



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

November 2021-June 2022

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Cultural Inclusiveness and Equity (CIE)  
CIE Part 2: Understanding How Educator Bias  
Impacts Student Mental Health

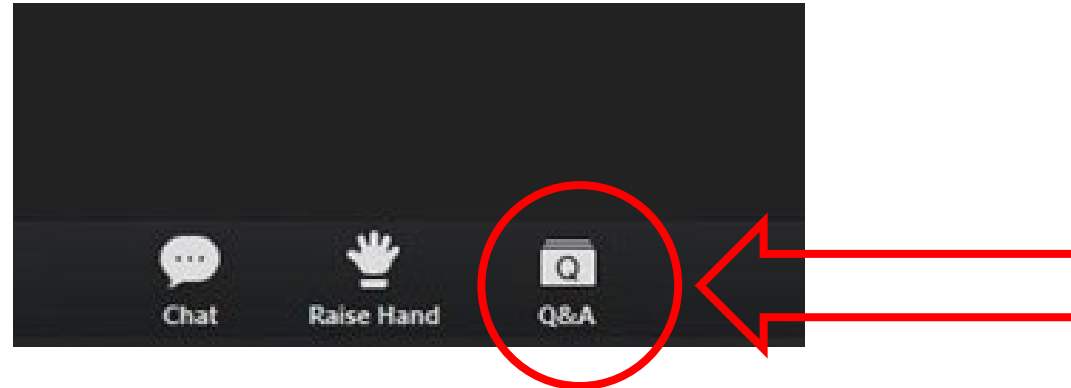
February 2, 2022



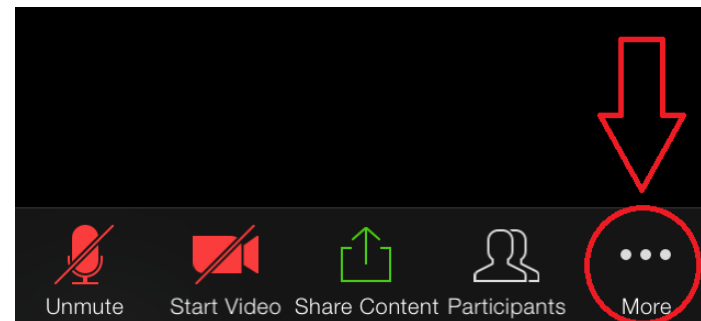
# Technology Support

- 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.
- Use chat box for sharing resources, comments, and responding to speaker

## Web



## Mobile App





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SCHOOL OF MEDICINE



**Oscar Morgan**  
Interim Executive Director  
MHTTC Project Director



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**Dave Brown**  
Senior Associate:  
School-based Training and  
Behavioral Health Equities



**Tiffany Beason**  
NCSMH Faculty



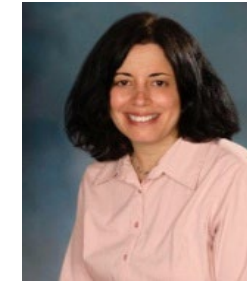
**Lorraine Bernstein**  
Coordinator



**Dana Cunningham**  
PGSMHI Director



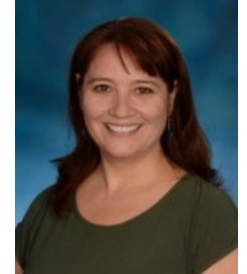
**Sharon Hoover**  
NCSMH Co-Director



**Nancy Lever**  
NCSMH Co-Director



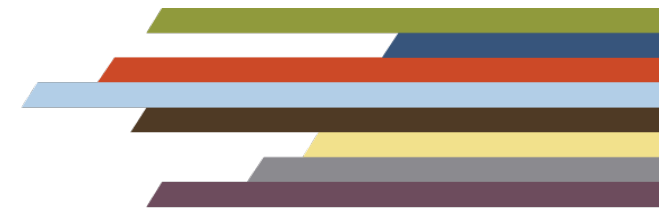
**Perrin Robinson**  
Communications Manager



