School Mental Health Virtual Learning Series

November 2021-June 2022

Cultural Inclusiveness and Equity (CIE)
Part 1: Understanding How Social Injustices Impact
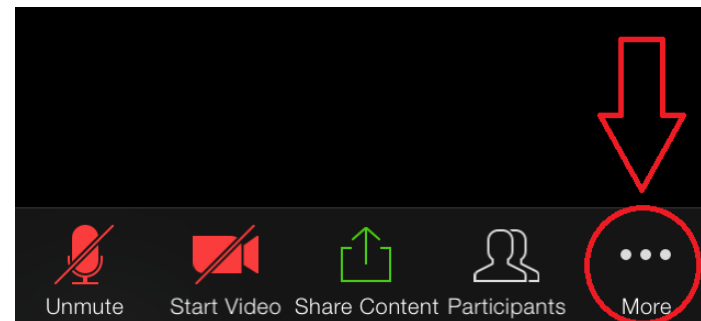Student Mental Health
January 19, 2022

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 speaker**

Web
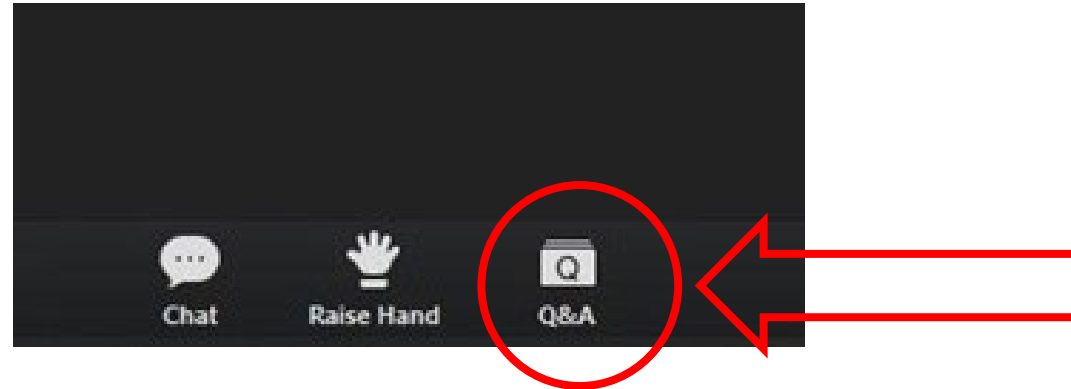
Mobile App

Central East (HHS Region 3)
MHTTC Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

UNIVERSITY of MARYLAND
SCHOOL OF MEDICINE

NCSMH
NATIONAL CENTER FOR
SCHOOL MENTAL HEALTH

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Oscar Morgan
Interim Executive Director
MHTTC Project Director

Michael Thompson
MHTTC Sr. TA Specialist

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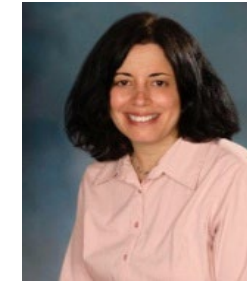Behavioral Health Equities

Tiffany Beason
NCSMH Faculty

Larraine Bernstein
Coordinator

Dana Cunningham
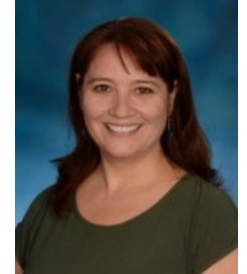PGSMHI Director

Sharon Hoover
NCSMH Co-Director

Nancy Lever
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Communications Manager

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NCSMH Faculty

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Changing Communities Through Change in Practice
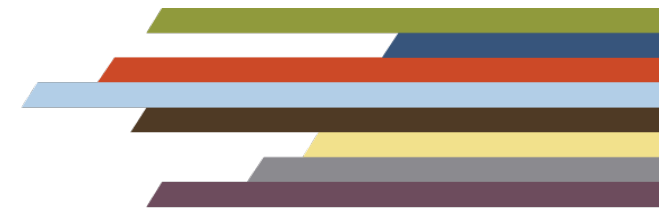
Central East Geographical Area of Focus

