



# Ohio Child Welfare Practice Profiles

## Module 9: Demonstrating Cultural and Diversity Competence

OHIO CHILD WELFARE LEARNING COLLABORATIVE

# Ohio Differential Response Practice Profiles

*Complete Guide and Toolkits can be found on  
OFC Forms Central using the following links:*



## Guide

<http://www.odjfs.state.oh.us/forms/num/JFS08301/pdf/>

## Caseworker Self-Assessment and Field Tools

<http://www.odjfs.state.oh.us/forms/num/JFS01055/pdf/>

## Coaching and Supervision Tools

<http://www.odjfs.state.oh.us/forms/num/JFS01056/pdf/>

# Principals of CPS Intervention

- ▶ Child safety comes first and all policies, guidelines and practices are child-centered and family-focused.
- ▶ CPS emphasizes family engagement and involvement in all aspects of practice.
- ▶ CPS supports assessment and intervention processes that focus on family strengths while addressing the underlying conditions and contributing factors that impact child safety.
- ▶ Child safety is best achieved through active, collaborative and respectful engagement of parents, family, community and CPS stakeholders.



# Principals of CPS Intervention



- ▶ DR systems are designed to identify family needs and find creative solutions, including formal and informal supports and services to ensure child safety.
- ▶ Whenever possible, CPS agencies should respect family choices in the selection of services.
- ▶ When families cannot ensure child safety, it is necessary for the agency, courts, community, and/or extended families to take appropriate action to provide protection.

# WORKER SKILL SETS

- ▶ The following skills are instrumental in the implementation of the practice model at all levels of the public child welfare system.



- ▶ ENGAGING
- ▶ ASSESSING
- ▶ PARTNERING
- ▶ PLANNING
- ▶ IMPLEMENTING
- ▶ EVALUATING
- ▶ ADVOCATING
- ▶ **DEMONSTRATING CULTURAL AND DIVERSITY COMPETENCE**
- ▶ COMMUNICATING
- ▶ COLLABORATING
- ▶ DOCUMENTING

# Demonstrating Cultural and Diversity Competence



Interacting with families without making assumptions, respecting and learning from the unique characteristics and strengths of the family while acknowledging and honoring the diversity within and across cultures, and applying these skills to the partnership with the family and the options made available to them.

