

CULTURAL COMPETENCE

[3500]

Rinehart, Peggy Mann, ed.

Action Plan: Improving Care for Children with Special Health Care Needs from Diverse Cultural Backgrounds

PUBLISHER: Vienna, VA: National Maternal and Children Health Clearinghouse, 1999, 19 pp.

GENERAL NOTE: Identifies ten core recommendations for improving care for children with special health care needs from diverse cultural backgrounds and gives strategies for implementation, including a model of care for children with special health care needs.

WEBSITE: www.ask.hrsa.gov

Chang, Hedy Nai-Lin

Affirming Children's Roots: Cultural and Linguistic Diversity in Early Care and Education

PUBLISHER: Oakland, CA: California Tomorrow, 1993, 101 pp.

GENERAL NOTE: Documents impact of California's demographic changes on child care centers and gives information on implications of diversity for early care and education.

WEBSITE: www.californiatomorrow.org

CA Black Infant Health Leadership Committee

African-American Babies are Dying: A Call to Action

PUBLISHER: Sacramento, CA: CA Dept. of Health Services, 1991, 41 pp.

GENERAL NOTE: Includes statistics, cultural, economic and social factors that affect infant mortality in California's African-American population. Presents program descriptions and recommendations to decrease infant mortality.

WEBSITE: www.dhs.ca.gov

Deserly, Kathleen J.; Cross, Terry L.

American Indian Children's Mental Health Services: An Assessment of Tribal Access to Children's Mental Health Funding

PUBLISHER: Portland, OR: National Indian Child Welfare Association, 1996, 73 pp.

GENERAL NOTE: Provides overview of Indian children's mental health issues and how tribes are currently coping. Reviews findings of tribal leaders' forum and findings of survey of tribes, to be used as catalyst for discussion and problem solving.

WEBSITE: www.nicwa.org

Fowler, Susan A., ed.; Santos, Rosa Milagros, ed.; Corso, Robert M., ed.

Appropriate Screening, Assessment, and Family Information Gathering: Culturally and Linguistically Appropriate Services (CLAS)

PUBLISHER: Longmont, CO: Sopris West Educational Services, 2005, 64 pp.

GENERAL NOTE: First in a three book collection, examines a variety of early-childhood literature and offers a way for service providers to assess how their practices reflect those recommended by the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC).

WEBSITE: www.sopriswest.com

Dana, Richard H.

An Assessment-Intervention Model for Research and Practice with Multicultural Populations

PUBLISHER: Mahwah, NJ: Lawrence Erlbaum Associates, 2000, 12 pp.

GENERAL NOTE: Chapter from Dana's "Handbook of Cross-Cultural and Multicultural Personality Assessment," describes an assessment-intervention model designed to illustrate how assessment research and practice can move in the direction of cultural competence. Gives research evidence and cites other chapters for additional documentation, illustrations, and examples.

WEBSITE: www.erlbaum.com/ME2/Default.asp

Tinloy, Marion; Tan, Amy; Leung, Brian

Assessment of Chinese Speaking Limited English Proficient Students With Special Needs

PUBLISHER: Sacramento, CA: Resources in Special Education, 1988, manual: 254 pp.; handouts: 52 pp.

GENERAL NOTE: Helps educators in understanding Chinese American children, their families and issues surrounding the assessment process, in order to create more appropriate assessment and learning environment for the LEP Chinese American child.

WEBSITE: www.sonoma.edu/cihs

Bailey, Jr., Donald B., et al.

Awareness, Use and Satisfaction with Services for Latino Parents of Young Children with Disabilities

PUBLISHER: Reston, VA: Exceptional Children, 1999, 65(3), 15 pp.

GENERAL NOTE: Study found high degree of awareness with services but only a moderate degree of satisfaction. Also examined use of alternative treatments with no families pursuing this as their primary source of help. Program variables were more likely determinants of service use and satisfaction than family factors alone.

WEBSITE: <http://journals.sped.org>

Garcia, Eugene E.

Becoming Bilingual During Early Childhood

PUBLISHER: Los Angeles, CA: CA State University, Los Angeles, 1983, 50 pp.

GENERAL NOTE: Study of bilingual and monolingual English children ages 3-5 years provides insights into bilingual acquisition process in early childhood.

WEBSITE: www.calstatela.edu

Edmunds, Polly T., et al.

A Bibliography of Selected Resources on Cultural Diversity for Parents and Professionals Working with Young Children who Have, or are At Risk for Disabilities

PUBLISHER: Chapel Hill, NC: National Early Childhood Technical Assistance System (NEC*TAS), 65 pp.

GENERAL NOTE: Annotated listing of agencies, materials and resources includes a general information selection and specific sections on working with Asian/Pacific Islanders, African Americans, Hispanic and Native American/Alaskan Native children and families.

WEBSITE: www.nectac.org

Maternal and Child Health Branch

Black Infant Health Contractors Meeting

PUBLISHER: Sacramento, CA: CA Dept. of Health Services, 2002, 168 pp.

GENERAL NOTE: From "Working Together to Make a Difference" conference, gives information on immunization, mortality rates, diabetes, breast-feeding and physical activity. Includes booklet "Guidelines for Comprehensive Programs to Promote Healthy Eating and Physical Activity" edited by Susanne Gregory.

WEBSITE: www.dhs.ca.gov

Trumbull, Elise; Rothstein-Fisch, Carrie; Greenfield, Patricia M.; Quiroz, Blanca

Bridging Cultures between Home and School: A Guide for Teachers

PUBLISHER: Mahwah, NJ: Lawrence Erlbaum Associates, Publishers / WestEd, 2001, 192 pp.

GENERAL NOTE: Provides framework for learning about culture and teacher-created strategies for making classrooms more successful for students, particularly those from immigrant Latino backgrounds. Describes the framework as individualism/collectivism for understanding cultures, why parent involvement is not always successful and some ways to improve working with parents, the cross-cultural parent-teacher conference, and learning what works cross-culturally through teacher research.

WEBSITE: www.erlbaum.com/ME2/Default.asp

Trumbull, Elise; Rothstein-Fisch, Carrie; Greenfield, Patricia M.; Quiroz, Blanca

Bridging Cultures between Home and School: A Guide for Teachers

PUBLISHER: Mahwah, NJ: Lawrence Erlbaum Associates, Publishers, 2001, 193 pp.

GENERAL NOTE: Provides a framework for learning about culture, along with many teacher-created strategies for making classrooms more successful for students, particularly those from immigrant Latino backgrounds.

WEBSITE: www.erlbaum.com/ME2/Default.asp

Harry, Beth; Kalyanpur, Maya; Day, Monimalika

Building Cultural Reciprocity with Families

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1999, 256 pp.

GENERAL NOTE: Gives case studies to show how to apply theory of cultural reciprocity to help strengthen interactions with parents or caregivers. Helps to develop better understanding of your own culture as well as the unique culture of special education. Gives strategies to facilitate conversations with families in order to identify cultural values and beliefs that help form their goals for their children.

WEBSITE: www.brookespublishing.com

Corso, Robert M., ed.; Fowler, Susan A., ed.; Santos, Rosa Milagros, ed.

Building Healthy Relationships With Families: Culturally and Linguistically Appropriate Services (CLAS)

PUBLISHER: Longmont, CO: Sopris West Educational Services, 2005, 65 pp.

GENERAL NOTE: Second in a three book collection, examines a variety of early-childhood literature and offers a way for service providers to assess how their practices reflect those recommended by the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC).

WEBSITE: www.sopriswest.com

Clarke, Stevens H.; Campbell, Frances A.

