Beyond Family Involvement: Advancing True Collaboration with Culturally & Linguistically Diverse Families

Hailey Love, PhD

Agenda

• Defining Traditional Parent/Family Involvement
  • Traditional Definitions & Assumptions
  • Shortcomings of Traditional Family Involvement for CLD Families
• Introducing DisCrit to Examine Family Involvement
  • Disability Critical Race Theory (DisCrit)
  • Applying DisCrit to Expand Traditional Family Involvement
• Reconceptualizing Family-Professional Partnerships using DisCrit
  • Approaching CLD families from the stance of “learner”
  • Engaging with Cultural Logics
  • Decision-Making with CLD Families as Knowledge Generators
Defining Traditional Parent/Family Involvement

Epstein's (1992, 1995) Parent Involvement Model

- Assisting Parent Activities
- Communicating with Parents
- Classroom/School Volunteer Opportunities
- Providing Home Activities to Support Learning
- Including Parents in Decision-Making
- Collaborating with Communities
Epstein’s (1992, 1995) Parent Involvement Model in Practice

- Assisting Parent Activities
- Communicating with Parents
- Classroom/School Volunteer Opportunities
- Providing Home Activities to Support Learning
- Including Parents in Decision-Making
- Collaborating with Communities


Epstein’s Parent Involvement Model Applied to EI/ECSE

- Assisting w/ Intervention Activities at Home
- Communicating with Parents about Child’s Progress
- Classroom/School Volunteer Opportunities
- Providing Home Intervention & Exercises to Support Learning
- Including Parents in IFSP/IEP Decision-Making
- Collaborating with Communities & Service Providers
Epstein’s (1992, 1995) Parent Involvement Model Applied to EI/ECSE In Practice

- Assisting with Intervention Activities at Home
- Communicating with Parents about Child’s Progress
- Classroom/School Volunteer Opportunities
- Providing Home Intervention & Exercises to Support Learning
- Including Parents in IFSP/IEP Decision-Making
- Collaborating with Communities & Service Providers

Underlying Assumptions

- “Good” parent involvement looks the same for all parents
- Schools know what is best for children’s development; schools can and should set the educational roles of parents
- If parents care about their children’s development, they’ll be “involved” by
  - Coming to classroom & school activities, and IEP/IFSP meetings
  - Doing the interventions/activities I ask them to do at home
  - Communicating back through the channels I/school has established
- If parents don’t engage in expected behaviors, they don’t care about or may hurt their children’s development & learning

(Baquedano-López, Alexander, & Hernandez, 2013; De Bruine et al., 2014)
### Challenging Underlying Assumptions

<table>
<thead>
<tr>
<th>Traditional Assumptions</th>
<th>Reality for CLD Families</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Good” Parent Involvement looks the same for all parents</td>
<td>CLD Families support their children’s development &amp; learning in many ways that aren’t reflected in traditional notions of parent involvement</td>
</tr>
<tr>
<td>• Supporting positive racial &amp; cultural identities</td>
<td>• Providing opportunities for community engagement &amp; inclusion</td>
</tr>
<tr>
<td>• Maintaining high expectations</td>
<td></td>
</tr>
<tr>
<td>Parent involvement activities have differential effects for children from CLD and low-SES families</td>
<td></td>
</tr>
<tr>
<td>(e.g., Banerjee, Harrell, &amp; Johnson, 2011; Friend, Hunter, &amp; Fletcher, 2011; Lee &amp; Bowen, 2006; Trainor, 2010; Vincent, Rollock, Ball, &amp; Gillborn, 2012)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Challenging Underlying Assumptions

<table>
<thead>
<tr>
<th>Traditional Assumptions</th>
<th>Reality for CLD Families</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools know what is best for children; schools can and should set the educational roles of parents</td>
<td>Schools and CLD families may have different perspectives about child development, the purpose of schooling, how to support their children, and their parental and educational partnership role</td>
</tr>
<tr>
<td></td>
<td>When school and family perspectives conflict, the schools’ priorities and expectations prevail</td>
</tr>
<tr>
<td>(e.g., Banerjee, Harrell, &amp; Johnson, 2011; Hornby and Lafaele, 2011; Lai &amp; Vadeboncoeur; Trainor, 2010;)</td>
<td></td>
</tr>
</tbody>
</table>
**Challenging Underlying Assumptions**

