



ReachOut e-Diversity News

An Electronic Publication of the Ohio Developmental Disabilities Council

February 2018 Edition | Volume 12 Issue 1

Read, Pass on to Friends,
Family Members, Colleagues
& Constituents



Don't
Miss an
Issue!

It is the policy of the Ohio Developmental Disabilities Council to use person-first language in items written by staff. Items reprinted or quoted exactly as they originally appear may not reflect this policy.

Welcome! New This Month:

1. The Relationship Between Culture and Language
2. Getting on the Same Page: Defining Cultural and Linguistic Competence
3. 5 Benefits of Conducting a Cultural Linguistic Competence Self Assessment
4. New Initiative: Community of Practice

Welcome to the first 2018 edition of Reach Out e-Diversity Newsletter!

This month we'll focus on Cultural and Linguistic Competence.



Dr. Paula Rabidoux



JOIN US IN CONGRATULATING
Dr. Paula Rabidoux, Chair ODDC's
Outreach Committee

Dr. Paula Rabidoux has been recently appointed to The Ohio State University Wexner Medical Center's Diversity Council. Dr. Rabidoux is a faculty member at the Nisonger Center, UCEDD at The Ohio State University. In the field of developmental disability a primary goal is to support the inclusion of individuals with developmental disabilities

in all aspects of community life. History and experience has taught us that disability is profoundly influenced by the attitudes and social environments in which an individual lives, works, and plays. Alarming health disparities persist for people with disabilities: patients with disabilities are less likely to receive routine preventive care and it is particularly difficult for people with intellectual disabilities to find a health care provider who has received even a minimum amount of clinical training in caring for people with disabilities. As a member of the PSUWMC Diversity Council, Dr. Rabidoux will bring issues of importance to individuals with developmental disabilities and their families to the table.

The purpose of the Diversity Council is to strengthen the diversity of the Medical Center's talent base and to address the following strategic goals:

- Establish inclusive excellence as an organizational priority
- Cultivate a collaborative environment where EVERYONE thrives
- Achieve and maintain gender and ethnic representation above national benchmark averages
- Identify and improve healthcare disparities across demographic groups
- Recruit and retain greater numbers of women and underrepresented minorities



INSIDE THIS ISSUE you will learn that...



- ❖ Culture and language are inseparable;
- ❖ Cultural and linguistic competence is not the same;
- ❖ There are benefits to conducting an organizational cultural linguistic competence self-assessment; and
- ❖ A new national initiative is creating a community of practice on cultural and linguistic competence in developmental disabilities.

TAKE ACTION!

- ✓ **SHARE** the newsletter with a friend, family member, peer, colleague
- ✓ **POST** a comment about an article on ODDC's facebook page
- ✓ **PUT INTO PRACTICE** at least one thing you learned from an article



There is a Relationship between Culture and Language

Language and culture appear on the surface to be two distinct fields, but they have an intertwined relationship and affect each other mutually. The following represent researchers' thoughts about this relationship.

Gleason (1961) indicated that languages are not only the products of cultures, but also are the symbols of cultures. The development of a language frequently affects its associated culture, and cultural patterns of cognition and custom are often explicitly coded in language.

[-READ MORE-](#)



Getting on the Same Page: Defining Cultural and Linguistic Competence



Ensuring that individuals with disabilities who are un/underserved receive culturally and linguistically competent services begins with making sure everyone in your organization is on the same page about the meaning of cultural and linguistic competence.

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5 Benefits of Conducting a Cultural and Linguistic Competence Self-Assessment

A cultural and linguistic self-assessment provides data that can help your organization to...

Gauge the degree to which the organization is effectively addressing the preferences and needs of culturally and linguistically diverse populations. This information facilitates planning for and incorporating culturally and linguistically competent values, policies, structures, and practices in all aspects of the organization's work.

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NEW Initiative Community of Practice (CoP) on Cultural and Linguistic Competence in Developmental Disabilities

(...and one of our own is participating!)

