BILINGUAL SPECIAL EDUCATION: AN EVOLVING ROLE FOR EDUCATORS

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The session addresses problems, challenges, and issues that bilingual special education administrators frequently face on a daily basis as they lead special education programs and serve bilingual students with disabilities and their families. The content and focus of this session is intended to serve as a resource for educators.

- **Initiatives**
  - NYC RBERN – Partnerships
  - Think Tanks
  - Bilingual Special Education Institute New York State Association of Bilingual Education - March 6, 2014
  - Bilingual Special Education Summer Institute - July 1, 2, 3, 7, 8, 2014
  - Special Issues Bilingual Special Education - Journal of Multicultural Education Research
Practicing and future school leaders in both general and special education face challenges on how to effectively teach culturally diverse and different students, communicate with their families, and thrive in diverse communities (Kea, Rodriguez, & Combes, 2013).

Leadership programs must become culturally responsive to school leaders.
CELEBRATING BILINGUAL SPECIAL EDUCATION

- Video
WHO ARE YOU LEADING?
U.S. public schools are more racially, ethnically, and linguistically diverse and different than ever before and [yet] the racial and ethnic demographics of educators remain relatively unchanged or stable.

---(Ford, 2012)
Teachers: White, Female & Monolingual (83.5% White, 6.9% Hispanic, 6.7% African American)

- English language learners
- Second language acquisition
- Cultural differences

Ortiz, 2012
CLD ISSUES – ORTIZ, 2012

- CLD Issues
  - Achievement gap
  - Low expectation/performance
  - Low ability groups & tracking
  - Increased rates of social promotion
  - Increased dropout
  - Increased remedial and SPED

- Hispanic and African Americans are less likely to receive ECI services
  - Hispanics: Overrepresented in LD
  - African Americans: Over-represented in LD, SLI, ED, MR
  - Both are underrepresented in Autism
17.13% of Public School Students
32.01% Intellectual Disability (MR)
28.91% Emotionally Disturbed
20.23% Learning Disabilities
21.66% Developmentally Delayed
Black Males are overrepresented in each category.
Activity #1
- What strategies should school principals and special education leaders employ to establish and maintain positive relationships with families of special education students?
- Which strategies have been most successful in schools in which you have worked or are working?

Activity #2
- How do school leaders today define parental involvement?

Activity #3
- What are some of the barriers to family involvement in schools in general and with families of children receiving special education or related services in particular?
- What might be done to reduce these barriers?
GROUP ACTIVITY QUESTIONS

Activity #4
- What are some features of effective family involvement programs?
- What steps would you follow in developing a coherent family involvement program for families of children with disabilities or special needs?

Activity #5
- What key characteristics and levels of cultural competence are needed in school districts to foster preservice teacher success in diverse communities and schools?

WHO ARE THE FAMILIES SERVED BY YOUR SCHOOL?
FAMILY MODELS

Traditional Family
- Intact Family (two-parent heterosexual couple)
- Blended Family (step families, multiple-marriage heterosexual couples)

Nontraditional Family
- Single-parent
- Grandparent family
- Foster family
- Sibling-headed family
- Same-sex family
They may show:

- Low self-esteem
- Lack of trust
- Inability to have fun
- Shame, anger, sadness
- Lack of intimacy
SINGLE MOTHER

75% Work
25% Stay-at-Home
Below Poverty Level
CHALLENGES OF IMMIGRANT FAMILIES

- Adjustment to new lifestyle
- Cultural shock
- Language barriers
- Immigration status
- Employment
- Rejection and discrimination
- Lack of support services
Bright Eyes and Pretty Smiles!
What strategies should school principals and special education leaders employ to establish and maintain positive relationships with families of special education students?

