

[Captioner standing by]

>> Recording in progress.

[Pause]

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>> MARCI YBARRA: Good afternoon, everyone. Welcome to the social workers confronting racial injustice conference. I'm Marci Ybarra. I want to provide a brief description of my appearance. I'm a woman with medium-length dark hair and wearing cream-colored leopard print blouse with fun or at least I think they're fun pink and white large glasses. I'm happy you're here with us for this breakout presentation, engaging the Latino community.

We are engaging live C.A.R.T.

services which are available by clicking the caption icon. This is being record and will be available on our conference site really soon.

I want to begin with a land acknowledgement on behalf of the Planning Committee for the social workers confronting racial injustice conference, I ask that you join me in realizing that the University resides within the sacred homeland of the Ho-Chunk people.

As the reach of the university extends to the far corners of our state, we recognize the inherent sovereignty of the 12 first nations of Wisconsin.

Whether you're watching this from the land of these 12 first nations or you're more distant, we encourage you to learn about the history of the land that you're on.

As social workers we have a duty to look critically at the role of our Indigenous families.

This conference is root the in critical reflection of social workers. Our goal is to bring clarity about the past but also to challenge and inspire us all to move into action and our work in communities once this conference is over.

We hope this conference provides space for critical reflection, humility and openness which will allow us to all reflect to hear and tell truths and move toward action transformation to support Indigenous rights, cultural and racial equity with acknowledgement and gratitude we move forward today in our journey.

Before I introduce our speak, he a few Zoom information items. To access this presentation you were required to provide your name and email. This allows to us log our attendees and email you information on CEUs if you so would like them for this presentation which will be distributed at a later date.

Your cameras and microphones will remain muted. We do have a question and answer feature where you can submit questions for our presenter. Please know that due to the large volume of attendees we're not going to be able to get to all of the questions but we'll do our

best.

Without further ado, it is my pleasure to introduce our presenter, Hector Portillo, who is the executive director of Padres e hijos en accion and a member of the board for people with developmental disabilities.

Padres e hijos en accion is a grassroots organization of individuals with disabilities, their families, friends, and community members building, fulfilling a community-centered lives for Latino children.

Mr. Portillo has worked with Latino and Hispanic families and culturally diverse families to provide support for families of students with disabilities. He is also the moderator of a radio show that takes place monthly on 1480 AM. He has presented at a number of conferences on this issue and we're so fortunate to have him with us here today for this breakout session.

Without further ado, please help me welcome Mr. Portillo and his presentation on engaging the Latino community.

>> HECTOR PORTILLO: Thank you for this introduction. You are really mentioning everything I will [video froze] session.

So I just want to mention about me, Padres e hijos en accion, but also I'm a father.

My son is almost 22 years old, autistic, nonverbal. And that made me this kind of organization, found this study because so few services after 18 years old and also there's a few opportunity for Latinos in the area.

So I want to start with playing this video. And after that, I'm going to start my presentation. This is Padres e hijos en accion.

>> Who we are. Parents and children in action is a grassroots organization of individuals with disabilities, their families, friends, and community members building fulfilling and community-centered lives for Latino children. Parents and children in action envision a world in which all people with disabilities have the opportunity to enhance their quality of life and strengthen the civic life of the community as a whole. By focusing on the assets of Latino children with disabilities and their families, parents and children in action are making the necessary changes to achieve racial quality by finding ways to include children within all ranges of all spectrums and their families and activities that were not previously available. Such activities include cooking, gardening, biking, park, and climbing. These activities are essential for children with disabilities to play, communication, self-help, independent skills, literacy, pre-vocational and fine and gross motor skills.

In order to better serve the Spanish-only speaking community, we make sure that all the information is available in Spanish. Materials are also available in English.

Some activities and workshops that we held are the health care policymaker and inclusion workshop. The CCRIEP 5 beliefs.

Number one, high expectations.

IEP teams know how high expectations influence academic achievement and postsecondary independence and explore a shared vision of high

expectations for college, career, and community readiness.

Whiz pack workshop. Children and parents gathered information and resources and learned that special needs trust help to preserve the assets of people with disabilities and protect their eligibility to receive means tested government benefits.

Gardening. Provide benefits not available in an indoor classroom. Benefits of gardening include improved motor skills, enhanced creativity, increased social motor skills. Gardening helps reduce stress and helps children cope with anxiety and frustration.

Biking. Bike riding can fine tune motor skills and physical coordination as well as aid with balance. Learning to ride a bike grows special needs kids mentally.

Annual Christmas party. The goal of the special Christmas party is to provide children with special needs a day they will never forget. At the annual Christmas party, 300 people attended.

Children with special needs and their siblings, we've given away over 200 gifts in the last two years.

>> HECTOR PORTILLO: Now with that -- when working with Latino community. You will notice about most of the slide was speaking about -- refer to the students and teachers because my background is mostly in education.

So most of my [?] I want to speak or need to speak only when I have expertise or I have some, you know, I did in the past.

To understand the importance of the cultural responsive family engagement, the objectives in this presentation is going to be the ability to define culture and race.

Identify family engagement strategies that welcome, honor, and connect families. And not only the activity, but I want to provide resources for supporting cultural responsive family engagement.

