The Strength And Power Of DIVERSITY

Pamela M. Brown. Ph.D.
Executive Director

Gregory Torain. M. Ed.
Juvenile Services Director

Anne Arundel Partnership for
Children, Youth and Families

Workshop Agenda

1. Introductions
2. Ice Breaker
3. Objectives of the day
4. Self Assessment
5. What is Diversity?
6. Important Definitions
7. What is Culture?
8. What is Cultural Competence?
9. Have you been Unfairly Judged?
10. Cultural Jeopardy
11. What is Linguistic Competence?
12. Take Home Message
13. Wrap-Up

Ice Breaker

Why do we need to do Cultural Diversity Work?

Pair work:

- What is your racial/ethnic background?
- Did you grow up around people similar to you?
- What are some of your earliest memories of coming into contact with people different than you?

Today's Workshop Content
(Getting off Automatic)

This workshop presents specific cultural competency strategies that can be used in delivering culturally competent services to diverse populations.

The session highlights the importance of developing culturally appropriate behaviors that take into account the knowledge, attitudes, and beliefs of those around us.
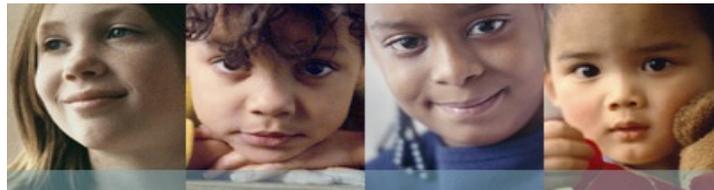
GROUP NORMS

Group Norms are just another way of establishing ground rules: For instance:

- Respect everyone's opinion
- Always let the person speaking finish what they're saying before stating your own point of view

When discomfort is served, remain at the table

Objectives

Participants will:

- Perform a cultural sensitivity self-assessment
- Identify correct definitions of key words
- Demonstrate an understanding of cultural differences in behaviors, attitudes and beliefs
- Understand that assumptions can lead to stereotypes and unfair judgments about individuals and groups.
- Identify appropriate communication skills and strategies to meet the cultural and linguistic needs of children and families
- By the completion of this workshop, participants will be able to discuss the strength and power of diversity.

Self Assessment

This tool was developed to heighten your awareness of how you view families from culturally and linguistically diverse populations.

There is no answer key; however, it will be important for you to review your responses.

Group discussion will follow.

Food for Thought

- What did you learn about yourself?

- What kinds of things might you change?

- What will it take for you to make those changes?

- Next Steps?

As we proceed through this workshop, we will give you some tools to help you take the next steps

What is Diversity?

- ✓ Different work styles
- ✓ Racial differences
- ✓ Ethnic differences
- ✓ Age span
- ✓ Social class
- ✓ Regional differences
- ✓ Sexual Minority
- ✓ Religion
- ✓ Political affiliation
- ✓ Skills
- ✓ Abilities/Disabilities

Demographics

- The U.S. is becoming an increasingly diverse society

- This diversity means that many different cultures operate in our communities and neighborhoods

- The youth and families we work with represent an amazing array of diversity and cultural richness

Decker, Decker & Brown, 2007

Linguistic Diversity

14% of the total U.S. population speak a language other than English at home.

54% of those speak Spanish.

GROWTH IN ANNE ARUNDEL COUNTY POPULATION

	1990	2008	% change
Total	**427,239**	**512,790**	**+20%**
Non-Hispanic White	361,609	384,706	+6%
Hispanic	6,815	23,036	+238%
African-American	49,954	76,748	+54%
NEC	8,861	28,300	+219%

Why is Cultural Diversity an Important Issue?

The U.S. is becoming a multicultural Society:

- **By 2040** no race will make up a majority

- **By 2050:**
  - The U.S. African American population will increase from **13%** to **14%**
  - The Hispanic population will increase from **14%** to **25%.**
  - The Caucasian population will decrease from **74%** to **50%.**
  - The Asian population will increase from **3%** to **8%.**

National Association of State Boards of Education, 2002

Why is Cultural Diversity an Important Issue?

- Persons with physical and mental challenges comprise the largest minority in the U.S. with approximately 50 million individuals and almost 20% of the population

- About 25 million Americans identify as gay, lesbian, bisexual or transgendered

- According to the 2010 census, the number of Latinos in Anne Arundel County increased by 20,000

Definitions That Assist In Establishing Common Ground

Race

One of four groups: White; Black; American Indian and Alaska Native; and Asian and Pacific Islander (US Census, 2000).

