Cultural And Linguistic Competence for Residential Programs

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Increase your understanding and knowledge-base about:

Basic strategies that are essential for improving cultural and linguistic competence for residential programs

Strategies that work for addressing the needs of youth who identify as LGTBQ and their families

Steps taken by different residential programs to improve cultural and linguistic competence
Cultural Competence

Framework calls for expert knowledge about and familiarity with cultural differences. It requires observers to enter diverse lives conscious of the unique contributions that cultural differences and the experience of cultural differences makes in understanding the diverse and complex needs of people from various cultural groups.

http://www.ssw.umich.edu/r&r/
Cultural Humility

This perspective challenges us to learn from the people whom we interact with, reserve judgment and bridge the cultural divide between our perspectives, in order to facilitate well-being, and promote improved quality of life. Such a perspective frees the observer from having to possess expert knowledge in order to maintain knowledge-based power, control and authority over matters about which diverse populations are far more knowledgeable. (Tervalon, M. and Murray-Garcia. J. (1998) )
Cultural humility promotes...

- Continuous engagement in self reflection and self-critique as lifelong learners and reflective practitioners
- Checking the power imbalances that exist in the professional-client relationships
- Mutual respect, partnership, and advocacy with communities on behalf of the clients served and in which clients are embedded. (Tervalon, M. and Murray-Garcia. J.(1998))

Cultural Humility versus Cultural Competence
Two truths of Cultural Humility:

• Cultural humility draws attention to the importance we place on our clients strengths

• Cultural humility is a precondition for social understanding and genuine regard for others

http://www.ssw.umich.edu/r&r/
Exercise

The Pie Exercise asks you to divide up your pie into slices that correspond to the “pieces” of your most salient identities.

- Race
- Religion
- Gender
- Ability
- Class
- Parental Status
- Profession
- Age
- Ethnicity
- Family Role
- Country of Origin

UM SSW R&R Project
http://www.ssw.umich.edu/r&r/
Exercise

1) List as many identities as you can think of and rank them in order of importance with “1” being your most important identity.

2) Now review your list of identities and consider the following question – How would you react to someone trying to remove one of your “1” identities (e.g. a part of you).

http://www.ssw.umich.edu/r&r/
Cultural & Linguistic Competence for Residential

Presented by:
Lloyd Bullard, M.Ed., BBI Provider Exchange Coordinator
Cultural & Linguistic Competence in an Organization

• An organization must start their cultural and linguistic competence (CLC) initiative from the top.

• The CLC Initiative needs to be driven by a broad team of professionals representing all disciplines who are passionate and committed to the process.

• The CLC Initiative process must also ensure that all stakeholders have genuine opportunities to contribute to the Initiative.
Examples of CLC Strategies: Leadership

Leadership actions that foster CLC

- Passionate Commitment to working towards improving/achieving CLC
- Offer a rationale for CLC & plan for integration
- Serve as “champions”
- Ensure CLC aligns with the organization’s mission, vision & values
- Sponsor a CLC decision-making committee to direct the CLC initiative
Examples of CLC Strategies: Leadership

- Ensure that leadership reflects the racial, ethnic & cultural diversity of the youth and families served
- Engage youth, families, staff, volunteers and external stakeholders
- Provide clear & frequent communication about the organization's CLC focus to all organization stakeholders, including youth and families, and community partners
- Seek feedback from all stakeholders regarding CLC approaches and progress
- Continuously work towards CLC & anti-racism, anti-sexism, and anti-adultism
Cultural & Linguistic Competence

DePelchin Children’s Center recruits staff from diverse communities by advertising in community newspapers and magazines and targeting publications in diverse communities. The agency also provides a scholarship grant with the University of Houston to support master’s level social worker training of Spanish-speaking students. The agency gives a $1,000 bonus to any staff fluent in Spanish.
Examples of CLC Strategies: Competency

Competency drivers speak to the knowledge, attitudes and skills required to incorporate CLC

- Ensure job descriptions include awareness, knowledge, and skills related to CLC
- Make sure recruitment announcements & materials highlight CLC
- Design interview questions to assess knowledge, values, & beliefs about CLC
- Ensure staff and volunteers, along with leadership, reflect the diversity of the youth & family served
Cultural & Linguistic Competence

Lawrence Hall Youth Services identifies key staff at all levels throughout the agency to go through a six-month diversity and LGBTQ training and then serve as agency experts. The agency also uses experts in the field of CLC & LGBTQ to routinely provide training and consultation onsite.

