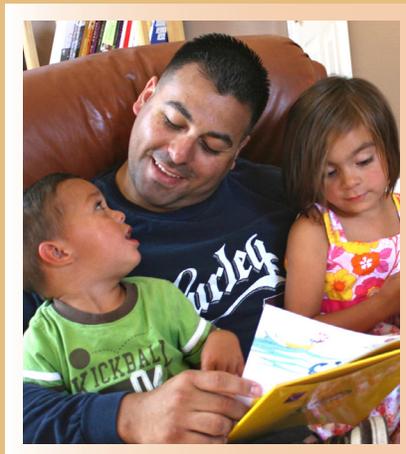


NEW
resources will
continue to be
added to this
catalogue.

Office of Head Start



HEAD START CULTURAL ^{AND} LINGUISTIC RESPONSIVENESS RESOURCE CATALOGUE



VOLUME THREE: CULTURAL RESPONSIVENESS (FIRST EDITION)

Head Start Cultural and Linguistic Responsiveness
Resource Catalogue
Volume Three: Cultural Responsiveness (First Edition)
2012

Prepared by
National Center on Cultural and Linguistic Responsiveness
Bank Street College of Education
Education Development Center, Inc.



THE NATIONAL CENTER ON
**Cultural and Linguistic
Responsiveness**

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HEAD START CULTURAL AND LINGUISTIC RESPONSIVENESS RESOURCE CATALOGUE

Volume Three: Cultural Responsiveness (First Edition)

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HEAD START CULTURAL AND LINGUISTIC RESPONSIVENESS RESOURCE CATALOGUE VOLUME THREE: CULTURAL RESPONSIVENESS (FIRST EDITION)

Purpose of Catalogue

Head Start is more ethnically, culturally, and linguistically diverse than ever before. The Office of Head Start (OHS) is dedicated to providing all Head Start programs with resources to meet the diverse needs of their communities. This resource catalogue (volumes one, two, and three) is designed to provide programs with evidence-based materials, research, promising practices, and other information to help develop culturally and linguistically responsive systems and services. The catalogue includes books, articles, videos, and other useful resources—most of which are available free of charge.

The resource catalogue is organized into three volumes, each with a special focus. A few resources are included in more than one volume, but most are not.

- *Volume One: Dual Language Learning* provides information to support Head Start programs working to maximize the development and potential of dual language learners (DLLs) and their families. Catalogue entries showcase resources and practices on topics such as teaching strategies, assessment of DLLs, and supporting culturally and linguistically diverse programs.
- *Volume Two: Native and Heritage Language Preservation, Revitalization, and Maintenance* provides information to support Head Start programs working to preserve, revitalize, and/or reclaim American Indian, Alaskan Native, Pacific Island, and other heritage languages. Catalogue entries showcase resources and practices on topics such as early childhood language nests, the use of technology in language learning, immersion preschool programs, and culturally responsive curricula.
- *Volume Three: Cultural Responsiveness* provides information to support Head Start programs in developing culturally competent and responsive practices. Catalogue entries showcase resources and practices on topics such as culturally responsive teaching strategies, working with culturally diverse families and communities, and infusing family cultures across the curriculum.

New resources will continue to be added to each volume of the catalogue. Resource recommendations are welcomed and can be emailed to the NCCLR at:

Bank Street College or **Education Development Center**
ncclr@bankstreet.edu ncclrinfo@edc.org.



ORGANIZATION

The resources in *Volume One: Dual Language Learning* and *Volume Three: Cultural Responsiveness* are organized into four sections: Education Strategies and Promising Practices; Family or Community Involvement; Program Systems, Policies and Procedures; and Benefits, Impacts and Effects.

The resources in *Volume Two: Native and Heritage Language Preservation, Revitalization, and Maintenance* are organized into three sections: Education Strategies and Promising Practices; Family or Community Involvement; and Program Systems, Policies, and Procedures.

Resources are listed alphabetically by title in the table of contents for each section. Users may browse titles or search for specific words, including names. (See instructions in Technical Notes on pages 65 and 66.)

Resource Entries

Each resource entry includes the following information:

Resource Title					
Description		Resource Type	HSCDEL F Domains	Audience	HS Program Type
Description of the resource content Language (or languages) in which the resource is written or available Free or for purchase information		Resource media type	The Head Start Child Development and Early Learning Framework (HSCDEL F) domains that the resource supports, if applicable	Audience for whom the resource may be particularly useful	Head Start program type for which the resource may be most relevant
Research Type Evidence-based practice or research that supports the resource		Source Source where the resource is found on the Internet or where it can be acquired			
Reference Reference with basic information about the publication such as the author, date of publication, and publisher or source					
Related Documents Related documents of importance or interest, when applicable					
Comments Comments on resource, when applicable					



Categories Key

Each of the resources in the catalogue is categorized by (1) resource type (2) The Head Start Child Development and Early Learning Framework (HSCDELFF) domains, (3) audience, (4) Head Start program type, and (5) research type.

Resource Type

Identifies the type of resource:

- Article
- Assessment Tool
- Book
- Booklet/Brochure
- Brief
- Curriculum Resource
- Government Publication
- Head Start Publication
- Other Resource Type
- Paper
- Report
- Training
- Video
- Website

HSCDELFF Domains

Identifies The Head Start Child Development and Early Learning Framework domains that the resource supports:

- Physical Development & Health
- Social & Emotional Development
- Creative Arts Expression
- Approaches to Learning
- Language Development
- Literacy Knowledge & Skills
- Logic & Reasoning
- Mathematics Knowledge & Skills
- Science Knowledge & Skills
- Social Studies Knowledge & Skills
- English Language Development

Audience

Identifies audiences (roles) to whom the resource may be particularly useful:

- Families
- Board & Policy Council
- Directors & Managers
- Education & Literacy Managers
- Education Staff
- Family Services Staff
- Health & Disabilities Staff
- Community Partners
- T/TA Providers

HS Program Type

Identifies the Head Start program type for which the resource is most relevant:

- EHS (Early Head Start, 0–3 years)
- HS (Head Start, 3–5 years)
- MSHS (Migrant and Seasonal Head Start, 0–5 years)
- AIAN HS (American Indian/Alaska Native Head Start, 3–5 years)

Research Type

Identifies the type of research the resource is based on:

- Evidence-based Practice: Those developed by individuals and organizations that have proven useful to the ECE community
- Research: Quantitative and qualitative studies that have been published—most of which have been peer reviewed for validity



To Use the Search Feature

Download and use Adobe Reader 9.5 or higher. The Adobe Reader search feature (also called Full Reader Search) allows you to search for part of a word, a complete word, or a phrase found in the catalogue.

Search options

- Whole Word Only finds the entire word entered, not portions of the word. For example, the word “child” would not be highlighted if you entered the word “children” to find. The search feature will locate hyphenated text regardless of the use of hyphens in the search box.
- Case Sensitive finds words that contain exactly the same capitalization as you enter in the Find dialog box.

To find a word or phrase

There are two ways to search for a word or phrase in the catalogue.

1. Using the Find feature:

- Enter the name, word, or phrase you wish to find in the Find box at the top right of the PDF. When the program finds the text, it is displayed with the text highlighted.
- It is not necessary to include hyphens in the Find text box. The Find tool will locate hyphenated text regardless of the use of hyphens in the text box.
- Click the forward arrow to find the next occurrence of the word or phrase or the back arrow to find the text on earlier pages.

2. Using the Search feature:

- Click on Edit in the Adobe Reader menu bar.
- Click on “Search.”
- Enter the name, word, or phrase you wish to find in the text box in the search window to the left of the PDF.
- Click “Search.” When the program finds the word or phrase in the catalogue, the page containing the text is displayed with the text highlighted. The search results will also be listed in the “results” box in the search window.
- Click “New Search” to find the next occurrence of the word or phrase.

Note: You can also access the Search feature via the Find box.

- Click on the down arrow next to the Find box (right-hand corner of PDF window).
- Click on “Open Full Reader Search.”
- Continue with steps 3–5 above.



To Use the Bookmarks Feature

The Bookmarks feature allows you to select the page you wish to view in this catalogue. It is similar to a table of contents.

To use bookmarks:

- Open catalogue in Adobe Acrobat Reader.
- Look for the bookmarks menu on the left side of the PDF window. If it is not visible, click the Bookmarks icon tab to display bookmarks.
- Click the bookmark text to go to your desired page.
- If a plus sign (+) appears to the left of the bookmark, click the plus sign to show (or the minus sign to hide) lower-level bookmarks.
- To hide the bookmarks again, click the Bookmarks icon tab.

To adjust the width of the Bookmarks window:

- Click and drag the right vertical border of the Bookmarks window to the right to increase the width of the window and to the left to decrease it.

Education Strategies and Promising Practices

These resources provide educational strategies and promising practices that have proven to be effective for use with young children.

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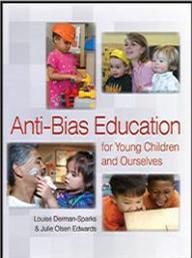
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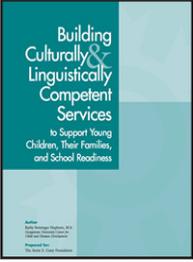
Animosh Tracks on the Playground, Minnows in the Sensory Table: Incorporating Cultural Themes to Promote Preschoolers' Critical Thinking in American Indian Head Start Classrooms

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article, focused on the Naytahwaush Head Start Center in Minnesota, presents the advantages of teaching a culturally based curriculum and describes how teachers developed culturally based inquiry units. The authors share sample units—ice fishing and animal tracks—to illustrate the types of activities that can be included in a culturally relevant, developmentally appropriate science investigation.</p> <p>English Free</p>	<p>Article</p>	<p>Approaches to Learning; Science Knowledge & Skills; Social Studies Knowledge & Skills</p>	<p>Directors & Managers; Education & Literacy Managers; Education Staff; T/TA Providers</p>	<p>All</p>
<p>Research Type Evidence-based Practice</p>	<p>Source http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/ecl/culture_and_diversity/Incorporaing-cultural-themes.pdf</p>			
<p>Reference Dubosarsky, M., Murphy, B., Roehrig, G., Frost, L. C., Jones, J., & Carlson, S. P. (2011). <i>Animosh tracks on the playground, minnows in the sensory table: Incorporating cultural themes to promote preschoolers' critical thinking in American Indian Head Start classrooms.</i> <i>Young Children</i>, 66(5), 20–29. Retrieved from http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/ecl/culture_and_diversity/Incorporaing-cultural-themes.pdf</p>				
<p>Related Documents Ah Neen Dush website (http://www.cehd.umn.edu/stem/Projects/Ah-Neen-Dush/) includes culturally based inquiry lesson plan templates</p>				
<p>Comments</p>				

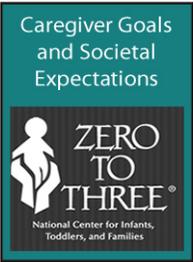
Anti-Bias Education for Young Children and Ourselves

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This 166-page book offers practical guidance for confronting and eliminating barriers of prejudice, misinformation, and bias about specific aspects of personal and social identity. It offers tips for helping staff and children respect each other, themselves, and all people.</p> <p>English For Purchase</p>	<p>Book</p>		<p>Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; Health & Disabilities Staff; Community Partners</p>	<p>All</p>
<p>Research Type Evidence-based Practice</p>	<p>Source http://www.naeyc.org/store/node/17122</p>			
<p>Reference Derman-Sparks, L., & Edwards, J. O. (2010). <i>Anti-bias education for young children and ourselves.</i> Washington, DC: National Association for the Education of Young Children.</p>				
<p>Related Documents Derman-Sparks, L., Ramsey, P. G., & Edwards, J. O. (2011). <i>What if all the kids are white? Anti-bias multicultural education with young children and families</i> (2nd ed.). New York: Teachers College Press.</p>				
<p>Comments</p>				

Building Culturally and Linguistically Competent Services to Support Young Children, Their Families, and School Readiness

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This toolkit is designed to provide guidance, tools, and resources aimed at building a holistic approach to culturally and linguistically competent services, programs, and practices. It also focuses on the impact of culture, on planning and implementing culturally and linguistically competent services, and on the implications for school readiness. Professional development strategies are highlighted as well.</p> <p>English Free</p>	Other Resource Type		Board & Policy Council; Directors & Managers; Education & Literacy Managers; Education Staff; Community Partners; T/TA Providers	All
Research Type Evidence-based Practice	Source http://www.aecf.org/upload/publicationfiles/hs3622h325.pdf			
Reference Hepburn, K. S. (2004). <i>Building culturally and linguistically competent services to support young children, their families, and school readiness</i> . Baltimore, MD: The Annie E. Casey Foundation. Retrieved from http://www.aecf.org/upload/publicationfiles/hs3622h325.pdf				
Related Documents				
Comments				

Caregiver Goals and Societal Expectations

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article discusses how culture informs caregivers' values and traditions and how caregivers guide their children's development. The article specifically explores ways of dealing with tensions that may occur when individual and group assumptions about child development intersect with existing child-rearing practices.</p> <p>English For Purchase</p>	Article		Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; Health & Disabilities Staff; Community Partners	All
Research Type Evidence-based Practice	Source http://www.zerotothree.org/			
Reference Casper, V., Cooper, R., Finn, C.D., & Stott, F. (2003). Caregivers goals and societal expectations. <i>Zero to Three</i> , 23(5), 4–6.				
Related Documents				
Comments Purchase via Zero to Three Bookstore.				

