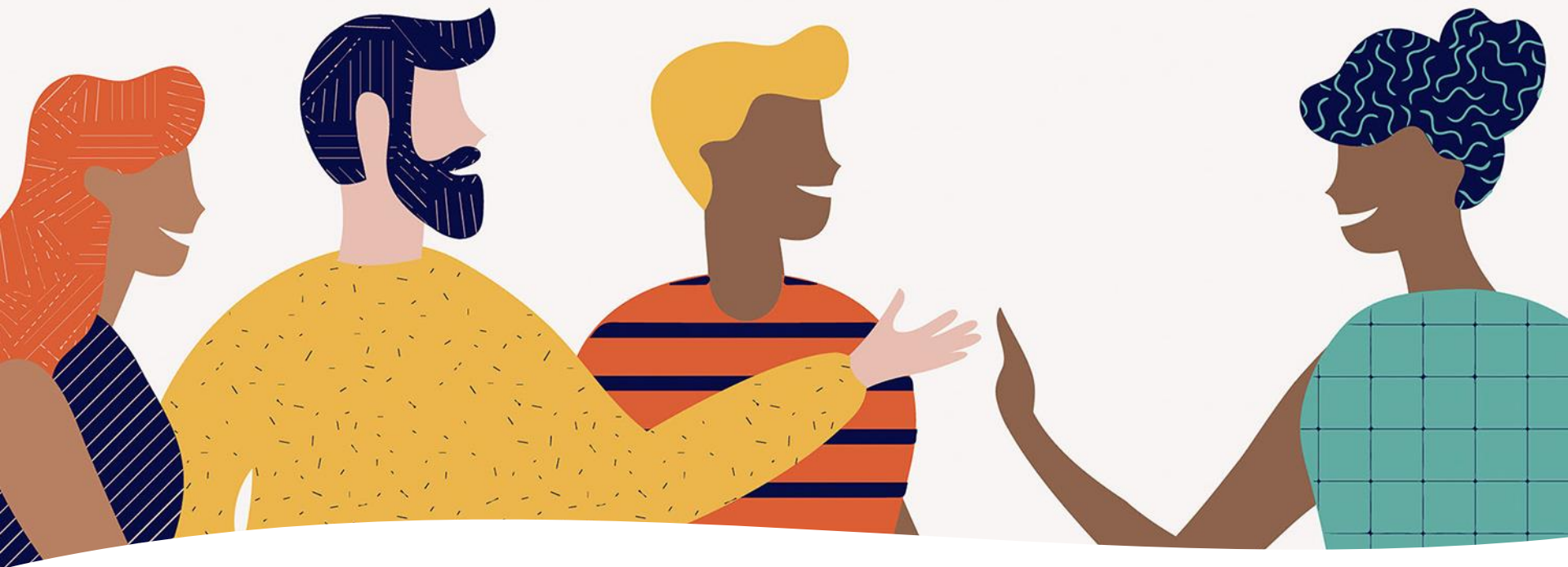


Welcome.

Please know this presentation may be recorded.



Honoring and Supporting the Language, Culture and Identity of Families and Children

OCDEL Conference 2025
Luisa Olivo-Wolf, MA

What makes you, you?

- My name is
- I live in
- I work at
- I have
(kids, pets,
plants, hobbies)







Mrs. Dinkles

What makes you, you?

- **My name is**
 - I was named after...
 - The origin of my name is...
- **I live in**
 - I was born in...
 - I have lived in...
 - I live in _____ because...
- **I work at**
 - I have been in the field for...
 - I'm passionate about...
 - My favorite part of my job is...
- **My child/ren are...**
- **My pets are...**
- **My hobbies are.... I enjoy them because....**



"Go Deeper Go Wider"

Why did this
feel different?

