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- Tucson Native
- University of Arizona - BS in Speech and Hearing Science
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- Carondelet Health network (2002-2015)
 - Staff Speech - Language Pathologist 2002-2010
 - Inpatient Rehab Supervisor 2010-2015
- Staff Speech Language Pathologist w/ TUSD (2015- present)
- Mom of William, Analuisa, & Romario
- Married 20+ years

Areas of Interest

- Cultural Competence Evaluation/ Treatment of Linguistically Diverse populations
- Mixed Status Family Engagement
- Parent/ Family Engagement



Supporting Mixed Status Families In Educational Settings

Learning Objectives

1. Improve understanding of Immigration Terminology/ Vocabulary in Relation to Mixed Status Families.
2. Improve understanding of Demographics of Mixed Status Families Arizona/ US
3. Introduce Asset based Approaches/ Funds of Knowledge (FoK)
4. Connect Asset Based/ FoK Framework To Communication Disorders



Terminology

Mixed Status : A family with members of varying legal status. May consist of members with any combination of legal status.

Lawful Permanent Resident: Lawful permanent residents (LPRs), also known as “green card” holders, are non-citizens who are lawfully authorized to live permanently within the United States.

Undocumented Immigrant : anyone residing in any given country without legal documentation. It includes people who entered the U.S. without inspection and proper permission from the government, and those who entered with a legal visa that is no longer valid.



Complex Legal Status Configurations

- Approximately 11.35 million US undocumented immigrants residing in the US
- 16.7 million people part of mixed status family
- 4.6 million mixed status family households
- 6.6 million in mixed status families are US citizens- majority are children
- 5 million students under the age of 18 reside with at least one undocumented parent



Barriers To Learning External To Educational Settings

- Poverty
- Language
- Unfamiliarity with School Settings & Systems
- Uncertainty and Worry of the Future
- Family Separation
- Social/ Cultural Isolation



Barriers To Learning Internal to Educational Settings

- Educator Awareness of School Policies or Laws which impact Mixed Status families
- Interpretation Services
- Cultural Competence
- Zero Tolerance Discipline
- Implicit Bias
- School Engagement Practices





Deficit Mindset Vs. Asset Based

Deficit Mindset

Focus on what students cannot do. Assumptions include students and families lack resources, knowledge, education. Mindset is service & problem driven.

Asset Based

Focus on the strengths, skills, talents, interests, and competencies of students & families. Values diversity in thought, culture, & traits. Attends to opportunities & solutions.



Asset Based

Vs.

Deficit Based

Solution Based

Problem Focused

Strengths/ Capacities Driven

Need Driven

Focus On Opportunities

Externally Focused

Community/ Team

Individual

Student Family Empowerment

Top-Down

Changing Mindsets

@ValentinaESL

from:

- My ELLs can't speak English.
- My ELLs aren't able to read on grade level.
- I don't know how to help my ELLs.
- My ELLs seem off task, angry or unhappy.

to:



What language can my ELLs speak?




How can I accommodate this text? What resources are available?



Who can I reach out to for support? Where can I learn more?




How can I make the classroom environment inviting and safe?



Applying Asset-Based Approach in Educational Settings

- ❖ Students/ Families have a voice in 100% of decision making.
- ❖ Programming is Inclusive (participation of family members in (student contracts, special events, behavioral intervention, terminology)
- ❖ Provision of Tools, Education, Resource occurs at Every opportunity.



Applying Asset-Based Approach in Educational Settings

- ❖ Every Student and family has a worthy story & lived experience which will contribute to their learning & meeting IEP goals. Figuring out the story must be apart of the service delivery.
- ❖ IEP/ Educational team's mindset shift from providing a service in the short term to investment in long term outcomes.
- ❖ Advocating for students & Families w/in formal & informal spaces is a Norm w/ goals to empower parents to advocate from themselves.



Funds of Knowledge

“The funds of knowledge concept was originally applied by Vélez-Ibáñez and Greenberg (1992) to describe the historical accumulation of abilities, bodies of knowledge, assets, and cultural ways of interacting that were evident in U.S.-Mexican households in Tucson, Arizona. Although these funds of knowledge were demonstrated as culturally, socially, and cognitively complex, it was pointed out that educators were not using them as a resource to enhance their students' academic progress”

Funds of Knowledge Toolkit- Washington Office of Superintendent of Public Instruction



Funds of Knowledge

- academic and personal background knowledge
 - accumulated life experiences
- skills and knowledge used to navigate everyday social contexts
- world views structured by broader historically and politically influenced social forces

LOOK INSIDE

Funds of Knowledge



Theorizing
Practices in
Households,
Communities,
and Classrooms

edited by Norma González · Luis C. Moll · Cathy Amanti

Funds of Knowledge Inventory Matrix

Funds of Knowledge	Home/Community Practices	Classroom Application
Economics		
Geography		
Politics		
Agriculture		
Sports		
Technology		
Religion		
Language		
Health		
Childcare		
Art		
Cooking		
Entertainment		



Assessment and Treatment of Communication Disorders

Recognition of cultural diversity- NonVerbal / Verbal Rules of
Communication

Recognition of linguistic diversity - Difference vs. Disorder

Seek out Diverse perspectives with Team & School Community -
When in Doubt, Ask!

Representation Matters- Books, Worksheets, Games

Words Matters



Asset Based Approaches with the Speech and Language Impaired Student

MET/ IEP Process

Ex Ed Vocabulary

Collaboration all members of team

Means of communication- Explicitly Define When, Who, Where, Why, Over Communicate

Goal Alignment

what

where

who



how

when

why

