

	Cultural Destructiveness	Cultural Blindness	Cultural Pre-competence	Cultural Competence	Cultural Proficiency
<p>Assessing Cultural Knowledge- Extent to which EI practitioner acknowledges, identifies, and understands the families' ways of being</p>	<p>Ignores, intimidates, or punishes the expression of cultural practices, home language, or ways of being that are different from their own.</p> <p>Or</p> <p>Acknowledges and identifies cultural and language differences with the express purpose of assimilating families to the dominant culture.</p>	<p>Provides services in a rote or standard way without regard to the family's home language, cultural practices, and ways of being. Treats all families the same.</p>	<p>Recognizes that it is important to acknowledge, identify, and understand the cultural practices and ways of being of families and to begin to learn about them once they are assigned to work with a family or families with a particular identity that differs from their own.</p>	<p>Acknowledges, identifies, and works to understand the differences in language, cultural practices, and ways of being of families with identities other than their own. Integrates input from the cultural groups and clients into the learning process.</p>	<p>Proactively learns about groups in their catchment area before they begin working with families with those identities to create a foundational knowledge of the community while also internalizing that each family will live and relate to community values differently.</p>
<p>Valuing Diversity and Difference- The extent to which the EI values differences from the dominant culture and views them as an asset.</p>	<p>Excludes or actively prevents the involvement of people outside of the dominant cultural and language groups from participating in policy and program decisions.</p>	<p>Practices and policies do the legal minimum (i.e., providing IFSP documents in the family's heritage language)</p>	<p>Recognizes the need to learn about others' linguistic or cultural practices. May not yet have acted appropriately to address this need or may only be inclusive of some</p>	<p>Honors differences and identifies funds of knowledge and cultural wealth possessed by the cultural groups for whom they are providing services.</p>	<p>Engages in cultural exchanges, community experiences, and meaningful relationships in their personal life with people from the linguistic, cultural, and identity groups they</p>

Adapted from Clark-Loque, A.R., Lindsey, R.B., Quezada, R.L. & Jew, C. L. (2020). *Equity partnerships: A culturally proficient guide to family, school, and community engagement*. Corwin.

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	OR Prioritizes the assimilation of families to the dominant culture		linguistic, cultural, or identity groups present in the catchment area.		serve at work.
Adapting to Diversity- the extent to which policymakers, programs, and providers change to meet the needs of their clients	works to avoid or actively prevent changes in policy and practice that support family language, cultural practices, and ways of being outside those of the dominant culture Or engages in practice strategies intended to assimilate families to the dominant culture.	Does not acknowledge the need for culturally responsive practices. Treats all families the same.	Begins to recognize the differences between EI programs and provider cultures and family cultures. Begins to address strategies to work effectively in a diverse catchment area.	Policymakers, programs, and providers work with families and communities to identify and address their unique community needs.	Policymakers, programs, providers, families, and the community work together to meet the needs of all cultural groups in the catchment area and anticipate and plan for linguistic and other demographic needs and changes within the community and catchment area
Managing the Dynamics of Difference- Extent to which programs and providers mediate conflict that arises as a result of cultural differences	Discourages families from sharing concerns or advocating for the meeting of their cultural needs. Or Ignores family and community concerns and	Responds to cultural mismatches and conflicts by changing EI providers. Does not address the cause of the mismatch or conflict between the family and provider,	Recognizes emerging cultural mismatches and conflicts and deploys conflict resolution strategies.	Creates programs, policies, and relationships that encourage multiple perspectives and build the capacity for constructive dialogues among families, providers, and program	Works with families and community members in the catchment area to anticipate potential sources of cultural mismatch and conflict. Builds the capacity of all parties to navigate

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	advocacy efforts related to meeting their cultural needs	program, or policy. Or Facilitates a conversation focused solely on finding similarities/common ground.		leaders.	these conflicts.
Institutionalizing- Extent to which culturally responsive knowledge, skills, and strategies are integrated into policies, organizational values, and daily practices.	systematically excludes members of groups outside of the dominant culture from participating in policy and program decisions Or Creates policies and practices that are intended to assimilate families into the dominant culture	Creates and updates policies that support the status quo or only adhere to governmental mandates Does not consider Family and community language and cultural needs when implementing new policies and practices	recognizes family and community cultural needs as they arise and responds to each need as it comes	Creates structures that address diverse cultural needs of all families in the catchment area and assess the effectiveness of policies and practices in meeting these needs	Invites families and community members to contribute to decisions, policies, and practices that impact them