HHS REGION 3

Delaware
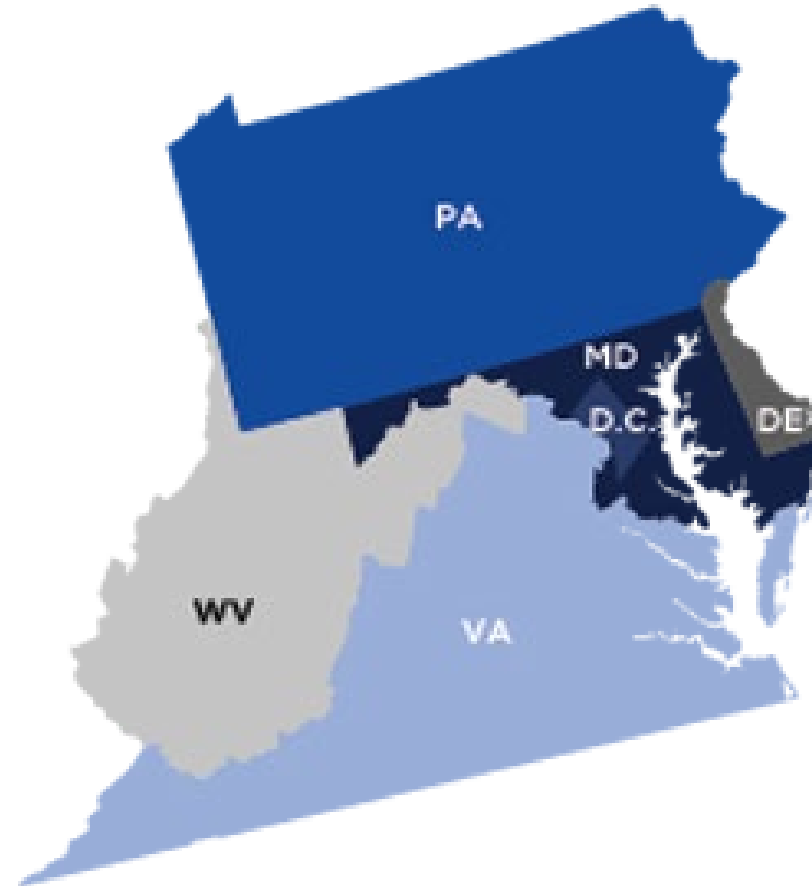
District of Columbia

Maryland

Pennsylvania

Virginia

West Virginia

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

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Changing Communities Through Change in Practice

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.

www.schoolmentalhealth.org
www.theshapesystem.com

Facebook.com/
CenterforSchoolMentalHealth

@NCSMHtweets

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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)

➢ February 2nd - *CIE Part 2: Understanding How Educator Bias Impacts Student Mental Health*

➢ March 2nd - *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*

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
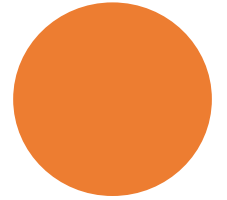
Kris Scardamalia, Ph.D.
Assistant Professor, National Center for School
Mental Health
Division of Child and Adolescent Psychiatry
University of Maryland School of Medicine

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 1: Understanding How Social Injustices Impact Student Mental Health

OBJECTIVES

Upon completion of Module 1, the educator will be able to:

- Understand the historical context of racism in the U.S. education system
- Understand how social injustices impact BIPOC student mental health
- Understand how social injustices result in inequities within school systems
- Understand the benefits of cultural inclusivity on student mental health
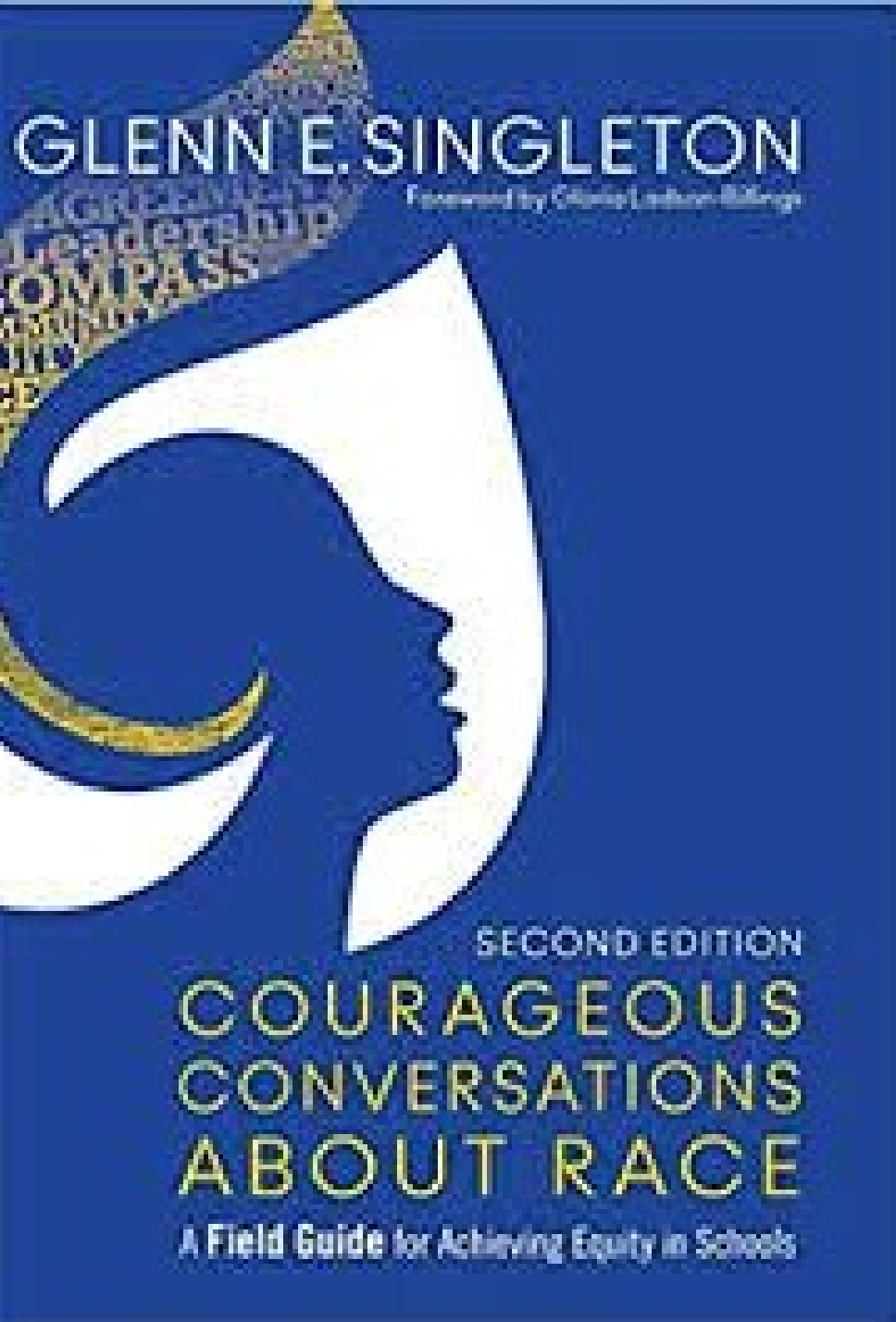
- # Shared Agreements for Courageous Conversations

