

**Event:** Cultrial and Linguistic Diversity – Strategies for Supporting Youth and their Families

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Please stand by for real time captions.

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Good morning. This is Martha Garber with UAT wife walk on this one we are very excited about our topic. Before we begin and I introduce the speaker, and like to see if you can hear me and if you can find the question box for your questions will your questions will be answered in the few can see the question box, would you put and hear me put a guess in that question box. I am waiting for your yeses and IC yeses. Rosella Amy Jessica thank you, -- we are doing well looks like everyone can hear me.

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The topic today is cultural and linguistic diversity strategies for supporting youth and their families and our presenter is our very own pistol George we are very excited to have her this morning and without any ado, I will -- if you're listening on the phone which I am not sure many of you are, please send us an email UMT Y.edu to register presence otherwise if you're looking for real Babel to register your attendance and I will talk about continuing education after the close of the presentation. Again Crystal George.

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Thank you, Martha and Martha said I'm Crystal George award for UMT Y as Program Manager just a little bit my background I've experience working in employment services and I worked at home and community-based service cornet or any supervisor I also have experience working with office of disability accommodation and a variety of other experiences but I just wanted to let you know a little bit about me. To get started we will talk about our objectives for the day and we will define culture and diversity as it relates to service provision to youth and family and distinguish between person centered in person family interdependent approach is to transition planning and we will identify best practices and serving individuals from a variety of backgrounds. So before we get too far I want to know how many of you have heard about person family interdependent approaches?

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I am thinking not I am not getting anything

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Let me warn you don't be shy during the presentation because there will be a lot of back-and-forth and I will ask questions and participation will make this worthwhile. Today since no one knows about person family interdependent approaches we will talk about those and I want to make sure that you know that I am not advocating one way or the other saying you need to use person centered or person family

interdependent approaches I just simply want to provide you with that information so you can choose what method works best for you.

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The US Department of Education defines culturally and linguistically diverse (CLD) as a term education uses to define students enrolled in education programs who are either non-English proficient or have limited English proficiency. The term is also used to identify a variety of languages and the first social, cultural, and economic backgrounds of students. Keeping this in mind, how many of you have worked with students who fit this definition?

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Either not speak English, limited English proficiency, or comes from a diverse background?

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Jessica Davis says I have an education in the education system -- I think our group might be a little shy we have to give them a chance to warm up.

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May be tired this morning.

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Didn't have a copy ready Martha, you worked with people from a variety of backgrounds as well, right?

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That is true.

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I have also, when I worked in HMR, such a wide variety of backgrounds and languages -- but one person really fit out to me. It was one of my first home visits I redid with another staff. In this person did not speak English and we didn't have a staff who spoke both their language, so they were using Google Translate to translate back-and-forth and they would ask questions in the person would not understand and say yes, which we will talk about later. Might not necessarily have been the most effective because they were pretty much answering yes or no and not giving more details about how their services were going so it wasn't until we actually had a staff who speaks both their native language or we actually found out they were getting the services they needed, it were not being provided the support they needed and it's important that we are offering services in languages and context that makes sense to the individuals we serve.

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David La Jolla says that he does work with people with adults with limited English but does not work with. So this is true for adults as well as you write.

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Absolutely. I think is true for everybody. I don't know how many of the people I work with today work specifically with youth but this information will be geared towards youth but it can also be applicable to adults as well in working with family members.

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Bobby Harris has stated that he was worked with someone who was Hispanic gentlemen but could not that could understand and jesters and signals, and that again it goes your point that this person may understand some things but not everything

