Creating a Successful Path: Transition Planning for Culturally and Linguistically Diverse Students

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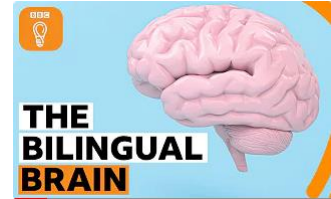## Family Engagement and Involvement

Facilitates academic achievement

Facilitates positive postschool outcomes

The Bilingual Brain

[Why being bilingual is good for your brain](#)

Kahoot Game!

Kahoot.it

PIN:

Five Misunderstandings for the Emergent Bilingual Student (1)

➢ #1- Students with disabilities cannot be bilingual

➢#3 - English should be the only instructional language

➢#2 - Students with disabilities should not be bilingual

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Cheatham, G. A., & Hart Barnett, J. E. (2017). Overcoming common misunderstandings about students with disabilities who are English language learners. *Intervention in School & Clinic*, *53*(1), 58–63.

Five Misunderstandings for the Emergent Bilingual Student (2)

➢#4 - Pull-out services are best

➢#5 - Families will value bilingualism

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Cheatham, G. A., & Hart Barnett, J. E. (2017). Overcoming common misunderstandings about students with disabilities who are English language learners. *Intervention in School & Clinic*, *53*(1), 58–63.

Misunderstanding #1
Students with disabilities cannot be bilingual

This misunderstanding comes from the idea that two languages may cause delays, especially in language.

Research indicates that students with disabilities can be bilingual.
variety of disabilities
levels of functioning

Misunderstanding #2
Students with disabilities should not be bilingual

The misunderstanding: *why do bilingual students with disabilities need more than one language?*

Response: Why not! Why can they not be bilingual?

Promoting two languages allows students to develop their bicultural and bilingual identities, as the two languages are important at home and school.

Misunderstanding #3
English should be the only instructional language

The misunderstanding: *students with disabilities will most effectively learn English when taught only in English*

High quality bilingual programs are as effective or more effective than English-only.

Additive versus subtractive view

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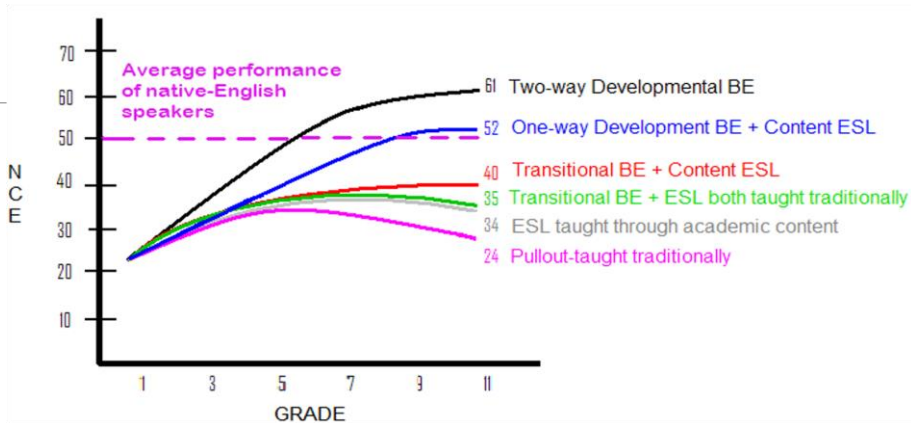
Misunderstanding #4
Pull-out services are best

Assumption: *It is better to educate students with disabilities in segregated settings.*

LRE- Least Restrictive Environment
Students can be eligible and receive services in the two programs

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Service Models

Misunderstanding #5
Families will value bilingualism

Fact: ***Some CLD families of children with disabilities believe that English is the only language they should learn.***

Parents may consider that
- it is too difficult for their child to learn two languages
- the development of the child will be negatively impacted

Is Bilingualism a Superpower

Is Bilingualism a Superpower

The Relationship Between Home and School

- Professionals need to identify a **holistic picture** of transition for the CLD student with a disability to ensure there is not a mismatch between home beliefs, values, and expectations and the school transition plan

- Main Idea:
  - The importance of the native language
  - The importance of positive and trusting relationships
  - The importance of having empathy and a positive perspective of the families' culture

Ways to Enhance Parent Engagement
(1)

Turning past negative experiences into positive outcomes	Meeting in the middle: Meaningful connections between parents and school expectations
Communication and access to information	How to strengthen community support

C   Wilt, C. L., & Morningstar, M. E. (2018). Parent engagement in the transition from school to adult life through culturally sustaining practices: A scoping review. *Intellectual & Developmental Disabilities*, *56*(5), 307–320.

