



STRATEGIES FOR CULTURALLY AND LINGUISTIC RESPONSIVENESS, AGE BIRTH-3

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HEARTLAND
familyService
Good works.

WHY IS THIS IMPORTANT?

- 49% of children entering kindergarten in the US are from culturally and/or linguistically diverse backgrounds (Durden, Escalante, Blitch, 2014)
- 32.4% of OPS K-12 students have received ESL services
- Children in OPS speak 109 different languages other than English
- Number of refugees in OPS has increased 84% over the last five years



RESEARCH TELLS US...

- Diverse cultures and languages are strengths
- Teachers and service providers must examine their own attitudes and beliefs around culture
- Culturally responsive programs



WHAT DOES THIS LOOK LIKE?

- Examine our own beliefs
- Tie in native culture and language
- Build rapport with families
- Cultural Liaisons vs. Interpreters



EXAMINE OUR OWN BELIEFS

- Reflect on own attitudes about bilingual education and other cultures
- Compare own cultural values with those of non-dominant cultures; recognize the differences and similarities
- Improve understanding and respect for non-dominant cultures
- This is a continuous process!



TIE IN NATIVE CULTURE AND LANGUAGE

- Educate self about cultures you are serving; learn some phrases in the languages
- How does their culture view early childhood/children...meet parents where they are
- Ask how they would handle the issue “back home”/in their native country
- Provide culturally and linguistically diverse books and pictures



BUILD RAPPORT WITH FAMILIES



- Know the basic cultural do's and don'ts
- Know some cultural niceties and nuances
- Connect with community leaders, refugee organizations, and agencies for advice
- Make sure they understand before moving on
- Explain confidentiality
- Explain processes
- Know how to use an interpreter
- Have patience...building trust takes time



CULTURAL LIAISONS VS. INTERPRETERS

- Interpret what you say
 - Share the same culture
 - Guide on what is culturally appropriate
 - Community outreach
 - Community education
 - If you employ and teach people from the community, you are building more resources for them
- Interpret what you say
 - Share the same language



OTHER STRATEGIES

- Use pictures to communicate
- Use signs/play charades (but get an interpreter for important conversations)
- Translate important forms



TRAUMA AND SECONDARY TRAUMA

- What is it?
- Caused by variety of situations
- Symptoms in the children we serve



KEEP IN MIND



- Education and literacy levels of parents
- Early childhood programming is often the first encounter with the dominant culture
- Pull between native and American traditions and values; support native culture
- Don't assume



RESEARCH

- Start with Us! Culturally Relevant Pedagogy in the Preschool Classroom; Durden, Escalante, Blitch; 2014
- The Role of Action Research in Fostering Culturally-Responsive Practices in a Preschool Classroom; Souto-Manning, Hanson Mitchell; 2009
- Supporting Preschoolers and Their Families who are Recently Resettled Refugees; Hurley, Medici, Stewart, Cohen; 2011
- Guidelines for Serving Linguistically and Culturally Diverse Young Children; Jepson Green; 1997





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