

# Incorporating Cultural Responsiveness Within Schools

Casey Dupart  
March 30, 2023



Mountain Plains (HHS Region 8)

MHTTC

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

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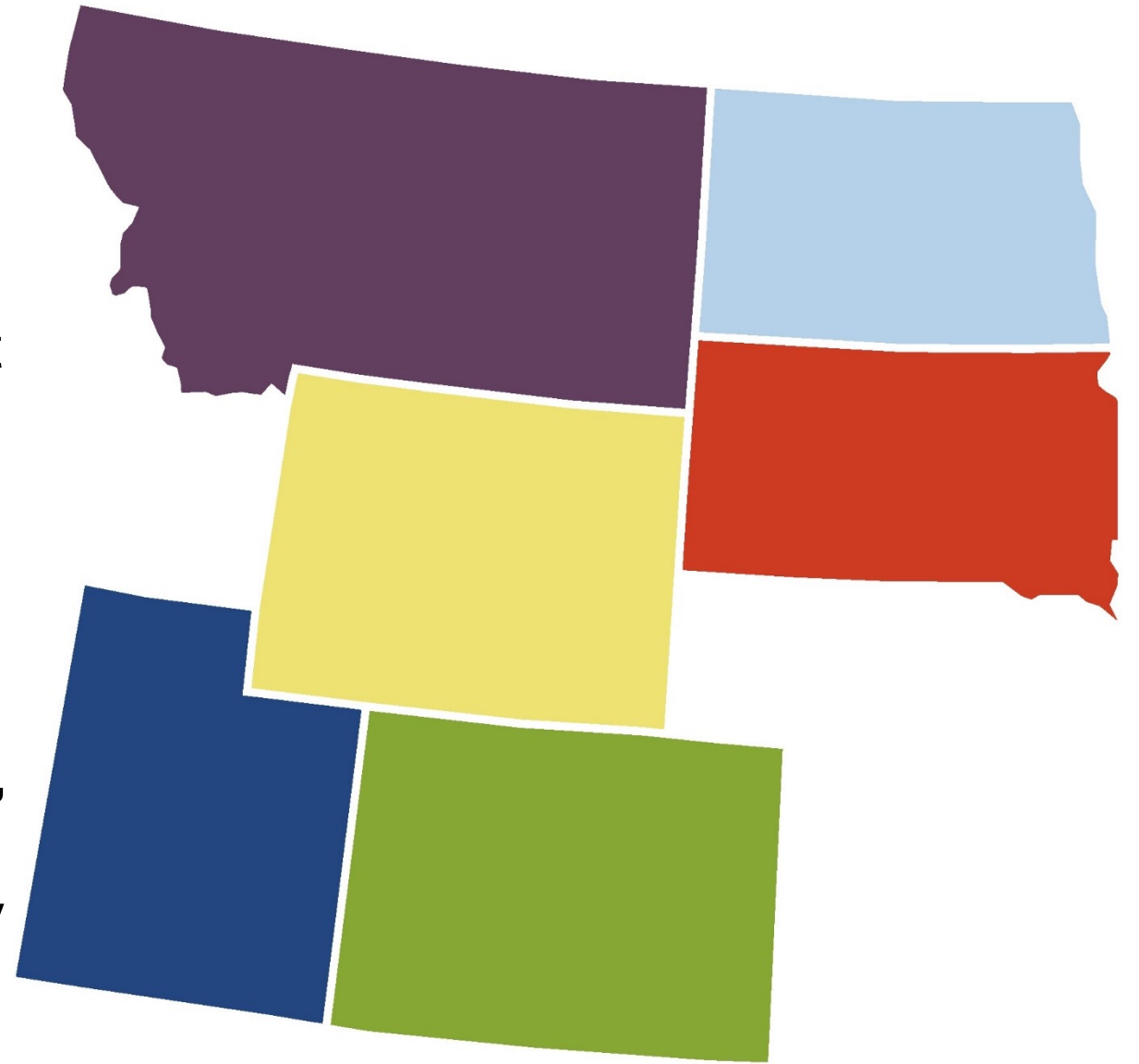
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The work of the Mountain Plains MHTTC is supported by grant H79SM081792 from the Department of Health and Human Services, Substance Abuse and Mental Health Services Administration.

# 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**

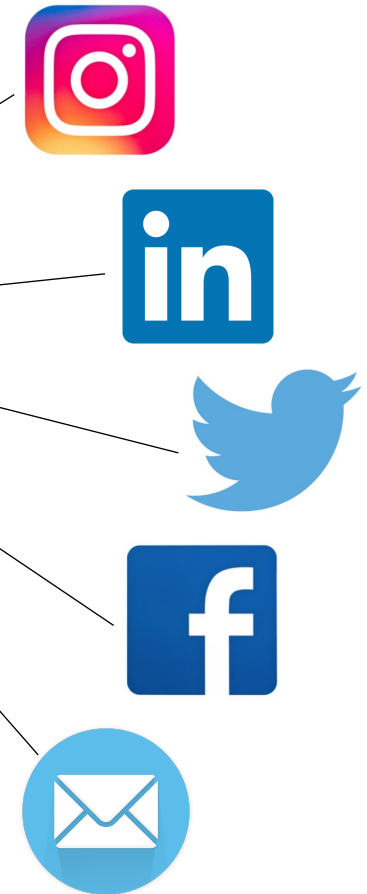
**RESPECTFUL, CLEAR  
AND UNDERSTANDABLE**

