



Central East (HHS Region 3)

MHTTC

Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

School Mental Health Virtual Learning Series

January through May 2023



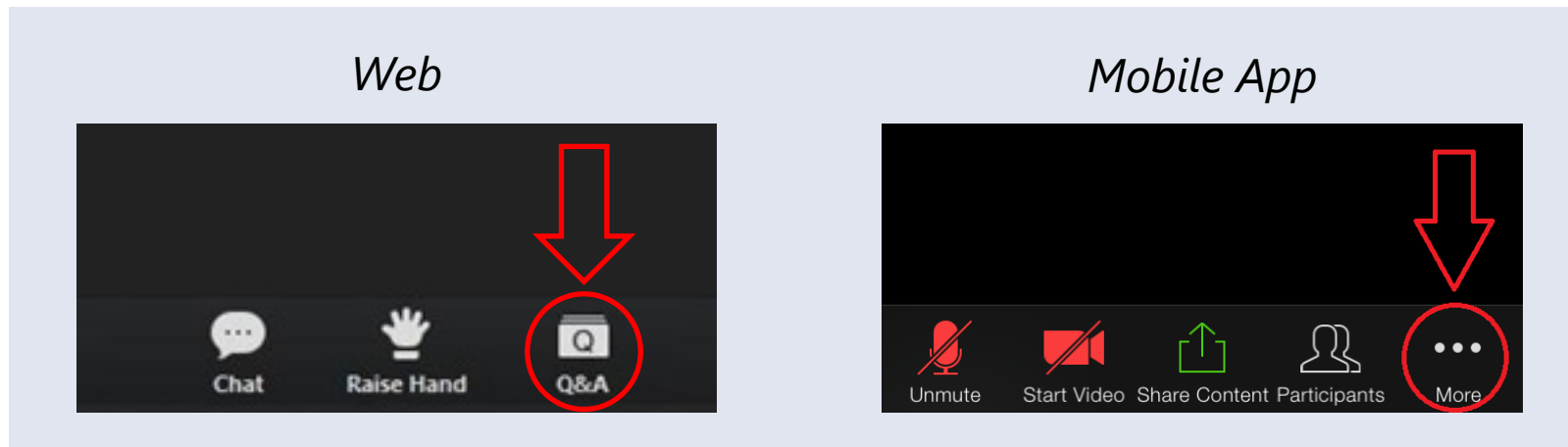
Trauma-Informed Organizations and Language: Cultural Responsiveness, Anti-Racism, and Equity in School Mental Health

January 10, 2023



Technology Support

- **Slides will be posted** on the NCSMH website: www.schoolmentalhealth.org
- Please type questions for the panelists into the **Q&A box**:



- 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?



THE DANYA INSTITUTE



Oscar Morgan
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MHTTC Project Director



