



ECE 126: Advancing Equity in Early Childhood – Culturally Responsive Interactions

Course Overview

- Course will take approximately 1.5 (one and a half) hours to complete
- Audience: Early Childhood Professionals

Course Description

This training continues our journey in advancing equity in early childhood and focuses on the topic of culturally responsive interactions for children. This training builds on what was learned in [Advancing Equity in Early Childhood – Awareness and Respect](#). In this training, you will continue to reflect on your own attitudes, beliefs, and biases as you learn strategies to provide positive interactions that support children's development and welcome each child's unique background. Trainees will learn the importance of building a sense of identity and belonging for each child, strategies for positive and emotionally supportive interactions, and how to prevent and respond to negative interactions such as stereotypical or biased thinking. Trainees will continue to engage in self-reflection to consider their own background, culture, knowledge, and biases and will implement an improvement goal relating to interactions. This training is geared towards infant, toddler, preschool, or school-age staff.

An application activity will be required for the completion of the training and will focus on creating a goal to support children through culturally responsive interactions.

Completion of [Advancing Equity in Early Childhood – Awareness and Respect](#) is required before taking this training.

NAEYC Principle

We shall care for and educate children in positive emotional and social environments that are cognitively stimulating and that support each child's culture, language, ethnicity, and family structure. Outcomes

Training Outcomes

- Explain the importance of supporting each child's identity and development through positive interactions that reflect the child's family, background, and culture. Identify how implicit bias can impact your relationship with children and families.
- Describe strategies for supportive interactions and preventing/responding to stereotyping or bias.
- Reflect on current interactions, own background, and biases, and create a plan for future growth.

Workplace Outcome

Participants will provide positive, emotionally supportive interactions that reflect and welcome each child's unique background, prevent and respond to stereotyping or bias, and implement an improvement goal.

Course at a Glance

Lesson	Goals / Materials
Welcome	<ul style="list-style-type: none"> ● Course Overview ● Handouts
Debrief	<ul style="list-style-type: none"> ● Review of Importance of Awareness and Respect
Building a Sense of Identity and Belonging	<ul style="list-style-type: none"> ● Identity and Social Emotional Development ● Importance of Reflecting on Child's Culture, Ethnicity, and Family Structure ● Think Spot
Know Development Regarding Similarities and Differences	<ul style="list-style-type: none"> ● Respect For Children, Families, and Self
Strategies for Positive Interactions with Children	<ul style="list-style-type: none"> ● Welcome Each Child's Culture, Family Structure, and Ethnicity ● Strengths-Based Focus ● Be Interested in Each Child's Life ● Promote Children's Choice and Agency ● Celebrate Similarities and Differences ● Consider Challenging Behavior ● Model Positive Adult Interactions ● Self-Reflection
Preventing Stereotyping and Reducing Bias with Children	<ul style="list-style-type: none"> ● Strategies to Prevent Stereotyping on Bias ● Responding to Stereotyping and Bias ● Program Reflection
Preventing and Responding to Negative Interactions with Adults	<ul style="list-style-type: none"> ● Review Of Strategies to Work with Other Adults
Point Out the Strengths	<ul style="list-style-type: none"> ● Review Of Ways to Point out Strengths
What now?	<ul style="list-style-type: none"> ● Application Activity ● Supporting Culturally Responsive Interactions

Policies and Expectations:

Special Accommodations:

Students who seek special accommodations due to a disability should contact us upon signing up for the course, or discovering the need for accommodations, and we will work to provide appropriate accommodations in a timely manner.

Expectations:

- Take notes and use resources in the course as you complete activities and assignments. Just make sure all work is your own. When using resources to provide answers, put the responses in your own words.
- Do not copy answers from anyone else. If identical responses are found, you may be requested to redo work before being assigned credit for the course.
- All course content and assignments must be completed satisfactorily to receive credit for this training session. You may be asked to provide follow up information or complete assignments again to complete the training session.
- Use the information in the course to grow and increase your professional development.



Verification of completion will be entered into ECE-TRIS within 10 calendar days of successful completion of the training session.