Can Intervention Early Prevent Crime Later? The Abecedarian Project Compared with Other Programs

PUBLISHER: Washington, DC: Early Childhood Research Quarterly, 1998, 13(2), 25 pp.

GENERAL NOTE: Presents results of study of youth crime among participants in the Abecedarian Project, and compares the results with those of other early childhood intervention programs which have had effects on delinquency and crime.

WEBSITE: www.elsevier.com/wps/find/journaldescription.cws_home/620184/description#description

Cross, Terry L.; LaPlante, Jay

Caring For Your Children: A Booklet to Help American Indian Parents in Raising their Children

PUBLISHER: Portland, OR: National Committee for Prevention of Child Abuse/Northwest Indian Child Welfare Association, Inc., 1992, 24 pp.

GENERAL NOTE: For parents, discusses kinds of things that children need to live healthy lives, basic needs such as food and shelter, and emotional needs like positive attention and connection to family and culture.

WEBSITE: www.childabuse.org, www.nicwa.org

Groves, Joanne; Cross, Terry L.

The Changing Role of the Private Agency with Indian Children

PUBLISHER: Yakima, WA: Casey Family Program, 1986, 15 pp.

GENERAL NOTE: Explores services which are more congruent with the policy of self determination and the maintenance of a strong cultural identity.

Pavri, Shireen; Fowler, Susan A.

Child Find, Screening, and Tracking: Serving Culturally and Linguistically Diverse Children and Families

PUBLISHER: Champaign, IL: Early Childhood Research Institute, Univ. of Illinois at Urbana-Champaign, 2001, 66 pp.

GENERAL NOTE: Provides a synthesis of current practice in establishing "Child Find" services in local communities. Addresses challenges specific to increasing the participation of families whose first language is not English, and gives recommendations for creating greater awareness of services in the community for young children with disabilities

WEBSITE: www.uic.edu/index.html

Gale, Nancy; Peters, Cheryl Henderson; delos Reyes, Louise Zokan

Child Sexual Abuse in Native American Communities

PUBLISHER: Portland, OR: National American Indian Court Judges Association, 1985, 16 pp.

GENERAL NOTE: Provides facts about the occurrence of sexual abuse of American Indian children, information on causes and warning signs, and examples of treatment and prevention resources.

WEBSITE: www.naicja.org

Horejsi, Charles

Child Welfare Practice and the Native American Family in Montana: A Handbook for Social Workers

PUBLISHER: Missoula, MT: Univ. of Montana, 1987, 11 pp.

GENERAL NOTE: Provides child welfare workers with some basic information needed to better understand and serve Native Americans who are members of the major tribes found in Montana.

WEBSITE: www.umt.edu

Bradley, Jennifer; Kibera, Peris

Closing the Gap: Culture and Promotion of Inclusion in Child Care

PUBLISHER: Washington, DC: Young Children, Jan. 2006, 61(1), 7 pp.

GENERAL NOTE: Examines the interface between attention to families' cultural backgrounds and the ability of early childhood programs to be successful in providing inclusive care for children with disabilities and challenging behaviors.

WEBSITE: www.journal.naeyc.org

Erickson, J.G.; Omark, D.R.

Communication Assessment of the Bilingual Bicultural Child: Issues and Guidelines

PUBLISHER: Baltimore, MD: University Park Press, 1981, 373 pp.

GENERAL NOTE: Provides basic information in the areas of communication assessment, bilingualism, and the effects of second language learning on the phonological, semantic, and syntactic-morphological system; concepts in testing and various assessment approaches; assessing language in context and its relationship to bilingual children.

WEBSITE: http://isbndb.com/d/publisher/university_park_press.html

McLean, Mary

Conducting Child Assessments

PUBLISHER: Champaign, IL: Early Childhood Research Institute, Univ. of Illinois at Urbana-Champaign, 2000, 52 pp.

GENERAL NOTE: Describes three practices that should be added during assessment to the DEC practices, from a study of literature relevant to serving children and families who are culturally and linguistically diverse.

WEBSITE: www.uic.edu/index.html

Barrera, Isaura

Crafting Culturally Competent Interactions: Going From Monologues to Skilled Dialogues

PUBLISHER: Sacramento, CA: CA Dept. of Developmental Services, 1996, video: 37 min.

GENERAL NOTE: Video of presentation given at Partners in Prevention IV: A Governor's Conference, discusses communication and interaction across cultural boundaries.

WEBSITE: www.dds.ca.gov

Chang, Hedy Nai-Lin; Pulido, Dora

The Critical Importance of Cultural and Linguistic Continuity for Infants and Toddlers

PUBLISHER: Washington, DC: Zero to Three, 1994, 6 pp.

GENERAL NOTE: Explores strategies to ensure caregiving is culturally and linguistically appropriate, including employing caregivers with same background, drawing on cultural expertise of staff, developing cultural sensitivity, and rethinking the language of care.

WEBSITE: www.zerotothree.org

Garcia, Georgia Earnest, et al.

Cross-Cultural Considerations in Early Childhood Special Education

PUBLISHER: Champaign, IL: Early Childhood Research Institute, Univ. of Illinois at Urbana-Champaign, 2001, 73 pp.

GENERAL NOTE: Presents four articles outlining some key concepts and underpinnings of the Culturally and Linguistically Appropriate Services (CLAS) Institute. Provides working definition of culture, an overview of the issues of cross-cultural communication, discussion about beliefs about disability, health and healing, and expectations of the child's social roles. Discusses relationships between cultural context and parenting.

WEBSITE: www.uic.edu/index.html

WA State Division of Children and Family Services

Cross-Cultural Issues in Out-of-Home Care

PUBLISHER: Portland, OR: National Indian Child Welfare Association, 1995, video: 26 min.

GENERAL NOTE: Addresses placement of Indian children in substitute care, introduces cultural issues involved in placement decisions, and shows why the Indian Child Welfare Act is good practice.

WEBSITE: www.nicwa.org

Tong, Char; Cross, Terry L.

Cross-Cultural Partnerships for Child Abuse Prevention with Native American Communities

PUBLISHER: Portland, OR: Northwest Indian Child Welfare Association, Inc., 1991, 26 pp.

GENERAL NOTE: Strives to improve the link between Native American communities and non-Indian prevention organizations and to provide strategies for the development of cross-cultural partnerships for child abuse programs.

WEBSITE: www.nicwa.org

McCollum, Jeanette A.; Yates, Tweety J.

Cross-Cultural Perspectives on Approaches to Parent-Infant Interaction Intervention

PUBLISHER: Champaign, IL: Early Childhood Research Institute, Univ. of Illinois at Urbana-Champaign, 2001, 68 pp.

GENERAL NOTE: Provides theoretical framework for understanding different approaches to interaction intervention, and uses this framework as background for considering how various cultural factors might influence families' (and providers') views of these approaches. Describes different approaches used in parent-infant interaction intervention and implications for working with individuals from culturally and linguistically diverse backgrounds.

WEBSITE: www.uic.edu/index.html

Tyree, Donald W., ed.

Cross-Cultural Skills In Indian Child Welfare: A Guide for the Non-Indian

PUBLISHER: Portland, OR: National Indian Child Welfare Association, 1996, 120 pp.

GENERAL NOTE: Provides background information about Indian culture and family life, describes culturally appropriate helping approaches, and discusses pertinent issues in the delivery of child welfare services to Indians.

WEBSITE: www.nicwa.org

Zero to Three

Cross-Cultural Studies of Child Development: Implications for Clinicians

PUBLISHER: Arlington, VA: National Center for Clinical Infant Programs, 1994, 31 pp.

