

DOCUMENT RESUME

ED 142 025

EC 101 399

TITLE A Training Institute and a Related Conference to Prepare Special Education to Work More Effectively with Exceptional Children from Minority Groups. Final Report.

INSTITUTION Council for Exceptional Children, Reston, Va.

SPONS AGENCY Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation.

PUB DATE 12 Nov 76

GRANT OEG-0-73-6259

NOTE 47p.

EDRS PRICE MF-\$0.83 HC-\$2.06 Plus Postage.

DESCRIPTORS Conference Reports; *Cultural Differences; Elementary Secondary Education; *Handicapped Children; Inservice Teacher Education; *Institutes (Training Programs); *Minority Groups; *Special Education Teachers

ABSTRACT

Covered in the final report of the institute and conference, on cultural diversity and the exceptional child are the major objectives (which included providing experiences for education professionals that will assist them in communicating more effectively with minority group individuals) and resulting products (such as a tape cassette album, titled "If You Knew Us Better," containing the conference proceedings). The remainder of the document consists of attachments which include a list of institute participants and a paper on the initial analysis of the institute. (SBH)

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U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

Grant Number OEG-0-73-6259

Date of Submission: November 12, 1976

Bureau of Education for the Handicapped
Division of Personnel Preparation

Name of Institution:

Title of Project:

Name of Project Director:

Submitted by:

Final Report

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The Council for Exceptional Children

A Training Institute and a Related
Conference to Prepare Special
Educators to Work More Effectively
with Exceptional Children from
Minority Groups

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An institute and conference on "Cultural Diversity and the Exceptional Child" was successfully held in Las Vegas, Nevada, August 6-10, 1973. Over 100 individuals participated in the 2 1/2 day institute and were later joined by 466 additional participants for the remaining 2 1/2 day conference period.

Throughout all phases of the project, the assistance of a local and national planning committee was solicited to ensure representation in all areas of concern. One of the main priorities established by the planning committee was that a concentrated effort be made to engage minority group representatives as program members. Groups such as the CEC Committee on Minority Groups, which is comprised of Black, Spanish Speaking, Asian American, and Native American members, were invited to attend planning committee meetings and provide input and suggestions for participants and activities (see Attachment A). As a result, all facilitator slots were filled by minority group members.

The selection of the 125 institute participants was based upon a formula detailed in the proposal to again achieve the desired ethnic, geographical, and occupational representation. Applications were disseminated to all parts of the country (see Attachment B). The 125 selected represented 20% Black Americans, 15% individuals from Spanish-speaking cultural backgrounds, 10% Native Americans, 10% Oriental Americans, 5% from other minority groups, and 40% Caucasians. Approximately half were classroom special education teachers, and the remainder administrators, clinicians, counselors or other special educators. Attachment C provides a roster of institute participants showing occupation, geographic area of residence, and the institute sessions attended.

The major objectives of the institute and conference were:

- a. to develop or improve minority and non-minority special educators' awareness of the important role culture has in special education programs designed for minority group children and youth.
- b. to provide experiences for special education teachers, administrators, clinicians and other professionals which will assist them in communicating more effectively with individuals from minority groups, planning programs and developing materials which incorporate culture, and in identifying aspects of curriculum which may cause cultural conflict.
- c. to publish and disseminate information generated by this institute and conference..

> The training institutes and related conference expanded the theme of cultural and linguistic diversity as related to exceptional children from minority groups. The in-depth treatment and discussions of cultural issues in special education promoted multi-cultural awareness, more effective communication skills, and insights into the ways teaching strategies and curricula can be made more relevant to the special needs of culturally and linguistically different children.

The institute structure provided for 9 1/2 hours of survival language instruction and 5 general sessions. The 125 institute participants were divided into four groups for actual instruction, addressing themselves to the language and communication styles of the Asian, Black, Indian and Spanish-speaking cultures. Institute participants then served as catalysts in the discussions at the conference which followed. Because of the indigency of many of the institute participants, meals, travel, and lodging were paid for all of the participants instead of the 20% as originally planned.

Three evaluation instruments used at the institute included a pre-post inventory, a language and communication evaluation, and an overall institute evaluation schedule. Evaluations were administered at the end of the institute, and 3 months later to identify specific information obtained that helped in the participant's work. A detailed analysis of the institute evaluation is provided as Attachment D.

A highlight of the institute and conference was a keynote session entitled "Cultural Awareness through Aesthetics." Each minority group had the involvement of elementary and secondary school students in music and dance. Students wore native costumes and performed ritualistic dances characteristic of their culture. Narrators described the various activities, pointing out different meanings of the sound, movement, and attire. An array of foods representative of the various cultures was served prior to the entertainment. Four simultaneous slide shows were displayed around the buffet tables pictorially informing the audiences of customs peculiar to each culture group as well as similarities.

