



CULTURAL COMPETENCE

For Cultural Mediators/Cultural Liaisons, Interpreters & Other Team Members

SELF-REFLECTION TOOL

This tool serves as a guide for individuals exploring cultural competencies (dispositions/attitudes, knowledge, and skills) needed as professionals. It is for all team members including specialists, cultural mediators/ liaisons, or interpreters and translators who are working with families and students from linguistically and culturally diverse populations.

The tool explores cultural variables, which may pose barriers to the non-biased assessment process, and facilitates identification of goals for developing cultural competence.

This *Self-Reflection Tool* can also be used by individuals and educators in determining the status of requisite competencies of personnel serving students and families who may need additional supports given linguistic and or cultural differences. It is suggested that all who serve this population review specific components of delineated competencies in order to identify individual and team strengths, and areas in which more training, technical support, time, and/or resources may be needed. It is intended that this tool be used with the *Beyond Words, Effective Use of Interpreters, Translators, & Cultural Mediators* videotape/DVD and supplemental materials that are available for distribution from [Landlocked Films](#), Boulder Colorado.

Quality Indicators	Strengths	Area for Growth	Action Plan Comments
Attitudes /Dispositions			
Holds a positive attitude and openness towards working with all students and families.			
Values and respects differences, including those based on culture and/ language.			
Understands ethics involved in specific roles of cultural mediator, translator, and /or interpreter.			
Maintains confidentiality at all times.			
Understands dangers of assumptions and need to consider each student and family individually in a culturally responsive way.			
Strives to breakdown stereotypes and avoid bias in all interactions with student, family, team, and school personnel.			
Initiates sharing of information about culture and/or language as needed to support family and/or school personnel’s knowledge base.			
Knowledge			
Knowledge of specific demographics of school and community served and available community-based resources.			
Understands and honors differences in beliefs about disability, child rearing, and other cultural variables across cultures represented.			
Understands values, beliefs and differences of a specific culture represented, but does not assume they apply to a family until affirmed.			
Demonstrates knowledge of specific roles and responsibilities of cultural mediator and/or interpreter/translator across contexts as delineated by team/district personnel.			

Quality Indicators	Strengths	Area for Growth	Action Plan Comments
Knowledge of and can explain information and appropriate assessment and resources for 2 nd language acquisition and bilingualism versus language disorder.			
Demonstrates understanding of procedural rights and safeguards specific to working with special education process			
Understands culture of the team, school and district and community.			
Demonstrates in-depth knowledge of age & culturally appropriate evidenced based assessment protocols and procedures for students who are dual language learners and is prepared to work with interpreters and other team members in this process.			
Knowledge of and can explain special education system, including terminology, policies and procedures			
Knowledge of the assessment process, including confidentiality issues, terminology, and how to interact with the professional, child/student, and family.			
Knowledge of available community resources and supports (beyond school district resources).			

Quality Indicators	Strengths	Area for Growth	Action Plan Comments
Skills: Oral & Written Language			
If acting as interpreter, demonstrates oral and written proficiency in both language of student/family and English			
Team members and interpreters demonstrate proficiency in preferred styles of interpretation and translation (simultaneous, consecutive, summarization, site translation)			
Team members and interpreters demonstrates oral ability to scaffold questions and gather/share information in culturally responsive ways specific to delineated role in a variety of contexts (home visits, interviews, phone interviews etc.)			
Demonstrates ease in sharing information, referring to others when beyond scope of specific role assigned.			
Team Member & Interpreter Skills: Interpersonal & Work Related			
Works well with others and on teams in a professional manner.			
Develops relationships of trust with family members and other professionals / team members.			
Is punctual for sessions, team meetings, and other appointments.			
Is organized and able to manage time appropriately.			
If interpreting, adheres to appropriate boundaries as support to team members/professionals balanced with accessibility to family consistent with specific role.			
If interpreting, provides clear explanations for team members and family as needed.			
If interpreting, requests clarification of specific role from team /professional and able to explain this role to a family.			

Quality Indicators	Strengths	Area for Growth	Action Plan Comments
If interpreting, requests clarification on families' behalf when and if needed during sessions/meetings.			
Prepares and follows-up for all sessions with briefing and de-briefing meetings with professionals.			
If interpreting, appropriately prepares for assessment sessions by reviewing terminology, vocabulary, specific tests or procedures as requested.			
Demonstrates ability to help the parent navigate the system and supports in district and community			