

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

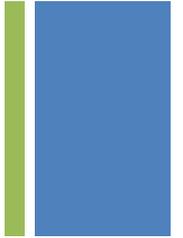
Role

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



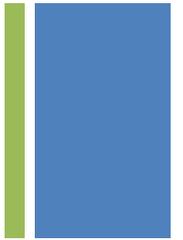
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Objectives



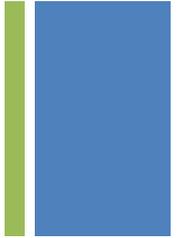
- Become familiar with Guiding Principles of Intercultural Relevancy & Responsiveness.
- Become familiar with the Intercultural Development Continuum.
- Understand impact of bias and practice how to respond.
- Incorporate aspects of Intercultural Relevancy & Responsiveness into current roles and responsibilities.

Agenda



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

Housekeeping

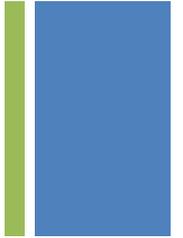


- Social Networking
- Effective Learner
- Materials

#IamShiftingNorms

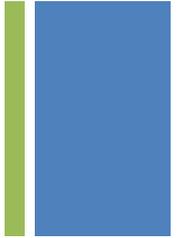
#ShiftingNorms

Agreements



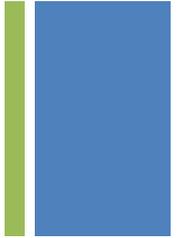
- Honor the complexity of this work.
- Trust each others' process & make a commitment to each others' learning.
- We are committed to balancing the needs of the individual with the needs of the whole group.

Exploring Meaning



Meanings are in people, not words.

Core Competencies



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

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

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

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

QUALITY STANDARDS
FOR AFTERSCHOOL & YOUTH DEVELOPMENT PROGRAMS

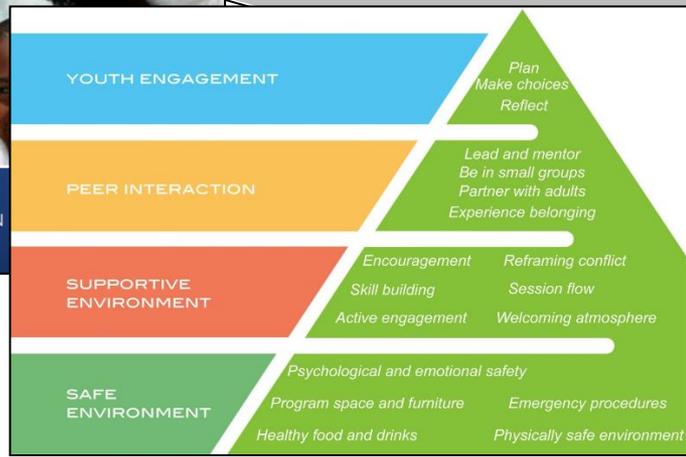


Washington State

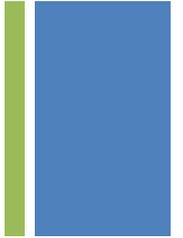
**Core Competencies
for Child and Youth
Development Professionals**

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

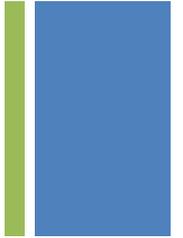


Exploring Meaning



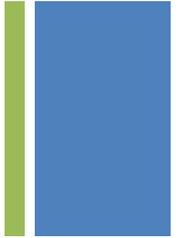
What is Intercultural Competence?

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

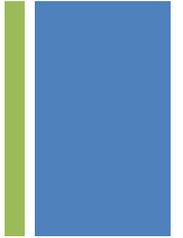
Intercultural Competence Development



Focuses on:

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

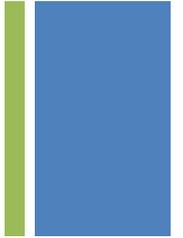
In Your Setting



Why is it important to explore
Intercultural Relevancy and Responsiveness?

- Individually?
- Alongside staff?
- Alongside those we serve?

