

# Welcome to "Effective Partnership with Diverse Families"

## Please engage in an opening activity

1. Select Post-it Note

2. Answer two questions:

- What state are you from?
- In what capacity do you work with culturally diverse families?





**OPEN DOORS**  
*for* **MULTICULTURAL FAMILIES**

## **Effective Partnership with Diverse Families**

**CADRE Symposium**  
**October 2022**

Joy Sebe, Ph.D., Assistant Director  
Jennifer Stanton, Ed.D., Director  
of Youth Programs



Joy Y. Sebe, Ph.D.  
Assistant Director



Jennifer Stanton, Ed.D.  
Director of Youth Programs



## Who We Are



# Learning Objectives

- Recognize barriers experienced by culturally and linguistically diverse families
- Identify strategies for addressing barriers
- Connection to Dispute Resolution

\*Watch for QR codes for links to resources

# Introduction to



OPEN DOORS  
*for* MULTICULTURAL FAMILIES



## Our Mission

We engage and partner with culturally and linguistically diverse individuals with developmental and/or intellectual disabilities and their families.

We use a cultural brokerage model to:

Navigate services



Provide specialized programming



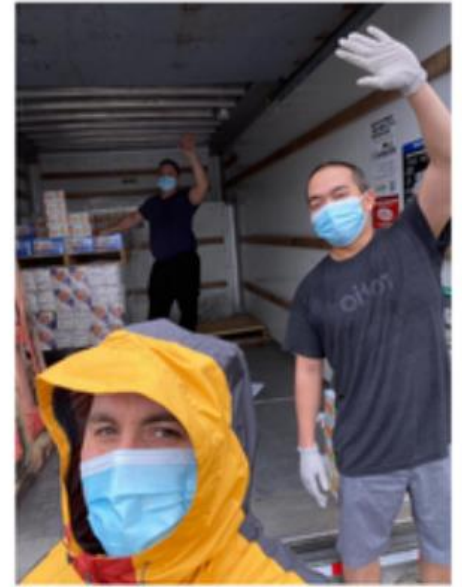
Advocate for Systems Change





# How We Do It: What is “Cultural Brokerage”?

- Direct Support Staff serve as a bridge between families and systems and help families navigate systems
- Staff are bilingual and bicultural
- Staff speak Arabic, Amharic, Korean, Kurdish, Mandarin, Vietnamese, Tigrinya, Somali, Spanish,
- Use Language Link for additional languages



**WE  
SERVE  
FAMILIES**





# Who We Are: Our Team



January 2022 Staff Data

57 staff/intern

19 languages

93% People of Color

61% immigrants/refugees

38% parents/family members of a person with DD/ID





# What We Do: Our Programs and Services

## Early Learning

Birth – 6 yrs

- ❖ Collaboration with Early Intervention
- ❖ Developmental Screening
- ❖ Home Visits
- ❖ Infants and Toddlers Playgroup

## Family Support

Birth -26 years

- ❖ One on one system navigation, including Special Education
- ❖ Rental Assistance Program
- ❖ Parent Support Groups, Workshops, Clinics

## Youth Programs

5-13 & 14-26 years

- ❖ Case Management
- ❖ Peer Engagement
- ❖ Youth Transition Technical Assistance
- ❖ Assistive Technology Lending Library

## Adult Learning and Caregiver Support

18-26 and up  
55+ yrs

- ❖ Case Management
- ❖ Respite Care for Caregivers
- ❖ Program for Adults with Disabilities

## Advocacy and Civic Engagement

all ages

- ❖ Systems and Policy Change
- ❖ Legislative Priorities:  
Language Access  
Special Education  
Mental Health
- ❖ Family and Self-Advocate Leadership Training Programs



# ODMF 2021 by the Numbers

Total Individuals  
with Disabilities  
Served:

953

Total Households  
(w/ someone  
ID/DD) Served:

769

Total Youth with  
Disabilities  
Served:

361

Total Individuals  
Served:

2,409



OPEN DOORS  
*for* MULTICULTURAL FAMILIES

# **Barriers Experienced by Culturally and Linguistically Diverse Families**



# Introducing the Speakers



**Jonathan Porter**  
Board President



**Ghida Ramadan**  
Board Vice President



**Maki Ichikawa**  
Board Member



**Qaydar Ali**  
Staff

Engaging & Partneri



# Introductions of the Panelists



0:00 / 5:52

Scroll for details





# WHILE WATCHING, LISTEN & IDENTIFY:

1. What challenges do you hear them talking about?
2. How would you approach or mitigate these challenges?





1. What challenges do you hear them talking about?
2. How would you approach or mitigate these challenges?

# SMALL GROUP SHAREOUT

1. What challenges do you hear them talking about?
2. How would you approach or mitigate these challenges?



# Common Barriers



Limited time and money



Lack of access to information and knowledge



Insufficient language access



Hesitancy to make waves



Cultural stigma about disability



## **Strategies to Address Barriers**





# Pedro's Story: What barriers do you see?

Pedro is a 4<sup>th</sup> grader with an IEP with autism and limited speech.

Pedro and his family came to us when the school wanted to transfer him to another school



## Insufficient language access

- Parents require a Spanish interpreter
- Interpreter works for the school and is not accurately interpreting
- Interpreter is not neutral



## Lack of access to information and knowledge

- School would like to move Pedro to a non-public agency
- School has convinced mom that this is best decision
- Pedro refuses to enter his classroom and he has been working with a district behavior interventionist.
- He routinely tries to elope from the school



## Barrier: Limited time and money

- Connect individuals with disabilities and their families to services and resources  
Ex: Supplemental Security Income, Caregiver Support, Job Coaching
- Flexible funds to provide financial assistance  
Ex: Clothes for job interviews, laptops/wifi hotspot to attend virtual meetings
- COVID Relief: Emergency Food and Rental Assistance





# COVID Relief: June - Dec 2021

Total Distributed: \$8,969,328



Rent: \$8,903,580



Food / Gas: \$26,687



Utilities: \$10,748



Other: \$28,313





## Barrier: Lack of access to information and knowledge



**WE  
SERVE  
FAMILIES**

- Cultural navigators who help families learn about and navigate systems
- Parent and Peer Support Groups to learn from each other







# Serving as a Liaison Between Families and Schools

## Addressing Opportunity Gaps for Youth of Color with Disabilities: Serving as a Liaison Between Families and Schools

May 27, 2020 by [Arik Korman](#)

By **Joy Sebe**, Advocacy and Civic Engagement Program Manager, Director of the Community Parent Resource Center, [Open Doors for Multicultural Families](#)  
**Investing in Student Potential Steering Committee member**

In times like these, we are looking for inspiration. We are looking for strategies to help students with disabilities continue to learn while at home. Mahado Abdi, Youth Program Lead at Open Doors for Multicultural Families (ODMF), is making sure that youth of color with disabilities who are in her care are accessing their education and that families are developing the advocacy skills needed to support their children.

Mahado Abdi has worked directly with culturally and diverse youth with disabilities and their families at ODMF. She understands the linguistic, and economic barriers that youth with disabilities and their families experience, and she has helped



Mahado Abdi, Youth Program Lead at Open Doors for Multicultural Families

Search for ...

GO

### RECENT POSTS

[Interview with Brandon Hersey, Seattle Public School Board Member of District VII, part 2](#)

[Interview with Deb Salls, Executive Director of Bike Works](#)

[Interview with Brandon Hersey, Seattle Public School Board Member of District VII](#)

[Addressing Implicit and Explicit Bias in Discipline](#)

[People with Intellectual Disabilities and Autism Die of COVID-19 at a Higher Rate](#)

### ARCHIVES

- You don't have to speak the family's language
- Help families develop a relationship with their teachers and request an interpreter
- Check-in with families and school staff that interpreters are provided
- Step by Step Guide







## Barrier: Insufficient language access

- Families share their experiences
- Communication Tools and Strategies for working effectively with interpreters



# Family Feedback Report on Language Access in Schools

Feedback from Somali, Amharic,  
Mandarin, Cantonese, Tigrinya  
and Spanish speaking Families



Open Doors for Multicultural Families

## Family Feedback Report on Language Access in Schools

January 2021



Prepared by  
Moses Perez, Advocacy and Civic Engagement Program Coordinator  
[mosesp@multiculturalfamilies.org](mailto:mosesp@multiculturalfamilies.org)

