



A CULTURALLY RESPONSIVE APPROACH TO IMPLEMENTING CURRICULUM

PRESENTER NOTES FOR HOME VISITORS

This guide walks you through presenting *A Culturally Responsive Approach to Implementing Curriculum* in-service suite. This version of the in-service suite includes a PowerPoint presentation and supporting materials developed for use with home visitors and their supervisors. A separate presentation and optional slides were developed for teachers and family child care providers. If your audience includes teachers, family child care providers, and home visitors, you might combine the presentations, as necessary, to meet the needs of your audience.

MATERIALS

- Projector and audio equipment
- Flip chart or similar large paper
- Markers for writing participant ideas

BEFORE YOU BEGIN

- This presentation describes a culturally responsive approach to implementing a home-based curriculum. It will help participants better understand how culture influences caregiving; develop practices for partnering with families; and implement a curriculum that responds to culture. Learning activities let participants explore the role of culture in their lives and reflect on their curriculum's supports for cultural responsiveness.
- There is another version of this suite for teachers and family child care providers. The topics for the two versions of the suite are the same, but the other version focuses on the implementation of an early childhood curriculum and includes photographs, video, and examples from center-based and family child care settings. It includes a PowerPoint presentation with presenter notes, learning activities and handouts. If the participants include both education staff and home visitors, you may choose to include materials from both versions of the suite. The presentation outline in the education staff version of the suite includes both sets of materials.
- You may wish to review Head Start's Multicultural Principles before leading this presentation. It is available online at https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/principles-01-10-revisiting-multicultural-principles-hs-english_0.pdf.
- Adaptation boxes are labeled throughout the presentation to individualize this training for your specific training group.

LIST OF AVAILABLE CONTENT

HANDOUTS FOR HOME VISITORS

- Cultural Responsiveness and the ELOF
- Learning Activity for Home Visitors: The Role of Culture in Our Lives
- Learning Activity for Home Visitors: Reflecting on Your Curriculum
- Exploring Stereotypes and Tokenism
- Tips for Home Visitors: Learning from Families
- Tips for Home Visitors: Partnering with Families to Support Interactions with Children
- Tips for Home Visitors: Partnering with Families to Offer Learning Experiences

- Tips for Home Visitors: Partnering with Families: Home as a Learning Environment
- Helpful Resources for Home Visitors
- Tool for Home-Based Supervisors: Reflection and Feedback

OPTIONAL HANDOUTS

- Head Start Program Performance Standards Support Cultural Responsiveness
- Activity for Families: Family Artifact Bag
- Tips for Families: Inviting Families to Share Their Cultures with Home Visitors

HOME VISITOR OPTIONAL SLIDES

- HV Optional Slide 1: HSPPS Support Cultural Responsiveness
- HV Optional Slide 2: Inviting Families to Share Their Cultures with Home Visitors

HOME VISITOR PRESENTATION OUTLINE

SLIDE FROM HOME VISITOR POWERPOINT ADAPTATION	HOME VISITOR HANDOUTS	OPTIONAL SLIDES	OPTIONAL HANDOUTS
1. Introduction			
2. House Framework for Effective Teaching Practices			
3. House Framework for Effective Teaching Practices: Curriculum		<ul style="list-style-type: none"> ▪ HV Optional Slide 1 	<ul style="list-style-type: none"> ▪ HSPPS Supports Cultural Responsiveness
4. Objectives			
5. What is Culture?		<ul style="list-style-type: none"> ▪ Optional Slide 2 	
6. The Role of Culture	<ul style="list-style-type: none"> ▪ Learning Activity for HV: The Role of Culture in Our Lives 		
7. Cultural Responsiveness and the ELOF	<ul style="list-style-type: none"> ▪ Cultural Responsiveness and the ELOF 		
8. Culture Influences Learning and Development	<ul style="list-style-type: none"> ▪ Learning Activity for HV: The Role of Culture in Our Lives 		
9. Culture Influences Caregiving			
10. How Does Your Curriculum Support a Culturally Responsive Approach?	<ul style="list-style-type: none"> ▪ Learning Activity for HV: Reflecting on Your Curriculum 	<ul style="list-style-type: none"> ▪ Optional Slide 3 	
11. Developmentally Appropriate Practice			
12. Avoiding Stereotypes and Tokenism	<ul style="list-style-type: none"> ▪ Exploring Stereotypes and Tokenism 		

