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# WHERE PRIVILEGE MEETS OPPRESSION

Utilizing a cultural lens with the Child Welfare Population

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**HELLO**

MY NAME IS

*A name is just a name,  
right?*

# DEFINITION OF CULTURE

## Simple Definition

- The beliefs, customs, arts, etc., of a particular society, group, place, or time
- A particular society that has its own beliefs, ways of life, art, etc.
- A way of thinking, behaving, or working that exists in a place or organization (such as a business)

Source: Merriam-Webster's Learner's Dictionary



# CULTURE ACTIVITY

Think about your own culture, family beliefs and values.

1. How do you define your own personal culture/identity
  - Ethnicity, age, education, socio-economic status, gender, sexual orientation, religion, experience
2. Name a stereotype(s) associated with your culture.
3. Looking at those stereotypes which are NOT consistent with who you are?
4. What are some biases/assumptions that you hold about people who are different than you?
5. Think about a time when you became aware of being different from other people.
  - What was that experience like for you?
  - What thoughts/feelings came up for you?

# WHAT IS PRIVILEGE?

## Simple Definition:

- A right or benefit that is given to some people and not to others
- The advantage that wealthy and powerful people have over other people in a society

Source: Merriam-Webster's Learner's Dictionary

If you don't  
have to think about it,  
**it's a privilege.**

# WHAT PRIVILEGES DO YOU HOLD?

A Working Conceptualization of Historically Excluded (Target)  
And  
Historically Included (Non-Target) Groups\*

Types of Oppression	Variable	Historically Included Groups	Historically Excluded Groups
Racism	Race/Color/Ethnicity	White	People of Color (African, Asian, Native, Latino/a Americans)
Classism	Socio-Economic Status	Middle, Upper Class	Poor, Working Class
Elitism	Education Level	Formally Educated	Informally Educated
	Place in Hierarchy	Managers, Exempt, Faculty	Clerical, Non-Exempt, Students
Sexism	Gender	Men	Women/Transgender
Genderism	Gender Identity/ Gender Expression	Cisgender; Appearance and behaviors are congruent with the Gender Binary System	Transgender; Gender Non-conforming; Gender Queer; Androgynous
Heterosexism	Sexual Orientation	Heterosexuals	Gay, lesbian, Bisexual, Pansexual, Asexual, Queer, Questioning
Religious Oppression, Anti-Semitism	Religion	Christians/Protestant	Muslim, Jewish, Catholic, Agnostic, Hindu, Atheist, Buddhist, Spiritual, LDS, Jehovah's Witness, Pagan...
Militarism	Military Status	World War I & II, Gulf War Veterans	Vietnam, Iraq, Afghanistan Veterans, Pacifists
Ageism	Age	Young Adults	Elders (40+ by law)
Adulthood		Adults	Children
Ableism	Physical, Mental, Emotional, Learning Ability	Currently "Able-Bodied"	People with a physical, mental, emotional and/or learning disability
Xenophobia	Immigrant Status	US Born	Immigrant
Linguistic Oppression	Language	English	English as a Second Language Non-English

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## WHAT IS OPPRESSION?

- An unjust or cruel exercise of authority or power
- Something that oppresses especially in being an unjust or excessive exercise of power

Source: Merriam-Webster's Learner's Dictionary



## WHAT OPPRESSIONS HAVE YOU EXPERIENCED?

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# INSTITUTIONAL PRIVILEGE

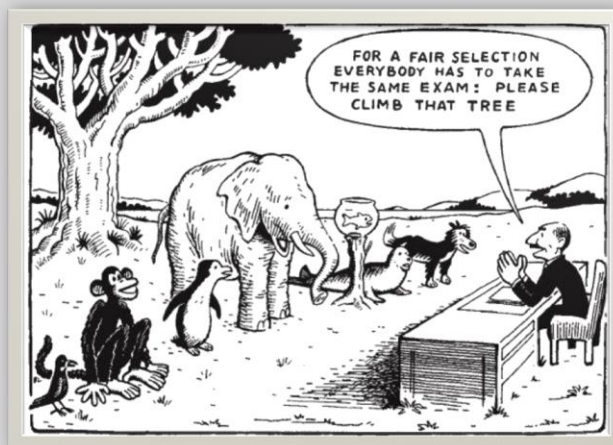
## LA County Child Welfare Institutional Analysis

### Findings:

- The institution's needs were placed above and over the functioning and needs of families:
  - Enough time to process, express emotions or make thoughtful decisions
  - Parents have to **prove they love** their children
  - **Responsibility** to change is **on the individual** not the case plan or intervention
  - Distance between offices and the community
  - Institutional time (time periods that work for the institution but not necessarily the families)
- Workers described their job as *“making sure court orders are complied with”* and *“servicing cases.”* They did not view their job as working with families to create a plan and tailor actions and services to meeting their needs.

Child Welfare Practice: Creating a Successful Climate for Change  
Findings and considerations from an Institutional Analysis, September 2012 (CSSP.org)

# CONNECTING IT ALL TOGETHER



## BEING CULTURALLY RESPONSIBLE IN YOUR PRACTICE

- ❑ Client's culture should be used in interventions
- ❑ Learning about client's cultural identities and how those identities affect them.
- ❑ Pay attention to your discomfort
- ❑ Recognize how institutional barriers impact your clients



## INTERVENTION STRATEGIES

- Preferred Gender Pronoun (PGP)
- Family Story
- Rituals for grief and loss
- Incorporating cultural practices ie making food, where does it come from, how did they learn to cook that food.
- Using clt' existing interest ie Skateboarding, Photography



## MULTICULTURAL GUIDELINES

1. **Try on** each other's ideas, feelings and ways of doing things for greater understanding
2. **Intent vs. Impact** don't defend your intent just tend to the impact
3. **"I" Statements** speak from your own experiences
4. **Ok to Disagree** let go of the idea that we all need to be, think and behave the same
5. **Both/And not Either/or Thinking** multiple truths happen at the same time, thinking doesn't have to compete with each other
6. **Confidentiality** Not retelling someone's story, you can talk about the impact on you, not their story
7. **Process and Content** content is what we say, process is how and why we say or do something...and how the group reacts

*NCCD Children's Research Center*

## THANK YOU