The two and one-half day conference consisted of 3 keynote sessions, 5 special sessions, 14 workshops and 16 plenary sessions (4 for each minority group). Each of the workshops and special sessions was repeated once. Attachment E is a sample letter used to solicit conference participants. Attachment F is the conference brochure which was disseminated in early June 1973 to the following groups:

- State school officers (50)
- Directors of Special Education (50)
- Council of Administrators of Special Education (A division of CEC) (2,000)
- Teacher Education Division (A Division of CEC) (868)
- Grapevine leaders (persons identified by CEC as leaders in various areas of special education) (25)
- Interagency Committee (a group of organizations concerned in special education). (30)
- Officers of CEC Divisions (50)
- Registrants at CEC Convention in Dallas, April, 1973 who indicated minority group membership (300)
- CEC Committee on Minority Groups (supply to each)
- Local school superintendents around Las Vegas
- Regional offices of USOE (25 to each)

totalling approximately 4,360 copies disseminated. Institute participants were involved in the conference as reactors on panels, key persons in discussion groups, and in some instances, made presentations. The conference was planned by CEC as part of its commitment in this area, and financed entirely from CEC funds. The conference program is included as Attachment G.

Products of the institute and conference include:

Cultural Diversity and the Exceptional Child - highlights of the proceedings of the conference

If You Knew Us Better - a tape cassette album containing the conference proceedings, a special topical issue of Exceptional Children on cultural diversity (May 1974), an album brochure, selected bibliography, and 8 cassettes, as follows:

Barriers to Learning: Teaching Asian American Children. Lindberg Sata discusses some of the barriers to learning that exist for children from minority cultures. His examples are drawn primarily from the Asian-American population. Robert Fuchigami emphasizes the need for teachers to understand behavior norms of Asian cultures which influence perception, action, attitudes.

Educational Perspectives: Teaching Black Children. Asa Hilliard discusses Black American Culture within the context of the majority's cultural patterns. By understanding the Black perspective it is possible to also understand why people respond the way they do to school and community demands. Gloria Smallwood concentrates on classroom and curriculum practices. She demonstrates how white experiences, white values, and standard English can lack relevance for Black children.

A Conflict of Values: Teaching Indian Children. Floy Pepper discusses the diversity among native American groups resulting from differences in tribal practices, geographical location and relationship to the majority cultures' life style. Joe Sando provides concrete examples of how the values of Indian children can interfere with their success in school. Teachers working with Indian children need to be sensitive to these differences in order to employ appropriate techniques for instruction.

Cultural Diversity in Education: Teaching Spanish-Speaking Children. Juan Aragón illustrates how a child's identity can be undermined by an insensitive use of traditional curriculum material and shows how easy it would be to build a curriculum that would recognize the contributions of all cultural groups. Viola Sierra describes some of the unique aspects of the Chicano child's approach to learning. She provides information on learning styles, motivation, and social values.

Asian Americans: Cultural Contrasts. Harry Kitano provides an in-depth description of Asian cultural patterns, especially the Japanese culture. He reveals some of the conflicts that arise when Asians are confronted with the American lifestyle.

Black Language - Black Culture. Orlando Taylor and Gloria Smallwood describe the linguistic and cultural patterns of Black Americans. The tape media is most appropriate for the presentation of this material since it is possible to examine how intonation affects meaning in Black language.

Indian Gifts of Culture and Diversity. To learn to live in harmony with man and nature is one gift offered to us by native Americans. Pat Locke shares some of the culture and legends of her people. John Kito and Bertha Lowe reflect on the cultural patterns of Eskimo people and discuss some of the problems they encounter.

Spanish Americans - Language and Culture. Juan Aragon and Leon Marquez contrast American and Spanish cultural traditions. The influence of the Spanish language on our present vocabulary is also discussed.

Complimentary copies of the proceedings of the conference were distributed to 127 state directors of special education, 278 state special education personnel (other than state directors), 2,217 local directors of special education, 150 institute participants, program advisory committee members, and committee on minority groups members, 86 members of GEC Board of Governors and Executive Committee, and 230 in response to requests received in the CEC Information Center, totalling over 3,000.

Further dissemination included a symposium entitled "Excerpts from Institute and Conference on Cultural Diversity" chaired by project director Lou Bransford at the CEC annual convention in New York City on Thursday, April 18, 1974, to provide highlights from the Cultural Diversity Institutes and Conference. Other symposium participants included Leonard Baca, Karen Lane, Agnes Burger and Harry Kitano who had worked in the planning and execution of the institutes and conference. Procedures for planning and conducting institutes of this nature were provided.