<table>
<thead>
<tr>
<th>Traditional Assumptions</th>
<th>Reality for CLD Families</th>
</tr>
</thead>
<tbody>
<tr>
<td>If parents care about their children they will do X, Y, Z</td>
<td>ALL families care about their children’s development &amp; learning</td>
</tr>
<tr>
<td></td>
<td>The parental behavior expectations that educators often have may not match the priorities &amp; strengths of CLD families</td>
</tr>
<tr>
<td></td>
<td>(Baquedano-López, Alexander, &amp; Hernandez, 2013; Cooper, 2009; Warren, Hong, Rubin, &amp; Uy, 2009)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Traditional Assumptions</th>
<th>Reality for CLD Families</th>
</tr>
</thead>
<tbody>
<tr>
<td>If parents don’t do X, Y, Z, they don’t care about &amp; could hurt their children’s development</td>
<td>There are many reasons CLD families may not engage in traditional parent involvement</td>
</tr>
<tr>
<td></td>
<td>• Rejecting services or placements they feel are actually restrictive to their children</td>
</tr>
<tr>
<td></td>
<td>• Feeling unheard/dismissed</td>
</tr>
<tr>
<td></td>
<td>• Historical &amp; current racism</td>
</tr>
<tr>
<td></td>
<td>• Transportation access</td>
</tr>
<tr>
<td></td>
<td>• Communication barriers</td>
</tr>
<tr>
<td></td>
<td>(Cooper, 2009; Jegatheesan, 2009; Lalvani, 2014; Toldson &amp; Lemmons, 2013)</td>
</tr>
</tbody>
</table>
Introducing DisCrit to Examine Family Involvement

Disability Critical Race Theory (DisCrit)

Racism & ableism uphold notions of "normal" that marginalize populations based on invisible expectations about ability, behavior, etc.

Annamma, Connor, & Ferri (2013)
How Racism & Ableism Intertwine

• “Ableism is a system that places value on people's bodies and minds based on socially-constructed ideas of normalcy, intelligence, and excellence...leads to people and society determining who is valuable based on people's appearance and/or their ability to satisfactorily produce, excel, and 'behave'...you do not have to be disabled to experience ableism.” (Talila “T.L.” Lewis)

• Ideas of the “normative citizen” and the “reasonable man” are ableist when those in power use them to determine behavior and thought norms that marginalize certain groups (Campbell, 2008)

CLD Families are subject to ableism and racism when parent involvement norms based on White, middle-class families lead to deficit perspectives of their behaviors and their marginalization.
Applying DisCrit to Family Involvement

<table>
<thead>
<tr>
<th>Main DisCrit Points</th>
<th>Reality for CLD Families</th>
</tr>
</thead>
<tbody>
<tr>
<td>Racism &amp; ableism uphold notions of “normal” that marginalize populations based on invisible expectations about ability, behavior, etc.</td>
<td>When CLD families don’t engage in certain forms of parent involvement, they are more likely to</td>
</tr>
<tr>
<td></td>
<td>• Be perceived as uncaring/uninvolved, difficult, &amp; uninformed</td>
</tr>
<tr>
<td></td>
<td>• Have their concerns, suggestions, &amp; priorities dismissed</td>
</tr>
<tr>
<td></td>
<td>• Be communicated with less</td>
</tr>
<tr>
<td></td>
<td>• Be blocked from decision-making</td>
</tr>
</tbody>
</table>

(Allen & White-Smith, 2018; Archer-Banks & Behar-Horenstein, 2008; Cooper, 2005; Dudley et al., 2009; Lalvani, 2014; Lareau & Horvat, 1999; Puchner & Markowitz, 2015)

Disability Critical Race Theory (DisCrit)

Racism & ableism uphold notions of "normal" that marginalize populations based on invisible expectations about ability, behavior, etc.

White, middle-class citizens largely determine social priorities & norms

Annamma, Connor, & Ferri (2013)
Disability Critical Race Theory (DisCrit)

Racism & ableism uphold notions of "normal" that marginalize populations based on invisible expectations about ability, behavior, etc.

White, middle-class citizens largely determine social priorities & norms

Annamma, Connor, & Ferri (2013)

Applying DisCrit to Family Involvement

<table>
<thead>
<tr>
<th>Main DisCrit Points</th>
<th>Reality for CLD Families</th>
</tr>
</thead>
<tbody>
<tr>
<td>White, middle-class citizens largely determine social priorities &amp; norms</td>
<td>The traditional school-based parent involvement activities are more typically preferred and enacted by white, middle class families</td>
</tr>
</tbody>
</table>

(Cooper, 2009; Ishimaru, Barajas-López, & Bang, 2015)
Disability Critical Race Theory (DisCrit)

- Racism & ableism uphold notions of "normal" that marginalize populations based on invisible expectations about ability, behavior, etc.
- White, middle-class citizens largely determine social priorities & norms
- Must recognize multidimensional identities (race, dis/ability, class, gender, etc.)

