Objectives

- Outline some major dimensions on which families may differ
- Describe importance of diversity informed practice
- Discuss processes for communicating with and supporting families
- Identify the components of respectful, reflective practice

Getting Acquainted

United States Population

- TOTAL Population 313,915,000
  - White 78.1%
  - Non-Hispanic 63.4%
  - Hispanic/Latino (any race) 16.7%
  - African American/Black 13.1%
  - Asian 5.0%
  - American Indian/Alaska Native 1.2%
  - Hawaiian/Pacific Islander 0.2%
  - Two or more races (9 million) 2.3%

North Carolina Population

- TOTAL population (2012) 9,755,000
  - White 72.1%
  - Non-Latino/Hispanic 65.0%
  - African American/Black 22.0%
  - Hispanic/Latino 8.6%
  - Asian 2.3%
  - American Indian/Alaska Native 1.5%
  - Hawaiian/Pacific Islander 0.1%
  - Two or more races 1.9%

California Population

- TOTAL population (2012) 38,100,000
  - White 74.0%
  - Non-Latino/Hispanic 39.7%
  - Hispanic/Latino 38.1%
  - Asian 13.6%
  - African American/Black 6.6%
  - American Indian/Alaska Native 1.7%
  - Hawaiian/Pacific Islander 0.5%
  - Two or more races 3.6%
**Recent Population Shifts**
- Growth last decade-1/2 is Hispanic
  - Hispanic population grew by 43%
- Foreign Born
  - US: 12.8%
  - CA: 27.2%
- Language other than English in home
  - US: 20.3%
  - CA: 43.2%

**Exposure to Multiple Risks**
United States & North Carolina
National Center for Childhood Poverty (nccp.org)

**Poverty**
United States & North Carolina
National Center for Childhood Poverty (nccp.org)

**Concept of Diversity**
- Socioeconomic Status
  - 15% of population
  - 24% of children living in poverty
- Education
- Immigration History & Status
- Spirituality/Religion
- Geography/Region
- Family Structure/Constellation
  - 1 in 4 families single parents

**Early Intervention Issues**
- Attitudes about Early Intervention
- EI Service Delivery Methods/Strategies
  - Family & Professional Participation & Roles
  - Health/healing/treatment options
- Service Practitioners & Agents
- Styles of Interaction & Communication

**Getting Further Acquainted**
- Taking a Cultural Journey
Your Family

- Family Background
- Practice or Event
- Proverb

Appreciating Diversity

- Values & Beliefs
- Communication & Interaction Styles
- Attitudes about Health/Education and Seeking Help
- Historical & Social Background

Values & Beliefs Continua

- Extended networks vs. Small units
- Interdependence vs. Individuality
- Child nurturance vs. Independence
- Respect for tradition vs. Youth, future
- Ownership broad vs. Individual
- Harmony/balance vs. Control/change
  [Fate vs. Master of own future]

Clinical Example/Dilemma

Let’s Hear from You

- Example of potential “diversity” conflict in your practice.
- What did you do to prevent or solve the issue?
- What supports or resources were useful to you?

Communication & Interaction Continua

- Formality vs. Informality
- Indirectness vs. Directness/open
- Suppression vs. Expression of emotions
- Patience/Modesty vs. Assertiveness
- Personal interaction vs. Time dominates
  [Time is given vs. Time is measured]
Clinical Example/Dilemma

Let’s Hear from You
- Example of potential “diversity” conflict in your practice.
- What did you do to prevent or solve the issue?
- What supports or resources were useful to you?

Attitudes about Disability/EI
- Views about disability
- Views of causation
- Willingness to seek help/intervention
- Who are help providers

Clinical Example/Dilemma

Let’s Hear from You
- Example of potential “diversity” conflict in your practice.
- What did you do to prevent or solve the issue?
- What supports or resources were useful to you?

Historical & Social Background
- Immigration Status
- Acculturation
- Diversity within the Family & Group
- Socioeconomic Status
- History of Discrimination
**Implications for EI/ECSE**
- Services reflect family’s concerns, comfort, preferences, and languages
- Respectful and reflective practice: Experience with families
- Power Issues: Enable families & service providers to feel comfortable & effective

**Implications for EI/ECSE**
- Materials, information, & media reflect diversity
- Increased diversity & knowledge among service providers
- Roles = Two-way street
- Recognition of diversity within groups

**Components of Respectful, Reflective Practice**
- Values Clarification/Self-Awareness
- Gathering Information
- Family Priorities, Values, Routines, Communication Styles
  - Orientation to issues like child rearing
  - Differences in developmental milestones
  - Who cares for, decides about child
- Reflective Practice with Families

**Selected Readings & Resources**
- National Center for Cultural Competence
  [http://www11.georgetown.edu/research/gucchd/nccc/index.html](http://www11.georgetown.edu/research/gucchd/nccc/index.html)

**References:**