



What Organizations Can Do to Address the “Isms”

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PRESENTERS



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OBJECTIVES

Participants will:

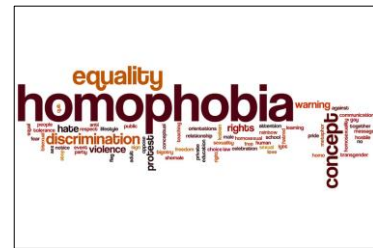
1. Recognize, describe, and convey to others behaviors that demonstrate the “Isms.”
2. Describe approaches to create an inclusive and welcoming environment for individuals of all races, ethnicities, cultural groups, and abilities.
3. Describe how to plan and conduct discussions for staff, faculty, students, self-advocates, and community members about the “Isms.”
4. List conflict management frameworks that are useful in addressing the “Isms.”
5. Gauge which behaviors associated with the “Isms” rise to the level of warranting legal interventions.

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Defining the “Isms”

The “Isms” is an umbrella term used by the NCCC to refer to a range of attitudes and behaviors that involve perceived superiority, oppression, prejudice, and discrimination based on such factors as race, national origin, ethnicity, language, class, disability, sexual orientation, and gender identity and expression.



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POLLING QUESTION

Using the NCCC definition, please respond:

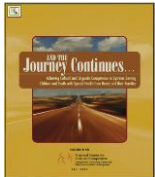
1. To what extent have you witnessed the “Isms”?

Never Rarely Occasionally A moderate degree Often

2. To what extent have you personally experienced the “Isms”?

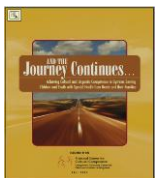
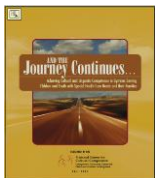
Never Rarely Occasionally A moderate degree Often

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The “Isms” – Confronting the Undercurrents

- Call it what it is!
- Create a climate of intolerance
- Offer a safe refuge for authentic discussions
- Use conflict management & resolution
- Invoke legal interventions when necessary



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And the Journey Continues...Achieving Cultural and Linguistic Competence in Systems Serving Children & Youth with Special Health Care Needs and their Families. Goode, Jones, Dunne & Bronheim, 2007





... about the “Isms” and Cultural and Linguistic Competence

Cultural competence is a set of congruent values, policies, structures, practices, behaviors, and attitudes that is helpful in mitigating the “Isms.”

Cultural competence and linguistic competence are neither the panacea nor cure for the “Isms.”

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... about the “Isms” and Cultural and Linguistic Competence

Addressing disparities and inequities in developmental disabilities services and supports demand an intentional focus on the “Isms.”

Efforts to advance and sustain cultural and linguistic competence:

- have been derailed by one or more of the “Isms.”
- will have little or no success unless the “Isms” are confronted with integrity, in a humane and effective manner.

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POLLING QUESTION

How comfortable are you addressing the “Isms” with your colleagues?

- extremely uncomfortable somewhat uncomfortable comfortable very comfortable

Does your organization routinely address the “Isms” as a integral component of cultural and linguistic competence?

- Never Rarely Sometimes Often Always

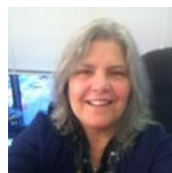
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Now let's hear from our panelists



Stephanie Autumn



Diana Autin



Joan Beasley



Wendy Jones



John Sanford

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Insights from Stephanie on Calling it What it Is!



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Creating a Climate of Intolerance: Diana's Philosophy & Approaches



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Creating a Climate of Intolerance

PRESENTED BY DIANA AUTIN
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CO-DIRECTOR, NATIONAL CENTER FOR FAMILY-PROFESSIONAL PARTNERSHIPS
DIRECTOR, NATIONAL CENTER FOR PARENT LEADERSHIP, ADVOCACY, &
COMMUNITY EMPOWERMENT

Set & Enforce Explicit Expectations



Guiding Documents – Vision & Mission

Our foremost commitment is to children and families with the greatest need due to disability or special health/mental health needs; poverty; discrimination based on race, sex, language, immigrant or homeless status; involvement in the foster care, child welfare, or juvenile justice systems; geographic location; or other circumstances that place families at greater risk.



