



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

Cultural Inclusiveness and Equity (CIE)
Module 3: Engaging in Culturally Inclusive Action to
Promote Student Mental Health

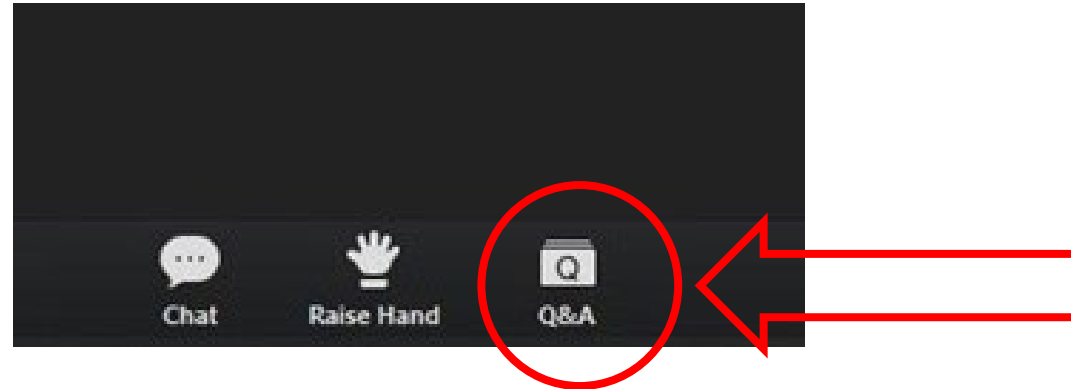
March 16, 2022



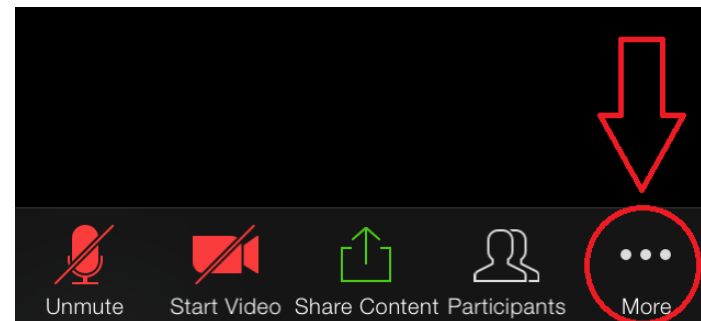
Technology Support

- 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





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UNIVERSITY of MARYLAND
SCHOOL OF MEDICINE



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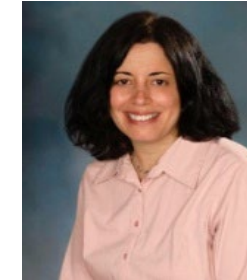
Lorraine Bernstein
Coordinator



