



CLD Transition Knowledge and Skill Evaluation Instrument

The purpose of this survey is to determine the degree to which transition services personnel within your school or agency possess *knowledge* (i.e., awareness, information, understanding) and *skills* (i.e., ability to design, create, implement in practice) to effectively collaborate with culturally and linguistically diverse (CLD) families in the transition planning process for youth with disabilities. The survey assesses knowledge and skills independent of one another. This is because transition personnel conducting transition planning with diverse families may 1) have limited to inadequate knowledge and skills, 2) have adequate knowledge but inadequate skills, or 3) have adequate knowledge and skills in this regard. Hence, it is important that all parts of the survey be completed in order to form valid and reliable conclusions. Please refer to the rating scale descriptors below when completing the survey. Thank you for your participation.

1 = inadequate 2 = needs improvement 3 = good 4 = excellent

Circle the number that best describes the quality of *knowledge* and *skills* of transition personnel with respect to working with diverse families of youth with disabilities during the transition planning process.

Section I: General Characteristics of Cultural and Linguistic Diversity

Family values, beliefs, and practices: Some of the following characteristics, although not restricted to families identified as CLD, may be more common to these families.

- Desire to maintain connection to and identification with their primary culture
- Desire to continue to speak and communicate in their primary language
- Favoring of family interdependence and connectedness versus independent identity
- Variation in child-rearing practices and defined roles for mothers and fathers, brothers and sisters, older adults and extended family and friends in the home and community
- High value on staying connected to parents and taking care of parents as they age

- I. Rate the degree to which transition personnel in your school, school district, or agency possess knowledge and skills about the CLD family values, beliefs, and practices represented in your service area.

Knowledge	1	2	3	4
Skills	1	2	3	4

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Family integration and acculturation status: Within a given immigrant family (e.g., Koreans, Latinos, Chinese), values, beliefs, and practices may vary depending on the length of time in the United States, generational status (e.g., first, second, or third-generation), and degree of acculturation to U.S. society.

- I. Rate the degree to which transition personnel in your school, school district, or agency possess knowledge and skills about these possible variations.

Knowledge	1	2	3	4
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Skills	1	2	3	4
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CLD family attitudes and beliefs related to disabilities: All families vary in their attitudes and beliefs about disabilities. For example, some may have open and accepting attitudes and beliefs about disabilities and want their child to be fully included in school and society. Some families may feel a sense of shame or embarrassment about disabilities and do not want their child to be fully included in school or society.

- I. Rate the degree to which transition personnel in your school, school district, or agency possess knowledge and skills about family attitudes and beliefs related to disabilities typical in your service area.

Knowledge	1	2	3	4
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Skills	1	2	3	4
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CLD family interpersonal communication style: The typical interpersonal communication style in the United States is one of *low context* (e.g., heavy reliance on precise, direct, and logical communication; self-advocacy; speak one's mind). In contrast, members of other cultures and families of lower socioeconomic status (SES) or with lower levels of literacy may use more *high-context* interpersonal communication (e.g., reliance on nonverbal cues, gestures, body language, and facial expressions; deference to authority; nonconfrontational language). Though not specific to the presence of cultural and linguistic diversity, members of communities identified as CLD may also use a high-context style when there are concomitant low levels of SES or literacy.

- I. Rate the degree to which transition personnel in your school, school district, or agency possess knowledge and skills about the impact of low SES and literacy levels on interpersonal communication style typical in your service area.

Knowledge	1	2	3	4
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Skills	1	2	3	4
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CLD family structure and norms: A CLD family's structure and norms may differ from those of special education personnel. Some cultures are more patriarchal (i.e., fathers

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are the primary authority figures in the home), value family identity and interconnect-
edness (versus individualism), and may have more clearly defined roles and expecta-
tions for males and females, mothers and fathers, and brothers and sisters in the fam-
ily unit.

- I. Rate the degree to which transition personnel in your school, school district, or agency possess knowledge and skills about CLD family structure and norms typical of your service area.

Knowledge	1	2	3	4
Skills	1	2	3	4

Section II: Quality of Transition Planning Meeting Practices

Promoting active involvement of CLD family members during meetings: Researchers have found that CLD families are more likely than members of the majority culture to be passive during transition planning meetings. In addition, certain cultural considera-
tions and practices appear to be underutilized by school or transition agency person-
nel for increasing and encouraging more active involvement among CLD families.
Several recommended practices for promoting the active involvement of CLD fami-
lies in transition planning meetings are listed below.

