



DISABILITY THRIVE INITIATIVE

Alternative Services and Supports for the IDD Community

UNDERSTANDING UNCONSCIOUS BIAS & EMBRACING CULTURAL DIVERSITY

APRIL 28, 2021

TODAY'S WEBINAR

- What is Unconscious Bias?
- Addressing Unconscious Bias and Disparity
- Panel Discussion
- Community Organizing
- Resources



UNCONSCIOUS BIAS



Elizabeth Grigsby
Consultant
—
The Arc of CA



BIAS BASICS



Explicit bias = Conscious bias

Implicit bias = Unconscious bias

“Unconscious bias is far more prevalent than conscious prejudice and often incompatible with one’s conscious values.”



Source: UCSF Office of Diversity and Outreach. [“Unconscious Bias”](https://diversity.ucsf.edu/resources/unconscious-bias)

<https://diversity.ucsf.edu/resources/unconscious-bias>

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SOCIAL GROUP BIASES



- Race
- Ethnicity
- Disability
- Gender
- Gender Identity
- Physical Abilities
- Age
- Political Affiliation
- Religion
- Sexual Orientation
- Weight
- And more...

RESEARCH SAYS BIASES...



- Biases develop at an early age: biases emerge during middle childhood and appear to **develop across childhood** (Dore, 2014).
- Unconscious biases **have real world effects** on behavior (Dasgupta, 2004).
- Unconscious biases are malleable-**one can take steps to minimize the impact** of unconscious bias (Dasgupta, 2013; Dasgupta & Greenwald, 2013).

Source: UCSF Office of Diversity and Outreach. [“State of Science on Unconscious Bias”](https://diversity.ucsf.edu/resources/state-science-unconscious-bias)

<https://diversity.ucsf.edu/resources/state-science-unconscious-bias>

RESEARCH SAYS BIASES IMPACT...



- A substantial amount of research has been published demonstrating impact of unconscious bias in various domains including the **criminal justice system, education, and health/health care** (Kirwan Institute, 2014).
- Bias may have an impact on: **hiring, and mentoring and may contribute to healthcare disparities.**

Source: UCSF Office of Diversity and Outreach. ["State of Science on Unconscious Bias"](https://diversity.ucsf.edu/resources/state-science-unconscious-bias)

<https://diversity.ucsf.edu/resources/state-science-unconscious-bias>

IMPACT OF DISPARITY



Thank you!
Blanca Navarro
&
Amparo Ceja



CULTURAL DIVERSITY SPECIALISTS



Imani Pardue-Bishop

—
**Golden Gate
Regional Center**



Ruben Colon

—
**San Andreas
Regional Center**



REGIONAL CENTER CULTURAL DIVERSITY SPECIALISTS:

ADDRESSING UNCONSCIOUS BIAS & DISPARITY

OBJECTIVES:



- Explain role of Cultural Diversity Specialist (CDS) at the Regional Center (RC)
- Introduce the concepts of Linguistic Competency and Culturally Responsive Services
- Address Service Disparity in RC System
- Ask the panelists!



WHY DOES THE CULTURAL DIVERSITY ROLE EXIST?



- In 2016, the CA Department of Developmental Services (DDS) found disparities in Purchase of Services (POS) based on race throughout all 21 Regional Centers.
- To respond to this, DDS gave funding to each RC to hire a Cultural Diversity Specialist.
- DDS distributes \$11 million each year to RC's and community-based organizations to develop culture and diversity projects.

[Disparities Funds Programs](https://www.dds.ca.gov/rc/disparities/disparity-funds-program/)

<https://www.dds.ca.gov/rc/disparities/disparity-funds-program/>

CULTURAL DIVERSITY SPECIALISTS (CDS) MAY BE RESPONSIBLE FOR... (1 OF 2)



- Assisting with proposing, developing, and carrying out service disparity projects
- Completing documentation for DDS, managing budgets, and forming committees to support the projects
- Performing outreach and establishing partnerships with community-based organizations
- Running Cultural Competency Trainings for staff and board members

CULTURAL DIVERSITY SPECIALISTS (CDS) MAY BE RESPONSIBLE FOR... (2 OF 2)



- Hosting an annual Public Meeting with an analysis of the most recent Purchase of Service data
 - Consulting with agency staff and vendors of their RC on how to implement more culturally competent services
- * This list is not an exhaustive list of the responsibilities related to this role but based off the experiences of the GGRC and SARC specialist; roles may vary across RC's*

DISPARITY IN THE RC SYSTEM



Disparity: any differences in quality of services that is not due to differences in needs or preferences

- In the context of Purchase of Services (POS), “disparities” refers to **differences in receiving and using services between white people and people of other racial/ethnic groups**

Goode T.D., Carter-Pokras O.D., Horner-Johnson W., Yee S. Parallel tracks: Reflections on the need for collaborative health disparities research on race/ethnicity and disability. Med. Care. 2014;52:3–8. doi: 10.1097/MLR.0000000000000201.

