

Give summary and page reference, where these components are addressed in original research reports:

Group-experimental research III. Quasi-experimental designs: comparative designs for pre-existing groups.
Neal, McCray, Webb-Johnson, and Bridgest (2003).

Authors	Neal, McCray, Webb-Johnson, and Bridgest (2003)
Importance p. 49	<p>Cultural identity makes life securer and meaningful</p> <p>Knowledge of culture provides sense of power</p> <p>Helps to maintain sense of identity</p> <p>Represents the lens through which we view and evaluate behaviors of others</p> <p>Teacher's perception of culture related identities and their manifestations in the classroom are especially relevant to school achievement in the classroom by student</p> <p>When African-American school children have teachers that understand their socio-cultural knowledge and take into account cultural factors when designing and implementing instruction to students are helped</p> <p>Teachers misunderstanding of culturally conditioned behaviors can lead to school and social failure</p> <p>It is very important to connect students' culture and schooling</p> <p>There is a teacher bias and referral practices</p> <p>It is important to know teachers perception of cultural influences on student behavior and achievement</p>
Present research indicate s... p. 50	<p>Individuals acquire culture through daily encounters with significant others</p> <p>Movement in particular is an integral part of African-American experience in the United States</p> <p>Stylized movements have been characterized of African American development</p> <p>A cultural emphasis on the interweaving of movement rhythm percussion music and Dana's has been central to the psychological health of African Americans</p> <p>on stylized movement-“Cool pose” a ritualized form of masculinity that entails behaviors scripts physical posturing impression management and carefully crafted performances that deliver a single critical message pride, strength, and control characterized Joaquin styles-</p> <p>Standard- European-American adolescents- a rat's- synchronize arm leg swing- steady strides straight ahead</p> <p>Nonstandard- “stroll” African-American adolescents- deliberately swaggered were bent posture- head slightly tilted to the side- foot dragging- exaggerated need then</p>

	<p>Stereotyped reaction- viewed as hostile, angry, and prone to violence- stereotypes- not based on logic or experience- yet they may affect teacher expectation of students</p> <ul style="list-style-type: none"> - frequently create negative expectation- result differential treatment- <p>Teachers treat students speak standard English and adopt a standard posture with higher expectations</p>
<p>However,... (limitation)</p>	<p>Did not address the different response of teachers to</p> <ol style="list-style-type: none"> 1. African-American adolescents with standard movement in standard English 2. African-American adolescents with culturally adopted nonstandard English and nonstandard posture
<p>Therefore... (Purpose)/ research questions</p>	<p>Did not address the different response of teachers to</p> <ol style="list-style-type: none"> 3. African-American adolescents with standard movement in standard English 4. African-American adolescents with culturally adopted nonstandard English and nonstandard posture 5. how those responses affected perception of need for special education services <p>Does the stroll of the African-American adolescent male affect teachers perception of their achievement? Aggression? Need a special education assistance?</p>
<p>Participants p. 51</p>	<p>136 middle school teachers-suburban school district-Southwestern State</p> <p>91% agreed to participate</p> <p>Majority-European-American females</p> <p>Most had grown up in the suburbs most had grown up attending schools with predominantly European-American student</p> <p>Less than one fourth had been students in schools with racial or ethnic call diversity</p> <p>General education teachers</p> <p>12 to 21% were special education teachers</p> <p>Talk from nine to 12 years</p> <p>Age Range 22 to 46 years</p>
<p>Data Sources</p>	<p>Questionnaire 4 point Likert scale</p>

<p>Procedures p. 51 p. 52</p>	<p>Simulated study</p> <p>Video taped scenarios two students walking from locker into classroom sitting down in the back- adjectives to indicate perception of aggression and achievement reviews</p> <p>The students were eighth-graders who performed the walk as directed</p> <p>Four videotapes were developed videotaped one depicted in African-American student demonstrating a stroll</p> <p>Videotape two depicted a European-American student demonstrating the same stroll</p> <p>Videotape three showed an African-American student demonstrating a standard walk</p> <p>Videotape four depicted in European-American student demonstrating the same standard walk</p> <p>Students wore blue jean pants athletic shoes white T-shirt and a basketball jersey of a professional team</p> <p>Students were same physical size similar height and weight</p> <p>Videotape reliability and validity</p> <p>Five observers educational psychologists, a student behavior consultant, an associate psychologists, and two secondary education administrators previewed the videotape scenarios and movements</p> <p>After watching the videotape the observers completed the checklists to confirm that the students characteristics such as weight height clothing standard walk stroll so forth were similar</p> <p>Enter rater agreement 100%</p> <p>Validated the scenarios typical of middle school students</p> <p>Questionnaire adjective checklist ACL- GGough & Heilbrun, 1983 as a basis for development of questionnaire</p> <p>Two sections section 1- Demographic information from the participant section 2- two scales from the 1983 edition of ACL - rate perception of aggression and achievement</p> <p>+1 indicative -1 Contraindicative</p> <p>33 adjectives- 25- active ambitious 13 apathetic, irresponsible</p> <p>Aggression 44 adjectives 21 aggressive, argumentative-23 calm, relaxed</p>

	<p>76 adjectives from the combined achievement and aggression scales</p> <p>One question- how likely would it be that the teacher would refer the student in the video to receive special education services</p>
<p>Data analysis</p>	<p>To study interaction effects between ethnic city and movement and teacher ratings of achievement aggression and special education placement</p> <p>Randomized factorial analysis of variance (ANOVA)</p> <p>Two levels of ethnicity factor-two levels of student movement</p>
<p>Results/ discuss ion p. 53 p 55</p>	<p>Teachers perceived students with a stroll to be lower in achievement than students with standard movement style</p> <p>African-American students are generally perceived as higher achieving than European American students</p> <p>Teachers perceived African-American students with a stroll to be higher in aggression than students with the standard movement style</p> <p>Teachers perceptions were affected by Culture related movements</p> <p>Students with the stroll were more likely to be perceived as needing special education services</p> <p>teachers and he seems deep cultural differences were misses were behavioral disabilities-</p> <p>Their ways of knowing are often incongruent with diverse student educational realities and possibilities</p> <p>they need to incorporate teaching and learning processes that are more compatible with student cultures</p> <p>limitation- Alpha coefficients on the low end of the acceptable range?</p>