

## Working Effectively with Culturally Diverse Families

© 2018, PACER Center



---

---

---

---

---

---

---

---

## Presentation Information

© 2018 by PACER Center, Inc.

PACER Center  
8161 Normandale Blvd  
Bloomington, MN 55437  
952-838-9000  
[www.pacer.org](http://www.pacer.org)

This event is funded in part by the Minnesota Department of Education, federal award, Part C

Page 2



---

---

---

---

---

---

---

---

## Today's Presenters



Jesus Villasenor  
Hispanic and Latino Families



Dao Xiong  
Hmong Families



Hassan Samantar  
Somali Families



Judy Swett  
Early Childhood Coordinator

Page 3



---

---

---

---

---

---

---

---

## PACER Center

- Founded in 1978.
- Provide assistance to the entire state.
- Most PACER staff are parents or family members of children with disabilities.
- PACER's National Center for Bullying Prevention.




---

---

---

---

---

---

---

---

## PACER Projects

- PACER serves children ages birth through young adults.
- Simon Technology Center
- Services are free to Minnesota parents of children with disabilities.
- Multicultural Projects




---

---

---

---

---

---

---

---

## Workshop Objectives

- Build capacity among interpreters and cultural liaisons to assist families from diverse cultures at Individual Family Service Plan (IFSP) and Individual Education Program (IEP) meetings and home visits.
- Enhance communication and understanding among school staff when working with diverse families.




---

---

---

---

---

---

---

---

### Importance of Interpreters and Cultural Liaisons

- Special education programs are required by the Individuals with Disabilities Education Act (IDEA) to communicate with families and to evaluate students in their native language.
- Schools must rely upon interpreters and cultural liaisons to fulfill their obligations under federal law.




---

---

---

---

---

---

---

---

### Role of an Interpreter and Cultural Liaison

- Serve as a link between family and special education staff or other school staff.
- Help build trusting and supportive relationships.
- Help the family understand the laws and intent of early childhood special education services.
- Help the family voice their concerns, needs, strengths, opinions and priorities.
- Honor confidentiality.




---

---

---

---

---

---

---

---

### Brief Overview of Early Childhood Special Education

- Purpose of Early Intervention services.
- The Evaluation/Assessment Process.
- Early Intervention and Early Childhood Special Education services.
- IFSPs and IEPs.
- Services in the natural and least restrictive environments.




---

---

---

---

---

---

---

---

### Importance of the Family Voice

- Families are the most important people in their child's life.
- Families know their child better than anyone else.
- Families are the only permanent member of the special education team.



Page 10




---

---

---

---

---

---

---

---

### Part C of IDEA Birth to Three

One purpose of Federal Law Part C:

- To enhance the capacity of families to meet the special needs of their infants and toddlers with disabilities.



Page 11




---

---

---

---

---

---

---

---

### PART C of IDEA/ Early Intervention

- The early intervention system is family-driven.
- Families are involved in planning services and outcomes.
- Services are written into an IFSP.
- The IFSP is both a process and a written plan that includes resources, strengths and needs of families.



Page 12




---

---

---

---

---

---

---

---

### Early Intervention Services

- School staff help families use everyday activities to teach their infant or toddler a new skill.
- Infants and toddlers learn throughout their daily routines.
- Families provide their children with learning experiences that promote development.




---

---

---

---

---

---

---

---

### Eligibility for Services For Part C

- Child has a diagnosed physical or mental condition or disorder that has a high probability of resulting in developmental delay regardless of whether the child has a demonstrated need.
- Child has a developmental delay in one or more areas: cognitive, physical, communication, social or emotional and adaptive development.
- Meets criteria in one of the disability categories.
- Informed clinical opinion.




---

---

---

---

---

---

---

---

### IFSP Outcomes/ Family Goals

- Based on the child's participation in everyday activities:
  - Normal routines
  - Mealtime
  - Bedtime
  - Everyday family activities




---

---

---

---

---

---

---

---

### IFSP Child and Family Outcomes

- Should be selected by the family and written in language they can understand.
- Should identify the **positive knowledge, skills or actions** for the child and/or family members.
- Should be reasonably achieved within the timeframe covered by the IFSP.



Page 16

---

---

---

---

---

---

---

---

### Natural Environments

- Home and community settings where all children participate.
- Maximum extent appropriate.



Page 17

---

---

---

---

---

---

---

---

### Some Things to Consider

- You may be working with a family who has just learned that their child has a disability or developmental delay.
- Understand that, for some families, dealing with a new diagnosis at the same time that they are also learning how the special education process works can be challenging.



Page 18

---

---

---

---

---

---

---

---

## Part B of IDEA

- Students meet developmental goals, and, to the maximum extent possible, the challenging expectations that have been established for all children.
- Students are prepared to lead "productive and independent adult lives to the maximum extent appropriate".
- Strengthens the role and responsibility of parents.



Page 19

---

---

---

---

---

---

---

---

## Eligibility for Preschool Special Education Services under Part B

- Categorical Disability
- Developmental Delay
  - Diagnosed condition or disorder with a high probability of resulting in developmental delay **and** identifiable educational need.
  - Substantial development delay in 2 or more of 5 domains (communication, cognition, social/emotional, adaptive, physical development) **and** identifiable educational need.



Page 20

---

---

---

---

---

---

---

---

## IEP ECSE Goals and Objectives

- Should identify what skill the child needs to master to increase his/her ability to interact positively and more independently with his/her physical or social environment.
- Prioritize a goal and identify those routines within the child's day that are most impacted by the goal.
- Add a criteria to state how child will demonstrate mastery of the skill.
- Specify the period of time during which the child will attain the goal.