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Right exactly and that's a really good point later on and one of our scenarios we will touch on that were somebody knew how to use sign language and no one knew that they knew how to use sign language because none of the staff had ever worked with the individual new how do you sign language so that's important thank you, for bringing that up. So we will talk about Webster and how Webster defines diversity culture and linguistics so these are very simplistic definitions diversity is the inclusion of different types of people and a group or organization, so we all hear about how we want diversity in our workplace it is very important that we are bringing in people who are not all the same. So myself for example I know Martha thinks I'm a fantastic employee but she does not want everyone to be just like me she wants to have diversity because of his new ideas and a new experiences to the table so for only saying in our group of people think like us act like us or exactly like as we are not learning anything about anybody else in an culture is a customs arts social and sewage solutions in achievements of a particular people of other social group and this can include some of the holidays that we observe some of the people we celebrate and even online social groups that you remember of and I know after becoming apparent when on Facebook and started being a member of these moms groups and that is a whole other culture where you learn what everyone thinks you are doing wrong or what you should be doing so it's those types of things as well be social groups we are part of that we might not always think about and then linguistics is ever relating to language or linguistics so relating to how we talk and how we communicate with others. Anybody have questions or thoughts about the slide or any of the other ones we went over so part?

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-- Went over so far?

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Nothing appears here but I might add to the group please put azure questions come to you just put them in the question box and we will pass them on to Crystal.

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Thank you,.

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All right so included the slide about cultural identity and I will describe the pictures to you there's a picture of a group of individuals there standing outside of a large building in the picture there is a variety of culture of different backgrounds just based on people you are seen in the image and there's a variety that [ Indiscernible] races gender we have another photo of a child and she's playing in water and looking out towards the sky and we have a couple was getting married in cutting the wedding cake

and based on the images and their description, what do you assume about these persons cultural identity? What you think is -- these images say about them?

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I noticed one thing about the group they all have green shirts that said UNTY and that makes me think they may have something to do with UNTY -- -- that is true --

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Waiting for responses -- maybe Martha what you're talking about this via an image of people who perhaps are educated within assembly of human teeth must have worked with UNTY and educated --

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I think that would be true

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Up here assumption

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There in the education field what Lena observed in said UNT noticed the shirts --

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When we are thinking about what the images say, what do the images not say about a person's identity?

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Bobby is commenting on the wedding cake the people at the wedding may be related somehow friends old and new -- I can say I see some resemblance between -- I assume the people that are cutting the cake are married.

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You would hope so.

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[ Indiscernible - Multiple speakers ]

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Looks like they are married

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What we infer from this is that the couple is married and like really happy so we hope they are still happily married in the are that's a picture of my husband and I and the little girl that is our daughter and then the picture of the group that is our department here at UNT and minus a couple people that were not able to be there for the photo and so the things that these don't say really falls under what your identity is and maybe what we just assumed by looking at somebody. So when you look at me you can see automatically that I'm Caucasian, but what you don't know is that if I'm a mom if I'm a sister if I'm married or not you can infer these types of things -- right? So what was your cultural identity when you were younger? Something I want you to think about that right now if you're sitting thinking well I am a mom and or a dad or a friend and I'm a person with a disability, think back to when you were maybe 16 or 17. What was your cultural identity then?

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I was going to say if you raise your hand I will open the line and let you speak into if you can. I see Tanya I will open your Mike if I can -- Tanya do you have a microphone you can answer? Maybe not.

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Kevin you have a raised hand --

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I didn't realize I had my hand raised --

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Now you are on the phone, what you think your cultural identity was when you were 16 or 17?

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Typical, occasion, athletic kid.

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When you were 16 or 17, did you have a job?

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Yes.

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So when you graduated high school did you immediately go into the work force?

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I worked and went to college at the same time.

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So you took some of that identity with you when you transition into adulthood?

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Yes.

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So that's what's important that we are noticing here and keeping in mind is that when we are talking about cultural identity, to the youth are right now in the are 16 or 17 that tend to go with them into adulthood we take bits and pieces with us into adulthood and not that shaped shapes our cultural identity as we transition to employment higher education or whatever you choose after high school

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Shakira has her hand up.

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Well I guess as a team my cultural identity was Afro-American young girl within my biological family working no children, and school and I guess education traditional situation family going to school working as a young teen and I don't know preparing for graduation.

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Did your family support you and going to school and going to work and all that?

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Yes. Culturally for me I had no choice but in a sense I didn't because I had to be had to work because I needed to help support my family my father was deceased so as an older child in the household, I needed to work in order to support the family so I still

want to school and participated in other activities but I had to work in order to help supplement the income because there was only my mom raising us.