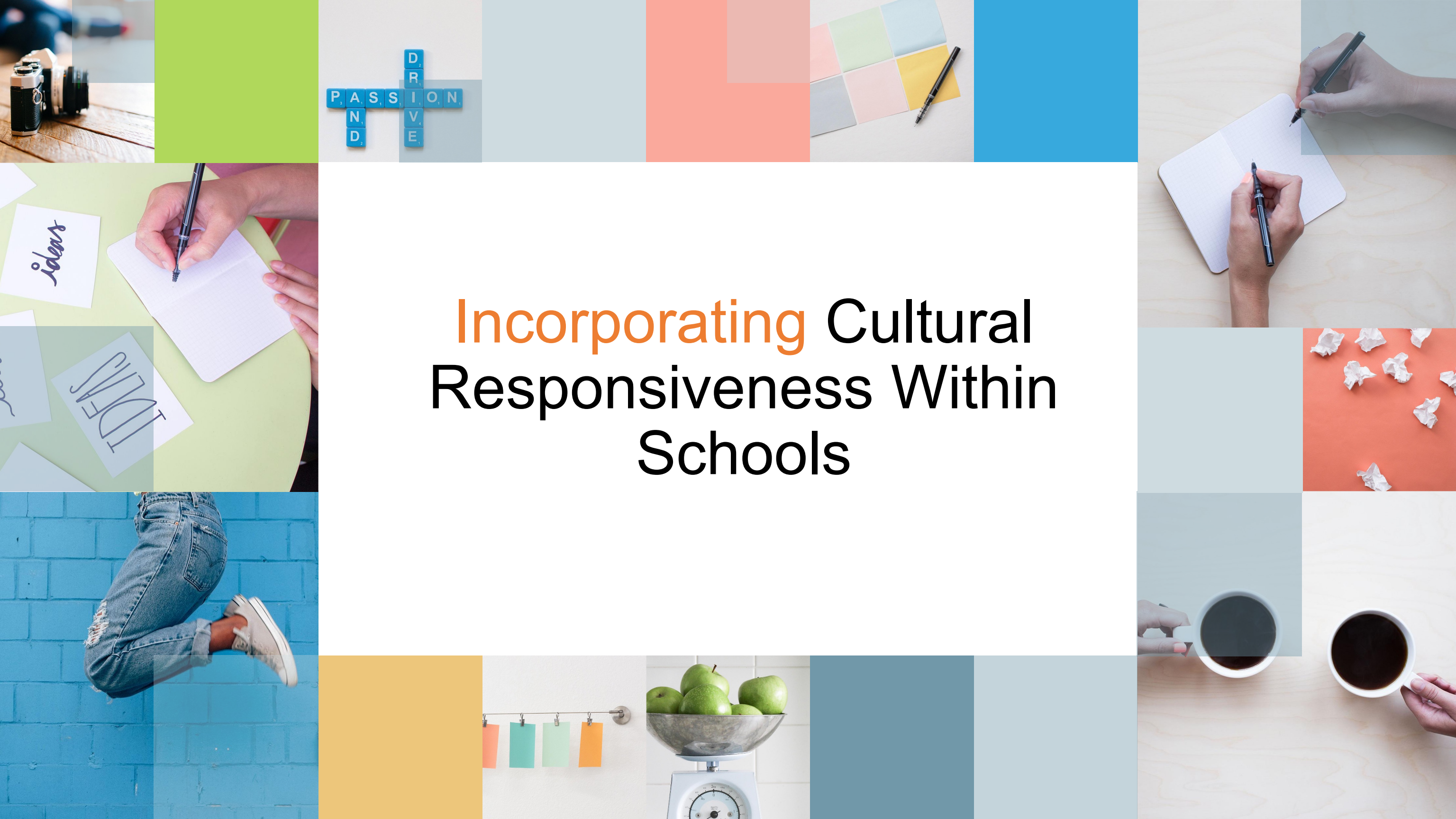
**CONSISTENT WITH  
OUR ACTIONS,  
POLICIES, AND PRODUCTS**

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# Incorporating Cultural Responsiveness Within Schools

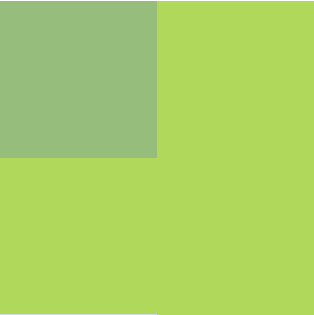
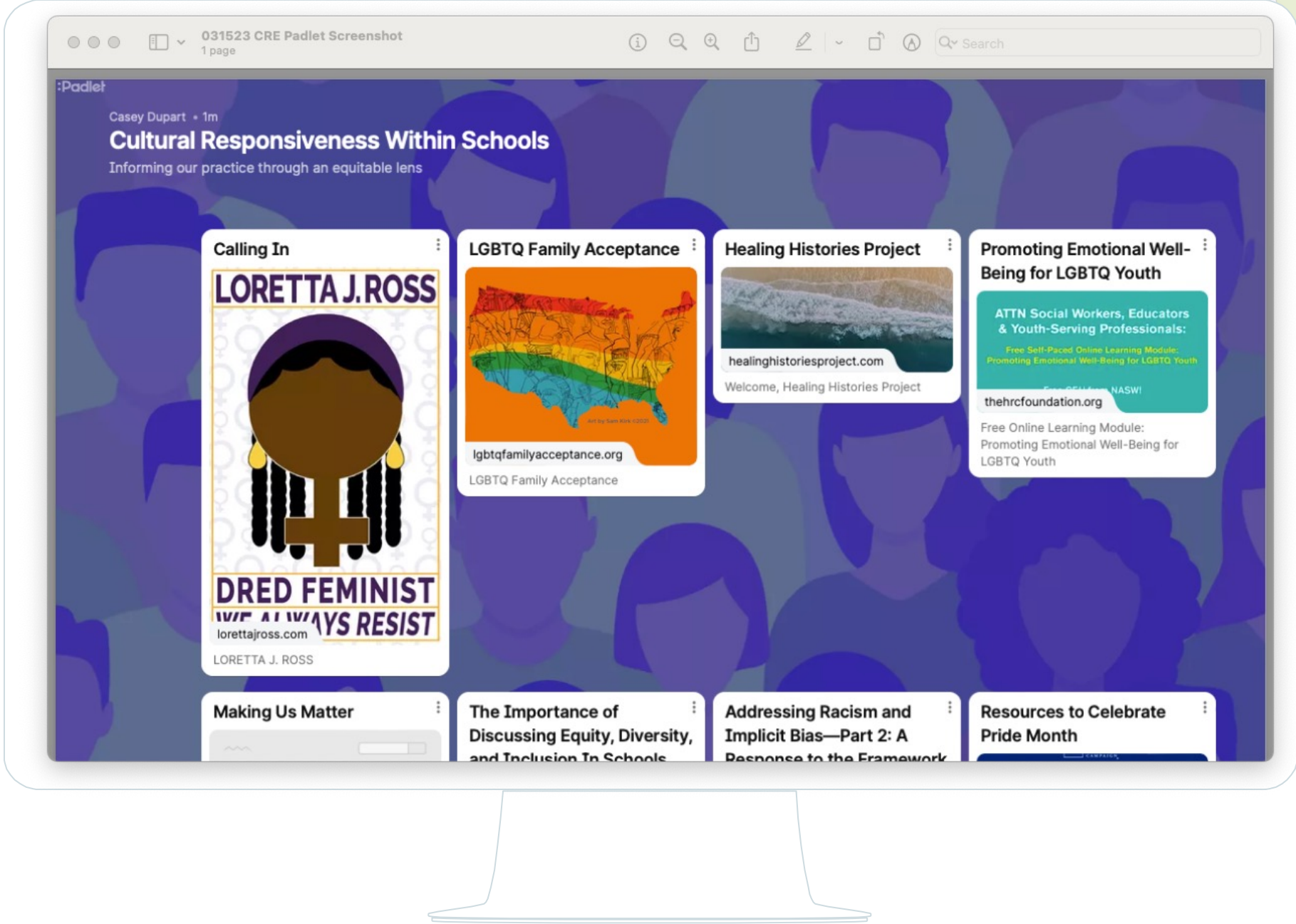


# Please join the Padlet for resources



[https://padlet.com/casey\\_dupart/Cultural\\_Responsiveness](https://padlet.com/casey_dupart/Cultural_Responsiveness)