Ethnicity

Selected cultural and sometimes physical characteristics used to classify people into ethnic groups or categories. American ethnic groups include Native Americans, Hispanics, Indians, Latinos, Chinese, African Americans, European Americans and so on (O'Neil, 2004).

Definitions That Assist In Establishing Common Ground

Racism

{ The belief that race is the primary determinant of human traits and capacities and that racial differences produce an inherent superiority of a particular race.

Sexism

{ The belief in the inherent superiority of one sex (gender) over the other and thereby the right to dominance.

Homophobia

{ Fear or hatred of, aversion to or prejudice and/or discrimination against people who are homosexual

What is Culture?

The integrated pattern of human behavior that includes thoughts, communication styles, actions, customs, beliefs, values and institutions to ensure that the needs of the children, youth and families are met within the context of their culturally informed world view.

CULTURE:

Shapes our Understanding and Perceptions

Forms our Identity
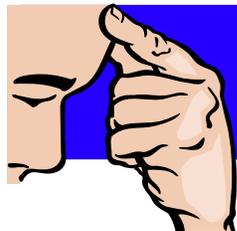
Organizes our physical and social interaction

Why Culture Matters

It affects…

- Parenting and child rearing
- Communication
- Body language
- Perception of time
- Help-seeking behaviors; help-giving behaviors; stigma
- Attitudes and beliefs about the law, services, social support, kinship support, and what constitutes successful services
- Use of services and social supports
- Understanding of government systems
- How we see the world

Lazear, K., 2003.

Understanding Cultural Differences

- Family is defined differently by different cultures
- The concept of an exact time is not used or reinforced in some cultures.
- Some cultural groups stress the veneration of ancestors
- Eye contact varies by culture.
- Physical distance during social interactions varies by culture.
- Culture greatly influences attitudes about physical contact.
- Different cultures regulate the display of emotion differently
- Some cultures may use different standards for loudness, speed of delivery, silence, attentiveness and time to respond to another's point

Reflect on Your Own Culture!

The best way to understand culture is to explore your own!

Think about these questions:

- What holidays and major events do you celebrate? Why? How would it feel if you were told you would no longer be allowed to celebrate those?
- How did growing up and/or where you grew up shape your view of the world? (Think of the differences between your generation and your parents' generation)
- How does your gender shape your aspirations in life?
- Who do you admire and why? What characteristics do they have?