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I appreciate you sharing and appreciate you touching on the point that you had to work to help support your family because a lot of times when we are working with youth, we are trying to give them a job or get them to school get a job go to college but we are often missing the piece about the family what are the family's expectations culturally so maybe you're working with the family culturally it is the oldest child's responsibility to come home and care for the younger children so that is something we need to be looking at and I really appreciate you mentioning that because we are going to talk more about that as we move forward. Was or anybody else Martha that had question

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Bobby Harris said in written, said he was a identified as a student a son in church member

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Great for you haven't talked about church or religion and that's part of your cultural identity is that maybe that faith-based or religion that you adhere to pierce..

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I like to talk about this slide and presentations what comes after high school -- who you were where you came from probably influence where you are heading after graduation to in my family from a small town my mom went to college for a brief period of time and had to stop and help take care of my grandfather my dad took one classic quickly decided college was not for him. My family was very much into work and making sure you had a job and that you were supporting yourself so when I graduated I went straight into college and held a job almost the entire time I was in college I think there was one semester where I was not working so that really influenced me and my parents background and their experience really pushed me into the direction that I went into. So how could this have been impacted by a lack of understanding or involvement of myself and my family? So if my family wasn't able to help me navigate through the applications to college or application for scholarship I've might not of receive those so having somebody that was there to help me understand and go through all of that was really beneficial and that is something we have to look at when we are talking about our youth is does the family understand the forms you are giving them or the jargon that you are speaking. We all use abbreviations and use IEP IPE PDP but does that mean anything to the people that we are working with tax so after high school typically we have college, for youth the either go to work we open competitive and create them employment they go to a volunteer program maybe a person doesn't believe they possess the skills needed to enter the word for so maybe they go into some sort of volunteer program and I know several friends I went to school with that they didn't have a job in high school so they just volunteered at places to build up the information they could include on the resume

or maybe they individuals who served go to a day habits or sheltered workshop how many of you been to a they have are sheltered workshop in your area?

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If you want to raise your hand you could raise your hand to see if anybody has -- Kevin Williams and Shakira have been

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For those of you that have been there, if you like to briefly write in your question box do you think that there are beneficial?

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So far we don't have responses.

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I know the ones I've been dashed all in our County and County and I will say there are some that are doing great work where there focusing on the future and really focusing on helping people learn skills that there's just as many of not more individuals going not really learning any new skills their spending more time maybe coloring or doing arts and crafts than they are doing skills that they can then translate into some sort of employment and while doing arts and class can definitely be translated into employment, I'm really preferring to coloring more than anything and they're not focusing on employment skills and some of the people that have interacted with them their retired and they will tell you I am retirement age this is my retirement this is what I want to do but there's plenty of other individuals that I've talked with whom did not know there were any other options available to them. They were just told after high school there's us -- they have programs why don't you and your mom and dad going look at it and then 10 years later they are still going there because nobody has told them about any other programs or they have not taken the time to put it in a language or in a context that is understood so they just think oh well this is closest to my house this must be the only one and I will stay this one and I can't tell you how many families in it with you said I didn't know there were any other options pierce

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And of course Martha?

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I have a couple comments that Bobby Harris says he feels like it gives him -- an opportunity to build on skills that will help them to maintain suitable employment. Same thing happened with the vocational programs in high school as well I think he's referring to what you had talked about. Not having the choice and -- Shakira says I believe there beneficial to those were not ready or may not be able to work in competitive employment but if they are not doing any specific enhancement learning, or building skills, they are not beneficial that seconds what you have said

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Exactly. The whole point of these programs is to help people learn the skills needed to gain employment. It is also very important that we are making sure that people know that employment as an option because a lot of people they don't know that. So let's go

ahead and move on into the next area and start talking a little more about transition planning person centered planning and a person family interdependence and transition planning based on IDEA is intended to involve youth with a disability and their family and identify postsecondary goals along with adult services and support to help achieve these goals. So when we talk about transition planning it really is more than just the individual but it is also the family and that is why that is bolded so why is that important to be mindful of?

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Transition planning focuses on the youth but then there's the little part about their family so why is that so important to be aware of?

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I can speak from my experience with the answer to that question is that without family support, many plans are not successful.

