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BUILDING A NEW EQUITY RESEARCH ACTION COALITION

Our overarching goal is to establish an interdisciplinary, multi-organization, action-oriented research-policy collaborative

Create	Examine	Develop	Support
Create a national repository for research, programs, and policies found to strengthen the health and well-being of BICOC and their families and communities.	Systematically examine the wholistic experiences of BICOC and their families from prenatally through adolescence.	Develop actionable ABAR policies and practices to eradicate the impact of racism and all its consequences on the lives of BICOC and their families.	Support the development of diverse junior scholars, practitioners, and policymakers interested in BICOC children's early experiences.

Note: BICOC=Black, Indigenous, and Other Children of Color; ABAR=Anti-Bias/Anti-Racist



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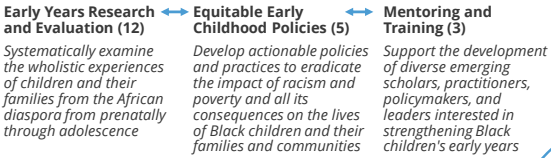
What We Do

WE WORK WITH DIVERSITY OF INDIVIDUALS, ORGANIZATIONS AND AGENCIES TO CO-CREATE SCIENCE-BASED ANTI-RACIST AND CULTURAL WEALTH SOLUTIONS.



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What We Do



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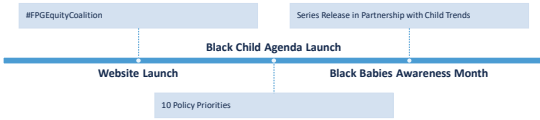
Why We Do It

WE DO IT FOR THE PRESERVATION OF CULTURAL PRIDE, PROTECTION FROM SOCIAL AND PSYCHOLOGICAL TRAUMA, AND PROMOTION OF HEALTH AND WEALTH.



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Stay Tuned...



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THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

Screening to Identify Preschool Children's Strengths and Challenges: Using a Cultural Wealth Framework

Iheoma U. Iruka, Ph.D.
Research Professor, Public Policy
Frank Porter Graham Child Development Institute (FPGI)
Founding Director, Equity Research Action Coalition at FPGI

Early Childhood Investigations Webinars
August 26, 2021



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EQUITY RESEARCH ACTION COALITION & EARLY CHILDHOOD INVESTIGATIONS

Thank you for the partnership!



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Honoring Native Lands

I ACKNOWLEDGE THAT I LIVE, WORK, AND BUILD MY FAMILIES' ECONOMIC WEALTH ON THE LUMBEE TRIBE TAKEN THROUGH COLONIZATION AND ATTEMPTED ERADICATION BY SETTLERS.



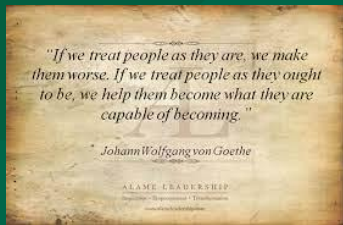
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Honoring Black Bodies

- Many parts of the US was built by enslaved Africans and their enslaved descendants, and only within the past generation were Black people afforded full rights.
- Today, Black individuals and People of Color disproportionately work as service staff across the country. This community is largely responsible for the maintenance of our daily lives, the food and food service available, child care, health care, and many other basic necessities that make our lives easy. The wealth of our nation is due to the forced free labor of these Africans.



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Who do you see when you see me?

What do people see when they see you?

Take two mins and write what comes to mind immediately when you see me. You don't need to share!

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Who am I?

- Black
- Mother of two
- Unidentified DLL
- Food & Housing Security
- English speaker
- & so much more...
- Who are you?

- Nigerian heritage
- Married to Bahamian.
- Professor at UNC
- One of seven girls
- Exhausted
- Passionate
- Blunt
- Scared
- Joyful



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Objectives for this session

1

Understand the purposes and goals of screeners

2

Explore how child assessments can better capture the cultural wealth of children

3

Engaging in anti-bias CRP assessment



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CALL TO ACTION: ENGAGE IN BEING R.I.C.H.E.R.

Take Home Points

Culture is all around us and children

Child assessments should be used as a guide for improvement and not punishment

Engage in the 4Es of ABAR CRA

Be careful of the danger of a single story

Assess children, but also assess the condition of the learning environment



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UNIVERSAL FINDINGS

Science of Early Development

- Early experiences are essential for building the brain.
- Early adversity can change the timing of critical periods of brain development.
- Healthy development of the child begins in the preconception period.
- Supportive relationships between the child and the adults serve to buffer negative outcomes
- Access to basic resources is powerful.
- Both institutional racism and interpersonal experiences of discrimination can influence the health and well-being of both children and adults in multiple ways



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THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

Children's healthy development, wellbeing and learning are directly and indirectly impacted by multiple systems.