Cultural Competence Continuum

Cultural competence at the organizational and individual levels is an ongoing developmental process. The following chart is designed to highlight selected characteristics that organizations may demonstrate along the stages of the cultural competence continuum.
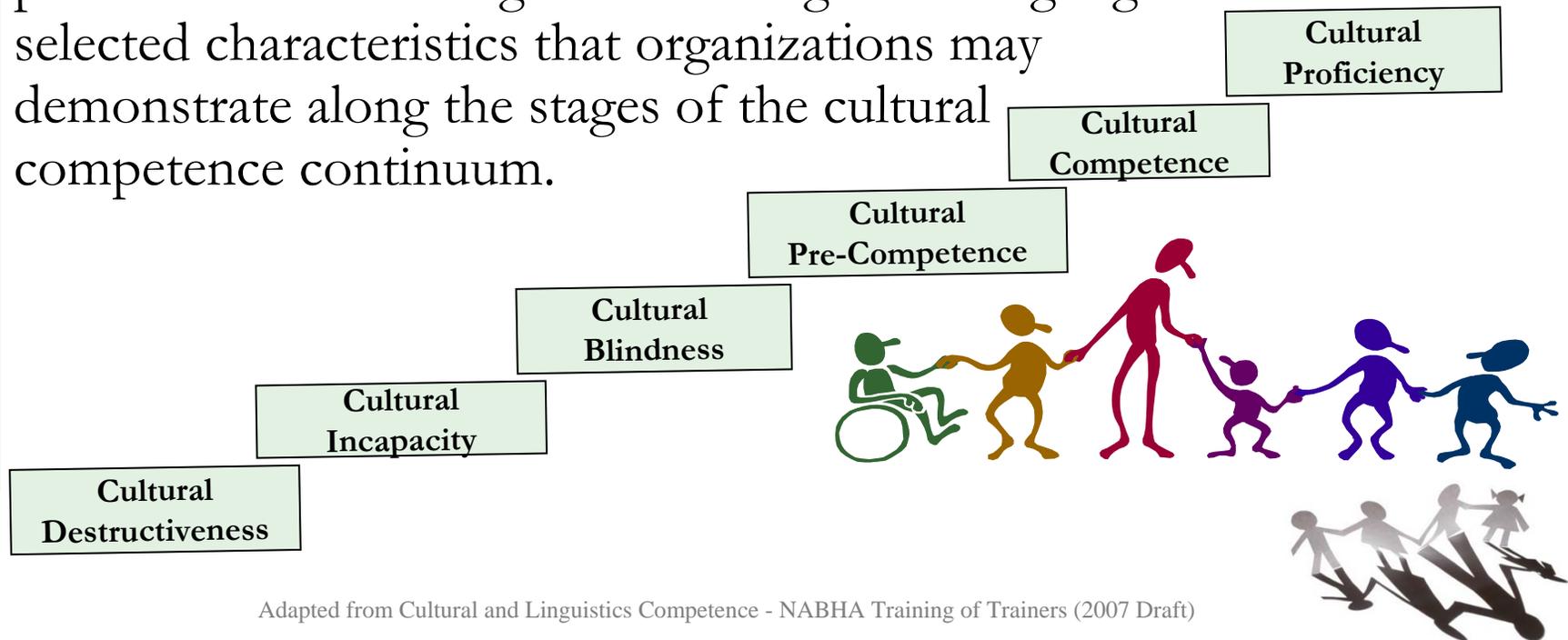
Cultural Proficiency

Cultural Competence

Cultural Pre-Competence

Cultural Blindness

Cultural Incapacity

Cultural Destructiveness

Intermission

Take a fifteen minute break

'Cultural Jeopardy'!
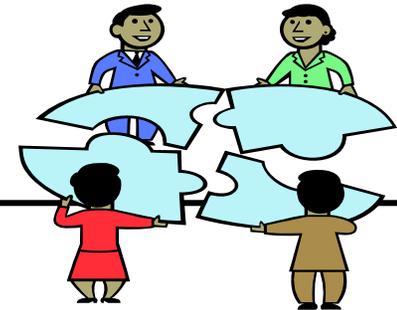
How to play:

A definition will be presented and you must determine the appropriate word from the list

Cultural Jeopardy!

Stereotyping

Cultural competence

Ethnicity

Race

Culture

Diversity

Selected cultural and sometimes physical characteristics used to classify people into ethnic groups or categories. American ethnic groups include Native Americans, Hispanics, Indians, Latinos, Chinese, African Americans, European Americans and so on.

ETHNICITY

Cultural Jeopardy!

Stereotyping

Cultural competence

Ethnicity

Race

Culture

Diversity

Homophobia

Sexism

Racism

Occurs when we use misinformation to judge everyone who belongs to a specific group

STEREOTYPING

Cultural Jeopardy!

Stereotyping

Cultural competence

Ethnicity

Race

Culture

Diversity

Homophobia

Sexism

Racism

One of four groups: White; Black; American Indian and Alaska Native; and Asian and Pacific Islander.

RACE

Cultural Jeopardy!

Stereotyping

Cultural competence

Ethnicity

Race

Culture

Diversity

Homophobia

Sexism

Racism

The belief in the inherent superiority of one sex (gender) over the other and thereby the right to dominance.

SEXISM

Cultural Jeopardy!

Stereotyping

Cultural competence

Ethnicity

Race

Culture

Diversity

Homophobia

Sexism

Racism

Fear or hatred of, aversion to or prejudice and/or discrimination against people who are homosexual

HOMOPHOBIA

Cultural Jeopardy!

Stereotyping

Cultural competence

Ethnicity

Race

Culture

Diversity

Homophobia

Sexism

Racism

The belief that [race](#) is the primary determinant of human traits and capacities and that racial differences produce an inherent superiority of a particular race.

RACISM

Cultural Jeopardy!

Stereotyping

Cultural competence

Ethnicity

Race

Culture

Diversity

Homophobia

Sexism

Racism

A set of beliefs, behaviors, and interactional patterns that identify a person with a larger social or ethnic group

CULTURE

Cultural Jeopardy!