**Kris Scardamalia**  
NCSMH Faculty

Changing Communities Through Change in Practice

THE DANYA INSTITUTE



# Central East Geographical Area of Focus

## HHS REGION 3

Delaware

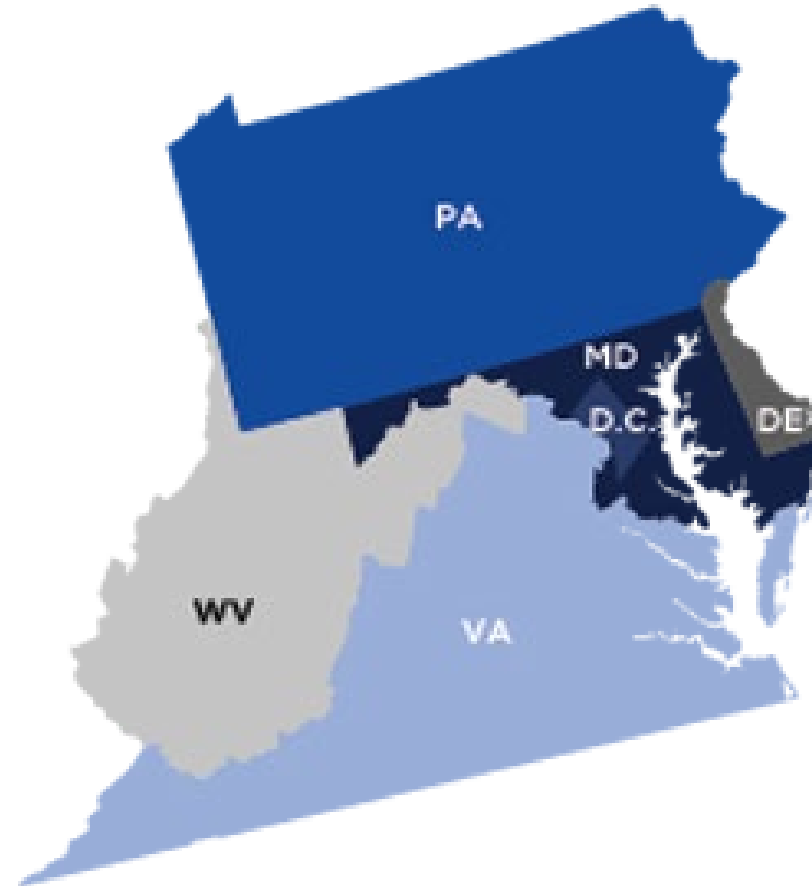
District of Columbia

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.



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# School Mental Health Webinar Series

## Objectives

- Gain increased awareness of high quality, sustainable multi-tiered system of school mental health supports and services
- Support trauma-informed systems in schools
- Discover the impacts of social determinants of health on 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



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# Upcoming Webinars (3:00-4:00 ET, 2:00-3:00 CT, 1:00-2:00 MT, 12:00-1:00 PT)

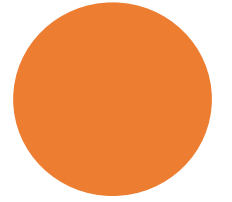
- March 2<sup>nd</sup> - *CARE Best Practices in SMH - Screening*
  - March 16th - *CIE Part 3 Engaging in Culturally Inclusive Classroom Actions to Promote Student Mental Health*
  - April 6th - *CIE Part 4: Supporting Students Experiencing Distress from a Cultural Inclusiveness & Equity Lens*
  - May 4th - *CARE Best Practices in SMH - Universal Health Promotion (Tier 1)*
-



# Today's Presenters

**Tiffany Beason, Ph.D.**

Assistant Professor, National Center for School  
Mental Health  
Division of Child and Adolescent Psychiatry  
University of Maryland School of Medicine



**Kris Scardamalia, Ph.D.**

Assistant Professor, National Center for School  
Mental Health  
Division of Child and Adolescent Psychiatry  
University of Maryland School of Medicine



# Our Learning Roadmap

Module 1 - Understanding How Social Injustices Impact Student Mental Health

Module 2 - Understanding How Educator Bias Impacts Student Mental Health

Module 3 - Engaging in Culturally Inclusive Action to Promote Student Mental Health