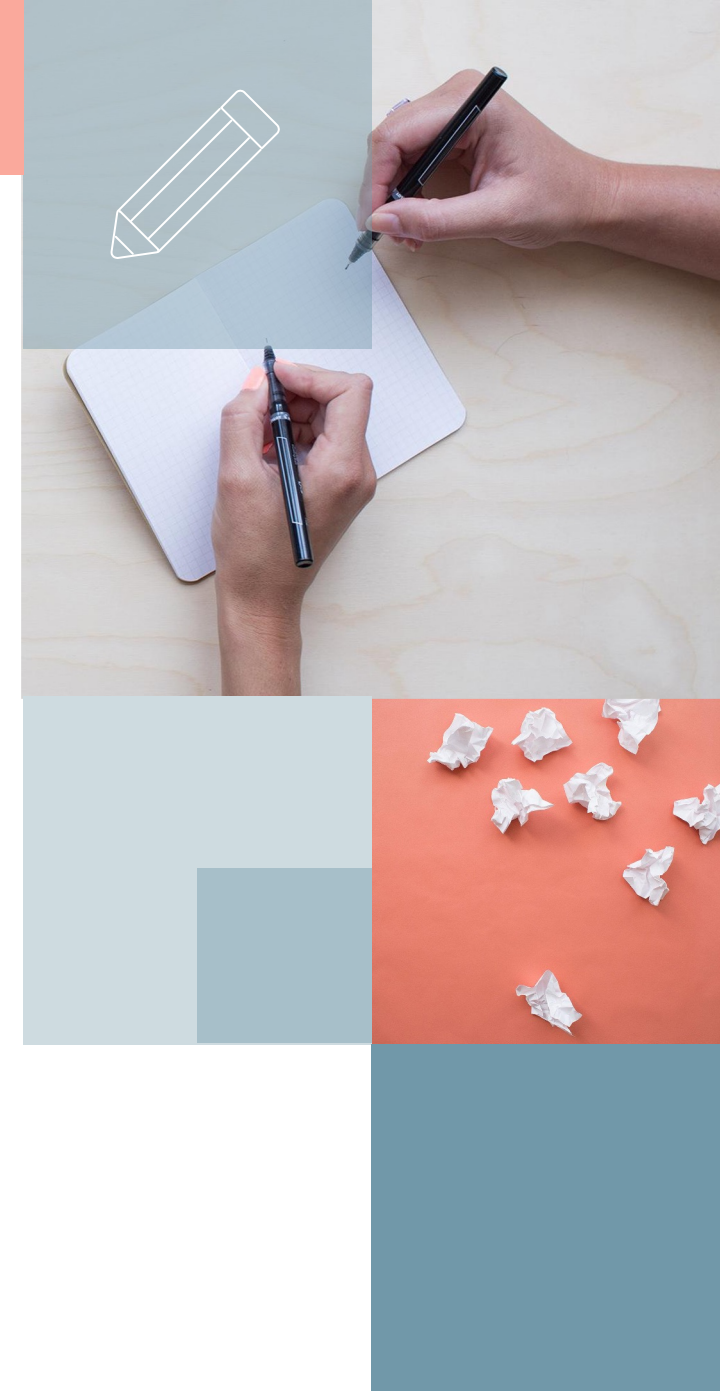
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# Housekeeping

- Please mute your microphone
- Feel free to raise your hand
- Please utilize the chat box





Hello!