Although the time span allowed for the conduct of the institutes and conference was less than would be desirable, it is felt that the project essentially accomplished its purposes.

ATTACHMENT A

January 11, 1973

MEMORANDUM

TO: C.E.C. Minority Committee
FROM: Lou Bransford and Leonard Baca
RE: Planning for Cultural Diversity Conference

We have begun the preliminary planning for the Cultural Diversity Conference. In order to insure input from the interested ethnic groups involved, we have decided to form a local planning committee with representation from the Black, Chicano, American Indian, and Oriental communities. Since all the committee members live in the Denver area, this will allow us to meet on an informal basis as often as needed at very little expense.

If any of you C.E.C. Minority Committee members would like to attend the meetings of this local planning committee you are certainly welcome. Likewise, if any of you have any additional ideas, suggestions, or other input, please send it to us by mail as soon as possible. We are especially interested in your suggestions regarding the program and participants for the conference.

Be assured that we will keep you closely informed relative to the status of the conference.

P.S. We assume you have all received copies of the proposal. If not, let us know.

LB:ch

copy - Mr. Bill Geer
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Replies to: Louis A. Bransford
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ATTACHMENT B

The Council for Exceptional Children (C.E.C.) is a national professional organization of some 50,000 members representing the various disciplines that serve many of our country's estimated 6,000,000 handicapped and gifted school age children and youth.

C.E.C. has recently approved a national topical conference, with the major theme of "Cultural Diversity and the Exceptional Child." This conference will be preceded by an institute that will address this same topic.

The dates for the institute are August 6 - 8, 1973 and the dates for the conference are August 8 - 10, 1973. Both of these events will be held in Las Vegas, Nevada at the Hilton Hotel. The institute is designed to interface with and serve as a springboard for the conference. In this sense, the two are interdependent. Participation in the institute is limited and is by invitation only. The conference is open to anyone who wishes to attend.

Your name has been recommended to our planning committee as a possible participant in the institute. If a person is selected for the institute, he or she must agree to participate in the conference which follows, as a reactor. This is intended to generate and enhance the conference inter-action.

If you are interested, please complete the attached form. The institute participants will be selected to ensure representation in the following areas:

1. Multi-ethnic
2. Geographic
3. Regular classroom teachers
4. Special classroom teachers
5. Administrators, clinicians, counselors and other special educators

Those persons who are finally selected will receive a travel and per diem allowance to cover active participation in all five days of the institute and conference. This allowance will be applied for by May 25, 1973. You will be notified of your selection by June 15, 1973.

Sincerely,

Lois E. Felt, Asst. Conference Director

GROUP ASSIGNED: A = Asian
B = Black
I = Indian
SS = Spanish Speaking

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COUNCIL FOR EXCEPTIONAL CHILDREN

AN 'INITIAL' ANALYSIS FROM THE

INSTITUTE ON CULTURAL DIVERSITY AND THE EXCEPTIONAL CHILD

Las Vegas, Nevada

August 1973

Introduction:

The Council for Exceptional Children recently sponsored an institute on cultural diversity and the exceptional child. This institute was supported by a grant from the Bureau of Education for the Handicapped of the U. S. Office of Education, Department of Health, Education and Welfare.

This two and one half day institute provided an in-depth educational experience which focused on cultural and linguistic differences among Spanish-speaking, Black, Indian and Asian students in our schools. It was decided to emphasize the most significant aspect of culture, namely, the language and communication dimension of culture in order to promote the cultural awareness necessary on the part of educators working with our culturally and linguistically different children.

Objectives of the Institute:

The specific objectives were:

1. to study culture, linguistic and communication skills related to one of the four minority groups considered,
2. to list criteria, suggestions, or guidelines considered important in:
 - a) developing special education programs for minority children,
 - b) developing materials for these programs,
 - c) developing programs to prepare special educators to work more effectively with minority group children,
3. to use the skills and/or materials obtained from the institute in group discussions in the following conference,
4. to use the skills, knowledge and/or materials obtained from the institute in helping other professionals at their institutions and children in special education programs.

The institute participants were divided into four groups or components for the actual instruction. These four groups addressed themselves to the language and communication styles of the Asian, Black, Indian and Spanish-speaking cultures.

The two and one half day Institute program included 9 1/2 hours of language instruction plus five general sessions (see attached). Complementing the specific language sessions were general sessions that addressed such topics as "Cultural Conflict Curriculum" and "Guidelines for Developing Programs and Materials for Minority Children." These general sessions served as a mechanism for highlighting common concerns, thereby providing minority educators with the opportunity to better understand and appreciate other minority cultures. There were 125 people in attendance at the Institute representing every geographic area of the country as well as Canada.

