

Activities for Acculturation & Cognition: Issues in Identification & Intervention

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Perception Activity

Objectives:

- To illustrate how most initial reactions to something strange are negative or neutral at best.
- To illustrate how easy it is to make assumptions about what others are experiencing or feeling upon initial contact.
- To show how our feelings and ideas change after we spend more time examining a situation.
- To have participants explore the biases inherent in our common way of describing things.
- To illustrate how cultural and linguistic assumptions may distort and affect one's ability to communicate about objective events.
- To stimulate exploration and discussion about how one's biases may our perceptions.

Playing Time:

A minimum of ½ to 1 hour depending upon how many pictures are presented.

Number of Players:

Optimal is 10 groups, or fewer, of 4 or 5 each when using paper copies of the stimulus pictures. Can also be done with very large groups (100-200) using a very good projector and large screen.

Materials Required:

The Perception activity requires clear line of sight to the stimulus pictures so either you have enough pictures for each person to look at one or see one in pairs or a very large screen upon which you can project clear images of the pictures. Select pictures from the National Geographic magazine or from books that are emotionally ambiguous and of people, activities unknown to the participant group. I have attached examples of the pictures I use most often to the back of this activity.

#1	The 3 words that came to my mind when first seeing the picture/object:	1.
		2.
		3.

#2	My personal description of what I see when looking at/holding the picture/object:	

#3	My personal interpretation of what I see when looking at/holding the picture/object:	

#4	We all agree that this might be an accurate one sentence description of this:	
Minority opinion:		

#5	We all think this might be an accurate one sentence interpretation of this:	
Minority opinion:		

Case Study

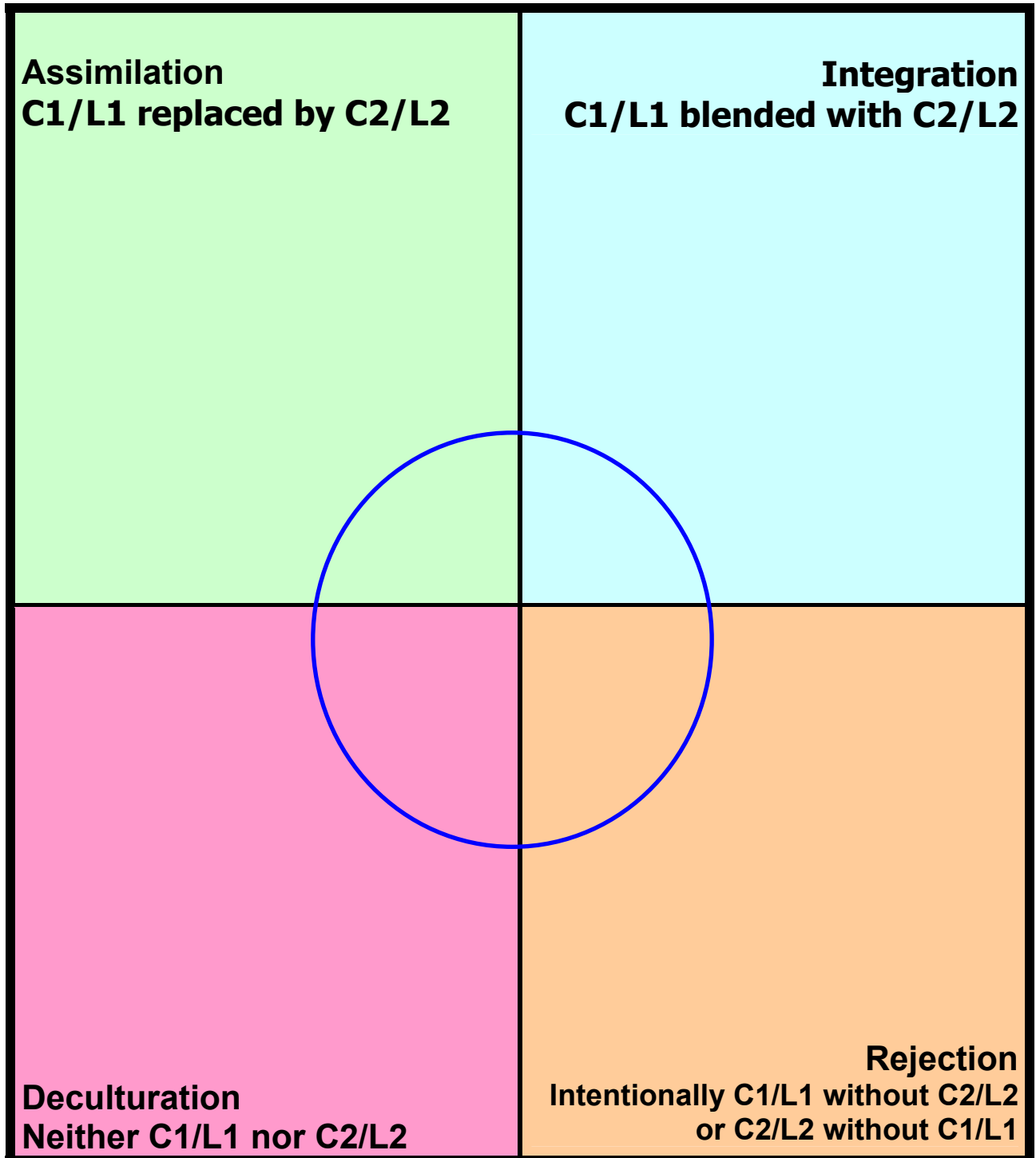
Jose is a nine year old boy whose family immigrated to your community when he was six years old. His father and uncle are employed in seasonal farm labor in your area. His aunt and mother work in the meat packing plant. Jose's grandmother helps take care of him and his five siblings who are still at home. She speaks only Quechuan, which is the family's native language. Jose, his cousins and his older siblings attended school in Ecuador and speak Spanish. Both of his parents speak Spanish, though with limited fluency.

