

## **Culturally Responsive Parent Collaboration Dual Language Special Education Network**

### **Resources**

#### **Educators' Expectations of Parent Participation: The Role of Cultural and Social Capital, Audrey A. Trainor**

*Multiple Voices for Ethnically Diverse Exceptional Learners, v12 n2 p33-50 Spr 2010*

Developing educators' attitudes toward and skills in working with families is vital, given both legislative mandates and the different and potentially difficult experiences with home-school collaboration for families. This study explores 17 educators' expectations of parents' acquisition and use of cultural and social capital through focus group interviews. Results indicate that teachers considered disability acknowledgement and acceptance of disability-related information to be essential capital for parent participation. Increasing educators' understanding of the role of capital can augment teachers' positive attitudes toward parents, their ability to engage them in productive home-school collaboration, and their skills as advocates for students with disabilities and their families.

#### **General Educators' Perceptions and Attributions about Asian American Students: Implications for Special Education Referral, Ying Hui-Michael & Shernaz B. Garcia,**

*Multiple Voices for Ethnically Diverse Exceptional Learners, v12 n1 p21-37 Fall 2009*

This qualitative study investigated five elementary classroom teachers' perceptions of, and attributions about the school performance of Asian American students. Using naturalistic inquiry, data were obtained through interviews, classroom observations, document reviews and field notes; and were analyzed using grounded theory techniques. The findings revealed that positive, stereotypical perceptions about Asian culture generally influenced teachers' attributions about the success or failure of their Asian American students. Specifically, they were likely to overlook low performing, struggling Asian American students unless they demonstrated challenging behaviors. Further, teacher attributions reflected limited understanding of culture, second language acquisition, and disability; students' limited English proficiency was viewed as the overriding contributor to low performance of English language learners. Implications for professional development and future research are discussed.

#### **Listening to Korean Immigrant Mothers: Meanings of Raising a Child with a Disability, Hyun-Kyung You & Sharon Rosendoetter**

*Multiple Voices for Ethnically Diverse Exceptional Learners, Volume 14, Number 1 / Spring 2014*

Primary caregivers' beliefs often influence their experiences of providing care to children with disabilities. This exploratory study qualitatively probed the meanings

that five Korean immigrant mothers attributed to the unanticipated responsibility of parenting children with autism spectrum disorders and communication disorders. From a symbolic interactionist theoretical perspective, the mothers' narrative indicated that they accepted the responsibilities of care for their children with disabilities, worked to build stronger family ties, and transformed their understanding about life. From these findings, we discuss implications for practice to support Korean immigrant mothers who have children with disabilities.

### **Culturally and Linguistically Diverse Parents' Perceptions of the IEP Process,**

Katie Wolfe & Lillian Duran

Multiple Voices for Ethnically Diverse Exceptional Learners, Volume 13, Number 2 / Spring 2013

Many parents of students with disabilities face barriers to meaningful participation in Individualized Education Plan (IEP) meetings; parents who are culturally and linguistically diverse (CLD) encounter additional challenges. Given the changing demographics of the United States and the central role of the IEP in special education, it is important for educators to be aware of and responsive to the experiences of parents who are CLD. This literature review examines nine recent studies investigating CLD parents' perceptions of their role in the IEP process. Common themes include language barriers, cultural barriers, and insufficient information. Recommendations for improving the experiences of parents who are CLD focus on increasing the availability of qualified interpreters and supporting educators to engage in culturally and linguistically responsive practices.

### **Videos**

Babies

<https://www.youtube.com/watch?v=XtDE7PZavug>

Documentary filmmaker Thomas Balmes charts the simultaneous early development of four babies from different parts of the world, illustrating what makes human life unique, similar and precious wherever it occurs.