CULTURAL RESPONSIVENESS AND EQUITY

ANNUAL CONFERENCE ON ADVANCING SMH 2017

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Practice Group Co-Facilitators

Background

- National Community of Practice
  - History
    - Started in 2004
    - 12 Practice Groups and 16 State Teams
    - National Organizations, TA Centers
    - Model evolved

- Practice Groups: 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 Tracks

Practice Groups

- Shape the conference

- Build connections

- Offer opportunities for collaboration, learning, dialogue

- Collaborate with other PG's

- Bring various disciplines together

- Work at multiple levels of scale

Focus of this Practice Group

□ Application of cultural responsiveness and equity in schools

□ Understand/identify effective strategies

□ Address relevant issues related to culturally diverse youth

□ Information dissemination

Accomplishments of Practice Group

☐ Resource repository

☐ Issue brief on disproportionality in school suspensions

☐ 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"

Background and Evolution

❑ Five years as SMH and Culturally Diverse Youth PG

❑ Evolved to ➲ **Cultural Responsiveness and Equity**

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, health and behavioral health disparities, disproportionality, and family engagement are examples of relevant topic areas for this track.

❑ Thoughts on the name change/new model?

Definitions

☐ **Cultural and Linguistic Diversity:** Refers to the range of different cultures and language groups represented in the population who identify as having particular cultural or linguistic affiliations by virtue of their birth, ancestry or ethnic origin, religion, preferred language or language spoken at home.

☐ **Cultural Competence:** recognizing and respecting how others are influenced by their culture, as well as recognizing how culture impacts your own knowledge, behavior, and attitudes, as well as your relationships with others

Definitions

- **Elements of Cultural Responsiveness:**
  - Self-awareness
  - Knowledge/appreciation of identify of others
  - Inclusive decision-making; voice of youth/other populations
  - Supportive environments (proactive and responsive)
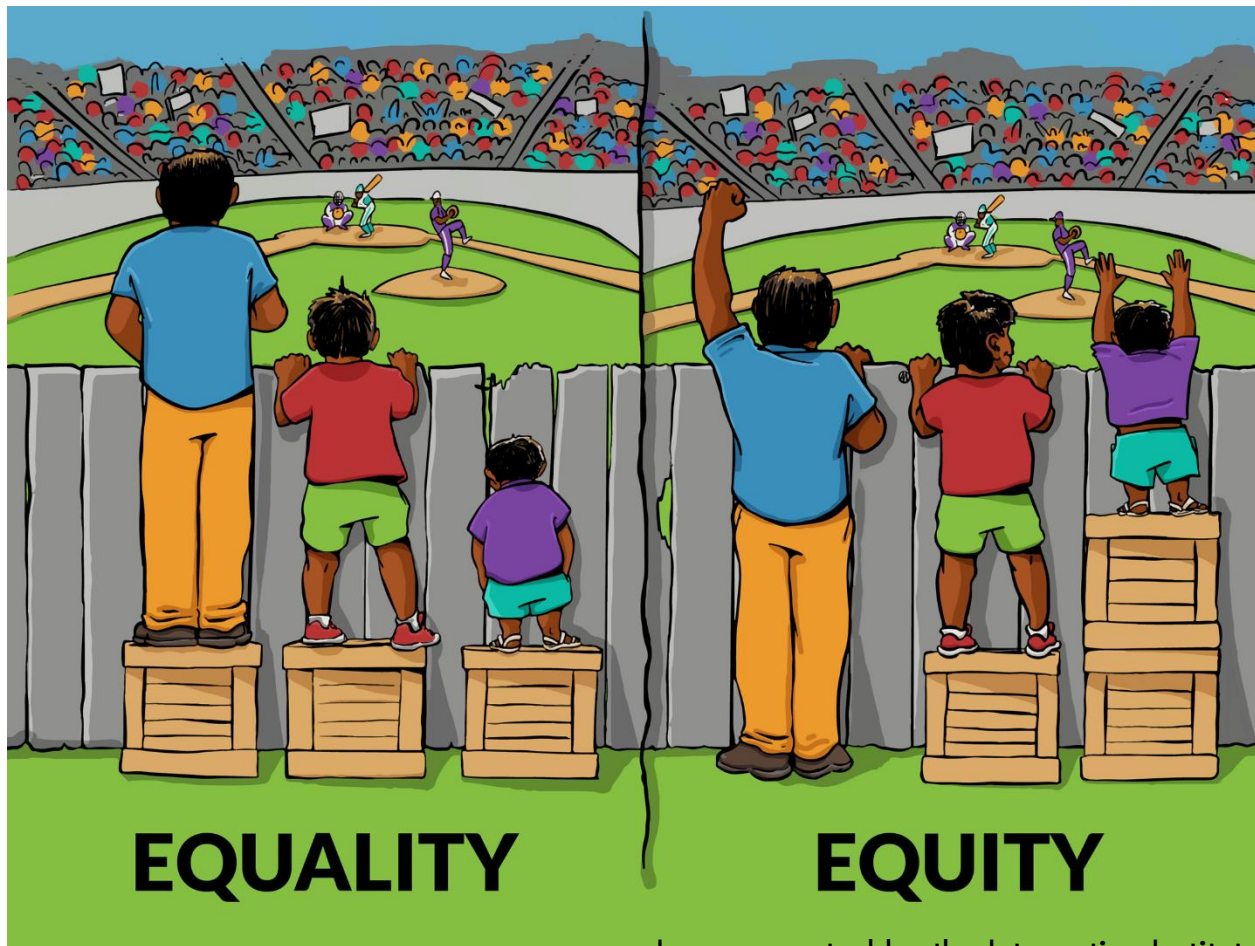 - Attention to situation and cultural context

- Are these definitions distinct/do they overlap?

