



Northwest (HHS Region 10)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

# ANCHORED IN OUR ROOTS



## A BIPOC SCHOOL MENTAL HEALTH PROVIDER'S GUIDE TO DECOLONIZING SELF-CARE

### BOOK 1: THEORY

Visit the [Anchored In Our Roots website](#) for additional materials.

“EVERY TIME SOMEONE LOVES  
THEMSELVES BETTER, BUILDS THEIR  
SELF-AWARENESS, UNDERSTANDS THEIR  
PATTERNS, IMPROVES THEIR ABILITY TO  
COMMUNICATE, AND EXPANDS THEIR  
COMPASSION FOR OTHERS, THE FUTURE  
OF HUMANITY GROWS BRIGHTER. YOUR  
HEALING IMPACTS THE WORLD BY  
BRINGING IN NEW PEACE”

**YUNG PUEBLO**





# The Authors



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Katrice is a multi-racial educator who has served in the non-profit sector for over 27 years. She comes from four generations of educators who dedicated their life to educational social justice. She has a strong theoretical background in child development and psychology; B.A. in Child Development, M.Ed. in Elementary Education, and Ed.S. in School Psychology. She works diligently to ensure that everyone feels safe and can voice their opinions without retribution. As a practicing school psychologist, she has a special interest in researching and applying best practices in consultation, intervention, and assessment implementation when supporting students and families who are culturally and linguistically diverse. Katrice is an active member of Washington State Association of School Psychologists, the National Association of School Psychologists, and is a member of OSPI's School-Based Behavioral Health and Suicide Prevention Subcommittee. When Katrice is away from the office she enjoys spending family time with her partner and four daughters.



**Sabine Thomas, ND**

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# Welcome!

This workbook is designed to acknowledge some of the unique conditions that BIPOC school-based mental health providers weave through, as well as affirm the importance of BIPOC school-based mental health providers and their allies, in providing students with culturally relevant and inclusive holistic mental health care.

For each subsection of this eBook there will be an opportunity to participate in reflective practice via our Reflection Moment space. After reviewing the text and supplemental materials please take a moment to write or draw what resonated with you, challenged your thinking, or affirmed your beliefs.