Guiding Documents – Strategic Plan

Values

- Diversity
- Equity
- Inclusiveness
- Self-efficacy
- Collaboration
- Engagement
- Fearlessness
- Community
- High Standards



Goals

- Build a state and support a national movement that galvanizes diverse parents, families and committed professionals to influence policy with families and children at the center
- Expand technical assistance, resources and services to meet needs of diverse audiences



Guiding Documents – Self Assessment

- Cultural & Linguistic Competence Self-Assessment
- Language access assessment & plan
- Project & organizational evaluation
 - Surveys
 - Call-backs to diverse families
- Review of data: who did we serve? Is it representative of our catchment area? How effectively did we serve them?



Guiding Documents – Complaint Policy

- Clear policy & procedures for filing, investigating, & resolving complaints, including complaints of discrimination
 - Families & professionals served
 - Staff & volunteers



Staff, Volunteers, & Parent Leaders

- Job descriptions & advertising/recruitment
- Initial & ongoing staff/volunteer/leadership development
- Promotion policies
- Staff meeting discussions
- Performance assessment rubrics
- Personnel Manual



Partners & the Public

- Outreach & other materials
- Website
 - SPAN supports immigrant children & families!
www.spanadvocacy.org/content/span-supports-immigrant-children-and-families
 - Vision, mission, foremost commitment:
www.spanadvocacy.org/content/about-span
- Facebook page/groups
- Subcontract language



Policymakers

- Testimony – content, & who testifies?
- Written comments
- Participation on advisory groups, task forces, etc. – content, & who participates?



Joni's Efforts to Create a Safe Refuge for Authentic Conversations



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START Listening sessions

Joan B. Beasley, Ph.D.
 Research Associate Professor
 Director, Center for START Services



Institute on Disability/UCED



The Center for START Services is a program of the University of New Hampshire Institute on Disability/UCED

Learn more at www.centerforstartservices.org



Listening leads to change

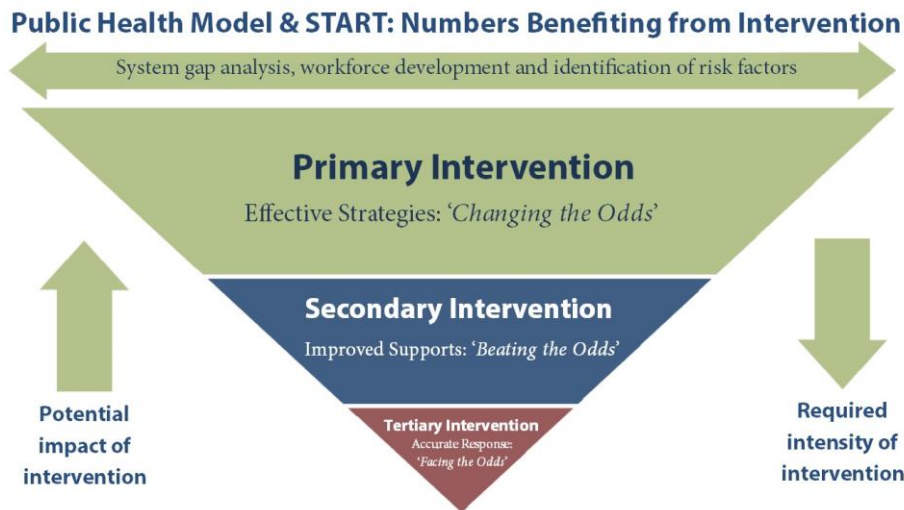
“The measure of intelligence is the ability to change.”

-Albert Einstein



The "START" model:

- For children with ASD/IDD and mental health needs
- First developed in 1988, and still learning
- Partnerships/linkages Enrich the system as a whole “synergy”
- Positive Psychology, rigorous standards of training, assessment and treatment.
- Cultural and Linguistic competency is essential in strength based practices
- 19 regional teams across the U.S.



