

Referencias

- [1] [Family Partnerships and Culture](#) por [California Department of Education](#) usado bajo licencia.
- [2] Asociación Nacional para la Educación de Niños Pequeños. (2019). “Avance de la equidad en la educación de la primera infancia. Disponible en <https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/naeycadvancingequitypositionstatement.pdf>
- [3] [A Guide to Culturally Sensitive Care](#) por [California Department of Education](#) bajo licencia.
- [4] Definición para Diversidad. (2019). Queensborough Community College. De <https://www.qcc.cuny.edu/diversity/definition.htm>
- [5] [Family Partnerships and Culture](#) por [California Department of Education](#) bajo licencia.
- [6] [Diversity and Opportunity](#) por [U.S. Department of Education](#) es de dominio público.
- [7] [Inclusion Works! Creating Child Care Programs That Promote Belonging for Children with Special Needs](#) por [California Department of Education](#) bajo licencia.
- [8] [The Glossary of Education Reform](#) por [Great Schools Partnership](#) bajo licencia [CC BY-NC-SA 4.0](#)
- [9] Líderes de pensamiento (Thought Leaders, 2018). Equidad en la educación: qué es y por qué es importante. De <https://www.thinkingmaps.com/equity-education-matters/>
- [10] [Diversity, Equity, and Inclusion](#) de Bethany Theme bajo licencia [CC BY 4.0](#)
- [11] [Image](#) de [Leigh Blackall](#) bajo licencia [CC BY 2.0](#)
- [12] [The Future of Education by ACT Government Education](#) bajo licencia [Creative Commons Attribution 4.0 International](#) a menos que indique lo contrario.
- [13] [A Guide to Culturally Sensitive Care](#) por [California Department of Education](#) bajo licencia.
- [14] [Diversity, Equity, and Inclusion](#) por Bethany Theme bajo licencia [CC BY 4.0](#)
- [15] [Early Childhood Inclusion](#) por DEC/NAEYC— No se requiere permiso para copiar - se recomienda la distribución (página 2)
- [16] [A Guide to Culturally Sensitive Care](#) por [California Department of Education](#) bajo licencia.
- [17] [Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs](#) del Departamento de Salud y Servicios Humanos de EE. UU. Y el Departamento de Educación de EE. UU. De dominio público (página 2)
- [18] [Family Partnerships and Culture](#) por [California Department of Education](#) bajo licencia.
- [19] [Multicultural Principles](#) por el Departamento de Salud y Servicios Humanos de EE. UU. De dominio público.
- [20] [Multicultural Principles](#) por el Departamento de Salud y Servicios Humanos de EE. UU. De dominio público.
- [21] [A Guide to Culturally Sensitive Care](#) por [California Department of Education](#) bajo licencia.
- [22] [A Guide to Culturally Sensitive Care](#) por [California Department of Education](#) bajo licencia.
- [23] [A Guide to Culturally Sensitive Care](#) por [California Department of Education](#) bajo licencia.
- [24] [A Guide to Culturally Sensitive Care](#) por [California Department of Education](#) bajo licencia (página 44).
- [25] [Preschool Curriculum Framework Volume 1](#) por [California Department of Education](#) bajo licencia. [A Guide to Culturally Sensitive Care](#) por [California Department of Education](#) bajo licencia (página 44).
- [26] [A Guide to Culturally Sensitive Care](#) por [California Department of Education](#) bajo licencia.
- [27] [Preschool Curriculum Framework Volume 1](#) by the [California Department of Education](#) is used with permission
- [28] [Family Partnerships and Culture](#) por [California Department of Education](#) bajo licencia.
- [29] [Preschool Curriculum Framework Volume 1](#) por [California Department of Education](#) bajo licencia.
- [30] [Infant/Toddler Curriculum Framework](#) por el [California Department of Education](#) utilizado con autorización
- [31] [Self concept, self identity, and social identity](#) por [Khan Academy](#) bajo la licencia [CC BY-NC-SA 3.0](#)

- [32] [Preschool Program Guidelines](#) por el [California Department of Education](#) utilizado con autorización
- [33] [Preschool Curriculum Framework Volume 1](#) por el [California Department of Education](#) utilizado con autorización
- [34] [The Self-Who Am I?: Children's Identity and Development through Early Childhood Education](#) por Pamela A. Raburu bajo la licencia [CC BY 3.0](#)
- [35] [Preschool Curriculum Framework Volume 1](#) por el [California Department of Education](#) utilizado con autorización.