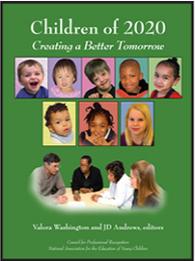
Celebrating Diversity in Early Care and Education Settings: Moving Beyond the Margins

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article explores how the ability to meet the developmental needs of all children in the United States must begin with a willingness to explore assumptions and biases about cultural and experiential contexts different from one’s own. The article suggests viewing differences as a source of strength and provides a framework for interpreting cultural differences across ethnic groups.</p> <p>English For Purchase</p>	Article	Social & Emotional Development; Social Studies Knowledge & Skills	Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; Health & Disabilities Staff; T/TA Providers	HS; AIAN HS; MSHS
Research Type Evidence-based Practice	Source http://www.tandfonline.com/doi/abs/10.1080/03004430802466226#preview			
Reference Durand, T. M. (2010). Celebrating diversity in early care and education settings: Moving beyond the margins. <i>Early Child Development and Care, 180</i> (7), 835–848. doi:10.1080/03004430802466226				
Related Documents				
Comments				

Challenging Myths of the Deficit Perspective: Honoring Children’s Literacy Resources

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article describes an approach educators can use to value the unique strengths that diverse children bring to the classroom, based on the idea that communities have “funds of knowledge” that are shared by community members. The article also challenges deficit perspectives that attribute school failures to perceived deficits within children, their families, and their cultures.</p> <p>English For Purchase</p>	Article	Social & Emotional Development; Literacy Knowledge & Skills	Education & Literacy Managers; Education Staff; Family Services Staff; T/TA Providers	All
Research Type Evidence-based Practice	Source http://www.naeyc.org/store/			
Reference Volk, D., & Long, S. (2005). Challenging myths of the deficit perspective: Honoring children’s literacy resources. <i>Young Children, 60</i> (6), 12–19.				
Related Documents				
Comments				

Children of 2020: Creating a Better Tomorrow

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This 172-page book discusses opportunities and ideas to improve the field of early child care and education over the next 10 years. It provides analyses of both progress and challenges in the field and invites readers to take action to help the children of today and of the future. Tips, suggestions, and innovations are highlighted.</p> <p>English For Purchase</p>	Book		Board & Policy Council; Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; Health & Disabilities Staff; Community Partners; T/TA Providers	All
Research Type Evidence-based Practice	Source http://www.naeyc.org/store/node/17156			
Reference Washington, V., & Andrews, J. D. (Eds.). (2010). <i>Children of 2020: Creating a better tomorrow</i> . Washington, DC: Council for Professional Recognition.				
Related Documents				
Comments				

Children’s Representation of Cultural Scripts in Play: Facilitating Transition From Home to School in an Intercultural Early Learning Program for Refugee Children

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article discusses the role of play as a cultural activity in children’s transitions from home to preschool settings. It advocates moving beyond a “culture-free” view of play and creating spaces where play is a means of maintaining children’s cultural identities. It also focuses on the creation of a common culture in early childhood classrooms and discusses implications for practice.</p> <p>English For Purchase</p>	Article	Social & Emotional Development	Directors & Managers; Education & Literacy Managers; Education Staff; T/TA Providers	HS
Research Type Resource	Source http://www.tandfonline.com/doi/abs/10.1080/15595691003635765			
Reference Kirova, A. (2010). Children’s representations of cultural scripts in play: Facilitating transition from home to preschool in an intercultural early learning program for refugee children. <i>Diaspora, Indigenous, and Minority Education, 4</i> (2), 74–91. doi:10.1080/15595691003635765				
Related Documents				
Comments				

Closing the Gap: Culture and the Promotion of Inclusion in Child Care

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article discusses the importance of professionals understanding the cultural backgrounds of families and how this understanding can support the success of child care centers in providing inclusive care for diverse children with disabilities or challenging behaviors. The article concludes with five recommendations for early childhood professionals.</p> <p>English For Purchase</p>	Article	All	Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; Health & Disabilities Staff; T/TA Providers	All
Research Type Evidence-based Practice	Source http://www.naeyc.org/publications/reprints			
Reference Bradley, J., & Kibera, P. (2006). Closing the gap: Culture and the promotion of inclusion in child care. <i>Young Children</i> 61(1), 34–40.				
Related Documents				
Comments				

Contemporary American Indian Cultures in Children’s Picture Books

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This online article discusses the importance of depicting American Indians accurately by showing their diversity rather than stereotypes. Accurate depiction can be accomplished in the classroom by selecting books of quality. The article provides guidelines for choosing books, recommendations for books for children ages pre–K through grade 3, and recommended websites from the National Museum of the American Indian.</p> <p>English Free</p>	Article	Social & Emotional Development; Language Development; Literacy Knowledge & Skills; Social Studies Knowledge & Skills	All	All
Research Type Evidence-based Practice	Source http://www.naeyc.org/files/yc/file/200511/Roberts1105BTJ.pdf			
Reference Roberts, L. C., Dean, E., & Holland, M. (November 2005). Contemporary American Indian cultures in children’s picture books. <i>Beyond the Journal: Young Children on the Web</i> . Retrieved from http://www.naeyc.org/files/yc/file/200511/Roberts1105BTJ.pdf				
Related Documents Website of the National Museum of the American Indian: http://www.nmai.si.edu				
Comments				

Cultural and Linguistic Competence in Family Supports

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This brief discusses the particular set of challenges experienced by families of a child with a special health care need or developmental disability. It focuses on family support systems and highlights the strong need for cultural and linguistic competence in the delivery of those systems. Examples and policy implications are also discussed.</p> <p>English Free</p>	<p>Brief</p>		<p>Families; Family Services Staff; Health & Disabilities Staff</p>	<p>All</p>
<p>Research Type Evidence-based Practice</p>		<p>Source http://nccc.georgetown.edu/documents/FamilySupports.pdf</p>		
<p>Reference Bronheim, S., Goode, T., & Jones, W. (2006). <i>Cultural and linguistic competence in family supports</i> [Policy Brief]. Washington, DC: National Center for Cultural Competence, Georgetown University Center for Child and Human Development. Retrieved from Georgetown University, Center for Child and Human Development website: http://nccc.georgetown.edu/documents/FamilySupports.pdf</p>				
<p>Related Documents</p>				
<p>Comments</p>				

Cultural Responsiveness: Working with Mexican Immigrant Families in Early Education

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article addresses the need for teachers to understand culturally appropriate ways of teaching Spanish-speaking Mexican immigrant children and to provide environments where the children's families can feel included and welcome.</p> <p>English Free</p>	<p>Article</p>		<p>Directors & Managers; Education & Literacy Managers; Education Staff; T/TA Providers</p>	<p>EHS; HS; MSHS</p>
<p>Research Type Evidence-based Practice</p>		<p>Source http://www.ncela.gwu.edu/files/uploads/17/Accelerate_1_2.pdf</p>		
<p>Reference Cuéllar, D. (2009). Cultural responsiveness: Working with Mexican immigrant families in early education. <i>AccELLerate!</i>, 1(2), 2–3. Retrieved from http://www.ncela.gwu.edu/files/uploads/17/Accelerate_1_2.pdf</p>				
<p>Related Documents</p>				
<p>Comments</p>				

Cultural Variation in Children’s Observation During a Demonstration

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article describes a study that examined variations among children of different cultural background in their attention and observation during a task. The results of the study suggest that some children’s cultural and maternal experiences have prepared them for the type of observational behavior required in Western schools. The article discusses implications for practice.</p> <p>English For Purchase</p>	Article		Directors & Managers; Education & Literacy Managers; Education Staff; T/TA Providers	HS
Research Type Resource	Source http://jbd.sagepub.com/content/29/4/282			
Reference Mejía-Arauz, R., Rogoff, B., & Paradise, R. (2005). Cultural variation in children’s observation during a demonstration. <i>International Journal of Behavioral Development, 29</i> (4), 282–291. doi:10.1177/01650250544000062				
Related Documents				
Comments				

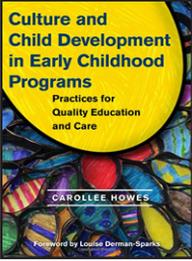
Cultural Ways of Learning: Individual Traits or Repertoires of Practice

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article proposes a cultural-historical approach to studying variations in learning and focuses on the importance of an individual’s or group’s experience in activities—not their traits. The authors argue against an established assumption that identifies regularities as static and general traits of individuals and attributable to ethnic group membership.</p> <p>English Free</p>	Article	Social & Emotional Development	Board & Policy Council; Directors & Managers; T/TA Providers	All
Research Type Evidence-based Practice	Source http://www.unco.edu/cebs/diversity/pdfs/Cultural%20Ways%20of%20Learning_%20Individual%20Traits%20or%20Repertoires%20of%20PPractice_Gutierrez_Rogoff.pdf			
Reference Gutiérrez, K. D., & Rogoff, B. (2003). Cultural ways of learning: Individual traits or repertoires of practice. <i>Educational Researcher, 32</i> (5), 19–25. Retrieved from http://www.unco.edu/cebs/diversity/pdfs/Cultural Ways of Learning_ Individual Traits or Repertoires of PPractice_Gutierrez_Rogoff.pdf				
Related Documents				
Comments				

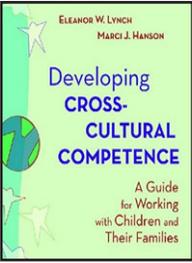
Culturally Responsive Classroom Management: Awareness into Action

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article discusses the application of culturally responsive classroom management practices (CRCM) to diverse classrooms and schools. It details strategies for enacting CRCM, including creating caring, inclusive classrooms and working with families. Cultural expectations that guide teacher behavior are also highlighted.</p> <p>English Free</p>	Article	Social & Emotional Development	Directors & Managers; Education & Literacy Managers; Education Staff; T/TA Providers	All
Research Type Resource	Source http://www.google.com/url?sa=t&source=web&cd=2&ved=0CCQQFjAB&url=http%3A%2F%2Ffaculty.weber.edu%2Fwong%2Fedu3200%2Farticles%2FCulResClassMgt.pdf&ei=6mNSTpSVCifr0gHcxoT1Bg&usq=AFQjCNEBklc oTmt95gvhg5bgR08b3vGVbW			
Reference Weinstein, C., Curran, M., & Tomlinson-Clarke, S. (2003). Culturally responsive classroom management: Awareness into action. <i>Theory into Practice, 42</i> (4), 269–276. doi:10.1353/tip.2003.0053				
Related Documents				
Comments				

Culture and Child Development in Early Childhood Programs: Practices for Quality Education and Care

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This 224-page book shows how high-quality programs successfully adapt child development guidelines using cultural contexts, and why quality needs to, and can be, measured in culturally specific ways. It discusses best practices that are shared across class, race, and ethnic communities. The approach recognizes the two-directional relationship between the cultural community and the teacher-child relationships of the program.</p> <p>English For Purchase</p>	Book	Social & Emotional Development; Approaches to Learning	Board & Policy Council; Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; Health & Disabilities Staff; Community Partners; T/TA Providers	All
Research Type Resource	Source http://store.tcpspress.com/0807750204.shtml			
Reference Howes, C. (2010). <i>Culture and child development in early childhood programs: Practices for quality education and care</i> . New York: Teachers College.				
Related Documents				
Comments				

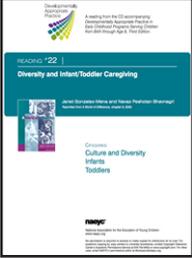
**Developing Cross-Cultural Competence:
A Guide for Working With Children and Their Families**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This 368-page book provides information on how to work with families and children with disabilities from specific cultural, ethnic, and language groups. It is a primer on cultural competence and provides information about nine different cultures as well as guidance on how to use the information in daily practice within various systems.</p> <p>English For Purchase</p>	Book		Board & Policy Council; Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; Health & Disabilities Staff	All
<p>Research Type Evidence-based Practice</p>	<p>Source http://www.brookespublishing.com/store/books/lynch-71639/index.htm</p>			
<p>Reference Lynch, E. W., & Hanson, M. J. (Eds.). (2011). <i>Developing cross-cultural competence: A guide for working with children and their families</i> (4th ed.). Baltimore, MD: Paul H Brookes.</p>				
<p>Related Documents</p>				
<p>Comments</p>				

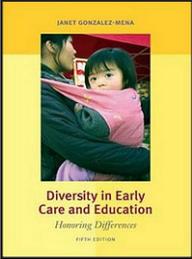
The Director's Link: Transforming for Diversity

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This newsletter issue focuses on the important topic of diversity in early childhood programs and provides suggestions for transforming organizational practices to promote greater diversity.</p> <p>English Free</p>	Other Resource Type		Board & Policy Council; Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; Health & Disabilities Staff; T/TA Providers	All
<p>Research Type Evidence-based Practice</p>	<p>Source http://cecl.nl.edu/public/issues/dlsu11.pdf</p>			
<p>Reference Hernandez, R. P. (2011, Summer). <i>The Director's Link: Transforming for diversity</i>. Wheeling, IL: McCormick Center for Early Childhood Leadership. Retrieved from http://cecl.nl.edu/public/issues/dlsu11.pdf</p>				
<p>Related Documents</p>				
<p>Comments</p>				

Diversity and Infant/Toddler Caregiving

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article focuses on how infant and toddler caregivers and teachers can work to understand and respond to cultural differences in child-rearing and care practices. The article discusses implications for practice.</p> <p>English Free</p>	Article		Families; Education Staff; Family Services Staff	EHS; HS
Research Type Evidence-based Practice	Source http://www.pakeys.org/uploadedContent/Docs/Higher%20Ed/2011%20Conference/LL%20Szczyrek%20Embracing%20Family%20Diversity%20Handouts.pdf			
Reference Gonzalez-Mena, J., & Bhavnagri, N. P. (2000). Diversity and infant/toddler caregiving. <i>Young Children</i> , 55(5), 31–35. Retrieved from http://www.pakeys.org/uploadedContent/Docs/Higher%20Ed/2011%20Conference/LL%20Szczyrek%20Embracing%20Family%20Diversity%20Handouts.pdf				
Related Documents				
Comments				

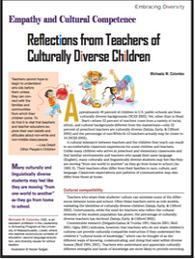
Diversity in Early Care and Education: Honoring Differences

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This 192-page book explores the diversity of programs and environments designed for all children, ages 0 to 8, including children with special needs. While the book emphasizes the practical and immediate concerns of the early childhood professional and family service worker, it provides strong theoretical support for its information.</p> <p>English For Purchase</p>	Book	Social & Emotional Development; Social Studies Knowledge & Skills	Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; Health & Disabilities Staff; Community Partners; T/TA Providers	All
Research Type Evidence-based Practice	Source http://catalogs.mhhe.com/mhhe/viewProductDetails.do?isbn=0073525863			
Reference Gonzalez-Mena, J. (2008). <i>Diversity in early care and education: Honoring differences</i> (5th ed.). New York: McGraw-Hill.				
Related Documents				
Comments				

Educating Latino Children: International Perspectives and Values in Early Childhood Education

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article discusses the cultural values of the Latino community and the implication of these values for early childhood education and practice. It focuses on the differences between Anglo-American and Latino values and highlights suggestions for incorporating Latino values into the classroom to create more culturally and linguistically responsive practice.</p> <p>English Free</p>	Article		Education Staff; Family Services Staff	EHS; HS
<p>Research Type Evidence-based Practice</p>	<p>Source http://www.uga.edu/0-5/seminar/REED%20-%20Childhood%20Ed%20article.pdf</p>			
<p>Reference Souto-Manning, M. (2009). Educating Latino children: International perspectives and values in early childhood education. <i>Childhood Education</i>, 85(3), 182–186. Retrieved from http://www.uga.edu/0-5/seminar/REED%20-%20Childhood%20Ed%20article.pdf</p>				
<p>Related Documents</p>				
<p>Comments</p>				

Empathy and Competence: Reflections from Teachers of Culturally Diverse Children

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article describes a professional development initiative that combines coursework with cultural immersion experiences to help teachers rethink their assumptions and consider life's issues through the lenses of people from cultural backgrounds different from their own.</p> <p>English Free</p>	Article		Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; Health & Disabilities Staff	All
<p>Research Type Evidence-based Practice</p>	<p>Source http://journal.naeyc.org/btj/200511/ColomboBTJ1105.pdf</p>			
<p>Reference Colombo, M. W. (2005). Reflections from teachers of culturally diverse children. <i>Beyond the Journal: Young Children on the Web</i>. Retrieved from http://journal.naeyc.org/btj/200511/ColomboBTJ1105.pdf</p>				
<p>Related Documents</p>				
<p>Comments</p>				

