

Culturally Responsive Engagement *through Mindfulness*

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Equity Specialist @ Jeffco Public Schools (*outgoing*)

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May 12, 2022



Mountain Plains (HHS Region 8)

MHTTC

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

Disclaimer and Funding Statement

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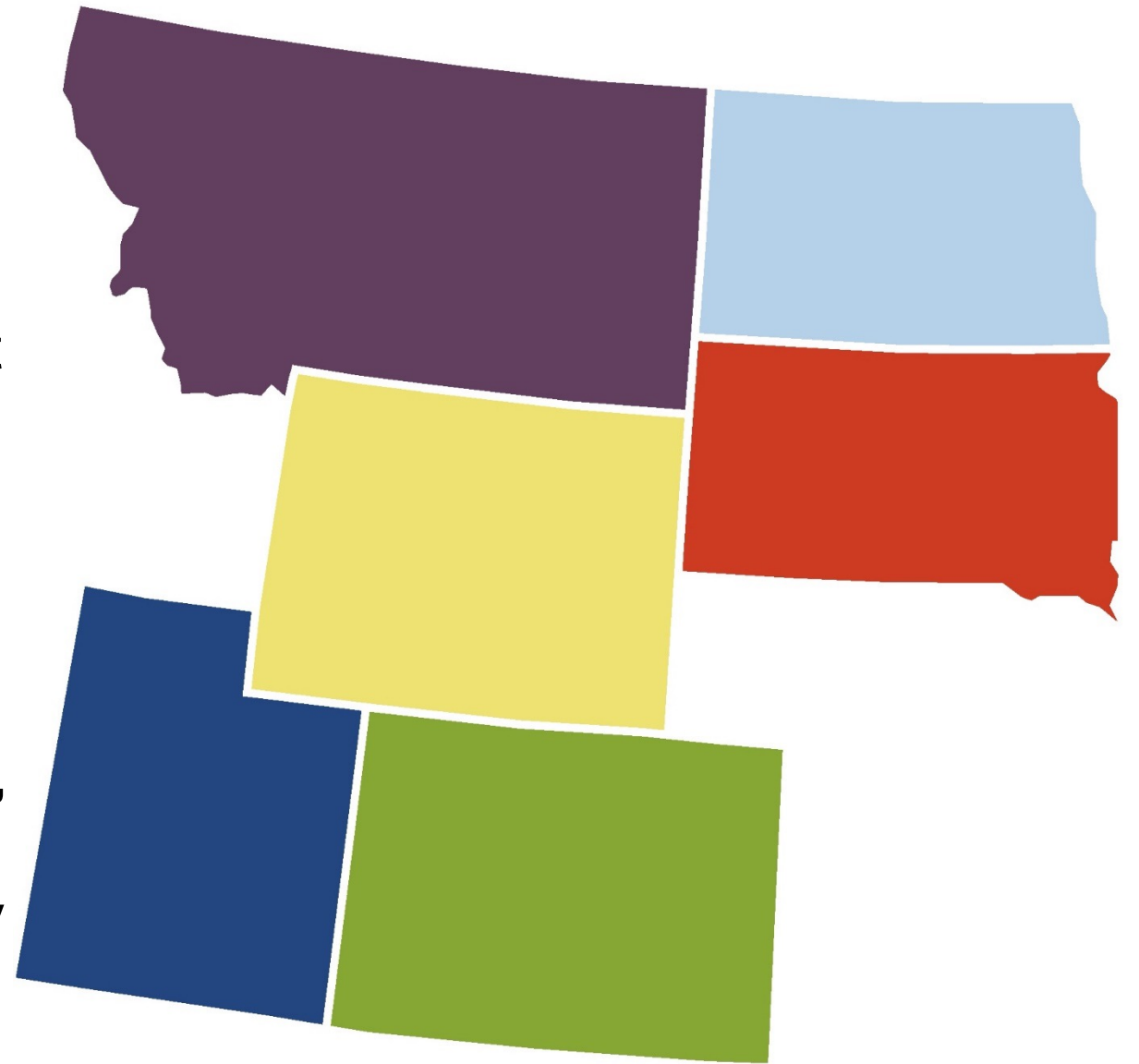
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The Mountain Plains Mental Health Technology Transfer Center

The Mountain Plains Mental Health Technology Transfer Center (Mountain Plains MHTTC) provides training and technical assistance to individuals who serve persons with mental health concerns throughout Region 8 (Colorado, Montana, North Dakota, South Dakota, Utah and Wyoming).

