

Culturally Responsive
Practices for the
Youth Development Field



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Oregon 21st CCLC
Spring Conference

Culturally Responsive Practices for the Youth Development Field

Name

Pronouns you use

Role

What is one thing
you would like to get
out of this session?



bob McNeil

Objectives



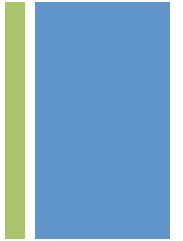
- Become familiar with Guiding Principles of Cultural Relevancy & Responsiveness.
- Become familiar with the Intercultural Development Continuum.
- Learn characteristics of inclusive, welcoming and respectful environments for all youth.
- Understand impact of bias and practice how to respond.
- Incorporate aspects of Cultural Relevancy & Responsiveness into programming.

Agenda



- Welcome
- Exploring Meaning & Identities
- Responding to Bias
- Relevancy
- Implementing Responsiveness Plan
- Closing Reflection

Housekeeping



- Social Networking
- Effective Learner
- Materials

#IamShiftingNorms

#ShiftingNorms

Agreements



- Honor the complexity of this work.
- Trust each others' process & make a commitment to each others' learning.
- We are committed to balancing the needs of the individual with the needs of the whole group.

Exploring Meaning



Meanings are in people, not words.

Core Competencies



YOUTH PQA
Form A - Program Offerings
Youth - Grades 4-12

Organization name: _____
 State/Program: _____
 Name(s) of staff: _____
 Date scored: _____
 Name: _____
 Email: _____

YOUTH QUALITY
PROGRAM QUALITY

QUALITY STANDARDS
FOR AFTERSCHOOL & YOUTH DEVELOPMENT PROGRAMS

Youth PQA
School's Out Washington
Form B - Organization Items

Organization name: _____
 Site/Program name: _____
 Date scored: _____
 Staff present at interview: _____



Washington State
**Core Competencies
for Child and Youth
Development Professionals**



What child and youth development professionals need to know and do to provide quality services for children and youth ages 5 - 18 years old and their families.



