

Welcome to **THE TRAINING WILL BEGIN SHORTLY**
DIVERSITY, EQUITY, AND INCLUSION THROUGH THE LENS OF CULTURE
While you're waiting...

CONNECT WITH US!

? Icebreaker Question (answer in the chat)
 If you had to teach a class on one thing, what would you teach?

🏆 Survey & Certificate of Completion
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Hi, We're CalTrin!

Who we are

- The California Training Institute
- Funded by the State of California, Dept. of Social Services, Office of Child Abuse Prevention (OCAP) to provide training to FRCs and CAPCs
- We support child abuse prevention in California through professional development and extended learning.

What we offer

- Live webinars & small group training
- Virtual, self-paced courses
- Job aids & other resources

This training was made possible with funding from the California Department of Social Services, Office of Child Abuse Prevention. Any opinions, findings, conclusions, and/or recommendations expressed are those of the CEBC/CalTrin and do not necessarily reflect the views of the California Department of Social Services.

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UPCOMING TRAININGS
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07/25 Introduction to Motivational Interviewing	08/08 Protective Factor: Parental Resilience
07/26 How About Dad? Father Engagement Basics	08/09 More than "Si Se Puede": Tackling the Mental Health Needs of Latinx Teens
08/03 Understanding Your Role in a Trauma-Informed Environment	8/17 Trauma-Informed Leadership: Balancing Compassion & Accountability

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Before We Begin...

DURING	DURING	AFTER
 Access your participant guide now! The link can be found in the chat.	 Review interactive features for today's session. Locate the controls on the toolbar at the bottom of your screen.	 Complete the survey at the end of this webinar to receive your Certificate of Attendance.
 This presentation is being recorded.	<div style="border: 1px solid black; padding: 2px; display: inline-block;">MJO</div> <ul style="list-style-type: none"> - Mute/Unmute - Chat - Hand raise - Breakouts 	 A follow-up email will be sent to all participants within two days.


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Diversity, Equity, and Inclusion through the Lens of Culture

Presenter: Pradeep Gidwani, MD, MPH, FAAP

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Speaker SPOTLIGHT



PRADEEP GIDWANI, MD, MHP, FAAP
 Medical Director, Healthy Development Services & First Five First Steps Home Visiting Services
 American Academy of Pediatrics, CA Chapter 3

- Pediatrician and community health leader
- Expertise in child development, infant and early childhood mental health, childhood trauma, parents' perception of childhood behaviors, and cultural issues in healthcare

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Slide 4

MJO Doesn't need to be added to the design, this is just for reference.
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Goals

- Today's session will give you the opportunity
 - to understand what is culture
 - to reflect upon your beliefs and consider how they developed
 - to consider the importance of culture in Diversity, Equity, and Inclusion

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Today's Expectations

- Respect and humility
- Safe space
- Active participation in whatever way is comfortable
- Vulnerability
- Willing to learn and change
- You are valued and add to the richness of our community
- We are on a journey

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Family Protective Factors

The diagram consists of five colored boxes arranged in two rows. The top row has three boxes: red (Parental resilience), green (Social connections), and purple (Knowledge of parenting and child development). The bottom row has two boxes: blue (Concrete support in times of need) and orange (Social and emotional competence of children). At the bottom left, there is a logo for 'strengthening families' with the text '2018-2020' and '© 2019-2021'. At the bottom right, there is a blue box with the text 'Culture of One'.

strengthening families

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The Cultural Iceberg

CULTURE AND FAMILY STRENGTHS

As we consider **each** Protective Factor, ask yourself these three questions:

1. How does culture impact this Protective Factor in a family?
2. How does your own culture shape how you feel, how you react, and what you say or think?
3. How does culture impact what and how you are teaching?

Surface Culture

Deep Culture

Surface Culture:

- Food, Flags, Festivals, Fashion, Holidays
- Music, Performances, Games, Games
- Arts and Crafts, Literature, Language

Deep Culture:

- Communications Styles and Rules
- Facial Expressions, Gestures, Eye Contact
- Personal Space, Touching, Body Language
- Conversational Patterns & Different Social Situations
- Handling and Displaying of Emotion
- Tone of Voice
- Notions of:
 - Courtesy and Honors
 - Friendship
 - Cleanliness
 - Modesty
 - Beauty
- Concepts of:
 - Self
 - Time
 - Yeast and Future
 - Business and Justice
 - Rules related to gender, class, family, etc.
- Attitudes toward:
 - Elders
 - Adults/Children
 - Dependents
 - Rule
 - Expectations
 - Work
 - Authority
 - Cooperation vs. Competition
 - Relationships with Relatives
 - Age
 - Sex
 - Death
- Approaches to:
 - Religion
 - Courtship
 - Marriage
 - Raising Children
 - Decision-Making
 - Problem Solving

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Difficult Experience and Trauma

- Trauma is often the result of an overwhelming amount of **stress** that exceeds one's ability to cope, or integrate the **emotions** involved with that experience
- Trauma differs between individuals, according to their subjective experiences
- **Unprocessed events, experiences, or emotions can be triggering**

```

    graph TD
      Event --> Experience
      Experience --> Effect
      Effect --> Event
    
```

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Throughout Our Time Together

Before we get into the material, we will be talking about things that are real in your life.

It can be overwhelming.

Tune into your body and mind, if you need to take a breath or a break, you can at anytime.

