

# History of a multicultural education



**ASSIGN  
BUSTER**

Before the No Child Left behind Act; most hearing impaired/deaf students had to sit in a classroom with students that are equal to their disabilities.

Now students with any disabilities now have the opportunity to be placed into a regular classroom with other students. Therefore, the learning styles of each student may various, the first thing the educator must do is to specific each students learning style. One great way for a student with disabilities to learn is for the educator to group all students in small groups, this way that everyone can participate in a clearly assigned task (Kauchak).

This teaching strategy could help students who may not possess academic language skills to overcome reluctance to speak out in class and speak more freely about content with their peers. Having students work together in small groups bring peer together this way t he students within the group will obtain a higher level of language skills. This will give each student the attention they need, while actively involved in a learning process. Another important method the educator needs to consider is how to incorporate technology that will better teach hearing impaired/ deaf students. The educators also need to adapt their curriculum for each student that is hearing impaired/deaf.

Their characteristics are delayed language development, proficiency in sign language, some ability to lip read, and less oral language than hearing classmates have (Ormrod 6th, edition). There are several other characteristics that and educator must do, they need to observed the student with speech and communicate problems. If the student is reluctance to speak to other students, or they may be embarrassed to speak to others

and they may also be self-consciousness when they began to speak or they may have poor reading or writing skills and, some social isolation, more limited social skills and reduced perspective-taking ability as a result of reduced ability to communicate (Ormrod 6th, edition). Culture in the classroom is another contribution to learning, because it gives students the opportunity to learn another language. This can be fun and exciting for regular students to learn another language it will also expand their knowledge and increase their vocabulary, it can also teach the students basic communication skills.

Students with culture mores can dictate how the students feels or how they interact with other students. When the educator is teaching the educator should discuss topic of the students??™ culture and it may be helpful to keep eye contact with the students. The last contribution is that many people believe that children with disabilities should be mainstreamed in a normal classroom setting. (Fey, Catt??™s, & Larrivee, 1995).

By mainstreaming students with disabilities into a regular classroom has its advantages, one main advantage is simply forming relationship with different types of children. They can also adapt to playing with normal children regardless of their disability. What the educator needs to do is to adjust their curriculum that will include all students, regardless of their disabilities or their culture background.

When combining students with are without disabilities together it provides the students with a better sense of belonging enable friendship, give the appreciation for other students, and enhance their communication skills.

Therefore, the teachers need to adapt their curriculum or their teaching method to help each student adjust. (According to GCU) they think that educators can create a more multicultural classroom environment They can also incorporate the values, traditions, beliefs of many cultures into the classroom curriculum. This does not mean to incorporate ethnic food or study famous African Americans; they suggest they should integrate the perspectives and experiences of numerous cultural groups throughout the curriculum and give all students a reason for pride in their own cultural heritage (Banks, 1995).