Crosswalks Care Package

Content and instructional resources for providers of professional development related to culture, language, diversity, and responsive practices

October 2010

News and Updates

Feb 28 - Mar 1, 2011

Beyond the Sidelines: Let's Get to Work – Leadership for Equity & Excellence Forum, Phoenix, AZ

The Forum will focus on strategies for reducing achievement disparities, addressing disproportionality in special education, developing school-family partnerships, strengthening district and school leadership, and more. Go to http://www.equityallianceatasu.org/ea/conference/overview for details.

May 2 – 5, 2011

Third Conference of the International Society on Early Intervention, New York City, NY

The conference will be held in conjunction with the YAI/National Institute for People with Disabilities Conference. Visit http://depts.washington.edu/isei/ISEI_3rd_conf.html for details.

Content Resources

Early Education Programs and Children of Immigrants: Learning Each Other's Language

The Center for Law and Social Policy and the Urban Institute has compiled the above-named paper to discuss state and local solutions to improving access for immigrant families. The document includes specific strategies and collaborations used by providers, policymakers, and immigrant-serving organizations. Children from immigrant families are the fastest growing group of children in the United States. While many immigrant families face numerous barriers to accessing high-quality child care and early education for their young children, these barriers are not insurmountable, say authors Hannah Matthews and Danielle Ewen. To access the full document, go to **http://www.urban.org/UploadedPDF/412205-early-education.pdf**. A summary is available at **http://www.urban.org/url.cfm?ID=412205&renderforprint=1**

New Resource for Using Head Start Multicultural Principles

The Office of Head Start has released a document, updating their ten multicultural principles and providing resources, including research summaries and best practices, to help programs translate these concepts into action.
http://eclkc.ohs.acf.hhs.gov/hslc/resources/ECLKC_Bookstore/Multicultural%20Principles%20for%20Head%20Start%20Programs.htm

Cultural Influences on Early Language and Literacy Teaching Practices

Children learn to communicate in the context of their home culture. Beginning at birth, children use their home language and culturally accepted communication styles to connect with others in a meaningful way, forming the secure relationships that are so intrinsic to healthy development. For the early childhood teacher, it is important to establish supportive, respectful relationships as well—with both families and children. These connections help teachers learn more about the strengths, needs, and culture of every child in their care. This classic article by Rebecca Parlakian and Sylvia Y. Sánchez offers strategies for creating richly diverse and welcoming environments, remaining aware of their own cultural beliefs (and biases), and identifying a variety of teaching strategies to share the magic of print and language.
http://main.zerotothree.org/site/DocServer/ZTT27-1_Parlakian.pdf?docID=11661

Multilingualism

- The advantages that multilinguals exhibit over monolinguals are not restricted to linguistic knowledge only, but extend outside the area of language. The substantial long-lived cognitive, social, personal, academic, and professional benefits of enrichment bilingual contexts have been well documented. Supporting research is provided in an article by Michał B. Paradowski, which is available at **http://www.multilingualliving.com/2010/05/01/the-benefits-of-multilingualism/**.

- The Multilingual Living website offers short texts that aim to clarify the misconceptions that associate multilingualism with disorders. Each topic offers a brief introduction to common questions, and includes an evidence source, which either marks watershed findings or otherwise addresses points which are perhaps less known within research on multilingualism. To view them, go to **http://www.multilingualliving.com/2010/08/23/multilingualism-disorders-are-there-any-disorders-which-are-caused-by-bilingualism/**.

Diversity Readings

The National Center for Children in Poverty has produced a list of key readings that can help support workforce and leadership development, accreditation and quality improvement, learning standards and child assessments, and other practices.

- For a short list of resources on recent research on how children develop concepts see Romero, M. (2010). *Key readings on children's development of social inclusion and respect for diversity.* New York: National Center for Children in Poverty, Columbia University Mailman School of Public Health.
  http://nccp.org/publications/pub_949.html
- For a more exhaustive list of publications see Romero, M. (2010). *An annotated bibliography on policy levers to promote social inclusion and respect for diversity in early childhood.* New York: National Center for Children in Poverty, Columbia University Mailman School of Public Health. **http://nccp.org/publications/pub_955.html**

Instructional Resources

The First Person Diagnosed with Autism
This article from *the Atlantic* chronicles the life of the first person diagnosed with autism.
http://www.theatlantic.com/magazine/print/2010/10/autism-8217-s-first-child/8227

> ***Application:*** *Ask students/participants/staff members to use read this article. Discuss the opportunities for inclusion in Donald Gray Triplett's historical and current life. In what ways did he have access to learning and experiences? Opportunities to fully participate? In what ways did he benefit from systemic supports? (NOTE: Access, participation, and supports are the defining features of quality inclusion as described in DEC/NAEYC's Joint Position Statement on Inclusion. This document is available online at* **http://community.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion/***).*

New Data Shows More Children Living in Poverty
On September 16, 2010, the U.S. Census Bureau released *Income, Poverty and Health Insurance Coverage in the United States: 2009*, which shows that the child poverty rate increased from 19 percent to almost 21 in 2009 and suggesting that more babies than ever before were born into poor families. The number and percentage of children living in deep poverty also increased. Research links poverty with a number of negative outcomes for children, including lower academic achievement, higher school drop-out rates, and increased health, behavioral, and emotional problems. The report is available at **http://www.census.gov/hhes/www/poverty/data/incpovhlth/2009/index.html**.

> ***Application:*** *Ask students/participants/staff members to reflect on what they know about children in their community who are living in poverty. What community resources help support children and families who are living in poverty? What instructional strategies and supports can help children living in poverty to achieve their full potential?*

- Find additional resources and measures related to diversity, and previous Care Packages, at the Crosswalks website   **http://www.fpg.unc.edu/~scpp/crosswalks/**

- To learn more about resources, measures, and professional development related to increasing the emphasis on diversity in preservice coursework, practica, and program practices, please contact Camille Catlett at (919) 966-6635 or **camille.catlett@unc.edu**.