Tide Session 1 - Culturally Responsive and Inclusive Practice

1. TIDE Session 1

1.1 Culturally Responsive and

Notes:

Welcome to the first module of the TIDE series, entitled: "Culturally Responsive and Inclusive Practice". I am Tessa Boutwell, a Professional Learning Facilitator in the Office of Strategic Engagement and I'll be talking you through your work in these next 6 modules.

The purpose of this first module is to introduce you to some of the language and terminology that is appropriate for providing culturally responsive and inclusive services to individuals with disabilities.

This module will serve as a foundation for the remainder of this series, and you can expect to delve deeper into topics after this session.

1.2 Virginia Board for People with Disabilities

Notes:

We are grateful to the Virginia Board for People with Disabilities for their support of this training.

Funding for this project/product was supported, in part, by the VCU School of Education Office of Strategic Engagement. The mission of the Office of Strategic Engagement is to support educators by creating a culture of educational excellence and equity in schools and communities through education, collaboration and innovation. We provide relevant, research-informed professional learning aimed to increase awareness and drive strategic actions in the area of diversity, equity, and inclusion.

Their support of this training will provide opportunities for you to grow in your practice and understanding of diversity, equity and inclusion.

Their commitment to this cause is appreciated, and we are thankful for their partnership.

1.3 Office of Strategic Engagement

Notes:

On behalf of the Office of Strategic Engagement, we want to share a few of our programs with you.

Our office works to create partnerships that support education and training of adults, with a focus on equity.

Specifically, we want to highlight some of the programs offered by our office.

Within the Office of Strategic Engagement, we have the Innovative Teacher Pipeline, which focuses on pre-service teacher training.

We also offer a Career Switcher program, which helps prospective teachers transition into the field from other careers.

We offer training and professional development for both corporate and nonprofit organizations, and we are always open for opportunities to partner.

1.4 Roadmap: Where We're Going

Roadmap: Where We're Going

Session 1: Culturally Responsive and Inclusive Practice
Session 2: Unpacking Implicit Bias
Session 3: Shifting Perspective to Provide More Equitable Support
Session 4: Examining Disparities through Intersectionality
Session 5: Moving From Allyship to Co-Conspiratorship
Session 6: Sustaining Equitable Supports

Notes:

Here is a roadmap of what you can expect to learn throughout the series.

Our first session today will focus on developing your understanding of diversity, equity and inclusion. We know that those terms are shared and highlighted often, but they're all different. While they seem interchangeable, they each have different definitions.

Today, we will start our conversation about the role that diversity, equity and inclusion has in your work that you do to support individuals with disabilities.

In module two, the focus will be on unpacking implicit biases. We all have biases, and the first step towards making a change is recognizing what biases you have. During this module, you'll learn how biases impact your work and how to build awareness. You'll also gain understanding of how biases can cause harm, and ways that you can mitigate those biases.

In module three, we'll highlight how to provide support that is equitable. This session will highlight what equity truly means, and how agencies and organizations can ensure that their programs and services are equitable for the population they serve. This will also be an opportunity for you to reflect on how you've approached providing equitable opportunities in your own daily work. You'll examine power and privilege and reflect on how to use your power to help others.

Module four will highlight intersectionality. Intersectionality is a framework that can be used to understand how multiple social identities interact and magnify one another. We all have different backgrounds and identities that we hold dear to us. Module four will unpack how intersectionality makes the lived experiences of those from marginalized groups much harder.

Module five explores the terms "allyship" and "co-conspiratorship." While being an ally is helpful, being a co-conspirator requires an additional level of action and commitment. It requires a clear understanding of your privilege and biases, and you have to be dedicated to using your voice to create opportunities for others. This module will start the conversation on how you can be a co-conspirator.

Finally, we will end our series with module six on how to sustain equitable supports. We know that the DEI journey is one that does not have an ending point. While this module is the last in this series, we hope it is the beginning of a series of conversations and continued learning for you. This module will highlight strategies you can use to commit to DEI work long-term, and to sustain yourself for years to come.

1.5 RULES OF ENGAGEMENT

Notes:

Having conversations about diversity, equity and inclusion require us to come to the table prepared and ready to learn. With this in mind, our office has developed rules of engagement that we use anytime when facilitating this learning experience.

First, be open: we want you to listen radically with vulnerability and empathy. We understand that everyone is here from different backgrounds and with different experiences. We'd like you be open to learning and growing. While understanding that some of these topics may be a bit uncomfortable, and may challenge your thinking. We invite you to be open in your listening and to feel comfortable with being vulnerable while we reflect on these experiences.