Munisha Kaur, Advocacy and Civic Engagement Program Intern  
[munishak@multiculturalfamilies.org](mailto:munishak@multiculturalfamilies.org)

Joy Y. Sebe, Ph.D. Advocacy and Civic Engagement Program  
Manager  
Director, Community Parent Resource Center  
[joys@multiculturalfamilies.org](mailto:joys@multiculturalfamilies.org)



# Working with Interpreters Webinar

- Key Points for communicating via interpreters
- Overview of Communication Tools
- Best practices for remote meetings



Open Doors for Multicultural Families presents



"Working Effectively with Interpreters"

Webinar Recorded  
March 2, 2021



The screenshot shows a presentation slide with the following content:

- Logo: Open Doors for Multicultural Families
- Title: Working Effectively with Interpreters
- Mission: We engage and partner with culturally and linguistically diverse individuals with developmental and/or intellectual disabilities and their families.
- Text: We use a cultural brokerage model to:
- Three columns of content with images:
  - Navigate services (Image of a group of people)
  - Provide specialized programming (Image of two women)
  - Advocate for Systems Change (Image of a group of people)

Working Effectively with Interpreters Presentation Materials PDF  
[Download File](#)





# Interpreter Evaluation Form for Families

Allows families to provide feedback to schools about the efficacy of the interpretation and the meeting.  
Available in 13 languages

## Interpreter Evaluation Form in English

**POST-MEETING SURVEY: INTERPRETER RATING**

**Date:** \_\_\_\_\_ **Name of Interpreter:** \_\_\_\_\_

PLEASE RATE FOLLOWING	GREAT 	GOOD 	AVERAGE 	POOR 	VERY POOR 
Interpreter's ability to interpret information/conversation to you					
Interpreter's ability to express your thoughts to professionals					
Speed of conversation					
How well you understand information presented					
Overall impression of meeting					
Interpreter was present for the entire meeting					

Would you recommend this interpreter for the next meeting?      Circle one:      Yes      No

**SUGGESTIONS / COMMENTS:** \_\_\_\_\_

## Interpreter Evaluation Form in Spanish

**ENCUESTA POSTERIOR A LA REUNIÓN: CALIFICACIÓN DE INTÉRPRETE**      **Spanish**

**Fecha:** \_\_\_\_\_ **Nombre del/ de la intérprete:** \_\_\_\_\_

FAVOR DE CALIFICAR LA SIGUIENTE	MUY BUENO 	BUENO 	MEDIOCRE 	POBRE 	MUY POBRE 
Habilidad del/de la intérprete de interpretar la información/conversación a usted					
Habilidad del/de la intérprete de expresar sus pensamientos a profesionales					
Rapidez de la conversación					
Que tan bien entendió usted la información presentada el día de hoy					
Impresión general de la reunión					
Intérprete estuvo presente durante la reunión					

¿Recomendaría este/a intérprete para la próxima reunión?      Circula uno:      Sí      No

