

CULTURAL AND LINGUISTIC COMPETENCE: IMPLICATIONS FOR STATEWIDE INDEPENDENT LIVING COUNCILS

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**National Center
for Cultural
Competence**



GEORGETOWN UNIVERSITY
**Center for Child and
Human Development**



Rationale for Cultural and Linguistic Competence in Independent Living



Demographic changes in the U.S., its territories, and tribal communities



Diversity of world views and beliefs about disability



Laws & Federal and State Mandates



Improve quality, effectiveness, and satisfaction with services and supports



Address racial, ethnic, socio-economic, and geographic disparities



Why should SILCs address cultural and linguistic competence?

IMPROVEMENT

Services

Supports

Outcomes

Access

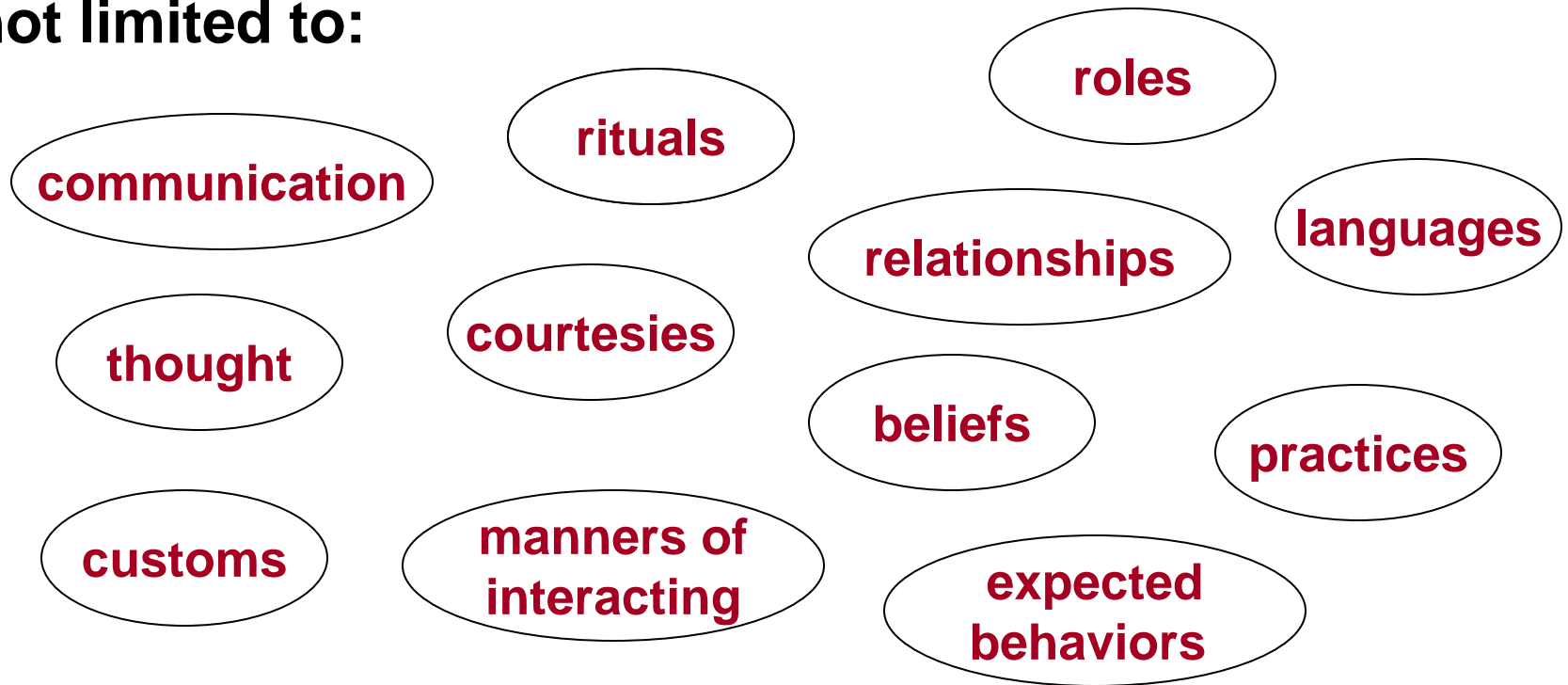
Effectiveness

Acceptability

Satisfaction



Culture is the learned and shared knowledge that specific groups use to generate their behavior and interpret their experience of the world. It includes but is not limited to:



Culture applies to racial, ethnic, religious, political, professional, and other social groups. It is transmitted through social and institutional traditions and norms to succeeding generations. Culture is a paradox, while many aspects remain the same, it is also dynamic, constantly changing.

