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Addressing the Needs of Latin@ Children & Families

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Objectives

- Develop a working knowledge of cultural barriers and organizational structural factors that limit culturally congruent services to Latin@ children and families;
- Explore how to integrate Latin@ realities, perspectives, values, and expectations into new approaches; and
- Gain a better understanding of trauma informed responses with Latin@ families.



HISPANIC ROOTS

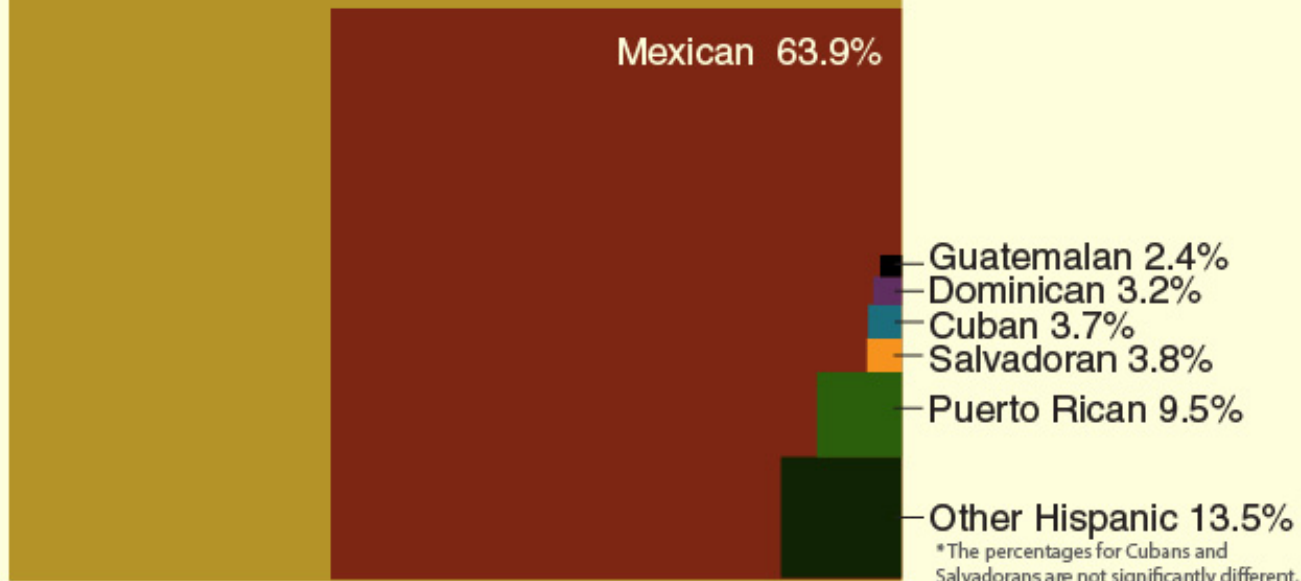
Breakdown of U.S. Hispanic population, by specific origin: 2014

U.S. Population as of July 1, 2014: **318.9 million**

Hispanic Population:

