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Assessing Professionals Working with Latinx Families with Special Needs in Monterey County

Jose Francisco Hernandez Rivera

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**Assessing Professionals Working with Latinx Families with Special Needs in Monterey
County**

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Abstract

Special Kids Connect (SKC) is a nonprofit organization serving children with disabilities and their families in Monterey County. This capstone project concentrated on the professionals working with children as part of SKC's Early Start Intervention Program. The project's objective was to discover local agencies' professional development training needs that serve Latinx families with disabled children between 2 to 8 years. Seventy-five child-care providers, early intervention service professionals, regional center staff, and school district personnel responded to the survey. They indicated an overall 60 % needed an understanding of systems related to IEPs, Early Start Services, Developmental Screenings, Social-Emotional Screenings, Regional Center Services, ASQs, IFSPs, IPPs, Part B, and Part C of IDEA in one or more categories. The recommendation is to provide training on understanding educational and community systems, cultural awareness and competence, resources supporting Latinx families related to translation services, and awareness of developmental delays/disabilities through workshops.

Keywords: Disability, Survey, Professionals, Training, Latinx, Social-Emotional, Developmental, Screenings, Regional Center

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Agency and Communities Served

Special Kids Connect (SKC) serves individuals with developmental disabilities through different programs and services throughout their lifespan. Since 2007, Special Kids Connect has been a 501(c)(3) organization recognized in the tri-county area to promote and provide health and human services. SKC's mission is "develops resources, raises awareness and provides support to children with disabilities and their families in Monterey County." SKC services include the STAR Toy Library, which supports families with therapy tools, adaptive equipment, puzzles, games, and toys. REACH Programs make it possible for children with a wide range of disabilities to participate in activities that nurture their interests and talents in new and exciting ways in community environments with the support of typically developing peers. Thought Family Connections SKC offers parent-to-parent support for parents seeking guidance with information, education, and empowerment through education workshops (Special Kids Connect, 2022).

SKC is the Early Start Family Center in Monterey County, and it offers guidance to parents from ages 0 through 3 who suspect developmental delays in their child. Early Start program is California's early intervention for infants and toddlers with disabilities to offer family-oriented guidance through services. This program is California's response to federal legislation ensuring that early intervention services for infants and toddlers with disabilities and their families are provided in a coordinated, family-centered system of statewide services. This program allows parents the opportunity to access services for their children's needs and concerns as a family through evaluations, assessments, and individual family service plans and successfully transition from Part C of The Individuals with Disabilities Education Act (IDEA)

services for school-aged children to Part C of IDEA with Early Intervention Services (Department of Developmental Services, 2022; Special Kids Connect, 2022).

Problem Definition/Description

Professional Development for people who work directly with individuals with disabilities has been an issue due to the lack of training to provide equitable support during the lifespan of an individual with special needs. Delayed diagnosis is a common, damaging, and costly patient safety issue in primary care. Its monitoring and measuring systems are undeveloped and underused. There are unique strategies for identifying issues that contribute to delayed diagnosis in primary care and potential remedies. Clinicians recognized many issues that led to delayed diagnosis in primary care and potential treatments. The inverse care law, or a mismatch between patients' medical demands and healthcare supply, and poor communication between secondary and primary care, were identified as the leading causes of delayed diagnosis. The difficulties contributing to delayed diagnosis included a lack of continuity of general patient (GP) care, late or inappropriate access to care, and the existence of mental and other comorbidities. Improving interpersonal communication once again reaffirmed: enhancing communication between physicians and patients (Car et al., 2016).

In a study conducted on The Voices of Latino families raising children with special needs, teachers were interviewed and shared that educators must create programs that address Latino families' specific needs, values, and beliefs. However, to make possible changes, educators working with families and students must first have a better understanding of Latino families and assess if the programs that are designed and administered are suitable. Also, parents need to integrate strategies that help educators realize their profession's cultural foundations and move toward a more successful cooperation model that emphasizes reciprocity and relationship

development. In addition, parents must address the need for educators to improve their cultural awareness, knowledge, and abilities to deliver culturally meaningful and relevant services to Latinos. Understanding the environment of families, as well as recognizing the cultural origins of families, is critical. Based on the challenges that families and educators can face, the initial integration of the importance has to come from the educators' understanding of family dynamics to create a collaborative relationship (Hughes et al., 2008; Bailey et al., 1999).

One challenge that a parent faces is understanding the usage of professional vocabulary when it comes to understanding school and community services. The most important to consider is language, the use of comprehensive vocabulary to determine the services of a family or a child, and the support has to come as basic as educating parents and professionals on primary language. In Monterey County, the number of educational achievements, cultural background and beliefs, geographic location, and employment, families are growing increasingly diverse. According to the Panetta Institute (2022), "48% of adults in Monterey County lack literacy skills ... Nationally, 43% of Americans with the lowest literacy skills live in poverty." This means that Monterey County's literacy skills are higher than the national data reporting.

Furthermore, during the preparation of a Family Service Plan (FSP), families and professionals from a multidisciplinary and interdisciplinary team will assess the impact of early intervention programs for toddlers and babies FSP. The Individualized Family Service Plan (IFSP) aims to include developmental delay services as early as possible and detect delays earlier than later in a child's life. An Individualized Education Program (IEP) is a goal-oriented educational plan for a kid in a classroom context. In a comfortable and natural atmosphere, the IFSP focuses on five core domains: priorities, issues, resources, and achievement. Meanwhile, the IEP is focused on the individual itself and his/her needs (Zhang, 2003). Families confront

several problems while receiving assistance, meetings, and programs for their disabled children. This demonstrates how sensitive, culturally aware, and knowledgeable a professional is of the needs of Hispanic families and the services and resources accessible to them. However, taking into account the family's primary language to effectively communicate the family and child's needs and the family literacy skills (Effective Early Childhood Transitions, 2013).

