

Additional Resources for Module Five

References

- Annamma, S. A., Connor, D., & Ferri, B. (2013). Dis/ability critical race studies (DisCrit): Theorizing at the intersections of race and dis/ability. *Race Ethnicity and Education*, 16(1), 1-31.
- Artiles, A. J., Rueda, R., Salazar, J. J., & Higareda, I. (2005). Within-group diversity in minority disproportionate representation: English language learners in urban school districts. *Exceptional children*, 71(3), 283-300.
- Arzubiaga, A., Artiles, A. J., King, K. A., & Harris-Murri, N. J. (2008). Beyond culturally responsive research: Challenges and implications of research as cultural practice. *Exceptional Children*, 71, 283-300.
- Burke, M. M., & Goldman, S. E. (2018). Special education advocacy among culturally and linguistically diverse families. *Journal of Research in Special Educational Needs*, 18(S1), 3-14.
- García, S. B., & Ortiz, A. A. (2013). Intersectionality as a framework for transformative research in special education. *Multiple Voices for Ethnically Diverse Exceptional Learners*, 13(2).
- Harry, B. (2008). Collaboration with Culturally and Linguistically Diverse Families: Ideal versus Reality. *Exceptional Children*, 74(3), 372-388.
- Harry, B. & Ocasio-Stoutenburg, L. (2020). Meeting families where they are: Building equity through advocacy with diverse schools and communities. New York, NY: Teachers College Press.
- Ishimaru, A. M. (2020). Just schools: Building equitable collaborations with families and communities. New York, NY: Teachers College Press.
- Jung, A.W. (2011). Individualized education programs (IEPs) and barriers for parents from culturally and linguistically diverse backgrounds. *Multicultural Education*, 19 (3), 21-25.
- Kalyanpur, M., & Harry, B. (2012). Cultural reciprocity in special education: Building family-professional relationships. Paul H. Brookes Publishing Company.
- Rodriguez, R. J., Blatz, E. T., & Elbaum, B. (2014). Strategies to involve families of Latino students with disabilities: When parent initiative is not enough. *Intervention in School and Clinic*, 49(5), 263-270.
- Rossetti, Z., Sauer, J. S., Bui, O., & Ou, S. (2017). Developing collaborative partnerships with culturally and linguistically diverse families during the IEP process. *Teaching Exceptional Children*, 49(5), 328-338.
- Rossetti, Z., Redash, A., Sauer, J. S., Bui, O., Wen, Y., & Regensburger, D. (2020). Access, accountability, and advocacy: Culturally and linguistically diverse families' participation in IEP meetings. *Exceptionality*, 28(4), 243-258.



in partnership with



OKLAHOMA
Education

References (continued)

- Turnbull, A., Turnbull, R., Francis, G.L., Burke, M., Kyzar, K., Haines, S.J., Gershwin, T., Shepherd, K.G., Holdren, N., & Singer, George, H.S. (2022) Families and Professionals: Trusting Partnerships in General and Special Education (8th Ed.). New York, NY: Pearson.
- Wolfe, K. & Duran, L. K. (2013). Culturally and linguistically diverse parents' perceptions of the IEP process: A review of current research. *Multiple Voices for Ethnically Diverse Exceptional Learners*, 13(2), 4-18.



in partnership with



OKLAHOMA
Education

Other Assets

Barriers Experienced By Culturally and Linguistically Diverse Families in Special Education

- Inequity throughout the system (knowledge and services)
- Unrealistic expectations about family involvement (e.g., parent volunteer expectations)
- Lack of cultural responsiveness exhibited by professionals
- Language/communication challenges
- Lack of/Inappropriate accommodations related to language, including lack of skilled interpreters (despite being federally mandated)
- Insufficient information about the special education processes provided to families
- Little respect for familial expertise and contributions
- Deficit views of families and children
- Procedural safeguards difficult to understand and interpret (at a graduate education level)
- Power imbalances with school personnel
- Assessment results and other paperwork often not translated in time for IEP meetings



in partnership with



OKLAHOMA
Education

Culturally Responsive Strategies for Building Trusting Family-Professional Partnerships

1. Self-evaluate: Learn about yourself, including family-professional partnership expectations, personal values, beliefs, bias, and how those have been shaped through your educational journey.
 - Provide your definition of “trusting family-professional partnerships.”
 - Identify personal expectations regarding family-professional partnership interactions within your role.
 - Reflect on your cultural beliefs and experiences regarding education and family-professional partnerships, and how those were shaped.
 - Assess personal bias, including their significance in your educational journey.
 - Strategize and plan for implementing culturally responsive practices, including any identified areas of improvement.
2. Educate yourself about culture, and the various aspects of culture, including race, gender, disability, ethnicity, religious affiliation, sexual orientation, and others.
3. Understand that families are unique, and each is different. Consequently, families may have different views about: disability, the role of educators, education, conflict, privacy, body language, gender roles, etc.
4. Get to know each family individually.
 - Learn about the family and their unique culture.
 - Find out about family members’ goals and expectations for the child, including their perception of the student’s disability.
 - Share with family members that you want to get to know them.
5. Access a cultural broker: Identify someone from the student/family culture to act as an intermediary and advocate between family and professionals.
6. Connect family members with resources
 - Social support: Provide families with parent-to-parent opportunities to connect with other families from similar cultures/ needs/backgrounds
 - Navigational/Informational support: Provide families with helpful resources to navigate the educational system (e.g., informational sessions, websites).



in partnership with



OKLAHOMA
Education

Culturally Responsive Strategies for Family Support Throughout the IEP Meeting Process

Before the Meeting

- Meet with families prior to the meeting and explain the Individualized Education Program (IEP) process, including the timeline, their rights (explanation of procedural safeguards), what is involved in the development of the program/meeting, and how families can meaningfully and actively participate.
- Families should also receive a glossary of relevant terms and acronyms; however, professionals should be discouraged from using unnecessary jargon/acronyms throughout all interactions with families.
- Meet with the interpreter (if one is being utilized for the meeting) to provide an overview of the meeting process, the intent of the meeting, glossary of relevant terms, acronyms and discuss how often the professionals should pause for converting oral messages, and the expectations for active family involvement, as discussed with the families).

During the Meeting:

- Provide an agenda to promote active IEP team engagement, including noting the meeting expectations, discussion topics, and time allotted for discussions.
- At the start of the meeting, IEP team members should introduce themselves and state their roles in the meeting (e.g., “My Name is Suzie Sedla, I am a behavior specialist, and I am going to talk about how we can support Sara’s behavior.”)
- Describe student needs according to the knowledge and skills they have acquired and the knowledge and skills they need to acquire in the future. Avoid delivering any information to families through norm-referencing that can be perceived as deficit-based language, and always remain student-focused.
- Describe instructional methods to families in clear and concise language that explains how the proposed services will meet the students’ unique needs. Be sure to describe all service options within all relevant contexts.
- Throughout the meeting, ask families open-ended questions, and pay attention to verbal and nonverbal cues.

After the Meeting:

- Describe to families what will happen after the IEP meeting, such as when they will receive a copy of the proposed IEP and what their rights are if they disagree with the IEP.
- Provide a written meeting summary and invite parents to call, e-mail, or meet if they have questions.
- Provide families with the translated IEP in a timely manner.
- Establish an ongoing bi-directional (two-way) communication plan with families.



in partnership with



OKLAHOMA
Education