

Pacific Southwest (HHS Region 9) Northwest (HHS Region 10)

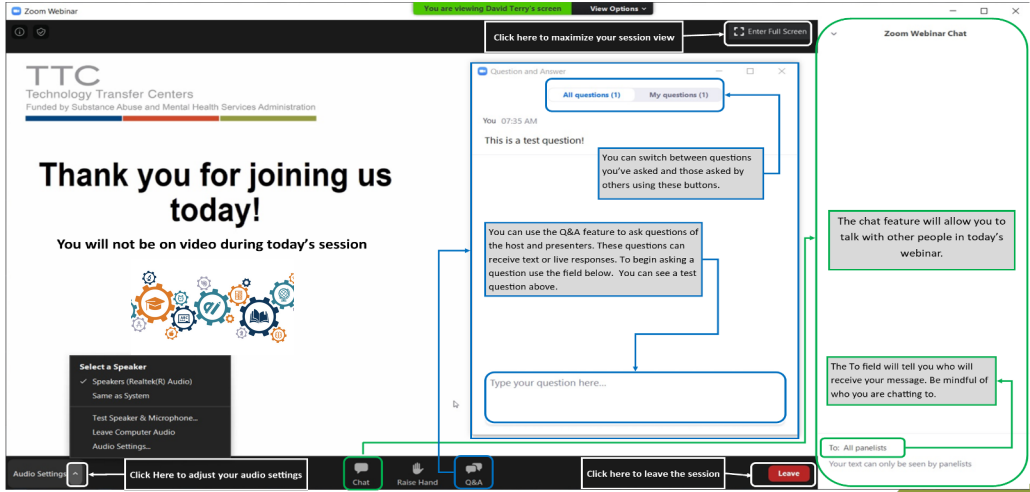
MHTTC Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

Please Note:

- All attendee lines are muted
- Today's session will be recorded and posted on our event page: bit.ly/ISF2021

Get to know the Zoom Webinar interface



The screenshot shows a Zoom Webinar interface. On the left, a slide says 'Thank you for joining us today!' and 'You will not be on video during today's session'. In the center, a 'Question and Answer' window is open, showing a list of questions and a text input field. On the right, a 'Zoom Webinar Chat' window is open, showing a list of messages and a text input field. Callouts with arrows point to various features: 'Click here to maximize your session view', 'Enter Full Screen', 'All questions (1)', 'My questions (1)', 'You can switch between questions you've asked and those asked by others using these buttons.', 'You can use the Q&A feature to ask questions of the host and presenters. These questions can receive text or live responses. To begin asking a question use the field below. You can see a test question above.', 'The chat feature will allow you to talk with other people in today's webinar.', 'The To field will tell you who will receive your message. Be mindful of who you are chatting to.', 'To: All panelists', 'Your text can only be seen by panelists', 'Click here to adjust your audio settings', 'Chat', 'Raise Hand', 'Q&A', 'Click here to leave the session', and 'Leave'.

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Pacific Southwest (HHS Region 9) Northwest (HHS Region 10)

MHTTC Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

Understanding Racial Stress and Trauma and Schools: Responding by Addressing and Affirming Race

January 21st, 2021

Presented by:

Farzana Saleem, PhD
*Treatment and Services Adaptation Center for Resiliency,
 Hope & Wellness in Schools*

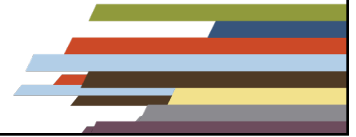
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Housekeeping Items

- We have made every attempt to make today's presentation secure. If we need to end the presentation unexpectedly, we will follow-up using your registration information.
- All attendees are muted and cannot share video.
- Have a question for the presenter? Use the Q&A
- Have a comment or resource for all attendees? Use the Chat
- We will leave a few minutes at the end to make sure you have all the links and resources you need and to allow time for an evaluation.

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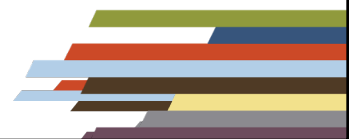


