

# CREATING ENGAGEMENT AND EMPOWERMENT



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## Learning Objectives

As result of this segment, you will be better able to:

- ▶ Define community culture and its impact on your work.
- ▶ Assess explicit and implicit bias as it affects the community and your work.
- ▶ Integrate communication, cooperation and collaboration to create pathways to across systems.

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## GETTING TO VIRTUALLY KNOW YOU

A FEW POLLING QUESTIONS

## POLL QUESTION #1

Who are you?

- ☐ Member of a community organization
- ☐ Member of a government agency

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## POLL QUESTION #2:

Where are you?

- ▶ North
- ▶ South
- ▶ East
- ▶ West

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## POLL QUESTION #3

Primary demographics of your jurisdiction

- ☐ Rural
- ☐ Small community with some rural areas
- ☐ Large city
- ☐ Large urban area
- ☐ Tribal

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## THE QUEST

Today, we are faced with the devastation caused by violence in our communities. Communities struggle to cope with violence in many forms:

- ▶ Domestic violence
- ▶ Violence in the Work Place
- ▶ Child Abuse
- ▶ Teen Dating Violence
- ▶ Violence in our Streets

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## THE QUEST

Industries -- including legal and court systems -- have been seeking ways to diminish the impact of bias in the work place and in our communities for decades.

In the late 60s, the effort was lead by many industry giants - XEROX, IBM and others. The quest was to have a space for discussion about racial and ethnic bias and was a direct result of the riots that rocked the nation in the late 1960s.

1968 Kerner Commission Report that examined the causes of the riots that erupted across the country.

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## THE QUEST (3)

The result:

- ▶ Family Trauma
- ▶ Community Trauma
- ▶ National Trauma

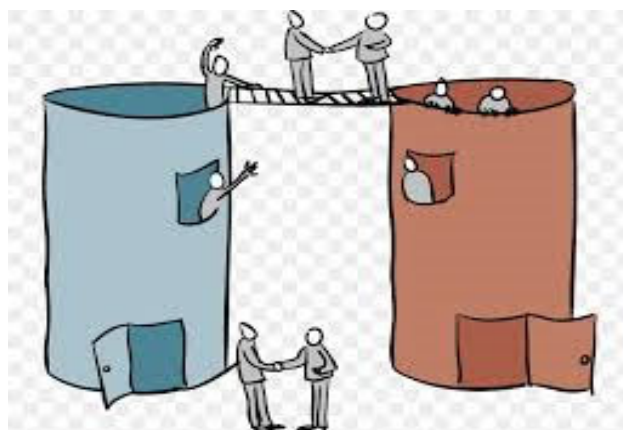
Where do we go from here?

- ▶ Better Communication across systems
- ▶ Effective Cooperation Across Systems
- ▶ True Collaboration

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# Culture and Linking Systems of Care

Where to from Here?



## CULTURAL IDENTITY EXERCISE

- ▶ What is YOUR culture?

You will have small group discussions in break out rooms for 10 minutes. Please choose a person to report back to the group on your group's responses.

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## CULTURE

*"We do not see things as they are, we see things as we are."*

– Anais Nin

Everyone has a cultural identity: Social workers, supervisors and managers, community leaders, advocates, attorneys, service providers, judges and court personnel, as well as the people we all serve and the institutions involved in their lives.

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## **CULTURAL IDENTITY EXERCISE**

- ▶ What is the culture of your organization?
- ▶ What is the culture of the community you serve?

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## WHAT IS CULTURE?



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## **CULTURE (2)**

- ▶ Culture shapes an individual's experience.
- ▶ Culture shapes the responses to intervention and affects acceptance of responsibility.
- ▶ Culture shapes access to other services that might be crucial in determining what is in the child's best interest.
- ▶ Culture impacts outcomes.

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## **CULTURAL CONTEXT**

- ▶ Cultural context refers to the ways in which all of these aspects intersect and interconnect in diverse ways for communities, families and individuals.
- ▶ In all cultures, contexts of privilege and access are created by certain norms against which all other sub groups are compared.