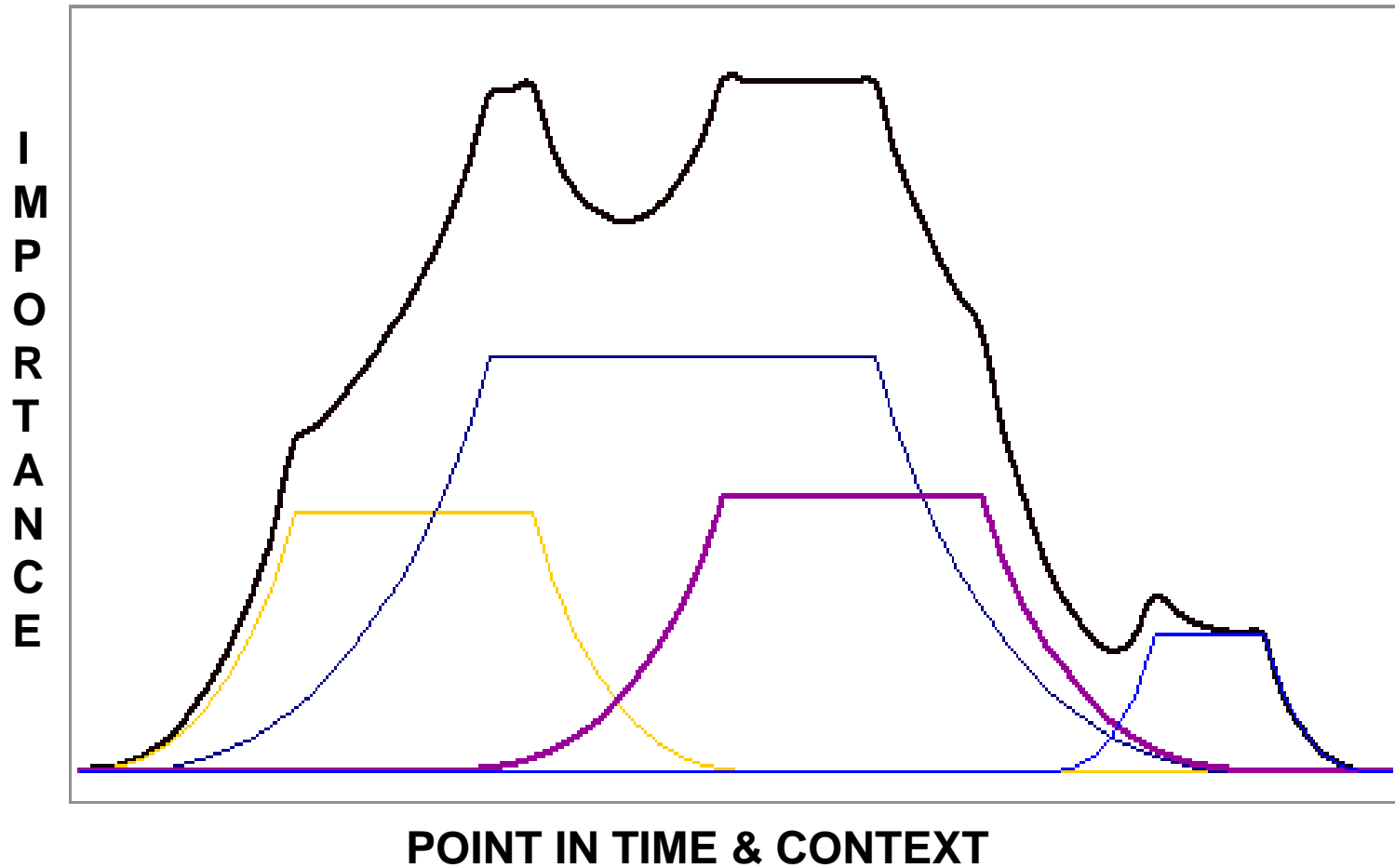
Slide Source: © 2011 - National Center for Cultural Competence
Data Source: Gilbert, J. Goode, T., & Dunne, C., 2007.

Cultural Diversity

The term *cultural diversity* is used to describe differences in ethnic or racial classification & self-identification, tribal or clan affiliation, nationality, language, age, gender, sexual orientation, gender identity or expression, socioeconomic status, education, religion, spirituality, physical and intellectual abilities, personal appearance, and other factors that distinguish one group or individual from another.



Multiple Cultural Identities



VIEWS ON DISABILITY IDENTITY

The population of people who experience disability is extraordinarily diverse and, therefore, the idea of a common disability identity isolates disability artificially from intersecting identities related to race, gender, sexuality, class, age, and other axes of social significance. (p.43).



SOURCE: Gill, C. & Cross, W. (2010). Disability Identity and Racial-Cultural Identity Development: Points of Convergence, Divergence and Interplay. In F. Balcazar, Y. Suarez-Balcazar, T. Taylor-Ritzler, & C. Keys (Eds.), *Race, Culture, and Disability: Rehabilitation Science and Practice*. Sudbury, MA: Jones and Bartlett Publishers



RACIAL IDENTITY vs. DISABILITY IDENTITY

- There is no simple relationship between race and disability.
- Some people of color with disabilities have prioritized their identification and affiliation with persons who share their cultural/racial heritage and have had little contact with disability groups.
- They tend to see disability in terms of limitation rather than identity.(p.46)



SOURCE: Gill, C. & Cross, W. (2010). Disability Identity and Racial-Cultural Identity Development: Points of Convergence, Divergence and Interplay. In F. Balcazar, Y. Suarez-Balcazar, T. Taylor-Ritzler, & C. Keys (Eds.), *Race, Culture, and Disability: Rehabilitation Science and Practice*. Sudbury, MA: Jones and Bartlett Publishers



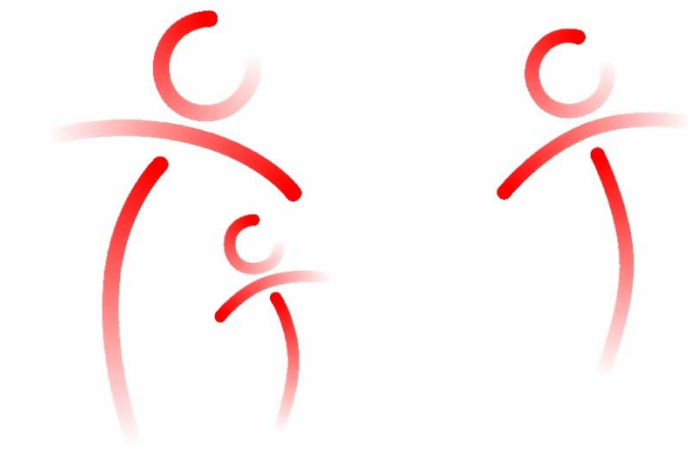
RACIAL IDENTITY vs. DISABILITY IDENTITY

- Some people of color have substantial contact with disability groups.
- They are more likely to identify as being “disabled” and to reference parallels between race and disability.
- Some say that their experiences of race-based oppression have prepared them to understand disability as a social minority experience. This suggests intersectional expressions of identity. (p.46)

