Using Reflection and Relationship to Build Cultural Competence

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Agenda

- Welcome and Introductions
- Ice Breaker
- Overview: Why is This Topic Important?
- Definitions
- Video Activity
- Break
- Self-Reflection Activity

Lunch

- Cultural Contexts in Family Relationships and Work
- Relationship as Key to Leadership
- Break
- Video Activity
- Reflective Activity
- Discussion on Management of Conflict and Resistance in Families and Workplace Practice
- Questions and Answers
- Close

Expectations and Group Rules

- Everyone is free to share
- No judging
- All questions are welcome
- Respect others
- Our experience here is confidential
- Personal responsibility for learning

Who am I?

Angela Tomlin

- A wife and mom
- A sister and daughter
- A Mimi
- A tennis fanatic!
- A gardener—at the fake farm!
- A psychologist and professor
- An advocate for children and families

Who am I?

Denise Senter

- A daughter
- A twin and sister
- An Aunt and Godmother
- Matriarch
- Lover of Music! (I used to play in a country, root-rock band)
- Marriage and Family Therapist/Consultant/ Trainer
- A woman of faith
- Value children and families

Who Are You?

How do you identify

- Relationally
- Personally
- Professionally

Objectives: Participants will…

- Reflect on their own cultural background, including knowledge, attitudes, and beliefs.
- Recognize the value of a wide range of diverse contributors in early childhood work.
- Identify reasons that communicating about culture can be difficult.
- Demonstrate use of relationship-based methods to form connections with others that are culturally competent.

Session Outcomes

- Discover individual, community and organizational influences on beliefs and biases related to culture and what creates opportunity for growth
- Consider the critical role of culture in our work with children and families
- Recognize and value cultural differences of children and families
- Explore the importance of reframing statements and questions
- Consider a personal action plan for further cultural competency that may lead to wider application of your skills in ongoing work

Underlying Assumptions

- View of Culture beyond Race, Ethnicity, Nationality, and Gender
- Belief that there are key skills that enable us to better experience relationships with others
- Reframing and Reflective Interaction skills are key to our success in building relationships
- Curiosity is a useful skill in connecting with the other's experience.
- The parallel process of listening, learning and understanding is an important part of anchoring family relationship experiences.

Definitions

- **Diversity**-the range of human differences, including but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability or attributes, religious or ethical values system, national origin, and political beliefs.
- **Inclusion**-involvement and empowerment, where the inherent worth and dignity of all people are recognized. An inclusive organization promotes and sustains a sense of belonging; it values and practices respect for the talents, beliefs, backgrounds, and ways of living of its members.

Other Important Definitions…

- Inclusion – Involvement and empowerment, where the inherent worth and dignity of all people are recognized. An inclusive organization promotes and sustains a sense of belonging, it values and practices respect for the talents, beliefs, backgrounds, and ways of living of its members.
- Cultural Comprehension-an ongoing process of relational growth based on the empathic and relational exchange of one's life experiences, cultural meanings, and reflections of events resulting in greater understanding and respect for one's own and another's experiences, interpretations, and interactions. It involves an intentional process of building better communication and respectful relationships to increase cultural understanding, growth and effective outcomes.

Simply said, Culture is…

A set of distinctive patterns of beliefs and behaviors that are shared by a group of people and that serve to regulate their daily living.*

Source: Bornstein, M.H., Cultural Approaches to Parenting. Parent Sci Pract. 2012 January 1; 12(2-3): 212-221

Culture is the medium in which all human functioning occurs

- Everyone has a culture, and most of us are members of multiple cultures or subcultures
- Culture is learned and is passed down through the generations
- We are usually not conscious of how culture is experienced and no culture is perfect
- Culture is dynamic and changes over time

Culture

Assumptions for Our Discussion:

- Development *always* occurs in a cultural context.
- Culture plays a large role in shaping the beliefs and behaviors of parents, families, communities, organizations.

Regardless of Culture, *we all have…*

- ***Biases***: Inclinations or preferences which interfere with impartial judgment
- ***Stereotypes***: Oversimplified conceptions, opinions, or beliefs about some aspect of an individual or group of people
- ***Prejudices***: Irrational intolerances of/or hostility toward members of a certain race, religion, or group

Contributing to…

- **Assumptions**: Something taken for granted or accepted as true without proof

AND

- **Discrimination**: Treatment or consideration based on class or category rather than individual merit; partiality or prejudice that results in unfair treatment

- In what ways do our experiences with "bias", "stereotypes", "prejudice", "assumptions", and "discrimination" cloud our understanding of our own and others culture?

