

Culturally Linguistically Diverse Transition

It's Not Just All About Heroes, Holidays, and Food



State Department Professional Development Grant (SPDG)
Transition Training Series



Welcome!

We'd love to know how you are doing today! Are you sunny or stormy? Please go to Jamboard and draw a line from the center indicating how you are doing.

https://jamboard.google.com/d/17RNioTsrqMeLq_5dneDR8QGIG05ZdnhdDG9AWuLgLk/edit?usp=sharing

Draw the needle in the center indicating how you're doing





Celeste Minor

- SPDG Director
- Special Education Services at the Alabama State Department of Education

Housekeeping items for today's training.



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Agenda

- Welcome
- Taxonomy for Transition Programming
- CLD Survey
- CLD Best Practices
- Personal Values
- Strategies
- Sharing

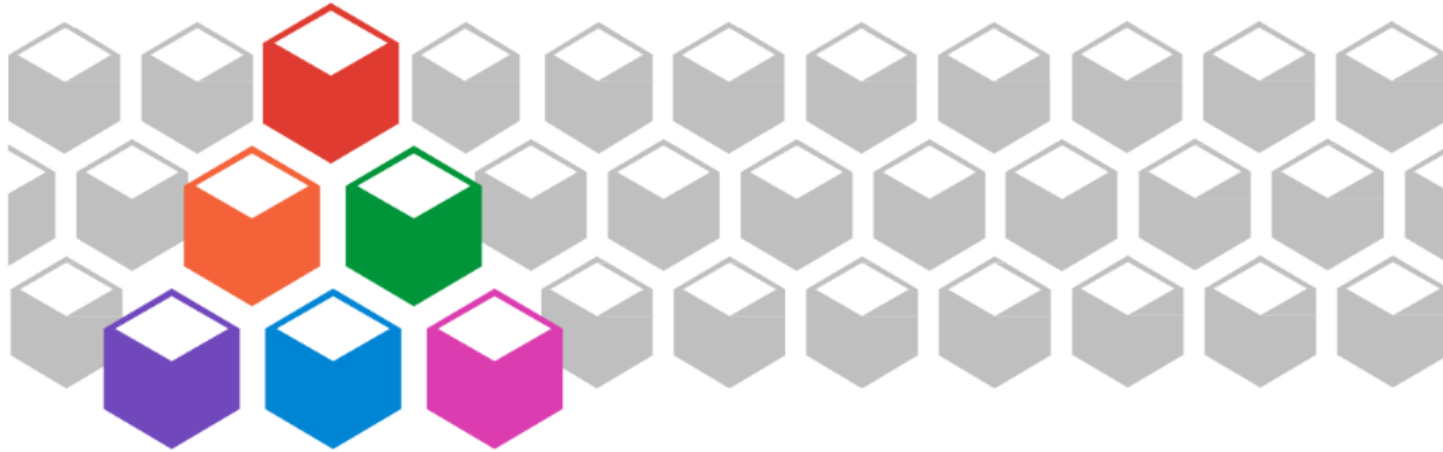




Recommended References for Today

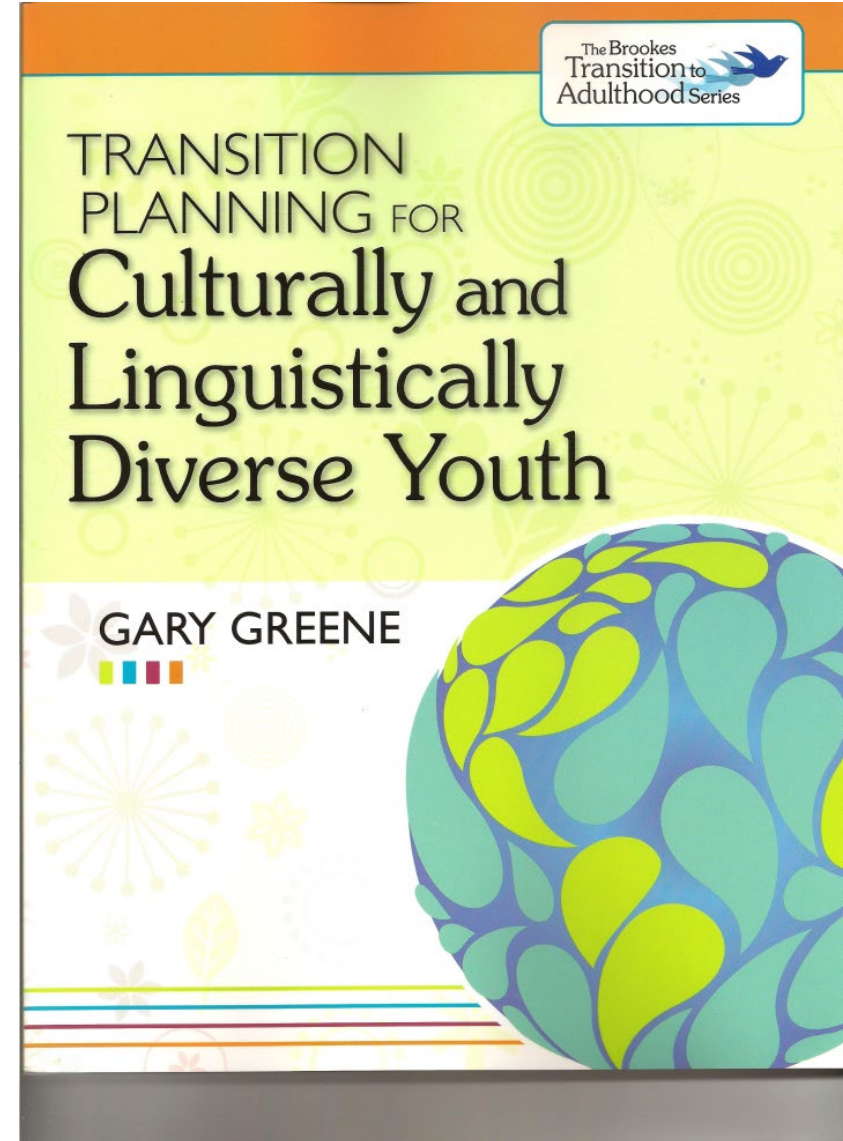
TAXONOMY FOR TRANSITION PROGRAMMING 2.0

A Model for Planning, Organizing, and Evaluating Transition Education, Services, and Programs



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Today's Objectives

- Participants will increase their knowledge of the evidence-based practices found in Taxonomy for Transition Programming
- Participants will increase their knowledge of the research for the transition of culturally and linguistically diverse youth with disabilities
- Participants will increase their knowledge of best practices for the transition of culturally and linguistically diverse youth with disabilities



Taxonomy History

Taxonomy for Transition Programming 1.0

- Lead by Dr. Paula Kohler and her team at the University of Illinois
