

Culturally Responsive Mental Health Practice: RAICES - Reaffirming Assets of Immigrant Children in Educational Settings®

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Learning Objectives

- ❖ Participants will be able to identify the eight psycho-cultural factors that impact on Latinx students' social-emotional development.
- ❖ Participants will be able to identify intervention activities implemented with the RAICES[®] program as well as identify data collection outcomes using change sensitive methods.
- ❖ Participants will be able to recognize MTSS applications and strategies to work with parents and teachers to build school-home relationships.

Agenda

- ❖ Overview of Latinx immigrant students
- ❖ Theoretical, research, and clinical foundations of RAICES[®]
- ❖ Overview of the RAICES[®] Program
- ❖ Program evaluation
- ❖ Lessons learned
- ❖ Q & A

OVERVIEW OF LATINX IMMIGRANT STUDENTS

Facts, Causes, and Challenges

Facts about Latinx Immigrant Children and Families

- ❖ Immigrant youth are the fastest growing child population in the US (Casas, 2014).
- ❖ Not all immigrant children arrived to this country undocumented or unaccompanied.
- ❖ Not every child experience trauma related to the immigration experience; however, children may struggle with acculturation and adjustment to the host culture.
- ❖ For those who developed mental health problems, these issues are related to traumatic experiences and problems associated with the immigration process (APA, 2012).

Causes for Latinx Immigration (Passel & Cohn, 2012; Casas, 2014)

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| <ul style="list-style-type: none">❖ Extreme poverty❖ Lack of educational opportunities❖ Violence perpetuated by gangs and/or cartels❖ Wars❖ Political instability❖ Job transfers | <ul style="list-style-type: none">❖ Seeking refuge❖ Fleeing from natural disasters❖ Reunifying with family members that currently live in the US❖ Seeking new job opportunities/financial stability |
|---|--|

Challenges Experienced by Latinx Immigrant Children

- ❖ Trauma (immigration; historical)
- ❖ Poverty
- ❖ Language barriers
- ❖ Acculturation
- ❖ Marginalization
- ❖ Oppression
- ❖ Access to basic services
- ❖ Mental health stigma
- ❖ Professionals lacking cultural and linguistic competencies
- ❖ Disconnection between children, families, and schools
- ❖ Socio-political climate

Generational Challenges Experienced by Latinx Immigrants (Arredondo, Gallardo-Cooper, Delgado-Romero, & Zapata, 2015)

Recent Arrivals	First Generation	Second Generation
Cultural shock in all realms; loss of social networks and supports	Experiences of being different overshadowed by need of belong and fitting in	Although more acculturated, more experiences of negative biases, microaggression, and discrimination
Struggling with language/communication	Generational conflicts	At risk of more educational problems. Conflict between assimilation vs biculturalism
Learning new school structure	Growing in a cultural vacuum	Increasing the tendency to join together against non-Latinx due to a long history of prejudice.

THEORETICAL, RESEARCH, AND CLINICAL FOUNDATIONS

Psycho-Cultural Factors (PCF) Model

Theoretical Foundations PCF Model (Gallardo-Cooper, Torres Fernandez, & Iglesias, 2015)

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| <ul style="list-style-type: none">❖ Acculturation and bicultural development❖ Language and bilingual development❖ Ethnic-racial identity❖ Immigration history | <ul style="list-style-type: none">❖ Family and cultural values❖ Ecological dynamics❖ Barriers to well-being (e.g., poverty, oppression, discrimination, microaggressions)❖ Protective factors (e.g., cultural capital, personal assets) |
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Trauma and the Immigration Process (Casas, 2014; Gallardo-Cooper & Zapata, 2015)

Pre-Migration Trauma	Trauma During Transit	Trauma in New Country
Violence Poverty	What happens once they leave their countries? What happens once they are detained by US authorities?	Poverty Unemployment Racial profiling Ongoing discrimination Exposure to gangs Immigration raids Removal, separation, deportation

Protective Factors of Latinx Immigrant Students

- ❖ Values: *Familismo*, *Respeto*, *Dignidad* and others
- ❖ Ethnic Racial Identity
- ❖ Parents model and promote self-reliance/self-efficacy, social graces, humility and cooperation.
- ❖ Bilingualism and Biculturalism
- ❖ Spirituality
- ❖ Family and Kinship Networks

Culturally Responsive Schools

- ❖ Promote a MC and Social Justice Framework
- ❖ Provide continuous professional development in social justice and MC competence
- ❖ Respond to school characteristics and demographics
- ❖ Monitor ELL/LEP progress and biased attitudes
- ❖ Encourage native language retention
- ❖ Implement culturally-adapted evidence-based interventions
- ❖ Focuses on school-wide and targeted interventions vs ESE labeling
- ❖ Facilitate difficult dialogues
- ❖ Celebrate diversity year round
- ❖ Encourage diverse student leadership in school government
- ❖ Empower all parents and students
- ❖ RAICES©

Culturally-Responsive Intervention Myths

Culturally Responsive Interventions:

- Just includes ethnic and racial issues.
- Should be done separately and only with minority students.
- Are divisive.

