



**Learning and Reflection Forum**  
**January 19, 2017 2:00- 3:30 pm Eastern**

**Confronting and Addressing Conscious and Unconscious Biases and the “ISMs”**

**Forum Presenters**

**Andy Arias, Policy Advisor**

U.S. Department of Labor, Office of Disability Employment Policy

***Tawara D. Goode, Principal Investigator***

Leadership Institute for Cultural Diversity and Cultural and Linguistic Competence  
Director, Georgetown University National Center for Cultural Competence  
Associate Director, Georgetown University Center for Excellence in Developmental Disabilities

***Vivian Jackson, Senior Policy Associate***

Leadership Institute for Cultural Diversity and Cultural and Linguistic Competence  
Georgetown University National Center for Cultural Competence  
Georgetown University Center for Excellence in Developmental Disabilities

**Elizabeth Weintraub, Advocacy Specialist**

Association of University Centers on Disability

## Forum Description

Efforts to advance and sustain cultural and linguistic competence have been derailed by one or more of the “ISMs”. The “ISMs” is an umbrella term used to refer to a range of attitudes and behaviors that involve perceived superiority, oppression, prejudice, and discrimination based on such factors as race, national origin, ethnicity, language, class, disability, sexual orientation, and gender identity and expression. It would be naïve of us to think that deeply rooted patterns that underpin the “ISMs” and permeate U.S. society would be absent from our developmental disabilities systems. All efforts to advance and sustain cultural and linguistic competence must address the “ISMs” and their many manifestations— overt and subtle.

This forum will explore the “ISMs” and the role of leaders in confronting these attitudes and behaviors and their impact on people with intellectual and developmental disabilities. It will also offer personal perspectives from people with disabilities from culturally diverse groups.

## Forum Objectives

Participants will:

1. Identify and describe an array of “ISMs” that impact culturally diverse populations.
2. List five strategies to confront the “ISMs”.<sup>1</sup>
3. Delineate the different pathways and manifestations of conscious and unconscious biases.
4. Cite six interventions identified by the NCCC to address unconscious bias.<sup>2</sup>
5. Reflect on the leadership behaviors and skills needed to courageously address the “ISMs” in their respective settings.

---

<sup>1</sup> Goode, T., Jones, W., Dunne, C. & Bronheim, S. (2007). *And the journey continues...Achieving cultural and linguistic competence in systems serving children and youth with special health care needs and their families*. Washington, DC: National Center for Cultural Competence, Georgetown University Center for Child & Human Development

<sup>2</sup> Conscious and Unconscious Biases in Health Care: A Focus on Lupus. A CME developed for the American College Rheumatology by Georgetown University National Center for Cultural Competence, 2014. Retrieved on 1/5/17 from

<http://thelupusinitiative.org/providers/cmece/tive.org/providers/cmece/>