- [36] [Spontaneous Free Play](#) por [Jane Hewes](#) bajo la licencia [CC BY 4.0](#)
- [37] [Teaching for Justice in a Contradictory World](#) por [George Reilly](#) bajo la licencia [CC BY 4.0](#)
- [38] [Cultural Identity](#) por [Wikimedia Foundation](#) bajo la licencia [CC BY SA 3.0](#)
- [39] [Teaching for Justice in a Contradictory World](#) por [George Reilly](#) bajo la licencia [CC BY 4.0](#)
- [40] [Preschool Curriculum Framework Volume 3](#) por [California Department of Education](#) utilizado con autorización
- [41] [‘Footprints in the Sand’ of teachers ‘dream hunters’: two professional identities in construction](#) por Maria de Lurdes Dias de Carvalho, Carla Patricia Quieros Miranda y Marta Alexandra da Silva Correia bajo la licencia [CC BY 4.0](#)
- [42] [‘Footprints in the Sand’ of teachers ‘dream hunters’: two professional identities in construction](#) por Maria de Lurdes Dias de Carvalho, Carla Patricia Quieros Miranda y Marta Alexandra da Silva Correia bajo la licencia [CC BY 4.0](#)
- [43] [Imagen de AshtonFan](#) bajo la licencia [CC BY SA 4.0](#)
- [44] [‘Footprints in the Sand’ of teachers ‘dream hunters’: two professional identities in construction](#) de Maria de Lurdes Dias de Carvalho, Carla Patricia Quieros Miranda y Marta Alexandra da Silva Correia bajo la licencia [CC BY 4.0](#)
- [45] [Teachers’ Identities in the Context of Professional Development](#) por James Nelson Robinson bajo la licencia [CC BY 4.0](#)
- [46] [Infant/Toddler Learning & Development Program Guidelines](#) por [California Department of Education](#) utilizado con autorización.
- [47] [ACECQA Newsletter Issue 6 2015](#) bajo la licencia [Creative Commons Attribution 4.0 International](#) a menos que se especifique lo contrario.
- [48] [Multicultural Principles](#) por el *US Department of Health and Human Services* de dominio público. (página 35)
- [49] Gráfico del College of the Canyons ZTC basado en: https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/principles-01-10-revisiting-multicultural-principles-hs-english_0.pdf
- [50] [A Guide to Culturally Sensitive Care](#) por el [California Department of Education](#) utilizado con autorización
- [51] [Choosing High Quality Children's Literature/Multicultural Literature](#) por Kim Rice y [LinChiehHuang](#) bajo la licencia [CC BY-SA 3.0](#)
- [52] Huyck, David y Sarah Park Dahlen. (19 junio 2019). Diversity in Children's Books 2018. [sarahpark.com](#) blog. Creado con la asesoría de Edith Campbell, Molly Beth Griffin, K. T. Horning, Debbie Reese, Ebony Elizabeth Thomas, y Madeline Tyner, con estadísticas recopiladas por el Cooperative Children's Book Center, School of Education, University of Wisconsin-Madison: ccbc.education.wisc.edu/books/pcstats.asp. Recuperado de <https://readingspark.wordpress.com/2019/06/19/picture-this-diversity-in-childrens-books-2018-infographic/>.
- [53] [Picture This: Diversity in Children's Books 2018 Infographic](#) por Sarah Park Dahlen y David Huyck bajo la licencia [CC BY-SA 4.0](#)
- [54] [Choosing High Quality Children's Literature/Multicultural Literature](#) por Kim Rice y [LinChiehHuang](#) bajo la licencia [CC BY-SA 3.0](#)
- [55] Derman-Sparks, L. (s.f.). Ten Quick Ways to Analyze Children's Books for Sexism and Racism. Recuperado de https://www.teachingforchange.org/wp-content/uploads/2012/08/ec_tenquickways_english.pdf
- [56] Derman-Sparks, L. (2013). Guide for Selecting Anti-Bias Children's Books. Recuperado de <https://www.teachingforchange.org/selecting-anti-bias-books>
- [57] [Code Switching: Why it Matters and How to Respond](#) por [California Department of Education](#) utilizado con autorización

- [58] [Choosing High Quality Children's Literature/Multicultural Literature](#) por Kim Rice y [LinChiehHuang](#) bajo la licencia [CC BY-SA 3.0](#)
- [59] [Culture in the Classroom](#) por Alison Levy utilizado con autorización
- [60] [Early Childhood Education and Care](#) bajo la licencia [Creative Commons Attribution 4.0 International](#) a menos que se especifique lo contrario.
