

# Probation Training Cultural Diversity



## PARTICIPANT GUIDE

### Juvenile Justice Training Academy

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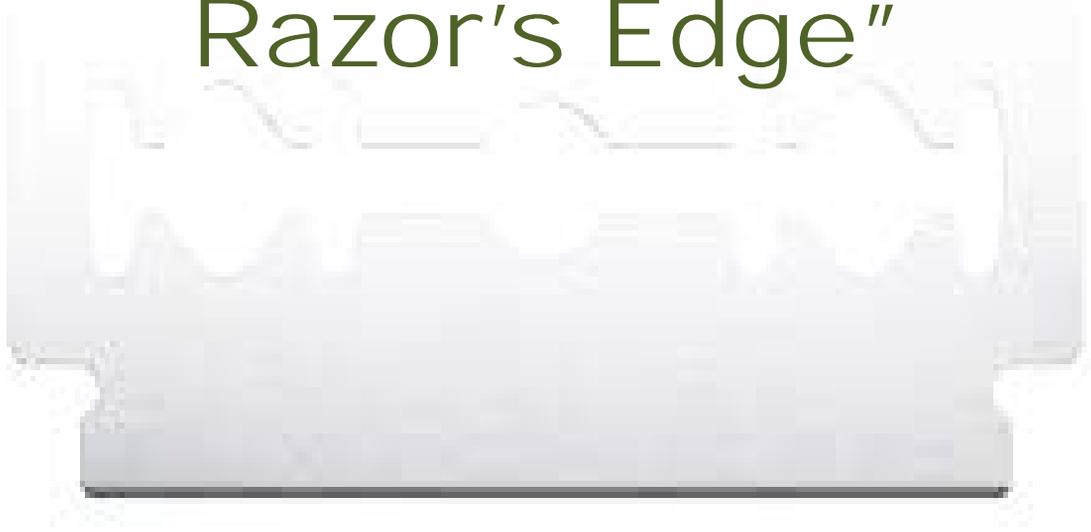
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# Passage from "The Razor's Edge"



“For men and women are not only themselves; they are also the region in which they were born, the city apartment or farm on which they learned to walk, the games they played as children, the old wives’ tales they overheard, the food they ate, the schools they attended, the sports they followed, the poems they read, and the God they believed in.”

## Objectives

- Define culture, acculturation, diversity, and ethnicity
- Identify the 5 key components of culture
- Describe how one's own cultural orientation may affect the interpretation of behaviors exhibited by other cultures and impact the decision making process.
- Discuss strategies and recommendations for becoming more culturally competent

**Culture** encompasses all the learned beliefs, traditions, language, values, customs, rituals, manners of interacting, forms of communication, expectations for behaviors, roles and relationships commonly shared among members of a particular group, and often transmitted from generation to generation.



## Culture's Components

1. Perception of self and the individual
2. Motivation
3. Activity
4. Social relations
5. Perception of the world



## Covert Culture

Rights, rites of passage, values, beliefs; things held private

## Acculturation

the process of learning beliefs, norms, and behavioral expectations of a group

## 5 Important Things About Culture

1. Everyone has a culture
2. There is diversity within cultures
3. Cultures are not static.
4. Culture is not determinative.
5. Cultural “differences” are complicated by differences in status and power between cultures.



### Ethnic

Of or relating to large groups of people classed according to *common* racial, national, tribal, or cultural origins.

### Ethnocentric

Based on the attitude that one’s own culture is superior.

### Race

“Race refers to classifications of humans into large and relatively distinct populations or groups...”





## What is Diversity?

- Racial/Ethnic
- Disability
- Cultural
- Age
- Gender
- Sexual Orientation

## Am I Diverse?

- Who am I?
- What about my family?
- Who are my associates?
- Who do I associate with?

## Do I Think Diverse?

- What am I comfortable with?
- Am I willing to go outside the box?
- Can I change myself?
- Can I go beyond tolerance?



## Questions to Answer

What is a value?

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Between the ages of 0 – 8  
was your environment  
monoracial/monocultural  
or was it  
multiracial/multicultural?

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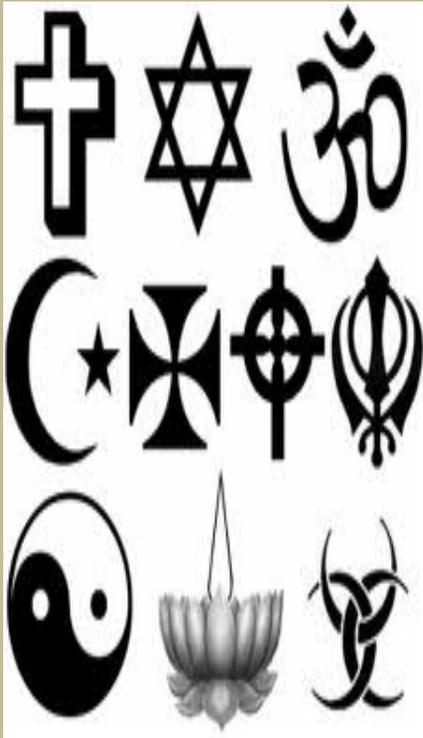
What are the things that  
make us different from  
everyone else?

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## Aspects of Culture or Ethnicity

- History
- Social Status
- Social Group Interaction Patterns
- Value Orientations
- Language and Communication: Verbal and Nonverbal
- Family Life Processes
- Healing Beliefs and Practices
- Religion
- Art and Expressive Forms
- Diet/Foods
- Recreation
- Clothing



What does cultural competency look like?

Cultural competence is an experiential understanding and acceptance of the beliefs, values, and ethics of others as well as the demonstrated skills necessary to work with and serve diverse individuals and groups.

## Recommendations

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- In working with youth, keep in mind the centrality of respect in many cultures.
- Don't assume a title of address; ask the parents what he or she prefers (Mr., Mrs., Ms., Dr., family or given name).
- Even if you are knowledgeable about the youth's culture, do not assume that you are therefore knowledgeable about the his/her personal experience of her or his culture and identity.
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- Use of self-disclosure in a way that allows youth to assess your ability to help them.
- Stay aware of the different meanings of physical gestures, eye contact, silence and other forms of nonverbal communication.
- Be aware of differences in preferences for physical space, including your own; if possible, use easily movable furniture to allow for different preferences.
- Do not touch the assistive device (walker, wheelchair, prosthetic, etc.) of a person who has a disability without asking.

## Recommendations

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- Consider what your office location, accessibility, and furnishings communicate about your awareness of people of different ages; people who have disabilities; religious or spiritually oriented people; people of various ethnicities; people who are gay, lesbian or bisexual; and so on.
- Think about the meanings and intentions in your use of humor as carefully as you think about any other communication with clients.
- Avoid psychological jargon.
- Ask the youth about the meaning of his or her use of a particular term.
- Continually use critical thinking skills to think about your own assumptions in relation to the youth's communication styles, including verbal and nonverbal communication.

## Strategies

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- Become familiar with multicultural resources such as books, articles, and films.
- Attend conferences and workshops.
- Find a mentor.
- Enroll in an Ethnic Studies, Gender Studies, or Disability Studies class. Spend time in other communities.
- Learn a second or third language.
- Talk to other professionals or leaders within racial and ethnic minority communities.
- Conduct your own informal research.
- Communicate the need for cross-cultural training.
- Join professional organizations that have a cross-cultural focus.

**Golden Rule:** Treat others the way \_\_\_\_\_ want to be treated

**Platinum Rule:** Treat others the way \_\_\_\_\_ want to be treated