

Understanding Racial Injustice and Its Impact on Student Mental Health

A Three Part Webinar Series



Session 1:

Language Matters: Exploring the Impacts of How we Talk about Race

A Co-Hosted Event!



National Hispanic and Latino

MHTTC

Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration



Northeast and Caribbean (HHS Region 2)

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About Us ...

The Northeast and Caribbean MHTTC provides 5 years (2018 – 2023) of funding to:

- Enhance capacity of behavioral health workforce to deliver evidence-based and promising practices to individuals with mental illnesses.
- Address full continuum of services spanning mental illness prevention, treatment, and recovery supports.
- Train related workforces (police/first responders, primary care providers, vocational services, etc.) to provide effective services to people with mental illnesses.

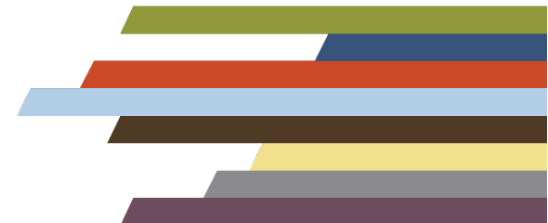
Supplemental funding to work with school teachers and staff to address student mental health.



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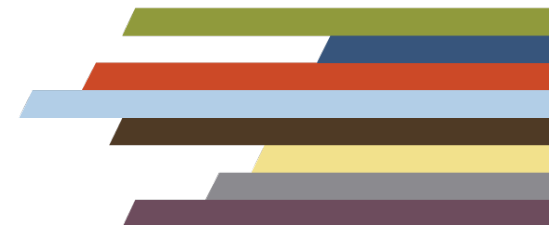
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Upcoming webinars in this series:

August 6, 2020 1:00 pm – 2:30 pm EST

Session 2: Trauma, Barriers, and Behaviors: The Role of Race

August 13, 2020 1:00 pm – 2:30 pm EST

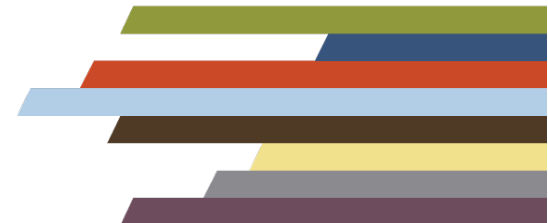
Session 3: Culturally Responsive Strategies to Promote Student Success



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We Want Your Feedback!

Our funding comes from the Substance Abuse and Mental Health Services Administration (SAMHSA), which requires us to evaluate our services. We appreciate your honest, ANONYMOUS feedback about this event, which will provide information to SAMHSA, AND assist us in planning future meetings and programs.

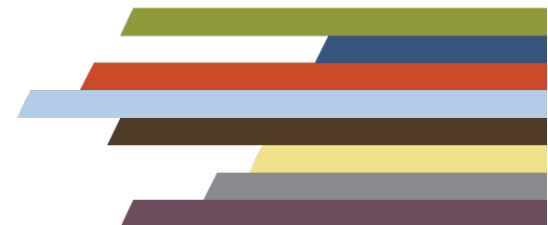
Feedback about this training will assist us in developing trainings that are relevant to your current professional needs. Therefore, your feedback counts!



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Video Recording Information

Please Note:

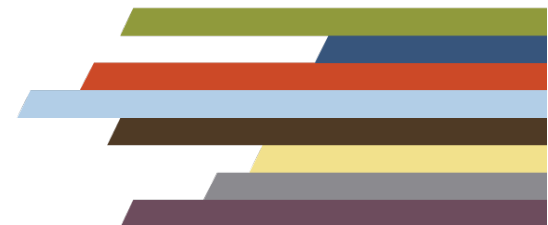
We will be recording this webinar and posting it to our website along with the presentation slides and any relevant resources.



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Your Interactions With Us

Question and Answers

- Q & A will occur at the end of the call.
- Type your questions in the Q & A feature in Zoom located on the task bar (hover over task bar).
- Be aware: your question is visible to all participants.