Contributing Factors to the Problem

Two of the most important contributing factors that are challenged with professionals are training on professional development and understanding their own sector's roles and responsibilities, however, also from others. For example, the systems of a regional center will be different from a local family resource center. The following information shares two key factors why Latinx families cannot successfully obtain services due to the lack of collaboration between professionals and community support.

Professional Development

Providing services to students with diverse abilities in various settings may stretch the traditional teacher preparation that special educators receive. The expanded role of special educators in rural areas may mean that some teachers are providing services to students outside their training and expertise and require additional support and training to feel effective and committed in their positions. Therefore, one possible solution to address the disparities in Latino students and training and the unique challenges of the special educator's responsibilities in rural areas is focused on in-service professional development. The factors that special educators in large-scale research educators need training on child development and how to refer children and families for appropriate training may provide teachers with the knowledge and skills they require to feel competent in their roles and meet the demands of their jobs. The article Issues in Special

Education Teacher Recruitment, Retention and Professional Development: Considerations in Supporting Rural Teachers indicated that participating in relevant professional development decreased stress, boosted competency and teacher effectiveness, and increased dedication to the field in their study they found that special education teachers working in a range of settings, including rural, discovered that training that prepared teachers to engage with general educators in inclusive settings was crucial to special educators' job satisfaction (Berry et al., 2017).

Roles and Responsibilities

Roles and responsibilities are not always clear from teachers, social workers, and school services. Gable et al. (2003) collaborated on executing their survey to identify the challenges that child care workers face, the importance of pre-service training, and the relationships between education and pay. To better understand how participants of positions as center directors, center providers, and family child care providers were compared, beliefs may differ depending on role; the participants indicated that child-care providers require some training and education prior to caring for children and that higher levels of training and education should be associated with more compensation on professional roles. When the scores showed no variations in attitudes toward the importance of pre-service training and education, all groups agreed that this sort of preparation should be necessary. However, the three groups differed considerably in their belief that higher levels of training and education should result in better pay. Even though center director and provider evaluations were nearly identical, family child care providers scored much lower than both center groups. Overall what this indicated was that even though there are significant differences in demographic characteristics (age, experience, educational attainment, and personal income) and perceptions of the importance of pragmatic barriers, as well as differences in their beliefs about the relationship between education and compensation, among

the three groups. All groups believed that training and education are required before delivering child care. The findings are explored in the context of existing state child care rules and the broader field of child care provider professional development (Gale et al., 2003).

Consequences of the Problem

Two main consequences of professional development for professionals working in the special needs community are misunderstanding the services process from school, child care intervention, and navigating systems. This is a complex challenge for families because every system is different and requires knowledge to understand their requirements and services. For professionals is also a challenge because systems change and end. In some cases, services terminate due to the insurance or Medi-Cal services changes, and professionals are unaware of changes.

Misunderstanding Services Process

WestEd Center for Prevention & Early Intervention (2014) reported that parents are confused about the transition process (e.g., existing services) and do not always know where to find information. This becomes a misunderstanding of the services process for families with special needs. Latino families require varying amounts of assistance when it comes to obtaining resources. Building healthy and trusted connections is essential to grasp a family's requirements. Then it is necessary to provide information to families on their rights, all available services, eligibility requirements, duties, and any financial fees that the family may incur. Next, families and community-based service providers are trained. Although the techniques used by Early Start regional centers and local education organizations are separate, they share comparable ideas and practices. These concepts and practices are frequently formed through interagency collaboration at the local level. Interagency agreements and memorandums of understanding are established,

and a common family assessment technique or instrument may emerge as a result of this collaboration.

Navigating Systems

“Transition involves preparation, planning and implementation, and it begins at the initial visit with families” Families have difficulty navigating the system and need a 'roadmap' or flow chart (e.g., what happens when exiting the Early Start Program). The California Department of Developmental Programs (DDS) and the California Department of Education (CDE) share responsibility for ensuring that the transition from Early Start to local educational agency (LEA) services at the age of three complies with statutory standards is a smooth process and is completed on schedule. DDS and CDE developed this training and technical help guide following a comprehensive collaboration approach. Early intervention programs for infants and toddlers with disabilities, ages birth to three, and their families are addressed under Part C of the Individuals with Disabilities Education Act (IDEA). Part B of the IDEA covers special education and related services for children and young adults aged three to twenty-two years old. Part C duties and tasks are labeled "Early Start" (Department of Developmental Services, 2016).

Figure 1: Problem Model “Micro-Level & Macro-Level”

Problem Model “Micro-Level & Macro-Level”		
Causes of the agency problem	Agency-Specific "Micro-Level" problem addressed by the project	Consequences to the agency
Professionals' Roles &	Latinx families with	Misunderstanding the process

Responsibilities	developmental disabilities do not have adequate support through services.	of services
Cultural knowledge		Confusion in Navigating Systems

Causes/Risk to factors to the broader problem	Broader “Macro-Level” problem health/social problem	Consequences to society
Lack of funding	Individuals with developmental disabilities do not access educational services due to a lack of quality support.	No equitable services
Language barriers with professionals		No bilingual staffing

Project Description

The 12-month project focused on developing and delivering a training curriculum for professionals who provide services/support/care to preschool-aged children working with Latinx families in Monterey County. The project involved collaborations with other Early Start Family Resource Centers throughout the state of California to develop training tools for Monterey County professionals that are evidence-based and consistent with state and federal Early Start intervention practices, as defined in Part C of IDEA. The project involves guidelines and practices only as defined in Part B of IDEA.