We belong to the Technology Transfer Center (TTC) Network, a national network of training and technical assistance centers serving the needs of mental health, substance use and prevention providers. The work of the TTC Network is under a cooperative agreement by the Substance Abuse and Mental Health Service Administration (SAMHSA).



Land Acknowledgement Statement

Today, the University of North Dakota rests on the ancestral lands of the Pembina and Red Lake Bands of Ojibwe and the Dakota Oyate - presently existing as composite parts of the Red Lake, Turtle Mountain, White Earth Bands, and the Dakota Tribes of Minnesota and North Dakota. We acknowledge the people who resided here for generations and recognize that the spirit of the Ojibwe and Oyate people permeates this land. As a university community, we will continue to build upon our relations with the First Nations of the State of North Dakota - the Mandan, Hidatsa, and Arikara Nation, Sisseton-Wahpeton Oyate Nation, Spirit Lake Nation, Standing Rock Sioux Tribe, and Turtle Mountain Band of Chippewa Indians.



The MHTTC Network uses affirming, respectful and recovery-oriented language in all activities. That language is:

**STRENGTHS-BASED
AND HOPEFUL**

**INCLUSIVE AND
ACCEPTING OF
DIVERSE CULTURES,
GENDERS,
PERSPECTIVES,
AND EXPERIENCES**

**HEALING-CENTERED AND
TRAUMA-RESPONSIVE**

**INVITING TO INDIVIDUALS
PARTICIPATING IN THEIR
OWN JOURNEYS**

**PERSON-FIRST AND
FREE OF LABELS**

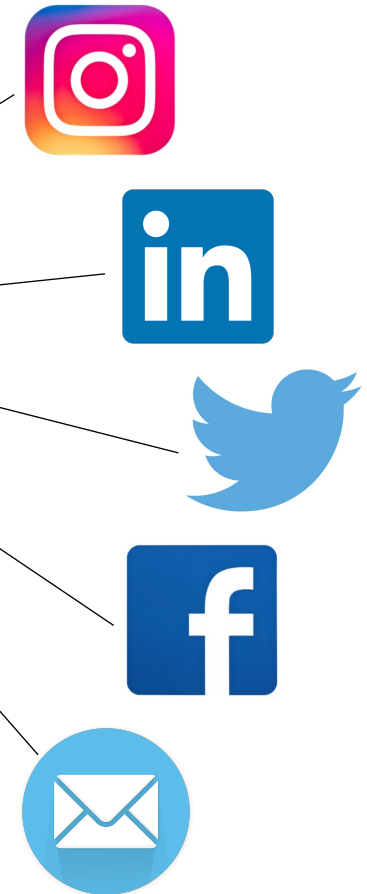
**NON-JUDGMENTAL AND
AVOIDING ASSUMPTIONS**