Two World Views



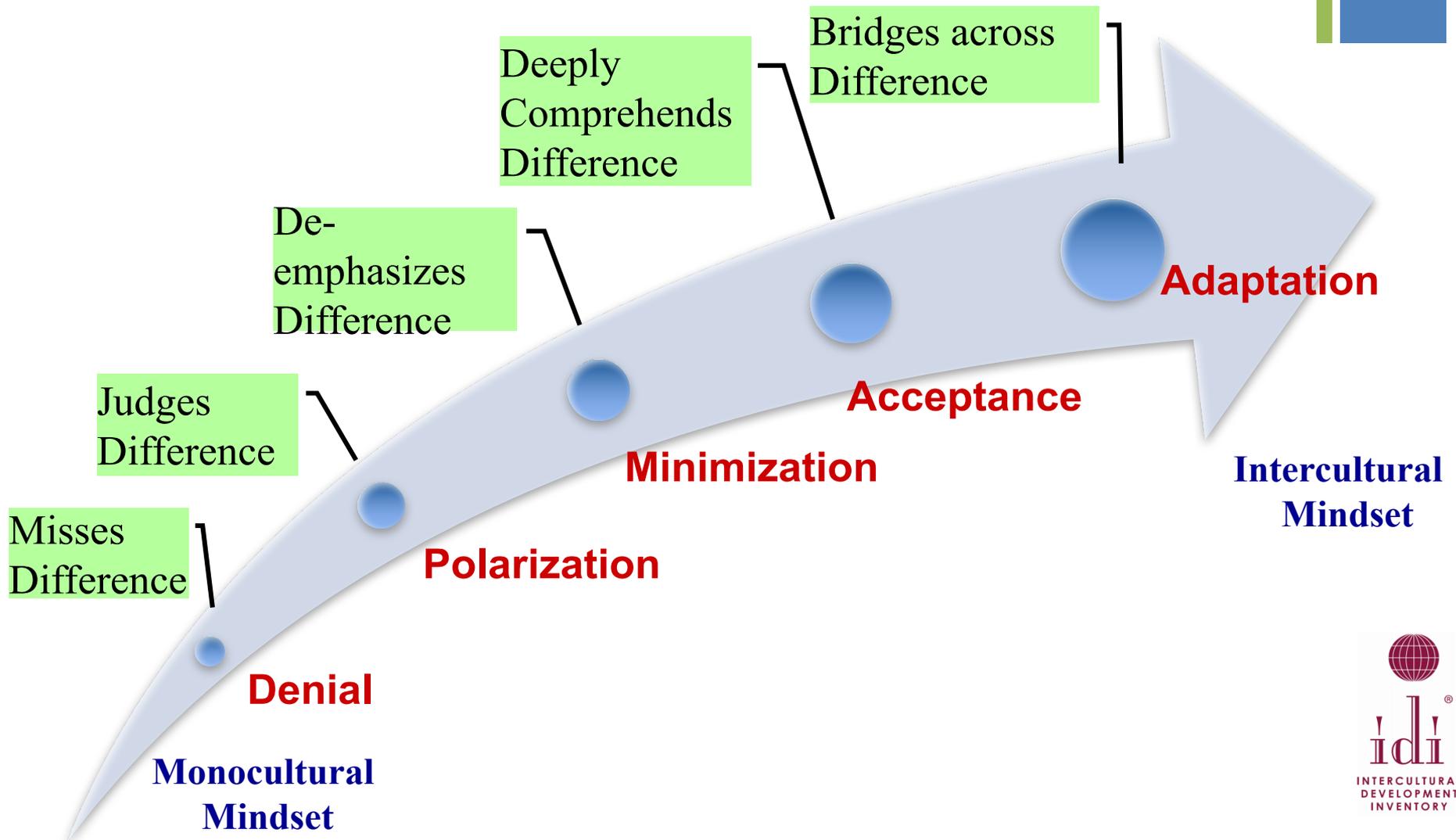
- **Monoculture**

One's own culture is central to reality

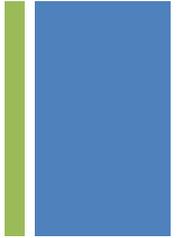
- **Intercultural**

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

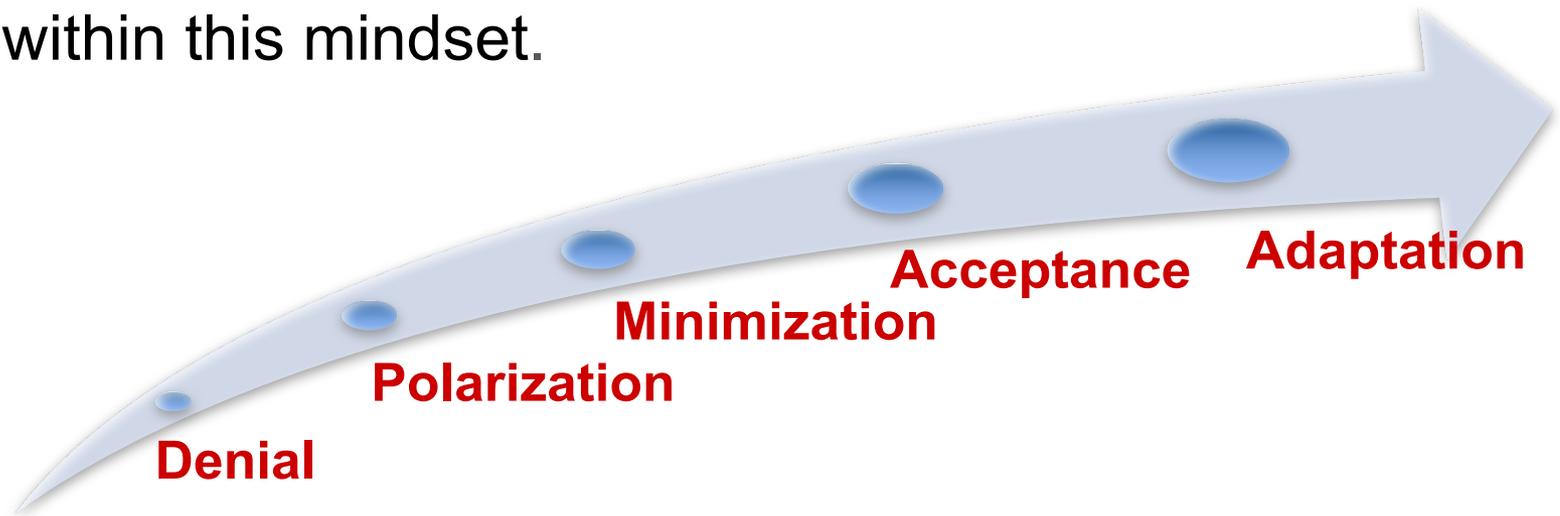
Intercultural Development Continuum



