Thank You to Our Partners
2019 Professional Development Conference
Infant and Toddler Care

Creating a Culturally Sensitive Climate
Introduction

- Ava S. Armstead
- CAP Tulsa – Program Development Specialist
Poll – Whose Here Today

- Administrator/Director
- Infant/Toddler Teacher
- Trainer/Educator
- Home Child Care Provider
- Parent
- College Student
- Home Visitor
- Other
Candy Icebreaker

- Red - Favorite Hobbies
- Green – Favorite Place on Earth
- Yellow - Dream Job
- Pink – Favorite Childhood Memory
- Purple or Blue - Wildcard
Purpose of Today’s Workshop

• Creating a Culturally Sensitive Climate
  ◦ Increase participants understanding of the critical role that caregivers play in the process of infants’ identity development.

• Relationships Matter
  ◦ Explore how emotional connectedness with others is central to how young children learn from the earliest stages of life.

• Understanding Temperament and Goodness of Fit
  ◦ Looking at social emotional milestones through temperament traits

• All Behaviors have Meaning
  ◦ Understanding behavior as an expressive form of communication
“Culture influences every aspect of human development and is reflected in childrearing beliefs and practices designed to promote healthy adaptation.”
“We each bring our life experiences and different perspectives to this training session. These differences provide a wealth of real situations, specific challenges, and practical strategies in providing services to infants, toddlers, and their families. This session is a special opportunity to share and refine our skills in harmonizing cultural diversity for sensitive infant care.”
Children see themselves only as they are seen by the adults in their lives. When children see themselves through culturally responsive eyes, they will see their real power.

~ Carol Brunson Day
Identity development in Infants

- “Identity is a set of organized beliefs about ourselves that influence how we behave in social settings.”
- From birth infants are in the process of becoming individuals.
- Development of strong attachment relationships with family and caregivers is a “central task” of infancy.
Basic Assumptions

Healthy identity formation in infants is based on a strong connection to their family.

Identity formation is a critical part of development in the first three years of life.

Appropriate care of infants (care that supports identity formation) requires consistency between the child’s home culture/language and the program.

Creating consistency between home culture and program means establishing on-going partnerships with parents.

Infants, their families, and the programs that serve them are all affected by the attitudes and assumptions of the society in which they operate.
Self Identity
Values
Beliefs
Attitudes
Behaviors

Culture

Ethnicity

Power
Social Class

Race
Skin Color or Tone
Cultural Sensitivity

Cultural Sensitivity is...

an ongoing awareness of our own and other’s cultural contexts. It is a continued willingness to see the world from many different and equally valid perspectives.

It requires:

• An ongoing awareness of ourselves and of other people
• A commitment to learn about other cultural perspectives
• A willingness to dialogue and negotiate about different perspectives
Child Rearing Matrix

- What are some things you noticed during this experience?
- What do you know that you didn’t know before?
- What part of this experience was most valuable to you?
- How does this experience further inform your practices with infants, toddlers and their families?
• Identity begins very early, infants are competent in engaging in social interactions from birth.
• Identity is a complex process combining both social and group characteristics and individual personality traits.
When the family’s culture is ignored or when infant care teachers react to children who are culturally different from them as though they are deficient, underdeveloped, or incompetent, children experience problems in communication, in getting their needs met, and in establishing relationships.

~ Carol Brunson Day
Thank You to Our Partners

2019 Professional Development Conference
Objectives

- To understand early experiences effect on brain development
- To explore the relationship between attachment and attunement
- To use research to inform and facilitate responsive caregiving
- To understand temperaments and goodness of fit
- To understand that all behavior has meaning.
- Identify strategies for supporting positive behavioral outcomes.
Part 1: Relationships Matter

Explore how emotional connectedness with others is central to how young children learn from the earliest stages of life.
Early Experiences

Think about your earliest experiences as a child. What was the expectation by adults?

- **How were you fed?**
  - Were you given choices at mealtime? Were you forced to eat?

- **How were you disciplined?**
  - Who disciplined you? At what age were children expected to obey adults?

