



CULTURAL DIVERSITY IN CHILDCARE



As educators, we need to support all children in their development and awareness of cultural differences. Educators need the empathy, understanding and skills to help children achieve a positive sense of themselves and of others. Our role is to protect and value all children in the classroom, foster empathy, and provide accurate information about difference to enable children to think critically about and challenge bias. Child care providers will have to opportunity to reflect on their own feelings of diversity.



Applying New Knowledge:
Learning & Transfer

Child Care Training Consultants, LLC

Accredited by International Association for Continuing Education and Training (IACET)

Cultural Diversity in Childcare

Theresa Vadala, Ed. D

Child Care Training Consultants, LLC

Las Vegas, Nevada 89139



Applying New Knowledge:
Learning & Transfer

Child Care Training Consultants, LLC

Accredited by International Association for Continuing Education and Training (IACET)

CULTURAL DIVERSITY IN CHILDCARE



As educators, we need to support all children in their development and awareness of cultural differences. Educators need the empathy, understanding and skills to help children achieve a positive sense of themselves and of others. Our role is to protect and value all children in the classroom, foster empathy, and provide accurate information about difference to enable children to think critically about and challenge bias. Child care providers will have to opportunity to reflect on their own feelings of diversity.

Dr. Theresa Vadala

All rights reserved. No part of this manual may be photocopied or reproduced in any form without written permission from the publisher. Moreover, no part of this publication can be stored in a retrieval system, transmitted by any means, recorded or otherwise, without written permission from the publisher.

Limits of Liability and Disclaimer of Warranty

The contents of this training “**Cultural Diversity in Childcare**” is for Educational Purposes Only. While every precaution has been taken in preparing this manual, including research, development, and testing, the Author assumes no responsibility for errors or omissions. No liability is assumed by the Author for damages resulting in the use of this information.



Title: NV CKA2.D Cultural Diversity in Child Care CKA2 : Positive Interaction and Guidance	3 Hours	0.3 CEUs
---	----------------	-----------------



Dr. Theresa Vadala
(Instructor & Curriculum Designer)





**Thank you for choosing
Child Care Training Consultants, LLC.,
for your CDA Training Needs!**

Learning Assessment

Read the material provided, take the 5-10 quiz questions and
complete the training evaluation at the end of the course.

Participants must receive 100% on individual courses to obtain a certificate of
completion.

Questions?

We are happy to help.

Support Services:

Please contact us 24/7 at

childcaretrainingconsultants1@gmail.com

Business # 702.837.2434



Child Care Training Consultants LLC., Goal

The goal is to empower educators as they take Child Development Associate (CDA) courses to make a powerful difference in the lives of young children!

Mission Statement

"Child Care Training Consultants, LLC's is committed to provide research-based professional growth and development training courses primarily focused on the Child Development Associate. The CDA is the nation's premier credential that is transferable, valid, competency-based and nationally recognized in all 50 states, territories, the District of Columbia, community colleges and the United State Military.

Vision

Child Care Training Consultants, LLC's vision is to provide the early childhood community with courses based on CDA competency standards to obtain their CDA Credential and assist in reaching their goal as an exceptional early childhood educator to ultimately achieve higher child outcomes.



About the Instructor

Theresa has over 30 years experience in the field of Early Childhood Education. During that time, she served as a Preschool Teacher, Disabilities Coordinator, Program Facilitator, and Director of an Early Childcare Program. She has a Doctoral Degree in Educational Leadership with Specialization in Curriculum and Instructional Design. Theresa is a Professional Growth & Development Trainer and Curriculum Designer and offers web-based courses internationally. She is the Executive Director/Owner of of the training organization Child Care Training Consultants, LLC., (CCTC).

Business Description

Child Care Training Consultants, LLC. (CCTC) is an accredited provider (AP) with the International Association for Continuing Education and Training (IACET) that provides Continuing Education Units (CEU) for adult education nationally. The business is also a recognized training organization with the Council for Professional Recognition, Child Development Associate Council (CDA), National Credentialing Program.



Cultural Diversity in Childcare

“To be able to develop understanding of others you have to know who you are, overcome biases you have learned about other groups and have a highly developed sense of empathy and justice”

-Louise Denman Sparks (2001)

Course Objectives & Outcomes:

Participants will be able to identify methods to support all children in their development and awareness of cultural differences by..