First, family provider relationships, we believe as a Padres e hijos en accion, Latino Hispanic family, the positive relationship must start with the safe, trusting, and culturally responsive environment in which both families and providers are both empowered to open conversation, to share communication, two-way communication. So we need to create authentic, foster long-term relationships not just that first visit, we're trying to provide long service to families.

One of the examples for the students is show foundation for growth is built on acknowledging. The interest of our students at this time at least here in Wisconsin, there's a lot of -- a lot of diversity. Families come from different counties and Mexico. But even from Mexico, they come from different state. The culture or the values are very different.

The talents for the kids is different.

So we are serving only at this time people with all special needs. All this information and later you can play a video will be the best way to start relationship with the students.

At this time, discover the dos and don'ts for successful business with people of different cultures. Appropriate etiquette, body language, most of the time with our families start the special education in the classroom, sometimes the body language for the team

does not reflect the values of the school.

So most of the time there's open conversation, there's a good [?] but sometimes because the language for error, you know, cultures and different goals doesn't work well. That's why it's very important to meet or know the culture of the families we serve. Doesn't matter this time I'm -- I'm example for students and teacher, but could be in the care service, in the care service we have a lot of issues also. And especially when they use an interpreter or there is no who can serve the Latino community because they don't have interpreters or someone to speak Spanish.

You know, sometimes the -- or most of the time the Latino community that's doing the families, they don't make contact only with the teacher or the special education teacher or the assistant teacher. So there's a lot of people around.

There's secretaries, the cafeteria workers, security guards, school nurse, there's a lot.

Most of these kind of people doesn't know about the needs for the students. Doesn't know about the needs for the families.

It's good to know a little bit to do some [?] about the different cultures. Not la --

Latino, but sometimes we feel like especially we're a kid with special needs, they are put in the shadow, separate. Nobody knows.

One of the examples I want to mention, two years ago I was invited at the school to present what I'm doing. One of my questions is do you know how many kids with special needs are in the school? No one knows in the room. No one knows.

They didn't know the kids are in the basement. So I ask how many Latinos you know? Nobody knows about that. Kids with the special needs.

But this is a part that's important to know all environment.

So typical and classroom here, 30 students, 16 are White, 5 are African-American, 6 Latino, and Latinos there's different, Mexican American, Puerto Rican, Cuban. Honduras, second generation Asian-American. This is typical room here, you can find and this kind of work with Oscar Jimenez-Castellanos, the information.

Engaging the families -- help engage the families who language -- English is the second language. Be aware what communication and respect every step for the families.

The difference the background, mentioned it before, in the Latino community include, you know, sometimes people come from Mexico and now it's a big way for immigrant from Central America and Latin America like honor dure -- Honduras, Nicaragua, also people born and raised in the USA, Spanish speaking home, both languages, speaking both, it's a big diversity in the families living here in USA in the community.

Well, to understand race and culture, I love this graphic because every family is unique.

We need to understand about I want to [?] mentioned a lot about income, marital status, you know, it's important to know the family or the Latino person you are meeting, know a little more about every kind of things.

Because an example here, your geographic location, you can approach in the same way of people who come from Mexico, north Mexico, south central Mexico, someone coming from Venezuela or Columbia.

Also the education. You can find a lot of people come from Central America, Latin America, they have highest education, they have bachelor's degree and master's degrees, but I lot of people also think about they have only the basic.

[Video froze]

We need to be aware the difference of each.

I want to play the first video and you can take a look at Latino or whether Hispanic, something like that.

>> I'm going to ask you, do you know what the difference between Latina or Hispanic and Spanish is?

>> Um.

>> Latina, Hispanic, and Spanish.

>> Um.

>> I'm going to have to say where they live.

>> Okay. Like geographic.

>> Geographic.

>> I mean, they're just different edge thatsies between Mexican, Latin American to [?]

>> That was confusing. The general public and the media use both of these terms interchangeably, but there is a slight difference. Hispanic is a term that refers to Spanek-speaking origin or ancestry. Latino is a more frequently used term which refers to origin or ancestry to Latin America.

>> Does Latina mean someone who speaks Spanish? Because in the case of Brazilian and Portuguese?

>> Hispanic is basically based on whether you or your family speak the language of Spanish. Where Latina is focusing on geographic location.

That being Latin America. Unlike Hispanic, Latino includes Brazilians but excludes Spaniards.

>> I think it's Spanish because --

>> Okay.

>> Spanish, you're from Spain.

>> Spanish is from Spain.

>> Yes!

>> Conquistador type thing.

>> Someone's like they're Spanish, no, they spoke Spanish that.

Does not mean that they're from Spain.

>> For starters, Spanish describe someone who comes from Spain. It's a term of nationality. But it's also a language. Think of Italian. It's a language but it's also a nationality.

Which one is Latina?

[Speaking Foreign Language].

>> So put in the chat or in the -- in the audience, let me know if

you answer this question in the comments before playing again. I want to pause.

>>.

[Speaking Foreign Language].

>> But it's also a nationality.

>> You know, this one is Latina?

Okay, so everyone has an answer?

>> Is Latina?

[Speaking Foreign Language].

African features?

>> Yes.

>>.

[Speaking Foreign Language].

>> She looks Black.

>> Can you be Black and be Latina?

>> I believe so, but some people of, you know, Black dissent are like no, we're different.

>> Those are the ones that have been colonized.

>> I might disagree with you there.

