

Cultural Competence Checklist: Personal Reflection

While several sources were consulted in the development of this checklist, the following document inspired its design.

Goode, T. D. (1989, revised 2002). Promoting cultural and linguistic competence self-assessment checklist for personnel providing services and supports in early intervention and childhood settings.

Ratings:

1 Strongly Agree

2 Agree

3 Neutral

4 Disagree

5 Strongly Disagree

This tool was developed to heighten your awareness of how you view students and their families from culturally and linguistically diverse (CLD) populations. There is no answer key; however, it will be important for you to review those responses which you rated "5" and "4", even "3".

___ I treat all of my students and their families with respect for their culture, even though it may be different from my own.

___ I do not impose my beliefs and value systems onto my students, their family members or friends.

___ I believe that it is acceptable to speak a language other than English.

___ I accept the decisions my students and their families make regarding the degree to which they choose to acculturate into the dominant culture.

___ I have no problems teaching students or their parents who are GBLT (Gay, Lesbian, Bisexual, or Transgendered).

___ I am driven to respond to others' insensitive comments or behaviors.

___ I do not participate in insensitive comments or behaviors.

___ I am aware that the roles family members play may differ between or by culture.

___ I recognize family members and other designees as decision makers for services and support.

___ I respect non-traditional family structures (e.g. divorced parents, same gender parents, grandparents as caretakers, etc).

___ I understand the difference between a communication disability and a communication difference.

I understand that most people who have limited English skills and/or accents:

___ Have the same intellectual capacity as anyone else

___ May be very capable of communicating clearly and effectively in their native language

I understand how culture can impact child-rearing practices in:

- Discipline
- Dressing
- Toileting
- Feeding
- Self-help skills
- Expectations for the future

I understand the impact of culture on life activities, such as:

- Education
- Family roles
- Religion
- Gender roles
- Alternative medicine
- Customs or superstitions
- Employment
- Perception of time
- Views of wellness
- Views of giftedness
- Views of disabilities
- The value of Western medical treatment

I understand my students' cultural norms may influence communication in many ways, including:

- Eye contact
- Interpersonal space
- Use of gestures
- Comfort with silence
- Turn-taking Topics of conversation
- Asking and responding to questions
- Greetings
- Interrupting
- Use of humor

<http://www.asha.org/NR/rdonlyres/E7805A1A-CCD2-4A35-B84A-ED889318EFA0/0/personal>