- Explaining the contents of policies on diversity in their center and designing an outline on Diversity Policies and procedures.
- Interpret meaning of terminology and give examples of how terms are use in daily teaching practices through large group discussion.
- Assess own values and attitudes by answering a series of questions in a small group setting.
- Identify simply words in various languages to connect with students' diverse languages by playing a game on words in different languages.

Learning Outcomes:

- Identifying the contents of policies on diversity in their center.
- Identify a method to assess their own values and attitudes by answering a series of questions to use with their staff.
- Identify 3-5 simply words in various languages to connect with students' diverse languages by playing a game on words in different languages with their staff.



AGENDA

- I. What is Culture?**
- II. Diversity and Equality in the Classroom**
- III. Understanding Terminology**
- IV. Why Explore Knowledge and Attitudes**
- V. Supporting Children**
- VI. Responding to Incidents**
- VII. Benefits of Inclusion**
- VIII. Laws, Rights & Regulations**
- Review**

I. What is Culture?

Culture refers to the cumulative deposit of knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and material objects and possessions acquired by a group of people in the course of generations through individual and group striving.

- Culture is the systems of knowledge shared by a relatively large group of people.
- Culture is communication, communication is culture.
- Culture in its broadest sense is cultivated behavior; that is the totality of a person's learned, accumulated experience which is socially transmitted, or more briefly, behavior through social learning.
- A culture is a way of life of a group of people--the behaviors, beliefs, values, and symbols that they accept, generally without thinking about them, and that are passed along by communication and imitation from one generation to the next.
- Culture is symbolic communication. Some of its symbols include a group's skills, knowledge, attitudes, values, and motives.
- Culture is a collective programming of the mind that distinguishes the members of one group or category of people from another.

I. What is Culture?

Some communities may be very accepting of people of different races, genders, sexual orientations and national origins.

- The community calendar may be filled with festivals and events that include community members from different races and national origins.
- The local library may provide informational seminars and research materials for citizens born in other countries.
- There might be multiple sports options for citizens of both genders and all ages.
- The agenda of the city staff, local businesses and religious organizations may promote a wide variety of exciting shopping, educational and religious experiences.

Does Culture Affect Personality

- **Affects a person's characteristics**
- **Learn what is expected of us**
- **Act out accordingly**
- **Effects the way we perceive the world**

Culture is one of many factors to influences a person's character/personality. Through Culture we learn what is expected of us and act accordingly. The way we perceive the world can be effected by the lens our culture naturally views it by

Exercise 1.1 Addressing Cultural Differences

11

Time: 10 minutes (Activity to engage staff)

Objective: Learners will be able to explain how issues could arise in the workplace and the differing values workers can have.

Directions: Answer the following questions to gather a better understanding of different cultures. There are no right or wrong answers.

Note: Do not answer any questions you are uncomfortable with in your group.

Addressing Cultural Differences

How do you address the following?

- Children's role and responsibilities in the family
- How families talk to children
- Child's attachment and separation from family member
- Gender identity
- Expected developmental milestones
- Discipline
- How families show affection
- Diet and mealtime routines
- Toilet training
- Acceptance of, meaning of, and response to crying
- Dress and hair care
- Illness and remedies
- Sleep pattern and bedtime routines

Exercise 1.2 My Personality Tree

Time: 15 minutes (Activity to engage staff)

Objectives: Learners will write about how their culture affects personality and develop a self-awareness among team members.

Directions:

- The tree parts each have a meaning
- Draw a *Personality Tree* using the components of the tree
- Write in the tree parts addressing the following statements

My Personality Tree Parts & Statements

roots = my life influences and beliefs

trunk = my life structure and particularly aspects that are quite firm and fixed

branches = my relationships and connections, directions, interests, how they spend time

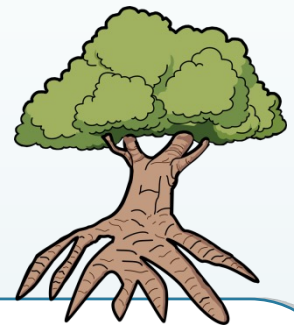
leaves = information and knowledge

buds = my ideas and hopes for the future, and their potential

fruit = my achievements

flowers = what makes me special, my strengths

thorns = challenges, threats and difficulties



Draw a Personality Tree

Reflection on the Personality Tree

Reflect on how each section of the tree brought out your personality traits.