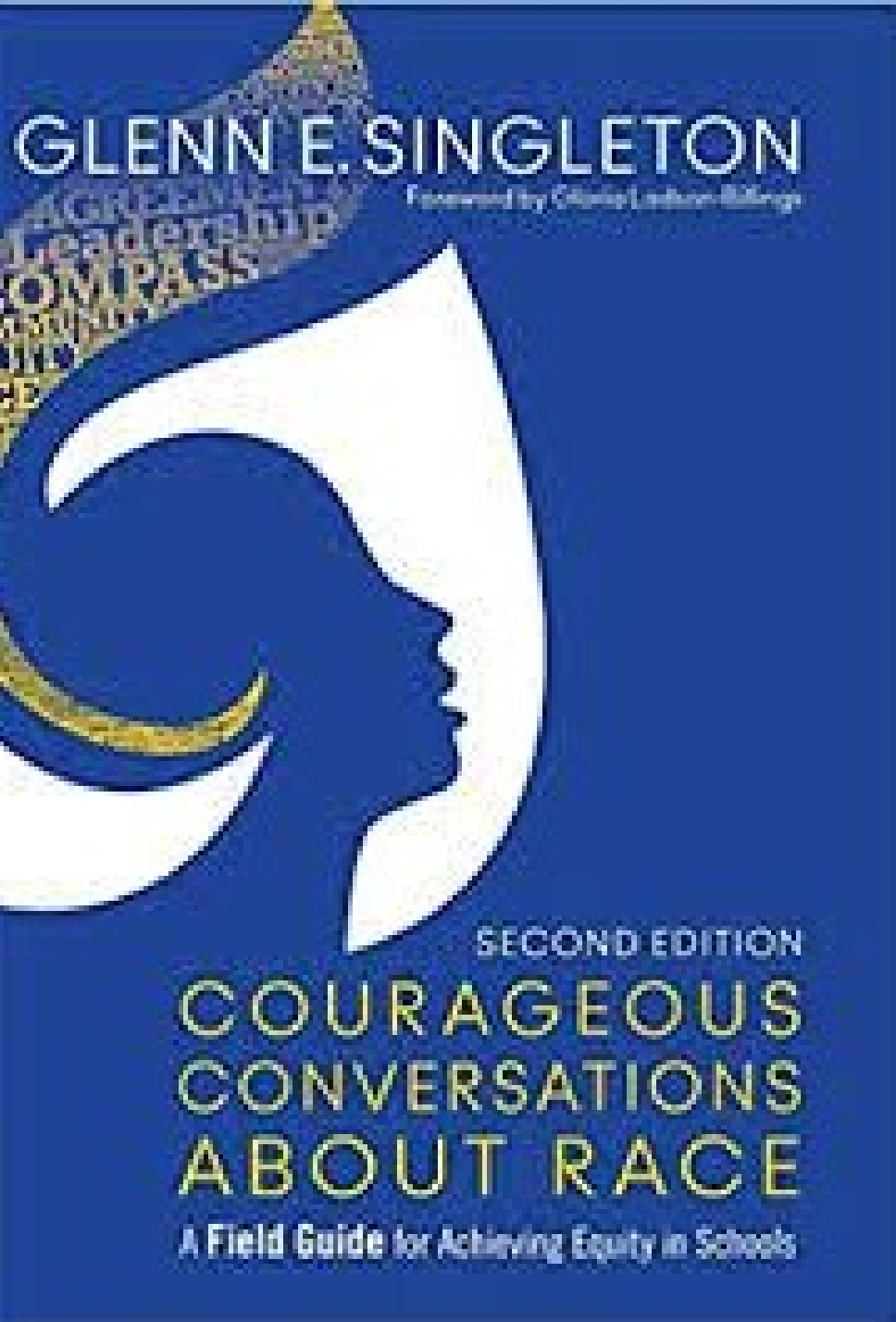
Module 4 - Supporting Students Experiencing Distress from a Cultural Inclusiveness & Equity Lens

# Module 2: Understanding How Educator Bias Impacts Student Mental Health

## OBJECTIVES

Upon completion of Module 2, the educator will be able to:

- Define implicit bias and how it manifests
- Describe how implicit bias influences perceptions of students
- Describe how implicit bias can influence responses to student mental health and academic needs



- Shared Agreements for Courageous Conversations

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- Stay engaged
- Speak your truth
- Experience Discomfort
- Expect and Accept Non-Closure

Singleton, Glenn E. (Glenn Eric). (2015). Courageous conversations about race : a field guide for achieving equity in schools. Thousand Oaks, California :Corwin, A SAGE Company.