- 1992 – 1996
- Four studies were used to develop the Taxonomy
 - Research analysis
 - Exemplary program analysis
 - Model project analysis
 - Three-phase structured conceptualization
- Used Peters' and Heron's criteria for evaluating "best practices"
- Field-based



Taxonomy Update

Taxonomy for Transition Programming 2.0

- Lead by Dr. Paula Kohler at Western Michigan University
- 2012-2016
- Hundreds of studies were used to validate current practices and identify additional practices
 - Collaboration for Effective Educator, Development, Accountability, and Reform Center (CEEDAR)
 - Congressional Black Caucus Foundation
 - Institute of Education Sciences
 - Journal of Vocational Rehabilitation
 - National Center for Education Evaluation and Regional Assistance
 - National Dropout Prevention Center for Students with Disabilities
 - National School Climate Center
 - National Technical Assistance on Transition (NSTTAC/NTACT)
- Research-based

Taxonomy for Transition Programming 2.0*



*Kohler, Gothberg, Fowler, & Coyle, 2016



Taxonomy Current

- All practices from the original studies were re-validated
- Five areas remained consistent with a change from family involvement to full family engagement





Taxonomy Validated

- Two practices continue to have the highest effect size

Self-determination skills

Paid work experience prior to exiting high school





We collaborated to identify practices across the lifespan. The practice with the highest effect size: CLD

(Gothberg, Cate, & Stegenga, 2018)

Transition Education and Services from Birth to Adult for Individuals with Disabilities: Research and Data Connections for Success