I am Casey Dupart

MA, MS, BCBA, LBA, CCTP

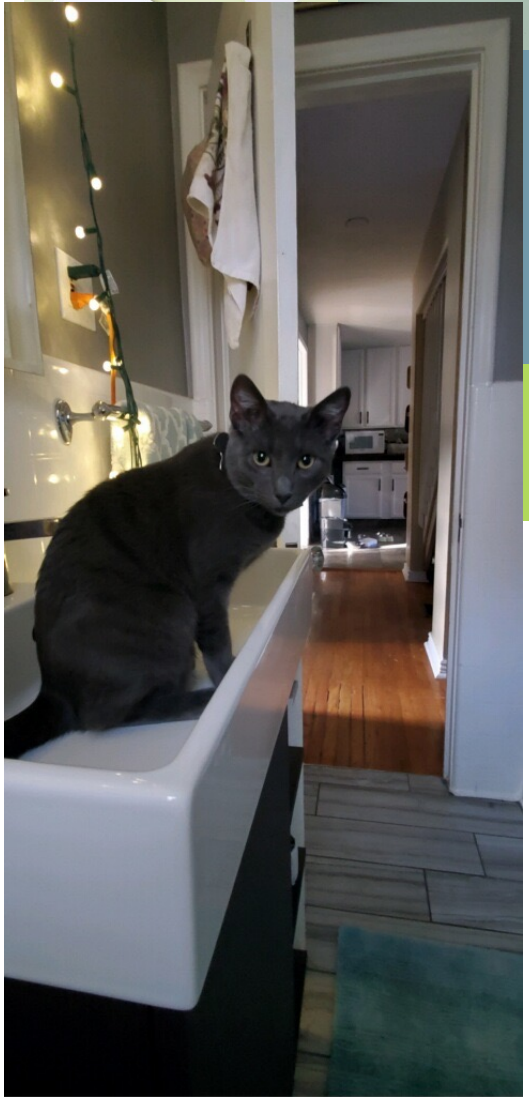


EMBRACING  
RESILIENCE

*Consulting*



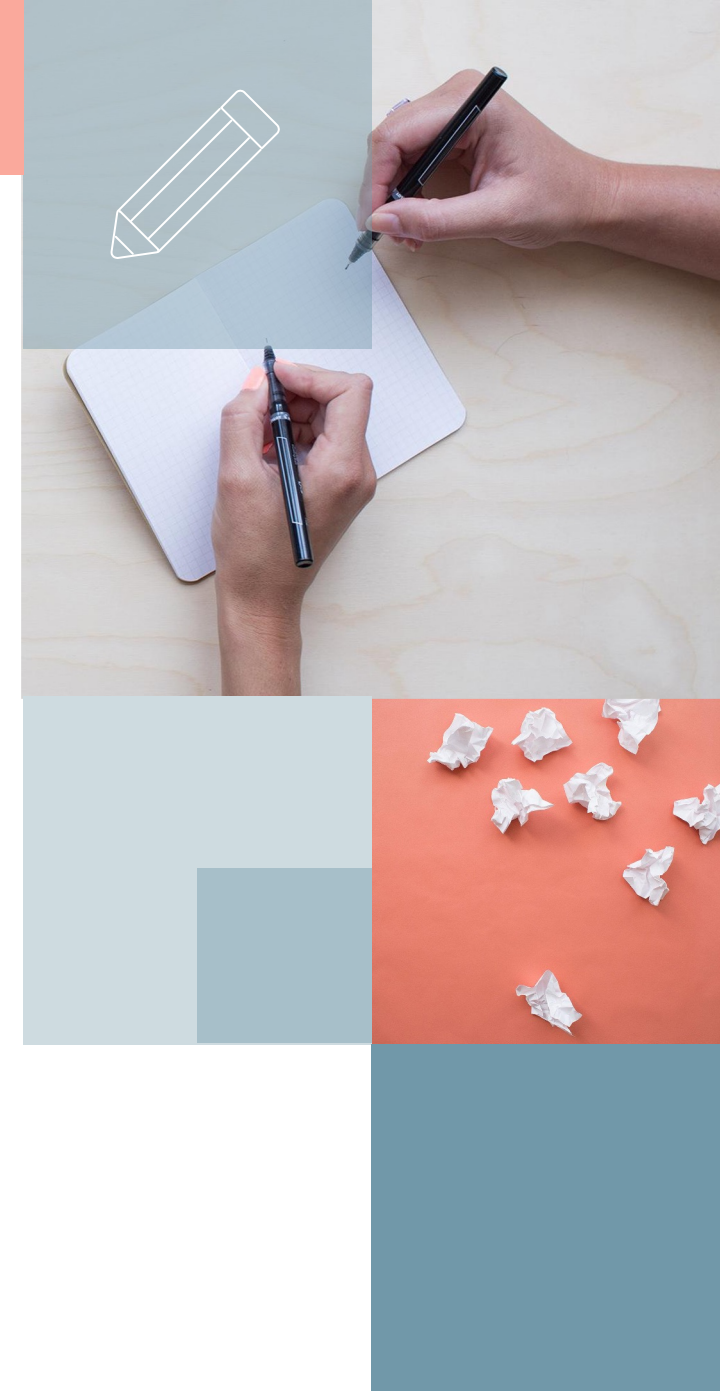






# Expectations for Today

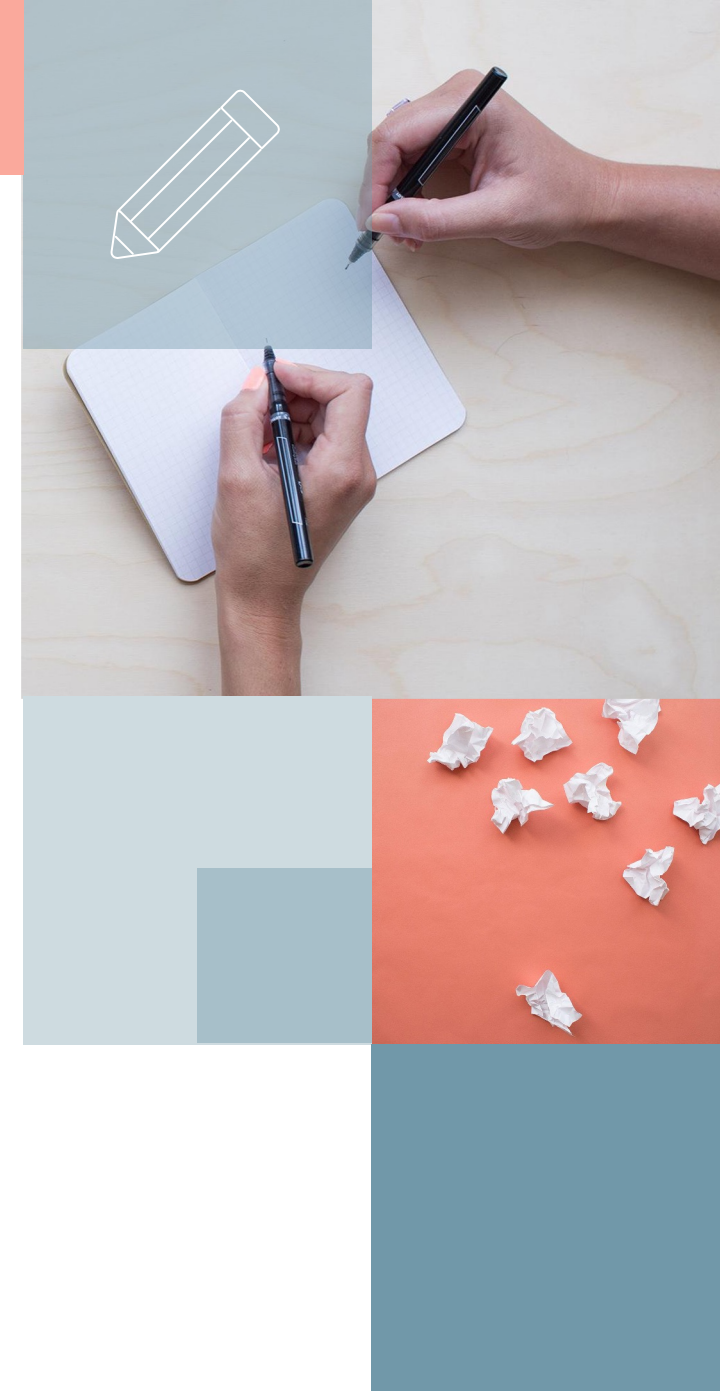
- Discussions will be respectful
- Here to get *it right and not be right*
- To start off: Please put





# Today's Topics

- Becoming Culturally Responsive
- Implicit Bias
- Intersectionality
- Microaggressions
- Trauma
- Increasing Family Engagement

