

My Home, Our Home

Cultural Considerations For Resource Families



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Agenda

- 9:00-9:30 Registration / Talkstory
- 9:30-9:45 Ho'olauna (Introductions)
- 9:45-10:45 APLUS: Setting the Stage for Cultural Competency
- 10:45-11:00 Break
- 11:00-12:00 Why Culture? Where Am I? Who Am I?
- 12:00-12:45 Lunch
- 12:45-1:00 Door Prizes
- 1:00-1:50 Cultural Considerations
- 1:50-2:00 Break
- 2:00-2:45 Cultural Considerations cont..
- 2:45-3:00 Closing / Prize Drawings

The Challenge:

Grandparent Perspective

- 10% of grandparents raise a grandchild for at least 6 months.
 - For 75% of these grandparents, caregiving begins when the child is an infant or preschooler.
- In 40% of the cases, neither of the child's parents were present
 - For those parents who were present, a large majority believed that they were being treated unjustly by the system and found it unnecessary to change their current situation.
- In Hawaii, approximately 14,000 grandparents had the primary responsibility of raising their grandchildren.

The Challenge: The Social Perspective

Substance Abuse

- In Hawaii, approximately 8000 children (ages 12-17) are dependent on or abusing illicit drugs or alcohol.

Current Marijuana (past 30 days)	17%
Lifetime Inhalant	13%
Lifetime Cocaine	7%
Lifetime Meth	4%
Lifetime Steroid	3%
Lifetime Heroin	3%
Lifetime Injection	2%

(Youth Risk Behavioral Survey-2005 ---ages 14-18)

Drop Outs (Hawaii)

- Approximately 5% of teens ages 16-19 drop out of school.
- 15% of young adults ages 18-24 were not enrolled in school, were not working, and had no degree beyond high school.

Bullying (Hawaii)

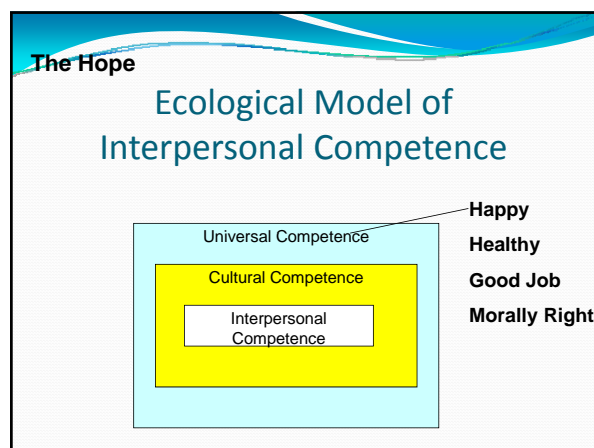
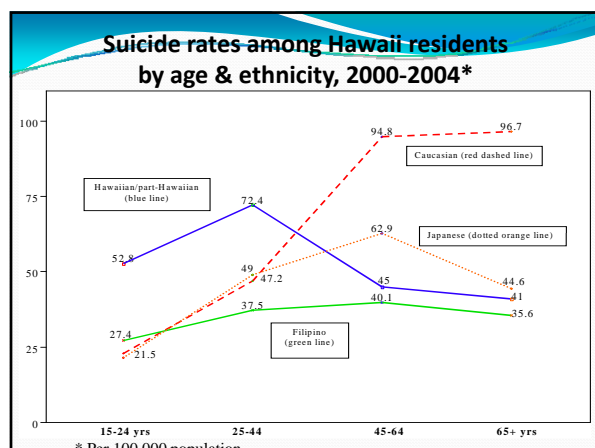
- "...38% of middle school and 22% of high school students reported someone had tried to punch or kick them at least once in the previous month."

Sexual Abuse / Assault (Hawaii)

- In 2004, 3,629 children were substantiated or indicated as abused or neglected in Hawaii. Of these children 15.1% were neglected, 11% abused, and **5.4% sexually abused.**

Income (Hawaii)

- 15% of children under 18 years of age come from homes that make below \$16,895 a year.



Universal Competence A-PLUS.. for all

A- Acceptance

P- Praise

L- Listen

U- Use good Communication

S-Structure

Acceptance

- ❖ Your foster child (hereafter, your child) needs to know they are worthy of acceptance.
- ❖ How can we communicate acceptance?
 - ❖ Unconditional Love-“We love you, no matter what.”
 - ❖ Show interest in their interest, even if it's something you're not interested in (e.g., boar hunting, card collecting, grappling, etc).
 - ❖ Resist comparisons such as “Why can't you be more like your sister? Or negative comparisons,-- “You see, stop acting stupid... hhggg, you just like your father?”

