PRACTICING WHAT WE PREACH: RECLAIMING THE PROMISE OF MULTICULTURAL TRANSITION PLANNING IN PRACTICE

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OBJECTIVES

- Identify multicultural strategies for closing opportunity gaps
- Discuss common myths
- Discuss dimensions of multicultural pedagogy
- Discuss opportunity gaps in transition programming
- Present overview of Grant
WARM UP ACTIVITY!

Audience Poll

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Culturally Responsive Transition Policies, Planning and Practices

- 5 year Interdisciplinary OSEP grant
- 3 Schools & 5 Classrooms
- 4 Key Core Components
  - Quality transition programs
    - Multicultural transition programing
    - Indicator 13 compliance
    - Other evidence and research-based practices
  - Implementation fidelity
  - Intercultural development
  - System change
OPPORTUNITY GAPS

◆ Teacher Training
◆ Individual Teachers
◆ School Systems
◆ Student & Family Level Factors
OPPORTUNITY GAPS

◆ Progress has been made in the last quarter century:
  • General course work related to the topic of diversity (Ray, Bowman, & Robbins 2005)

◆ Many teachers:
  • Have not been adequately prepared (Kolano et al., 2014; Ryan, Ackerman, & Song 2005)

  • Are more responsive to parents from high SES backgrounds (Horvat, Weininger & Lareau, 2003)

  • Have lower expectations for students’ success: when they believe their own education-related values conflict with those of the students’ parents (Hauser-Cram, Sirin, & Stipek, 2003)

  • Less likely to develop compliant ITPs for CED youth (Landmark & Zhang, 2012)

◆ Culturally agnostic practices & policies in schools: "color blindness"
OPPORTUNITY GAPS

CED are often less likely to experience:

- Better employment outcomes (Blackorby & Wagner, 1996; Trainor, 2008; Trainor, Murray & Kim, 2014)

- Postsecondary education success (HCM Strategists, 2013; Newman et al., 2009)

- Satisfaction with transition experience
TRADITIONAL APPROACH

- Five Themes
- Deficit model
- Mainstream strategies deemed inappropriate
- Primary focus on observable differences.
- Problem focused on Individuals
MULTICULTURAL PEDAGOGY

◆ All students regardless of their social identities should have an equal opportunity to learn in school.

◆ Because of these characteristics, some students have a better chance to learn in schools as they are currently structured than do students who belong to other groups.
BANKS’ DIMENSIONS OF MULTICULTURAL PEDAGOGY

References: Banks (2007b)
Conclusions: All five components of multicultural educational have a strong, positive impact on the educational outcomes of students of color and to improved intergroup relations.

Multicultural educational practice has benefit for the academic outcomes of all students.

Multicultural educational practice is most effective when implemented with careful attention to issues of race and power.

The academic and intergroup relations outcomes are linked, such that efforts designed to improve one improve the other.
CONTENT INTEGRATION

The infusion of ethnic and cultural content” from multiple cultures into the curriculum

Consider additional domains

Incorporate indigenous resources

Examples: participation in faith communities, extended family
KNOWLEDGE CONSTRUCTION

Help students to understand, investigate the implicit cultural assumptions underlying the transition planning process.

The goal here is not necessarily to promote the values.

Clarify and generate discussions about assumptions that are often erroneously taken as universal.

Example: Employment
EQUITY PEDAGOGY

- Use multiple methods
- Use a wide range of planning strategies
  - Example: Family engagement
  - Person-family centered approaches
PREJUDICE REDUCTION

Helping students form positive attitudes toward people who are different from themselves

Types of Prejudice

• Racism
• Sexism
• Classicism
• Homophobia
• Religious prejudice

Young adults are given access to transition activities that allow for meaningful interaction with “cultural other”

Example: Volunteering, job shadowing
EMPOWERING SCHOOL CULTURE AND ORGANIZATION

Move beyond individual classrooms and focus on the total school culture

Address systemic barriers

Example: Resource allocation, staff diversity, policies, monitor disproportionality
MTP=success

There is a standard model

MTP is a Priority

Mainstream strategies are not appropriate

Minority group membership=competence

Common Myths
MYTH #1: MULTICULTURAL PEDAGOGY EQUALS SUCCESS

- Multicultural pedagogy can be effective
- Does not necessarily guarantee success
MYTH #2: THERE IS A STANDARD MODEL OF MULTICULTURAL PEDAGOGY FOR TRANSITION PLANNING

◆ Conceptions of multicultural pedagogy vary

◆ However, all approaches share a concern with connecting students’, communities’, and families’ cultural resources, lived experiences, and performance styles to transition
MYTH #3: MULTICULTURAL PEDAGOGY IS A PRIORITY IN TRANSITION PROGRAMMING

◆ Facilitating multicultural pedagogy remains more on the margins rather than considered central in transition programming.

◆ Color blind approaches are prominent.

◆ Mainstream values define transition programing.
MYTH #4: TRANSITION CONTENT AND STRATEGIES ASSOCIATED WITH MAINSTREAM CULTURES ARE NOT APPROPRIATE FOR CED CHILDREN AND FAMILIES

◆ Many elements of the mainstream culture can be problematic for some CED groups

◆ Some CED groups benefit from or desire mainstream supports and services

◆ There is a need to recognize intragroup differences
MYTH #5: MEMBERSHIP IN A MINORITY GROUP IS ASSOCIATED WITH CULTURAL COMPETENCE

◆ A shared background offers a distinct advantage

◆ A shared background without relevant training is often insufficient

◆ There is a need to recognize intragroup discriminatory practices
RESEARCH AND PRACTICE-BASED TIPS

- Highlight the multiple areas of overlap
- Begin with assets in mind
- Diversity-informed resource mapping
- Use the assessment process to promote knowledge construction
- Professional development
HOW CAN WE INCREASE OUR CAPACITY TO CLOSE THE OPPORTUNITY GAPS?

SYSTEM

ORGANIZATION

INDIVIDUAL
Thank you for participating!