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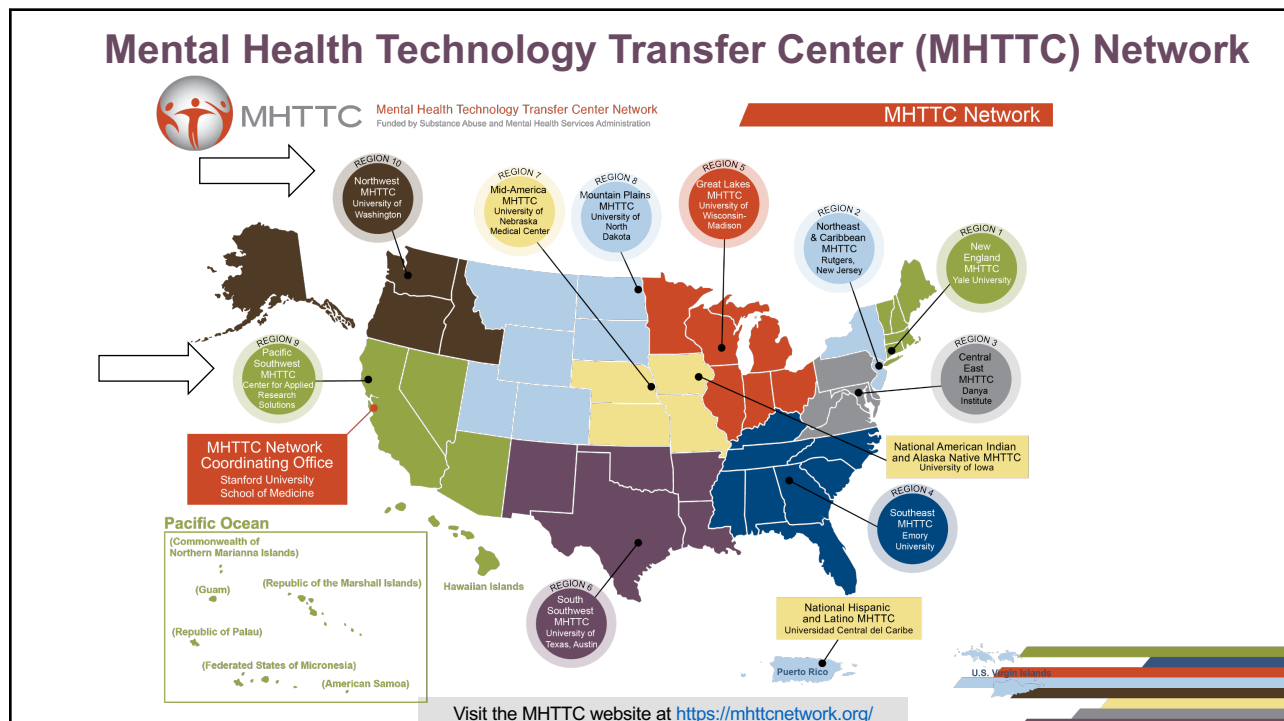
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Land Acknowledgement

The University of Washington SMART Center and Northwest MHTTC acknowledge that we learn, live, and work on the ancestral lands of the Coast Salish people who walked here before us, and those who still walk here. We are grateful to respectfully live and work as guests on these lands with the Coast Salish and Native people who call this home.

The Pacific Southwest MHTTC is led by the Center for Applied Research Solutions, which has offices across California in Sacramento (the land of the Nisenan people), Santa Rosa (land of eight Cahuilla Bands) and Los Angeles, (land of the Tongva peoples); CARS acknowledges the belonging of this land to the Indigenous people named and the unrecognized tribes and peoples as well.

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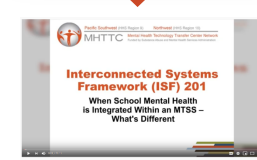
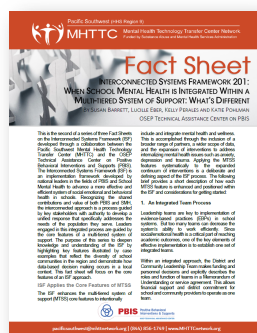
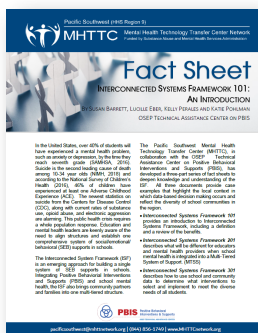
Event Survey

- Required by our funder
- Used to inform, refine, & enhance future events/activities
- Helps communicate the need for this type of support
- Voluntary and anonymous
- Very important! *We will end a few minutes early and ask that you please take a few moments to complete.*

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Quick Review Interconnected Systems Framework: Fact Sheets and Webinars bit.ly/ISFwebinars

Fact Sheets Created by the Pacific Southwest MHTTC



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ISF West Coast Party Webinars:

Enhancing MTSS- Integrating Student Mental Health and Wellness through Systems, Data, and Practices

<p>Module 1: ISF in Virtual Conditions</p> <ul style="list-style-type: none"> • 10/20/20 - ISF Systems in Virtual Conditions • 10/22/20 - Secondary Traumatic Stress and Educator Well Being <p>Module 2: ISF + Trauma Informed Approaches</p> <ul style="list-style-type: none"> • 10/27/20 - ISF Systems & Trauma-Informed Approaches • 11/5/20 - Virtual Adaptations of Psychological First Aid • 11/17/20 - Virtual Adaptations of Trauma-Informed Skills for Educators 	<p>Module 3: ISF + Tiers 2 & 3</p> <ul style="list-style-type: none"> • 12/1/20 - ISF Systems and Tiers 2 & 3 • 12/3/20 - Virtual adaptations of CBITs, SSET/Bounce Back <p>Module 4: ISF & Equity</p> <ul style="list-style-type: none"> • 1/12/21 - Secondary Traumatic Stress & BIPOC Educator Well Being (canceled) • 1/19/21 - ISF Systems & Equity • 1/21/21 - Racial Violence and Trauma and Schools <p>ISF West Coast Town Hall</p> <ul style="list-style-type: none"> • 1/26/21 - ISF systems & practices in this moment with Susan Barrett & USC Faculty
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<https://bit.ly/ISF2021>

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Self Care Expectations	Self Care Behaviors
 <p>Safe</p>	<ul style="list-style-type: none"> • Create an emotional support team. • Double check on friends. • Ask for help if you feel sense of hopelessness <ul style="list-style-type: none"> • Suicide Hotline: 800-273-8255
 <p>Engaged</p>	<ul style="list-style-type: none"> • Be aware of your stress level. • Recognize and name the emotions you are experiencing. • Pay attention to joy. • Recognize and validate grief. • Do a body check for areas of tightness, discomfort. • Take movement breaks, hydrate.
 <p>Respectful</p>	<ul style="list-style-type: none"> • Nurture your body with healthy food. • Build calming routines for sleep. • Build routine for daily exercise.