SCHOOL'S OUT
WASHINGTON
TRAINING • ADVOCACY • LEADERSHIP



WASHINGTON



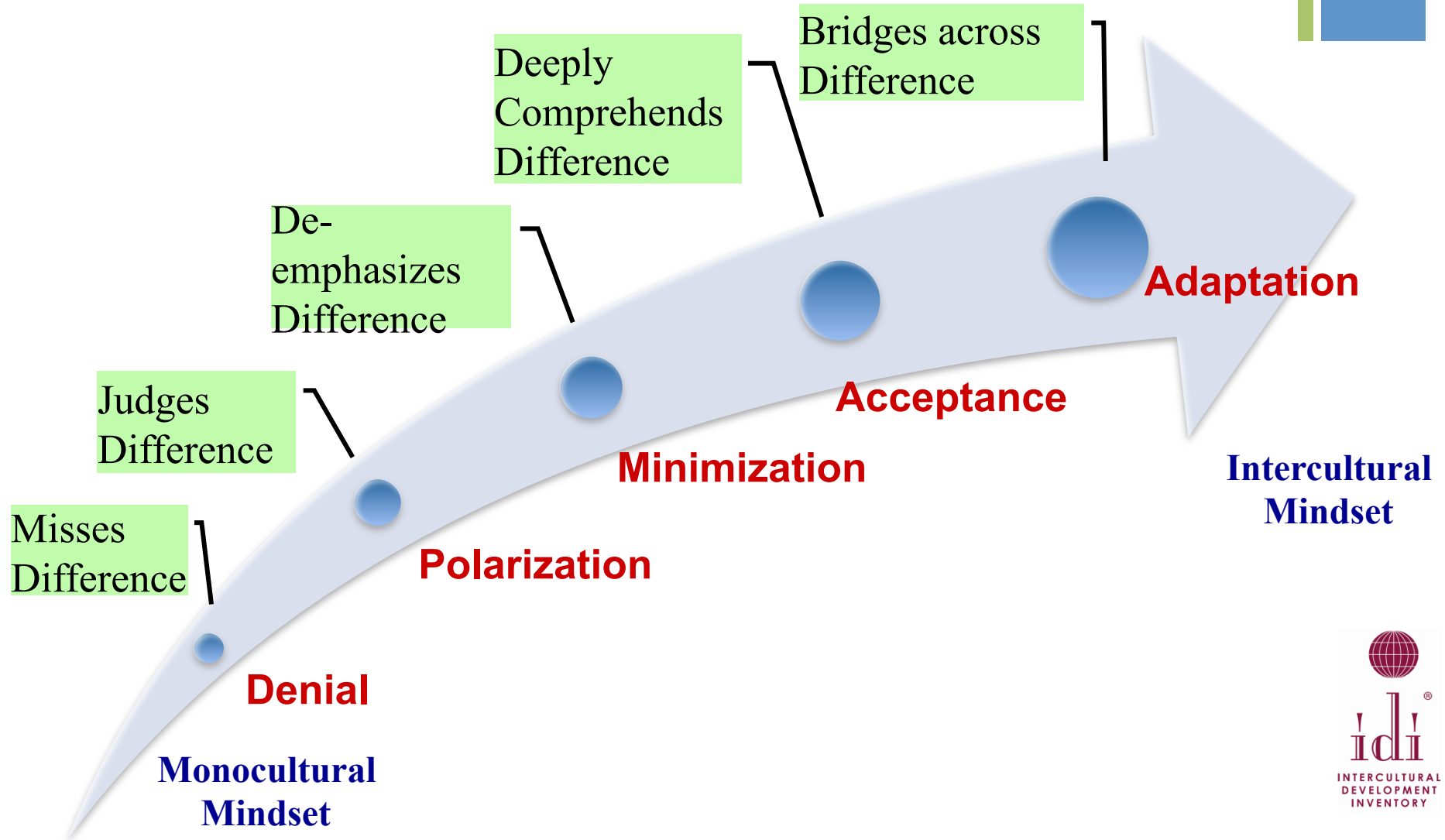
In Your Programs



Why is it important to explore
Cultural Relevancy and Responsiveness?

- Individually?
- Alongside staff?
- Alongside youth?