What trait was the most difficult to write about? Easiest?

Did you come across any challenges that you were not aware of?

What area can you work on?

Did you learn anything new about your team mates?

II. Diversity and Equality in your Classroom

“The inclusion of diversity, equality and participation are essential to human dignity and to the enjoyment and exercise of human rights. Within the field of education this is reflected in the development of strategies that seek to bring about a genuine equalization of opportunity”

The Salamanca World Statement (UNESCO 1999)

To learn how to embrace diversity effectively, we must look at the ways we view difference in our own thinking and how this influences our childcare practices. Diversity holds the potential to be a rich source of vital learning for our children. Before we can achieve this aim, we as educators need to explore our own attitudes and practices to ensure each child will have an inclusive and equitable experience. This is essential if we are to build a childcare system that truly nurtures all of its children. As educators, it is important for us to reflect on and review practices regularly and to recognize that, first and foremost, the task is to nurture and cherish all children.

Policies on Diversity and Equality

Educators have a duty **NOT** to discriminate on..

- Gender
- Marital Status
- Family Status
- Sexual Orientation
- Religious Beliefs
- Age
- Disability
- Race



Policies on Diversity and Equality

Written policies provide:

- Clarity on diversity and inclusion
- Support to managers, staff, children, and their families
- Ensures practice is inclusive and fair
- Discriminatory incidents are appropriately addressed

Having a written policy on diversity and equality sets the context for the implementation of procedures and for high quality practice. It gives clarity and support to managers, staff, children and their families and is essential to ensuring that your practice is inclusive and fair and that discriminatory incidents will be appropriately addressed.

III. Understanding Terminology

- Stereotype
- Prejudice
- Discrimination
- Values
- Privilege



Stereotype: are generalizations about a group of people whereby we attribute a defined set of characteristics to this group. Can you think of examples?

Prejudice: an adverse judgment or opinion formed beforehand or without knowledge of the facts. Can you think of examples?

Discrimination: unfair treatment of a person or group on the basis of prejudice. Can you think of examples?

Values: beliefs of a person or social group in which they have an emotional investment. Can you think of examples?

Privilege: a special right, advantage, or immunity granted or available only to a particular person or group of people.

Stereotype

Positive

- All Latinos dance well
- All Blacks/African American are great basketball players
- All Asians are smart
- All whites are successful

Negative

- Girls are not good at sports
- All guys are messy
- All teenagers are rebels
- All Christians are homophobic

Exercise 1.3 Stereotypes Labeling Activity

Time: 15 minutes

Objective: Participants will demonstrate how stereotypes affect the self-perception and behavior of the person who is stereotyped.

Directions: Write a stereotypical attribute on an adhesive label and stick the label on the participant's back (not visible to participant). Take 15 minutes to talk about future goals as you circulate around the room. When talking with others, treat them according to what their label reads. (i.e. someone labeled "forgetful" might be repeatedly reminded of instructions.

Labeling Exercise Reflection

Describe how did you felt during the exercise, how you were treated by others, and how this treatment affected you.

Was the label what you guessed, or were you surprised by it?

When people stereotyped you, were you able to disregard it?

Did you try to disprove the stereotype? If so, did it work?

How did you feel toward the person who was stereotyping you?

If your attribute was positive (e.g., "good at math"), how did you feel?

When stereotyping others, how easy was it to find confirming evidence?

When stereotyping others, how did you react to disconfirming evidence?

Exercise 1.4 Understanding Prejudice through Paper Plate Portraits

Time: 15

Objectives: Learners will brainstorm about the types of judgments people might make without getting to know someone.

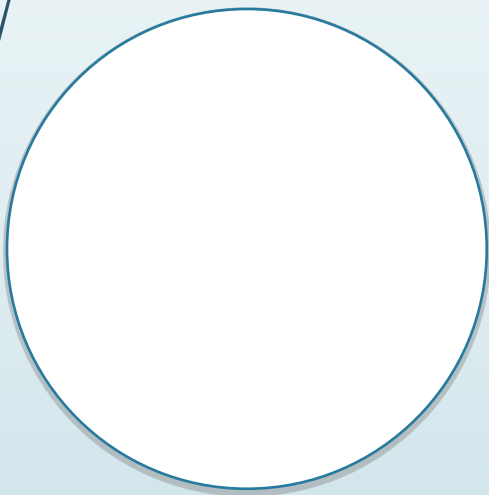
Directions: Learners will draw their face on the outside or “bump” of the plate. They will then write a few words or phrases that they think someone might assume about them.