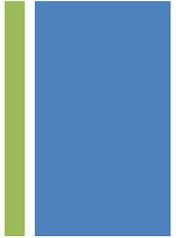
Understanding the Mindsets



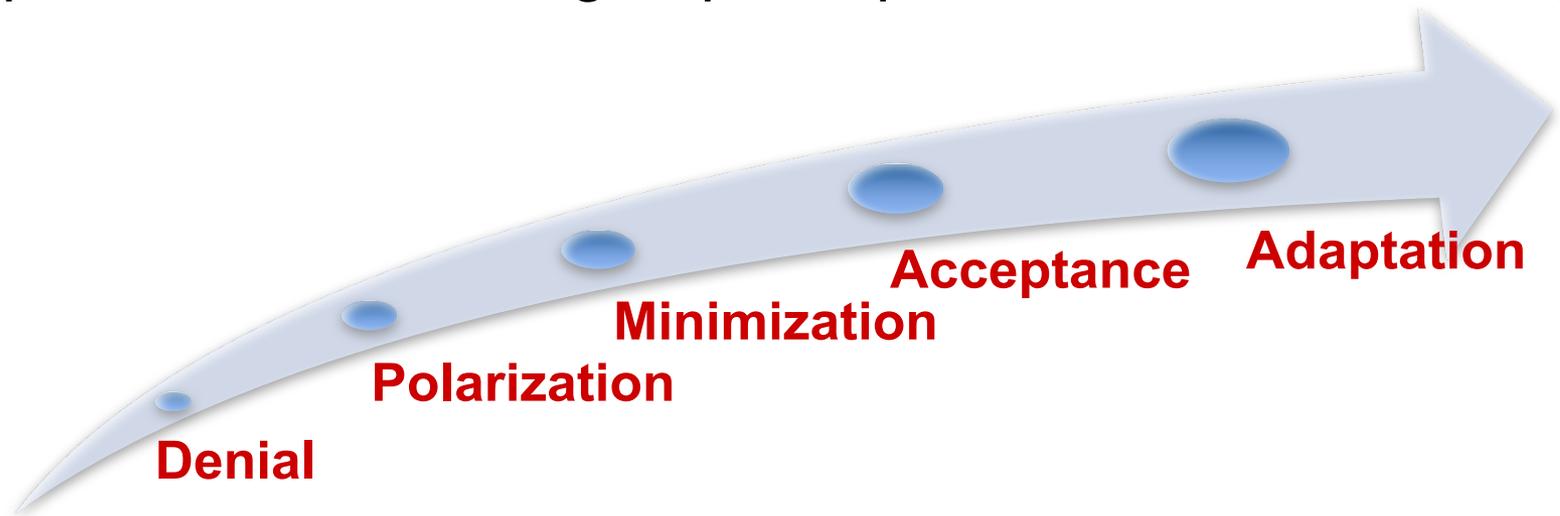
1. Review the case study and prepare responses from the mindset you are assigned at the top of the page.
2. Form Groups of 3 with the same assigned mindset.
3. Share your ideas and brainstorm possible responses within this mindset.



