



RIVERSIDE
COUNTY HEALTH
COALITION

July 20th, 2022

Promoting Inclusivity of Communities with Disabilities and Unique Needs

Welcome! We will begin momentarily. Your audio is temporarily muted.

If you are not using your computer audio, make sure your audio/phone is linked to your participant ID.



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Welcome!

TECH HOUSEKEEPING



- Please enter your name and affiliation in your profile name.



- E.g., (LHJ Name) Jane Doe

- You may also add your pronouns



- All participants are muted upon entry.



- Please submit any questions through the Q&A box

- Staff will monitor throughout the meeting



- We have closed captioning services in English & Spanish and an ASL Interpreter.

- Information provided in the chat



- Slides and a recording of this event will be shared shortly afterwards.

Share Your Thoughts

Kindly take our survey. Your feedback will help us advance health equity in Riverside County, together!

Thank You!



The survey link is also in the chat.

The Month of July is: Disability Pride Month!

What is Disability Pride Month?

According to the Disability Community Resource center, Disability Pride is defined “as accepting and honoring each person’s uniqueness and seeing it as a natural and beautiful part of human diversity.” Disability Pride is an integral part of movement building and a direct challenge of systemic ableism and stigmatizing definitions of disability.



Source | <https://www.dcrc.co/advocacy/>

Source | <https://www.dcrc.co/advocacy/>



"I believe that Disability Pride is important, especially if there is an emphasis on the ways that folks within marginalized identities and intersections deal with these complications at an exponential rate."

- Taneasha White, a 27-year old Black queer writer and activist with chronic pain



Source | <https://www.verywellmind.com/understanding-disability-pride-month-5193069>

AGENDA

❖ Introduction

❖ Panel Discussion

- Panel Moderator:
 - **Veronica Castro**, RUHS- Public Health, CCS
- Panelists:
 - **Renee Griffin**, Building Bridges for Special Needs
 - **Martha Barragán**, GANAS
 - **Kendra Smith**, Desert Recreation District – Adaptive
 - **Lisa Price**, Center on Deafness Inland Empire (CODIE)
 - **Esteban Ortiz**, State Council on Developmental Disabilities (SCDD)

❖ Q&A from Audience

❖ Partner Updates

❖ Closeout

INTRODUCTORY POLL

Who is here?





30 YEARS
OF BUILDING
FOR GOOD



WORLD BE WELL, INC.

Why are we here?



RIVERSIDE
COUNTYHEALTH
COALITION

- Expand partnerships
- Share resources
- Highlight innovative practices
- Community empowerment



Veronica Castro, MSW
Social Service Practitioner III
California Children's Services

The image features a white background with abstract, organic shapes in purple, orange, and green. A dark blue, irregular shape acts as a central separator, connecting the purple shape on the left to the green shape on the right. The text 'Inclusive Language' is centered in a dark blue, sans-serif font.

Inclusive Language

“A Disability doesn’t have to be a social barrier. Good etiquette begins with inclusion not exclusion”.
Robert M. Hensel