Jose is friendly and outgoing with his peers and tries to join in all the games on the playground. However, his limited English ability makes it difficult for him to play with the children who do not speak Spanish. In the classroom, he seems distracted and not very attentive. He does not always respond when spoken to, although the teacher is sure he is capable of doing so. His previous teachers shared that he seemed to be making great progress in English when he first came to school and quickly learned the morning Greeting Song. Jose always picked up songs and rhymes very quickly. However, he now seems to struggle with new content and is not making any progress with reading and writing in English.

His LAS-O scores are 3 in English and 4 in Spanish after two years of pull-out bilingual/ESL classes, (a half to an hour a day). Jose is at the primer, first grade level, in English reading and writing. His classroom teacher has administered classroom language inventories, and says his basic 'survival' English is okay, but he is not doing well with cognitive academic interactions. The bilingual/ESL teacher says this is also true of his language interactions in Spanish. His behavior in class has started to deteriorate, and he has begun acting out, fidgeting and not paying attention. The playground monitor is afraid he has started hanging out with a group of gang 'wannabes' during lunch time.

In the classroom, you notice that Jose appears to have difficulty with task analysis and identifying the separate elements of assignments in detail. He is very resistant to change and doesn't respond well to story telling time. When you brought in some pictures with make-believe animals, Jose had difficulty participating. He is very quick to respond to questions, but the answers seem impulsive and random. He gives up readily, is easily distracted and very unstructured. When faced with new materials, Jose appears particularly distressed and does not respond well to pressure. When you asked him about his score on a recent reading test he said the material was too difficult, that his bilingual/ESL teacher doesn't like him, and it doesn't matter how hard he works on it. He seems to leap to conclusions and make very broad generalizations. Jose responds best to physical demonstrations and concrete models.

Acculturation Matrix



Acculturation Quick Screen (AQS)

NAME/ID #: _____ SCHOOL: _____
 DATE OF BIRTH: _____ SEX: ___ GRADE: _____ AGE AT ARRIVAL IN N.Amer: _____
 LANGUAGE(S) SPOKEN AT HOME: _____

CULTURAL/ENVIRONMENTAL FACTORS	Information	Scores
1. Number of years in United States/Canada		
2. Number of years in School District		
3. Number of years in ESL/Bilingual Education		
4. Native Language Proficiency		
5. English Language Proficiency		
6. Bilingual Proficiency		
7. Ethnicity/Nation of Origin		
8. % in School Speaking Student's Language/dialect		
1. NUMBER of YEARS IN N.Amer: Under one year = 1.0 Four to five years = 4.0 One to two years = 2.0 Five to six years = 5.0 Two to four years = 3.0 Over six years = 6.0		
2. NUMBER of YEARS IN DISTRICT: Under 2.0 year= 1.0 Four to five years = 4.0 One to two years = 2.0 Five to six years = 5.0 Two to four years = 3.0 Over six years = 6.0		
3. YEARS IN ESL/BILINGUAL PROGRAM Up to one year in directed instruction = 1.0 Between two and two and a half years = 4.0 Between one and one and a half years = 2.0 Between two and a half to four years = 5.0 Between one and a half to two years = 3.0 Over four years = 6.0		
4. NATIVE LANGUAGE PROFICIENCY Does not speak the language = 1.0 Intermediate fluency in social and limited academic = 4.0 Has receptive comprehension = 2.0 Intermediate fluency in social and academic = 5.0 Limited fluency or social language only = 3.0 Total fluency in social and academic language = 6.0		
5. ENGLISH LANGUAGE PROFICIENCY Does not speak the language = 1.0 Intermediate fluency in social and limited academic = 4.0 Has receptive comprehension = 2.0 Intermediate fluency in social and academic = 5.0 Limited fluency or social language only = 3.0 Total fluency in social and academic language = 6.0		
6. BILINGUAL PROFICIENCY Essentially monolingual = 1.0 Limited in one, Intermediate social in other = 4.0 Primarily one, some social in other = 2.0 Most academic in one, some academic in other = 5.0 Fluent social in one, Intermediate social other = 3.0 Bilingual in social and academic language = 6.0		
7. ETHNICITY/NATIONAL ORIGIN American Indian/Native American also known as West Asian or Middle Eastern = 4.0 Indigenous Populations/First People = 1.0 Eastern European = 5.0 Hispanic/Latino/Chicano or Caribbean = 2.0 Western European = 6.0 African, East Asian or Pacific Islander = 3.0		
8. PERCENT IN SCHOOL SPEAKING STUDENT'S LANGUAGE/DIALECT 81.0% - 100% of enrollment = 1.0 30% - 49% of enrollment = 4.0 66.0% - 80% of enrollment = 2.0 15% - 29% of enrollment = 5.0 50% - 65.0% of enrollment = 3.0 0% - 16% of enrollment = 6.0		
8-16 Significantly less acculturated •17-21 Less acculturated •22-30 In transition •31-39 More acculturated •40-48 Highly acculturated.		