Which strategies have been most successful in schools in which you have worked or are working?
A STRATEGY FOR IMPROVED PARTNERSHIPS

- Know your own story
- Recognize the potential for cultural conflicts
- Explore attitudes about diversity and diverse populations
- Learn about families and communities in your schools.
- Establish classroom environment and curriculum practices
- Examine family involvement from a systems perspective
1. Assess your current knowledge of the family’s culture:

2. From what value base is the family operating?

3. Is what I know about this family based on fact?

4. Do I have the skills and knowledge base to effect change in this culture?

5. Is my approach to this family informed by its cultural influences?
Assess your cultural awareness relative to families:

1. **Family dynamics** (e.g., What are the important family rules?)

2. **Misperceptions about student behavior** (e.g., What roles do silence, questions, and responses play in the student’s culture?)

3. **Student characteristics** (e.g., Do students question or obey authority figures?)

4. **Disciplinary style** (e.g., What are the acceptable and unacceptable ways to motivate or change students’ behavior-based on their perceptions of positive and negative consequences?).
PRINCIPLE #2

- Utilize a strengths-based approach:
  - Become a cultural researcher
  - Find out about the community
  - Provide information and resources
  - Analyze the curriculum for CLD family relevance
  - Provide varied opportunities for family involvement
LEARN ABOUT FAMILIES & COMMUNITIES IN YOUR SCHOOL

❖ How did they come to be here?

❖ What about school is important?

❖ What sources of strength emerge from their stories?

❖ What knowledge, skills, and experiences do they bring that can enrich the school that contributes to their children?

❖ What can they tell you about their experience with disabilities or about attitudes towards disabilities?
LEARN ABOUT FAMILIES & COMMUNITIES IN YOUR SCHOOL

- What are their child rearing beliefs?
- What are their expectations for normally developing children?
- What are their expectations for their child with disabilities?
- What is their experience with community service providers?
- What are their beliefs about asking for outside assistance?
- How do they ask for assistance?
LEARN ABOUT FAMILIES & COMMUNITIES IN YOUR SCHOOL

- How do they like to receive information?
- What are their beliefs about formal schooling?
- What is their own experience with formal schooling?
- What are their expectations for the formal schooling of their children?
- What do they do at home that they see related to schooling?
Find Out About The Community

- What is the focus of community life?
- Where do families go?
- Where do they play?
- Where do they get together?
- How do families access resources in their own communities?
- Who are the helpers?
How do school leaders today define parental involvement?
PARENTAL ENGAGEMENT
FATHER’S TOO
HOW CAN TEACHERS MEET THE NEEDS OF AN INCREASING DIVERSE STUDENT BODY?

- Racially & Ethnically Diverse
- English language learners
- Economically Disadvantaged
- Immigrants
CHANGE
CONFERENCE
FORMAT AND
EXPECTATIONS
ACTIVITY #3

- What are some of the barriers to family involvement in schools in general and with families of children receiving special education or related services in particular?

- What might be done to reduce these barriers?
**LATINO PARENT’S EXPECTATIONS FOR EDUCATION**

- The importance of a good education is universally recognized by American and Latino parents alike.

- Quality education-- *Una buena educación*

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Sense of moral, social, and personal responsibility.</th>
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<tr>
<td>Critical thinking skills</td>
<td>Respect</td>
</tr>
<tr>
<td>Level of literacy</td>
<td>Proper behavior</td>
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HELPING YOUR LATINO STUDENTS

- Allow them to be bicultural and bilingual!
- Treat their language and ethnicity as assets rather than hurdles to overcome.
- Incorporate their native language into the curriculum in creative ways.
- Don’t make your students feel like they need to choose whether they are American or Latino, etc., let them be both!
COMMUNICATE

- Talk with culturally different families in person, by phone or in writing
- Address culturally different family members formally
- Capitalize on kinship & extended family members as a strength
- Complete a family assessment (strengths & concerns)
Becoming culturally competent is less of an option than in previous years.

Cultural competence is now a survival skill for educators.

1. Who are educators teaching?
2. What are the histories of culturally different students?
3. What is their culture?
4. How can educators' being culturally competent decrease misunderstandings and clashes with, unnecessary referrals of and inappropriate special education identification and placement of those whose cultures are different from educators and decision makers?
Emerald City Does Not Exist!