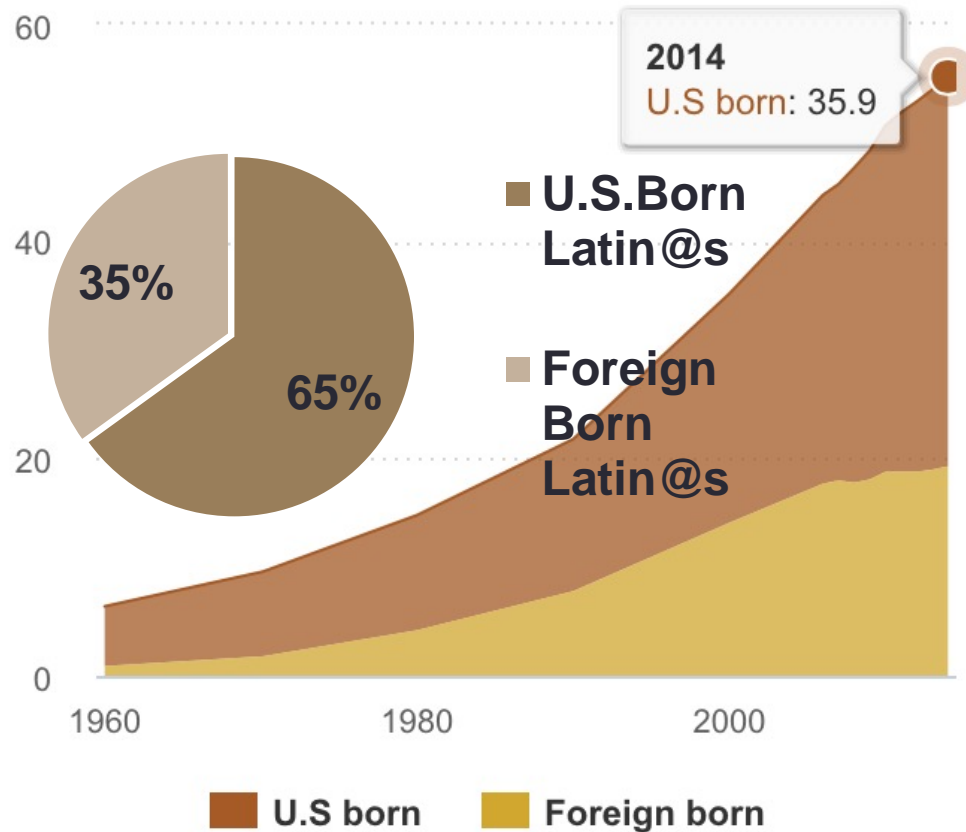
55.4 million

Hispanic Heritage
Month
Sept. 15—Oct. 15

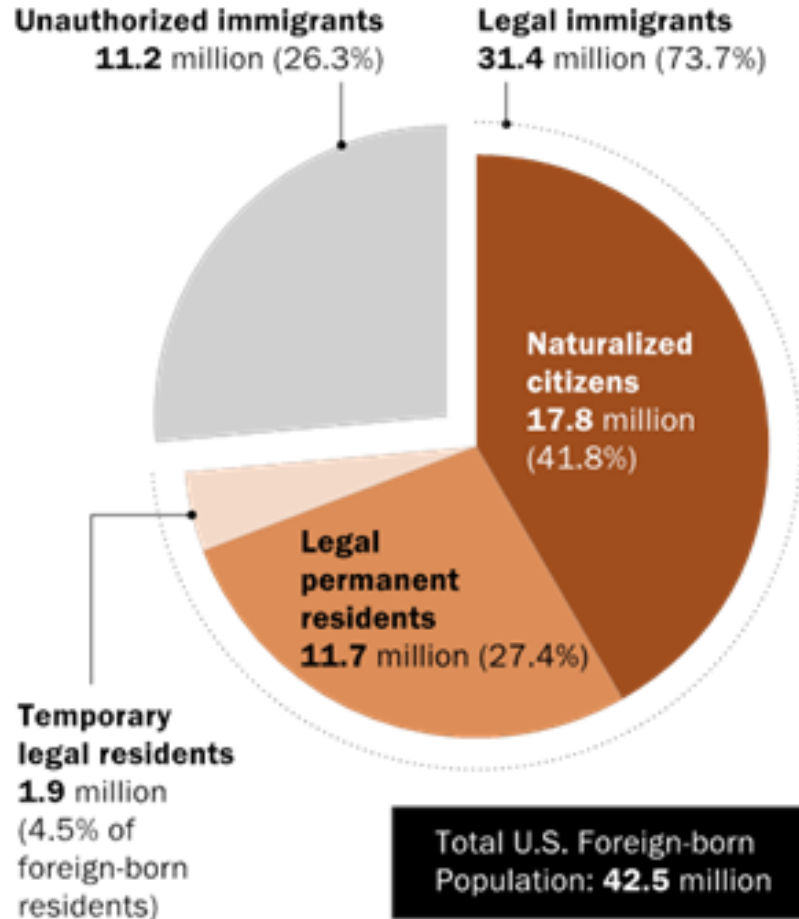


The Hispanic Population, by Nativity

population estimates, in millions



U.S. Foreign-Born Population, 2012



Note: All numbers are rounded independently and are not adjusted to sum to the total U.S. figure or other totals.

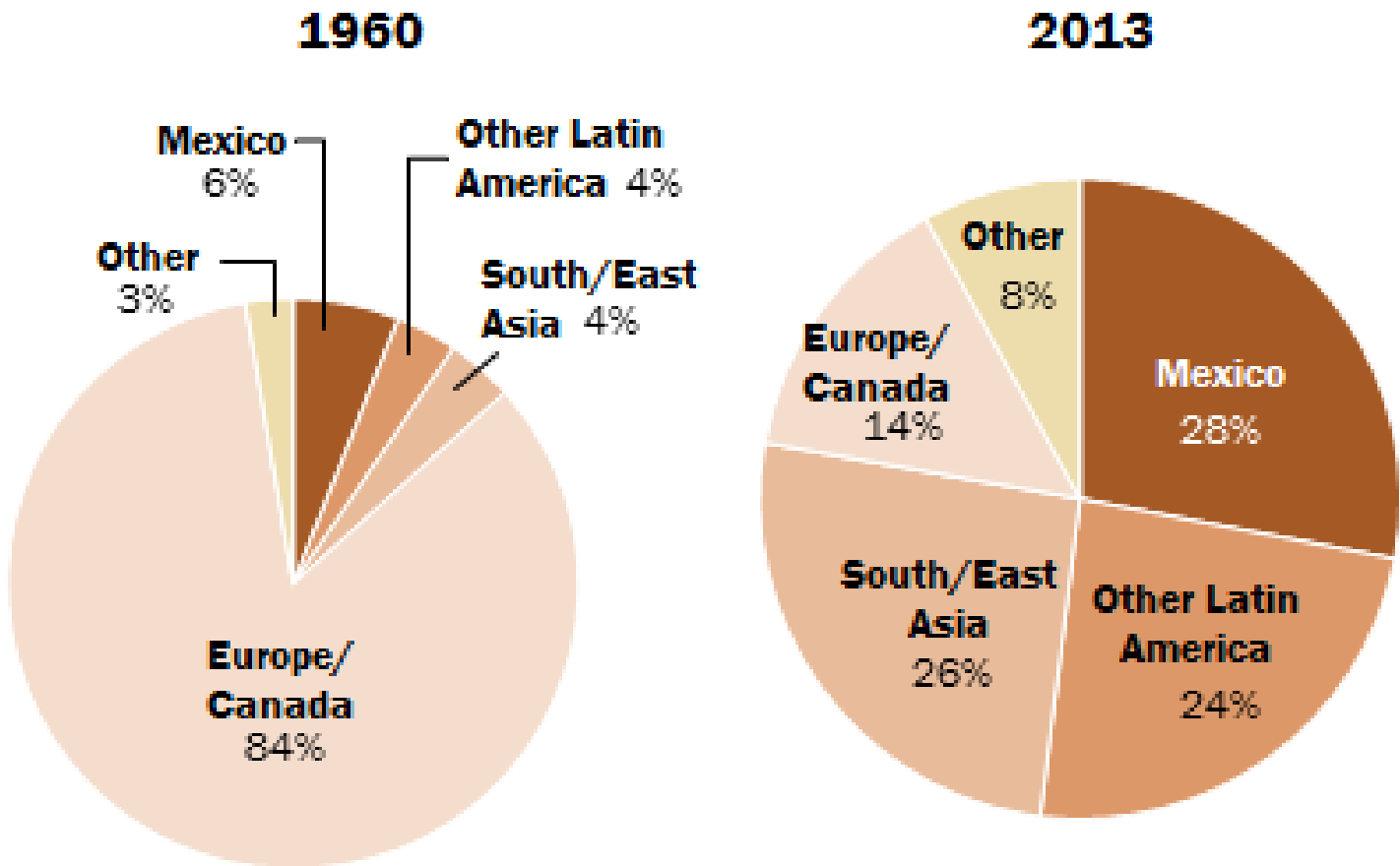
Source: Pew Research Center estimates for 2012 based on augmented American Community Survey data from Integrated Public Use Microdata Series (IPUMS)