Stereotyping

Cultural competence

Ethnicity

Race

Culture

Diversity

Homophobia

Sexism

Racism

The ability to interact effectively with people of different cultures. Comprises an awareness of one's own cultural worldview, attitude towards cultural differences, knowledge of different cultural practices and cross-cultural skills.

CULTURAL COMPETENCE

Labeling

- We often use labels or categories to describe others.

- These labels can be based on such characteristics as clothing, looks, the way a person talks, or the groups to which he or she belongs.

- Grouping is a natural human inclination; however, people often make assumptions about groups of people they don't even know.

Stereotyping

Preconceptions and Stereotypes function as negative lenses through which people perceive others who look, think, or behave differently.

(Hogan-Garcia, 2003,p.52)

- **Stereotyping occurs when we use misinformation to judge everyone who belongs to a specific group.**

    For example, if we are walking through a park late at night and encounter three senior citizens wearing fur coats and walking with canes, we may not feel as threatened as if we were met by three high school-aged boys wearing leather jackets. Why is this so? Because we have made a generalization in each case.

Grobman, G. 1990

To Avoid Stereotyping

- Acknowledge the existence of your own preconceptions.
- Be critical of yourself. Don't take for granted any opinion that pops into your head.
- Work to understand how your preconceptions impact the way you view others.
- Know your labels and to whom you relegate them.
- Slow down and get more information.

Don't Assume!

- The assumptions we make based on a person's appearance often lead to misjudgments

- We may not **"hear"** what youth and families have to say because we have already decided that they have nothing to contribute based on our own biases relating to the person's appearance or situation

- Our preconceptions may adversely affect our ability to communicate effectively with those who are different from us

Have you Been Unfairly Judged?

Think about a situation when someone made a biased judgment about you or acted unfairly toward you because of your age, skin color, clothes you were wearing, your weight, gender, the way you speak, where you live, how much money you have, what you do for a living/work, or some other reason.

How did that make you feel?

Ten tips for cultural sensitivity

What is Cultural Competence?

Cultural competence is a set of behaviors and attitudes that professionals use to:

- Understand their own values and culture
- Value diversity and cultural difference in their clients
- Adapt to the culture of the family or community they are serving
- Work effectively in cross-cultural situations

Adapted from Cross , Isaac & Benjamin, 1991.

Cultural Competence Can Help Address Disparity & Disproportionalities

Culturally diverse individuals and communities:

- Are over-represented in the criminal justice system
- Have less access to, and availability of, health and mental health services
- Are less likely to receive needed services
- Are under-represented in human services research
- Are over-represented in special education classes
- Are over-represented in restrictive levels of care (foster care, residential, juvenile detention)

Lazear, K. (2005)

Disproportionate Minority Contact in the Juvenile Criminal Justice System

What is Disproportionate Minority Contact and how does it impact our Communities?

Youth of color are disproportionately represented, nationally, at every decision making point in the juvenile justice system and this disproportionate representation increases as they move deeper into the system

