

# Project C.R.U.I.S.E.

## **Culturally Responsive Understanding in Safety Education**

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- State and Public School Demographics
- Why Address this Issue?
- Multicultural Education Principles
- Curriculum Transformation
- Cruise Best Practices

# Overview

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- Can you name three of my favorite people born in Kansas?

**Neil**

My Father - Goodland

**Alvin**

My Brother - Topeka

**Nelle**

My Sister - Goodland

Trivia

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- Language(s) used at this conference?

# Communication

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	<b>Texas</b>	<b>Public Schools</b>	<b>Kansas</b>	<b>Public Schools</b>
<b>European American</b>	44.5%	30.0%	77.1%	67.4%
<b>Latinos</b>	38.2%	51.3%	11.2%	17.2%
<b>African American</b>	12.3%	12.7%	6.2%	7.3%
<b>Asian/Pacific Islander</b>	4.3%	3.7%	4%	3.8%
<b>Multiracial</b>	1.7%	1.8%	2.7	4.3%
<b>Females</b>	50.3%	48.7%	50.2%	47.3%
<b>Males</b>	49.7%	51.3%	48.2%	52.7%

- **Other Texas Demographics**
  - Language Other Than English Spoken at Home\* - 34.6%
  - Bilingual or English as a Second Language\*\* - 46.9%
  - Children Living in Poverty\*\* - 60.3%

\* United States Census  
(<http://quickfacts.census.gov/qfd/states/48000.html>)

\*\* Enrollment in Texas Public Schools 2012-2013 Report, Texas  
Education Agency ([http://www.tea.state.tx.us/acctres/enroll\\_index.html](http://www.tea.state.tx.us/acctres/enroll_index.html))

# Demographics

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- As public schools **embrace diversity within curriculum instructional delivery** (Larke, 1992; Gay, 2000).
- Changes in state demographics, which **create language barriers** and a variety of cultural behaviors, combined with young driver high-risk behaviors **could affect traffic safety** (NHTSA & ADTSEA 2007).

## Why Address the Issue?

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- Driver education instructors must be prepared to address a culturally diverse student clientele and address young driver high-risk behaviors with “programs that reflect multicultural education principles and are free of bias” (USDOT, 2009).
- “I firmly believe that an **effective driver education program** - along with proven safety legislation, active law enforcement and positive engagement of parents, schools and other community members - is an important element in a program to protect these young drivers” (David L. Strickland, NHTSA Administrator, 2012).

## Why Address the Issue?

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- Teachers instruct students in this program through a combination of classroom and in-car (actual or simulated) **culturally responsive instructional techniques** that include modeling, knowledge assessment, skill assessment, guided observation, and parental/mentor involvement (TEA, 2009).
- **Highest level of instruction** that can be attained so that as people learn to drive in the United States they will pose the least risk possible to themselves and others and to help them remain crash- and violation-free in their driving careers (Curriculum Content Standards, DSAA, 2010).

## Why Address the Issue?

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- Novice Teen Driver Education and Training Administrative Standards that guide all novice and teen driver education and training programs: **1.1.9 ensure that programs reflect multicultural education principles and are free of bias** (US DOT, 2009).
- **People of color were affected disproportionately** in motor vehicle crashes (CDC, 2011)
- **Racial/ethnic groups with the highest death rates** also have higher proportions of risky motor vehicle behaviors, including seat belt non-use and alcohol-impaired driving (CDC, 2011)

## Why Address the Issue?

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- **Critical** – Helps student to look at knowledge/driving from various perspectives.
- **Intentional** – Realizes that values and cultures are different and should be shared.
- **Transformational** – Changes the views of the world and society. Finds ways to promote risk reduction efforts. Involves changes in the personal as well as professional.

# Multicultural Education

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- **Is Antiracist Education** -paying attention to all discriminatory practices (curriculum, choices, relationships)
- **Is Basic Education** - It is the cannon, central to the curriculum
- **Is Important for ALL Students** - Not just for students of color but for everyone

# Multicultural Education

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- **Is Pervasive** - It permeates the entire curriculum, not a subject, month, or something to be covered
- **Is Education for Social Justice** - Learning how to think and behave in ways that ensure fairness and that people have the power to make changes

# Multicultural Education

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- **Is a Process** - It is ongoing and dynamic. No one stops becoming
- **Is Critical Pedagogy** - Includes transformative process to think in multiple ways that leads to action

# Multicultural Education

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## Invisibility - Include:

- All types of vehicles (cars, trucks, pickup trucks, motorcycles, SUVs, bicycles, large trucks, RV, etc.)
- Both female and male drivers included in curriculum
- Many student cultures/demographics
- Many types of neighborhoods
- Different traffic environments

# Curriculum Transformation

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**Stereotyping** - Remove any words that indicate stereotyping to one specific gender, race, religion or country.

**Selectivity and Imbalance** – Describe all types of vehicles, neighborhoods, and traffic environments so that one does not have more importance than another.

# Curriculum Transformation

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- **Fragmentation and Isolation** - Include many cultures and religious groups and remove any description or illustrations that may imply superiority or inferiority to one specific group.
- **Improper Linguistic** - Describe people, places and things with the proper terms and not slang. Also, remove all sexist and racist tenants.

# Curriculum Transformation

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- **Loaded Words** - Use words such as law enforcement, police officer, mail carrier, etc.
- **Activity Bias** - Use images or illustrations that does not indicate that only one culture is the authority figures or only females as authority figures over males or vice versa.

# Curriculum Transformation

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- **Tokenism** - To remove tokenism from the curriculum, use images and descriptions that accurately portray the culture and not just be a retouched picture of “Europeans” with added color or tint.
- **Role of Women** - To ensure the role of women is illustrate in the curriculum, illustrate women in roles of law enforcement, maintenance workers, or truck drivers, etc.

# Curriculum Transformation

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- Connect to student learning
- Relate to all students
- Utilize multicultural principles and align with standards
- Instruct with culturally responsive teaching
- Select appropriate materials and culturally responsive, media and technology for instruction
- Evaluate critically assessments and instruction

# C.R.U.I.S.E. Best Practices

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