PEW RESEARCH CENTER

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From Europe and Canada to Latin America and Asia: A Dramatic Shift in Immigrant Origins

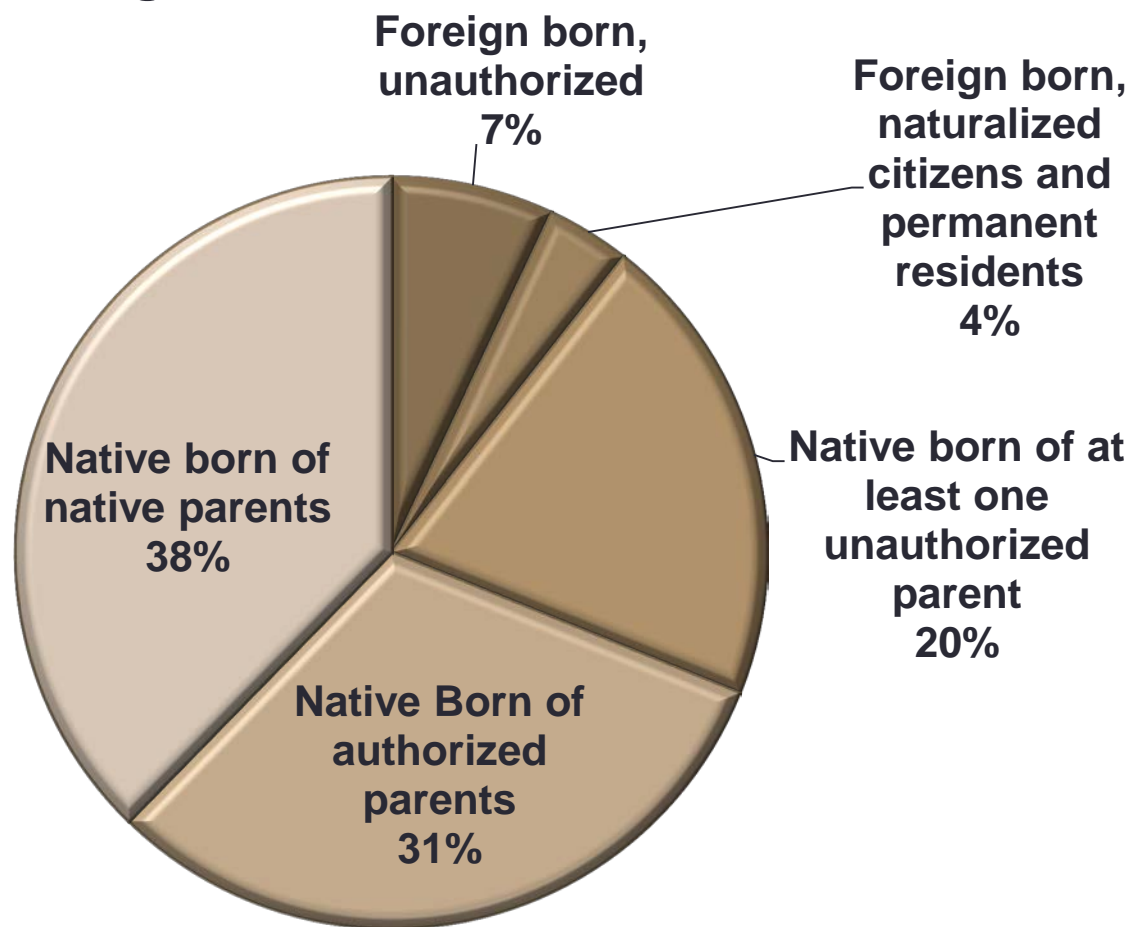
% of U.S. immigrants born in ...



Source: Pew Research Center tabulations of 1960 U.S. decennial census data and 2013 American Community Survey (IPUMS)

Nativity Status of Latin@ Children

Under 18 years of age, 2008



Why should we care about this?

- To respond to continually evolving demographics
- To improve the quality of services and outcomes
- To eliminate longstanding disparities in services for people of diverse racial ethnic and cultural backgrounds
- Because culture influences assessment accuracy

Why should we care about this?

- Because law and accreditation standards increasingly demand cultural responsiveness
- Because competition in funding and business markets favors the culturally responsive organization
- Because without knowing who we are serving, we can not remove access barriers, identify needs, create effective opportunities, and promote safety



Why Should we Care about this?

Culture defines the lives of women, children, families, communities, tribes, member agencies, and the work of domestic violence organizations, social service agencies, and other public agencies.



A Word of Caution

- Cultural misinformation comes from many sources.
- The human mind naturally organizes ideas into categories based on ones own experiences and observations.
- Certain aspects of a particular culture may be true of particular individuals or families within a particular space and time period.
- These aspects are not true for everyone from that group at all times and in all instances.

Be cautious about over-generalizing, or characterizing cultural groups in a rigid, uni-dimensional, or static way



Terms

Prejudice involves prejudging people without taking the time to obtain adequate information and develop an opinion fairly. (Involves beliefs)

Stereotyping is a standardized and over-simplified mental image that is based on limited experience, cast to a whole group. (Involves values)

Discrimination is treating people differently or negatively because of a specific cultural or diversity characteristic (Involves behavior).

Generalizing is to infer a general principle, trend, etc. from a particular set of facts, statistics, or the like.



What is Culture?