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Our Current Conversation

- Focused on Race and Ethnicity
 - **Race** is based on phenotypic features, primarily skin color
 - **Ethnicity** is a grouping of people who identify with each other on the basis of shared attributes that distinguish them from other groups such as a common set of traditions, ancestry, language, history, society, culture, nation, religion, or social treatment within their residing area
- Typically, individuals identify with their country of origin and ethnicity (Lewis, 2000)
- Are the terms Latino or Asian meaningful?

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Let's Start with a Wider Lens

- How does
 - A child growing up in US, with dark skin color categorized by US census as 'black American' (race)
 - but may be Jamaican American (ethnicity)
 - and is a fourth-generation immigrant, her cultural heritage is 'American' (culture)
- See herself?
- How might it influence her receiving help?

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What is Culture

"What comes to your mind when you hear the word culture?"

Put your thoughts into the chat

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Culture is

- It is way of life, especially as it relates to the **socially transmitted** habits, customs, traditions, and beliefs that **characterize a particular group of people at a particular time.**
- It includes the behaviors, actions, practices, attitudes, norms and values, communications (language), patterns, traits, etiquette, spirituality, concepts of health and healing, superstitions, and institutions of a racial, ethnic, religious, or social group.
- **It is the lens through which we look at the world**

(Edwards, Ellis, Ko, Saijer, & Stuczynski 2011)

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Under Our Radar

- Our own culture is often hidden from us, and we frequently describe it as “the way things are”
- As members of a majority cultural group, it may be difficult to identify certain values and norms of behavior as being connected to cultural background

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Is every interaction cross-cultural?



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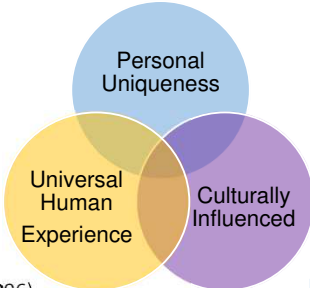
Cultural Pothole



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Three dimensions



(Marsella et al., 1996)

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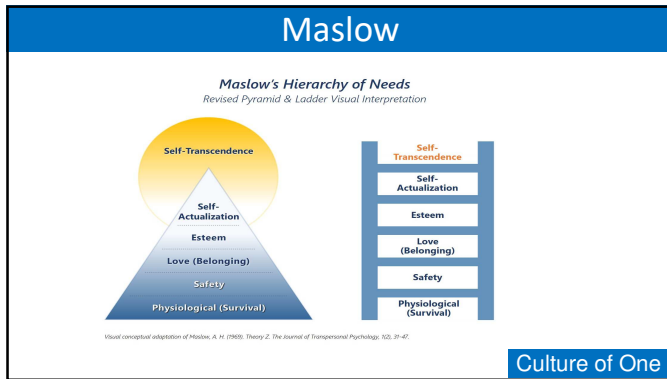
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Universal dimensions

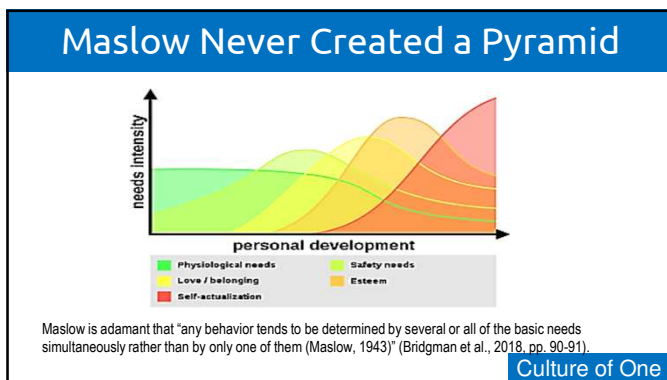
1. Biological features
 - Basic needs: food, reproduction, physical comfort, safety, movement, growth, health, awareness of mortality
2. Emotions
 - Happiness, sadness, fear, anger, disgust, contempt, surprise, envy, excitement, boredom, shame, guilt, love, hate
 - Physical expression of some emotions (facial expressions, laughter, crying, etc.)
 - Empathy

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Culture Influences Universal Experiences

- Universal capacity to experience and express basic emotions (e.g. Izard, 1994)
 - Joy, fear, anger, sadness, disgust, shame, guilt
- Strongly challenged (e.g. Russell, 1994)
- All humans have capacity to experience and express fear, helplessness, horror
- Although, cultural factors may influence likelihood that fear will be evoked or expressed

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Cultural Influences

3. Social constructs

- Family, territorial, and other groups; in-group/outgroup distinction
- Marriage; rules and customs governing sex
- Status and roles; division of labor
- Special occasions, rituals, rites of passage, mourning
- Trade and gift-giving
- Law, government and leadership
- Art, music, dance, poetry, games, play
- Religious and supernatural beliefs

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Cultural Influences

4. Values

- Sense of right and wrong; conscience
- Justice; reciprocity – positive (Golden Rule) and negative (retaliation, redress of wrongs) • Generosity
- Honesty (or the appearance thereof)
- Avoidance of conflict, condemnation of violence
- Commitment to something greater than the self (e.g. state, community, cause, religion)
- Self-respect, but with humility, self-discipline, & accountability
- Service to humankind; helping others
- Respect and caring for people, other living things, and environment