Michael Thompson
MHTTC Senior TA
Coordinator



Dave Brown
Senior Associate:
School-Based Training &
Behavioral Health Equities



Dana Cunningham
PGSMHI Director



Sharon Hoover
NCSMH Co-Director



Nancy Lever
NCSMH Co-Director



Brittany Patterson
NCSMH Faculty



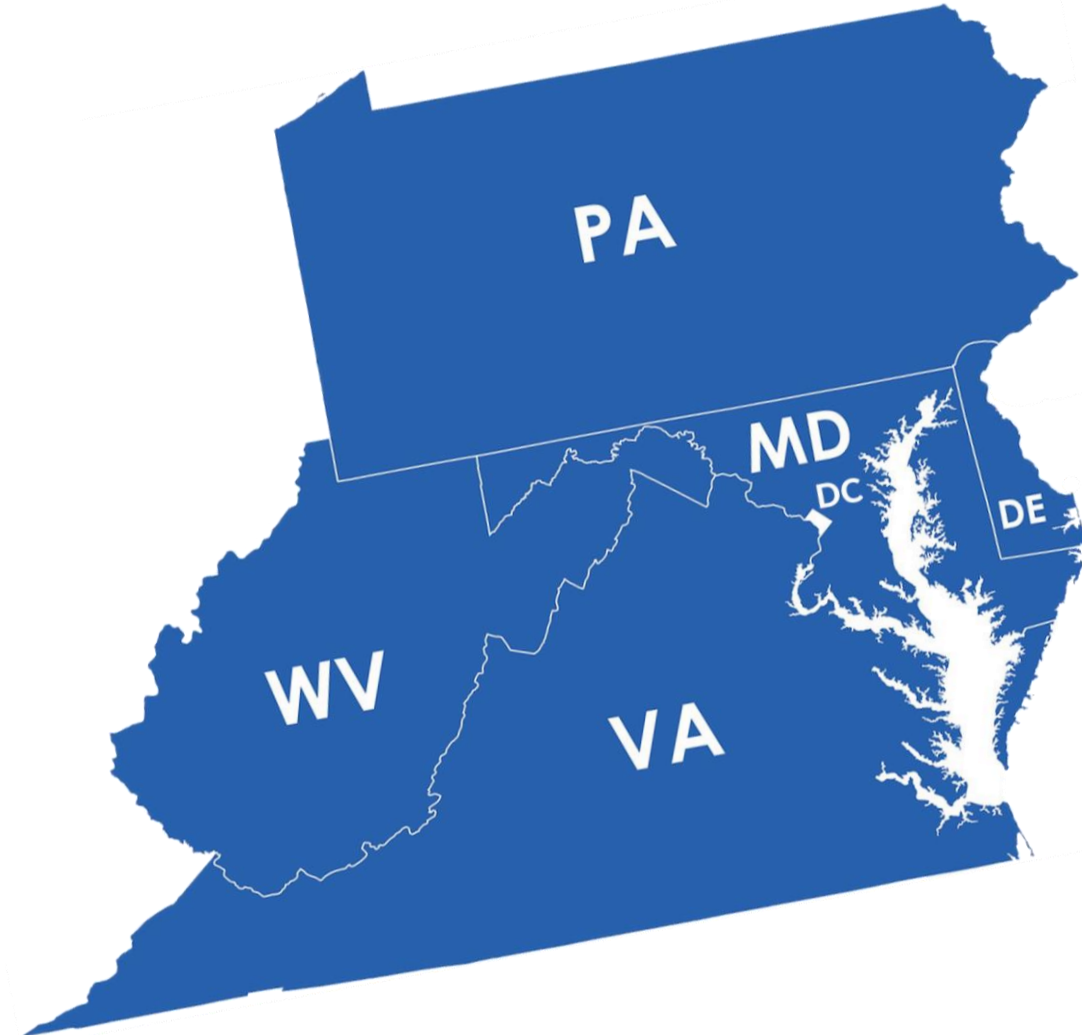
Cameron Sheedy
NCSMH Research Coordinator



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.*





**BLACK
LIVES
MATTER**

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



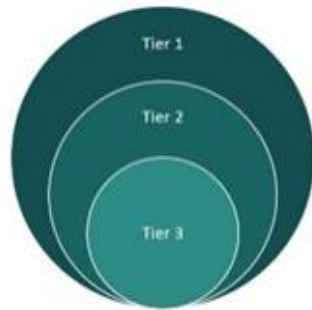
Brittany Patterson, PhD

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?

Cultural Responsiveness

Students', families', and educators' cultural references are included in all aspects of schooling, including supports and services that promote well-being and mental health

Anti-Racism

Actively and intentionally promoting school policies and practices that lead to equity and oppose racism and other forms of oppression

Equity

Ensuring that every student has what they need to achieve academically and experience positive mental health and well-being

Why CARE in Schools?

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

Embrace cultural differences

Build on all students' cultural knowledge

Mediate power imbalances

Dismantle systems of injustice

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.

[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

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 becoming anti-

This work exists because of the leadership and authorship of a group of NCTSN experts in anti-racism and trauma-informed care, in partnership with the Evidence Watch Collective, Inc. (EWC). Dr. Wizard Powell of EWC shared a vision that sparked this work and guided the ARS Faculty throughout the process. Dr. Leslie Adams of EWC facilitated the process of sorting, piling, and refining the principles. The Anti-Racism Summit Initiative was led by ARS faculty members: Elizabeth Thompson, PhD, Sandra Chase, MSW, ACSW, Leslie Faith Jones, JD, Carmen Rosa Noroña, LICSW, MEd, IECMH-E, Jen Agosti, MPP, Bradley Stolbach, PhD, Won-Fong Lau Johnson, PhD, NCSP, Megan Clarke, MPH, Tracy Henderson Bethel, MPH, and Isaiah Pickens, PhD.

Suggested Citation: Powell, W., Agosti, J., Bethel, T.H.,

[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?

Resources

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](#)
6. [Understanding Race and Privilege: Suggestions for Facilitating Challenging Conversations](#)
7. [Systemic Racism Explained](#)
8. [Racial Trauma Toolkit](#)
9. [Pushout by Monique Morris](#)
10. [NCSMH SMH Webinar Series](#)
11. [Socially-Engineered Trauma and a New Social Work Pedagogy: Socioeducation as a Critical Foundation of Social Work Practice, by W. E. Shaia et al.](#)
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](#)



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UNIVERSITY of MARYLAND
SCHOOL OF MEDICINE



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

