CULTURAL AND LINGUISTIC COMPETENCE: IMPLICATIONS FOR STATEWIDE INDEPENDENT LIVING COUNCILS

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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:

- Communication
- Rituals
- Roles
- Languages
- Thought
- Courtesies
- Relationships
- Beliefs
- Practices
- Customs
- Manners of interacting
- Expected behaviors

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.

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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
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).

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)

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 identify. (p.46)

Cultural Competence
Definition & Framework
Are we on the same page?

Culturally aware

Culturally competent

Culturally relevant

Cultural humility

Cultural sensitivity

Culturally & linguistically competent

Multicultural Competence

Culturally appropriate

Linguistically competent

Culturally effective

Cultural Proficiency

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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)
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)
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.

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

Slide Source: National Center for Cultural Competence, 2011
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

Slide Source: National Center for Cultural Competence, 2011
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
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
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.
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!
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