RRI Decision Points
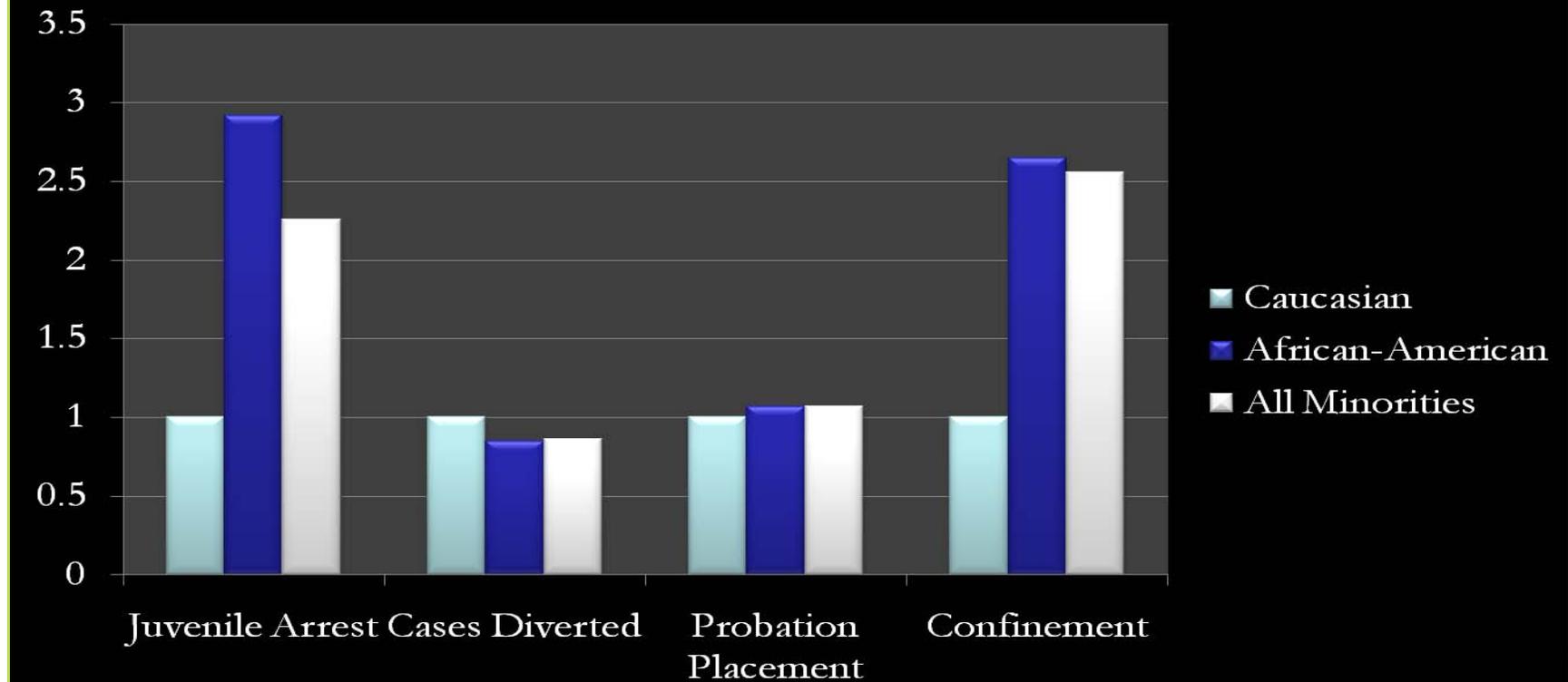
DJS Reports on DMC. 2007 - 2010

	2007	2008	2009	2010
Referrals (Arrest)	2.85	2.91	3.04	2.92
Diverted	0.84	0.9	0.83	0.85
Detention	2.27	1.91	2.33	1.81
Petitioned	1.42	1.71	1.56	1.17
Delinquent	0.97	1.05	0.88	1.05
Probation	0.97	1.04	0.83	1.04
Secure Confinement	2.56	2.44	2.18	2.44
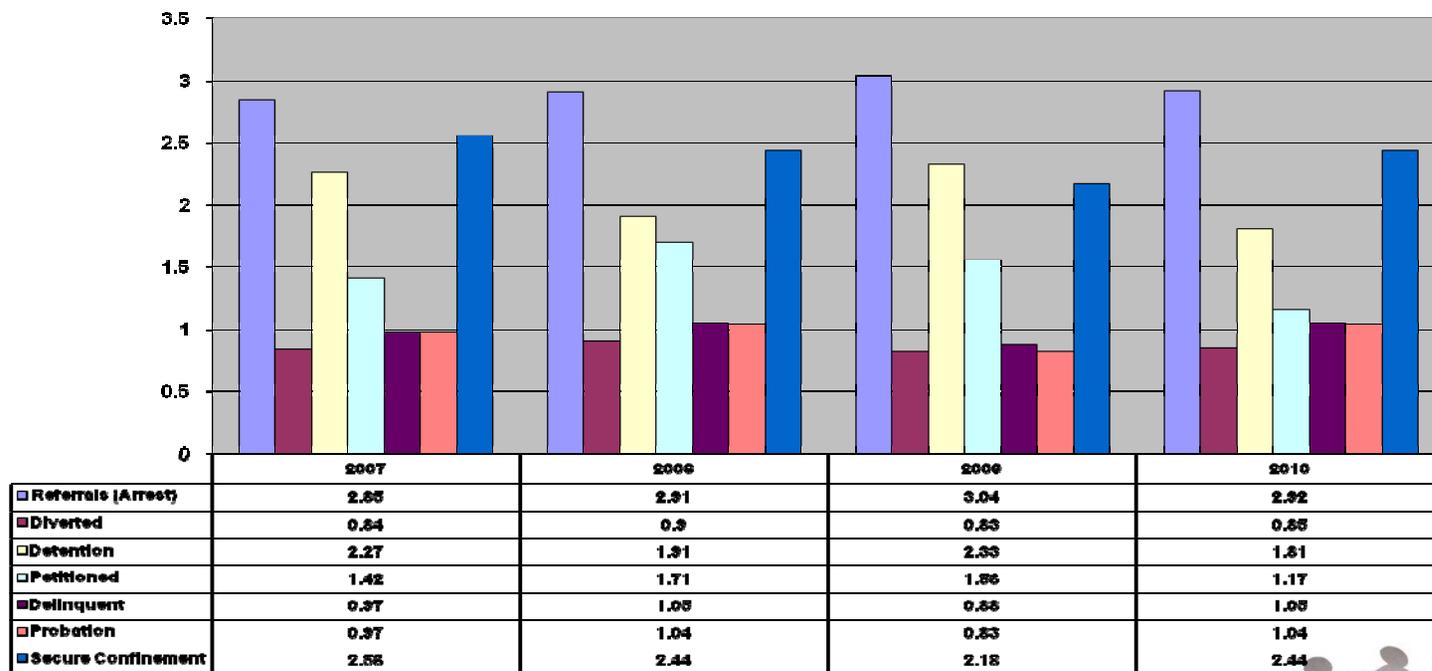
How can you help Address DMC in Anne Arundel County?