Taxonomy area	Early Intervention (B-2)	Preschool (3-5)	K	3 rd	Middle School	High School	Post-School (adult)
Student-focused Planning	Individual Family Service Plan → Individual Education Planning → Student Participation in IEP → Participant-led /PCP						
Student Development	Natural Environments → Inclusion in school → Inclusion in Community						
	Enriched Language		Academic Skills				
	Early Knowledge and Skills						
	Social Competence		Life, Social, and Emotional Skills				
	Self-awareness		Self-advocacy		Self-determination		
	Related Services		Related Student Services			Adult Services	
Family Engagement	Family Partnerships				Family Involvement		
	Family Competence				Family Preparation		
	Family Confidence				Family Empowerment		
Interagency Collaboration	Transdisciplinary Teaming				Collaborative Service Delivery		
Program Structures	High Quality Personnel		Highly Qualified Teacher			Degreed Providers	
	Data Driven Decision Making						
	Culturally Relevant Programs and Practices						
Federal Mandates	IDEA Part C	IDEA Part B	IDEA Part B, WIOA	ADA, Higher Ed Act, Rehab Act, WIOA			
Known Outcomes	<ul style="list-style-type: none"> • Early Knowledge and Skills • Enriched Language • Social Relationships • Taking Action to Meet Needs 	<ul style="list-style-type: none"> • School Ready • Reading • Math • Attendance • Self-awareness • Less Behavior Issues • Less Suspension/Expulsion 	<ul style="list-style-type: none"> • Higher Test Scores • Higher Graduation Rates • Better Attendance • Self-determination • Less Behavior Issues • Less Suspension/Expulsion • Less Teen Pregnancy 	<ul style="list-style-type: none"> • College Attendance • Employment • Higher Wages • Better Health • Social Activity Engagement • Community Engagement • Less Arrests for Violent Crimes 			
Known Predictors	Enriched Language Predicts		3 rd Grade Reading Predicts		High School Graduation Predicts		Employment, Education, & Independent Living



CLD Survey - Background

- Using empirical research, we were able to identify 19 practices showing strong evidence for improving outcomes for CLD youth
- Starting in 2012, we gathered data around the country to determine to what extent these practices are happening
- In 2019, we had an article published on the results at that time
- We are interested to know what is happening post-COVID and hope you will participate!
- We will share the aggregate results with your state team to help them plan technical assistance and resources.



CLD Survey Use

The survey is not meant to be used in a silo, it's meant to assist groups in improving organizational policies, programs, and practices and effect positive change that impacts CLD individuals with disabilities and their families.

Ratings are on the following scale:

- 1 = This practice is not occurring
- 2 = We are developing this practice, but it is not yet occurring
- 3 = This practice occurs some of the time
- 4 = This practice occurs regularly, widely, and consistently



CLD Survey – Time to Take the Survey

- Please take the next 15 minutes and respond to the survey
- You may do this from your computer, phone, or iPad at https://cornell.ca1.qualtrics.com/jfe/form/SV_6Shv1kb5ijesr0W
- Information will be anonymous regarding the responder's identity, but district or school information will be helpful for future planning efforts



CLD Survey – Thank you!

- Thank you for participating in taking the survey!!
- We have given this survey in numerous states and districts across the country and wrote an article on the results
- We have given you a copy of the 2019 article for today's learning



CLD Survey – 2019 Results

Table 2. Survey Responses for the Implementation of CLD Research-Based Practices.

CLD practice ^a	<i>f</i>	<i>M</i>	<i>SD</i>	% at a 4
1. Parents participate in the entire assessment process	58	1.90	1.58	22.41
2. Parents are active partners at transition planning meetings	93	2.67	1.35	33.33
3. We encourage parents to engage in school elections	59	0.86	0.98	1.69
4. We provide parents opportunities within school to connect with other families	59	1.51	1.43	15.25
5. We recruit parents of CLD students to engage in peer advocacy	93	1.78	1.46	17.20
6. We use nonfamily member interpreters	92	2.29	1.42	22.83
7. School personnel know the background of individual student's family culture	58	2.09	1.60	20.69
8. We provide our school personnel with cultural competence training	59	1.18	1.23	6.78
9. We offer training to parents based on their self-identified needs	58	1.25	1.26	5.17
10. School personnel use person-centered planning tools for transition planning with students	57	1.41	1.56	10.53
11. Our school provides self-determination coursework to students	58	2.00	1.56	24.14

Note. CLD = culturally and linguistically diverse.

^aShortened version of the actual assessment questions.

What is
Culture?





Definition of Culture

- The term ***culture*** has been used to describe the configuration of learned behavior and the results of behavior whose components and elements are shared and transmitted by members of a particular society. The components of culture include a shared language, set of values, traditions, and worldview.



**It's not just all about
heroes, holidays, and
food!**

What is
Cultural and
Linguistic
Diversity
(CLD)?





Definition of Cultural and Linguistic Diversity (CLD)

- The term Cultural and Linguistic Diversity (CLD) generally refers to individuals and families who come from cultural and linguistically diverse backgrounds that are different from mainstream American, Anglo-Saxon, White, Christian, English-speaking people who emigrated to this country from England during colonial times and make up the majority of American society.



