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The Source for Learning, Inc.



Learning ECE
Early Childhood Education

A PANEL DISCUSSION

The Impact of Raciolinguistic Bias in Early Childhood Classrooms

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Our Panelists

		
Alana Dresden SFLECE Consultant Instructor - University of Wisconsin - Whitewater	Angèle Sancho-Passe, M.A. Author, Speaker, Consultant, Bluewater Associates, Inc.	Candace Yates Vice President of Equity & Early Childhood Programs, Think Small

Part 2 of 2

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Our Panel Facilitator



Toni Cacace-Beshears
Board Member,
The Source for Learning, Inc.

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Panelist Question 1

What is raciolinguistic bias?

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Panelist Question 2

There are 2 very different situations for children who speak only their home language:

1. When the family are first-generation immigrants- everyone primarily speaks the home language.
2. When they are raised by bilingual adults who are fluent in their own language and English.

Do you work with the children using the same strategies? If different, what kind of strategies could educators use?

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Panelist Question 3

How should the program director handle the situation, when a parent interacts only with one teacher in the classroom – and it's based on race?

Part 2 of 2

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Panelist Question 4

How would an educator know that the child has limited English language skills because they are learning more than one language simultaneously OR the child's language development is of concern and the educator would want to advise the family for further evaluation to ensure there isn't a potential delay?

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Panelist Question 5

As an administrator, how could I help educate a teacher who is adamantly against a child being bilingual, and speaks their home language, insisting that "the child will only keep falling behind," if the parents don't switch to English only at home?

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Panelist Question 6

Why should classrooms have books, music, and other materials in languages other than English or have a bilingual teacher who speaks the children's home language? Wouldn't this prevent a child from learning English faster?

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Panelist Question 7

How can administrators address the concerns of teachers who face bias from other teachers and families based on their language and/or accent?

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Resources

1. Barrera, Isaura, and Lucinda Kramer. 2017. *Skilled Dialogue: Authentic Communication and Collaboration Across Diverse Perspectives*. Bloomington, IN: Balboa Press.
2. Derman-Sparks, Leekenan, Nimo. 2015. *Leading Anti-Bias Early Childhood Programs*. NAEYC
3. Alanis, Iruka, Friedman. 2021. *Advancing Equity and Embracing Diversity in Early Childhood Education, Elevating Voices and Actions*. NAEYC.
4. Passe. 2013. *Dual-Language Learners, birth to age 8. Strategies for Teaching English*. Redleaf Press.

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Resources

NAEYC Website: Talking about education with families using plain language
[12 Teacher Terms Demystified | NAEYC](#)


NAEYC Website: Talking about education with families using plain language
[12 Teacher Terms Demystified | NAEYC](#)

FAMILY.COM website: Helping Multilingual Learners Feel Welcome in Your Classroom
[Helping Multilingual Learners Feel Welcome | Family](#)

HEAD START Website: On Assessing Multilingual Learners
[Assessment of Young Dual Language Learners | ECLKC \(nhs.gov\)](#)

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