(Adapted from Chartock, 2010)

- Most people identify with one culture.
- People from the same nation/region or those who speak the same language share a common culture and the same values

RAICES[®]

Program Implementation, Activities, and
Program Evaluation

What is RAICES[©]?

Reaffirming Assets of Immigrant Children in Educational Settings

An innovative school-based socio-emotional learning program that promotes culturally responsive psychological well-being, healthy adaptation, empowerment, and academic success among Latinx immigrant students.

About the Program

- ❖ Preventive intervention with a developmental and strength-based focus.
 - Universal or Tier 1 intervention
 - Supplemental or Tier 2 intervention focused on at-risk students
- ❖ Program focus
 - Recent arrivals
 - First generation
 - Second generation

MTSS and Project RAICES



Program Rationale

- ❖ Educational attainment of ELL Latinx students are substantially below that of native English speakers.
- ❖ Latinx school psychologists represent 3% of profession that contrast with substantial number of ELL students.
- ❖ School outcomes are affected by identity dimensions that interact with child characteristics, contextual factors, and life experiences.

Program Goals

- ❖ Increase Latinx immigrant students' adaptation and integration into a multicultural society through culture-sensitive interventions.
- ❖ Facilitate the development of cultural capital, well-being, and academic achievement.
- ❖ Empower children to become agents of social justice change for self and others.

Target Population

- ❖ English Language Learners (ELLs)
- ❖ Elementary school children (4th-5th grade)
 - Could be used with 3rd graders and adapted for use with Middle and High School students
- ❖ Be mindful of developmental considerations
 - Cognitive Development
 - Socio-Emotional Development
 - Ethnic Identity

What this program is not for?

- ❖ Students with conduct or extreme behavioral issues.
- ❖ Students with identified eligibilities that require special accommodations (IND, ASD, EBD).

Program Format

- **Pre-Screening**

ELL status

Teacher input

Parent Input

- **Group Composition**

8 to 10 students with 2 co-facilitators

Heterogeneous group (male & female; 4th-5th grade)

- **Length of Program**

10 weeks

- **Length of Sessions**

30 minutes (if groups run during school hours)

40-45 minutes (if groups run after school)

- **Parent Component**

Parental Consent

Parental Involvement

- **School Component**

Teacher Involvement

Program Components

- ❖ Family Component
 - Support cultural capital.
 - Encourage family dialogues about cultural heritage, race/class, and immigration history.
 - Explore differences and strengths of Latino culture and American culture.
 - Explore parental ethnic and racial messages.
- ❖ Teacher Component
 - Pre-program: Referral and screening of potential participants
 - During program: Session goals and activities will be shared with the teachers
 - Post-program: Program evaluation based on teacher input
- ❖ School Component

Facilitator's Qualifications

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| <ul style="list-style-type: none">•Spanish-English bilingual proficiency (Portuguese)•Knowledge of child group dynamics.•Knowledge of multicultural counseling competencies and social justice advocacy. | <ul style="list-style-type: none">•Knowledge of narrative methods (<i>Cuentos</i> or storytelling, analysis of narratives, <i>testimonio</i> (giving testimony) etc).• Consultation skills with parents and teachers. |
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Factors to Consider During Planning Stage

- ❖ Secure Support from School Administration and Staff
- ❖ Scheduling Issues
 - How much time will be allotted for the program sessions
 - During regular school vs. after school?
- ❖ Teacher Training

Factors to Consider Before Program Implementation

- ❖ Calling parents before the parental consent is sent home is highly recommended.
- ❖ Send letter home to invite them to informational session (consent for student participation will be obtained)
- ❖ Parents will be encouraged to plan attending/joining at the end of the group session on the 4th and last weeks.
- ❖ Parents are encouraged to review and assist students completing the activities brought home.

Program Sessions

- ❖ **Session 1: Bienvenidos/Welcome:** Introduction to program and rapport building session (i.e., Multicultural Tango).
- ❖ **Session 2: Vengo de.../Where I'm from...:** Identifying and sharing with group members different ethnic identity components such as national origin, cultural pride, and ethnic affirmation (i.e., Show and tell; Map activity; Flag coloring activity).
- ❖ **Sessions 3 and 4: Mis Raíces/My Roots-** The focus of Session 3 is the exploration of family background history (i.e., Tree Activity; I am from brainstorming activity). The focus of Session 4 is on ethnic identity formation; Who we are? (i.e., I am from.. Poem. Yo vengo de...).

