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Cultural Underpinnings of Special Education 5

Various versions of the acculturation process

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have been offered that view accul-turation on a spectrum. For example, Ramírez and Castañeda (1974) described ac-culturation as a series of stages ranging from traditional to dualistic to atraditional.

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I have witnessed two parents' interactions with special education educators during my fieldwork experience. Both of these experiences could have been approached better using cultural reciprocity to ensure that the teachers understand the parents' point of view and to take it into consideration.

The Importance Of Cultural Reciprocity In Special Education

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