- [61] [Early Childhood Curriculum](#) bajo la licencia [CC BY 2.5 AU](#)
- [62] [Code Switching: Why it Matters and How to Respond](#) por [California Department of Education](#) utilizado con autorización
- [63] [Working with Culturally and Linguistically Diverse Families](#) por Bruns y Corso bajo la licencia [CC BY 4.0](#)
- [64] [To Celebrate or Not to Celebrate](#) por [Archway Community Services](#) bajo la licencia [CC BY 4.0](#)
- [65] Teaching Tolerance (2009) Avoiding the Holiday 'Balance Traps'. Recuperado de <https://www.tolerance.org/magazine/avoiding-the-holiday-balance-traps>
- [66] Derman-Sparks, J., y Olsen Edwards, J. (2019). Anti-Bias Education and Holidays: Making Thoughtful Decisions. Recuperado de: <https://www.naeyc.org/resources/blog/anti-bias-and-holidays>
- [67] Ero-Phillips, M. (s.f). Working Together to Create Anti-Bias Holiday Celebrations in Early Childhood Education. Recuperado de <https://www.ywcampsl.org/all-our-voices-blog/working-together-to-create-anti-bias-holiday-celebrations-in-early-childhood-education/>
- [68] [Foundations and Current Issues of Early Childhood Education/Chapter 5/5.3](#) by Mei Yi Chen con licencia [CC BY-SA 3.0](#)
- [69] [Foundations and Current Issues of Early Childhood Education/Chapter 5/5.3](#) por Mei Yi Chen con licencia [CC BY-SA 3.0](#)
- [70] [California Preschool Program Guidelines](#) por el [California Department of Education](#) usada con permiso.
- [71] [Foundations and Current Issues of Early Childhood Education/Chapter 5/5.3](#) por Mei Yi Chen con licencia [CC BY-SA 3.0](#)
- [72] [Anti-bias Curriculum](#) by [Wikimedia Foundation](#) is licensed under [CC BY-SA 3.0](#)
- [73] [Infant/Toddler Learning & Development Foundations](#) por [California Department of Education](#) usada con permiso.
- [74] [Antiracist Activism for Teachers and Students/Points to Consider for Teaching Anti-racism/Anti-Racism in Early Childhood](#) by Wikimedia is licensed under [CC BY-SA 3.0](#)
- [75] [Antiracist Activism for Teachers and Students/Points to Consider for Teaching Anti-racism/Anti-Racism in Early Childhood](#) by Wikimedia is licensed under [CC BY-SA 3.0](#)
- [76] ["Children's First Experiences in School"](#) por Delia Robinson Richards con licencia [CC BY 4.0](#)
- [77] National Academies of Sciences, Engineering, & Medicine. (1994). Cultural Diversity and Early Education. Tomado de: <https://www.nap.edu/read/9197/chapter/4>
- [78] Isik-Ercan, Z. (2017). Culturally Appropriate Positive Guidance with Young Children. Tomado de: <https://www.naeyc.org/resources/pubs/yc/mar2017/culturally-appropriate-positive-guidance>
- [79] Isik-Ercan, Z. (2017). Culturally Appropriate Positive Guidance with Young Children. Tomado de: <https://www.naeyc.org/resources/pubs/yc/mar2017/culturally-appropriate-positive-guidance>
- [80] Derman-Sparks, L., Olsen Edwards, J., and M. Goins, C. (2020). What is Anti-Bias Education?. Tomado de <https://www.naeyc.org/sites/default/...0Education.pdf>
- [81] [Preschool Curriculum Framework Volume 1](#) de el [California Department of Education](#) usada con permiso
- [82] Kroll, B. (2017). Play as a Social Justice Issue in Early Childhood Education. Tomado de: <https://educate.bankstreet.edu/cgi/viewcontent.cgi?article=1194&context=independent-studies>
- [83] [Gender and Sociology](#) por [Boundless](#) con licencia [CC BY-SA 4.0](#)
- [84] [Addressing Implicit Bias in the Early Childhood System](#) por Linda K. Smith and Shantel Meek esta en dominio publico.
- [85] [Family Engagement Tip Sheet](#) de el [US Department of Health and Human Services](#) esta en dominio publico.
- [86] De el US Department of Health and Human Services esta en dominio publico.

- [87] Gonzalez-Mena, J. and Peshotan Bhavnagri, N. (2003). Diversity and Infant/Toddler Caregiving. Tomado de https://www.providershelper.com/uploads/3/0/7/3/30737125/12-diversity_and_infant-toddler_caregiving.pdf
- [88] Gonzalez-Mena, J. and Peshotan Bhavnagri, N. (2003). Diversity and Infant/Toddler Caregiving. Tomado de https://www.providershelper.com/uploads/3/0/7/3/30737125/12-diversity_and_infant-toddler_caregiving.pdf
- [89] Gonzalez-Mena, J. and Peshotan Bhavnagri, N. (2003). Diversity and Infant/Toddler Caregiving. Tomado de https://www.providershelper.com/uploads/3/0/7/3/30737125/12-diversity_and_infant-toddler_caregiving.pdf
- [90] [Multicultural Principles](#) by the US Department of Health and Human Services is in the public domain.
