

# Disability Core Competencies Training for Front-line Care Managers

April 2016

## CULTURAL COMPETENCY / HUMILITY

Today's health care system is changing. Simultaneously, the population is becoming more and more diverse, including here in Vermont. Growing concerns about health inequities and the need for our health care system to reach an increasingly diverse population means that cultural competence is more important than ever. The first step is to become more aware of different cultural beliefs, enabling providers to think about things in new ways and to become more responsive to patients from diverse backgrounds. We will review the National Standards for Culturally and Linguistically Appropriate Services (CLAS) in Health and Health Care as an important tool to gauge an organization's cultural competency. This module will also introduce participants to the concept of "cultural humility," a lifelong commitment to self-inquiry and critique as the basis for respectful partnerships. Participants will hear from an interpreter and cultural broker about her work in health care settings. A panel of health care users from diverse populations will also share their experiences.

## UNIVERSAL DESIGN AND ACCESSIBILITY

The objective of this training module is to examine civil rights laws protecting individuals with disabilities and what is expected of health care providers when delivering services. For example, the Americans with Disabilities Act (ADA) is based on the principle that a person is more or less disabled based on what she can and cannot do in the many types of environments she encounters. The experience of disability can be decreased by designing environments to accommodate varying abilities. One is more or less disabled based on whether the physical, information, communication, social and policy environments are accommodating and welcoming of people with a variety of abilities. We will review key resources for implementing ADA standards in health care settings, housing, and other public spaces.

## COMMUNICATION

The objective of this training module is to examine the methods we use to give and receive information. Individuals with disabilities are an important source of information regarding their health and health care. However, communication breaks down when the method we use to give information does not match the receiver's needs, or vice versa. People with disabilities use a wide range of alternative and augmentative approaches to communication. A vast array of tools has been co-developed by health care professionals and disability advocates to enhance communication and information sharing between providers and patients. By using these tools, practitioners can assist patients in communicating essential information about symptoms, communication preferences and styles, previous medical conditions, follow up care, and more. Teaching providers about available tools enables them to work with their patients in a more in-depth, person-centered manner.

## LEARNING GOALS, JUNE SESSION

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*Training participants will be able to...*

- Identify the unique personal and cultural barriers that people with disabilities face when accessing healthcare. *(Carry over from April session).*
- Define cultural competency/humility.
- Understand that all of us have biases, values, and beliefs that sometimes conflict.
- Describe the CLAS standards for Culturally and Linguistically Appropriate Services in health and healthcare.
- Explain what is required by law when serving people with disabilities.
- Identify key components of creating a welcoming and accessible environment.
- Meet typical request for accommodations and know how to access additional resources as needed.
- Learn how to communicate about health in an accessible and welcoming way.
- Appreciate that there are different styles of communication.
- Acquire concrete strategies for making your workplace more accessible.

## Disability Core Competencies Training for Front-line Care Managers Biographies for Presenters & Assistants at Session 2

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### Max Barrows

Maxwell Barrows is a young man with Autism, who works for Green Mountain Self-Advocates, a disability rights organization in Vermont. As the Outreach Director, he mentors youth and adults with developmental disabilities to speak up for themselves and become leaders. Max connects with people on all levels advocating for true-inclusion of people with developmental disabilities. In his work, he advances the message that when you meet an individual with a disability, presume competence. Max is currently on the board of Self-Advocates Becoming Empowered (SABE), the national self-advocacy organization. His goal is to travel internationally to spread his messages of true-inclusion and self-advocacy. Recently, Max was recognized for his hard work in Disability Advocacy by being selected as a Champion of Change at the White House.



### Ash Brittenham

Ash Brittenham is one chill pickle. Informed by his lived experience as a wheelchair-driving artist, Brittenham uses media to educate others. He makes short film and radio stories, and is an audio production student at Full Sail University of Orlando Florida. Over his 18 years, Brittenham has been in front of numerous audiences entertaining or speaking for change. He is a graduate of the Vermont Leadership Series 2015. He is also a member of the newly-formed Youth Caucus for the National Council on Independent Living (NCIL), and will be a panelist for this summer's voting workshop at the NCIL 2016 Solidarity Conference. Follow his work via [www.ashbrittenham.com](http://www.ashbrittenham.com).

### Kim Brittenham

Kim Brittenham has been advocating for civil rights and culture-shift all of her professional life. Currently working at the intersection of violence and disability, she serves on the National Council for Independent Living's Violence & Abuse Task Force, and works as a consultant for the Women of Color Network to increase leadership of members of marginalized populations in the sexual and domestic violence movement. For the previous eight years, Brittenham provided technical assistance and training on the Americans with Disabilities Act (ADA) to Vermont, and gets excited about building spaces that work for the communities they serve.