Chat and Polls

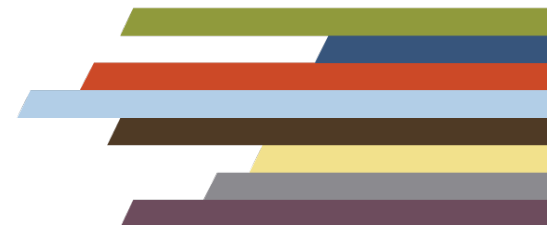
- Throughout the webinar, we will be asking for your input.
- Use the Chat or Poll features in Zoom located on the task bar.
- You can control who can see your chat comments.



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The Zoom Interface

The screenshot shows a Zoom Webinar interface. At the top, it says "Zoom Webinar" and "You are viewing David Terry's screen". Below this, there's a "Click here to maximize your session view" button and an "Enter Full Screen" button. The main content area displays the TTC logo (Technology Transfer Centers, Funded by Substance Abuse and Mental Health Services Administration) and a message: "Thank you for joining us today! You will not be on video during today's session". A "Select a Speaker" dropdown menu is visible, showing "Speakers (Realtek(R) Audio)" and "Same as System". At the bottom, there are buttons for "Audio Settings", "Chat", "Raise Hand", "Q&A", and "Leave". A "Question and Answer" window is open, showing a test question: "This is a test question!". The Q&A window has tabs for "All questions (1)" and "My questions (1)". A text input field says "Type your question here...". A "Zoom Webinar Chat" window is also open, showing a message: "The chat feature will allow you to talk with other people in today's webinar." and a "To: All panelists" field. Callouts explain that the Q&A feature allows asking questions of the host and presenters, and that the chat feature allows talking with other people. The "To" field in the chat window is explained as telling you who will receive your message.

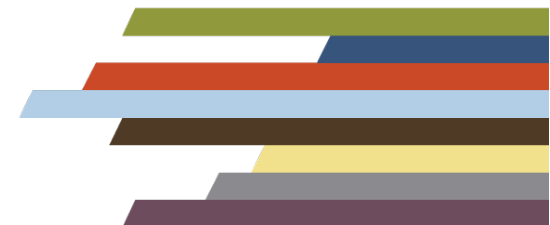
All attendees are muted. Today's session will be recorded.



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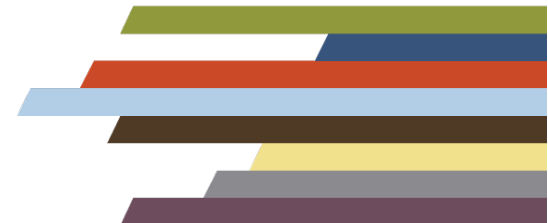
This presentation will be recorded and posted on our website. At the time of this presentation, Elinore F. McCance-Katz served as SAMHSA Assistant Secretary. The opinions expressed herein are the views of the presenters, and do not reflect the official position of the Department of Health and Human Services (DHHS), or SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this presentation is intended or should be inferred.



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Our Presenters:



Kimme Carlos



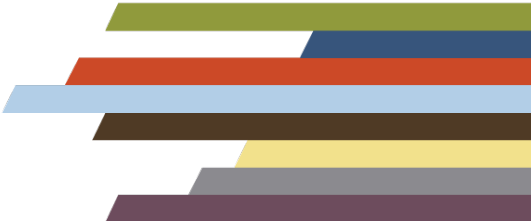
J Rocky Romero, Ph.D., LMSW



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LANGUAGE RACE AND THE DEHUMANIZING OF PEOPLE

Kimme Carlos
Motivational Consulting



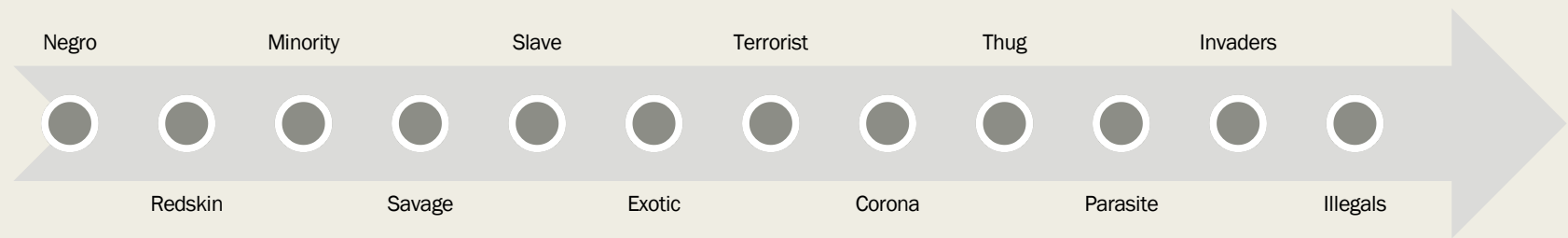
“It isn’t easy for a man to rip a screaming child away from his mother,” - journalist Radley Balko, Journalist on Twitter, when the American policy of separating families at the border was coming to light.

“Most of us couldn’t do it. This is where ‘animals’ comes in. Declare he isn’t really a child, she isn’t a woman. Now it’s like pulling a piglet from a sow. This has always been how states enable savagery.”

Dehumanization

- ◉ One group denies the humanity of the other group.
- ◉ Members of a group are equated with animals, vermin, insects, or diseases.
- ◉ Dehumanization overcomes the normal human revulsion against murder.
- ◉ Hate propaganda in print and on hate radios is used to vilify the victim group.

DEHUMANIZING WORDS

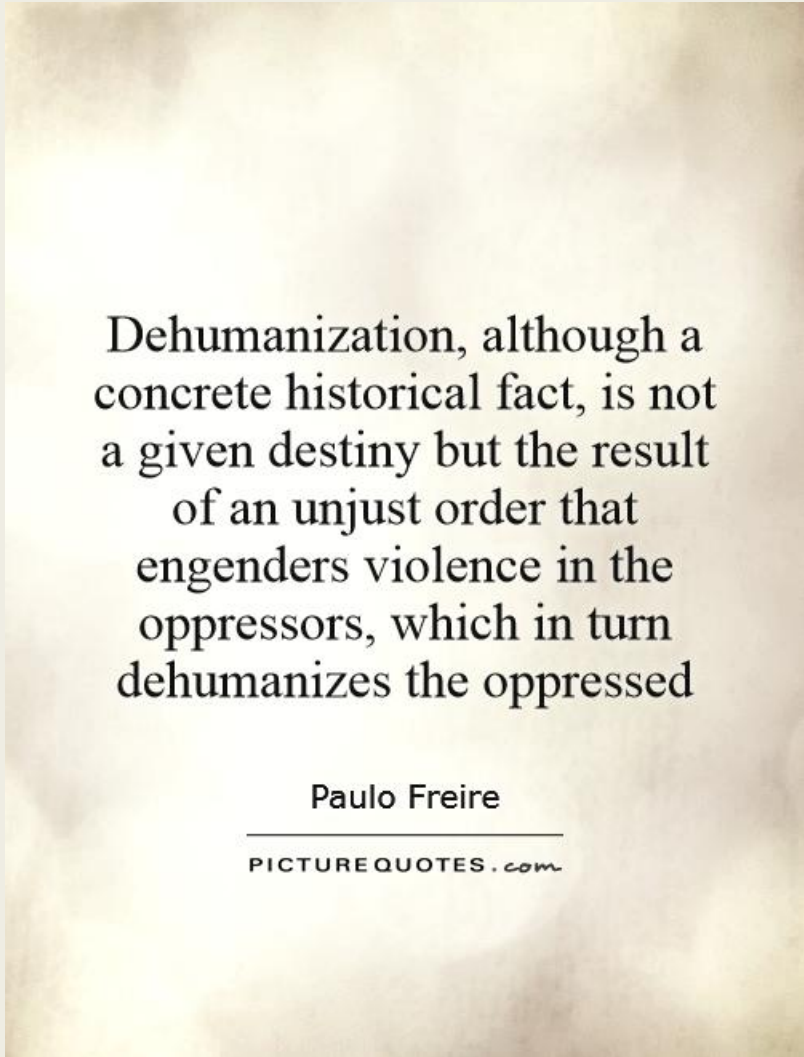
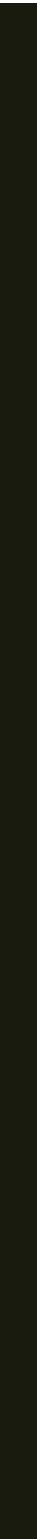


