

# Advancing Equity in the Current Climate: Harnessing the Role of DD Councils

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## Agenda

1. *Differentiate equity from diversity and inclusion.*
2. *Describe the implications of equity in the IDD space.*

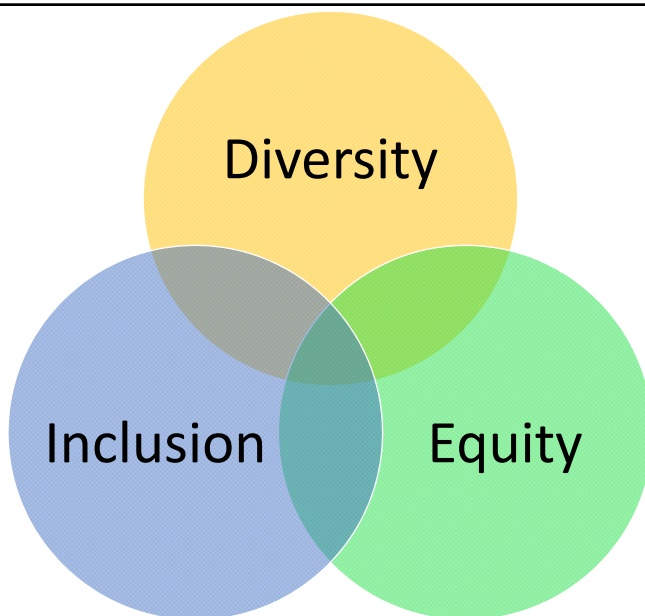


## POLLING QUESTION



Has your Council defined equity and what it means for intellectual and developmental disabilities (IDD)?

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Which one –  
diversity, equity, or inclusion?

DEI is an acronym ... literally!  
We use these terms as if they  
are one thing rather than the  
distinctively different, yet  
related, concepts and practices  
that they are.

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Simply put diversity is the condition of having or being composed of differing elements or qualities.

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## Cultural Diversity

The term *cultural diversity* is used to describe differences in ethnic or racial classification & self-identification, tribal or clan affiliation, nationality, language, age, gender, sexual orientation, gender identity or expression, socioeconomic status, education, religion, spirituality, physical and intellectual abilities, personal appearance, and other factors that distinguish one group or individual from another.



Goode & Jackson, 2009

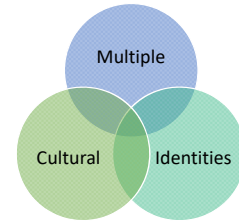
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## MULTIPLE CULTURAL IDENTITIES

The extant literature indicates that we as human beings have multiple cultural identities that can be grouped as follows.

- Categorization – people identify with one of their cultural groups over others
- Compartmentalization – individuals maintain multiple, separate identities within themselves
- Integration – people link their multiple cultural identities



Sources:

Seth J.J. Schwartz, Koen Luyckx, and Vivian L.K. Vignoles (Eds.) Handbook of Identity Theory and Research. Springer. 2001.

Verónica Benet-Martínez and Ying-yi Hong (Eds.) The Oxford Handbook of Multicultural Identity. Oxford University Press. 2014.

Chao, G.T., & Moon, H. The Cultural Mosaic: A Metatheory for Understanding the Complexity of Culture. Journal of Applied Psychology 2005, Vol. 90, No. 6, 1128–1140

Yampolsky MA, Amiot CE, & de la Sablonnière, R. (2013). Multicultural identity integration and well-being: a qualitative exploration of variations in narrative coherence and multicultural identification. Front. Psychol. 4:126.doi: 10.3389/fpsyg. 2013.00126

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## MULTIPLE CULTURAL IDENTITIES THROUGH THE LENS OF ANDY ARIAS

*“I come to the table with my LGBTQ-ness, my Hispanic-ness, and my disability. Neither overshadows the other, neither is more important than the other. They are all part of who I am as a person.”*



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## Intersectionality



- Kimberlé Crenshaw, a lawyer and civil rights advocate, introduced us to the term ***intersectionality*** in 1991.
- She wrote about how a person who because of their membership in multiple social groups may experience discrimination, oppression, and marginalization. Her work focused on Black women.
- Since 1991, the term intersectionality is used in multiple ways by many in health, mental health, social services, and disability.
- Sometimes those who use the term intersectionality confuse it with multiple cultural identities and omit the important defining factors of discrimination, marginalization, and oppression.