Dana Cunningham
PGSMHI Director



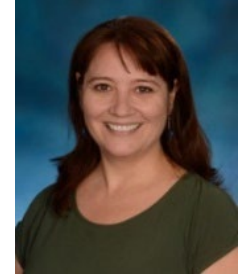
Sharon Hoover
NCSMH Co-Director



Nancy Lever
NCSMH Co-Director



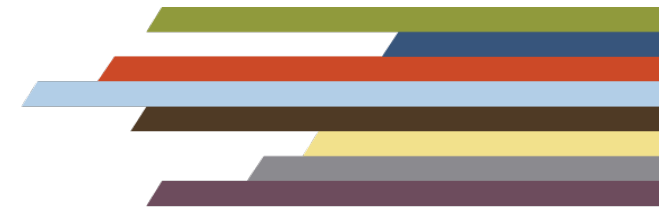
Perrin Robinson
Communications Manager



Kris Scardamalia
NCSMH Faculty

Changing Communities Through Change in Practice

THE DANYA INSTITUTE



Central East Geographical Area of Focus

HHS REGION 3

Delaware

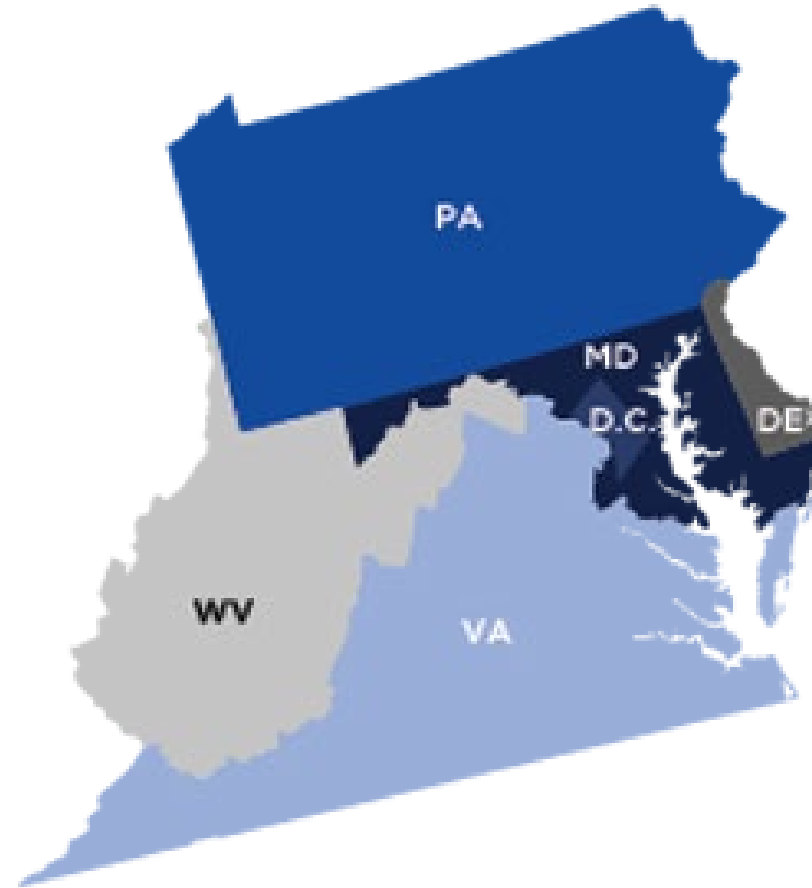
District of Columbia

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



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

- 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)
 - June 1st - CARE Best Practices in SMH: Early Intervention and Treatment in Schools (Tiers II and III)
-

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
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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

Pre-requisite to CIE Action: Cultural Humility

What is Cultural Humility?

- Being humbly open to learning about diverse cultures
- Engaging in a life-long process of self-reflection and critique
- Actively working to limit power imbalances

(Tervalon & Murray-García, 1998)

Fostering Cultural Humility through Reflection



What social or cultural groups do I identify with?

What are the legacies of my cultural groups and their relation to oppression?

How might my beliefs and values impact my instructional and disciplinary practices?

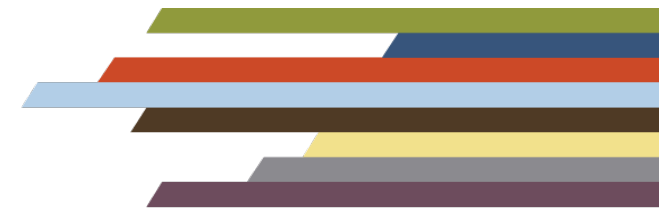
Explore identity using ADDRESSING Model

(Hayes, 2007)

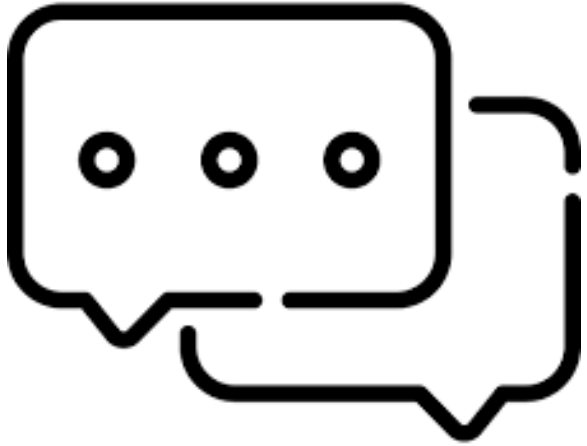
	Cultural Self-Assessment
A	Age & Generational Influences
D	Developmental / Acquired
D	Disabilities
R	Religion & Spiritual Orientation
E	Ethnicity
S	Socio-economic status
S	Sexual Orientation
I	Indigenous heritage
N	National origin
G	Gender Identity

