

Anecdotal

State of the State for Latino Families of Children with Disabilities



CENTER FOR FAMILY INVOLVEMENT

VCU



Partnership for People
with Disabilities

Linking people. Changing lives.



Latin America

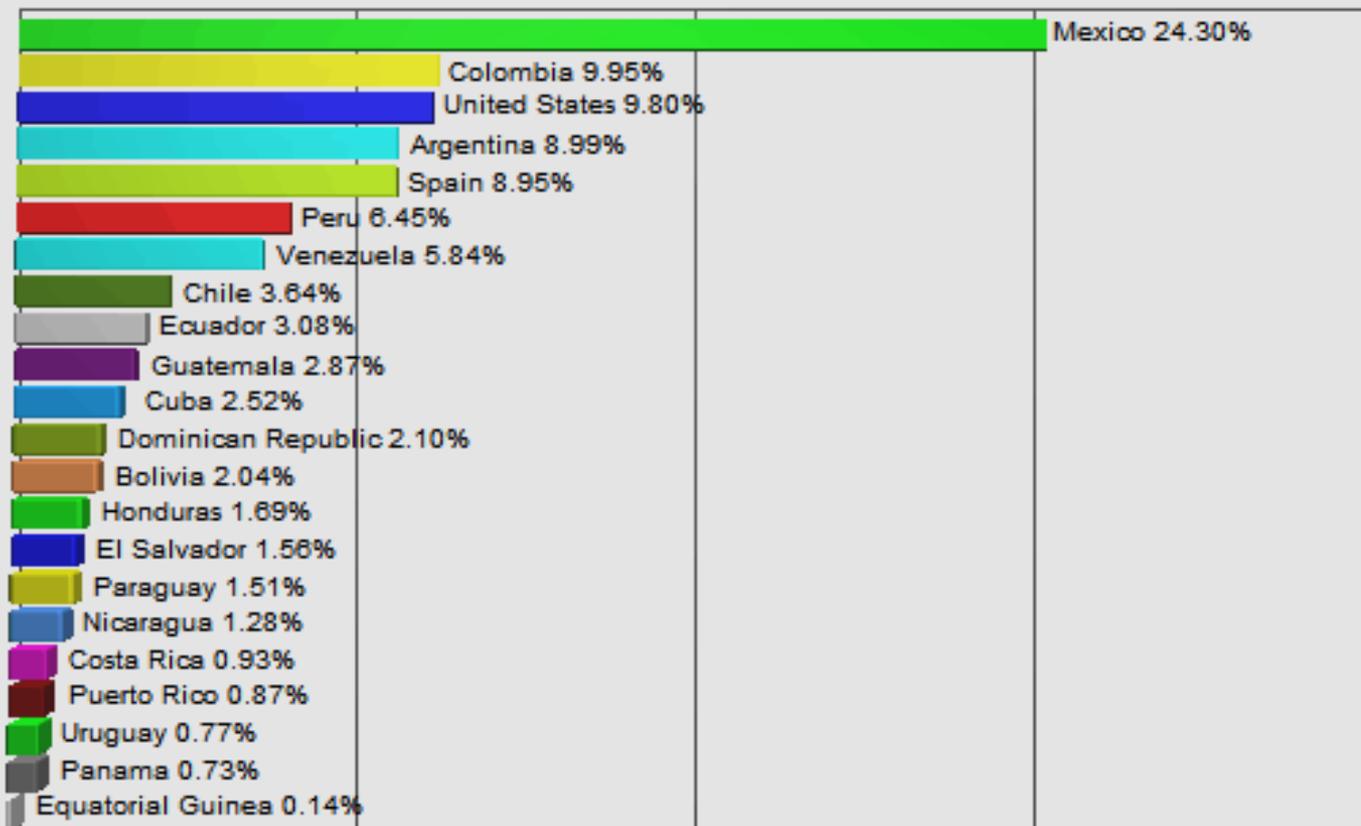


Hispanic Countries



Worldwide Spanish Speaking Population

(by country and porcentaje of total Spanish Population)



Language

- This is the most significant barrier to accessing the healthcare and special education systems in Virginia
- Many bilingual children's developmental disabilities go unnoticed for long periods of time.



Language

- Language delays and/or developmental delays are attributed to perceived consequences of bilingualism
- Sometimes, learning difficulties in bilingual children are treated by assigning them ESL status, and providing them ESL support only
- Inappropriate language services

Where did I get all the information I'm going to share?

