

# EHDI: Partnering for Progress Conference



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# Enhancing Your Capacity to Connect with Latino/Hispanic Families as they Journey Through the EHDI System

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# Taking a Closer



at Culture





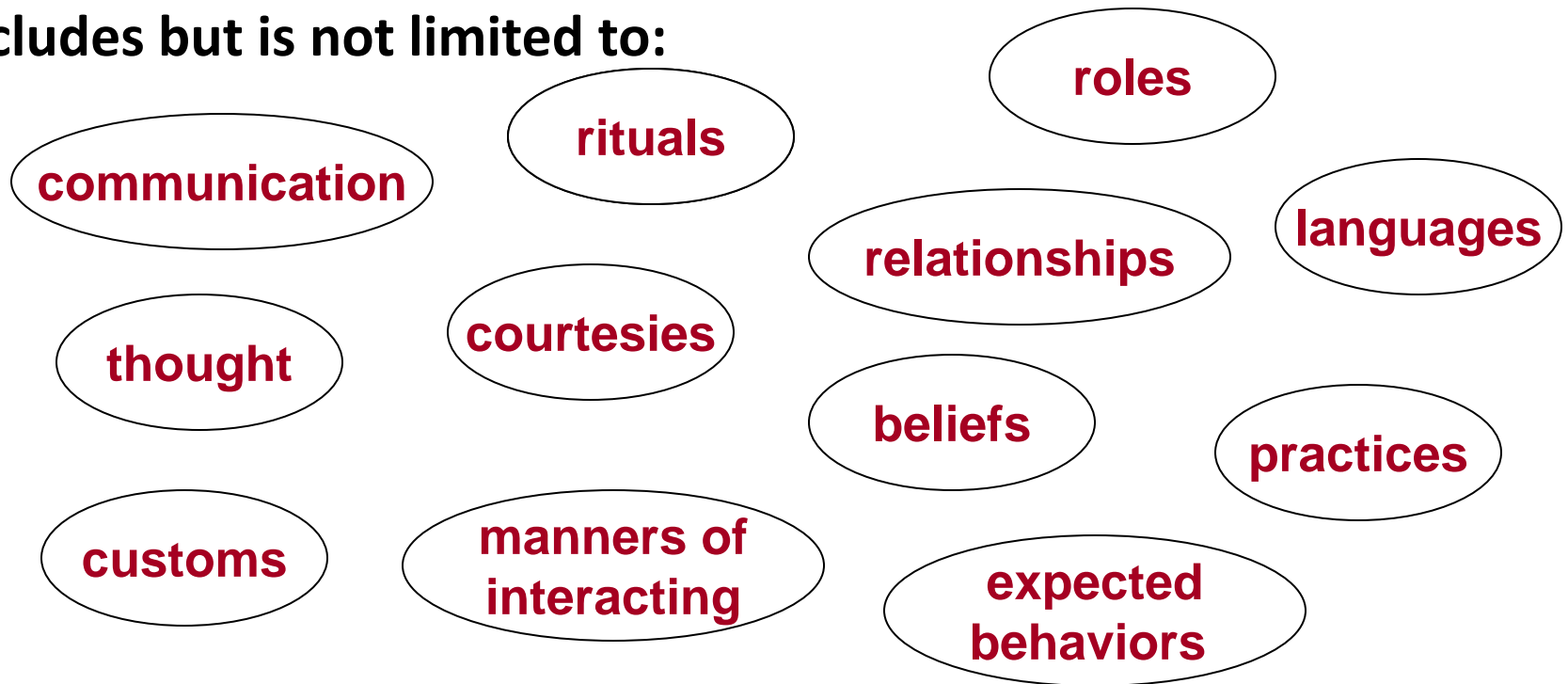
# Culture is.....

- Culture is a complex set of shared values, beliefs, understandings, behaviors, language, customs, activities, rites and rituals that guide specific groups of people.
- Culture includes a range of ideas about family, aspects of family life, wellness, disability, child rearing practices, interpersonal relationships and expectations for learning and child development.
- Culture changes over time, and is passed down from one generation to the next.



