

Defining Terms

Define the following terms using your own words.

Bias

Culture

Discrimination

Family

Prejudice

PROMOTING CULTURAL & LINGUISTIC COMPETENCY

Self-Assessment Checklist for Personnel Providing Services and Supports In Early Intervention and Early Childhood Settings

Directions: Please select A, B, or C for each item listed below.
A = Things I do frequently, or statement applies to me to a great degree
B = Things I do occasionally, or statement applies to me to a moderate degree
C = Things I do rarely or never, or statement applies to me to minimal degree or not at all

PHYSICAL ENVIRONMENT, MATERIALS & RESOURCES

- _____ 1. I display pictures, posters and other materials that reflect the cultures and ethnic backgrounds of children and families served in my early childhood program or setting.
- _____ 2. I select props for the dramatic play/housekeeping area that are culturally diverse (e.g. dolls, clothing, cooking utensils, household articles, furniture).
- _____ 3. I ensure that the book/literacy area has pictures and storybooks that reflect the different cultures of children and families served in my early childhood program or setting.
- _____ 4. I ensure that table-top toys and other play accessories (that depict people) are representative of the various cultural and ethnic groups both within my community and the society in general.
- _____ 5. I read a variety of books exposing children in my early childhood program or setting to various life experiences of cultures and ethnic groups other than their own.
- _____ 6. When such books are not available, I provide opportunities for children and their families to create their own books and include them among the resources and materials in my early childhood program or setting.
- _____ 7. I adapt the above referenced approaches when providing services, supports and other interventions in the home setting.
- _____ 8. I encourage and provide opportunities for children and their families to share experiences through storytelling, puppets, marionettes, or other props to support the "oral tradition" common among many cultures.

PHYSICAL ENVIRONMENT, MATERIALS & RESOURCES (CONT'D)

- _____ 9. I plan trips and community outings to places where children and their families can learn about their own cultural or ethnic history as well as the history of others.
- _____ 10. I select videos, films or other media resources reflective of diverse cultures to share with children and families served in my early childhood program or setting.
- _____ 11. I play a variety of music and introduce musical instruments from many cultures.
- _____ 12. I ensure that meals provided include foods that are unique to the cultural and ethnic backgrounds of children and families served in my early childhood program or setting.
- _____ 13. I provide opportunities for children to cook or sample a variety of foods typically served by different cultural and ethnic groups other than their own.
- _____ 14. If my early childhood program or setting consists entirely of children and families from the same cultural or ethnic group, I feel it is important to plan an environment and implement activities that reflect the cultural diversity within the society at large.
- _____ 15. I am cognizant of and ensure that curricula I use include traditional holidays celebrated by the majority culture, as well as those holidays that are unique to the culturally diverse children and families served in my early childhood program or setting.

COMMUNICATION STYLES

- _____ 16. For children who speak languages or dialects other than English, I attempt to learn and use key words in their language so that I am better able to communicate with them.
- _____ 17. I attempt to determine any familial colloquialisms used by children and families that will assist and/or enhance the delivery of services and supports.
- _____ 18. I use visual aids, gestures, and physical prompts in my interactions with children who have limited English proficiency.
- _____ 19. When interacting with parents and other family members who have limited English proficiency I always keep in mind that:
- _____ (a) limitation in English proficiency is in no way a reflection of their level of intellectual functioning.
 - _____ (b) their limited ability to speak the language of the dominant culture has no bearing on their ability to communicate effectively in their language of origin.
 - _____ (c) they may neither be literate in their language of origin nor English.
- _____ 20. I ensure that all notices and communiqués to parents are written in their language of origin.
- _____ 21. I understand that it may be necessary to use alternatives to written communications for some families, as word of mouth may be a preferred method of receiving information.
- _____ 22. I understand the principles and practices of linguistic competency and:
- _____ (a) apply them within my early childhood program or setting.
 - _____ (b) advocate for them within my program or agency.

COMMUNICATION STYLES (CONT'D)

- _____ 23. I use bilingual or multilingual staff and/or trained/certified foreign language interpreters for meetings, conferences, or other events for parents and family members who may require this level of assistance.
- _____ 24. I encourage and invite parents and family members to volunteer and assist with activities regardless of their ability to speak English.
- _____ 25. I use alternative formats and varied approaches to communicate with children and/or their family members who experience disability.
- _____ 26. I arrange accommodations for parents and family members who may require communication assistance to ensure their full participation in all aspects of the early childhood program (e.g. hearing impaired, physical disability, visually impaired, not literate or low literacy etc.).
- _____ 27. I accept and recognize that there are often differences between language used in early childhood/early intervention settings, or at "school", and in the home setting.

VALUES & ATTITUDES

- _____ 28. I avoid imposing values that may conflict or be inconsistent with those of cultures or ethnic groups other than my own.
- _____ 29. I discourage children from using racial and ethnic slurs by helping them understand that certain words can hurt others.
- _____ 30. I screen books, movies, and other media resources for negative cultural, ethnic, racial, or religious stereotypes before sharing them with children and their families served in my early childhood program or setting.
- _____ 31. I provide activities to help children learn about and accept the differences and similarities in all people as an ongoing component of program curricula.
- _____ 32. I intervene in an appropriate manner when I observe other staff or parents within my program or agency engaging in behaviors that show cultural insensitivity, bias or prejudice.
- _____ 33. I recognize and accept that individuals from culturally diverse backgrounds may desire varying degrees of acculturation into the dominant culture.
- _____ 34. I understand and accept that family is defined differently by different cultures (e.g. extended family members, fictive kin, godparents).
- _____ 35. I accept and respect that male-female roles in families may vary significantly among different cultures (e.g. who makes major decisions for the family, play and social interactions expected of male and female children).
- _____ 36. I understand that age and life cycle factors must be considered in interactions with families (e.g. high value placed on the decisions or childrearing practices of elders or the role of the eldest female in the family).
- _____ 37. Even though my professional or moral viewpoints may differ, I accept the family/parents as the ultimate decision makers for services and supports for their children.