GENERAL NOTE: Journal issue focuses on cultural diversity, service delivery models, personnel development and social/emotional and child development issues in early childhood.

WEBSITE: www.medicalhomeinfo.org

Parasnis, Ila, ed.

Cultural and Language Diversity and the Deaf Experience

PUBLISHER: Cambridge, England: Cambridge University Press, 1999, 320 pp.

GENERAL NOTE: Explores the notion that deaf people are members of a bilingual-bicultural minority group, whose experiences often overlap with those of hearing minority group members, but at other times are unique. Reviews research on bilingualism and biculturalism, impact of cultural and language diversity on the deaf experience, and offers experiential evidence from deaf community members which highlights the emotional impact of living in the deaf and hearing worlds.

WEBSITE: www.cambridge.org

Green, James W.

Cultural Awareness in the Human Services

PUBLISHER: Englewood Cliffs, NJ: Prentice Hall, 1982, 257 pp.
 GENERAL NOTE: Discusses need for agencies to develop and deliver culturally relevant services and curricula to increase cultural awareness to more effectively work with those who are culturally different, and to acquire greater awareness of their own cultural backgrounds.
 WEBSITE: www.prenticehall.com

Anderson, Maria ; Goldberg, Paula F.

Cultural Competence in Screening and Assessment: Implications for Services to Young Children with Special Needs Ages Birth through Five

PUBLISHER: Minneapolis, MN: PACER, 1991, 25 pp.
 GENERAL NOTE: Examines issues related to the screening and assessment of infants, toddlers, and preschoolers with various cultural and linguistic backgrounds, includes strategies for developing cultural sensitivity and competence.
 WEBSITE: www.pacer.org

Phillips, D.; Crowell, N.A.

Cultural Diversity and Early Education

PUBLISHER: Washington, DC: National Academy Press, 1994, 52 pp.
 GENERAL NOTE: Workshop report discusses extent to which home environments provide children with materials and experiences that are broadly considered desirable for success in U.S. schools. Emphasizes importance of examining within-culture and individual differences in learning experiences and outcomes.
 WEBSITE: www.nap.edu

Baghwanji, Yash; Santos, Rosa Milagros; Fowler, Susan A.

Culturally and Linguistically Sensitive Practices in Motor Skills Intervention for Young Children

PUBLISHER: Champaign, IL: Early Childhood Research Institute, Univ. of Illinois at Urbana-Champaign, 2000, 48 pp.
 GENERAL NOTE: Discusses factors that impact motor development in young children, quality indicators in the area of motor intervention, the extent to which the motor indicators are sensitive to cultural and linguistic differences. Recommends revisions in motor intervention quality practice indicators.
 WEBSITE: www.uic.edu/index.html

Harkins, Diane M., ed.; Child Care Training Project

Culturally Consistent Care

PUBLISHER: Davis, CA: Univ. of CA, UC Davis, Center for Human Services, 2003, 76 pp.
 GENERAL NOTE: Celebrates the diversity of children and families served in the family child care home. When providers create a culturally responsive environment, they greatly influence identity formation and a sense of belonging in young children.
 WEBSITE: www.humanservices.ucdavis.edu

Escobedo, Theresa Herrera

Culturally Responsive Early Childhood Education Programs for Non-English Speaking Children

PUBLISHER: Los Angeles, CA: National Dissemination and Assessment Center, 1978, 33 pp.
 GENERAL NOTE: Discusses early childhood programs using specific educational strategies incorporating child's native language and cultural knowledge as part of the curriculum.

Lieberman, Alicia F.

Culturally Sensitive Intervention with Children and Families

PUBLISHER: New York, NY: Human Sciences Press, 1990, 20 pp.
 GENERAL NOTE: Discusses cultural sensitivity as special form of interpersonal sensitivity and important in successful intervention with members of other cultures. Gives examples from clinical work, attachment research, case management, and professional consultation to illustrate different settings to apply this approach.

Kalyanpur, Maya; Harry, Beth

Culture in Special Education: Building Reciprocal Family-Professional Partnerships

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1999, 192 pp.
 GENERAL NOTE: Discusses potential impact of cultural assumptions on parent-professional interactions in special education. Helps educators understand the importance of developing plans to enhance children's learning and respect their cultural beliefs, to improve communication with parents and learn to more effectively teach children with diverse cultural heritages.
 WEBSITE: www.brookespublishing.com

Edmunds, P.

Demographics and Cultural Diversity in the 1990s: Implications for Services to Young Children with Special Needs

PUBLISHER: Minneapolis, MN: PACER/NEC*TAS, 1990, 15 pp.
 GENERAL NOTE: Gives demographic and statistical information to support the development of a comprehensive and coordinated early childhood system. Stresses need to create culturally sensitive programs and services for young children with special needs and their families. Includes interviews, program examples and resource information.
 WEBSITE: www.pacer.org, www.nectac.org

Lynch, Eleanor W.; Hanson, Marci J.

Developing Cross-Cultural Competence: A Guide to Working with Young Children and Their Families

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1998, 592 pp.
 GENERAL NOTE: Gives practical advice for human service professionals interested in greater proficiency with specialized issues surrounding ethnically diverse children and their families, working with children and families from diverse cultural and linguistic backgrounds to provide family-centered services for children with special needs.
 WEBSITE: www.brookespublishing.com

Roberts, Richard N.. et al.

Developing Culturally Competent Programs for Families of Children with Special Needs

PUBLISHER: Washington, DC: Georgetown University Child Development Center, 1990, 38 pp.
 GENERAL NOTE: Provides overview of effective practices and descriptions of model programs.
 WEBSITE: <http://gucchd.georgetown.edu>

Graham, Stephanie

Diversity Training for Public Service Providers Helps Build Capacity for Equity

PUBLISHER: Sacramento, CA: Journal for the Community Approach, 2001, II(2), 7 pp.
 GENERAL NOTE: Explores using diversity training to educate public service providers about meeting the needs of a diverse population, removing the barriers to access, and holding themselves accountable to achieving the outcomes in a variety of ways and assessing their progress with multiple measures.

Chang, Hedy Nai-Lin; Salazar, Denise De La Rosa; Leong, Cecelia

Drawing Strength from Diversity: Effective Services for Children, Youth and Families

PUBLISHER: San Francisco, CA: California Tomorrow, 1994, 127 pp.
 GENERAL NOTE: Explores strategies for creating conditions for a basis of an equitable, multi-ethnic society, focusing on policies and practices of public and private institutions that provide children, youth and families with health and human services.
 WEBSITE: www.californiatomorrow.org

Thonis, Eleanor

The Dual Language Process in Young Children

PUBLISHER: Los Angeles, CA: CA State Univ., Los Angeles, 1977, 16 pp.
 GENERAL NOTE: Examines variables and factors involved in acquisition of dual language, and discusses bilingual curriculum for young children.
 WEBSITE: www.calstatela.edu

Cross, Terry L.; LaPlante, Jay

Emotional Abuse: Words Can Hurt – A Booklet to Help American Indian Parents in Raising their Children

PUBLISHER: Portland, OR: National Committee for Prevention of Child Abuse/Northwest Indian Child Welfare Association, Inc., 1993, 18 pp.
 GENERAL NOTE: Discusses choosing words that hurt or help a child to help parents learn about the negative power of words that attack the child or his or her culture.
 WEBSITE: www.nicwa.org

Northwest Indian Child Welfare Association, Inc.