Next, be self-reflective: A lot of the information we'll share in this series requires you to reflect. You'll have to unpack your own background and

explore some of the thinking behind your actions. We'll also challenge you to reflect on ways that you want to grow. We invite you to learn with a sense of critical inquisition and to push yourself forward in these lessons. We want to emphasize that this is a journey and you will continue to learn and grow. Self-reflection will be key in your work as you seek to be a more culturally responsive practitioner.

Finally, be engaged: We know that engagement looks different for everyone. However, we want you to connect with the content and material that's being shared. If something resonates with you, we invite you to pause, reflect, and take notes. We also encourage you to engage beyond this series and to continue to ask yourself questions, to think about how this content is relevant for you and the work you do.

1.6 Training on Inclusion, Diversity and Equity (TIDE)

Notes:

The goal of this training is to provide a means for employees of community-based organizations to explore their own biases, expand their knowledge of inclusion diversity and equity concepts, and increase their emotional

intelligence regarding intersecting identities among those with intellectual and developmental disabilities.

This training will include intentional conversations around disability and diversity including the cycle and impact of prejudice and microaggressions to provide all participants with perspectives on providing equitable support to Virginians with disabilities.

1.7 SESSION GOALS

SESSION GOALS

01 Reflect on our understandings of diversity, equity, and inclusion

02 Define diversity, equity, and inclusion in supporting those with disabilities

03 Consider the personal experiences of those we support in our individual roles using a DEI lens

Notes:

Let's start our journey together by reviewing our session goals. Our first goal is to reflect on our understanding of diversity, equity and inclusion. We like you to take time to think about what your own interactions with diversity, equity and inclusion. We know that everyone has a different background and we each have your own set of experiences. These experiences influence the way that we see diversity, equity and inclusion.

The second goal involves defining diversity, equity, and inclusion. This goal is

to provide foundational knowledge when it comes to discussing topics of DEI. We know that if you were to take time and search for each of these meanings you may find different responses and interpretations. Our goal today is to ensure that everyone is on the same page as we move forward in these modules together. This session will prepare you for the topics and information shared in the remaining modules.

Our final goal is to consider the personal experiences of those we support in our individual roles using a DEI lens. In this series of trainings, we want you to always consider the perspectives of the population that you are serving. The series will help you to understand their background and their experiences so that you may create programs that are not only relevant but also culturally responsive.

We hope that this training not only expands your understanding of diversity equity and inclusion but that it also allows you to take what you learn and apply it, immediately, in your day-to-day work.

1.8 Reflection

Notes:

Let's start with a reflection.

We'd like you to think about what comes to mind when you hear the words: diversity, equity, and inclusion? We would like to reiterate that each person has their own set of lived experiences and what comes to mind for you is likely very different than what comes to mind for your colleague or co-worker.

Take time now to think about what comes to mind when either using this phrase or words.

1.9 When we design for disability, we all benefit | Elise Roy

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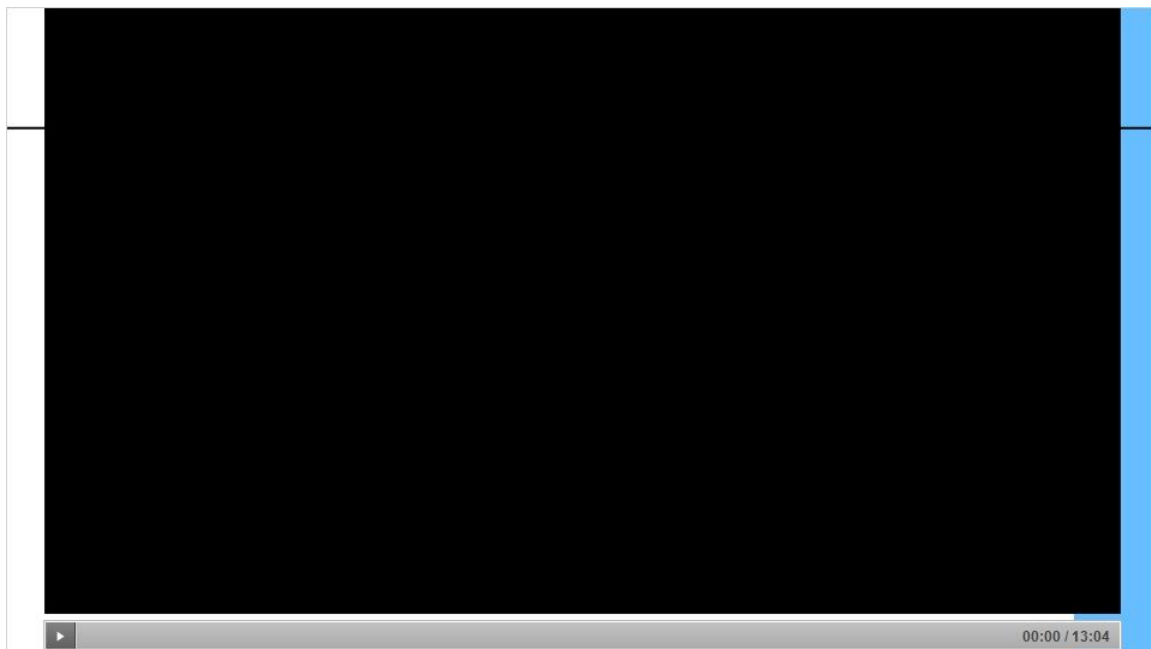
Notes:

This video is a TED Talk done by Elise Roy, entitled: When We Design for Disability, We All Benefit.