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(It's at the center of everything we do)

Problem Solving Framework: This is a TEAM Sport!

- **Outcomes:** How will installing a trauma informed approach impact students, families and staff?
- **Data:** What data will you use to inform strength and needs of your current system?
- **Practices:** What are the evidenced based strategies you will embed across all classrooms?
- **Systems:** How will you support everyone to implement with fidelity?
- **Equity:** How will you put equity at the center of everything you do?

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Dr. Saleem is an Assistant Professor in the Graduate School of Education at Stanford University. She earned her PhD in Clinical-Community Psychology from the George Washington University and completed an APA accredited internship, with a specialization in trauma, at Children's Hospital Los Angeles.

Dr. Saleem's research examines the influence of racial stressors and contextual processes on the psychological health, academic success, and well-being of Black adolescents and other youth of color.

Dr. Saleem uses a strengths-focused and community-based lens in her research to understand the benefits of racial socialization, and other culturally relevant factors, against the consequences of racial stress and trauma within families and schools.

Her most recent work is focused on understanding how teachers and school counselors address race and provide ethnic-racial socialization in schools.

She translates her research to inform the development and adaptation of programs and school-based interventions focused on reducing racial stress, eradicating mental health and academic racial disparities, and promoting the well-being of marginalized and racially diverse youth.

Dr. Saleem is a visiting scholar to the American Psychological Association Resilience Initiative and serves in other positions focused on inclusion, equity and social justice.

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Understanding Racial Stress and Trauma in Schools: Responding by Addressing and Affirming Race

Presentation by: Dr. Farzana Saleem



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About Me



- Born in Atlanta, GA
- PhD in Clinical-Community from the George Washington University
- Assistant Professor in the Graduate School of Education at Stanford
- Research how to reduce the negative mental health consequences of racial stressors for youth of color, with a focus on racial socialization in families and schools
- Clinical focus on youth contenting with trauma, identity concerns, and racial stress

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Objectives

- Develop an understanding of racial stress and trauma (RST) and how it manifests across the school ecology
- Learn skills to discuss race and RST in schools
- Discuss tools that can be applied in schools to promote resilience, empowerment, and healing from experiences of RST

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Roadmap

- Overview racial stress and trauma (RST) and consequences
- Application of ethnic racial socialization
- Resources to address race in schools
- Tools to promote resilience, empowerment, and healing
- Q&A

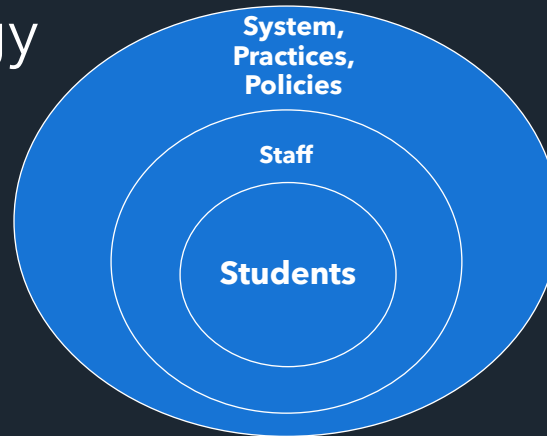
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Poll Questions



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School Ecology



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Racial Discrimination

- Any act of an individual or institution that denies equitable treatment to an individual or group because of phenotypic or [racial] group affiliation (Yetman, 1985).
- Studies indicate a high prevalence of racial discrimination for youth of color. More than two-thirds of African American and Latinx youth between 10-19 report exposure to racial discrimination (e.g., Fisher et al., 2000)
 - Estimates of 1 annual experience 5+ daily experiences (English et al., 2019)
- Some youth are able to identify their race as early as preschool but perceptions often sharpened beginning in early adolescence (Katz, 1973)

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Racial Discrimination

- Experiences differ - beyond the individual encounters
- Objective and subjective (e.g., macroaggressions, microaggressions)
- Interpersonal (e.g., racial teasing, bullying)
- Vicarious (e.g., viewing the unarmed killing and harassment of Black and Brown children in person, on television, or the internet)
- Institutional

The Black-White Wage Gap Is as Big as It Was in 1950

Recent research indicates little progress since the Truman administration.



By David Leonhardt
Mr. Leonhardt writes The Morning newsletter.

June 25, 2020



Researchers expected 'outrageously high' discrimination against Black renters. What they found was worse than imagined

Researchers fault real estate professionals who illegally ghost, steer away qualified renters

By Meghan E. Irons | Globe Staff. Updated July 1, 2020, 12:01 a.m.