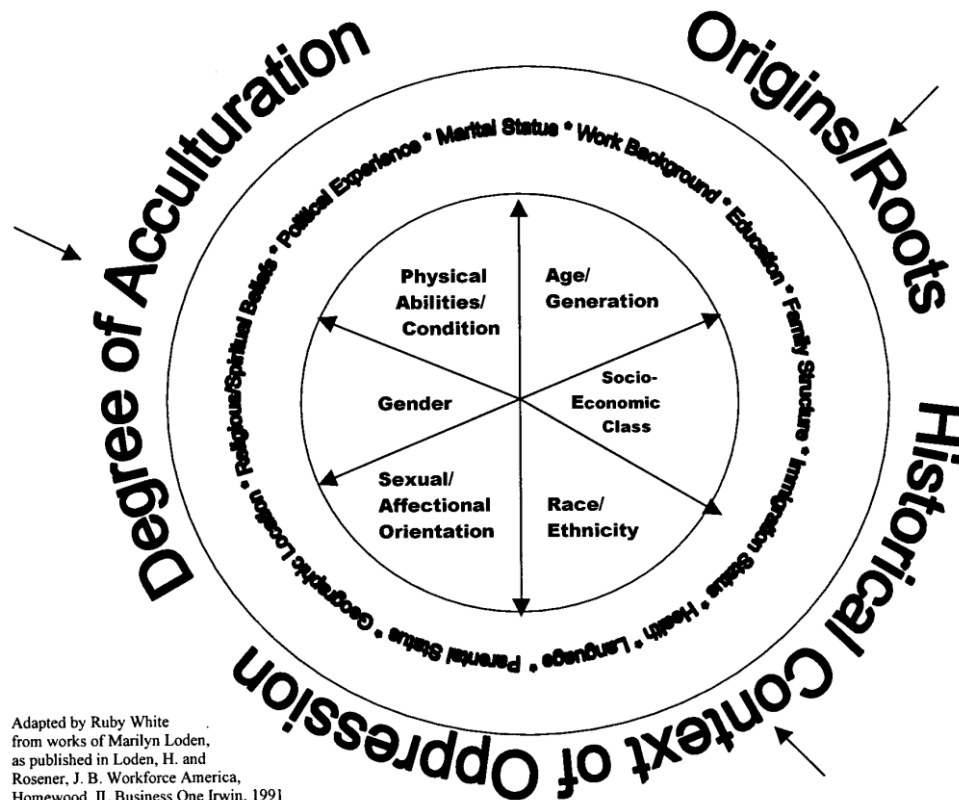
Historically and anthropologically thought to be a stable pattern of beliefs, values, thoughts, norms etc., that are transmitted from generation to generation for successfully adapting to other group members and their environment.

This is not a current definition of culture.

A Critical Definition of Culture

refers to shared experiences or commonalities that have developed, and continue to evolve, in changing social and political contexts, based on many dimensions of diversity:

Dimensions of Diversity



Adapted by Ruby White
from works of Marilyn Loden,
as published in Loden, H. and
Rosener, J. B. Workforce America,
Homewood, IL. Business One Irwin, 1991



What is Culture?


The thoughts, ideas, behavior patterns, customs, values, skills, language, arts, and faith or religion of a particular people at a given point in time.

- Culture defines us as individuals; it makes us who we are.
- Organizations have distinct cultures that are developed by their missions and goals.
- Communities have different cultures influenced by it's members, the environment, and socioeconomic conditions.
- Everyone has culture; which influences how we see others.



Meaning is Assigned

When we look at behavior, we interpret other people and what is happening through our own cultural filter of what our culture *tells* us is happening



EVERYTHING
COVERED
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WHAT A CRUEL
MALE-
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EVANS

Cultural Capacity

Does not mean knowing everything about a culture

It is instead,

- Developing an awareness of your own culture
- Having a willingness to learn and accept that there are many ways of viewing the world
- Recognizing and rejecting pre-existing beliefs about a culture
- Focusing on comprehending information provided by individuals with the context at hand.

Cultural Capacity

- Involves both individual and institutional practice
- Is characterized by the acceptance of and respect for differences
- Requires continuous self-assessments (personal, organizational, systemic) with special attention to and respect for the dynamics of difference

Cultural Capacity includes:

- Being aware of one's own biases, prejudices and knowledge of others
- Recognizing professional power and avoiding the imposition of those values
- Asking questions and listening to the answers
- Gathering information on the consumers interpretation of their culture
- Validating strengths
- Negotiating the acceptance of a different set of values
- Developing linkages and collaborating with culturally specific community groups

Harmful Views of Culture

Cultural Destruction	Cultural Incapacity	Cultural Blindness
Eliminates differences	Demands difference	Dismisses differences
Represented by policies or practices that are destructive to cultures; most extreme being genocide. Purposeful destruction of a culture.	Don't intentionally seek to be culturally destructive, but lack capacity to help minority clients. May perpetuate bias, support discriminatory practices, or send subtle messages that others are not valued or welcome	Provide services with expressed philosophy of being unbiased, function with belief that culture or color make no difference, believe that helping approaches used by dominant culture can be universally applied. Encourage assimilation.

Cultural Competence Checklist*

- I have biases and beliefs that impact my relationships and communication with others.
- Traditional American values are not necessarily the values commonly found in some other cultures.
- Culture is complex, fluid, and changing.
- Achieving cultural competence is a challenge and a continuing process.
- The most critical and difficult aspect of cultural competence is awareness.

* Cultural Considerations in Domestic Violence Cases; A National Judges Benchbook (1999) Ramos, M. D. & Runner, M. W., 1-42 through 1-45, The Family Violence Prevention Fund.



