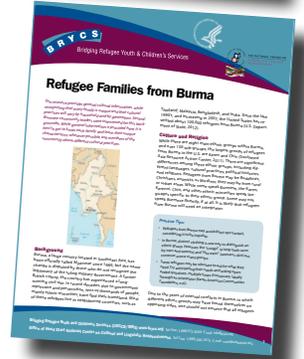
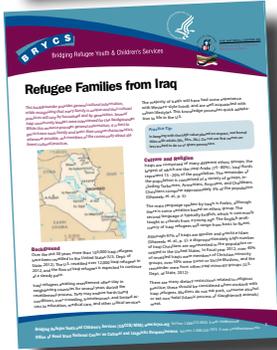
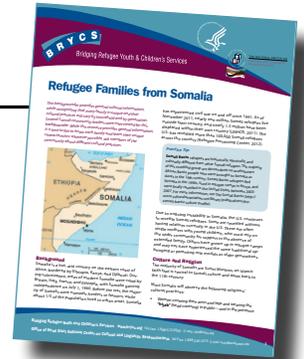


Ways to Use Cultural Backgrounders

Bhutanese Refugee Families, Refugee Families from Burma, Refugee Families from Iraq, and Refugee Families from Somalia

The purpose of the cultural backgrounders is to give Early Head Start/ Head Start (EHS/HS) programs, the early care and education community, and newly hired Refugee Resettlement (RR) case managers information about the cultural context for families seeking refugee status in the US. This series of cultural backgrounders provides broad, general cultural information on the current four largest refugee groups in the United States new to the US. The backgrounders were co-developed and reviewed by refugee families and community leaders from each country. These resources provide basic information to help staff begin discussions, relationships, and partnerships with families and communities. It is always best to get to know each family and learn their individual characteristics, as every family is unique and cultural practices vary by household and by generation.



Process for Engaging Families: *Below are three culturally responsive approaches for engaging families. Instructions for the activities can be found on page 3.*

1 Staff Self-Reflection

- **“Culturally relevant and diverse programming requires learning accurate information about the cultures of different groups and discarding stereotypes.”** (OHS Multicultural Principle #3)
An important step in creating culturally relevant and diverse programming is for staff to develop ongoing cultural awareness and responsiveness. Before reading the cultural backgrounder, staff can participate in self-reflective exercises to become more aware of their own culture and cultural context for learning and development which leads to heightened self-reflection, perspective, and cross-cultural understanding.
- *The Cultural Backgrounder Personal Reflections* handout (see attached) is a sample of what may be used to facilitate conversation amongst staff about their culture and experiences with immigration based on the categories in the cultural backgrounder. During professional development days, staff meetings, or supervision, staff can reflect on their childhood or current culture and compare the two contexts. Staff may explore and discuss ways in which their culture influences beliefs and values, ways of thinking, and interactions with others.

Cultural Backgrounder: Personal Reflections

	Childhood	Current
Background		
Culture and Religion	Sample	
Family and Community	Wanted to ride bike from home to local park with group of kids to play	Constant supervision of my children in neighborhood and have to drive everywhere
Child-rearing and Child Development		
Guidance and Discipline		
School and Education		
Health and Mental Health		
Community Leadership		

2 Team Planning

- Individually or in small groups, staff can select a cultural backgrounder to read. Sections of the cultural backgrounder can be divided among the small groups. After reading the assigned section, staff can brainstorm guiding questions they may ask a family to further their knowledge of that particular family.



Ways to Use Cultural Backgrounders (cont'd)

Cultural Backgrounder: Guiding Questions and Program Planning
 For site planning, consider select one of the following backgrounds: **Grantee Refugee Families**, **Refugee Families**, **Immigrant Families**, **Native Born, Refugee Families from Iraq and Kosovo**, **Refugee Families from Somalia**

Background	Guiding Questions	Implications for Program Planning
Background	Q: What languages are spoken in the home? A: Nepal and Bhutanese	Translated materials in Nepali and Bhutanese
Culture and Religion	Q: Does your child have any food restrictions? A: No beef	Cooking staff memo re: non-beef options
Family and Community	Sample	
Child Bearing and Child Development		
Guidance and Discipline		
School and Education		
Health and Mental Health		
Community Leadership		

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Based on conversations with families, staff can think about and plan how information gathered has implications for program planning. *Cultural Backgrounder: Guiding Questions and Program Planning* form (see attached) can be used to determine which management systems would apply to support responsive programming.

- The staff self-reflection exercise and team planning process can be infused into existing services and Head Start frameworks. For example, it can be a tool in addressing the Parent, Family, and Community Engagement (PFCE) Relationship-Based Competency #2, “Self-Aware and Culturally Responsive Relationships.”

Note: In practice, it is important NOT to sit with families and ask them directly about the aspects of their culture or fill out the form in front of them when beginning the relationship-building process. Over time staff and families can partner in recording and reviewing notes for recordkeeping.