# Defining BIPOC: Black, Indigenous & People of Color

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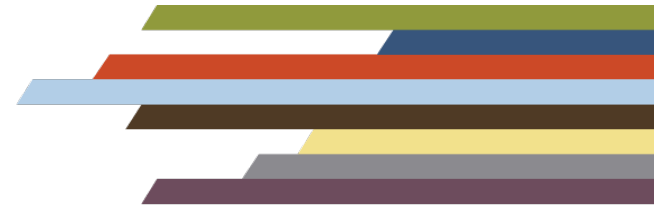


<https://www.thebipocproject.org/>

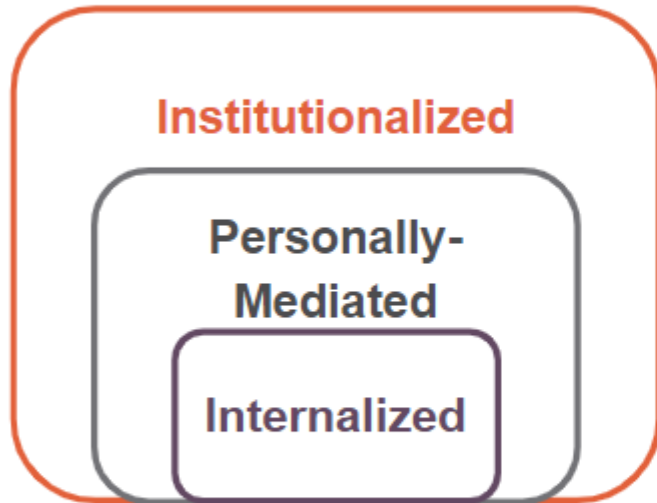
# Reflection



How do you see bias (or negative beliefs about student cultures or identities) impacting educator perceptions of students?



# Racism Defined at 3 Levels (Jones, 2000)

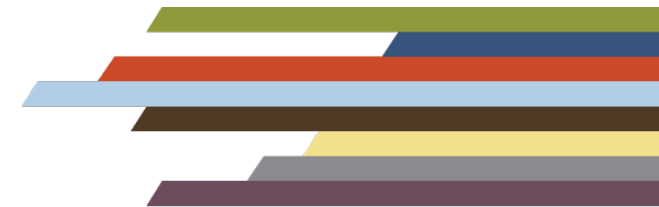


- **Institutionalized:** system that results in differential access to goods, services, and opportunities in society by race.
- **Personally-mediated:** the **differential assumptions** about the abilities, motives and intentions **of others by race** and the **differential actions** based on those assumptions.
- **Internalized racism** BIPOC people **accepting falsehoods** about the inferiority of their **own abilities** and **intrinsic worth**.

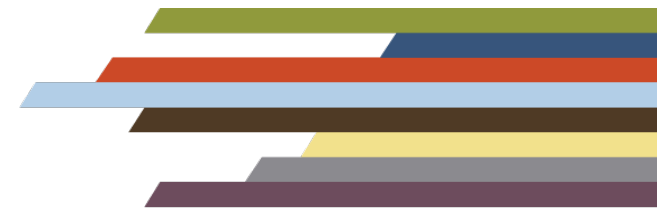
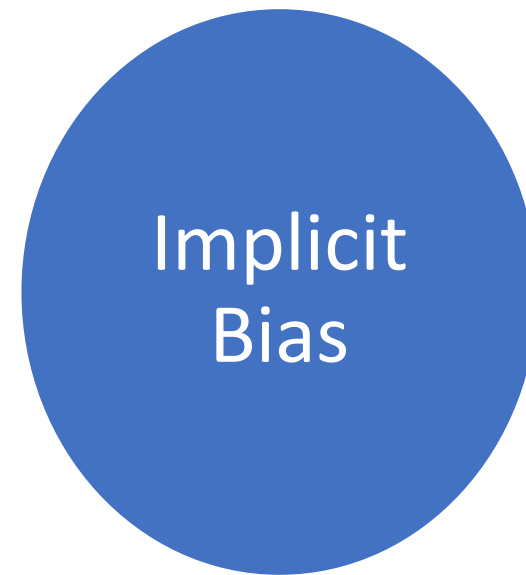
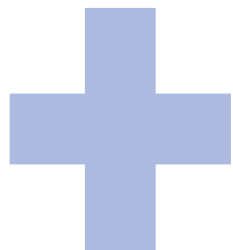
# Acknowledging Privilege and Power



Changing Communities Through Change in Practice







# Language Matters! What is the difference between...



Stereotype

Prejudice

Racism

Bias



# Implicit Association Test

*"It is well known that people do not always 'speak their minds', and it is suspected that people do not always 'know their minds'. " Project Implicit*

To take an IAT: <https://implicit.harvard.edu/implicit/takeatest.html>





**AP** Associated Press AP - Tue Aug 30, 11:31 AM ET

A young man walks through chest deep flood water after **looting** a grocery store in New Orleans on Tuesday, Aug. 30, 2005. Flood waters continue to rise in New Orleans after Hurricane Katrina did extensive damage when it