HOW DO OUR WORDS DEHUMANIZE?



Note: many of the quotes on this banner were the fruit of research by William Brennan in his book Dehumanizing the Vulnerable. Additional categories were added and research was done by team members of Rehumanize International. This poster is for educational purposes only and is not to be distributed for profit.

WWW.REHUMANIZEINTL.ORG/BADWORDS



Dehumanization, although a concrete historical fact, is not a given destiny but the result of an unjust order that engenders violence in the oppressors, which in turn dehumanizes the oppressed

Paulo Freire

PICTUREQUOTES.COM



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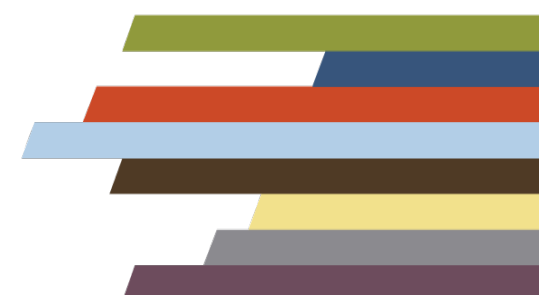
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Part 1: Language Matters: Exploring the Impacts of How we Talk about Race

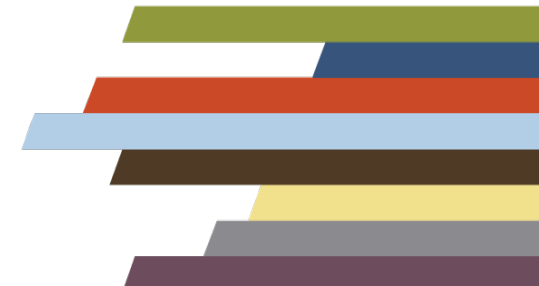
J Rocky Romero, Ph.D., LMSW
NHL-MHTTC Consultant and Trainer



Goal: Address the use of language as it relates to Latinos and its impact on mental health in Latino youth.

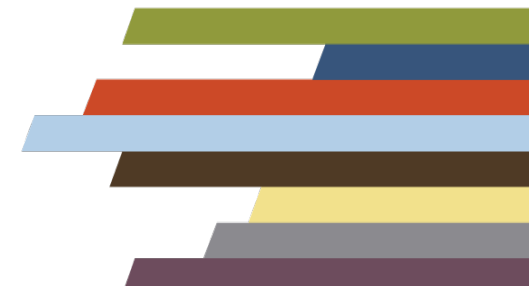
Learning objectives:

- 1. Recognize how cultural bias, socialization processes and prejudice impact our use of language.**
- 2. Identify ways in which language use can improve mental health among Latino youth.**



Historical Context

- A facet of anti-Latino discrimination that is less known is school segregation.
- Although not specified in the laws, Latinos were excluded from restaurants, theaters and schools from the 1840s until 1946.



The case of Sylvia Menéndez

- In 1946 a judge ruled that the school districts discriminated against Mexican-American students and violated their Constitutional rights.