- [91] Gonzalez-Mena, J. and Peshotan Bhavnagri, N. (2003). Diversity and Infant/Toddler Caregiving. Tomado de https://www.providershelper.com/uploads/3/0/7/3/30737125/12-diversity_and_infant-toddler_caregiving.pdf Gonzalez-Mena, J. and Peshotan Bhavnagri, N. (2003). Diversity and Infant/Toddler Caregiving. Retrieved from https://www.providershelper.com/uploads/3/0/7/3/30737125/12-diversity_and_infant-toddler_caregiving.pdf
- [92] [A Guide to Culturally Sensitive Care](#) by the [California Department of Education](#) is used with permission
- [93] [Family Partnerships and Culture](#) de el [California Department of Education](#) usada con permiso
- [94] [Family Partnerships and Culture](#) de el [California Department of Education](#) usada con permiso
- [95] [Racial and Ethnic Categories and Definitions for NIH Diversity Programs and for Other Reporting Purposes](#) de el [National Institutes of Health](#) en dominio publico.
- [96] [Family Partnerships and Culture](#) de el [California Department of Education](#) usada con permiso
- [97] [Family Partnerships and Culture](#) de el [California Department of Education](#) usada con permiso
- [98] [Preschool Curriculum Framework Volume 1](#) de el [California Department of Education](#) usada con permiso
- [99] [Family Partnerships and Culture](#) de el [California Department of Education](#) usada con permiso
- [100] [Supporting the School Readiness and Success of Young African American Boys Project](#) de el [Department of Health and Human Services](#) en dominio publico. (page 9)
- [101] [Supporting the School Readiness and Success of Young African American Boys Project](#) de el [Department of Health and Human Services](#) en dominio publico. (page 9)
- [102] [Face of Defense: Airman from Togo Takes Pride in US Citizenship](#), de [Senior Airman Jourdan Barrons](#) en dominio publico
- [103] [Table 7. Persons Obtaining Lawful Permanent Resident Status by Type and Detailed Class of Admission: Fiscal Year 2016](#) de el [Department of Homeland Security](#) en dominio publico.
- [104] [Raising Young Children in a New Country](#) de el [US Department of Health and Human Services](#) en dominio publico
- [105] [Family Engagement Tip Sheet](#) de el [US Department of Health and Human Services](#) en dominio publico.
- [106] [Integrating Refugees into the Head Start Community](#) de el [Early Childhood Learning and Knowledge Center](#) en dominio public.
- [107] [Preschool Curriculum Framework Volume 1](#) de el [California Department of Education](#) usado con permiso
- [108] [Demographics of California](#) de [Wikimedia](#) con licencia [CC BY-SA 3.0](#)
- [109] [Preschool Curriculum Framework Volume 1](#) de el [California Department of Education](#) usada con permiso
- [110] [Preschool Curriculum Framework Volume 1](#) de el [California Department of Education](#) usada con permiso
- [111] NAEYC. (2019). Position Statement. Retrieved from <https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/naeycadvancingequitypositionstatement.pdf>
- [112] [Family Engagement and Cultural Perspectives](#) por [Early Childhood National Center on Parent Family and Community Engagement](#) es de dominio público.
- [113] [Helping Families to Support Their LGBT Children](#) por [SAMHSA](#) es de dominio público.
- [114] Welcoming Schools. (n.d.). Family Diversity Definitions. Recuperado de <http://www.welcomingschools.org/resources/definitions/family-diversity-definitions/>

- [115] [Family Engagement and Cultural Perspectives](#) por [Early Childhood National Center on Parent Family and Community Engagement](#) es de dominio público.
- [116] [Family Engagement and Cultural Perspectives](#) por [Early Childhood National Center on Parent Family and Community Engagement](#) es de dominio público.
- [117] Welcoming Schools. (n.d.). Family Diversity Definitions. Recuperado de <http://www.welcomingschools.org/resources/definitions/family-diversity-definitions/>
- [118] [A Guide to Culturally Sensitive Care](#) por [California Department of Education](#) se utiliza con autorización.
- [119] [Socioeconomic Status](#) por [Wikimedia](#) bajo licencia [CC BY-SA 3.0](#)
- [120] [Family Partnerships and Culture](#) por the [California Department of Education](#) se utiliza con autorización
- [121] [Socioeconomic Status](#) por [Wikimedia](#) bajo licencia [CC BY-SA 3.0](#)
- [122] [Preschool Curriculum Framework Volume 1](#) por the [California Department of Education](#) se utiliza con autorización (page 4-5)
- [123] [A Guide to Culturally Sensitive Care](#) por the [California Department of Education](#) se utiliza con autorización
- [124] [A Guide to Culturally Sensitive Care](#) por the [California Department of Education](#) se utiliza con autorización
- [125] [Module 7: Building Relationships with Families](#) por [HHS](#) bajo dominio publico.
- [126] [Family Partnerships and Culture](#) por the [California Department of Education](#) se utiliza con autorización
- [127] [A Guide to Culturally Sensitive Care](#) por the [California Department of Education](#) se utiliza con autorización
- [128] [A Guide to Culturally Sensitive Care](#) por the [California Department of Education](#) se utiliza con autorización
- [129] [“Homeless Families Return to Mainstream Society”](#) por Lark A. Ford bajo licencia [CC BY-SA 4.0](#)
- [130] [Children’s Hope: Cultivating Successful Homeless Children](#) por Neffisatu J.C. Dambo bajo licencia [CC BY 4.0](#)
- [131] [Module 1: Overview of Family Homelessness Transcript](#) por [HHS](#) es de dominio público.