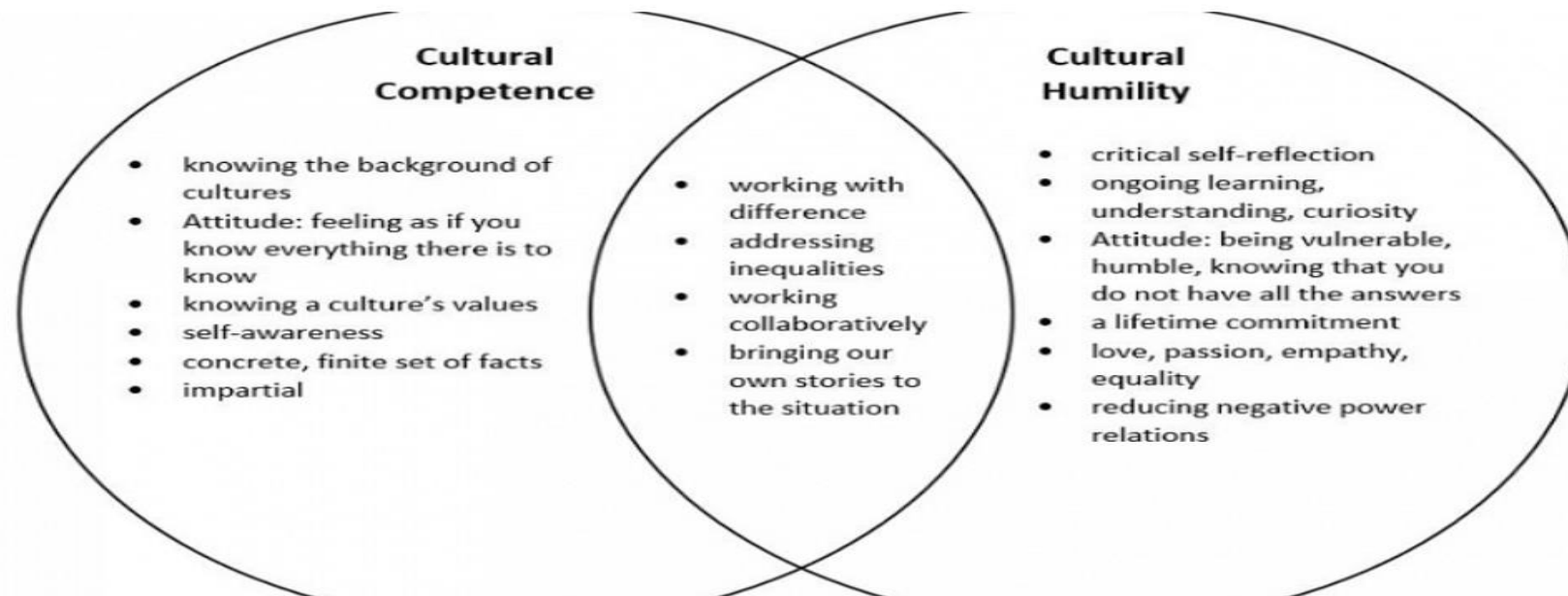
POLL QUESTION 1:

Are you aware of Inclusive Language? Such as Person First or Identity First Language.

What is Inclusive Language?

- Being cognizant of how words are used to describe individuals with disabilities.
- Refraining from using words, expressions, slang and descriptions that exclude individuals and/or groups of people.
- Changing our language to be purposely inclusive.

Cultural Competence and Humility



Edmond, Natalie. 2021. *Cultural Competence And Cultural Humility Venn Diagram*. Image.

Image Retrieved from: University of Oregon. Distinguishing Cultural Humility and Cultural Competence. www.inclusion.uoregon.edu/distinguishing-cultural-humility-cultural-competence

Where can we start in the process of changing our language to be purposefully inclusive?

- Ideally, the conversation starts with the individual or their family as they are the experts of how they navigate the world with a disability.
- Utilization of open ended questions can foster a conversation (example: How would like for me to refer to?)
- Allow opportunities to be corrected (example: Please correct me if I am wrong, but I believe I heard you say.....?)
- Be mindful that no all individuals want to share about their disability.
- We must also consider the uniqueness and diversity of each individual and/group of people.

Linguistic Preferences

1) Person First Language: Deviates from using exclusionary or biased language.

- Example: “A person with a disability” or “People with a Disability”

2) Identity First Language: Celebrates the identity of an individual with a disability.

- Example: “A disabled person”
- **Do not use this identity first language when describing a person diagnosed with a mental health condition or struggling with addiction (example: “A Depressed Person” or “An Addict”).

Examples of Inclusive Language

Commonly-used Terms	Preferred Language
Able-bodied, Normal	<p>Use “non-disabled” or “person without disability.”</p> <p>Referring to someone who does not have a disability as a “normal person” implies that people with disabilities are strange or odd.</p> <p>Use “normal” only in medical/scientific context such as “normal test result” or “normal growth.”</p>
Abnormal	Use “atypical”, “disabled person” or “person with disability.”

Image Retrieved from:

www.disability.stanford.edu/news/disability-language-guide

Examples of Inclusive Language

Addict, Alcoholic, Junkie

Use “someone with a drug/alcohol addiction” or “someone with alcoholism.”

Addiction is a neurobiological disease which “impaired control over drug use, compulsive use, and continued use despite harm and/or craving.”

Use “recovery and/or remission” when someone is trying to get out their addiction.

Image Retrieved from:
www.disability.stanford.edu/news/disability-language-guide

Examples of Inclusive Language

Brain-damaged	Use “person with a brain injury.”
Defect, Defective	Use “person with a congenital disability,” “person living with congenital disability.” When describing a disability, avoid “defect” or “defective” as they imply the person is sub-par or incomplete.
Mad, Psycho, Deranged, Retarded	Use “people with mental illness.”
Cripple, Crip	Avoid unless someone wants to be described as such. Although some disability activists have reclaimed the terms, there are many others who consider them offensive, so allies and non-disabled people should not use them out of respect.

