

EdSolutions

Sharon F. Gooding, M.Ed, J.D.





PEACE and THE PROCESS

CULTURAL RECONCILIATION and CONFLICT
RESOLUTION for IEP MEETING PRACTITIONERS

DISCUSSION KEY



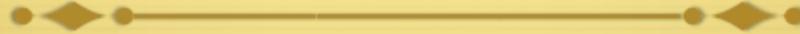
- ✦ DEFINITIONS
- ✦ FACTORS
- ✦ PROFICIENCY
- ✦ STRATEGIES
- ✦ CASE STUDIES

WHAT IS CULTURE?



- ✦ The sum of attitudes, customs, and beliefs that distinguishes one group of individuals from another.
- ✦ Culture is transmitted, through language, material objects, ritual, institutions, and art, from one generation to the next.

CULTURAL IDENTITY



- ✦ How an individual identifies in relationship to culture
AND
- ✦ How others perceive the individual from a cultural
viewpoint.

CULTURAL PROFICIENCY



- ✦ Cultural DESTRUCTIVENESS – Negating or disparaging cultures that are different from your own
- ✦ Cultural INCAPACITY – Elevating your culture and suppressing cultures different from yours
- ✦ Cultural BLINDNESS – Acting as if differences among cultures do not exist or refusing to recognize differences.
- ✦ Cultural PRECOMPETENCE – Recognizing lack of knowledge limits ability to affectively interact with others.
- ✦ Cultural COMPETENCE – Interacting with other cultures in a way that recognizes and values difference.
- ✦ Cultural PROFICIENCY – Honoring and viewing cultural differences as a benefit.

CULTURAL COMPETENCE

- ✦ A culturally competent school is generally defined as one that honors, respects, and values diversity in theory and in practice and where teaching and learning are made relevant and meaningful to students of various cultures. (NASP, 2006).

CULTURAL CONFLICT



- ✦ When the beliefs, values, attitudes and/or traditions of one *cultural* group collide with another *cultural* group.
- ✦ CONFLICT is also cultural – one's perception of a problem may be impacted by one's individual experiences, beliefs and values.

CULTURE OF SCHOOLS

- ✦ Cultural Climate of Schools –
 - ✦ School climate is thought to represent the **attitude** of an organization. The collective mood, or morale, of a group.
 - ✦ School Culture is referred to as the **personality** of an organization or group.
- ✦ Culture of Classroom – Values , Beliefs and Practices valued in the classroom environment.
- ✦ Culture of IEP Meetings – Processes, practices and values (real and perceived throughout process)

CASE STUDY #1

- ✦ QUESTIONS to CONSIDER:
 - ✦ WHAT CULTURES ARE INVOLVED?
 - ✦ WHAT IS THE CULTURAL CONFLICT?
 - ✦ WHAT FACTORS contributed to CULTURAL CONFLICT?
 - ✦ WHAT are some possible ways to RESOLVE the CONFLICT?

CULTURAL FACTORS



✦ TEACHER

- ✦ Personal Experiences
- ✦ Value
- ✦ Perception
- ✦ Role
- ✦ Communication

✦ PARENT

- ✦ Personal Experiences
- ✦ Value
- ✦ Perception
- ✦ Meaning
- ✦ Communication

CULTURAL MEDIATOR



✦ Individual who demonstrates cultural proficiency; AND

✦ Conflict Resolution Skills:

- ✦ COMMUNICATION
- ✦ IMPARTIALITY
- ✦ COMPETENCE
- ✦ SELF-DETERMINATION

COMMUNICATION



- ✦ Know when to LISTEN
- ✦ Know when to TALK
- ✦ Know when to OBSERVE
- ✦ Strategies: Non-verbal communication, Physical Setting,

COMPETENCE



- ✦ Ability to address the issues of both parties.
- ✦ Cultural understanding of the major issues and sub-issues.
- ✦ Cultural awareness while maintaining neutrality

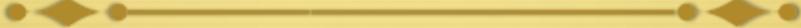
STRATEGIES: Paraphrasing,
Clarifying, Addressing Emotion

IMPARTIALITY



- ✦ Free from bias or prejudice.
- ✦ Focus is the conflict (understanding and resolving – hopefully)
- ✦ Observing and addressing social interactions
- ✦ STRATEGIES: Identify common views, Clarify Positions, Validate Opinions, and Maintain

SELF-DETERMINATION



- ✦ Ensures that each party makes free and informed choices as to process and outcome.
- ✦ Manages cultural dominance
- ✦ Purposeful in assessing conflict without imposing cultural values or norms.