However, for collaboration and to be able to understand the needs of professionals helping and supporting families with individuals with disabilities, this capstone project focus on

the initiation of discovering findings from professionals. The objective of this was to find the needs of how to support care providers, educators, and community members by offering foundation knowledge and primary system navigation for a fall 2022 professional training in person. A survey was developed that involved questions about finding the needs of how to support care providers, educators, and community members about their role in the community, the ages of the group they are working with, their knowledge of services on IFSPs, IEPs, IPPs, Early Start Services, ASQs, Developmental Screenings, Social-Emotional Screenings, Regional Center Services, Part B of IDEA and Part C of IDEA.

Assessment Plan and Expected Outcomes

Professionals working with individuals with disabilities in Monterey County cannot support Latinx families effectively due to a lack of professional development training. The training will improve service access to underserved families through professional development training for child-care providers, early intervention service professionals, regional center staff, and school district personnel who serve Latinx families with children between the ages of 2 and 8 years. The training aims to better equip professionals with the knowledge and tools they need to help Latinx children and their families thrive. On Monday, April 25, 2022, the intern collected 75 Monterey County professionals as care providers working with children with developmental disabilities, including regional center service coordinators, daycare providers, therapists' providers, and academic professionals, to find the needs. The results were documented by collecting completed interview questionnaires on understanding the importance of roles and responsibilities and child development training addressing needs on how to support Latinx families in Monterey County. The intern and mentor were responsible for implementing and measuring whether the objective was achieved. The survey was based on the honesty and detail

of the response. The results will be used to develop or provide professional development programs through the agency.

Project Results

The result of the survey was a success. The goal was to collect at least 15 questionnaires (surveys) back from professionals. First, the intern gathered a list of 35 agencies by allocating at least one person working directly with individuals with disabilities (see Appendix 3). The list was created to ensure that someone within the agency could provide honest feedback. Then a phone call was directed to ask if they would like to participate in the questionnaire or if they wanted to do it on their own. As an incentive, they were able to participate in a drawing opportunity for a Starbucks gift card. They were also asked to share the survey questionnaire with the rest of their team. As a result, we collected 75 surveys.

The questionnaire survey had questions about their roles, age of groups they work with, and understanding of knowledge in 10 different areas on IFSPs, IEPs, IPPs, Early Start Services, ASQs, Developmental Screenings, Social-Emotional Screenings, Regional Center Services, Part B of IDEA, Part C of IDEA. The professionals were also asked if they believe Latinx families are at a disadvantage when it comes to accessing and using services to support a child with a developmental delay/disability? and what knowledge/tools/resources would be helpful for you in supporting Latinx families who have a child with a developmental delay/disability? The last two were open-ended questions. Special Kids Connect obtained valuable information because of the wide range of professionals who answered the survey (see Appendix 5).

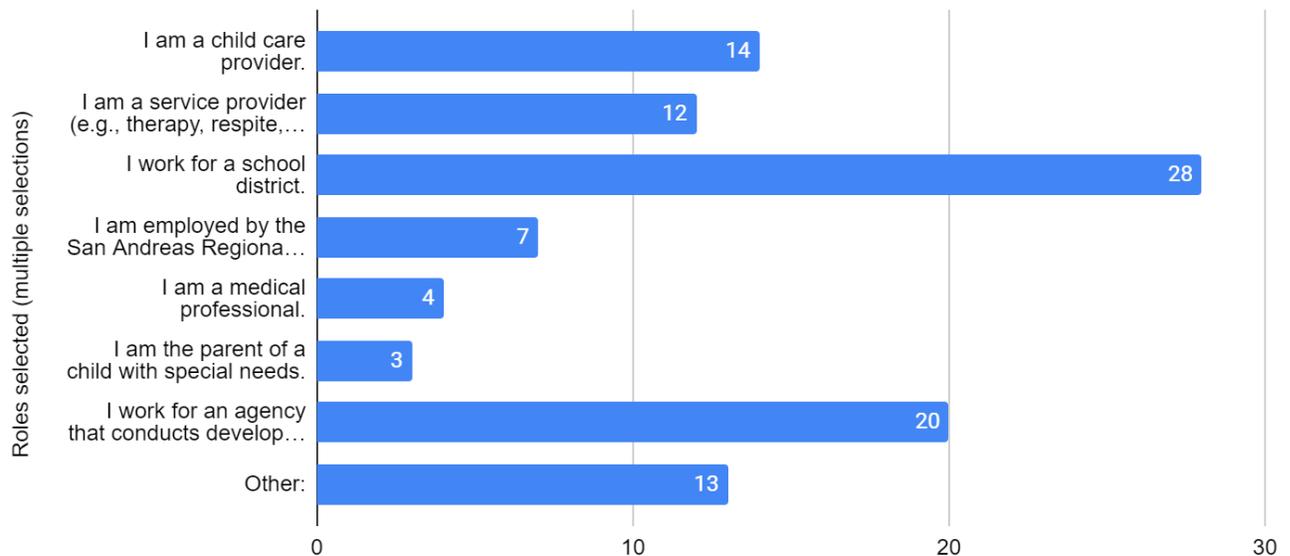
Figure 2: Roles selected (multiple selections)

Figure 2 demonstrated that professionals working in a school district answered the survey with 27.72 %, and 19.80 % worked with an agency that conducts developmental assessments. 13.86 % worked as child care providers. 12.87% were other professionals: family resource centers, advocates, WIC, supervisors, behavioral health providers, parent educators, and others. 11.88 % were service providers such as therapy, respite, and In-Home Supportive Services (IHSS). 6.93% were employees from San Andreas Regional Center. 3.96 % were medical professionals, and 2.97% were parents of a child with special needs. Something to highlight about this finding was that some professionals self-selected multiple roles.

