

# Learning Objectives



Participants review defining characteristics and dimensions of culture and consider how culture influences caregiving routines.



Participants examine the definition of *family* and practice techniques for problem-solving with families.



Participants identify cultural influences on feeding infants and toddlers and explore culturally sensitive and responsive program adaptations.



Participants identify diapering and toileting practices that respond to the whole child.



Participants reflect on program resting practices.



Participants summarize the key elements of a safe early learning environment and explore the connection between developmental appropriateness and safety.



Participants develop sound illness policies for their programs.

# Key Points

- Family structures are diverse and vary widely.
- Caregivers who employ a partnership model acquire new perspectives and report a greater understanding of home cultures.
- In order to provide children with culturally sensitive and responsive care, we must seek out cultural and family information.
- Sometimes communication with a family breaks down due to a misunderstanding; at times we may be confused by a family's actions, or in disagreement with a family member.
- Parents need to know that providers are committed to open communication when misunderstandings or disagreements arise.



# Key Points

- Eating is an emotional process; adults bring to the mealtime experience feelings, ideas, and traditions from their own personal history and culture.
- Feeding follows a child's developmental stages, but theories of child development should be considered in the cultural context from which they came.
- Providers play an important part in the development of healthy eating habits; success in promoting good nutrition among the children requires caregivers to plan ahead.