STRATEGIES: Recognize and Respect Culture,
Acknowledge Individual Views and Opinions,
Culture of Power



PAR AVION

CASE STUDY #2

WHAT CULTURES ARE INVOLVED?

WHAT IS THE CULTURAL CONFLICT?

WHAT FACTORS contributed to CULTURAL CONFLICT?

WHAT CONFLICT RESOLUTION SKILLS were utilized?

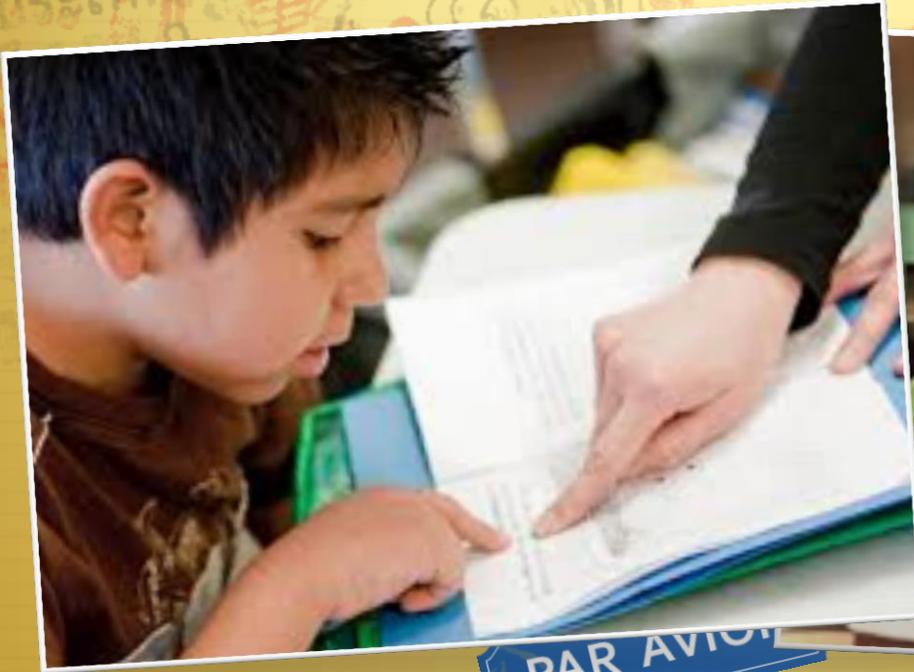
CULTURAL INTERPRETATION

- ✦ Language interpretation
- ✦ Assessing and translating comment
- ✦ Identifying an issue
- ✦ Probing a concern
- ✦ Formulating a Question
- ✦ Avoid: Omissions, Substitutions, or Additions

NONVERBAL COMMUNICATIONS

- ✦ Facial Expressions
- ✦ Gestures
- ✦ Head Nodding
- ✦ Voice Tone
- ✦ Eye Contact
- ✦ Interrupting

PAR AVION



PAR AVION



CASE STUDY #3

CASE STUDY #3



- ✦ QUESTIONS to CONSIDER:
 - ✦ WHAT CULTURES ARE INVOLVED?
 - ✦ WHAT IS THE CULTURAL CONFLICT?
 - ✦ WHAT FACTORS contributed to CULTURAL CONFLICT?
 - ✦ WHAT are some possible ways to RESOLVE the CONFLICT?

