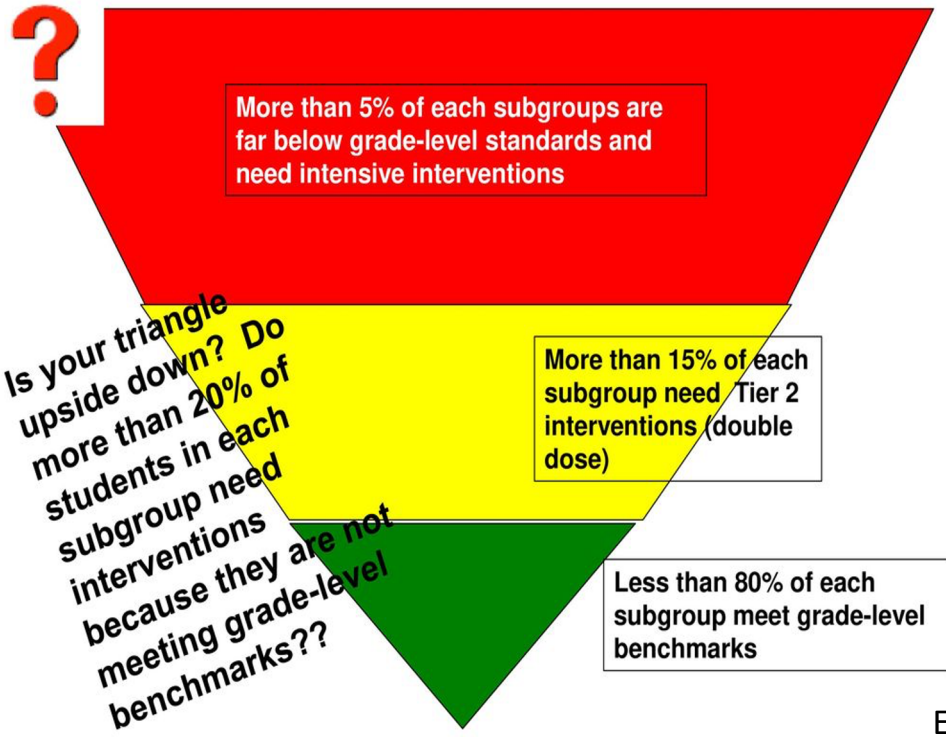
Changing the Locus of Control:
Culturally, Linguistically, and Ability Relevant Lesson Plans for Preservice Teachers

Dr. Steve Przymus, PhD
Assistant Professor of Bilingual Education

Dr. Endia Lindo
Associate Professor of Special Education

Dr. Michael Faggella-Luby
Professor of Special Education

Are your multi-tired systems in need of support? We're going to work on our core!



Esparza-Brown & Ortiz, 2017

Agenda: Ideological & pedagogical core interventions

- Debunk ubiquitous service-based myths and language-based myths, based on a monolingual/monoable paradigm, surrounding the intersection of language needs and disability
- Address the pathologizing of students of color, based on a monocultural/monolingual paradigm, that leads to disproportionate disciplinary actions
- Offer a culturally, linguistically, and ability relevant explicit instruction framework for addressing the above deficit-based paradigms

Dr. Steve Daniel Przymus
Assistant Professor
Educational Linguistics
Texas Christian University
ANSERS Institute & Center for Publi
Education Faculty

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DDEL
Division for Culturally and Linguistically Diverse Exceptional Learners

Dr. Przymus' scholarship focuses on translanguaging in pedagogy and assessment for distinguishing language difference from disability, the sociolinguistics of bilingualism, metonymy in linguistic landscapes, and language development, identity, and education of Active Bilingual Learners/Users of English (ABLE) students.

Educational myths…and what to do about them.

"To point out society's faults is to serve it."

-Old Mexican magazine motto (Peña, 2012)

Service-based myths: #1 Choice?

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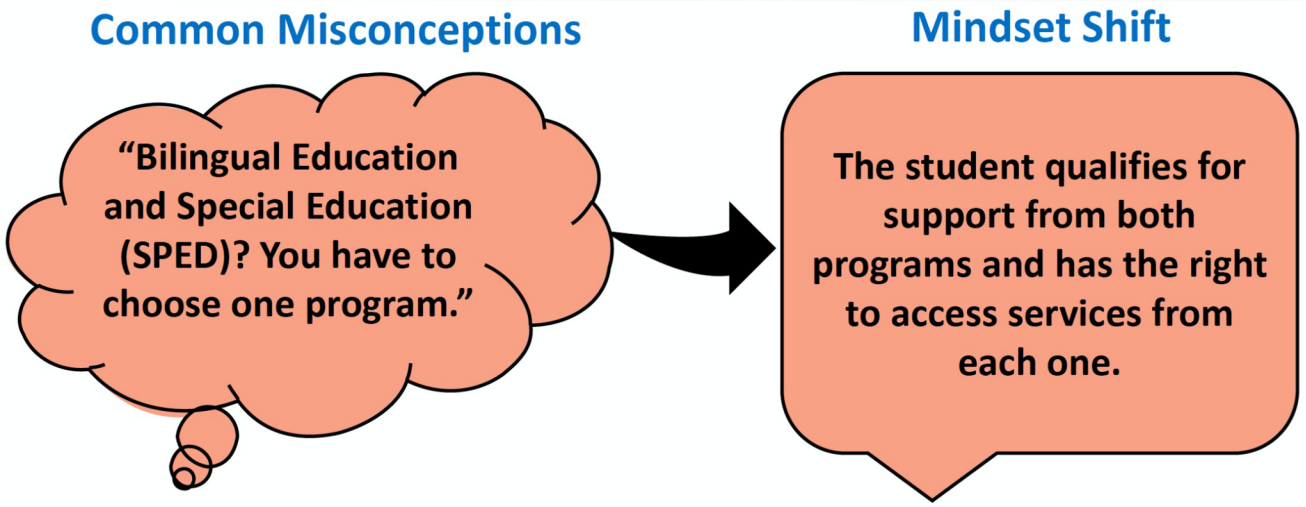
Myth Busters



Service-based myths: #2 ARD or LPAC?