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Joan B. Beasley, Ph.D.



START Practices: Our culture

- The START Network represents 10 states across the U.S. developing a common repertoire of knowledge about the ways of addressing challenges and in meeting our mission.
- This collective practice is made accessible to newcomers through the START training forums: apprenticeships, research, listening sessions and other activities through which individuals develop ways of thinking and reframing their views.
- The apprenticeship of START coordinators is aimed to reproduce integrated practices through which the next generation START coordinators is developed. We need to teach coordinators to act like START coordinators.

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The Challenge “dual diagnosis”

- Labels, “bad reputations”, becomes the untouchables
- Individuals to blame known as “falling through the cracks”
- Resource allocations funding streams
- Barriers to education/training for all involved
- Lack of attention to cultural and linguistic identity
- Lack of meaningful life



“Isms”

- We focus here on a form of “ableism”, but our community experiences multiple isms at the same time, compounding the challenges.
- An example for people with MHIDD, the “able” applies to the presumed ability to “benefit from” or “fit in” to one service system or another. There are structural barriers, attitudes, beliefs and biases.
- This ism is in the context of others with regard to race, class culture, sexual/gender identity



Isms Structure Opportunity and Obstacles

- Isms create structured barriers and benefits for specific groups. If I have a mental health condition, what do I have, and which opportunities do I lose? If I have IDD/ASD and do not have a mental health condition, what benefits and opportunities do I have?
- If I have IDD, what do I have, which opportunities do I lose? If I have MI and do not have IDD what benefits and opportunities do I have?
- If we decided that there are no services but the human services, how would this impact these barriers?



We perform best through our collective intelligence

“As long as everyone got a chance to talk, the team did well. But if only one person or a small group spoke all the time, the collective intelligence declined”

- NYT Magazine “The Work Issue” 2/28/16



We bring our selves into the room with listening sessions

- As a way to get to know each other
- Hear multiple perspectives
- To reflect on challenges we face (Charlottesville, elections)
- Creating a safe place for exchange
- Sharing perspectives without blame helps to identify barriers not wedded to who we are.
- Refocus and take pause then get to work
- Application for the people and systems we work with

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Wendy's Take on Models for Conflict Management and Resolution Involving the "Isms"



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WHAT IS CONFLICT?

Conflict ...

- Has many definitions.
- Depends on a person's or group's:
 - perceptions
 - point of view
 - values
 - culture.
- Is typically composed of different components.

“Conflict is an expressed struggle between at least two interdependent parties who perceive incompatible goals, scarce resources, and interference from others in achieving their goals.”
(Wilmot & Hocker, 2007, pp. 8-9).¹

The basic components of workplace conflict are: (a) two or more persons are involved; (b) there is a perceived incompatibility between ideas, actions, beliefs, or goals; and (c) the opposing sides see their way as the only way to achieve their goals and objectives. ²

Wilmot, W.W. & Hocker, J.L., (2007). *Interpersonal Conflict*, New York, NY: McGraw Hill. ¹

Rau-Foster, M. Conflict in the Workplace. Retrieved on 8/4/13 from <http://www.workplaceissues.com/arconflict.htm> ²



PERCEPTIONS OF CONFLICT

- **To be avoided at all costs**
- **Is always destructive with negative outcomes**
- **Natural occurrence among people, within organizations, and between communities**
- **Can lead to improved interpersonal and group relations and other positive outcomes**
- **Should never be left unresolved**

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POLLING QUESTION

How do you usually address conflict?



Select one that best describes your actions.

