CULTURAL RESPONSIVENESS AND EQUITY SPECIALITY TRACK DISCUSSION GROUP

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Discussion Group Co-Facilitators

2019 Annual Conference on Advancing School Mental Health
Austin, TX
National Community of Practice

History

- Started in 2004
- 12 Practice Groups and 16 State Teams
- National Organizations, TA Centers
- Five years as SMH and Culturally Diverse Youth PG
- Model evolved into Specialty Tracks
CONFERENCE SPECIALTY TRACKS

- Education-Mental Health Integration & Collaboration
- Implementation Drivers
- Cultural Responsiveness & Equity
- Advocacy & Policy
- Financing & Sustainability

- Mental Health Intervention and Treatment (Tier 3)
- Prevention and Early Intervention (Tier 2)
- School Climate and Universal Mental Health Promotion (Tier 1)
SPECIALITY TRACKS

• Specialty Tracks: issues-focused groups that cut across states, organizations and roles

• Identify/connect activities that contribute to understanding/action

• Work is supported by a range of stakeholders

• Provides an opportunity to connect and stay involved beyond the conference
CONFERENCE SPECIALTY TRACKS

- Shape the conference
- Build connections
- Offer opportunities for collaboration, learning, dialogue
- Bring various disciplines together
- Work at multiple levels of scale
This track focuses on the application of cultural responsiveness and equity for culturally diverse youth in schools. Specific issues related to cultural and linguistic competence, stigma, cultural adaptations, behavioral health disparities, disproportionality, and social determinants of health are examples of relevant topic areas for this track.
CULTURAL RESPONSIVENESS AND EQUITY

- What does cultural responsiveness and equity mean to you?
- How does it apply to your work/role?
- How does it look in your schools/organizations?
Application of cultural responsiveness and equity in schools

Understand/identify effective strategies

Address relevant issues related to culturally diverse youth

Information dissemination
ACCOMPLISHMENTS OF CRE

- Resource repository
- Issue brief on disproportionality in school suspensions (2014)
- Suggested Dr. Russell Skiba as keynote speaker for 2014 Annual Conference
- Reviewed conference proposals
- Webinars
  - “Meaningfully Engaging Culturally Diverse Families in School Mental Health” by Zewe Serpell, Ph.D.
  - “Providing Culturally Responsive School Mental Health Services: Success Stories from Across the Country”
- Identify and define CRE constructs
DEFINITIONS OF CULTURAL RESPONSIVENESS

- Culturally responsive practices support the achievement of all students by providing effective teaching and learning in a “culturally supported, learner-centered context, whereby the strengths students bring to school are identified, nurtured, and utilized to promote student achievement” (Richards, Brown, & Forde, 2006)

- “Cultural responsiveness is the ability to learn from and relate respectfully with people of your own culture as well as those from other cultures.” (National Center for Culturally Responsive Educational Systems)
COMPONENTS OF CULTURAL RESPONSIVENESS

- Readiness
- Identity Awareness
- Commitment to youth and community voice
- Supportive Environment
- Program expectations and operations reflect the values of the community
- Diverse staff
- Review and analyze data for inequity
EQUITY

- Does not mean equal
- Equality: everyone gets access to the same resources and opportunities
- Equity: everyone gets what they need
CRE OBJECTIVES AND NEXT STEPS

- Recruit presenters to submit to CRE track
- Review Proposals for 25th Annual Conference
- Continue collaboration with University of Washington
- Identify webinar topics/presenters for upcoming year
LET’S STAY CONNECTED

Cultural Responsiveness and Equity Yahoo Group

To join: culturalresponsivenessandequity-subscribe@yahoogroups.com

To post: culturalresponsivenessandequity@yahoogroups.com
QUESTIONS/COMMENTS

- Dana Cunningham, Ph.D.
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What barriers exist with regard to obtaining mental health equity and implementing culturally responsive practices for youth in your schools/communities/organizations?

If your school/organization has/is working to effectively address this issue, what has been implemented to support that process? If nothing has been implemented, what would you recommend?