[Email Photo](#) [Print Photo](#)

RECOMMEND THIS PHOTO [» Recommended Photos](#)  
Average (Loading)



RELATED

• [Looting Takes Place in View of La. Police](#) AP - T



AFP/Getty Images - Tue Aug 30, 3:47 AM ET

Two residents wade through chest-deep water after **finding** bread and soda from a local grocery store after Hurricane Katrina came through the area in New Orleans, Louisiana. (AFP/Getty Images/Chris Graythen)

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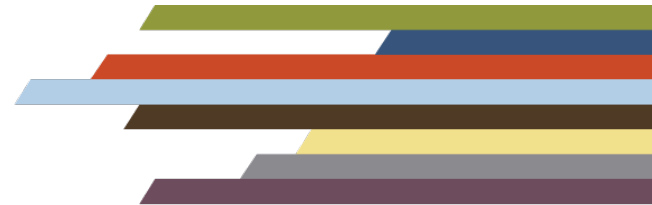
RELATED

• [Katrina's Effects, at a Glance](#) AP - Wed Aug 31, 11:11 AM ET

[Hurricanes & Tropical Storms](#)

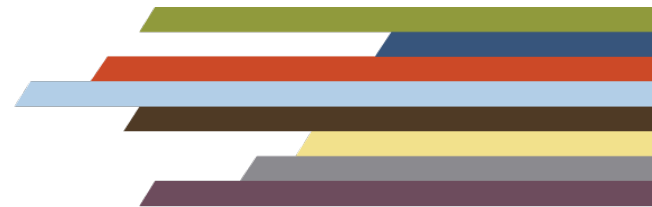
# Bias and Decision Making

- Hiring studies
  - Unclear job qualifications- who gets the offer
  - Is a job candidate coachable?
- Medical studies
  - Recommending life saving procedures
  - Prescription of pain medication



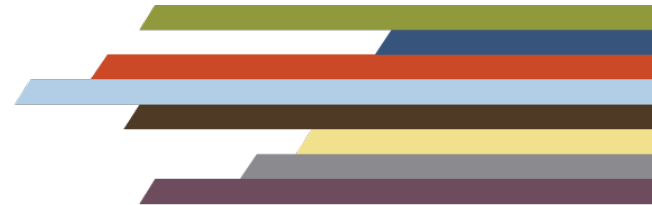
# Closer to home: The Goff Study

- Black children perceived as less innocent than white peers
- Black children's age was over-estimated by as much as four and a half years



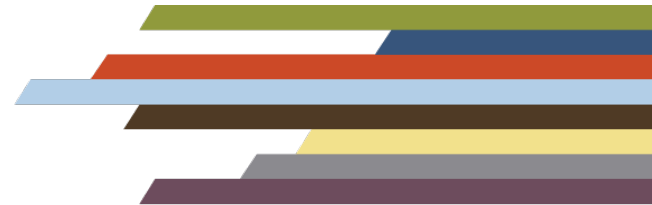
# Assumptions of Others

- Perception of anger
  - Watch faces change from happy to angry; Click when the emotion changes
  - Earlier perception of anger on Black faces but not on similar White faces
- Who are you watching?
  - Eye gaze tracking software
  - When told to expect disruption, watched the Black male student than any other student



# Reflection

*What are the implications of perceiving a BIPOC student as a little older, a little angrier, AND more closely attending to BIPOC students' behaviors.*

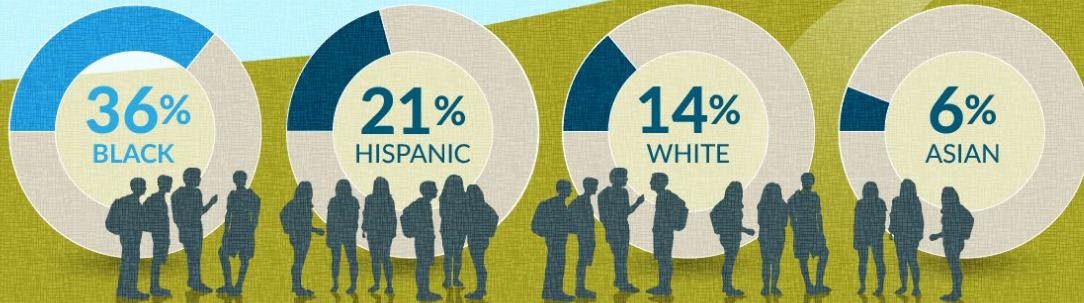




# School Disciplinary Disproportionalities

## Suspensions and Expulsions by Race/Ethnicity

Among students who started high school in 2009, a higher percentage of Black students than of Hispanic, White, and Asian students had ever been suspended or expelled by 2012.