TABLE I
OCCUPATIONAL REPRESENTATION

	<u>Number</u>	<u>Per Cent</u>
Teachers	31	24.8
Students	9	7.2
University Personnel	42	33.6
Ancillary Personnel	8	6.4
Administration	35	28.0
	<u>125</u>	

TABLE II
ETHNIC AND CULTURAL BACKGROUND

	<u>Number</u>	<u>Per Cent</u>
Asian	12	9.6
Black	46	36.8
Indian	8	6.4
Spanish-speaking	14	11.2
Other	45	36.0
	<u>125</u>	

Evaluation

An evaluation of the institute was made to determine its effectiveness in helping special educators more effectively develop and implement programs that incorporate the culture and languages of minority groups in a way that will help provide more meaningful learning experiences for minority group children. The evaluation effort focused upon four basic questions:

1. What knowledge, skills, and attitudes did participants of the institute acquire, which will assist them in providing more meaningful learning experiences for minority group children?
2. What uses did participants of the institute expect to make of the knowledge, skills, and/or attitudes acquired through participation?
3. What uses did participants of the institute make of knowledge, skills, and/or attitudes acquired through participation?
4. How did participants rate the effectiveness of the institute?

A rating scale of 1 to 5 (with 1 being the lowest) was utilized. Tables III through VII represent the participants' level of understanding of their own culture as well as that of other ethnic groups. Tables VIII through X represent participants' reactions to the institute in its entirety, including the nine hours of language instruction, general sessions, and logistics.

The three evaluation instruments used at the conference were designed and developed with input from the program planning committee and the project staff. The instruments were subsequently validated and revised utilizing randomly selected telephone interviews which included representation from attendees of all four cultural backgrounds. The three instruments included:

1. A pre-post inventory
2. A language and communication evaluation instrument
3. An overall institute evaluation schedule

TABLE III

PRE/POST INSTITUTE ASIAN COMPONENT

Understanding and Appreciation of Minority Cultures

Knowledge of:	Black		Indian		Asian		Spanish-Speaking	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1. Unique communication patterns of:	2.45	2.82	1.36	2.55	2.91	3.55	2.64	2.36
2. Unique beliefs and value systems of:	2.73	2.82	1.82	3.09	3.18	3.91	2.73	2.18
3. Unique family structures & practices of:	2.55	2.64	1.55	2.45	3.27	4.00	2.82	2.36
4. Unique dress styles of:	2.82	2.91	2.09	2.73	3.18	2.91	3.18	2.36
5. Unique dietary practices of:	2.55	2.55	1.73	2.18	3.18	3.20	2.36	3.00
Totals	13.10	13.74	8.55	13.00	15.72	17.64	13.73	12.26
\bar{X}	2.62	2.75	1.71	2.60	3.14	3.53	2.75	2.45

Appreciation of:

1. Unique communication patterns of:	2.55	2.64	2.36	2.64	3.64	3.64	3.18	2.45
2. Unique beliefs and value systems of:	2.91	3.18	2.64	3.09	3.64	3.91	2.91	2.73
3. Unique family structures & practices of:	2.55	3.00	2.36	2.73	3.36	3.91	2.55	1.82
4. Unique dress styles of:	2.82	3.18	2.82	3.18	3.64	3.09	2.64	2.82
5. Unique dietary practices of:	2.55	2.91	2.09	2.45	3.45	3.64	2.91	3.09
Totals	13.38	14.91	12.27	14.09	17.73	18.19	14.19	12.91
\bar{X}	2.68	2.98	2.45	2.82	3.55	3.64	2.84	2.58

Understanding of Issues in Special Education

Skills	3.79	3.69
Intended Uses	3.36	3.55
	3.97	3.76

TABLE IV
PRE/POST INSTITUTE BLACK COMPONENT

Understanding and Appreciation of Minority Cultures

Knowledge of:	Black		Indian		Asian		Spanish-speaking	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1. Unique communication patterns of:	4.30	4.86	1.45	2.36	1.50	2.00	2.15	2.93
2. Unique beliefs and value systems of:	3.95	4.57	1.60	2.43	1.60	1.93	1.65	2.64
3. Unique family structures & practices of:	4.10	4.64	1.70	2.50	1.60	2.00	2.00	2.50
4. Unique dress styles of:	4.30	4.07	2.05	2.21	1.65	1.93	2.25	2.57
5. Unique dietary practices of:	3.95	4.21	1.40	2.07	1.70	2.07	2.00	2.57
Totals	20.60	22.35	8.20	11.57	8.05	9.93	10.05	13.21
\bar{X}	4.12	4.47	1.64	2.31	1.61	1.99	2.01	2.64
Appreciation of:								
1. Unique communication patterns of:	3.95	4.29	2.35	2.14	1.95	2.21	2.60	2.50
2. Unique beliefs & value systems of:	3.75	4.36	2.05	2.50	2.00	2.00	2.30	2.64
3. Unique family structures & practices of:	3.60	4.43	2.10	2.50	2.05	2.14	2.80	2.57
4. Unique dress styles of:	4.00	4.14	1.85	2.50	2.10	2.14	2.55	2.64
5. Unique dietary practices of:	4.00	4.29	1.85	2.29	2.10	2.21	2.35	2.71
Totals	19.30	21.51	10.20	11.93	10.20	10.70	12.60	13.06
\bar{X}	3.86	4.30	2.04	2.39	2.04	2.14	2.52	2.61