>> I think they all could be Latina. I think they all could be Hispanic. They all could be Spanish, you don't know.

>> Yes! Perfect. You can't really tell just by a person's face whether they're Latino, Hispanic, or Spanish. Because many Latin American countries like those of my parents, Columbia and Peru were colonized by Spain don't feel the need or want to identify with a term that indicates with them belonging to Spain. Maybe think of it this way. Hispanic, a sense of community through a connection to Spain. Latino, a sense of community through a history of colonization from Spain. Colonization isn't something that we read about in our textbooks. We feel the effects of colonization today through erasure of histories, faith practices, basically our culture. So it's no wonder why so many folks just don't want to identify with the term Hispanic.

That doesn't mean that Latino doesn't have remnants of colonialism. It's supposed to describe folks from Latin America, but the term Latin America only came to be after Spanish imperialism. It's important to remember that none of these forms of identity are perfect and that's because they're socially construct and mostly only used in the U.S. They also lead people to assume that Latino or Hispanic is a race when that's not true. Which is why so many lalt Latinos have begun to use the term after crow-Latino. As for me until a term that comes around that fully encompasses and embraces the Indigenous and African influences of Latin America, I'm going to stick to an Indigenous Latina. How do you identify?

>> It's good to make a question to families. There's a question here, I want to go to the chat. Oh, let's see. First, it's right -- you can start by looking at this. Yes. You know, there's a [?] here when we try to access to America service, they assume or they call

someone to speak Spanish. My daughter, they here -- the first language is English. They speak Spanish, but the first language is English. When we were trying to get some service, because how they look, they say oh, Latino.

We have to find someone to speak English or wait for the interpreter. But this kind of situation has happened a lot with the Latinos.

Again, how many Latinos are second or third generation here in USA and the first language now is English? They assume because we look that way we are Latinos.

An example I wanted to make for the person, my father, he looks -- he was White man.

[Indiscernible] the border, they always ask me, also ask my wife, identify by ID. But for my father they never make a question. They assume my father was American man.

So he was Mexican and even speak no word in English. But they assume. A make the assumption when serving the Latino community here, and one of the -- they assume because everyone's Latino they need or they're looking for service like insurance, rent, everything. There's a lot of Latinos who, I mentioned it before, very well prepared. Latinos with very good position and also they are -- they have business. They need a lot of difference in us. We work a lot with [indiscernible] families with social worker. And they know a lot of difference between one Latino and Hispanic.

Because Latino is a label used mostly in USA.

So I want to play a second video. And the one is going to, you know, give more information.

Give more information, more about Latinos.

>> My name's Adriana and my family's from Lima Peru.

>> Both my families are from the Dominican Republic.

>> My family is from Mexico.

>> My family is from Mexico.

>> My family is from Mexico.

By mom's from Guadalajara.

>> Latino, what's in a name?

Regionally and individually, the terms used for Hispanic Latino population vary. Terms for ethnicity do not mean race. In census data, for instance, people can be Hispanic and White, Black, and Native American and so on.

The word Hispanic is used consistently by government agencies. It implies a connection via the Spanish language, but isn't used in Spanish itself. The word Latino sounds more like a Spanish words. It sends it to be used by those in the social and economic services in the many cases, Hispanic and Latino are used interchangeably.

Chicano is used by multigenerational Americans. It means being aware or active and gained favor during the Civil Rights Movement.

Many first and second generations prefer to highlight their kuchbt origin identifying themselves as Mexican rather than one that glosses over important differences.

Mexican-American, Cuban American are used by the second generation

and beyond. Ask how people prefer to refer to themselves. What is culture?

Think of culture as being like a tree. What are some of the elements of culture that are on the surface? What elements are below the surface? The parts we often see, the branches and leaves, are things like clothing, food, holidays and customs.

These are not necessarily the most important -- the hidden parts, the roots, are things like gender roles, orientation towards time or personal space, beliefs about education, attitudes towards in and out groups, values, even opinions about how the world works. These are not readily apparent to the observer but often are parts that cause the most problems when we interact.

Similarly like a tree, culture is not a constant, unchanging thing but rather is dynamic, growing, and changing. Any individual is shaped by his or her culture but not defined by it. However, it is clear that the shared experiences, outlooks and history of a particular group do have an influence, and this influence is quite important.

It's easy to slip into categorizing and stereotyping based on superficial aspects of culture. Let's keep in mind 100% of Latinos don't eat tacos 100% of the time. Individuals are unique. Though influenced and shaped by their shared experiences which are related to group membership, country of origin, language, et cetera.

Latinos are not a homo genus group, they're an ethnicity and do tend to share common cultural characteristics. Latinos and their families come from about 20 countries, but many have also been in the U.S. for hundreds of years. Indeed, before the U.S.

Latinos can be of any race. They can be of any social class, educational level, religion, sexual orientation, et cetera.

Language in the Latino culture. While the majority of Latinos speak Spanish --

vocabulary and usage. Many countries other languages are spoken. Portuguese and Brazil, many languages in Guatemala and Mexico, and dozens of other languages in the Indies. Many Latinos in the U.S. are English dominant or speak English only.

Understanding Latino cultures.

Though country of origin, social status, class, and level of education also have a big impact on culture, there are certain cultural values, beliefs, and traditions that are shared across many of these sociocultural differences.

Let's explore a few key ones all the while remembering to avoid stereotypes or assumptions about individuals.