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## UNDERSTANDING OF CULTURE

- Learned –
  - Behaviors
  - Values
  - Beliefs
  - Traditions
  - Normsof a group of people who may share geographic proximity.
- Considered stable, unchanging and easily transmittable.

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## CULTURE TODAY

- ▶ Shared **experiences** or **commonalities** that have developed -- and continue to evolve – as social and political contexts change.
- ▶ Historical and current context of oppression.

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## DEFINING CULTURE

- ▶ Includes all of the categories below:

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>▪ Race</li><li>▪ Ethnicity</li><li>▪ National origin</li><li>▪ Sexuality</li><li>▪ Gender</li><li>▪ Religion/Faith</li><li>▪ Age</li><li>▪ Class</li></ul> | <ul style="list-style-type: none"><li>▪ Disability</li><li>▪ Immigration status</li><li>▪ Education</li><li>▪ Literacy</li><li>▪ Language</li><li>▪ Geographic location</li><li>▪ Rural/Urban</li><li>▪ Others?</li></ul> |
|--|---|

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## CULTURAL AND SUBCULTURAL CONTEXT

- ▶ In all cultures, contexts of privilege and access are created by certain norms against which all other sub-groups are compared.
- ▶ In the U.S., attributes of the dominant culture include English as a primary language, “whiteness,” Christianity, physically able, being young, male, economic resources, and heterosexuality.

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## **CULTURAL AND SUBCULTURAL CONTEXT (2)**

The dynamics of dominance and privilege can affect the ability of various systems to work effectively and move from:

- ▶ Communication
- ▶ Cooperation
- ▶ Collaboration

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## **CULTURE IS OPERATING ...**

- ▶ Internally
  - Implicit and explicit bias.
- ▶ Externally
  - We hear information or observe behavior that would suggest or lead to assumptions about culture.
  - How have you experienced culture operating in your cross systems work?
    - Communication.
    - Cooperation.
    - Collaboration.

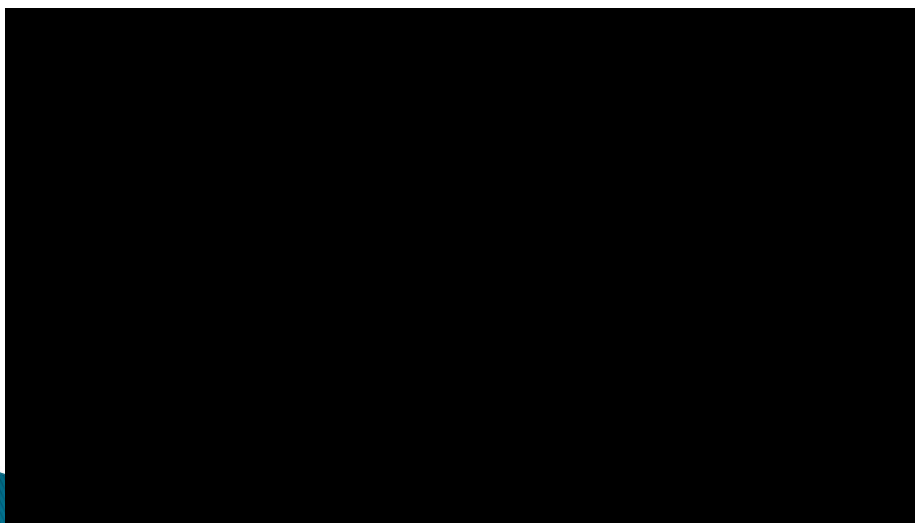
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# WHAT IS BIAS?



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## ***CRACKING THE CODE***



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## ***CRACKING THE CODE (2)***

- ▶ Was there bias in this clip?
  - What kind?
  - On whose part?

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## ***CRACKING THE CODE (2)***

- ▶ What was the impact on:
  - The narrator?
  - Her child?
  - Her sister-in-law?
  - What about the older women in line?
  - The cashier?