Note: Includes suspensions and expulsions prior to high school as well. Starting high school is defined as starting 9th grade.

SOURCES: *Indicators of School Crime and Safety: 2015*, National Center for Education Statistics, U.S. Department of Education and Bureau of Justice Statistics, U.S. Department of Justice. For more information on the Indicators of School Crime and Safety project, visit [www.air.org/project/indicators-school-crime-and-safety](http://www.air.org/project/indicators-school-crime-and-safety). | [EDUCATIONPOLICY.AIR.ORG](http://EDUCATIONPOLICY.AIR.ORG)

**EDUCATION  
POLICY** Center  
at American Institutes for Research ■

## INFOGRAPHIC

### Disparities in School Discipline



Black students are 3-4 times more likely than their White peers to be expelled or face multiple suspensions from school.

#### Risk of Being Expelled



#### Risk of Facing Multiple Suspensions



Source: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2009-10

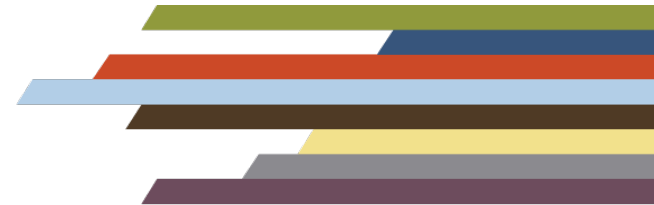
American Institutes for Research | [air.org](http://air.org)

Image from: <https://www.air.org/resource/exclusionary-school-discipline>: Selected Reference: (Villodas, 2019)



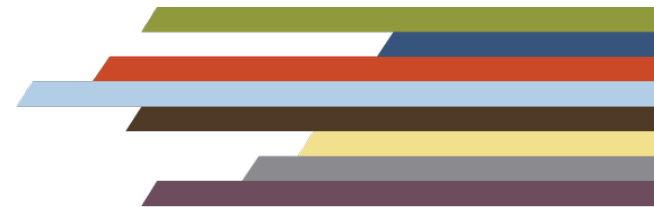
Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.

*Diversity in the Classroom, UCLA Diversity and Faculty Development*



# Reflection

What are some common microaggressions - whether intended to hurt or not - in the school setting that negatively impact the students served in your community?



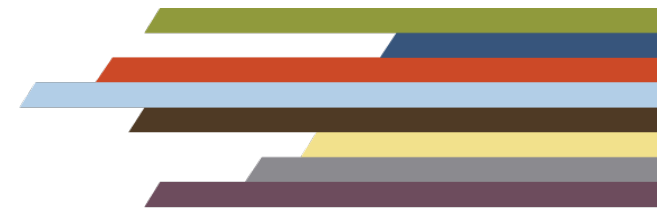
# Microaggressions



# Awareness of Differences

- At age 3 become aware of physical differences: sex (male vs female) height, weight, hair texture, skin color
- At age 4, become aware of social construct of race – begin to recognize own racial group and others' groups





# Resources

Four Ways Teachers Can Reduce Implicit Bias

[https://greatergood.berkeley.edu/article/item/four\\_ways\\_teachers\\_can\\_reduce\\_implicit\\_bias](https://greatergood.berkeley.edu/article/item/four_ways_teachers_can_reduce_implicit_bias)

Unconscious Bias Training

<https://diversity.ucsf.edu/programs-resources/training/unconscious-bias-training>

Tackling Implicit Bias

<https://www.learningforjustice.org/magazine/tackling-implicit-bias>



## Next Steps!

What is one action you can commit to engaging in to further your learning and exploration about how implicit bias shows up in your work or your school setting?

## Module 3: Engaging in Culturally Inclusive Action to Promote Student Mental Health

### Module 3 Objectives:

- Understand why educator self-reflection about biases is important
- Describe culturally inclusive strategies to engage students in the classroom
- Describe culturally inclusive strategies to promote safety in the classroom
- Design a culturally inclusive and equitable classroom environment



March 16!

**Please Share Your Feedback!**

**Evaluation**

