Strategies for Culturally and Linguistic Responsiveness, Age Birth-3

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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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