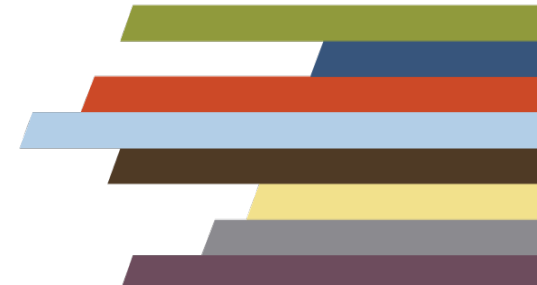
Language used to describe Latino students

- **Latino students were referred to as “inferior in hygiene, ability and economic outlook.”**



Mental Health Risk Factors: Social Determinants of Health

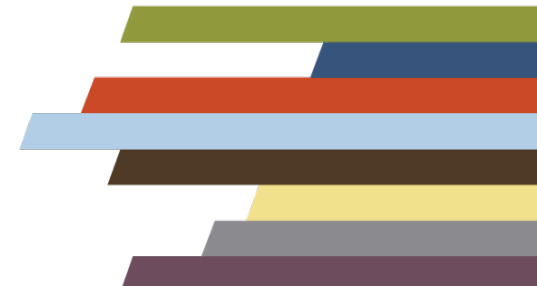
- **Marginalization**
 - **Policies**
 - **Institutions**
 - **Daily interactions**



Mental Health Risk Factors: Racism

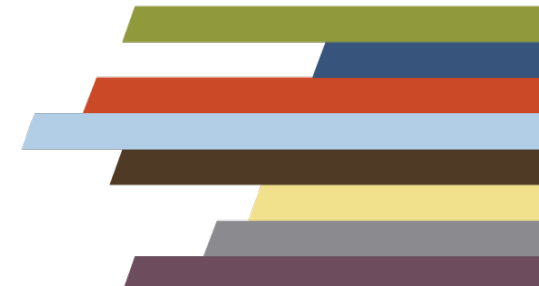
- Oppression
- Anti-immigration Laws
- Policies

Racism can lead to Ethno-racial trauma in Hispanic and Latino immigrant communities.



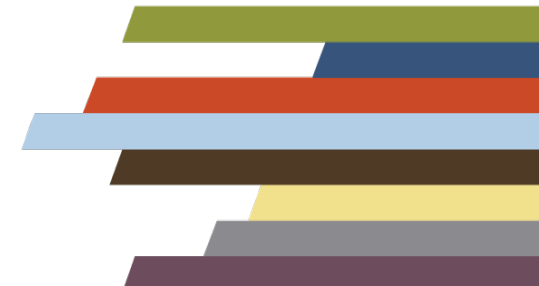
Common Mental Health Disorders Among Latino Children and Youth

- Depression
- Anxiety
- Oppositional Defiant Disorder
- Trauma or PTSD
- Adjustment Disorder
- Attention Deficit Disorder (ADHD Hyperactivity Disorder)
- Autism Spectrum Disorder



Institutions, School Personnel & Providers May Exacerbate Mental Health Symptoms For Latinx Youth

- **Implicit Bias**
- **Language Matters**
- **Social And Institutional Discourse**
- **Racial Micro-aggressions**
- **Explicit Racism**