SLIDE FROM HOME VISITOR POWERPOINT ADAPTATION	HOME VISITOR HANDOUTS	OPTIONAL SLIDES	OPTIONAL HANDOUTS
13. A Culturally Responsive Approach to Curriculum			
14. A Culturally Responsive Approach to Learning from Families	<ul style="list-style-type: none"> ▪ Tips for HV: Learning from Families 	<ul style="list-style-type: none"> ▪ HV Optional Slide 2 	<ul style="list-style-type: none"> ▪ Tips for Families: Inviting Families to Share Their Cultures with Home Visitors ▪ Activity for Families: Family Artifact Bag
15. A Culturally Responsive Approach to Partnering with Families			
16. A Culturally Responsive Approach to Partnering with Families: Interactions with Children	<ul style="list-style-type: none"> ▪ Tips for HV: Partnering with Families to Support Interactions with Children 		
17. A Culturally Responsive Approach to Partnering with Families: Learning Experiences	<ul style="list-style-type: none"> ▪ Tips for HV: Partnering with Families to Offer Learning Experiences 		
18. A Culturally Responsive Approach to Partnering with Families: Home as a Learning Environment	<ul style="list-style-type: none"> ▪ Tips for HV: Partnering with Families: Home as a Learning Environment 		
19. Review	<ul style="list-style-type: none"> ▪ Helpful Resources ▪ Tool for Home-Based Supervisors 		

HV indicates tips/activity sheet for home visitors, and F indicates tips/activity sheet for families.



HV SLIDE 1:

INTRODUCTIONS:

Begin the training by giving participants background information about yourself. For example, you may choose to share your heritage, your cultural identity, languages that you speak, or places you have lived.

Provide an opportunity for participants to introduce themselves. You may invite participants to share their own backgrounds and identities, as well.

INTRODUCE THE TOPIC:

A home-based curriculum provides guidance and materials that you can use to help parents support their children's learning and development.

Individualize the guidance in a curriculum to respond to families' cultures; children's development, strengths, and needs; temperaments; and interests. This 15-minute in-service suite focuses on how you implement your program's home-based curriculum in ways that are responsive to families' cultures. We will explore how learning about families' cultures helps you partner with families in ways that respect and include their cultures and languages. This engagement promotes the learning and development of children's skills, behaviors, and concepts described in the Head Start Early Learning Outcomes Framework (ELOF).

For additional guidance on how to implement a curriculum responsively, visit the following resources available on the ECLKC:

- 15-Minute In-Service Suite on Implementing a Curriculum Responsively: Supporting Individual Children's Development and Learning
- 15-Minute In-Service Suite on Implementing a Curriculum Responsive to Children's Interests

DISCUSSION:

Have participants share a way their program's curriculum supports them in being responsive to families' cultures and backgrounds.

This will help you understand how your participants think about cultural responsiveness and help you learn about their curriculum. Listen for misconceptions that need to be addressed in later slides or examples that you might incorporate in later discussions.



HV SLIDE 2:

The Framework for Effective Teaching Practices is known as the House. The House represents five integral components of quality teaching and learning:

- **The foundation:** Nurturing, responsive, and effective interactions and engaging environments. In home-based programs, home visitors support parents as they engage in nurturing, responsive, and intentional interactions with their child. They also assist parents as they use their home and community as learning environments.
- **The first pillar:** Implementing research-based curricula and teaching practices. Home-based curricula promote the parents' role as the child's first teacher.
- **The second pillar:** Screening and ongoing child assessment. Ongoing assessment information helps home visitors and families understand children's development. Partner with families to use this information to plan learning experiences.
- **The roof:** Highly individualized teaching and learning. Consider, with parents, the types of specialized supports required to meet children's strengths and needs.
- **The center:** Parent and family engagement. The family is at the heart of the house, because you implement each element of the house with parents and families within their cultural and community contexts.

When connected with one another, they form a single structure—the House Framework—that surrounds the family in the center. As we implement each component of the house—in partnership with parents and families—we foster children's learning and development.



HV SLIDE 3:

A culturally responsive approach is an essential part of each component. In this session, we focus on a culturally responsive approach to implementing a home-based curriculum.

- OPTIONAL FOR HS/EHS:**
- Insert: HV Optional Slide 1
 - Handout: HSPSS Supports Cultural Responsiveness

Objectives



- **Identify** how culture influences and informs relationships, caregiving, and learning
- **Provide** practices for learning about families' cultures with respect and appreciation for their cultural values, practices, and traditions
- **Describe** a culturally responsive approach to implementing a curriculum that builds on the families' cultures

HV SLIDE 4:

Review the objectives for the session. These include:

- **Identify** ways culture influences and informs relationships, caregiving, and learning
- **Provide** practices for learning about families' cultures with respect and appreciation for their cultural values, practices, and traditions
- **Describe** a culturally responsive approach to implementing a curriculum and building on the families' cultures

Please note that this suite's approach to implementing a curriculum with cultural responsiveness includes children's and families' home languages as aspects of their cultures. However, the suite does not specifically focus on implementing a curriculum with the families of children who are dual language learners. See the Early Childhood DLL Toolkit and related resources for more information about implementing a curriculum to support children who are dual language learners.