Image Retrieved from:

www.disability.stanford.edu/news/disability-language-guide

Examples of Inclusive Language

<p>Deaf</p>	<p>Use “deaf and hard of hearing community” when referring to the community of people with all kinds of hearing loss.</p> <p>Use capitalized “Deaf” when referring to Deaf culture and the community of Deaf people.</p>
	<p>Use “partial hearing loss” or “partially deaf” for those who have some hearing loss.</p> <p>Avoid “deaf and dumb” and “deaf-mute” since people with speech and hearing disabilities can express themselves “in writing, through sign language, and in other ways.” [NCDJ] The term “hearing impaired” is also not recommended.</p>
<p>Differently-abled, Special, Gifted</p>	<p>Use “person with disability” or “disabled person” instead.</p> <p>Terms like “differently-abled,” although well-meaning, can be received as “condescending, offensive or simply a way of avoiding talking about disability” [NCDJ].</p>

Image Retrieved from:
www.disability.stanford.edu/news/disability-language-guide

Additional Resources/Cited

Retrieved from: Disability Language Guide (2019).

www.disability.stanford.edu/news/disability-language-guide

Retrieved from: George Mason University. Inclusive Language. www.ds.gmu.edu/inclusive-language/

Retrieved from: The Official Robert M. Hensel Website (2019). www.roberthensel.webs.com

Retrieved from: University of Oregon. Distinguishing Cultural Humility and Cultural Competence.

www.inclusion.uoregon.edu/distinguishing-cultural-humility-cultural-competence

Retrieved from: National Center on Disability and Journalism.

Disability Language Style Guide. (2021) www.ncdj.org/style-guide/

Contact Information

Veronica Castro, MSW

Social Service Practitioner III

Riverside University Health Systems (RUHS)-Public Health

California Children's Services

vecastro@ruhealth.org



Panelist Introduction



Building Bridges for Special Needs



Coachella Valley, CA

A PARENT INSPIRED GROUP-A CAREGIVER
AND ORGANIZATION COLLABORATIVE

Email: buildingbridgescv@outlook.com

Facebook: Building Bridges for Special Needs-Coachella Valley

Renee Griffin

About Us

Mission: To improve the quality of life for families of and individuals with intellectual and developmental disabilities through information, education, and initiatives that provide inclusion and full access to all services.

Purpose: Connecting families of special needs loved ones with community services and organizations, especially to the underserved and unserved.

Values: Empower - Inform - Educate - Initiate

What we do

- Parents/caregivers and organization representatives meet monthly to discuss ways to address issues and provide information on what families need or want to know. Ex: A Zoom workshop on Special Needs Trusts or Conservatorships
- Organizations work together to provide events for all ages and disAbilities in the ID/D community by bringing families together and creating a healthy environment to promote activity, socialization, and new friendships.
- Work together to share ideas to create a better community and identify the underserved/unserved and provide resources and help to those families.
- We are parents/caregivers, parent owned organizations, and service organizations
ANGEL VIEW, DESERT ARC, DESERT RECREATION DISTRICT (DRD), EZEKIEL'S GIFT OF LOVE: COACHELLA VALLEY DOWN SYNDROME FOUNDATION (CVDSF), GANAS, KYO AUTISM THERAPY, INLAND EMPIRE AUTISM SOCIETY, INLAND REGIONAL CENTER (IRC), LEAPS SERVICES, RVCO DPSS, RIVCO EMD, RIVERSIDE UNIV. HEALTH SYS., SOCAL ADAPTIVE SPORTS, STATE COUNCIL ON DEVELOPMENTAL DISABILITIES (SCDD), UNITED CEREBRAL PALSY OF INLAND EMPIRE (UCPIE), VARIETY OF THE DESERT

"We are the village it takes!"



A 501(c)(3) non-profit organization founded by
two mothers with children with special needs

Martha Barragán, MA, BCBA
Executive Director
martha.barragan@theganas.org

www.theganas.org

info@theganas.org

www.facebook.com/winwithganas



Mission

- GANAS responds to the needs persons with behavior excesses have regarding evidence-based interventions through actively engaging and fostering collaborative efforts that empower all stakeholders to find effective solutions through advocacy, training, and implementation of evidence-based interventions to reach a common understanding and improve the quality of life for those with and without a formally diagnosed special need or disability.