Sources: Brown, 1991; Kinnier et al., 2000; Malinowski, 1960 (cited in Brown, 1991, pp. 66-67); Matsumoto et al., 2000; McCrae, 2000; Moore et al., 1999

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3 Levels Cultural

Surface Culture – What you can see – The Tree

- Elements of culture such as language, food, dress including hair style, folklore, art, music, literature, housing, holidays & celebrations

Shallow Culture – Unspoken rules/norms about behavior & relationships –The Roots

- Displays of emotions, attitudes towards elders and raising children, concepts of time, verbal and nonverbal communication like eye contact, understanding of hierarchy, gender, privacy, work & money, who is trusted source of information, honesty & integrity

Deep Culture - Challenging to uncover – Core Culture – The Soil

- Underlying values and notions of truth, identity, and society that govern our worldview (unconscious assumptions) . It also contains the cosmology that guides ethics, spirituality, health, and theories of group harmony




Zaretta Hammond's tree model from *Culturally Responsive Teaching and the Brain* (2015)

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Personal Reflection Page 2

- How would you describe your culture to someone from another culture?
 - Cultural Tree (what is easy to see)
 - Cultural Roots (what is underneath)
 - Cultural Soil (what is deeply held)



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Our Personal Uniqueness

Our Lens and Filters are Created by

- Experiences
 - Personal
 - Family
 - Cultural (Current and Historical)
 - Cultural Context
- Expectations
- Beliefs
- Memories
- Stories

Effect How We See the World



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Our Lens and Filters Create Our Bubble of Perception




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Looking into a Mirror

Explore our

- Experiences
 - Personal
 - Family
 - Cultural (Current and Historical)
 - Cultural Context
- Expectations
- Beliefs
- Memories
- Stories



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My Cultural Journey - Childhood

- Born in Bombay (Mumbai), India
- Immigrated to US at 18 month (1st Generation Immigrant/Attachment Disruption)
- Lived in Cleveland, Ohio
- Frequent trips back to India – 5, 7, 9, 11, 13, and 17 (Seeing suffering)
- Tight-knit Progressive Indian Community (No native language)
- Mother - 1st surgeon at the Cleveland Clinic (Women’s rights)
- Father – Engineer who worked at GE for 25 years (Systems approach – QI)
- My parents experienced Partition of India and my grandparents lost a everything and re-built their lives in their 50s (Family’s story of resiliency)
- Our “Housekeeper” was a significant family member

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My Cultural Journey – Education and Work

- College Anthropology Major (Culture and Covert Inequality)
- Field Working - the CDC in STD Prevention (Health Inequality)
- Congressional Commission Infant Mortality (+ Gender communication style)
- Medical School (2nd Generation MD) (Study some TCM and Mind/Body)
- Pediatric Residency – Cincinnati, OH (Population Health)
- Fellowship & MPH – Research in Boston (Culture and ADHD) (Herbert Benson)
- Asthma & Chronic Illness in San Diego (Health Inequality)
- Studied with don Miguel Ruiz (former Neurosurgeon and Shaman)
- Yoga Teacher Training
- Development and Behavioral Services in San Diego

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My Cultural Journey - Personal

- Seen as an East Indian Immigrant (others often confused by my origins/ethnicity)
- Married Late 44
- My wife biological is Japanese/Irish, but her mother remarried, and she grew up culturally Japanese
- 3 Stepsons
 - Latino/Japanese/Irish
 - 2 Native American/Japanese/Irish
- A German Shepard who has had pet rabbits/Son's rescue dog
- 7 Chickens

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My Lens and Filters

- Relationships are central to everything (especially family)
- Resilience
- Indian-ish
- Cultural
- Inequality and justice – race/ethnicity and gender
- Clinical – Western (Allopathic) trained – open to other traditions
- Developmental – Attachment - Regulation
- Trauma
- Family Support
- Strengths based
- Nurture throughout the lifespan

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Looking into a Mirror

Explore our

- Experiences
 - Personal
 - Family
 - Cultural (Current and Historical)
 - Cultural Context
- Expectations
- Beliefs
- Memories
- Stories



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Personal Reflection

- Reflect on “What created your personal uniqueness?”
 - Your childhood? Your family? Your community?
Your experiences? Your education? Your work?
Your inter-generational history?
- Can you identify some of your lens and filters that influence how you see the world?

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Breakout Session #1

- We are going to break into groups of 3-4 and take a Personal Cultural Journey
- First, introduce yourself and
- Share “What created your personal uniqueness?”
- Can you identify some of your lens and filters that influence how you see the world?

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De-Briefing Your Journey

- What did you learn about yourself?
- How did it feel to share your story with someone else?
- Do you feel closer to the person whose story you heard?
- Was there enough time?

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Personal Reflection

Page 3

- When does the culture of your family given strength?
- When has the culture of your family limited you?
- Where have you not fit in with your culture of origin?

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Remember to Breath



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My Brother – Same Culture?



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Differences Between and Within

Members of the same culture vary widely in their beliefs and actions. We all have unique identities that we develop within our cultures, but these identities are not fixed or static. This is the reason that stereotypes do not hold up: **no two individuals from any culture are exactly alike.**

Ahearn et al. (2002)

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Personal Reflection

Page 4

- Think of a family member who your personal uniqueness overlaps with?
- Think of a family member who your personal uniqueness do not overlaps with?

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Remember to Breathe



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What Created Cultural Gaps?