**RESPECTFUL, CLEAR
AND UNDERSTANDABLE**

**CONSISTENT WITH
OUR ACTIONS,
POLICIES, AND PRODUCTS**

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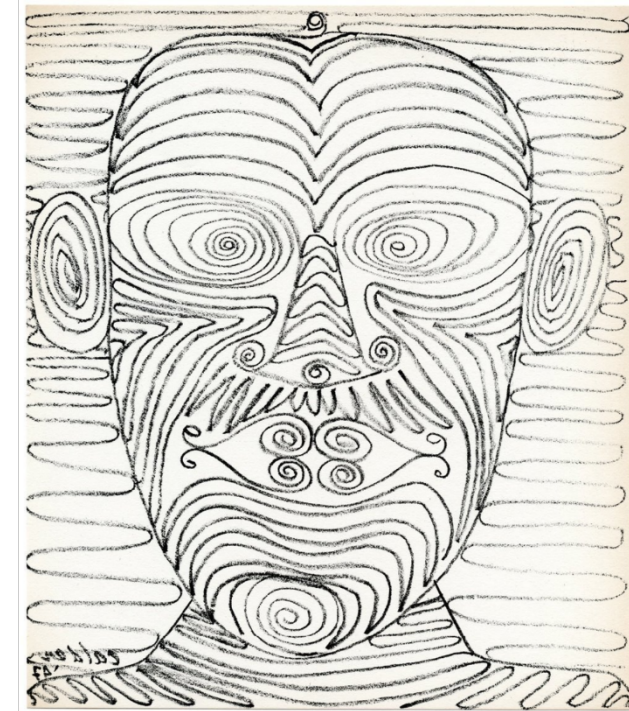
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Welcome! How are you?

- 5 things you can see
- 4 things you can feel
- 3 things you can hear
- 2 things you can smell
- 1 thing you can taste



Who I am



Who are you?

In the chat, please let us know
your name, pronouns
role, and state

I also invite you to share about
a person/place/tradition/etc. that makes you YOU