- **What were some of the gender roles?**
  - Were there different rules for boys and girls? Were there restrictions based on gender?

- **Did children have rights?**
  - Were they respected? Were they allowed to say NO? Were they forced to share?
Early Experiences

• Making the connection between our early experiences and caregiving priorities will help us identify our caregiving practices and ensure that as we needed caregivers that were responsive to us, we are becoming responsive caregivers to the children in our care.
Early Experiences and Brain Development

- The brain is directly shaped by interpersonal experiences
- Human connections create the neural connections from which the mind emerges
Brain Development

- Brain Myths
Brain Development

- What do you think would be most important for infant care teachers and families with infants and toddlers to know about early brain development?
Brain Development

• Early experiences can determine how genes are turned on and off — and even whether some are expressed at all.
• Genes are responsible for the basic wiring plan—for forming all of the cells (neurons) and general connections between different brain regions.
• Experiences are responsible for fine-tuning those connections, helping each child adapt to the particular environment.
Brain Development

- The brain is particularly responsive to experiences and environments during early development.
Adverse Childhood Experiences (ACE)

- An adverse childhood experience (ACE) describes a traumatic experience in a person’s life occurring before the age of 18 that the person remembers as an adult.
- Exposure to ACES is linked to negative outcomes later in life.
ACE’s Screener

- ACE Questionnaire - The Adverse Childhood Experience (ACE) Questionnaire is a 10-item self-report measure developed for the ACE study to identify adverse childhood experiences.
Attachment and Attunement are related

- Attachment is an emotional bond to another person.
- Attachment builds connections.
Attachment and Attunement are related

- Attunement is being aware of, and responsive to, another.
- Attunement builds trust and safety.
Responsive Caregiving

- PITC Philosophy
- “The relationship between an infant and her or his caregiver is at the heart of high quality infant/toddler care. Through experiencing the warmth and support of caring adults, children gain a basis for development and learning in all domains – physical, cognitive, and social-emotional.”
The responsive process

- Infant and caregivers read one another's state of mind in back-and-forth conversations
- Adult should be in tune to the infant’s emotional state when responding
- Watch-Ask-Adapt
The Responsive Process
Getting In Tune

- What are some of your difficult issues/reactions in dealing with children?
- Think about:
  1) What personal values may be involved that contribute to your reaction?
  2) How you might deal with the feeling(s) to avoid negative impact on children.
- Learn the responsive process.
- What kinds of things might you do to get more in tune with the children in your care?
Getting In Tune
Thank You to Our Partners
2019 Professional Development Conference
Part 2: Understanding Temperament and Goodness of Fit

Looking at social emotional development through temperament
Culture in Social and Emotional Development

- Culture impacts everything
- Culture is powerful
- Culturally consistent care is a must
- Dependence ➔ Independence ➔ Interdependence
### Describe your Ideal Child?

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active</td>
<td></td>
</tr>
<tr>
<td>Approaching</td>
<td></td>
</tr>
<tr>
<td>Cautious</td>
<td></td>
</tr>
<tr>
<td>Cooperative</td>
<td></td>
</tr>
<tr>
<td>Dependable</td>
<td></td>
</tr>
<tr>
<td>Honest</td>
<td></td>
</tr>
<tr>
<td>Independent</td>
<td></td>
</tr>
<tr>
<td>Industrious</td>
<td></td>
</tr>
<tr>
<td>Loyal</td>
<td></td>
</tr>
<tr>
<td>Obedient</td>
<td></td>
</tr>
<tr>
<td>Persistent</td>
<td></td>
</tr>
<tr>
<td>Quiet</td>
<td></td>
</tr>
<tr>
<td>Predictable</td>
<td></td>
</tr>
<tr>
<td>Playful</td>
<td></td>
</tr>
<tr>
<td>Assertive</td>
<td></td>
</tr>
<tr>
<td>Confident</td>
<td></td>
</tr>
<tr>
<td>Curious</td>
<td></td>
</tr>
<tr>
<td>Sensitive</td>
<td></td>
</tr>
<tr>
<td>Sense of Humor</td>
<td></td>
</tr>
<tr>
<td>Takes Risks</td>
<td></td>
</tr>
<tr>
<td>Spirited</td>
<td></td>
</tr>
</tbody>
</table>
THREE TEMPERAMENT TYPES

FLEXIBLE

FEISTY

FEARFUL
Which one describes you?
the developing capacity of the child from birth through five years of age to form close and secure adult and peer relationships; ability to experience, regulate, and express emotions in socially and culturally appropriate ways; and explore the environment and learn—all in the context of family, community, and culture.
What is Social Emotional Development?