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Ways to Enhance Parent Engagement (2a)

Turning past negative experiences to positive outcomes

- Making parents feel safe and welcome in the school
- Providing interpreters
- Understanding what is important to parents
- Inviting parents to school activities

C   Wilt, C. L., & Morningstar, M. E. (2018). Parent engagement in the transition from school to adult life through culturally sustaining practices: A scoping review. *Intellectual & Developmental Disabilities*, *56*(5), 307–320.

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Ways to Enhance Parent Engagement (2b)

Turning past negative experiences to positive outcomes

- Offering a variety of training opportunities to parents related to transition
- Asking parents to volunteer in school activities
- Focusing on positive aspects of the child's life
- Encourage families to celebrate all milestones in a child's life

C   Wilt, C. L., & Morningstar, M. E. (2018). Parent engagement in the transition from school to adult life through culturally sustaining practices: A scoping review. *Intellectual & Developmental Disabilities*, *56*(5), 307–320.

Ways to Enhance Parent Engagement (3)

How to strength community supports

- Find people in the community from the same cultural background

- Build trusting relationships in the community

- Supporting community and parent groups

C   Wilt, C. L., & Morningstar, M. E. (2018). Parent engagement in the transition from school to adult life through culturally sustaining practices: A scoping review. *Intellectual & Developmental Disabilities*, *56*(5), 307–320.

Ways to Enhance Parent Engagement
(4)

Meeting in the middle: Meaningful connections between parents and school expectations	• Fully explain transition plans to parents • Displaying empathy for parents • Having culturally relevant supports

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Wilt, C. L., & Morningstar, M. E. (2018). Parent engagement in the transition from school to adult life through culturally sustaining practices: A scoping review. *Intellectual & Developmental Disabilities*, *56*(5), 307–320.

Ways to Enhance Parent Engagement
(5)

Communication and access to information	• Allowing parents to ask questions ahead of the meetings • Making sure that parents understand the American school system • Explain what transition planning is and give parents an opportunity to contribute • Provide opportunities for parents to learn about legal issues • Explain to parents the importance of communicating with outside agencies

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Wilt, C. L., & Morningstar, M. E. (2018). Parent engagement in the transition from school to adult life through culturally sustaining practices: A scoping review. *Intellectual & Developmental Disabilities*, *56*(5), 307–320.

Cultural Considerations

- Consider the student's and family's long-term goal

- Maximize student's strengths and abilities

- Listen to the family's voice

- Partner with parents

- Consider the student's and family's community and supports

- Examine the long-lasting outcomes for the student

C   Barrio, B. L. (2022). Culturally responsive individualized education programs: Building transition bridges between families and schools. *Intervention in School & Clinic*, *58*(2), 92–99.

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Culturally Sustaining Practices
With families and students [1]

Supports
Communication
Relationships
Early Ongoing Collaboration

S   Wilt, C. L., & Morningstar, M. E. (2018). Parent engagement in the transition from school to adult life through culturally sustaining practices: A scoping review. *Intellectual & Developmental Disabilities*, *56*(5), 307–320

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Culturally Sustaining Practices
With families and students (2)

Early Ongoing Collaboration

Based on building a communication bridge between school and home that fosters trust and respect.

Transition planning should start early so that needed supports can be identified and secured.

S   Wilt, C. L., & Morningstar, M. E. (2018). Parent engagement in the transition from school to adult life through culturally sustaining practices: A scoping review. *Intellectual & Developmental Disabilities*, *56*(5), 307–320.

Culturally Sustaining Practices
With families and students (3)
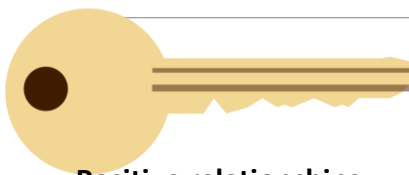
Positive relationships

Relationships

Teachers and school personnel displaying empathy and respect for the student and parent

Personalized and accessible communication

Provide communication in a variety of ways

S   Wilt, C. L., & Morningstar, M. E. (2018). Parent engagement in the transition from school to adult life through culturally sustaining practices: A scoping review. *Intellectual & Developmental Disabilities*, *56*(5), 307–320.