3 Approaches and Resources:

- During interactions with families, it is important to keep the following culturally responsive approaches in mind:
 - Support home language
 - Honor families’ cultures
 - Identify and focus on family strengths
 - Create opportunities to form relationships and learn from families
 - Develop effective systems to support responsive services and programming
- To learn more about refugees, please visit <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/refugee-families/main-refugee-families.html>

Head Start Performance Standards 45 CFR 1304.40 Family partnerships

- (d) Parent involvement — general. (1) In addition to involving parents in program policy-making and operations (see 45 CFR 1304.50), grantee and delegate agencies must provide parent involvement and education activities that are responsive to the ongoing and expressed needs of the parents, both as individuals and as members of a group. Other community agencies should be encouraged to assist in the planning and implementation of such programs.
- (a) Program planning. (1) Grantee and delegate agencies must develop and implement a systematic, ongoing process of program planning that includes consultation with the program’s governing body, policy groups, and program staff, and with other community organizations that serve Early Head Start and Head Start or other low-income families with young children.

Ways to Use Cultural Backgrounder: Personal Reflections Handout

Instructions:

1. Form small groups.
2. Individually think about either your childhood family or your present day family, or both.
3. Fill in your cultural information in the lines provided.
4. If you feel comfortable, share aspects of your culture within your small group.
5. Consider the following questions: (staff are encouraged to design their own program-specific questions).
 - In your small group, what similarities did you notice about each other's culture?
 - How might you use this experience to increase your understanding of and responsiveness to refugee families in your classroom and program?

Cultural Backgrounder: Personal Reflections		
	Childhood	Current
Background		
Culture and Religion	Sample	
Family and Community	Walked or rode bike from home to local park with group of kids to play.	Constant supervision of my children in neighborhood and have to drive everywhere.
Child-Rearing and Child Development		

Cultural Backgrounder: Guiding Questions and Program Planning Handout

Instructions:

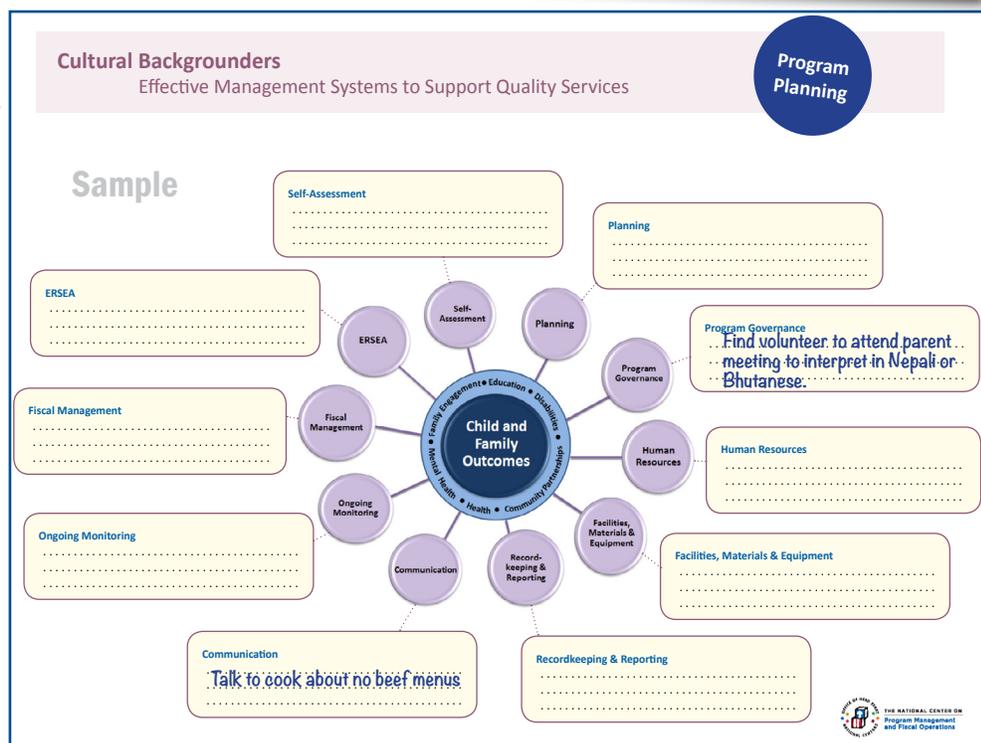
1. Individually or in small groups, select a section or full backgrounder to read.
2. After reading, brainstorm questions you may ask a family to further your knowledge of that particular family. Record questions in "Guiding Questions" column. Note: It is important NOT to sit with families and fill out the form in front of them. After conversations with families, think about and plan how family information has implications for program planning. Record in "Implications for Program Planning" column.

Cultural Backgrounder: Guiding Questions and Program Planning		
For the following exercise select one of the following Backgrounders: <u>Bhutanese Refugee Families</u> , Refugee Families from Burma, Refugee Families from Iraq, and Refugee Families from Somalia		
	Guiding Questions	Implications for Program Planning
Background	Q: What languages are spoken in the home? A: ..Nepali and Bhutanese	Translated materials in Nepali and Bhutanese.
Culture and Religion	Q: Does your child have any food restrictions? A: No beef	Cooking staff memo re: non-beef options
Family and Community	Sample	
Child-Rearing and Child Development		

Cultural Backgrounder Program Systems Handout

Instructions:

1. Review the Head Start Management Systems.
2. Using what was inputted in the "Implications for Program Planning" column, find the system(s) that best corresponds to the family information.
3. Record an action step in the appropriate system to support program implementation.



