School Mental Health Virtual Learning Series

January through May 2023

Trauma-Informed Organizations and Language: Cultural Responsiveness, Anti-Racism, and Equity in School Mental Health

January 10, 2023
Technology Support

• **Slides will be posted** on the NCSMH website: [www.schoolmentalhealth.org](http://www.schoolmentalhealth.org)

• Please type questions for the panelists into the **Q&A box**:

  ![Q&A icons for Web and Mobile App](image)

  - Use **chat box** for sharing resources, comments, and responding to speakers

  * **CE credits not available** for this series
Please Introduce Yourself

Type your responses in the chat box:

• Name, Role, Location
• Why is this topic important for the population you work with?
Central East Geographical Area of Focus

HHS REGION 3

- Delaware
- District of Columbia
- Maryland
- Pennsylvania
- Virginia
- West Virginia
What Does **Central East MHTTC** Do?

**Actions**

- **Accelerate** the adoption and implementation of evidence-based and promising treatment and recovery-oriented practices and services
- **Strengthen** the awareness, knowledge, and skills of the behavioral and mental health and prevention workforce, and other stakeholders, that address the needs of people with behavioral health disorders
- **Foster** regional and national alliances among culturally diverse practitioners, researchers, policy makers, funders, and the recovery community
- **Ensure** the availability and delivery of publicly available, free of charge, training and technical assistance to the behavioral and mental health field
National Center for School Mental Health

**MISSION:**

Strengthen policies and programs in school mental health to improve learning and promote success for America’s youth

- Focus on advancing school mental health policy, research, practice, and training
- Shared family-schools-community mental health agenda

**Directors:** Drs. Nancy Lever & Sharon Hoover

**Faculty:** Tiffany Beason, Ph.D., Jill Bohnenkamp, Ph.D., Elizabeth Connors, Ph.D., Britt Patterson, Ph.D., Sam Reaves, Ph.D., Kris Scardamalia, Ph.D., Cindy Schaeffer, Ph.D.
Commitment

• Racial and social justice lens
• Cultural responsiveness and equity
• Developing and modeling equitable and anti-racist policies and practices
• Learn, heal, grow together
School Mental Health Virtual Learning Series

Objectives

• Gain increased awareness of school well-being within a multi-tiered system of school mental health supports and services

• Support trauma-informed systems in schools

• Increase understanding of strength-based practices that promote student academic and social-emotional-behavioral success

• Learn to provide more culturally responsive and equitable services and supports

• Hear perspectives on school mental health from school, district and state levels

• Obtain insight into how youth, families, schools and communities can best work together to address student mental health needs
Facilitators

Dana Cunningham, PhD
she/her/hers

Brittany Patterson, PhD
she/her/hers
Sensitive Content
Safe Supportive Schools are:

Comprehensive School Mental Health Systems (CSMHS)

Culturally Responsive, Anti-Racist and Equitable (CARE)

Trauma-Informed/Healing-Centered
What is CARE in Schools?

<table>
<thead>
<tr>
<th>Cultural Responsiveness</th>
<th>Anti-Racism</th>
<th>Equity</th>
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<tbody>
<tr>
<td>Students’, families’, and educators’ cultural references are included in all aspects of schooling, including supports and services that promote well-being and mental health.</td>
<td>Actively and intentionally promoting school policies and practices that lead to equity and oppose racism and other forms of oppression.</td>
<td>Ensuring that every student has what they need to achieve academically and experience positive mental health and well-being.</td>
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Why CARE in Schools?

• Students are harmed by social injustices in schools
• The humane response to injustice in schools is CARE

(Ladson-Billings, 1994)
Resources

Principles of an Anti-Racist, Trauma-Informed Organization

**BEARING WITNESS, CENTERING VOICES, & HONORING LIVED EXPERIENCE**
- We proactively center, amplify, and learn from the voices of those most impacted by racism and trauma, bearing compassionate and non-judgmental witness to their stories and realities.
- We honor each individual’s intrinsic value, lived experience, humanity, and innate strengths, including the various unique social identities they embody (e.g., race, gender identity, ethnicity, sexual orientation) and the strengths and protective factors of their communities.

**ORGANIZATIONAL VALUES, GOVERNANCE, & STRATEGIC OVERSIGHT**
- We commit to equity-based governance, power redistribution, and shared decision-making processes across all staffing levels and with the communities we serve.
- We acknowledge the impact of racism, historical trauma, power dynamics, and systemic inequities.
- We commit to taking sustained steps to dismantle racism, white supremacy, and privilege in our structures, policies, procedures, practices, performance evaluations, and outcomes.
- We promote accountability and transparency in decision-making and leadership with all those who are impacted, including partners and those accessing services.