- 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.

Silent Reflection

- Where you are on the compass?
- Is the quadrant opposite to where you are an area of growth for you?

Challenge yourself and remain aware!
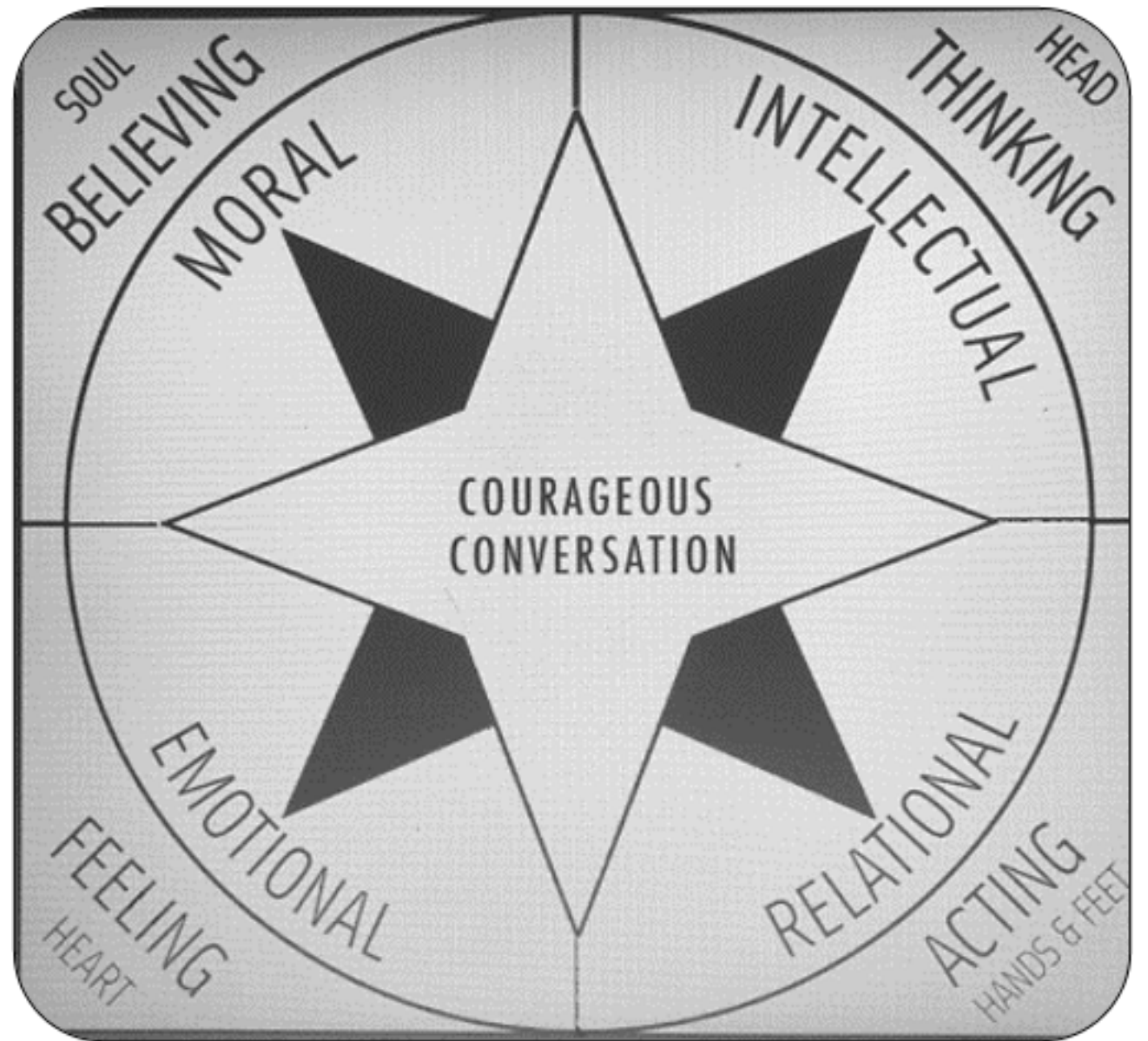
Singleton, G. (2018). Beyond Random Acts of Equity: Courageous Conversation about Transforming Systemic Culture. *Learning Professional*, *39*(5), 28–33.

