Improving Access and Outcomes for Families from Non-Dominant Cultures

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WSLHA 2017
October 13, 2017
Disclosures

● Kim, CC and Maura are all employees of Listen and Talk.

● We have no other financial disclosures.
Learning Objectives

- Participants will describe the difference between equal and equitable.
- Participants will identify up to 3 situations where lack of equity negatively impacted child/family outcomes.
- Participants will identify at least 3 opportunities to make changes and provide more equitable and inclusive programs and services.
Head- Heart-Hand- Healing

Principles from the REACH Center
History of King County Birth to Three Equity Initiative

- Three year Equity Initiative launched April 2015
- Goals:
  - Increase capacity to provide culturally and linguistically appropriate services
  - Improve equitable access to services
  - Eliminate disproportionate child outcomes
History of King County Birth to Three Equity Initiative

- Activities:
  - Phase I -
    - Foundational training for facilitators and leaders
    - Advanced facilitator training
    - Community of practice gatherings
  - Phase II
    - Birth to Three provider staff training
  - Phase III
    - Establishment/Dev of Equity Change Teams
History of King County Equity Initiative Impacts

- **County Level** -
  - Culturally competent workforce reflective of community
  - Culturally and linguistically appropriate service
  - Equitable Access and Outcomes

- **State Level** -
  - Systems improvements embed equitable approaches
  - Potential for replication with other agencies

- **National Level** -
  - Local leadership to national convenings
  - Zero to Three Training Institute and Journal Article
Group Agreements

- Speak respectfully
- Seek first to understand, then to be understood
- Step up, step back
- Agree to disagree
- Respect confidentiality
- Expect and accept non-closure
- Recognize that discomfort often leads to real growth - engage in a growth mindset
- Say “ouch”
What do you see?
How does this make you feel?
What do you think the fence represents?
What do you think the boxes represent?
“What is Privilege”

https://www.youtube.com/watch?v=hD5f8GuNuGQ
Think in terms of the work you do…

- What do these illustrations symbolize for in your work?
- What fences and boxes do you see in your environment?
History of Racism and Immigration
1619
FIRST SLAVES BROUGHT TO AMERICA

1787
SLAVERY LEGALIZED FOR BLACK PERSONS

1790
NATURALIZATION ACT RESTRICTED TO WHITE PERSONS

1819
CIVILIZATION ACT ASSIMILATES NATIVE AMERICANS

1830
INDIAN REMOVAL ACT BANISHED NATIVE AMERICANS
1934
Wheeler Howard Act
Restores 2M Acres of
Hawaiian Land

1935
Filipino Repeal
Restored Future

1934
Tydings Mc Dougall
Independence Act

1944
Korematsu v. U.S.
Exec. Ord. 9066 Unconstitutional

1942
Executive Order 9066
120K Persons Incarcerated

1952
Immigration & Nationality Act
Establishes "Desirable" Immigrants

1946
Mendez v. Westminster
Segregation Unconstitutional

1943
Presidential Administration

1933
Instructions to All Persons of Japanese Ancestry
Living in the Following Area:

Los Angeles Times - Feb 19, 1943
Ruling Gives Mexican Children Equal
to every single person I know—
that constant battle.
5-Way Intersection
Birth to Three Scenario

● Read - Reflect
● Small groups to represent each perspective
  ○ James - Child
  ○ Naomi - Teacher
  ○ Sandra - Mom
  ○ Robert - Dad
  ○ Deborah - Therapist
● 1 representative from each group report perspective of indiv they considered
Birth to Three Scenario

Consider

- What is your role?
- What is your responsibility?
- Who is included in the decision making?
- How will things be different next time?
Listen and Talk Changes

- Training and Development:
  - 100% of staff completes 2-day Foundational Equity Training
  - Approximately ⅓ of staff have completed the 2-day Advanced Equity Facilitator Training
  - Several staff members have assisted in other trainings
  - Established Listen and Talk Equity Change Team -- meets monthly
  - In-house Staff Training:
    - Holidays with an Antibias Lens
    - Addressing Racial Microaggressions
    - 5 Way Intersection - Birth-to-Three Scenarios
Listen and Talk Changes

- Process/Language Changes:
  - Modified organization’s Vision statement to include commitment to equity and inclusion
  - Modified registration forms to reflect different care-giver roles besides Mother/Father
  - Changed terminology from “Early Intervention” to “Birth to Three”
  - Shifted focus from discussion of “Holidays” to instead focus on “family traditions and celebrations”
Listen and Talk Changes

- Direct Family Support:
  - Translation of all materials into families’ home language
  - Provide interpreters when working with families for whom we need interpreter, including when family knows some English
  - Provide virtual interpreting services
  - Provide loaner equipment for virtual services
    - Enables families traveling to country of origin to continue services uninterrupted
    - Enables families who cannot attend therapy due to work schedule or lack of transportation to participate
    - Enables families to participate in evening parent support/information groups
  - Boost level of service for families for whom we need an interpreter
Listen and Talk Changes

- **Direct Family Support:**
  - Attend audiology appointments with families whose first language is not English
  - Offer transition packages to help support families journey from B-3 to Preschool or Preschool to Kindergarten:
    - Informational material in family’s home language
    - Comfort Items
    - Books that represent diverse communities
  - Creation of ‘Family-Friendly’ Auditory Verbal Therapy/Education Principles
  - Assist family in creating “Family Letter” to share at transition meetings
Listen and Talk Changes

- **Other**
  - Staff on-going share of “I am From Poem….”
  - Leadership development with social justice lens
  - Seeking/ securing grants that focus on support for antibias services and work environment
  - Ongoing sharing/ brainstorming of books, talks, conferences, resources to expand our knowledge
  - Brainstorming of ways we can take steps individually and as a collective to contribute to a more equitable and inclusive community (e.g., purchasing meals for staff training days from vendors who are from immigrant communities / minority owned)