Katrice and Dr. Sabine







# SECTIONS

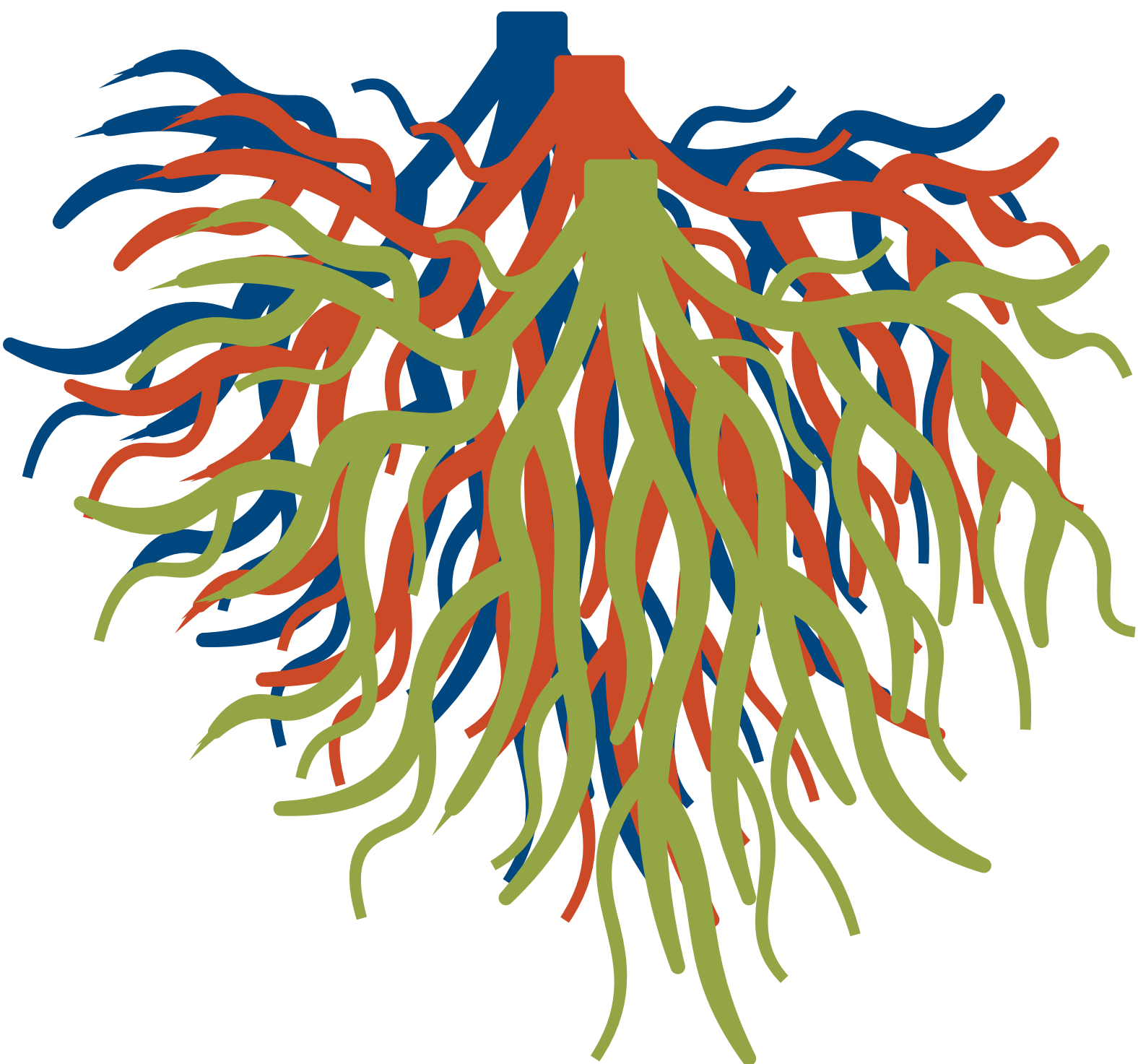
**Section 1:** A Closer Look at Our Educational System

**Section 2:** Nurturing our Voice

**Section 3:** Weaving in our Culture

**Section 4:** Racial Battle Fatigue

**Section 5:** From Compassion Fatigue and Vicarious Trauma to Radical Self-Love



# SECTION 1:

## OUR EDUCATIONAL SYSTEM

*"Whether or not you work with Indigenous students, all educators have a responsibility to understand the ways settler colonialism has historically impacted and continues to shape our educational systems. Decolonization offers a process to resist these forces and instead move towards healing by affirming Indigenous voices, sovereignty, and knowledge systems."*  
*Decolonize Your Classroom*

One of the most influential systems that exist in the nation and impacts the lives of over 56.4 million children is the educational system (NCES, 2020). Reflecting on Urie Bronfenbrenner's ecological systems theory, the educational system plays a critical role in a student's microsystem and exosystem. BIPOC school-based mental health providers must be cognizant of this ecology and how BIPOC students' intersectionalities impact their ability to smoothly move throughout it.

Likewise, we must also reflect upon our own personal experiences growing up in the educational system, as well as, now being a part of it in a professional manner. With this unique and intimate experience we have with the school system, we must design intervention, prevention, and healing strategies to address some of the most complex system inequalities that disproportionately impacts our students of color to ensure historical educational oppressions do not persist.



### A Closer Look at the Educational System







Please take a moment to take a closer look at some educational data that exists on a national level regarding student graduation success rates, disproportionalities in special education, as well as, discipline and suspension/expulsion rates:

- **National Center for Learning Disabilities:**  
<https://www.ncld.org/sigdispro/>
- **Civil Rights Data Collection:**  
<https://ocrdata.ed.gov/estimations/2017-2018>
- **Children's Defense Fund:**  
<https://www.childrensdefense.org/wp-content/uploads/2021/04/The-State-of-Americas-Children-2021.pdf>

*"The paradox of education is precisely this - that as one begins to become conscious one begins to examine the society in which he is being educated."*

James Baldwin



And within a few surrounding states:

## **Washington**

**Office of Superintendent of Public Instruction:**

- <https://www.k12.wa.us/student-success/special-education/program-improvement/significant-disproportionality>
- <https://www.aclu-wa.org/student-discipline>
- <https://www.aclu-wa.org/teachers-students>

## **Oregon**

**ODE/OSU English Language Learner Partnership:**

- <https://blogs.oregonstate.edu/odeosuelpartnership/category/news-and-events/>

**American Civil Liberties Union:**

- <https://www.aclu-or.org/en/issues/youth-student-rights>

## **Alaska**

**Alaska Department of Education and Early Learning:**

<https://education.alaska.gov/sped/618data>

## **Idaho**

**Idaho State Department of Education:**

<https://www.sde.idaho.gov/sped/public-reporting/>





# RECOMMENDED READING RESOURCES

- **National Center for Education Statistics (NCES):**  
[https://nces.ed.gov/fastfacts/display.asp?id=372#PK12\\_enrollment](https://nces.ed.gov/fastfacts/display.asp?id=372#PK12_enrollment)
- **Intersectionality and School Psychology: Implications for Practice**, by Sherrie L. Proctor, Brittney Williams, Tracey Scherr & Kathrynne Li, pp. 1, 19, Volume 46 Issue 4:  
<https://www.nasponline.org/publications/periodicals/communique/issues/volume-46-issue-4/intersectionality-and-school-psychology-implications-for-practice>
- **Mindworks Collaborative; Investing in Diversity:**  
<https://mindworkscollab.org/2019/06/06/talented-thursday-dr-mcclure/>
- **Race, Inequality and Language in Education - Fall Conference 2020:**  
<https://ed.stanford.edu/events/rile-fall-conference/highlight>
- **SEL Roadmap: Actions for a Successful Second Semester** by CASEL: <https://casel.org/reopening-with-sel/>

*"I've learned that you shouldn't go through life with a catcher's mitt on both hands; you need to be able to throw something back."*

*Maya Angelou*



# REFLECTION

Please take a moment to reflect upon our current educational system and jot down your thoughts about how the national and local educational data you have reviewed is impacting your work.

What was surprising/affirming about the data?

Does this reflect your experience in your (geographical) setting?

# SECTION 2:

## NURTURING OUR VOICE

*“A true democracy is being in the room when decisions are being made”  
John Legend, Daily Show with Trevor Noah, Aired July 20, 2021*

BIPOC school-based mental health providers are constantly attempting to establish safe shared spaces for students, parents, and educators within their school community. It is an instinctual behavior that has been passed down by our ancestors. Although this is an innate characteristic trait that we hold there are times in which this mode of community building is not fully welcomed, such as when there is a system in place that sustains the characteristics of White Supremacy Culture. Many of the characteristics within this culture silence the voices of the BIPOC community. Some of us fear retaliation or we are described as “too close to the situation” because of our race, ethnicity, and/or language.

The most powerful tool we have is our voice and our lived experiences. Therefore, in order to address the oppressive policies that disproportionality impacts students of color (adultifying black girls, zero tolerance policies, and the cradle to prison systems) we need to break our silence and have a seat at every decision making table in our school. Consider joining the various teams at your school such as; the equity workgroup (if there isn't one then it may be time to start one), culture and climate committee, intervention groups, parent meetings, referral meetings, etc.



# SECTION 2: CONT'D

*“A true democracy is being in the room when decisions are being made”  
John Legend, Daily Show with Trevor Noah, Aired July 20, 2021*

Once you have a seat at the table it's time to share culturally relevant and inclusive strategies and solutions that promote holistic change within the school environment. A gentle entry recommendation is to begin each meeting with a land acknowledgement followed with a review of the group's shared community agreements. There are a plethora of recommendations (many listed below) on how to change zero tolerance policies, how to develop restorative practices, and guiding questions on how to discuss data through the lens of race and social justice.

It is important to remember that small changes now can lead to larger changes in the future. A beautiful John Lewis quote captures this thought, "Take a long, hard look down the road you will have to travel once you have made a commitment to work for change. Know that this transformation will not happen right away. Change often takes time. It rarely happens all at once. In the movement, we didn't know how history would play itself out. When we were getting arrested and waiting in jail or standing in unmovable lines on the courthouse steps, we didn't know what would happen, but we knew it had to happen."