Latinos and Child Welfare

- Abuse and neglect reports are proportionate between Latino and White non-Latino children. Yet, substantiated cases are more likely to occur with Latino children.
- Latino children are more likely to be placed in out-of home care more quickly and for longer periods of time than their White non-Latino counterparts.
- 62% of the Latino children served by child welfare services today are placed in out-of home care, compared to 25% in 1977.
- Hispanic families are substantially more likely to face an allegation of failure to protect than any other racial group.



Latin@ Cultural Values

- **Respeto** refers to the important value of respect for others and for social customs
- **Familismo** refers to the importance of family closeness/unity and getting along with and contributing to the well-being of the family and the extended family.
- **Personalismo** influences parents' expectations of the parent–worker relationship. It is a cultural expectation for mutual, caring, respectful engagement as a foundation for building trust and rapport

Structural barrier in child welfare

Child welfare workers are often unable to provide culturally congruent services in light of organizational policies that:

- do not actively solicit the voice of racially/ethnically diverse families;
- do not account for the diverse needs of ethnic communities; and
- maintain excessive caseloads for workers.



American Value

- **Individualism/Independence**

- ♦ The individual identifies primarily with self.
- ♦ Individual needs are satisfied before those of the group.
- ♦ Taking care of oneself, being self-sufficient, guarantees the well being of the group.
- ♦ Independence and self-reliance are greatly stressed and valued.
- ♦ Generally, tend to distance themselves psychologically and emotionally from each other.
- ♦ May join groups, but group membership is not essential to one's identity or success.



Latin@ Value

- **Collectivism/Interdependence**

- ♦ One's identity is in large part a function of one's membership and role in a group, e.g., the family or work team.
- ♦ The survival and success of the group ensures the well-being of the individual, so that by considering the needs and feelings of others, one protects oneself.
- ♦ Harmony and the interdependence of group members are stressed and valued.
- ♦ Group members are relatively close psychologically and emotionally, but distant toward non-group members.



Culture & Domestic Violence

Domestic violence is present in all cultures

- Violence is not “normal” in certain groups
- Men of every culture have ways of subjugating women
- Cultural differences must be considered when dealing with domestic violence, however, they must never be used to deny or excuse the violence or perpetuate the myth that certain cultural groups are inherently more violent than others
- Effective interventions for battered women must view the woman’s behavior from inside the culture

Culture is center to how a battered woman organizes her experience. It influences:

- how she seeks assistance
- what she defines as a problem
- her attitude about sharing troublesome emotional problems
- her expectations for treatment and what she believes is the best method of addressing the difficulties she encounters due to the abuse

Culture is center to how a battered woman organizes her experience. It influences:

- what she understands as the causes of psychological difficulties and the unique subjective experience of being a battered woman
- the number of stressors to which a she is exposed
- how she views violence and the extent to which she associates hopefulness or pessimism with intervention

“We do not see things as they are; we see things as we are.”

-Anais Nin



Barriers and Concerns for Latin@ and other Communities of Color

- Personal barriers such as religious beliefs or spirituality, concentrations in low paying jobs; language barriers and immigration issues; unfamiliar and uncomfortable surroundings in help-seeking
- Systemic biases in delivery of services by the criminal justice system
- Mistrust of mainstream formal systems
- The under-representation of people of color among service providers and in positions of leadership
- Formal systems that do not include relevant or alternative resources

What is the difference between...

- Trauma-specific interventions and services,
- Trauma-informed care,
- Trauma-informed approaches?



Trauma-informed approaches

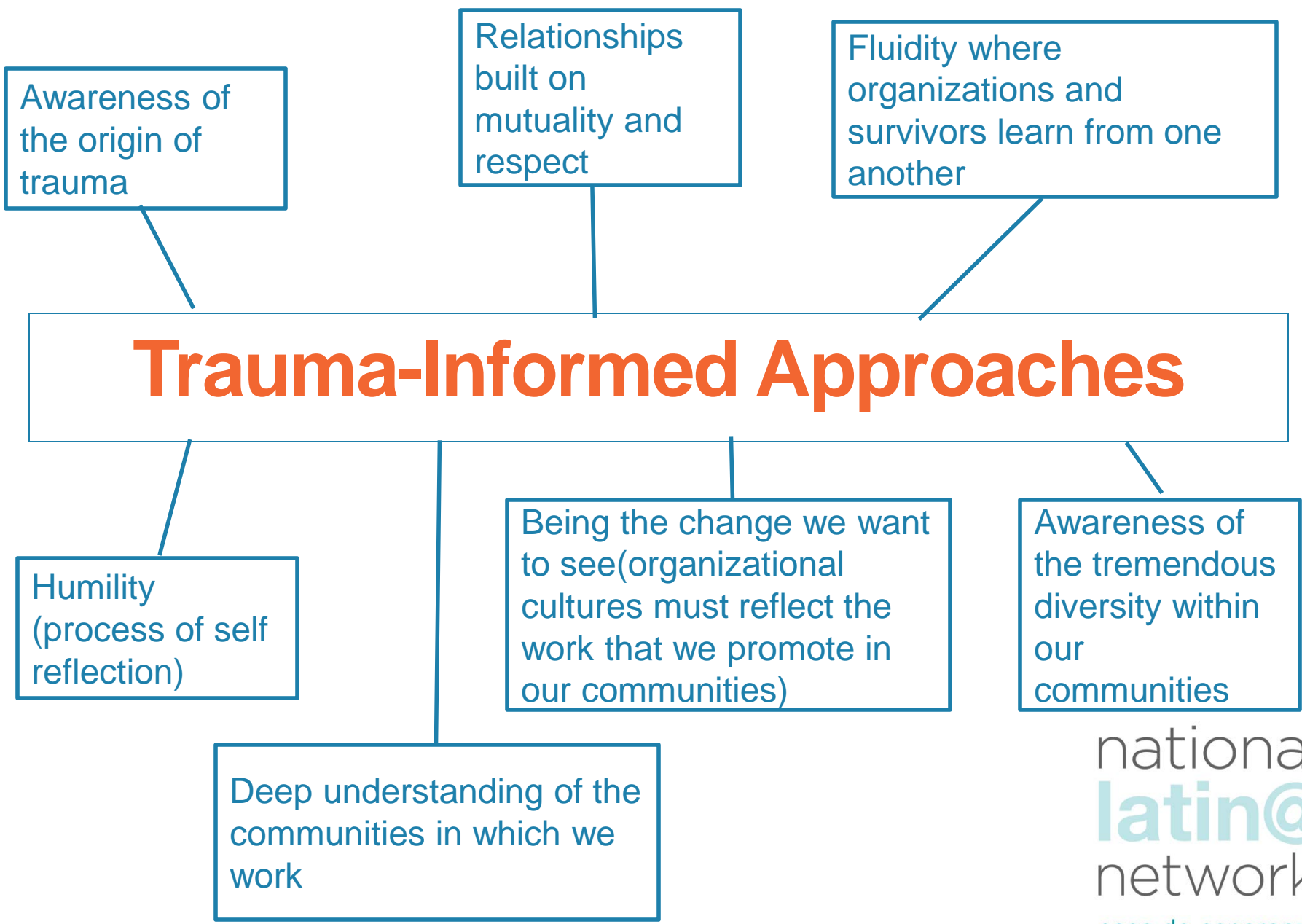
- (1) *realizing* the prevalence of trauma;
- (2) *recognizing* how trauma affects all individuals involved with the program, organization, or system, including its own workforce;
- (3) *responding* by putting this knowledge into practice.