Misconceptions of Cultural and Linguistic Diversity (CLD)

- Used by many to identify differences that are perceived to stem from culture
- Focus is usually on racial and ethnic differences without examining or controlling for actual differences in:

values **behaviors**
beliefs
languages



Levels of culture

1. Languages
2. Values
3. Beliefs
4. Behaviors
5. Generational status
6. Gender
7. Socio-economic status



Remember:

Cultural diversity:

- is not a static quality
- cannot be reliably determined by ethnicity alone
- should not be looked at as a **“risk factor that must somehow be lessened or reduced.”**



Cultural diversity is defined and characterized

“by the interactions and comparisons between people within a given environment, rather than a trait or characteristics that reside within a given individual”



Key to avoiding “culture shock”

The key is to promote comfortable interactions between persons of different cultures within an environment that makes everyone feel safe and comfortable.



Determining “culture shock”

Determine:

- Who are you and what is your culture?
- What are the defining characteristics of your culture, breadth and depth of levels within you, your culture, family, and home?

APPLY THIS TO INDIVIDUALS AND FAMILIES WHEN YOU WORK WITH THEM.



Discuss culture

In your breakout discuss the following:

- Who are you and what is your culture?
- What are the defining characteristics of your culture, breadth and depth of levels within you, your culture, family, and home?



Your Ah-Has

What were some similarities?

What were some differences?

Put it in the chat box

OR

**Please feel free to raise your
hand and come off mute to share**





Transition

- What is transition?
- How does culture and linguistics impact transition?





CLD outcomes:

Compared to whites, CLD youth with disabilities have poorer post-school outcomes:

- Education
- Employment
- Independence
- Engagement





Statistics on CLD

- In 2022, the prevalence of disability continued to be higher for Blacks and Whites than for Hispanics and Asians (U.S. Department of Labor, Bureau of Statistics, 2022)
- NLTS-2 data indicated that low SES African American and Hispanic youth with disabilities had lower rates of high school graduation and college enrollment compared to their White peers with disabilities (Wagner, Newman, & Javitz, 2014)





Employment Outcomes

- Employment rates were higher for Whites with a disability (21.9%) compared to Asian (17.8%) and Black (18.0%) persons with a disability
- Unemployment rates were lower for Whites with a disability (6.6%) compared to Hispanic (9.6%) and Black (12.3%) persons with a disability

(U.S. Department of Labor, Bureau of Statistics, 2022)



CLD Status

- CLD status appears to present additional obstacles to successful transition to a quality adult life beyond disability alone.





Barriers: School Personnel

Research shows educators may:

- have a limited understanding of CLD culture or view it as a liability
- lack respect for CLD families and their children
- do not acknowledge CLD families hope and dreams for their child's future



Barriers: Families

Research shows families may:

- struggle with immigration issues
- lack language proficiency
- differ in attitudes, norms, and family values related to transition for their child with disabilities





More Barriers: Families

Research shows families may:

- Lack understanding of legal requirements for transition
- Experience stereotypes/bias from school professionals
- Deal with generational conflict with their children when dealing with transition