# Culture

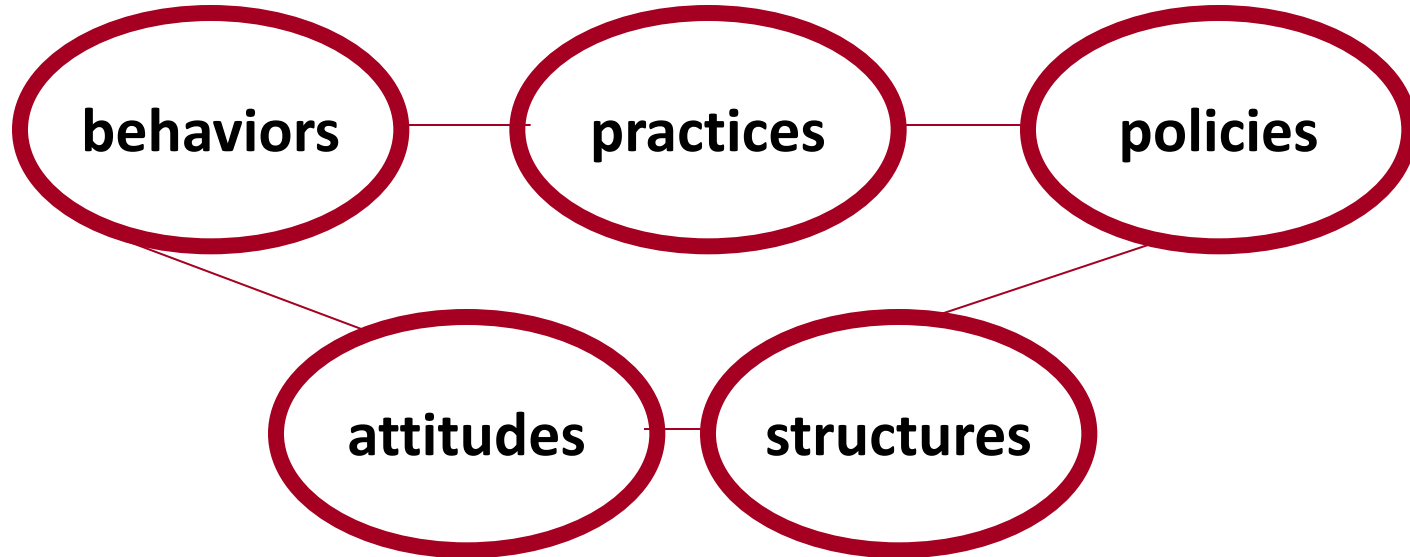
***Culture*** is an integrated pattern of human behavior which includes but is not limited to:



... of a racial, ethnic, religious, social, or political group;  
the ability to transmit the above to succeeding generations;  
dynamic in nature.

# Cultural Competence

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requires that organizations have a clearly defined, congruent set of values and principles, and demonstrate behaviors, attitudes, policies, structures, and practices that enable them to work effectively cross-culturally

(adapted from Cross, Bazron, Dennis and Isaacs, 1989)



# Five Major Elements of Cultural Competence



Acknowledge  
cultural  
differences



Understand  
your own  
culture



Engage in self-  
assessment



Acquire  
cultural  
knowledge  
and skills

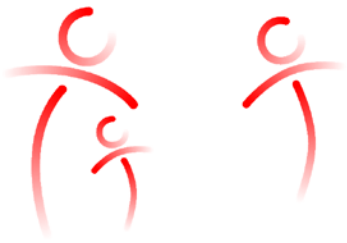


View behavior  
within a  
cultural  
context

(Cross, Bazron, Dennis and Isaacs, 1989)

# Linguistic Competence

- ❖ is the capacity of an organization and its personnel to communicate effectively, and convey information in a manner that is easily understood by diverse audiences including persons of limited English proficiency, those who are not literate or have low literacy skills, and individuals with disabilities
- ❖ requires organizational and provider capacity to respond effectively to the **health literacy needs** of populations served
- ❖ insures policy, structures, practices, procedures and dedicated resources to support this capacity







# Cultural Beliefs about Health, Mental Health, & Disability

- ❖ Superstition
- ❖ Fate or Destiny
- ❖ Karma
- ❖ Malevolent Forces
- ❖ Religiosity & Spirituality
- ❖ Cultural & Familial Folklore