Defining BIPOC: Black, Indigenous & People of Color

https://www.thebipocproject.org/

The problem with "colorblindness"

Not to acknowledge race = Not to acknowledge the reality of racism

Takes away:
- Opportunities to celebrate our differences
- Learn about each other's culture

Defining CIE in Schools

Cultural Inclusiveness

A teaching style that prioritizes inclusion of all students' culture in all aspects of their learning, including support and services that promote mental health and well-being
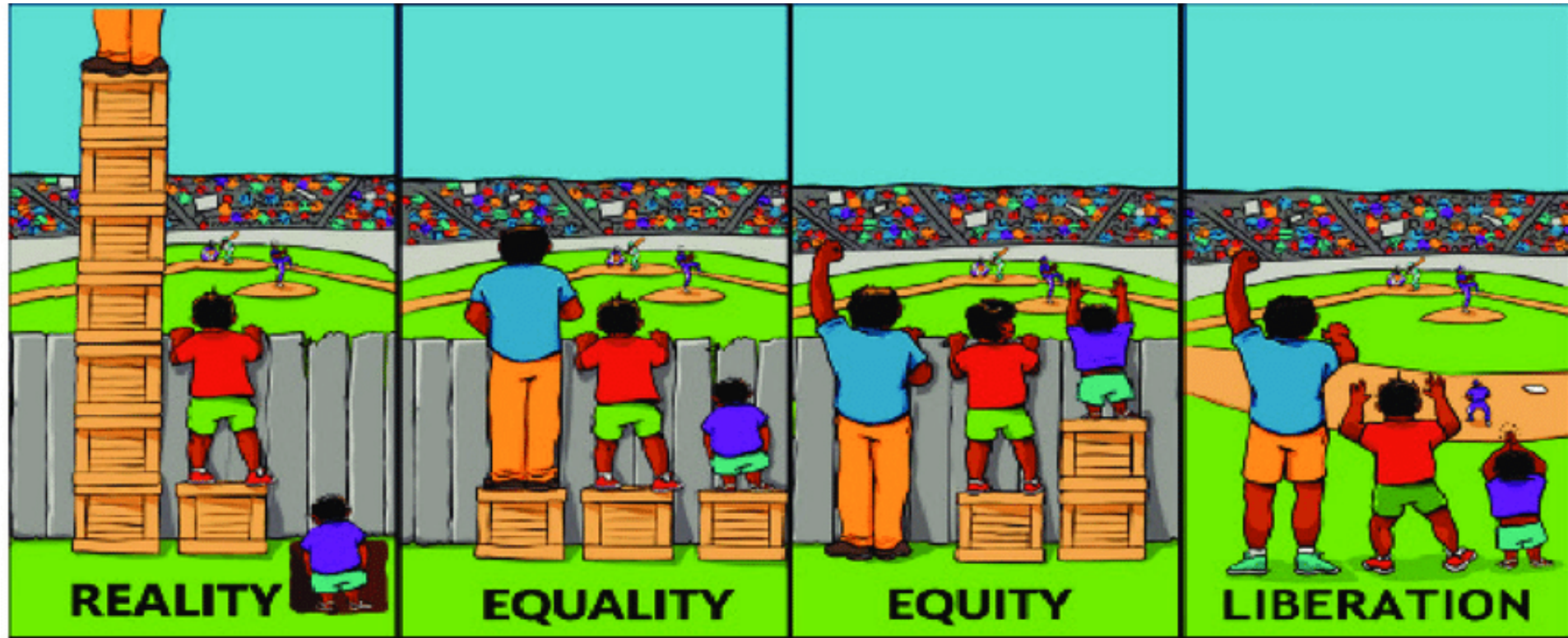
Equity

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

Anti-Racism

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

Reality/Equality/Equity/Liberation

REALITY / EQUALITY / EQUITY / LIBERATION

Resource

American Psychological Association

Equity, Diversity, *and* Inclusion

INCLUSIVE LANGUAGE GUIDELINES

TERM TO AVOID	SUGGESTED ALTERNATIVE	COMMENT
killing it	great job! awesome!	If someone is doing well, there are other ways to say so without equating it to murder (Brandeis University PARC, n.d.).
take a shot at, take your best shot pull the trigger take a stab at	give it a go try	These expressions needlessly use imagery of hurting someone or something (Brandeis University PARC, n.d.).
go off the reservation	disagree with the group, defect from the group	This phrase has a harmful history rooted in the violent removal of Indigenous people from their land and the potential consequences for someone that left the reservation (Brandeis University PARC, n.d.).

https://www.apa.org/about/apa/equity-diversity-inclusion/language-guidelines.pdf

Why CIE in Schools?

Because students are harmed by social injustices in schools...