Consider Identity & Power (Hayes 2007)

Identity Characteristic	Power	Less Power/Oppression
Age	Adult	Child and Senior
Disability status (physical)	People without a disability	Person with disabilities
Disability status (mental)	Person without a mental health disorder	Person with a mental health disorder
Religion	Christian	Anything else
Ethnicity/Race	White/Caucasian	Anything else
Sexual Orientation	Heterosexual	Anything else
Socioeconomic Status	Owning and middle class	Lower- and working- class
Indigenous background	Non-native/Settler	Native or Indigenous
National origin	US Born	Non-US Born
Gender Identity	Cisgender Male	Anything else



Reflection



How have you seen power and privilege show up in schools?

Identity Characteristic	Power	Less Power/Oppression
Age	Adult	Child and Senior
Disability status (physical)	People without a disability	Person with disabilities
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TTC

Technology Transfer Centers

Funded by Substance Abuse and Mental Health Services Administration

CLASSROOM STRATEGIES

Mental Health Promotion through a CIE Lens

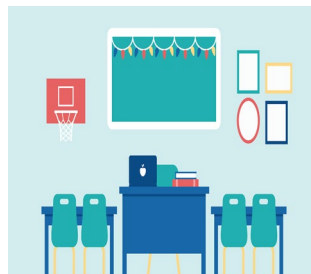
Promote student wellness through creating a safe and supportive learning environment



Engagement



Safety



Environment

Specific Engagement Strategies

Build relationships

- Facilitate activities, involving sharing about hobbies, interests, goals
- Send positive messages home
- Use multiple modes of communication

Show respect for diversity

- Encourage sharing about culture, including holidays, artwork, languages, etc.
- Acknowledge diverse culture in communications
- Foster a culturally-relevant classroom

Promote school participation

- Provide opportunities for families to provide input on class activities and for students to share their ideas in class
- Reward attendance and participation
- Invite caregivers to volunteer, teach or read in class

Work with families to overcome barriers to engagement

Language barriers

- Identify family's preferred means of communications
- Use clear, plain language
- Utilize translation services

Logistical barriers

- Identify mutually convenient times for conversations
- Consider home visits, phone calls, notes home



Prior negative experiences in schools

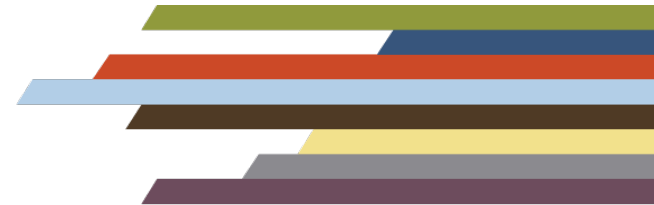
- Assess family's historical experiences related to school
- Ask:
"What was your experience like when you were in school?"

"What can I do to make you feel welcome at school?"

Respect Youth and Families as the Expert



Changing Communities Through Change in Practice



Sample questions when engaging families

“How would you describe your child’s communication style?”

...style of relating to peers and adults?”

"How does your child typically communicate what they need?"

“What may your child need in a classroom to feel safe and supported?”

“What motivates your child to work or learn at home and school?”

“What supports are helpful when your child is experiencing a challenge?”

Ask directly about culture and identity

If you had to describe your family using 3 words, what would they be?

What languages do you speak at home vs. at school or in the community?

How would you describe who you are and where you are from to someone new?

Do you have specific religious or spiritual beliefs? What are important things you do or believe related to religion/spirituality?

What are your top 3 goals/values for your child? ...family?