# Cultural Elements that influence parental response to a child's disability



# Cultural Perspectives on Infant Hearing Screening

Lack of urgency for screening of newborns for hearing loss

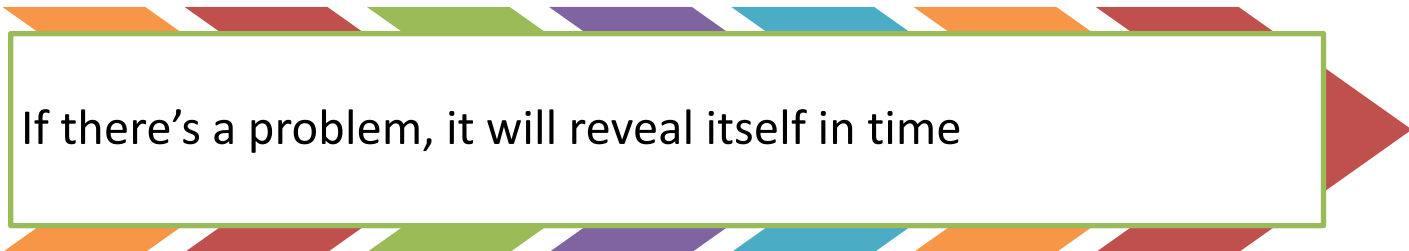


Parental doubt that babies have hearing loss



Parents can monitor their baby's hearing themselves

Wait until the baby is older



If there's a problem, it will reveal itself in time

Data Source: Olusanya, Swanepoel, Chapchap, Castillo, Habib, Mukari, Martinez, Lin & McPherson, 2007 Progress Towards Early Detection Services for Infants with Hearing Loss in Developing Countries

# Responses to Infant Hearing Screening Results

It can be fixed



Waiting to be contacted, not sure what to do next



Grief, Anger, Helplessness, Denial, Guilt,



Natural occurrence, state of being no need to fix



God given condition



Data Source: Olusanya, Swanepoel, Chapchap, Castillo, Habib, Mukari, Martinez, Lin & McPherson, 2007 Progress Towards Early Detection Services for Infants with Hearing Loss in Developing Countries

# Key Values for Cultural Competence



## Values and Guiding Principles for Cultural Competence

Cultural competence:

- embraces the principles of equal access and non-discriminatory practices in service delivery.
- is achieved by identifying and understanding the needs and help-seeking behaviors of individuals and families.
- involves working in conjunction with natural, informal support and helping networks within culturally diverse communities.

Source: National Center for Cultural Competence, Foundations/Guiding Values and Principles  
<http://nccc.georgetown.edu/foundations/frameworks.html>

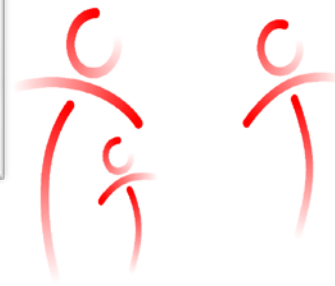
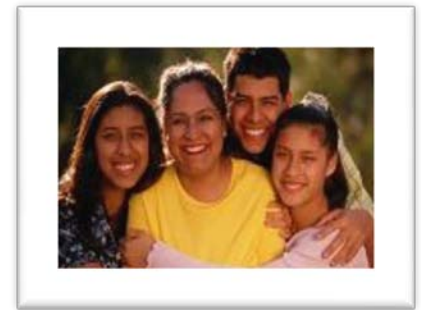
# Key Values for Linguistic Competence



## Values and Guiding Principles for Linguistic Competence

- Services and supports are delivered in the preferred language and/or mode of delivery of the population served.
- Written materials are translated, adapted, and/or provided in alternative formats based on the needs and preferences of the populations served.
- Interpretation and translation services comply with all relevant Federal, state, and local mandates governing language access.
- Consumers are engaged in evaluation of language access and other communication services to ensure for quality and satisfaction.