Empowering Culturally and Linguistically Diverse Children and Families

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article discusses numerous ways to empower and connect with culturally and linguistically diverse children and families: acknowledging a child's name, promoting home language, and including multicultural materials in the classroom. The article also highlights strategies for creating inclusive classroom spaces.</p> <p>English For Purchase</p>	Article		All	All
<p>Research Type Evidence-based Practice</p>	<p>Source http://www.naeyc.org/store/</p>			
<p>Reference Kirmani, M. H. (2007). Empowering culturally and linguistically diverse children and families. <i>Young Children</i>, 62(6), 94–98.</p>				
<p>Related Documents</p>				
<p>Comments</p>				

Examining Multicultural Picture Books for the Early Childhood Classroom: Possibilities and Pitfalls

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article discusses the opportunities and challenges involved in selecting multicultural literature for use with young children. To illuminate the issues and problems with certain images of Mexican Americans, the article examines two books featuring Mexican American protagonists, discusses contemporary theories on race, and considers possible actions for early childhood educators and teacher education programs to take in selecting literature.</p> <p>English Free</p>	Article	Social Studies Knowledge & Skills	Directors & Managers; Education & Literacy Managers; Education Staff; T/TA Providers	All
<p>Research Type Evidence-based Practice</p>	<p>Source http://ecrp.uiuc.edu/v3n2/mendoza.html</p>			
<p>Reference Mendoza, J., & Reese, D. (2001). Examining multicultural picture books for the early childhood classroom: Possibilities and pitfalls. <i>Early Childhood Research & Practice</i>, 3(2). Retrieved from http://ecrp.uiuc.edu/v3n2/mendoza.html</p>				
<p>Related Documents</p>				
<p>Comments Online readers are invited to participate in an electronic discussion of the article via a “dialog box.”</p>				

Exploring Cultural Heritage in a Kindergarten Classroom

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article discusses the benefits of cultural exploration and respect through family partnerships in a kindergarten classroom. It includes an example of a parent survey, child-generated interview questions, and brief information about projects built around different cultures in one classroom.</p> <p>English Free</p>	Article	Social & Emotional Development	Directors & Managers; Education & Literacy Managers; Education Staff	HS; AIAN HS; MSHS
<p>Research Type Evidence-based Practice</p>	<p>Source http://www.naeyc.org/files/yc/file/200905/BTJCohen.pdf</p>			
<p>Reference Cohen, L. E. (2009). Exploring culture in a kindergarten classroom. <i>Young Children</i>, 64(3), 72–77. Retrieved from http://www.naeyc.org/files/yc/file/200905/BTJCohen.pdf</p>				
<p>Related Documents</p>				
<p>Comments This article might support teachers in valuing the diversity in their classroom but country studies should not replace efforts to value children’s culture which may not be identical to the customs of their heritage country.</p>				

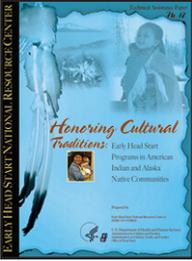
From Rocks to Diamonds: Mining the Riches of Diversity for Our Children

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article discusses the use of the Skilled Dialog approach to help practitioners address cultural differences and to help diverse children and families strengthen and sustain their identities and integrity across environments.</p> <p>English For Purchase</p>	Article		Board & Policy Council; Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; Health & Disabilities Staff; T/TA Providers	All
<p>Research Type Evidence-based Practice</p>	<p>Source http://www.zerotothree.org/</p>			
<p>Reference Barrera, I. (2003). From rocks to diamonds: Mining the riches of diversity for our children. <i>Zero to Three</i>, 23(5), 8–15.</p>				
<p>Related Documents</p>				
<p>Comments Purchase via Zero to Three Bookstore.</p>				

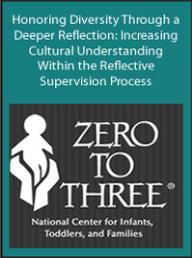
Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article focuses on the importance of early care providers learning about the culturally connected resources that all families have. The viewpoint stands in sharp contrast to the deficit model, and the authors propose it as a way to connect home and classroom in order to enhance children’s learning and development.</p> <p>English For Purchase</p>	Article	Social & Emotional Development	T/TA Providers	All
Research Type Resource	Source http://www.jstor.org/pss/1476399			
Reference Moll, L., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. <i>Theory into Practice, 31</i> (2), 132–141. Retrieved from http://www.jstor.org/pss/1476399				
Related Documents				
Comments				

Honoring Cultural Traditions: Early Head Start Programs in American Indian and Alaska Native Communities (Technical Assistance Paper #12)

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This technical assistance paper provides a brief overview of the issues unique to Early Head Start programs working with American Indian and Alaska Native families. The paper highlights the successful features of several of these kinds of programs.</p> <p>English Free</p>	Paper Report		All	EHS; HS; AIAN HS
Research Type Evidence-based Practice	Source http://www.ehsnrc.org/PDFfiles/TA12.pdf			
Reference Early Head Start National Resource Center. (2008). <i>Honoring cultural traditions: Early Head Start programs in American Indian and Alaska Native communities</i> (Technical Assistance Paper #12). Retrieved from the Early Head Start National Resource Center website: http://www.ehsnrc.org/PDFfiles/TA12.pdf				
Related Documents				
Comments				

Honoring Diversity Through a Deeper Reflection: Increasing Cultural Understanding Within the Reflective Supervision Process

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article examines the many lenses of culture that shape self-understanding and the ways that, in the reflective supervision relationship, the challenges of exploring culture often go unexplored. The article discusses ways to build a deeper understanding of cultural differences, create opportunities for safe discussions regarding these differences, and prepare staff members to openly explore the multifaceted elements of diversity.</p> <p>English For Purchase</p>	Article		Board & Policy Council; Directors & Managers; Education & Literacy Managers; T/TA Providers	All
Research Type Evidence-based Practice	Source http://www.zerotothree.org/			
Reference Stroud, B. (2010). Honoring diversity through a deeper reflection: Increasing cultural understanding within the reflective supervision process. <i>Zero to Three</i> , 31(2), 46–50.				
Related Documents				
Comments Purchase via Zero to Three Bookstore.				

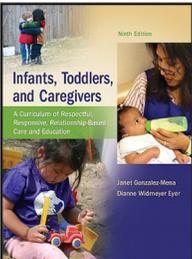
Honoring Family and Culture: Learning from New Zealand

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article describes New Zealand’s Te Whāriki early childhood curriculum framework, which provides a sociocultural context for children’s early learning and emphasizes a learning partnership among teachers, parents, families, and community. Along with interpersonal relationships, Te Whāriki emphasizes the importance of recognizing the diversity of cultures, philosophies, and natural environments throughout New Zealand.</p> <p>English For Purchase</p>	Article	Language Development; Social Studies Knowledge & Skills	All	All
Research Type Evidence-based Practice	Source http://www.naeyc.org/publications/reprints			
Reference Nagel, N. G., & Wells, J. G. (2009). Honoring family and culture: Learning from New Zealand. <i>Young Children</i> , 64(5), 40–44.				
Related Documents For further information about the New Zealand Early Childhood Curriculum, visit the Ministry of Education ECE website: http://www.educate.ece.govt.nz/				
Comments				

The Importance of Including Culturally Authentic Literature

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article discusses the importance of selecting appropriate and culturally authentic literature. It provides guidelines for selecting culturally authentic books and highlights the importance of cultural authenticity in read-aloud practices.</p> <p>English For Purchase</p>	Article	Social & Emotional Development; Literacy Knowledge & Skills	Education & Literacy Managers; Education Staff; T/TA Providers	All
<p>Research Type Evidence-based Practice</p>	<p>Source http://www.naeyc.org/yc/pastissues/2008/january</p>			
<p>Reference Hall, K. W. (2008). The importance of including culturally authentic literature. <i>Young Children</i>, 63(1), 80–86.</p>				
<p>Related Documents</p>				
<p>Comments</p>				

Infants, Toddlers, and Caregivers: A Curriculum of Respectful, Responsive, Relationship-Based Care and Education

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This 370-page book is an introduction to care and education in the first three years of life. The text emphasizes the value of play and exploration and gives careful attention to those caregiving times when relationships grow and an abundance of learning occurs. Throughout the book the authors address issues of cultural awareness and responsiveness.</p> <p>English For Purchase</p>	Book		Board & Policy Council; Directors & Managers; T/TA Providers	All
<p>Research Type Evidence-based Practice</p>	<p>Source http://catalogs.mhhe.com/mhhe/viewProductDetails.do?isbn=0078024358</p>			
<p>Reference Gonzalez-Mena, J., & Eyer, D. W. (2011). <i>Infants, toddlers, and caregivers: A curriculum of respectful, responsive, relationship-based care and education</i> (9th ed.). New York: McGraw-Hill.</p>				
<p>Related Documents</p>				
<p>Comments</p>				

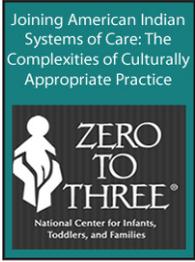
Integrating American Indian/Alaska Native Culture Into Shared Storybook Intervention

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article describes methods that speech-language pathologists can use to provide culturally responsive intervention for young children of American and Alaska Native heritage. The article focuses on the integration of culturally based stories into shared storybook intervention.</p> <p>English For Purchase</p>	Article	Language Development; Literacy Knowledge & Skills	Board & Policy Council; Directors & Managers; Health & Disabilities Staff; T/TA Providers	AIAN HS
<p>Research Type Resource</p>	<p>Source http://lshss.asha.org/cgi/content/abstract/39/4/521</p>			
<p>Reference Inglebret, E., Jones, C., & Pavel, D. M. (2008). Integrating American Indian/Alaska Native culture into shared storybook intervention. <i>Language, Speech and Hearing Services in the Schools, 39</i>, 521–527. doi:10.1044/0161-1461(2008/07-0051)</p>				
<p>Related Documents</p>				
<p>Comments</p>				

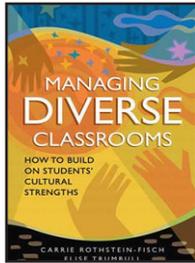
An Investigation of How Culture Shapes Curriculum in Early Care and Education Programs on a Native American Indian Reservation

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This study focuses on how culture affects curriculum and instruction in three tribal programs on the Flathead Reservation. The article discusses two key strategies for defining Native American culture within the context of programs: continuously communicating with families about culturally relevant teaching; and fostering a sense of belonging within the community through ritual and respect for children, families, and community.</p> <p>English For Purchase</p>	Article		Directors & Managers; Education & Literacy Managers; Education Staff; Community Partners; T/TA Providers	AIAN HS
<p>Research Type Resource</p>	<p>Source http://www.springerlink.com/content/j034582028275356/</p>			
<p>Reference Gilliard, J. L., & Moore, R. A. (2007). An investigation of how culture shapes instruction in early care and education programs on a Native American Indian reservation. <i>Early Childhood Education Journal, 34</i>(4), 251–258. doi:10.1007/s10643-006-0136-5</p>				
<p>Related Documents</p>				
<p>Comments</p>				

Joining American Indian Systems of Care: The Complexities of Culturally Appropriate Practice

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article discusses the Touchpoints Center’s work with American Indian Early Head Start programs, which involved practitioners from various disciplines joining a system of care to provide children with culturally appropriate services at periods of predictable disorganization in their development.</p> <p>English For Purchase</p>	Article		All	EHS; AIAN HS; MSHS
Research Type Evidence-based Practice	Source http://www.zerotothree.org/			
Reference Mayo-Willis, L., & Hornstein, J. (2003). Joining American Indian systems of care: The complexities of culturally appropriate practice. <i>Zero to Three</i> , 23(5), 36–39.				
Related Documents				
Comments Purchase via Zero to Three Bookstore.				

Managing Diverse Classrooms: How to Build on Students’ Cultural Strengths

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This 196-page book examines classroom organization and management from a cultural perspective. It posits that cultural values and beliefs are at the core of all classroom organization and management decisions—and at the center of students’ responses to teacher’ strategies and students’ own attempts to engage in and influence interactions in the classroom.</p> <p>English For Purchase</p>	Book	Social & Emotional Development; Approaches to Learning; Social Studies Knowledge & Skills	Directors & Managers; Education & Literacy Managers; Education Staff; T/TA Providers	All
Research Type Evidence-based Practice	Source http://www.ascd.org/publications/books/107014.aspx . Excerpts available on Google Books.			
Reference Rothstein-Fisch, C., & Trumbull, E. (2008). <i>Managing diverse classrooms: How to build on students’ cultural strengths</i> . Alexandria, VA: Association for Supervision and Curriculum Development.				
Related Documents				
Comments While the focus of this book is on school-age classrooms, examples and strategies may be useful for Head Start programs to adapt.				