Fetal Alcohol Syndrome and Fetal Alcohol Effects: An Information Booklet for American Indians

PUBLISHER: Portland, OR: Northwest Indian Child Welfare Association, Inc., 1993, 24 pp.
 GENERAL NOTE: Provides information from experts on fetal alcohol syndrome and fetal alcohol effects (FAS/E), including FAS/E symptoms, choices during pregnancy regarding alcohol, and how to parent children with FAS. Shares stories from parents of FAS/E children.
 WEBSITE: www.nicwa.org

Behrman, Richard E., ed.

The Future of Children: Children of Immigrant Families

PUBLISHER: Los Altos, CA: David and Lucile Packard Foundation, 2004, 14(2), 162 pp.
 GENERAL NOTE: Focuses on the growing number of immigrant families and the challenges faced by their children. Discusses efforts needed to ensure that children in immigrant families have access to the resources they need to help them stay on positive pathways to success.
 WEBSITE: www.futureofchildren.org

McLanahan, Sara, ed.

The Future of Children: School Readiness – Closing Racial and Ethnic Gaps

PUBLISHER: Princeton, NJ: Princeton University, Woodrow Wilson School of Public and International Affairs, 2005, 15(1), 198 pp.
 GENERAL NOTE: Focuses on children's lives before they get to school in an effort to understand how to close the racial and ethnic gaps in educational outcomes. Concludes that family socioeconomic status, parenting, child health, maternal health and behaviors, and preschool experiences likely account for most of the racial and ethnic gaps in school readiness.
 WEBSITE: www.wvs.princeton.edu

American Indian Mental Health Promotion Project

The Good Medicine Kit

PUBLISHER: Sacramento, CA: CA Dept. of Mental Health, 1984, audiotape: 12 min.; posters: 3; cards: 56
 GENERAL NOTE: Training kit to promote mental health and the importance of self-esteem and natural support systems among Native American communities. Includes posters, picture cards, folk-tale audiotape and instructional brochures depicting cultural competence and diversity.
 WEBSITE: www.dmh.cahwnet.gov

Hansel, Iona, ed.

Grassroots Prevention of Child Abuse and Neglect in Indian Communities: A Guide for the Community Organizer

PUBLISHER: Portland, OR: National Indian Child Welfare Association, 1995, 54 pp.
 GENERAL NOTE: Focuses efforts of people usually outside the formal child protection systems to develop the child protection network themselves. Includes information on parental substance abuse and its effects on child's sense of well-being and security.
 WEBSITE: www.nicwa.org

Singleton, Jenny L.; Tittle, Matthew D.

A Guide for Professionals Serving Hearing Children with Deaf Parents

PUBLISHER: Champaign, IL: Early Childhood Research Institute, Univ. of Illinois at Urbana-Champaign, 2001, 66 pp.
 GENERAL NOTE: Describes the Deaf community, their language, and culture, communication patterns and parenting issues in deaf-parented families. Examines role of the hearing child in a deaf family and how that experience affects their functioning in the hearing world. Discusses considerations and resources for families, educators, health care and service providers.
 WEBSITE: www.uic.edu/index.html

Honig, Alice Sterling

Helping Babies Explore New Cultures

PUBLISHER: Boulder, CO: Scholastic Early Childhood Today, 2001, 16(3), 2 pp.
 GENERAL NOTE: Discusses importance of including children from other cultural groups in child care and of sharing other cultures within child care to have inclusive groups which foster acceptance and ease of relationships.
 WEBSITE: www.scholastic.com/ect

Pasternak, Michael G.

Helping Kids Learn Multi-Cultural Concepts: A Handbook of Strategies

PUBLISHER: Champaign, IL: Research Press Company, 1979, 259 pp.
 GENERAL NOTE: Provides a wide selection of activities to help develop increased multi-cultural and multi-ethnic understandings while building healthy human relationships and enhancing the learners' self-concepts. Adaptable to any age level.
 WEBSITE: http://pubs.nrc-cnrc.gc.ca/tp2_home_e.html

Cross, Terry L.

Heritage and Helping: A Model Curriculum for Indian Child Welfare Practice – Module I, Basic Skills In Indian Child Welfare

PUBLISHER: Portland, OR: National Indian Child Welfare Association, 1995, 91 pp.
 GENERAL NOTE: Introduces principles, concepts, and skills in interviewing, assessment, and case management, used in Indian child welfare. Discusses historical context, cultural issues and overview of child welfare services.
 WEBSITE: www.nicwa.org

Cross, Terry L.; Hunt, Chuck, ed.

Heritage and Helping: A Model Curriculum for Indian Child Welfare Practice – Module I, Trainer’s Guide

PUBLISHER: Portland, OR: National Indian Child Welfare Association, 2000, guide: 166 pp.; packet: 16 pp.

GENERAL NOTE: Includes text for Module I, addressing interviewing, assessment and case management, exercises, and suggested lesson plan. Exercise packet contains handouts for training sessions.

WEBSITE: www.nicwa.org

Cross, Terry L.; Hunt, Chuck, ed.

Heritage and Helping: A Model Curriculum for Indian Child Welfare Practice – Module III, Indian Extended Family and Foster Family Care

PUBLISHER: Portland, OR: National Indian Child Welfare Association, 1995, 105 pp.

GENERAL NOTE: Addresses extended family care, the placement process, and services to parents, to the child, and to the foster parents.

WEBSITE: www.nicwa.org

Cross, Terry L.; Hunt, Chuck, ed.

Heritage and Helping: A Model Curriculum for Indian Child Welfare Practice - Module III, Trainer’s Guide

PUBLISHER: Portland, OR: National Indian Child Welfare Association, 1995, manual: 185 pp.; packet: 33 pp.

GENERAL NOTE: Includes text for Module III, addressing extended family care, the placement process, and services to parents, to the child, and to the foster parents; exercises; and suggested lesson plan. Exercise packet contains handouts for training sessions.

WEBSITE: www.nicwa.org

Cross, Terry L.; Hunt, Chuck, ed.

Heritage and Helping: A Model Curriculum for Indian Child Welfare Practice - Module IV, Family-Centered Services for Indian Children

PUBLISHER: Portland, OR: National Indian Child Welfare Association, 1995, 160 pp.

GENERAL NOTE: Addresses the provision of at-home services, assisting the alcoholic family, and parent education.

WEBSITE: www.nicwa.org

Cross, Terry L.; Hunt, Chuck, ed.

Heritage and Helping: A Model Curriculum for Indian Child Welfare Practice - Module IV, Trainer’s Guide

PUBLISHER: Portland, OR: National Indian Child Welfare Association, 1995, guide: 254 pp.; packet: 21 pp.

GENERAL NOTE: Includes text for Module IV, addressing the provision of at-home services, assisting the alcoholic family, and parent education; exercises; and suggested lesson plan. Exercise packet contains handouts for training sessions.

WEBSITE: www.nicwa.org

Cross, Terry L.; Hunt, Chuck, ed.

Heritage and Helping: A Model Curriculum for Indian Child Welfare Practice - Module V, Permanency Planning for Indian Children

PUBLISHER: Portland, OR: National Indian Child Welfare Association, 1995, 102 pp.

GENERAL NOTE: Provides an Indian perspective on permanency and addresses working with parents, working with children, decision making, and options in permanent planning.

WEBSITE: www.nicwa.org

Cross, Terry L.; Hunt, Chuck, ed.

Heritage and Helping: A Model Curriculum for Indian Child Welfare Practice – Module V, Trainer’s Guide

PUBLISHER: Portland, OR: National Indian Child Welfare Association, 1995, guide: 176 pp.; packet: 21 pp.

