



DICLC Webinar Series

Cultural and Linguistic Competence: Definitions, Frameworks, and Implications for Developmental Disabilities Councils

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OBJECTIVES

Participants will:

1. Define culture and describe its multiple dimensions.
2. Describe a conceptual framework for cultural competence and its implications for Developmental Disabilities Councils.
3. Define linguistic competence.
4. Cite legal mandates and requirements for language access for individuals with limited English proficiency, including those with developmental disabilities and their families.



We can't really talk about cultural competence without first having a solid understanding of ...



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Multiple Dimensions of



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IMPORTANT THINGS TO REMEMBER ABOUT CULTURE

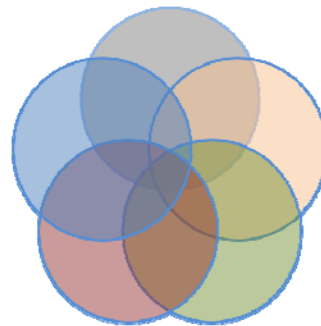
- Culture is what we learn about ourselves and others from the time when we are born.
- Culture includes how we think, talk, and behave with others.
- Many times we think about and only see our culture. It may be hard for us to see things the way another person may see or experience them.

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We all have many cultural identities. For example you may identify as a: self-advocate, counselor, brother, painter, parent, nurse, teacher, or singer.

Multiple Cultural Identities



Intersectionality

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ORGANIZATIONAL CULTURE



People have cultures and so do organizations. Think about DD Councils, what they do, how members work together, what policies and rules they follow, how meetings are conducted, and how funds are spent. This is called organizational culture.

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Cultural Factors That Influence Diversity Among Individuals and Groups

Internal Factors

- Cultural/Racial/Ethnic Identity
- Tribal Affiliation/Clan
- Nationality
- Acculturation/Assimilation
- Socioeconomic Status/Class
- Education
- Language
- Literacy
- Family Constellation
- Social History
- Military Status
- Perception of Time
- Health Beliefs & Practices
- Health & Mental Health Literacy
- Beliefs about Disability or Mental Health
- Lived Experience of Disability or Mental Illness
- Age & Life Cycle Issues
- Gender, Gender Identity & Expression
- Sexual Orientation
- Religion & Spiritual Views
- Spatial & Regional Patterns
- Political Orientation/Affiliation

Adapted with permission from James Mason, Ph.D., NCCC Senior Consultant

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The ADDRESSING Model

is a good way to help us think about cultural diversity.

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A Age

D Disability (congenital)

D Disability (acquired)

R Religion (spirituality or no affiliation)

E Ethnicity (or race)

S Social status

S Sexual orientation

I Indigenous heritage

N National origin

G Gender (gender identity & expression)

THE HAYS ADDRESSING Model

Addressing cultural complexities in practice:
A framework for clinicians and counselors

&

Addressing the complexities of culture and gender in counseling

Data Source:
 Hays, Pamela. (2001). Addressing cultural complexities in practice. A framework for clinicians and counselors. Washington, DC: American Psychological Association.
 Hays, Pamela. Addressing the complexities of culture and gender in counseling. Journal of Counseling & Development. 74.4 (Mar./Apr. 1996). 332

VIEWS ON DISABILITY & RACIAL & ETHNIC IDENTITY

Some people do not think that their disability defines who they are and view disability as only one aspect of their identity.



Some people identify with their race or ethnicity.



Some people identify with their disability.

Everyone does not experience disability, race, and ethnicity the same.



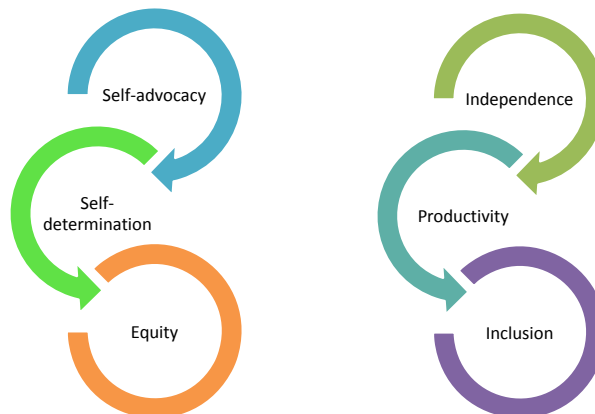
SOURCE: Gill, C. & Cross, W. (2010). Disability Identity and Racial-Cultural Identity Development: Points of Convergence, Divergence and Interplay. In F. Balcazar, Y. Suarez-Balcazar, T. Taylor-Ritzler, & C. Keys (Eds.), *Race, Culture, and Disability: Rehabilitation Science and Practice*. Sudbury, MA: Jones and Bartlett Publishers

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COMMON VALUES IN DISABILITY SERVICES & SUPPORTS

Do these values have the same meaning across all cultural groups?