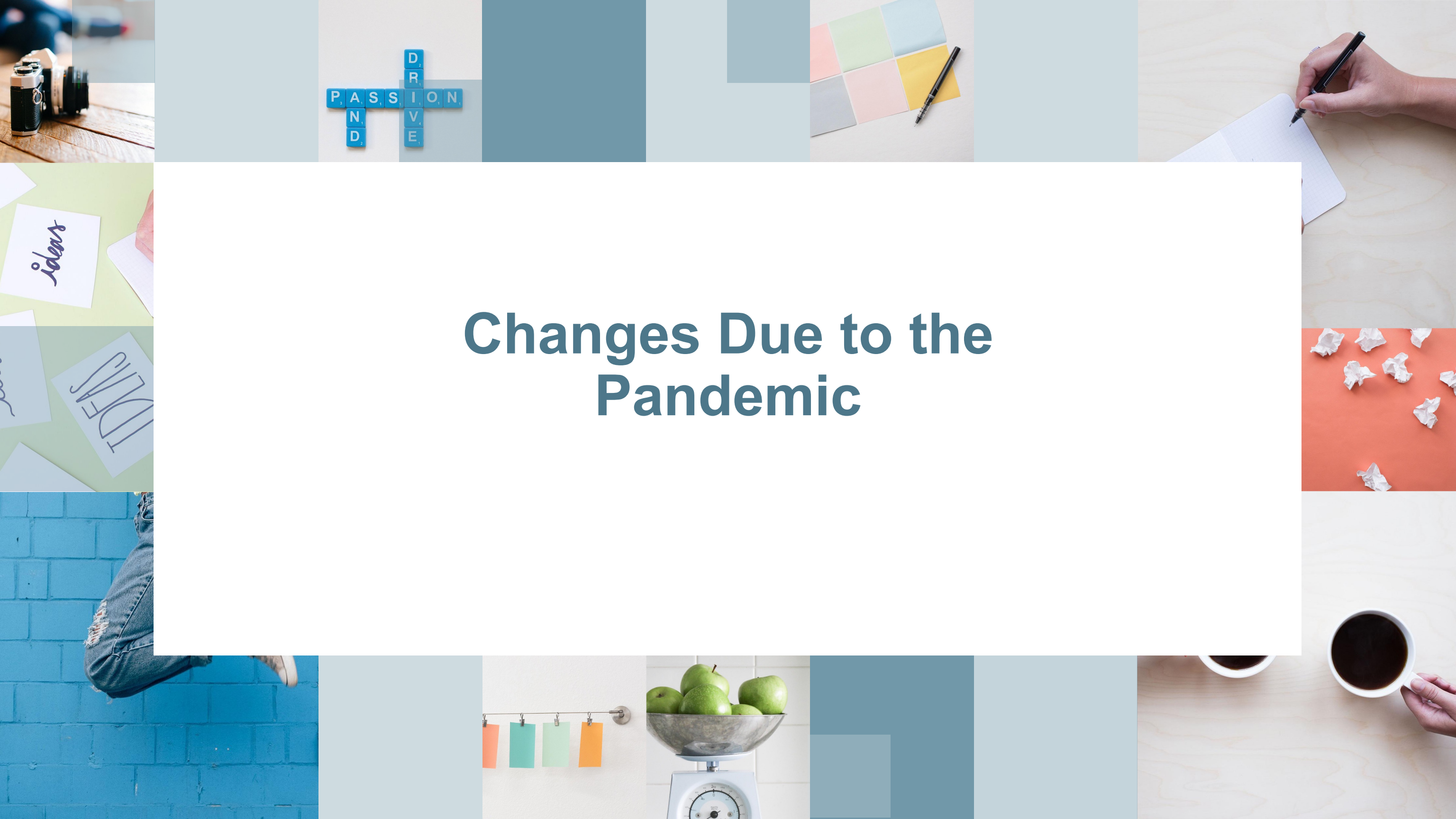




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# Why Does this Matter?

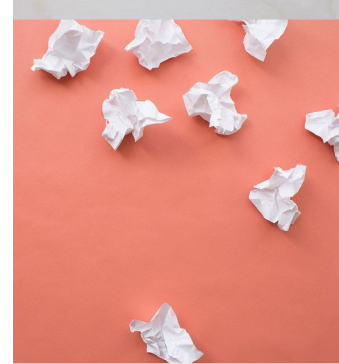




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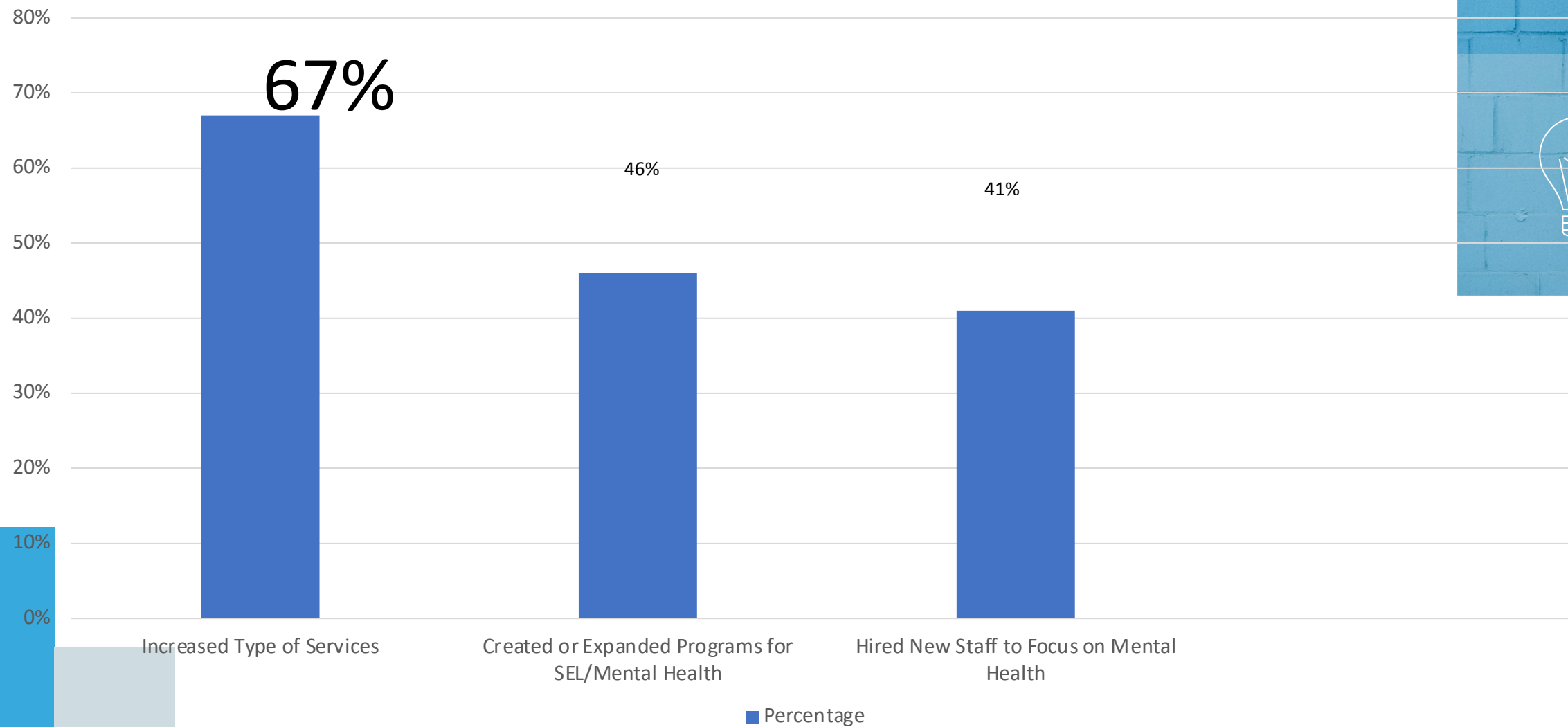
# Changes Due to the Pandemic