- I. Rate the degree to which transition personnel in your school, school district, or agency possess knowledge and skills about ways to promote more active CLD family involve-
ment in transition planning meetings.

- a. Provide adequate advanced notice of meetings.

Knowledge	1	2	3	4
Skills	1	2	3	4

- b. Schedule meetings at a convenient time for families (e.g., evening hours after
work, weekends).

Knowledge	1	2	3	4
Skills	1	2	3	4

- c. Schedule meetings at a convenient location for families (e.g., family home, com-
munity center, religious institution).

Knowledge	1	2	3	4
Skills	1	2	3	4

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- d. Provide child care if needed during the meetings.

Knowledge	1	2	3	4
Skills	1	2	3	4

- e. Provide a bilingual, bicultural translator during the meeting who is familiar with special education law and parent legal rights and who can explain special education jargon and terminology in a way that the family understands.

Knowledge	1	2	3	4
Skills	1	2	3	4

- f. School or transition agency personnel communicate with all CLD family members in a way that makes them feel that they are equal partners with equal decision-making power during the meeting (e.g., by utilizing person-centered transition planning).

Knowledge	1	2	3	4
Skills	1	2	3	4

Section III: Quality for Promoting CLD Family Knowledge of School or Transition Agency Policies, Practices, and Procedures

CLD family understanding of legal aspects of transition: Individuals with Disabilities Education Improvement Act (IDEA) of 2004 (PL 108-446) transition legal requirements can be confusing to CLD families who are not familiar with the law or fully proficient in English. Likewise, eligibility requirements for adult transition services and support agencies can be complex and confusing, particularly when forms need to be completed and submitted in order to be determined eligible to receive services. Several recommended practices for promoting CLD family knowledge of school or transition agency policies, practices, and procedures are listed below.

1. Rate the degree to which transition personnel in your school, school district, or agency possess knowledge and skills about ways to promote CLD family knowledge and understanding of transition policies, practices, and procedures.

- a. Explain transition legal mandates in a way that CLD families adequately understand these laws.

Knowledge	1	2	3	4
Skills	1	2	3	4

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- b. Explain the eligibility requirements of postsecondary transition services and agencies in a way that CLD families adequately understand these requirements.

Knowledge	1	2	3	4
Skills	1	2	3	4

- c. Provide access to CLD community members or CLD parents of youth with disabilities to act as mentors to assist CLD families involved in the transition planning process.

Knowledge	1	2	3	4
Skills	1	2	3	4

- d. Meet with CLD families in nontraditional locations and in the community (e.g., churches, homes, ethnic organizations, community centers) to engage in face-to-face collaboration during the transition planning process.

Knowledge	1	2	3	4
Skills	1	2	3	4

Section IV: Additional Comments

In the space below, please write any additional comments or input related to the questions and feedback on this survey that you feel would be helpful. Thank you for completing this survey.

M1 Assignment: CLD Survey

Jaclyn Kotowski submitted Oct 14, 2018 at 9:54am

Paper View



Our school is unique in that the students we serve are 97% Latino and 99% Free and Reduced Lunch. As a result, there are many natural supports built into how we work with families. The strengths of our school's transition team and agency is section 1 (general characteristics of cultural and linguistic diversity) and section 2 (quality of transition planning meeting practices). These two sections had scores of mostly 3s with some 4s and 1 2. The skills we are excellent on are the knowledge and skills about the impact of low socioeconomic status on and literacy levels on interpersonal communication; scheduling meetings at convenient times for parents; and providing a high-quality bilingual interpreter who is knowledgeable about the special education process and terminology. The area that we need to improve is Section 3 (Quality for Promoting Family Knowledge about Transition Policies, Practices, and Procedures). This area we scored mostly 2s and 1s. The scores where we are inadequate are providing access to CLD families as mentors and meeting families at non-traditional locations. One way to improve this would be to have an informal transitions night (in the evening to accommodate work schedule, with interpreters and childcare provided) at a local church or community center with current families and families of those who have graduated. This would be a good way to start providing mentors for the transition process and also to build the community partnership. This can be expanded to include families from other schools and to include community mentors for the CLD population. Once the informal meetings take place, formal measures like bringing in guest speakers from different agencies can be accomplished at these non-traditional locations. Another way would be to provide families with an easy-to-use directory of available services and supports in the community. This directory should include visuals and Spanish translations. Overall, I think that my school does a good job of including CLD families, but can have improvement in involving and informing the families on the policies and procedures that justify person-centered supports so they do not just rely on the school and agencies to talk with the student about options and opportunities.