GENERAL NOTE: Includes text for Module V, providing an Indian perspective on permanency and addressing working with parents, working with children, decision making, and options in permanent planning; exercises; and suggested lesson plan. Exercise packet contains handouts for training sessions.

WEBSITE: www.nicwa.org

WA State Division of Children and Family Services

History of the Indian Child Welfare Act

PUBLISHER: Portland, OR: National Indian Child Welfare Association, 1995, video: 25 min.

GENERAL NOTE: Gives circumstances leading up to the Act, and tribal and state responses to the Act. Individuals involved since its inception describe major features of the Act.

WEBSITE: www.nicwa.org

Hain, David R., ed.; Hain, Elena D.; Snyder, Nicole M.

Hola Bebe! Simple Spanish for Early Childhood Educators

PUBLISHER: Hanover Park, IL: Herb of Grace Publishing, 2005, 81 pp.

GENERAL NOTE: Serves as a working tool for professionals needing the functional Spanish vocabulary necessary for successful interaction with young Spanish-speaking children.

WEBSITE: www.holabebe.org

Hanson, Marci J., et al.

Honoring the Cultural Diversity of Families When Gathering Data

PUBLISHER: Austin, TX: Topics in Early Childhood Special Education, 1990, 20 pp.

GENERAL NOTE: Emphasizes the need to recognize and value non-Anglo families whose cultural histories, values and belief are diverse. Describes concerns and strategies for culturally sensitive and appropriate intervention strategies.

WEBSITE: www.proedinc.com/tec.html

King, Mark A.; Sims, Anthony; Osher, David

How is Cultural Competence Integrated in Education?

PUBLISHER: Washington, DC: Center for Effective Collaboration and Practice, 2004, 8 pp.

GENERAL NOTE: Provides brief conceptual background for cultural competence and illustrates elements of cultural competence in programs serving children with or at risk of developing serious emotional disturbance.

WEBSITE: www.air.org/cecp/cultural/Q_integrated.htm

Cross, Terry L.; LaPlante, Jay

I Hear You: A Booklet to Help American Indian Parents in Raising their Children

PUBLISHER: Portland, OR: National Committee for Prevention of Child Abuse/Northwest Indian Child Welfare Association, Inc., 1993, 18 pp.

GENERAL NOTE: Discusses how to listen to and communicate with a child.

WEBSITE: www.nicwa.org

Sudia, Cecelia

Impact of the 1978 Indian Child Welfare Act and the 1980 Adoption Assistance and Child Welfare Act on the Out of Home Placement of American Indian Children

PUBLISHER: Washington, DC: U.S. Dept. of Health and Human Services, Administration on Children and Families, Children's Bureau, 1987, 23 pp.

GENERAL NOTE: Gives compilation of data on trends in out of home placement of American Indian and Alaskan Native children from 1974 through 1984-85, to identify trends over this time period.

WEBSITE: www.acf.hhs.gov

National Indian Child Abuse and Neglect Resource Center

Indian Culture and Its Relationship to Child Abuse and Neglect

PUBLISHER: Tulsa, OK: National Indian Child Abuse and Neglect Resource Center, 1980, 17 pp.

GENERAL NOTE: Provides a brief look at several unique aspects of Indian culture and their implications for service delivery. Discusses cultural diversity and social organization, including the extended family and its relationship to parenting, education, a summary of contrasting cultural values, and working with abusive/neglectful Indian parents.

WEBSITE: www.nicwa.org/resources/catalog/articles/index.asp

Santos, Rosa M.; Zhang, Chun

An Individualized Perspective of Family Support Services: A Review of the Literature

PUBLISHER: Champaign, IL: Early Childhood Research Institute, Univ. of Illinois at Urbana-Champaign, 2001, 75 pp.

GENERAL NOTE: Reviews literature on family support services for families with young children with disabilities. Examines extent to which practices, especially DEC recommended practices, for family support services reflect an awareness and understanding of culturally and linguistically diverse families.

WEBSITE: www.uic.edu/index.html

Solchany, Joanne

Infant Observation of an Internationally Adopted Mother-Infant Dyad

PUBLISHER: Seattle, WA: Univ. of Washington, 1999, 10 pp.

GENERAL NOTE: From presentation at Zero to Three National Training Institute, illustrates a year-long observation of a mother and her adopted Chinese daughter, explores impact of weekly observation, effects of previous institutionalization, and gives evaluation of case using DC: 0-3 diagnostic system.

WEBSITE: www.washington.edu

Garcia Coll, Cynthia, et al.

An Integrative Model for the Study of Developmental Competencies in Minority Children

PUBLISHER: Malden, MA: Child Development, 1996, 13 pp.

GENERAL NOTE: Proposes conceptual model for the study of child development in minority populations in the U.S., introducing considerations of both social position and social stratification constructs at the core rather than at the periphery of a theoretical formulation of children's development.

WEBSITE: www.blackwellpublishing.com/journal.asp?ref=0009-3920

Hopper, Mary ; Langdon, Henrietta; Sherman-Wade, Helen

Intra-Program Training For Personnel Serving Limited-English Proficient Pupils with Special Needs

PUBLISHER: Sacramento, CA: CA Dept. of Education, Office of Special Education, Personnel Development Unit, 1981, 2 videos: 34 min.+45 min; training guide: 56 pp.; transparencies: 29 pp; participant booklet: 94 pp.

GENERAL NOTE: Training kit has three modules: M. Hopper cover key points on bilingual education legislation, services and programs; H. Wade covers defining language dominance and proficiency; and H. Langdon explores strategies teachers can use in implementing goals of the IEP designed for an LEP student with learning difficulties. Contains glossary, references. Transparencies and participant booklet cover three modules. Videos cover parts of workshop training session of modules two and three.

WEBSITE: www.cde.ca.gov/sp/se

WA State Division of Children and Family Services

Introduction to the Washington State Indian Child Welfare Manual

PUBLISHER: Portland, OR: National Indian Child Welfare Association, 1995, video: 23 min.

GENERAL NOTE: Gives overview of curriculum covering statewide tribal-state agreement and state Indian child welfare manual, a guide for good casework practice in Indian child welfare matters.

WEBSITE: www.nicwa.org

Rider, Mary E., ed.

Issues in Culturally Competent Service Delivery: An Annotated Bibliography

PUBLISHER: Portland, OR: Portland State University, 1990, 83 pp.

GENERAL NOTE: Gives perspectives on culturally-appropriate service delivery, multicultural issues, culturally specific African-American, Asian-American/Pacific Islander, Hispanic-Latino American, and Native American.

WEBSITE: www.pdx.edu

The Larry P. Task Force

The Larry P. Task Force Report: Policy and Alternative Assessment Guideline Recommendations - An Advisory Report to Patrick Campbell, Assistant Superintendent, CA Dept. of Education, Special Education Division

PUBLISHER: Sacramento, CA: Resources in Special Education, 1989, 128 pp.

GENERAL NOTE: Provides guide for school psychologists regarding African-American pupils specifically, and all children in special education programs. Discusses alternative assessments, policy decisions and effective intervention strategies. Provides information on behavior management and instructional strategies.

WEBSITE: www.sonoma.edu/cihs

Cross, Terry L.; LaPlante, Jay

Making the World Safe for Bobby: A Booklet to Help American Indian Parents in Raising their Children

PUBLISHER: Portland, OR: National Committee for Prevention of Child Abuse/Northwest Indian Child Welfare Association, Inc., 1992, 21 pp.

