
Culturally Appropriate Positive Guidance for Young Children

INSTRUCTIONS

This handout was designed for use with the webinar “Culturally Appropriate Positive Guidance for Young Children in Our Care.” The questions and activities in this handout could be used in a work session (e.g., professional learning community, professional development session), for individual coaching, or for self-reflection.

Goals

- ◆ Frame children’s social problems as guidance opportunities in the classroom.
- ◆ Understand how children’s diverse cultural and familial perspectives, values, and practices influence their peer interactions and social problem-solving skill development.
- ◆ Plan to support children to solve social problems.

Activity

- ◆ Watch the webinar.
- ◆ Use the questions below to reflect on how you can support children’s social problem-solving skills.
- ◆ Implement your plan and adjust as needed.

Our culture dictates how we expect children to act toward us and toward other children.

Dr. Zeynep Isik-Ercan

REFLECTION QUESTIONS

- ◆ What caught your attention from the webinar? Why was that fact, idea, or example meaningful to you?
- ◆ Early in the webinar, Dr. Isik-Ercan expands the traditional definition of “culture” to include family practices (i.e., the things families think, say, and do). How could this expanded idea of culture help us understand children’s peer conflicts in the classroom?
 - What are some potential barriers or challenges to learning more about a child’s family culture?
 - How can you begin to overcome those?
- ◆ Dr. Isik-Ercan also reminds us that we all have culture. Our culture influences the way we solve problems with others. Share your own social problem-solving strategies with a partner or small group.
 - How do you solve social problems with members of your family? People in your community? People outside of your community?
 - How does your culture influence the way you solve social problems?
 - How are your social problem-solving strategies similar to or different from your partner’s? Why?
- ◆ During the webinar, Dr. Isik-Ercan explains that “some conflicts among children reflect the child’s early understanding of their own cultural scripts.” She also shares two scenarios where teachers supported social problem solving using culturally appropriate guidance practices. Think about a recent peer conflict from your classroom.
 - What was each child’s “cultural script” telling them about that situation?
 - How did you respond in the moment?
 - How did you/could you extend the interaction into an opportunity that helps children understand and appreciate diversity?
- ◆ Dr. Isik-Ercan shares three culturally appropriate guidance strategies and aligned practices that teachers can use to support children as they encounter and solve social problems:
 - Understand family perspectives, goals, and practices for child development
 - Honor children’s cultural identities as you respond
 - Use guidance challenges as curriculum ideas
 - Based on your own professional development and children’s needs, select one strategy and one aligned practice to implement:
 - When will you use this practice?
 - What resources or support (e.g., readings, videos, conversation with others, coaching) do you need to implement this practice? How will you access those resources and support?

ADDITIONAL RESOURCES

Learn more about supporting children’s social problem-solving skills:

- ◆ **Source:** National Center on Parent, Family, and Community Engagement
- ◆ **Guide:** “Family Engagement and Cultural Perspectives: Applying Strengths-Based Attitudes”
- ◆ **Link:** https://childcareta.acf.hhs.gov/sites/default/files/public/family_engagement_and_cultural-perspectives-508_2-20-18.pdf
- ◆ **Description:** Use this guide to explore the cultural perspectives, values, and practices of children and their families.

- ◆ **Source:** Center for Inclusive Childcare
- ◆ **Podcast:** “Play--Helping Children Who Are Ignored or Rejected by Peers: Part Four”
- ◆ **Link:** <https://www.inclusivechildcare.org/podcast-inclusion-matters/play-helping-children-who-are-ignored-or-rejected-peers-part-four>
- ◆ **Description:** This podcast addresses what teachers can do to best support children in the context of social problems with peers, particularly in situations which children are ignored or rejected by peers. Specific classroom scenarios and examples are provided to support the social integration of children with disabilities.

- ◆ **Source:** Head Start Center for Inclusion
- ◆ **Resource Library:** “Classroom Visuals and Supports”
- ◆ **Link:** <https://headstartinclusion.org/tools-and-supports/classroom-visuals-and-supports/>
- ◆ **Description:** Visuals are critical for helping all children but especially for making sure that children with disabilities and dual language learners can express their needs and participate in problem solving. This resource features a set of problem-solving visuals to download and use immediately.