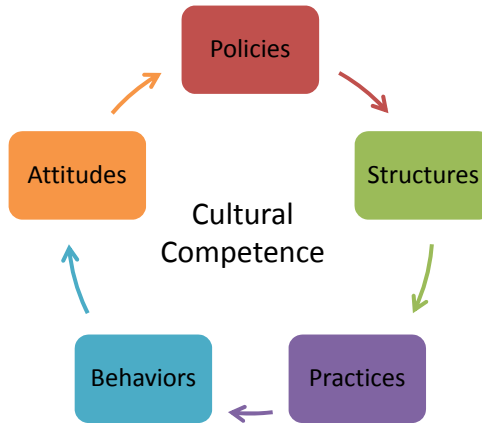
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Cultural Competence Conceptual Framework

Cultural competence requires that organizations have a clearly defined, congruent set of values and principles, and demonstrate behaviors, attitudes, policies, structures, and practices that enable them to work effectively cross-culturally.

(adapted from Cross, Bazron, Dennis & Isaacs, 1989.)



... means that Councils have to look at their policies, the work that they do, who their members are, and how to make sure that Councils are representative, inclusive, and welcoming to all people no matter race, ethnicity, or culture.

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Five Elements of Cultural Competence

INDIVIDUAL LEVEL

- 1 acknowledge cultural differences
- 2 understand your own culture
- 3 engage in self-assessment
- 4 acquire cultural knowledge & skills
- 5 view behavior within a cultural context

(Cross, Bazron, Dennis and Isaacs, 1989)


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Five Elements of Cultural Competence

ORGANIZATIONAL LEVEL

- 1 • value diversity
- 2 • conduct self-assessment
- 3 • manage the dynamics of difference
- 4 • institutionalize/embed cultural knowledge
- 5 • adapt to diversity (values, polices, structures & services)


(Cross, Bazron, Dennis and Isaacs, 1989) Slide Source: © 2017 - Georgetown University National Center for Cultural Competence 

ESSENTIAL ELEMENTS IN A CULTURALLY COMPETENT SYSTEM

These five elements must be manifested at every level of an organization or system including:

- policy making
- administration
- practice & service delivery
- individuals, self-advocates, families
- community

and reflected in its attitudes, structures, policies, practices, and services.

Adapted from Cross, Bazron, Dennis, & Isaacs, 1989 Slide Source: © 2017 - Georgetown University National Center for Cultural Competence 

Linguistic Competence Means...

- Organizations have to make sure that they can communicate effectively with all of its members and the people they serve, support, collaborate with, and advocate with and on behalf of.
- Organizations have to plan for and have ways to do it.
- That the organization can help people who: (1) speak languages other than English; (2) have trouble reading or cannot read; (3) use sign language and may need an interpreter; or (4) have other communication needs.
- Organizations have to follow the laws about making sure people who speak languages other than English can use their services.



Goode & Jones, Revised 2009, National Center for Cultural Competence

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Who Does Title VI Protect?

EVERYONE!


Title VI of the Civil Rights Act of 1964 states that:
 “no person shall be discriminated against on the basis of race, color, or national origin. [Section 601 and 42 USC 2000d et. Seq.]

- Title VI protects persons of all colors, races, and national origins.
- Title VI protects against national origin discrimination and are **not** limited to U.S. citizens.






Data Source: Civil Rights Act of 1964, P.L. 88 62


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CLC KEY CONSIDERATIONS

<p>CORE FUNCTIONS: <i>What we do</i></p>	
<p>HUMAN RESOURCES & STAFF DEVELOPMENT: <i>Who we are</i></p>	
<p>COLLABORATION & COMMUNITY ENGAGEMENT: <i>Who are partners are</i></p>	
<p>FISCAL RESOURCES & ALLOCATION: <i>Where the money goes</i></p>	
<p>CONTRACTS: <i>Whom we trust to deliver services and supports</i></p>	

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Cultural and Linguistic Competence applies to all Council Core Functions

- Membership
- State Plan
- Grants
- Advocacy, Self-Advocacy & Capacity Building

As a culturally competent _____
I am capable of interacting positively with
people who do NOT

look like,
talk like,
move like,
think like,
believe like,
act like,
love like...
live like...
ME!!!

Source Multnomah County Department of Health
Modification from Mike Magy, Massachusetts Department of Mental
Health, November 2005

CONTACT US

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