SF tech CEO apologizes for racist rant aimed at Asian family

By Aja Seldon | Published July 8 | KTVU FOX 2

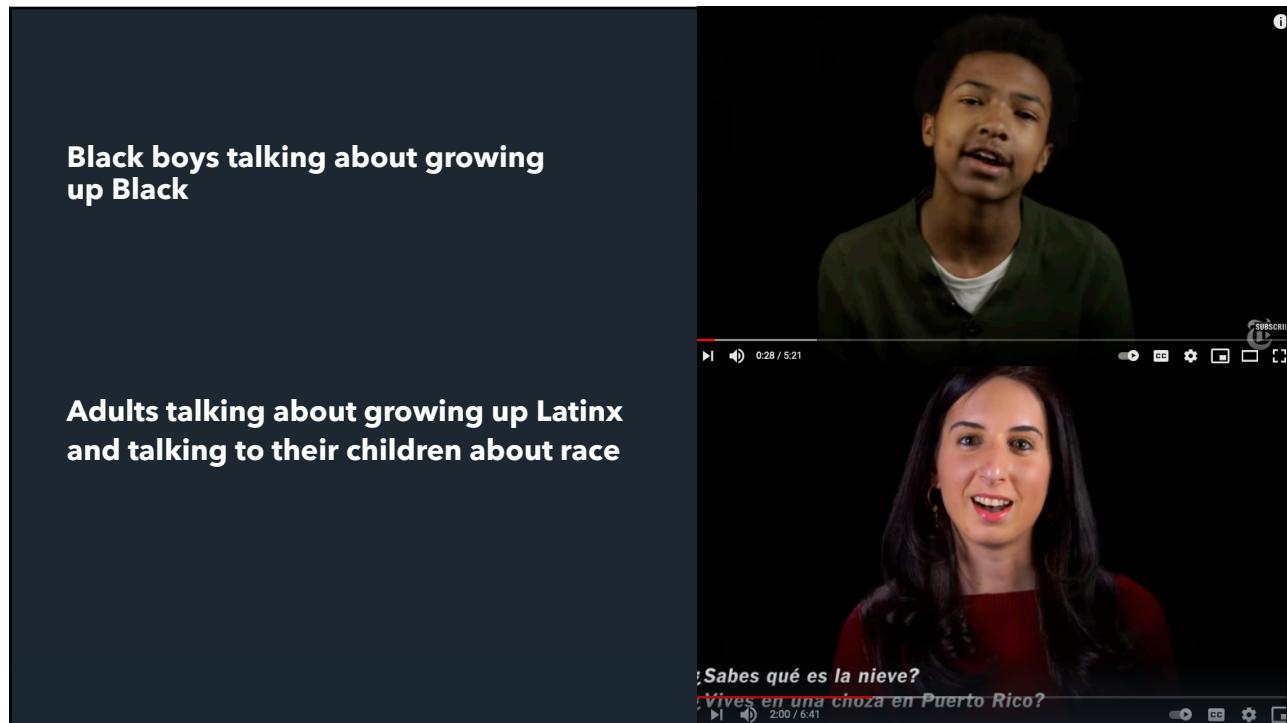
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Racial Stress and Trauma & Consequences

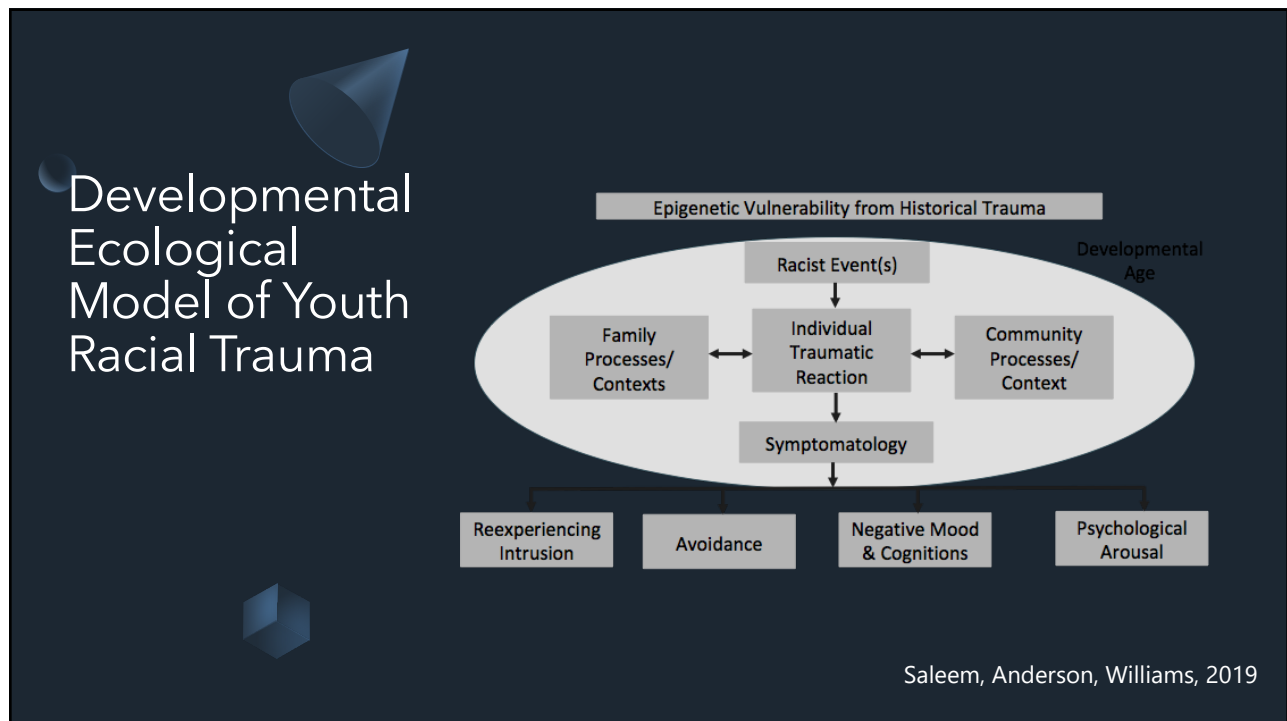
- Symptoms of emotional and psychological pain during and/or after discrimination (Carter, 2007)
 - Race-related encounters occur on a daily basis for youth (5x per day; English et al., 2019)
- Race-based experiences can lead to negative psychological, physiological and academic outcomes (e.g., Carter, 2017; Pieterse et al., 2012).
- Across settings, the influence of racism and RST is often overlooked in understanding youth's outcomes (Saleem et al., 2019).