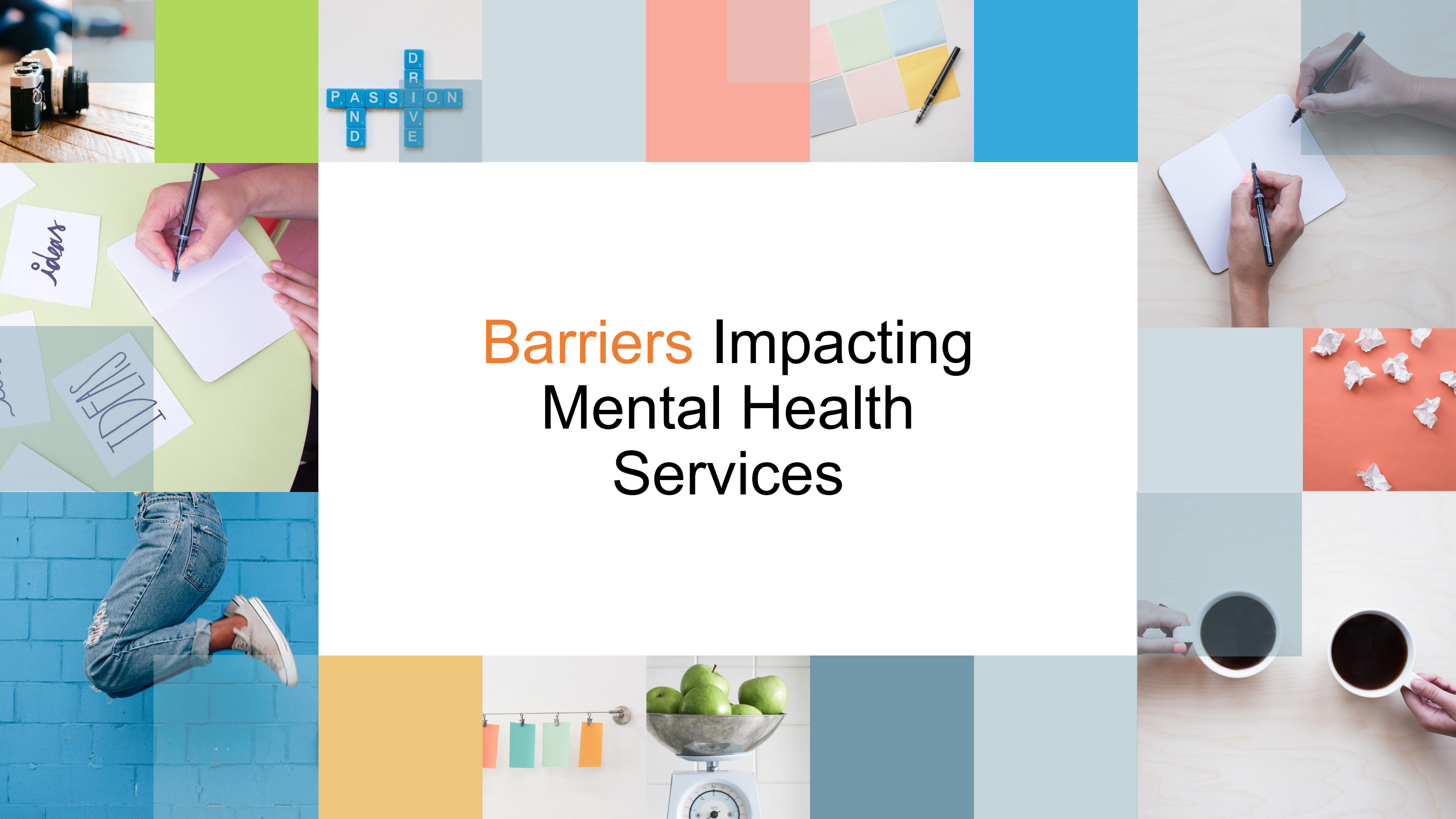
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IDEAS