Vision

- GANAS' vision is to improve the quality of life of those in the special needs, disabilities, and behavior excesses community by empowering caregivers and professionals through training, workshops, and ultimately providing evidence-based interventions. We wish to become the bridge that is GENUINE, will ANIMATE everyone, will help NAVIGATE new and confusing territory, will ASSIST in implementing these new and confusing strategies, and ultimately will watch everyone SUCCEED with confidence.



Goals

- Foster Advocacy skills for parents, individuals, and siblings in special needs families using individualized evidence-based practices to improve family's quality of life.
- Create a space for siblings of those with a special need to feel important too by offering Sibshops once per month.
- Network and collaborate with organizations who provide supports to these types of families.
- Provide quality therapy services to families (currently in the planning and development phase).

*Serving Riverside County

Padres con GANAS (Parents with Desire)

***FREE Program for Parents who have sons or daughters with special needs.**

Webinars

- Provide information (English and Spanish are separate days) on topics such as understanding the Regional Center process, IEPs, how to make a case for services, how to prepare for important meetings, understanding the special education process, and more! This is open to anyone in the community, but material targets parents with children with special needs.

***Developed by parent-professionals.**

Skill Groups

- Study sessions are also offered in English and Spanish. Virtual meetings are led by Padres con GANAS mentors who are also parents of children with special needs. These groups are meant to be an inclusive environment where parents can feel comfortable to share and discuss not only barriers, but solutions as well as practice their targeted advocacy skills (created during consultations).

***Offered in English and Spanish**

1:1 Consults

- At consultations is where the focus is solely on the parent. A parent is paired with a parent mentor who will assist them in identifying strengths and weaknesses. Together, they create a working plan and objectives to improve advocacy skills while working on current barriers they may be facing. At future consultations, they work together to monitor progress and adjust if necessary. Also provided virtually.

Referral link: <https://forms.office.com/r/wk3xvwhsC5>

Desert Recreation District

Desert Recreation District Therapeutic/Adaptive Programs



760.347.3484

MyRecreationDistrict.com

Fun@MyRecreationDistrict.com



Kendra Smith, MS, CTRS
Adaptive Recreation Specialist

ksmith@drd.us.com

Find Community



Desert Recreation District

Mission

To enrich the quality of life for Coachella Valley residents by acquiring, developing, operating, and maintaining a community-focused parks and recreation system and preserving it for future generations.

Vision

Through a community collaborative approach, the District will be the regional provider of premier parks and recreation services in the Coachella Valley. Ensuring all residents have equitable and barrier-free opportunities that contribute to the overall wellness of our communities.

Goals – Adaptive Program Specific

- Provide **quality** adaptive recreational opportunities where participants can improve skills, socialize, and **connect to their community**.
- Maximize accessible & inclusive community recreation opportunities
- Expand adaptive programs to all District facilities



Find Community

Desert Recreation District

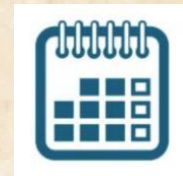
Resources

DIRECT TO PARTICIPANT

- Daily adaptive programs at District Sites
- Adaptive website
 - MyRecreationDistrict.com/AdaptiveTherapeutic-sports-recreation
- Monthly program email
 - MyRecreationDistrict.com/post/sign-adaptive-newsletter
- Facebook page
 - Facebook.com/drdAdaptive
- Collaborative Calendar
 - MyRecreationDistrict.com/adaptive-sports-calendar
- Adaptive equipment [e.g. sport chairs, sensory modifications]
- Support to individuals in typical programs [when possible]
- ***Community & Inclusivity***

INDIRECT

- Training - Instructor & District staff
- Space - collaborative events [e.g. Adaptive Halloween festival, safety demonstrations]



Find Community

Met Tim in 1980 in High School (CSDR)
Married in 1989 (yes STILL married)
Son Ty, 32, in Washington State,
Daughter, 26, still here in Riverside.

Studied at college to become a Psychologist.
I didn't like it.
Never liked and don't believe in "labelling" our
people.
Let them decide what defines them.

"We come from different
backgrounds, diversity; cultures;
always learn and evolve and respect
others as we get older.
We learn from our past to continue in
our journey in life to be a better
person."

Inland Empire is my community... Riverside
is one of unique and beautiful
community with rich of culture, diversity
and historical community to live in. I have
watched the community grew since I joined
up in 1994.