Figure 3: Age children professionals work with OR Ages children do their families have

Age children do you work with OR what ages children do your families have

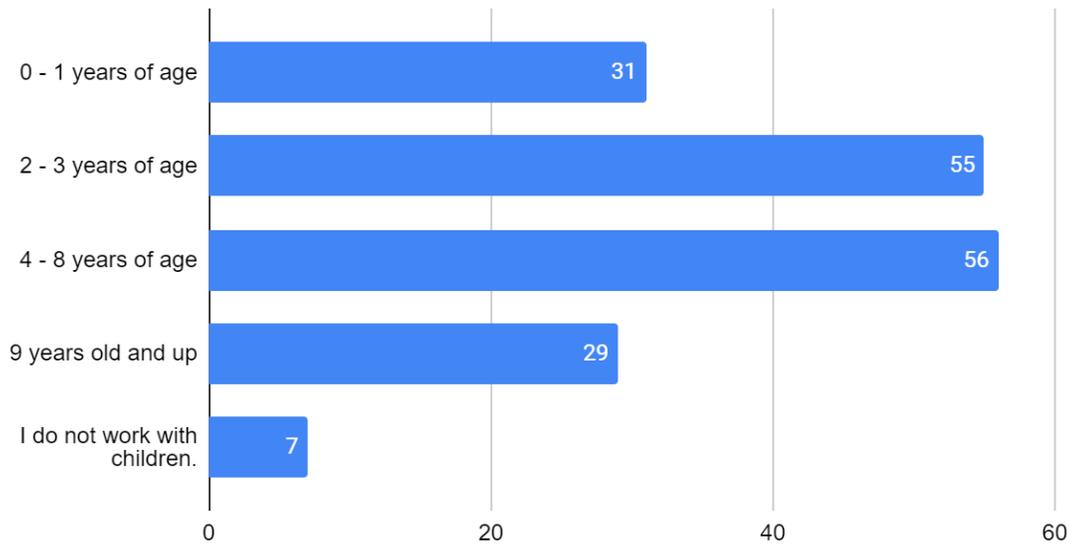


Figure 3 shows the results in areas where professionals were working or the ages of families they have. Of the 75 professionals who answered the survey, they had the option to self-select the age groups they addressed. The results indicated that the child care providers, medical professionals, service providers, San Andreas Regional Center employees, parents of a child with special needs, school district employees, and agencies that conduct developmental assessments work with various ages. Professionals self-selected a range of options, and the total of options was 178. The graph below indicates that the majority of the professionals work with children between the ages of 2-3 years of age, with 30.90% and 31.46% ages 4-9 years of age. 17.42 % worked with ages 0-1 year of age, and 16.29% indicated they do not work directly with children; they were part of advocates, health educators with parents, relatives of a special needs family, and coordinators and directors of programs in the community. Also, professionals self-selected one or more roles in supporting children with special needs families.

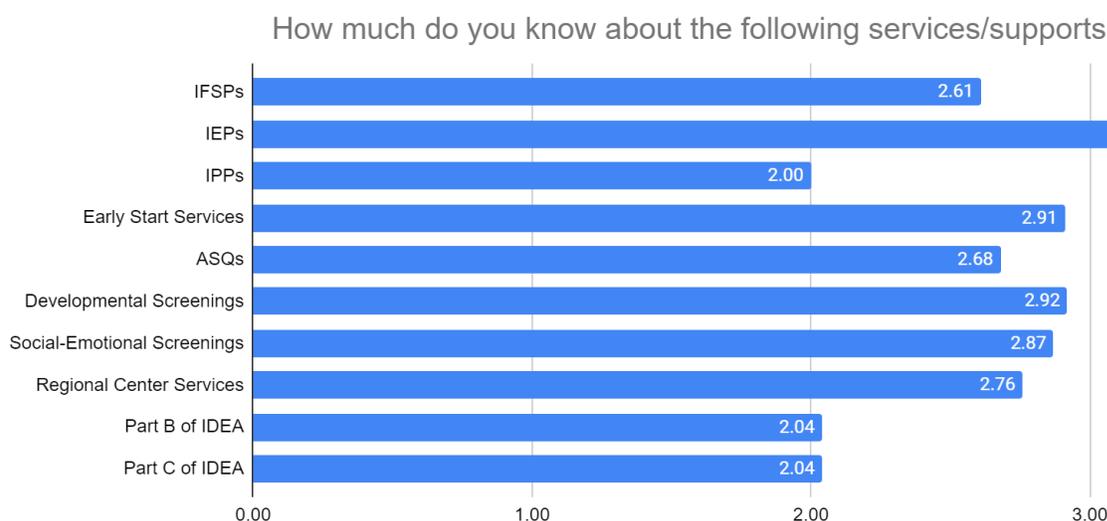
Figure 4: How much do you know about the following services/supports

Figure 4 revealed that professionals self-select their knowledge on IFSPs, IEPs, IPPs, Early Start Services, ASQs, Developmental Screenings, Social-Emotional Screenings, Regional Center Services, Part B of IDEA, and Part C of IDEA. The results demonstrate that 52.13% had a wide range of knowledge. This means that professionals need support to understand more areas of Part C of IDEA deals with early intervention services (birth through 36 months of age) and Part B, which services are guided for school-aged children (3 through 21 years of age). The results also demonstrate the need for more instruction regarding IPPs: "Person-centered individual program planning assists persons with developmental disabilities and their families to build their capacities and capabilities." The manual provided by DDS is designed to facilitate the adoption of the values that lead to person-centered individual program planning. It was developed with extensive input from consumers, families, advocates and providers of service and support. It is intended for all those who participate in person-centered planning (n.d. 2022).