Barriers: School Imposed Barriers

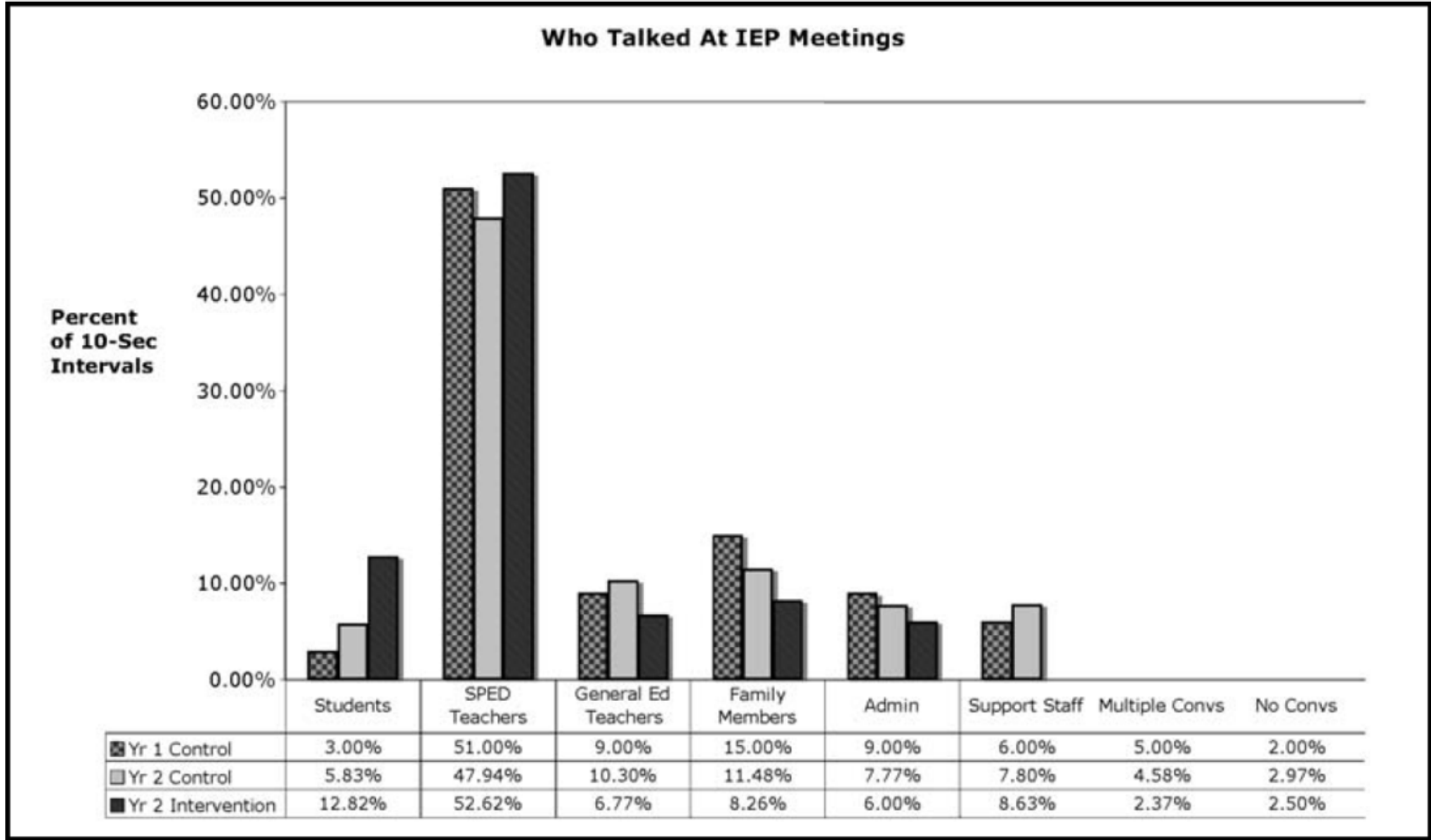
Research shows school systems may:

- Late notices and inflexible scheduling of conferences.
- Limited time for conferences.
- Emphasis on documents vs. parent participation.
- Use of educational jargon (IEP, API, SST).
- Structure of power and meeting dynamics.





Who Talks at an IEP





Barriers: Context

- Lower SES can lead to stereotypes
- Some CLD groups possess different attitudes toward disability compared to the mainstream culture
- CLD group interpersonal communication style/language differences may exist (e.g., high context vs. low context communication; ESL)
- Some CLD groups lack knowledge and comfort with the school infrastructure, leading to feelings of not belonging
- Geographic location and setting



Barriers: Other Factors

- Sexual identity can be manifested in a broad range of ways. Various dimensions of a person's sexual identity impact the individual's psychological development and sense of personal well-being.
- Non-traditional families: An increasing number of families in American society are composed of different individuals that are not characteristic of the traditional sense of the term.





Breakout Session + Break

Discuss the following in your breakout room – appoint a notetaker for Jamboard and person to share out

- What barriers have you faced when working with youth with disabilities from CLD backgrounds?
- What solutions have you found for engaging in transition planning with CLD youth with disabilities and their families?

<https://jamboard.google.com/d/15pgMZTq8GE7G1MXcGCZGtGGypLHi-Kgl8HjqsERn-I0/edit?usp=sharing>



Breakout Session

Share out



CLD: How Do We Improve Systems?



At the systems level:

- provide cultural competence training to staff
- support staff to implement culturally responsive approaches
- support CLD parent training to promote more active involvement