Welcome

During this training you are encouraged to:

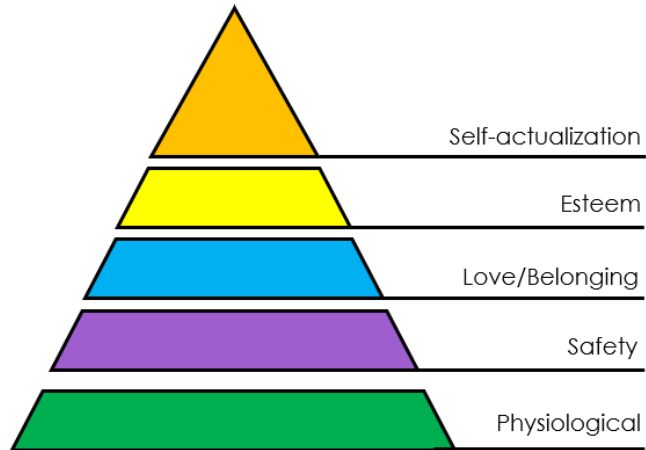
- Be curious and open to learning,
- Suspend judgement,
- Find common ground and note differences, and
- Acknowledge discomfort.

This training focuses on the topic of culturally responsive interactions for children. This training builds on what you have learned in [Advancing Equity in Early Childhood – Awareness and Respect](#). In this training, you will continue to reflect on your own attitudes, beliefs, and biases as you learn strategies to provide positive interactions that support children's development and welcome each child's unique background. This is part of a long and reflective journey and we each have opportunities to build on our strengths, notice areas we can improve, and grow our practice.

Debrief

Implicit Bias – unconscious beliefs and stereotypes that affect our understanding, actions and decisions.

Explicit Bias – conscious beliefs and stereotypes that can affect one's understanding, actions, and decisions.



Unteach Being Colorblind - Acknowledge racial and cultural differences rather than pretending they don't exist.

Be Prepared - Understand that both young children and adults have biases and be prepared with some responses. There may also be situations you need to address as best you can.

Practice Mindfulness - Mindfulness is an awareness of our emotions, surroundings, and thoughts in an accepting and nonjudgmental way. When we react strongly to something, mindfulness can help us better understand why.

Perspective-Taking - Consider a situation from someone else's point of view, by looking at it from their experience.

Raising Self Awareness – Continue to reflect on your own culture, values, biases and interactions.

What was something you learned from module one?

Which strategy has made an impact on you?

What is a strength you see in yourself about how you interact with young children?

Building a Sense of Identity and Belonging

- Offer warmth and affection in the tone of voice, making eye contact when speaking with a child.
- Move to children's level when talking with them. Respond when a child needs help.
- Use gentle, nurturing touch to support each child's individual personality and development.
- Listen with attention and interest to children's communication.
- Use a calm and supportive tone even when redirecting or addressing challenging behavior.
- Respect and name children's feelings, responding to both positive and negative emotions.
- Look for opportunities to spend individual time with each child daily.
- Model prosocial behavior, which is behavior that supports kindness and social skills.
- Notice children's positive behaviors.

What are 5 key phrases you wrote that describe how you see yourself?

Were there standouts on your identity chart that mostly described how others see you?

- [Article: Critical Competencies](#)
- [Video: Building Positive Relationships](#)
- [Video: Culturally Responsive](#)

Know Development Regarding Similarities and Differences

- Children as young as 6 months notice differences in skin color.
- Toddlers at age 2 begin to notice and comment on gender labels.
- 3-year olds notice and ask questions about their own and others' characteristics, such as physical abilities, language spoken, and physical characteristics.
- 4-year olds can show an awareness of family structure differences.

Strategies for Positive Interactions with Children

- Get Comfortable with Your Own Identity
- Check Your Own Biases
- Review Information
- Warm Greetings
- Children's Names
- Home Language
- Practice Mindfulness

Strengths-Based Focus

Example:

Sean, aged 4, loves to paint but is not interested in other fine motor skills such as handwriting. His teacher, Mr. Alan uses Sean's strength and interest in painting to extend his fine motor skills by encouraging him to write his name on his painting: "You can write your name on the

back of your paper before you paint, so we know it is yours. Here is your name card to see what the letters look like. Any marks you make can be your name."