Culturally Sustaining Practices
With families and students (4)

Communication

Parents need easier and greater access to information
Friendly and family-centered

Texas Parent to Parent

Strong communication	—	Stronger parent participation	—	Positive collaboration

S | Wilt, C. L., & Morningstar, M. E. (2018). Parent engagement in the transition from school to adult life through culturally sustaining practices: A scoping review. *Intellectual & Developmental Disabilities*, *56*(5), 307–320.

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Culturally Sustaining Practices
With families and students (5)

Supports

Provide students with work experience that relates to their community

Provide parent support groups

Value students' native language within the school context

The postsecondary transition goals should match the student's community.

S | Wilt, C. L., & Morningstar, M. E. (2018). Parent engagement in the transition from school to adult life through culturally sustaining practices: A scoping review. *Intellectual & Developmental Disabilities*, *56*(5), 307–320.

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Sample of CLD Family Survey (1)
From: Designing Transition Programs for Culturally & Linguistically Diverse Students with Disabilities

- How can I best support your child?

- What do you and your child enjoy doing together?

- What community services or agencies are you familiar with?

- What are some post-school concerns you have regarding your child's education?

- What goals have you and your child set for the next year?

- Who are regularly involved in your child's life?

C-S | Cote, D. L., Jones, V. L., Sparks, S. L., & Aldridge, P. A. (2012). Designing transition programs for culturally & linguistically diverse students with disabilities. *Multicultural Education*, *20*(1), 51–55.

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Sample of CLD Family Survey (2)
From: Designing Transition Programs for Culturally & Linguistically Diverse Students with Disabilities

- What community program or activities does your child participate in?

- What post-secondary academic goals do you have for your child?

- Where do you see your child living after graduation?

- What employment goals do you have for your child?

- What skills do you want your child to achieve in the next year?

C-S | Cote, D. L., Jones, V. L., Sparks, S. L., & Aldridge, P. A. (2012). Designing transition programs for culturally & linguistically diverse students with disabilities. *Multicultural Education*, *20*(1), 51–55.

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Disabilities

- Physical Access
- Discrimination
- Stigmatization
- Community Support (fewer in rural areas)
- Lack of Recognized Legal Capacity
- Family Abandonment
- Lack of Accommodations

- Mental Health
- Intellectual
- Physical

Immigration Status (1)

What Happens if Students Are Not US Citizens?

★Lack of appropriate documentation limits opportunities for future resources

★Transition planning is not based on citizenship status

★Working with refugees

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Immigration Status (2)

Transition Implications

★Includes individuals who entered the country without authorization and individuals who entered the country lawfully and stayed after their visa or status expired.

★Many immigrant families include people with mixed immigration status
 The majority of children with a non-citizen parent are U.S.-born citizens.

★Lack of appropriate documentation limits opportunities for future resources

★Risk that undocumented status will be discovered

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Immigration Status (3)

Postsecondary Education/Training Implications

★Tuition equity bill ([Texas SB 1403, SB 1528](#))
○Undocumented pay in-state rates w/ 3 years HS attendance or GED
○Eligible for state financial aid

★[TASFA – Texas Application for State Financial Aid](#) Not eligible for federal financial aid/funds- Pell grants or federally funded work study. Eligible for state aid.

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Immigration Status (4)

Postsecondary Education/Training Implications

★Estimated 65,000 undocumented students graduate HS; only 5 percent ever attend college.

★Financial challenges
39 percent of undocumented children live below the federal poverty level (17 percent of native-born children); the average income of an undocumented immigrant's family is 40 percent lower than that of either native-born families or legal immigrant families.

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English Language Proficiency

Role and Impact of **Language** on Employment, Postsecondary Education, Training

★English may not be supported at the home

★Parents may not be able to help their children at home

★Language barriers at school, at work, and in the community

★Students who cannot understand "standard English" have difficulties processing information in the oral or written form (Greenen & Nefsky, 1999)

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Cultural Diversity (1)

The Culturally and Linguistically Diverse (CLD) Population in the United States

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★Enormous growth in the Latino population in Texas and the US

★Texas gained nearly 11 Latino residents for every additional White resident since 2010.

★By 2060, the Latino population is projected to increase to 111.2 million, or 28% of the U.S. population

★CLD students continue to be at risk

★Disproportionate representation of CLD students in Special Education

(Sandefur, Martin, Eggerling-Boeck, Mannon, & Meier, 2001; Sue, Bingham, Porche-Burke, & Vasquez, 1999)

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Cultural Diversity (2)

The Culturally and Linguistically Diverse (CLD) Population in the United States - Implications:

★Negative Outcomes
★High Unemployment
★Limited Access to Postsecondary Education and Training
★Low Wages
★Limited Opportunities for Independent Living
★Poor School Performance
★Poor Participation in their Communities

(Simon, 2001)

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Cultural Diversity (3)

The Culturally and Linguistically Diverse (CLD) Population in the United States
Further Implications:

★Misunderstanding the students' "cultural behavior style" (Hilliard, 1992), may lead to underestimating their intellectual and achievement abilities.