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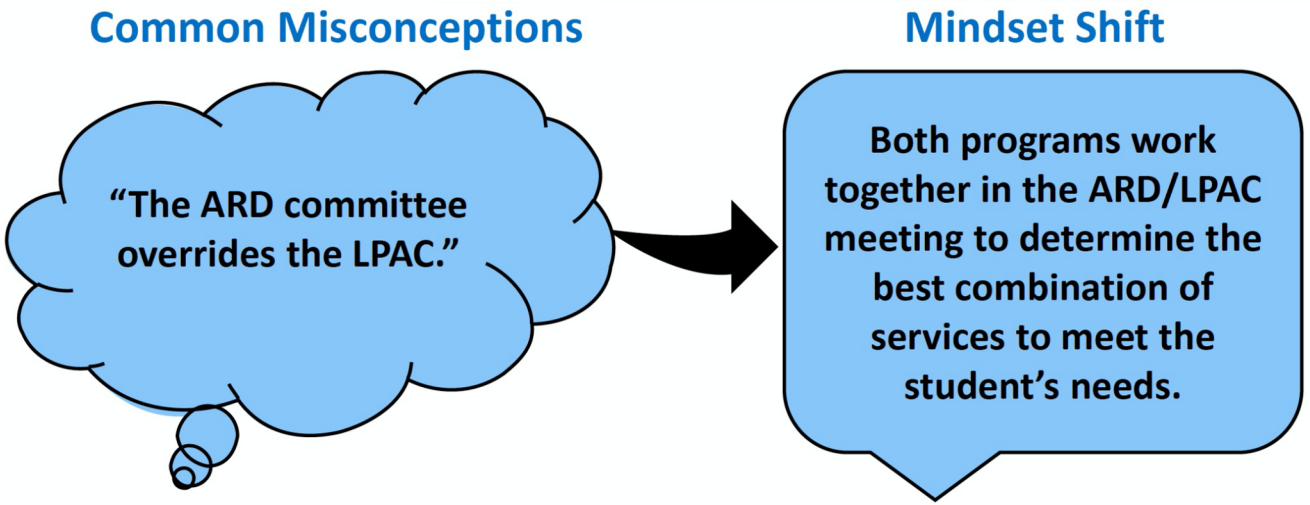

Service-based myths: #3 English-only?

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Myth Busters

Common Misconceptions

"His SPED services are in English, so he might as well be in the ESL program instead of bilingual."

Mindset Shift

"A bilingual student receives instruction in both languages. Language of SPED services should not limit his access to the bilingual program."

Inequitable issues at hand

Emergent bilinguals with disabilities being removed from bilingual programs, such as dual-language classrooms, in order to focus on the development of their English skills (Bird, Genesee, & Verhoeven, 2016; Bird, Trudeau, & Sutton, 2016; Peña, 2016).

¿Why?

Language-based Myths Regarding Active Bilingual Learners/Users of English (ABLE) with Disabilities

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1. Exposure to or learning **more than one language** will overwhelm and confuse children with disabilities.
    1. (Cher & Gutíerrez-Clellen, 2013; Gutíerrez-Clellen, 2000; Hambly & Frombonne, 2012; Kay-Raining Bird et al., 2016).
2. **Code-switching** practices of ABLE students are evidence of confusion.
    1. (NASEM, 2017, p. 360; Gutíerrez-Clellen et al., 2009; Przymus & Alvarado, 2019; Thordardotir, 2006).
3. Existing learning and language deficits will be worsened by exposure to **more than one language**, limiting the ability of these students to successfully learn English.
    1. (Kay-Raining Bird et al., 2016; Pearson, 2008).
4. ABLE students should stop using their **first language (L1)** at home and school, in order to learn English.
    1. (NASEM, 2017; Reichow et al., 2016) (Hanson & Espinosa, 2016; Kay-Raining Bird et al., 2016) (Sam & Berry, 2016; Oppedal & Toppelberg, 2016).

¿Why do these myths (ideologies) persist?

- If these myths are debunked by the research, what continues to drive the folk theory behind linking bilingualism as a cause, factor, & contributor to confusion and a worsening of a disability?
- Answer: A monolingual paradigm informed by an incomplete (just the external) perspective of bilingualism.

Different perspectives on bilingualism: From the external to the internal

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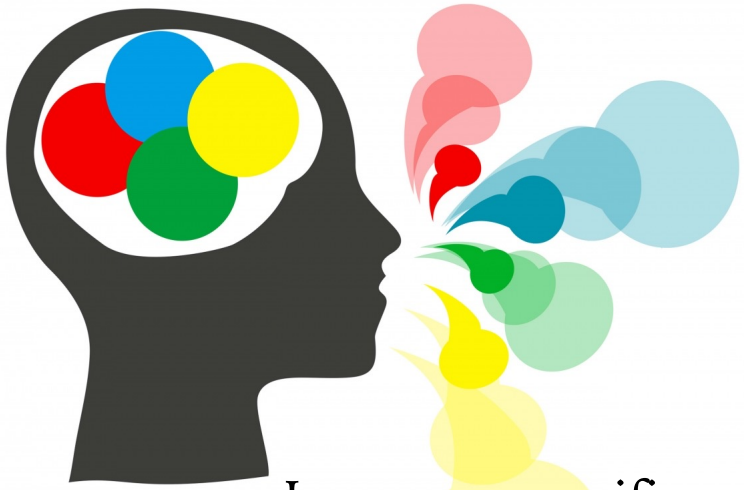
General linguistic competency
(translanguaging) internal



Language specific competency
(Code-switching) external

García, Ibarra Johnson, & Seltzer (2017);
MacSwan (2017); Otheguy, García, & Reid (2015)

Discourse analysis of common myths regarding bilingualism and disability

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1. Exposure to or learning **more than one language** will overwhelm and confuse children with disabilities.
2. **Code-switching** practices of ABLE youth are evidence of confusion.
3. Existing learning and language deficits will be worsened by exposure to **more than one language**, limiting the ability of these students to successfully learn English.
4. ABLE students should stop using their **first language (L1)** at home and school, in order to learn English.

- When possible, replace bold phrases with "additional linguistic features"

However,

1. Deficit ideologies of otherness still exist.

2. How can we address the pathologizing of students of color, based on a monocultural/monolingual paradigm, that leads to disproportionate disciplinary actions, disproportionate services, and disproportionate expectations?