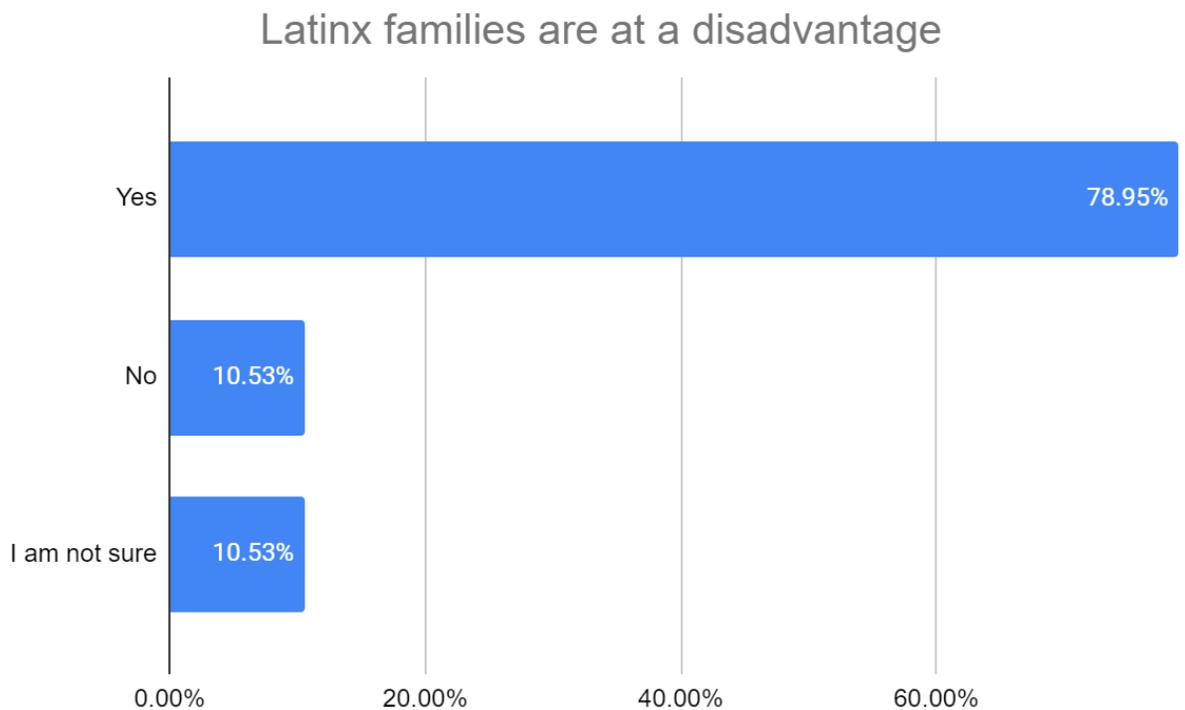
Figure 5: Latinx families are at a disadvantage

Figure 5 indicates that 78.95% of the 75 professionals believe Latinx families are at a disadvantage when accessing and using services to support a child with a developmental delay/disability. Moreover, 10.53% shared that they did not and were not sure Latinx families are at a disadvantage when accessing and using services to support a child with a developmental delay/disability. The professionals believed that Latinx families were not at a disadvantage when accessing and using services to support a child with a developmental delay/disability was in the medical field and not working with children with disabilities directly.