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What is cultural microsystem?

- Culture is an aspect of every human behavior
- Culture can be seen in the ways we interact, our bedtime routines, our classroom routines, how we interact with each other and young children, etc.
- Culture provides the "guidelines" for what is expected and how children are socialized - routines, expectations, norms, events, language, interactions, etc.
- Culture guides how parents/caregiver rear children, including their styles and beliefs about engagement and interactions
- Culture shapes what happens in the classroom -- didactic v. scaffolding,

communal vs. individual



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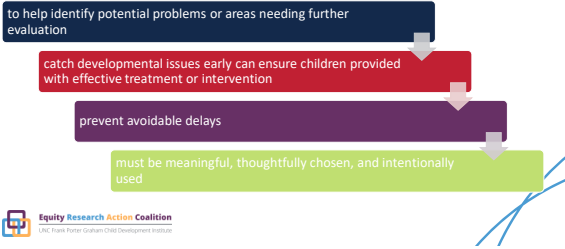
ENSURING ABAR CRP IN ASSESSMENTS

Turning to screening

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Purpose of Screeners



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For developmental screening to be effective, it should begin early in a child's life; be repeated throughout early childhood; and use reliable, valid screening tools appropriate to the age, culture, and language of the child. This can be a challenge, since very few developmental screening tools are developed or tested with linguistically or culturally diverse samples of children.



- US DHHS, 20214
<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/screening-compendium-march2014.pdf>

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Selecting Tools (cont'd)



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POLL—which screening tools do you use?

- ASQ
- ASQ-SE
- Brigance
- Developmental Assessment of Young Children
- Learning Accomplishment Profiles (LAP)
- Program Developed or Something else
- Nothing



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Why do you like your tool?

Share in the chat box



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Ask yourself this question about your screener?

- Who collects this information?
- Is the information collected from parents?
- Are the questions easy to answer?
- Is it easy to get a score?
- Are the results easy to understand?
- Can you share and activate the results?
- Is measure all areas of children's development?
- Can you consider the different assets of children?

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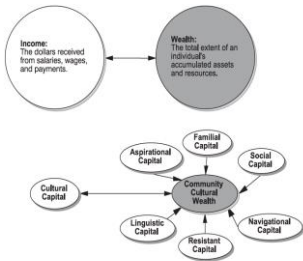


Figure 2. A model of community cultural wealth. Adapted from: Oliver & Shapiro, 1995



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Cultural Wealth

1. **Aspirational capital** refers to the ability to maintain hopes and dreams for the future, even in the face of real and perceived barriers.
2. **Linguistic capital** includes the intellectual and social skills attained through communication experiences in more than one language and/or style
3. **Familial capital** refers to those cultural knowledges nurtured among familia (kin) that carry a sense of community history, memory and cultural intuition



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Cultural Wealth cont'd

- 4. **Social capital** can be understood as networks of people and community resources.
- 5. **Navigational capital** refers to skills of maneuvering through social institutions.
- 6. **Resistant capital** refers those knowledges and skills fostered through oppositional behavior that challenges inequality



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Reflection exercise

Focus your time on one of the six cultural wealth we just discussed... think about which one connects the most with you. Then think about how that can be used as a lens when you are screening a child to identify their needs.

Pick one boy and one girl of color and ask, how does this capital come out? What does this mean for how I "see" them?



Figure 2. A model of community cultural wealth. Adapted from: Oliver & Shapiro, 1995



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ENSURING ABAR CRA IN ASSESSMENTS

Anti-bias, Anti-racist Culturally Responsive Assessment



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ABAR CRA

Defining anti-bias, anti-racist culturally responsive assessment

- Based on Iruka, Curenton, & Eke's 2014 definition of anti-bias, culturally responsive family engagement....

an assessment approach that **incorporates** the cultural knowledge, experiences, and communication styles of children from diverse families and communities, and **acknowledges** the social injustices, inequalities, and prejudices children face as



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Scenario...

- You have a Standard English Assessment that is trying to assess children's language/vocabulary
 - the child mixes Standard English words up with their home language (white shoes = white zapatos or doesn't recognize a spinner/top or uses a dialect like "teef" for "teeth")
 - the assessment says the child must say the word not a variation
 - the score says the child has a language delay
 - what do you do? what do you tell your supervisor, the parents?



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Some assessments don't capture other dialects and language. Should children be punished?