- Talks at schools
- VA Association of School Nurses Conference
- Building Bridges Conference
- Multiple parent interactions
- Teachers
- During eligibility and IEP meetings
- In short, it's anecdotal, but they are all true stories
- And... yes, there is some research which will be aptly identified

Interpreting Vs. Translating

- *Interpreting* is a complex task that combines several abilities beyond language competence in order to enable delivery of an effective professional interpretation in a given setting
- *Translating* is used when the meaning of one language is conveyed in another language *in writing*

Who is currently being used as an interpreter?

- Bilingual/ bicultural individuals with interpreter training, specific to healthcare and special education terminology.
- Self-declared bilingual individuals who have not been tested for proficiency ; i.e. front desk office staff
- Other parents who are perceived to have better English language skills (unusual)
- Children

About Interpreters...

- “I have a lot of Spanish-speaking kids at my school, so the lady at the front translates for me”
- “I have two children from two different families that speak a very rare language. One time, one of them got a 104 fever and I had no way of communicating with the mother on the phone. The only way I could do it was by taking the other child out of class to help me translate...”

About Interpreters during IEP meetings...

- “My school is really good about having interpreters available for Spanish-speaking parents”
- “ I know the interpreters do a good job for the most part, but sometimes I wonder if the parents are getting any of what we are talking about...”
- “ I guess parents are getting it; they rarely ask questions”

Not all needs for interpretation and translation are created equal:

- IEP or Eligibility Meetings
 - IEP documents
 - Assessment reports
- School Nurses
 - Creation of 504's
 - Day-to-day interactions with children and parents
- Parent-teacher daily communications
 - Written
 - Oral
- Related service provider- parent communication

IEP or Eligibility Meetings

- Having an interpreter changes the dynamic of an IEP meeting greatly.
- Wide range in involvement of interpreter
 - Interpreter plus advocate
 - Mere conduit
- Need to train personnel on how to appropriately use interpreter to facilitate parent participation
- Cycle of communication using an interpreter, to enhance parent involvement in IEP process

School Nurses: Very Special People

- Long term need to communicate with parent regarding medications, g-tubes, devices, and ultimately, creating a 504.
- Awareness of language services availability and options varies (Use of language line for urgent situations)
- Nurses are in a very unique position, straddling healthcare and education.

Parent-teacher communication

- Communication between LEP parents and teachers is almost non-existent
- Adversely affects homework, study habits, attendance to fieldtrips, and full participation in special projects.
- Day-to-day behavior issues are hard to address with the parent
- *Is it feasible to have an interpreter or translator on stand-by to handle the day-to-day needs?*

Related Services Provider- Parent communication

- Many LEP parents confessed to not knowing what therapies their children are receiving
- LEP parents are less likely to follow through on recommendations for the generalization of skills at home
- LEP parents and related services are not able to communicate on a day-to-day basis

Recommendations

Elements of Effective LEP Policy

- Identifying LEP persons who need language assistance
- Identifying ways in which language assistance will be provided
- Training staff
- Providing notices to LEP persons in their preferred languages
- Monitoring and updating LEP policy

Title VI and Executive Order 13166

- On August 11, 2000, the President signed Executive Order 13166, "Improving Access to Services for Persons with Limited English Proficiency"
- Any agency/ provider that receives \$1 in federal monies, should adhere to Executive Order 13166

FOUR FACTORS OF TITLE VI GUIDANCE

- 1. The number of LEP persons that are eligible for the service or likely to be affected in the recipients service area
- 2. The frequency with which the recipient encounters LEP persons
- 3. The importance of the program activity or service ; i.e. IEP meetings, IEP doc Translation, parent-teacher daily communication
- 4. Resources available to the recipient (of federal monies)

Examples of Language Assistance Services

- Direct foreign language communication by bilingual staff who have been tested for proficiency and trained in the standards of practice for interpreting.
- Interpretation (oral), conducted in-person or via telephone by qualified interpreters
- Translation (written) by qualified translators

Recommended steps to developing a language access plan:

- Assign a person that will lead the process and develop a committee
- Begin with an assessment. Choose an assessment tool(s) that best fits the needs of the organization. An inclusive assessment will look at several parts of the organization, such as the individuals served, the service system, human resources, the organizational environment and the needs of the community
- Assess organizations' compliance to the CLAS standards
- Based on the results of the assessments, the organization should prioritize and focus their efforts by developing a cultural and linguistic plan with measurable outcomes

Continued...

- Because of the nature of our changing environment, the plan should not extend for years out. Many organizations develop a yearly plan
- Report out on the plan annually based on the efforts and achieved outcomes of the agency
- Implement and execute a schedule to review and revise the plan
- **Seek assistance, if needed. Technical assistance is available from the *Office of Cultural and Linguistic Competency***
(<http://www.dbhds.virginia.gov/OHRDM-CLC.htm>)