**From All to Each and Every: Using Your Leadership to Support Each Young Child**

**Model the use of words, images and interactions that reflect each child and family**

People First Language by Kathy Snow [**https://nebula.wsimg.com/1c1af57f9319dbf909ec52462367fa88?AccessKeyId=9D6F6082FE5EE52C3DC6&disposition=0&alloworigin=1**](https://nebula.wsimg.com/1c1af57f9319dbf909ec52462367fa88?AccessKeyId=9D6F6082FE5EE52C3DC6&disposition=0&alloworigin=1)

Children’s Books

10 Books That Empower Kids to Stand Up and Speak Out

[**http://www.readbrightly.com/10-books-empower-kids-stand-speak/**](http://www.readbrightly.com/10-books-empower-kids-stand-speak/)

12 Children’s Books that Challenge Traditional Gender Roles

[**http://humaneeducation.org/blog/2012/06/11/12-childrens-picture-books-that-challenge-traditional-gender-roles/**](http://humaneeducation.org/blog/2012/06/11/12-childrens-picture-books-that-challenge-traditional-gender-roles/)

Children's Books that Include Diverse Family Structures

[**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/lgbt-children-books.pdf**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/lgbt-children-books.pdf)

Children’s Books that Support Social-Emotional Development [**http://csefel.vanderbilt.edu/documents/booklist.pdf**](http://csefel.vanderbilt.edu/documents/booklist.pdf)

Guide for Selecting Anti-Bias Children’s Books[**http://www.tfcbooks.org/guide-anti-bias-childrens-books**](http://www.tfcbooks.org/guide-anti-bias-childrens-books)

Recommended Children’s Books on Bullying/Friendship Issues [**http://www.k12.wa.us/safetycenter/BullyingHarassment/WorkGroup/RecommendedBooks.pdf**](http://www.k12.wa.us/safetycenter/BullyingHarassment/WorkGroup/RecommendedBooks.pdf)

Selecting and Using Culturally Responsive Children’s Books

[**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/selecting-culturally-appropriate-books.pdf**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/selecting-culturally-appropriate-books.pdf)

**Fully Embrace the Concept of Developmentally Appropriate Practice**

Developmentally Appropriate Practice Resources

Indiana Early Learning Foundations **http://www.doe.in.gov/sites/default/files/earlylearning/  
foundations-2015-august-12.pdf**

Indiana Afterschool Standards and Specialty Standards

[**http://www.indianaafterschool.org/quality/standards**](http://www.indianaafterschool.org/quality/standards/)

Indiana Core Knowledge and Competencies[**http://inpdn.org/wp-content/uploads/2016/04/2016\_INCKC.pdf**](http://inpdn.org/wp-content/uploads/2016/04/2016_INCKC.pdf)

Indiana Academic Standards[**http://www.doe.in.gov/standards**](http://www.doe.in.gov/standards)

© August 2016. Handout designed by Camille Catlett ([**camille.catlett@unc.edu**](mailto:camille.catlett@unc.edu)). Download this handout at [**http://fpg.unc.edu/presentations/early-childhood-alliance-presentations**](http://fpg.unc.edu/presentations/early-childhood-alliance-presentations)

Contextually Appropriate Practice Resources

Diversity: Contrasting Perspectives [**http://www.learningseed.com/catalog/diversity-contrasting-perspectives**](http://www.learningseed.com/catalog/diversity-contrasting-perspectives)

National Center on Cultural and Linguistic Responsiveness

[**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic)

Where We Stand on Responding to Linguistic and Cultural Diversity [**http://www.naeyc.org/files/naeyc/file/positions/diversity.pdf**](http://www.naeyc.org/files/naeyc/file/positions/diversity.pdf)

[Same, Different, and Diverse: Understanding Children Who Are Dual Language Learners](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/same-different-diverse.pdf%20)

[**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/same-different-diverse.pdf**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/same-different-diverse.pdf)

Individually Appropriate Practice Resources

DEC Recommended Practices in Early Intervention/Early Childhood Special Education

[**http://dec.membershipsoftware.org/files/Recommended%20Practices/DEC\_RPs\_%204-25-14.pdf**](http://dec.membershipsoftware.org/files/Recommended%20Practices/DEC_RPs_%204-25-14.pdf)

Research synthesis points on practices that support inclusion [**http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI-ResearchSynthe** **sisPointsInclusivePractices-2011\_0.pdf**](http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI-ResearchSynthesisPointsInclusivePractices-2011_0.pdf)

**Partner with Each Family in Supporting Their Young Children**

Family Involvement Makes a Difference: Evidence that Family Involvement Promotes School Success for Every Child of Every Age

[**http://5c2cabd466efc6790a0a-6728e7c952118b70f16620a9fc754159.r37.cf1.rackcdn.com/cms/Section3\_1513.pdf**](http://5c2cabd466efc6790a0a-6728e7c952118b70f16620a9fc754159.r37.cf1.rackcdn.com/cms/Section3_1513.pdf)