- I avoid conflict at all costs.*
- I try to accommodate others when addressing conflict.*
- I compete with others to achieve my goals during conflicts.*
- I collaborate with others to reach solutions to conflicts.*
- I compromise to reach win-win solutions to conflict.*



Source: Adapted from The University of Minnesota. Communication in the Real World: An Introduction to Communication Studies. Retrieved on 3/9/2018 from <http://open.lib.umn.edu/communication/chapter/6-2-conflict-and-interpersonal-communication/>

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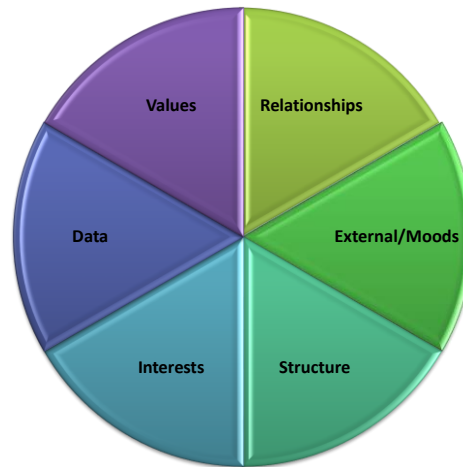
What causes “Isms-related” conflict?



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The Circle Model of Conflict: Causation



Sources: G. Furlong. (2005). Circle of Conflict Model. The Conflict Resolution ToolBox. Mississauga, Ontario. John Wiley & Sons. VIACONFLICT: Collaborative Problem Solving. The Circle of Conflict. Retrieved on 3/12/2018 from <https://viaconflict.wordpress.com/2013/03/15/the-circle-of-conflict/>

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The Circle Model of Conflict: Causation

Values	Includes all values and beliefs held by the “parties” (groups or individuals) that contribute to the conflict including but not limited to (e.g., religious beliefs, morals, ethical views, cultural norms); differing world views; perceptions of superiority and hierarchy among cultural groups.
Relationships	Conflicts arise from specific negative past experiences between “parties” or cultural groups; poor or failed communication; perpetuated stereotypes; marginalization, oppression and the “Isms”.
External/Moods	Those external factors not directly a part of the situation, yet still contribute to the conflict between individuals and groups. Examples include but are not limited to: historical trauma, social and civil rights movements, socio-political environment, court decisions, and social media. External factors are pervasive.
Data	Conflict can be driven by: 1) incorrect, incomplete, and differential information; 2) differing interpretation of shared information, too much information; and 3) issues with data collection and dissemination including omissions and differential access.
Structure	Conflict due to competition for limited resources, lack of authority to solve problems, different priorities, institutional racism or other “Isms”.
Interests	Conflicts in interest come from the needs, wants, fears, and hopes of the “parties” (individuals or groups) involved in the conflict – which are often stated as their positions.

Sources: G. Furlong. (2005). Circle of Conflict Model. The Conflict Resolution ToolBox. Mississauga, Ontario. John Wiley & Sons. VIACONFLICT: Collaborative Problem Solving. The Circle of Conflict. Retrieved on 3/12/2018 from <https://viaconflict.wordpress.com/2013/03/15/the-circle-of-conflict/>

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Conflict Resolution & The “Isms”



The authors of the Circle Model indicate that conflict arising from data, structure, and interests are more amenable to resolution than those driven by values, relationships, and external/moods.

This tells us that perseverance is an essential aspect of resolving conflicts rooted in the “Isms”

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WHAT IS CONFLICT MANAGEMENT?

Conflict management is defined as:

- the practice of recognizing and dealing with disputes in a rational, balanced and effective way;
- efforts for preventing escalation of conflict or reducing the destructive nature of conflict.



Sources: a) the Business Dictionary <http://www.businessdictionary.com/definition/conflict-resolution.html>; b) Ho-Won Jeong. (1999) Conflict Management and Resolution in Encyclopedia of Violence, Peace & Conflict, Academic Press p389 - 400

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WHAT IS CONFLICT RESOLUTION?

Conflict resolution is conceptualized as:

- Intervention aimed at alleviating or eliminating discord through conciliation;
- The methods and processes involved in facilitating the peaceful ending of conflict and retribution;
- Dealing with the root causes of conflict,
- Satisfaction of basic needs,
- Changing the adversary's perceptions, requiring institutional changes or new social relations.