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# BIAS

- ▶ Prejudice – prejudge (forming an opinion before full revelation of facts)
- ▶ Bias – preconceived opinion either favorable or unfavorable
  - Explicit
  - Conformity
  - Implicit
  - Confirmation

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# BIAS (2)

- ▶ Misconceptions and misperceptions of those we interact with at all levels leads to bias, which can be implicit or explicit.

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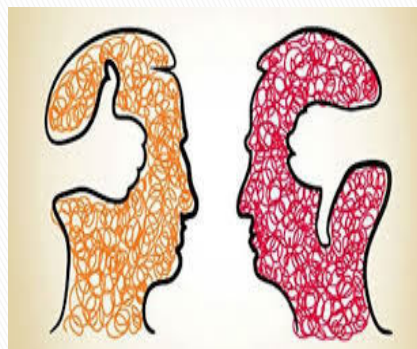
## BIAS (3)

- ▶ Implicit and explicit bias are related but they are distinct mental constructs.
- ▶ Explicit bias is **conscious**.
- ▶ Implicit bias is not **conscious**.
- ▶ Implicit and explicit bias are **not** mutually exclusive and may even reinforce each other.

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## IMPLICIT BIAS

- Implicit bias is pervasive.
- Everyone has them.



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## PRIVILEGE

- Benefits “one” to the detriment of another or others.
- Person believes they have a special advantage or entitlement.
- Privilege operates in many situations.

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## PRIVILEGE

Often linked to:

- Social inequality: Race, economics, most of the items listed in the culture discussion.
- Social and cultural power and the impact of that power. Intensifies institutional bias.
- Personal and Institutional.

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# INSTITUTIONAL BIAS

- ▶ We are all part of or engaged with systems created or maintained by those in the dominant culture.
- ▶ Institutional bias runs deep.  
Examples from your experiences?

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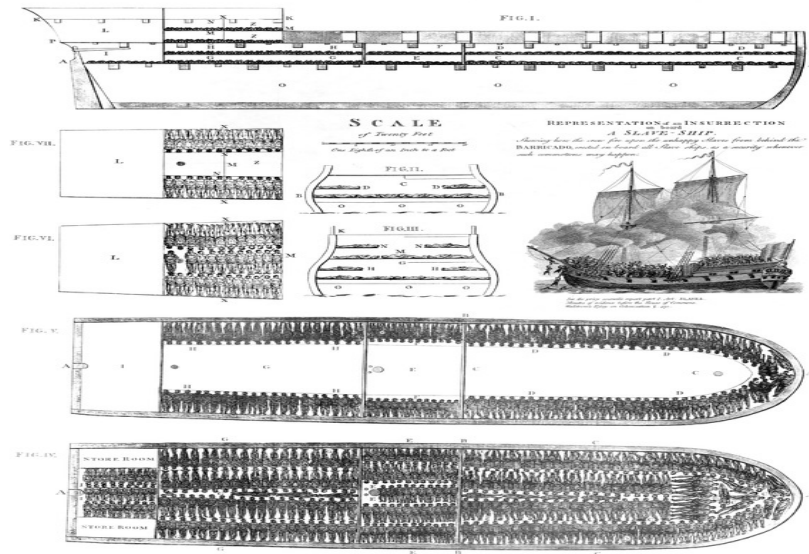
# HISTORICAL CONTEXT



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# THE SHIPS

PLAN AND SECTIONS OF A SLAVE SHIP.