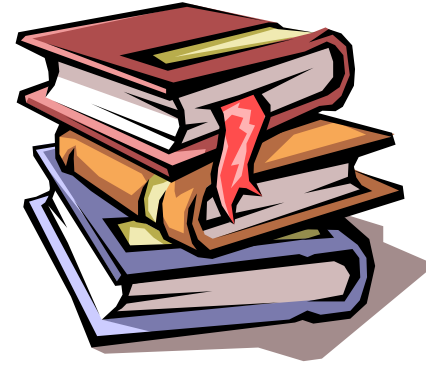


SOURCE: Gill, C. & Cross, W. (2010). Disability Identity and Racial-Cultural Identity Development: Points of Convergence, Divergence and Interplay. In F. Balcazar, Y. Suarez-Balcazar, T. Taylor-Ritzler, & C. Keys (Eds.), *Race, Culture, and Disability: Rehabilitation Science and Practice*. Sudbury, MA: Jones and Bartlett Publishers

Cultural Competence Definition & Framework



Are we on the same page?



**Culturally
aware**

**Cultural
humility**

**Culturally
competent**

**Culturally
relevant**

**Cultural
sensitivity**

Culturally & linguistically competent

Multicultural Competence

Culturally appropriate

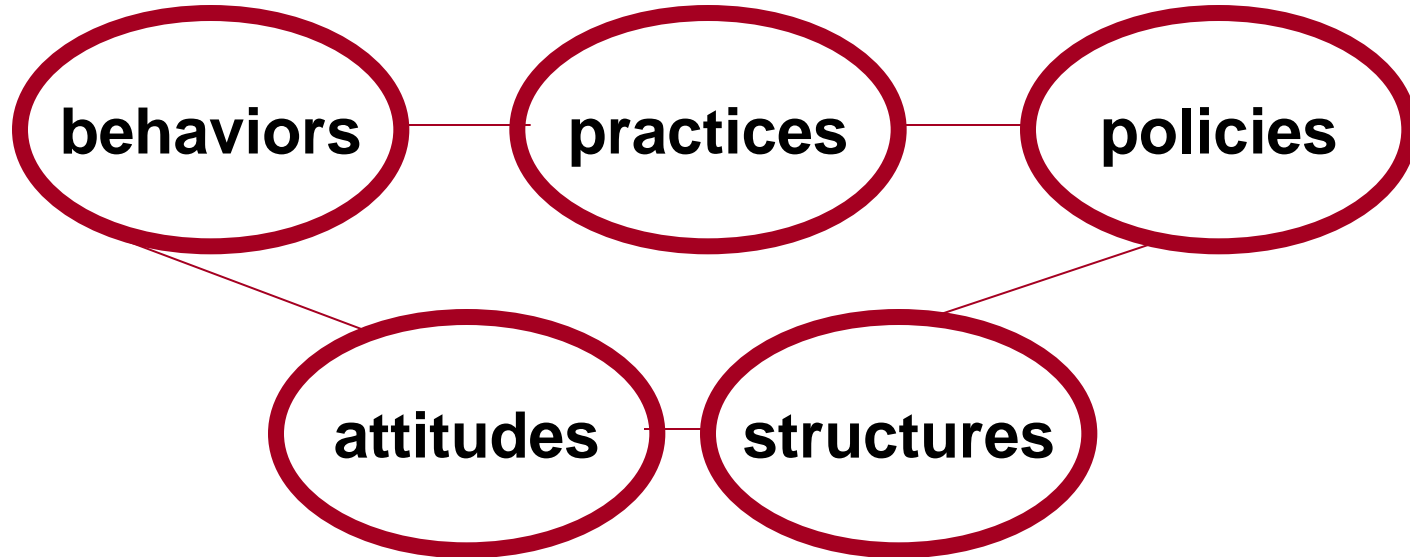
**Linguistically
competent**

**Culturally
effective**

**Cultural
Proficiency**



Cultural Competence



requires that organizations have a clearly defined, congruent set of values and principles, and demonstrate behaviors, attitudes, policies, structures, and practices that enable them to work effectively cross-culturally

(adapted from from Cross, Bazron, Dennis and Isaacs, 1989)



Five Elements of Cultural Competence

Organizational Level

- value diversity
- conduct cultural self-assessment
- manage the dynamics of difference
- institutionalize cultural knowledge
- adapt to diversity
 - policies - structures
 - values - services

(Cross, Bazron, Dennis and Isaacs, 1989)



Five Elements of Cultural Competence

Individual Level

- acknowledge cultural differences
- understand your own culture
- engage in self-assessment
- acquire cultural knowledge & skills
- view behavior within a cultural context

(Cross, Bazron, Dennis and Isaacs, 1989)



ESSENTIAL ELEMENTS IN A CULTURALLY COMPETENT SYSTEM

These five elements must be manifested at every level of an organization including:

- policy makers
- administration
- practice & service delivery
- consumer/patient/family
- community