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Ethnic-Racial Socialization

- One factor known to protect against encounters with racial discrimination for youth of color is ethnic-racial socialization (ERS) (e.g., Hughes et al., 2006; Umaña-Taylor & Hill, 2020)
- Messages and behaviors transmitted to youth about race, cultural heritage, anticipating and managing racial discrimination
 - Different across groups
 - E.g., how to interact with the police
 - E.g., how to intervene



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TALKING



ACTIONS



IMAGES

Ethnic-Racial Socialization

Cultural Pride

"You should be proud to be Black"

Preparation for Bias

"You have to work twice as hard as Whites in order to get ahead in this world"

Promotion of Mistrust

"Keep your distance from kids and adults who do not look like you"

Colorblind

"Everyone is the same and race does not matter"



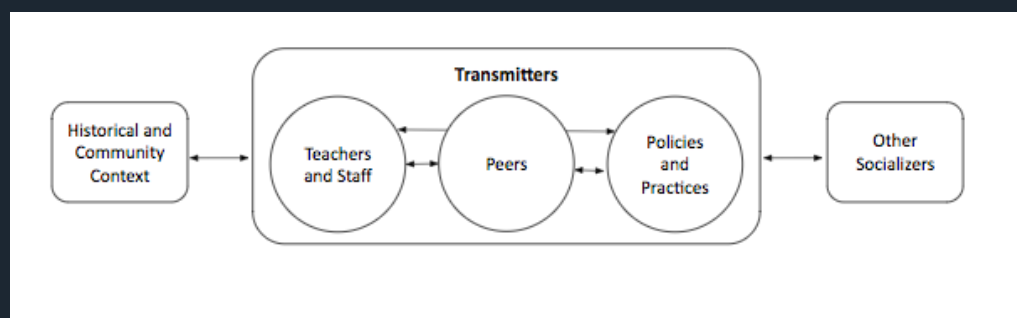
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Schools As a Context

- As youth get older other socialization agents and context become salient
 - One of which is schools (e.g., peers and teachers)
- Youth spend a significant time in schools
 - Experience and process encounters with racial discrimination at school
 - Receive ERS
- School based racial discrimination from teachers and peers is linked with academic, psychological, behavioral, and identity outcomes (e.g., Assari & Caldwell, 2018, Fisher et al., 2000; Dotterer et al., 2009; Wong et al., 2003)

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School Ethnic Racial Socialization Transmission Model



Saleem & Byrd, accepted

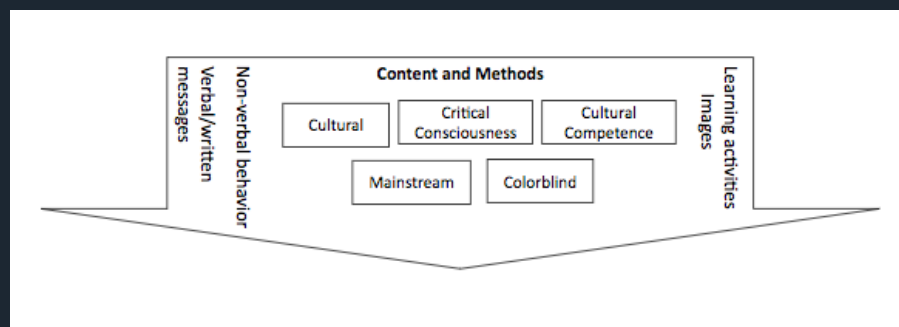
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Transmitters of School ERS

