

OREGON HOME VISITING CORE COMPETENCY  
DOMAIN 1

# CULTURAL AND LINGUISTIC RESPONSIVENESS

Commit to understanding individuals and families within their cultural context and providing appropriate supports.

Tools for Reflective Practice:

Part 1: Guiding Principles for Reflective Practices

Part 2: Home Visiting Inquiry Questions

Part 3: Supervisor Guidance



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# **1. GUIDING PRINCIPLES: Comprehend, Perceive, Regulate Actions (CPR)**

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- ✓ **Comprehend:** To grasp meaning and significance
- ✓ **Perceive:** To attain awareness or understanding
- ✓ **Regulate actions:** To actuate through self-humility

## **Every individual is rooted in culture**

- » Family systems are cultural foundations
- » All ethnic groups have cultural norms
- » Home language is a key component of children's cultural and ethnic identity formation

### **Reflective self-inquiry**

- How do I communicate this principle to home visitors?
- What do I do to engage home visitors to find out what they already know?
- What aspects of my own cultural/ethnic identity do I integrate into my communication style?
- How do I ensure that English language learners have full access to resources?
- What am I doing to develop my own bi-lingual skills and competencies?

## **Reflective communication requires on-going practice**

- » Understanding
- » Awareness of thought processes
- » Self-talk (subjective dialogue)
- » Monitoring actions/behaviors Small group discussions-Reflective self-inquiry

### **Reflective self-inquiry**

- How do I encourage home visitors to help parents identify problems from their own perspective?
- How do I involve home visitors in collective and joint problem-solving activities?
- What do I do to engage home visitors from collectivistic ethnic groups? (i.e., Latinos, African American, Native American, etc.)

# **1. GUIDING PRINCIPLES: Comprehend, Perceive, Regulate Actions (CPR)**

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## **Everybody has conditioned biases, beliefs and ideologies**

- » Behaviors are rooted in beliefs
- » Preferences are both fluid and static
- » Knowledge is a key factor in changing beliefs and biases
- » We cannot understand others until we understand ourselves

### **Reflective Self-Inquiry**

- How do my biases, beliefs, and ideologies impact the way I view the ethnic/cultural diversity of the home visitors, parents and infants?
- What is my overall attitude about my role as a home visitor supervision and/or decision maker?
- How do I support home visitors with issues related to the cultural ideologies related to the mental and physical health of developing infants?
- What attitude to I communicate (subjectively and objectively) to home visitors about the challenges of my job and need for more supportive practices and policies?

## **Science and best practices must be culturally adaptable**

- » Adaptation is the key to integrated and inclusive thinking
- » Information, knowledge, and wisdom are critical stages for understanding
- » Best practices are both subjective and objective in nature
- » Research and evidence based practices must have cultural validity and reliability

### **Reflective Self-Inquiry**

- What do I do to help home visitors engage the parents/caretakers and infants that are English language learners?
- What is my role in choosing culturally relevant approaches and instructional materials that recognize, incorporate, and reflect the family's heritage and the contributions of various ethnic groups?
- What do I do to intentionally promote cultural pride in parents/caretakers through introducing early literacy and infant mental health contributions made by their own racial and ethnic groups to the history and culture of the United States?
- What are the racial and ethnic groups represented in my service area?

# **1. GUIDING PRINCIPLES: Comprehend, Perceive, Regulate Actions (CPR)**

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## **One size does not fit all**

- » Equity includes the ability to accommodate services and resources based on the individualized needs, abilities, and desires of the family/parent system. Equality implies the same for everybody.
- » A toolkit of different modalities and approaches that can be used based on the unique traditions, language preference, emotional/mental states, and literacy level of the family is a necessary prerequisite for all home visitors.
- » Every family, child, parent, and caretaker is unique, has their own strengths, and is at their own level of human development.

### **Reflective Self-Inquiry**

- How do I educate home visitors to be aware of racial, ethnic, and different abilities common stereotypes?
- How do I integrate and communicate awareness of diversity in thought, imagery, and cognition when I am promoting reflective practices for home visitors?
- What do I do to communicate an attitude of inclusion and acknowledgement of different views, attitudes, and creative positive expression?
- How do I communicate the culture of the community/organization and still promote the family's sense of cultural identity?

## **Policies and planning precede practice**

- » Organizations and agencies develop written policies and procedures for supporting and implementing home visiting competencies
- » Regular supervisor and home visitor meetings are planned ahead
- » Efforts to promote home visiting competencies are prioritized
- » Long and short term staff development goals for supervisors and home visitors

### **Reflective Self-Inquiry**

- How do I promote more inclusive policies and procedures in my agency/organization?
- What is my role in ensuring regular supervision is made available?
- How do I advocate within my organization and community to promote home visiting competencies?
- How do I impact the need for on-going staff development to increase competencies?

