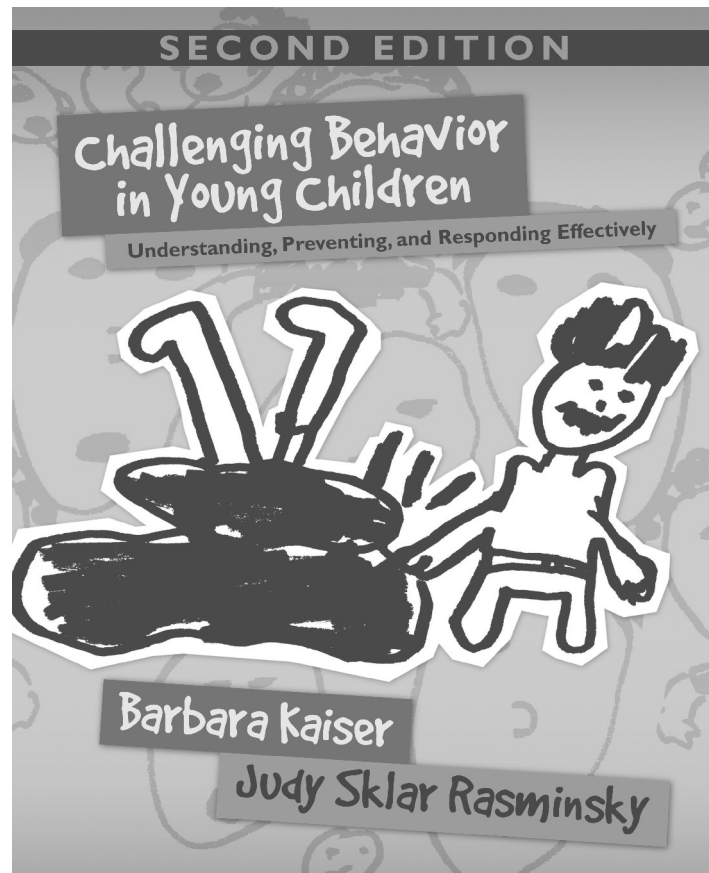


# CHALLENGING BEHAVIOR IN YOUNG CHILDREN



## OPENING THE CULTURE DOOR

A workshop Presented by  
Barbara Kaiser

## What is culture?

a: "The integrated pattern of human knowledge, belief, and behavior that that depends upon man's capacity for learning and transmitting knowledge to succeeding generations"

b: The customary beliefs, social forms, and material traits of a racial, religious, or social group

c : the set of shared attitudes, values, goals, and practices that characterizes a company or corporation"

Merriam-Webster Online Dictionary

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## Culture

- ▶ Culture is a vital part of a person's self-concept
- ▶ Everyone has the need and the right to be proud of their cultural heritage.
- ▶ Children begin to construct their identity from:
  - ▶ understanding their own culture
  - ▶ responding to how others see and relate to them.

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## Culture is an integral part of everyone's identity

- Children naturally develop the characteristics that their own culture values
  - Emotional display and affect
  - Moral development
  - Gender roles
  - Cognitive abilities
  - Language



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## Cultures change

- When they come in contact with other cultures;
- Across generations;
- Children's experiences in schools and communities.

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<p><b>Low Context Culture</b></p> <ul style="list-style-type: none"> <li>• European American</li> <li>• Western Europe</li> </ul>	<p><b>High Context Culture</b></p> <ul style="list-style-type: none"> <li>• African American</li> <li>• Native American</li> <li>• Asian</li> <li>• Latino</li> </ul>
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<b>LOW CONTEXT</b> Majority U.S., Canada, Europe individual orientation	<b>HIGH CONTEXT</b> 70% of the world group orientation African/Native Americans, Asian, Latino – Dominant world culture
<p><b><u>Focus on individual development and functioning independently</u></b></p> <p>Helping oneself</p> <p>Talking about oneself – qualities and strengths</p> <p>Using words to communicate</p> <p>Standing out</p> <ul style="list-style-type: none"> <li>• Personal property</li> </ul>	<p><b><u>Focus on interdependence and the child as a member of a group</u></b></p> <p>Helping others and being helped</p> <p>Being modest about one's qualities and strengths</p> <p>Using observation to learn</p> <p>Fitting in</p> <ul style="list-style-type: none"> <li>• Shared property</li> </ul>

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<p style="text-align: center;"><b>Individual Orientation</b></p> <p>Learning about personal property</p> <p>Asking permission is expected</p>	<p style="text-align: center;"><b>Group Orientation</b></p> <p>Learning about public property</p> <p>Sharing is assumed</p>
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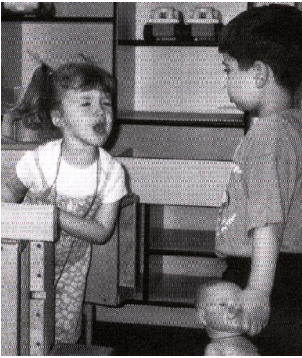
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People use things when they need them, and no one needs to ask permission.

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If a child's negative self-image is very strong, he will try to get others to treat him negatively -- because in his own eyes he couldn't possibly be worthy of positive attention.



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## ***Cultural dissonance***

- Feel incompetent
- Feel confused
- Don't understand the rules
- Do not feel accepted, respected, or valued



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Is it possible for children to learn the skills necessary to succeed in the future and at the same time to honor and value their cultural heritage?

How will you go about balancing these two goals in your classroom?

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