Understanding of Issues in Special Education

Skills

Intended Uses

3.71 4.06

3.45 3.67

4.03 3.99

TABLE V
PRE/POST INSTITUTE INDIAN COMPONENT

Understanding and Appreciation of Minority Cultures

Knowledge of:	Black		Indian		Asian		Spanish-speaking	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1. Unique communication patterns of:	2.23	2.83	3.15	3.17	2.23	2.00	2.54	2.25
2. Unique beliefs and value systems of:	2.23	2.92	3.15	3.58	1.85	2.42	2.69	2.75
3. Unique family structures & practices of:	2.46	2.83	2.92	3.50	2.23	2.25	2.69	2.75
4. Unique dress styles of:	2.85	3.08	2.92	3.25	2.31	2.50	2.77	2.50
5. Unique dietary practices of:	2.31	3.00	2.92	3.08	2.38	2.83	2.69	2.92
Totals	12.08	14.66	15.06	16.58	11.00	12.00	13.38	13.17
\bar{X}	2.42	2.93	3.01	3.32	2.20	2.40	2.68	2.63
Appreciation of:								
1. Unique communication patterns of:	2.38	3.17	3.23	3.83	2.77	2.83	2.77	2.83
2. Unique beliefs & value systems of:	2.69	3.08	3.85	4.00	3.00	3.00	2.77	3.00
3. Unique family structures & practices of:	2.54	3.00	3.46	3.92	2.69	2.83	2.85	3.00
4. Unique dress styles of:	3.23	3.25	3.46	3.75	3.00	3.08	3.23	3.08
5. Unique dietary practices of:	2.62	3.17	3.15	3.67	2.69	2.83	3.00	3.17
Totals	13.46	15.67	17.15	19.17	14.15	14.57	14.62	15.08
\bar{X}	2.69	3.13	3.43	3.83	2.83	2.91	2.92	3.02

Understanding of Issues in Special Education

3.89 4.03

Skills

3.60 3.78

Intended Uses

3.74 3.76

TABLE VI

PRE/POST INSTITUTE SPANISH-SPEAKING COMPONENT

Understanding and Appreciation of Minority Cultures

Knowledge of:	Black		Indian		Asian		Spanish-speaking	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1. Unique communication patterns of:	3.08	3.17	1.88	2.33	1.77	2.22	2.81	3.56
2. Unique beliefs & value systems of:	3.08	2.56	2.00	2.39	2.15	2.11	2.92	3.33
3. Unique family structures & practices of:	3.12	2.78	2.00	2.33	2.15	2.39	3.00	3.50
4. Unique dress styles of:	3.08	2.56	2.12	2.11	2.19	2.06	2.85	2.56
5. Unique dietary practices of:	3.00	2.67	1.77	2.00	2.08	2.06	3.04	2.67
Totals	15.36	13.74	9.77	11.16	10.34	10.84	14.62	15.62
\bar{X}	3.07	2.75	1.95	2.23	2.07	2.17	2.92	3.12
Appreciation of:								
1. Unique communication patterns of:	3.23	3.11	2.46	2.67	2.73	2.44	3.19	3.94
2. Unique beliefs & value systems of:	3.15	2.72	2.54	3.00	2.92	2.39	3.08	3.83
3. Unique family structures & practices of:	3.15	2.83	2.65	2.78	2.92	2.44	3.23	3.67
4. Unique dress styles of:	3.35	3.17	2.65	2.72	3.04	2.22	3.08	3.00
5. Unique dietary practices of:	3.23	3.06	2.46	2.50	2.92	2.33	3.23	3.00
Totals	16.11	14.89	12.76	13.67	14.53	11.82	15.81	17.44
\bar{X}	3.22	2.98	2.55	2.73	2.91	2.36	3.16	3.49