Importance of family. It includes extended family, good male friend or a good female friend or one's Godparents, for example. Hispanic families also traditionally emphasize interdependence over independence and cooperation over competition.

How it might play out. Living in the same household with a large extended family, sticking up for your siblings and cousins. Living at home until married. Contributing economically to the family, even as a

teenager. Putting the needs of the family first. Focus on relationships. What it's all about.

Building and maintaining warm, interpersonal relationships. Developing trust and confidence with people is important and worth the time and effort.

How it might play out.

Greeting each other warmly with hugs, kisses, or hand shakes and asking about family before getting down to business.

Showing and caring and interactions. Having closer interpersonal space than an Anglo culture. Using your personal connections to get things done.

Showing respect. What it's all about. It emphasizes one's place in a hierarchical relationship based on age, gender, and authority. Children, for instance, are expected to show respect to teachers and other adults.

[Speaking Foreign Language]

implies well behaved rather than well educated academically.

Frequent use of things like.

[Speaking Foreign Language]

which are used with the first names to show respect to older people or professionals such as doctors or.

[Speaking Foreign Language].

How it might play out.

Avoiding prolonged eye contact is one way to show respect or deference. In formal settings with higher status people like visiting a doctor, an individual may not ask questions, for example.

In schools, parents may avoid questioning or challenging school personnel because they assume that the teacher is a professional and in charge of the education while the parent is in charge of the home.

Religion and spirituality.

What it's all about. The church influences family life and community events. Rich, spiritual lives are many times deemed more important than material goods. The majority but certainly not all Latinos are Roman Catholic. In some cases, religious beliefs and activities reflect a melding of precolonial traditions with Catholic traditions.

How it might play out.

Catholic sacraments such as baptism, first holy communion are important spiritual pass in ch as. Religious leaders are highly respected.

A coming of age ritual at age 15 for girls also has spiritual implications as a religious service is many times part of the celebration.

Machismo, traditional gender roles. What it's all about. Men are expected to be strong, manly, and work to support the family. A related concept is marianismo, the idea that females should emulate the virgin Mary. For example, they should be morally strong, long suffering, and pure.

How it might play out. Gender roles suggests if certain careers and behaviors are appropriate or not. Men are expected to be the head of the household and the primary decision maker. Female teachers or

tutors, for instance, may not be given full respect by boys. Boys are expected to be and act tough. Girls are expected to be demere, chased, and noncomplaining.

If it is God's will.

What it's all about. An expectation that some things are outside of human control and it should be accepted rather than trying to change the outcome. A willingness to accept social hierarchies that exist.

A sense of uncertainty about making future plans as they may not come to pass. How it might play out. Parents may view kids' intelligence in school ability as innate characteristics rather than something that can be changed through effort.

Long-term planning for possible future events may not be as important as adapting to the reality of the current situation.

Some tips for applying what we've learned. Remember that these cultural values are broad strokes and will not necessarily dictate individual behavior but they can help shape and explain the context for why a particular behavior happens.

Take the time to learn about the community you will be working with. Where are they from? What are their values and expectations?

If possible, communicate with the community members in their language.

Work with and through respected gatekeepers. Gain trust by showing respect, being personal, and keeping your promises. Acknowledge and respect the community's values and traditions even if they are not the same as yours. Look for strengths, not just deficits.

Anticipate situations where your and their expectations may be different.

When a behavior seems strange to you, consider the cultural setting before automatically assuming that someone is being rude or misbehaving.

[Speaking Foreign Language]

thanks and good luck.

♪♪ >> I hope you liked that video. I want to talk about how many Latinos you know, how many families you serve or are around the Latino community.

When the organization or the system, the health system or even the educational system, they have a few staff or in this case for the la teencommunities, not enough teachers, not enough persons who speak the language.

But they know the culture, they know the values, the family.

Sometimes when you are [indiscernible] interpreter, the interpreter will come from --

use an interpreter who background is [indiscernible]

and they're serving someone from Puerto Rico, there's going to be a huge, huge gap to understand me. So when you are serving the Latino community, you must be sure of the background.

This is some numbers that in Wisconsin. 95% of the educators are White. 72% are females. So today, the Latinos in the country, in the country, USA, is 50 million peoples. In Wisconsin, we are over half a million here in the Wisconsin State is over only 35, 40,000 Latinos.

Most of the educator, most of the providers in [?] service are not Latinos.

We need a little more in that. Some numbers was the same. For Mexican, it's over 245,000, Puerto Rican, Cuban. And now it's a lot -- I mention it for the way [indiscernible] South America, [indiscernible]. What happens with these kind of people arrive here [broken audio].

Yesterday, we were talking about serving [broken audio] family who came from Honduras. The first kid doesn't speak English. Second doesn't know nothing about special education. And doesn't know how to handle or navigate the system. Thousand live here.

Everyone, I want to help you and he knows. His background in education is [broken audio] and need to work a little more and concentrate the priorities for him and also need to communicate the priorities for his family and share with the organization as a helping him.

Communication is very important. And -- because he doesn't know how to navigate the system, the people have to support him don't know how to support him. We need a little more -- there's a proclamation here about Latinos, how they serve the national and we are always growing or interact with different kind of activities.

Now there are more people with master degree and PhD, but there's not enough. It's not equal. [Broken audio] we help with the White community. 51 million -- 50 million don't represent now.