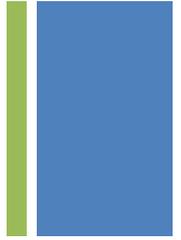
Understanding the Mindsets



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.

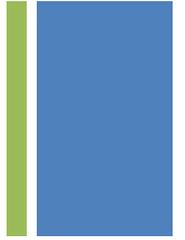


Intercultural Competence Development



- 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.

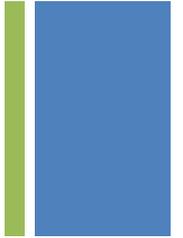
Intercultural Competence Development



Self-Reflective Process

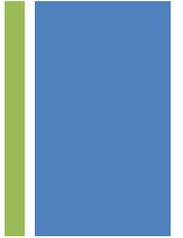
- 30-50 hours of concentrated effort to gain one full orientation.
- Should take place over approximately 3 to 9 months with participation with coaching interaction ranging from weekly to one per month.

Intercultural Learning Opportunities



- Training Programs
- Personal Interactions
- Travel
- Workplace Activities
- Intercultural Journal
- Coaching
- Theatre Film and Arts
- Books
- Site Visits
- Educational Classes

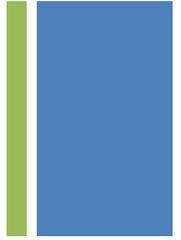
Acceptance vs Adaptation



- <https://www.youtube.com/watch?v=GOHvMz7dI2A>

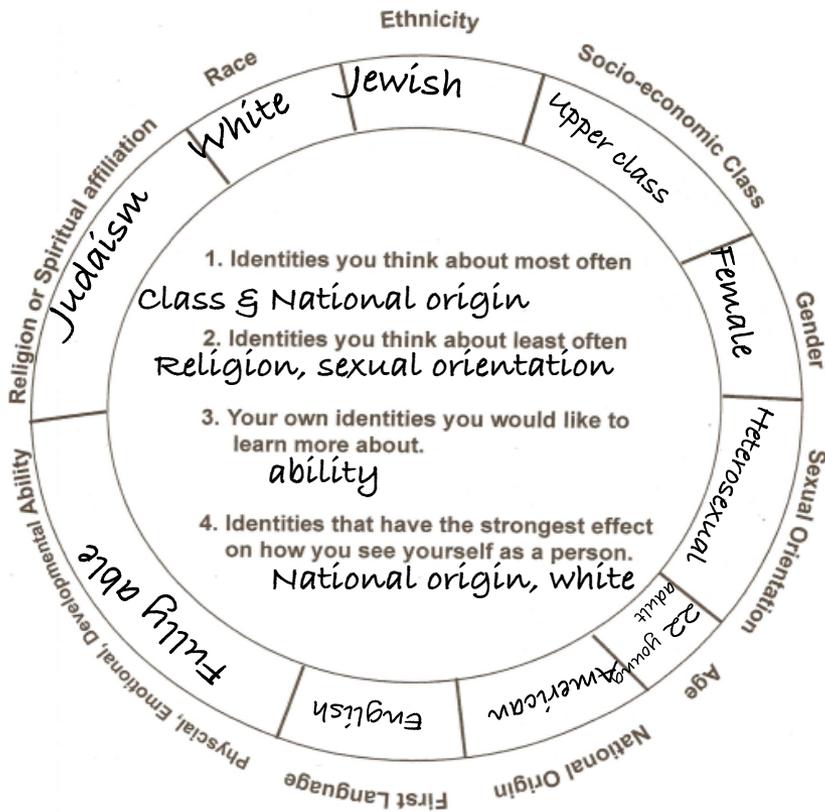


Exploring Identities



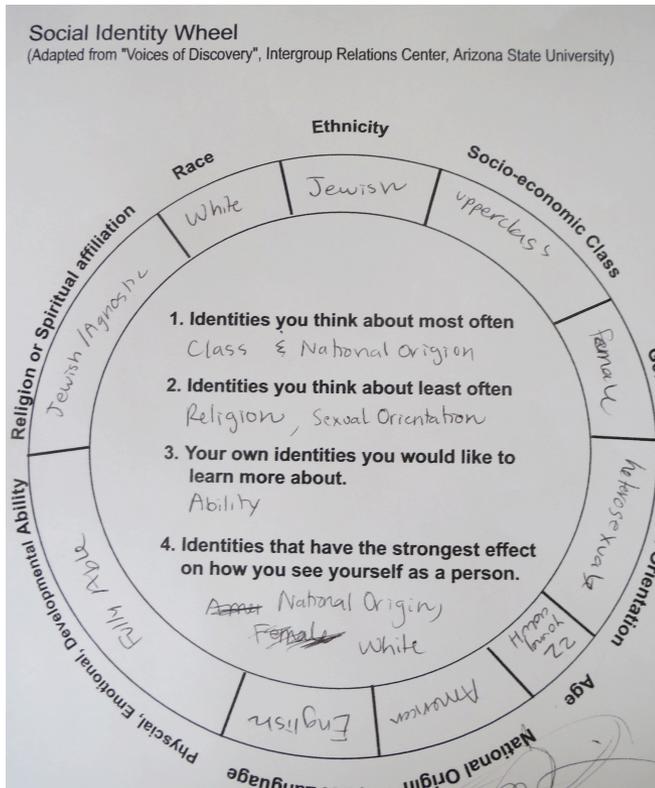
Social Identity Wheel

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

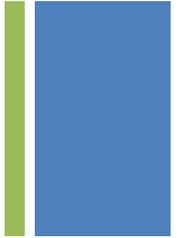


Complete your
Personal Identity Wheel
then
Social Identity Wheel.