Crenshaw, K. (1991). Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. *Stanford Law Review*, Vol. 43, No. 6 (Jul., 1991), pp. 1241-1299.

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## INTERSECTIONALITY THROUGH THE LENS OF ANDY ARIAS

*“From childhood through adult life, I experience stereotyping, marginalization, and discrimination because of my LGBTQ-ness, my Hispanic-ness, and my disability.”*



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## Recognizing and responding to the diversity among all persons with IDD



- Avoid the tendency to group all persons with IDD as if they are members of a homogenous group (with the few exceptions of disability categorization, gender, and age).
- Recognize, respect, and respond to the myriad within-group differences among persons with IDD, their families, and the communities in which they live.
- Use ways to discover a more nuanced portrait of who a person with IDD is (e.g., disability is only one of multiple cultural identities, the experience of intersectionality, strengths-spotting).
- Acknowledge and respond to the “*diversity*” within neurodiversity.

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## What does inclusion mean?



Different things to different people  
and communities

Different things within the IDD space

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## INCLUSION AS DESCRIBED IN THE DISABILITY LITERATURE

- Getting fair treatment from others (nondiscrimination);
- Making products, communications, and the physical environment more usable by as many people as possible (universal design);
- Modifying items, procedures, or systems to enable a person with a disability to use them to the maximum extent possible (reasonable accommodations); and
- Eliminating the belief that people with disabilities are unhealthy or less capable of doing things (stigma, stereotypes).

Data source: Retrieved on 7/18/21 from <http://www.talentintelligence.com/blog/bid/377611/inclusion-and-the-benefits-of-diversity-in-the-workplace>



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## Another Take on Inclusion

Inclusion typically means inviting those who have been historically locked out to "come in."

- Who has the authority or right to "invite" others in?
- How did the "inviters" get in?
- Who is doing the excluding?

It is our responsibility as a society to remove all barriers which uphold exclusion since none of us have the authority to "invite" others "in."

Data source: Adapted from <http://www.inclusion.com/inclusion.html>



Inclusion is recognizing our universal "oneness" and interdependence. Inclusion is recognizing that we are "one" even though we are not the "same."

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## Inclusion will require ...

- The insight and capacity to view and respond to inclusion through a cultural lens.
- Political will, expertise, and resources to confront and address disparities, disproportionality, and inequities.
- Reflection on whether “inclusion” and belonging are the same and what this means within the IDD space.



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## Inclusion will require ...

the tenacity to address the “isms” in the current or *any* socio-political environment

The “isms” is an umbrella term, as defined by the Georgetown University National Center for Cultural Competence, that refers to a range of attitudes and behaviors that involve perceived superiority, oppression, prejudice, and discrimination based on such factors as race, national origin, ethnicity, language, class, disability, sexual orientation, gender, and gender identity and expression.



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## INCLUSION AND BELONGING

Based on the definitions and frameworks presented on inclusion:

- Do you believe that inclusion is the same as belonging?
- Can individuals be “included” but do not feel they actually belong?

Belonging is an innate human need for ongoing personal contact, meaningful relationships, and feelings of being accepted and valued by others.

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What is equity?

What does it mean in the IDD space?



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## So where are we with equity in developmental and other disabilities?



We lag far behind other fields in equity because we, within the disability community, have yet to define it and more specifically what it means in the disability space.



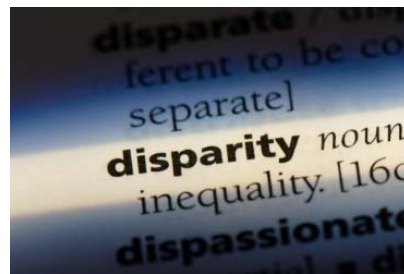
The theme of the 2020 Association of University of Centers on Disabilities Annual Conference was **equity** in recognition of the need for us, in the disability space, to create a national agenda in led by and in partnership with people with disabilities, their families, and the communities in which they live to address this critical dilemma.