The goal of the **Community of Practice (CoP)** is to increase the number, diversity, and capacity of formal and informal leaders to transform their state/territorial developmental disabilities (DD) systems by: (1) advancing and sustaining cultural and linguistic competence (CLC) systemically through changes in values, policy, structures, and practices; and (2) responding effectively to the growing cultural and linguistic diversity among people with DD and their families who reside in states, territories, and tribal nations.

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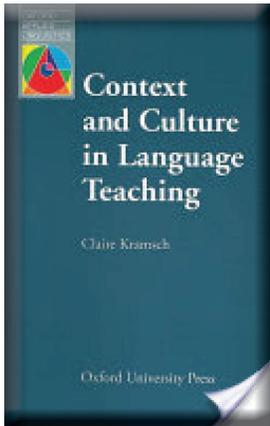


The purpose of "Reach Out" e-Diversity newsletter is to promote interagency collaboration and coordination that result in agencies providing culturally competent services to the unserved/underserved populations in Ohio



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Kramsch (1993), stated culture in language learning is not an expendable skill. For achieving true linguistic comprehension, culture and language should be learned together.

Lu (1998) compares the learning of language and the learning of culture with a child's first experiences. When we are infants, we acquire our first language in a natural way because our society, our environment, and our culture continually feed us. Similarly, when we acquire a new language, we also need to ingest the new culture's nutrients.



Language and Culture are inseparable!

Read More

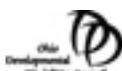
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Samovar, L. A., Porter, R.E., & Jain, N. C. (1981). *Understanding intercultural communication*. Belmont, CA: Wadsworth Publishing Company.
Greey, M. (1994). *Honouring diversity: A cross-cultural approach to infant development for babies with special needs*. Toronto: Centennial Infant and Child Centre.
Kramsch, C. (1998). *Language and Culture*, OUP: Oxford.
Lu, M. (1998). *Language learning in social and cultural contexts*. Eric Digest. Retrieved October 11, 2006 from http://www.ed.gov.databases/ERIC_Digests/ed423531.html.



THINK about it!
How has your language been influenced by your culture?



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Cultural Competence

Organization has a defined set of values and principles, and demonstrate behaviors, attitudes, policies, and structures that enable them to work effectively cross-culturally

Organization has the capacity to value diversity, conduct self-assessment, manage the dynamics of difference, acquire and institutionalize cultural knowledge, and adapt to the diversity and cultural contexts of the individuals, families, and communities they serve

Organization incorporates the above in all aspects of policy making, administration, practice, service delivery and systematically involve consumers, families, and communities

Linguistic Competence

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

Must have policies, structures, practices, procedures, and dedicated resources to support this capacity

These requirements may include, but are not limited to: bilingual/ bicultural or multicultural staff; cross-cultural communication approaches, cultural brokers; foreign language interpretation services; sign language interpretation services; multilingual telecommunication systems; videoconferencing and telehealth technologies; TTY and other assistive technology devices; computer assisted real time translation (CART) or viable real time transcriptions (VRT); print materials in easy to read, low literacy, picture and symbol formats; materials in alternative formats (e.g., audiotape, Braille, enlarged print); varied approaches to share information with individuals who experience cognitive disabilities; materials developed and tested for specific cultural, ethnic and linguistic groups; translation services



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5 Benefits of Conducting a Cultural and Linguistic Competence Self-Assessment

Gauge the degree to which the organization is effectively addressing the preferences and needs of culturally and linguistically diverse populations. This information facilitates planning for and incorporating culturally and linguistically competent values, policies, structures, and practices in all aspects of the organization's work.



Determine the knowledge, skills, interests, and needs of staff, faculty, students, board members, and organizational membership. The organization will be able to use this information to effect change in education, training, and technical assistance.

Improve access, utilization, outcomes, and satisfaction with services and activities conducted. Ultimately, the quality of services, supports, and advocacy provided to diverse and underserved communities will be enhanced.



Establish partnerships that will meaningfully involve individuals who experience disabilities, their families and/or friends, community partners, and key allies, promoting equity for people who experience disabilities and their families.