# **1. GUIDING PRINCIPLES: Comprehend, Perceive, Regulate Actions (CPR)**

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## **Building relationships and trust**

- » Be aware of supervisor/home visitor power differential
- » Use and promote active listening and parallel process
- » Model empathy, mindfulness, and understanding
- » Create a climate of comfort

### **Reflective Self-Inquiry**

- How do I know when power differential gets in the way of mutual and parallel relationship building?
- What do I do to practice active listening and modeling reflective non-verbal behaviors?
- How do I model and promote empathy, mindfulness and understanding?
- What are the barriers I encounter for creating a climate of comfort?

## **Cultural humility is true self-reflection**

- » Commitment to self-evaluation and self-critique
- » Maintain an interpersonal stance that is other-oriented in terms of their cultural identity
- » Focus is on developing self-humility
- » Communicates love, compassion, and respect

### **Reflective Self-Inquiry**

- What is my commitment to continuous self-evaluation?
- How do I develop skills in cultural humility in my personal and professional roles?
- What is my own definition of humility?
- How do I communicate love, compassion, and respect within the context of parent/caretaker and infant/toddler relationships?

## **Sources:**

Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five (Administration for Children, Youth, and Families 1991,5).

Professional Development through Reflective Consultation in Early Intervention. Watson, Christopher PhD, IMH-E(IV), Gatti, Shelly Neilsen PhD, *Infants & Young Children*: April/June 2012-Issue 2 – p 109-121

Dissonance between Personal and Professional Values: Resolution of an Ethical Dilemma: *Journal of Social Work Values and Ethics*, Volume 8, Number 2 (2011)

Culture and Policy in Early Childhood Development. Sara Harkness, PhD, Charles M. super, PhD

Diversity in early care and education: honoring differences. Janet Gonzalez-Mena. McGraw-Hill, 2008

## **2. HOME VISITING INQUIRY QUESTIONS: Attributes**

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These open-ended questions for reflective practice are arranged by attribute, knowledge and skill categories of the Cultural and Linguistic Responsiveness domain of the Oregon Home Visiting Core Competencies.

### **ATTRIBUTES:**

**Demonstrates an attitude of respect and sensitivity; builds on family cultural and linguistic diversity to support family outcomes**

1. How do you examine your own values that may conflict or be inconsistent with those of cultures or ethnic groups other than yours in the context of building parent/child relationships?
2. What specific value challenges with other ethnic groups have you experienced in your personal/professional role?
3. When were you first aware that your values may be inconsistent with those of cultures or ethnic groups other than your own?
4. Where do you normally get support to deepen your understanding of cross-cultural values?

**Exhibits the ability to be respectful, responsive, and sensitive in interactions and relationships with families and community members**

1. How do you begin to develop trust while promoting healthy parent/child relationships when you first meet families/parents from your own ethnic group or other diverse ethnic groups?
2. What specific skills do you currently use to demonstrate your own awareness about the racial, ethnic and cultural background of the parent/child dyad?
3. When do you know if a family member is not engaging in a trusting way?
4. Where do you seek or get help to practice culturally responsive relationship building skills?

**Values ongoing education and training as a way to stay current with changing demographics and cultural factors in the population served.**

1. How would you define the difference between diversity, ethnicity, equity, and cultural competency?
2. What are the cultural/ethnic demographics of the population on your caseload?
3. When do you have opportunities to practice and use concepts such as equity, diversity, equality and ethnicity?
4. Where do you receive ongoing education and training to assist you with the practical application of your own understanding and awareness of diverse ethnic and cultural backgrounds, and traditions within the context of the parent/child relationship?

**Appreciates learning from members of the cultural group about cultural norms and behaviors: avoids making assumptions about practices.**

1. How do you gather information about different cultural norms and values within your own ethnic/cultural group?

## 2. HOME VISITING INQUIRY QUESTIONS: Knowledge

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2. What steps would you take to learn more about the cultural norms of the family while providing support for developing healthy infant/parent relationships?
3. When do you engage members of the cultural group to discuss and share norms, traditions, and beliefs regarding parenting and childrearing practices?
4. Where do you normally get additional training and education to become more culturally aware?

### KNOWLEDGE

**K.1.1 Understands that each person's culture shapes their values, beliefs, and behaviors, is a source of pride and is an asset to embrace and celebrate.**

1. How were your own cultural/ethnic values shaped?
2. What beliefs and or biases did you develop within your own cultural/ethnic experience?
3. When observing the interaction between a parent and an infant, have you become aware that your own beliefs and biases about the parent's behavior may get in the way?
4. Where do you get support for understanding and exploring your own conditioned beliefs and biases?

