

Best Practices in Transition  
Planning with Culturally and  
Linguistically (CLD) Families



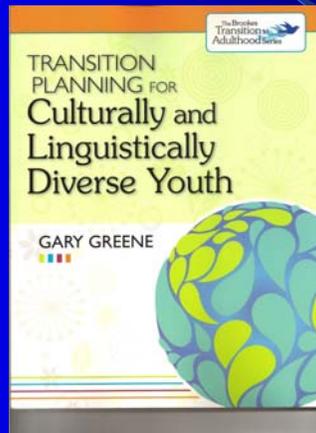
NSTTAC Institute  
April 16-17, 2013  
Utah

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## Recommended Reference



## Recommended Best Practices in Transition Planning with CLD Families



Engage in culturally responsive communication.

Use a person-centered/family-centered approach.

Provide (1) cultural competence training to special education and transition personnel, and (2) CLD parent training to promote more active involvement in the transition planning process.

## Culturally Reciprocity (Kalyanpur & Harry 1997; 1999)

Cultural reciprocity is:

a way to enhance relationships  
with all families, including CLD families;



going beyond an awareness of differences to an  
awareness of self;

applying listening in a non-stereotypical manner;

## Culturally Reciprocity (Kalyanpur & Harry 1997; 1999)



facilitating communication and dialogue that provides  
insight into another's culture, demonstrates listening,  
respect, and response to all perspectives; and

empowering all individuals in the collaborative process.

## Practicing culturally responsive communication: see p. 48 (Greene, 2011)

### Small group activity/roles:



- Select a person to
  - role play CLD parent (read Case Study 1);
  - role play a special educator;
  - play observer(s)/scribe(s)/reporter(s)
- Engage in culturally responsive communication for 10-15 minutes.
- Report out findings to whole group.

## Recommended Best Practices in Transition Planning with CLD Families

Engage in culturally responsive communication. **X**

Use a person-centered/family-centered approach.

Provide (1) cultural competence training to special education and transition personnel, and (2) CLD parent training to promote more active involvement in the transition planning process.

## Person-Centered/Family-Centered Approach



### Person-Centered Planning (PCP):

emphasizes getting to know the background of the youth with a disability and their family;

creates an equal relationship between the family and professionals in the IEP process;

## Person-Centered/Family-Centered Approach



provides families with the opportunity to speak for themselves in the transition planning process; and

promotes a sense of mutual trust, open communication, shared responsibility, and quality collaboration between professionals and families.

## PCP Transition Planning Case Study

- Read Jaun Carlos Martinez's Transition Assessment case study on pages 60-61 in Greene (2011).
- Take notes of instances in which PCP was evident in the case study.
- Report findings to whole group.

## Read Juan Carlos Martinez's Transition Assessment (Greene, 2011, pp. 60-61)

- Mr. Jimenez, Spanish speaking, high school RSP, case carrier.
- Juan Carlos Martinez, age 16, LD, in general education classes with RSP support.
- Transition assessment conducted in Spanish in Martinez family home.
- Parents and Juan Carlos participate in planning his future, with Mr. Jimenez seeking consensus on transition goals.
- Needed transition supports and services explored, along with parent and Juan Carlos responsibilities discussed.
- Cordial meeting ends with Mr. Jimenez offering to write ITP and present to parents and Juan Carlos at upcoming IEP meeting.

## Examples of PCP include:

Taking time and making an effort to get to know the background of the CLD youth and family.

Asking important questions such as (1) what language is spoken at home?, (2) what are your family's norms and expectations for your children?, (3) what are your views on disabilities?, or (4) how is your family conceptualized as a unit?

## Recommended Best Practices in Transition Planning with CLD Families

Engage in culturally responsive communication. **X**

Use a person-centered/family-centered approach. **X**

Provide (1) cultural competence training to special education and transition personnel, and (2) CLD parent training to promote more active involvement in the transition planning process.

## Cultural Competence Training for Special Education and Transition Personnel

Harry (2008) recommended:

coursework in multicultural histories and issues;

clarification of personal values regarding diversity;



critical perspectives on the assumptions and process by which CLD children are placed in special education;

## Cultural competence questions to ponder:



What is the history of a given cultural group in America and how has this history affected their experience in our society?

What are your values with respect to diversity (e.g., immigration reform, affirmative action, gay marriage)?

What is your view of IQ testing for African American children who are referred to special education?



## CLD Parent Training and Support



An interview with Irene Martinez, Director of Fiesta Educativa in Los Angeles, CA revealed how CLD parent support groups can be helpful.

**CLD families of youth with disabilities find it helpful to:**

(1) know their legal rights and responsibilities in the transition planning process;

## CLD Parent Training and Support



(2) be connected to parent support groups, mentors, and community liaisons to help them understand all aspects of the transition planning process; and

(3) be provided with well trained and knowledgeable bilingual and bicultural interpreters to help them understand the transition planning process.

## Recommended Best Practices in Transition Planning with CLD Families

Engage in culturally responsive communication. X

Use a person-centered/family-centered approach. X

Provide (1) cultural competence training to special education and transition personnel, and (2) CLD parent training to promote active involvement in the transition planning process. X



## Implications for 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 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.

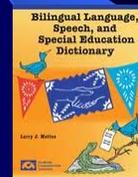
Check your attitudes about CLD families when interacting with them; always act professional.



## Implications for Practice

Take the necessary 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.

## 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.

## Summary and Conclusions

It's time to put these findings into practice and it's our responsibility to do so!

Questions? Comments?