Nurturing  
our Voice







# RECOMMENDED READING RESOURCES

## FOUNDATIONAL ANTI-RACIST WORK RESOURCES

- **White Supremacy Culture:**  
<https://www.whitesupremacyculture.info>
- **TIME'S UP Guide to Equity and Inclusion During Crisis; Building an Anti-Racist Workplace:**  
<https://timesupfoundation.org/work/equity/guide-equity-inclusion-during-crisis/building-an-anti-racist-workplace/>
- **National Museum of African American History and Culture; Community Building:**  
<https://nmaahc.si.edu/learn/talking-about-race/topics/community-building>
- **Demand Equity:**  
<https://www.globalcitizen.org/en/categories/demand-equity/>
- **Racial Equity Tool** by Puget Sound Educational Service District:  
<https://www.aesa.us/about/Resources/Racial%20Equity%20Tool.pdf>

## WAYS TO START A CONVERSATION ABOUT RACE

- **Courageous Conversations:**  
<https://courageousconversation.com/about/>
- **Why Women of Color Don't Speak Up** by Nadia De Ala, CPCC:  
<https://www.linkedin.com/pulse/why-women-color-dont-speak-up-nadia-de-ala-cpcc>
- **So You Want to Talk About Race** by Ijeoma Oluo



# RECOMMENDED READING RESOURCES cont.

## IMPLICATIONS OF THE SHORTAGE OF MENTAL HEALTH PROVIDERS

- **Leveling the Mental Health Counseling Racial Playing Field** by Natalie Cort, Ph.D.:  
<https://www.psychologytoday.com/us/blog/mind-matters/201802/leveling-the-mental-health-counseling-racial-playing-field>
- **Policies Addressing the Shortage of School Psychologists** by National Association of School Psychologists:  
<https://www.nasponline.org/research-and-policy/policy-priorities/critical-policy-issues/shortage-of-school-psychologists>

Please take a moment to review some culturally specific information on mental health access among communities of color:

- **The Color of My Mind: Mental Health Narratives from People of Color (English and Spanish Edition) Paperback – November 11, 2019 Spanish Edition** by Dior Vargas (Author), Dugud Lab (Photographer)
- **African Americans' Perceptions of Mental Illness and Preferences for Treatment** by Janeé R. Avent Harris, Loni Crumb, Allison Crowe, Jasmine Garland McKinney East Carolina University:  
[https://www.journalofcounselorpractice.com/uploads/6/8/9/4/68949193/10.22229\\_afa1112020.pdf](https://www.journalofcounselorpractice.com/uploads/6/8/9/4/68949193/10.22229_afa1112020.pdf)
- **Mental Health Disparities: Diverse Populations** by American Psychiatric Association:  
<https://www.psychiatry.org/psychiatrists/cultural-competency/education/mental-health-facts>
- **Black mental health matters** by Lindsey Phillips, July 27, 2020:  
<https://ct.counseling.org/2020/07/black-mental-health-matters/>





Please peruse the following articles regarding the adultification of black girls, the cradle to prison pipeline, and zero tolerance policies:

- **Zero Tolerance; School Discipline Support Initiative:**  
<https://supportiveschooldiscipline.org/zero-tolerance-policy>
- **Are Zero Tolerance Policies Effective in the Schools? An Evidentiary Review and Recommendations by American Psychological Association Zero Tolerance Task Force:**  
<https://www.apa.org/pubs/info/reports/zero-tolerance.pdf>
- **Black Girl in Suburbia:**  
<http://www.blackgirlinsuburbia.com>
- **Girlhood Interrupted: The Erasure of Black Girl's Childhood** by Rebecca Epstein, Jamilia J. Blake, Thalia Gonzalez <https://www.law.georgetown.edu/poverty-inequality-center/wp-content/uploads/sites/14/2017/08/girlhood-interrupted.pdf>
- **Why Won't Society Let Black Girls Be Children?:**  
<https://www.nytimes.com/2020/04/17/parenting/adultification-black-girls.html>
- **The school-to-prison pipeline**, explained by Libby Nelson and Dara Lind:  
<https://www.vox.com/2015/2/24/8101289/school-discipline-race>
- **School-to-Prison Pipeline** by ACLU:  
<https://www.aclu.org/issues/juvenile-justice/school-prison-pipeline>
- **Cradle to Prison Pipeline** by Dignity in Schools:  
<https://dignityinschools.org/wp-content/uploads/2018/07/Cradle-to-Prison-Pipeline-Fact-Sheet-1.pdf>
- **Responsive circles for COVID-19** by The International Institute for Restorative Practices (IIRP) Graduate School:  
<https://www.iirp.edu/news/responsive-circles-for-covid-19>