# Hispanic/Latino Families: Exploring Cultural Contexts



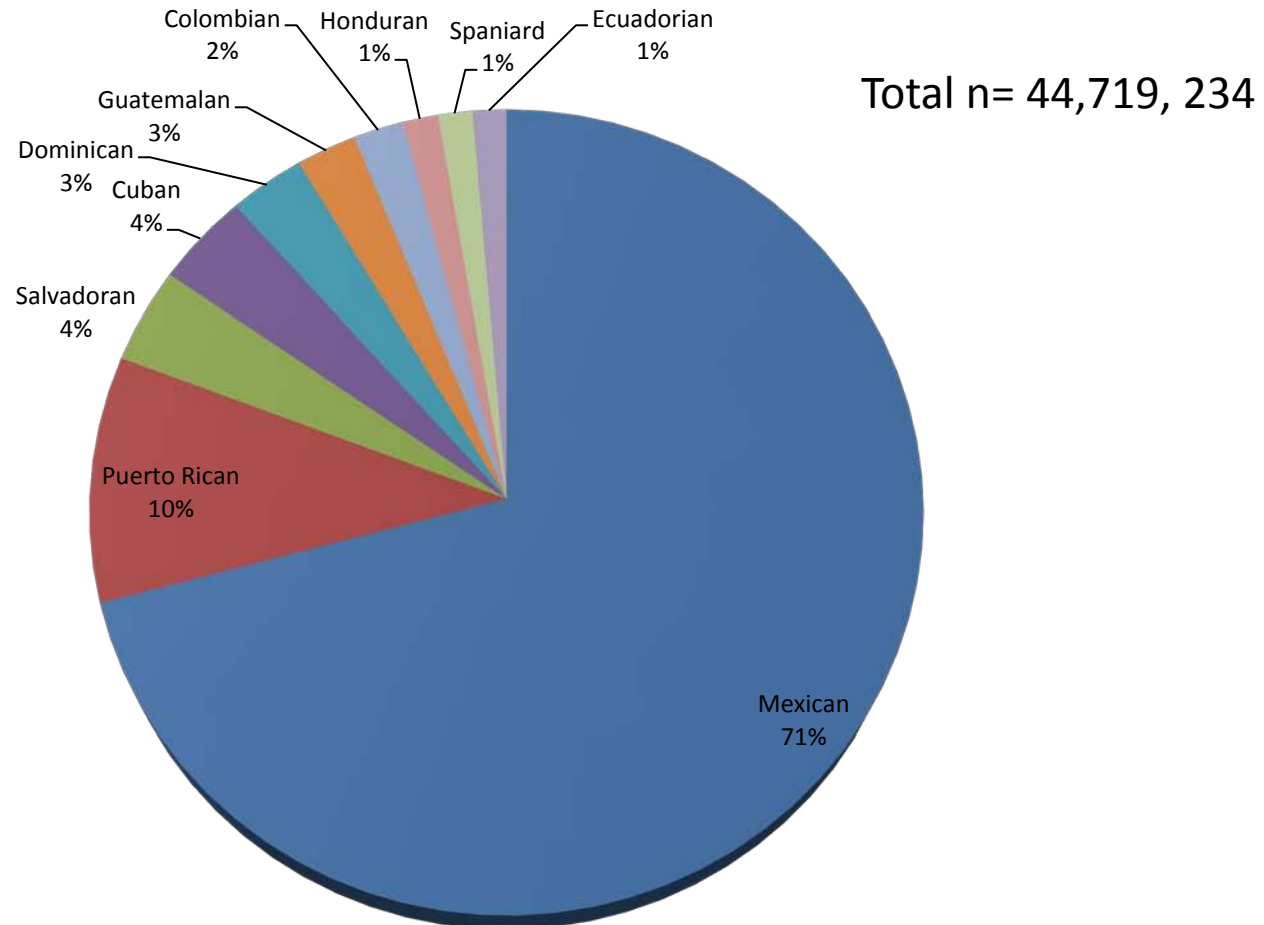


# Who are Hispanics/Latinos