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Exactly. So when we are talking about families and youth it is more about the family holistically than about one individual because like you said if everybody is not onboard then it's not going to work and if your plan is to have this person go to work after school and family can't provide transportation plan will not work out.

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Gets writer Jessica says we need to be sensitive to the family's culture and beliefs. They will be the support system and need their input and we need [ Indiscernible - Multiple speakers ] that is what we will talk about when we get to the person family interdependent approach and person centered we are probably really family with person centered it focuses on the youth outcomes what the theory would like to achieve and I say in theory because we have all known as meetings or individual does not express their wants but rather the parent is leading the meeting and I can't tell you how many meetings have been and where that is the case where it is not the individual eliminating it is mom and dad or somebody else in the individual house has a very limited input but the plan for person centered in the purpose of a is making sure that we are focusing on the individual. Responsibility for transition services is dependent upon the professional so recently I was at a conference where a researcher noted he was from Tennessee they did some research on this and found that 54% of planning meetings are led by the professional. They are not led by anyone but the professional. And they I asked the same question how to take out this and calculate this day recorded in every time the professional spoke it was noted how many minutes they were speaking and every time the individual spoke that was noted, and I believe the individuals participation in the meeting was I believe over all 5% nine note was less than 10%. So with that,

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As dramatic

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It is in the pie chart was everybody said when would they get to the person and it was everybody was talking except for the person and I think the only piece of the pie that was less than the individual was other noise it was not even a person it was just when there was silence in the room. Sober person centered it wasn't really person centered if you're thinking about it it was really being led by the professional and be led by the family. So the next thing about person centered his there's limited or no involvement of the extended family so we may look at mom and dad but no one else. Which in this person's family interdependent approach we will talk more about that because it really is looking at Wells lives with the individual in some cultures it is expected that the parents of adult children will remain in the home and be cared for so is there grandma grandpa from both sides of the family living in this home how is that working and then it's often based on the deficit smuggled what isn't working what we need to fix so oftentimes we will see social skills as an area of improvement self not really capitalizing on what necessarily is working but what is not working. And then assessments that include a review of family cultural background. So for those of you who have been supported employment and completed the discovery process you know how important it is to see an individual in a variety of settings and it really provides for a whole other level of understanding of the individual and his or her background, so if you are only doing assessments in one room with an individual we are missing a big part of the art outside of the classroom or outside of that Meeting Space. I hope some people are saying yes and some little question box or nodding to themselves their computer going yes -- so also limited no patients are made on assessment so oftentimes they're not offered it in a different language than goals are aligned with youth expectations which are determined in the IEP meeting which again is often being led by the professional or someone other than the individual and for person centered planning success is measured by the youth transition goals being met. So is there meeting the goals then we do person centered planning works -- so we talk about building and quote unquote mainstream the mainstream user are those who still have disabilities but they're not culturally and linguistically diverse so English as their first language. They come from a predominantly Caucasian area or society so for those upward mobility is often more achievable than our youth with field better CLD culturally linguistically diverse their self-determination is a little higher their individualism their credit as individuals and not as a group as often higher and personal choice their ability to make those decisions to advocate for themselves, it also higher. So why do you think the this is true and why would our mainstream have more opportunity to display these characteristics

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Raise your hand and I will open the mic

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Body? Back Bobby? Back

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I was thinking it would be easier because first of all English is the first language and a lot of times if they are in a predominantly community a lot of the resources are accessible to them whereas if you're in the CDL CLD population it might be hard for you because of the language barrier everybody doesn't speak your language and if you are not have been in your area for a long time you also have to learn that area and get familiar with your surroundings

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Sure. Apsley. Absolutely.

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Any other comments?

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I like the point you made about being new to your surroundings because if you move from a place where you have a lot of support maybe it's from family or maybe from your community services your receiving those type of supports and you moved to a community where everything is now and no one is reaching out to help you or guide you and you don't speak the language of that community and that can be very difficult and can definitely impact these areas.

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When you're in the minority, sometimes it's not easy to speak up.

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Exactly.

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If you're the only one of you or there's very few of you it is harder to be recognized.