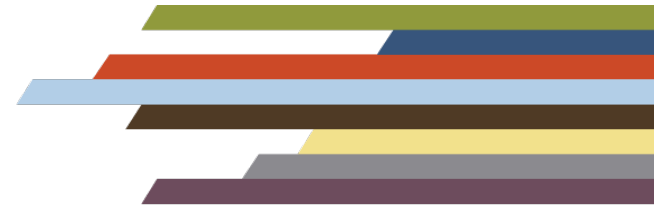
Support Cultural-Based Strengths

Seeking safe spaces

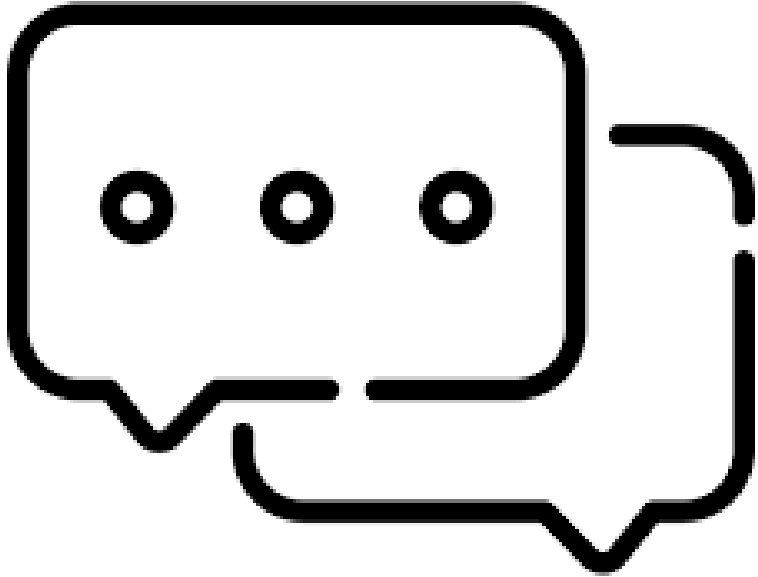
Demonstrating group pride through celebrations and symbols

Seeking support from group members or allies

Using advocacy skills to speak out against injustice

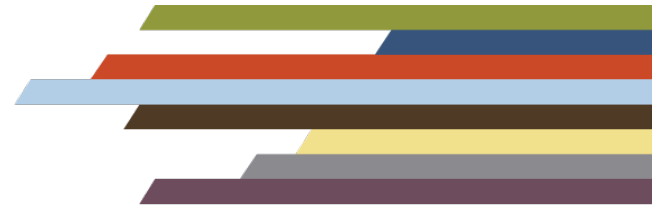


Reflection



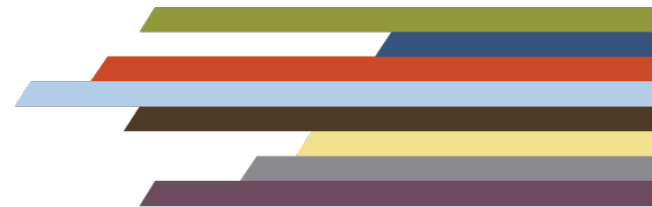
What are some cultural-based strengths of the students and families in your school or district?

What have you seen implemented to celebrate and acknowledge cultural-based strengths?