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Before we talk about equity we first have to talk about disparity.



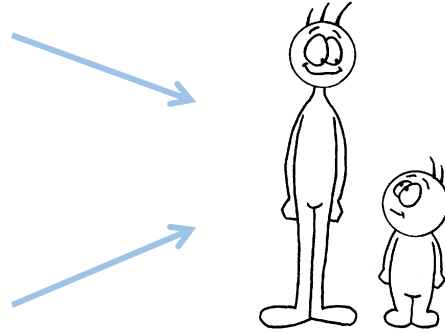
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## DEFINING DISPARITY

- Difference
- Not equal
- Lack of similarity

Disparities in and of themselves can be neutral, neither good nor bad, just a descriptive difference.



Disparity in height

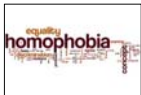
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## HEALTH DISPARITIES ARE THE PRODUCT OF HEALTH INEQUITY

A health disparity is defined as a particular type of health difference that is closely linked with social or economic disadvantage – that is people who have experienced obstacles based on their:

- race or ethnicity
- religion
- gender
- sexual orientation or gender identity
- geographic location or “place”
- mental health
- socioeconomic status
- cognitive, sensory or physical disability
- other characteristics linked to discrimination or exclusion



Carter-Pokras O, Baquet C. What is a "health disparity"? *Public Health Rep.* September-October 2002;117(5):426-434.

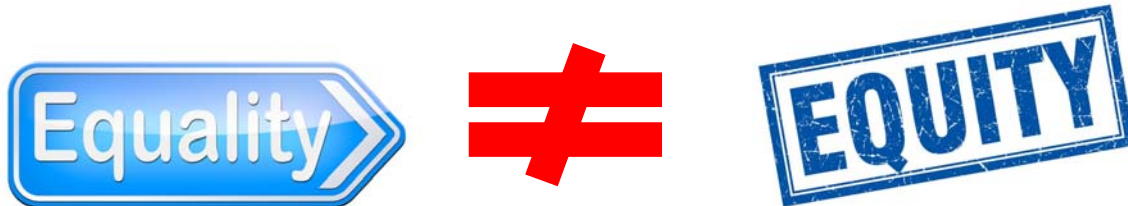
U.S. Department of Health and Human Services. Definition of health disparities. Available at: <https://www.healthypeople.gov/2020/about/foundation-health-measures/Disparities> Accessed 3/28/21

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## Equality vs. Equity

### What the literature is telling us



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## Defining Equity



A quick review of the literature reveals that:

- There is no **one** definition of equity.
- Equity is conceptualized and defined from an array of interests and perspectives including but not limited to:
  - Health equity
  - Behavioral health equity
  - Early childhood equity
  - Racial equity
  - Social equity
  - Gender equity
  - LGBTQI equity
  - Marriage equity
  - Environmental equity
  - Public policy equity

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## Equality vs. Equity: What these definitions of equity have in common

**Equality**



**EQUITY**

Treating all people the same regardless of interests, needs, circumstances, or abilities

Providing people with different levels of support and assistance depending on interests, needs, circumstances, or abilities

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## Equality vs. Equity in Graphics



Source: <https://www.rwjf.org/en/library/infographics/visualizing-health-equity.html>

## BORROWING FROM THE HEALTH EQUITY LITERATURE



Source: adapted from Braveman, P. & Gruskin. Defining equity in health. *J Epidemiol Community Health* 2003;57:254-258. retrieved on 3/28/21 from <http://jech.bmi.com/content/jech/57/4/254.full.pdf>

Based on the work of Braveman et al., Georgetown University NCCC proposes defining **equity in intellectual and developmental disabilities as the absence of systematic disparities and unjust systemic policies and practices that unfairly disadvantage persons with developmental disabilities and their families, while unfairly advantaging persons and families without such disabilities**, in the pursuit of what is needed to be fully included, valued, and productive members of their communities.

