

# **Building on Latino Families' Cultural and Linguistic Resources for Effective PCIT**

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13<sup>th</sup> Annual PCIT Conference  
Los Angeles, CA  
Sept. 23-24, 1013

# Overall Goals

- Present research documenting Latino families' cultural and linguistic strengths
- Acknowledge specific stressors
- Engage in on-going collaboration to connecting this research with PCIT

# Conceptual Framework for the Optimal Learning Environment (OLE) Project

*Depending on the instructional context, we can see either...*

- ...The upper or lower range of students' abilities
- ... Slowed or accelerated growth
- ... Struggling readers and writers or skilled, enthusiastic, readers and writers

Anticipation T or F	Reaction T or F	Statement
		Research overwhelmingly documents that Latino parents have high educational and career aspirations for their children.
		Mexican-American children and youth who maintain their use of Spanish have higher achievement, and are less likely to drop out.
		Spanish-English code-switching is almost always a sign that speakers are losing their proficiency in Spanish.
		The more Mexican-origin youth self-identify as American, the greater the ability to navigate multiple contexts, the greater buffer from stressors, and the fewer internalizing symptoms such as depression and low self-esteem.
		Mexican indigenous children and families suffer more severe discrimination in the school setting than other Mexican-origin groups.

# Limarí Slides



# Optimal Conditions for Language and Literacy Learning

1. Student Choice
2. Student-Centered
3. Whole Texts for Explicit Teaching of Skills and Strategies
4. Active Participation
5. Emphasis on Meaning First, Followed by Form
6. Authentic Purpose

Claude Goldenberg (Stanford), Ron Gallimore (emeritus UCLA), Leslie Reese (Long Beach State), Delgado-Gaitán (emerita UCD); García Coll & Marks, 2009



# Susana and Mother Slides



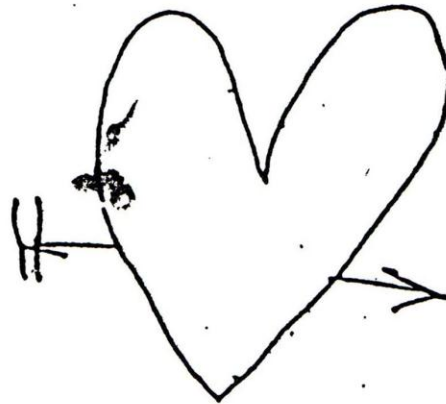


# Delgado-Gaitán & Ruiz, 1992

“The school in general: (1) did not consistently provide materials to parent to help their children; (2) gave few specifics as to how parents were to help their children; and (3) did not recognize the contribution of the ‘home curriculum’ and the parents’ effective teaching role with that setting and curriculum.” (p. 65)

# José's Slides

Querida Mrs B. Nosotros  
 se lo pedimos que nos  
 vayan para tras que  
 aqui hay mucho ruido y está aburrido  
 nosotros se lo pedimos  
 que vayan otra vez  
 con usted porque usted es  
 buena con nosotros  
 se lo pedimos con nuestro  
 corazón. Dedicadamente  
 Salvador y Jose y Adrian



Querida Mrs. B. Nosotros se lo pedimos que nos vayamos  
 para atrás. Aquí hay mucho ruido y está aburrido. Nosotros se  
 lo pedimos que vayamos otra vez con usted porque usted es  
 buena con nosotros: Se lo pedimos con nuestro corazón.  
 Dedicadamente, S., J., y A.

(Dear Mrs. B. We're asking you to let us go back. There's a  
 lot of noise here and it's boring. We're asking to go back to  
 you because you're good to us. We're asking this from the  
 heart.

With dedication, S., J., and A.)

para señora B.  
por favor tráenos para atrás  
que ero venir para atrás  
porque aquí está aburrido  
y yo quiero usar my cuento

Por favor  
llevanos  
para  
atrás  
Help

Para Señora B, Por favor tráenos para atrás. Quiero venir  
para atrás porque aquí está aburrido y yo quiero ~~trabajar~~  
~~trabajar~~. **hacer mi cuento.**

Por favor, llévanos para atrás.

Help.

(For Mrs. B Please bring us back. I want to go back because  
here it's very boring and I want ~~trabajar~~ **work on**

Please, take us back.

Help.)

**my story.**

Bacallao & Smokwoski, 2009; Summary article of school research- Lindholm-Leary, K. & Genesee, F. (2010).