- Individuals or institutional agents that convey implicit and explicit information about the meaning and significance of ethnic-racial group membership to youth
- Teachers and staff
 - E.g., speech and curriculum, avoiding conversations about race
- Peers
 - E.g., speech and behaviors, friendship selection
- Institutional practices and policies
 - Stated policy and practices, non-racial policies

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School Ethnic Racial Socialization Transmission Model



Saleem & Byrd, Accepted

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Transmission of School ERS (content)

- Individuals or institutional agents that convey implicit and explicit information about the meaning and significance of ethnic-racial group membership to youth
- **Cultural socialization** - messages about the importance of one's own culture and having pride in one's culture
 - e.g., "At your school, you have chances to learn about the history and traditions of your culture"
- **Promotion of cultural competence** - opportunities to learn about other cultures
 - e.g., "You have the chance to learn about the culture of others"

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Transmission of School ERS (content)

- **Critical Consciousness Socialization** - messages about prejudice and discrimination, similar to preparation for bias
 - e.g., "In your classes you have learned about how race/ethnicity plays a role in who is successful"
- **Colorblind Socialization** - messages encouraging students to ignore the role of race in their lives and society
 - e.g., "Your school encourages you to ignore racial/ethnic difference"
- **Mainstream Socialization** - messages about mainstream U.S. values and norms, including the need to assimilate
 - e.g., "At your school, they encourage you to be proud of what people in the U.S. have accomplished"

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Transmission of school ERS (methods)

- ERS can be communicated in several ways:

Expression - The way in which the messages are transmitted

- Verbal
 - e.g., Telling a Black child "Black is beautiful" (i.e., cultural socialization)
- Non-verbal
 - E.g., bulletin boards showing information about a foreign country (i.e., promotion of cultural socialization)

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Transmission of school ERS (methods)

Intent - The goal or purpose of the message

- Passive - unintentional
 - E.g., School staff choosing not to address racial bullying
- Proactive - intentional and unprompted
 - E.g., A teacher choosing to integrate course content reflecting specific ethnic-racial groups
- Reactive - intentional and promoted by event
 - E.g., A school principal talking with students about how to deal with racially targeted incidents that are occurring within the school

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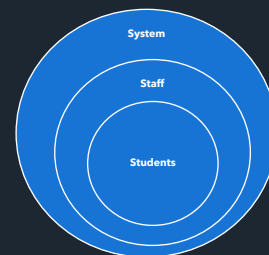
Other Considerations of School ERS

- Frequency
- Depth and Integration
- Integration
 - Messages that are more fully integrated into the curriculum and/or school life are more influential than socialization that occurs only on “special days” or in response to an incident
- Messages across context and transmitters can have implications for adjustment as well as interpretation and internalization of these messages

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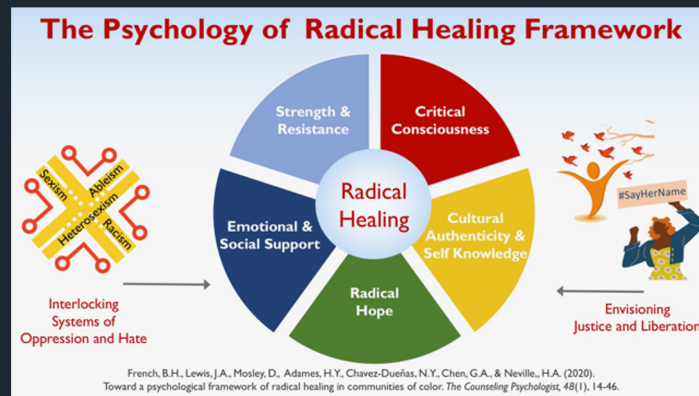
Promoting A Healthy Racial Climate

- Build upon Trauma informed schools (Chafouleas et al. 2016)
- Resilience - “The process of adapting well in the face of adversity, trauma, tragedy, threats, or significant sources of stress”
- **Fostering a healthy racial stress and trauma informed school ecology**
 - Reflection on identity, bias, critical consciousness
 - Racial conflict resolution skills
 - Cultural responsive environment
 - Racial-ethnic literacy/ socialization
 - Policies and practices



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Resilience, Empowerment, Healing



Radical healing involves being or becoming whole in the face of identity-based "wounds," which are the injuries sustained because of our membership in an oppressed racial or ethnic group.

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Trauma and **R**acism
Addressed by
Navigating **S**ystemic
Forms of **O**ppression
 with **R**esilience
Methods

TRANSFORM
 Schools and Juvenile Justice



Lau, Saleem, Pickens, Langley

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Resources

- American Psychological Association [RESilience Initiative](#)
- One talk at a time [racial socialization online program](#)
- Utilize videos, books, resources
 - [Videos](#) that build a positive racial identity - building pride and racial identity
 - [Books](#) (e.g., The Colors of Us, Something Happened in Our Town) and music that build pride, address racial discrimination, facilitate conversation
 - **Anti-racist** [resources](#)
- Community Organizations / Connections
 - Teaching [tolerance](#)
 - Embrace Race [resources](#)

