

Reflecting on Family Engagement

Think about how you interact with families, help them feel welcome, involve them in the program, and how you view people who come from different populations. Rate the followings statements on a scale from 1-5.

1: Strongly Agree
2: Agree
3: Neutral
4: Disagree
5: Strongly Disagree

My Beliefs:	My Rating:
I don't force my own beliefs on staff members, children or families.	
I recognize how difficult it can be for families to choose a child development or school-age program.	
It is an honor to care for a family's children.	
Families should spend time in their children's programs.	
It's OK to speak a language other than English in the U.S.	
It's OK for families to keep their own traditions, native dress, and customs in the U.S.	
I work with all families including those who are non-traditional.	
I say something when I hear someone say or do something racist or insensitive.	
Every family is different: moms, dads, grandmas and other family members can have different roles.	
I recognize family members as decision-makers.	
Families who use a foreign accent or don't speak English well are smart and capable.	
I know how culture could affect the way a family disciplines their child.	
I know how culture could affect the way a family expects their child to feed, dress, and use the toilet.	
I know how culture could affect the decisions a family makes about health care, religion, gender roles, and employment.	
I know how culture could affect a family's ideas about time and punctuality.	
I know how culture could affect a family's use of eye contact, personal space, jokes, and conversations.	

My Beliefs:	My Rating:
I do not assume that a general description of a cultural group applies to each individual family that comes from that group.	
How I Do My Job:	My Rating:
I smile and greet families by name.	
I ask families to share information about themselves, and I share information about myself.	
I make sure that families see themselves in the program through photos, materials, and displays.	
I give families written information in their home language.	
I ask for help communicating with families who speak a language I don't speak.	
The assessment tools I use are appropriate for children who speak different languages.	
I think about the cultures and languages of the children in my care when I choose materials.	
I think about families' preferences when I plan holiday gatherings, meals, and home visits.	
I let families communicate with me any way they want.	
I use different tools to communicate with families: videos, gestures, translators, pictures, words in their own language.	

Adapted from:

American Speech-Language-Hearing Association (2010). Cultural Competence Checklist: Personal Reflection.

American Speech-Language-Hearing Association (2010). Cultural Competence Checklist: Service Delivery.