- Connected to your family, roots, history
- Where you were born
- Where you grew up
- Where you've lived
- What drives your work and professional life
- What things bring you joy in your work
- Describes the people that mean the most to you
- Shares a little about the things you like to do

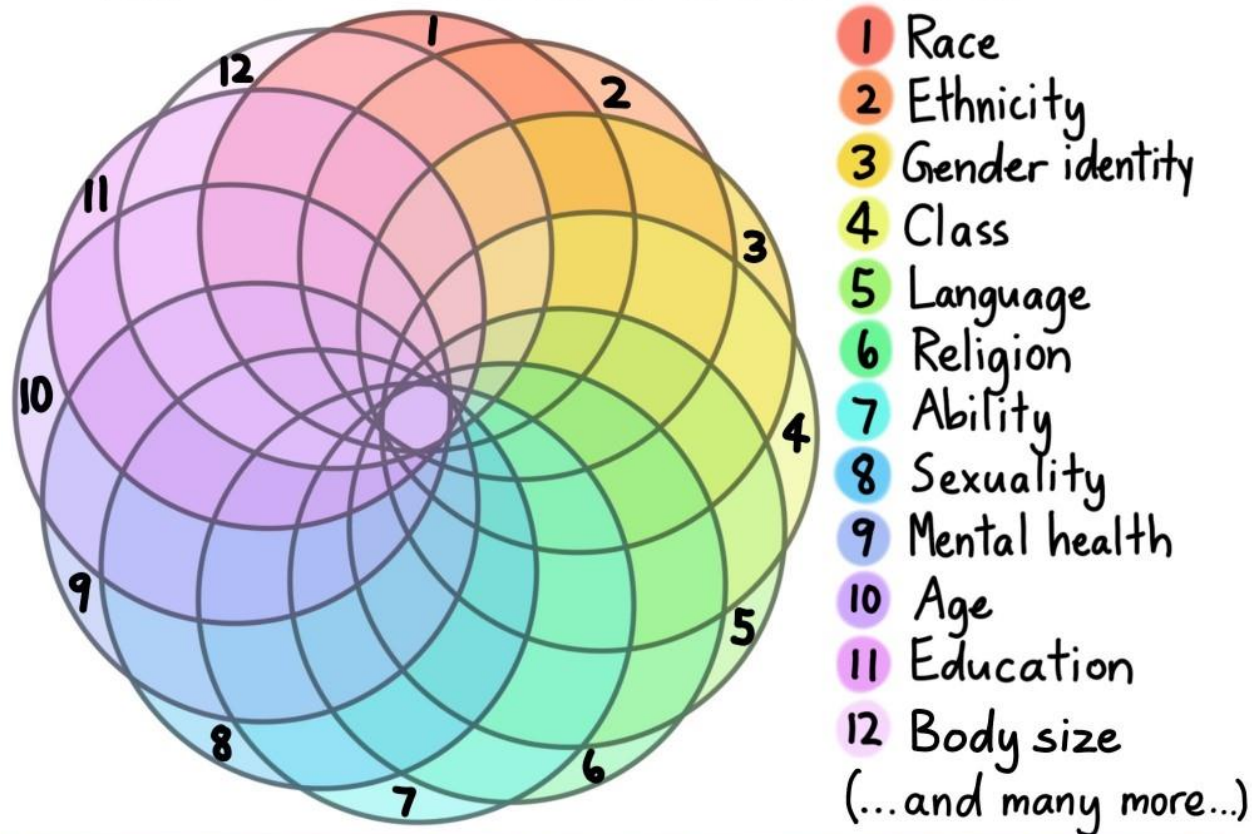
WHEEL OF POWER/PRIVILEGE



Adapted from ccrweb.ca

@sylvriaduckworth

INTERSECTIONALITY



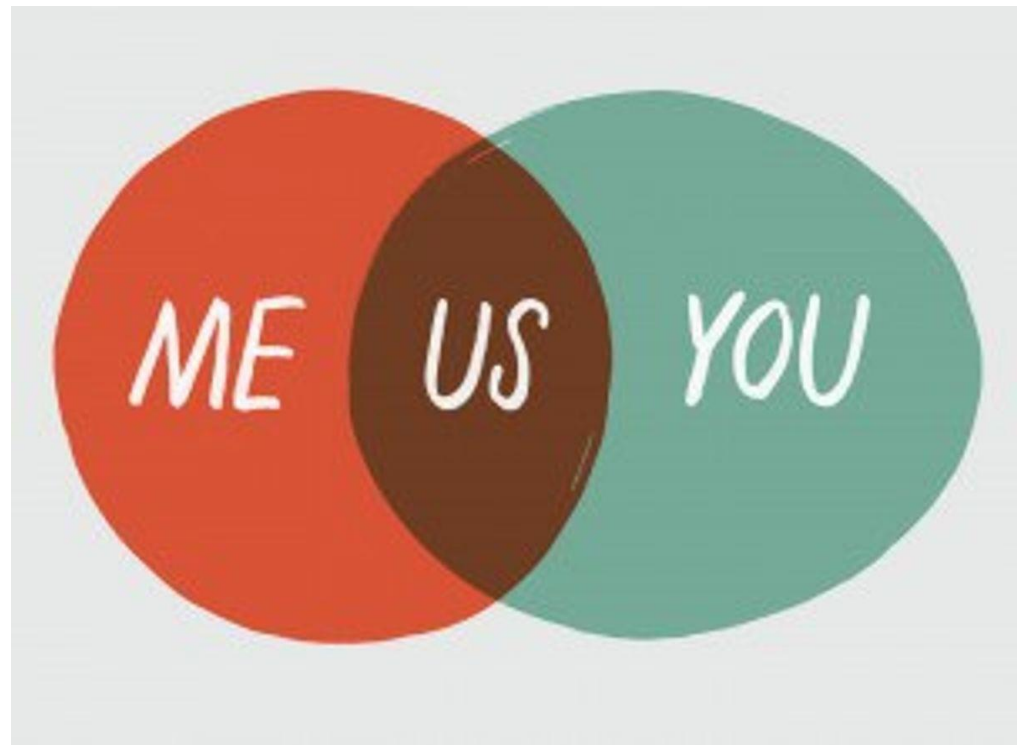
Intersectionality is a lens through which you can see where power comes and collides, where it locks and intersects. It is the acknowledgement that everyone has their own unique experiences of discrimination and privilege.

– Kimberlé Crenshaw –

@sylviaaduckworth

The Strength of the Commonalities

- Strength of Intersections
- Shared Identities
- Basis of Relationship
- Connections
- Daily Interactions
- Culture of Origin and Adaptive Culture



Culture and Child Development

- Sense of Self
 - Navigating Intersections
 - Culture of Origin, Adaptive Culture
 - Home Language and New Language
 - Representation
-

Culture and Child Development

- Impact of language, culture, and identity on child development, self-esteem, and academic success.
- Connection between identity affirmation and positive outcomes for children.
- Social/Emotional Development
 - Connection to the Early Learning Standards

SOCIAL AND EMOTIONAL DEVELOPMENT

STANDARD AREA 16.1 Self-Awareness and Self-Management

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
A. Manages Emotions and Behaviors	16.1 I.A Demonstrate an emotional response to the environment.	16.1 Y.T.A Demonstrate an emotional response in reaction to an experience.	16.1 O.T.A Make connections between emotions and behavior.	16.1 P.K.A Distinguish between emotions and identify socially accepted ways to express them.	16.1 K.A Distinguish between emotions and identify socially accepted ways to express them.	16.1 1.A Examine the impact of emotions and responses on view of self and interactions with others.	16.1 2.A Examine the impact of emotions and responses on view of self and interactions with others.