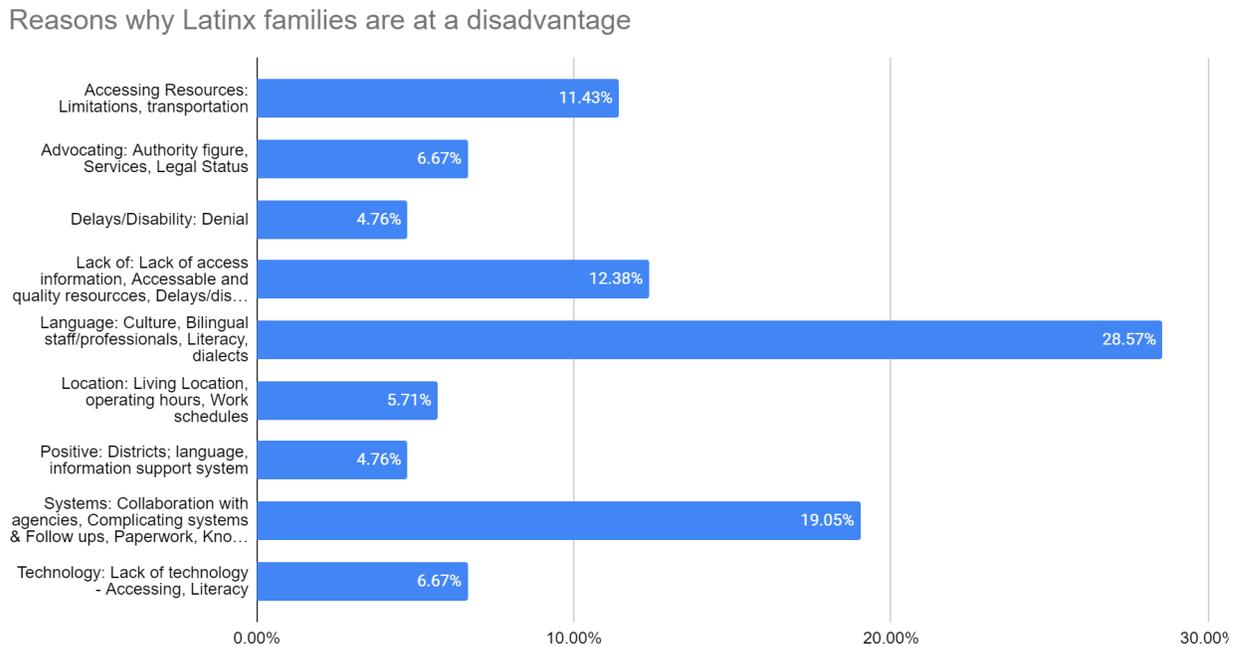
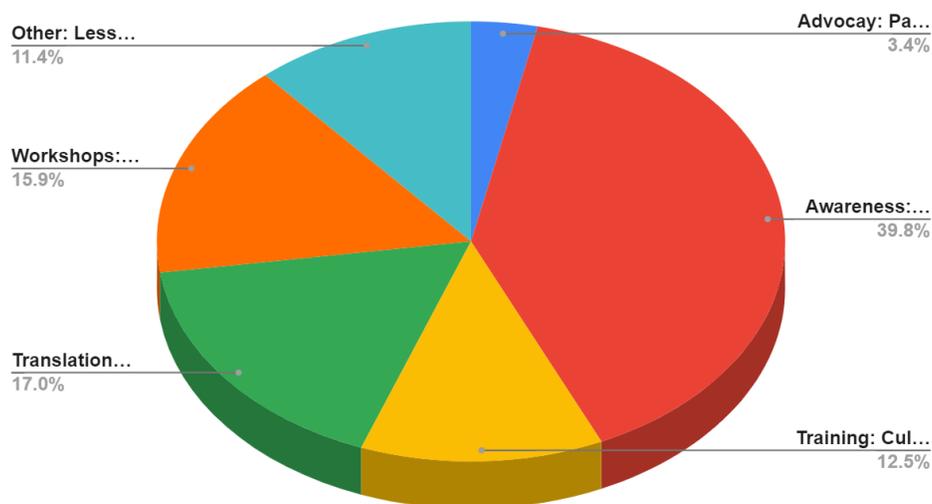
Figure 6: For what reasons did you choose your answer to the above question

Figure 6 Professionals shared that Latinx families were at a disadvantage when accessing and using services to support a child with a developmental delay/disability: 11.43% Accessing Resources: Limitations, transportation. 6.67% shared by Advocating: Authority figure, Services, Legal Status issues. 4.76% of the professionals shared that it was related to the Delays/Disability-based parent denials. 12.38% shared the lack of access to information, accessible and quality resources, delays/disability, knowledge of schools' systems, services, and supporting staff/professionals' roles. 5.71% of the professionals shared that it was based on location, including the living location (demographically), operating hours, and parents' work schedules. 19.05% of the professionals shared issues with systems by no collaboration with agencies, complicating navigating systems and follow-ups with parents, the amount of paperwork; the knowledge and understanding of how much paperwork needs to be completed for a service/program (applying). 6.67% of professionals shared that technology was a problem

because of the lack of access and literacy. With 28.57% of professionals shared that Latinx families were at a disadvantage when it comes to accessing and using services to support their child based on language and culture on having bilingual staffing, information in a non-written language and not having native speakers related to dialects such as *Mixteco*, *Triqui*, and *Zapoteco* for families in small communities. And 4.76% shared parents had no disadvantage because districts offered language support and information in Spanish.

Figure 7: Knowledge/tools/resources would be helpful for you in supporting Latinx families

Knowledge/tools/resources would be helpful for you in supporting Latinx families



In figure 7 professionals shared what would knowledge, tools, and resources would be helpful for them to support Latinx families who have a child with a developmental delay/disability and they express that 39.77% awareness related assessments, evaluations, delays/disability, education systems, advocacy agencies, navigation of systems, professional development, generic resources,

SARC services, school/district services, and care providers on respite and In-Home Supportive Services (IHSS). 17.05% shared translation support on bilingual services, care providers, staffing/professionals, and in other languages such as *Mixteco*, *Triqui*, and *Zapoteco*. 15.91% shared workshops related to understanding parents' rights, parent services, special education rights, disability and services, and developmental assessments. 12.50% shared training related to cultural awareness, updates on services (changes such as Medi-Cal), developmental delays/disability, IFSPs, IEPs, IPPs, Early Start Services, ASQs, Developmental Screenings, Social-Emotional Screenings, Regional Center Services, Part B and C of IDEA. 3.31% shared about advocacy on parents' rights with school and services, and 11.36% shared other reasons of tools, resources or knowledge they were liked to be supported such as timelines, more information in primary language for families, outreach about services, parent groups, physical tools of systems to handout to parents, referral systems, and technology support/agency.

Conclusion and Recommendations

The recommendations after concluding the results from the seventy-five professionals with the seven questions is to provide training on understanding educational and community systems, cultural awareness and competence, resources supporting Latinx families related to translation services, and awareness of developmental delays/disabilities through workshops. Based on the information provided the recommendation is to start a series of training for professionals by starting with each one of the questions from the questionnaire. Clearly, there is a misunderstanding of knowledge when it comes to knowing Individualized Family Service Plans (IFSPs), Individualized Education Programs (IEPs), Individual Program Planning (IPPs), Early Start Services, Ages and Stages Questionnaires (ASQs), Developmental Screenings, Social-Emotional Screenings, Regional Center Services, Part B of Individuals with Disabilities

Education Act (IDEA) and Part C of IDEA (Transition services from Early Start “0-3” to school services from “3-22”). The only way this starting could be a success would be by including Regional Center (San Andrea Regional Center), Monterey County Special Education Local Plan Area (SELPA) for school/district services, Social Services from Monterey County as well as Behavioral Health to be able to inform professionals about how systems interconnect with services for Latinx families who are at a disadvantage when it comes to accessing and using services to support a child with a developmental delay/disability.