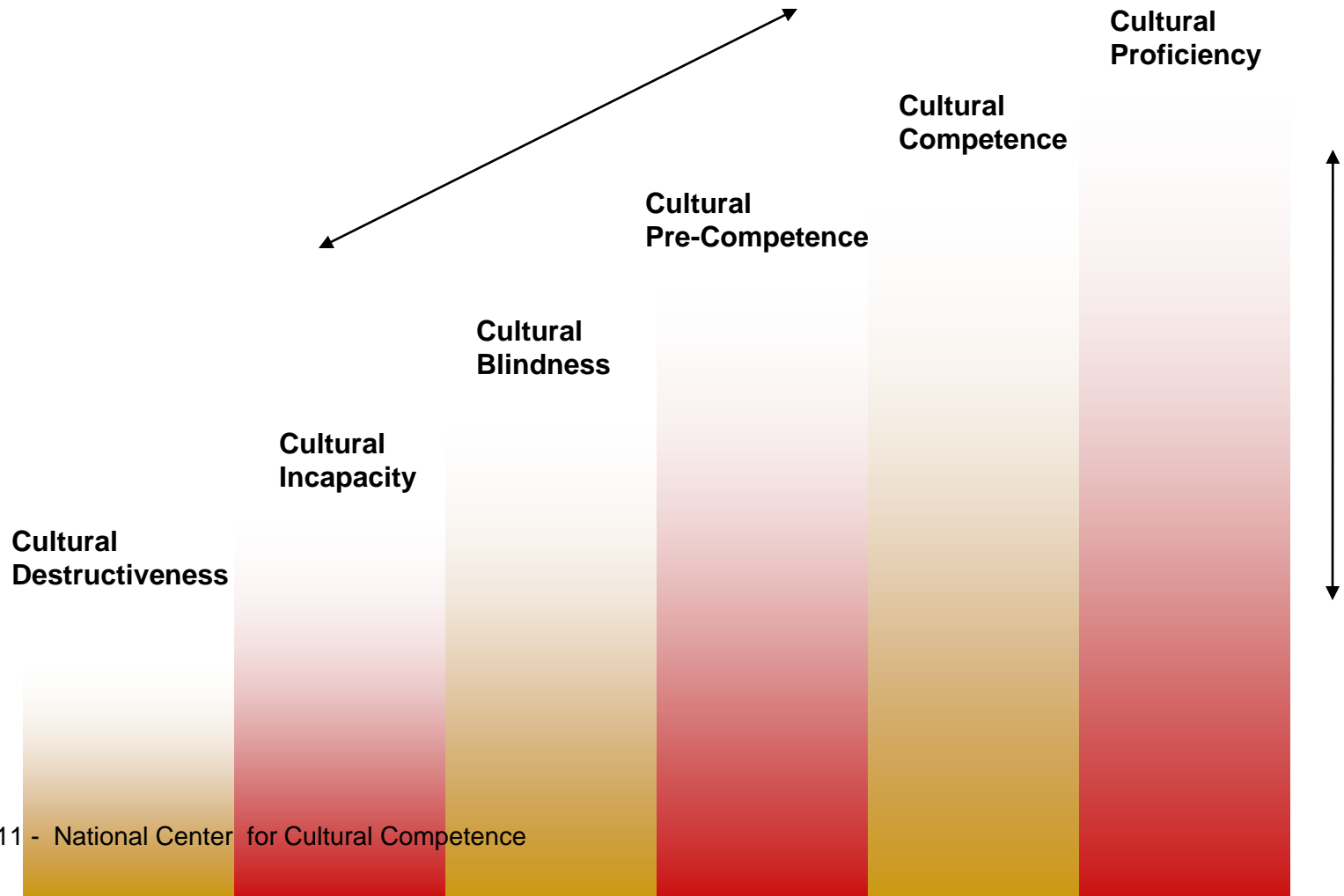
and reflected in its attitudes, structures, policies, practices, and services.

Adapted from Cross, Bazron, Dennis, & Isaacs, 1989

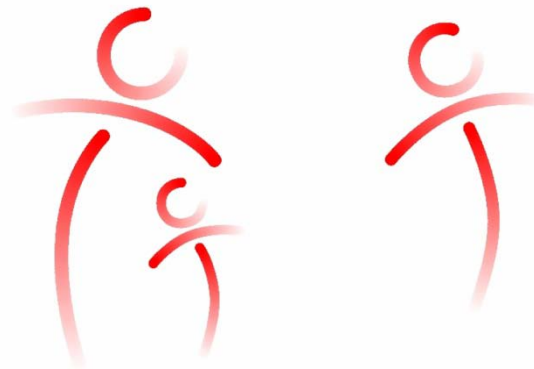


Cultural Competence Continuum

(Cross, Bazron, Dennis and Isaacs, 1989)



Linguistic Competence Definition & Framework



Languages Other Than English Spoken at Home in the U.S.

Total Population 5 years and over

285,797,349*

Speak Spanish or Spanish Creole

35,468,501

Speak Indo European languages

10,495,295

[French (Patois, Cajun), French Creole, Italian, Portuguese, Portuguese Creole, German, Yiddish, Other West Germanic languages, Scandinavian languages, Greek, Russian, Polish, Serbo-Croatian, Other Slavic languages, Armenian, Persian, Gujarathi, Hindi, Urdu, Other Indic languages]

Speak Asian and Pacific Island languages

8,698,825

[Chinese, Japanese, Korean, Mon-Kymer, Cambodian, Miao, Hmong, Thai, Laotian, Vietnamese, Tagalog, other Pacific Island languages]

Other Languages

2,435,383

[Navajo, Other Native American languages, Hungarian, Arabic, Hebrew, African languages, other unspecified languages]

* Total estimated U.S. population including those who speak English

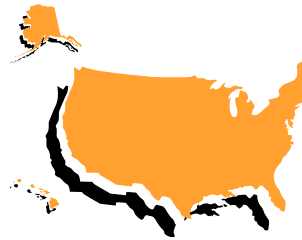


What is Linguistic Isolation?