- [132] [Module 7: Building Relationships with Families](#) por [HHS](#) es de dominio público.
- [133] [Early Childhood Homelessness in the United States: 50-State Profile](#) por [HHS](#) es de dominio publico
- [134] [Module 7: Building Relationships with Families](#) por [HHS](#) es de dominio público.
- [135] [Wing Donates to local homeless families](#) por Senior Airman Tara R. Abrahams es de dominio público.
- [136] [Module 7: Building Relationships with Families](#) por [HHS](#) es de dominio público.
- [137] [Family Partnerships and Culture](#) por [California Department of Education](#) utilizado bajo su permiso.
- [138] [Family Partnerships and Culture](#) por the [California Department of Education](#) se utiliza con autorización
- [139] La [Imagen](#) de [pxhere](#) bajo licencia [CC0](#)
- [140] [Family Partnerships and Culture](#) por [California Department of Education](#) es utilizado bajo su permiso
- [141] [Family Partnerships and Culture](#) por [California Department of Education](#) es utilizado bajo su permiso
- [142] [Family Partnerships and Culture](#) por [California Department of Education](#) se utiliza con autorización
- [143] [Family Partnerships and Culture](#) por [California Department of Education](#) se utiliza con autorización
- [144] [Inclusion Works!](#) por [California Department of Education](#) se utiliza con autorización
- [145] DEC/NAEYC. (2009). Early childhood inclusion: A joint position statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC). Chapel Hill: The University of North Carolina, FPG Child Development Institute. Recuperado de: <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/inclusion%20statement.pdf>
- [146] [Child Development Resources](#) por [California Department of Education](#) se utiliza con autorización
- [147] [Inclusion Works!](#) por [California Department of Education](#) se utiliza con autorización.
- [148] [Inclusion Works!](#) por [California Department of Education](#) se utiliza con autorización.

- [149] [Infant/Toddler Learning and Development Program Guidelines](#) por [California Department of Education](#) se utiliza con autorización.
- [150] La [Imagen](#) por jill111 bajo licencia [CC0](#)
- [151] [Gender Roles in childhood](#) por Wikimedia bajo licencia [CC BY-SA 3.0](#)
- [152] [Gender and Sociology](#) por [Lumen Learning](#) bajo licencia [CC BY-SA 4.0](#)
- [153] [Healthy Gender Development and Young Children](#) por [HHS](#) de dominio público
- [154] Wardle, F. (2008). The Challenge of Boys in Our Early Childhood Programs. Recuperado de: http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=414
- [155] [Gender Differences in the Classroom](#) por Kevin Seifert and Rosemary Sutton bajo licencia [CC BY 4.0](#)
- [156] Wardle, F. (2016). The Challenge of Boys in Early Childhood Education. Recuperado de: www.communityplaythings.com/resources/articles/2016/boys-in-early-childhood-education
- [157] Wardle, F. (2016). The Challenge of Boys in Early Childhood Education. Recuperado de: www.communityplaythings.com/resources/articles/2016/boys-in-early-childhood-education
- [158] Wardle, F. (2016). The Challenge of Boys in Early Childhood Education. Recuperado de: www.communityplaythings.com/resources/articles/2016/boys-in-early-childhood-education
- [159] Wardle, F. (2016). The Challenge of Boys in Early Childhood Education. Recuperado de: www.communityplaythings.com/resources/articles/2016/boys-in-early-childhood-education
- [160] [Healthy Gender Development and Young Children](#) por [HHS](#) De dominio publico
- [161] Infant/Toddler Curriculum Framework por [California Department of Education](#) se utiliza con autorización
- [162] [Healthy Gender Development and Young Children](#) por [HHS](#) es de dominio público.
- [163] [Healthy Gender Development and Young Children](#) por [HHS](#) es de dominio público.
- [164] Rafferty, J. (2018). Gender-Diverse & Transgender Children. Recuperado de: <https://www.healthychildren.org/English/ages-stages/gradeschool/Pages/Gender-Diverse-Transgender-Children.aspx>
- [165] [Healthy Gender Development and Young Children](#) por [HHS](#) is es de dominio público.
