

Engaging with Diverse Families with DHH children

Dr. Christi Batamula

Dr. Bobbie Jo Kite

Dr. Julie Mitchiner

Introductions

Professors
Department of Education
Early Childhood Education
Deaf Education
Gallaudet University



Dr. Christi Batamula

Family Language Planning, Reggio Emilia in Deaf Education, ASL and English Bilingualism, Diverse Family Engagement, Immigrant Families



Dr. Bobbie Jo Kite

Family Language Planning, Teacher Preparation, Reggio Emilia in Deaf Education, ASL and English Bilingualism



Dr. Julie Mitchiner

Family Language Planning, Reggio Emilia in Deaf Education, Bimodal and Bilingual approach

Workshop Objectives

1

Participants will become familiar with an inclusive definition of family engagement.

2

Participants will learn the importance of family engagement of each family on the successful development of the deaf and/or hard-of-hearing child.

3

Participants will create opportunities for engaging diverse families in their practice to apply immediately following the session.

Engagement vs. Involvement

- Partnership
- Personal to each family

Examples: engaging with families regarding planning and evaluating their child

- Teacher or school directed
- Generally applied to all families

Examples: parent conferences, back to school night, PTA



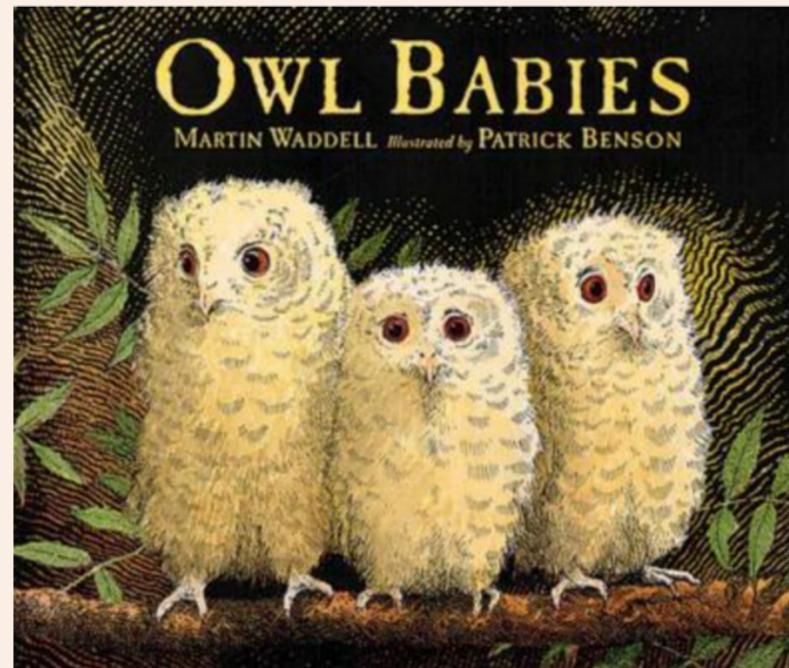
Family engagement is the number one predictor of school success (Weiss, Caspe, & Lopez, 2006)

Why is this work important?



Examining how diverse families with deaf, young children navigate multiple cultural systems as they parent will help to build partnerships between families and early childhood education (ECE) programs working with families with deaf children.