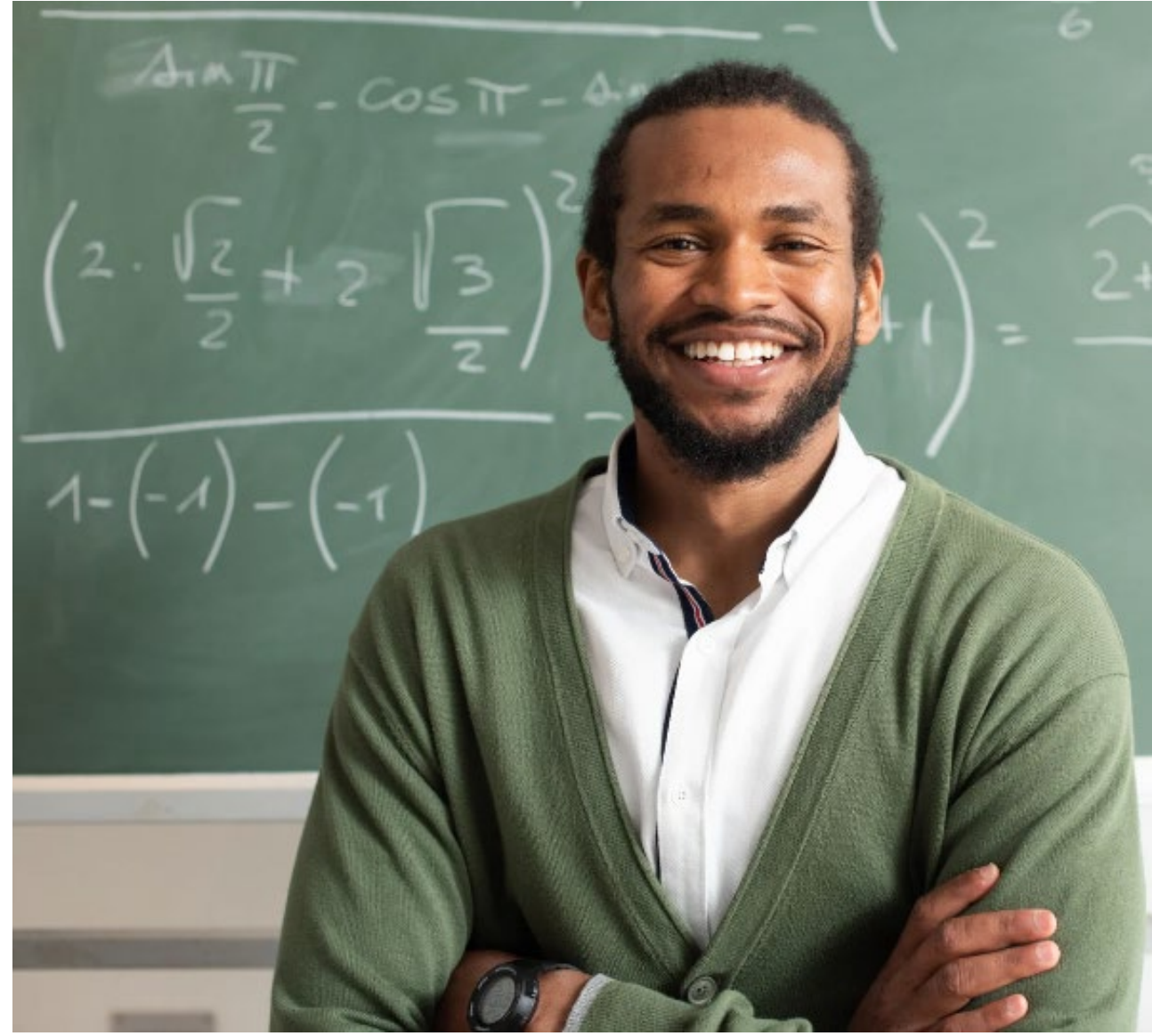


CLD: How Do We Improve Pedagogy?

Teacher pedagogy:

- a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning

(Ladson-Billings, 2009)





CLD: How Do We Improve Awareness?



- Increase your understanding and awareness of self, other people, and other cultural groups
 - Learn the historical background, traditions, attitudes, values, and worldview from the five major ethnic-racial groups in the U.S.
 - Learn the within-group differences of the same ethnic group.
- Increase your awareness of the important mediating factors
 - family configuration
 - sexual and gender identity
 - geographical location
 - socio-economic status
 - values



Positive Perspectives on Families

- Seek to understand parents' hopes, concerns, and suggestions.
- Keep parents apprised of services offered by the school.
- Gain cross-cultural skills necessary for successful exchange and collaboration.





Learn Parents' Hopes, Concerns, Suggestions

- Conduct needs assessments and surveys (in the parents' first language) of what parents expect of the school community.
- Establish organizations or committees to work collaboratively for the benefit of the children.
- Conduct home visits in which parents are able to speak freely about their expectations and concerns for their children.





Give Information on School Services

- Send weekly/monthly newsletters (in the home language) informing parents of school activities.
- Conduct monthly meeting at parents' homes or community centers to inform parents of school activities.
- Host family nights at school to introduce parents to concepts and ideas children are learning in their classes and to share interactive journals.