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Implications

- It is important for individuals at multiple levels of the school ecology (mental health professionals, student support staff, system leaders, educators) to feel comfortable and prepared to address race, reflect on one's bias, and foster healthy racial climates.
- If school systems acknowledge and put practices in place that address RST and promote a healthy racial climate, this can serve as a point of support or intervention (e.g., Anderson, Saleem, & Huguley, 2019; Grapin, Griffin, Naser, Brown, & Proctor, 2019).
- Support, advocacy, and training on this topic should be addressed on multiple levels in order to address racial bias and RST via utilizing culturally responsive strategies, assessing racial climate, and making changes at multiple levels of the school ecology

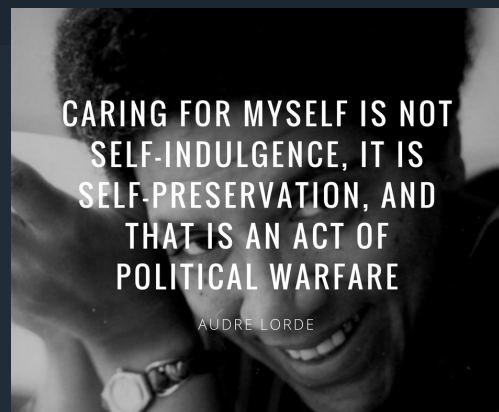
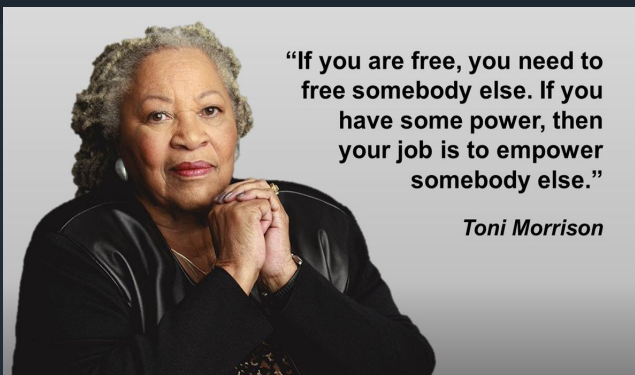
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School Ecology Reflection

- How does the part of the school ecology that you work within directly impact students' school racial climate?
- How might you translate some of your learnings today to your daily work in your role?
- How might you translate some of your learnings today to help increase your comfort addressing race and promoting healthy school ecologies?

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Question and Answer Session



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THANK YOU!

**CONTACT
INFORMATION**



Farzana T. Saleem, Ph.D,

Stanford University
fsaleem1@Stanford.edu

Art by Frank Morrison




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Closing & Looking Ahead



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- Make a plan to have a follow up meeting after the webinar to discuss next steps.
 - What resonated?
 - What needs more inquiry?
 - How might further TA support you?
- Take a deeper dive! *Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide PBIS, Volume 2: An Implementation Guide* is now available:

<http://www.midwestpbis.org/interconnected-systems-framework/v2>
- Check out the Treatment & Services Adaptation Center for more!

<https://traumaawareschools.org/>

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West Coast ISF Webinar Series

All sessions 3:00 – 4:30 pm PT

Module 1: ISF in Virtual Conditions

- 10/20/20 - ISF Systems in Virtual Conditions
- 10/22/20 - Secondary Traumatic Stress and Educator Well Being

Module 2: ISF + Trauma Informed Approaches

- 10/27/20 - ISF Systems & Trauma-Informed Approaches
- 11/5/20 - Virtual Adaptations of Psychological First Aid
- 11/17/20 - Virtual Adaptations of Trauma Informed Skills for Educators

Module 3: ISF + Tiers 2 & 3

- 12/1/20 - ISF Systems and Tiers 2 & 3
- 12/3/20 - Virtual adaptations of SSET/Bounce Back

Module 4: ISF & Equity

- 1/12/21 - Secondary Traumatic Stress & BIPOC Educator Well Being
- 1/19/21 - ISF Systems & Equity
- 1/21/21 - Racial Violence and Trauma and Schools

ISF West Coast Town Hall

- 1/26/21 - ISF systems & practices in this moment with Susan Barrett & USC Faculty

<https://mhhtcnetwork.org/centers/pacific-southwest-mhhtc/isf-west-coast-party-systems-structures-leadership-data-practices>



**Interconnected Systems Framework
West Coast Party Continues!**



bit.ly/ISF2021

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MHTTC School Mental Health Curriculum *Always and Now*

Register to attend this 8-part Learning Series!

<https://mhttcnetwork.org/centers/global-mhttc/school-mental-health-curriculum-always-and-now-learning-series>

SAVE THE DATES

MHTTC School Mental Health Curriculum *Always and Now* 8-Part Learning Series



SESSIONS

60-minute Live Sessions take place the 2nd and 4th Tuesdays in each month at 10 a.m. PT / 11 a.m. MT / 12 p.m. CT / 1 p.m. ET, and will be immediately followed by 30-minute Regional Breakout Sessions

Registration & more coming January 2021!