B. Influences of Personal Traits on Life Achievements	16.1 I.B Demonstrate preference for specific objects and people.	16.1 Y.T.B Demonstrate preference for specific objects or activities.	16.1 O.T.B Communicate preference for people, objects, and activities.	16.1 P.K.B Recognize that everyone has personal traits which guide behavior and choices.	16.1 K.B Recognize that everyone has personal traits which guide behavior and choices.	16.1 1.B Understand the impact of personal traits on relationships and school achievement.	16.1 2.B Understand the impact of personal traits on relationships and school achievement.
C. Resiliency	16.1 I.C Use comfort of familiar experiences to explore new activities and experiences.	16.1 Y.T.C Repeat familiar activity to gain comfort and confidence.	16.1 O.T.C Approach new experiences with confidence.	16.1 P.K.C Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.	16.1 K.C Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.	16.1 1.C Identify adverse situations which all people encounter and healthy ways to address.	16.1 2.C Identify adverse situations which all people encounter and healthy ways to address.
D. Goal-Setting	EMERGING	EMERGING	16.1 O.T.D Establish goals independently.	16.1 P.K.D Establish goals independently and recognize their influence on choices.	16.1 K.D Establish goals independently and recognize their influence on choices.	16.1 1.D Describe the effect of goal-setting on self and others.	16.1 2.D Describe the effect of goal-setting on self and others.
E. Identity Development	16.1 I.E Respond to self in mirror.	16.1 Y.T.E Convey ownership of objects and people.	16.1 O.T.E Use language that indicates knowledge of self.				