You'll find in this series that our office loves sharing TED Talks, and this one

will definitely get you thinking about the importance of accessibility and inclusion.

This will prepare us to delve a little more deeply into DEI, specifically on working with individuals with disabilities.

1.10 When we design for disability, we all benefit | Elise Roy


Notes:

This Talk helps to reminds us that when we truly aim to include all of those around us, we all benefit from the creativity and opportunities that are birthed in those interactions.

Based on what you heard in the video, what resonated with you?

Did you notice anything that aligned with your own experiences? Did you learn something new?

1.11 Diversity Defined

Notes:
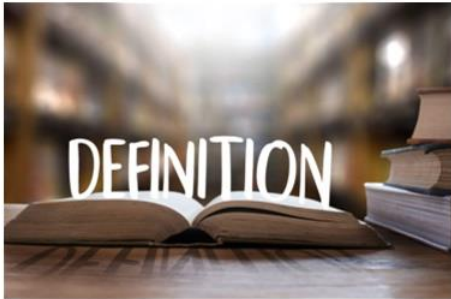
Diversity is defined as the condition of having or being composed of different elements; variety especially the inclusion of different types of people in a group or organization. Simply put, diversity means varied. Often when we talk about diversity, we will examine aspects of such as gender, race, ethnicity, socioeconomic status, or education level. Each of these are considered dimensions of diversity and these are the different identities that might resonate with some of us.

The next two terms that we will define are equity and inclusion. However, it's important to start out with the definition of diversity, because many people think all of these terms mean the same thing. Keep this in mind: Diversity can be present in many different organizations. However, the presence of diversity does not mean that an organization or program is equitable or inclusive. You can have variety, but that doesn't mean that you're truly including all of the dimensions of diversity.

1.12 Equity Defined

Notes:
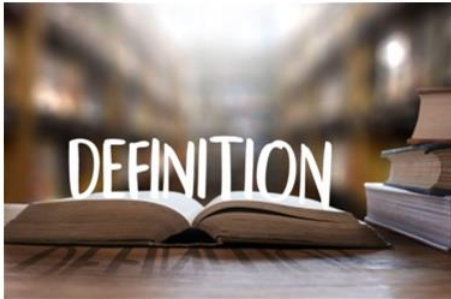
Equity refers to fairness and justice and is markedly different from equality.

Equality means providing the same to all, whereas equity means recognizing that what we do is not all started from the same place and we must acknowledge and make adjustments to provide balance.

The process of equity is ongoing, and requires us to identify and overcome intentional and unintentional barriers that may arise from bias or systemic structures. This definition comes from the National Association of Colleges and Employers. You may hear the terms equity and equality used interchangeably, however they are two very different terms. When we strive to make something equitable we ensure that each individual has what they need to succeed based on their specific needs. When we focus on meeting individuals where they are, we ensure that what we are offering is what is truly needed.

1.13 Inclusion Defined

Notes:

Inclusion is a behavior.
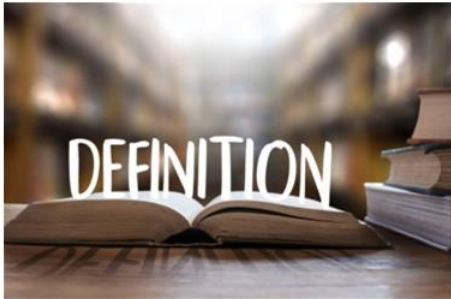
It is the act or practice of including and accommodating, specifically those who have historically been excluded because of their race, gender, sexuality, or ability.

This definition comes from Merriam Webster.

When we seek to make organizational spaces and programs inclusive, we may look around and ask who was missing from the conversation?

We may make an active effort to ensure all perspectives are not only offered a seat at the table but are welcomed.

Inclusion requires us to self-reflect consistently, and to always seek out other

perspectives.