The human response = CIE practices:

|	
Embrace cultural differences	Build on all students' cultural knowledge
Mediate power imbalances	Dismantle systems of injustice

(Ladson-Billings, 1994)

Benefits of Fostering CIE in Schools

✓ Improved cognitive skills

    ✓ Critical thinking

    ✓ Problem Solving skills

✓ Stronger connection

✓ Linking to cultural knowledge improves academic outcomes and well-being

✓ Learn to respect and honor differences

Identity
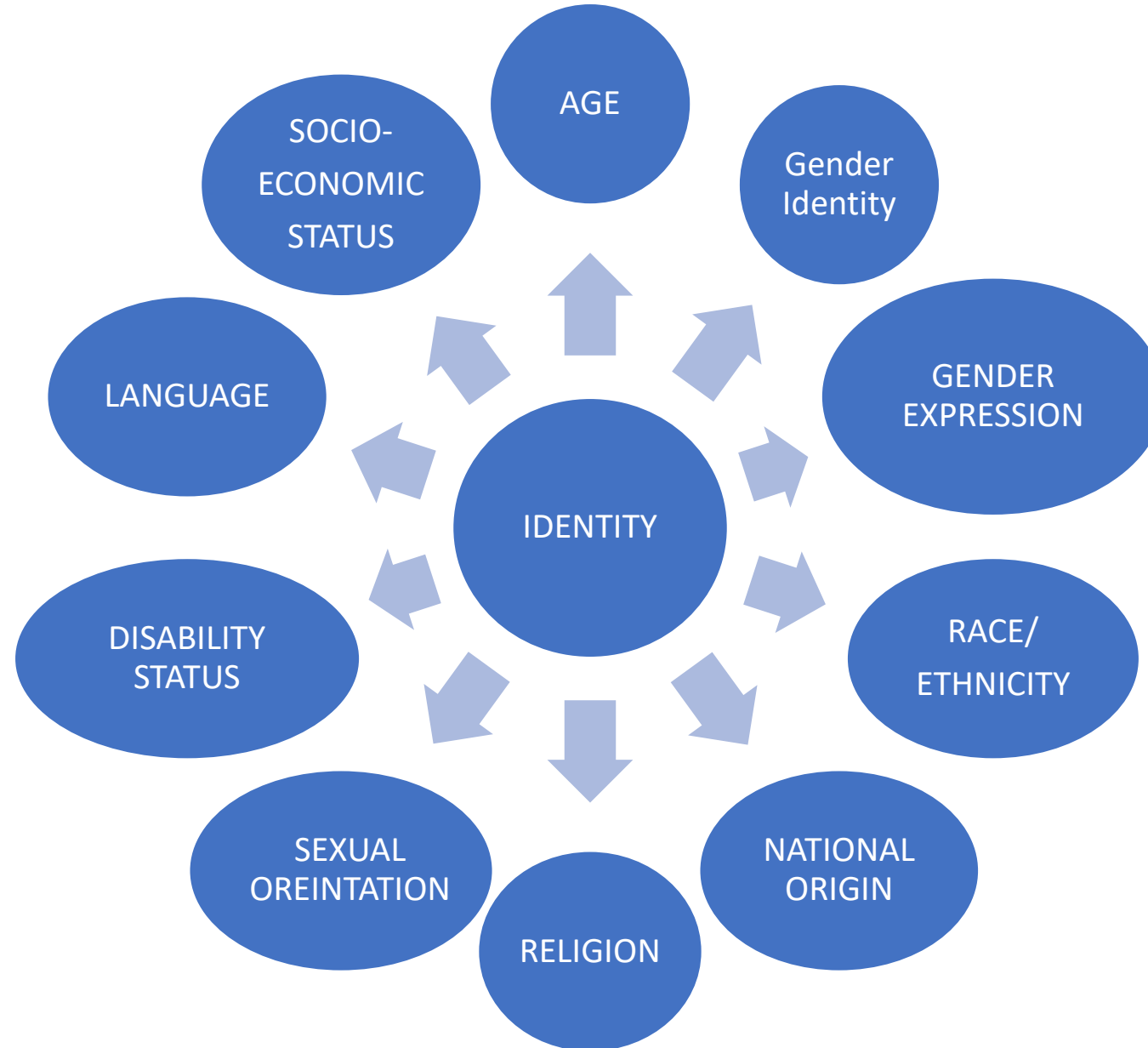
Intersectionality of Identities & Oppression

"The complex, cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism, and classism) combine, overlap, or intersect especially in the experiences of marginalized individuals or groups to produce and sustain complex inequities. "
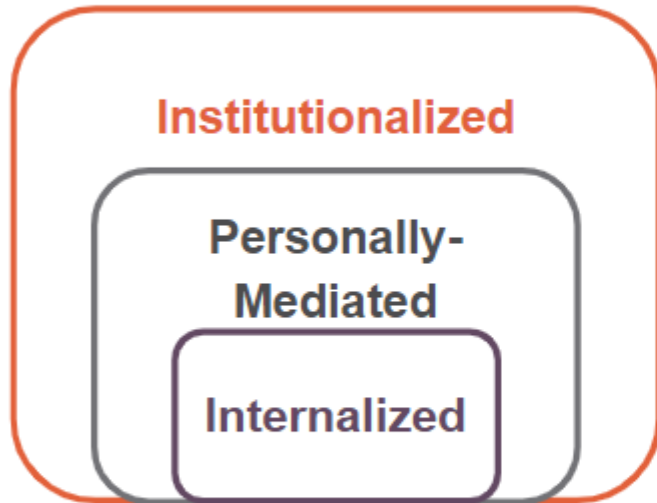
Source:
APA Equity Diversity & Inclusion: Inclusive Language Guidelines, 2021, pg. 4