REFERENCE

Dual Language Learners' Toolkit. 2019. Retrieved from:
<https://eclkc.ohs.acf.hhs.gov/culture-language/article/dual-language-learners-toolkit>



HV SLIDE 5:

“What is culture?” This may seem like a simple question, but it is not. There are many definitions of culture. Culture can be described as a set of values, beliefs, and behaviors shared by a group of people. It often includes specific artifacts, food, customs, music, and traditions.

Culture can be examined at different levels—individual, family, group, and universal. People tend to notice the universal and group levels of culture first. For example, when we think of all humans, we know that as a culture we express emotions and use language to communicate. At the group level, cultural groups may share traditions, beliefs, and values, such as their beliefs about what young children should and should not do. However, we know that each family makes decisions about the beliefs and values they hold and the traditions in which they participate; for example, an individual family’s expectations for their children may not be the same as the larger cultural group’s expectations. And at the individual level, each of us has choices about the extent to which we participate and pass on the traditions, values, and beliefs of our groups and family.

Some parts of culture are easy to see, like our clothes, food, and language. Others are less visible and less straightforward to describe, such as our expectations for children or how we build relationships and make friends. People differ from each other *within* cultures, too. Sometimes people decide not to embrace some of the beliefs or practices adopted by most members of their culture. People within the same family may have different values or beliefs.

Another way to think about culture is that it includes

- artifacts or items,
- customs, and
- values.

This image includes many words that are associated with the term “culture.” For example, items such as clothing, food, and games may be shared by members of a culture. Also, customs or routines such as celebrations, communication styles, and family roles are also related to culture. Finally, goals and values about education, health, and childrearing practices also influence how people live their daily lives (York, 2016). One definition is that culture is “a powerful force that shapes our lives...It is a set of values, beliefs and behaviors shared by a group of people” (York 2016, p. 79).

DISCUSSION:

Are there any words you would like to add to this image? Are there any you think should be taken away? Why do you think so?

REFERENCE

York, S. 2016. *Roots and Wings: Affirming Culture and Preventing Bias in Early Childhood Programs*. St. Paul, MN: Redleaf Press.

OPTIONAL MATERIALS:

- Replace with Optional Slide 2 for a learning activity about the meaning of culture

Learning Activity: The Role of Culture





What were some of your favorite foods growing up?



How have you been influenced by **where** you grew up?



What was something special your family liked to do together?



When was the first time you realized that the way your family did something was different from how others did it?



HV SLIDE 6:

NOTES FOR PRESENTER:

Let's now think about the role of culture in our own lives, starting with our childhoods. Share the handout with participants.

Ask participants to think about and answer the first set of questions on the handout.

- What were some of your favorite foods growing up?
- What was something special that your family liked to do together?
- What are some ways that experiences within your community and culture shaped who you are?
- Describe the first time you realized that the way your family did something different than how others did it.

DISCUSSION:

Lead the participants in a discussion of the prompts on the handout.

- What did you notice?
- In what ways might your cultural values, beliefs, and practices impact your work with families and their children?

Janet Gonzalez-Mena, a former Head Start teacher and trainer, has explained: "Every day you bring your personal values and beliefs to your work with children and families, and it is likely that the way you were raised shaped those beliefs and values." (Gonzalez, J. M. in Virmani, E. & Mangione, P., 2013, p. 56).

As adults, we can bring an understanding of the role of culture in our lives to our work with children and families. Let's consider how culture contributes to learning and development.

Tell participants we will return to the "Reflection" section of the handout later in the presentation.

REFERENCE

Gonzalez, J. M. “Cultural Sensitivity in Caregiving Routines: The Essential Activities of Daily Living” in Virmani, E. A., & Mangione, P. L., (Eds.). 2013. *Infant/Toddler Caregiving: A Guide to Culturally Sensitive Care* (2nd ed.). Sacramento, CA: California Department of Education pp. 56-66.

MATERIALS NEEDED:

- Handout: Learning Activity for Home Visitors: The Role of Culture in Our Lives

...15-Minute...
In-Service Suites

Cultural Responsiveness Threads Through the ELOF

	CENTRAL DOMAINS				
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication Literacy	Mathematics Development Scientific Reasoning	Perceptual, Motor, and Physical Development

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HV SLIDE 7:

Home visitors use the Head Start Early Learning Outcomes Framework (ELOF) to understand child development and what children should know and be able to do to succeed in school. The ELOF supports effective program and teaching practices that promote strong outcomes for all children birth to age five, including children with disabilities or suspected delays and children who are dual language learners or children who are learning tribal languages.

A culturally responsive approach to implementing a curriculum is essential to supporting children’s development in the ELOF domains. One of the ELOF’s guiding principles states, “Every child has diverse strengths rooted in their family’s culture, background, language, and beliefs. Responsive and respectful learning environments welcome children from diverse cultural and linguistic backgrounds. Effective teaching practices and learning experiences build on the unique backgrounds and prior experiences of each child” (ELOF, p 3). Cultural responsiveness supports the learning and development of children from all cultures and backgrounds.