- [166] [Healthy Gender Development and Young Children](#) por [HHS](#) De dominio público
- [167] [Healthy Gender Development and Young Children](#) por [HHS](#) De dominio público
- [168] [Healthy Gender Development and Young Children](#) por [HHS](#) de dominio público
- [169] [Healthy Gender Development and Young Children](#) por [HHS](#) de dominio público
- [170] [Religion in the United States](#) por [Wikimedia](#) bajo licencia [CC BY-SA 3.0](#)
- [171] [Mainline Protestant](#) por [Wikimedia](#) bajo licencia [CC BY-SA 3.0](#)
- [172] Elisha Sawe, B. (2018, August 9). Religious Beliefs In California. Recuperada de <https://www.worldatlas.com/articles/religious-beliefs-in-california.html>
- [173] [Reading: Types of Religion](#) por OpenStax CNX bajo licencia [CC BY 4.0](#)
- [174] [World Religions](#) por OpenStax CNX bajo licencia [CC BY 4.0](#)
- [175] [World Religions](#) por OpenStax CNX bajo licencia [CC BY 4.0](#)
- [176] [Religion in the United States](#) por [Wikimedia](#) bajo licencia [CC BY-SA 3.0](#)
- [177] [World Religions](#) por OpenStax CNX bajo licencia [CC BY 4.0](#)
- [178] [Religion in the United States](#) por [Wikimedia](#) bajo licencia [CC BY-SA 3.0](#)
- [179] [Yangon Myanmar Temple Buddhist Devotees Praying](#) por [Michael Coghlan](#) bajo licencia [CC BY-SA 2.0](#)
- [180] [World Religions](#) por OpenStax CNX bajo licencia [CC BY 4.0](#)

- [181] [World Religions](#) por OpenStax CNX bajo licencia [CC BY 4.0](#)
- [182] Gunn, A. A., Bennett, S.V., & Morton, M. L. (2012/2013). Culturally responsive literacy pedagogy: Using children's literature to discuss topics of religious diversity. Florida Reading Journal, 49(1), 17-24. Retrieved from https://digital.usfsp.edu/cgi/viewcontent.cgi?article=1053&context=fac_publications
- [183] [Dealing with religious difference in kindergarten](#) por Helena Stockinger bajo licencia [CC BY 4.0](#)
- [184] [Dealing with religious difference in kindergarten](#) por Helena Stockinger bajo licencia [CC BY 4.0](#)
- [185] [Dealing with religious difference in kindergarten](#) por Helena Stockinger bajo licencia [CC BY 4.0](#)
- [186] [Dealing with religious difference in kindergarten](#) por Helena Stockinger bajo licencia [CC BY 4.0](#)
- [187] [Dealing with religious difference in kindergarten](#) por Helena Stockinger bajo licencia [CC BY 4.0](#)
- [188] Gunn, A. A., Bennett, S.V., & Morton, M. L. (2012/2013). Culturally responsive literacy pedagogy: Using children's literature to discuss topics of religious diversity. Florida Reading Journal, 49(1), 17-24. https://digital.usfsp.edu/cgi/viewcontent.cgi?article=1053&context=fac_publications
- [189] [Dealing with religious difference in kindergarten](#) por Helena Stockinger bajo licencia [CC BY 4.0](#)
- [190] [Dealing with religious difference in kindergarten](#) por Helena Stockinger bajo licencia [CC BY 4.0](#)
- [191] [Infant/Toddler Curriculum Framework](#) por [California Department of Education](#) se utiliza con autorización
- [192] Gunn, A. A., Bennett, S.V., & Morton, M. L. (2012/2013). Culturally responsive literacy pedagogy: Using children's literature to discuss topics of religious diversity. Florida Reading Journal, 49(1), 17-24. https://digital.usfsp.edu/cgi/viewcontent.cgi?article=1053&context=fac_publications
- [193] [Dealing with religious difference in kindergarten](#) por Helena Stockinger bajo licencia [CC BY 4.0](#)
- [194] Gunn, A. A., Bennett, S.V., & Morton, M. L. (2012/2013). Culturally responsive literacy pedagogy: Using children's literature to discuss topics of religious diversity. Florida Reading Journal, 49(1), 17-24. https://digital.usfsp.edu/cgi/viewcontent.cgi?article=1053&context=fac_publications
- [195] [Dealing with religious difference in kindergarten](#) por Helena Stockinger bajo licencia [CC BY 4.0](#)
- [196] [Dealing with religious difference in kindergarten](#) por Helena Stockinger bajo licencia [CC BY 4.0](#)
- [197] [Dealing with religious difference in kindergarten](#) por Helena Stockinger bajo licencia [CC BY 4.0](#)
- [198] [Family Engagement and Cultural Perspectives](#) Por [Early Childhood National Center on Parent Family and Community Engagement](#) de dominio público . (Page 10)
- [199] [Family Partnerships and Culture](#) por [California Department of Education](#) bajo licencia
- [200] [Cultural and Societal Influences on Child Development](#) por [Lumen Learning](#) bajo licencia [CC BY-SA 4.0](#)
- [201] [Intersectionality instead of One-Dimensionality and Addition](#) por [Freie Universitat Berlin](#) bajo licencia [CC BY-SA 4.0](#)
- [202] [Cultural and Societal Influences on Child Development](#) por [Lumen Learning](#) bajo licencia [CC BY-SA 4.0](#)
- [203] [MLK Day: Implicit Bias](#) por [Davidson College Library](#) bajo licencia [CC BY-SA 4.0](#)
- [204] [Infant/Toddler Curriculum Framework](#) por [California Department of Education](#) bajo licencia.