**K.1.2 Recognizes that language and/or cultural values and beliefs influence the way families seek and access services?**

1. How do you assess if there is a language and/or cultural barrier to quality services?
2. What steps would you take or have taken when encountering a situation where the parent does not communicate in the language that you speak?
3. When have you noticed that the difference in language and/or culture between you and the family has become a barrier?
4. Where do you get support to to learn more about your own ethnic/cultural group?

**K.1.3 Recognizes that a family's experience of systemic barriers such as limited resources, availability of services in their first language, lack of cultural responsiveness, immigration status and program policies may impact a family's readiness to access services.**

1. How do you deal with systems and services that do not represent your ethnic/cultural group?
2. What is your role in addressing inequitable treatment of parents and children due discrimination, racism, or classism?
3. When have you experienced discrimination or exclusion due to a systemic barrier?
4. Where do you get support from your own ethnic/cultural group to address and impact systemic barriers?

## **2. HOME VISITING INQUIRY QUESTIONS: Knowledge**

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### **K.1.4 Understands how disparities in program policies, design and practices impact equity in health and educational outcomes**

1. How would you handle a situation where the emerging parent/infant relationship is impacted by the parent's feelings of isolation and fear due to racism or other inequities?
2. What is an example of a health or education disparity or inequity that you have noticed or experienced?
3. When do you know it is time to bring the disparity to the attention of decision makers?
4. Where do you get training and support from your own ethnic/cultural group to address feelings of exclusion, racism or other inequities that impact the population you serve?

### **K.1.5 Comprehends how racial and ethnic inequities in healthcare, education, housing, employment, law enforcement and other systems may marginalize and traumatize families across generations, generate chronic stress and disease and create trauma responses that further limit access to needed resources.**

1. How do unaddressed racial and ethnic inequities impact the quality of care for families and children from diverse ethnic groups?
2. What is an example of the impact on families when the family experiences unfair treatment due to language, color, race, or literacy level?
3. When do racial and ethnic inequities impact the work that you do with children and families?
4. Where do you see evidence of behaviors in families that may indicate traumatization resulting from racial and ethnic inequities?

### **K.1.6 Identifies how cultural identity and an individual's cultural community provide an important source of resiliency for families?**

1. How do you link the family's cultural identity with community supports?
2. What is the value of promoting the family's cultural identity within the developing parent/child relationship? What barriers do you encounter in making those linkages?
3. When do you take intentional action to introduce families from your own ethnic/cultural group or other diverse ethnic backgrounds into community events that are normally attended by the majority culture?
4. Where do you find resources and educational opportunities to build community networks that respect, encourage, and value the family's cultural pride?

### **K.1.7 Recognizes and acknowledges how personal assumptions, perceptions, attitudes, beliefs and practices influence and contribute to successful relationships with families.**

1. How do you examine and explore your own personal assumptions about your own cultural/ethnic parenting styles that may differ from the families you serve ?
2. What steps would you take if you realized that your own assumptions were getting in the way of supporting the family's own style of developing the infant/parent relationship?
3. When are you aware that your own beliefs and biases are surfacing when you are communicating and trying to relate to individuals that are from different ethnic

## 2. HOME VISITING INQUIRY QUESTIONS: Skills

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backgrounds?

4. Where do you access opportunities for authentic conversation about race, equity and white privilege regardless of your own ethnicity?

### SKILLS

#### **S.1.1 Provides responsive supports that celebrate home language and cultures.**

1. How do you demonstrate your ability and skill level to acknowledge, promote, and ensure that the families you serve are encouraged to maintain their cultural/ethnic pride, traditions, and celebrations?
2. What specific skills do you use with families to acknowledge that you are aware that language and culture have to be understood, respected, and celebrated in order to form meaningful relationships?
3. When did you first experience the value of celebrating your own culture and language?
4. Where do you get information about parent/child cultural/ethnic and multi-cultural family dynamics and relationship building practices?

#### **S.1.2 Demonstrates the ability to discuss and incorporate new culturally and linguistically relevant ideas and approaches into practices to engage and support families.**

1. How do you use new ideas that you have about supporting the home language and culture in the emerging infant/parent relationship?
2. What specific experiences and training have you had that help you to explore and examine new and relevant ideas?
3. When would you integrate new cultural information and/or ideas into concepts, ideas, and activities when discussing the parent /child relationship?
4. Where do you get on-going support to increase your competency in this area?