Understanding of Issues in Special Education

3.51 3.78

Skills

3.13 3.48

Intended Uses

4.04 3.91

TABLE VII

PRE/POST INSTITUTE OTHER CATEGORY

Understanding & Appreciation of Minority Cultures

Knowledge of:	Black		Indian		Asian		Spanish-speaking	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1. Unique communication patterns of:	2.79	2.73	1.82	2.32	1.46	1.95	2.61	2.73
2. Unique beliefs & value systems of:	2.79	2.36	2.14	2.59	1.82	2.05	2.54	2.95
3. Unique family structures & practices of:	2.82	2.45	2.04	2.50	1.82	2.14	2.68	2.95
4. Unique dress styles of:	2.93	2.32	2.11	2.23	1.93	1.73	2.43	1.91
5. Unique dietary practices of:	2.64	2.41	1.75	1.91	1.93	1.91	2.61	2.27
Totals	13.97	12.27	9.86	11.55	9.02	9.78	12.87	12.81
\bar{X}	2.79	2.45	1.97	2.31	1.80	1.95	2.54	2.56
Appreciation of:								
1. Unique communication patterns of:	2.86	2.64	2.54	2.77	2.39	2.09	2.82	3.23
2. Unique beliefs & value systems of:	2.89	2.50	2.79	3.14	2.68	2.32	2.75	3.23
3. Unique family structures & practices of:	3.04	2.59	2.71	2.91	2.61	2.32	3.04	3.05
4. Unique dress styles of:	3.18	2.68	2.96	2.68	2.75	2.00	3.04	2.55
5. Unique dietary practices of:	2.79	2.68	2.39	2.36	2.68	2.23	3.04	2.64
Totals	14.76	13.09	13.39	13.86	13.11	10.96	14.69	14.70
\bar{X}	2.95	2.61	2.67	2.77	2.62	2.19	2.93	2.94

Other

Understanding of Issues in
Special EducationPre Post
3.59 3.83SkillsPre Post
2.76 3.40Intended UsesPre Post
3.73 3.73

TABLE VII

LANGUAGE SESSION EVALUATION: OVERALL MEAN SCORES

Component	\bar{X}
Asian	4.39
Black	4.25
Indian	4.00
Spanish-speaking	4.01

TABLE IX

INSTITUTE GENERAL SESSIONS: OVERALL MEAN SCORES

Topic	\bar{X}
Language & Communication Overview	3.40
Cultural Conflict, Cultural Diversity and Exceptional Children	3.84
Learning Styles & Culture	3.62
Guidelines for Developing Programs & Materials for Minority Children	3.25

TABLE X

OVERALL INSTITUTE EVALUATION: OVERALL MEAN SCORES

Component	\bar{X}
Asian	3.88
Black	3.62
Indian	3.85
Spanish-speaking	4.00

Next Steps:

The remaining activities to be accomplished relative to this project are as follows:

1. The preparation and publication of the Institute and Conference proceedings.
2. The preparation and publication of a special issue of the Journal Exceptional Children which will be devoted to the topic of cultural diversity.
3. The preparation of a final evaluation report.
4. The preparation of a program to be presented at the international convention in New York.
5. The preparation of a model program to be used for regional follow-up activities.
6. The preparation of a "cook book" type resource on how to plan and implement a national institute and conference.
7. The preparation of a final grant report.

INSTITUTE/CONFERENCE ON CULTURAL DIVERSITY

PRE-POST CONFERENCE/INSTITUTE EVALUATION

Directions: Please check one category in Items A - D:

- A. Selected Member of Institute Invited Guest
- B. Position: Teacher Teacher Trainer Administrator Support Personnel
- C. Ethnic Background: Asian Black Indian Spanish-speaking Other
- D. Specific Session Attending: Asian Black Indian Spanish-speaking

PART I. Understanding and Appreciation of Minority Cultures

Directions: Rate yourself on the items below by placing the numeral reflecting your status in the boxes at the right. Use the scale 1 - 5 as follows:

1 2 3 4 5
 low medium high

Note: It is likely your responses will vary by ethnic group.

Example:

Knowledge of educational problems unique to

Blacks	Indians	Asians	Spanish-speaking persons
(3)	(4)	(1)	(2)

A. Knowledge of:

- | | | | | |
|---|-----|-----|-----|-----|
| 1. Unique communication patterns of: | () | () | () | () |
| 2. Unique beliefs and value systems of: | () | () | () | () |
| 3. Unique family structures and practices of: | () | () | () | () |
| 4. Unique dress styles of: | () | () | () | () |
| 5. Unique dietary practices of: | () | () | () | () |

B. Appreciation of:

- | | | | | |
|---|-----|-----|-----|-----|
| 1. Unique communication patterns of: | () | () | () | () |
| 2. Unique beliefs and value systems of: | () | () | () | () |
| 3. Unique family structures and practices of: | () | () | () | () |
| 4. Unique dress styles of: | () | () | () | () |
| 5. Unique dietary practices of: | () | () | () | () |