Layers of Systemic Oppression





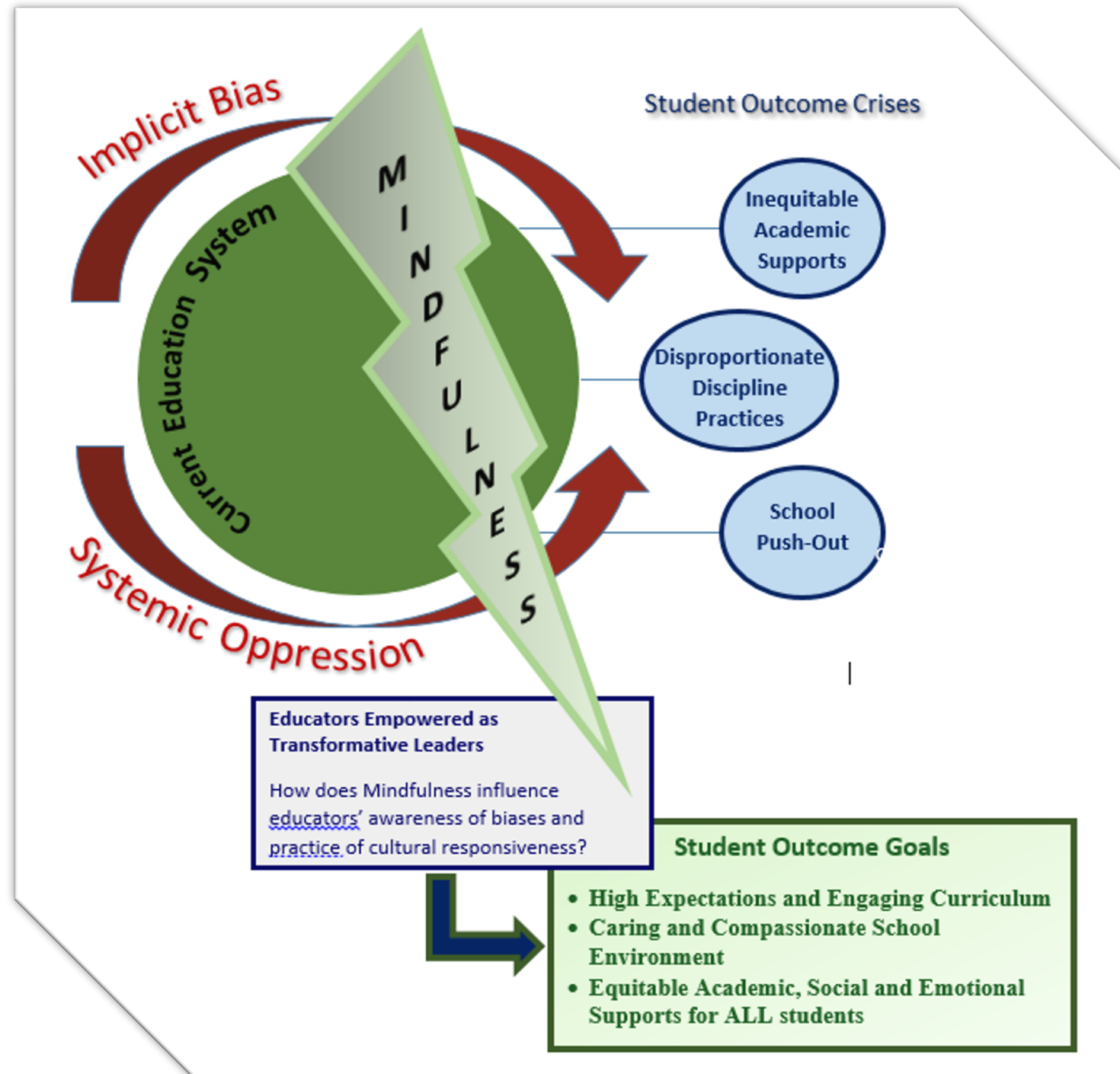
Ideological

Institutional

Interpersonal

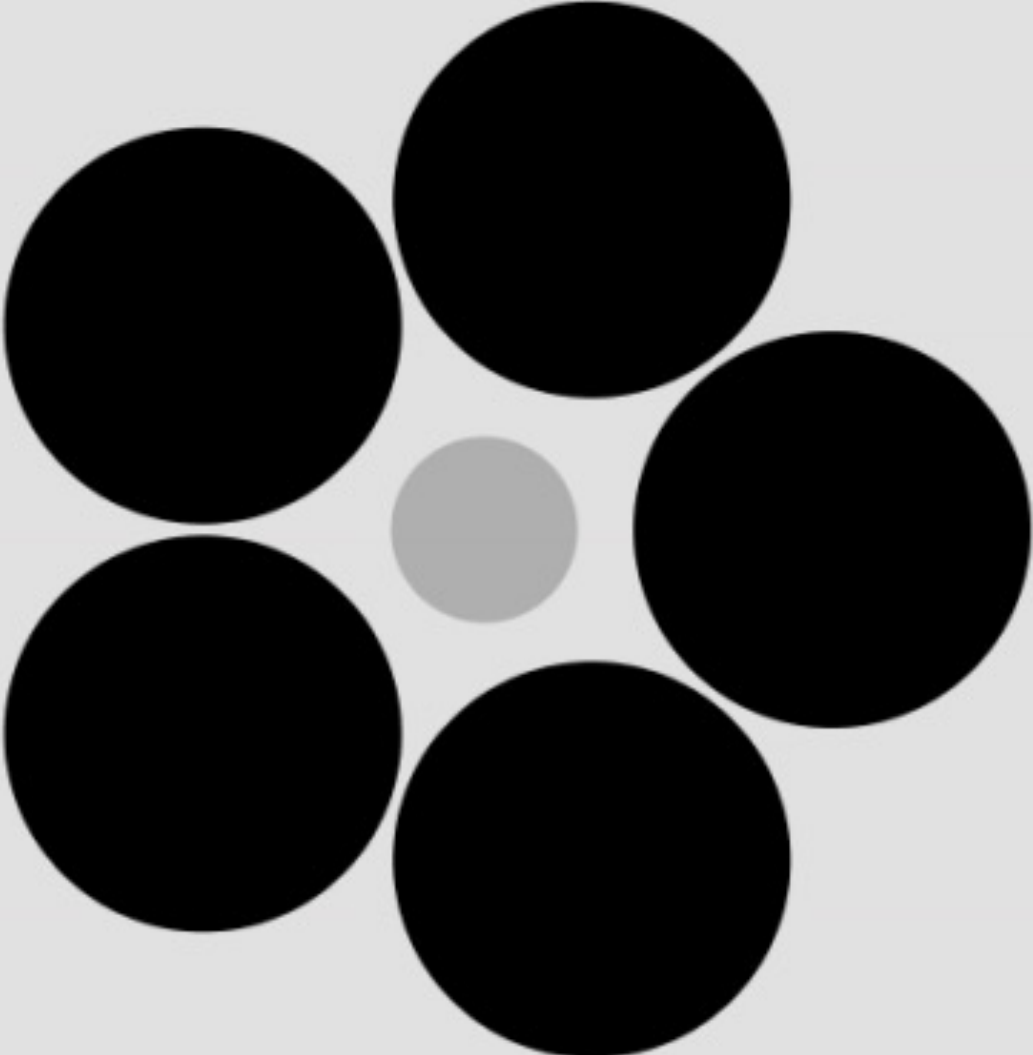
Internalized

Interrupting the cycle



Which GREY circle looks larger,
the dark grey or light grey?

Share your answer in the chat.



Implicit Bias:

the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.

(Kirwan Institute)

Formation of Implicit Bias

- Developmental History *(Greenwald & Banaji, 1995)*
- Affective Experiences *(Stanley, Phelps, & Banaji, 2008)*
- Culture *(Staats & Patton, 2013)*
- Self *(Banaji & Heiphetz, 2010)*

Personal Reflection

What are some messages you have absorbed about people from a background or culture different from your own?

How might those messages have influenced your implicit biases?