Confucius saying….

- "By three methods we may learn wisdom: first, by reflection which is noblest, second by imitation, which is easiest; and third by experience which is bittersweet".

Exploration Activity

- Using the guidelines in the handout activity titled ***A Look at Your Beliefs*** try to remember the lessons you learned through experience in your childhood home
- In a small group share and discuss your reflections

Why Reflect?

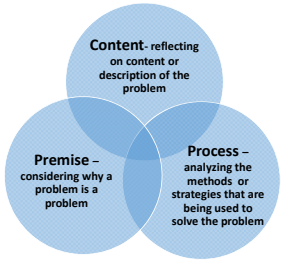
We had the experience but missed the meaning.

T.S. Elliott, The Four Quartets

Reflection is about getting the meaning from every day experiences.

• Jonathon Gosling and Henry Mintzberg, Reflect Yourself

3 Types of Reflection



Based on the work of Bruce Britton and Olivier Serrat, Reflective Practice, 2013

On Reflective Practice

- Reflective practice is the application of the skill of reflection to our work in order to improve performance.
- It involves creating a habit, structure, or routine around reflecting on experiences.

The Reflective Practitioner

- Someone who takes the time to "step back" and make sense of what has been done and why.
- Tries to understand the implicit theories/beliefs of change that guide actions.
- Is not afraid to challenge assumptions – both their own and those of others.

Based on the work of Bruce Britton and Olivier Serrat, Reflective Practice, 2013

Reflective Practitioners: Characteristics

- Are intellectually curious about their work.
- Actively reflect on their experiences.
- Develop "experience-based" theories of change and test these theories in practice.
- Use their understanding and initiative to contribute to knowledge development.
- Understand their strengths and limitations and work on these.
- Use a range of tools, methods and approaches for individual and collaborative learning.

Based on the work of Bruce Britton and Olivier Serrat, Reflective Practice, 2013

Reflective Practitioner - Competencies

- Self Awareness – Understanding and insight into one's self worth, motives, character, and capabilities.
- Critical Thinker – application of logical principles, standards of evidence, and careful reasoning to the analysis and discussion of claims, beliefs, and issues.
- Inquisitiveness – the willingness to be curious and inquiring e.g. asking reflective questions.
- Emotional Intelligence – the ability to identify, assess and manage one's own emotions and those of other individuals and groups.

Based on the work of Bruce Britton and Olivier Serrat, Reflective Practice, 2013

For Reflection…

- ***How Are Families' Readiness for Services Shaped By Our Own and Organizational Cultural Biases and Understanding?***

Cultural Influences on Help Seeking Behaviors & Attitudes Towards Human Service Institutions and Providers

- Reliance on traditional remedies and healers
- Delaying access to care
- Historical mistrust of health care and social service professionals
- Experiences of racism, discrimination and bias
- Cultural and linguistic barriers

Developed by T.D. Goode, 2002

Family's Perception of Help-Seeking and Intervention

- From whom does the family seek help - family members or outside agencies, individuals?
- Does the family seek help directly or indirectly?
- What are the general feelings of the family when seeking assistance - ashamed, angry, demand as a right, view as unnecessary?
- With which community systems does the family interact - education, medical, social?

LUNCH!!

RATIONALE FOR CULTURAL & LINGUISTIC COMPETENCE IN SERVICES AND SUPPORTS FOR YOUNG CHILDREN AND THEIR FAMILIES

- Culture influences every aspect of human development and is reflected in childrearing beliefs and practices designed to promote healthy adaptation
  (Shonkoff & Phillips, Neurons to Neighborhood, 2000).

Developed by T.D. Goode, 2002

Culture and Parenting (Bornstein, 2012)

- We recognize that people have different ways of parenting.
- To what extent does culture influence parenting?
- How can we explain differences within culture?
- Are there any parenting norms that are universal across cultures?