## Nicole LeBlanc

Nicole LeBlanc is a person with Autism. She works for Green Mountain Self-Advocates as Advocacy Director. Nicole has a keen ability and interest in public policy and excels at communicating about the needs of people with developmental disabilities to public officials. Nicole travels around Vermont visiting local self-advocacy groups supporting her peers to feel comfortable talking to their elected officials about what they need. Nicole completed a 10-week internship at the Administration on Intellectual and Developmental Disabilities through the Washington Center in Washington, DC. Nicole earned a certificate of professional studies from the University of Vermont. Nicole is a natural leader chosen by her peers due to her unwavering commitment to speaking the truth to power.



## Lisa Maynes

Lisa Maynes is a Family Support Director with Vermont Family Network, working on grants that are health and wellness related. She has been actively involved with work in Vermont that tries to make a better life for individuals with disabilities for 17 years. She has an 18-year-old son with a rare genetic disease and a 23-year-old daughter.



## Kirsten Murphy

Kirsten Murphy is the Executive Director of the Vermont Developmental Disabilities Council where she has worked since 2013. She began her career in non-profit management in the 80's developing programs for high risk youth in New York City and Boston. Her interests turned to disability rights and community inclusion when her two sons were diagnosed on the autism spectrum. Kirsten founded a family support program, ARCH, serving the Upper Valley region of NH and VT, directed the New Hampshire Autism Council, and is credited with securing equitable insurance coverage for NH children who experience the interfering symptoms of autism. She is a 2010 graduate of the Leadership in Neurodevelopmental Disabilities Program (LEND) through the University of New Hampshire. Now a Montpelier resident, she brings over three decades of experience in public policy, systems thinking, and advocacy.



## **Aline Niyonzima Mukiza**

Aline Niyonzima Mukiza recently joined Vermont Family Network (VFN). She serves as a Family Resource Coordinator for Children's Integrated Services-Early Intervention in Chittenden county and as a member of VFN's Family Support Staff where she works on training and special projects. She has three young children. Before joining VFN, Aline spent seven years in the Burlington school district where she was a multilingual liaison supporting students who are English Language Learners and their families. She has been an interpreter for the Vermont Refugee Resettlement Program and can speak Kirundi, Kiswahili, Kinyarwanda and French. Aline was recently featured in this Seven Days article: <http://www.sevendaysvt.com/vermont/leading-ladies-new-american-women-in-vermont/Content?oid=3220875>



## **Skye Peebles, MPH**

Skye Peebles, MPH has worked on media, technology, healthcare, and other self-advocacy projects with Green Mountain Self-Advocates since 2008. Her roles of ally and sibling in the self-advocacy movement make her passionate about building a global community where people with developmental disabilities are truly included and valued. Skye served as a U.S. Peace Corps Volunteer in Botswana working on projects related to HIV/AIDS from 2006-2008. From 2010-2011, Skye was a Health Administration Fellow in the University of Rochester Leadership Education and Neurodevelopmental Disabilities (LEND) program and a Student Fellow in the American Public Health Association's Maternal and Child Health Division. Skye has a Master's Degree in Public Health from the University of Rochester and Bachelor's Degree from Mount Holyoke College.



## **Janice Sabett**

Janice Sabett is a Family Support Consultant/Training Specialist with Vermont Family Network. She has more than 15 years of experience in communications, training, and program development. She is the proud adoptive mother of three young Latino adults. She volunteers with NAMI-VT (The National Alliance on Mental Illness) teaching classes and facilitating a Family Support Group. Her life motto is "no health without mental health!"



## Karen Topper

Karen Topper is the Administrative Director for Green Mountain Self-Advocates. She manages the GMSA office, supervising employees, training persons with developmental disabilities in techniques of self-advocacy, and program development work. Topper is the co-author of Sexuality Education for Adults with Developmental Disabilities, a curriculum designed for self-advocates and allies to teach a sexuality education series together as a team. She has been working with people with disabilities for the past 40 years. She has created individualized supports for people moving out of institutions in Connecticut, New Jersey, and Pennsylvania. Topper has extensive experience in developing curriculums for self-advocates, providers and families on: Independent Living, Abuse Prevention, Supportive Decision-Making and Sexuality Education. Topper has been an ally of the self-determination, disability rights and self-advocacy movements since the early 90's.

