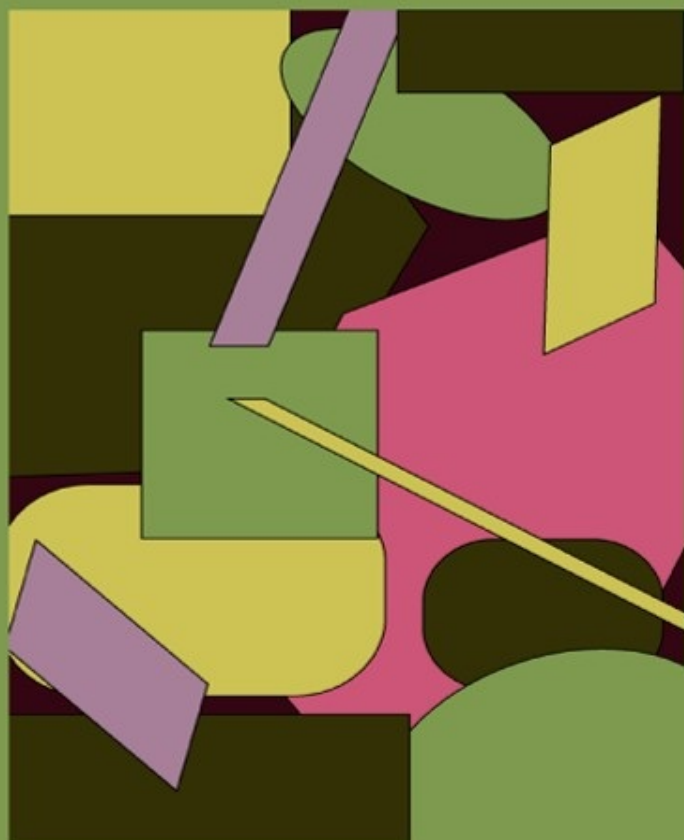


MANUEL RAMIREZ III

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Multicultural Psychotherapy

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Multicultural Psychotherapy

Manuel Ramirez III

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Appendix A

MEI Inventory—Revised

The Multicultural/Multiracial Experience Inventory (MEI) was developed to assess an individual's type of historical development pattern and contemporary multicultural identity. Originally designed for people of color, it has been modified so that it can be used to inventory the multicultural/ multiracial experiences of whites. Both the original and the modified instruments share a common survey of demographic information (Part I). The response choices and scoring procedures and the two instruments (for people of color and for whites) are presented here.

RELIABILITY

The scale, revised in 1996, has two versions—one for people of color and one for whites. The instruments were administered to 115 Mexican American, white, Asian American (Vietnamese and Korean), and African American male and female university students. Split-half reliability for the total group for Type A items was $r = .87$. The content of Type B items makes it impossible to obtain split-half reliability.

VALIDITY

The total Type A and Type B scores of Mexican American university students in Texas and California were correlated with effective leadership behaviors in ethnically diverse groups under conditions of conflict (mediation, ensuring that all members of the group were able to express their opinions, seek compromise,

and so on). Correlation coefficients for Type A items ranged from .65 to .71 and for Type B items from .69 to .73.

SCORING

Part II is composed of two types of items. For people of color, Type A items are scored so that a response of "almost entirely my ethnic group" or "almost entirely whites" (alternatives 1 and 5, respectively) receive 1 point; responses of either "mostly my ethnic group with a few people of color from other groups" or "mostly whites with a few people of color" (alternatives 2 and 4) receive 2 points; responses of "mixed" (whites, my ethnic group, and people of color about equally—alternative 3) receive 3 points. Hence, higher scores are indicative of a greater

degree of multiculturalism. Some Type A items are historical (reflect Historical Development Pattern, HDP) and others assess contemporary functioning and identity (reflect Contemporary Multicultural Identity, CMI).

All type B items are CMI. Type B items are answered using a Likert-type format ranging from "Extensively" to "Never." Responses of "Extensively" and "Frequently" are assigned 2 points. All other responses are assigned 1 point. Items 1-8 are HDP items and items 9-26 are CMI items. A total Multicultural Score (MC) is obtained by summing the HDP and CMI total scores.

HDP score — 33 maximum

CMI score — 45 maximum

Total MC — 87 maximum

For whites, Type A items are scored so that a response of "almost entirely my ethnic group" or "almost entirely people of color" (alternatives 1 and 5, respectively) receives 1 point; responses of either "mostly my ethnic group with a few people of color" or "mostly people of color with a few people of my ethnic group" (alternatives 2 and 4) receives 2 points; responses of "mixed" (my ethnic group and people of color about equally) receive 3 points. Hence, higher scores are indicative of a greater degree of multiculturalism.

CMI and Total MC scores are different for whites because there are fewer Type B items.

HDP score — 33 maximum

CMI score — 45 maximum

Total MC — 78 maximum

MEI PART I

1. Name

2. Address

City, State, Zip

3. Gender

4. Age _____ Date of Birth

_____/_____/_____

5. Place of Birth (city/state/country)

6. Father's Place of Birth (city/state/country)

7. Mother's Place of Birth (city/state/country)

8. Ethnic background of the following persons (if applicable):

Yourself Father Mother Stepfather Stepmother

Mexican
American/Latino

African
American

White/Anglo

Asian American

Native
American

Multiracial
(specify)

9. In what country were each of the following family members born?

United States Other/Specify

You

Your father

Your father's father

Your father's mother

Your mother

Your mother's father

Your mother's mother

10. What is your religious background?

11. How active are you in your religion?

_____Very _____Moderately _____Somewhat _____

12. How many years have you lived in the United States? _____

13. Have you lived in a country other than the United States?

_____Yes. Which country(ies)?

For how many years? _____

_____No

14. Have you lived in a state other than the one in which you attend school?

_____ Yes. Which state(s)?

For how many years? _____

_____ No

15. Where did you spend the first 15 years of your life (list all the places)?

16. Where do you consider "home" (community/state/country)?

Would you describe this community as

_____ rural _____ semi- _____ semi- _____ urban
rural urban

17. What language(s) does (did) your father speak?

18. What language(s) does (did) your mother speak?

19. What language(s) do (did) your parents speak at home?

20. What language(s) do you speak?

21. What is your marital status?

22. If you have had a committed relationship, what is (was) the ethnic background of your partner?

MEI PART II

For People of Color

HDP score — 33 maximum

CMI score — 54 maximum

Total MC — 87 maximum

Type A Items: Next to each item, circle the number of the response that best describes your past and present behavior.