Self Awareness

Self Management

Social Awareness

Relationship Skills

Responsible Decision-Making
Supporting Social Emotional Health

Caregiver’s Contributions
- Physical/psychological well-being
- Presence/absence of support
- Personal history
- Temperament
- Socioeconomic status
- Goodness of fit

Indicators of S/E Health
- Capacity to Trust
- Capacity to Relate
- Capacity to take pleasure in ourselves and others
- Capacity to feel effective and the ability to expect this
Still Face Video

- Sense of self, others & the world
- Feelings and expectations

https://www.youtube.com/watch?v=6czxW4R9w2g
WHY DO EARLY RELATIONSHIPS MATTER?

https://developingchild.harvard.edu/resources/building-babies-brains-through-play-mini-parenting-master-class/
Young Infant
Birth to 8 months

SECURITY
Mobile Infant
6 to 18 months

Exploration
Older Infant
16 to 36 months
Reflections about Temperaments

- Why does understanding *Temperament* matter?

- How would you describe your *Temperament*?

- Do you have a preferred *Temperament* when you think about the children in your room?

- How do you handle a non-preferred *Temperament* of a child in your room?

- How do you create “GOODNESS OF FIT”?
Thank You to Our Partners
2019 Professional Development Conference
Part 3: All Behaviors have Meaning

Understanding behavior as an expressive form of communication
Key Objectives:

Understanding all behavior has meaning.

Early experiences in relationships create a lens of expectations for how people will treat you.

Importance of adapting to the child’s cues.

Discuss strategies for supporting positive behavioral outcomes.
Why do you think young children need attention?

Why is giving it to them so important?

Describe a memory/experience from your own childhood where you did or did not receive attention. What did that feel like? (positive or negative)
EVERYONE NEEDS ATTENTION

Understanding that children are whole, complex human beings influenced by genetics, socioemotional and cultural environment. They are not simply a sum of behaviors.

Children do not need us to shape them, they need us to respond to who they are.

Naomi Aldort
Painting: Eva Christin Laszka
WHY DO THEY DO THAT?

Have you ever heard or said the following?

- He’s Doing That On Purpose!
- She Just Wants My Attention!
- He’s Trying To Manipulate Me!
- He Knows Better Than That!

Perhaps the child has other reasons…
Behavior is always a Hot topic

- Parents want to talk about it…
- Infant Care Teachers want to talk about it…
- But what behavior are they wanting to discuss?
WHAT IS SOCIAL-EMOTIONAL DEVELOPMENT?

- Experience, express, and manage emotions
- Establish positive and rewarding relationships with others.
Behavior = Communication

All Behavior Has Meaning

- Babies communicate through behavior from birth
- Behavior continues to communicate a message when a child doesn’t have language
- Even when a child has language, behavior still communicates
ESSENTIAL NEEDS FOR THE DEVELOPING BRAIN

- **Physiological needs**: food, water, warmth, rest
- **Safety needs**: security, safety
- **Belongingness and love needs**: intimate relationships, friends
- **Esteem needs**: prestige and feeling of accomplishment
- **Self-actualization**: achieving one's full potential, including creative activities

Diagram labels:
- Self-fulfillment needs
- Psychological needs
- Basic needs
Behavior Expresses...

• What the child is experiencing?
• What it’s like to be in that child’s body?
• What it’s like to be in that child’s world?
What is the Intention of “Getting Attention”?

