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Cultural and Linguistic Competence: Supporting Adults with Developmental Disabilities and Their Families

November 8, 2013
Doubletree Suites, Mt. Laurel, NJ

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CULTURAL AND LINGUISTIC COMPETENCE:
Supporting Adults with Developmental Disabilities and their Families
Part 1.

Tawara D. Goode
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November 8, 2013

OBJECTIVES

Participants will:
1. define culture and describe culturally defined belief systems about disability.
2. describe a conceptual framework for a cultural competence model and its implications for individuals and organizations, with an emphasis on those supporting individuals with developmental disabilities and their families.
3. define linguistic competence and cite related legal mandates for the provision of services and supports to individuals with disabilities and their families.
4. Apply these frameworks to the design and implementation of services and supports for families of adults with developmental disabilities.

We will follow the experiences of Marisa and Joan, two parents of adults with developmental disabilities.
Let’s listen to first to Joan.

Culture is the learned and shared knowledge that specific groups use to generate their behavior and interpret their experience of the world. It includes but is not limited to:
- communication
- roles
- rituals
- languages
- thought
- values
- relationships
- customs
- courtesies
- manners of interacting
- beliefs
- practices
- expected behaviors

Culture applies to racial, ethnic, religious, political, professional, and other social groups. It is transmitted through social and institutional traditions and norms to succeeding generations. Culture is a paradox, while many aspects remain the same, it is also dynamic, constantly changing.

Culture …
- is applicable to all peoples
- is active & dynamic
- is multi-layered
- is viewed as thick, thin, or compartmentalized
- exists at conscious and unconscious levels
- structures perceptions & shapes behaviors
- is a total way of life – tells group members how to behave & provides their identity

How do you define culture?

Data Source: Gilbert, J. Goode, T., & Dunne, C., 2007
Culture

**Culture** is akin to being the person observed through a one-way mirror; everything we see is from our own perspective.

It is only when we join the observed on the other side that it is possible to see ourselves and others clearly – but getting to the other side of the glass presents many challenges.

(Lynch & Hanson 1992 Developing Cross Cultural Competence)

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**Organization culture is ...**
a pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems. (Schein, E., 1985)
CULTURAL AND LINGUISTIC COMPETENCE: Supporting Families of Adults with Developmental Disabilities

Rule #1
Have a solid appreciation for and understanding of culture.

Cultural Diversity and Differing World Views

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.

What are the demographic trends in New Jersey?

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
- Perception of Time
- Health Beliefs & Practices
- Literacy

External Factors
- Institutional Biases
- Racism & Discrimination
- Community Economics
- Intergroup Relations
- Group & Community Resiliency
- Natural Networks of Support
- Community History
- Political Climate
- Workforce Diversity
- Community Demographics

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

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

Cultural Beliefs about Health, Mental Health, Illness, Disease, Disability

- Superstition
- Fate or Destiny
- Karma
- Malevolent Forces
- Religiosity & Spirituality
- Cultural & Familial Folklore

Cultural Influences on Beliefs and Practices Related to Health, Mental Health, and Related Systems and Providers of Care

- Reliance on traditional remedies and healers
- Culture bound syndromes
- Delaying access to care
- Historical mistrust of health care, mental health, education, and social service professionals
- Experiences of racism, discrimination, and bias
- Cultural and linguistic barriers
- Stigma

Rule # 2

Diversity is not limited to race, ethnicity, nor disability.

Debates about Cultural Identity: Perspectives on Race, Culture, & Disability

VIEWS ON DISABILITY IDENTITY

The population of people who experience disability is extraordinarily diverse and, therefore, the idea of a common disability identity isolates disability artificially from intersecting identities related to race, gender, sexuality, class, age, and other axes of social significance. (p.43).

RACIAL IDENTITY vs. DISABILITY IDENTITY

- There is no simple relationship between race and disability.
- Some people of color with disabilities have prioritized their identification and affiliation with persons who share their cultural/racial heritage and have had little contact with disability groups.
- They tend to see disability in terms of limitation rather than identity. (p. 46)


RACIAL IDENTITY vs. DISABILITY IDENTITY

- Some people of color have substantial contact with disability groups.
- They are more likely to identify as being “disabled” and to reference parallels between race and disability.
- Some say that their experiences of race-based oppression have prepared them to understand disability as a social minority experience. This suggests intersectional expressions of identity. (p. 46)

CULTURAL AND LINGUISTIC COMPETENCE: Supporting Families of Adults with Developmental Disabilities

Rule #3
Recognize, respect, and respond to the within group differences among all people who experience disabilities and their families.

