

2016 UCEDD TA Institute Enriching Cultural Efforts: What's in Your Toolbox? March 3 - 4, 2016

Session Notes

Theme: Core Functions

Objective: Provide Accessible, Cultural, and Linguistically Competent services

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Part 1 of Session

General Notes/ Big Takeaways:

- Need more thoughtful process around culturally competent procedures
- Some people are doing things and don't even realize it could potentially be a good game changer
- Process with engaging in the communities has been very bottom up; grassroots; but top down is also important

Challenges

- Struggle with culturally competent services for African Americans, being in Memphis and creating good connections with the community
- Need to reach out more to communities
- Don't know much about disability compliance on website

Discussion and Strategies Shared:

- Want process that is organic as well – some things you can't push
- Coalition across organizations and bringing communities in
- LEND alums from multiple cultures has really helped with process
- Invited 9 alumni to brainstorm and decide what content should be; what should they be doing; how should they be doing it
- Who on your staff cares about this?
- Family faculty person cares a lot about this
- Core group of people

- Clinical services have been around first generation Latino immigrant families; developed first Latino clinic; staffed by bi-lingual PT
- Developed a support group in community for Spanish speaking parents who have children who have special services
- Trying to develop leadership for parent's that have come up in leadership
- Work with local network to help identify leaders
- Network of Christian church groups trying to connect with and build and make relationships
- It's about hiring the right kind of people
- Insert yourselves or be invited into communities and conversations; not inviting people to the UCEDD but instead going into the community
- There are things we don't always know about and need to get out and be a seat at the table
- How to go about outreach in the community?
 - Need to set a goal and step out of norm
 - Work with others on a cause
- Incorporate goals into annual performance evaluations
- Translation
 - Expensive
 - If going to provide resources, need them to be in languages so people can access
 - Instead of translating, offer versions in the language
 - If it's translated, how is it translated?
- Building knowledge within the community and knowing what you can do
- Accessibility task force; get faculty on that?
- Responsibility of using federal funds to be linguistically competent; convince compliance of multiple languages and include UCEDD website
- Cultural brokering idea – find colleague from the culture
- Consultants are paid for their work but when we ask people in the community, they aren't always paid; do they feel under-valued?; why don't we consider them experts?
- Include ways to help overcome the barriers that come with getting to things (ex: childcare, etc)
- Faith-based outreach
- Clinical service – help trainees be comfortable with families questioning validity of what we do at center; help students understand 1960s weren't that far away; there are families that have aunts and uncles who were discriminated against because of disability and so people come to center with those feelings and thoughts; the damage it's caused for people; meaningfulness has to be couched in trust

- What items aren't culturally valid anymore?

Part 2 of Session

General Notes/ Big Takeaways:

- Evaluate- Where you are and what you are thinking about?
- Not just about services and components, but part of the fabric of who we are
- Trying to wrap brain around systems approach
- Definition of what is a family is changing

Challenges

- Some communities have been traumatized, i.e. self-advocates
- Lots of autistic parents with autistics kids are reluctant to go to early intervention care because own experience was so awful
- Having trouble with all of the paper, not just language translation, but the amount of paper that is required; families don't want to do the paper but center doesn't get reimbursed until family fills out papers
- Went through Tawara's cultural competence system checklist- staff doesn't know what they don't know
- Organic process is difficult for people too
- Addressing intersection of ID with historical and present toxic stress and trauma in children
- Team gets stuck in cultural rut because they get inundated with diagnostics and sometimes can't take lens off of what they are used to
- Regarding Policy piece, if the state doesn't care, what do you do?
- From state's perspective when hearing from providers, it's what's best for the provider, but if hear from the families it's a way different message

Discussion and Strategies Shared:

- Multiple dimensions within the middle and aspects of that so what we are providing is meaningful and how we are providing it
 - Put yourself in the other person's place
 - Definition of family is different on the reservation
 - Extra level of meaningfulness

- Listen and learn. While doing work in aging and supporting private foundation to do planning around elder health, including refugee population moving into the state. In talking about programs and services as they age in the community, one of the working groups talked about senior centers needing to be more culturally effective but a representative from that group responded that they don't want to go to those programs, they want to have their own where it's all encompassing of their culture
- Create interventions where all the things come together in services
- More than disability. In some populations there is cultural and historic trauma – i.e. foster care and kids that are in relative/kinship care; whether they've been traumatized or if it's from the move
 - Put together program with help of state to support kinship care kids; started as a pilot and now 11 different programs
- Parents who themselves have disabilities and supporting them; have programs in High School or at high risk of having kids; talking to them about parenting or not parenting, and overlaid on that are cultural issues
- Services are supposed to be in home but families don't want them in home, it makes them uncomfortable, they don't think it's culturally appropriate; problem with the state system that is not allowing them to be culturally responsible
- Power of individual voice stepping forward
- Role of UCEDD is empowering the community