**Lisa Kay Price-Regional Director
joined 1994 as a Community Advocate
Became Regional Director in 2007**



**The lack of an effective mode of communication between hearing
people and their deaf consumers often
results in disparities from misunderstanding and being belittled from their
intelligence by their people who do not sign.**

**Most of the time, communication is misunderstood, often having to
elaborate or give a clearer explanation on legal terminology and/or
explaining any kind of case.**

**Our hearing community needs to acknowledge that many consumers in
Inland Empire use ASL; vision language [NOT as writing] as their primary
language.**

**Written language comes as a secondary language, sometimes writing might
not even be an option."**



Claudia Cann
Administrative
Assistant



Carmen Croasmun
Family Outreach
Advocate



Kenton Twidt
Community
Advocate



Jory Pedersen
Community
Advocate



Gloria Moriarty-Burnes
Lead Advocate



Guy Gomez
Hard of Hearing
Late Deafened
Specialist



Deborah Cole
Community
Advocate



Maisha Safford-Franklin
Social Media

My CHAMP Team

CODIE involvements and partnership with:

CODIE ensures that deaf, hard of hearing, deafblind and deaf disabled consumers have equal access to the same opportunities as their hearing counterparts. Advocate address violations of the law through education, filing complaints and attorney referrals

- Riverside ASL Social at Galleria Food Court
- Riverside Police Advisory Board
- CSDR Community Advisory Committee
- C-Booster Club
- Mayor Deaf Committee
- Deaf Community of Riverside
- Riverside County Health Coalition
- Riverside Rape Crisis Center (RACC)
- San Bernardino Mental and Behavior Health
- Culture Competency Reduce Disparities (CCRD)
- Riverside Community College/Interpreting Program
- Language Equality and Acquisition for Deaf Kids (LEAD-K)
- AD HOC University of Riverside for Deaf and Hard of Hearing
- Department of Social Services in all areas

Partnership with:

- Department of Social Services in all Departments
- Riverside University Health and Behavior System
- Inland Counties Legal Services
- Inland Empire Health Plan
- Inland Empire Disability Committee
- Inland Regional Center
- Cal Fresh
- California Telephone Assistance Program
- Employment Development Department
- More.....

Communication/document translation Services

Provides translation of documents in ASL for deaf and hard of hearing consumers with different language skills; visual; and facilitate communication with 3rd party when needed.

Advocacy Services

Provides assistance in crisis situations by intervening to ensure all public services – including social, health, and safety services are available to the deaf and hard of hearing population. Also includes intervention to protect deaf and hard of hearing children’s communication rights; and get communication access at different places

Job Development and Placement

Assists deaf and hard of hearing consumers in obtaining employment related services;

Information and Referral

Directs consumers to appropriate organizations and programs for social and health care needs. Answers questions about deafness and hearing loss;

Peer Counseling

Provides intervention in crisis situations, such as spousal, child or adult abuse. Also teaches clients how to effectively cope with deafness or hearing loss.

Independent Living Skills Instruction

Assists deaf consumers in acquiring skills to live independent of public institutions and programs especially people from another countries

Community Education

Increases public awareness and understanding of deaf and hard of hearing people’s needs. Also, addresses health and safety issues related to deafness.

The Deaf Access Program (DAP) was created in 1980 to ensure that California’s public programs are adapted to meet the communication needs of deaf and hard of hearing children, adults, and families so they may receive the public benefits and services to which they are entitled and achieve economic independence to fully participate in mainstream society.

other services:

Family Outreach Advocate/Deaf Mentor and Deaf Coach

Hard Of Hearing/Late Deafened

Pathway to Success (Job Readiness in ASL)

with California Department of Rehabilitation(DOR)