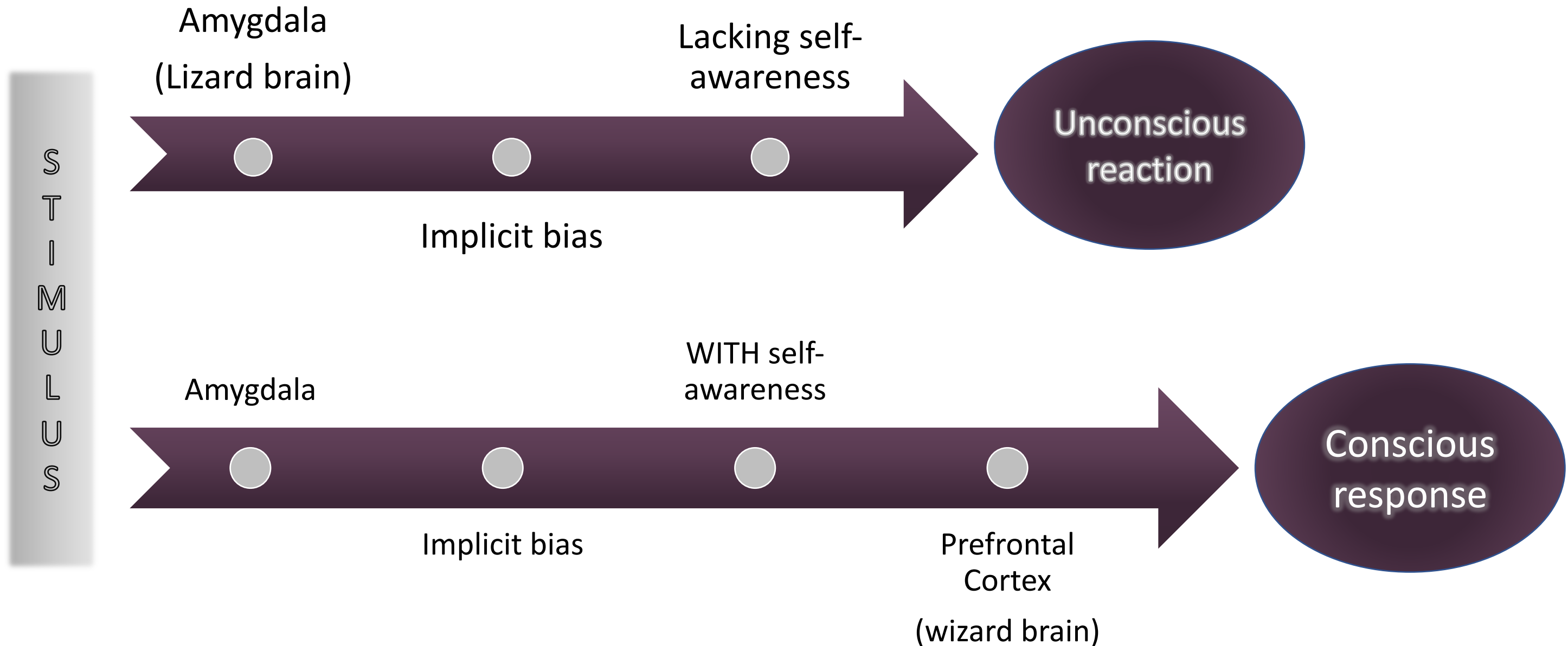
Aligning our ACTIONS with our VALUES

- Self Awareness
 - Combatting single narratives
 - Intentional reflection and analysis
- Empathy
 - Cultivating relationships
 - Perspective-taking

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Mindful self-awareness



Layers of Systemic...