Linguistic isolation refers to households in which no person over the age of 14 speaks English at least very well

Linguistically Isolated Households in the U.S. in 2009

All households



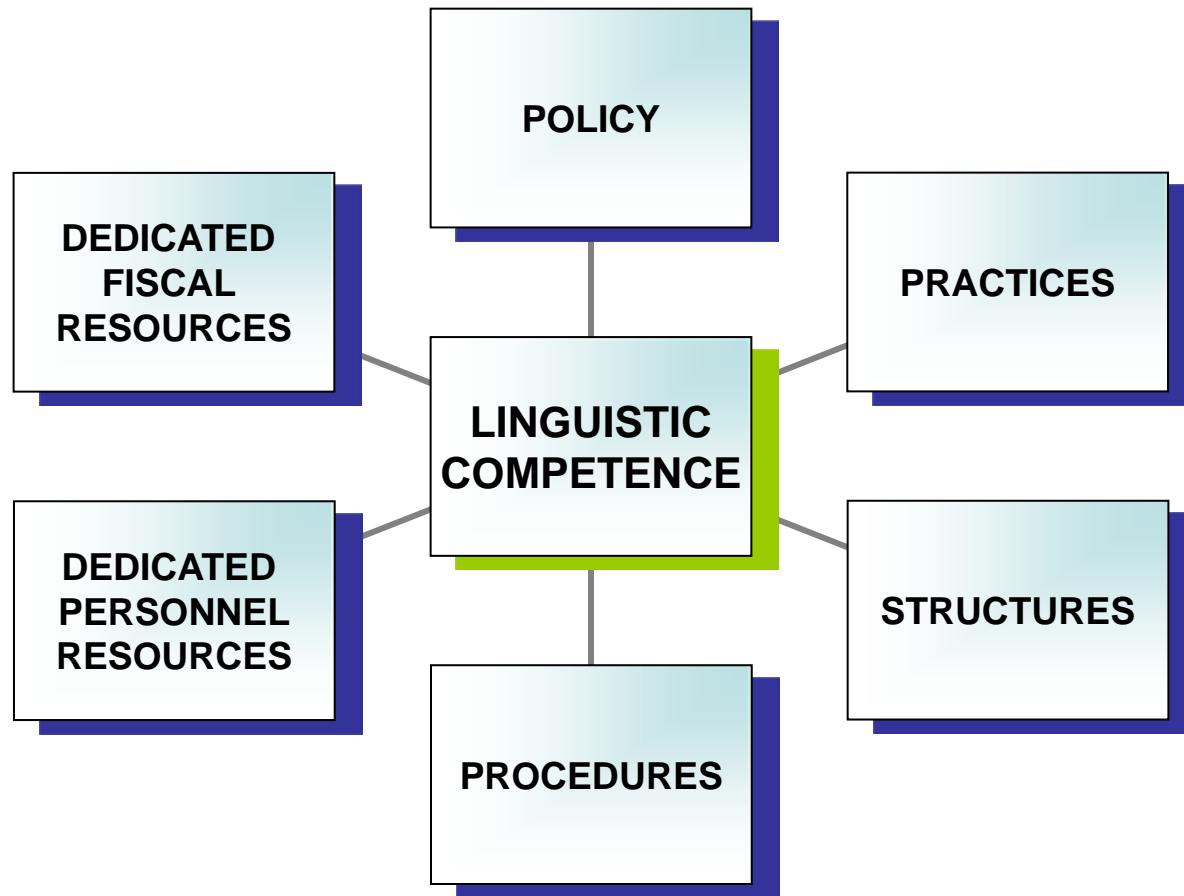
4.7%

Households speaking--

- Spanish 25.9%
- Other Indo-European languages 16.6%
- Asian and Pacific Island languages 27.5%
- Other languages 17.2%



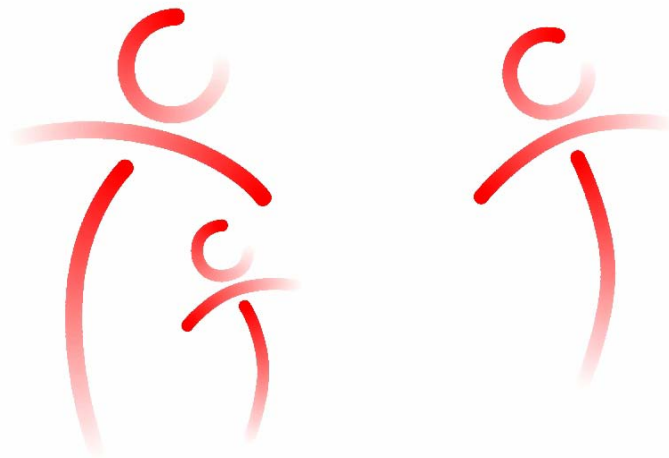
LINGUISTIC COMPETENCE FRAMEWORK



Goode & Jones, Revised 2009, National Center for Cultural Competence

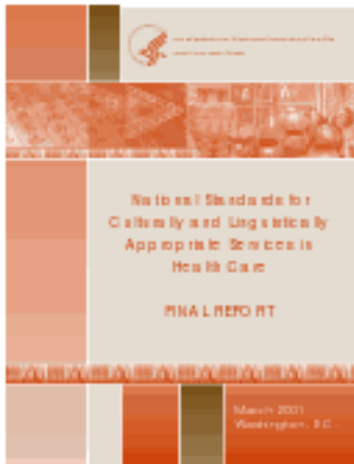
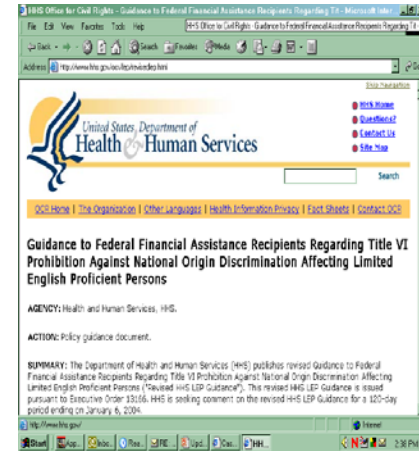


Linguistic Competence: Legal Mandates, Guidance, and Standards



Linguistic Competence: Legal Mandates, Regulations, Guidance, and Standards

Title VI of the Civil Rights Act of 1964,
Section 601 Non-Discrimination in
Federally-Assisted Programs



National Standards on Culturally
and Linguistically Appropriate Services
(CLAS)



Title VI - Civil Rights Act of 1964

SEC. 601 TITLE VI--NONDISCRIMINATION IN FEDERALLY ASSISTED PROGRAMS

Provisions related to language access:

Service providers should implement policies and procedures to provide access to services and information in appropriate languages other than English to ensure that persons with limited English proficiency are effectively informed and effectively participate in any benefit.

