**Cultural Competence: What the DD Act Says**

The federal Developmental Disabilities Act, Public Law 106-402, includes specific language related to cultural competence and requirements of Councils on Developmental Disabilities:

Sec. 101(b) **PURPOSE**

The purpose of this title is to assure that individuals with developmental disabilities and their families participate in the design of and have access to needed community services, individualized supports, and other forms of assistance that promote self-determination, independence, productivity, and integration and inclusion in all facets of community life, through culturally competent programs authorized under this title, including (1) State Councils on Developmental Disabilities

Sec. 101(c) **POLICY**

(4) services, supports, and other assistance should be provided in a manner that demonstrates respect for individual dignity, personal preferences, and cultural differences;

(5) specific efforts must be made to ensure that individuals with developmental disabilities from racial and ethnic minority backgrounds and their families enjoy increased and meaningful opportunities to access and use community services, individualized supports, and other forms of assistance available to other individuals with developmental and their families;

(6) recruitment efforts in disciplines related to developmental disabilities relating to pre-service training, community training, practice, administration, and policymaking must focus on brining larger numbers of racial and ethnic minorities into the disciplines in order to provide appropriate skills, knowledge, role models, and sufficient personnel to address the growing needs of an increasing diverse population;

Sec. 102. **DEFINITIONS**

(7) **CULTURALLY COMPETENT** – The term “culturally competent”, used with respect to services, supports, or other assistance, means services, supports or other assistance that is conducted or provided in a manner that is responsive to the beliefs, interpersonal styles, attitudes, language, and behaviors of individuals who are receiving the services, supports or other assistance, and in a manner that has the greatest likelihood of ensuring their maximum participation in the program involved.