GENERAL NOTE: Discusses how children can suffer if parents don't know how to manage stress, gives examples of stress and what to do about it so it is not taken out on the child.

WEBSITE: www.nicwa.org

Garcia, Shernaz B.; Perez, Anita Mendez; Ortiz, Alba A.

Mexican American Mothers' Beliefs About Disabilities: Implications for Early Childhood Intervention

PUBLISHER: Austin, TX: Remedial and Special Education, 2000, 21(2), 12 pp.

GENERAL NOTE: Discusses beliefs and perceptions about language disabilities, language development, and early childhood intervention related to sociocultural viewpoint. Emphasis on family-centered practices requires professionals skilled in developing collaboration with parents for developmentally appropriate interventions.

WEBSITE: www.proedinc.com/rase.html

Hains, Ann H.; Lynch, Eleanor W.; Winton, Pamela J.

Moving Towards Cross-Cultural Competence in Lifelong Personnel Development: A Review of the Literature

PUBLISHER: Champaign, IL: Early Childhood Research Institute, Univ. of Illinois at Urbana-Champaign, 2000, 89 pp.

GENERAL NOTE: Describes status of cultural and linguistic diversity in the early intervention workforce; discusses issues of preparing a diverse workforce from an individual, program, and systems level, and gives recommended practices and strategies.

WEBSITE: www.uic.edu/index.html

Nichols, Margaret S.

Multicultural Resources for Children

PUBLISHER: Stanford, CA: Multicultural Resources, 1977, 205 pp.

GENERAL NOTE: Gives bibliography of materials for preschool through elementary school in the areas of African-American, Spanish-speaking, Asian American, Native American, and Pacific Island cultures.

Horejsi, Charles

The Native American and the Formal Service System

PUBLISHER: Missoula, MT: Univ. of Montana, 1987, 8 pp.

GENERAL NOTE: Discusses six categories of social and economic resources used by Native Americans: public agencies, Bureau of Indian Affairs, Indian Health Service, tribally-operated social services, urban Indian centers, and culturally relevant programs for alcohol and drug abuse.

WEBSITE: www.umt.edu

Tidwell, Nancy R.

One Child at a Time: A Parent Handbook and Resource Directory for African American Families with Children Who Learn Differently

PUBLISHER: Columbus, OH: National Association for the Education of African American Children with Learning Disabilities, 2002, 24 pp.

GENERAL NOTE: Gives parent handbook and resource guide developed to increase awareness and promote an understanding of the issues facing African American parents to become advocates for their children.

WEBSITE: www.charityadvantage.com/aaclcd/HomePage.asp

Lynch, Eleanor W.

Opening Doors: Working with Families in a Pluralistic Society

PUBLISHER: San Diego, CA: San Diego State Univ., Dept. of Special Education, 1989, 12 pp.

GENERAL NOTE: Gives family systems framework, cultural awareness exercise, cultural adaptation definitions, and group values, characteristics and facts, from presentation to infant/preschool groups.

WEBSITE: <http://edweb.sdsu.edu/SPED/SPED.html>

Escue, Lynne

Our Children ... Our Future: Child Abuse Facts for American Indians

PUBLISHER: Portland, OR: National Indian Child Welfare Association, 1986, 16 pp.

GENERAL NOTE: Provides basic information on child abuse and neglect, including contact information for some tribes.

WEBSITE: www.nicwa.org

Tyree, Donald W., ed.

Our Children's Future: A Child Sexual Abuse Prevention Curriculum for Native American Head Start Programs

PUBLISHER: Portland, OR: Northwest Indian Child Welfare Association, 1991, video: 30 min.; manual: 296 pp.

GENERAL NOTE: Provides how-to strategies in prevention curriculum for Head Start programs in Native American communities, designed with the whole community in mind. Video, "Breaking the Cycle of Abuse" is designed for presentation to adult audience with discussion.

WEBSITE: www.nicwa.org

Early Childhood Report

Overcoming Language and Cultural Barriers to Early Intervention: Meeting Parents' Goals - The Challenges to Early Head Start

PUBLISHER: Horsham, PA: LRP Publications, 1999, 4 pp.

GENERAL NOTE: Summarizes study to connect caregivers and staff to parents' concerns and goals for their infants and toddlers to promote understanding and meet needs.

WEBSITE: www.lrp.com

Pulido-Tobiassen, Dora; Gonzalez-Mena, Janet

A Place To Begin: Working with Parents on Issues of Diversity, Chapter 1: Differences in Child Rearing

PUBLISHER: Oakland, CA: California Tomorrow, 1999, 17 pp.

GENERAL NOTE: Explores a few ways that raising children is different and similar among cultures in the U.S. and what this means for those who work with families. Suggests ways to work through differences of opinion and discusses importance of consistency of care.

WEBSITE: www.californiatomorrow.org

Dreyer, Linda ; Tyree, Donald W., ed.

Positive Indian Parenting: Honoring Our Children By Honoring Our Traditions

PUBLISHER: Portland, OR: National Indian Child Welfare Association, 1986, 330 pp.

GENERAL NOTE: Provides Indian parent trainers with information on how to conduct and organize parent training, background reading on traditional and modern parenting, lesson plans, handouts and exercises.

WEBSITE: www.nicwa.org

Quinones-Eatman, Janet

Preschool Second Language Acquisition: What We Know and How We Can Effectively Communicate with Young Second Language Learners

PUBLISHER: Champaign, IL: Early Childhood Research Institute, Univ. of Illinois at Urbana-Champaign, 2001, 68 pp.

GENERAL NOTE: Presents concrete ways of meeting recommended practice by providing an overview of principles and practices in the area of second language acquisition. Discusses how acquisition of second language can be influenced by multiple variables, especially the presence of a disability. Provides strategies for communication support for second language learners with or without disabilities in the preschool classroom when instruction in the native language is not available.

WEBSITE: www.uic.edu/index.html

Chen, D. et al.

Project CRAFT (Culturally Responsive and Family Focused Training)

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1997, video: 60 min.; booklet: 28 pp.

GENERAL NOTE: Training video and facilitator guide intended for service providers working with young children (particularly those with disabilities) and their families from diverse cultural backgrounds. Covers stereotypes and the media, family values, relationship building, communication styles and language acquisition.

WEBSITE: www.brookespublishing.com

Hernandez, Mario; Isaacs, Mareasa R.

Promoting Cultural Competence in Children's Mental Health Services

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1998, 340 pp.

GENERAL NOTE: Includes assessment tools, troubleshooting suggestions, planning assistance, methods for recruiting and retaining ethnically diverse staff, stress in refugee populations and psychological impact of violence.

WEBSITE: www.brookespublishing.com

Eiserman, William; Bentancourt-Conley, Shirley; Tellechea, Teresa

Puntos de Vista: Conversaciones Con Familias

PUBLISHER: Boulder, CO: Univ. of CO, Dept. of Speech, Language, and Hearing Sciences, 2001, video: 56 min.

GENERAL NOTE: Presents four Hispanic immigrant families with young children with disabilities sharing experiences, stories, and points of view. Shows extent to which a given cultural and linguistic background set in motion a predictable set of events, decisions, and ways of meeting the child's and family's needs.

WEBSITE: www.cudenver.edu/home.htm

CA Dept. of Education

Reaching the Family: Cultural Competence for Programs

PUBLISHER: Sacramento, CA: CA Department of Education/RiSE, 1993, video: 23 min.

GENERAL NOTE: Professionals and parents discuss the importance of developing early intervention programs that reflect the culture and values of the children and families served, and provide suggestions for program development with community support.