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What Other Gaps Besides

<ul style="list-style-type: none"> • Race • Language • Nationality • Immigration • Religion • Age/Generation • Gender • Sexual orientation 	<ul style="list-style-type: none"> • Income level • Education • Occupation • Military Service • Where you grew up • Marriage/Long term partner • Children • Pets
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What else creates potential gaps?

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Personal Reflection

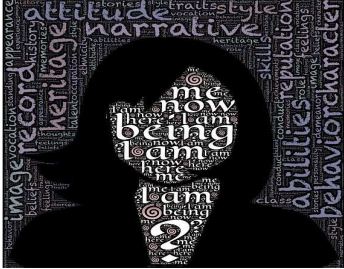
Page 5

- Where have you seen and/or experienced cultural gaps?

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Identity



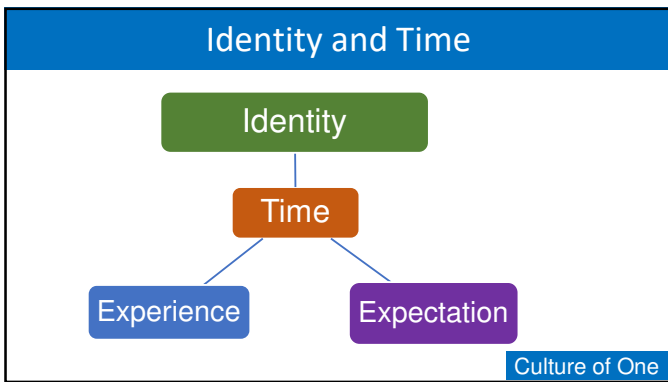
Refers to properties to which we feel a special sense of attachment or ownership.

Consists of those properties that “defines me as a person” or “make me the person I am”, and which distinguish her from others.

Personality traits abilities, likes and dislikes, your belief system or moral code, and the things that motivate you — these all contribute to self-image or your unique identity as a person.

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Personal Reflection

Page 6

- What do you most identify with in your unique personal culture?

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De-Identifying from Identity

- Working with don Miguel Ruiz – Recapitulation exercise - we wrote our personal story so many times as a process of becoming less identified with our story
- What are the benefits of being less identified with your own story
 - One of the 4 Agreements – Don't Take Things Personally
 - Being less defensive, more open to others

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Our Sense of Identity and Connection/Belonging are also created by

• Race	• Income level
• Language	• Education
• Nationality	• Occupation
• Immigration	• Military Service
• Religion	• Where you grew up
• Age/Generation	• Marriage/Long term partner
• Gender	• Children
• Sexual orientation	• Pets

What else creates a sense of connection? **Culture of One**

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Personal Reflection

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- What do you identify with that gives you a sense of belonging?

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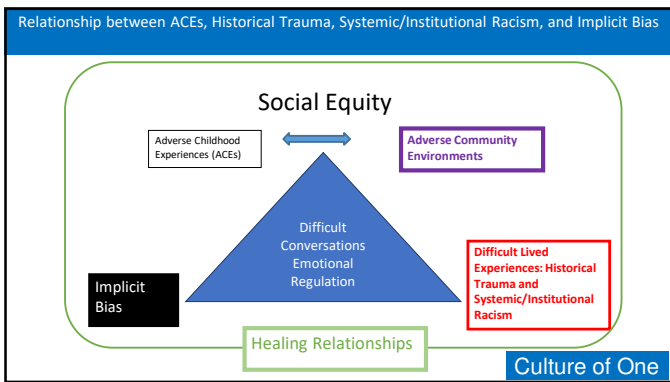
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Part 3

Diversity, Equity, Inclusion

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Emotional regulation

- “Emotional regulation refers to the process by which individuals influence which emotions they have, when they have them, and how they experience and express their feelings. Emotional regulation can be automatic or controlled, conscious or unconscious, and may have effects at one or more points in the emotion producing process.” Gross et al. 1998
- Emotional regulation helps us filter the most important pieces of information and motivates us to attend to it in a way that do not evoke stress or fear.

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Group Reflection

- What emotions may be evoked in conversations about race and ethnicity?

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Fear

- Fear of being judged
- Fear of saying the wrong thing
- Fear of being pitied
- Fear of being misunderstood
- Fear of being viewed as angry
- Fear of being labeled a racist or a bad person
- Fear based on previous conversations about race with friends and family members that went badly
- **Fear creates a defensiveness that can keep us from having meaningful discussions**

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Loss and Grief

- People fear loss more than change
 - Loss of control, certainty, or knowing/being right
 - Loss of sense of competence
 - Loss of sense of comfort
- “I am a white male – I do not want see myself as a bad person or part of the problem” (Loss of sense of identity of being a good person)
- The pain of grief is compounded by unresolved grief that has not been processed

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Guilty and Shame

- “Shame is characterized by the desire to hide and escape, guilt by the desire to repair”. Pivetti, M., Camodeca, M., Rapino, M. (2016).
- Shame is a focus on self, guilt is a focus on behavior.
 - Shame is, "I am bad."
 - Guilt is, "I did something bad."
- How many of you, if you did something that was hurtful to me, would be willing to say, "I'm sorry. I made a mistake?"
 - Guilt: I'm sorry. I made a mistake.
 - Shame: I'm sorry. I am a mistake.