1= almost entirely my ethnic group

2= mostly my ethnic group with a few people of color from other groups

3= mixed (my ethnic group, whites, and other minorities, about equally)

4 = mostly whites with a few people of color

5 = almost entirely whites

-
1. The ethnic composition of the neighborhoods in which I lived

1

2

3

4

5

(a) before I started attending school

1 2 3 4 5

(b) while I attended elementary school

1 2 3 4 5

(c) while I attended middle school

1 2 3 4 5

(d) while I attended high school

1 2 3 4 5

2. My childhood friends who visited my home and related well to my parents were of. . .

1 2 3 4 5

3. The teachers and counselors with whom I have had the closest relationships have been of . . .

1 2 3 4 5

4. The people who have most influenced me in my education have been of...

1 2 3 4 5

5. In high school, my close friends were of . . .

1 2 3 4 5

6. The ethnic backgrounds of the people I have dated have been of . . .

1 2 3 4 5

7. In the job(s) I have had, my close friends have been of . . .

1 2 3 4 5

8. The people with whom I have established close, meaningful relationships have been of...

1 2 3 4 5

9. At present, my close friends are of . . .

1 2 3 4 5

10. My close friends at work were (are) of ...

1 2 3 4 5

11. I enjoy going to gatherings at which the people are of ...

1 2 3 4 5

12. When I study or work on a project with others, I am usually with persons of...

1 2 3 4 5

13. When I am involved in group discussions where I am expected to participate, I prefer a group of people of ...

1 2 3 4 5

14. I am active in organizations or social groups in which the majority of the members are of...

1 2 3 4 5

15. When I am with my friends, I usually attend functions where the people are of ...

1 2 3 4 5

16. When I discuss personal problems or issues, I discuss them with people of ...

1 2 3 4 5

17. I most often spend time with people who are of . . .

1 2 3 4 5

Type B Items: Next to each item below, circle the number that best describes you.

1= Extensively

2= Frequently

3= Occasionally

4= Seldom

5= Never

1 2 3 4 5

18. I attend functions which are predominantly white in nature.

1 2 3 4 5

19. I attend functions which are predominantly of minority groups other than my own.

1 2 3 4 5

20. (I attend functions which are predominantly of my own ethnic group in nature.

1 2 3 4 5

21. I visit the homes of whites.

1 2 3 4 5

22. I invite whites to my home.

1 2 3 4 5

23. I visit the homes of persons of my ethnic group (other than relatives).

1 2 3 4 5

24. I invite persons of my ethnic group (other than relatives) to my home.

1 2 3 4 5

25. I visit the homes of minorities other than of my own ethnic group.

1 2 3 4 5

26. I invite persons of minorities other than those of my own ethnic group to my home.

1 2 3 4 5

HDP ____

CMI _____

Total MC _____

MEI PART II

Modified for Whites

HDP score — 33 maximum

CMI score — 45 maximum

Total MC — 78 maximum

Type A Items: Next to each item, circle the number of the response that best describes your past and present behavior.

1 = almost entirely my ethnic group

2 = mostly my ethnic group with a few people of color

3 = mixed (my ethnic group and people of color about equally)

4 = mostly people of color with a few people of my ethnic group

5 = almost entirely people of color

-
1. The ethnic composition of the neighborhoods in which I lived

1 2 3 4 5

(a) before I started attending school

1 2 3 4 5

(b) while I attended elementary school

1 2 3 4 5

(c) while I attended middle school

1 2 3 4 5

(d) while I attended high school

1 2 3 4 5

2. My childhood friends who visited my home and related well to my parents were of . . .

1 2 3 4 5

3. The teachers and counselors with whom I have had the closest relationships have been of . . .

1 2 3 4 5

4. The people who have most influenced me in my education have been of...

1 2 3 4 5

5. In high school, my close friends were of . . .

1 2 3 4 5

6. The ethnic backgrounds of the people I have dated have been of. . .

1 2 3 4 5

7. In the job(s) I have had, my close friends have been of . . .

1 2 3 4 5

8. The people with whom I have established close, meaningful relationships have been of...

1 2 3 4 5

9. At present, my close friends are of . . .

1 2 3 4 5

10. My close friends at work were (are) of . . .

1 2 3 4 5

11. I enjoy going to gatherings at which the people are of ...

1 2 3 4 5

12. When I study or work on a project with others, I am usually with persons of...

1 2 3 4 5

13. When I am involved in group discussions where I am expected to participate, I prefer a group of people of ...

1 2 3 4 5

14. I am active in organizations or social groups in which the majority of the members are of...

1 2 3 4 5

15. When I am with my friends, I usually attend functions where the people are of ...

1 2 3 4 5

16. When I discuss personal problems or issues, I discuss them with people of ...

1 2 3 4 5

17. I most often spend time with people who are of . . .

1 2 3 4 5

Type B Items: Next to each item below, circle the number that best describes you.

1= Extensively

2= Frequently

3= Occasionally

4= Seldom

5= Never

18. I attend functions which are predominantly of my ethnic group in nature.

1 2 3 4 5

19. I attend functions which are predominantly of minority groups in nature.

1 2 3 4 5

20. I visit the homes of persons of my ethnic group (other than relatives).

1 2 3 4 5

21. I visit the homes of people of color.

1 2 3 4 5

22. I invite persons of my ethnic group (other than relatives) to my home.

1 2 3 4 5

23. I invite people of color to my home.

1 2 3 4 5

HDP _____

CMI _____

Total MC _____

Appendix B

Traditionalism-Modernism Inventory— Revised¹

INSTRUCTIONS FOR SCORING

The traditional (T) items of the Traditionalism-Modernism Inventory (TMI) are the following: 3, 4, 5, 8, 9, 11, 12, 13, 19, 20, 21, 22, 23, 28, 30, 31, 34, 36, 37, 39, 42, 44, 45, 47, 49, and 51. The remainder are modern (M) items. Add the scores for T items and the scores for M items. Then, subtract M from T to obtain the total score. A positive score indicates a traditional orientation, a negative score indicates a modern orientation, and a score of zero indicates a perfect traditional-modern balance.

Reliability and validity data for this revised instrument were not available at the time of publication.

TRADITIONALISM-MODERNISM INVENTORY

After each statement, indicate whether you: Strongly Agree (SA), Agree (A), Disagree (D), or Strongly Disagree (SD). Please circle your choice.

1. Husbands and wives should share equally in housework.

SA A D SD

2. All institutions should follow a democratic decision-making process.

SA A D SD

3. I prefer to live in a small town or a friendly neighborhood where everyone knows each other.

SA A D SD

4. Women with children at home should not have a full-time career or job outside of the home.

SA A D SD

5. Students should not question the teachings of their teachers or professors.

SA A D SD

6. I prefer to live in a large city.

SA A D SD

7. Husbands and wives should share equally in child-rearing and child care.

SA A D SD

8. In industry or government, when two persons are equally qualified, the older person should get the job.

SA A D SD

9. It's hard to meet and get to know people in cities.

SA A D SD

10. Women should assume their rightful place in business and in the professions along with men.

SA A D SD

11. Laws should be obeyed without question.

SA A D SD

12. You should know your family history so you can pass it on to your children

SA A D SD

13. In general, the father should have greater authority than the mother in bringing up children.

SA A D SD

14. Students should have decision-making power in schools and universities.

SA A D SD

15. It does not matter to me if my job requires me to move far away from the place where I have my roots.

SA A D SD

16. Husbands and wives should participate equally in making important family decisions.

SA A D SD

17. With institutions, the amount of power a person has should

not be determined by either age or gender.

