

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

Session Notes

Theme: Core Functions

Objective: Address language, culture, literacy, and access barriers in all published materials and activities.

Facilitator: Paula Sotnik

Challenges and Responses

Colleague had a grant to adapt a curriculum to a specific population; she did focus groups about content, delivery mode, etc. (e.g. they changed one of the core values from self-determination to “family determination”); you have to be flexible if you’re going to be accommodating to other cultures, but it’s hard because at what point is it not the same curriculum if you’re changing things?

State has a large Hispanic population and Center’s support staff reflects that, so we tend to do a good job; more recently, we’ve found ourselves serving families from other communities that speak something other than Spanish – what should we be doing with the families that speak Albanian or Yiddish? It’s a huge problem because they can’t access specialized evaluations; we have to be upfront about what we can do if we have a language barrier, but that’s not the best way to continue

- Boston (MA): Built long relationships with leaders from cultural communities (e.g. Eritrean); include them on grants; our LEND programs have to do this work (e.g. developing responsive materials) – word gets out among agencies that the center/program is trying
- A lot of the school systems know providers who speak different languages; grow some of your own talent in partnership with communities
- Find out who does training for medical interpreters
- Create a language access plan
- Access retirees willing to do volunteer work, as long as they’re trained

New Mexico: It’s important to think about the nature and quality of the resource that we’re developing for a specific community; and how can we do this without “opening the floodgates” to families we

honestly can't serve; we have a project serving one Albuquerque neighborhood because of access issues, doing this in collaboration with community leaders – they said we had to have bilingual staff or else it's not going to work, which took us a while but we made it happen; communications strategies are different for different communities.

It's not always about translating a website but delivering in a totally different way

A lot of times we create web-based materials that end at other people's materials. We created a resource around healthcare transitions and worked with Puerto Rico, but we had trouble finding equivalent or equally effective end-point materials in Spanish – this is a conundrum and we certainly don't want to create "second class" products; maybe the translation tools will get good enough

Our center developed a long system navigation resource and translated it into Spanish, but the community members shared that their biggest issue is access to the services described in the resource

In our state we have to get the language down to fifth grade level. Can be hard when there's not an alternative to our academic language.

- Georgia: We work with some farmworkers who are illiterate (in English) and it has to be done one-on-one, especially as it relates to safety

It's hard to find a translator that is also knowledgeable about the topics we're addressing in our materials; everyone also translates different; we also cannot expect professionals in our centers from specific cultures to "be the translator"; it can make people uncomfortable and want to leave

If we do the outreach, then we have to provide the services. What if we don't really have the capacity?

New Ideas

Cincinnati (OH): Some individuals participating in film viewing are not literate. We collaborate with Reel Abilities Film Festival; had someone in to do audio descriptions of the captions over Bluetooth – it maintained people's dignity because they were getting one-on-one support but it wasn't visible or stigmatizing; we also use an inexpensive transcription service called Amara

- If we do a YouTube video in a language that someone doesn't understand and is captioned in a language they can't read, can we do an audio description?
 - District of Columbia: Georgetown uses a platform called "EdX" where you can build in captions

Illinois: Inclusive research for people with intellectual disabilities - we did an iPad version of a survey with much more success (it can talk to you and you can talk back, which is a great technology)

Florida (Tampa): Developed health promotion fact sheets written at a fourth grade level to fill knowledge gaps; got input from CAC on the wording.

All online programs have to be captioned or have transcripts by 2019 (university mandate)

University has an accessibility compliance officer

Ohio (Cincinnati): Record lectures or a PowerPoint voiceover on one phone and use "Dragon Dictate" (free iPhone app) on another to get the full transcript and then edit instead of starting from scratch

Boston (MA): Had a foundation grant to provide information on depression to the local Haitian communities; did a series of fotonovelas (short, soap-opera type stories) that were really successful

Arkansas: Working on developing a certification for educational interpreters, because that doesn't exist right now

Westchester (NY): David O'Hara at WIHD is working with a developer to create a software ("Access") template for a patient satisfaction survey for people with intellectual disabilities using an iPad – it uses photos, icons, reading to you, etc. (still requires some assistance but it helps); this works for language and literacy differences (universal design)

Georgia: Put the accurate transcript directly into YouTube using time codes, then you can use a phone camera to record video of the captioned video (for Blackboard, etc.) because you can't export it out from YouTube

Philadelphia (PA): Purchased a system ("Language Line") that allows them to get live translation in 18 languages; this is not very expensive (small monthly fee and small fee per minute of each call), but it

does take about 60 minutes and sometimes more for less common languages – have to check if it's HIPAA compliant

Other Valuable Insights

People from different cultures like to get information in very different ways; for example, telling stories versus “here’s five points you need to learn”

Trying to make a better effort at working out a communication plan; what is the message and how do we check the content validity (i.e. is the audience getting what we thought from it)

It’s not just about translating materials; it’s about developing resources in a way that’s presented for a specific culture

Translating words is different than translating a language or concepts

It’s a huge assumption to think that our resources are so valuable that they need to be translated into other languages, even though they may have approaches in their culture that are more effective

It’s better to involve people from other cultures from the beginning so the information is more resonant and useful – we can learn a lot from them in the process

It’s important to be thoughtful about which publications you translate; there needs to be a rationale for prioritization, and plain language needs to be implemented better

Having a trusted “back translator” is essential

Medicaid link re: claiming administrative match for translation/interpretation services:

<https://www.medicaid.gov/medicaid-chip-program-information/by-topics/financing-and-reimbursement/translation-and-interpretation.html>