On the inside or “crater” of the plate, students color in a heart and write words or phrases that describe their character/personality—who they really are.

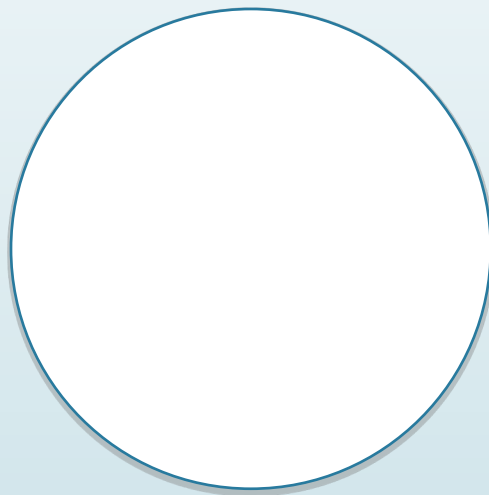
Begin brainstorming about the types of judgments people might make without getting to know someone. Ask, “What is something someone might think about you just from looking at you?” I usually model with an example about myself. Younger children often mention judgments based on gender, age, size or clothing. My students have said, “Some people might see I’m a girl and think my favorite color is pink,” and “People might think that just because I’m a kid, I don’t know a lot.” Older students may mention stereotypes based on race, ethnicity, religion, class or sexual orientation. Chart students’ responses, writing the broader categories on the board, such as “gender” and “age.”

Understanding Prejudice through Paper Plate Portraits

FRONT



BACK



Reflection on Paper Plate Portraits

When finished, take a short “gallery walk” to admire the collective work of the class.

Reflect on the exercise and answer the following questions as:

- What did you discover? _____
- Were you surprised by anything? _____
- Did you make any connections between your plate and a classmate's? _____
- How did this exercise help you understand the meaning of prejudice?

- What can we do if we notice or experience prejudice?

- How can we try to stop it from happening? _____

Exercise 1.5 Discrimination Questions

Discuss ways you discriminate against others without knowing. Chart your responses.

What are some ways people in your race or ethnicity discriminate against other minorities?

Exercise 1.6 Core Values Assessment

Activity to engage staff

Objective: Learners will be able to identify their core values that are formed by life experiences, culture, codes of conduct and family.

Directions: Think about your core values. Select 3 core values from the list provided. You may include additional core values if not listed. Answer the following questions.

Core Values

Core values are the fundamental beliefs of a person or organization. ... Core values can help people to know what is right from wrong. Select 3 core values.

- Peace
- Wealth
- Happiness
- Success
- Friendship
- Fame
- Authenticity
- Power
- Influence
- Justice
- Integrity
- Joy
- Love
- Recognition
- Family
- Truth
- Wisdom
- Status
- Other _____

Reflection on Core Values

- people? How am I practicing, promoting, and living these values?
- What is challenging about practicing, promoting, and living these values?
- What can I do to really practice and live these values when it's difficult?
- What individual agreements am I making to bring my core values to my team?
- What individual agreements am I making to practice these values so that I create a safe space for our young

Values change over time in response to changing life experiences. Recognizing these changes and understanding how they affect one's actions and behaviors is the goal of the values clarification process. Values clarification will not tell you what your values should be, it simply provides the means to discover what your values are.

Exercise 1.7 Privilege Walk

Time: 30 minutes (Activity to engage staff)

Objective: Participants will learn to recognize how power and privilege can affect our lives even when we are not aware it is happening.

Directions: The facilitator will read a series of questions. Participants will take one step forward or backward according to their response to the question. Participants will have a time of reflection after the exercise.

Note: This exercise is typically done with a large group. For online learners you may use the template from your handout to do this exercise.

Privilege Walk

STEP -2	STEP -1	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8	STEP 9	STEP 10	STEP 11	STEP 12	STEP 13	STEP 14	STEP 15
— —	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —

When taking a step forward or backward, draw a line across or back according to your response to the *privilege's* questions provided. Begin at step 1.