<http://usinfo.state.gov/usa/infousa/laws/majorlaw/civilr19.htm>



Linguistic Competence: Legal Mandates, Regulations, Guidance, and Standards

Non- Discrimination based on Race, Color, National Origin, Age, Disability, Sex

Title IX, Education
Amendments of
1972

Rehabilitation Act
of 1973,
Section 504

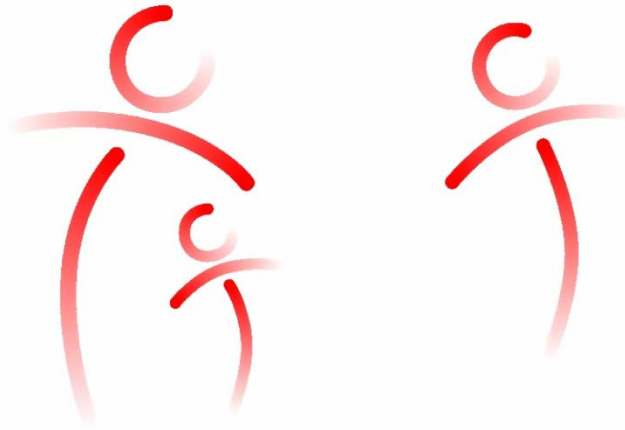
Title VI, Section
601, Civil
Rights Act of
1964

Age Discrimination
Act of 1975

Title II, Americans
with Disabilities
Act of 1990



Linguistic Competence: The Roles of Health and Mental Health Literacy



Definition of Health Literacy

The degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions.

[HP 2010: Health Communication](http://www.hrsa.gov/quality/healthlit.htm)



DATA SOURCE: National Libraries of Medicine, 2000

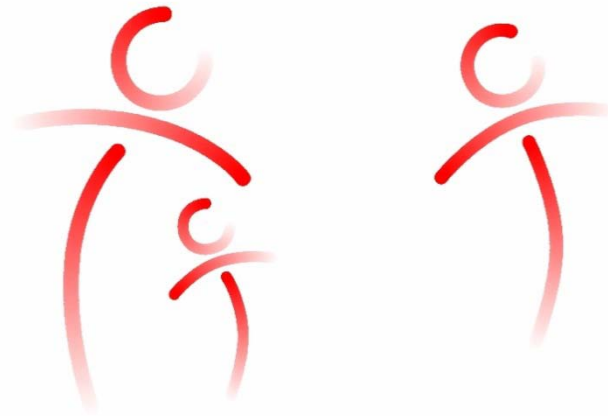
Definition of Mental Health Literacy



“Mental health literacy is the knowledge, beliefs, and abilities that enable the recognition, management, or prevention of mental health problems.”



Characteristics of Culturally & Linguistically Competent Organizations



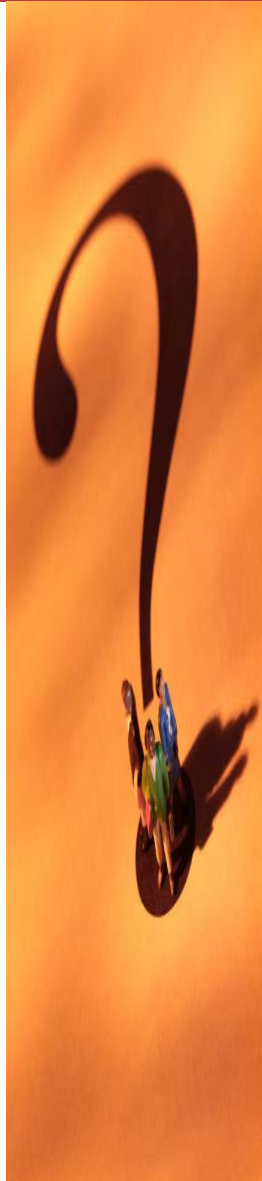
Characteristics of Culturally & Linguistically Competent Organizations

- philosophy
- mission statement
- policy, structures, procedures, practices
- diverse, knowledgeable & skilled workforce
- dedicated resources & incentives
- community engagement & partnerships
- publish & disseminate
- advocacy



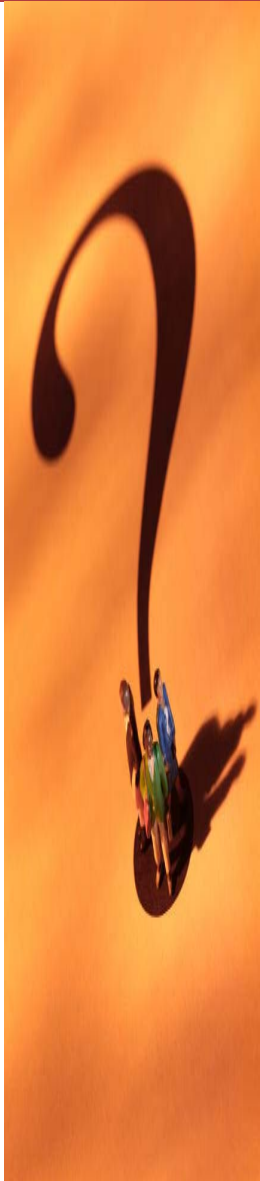
INDEPENDENT LIVING SERVICES

- acquire knowledge of cultural beliefs and practices about the concept of “independent”
- identify best and evidence-based practices on increasing and enhancing independent living services within culturally and linguistically diverse communities
- ensure that the state plan addresses the role of cultural and linguistic competence in independent living (i.e. philosophy, policy, and practice, evaluation)