Understand Adolescent Development

- 1. Who am I?**
Pertaining to his or her sexuality and social role.
- 2. Am I normal?**
Do I fit in with a certain crowd?
- 3. Am I competent?**
Am I good at something that is valued by my peers?
- 4. Am I lovable and loving?**
Can someone besides mom and dad love me?

Know what you're dealing with!

- Adolescent Development: A Summary
 - They use different parts of their brain when making decisions.
 - Hormones increase which triggers new interest, desires, imagination, and risk taking.
 - Friends become increasingly important.
 - They use less rational thinking and more emotional thinking.
 - The search for an identity begins.
 - They have “allergic reactions” to being “controlled”.
 - They feel a need to practice being an adult.
 - They strive to enjoy the present moments.

Praise

- Praise can be verbal or non-verbal.
- Key Points:
 - Label praise so your child knows what you're praising (e.g., "good job at helping me with the dishes")
 - Praise immediately has a stronger effect than delayed praise.

- Avoid combining praise with a put-down (e.g., Hey Kimo, good job at cleaning up – it's about time you get with the program.")
- Be creative in using different praise statements (e.g., way to go, I like what I see, nice work, keep it going)
- Consider praising the child's biological parents and family– kids like hearing good things about their parents.
- Strive to have a ratio of 6 praise statements to 1 corrective statement.

Common Myths about Praise

- Too much will spoil the child
 - Children who work only for external rewards tend to be those who receive little praise
- Praise is manipulative and phony
 - The more praise is used, the more natural it will feel.
- Praise should be saved for outstanding behavior
 - Parents who save praise for perfection usually will result in their child giving up trying.
- Children may reject praise
 - These children need it more than others. Some may respond better to private praise or non-verbal praise (pat on the back, a thumbs up).

Careful with labels....

<u>Label</u>	<u>Better</u>
• Hyperactive	...energetic at times
• Anger problem	...gets upset sometimes
• Depressed	...sensitive
• Oppositional	...argues a point often
• Family Problems	...worries about his family
• Feels Rejected	...people forget to notice her
• Shy	...takes time to know him
• Dependent	...people are important to her

*Careful with Negative Stereotypes

Reflecting

-Ohh really..
- And how was it for you?....
- Wow...
- ... And what else?
- ... I hear you...
- ...Tell me more...

Paraphrasing

- **Child:** My older brother work hard you know.
- **Parent:** You admire your older brother.
- **Child:** You know my teacher, she so junk.
- **Parent:** You sound frustrated.
- **Child:** Every time we [sibling] fight mom blames me!
- **Parent:** Mmm, I hear you.

Paraphrasing

- **Child:** *My homework not pau, I still gotta read, and practice starts in 20 minutes...*
 - **Parent:**
 - **Child:** *I've been asking for help but no body listen.*
 - **Parent:**
 - **Child:** *whoo, today was unreal at school...*
 - **Parent:**
- ...Try also **SUMMARIZING**

□ It's also called "Active Listening"

"When I ask you to listen to me and you start giving advice, you have not done what I have asked. When I ask you to listen to me and you begin telling my why I shouldn't feel that way, you are trampling on my feelings. When I ask you to listen to me and you feel you have to solve my problem, you have failed me. LISTEN! All I asked was that you listen, not talk or do—just hear me. Advice is cheap, and I can do for myself; I'm not helpless. But when you accept that I do feel what I feel, no matter how irrational, then I can quit trying to convince you and move forward to solve the problem. So please listen and just hear me."

(Anonymous)

Use Good Communication

- Tips on having the right mindset
- Communication tips for providing guidance

Having the Right Mindset

- **Set the Tone:**
 - Focus on possibilities: "My sense about you is that you can do well in this class..."
 - Assume abilities: "You must have done some things right in order to get this far..."
 - Search for actions: "How did you manage to make it in the past?"
 - Assume expertise: "You probably know a lot of what worked and what didn't..."

Tips for Providing Guidance

- If your child is "stuck" on a feeling or on a frustrating topic, use **Redirection or Distraction**

Examples:

- Use humor
- Change the subject
- Focus on something else
- Take a break
- Use alternatives to "no"
 - "Convince me...", "You have a choice...", "Let me finish this - then we can talk about it..."
 - *Give information instead of commands
 - Say "I notice your jacket on the table", rather than "take your jacket off the table".