Privilege Walk Questions

- If English is your first language **take one step forward**.
- If you have been divorced or impacted by divorce **take one step backward**.
- If you came from a supportive family environment take **one step forward**.
- If you have completed high school **take one step forward**.
- If you were able to complete college **take one step forward**.
- If you are a citizen of the United States **take one step forward**.
- If you took out loans for your education **take one step backward**.
- If you attended private school **take one step forward**.
- If you have parents who belong to a country club **take three steps forward**.
- If you are a white male **take one step forward**.
- If there have been times in your life when you skipped a meal because there was no food in the house **take one step backward**.
- If you have visible or invisible disabilities **take one step backward**.
- If you attended (grade) school with people you felt were like yourself take one step forward.
- If you grew up in an urban setting **take one step backward**.
- If your family had health insurance **take one step forward**.
- If you speak English as a second language, **take two steps backward**.
- If you are over 55 **take one step backward**.
- If you have been the victim of physical violence based on your gender, ethnicity, age or sexual orientation **take one step backward**.
- If you have ever felt passed over for an employment position based on your gender, ethnicity, age or sexual orientation **take one step backward**.
- If you were born in the United States **take one step forward**.

Privilege Walk Reflection

When all the statements have been read, process the exercise by reflecting on the following questions:

- What step did you reach?
- What do you think about where you find yourself at the end of this list of privileges?
- Are you surprised at where you are?
- How does it feel to be in front? In the middle? In back?
- Did you come to any new realizations?
- If so, which one had the most impact?

IV. Why Explore Values and Attitudes?

- Children as young as 3 can display negative comments and ideas about differences
- Children pick up messages from adult behavior
- The institutions in our society (i.e. the education system, religion and the media) have a strong influence on how our attitudes and values are formed

Children are growing up in a diverse society. Research suggests they are aware of ethnic, 'racial', gender, language and physical differences at three to four years and sometimes earlier.

They notice differences and similarities as part of their natural developmental process and assimilate positive and negative, spoken, and unspoken messages about difference. These influences are part of the child's development of self-identity and self esteem.

Your Role...

- Reflect on your own attitudes and values and how they influence children
- Personal attitudes and values affect all aspects of your teaching
- Expectations about the way children:
 - Learn or behave
 - How successful they are likely to become
 - How families live their lives
- Continue questions and reviewing your process
- Learn from mistakes

Educators play a vital part in supporting children in their day to day lives and in helping children become productive, responsible citizens. We, as educators, should explore our own attitudes in relation to diversity and equality, recognizing that we impart attitudinal information to children and understanding the ways this can happen. Only then can we develop the awareness, insights and skills to implement an inclusive diversity and equality program with the objective of ensuring all children and their families are protected from discrimination and encouraged to express themselves.

Exercise 1.8 Can I....

Time: 5 minutes (Activity to engage staff)

Objective: Learners will answer key questions to help undertake an in-depth exploration of their own values and attitudes.

Directions: Answer the following questions and write your responses in the space provided in the handout.

Can I...

Answer the following questions. Use your handout to respond to the following questions.

CAN I...

- be comfortable sharing feelings and experiences about discrimination?
- examine/discuss objectively my own ethnicity and culture?
- identify unfair and untrue images, comments and behaviors made about people from other backgrounds?
- identify and empathize with those affected by discrimination and racism?
- recognize, acknowledge and understand influences on children's attitudes and values from home, the childcare setting, community, media and the world?
- recognize and explore any misinformation, stereotypes, prejudices I have learned?

Knowing yourself

- Be conscious of our own culture, attitudes and values and how they influence practice
- Be comfortable with differences, engage effectively with families
- Critically think about bias and discrimination
- Confidently engage in dialogue around issues of bias and discrimination

Exploring your Values

We are all influenced in varying degrees by the values of our family, culture, religion, education and social group. Knowing your own values can help you work effectively with clients, resolve conflicts and support the organization's philosophy of care appropriately. Wherever our values come from they make us the unique person we are today!

Race

Gender

Religion

Culture

Language

Exploring your values

We are all influenced in varying degrees by the values of our family, culture, religion, education and social group. Knowing your own values can help you work effectively with clients, resolve conflicts and support the organization's philosophy of care appropriately. Wherever our values come from they make us the unique person we are today! Answer the following and then think about what it tells you about yourself, where your values have come from and how people with different backgrounds and life experiences would answer these questions. There are no right or wrong answers—just answer honestly and be willing to explore and reflect upon your own values.

