Guatemalan ‘Oliver Twist’ Thrives Academically in Virginia

Topic Brief: Guatemalan ‘Oliver Twist’ Thrives Academically in Virginia
Chandler, Michael Alison, Washington Post, Monday, September 20, 2010
Available at: http://www.washingtonpost.com/wp-dyn/content/article/2010/09/19/AR2010091904690.html

Reaction Questions:

1. In your opinion, how is this topic relevant to your school/district/state?

2. What similar challenges do children and families experience in our community/state?

3. From your experience, describe the types of culturally respectful, collaborative strategies available in your district and how they compare to those offered to Onelio. From your knowledge, in what ways have specialized instructional support personnel contributed to this collaboration and diversity?

4. Why are learners reflecting cultural and linguistic diversity important to our community? Describe the cultural and linguistic diversity characteristics of our school/community.

5. How does cultural and linguistic diversity impact supports for learning that are needed for students in our schools?
   a. What advantages and disadvantages do our students face?
   b. How do economic advantages influence school services including SISP?
   c. How are meeting these needs important in our community?
   d. Why is it important/advantageous to have a culturally and linguistically diverse school community?
   e. What professional development is needed to support these needs?

6. What processes do we have in place to recognize and identify students who are struggling? In your opinion, how can our community succeed in recognizing and supporting these children and youth?
7. In what ways are students and families in our community currently informed about available services, including SISP? In your opinion, how can we do a better job of providing such information?

**Application Questions:**

1. What types of skills are needed by the school community to support students from culturally and linguistically diverse backgrounds and how can they be cultivated?

2. What types of professional development training may support the learning environment for all students? What steps can we put in place to ensure that appropriate professional development opportunities are available?

3. How can cultural sensitivity be further developed in your district/learning community and what are some specific action steps that could be considered?

4. What processes can we put in place to support school personnel, including SISP, serving as a conduit for acquisition of community services?

5. Given what we learned in this article, what kinds of strategies need to be cultivated to identify students and families who would benefit from this support? How will we proceed to put these strategies into place?

6. What steps can we put in place to support the community, SISP, and all school personnel to work collaboratively with our community resources to support students and families?

7. What processes can we put in place that will facilitate community awareness of multicultural concerns and issues? What resources are available currently available to address these concerns?

8. How can we provide efficient access?
The following stakeholders worked together within the IDEA Partnership to create this dialogue starter:

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<tr>
<th>Higher Education</th>
<th>Family Member/Higher Education</th>
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<tr>
<td>Colorado</td>
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