Reflection Question on Intersectionality

What multiple forms of inequity interact and have an impact on students, families and/or staff in your school or district?
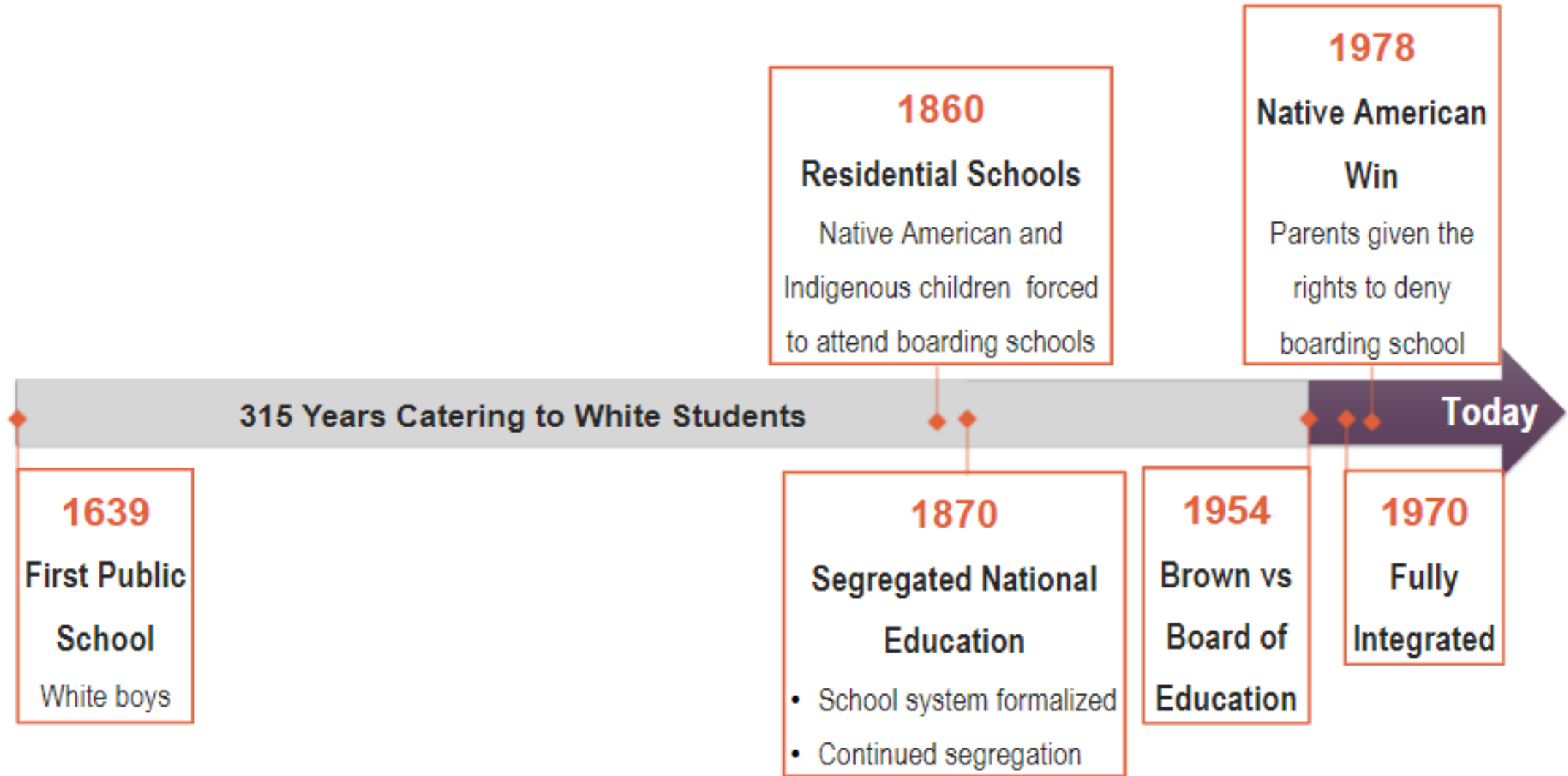
Racism Defined at 3 Levels (Jones, 2000)