# REFLECTION

Please pick an article on which to reflect. What resonated with you, was new for you, or affirmed what you or your clients may be feeling within the school community?

How has the cradle to prison pipeline impact the way you support your clients and yourself?

# SECTION 3:

## WEAVING IN OUR CULTURE

*"They thought I was a Surrealist, but I wasn't. I never painted dreams. I painted my own reality."*  
Frida Kahlo

BIPOC school-based mental health providers are in a unique position where we not only understand how students are impacted by an intricate educational system, but we may also experience some of the same adversities as our students within our professional role. We must learn how to weave our student's culture, as well as our own, as we provide therapeutic and culturally responsive care within a colonized educational system. As with many institutional structures that exist within the United States of America, people of color are often placed in positions where "cultural stitching or weaving" must occur.

That is, we learn to "code switch" and be "bicultural" in order to provide the care needed for our diverse students. Within the BIPOC community there is much debate on whether or not BIPOC professionals should have to practice cultural stitching. It is thought that the repeated practice of cultural stitching is oppressive and erosive in nature. An individual is not able to safely be their whole self. This holistically impacts the emotional, mental, and physical psyche. Please [click here](#) for strategies that promote healthy cultural weaving and stitching.



Cultural  
Stitching  
and  
Weaving





Please take a moment to listen to peruse the following articles, podcasts, and videos on code switching and biculturalism:

- **The Costs of Code-Switching** by Courtney L. McCluney, Kathrina Robotham, Serenity Lee, Richard Smith, Myles Durkee:  
<https://hbr.org/2019/11/the-costs-of-codeswitching>
- **The Mental Health Costs of Code-Switching** by Marris Adikwu:  
<https://www.talkspace.com/blog/code-switching-what-is/>

*"When the root is deep,  
there is no reason  
to fear the wind."*  
African Proverb

# REFLECTION

Please share a time in which you may have had to culturally stitch (e.g., create cultural bridges or code switch):

How have you navigated cultural stitching in your work place?  
What strategies have you consciously or unconsciously employed?



# SECTION 4:

## RACIAL BATTLE FATIGUE

*"You are not judged by the height you have risen but from the depth you have climbed"*  
Frederick Douglass

BIPOC school-based mental health providers are often interfacing with students of color who have been subjected to punitive discipline techniques, special education referral processes, intervention systems, and/or ability grouping/tracking conversations. When placed in those situations we hold the burden of ensuring that socially just and equitable services are being provided to our diverse students.

\*Three additional concepts that are critical to BIPOC communities development are Cultural Trauma, Post Traumatic Slave Syndrome, and Racial Identity Development. We have included several resources below and encourage you to explore how these concepts impact our BIPOC community.

Theorist William A. Smith coined the term Racial Battle Fatigue in 2008 to address the effects of microaggressions and racism experienced by BIPOC communities. Racial Battle Fatigue is defined as the "cumulative result of a natural race-related stress response to distressing mental and emotional conditions. These conditions emerged from constantly facing racially dismissive, demeaning, insensitive and/or hostile racial environments and individuals (Goodwin, 2018)". Repeated exposure to such conditions has an adverse impact on the human body, prompting symptoms of anxiety, depression, stress, high blood pressure, to name a few.