Meeting Children Where They Are: Culturally Adapted Models of Early Childhood Education

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article focuses on select programs, funded through The Global Fund, that aim to provide culturally relevant and responsive education to young children in developing countries. The article highlights examples from Tanzania, Guatemala, and Thailand; and it provides the principles that guide these programs along with examples of practice.</p> <p>English For Purchase</p>	Article		Board & Policy Council; Directors & Managers; Education Staff; Community Partners	EHS; HS
Research Type Evidence-based Practice	Source http://www.naeyc.org/store/			
Reference Modica, S., Ajmera, M., & Dunning, V. (2010). Meeting children where they are: Culturally adapted models of early childhood education. <i>Young Children, 65</i> (6), 20–26.				
Related Documents				
Comments				

Meeting the Needs of Multiracial and Multiethnic Children in Early Childhood Settings

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article discusses ways to meet the unique needs of children who come from multiracial and multiethnic backgrounds, defined as children who do not fit into traditional racial or cultural categories. The article challenges existing biases and addresses approaches that include providing professional development, working closely with families, and providing materials that reflect multiracial and multi-ethnic families.</p> <p>English For Purchase</p>	Article	Social & Emotional Development	Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; T/TA Providers	EHS; HS
Research Type Evidence-based Practice	Source http://www.springerlink.com/content/v5gh6666376k656n/			
Reference Wardle, F. (1998). Meeting the needs of multiracial and multiethnic children in early childhood settings. <i>Early Childhood Education Journal, 26</i> (1), 7–11.				
Related Documents				
Comments				

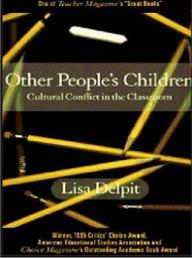
More Alike Than Different: Promoting Respect Through Multi-Cultural Books and Literacy Strategies

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article examines strategies to promote language and literacy development through multicultural literature. It provides numerous ideas and examples that are practical for early childhood classrooms and that build on children's background knowledge.</p> <p>English For Purchase</p>	Article	Social & Emotional Development; Language Development; Literacy Knowledge & Skills	Education & Literacy Managers; Education Staff	All
Research Type Evidence-based Practice	Source http://www.researchconnections.org/childcare/resources/20615			
Reference Harper, L. J., & Brand, S. T. (2010). More alike than different: Promoting respect through multicultural book and literacy strategies. <i>Young Children</i> , 86(4), 224–233.				
Related Documents				
Comments				

No Child Misunderstood: Enhancing Early Childhood Teachers' Multicultural Responsiveness to the Social Competence of Diverse Children

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article provides early childhood educators with both theoretical and practical understandings of multicultural responsiveness that help them promote social competence as they work with young children from diverse backgrounds. The article highlights several examples and professional development strategies for supporting educators in developing cultural competence.</p> <p>English For Purchase</p>	Article	Social & Emotional Development	Directors & Managers; T/TA Providers	EHS; HS
Research Type Evidence-based Practice	Source http://www.springerlink.com/content/y856p7v830341251/			
Reference Han, H. S., & Thomas, M. S. (2010). No child misunderstood: Enhancing early childhood teachers' multicultural responsiveness to the social competence of diverse children. <i>Early Childhood Education Journal</i> , 37(6), 469–476. doi:10.1007/s10643-009-0369-1				
Related Documents				
Comments				

Other People's Children: Cultural Conflict in the Classroom

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This 206-page book analyzes the role of race in the educational system. It discusses how teachers can become “cultural transmitters” and avoid stereotypes, misconceptions, and misunderstandings. The book also highlights issues of power and injustice.</p> <p>English For Purchase</p>	Book	Social & Emotional Development	Board & Policy Council; Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; Health & Disabilities Staff; Community Partners; T/TA Providers	All
Research Type Evidence-based Practice	Source http://thenewpress.com			
Reference Delpit, L. (2006). <i>Other people's children: Cultural conflict in the classroom</i> . New York: The New Press.				
Related Documents				
Comments				

A Posture of Reciprocity: A Practical Approach to Collaboration Between Professionals and Parents of Culturally Diverse Backgrounds

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article discusses the need for professional self-awareness when developing culturally responsive services for families of children with disabilities from culturally diverse backgrounds. The authors describe an approach called “the posture of reciprocity,” which enables professionals to acquire a high level of cultural awareness. The book provides examples to illustrate the application of this approach.</p> <p>English For Purchase</p>	Article		Board & Policy Council; Directors & Managers; T/TA Providers	All
Research Type Evidence-based Practice	Source https://springerlink3.metapress.com/content/t12138054p58w687/resource-secured/?target=fulltext.pdf&sid=ddmqbaqyqaqtstb1vqkw3m3x&sh=www.springerlink.com			
Reference Kalyanpur, M., & Harry, B. (1997). A posture of reciprocity: A practical approach to collaboration between professionals and parents of culturally diverse backgrounds. <i>Journal of Child and Family Studies</i> , 6(4), 487–509.				
Related Documents				
Comments				

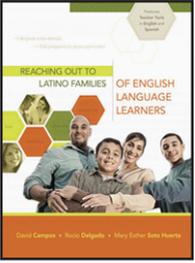
Quality Rating and Improvement Systems for a Multi-Ethnic Society

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This brief discusses the importance of cultural and linguistic responsiveness and antibias programming as aspects of early learning quality. Along with a content analysis of common Quality Rating and Improvement System (QRIS) components and how they include issues of diversity and support for English-language learners, the brief suggests how states can strengthen their QRIS rating components to be more culturally and linguistically competent and relevant.</p> <p>English Free</p>	<p>Brief</p>		<p>Board & Policy Council; Directors & Managers; Education & Literacy Managers; T/TA Providers</p>	<p>EHS; HS</p>
<p>Research Type Evidence-based Practice</p>	<p>Source http://www.buildinitiative.org/files/QRIS-Policy%20Brief.pdf</p>			
<p>Reference Bruner, C., Ray, A., Stover Wright, M., Copeman, A. (n.d.). <i>Quality rating and improving systems for a multi-ethnic society</i>. BUILD. Retrieved from http://www.buildinitiative.org/files/QRIS-Policy%20Brief.pdf</p>				
<p>Related Documents</p>				
<p>Comments</p>				

Reaching Out to Diverse Populations: What Can Schools Do to Foster Family-School Connections?

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This strategy brief discusses both the importance of and challenges associated with creating family-school connections for diverse communities. It provides many practical considerations for developing partnerships and highlights a number of strategies for creating and maintaining family-school connections, with all strategies based on research and similar projects.</p> <p>English Free</p>	<p>Brief</p>		<p>Families; Education Staff; Family Services Staff</p>	<p>All</p>
<p>Research Type Evidence-based Practice</p>	<p>Source http://cretscmhd.psych.ucla.edu/announcements/research%20and%20reports/rb5-diverse.pdf</p>			
<p>Reference Ferguson, C. (2005). <i>Reaching out to diverse populations: What can schools do to foster family-school connections?</i> Austin, TX: National Center for Family and Community Connections with Schools, Southwest Educational Development Laboratory. Retrieved from http://cretscmhd.psych.ucla.edu/announcements/research and reports/rb5-diverse.pdf</p>				
<p>Related Documents</p>				
<p>Comments</p>				

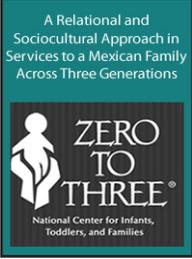
Reaching Out to Latino Families of English Language Learners

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This 224-page book focuses on strategies to increase the school engagement of Latino families. The chapters are designed to help teachers gain a holistic view of Latino families and their children; to provide insight into the different contexts (home, school, and community) that influence their everyday lives; and to guide understanding of how culture influences learning, communication, and relationship building.</p> <p>English For Purchase</p>	Book		Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; Health & Disabilities Staff	All
Research Type Evidence-based Practice	Source http://shop.ascd.org/Default.aspx?TabId=55&ProductId=25192006 . Also available on Google Books at http://books.google.com/books?id=-45Wmp_F2NwC&printsec=frontcover&dq=Reaching+Out+to+Latino+Families+of+English+Language+Learners&hl=en#v=onepage&q&f=false			
Reference	Campos, D., Huerta, M. E., & Delgado, R. (2011). <i>Reaching out to Latino families of English language learners</i> . Alexandria, VA: ASCD.			
Related Documents				
Comments				

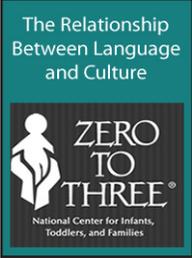
Reading Their Worlds: Working with Diverse Families to Enhance Children’s Early Literacy Development

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article discusses the importance of family involvement in the early education process. It focuses on the need to tap into the wealth of literacy knowledge, information, and skills that all families have. It also highlights different family literacy initiatives and ways that schools can support and foster family involvement.</p> <p>English For Purchase</p>	Article	Language Development; Literacy Knowledge & Skills	Families; Education & Literacy Managers; Education Staff; Family Services Staff	All
Research Type Evidence-based Practice	Source http://www.naeyc.org/publications/reprints			
Reference	Ordonez-Jasis, R., & Ortiz, R. W. (2006). Reading their worlds: Working with diverse families to enhance children’s early literacy development. <i>Young Children</i> , 61(1), 42–48.			
Related Documents				
Comments				

A Relational and Sociocultural Approach in Services to a Mexican Family Across Three Generations

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article summarizes the work of a licensed clinical social worker using a sociocultural and relational perspective with one Mexican family—a three-generational household that includes a teen mother and infant daughter.</p> <p>English For Purchase</p>	Article	Physical Development & Health; Social & Emotional Development	Board & Policy Council; Directors & Managers; Health & Disabilities Staff	EHS
Research Type Evidence-based Practice	Source http://www.zerotothree.org/			
Reference Muñoz, G. R. (2003). A relational and sociocultural approach in services to a Mexican family across three generations. <i>Zero to Three</i> , 23(5), 28–32.				
Related Documents				
Comments Purchase via Zero to Three Bookstore.				

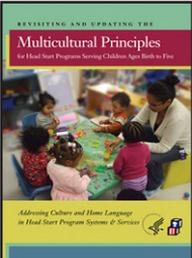
The Relationship Between Language and Culture

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article describes how cultural expectations for children’s learning have an impact on language development and how effective early care and education programs honor cultural beliefs, practices, preferences, and traditions as they nurture the individual abilities and learning needs of each child.</p> <p>English For Purchase</p>	Article	Approaches to Learning; Language Development	Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff	All
Research Type Evidence-based Practice	Source http://www.zerotothree.org/			
Reference Jones, W., & Lorenzo-Hubert, I. (2008). The relationship between language and culture. <i>Zero to Three</i> , 29(1), 11–16.				
Related Documents				
Comments Purchase via Zero to Three Bookstore.				

Responding to Cultural and Linguistic Differences in the Beliefs and Practices of Families with Young Children

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article focuses on families' cultural beliefs, values, and goals around early child care and education. It highlights ways of developing cultural sensitivity to collaborate successfully with diverse families and discusses the implications of families' culture for early childhood teachers and caregivers.</p> <p>English Free</p>	Article		Directors & Managers; Education Staff; Family Services Staff	EHS; HS
Research Type Evidence-based Practice	Source http://www.dds.ca.gov/HealthDevelopment/SARC/RespondingCulturalLinguisticDifference.pdf			
Reference Okagaki, L., & Diamond, K. E. (1997). Responding to cultural and linguistic differences in the beliefs and practices of families with young children. <i>Young Children</i> , 55(3), 74–80. Retrieved from http://www.dds.ca.gov/HealthDevelopment/SARC/RespondingCulturalLinguisticDifference.pdf				
Related Documents				
Comments				

Revisiting and Updating the Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This publication addresses the principles that were developed to guide Head Start/ Early Head Start staff in meeting program goals and to serve as a framework for multicultural programming. It provides Head Start programs with an updated version of the multicultural principles along with a selective review of research conducted since the principles were first published in 1991.</p> <p>English Free</p>	Head Start Publication	All	All	All
Research Type Evidence-based Practice	Source http://eclkc.ohs.acf.hhs.gov/hslc/resources/ECLKC_Bookstore/PDFs/Revisiting%20Multicultural%20Principles%20for%20Head%20Start_English.pdf			
Reference Office of Head Start. (2010). <i>Revisiting and updating the multicultural principles for Head Start programs serving children ages birth to five</i> . Washington, DC: Author. Retrieved from the Early Childhood Learning & Knowledge Center website: http://eclkc.ohs.acf.hhs.gov/hslc/resources/ECLKC_Bookstore/PDFs/Revisiting%20Multicultural%20Principles%20for%20Head%20Start_English.pdf				
Related Documents				
Comments				

Social Justice in Early Childhood Classrooms: What the Research Tells Us

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article discusses culturally relevant teaching, equity pedagogy, and critical pedagogy as potential pathways to supporting and engaging young diverse learners in early childhood environments. Examples of culturally relevant strategies in practice are highlighted.</p> <p>English For Purchase</p>	Article	Social & Emotional Development; Literacy Knowledge & Skills	Board & Policy Council; Directors & Managers; Education & Literacy Managers; Education Staff; T/TA Providers	All
Research Type Evidence-based Practice	Source http://www.mendeley.com/research/social-justice-early-childhood-classrooms-research-tells/			
Reference Hyland, N. E. (2010). Social justice in early childhood classrooms: What the research tells us. <i>Young Children</i> , 65(1), 82–90. Retrieved from http://www.mendeley.com/research/social-justice-early-childhood-classrooms-research-tells/				
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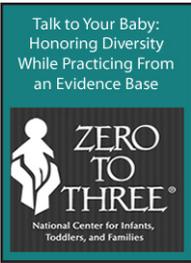
Supporting Native Indian Preschoolers and Their Families: Family-School-Community Partnerships

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article briefly reviews the status of urban indigenous families and discusses the Native Indian Centered Education (NICE) program, an innovative, all-Native-American preschool created to address the achievement gap. The program director, a teacher-practitioner, and a family support specialist provide their perspectives. The article also includes background, research, and resources.</p> <p>English Free</p>	Article	Approaches to Learning; Science Knowledge & Skills; Social Studies Knowledge & Skills	All	All
Research Type Evidence-based Practice	Source http://www.naeyc.org/files/yc/file/201111/McWilliams_Family_-_School_-_Community_Partnerships_Online%201111.pdf			
Reference McWilliams, M. S., Maldonado-Mancebo, T., Szczepaniak, P. S., & Jones, J. (2011). Supporting native Indian preschoolers and their families: Family-school-community partnerships. <i>Young Children</i> , 66(6), 34–41. Retrieved from http://www.naeyc.org/files/yc/file/201111/McWilliams_Family_-_School_-_Community_Partnerships_Online%201111.pdf				
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Comments				

**Taking the Next Step:
Preparing Teachers to Work with Culturally and Linguistically Diverse Children**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article explores how teacher-training programs are preparing teachers to work with young children who are culturally and linguistically diverse. It examines the ways in which many teachers do not believe they are being adequately prepared to teach children from cultural and linguistic backgrounds different from their own and considers the specific skills they need to do so.</p> <p>English Free</p>	Article		Directors & Managers; Education & Literacy Managers; Education Staff; Community Partners; T/TA Providers	All
Research Type Evidence-based Practice	Source http://journal.naeyc.org/btj/200511/DanielFriedmanBTJ1105.pdf			
Reference Daniel, J., & Friedman, S. (2005). Taking the next step: Preparing teachers to work with culturally and linguistically diverse children. <i>Beyond the Journal: Young Children on the Web</i> . Retrieved from http://journal.naeyc.org/btj/200511/DanielFriedmanBTJ1105.pdf				
Related Documents				
Comments This article might be useful to anyone working with HS/EHS staff to help them determine their continuing education choices.				

Talk to Your Baby: Honoring Diversity While Practicing From an Evidence Base

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article describes the role of practitioners as mediators between the culture of research and the cultures of families.</p> <p>English For Purchase</p>	Article		Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; Health & Disabilities Staff	EHS
Research Type Evidence-based Practice	Source http://www.zerotothree.org/			
Reference Van Horn, J. & Segal, P. (2003). Talk to your baby: Honoring diversity while practicing from an evidence base. <i>Zero to Three</i> , 23(5), 33–35.				
Related Documents				
Comments Purchase via Zero to Three Bookstore.				