STANDARD AREA 16.2 Establishing and Maintaining Relationships

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
A. Relationships – Trust and Attachment	16.2 I.A Show affection and bond with familiar adults.	16.2 Y.T.A Use trusted adult as a secure base from which to explore the environment.	16.2 O.T.A Develop relationships that extend beyond trusted adults.	16.2 P.K.A Interact with peers and adults in a socially acceptable manner.	16.2 K.A Interact with peers and adults in a socially acceptable manner.	16.2 1.A Establish relationships that are positive and supportive of others.	16.2 2.A Establish relationships that are positive and supportive of others.
B. Diversity	16.2 I.B Notice differences in others.	16.2 Y.T.B Recognize similarities and differences between self and others.	16.2 O.T.B Communicate about similarities and differences between self and others.	16.2 P.K.B Identify similarities and differences between self and others.	16.2 K.B Identify similarities and differences between self and others.	16.2 1.B Recognize and tolerate the uniqueness of all people in all situations.	16.2 2.B Recognize and tolerate the uniqueness of all people in all situations.
C. Communication	16.2 I.C Use sounds and gestures as a form of reciprocal communication.	16.2 Y.T.C Use sounds, gestures, and words as a form of reciprocal communication.	16.2 O.T.C Engage in reciprocal conversations and interactions with peers and adults.	16.2 P.K.C Engage in reciprocal communication with adults and peers.	16.2 K.C Engage in reciprocal communication with adults and peers.	16.2 1.C Explain the impact of communication on interactions with others.	16.2 2.C Explain the impact of communication on interactions with others.
D. Managing Interpersonal Conflicts	16.2 I.D Express emotion relating to a conflict.	16.2 Y.T.D Express emotion relating to a conflict.	16.2 O.T.D Communicate about a conflict and seek help to solve.	16.2 P.K.D Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict. <i>*See also 5.2 P.K.B</i>	16.2 K.D Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict. <i>*See also 5.2 K.B</i>	16.2 1.D Identify and apply appropriate ways to resolve conflict.	16.2 2.D Identify and apply appropriate ways to resolve conflict.
E. Support – Asking for Help	16.2 I.E Indicate needs through vocalizations and body movements.	16.2 Y.T.E Communicate needs.	16.2 O.T.E Ask for help when needed.	16.2 P.K.E Ask for and accept offers of help when needed or appropriate.	16.2 K.E Ask for and accept offers of help when needed or appropriate.	16.2 1.E Determine who, when, where, or how to seek help for solving problems.	16.2 2.E Determine who, when, where, or how to seek help for solving problems.