Cognitive Style Checklist

Cognitive Learning Style	Style Divergence Areas	Chapter Prioritization
Anxiety	Challenges: You respond differently to challenging tasks or responsibilities than your student/child.	Chapter 2
	Risks: You and your student/child have a different approach to risk taking.	
	Stress: You and your student/child have a different response to pressure to get tasks finished.	
	Change: You and your student/child respond differently to changes in your classroom environment and setting.	
	Motivation: You and your student/child do not find challenges motivating to a similar degree.	
	% Checked:	
Categorization	Attributes: You and your student/child use different attributes to exclude or include similar items from a group.	Chapter 3
	Association: You and your student/child regularly use different concepts or relationship to sort items into groups.	
	Sequencing: You and your student/child approach task or activity organization in a different sequence or order of implementation.	
	Itemization: You and your student/child do not separate items to similar levels of discrimination.	
	Organization: You and your student/child have different levels of detail, summary and generalization.	
	% Checked:	
Field	Task Analysis: You student/child approaches task analysis from a different perspective and level than yours or your expectations.	Chapter 4
	Integration: You and your student/child emphasize different aspects of the elements of a task or activity (parts vs. whole)	

	<p>Generalization: You and your student/child have different approaches to the ability to generalize learning.</p>	
	<p>Discrimination: Your student/child notices and focuses upon different aspects of a concept, lesson, or items than you do or intended.</p>	
	<p>Configuration: You and your student/child create or perceive visual, kinesthetic and auditory patterns differently from one another.</p>	
	<p>Synergy: Your student/child puts meaning together in ways that differ from your approach or intentions.</p>	
	<p>% Checked:</p>	
Locus of Control	<p>Responsibility: Your student/child shows a different concept of accepting responsibility for actions than you expect or do yourself.</p>	Chapter 5
	<p>Internalization: You and your student/child differ in how responsible you feel (how much control you think you have) for your success or failure at learning and teaching tasks.</p>	
	<p>Externalization: You and your student/child differ in the kinds of circumstances you see as not your responsibility, as external to your control.</p>	
	<p>Acceptance: You and your student/child differ in your degree of acceptance for successes or failures.</p>	
	<p>Self-esteem: Your student/child responds differently to recognition than you expect or you do yourself.</p>	
	<p>Control: You and your student/child differ in the degree of control you feel over what happens to you within the learning environment.</p>	
	<p>% Checked:</p>	
Persistence	<p>Focus: You and your student/child maintain different degrees of focus upon tasks, problem solving, and lessons.</p>	Chapter 6
	<p>Concentration: Your student/child differs from you in the level and length of time to concentrate upon a task or solve a problem.</p>	
	<p>Self-monitoring: Your student/child uses or maintains a different level/degree of self-monitoring than you expect or do yourself.</p>	
	<p>Deadlines: You and your student/child differ in your comfort with meeting deadlines and getting work in on time.</p>	

	Structure: You and your student/child differ in your level of comfort with structured learning tasks.	
	% Checked:	
Tempo	Reflection: Your student/child needs a different amount of time to reflect on tasks, answers, or problems than you expect or do yourself.	Chapter 7
	Sequence: You and your student/child differ in your level of comfort with sequencing, taking tasks step by step.	
	Impulse: Your student/child is more impulsive with answers, tasks, or problem solving than you expect or are yourself.	
	Pace: You and your student/child differ in your level or degree of comfort with the pace of learning and teaching.	
	Care: Your student/child needs a different amount of time to consider the correctness of response than you expect or do yourself.	
	% Checked:	
Tolerance	Imagination: You and your student/child have different approaches to the use of imagination in learning and teaching tasks.	Chapter 8
	Fantasy: Your student/child shows a different level of comfort with fantasy than you expect or do yourself.	
	Flexibility: You and your student/child differ in your degree of flexibility with routine and schedules within the learning environment.	
	Generalization: You and your student/child have different approaches to the ability to generalize learning.	
	Reality: Your student/child shows a different response (level of comfort) to reality-based tasks, content, or learning than you expected or do yourself.	
	Concrete: You and your student/child differ in your use and understanding of concrete models, tasks, examples and lessons. You and your student/child are not equally “down to earth” in your approach to learning.	
	% Checked:	