

Diversity and special education essay sample

[Profession](#), [Student](#)



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Question one

Culturally responsive teaching in special education for ethnically diverse students:

In this journal article, the author describes the way lack of knowledge on appreciating socialization and cultural values of other has an impact on student of color. The indication of inspiration is influenced by professional aggravation of the existing unfriendly ideology of the way human being functions physically and psychologically. The author noted that people have their own personal concept of the way disabled people function and the people's attitude towards the concept of cultural diversity.

Question two

My greatest concern as a new teacher is to know how the outgoing teacher is planning for the physically disabled students to fit in the mold. It is also important to know how the teacher provides the disable students with a conducive learning environment. Does the teacher take extra time to talk to the students on the positive aspect of life? How the teacher has established

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a strong relationship with the students that help in raising their self-esteem. It would be significant to ask for important information about the new class.

Question three

Differences

Culturally Responsive Teaching focuses on acknowledging the need of teaching students including their cultural background information whereas Response to Intervention monitors method of teaching in order to help student understand the concept of learning.

Culturally Responsive Teaching involves identifying cultural diversity to help them understand more about learning while Response to Intervention involves monitoring student's progress by identifying the strength point and weak point and adjusting the two interventions to balance.

Similarities

Both learning methods are aimed at improving students' performance in class. Both methods are set in place to ensure that equity in the learning institution and enable students to feel appreciated despite their physical defect or color and gender.

References:

Gay, G. (2002). Culturally responsive teaching in special education for ethnically diverse students: setting the stage. *International Journal of Qualitative Studies in Education*. <http://www.cehd.umn.edu/ppg/partnerships/ccresources/gay.pdf>

Gordon, D. T., Gravel, J. W., & Shifter, L. A. (2009). *A policy reader in universal design for learning*. Cambridge, Mass: Harvard Education Press.

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