# RECOMMENDED READING RESOURCES

- **Racial Battle Fatigue**; Oregon Center for Educational Equity:  
<https://www.ttsdschools.org/site/handlers/filedownload.ashx?moduleinstanceid=16190&dataid=25559&FileName=Racial%20Battle%20Fatigue%20-%20Handout.pdf>
- **The Color of My Mind: Mental Health Narratives from People of Color** by Dior Vargas
- **Summary of Stages of Racial Identity Development:**  
<https://www.sbctc.edu/resources/documents/colleges-staff/programs-services/foc-mentorship/stages-of-racial-identity-development-oct2019.pdf>
- **Racial Identity Development:**  
<https://www.mccc.edu/pdf/cmn214/Class%203/Racial%20identity%20development.pdf>
- **Most black adults say race is central to their identity and feel connected to a broader black community** by Amanda Barroso: <https://pewrsr.ch/36XN5Ft>



## RECOMMENDED READING RESOURCES cont.

- **Intersectionality and School Psychology: Implications for Practice** By Sherrie L. Proctor, Brittney Williams, Tracey Scherr & Kathrynne Li, pp. 1, 19, Volume 46 Issue 4:  
<https://www.nasponline.org/publications/periodicals/communicative/issues/volume-46-issue-4/intersectionality-and-school-psychology-implications-for-practice>
- **Black Girl in Suburbia:**  
<http://www.blackgirlinsuburbia.com>
- **Cultural Trauma Speaking the Unspoken** by Michelle C. Johnson, MSW, LCSW: <https://cls.unc.edu/wp-content/uploads/sites/3019/2014/03/SLIDES-M-Johnson.pdf>



# SECTION 5: FROM COMPASSION FATIGUE AND VICARIOUS TRAUMA TO RADICAL SELF-LOVE

*"Radical simply means grasping things at the root."  
Angela Davis*

BIPOC school-based mental health providers work through a trauma-informed lens. We are aware of Adverse Childhood Experiences and toxic stress, as well as, the intersectionalities amongst students that creates barriers for educational success. Our close experience with Racial Battle Fatigue and Cultural Trauma allow us to empathize with our BIPOC students whilst trying to heal from the physiological and psychological trauma we have reciprocally endured. BIPOC communities have recently encountered unmeasurable grief created by the loss of BIPOC lives due to inequitable policing and the pandemic of Covid-19; health care disparities, economic insecurity, displaced housing, limited student access to education, to name a few.

The shared trauma between BIPOC mental health providers and their students can cause us to feel as though we may be wavering in our ability to fully support our clients. When we begin to feel that wavering we must remember the resilience of our ancestors and the healing practices that they clinged onto during the most oppressive time in their lives. Our ancestors had a practice of radically loving themselves by caring for their mind, body, and spirit. They gave themselves permission to affirm their brilliance by celebrating their triumphs. Our ancestors nurtured their bodies using rich nutrients from the earth. And they healed their spirits by understanding their past and doing spiritual cleansing. Please take time to learn from our second E-Book the phenomenal and radical ways our ancestors survived and thrived.



Radical  
Self-Love  
and Care







# RECOMMENDED READING RESOURCES

- **Black Therapy Center:**  
[https://blacktherapycentral.com/webinars/?  
\\_\\_cf\\_chl\\_jschl\\_tk\\_\\_=pmd\\_96f3d3cde17853d15d15582  
3597b06791f64ecac-1626785495-0-  
ggNtZGzNAc2jcnBszQg6](https://blacktherapycentral.com/webinars/?__cf_chl_jschl_tk__=pmd_96f3d3cde17853d15d155823597b06791f64ecac-1626785495-0-ggNtZGzNAc2jcnBszQg6)
- **Sacred Woman: A Guide to Healing the Feminine Body, Mind, and Spirit** Paperback by Queen Afua
- **My Grandmother's Hands: Racialized Trauma and the Pathway to Mending Our Hearts and Bodies** by Resmaa Menakem
- **Black Pain: It Just Looks Like We're Not Hurting** Paperback – January 6, 2009 by Terrie M. Williams
- **You Are Your Best Thing: Vulnerability, Shame Resilience, and the Black Experience** by Tarana Burke (Editor), Brené Brown (Editor)
- **Educator Resilience and Trauma-Informed Self-Care; Self-Assessment and Planning Tool** by American Institutes for Research:  
[https://gtlcenter.org/sites/default/files/Educator-  
Resilience-Trauma-Informed-Self-Care-Self-  
Assessment.pdf](https://gtlcenter.org/sites/default/files/Educator-Resilience-Trauma-Informed-Self-Care-Self-Assessment.pdf)
- **Erosion** by Science Society of America:  
<https://www.soils4teachers.org/erosion/>
- **Erosion:** <https://simple.wikipedia.org/wiki/Erosion>