SA A D SD

18. I prefer the excitement of a large city to the relaxed living in a small town.

SA A D SD

19. Children should always be respectful of their parents and older relatives.

SA A D SD

20. Traditional observances, such as church services or graduation ceremonies, add meaning to life.

SA A D SD

21. Adult children should visit their parents regularly.

SA A D SD

22. We should not let concerns about time interfere with our friendships and interactions with others.

SA A D SD

23. Children should be taught to be loyal to their families.

SA A D SD

24. Creationism, the Biblical version of the universe, should not be taught in schools.

SA A D SD

25. Children should be encouraged to be independent of their families at an early age.

SA A D SD

26. If you are not careful, people can cause you to waste your time and you will never get anything accomplished.

SA A D SD

27. Most traditional ceremonies are outmoded and wasteful of time and money.

SA A D SD

28. There is no doubt that the universe was created by a supreme being.

SA A D SD

29. Children should be taught to always feel close to their families.

SA A D SD

30. We get into such a hurry sometimes that we fail to enjoy life.

SA A D SD

31. Everything a person does reflects on his or her family.

SA A D SD

32. Eventually, science will explain all the mysteries of life.

SA A D SD

33. A person should only be responsible to himself or herself.

SA A D SD

34. No matter how many advances we make through science, we will never be able to understand many important things in life.

SA A D SD

35. Most religions are primarily folklore and superstition.

SA A D SD

36. When making important decisions about my life, I always like to consult members of my family.

SA A D SD

37. Religion adds meaning to our mechanized and impersonal lives.

SA A D SD

38. If my family does not agree with one of my major life decisions, I go ahead and do what I think is right anyway.

SA A D SD

39. Tradition and ritual serve to remind us of the rich history of our institutions and our society.

SA A D SD

40. Traditions limit our freedom.

SA A D SD

41. A woman should have the right to decide whether or not to get an abortion.

SA A D SD

42. The right to life is more important than a woman's right to decide what she can do with her own body.

SA A D SD

43. Gays and lesbians should not be considered to be living in sin, but rather as having a right to their lifestyle.

SA A D SD

44. If the Bible says that homosexuality is wrong, then it should be considered sinful.

SA A D SD

45. Some criminals deserve to die.

SA A D SD

46. Criminals should be rehabilitated, not put to death.

SA A D SD

47. Local communities should run schools without having to put up with federal government mandates and regulations.

SA A D SD

48. The federal government should ensure that local schools meet national goals and regulations for all students.

SA A D SD

49. Mothers who have children out of wedlock should not receive welfare payments.

SA A D SD

50. Unwed mothers and their children should not be penalized by being denied welfare assistance.

SA A D SD

51. Children who are not U.S. citizens should not be allowed to attend our public schools.

SA A D SD

52. Children should not be denied an education because they are not U.S. citizens.

SA A D SD

[1](#). Source: Developed by M. Ramirez, S. Doell, and N. Rodriguez.

Appendix C

Family Attitude Scale—Revised

The Family Attitude Scale (FAS) was developed by Ramirez (1969) to assess the degree of identification with traditional Mexican American values. Some items were designed by the author and others were adapted from items in three existing scales: Traditional Family Ideology Scale (Levinson and Huffman, 1955), the Historico Sociocultural Premises Scale (Diaz- Guerrero, 1955), and the Parent Attitude Research Instrument (Schafer and Bell, 1958). The FAS was designed to tap six dimensions of traditional values: loyalty to the family, strictness in childrearing, respect for adults, separation of gender roles, male superiority, and time orientation.

In 1995, Ramirez and Carrasco revised the FAS for use in a crossnational study (Rodriguez, Ramirez, and Korman, in press) with parents and their adolescent children in three cultures: Mexican, Mexican American, and white.

Participants can respond to each item on a Likert scale ranging from Agree Strongly (AS) to Disagree Strongly (DS). Scoring is done as follows: AS = 1, A = 2, D = 3, and DS = 4. Nine items (2, 6, 9, 11, 12, 20, 25, 27, and 28) require "reversed" scoring. The scores for reversed (atraditional) items and nonreversed (traditional) items are added to obtain a total score.

RELIABILITY

SPSS subprogram RELIABILITY was used. Data

from 564 participants in a cross-national study collected in Mexico and the United States yielded an alpha coefficient of .75 for the entire sample. For the different cultural groups, the alpha levels were .68 for Mexican adults (N = 200), .69 for Mexican American adults (N = 177), and .75 for white adults (N = 187).

VALIDITY

The FAS was administered to 45 Mexican, 39 Mexican American, and 43 white two-parent families with an adolescent child. All the families were intact and middle class. To test for significant cultural and gender differences on the total FAS score, a 2 (gender) X 3 (culture) ANOVA was performed separately for adolescents and parents. Results for both adolescents and parents yielded a significant main effect for

culture. To determine which cultural groups differed on the FAS, a Tukey's Honestly Significant Differences (THSD) test was performed. Results showed that Mexicans reported more traditional family values than whites and Mexican Americans, with whites reporting the most modern family orientations.

FAMILY ATTITUDE SCALE - REVISED

After each statement, indicate whether you: Agree Strongly (AS), Agree (A), Disagree (D), or Disagree Strongly (DS). Please circle your choice.

1. Parents always know what's best for a child.

SA A D SD

2. A husband should do some of the cooking and house cleaning.

SA A D SD

3. For a child, the mother should be the most-loved person in

existence.

SA A D SD

4. People who are older tend to be wiser than young people.

SA A D SD

5. Girls should not be allowed to play with toys such as soldiers and footballs.

SA A D SD

6. Children should be taught to question the orders of parents and other authority figures.

SA A D SD

7. It is more important to respect the father than to love him.

SA A D SD

8. Boys should not be allowed to play with toys such as dolls and tea sets.

SA A D SD

9. Men tend to be just as emotional as women.

SA A D SD

10. It doesn't do any good to try to change the future, because the future is in the hands of God.

SA A D SD

11. It is all right for a girl to date a boy even if her parents disapprove of him.

SA A D SD

12. It's all right for a wife to have a job outside the home.

SA A D SD

13. Uncles, aunts, cousins, and other relatives should always be considered to be more important than friends.

SA A D SD

14. We must live for today; who knows what tomorrow may bring?

SA A D SD

15. Young people get rebellious ideas, but as they grow older and wiser, they give them up.

SA A D SD

16. A person should take care of his or her parents when they are old.

SA A D SD

17. Parents should recognize that a teenage girl needs to be protected more than a teenage boy.

SA A D SD

18. All adults should be respected.

SA A D SD

19. The father should be considered to have the most authority.

SA A D SD

20. A child should not obey his parents if he or she believes that they are wrong.

SA A D SD

21. It is more important to enjoy the present than to worry about the future.

SA A D SD

22. The best time in a child's life is when they are completely dependent on their parents.

SA A D SD

23. The teachings of religion are the best guide for living a good, moral life.

SA A D SD

24. We can attain our goals only if it is the will of God that we do so.

SA A D SD

25. A child should be taught to be ambitious.

SA A D SD

26. Fathers should always be respected regardless of any personal problems they might have.

SA A D SD

27. A husband should take over some of the household chores and childrearing duties if his wife wants to develop her career interests.