Gain Cross-Cultural Skills

- Research the cultural background of students' families.
- Visit local community centers to find out about the cultural activities and beliefs of the students.
- Tour students' neighborhoods to identify local resources and "funds of knowledge."





Communicate High Expectations

Communicate clear expectations

- Be specific in what you expect students to know and be able to do.

Create an environment in which there is genuine respect for students and a belief in their capability

- Encourage students to meet expectations for a particular task.
- Offer praise when standards are met.





Breakout Session – Thinking about Families

Take 10 minutes to discuss the following in your breakout room

- What are some things you could do to engage families of CLD youth with disabilities to understand their hopes, concerns, and suggestions for their child(ren)?
- What communication techniques could you use to let families know about the services offered?



Breakout Session

Share out



Learn within the Context of Culture



- Use cooperative learning especially for new material.
- Assign independent work after they are familiar with concept.
- Use role-playing strategies.
- Assign students research projects that focus on issues or concepts that apply to their own community or cultural group.
- Provide various options for completing an assignment.



Learn within the Context of Culture

- Teach and talk to students about differences between individuals.
- Show how differences among the students make for better learning.
- Attend community events of the students and discuss the events with the students.





Student Centered Instruction



- Promote student engagement
- Teach self-determination skills
- Share responsibility of instruction
- Create inquiry based/discovery-oriented curriculum
- Encourage a community of learners
- Use cooperative learning strategies



Reshaping the Curriculum

- Vary teaching approaches to accommodate diverse learning styles and language proficiency
- Use resources other than textbooks for study
- Utilize various resources in the students' communities
- Develop learning activities that are more reflective of students' backgrounds
- Develop integrated units around universal themes





CLD Parent Training and Support

CLD families of youth with disabilities find it helpful to:

- know their legal rights and responsibilities in the transition planning process
- be connected to parent support groups, mentors, and community liaisons to help them understand all aspects of the transition planning process
- be provided with well trained and knowledgeable bilingual and bicultural interpreters to help them understand the transition planning process





Implications for Transition Practice



- Get to know a CLD family's cultural background and beliefs when planning transition goals for their child.
- Ask, listen, and respect a CLD parent's perspective and what they have to say about their child with a disability.
- Encourage CLD parents to share their hopes and dreams for their child's future, even if they are different from yours. Support them and craft transition goals reflective of a positive future for their child.



Implications for Transition Practice

- Provide CLD families of youth with disabilities basic information about transition law in a form that is easy for them to understand.
- Be sensitive to the basic survival needs (e.g., employment that cannot be interfered with) of many CLD families by scheduling meetings at a time and place that is convenient for them.
- Check your attitudes about CLD families when interacting with them; always act professional.