Cont...

Work on your Approach:

1. Calm, Low Key, Voice
2. Find a Positive
3. Express Empathy (Validate Feelings*)
4. Provide a coping tip
5. Express your willingness to help

A mother finds Success: *"Thanks for being patient and hearing me out...I know this is hard for you...you can do it, you've done it before...lets take a break and later talk about what we can do to solve this problem..."*

Structure

- Establish Rules: Teach-Practice-Role Model-Expect-Reward.
- Eat dinner together at least once a week (stay positive at the table).
- Encourage a good work ethic (e.g., chores, role-model work).
- Encourage adequate sleep.
- Encourage outside play (e.g., sports)
- Have weekly family meetings.
- Have one-on-one time (e.g., foster child date)
- Ask questions before they go out with friends, etc (4 W's).
- Give Consequences that benefit you and your child.
 - Careful with Taking Away Privileges or Grounding – **Give Work Instead!!**
- Structure the day so they know what to expect and when.

Culture in Question?

- Why do we have to pay attention to culture when we're all the same underneath?
- Why doesn't the child in my care learn the way we do things rather than us trying to accommodate their ways?
- I think the culture of my foster child is important but I don't know how it helps them become a better person?
- What about our religion, isn't that a "culture" since it influences how we live?
- Since my foster child is multiracial, I don't think culture matters as much?

3 Truths

"Everyone of us is like everybody else ..."



Everyone of us is like some other people...



Everyone of us is like no other person."



Who are the

"some other people?"


A-D-D-R-E-S-S-I-N-G

How did the American Culture develop?

- Early definition of a "citizen"?
 - White
 - Male
 - English-Speaking
 - Christian
 - Heterosexual
 - Landowner

What are some components of the "Majority Culture"?

Individualism – "Be Independent"	Capitalism – "Make Money"	English is the primary language
"Make eye contact when talking"	"Speak your mind"	Meetings are run by "Roberts Rules"
Credentials have value	Holidays and history are European based	American Disease Model dominant theory of illness
Single God concept.	The scientific method is valued.	Firm handshake.
Little physical contact.	Adherence to rigid time.	Hot Dog, Appie Pie, etc.



... observations from being away...

<u>Midwest</u>	<u>Hawaii Family</u>
They say "hello".	We say "how you"?
They are assertive.. If you want it, go get it!	We are passive. If you want it, be respectful, and it might be given to you
They try to change the world.	We let nature change the world.
They believe in the freedom of speech.	We believe in the freedom of silence.
They shake hands and might hug or kiss.	We shake hands, and will more than likely hug, and/or kiss.
They give the firm handshake as a sign of respect and strength.	We give the soft handshake as a sign of respect and humility.
They say sorry when it's their fault.	We say sorry when it's our fault and the other person's fault.
We get to the point, then we talk story.	We talk story first, then we get to the point..

Why Else...?

It's the Law...

"No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

Title VI of the Civil Rights Act of 1964

...But more importantly, we need to focus on cultural issues because more often, culture bears upon whether adults, youth, or families even seek help in the first place, and if they do seek help, culture influences...

- *what types of help they seek,*
- *who they prefer to treat them, and*
- *how much stigma they attach to addictions or mental illness.*

5 more reasons...

The Changing Demographics

- By the year 2050, Euro-Americans will constitute no more than 50% of the US population. In Hawaii, 70% are Asian/Pacific Islander.
- **Eliminate Disparities**
 - Did you know that of all the races in Hawaii, Native Hawaiians are the fastest dying, most incarcerated, most in foster care?. These are disparities.
- **Improves Quality of Services and Outcomes**
 - When children feel understood, respected, and validated, it increases the likelihood that they will participate in their own treatment.
- **Youth and their families Say So!!**
 - This is probably the only evidence we need to justify training in this area. Youth and family surveys nationwide tell us that culturally competent services matter regardless of race or ethnicity.

With Yourself!! Because.....

"We don't see things as they are, we see them as we are"

Prejudice in Hawaii

A Cognitive Shortcut / Rewrite Your Script

"That boy works hard for a Hawaiian"

"Eh, you're smart for a Portuguese"

Prejudice

"Hey that's one cool Ha'ole bruddah"

"That girl is no good – that's how the family"

"She probably don't know cause she don't speak English"

If you don't think you have any prejudices, ask yourself...