Dr. Endia J. Lindo

Associate Professor
Texas Christian University
ANSERS Institute Faculty

Immediate Past President of CEC's Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL)

Project Chair, project 20/20
https://exceptionalchildren.org/project2020

Dr. Lindo's scholarship focuses on improving the reading comprehension of students with learning difficulties and disabilities by examining approaches for implementing and enhancing school and community-based interventions and increasing the teaching and cultural competence of our teaching force.

Special education teachers rate themselves lower in competence in working with diverse-language families and with use of culturally responsive instructional strategies.

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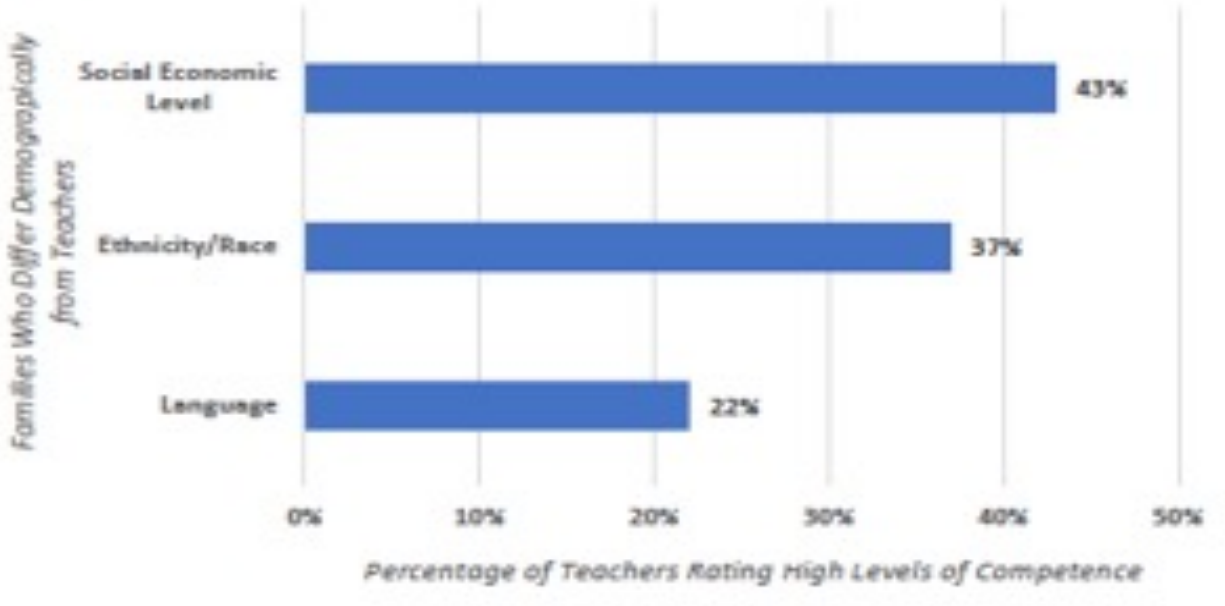
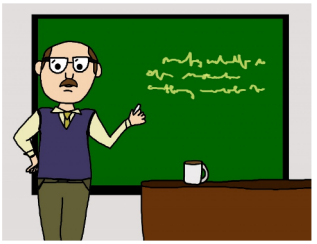


Fowler, S., Coleman, M.R., & Bogdan, W.K. (2019, September/October). The state of the special education profession survey report. *Teaching Exceptional Children, 52*(1), 8-29.

Competence



Competence = Knowledge + Praxis

- Domain Specific

Knowledge is defined as an understanding of cultures, cultural differences, and awareness of stereotypes and biases.

Praxis refers to the application of skills, strategies, and pedagogical practices to successfully work with students from diverse backgrounds. (Yang & Montgomery, 2011).

Culture Gap

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- Around 80% of our teaching force is white, yet over 50% of our students are from Culturally and Linguistically Diverse backgrounds.
- Cultural experiences influence our behaviors and interactions; shape our values, beliefs, customs/traditions.
- Lack of cultural competence might lead to:
  - a lack of awareness and misinterpretation of cultural features of a particular group
  - Inappropriate referral and placements of students from different cultural backgrounds

    Ford (2012)
  - Perpetuate cycle of low expectations of minoritized students.

Cultural Iceberg

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Culture is about "**groupness**."

A group of people identified by their shared history, values, and/or patterns of behaviors

Randall B Lindsey, Kikanza Nuri Robins, and Raymond D. Terrell. Adapted from the book Cultural Proficiency: A Manual for School Leaders, Corwin Press, 2009

Culture & Identity Together

- Race
- Ethnicity
- Age
- Gender Identity
- Faith
- Geography
- Language

- Socioeconomic Status
- Organizational Membership/Occupation
- Sexual orientation
- Shared history
- Family role
- Abilities

What is an identifier or descriptor you feel is important in defining you?

With identity comes assumptions, stereotypes and biases.

Identity Map

Think of a stereotype associated with one of the groups with which you identify that is not consistent with who you are.

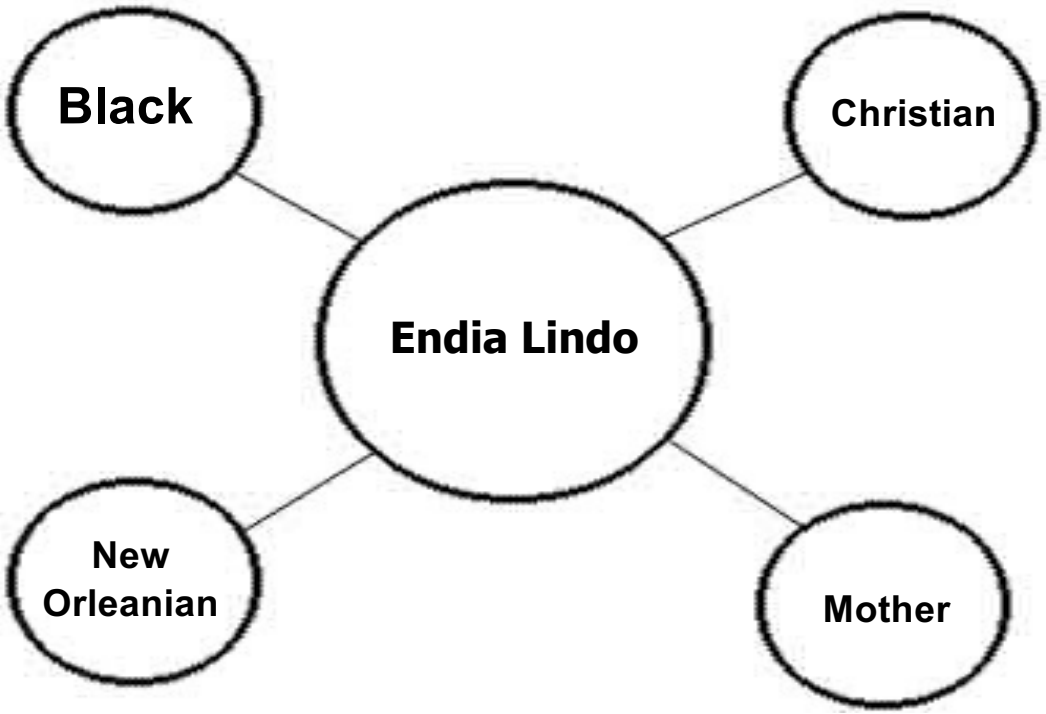
Fill in the following sentence:

I AM (a/an)

_____, but

I am NOT

(a/an)_____.



I am very tall black man…

and **I am not a basketball player**.

I am a Hispanic immigrant day laborer…

and **I'm not uneducated**.

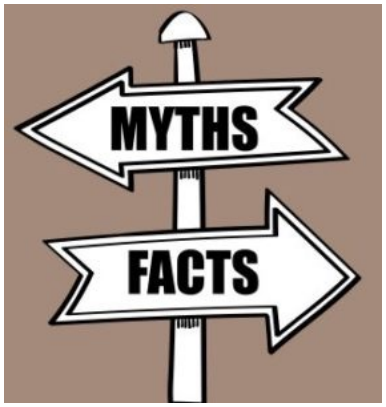
I am an African American single mother…

and **I am not on public assistance**.

I am a white veteran police officer…

and **I'm not a racist**.

Assumptions & Conclusions



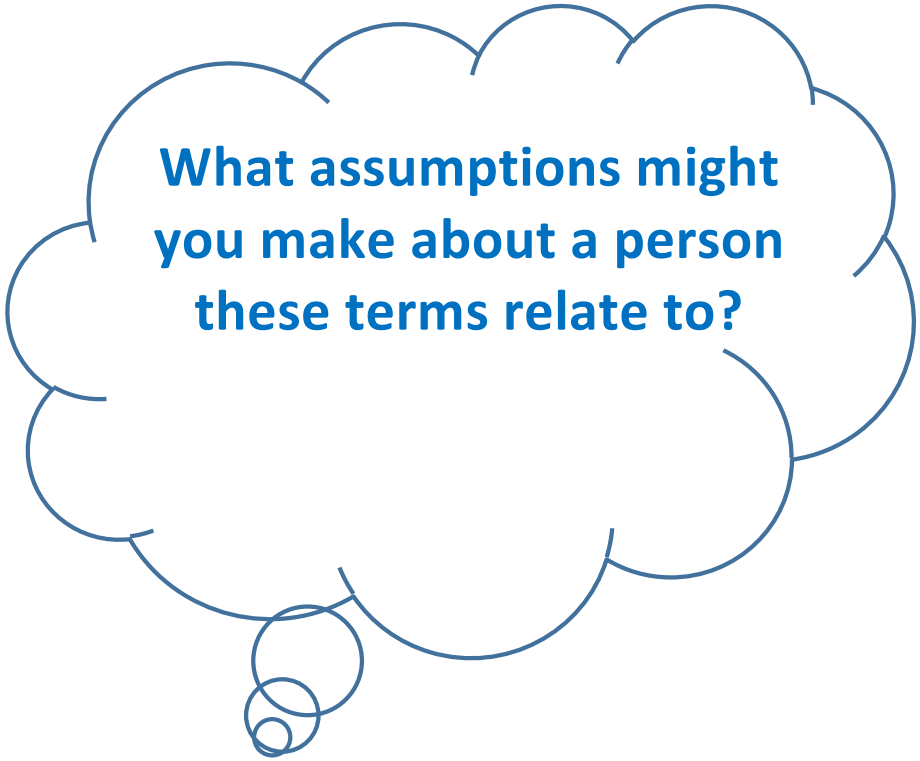
- We receive around 11 million pieces of information at any given moment.

- Our brain can only process about 40 of those bits of information. These shortcuts are created; past knowledge is used to make assumptions. (Wilson, 2004)

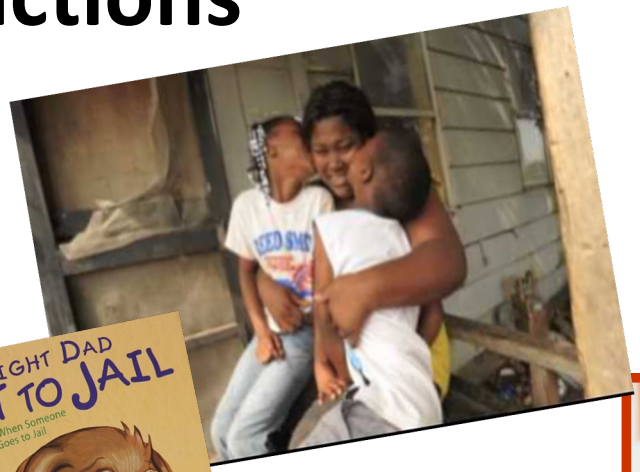
We naturally draw conclusions!

What comes to mind when you hear these terms?