MATERIALS NEEDED:

- Handout: Cultural Responsiveness and the ELOF

Culture Influences Learning and Development



- Express and manage emotions
- Attend to others
- Show respect
- Seek comfort
- Engage with stories or songs

HV SLIDE 8:

Culture is one of many influences on children's development. Caregivers use practices that are based on families' cultural values and expectations.

In this photo, we see a child and his mother. The child is not feeling well and is less active and more shy than usual. His mother responds to him by asking how he is feeling and inviting him to play with the home visitor. The mother uses a calm, quiet voice, and asks "Estas cansada? Es 'okay.' Quieres jugar con mi?" (Are you tired? It's okay. Do you want to play with me?). Culture may influence how the child expresses his emotions and seeks comfort. It may also affect how his mother comforts him, as well as the way she expects him to interact with the home visitor, whom she calls a "teacher."

The ELOF includes some specific examples of how culture contributes to children's progress in each learning goal. For example, the first learning goal in the Approaches to Learning domain for infants, toddlers, and preschoolers refers to how children manage their emotions. As the ELOF explains, "The strategies children use to manage strong emotions may vary based on cultural background. For example, some children may be much more likely to use self-soothing strategies while others may seek out comfort from adults" (ELOF, p. 12).

DISCUSSION:

Lead the participants in a brief discussion of different ways children may demonstrate 1-2 of the skills on the slide. While the differences may be related to culture, personality, or circumstance, it is less important to identify the reason for these differences than it is to think about varied ways that children may demonstrate these skills.

For example:

- *What are different ways children may show respect to adults? Some children will look at adults, while, in some circumstances, others will look away. Some may ask adults lots of questions, while others will not.*
- *What are different ways children engage with stories? Some children may actively participate in stories that are read to them, while others may tell stories orally or listen attentively to stories that are read or told to them.*

To close this section of the training, ask participants to complete the "Reflection" section of the Learning Activity: The Role of Culture in Our Lives handout.

REFERENCE

U.S. Department of Health and Human Services. 2015. *Head Start Early Learning Outcomes Framework: Ages Birth to Five*. Washington, DC: Administration for Children and Families Office of Head Start.

MATERIALS NEEDED:

- Handout: Learning Activity for Home Visitors: The Role of Culture in Our Lives

Culture Influences Caregiving

...15-Minute...
In-Service Suites



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HV SLIDE 9:

Culture shapes what we expect of children and how we interact with them. For example, people from some cultures highly value independence, even in very young children. Those who hold this value may encourage children to develop self-care skills from a young age, including feeding themselves, managing their own conflicts, and cleaning up after themselves. They may provide appropriate utensils and cups to support children's independence in feeding themselves. Other adults use practices that nurture interdependence, including feeding young children long after other cultures expect them to feed themselves.

OPTIONAL DISCUSSION:

Lead the participants in a brief discussion of the following prompts. Discuss the ways participants agree and disagree, and why. If all participants answered the same way, ask if they have ever interacted with those who would answer differently. Note that culture is one influence on how we answer these questions, but not the only one.

- How should caregivers soothe babies (e.g., holding, providing an object, pacifier)?
- When should children learn to start using the toilet?
- When should children feed themselves?
- When should children learn letters and sounds?

DISCUSSION:

Lead the participants in a brief discussion using one or more of these prompts:

- Think about a time you realized that you hold different views about caregiving from another adult. How did you feel? Were these cultural differences? What did you do?
- Think about a time that staff in your program disagreed about the practices to use with children or families. What was the disagreement? Was it related to culture? How was it resolved?
- Think about a time that staff in your program were puzzled by practices a family used with children. How did the family's practices differ from what the staff expected? Were the differences cultural? How did the program staff approach the situation?

You might use this follow-up question with any one of the above prompts.

- In what, if any, way has your professional training or work environment impacted your approach?

Families, communities, and programs may have different expectations for children’s growth and development. The expectations programs use for children were developed within the culture of the early care and education system in the United States. The expectations families have for their children come from the family’s culture and the context of their community. There may be times when families have different expectations than program staff. For example, a home visitor may notice that a child has not yet developed self-care skills that the program expects. The family may share that they do not expect the child to have those skills yet, and the child has not been given opportunities to develop those skills. Knowing more about the families’ expectations, goals, and values can help the home visitor assess the child and provide an opportunity for the family to share more about their practices and expectations.

REFERENCES

Derman-Sparks, L. “Developing Culturally Competent Caregiving Practices: Ask, Acknowledge, Adapt” in Virmani, E. A., & Mangione, P. L., (Eds.). 2013. *Infant/Toddler Caregiving: A Guide to Culturally Sensitive Care* (2nd ed.). Sacramento, CA: California Department of Education, 67-94.

U.S. Department of Health and Human Services. 2010. *Revisiting and Updating the Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five*. Washington, DC: Office of Head Start, 38.

How Do Curricula Support a Culturally Responsive Approach?