Intercultural Development Continuum

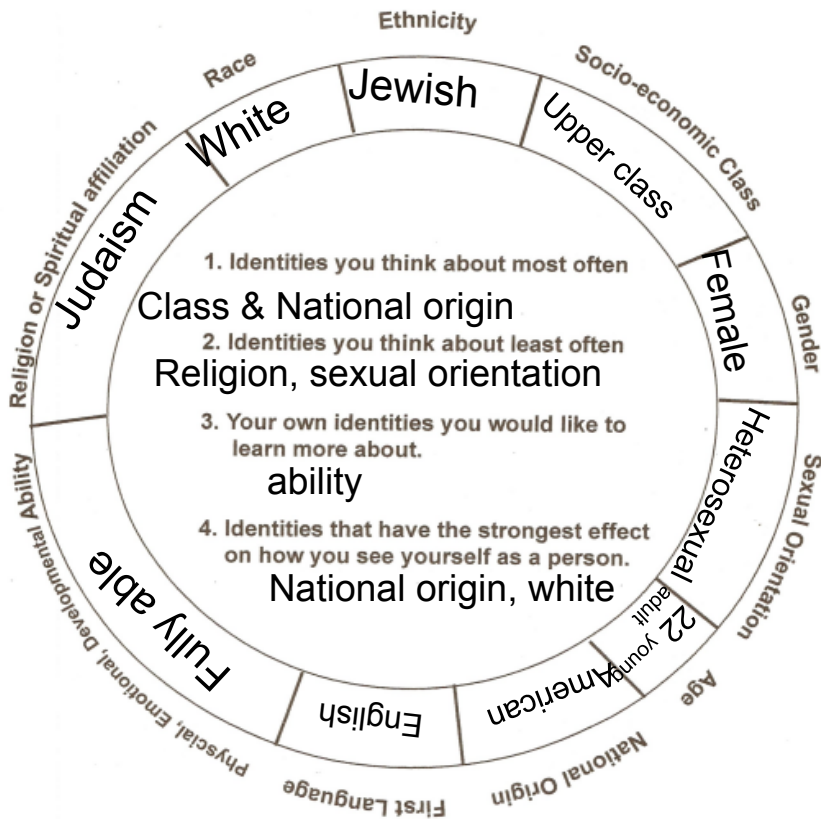


Exploring Identities



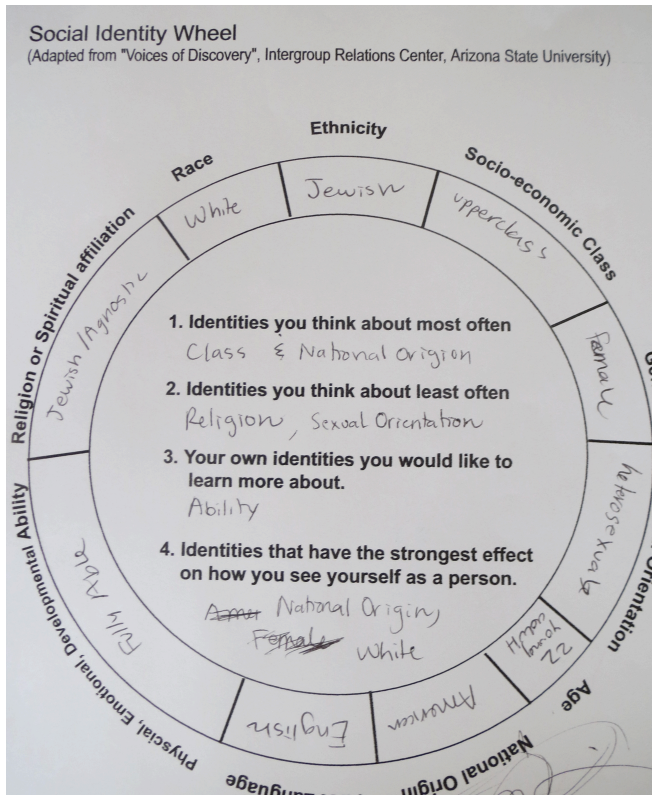
Social Identity Wheel

(Adapted from "Voices of Discovery", Intergroup Relations Center, Arizona State University)



Complete your
Personal Identity Wheel
then
Social Identity Wheel.