How did your parents express their feelings about other ethnicities and/or races?

Was it expressed openly or in off-hand remarks, jokes, etc?

Were threats made if you dated someone from another ethnicity or religion?

How would your family respond if you were gay?

"It is difficult to be truly understanding and sensitive to someone else's culture until one has gained some knowledge and appreciation for one's own culture"

(Lynch & Hanson, 1998)

It's a process...

Your attitude determines your altitude

Incompetent

ETHNOCENTRIC

INSENSITIVE

Denial Defense Minimization

CONTINUUM OF CULTURAL COMPETENCY

Acceptance Adaptation Integration SENSITIVE

Competent

Treviño, R. (2002). Adapted from the Terry Cross Model (1980).

That's their Problem

- **Denial**
 - Your worldview is the only one that should exist. You deny and are disinterested in diversity issues.
 - You might tell yourself "...diversity is a problem and foster children in my care should simply adapt to how we do things. If they don't get better, that's their fault."
- **Defense**
 - You experience your worldview as the best from all others. You use mechanisms such as stereotyping to defend yourself.
 - Here, you may not be aware of your own stereotypes or subtle messages that make foster children feel uncomfortable in your home (e.g., using racial slurs; or making negative comments about the child's biological parents, their cultural group or religion in front of the child).

Moving Forward

- **Minimization**
 - You know differences exist but you minimize these differences and believe that human similarities outweigh any differences.
 - You might tell yourself "...all children are the same and sooner or later this child will come to accept our belief system since it's the best way to live."
- **Acceptance**
 - You recognize and value cultural differences, and you are curious about different cultures, beliefs, etc.
 - Here, you recognize that there are cultural differences and you start to educate yourself about those differences by attending workshops, reading, watching a video, asking a friend of that ethnicity, and so on.

Culturally Responsive

Adaptation

- You value differences and change your behavior to communicate more effectively to clients from different cultural backgrounds, etc.
- Here, you are willing to make adaptations in foster care, you are non-defensive when given suggestions on how to increase your foster child's cultural identity, and you occasionally check-in with the child about concerns in the home.

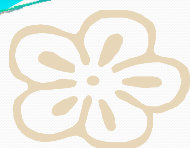
Integration

- You value a variety of cultures and move easily in and out of varying worldviews.
- Here, you are open to discussing different ways to include cultural relevant experiences for the child in your care. You are not threatened by the possibility that the child may want to learn a culture or belief system that is different from your own, you allow opportunities for the child to discover themselves, and you can match the communication style of your child.

Video Clip

Kalani's Story

Lets take a deeper look at culture...



5 Areas of Cultural Competency in Foster Care

1. Choose engagement practices that fit the culture:

- *Know basic "hello" and "goodbye" protocol (handshake, head nod);*
- *Be aware of communication styles and nonverbal cues;*

1. Shoe's On/Off

You visit the home of your foster youth's family of origin. From the background information you know that the family has lived in Hawaii over 20 years and is of Japanese ancestry.


The biological father greets you at the door, tells you to come inside, and as you begin to take off your shoes he tells you "ooh no, no leave it on".

What would be your initial response?

What if he has his shoes on, then what should you do?

More on... Choose engagement practices that fit the culture:

- *If appropriate, get to know what kinds of cultural foods your foster youth likes to eat and what foods might be "taboo";*



2. Foods

You have taken in a 16-year-old Hawaiian female foster youth. When shopping for food, she grabs a bag of poi and some raw fish and says “Aunty, we can eat this tonight.”

Knowing how expensive it is and the fact that your own children don’t eat poi or raw fish you nicely mention to the youth, “Sorry, but nobody else in the family will eat that, plus it’s expensive. Let me take you McDonalds.”

Is it possible that the foster parent missed an opportunity for the youth to connect with her cultural roots?

Is there anything symbolic with “poi” that could have been used as a teaching moment?

Cont...

- **Know some basic non-English sayings in the language most common to your youth;**
- **Be up-to-date with politically correct language.**

“Hello” ...