Indiana Early Childhood Family Engagement Toolkit

[**http://www.elacindiana.org/elacindiana/wp-content/uploads/2016/01/Family-Engagement-Toolkit-1.pdf**](http://www.elacindiana.org/elacindiana/wp-content/uploads/2016/01/Family-Engagement-Toolkit-1.pdf)

**Share Information with Colleagues and Families to Support Each Young Child**

Share information about great, FREE resources: Natural Resources / Baby Talk

Share the importance of reading and stories

* + - Books and reading make a difference [**http://www.smh.com.au/national/education/reading-helps-toddlers-start-school-research-by-qut-and-charles-sturt-20140531-39b09.html**](http://www.smh.com.au/national/education/reading-helps-toddlers-start-school-research-by-qut-and-charles-sturt-20140531-39b09.html)
    - Daily reading supports language acquisition and literacy

[**http://www.pbs.org/newshour/bb/infant-reading-aloud-young-children-benefits-brain-development/**](http://www.pbs.org/newshour/bb/infant-reading-aloud-young-children-benefits-brain-development/)(article)

[**http://pediatrics.aappublications.org/content/early/2014/06/19/peds.2014-1384.full.pdf**](http://pediatrics.aappublications.org/content/early/2014/06/19/peds.2014-1384.full.pdf)(policy statement)

Share the value of play [**http://scriptnc.fpg.unc.edu/resources/handout-resources-support-incorporating-playful-approaches-learning-and-development**](http://scriptnc.fpg.unc.edu/resources/handout-resources-support-incorporating-playful-approaches-learning-and-development)

Convey the importance of home language

* + - Importance of Home Language series

[**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/home-language.html**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/home-language.html)

Model effective ways to use praise

* + - [**http://news.stanford.edu/news/2013/february/talking-to-baby-021213.html**](http://news.stanford.edu/news/2013/february/talking-to-baby-021213.html) (news article)
    - Six words you should say today

[**http://www.handsfreemama.com/2012/04/16/six-words-you-should-say-today**](http://www.handsfreemama.com/2012/04/16/six-words-you-should-say-today)

Emphasize the importance of human interaction

* + - [**http://www.futurity.org/can-dvd-teach-baby-read-n-o/**](http://www.futurity.org/can-dvd-teach-baby-read-n-o/)
    - [**http://www.urbanchildinstitute.org/articles/policy-briefs/infants-toddlers-and-television**](http://www.urbanchildinstitute.org/articles/policy-briefs/infants-toddlers-and-television)

**Every Kid Needs a Champion** [**http://www.ted.com/talks/rita\_pierson\_every\_kid\_needs\_a\_champion.html**](http://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion.html)Checklist of Effective Partnerships with Families

|  |  |  |
| --- | --- | --- |
| **What Should You See?** | **Did You See It?** | |
| **YES** | **NO** |
| Enhanced Communication   * Asking families open-ended questions about the people, places, and activities that are important to them * Listening to families’ perspectives without sharing your own opinions first * Learning about how families prefer to communicate (e.g., phone, email, in person) * Using an interpreter to support interactions with family members who speak another language * Learning and using key words and phrases in the languages of the children * Seeking families’ input on topics when there are differences that need to be openly addressed * Being persistent about communicating with each family, even when they have not been responsive thus far * Demonstrating how disagreements or differences of opinion do not interfere with your commitment to the family and child |  |  |
| High Expectations   * Asking families what they see as their child’s strengths * Focusing on the child’s strengths and not just the child’s needs * Asking families about goals for their child * Involving families in all decisions about their child * Celebrating with families as children meet new milestones |  |  |
| Respect   * Asking families what is important to know about their culture, language(s), celebrations, and customs and showing genuine interest * Listening to families with particular attention to insights and information about cultural and linguistic preferences and priorities * Asking how you should address members of the family * Asking families how they have been involved in their child’s program in the past and how they would like to be involved in the future * Reflecting the cultures and languages of families in each classroom or program |  |  |
| Commitment   * Holding meetings at times and places suited to the families’ needs and availability whenever possible * Reflecting the cultures, language(s), celebrations, customs and values of the families in environments, interactions, and curriculum * Discussing ways to find options that are responsive to families’ cultural values * Developing and using a process for regularly soliciting and implementing input from families to inform program decisions |  |  |

Adapted from: CONNECT Module 4; Teaching at the Beginning: Partnering with Parents [**http://teachatb.org/partneringwithparents/**](http://teachatb.org/partneringwithparents/)**;** Language Castle [**http://www.languagecastle.com/2014/09/fast-5-gamechangers-really-get-parents-dlls-engage/**](http://www.languagecastle.com/2014/09/fast-5-gamechangers-really-get-parents-dlls-engage/)**;** NCLR Core Qualities for Successful Early Childhood Education Programs