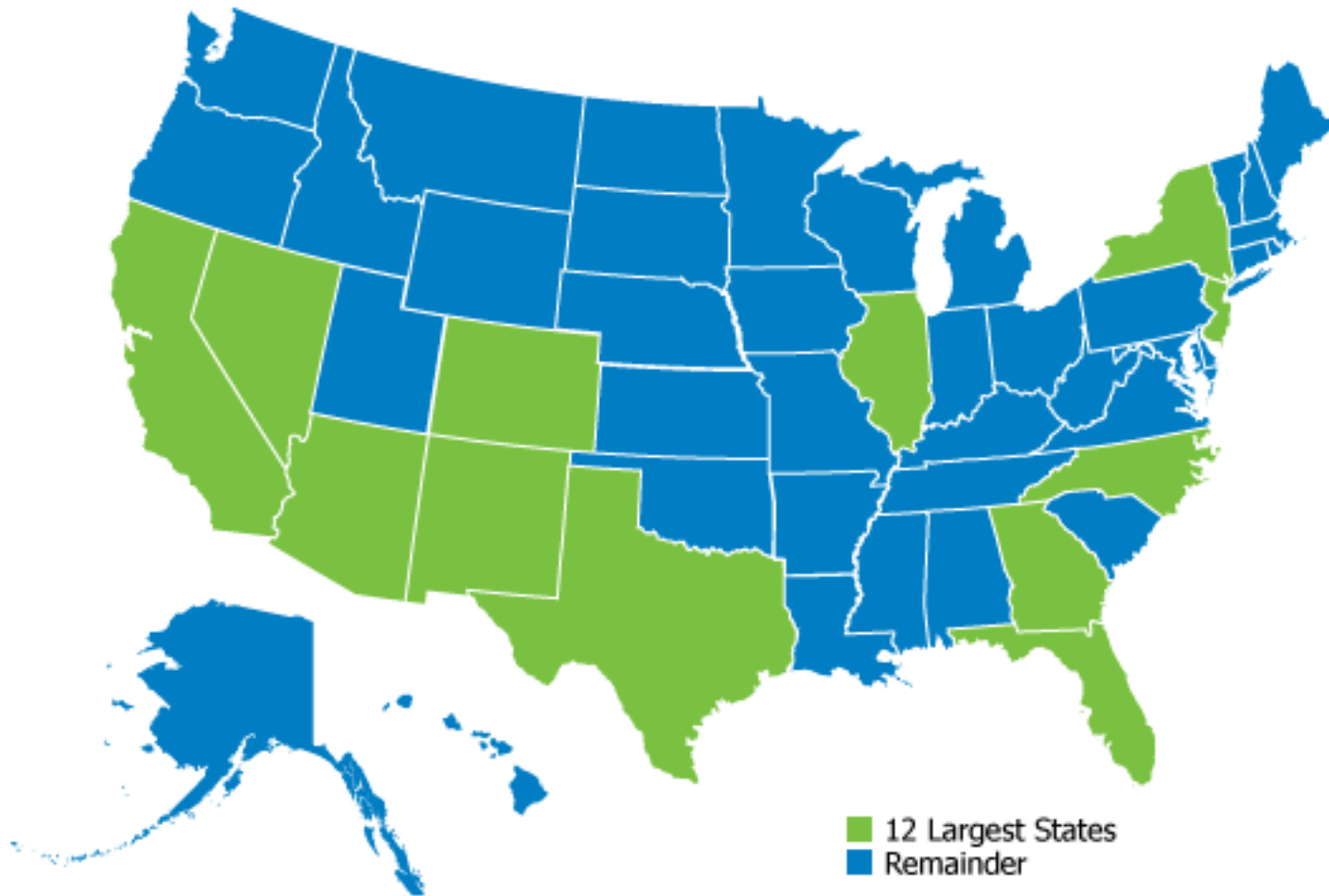
Latinos include diverse people who originate from Spanish-speaking countries in Latin America, the Caribbean, and Spain.