Program Sessions (cont.)

- ❖ **Session 5: *Cuando sea grande, yo quiero ser?/When I grow up, I want to be?***: Begin conversations on goal setting for the future based on family, community, and personal expectations (i.e., Art activity; Interest Survey).
- ❖ **Session 6: *Conociendo las emociones/Emotional Scripts***: Increase awareness and knowledge of emotions related to social context (i.e., Feelings Charades).
- ❖ **Session 7 and 8: *Las caras del monstruo/The faces of the monster***: Increase awareness and understanding of negative experiences related to racism, racial/ethnic bullying, prejudice (i.e., Social narratives and role play with puppets, *Kimochis*). Session 8 will focus on developing coping and problem-solving strategies (i.e., role plays).

Program Sessions (cont.)

- ❖ **Session 9: *Afirmando mis raíces y abrazando mi nuevo país/Affirming my roots and embracing my new country:*** Facilitating the integration of the bicultural identity dimensions(i.e., Venn Diagram).
- ❖ **Session 10: *El Adios...La Despedida/Farewell:*** This session will focus on reviewing and reflecting on their discoveries related to their ethnic identity exploration (i.e., *La cajita de Tesoros/The Treasure Box*).

SAMPLE LESSONS

RAICES ACTIVITIES

PROGRAM EVALUATION

How to assess the effectiveness of
RAICES[©]?

PROGRAM EVALUATION

- ❖ Use of pre/post measures
 - Parent and student surveys/checklists
 - BIMAS-2
- ❖ Input/Feedback (Parents, teachers, students, school staff)
- ❖ Treatment Fidelity Checklist
- ❖ Other outcome measures (grades, academic achievement, school attendance, problem behaviors)

Parent and Student Surveys

1. My child feels comfortable asking and sharing about his/her ethnic/cultural background. 1 2 3 4 5

Mi hijo/a se siente comodo/a preguntando y compartiendo acerca de su herencia etnica y cultural.

2. My child is interested in learning about his/her ethnic/cultural background. 1 2 3 4 5

A mi hijo/a le interesa aprender acerca de su herencia etnica y cultural.

3. My child knows a lot about his/her ethnic/cultural background. 1 2 3 4 5

Mi hijo/a sabe mucho acerca de su herencia etnica y cultural.

4. My child is interested in participating in traditions and activities that are typical of his/her ethnic/cultural background. 1 2 3 4 5

A mi hijo/a le interesa participar en tradiciones y actividades que son tipicas de su herencia etnica y cultural.

Student Program Evaluation Survey

1. What was my favorite activity?

Cual fue mi actividad favorita?

2. What did I like the most about the program?

Que es lo que mas me gusto del programa?

3. What would I change about the program?

Que cambiaria del programa?

4. How did this experience make me change?

De que manera me hizo cambiar esta experiencia?



**Behavior Intervention
Monitoring Assessment System**

WWW.BIMAS2.COM

By James L. McDougal, Psy. D., Achilles N. Bardos, Ph.D., & Scott T. Meier, Ph.D.

What is the BIMAS-2?

A web-based behavior Assessment Platform that includes:

(a) A brief behavior rating scale designed for:

Universal Screening

- identify areas of behavior concerns and adaptive skills
- detect students in need of further assessment

Progress Monitoring

- System-wide interventions (Tier I- PBIS; SEL)
- Small group or Individual student interventions (Tier II & III)

Program Evaluation

(b) A platform with FLEXIBILITY to build and monitor

BIP, IEP plans.

BIMAS-2 Features

- ❖ Age levels
 - 5 to 18 years old
 - BIMAS preK currently in standardization
- ❖ Administration time
 - BIMAS-SF (34 questions)
 - Teachers complete in 2 min max per student
 - Parents (Stand Form can be delivered through the platform in English and Spanish)

Administration of the BIMAS-2

❖ Digitally

- Delivery of the Standard Form for both the Universal Screening and Progress Monitoring is digital for all parties
- Teachers
- Parents (English and Spanish)
- Student self-reports
- Outside MH providers

❖ Paper & Pencil

- Manual entry of all forms is available
- Forms are downloadable at no cost.

Structure of the BIMAS-2

BEHAVIOR INTERVENTION MONITORING ASSESSMENT SYSTEM (BIMAS)

BIMAS Scale		Measures...
CONCERNS (Identify Risk)	Conduct	Anger management, bullying behaviors, substance abuse
	Negative Affect	Anxiety, depression
	Cognitive/Attention	Attention, focus, organization, planning, memory
ADAPTIVE (Strengths)	Social	Friendship maintenance, communication
	Academic Functioning	Academic performance, attendance, ability to follow directions

ADDITIONAL INFORMATION: <http://www.edumetrisis.com/products/282-bimas-2>

Q & A

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