Exploring Identities



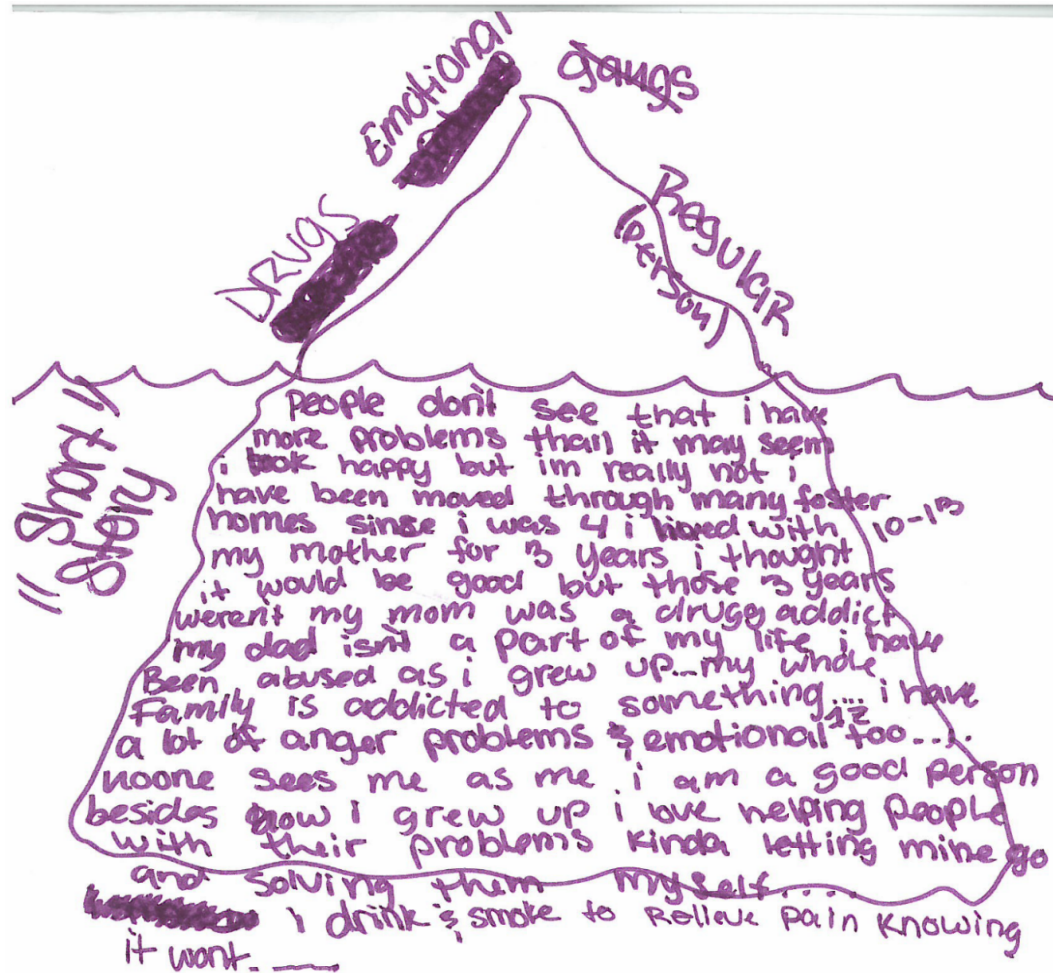
Exploring Identities



What do adults usually see when they look at youth?

What have you learned about the real experiences of youth?

Exploring Identities



Experiencing Culture



What Causes Microaggressions?



Subtle, often automatic, stereotypical, and insensitive behaviors, comments, or assumptions about a person's perceived identity, background, ethnicity or ability.

It might be presented politely or not intentionally, but has a negative impact.

Responsiveness



Challenging Bias

1. Take a deep breathe.
2. Name it.
3. Give information.
4. Give direction.

Being Challenged

1. Take a deep breathe.
2. Listen Carefully.
3. Thank them.
4. Take Action.

Responsiveness



Challenging Bias

1. Take a deep breathe.
2. Name it.

Saying "that's so gay" is heterosexist.

3. Give information.

When you say that, you are putting down an entire group of people.

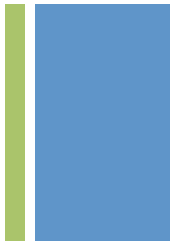
3. Give direction.

Please stop using that phrase.

Being Challenged

1. Take a deep breathe.
2. Listen Carefully.
3. Thank them.
4. Take Action.

Responsiveness



Each person in your trio will get an opportunity to:

1. State a biased statement.
2. Practice responding to bias.
3. Respond to being challenged.

Responsiveness



Challenging Bias

1. Take a deep breathe.
2. Name it.

Saying “you run like a girl ” is sexist.

3. Give information.

When you say that, you are putting down an entire group of people.

3. Give direction.

Please stop using that phrase.

Being Challenged

1. Take a deep breathe.
2. Listen Carefully.
3. Thank them.
4. Take Action.

Cultural Relevancy & Responsiveness



THE GUIDING PRINCIPLE

“Quality programs respect and are responsive to the diversity of program participants, their families, and community.”

Relevancy & Responsiveness



1. Respond to negative behaviors that indicate identity biases.
2. Org policies and practices include intentional opportunities for youth to explore, share, celebrate and express their own and each other's heritage and cultural identity in their program.
3. All staff receive ongoing trainings to support their intercultural development.
4. Staff reflect the diversity and cultures of the community served.

Resources & Implementation

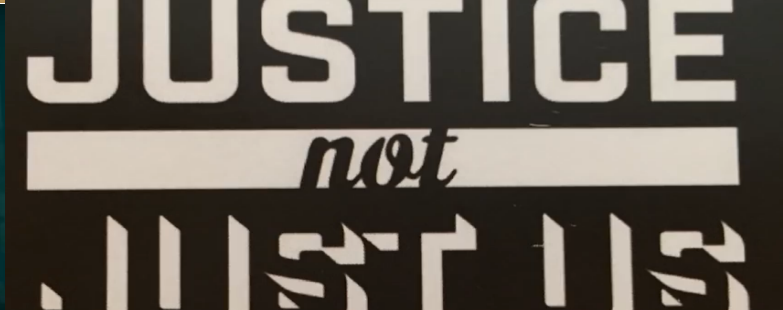


What does this look like?

- On an individual level?
- Program Offering level?
- Program level?
- Site level?

What COULD this look like?

Responsiveness Reflection



Thank You



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