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# THE PLAINS



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## THE PLAINS (2)



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## ACULTURATION



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## ACULTURATION (2)



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## HISTORICAL CONTEXT

Overrepresented persons within systems share similar historical abuses and trauma:

- African Americans: Slavery and loss of family, language, and rituals and traditions
- Native Americans: Removal and loss of land, family, language, and rituals and traditions
- Japanese: Internment
- Chinese: Labor and Exclusion acts

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## Historical Context

- ▶ “Whiteness”
- ▶ English as the dominant language
- ▶ Christianity
- ▶ Physically able
- ▶ Young
- ▶ Male
- ▶ Economic resources
- ▶ Heterosexual

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## Disproportionality... What We Do Know from Dependency

- ▶ Since the 1970s, research has shown that African American children are disproportionately engaged with child protection agencies across the nation.
- ▶ Data shows that other communities of color are disproportionately engaged with child protection.
- ▶ The annual reports based on state data and provided by the U.S. Department of Health and Human Services continue to show disproportionality and disparities amongst certain groups.

–Annual AFCARS and NCANDS reports

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## DV: WHAT WE DO KNOW

### Domestic Violence: The Numbers

- Women who have experienced domestic violence in their lifetime:
- 47.5% of Native American/Alaskan Native women
- 45.1% of African American women
- 34.4% of Latina women,
- 37.3% of white women,
- 18.3% of Asian/Pacific Islander women



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## DV: WHAT WE DO KNOW (2)

- ▶ In 2007, nationally there were an estimated 2,340 domestic violence fatalities, including 1,640 females and 700 males.
- ▶ Females age 12 or older experienced about 552,000 nonfatal violent victimizations by an intimate partner in 2008.
- ▶ Women experience about 4.8 million intimate partner physical assaults and rapes each year.
- ▶ Men experience about 2.9 million intimate partner physical assaults each year.

-- 2011 Office of Justice Programs,  
Department of Justice Fact Sheet

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## **DV: WHAT WE DO KNOW (3)**

- ▶ Children were living in the home in 38 percent of the domestic violence incidents against women and 21 percent of the incidents against men.
- ▶ Domestic violence-related medical and mental health services and lost productivity cost more than \$8.3 billion in 2003.

-- 2011 Office of Justice Programs,  
Department of Justice Fact Sheet

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## **DV: WHAT WE DON'T KNOW**

- ▶ Little data on race and ethnicity in Domestic Violence Cases.
- ▶ Information is anecdotal.
- ▶ No demographics on those responsible for the violence.
- ▶ Best projections can be found through the history of disproportionality and disparities in dependency cases.

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## MOVING FORWARD

» ACCESS TO JUSTICE

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## JUSTICE: MODELS & APPROACHES

- ▶ **Cultural Humility Framework:** Promotes critical self-reflection; recognition and challenging of power imbalances; and institutional accountability.
- ▶ **Restorative Justice:** Reconciliation with victims and the community at-large.

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## WHAT IS CULTURAL HUMILITY?

- An approach developed in 1997 by two Bay Area African American doctors to address communication between medical professionals and patients to improve health outcomes.
- The approach has been used in other settings.
- Questions the efficacy of searching for “cultural competence.”
- Focuses on the person seeking and receiving services.
- A three step process.

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## CULTURAL HUMILITY

- Step 1 has two elements:
  - **Introspection of one’s own personal biases.**
  - **Awareness of how one’s biases affect interactions with others.**
- Step 2 has two dimensions:
  - An understanding of power imbalances including individual privilege.
- Step 3: Institutional accountability.

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## RESTORATIVE JUSTICE

- ▶ Voice
- ▶ Dignity and Respect
- ▶ Neutrality
- ▶ Understanding

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## RESTORATIVE JUSTICE (2)

- How would you describe your communication style?
- Does the your communication style signal bias, or privilege? Both?

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## RESTORATIVE JUSTICE (3)

- Your demeanor and communication style
- All are offered the opportunity to be heard
- Attention to the environment
- Consistency

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## MOVING TOWARD TO JUSTICE

- ▶ Increase awareness of one's implicit biases:
  - Challenge your assumptions
  - Use inclusive language
  - Ensure language and disability access
  - Know community resources

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## **ACTION PLANNING**

- How does my culture, my implicit bias, and privilege impact my decisions about my work to improve outcomes for children and families and the community?
- How can I facilitate and ensure appropriate interventions within the community across systems?

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## **THANKS FOR YOUR PARTICIPATION**



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