... 15-Minute ...
In-Service Suites

- Supports staff as they build relationships with families of different cultural backgrounds
- Integrates opportunities to learn about and build on families' cultures



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HV SLIDE 10:

A home-based curriculum should support a culturally responsive approach during home visits and group socializations. The materials or training should include:

- Information about the role of culture in caregiving, child development, and relationships.
- Support for home visitors building relationships with families of different cultural backgrounds. For example, the curriculum may suggest asking open-ended questions, avoiding judgement, and using listening skills. It may offer strategies to help staff respect and value a family's culture and beliefs.
- Guidance helping staff partner with a family to learn about their culture and language and its impact on children's learning and development.
- Opportunities to learn about and build on families' cultures.

A culturally responsive approach to implementing a home-based curriculum is rooted in strong partnerships with families. In this photograph, we see a home visitor interacting with a mother. What she learns from this family and what she observes during her visits guides her implementation of the curriculum. Notice how she follows the mother's lead by sitting on the floor. In some cultures, it may be considered inappropriate for women to sit on the floor.

DISCUSSION:

Ask participants to complete the handout in small groups. Then share their responses with the larger group. Lead a discussion about how their curriculum supports cultural responsiveness.

MATERIALS NEEDED:

- Handout: Learning Activity for Home Visitors: Reflecting on Your Curriculum
- Insert Optional Slide 3 for an extended version of the learning activity




Cultural Responsiveness as Developmentally Appropriate Practice

“Addressing cultural relevance in making curriculum choices and adaptations is a necessary, developmentally appropriate practice.”
 Multicultural Principle 4, *Head Start Multicultural Principles*



HV SLIDE 11:

Multicultural Principle 4 states, “Addressing cultural relevance in making curriculum choices and adaptations is a necessary, developmentally appropriate practice.”

DISCUSSION:

Ask participants: What does this principle mean to you? Have you ever made a curriculum choice or adaptation to support cultural relevance and responsiveness?

Sometimes we may need to adapt a curriculum to be more responsive to a family’s culture, which is developmentally appropriate for children. For example, a curriculum may suggest that emphasizing the importance of infants moving freely. However, the family may have a cultural practice of infant swaddling or using a cradleboard. In this case, the home visitor can support parents as they engage with infants in ways that reflect these cultural practices, rather than only emphasizing free movement for infants. When infants are not swaddled or in a cradleboard, the home visitor can partner with families to identify culturally responsive strategies to support children’s movement.

(Note: See *Implementing a Curriculum with Fidelity: Questions and Answers* for information about when Early Head Start/Head Start programs must consult with outside experts to make major adaptations to curricula.)

REFERENCES:

U.S. Department of Health and Human Services. 2018. *Implementing a Curriculum with Fidelity: Questions and Answers*. Washington, DC: Office of Head Start.

U.S. Department of Health and Human Services. 2010. Revisiting and Updating the Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five. *Washington, DC: Office of Head Start*.

York, S. 2016. *Roots and Wings: Affirming Culture and Preventing Bias in Early Childhood Programs*. St. Paul, MN: Redleaf Press.

Avoiding Stereotypes and Tokenism



- AVOID making assumptions about people based on their culture
- AVOID using only one picture or activity to represent a whole culture
- AVOID reducing culture to celebrations, food, clothes, and art
- LEARN from people about their cultures
- EMPHASIZE diversity **within** as well as **across** cultures
- INFUSE culture in meaningful ways throughout your curriculum

HV SLIDE 12:

To be culturally responsive, we must avoid stereotypes and tokenism. While culture is related to values, beliefs, practices, and traditions, people within a culture do not all believe or act the same way. Each culture includes a huge diversity of values, beliefs, practices, and traditions. It is very important not to make assumptions about what people are like based on their perceived culture, language, race, or ethnicity. Instead, we should learn from families about their cultures to help us understand what is unique about this family and help us build strong relationships. Also, as we learn from families, we gain insight into the vast diversity within and across cultures.

Even stereotypes that seem positive are harmful. For example, assuming that people from a culture will be really smart or really friendly is stereotypical. Instead, we recognize that every person is unique. Every day is a learning opportunity when we are open to understanding the cultures of individual families.

Cultural responsiveness also means representing cultures as fully as possible, rather than reducing them to only a few items, like food traditions. Including culture in only a minimal or “token” way is called tokenism. For example, we may learn about and respect a family’s cultural traditions like holidays and foods. Tokenism is when we do not learn about and respect other less visible cultural practices, like the role of elders or household customs upon entering a house. If we only expect cultures to differ in their holidays and foods, we miss most of what culture is and miss important opportunities to be more culturally responsive!

Now we will explore stereotypes and tokenism.

Distribute the handout to participants. Encourage half of the participants to read the “Stereotypes” side of the handout and the other half to read the “Tokenism” side of the handout.

