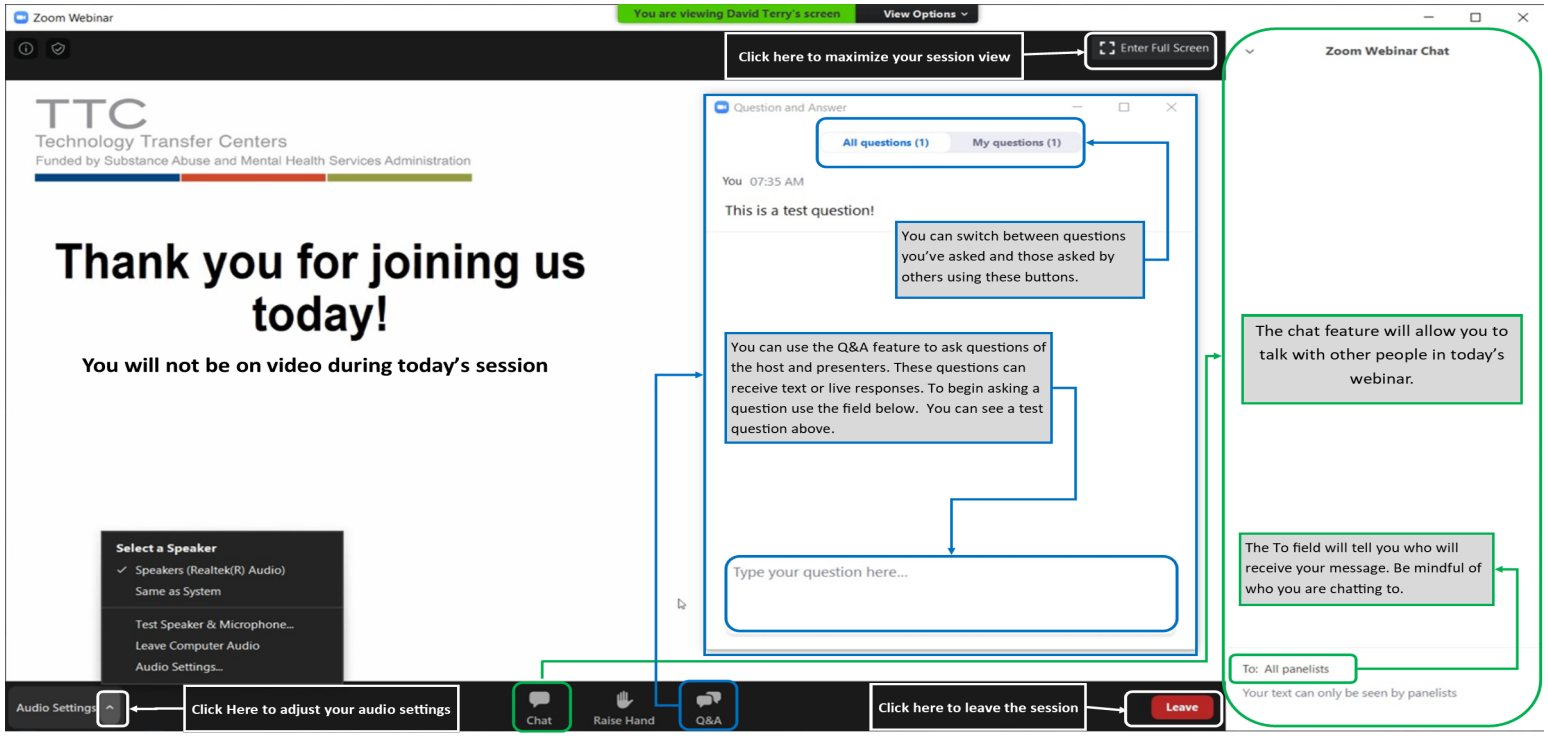
The Zoom Interface



All attendees are muted. Today's session will be recorded.
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You will receive a certificate of attendance following the webinar.

Understanding Racial Injustice and Its Impact on Student Mental Health

A Three Part Webinar Series

SAMHSA
Substance Abuse and Mental Health Services Administration

Session 3:
Affirming Strategies to Promote Student Success

A Co-Hosted Event!

National Hispanic and Latino MHTTC Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

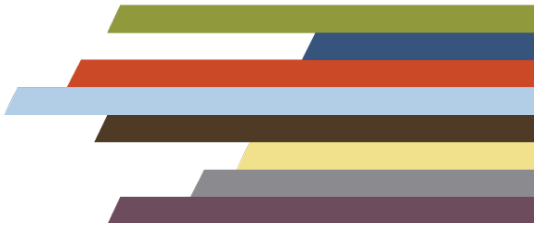
Northeast and Caribbean (HHS Region 2) MHTTC Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

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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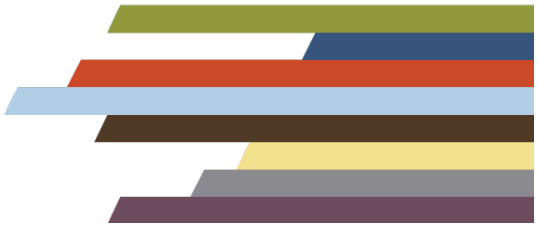
Northeast and Caribbean (HHS Region 2)
MHTTC Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

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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Please Note:

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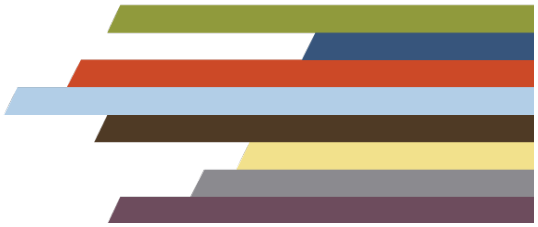
This presentation will be recorded and posted on our website. At the time of this presentation, Elinore F. McCance-Katz served as SAMHSA Assistant Secretary. The opinions expressed herein are the views of the presenters, and do not reflect the official position of the Department of Health and Human Services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



Our Presenter:

Kimme Carlos

AFFIRMING & EMPOWERING STUDENTS OF COLOR

Kimme Carlos

Motivational Consulting

THREE STRATEGIES TO AFFIRM STUDENTS OF COLORS

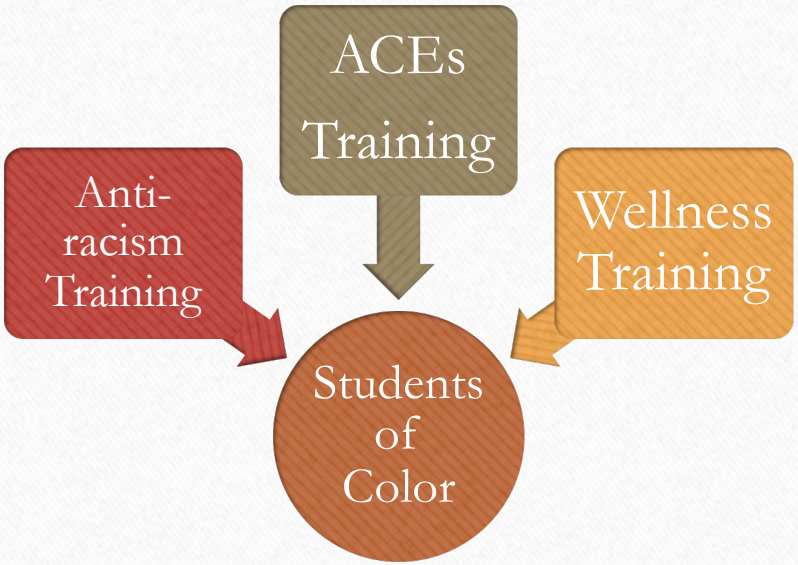
A	Anti-racism Training for Educators
B	ACEs Training for Educators
C	Wellness, Resiliency & Self-Advocacy Training for Students of Color

THREE STRATEGIES TO AFFIRM STUDENTS OF COLORS

(A) Anti-racism Training for Educators

(B) ACEs Training for Educators

(C) Wellness, Resiliency and Self-Advocacy for Students of Color



E·R·A·S·E RACISM

STRUCTURAL RACISM AT A GLANCE:

EDUCATION

WHAT IS IT?

Structural racism is the **historical and ongoing** racial discrimination and segregation of African Americans/blacks in particular, which is typically instigated or sanctioned by government. Structural racism **creates inequality** in every aspect of life.

CENTER FOR RACIAL JUSTICE IN EDUCATION

DISMANTLING RACISM.
TRANSFORMING COMMUNITIES.

At the Center for Racial Justice in Education, we strongly believe that every educator has the power and potential to create racially just and equitable learning environments for the children in their care.

Adverse Childhood Experiences

Traumatic events that can have negative, lasting effects on health and wellbeing

People with 6+ ACEs can die

20 yrs

earlier than those who have none

1/8 of the population have more than 4 ACEs

www.70-30.org.uk
@7030Campaign

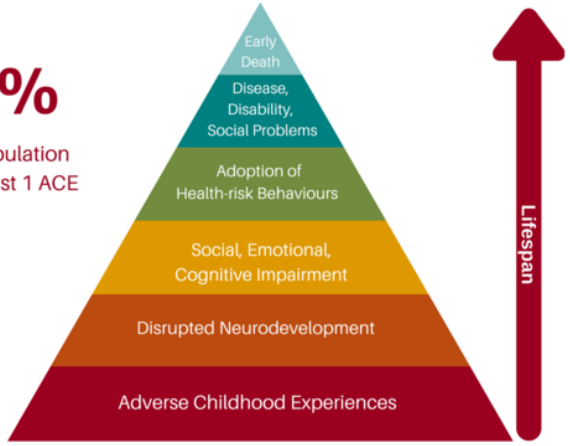
4 or more ACEs

- **3x** the levels of lung disease and adult smoking
- **11x** the level of intravenous drug abuse
- **14x** the number of suicide attempts
- **4x** as likely to have begun intercourse by age 15
- **4.5x** more likely to develop depression
- **2x** the level of liver disease

> **Adverse childhood experiences are the single greatest unaddressed public health threat facing our nation today**
>
> Dr. Robert Block, the former President of the American Academy of Pediatrics