Trauma-informed approaches

- Avoids re-traumatizing those who seek assistance.
- Focuses on "safety first".
- Commits to "doing no harm".
- Facilitates participation and meaningful involvement of survivors and families in the planning of services and programs.
- Requires close collaborative relationships with other systems.

Trauma-informed care

- *Trauma-informed care* is similar in meaning to a trauma-informed approach.
- Some sectors do not identify as "care-giving," such as the criminal and juvenile justice or employment sectors, so the term "approach" is preferred.
- Trauma-informed care may still be used in such systems as primary and behavioral health care or child welfare; however, SAMHSA recognizes that the term trauma-informed approach is more applicable across a broad range of systems.



Trauma-Informed Approaches

Awareness of the origin of trauma

Relationships built on mutuality and respect

Fluidity where organizations and survivors learn from one another

Humility (process of self reflection)

Being the change we want to see (organizational cultures must reflect the work that we promote in our communities)

Awareness of the tremendous diversity within our communities

Deep understanding of the communities in which we work

- What is trauma?





Trauma

- **Trauma** is an emotional response to a terrible event
(American Psychological Association; APA)
 - **PTSD**, or post-traumatic stress disorder, is an **anxiety problem** that develops in some people after extremely traumatic events (APA)
 - **Complex Trauma**-describes the problem of a person's exposure to multiple or prolonged traumatic events (often beginning in childhood) and the impact of this exposure on their **development** (The National Child Traumatic Stress Network).

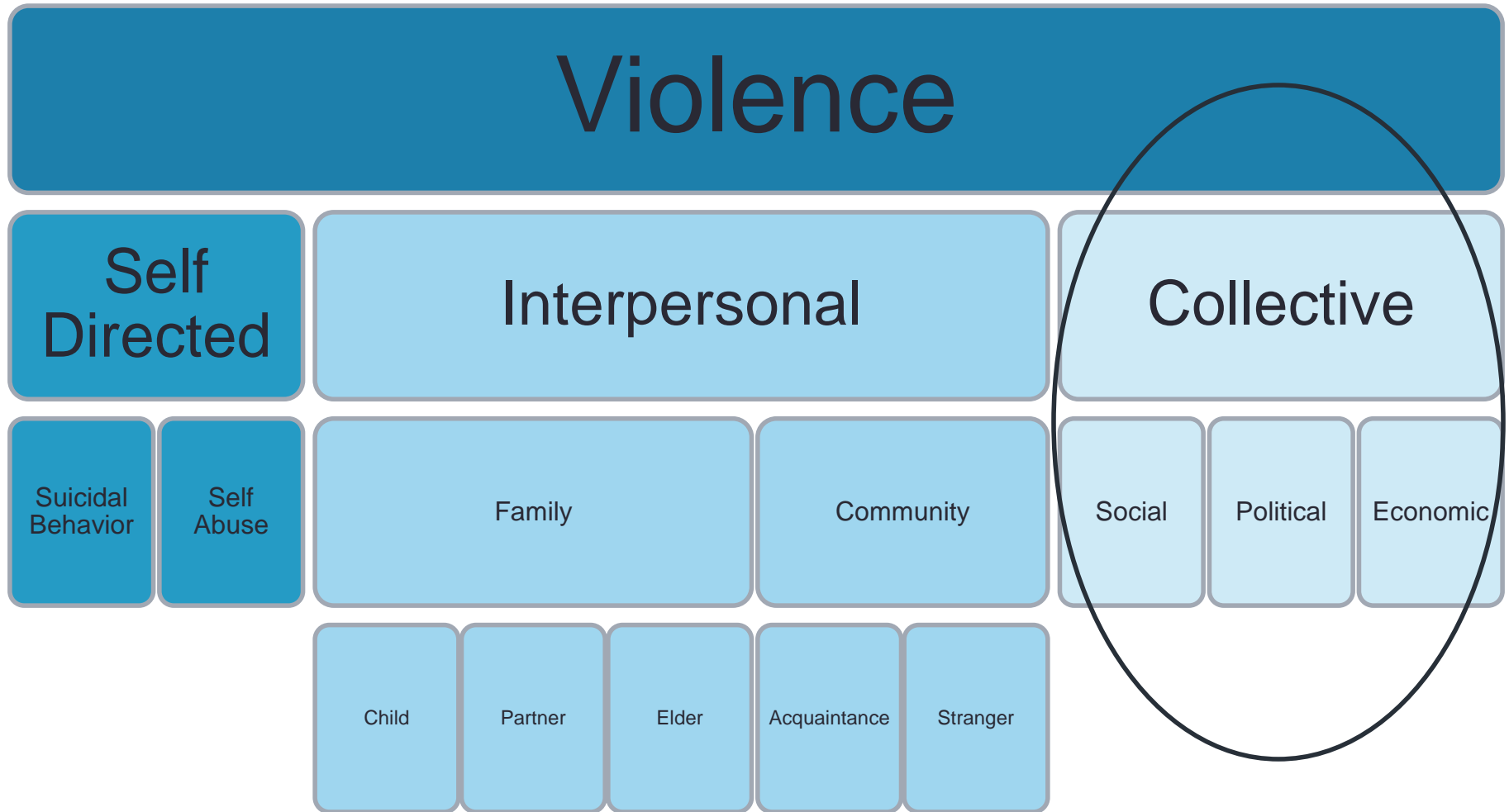
What is Trauma?

