

Content Resources

ABCs of bridging home and school expectations for children and families of diverse backgrounds

Cheatham, G.A. & Santos, R.M. (2005). *Young Exceptional Children*, 8(3), 3-11.

School success requires teachers', parents' and children's efforts, but may be harder to achieve when children come from culturally and linguistically diverse backgrounds. This article highlights strategies for accepting, building and creating opportunities to better link home and school to support the potential of young children.

Growing Culturally-Responsive Preschool Teachers

A new report on preschool in California from the National Council of La Raza (NCLR) finds that the state must do more to ensure that preschool teachers can effectively meet the needs of Latino children. The issue brief addresses the challenges posed by a growing Hispanic preschool population and a system that is not adequately prepared to help young second language learners thrive academically. While some of the recommendations are California-specific, many would be helpful to any state or program wishing to be responsive to the needs of culturally and linguistically diverse young children. Download at

<http://www.nclr.org/content/publications/detail/29957>

Building culturally & linguistically competent services to support young children, their families and school readiness

Toolkit is the accurate word the author Kathy Hepburn uses to describe this 2004 publication. It was developed to provide guidance, tools and resources to assist communities in building culturally and linguistically competent services, supports, programs and practices related to young children and their families. Each section includes an overview of a key content area (e.g., Learning about Family and Community: Family Culture and Information Gathering); critical questions for communities; key strategies for families, providers and administrators; guides, tip sheets and checklists; promising practices and annotated resources. It's an extensive collection of current and useful information and tools. Download at

<http://www.aecf.org/publications/data/cctoolkit.pdf>

Instructional Resources

Asking the right questions in the right way: Strategies for ethnographic interviewing

Westby, C., Burda, A., & Mehta, Z. (2003). *The ASHA Leader*, pp. 4-5, 16-17.

Ignore the opening! It makes this very useful article sound like it's just for speech-language pathologists and audiologists. In fact this is a succinct primer on the principles of effective question-asking. Clear examples convey the results that different types of questions are likely to yield. Ideas in this article can support your students in learning to feel confident and capable in conversations with culturally and linguistically diverse families. Download at

<http://www.asha.org/about/publications/leader-online/archives/2003/q2/f030429b.htm>

Understanding Prejudice <http://www.understandingprejudice.org/>

The Understanding Prejudice web site has rich resources to use in teaching and training. Clicking on the "Teachers Corner" link will take you to two sections for higher education faculty (Tips, Syllabi, Activities, and Assignments and Springboards for Discussion). Together they include teaching tips, sample syllabi, classroom activities and student assignments. Resources for use in elementary and secondary settings are included on the same web page.

Questions? Comments? Suggestions for future care packages?

Please don't hesitate to be in touch.

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