



DETAC Announces New Results in Systems Excellence (RISE) Peer e-Learning Community: *Engaging Diverse Communities: Implications for Competitive, Integrated Employment*

The Role of Cultural and Linguistic Competence in the Disability Space

Description

Cultural competence and linguistic competence are widely recognized as fundamental aspects of human services. Cultural and linguistic competence are evidence-based practices that contribute to diversity, equity, and inclusion across the public and private sectors. While evidence suggests the efficacy of cultural and linguistic competence in many sectors such as social services, education, and health care – evidence of their application in disability employment has been slower to evolve. Some disability employment organizations and programs continue to struggle with the full integration of cultural and linguistic competence into their policies, structures, practices, and procedures. The design of this two-part series takes an in depth look at the conceptual frameworks of cultural competence and linguistic competence and ways to use these approaches to engage diverse communities in the disability space.

Engaging Minoritized Communities: Implications for Competitive Integrated Employment and Community Living

Description

Historically, many U.S. communities experienced discrimination, marginalization, and oppression. Consistent with the past, these injustices continue to affect specific racial, ethnic, cultural, linguistic, disability, religious, and other identity groups in states, jurisdictions (DC), territories, and tribal nations. The term *minoritized* emerged and it is increasingly accepted as a way to describe the experiences of these communities and the people who reside in them. Used as a verb, selected definitions indicate the inherent intentionality and active nature of “minoritized” for many social groups.¹⁻³ Engaging communities that have experienced historical trauma can be daunting. Those attempting to engage these communities are often challenged by reticence, suspicion, restraint, lack of trust, and attributed in part to lived experiences (past and current) of many community members. This two-part series is designed to: (1) examine historical trauma and its impact on persons with disabilities, their families, and the communities in which they live; and (2) highlight the role of cultural brokering to engage members of minoritized communities.



Box 1- Selected Definitions of Minoritized

A social group that is devalued in society and given less access to its resources. This devaluing encompasses how the group is represented, what degree of access to resources it is granted, and how unequal access is rationalized. Traditionally, a group in this position is referred to as the *minority group*. However, this language has been replaced with the term *minoritized* in order to capture the active dynamics that create the lower status in society, and also to signal that a group's status is not necessarily related to how many or few of these groups are in the population at large.¹

Minoritized groups in any society are those defined as “minorities” by a dominant group that is numerically larger than the ethnic group. This involves a power relationship between dominant and minoritized groups who often prefer not to be labelled as a ‘minority’ because of the suggestion that they are somehow subordinate to the larger dominant group.²

To make a person or group subordinate in status to a more dominant group or its members.³

There will be a total of four, one-hour sessions facilitated during the following dates:

- February 10, 2023, from 2:00-3:00PM/EST
- March 10, 2023, from 2:00-3:00PM/EST
- April 21, 2023, from 2:00-3:00PM/EST
- May 12, 2023, from 2:00-3:00PM/EST

The first two-part session about cultural and linguistic competency will be held from February to March and the second two-part session about engaging with minoritized communities will be held from April to May.

Session Learning Goals

Session 1: Objectives Part 1 – Taking a Deeper Dive: Applying Principles and Practices of Cultural Competence

Participants will:

1. Define culture and describe its multiple dimensions.
2. Define cultural diversity and describe factors that influence cultural diversity among individuals and groups.
3. Examine cultural diversity within the context of disability.
4. Cite four reasons to advance cultural competence in disability supports.
5. Describe a conceptual framework for cultural competence.
6. Apply these concepts to their roles and program goals within their respective organizations.



Session 2: Objectives Part 2 – Taking a Deeper Dive: Applying Principles and Practices of Linguistic Competence

Participants will:

1. Define linguistic competence.
2. Differentiate linguistic competence and language access.
3. Cite legal mandates and requirements for language access that affect persons who experience disability, their families, and the communities in which they live.
4. Apply these concepts to their roles and program goals within their respective organizations.

Session 3: Objectives Part 1 – Engaging Communities with Deep Historical Wounds

Participants will:

1. Define historical trauma.
2. Describe historical and present trauma experienced by members of diverse racial, ethnic, disability, religious, and LGBTQI+ communities.
3. Cite six key approaches to engage communities that have experienced historical trauma and their implications for Competitive Integrated Employment and Community Living.

Session 4: Objectives Part 2 – Engaging Minoritized Communities: The Essential Role of Cultural Brokering

Participants will:

1. Define the concept of cultural brokering.
2. List the attributes, knowledge, and skills of a cultural broker.
3. Cite guiding principles of cultural brokering.
4. Review six key strategies for engaging diverse communities and their implications for Competitive Integrated Employment and Community Living.

OPEN TO ALL GRANTEES!

SPACE IS LIMITED, SO APPLY NOW at

<https://forms.gle/WPGkT6FUwsv5sTwD6>

APPLICATIONS DUE: February 3, 2023

INITIAL MEETING: February 10, 2023

2:00PM – 3:00PM EST



About the Presenter:

Tawara Goode



Tawara Goode is an associate professor in the Department of Pediatrics, Georgetown University Medical Center in Washington, D.C. She has been on the faculty of the Georgetown University Center for Child and Human Development (GUCCHD), for over 30 years and has served in many capacities. She has degrees in early childhood education and education and human development.

Professor Goode has extensive experience as a principal investigator for federal and private sector grants and contracts. A primary area of focus for Professor Goode is national level efforts to advance and sustain cultural and linguistic competence within an array of settings including but not limited to institutions of higher education, health, mental health, and other human service systems. Professor Goode is the director of the Georgetown University National Center for Cultural Competence (NCCC). The NCCC was established in 1995 and Professor Goode has served as director for 26 years. *The mission of the NCCC is to increase the capacity of health care and mental health care programs to design, implement, and evaluate culturally and linguistically competent service delivery systems to address growing diversity, persistent disparities, and to promote health and mental health equity.* Professor Goode is acknowledged as a thought leader in cultural and linguistic competence and for building the NCCC into a nationally and internationally recognized and award-winning program. She had a primary role in developing curricula, assessment instruments, professional development series, and other resources that support cultural and linguistic competence.

Professor Goode is also the director of the Georgetown University Center for Excellence in Developmental Disabilities (GUCEDD). In this capacity, she is responsible for short-term and ongoing programs for persons at-risk for and with developmental and other disabilities and their families. Her duties include program development, administration, and teaching within Georgetown University, local community settings, and nationally. She is currently or has been the principal investigator for three grants of national significance from the Office of Intellectual and Developmental Disabilities, Administration on Disabilities, Administration for Community Living within the US Department of Health, and Human Services.