Talking Across Cultures in Early Intervention: Finding Common Ground to Meet Children’s Communication Needs

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article uses a collectivist-individualist framework to illustrate differences in cultural beliefs, values, and expectations surrounding the role of caregivers and service providers—specifically speech-language pathologists—working with young children. The article highlights how an understanding of the origins of these cultural attitudes can help bridge differences and avoid frustration for caregivers and dissatisfaction among service providers.</p> <p>English Free</p>	Article		Education & Literacy Managers; Family Services Staff; Health & Disabilities Staff; T/TA Providers	All
Research Type Evidence-based Practice	Source http://div14perspectives.asha.org/cgi/reprint/16/3/79			
Reference Peña, E. D., & Fiestas, C. (2009). Talking across cultures in early intervention: Finding common ground to meet children’s communication needs. <i>Perspectives on Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations</i> , 16(3), 79–85. doi:10.1044/cds16.3.79				
Related Documents				
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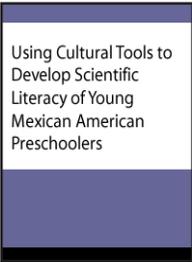
Teaching “Diversity”: A Place to Begin

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article offers guidance on working with families and weaving diversity into the fabric of children’s everyday lives. It suggests ways to talk openly about identity and to help children develop a positive sense of self.</p> <p>English Free</p>	Article	Social & Emotional Development; Social Studies Knowledge & Skills	Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; Health & Disabilities Staff	All
Research Type Evidence-based Practice	Source http://www2.scholastic.com/browse/article.jsp?id=3499			
Reference Gonzalez-Mena, J., & Pulido-Tobiasson, D. (1999, November). Teaching “diversity”: A place to begin. <i>Early Childhood Today</i> . Retrieved from http://www2.scholastic.com/browse/article.jsp?id=3499				
Related Documents				
Comments				

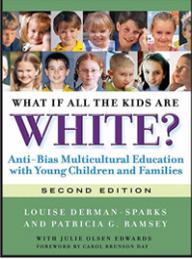
Understanding the Influence of Culture on Caregiving Practices . . . From the Inside Out

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article discusses the influence of culture on caregiving practices in the early childhood classroom. It focuses on the importance of teachers understanding their own culture and on how cultural beliefs can affect the teacher and the environments they create. It highlights the concept of culturally informed teaching and offers strategies for creating environments that welcome children from all backgrounds.</p> <p>English Free</p>	Article		Families; Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; Health & Disabilities Staff	All
<p>Research Type Evidence-based Practice</p>	<p>Source http://www.naeyc.org/files/yc/file/200709/RockingRolling.pdf</p>			
<p>Reference Im, J., Parlakian, R., & Sánchez, S. (2007). Understanding the influence of culture on caregiving practices . . . from the inside out. <i>Young Children</i>, 62(5), 65–66. Retrieved from http://www.naeyc.org/files/yc/file/200709/RockingRolling.pdf</p>				
<p>Related Documents</p>				
<p>Comments</p>				

Using Cultural Tools to Develop Scientific Literacy of Young Mexican American Preschoolers

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article describes strategies for using young children’s home cultural practices, such as gardening and cooking, as a way to interest them in science and develop scientific literacy. The article also discusses how cultural practices at home can be used to help young children build school-readiness skills.</p> <p>English, Spanish For Purchase</p>	Article	Mathematics Knowledge & Skills; Science Knowledge & Skills	Education & Literacy Managers; Education Staff; T/TA Providers	HS; MSHS
<p>Research Type Evidence-based Practice</p>	<p>Source www.informaworld.com/openurl?genre=article&id=doi:10.1080/03004430600851223</p>			
<p>Reference Riojas-Cortez, M., Huerta, M. E., Bustos Flores, B., Perez, B., & Riojas Clark, E. (2008). Using cultural tools to develop scientific literacy of young Mexican American preschoolers. <i>Early Child Development and Care</i>, 178(5), 527–536. doi:10.1080/03004430600851223</p>				
<p>Related Documents</p>				
<p>Comments</p>				

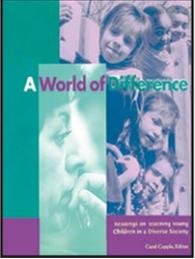
**What If All the Kids Are White?
Anti-Bias Multicultural Education with Young Children and Families (Second Edition)**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This 187-page book explores what white children need and gain from anti-bias and multicultural education. The authors propose seven themes to help young white children resist messages of racism and build identity and skills for thriving in a country and world filled with diverse ways of being.</p> <p>English For Purchase</p>	Book	Social & Emotional Development; Approaches to Learning	Board & Policy Council; Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; Health & Disabilities Staff; Community Partners; T/TA Providers	EHS; HS
<p>Research Type Evidence-based Practice</p>	<p>Source http://www.naeyc.org/store/node/17209</p>			
<p>Reference Derman-Sparks, L., Ramsey, P. G., & Edwards, J. O. (2011). <i>What if all the kids are white? Anti-bias multicultural education with young children and families</i> (2nd ed.). New York: Teachers College Press.</p>				
<p>Related Documents Derman-Sparks, L., & Edwards, J. O. (2010). <i>Anti-bias education for young children and ourselves</i>. Washington, DC: National Association for the Education of Young Children.</p>				
<p>Comments Excerpts from this book are available at the NAEYC website in Related Documents.</p>				

Windows, Bridges and Mirrors: Building Culturally Responsive Early Childhood Classrooms Through the Integration of Literacy and the Arts

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article provides ideas and strategies for incorporating multicultural, culturally responsive literacy and art activities into the early childhood classroom. Examples of a number of activities and ideas for materials are provided.</p> <p>English Free</p>	Article	Literacy Knowledge & Skills	Education & Literacy Managers; Education Staff	All
<p>Research Type Evidence-based Practice</p>	<p>Source http://tl594.pbworks.com/f/1Purnell.pdf</p>			
<p>Reference Purnell, P. G, Ali, P., Begum, N., & Carter, M. (2007). Windows, bridges and mirrors: Building culturally responsive early childhood classrooms through the integration of literacy and the arts. <i>Early Childhood Education</i>, 34(6), 419–425. doi:10.1007/s10643-007-0159-6</p>				
<p>Comments</p>				

A World of Difference: Readings on Teaching Children in a Diverse Society

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This 192-page book contains 22 readings on culturally responsive practices for working with young children and their families. It focuses on building respect and understanding on issues related to diversity, including language, religion, culture, inclusion, socioeconomic status, and more.</p> <p>English For Purchase</p>	<p>Book</p>	<p>Social & Emotional Development</p>	<p>Directors & Managers; Education & Literacy Managers; Education Staff; T/TA Providers</p>	<p>All</p>
<p>Research Type Evidence-based Practice</p>	<p>Source http://www.naeyc.org/store/node/34</p>			
<p>Reference Copple, C. (Ed.). (2003). <i>A world of difference: Readings on teaching young children in a diverse society</i>. Washington, DC: NAEYC.</p>				
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Family and Community Involvement

These resources provide information on practices that support family involvement and encourage community collaboration.

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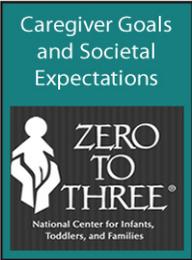
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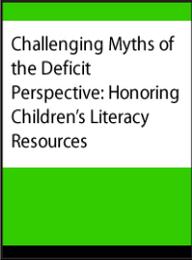
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Caregiver Goals and Societal Expectations

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article discusses how culture informs caregivers' values and traditions and how caregivers guide their children's development. The article specifically explores ways of dealing with tensions that may occur when individual and group assumptions about child development intersect with existing child-rearing practices.</p> <p>English For Purchase</p>	Article		Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; Health & Disabilities Staff; Community Partners	All
Research Type Evidence-based Practice	Source http://www.zerotothree.org/			
Reference Casper, V., Cooper, R., Finn, C.D., & Stott, F. (2003). Caregivers goals and societal expectations. <i>Zero to Three</i> , 23(5), 4–6.				
Related Documents				
Comments Purchase via Zero to Three Bookstore.				

Challenging Myths of the Deficit Perspective: Honoring Children's Literacy Resources

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article describes an approach educators can use to value the unique strengths that diverse children bring to the classroom, based on the idea that communities have “funds of knowledge” that are shared by community members. The article also challenges deficit perspectives that attribute school failures to perceived deficits within children, their families, and their cultures.</p> <p>English For Purchase</p>	Article	Social & Emotional Development; Literacy Knowledge & Skills	Education & Literacy Managers; Education Staff; Family Services Staff; T/TA Providers	All
Research Type Evidence-based Practice	Source http://www.journal.naeyc.org/			
Reference Volk, D., & Long, S. (2005). Challenging myths of the deficit perspective: Honoring children's literacy resources. <i>Young Children</i> , 60(6), 12–19.				
Related Documents				
Comments				

Closing the Gap: Culture and the Promotion of Inclusion in Child Care

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article discusses the importance of professionals understanding the cultural backgrounds of families and how this understanding can support the success of child care centers in providing inclusive care for diverse children with disabilities or challenging behaviors. The article concludes with five recommendations for early childhood professionals.</p> <p>English For Purchase</p>	Article	All	Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; Health & Disabilities Staff; T/TA Providers	All
<p>Research Type Evidence-based Practice</p>	<p>Source http://www.naeyc.org/publications/reprints</p>			
<p>Reference Bradley, J., & Kibera, P. (2006). Closing the gap: Culture and the promotion of inclusion in child care. <i>Young Children</i> 61(1), 34–40.</p>				
<p>Related Documents</p>				
<p>Comments</p>				

Community Collaboration: The Key to Serving All Families (Head Start Bulletin #78)

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This excerpt from <i>Head Start Bulletin, #78</i> summarizes stages in the process of community collaboration with families from diverse backgrounds. The article identifies dialogue with families as the primary vehicle for effective planning and change and describes the strategies that Head Start and other service programs have developed for successfully reaching new immigrant populations.</p> <p>English Free</p>	Head Start Publication	Language Development; English Language Development	Board & Policy Council; Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; Health & Disabilities Staff; Community Partners; T/TA Providers	All
<p>Research Type Evidence-based Practice</p>	<p>Source http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Families-Parent%20Involvement/Family%20Literacy/edudev_art_00024_062105.html</p>			
<p>Reference Sullivan, K. (2005). Community collaboration: The key to serving all families. <i>Head Start Bulletin, #78</i>. Retrieved from the Early Childhood Learning & Knowledge Center website: http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Families-Parent%20Involvement/Family%20Literacy/edudev_art_00024_062105.html</p>				
<p>Related Documents</p>				
<p>Comments</p>				

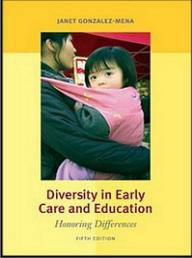
Cultural and Linguistic Competence in Family Supports

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This brief discusses the particular set of challenges experienced by families of a child with a special health care need or developmental disability. It focuses on family support systems and highlights the strong need for cultural and linguistic competence in the delivery of those systems. Examples and policy implications are also discussed.</p> <p>English Free</p>	Brief		Families; Family Services Staff; Health & Disabilities Staff	All
<p>Research Type Evidence-based Practice</p>	<p>Source http://nccc.georgetown.edu/documents/FamilySupports.pdf</p>			
<p>Reference Bronheim, S., Goode, T., & Jones, W. (2006). <i>Cultural and linguistic competence in family supports</i> [Policy Brief]. Washington, DC: National Center for Cultural Competence, Georgetown University Center for Child and Human Development. Retrieved from Georgetown University, Center for Child and Human Development website: http://nccc.georgetown.edu/documents/FamilySupports.pdf</p>				
<p>Related Documents</p>				
<p>Comments</p>				

Cultural Variation in Children’s Observation During a Demonstration

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article describes a study that examined variations among children of different cultural background in their attention and observation during a task. The results of the study suggest that some children’s cultural and maternal experiences have prepared them for the type of observational behavior required in Western schools. The article discusses implications for practice.</p> <p>English For Purchase</p>	Article		Directors & Managers; Education & Literacy Managers; Education Staff; T/TA Providers	HS
<p>Research Type Resource</p>	<p>Source http://jbd.sagepub.com/content/29/4/282</p>			
<p>Reference Mejía-Arauz, R., Rogoff, B., & Paradise, R. (2005). Cultural variation in children’s observation during a demonstration. <i>International Journal of Behavioral Development, 29</i>(4), 282–291. doi:10.1177/01650250544000062</p>				
<p>Related Documents</p>				
<p>Comments</p>				

Diversity in Early Care and Education: Honoring Differences

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>English For Purchase</p>	<p>Book</p>	<p>Social & Emotional Development; Social Studies Knowledge & Skills</p>	<p>Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; Health & Disabilities Staff; Community Partners; T/TA Providers</p>	<p>All</p>
<p>Research Type Evidence-based Practice</p>	<p>Source http://catalogs.mhhe.com/mhhe/viewProductDetails.do?isbn=0073525863</p>			
<p>Reference Gonzalez-Mena, J. (2008). <i>Diversity in early care and education: Honoring differences</i> (5th ed.). New York: McGraw-Hill.</p>				
<p>Related Documents</p>				
<p>Comments</p>				

Empowering Culturally and Linguistically Diverse Children and Families

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>English For Purchase</p>	<p>Article</p>		<p>All</p>	<p>All</p>
<p>Research Type Evidence-based Practice</p>	<p>Source http://journal.naeyc.org/search/item-detail.asp?page=2&docID=3325&sesID=1201930072821</p>			
<p>Reference Kirmani, M. H. (2007). Empowering culturally and linguistically diverse children and families. <i>Young Children</i>, 62(6), 94–98.</p>				
<p>Related Documents</p>				
<p>Comments</p>				

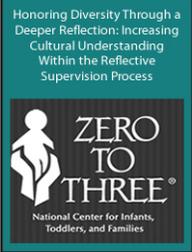
Exploring Cultural Heritage in a Kindergarten Classroom

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article discusses the benefits of cultural exploration and respect through family partnerships in a kindergarten classroom. It includes an example of a parent survey, child-generated interview questions, and brief information about projects built around different cultures in one classroom.</p> <p>English Free</p>	Article	Social & Emotional Development	Directors & Managers; Education & Literacy Managers; Education Staff	HS; AIAN HS; MSHS
<p>Research Type Evidence-based Practice</p>	<p>Source http://www.naeyc.org/files/yc/file/200905/BTJCohen.pdf</p>			
<p>Reference Cohen, L. E. (2009). Exploring culture in a kindergarten classroom. <i>Young Children</i>, 64(3), 72–77. Retrieved from http://www.naeyc.org/files/yc/file/200905/BTJCohen.pdf</p>				
<p>Related Documents</p>				
<p>Comments This article might support teachers in valuing the diversity in their classroom but country studies should not replace efforts to value children’s culture which may not be identical to the customs of their heritage country.</p>				

Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article focuses on the importance of early care providers learning about the culturally connected resources that all families have. The viewpoint stands in sharp contrast to the deficit model, and the authors propose it as a way to connect home and classroom in order to enhance children’s learning and development.</p> <p>English For Purchase</p>	Article	Social & Emotional Development	T/TA Providers	All
<p>Research Type Resource</p>	<p>Source http://www.jstor.org/pss/1476399</p>			
<p>Reference Moll, L., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. <i>Theory into Practice</i>, 31(2), 132–141. Retrieved from http://www.jstor.org/pss/1476399</p>				
<p>Related Documents</p>				
<p>Comments</p>				

Honoring Diversity Through a Deeper Reflection: Increasing Cultural Understanding Within the Reflective Supervision Process

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article examines the many lenses of culture that shape self-understanding and the ways that, in the reflective supervision relationship, the challenges of exploring culture often go unexplored. The article discusses ways to build a deeper understanding of cultural differences, create opportunities for safe discussions regarding these differences, and prepare staff members to openly explore the multifaceted elements of diversity.</p> <p>English For Purchase</p>	Article		Board & Policy Council; Directors & Managers; Education & Literacy Managers; T/TA Providers	All
Research Type Evidence-based Practice	Source http://www.zerotothree.org/			
Reference Stroud, B. (2010). Honoring diversity through a deeper reflection: Increasing cultural understanding within the reflective supervision process. <i>Zero to Three</i> , 31(2), 46–50.				
Related Documents				
Comments Purchase via Zero to Three Bookstore.				

