



Colorful star

# The Right Stuff

## Resources to Help Realize the Promise of Each Vermont Child



**Featured Topic: Engaging Diverse Families**

**Issue No. 22 June 2018**

*The families of young children from birth through Grade 3 vary widely in their configuration, geographic location, values, and beliefs. The [Vermont Guiding Principles](#) remind us of our responsibility to*

- *Respect and support [each family] as experts, partners, and decision makers in the learning and development of their children;*
- *Pledge to be open, genuine, reflective, and respectful listeners and communication partners; and*
- *Build caring communities that are accepting of differences and foster a sense of belonging.*

*This issue of The Right Stuff highlights free resources for learning about and using evidence-based practices to support the unique and diverse families of young children in Vermont. Please enjoy these resources and share them with colleagues and families who can use them to support each and every child and family.*

### **The Diversity-Informed Tenets for Work with Infants, Children, and Families (0-3)** <https://imhdivtenets.org/>

*The Tenets can empower individual practitioners, agencies and systems of care to identify and address the social justice issues intricately intertwined with all infant mental health work. The Tenets are rooted in the belief that self-awareness and intentional action are the cornerstones of principles of equity and inclusion.*

### **Developing Culturally Responsive Approaches to Serving Diverse Populations: A Resource Guide for Community-Based Organizations (0-9)**

<http://www.hispanicresearchcenter.org/wp-content/uploads/2017/03/Cultural-Competence-Guide.pdf>

*This resource guide is designed to help community-based organizations to serve the needs of their diverse populations by using culturally thoughtful and responsive approaches. Along with an overview of existing instruments, tools, and resources, this document offers evidence-based insights, including ways to examine collaboration through a diversity lens.*

### **CONNECT Module 4: Family-Professional Partnerships (0-5)**

<http://community.fpg.unc.edu/connect-modules/learners/module-4>

*This module presents effective practices for developing family-professional partnerships in a process of developing rapport, forming shared decisions, and partnering with the family to address challenges. Information on research findings and related policies are provided as well as examples of embedded interventions, activities, handouts, video and audio clips.*

### **Family Homelessness (0-5)**

*Three new modules on homelessness have been published on the Early Childhood Learning and Knowledge Center. These modules help professionals identify and support families experiencing homelessness, review federal regulations for different government programs, and conduct community outreach.*

- Module 1: [Overview of Family Homelessness](https://eclkc.ohs.acf.hhs.gov/family-support-well-being/learning-module/module-1-overview-family-homelessness) <https://eclkc.ohs.acf.hhs.gov/family-support-well-being/learning-module/module-1-overview-family-homelessness>
- Module 2: [Understanding Family Homelessness](https://eclkc.ohs.acf.hhs.gov/family-support-well-being/learning-module/module-2-understanding-family-homelessness) <https://eclkc.ohs.acf.hhs.gov/family-support-well-being/learning-module/module-2-understanding-family-homelessness>
- Module 3: [Understanding the McKinney-Vento Homeless Assistance Act's Definition of "Homeless"](https://eclkc.ohs.acf.hhs.gov/family-support-well-being/learning-module/module-3-understanding-mckinney-vento-homeless-assistance) <https://eclkc.ohs.acf.hhs.gov/family-support-well-being/learning-module/module-3-understanding-mckinney-vento-homeless-assistance>

## **Do No Harm: Creating Welcoming and Inclusive Environments for Lesbian, Gay, Bisexual, and Transgender (LGBT) Families in Early Childhood Settings (0-9)**

<http://www.returntooursenses.com/wp-content/uploads/2014/08/Do-No-Harm-Lee-Klinger-Lesser.pdf>

*This article offers practical strategies for supporting young children whose family members are LGBT.*

## **Helping Dads Care (0-9)**

<https://promundoglobal.org/resources/helping-dads-care/>

*According to a new survey, the majority of fathers want to be involved caregivers to their children but are often held back by outdated expectations related to gender roles and a lack of workplace support. This report makes the case for greater access to paid parental leave for men and women, as well as a shift in societal norms around men's and women's roles as caregivers to create a more equitable society for families raising children.*

## **Partnering with Families of Children with Special Needs (0-9)**

[https://www.mbaea.org/media/documents/Young\\_Children\\_\\_Sept\\_2009\\_Partnerin\\_D7536CF6133CB.pdf](https://www.mbaea.org/media/documents/Young_Children__Sept_2009_Partnerin_D7536CF6133CB.pdf)

*Intended for educators, this article provides readers with an understanding of the experience and processes that families go through upon learning their child has a disability, as well as basic information about IFSP and IEP services. It also explains several strategies for working with families with children with disabilities.*

## **Partnering with Newcomer Families (3-9)**

<https://www.gse.harvard.edu/news/uk/18/04/partnering-newcomer-families>

*This report describes strategies for working across language and cultural differences to make families feel at home in new schools.*

## **Stages of Immigrant Parent Involvement — Survivors to Leaders (3-9)**

<http://www.kappanonline.org/stages-of-immigrant-parent-involvement-survivors-to-leaders/>

*Immigrant families are not all alike nor are their needs or interests. These families come to the U.S. from diverse backgrounds with a wide range of needs and prior educational experiences. This article describes an effective model (Stages of Immigrant Parent Involvement) that can provide educators and community leaders with insights that help them tailor programs and services to support these families as they acclimate into U.S. school culture.*

## **States Leading the Way: Practical Solutions that Lift Up Children and Families (0-9)**

<https://ascend.aspeninstitute.org/resources/states-leading-the-way-practical-solutions-that-lift-up-children-and-families/>

*This 2018 report lifts up the most promising, actionable solutions from seven states that can break the cycle of intergenerational poverty for families in the US. Throughout this report, examples abound of success that has come from engaging and supporting the full and authentic participation of families.*

**Want more free resources about ways to engage and support diverse families?** Look for the 12-page annotated collection, **Family Engagement Resources**, at this website: <http://fpg.unc.edu/presentations/vermont-resource-collections>

**The Right Stuff** is a free, one-way listserv that is distributed monthly. Each issue features resources for supporting the learning and development of young children who are culturally, linguistically, and individually diverse, birth to Grade 3, and their families. All resources are readily available and free. **The Right Stuff** may be freely shared or reproduced. Past issues are available at <http://fpg.unc.edu/presentations/right-stuff>

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