SA A D SD

28. A teenage boy needs to be protected just as much as a teenage girl.

SA A D SD

29. Being born into the right family is as important for achieving success as is hard work.

SA A D SD

30. A person should be satisfied with what he or she has without always wanting to achieve more.

SA A D SD

Total Traditionalism Score _____

Total Atraditional Score _____

Balance Score_____

Appendix D

Therapist's Cognitive Styles Observation Checklist

Communication Style

Field Sensitive

Field Independent

___ 1. The therapist does more talking than the client during the session.

___ 1. The therapist talks less than the client during the session.

___ 2. The therapist personalizes communications, is self-disclosing.

___ 2. The therapist remains a "blank screen" for the client.

___ 3. The therapist uses both verbal and nonverbal modes of communication.

___ 3. The therapist emphasizes verbal communication.

Interpersonal Relationship Style

Field Sensitive

Field Independent

___ 1. The therapist is informal and establishes a close personal relationship with

___ 1. The therapist is formal and maintains "professional"

the client.

distance.

- ___ 2. The therapist focuses on the nature of the therapist-client relationship in therapy.

- ___ 2. The therapist emphasizes self-reliance and is problem-focused.

Motivational Styles

Field Sensitive

Field Independent

- ___ 1. The therapist gives social rewards to the client.

- ___ 1. The therapist emphasizes self rewards.

- ___ 2. The therapist emphasizes achievement for others as one of the goals of therapy.

- ___ 2. The therapist emphasizes achievement for self.

Therapeutic-Teaching Style

Field Sensitive

Field Independent

- ___ 1. The therapist becomes a model for the client in teaching new behaviors, values, and perspectives

- ___ 1. The therapist uses the discovery approach

- ___ 2. The therapist uses direct interpretation.

- ___ 2. The therapist uses reflection, encouraging the client to arrive at

his or her own interpretations.

— 3. The therapist uses deductive approach (global-to-specific) to teaching in therapy.

— 3, The therapist uses inductive (specific-to-global) approach to teaching in therapy.

Appendix E

Client Preferred Cognitive Styles Observation Checklist

Field Sensitive

- Self-disclosing
- Shows interest in personalizing relationship with therapist
- Indicates that social rewards from therapist will be important to progress
- Global focus and deductive learning style

Field Independent

- Depersonalizes problems
 - Relationship with therapist secondary to focus on problems to be addressed in therapy
 - Indicates that increase in personal well-being will be important to progress
 - Detail-focused and inductive learning style
-

Appendix F

Client Preferred Cultural Styles Observation Checklist

Traditional

Modern

___ Behaves deferentially toward the therapist

___ Seeks to establish equal status with therapist

___ Expects the therapist to do most of the talking

___ Does most of the talking

___ Appears shy and self-controlling

___ Appears assertive and self-confident

___ Is observant of social environment

___ Seems to ignore social environment

___ Focuses on important others in relating reasons(s) for seeking therapy

___ Focuses on self in relating reason(s) for seeking therapy

Appendix G

Bicognitive Orientation to Life Scale

SCORING PROCEDURE

Twelve of the Bicognitive Orientation to Life Scale (BOLS) items express a field sensitive (FS) orientation in the areas of: interpersonal relationships, leadership style, learning style, attitudes toward authority, and interest and natural ability in physical and math sciences versus humanities and social sciences. Twelve corresponding items express a field independent (FI) orientation in the same areas of behavior. Subjects express the extent of their agreement with each statement on a four-point Likert scale. Each item is subsequently scored on a scale from 1 to 4, with higher scores indicating greater agreement with the

statements. Items 3, 7, 8, 9,11,14,15,16,19, 20, 22, and 23 reflect an FI orientation, while items 1, 2, 4, 5, 6,10,12,13,17,18, 21, and 24 reflect an FS preference.

Separate field sensitive and field independent scores are obtained for each subject. The bicognitive score is then calculated by taking the absolute difference between the two scores. The closer a respondent's score is to zero, the more bicognitive the respondent is judged to be. The further the score is from zero, the greater the degree of either field independence or field sensitivity.

RELIABILITY

Cronbach alphas were .85 and .82 for FS and FI items, respectively.

VALIDITY

Total scores were correlated with leadership behaviors of monocultural and multicultural Latino college students. Correlation coefficients with effective leadership behaviors in mixed ethnic groups under conditions of conflict (mediation, ensuring that all members were able to express their opinions, seek compromises, and so on) ranged from .65 to .77.

BICOGNITIVE ORIENTATION TO LIFE SCALE

After each statement, indicate whether you: Strongly Agree (SA), Agree (A), Disagree (D), or Strongly Disagree (SD). Please circle your choice.

1. I have always done well in subjects such as history or psychology.

SA

A

D

SD

2. I prefer parties that include my parents and other family members.

SA A D SD

3. An individual's primary responsibility is to himself or herself.

SA A D SD

4. I learn best by working on a problem with others.

SA A D SD

5. I like a leader who is primarily concerned with the welfare of the group, even if it means that the job takes a little longer.

SA A D SD

6. When learning something for the first time, I prefer to have someone explain it to me or show me how to do it.

SA A D SD

7. What my professors or job supervisors think of me is never as important as feeling that I am really making progress in my studies or in my job.

SA A D SD

8. Math has always been one of my favorite subjects.

SA A D SD

9. Some persons do not deserve respect even though they are in positions of authority.

SA A D SD

10. Whenever I experience some failure or let-down, the encouragement of my family helps me get going again.

SA A D SD

11. I enjoy living alone more than living with other people.

SA A D SD

12. I like to get suggestions from others and frequently ask my family for advice.

SA A D SD

13. It is less important to achieve a goal quickly than to make sure no one gets their feelings hurt in the process.

SA A D SD

14. When I look at a mural or large painting, I first see all the little pieces and then, gradually, I see how they all go together to give a total message.

SA A D SD

15. I have always done well in courses such as chemistry or physics.

SA A D SD

16. One of the greatest satisfactions in life is the feeling of having done better than others.

SA A D SD

17. I learn better from listening to a teacher than from reading a book.

SA A D SD

18. History and social studies, in general, have always been among my favorite subjects.

SA A D SD

19. I give people honest criticism even though it might hurt their feelings.

SA A D SD

20. Getting individuals to compete with one another is the quickest and best way to get results.

SA A D SD

21. I like to read biographies and autobiographies.

SA A D SD

22. I prefer to learn things on my own, even if I make repeated mistakes before finally understanding.

SA A D SD

23. I learn better by reading about something myself than by listening to a teacher lecture about it.

SA A D SD

24. When I look at a photograph of someone, I am more aware of the total person than of the details such as hair color, facial expressions, or body type.