Determine strengths and areas for growth for individuals employed by or affiliated with the organization that advances cultural and linguistic competence as an essential approach to address racial and ethnic disparities.



Add the CLCADO to Your Tool Kit

The Cultural and Linguistic Competence Assessment for Disability Organizations (CLCADO) is a self-assessment tool that addresses the cross-section of organizations concerned with disability. The tool consists of four sections- Our World View, Who We Are, What We Do, and How We Work. It takes approximately 30-45 minutes to complete.

CONTACT

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A Four-Phase Approach to CLCADO Self-Assessment



Phase 1 Establish a structure to guide the work
Assemble a work group with the responsibility of coordinating the organizational self-assessment. The group can serve as the primary entity to plan, implement, and provide oversight to the process. Be inclusive. The group should have representation from all levels of the organization, including but not limited to, board members, staff, and faculty. It can also include individuals who experience disabilities and their families, community partners, and key allies.

Phase 2 Create a shared vision and shared ownership
Convene groups to define cultural competence and linguistic competence. Explore the rationale, value, and meaning of these concepts for your organization. Groups may meet face-to-face or via teleconference and Webinar. Ensure broad participation and a diversity of perspectives. Groups may include, but are not limited to, individuals who experience disabilities and their families, board members, staff, faculty, consultants, interns/fellows, volunteers, community-based organizations, partners, and key allies.

Phase 3 Collect, analyze, and disseminate data
Many data sources can be tapped for the self-assessment process, such as those from the CLCADO, focus groups, interviews, U.S. Census, national and state data sets on the incidence of racial and ethnic disparities and disproportionality, and your organization's own records. Carefully review and analyze these data. Use findings to create a comprehensive report that can be adapted for dissemination to diverse audiences and constituents.



Phase 4 Develop and implement a plan of action
Create a plan of action using the results of the organizational self-assessment. Identify priorities. Determine the strategies, activities, partners, resources, timetables, and responsible parties to achieve desired goals. Establish benchmarks to monitor and assess progress.

Goode, T. D. (2010). A guide for using the cultural and linguistic competence assessment for disability organizations. Washington, DC: National Center for Cultural Competence, Georgetown University Center for Child and Human Development.

Did You Know?

The terms culture and linguistics refer to integrated patterns of human behavior that include language, thoughts, communications, actions, customs, beliefs, values, and institutions of racial, ethnic, religious, or other groups (e.g., gender identity/gender expression, age, national origin, sexual orientation, disability). Cultural and linguistic competence is a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals that enables effective work in cross-cultural situations.



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NEW Initiative

Community of Practice (CoP) on Cultural and Linguistic Competence in Developmental Disabilities

The goal of the Community of Practice (CoP) is to increase the number, diversity, and capacity of formal and informal leaders to transform their state/territorial developmental disabilities (DD) systems by: (1) advancing and sustaining cultural and linguistic competence (CLC) systemically through changes in values, policy, structures, and practices; and (2) responding effectively to the growing cultural and linguistic diversity among people with DD and their families who reside in states, territories, and tribal nations.



The CoP has two primary objectives.

Objective 1. Create and implement a multifaceted CoP designed to facilitate peer exchange, share information, provide technical assistance, and leverage resources to increase diversity and advance CLC in state/territorial DD systems.



Objective 2. Integrate content from a proven curriculum (Georgetown Leadership Academy ©) into a multi-state/territory CoP model designed to foster leadership for system transformation.

What is the National Center for Cultural Competence (NCCC) philosophy for a CoP?

The Administration on Intellectual Developmental Disabilities (AIDD) describes community of practice as “a group of people who share a common interest and a consistent professional perspective. In a community of practice, individuals work

together on an ongoing basis to share ideas, provide technical assistance and support among peers, and discuss solutions to shared challenges.” The NCCC embraces this philosophy and has designed a multifaceted CoP focused on state/territorial leadership for CLC and cultural diversity that results in system transformation.

CoP is comprised of the following 10 states that were competitively selected for membership.

Arizona, California, Colorado, District of Columbia, Indiana, Michigan, New York, Utah, Vermont, Wisconsin