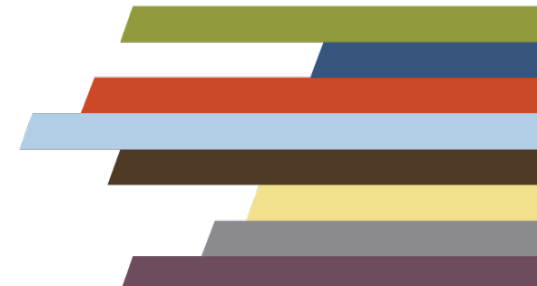
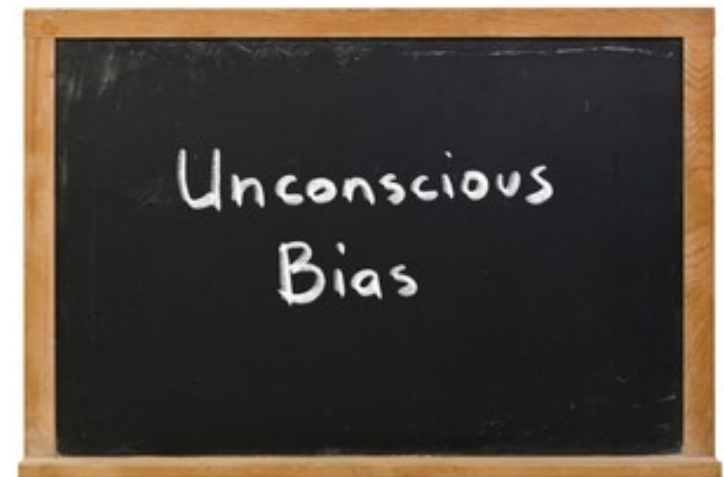
Implicit Bias

- Defined as “attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner,” these cognitive associations can contribute to the dynamics of various social interactions (Staats, 2013, p. 16).
- These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual’s awareness or intentional control.



Implicit Bias

- **The concept of unconscious bias:**
 - (hidden bias or implicit bias) suggests that “much of our
 - social behavior is driven by learned stereotypes that
 - operate automatically – and therefore unconsciously
 - when we interact with other people.



Language matters

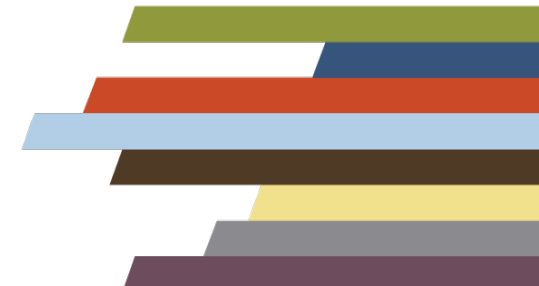
1. **Practices: Using language, discourse, and rhetoric to continue to oppress people of color and further perpetuating the dichotomy of US vs THEM-a very significant and long-term strategy of racists and racism in DIVIDE & CONQUER.**
- **Examples: “criminal” “illegal alien” “illegal immigrants” “violent protestors” vs. “fine people” “peaceful protestors” “those kids”**



Social and Institutional Language

2. Policies: The use of language in policy matter, especially when it comes to resource allocation. Us vs. Them, Theirs vs. Ours...The order of the race groups in a document matter, as well as those that are left out of documents matter (Why are certain racial groups excluded from documents?). “Othering” groups within policy as legal discourse has cemented people of colors place since prior to colonization. This includes schools.

****School tracking: AP students, Special Education, Profiling**



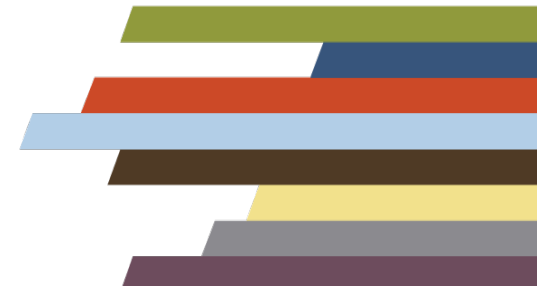
Explicit Racism

- **Racial Profiling & Discrimination**
- **Broken Window Policing (ALL instances of misconduct are referred to Probation of the Courts)**
- **Zero Tolerance**
- **Academic Tracking**
- **Policing in Schools (Militarized)**



Racial Micro-Aggressions

- **“I’ve been told, ‘Go back to Mexico!’ many times.”**
- **Where you were born?**
- **A teacher corrects the grammar only of Hispanic children.**
- **Talking behind a student’s back to other professionals or students about racial identifiers or stereotypes but unwilling to speak directly to the student. Passing notes when a person of color is speaking without giving them your attention, etc.**