Hispanics constitute about 16 percent of the nation's total population

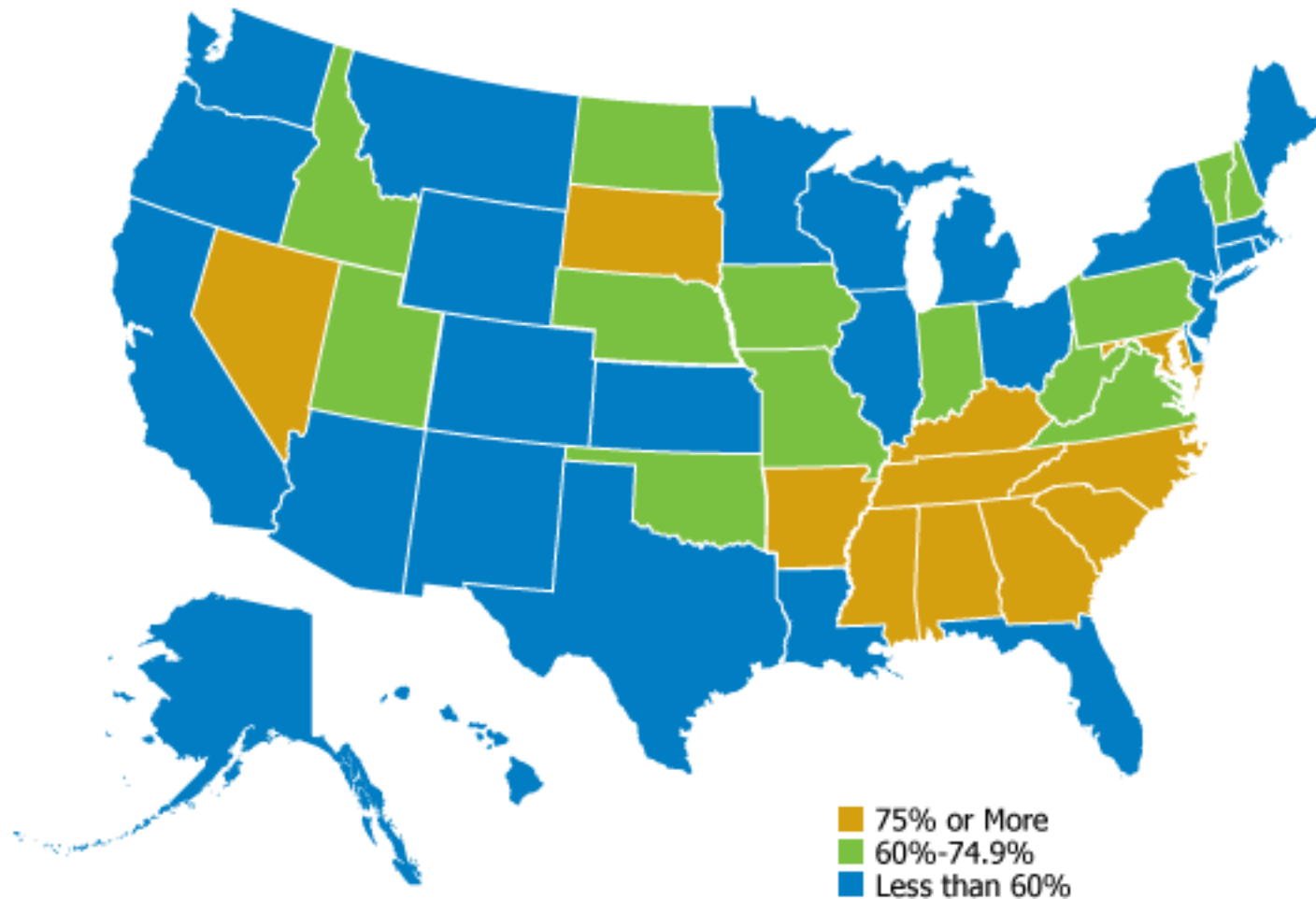
# The 10 Largest Segments of the Latino Population in the United States