67%

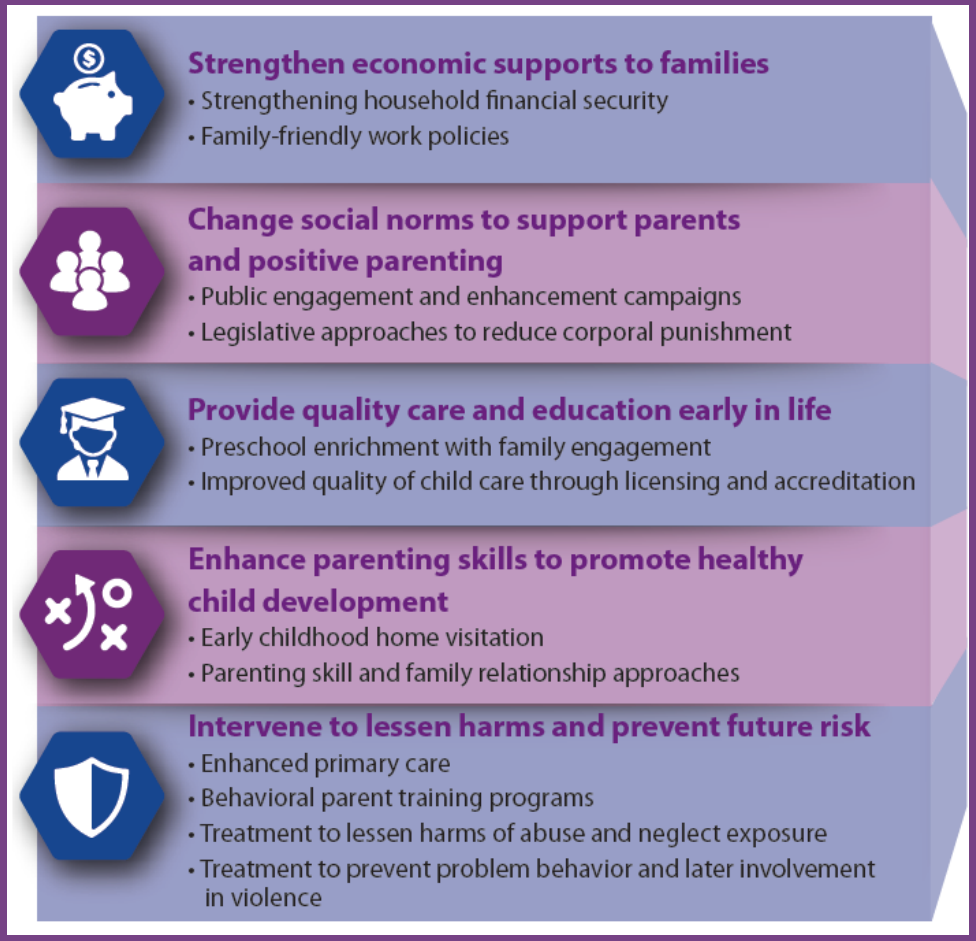
of the population have at least 1 ACE

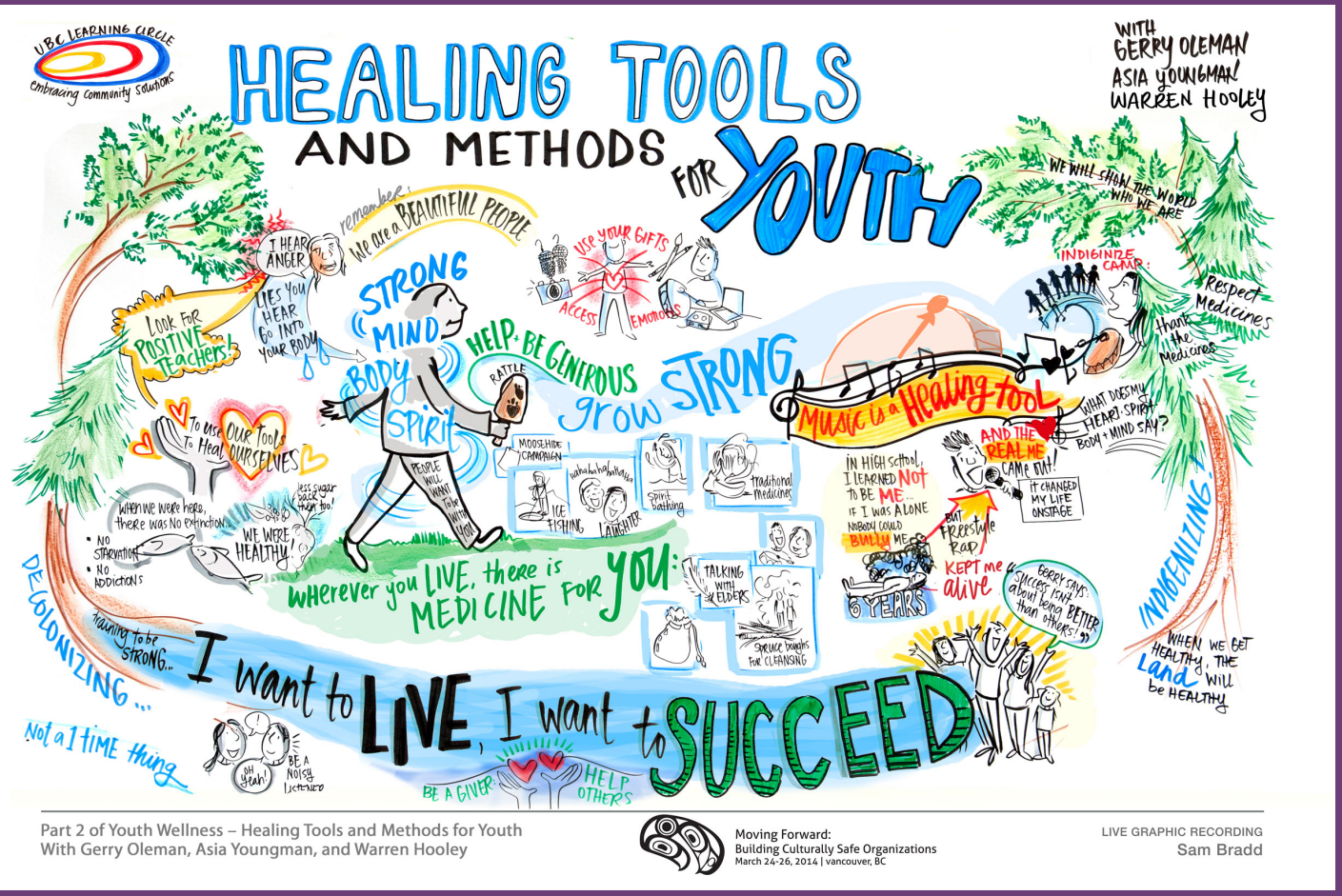


3 Realms of ACEs

ACEs Connection accelerates the global movement to prevent and heal adverse childhood experiences (ACEs), and supports communities to work collaboratively to solve our most intractable problems. Left unaddressed, toxic stress from ACEs harms children and families, organizations, systems and communities, and reduces the ability of individuals and entities to respond to stressful events with resiliency. The ACEs in these three realms intertwine throughout people's lives, and affect the viability of organizations, systems and communities.

Black students are punished
more harshly and
more frequently
than white students
for the same offenses.


Strengthen economic supports to families
• Strengthening household financial security
• Family-friendly work policies
Change social norms to support parents and positive parenting
• Public engagement and enhancement campaigns
• Legislative approaches to reduce corporal punishment
Provide quality care and education early in life
• Preschool enrichment with family engagement
• Improved quality of child care through licensing and accreditation
Enhance parenting skills to promote healthy child development
• Early childhood home visitation
• Parenting skill and family relationship approaches
Intervene to lessen harms and prevent future risk
• Enhanced primary care
• Behavioral parent training programs
• Treatment to lessen harms of abuse and neglect exposure
• Treatment to prevent problem behavior and later involvement in violence



Part 2 of Youth Wellness – Healing Tools and Methods for Youth
With Gerry Oleman, Asia Youngman, and Warren Hooley

Moving Forward:
Building Culturally Safe Organizations
March 24-26, 2014 | vancouver, BC

LIVE GRAPHIC RECORDING
Sam Bradd

Confidence
Having feelings of competence, effectiveness in coping with stressful situations and strong self esteem are inherent to feeling resilient. The frequency with which individuals experience positive and negative emotions is also key.
Purposefulness
Having a clear sense of purpose, clear values, drive and direction help individuals to persist and achieve in the face of setbacks.
RESILIENCE
Social Support
Building good relationships with others and seeking support can help individuals overcome adverse situations, rather than trying to cope on their own.
Adaptability
Flexibility and adapting to changing situations which are beyond our control are essential to maintaining resilience. Resilient individuals are able to cope well with change and their recovery from its impact tends to be quicker.