DISCUSSION:

Lead a brief discussion of 1-2 of the prompts at the bottom of the handout in the “Consider why” (page 1) or “Consider what is missing” (page 2) section.

CONSIDER WHY:

- When asked to look for “behavior that may become a potential challenge” in a video, early educators looked more often at the Black boy than the White boy or the girls? (Gilliam, et al, 2016)

Discuss the role of bias, including implicit bias, in how we interpret children’s behavior. Emphasize that we are not aware of our implicit bias but that it still influences our thinking and actions.

- Positive stereotypes, that imply children from some cultural groups are academically strong, are harmful.

Discuss what it feels like when someone makes assumptions about you based on your group membership. Emphasize that positive stereotypes reinforce other assumptions.

CONSIDER WHAT IS MISSING WHEN:

- One family, who has roots in Mexico, shares aspects of their culture with a home visitor. The home visitor assumes that other children, from different regions in Mexico and Central America and South America, share the same culture and language.

Discuss the diversity of cultures, languages, and dialects across Mexico, Central America, and South America. Ask how the home visitor’s assumptions could affect her relationships with families whose backgrounds are different from her expectations.

- The curriculum’s handbook suggests that home visitors emphasize picture book reading, without suggesting storytelling and other cultural practices that also support children’s language development.

Discuss the variety of ways families support their children’s language development (e.g., songs, oral storytelling, chants). Emphasize the importance of supporting families’ existing practices, while introducing new practices.

- A curriculum includes a few references to fathers, but presume fathers are not highly involved with family life. Also, the curriculum does not reference other adult models in the home, including grandparents, same-sex partners, aunts or uncles, or older siblings.

Discuss the ways adults, other than mothers, contribute to children’s development. Ask about ways home visitors can partner with adults who are not mothers.

OPTIONAL EXTENSION/ALTERNATIVE APPROACH:

Form groups of 2-3. Half of the groups will explore the “Stereotypes” side of the sheet, and the other half will explore the “Tokenism” side of the sheet. Ask each participant to read the appropriate side of the handout (i.e., “Stereotypes” or “Tokenism”). Ask small groups to discuss the reflection question. Then ask the groups to discuss 1-2 of the prompts at the bottom of the handout. After several minutes, ask the groups that explored “Stereotypes” to share, and then ask the groups that explored “Tokenism” to share.

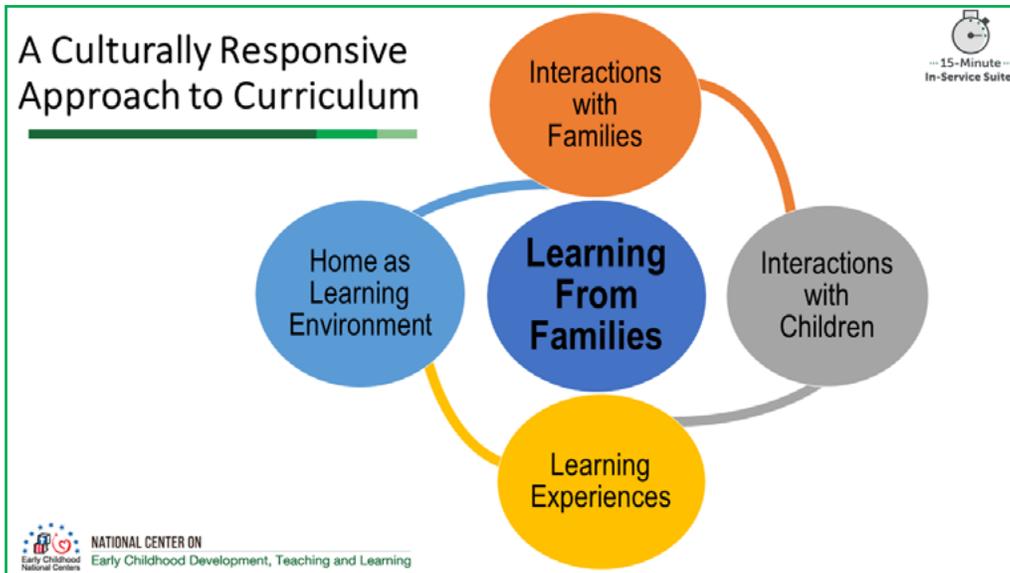
Gilliam, W., A. Maupin, C. R. Reyes, M. Accavitti, F. Shic. 2016. Do Early Educators’ *Implicit Biases Regarding Sex and Race Relate to Behavior Expectations and Recommendations of Preschool Expulsions and Suspensions*. Yale University Child Study Center.

FOR ADDITIONAL INFORMATION ON IMPLICIT BIAS, LOOK AT THE FOLLOWING RESOURCE:

Front Porch Series: Preschool Expulsions and Suspensions, and Why We Should Care. January 2020. Retrieved from <https://eclkc.ohs.acf.hhs.gov/video/preschool-expulsions-suspensions-why-we-should-care>

MATERIALS NEEDED:

- Handout: Exploring Stereotypes and Tokenism



HV SLIDE 13:

Now, we will explore key components of a culturally responsive approach to implementing a home-based curriculum.