Equality vs. Equity

Equality is giving each child the same chance.

Equity is giving all children what they need to reach their goals.

EQUALITY   EQUITY

Image created by the Interaction Institute for Social Change

Health Equity

- Attainment of the highest level of health for all people.

- Requires valuing everyone equally with focused and ongoing efforts to address avoidable inequalities, historical and contemporary injustices, and the elimination of health and health care disparities.

- Health inequities are avoidable inequalities between groups of people

- Inequities can be addressed by focusing on social determinants

Social Determinants of Health

- "The conditions in which people are born, grow, live, work, and age, including the health system. These circumstances are shaped by the distribution of money, power, and resources at global, national, and local levels, which are in and of themselves influenced by policy choices. **The social determinants of health are mostly responsible for health inequities**. - World Health Organization

Examples of Social Determinants

- Availability of resources to meet daily needs
- Access to health care services
- Access to educational, economic, and job opportunities
- Public safety
- Exposure to crime and violence
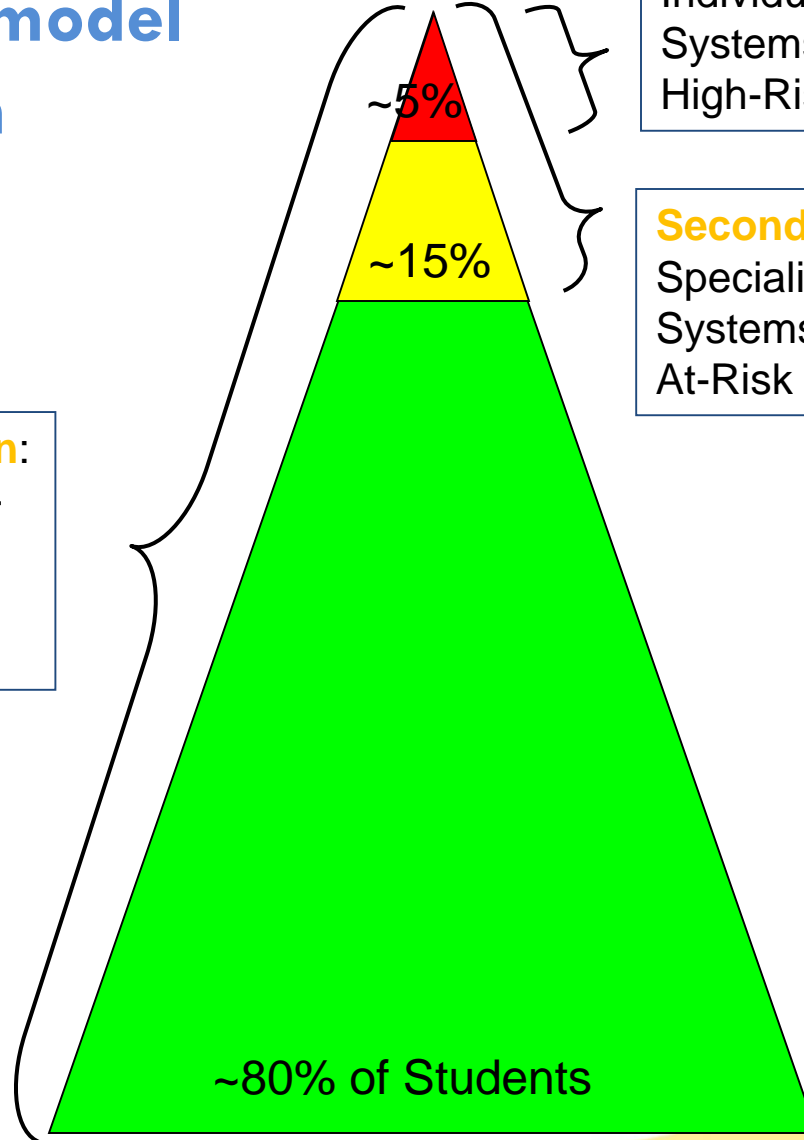- Residential segregation
- Concentrated poverty
- Social support

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?

How can you apply CRE to a Tiered model of mental health services?

Tertiary Prevention:
Specialized
Individualized
Systems for Students with
High-Risk Behavior

Secondary Prevention:
Specialized Group
Systems for Students with
At-Risk Behavior

Primary Prevention:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings

~5%

~15%

~80% of Students

Primary Prevention

☐ Assessment

☐ Training

☐ School-wide

 ◻ PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches

 ◻ Addressing Race and Trauma in the Classroom

☐ Classroom-wide

 ◻ Double-Check

Secondary Prevention

- Serving Everyone at the Table: Strategies for Enhancing the Availability of Culturally Competent Mental Health Service, Making Children's Mental Health Services Successful

- Cultural Competency: A Practical Guide for Mental Health Service Providers

- Guide for Group Care Facilities Serving Transgender and Gender Non-conforming Youth (2011)

Tertiary

- Summary of Psychosocial Interventions for Ethnic Population of Children/Adolescents and Adults

- Brief Strategic Family Therapy (BSFT)

- Family Effectiveness Training (FET)

- Community Defined Evidence: A Bottom-Up Behavioral Health Approach to Measure What Works in Communities of Color

Double Check Project:

Catherine Bradshaw, Ph.D.

Next Steps

- Turn in notecards

- Resources will be emailed to attendees

- Recruit presenters to submit to CRE track

- Proposal Reviews for 23rd Annual Conference

- Attendees will submit ideas to add into Tiers

- Nominal decision-making to decide focus for the year

Questions/Comments

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