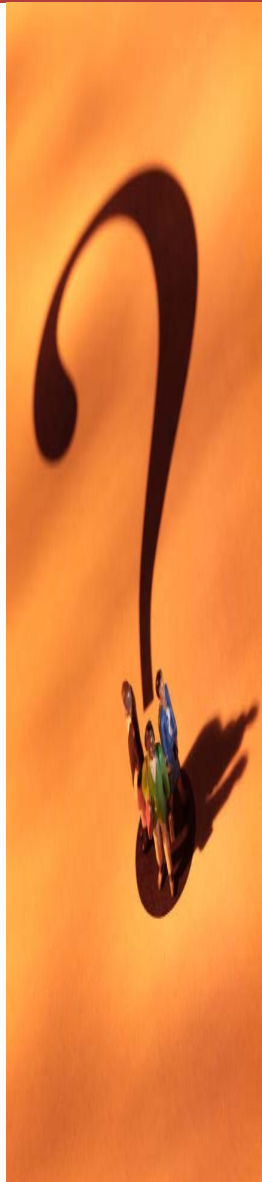
DATA GATHERING & ANALYSIS TO INFORM PUBLIC POLICY

- ensure the collection of racial, ethnic, and primary language data for all independent living services
- identify the nature and scope of disparities (i.e. race, ethnicity, gender, primary language, geographic locale)
- develop reports that include policy implications of addressing disparities within the state
- conduct studies on preferences, needs, and satisfaction with independent living services for culturally and linguistically diverse groups



ENGAGING COMMUNITIES IN SPIL DEVELOPMENT & EVALUATION

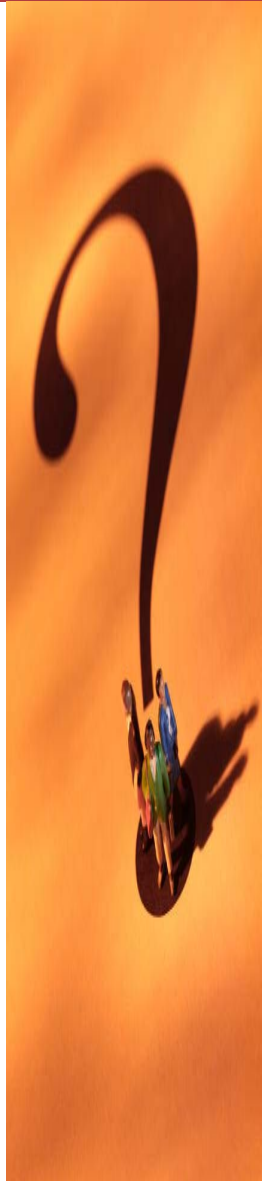
- ensure that community engagement activities incorporate cultural beliefs and practices
- ensure that community engagement activities are conducted in a culturally and linguistically competent manner, including but not limited to:
 - provision of language access services (interpretation and translation)
 - scheduling avoids cultural, religious, spiritual observances
 - racial, ethnic, language and gender concordance (when requested)



ENGAGING COMMUNITIES IN SPIL DEVELOPMENT & EVALUATION

(cont'd)

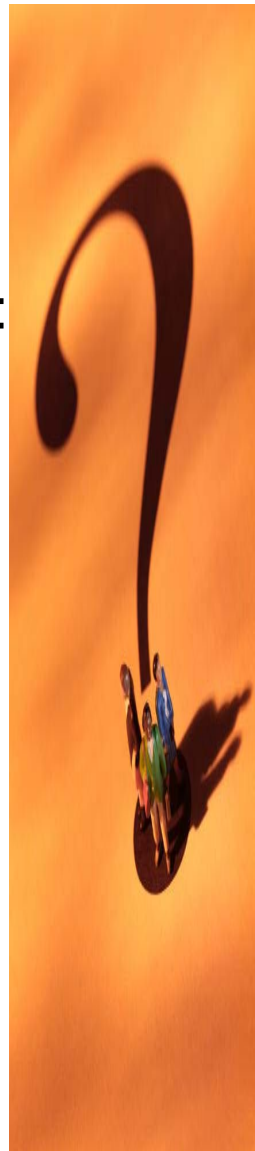
- ensure that community engagement activities are conducted in a culturally and linguistically competent manner, including but not limited to:
 - recognizes and acknowledges culturally-defined approaches to advocacy
 - convene at times and settings in keeping with individual and community norms
 - evaluation includes the extent to which culture and language are addressed



CLC: What are the implications for SILCs

ENGAGING COMMUNITIES IN SPIL DEVELOPMENT & EVALUATION

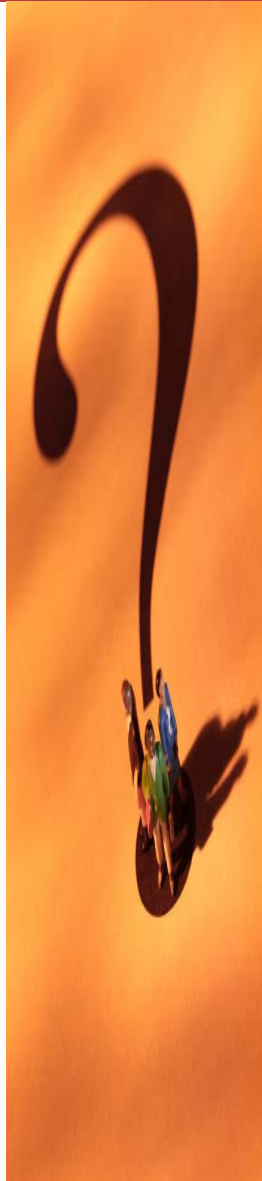
- conduct information dissemination and public awareness efforts about the SPIL within diverse communities including:
 - urban, suburban, frontier
 - tribal communities
 - U.S. territories
- ensure information dissemination in languages other than English
- collaborate with cultural brokers and key community informants to conduct community engagement activities
- provide guidance on developing policy and practices that support culturally and linguistically competent community outreach and engagement