PEACE and the PROCESS

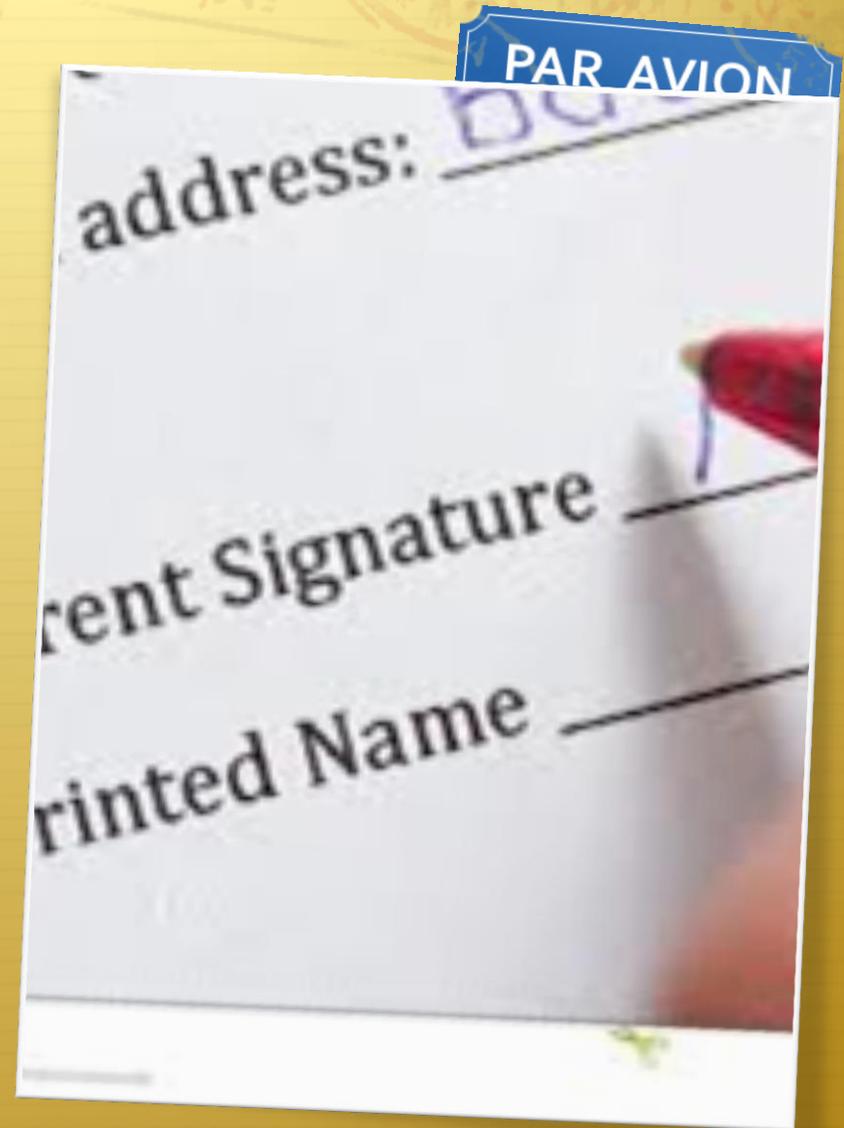


- ✦ FAPE
- ✦ Parent Participation in IEP meetings (300.501(b))
- ✦ Use of Interpreters *or other action* as appropriate 300.322 (e)
- ✦ Parental Consent 300.9
- ✦ Definition of Parent 300.309(a)
- ✦ Evaluation

CONSENT

300.9(a) “ The has been fully informed of all information relevant to the activity for which consent is sought, in his or her **native language**, or other mode of communication;

300.9(b) “The parent **understands** and agrees in writing to activity...”



CULTURAL RECONCILIATION

- ✦ Approach conflict with purpose of understanding, preventing and restoring individual cultural harm
- ✦ Cultural Conflict is not a problem, it is a PROCESS
- ✦ Culture may be subtle or overt, implied or explicit
- ✦ Connecting parties via cross-cultural exchange
- ✦ Cultural Reconciliation is



RESOURCES



- ✦ **Culture and Conflict By Michelle LeBaron**
- ✦ **Cultural Mediation: Building Bridges - La Toyua Tolbert Cherry Creek Schools Fran Herbert Colorado Department of Education**
- ✦ **Non-verbal Behavior in Cross-Cultural Interactions by Marcia Carteret, M.Ed.**
- ✦ **Mediation and Multiculturalism: Domestic and International Challenges By Mark Davidheiser 2005**
- ✦ **The Culturally Proficient School: An Implementation Guide for School Leaders by Randall B. Lindsay, Laraine M. Roberts and Franklin CampbellJones**