



Effect of Cultural Influences Upon Classroom Behavior

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Background Information

- Vygotsky
- Heath
- Nin

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Observations and Perspectives

- Myself
- Teacher
- Home life

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Cultural Orientation Framework

- Brake and Walker
- Callis-Buckley

- Public school setting

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Cultural Continuums

Environment	Power
Time	Individualism
Action	Competition
Communication	Structure
Space	Thinking

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Environment Continuum

- Control vs. Status Quo
- Application to the school setting
- Assisting the second language learner
- Working with parents

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Time Continuum

- Fixed vs. Fluid
- Single vs Multitasking
- Application to the school setting
- Assisting the second language learner
- Working with parents

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Action Continuum

- Being vs. Doing
- Application to the school setting
- Assisting the second language learner
- Working with parents

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Communication Continuum

- Speaker vs. Listener Burden
- Application to the school setting
- Assisting the second language learner
- Working with parents

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Space Continuum

- Space vs. Privacy
- Application to the school setting
- Assisting the second language learner
- Working with parents

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Power Continuum

- Equality vs. Hierarchy
- Application to the school setting
- Assisting the second language learner
- Working with parents

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Individualism Continuum

- Independent vs. Group
- Application to the school setting
- Assisting the second language learner
- Working with parents

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Competition Continuum

- Winner vs. Group achievement
- Application to the school setting
- Assisting the second language learner
- Working with parents

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Structure Continuum

- Order/routine vs. End goal
- Application to the school setting
- Assisting the second language learner
- Working with parents

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Thinking Continuum

- Deductive/linear vs. Gestalt
- Application to the school setting
- Assisting the second language learner
- Working with parents

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