#### **S.1.3 Partners with families to promote advocacy and empowerment on behalf of the family system.**

**Works to assure that family voice is considered and rights, and responsibilities are honored. Seeks out quality, equity-based resources that meet families' language and cultural needs.**

1. How do you build partnerships that empower families to include their input and their own unique family dynamics and traditions within the context of the parent/child relationship?
2. What specific techniques do you use to engage families in learning about and expressing their rights in relationship to the way services are delivered in their homes?
3. When would you invite a family/parent to participate and provide input about their own cultural/ethnic parenting beliefs within the context of your work as a home visitor?
4. Where and from whom do you get training on equity, culture, diversity, and inclusion of multiple family systems and diverse parent/child practices and beliefs?

## **2. HOME VISITING INQUIRY QUESTIONS: Skills**

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**S.1.4 Supports a variety of individuals from varying backgrounds and cultures including ability, age, ethnicity, family composition, gender, race, religion, sexual orientation, language and socio-economic status.**

1. How do you demonstrate your ability to act in a non-biased way when providing services to families/parents from your own cultural/ethnic background and other diverse backgrounds mentioned above?
2. What kind of experience do you have working with the Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) community within or outside of your own cultural/ethnic community?
3. When do race, religion, and poverty issues get in the way of your efforts to help the families understand the importance of the emerging infant/parent relationship?
4. Where do you get opportunities to examine biases, beliefs, and experiences that you had related to working with individuals who are different from your own conditioned cultural beliefs and biases?

**S.1.5 Employs a culturally responsive and trauma informed approach in working with families to work toward equitable access to needed resources?**

1. How do adverse early childhood experiences impact the parents'/families' ability to adequately respond to the needs of their children?
2. What kind of training/education have you had on the impact of adverse childhood experiences on brain development, (both in adults and the family environment of the developing infant/toddler/preschooler)?
3. When would you begin to discuss the impact of childhood trauma with parents/family within the context of discussing parent/child healthy developmental stages?
4. Where do you go to get support with your own adverse childhood experiences that may impact the work that you do with families and children?

**S.1.6 Empowers and supports families' connection to their cultural communities.**

1. How do you link the family/parent cultural and ethnic styles and traditions into the community?
2. What benefits and/or impact do cultural community supports provide for the developing parent/child relationship?
3. When would you engage a family in a networking community event to promote multi-cultural understanding and help families to be part of the larger community?
4. Where do you go for resources, training and education to understand the value of building social networks for diverse ethnic families and children?

## **2. HOME VISITING INQUIRY QUESTIONS: Skills**

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### **S.1.7 Utilizes strengths-based perspectives to understand cultural identity and practices to support families and improve family outcomes?**

1. How do you ensure that you communicate a strength-based approach from the very first home visit and discussion about healthy parent/child relationships?
2. What are your own greatest strengths that you have within yourself that helps you to see the strengths in others regardless of their current experiences?
3. When do you discuss strengths versus what you see as needs when communicating with the family?
4. Where do you get on-going education and training on quality and culturally responsive strength-based reflective practices?

### 3. SUPERVISOR'S GUIDANCE: Using reflective questions and developing and individualized work plan.

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- » Provide a general overview and introduction to home visitors that explains purpose, process, and preferred outcome.
- » Establish a schedule for regular meetings. Discuss importance of time management and making the supervisor/home visitor meeting a priority.
- » Become familiar with the content and intent of the sample reflective questions under each category/competency.
- » Based on the current skill level of the home visitor, the supervisor may suggest working on one or more competency at the same time.
- » As the home visitors become familiar with the reflective question process, the supervisor can introduce and begin to develop the individualized work plan.

#### Individualized Work Plan

- The work plan provides examples of goals that can be discussed with the home visitor.
- The supervisor and home visitor create a trusting relationship with mutual respect and open communication so that both parties feel free to discuss and agree upon the targeted goals.
- Using the sample goals as a beginning point of discussion, the supervisor and home visitor may engage in the goal-setting process together.
- Established work plan goals set the foundation for subsequent meetings
- The reflective questions lead to the development of the work plan
- The work plan tracks the on-going development of skills and competencies

#### Basic guidelines for asking and responding to questions

- Use active listening skills (listen to understand, comprehend, hear the speaker)
- Demonstrate empathy, respect, and caring
- Use the reflective questions as conversation starters
- Be aware of non-verbal communication (what is not said)
- Check in with your own attitude, stress level, sense of presence
- Use open-ended inquiries to continue extending the conversation
- Pause and extract strengths and abilities as the conversation develops
- Provide feedback with respect, caring, and encouragement
- Continue to emphasize the mutual relationship (be aware of conscious and unconscious power differential).

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