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Sure. That's definitely something when we're going into lack of involvement in guilty families that that definitely comes into play because of the power imbalance that's often felt and where the family is often feel like the educators know more than they do other people providing services provide more so they don't necessarily want to speak up or say anything because they feel like maybe they don't know as much as a professional so I want to make sure that on this side the lack of involvement of CLD families these are not an Wannamaker these are not excuses for families to not be involved in things. I know when I talked about this before somebody mentioned that well it seems like excuses but these aren't. Is a reason why research reasons one for lack of CLD family and their involvement in their youth services are being impacted so like I said the power imbalance for the psychological or attitudinal barriers so maybe the parent had an experience of their own when they were in school or maybe on the job and that led them to where they have an attitudinal barrier towards the education system as a whole maybe they had an older child who they felt that education system didn't serve them off so they decided I'm not necessarily going to be involved in my child's education or in planning because of what's the point. And logistic barriers maybe transportation debut the fact that they are working 825 in

meetings at schedule a to clocking afternoon and cannot take off or maybe they just recently started a new job and don't have any vacation time I'm sure we've been there I know I've were I don't coming to a new job didn't have vacation time or sick leave I had to work for a while to earn that so maybe that is why a family member is not able to attend meetings or informational barriers so maybe it's the fact that the information is being provided is not in their language which ties to communication barriers maybe their issues with the sense of an email and you say we are meeting at this time at this place but what if that's not something they understand what if they don't understand okay we are meeting at the school and were at the school and little things that maybe you're impacting family members abilities to really be involved in planning and socioeconomic status and contextual factors what do you think that means? Or what does that mean to you?

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One thing that struck me as there's a lot of jobs that don't have leave if you're paid hourly and you must be there when they are requested to come in or you don't have your job. That could be a big impactor.

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Maybe the family because of the power imbalance or in attitudinal barriers baby their uncomfortable expressing that to the school staff or to the employment services staff maybe that is while it should be maybe they are embarrassed by that that they don't have that paid leave so instead of saying anything they just don't show up to meetings.

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That could happen to expect with the information barriers, want to point out that maybe there is a lack of understanding of the importance of transition planning and I know whenever I worked in HCS services we would have families that would come in they would be new to HCS and they said somebody told me to my name on the list but I don't know what the list is for so they didn't understand the importance of one of being on the list into, how the services were going to continue to serve their child brother sister cousin how that was going to continue to serve them for the years to come. Any other thoughts about the socioeconomic status?

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Maybe where you are living like talking earlier maybe that's why you don't have the means to be able to travel to the particular Meeting Space maybe you're working with a family who their child rides the bus every day because they don't have a vehicle and there's not a busstop close by I know the area that I was leaving and that was the case there was not a busstop anywhere nearby and if I didn't have a car or have the funds to pay for lifter over how would I get to work will make it across town to my child's meetings. Perspective is too complex, and maybe overwhelming. Tony -- Antonio says we have families that don't speak English so the English barrier --

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Other lots of staff for you specifically Antonio other staff do speak their native language than? If their native people you're serving native language is not English to have staff that can communicate with them?

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When I was with HCS that was a big issue we had we had a lot of families who mom and dad spoke Spanish and individual we were serving spoke English and they would have to bring a brother or sister to translate and that is not to me that is not acceptable. Any situation we can possibly have a translator or someone there can help with the situation we should because that's impacting their ability to benefit from the services that are being offered to them. And cultural influences, he says yes they did many families do not feel comfortable in meetings that are in English and they do have [ Indiscernible - Multiple speakers ]

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Also the goal and with that how intimidating is it to walk in to a room where you're surrounded by people and suits for better dressed really in business attire and you are not dressed in that attire -- maybe you are wearing jeans and a T-shirt because that's all you have for that's all you can afford or maybe that is what is acceptable at your place of employment. I know I talked to a teacher about that specifically she said during their meetings during their art meetings they had been specifically instructed to wear suits to their meetings. She said we were jeans and T-shirts on Fridays but our administration specifically told us we have to dress up for our meetings and she said thinking about that how does that make the family feel maybe they are intimidated maybe that's why they don't want to come in and have as many meetings with us as we would like because they feel uncomfortable.