# Changes Schools Have Made Since the Pandemic





# Barriers Impacting Mental Health Services



Insufficient Mental Health Staff Coverage

Lack of Community Support for Services

Potential Legal Issues for School or District

Concerns for Stigmatizing Students

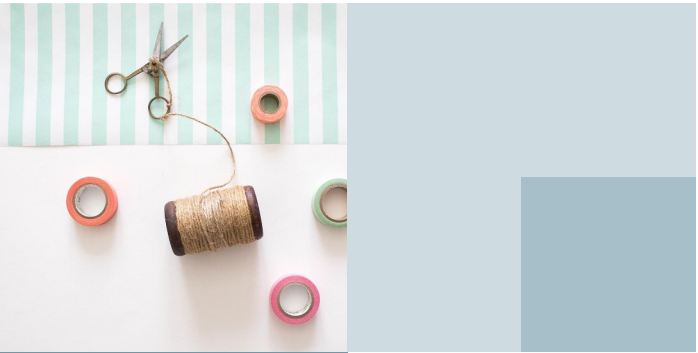
Inadequate Funding



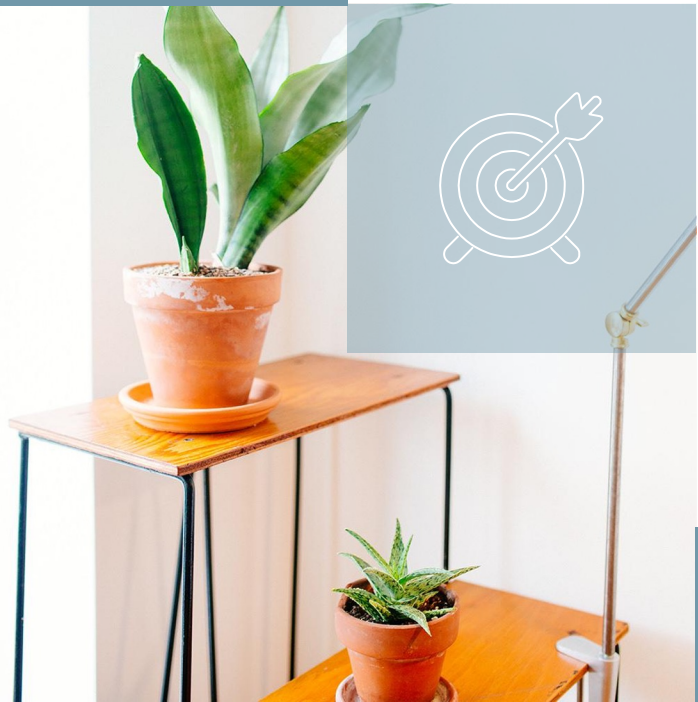




# What We Can Do?



# *Highlight What Works*





Well-trained specialized support personnel

Family-school-community collaboration

Needs assessments & resource mapping

Multi-Tiered System of Supports Approach

Mental Health Screening

Evidence-Based Practice

Effective Use of Data

Culturally Responsive & Equitable Mental Health Services

# The National Center for School Mental Health & the Mental Health





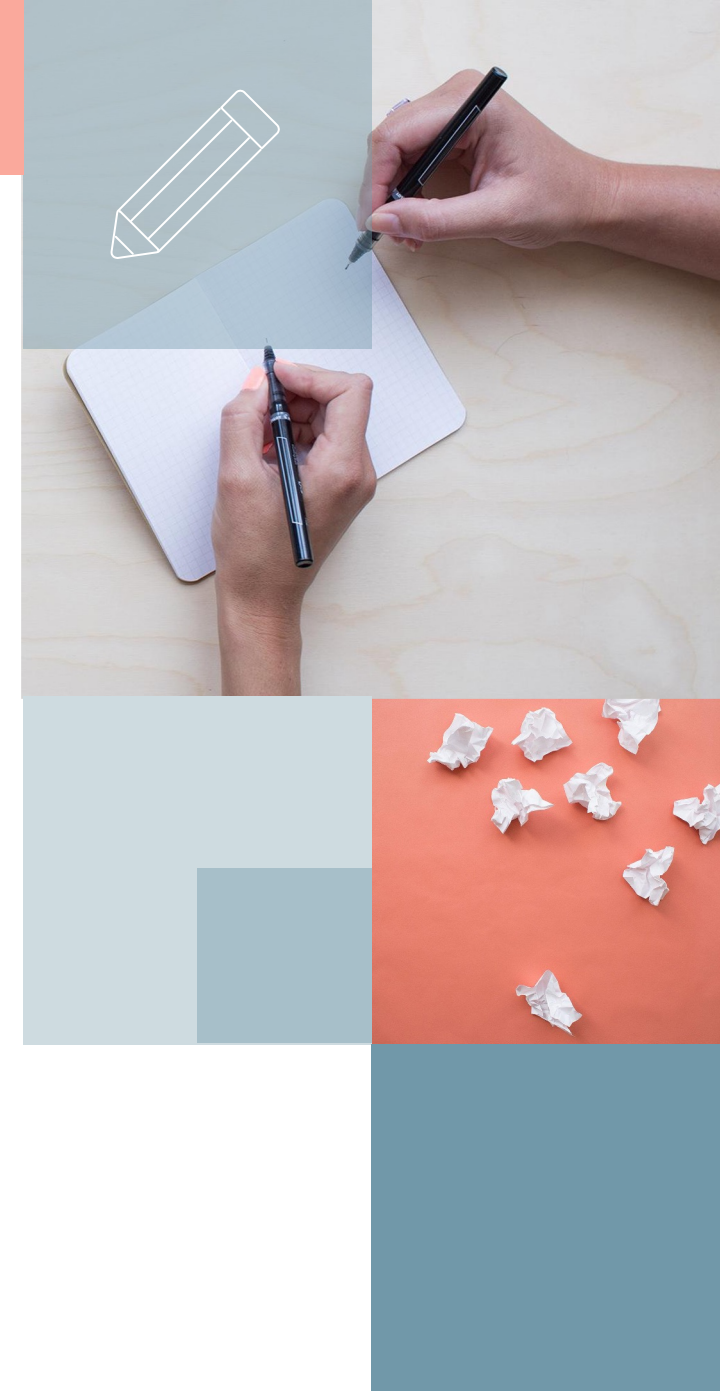
# Develop Your Skillset



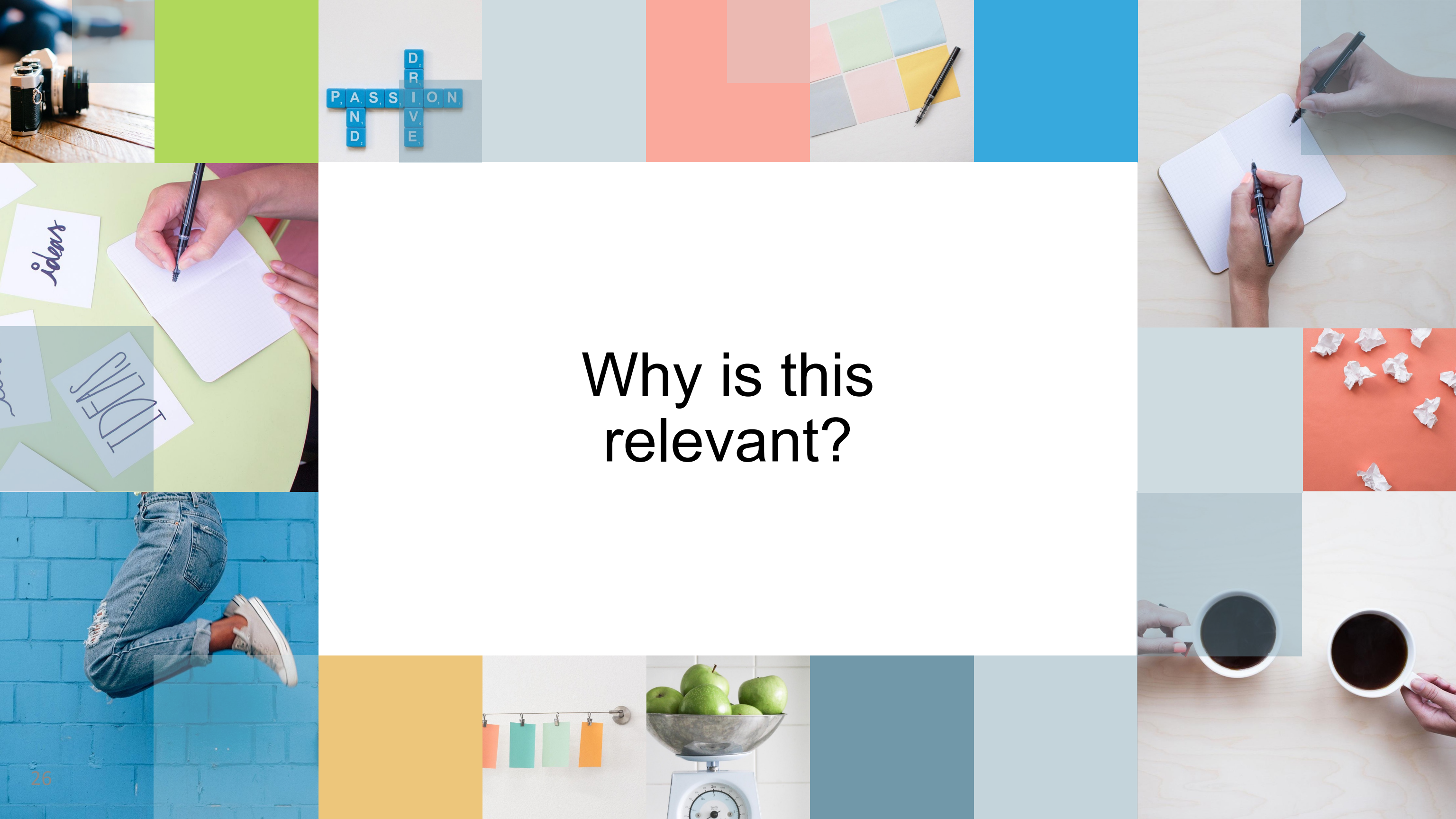


# Implicit Bias

- Bias in judgment of behavior from implicit attitudes & implicit stereotypes *without intentional control*.