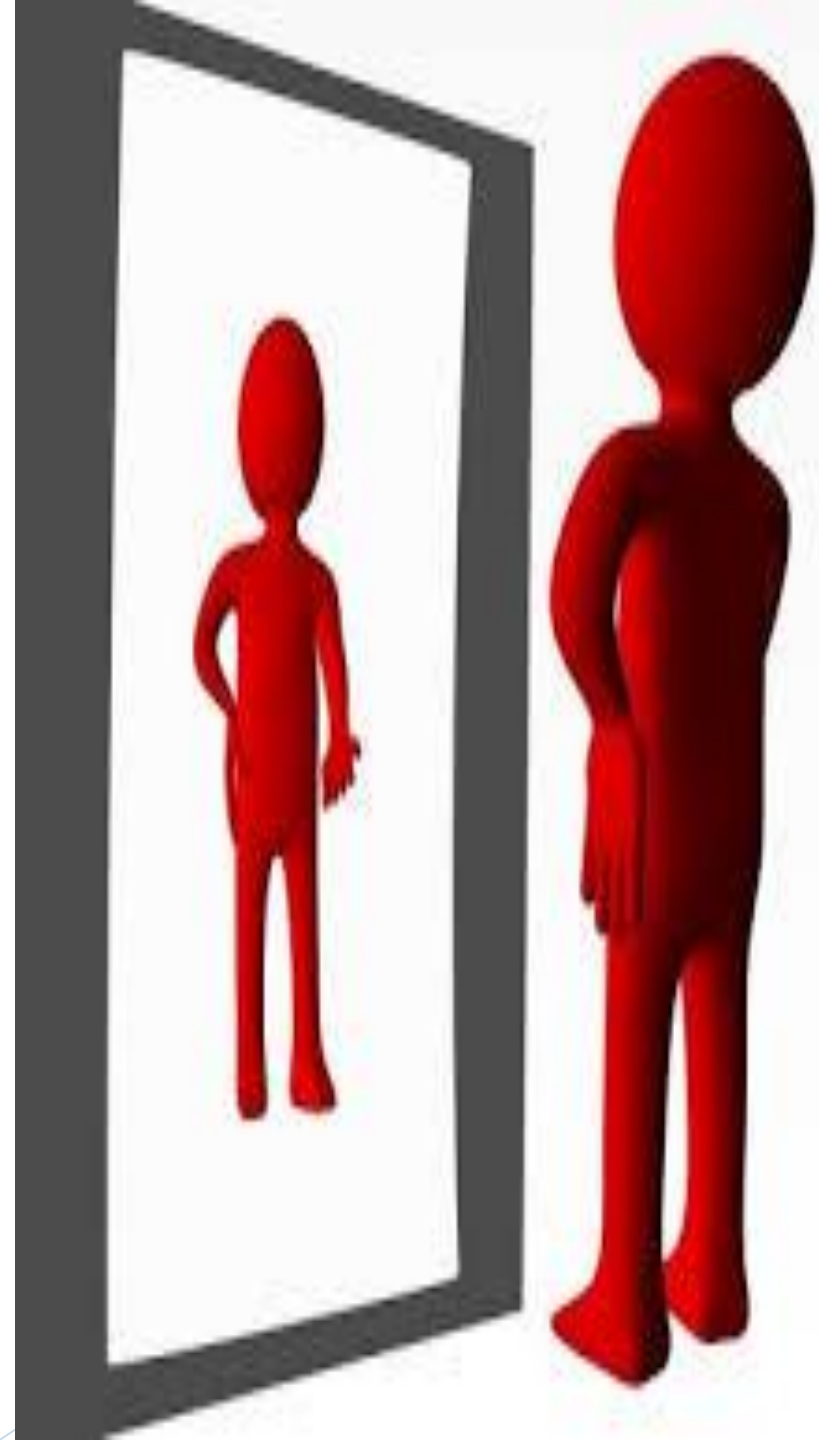
# Diversity Competence

“Diversity Competence is an **ongoing** developmental process that includes:

- An acquired understand of the patterns and potential dynamics of specific groups and cultures, including your own;
- The understanding of how culture (the values, beliefs, attitudes, and traditions acquired from affiliate groups) as well as personal circumstances, conditions, nature and experiences influence our own and other people’s thinking and behaviors; and
- The ability to use this knowledge to manage and adapt to the dynamics of diversity and work effectively with all people.”

# Demonstrating Cultural Diversity Competence: Ideal Practice

- ▶ Routinely conducts a **self-assessment** of diversity competency. Takes an inventory of personal values, beliefs, attitudes, knowledge and awareness. Identifies how differences in these areas can impact work with families; and implements changes in practice to improve work with families.





# Implicit Bias



“Also known as **implicit social cognition**, implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an **unconscious** manner. These biases, which encompass both favorable and unfavorable assessments, are **activated involuntarily** and without an individual’s awareness or intentional control. Residing deep in the subconscious, these biases are **different from known biases** that individuals may choose to conceal for the purposes of social and/or political correctness. Rather, implicit biases are not accessible through introspection.”

Source: State of the Science: Implicit Bias Review 2015; Kirwan Institute for the Study of Race and Ethnicity; <http://kirwaninstitute.osu.edu/>

# Resources

- ▶ The Ohio State University
  - The Kirwan Institute for the Study of Race and Ethnicity  
<http://kirwaninstitute.osu.edu/>
- ▶ Harvard University
  - Project Implicit: Implicit Association Test (IAT)  
<https://implicit.harvard.edu/implicit/>



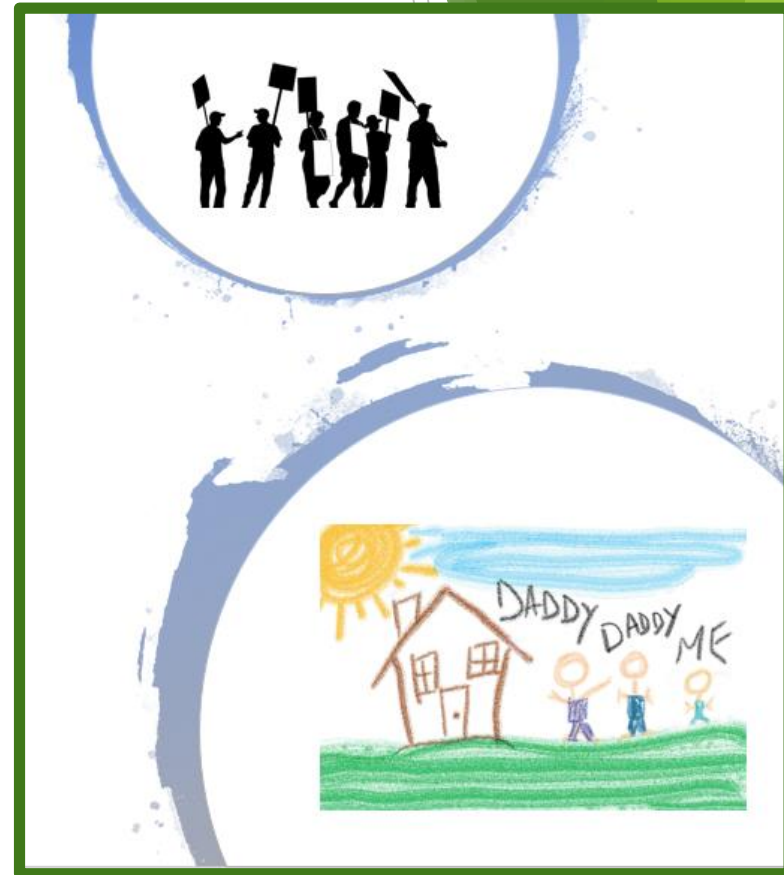
# Demonstrating Cultural Diversity Competence: Ideal Practice