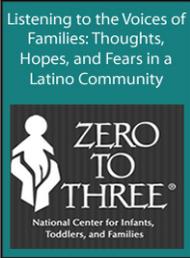
Honoring Family and Culture: Learning from New Zealand

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article describes New Zealand’s Te Whāriki early childhood curriculum framework, which provides a sociocultural context for children’s early learning and emphasizes a learning partnership among teachers, parents, families, and community. Along with interpersonal relationships, Te Whāriki emphasizes the importance of recognizing the diversity of cultures, philosophies, and natural environments throughout New Zealand.</p> <p>English For Purchase</p>	Article	Language Development; Social Studies Knowledge & Skills	All	All
Research Type Evidence-based Practice	Source http://www.naeyc.org/publications/reprints			
Reference Nagel, N. G., & Wells, J. G. (2009). Honoring family and culture: Learning from New Zealand. <i>Young Children</i> , 64(5), 40–44.				
Related Documents For further information about the New Zealand Early Childhood Curriculum, visit the Ministry of Education ECE website: http://www.educate.ece.govt.nz/				
Comments				

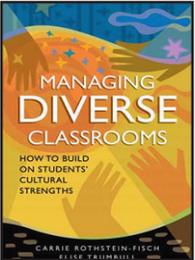
An Investigation of How Culture Shapes Curriculum in Early Care and Education Programs on a Native American Indian Reservation

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This study focuses on how culture affects curriculum and instruction in three tribal programs on the Flathead Reservation. The article discusses two key strategies for defining Native American culture within the context of programs: continuously communicating with families about culturally relevant teaching; and fostering a sense of belonging within the community through ritual and respect for children, families, and community.</p> <p>English For Purchase</p>	Article		Directors & Managers; Education & Literacy Managers; Education Staff; Community Partners; T/TA Providers	AIAN HS
Research Type Resource	Source http://www.springerlink.com/content/j034582028275356/			
Reference Gilliard, J. L., & Moore, R. A. (2007). An investigation of how culture shapes instruction in early care and education programs on a Native American Indian reservation. <i>Early Childhood Education Journal</i> , 34(4), 251–258. doi:10.1007/s10643-006-0136-5				
Related Documents				
Comments				

Listening to the Voices of Families: Thoughts, Hopes, and Fears in a Latino Community

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article discusses Project Hope’s use of structured parent groups to gather a collective narrative of Latino parents. The article summarizes the project’s findings, which provide insight into the parent perspective.</p> <p>English For Purchase</p>	Article		Board & Policy Council; Directors & Managers; Education & Literacy Managers; Family Services Staff; Community Partners	All
Research Type Evidence-based Practice	Source http://www.zerotothree.org/			
Reference Stott, F., & Halpern, R. (2003). Listening to the voices of families: Thoughts, hopes, and fears in a Latino community. <i>Zero to Three</i> , 23(5), 16–21.				
Related Documents				
Comments Purchase via Zero to Three Bookstore.				

Managing Diverse Classrooms: How to Build on Students' Cultural Strengths

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This 196-page book examines classroom organization and management from a cultural perspective. It posits that cultural values and beliefs are at the core of all classroom organization and management decisions—and at the center of students' responses to teacher' strategies and students' own attempts to engage in and influence interactions in the classroom.</p> <p>English For Purchase</p>	Book	Social & Emotional Development; Approaches to Learning; Social Studies Knowledge & Skills	Directors & Managers; Education & Literacy Managers; Education Staff; T/TA Providers	All
<p>Research Type Evidence-based Practice</p>	<p>Source http://www.ascd.org/publications/books/107014.aspx. Excerpts available on Google Books.</p>			
<p>Reference Rothstein-Fisch, C., & Trumbull, E. (2008). <i>Managing diverse classrooms: How to build on students' cultural strengths</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p>				
<p>Related Documents</p>				
<p>Comments While the focus of this book is on school-age classrooms, examples and strategies may be useful for Head Start programs to adapt.</p>				

Meeting Children Where They Are: Culturally Adapted Models of Early Childhood Education

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article focuses on select programs, funded through The Global Fund, that aim to provide culturally relevant and responsive education to young children in developing countries. The article highlights examples from Tanzania, Guatemala, and Thailand; and it provides the principles that guide these programs, along with examples of practice.</p> <p>English For Purchase</p>	Article		Board & Policy Council; Directors & Managers; Education Staff; Community Partners	EHS; HS
<p>Research Type Evidence-based Practice</p>	<p>Source http://www.naeyc.org/store/</p>			
<p>Reference Modica, S., Ajmera, M., & Dunning, V. (2010). Meeting children where they are: Culturally adapted models of early childhood education. <i>Young Children</i>, 65(6), 20–26.</p>				
<p>Related Documents</p>				
<p>Comments</p>				

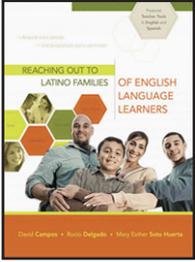
Parental Strategies in Contrasting Cultural Settings: Families in México and “El Norte”

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This 29-page article describes a study of the differences in parenting styles and practices between siblings in México and those living in the United States. The article focuses on a dynamic view of culture and the implications of cultural shifts for diverse children and their families.</p> <p>English, Spanish For Purchase</p>	Article	Social & Emotional Development	T/TA Providers	EHS; HS
<p>Research Type Resource</p>	<p>Source http://www.jstor.org/stable/3196126</p>			
<p>Reference Reese, L. (2002). Parental strategies in contrasting cultural settings: Families in México and “El Norte.” <i>Anthropology and Education Quarterly</i>, 33(1), 30–59.</p>				
<p>Related Documents</p>				
<p>Comments</p>				

Reaching Out to Diverse Populations: What Can Schools Do to Foster Family-School Connections?

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This strategy brief discusses both the importance of and challenges associated with creating family-school connections for diverse communities. It provides many practical considerations for developing partnerships and highlights a number of strategies for creating and maintaining family-school connections, with all strategies based on research and similar projects.</p> <p>English Free</p>	Brief		Families; Education Staff; Family Services Staff	All
<p>Research Type Evidence-based Practice</p>	<p>Source http://cretscmhd.psych.ucla.edu/announcements/research%20and%20reports/rb5-diverse.pdf</p>			
<p>Reference Ferguson, C. (2005). <i>Reaching out to diverse populations: What can schools do to foster family-school connections?</i> Austin, TX: National Center for Family and Community Connections with Schools, Southwest Educational Development Laboratory. Retrieved from http://cretscmhd.psych.ucla.edu/announcements/research and reports/rb5-diverse.pdf</p>				
<p>Related Documents</p>				
<p>Comments</p>				

Reaching Out to Latino Families of English Language Learners

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This 224-page book focuses on strategies to increase the school engagement of Latino families. The chapters are designed to help teachers gain a holistic view of Latino families and their children; to provide insight into the different contexts (home, school, and community) that influence their everyday lives; and to guide understanding of how culture influences learning, communication, and relationship building.</p> <p>English For Purchase</p>	Book		Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; Health & Disabilities Staff	All
<p>Research Type Evidence-based Practice</p>	<p>Source http://shop.ascd.org/Default.aspx?TabId=55&ProductId=25192006.</p>			
<p>Reference Campos, D., Huerta, M. E., & Delgado, R. (2011). <i>Reaching out to Latino families of English language learners</i>. Alexandria, VA: ASCD.</p>				
<p>Related Documents</p>				
<p>Comments Online version available free on Google Books at http://books.google.com/books?id=-45WMP_F2NwC&printsec=frontcover&dq=Reaching+Out+to+Latino+Families+of+English+Language+Learners&hl=en#v=onepage&q&f=false</p>				

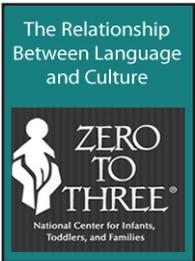
Reading Their Worlds: Working with Diverse Families to Enhance Children’s Early Literacy Development

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article discusses the importance of family involvement in the early education process. It focuses on the need to tap into the wealth of literacy knowledge, information, and skills that all families have. It also highlights different family literacy initiatives and ways that schools can support and foster family involvement.</p> <p>English For Purchase</p>	Article	Language Development; Literacy Knowledge & Skills	Families; Education & Literacy Managers; Education Staff; Family Services Staff	All
<p>Research Type Evidence-based Practice</p>	<p>Source http://www.naeyc.org/publications/reprints</p>			
<p>Reference Ordonez-Jasis, R., & Ortiz, R. W. (2006). Reading their worlds: Working with diverse families to enhance children’s early literacy development. <i>Young Children</i>, 61(1), 42–48.</p>				
<p>Related Documents</p>				
<p>Comments</p>				

A Relational and Sociocultural Approach in Services to a Mexican Family Across Three Generations

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article summarizes the work of a licensed clinical social worker using a sociocultural and relational perspective with one Mexican family—a three-generational household that includes a teen mother and infant daughter.</p> <p>English For Purchase</p>	Article	Physical Development & Health; Social & Emotional Development	Board & Policy Council; Directors & Managers; Health & Disabilities Staff	EHS; MSHS
Research Type Evidence-based Practice	Source http://www.zerotothree.org/			
Reference Muñoz, G. R. (2003). A relational and sociocultural approach in services to a Mexican family across three generations. <i>Zero to Three</i> , 23(5), 28–32.				
Related Documents				
Comments Purchase via Zero to Three Bookstore.				

The Relationship Between Language and Culture

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article describes how cultural expectations for children’s learning have an impact on language development and how effective early care and education programs honor cultural beliefs, practices, preferences, and traditions as they nurture the individual abilities and learning needs of each child.</p> <p>English For Purchase</p>	Article	Approaches to Learning; Language Development	Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff	All
Research Type Evidence-based Practice	Source http://www.zerotothree.org/			
Reference Jones, W., & Lorenzo-Hubert, I. (2008). The relationship between language and culture. <i>Zero to Three</i> , 29(1), 11–16.				
Related Documents				
Comments Purchase via Zero to Three Bookstore.				

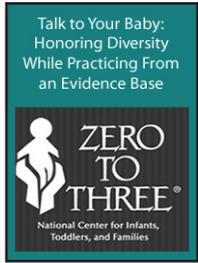
Responding to Cultural and Linguistic Differences in the Beliefs and Practices of Families with Young Children

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article focuses on families' cultural beliefs, values, and goals around early child care and education. It highlights ways of developing cultural sensitivity to collaborate successfully with diverse families and discusses the implications of families' culture for early childhood teachers and caregivers.</p> <p>English Free</p>	Article		Directors & Managers; Education Staff; Family Services Staff	EHS; HS
Research Type Evidence-based Practice	Source http://www.dds.ca.gov/HealthDevelopment/SARC/RespondingCulturalLinguisticDifference.pdf			
Reference Okagaki, L., & Diamond, K. E. (2000). Responding to cultural and linguistic differences in the beliefs and practices of families with young children. <i>Young Children</i> , 55(3), 74–80. Retrieved from http://www.dds.ca.gov/HealthDevelopment/SARC/RespondingCulturalLinguisticDifference.pdf				
Related Documents				
Comments				

Supporting Native Indian Preschoolers and Their Families: Family-School-Community Partnerships

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article briefly reviews the status of urban indigenous families and discusses the Native Indian Centered Education (NICE) program, an innovative, all-Native-American preschool created to address the achievement gap. The program director, a teacher-practitioner, and a family support specialist provide their perspectives. The article also includes background, research, and resources.</p> <p>English Free</p>	Article	Approaches to Learning; Science Knowledge & Skills; Social Studies Knowledge & Skills	All	All
Research Type Evidence-based Practice	Source http://www.naeyc.org/files/yc/file/201111/McWilliams_Family_-_School_-_Community_Partnerships_Online%201111.pdf			
Reference McWilliams, M. S., Maldonado-Mancebo, T., Szczepaniak, P. S., & Jones, J. (2011). Supporting native Indian preschoolers and their families: Family-school-community partnerships. <i>Young Children</i> , 66(6), 34–41. Retrieved from http://www.naeyc.org/files/yc/file/201111/McWilliams_Family_-_School_-_Community_Partnerships_Online%201111.pdf				
Related Documents				
Comment				

Talk to Your Baby: Honoring Diversity While Practicing From an Evidence Base



This article describes the role of practitioners as mediators between the culture of research and the cultures of families.

**English
For Purchase**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
	Article		Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; Health & Disabilities Staff	EHS; MSHS

Research Type
Evidence-based Practice

Source
<http://www.zerotothree.org/>

Reference

Van Horn, J. & Segal, P. (2003). Talk to your baby: Honoring diversity while practicing from an evidence base. *Zero to Three*, 23(5), 33–35.

Related Documents

Comments

Purchase via Zero to Three Bookstore.

Talking Across Cultures in Early Intervention: Finding Common Ground to Meet Children’s Communication Needs



This article uses a collectivist-individualist framework to illustrate differences in cultural beliefs, values, and expectations surrounding the role of caregivers and service providers—specifically speech-language pathologists—working with young children. The article highlights how an understanding of the origins of these cultural attitudes can help bridge differences and avoid frustration for caregivers and dissatisfaction among service providers.