STANDARD AREA 16.3 Decision-Making and Responsible Behavior

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
A. Decision-Making Skills	16.3 I.A Demonstrate preference for specific objects and people.	16.3 YT.A Make simple choices.	16.3 OT.A Recognize the consequences of choices.	16.3 PK.A Interpret the consequences of choices.	16.3 K.A Interpret the consequences of choices.	16.3 1.A Recognize that there are consequences for every decision which are the responsibility of the decision-maker.	16.3 2.A Recognize that there are consequences for every decision which are the responsibility of the decision-maker.
B. Understanding Social Norms – Social Identity	16.3 I.B Respond to adult guidance about behavior.	16.3 YT.B Demonstrate basic understanding of rules.	16.3 OT.B Follow basic rules.	16.3 PK.B Recognize there are socially acceptable ways to behave in different places.	16.3 K.B Recognize there are socially acceptable ways to behave in different places.	16.3 1.B Demonstrate knowledge of how social norms affect decision-making and behavior.	16.3 2.B Demonstrate knowledge of how social norms affect decision-making and behavior.
C. Responsible Active Engagement – Empathy	16.3 I.C React to others' expressions of emotion.	16.3 YT.C Engage in empathy and compassion in some situations.	16.3 OT.C Demonstrate empathy and compassion for others.	16.3 PK.C Actively engage in assisting others when appropriate.	16.3 K.C Actively engage in assisting others when appropriate.	16.3 1.C Actively engage in creating an environment that encourages healthy relationships.	16.3 2.C Actively engage in creating an environment that encourages healthy relationships.

@KatchingUpWithKenzo



Strategies for Inclusive Classroom Environments

- Books
- Music
- Classroom Materials
- Multi-language labels
- Pictures
 - Use real families!
- Meals
- Dramatic Play
 - Foods
 - Dolls
 - Clothing





In Research

- **Different Developmental Pathways**
 - DLL children might learn concepts in one language versus another.
 - Developmental screenings.
 - **Code Switching**
 - Typical in children who are dual language learners.
 - Going between home language and English.
-

In Research

- **Greater Demands on Memory**
 - Two (or more)
 - Sets of sounds
 - Grammar rules
 - Vocabulary and definitions
 - Leads to increased ability to focus, remember, make decisions
- **Development within two (or more) cultures**
 - Cultural behaviors
 - Manners
 - Customs
 - Leads to improved ability to adapt to different situations and expectations
 - Example: Greetings

Assessing Learning Inclusively

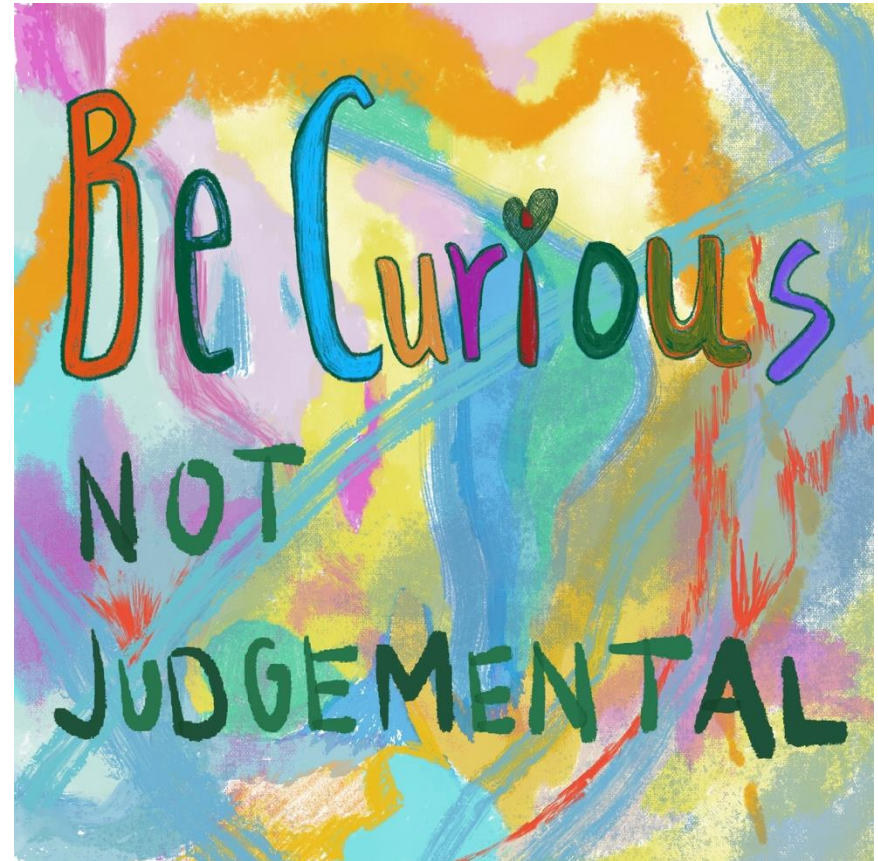
- Consider the lens
 - How can you adapt your own expectations and learning environment to incorporate each child's cultural way of being? Also, consider the societal and structural perspectives: How might poverty, trauma, inequities, and other adverse conditions affect how children negotiate and respond to their world? How can you help each child build resilience? (NAEYC)
- Consider the language, dialect