**STRUCTURAL REFORMS, PARTNERSHIPS, & SYSTEMS CHANGE**
- We commit to socio-structural reforms and promote practices designed to foster truth, atonement, and collective repair and to enhance radical healing of people who are Black.
- We commit to addressing conflicts when partners and funding sources actively cause harm to Black communities and/or limit anti-racist work.
- We acknowledge the ways in which systems have been used to control and destroy Black bodies and harm Black families, and that understanding informs how we engage with and confront those systems.

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Being Anti-Racist is Central to Trauma-Informed Care: Principles Of An Anti-Racist, Trauma-Informed Organization

**Introduction**
Our nation is at a critical precipice for reimagining how to improve access to and quality of the services for children, families, and communities throughout the United States (US) who have been traumatized by the current and historical impacts of anti-Black racism, as well as to dismantle the white supremacy culture that continues to uphold this racism. The goal of this resource is to light a fire in the bellies of systems, their leaders, and their agents to adopt conscious transformational efforts and actions that promote equity, healing, and justice. This cannot be achieved by inspiring systems to simply think differently about individuals negotiating racism in their daily lives. Rather, systems and organizations must shift beyond performative action toward the fundamental transformation of comorbid anti-

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principles-of-an-anti-racist-trauma-informed-organization.pdf (nctsn.org)

being-anti-racist-is-central-to-trauma-informed-care-principles-of-an-anti-racist-trauma-informed-organization.pdf (nctsn.org)
Meet the Panel
Temeka S. Bailey
LCSW-C, LICSW

My Roles
• **Director, Social Work Education & Field Initiatives**, The Center for Restorative Change-University of Maryland School of Social Work
• **Clinical Assistant Professor**, University of Maryland School of Social Work

My Lens
• African American
• she/her/hers
• Christian
• Cisgender
• First Generation Scholar
Kay Connors
MSW, LCSW-C

My Roles
• Instructor of Psychiatry, University of Maryland School of Medicine
• Project Director, B-NEST, NCTSN Center Category III
• Executive Director, Taghi Modarressi Center for Infant Study

My Lens
• White
• she/her/hers
• Cisgender
• Heterosexual
• Irish Catholic roots
• Middle Class
• Non-disabled
Kim Gordon-Achebe MD

My Roles
- Assistant Professor of Psychiatry, University of Maryland School of Medicine
- Program Director, University of Maryland Child and Adolescent Psychiatry Fellowship

My Lens
- African American
- she/her/hers
- Cisgender
- Heterosexual
- Christian
- Middle class
- Non-disabled
Describe your vision of a trauma-informed and anti-racist organization, in 10 or fewer words.
What is your perspective on the state of the field as it relates to addressing trauma and anti-racism within K-12 schools?
Audience: Share with us in the Chat

Based on your experience, how are school communities impacted by trauma and racism?
What recommendations would you give to school leadership and staff to be more trauma-informed and anti-racist in their language, practice, and policy?
Based on NCTSN's Principles of an Anti-Racist, Trauma-Informed Organization, what is one action step schools can take today to support school communities?

**Audience: Share with us in the Chat**
What is one action step you will commit to taking today?
1. Cultural Responsiveness & Equity > Racial Trauma, SchoolMentalHealth.org
2. Inclusive Language Guidelines
3. Classroom WISE – Cultural Inclusiveness and Equity Module
4. National Center for Safe Supportive Schools (NCS3)
5. Stop Hesitating: A Resource for Psychotherapists and Counselors
7. Systemic Racism Explained
8. Racial Trauma Toolkit
9. Pushout by Monique Morris
10. NCSMH SMH Webinar Series
12. SHARP: A Framework for Addressing the Contexts of Poverty and Oppression During Service Provision in the United States, by Wendy E. Shaia
13. Trauma Responsive School Implementation Assessment
14. Undoing Racism Community Organizing Workshop
15. How to Talk Effectively About Racism, by Kenneth Hardy
Upcoming Webinars

February 14, 3pm-4pm EST: Organizational Well-Being

March 14, 3pm-4pm EST: Individual Well-Being: School Staff Wellness & Self-Care

April 11, 3pm-4pm EST: Promoting Family & Community Empowerment to Strengthen Positive School Climate

May 9, 3pm-4pm EST: Collaboration Between School & Community Settings – Development of Meaningful & Sustainable Partnerships Between Schools & Community Partners

Register at: schoolmentalhealth.org/webinars
Please Share Your Feedback!

Evaluation

Thank You