SA A D SD

Total FI Score ____

Total FS Score ____

Balance or Bicognitive Score ____

Appendix H

Homework Effectiveness Assessment Instrument

Rating Effectiveness of Diversity Experience

Name

Date

1. How would you rate the conditions in which the diversity experience was tried?

1 Very negative

2 Mostly negative

3 Some positive and some negative

4 Mostly positive

5 Very positive

2. How confident were you when you attempted the diversity experience?

1 Not at all confident

2 Mostly not confident

3 Some lack of confidence and some confidence

4 Mostly confident

5 Very confident

3. How receptive was(were) the target person(s) or group(s)?

1 Very

2 Mostly

3 Some lack

4 Mostly

5 Very

unreceptive unreceptive of receptive receptive
receptiveness and some receptiveness

4. How closely did you follow the plans?

1 Total 2 Mostly 3 Some 4 5 Total
improvisation improvisation improvisation Followed adherence
and some and some and some most of to plan
adherence to adherence to adherence to plan

5. How successful was the diversity experience in achieving your goal(s)?

1 Total 2 Mostly a 3 Some 4 Mostly 5 Very
failure failure failure and successful successful
some success

6. If you feel that you need to change the plan and try another diversity experience of this type, indicate what you think should be done.

Appendix I

Figures and Tables for Introducing Flex Theory

Figure I.1 Relationship between cultural orientation to life and flexibility of personality

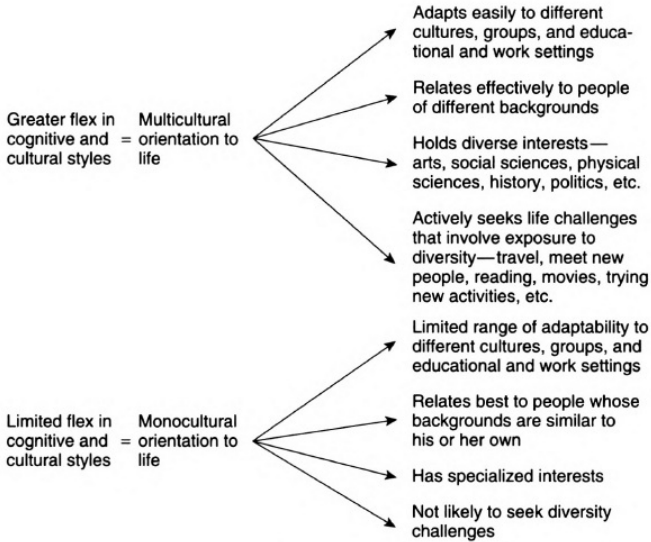
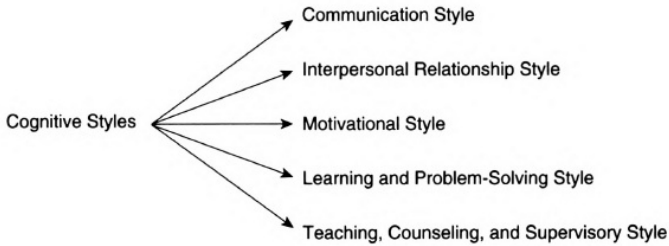


Figure I.2 Relationship between cultural style, socialization–life experiences, and



Figure 1.3 Components of cognitive styles



Personality Characteristics of Field Sensitive and Field Independent People

Communications

Field Sensitive

Field Independent

___ 1. Tends to personalize communications by referring to personal life experiences, interests, and feelings.

___ 2. Tends to focus more on nonverbal than on verbal communication.

___ 1. Tends to be impersonal and to-the-point in communications.

___ 2. Tends to focus more on verbal than on nonverbal communication.

Interpersonal Relationships

Field Sensitive

___ 1. Open and outgoing in social settings.

___ 2. Presents as warm and informal.

Field Independent

___ 1. Reserved and cautious in social settings.

___ 2. Presents as distant and formal.

Motivation

Field Sensitive

___ 1. Values social reward that strengthen relationships with important others.

Field Independent

___ 1. Seeks nonsocial rewards.

___ 2. Motivation is related to achievement for others (family, team, ethnic or racial group, etc.)

___ 2. Motivation is related to self-advancement.

Teaching, Parenting, Supervisory, and Counseling Relationships

Field Sensitive

___ 1. Focuses on relationship with student, child, supervisor, or client.

___ 2. Is informal and self-disclosing.

Field Independent

___ 1. Focuses on task or goal.

___ 2. Is formal and private

Traditional and Modern Cultural Styles

Traditional

___ 1. Typical of rural communities and poor neighborhoods in urban communities and of conservative religions.

Modern

___ 1. Typical of urban and suburban communities and of liberal religions.

___ 2. Emphasizes strictness in
childrearing and separation of
gender roles.

___ 2. Emphasizes
egalitarianism in
childrearing and
in gender-role
definition.

___ 3. Emphasizes cooperation and
group competition.

___ 3. Emphasizes
individual
competition.

___ 4. Emphasizes lifelong
identification with family,
community, and culture.

___ 4. Emphasizes
separation from
family and
community early
in life.

___ 5. Spiritualism emphasized when
explaining "mysteries of life."

___ 5. Science
emphasized
when explaining
"mysteries of life."

Appendix J

Rating the Effectiveness of the Script

Name

Date

1. How would you rate the conditions in which the script was enacted?

1 Very
negative

2 Mostly
negative

3 Some
positive and
some
negative

4 Mostly
positive

5 Very
positive

2. How confident were you when you enacted the script? ?

1 Not at all
confident

2 Mostly not
confident

3 Some lack
of confidence
and some
confidence

4 Mostly
confident

5 Very
confident

3. How receptive was(were) the target person(s) or group(s)?

1 Very
unreceptive

2 Mostly
unreceptive

3 Some lack
of
receptiveness
and some
receptiveness

4 Mostly
receptive

5 Very
receptive

4. How closely did you follow the plans for the script?

1 Total improvisation	2 Mostly improvisation	3 Some improvisation and some adherence to plan	4 Followed most of plan	5 Total adherence to plan
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5. How successful was the script in achieving your goal(s)?

1 Total failure	2 Mostly a failure	3 Some failure and some success	4 Mostly successful	5 Very successful
-----------------	--------------------	---------------------------------	---------------------	-------------------

6. How would you change the script to make it more effective?

FEEDBACK SUMMARY SHEET FOR CLIENTS

FAS-R	T Score	AT Score
Gender roles	_____	_____
Familism	_____	_____
Male superiority	_____	_____

Time orientation	_____	_____
Childrearing	_____	_____
Respect for adults	_____	_____
Balance score	_____	_____
<hr/>		
TMI	M	T
	Score	Score
Gender-role definition	_____	_____
Family identity	_____	_____
Sense of community	_____	_____
Family identification	_____	_____
Time orientation	_____	_____
Age status	_____	_____
Importance of tradition	_____	_____
Spirituality and/or religion	_____	_____
Subservience to convention and authority	_____	_____
<hr/>		

MEI	Scores	
Historical development pattern	_____	
CMI	_____	
Degree of comfort items	_____	
Total Score	_____	

BOLS	FS Score	FI Score
Interpersonal relationships	_____	_____
Leadership style	_____	_____
Learning style	_____	_____
Attitude toward authority	_____	_____
Interest and natural ability in physics, math, sciences, humanities, and social sciences	_____	_____
Bicognitive score	_____	_____

Appendix K

Imelda's Response to TMI and Session Notes

Name: Imelda M.