NCC GUIDING VALUES AND PRINCIPLES

- Family is defined differently by different cultures.
- Family as defined by each culture is usually the primary system of support and preferred intervention.
- Family/consumers are the ultimate decision makers for services and supports for their children and/or themselves.

What are the values guiding services and supports that you provide or access?

VIGNETTE

A Latino family sought assistance from a County Community Services Office for their adult daughter who has a developmental disability. The intake team concluded, based on the age of the parents and the need to prepare for future, that the adult daughter would be best served in a community-based, supported living setting as it would foster independence, inclusion, and self-determination. The family did not believe that independence and self-determination were all that important for their daughter, indicating that their daughter would be loved and safe at home with them.

- What are the cultural factors presented by this situation?
- Describe the differing world views and values between the family and the intake team?
- How would you approach this situation?
Rule # 4
The values system that underpins many disabilities services and supports may neither be shared, accepted, nor expressed by all cultural groups.

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Getting on the Same Page: Definition and Conceptual Framework

Cultural Competence

Are we on the same page?

Culturally aware
Culturally competent
Multicultural Competence
Linguistically competent
Culturally relevant
Culturally effective
Culturally proficient
Culturally responsive

CULTURAL COMPETENCE

Five Elements of Cultural Competence

- value diversity
- conduct self-assessment
- manage the dynamics of difference
- institutionalize cultural knowledge
- adapt to diversity (values, policies, structures & services)

...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)
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

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
- patient, family, consumer
- community

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

Adapted from Cross, Bazron, Dennis, & Isaacs, 1989

Guiding Values and Principles for Cultural Competence

- Culturally competent organizations and systems design and implement services that are tailored or matched to the unique needs of individuals, children, families, and communities served.
- Cultural competence involves working in conjunction with natural, informal support and helping networks within diverse communities.

Retrieved from http://nccc.georgetown.edu/foundations/frameworks.html

Getting on the Same Page: Definition and Conceptual Framework

Linguistic Competence

What are the demographic trends for languages spoken in New Jersey?

Garden State
Title VI - Civil Rights Act of 1964
SEC. 601 TITLE VI - NONDISCRIMINATION IN FEDERALLY ASSISTED PROGRAMS

Title VI of the Civil Rights Act of 1964-Sec. 601 ensures - nondiscrimination in Federally Assisted programs and states that “No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

http://www.hhs.gov/ocr/civilrights/resources/laws/index.html

Who Does Title VI Protect?

EVERYONE!

Title VI 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.

Linguistic Competence

Linguistic Competence

is the capacity of an organization and its personnel to communicate effectively, and convey information in a manner that is easily understood by diverse groups including persons of limited English proficiency, those who are not literate or have low literacy skills, individuals with disabilities, or those who are deaf or hard of hearing

requires organizational and provider capacity to respond effectively to the health literacy needs of populations served

ensures policy, structures, practices, procedures and dedicated resources to support this capacity

Title VI – National Origin Discrimination

Provisions related to language access:

Service providers must take reasonable steps to provide meaningful access to their programs by persons with limited English proficiency (LEP), [68 Fed. Reg. 153 at 47322]

Providers that must provide language assistance services in order to comply with Title VI should implement policies and procedures to provide information in appropriate languages and ensure that LEP persons are effectively informed of and have meaningful access to covered programs. [68 Fed. Reg. 153 at 47320]

Who is Covered Under Title VI?

Recipients of HHS assistance may include, for example:
- Hospitals, nursing homes, home health agencies, and managed care organizations.
- Universities and other entities with health or social service research programs.
- State, county, and local health agencies.
- State Medicaid agencies.
- State, county, and local welfare agencies.
- Programs for families, youth, and children.
- Head Start programs.
- Public and private contractors, subcontractors, and vendors.
- Physicians and other providers who receive Federal financial assistance from HHS.

