

A.T. Henderson and K.L. Mapp (2002) have conducted extensive analyses of studies about parent and family involvement in their report entitled *A new wave of evidence: The impact of school, family, and community connections on student achievement*.

### **Guidelines for Working Effectively with ELL Families**

To address the challenges that ELL families may face and to encourage active participation in the educational process, early learning professionals should:

1. Be aware and knowledgeable about these issues for ELL families and their worldviews about child development, child-rearing, early childhood education for their children,
2. Consider alternative, non-traditional ways to reach out and communicate with these families in a culturally responsive manner, particularly in light of the myriad of socio-cultural and economic issues they may be facing.
3. Identify and implement culturally and linguistically relevant curricula and instruction that address the unique developmental needs of young ELLs (i.e., developmentally and culturally appropriate programming).
4. Know and understand effective strategies for effective cross-cultural communication with ELL families, including sensitivity to non-verbal communication and to the use of skilled interpreters and translators who are culturally knowledgeable and respectful of confidentiality.

Successful cross-cultural communication becomes critical for early learning professionals in developing and sustaining relationships with ELL families and their communities and in actively engaging them in early childhood settings.