Please express your true feelings about each statement below by indicating whether you Strongly Agree (SA), Agree (A), Disagree (D), or Strongly Disagree (SD).

1. Husbands and wives should share equally in housework.

(SA) A D SD

2. All institutions should follow a democratic decision-making process.

SA A **(D)** SD

3. I prefer to live in a small town or a friendly neighborhood where everyone knows each other.

SA **(A)** D SD

4. Women with children at home should not have a full-time

career or job outside of the home.

SA A D **(SD)**

5. Students should not question the teachings of their teachers or professors.

SA A D **(SD)**

6. I prefer to live in a large city.

SA **(A)** D SD

7. Husbands and wives should share equally in child-rearing and child care.

(SA) A D SD

8. In industry or government, when two persons are equally qualified, the older person should get the job.

(SA) A D SD

9. It's hard to meet and get to know people in cities.

(SA) A D SD

10. Women should assume their rightful place in business and in the professions along with men.

(SA) A D SD

11. Laws should be obeyed without question.

(SA) A D SD

12. You should know your family history so you can pass it on to your children

(SA) A D SD

13. In general, the father should have greater authority than the mother in bringing up children.

(SA) A D SD

14. Students should have decision-making power in schools and universities.

SA **(A)** D SD

15. It does not matter to me if my job requires me to move far away from the place where I have my roots.

SA A D **(SD)**

16. Husbands and wives should participate equally in making important family decisions.

(SA) A D SD

17. With institutions, the amount of power a person has should

not be determined by either age or gender.

SA **(A)** D SD

18. I prefer the excitement of a large city to the relaxed living in a small town.

SA A **(D)** SD

19. Children should always be respectful of their parents and older relatives.

(SA) A D SD

20. Traditional observances, such as church services or graduation ceremonies, add meaning to life.

(SA) A D SD

21. Adult children should visit their parents regularly.

(SA) A D SD

22. We should not let concerns about time interfere with our friendships and interactions with others.

(SA) A D SD

23. Children should be taught to be loyal to their families.

(SA) A D SD

24. Creationism, the Biblical version of the universe, should not be taught in schools.

SA A D **(SD)**

25. Children should be encouraged to be independent of their families at an early age.

SA A D **(SD)**

26. If you are not careful, people can cause you to waste your time and you will never get anything accomplished.

SA A D **(SD)**

27. Most traditional ceremonies are outmoded and wasteful of time and money.

SA A D **(SD)**

28. There is no doubt that the universe was created by a supreme being.

(SA) A D SD

29. Children should be taught to always feel close to their families.

(SA) A D SD

30. We get into such a hurry sometimes that we fail to enjoy life.

(SA) A D SD

31. Everything a person does reflects on his or her family.

SA A D **(SD)**

32. Eventually, science will explain all the mysteries of life.

SA A D **(SD)**

33. A person should only be responsible to himself or herself.

SA A D **(SD)**

34. No matter how many advances we make through science, we will never be able to understand many important things in life.

(SA) A D SD

35. Most religions are primarily folklore and superstition.

SA A D **(SD)**

36. When making important decisions about my life, I always like to consult members of my family.

(SA) A D SD

37. Religion adds meaning to our mechanized and impersonal lives.

(SA) A D SD

38. If my family does not agree with one of my major life decisions, I go ahead and do what I think is right anyway.

SA A **(D)** SD

39. Tradition and ritual serve to remind us of the rich history of our institutions and our society.

(SA) A D SD

40. Traditions limit our freedom.

SA A D **(SD)**

Total T Score = +74

Total M Score = -40

Balance Score = +34

Therapist's Ratings and Notes on Preferred Cultural Styles Observation Checklist for Imelda

Initial Session

	<i>Traditional</i>	<i>Notes</i>
X	Behaves deferentially	"Sir" and "Doctor"
X	Expects therapist or counselor to do the talking	Quiet, does not initiate interactions
X	Appears shy and nonassertive	Avoids eye contact, looks at floor
X	Observant of physical and social environments	Said she liked office as she was leaving
X	Focuses on important others when discussing presenting problem(s)	Focuses on relationship with grandparents, parents, teachers, and boyfriend

Modern

Notes

___ Seeks to establish equal status with therapist or counselor

___ Does most of the talking

___ Assertive and self-confident

___ Ignores environment

— Focuses on self in
discussing presenting
problems

Appendix L

Harold's Response to BOLS and Session Notes

Name: Harold H.

After each statement, indicate whether you Strongly Agree (SA), Agree (A), Disagree (D), or Strongly Disagree (SD). Please circle your choice.

1. I have always done well in subjects such as history or psychology.

SA A **(D)** SD

2. I prefer parties that include my parents and other family members.

SA A D **(SD)**

3. An individual's primary responsibility is to himself or herself.

(SA) A D SD

4. I learn best by working on a problem with others.

SA A **(D)** SD

5. I like a leader who is primarily concerned with the welfare of the group, even if it means that the job takes a little longer.

SA A **(D)** SD

6. When learning something for the first time, I prefer to have someone explain it to me or show me how to do it.

SA A D **(SD)**

7. What my professors or job supervisors think of me is never as important as feeling that I am really making progress in my studies or in my job.

(SA) A D SD

8. Math has always been one of my favorite subjects.

(SA) A D SD

9. Some persons do not deserve respect even though they are in positions of authority.

(SA) A D SD

10. Whenever I experience some failure or let-down, the encouragement of my family helps me get going again.

SA A **(D)** SD

11. I enjoy living alone more than living with other people.

SA **(A)** D SD

12. I like to get suggestions from others and frequently ask my family for advice.

SA A D **(SD)**

13. It is less important to achieve a goal quickly than to make sure no one gets their feelings hurt in the process.

SA A **(D)** SD

14. When I look at a mural or large painting, I first see all the little pieces and then, gradually, I see how they all go together to give a total message.

(SA) A D SD

15. I have always done well in courses such as chemistry or physics.

(SA) A D SD

16. One of the greatest satisfactions in life is the feeling of having done better than others.

(SA) A D **SD**

17. I learn better from listening to a teacher than from reading a book.

SA A D **(SD)**

18. History and social studies, in general, have always been among my favorite subjects.

SA A D **(SD)**

19. I give people honest criticism even though it might hurt their feelings.

(SA) A D SD

20. Getting individuals to compete with one another is the quickest and best way to get results.

(SA) A D SD

21. I like to read biographies and autobiographies.

SA A **(D)** SD

22. I prefer to learn things on my own, even if I make repeated mistakes before finally understanding.

(SA) A D SD

23. I learn better by reading about something myself than by listening to a teacher lecture about it.

(SA) A D SD

24. When I look at a photograph of someone, I am more aware of the total person than of the details such as hair color, facial expressions, or body type.

