A COLLABORATIVE APPROACH-SUPPORTING LIMITED-ENGLISH FAMILIES: CARE TEAMS, FAMILIES, & INTERPRETERS

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FI	RST WORDS:			
1_	22	3	4	
P/	APER BREAKER QUESTIO	NS		
	ere is no right or wrong way to a at is important	complete this; i	is just how you feel about it	
 If you were all given the same directions, why were everyone's results different? What does this mean to you as a communicator? How could we alter the directions to have more effective communication 4. Why is good communication needed? What kind of real-life problems or situations could be avoided if clear communication were always possible? What does this mean for our families for whom English is not their first language? 				
HOW MANY LANGUAGES CAN YOU THINK OF?				
TC	P 4 LANGUAGE SPOKEN 2.	IN THE WOR 3.	LD: 4.	

DATA ACCESS GAP

LANGUAGE INFORMATION

PERSPECTIVE VIDEO How did you feel with this video? How does this change your perspective for supporting limited-English families? **CULTURAL AND LANGUAGE BIAS Absolutism** Stereotypes Labels Identity Breaking stereotypes: I am blonde, but I am not stupid. I am a tall man, but I don't play basketball.

SUPPORTING FAMILIES OF LIMITED ENGLISH

TRANSLATORS VS. INTERPRETERS

Speak to the parents as you would if they were native English speakers.

Look at the parents when you are speaking to them in English.

Explain terms/academic words just like you would to native English families.

Check for understanding.

BEFORE

DURING

AFTER