Item	Alternative meaning
12	to
13	and, yeah
14	being outside
20	based on "topping," a popular style of hair
27	around, not yeah
32	coming to rest, not as far as in "kissin' this"
37	laurelberry
38	to stand steady on, to "sit on the back up" or "stand on the rim"
40	well of glass look—that you "follow the slip" or "see the operation after some, didn't heard he used on "topping"
49	"spash this" means to and correct activity
72	gherban
79	a person's distance

From: (2012) 31. Retrievd from: Institute for Third Culture Studies

Source: Chambers, et al. (2012). "A Matter of Vocabulary": Performance of Low-income African American Head Start Children on the Peabody Picture Vocabulary Test-II. Communication Disorders Quarterly, 34, 122-127

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Principles of ABAR CRA



EXPLORATION



EDUCATION



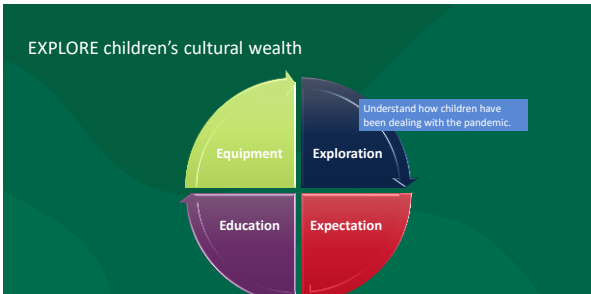
EXPECTATION



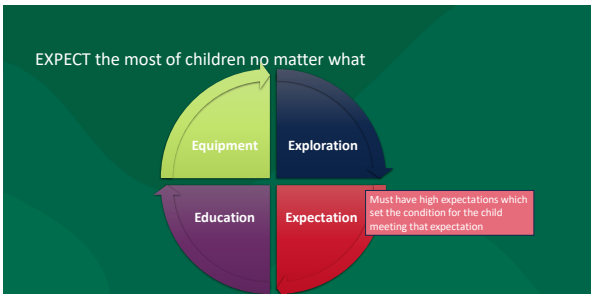
EQUIPMENT



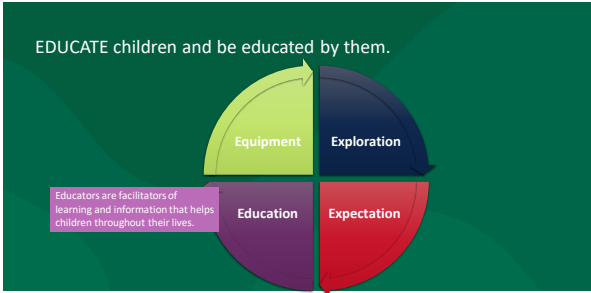
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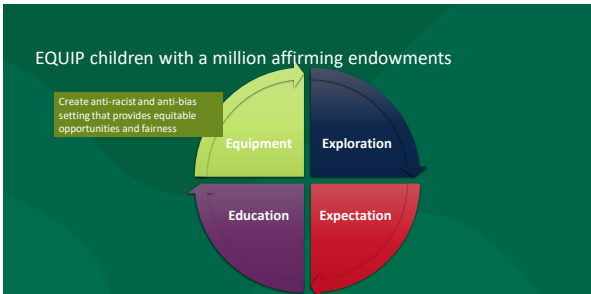


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NAEYC's Position Statement

Principle 4. Although general progressions of development and learning can be identified, variations due to cultural contexts, experiences, and individual differences must also be considered.

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CALL TO ACTION: ENGAGE IN BEING R.I.C.H.E.R.

Take Home Points

Culture is more than race and around all of us

Screeners should consider the cultural wealth of children

Engage in the 4Es of ABAR CRA

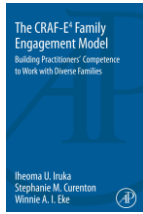
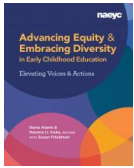
Moral obligation to assess children wholistically



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Handwriting practice lines (10 horizontal lines)

Resources



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Handwriting practice lines (10 horizontal lines)

THANK YOU!
COMMENTS?
QUESTIONS??



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Handwriting practice lines (10 horizontal lines)

Resources

- Alanis, I., & Iruka, I. U., & Friedman, S. (Eds.) (2021). *Advancing Equity and Embracing Diversity in Early Childhood Education: Elevating Voices and Actions*. Washington, DC: National Association for the Education of Young Children. <https://www.naeyc.org/resources/pubs/books/advancing-equity-embracing-diversity>
- Allen, R., Shapland, D. L., Neitzel, J., & Iruka, I. U. (2021). Creating anti-racist early childhood spaces. *Young Children*, 76(2), 49-54.
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