WEBSITE: www.cde.ca.gov

Horejsi, Charles; Craig, Bonnie Heavy Runner; Pablo, Joe

Reactions by Native American Parents to Child Protection Agencies: A Look at Cross Cultural and Community Factors

PUBLISHER: Missoula, MT: Univ. of Montana, 1991, 14 pp.

GENERAL NOTE: Gives increased awareness and sensitivity to certain community and cultural factors that affect how Native American parents react to child protection investigations and interventions related to child abuse and neglect. Gives special attention to why Indian parents may behave in ways that result in their being viewed by professionals as uncooperative, unmotivated, resistant, or hard-to-reach.

WEBSITE: www.umt.edu

Perez, Sonia M.; Duany, Luis A.

Reducing Hispanic Teenage Pregnancy and Family Poverty: A Replication Guide

PUBLISHER: Washington, DC: National Council of La Raza, 1992, 114 pp.

GENERAL NOTE: Helps Hispanic community-based organizations develop and establish a teenage pregnancy prevention or teenage parenting program for Latino adolescents.

WEBSITE: www.nclr.org

National Indian Child Welfare Association

Respecting Our Children

PUBLISHER: Portland, OR: National Indian Child Welfare Association, 16 pp.

GENERAL NOTE: Provides information about the effects of substance abuse on parenting and how it contributes to child abuse and neglect, for substance abuse treatment providers who serve Native Americans.

WEBSITE: www.nicwa.org

National Association for the Education of Young Children (NAEYC)

Responding to Linguistic and Cultural Diversity: Recommendations for Effective Early Childhood Education

PUBLISHER: Washington, DC: National Association for the Education of Young Children (NAEYC), 1995, 8 pp.

GENERAL NOTE: Gives position statement of NAEYC with recommendations for a responsive learning environment, working with children and families, for professional preparation, and for programs and practice.

WEBSITE: www.naeyc.org

Banks, Ronald A.

Sensitivity to Cultural and Linguistic Diversity in Early Intervention Family Information Gathering

PUBLISHER: Champaign, IL: Early Childhood Research Institute, Univ. of Illinois at Urbana-Champaign, 2001, 63 pp.

GENERAL NOTE: Provides overview of family information gathering process in early intervention, presents philosophies, and examines strategies most typically employed. Integrates issues specific to cultural and linguistic diversity as they relate to family information gathering.

WEBSITE: www.uic.edu/index.html

Childcare Health Program

Serving Biracial and Multiethnic Children and Their Families

PUBLISHER: Berkeley CA: Childcare Health Program, 2003, video: 30 min.; guide: 110 pp.

GENERAL NOTE: Assists child care providers in integrating activities and materials that focus specifically on biracial and multiethnic children. Provides curriculum for training child care providers on the needs and issues of children from all combinations of race and ethnicity. Each of ten topic areas includes objectives, teaching methods and suggested activities.

WEBSITE: www.childcarehealth.org

Anderson, Penny; Fenichel, Emily Schrag

Serving Culturally Diverse Families of Infants and Toddlers with Disabilities

PUBLISHER: Washington, DC: National Center for Clinical Infant Programs, 1989, 29 pp.

GENERAL NOTE: Assists policymakers and practitioners in developing programs and services for families of infants and toddlers with disabilities. Focuses on the families' own cultural frameworks and individual lifestyles.

WEBSITE: www.medicalhomeinfo.org

CA Dept. of Education

Serving the Family: Special Education Cultural Competence Staff Training

PUBLISHER: Sacramento, CA: CA Dept. of Education/RiSE, 1993, video: 40 min.

GENERAL NOTE: Professionals and parents lead a series of training activities and discussion focused on how early intervention program staff and other service providers can provide services in a culturally informed and respectful manner.

WEBSITE: www.cde.ca.gov

Pensoneau, Bill, et al.

Seven Skills for Living

PUBLISHER: Portland, OR: National Indian Child Welfare Association, 1991, 21 pp.

GENERAL NOTE: Discusses identification with role models, capability, family responsibility, developing faith in personal ability, intrapersonal, interpersonal and situational skills, and developing good judgment.

WEBSITE: www.nicwa.org

Barrera, Isaura; Corso, Robert M.; Macpherson, Dianne

Skilled Dialogue: Strategies for Responding to Cultural Diversity in Early Childhood

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 2003, 280 pp.

GENERAL NOTE: Provides a model for respectful, reciprocal, and responsive interaction that honors cultural beliefs and values, for practitioners to improve their relationships with the children and families they serve and better address developmental and educational goals.

WEBSITE: www.brookespublishing.com

Dorsay, Craig J.

Social Work Practice and the Indian Child Welfare Act: A Videotape Workshop

PUBLISHER: Salt Lake City, UT: Univ. of Utah, 1986, 20 pp.

GENERAL NOTE: Gives handout from workshop by the Utah Child Welfare Training Project at the Graduate School of Social Work. Discusses involuntary termination of parental rights, abandonment, voluntary consent to adoption, and outlines the Indian Child Welfare Act (ICWA)

WEBSITE: www.utah.edu

Garcia Coll, Cynthia T.; Meyer, Elaine C.

The Sociocultural Context of Infant Development

PUBLISHER: New York, NY: Guilford Press, 2000, 14 pp.

GENERAL NOTE: Chapter in "Handbook of Infant Mental Health," examines the impact of the sociocultural context of infants and families as a source of environmental influences, addresses special situation of ethnic minorities in the U.S., and addresses definition of mental health problems, attributions regarding infant mental health problems, expectations for appropriate interventions, and responsibility for implementation of these interventions.

WEBSITE: www.guilford.com

Lundin, Janet; Dolson, David P.

Studies on Immersion Education: A Collection for United States Educators

PUBLISHER: Sacramento, CA: CA Dept. of Education, 1984, 192 pp.

GENERAL NOTE: Provides educators with information about appropriate use of strategies for immersion education.

WEBSITE: www.cde.ca.gov

Ramsey, Patricia G.

Teaching and Learning in a Diverse World: Multicultural Education for Young Children

PUBLISHER: New York, NY: Teachers College Press, 1987, 224 pp.

GENERAL NOTE: Provides model for incorporating a multicultural perspective in all phases and areas of teaching.

WEBSITE: www.teacherscollegepress.com

Derman-Sparks, Louise; Gutierrez, Maria; Phillips, Carol B.

Teaching Young Children to Resist Bias: What Parents Can Do

PUBLISHER: Boston, MA: REACH, Fall 1999, 5 pp.

GENERAL NOTE: Discusses how bias influences children's development, how to help children deal with bias, and how to answer common questions from parents, teachers and children about issues of race, prejudice and discrimination.

WEBSITE: www.uua.org/re/reach/fall99/parent/children_resist_bias.html

Collins, Ray; Ribeiro, Rose

Toward an Early Care and Education Agenda for Hispanic Children

PUBLISHER: Washington, DC: Early Childhood Research and Practice, 2004, 6(2), 18 pp.

GENERAL NOTE: Discusses the child care and early education needs of Latinos, including workforce issues, immigration, educational challenges, and English-language learners. Also discusses how Latinos are served by early care and education programs, including Head Start, prekindergarten, and child care, concluding that Latinos are underserved. Addresses possible actions that might be taken to improve early care and education services for Latinos.

WEBSITE: <http://ecrp.uiuc.edu>

Cross, Terry L.; Bazron, Barbara J.; Dennis, Karl W.; Isaacs, Mareasa R.