Race

- With what race do I identify?
- Do I know people from a different race to me?
- Do I believe people from different races should live together?
- What would life be like if my skin color was different?
- What do I think about marriages and relationships between people from different races?

Gender

- How many friends do I have from the opposite sex?
- If I was a different gender how might life be different?

Religion

What is my religion? Do I believe in it?

What is my family's religion?

Are most people in my community from this religion?

How does my religion influence my life?

Culture

What culture do I identify with?

What do I like and dislike about my culture and traditions?

What other cultures interest me?

Do I like learning about them?

Why?

Language

What is my first language?

What other languages do I speak?

Who should decide what language people should speak?

What did this activity tell you about your values?

Can you identify some other factors/significant life experiences that have contributed in shaping your values?

The aim of this activity is to make you aware of issues that could arise in the workplace and the differing values workers can have. There are no right or wrong answers, so when completing this activity try to be as honest as you can.

Reflection

What did this exercise tell you about your values?

Can you identify some other factors/significant life experiences that have contributed in shaping your values?

Why have you decided to become a worker in the field of Education?

How do you think your values will guide your actions as a worker in the field of education?

V. Supporting Children

1. Support children's identity and sense of belonging
2. Support children to become comfortable with difference
3. Foster each child's critical thinking about differences
4. Empower children to stand up for themselves and others in the face of bias

We need to support all children in their development. Educators need the empathy, understanding and skills to help children achieve a positive sense of themselves and of others. Our role: to protect and value all children in the classroom, foster empathy, and provide accurate information about difference to enable children to think critically about and challenge bias.

The **first step** is to help children develop a strong sense of who they are at individual and group identity levels. Along with personal awareness, children can build a comfortable and confident identity based on the multiple groups to which they belong without feeling superior or inferior to anybody else or any other group.

The **second step** aims to foster empathy and comfort with differences among all children. Educators can guide young children to learn respectfully about differences. Even the very young can discover others may have the same feelings as they do, despite having a different lifestyle, language, religion, social class, family, or physical appearance. We can support children's emotional development, appreciating that diversity makes life richer, and we can enhance their ability to communicate, cooperate and collaborate across differences.

The **third step** helps adults and children become critical thinkers about differences, giving them the skills to identify what images and behaviors are fair and unfair. Children and adults need to understand why names, images, certain phrases and behaviors are unkind, untrue and unfair. They also should begin to learn skills to resist biases and stereotypes that can influence them.

The **fourth step** helps children begin to understand fairness and unfairness. They need the tools to stand up against injustice. Discrimination is a reality and children benefit from growing up prepared to deal with it. By learning to express their feelings to other children when they or someone else has been hurt, children gain the skills to support others. Educators play a vital role in enabling children to protect themselves.

VI. Responding to Incidents

- Make it a rule that exclusion or name calling is not acceptable and discuss this with the children in a sensitive and un-authoritative manner
- Do not ignore hurtful words or behavior!
- Determine the real reasons for the conflict or exclusion
- Equally support the child who was the target of discrimination and the child who was discriminatory and help both verbalize feelings respectfully and appropriately
- Intervention should be immediate and will need to be followed up with both children
- Use puppets or dolls to demonstrate a situation of name-calling or exclusion and ask the children about the feelings involved

Educators should recognize bias or discrimination as it is happening, and know how to respond sensitively and appropriately, (e.g. when a child makes a statement or asks a question that reveals bias or when a child teases or excludes another child). Research shows that children can know exactly when to use derogatory terms to hurt another child. Educators also need to be able to work with and challenge discriminatory issues with adults. When a child says something hurtful to another child that refers to difference, intervene immediately and remind him/her of the rule. Children may call other children names that have racist connotations without fully understanding what they are saying.

Children need to be helped to recognize what is happening and learn that it is equally unacceptable for them to be a target or to target others. If fear or prejudice is the underlying reason, try to learn more about the child's bias and make a long term plan to address the issue.

VII. Benefits of Inclusion

- Benefits to children
- Benefits to early childhood education providers
- Benefits to families

Researchers have described the many benefits to inclusion for young children and to inclusion for school age children and youth.

Benefits to children

- Young people are not segregated. The negative effects of labeling and lack of familiarity are decreased.
- Young and school age children have opportunities to learn from and share experiences with each other. This includes positive models for learning, communication and behaviors.
- All children feel a sense of belonging.
- Children of all ages learn to appreciate diversity in others.
- When everyone participates, children have opportunities to be creative, resourceful and cooperative.

