

Transcript

Family Child Care – Culturally Responsive Care Video

[Text appears: Culturally Responsive Care – Family Child Care. Crystal Coleman serves as the host for this topic.]

Crystal: Next, we'll talk about culturally responsive care for infants and toddlers.

[Crystal appears on screen. She is seated in a home setting.]

Crystal: At the heart of the Program for Infant Toddler Care is a commitment to care for infants and toddlers that respects the diverse cultures, lifestyles, preferences and needs of the children and families served. An important part of meeting children's needs for consistency and security, is to recognize, respect and support the children's connections to their families' cultures. Culturally responsive care has to do with how a child is cared for, not necessarily cultural holidays or artifacts. How an infant is held, fed, spoken to, played with, these interactions and routines are the heart of care that is culturally responsive. Consistency of care between home and child care, always important for the very young, becomes even more so when the infant or toddler is cared for in the context of cultural practices different from those of the child's family.

[Text briefly appears: Learning about the infant's culture.]

[Renee Underwood - Family Child Care Provider. Renee is seated in a home setting.]

Renee: When a child is attempting to be admitted to our child care, we have an extensive interview process where we try and get to know as much as possible about the home life, the intricate things that the parent does to put the child to sleep, their eating habits, their way of interacting with the child and much of what they do at home. If there's a specific culture that is represented. And so we talk about those things so that we can continue to integrate all that the child needs. Sometimes, many times, it's food. It's a great connector because many cultures have different types of food and most children will enjoy two or three very specific items. And so there have been times when I have asked the family for recipes, how to cook it, how to prepare it, or if they want to come in and share it. There was one instance where one of the children was from Ethiopia and she loved plantains and I had no idea how to pick a plantain or how to cook it the right way. I was very interested, so I picked them up at the grocery and the parent showed me how, over the phone, and I cooked it and the kids were enlightened...they enjoyed it. And the little girl was just she was just so happy that her friends were eating the same things that she eats at home. And she would talk about how her mom cooked it and prepared it and served it. So those types of things we try and do with every child...a special dish...a special prep. And then throughout the environment, we have to reflect who the children are.

[Text briefly appears: Supporting each child's home language and cultural community.]

[Adriana Castillo - Family Child Care Provider. Adriana is seated in a family child care setting. She is speaking Spanish. English subtitles appear on screen.]

Adriana: The family, this child was, he's going to be two years old now and he came from France and I remember that they are so simple words that you can connect with them. And they started to bring the word to say "good morning." "*Bonjour*," I think that's how you say it and I would say it to the child and they had this natural way of expressing themselves. He would say, "Oh yeah, my dad tells me it's '*buenos días*' too." And the father would put it where they signed in and when they would leave, they would say goodbye, the child would say, "*Adios Adriana*". Then he said when he came the next day, "Oh, I already know three languages." He said, "Look, I already know English, I know Spanish, and I know French." And I said, "Yes, right? You already speak more languages than I do! I only have two." I told him, "You already beat me." But it's part of how we do. It's something very simple, how to integrate those languages, because they want to know more about us, right?

[A family child care provider reads a book to a group of young children in a family child care setting. The children are seated on the floor in a semi-circle.]

[Eva Maria Shivers - Early Childhood Cultural and Linguistics Specialist. Eva is sitting in a conference room. Learning materials from the Program for Infant/Toddler Care can be seen on the tables behind her. As she speaks, short video clips play that display cultural responsiveness in action. A toddler hands a doll to a child care provider. On a shelf, two sets of play people dolls are shown. The dolls include people from multiple ethnic backgrounds, some dressed as fire fighters, cooks, police, doctors, adults, and children. Several children's book libraries are shown. Each library displays books in different languages.]

Eva: Another way to think about the environment is to think about what does a child experience when they're in that environment. Do they see reflections of themselves and have people in their community and in their families? Do they see books and come into contact with books? Books are really key feature of promoting culturally responsive care.

Provider: (reading) "Buenas noches, vaquitas. Buenas noches lamparitas".

Eva: One important way to really understand it, culturally responsive care, is to look at routines. So something like sleep routines. So talking to families about what they do to help their child soothe, to help their child go to sleep, is a really important way we can provide culturally responsive care.

[A child care provider sits on the floor with a toddler in her lap. The two read a book together. The child flips through the book as the provider reads. The child flips to the last page of the book. The provide leans down to read the last line of the book to the child.]

Provider: (reading) "Buenas noches. Good night"

[Adriana is speaking Spanish. English subtitles appear on screen.]

Adriana: One of the examples of supporting cultural responsiveness as we call it, because a family had a way of creating a, it was like a ritual, something they did at home and this mom told me, "our son and we do this in the morning and at night, when we are together," I could bring a little picture of this person, that they had such a connection with, and I told her, "Tell me more..." Then she told us more about it. She said she even played music and there was a little blanket they brought too. So I offered him a little corner of his cubby. I told her, "You can put it here and see how your son can make that connection both at my home and at your house." And yes, we provide it here, and that child, during the day when he was playing, he would go and approach that little space that we had created for him so

that he would feel more comfortable and he connected what he had already learned at his home and that we also had it here with us In my home. And it was a very, very good connection with them.

[Text briefly appears: Culturally responsive care is a collaborative process.]

[Pyrena Tang - Family Child Care Provider. As Pryena speaks, video plays of Pyrena and her husband serving lunch to children in their family child care home. One child names the food being served, and Pyrena responds affirmatively. In the next clip, Pyrena appears seated in a conference room. She is speaking Cantonese. English subtitles appear on screen.]

Pyrena: The children we are looking after now, come from different backgrounds. They speak different languages and are from different cultures.

[Pyrena is sitting with the children as they eat lunch. She is holding a book up and speaks to the children inaudibly. She is animated as she speaks. She opens the book and begins reading. Her husband kneels down next to a child and moves his sippy cup into his line of sight. The children are fully engaged as they begin eating.]

[Pyrena can be heard reading to the children in Cantonese].

Pyrena: They have a lot of differences. I think the thing that is important, the most important thing, is respect. It is because nowadays we are all from different backgrounds. We come from different cultures.

[Adriana is speaking Spanish. English subtitles appear on screen.]

Adriana: When I introduce my own language, which is Spanish, one of the families that came to seek care for the first time, she came here because she wanted to meet me, right? That's when she asked me, "Tell me more about yourself," when she wasn't interested in my portfolio. So I told her that, because she said, "And you speak Spanish to the children?" I said, "Look, I have a Spanish accent. I know basic English, that doesn't mean I know English 100%, and therefore, I use a lot of Spanish." And then she says, "It's exciting because my child is going to know what it is really to have a second language." Because her child uses only English. So that part where I tell them about my accent, that I speak Spanish, many of the families that are in my program came because of that, because they say, "I want my child to know that it is a second language." Most of them are very strong in the dominant language, which is English, and at the same time they are so grateful to say, "My child already knows how to say *zapatos, agua, manos*." So they are grateful that they are learning. Families are also learning the second language along with their children. Very simple, very basic words.

[Text appears on screen:

PITC would like to thank the following programs for their thoughtful contributions to this video series:

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- *The Sandbox Daycare, Richmond*

The PITC logo animates into position.]

Narrator: PITC, the Program for Infant Toddler Care, a collaboration of the California Department of Education and WestEd.

[The California Department of Education (CDE) logo and the WestEd logo appear.]

Narrator: Brought to you by the California Department of Education and WestEd.