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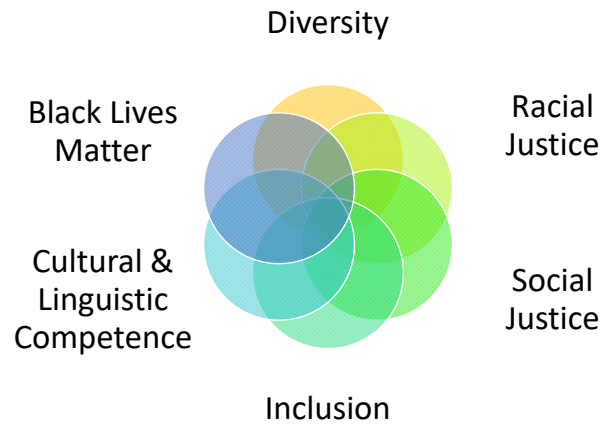
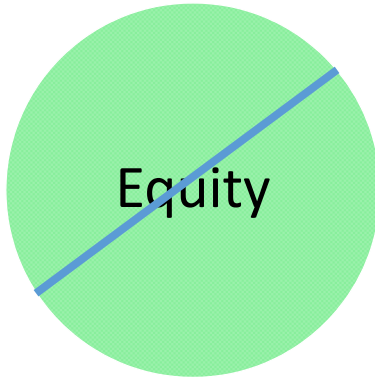


| Five Elements of Cultural Competence<br>Organizational Level | Implications for Equity in IDD   |
|--|--|
| <b>Value diversity</b>                                       | <ul style="list-style-type: none"> <li>Advance racial, ethnic, cultural, and linguistic diversity as a strength rather than “issues” that needs to be addressed.</li> </ul>  |
| <b>Conduct self-assessment</b>                               | <ul style="list-style-type: none"> <li>Include measures for equity in organizational assessment processes (i.e. racial, ethnic, linguistic, and other cultural factors).</li> </ul>  |
| <b>Manage the dynamics of difference</b>                     | <ul style="list-style-type: none"> <li>Recognize and respond to dynamics within and between racial, ethnic, and other cultural groups, including intersectionality, that manifest in the socio-economic and political environment.</li> </ul>  |
| <b>Embed cultural knowledge</b>                              | <ul style="list-style-type: none"> <li>Discover the strengths and resiliencies of individuals with IDD and their families from racial, ethnic, cultural, and linguistic backgrounds that are typically described as disadvantaged, disempowered, marginalized, not engaged, and “hard to reach.” Use these strengths to inform the work of your organization.</li> <li>Accept that some racial, ethnic, and other cultural groups have historical and present day experiences of bias, stereotyping, discrimination, and disparate treatment in the education, health/mental health, and social services. These experiences affect their capacity for trust and confidence in systems of supports and services. Use this knowledge to advance equity.</li> </ul> |
| <b>Adapt to diversity</b>                                    | <ul style="list-style-type: none"> <li>Revisit, revise, and implement policies and practices that equalize power differentials and allocate resources equitably across racial, ethnic, and cultural, communities.</li> </ul>   |

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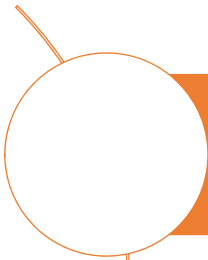
## Reflections on the nature of the questions from Councils



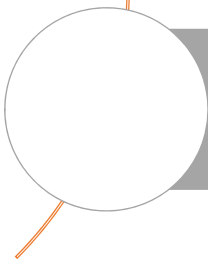
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## Questions about Equity for Councils to Consider



Have any communities benefited more than others from Council policies, practices, activities, or grants? If so which communities? Which communities have not benefited? How can your Council address these disparities?

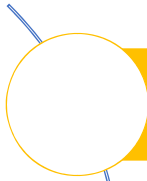


Do any of your Council's policies or practices result in a negative impact on a specific community or population? If so, how can the Council begin to address this from an equity perspective?

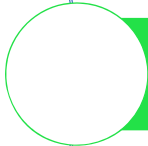
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## Questions about Equity for Councils to Consider



How can your Council ensure the equitable engagement of communities in all Council activities required by the DD Act?



In what ways has your Council begun to consider the role of equity in its existing five-year plan?



How will your Council begin to address equity in its budget priorities going forward?

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Defining and reaching consensus on what equity is in the IDD space in general and among Councils in particular is ...



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