Institutionalized

Personally-Mediated

Internalized

- **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.**

Cultural Context of Schools

1860
Residential Schools
Native American and Indigenous children forced to attend boarding schools

1978
Native American Win
Parents given the rights to deny boarding school

315 Years Catering to White Students

Today

1639
First Public School
White boys

1870
Segregated National Education
- School system formalized
- Continued segregation

1954
Brown vs Board of Education

1970
Fully Integrated

Impact of Systemic Racism on Education

- White values
- White communication Styles
- Majority of educator are white

Segregation
*Six Times Longer*

Integration
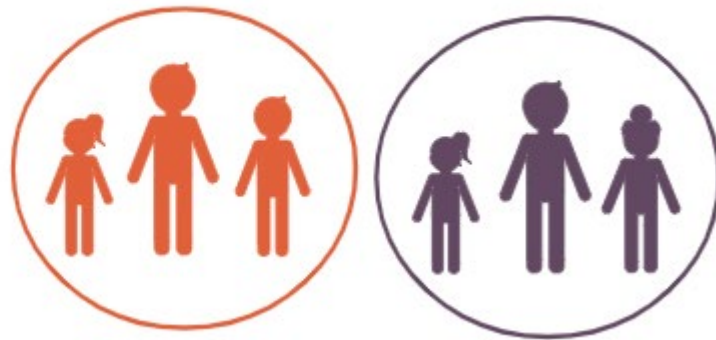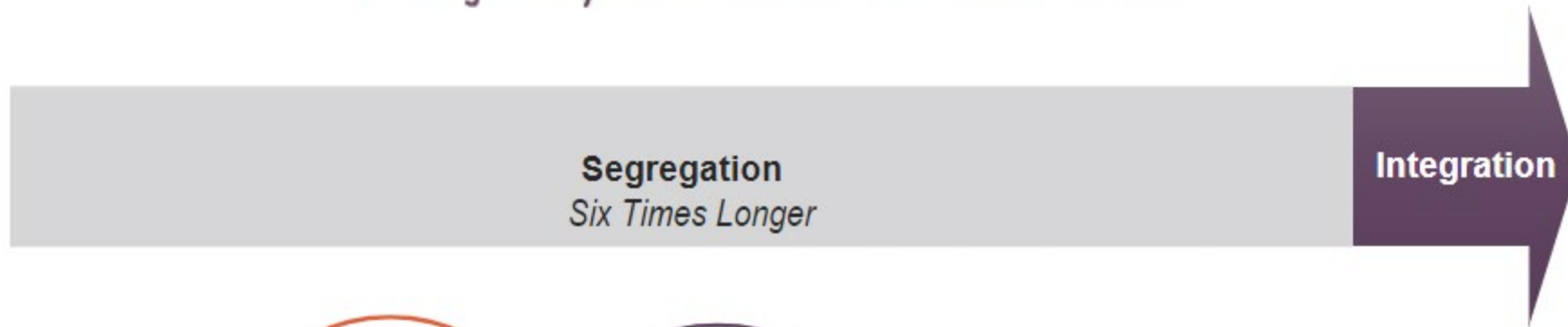
Defining Disparities & Disproportionalities

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.

36% BLACK **21%** HISPANIC **14%** WHITE **6%** ASIAN
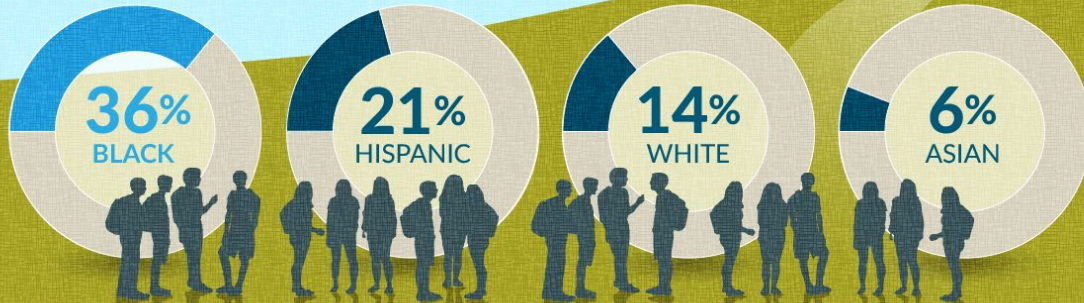
Note: Includes suspensions and expulsions prior to high school as well. Starting high school is defined as starting 9th grade.

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. | 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

Black ::: White

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

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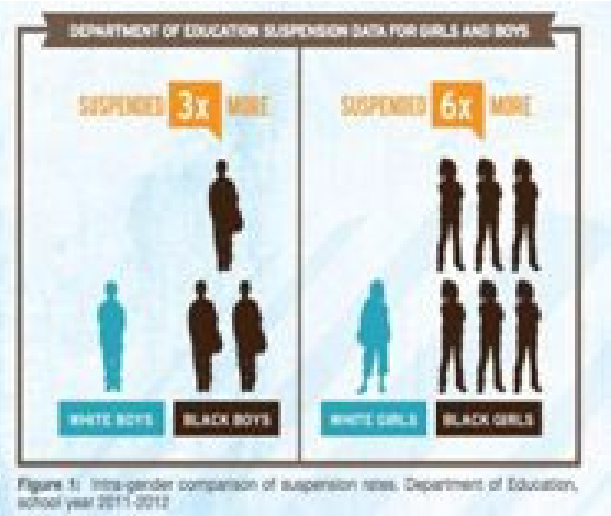
Educational Inequities