So let's talk a little bit about family engagement. Family engagement is [broken audio] family engagement is the key. But family engagement is share responsibility, not only for us, not only the families to come to us, we need to work together. You know, all the organization, the schools, everyone need to make a commitment to serve the families and also refer, get a little more trainings, go to the field. Sometimes not enough. They have video, read a book, they need to go to the field to see what the families need.

Because due to the language, sometimes the status -- immigration status, they don't want to speak out. They prefer lost opportunities.

Here in the county and also Milwaukee, there it a lot of [indiscernible] serve Latinos. This kind of organization in Milwaukee, Wisconsin, but here, I want to mention two programs. One is Padres e hijos en accion, the other one is a program for [indiscernible].

I want to play that video for my daughter and [indiscernible] people in the community.

>> It's a little hard for Latinos to know exactly, like, for clubs, it's kind of hard for them to fit in in this community. And for them to see what kind of job opportunities that they will have when they

get older. And who can help with that. It's a club where the Latino youth can come in and, you know, get an idea of what job opportunities are out there for them.

I could do my homework there.

And these guest speakers, they come in and I get to hear about different jobs. And I'm really interested because I -- I'm getting close to an age where I have to go to school and study things for a job that I want.

It's basically like a community building and it helps keep the community together and it provides all these different clubs and activities and events that brings everybody in the community to there and just be together there.

>> Even these programs, they [indiscernible] to adapt to families. And for work opportunity, work opportunities, it was [indiscernible] about the families with special need, they're minimum. Just a few provide employment opportunities and most of those opportunities there are cleaning, restaurant, and a few in the office settings.

So we, as Latino community, we are often asking for these organization or providers serving the Latino community, approach to organization to serve that community directly. To ask could we engage our families? What's the best way to engage the families and also avoid assuming things?

Here is two -- well, before that one, let's do models of parent-school engagement. One is the school family community partnership model and the other one is, you know, I want to talk about Garza. Now, what we are doing as part of this, we are almost following the second one, Garza model, because it's parenting, we see parents as leaders. We are providing workshops and leadership training.

[Broken audio] information, education and health systems.

We see the [broken audio]

also we see the teacher. The first teacher of kids, are the parents. They do what they see.

So probably would say don't drink and we are drinking, don't smoke and we are smoking, don't yell and we are yelling. This is looking to be a model for our kids and also have a parent support is very, very important for our community, especially those who doesn't speak the language.

Meet in small groups nor big groups where the parents have an opportunity to interchange ideas and support each other. This is a key in the organization in Latino community.

And also it's a few participation in the contributors of school. A few of the parents of the Latino communities are part of the councils or boards in education or in the health system. So at this time, we are doing trainings, workshops, and the parents know how to serve in groups to make decision.

This we're looking for more partners to be involved to be part of this concept.

Also Padres e hijos en accion we're in community solution. The committee solution health equity. And we're looking for the [broken audio] see as an equal when we make decision in the health system. One

of the examples I want to mention now, we have a family
[indiscernible]

a family with the kids in hospital. He has cancer and the mom has the
-- the parent has the guardianship.

He's older now to make their own decision, but the parent has the
guardianship and the nurse, doctors, they never ask the parents, they
provide the service in this case the medication to the [indiscernible]
without asking the parents.

So they assume because he's 18 the parents don't be involved. As a
Latinos, the family is a priority. We are family. We're looking for
family. We're looking for support from parents. Mostly the kids, a lot
of kids need, you know, housed until they are married. So different to
the culture here in American USA.

So understanding culture you need to see what is my background.

There's points here, you need to know or already know about how to
understand our families, how to welcome you, how to honor and how to
connect the families.

This is three points, welcoming, honoring, and connecting with
families. See.

Families are more likely to engage when, you know when. You know my
background. You ask me about my personal life. But not directly with
that relationship.

How many teacher or providers just take the name.

[Speaking Foreign Language] see our families, see our students or
[away from mic].

We need to work a little more, don't see us as numbers.

We are human. Doesn't matter the race. Doesn't matter where I'm from.

We need to treat everyone with equity, with inclusion.

Inclusion and equity for our families, you need to know our
background. You need to know the [indiscernible] of the families.

There's a little homework you need to do, but worth the investment.

You know, the school, I mentioned it before, what we do as an
organization. We are change the schools change the family engagement,
it's changing to low-priority as a [indiscernible]. Family engagement
for everyone in the system, but not only is all the [broken audio]
what do you do in the practice? How many times the family -- you were
coming and not only the families. What do you do when the family has
[indiscernible] what do you do with the family is having a bully in
the school in what can the information provide? What kind of support
do you provide to the families?

One of the big issues in families are mental health.

Mental health, sometimes because they don't feel like they fit in
their community because they don't speak the language.

They're looking for service. And in this case, with members of family
in need for therapies, they are not providing these therapies with
insurance. They don't have the insurance to cover these kind of needs,
mental health.

But the speech therapy. And the family's looking for to engage the
school but they don't engage the school because they are -- they don't
feel welcome.

They don't offer what is looking for -- an example, we have a few examples here. Let me ask that as a question.

Okay. It's a very good question.