Movies with Open Captioned 6 out of 8 In Inland Empire

Parenting Class in ASL

Anger Management Class in ASL

Alcoholic Anonymous in ASL

Becoming U.S. Citizen in ASL

Children's Holiday

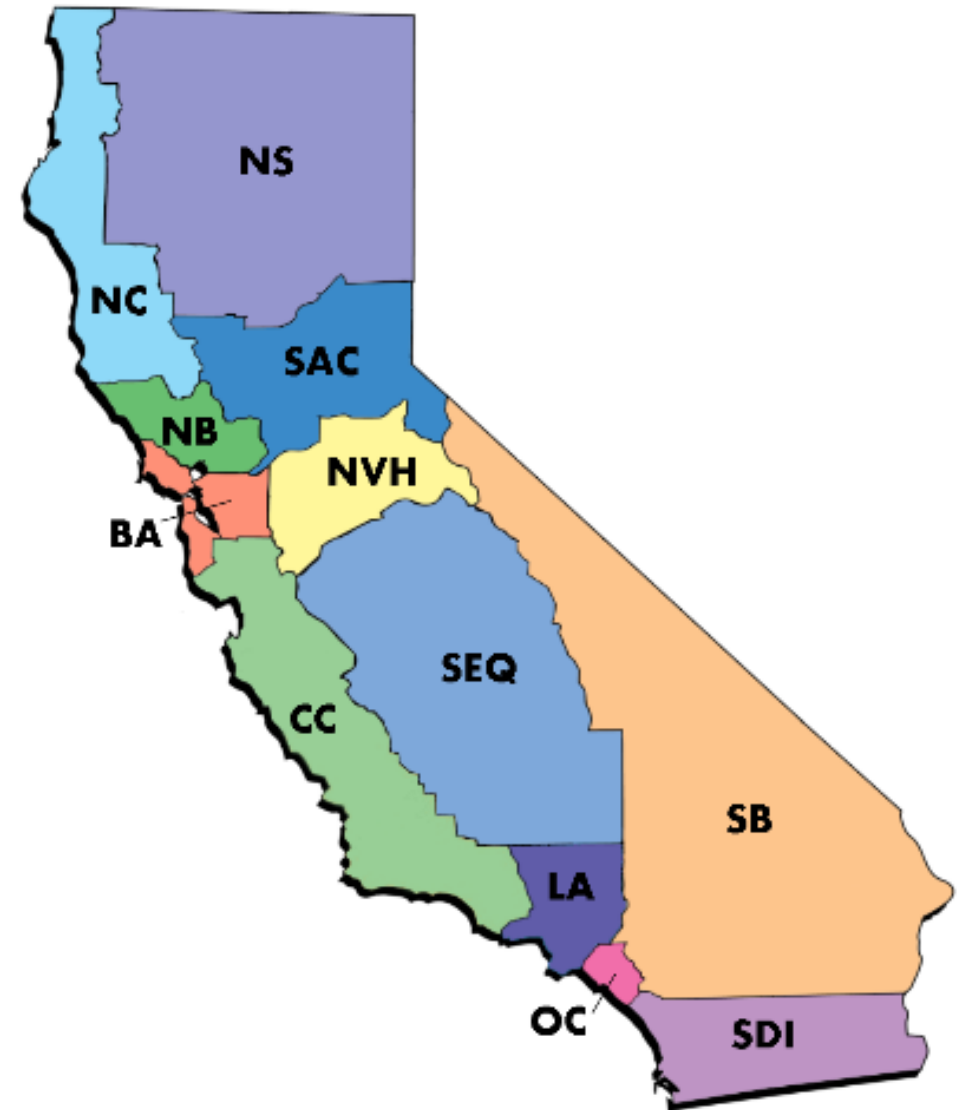
Community resource booths

One to One on DMV studying in ASL

Remote office in Victorville and Indio

An Overview of the State Council on Developmental Disabilities

Esteban Ortiz





The Role of the State Council

- Established by state and federal law; an independent, federally-funded state agency
- **Our Vision**

Californians with developmental disabilities are guaranteed the same full and equal opportunities for life, liberty, and the pursuit of happiness as all Americans.
- **Our Mission**

The Council advocates, promotes and implements policies and practices that achieve self-determination, independence, productivity and inclusion in all aspects of community life for Californians with developmental disabilities and their families.

Our Focus

- Empowering individuals and their families through activities and systems navigation that teach **self-advocacy** skills and support **self-determination**
- Work on advancing **public policy** and **systems change** to help people gain more control over their lives
- **Building capacity** in our community and within systems



Panel Discussion

Q & A

Share Your Thoughts

Kindly take our survey. Your feedback will help us advance health equity in Riverside County, together!

Thank You!



The survey link is also in the chat.

5 Minute Break

Partner Updates

Health Equity Program Update

Share Your Thoughts

Kindly take our survey. Your feedback will help us advance health equity in Riverside County, together!

Thank You!



The survey link is also in the chat.

Riverside County Coalition Contact:

Riverside County, Health Equity Program

RUHS – Public Health, Epidemiology & Program
Evaluation

RivCoHealthEquity@ruhealth.org



Next meeting:

Wednesday, October 19th, 2022



RIVERSIDE
COUNTY HEALTH
COALITION

July 20th, 2022

Promoting Inclusivity of Communities with Disabilities and Unique Needs

Thank you so much for joining us today!
See you in the next quarterly meeting