Page 21

---

---

---

---

---

---

---

---

## Least Restrictive Environment

"To the maximum extent appropriate, children with disabilities are educated with children who are not disabled, and removal of children with disabilities from the regular educational environment occurs only when education in regular classes cannot be achieved satisfactorily."



Page 22



---

---

---

---

---

---

---

---

## Jesús Villaseñor

- Multicultural Specialist, at PACER for 21 years.
- Former member of the Diversity Advisory Committee and Chair of the Latino Affairs Council.
- Former National Field Reviewer for Cultural and Linguistic Appropriate Services Institute (CLAS).
- Member of the Advisory Board of the Institute of Community Integration U of M.
- Parent of an adult son with Learning Disabilities.



Page 23



---

---

---

---

---

---

---

---

## Diversity in Minnesota

### ***Growth in Latino Population in Minnesota***

- About 300,000, over 20 Spanish speaking countries.
- 80% from Mexico, 90% Catholics.
- New community, very close knit.
- Great diversity, different degrees of acculturation.
- Independence is not a value, rather interdependence is valued.
- Many in survival mode, family stress.



Page 24



---

---

---

---

---

---

---

---



## Family's Perception of Disability and Mental Health

- The perception of disability in the Latino community depends on the socioeconomic status and the level of acculturation of the family.
- Recently, the stigma of mental health has been reduced as the awareness has been increased.



Photo by Unknown Author is licensed under CC BY-NC-ND

Page 25




---

---

---

---

---

---

---

---

---

---

## Role of Interpreter/Cultural liaison

What is specific to the culture you represent in relation to these roles:

- Help build trusting and supportive relationships.
- Help the family understand the laws and intent of early childhood special education services.
- Help the family voice their concerns, needs, strengths, opinions and priorities.



Page 26




---

---

---

---

---

---

---

---

---

---

## Hassan Samantar

- Parent Advocate and Trainer, Community Outreach Specialist and advisor to Somali parents.
- Has served on several former district Interagency Early Intervention Outreach Committees.
- Collaborates with State and Federal Agencies in Mental Health/ASD projects.
- Member of Department of Human Services Cultural & Ethnic Leadership Council.
- Parent of a young adult with mental health issues.



Page 27




---

---

---

---

---

---

---

---

---

---

## Diversity in Minnesota

### Growth in Somali Population in Minnesota

- Migration of Somali Population in Minnesota 1990's.
- About 70,000 – 100,000.
- Many spent some time in refugee camps in East Africa.




---

---

---

---

---

---

---

---

## Family's Perception of Disability and Mental Health

- Developmental milestones.
- Working with interpreters.
- Direct communication.
- It will not be unusual for the parent to initially say, "There's nothing wrong with my child."
- Put emphasis on learning, not behavior (Use test results).
- Desired services.




---

---

---

---

---

---

---

---

## Role of Interpreter and Cultural liaison

What is specific to the culture that you represent in relation to these roles:

- Help build trusting and supportive relationships.
- Help the family understand the laws and intent of early childhood special education services.
- Help the family voice their concerns, needs, strengths, opinions and priorities.




---

---

---

---

---

---

---

---

## Dao Xiong

- Parent advocate and trainer at PACER Center for 25 years.
- Came to the United States as a refugee 39 years ago.
- Parent of 7 children, including an adult daughter with a cognitive disability and a son with mental health needs.
- Participates with many organizations in an advisory role.




---

---

---

---

---

---

---

---

## Diversity in Minnesota

### *Growth in Hmong Population in Minnesota*

- Many migrated late 1970 due to political prosecution.
- About 79,000.
- Concentrated in Twin Cities.
- Strong inter-family dependency.




---

---

---

---

---

---

---

---

## Family's Perception of Disability/Mental Health

- Beliefs related to the cause of the disability.
- Family will take time to observe and will eventually come to accept (allow enough time in the process for families to make decisions).
- Once they have accepted the disability, they will then seek help.




---

---

---

---

---

---

---

---

### Role of Interpreter/Cultural liaison

What is specific to the culture that you represent in relation to these roles:

- Help build trusting and supportive relationships.
- Help the family understand the laws and intent of early childhood special education services.
- Help the family voice their concerns, needs, strengths, opinions and priorities.




---

---

---

---

---

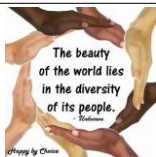
---

---

---

### Communicating With and Engaging Diverse Families

- Start with conversation.
- Indicate how behavior adversely impacts learning.
- Maintain confidentiality.
- Ask questions - do not make assumptions.
- Do not overwhelm with information.




---

---

---

---

---

---

---

---

### Communicating and Engaging Diverse Families

- Make sure your translation is family friendly.
- Make sure parent has a copy of the IEP and other relevant documents.
- Explain what will happen next in the process and provide an anticipated timeline for future activities.




---

---

---

---

---

---

---

---

### Q & A's

The more different your culture is from the family's culture, the more intentional you need to be in your interactions.

- Check for understanding, **ask questions**, and talk things over.



Page 37

---

---

---

---

---

---

---

---

### Final Thoughts?



Page 38

---

---

---

---

---

---

---

---

### Thanks for Coming

- Please complete the evaluation or the on-line survey.



Page 39

---

---

---

---

---

---

---

---