“It has been exciting and enlightening to watch our LGBTQ youth train their peers, staff, and volunteers.” Orson Morrison, VP Clinical Services, and Kevin Pleasant, Diversity Coordinator
Examples of CLC Strategies: Staff Development

Staff development is essential to increasing awareness, knowledge, skill development, and behavioral/attitudinal changes

• Provide CLC orientation about organization’s CLC philosophy, policies and practices
• Offer ongoing in-service and other training opportunities in CLC
• Utilize diverse youth and family members with lived experience as trainers & experts
Examples of CLC Strategies: Staff Development

- Assess values and knowledge of CLC related to provision of services
- Provide extra training and support for supervisors so they can coach and mentor staff and volunteers on CLC
- Include knowledge and skills related to CLC in performance evaluations
- Ensure mechanisms are in place to provide all staff & volunteers with coaching, mentoring and formal supervision specific to CLC
Cultural & Linguistic Competence

EMQ Families First Parent Advisory Board shared that the agency’s lobby was not as family-centered as they wanted. The agency redesigned the lobby, reflecting the culture of youth and families, as well as using artwork and pictures made by some of the youth.
Examples of CLC Strategies
Organizational Supports:

Organizational Support drivers are the infrastructure components that need to be in place to support the integration of CLC

- Fully integrate CLC, and family-driven and youth-guided care into all aspects of the program and program practices
- Conduct comprehensive youth/family/program needs assessments specific to CLC
- Ensure recreational activities are culturally reflective of the youth and families served
- Have each families and youth identify preferences for personal hygiene and, hair care, and products
Examples of CLC Strategies: Organizational Supports

- Create physical environments that reflect the cultural and linguistic backgrounds of the youth & families served.
- Ensure that the organization promotes the hiring, retention, and promotion of racially, ethically, and culturally diverse staff.
- Develop methods for identifying and sensitively addressing youth & families' linguistic needs.
- Ensure documents are available in the primary languages of the youth and families served.
Examples of CLC Strategies: Organizational Supports

- Hire bilingual/bicultural staff with language proficiency
- Establish procedures for ensuring family and youth friendly interpretation services are available
- Form contract with certified translation and family and youth friendly interpretation service
- Collect and analyze data regarding racial/ethnic disparity & disproportionality
Community Connections did not have funds available to enter into a contract with an organization to provide translation services, so the residential staff contacted numerous organizations that offered translation services until they found one that was willing to establish a collaborative agreement with them for free translation services.
BBI AND NCCC CLC Resources

• BBI Website: [www.buildingbridges4youth.org](http://www.buildingbridges4youth.org)

• BBI Web-Based Training Programs:
  [https://theinstitute.umaryland.edu/onlinetraining/programcategory.cfm?ottype_id=30](https://theinstitute.umaryland.edu/onlinetraining/programcategory.cfm?ottype_id=30)
  ▫ Cultural and Linguistic Competence (Part 1): Why Does it Matter? (2 CEUs)
  ▫ Cultural and Linguistic Competence (Part 2): Implementation Strategies (2 CEUs)
  ▫ Cultural and Linguistic Competence (Part 3): On a One-to-One Level (1.5 CEUs)

• NCCC Georgetown University: [https://ncc.georgetown.edu/assessments/](https://ncc.georgetown.edu/assessments/)
  ▫ Self Assessments
Family Member’s Perspective of the role of CLC in Engaging Families

Presented by:

Karen Anne Johnson, Family Peer Advocate, Building Bridges Initiative (NY)
Cultural And Linguistic Competence for Residential Programs

Presented by:

Mark Nickell, Regional Executive Director, Seneca Family of Agencies (CA)
Best Practices for Serving Youth who are LGTBQ and Gender Diverse in Residential Services

Presenter:
Julie Collins, MSW, LCSW, VP Practice Excellence, CWLA
Dimensions of Identity

- Race
- Ethnicity
- Physical Ability
- Language
- Class
- Faith/Spirituality
- Geography
- Education
- Relationship Status
- Cognitive Ability
- Family Structure
- Gender Expression
- Sexual Orientation
- Sex
- Gender Identity
- Age
KNOW THE LANGUAGE

LGBT

QUIA2-S
The Trans* Umbrella

Cross-dresser  Agender  Third  Gender
Two-Spirit

Gender Queer  Transgender
Gender Fluid  Transwoman
Gender Non-
Conforming  Transman
Non-Conforming  MTF  FTM
Non-Binary  MAAB  FAAB
They, Them  She, Her
Ze, Hir  He, Him
Xe, Xem
What are the numbers in foster care?