Annamma, Connor, & Ferri (2013)

---

Applying DisCrit to Family Involvement

<table>
<thead>
<tr>
<th>Main DisCrit Points</th>
<th>Reality for CLD Families</th>
</tr>
</thead>
</table>
| Must recognize multidimensional identities (race, dis/ability, class, gender, language etc.) | Families of color who also experience multiple marginalizing identities (e.g., based on class, language) face additional barriers, such as:  
  - Challenges accessing EI services  
  - Barriers accessing SPED information  
  - Challenges attending school-based activities, including IEP/IFSP meetings |

(Cheatham, 2011; Hornby & Lafaele, 2011; Irvin et al., 2012; Liptak et al., 2008)
Disability Critical Race Theory (DisCrit)

Racism & ableism uphold notions of "normal" that marginalize populations based on invisible expectations about ability, behavior, etc.

White, middle-class citizens largely determine social priorities & norms

Must recognize multidimensional identities (race, dis/ability, class, gender, etc.)

Must privilege the voices of marginalized populations

Annamma, Connor, & Ferri (2013)
Reconceptualizing Family-Professional Partnerships Using DisCrit

Approaching CLD Families from Stance of "Learner"

- **Privilege the voices of marginalized populations** – learn from families about
  - Their cultural and linguistic background
  - Preferences for communication and roles
  - Expectations for child, themselves, and school personnel

- **Make the invisible, visible** – examine artifacts, assumptions, and outcomes of actions through a critical lens
  - Address expectations and actions that marginalize families based on race, language, and ability
Ask open-ended questions about
- Family activities & routines
- Preferred availability & modes for communication
- Expectations & goals for the child
AND each member of the team

Develop situated/contextualized meanings of language and behaviors
- “When you say ______, what does that look like?”
- “What could I look for in the classroom?”
- “Can you give me an example?”

Funds of Knowledge Handout:
http://modules.nceln.fpg.unc.edu/sites/modules.nceln.fpg.unc.edu/files/foundations/handouts/Mod%2004%20Funds%20of%20Knowledge.pdf
Approaching CLD Families from Stance of "Learner"

- **Privilege the voices of marginalized populations** – learn from families about
  - Their cultural and linguistic background
  - Preferences for communication and roles
  - Expectations for child, themselves, and school personnel

- **Make the invisible, visible** – examine artifacts, assumptions, and outcomes of actions through a critical lens
  - Address expectations and actions that marginalize families based on race, language, and ability

Examining School & Classroom Processes – Backwards Mapping

- Family Articulated & Observed
  - Strengths
  - Priorities
  - Preferences
  - Expectations
  - Availability

- Curriculum
- Instruction & Intervention
- Family Involvement Opportunities
- IEP/IFSP & Other Action Plans
- Child Outcomes & Data

Does it reflect...?
Examining School & Classroom Processes – Backwards Mapping

- Family Articulated & Observed
  - Strengths
  - Priorities
  - Preferences
  - Expectations
  - Availability

F4: Practitioners and the family work together to create outcomes or goals, develop individualized plans, and implement practices that address the family’s priorities and concerns and the child’s strengths and needs.

Engaging with Cultural Logics

- Changing who determines norms – Center the norms, expectations, and priorities of CLD families

- Construct New Cultural Meanings
- New Actions Make Sense
- New rules, structures, & policies
Constructing New Cultural Logics

What rules & expectations guide behavior?
- Child development
- Parent roles & responsibilities
- Educator roles & responsibilities
- Purposes & goals of education/intervention

What are the traditions & legacies at play? What are the practices that are more amenable to change?

(Artiles, 2014)
Constructing New Cultural Logics

How is the family interpreting this situation based on their values, beliefs, & knowledge?

What communities are the family a part of? How is that shaping their communication, thoughts, feelings, & actions?

(Artiles, 2014)
Decision-Making with CLD Families as Knowledge Generators

• Decision-Making as **Activism & Resistance**
  
  Backwards Mapping  
  Privileging Voices of Families
  
  Developing IFSP/IEP, Curriculum, Intervention, etc.
  Engaging in Cultural Logics

TC2: Practitioners and families work together as a team to systematically and regularly exchange expertise, knowledge, and information to build team capacity and jointly solve problems, plan, and implement interventions.
Questions? Comments?

THANK YOU!

Hailey Love, PhD
hailey.love@unlv.edu