PART II. Understanding of Issues in Special Education

Directions: Please circle the numeral which indicates your level of understanding of the special education issues involved on the following topics:

	Low	Med.	High
	NA 1	2	3 4 5
1. Disporportionate placement of minority children in special education classes	NA 1	2	3 4 5
2. Civil rights and due process	NA 1	2	3 4 5
3. Special education and the law	NA 1	2	3 4 5
4. Cultural pluralism vs. melting pot	NA 1	2	3 4 5
5. Cultural differences vs cultural deprivation	NA 1	2	3 4 5
6. Isolationism vs. mainstreaming	NA 1	2	3 4 5
7. Deinstitutionalization	NA 1	2	3 4 5
8. Labeling	NA 1	2	3 4 5
9. Intelligence Testing	NA 1	2	3 4 5
10. Environment vs. heredity	NA 1	2	3 4 5

Directions: Please rate your skills in the following areas by circling the appropriate number at the right.

PART III: Skills

1. Selecting and evaluating curriculum instructional materials and/or methodology for use with or by minority populations.	NA 1	2	3	4	5
2. Designing and developing curriculum and/or instructional materials and methodology for use with or by minority populations.	NA 1	2	3	4	5
3. Adapting and modifying curricula and/or methodology for use with minority populations.	NA 1	2	3	4	5
4. Communicating with members of minority groups.	NA 1	2	3	4	5
5. Communicating with members of the general population (students, parents, staff) on matters of importance to minority groups.	NA 1	2	3	4	5

PART IV. Intended Uses

Directions: Please circle the numeral which indicates the use you hope to make of institute and/or conference information. (your ratings should reflect the area(s) you wish to emphasize)

- | | | | | | | |
|--|----|---|---|---|---|---|
| 1. Incorporate information on minority cultures in course curricula. | NA | 1 | 2 | 3 | 4 | 5 |
| 2. Incorporate new and/or existing techniques into methods of instruction. | NA | 1 | 2 | 3 | 4 | 5 |
| 3. Acquiring and/or developing materials. | NA | 1 | 2 | 3 | 4 | 5 |
| 4. Communicating with: | | | | | | |
| a. minority students | NA | 1 | 2 | 3 | 4 | 5 |
| b. minority parents | NA | 1 | 2 | 3 | 4 | 5 |
| c. representatives of minority community | NA | 1 | 2 | 3 | 4 | 5 |
| d. general audiences and/or professionals | NA | 1 | 2 | 3 | 4 | 5 |

INSTITUTE/CONFERENCE ON CULTURAL DIVERSITY

OVERALL EVALUATION

Directions: Please check one category in Items A - D:

-
- A. Selected Member of the Institute Invited Guest
- B. Position: Teacher Teacher Trainer Administrator Support Personnel
- C. Ethnic Background: Asian Black Indian Spanish-speaking Other
- D. Specific Session Attending: Asian Black Indian Spanish-speaking
-

Directions: Please rate the conference/institute on the following items:

		Low					High
1. Pre-conference communications and arrangements	NA	1	2	3	4	5	
2. Registration procedures	NA	1	2	3	4	5	
3. Dates of the conference/institute	NA	1	2	3	4	5	
4. City where conference/institute held	NA	1	2	3	4	5	
5. Buildings & rooms used	NA	1	2	3	4	5	
6. Advisability of addressing four ethnic groups in one conference/institute	NA	1	2	3	4	5	
7. Content of sessions attended	NA	1	2	3	4	5	
8. Use of audio-visual, facsimile or drama	NA	1	2	3	4	5	
9. Overall preparation of presenters	NA	1	2	3	4	5	
10. Number of workshops	NA	1	2	3	4	5	
11. Length of the conference/institute	NA	1	2	3	4	5	
12. Did the conference place too much emphasis on ethnic differences:							
					Yes	No	

Suggestions to C.E.C. or B.E.H. regarding this or similar institutes or conferences:

INSTITUTE/CONFERENCE ON CULTURAL DIVERSITY

SESSION EVALUATION

Explanation: We are asking approximately 1 of every 5 persons at this session to complete this evaluation form. We appreciate your cooperation.
Please return this form to the hostess at the door as you leave.

Directions: Please check one category in Items A-D:

- A. Selected member of Institute Invited Guest
- B. Teacher Teacher Trainer Administrator Support Personnel
- C. Ethnic Background: Asian Black Indian Spanish-speaking Other
- D. Specific Session Attending: Asian Black Indian Spanish-speaking

Directions: Please rate the following items by circling the appropriate numbers at the right.