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Guilty and Shame

- Righting the wrong is the best way to address the feelings of shame or guilt.
- The fix may be apologizing for a transgression, replacing something that has been broken, or repairing the damage that one has caused.
- When one still feels guilt and shame after apologizing, these feelings may be reduced through self-forgiveness, especially when one does not receive forgiveness from the person they have wronged.
- People who are guilt-prone are more likely to self-forgive, while people who are shame-prone are less likely to self-forgive (McGaffin et al., 2013).

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Shame

- If the dose is too small, we are not able to fully register that we have engaged in a behavior that warrants some degree of remorse and do not get the full opportunity to learn from the experience. (likely to engage in the damaging behavior again)
- Too much shame can overwhelm us, and the experience is distorted.
 - We may blame ourselves for things we should not take accountability for (e.g. someone else's actions) and we are trapped in trying to learn someone else's lesson.
 - Because we are not able to control or prevent future actions of others, we may be confused and unable to act appropriately.

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Remember to Breathe



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Group Reflection

- What other emotions may arise? Anger and
- How do emotions show up for you?
- When we hold space for other’s emotion, we can help them regulate their emotions – co-regulation
- Can you remember helping someone else regulate their emotions? A child, a loved one, a colleague, a client?
- We release positive neurotransmitter and emotions when we do!

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My Race/Ethnicity Journey

- 1st Generation Immigrant – Social inequity in India helped me see it in US
 - Parents’ knowledge of US culture/He is not of our religion/Insults after Gulf War 1
- College – Health Disparities and Drive While Black (DWB)
- CDC – STD Intervention Counselor (Gay and Multi-ethnic communities)
- National Commission to Prevent Infant Mortality (All female/multi-ethnic office)
- Medical School – Watched while at a store, always
- Fellowship – When did your parents have the “talk” with you? And the Black Tax
- Annie E Casey training – colleagues still putting up with the unacceptable
- My wife’s step-father was at Manzanar internment camp
- My Step-Sons’ Native American History
- George Floyd/Breanna Taylor

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Personal Reflection

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- Reflect on “What has shaped your beliefs about race and ethnicity?”
 - Your experiences? Your friendships
 - Your family? Your community?
 - Your education? Your work?
 - Social and cultural institutions?
 - Media?

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Cultural Pothole



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Breakout # 2

- We are going to break into groups of 3-4
- Reflect on “What has shaped your beliefs about race and ethnicity?”
 - Your experiences? Your friendships?
 - Your family? Your community?
 - Your education? Your work?
 - Social and cultural institutions?
 - Media?

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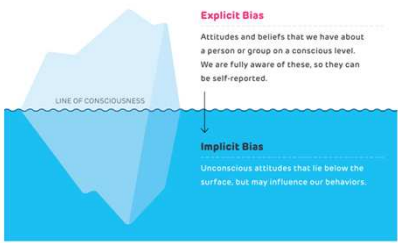
De-briefing Your Journey

- What did you learn about yourself?
- How did it feel to share your story with someone else?
- Do you feel closer to the person whose story you heard?
- Was there enough time?

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Bias – Explicit and Implicit



The diagram shows an iceberg floating in water. A wavy line across the top of the water is labeled "LINE OF CONSCIOUSNESS". The part of the iceberg above the water is labeled "Explicit Bias" and contains the text: "Attitudes and beliefs that we have about a person or group on a conscious level. We are fully aware of these, so they can be self-reported." The part of the iceberg below the water is labeled "Implicit Bias" and contains the text: "Unconscious attitudes that lie below the surface, but may influence our behaviors."

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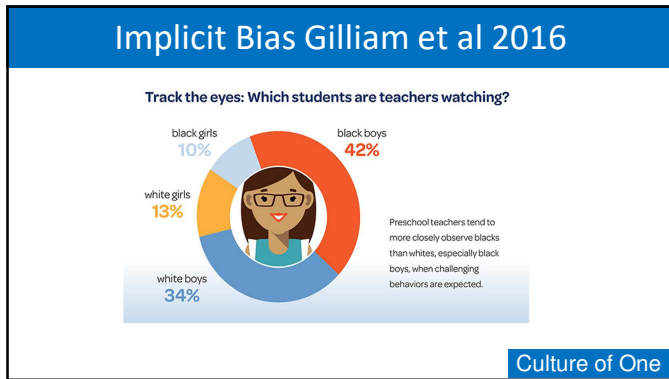
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Bias – Explicit and Implicit

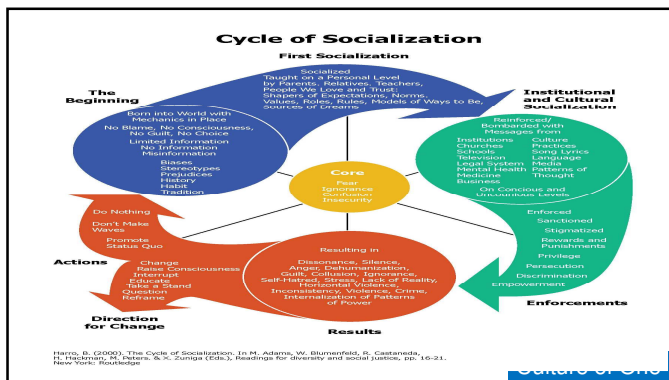
- Individual
- Institutional
- Internalized

