Interculturally Responsive Practices for Youth Development Programs

bob McNeil
OR 21st CCLC Fall Conference
Interculturally Responsive Practices for Youth Development Programs

Name
Pronouns you use
Role

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

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Objectives

- Become familiar with Guiding Principles of Intercultural Relevancy & Responsiveness.
- Become familiar with the Intercultural Development Continuum.
- Understand impact of bias and practice how to respond.
- Incorporate aspects of Intercultural Relevancy & Responsiveness into current roles and responsibilities.
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

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.

QUALITY STANDARDS
FOR AFTERSCHOOL & YOUTH DEVELOPMENT PROGRAMS

YOUTH ENGAGEMENT
- Plan
- Make choices
- Reflect

LEAD AND MENTOR
- Be in small groups
- Partner with adults
- Experience belonging

PEER INTERACTION
- Encouragement
- Skill building
- Active engagement
- Welcoming atmosphere

SUPPORTIVE ENVIRONMENT
- Psychological and emotional safety
- Program space and furniture
- Emergency procedures
- Physically safe environment

SAFE ENVIRONMENT
- Healthy food and drinks

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Exploring Meaning

What is Intercultural Competence?
Intercultural Competence

- Shift cultural perspective and adapt behavior to cultural commonality & difference
- Deep cultural self-awareness
- Deep understanding of the experiences of people from different cultural communities
- Behavioral shifting across various cultural differences
Intercultural Competence Development

Focuses on:

- Eliminating interpretations & behavior based on stereotypes
- Increasing interpretations & behavior based on cultural generalizations/frameworks
In Your Setting

Why is it important to explore Intercultural Relevancy and Responsiveness?

- Individually?
- Alongside staff?
- Alongside those we serve?
Two World Views

- **Monoculture**
  One’s own culture is central to reality

- **Intercultural**
  One sees the world relative to other cultures where one’s own cultural patterns are not any more central to reality than any other culture
Intercultural Development Continuum

- Monocultural Mindset
- Denial
- Polarization
- Minimization
- Acceptance
- Bridges across Difference
- Deeply Comprehends Difference
- De-emphasizes Difference
- Judges Difference
- Misses Difference
- Adaptation

Intercultural Mindset
Understanding the Mindsets

1. Review the case study and prepare responses from the mindset you are assigned at the top of the page.

2. Form Groups of 3 with the same assigned mindset.

3. Share your ideas and brainstorm possible responses within this mindset.

Denial  Polarization  Minimization  Acceptance  Adaptation
Understanding the Mindsets

1. Form NEW Groups of 5 with the each mindset represented.

2. Starting with Denial and moving up the spectrum, each person shares their groups responses to the case study.
Intercultural Competence Development

- Is not just about knowing the facts about different cultures.

- Is increased cultural self-understanding and cultural other-understanding.
  - Is a self-reflective, intentional process focused on understanding patterns of difference and commonality between oneself (and one’s cultural group) and other cultural group’s perceptions, values and practices.
Intercultural Competence Development

Self-Reflective Process

■ 30-50 hours of concentrated effort to gain one full orientation.

■ Should take place over approximately 3 to 9 months with participation with coaching interaction ranging from weekly to one per month.
Intercultural Learning Opportunities

- Training Programs
- Personal Interactions
- Travel
- Workplace Activities
- Intercultural Journal

- Coaching
- Theatre Film and Arts
- Books
- Site Visits
- Educational Classes
Acceptance vs Adaptation

https://www.youtube.com/watch?v=GOHvMz7dl2A
Exploring Identities

Complete your Personal Identity Wheel then Social Identity Wheel.
Exploring Identities

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

1. Identities you think about most often
   Class & National Origin

2. Identities you think about least often
   Religion, Sexual Orientation

3. Your own identities you would like to learn more about.
   Ability

4. Identities that have the strongest effect on how you see yourself as a person.
   National Origin

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Exploring Identities

What do adults usually see when they look at youth?

What have you learned about the real experiences of youth?
Exploring Identities

People don't see that I have more problems than it may seem. I look happy, but I'm really not. I have been moved through many foster homes since I was 4. I lived with my mother for 5 years. I thought it would be good, but those 5 years weren't. My mom was a drug addict, and my dad isn't a part of my life. I have been abused as I grew up. My whole family is addicted to something. I have a lot of anger problems and emotional too...

No one sees me as me. I am a good person besides how I grew up. I love helping people with their problems. Kinda letting mine go and solving them myself. I drink and smoke to relieve pain knowing it won't...
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.
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.
   - When you say that, you are putting down an entire group of people.
4. 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.*
   *When you say that, you are putting down an entire group of people.*
4. Give direction.
   *Please stop using that phrase.*

Being Challenged

1. Take a deep breathe.
2. Listen Carefully.
3. Thank them.
4. Take Action.
Intercultural Relevancy & Responsiveness

THE GUIDING PRINCIPLE

“Quality programs (and services) 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.
What does Intercultural Responsiveness look like?

- On an individual level?
- Service Offering level?
- Department level?
- Site or Organization level?

What COULD this look like?
Responsiveness Reflection
Thank You

bob McNeil
WeAreCoachingLeaders.com
bobscoaching@gmail.com