lens relating to topics of diversity, they are best prepared.

Lowenstein K., 2003.

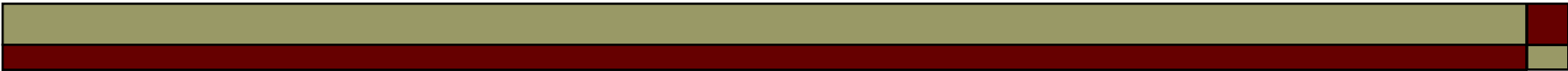


# Training pre-service teachers to use what they know about their own culture.

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- The synchronization of the teacher's culture and his perceptions of individuals or class-wide disruptions of individuals, leads to culturally responsive classroom management.

McMahon, B.J. 2004, and Monroe, C.R. & Obida, J.E. 2004.

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- Participating in service learning opportunities with persons of other races and cultures deepens understanding, and promotes increased integration of theory and practice.

Phillipsen, M. I. 2003.

# Developing culturally responsive pre-service teachers

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- In a safe environment students share their cultural stories
- If pre-service teachers are to be culturally responsive, they must
  - Recognize their own ethnocentrism.
  - Know their student's cultural background.



# To be culturally responsive

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- Understand the social, economic and political context of their students
- Have a willingness to use culturally appropriate management strategies
- Commit to building caring classrooms.



# How do we best prepare pre-service teachers

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To manage their classrooms  
through creating  
an environment  
of trust amidst racial  
difference?



# Responsibilities for developing teachers' skills and attitudes is a partnership.

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Focusing on

- Attitudes
- Experiential learning
- Speakers
- Service learning
- Promoting understanding.



# Program Partners

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- Concordia University
- Sentient Consultants
- Otto Bremer Foundation



# Preparing culturally and linguistically diverse teachers

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**within a circle  
of support.**



# Our Model: Program Overview

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- Intensive 3-month
- Student Teachers
- SEAT students

# Objectives

A greater understanding of

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- ❑ Understanding of different perspectives, own attitudes
- ❑ Cultural competence
- ❑ Systemic manifestations
- ❑ Coaching
- ❑ Plan of action for Concordia
- ❑ Inter-racial dialogue with students (TTT)
- ❑ Apply to future classroom



# Models and Methods Used

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- DMIS/IDI
- Culturally Competent Programming
- Racial Sobriety
- Individual Coaching



# Models and Methods Used

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- Cohort
- Open Dialogue
- Participatory Activities
- Action Plans



# Modules

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- I am
- You are
- We are
- We will be
- We will do

# Experience of Difference

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## Development of Intercultural Sensitivity

denial

defense

minimization

acceptance

adaptation

integration

ethnocentric stages

ethnorelative stages



# Racial Sobriety

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- Racial Dysfunction\*\*
- “Stinking Thinking”
- Stages of Recovery



# Stages of Recovery

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- Denial
- Anger
- Bargaining
- Depression
- Acceptance



# Beyond Recovery

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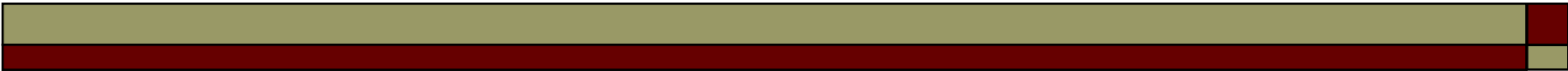
- Re-engagement
- Forgiveness
- Witness



## Evaluation Comments:

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- enjoyed the real-life examples from teaching
- Learning about where I am at personally instead of making the program just generalize to the whole group
- The openness of discussions
- The understanding of race and the IDI, as well as giving us the opportunity to share our stories

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- The courageous conversations were both refreshing and healing
  - I appreciated being informed about DMIS. It was very useful and beneficial. I like how everyone put in their input. I love learning about how diversity affects our classroom → BIG EYE OPENER
  - I was able to relate the knowledge that I gained from the session to my every day life



# What Makes the Model Effective

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- ❑ Cohort Trust
- ❑ Open Dialogue
- ❑ Environment: no blame/shame
- ❑ DMIS
- ❑ Coaching
- ❑ Solid race model



# Our Learnings

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- Benefits of pre-formed groups vs. volunteers
- Benefits of more racially segregated groups



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