Connections-Stronger than Language

- Relationships
 - Common goal
 - Warm, welcoming environment
 - Human connection
- Language
 - Communication is:
 - 55% body language
 - 38% voice and tone
 - 7% spoken words
- Mutual Understanding
 - Respect for culture
 - Valuing contributions

Cultivating Inclusive Relationships

- Show interest, be genuine
- Find commonalities
- Support the home language in the classroom
- Avoid generalizations
- Consider your own biases or perceptions
 - We all have them!









Cultivating Inclusive Relationships

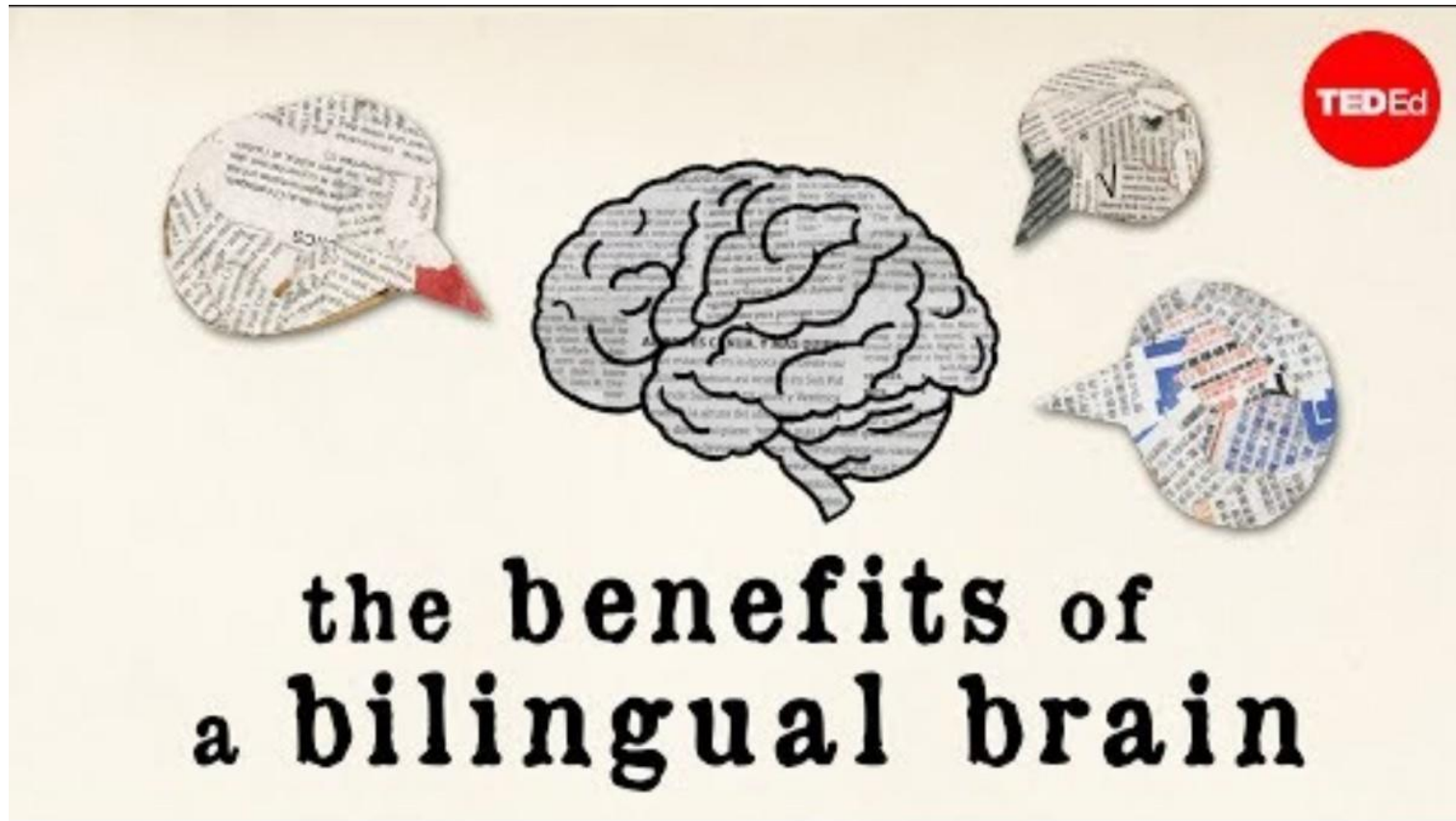
- Ask for family help and input
 - Help build your classroom environment
 - Ask parents to translate, to bring in cultural items, to share books, nursery rhymes and lullabies
- Avoid phrases and sarcasm
- Support the use and continued practice of the home language
 - Some families may be resistant to this- let's talk about WHY