Be Interested in Each Child's Life

Example:

When a child talks about events with their home or family, listen and ask questions.

Example at drop-off:

Emma, age 4: "My Aunt Maria came to visit, and she made us horchata!"

Teacher: "How exciting that your Aunt visited! Tell me more about the horchata."

Promote Children's Choice and Agency

Example:

Bryce, age 8, is encouraged to choose the centers and activities he wants to participate in during his after-school program. He isn't interested in the day's art project and is permitted to choose other activities instead.

Celebrate Similarities and Differences

In the 2-year old classroom, the children are singing "Good morning to You." Mr. Brad shares that his good friend says Good Morning in a different language called Spanish, and says "Buenos días." "How do you say good morning in your family?" he asks.

Consider Challenging Behavior

Example:

Sometimes, children's comments indicate bias where classmates or other groups are being treated unfairly. Calmly respond to negative interactions and bias, even though you may feel angry or uncomfortable.

If a child makes a biased statement, you can:

1. Share perspective of how the bias impacts the other group or makes them feel.
2. Remind the child of the classroom rules and values.
3. Continue the conversation to learn more about the child's thought process and give more information.

In Mr. Brad's preschool classroom, some children began sharing during lunchtime about recent family activities. Sadie, age 4, shared that she lives with her father and they went to the playground. Later that day, David and Mollie are playing in the dramatic play center. When Sadie approaches, Mollie says, "Real families have a mom and a dad. Only people in a real family can come in."

Sadie looks sad but begins to turn away. Mr. Brad overhears and immediately says calmly, "Wait a minute, let's talk about this. When people are told their families aren't real, it could make them sad. In our classroom, we value all different kinds of families, and they are all real. We also have a rule that as long as there are less than 4 children in the dramatic play center (pointing to the number sign), a classmate can come in." Mr. Brad encourages Sadie to return to the dramatic play center, and he stays with the three children for a brief period to facilitate a cooperative play scenario.

Later, Mr. Brad talks some more with Mollie to understand her knowledge and thought processes about families. He decides to use persona dolls to talk about what makes a family during an upcoming group time. He also adds Todd Parr's *The Family Book* to the book center and reads it as a read-aloud.

Model Positive Adult Interactions

Children learn from what we do, not what we say. Using our skills of mindfulness and perspective taking to treat other adults respectfully builds positive adult relationships and helps children learn how to treat others.

Self-Reflection

What is something I am already good at?

What can I start doing or improve on in my current practice?

Was there anything that felt uncomfortable?

What implicit biases might I have?

Preventing Stereotyping and Reducing Bias with Children

[Video: Stereotype Defined](#)

If a child makes a stereotypical statement, you can:

1. Ask questions to expand their understanding.
2. Give information to build knowledge.
3. Share perspective of how the statement makes the other group feel.
4. Remind the child of classroom rules and values if necessary.

If a child makes a biased statement, you can:

1. Share perspective of how the bias impacts the other group or makes them feel.
2. Remind the child of the classroom rules and values.
3. Continue the conversation to learn more about the child's thought process and give more information.

[Video: Program Reflection](#)

Preventing and Responding to Negative Interactions with Adults

For specific situations, you can follow your program procedures and ask your administrator for guidance. But you will use the same strategies you have learned elsewhere in the first two Advancing Equity Modules:

- Practice mindfulness to remain calm and nonjudgmental.
- Acknowledge the statement and share your program's policies and values. "In this program..."
- Encourage perspective taking.
- Listen and remain respectful.
- Point out Strengths

[Video: Discussion About Haircuts](#)

What positive interaction strategies did you notice?

What was a strength you observed in the teacher?

What was a strength you observed in the child?

What now?

[Check out these additional resources for more information and resources.](#)

The goal I will implement to support children through culturally responsive interactions is...

One strength I identified in how I interact with young children is...

One way I can use my strength to help meet my goal is...

My goal will initially be completed by....

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