Join the Anne Arundel County Disproportionate Minority Contact Committee!

- Membership includes law enforcement, courts, mental health, the Partnership, conflict resolution bureau, County Executive's office and many more

- Meets fourth Thursday of every month, 12:30 - 1:30 in the law library of the County Courthouse, Annapolis.

Cultural Competence Skills Include:

- Being aware of your own culture and values
- Respecting differences.
- Being aware of and working at controlling your own biases and how they affect interactions with others.
- Understanding institutional barriers that prevent some families from accessing resources.
- Building strong cross cultural team relationships.
- Advocating for individuals who are different from yourself.
- Using effective communication skills across differences.
- Mediating cross-cultural conflicts.
- Being flexible.

Improving Communication
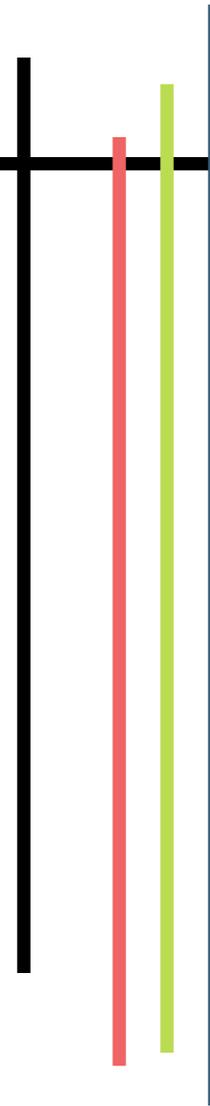
Communicating in Diverse Communities

In your groups:

Decide on the top five strategies for improving culturally sensitive communication

Remember that body language and listening are both parts of good communication

Communication and Linguistic Competence

You must be a Good Listener!

- Smile and look interested

- Be patient

- Listen carefully and don't interrupt

Ways to Facilitate Communication Across Cultural Boundaries

1. Recognize differences
2. Build your self-awareness
3. Describe and identify, then interpret
4. Don't assume your interpretation is correct
5. Verbalize your own non-verbal signs
6. Share your experience honestly
7. Acknowledge any discomfort, hesitation, or concern
8. Give your time and attention when communicating
9. Don't evaluate or judge
10. Be cautious about humor

Communication with Culturally Diverse Residents

When you work with culturally diverse populations:

- Learn culturally specific information
- Know some words and phrases in the family's language
- Use trained interpreters who can interpret language as well as cultural cues
- Limit the number of forms and other paperwork

Do's of communicating with Limited-English Speakers

- Make your statements as specific as possible
- Let the person see your lips as you speak
- Be aware of your assumptions
- Don't rush – be patient
- Speak a little more slowly but not more loudly
- Be careful with your pronunciation
- Stick to the main points
- Avoid jargon

Jill San Jule, Mental Health Transformation Project

Do's of Communicating with Limited-English Speakers

- Emphasize key words
- Use simple sentence structure
- Keep pencil and paper handy and write key information down
- Use body language to illustrate what your words say
- Ask the person to write down any words you have difficulty understanding

Take Home

Use one or two words to describe what you will take home from today's workshop

Contact information

Pamela M. Brown. Ph.D.