In conclusion, this series of workshops has the potential support to be a continued funded project with DDS or even with local funders. Based on the amount needed from professionals on understanding there is a need and lack to support for their families; at least 65 professionals from the survey working directly with Latinx families shared their success with the needs of their families and children with disabilities. A starting point will be to implement at least a workshop related to systems navigation for professionals then assess with pre- and post-tests the success of it and recommendations for ideas of potential topics to cover in future training.

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Appendix

Appendix 1: Special Kids Connect Professional Questionnaire in English

Support for Latinx families who have children with developmental delays ages 2 - 8

With the collaboration with the California State Department of Developmental Services, Monterey County has been selected as one of five regions in the state to improve service access to underserved families through the provision of professional development trainings for childcare providers, early intervention service professionals, regional center staff, and school district personnel who serve Latinx families with children between the ages of 2 and 8 years of age. The purpose of the training is to better equip professionals with the knowledge and tools they need to help Latinx children and their families thrive.

To ensure training addresses the needs of the Latinx families you serve, we need your input! Please respond to this survey by Monday, April 25, and be entered to win a \$10 Starbucks Gift Card.

Para la encuesta en español, preciona este enlace: <https://forms.gle/gRbPLFC8X6ncxktA8>

* Required

1. First Name *

2. Last Name *

3. Contact Phone number *

4. Check all that apply *

Check all that apply.

- I am a child care provider.
- I am a service provider (e.g., therapy, respite, IHSS).
- I work for a school district.
- I am employed by the San Andreas Regional Center.
- I am a medical professional.
- I am the parent of a child with special needs.
- I work for an agency that conducts developmental assessments.
- Other: _____

5. What age children do you work with OR what ages children do your families have? (Check all that apply.) *

Check all that apply.

- 0 - 1 years of age
- 2 - 3 years of age
- 4 - 8 years of age
- 9 years old and up
- I do not work with children.

6. How much do you know about the following services/supports *

Mark only one oval per row.

	1 = I have no idea what this is.	2 = I have a small amount of knowledge.	3 = I know a fair amount.	4 = I know a lot.	5 = I am an expert.
IFSPs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IEPs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IPPs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Early Start Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASQs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developmental Screenings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social-Emotional Screenings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regional Center Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part B of IDEA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part C of IDEA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Do you believe Latinx families are at a disadvantage when it comes to accessing and using services to support a child with a developmental delay / disability? *

Mark only one oval.

- Yes
- No
- I am not sure.

8. For what reasons did you choose your answer to the above question? *

9. What knowledge/tools/resources would be helpful for you in supporting Latinx families who have a child with a developmental delay/disability? *

Thank you!!

If you have any questions, please feel to reach out to Jose Hernandez at 831-372-2730 or at Jose@specialkidsconnect.org.

Thank you again!

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Google Forms

Appendix 2: Special Kids Connect Professional Questionnaire in Spanish

Apoyo para familias latinas que tienen niños con retrasos en el desarrollo de 2 - 8 años

A través de la colaboración con el Departamento de Servicios de Desarrollo del Estado de California, el condado de Monterey ha sido seleccionado como una de las cinco regiones del estado para mejorar el acceso a los servicios de las familias de pocos recursos mediante la provisión de capacitaciones de desarrollo profesional para proveedores de cuidado infantil, profesionales de servicios de intervención temprana, centro regional personal y personal del distrito escolar que atienden a familias latinas con niños de entre 2 y 8 años de edad. El propósito de la capacitación es equipar mejor a los profesionales con el conocimiento y las herramientas que necesitan para ayudar a los niños latinos y sus familias a prosperar.

Para garantizar que la capacitación aborde las necesidades de las familias latinas a las que sirve, ¡necesitamos su opinión! Responda a esta encuesta antes del lunes 25 de abril y participe para ganar una tarjeta de regalo de Starbucks de \$10.

For the survey in English, press this link: <https://forms.gle/kzc8QMgzkbrmpUVw9>

* Required

1. Nombre *

2. Apellido *

3. Teléfono de contacto *

4. Marca todas las que corresponda *

Check all that apply.

- Soy proveedor de cuidado infantil
- Soy un proveedor de servicios (p. ej., terapia, respiro, IHSS)
- Trabajo para un distrito escolar
- Trabajo con del Centro Regional de San Andreas.
- Soy profesional medico
- Soy padre de un niño con necesidades especiales
- Trabajo para una agencia que realiza evaluaciones del desarrollo
- Other: _____

5. ¿Con qué edad/es trabaja con los niños O qué edades tienen los niños de sus familias? (Marque todo lo que corresponda.) *

Check all that apply.

- 0 - 1 años de edad
- 2 - 3 años de edad
- 4 - 8 años de edad
- 9 años en adelante
- No trabajo con niños

6. ¿Cuánto sabes tú sobre los siguientes servicios/apoyos? *

Mark only one oval per row.

	1 = No tengo idea de qué es esto.	2 = Tengo una pequeña cantidad de conocimiento.	3 = Sé bastante.	4 = Sé mucho.	5 = Soy un experto/a.
IFSPs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IEPs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IPPs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Servicios de inicio temprano	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASQs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exámenes de desarrollo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluaciones socio-emocionales	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Servicios del Centro Regional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parte B de IDEA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parte C de IDEA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. ¿Cree que las familias latinas están en desventaja cuando se trata de acceder y utilizar servicios para apoyar a un niño con retraso/discapacidad del desarrollo? *

Mark only one oval.