SELF-ADVOCACY

SPEAKING UP FOR YOURSELF

STAYING INFORMED

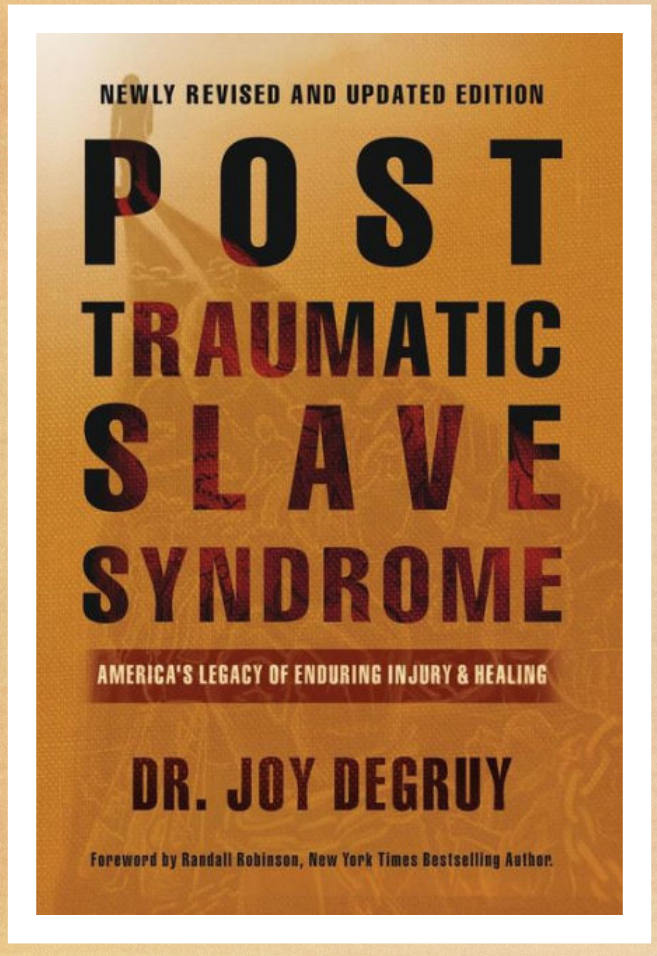
KNOWING YOUR RIGHTS

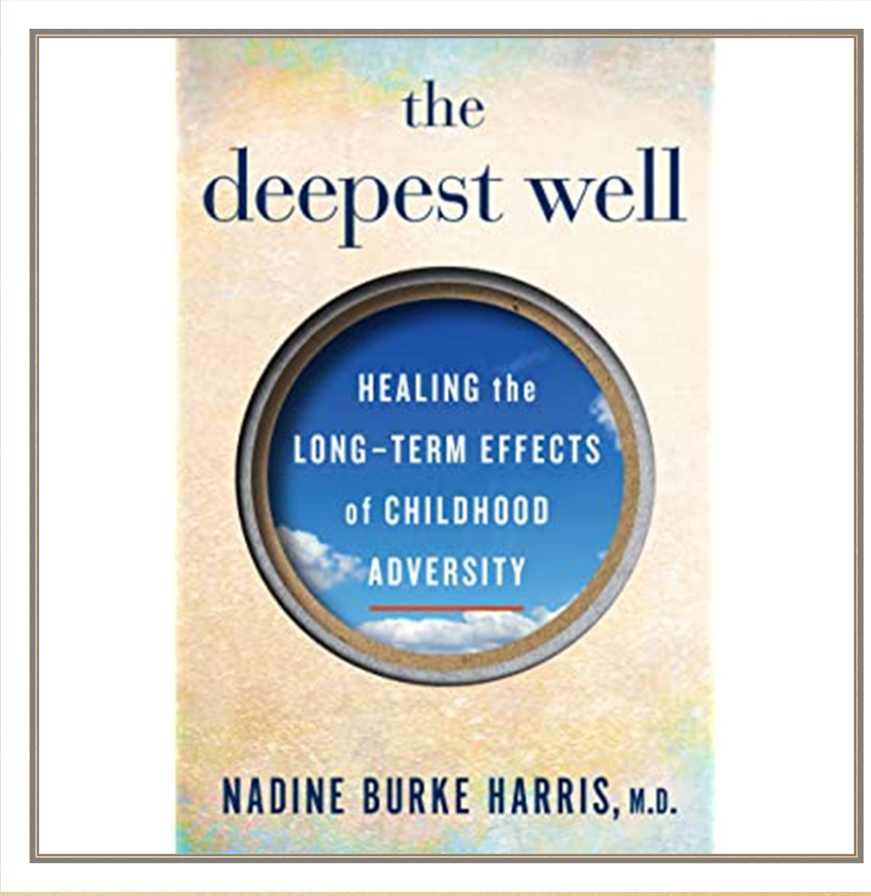
FINDING SUPPORT

PROBLEM SOLVING

SELF DETERMINATION

ASKING FOR HELP


NEWLY REVISED AND UPDATED EDITION
POST TRAUMATIC SLAVE SYNDROME
AMERICA'S LEGACY OF ENDURING INJURY & HEALING
DR. JOY DEGRUY
Foreword by Randall Robinson, New York Times Bestselling Author.


the deepest well
HEALING the LONG-TERM EFFECTS of CHILDHOOD ADVERSITY
NADINE BURKE HARRIS, M.D.

CENTER FOR RACIAL JUSTICE IN EDUCATION

DISMANTLING RACISM.
TRANSFORMING COMMUNITIES.

Anti-Racism Resources

Organizations/Websites

The NJ Institute for Social Justice

NAACP New Jersey

Not in Our Town Princeton

Project Home:
https://www.projecthome.org/anti-racism-resources

Forbes:
https://www.forbes.com/sites/juliawuench/2020/06/02/first-listen-then-learn-anti-racism-resources-for-white-people/#5109091d16ee

Reading Material

Post Traumatic Slave Syndrome/Dr. Joy DeGruy/2017

How to Be an Antiracist/Ibram X. Kendi/2019

White Fragility/Robin J. Diangelo/June 26, 2018

Between the World and Me/Ta-Nehisi Coates/2015

The New Jim Crow: Mass Incarceration in the Age of Colorblindness/Michelle Alexander/2010

Media

13th/Ava Duvernay/2016 – Netflix

American Son/Kenny Leon/2019 – Netflix

I Am Not Your Negro/Raoul Peck/2017

If Beale Street Could Talk/Barry Jenkins/2018 – Hulu

Just Mercy/Destin Daniel Cretton/2019

Selma/Ava Duvernay/2014

The Black Panthers: Vanguard of the Revolution/Stanley Nelson Jr./2015

The Hate U Give/George Tillman Jr./2018 – Hulu

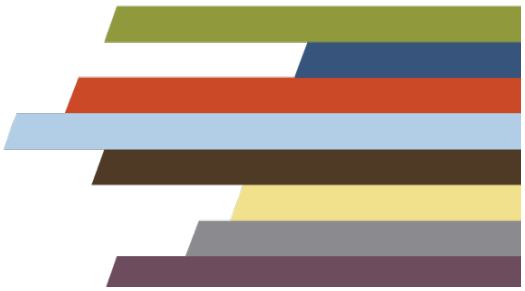
When They See Us/Ava Duvernay/2019

Our Presenter:

J Rocky Romero, Ph.D., LMSW

Understanding Racial Injustice & its Impact on Student Mental Health-Part 3

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

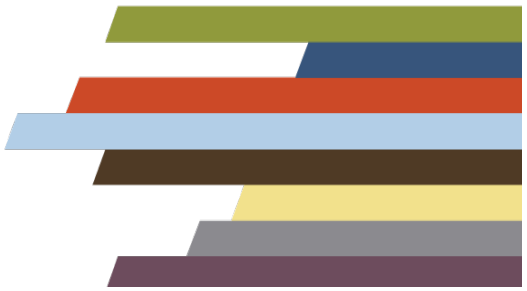


National Hispanic and Latino
MHTTC Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Implementing Culturally Responsive Mental Health Services in Schools While Considering Race,

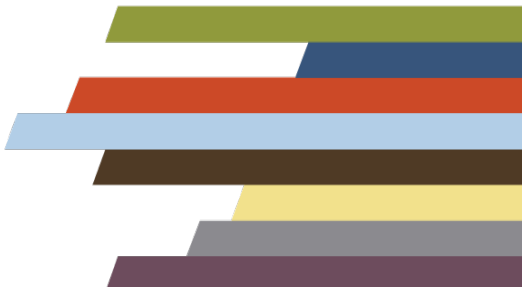
It is ALL of our RESPONIBILITY!

National Hispanic and Latino
MHTTC Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration



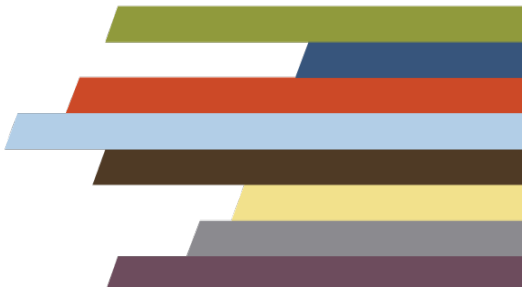
Goal

The goal for this section is to share best practices on cultural responsiveness in school settings, discuss three evidence-based models for mental health services in schools, and define various roles educators and professionals can have in designing and implementing school-based mental health services.



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

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.



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.

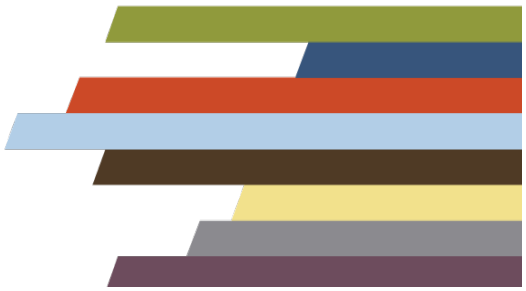
Implicit Bias

- 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.

What is Cultural Responsiveness?

Recognizing that a student's cultural identity, documentation status, generations in the US, and strategies for acculturation impact health and well-being is important in formulating a response to the need for mental health services for Latinos.

- Cultural Awareness
- Cultural Identity
- Cultural Fluidity
- Cultural Humility

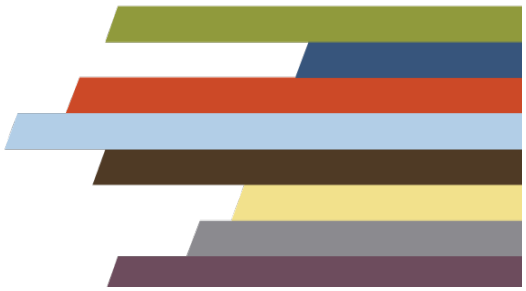


What is Cultural Responsiveness?

- Approaching some key traditional Latino values with the perspective of cultural humility allows youth to voice their own belief system and express which values are stressors and which are supportive to their healthy growth and development.

- Recognizing that a student's cultural identity, documentation status, generations in the US, and strategies for acculturation impact health and well-being is important in formulating a response to the need for mental health services for Latinos.

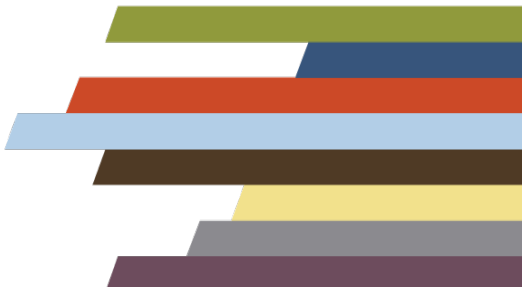
- Cultural humility focuses on self or practitioner-humility related to a client's values, beliefs, and practice that will ultimately increase the quality of practitioner-client interactions.



