



DIVERSITY WORKSHOP

Presenters

- Rosabel Agbayani, M.P.H./Parent
 - Board Member-Area Representative California Hands & Voices
- Apryl Chauhan, Parent
 - President California Hands & Voices
- Djenne-amal Morris
 - President, Board of Directors, H&V HQ
 - Parent Educator, BEGINNINGS for Parents
- Rana Ottallah
 - Louisiana H&V advisory board member
 - Parent Guide, Lead ASTra Advocate
- Yiesell Rayon, B.S.
 - Director of Latino Support, Hands & Voices HQ
 - Board Member, California Hands & Voices
- Alejandra Ullauri, Au.D., M.P.H
 - Board Member & Chair Spanish Committee Illinois Hands & Voices






Hands & Voices Family Leadership in Language and Learning (FL3) Program

- Supports the development of family leaders in EHDI from diverse cultures
- Seeks to reduce the disparities for families from underserved populations
- Promotes diversity, integration, and inclusion

We need to give each other the space to grow, to be ourselves, to exercise our diversity. We need to give each other space so that we may both give and receive such beautiful things as ideas, openness, dignity, joy, healing, and inclusion.

(Max de Pree)

izquotes.com



"OUR DIVERSITY WILL
NOT BE A BARRIER
BUT RATHER A
REASON FOR OUR
SUCCESS."

-STUDENT VOICE OVER
WRDSB BIPSA VIDEO
[META MEDIA-CA/WRDSB/CATEGORY/PLAN-ACT-ASSESS-REFLECT](https://meta-media.ca/wrdsb/category/plan-act-assess-reflect)



We need to help students and parents cherish and preserve the ethnic and cultural diversity that nourishes and strengthens this community - and this nation.

-Cesar Chavez

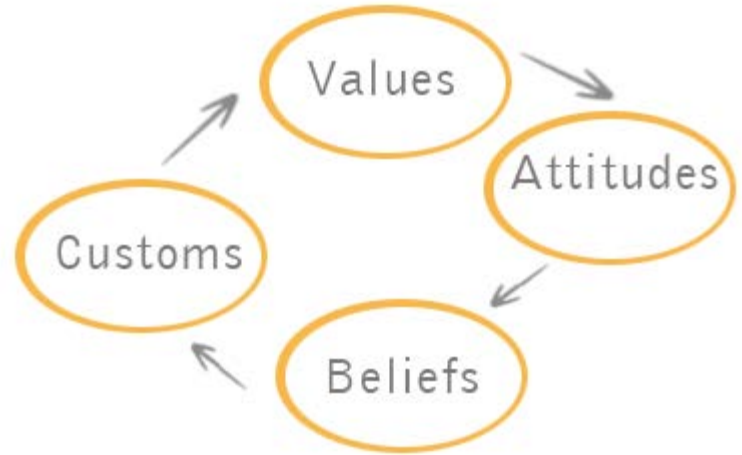
Key Terminology

- Culture
- Culture & Ethnic Groups
- Cultural competence



Culture

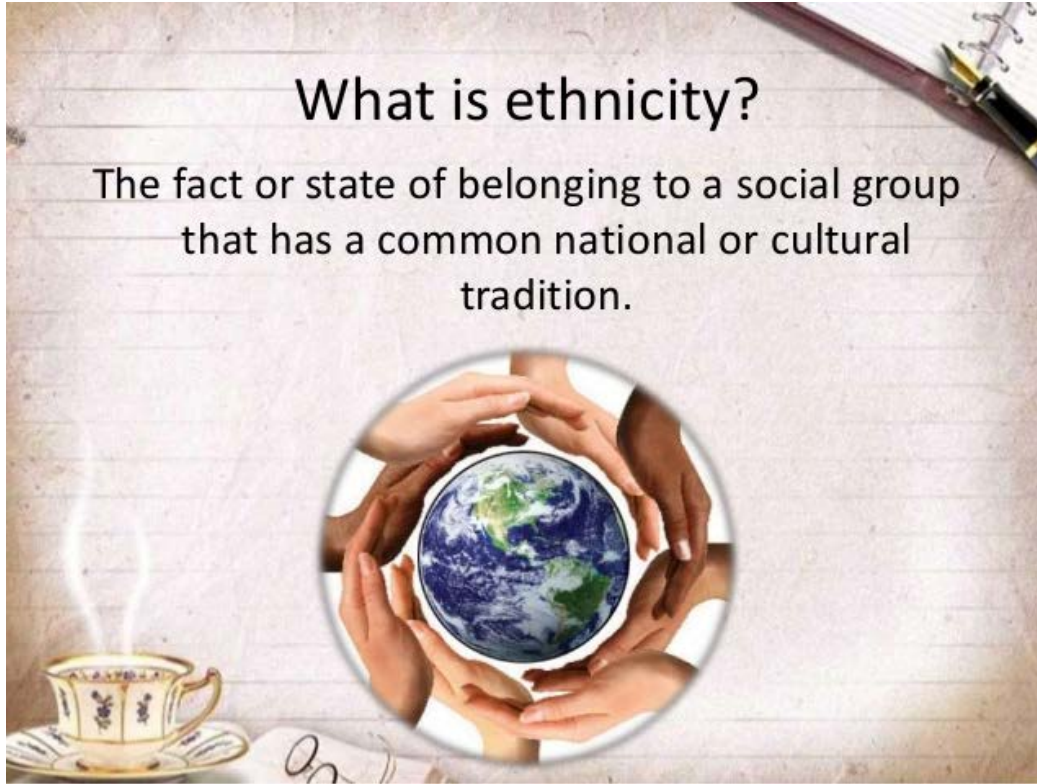
- An integrated pattern of learned beliefs and behaviors.
- It explains how we view and value the world.
- It is influenced by socioeconomic status, religion, sexual orientation, occupation, etc.