Executive Director

Anne Arundel County Partnership for Children, Youth and Families

srbrow00@aacounty.org

Gregory Torain. M. Ed.

Juvenile Services Director

Anne Arundel County Partnership for Children, Youth and Families

srtora00@aacounty.org

References

Decker L.E., Decker, V.A., and Brown, P.M. (2007*). Diverse Partnerships for Student Success: Strategies and Tools to Help School Leaders.* Lanham, MD: Rowman and LittleField Education

Carne, J. (1996). *Us and Them: A History of Intolerance in America.* Oxford University P

Child Trends (2005). Race and Ethnicity Trends. http://www.childtrendsdatabank.org/

Cross, T., Bazron, B, Dennis, K.W., & Isaacs, M.R. (1989). Towards a Culturally System of Care, Volume I. Washington, DC

Fuyo Gaskins, P. (1999) *What Are You? Voices of Mixed-Race Young People.* Henry Holt and Company

Garland, A. & Bessinger, A. (1997). The color of mental health. *Children and Youth*

Goode & Jones (modified 2004). National Center for Cultural Competence, Georgetown University Center for Child & Human Development. http://www11.georgetown.edu/research/gucchd/NCCC/foundations/frameworks.html

Grobman, G. (1990).*Stereotypes and Prejudices.* A Guide for Teachers.

Hoopes, D. & Ventura, P.(1979.). *Intercultural source book. Cross cultural training methodologies.* Yarmouth: Maine. Intercultural press

Lazear, K. (2005). *Primer hands on.* Human Service Collaborative: Washington D.C. Adapted from Mental Health Culture, Race and Ethnicity – Executive Summary – A Supplement to the Mental Health Report: A Report of the Surgeon General (2001).

References

National Association of State Board's of Education Study Group (2002). *A more perfect union: Building an educational system that embraces all children.* Alexandria, VA: National State Board of Education

Nieto, S. (2002). *Language, culture and teaching: Critical perspectives for a new century.* Mahwah, NJ: Lawrence Erlbaum Associates.

SAMHSA,(1998). Building a System of Care http://mentalhealth.samhsa.gov/publications/allpubs/cb-e198/chp1.asp

San Jule, J. (2008) Mental Health Transformation Project http://mhtransformation.wa.gov/MHTG/contact.shtml

Takeuchi, K. Bui, K. & Kim, L. (1993) The referral of minority adolescents to community mental health centers. *Journal of Health and Social Behavior*, 24 (11)

Tatum B.D. (1997). *Why are all the black kids sitting together in the cafeteria?* New York: Basic Books

Texas Alcohol and Drug Abuse Cultural Sensitivity Training, (2002). http://www.dshs.state.tx.us/mhsa/mhsatraining/courses.shtm#CulST

Walker s (2002) Culturally Competent Protection of Children's Mental Health. Child Abuse Review 11,6 380-393

References

Nieto, S. (2002). *Language, culture and teaching: Critical perspectives for a new century*. Mahwah, NJ: Lawrence Erlbaum Associates.

SAMHSA,(1998). Building a System of Care http://mentalhealth.samhsa.gov/publications/allpubs/cb-e198/chp1.asp

San Jule, J. (2008) Mental Health Transformation Project http://mhtransformation.wa.gov/MHTG/contact.shtml

Takeuchi, K. Bui, K. & Kim, L. (1993) The referral of minority adolescents to community mental health centers. *Journal of Health and Social Behavior*, 24 (11)

Tatum B.D. (1997). *Why are all the black kids sitting together in the cafeteria?* New York: Basic Books

Texas Alcohol and Drug Abuse Cultural Sensitivity Training, (2002). http://www.dshs.state.tx.us/mhsa/mhsatraining/courses.shtm#CulST