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In a suit is a power symbol and that as to the power imbalance.

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Maybe the cultural influences maybe there's holidays that are observed that for your specific culture that not everybody observes himself that particular day maybe there's a meeting schedule in our meeting scheduled on night PVD in schedule where you can't go because of some cultural or religious activity that you have. It's making sure that we are thinking about all of these things as potential reasons why families aren't being involved. We move into person family interdependent so this is where we start talking about the close relationship between the quality of life of the CLD family future of the life of the child with a disability so it's really looking at the individual and the family and it acknowledges the family as a whole as affected by the process and potential outcomes so it is no longer just about the individual, but person family interdependent is really about everyone. And I know them that that takes time and a lot of us are probably saying I don't have time to interview mom and dad and everyone else but is really poor that we start trying to work those into our day-to-day activities and when we're working with youth and their families. So the person family interdependent approach addresses both the student and family outcomes. So they

really want to know what does a student hope to gain from this process and what does the family hope to gain from this process. The responsibility for transition services is shared between the family community members and professionals. So that pie that I talked about where was 15 4% of the professional talking it is no longer that everybody has a piece. It is clear has what were in a lot of times we hear about the school District doesn't want to overstep the responsibilities in the yard is a want to step into the school's responsibility so there's bits and pieces that are lost in that process because we are trying to make sure we are not overly involved are stepping on anybody's toes just make sure that everybody has a responsibility in the planning. Even the extended family that we talked to grandma and grandpa in everyone who's going to be that support networks for the individual because we know that not every family is built the same so my support may be totally different than Martha's and I may have my mom and dad while she might have her sister and uncle and cousins and children so it's important that we are looking at that and that we are basing everything on the families strength and remember person centered was looking at what's not working and how can we fix it while person family interdependent is saying okay this is working, how do we nurture the so it continues to maintain make sure that continues to work in the future -- assessments include a review of family cultural background so it really is looking at more than just the person it is taking into account where they came from, and they are. The assessment adaptations reflect flow-through cultural and linguistic background of the family so again it is looking at his this in the right language is it in the right context and then transition goals are aligned with the youth and family expectations so again we are making sure that our goals are really holistic and reflect what the family as a whole needs. And the goalsetting process considers decision-making structures in the family because we all know that we fit in meetings sit in meetings and maybe mom and individual shows up for the meeting and they talk and set goals and then they go home and dad has a totally different goal and a totally different way of how they should be handled so that's importing that it considers how decisions are made within the family and how this person is going to be supportive. Do we have questions about this or any comments about this before I move on?

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Question -- how do you make sure that the student wishes are honored?

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Great question. How do we do that with person centered planning? I mean we sit down we talk to them and we make sure that we are doing everything that we can and I know that with the person family interdependent the reason why people struggle with this particular approaches because they feel like the individuals goals are lost. But I think that this method really make sure that they are not lost they make sure that there's supports that are needed to help them achieve those goals.

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I think -- hard no matter what -- and Rosella says your voice comes and goes it's our voice --

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Sorry can you hear me better now?

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Yes.

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I'm waving my arms around as I talk so that might be causing it also and passionate about this -- other comments or anything Martha?

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No.

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So we talked about person centered planning in the success is measured by the goals of the individual being achieved and person family interdependent success is measured when the transition goals are met the transition goals are met the family needs are met and the family is satisfied so as a whole everybody has built purred and everybody has felt understood, and everybody agrees that we are on the right path in this is working for everybody.