## RECOMMENDED READING RESOURCES cont.

- **Adverse Childhood Experiences;** Center for Disease Control & Kaiser:  
<https://www.cdc.gov/violenceprevention/aces/index.html>
- **A New Framework for Addressing Adverse Childhood and Community Experiences: The Building Community Resilience Model** by Wendy R Ellis and William H Dietz.
- **ACEs Too High:** <https://acestoohigh.com>
- **Trauma-Informed SEL Toolkit** by Transforming Education:  
<https://transformingeducation.org/resources/trauma-informed-sel-toolkit/>
- **Trauma-Informed School Strategies during COVID-19** by National Child Traumatic Stress Network:  
[https://www.nctsn.org/sites/default/files/resources/resourceguide/trauma\\_informed\\_school\\_strategies\\_during\\_covid-19.pdf](https://www.nctsn.org/sites/default/files/resources/resourceguide/trauma_informed_school_strategies_during_covid-19.pdf)
- **The Urgency of Intersectionality with Kimberlé Crenshaw:** <https://www.youtube.com/watch?v=akOe5-UsQ2o>
- **BIPOC Mental Health Resources;** Self-Care for Individuals who are Black, Brown, Indigenous and People of Color; ASHA International:  
<https://myasha.org/bipoc-mental-health-resources/>

# REFLECTION

What are some of the current ways that you practice self-love and self-care?





# DEFINITIONS

## **Racial Battle Fatigue:**

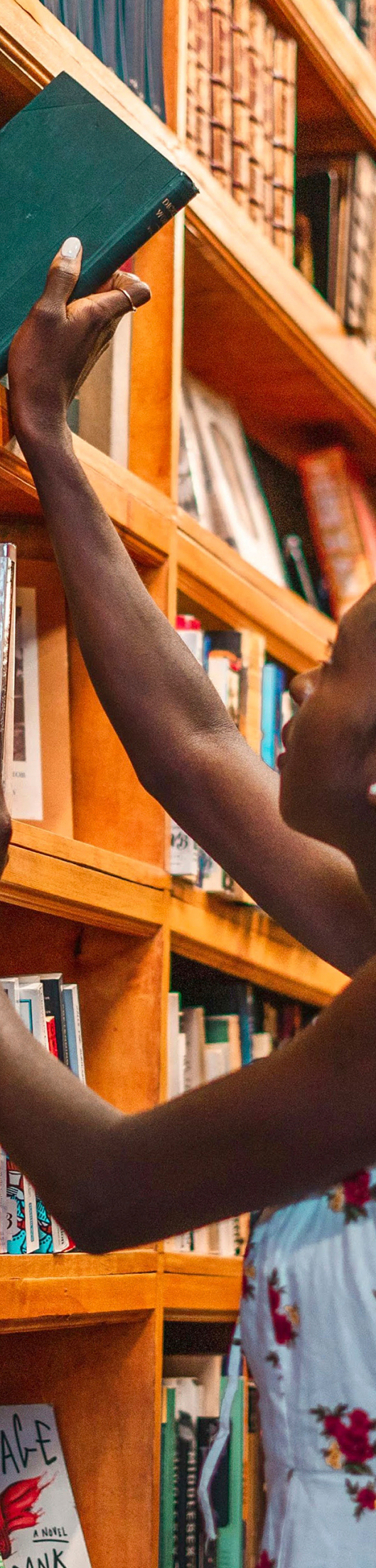
The “cumulative result of a natural race-related stress response to distressing mental and emotional conditions. These conditions emerged from constantly facing racially dismissive, demeaning, insensitive and/or hostile racial environments and individuals” (Goodwin, 2018).

## **Cultural Trauma:**

"Historical trauma is cumulative emotional and psychological wounding over the lifespan and across generations, emanating from massive group trauma. Historical unresolved grief is the grief that accompanies the trauma" (Johnson, M.C.).