- Church Functions
- Tutorial Services
- Behavior Contract
  - Check
- Counseling Services
- Cub Scout Troop
  - Check

Action Plan

- Teacher & Grandmother Consultation
- Evaluated ADHD & BED
- Academic Gains
- Extended Family Conference
- Psychological Report
- Disruptive Behavior

Tutorial Services

- Check

Church Functions

- Check

Behavior Contract

- Check

Counseling Services

- Check

Cub Scout Troop

- Check
ACTIVITY #4

What are some features of effective family involvement programs?

What steps would you follow in developing a coherent family involvement program for families of children with disabilities or special needs?
What key characteristics and levels of cultural competence are needed in school districts to foster preservice teacher success in diverse communities and schools?
BECOME CULTURALLY RESPONSIVE LEADERS

- Philosophy
- Learning Environment
- Classroom Management
- Curriculum
- Instruction
- Assessment
Teacher education programs must become culturally responsive to preservice teachers.

We must begin to prepare culturally responsive personnel in special education who are well qualified for and can effectively carry out roles in SEAs, LEAs and school programs to enhance the outcomes of culturally different learners.

Community support is required to develop partnerships and produce educators who can advocate for culturally different students in special education.

We must prepare culturally responsive teacher leaders.
What does the future hold for culturally and linguistically diverse students with and without disabilities?
“Every child has the right to a high-quality public education.” Tavis Smiley
What are the most important things leaders should keep in mind as they develop and plan family involvement activities for children with disabilities and/or special needs?
WHERE DO WE GO FROM HERE?
EXTRA SLIDES
# The Star Model for Special Education Planning

## Special Education Administration

**Providing and Ensuring Programming that Makes a Difference**

<table>
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<tr>
<th>Ethical Practice</th>
<th>Individual Consideration</th>
<th>Equity Under Law</th>
<th>Effective Programming</th>
<th>Productive Partnerships</th>
</tr>
</thead>
<tbody>
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<td>Advocating for informed decisions based on child benefit, respect, and full educational opportunity.</td>
<td>Attending to exceptional needs requiring the extraordinary response of specialized instruction.</td>
<td>Providing child benefit through disability law, financial options, and public policies.</td>
<td>Providing and ensuring programming designed to produce positive student outcomes.</td>
<td>Negotiating and collaborating on behalf of learners with exceptionalities and their families.</td>
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Crockett, 2002
Goal of Teacher Preparation in Special Education
To prepare educators who develop and implement specialized programming and supports in schools and communities for individuals with disabilities.

Scholarship about Learners with Exceptionalities (individual consideration)
Special Education's Roots
Public Policy (equity under law)

Effective Teaching Practices (effective programming)
Parent and Professional Partnerships (productive partnerships)

Ethical Practice in Special Education
Developing and implementing programming and supports in schools and communities that provide beneficial educational opportunities for individuals with disabilities

Special Education Administration
Providing and Ensuring Programming that Makes a Difference

Ethical Practice
Advocating for informed decisions based on child benefit, respect, and full educational opportunity.

Individual Consideration
Attending to exceptional needs requiring the extraordinary response of specialized instruction.

Equity Under Law
Providing child benefit through disability law, financial options, and public policies.

Effective Programming
Providing and ensuring programming designed to produce positive student outcomes.

Productive Partnerships
Negotiating and collaborating on behalf of learners with exceptionalities and their families.

Goal of Leadership Preparation in Special Education Administration
To prepare school leaders who ensure that beneficial specialized programming and supports are provided for individuals with disabilities.

FIGURE 1. Framework for leadership in special education.
FIGURE 2. The star model for special education planning.
THE STAR MODEL FOR SPECIAL EDUCATION PLANNING

1. Ethical Practice

2. Individual Consideration

3. Equity Under Law

4. Effective Programming

5. Productive Partnerships

Crockett, 2002