Linguistic Competence: LEGAL MANDATES & GUIDANCE


http://www.hhs.gov/ocr/civilrights/resources/lep/lep.html

Executive Order 13166: Improving Access to Services for Persons with Limited English Proficiency

U.S. Department of Health & Human Services
U.S. Department of Education
U.S. Department of Justice

Cultural and Linguistic Competence: NATIONAL STANDARDS

National Standards on Culturally and Linguistically Appropriate Services in Health and Health Care (CLAS)

https://www.thinkculturalhealth.hhs.gov/

National CLAS Standards: Themes

- Standard 1
  - Principal Standard
- Standards 2-4
  - Governance, Leadership & Workforce
- Standards 5-8
  - Communication & Language
- Standards 9-15
  - Engagement, Continuous Improvement & Accountability

Characteristics of Culturally and Linguistically Competent Organizations & Personnel
Characteristics of Culturally and Linguistically Competent Organizations and Systems

- Philosophy
- Mission statement
- Policies, Structures, Procedures, Practices
- Diverse Knowledgeable Skilled Workforce
- Dedicated Resources & Incentives
- Community Engagement & Partnerships
- Conduct of Research with and for Diverse Communities
- Publish and Disseminate
- Advocacy (disparities, health equity, social justice)

Culturally & Linguistically Competent Practices

POLICYMAKING
- Values & principles
- Vision & mission
- Allocation of fiscal and personnel resources
- Quality improvement & program evaluation
- MIS, EMR, data collection systems
- Contracts and consulting agreements
- Conduct of and/or participation in research to decrease disparities (race, ethnicity, languages spoken, SES, geographic locale)
- Advocacy with and on behalf of vulnerable, marginalized communities and populations

ADMINISTRATIVE
- Conduct organizational or program self-assessment
- Recruit, retain, support a diverse workforce
- Ensure a well-trained, competent workforce able of providing services and supports to culturally and linguistically diverse populations
- Implement and evaluate modes of service deliver adapted to community and cultural contexts
- Ensure the provision of language access services consistent with Title VI other requirements
- Allocate fiscal resources and ensure budget line items to support organizational/program capacity
- Integrate cultural and linguistic competence into quality improvement
- Include knowledge and skill sets in staff/faculty position descriptions and address in performance measures

PRACTITIONER/STAFF
- Intake interview protocols
- Assessment and diagnostic protocols
- Treatment/service plans and interventions
- Medication protocols
- Education and counseling
- Information dissemination
- Communication (based on age, culture, literacy, LEP, English language learners)

PARTNERSHIPS
- Consider...
- Consulting or forming alliances with traditional and indigenous healers and practitioners
- Consulting or partnering with cultural brokers
- Establishing relationships with key community informants
- Pursuing opportunities for coaching and mentoring
- Participating in educational forums to address the "ISMs"
- Assuming leadership to address disparities and inequities in health care and behavioral health care
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.

Slide Source: The National Center for Cultural Competence, 2013

Modification from Mike Major, Massachusetts Department of Mental Health, November 2005.

Taking the next steps

CONTACT US

National Center for Cultural Competence
http://nccc.georgetown.edu

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<table>
<thead>
<tr>
<th>FIVE ELEMENTS OF CULTURAL COMPETENCE</th>
<th>THINGS THAT COME EASY FOR ME</th>
<th>THINGS THAT ARE DIFFICULT FOR ME</th>
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</thead>
<tbody>
<tr>
<td>ACKNOWLEDGE CULTURAL DIFFERENCES</td>
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<tr>
<td>UNDERSTAND YOUR OWN CULTURE</td>
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<td>ENGAGE IN SELF-ASSESSMENT</td>
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<td>ACQUIRE CULTURAL KNOWLEDGE</td>
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<td>VIEW BEHAVIOR IN A CULTURAL CONTEXT</td>
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CULTURAL COMPETENCE: WHAT DOES IT MEAN FOR YOUR ORGANIZATION, AGENCY, OR PROGRAM?

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<thead>
<tr>
<th>FIVE ELEMENTS OF CULTURAL COMPETENCE</th>
<th>RELATE THESE CONCEPTS TO SERVICES AND SUPPORTS YOU PROVIDE OR RECEIVE</th>
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<tr>
<td>VALUE DIVERSITY</td>
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<td>CONDUCT SELF-ASSESSMENT</td>
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<td>MANAGE THE DYNAMICS OF DIFFERENCE</td>
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<td>ACQUIRE &amp; INSTITUTIONALIZE CULTURAL KNOWLEDGE</td>
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<td>ADAPT DIVERSITY TO THE CULTURAL CONTEXTS OF COMMUNITIES SERVED</td>
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REFERENCES

Prepared by Tawara D. Goode, MA


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U.S. Census Bureau, American FactFinder, 2011 American Community Survey- 1 Year Estimates, Table S1602

http://www.tandfonline.com/doi/abs/10.1080/09362835.2011.537225#.UmX9OXDEMgk