1.14 Common Barriers to Inclusion
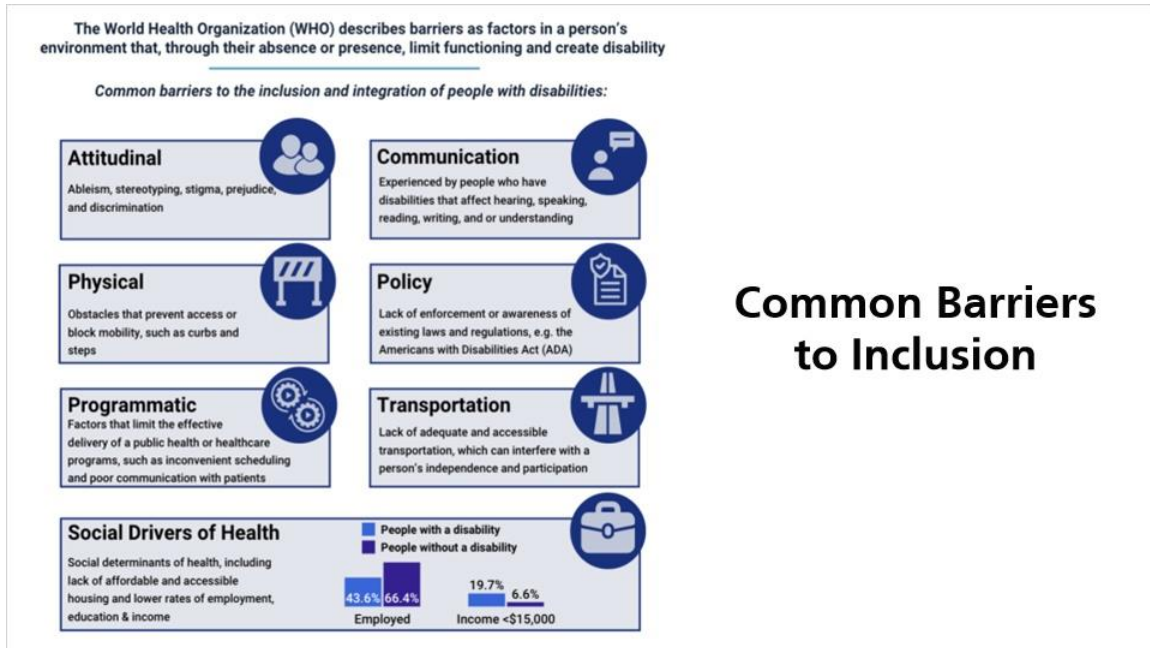
Notes:

Now, we will take some time to highlight the common barriers to inclusion. This is a resource from the World Health Organization, this graphic helps to underscore the different barriers that are in place which prevent the inclusion of people with disabilities.

The first area is attitudinal. This focuses on stereotypes that we have place on others due to our own biases and assumptions. Specifically, this is when people are ableist and discriminate against individuals with disabilities.

Next, are physical barriers. This refers to actual obstacles that hinder mobility, such as curbs and steps. If you work in a building, it's important to consider what obstacles can hinder people from fully accessing spaces in the building.

Programmatic barriers are the barriers that limit service delivery. How many times have you created a support program and wondered if you were actually reaching your target population? Programmatic barriers are the factors that limit the effective delivery of public health or healthcare programs, for example. This can include inconvenient scheduling or poor communication with individuals that you are serving. Programs are not truly effective if you are not reaching your target population.

Communication barriers are experienced by people who have disabilities that affect hearing, speech, reading, or understanding. It is important that you think about the communication barriers that may be in place right now for any of the programs that you offer.

Transportation barriers include a lack of adequate and accessible transportation, which can interfere with a person's independence and participation. One factor to always remember is that often times those with disabilities might rely on transportation from community services. It is imperative that you consider which transportation obstacles may be in place for the population that you were seeking to assist.

Finally, social drivers of health. This includes social determinants of health including lack of affordable housing, lower rates of employment, education, and income. When was the last time you considered how additional social drivers of health may become barriers for individuals with disabilities? As you continue to serve in your role reflect on these barriers and come back to consider if any of these are keeping you from supporting individuals with disabilities.

1.15 Perspectives

Notes:

I'd like to thank Angela West at the Partnership for People with Disabilities for organizing the videos you'll see that featured in this series including individuals with disabilities.

This video is one of six that you'll see throughout the series.

You'll be introduced to several people who explain their own experiences.

1.16 Wrap Up Reflection

Notes:

Again, we love this video because it sheds light on the importance perspective.

We know that it's so important to understand the perspectives of those who we're trying to support.

And so to wrap up this first session, we invite you now to reflect on what you've heard today and to consider: What else do you want to know? What is a takeaway or goal that you have for yourself at the end of this entire six-part series?

1.17 Next Session: Unpacking Implicit Bias

Notes:

Thank you so much for engaging with us in this first module.

Our next session will focus on unpacking implicit bias and how these biases manifest in the work we do.

1.18 Untitled Slide

Notes:

To complete the Evaluation for this module and Obtain Your Certificate of Completion click the continue button.