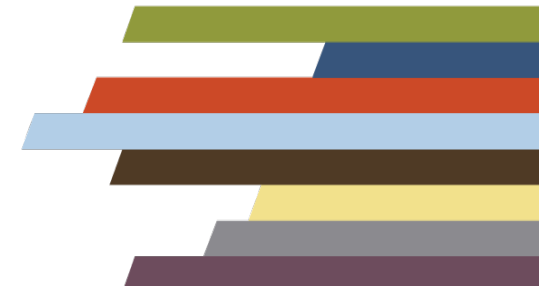


In Summary

- Train teachers on implicit bias and other types of cultural competency-focused training including taking the Implicit Association Tests (IAT).
- Create an atmosphere where teachers can identify, discuss, and find solutions for instances of bias.

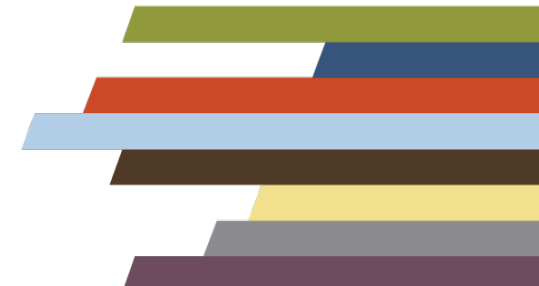
In the classroom:

- Use of story-telling and asking students to take the perspective of others using materials and photos that counter stereotypical associations.
- Use of music, books, and other forms of literature to share the cultural values of individuals across the world.
- Re-designing classroom dynamics to be more inclusive.



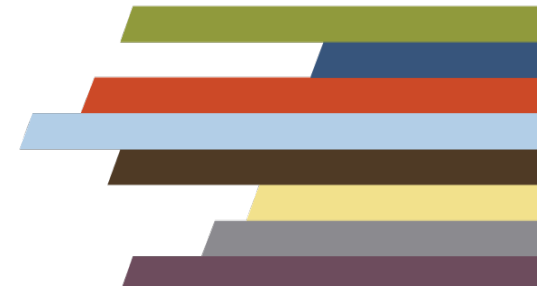
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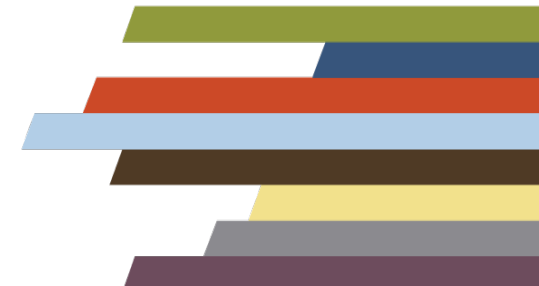
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- <https://www.cdc.gov/socialdeterminants/index.htm>



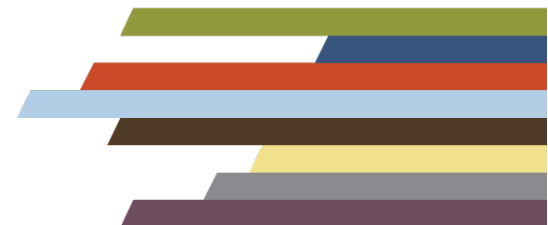
Q and A



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Evaluation Information

The MHTTC Network is funded through SAMHSA to provide this training. As part of receiving this funding we are required to submit data related to the quality of this event.

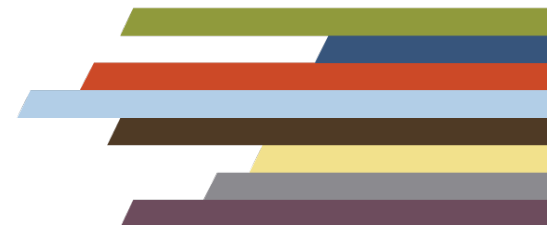
Please take a moment to complete a **brief** survey about today's training.



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