Benefits to early childhood and school age care and education providers:

- As a provider, you also benefit from inclusion. Here's how:
- You gain new knowledge and skills, benefitting all the children in your setting.
- You develop new contacts and partnerships, which can enhance your business.
- You connect to community resources.
- Your setting shows flexibility, respect and an understanding that we all have unique abilities and needs.

Benefits to families: As a parent, regardless of your child's abilities and needs, you benefit from inclusion.

Here's how:

- You have more options and choices in care for your child.
- Your family has an opportunity to experience and understand differences and similarities.
- Your child has expanded opportunities for learning from and teaching other children.
- You see the variety of developmental levels and stages among a diverse group of children.
- You have the comfort of knowing your child is in a safe, nurturing environment.

VIII. Laws, Rights & Regulations

Two concepts capture the spirit of these laws and regulations:

- Seeing each person as an individual
- Making reasonable, respectful and individualized accommodations when they are needed.

Every childcare Provider should be familiar with...

- Americans with Disabilities Act
- Section 504
- Office of Child Care regulations for child care providers
- Title IX

Laws, Rights and Regulations

Federal and state laws and regulations support the rights of children and youth experiencing disabilities and other special needs to be included in public and private programs. They apply to most child care, early education and out-of-school settings. Complying with these laws and regulations is seldom difficult. Their requirements are consistent with the policies and practices found in high quality programs. Two concepts capture the spirit of these laws and regulations: Seeing each person as an individual; and, Making reasonable, respectful and individualized accommodations when they are needed.

Every childcare Provider should be familiar with...

- Americans with Disabilities Act
- Section 504
- Office of Child Care regulations for child care providers
- Title IX

The Americans with Disabilities Act (ADA)

- Child care providers must make reasonable accommodation and modifications
- Centers must provide appropriate auxiliary aids when necessary
- Providers cannot exclude a child from their settings... unless...
- Providers cannot charge a higher fee

For more information:

http://here.doh.wa.gov/materials/child-care-and-the-americans-with-disabilities-act/15_ChildADA_E12L.pdf

The United States Congress passed the ADA in 1990. The law states that individuals with disabilities have the same right to public and private services as all Americans. As services that are open to the public, most child care providers must comply with the ADA. This includes centers, family child care, preschool and out-of-school time programs.

Here are a few key points about the ADA and child care:

Child care providers must make reasonable accommodations and modifications when these are needed to serve children with disabilities. “Reasonable” means accommodations would not place an undue burden on the program and would not require a fundamental alteration of the program. Modifications can be as simple as changing policies or practices, making sure that physical barriers are removed, training staff, or providing adaptive equipment.

Centers must provide appropriate auxiliary aids when necessary for access and participation, unless this would constitute an undue burden or fundamental alteration to the program. Auxiliary aids may include large print books, basic sign language, or a sign language interpreter.

Providers cannot exclude a child from their settings unless the child’s presence would pose a direct threat to the health and safety of the child or the other children. This must be objectively evaluated and documented on an individual basis. It cannot be based upon personal assumptions, impressions or a specific diagnosis or type of disability.

Providers cannot charge a higher fee or add charges solely for children with disabilities or other special needs. Any fees or additional charges must apply equally to children with and without disabilities.

Section 504

Section 504 of the Rehabilitation Act of 1973

- Designed to protect the civil rights of individuals with disabilities.
- Section 504 applies to child care settings that receive federal funds
- Section 504 calls for an individualized plan for accommodations or modifications

For more information: <http://www.wrightslaw.com/info/sec504.index.htm>

Section 504 of the Rehabilitation Act of 1973 is federal legislation designed to protect the civil rights of individuals with disabilities. Section 504 applies to child care settings that receive federal funds, such as USDA food assistance or state child care subsidies. Section 504 calls for an individualized plan for accommodations or modifications when these are necessary to a child's participation in an education setting or other program.