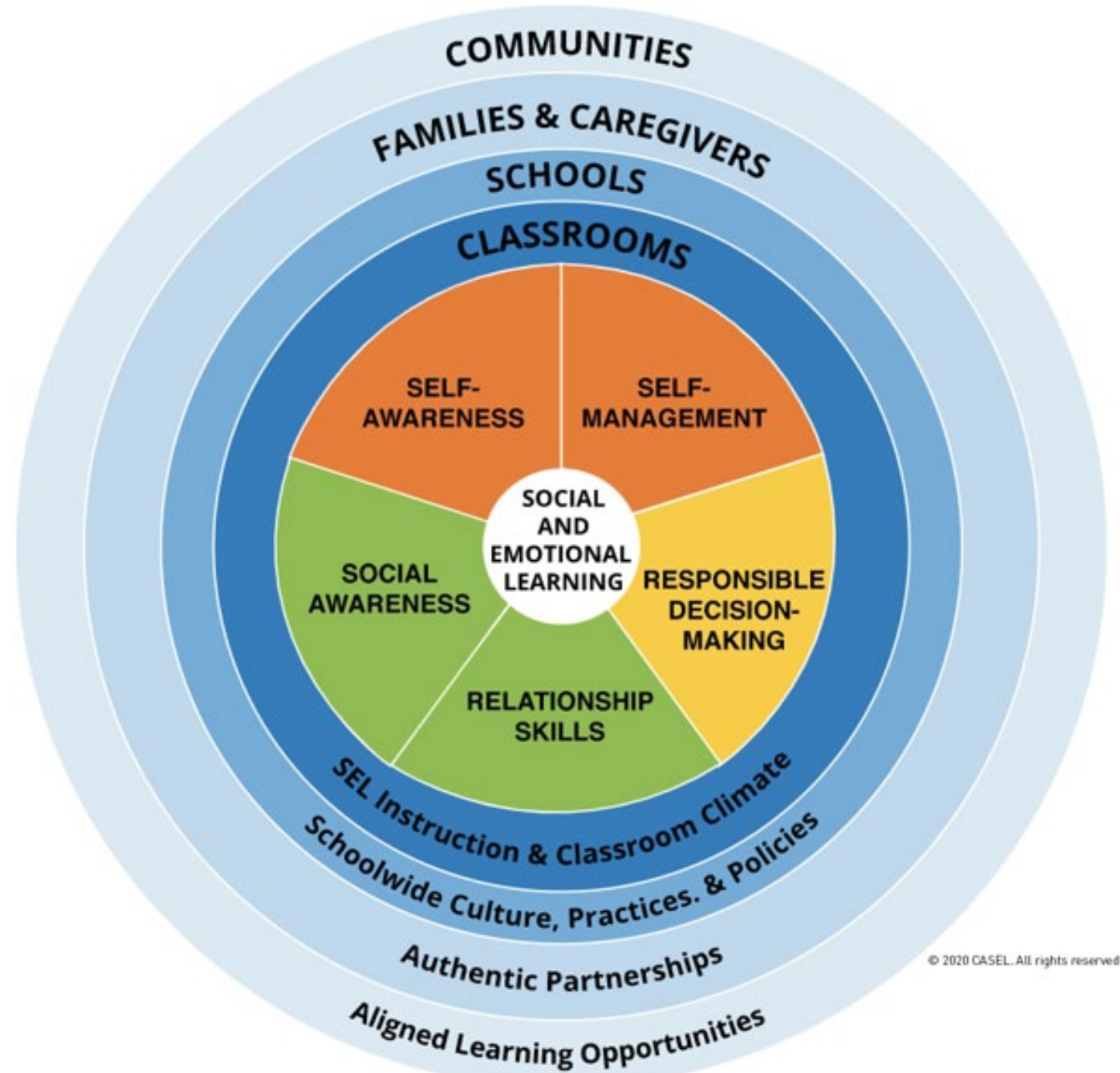


Reflect on your interpretations of student behaviors

- Be aware of how your beliefs and attitudes may get in the way of students demonstrating assertiveness and self-advocacy skills
- Adages like “children should be seen and not heard” or “stay in a child’s place” can be dismissive, especially for youth from communities that thrive by using their voice to get their needs met



Teach social and emotional learning through an equity lens



Engagement

Safety

Environment



Emotional
safety

Physical
safety

Promote Inclusivity & Acceptance

- Develop safety norms with students
- Explain the rationale for norms
- Model inclusivity
- Make exclusion, harassment, or violence unacceptable



Teach Cultural Humility & Sensitivity

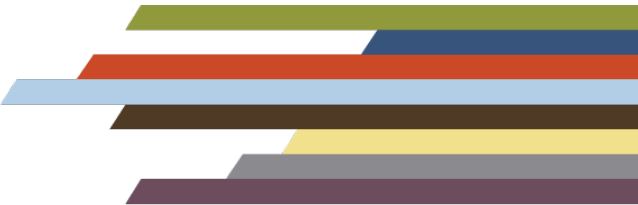
Respond to insensitivity using *“call-ins”* instead of call-outs

- Avoid shaming
- Ask to understand student's harmful remark or act
- Acknowledge the harm
- Educate the class

Responding to Insensitive Language



Making Classrooms Safe for Transgender Students



Making Classrooms Safe for Transgender Students

Have students share their preferred name and pronouns and share that list with other educators/substitutes.

Use gender inclusive language. Instead of "boys/girls", say: "scientists," "readers," "athletes," "writers," "artists," "scholars,"

Avoid grouping students by gender identity. Instead, use birthdays, ice cream preferences, pet preferences, etc.

If there are all-gender bathrooms, make sure students know where they are and that they are for everyone.

Make your ally status known by hanging a LGBTQ+ Pride flag, sharing your own pronouns and/or supporting the school's LGBTQ+ groups.