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In order to achieve those goals, and have that success happen, we will talk about some best practices which are encouraging collaboration, building relationships, and inclusion. We will talk about each one of these individually. Purging collaboration really including persons from a variety of diverse backgrounds and trainings in meetings and likely set if you walk into a room and everybody is wearing a suit and you are wearing jeans you're not necessarily going to feel like you fit in. Or if you walk into a room that is predominantly Caucasian, and you are not and you suddenly feel like they might not understand where I'm coming from because they don't look like me, which is making assumptions, but we all tend to do that. Just like I said from the images in the beginning you can assume from the pictures that somebody is married or you can assume that they are all highly educated but that might not be the case. Making sure that we are including people from a variety of backgrounds when we can't is really going to encourage that collaboration between the families and the people providing services to them to in assigning the same ethnic or linguistic group so again that's making sure that we are assigning staff that can communicate with someone while Google translate is great, and we are finding out if the person likes their services, we weren't finding out what wasn't working because her wasn't a method to communicate with them. There was no method for the individual to communicate back other than nodding and saying yes everything is going well so for able to assign people who speak the same language, that's all the better for the individual and for them support system those providing services. And inspecting

disagreements about goals, -- the I'm sure have enemies where someone has a goal that we do not agree with that we do not think will happen but we still need to respect those goals and we still need to have respectful conversation about goals that shouldn't be so-and-so will never be able to do that I can't tell you how many people I've talked to that of told me so and so they will never get a job or they will never be able to do this -- I respectfully disagree with you but we should still have some goals in place to help them get to that. And then understand the correlation between proposed transition activities in the family needs so if you're wanting somebody to participate in job shadowing afterschool does this affect your impact family plan so again it goes back to the discovery process where you're getting to know the family as a whole and what is their schedule look like afterschool it might be great for the person to participate in some job shadowing activity that will pick them up if it's afterschool maybe mom goes to work at 7:00 United does not get home until seven in the morning so those are things that we have to look like and by encouraging collaboration of bringing everyone to the table were making sure that those little pieces are not Mr. overlooked any questions about encouraging collaboration?

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Not at this time.

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Our next best practices building a relationship when you start doing that your meetings will be more in depth your partnering with individuals who know the student best so building relationships is not only the mom and dad or if you're bringing another people into the conversation you will know more about that person and help build those natural supports they will need for when there are no longer receiving your services. And then discuss family dies which may indicate potential areas of concern or conflict and what should be some family values that may cause concern or conflict?

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Maybe the family values work over education maybe that is something to consider if the person working with the transition use and they want to go to college but mom and dad are really set on you have to go to work because it is what we did that's a value conflict so that's very important that you are understanding what does the family value. In church on Sunday is what Bobby Harris --

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[ Indiscernible - Multiple speakers ]

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Worked with people I absolutely cannot have employment activities on Sundays because they go to church is really important to know in when helping someone find a job is they cannot work on Sunday because we know a lot of entry-level jobs or fast food jobs even they really expect you to work either Saturday or Sunday so that's really important

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## And there's the Temple on Saturday

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Yes exactly and make sure we're matching family members with youth to provide family to family support so when you're working with families in building these relationships in learning about the people that are really supporting this individual you are serving the people in their lives maybe there somebody who's been through with they're going what they're going through and working with Tom and his cousin and Steve and went through a transition process as well so maybe he can provide some support or some ideas for the next person that make sense?

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Making sure that if there's family available to help support you, then by all means use those natural supports that will be there long term because the person disability will not go away when you stop working with them to when they transition out of high school, into higher education or work of whatever they will do their disability will be with them so provide nonjudgmental considerations to families expectations and beliefs about the individual in future responsibilities and making sure that while we might not agree with someone we are still being respectful and we are not being judgmental of their expectations. And again empower the family to build on their own strengths and making sure we're not looking at what is not working but what is working. And inclusion, so offer material to the families in their native language so we are going to encourage inclusion by making sure that during our meetings things are offered in a context that the family understands and provide interpreters per as needed -- I know working in nonprofits often times is hard to find someone to do the best you can really seek those up a range midis to ensure inclusion of key family members if mom and dad are providing support for the individual or guardian is make sure that they are at the meeting. Make sure that you're actually scheduling a meeting at a time when they are available because that's a really really important to continue to build these relationships with the families and making sure we are including the because appear not including them were not building new relationships with them and then discussed the individual's current and future roles of supporting his or her family and the expected roles of the individual so that is a time to really sit down and say we know that you want your child to go to work but what are the expectations within the family are they expected to help care for anyone else in the family as time goes on. Any questions or anything