Internalized

Interpersonal

Institutional

Ideological



Engagement

Belonging

Healing

Liberation

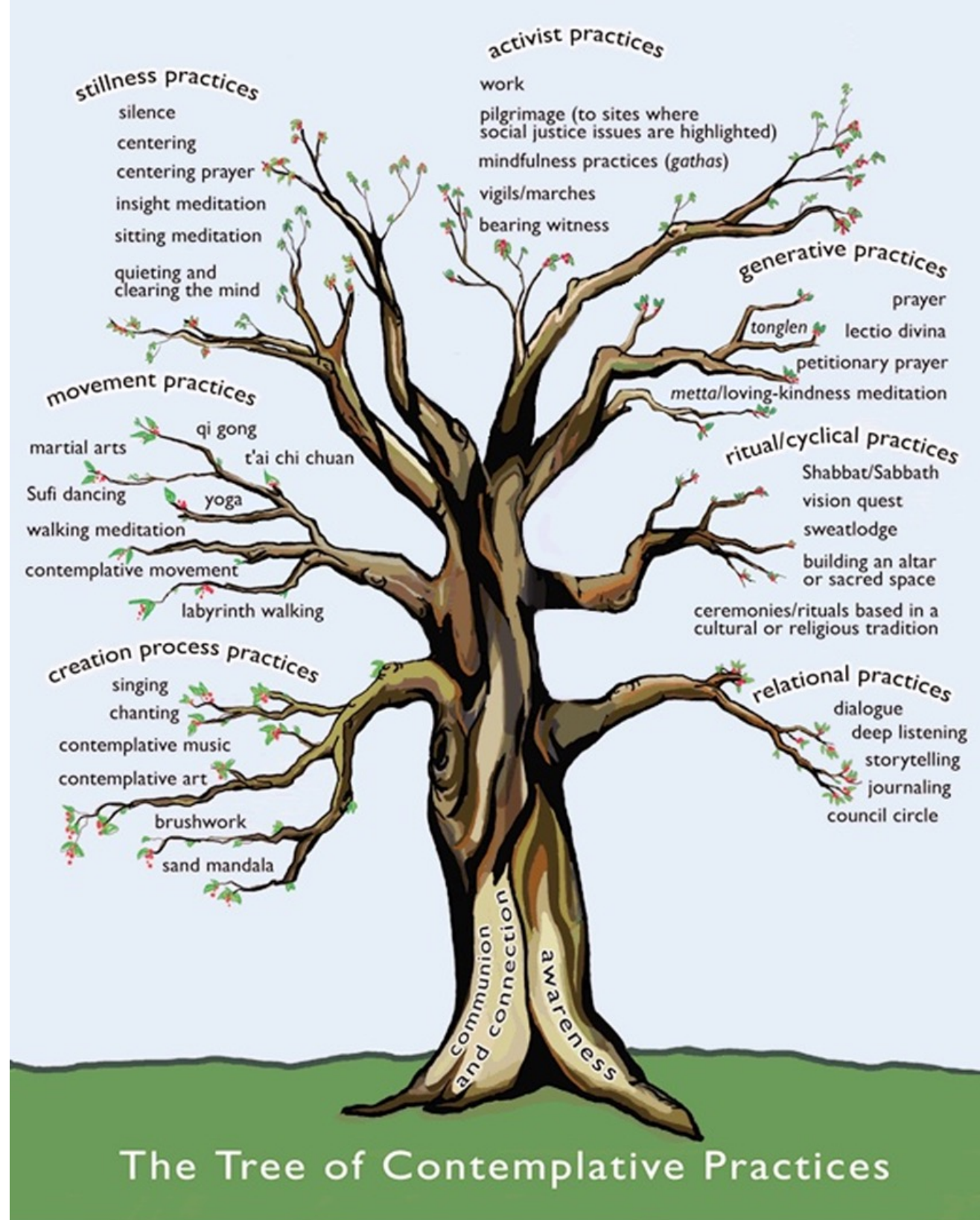
Personal Reflection

What emotions, thoughts, or ideas are coming up for you as we consider the layers of work for systemic liberation?

Mindfulness:

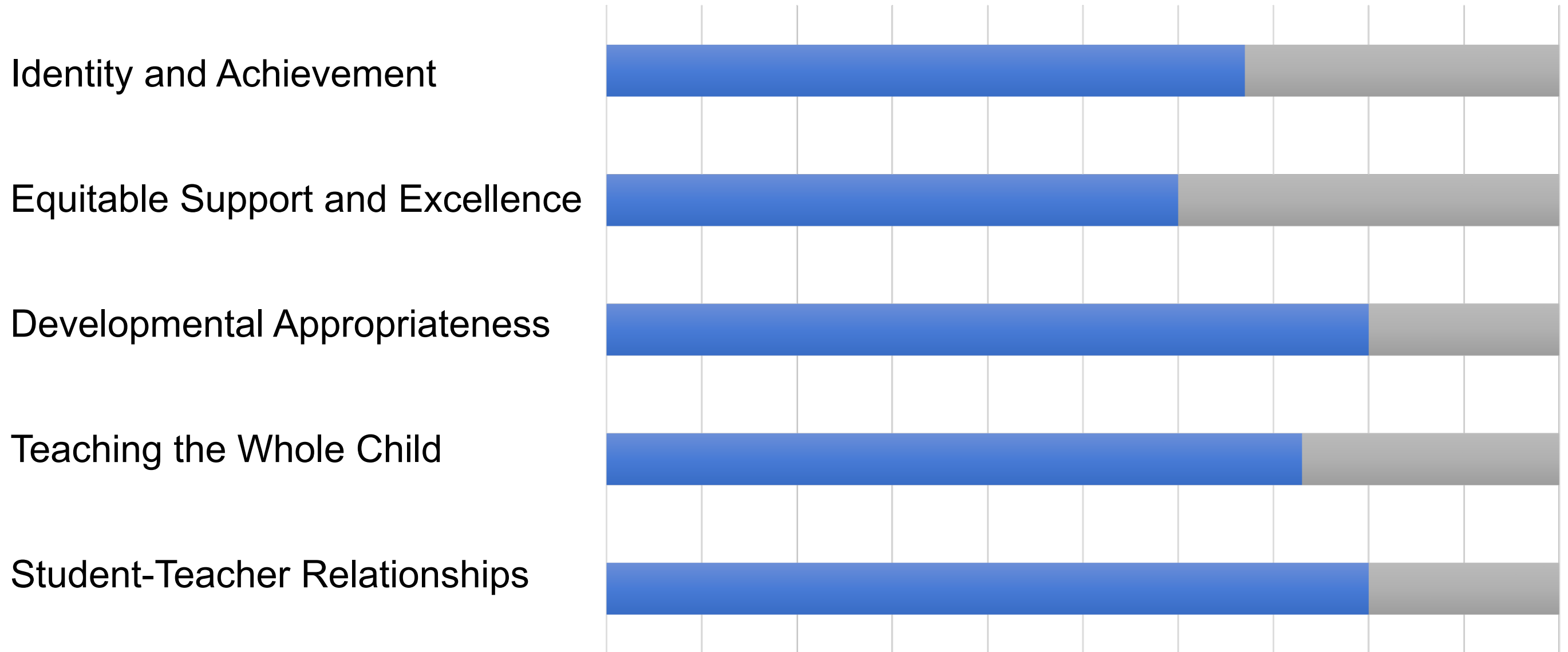
Paying attention in a particular way: on purpose, in the present moment, and nonjudgmentally. I like to think of mindfulness as **the art of conscious living**... Another way to think of it would be “heartfulness.”