How to implement effective culturally responsive school-based mental health services

Culturally responsive school-based mental health services take into consideration the following concepts:

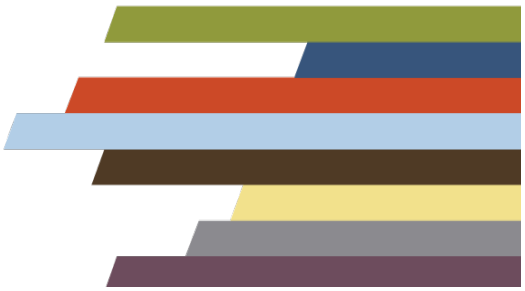
- equitable and inclusive school programming and services
- unique needs of culturally and linguistically diverse (CLD) students
- conscious effort to address inequities due to systemic oppression
- recognize cultural dissonance between academic approaches versus community reality in daily life



A culturally responsive approach to services incorporates The Cultural Formulation Interview (CFI) Tool

The CFI tool is designed to help clinicians gather culturally relevant clinical information and will help to guide therapeutic alliance, rapport building, providing interventions, and connection to community care.

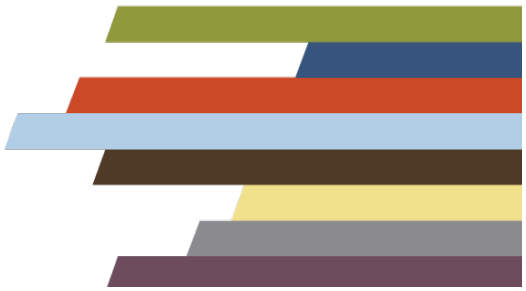
- Immigrants and Refugees
  - Explanatory Model
  - Cultural Identity
  - Level of Functioning
  - Psychosocial Stressors
- Caregivers
  - School-age Children
  - Social Network
  - Coping and Help-Seeking
  - Clinician-Patient Relationship



“How does a direct service provider fit cultural elements into best practices?”

These three models for school-based mental health interventions are supported by research and commonly accepted methods for implementing services for students ranging from lower to higher risk signs and symptoms.

1) Mental Health Promotion Model
2) Multi-Tiered Systems of Support
3) Community-Based Mental Health Treatments in Schools

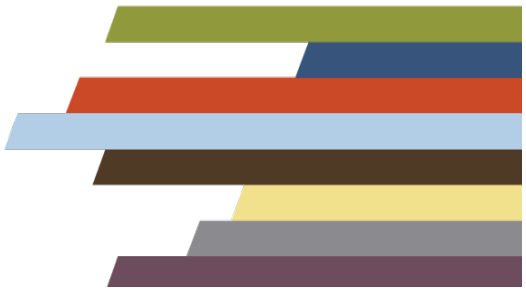


Mental Health Promotion Model

The school mental health promotion model focuses on the importance of the school environment to promote universal social development, character building, and social emotional skills development.

This model equips staff and educators to implement classroom-based lessons that encourage and develop skills for positive behavior, social inclusion, and effective problem-solving skills.

Promising results have been shown in the areas of social-emotional learning resulting in increases in academic performance in the classroom and on standardized testing scores.

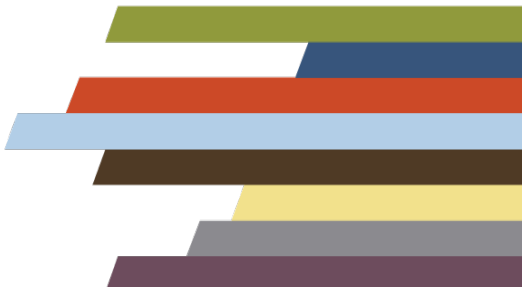


Multi-Tiered Systems of Support Model

The multi-tiered systems of support model for mental health interventions is designed to address the entire population of the school from three distinct perspectives or tiers. This model offers a range of interventions to prevent psychological illness from developing further and even change the mental health trajectory for youth and adolescents. Interventions can address school-wide education opportunities as well as target populations at medium to higher risk of mental health concerns.

Three Tiers of Support:

1) Universal- All School Population
2) Targeted- Classroom Intervention or Sub Group
3) Intensive- Targeted Group or Individual Intervention or Diagnosis

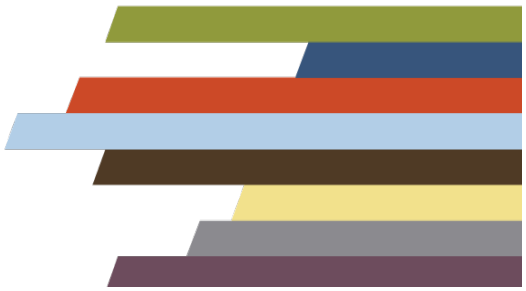


Community-Based Mental Health Services in Schools Model

This model is designed to support already existing mental health interventions in schools and can be used to treat more high-risk behaviors or specialty situations among students.

Treatment services are often delivered during the school day and makes accessing services more likely for students with poor treatment adherence or transportation struggles.

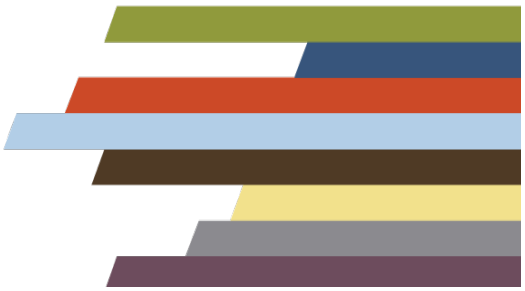
Services can be provided for individuals, groups, or families. Mental health professionals in this model assist school providers with case conceptualizations, differential diagnosis, and considerations for community care.