Module 1: Foundations of School Mental Health
Tuesday, February 9, 2021

Module 2: Teaming
Tuesday, February 23, 2021

Module 3: Needs Assessment and Resource Mapping
Tuesday, March 9, 2021

Module 4: Screening
Tuesday, March 23, 2021

Module 5: Mental Health Promotion for All (Tier 1)
Tuesday, April 13, 2021

Module 6: Early Intervention and Treatment (Tiers 2 and 3)
Tuesday, April 27, 2021

Module 7: Funding and Sustainability
Tuesday, May 11, 2021



Module 8: Impact
Tuesday, May 25, 2021

OVERVIEW

The MHTTC Network is hosting an 8-part training series using the *National School Mental Health Curriculum: Guidance and Best Practices for States, Districts, and Schools*. Each session will include a pre-session video, live panel session, and post-session regional breakout. The Curriculum was developed by the MHTTC Network in partnership with the *National Center for School Mental Health (NCSMH)*. It is intended to help states, districts and schools advance comprehensive school mental health and engage in a planning process for implementation. We will contextualize the content to utilize 'always and now' considering the current pandemic and its impact on school mental health.

[Learn more about the curriculum](#)

Questions? Email jegonzalez@stanford.edu

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Pacific Southwest MHTTC Consultation Hours

- **Next Session: January 25**
- 6-7 p.m. ET / 3-4 p.m. PT / 12-1 p.m. HT ([view your time zone](#))
- Have a training or technical assistance question regarding mental health service provision or school mental health in the Pacific Southwest region? Join us for monthly PS MHTTC Consultation Hours! Once a month, PS MHTTC staff will host a virtual meeting for the mental health and school mental health workforce to pose questions, access support, and share resources. Consultation Hours are held 3-4 p.m. PT on every 4th Monday of the month, October through January, and on the 3rd Monday in February.
- [REGISTER >](#)

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Two national resource hubs from the MHTTC Network

<https://mhttcnetwork.org/centers/global-mhttc/responding-covid-19-grief-loss-and-bereavement>

<https://mhttcnetwork.org/centers/global-mhttc/responding-covid-19-school-mental-health-resources>



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Webinars Recordings

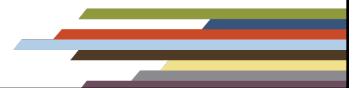
Did you miss a previous webinar or just want to watch one again?

Access all of our recorded webinars!

The recording of this webinar will be made available in the Pacific Southwest Products & Resources Catalog on our website. To view this and all previously recorded webinars that are currently available go to the link below. Check back often as new additions are always being added.

<https://mhttcnetwork.org/centers/global-mhttc/products-resources-catalog?center=35>

**Please allow 7-10 business days for all recordings to be made available.*



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Acronyms & Abbreviations

Acronym/Abbreviation	Meaning
CICO	Check-in/Check-Out
EBP	Evidence-Based Practice
FBA-BIP	Functional Behavior Assessment – Behavior Intervention Plan
ISF	Interconnected Systems Framework
MHTTC	Mental Health Technology Transfer Center
MTSS	Multi-Tiered System of Supports
PBIS	Positive Behavioral Interventions and Supports
PD	Professional Development
SAIG	Social/Academic Instructional Group
SEB	Social Emotional Behavioral
SEL	Social Emotional Learning
SMH	School Mental Health
TFI	Tiered Fidelity Inventory
VDP	Vulnerable Decision Points

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Pacific Southwest MHTTC

Contact Info

Email: pacificsouthwest@mhttcnetwork.org

Phone: (844) 856-1749

Website: <https://mhttcnetwork.org/pacificsouthwest>

Join the Pacific Southwest MHTTC Newsletter!

<https://tinyurl.com/pacsw-mh-news>

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@PSMHTTC



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Northwest MHTTC

Contact Info

Email: nwsmh@uw.edu

Phone: (206) 221-3054

Website: <https://bit.ly/NWSMH>

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Health Newsletter!

<https://bit.ly/NWSMHsignup>

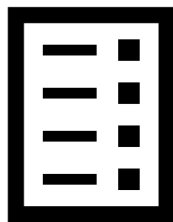
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Event Survey



- Required by our funder
- Used to inform, refine, & enhance future events/activities
- Helps communicate the need for this type of support
- Voluntary and anonymous

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Thank you!

Module 1: ISF in Virtual Conditions

~~10/20/20 - ISF Systems in Virtual Conditions~~

•10/22/20 - Secondary Traumatic Stress and Educator Well Being

Module 2: ISF + Trauma Informed Approaches

~~10/27/20 - ISF Systems & Trauma Informed Approaches~~

~~11/5/20 - Virtual Adaptations of Psychological First Aid~~

~~11/17/20 - Virtual Adaptations of Trauma Informed Skills for Educators~~

Module 3: ISF + Tiers 2 & 3

•12/1/20 - ISF Systems and Tiers 2 & 3

•12/3/20 - Virtual adaptations of SSET/Bounce Back

Module 4: ISF & Equity

•1/12/21 - Secondary Traumatic Stress & BIPOC Educator Well Being

•1/19/21 - ISF Systems & Equity

•1/21/21 - Racial Violence and Trauma and Schools

ISF West Coast Town Hall

•1/26/21 - ISF systems & practices in this moment with Susan Barrett & USC Faculty

<https://bit.ly/ISF2021>



Pacific Southwest (PHS Region 9) Northwest (PHS Region 10)
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