Use your voice to speak up and advocate for policies and practices that foster inclusion for transgender and non-binary students in the whole school

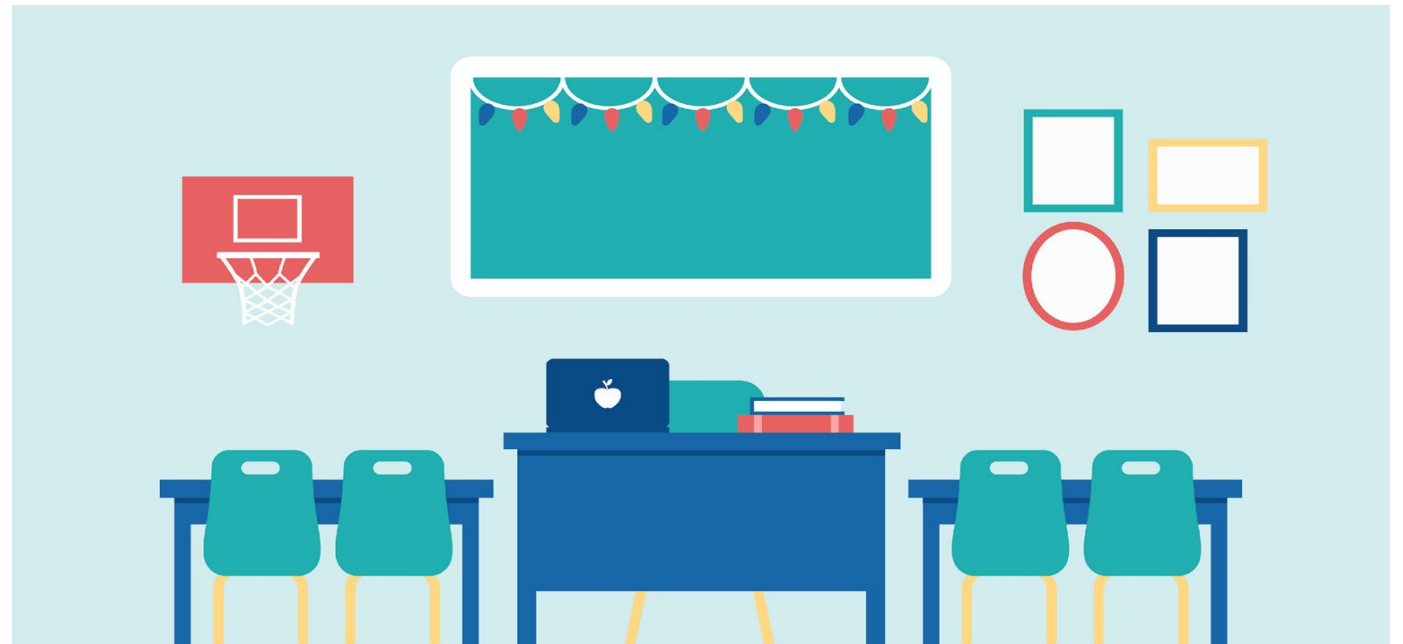
Source: Queer Endeavor: Making Silence Unworkable: <http://aqueerendeavor.org/wp-content/uploads/2015/06/AQE-tips-for-launching-the-new-year.pdf>

Changing Communities Through Change in Practice

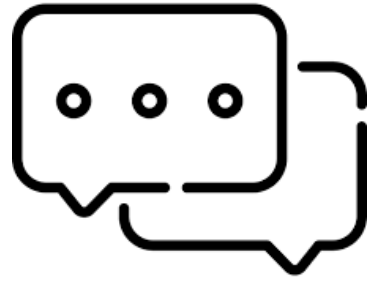
Engagement

Safety

Environment



REFLECTION ACTIVITY

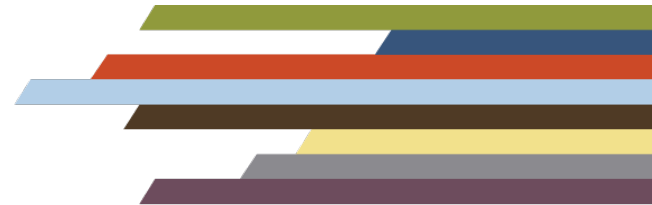


What are some ways you currently structure your physical classroom environment to be culturally inclusive?