Exploring Identities



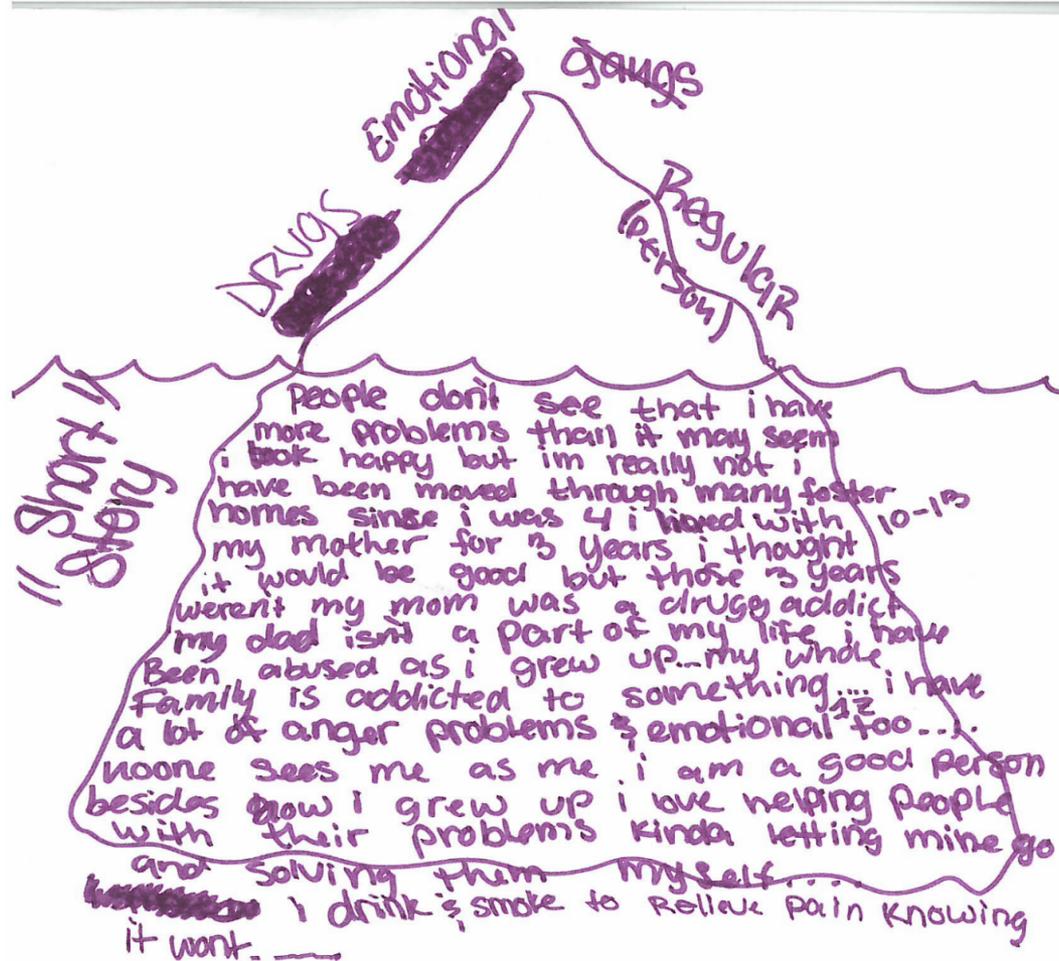
Exploring Identities



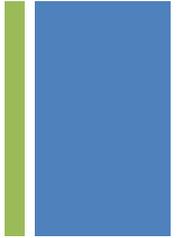
What do adults usually see when they look at youth?

What have you learned about the real experiences of youth?

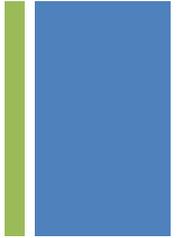
Exploring Identities



Experiencing Culture



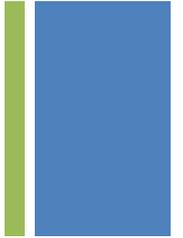
What Causes Microaggressions?



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



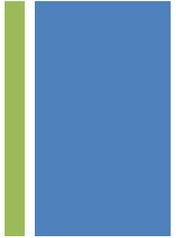
Challenging Bias

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.

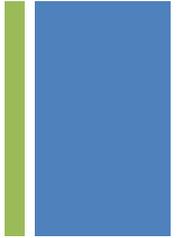
3. Give direction.

Please stop using that phrase.

Being Challenged

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

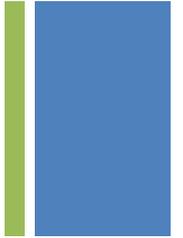
Responsiveness



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.

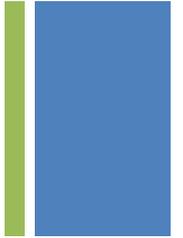
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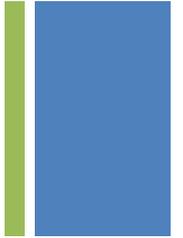
Intercultural Relevancy & Responsiveness



THE GUIDING PRINCIPLE

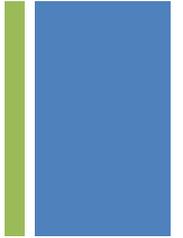
“Quality programs (and services) respect and are responsive to the diversity of program participants, their families, and community.”

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.

Resources & Implementation

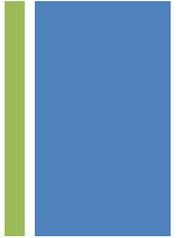


What does Intercultural Responsiveness look like?

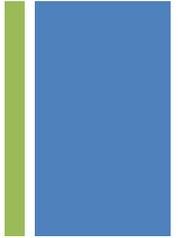
- On an individual level?
- Service Offering level?
- Department level?
- Site or Organization level?

What COULD this look like?

Responsiveness Reflection



Thank You



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