SA A (D) SD

Total FI Score = -47

Total FS Score = +19

Balance or Bicognitive Score = -29

Therapist's Ratings and Notes on Preferred Cognitive Styles Observation Checklist for Harold

Initial Session

<i>Field Independent</i>	<i>Notes</i>
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X	Depersonalizes presenting problem(s)	Focuses strictly on communication style —no feelings discussed, "businesslike," no attempt to personalize; "I want to be as effective and efficient as I used to be."
---	--------------------------------------	---

X Relationship to therapist is secondary to problem(s)

X Improvement in personal effectiveness is primary concern Notes he made on pad were very detailed; goes from specific to global

X Detail-focused and inductive

Field Sensitive Notes

X Self-disclosing Seems to value close relationships with managers, supervisors, and employees.

___ Personalizes relationship with therapist

___ Values social rewards

___ Global-focused and deductive

Appendix M

Traditionalism-Modernism Inventory (Pre-Revised)

Please express your feeling about each statement below by indicating whether you Agree Strongly (4), Agree Mildly (3), Disagree Mildly (2), or Disagree Strongly (1).

1. Husbands and wives should share equally in housework.

4 3 2 1

2. All institutions should follow a democratic decision-making process.

4 3 2 1

3. I prefer to live in a small town or a friendly neighborhood where everyone knows each other.

4 3 2 1

4. Women with children at home should not have a full-time

career or job outside of the home.

4 3 2 1

5. Students should not question the teachings of their teachers or professors.

4 3 2 1

6. I prefer to live in a large city.

4 3 2 1

7. Husbands and wives should share equally in child-rearing and child care.

4 3 2 1

8. In industry or government, when two persons are equally qualified, the older person should get the job.

4 3 2 1

9. It's hard to meet and get to know people in cities.

4 3 2 1

10. Women should assume their rightful place in business and in the professions along with men.

4 3 2 1

11. Laws should be obeyed without question.

4 3 2 1

12. You should know your family history so you can pass it on to your children

4 3 2 1

13. In general, the father should have greater authority than the mother in bringing up children.

4 3 2 1

14. Students should have decision-making power in schools and universities.

4 3 2 1

15. It does not matter to me if my job requires me to move far away from the place where I have my roots.

4 3 2 1

16. Husbands and wives should participate equally in making important family decisions.

4 3 2 1

17. With institutions, the amount of power a person has should

not be determined by either age or gender.

4 3 2 1

18. I prefer the excitement of a large city to the relaxed living in a small town.

4 3 2 1

19. Children should always be respectful of their parents and older relatives.

4 3 2 1

20. Traditional observances, such as church services or graduation ceremonies, add meaning to life.

4 3 2 1

21. Adult children should visit their parents regularly.

4 3 2 1

22. We should not let concerns about time interfere with our friendships and interactions with others.

4 3 2 1

23. Children should be taught to be loyal to their families.

4 3 2 1

24. The Biblical version of the creation of the universe, should not be taught in schools.

4 3 2 1

25. Children should be encouraged to be independent of their families at an early age.

4 3 2 1

26. If you are not careful, people can cause you to waste your time and you will never get anything accomplished.

4 3 2 1

27. Most traditional ceremonies are outmoded and wasteful of time and money.

4 3 2 1

28. There is no doubt that the universe was created by a supreme being.

4 3 2 1

29. Children should be taught to always feel close to their families.

4 3 2 1

30. We get into such a hurry sometimes that we fail to enjoy life.

4 3 2 1

31. Everything a person does reflects on his or her family.

4 3 2 1

32. Eventually, science will explain all the mysteries of life.

4 3 2 1

33. A person should only be responsible to himself or herself.

4 3 2 1

34. No matter how many advances we make through science, we will never be able to understand many important things in life.

4 3 2 1

35. Most religions are primarily folklore and superstition.

4 3 2 1

36. When making important decisions about my life, I always like to consult members of my family.

4 3 2 1

37. Religion adds meaning to our mechanized and impersonal lives.

4 3 2 1

38. If my family does not agree with one of my major life decisions, I go ahead and do what I think is right anyway.

4 3 2 1

39. Tradition and ritual serve to remind us of the rich history of our institutions and our society.

4 3 2 1

40. Traditions limit our freedom.

4 3 2 1

Total T Score = ____

Total M Score = ____

Balance Score = ____

Appendix N

Record of Match and Mismatch

Name:

Week of:

Match

Description of Incident	Date and Time	Situation and Setting	How I Reacted (Include verbal and nonverbal behaviors)	How My Partner Reacted (Include verbal and nonverbal behaviors)	Describe Areas of Cultural and Cognitive Styles Match	Positive Effects on Relation:
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Mismatch

Description of Incident	Date and Time	Situation and Setting	How I Reacted (Include verbal and nonverbal behaviors)	How My Partner Reacted (Include verbal and nonverbal behaviors)	Describe Areas of Cultural and Cognitive Styles Mismatch	Negative Effects on Relation:
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GLOSSARY

Attitude of Acceptance a nonjudgmental, positive, accepting atmosphere devoid of conformity or assimilation pressures. In therapy this enables the client to express his unique, or true, self.

Bicognitive Orientation to Life Scale (BOLS) a personality inventory composed of items that reflect the degree of preference for field sensitive or field independent cognitive styles in different life domains. Assesses cognitive flex by determining the degree of agreement with items that reflect preference for either field independent or field sensitive cognitive styles. A balance or bicognitive score is also attained.

Bicognitive Style a cognitive style characterized by an ability to shuttle between the field sensitive and field independent styles. Choice of style at any given time is dependent on task demands or situational characteristics. For example, if a situation demands competition, the bicognitive person usually responds in a field independent manner. On the other hand, if the situation demands cooperation, the bicognitive individual behaves in a field sensitive manner. People with a bicognitive orientation also may use elements of both the field sensitive and field independent styles to

develop new composite or combination styles.

Bicultural/Multicultural Style a cultural style characterized by an ability to shuttle between the traditional and modern cultural styles. Choice of style at any given time is dependent on task demands or situational characteristics.

Change Agent a person who actively seeks to encourage changes in the social environment in order to ensure acceptance and sensitivity to all cultural and cognitive styles.

Cognitive and Cultural Flex Theory (or Theory of Multicultural Development) the theory that people who are exposed to socialization agents with positive attitudes toward diversity, participate in diversity challenges, interact with members of diverse cultures, maintain an openness and commitment to learning from others, and are more likely to develop multicultural patterns of behavior and a multicultural identity. People who have developed a multicultural identity have a strong, lifelong commitment to their groups of origin as well as to other cultures and groups.

Cognitive Style a style of personality defined by the ways in which people communicate and relate to others; the rewards that motivate them; their problem-solving approaches; and the manner in which they teach, socialize with, supervise, and counsel others. There are three types of cognitive styles: field sensitive, field independent, and bicultural.

Cultural and Cognitive Flex (Personality Flex) the ability to shuttle between field sensitive and field independent cognitive styles and modern and traditional cultural styles.