- ▶ Makes a significant effort to learn about the lives of families and their unique experiences, values, language and traditions.
- ▶ Views all families as having their own unique experience and values. Recognizes and is responsive to families' formal and informal cultures, diverse family structures, languages, values, and traditions. Always incorporates these values, norms and perspectives in all discussions, decision-making and service planning.



# Our changing world, communities and families ...

- ▶ Ideal practice calls for us to view families as having their own unique experiences and values - this just doesn't apply to the families that have involvement with CPS but our families/individuals that we recruit and train to become foster parents
- ▶ Our communities are constantly evolving, we need to keep this in mind during our foster parent recruitment efforts and the training of our foster parents
- ▶ Be aware that foster parents need to be prepared that they will sit in trainings with other foster parents who have different views, backgrounds and values as theirs



# Foster Parent Recruitment: Necessary Conversations

- Ideal practice calls for us to self-assess and take an inventory of our personal values, beliefs and attitudes.
- **We must have potential and current foster parents do the same!**
- Discipline
- Religion
- Cultural traditions
- Sexual Identity
- Involvement with bio family
- Current events







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# Advocating: Coaching and Supervision Tools

## Questions to Ask in Supervision:

- ☐ What are the family's unique experiences, values, language or traditions? How did you learn about them?
- ☐ What have you done to expand your knowledge of the family's experiences, values, language or traditions? How have you used this knowledge in your work with the family or other families?
- ☐ How has your family background, values or beliefs affected your work with this family?





# Demonstrating Cultural Diversity Competence: Ideal Practice



- ▶ Always considers the uniqueness of families with respect to culture, language, socioeconomic status and other differences when assisting them in identifying and accessing services. Builds and uses a knowledge of differences to collaborate with schools, service providers, government entities and others. Researches and engages collaborative partners who can service as experts in service delivery.



# Moving Towards Change...

- What can my agency or organization do....
  - To ensure equality in service delivery for the children and families we serve?
  - How can my agency or organization take steps to be more inclusive?
  - Who should we involve in the conversation?



# Franklin County Children Services

Strategy, Diversity, and Evaluation Services

## Vision

Every day, FCCS seeks to play a central role in ensuring that all young people are safe in Franklin County, regardless of where they live, their family income level, or their cultural identity, to receive the appropriate supports and interventions to ensure safety and mitigate any delays in their ability to acquire the skills necessary to succeed in life beyond our care.

# Strategic, Diversity, and Evaluation Services



- Embed equity lens into the Strategic Plan of the agency.
- Crafting a strategy for understanding the equity in all we do with 3 questions.
  - What are we doing?
  - Why are we doing it?
  - Who benefits, or is impacted?

# Affinity Groups:

African American Males

Young Professional/Emerging  
Leaders

Gender Equity





## Community Summits on Equity and Social Justice through a Child Protective Lens

- Ongoing community forums on important issues of cultural difference and how it impacts children and families.

### 2018 Agenda

Culture of Addiction – April 19

Immigration/Refugee – October 23

Disproportionality and Disparity – TBD

Family and Faith Community – TBD





# Cultural Intelligence Outcomes

- Intercultural Adjustment
- Cultural Judgment and Decision Making
- Intercultural Negotiation Effectiveness
- Trust, Idea Sharing, and Creative Collaboration
- Cultural Leadership Effectiveness
- Individual and Group Performance on cultural tasks and in culturally diverse settings



# THANK YOU FOR YOUR PARTICIPATION!

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