**English
Free**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
	Article		Education & Literacy Managers; Family Services Staff; Health & Disabilities Staff; T/TA Providers	All

Research Type
Evidence-based Practice

Source
<http://div14perspectives.asha.org/cgi/reprint/16/3/79>

Reference

Peña, E. D., & Fiestas, C. (2009). Talking across cultures in early intervention: Finding common ground to meet children’s communication needs. *Perspectives on Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations*, 16(3), 79–85. doi:10.1044/cds16.3.79

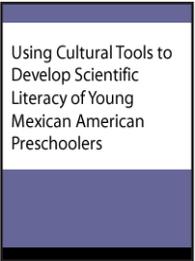
Related Documents

Comments

Teaching “Diversity”: A Place to Begin

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article offers guidance on working with families and weaving diversity into the fabric of children’s everyday lives. It suggests ways to talk openly about identity and to help children develop a positive sense of self.</p> <p>English Free</p>	Article	Social & Emotional Development; Social Studies Knowledge & Skills	Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; Health & Disabilities Staff	All
Research Type Evidence-based Practice	Source http://www2.scholastic.com/browse/article.jsp?id=3499			
Reference Gonzalez-Mena, J., & Pulido-Tobiasson, D. (1999, November). Teaching “diversity”: A place to begin. <i>Early Childhood Today</i> . Retrieved from http://www2.scholastic.com/browse/article.jsp?id=3499				
Related Documents				
Comments				

Using Cultural Tools to Develop Scientific Literacy of Young Mexican American Preschoolers

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article describes strategies for using young children’s home cultural practices, such as gardening and cooking, as a way to interest them in science and develop scientific literacy. The article also discusses how cultural practices at home can be used to help young children build school-readiness skills.</p> <p>English, Spanish For Purchase</p>	Article	Mathematics Knowledge & Skills; Science Knowledge & Skills	Education & Literacy Managers; Education Staff; T/TA Providers	HS; MSHS
Research Type Evidence-based Practice	Source www.informaworld.com/openurl?genre=article&id=doi:10.1080/03004430600851223			
Reference Riojas-Cortez, M., Huerta, M. E., Bustos Flores, B., Perez, B., & Riojas Clark, E. (2008). Using cultural tools to develop scientific literacy of young Mexican American preschoolers. <i>Early Child Development and Care</i> , 178(5), 527–536. doi:10.1080/03004430600851223				
Related Documents				
Comments				

Working with Culturally and Linguistically Diverse Families

	Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
	<p>This report presents strategies supported by the research literature to enhance interactions with families from diverse cultural and linguistic backgrounds. Researchers advise early childhood teachers and service providers to examine a range of strategies, since one approach may not be successful with all groups. As a result, the report presents a variety of strategies.</p> <p>English Free</p>	<p>Paper Report</p>		<p>Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; Health & Disabilities Staff</p>	<p>All</p>
<p>Research Type Evidence-based Practice</p>	<p>Source http://www.eric.ed.gov/PDFS/ED455972.pdf</p>				
<p>Reference Bruns, D. A., & Corso, R. M. (2001, August). <i>Working with culturally and linguistically diverse families</i>. ERIC Digest. Champaign, IL: ERIC Clearinghouse on Elementary and Early Childhood Education. Retrieved from ERIC website: http://www.eric.ed.gov/PDFS/ED455972.pdf</p>					
<p>Related Documents</p>					
<p>Comments</p>					

Program Systems, Policies, and Procedures

These resources provide information to help develop systems, policies, and procedures that support culturally diverse families and children, including young dual-language learners.

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**Joining American Indian Systems of Care:
The Complexities of Culturally Appropriate Practice**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article discusses the Touchpoints Center’s work with American Indian Early Head Start programs, which involved practitioners from various disciplines joining a system of care to provide culturally appropriate services to children at periods of predictable disorganization in their development.</p> <p>English For Purchase</p>	Article		All	EHS; AIAN HS; MSHS
<p>Research Type Evidence-based Practice</p>	<p>Source http://www.zerotothree.org/</p>			
<p>Reference Mayo-Willis, L., & Hornstein, J. (2003). Joining American Indian systems of care: The complexities of culturally appropriate practice. <i>Zero to Three</i>, 23(5), 36–39.</p>				
<p>Related Documents</p>				
<p>Comments Purchase via Zero to Three Bookstore.</p>				

**Listening to the Voices of Families:
Thoughts, Hopes, and Fears in a Latino Community**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article discusses Project Hope’s use of structured parent groups to gather a collective narrative of Latino parents. The article summarizes the project’s findings, which provide insight into the parent perspective.</p> <p>English For Purchase</p>	Article		Board & Policy Council; Directors & Managers; Education & Literacy Managers; Family Services Staff; Community Partners	All
<p>Research Type Evidence-based Practice</p>	<p>Source http://www.zerotothree.org/</p>			
<p>Reference Stott, F., & Halpern, R. (2003). Listening to the voices of families: Thoughts, hopes, and fears in a Latino community. <i>Zero to Three</i>, 23(5), 16–21.</p>				
<p>Related Documents</p>				
<p>Comments Purchase via Zero to Three Bookstore.</p>				

A Posture of Reciprocity: A Practical Approach to Collaboration Between Professionals and Parents of Culturally Diverse Backgrounds

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article discusses the need for professional self-awareness when developing culturally responsive services for families of children with disabilities from culturally diverse backgrounds. The authors describe an approach called “the posture of reciprocity,” which enables professionals to acquire a high level of cultural awareness. The book provides examples to illustrate the application of this approach.</p> <p>English For Purchase</p>	Article		Board & Policy Council; Directors & Managers; T/TA Providers	All
Research Type Evidence-based Practice	Source https://springerlink3.metapress.com/content/t12138054p58w687/resource-secured/?target=fulltext.pdf&sid=ddmqbaqypaqstb1vqkw3m3x&sh=www.springerlink.com			
Reference Kalyanpur, M., & Harry, B. (1997). A posture of reciprocity: A practical approach to collaboration between professionals and parents of culturally diverse backgrounds. <i>Journal of Child and Family Studies</i> , 6(4), 487–509.				
Related Documents				
Comments				

Quality Rating and Improvement Systems for a Multi-Ethnic Society

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This brief discusses the importance of cultural and linguistic responsiveness and antibias programming as aspects of early learning quality. Along with a content analysis of common Quality Rating and Improvement System (QRIS) components and how they include issues of diversity and support for English-language learners, the brief suggests how states can strengthen their QRIS rating components to be more culturally and linguistically competent and relevant.</p> <p>English Free</p>	Brief		Board & Policy Council; Directors & Managers; Education & Literacy Managers; T/TA Providers	EHS; HS
Research Type Evidence-based Practice	Source http://www.buildinitiative.org/files/QRIS-Policy%20Brief.pdf			
Reference Bruner, C., Ray, A., Stover Wright, M., Copeman, A. (n.d.). <i>Quality rating and improving systems for a multi-ethnic society</i> . BUILD. Retrieved from http://www.buildinitiative.org/files/QRIS-Policy%20Brief.pdf				
Related Documents				
Comments				

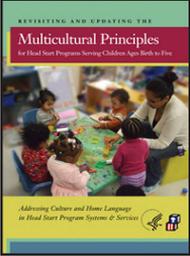
Race Matters

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This toolkit is designed to help decision-makers and advocates realize better results in their work by providing equitable opportunities for all. The toolkit offers approaches to redress unequal opportunities and practical steps to help organizations close opportunity gaps for specific ethnic groups.</p> <p>English Free</p>	<p>Booklet/ Brochure</p>		<p>Board & Policy Council; Directors & Managers; Community Partners; T/TA Providers</p>	<p>All</p>
<p>Research Type Evidence-based Practice</p>	<p>Source http://www.aecf.org/KnowledgeCenter/PublicationsSeries/RaceMatters.aspx</p>			
<p>Reference The Annie E. Casey Foundation. (2006). <i>Race matters</i>. Retrieved from http://www.aecf.org/KnowledgeCenter/PublicationsSeries/RaceMatters.aspx</p>				
<p>Related Documents</p>				
<p>Comments</p>				

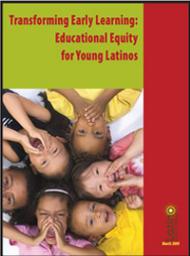
Responsiveness to ALL Children, Families, and Professionals: Integrating Cultural and Linguistic Diversity into Policy and Practice

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This position statement addresses the implications for the policies and practices of programs that strive to be responsive to differences in race, ethnicity, culture, language, religion, education, income, family configuration, geographic location, ability, and other characteristics of children and families.</p> <p>English Free</p>	<p>Paper Report</p>		<p>All</p>	<p>All</p>
<p>Research Type Evidence-based Practice</p>	<p>Source http://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/Position%20Statement_Cultural%20and%20Linguistic%20Diversity_updated_sept2010.pdf</p>			
<p>Reference Division for Early Childhood. (2010). Responsiveness to all children, families, and professionals: Integrating cultural and linguistic diversity into policy and practice. Retrieved from The Division for Early Childhood website: http://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/Position%20Statement_Cultural%20and%20Linguistic%20Diversity_updated_sept2010.pdf</p>				
<p>Related Documents</p>				
<p>Comments</p>				

Revisiting and Updating the Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This publication addresses the principles that were developed to guide Head Start/ Early Head Start staff in meeting program goals and to serve as a framework for multicultural programming. It provides Head Start programs with an updated version of the multicultural principles along with a selective review of research conducted since the principles were first published in 1991.</p> <p>English Free</p>	Head Start Publication	All	All	All
Research Type Evidence-based Practice	Source http://eclkc.ohs.acf.hhs.gov/hslc/resources/ECLKC_Bookstore/PDFs/Revisiting%20Multicultural%20Principles%20for%20Head%20Start_English.pdf			
Reference Office of Head Start. (2010). <i>Revisiting and updating the multicultural principles for Head Start programs serving children ages birth to five</i> . Washington, DC: Author. Retrieved from the Early Childhood Learning & Knowledge Center website: http://eclkc.ohs.acf.hhs.gov/hslc/resources/ECLKC_Bookstore/PDFs/Revisiting%20Multicultural%20Principles%20for%20Head%20Start_English.pdf				
Related Documents				
Comments				

Transforming Early Learning: Educational Equity for Young Latinos

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This report is designed as a tool for policymakers, education program administrators, funders, and others concerned about quality early education for all children in their communities. While its demographics focus on children in Illinois, the report gives an in-depth analysis of key issues related to improving services and includes effective practices from early childhood education providers serving Latino populations.</p> <p>English Free</p>	Paper Report		Board & Policy Council; Directors & Managers; Education & Literacy Managers; Community Partners; T/TA Providers	All
Research Type Evidence-based Practice	Source http://www.latinopolicyforum.org/assets/Transforming%20Early%20Learning%20FINAL.pdf			
Reference Hernandez, R. (2009). <i>Transforming early learning: Educational equity for young Latinos</i> . Chicago, IL: Latino Policy Forum. Retrieved from Latino Policy Forum website: http://www.latinopolicyforum.org/default.aspx				
Related Documents				
Comments				

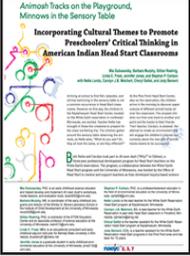
Benefits, Impacts, and Effects

These resources present findings about the benefits, impacts, and effects of various promising practices related to dual language learning, cultural responsiveness, and working with culturally and linguistically diverse children and their families.

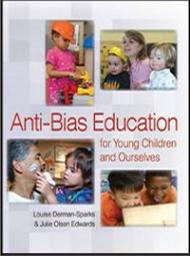
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Animosh Tracks on the Playground, Minnows in the Sensory Table: Incorporating Cultural Themes to Promote Preschoolers' Critical Thinking in American Indian Head Start Classrooms

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article, focused on the Naytahwaush Head Start Center in Minnesota, presents the advantages of teaching a culturally based curriculum and describes how teachers developed culturally based inquiry units. The authors share sample units—ice fishing and animal tracks—to illustrate the types of activities that can be included in a culturally relevant, developmentally appropriate science investigation.</p> <p>English Free</p>	Article	Approaches to Learning; Science Knowledge & Skills; Social Studies Knowledge & Skills	Directors & Managers; Education & Literacy Managers; Education Staff; T/TA Providers	All
Research Type Evidence-based Practice	Source http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/e cd/culture_and_diversity/Incorportaing-cultural-themes.pdf			
Reference Dubosarsky, M., Murphy, B., Roehrig, G., Frost, L. C., Jones, J., & Carlson, S. P. (2011). <i>Animosh tracks on the playground, minnows in the sensory table: Incorporating cultural themes to promote preschoolers' critical thinking in American Indian Head Start classrooms.</i> <i>Young Children</i> , 66(5), 20–29. Retrieved from http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/e cd/culture_and_diversity/Incorportaing-cultural-themes.pdf				
Related Documents Ah Neen Dush website (http://www.cehd.umn.edu/stem/Projects/Ah-Neen-Dush/) includes culturally based inquiry lesson plan templates				
Comments				

Anti-Bias Education for Young Children and Ourselves

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This 166-page book offers practical guidance for confronting and eliminating barriers of prejudice, misinformation, and bias about specific aspects of personal and social identity. It offers tips for helping staff and children respect each other, themselves, and all people.</p> <p>English For Purchase</p>	Book		Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; Health & Disabilities Staff; Community Partners	All
Research Type Evidence-based Practice	Source http://www.naeyc.org/store/node/17122			
Reference Derman-Sparks, L., & Edwards, J. O. (2010). <i>Anti-bias education for young children and ourselves.</i> Washington, DC: National Association for the Education of Young Children.				
Related Documents Derman-Sparks, L., Ramsey, P. G., & Edwards, J. O. (2011). <i>What if all the kids are white? Anti-bias multicultural education with young children and families</i> (2nd ed.). New York: Teachers College Press.				
Comments				

Celebrating Diversity in Early Care and Education Settings: Moving Beyond the Margins

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article explores how the ability to meet the developmental needs of all children in the United States must begin with a willingness to explore assumptions and biases about cultural and experiential contexts different from one's own. The article suggests viewing differences as a source of strength and provides a framework for interpreting cultural differences across ethnic groups.</p> <p>English For Purchase</p>	<p>Article</p>	<p>Social & Emotional Development; Social Studies Knowledge & Skills</p>	<p>Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; Health & Disabilities Staff; T/TA Providers</p>	<p>HS; AIAN HS; MSHS</p>
<p>Research Type Evidence-based Practice</p>	<p>Source http://www.tandfonline.com/doi/abs/10.1080/03004430802466226#preview</p>			
<p>Reference Durand, T.M. (2010). Celebrating diversity in early care and education settings: Moving beyond the margins. <i>Early Child Development and Care, 180</i>(7), 835–848. doi:10.1080/03004430802466226</p>				
<p>Related Documents</p>				
<p>Comments</p>				

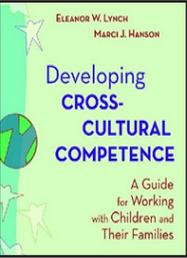
Cultural Ways of Learning: Individual Traits or Repertoires of Practice

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article proposes a cultural-historical approach to studying variations in learning and focuses on the importance of an individual's or group's experience in activities—not their traits. The authors argue against an established assumption that identifies regularities as static and general traits of individuals and attributable to ethnic group membership.</p> <p>English Free</p>	<p>Article</p>	<p>Social & Emotional Development</p>	<p>Board & Policy Council; Directors & Managers; T/TA Providers</p>	<p>All</p>
<p>Research Type Evidence-based Practice</p>	<p>Source http://www.unco.edu/cebs/diversity/pdfs/Cultural%20Ways%20of%20Learning_%20Individual%20Traits%20or%20Repertoires%20of%20Practice_Gutierrez_Rogoff.pdf</p>			
<p>Reference Gutiérrez, K. D., & Rogoff, B. (2003). Cultural ways of learning: Individual traits or repertoires of practice. <i>Educational Researcher, 32</i>(5), 19–25. Retrieved from http://www.unco.edu/cebs/diversity/pdfs/Cultural Ways of Learning_ Individual Traits or Repertoires of PRactice_Gutierrez_Rogoff.pdf</p>				
<p>Related Documents</p>				
<p>Comments</p>				

