

CULTURAL AND LINGUISTICALLY DIVERSE FAMILIES MODULE - ASSESSMENT

Case Scenario

You are a special education teacher for grades 1-3. It is the beginning of the school year and you have just been notified that you will have a second grade student named Victor in your class who has been labeled with mental retardation and is an English language learner (e.g., native language is Spanish). After reading through Victor's cumulative folder you have discovered that his parents are both Spanish speakers and have a very basic understanding of the English language. Because Victor is new to your classroom and school you have decided that you would like to have a meeting with Victor's family to get to know them and to establish goals for Victor in the upcoming the year.

Questions

1. What are some culturally sensitive practices you can put into place to assure that Victor's parents are valued and included as active team members during your meeting?
2. In an attempt to establish ongoing parent-school communication, how can you assure that Victor's parents are included in his education despite the language barrier?
3. When an interpreter is used during your meetings with Victor's parents, what are some appropriate behaviors the team needs to know about working with an interpreter?