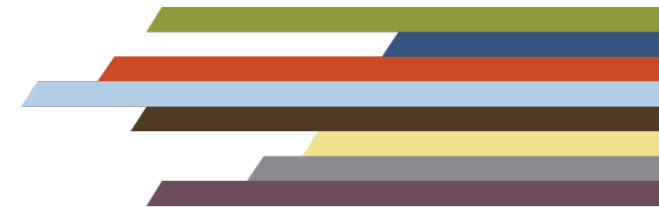
Academic Environment

- Reflect on your perceptions of student abilities
- Challenge biased thinking
- Set high expectations for all students
- Assess and meet student individual needs



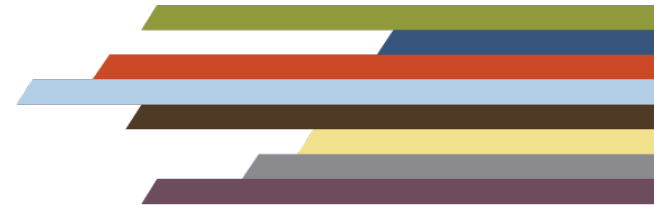
Set high expectations...

...AND foster culturally relevant learning environments that are responsive to their unique set of skills, interests & knowledgebases.



Foster a Culturally Relevant Classroom

- Connect lessons & examples to culture
- Incorporate exemplars
- Create diverse reading lists
- Engage students in critical reflection
- Promote multiculturalism



Environment: Classroom Behavior Management

- Avoid punitive and exclusionary practices
- Ensure behavioral expectations are developmentally *and* culturally appropriate
- Respond to norm violations by re-educating students on expectations and restoring relationships
- Promote positive behaviors by using reinforcers that are meaningful to students across cultures and identities

NYU Steinhardt
Steinhardt School of Culture, Education, and Human Development

Culturally Responsive Classroom Management Strategies

METROPOLITAN CENTER FOR URBAN EDUCATION

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Track your disciplinary actions

- Review school's disciplinary data
- Track your disciplinary referrals
 - Include information about student demographics, behaviors,
 - Review the data on disciplinary responses



DATA



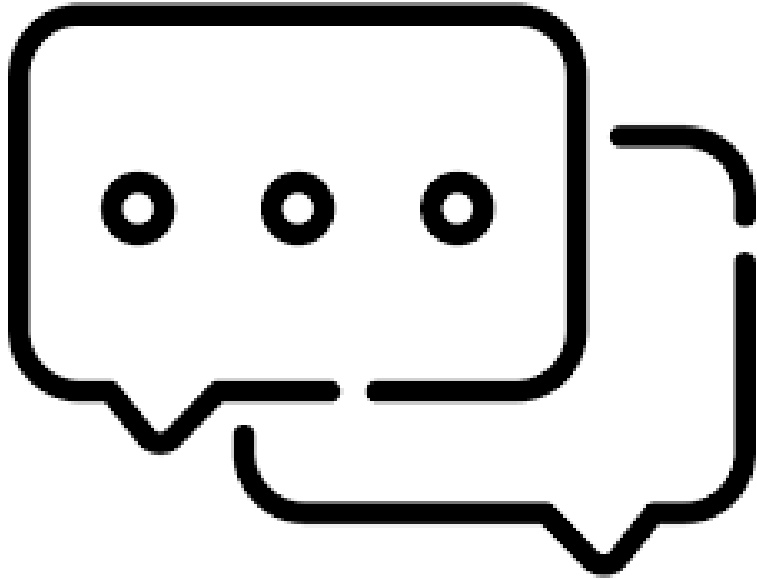
KNOWLEDGE



ACTION

Changing Communities Through Change in Practice

Action Step



- For educators: What is one action step you can commit to incorporating into your classroom?
- For administrators & school-based mental health clinicians: What is one action step you can commit to in order to support educators with fostering culturally inclusive classrooms?

Module 4: Supporting Students Experiencing Distress from a Cultural Inclusiveness & Equity Len

Upon completion of Module 4, the educator will be able to:

- Reflect on how student behavior is connected to their emotions and unmet needs
- Utilize a strengths-based approach to connecting families to culturally responsive mental health services
- Partner with clinicians to promote student wellness and equitable supports in the classroom



April 6!

Please Share Your Feedback!

Evaluation