- [205] [Initial Impression Formation](#) Dr. Rajiv Jhangiani y Dr. Hammond Tarry bajo licencia [CC BY-NC-SA 4.0](#)
- [206] [MLK Day: Implicit Bias](#) by [Davidson College Library](#) is licensed under [CC BY-SA 4.0](#)
- Fuente: Toque por el eterno resplandor (Touch by eternal sunshine <https://www.flickr.com/photos/yugandhar/997464862/>) bajo licencia CC BY NC SA 2.0 (<https://creativecommons.org/licenses/by-nc-sa/2.0/>);
- 02710009 de IAEA (https://www.flickr.com/photos/iaea_imagebank/8388691703/) Imagebank bajo licencia CC BY SA 2.0 (<https://creativecommons.org/licenses/by-sa/2.0/>);
- Madre e hija de imagebang (<https://www.flickr.com/photos/imagebang/82840013/>) bajo licencia CC BY NC 2.0 (<https://creativecommons.org/licenses/by-nc/2.0/>);

- [207] [Initial Impression Formation](#) por Dr. Rajiv Jhangiani y Dr. Hammond Tarry bajo licencia [CC BY-NC-SA 4.0](#)
- [208] [Imagen](#) en [Pexels](#) de uso libre.
- [209] [Social Categorization and Stereotyping](#) por Dr. Rajiv Jhangiani y Dr. Hammond Tarry bajo licencia [CC BY-NC-SA 4.0](#)
- [210] [Social Categorization and Stereotyping](#) por Dr. Rajiv Jhangiani y Dr. Hammond Tarry bajo licencia [CC BY-NC-SA 4.0](#)
- [211] [Social Categorization and Stereotyping](#) de Charles Stangor, Rajiv Jhangiani, y Hammond Tarry bajo licencia [CC BY-NC-SA 3.0](#)
- [212] Hinton P (2017) Estereotipos implícitos y el cerebro predictivo: cognición y cultura en la percepción de la persona. *Palgrave Communications*. 3:17086 doi: 10.1057/palcomms.2017.86. ([CC BY 4.0](#))
- [213] [Social Categorization and Stereotyping](#) por Dr. Rajiv Jhangiani y Dr. Hammond Tarry bajo licencia [CC BY-NC-SA 4.0](#)
- [214] [Reducing Discrimination](#) por Dr. Rajiv Jhangiani y Dr. Hammond Tarry bajo licencia [CC BY-NC-SA 4.0](#)
- [215] [Reducing Discrimination](#) por Dr. Rajiv Jhangiani y Dr. Hammond Tarry bajo licencia [CC BY-NC-SA 4.0](#)
- [216] [Student in Class](#) por [AlbertHerring](#) bajo licencia [CC BY-2.0](#)
- [217] [Reducing Discrimination](#) por Dr. Rajiv Jhangiani y Dr. Hammond Tarry bajo licencia [CC BY-NC-SA 4.0](#)
- [218] [Imagen](#) por Staff Sgt. Shawn Morris es de dominio público.
- [219] [Reducing Discrimination](#) por Dr. Rajiv Jhangiani y Dr. Hammond Tarry bajo licencia [CC BY-NC-SA 4.0](#)
- [220] [Preschool Curriculum Framework Volume 3](#) por [California Department of Education](#) bajo licencia
- [221] [Reducing Discrimination](#) por Dr. Rajiv Jhangiani y Dr. Hammond Tarry bajo licencia [CC BY-NC-SA 4.0](#)
- [222] [Questioning Our Biases: Growing in Self Awareness](#) por Lesley Richardson bajo licencia [CC BY 4.0](#)
- [223] [Multicultural Principles](#) por el Departamento de Salud y Servicios Humanos de los EE.UU. Son de dominio público (Página 11) [California Early Childhood Educator Competencies](#) por [California Department of Education](#) bajo licencia (Página 21)
- [224] [A Guide to Culturally Sensitive Care](#) por [California Department of Education](#) bajo licencia.