TRANSGENDER
5.6%

LGBTQ
13.4%

19.1%
Best Practice - Become a SOGIE Affirming Organization
CWLA Best Practice Guidelines

• Create an inclusive organizational culture
• Use a family-centered approach
• **Promote positive adolescent development**
• Collect and managing confidential information
• Ensure appropriate home for youth who identify as LGTBQ
• **Provide appropriate health, mental health, and education services to the youth**
CWLA Recommended Practices to Promote Safety and Well-being

• Adopt and implement written policies prohibiting discrimination on the basis of sexual orientation, gender identify, gender expression and HIV
• Treat youth who are LGTBQ with respect and competence
• **Ensure effective practice that correctly identify abuse and neglect of youth who are LGTBQ**
• Ensure effective services that address family rejection of the youth & help with reunification
• Provide mandatory LGTBQ competency training to all staff and volunteers
• **Ensure the safety and emotional development of the youth**
CWLA Recommended Practices to Promote Safety and Well-being

- Support access to appropriate medical and mental health care services for the youth
- Support access to safe educational services
- **Support youth who are transgender or are gender-nonconforming**
- Provide access to LGTBQ community programs and services
- Adopt confidentiality policies
- Ensure that faith-based providers working with the youth fulfill their professional and legal obligation
Change Your Organizational Culture

• Change non-discrimination policies to include sexual orientation, gender identity and expression

• Have conversations that include everyone (From Whom? With Whom? How? When?)

• Create environment that represents everyone

• Change human resource practices for assessing & recruiting staff and volunteers

Adapted from Transforming Organizations to Become SOGIE* Affirming presentation by Vida K.Khavar, MA, LMFT at CWLA 2017 conference
Hiring – Best Practices

• Let staff know when hiring they will be working with youth who identify as LGTBQ or are gender diverse.

• Use relevant case scenarios in the hiring process (such as “What will you do when a youth who is transgender asks for your help with a name change?”)

• At the initial orientation process review again with them who they will be working with.

• Only hire individuals with shared values consistent with non-discrimination
Training - Best Practices

- LGTBQ/SOGIE Competency
- Child & adolescent development, including sexual orientation, gender identity, and expression
- Initial & ongoing coaching - how to support healthy sexual and identity development for youth that identify as LGTBQ or are non-conforming
- Existing laws & procedures for ensuring safety of the youth (from violence, bullying, harassment)

CLWA Best Practice Guidelines Serving LGTBQ Youth in Out-of-Home Care 2006
Privacy - Best Practices

• Have conversation with them about their SOGIE and who they may feel comfortable coming out to
• NEVER ok to “out” a child
• Implement a formal family team process such as family team decision making or family group conferencing
• Employ paid family advocates/partners fully engaged and that provide input on policy development and implementation, and practice improvement

Adapted from Transforming Organizations to Become SOGIE* Affirming presentation by Vida K. Khavar, MA, LMFT at CWLA 2017 conference
Best Practices - Admission/Intake

• Be based on the physical safety and emotional wellbeing of the youth
• Consider recommendation of youth’s guardian ad litem, the youth’s parent (if still has parental rights), case manager, and therapist if applicable
• In consultation with the youth and based on the youth’s gender identity and preference
• Youth shouldn’t be prohibited from having a roommate
• Administrator should review all decisions to make sure this is being done
• Staff should continue to check with the youth to make sure they still feels safe and affirmed in the setting.
Best Practices – Protecting Safety and Well-being of Youth who are Transgender

- Youth should be placed according to their gender identity.
- Work closely with the youth and get their input around what makes them feel safe.
- May need to provide with additional privacy for showering or a single room for sleeping.
- Consider placing in mixed–gender units to reduce vulnerabilities to violence and harassment.
RESOURCES

• CWLA Beat Practice Guidelines- Serving LGBT Youth in Out-of-Home Care
  https://familyproject.sfsu.edu/sites/default/files/bestpracticeslgbtyouth.pdf

• Getting Down to Basics Tools to Support LGBTQ Youth in Care

• RECOMMENDED PRACTICES To Promote the Safety and Well-Being of Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) Youth and Youth at Risk of or Living with HIV in Child Welfare Settings
RESOURCES


• A Practitioner’s Resource Guide: Helping Families to Support Their LGBT Children [https://store.samhsa.gov/shin/content/PEP14-LGBTKIDS/PEP14-LGBTKIDS.pdf]

RESOURCES


• SAFE HAVENS Closing the Gap Between Recommended Practice and Reality for Transgender and Gender-Expansive Youth in Out-of-Home Care [link](https://www.lambdalegal.org/sites/default/files/tgnc-policy-report_2017_final-web_05-02-17.pdf)
RESOURCES


RESOURCES

• Family Acceptance Project® https://familyproject.sfsu.edu/publications
• LAMBDA Legal https://www.lambdalegal.org/issues/youth-in-out-of-home-care
• Human Rights Campaign http://www.hrc.org/resources/all-children-all-families-additional-resources
• CSSP https://www.cssp.org/reform/child-welfare/get-real
1. Share your own experiences with equity, diversity, and inclusion with your table mates. Identify how they relate to your thinking about Cultural Linguistic Competence (CLC) in residential interventions.

2. What are two immediate strategies your community can consider to address equity, diversity, inclusion, and CLC issues for children who may need a residential intervention? Write them down on the sticky notes provided.
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Taking BBI back to your Program, Community and State

• End of day activity
• Customized action plan