Bornstein: Cultural Approaches to Parenting

- Cultural variations in parenting beliefs and behaviors are impressive, whether observed among different groups in one society or across societies in different parts of the world.
- Culture helps to construct parents and parenting
- Culture is maintained and transmitted by influencing parental ways of thinking that shape parenting practices (Bornstein & Lansford, 2010; Harkness et al., 2007)
- Children's experiences with their parents within a cultural context consequently scaffold them to become culturally competent members of their society

Form versus Function of Parenting Behavior

Bornstein, 2012

- Function – purpose or meaning of the parenting behavior
- Form – what the parenting behavior "looks like"
- There are many functions that are consistent across cultures, but the forms that these appear in differ!
- In other words, most parents want to do what's right for their children – the way the get there can differ. Why is that ?

Culture and Parenting

Borstein, 2012

- We learn most about parenting by how we were parented.
- Generational, societal and media depictions of caregiving and childhood create/influence ideas about parenting and guide parenting practices (form).
- These influences differ within all of the various ways that culture can be understood.

"The Psychic Unity of Humankind" (Edwards & Bloch, 1988)

- Beatrice and John Whiting believed that people throughout the world share a common biology and evolutionary past that provides them with uniquely human tools for adapting to their diverse environments.
- In every community and society, they believed, human beings need to perform the same basic tasks of constituting families, raising children, and passing on to the next generation habits and dispositions that will promote their survival and well-being.

Some Parenting Universals
(Bornstein, 2012)

Parent wishes for children usually include…

- Happiness, health, economic and social success

Parenting behaviors usually involve…

- Nurturing, protecting
- Adjust expectations, behavior, language to match child skill levels
- Modeling as part of teaching

Families in most societies…

Similarities: Whiting and Pope Edwards (1988)

4 Universal Categories of Maternal Behaviors:

- **Nurturing: care-giving, help, attentive and support**
- **Training: teaching children skills, social behaviors and hygiene.**
- **Control: correction, reprimands, threats, punishment**
- **Sociality: talking, laughing, singing, joking, exchanging information with their children, moving closer or other gestures to indicate positive feelings.**

Assessment of Parenting Tool
(Moran, et al., 2016)

1. I cope well with becoming a parent or having another child.
2. I am a good parent to my infant.
3. I am sensitive to my infants' needs.
4. I am attentive to my infant.
5. I enjoy being a parent to my infant.
6. I am able to function well on little sleep.
7. I know when my baby feels mad, sad, happy, etc.
8. I know how to keep my infant safe.
9. I would be a good person for another parent to learn from. 10. I have all the skills needed to be a good parent to my infant. 11. I meet my own expectations for parenting my infant.
12. I manage the tasks of parenting my infant.

Iceberg Concept

- Just as nine-tenths of an iceberg is out of sight, so is nine-tenths of culture out of conscious awareness.
- The out-of-awareness part of culture has been termed "***deep culture***"

Culture and Parenting Borstein, 2012

- How we see/react/respond to other people
- How we see ourselves
- How we are to act/to present ourselves to others
- What places, situations are safe and those that are not safe

Personal Examples

- When meeting a new person what should you do? Is it different in work or social settings?
- Have you ever been surprised to hear how someone else views you?
- Are there any differences in how you speak to your boss, a friend, and new person you just met, a child?
- What is appropriate to wear to church, a store, restaurant, work, on a plane, while exercising?
- Have you been somewhere that you felt out of place or unsafe?

Parenting Choices

- Expecting children to use terms like “sir” or “ma’am” when speaking to adults.
- Choosing corporal punishment for discipline.
- Allowing children to “work out differences” or play rough in a public space without interfering.
- Correcting another person’s child.
- Giving or not giving an allowance.
- Dressing children in expensive clothing.
- Choosing to ignore expressed negative feelings (i.e., “suck it up buttercup” theory).

Bias and Parenting Practices

- Are any of these parenting behaviors triggers for you?
- What other parenting behaviors have you encountered that concern you?
- Why might these behaviors activate you?
- How would you reframe or understand a behavior differently from a cultural lens?

Reframing

- Restating a problem in a more positive way in order to make the problem seem more manageable.

A first step in problem solving…

A thought….

- Reframing does not necessarily improve, but rather shows that questions and statements can take on various forms which will provide different responses – in other words, reframing can help us see things from different perspectives.

Break!