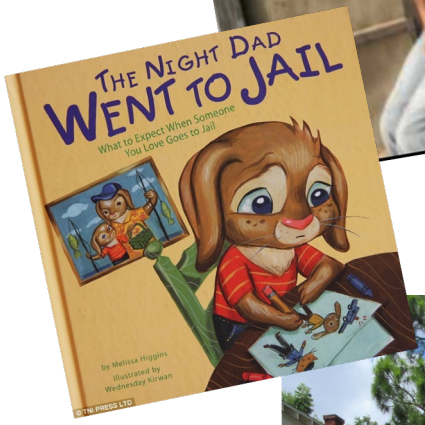
- Black
- Hispanic
- Free and Reduced Lunch
- Poverty
- Title 1 School
- Single Parent
- Parent Incarcerated



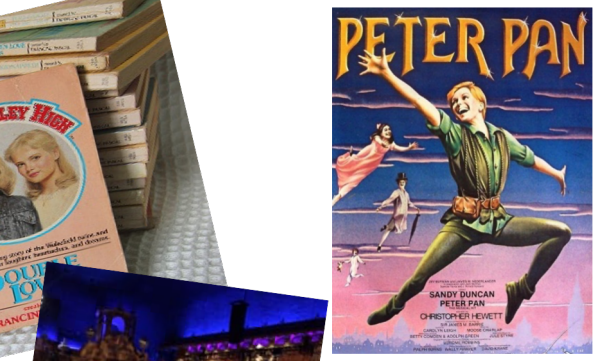
Depictions



HOME
ALONE!
KC

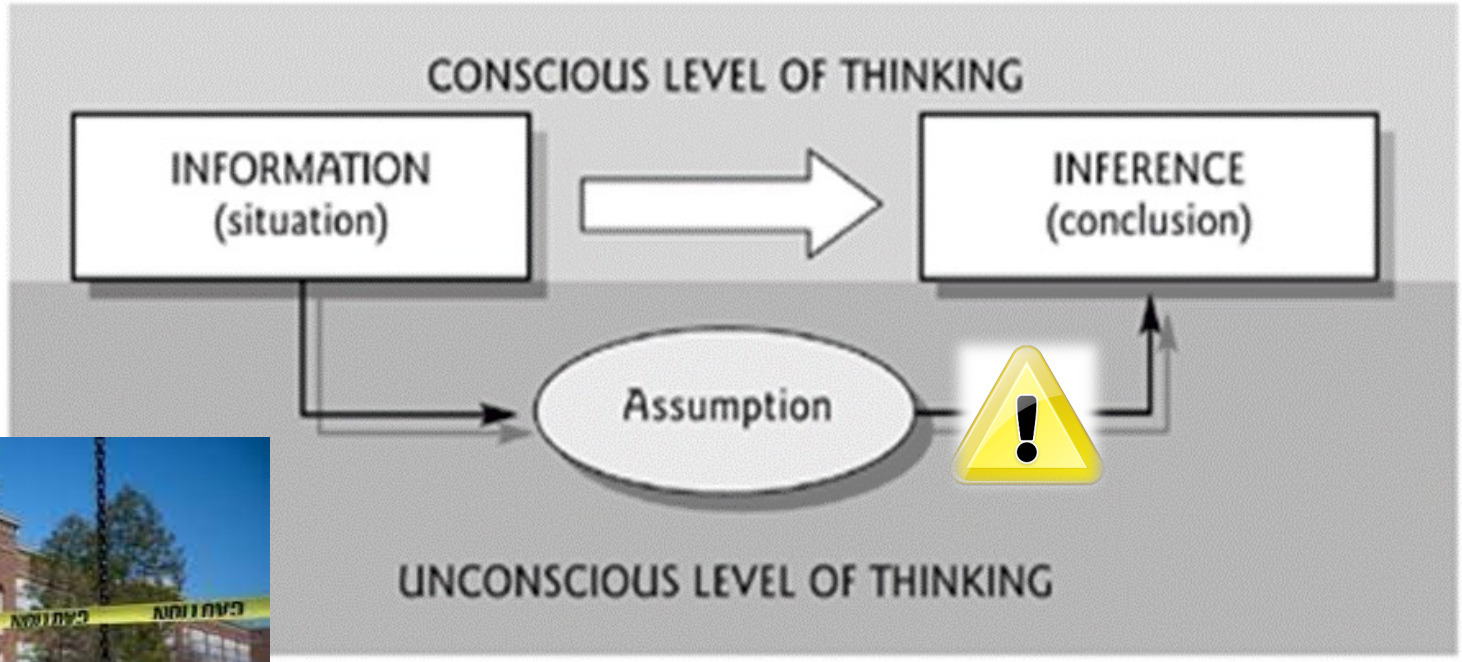

THE NIGHT DAD
WENT TO JAIL
What to Expect When Someone You Love Goes to Jail
by Melissa Higgins
Illustrated by Wednesday Kirwan

Reality



Avoid monolithic thinking!

The Caution: Monitor your assumptions!



https://westsidetoastmasters.com/resources/thinking_tools/ch06.html

Engage a strengths-based approach in examining students and their families, schools, and neighborhoods.