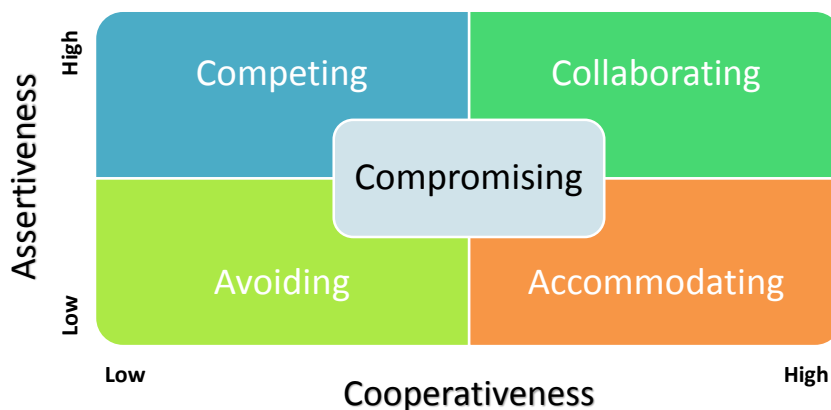


Sources: a) the Business Dictionary <http://www.businessdictionary.com/definition/conflict-resolution.html>; b- d) Ho-Won Jeong. (1999) Conflict Management and Resolution in Encyclopedia of Violence, Peace & Conflict, Academic Press p389 - 400

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Conflict Management Model & the “Isms”

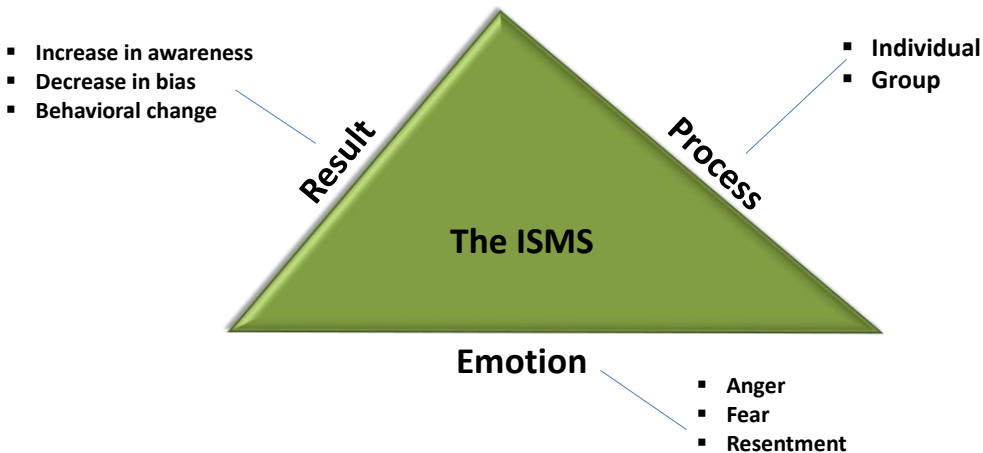


Source: Thomas-Kilmann Conflict Model. Retrieved from Sourcesofinsight.com on 3/1/2018 from <http://sourcesofinsight.com/conflict-management-styles-at-a-glance/>

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The Triangle of Satisfaction Model & the “Isms”