The Role of Educators and School Professionals

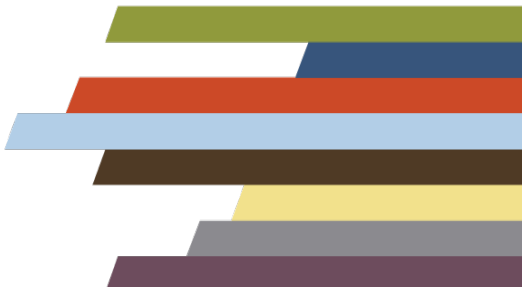
Overall goals for educators and other professionals in school settings should include:

1) Increase cultural awareness
2) Advocate for more the use culturally appropriate assessment tools
3) Increase engagement with Hispanic and Latino students and families, and
4) Connect to culturally relevant mental health resources in the surrounding community.



School Administrators

- Design and promote school-wide campaigns that support diversity and inclusion
- Create and support opportunities to increase cultural awareness through professional training and staff development
- Foster community-based partnerships with formal and informal networks of care
- Provide opportunities for Hispanic and Latino family engagement with unique service providers for blended-status immigrant families
- Advocate for school policy that includes multilingual information and goes beyond translation into contextual and situational familiarity
- Support the development of school-wide referral protocols that link Hispanic and Latino students and families to culturally appropriate mental health services



Mental Health Providers

•Create and support opportunities to increase cultural awareness through professional training and staff development.

•Foster community-based partnerships with formal and informal networks of care.

•Support the development of school-wide referral protocols that link Hispanic and Latino students and families to culturally appropriate mental health services.

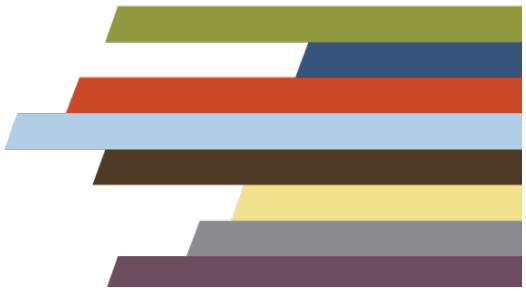
•Become familiar the unique mental health needs and stressors Hispanic and Latino youth experience (Acculturation stress, Migration Trauma, discrimination).

•Receive appropriate training to integrate use of the CFI in clinical care.

•Learn about culturally responsive school environments for mental health services and take steps necessary to integrate appropriate assessment and intervention tools for Hispanic and Latino Youth.

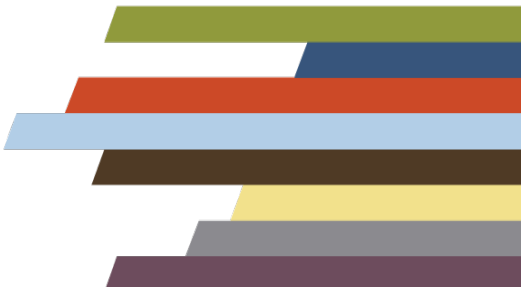
Educators and Paraprofessionals

- Seek out cultural awareness professional development opportunities.
- Become trained in Mental Health First Aid general curriculum.
- Learn about and integrate culturally responsive educational materials and experiences in the classroom.
- Become familiar with the unique Hispanic and Latino population in the school and local community to recognize unique mental health needs of students.
- Recognize that migration trauma is a contributing factor to student behavior in a school setting that may require consultation with mental health providers.
- Actively participate in a mental health task force in the school or participate in the referral protocol to ensure Hispanic and Latino students are connected to appropriate providers in the school and local community.



Additional School Staff:
Custodians and Food Service Workers

- Seek out cultural awareness professional development opportunities
- Become familiar with the unique Hispanic and Latino populations in the school and local community to recognize unique mental health needs of students
- Engage in the referral protocol to ensure Hispanic and Latino students are connected to appropriate providers in schools (mental health task force)
- Become trained in Mental Health First Aid general curriculum if appropriate
- Support opportunities to communicate with Hispanic and Latino students and families within the school setting to promote connection to resources



Reminder: USE Language as part of the transformative experience

- Person centered language can serve as an agent of change.
- Increased awareness and self-reflection are needed from those who work with Latino youth.

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.
- TRAIN, EVALUATE, RE-TRAIN, ASSESS OUTCOME
- USE DATA TO DRIVE DECISIONS!

Q and A

Northeast and Caribbean (HHS Region 2)
MHTTC Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

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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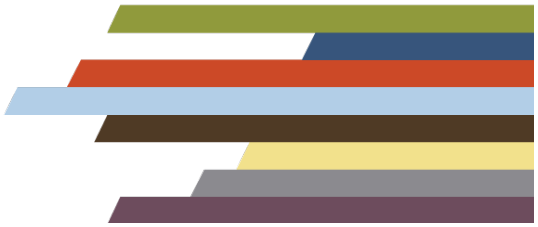

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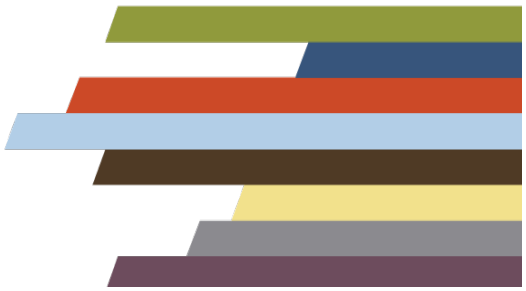
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