

Name: _____

Date: _____

MY VALUES AND ATTITUDES

DIRECTIONS

Please select A, B, or C for each of the items presented in this checklist. Describe strategies for your individual growth and improvement in the right hand column.

A = Things I do frequently **B = Things I do occasionally** **C = Things I do rarely or never**

	My Response	My plan to improve my cultural competence in this area
1	I try to understand another person's point of view when in conflict with my own.	
2	I avoid imposing insisting on my own way of doing things when these may be in conflict or be inconsistent with those of cultures or ethnic groups other than my own.	
3	I learn about other cultures by reading, observing and asking about what makes people feel comfortable as well as what they want for their children to build my own awareness about perspectives and beliefs different from my own.	
4	As children are learning about differences, we read books about diverse families, individuals, cultures, and other areas that support honoring differences.	
5	If a child uses a racial and ethnic slur, I help them to understand that certain words can hurt others. I reinforce the value of differences.	
6	I intervene in an appropriate manner when I observe individuals engaging in behaviors that show cultural insensitivity, bias or prejudice.	
7	I recognize and accept that individuals from culturally diverse backgrounds may desire varying degrees of acculturation into the dominant culture.	
8	I understand and accept that family is defined differently by different cultures (e.g., extended family members, fictive kin, and godparents).	

A = Things I do frequently B = Things I do occasionally C = Things I do rarely or never		
	My Response	My Plan - To increase my cultural competence
9	I accept and respect that among different cultural groups male-female roles in families may vary significantly (e.g., who makes major decisions for the family, play and social interactions expected of male and female children).	
10	I understand that age and life cycle factors must be considered in interactions with families (e.g., high value placed on the decisions or childrearing practices of elders or the role of the eldest female in the family).	
11	Even though my professional or moral viewpoints may differ, I accept the family/parents as the ultimate decision makers for services and supports for their children.	
12	I accept that religion, spirituality, and other beliefs may influence how families respond to illness, disease, and death.	
13	I understand that the health care practices of families served may be rooted in cultural traditions.	
14	I recognize and understand that beliefs and concepts of mental health or emotional well-being, particularly for infants and young children, vary significantly from culture to culture.	
15	I recognize and accept that familial folklore, religious, or spiritual beliefs may influence a family's reaction and approach to a child born with a disability or later diagnosed with a disability or special health care need.	
16	I understand that beliefs about mental illness and emotional disability are culturally-based.	

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	My Response	My Plan - To increase my cultural competence
17	I accept that culture has a great influence on how parents, families and communities respond to these conditions and related treatment/interventions.	
18	I recognize that the meaning or value of early learning, early childhood education, early intervention, and/or school readiness may vary greatly among cultures.	
19	I understand that traditional approaches to disciplining children are influenced by culture.	
20	I understand that families from different cultural backgrounds will have different expectations of their children for acquiring toileting, dressing, feeding, and other self-help skills.	
21	I accept and respect that customs and beliefs about food, its value, preparation, and use are different from culture to culture.	
22	I seek information on acceptable behaviors, courtesies, customs, and expectations that are unique to families of specific cultural groups served in my early childhood program or setting.	
23	I review my programs or agency's mission statement, goals, policies, and procedures to ensure that they include principles and practices that promote cultural diversity, cultural competence and linguistic competence.	
24	I seek information from family members or other key community informants that will assist me to respond effectively to the needs and preferences of culturally and linguistically diverse children and families served in my program.	

Adapted from: Goode, T.D. (2001). *Promoting cultural & linguistic competency checklist for personnel providing services and supports in early intervention and early childhood settings*. Washington, DC: National Center for Cultural Competence, Georgetown University Center for Child and Human Development, University Center for Excellence in Developmental Disabilities Education, Research & Service.