• Understanding the intention from the child’s perspective can change the way we react to behavior
Attention is a difficult hurdle for adults. (Plank 2016)

Adults feel that children are constantly seeking our attention. Often they are!

Many teachers view attention seeking behavior as negative – something that gets in the way of their learning.
WHEN WE FACE OURSELVES

- “Attention getting” is a complex issue in our work with young children.
- We become more aware of our emotional development.
- We understand children’s need for attention.
- Even if we had to develop all kinds of ways of seeking it ourselves.
EACH CHILD IS UNIQUE

What Affects Discipline:

- Generations of parenting
- Cultural norms, (doing it differently or same from what happened to me)
- Media
- Education
- Other family members, family dynamics
- Birth order
- Temperaments
- Learning styles
- Perceptions
WHAT DO THEY REALLY WANT?

Connection:
• Quest for security
• Attachment
• Understanding

Interaction:
• Social beings
• Respect/acceptance
• Building brains

Help:
• To do/get something
• Initiate play, Be successful
SCENARIO 1

Erica and Logan are playing in the “Dump & Fill” center. Logan begins screeching and looking at the teacher. The teacher notices that Erica has the big bowl away from Logan. Logan wants attention but for what?
Michael and Arianna are sitting at the dramatic play table with their teacher, Ms. Mae. Ms. Mae looks over to another area. Michael hits the toy plate and knocks it off the table. He reaches for the pretend food on teacher’s plate. Arianna reaches for the food and Michael quickly grabs it. Arianna fusses when she and Michael are both reaching for the food. Right after Michael got the pretend food, he bit it. A few seconds later, he throws it between Arianna and the teacher who is now talking with the children in the other area. Michael: Attention for what?

- Connection?
- Interaction?
- Help?
INTENTION FROM A CHILD’S POINT OF VIEW

- Children are driven by their desires, curiosity, impulses & needs
- They are full of big ideas that they can’t quite yet explain
- Their understanding of danger or cause & effect is not quite fully developed yet
- They do things “on purpose”, but the purpose is for their learning or expression, not to annoy adults
- They learn through their interactions with people and the world.
It’s a healthy toddler’s job to test our limits. But when they are stuck testing they are not:

- Playing
- Socializing
- Creating
- Learning
- Fulfilling their potential
Examining Our Labels

Negative

- touchy
- detached
- spoiled
- baby
- disrespectful
- cunning
- brat
- dumb
- shy
- annoying
- bossy
- finicky
- stingy
- difficult
- aggressive
- inconsiderate
- rude
- selfish
- greedy
- naughty
- clumsy
- mean
- nasty
- fussy
- stuborn
- crybaby
- bad
- deceitful
Examining Our Labels

Positive

affectionate
flexible
fearless
kind
helpful
energetic
creative
gregarious
strong-willed
neat
brave
clever
courteous
funny
passionate
broad
smart
adaptable
amusing
good
intelligent
ambitious
Children Need To Feel Worthwhile

**Adult is thinking:**
- “Where the heck did the permanent marker come from?”
- “I don’t have time for this!”
- “He is just doing that so that I will have to clean it all up.”

**He is thinking:**
- “I can write my letter!”
- “I went potty all by myself!”
Discipline for young children should be:

- Developmentally appropriate
- Focused on specific behavior
- Accompanied by language
- Immediate
- Consistent (across settings, times, caregivers)
- Flexible (based on level of transgression)
- Planned (behavior should be anticipated)
- Emotionally neutral
- Culturally acceptable (may need to negotiate)
Resources:

**PITC Module I** Social Emotional Growth & Socialization: Guidance and Discipline


[https://www.janetlansbury.com/](https://www.janetlansbury.com/)
Funding for this project was made possible by OKFutures, a grant known as the Preschool Development Grant Birth Through Five, Grant No. 90TP0037. This grant was awarded to OPSR by the U.S. Departments of Health and Human Services & Education and is administered by the Administration for Children and Families. This event is the sole responsibility of OPSR and does not necessarily represent the official views of the Office of Child Care, the Administration for Children and Families, or the U.S. Department of Health & Human Services.