You know, when when the people born here or raised in the USA, there's a little more additional, less [broken audio] you hear WOKE culture. In our case, we set rules in the house. You are my son, you're my daughter, you live in my house, I respect you, but you need to encourage to follow our tradition, to follow our custom, to follow our values.

When this happening here and some people [indiscernible] sometimes they refuse to speak Spanish. Sometimes they refuse to speak Spanish because the pressure they feel is such a pressure in the school with the friends, something like that. But Latino, they need respect each other. Respect each other. But try to stay together all the time.

So like [indiscernible] and everything seems -- when it's saying that the more traditionalist -- I don't understand what people don't want to change. This is the fossil father, that's not saying I don't want to change. I want to honor my heritage.

I want to keep my values.

Family's the ones I serve. To keep their roots. They want to keep what they -- the parents teach them. But what they want also to be part of the -- this community and try to engage in those activities don't affect the mental health, don't affect the families.

So it's a little complicate, sometimes, but no [indiscernible] in Latino families at this time. In my point of view.

Okay. One other thing is, mentioned for the concept in our families, we have grandmothers, mothers, fathers, [indiscernible] education. So the organization serving here in community not all have the same goals. Like Padres e hijos en accion has goals for serving the Latinos with special needs. Others have different goals serving people an example from what my daughter was in the program, provided her to make better choices going to the school or the labor force.

There are some other community organizations who serve in communities in different ways. Supporting to pay rent, supporting to pay bills, and like Latino academic here in the county, prefer that people in English classes to learn the English and how to enter the labor force.

We need to, in order to serve better, there's two kinds of things. How to navigate and how to learn about the families, but also how to learn about the organizations that are serving Latinos, the Latino community.

Sometimes there is organization who doesn't know nothing about that Latino background because that is [indiscernible] want to speak Spanish. They can [indiscernible] Latinos, so making some connection. The Latino community require a lot of investment of time, a lot of education, a lot going inside the network, going to gatekeepers who really are leaders in the community who know and understand needs of the families, who understand how they suffer.

In general, those that want or need to serve the Latino community need to know more about the concept of family, families and about the father-in-law, mother-in-law, and most of the time we as Latinos see the father as a provider to want to protect everything.

We know family here in [broken audio] this area the man doesn't work, they stay home, because the father provides everything. The father has a [broken audio] also have a big number of the single moms, because the father doesn't want to know nothing about the special needs.

There's a little more complicate for these kind of moms, because they're a mom, but at the same time what they looking for, information sometimes need -- needs a little extra support for, like, teacher to understand. The mom need to work also to provide the needs for the kids because they are single moms.

Here are some kind of, again, these kind of pictures in moms, kids, that is everyone, fathers, are around. And those kind of parents, they interchange ideas and also have a different interests like art to express all the kids' needs to fit in a community.

And sometimes in the schools the fathers need a little more trust with the teachers.

One of the examples we have, the families say they move to the Madison area because there's a little bit more better service than beaver damn. There's a small -- the small -- teacher to engage with the families. But there's a lot of families coming [broken audio] trying to move to Madison that they feel they don't have enough people with the capacity to serve the kids.

They need to move because they don't have the service they need in the IP. It's an education program under the IDEA, under the IDEA now and the IP is required to provide all the student with special needs required. So no excuses, staff or something, they must provide.

And this here is why sometimes the students who need or the people who need therapies move the small -- the rural areas to the big area like Milwaukee, Green Bay, because there's not enough or there's are no people who are prepared to serve for the Latino community.

I want to mention again about the roles. About the roles of machismo, we watched the video and mentioned machismo first. It's with respect to the men being strong, being providers.

And the mom is supposed to be sacrifice everything, but most of the moms, the mothers, they stay home. In the families I serve. I'm serving over 140 people, and probably around 100 families the mom isn't home or they have only part time. But because the father has two or three works to provide.

So this is [broken audio] before serve someone is the [indiscernible].

One of the things here, and the question before that, education man, education person, something more liberal, but we're still looking for religion. So we believe in God, most of the people believe in God. Those who grow up here in the USA, they have a different kind of [?] however, they still respect [away from mic]. They still respect the mom.

There's some rules in the house, there's some values as Latinos, we mentioned it before, we respect family is first. Family is the mother who keep us together. Because different country, different language, different culture, different food, different everything. But we need to rely on our family, our mom, father, sister, brother, uncle, nephew, grandma, grandpa to stick together to succeed.

Well, after that, I want to mention something for how to work with Latino community. The first one is learn and explore cultures. All those we saw in the video were related to a game to mention. Everyone has different bias. Everyone sees disability in different concept. You need to learn and explore the difference.

Well, also there's respect for everyone. As you know, some kind of wars mean different Latinos and Puerto Rico to Latinos here, and so we need to understand each one. How do you show respect? Because you see one Latino, we mentioned the video, attack us. Not everyone is [indiscernible] Taco Bell.

It's different. Even to us.

What's the preference they have.

Even as they come from same country, I mention Mexico because I'm Mexican, but low Livia, Columbia has the same thing, has a different message and a different values and even people speaking with people from Bolivia, they mention the same thing, oh, come from different area.

It's very interesting, I can be working with different kind of families for different countries. I start working as a [broken audio] and I learn a lot. Not only Mexico has difference in families coming from different region.

The question here is, in the educators or the people serving the Latino community, it's listening to learn from each other. The question is, can I ask you, what do you know about me? What do you know about my family as you're trying to serve the community? Can I ask zbloup -- you? What do you offer for me? What do you have for the two had way communication? You know.

