



Embedding Cultural Diversity and Linguistic Competence

A Guide for UCEDD Curricula and Training Activities

The following vetting criteria were developed to assist the network of University Centers for Excellence in Developmental Disabilities (UCEDDs) to gauge the extent to which curricula and training materials use cultural and linguistic competence (CLC) frameworks and definitions widely accepted in the published literature. The criteria are useful to review, assess, adapt, or create curricula and training materials – by individual faculty or staff or in a group process involving the UCEDD and other stakeholders. Each curricula or training material may not meet each criterion depending on the theme or topic. However, collectively the criteria provide a standard to ensure UCEDD curricula and training materials demonstrate consistency and quality commensurate with existing body of knowledge on cultural diversity and CLC at the intersection of developmental disabilities. Examples and outcomes of how these criteria were used to vet extant UCEDD curricula and training materials are available on the Embedding Project website at <http://uceddclctraining.org/vetted-resources-ucedds>.

VETTING CRITERIA

1. Does the resource provide a definition of culture?
If so, does it address culture as more than race and ethnicity?
2. Does the resource offer perspectives and/or conceptualizations of culture that include but are not limited to:
 - Intracultural variation?
 - Multiple cultural identities?
 - Intersecting identities of disability, race, and ethnicity?
 - Impact of culture on beliefs and practices related to seeking and using services and supports in IDD systems?
 - Culturally-defined values and beliefs in organizations concerned with Intellectual Disability and Developmental Disabilities (IDD)?
 - Culture of University Centers for Excellence in Developmental Disabilities (UCEDDs)?
3. Does the resource define diversity or cultural diversity?
If so, does the definition offer a conceptualization of diversity or cultural diversity that is broader than disability, race, and ethnicity that includes but is not limited to, such factors as: age, gender disability, sexual orientation, gender identity and expression, socioeconomic status, geographic or regional differences, languages spoken, immigrant or refugee status, military affiliation, religious affiliation?

VETTING CRITERIA (cont'd)

4. Does the resource define cultural competence? If so, is the definition consistent with those definitions that are widely accepted in the literature as put forth by the National Center for Cultural Competence (NCCC) <https://nccc.georgetown.edu/foundations/frameworks.html> or the Developmental Disabilities Bill of Rights and Assistance Act https://www.acl.gov/sites/default/files/about-acl/2016-12/dd_act_2000.pdf, specific disciplines or professional associations, or a federal or state governmental entity or program?
5. Does the resource differentiate cultural competence from cultural sensitivity or cultural awareness?
6. Does the resource provide a conceptual framework for cultural competence?
7. Does the resource address cultural competence at the individual and organizational levels?
8. Does the definition address cultural competence within the contexts of:
 - UCEDDs?
 - Developmental Disabilities systems?
 - Early intervention?
 - Education (i.e. early childhood, secondary, and post-secondary)?
 - Health care?
 - Behavioral health care?
 - Rehabilitation?
 - Employment?
 - Other?
9. Does the resource address linguistic competence?
10. Does the resource define linguistic competence? If so, what definition is used?
11. Does the definition include references to broad range of communication needs including but not limited to communicating with individuals who speak languages other than English, literacy, health literacy, communicating with individuals who have disabilities, and communicating with individuals who are deaf or hard of hearing?

NCCC definition of linguistic competence:
<https://nccc.georgetown.edu/foundations/frameworks.html>

National Standards for Culturally and Linguistically Appropriate Services in Health and Health Care: A Blueprint for Advancing and sustaining CLAS Policy and Practice. Definition of linguistic competence, Appendix A Glossary, page 139
<https://www.thinkculturalhealth.hhs.gov/pdfs/EnhancedCLASStandardsBlueprint.pdf>
12. Does the resource address laws and standards that apply to language access (federal or state)?

VETTING CRITERIA (cont'd)

13. Does the resource address the implications of cultural competence or linguistic competence in services and supports to people with IDD and their families?
14. Does the resource address the roles of conscious and unconscious biases in the core functions of the UCEDDs (i.e., interdisciplinary pre-service training and continuing education, community services, research and evaluation, and information dissemination)?
15. Does the resource address the ISMs?
[“ISMs” is an umbrella term used by the NCCC to refer to a range of attitudes, behaviors, and institutionalized practices that involve perceived superiority, oppression, and discrimination based on such factors as race, ethnicity, national origin, religion, language, gender, gender identity, sexual orientation, age, socioeconomic status and class, disability, and immigration status].
16. Does the resource address disparities or disproportionality among people with IDD attributed to race and ethnicity?
17. Does the resource indicate if it was developed with input from individuals with IDD and their families from diverse populations?
18. If the resource has photos, pictures, or illustrations, do these images realistically depict the populations described (i.e., no stereotypic characteristics, features, dress)?