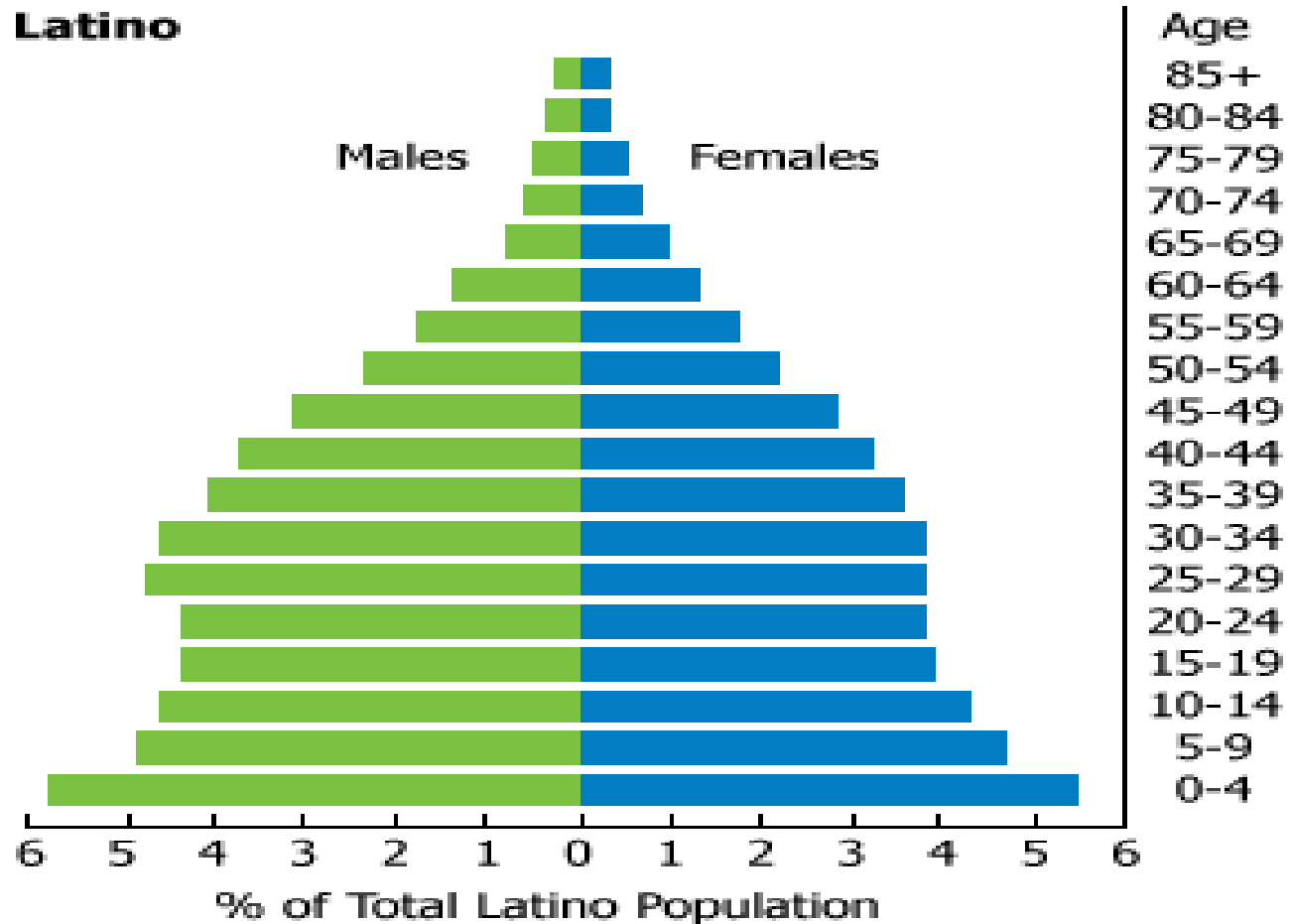
# States with the Largest Latino Population