Culture and Ethnic Groups

What is ethnicity?

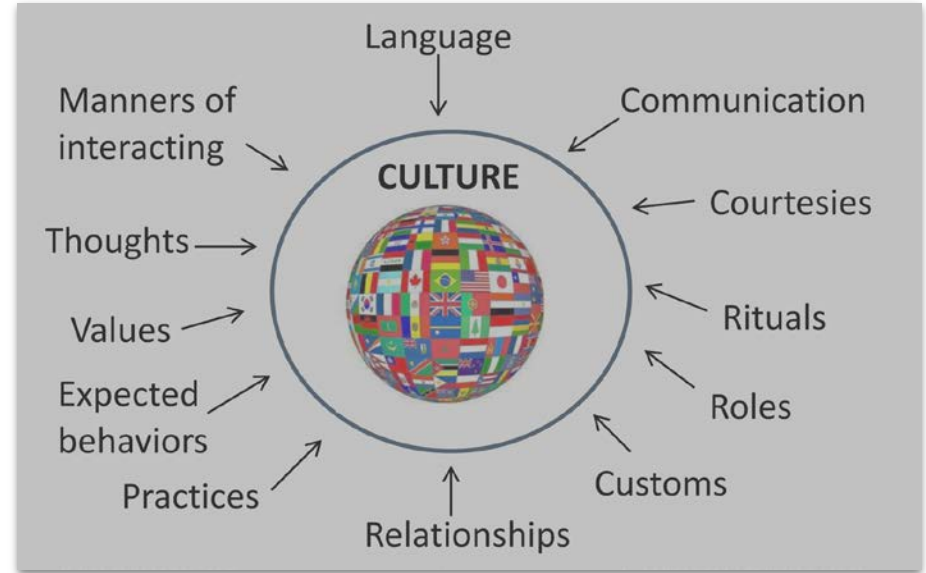
The fact or state of belonging to a social group that has a common national or cultural tradition.



(Oxford Dictionary)

Cultural Competence

- Understanding of the importance of social and cultural influences in a someone's beliefs and behaviors
- The ability of providers to interact with patients/clients who are different than themselves



How diverse are the children we serve?



20% of children in the US have one parent who is an immigrant

Children of immigrants:

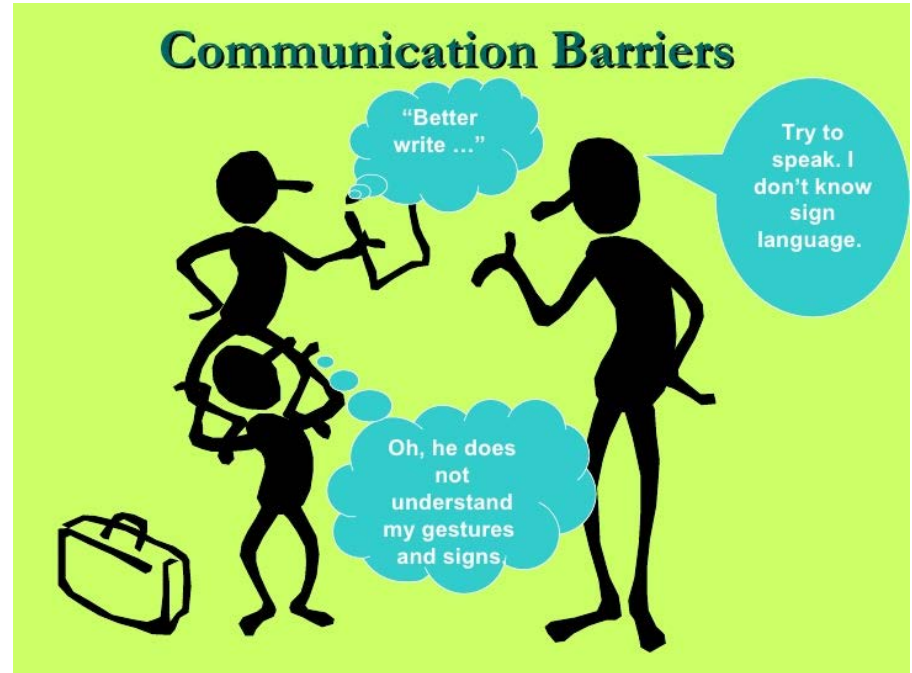
- 51% are hispanic
- 25% live in homes where no adults speak English very well
- 26% live in homes where neither parent completed high school education
- They are more likely to live in poverty or low income households