The communication and family's time, child care need, transportation need, language difference, previous trauma or experience, we have people coming for [indiscernible] move to L.A. because a lot of crime, a lot of things like pressure, social pressure, lack of service. They say lack of service, all kinds, they need to move in order to protect their families.

But also as a single mom with two kids, how do you -- how they get the childcare? How do they get the transportation?

They don't have documents to be here, they're not able to get the driver's license. How do they transport from one place to another one?

What they need in transport?

You know, they living in this area, I want to go here, living on the north side to south side, they live in north side, go to south side, they need to use the transport, it's two hours at least for transfer or something like that. But if they have -- they have their own transportation they need pay for insurance and

other costs. So sometimes they don't have enough income to pay for a good car and transportation.

We need to ask the families about transport. Padres e hijos en accion, we pay sometimes the taxi over. Some families to come or gather to worship because they don't have car. They don't have car, they don't have own transportation. We are serving the families, please take a look at our child care, transport, these kind of things.

Okay. Improve communication.

I mentioned this before, they're Latino they need an interpreter. Also time to make the call. Or they are saying something like that, mentioned it before, parents, they have two or three words, the [indiscernible] and what's the best way, there is time to contact the families.

Number 4, understand the point of view of the families and educators.

Strategy 4, but to welcome, honor, and connect the families to the relationships. Deepen relationships. Honor? Some people come from Mexico, what kind of food or what kind of [broken audio] they have or what kind of interest they like, what kind of books they read or what kind of shows they watch. So try to honor and play and use is going to put in your family nights.

These kind of things are leading to better connect the families. Someone's coming from Puerto Rico and you try to provide them Chinese food, a spicy Chinese food, either people from Puerto Rico don't eat something spicy, the food's Chinese food and something's spicy, the spicy don't want to work.

Better to know about the heritage of the values, the background of the families.

You know, again, welcome, honor, correct. We need to -- in this case, the school -- that is the school communication improve. Invite the families to know the building. Invite the families to know the staff.

Invite the families to meet us.

Invite the families to the activities the school has.

Sometimes when you [indiscernible] or the homeschool, we have kids in the school, they send flyer, they send a brochure, something with information. But sometimes that's not clear. We have to have intention for that, the staff or teacher provide.

Some clinics are working in improving the care in the community, but how they approach, how they are with their communication, you know.

We need to lead -- we need to lead and the skill to teach. We need to be the first.

Connection, how to get connection to how to build a bridge within our cultures, between different cultures, African-American culture, American culture, Latino culture. What's work? What is working and what's not?

What I can do to build trust with the families?

You need to ask the families.

You need to ask what they feel, what they need, what they want.

Sometimes communication [indiscernible] communication and in person communication or approach is better to make a phone call or send a flyer.

You know, the opportunity to build that bridge, there is asking the families about the [indiscernible]. Strange how the concerns, what they need. So also also video here, you can play later, and give more insight on how to create the bridge with someone.

Mentoring. We need a little more support. We need, you know, something to come to us and this -- teach what's the best way to communicate or do something or what's the best way to support teacher or what's the best way to support pediatric doctor for, you know, health insurance or whatever that we need to service.

Because we need to move, everyone needs to move face the fears. As parents, we want to see the teacher as a parent, as a [broken audio] we need to see a doctor as we see the doctor in our country, as a friend. He is like a [broken audio] just a number. We need a little more [indiscernible].

We hope to outreach with families. It's very important who is making the decision in the family. The mom? The father? Or both? Who makes the decision to involve the families in activities? Any kind of activities.

And again, some barriers to language, cultural and social life, economic status, and also a lot of discrimination in the community. A lot.

So recommendation here is identify the segment of the population and take time to learn. Educate yourself, learn about the language. Communicate in nare language. You know, sometimes if you send the information to parents a flyer to someone [indiscernible] be sure it's not [indiscernible].

Because sometimes they get the Google and we don't understand what they're talking about. And respect the culture. You know.

Also consider empathy. We're talking about empathy, not sympathy. There's a big difference. Being empathetic with your community to just, oh, I feel sorry.

So sorry oral communication as a key connector. You know, phone calls or [indiscernible] I want to leave a lot of resources here you can identify for family, WDPI and another one.

There are more resources. Try to get and hope to engage our families.

There's a lot of -- that's time. Marci told me to 15, I went to 16. So you have some question or something you need to go back, please let me know.

>> MARCI YBARRA: Thank you so much, Mr. Portillo, for that fantastic presentation.

If the audience has questions, please feel free to drop them in the chat.

I think I have one to kick us off, which is Mr. Portillo, could you talk a little bit about how you think culture changes with each generation?

And how that might affect in the future care of children with disabilities and the Latino community.

>> HECTOR PORTILLO: Yeah, it's a very interesting topic. When I'm working with volunteers in my group, I ask them why they don't want to speak Spanish the group. They say, we feel a lot of pressure. Lots of pressure with our friends, with community to speak only English.

And also they feel a lot of pressure to [broken audio] like now I want to say -- it's very, very difficult for me to mention, but -- well, [indiscernible] the environment, I want to use the topic of the environment to be, you know, the climate change now is warming change, something like that. My daughter has a different point of view than mine -- or my older daughter. Sometimes both they're working on climate change and my daughter said, yeah, it's climate change. But other way you say, because my daughter, she is now new generation, they feel offended. You're offending me because you don't accept that change, the weather -- the warm weather or something like that.

