



GEORGETOWN UNIVERSITY
Center for Child and Human Development

**Session Descriptions for The Arc New York Professional Development Series
Advancing Cultural and Linguistic Competence, Diversity, Equity, and Inclusion**

**Conducted by
Georgetown University National Center for Cultural Competence (NCCC)**

Session 1. Multiple Dimensions of Culture

November 21, 2023 | 12:00 – 1:30 p.m. | [Register Here](#)

To respond effectively to cultural and linguistic differences among persons with lived experience of intellectual and/or developmental disabilities (IDD) and their families, it is important to understand what culture is and what culture is not. Culture influences every aspect of life – our identities as human beings. Culture also influences our perceptions, beliefs, and practices related to a child, adolescent, or adult with IDD. This session will explore the multiple dimensions of culture at the individual, family, community, and system levels and their meaning for supporting persons who experience IDD across the life course and their families.

Session 2. Concepts, Definitions, and Terms used in Diversity, Equity, and Inclusion and their Implications for the IDD Space

December 5, 2023 | 12:00 – 1:30 p.m. | [Register Here](#)

It is important that The Arc New York has a shared vocabulary and understanding of the many concepts and terms commonly used in the diversity, equity, and inclusion space. This session will present ten terms and examine what they mean and how they apply to the organizational roles and responsibilities within The Arc New York – *ableism, anti-racism, cultural diversity, equity, historical trauma, inclusion, intersectionality, multiple cultural identities, race, and racism*.

Session 3. Cultural Competence

January 16, 2023 | 12:00 – 1:30 p.m. | [Register Here](#)

Cultural competence is widely recognized as a fundamental aspect of quality in human services. It is an evidence-based practice proven to reduce disparities and promote equity. While the evidence suggests its efficacy, many organizations continue to struggle to integrate cultural competence into their policies, structures, practices, and procedures. This session will provide a conceptual framework and definition of cultural competence and examine what they mean for The Arc New York State Office and chapters. View the definition and framework on the [NCCC website](#).

Session 4. Linguistic Competence

January 30, 2024 | 12:00 – 1:30 p.m. | [Register Here](#)

Linguistic competence, as defined by Georgetown University NCCC, assures that organizations and their personnel have the capacity to communicate effectively with persons, families, and communities with whom they interact and provide support and services. This session will present: a) the NCCC's definition of linguistic competence; b) differentiate language access and linguistic competence; c) review relevant laws and guidance; and d) examine what linguistic competence means in supports and services provided by The Arc New York. View the definition and framework on the [NCCC website](#).

Session 5. Advancing Cultural and Linguistic Competence: The Role of Individual and Organizational Change Theories and Processes

February 13, 2024 | 12:00 – 1:30 p.m. | [Register Here](#)

Change does not occur in organizations or systems simply because we want or need change to happen. Driving change to advance cultural and linguistic competence requires dedicated and informed leadership. In addition, it requires leaders who are knowledgeable of change theories and processes. Individual and organizational change theories are often underutilized in efforts to advance diversity, equity, and inclusion. This session will:

- 1) Present six individual and organizational change theories and processes. While developed in other fields, most of the elements of these change theories readily apply to advancing cultural and linguistic competence in organizations and systems supporting persons with lived experience of intellectual and/or developmental disabilities, their families, and the communities in which they live.
- 2) Introduce the concept and work of adaptive and technical challenges in leading the work of cultural and linguistic competence.

Session 6. Your Role as a Leader and in Leadership for Organizational Change

March 12, 2024 | 12:00 – 1:30 p.m. | [Register Here](#)

The session is designed primarily for persons who experience intellectual and/or developmental disabilities (IDD). Persons who experience IDD are not always included in:

- How supports and services they want and need are provided.
- Ways to honor their culture and language.
- Leadership training activities.
- Ways to be involved in making a big change.

This session will provide ways that persons with IDD can be leaders and partner in leadership roles for big change. It may be of interest to families, Direct Support Professionals, and other staff.

Session 7. What does Cultural and Linguistic Competence mean for Direct Support Professionals?

April 9, 2024 | 10:00 a.m. – 12:00 p.m. | [Register Here](#)

The importance of Direct Support Professionals (DSPs) cannot be understated. [DSPs](#) The roles of DSPs have evolved from solely caregiving and focuses more broadly on supporting people across the full spectrum of disabilities to have meaningful lives in the communities in which they live, go to school, work, parent, engage in recreation, worship, and share friendships and other intimate relationships. This session will focus on: 1) cultural competence and linguistic competence and how these concepts and practices relate to the everyday responsibilities of DSPs and the people across racial, ethnic, cultural, and linguistic groups that they support and their families; and 2) the unique issues that DSPs face due to their multiple cultural identities and experiences attributed intersectionality, social location, discrimination and the "isms."

Session 8. Engaging Diverse Communities in Intellectual and/or Developmental Disabilities

May 21, 2024 | 12:00 – 1:30 p.m. | [Register Here](#)

Many of this nation's communities have been oppressed, minoritized, and discriminated against. For some within these communities, their history in the US, territories, and tribal nations, is compounded by current day realities perpetuated by inequities. Establishing and sustaining broad-based community partnerships that support the full inclusion of and equity for persons who experience intellectual and/or developmental disabilities (IDD) and their families present myriad benefits while simultaneously presenting unique challenges. Many IDD organizations and programs continue to struggle to engage communities in a culturally and linguistically competent manner. This session will present six key strategies and approaches to engage the culturally and linguistically diverse communities of New York State.