CLC: What are the implications for SILCs

STATE PLAN

- ✓ Do goals, objectives, and/or strategies include a focus on:
 - needs and preferences of underserved or inappropriately served racial and ethnic groups?
 - disparities by race, ethnicity, primary language, gender, geographic locale?
 - cultural and linguistic competence in the planning, delivering, and evaluating independent living services?
 - outreach and engaging diverse communities?
- ✓ Does the budget allocate fiscal resources to address the needs and preferences of culturally and linguistically diverse populations?
- ✓ Do strategies address compliance with Title VI, Section 601, Non-Discrimination in Federally-Assisted Programs?

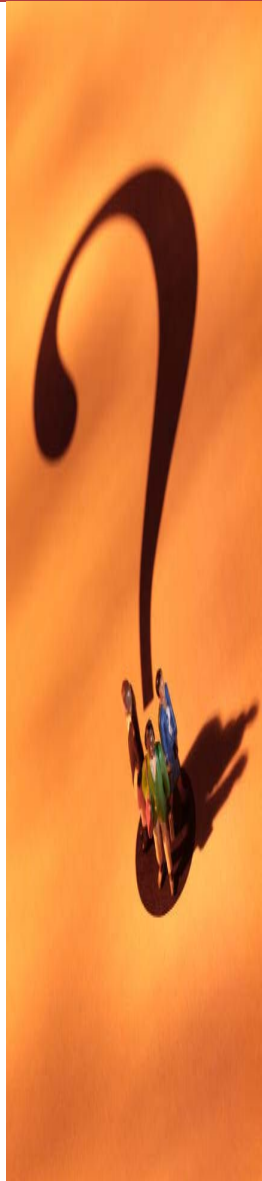


CLC: What are the implications for SILCs

STATE PLAN

Does the plan:

- ✓ report services provided in the state by race, ethnicity, primary language?
- ✓ describe the capacity of the network of CILs to provide culturally and linguistically competent services?
- ✓ describe how providers in the state's independent living network collaborate to address disparities (i.e. race, ethnicity, primary language, geographic locale)? enhance cultural and linguistic competence?
- ✓ include evaluation criteria that assesses cultural and linguistic competence?
- ✓ specify budget line items to support state efforts to address underserved communities?



Applying the Principles and Practices of Cultural and Linguistic Competence to How the SILCs do their Work

Ensure that the SILC membership is reflective of the cultural and linguistic diversity within the state. Attend to gaps in representation when recruiting new SILC members.

Provide training to all members on the SILC's philosophy, policy, and practices on ensuring cultural and linguistic competence.



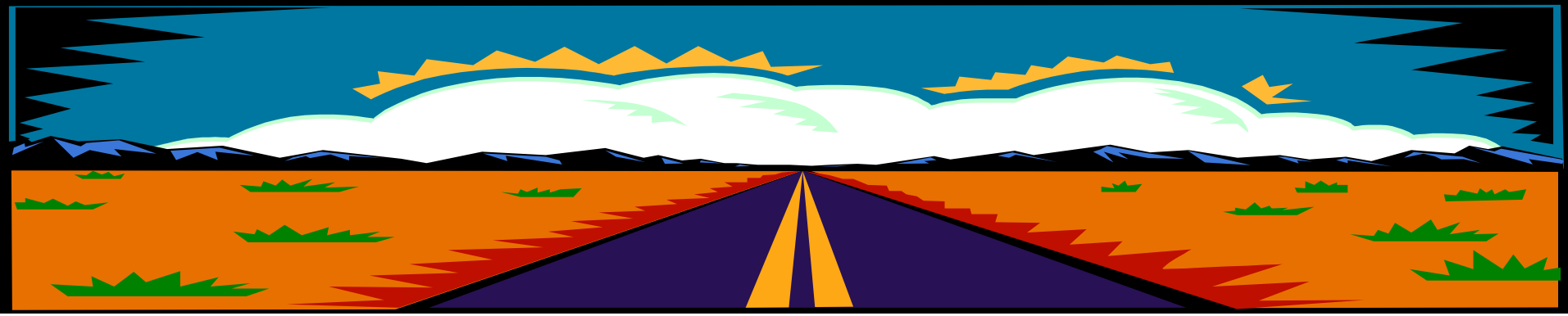
Applying the Principles and Practices of Cultural and Linguistic Competence to How the SILCs do their Work, cont'd.

Ensure the provision of interpretation and translation services to members who prefer and need language assistance.



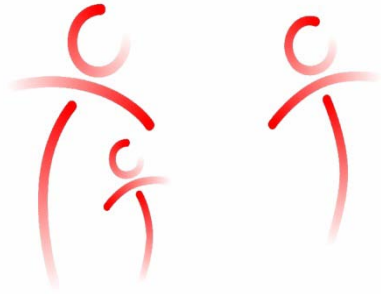
Recognize and respond to cultural differences in conducting meetings, group decision-making, and information sharing in Council activities.





**Cultural competence
and linguistic competence
are a life's journey ...
not a destination**

Safe travels!



National Center for Cultural Competence

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