Towards a Culturally Competent System of Care: A Monograph on Effective Services for Minority Children Who Are Severely Emotionally Disturbed

PUBLISHER: Washington, DC: Georgetown Univ. Child Development Center, CASSP Technical Assistance Center, 1989, 75 pp.

GENERAL NOTE: Provides philosophical framework and practical ideas for improving service delivery to children of different cultures with emotional and behavioral problems, targeting African Americans, Asian Americans, Hispanic Americans, and Native Americans. Emphasizes strengths inherent in all cultures and examines how the system of care can more effectively deal with cultural differences and related treatment issues.

WEBSITE: <http://gucchd.georgetown.edu>

Horejsi, Charles

Traditional Native American Cultures and Contemporary U.S. Society: A Comparison

PUBLISHER: Missoula, MT: Univ. of Montana, 1987, 27 pp.

GENERAL NOTE: Compares and contrasts values and behavioral patterns common to many Native American societies with those pervasive within the Anglo American society in the U.S. Includes article on risk assessment and the Native American family, offering background information on the culture that should be considered when a social worker uses the Child Risk Assessment Instrument. Also includes article on child welfare and the Native American family, which discusses extended family issues.

WEBSITE: www.umt.edu

Dreyer, Linda; Tyree, Donald W., ed.

Training Issues and Methods in Indian Child Welfare: A Model for Trainers

PUBLISHER: Portland, OR: Parry Center for Children, Northwest Indian Child Welfare Institute, 1984, 80 pp.

GENERAL NOTE: Addresses instructional design, organizing training, and training methods for culturally appropriate training in Indian child welfare practice.

WEBSITE: www.nicwa.org

Bruns, Deborah A.; Fowler, Susan A.

Transition is More Than a Change in Services: The Need for a Multicultural Perspective

PUBLISHER: Champaign, IL: Early Childhood Research Institute, Univ. of Illinois at Urbana-Champaign, 2001, 73 pp.

GENERAL NOTE: Considers preparation, implementation and follow-up, and evaluation of transition practices for children, families, and service providers and programs within existing recommended practices and guidelines. Discusses transition practices and their congruence with recommended practices.

WEBSITE: www.uic.edu/index.html

Marin, Rosario; Pollard, Anderson; Chan, Sam; Armenta, Fernanda
Understanding the Needs of California's Culturally Diverse Families

PUBLISHER: Sacramento, CA: CA Dept. of Developmental Disabilities, 1994, 26 pp.

GENERAL NOTE: Gives conference notes from presentation, including information on Asian Americans, service needs and initiatives in the Black community, strategies for cultural assessment, and characteristics of Hispanic families.

WEBSITE: www.dds.ca.gov

Chen, Deborah

Visual Impairment in Young Children: A Review of the Literature with Implications for Working with Families of Diverse Cultural and Linguistic Backgrounds

PUBLISHER: Champaign, IL: Early Childhood Research Institute, Univ. of Illinois at Urbana-Champaign, 2001, 80 pp.

GENERAL NOTE: Identifies issues in providing early childhood special education services to young children who are visually impaired, and for working with families of culturally and linguistically diverse backgrounds.

WEBSITE: www.uic.edu/index.html

National Indian Child Welfare Association

Walking In Your Child's Moccasins: A Booklet About Child Abuse and Child Neglect For Parents and Caregivers of Indian Children

PUBLISHER: Portland, OR: National Indian Child Welfare Association, 1990, 12 pp.

GENERAL NOTE: Covers forms and indicators of child abuse and neglect with advice on what to do to get help. Designed for and by Indian people for users of Indian child welfare, parent support, and other service provider programs.

WEBSITE: www.nicwa.org

WA State Division of Children and Family Services

The Washington Tribal-State Agreement

PUBLISHER: Portland, OR: National Indian Child Welfare Association, 1995, video: 21 min.

GENERAL NOTE: Gives tribal perspective on the Agreement, with overview of the history and development of the Agreement and its relationship to the Washington State Indian Child Welfare Manual.

WEBSITE: www.nicwa.org

National Indian Child Welfare Association

Watchful Eyes: Community Involvement in Preventing Child Abuse and Child Neglect of Indian Children

PUBLISHER: Portland, OR: National Indian Child Welfare Association, 1990, 12 pp.

GENERAL NOTE: Provides information about developing community involvement to prevent child abuse and neglect. Describes Indian community's strong heritage of positive child-rearing practices and suggests ways for people to get involved in prevention activities.

WEBSITE: www.nicwa.org

Lacey, Yvonne; Blondet, Lisette

Weaving the Future: The Final Report of the National Community Health Advisor Study - A Policy Research Project of the University of Arizona

PUBLISHER: Baltimore, MD: The Annie E. Casey Foundation, 1998, 231 pp.

GENERAL NOTE: Gives overview of CHA field, highlights study areas, discusses historical and core roles and competencies of CHAs throughout the U.S. Reviews evaluation strategies, career development issues, review of programs in many settings and gives recommendations.

WEBSITE: www.aecf.org

Chen, Deborah; McLean, Mary; Corso, Rob; Bruns, Deborah

Working Together in Early Intervention: Cultural Considerations in Helping Relationships and Service Utilization

PUBLISHER: Champaign, IL: Early Childhood Research Institute, Univ. of Illinois at Urbana-Champaign, 2001, 64 pp.

GENERAL NOTE: Discusses attributes that support the development of helping relationships between families and professionals, reviews characteristics of families that are known to impact a family's choice to use services. Provides suggestions for promoting effective helping relationships and increased service use of families from diverse cultural and linguistic backgrounds.

WEBSITE: www.uic.edu/index.html

Klein, M. Diane; Chen, Deborah

Working with Children from Culturally Diverse Backgrounds

PUBLISHER: Albany, NY: Delmar, 2001, 239 pp.

GENERAL NOTE: Gives overview of the ways in which cultural differences influence young children's behavior, communication and learning styles. Discusses major developmental domains of language and communication, social skills, and school readiness and emergent literacy. Provides examples of curriculum and instructional adaptations to use to accommodate children from diverse backgrounds.

WEBSITE: www.delmarlearning.com

Ohtake, Yoshi; Fowler, Susan A.; Santos, Rosa M.

Working with Interpreters to Plan Early Childhood Services with Limited-English-Proficient Families

PUBLISHER: Champaign, IL: Early Childhood Research Institute, Univ. of Illinois at Urbana-Champaign, 2001, 42 pp.

GENERAL NOTE: Reviews literature on the use of interpreters and makes recommendations to promote effective communication among family members, professionals, and untrained interpreters during IEP/IFSP meetings and family conferences. Discusses themes of the complexity of the interpretation process, enhancing accurate interpretation, interpreter styles, psychosocial aspects of the interpretation process, and determining when interpreters are not needed.

WEBSITE: www.uic.edu/index.html

Santos, Rosa Milagros, ed.; Corso, Robert M., ed.; Fowler, Susan A., ed.

Working With Linguistically Diverse Families: Culturally and Linguistically Appropriate Services (CLAS)

PUBLISHER: Longmont, CO: Sopris West Educational Services, 2005, 58 pp.

GENERAL NOTE: Third in a three book collection, examines a variety of early-childhood literature and offers a way for service providers to assess how their practices reflect those recommended by the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC).

WEBSITE: www.sopriswest.com

Greenspan, Stanley I.

Working With the Bilingual Child Who Has a Language Delay

PUBLISHER: Boulder, CO: Scholastic Early Childhood Today, 2001, 16(3), 2 pp.

GENERAL NOTE: Gives strategies in assessing a bilingual child's language development, to determine delays in more than one language, and articulation problems.

WEBSITE: www.scholastic.com/ect