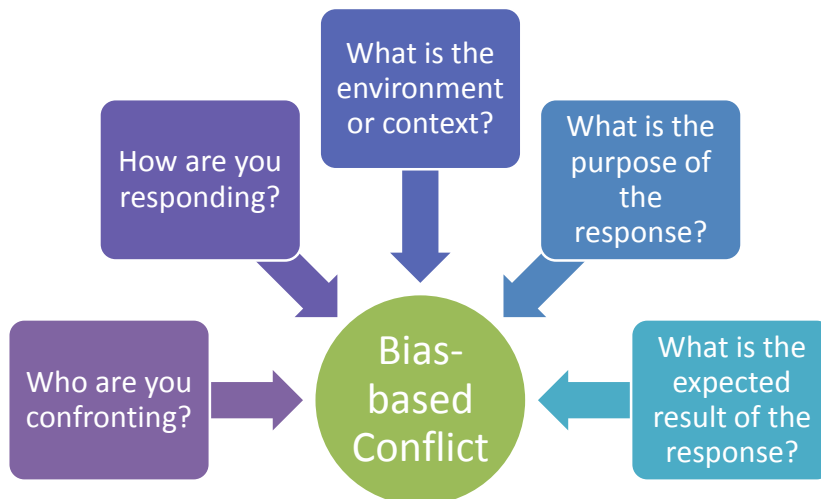


Source: G. Furlong. (2005). The Conflict Resolution ToolBox. The Triangle of Satisfaction Model. Mississauga, Ontario. John Wiley & Sons. VIACONFLICT Collaborative Problem Solving. The Triangle of Satisfaction. Retrieved on 3/1/2018 from 2013/03/31/triangle-of-satisfaction/

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Considerations for Responding to Bias-based Conflict



Source: S. Littlejohn & K. Domenici (2007). Communication, Conflict and the Management of Difference. Waveland Press. Long Grove, Illinois p 13 – 14.

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Using Legal Interventions when Necessary
John Defines what Constitutes Discrimination ...
so we will know it when we see it



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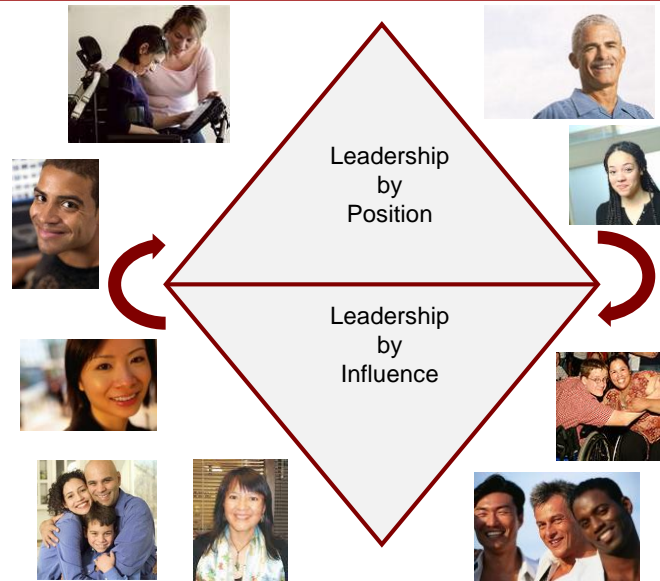
Reflections on Leadership and the “Isms”



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Leadership is a set of personal attributes, qualities, and skills either intuitive and/or acquired that rouses and motivates others. (Northouse, 2001).



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The Role of Leader in Confronting the “Isms”

“I have been told and believe that only people of color should lead these efforts.”



Give the work back to the people.

- A leader must be a vocal, visible, energetic, and authentic proponent of the changes that need to be made to address the “Isms.” This is *not* dependent on one’s race, ethnicity, sexual orientation, gender identity, disability, or other cultural factor
- Essential attributes of an effective leader are the capacity and the humility to both lead *and* follow, including having the insight to discern when either is most appropriate given the situation or context.
- A leader recognizes and effectively addresses inherent conflicts (historical and current) between and among diverse racial, ethnic, cultural, and disability groups.

Adapted from Tawara Goode & Vivian Jackson, unpublished leadership primer

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The Role of Leader in Confronting the “Isms”

“Just because disability organizations embrace human and civil rights, does not make them immune to the presence of the “Isms.”



Challenge the process.

- A leader has perseverance and courage to “stand in the fire of resistance” that is ever present when challenging the “Isms” at the individual, institutional, and community levels.
- A leader sets a tone within the organization that does not tolerate personal acts of “Isms,” yet makes it safe for people to work on their prejudicial and biased attitudes.
- A leader identifies, calls out, and rejects exclusion for exactly what it is.
- A leader facilitates interactions between and among diverse groups, both within the organization and community, to magnify collective potential in contrast to fueling the tensions that may or may not exist between and within groups.

Adapted from Tawara Goode & Vivian Jackson, unpublished leadership primer

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Leadership for cultural and linguistic competence requires us to reclaim the courage to confront the “Isms.”



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