- **SAMHSA's** working definition:
 - Individual trauma results from an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or threatening and that has lasting adverse effects on the individual's functioning and **physical, social, emotional, or spiritual well-being.**



<http://www.samhsa.gov/traumajustice/traumadefinition/approach.aspx>

Typology of Violence

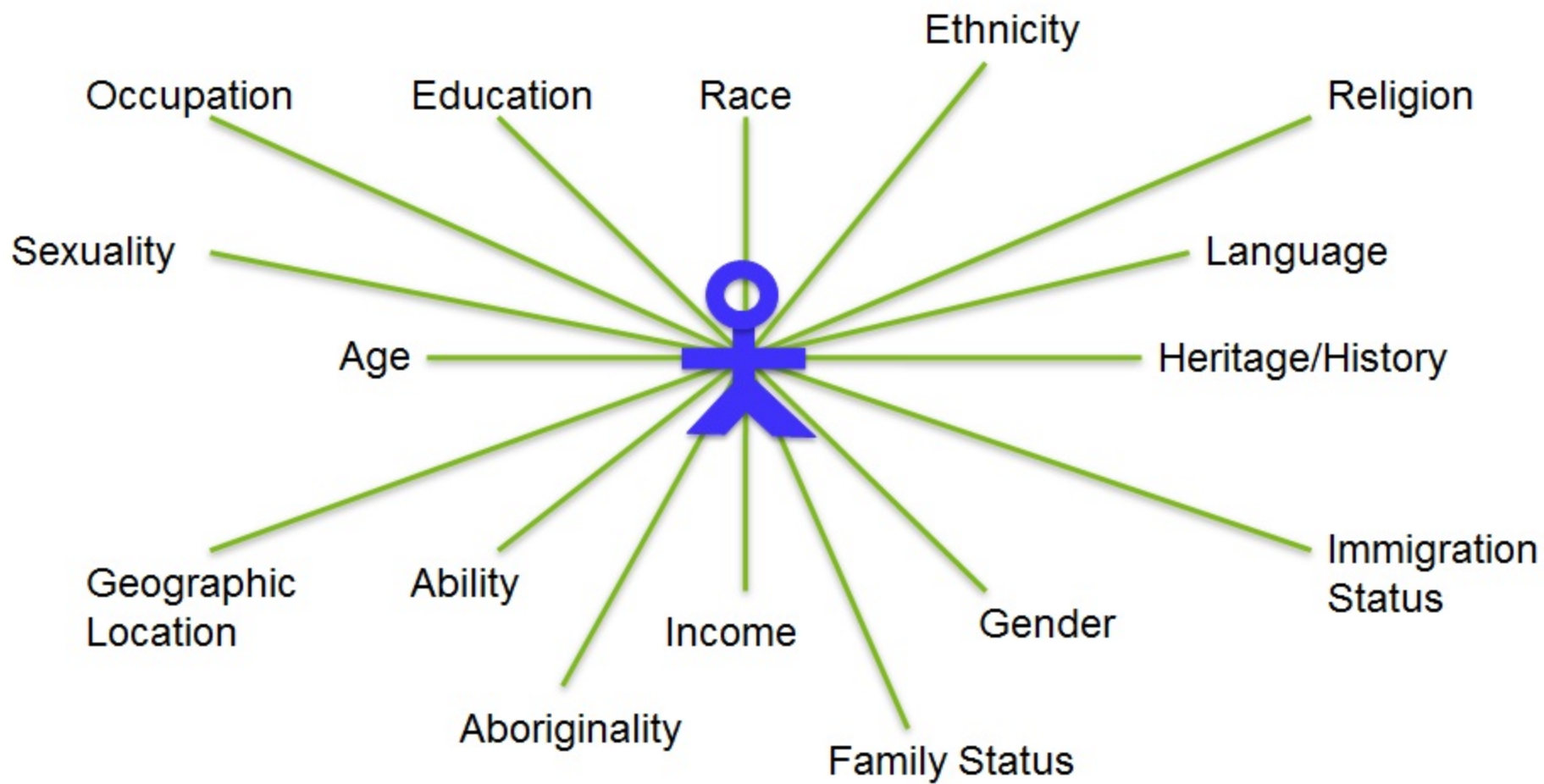


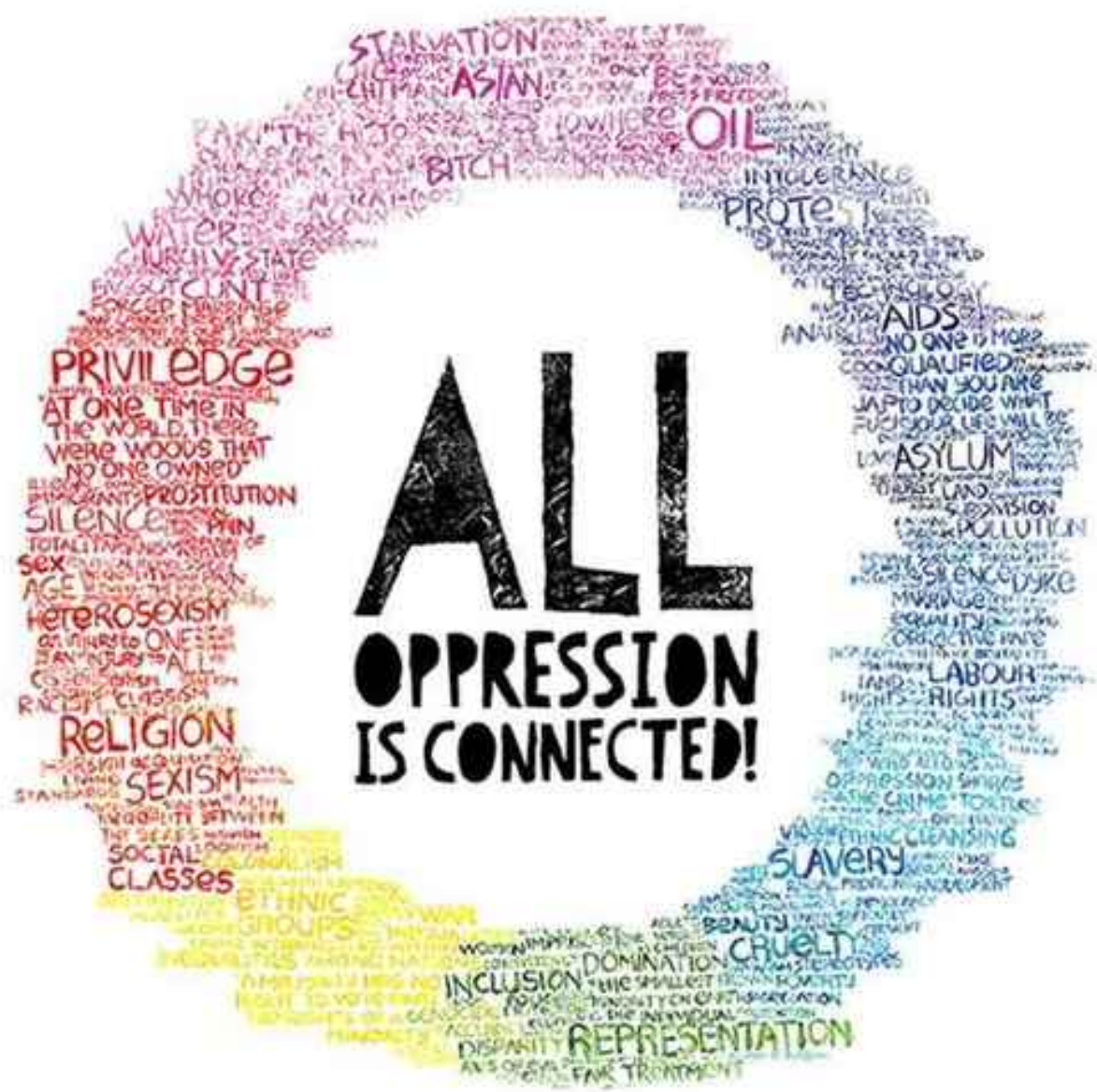
(Who, 2002)



Collective or Societal Traumatic Events

- Community Violence
- Oppression/Discrimination/Stigma
- Institutional Trauma
- Disability-Specific trauma
- Historical Trauma
- Internalized Oppression (racism, homophobia, classism, etc.)
- Intergenerational Transmission of Trauma
- Others?





**THERE IS NO SUCH THING
AS A SINGLE-ISSUE
STRUGGLE BECAUSE
WE DO NOT LIVE
SINGLE-ISSUE LIVES.**

- AUDRE LORDE

Trauma & Co-Occurring Issues

TRAUMA

Substance
Abuse

Mental Health

Incarceration

Poverty

Sex Trafficking

Homelessness

Failure to understand the complexity of trauma & presence of strengths can lead to...

- Reminding people of their traumatic experiences (Harris and Fallot, 2001)
- Increase in unhealthy coping
- Increase in relapse to substance use or other mental health issues
- Withdrawal from relationships, isolation





Culturally Specific Communities

- Historically have not had access to individual services
- Historical traumas may include abuses by medical professionals
- Collective trauma includes “non traditional” events like poverty, discrimination, racism, unjust immigration laws, etc.

Culturally Specific Communities

- Individual and collective factors have buffered the effects of collective trauma
 - Cultural traditions
 - Strong cultural identity
 - Cultural stories
- Communities provide healing
 - Individual strengths