CULTURAL RESPONSIVENESS



Cultural Responsiveness: *The ability to understand and provide services to people while taking into consideration their cultural and linguistic background*

- This discussion of POS disparity addresses the challenges that individuals and families have with accessing services that truly meet their needs and support their goals.

Goode T.D., Carter-Pokras O.D., Horner-Johnson W., Yee S. Parallel tracks: Reflections on the need for collaborative health disparities research on race/ethnicity and disability. Med. Care. 2014;52:3–8. doi: 10.1097/MLR.0000000000000201.

HOW DO WE DEFINE CULTURE?



Ideas, views, customs, and social behaviors associated with a specific group;

- Culture influences a number of areas, including but not limited to:
 - Language and communication
 - Social courtesy
 - Beliefs
 - Roles and relationships
 - Rituals and customs
 - Values
 - Behaviors



Slide source: Georgetown University National Center for Cultural Competence

LINGUISTIC COMPETENCY... (1 OF 2)



Linguistic Competency: the ability of an organization and its staff to communicate information in a way that is easily understood by diverse groups.

**Includes policy, structures, practices, procedures and dedicated resources to support this capacity*



Slide source: Georgetown University National Center for Linguistic Competence

LINGUISTIC COMPETENCY (2 OF 2)



These groups include, but are not limited to, people who:

- Speak languages other than English (limited language proficiency)
- Are unable to read or have difficulty reading (not literate or low literacy skills)
- Prefer plain language or language that is easy to understand
- Use sign language
- Read braille

**Includes policy, structures, practices, procedures and dedicated resources to support this capacity*

Slide source: Georgetown University National Center for Linguistic Competence

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DEVELOPING CULTURAL COMPETENCE

Cultural Responsiveness:

Acting and responding with humility and sensitivity.

- Exercising empathy
- Listening and Observing
- Not making assumptions
- Checking biases
- Being flexible when providing and identifying supports

Cultural Sensitivity:

Being conscious of other people's culture and gaining a deeper understanding of how these experiences affect their needs.

- Getting familiar with the community
- Asking questions
- Listening
- Being empathetic

Cultural Humility:

An attitude rather than a set of skills

- A willingness to openly assess yourself
- Accepting limits
- Acknowledging knowledge gaps
- Openness to new & contradictory ideas

Slide sources:

[The Social Work Practitioner](http://www.thesocialworkpractitioner.com) www.thesocialworkpractitioner.com

[National Center for Cultural Competence](http://nccc.georgetown.edu) nccc.georgetown.edu

CULTURAL HUMILITY:



An attitude rather than a set of skills

- A willingness to openly assess yourself
- Accepting limits
- Acknowledging knowledge gaps
- Openness to new & contradictory ideas

Photo by [Brittani Burns](#) on [Unsplash](#)



CULTURAL SENSITIVITY:



Being conscious of other people's culture and gaining a deeper understanding of how these experiences affect their needs.

- Getting familiar with the community
- Asking questions
- Listening
- Being empathetic



CULTURAL RESPONSIVENESS:



Acting and responding with humility and sensitivity.



- Exercising empathy
- Listening and Observing
- Not making assumptions
- Checking biases
- Being flexible when providing and identifying supports

DEVELOPING CULTURAL COMPETENCE

Cultural Responsiveness:

Acting and responding with humility and sensitivity.

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[National Center for Cultural Competence](http://nccc.georgetown.edu) nccc.georgetown.edu

PANELISTS



Elizabeth Grigsby

Consultant

—
The Arc of CA



Emily Barbar

Student

—
**Glendale Community
College**



ADVOCACY



Thank you!
Imara Ampie



COMMUNITY LEADER



Patricia Albeno
Director of Projects &
Outreach
—
The Arc CA



WHAT ARE NAVIGATORS/PROMOTORAS



- Well respected individuals who are recognized in the community as being trustworthy.
- Able to build trusting relationships with families by providing their shared experience of having a child with a disability and understanding their language and culture.
- Help build a bridge between Regional Center and families.
- Focus resources on those underserved families to ensure more families know how to access and utilize Regional Center services for their children.