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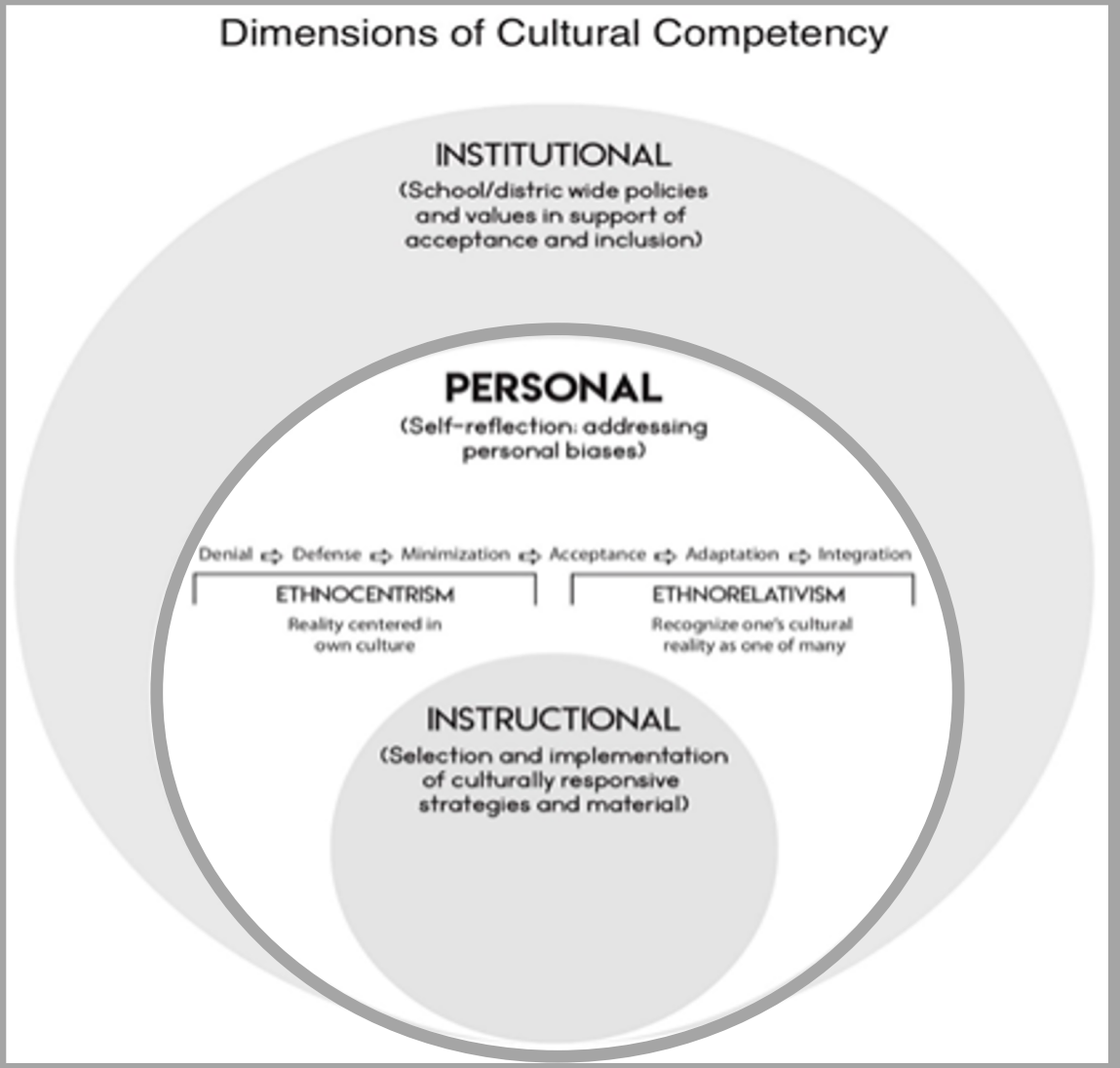
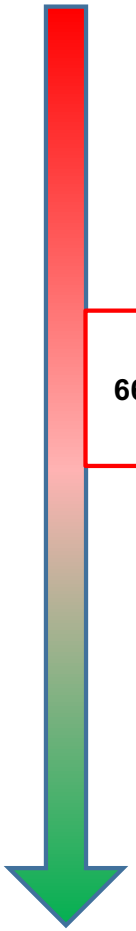
The Inside Out Process

Benett's Model Developmental Model of Intercultural Sensitivity (DMIS)

https://www.idrinstitute.org/resources/bennetts-developmental-model-intercultural-sensitivity-dmis/



Bennett's Developmental Model of Intercultural Sensitivity (DMIS)



66%

Stage	Description
Denial	One's culture is the only true reality. Cultural differences not experienced. Inability to distinguish between cultural groups (other = 'foreigner')
Defense (or Reversal)	One's culture is the superior/ 'evolved' culture. "Learn the language or leave" mindset. [Reversal-one adopts a culture and views as superior their own; "going native" ("Folks are so sophisticated here, not like at home.")] Hold onto and reference negative stereotypes; Work to actively remove or exclude cultural difference
Minimization	See one's own cultural feature as universal. Everyone is equal; Other cultures trivialized or romanticized. "I don't see color, we are all the same." "melting pot" Assumption that all activities (instructional styles, methods of communication, etc.) apply equally. Insistence on correcting others cultural behavior to match one's own expectations.
Acceptance	Recognize one's own cultural identity; accepting of others (may not agree). Respectful of and curious about other cultures. "Diverse perspectives lead to creativity, but let's not stray from our core values."
Adaptation	Experience with other cultures which yields broader perceptions/empathy and behavior appropriate for that culture. Ability to see the world from the perspectives of other cultures and make intentional change in behavior accordingly. "salad bowl" "I should allow for more space between us; while I'm comfortable being this close is perceived as rude in his culture."
Integration	One has a broader experience which includes multiple cultural points of views. Ability to maneuver across cultures and shift cultural perspectives.

Source: Lindo, E. J., & Lim, O. J. (Spring, 2020). Becoming more culturally competent educators. *Perspectives on Language and Literacy, 46*(2), 33-38. https://dyslexiaida.org/perspectives/

Put on your C.A.P.

Steps	Activity
Cultural self-study	Sample Self-study questions: (Diaz-Rico, 2017) ☐ What symbols or traditions did you participate in that derived from your ethnic group? ☐ What was your experience with ethnic diversity? What were your first images of race or color? ☐ What contact do you have with people of dissimilar racial or ethnic backgrounds? How would you characterize your desire to learn more about people from dissimilar racial or ethnic backgrounds?
Acquire Cultural Knowledge	Develop an understanding of cultures, cultural differences, and awareness of stereotypes and biases. Ask what do I . . . ☐ **know** (e.g., sources of diversity/backgrounds of class) ☐ **notice** about aspects of students' culture and personalities ☐ **feel** (reflect on own behaviors and biases)
Put Knowledge to Praxis	Consider what you . . . ☐ **say** (avoid reinforcing stereotypes, judgments) ☐ **use** (employing lessons and content that reflect the diversity of experiences) ☐ **teach** (set high expectations, learn about your students as individuals, acknowledge and honor the various cultural backgrounds in class; make curriculum meaningful/serve as connection to home experience.) Adapted from Pusey (2019)

Figure 3. Steps to Becoming Culturally Competent

Lindo & Lim (2020)

How Culturally Responsive Am I?

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Make sure you are asking yourself:

- How culturally responsive am I?
  - Cultural Competence Self-Assessment Survey
  - Aware of my cultural beliefs
- Do I know the student and family?
  - Language, culture & family members
- Is there a collaborative partnership?

  > Communication
  > Commitment
  > Equality
  > Professional competence
  > Trust
  > Respect

  Story-Suer, Bui & Ou (2017)
- Is this responsiveness reflected in my practice?
  - Self Checklist for Providing a Culturally Responsive Instructional Environment (Shade et al.)