Diversity and Impact on Language Acquisition for Children who are Deaf or Hard of Hearing

Concept of Multilingualism in the context of DHH is complex

In addition to communication modes through spoken language, sign language, written language, and/or alternative communication the possibility of multiple languages further adds to the complexity of the communication system

Crowe et al. Journal of Deaf Studies and Deaf Education 2012



Diversity and Impact on Language Acquisition for Deaf & Hard of Hearing Children

24% of DHH Children Surveyed in the US are English Language Learners (ELL)

Languages other than English spoken in children's homes:



- Spanish
- Arabic
- Filipino/Tagalog
- Chinese
- Korean
- Russian
- Hmong/Miao

Gallaudet Research Institute in the United States, 2008

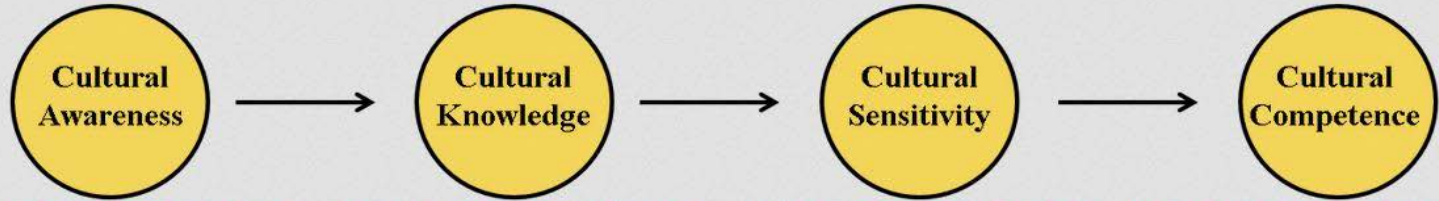
Diversity and Impact on Language Acquisition for Deaf & Hard of Hearing Children

- Parents who are speakers of minority languages face dilemmas about language maintenance and cultural identity with their children
- Acculturation, assimilation and pressure to develop competence in the dominant community language may cause language loss, and even language death
- Multilingual parents decide whether to use one or more languages with their child



Rohani et. al, 2006 & McConkey, et al., 2004

Cultural Competence Model™



“Me-Centered” Analysis

What are my values, beliefs, norms, customs, traditions, styles, biases, stereotypes, and behaviors? (Who am I?)

“Other-Centered” Analysis

What are other’s values, beliefs, norms, customs, traditions, styles, biases, stereotypes, and behaviors

Knowledge Analysis

How are my values, beliefs, norms, customs, traditions, styles, biases, stereotypes, and behaviors the same or different from others ?

What additional cultural knowledge, awareness, and/understanding do I need?

Sensitivity Analysis

Am I open to accepting and respecting differences? Why or why not? What are the benefits? What are the challenges for me?

Can I avoid assigning judgments, be better or worse, right or wrong, to cultural differences? Why or why not?

Competence Analysis

What adjustments both in the way I think and behave do I need to make in order to effectively operate in a different cultural context?

This four-part cycle is a continuous developmental process.

What can we do as providers?

1. Identify current tools and resources available
 - a. What can you adapt, expand, or develop?
2. Identify staff from diverse backgrounds
 - a. Target the development of staff who use languages considered priorities for targeted demographic
3. Identify local professionals that can provide support that matches the cultural and linguistic needs of patients/students/clients/families
 - a. Start partnerships and networks

THANK YOU!!!



In diversity
there is beauty and
there is strength.

-MAYA ANGELOU