Learning from families about their culture is central to this approach. The information you learn guides your interactions with families and children. For example, you learn about and follow household customs during home visits, including how to greet family members.

We also partner with each family to implement the curriculum in ways that are responsive to that family's culture. This includes:

- Using and adapting the curriculum to reflect the family's cultural values and practices.
- Partnering with each family to offer learning experiences that build on their cultures.
- Using the home as a learning environment to build on families' cultures.

We will now explore each aspect of implementing a curriculum in culturally responsive ways.

A Culturally Responsive Approach: Learning from Families

... 15-Minute ...
In-Service Suites

- How families prefer to communicate
- How their children are cared for within their families and community
- Their goals and hopes for their children



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HV SLIDE 14:

We begin with learning from families. Families are vital partners in implementing a curriculum with cultural responsiveness. They are our best source of information about their culture. Families can show us how to interact with them and with their child. Many families' backgrounds and languages are different from your own. While you may share some important goals and practices with families, they also have ideas, goals, and practices that are new to you. Be respectful, appreciative, and responsive to the interests, strengths, and needs of each family. Be sure to explain why learning about their culture is so important—it supports your relationships with them and their children.

It is our responsibility to learn about each family's expectations, practices, and preferences for the home visiting relationship—including their goals for supporting the child's education in the home. For example, the family pictured here only recently moved out of their grandmother's house but they prefer to continue to meet in her home. She actively participates in the home visit with the mother and child.

We also must learn how families and communities care for their children. Learn how children are fed and soothed. Gather families' perspectives on language, independence, toilet training, and discipline. Learn key words or phrases, songs, stories, objects, and routines that are important to the family. In these ways, you show interest and respect for the family—which is the basis for building a relationship.

(Note: To learn more about forming strong relationships with families, refer to the family engagement materials on the ECLKC. See <https://eclkc.ohs.acf.hhs.gov/family-engagement>)

OPTIONAL BRIEF DISCUSSION:

What information did you already learn from families? What could you ask families?

We also ask families to share their goals and hopes for their child. This helps us know what families expect as they raise their children and how they hope to see their children develop.

Use this information with families and communities respectfully, in ways that honor each family's and community's values, priorities, and ways of being.

SHARE THE HANDOUT.

Ask participants to circle any topics they would like to ask families about.

DISCUSSION:

Lead a discussion about learning from families. Ask some of the following prompts:

- What would you like to learn from families? Are there any topics that are not on the handout that you would like to learn about?
- When and how do you learn from families? How do you build this into your home visits?
- Please share what you have learned from families that informed your home visiting relationship and your implementation of the curriculum. How did this impact your practice?

MATERIALS NEEDED:

- Handout: Tips for Home Visitors: Learning from Families

OPTIONAL MATERIALS:

- Insert HV Optional Slide 2
- Handout: Tips for Families: Inviting Families to Share Their Culture with Home Visitors
- Handout: Activity for Families: Family Artifact Bag

A Culturally Responsive Approach: Interactions with Families



- Follow household customs, practices, and routines during home visits.
- Show respect for household cultural items.
- Use a family's preferred language whenever possible, and use interpreters as needed.



HV SLIDE 15:

We welcome conversations about a family's culture, practices, traditions, routines, and goals. We use what we learn to guide our interactions. This may include:

- Following household customs and routines during home visits. For example, if it is a family custom to remove shoes when entering the home, take note and remove shoes whenever visiting.
- Showing respect for household cultural practices and artifacts.
- Using a family's preferred language whenever possible and use interpreters as needed. For example, a family may prefer to conduct the home visit in English, though this may not be their strongest language. To ensure the family can fully participate, the home visitor may need to use the family's home language or an interpreter.
- Showing respect for home or tribal languages and their place in family and community life. We encourage families to use their home or tribal language with their child, providing information about the important role home and tribal languages play in children's development when appropriate.

Now we will watch a home visitor describe how she partners with a family from a cultural and language background that is different from her own. Notice how she works to be responsive in her interactions with the family and children.

PLAY THE HOME VISITING VIDEO.

DISCUSSION:

As you watch the video, please consider:

- The home visitor's goals for her relationship with the family
- The strategies she uses to learn about the family, including their culture and language
- The ways that she is responsive to the family

A Culturally Responsive Approach: Interactions with Children



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HV SLIDE 16:

It is important to learn how families interact with their children and what their children find nurturing, supportive, and meaningful. Some interactions and parenting practices may be related to culture; others may be individual preferences or related to other factors.

Here we see a mother who is eager to use the home visit as an opportunity to read with her older child. The home visitor supports the mother as she reads with her older child by engaging with the younger child. The mother will soon move to an activity that involves both children.