Cultural Democracy (1) a philosophy that recognizes that the way a person communicates, relates to others, seeks support and recognition from his environment, and thinks and learns are products of the value system of his home and community; (2) refers to the moral rights of an individual to be different while at the same time be a responsible member of a larger society.

Cultural Style an orientation to life related to or based on traditional and modern values or a combination of these values. Assessed by the Traditionalism- Modernism Inventory and the Family Attitude Scale.

Diversity Challenges a catalyst for multicultural development such as cultural and linguistic immersion experiences, new tasks, and activities that encourage the process of synthesis and amalgamation of personality building blocks learned from different cultures, institutions, and peoples.

Empathy Projection the process whereby a person tries to understand the point of view and feelings of others whose cognitive styles and values are different from his own.

False Self the identity developed as a result of attempts to conform to cultural and cognitive styles of authority figures,

institutions, and majority cultures.

Family Attitude Scale a personality inventory to assess a person's degree of agreement with traditional and modern family values.

Field Independent a cognitive style characterized by independent, abstract, discovery-oriented learning preferences, an introverted lifestyle, a preference for verbal communication styles, and an emphasis on personal achievement and material gain. People with a preferred field independent orientation are likely to be analytical and inductive and focus on detail. They also tend to be nondirective and discovery-oriented in childrearing, and in teaching, supervising, and counseling others.

Field Sensitive a cognitive style characterized by interactive personalized learning preferences, an extroverted lifestyle, a preference for nonverbal communication styles, a need to help others. People with a preferred field sensitive orientation tend to be more global, integrative, and deductive in their thinking and problem-solving styles, and they tend to be directive in childrearing, and in teaching, supervising, and counseling others.

Life History Interview focuses on the development and expressions of cultural flex during different periods of life: infancy and early childhood, early school and elementary school years, middle school years, high school years, and post- high school

period. The life history interview also focuses on the extent of an individual's actual participation in both traditional and modern families, cultures, groups, and institutions. The life history identifies the type of cultural flex by examining the degree to which a person has been able to combine modern and traditional values and belief systems to arrive at multicultural values and worldviews.

Match and/or Mismatch refers to person-environment fit with respect to the degree of harmony or lack of harmony between cultural/cognitive styles and environmental demands. Two types are cognitive mismatch and cultural mismatch.

Mismatch Shock an extreme case of the mismatch syndrome.

Mismatch Syndrome a lack of harmony between a person's preferred cultural and/or cognitive styles and environmental demands. This occurs when people feel at odds to the important people and institutions in their lives. They feel alone, hopeless, and misunderstood; they may exhibit a number of symptoms, including self-rejection, depression, negativity, rigidity, and attempts to escape reality.

Model a person whom the client admires and who is dominant in the cultural/ cognitive styles the client wants to learn.

Modeling the process whereby people learn unfamiliar cognitive and cultural styles through imitation and observation of others,

through reading and through travel.

Modern a value orientation that emphasizes and encourages separation from family and community early in life. It is typical of urban communities, liberal religions, and of North American and Western European cultures. People who are identified as having a modern value orientation tend to emphasize science when explaining the mysteries of life; they have a strong individualistic orientation; they tend to deemphasize differences in gender and age roles; and they emphasize egalitarianism in childrearing practices.

Multicultural Ambassador a multicultural person who promotes the development of multicultural environments which encourage understanding (multicultural education) and cooperation among different people and groups.

Multicultural Educator a multicultural person who educates others about the advantages of cultural and cognitive diversity and multicultural orientations to life.

Multicultural Experience Inventory (MEI) an inventory that assesses historical and current experiences. It focuses on personal history and behavior in three areas: demographic and linguistic, socialization history, and degree of multicultural participation in the past as well as the present. The MEI consists of two types of items: historical (reflecting historical development pattern—HDP) and contemporary functioning (reflecting contemporary multicultural identity

—CMI). Includes items that deal with degree of comfort and acceptance.

Multicultural Model of Psychotherapy a model of therapy that emphasizes multicultural development by maximizing the client's ability to flex between cultural and cognitive styles when faced with different environmental demands and development of a multicultural orientation to life characterized by serving as a multicultural educator, ambassador, and peer counselor.

Multicultural Peer Counselor a multicultural person who provides emotional support and facilitates change and development of empowerment in those of his or her peers who are suffering from mismatch.

Multicultural Person-Environment Fit Worldview a worldview that is based on the following assumptions: (1) There are no inferior people, cultures, or groups in terms of gender, ethnicity, race, economics, religion, physical disabilities, region, sexual orientation, or language; (2) problems of maladjustment are the result of mismatch between people, or between people and their environments rather than of inferior people or groups; (3) every individual, group, or culture has positive contributions to make to personality development and to a healthy adjustment to life; (4) people who are willing to learn from others and from groups and cultures different from their own acquire multicultural building blocks (coping techniques and perspectives), which

are the basis of multicultural personality development and multicultural identity; (5) synthesis and amalgamation of personality building blocks acquired from different people, groups, and cultures occur when the person with multicultural potential works toward the goals of understanding and cooperation among diverse groups and peoples in a pluralistic society; and (6) synthesis and amalgamation of personality building blocks from diverse origins contribute to the development of multicultural personality development and psychological adjustment in a pluralistic society.

Preferred Cultural and Cognitive Styles Observation Checklists

observational rating scales that list field sensitive and field independent behaviors in five domains: communications; interpersonal relationships; motivation; teaching, parenting, supervising, and counseling; learning and problem solving. The checklists can be used to assess modern and traditional cultural styles and values.

Preferred Styles the dominant cultural and cognitive styles of a person.

Scriptwriting a therapy strategy used, along with role-playing, to promote cultural and cognitive flex development by matching the cultural or cognitive styles of a person or institution.

Theory of Multicultural Development see Cognitive and Cultural

Flex Theory.

Traditional a value orientation that emphasizes close ties to family and community throughout life. It is typical of rural communities, conservative religions, and of minority and developing cultures. People identified as having traditional value orientations tend to have a spiritual orientation toward life, are strongly identified with their families and communities of origin, usually believe in separation of gender and age roles; and typically endorse strict approaches to child-rearing.

Traditionalism-Modernism Inventory (TMI) a personality inventory that assesses the degree of identification with traditional and modern values and belief systems. The instrument yields scores indicating the degree of agreement with items reflecting traditionalism or modernism. The degree of flex can be determined by examining the differences between the total traditionalism and total modernism scores (balance score) as well as by looking at the degree of agreement with the traditional and modern items across the different domains of life: gender-role definition; family identity; sense of community; family identification; time orientation; age status; importance of tradition; subservience to convention and authority; spirituality and religion; attitudes toward issues such as sexual orientation, the death penalty, the role of federal government in education, benefits to single mothers and

noncitizens, and abortion. Type of flex can be determined by examining the degree of flex within each domain.

Tyranny of the Shoulds an individual's perception of the self based on what she believes others expect the person to be like. The pressure to conform could contribute to psychological maladjustment—the individual develops a false self based on the "shoulds" of parents, important others, and societal institutions.

Unique Self a person's preferred cultural and cognitive styles before he has been subjected to the pressures of conformity.

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