Enhancing the skills of professionals: Respecting and Supporting Culturally Diverse Families who have Children with disabilities

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This presentation was developed by a project funded by the Michigan Department of Community Health, a state designated agency under P.L. 106-402, as amended, through Grant No. 90DF0065 from the Administration on Developmental Disabilities to the Michigan Developmental Disabilities Council.
Agenda

- Introductions and Welcome
- Materials, Handouts, and Evaluation
- A few housekeeping items

Let's get started.....
Family Support Minority Outreach Project

Project purpose:

- Extend the family support outreach program to minority families who are underserved or unserved.
- Provide trainings to professionals who serve minority families.
- Establish an interagency commitment to culturally responsive services for sustained outreach to minority families.
- Evaluate the project process, effectiveness, and outcomes.
Learner Objectives

- Participants will understand the definition of cultural competence and family support.
- Participants will be able to assess their own and their organizational/agency cultural competency.
- Participants will have obtained skills for respectful interaction with families of culturally diverse backgrounds.
- Participants will be able to identify 3 resources for assistance in developing cultural competency.
What is culture competency?

“The term ‘culturally competent’ used with respect to services, supports, or other assistance, means services, supports, or other assistance that is conducted or provided in a manner that is responsive to the beliefs, interpersonal styles, attitudes, language, and behaviors of individuals who are receiving the services, supports, or other assistance, and in a manner that has the greatest likelihood of ensuring their maximum participation in the program involved.”

As defined in the Developmental Disabilities Assistance and Bill of Rights Act of 2000, Sec. 102 (7).
What are the reasons for a lack of cultural competency?

- Lack of knowledge
- Self-protection and/or denial
- Fear of the unknown or the new
- Feeling of pressure & undue to time constraints

What are the consequences for a lack of cultural competency?

- Lack of use of support
- Individual, family, and family support provider relationship
- Miscommunication
What are the essential elements that contribute to a system’s, agency’s, or individual’s ability to become more culturally competent?

- Valuing diversity
- Having the capacity of cultural self-assessment
- Being conscious of the dynamics inherent when cultures interact

Activity 1: Cultural Self-Assessment

Using the Self-Assessment Checklist for Personal Providing Services and Supports to Individuals with Disabilities assess your promotion of cultural diversity and cultural competence.

- How did you do?
- Names an area or an item for improvement.
What are the essential elements that contribute to a system’s, agency’s, or individual’s ability to become more culturally competent?

- Having institutionalized culture knowledge
- Having developed adaptations to service delivery reflecting and understanding and cultural diversity

Activity 2: Organizational or Agency Assessment

Using the assessment tool for providing Services and Supports to Individuals with Disabilities assess your organization’s or agency’s promotion of cultural diversity and cultural competence.

- What are 2 areas of improvement?
- What items should be addressed immediately?
- Does the organization/agency currently have a plan to address these areas of improvement?
What is family support?

Family support is made up of the formal and informal supports and services that help families get what they need to thrive.
What are some examples of family support?

- Formal supports
- Informal or natural supports
What is the importance of culturally competent family support services?

- Service delivery will not happen
- Families will not thrive
- Mandated by many state and federal regulations
How can family support services become more culturally competent?

- Enhanced marketing
- Improved outreach
- Respectful interactions with families
Enhanced Marketing to Families

- The languages in which materials are readily available
- Use of interpreters
- Readability of materials
- Translation of materials
Improved Outreach to Families

- Think outside the box!
- Distribution of announcements in a non-traditional manner
- Events – do not forget the food!
Respectful Interactions with Families

- Explain who you are.
- Explain the reason you are contacting them.
- Explain why you need the information.
For respectful Interactions with Families – ask these questions?

- What is your primary language?
- How would you like to be addressed?
- Who needs to be involved in the decision-making process with your family?
- Where would you like to meet?
- Would you like to contact other professionals working with your family?
- Would you like more information
- Do you have any questions or concerns before I begin?
Where can we go for assistance to reach families who have been unserved or underserved?

- Cultural organizations
- Community organizations
- Advocacy organizations
- State agencies and programs
What type of information is desired or needed by families?

- General information
- Financial services
- Educational
- Community supports
- Health
- Legal
- Training and advocacy
Activity 3: Problem-Solving

A family enters your organization or agency for the first time. The parents are bringing with them their 2 young children. The older child is a young girl with bright eyes and curly hair. Although the child looks very comfortable as she enters the door, the child’s parents look somewhat apprehensive. After a brief conversation with the family you learn that the older child is approximately 7 years old, she loves helping with her younger brother, and her parents adore her. One of her parents expresses a concern with their daughter’s learning and ability to understand their directions.
Activity 3: Problem-Solving

- Using the information you have gathered today how would you approach the situation?

- What were your first 3 actions you did when approaching this family?

- What were the first 3 statements or questions in the interaction with this family?

- Were information and/or resources included in this action? What were these items?
Conclusion

- Please share these materials and information with your colleagues to improve the services to families.

- Share the resources with families who desire the family support.

- RESPECT the families you support!
Evaluation

- Please take some time to complete the evaluation. The feedback you provide will improve future trainings

- THANK YOU and Goodbye!
References


- Developmental Disabilities Assistance and Bill of Rights Act of 2000, Sec. 102 (7).

- Diversity Rx. (1997). *Why is Cultural Competence Important for Health Professionals?*