Young Dual Language Learners: Gathering Background Information

Considerations	Possible Questions to Ask Parents and Families
 Language background: one, two, or more	<p>What language(s) does your family speak? How much experience (exposure) has your child had with the(se) languages?</p> <p>Is your child growing up with two languages? If so, what are the languages?</p> <p>Can you tell me about your child's use of English (if at all)?</p>
 Dual language development: simultaneous or sequential	<p>Did your child grow up with two language from birth (simultaneous)?</p> <p>Did your child grow up with one language from birth, and then learn a second language after the age of two (sequential)?</p> <p>How old was s/he when the second language was introduced?</p> <p>About how much time does your child spend using the home language (speaking, listening, comprehending)?</p> <p>About how much time does your child spend using English (speaking, listening, comprehending)?</p>
 Language dominance	<p>Does your child use one of his/her languages more often than the other?</p> <p>When your child wants to communicate, which language does he/she use?</p>
 Home language experiences	<p>Who are the people in your child's life who speak the home language to him/her?</p> <p>What are some experiences or activities your child has using language? (E.g., cooking with grandmother each evening in Chinese; doing weekend chores with father in Spanish)</p> <p>What experiences with early reading and writing has your child had in his/her home language?</p>
 English language experiences	<p>Who are the people in your child's life who speak English to him/her? (E.g., cooking with grandmother once a week; doing weekend chores with father)</p> <p>What experiences with early reading and writing has your child had in English?</p>
 Individual characteristics of the child	<p>What are your child's interests and favorite activities?</p> <ul style="list-style-type: none"> • Are there toys or things that your child especially likes to play with? • Are there pretend play activities that your child likes? • What does your child like to talk about? • What does your child like to learn about? • Can you give examples of experiences from the past that your child can recall and talk about?

The Bilingual Brain- Age of Exposure



Going Deeper – Inclusive Practices

- Building a reflective community of ECE providers
 - Hiring and recruitment strategies
 - Best fit for classrooms
 - Language differentials
 - Ongoing training and support
- Family Communications
 - Translation opportunities
 - Avoiding phrases
 - Addressing misunderstandings- cultural or language

Google Translate- A Great Tool But...



A Note about Dads

- Is your program 'mom centric'?
 - Movement to Family Centered
 - Intentionality of approach to engage fathers/father figures
 - Decision Making
 - Programming and Engagement
 - Case Study
-

Universal Practices

- Everyone Has Strengths
 - Responsive Caregiving and Communication
 - Kindness
 - Body Language
 - Tone
-

“

**Education is improving
the lives of others and
for leaving your community
and world better than
you found it.**

MARIAN WRIGHT EDELMAN

Who can
you lift up
today?