**SUGERENCIAS / COMENTARIOS:** \_\_\_\_\_



## Barrier: Hesitancy to make waves

### A Leadership Pipeline for Systems Change

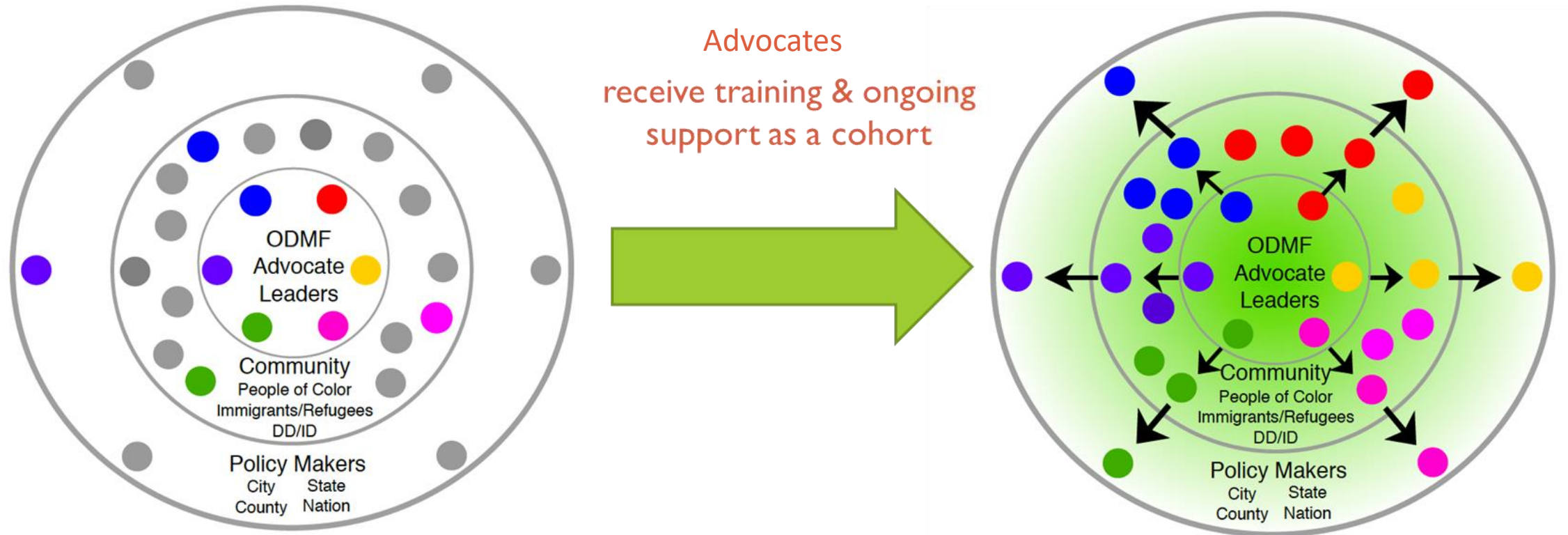
- I:I Support for Families
- Parent Support Groups in native language
- Leadership Training for Families





# Our Model for Community Led change

Advocate Leaders are people with disabilities and family members who serves as **leaders in their communities** to maximize mobilization







## Building Family Leaders

- For multicultural families who have loved ones with disabilities
- Learn and practice civic engagement skills
- Instrumental in passing Language Access legislation



**OPEN DOORS**  
for MULTICULTURAL FAMILIES

# Policy Change in Washington State: Passage of Engrossed Substitute House Bill 1130 (2019) & House Bill 1153 (2022)



Governor Inslee signs HB 1153



For more info: [mosesp@multiculturalfamilies.org](mailto:mosesp@multiculturalfamilies.org)





## Barrier: Cultural stigma about disability

- Parent Support Groups in native language
- Leadership Training for Self-Advocates, youth and young adults with disabilities





# Barrier: Cultural stigma about disability

Engaging & Partneri



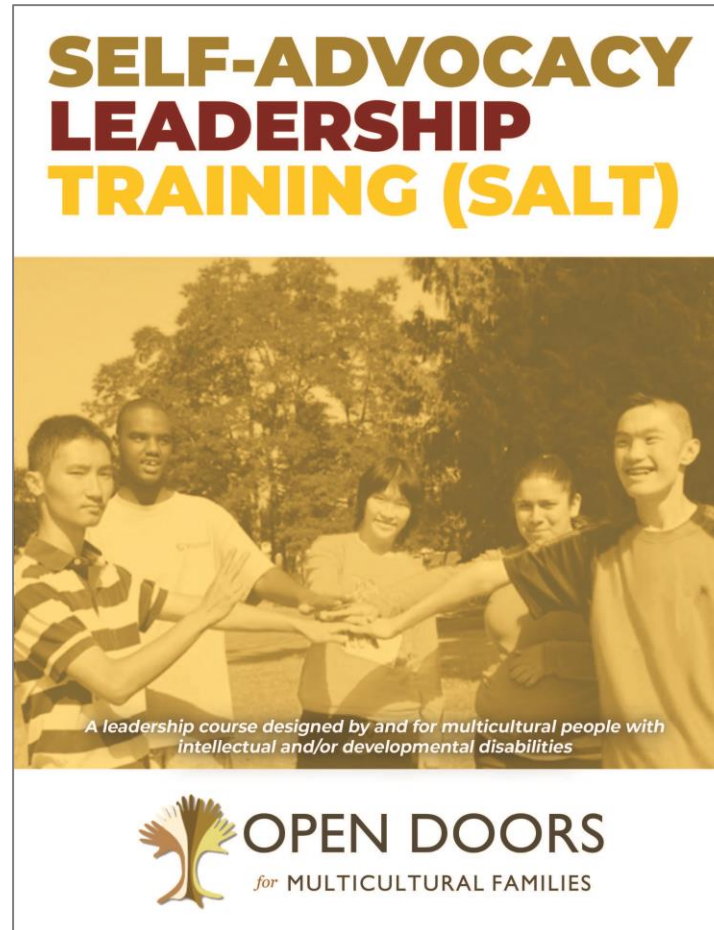
Diverse Cultural Perspectives  
of People with Disabilities