Developing Cultural Competence

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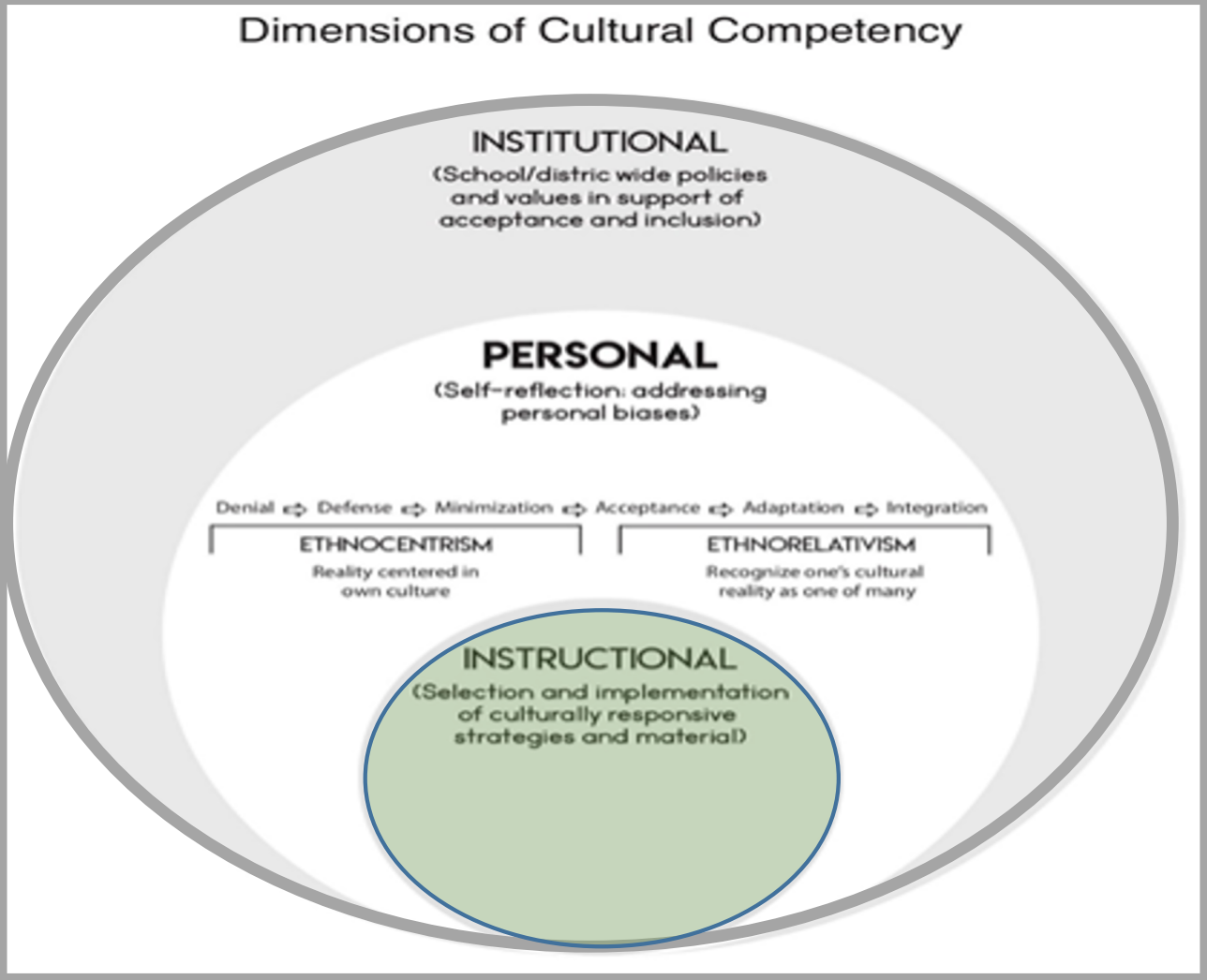
Competence = Knowledge + Praxis

An ongoing and iterative process.

- Self-reflections
- Awareness/Sensitivity
- Relationship building
- Communication
- Connecting with curriculum

Dimensions of Cultural Competency



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Dr. Michael Faggella-Luby
Professor, Special Education
Director, ANSERS Institute
Texas Christian University
Past-President, DLD

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Immediate Past President of CEC's Division for Learning Disabilities (DLD)

Member, CEC's Committee on Division Relations (DRC)

Dr. Faggella-Luby's scholarship focuses on embedding instruction in learning strategies into subject-area courses to improve reading comprehension for all levels of learners. He has published articles related to literacy instruction, learning disability identification and service delivery, and postsecondary education for individuals with disabilities.

Pedagogy Matters

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- A significant difference between struggling readers and their typically achieving peers is not *what* they are taught about literacy, but *how* they are taught

Six Teaching Functions

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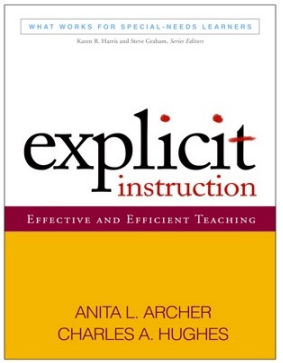
1. **Review**
   a. Review homework and relevant previous learning.
   b. Review prerequisite skills and knowledge.
2. **Presentation**
   a. State lesson goals.
   b. Present new material in small steps.
   c. Model procedures.
   d. Provide examples and non-examples.
   e. Use clear language.
   f. Avoid digressions.
3. **Guided practice**
   a. Require high frequency of responses.
   b. Ensure high rates of success.
   c. Provide timely feedback, clues, and prompts.
   d. Have students continue practice until they are fluent.
4. **Corrections and feedback**
   a. Reteach when necessary.
5. **Independent practice**
   a. Monitor initial practice attempts
   b. Have students continue practice until skills are automatic.
6. **Weekly and monthly reviews**

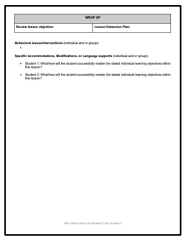
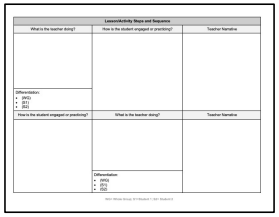
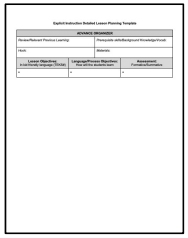


