ASHA 2006

Working with Linguistically Diverse Families in Early Intervention

Susan M. Moore, UCB
Clara Perez-Mendez, Puentes Culturales
Mark Guiberson, UCB

Slide design pictures courtesy of
Hilton Early Head Start
Agenda

- Introductions & Learning Outcomes
- A Family Story
- Reflection: Questions & Implications
- El Grupo de Familias
- Family Perspectives
- Key Considerations Derived from the Data
- Summary & Implications
Learning Outcomes

Participants will:

• Identify key issues for EI with families from linguistically diverse backgrounds

• Describe a prevention model for EI parent education and support

• Discuss implications for practice with culturally and linguistically diverse families
Questions

• How does M’s background influence her perspectives about language learning and education for her children?
• What does she want for her children?
• What were her concerns about her child? …about the system?
• What information proved helpful to her in decision-making about her child’s development of language(s)
• What supports worked for her and her family?
Implications for Practice

Parents and families benefit from:

• Information about how children learn language(s)

• Benefits of bilingualism...preservation of home language and culture

• Ways to support parents to enhancing their child’s language and literacy at home

• Information about all opportunities and how to navigate systems including the educational system
Parent Education and Support

Model One:

- *Family Centered Helping Practices:*
  Dunst, Trivette & Hamby (2006)

  Relational ~ Interpersonal behaviors that enhance mutual trust & collaboration

  Participatory ~ Involve help seeker choice and decision-making …involvement in actively procuring/obtaining resources and supports …providing opportunities to learn new capabilities
Meta-analysis of the three practice-based research syntheses

Summary

• Outcomes enhanced directly and indirectly by both relational and participatory foci in terms of respondent’s satisfaction with program services

• Participatory foci was reported as having a stronger relationship to outcomes related to enhanced parent, family, and child outcomes as mediated by increased feelings of self-efficacy
Other Findings

- Participatory more related to child outcomes including positive behavior and early literacy development and hypothesized to potentially act as a conduit for relational outcomes.
- Family-centered helping has stronger influence on contextual and proximal to focus of the helping practices.
Model Two: “Building Reliable Alliances”

- Knowing Families
- Honoring Cultural Diversity
- Affirming & Building on Family Strengths
- Promoting Family Choices Affirming Great expectations
- Communicating Positively
- Warranting Trust & Respect
Developmental Stage Model for Parent Education & Support Moore et al, 2006

• Model Three: Adapted from Erikson, 1959 parallel process with focus on beliefs of self efficacy

• Stages:
  ~ Establishment of trust and mutual understanding
  ~ Promotion of confidence and autonomy
  ~ Affirming initiative, connections, and independence
What can we do to become culturally responsive?

- Examine your own culture, beliefs, values and bias
- Avoid assumptions
- Adopt ethnographic interviewing strategies
- Recognize barriers to communication
- Advocate for and effectively use cultural mediators, interpreters and translators
- Build relationships with families using culturally competent, relevant, and meaningful interactions
El Grupo Principles

- Family centered practice
- Authentic experiences
- Culturally resonant practices
- Linguistically and culturally responsive relationships
- Prevention
El Grupo de Familias

Goals:
1. Establishing a culturally & linguistically responsive learning environment
2. Promoting understanding of language acquisition and options for preservation of home language and culture
3. Provide culturally responsive instruction on parent-child interactions
4. Provide supports for language and emergent literacy development
5. Promote access to community resources
6. Facilitate parent to parent connections.
Activities and Strategies

- Setting the stage
- The “talking stick”
- Language and culture
- Supported learning
- Navigating the system
- “La bibliotheca”
- Literacy & shared storybook reading strategies
- Parent to parent connections
Let’s Watch “El Grupo” in Action

A Story about El Grupo

www.landlockedfilms.com
What can you use and adapt?

- Families from different cultures or linguistic backgrounds?
- Different settings or locations?

One example: Marianne Kutz… *Posibilidades* in California is a successful replication and adaptation
Outcomes of El Grupo

• We consistently have very positive feedback in terms of immediate impacts as reported by families…

but what about long term impacts?
Longitudinal Study- Effectiveness of El Grupo

• What do parents remember and what was the most important?

• How useful was the information shared?

• Did parents continue to visit the community library, how frequently did they engage their child in book reading activities?

• What level of adoption do veteran parents demonstrate?
Method

• Families were interviewed on the phone by a native/fluent Spanish speaker
• The interview included specific questions about level of useful of activities and level of adoption
• Of the 140 families who participated in El Grupo from 1997-2006, 55 were randomly selected.
Who are the families?

- N = 25 (15 with disability, 10 without)
- Mobile, Lower socio-economic grouping
- Recently arrived 1-3 years (72%)
- Almost all parents monolingual Spanish
- Variation in parental level of education and literacy skill in their native language
What do parents remember?

“This was a very difficult time in my life, my child had just received a diagnosis of hearing loss. I received a lot of support from everyone in El Grupo”

“I remember the “famosa” literacy box, and the parent discussion groups”

“I learned how to talk, play and read with my child”
The most important thing!

“Trying different ways to look at books with my son.”

“Prior to El Grupo I was frustrated that my son couldn’t talk, I learned more about how my child learns.”

“I learned about services in the community and I learned a lot from other parents.”
Parent Responses - Usefulness

100% reported that participating increased their knowledge about their child’s development.

92% found the information about bilingual language development to be very useful-useful.

88% found the information on navigating the school system and other community resources to be very useful-useful.
80% continue to access public library*

56% read to child every day

24% 3-5 times a week

20% read to child one in a while
Level of Adoption
Adapted from Concerns Based Adoption Model, Hall and Hord, 2005

- Refined & shared
- Consistently used and applied
- General level of awareness
- Information not adopted/used
Parental Level of Adoption

Information was useful and parent consistently applied knowledge (40%)

- Parent used information, refined and shared knowledge with others (60%)

- Do parents sustain their level of adoption over time?
Sustainability of level of adoption

- Immediate sustainability ($N=13$), participated within the last two years
- Long-term sustainability ($N=12$) participated 3 or > years ago

- $U = 72.50$, $p = .77$

- No difference between groups, families sustained level of adoption over time.
• Flexible schedule increased father’s participation
• Infusing information about community resources and navigating the system was responsive to parent and families
• Addition of the “talking stick” addressed influences from previous experience on family fears and expectations and cemented commitments for participation
Lessons Learned

• Replicable with other families in other situations (California; CLC) as long as culturally resonant

• Replicated and adapted in teen parenting program, community setting, and in conjunction with a local preschool as parent program
Resources


Resources

Gracias

Graduate Students:
• Kristin Satzger
• Sarah Smith
• Alejandra Straud
• Kristin Fields

• John Tweety with Landlock Films
• Marta
• El Grupo Families