Educational Disparities

- Non-Black educators have lower academic expectations for Black students

- Black and Latinx students under-represented in advanced or gifted education

- Black and Latinx students over-represented in special education, while BIPOC students with disabilities are under-identified in schools serving predominately BIPOC students
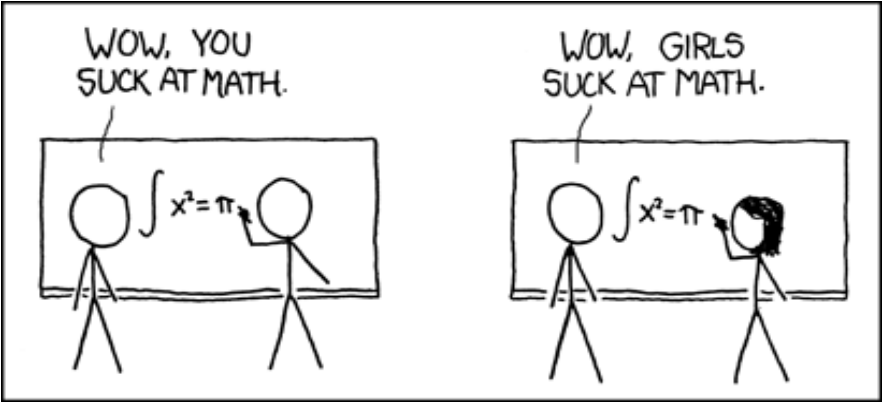
Connecting Inequities to Levels of Racism

Institutional

Personally Mediated
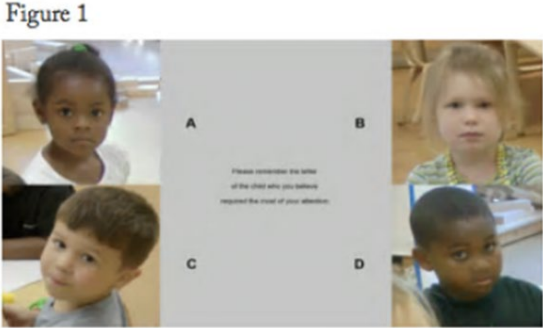
Internalized

Inequities in Mental Health Care

Students from minoritized groups are less likely to......
- Have access to quality mental health care
- Receive relevant psychoeducation
- Identified in gifted programs

And more likely to....
- Experience mistreatment
- Receive a misdiagnosis
- Be identified with a disability

Reflection Question

How are students negatively impacted by racism and other forms of oppression in your district or school community?

What Can Educators Do?

1. Learn [and teach] about the impacts of history & oppression

2. Create and support safe and brave environments

3. Model and support honesty & authenticity

4. Honor the impacts of History and Systemic Oppression

5. Encourage & Empower Students as Leaders

6. Care for Yourself

NCTSN Addressing Race and Trauma in the Classroom: A resource for Educators. https://www.nctsn.org/sites/default/files/resources/addressing_race_and_trauma_in_the_classroom_educators.pdf
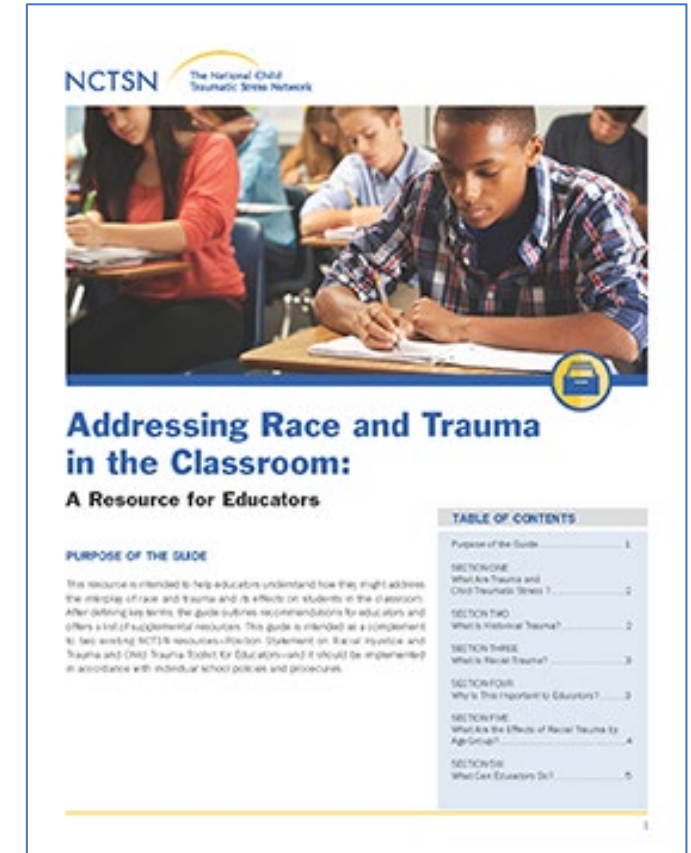
Module 2: Understanding How Educator Bias Impacts Student Mental Health

Module 2 will cover:

- 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

Please Share Your Feedback!

Evaluation