Our stories of engaging with diverse families



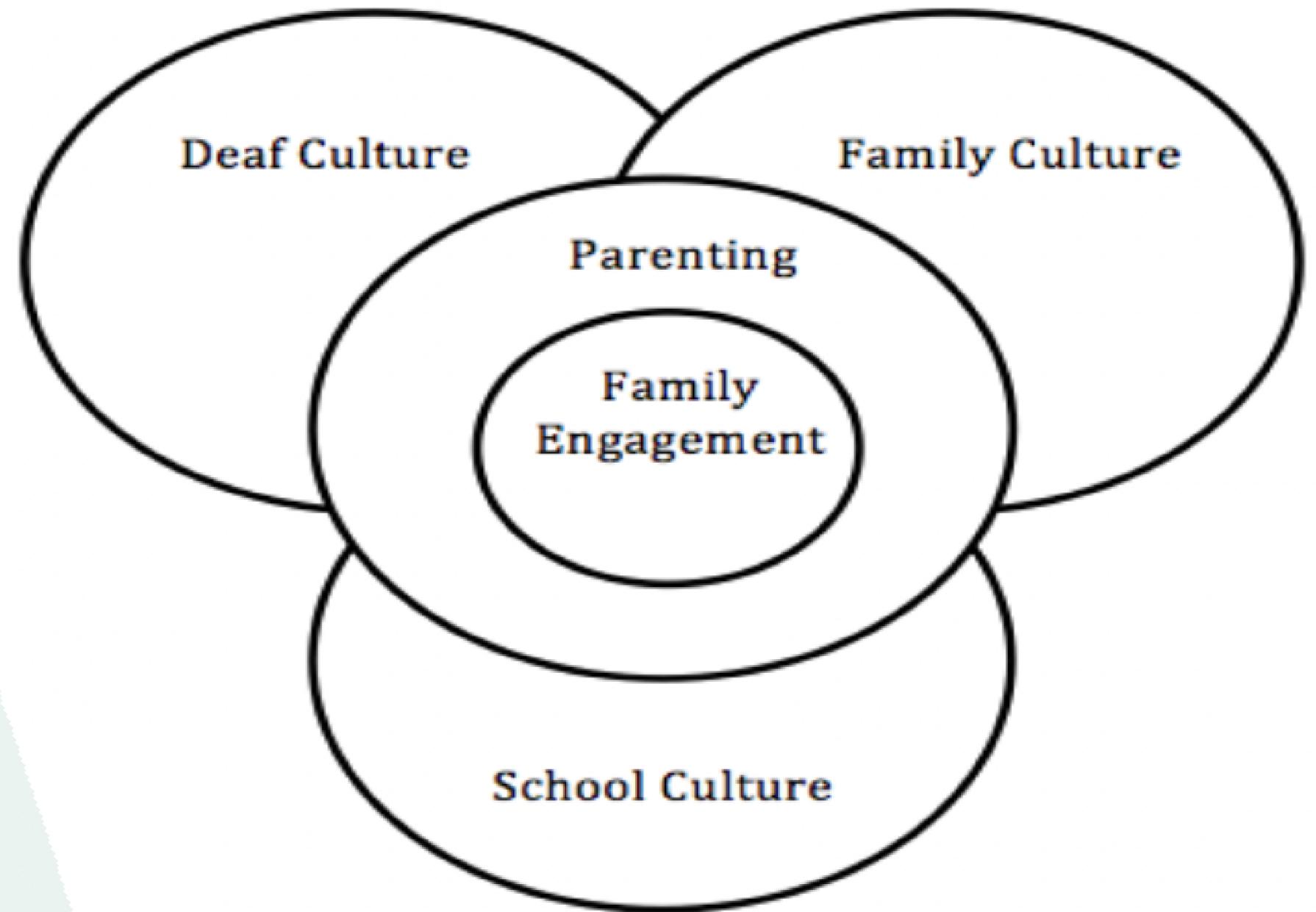


Figure 1. The intersection of cultural systems on parenting and family engagement. How cultures intersect and influence parental ethnotheories, specifically family engagement.

Common sources of cultural dilemmas

Family proximity

Time

Language and communication

Child-rearing practices

View of family and roles

Independence Vs. Interdependence

(Sanchez & Thorp, 2007)

Self-Reflection about Relationships with Families

Your personal experiences of school-family relationships influence your ideas of how teachers/staff should connect with families.

- What did you learn about school and family when you were a child?
- What did you learn about teacher authority?
- How do you want your children to feel about their family's connection to you and your program?
- What are the families' hopes and dreams for their children? How can you support them?

What are some barriers to family engagement?

Share your thoughts in chat.

Create an Inclusive, Secure, and Supportive Environment for All Families

- Share information about who you are.
- Create spaces in the classroom for families.
- Create a comfortable space where families can informally meet at the school.
- Create an inclusive family library of resources and referral materials.
- Make sure that the family handbook clearly states and reflects the program's inclusive approach.
- Create an equitable enrollment form.
- Share your program's mission and vision.

Derman-Sparks, Edwards & Goins, 2020



Help Families Connect with Each Other

- Host family get-togethers and potlucks
 - Meals connect people. :)
- Offer targeted discussions
 - Use guiding questions
 - Topics may include: multiracial families, name calling among children, gender neutral parenting
- Consider group activism
 - Take on community projects related to their children
 - Ideas: fundraise to buy books that are inclusive for the school library, a group field trip to meet their legislators to discuss the importance of bilingual education for all children

Acknowledge, Ask, Adapt: Facing Conflicts

1. Acknowledge

- a. Cultural or values clash exists
- b. Communicate
- c. Self-reflect

2. Ask

- a. Collect information
- b. Ask questions
- c. Share perspectives and hoped-for outcomes
- d. Make sure everyone is heard

3. Adapt

- a. Look for where there is a common ground
- b. Listen to alternatives
- c. Agree to try a new solution



Thank You!

christi.batamura@gallaudet.edu

bobbie.kite@gallaudet.edu

julie.mitchiner@gallaudet.edu