WHY ARE NAVIGATORS/PROMOTORAS IMPORTANT



- Work with families one-on-one to prioritize needs and assist families in accessing services and supports.
- Parents report having a better understanding of their child's disability
- Improved understanding of how to overcome barriers
- Improved skills for advocating for their child and improved communication with professionals.
- Services are provided through phone contacts, in-office appointments and home visits.

CONGRESO FAMILIAR (1 OF 2)



- A conference for Spanish speaking families with children/relatives with developmental disabilities of all ages
- Long history of supporting a community that has limited resources



CONGRESO FAMILIAR (2 OF 2)



- What makes Congreso Familiar unique?
- Virtual presentations this year



THINGS TO CONSIDER



- Interpreters
- Answer the phone in their language
- Returning calls in a timely manner
- Cultural celebrations



COMMUNITY LEADER



Angel Picon
Director of Community
Organizing

The Arc CA



RESOURCES



**Angel Picon, Director of Community Organizing
The Arc of California**

Angel@thearcca.org

916 400-4960 cell | 916 306-5657 office

**Unlocking Technology as a Key to Connection and Alternative Services
Disability Thrive Initiative Jan. 27th Webinar**

[English Recording](https://youtu.be/rvC6fddeByQ) (https://youtu.be/rvC6fddeByQ)

[Spanish Recording](https://youtu.be/SeThx1KltzU) (https://youtu.be/SeThx1KltzU)

[English Slides](https://scdd.ca.gov/wp-content/uploads/sites/33/2021/02/English-Unlocking-Technology.pdf) (https://scdd.ca.gov/wp-content/uploads/sites/33/2021/02/English-Unlocking-Technology.pdf)

[Spanish Slides](https://scdd.ca.gov/wp-content/uploads/sites/33/2021/02/Spanish-Unlocking-Technology.pdf) (https://scdd.ca.gov/wp-content/uploads/sites/33/2021/02/Spanish-Unlocking-Technology.pdf)

RESOURCES REFERENCED IN WEBINAR



Congreso Familiar Website and Conference Information

[Congreso Familiar Website](http://congresofamiliar.org)
(congresofamiliar.org)

Disparity Funds Program Information by Regional Center

[Disparity Funds Program Approved Projects](https://www.dds.ca.gov/wp-content/uploads/2020/05/RC_FY2019-20_ApprovedProjects.pdf)
(https://www.dds.ca.gov/wp-content/uploads/2020/05/RC_FY2019-20_ApprovedProjects.pdf)

Extensive Research on Unconscious Bias and Trainings

[UCSF Office of Diversity and Outreach](https://diversity.ucsf.edu/programs-services/overview)
(<https://diversity.ucsf.edu/programs-services/overview>)

ADDITIONAL RESOURCES & TRAININGS



“Beyond Colorblindness: Addressing Racial Trauma and Racial Bias in Social Work”- Alexandra Pajak, LCSW

[Beyond Colorblindness Article](https://www.socialworker.com/feature-articles/practice/beyond-colorblindness-addressing-racial-trauma-and-racial-bi/)

(<https://www.socialworker.com/feature-articles/practice/beyond-colorblindness-addressing-racial-trauma-and-racial-bi/>)

“Stockton University: A Booklet of Interactive Exercises to Explore Our Differences”- Created by the University Committee for Diversity, Equity and Affirmative Action:

[Explore Our Differences Booklet](https://intraweb.stockton.edu/eyos/affirmative_action/content/docs/Interactive%20Diversity%20Booklet%2010-14-2011%20Rev%203_1_16.pdf)

(https://intraweb.stockton.edu/eyos/affirmative_action/content/docs/Interactive%20Diversity%20Booklet%2010-14-2011%20Rev%203_1_16.pdf)

[Training for Change Tools](https://www.trainingforchange.org/tools/): (<https://www.trainingforchange.org/tools/>)

DISABILITY THRIVE INITIATIVE RESOURCES



Lunch and Learn

- Continue this conversation in a live, interactive session!
- Fridays following the Webinar
- 12:00 noon – 1:00 pm
- Register now:
LunchAndLearn.DisabilityThriveInitiative.org



Access the Resource Library and keep up with us:

DisabilityThriveInitiative.org

Sign up for email updates about the latest:

SignUp.DisabilityThriveInitiative.org

Request Technical Assistance

DisabilityThriveInitiative.ZenDesk.com

THANK YOU!



DISABILITY THRIVE INITIATIVE
Alternative Services and Supports for the IDD Community

We look forward to seeing you at future webinars.

Find this webinar and other resources at:

DisabilityThriveInitiative.org

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