- [225] [Prejudice and Discrimination](#) por Lumen Learning bajo licencia [CC BY 4.0](#)
- [226] [Multicultural Principles](#) Departamento de Salud y Servicios Humanos de los EE. UU. Son de dominio público. (Página 27)
- [227] [Prejudice and Discrimination](#) por Lumen Learning bajo licencia [CC BY 4.0](#)
- [228] [Prejudice and Discrimination](#) por Lumen Learning bajo licencia [CC BY 4.0](#)
- [229] [Ableism](#) de Wikimedia bajo licencia [CC BY-SA 3.0](#)
- [230] [Prejudice and Discrimination](#) por Lumen Learning bajo licencia [CC BY 4.0](#)
- [231] [Ableism](#) de Wikimedia bajo licencia [CC BY-SA 3.0](#)
- [232] [Ableism](#) de Wikimedia bajo licencia [CC BY-SA 3.0](#)
- [233] [Ableism](#) de Wikimedia bajo licencia [CC BY-SA 3.0](#)
- [234] [Ableism](#) de Wikimedia bajo licencia [CC BY-SA 3.0](#)
- [235] [Ableism](#) de Wikimedia bajo licencia [CC BY-SA 3.0](#)
- [236] [Prejudice and Discrimination](#) por Lumen Learning bajo licencia [CC BY 4.0](#)
- [237] Stern, Caryl. (2000). Hablando con niños pequeños sobre prejuicios y discriminación. De <https://www.adl.org/education/resources/tools-and-strategies/talking-to-young-children-about-prejudice>
- [238] Stern, Caryl. (2000). Hablando con niños pequeños sobre prejuicios y discriminación. De <https://www.adl.org/education/resources/tools-and-strategies/talking-to-young-children-about-prejudice>
- [239] [A Guide to Culturally Sensitive Care](#) por [California Department of Education](#) bajo licencia.
- [240] [A Guide to Culturally Sensitive Care](#) por [California Department of Education](#) bajo licencia
- [241] [Multicultural Principles](#) Departamento de Salud y Servicios Humanos de EE.UU. Son de dominio público. (Páginas 26-27)

- [242] [A Guide to Culturally Sensitive Care](#) por [California Department of Education](#) bajo licencia.
- [243] [A Guide to Culturally Sensitive Care](#) por [California Department of Education](#) bajo licencia.
- [244] NAEYC. (2011). Código de conducta ética y declaración de compromiso. De https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011_09202013update.pdf
- [245] [Covert racism](#) por Wikimedia bajo licencia [CC BY-SA 3.0](#)
- [246] [A Guide to Culturally Sensitive Care](#) por [California Department of Education](#) bajo licencia
- [247] [A Guide to Culturally Sensitive Care](#) por [California Department of Education](#) bajo licencia.
- [248] [A Guide to Culturally Sensitive Care](#) por [California Department of Education](#) bajo licencia.
- [249] [Privilege as Practice: A Framework for Engaging with Sustainability, Diversity, Privilege, and Power](#) por Matthew Kolan y Kaylynn Sullivan TwoTrees bajo licencia [CC BY 3.0](#)
- [250] [Privilege as Practice: A Framework for Engaging with Sustainability, Diversity, Privilege, and Power](#) por Matthew Kolan y Kaylynn Sullivan TwoTrees bajo licencia [CC BY 3.0](#)
- [251] [Privilege as Practice: A Framework for Engaging with Sustainability, Diversity, Privilege, and Power](#) por Matthew Kolan y Kaylynn Sullivan TwoTrees bajo licencia [CC BY 3.0](#)
- [252] [Privilege as Practice: A Framework for Engaging with Sustainability, Diversity, Privilege, and Power](#) por Matthew Kolan y Kaylynn Sullivan TwoTrees bajo licencia [CC BY 3.0](#)
- [253] En este libro, hemos optado por utilizar el negro en lugar del afroamericano para ser más inclusivos
- [254] [African American Boy Free Photo](#) por Wevans2360 de libre uso.
- [255] [Supporting the School Readiness and Success of Young African American Boys Project](#) por [Department of Health and Human Services](#) es de dominio público.
- [256] [Supporting the School Readiness and Success of Young African American Boys Project](#) por [Department of Health and Human Services](#) es de dominio público.
- [257] [Supporting the School Readiness and Success of Young African American Boys Project](#) por [Department of Health and Human Services](#) es de dominio público.
- [258] [Supporting the School Readiness and Success of Young African American Boys Project](#) por [Department of Health and Human Services](#) es de dominio público.
- [259] [Privilege as Practice: A Framework for Engaging with Sustainability, Diversity, Privilege, and Power](#) por Matthew Kolan y Kaylynn Sullivan TwoTrees bajo licencia [CC BY 3.0](#)
- [260] [Privilege as Practice: A Framework for Engaging with Sustainability, Diversity, Privilege, and Power](#) por Matthew Kolan y Kaylynn Sullivan TwoTrees bajo licencia [CC BY 3.0](#)
- [261] [Supporting the School Readiness and Success of Young African American Boys Project](#) por [Department of Health and Human Services](#) es de dominio público. (página 9)
- [262] [Supporting the School Readiness and Success of Young African American Boys Project](#) por [Department of Health and Human Services](#) es de dominio público. (página 9)
- [263] Dumais, S.A. (2006). Capital cultural de la primera infancia, hábitos parentales y percepciones de los docentes. De https://www.academia.edu/706636/Early_childhood_cultural_capital_parental_habitus_and_teachers_perception
- [264] [Supporting the School Readiness and Success of Young African American Boys Project](#) por [Department of Health and Human Services](#) es de dominio público. (página 9)