• Hawaiian:	Aloha
• Japanese:	Kon nichywa
• Chinese:	Nei hou ma
• Korean:	Annyonghasipnika
• Ilokano:	Komusta
• Tagalog:	Kumusta
• Samoan:	Talofa
• Tongan:	Malo e lelei
• Chuukese:	Ran Annim
• Marshallese:	la~kwe
• Pohnpeian:	Kasele~hlia

“Thank You”

• Hawaiian:	Mahalo
• Japanese:	Arigato gozaimasu
• Chinese:	Do jie
• Korean:	Komapsumnida
• Ilokano:	Dios ti agngina
• Tagalog:	Salamat saiyo
• Samoan:	Fa’afetai tele lava
• Tongan:	Malo
• Chuukese:	Knisuu chapur
• Marshallese:	Komol tata
• Pohnpeian:	Kala~ngan

Political Correctness

Definition: Avoidance of expressions or actions that can be perceived to exclude or marginalize or insult people who are socially disadvantaged or discriminated against.

3. Jokes

You invite some co-workers over for a party and one co-worker, as she noticed that your foster girl is Filipino, shouts out to you “Ehh I have this really funny Filipino joke, you like hear?” you respond by saying:

- “Sure, go ahead”. (You say this because you don’t want to offend your co-worker by being “too politically correct”)
- “Yes, I want to hear, but wait let me finish this first”. (You say this to help your co-worker save face, and so you leave pretending that you have something to do, and then you avoid her all night.)
- “Yes, I like but not at anybody’s expense cause you know sometimes Jokes can hurt so if it’s positive then go ahead.”. (You say this because you want to help set the tone of acceptance and respect within your home).
- “Ohh no, no. You should be ashamed to even ask”. (You say this to make a point that ethnic jokes are unacceptable and derogatory.)

2. Recognize the role of help-seeking behaviors, customs and traditions, and natural support networks:

- Think about how different cultures
 - view health, illness, & disease
 - attribute the cause of the problem and the solution
 - place meaning on sacred places, burial sites, death, life, etc.



4. Nester

You attend a clinical team meeting for Nester (a 17-yr-old, Christian youth in your care). A newly hired psychologist voiced her concern about Nester, stating that "...in addition to a diagnosis of major depression, he should be assessed for schizophrenia because he mentioned that the only reason he is doing better now is because 'the holy ghost' spoke to him a few weeks ago while working in the garden."

Because you know that Nester was raised in a strong Christian family, what kinds of feedback could you provide the team (or the nurse)?



ETHNIC

A Client-Centered Assessment Model

ETHNIC

• EXPLANATION:

- What do you think caused this problem?
- What do friends, family, others say about this problem?
- Do you know anyone else who had this kind of problem?

ETHNIC

• TREATMENT

- What kinds of medicines, approaches, or other treatments have you tried to solve this problem?
- Is there a person in your family that you think would understand this problem the best?
- Is there anything you eat, drink, or do (or avoid) on a regular basis to stay healthy? Tell me about it.
- What kind of help or support are you seeking from me or our agency?



ETHNIC

• HEALERS

- Have you sought any advice from alternative/folk healers, friends, or other people (non-doctors) for help with your problems?
- Tell me about it.

ETHNIC

• NEGOTIATE

- Negotiate options that will be acceptable to you and the child and that do not contradict, but rather incorporate, the youth's or families beliefs.
- Ask what are the most important results the child hopes to achieve from this intervention.



ETHNIC

• INTERVENTION

- Determine an intervention with the child (treatment plans).
 - Treatment plans may include incorporation of alternative treatments, spiritual components, and/or community healers as well as other cultural practices (e.g., foods eaten or avoided in general, and when sick).



ETHNIC

• COLLABORATION

- Collaborate with the child, and other possible members of the child's support and safety network, including uncles/aunties, other family, and/or community representatives.



3. Be aware of different communication styles and be able to go in and out of different styles.

But what are these 'styles'?



Communication Styles

Asian and Pacific cultures:	"Westernized" cultures:
HIGH CONTEXT	LOW CONTEXT
Rely less on verbal communication and more on shared experiences, history, and implicit messages.	Focus on precise, direct, logical, verbal communication.
More attuned to nonverbal cues and messages.	May not process gestures, environmental cues, and unarticulated moods.
More reliant on hierarchies and more deeply rooted in the past.	More informal, allow more equality in interaction, and have less reverence for the past.

More on ... Asian & Pacific Cultures	More on ... "Westernized" Cultures
HIGH CONTEXT	LOW CONTEXT
May perceive lots of talking as insensitive and mechanistic.	May be uncomfortable with long pauses and silences, cryptic sentences, and indirect moods of communication such as storytelling.
Respond to pressure by speaking less, making less eye contact, and withdrawing from interaction.	Respond to pressure by talking more rapidly, and often raising their voices.

