

SERC Library: Topical Literature Search

Culturally Responsive Engagement with Families of Children with Disabilities - Listening to the Perceptions and Experiences of Parents December 2017

This resource guide, which is one of four on this topic, includes current research and other articles pulled from literature and the Library's educational database service for schools, programs, service providers and families to enhance understanding of multiple perspectives and the development of collaborative partnerships between education professionals and families from culturally and linguistically diverse backgrounds to better support the involvement and participation of parents in the education of their children with disabilities. It should be noted that it does not represent the full scope of resources and information available on this topic nor serve as an endorsement of any particular resource.

Introductory Article:

Listening to Parents' Narratives: The Value of Authentic Experiences With Children With Disabilities and Their Families

Collier, M., Keefe, E. B., & Hirrel, L. A. (2015).

Listening to Parents' Narratives: The Value of Authentic Experiences With Children With Disabilities and Their Families.
School Community Journal, 25(2), 221-242.

This article describes the impact on the practice and disposition of teacher candidates resulting from the implementation of a program called Families as Faculty (FAF), which was collaboratively designed and implemented by a university in the southwestern U.S. and the statewide Parent Training and Information Center to address this gap. The FAF program stressed the importance of parent involvement in school settings using a pedagogical approach in which teacher candidates visited the homes of parents who had children with disabilities, listened to parent narratives, and later reflected upon these visits. The FAF program provided teacher candidates authentic experiences with families and offered strategies for incorporating family engagement into teaching practices while placing parents and families in leadership roles. Such opportunities have the capacity to influence teacher candidates' perceptions toward parent involvement and to increase the value they place on collaboration. (Campbell, Gilmore, & Cuskelly, 2003).

To learn more:

<http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=112318838&site=eds-live&scope=site>

For access to additional educational resources available through the SERC Library from its electronic journal database service and topical research LibGuides as well as in-person from the various instructional, assessment and other collections, please consider becoming a Library member. Membership is free and you can join online by following the link provided below.

<http://www.ctserc.org/index.php/library/library-about/library-membership>

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List of Sources:

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- Yan, M., Kim, S., Kang, H., & Wilkerson, K. L. (2017). Perceptions of Disability and Special Education Among East Asian Parents. *Journal Of International Special Needs Education, 20*(1), 41-55. doi:10.9782/2159-4341-20.1.41
- Zionts, L. T., Zionts, P., Harrison, S., & Bellinger, O. (2003). Urban African American Families' Perceptions of Cultural Sensitivity Within the Special Education System. *Focus On Autism & Other Developmental Disabilities, 18*(1), 41.

Links to Information

Addressing the Unique Needs of Arab American Children with Disabilities

<http://search.ebscohost.com/login.aspx?direct=true&db=edb&AN=103737150&site=eds-live&scope=site>

African American Families in the Special Education Process

<http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ862326&site=eds-live&scope=site>

An Analysis of Haitian Parents' Perceptions of their Children with Disabilities

<http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=118016262&site=eds-live&scope=site>

Cross-Cultural Issues in Parent-Professional

Interactions: A Qualitative Study of Perceptions of Asian American Mothers of Children With Developmental Disabilities

<http://search.ebscohost.com/login.aspx?direct=true&db=mfi&AN=58638009&site=eds-live&scope=site>

Culturally and Linguistically Diverse Parents' Perceptions of the IEP Process: A Review of Current Research

<http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=95446094&site=eds-live&scope=site>

First-Generation, English-Speaking West Indian Families' Understanding of Disability and Special Education

<http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=87071150&site=eds-live&scope=site>

Individualized Education Programs (IEPs) and Barriers for Parents from Culturally and Linguistically Diverse Backgrounds

<http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ955935&site=eds-live&scope=site>

Listening and Learning from Mexican and Puerto Rican Single Mothers of Children with Disabilities

<http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=32875716&site=eds-live&scope=site>

Perceptions of Disability and Special Education Among East Asian Parents: U.S. Immigrants and Non-Immigrants

<http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=121547838&site=eds-live&scope=site>

The Voices of Latino Families Raising Children With Special Needs

<http://search.ebscohost.com/login.aspx?direct=true&db=tfh&AN=33158339&site=eds-live&scope=site>

Urban African American Families' Perceptions of Cultural Sensitivity Within the Special Education System

<http://search.ebscohost.com/login.aspx?direct=true&db=edb&AN=9189538&site=eds-live&scope=site>