	<u>Poor</u>					<u>Excellent</u>
1. The clarity of what was to be accomplished by this session.	NA	1	2	3	4	5
2. Appropriateness of presentations to the purpose of this session.	NA	1	2	3	4	5
3. Clarity of presentations.	NA	1	2	3	4	5
4. Time allocated to important topics.	NA	1	2	3	4	5
5. Use of media, facsimiles, or drama to clarify main points.	NA	1	2	3	4	5
6. Physical environment (i.e., room size, equipment, acoustics, etc.)	NA	1	2	3	4	5
7. Freedom for participant expression (dialogue, interaction, questions).	NA	1	2	3	4	5
8. Gained knowledge or understanding.	NA	1	2	3	4	5
9. Gained appreciation or sensitivity.	NA	1	2	3	4	5
10. Skills, methods, and/or applications gained.	NA	1	2	3	4	5

Please feel free to make any comments or concerns you may have as a result of this institute/conference. (Use other side if appropriate)

REPORT ON IDENTIFICATION OF MINORITY GROUP CEC MEMBERS

October, 1972 to April 18, 1973

On April 20, 1971, the CEC Board of Governors adopted a recommendation of the Committee on Minority Groups: "Recommend that a form accompany membership cards mailed to both renewing and new members giving minority group members an option to identify themselves." The current membership is 48,000.

Minority Classification	Present		Past		No Office or Comm. M.	Total Responses
	Officer	Committee Member	Officer	Committee Member		
1. Black or Afro-American	39	17	41	12	220	298
2. Oriental American	7	5	9	5	70	87
3. Mexican American or Chicano	4	3	2	4	29	40
4. American Indian	1	-	-	-	7	9
5. Puerto Rican	1	-	-	-	7	8
6. Other **	6	7	8	3	103	129
TOTALS	58	32	61	25	441	571

*Total responses are not necessarily the total of preceding columns since some persons who indicated they were a past officer or committee member are currently holding another office or committee membership.

**Most persons responding in this manner did not belong to a major, distinctive, and recognizable racial or ethnic group in our society.

SUNDAY

MONDAY

TUESDAY

WEDNESDAY

7:00 - 8:00 p.m. Registration
8:00 - 9:00 p.m. Introduction, Overview & Evaluation
9:00 - 10:00 p.m. No Host Social Hour

8:00 - 9:00 a.m. Registration
9:00 - 10:00 GENERAL SESSION I - Language & Communication Overview
10:00 - 10:15 Break
10:15 - 12:15 Language Sessions
Group 1 - Asian
Group 2 - Black
Group 3 - Indian
Group 4 - Spanish-speaking
12:15 - 1:45 Lunch (on your own)
1:45 - 3:45 Language Sessions
Group 1 - Asian
Group 2 - Black
Group 3 - Indian
Group 4 - Spanish-speaking
3:45 - 4:00 Break
4:00 - 6:00 GENERAL SESSION II -
A. Group Summaries
B. Cultural Conflict, Cultural Diversity, and Exceptional Children
C. Break into four mixed groups for discussion
6:00 - 8:00 Dinner Session

8:00 - 10:00 a.m. Language Sessions
Group 1 - Asian
Group 2 - Black
Group 3 - Indian
Group 4 - Spanish-speaking
10:15 - 10:15 Break
10:15 - 12:15 GENERAL SESSION III
A. Group Summaries
B. Learning Styles and Culture
C. Break into four mixed groups for discussion
12:15 - 1:45 Lunch (on your own)
1:45 - 3:45 GENERAL SESSION IV
Guidelines for Developing Programs & Materials for Minority Children (Break into four original groups for work session.)
Group 1 - Asian
Group 2 - Black
Group 3 - Indian
Group 4 - Spanish-speaking
3:45 - 4:00 Break
4:00 - 6:00 Language Sessions
Group 1 - Asian
Group 2 - Black
Group 3 - Indian
Group 4 - Spanish-speaking
6:00 - 6:15 Break
6:15 - 8:15 Group Summaries Dinner Session
8:30 - 9:00 Preparation for Conference

8:00 - 9:15 a.m. Language Sessions
Group 1 - Asian
Group 2 - Black
Group 3 - Indian
Group 4 - Spanish-speaking
9:15 - 10:00 a.m. Summary
10:00 a.m. Conference Keynote Session I
1:00 - 2:00 p.m. Institute Evaluation

ATTACHMENT E

Dear _____;

Thank you for your letter of inquiry concerning the Institute and Conference on Cultural Diversity and the Exceptional Child. The response and enthusiasm displayed to date has far exceeded our expectations.

We regret to inform you that our quota of 100 participants for the institute has been filled; however, we would welcome your participation in the conference to be held the last three days, August 8 - 10.

We would also be happy to include your name on our mailing list for future information.

Please indicate your preference on the application blank which has been enclosed for your convenience.

Sincerely,