Child Care Rules and Regulations

Every Center must have a copy of the Rules and Regulation for their state. The contents should include the following:

- (1) Application
- (2) License
- (3) Minimum Age Requirements.
- (4) Ratios
- (5) Supervision
- (6) Transportation
- (7) Planned Activities
- (8) Child Discipline
- (9) Access
- (10) Attendance
- (11) Child Safety

Title IX

Title IX

The U.S. Department of Education's Office for Civil Rights (OCR) enforces Title IX: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Scope of Title IX

Title IX applies to institutions that receive federal financial assistance from ED, including state and local educational agencies

Scope of Title IX

Title IX applies to institutions that receive federal financial assistance from ED, including state and local educational agencies. These agencies include approximately 16,500 local school districts, 7,000 postsecondary institutions, as well as charter schools, for-profit schools, libraries, and museums. Also included are vocational rehabilitation agencies and education agencies of 50 states, the District of Columbia, and territories and possessions of the United States.

Overview

- What is your policy on Diversity?
- Define Stereotype, prejudice, discrimination, values, privilege
- What is Culture?
- As human beings, we all have our own values, beliefs and attitudes that we have developed throughout the course of our lives.
- What are the four steps in supporting children?
- What are the benefits to inclusion?

Two concepts capture the spirit of laws and regulations:

Seeing each person as an individual; and, making reasonable, respectful and individualized accommodations when they are needed.

Children need to be helped to recognize what is happening and learn that it is equally unacceptable for them to be a target or to target others.

If fear or prejudice is the underlying reason, try to learn more about the child's bias and make a long term plan to address the issue.

Review

- What is your policy on Diversity?
- Define Stereotype, prejudice, discrimination, values, privilege
- What is Culture?
- As human beings, we all have our own values, beliefs and attitudes that we have developed throughout the course of our lives.
- What are the four steps in supporting children?
- What are the benefits to inclusion?

Two concepts capture the spirit of laws and regulations:

Seeing each person as an individual; and,

Making reasonable, respectful and individualized accommodations when they are needed.

Children need to be helped to recognize what is happening and learn that it is equally unacceptable for them to be a target or to target others.

If fear or prejudice is the underlying reason, try to learn more about the child's bias and make a long-term plan to address the issue.

Talking openly and listening to the views and concerns of families and children is essential for promoting respect for differences and in challenging discrimination. Establishing real dialogue between educators and families will help bridge the gap between the home culture and the setting. In opening up discussions to seek and gain clarity, a shared understanding of diversity and equality practice will evolve to meet the needs of providers, children and their families.

References

Adapted from Goldstein, S. B. (1997). The power of stereotypes: A labeling exercise. *Teaching of Psychology*, 24, 256-258.

Derman-Sparks, L., Edwards, J. O., & National Association for the Education of Young Children. (2010). *Anti-bias education for young children and ourselves*.

Washington, DC: National Association for the Education of Young Children. Inclusive Child Care Program. (n.d.). Retrieved from <http://oregoninclusivecc.org/about-inclusion/>

Lee, T. V. (2008). Racism and Young Children. Retrieved from <http://safeschoolscoalition.org>

National Association for the Education of Young Children. (2009). *Naecy Standards For Early Childhood Professional Preparation Programs*. Retrieved from <http://naecy.org>

Office of the Minister for Children. (2006). Diversity and Equality Guidelines. Retrieved from <http://cya.gov.ie>

Salamanca Statement and Framework for Action. (1994). Retrieved from <http://unesco.org>

Culture - The ideas, customs, and social behavior of a particular people or society.

Discrimination - The unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex.

Diversity - Showing a great deal of variety; very different.

Equality - The state of being equal, especially in status, rights, or opportunities.

Inclusion - Inclusion is a state of being valued, respected and supported. It's about focusing on the needs of every individual and ensuring the right conditions are in place for each person to achieve his or her full potential.

Prejudice - Dislike, hostility, or unjust behavior deriving from preconceived and unfounded opinions.

Privilege – a special right, advantage, or immunity granted or available only to a particular person or group.

"education is a right, not a privilege"

Stereotype - A widely held but fixed and oversimplified image or idea of a particular type of person or thing.

Values - The regard that something is held to deserve; the importance, worth, or usefulness of something.



**Thank you for choosing
Child Care Training Consultants, LLC.,
for your CDA Training Needs!**

Learning Assessment

Read the material provided, take the 5-10 quiz questions and
complete the training evaluation at the end of the course.

Participants must receive 100% on individual courses to obtain a certificate of
completion.

Questions?

We are happy to help.

Support Services:

Please contact us 24/7 at

childcaretrainingconsultants1@gmail.com

Business # 702.837.2434