- Children and adolescents who maintain their Spanish– especially those in the second generation– report ...
- The strongest predictor of academic success in English learners is formal education in their...
- In late-exit bilingual programs, English Learners catch up to and surpass similar students in English-only program (plus have academic Spanish in their language repertoire)

# Code-Switching

## • *Intersentential*

“Pa, ¿me va a comprar un jugo? It costs twenty-five cents?”

## • *Intrasentential*

“She went to the entierro.  
Se pudre, and then it smells a lot.”

*Equivalence Constraint (Poplack)- Can't violate syntactic rules of either language.*

*Okay- “I told him that pa'que la trajera lijero.”*

*Not okay- El man que came ayer wants John comprar a car nuevo.*

# Sample Research Findings on Children's Code-Switching

Function	Children's Language Choice is Associated with...
Language Proficiency of the Addressee	... their interlocutor's language proficiency
Follow the Leader	... the language in which they were last addressed
Social and Ethnic Identity	... their addressee's social/ethnic identity
Language Preference of the Child	... their own preference
Topic	... the language most associated with the topic
Stylistic Functions	... style shifts such as clarification, attention-getting, emphasis, metalinguistic play, etc.

# Code-switching Samples from a Preschool Bilingual Special Education (CH) Classroom (Ruiz, 1988)

- *Follow the Leader.* José Miguel, English dominant, follows Omar's lead (who does not speak English), and tries to help Omar narrate a story to his teacher:  
Omar- "... estaba frio, me pensaya."  
José Miguel- "[xxxx] mucho air, windy."
- *Topic.* Cecilio, Spanish dominant, makes his color preference known. In this classroom, color names were emphasized in English, and could be considered an English-associated topic.  
Cecilio- "Yo pink! Yo pink!"



# Slides from Special Day Class



# Bacallao & Smokowski, 2009 Livas Stein et al (2013)

- The stronger the ethnic identity in Mexican-origin youth...
- Bicultural identity (vs. straight assimilation to the host country) in U.S. Latinos leads to...

# Antonio's Slides



From Ruiz,  
2013



oi imipa pà i ualesc mitos  
obioies nasoa nebn midea  
uean osu raeaeu nean

Diana,

¿En cuál grado va tu  
hermano? 65

¡Ah, en sexto!



Ayer mi papá me dijo -  
que ya no me junte  
con mi amiga que es un  
gringa y un día yo y  
mi hermano fuimos a la  
tiendita y un gringo  
le dijo - A sus amigos  
que a mi y a mi hermano  
dijeron que los va a  
llevar la policía porque  
semos mexicanos.  
mi hermano llama oyo  
yo no oí.

Diana,

¿Cómo te sentiste de lo que  
dijo el gringo sobre los Mexicanos?  
Mal y cuando llegamos  
a la casa quería  
llorar.

El <sup>niño</sup> ~~hombre~~ que dijo eso es un  
racista. ¿Te acuerdas que hemos  
hablado mucho sobre esto? Sí

Las personas racistas son ignorantes.  
Todos los humanos somos iguales de adentro  
aunque por fuera somos de diferentes  
colores. ¿Si vieras a este <sup>niño</sup> ~~hombre~~ ignor-  
ante, qué le dirías?

Que es inorante  
Nosotros los <sup>Mex</sup> Mexicanos debemos estar  
orgullosos porque somos muy inteligentes.

# Specific Challenges

- Unauthorized (undocumented) status of mothers has a “legacy” effect in the next two generations: approximately 2 less years of schooling (Bean et al, 2013).
- Migrant mothers in the U.S. “work harder” than their counterparts who remain in Mexico: they have both home and work responsibilities, and long work-day hours in low-wage jobs. (Barajas, & Ramirez, 2007, 2008)
- Discrimination for limited English proficiency (Reese, Krosen & Gallimore, 2000; Ruiz & Barajas, 2012.)



# Latino-indigenous Mexican divide stirs Calif. town

**The Associated Press**

**Published Saturday, Aug. 13, 2011**

GREENFIELD, Calif. -- Down wind-swept El Camino Real, where women in shawls push strollers and old men in cowboy hats linger on dusty benches, farmworkers spill from white contractor buses. From the main drag, it's only blocks to the fields and vineyards that sustain this peaceful town in the Salinas Valley, "the Salad Bowl of the World."

But there's tension in this part of John Steinbeck Country.

Nearly all of Greenfield's 16,300 people are Latino - and yet an ugly conflict has been brewing between longer-time residents and newcomers from another part of Mexico. Established residents say a massive influx of migrants from the Mexican state of Oaxaca has changed their city for the worse.

