

Diversity Dialogue

Quest Three

For the first 5 to 7 minutes of our face-to-face classes, the professor/instructor will create dialogue in him/her class about diversity. She/he will revisit the definition of diversity and cultural competence. In addition, the professor/instructor will review categories and subgroups of diversity (2nd page). Then, the instructor/professor will post a drawing (attached).

The professor/instructor will ask the class to discuss or write down 4 to 5 about Brianna after reviewing these two pictures. After the responses are completed and verbalized, the instructor/professor can discuss how we all, at some point, make assumptions about persons with little information.

Actual details about the artist:

- Caucasian female
- Just graduated from a regular, public high school
- Diagnosis is physical disabilities, medically fragile, some cognitive delay
- Functions only one grade level below the average of students at her age group
- Even though she cannot verbally speak, she has a communication device that helps her – she actually writes all of her own conversations, as depicted in this video

- Lives in midwestern Kansas
- Lives with father, mother, and two siblings
- Enjoys watching tv, cheerleading, and socializing with friends

- Flirts with boys her age
- Brianna and her mother were actually featured in a well-published textbook for special education, *Exceptional Lives* by Ann Turnbull

Please keep in mind that the professor/instructor will be Socratic; however, the professor/instructor will urge the teacher candidates to converse how they would be more culturally competent in their own classrooms after listening to this discussion in class.

Review

The Merriam-Webster dictionary defines *diversity* as “the condition of having or being composed of differing element” (2014). It is imperative to understand that all persons in our society are diverse and finding respect for these differences make us better practitioners. In fact, the foundations of our society encourage us to talk respectfully to who hold different backgrounds than we do (Smith, 2012).

There are various categories that make people in society diverse. Categories of diversity may include: (a) ethnicity, (b) socioeconomic status, (c) spiritual and religious beliefs, (d) sexual preferences, (e) intellectual ability levels and (f) geographical regions. Some subgroups also may include educational background, occupation, and even levels of parent’s income. Smith (2012) labeled these categories as visible (e.g., race, gender) and invisible (e.g., spiritual and religious beliefs, sexual preferences) diversity and encouraged educators to celebrate the differences of the diversity to promote democracy in our society.