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- ### The Beginning
- Born into World with Mechanics in Place
 - No Blame, No Consciousness, No Guilt, No Choice
 - Information No/Limited/Misinformation
 - Biases
 - Stereotypes
 - Prejudices
 - History
 - Habit
 - Tradition
- Culture of One

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First Socialization

- Socialized By People We Love and Trust:
- Taught on a Personal Level by Parents, Relatives, Teachers, Peers, Mentors
 - Shapers of Expectations, Norms, Values, Roles, Rules, Models of Ways to Be, Sources of Dreams
- Reinforced by group affiliations (who you hang out with that is taught the same message)

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Personal Reflection

Page 9

- What messages did you receive and from whom?
- Consider your First Socialization
 - Taught on a Personal Level by Parents, Relatives, Teachers, Peers, Mentors
 - Shapers of Expectations, Norms, Values, Roles, Rules, Models of Ways to Be, Sources of Dreams
 - Reinforced by group affiliations (who you hang out with that is taught the same message)

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Institutional and Cultural Socialization

Reinforced/ Bombarded with Messages from

<ul style="list-style-type: none"> • Institutions • Culture Practices • Churches • Businesses • Schools • Song Lyrics 	<ul style="list-style-type: none"> • Television • Language • Legal System • Media • Mental Health • Medicine
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- On Conscious and Unconscious Levels
- These perceptions become normalized; you do not question the way things are

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Personal Reflection

Page 10

- What messages did you receive and from whom?
- Consider Institutional and Cultural Socialization
 - Institutions, Culture Practices, Churches, Businesses, Schools, Legal System, Mental Health, Medicine
 - Television, Language, Media, Song Lyrics

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Enforcements

- Rewards & punishments, support & stigmas
 - You receive positive messages when you act according to what you are taught even if it isn't truth
 - You receive negative messages when you question the status quo
- Enforced vs Sanctioned
- Stigmatized vs Rewarded
- Punished vs Privileged
- Persecution/Discrimination vs Empowerment

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Results

- Internal feelings and social standing
 - "Normal:" confidence, security, autonomy, access to opportunities
 - "Abnormal:" shame, silence, isolation, anger, stress, barriers to achieve
- Dissonance, Silence, Anger, Dehumanization, Guilt, Collusion, Ignorance, Self-Hatred, Stress, Lack of Reality, Horizontal Violence, Inconsistency, Violence, Crime, Internalization of Patterns of Power

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Personal Reflection

Page 11

- What Enforcements have you experienced?
- What either made you go along or rebel?
- How did those situations or expectations make you feel? (Results)

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Actions

1) Continue back to "The Beginning" and perpetuate biases, stereotypes, norms, histories, habits & traditions

- Do Nothing
- Don't Make Waves
- Promote Status Quo

2) Break the Cycle--
Cycle of Liberation

- Change
- Raise Consciousness
- Interrupt
- Educate
- Take a Stand
- Question
- Reframe

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Personal Reflection

Page 12

- Where do you continue the Cycle of Socialization?
- Where do break the Cycle of Socialization and create a Cycle of Liberation?

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Core

- Why do we go along with what we are socially taught?
 - We know what it feels like to be isolated
 - We are scared of what we don't know
- Fear
- Ignorance
- Confusion
- Insecurity

Biologically the need to belong = Survival

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Personal Reflection

Page 13

- Are there times when you went along with what you were social taught?
- Are there time when you did not go along with what up were social taught?
- Can you see how powerful our social conditioning is?

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Group Reflection

- What did you learn from the Cycle of Socialization?
- Reflect on "What has shaped your beliefs about race and ethnicity through the lens of the Cycle of Socialization?"
 - Your experiences? Your friendships?
 - Your family? Your community?
 - Your education? Your work?
 - Social and cultural institutions?
 - Media?
- Does the Cycle of Socialization help you see and understand implicit bias?

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Remember to Breathe



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Closing Thoughts



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Families' Unspoken Questions

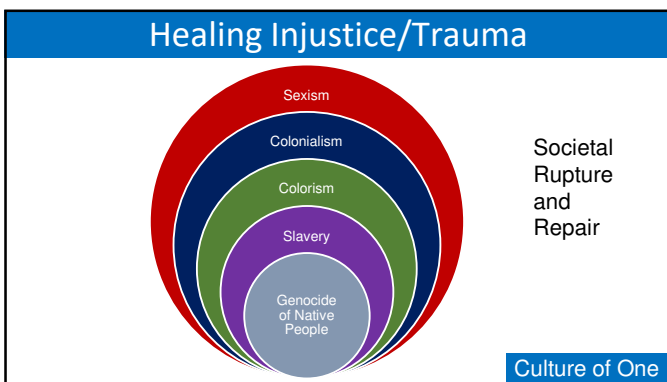
- Are you safe? (physically, emotionally, mentally, and relationally)
- Can you see me? Or am I a number, a case, a stereotype?
- Can you actually help me?
- Will you be there in the long run? When things get tough?
- "Yeah, I have heard that before." (at a certain point of vulnerability, families will push you away from fear of being hurt) Can you stay open, non-judgmental and patient?