Archer & Hughes, 2011

TCU College of Education Preservice Education

- Elementary Educator Preservice Preparation
  - Early Childhood – 6th Grade Teacher Certification
  - Special Education Certification
  - English as Second Language Certification/Bilingual Certification
- Co-taught Special Education & ESL Course Collaboration (one time)
  - Explicit Instruction meets SIOP+

- Explicit Lesson Plan Format
  - Critical reflection based on data
  - Complete advance organizer
  - Objective and Assessment alignment
  - Changing locus of control
  - Embedded differentiation in Tier 1
  - Clear wrap up and extension

Critical reflection based on data

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CRITICAL REFLECTION on PREVIOUS LESSON

After teaching the previous lesson, describe what you learned from each step of this process (i.e., planning, teaching, and assessing). Indicate below what worked well. Describe what organization, management, and/or instructional approaches you have altered or continued based on the success of the previous lesson. Comment on how long you planned for something to take, and how long it took. Provide data from your formative assessments to inform your reflection.

Complete advance organizer

ADVANCE ORGANIZER	
Review/Relevant Previous Learning:	*Prerequisite skills/Background Knowledge/Vocab*:
Hook:	*Materials*:

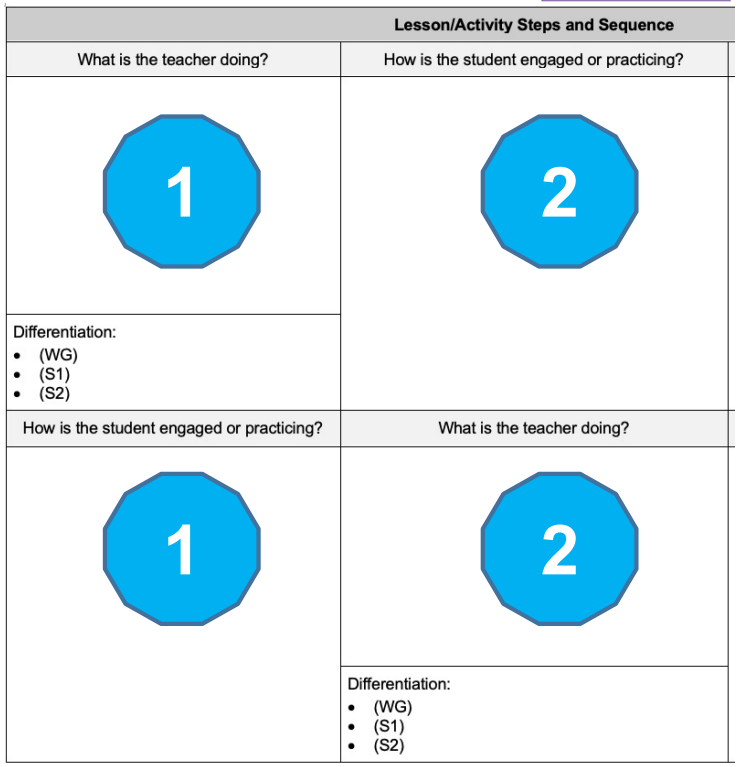
- Review & Connection
- Attention to Meaning, not just cute!
- Knowledge of foundational skills
- Staying organized

Objective and Assessment alignment

Lesson Objectives: In kid friendly language (TEKS#)	**Language/Process Objectives:** How will the students learn	**Assessment:** Formative/Summative
•	•	•

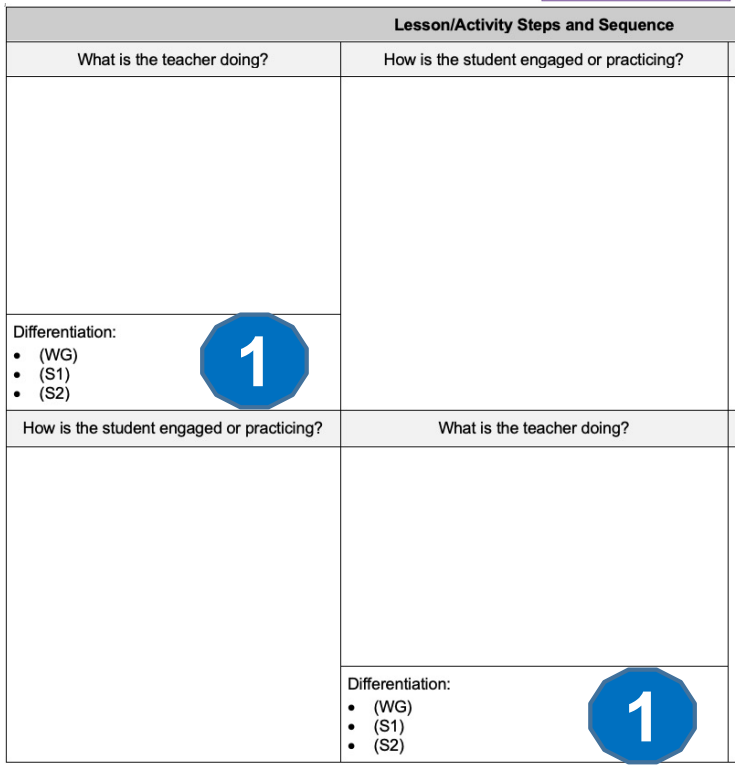
Changing locus of control

- Left dominant locus of control begins with teacher
- Shifts to student in second movement to emphasize role of student in process



Embedded differentiation in Tier 1

- Tier 1 Differentiation structurally included
  - WG = Whole Group/UDL
  - S1 = Targeted student
  - S2= Targeted student
- Provided as a visual reminder
- Shifts with the teacher from left to right to confirm responsibility



WG= Whole Group; S1=Student 1; S2= Student 2

Clear wrap up and extension

WRAP UP	
Review lesson objective:	**Lesson Extension Plan:**

- Reinforce big ideas
- Connect to student lives outside the classroom

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Our Vision: To lead change in special education

Our Mission: To transform the quality of life and learning for students with disabilities and their families through research in evidence-based practice.

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Questions? Comments?

Thank you!

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How to get these resources:

https://ansersinstitute.tcu.edu/

s.przymus@tcu.edu

e.lindo@tcu.edu

m.faggella-luby@tcu.edu