It is affecting us. Sometimes the communication with families, affecting and respect of families. Especially my -- you know, participants or group I answered the mom [broken audio] they say my daughter want to support this kind of [indiscernible] I don't want to do it.

I want to say that the [indiscernible]. I don't want to support the [indiscernible] because they label us as a Latino, we know here and now change to lateens. No. And the boy say, you have to because it's the new -- it's the new inclusion, the new, you know, values and culture and so there is I believe some conflict and traditional values and the new values.

So sometimes will be a break point in the values for our kids because they don't have the roots. The parents do it for years, they let the kids or they don't help. Now [broken audio] the education system is changing. Teaching different kinds of things. Probably someone say the parenting is term used in Spain and move to Mexico, and also here is separation or right side or whatever, right wing when the parents, they want to be involved in kids' education, what's the curriculum of the education. And even the laws here don't let the parents to be involved in the education.

This is the difference. It's affecting the old people, first generation, because no one's [indiscernible] more is more involved and more willing to talk the new values and [indiscernible] the old ones.

However, as a family we sit together as we try to keep [away from mic] but the new concept, the new system, actually they're affecting the relationship within our families. Even in our old members.

>> MARCI YBARRA: Thank you.

Thank you, and one more question, I think we have time for one more question before we go.

And during your presentation you mentioned that some Latino families, parents or children, might not have papers. They might be undocumented. Can you talk a little bit about how that might complicate social workers' engagement with Latino families who are undocumented in the community?

>> HECTOR PORTILLO: Very good question. I have contact with

friends, with the social worker is sometimes hard for them to provide a service. Because some families like to -- don't provide the right information because they are afraid. But if the kids were born here, there's no big deal to provide service to the families.

You know, because they don't apply for them as [indiscernible] people. They apply for the kids as American -- American born. So one of the -- there's a lot of resources when the social worker is saying the families for health service to Medicare or something like that, because there's some insurance for people with no documents.

There is also a lot of service, they don't ask for papers and also they are programs they have the means to pay for rent or bills, they don't ask for the paper. Or what the requirements, they just don't have the papers. So wherever there's a lot of this in mind, we don't ask for papers, we serve everyone and also we find a source for those people who doesn't have the right to be here. One example, tomorrow we have our [indiscernible] for people with [indiscernible] they need the list from one place to another place. They doesn't have papers, it's an expensive one and the insurance doesn't cover it. We got the grant to cover this kind of insurance. And also we will deliver a shower chair and wheelchair.

So what the social worker do is connect all these people with organizations like mine. Another ones that provide service for these families without documents or don't qualify for some needs.

>> MARCI YBARRA: Wonderful.

Thank you. That's great advice.

I'm sure that there's folks in the audience who might not be aware that there are services out there for families who -- Latino families who don't have -- who don't have documents.

Are there any other questions from the audience, burning questions? We only have a few more minutes left. If you do have some, please put them in the chat and I will try to get to them.

>> HECTOR PORTILLO: I'd like to mention before go, you know, every county here in Wisconsin has some kind of service for Latinos. And the family are waiting sometimes to move one place to another place to get the service.

>> MARCI YBARRA: Oh, wow.

That seems really important that families sometimes make decisions to move because they can get the services they need in another county in Wisconsin?

>> HECTOR PORTILLO: They do.

>> MARCI YBARRA: Mm-hmm.

>> HECTOR PORTILLO: Not in big numbers, but when they get information, they [broken audio] to get the service for their family. Their child with needs.

>> MARCI YBARRA: Wonderful.

Mr. Portillo, do you have any final words for us? Any final words of wisdom for us before we head out from this breakout session?

>> HECTOR PORTILLO: Thank you so much for this opportunity and think about -- ask are you in person, not as a race, not as a minority. We're looking for empathy. We're looking for

[indiscernible]. We're looking for partners in our service and our connect activities.

>> MARCI YBARRA: Thank you so much. Many thanks to you, Mr. Portillo, for sharing your time and expertise and valuable information with us today.

Thanks to everyone in attendance for being part of this event and your commitment and efforts to confront racial injustice.

Please watch --

>> HECTOR PORTILLO: Just I want to mention something. Just right something [indiscernible]

people who support our Latino here, especially those who don't have the right or the papers to be here. So for them there's another resource to Latino community in this area. But there's a lot, like I mentioned it, another kind of organization you can approach to look for your social worker for looking for support.

>> MARCI YBARRA: Wonderful.

Thank you so much for sharing that. It's captured because this will be recorded so other folks will watch it and see the same information.

Everyone in attendance, please watch for an email with the link to complete an evaluation of today's conference, including panel. Also watch for a separate email regarding CEUs. For those of you that requested them when you registered.

We hope to see you next week on Friday, the 3rd, for part 2 of this conference. Again, Mr.

Portillo thank you so much for your time and your work and we were so thrilled to have you.

Thank you to everyone who attended. We look forward to seeing all of you hopefully at Day 2 of the conference next week.

>> HECTOR PORTILLO: Thank you so much. Thank you. Bye now.

>> MARCI YBARRA: Bye-bye.