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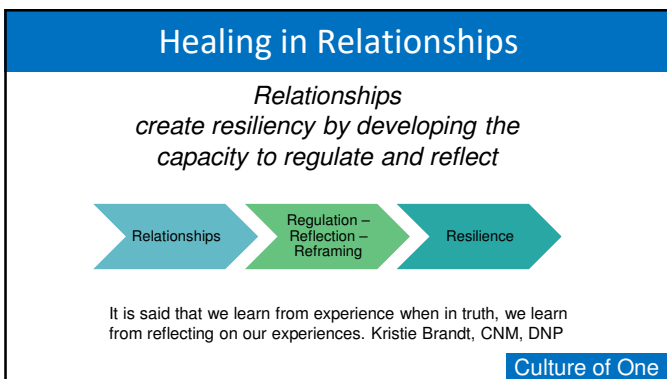
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Diversity, Equity, and Inclusion (DEI) through the Nurture Lens		
DEI Framework	Nurture Lens	Maslow
Safety missing	Safety	Safety/Physiologic
Diversity	Dignity	Self Actualization Self Transcendence
Equity	Mattering	Esteem
Inclusion	Belonging	Love/Belonging

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Our Current Challenge

Together can

- we have the difficult conversations and take action to repair the rupture in our social contract with one another?
- And have conversations and take action with groups who have been marginalized?

Feel – Heal - Grow Culture of One

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Thanks for joining us!

WHAT'S NEXT?

- Survey and certificate in the chat now
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Bonus Material Part 1

Things we usually do not talk about

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Cultural Aggression - Dehumanizing

- Words like “animal” and “infest” perform pernicious political work in any context
- Any time you use any of those metaphors, it’s meant to try to reduce sympathy for a particular group, so people see that group as not deserving of compassion.
- One of the common threads of any genocide is its justification. In order to be able to execute it on a mass scale, a lot of people have to buy into it and agree that it’s the appropriate thing to do. And so any genocide begins with the dehumanization process.

William Donohue, a professor of communication at Michigan State University

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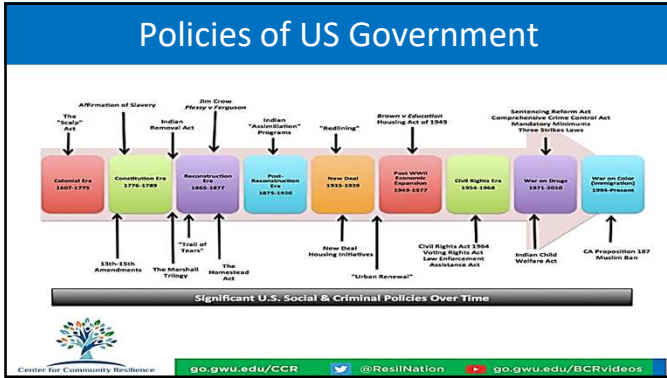
Cultural Genocide

In Native American and Alaska communities, the early efforts at education (Indian Schools) on the part of the American government and religious groups were aimed at eliminating Native cultures, languages, and traditions.

(Meadow et al)

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History of Child Welfare

- Etta Wheeler, a religious missionary, learned of 9-year-old Mary Ellen Wilson's struggles in 1874
 - American Society for the Prevention of Cruelty to Animals
 - New York Society for the Prevention of Cruelty to Children (NYSPCC)
- President Roosevelt, in 1935, passed the Social Security Act, it included aid for dependent children
- A 1946 article by a pediatric radiologist, John Caffey and an article called "The Battered Child Syndrome" by pediatrician Henry Kempe create another shift
- Congress in 1962, states must pledge to make child welfare available, statewide, by July 1, 1975
- Congress established the Child Abuse Prevention and Treatment Act (CAPTA) in 1974 - more federal funds - these efforts centered around investigating and reporting.

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History of Separating Families

- Slavery
- Indian Reservations and Boarding Schools
- Local governments and private organizations removed Polish and Irish immigrant children from the mid-19th through early 20th century (called "orphan trains"), the majority of whom were Catholic. Most of 150,000 to 200,000 children were not orphans and were placed with Protestant and Anglo-American families.
- During the Great Depression, a mass deportation of Mexican immigrants and Mexican Americans during the 1930s. Some families hid children away from relatives in the U.S. to prevent them from being sent to a foreign country they had never visited
- 1960s Welfare Policy
- Poverty
- Immigration

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Bonus Material Part 2

Building Bridges

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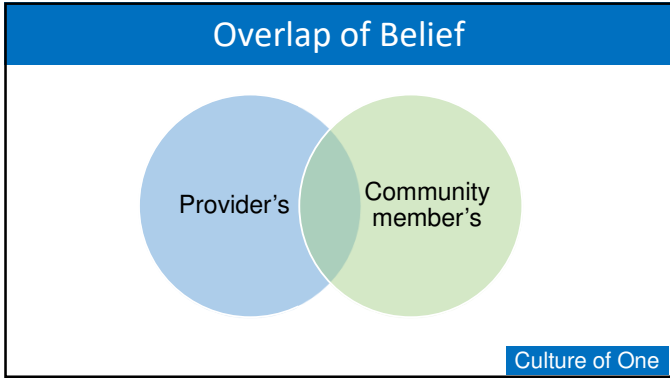
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Is every interaction cross-cultural?



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- ### Bridging Different Worlds
- Relationships would be based on two-way communication, cooperation, and coordination, and also on collaboration
 - Breakdowns are more often to differing **needs, values, and levels of trust** than a lack of interest or unwillingness
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Self-Awareness

- As a service provider,
 - What are our personal values, attitudes, beliefs, biases, and behaviors
 - How do they influence (consciously or unconsciously) our interactions with child?
 - What are our assumptions and expectations for our child's behavior?
 - How does our level of stress impact our perceptions and interactions?