## **Toxic Stress:**

"Prolonged activation of stress response systems in the absence of protective relationships" (Center of the Developing Child, Harvard University).



# DEFINITIONS

## **Post Traumatic Slave Syndrome:**

"P.T.S.S. is a theory that explains the etiology of many of the adaptive survival behaviors in African American communities throughout the United States and the Diaspora. It is a condition that exists as a consequence of multigenerational oppression of Africans and their descendants resulting from centuries of chattel slavery. A form of slavery which was predicated on the belief that African Americans were inherently/genetically inferior to whites" (<https://www.joydegruy.com/post-traumatic-slave-syndrome>).

## **Compassion Fatigue:**

"A condition characterized by emotional and physical exhaustion leading to a diminished ability to empathize or feel compassion for others, often described as the negative cost of caring. It is sometimes referred to as secondary traumatic stress" (Wikipedia).





# DEFINITIONS

## **Vicarious Trauma :**

"Vicarious traumatization is a transformation in the self of a trauma worker or helper that results from empathic engagement with traumatized clients and their reports of traumatic experiences. It is a special form of countertransference stimulated by exposure to the client's traumatic material" (Wikipedia).

## **Historical Trauma:**

"Traumatic experiences or events that are shared by a group of people within a society, or even by an entire community, ethnic, or national group" ([Goodtherapy.org](https://www.goodtherapy.org)).

## **Intergenerational Trauma:**

"Trauma that gets passed down from those who directly experience an incident to subsequent generations. Intergenerational trauma may begin with a traumatic event affecting an individual, traumatic events affecting multiple family members, or collective trauma affecting larger community, cultural, racial, ethnic, or other groups/populations (historical trauma)" ([Goodtherapy.org](https://www.goodtherapy.org)).



# DEFINITIONS

## **Cultural Bridging:**

The act of cultural bridging consists of 1) being knowledgeable of an individual's culture, language, ethnicity, race, and intersectionalities 2) removing systemic barriers that reduces access to what an individual needs to be successful, 3) creating safe spaces that allows for candid communication, and 4) creating opportunities to affirm the brilliance and resiliency of the individual and their community.

## **Cultural Stitching:**

The intentional act of acknowledging and integrating one's culture with that of the dominant one in their immediate environment.

## **Biculturalism:**

Inspired by Antonia Darder's critical theory of biculturalism, biculturalism involves the reflective practice of being aware of how one's culture intersects with that of the dominant culture and the varying power structures within it.

## **Positionality:**

"The social and political context that creates your identity in terms of race, class, gender, sexuality, and ability status. Positionality also describes how your identity influences, and potentially biases, your understanding of and outlook on the world" ([dictionary.com](https://www.dictionary.com)).





# DEFINITIONS

## **Code Switching:**

Involves the the use of changing one's language style during communication, as well as, addresses the variants in social behavior that one makes in different environments (dress, personal expression, eye contact, spacing, etc.).

## **Intersectionality:**

"Intersectionality is an analytical framework for understanding how aspects of a person's social and political identities combine to create different modes of discrimination and privilege. The term was conceptualized and coined by Kimberlé Williams Crenshaw in 1989" (Wikipedia).

## **Ancestral Healing Circles (AHC):**

AHCs provide an opportunity for the BIPOC community or African Descents of Slavery (ADS) to gather together and reclaim cultural healing practices that support the holistic needs of our community.



# DEFINITIONS

**Microsystem:**

"A microsystem is a self-contained subsystem located within a larger system.

It generally constitutes the smallest unit of analysis in systems theory" (Wikipedia).

**Exosystem:**

"An exosystem refers to one or more settings that do not involve the developing person as an active participant, but in which events occur that affect—or are affected by—what happens in the setting containing the developing person" (Science Direct).



# ACRONYMS

**ACEs:** Adverse Childhood Experiences

**CDC:** Centers for Disease Control and Prevention

**BIPOC:** Black, Indigenous, and People of Color

**NCES:** National Center for Educational Statistics

**AHCs:** Ancestral Healing Circles

**ADS:** African Descents of Slavery



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