Cultural Background: Personal Reflections

	Childhood	Current
Background
Culture and Religion
Family and Community
Child-Rearing and Child Development
Guidance and Discipline
School and Education
Health and Mental Health
Community Leadership



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Responsiveness

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Cultural Backgrounder: Guiding Questions and Program Planning

For the following exercise select one of the following Backgrounders: Bhutanese Refugee Families, Refugee Families from Burma, Refugee Families from Iraq, and Refugee Families from Somalia

	Guiding Questions	Implications for Program Planning
Background
Culture and Religion
Family and Community
Child-Rearing and Child Development
Guidance and Discipline
School and Education
Health and Mental Health
Community Leadership



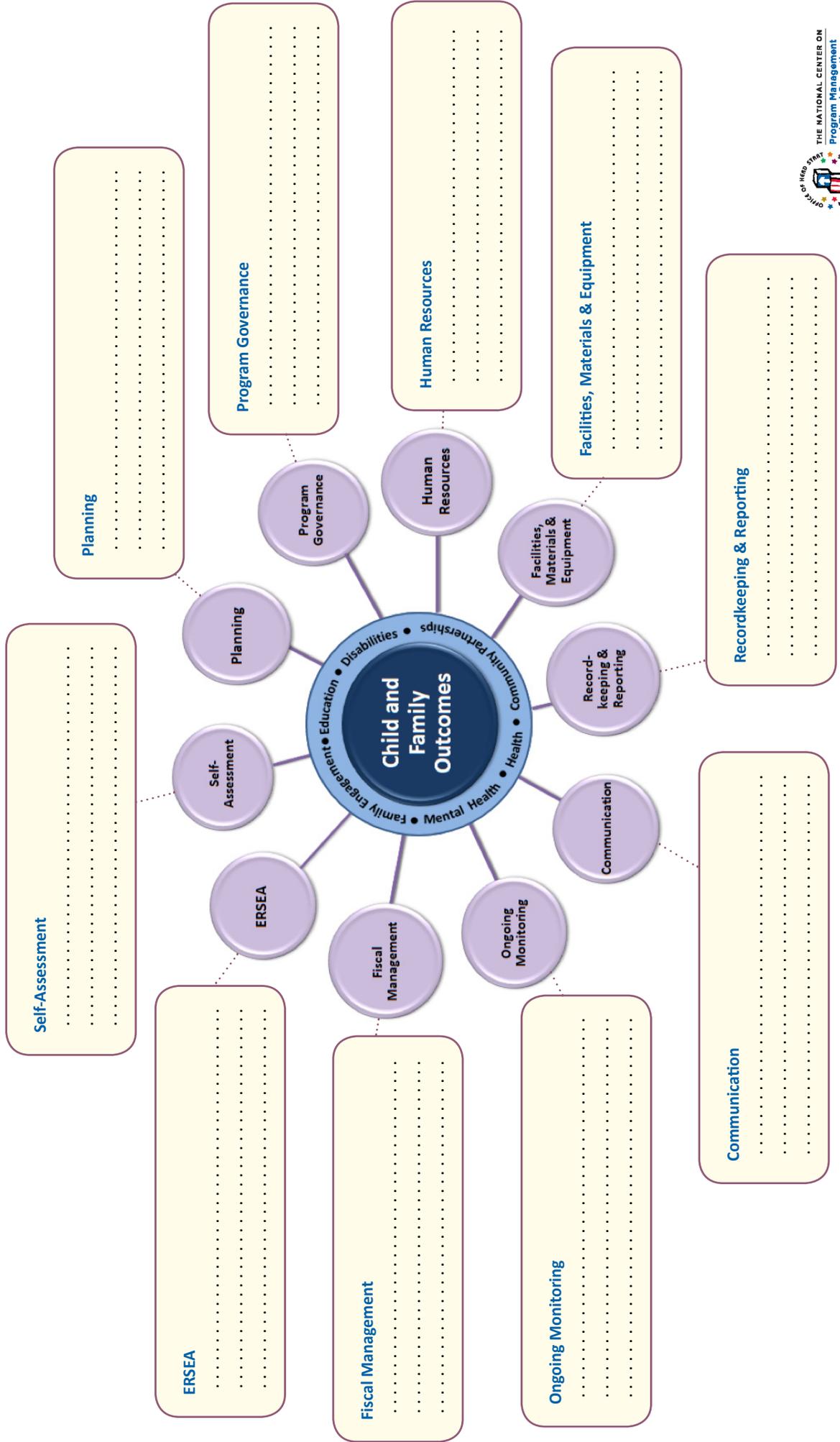
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Cultural Backrounders

Effective Management Systems to Support Quality Services

Program Planning



References

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