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Self-Awareness with Other Adults

- As a service provider,
 - How does our personal values, attitudes, beliefs, biases, and behaviors influence our interactions with the other adults in our client's life (partner, childcare, school)?
 - Particularly, adults from diverse racial, ethnic, and sociocultural backgrounds?
 - What are our assumptions and expectations for other people's behavior?
 - How does our level of stress impact our perceptions and interactions?

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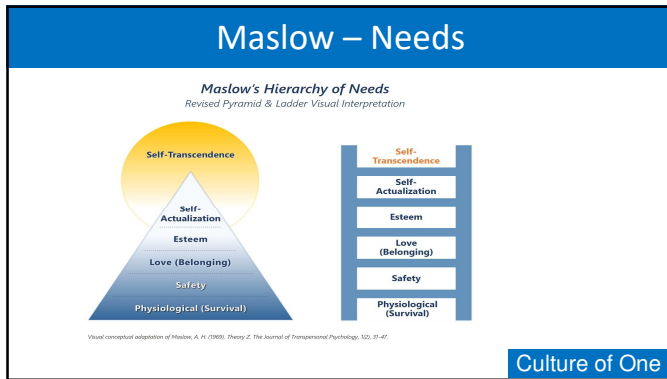
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Bridges to Our Clients

- Learn about our client – their needs, ways of responding, what their behavior is saying
- Ask with openness and genuine curiosity
- Set the expectation and check if it is understood
- Encourage two-way communication
- Focus on strengths and when your child does what was expected
- Create positive moments, memories, and stories
- Create a sense of we (belonging and mattering)
- Build trust

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Safety & Trust are Foundational

- What makes you feel safe?
- What makes your client feel safe?
- What creates trust?
- How do you know when you are trusted?
- What helps your client feel heard, seen, and “felt” by you? (Attunement and Resonance)
- What helps your client feel important to you? (Mattering and Belonging)

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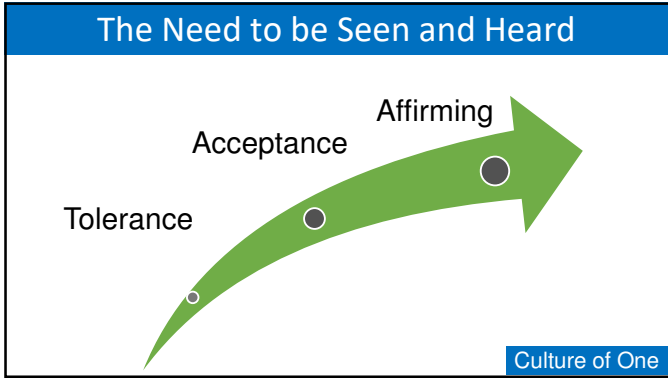
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Trust

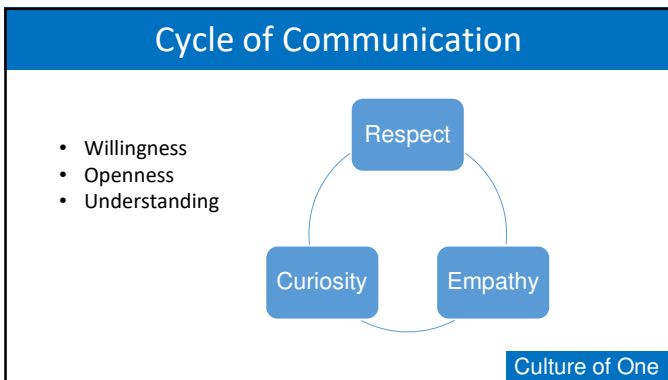
- **Benevolence:** The degree to which the other party takes your best interests to heart and acts to protect them
- **Reliability:** The extent to which you can depend upon another party to come through for you, to act consistently, and to follow through
- **Competence:** Belief in the other party's ability to perform the tasks required by his or her position
- **Honesty:** The degree to which the other person or institution demonstrates integrity, represents situations fairly, and speaks truthfully to others
- **Openness:** The extent to which the other party welcomes communication and shares information

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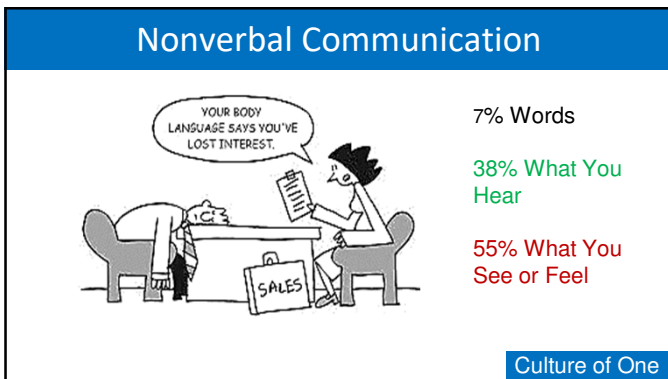
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LEARN

L: Listen with empathy and understanding to your child's perception of the problem

E: Explain your perceptions of the problem

A: Acknowledge and discuss the differences and similarities

R: Recommend a plan and create concrete steps

N: Negotiate agreement

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Remember to Breathe



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