I. What stigmas have you heard about?



# Self-Advocacy Leadership Training

- Designed by and for culturally and linguistically diverse individuals with intellectual and/or developmental disabilities.
- Teaches fundamental skills to become self-advocates and pursue **self-determined systems change**.



Thank you to our project collaborators and self-advocacy consultants at:





# Exploring Self Discovery

Participants shared about themselves using visual art projects.

**Values Poster:** Chose values from a list to show others what they care about.



**Pride Poster:** Celebrate what makes them feel good about themselves







# Applying Advocacy Skills

Participants met with and asked questions of their state legislators

## Questions for our legislators

What are the main issues facing your district?

Rocio: Have you seen a person with a disability in a leadership position in the legislature?

Who are decision makers you work with?

Kdtheer: Help me to work in a library

Cesar: What do you like most about your job?

Rocio: Do you have a personal connection to the DD community?

Rocio: What do you do when you're not in session?

Mahad: How can immigrants and people with disabilities get involved with legislative advocacy?

Miles: How can someone like me get a job in the legislature?

Zimri: What ideas do you have to support immigrants?

## State Legislators







# Pedro's Story: Barriers and Strategies



## Insufficient language access

- Interpreter was not communicating the conversation accurately
- Interpreter was not neutral

## Provide accurate interpretation and translation

- Our Staff stopped the conversation multiple times to check for understanding and explain to the family what was happening

**What could be have done differently?**



# Pedro's Story: Barriers and Strategies



Lack of access to information and knowledge

- School would like to move Pedro to a non-public agency
- School has convinced mom that this is best decision
- Pedro refuses to enter his classroom. Why?

Knowledge of rights and access to information

- Cultural navigators help mom learn her rights
- Understand the cause of behaviors and what Pedro might be communicating
- Access to communication tools and services

**What could be have done differently?**



# Pedro's Story: Barriers and Strategies



Limited time and money

- Loss of income due to COVID

Support for Basic Needs

- Cultural navigators helped mom apply for Supplemental Security Income
- Helped pay for groceries

**What could be have done differently?**





# Summary: Barriers and Strategies



Limited time and money

Provide support for basic needs  
Ex: COVID Relief



Lack of access to information and knowledge

Cultural navigators who help families learn about and navigate systems



Insufficient language access

Provide communication tools and advocate for change. Ex: Interpreter Webinar



Hesitancy to make waves

Support Groups and Leadership Training  
Ex: Family Leadership Training



Cultural stigma about disability

Support Groups, Parent and Youth Leaders



# CLOSING QUESTIONS

How do you know who is accessing dispute resolution in your region?

In light of the barriers and strategies, how do you see them playing out in dispute resolution?



Joy Y. Sebe, Ph.D.  
Assistant Director

[joys@multiculturalfamilies.org](mailto:joys@multiculturalfamilies.org)



Jennifer Stanton, Ed.D.  
Director of Youth Programs

[jennifers@multiculturalfamilies.org](mailto:jennifers@multiculturalfamilies.org)



## Who We Are

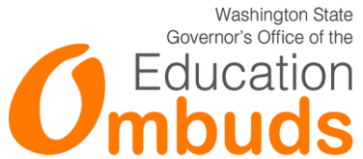


# Our Partners and Funders

Open Doors extends our sincere gratitude to the following contributors:



**King County**



**United Way of King County**



# Thank you for listening!

