

# Crosswalks Care Package

April 2008

## News and Updates

### *May 6-9* 2008 National Smart Start Conference

There will be excellent offerings on topics related to cultural, linguistic and ability diversity at this upcoming conference at the Koury Convention Center in Greensboro. Here's a small sample:

- **Lee Lesser** will be leading a session on tools and strategies for discussing complex and thorny topics like bias, prejudice and privilege
- **Florianna Thompson, Lynette Aytch and Camille Catlett** will be leading a session on growing authentic leadership to reflect and support diversity at state, grassroots community and program/personal levels.
- **Romy Allen** will present on culturally relevant curricula for young children
- **Norma Marti** will be providing current information on North Carolina's shifting demographics and the implications for health care
- **Consuellis Hawkins-Crudup** will present appropriate strategies for organizing a classroom and developing appropriate activities to support second language development.

Check out the program at <http://ns2.ncsmartstart.org/conference/2008/>.

### *July 22-24* 8<sup>th</sup> National Early Childhood Inclusion Institute

Come to beautiful Chapel Hill to learn about research findings and resources to guide inclusive policy, professional development and practice. Sessions at the three-day institute will focus on developing collaborative relationships and cross-agency systems to support early childhood inclusion, as well as strategies and models to support inclusive services. For details, go to

<http://www.nectac.org/~meetings/inclusionmtg2008/mtghomepage.asp>

## Content Resources

### *A Cultural, Linguistic, and Ecological Approach to Response to Intervention with English Language Learners*

This Practitioner Brief from the National Institute for Urban School Improvement and the National Center for Culturally Responsive Educational Systems addresses a culturally responsive approach to Response to Intervention (RTI) in a thoughtful and practical manner. This brief identifies guiding questions for service providers who determine whether assessment and instruction are linguistically and culturally appropriate for the student's level of language proficiency. In addition, the brief considers student progress in relationship to peers with regard to language and cultural background. The authors have also created a useful flowchart to help practitioners to implement RTI interventions appropriately for students who are English Language Learners. This brief is available online at <http://nccrest.org/publications/briefs.html>.

### *Challenging Common Myths about Young English Language Learners*

A new policy brief from the Foundation for Child Development entitled *Challenging Common Myths About Young English Language Learners* challenges six common myths about young children who are learning English as their second language. , by Author Linda Espinosa presents research evidence from a variety of disciplines. This resource is available online at [http://www.fcd-us.org/resources/resources\\_show.htm?doc\\_id=669789](http://www.fcd-us.org/resources/resources_show.htm?doc_id=669789)

### *Transition Barriers for Children with Significant Disabilities and from Diverse Backgrounds*

This new report from the National Early Childhood Transition Center (NECTC) by Beth Rous, Carol Schroeder, Sarintha Stricklin, Ann Hains, and Megan Cox provides findings from a national study to identify issues and barriers encountered during transitions for young children with disabilities and their families. Transitions for two specific groups were targeted; (a) children with significant disabilities and their families, and (b) children with disabilities from culturally and linguistically diverse backgrounds and their families. A summary of the report is available at <http://www.ihdi.uky.edu/nectc/TRANSITIONALERTS/Delphi%20Findings.pdf>  
The full technical report is available at <http://www.ihdi.uky.edu/nectc/Documents/technicalreport/DelphiTechnical%20Report.pdf>

### *LGBT Parents More Involved in School, Their Kids Harassed More Often*

The first comprehensive report on lesbian, gay, bisexual and transgender (LGBT) families' experiences in education, finds that LGBT parents are more likely to be involved in their children's K-12 education. However, both LGBT parents and their children often report harassment because of their family structure. The report finds that 42 percent of students said they had been verbally harassed at school because their parents were LGBT. In addition, 37 percent of students reported they had been verbally harassed because of their actual or perceived sexual orientation. Parents whose child's school had a comprehensive safe school policy that protected students from bullying and harassment reported the lowest level of mistreatment. Read more at [http://www.glsen.org/binary-data/GLSEN\\_ATTACHMENTS/file/000/001/1104-1.pdf](http://www.glsen.org/binary-data/GLSEN_ATTACHMENTS/file/000/001/1104-1.pdf)

## Instructional Resources

### *SpecialQuest Multimedia Training Library*

Materials from the SpecialQuest project are now available to access online. This includes three volumes of easy-to-follow training materials and award winning videos (in English, Spanish, and open-captioned). The materials focus on including infants and toddlers with disabilities, building relationships with families, and collaboration/teaming. The videos are excellent and very consistently feature family members and practitioners who are culturally and linguistically diverse. Access the Library at <http://76.249.171.46/specialquest/trainingmaterials/index.lasso>. If you would like to participate in a discussion with other faculty members about how to use the SpecialQuest materials, go to [www.specialquest.org](http://www.specialquest.org). Click on the light blue "registration" link in the first article, "SpecialQuest Goes to College!" and follow the instructions.

Questions? Comments? Suggestions? Contact Camille Catlett at (919) 966-6635 or [catlett@mail.fpg.unc.edu](mailto:catlett@mail.fpg.unc.edu)