



Learning and Reflection Forum
March 15, 2018 2:00- 3:30 pm EST

What Organizations Can Do to Address the “Isms”

Advancing and sustaining cultural and linguistic competence (CLC) within organizations concerned with developmental disabilities requires the capacity to address the “Isms”¹ however they manifest – both overt and subtle. In 2007, the National Center for Cultural Competence identified the following key strategies to address the “Isms” and they are still relevant in 2018.

- Call it what it is!
- Create a climate of intolerance
- Offer a safe refuge for authentic discussions
- Use conflict management and resolution
- Invoke legal interventions when necessary

This forum will present these five strategies and how they can be used to address the “Isms” in organizations in the broad developmental disabilities network. Panelists will speak from their own organizational experiences and include the voices of individuals with and without disabilities.

Objectives

Participants will:

1. Recognize, describe, and convey to others behaviors that demonstrate the “Isms.”
2. Describe approaches to create an inclusive and welcoming environment for individuals of all races, ethnicities, cultural groups, and abilities.
3. Describe how to plan and conduct discussions for staff, faculty, students, self-advocates, and community members about the “Isms.”
4. List conflict management frameworks that are useful in addressing the “Isms.”
5. Gauge which behaviors associated with the “Isms” rise to the level of warranting legal interventions.

¹Goode, T.D., 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 and Human Development. P 23.

The Georgetown University National Center for Cultural Competence defines the “Isms” as 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.