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We are getting close to the end so impact of best practices, so employment, if for doing all of these things we are building relationships and including the key people we are collaborating we are going to gain employment and lead to upward mobility and creditors. So we are going to reach these goals that were setting individuals are going to attain higher levels of education which will lay the foundation for obtaining supports so for collaborating and we are working with the families and helping them learn what supports are out there, then they will know to go to when they transition

from school to work or school to higher education and the transition process not only impacts the current individual but provides an opportunity for future productive engagement of CLD families so I know when I've talked about before talk with people about this before they said this is a lot of stuff to implement how do I just start doing this and I said well, you start with the first family you find out how to gather information and then you go to the next family and you do the same thing and you keep honing those skills until you're able to do all of this effectively and quickly because every time that you're doing this your improving the process for the next family that you serve per in the expectations of individuals by family and professional staff so understanding that and knowing that their expectations of the family and staff should be in alignment you should have the same expectations because we really have to make sure we are all in for the training and is going in the right direction. So which approach is best? I know that there's some of you have listened to this and thought I still think person centered planning is best there some of you that say yes I am looking at the family as a whole is really the best method, I don't think really either one of those is necessarily better than making sure that we are combining those because this really does give us a different method or idea of working with individuals and I know we focus on CLD use but really this can be used with anybody that your serving. Really looking at the person past what you see in your office or what you see in the school but really looking at all of the other pieces that make up that person and their identity. So we will do one quick scenario and then the second scenario you're more than welcome to share with your friends and coworkers but scenario one, you're working with Vietnamese student honor transition plan and with her mother and father and 25-year-old cousin's limited amount of English cousin is fluent in English you know their communications difficulty is between you and new's family regarding transmission plan outcome what would you do and what issues may arise from this so take about 30 seconds to think about what you would do and what are some of the issues that might come up and then raise your hand.

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Bobby you are on.

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I guess the first thing I would do is ask the cousin if she would be willing to translate for me. The second thing I would do is lined out if we have someone on our staff that spoke Vietnamese.

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What issues may arise from those two options you gave?

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Well, we may not have a staff member available that speaks Vietnamese and the cousin may not be available at the time when I'm doing the interview with her.

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Absolutely or maybe the cousin might not translate everything you are saying in the same context you are saying it.

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Is.

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Yes.

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We been with families with a translated something you are thinking is that really right and I did I say that I know I've been in meetings where I worked with families of the translator has sat next to me and I can pick up some things and other languages and I know some of the things I said was not being conveyed to the family so it really is about making sure that we have the resources available to really serve the individual that we are working with and like you said if the cousin is not available then what do we do and we have to make sure that we have plans in place to address these issues like I said scenario to you're more than welcome to do in your leisure time, but I want to talk about takeaways so from this presentation, I wanted to

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Jessica a comment -- she said based on her experience families prefer to bring their own translator because they trust them. We still provide a translator when we have one available. There's another side

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I think that's good I think that's a very valid point is of being someone the family trust especially like we talked about earlier if there's an attitudinal barrier or psychological barrier where they really want somebody there they think has their best interest in mind while they might not take that the school system has her best interest in mind so that is good I appreciate you pointing that out.

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So our take way for today hopefully you will that every family is really different better values and cultures etc. no families are like while we may look alike we are very very different and don't use only your ideas or assumptions. Let the person tell their story and facilitate opportunities to learn more about the culture and values so don't walk into meetings assuming that you know everything that is going on with the individual or where they're coming from or where their families coming from let them tell the story. And once you start to do these things you will start developing rapport and trust with the individuals who serve and services are going to improve and you will find them here outcomes are better and that your relationships with the families you serve our better so that's all I have for you today

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Thank you, Crystal and I see you have a lot of references and that's really good. And we are out of time in fact we are past the time you did a great job Crystal and thank you so much for presenting for us. Participants you will receive an email with an evaluation link, please complete that survey. We rely on your feedback a lot. Rosella says thank you, and a certificate of completion will be uploaded to your user portal within the next 3 to 5 days. If you need a CRC credit for this session, please contact

UNTY at UNTY at UNT.EDU and we will help you with that form. Thank you, again for your attendance and your attention and have a great day and thank you all for your participation. Bye-bye

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[ Event Concluded ]