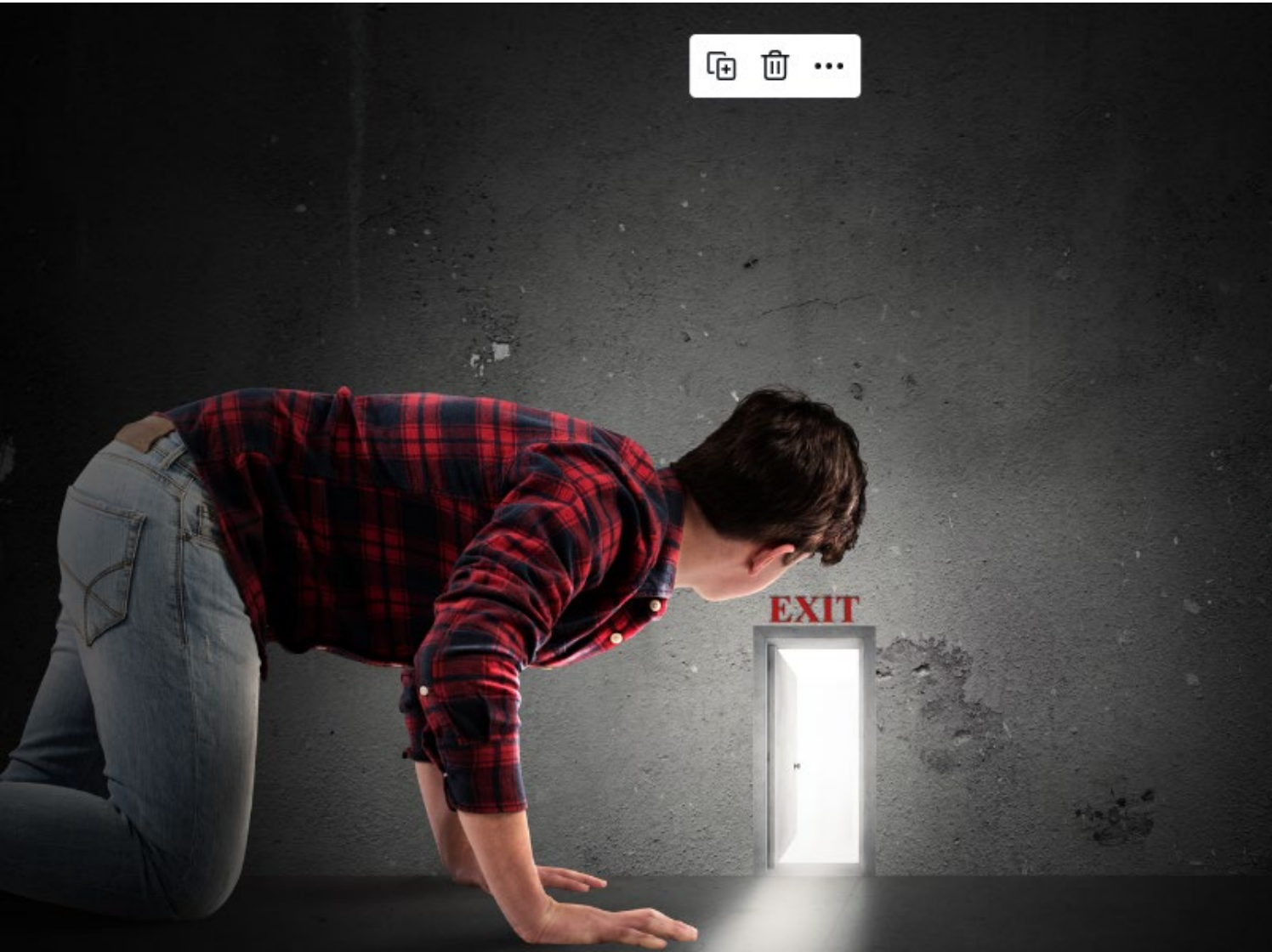
Implications for Transition Practice

- Take time to build trust, rapport, and credibility with CLD immigrant families to help ease their fear of being at risk of being deportation by interacting with you as a government employee.
- Provide transition materials and discussions with CLD families in a form that is basic and easy for them to understand and comprehend.
- Keep an open mind, as CLD families may have a different conception of individualism, independence, and the importance on the family and home.





Exit Ticket



- What is one thing you heard today that you plan to put into practice?
- We would love to follow up in one year and see how it went.



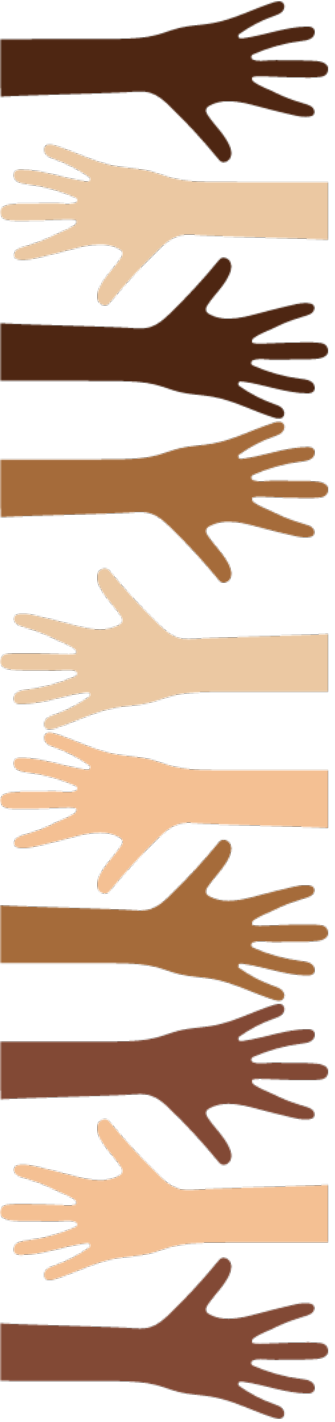
Summary and Conclusions

- Transition is a complex and challenging undertaking for special educators.
- CLD status increases the complexities and challenges faced by all involved in the transition process.
- A research validated literature base now exists to help guide professionals in the transition process with CLD families and youth with disabilities.
- **YOU ARE NOT ALONE!!**



Summary and Conclusions

- What's next for Gary and June?
- We are negotiating with a publisher on a new edition of Transition Planning for CLD Youth



**Thank you so much for what
you are doing to change lives
of youth with disabilities!!**

Gary and June