Poor and At-Risk Families – 9 Similarities with some Immigrant Experiences

1. Poorer socio-economic status
2. Discrimination experiences
3. Lack of validation for their effective parenting practices
4. Stressors felt within the family
5. Violence in intimate relationships

Poor and At-Risk Families – 9 Similarities with some Immigrant Experiences

6. Child abuse incidents
7. Lack of informal support
8. Lack of awareness of formal support
9. Discomfort in seeking formal support

Relationships

"Each of us, to our core, is drawn to being part of something larger than ourselves, something with purpose, something we can believe in." (Chris Fussell, One Mission, pg. 282)

The Power of Your Relationship

- Just as the quality of experiences shapes our brain and development…
- …so does the quality of relationships with others shape our expectations and readiness for help or change

Relationship Keys:

- Conflict is a natural part of all human experiences. It exists in all cultures throughout the world. Conflict can inspire innovative solutions to difficult problems, or it can be a destructive force when it dissolves into violence.
- Bias is also a natural part of all human experiences. Actively challenging biases in the midst of relationships requires awareness, sometimes necessitating the acquisition of new skills and a commitment.

Management of Conflict and Resistance in Families and Workplace Practices

The Power of Relationship…

- The key to any long-standing or successful enterprise is relationship. Building relationships enables you to withstand conflict. While conflict is a natural and necessary part of all cultures and human endeavors, it is the quality of the relationship between persons that determine the manner in which conflict is understood, managed and resolved.

Relationship Challenges – Impact on Inclusion

- Internal resistance to inclusion or diversity efforts or change
- A cultural issue within organizations and companies – hiring, promoting and integrating more persons from diverse backgrounds changes the nature of interactions within. The organizational culture itself must change

Conflict: The Challenge and the Opportunity for Dynamic Progress

- Backlash is Sometimes Found in work teams or as a reaction to broadening inclusion or diversity initiatives
- Points to the complexity of building inclusion or diversity – there will always be risks associated with building diverse groups,
- May be in the form of backlash or increased conflict.

5 Conflict Management Styles

Thomas, K.W., and R.H. Kilmann

- We all have preferred or learned ways of responding to conflict.
- Accommodating
- Avoiding
- Collaborating
- Competing
- Compromising

5 Conflict Management Styles

Thomas, K.W., and R.H. Kilmann

1. Accommodating – high degree of cooperation, may be at your own expense, may work against your own goals, objectives and desired outcomes. Effective when the other is expert , has a better solution, or when preserving future relationships.
2. Avoiding – Not helping the other reach their goals and you don't pursue your own. Effective when something is trivial, some time is needed to calm things down, or when the issue is costly.
3. Collaborating – partnering with others to achieve goals, seeking "win-win" solutions. Effective for complex issues, when creating inclusion for broader perspectives, and in re-framing issues. Requires trust , consensus, and may be time consuming.
4. Competing – a "win-lose" approach, does not seek cooperation, or is at the expense of others.
5. Compromise – a "lose-lose" approach where neither party achieves desired goal but achieves temporary solutions to equally important goals.

Did You Know?

- Innovation, adaptability and creativity are more likely in heterogeneous groups, but the ability to implement and integrate divergent ideas is more difficult.
- On the other hand, cooperation and trust are more evident in homogeneous groups, but adaptability and innovation are less likely to emerge. DiTomaso et al (2007)

Reflective Questions:

- Explore and discuss ways your committees and teams demonstrate trust and open lines of dialogue with each other. How does this trust help you accomplish your organizational mission?
- Do you have any practices in place that interconnect and force dialogue among different teams and small-team networks in your organization? How might you represent or communicate that impact?

Structured Reflection

- Select a critical incident or situation
- Describe the experience
- Devise powerful questions
- Draw a rich picture to engage your curiosity
- Reflect on and interpret the experience individually and with others
- Explore alternatives
- Decide what to do next

Reflecting on one's work relationships and cultural experiences

Small group exercise and discussion focused on insights gained and future plans

Ongoing Questions to Reflect on Beyond This Discussion

- Do you believe that your organization's external environment is changing in a way markedly different from how it has in the past, or at a greater rate?
- If so, do you believe that your organization's teams are currently able to collaborate and adapt as quickly and effectively as they need to in response? If they can't what is preventing that adaptation? Lack of familiarity or exposure to one another? Fear of repercussions? Uncertainty about the response of leadership? Lack of strategic clarity?

Discussion

Thank you for your participation in this important conversation!

Best wishes to you on your path toward cultural competency