Ortiz, who works for a seed company on the edge of town, helped form "Beautify Greenfield." The group's goal was to clean up graffiti, trash and weeds. Its members decried the dilapidated apartment complexes scattered among neatly trimmed lawns and modest homes, the boarded-up windows splashed with gang insignia and rows of foreclosed homes.

Members of the group and its offshoot, "Save Greenfield," quickly pushed into city politics. They took to city council meetings, social media sites and local newspapers to air a series of escalating grievances against the Oaxacans.

Among Beautify Greenfield's charges: The new migrants ruined the town financially, "destroyed" its school system, caused violent crimes and were part of gangs, which are pervasive in the Salinas Valley. The migrants, "invaders from the south," should be deported.

# Theme: Discrimination (Ruiz & Barajas, 2012)

- I asked [indigenous families from Oaxaca] who have been in the U.S. for 8-10 years, when they invited us to their homes, if they were teaching their mother tongue to their children, and the answer was no. I asked them why that was, and they said that their children do not want to learn because of the fact that U.S. children discriminate against them. They call them “Oaxacquita, Oaxaca.” (Visiting Mixtec Teacher from Mexico)
- In Oaxaca, many of us don't know Spanish. And when we get here [to the U.S.], we don't speak English. So what do we do? We duck and hide. That's what indigenous students do: They duck, and try to go unnoticed. (Mixtec Mother and Aide)

# Theme: Lack of/Need for English Proficiency

- One of the reasons that we as [indigenous] parents don't want our first language to continue is that we think that this language didn't give us anything, it didn't leave us with anything good. So perhaps not understanding, or not really thinking about our advice to our children, we say to them, "Why would you want to speak Mixtec if Mixtec-- think about me, look at me-- if I would have learned Spanish, if I would have been a different person...? I don't want that to happen to you. I don't want you to speak Mixtec. (Mixtec Mother, Instructional School Aide)

# Cultural Assets/Funds of Knowledge

- “The families bring their cultural patterns of working collectively and organizing to help others. They have a strong social network. They are hard workers.” (Migrant Education Teacher)
- “[Mexican indigenous families] bring a new culture and new language to our school. The families are tight knit. They have a clear goal for their children: education.” (School Principal)



# I am Proud of my Family



*Estoy Orgullosa de mi Familia*  
*Iyi Cusiji'ini Shi'in Na Ta'in*

*George Feldman, David Bacon, and Natalia Gracida Cruz*

## Optimal Conditions 1-6 for Language and Literacy Learning: The Optimal Learning Environment (OLE) Project

### **1. Student Choice**

Students exercise choice in their learning when possible: writing topics, books, research projects, and thematic cycles.

### **2. Student-Centered**

Lessons begin with students' personal experiences, background knowledge, and interests.

### **3. Whole Texts for Explicit Teaching of Skills and Strategies**

Lessons begin with whole, communicatively functional texts (e.g., books, poems, newspaper articles) to maximize the construction of understanding; then move to the analysis of components of reading and writing processes, such as strategies, text organizations, or smaller units of language forms (e.g., phonics, spelling, punctuation).

### **4. Active Participation**

Students actively engage in lessons with frequent and long turns in producing both oral and written language.

### **5. Meaning First, Followed by Form**

Students construct meaning from (reading) or through (writing) text first, then move to a focus on correct forms of language such as spelling and grammar.

### **6. Authentic Purpose**

The end-products of lessons have a real-life function that often extends beyond the classroom; real audiences, real purposes

## Optimal Conditions 7-12 for Language and Literacy Learning: The Optimal Learning Environment (OLE) Project

### **7. Approximations**

Students are encouraged to take risks and successively approximate language and literacy skills (following a developmental course).

### **8. Immersion in Language and Print**

The classroom is saturated with different print forms and functions, and with opportunities to understand and use language for a wide range of purposes. All teachers act upon their charge to teach language across the curriculum.

### **9. Demonstrations**

Teachers demonstrate their own reading and writing, and share their ongoing efforts with students. “More expert” students also serve as models for their peers.

### **10. Response**

Students receive timely responses to their oral and written texts that go beyond letter grades to personalized and thoughtful acknowledgements of their ideas, experiences, and efforts.

### **11. Community of Learners**

Students, parents, and teachers form a community of readers, writers, and learners who explore a range of questions relevant to them. Students have the opportunity to discover and develop their academic identities.

### **12. High Expectations**

Teachers, parents, and the students themselves expect that students will become proficient and independent speakers, readers, and writers. Teachers make sure that