Jon Kabat-Zinn, 1994



The Tree of Contemplative Practices

Participants Engaged in Principles of CRSP as a Result of Mindfulness Practice



*"Mindfulness has taught me the beauty of having an open heart"
"...trying to embrace the world without bias, being good to one another and finding
equilibrium with my own emotions."*

*"I want my kids to love learning as much as I do. It has reinforced my intent to teaching... I
want my kids to value their education, and not just the facts"*

*"Mindfulness...most directly impacted my teaching practice by influencing the way I practice
reflection... I am more intentionally reflecting on my interactions with students and how to
promote relationships, confidence, trust, and self-control"*

"...More patient and resilient; bounce back quickly from setbacks; more positive mindset; classroom environment is more regulated and balanced; teaching from a more patient and empathetic place"

"I have always been an empathetic teacher, but the focus on empathizing with my difficult students has centered me; the meditations during planning period have enabled me to teach with renewed clarity"

"It changed the way I approached what I would have normally called a difficult class... I was focused on the negative aspects of trying to fit in too much... I realized this for myself and was able to begin the practice of meditating daily at work... My planning and instruction improved and I was able to focus on my student's needs to differentiate for their success. I also felt better about my delivery of instruction for all of my classes because my mind could focus on the needs of students"

"Increasing my capacity for self regulation, attention and compassion has increased my stamina to teach patiently."

Examples

- Staff meetings/Planning time/Breaks
 - Connecting activities or check-ins with self and/or others
 - Individual mindful exercises (“pocket practices”)
- When working with students
 - Start with the body (breath work, grounding exercises, movement, mindful eating, etc...) then move to the mind (metta or loving-kindness, self-reflection)
- Engaging in deeper learning
 - Mindfulness is not a panacea
 - Mindfulness is NOT a replacement for culturally responsive and sustaining practices. It is an entry point to help align your actions with your values.
- Inspiring deeper learning
 - In what ways are you inviting students to bring their whole selves into the space? Are you connecting with their identity and background, offering relevance to their contexts, and fostering critical consciousness?

Personal or Group Reflection: Next Steps

Please join a breakout group to discuss

-OR-

If you prefer reflect individually, please pull up a digital document or a paper and pen to journal.

What goals did today's session inspire for you?

Consider your actions steps to reach those goals. What will you do immediately, in the near future, and long-term?

Questions?

Want to stay in touch?



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[Dr. Rana \(Amy\) Razzaque](#)

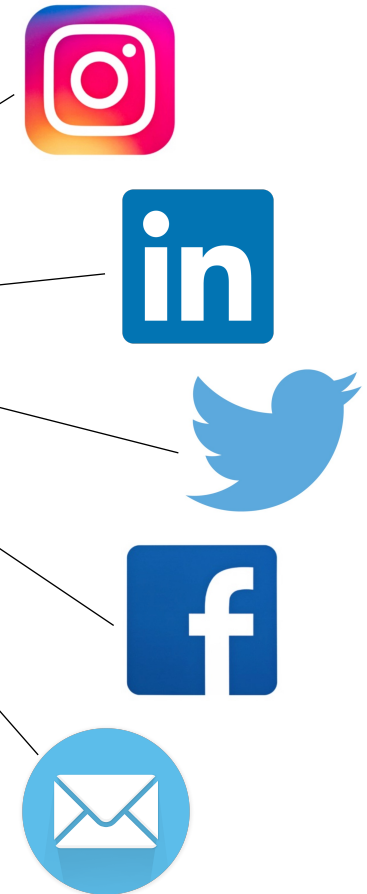


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THANK YOU!!!