4. Encourage the cultural expressions of youth and the development of their own unique identity:

- *Get a sense of what cultural aspect (ADDRESSING) matters most for the youth.*
- *Respond to their basic cultural needs and unique ways of living (e.g., caring for ethnic hair).*

5. Kanisha

You were born and raised in Hawaii and have been providing foster care for a while - taking in youth of diverse ethnic backgrounds. You've recently take in an African American 7-year-old girl and by the 2nd week of residing with you, you notice her hair looking dried out. You encourage her to wash her hair everyday and take care of it in the same way your own children do.

Is this the best way to handle the situation? Is there anything unique, for example, about caring for African American hair as opposed to Asian hair?



Hair Care of African American Children

- **Washing hair:** Water dries out the hair of African American children. Washing once every week is sufficient.
- **Moisturizing hair:** Special oils should be applied to help the hair maintain moisture.
- **Brushing:** Brush/comb daily to prevent matting.
- **Products:** Special products for African American hair should be used – creams and oils can be applied daily to help hair stay healthy. Your child's hair should look shiny but not greasy.
- **Hair products:** Shop around and/or consult with a hair dresser if needed.

Skin Care of African American Children

- **Dry skin:** When people of color have dry skin, it tends to crack and bleed.
- **Apply Oil:** Some oils that are commonly used are lotions with vitamin E that moisturize like Baby Oil or Mineral Oil.
- **What to Look for:** When the skin appears ashy or powdery, it needs to be moisturized and the hands/feet and areas of bony prominence may need extra attention.
- **Wash Skin Daily:** Don't mix it up-- Wash skin daily, wash hair periodically.

4. More on.... Encourage the cultural expressions of youth and the development of their own unique cultural identity:

- *Support your foster child's way of being in the world and if their culture or social being is so different than yours, search for cultural mentors or people who can genuinely advocate on their behalf.*

6. Gay Youth

You are considering taking in a 14-yr-old Korean youth whose family lives on Lanai. In the background report, you learn that the youth has "come out" to his therapist and is wanting to be more secure in his gay identity.

How would you handle this? Are there things you could do to support this youth's gay identity? If so, what?



Non-helpful Levels of Attitude

- **Repulsion:** Crime against nature
- **Pity:** Too bad their born that way
- **Tolerance:** They'll grow out of it
- **Acceptance:** That 's fine as long as you don't flaunt it.
- **Admiration:** Being gay takes strength. I'm willing to look at my own biases regarding gay people.
- **Appreciation:** Gay people are a valid part of a diverse society.
- **Nurturance:** I am willing to be an advocate for gay people.

5. Respond to questions of differentness:

- *Be prepared to respond to questions of differentness of you and your foster child.*
- *Prepare your foster child for questions from his/her peers about different-looking parents, etc.*

7. He don't look like you

While waiting at the field at your foster son's first day of youth baseball practice, you overhear one of the players tell your son "...is that your parents cause they don't look like you." Your son doesn't answer and continues walking to the dug out as if he didn't hear the comment made by the boy.

Should you talk to your foster son about what happened? Or let it go? How would you and your child respond to future questions of differentness?

Responding to Questions on Differentness

The Child:

- Why don't you look like your mother? **Because not all families look alike.**
- Why were you adopted? **Because I am wanted by more than one family. Everybody wanted me, but you can only have one winner.**
- Why are you in foster care [a student asks]? **So I can be in this school and hang out with you.**

Responding to Questions on Differentness

The Foster/Adoptive Parent:

- She is so lucky to be adopted by you! **Ohh no, we are the lucky ones.**
- Are they REAL brother and sister? **Yes, and we are really their parents.. No imaginary family members here.."**
- But he doesn't look like you! **You're right. He is better looking!!**

6. Take care your self. Find time to fill your cup.

- Take a good look at your situation.
 - Is it hard for you to say "no"?
 - Is it hard for you to ask for help (from other relatives, friends, or family)?
- Reserve time for yourself.
 - Take time out for a movie, a walk, or a visit to the gym
 - Re-evaluate how you use your time.
- Be able to give up control
 - Some people find comfort in the belief of a "higher power"
 - Others forge on doing the best they can and trust that things will work out.