- Si
 No
 No estoy seguro/a.

8. ¿Por qué razones eligió su respuesta a la pregunta anterior? (explica el porque Si, No o No estoy seguro/a) *

9. ¿Qué conocimiento/herramientas/recursos le serían útiles para apoyar a las familias latinas que tienen un hijo con un retraso/discapacidad del desarrollo? (explica con detalles) *

¡¡Gracias!!

Si tienes alguna pregunta, comuníquese con José Hernández al 831-372-2730 o a Jose@specialkidsconnect.org.

¡Gracias de nuevo!

Appendix 3: Outreach Contact Agencies

Community Organizations Contact List		
	Agency/ Organization	Title
1	Alisal Family Resource Center	Director of the Alisal Family Resource Centers Network
2	BIA	ABA Clinician
3	Breakthrough Behavior	Regional Administrator
4	Bright Beginnings	Community Outreach
5	Bright Beginnings + Greenfield Early Learning Partnership	Communications and Community Engagement Coordinator
6	CAPS	Regional Manager 831-676-8999
7	Central Coast ABA	Executive Administrative Director
8	Central Coast Center for Independent Living	Community Outreach
9	Children's Miracle Network Hospitals of SVMH	Program Coordinator
10	Department of Rehabilitation Salinas CA	Case Manager
11	Department of Social Services--Eligibility Supervisor-MC-CHOICE	NMC Outreach Unit
12	Door To Hope	School Counselor Assistant, Parent Educator

13	Door To Hope/Pathway to Safety	Outreach Manager
14	First 5 California	Program Manager
15	Go Kids, Inc	Care Coordination Services
16	Housing Choices	Case Manager
17	Life Applied	Adaptive Skills
18	MAOF	
19	MCOE Early Learning Program	Senior Director: Monterey County Office of Education - Early Learning Program
20	Monterey County Behavioral Health	Community Outreach
21	Monterey County Behavioral Health Bureau - Child and Adolescent Division	Community Outreach
22	Monterey County Office of Education _ Early Learning Program	Inclusion Grant & Social Emotional Coordinator
23	Monterey County Special Education Local Plan Area	
24	Natividad Hospital	Managed Care/Financial Counseling
25	Organización Mariposas - Parent Support Group	Parent with Special Needs
26	Padres Especiales Unidos - Gonzales Parent Support Group	Parent with Special Needs

27	PANESC Grupo de apoyo	Parent with Special Needs
28	Partnership for Children	Executive Director
29	Positive Behavior Supports Corporation	Regional Coordinator, Southern Cali Coast/San Diego/Imperial Valley, and Southern Arizona/Yuma/San Luis
30	San Andreas Regional Center	Units Managers
31	Sun Street Centers	Program Manager
32	Sun Street Centers/ Pre-Diversion	Pre-Diversion
33	Therasens Occupational Therapy	Director/Funder
34	Trumpet Behavioral Health	Intake Coordinator
35	Tucci Learning Solutions, Inc.	Program Coordinator

Appendix 4: Scope of Work Table

Project:	Assessing Special Needs Professionals Working with the Latinx Families		Student:	Jose Francisco Hernandez Rivera	
	Task	Timeline	Parties Involved	Materials/ Services Needed	Completed Product
1	Brainstorm needs	2/4/2022	Mentor &	No	2 possible projects:

	ideas with the mentor for SKC (agency).		Intern	materials needed	REACH Programs and Early Start Program
2	Discuss/develop ideas about what areas of support need to be address within the time of the agency	2/17/2022	Mentor & Intern	No materials needed	Early Start Program community based program: 2 options to develop: 1) parent-based workshop in-person or 2) professional development for professionals
3	Research topic on Transitions process from Part C to Part B of IDEA (list of items that were researched on)	2/17/2022	Mentor & Intern	No materials needed	Research on transitions for professionals in a macro-level on social issues.
4	Research data locally and statewide about Transition Supports with IDEA	3/11/2022	Intern	No materials needed	Research on transitions for professionals at a micro-level on social issues.
5	Discuss with mentor	3/11/2022	Intern	No	Meeting with mentor to

	about potential areas of project-based the research finds			materials needed	discuss finds and areas that need to be address based on the information completed
6	Discuss a cultural survey addressing professional needs (Key Main Point)	3/18/2022	Mentor & Intern	Google forms	Discussed draft based on information created to address potential professionals
7	Create a list of agencies to do reach out	3/25/2022	Intern	Google Sheets	A list of community collaborators was created to reach out and connect to answer the survey
8	Draft a survey for professional addressing the needs (targeting Latino families)	3/25/2022	Mentor & Intern	Google forms	Survey done and approved on 3/21 from Mentor
9	Select 10 to 15 overall Professionals:	4/15/2022	Mentor, Intern & professional	Spreadshee t with contact	Agencies list: Monterey County Educator, Family Resource Centers,

			s (3rd party)	info and roles	Community Care Providers, etc.
10	Interview/Implement Survey to Monterey County Educator, Family Resource Centers, Community Care Providers	4/21/2022	Intern	Phone or Zoom or Email (based on preference)	Finalized interviews with community professionals working with children ages 0-8 years old
11	Analyze finds from interviews/survey from professionals	4/25/2022	Mentor & Intern	No materials needed	75 surveys were collected and gift card was selected
12	Complete reporting requirements	4/25/2022	Mentor & Intern	No materials needed	Completed Product