★Decisions we make are driven by those misunderstandings

★Difference vs. Disability (Bilingual Phenomena)

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Cultural Diversity (4)

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Cultural Diversity (5)

Role and Impact of **Culture** on Employment, Postsecondary Education, Training

★Parent expectations may not match teachers' expectations

★Teachers who are not of the same culture may not understand parents' beliefs and attitudes

★Lack of consistent communication from the parents may not represent lack of interest from their part

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Cultural Diversity (6)

Role and Impact of **Culture** on Employment, Postsecondary Education, Training

★IEP meetings held at times when parents cannot attend due to job demands are detrimental to the students

★Cultural mismatch in the schools, work, and communities

★Agreement may not represent agreement

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Cultural Diversity (7)

★Embrace cultural differences

★Learn about similarities as well as differences

★Be aware that we may not have to travel far to find people who are different from us

★Our culture influences our reactions, how we communicate, how we socialize

★Listen, Observe, and Slow Down

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Cultural Diversity (8)

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Strategies to Implement Transition Services (1)

★Consider the that students with disabilities that belong to a nondominant group and have to deal with a double burden

★Remember that ALL parents have much needed information about the child when planning for transition.

★Nobody knows more about the child than the parents. Parental involvement results in success for CLD youth (Combes & Kurodoye, 2007).

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Strategies to Implement Transition Services (2)

★Parents are the "experts" of their children.

They know:
    Strengths and weaknesses
    What they like and do not like
    Dreams and aspirations
    Hobbies

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Strategies to Implement Transition Services Considering Language and Culture (1)

★Learn about the culture of the family

★What is the language they speak?

★What is the family structure?

★Who are the important family members?

Strategies to Implement Transition Services Considering Language and Culture (2)

★Find out about cultural values:

Respect for authority v. personal initiative

Group orientation v. individual orientation

Conformity v. personal expression

Transition Postsecondary Goal Questions (1)

- Do the measurable postsecondary goals match the transition assessment results?

- Do the family and other support persons agree with and support this activity?

- If support is needed in adult life, will natural supports be available? Remember, LEA supports will end at graduation.

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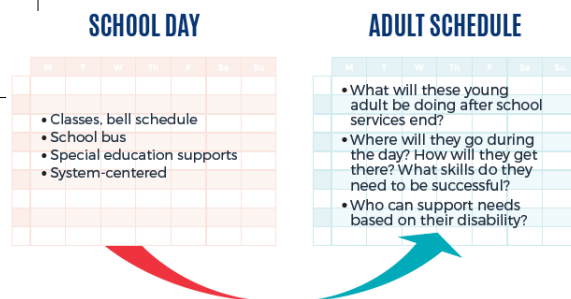# Transition Postsecondary Goal Questions (2)

- If additional paid support is needed is that support in place now, and who will pay for it?

- Is an adult transportation plan in place?

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School to Adult Life (1)

Transition services are designed to support students in applying the skills they learned at school to adult life.

SCHOOL DAY

- Classes, bell schedule
- School bus
- Special education supports
- System-centered

ADULT SCHEDULE

- What will these young adult be doing after school services end?
- Where will they go during the day? How will they get there? What skills do they need to be successful?
- Who can support needs based on their disability?

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School to Adult Life (2)

The purpose of transition is to support each student in

- Building a sustainable adult schedule.
- Increasing independence.
- Learning the academic and functional skills needed to meet postsecondary goals.

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School to Adult Life (3)

The purpose of transition is to support each student in

- Eliminating barriers to employment and community access
- Fading school supports while developing natural/pad supports.
- Preparing for the day the bus stops coming.

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Sometimes it takes small steps one at a time; as small steps will add up and make a difference!

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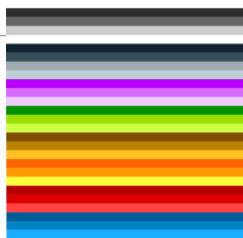# Activity – **What does this look like in practice?**

What practices can be put in place to support transition services for the CLD student?

What can you do?

Creating a Masterpiece

THANK YOU!!!

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