VALUES & ATTITUDES (CONT'D)

- _____ 38. I accept that religion, spirituality, and other beliefs may influence how families respond to illness, disease, and death.
- _____ 39. I recognize and understand that beliefs and concepts of mental health or emotional well-being, particularly for infants and young children, vary significantly from culture to culture.
- _____ 40. I recognize and accept that familial folklore, religious, or spiritual beliefs may influence a family's reaction and approach to a child born with a disability or later diagnosed with a disability or special health care needs.
- _____ 41. I understand that beliefs about mental illness and emotional disability are culturally-based. I accept that responses to these conditions and related treatment/interventions are heavily influenced by culture.
- _____ 42. I understand that the health care practices of families served in my early childhood program or setting may be rooted in cultural traditions.
- _____ 43. I recognize that the meaning or value of early childhood education or early intervention may vary greatly among cultures.
- _____ 44. I understand that traditional approaches to disciplining children are influenced by culture.
- _____ 45. I understand that families from different cultures will have different expectations of their children for acquiring toileting, dressing, feeding, and other self-help skills.
- _____ 46. I accept and respect that customs and beliefs about food, its value, preparation, and use are different from culture to culture.
- _____ 47. Before visiting or providing services in the home setting, I seek information on acceptable behaviors, courtesies, customs, and expectations that are unique to families of specific cultural groups served in my early childhood program or setting.

VALUES & ATTITUDES (CONT'D)

- _____ 48. I advocate for the review of my program's or agency's mission statement, goals, policies, and procedures to ensure that they incorporate principles and practices that promote cultural diversity, cultural competence and linguistic competence.
- _____ 49. I seek information from family members or other key community informants that will assist me to respond effectively to the needs and preferences of culturally and linguistically diverse children and families served in my early childhood program or setting. .

How to use this checklist

This checklist is intended to heighten the awareness and sensitivity of personnel to the importance of cultural diversity, cultural competence and linguistic competence in early childhood settings. It provides concrete examples of the kinds of practices that foster such an environment. There is no answer key with correct responses. However, if you frequently responded "C", you may not necessarily demonstrate practices that promote a culturally diverse and culturally competent learning environment for children and families within your classroom, program or agency,

Session 1 – Assignments

1. Look over the Strengthening Families website at <http://www.cssp.org/reform/strengthening-families>.

Be ready to discuss the website. Did you find any resources that you would use and/or share with families?

2. Complete the Strengthening Families Self-Assessment. This is available at

<https://cssp.org/wp-content/uploads/2018/10/FAMILY-CHILD-CARE-PROGRAM-SELF-ASSESSMENT.pdf>

Or take online version at - <http://www.strengtheningfamilieevaluation.com/>

Bring a completed copy of your assessment to the next session.

NOTE: Although the assessment is for family child care providers, it can be completed by anyone working in an early care and education setting.

About the assessment:

The Strengthening Families self-assessment is one of the foundational tools for the Strengthening Families Initiative. It was developed based on a year-long study of exemplary program practice across the country. Close to 100 programs participated, 21 exemplary programs received two-day site visits. The self-assessment takes the learning from these programs and translates it into a simple tool to look at program practice.

The self-assessment helps programs look at what they are doing to build protective factors in seven key practice areas. The self-assessment is designed to help programs both identify their strengths and provide concrete and actionable areas where they can strengthen their practice.

The self-assessment is easy to use and help programs identify practical changes that will enhance their ability to build protective factors.

Factors Influencing Family Involvement in Child Care Programs

- Diverse cultural values and practices
- Language Barriers
- Perceived imbalance of power
- Personal history with school or child care programs
- Assumptions
- Time/Logistics

Achieving Engaged Partnerships:

Self-Reflection

Consider the following – Do I . . . ?

- Always start with a positive message?
- Convey the desire to work together to help the child?
- Express the fact that parent's input and perspective are important?
- Convey respect for family members as experts of their child?
- Identify the circumstances under which parents feel more/less comfortable and try to understand those feelings?
- Approach parents' flexibility using multiple efforts?
- Elicit, openly value, and use parents' input?
- Ask open ended questions to get parents' full input?
- Really listen to parents?
- Thank the parent for listening, caring, and helping?

Consider how to achieve the following – How can I . . . ?

- Use language to promote “cohesion?” For example:
 - Use common language (“us,” “we,” “let’s”)
 - Use parents' words
 - Convey understanding
- Ask the parent for help in a respectful, mutually gratifying way?
- Clarify responsibilities of each person?
- Avoid advice giving?
- Meet parents “on their turf?”
- Make events fun?
- Make sure roles are meaningful?
- Plan for and prevent logistical barriers?

This activity was made available through the Future of School Psychology Task Force on Family-School partnerships in collaboration with the Louisiana State University Health Sciences Center (LSU-HSC) and Human Development Center (HDC). (2002).

Reflection

Take a few minutes to reflect on what you have learned in this session of this class. Use the spaces below to capture your ideas and plans for action.

In this session I learned...

Based on what I learned, some things I plan to do ...

This session started me thinking about...