We support families as they use familiar routines, traditions, and items with their children from infancy, including those rooted in their culture. For example, one family may soothe their child by rocking and singing a lullaby. Another family may rub a child's back, arms, and legs while telling the child a story. Yet another family may place the baby in a sling or child carrier while engaging in other activities. Each of these soothing practices may be rooted in culture.

Discuss with families the ways children benefit from these cultural practices and artifacts. Here we see a child playing with a homemade maraca. His family loves making music together. The home visitor shares in the family's enjoyment and supports the mother as she reflects on all that her child is learning through music and movement.

DISCUSSION:

How might families differ in how they interact with their child?

Some examples include how children are fed, how families manage and support their children's behavior, how families expect children to interact with others, how families diaper their children and teach them to use the toilet, and when and how children should speak.

OPTIONAL DISCUSSION:

Share the handout.

After giving participants time to read the sheet and engage with the material, ask them to share their responses to the scenarios.

Questions to ask about the scenarios involving home visits include:

- How would you describe the interaction between parent and child? (Be sensitive to your own cultural perspective in the words you use.)
- How is the home visitor responsive to the parent and her interaction with her child?

Questions to ask about the scenario involving a group socialization include:

- How might culture influence how families prepare children for school?
- How might the home visitor discuss cultural differences at the group socialization?

MATERIALS NEEDED:

- Handout: Tips for Home Visitors: Partnering with Families: Interactions with Children

A Culturally Responsive Approach: Learning Experiences



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HV SLIDE 17:

Most curricula suggest learning experiences that families may use to support children's learning and development. When you use a culturally responsive approach, you partner with families to offer learning experiences that build on cultures, traditions, and practices at home and during a socialization.

For example, partner with families to:

- Learn about the practices they use with their children
- Identify the ways their cultural practices support children's learning and development
- Offer learning experiences suggested by the curriculum that connect or build on cultures and languages
- (When needed) **modify** the curriculum's suggestions for learning experiences to connect and build on cultures and languages
- Create opportunities during learning experiences for families to share their cultures, values, experiences, languages, and strengths

Remember the mother's goal—to read to her children three times per week. However, she had few books in Arabic, her home language. The home visitor helped her see that she could tell stories to her children in Arabic without books. She could tell stories orally, use a wordless book, or retell an English book in Arabic. Telling stories supports children's language and literacy development.

BRIEF DISCUSSION:

Ask participants:

- What are some ways that your curriculum helps you consider families' cultures and languages as you partner to choose learning experiences?
- What are some ways that you have modified your curriculum to be responsive to families' cultures and languages?

DISCUSSION:

Share the handout.

After giving participants time to read the sheet and engage with the material, ask them to share their responses to the scenarios. Questions to ask about each scenario include:

- What is the learning experience?
- Why was this experience meaningful to the family?
- How does the home visitor respond to the learning experience?

MATERIALS NEEDED:

- Handout: Tips for Home Visitors: Partnering with Families to Offer Learning Experiences

A Culturally Responsive Approach: Home as a Learning Environment

...15-Minute...
In-Service Suites



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HV SLIDE 18:

Most curricula also help you work with families as they use the home as a learning environment. When you use a culturally responsive approach, you partner with families to identify the ways their home, including materials in the home, can support children's learning and development.

In this picture, we see a family using toys in the home for an interactive play activity. The child is feeding his mother a toy taco, while the mother, children, and home visitor discuss food and cooking routines. Families may also use ordinary household materials or items to support their child's learning and development. For example, in the second photo a mother is using household materials to act out "in and out." The mother is supporting her toddler as he tries to say "in" and places sticks in the bottle and "out" as he shakes sticks out of the bottle.

OPTIONAL DISCUSSION:

What are some ways that materials from families' cultures and languages support children's learning and development?

DISCUSSION:

Share the handout.

After giving participants time to read the sheet and engage with the material, ask participants to share their responses to the scenarios.

Questions include:

- How do families on the handout use the home as a learning environment?
- How are the home visitors responsive to the ways families use the home as a learning environment?
- How have you supported families as they use the home as a learning environment?

MATERIALS NEEDED:

- Handout: Tips for Home Visitors: Partnering with Families: The Home as a Learning Environment

Review



What do I know about children's culture?



What does my program's curriculum offer?



How do I implement the curriculum responsive to children's culture?



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HV SLIDE 19:

Cultural responsiveness is an essential aspect of implementing a home-based curriculum. This process is ongoing and grows and deepens over time. As home visitors, we begin the process by becoming aware of our own cultures. We also commit to learning more about the cultures of the families we work with. We use this knowledge to partner with families and implement the curriculum, building on families' cultures and languages. With each new family, we have more to learn and discover ways to make the curriculum culturally responsive and meaningful.

Use the lessons you have learned to implement your home-based curriculum in a culturally responsive way.

MATERIALS NEEDED:

- Helpful Resources for Home Visitors
- Tools for Home-Based Supervisors: Reflection and Feedback