# States with the Greatest Increase in Latino Population



# Age and Sex Pyramid for Latinos in the United States

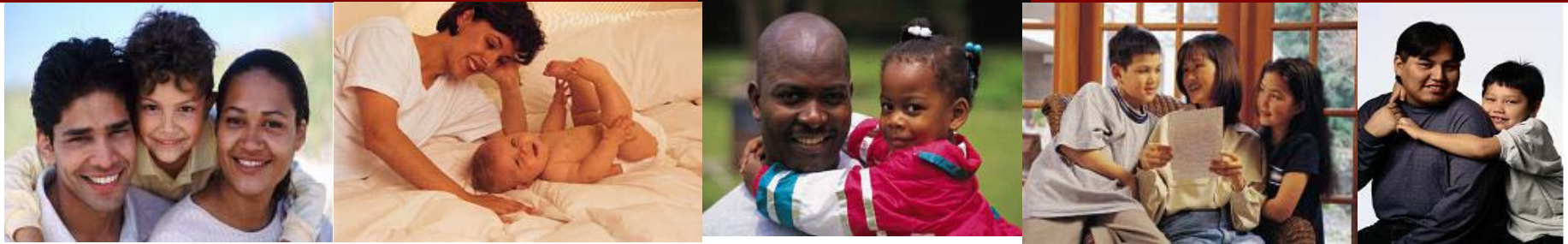


# Cultural Context



- **Diverse documentation status**
- **Dual Cultural participants (Wolbers, 2002)**
- **Largest diverse population in education for the deaf and hard of hearing (Gerner de Garcia 2004)**
- **Educational outcomes parallel those of the hearing population**

# Challenges and Barriers



- **Access to information**
- **Lack of understanding about deafness**
- **Problems with communicating with their children**
- **Isolation and separation from family and community supports**
- **Navigating through decision-making process for their deaf children**

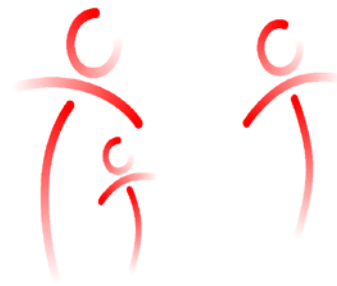
# Challenges and Barriers



- **Difficulty communicating with providers**
- **Choice of communication mode**
- **Underutilization of support services**
- **Family's hopes, and expectations**
- **Religious beliefs**
- **Community Stigma**



# Supporting Families: What does it take?



How do others see you?





# Supporting families takes.....

- willingness to understand the impact of cultural beliefs and practices on parental expectations
- knowledge of how to work with interpreters when serving families for whom English is not their primary language
- ability to communicate effectively cross-culturally
- acceptance of families as the expert on their child and family
- understanding of family preferences and needs





# Supporting families takes.....

- ability to suspend judgment
- capacity to partner with families
- capacity to cede the expert role
- ability to work with cultural brokers or community liaisons
- willingness to advocate with and on behalf of families



# Essential Elements of Cultural Responsiveness

***Cultural responsiveness*** in teaching is using the cultural characteristics, experiences, and perspectives of ethnically diverse children and their families as conduits for teaching and supporting them more effectively including:

- developing a knowledge base about cultural diversity**
- including ethnic and cultural diversity content in services and supports**
- demonstrating caring and building learning communities**
- communicating effectively with ethnically diverse children and their families**
- responding to ethnic diversity in communications with families about of parental and other family member expectations**

# Romelia

Romelia, is a 1year old daughter of Dominican immigrants whose family has lived in the US for two years. The family has been referred for early intervention services because Romelia is hard of hearing. Romelia and her parents live in a multigenerational household that includes grandparents and an aunt and uncle. Her parents are learning English and have better receptive English language skills than expressive language skills. The entire family wants to come to meet with you to talk about their interest in the program and in having Romelia learn to listen and speak in their native Spanish language.

What are the cultural implications in this scenario? What resources do you have at your disposal to address the issues? What is your/ your agency's philosophy regarding listening and spoken language services for children from families where English is not the dominant language?





# The Hernandez's and Luke

Mr. and Mrs. Hernandez are the deaf parents of Luke, a 2 year old boy who could benefit from a cochlear implant and an amplification device to address hard of hearing. Luke, and his parents use sign language and read lips as their primary mode of communication. The Hernandez's view deafness as a natural state of being and are offended by the idea of “fixing” their son with potential technologies and medical interventions. They feel that they have received increasing pressure from Luke’s pediatrician to consider CI surgery and Listening and Spoken Language Therapy. Mr. and Mrs. Hernandez agreed to meet with you and with an advocate.

What are the cultural implications in this scenario? In what ways do your personal and professional beliefs and values come into play in this situation? How will you address the family’s stated preferences? Does your organization have a defined way of addressing situations like this one?





**Cultural competence  
and linguistic competence  
are a life's journey ...  
not a destination**

**Safe travels!**