 - Collective knowledge and wisdom





[What You Can Do:]

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Respond in all Structural Domains

- Values and Attitudes
- Communication Styles
- Community/Consumer Participation
- The Physical Environment, Materials, and Resources Available
- Policies and Procedures
- Population-based practice, program development and service.
- Training and Professional Development



Action Steps

Buy-in can be created with a committee representing all levels in the organization. Such a committee can establish and facilitate the following steps:

- Develop support for change throughout the organization and community.
- Who is in your community? Increase your knowledge about the history, cultural traditions and norms of the people in your community.
- Identify the barriers to working with the community and find solutions to overcome them (i.e. *Promotores* approach.)
- Assess periodically the current level of cultural competence in your organization. Remember that cultural competence is a process.
- Identify the leadership and resources needed to change.

Action Steps (cont'd.)

- Develop goals, implementation steps and deadlines for achieving them.
- Commit to an ongoing evaluation of progress (measuring outcomes) and respond to change.
- Develop and implement ongoing mechanisms for increasing your organization's capacity to work with diverse communities (i.e. regular training topics.)
- Promote relationships with your constituents based on mutuality and respect. (i.e. Create viable options for soliciting feedback from community members about the work of your organization, seek input from community to guide the organizational priorities.)
- Promote an intersectional analysis into your work.



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