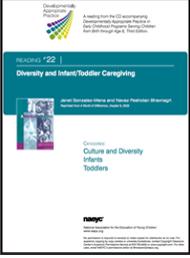
Culturally Responsive Classroom Management: Awareness into Action

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article discusses the application of culturally responsive classroom management practices (CRCM) to diverse classrooms and schools. It details strategies for enacting CRCM, including creating caring, inclusive classrooms and working with families. Cultural expectations that guide teacher behavior are also highlighted.</p> <p>English Free</p>	<p>Article</p>	<p>Social & Emotional Development</p>	<p>Directors & Managers; Education & Literacy Managers; Education Staff; T/TA Providers</p>	<p>All</p>
<p>Research Type Resource</p>	<p>Source http://www.google.com/url?sa=t&source=web&cd=2&ved=0CCQQFjAB&url=http%3A%2F%2Ffaculty.weber.edu%2Fwong%2Fedu3200%2Farticles%2FCulResClassMgt.pdf&ei=6mNSTpSVClfr0gHcxoT1Bg&usq=AFQjCNEBklc_oTmt95gvhg5bgR08b3vGVbW</p>			
<p>Reference Weinstein, C., Curran, M., & Tomlinson-Clarke, S. (2003). Culturally responsive classroom management: Awareness into action. <i>Theory into Practice, 42</i>(4), 269–276. doi:10.1353/tip.2003.0053</p>				
<p>Related Documents</p>				
<p>Comments</p>				

Developing Cross-Cultural Competence: A Guide for Working With Children and Their Families

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This 368-page book provides information on how to work with families and children with disabilities from specific cultural, ethnic, and language groups. It is a primer on cultural competence and provides information about nine different cultures as well as guidance on how to use the information in daily practice within various systems.</p> <p>English For Purchase</p>	<p>Book</p>		<p>Board & Policy Council; Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; Health & Disabilities Staff</p>	<p>All</p>
<p>Research Type Evidence-based Practice</p>	<p>Source http://www.brookespublishing.com/store/books/lynch-71639/index.htm</p>			
<p>Reference Lynch, E. W., & Hanson, M. J. (Eds.). (2011). <i>Developing cross-cultural competence: A guide for working with children and their families</i> (4th ed.). Baltimore, MD: Paul H Brookes.</p>				
<p>Related Documents</p>				
<p>Comments</p>				

Diversity and Infant/Toddler Caregiving

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article focuses on how infant and toddler caregivers and teachers can work to understand and respond to cultural differences in child-rearing and care practices. The article discusses implications for practice.</p> <p>English Free</p>	Article		Families; Education Staff; Family Services Staff	EHS; HS
<p>Research Type Evidence-based Practice</p>	<p>Source http://www.pakeys.org/uploadedContent/Docs/Higher%20Ed/2011%20Conference/LL%20Szczyrek%20Embracing%20Family%20Diversity%20Handouts.pdf</p>			
<p>Reference Gonzalez-Mena, J., & Bhavnagri, N. P. (2000). Diversity and infant/toddler caregiving. <i>Young Children</i>, 55(5), 31–35. Retrieved from http://www.pakeys.org/uploadedContent/Docs/Higher%20Ed/2011%20Conference/LL%20Szczyrek%20Embracing%20Family%20Diversity%20Handouts.pdf</p>				
<p>Related Documents</p>				
<p>Comments</p>				

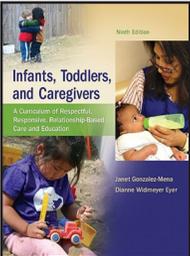
Examining Multicultural Picture Books for the Early Childhood Classroom: Possibilities and Pitfalls

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article discusses the opportunities and challenges involved in selecting multicultural literature for use with young children. To illuminate the issues and problems with certain images of Mexican Americans, the article examines two books featuring Mexican American protagonists, discusses contemporary theories on race, and considers possible actions for early childhood educators and teacher education programs to take in selecting literature.</p> <p>English Free</p>	Article	Social Studies Knowledge & Skills	Directors & Managers; Education & Literacy Managers; Education Staff; T/TA Providers	All
<p>Research Type Evidence-based Practice</p>	<p>Source http://ecrp.uiuc.edu/v3n2/mendoza.html</p>			
<p>Reference Mendoza, J., & Reese, D. (2001). Examining multicultural picture books for the early childhood classroom: Possibilities and pitfalls. <i>Early Childhood Research & Practice</i>, 3(2). Retrieved from http://ecrp.uiuc.edu/v3n2/mendoza.html</p>				
<p>Related Documents</p>				
<p>Comments Online readers are invited to participate in an electronic discussion of the article via a “dialog box.”</p>				

From Rocks to Diamonds: Mining the Riches of Diversity for Our Children

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article discusses the use of the Skilled Dialog approach to help practitioners address cultural differences and to help diverse children and families strengthen and sustain their identities and integrity across environments.</p> <p>English For Purchase</p>	Article		Board & Policy Council; Directors & Managers; Education & Literacy Managers; Education Staff; Family Services Staff; Health & Disabilities Staff; T/TA Providers	All
<p>Research Type Evidence-based Practice</p>	<p>Source http://www.zerotothree.org/</p>			
<p>Reference Barrera, I. (2003). From rocks to diamonds: Mining the riches of diversity for our children. <i>Zero to Three</i>, 23(5), 8–15.</p>				
<p>Related Documents</p>				
<p>Comments Purchase via Zero to Three Bookstore.</p>				

Infants, Toddlers, and Caregivers: A Curriculum of Respectful, Responsive, Relationship-Based Care and Education

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This 370-page book is an introduction to care and education in the first three years of life. The text emphasizes the value of play and exploration and gives careful attention to those caregiving times when relationships grow and an abundance of learning occurs. Throughout the book the authors address issues of cultural awareness and responsiveness.</p> <p>English For Purchase</p>	Book		Board & Policy Council; Directors & Managers; T/TA Providers	All
<p>Research Type Evidence-based Practice</p>	<p>Source http://catalogs.mhhe.com/mhhe/viewProductDetails.do?isbn=0078024358</p>			
<p>Reference Gonzalez-Mena, J., & Eyer, D. W. (2011). <i>Infants, toddlers, and caregivers: A curriculum of respectful, responsive, relationship-based care and education</i> (9th ed.). New York: McGraw-Hill.</p>				
<p>Related Documents</p>				
<p>Comments</p>				

No Child Misunderstood: Enhancing Early Childhood Teachers' Multicultural Responsiveness to the Social Competence of Diverse Children

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article provides early childhood educators with both theoretical and practical understandings of multicultural responsiveness that help them promote social competence as they work with young children from diverse backgrounds. The article highlights several examples and professional development strategies for supporting educators in developing cultural competence.</p> <p>English For Purchase</p>	Article	Social & Emotional Development	Directors & Managers; T/TA Providers	EHS; HS
<p>Research Type Evidence-based Practice</p>	<p>Source http://www.springerlink.com/content/y856p7v830341251/</p>			
<p>Reference Han, H. S., & Thomas, M. S. (2010). No child misunderstood: Enhancing early childhood teachers' multicultural responsiveness to the social competence of diverse children. <i>Early Childhood Education Journal</i>, 37(6), 469–476. doi:10.1007/s10643-009-0369-1</p>				
<p>Related Documents</p>				
<p>Comments</p>				

Race Matters

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This toolkit is designed to help decision-makers and advocates realize better results in their work by providing equitable opportunities for all. The toolkit offers approaches to redress unequal opportunities and practical steps to help organizations close opportunity gaps for specific ethnic groups.</p> <p>English Free</p>	Booklet/ Brochure		Board & Policy Council; Directors & Managers; Community Partners; T/TA Providers	All
<p>Research Type Evidence-based Practice</p>	<p>Source http://www.aecf.org/KnowledgeCenter/PublicationsSeries/RaceMatters.aspx</p>			
<p>Reference The Annie E. Casey Foundation. (2006). <i>Race matters</i>. Retrieved from http://www.aecf.org/KnowledgeCenter/PublicationsSeries/RaceMatters.aspx</p>				
<p>Related Documents</p>				
<p>Comments</p>				

**Taking the Next Step:
Preparing Teachers to Work with Culturally and Linguistically Diverse Children**

Description	Resource Type	HSCDELF Domains	Audience	HS Program Type
 <p>This article explores how teacher-training programs are preparing teachers to work with young children who are culturally and linguistically diverse. It examines the ways in which many teachers do not believe they are being adequately prepared to teach children from cultural and linguistic backgrounds different from their own and considers the specific skills they need to do so.</p> <p>English Free</p>	<p>Article</p>		<p>Directors & Managers; Education & Literacy Managers; Education Staff; Community Partners; T/TA Providers</p>	<p>All</p>
<p>Research Type Evidence-based Practice</p>	<p>Source http://journal.naeyc.org/btj/200511/DanielFriedmanBTJ1105.pdf</p>			
<p>Reference Daniel, J., & Friedman, S. (2005). Taking the next step: Preparing teachers to work with culturally and linguistically diverse children. <i>Beyond the Journal: Young Children on the Web</i>. Retrieved from http://journal.naeyc.org/btj/200511/DanielFriedmanBTJ1105.pdf</p>				
<p>Related Documents</p>				
<p>Comments This article might to useful to anyone working with HS/EHS staff to help them determine their continuing education choices.</p>				

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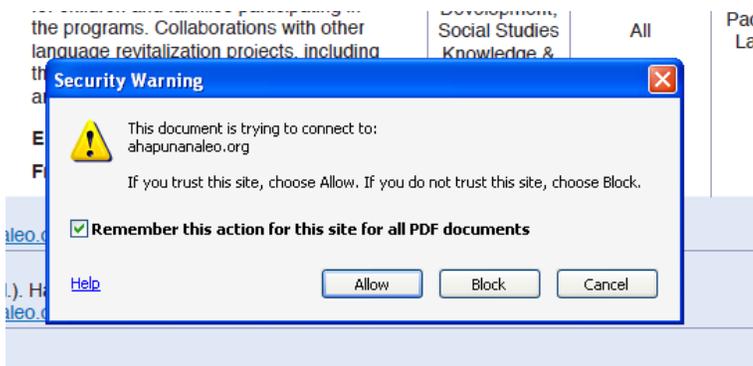
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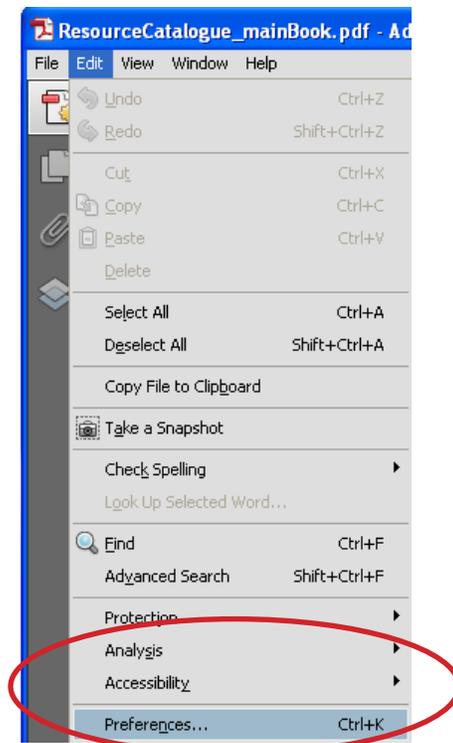
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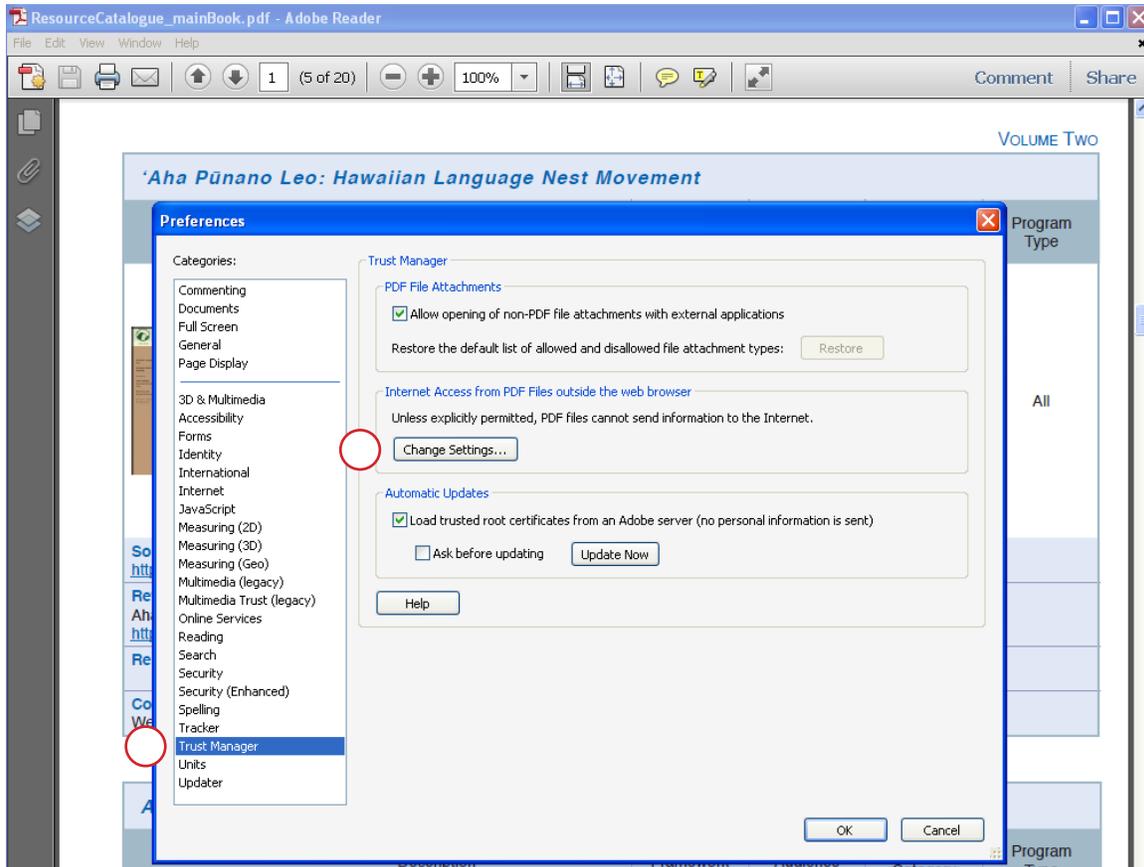
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