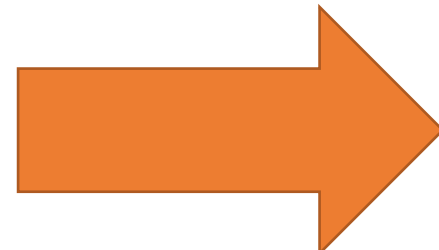


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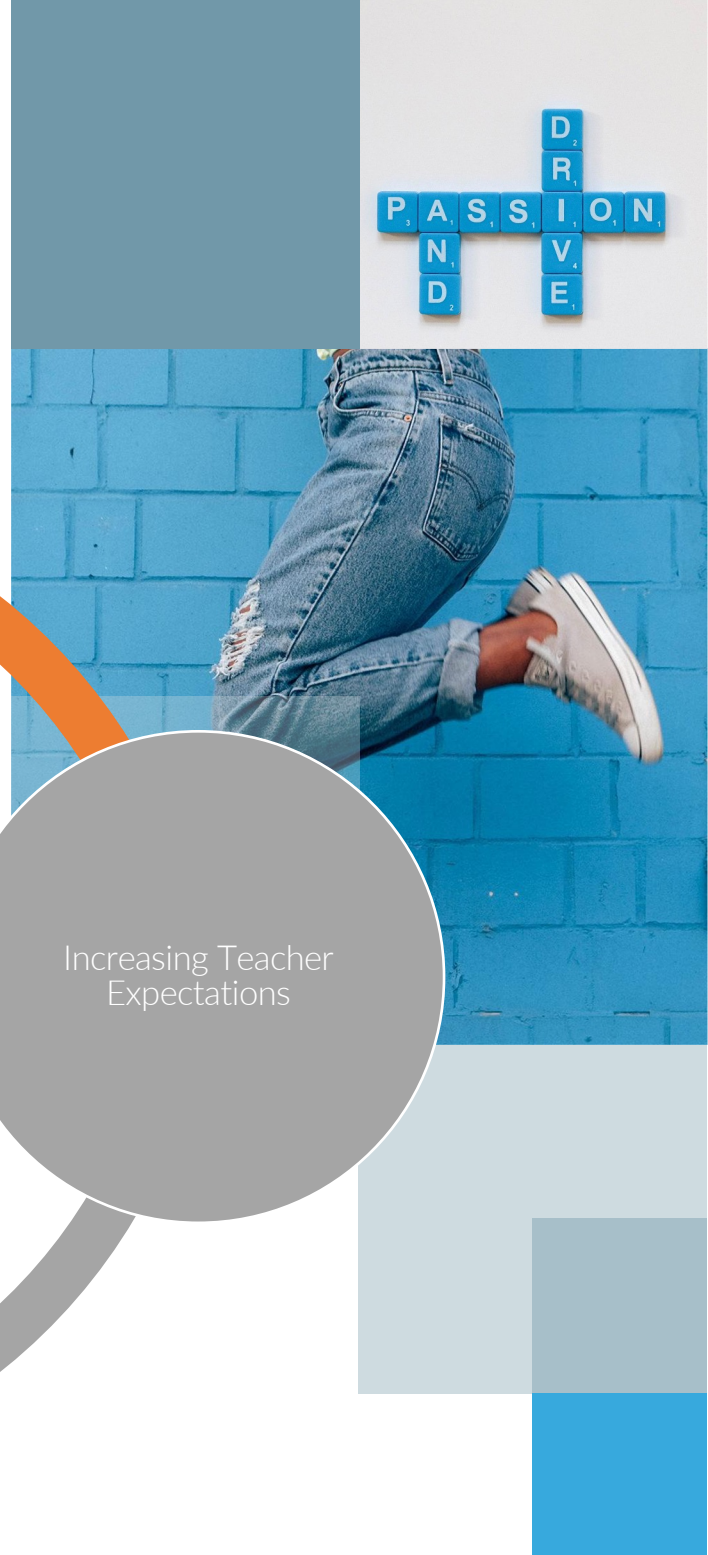
Why is this relevant?

# Implications for Research

Minimizing impact of implicit bias can help in reducing



Girvon, Gion, McIntosh & Smolkowski, 2016; NASP, 2013; Okonofau, Walton & Eberhardt, 2016; Skiba et al., 2002







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# Microaggressions

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- “Brief, everyday exchanges that send denigrating messages to individuals of socially marginalized groups”
- Sue et al., 2007

You're really pretty

Where are you really

girl.  
They are just raised that

Wow.  
You are so



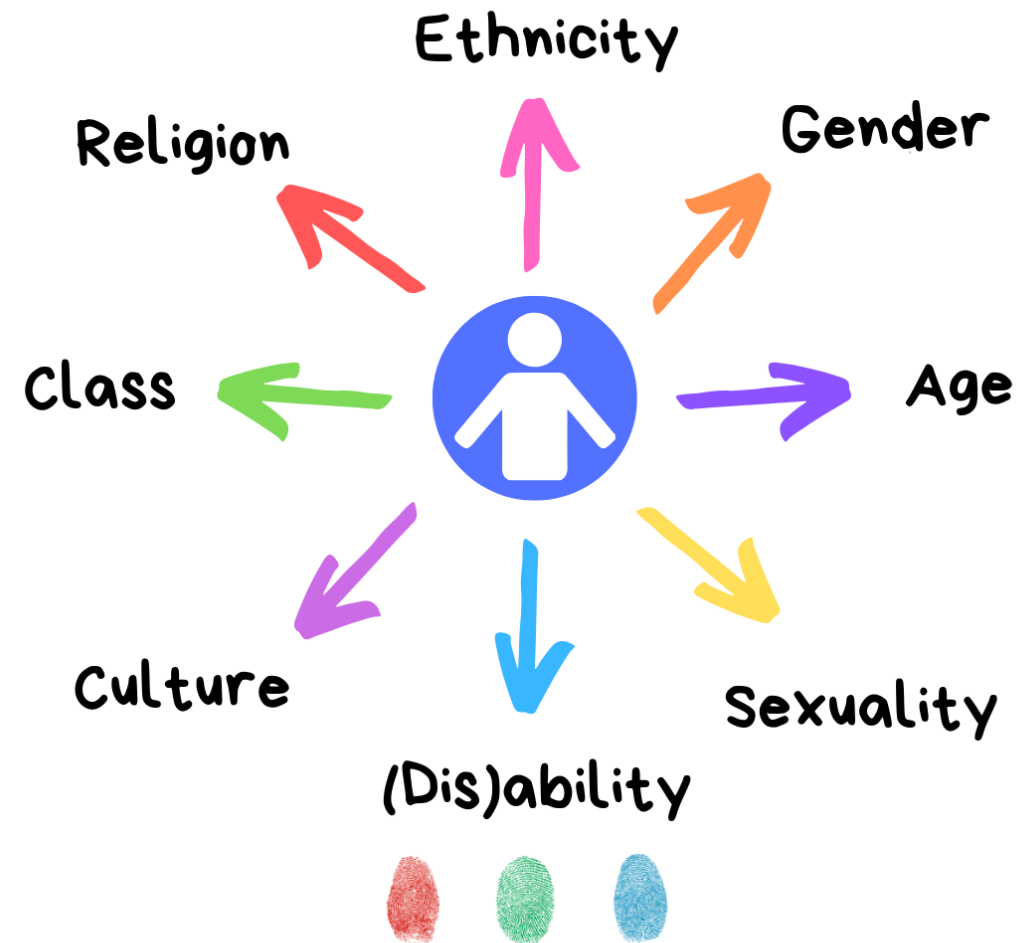




# Intersectionality

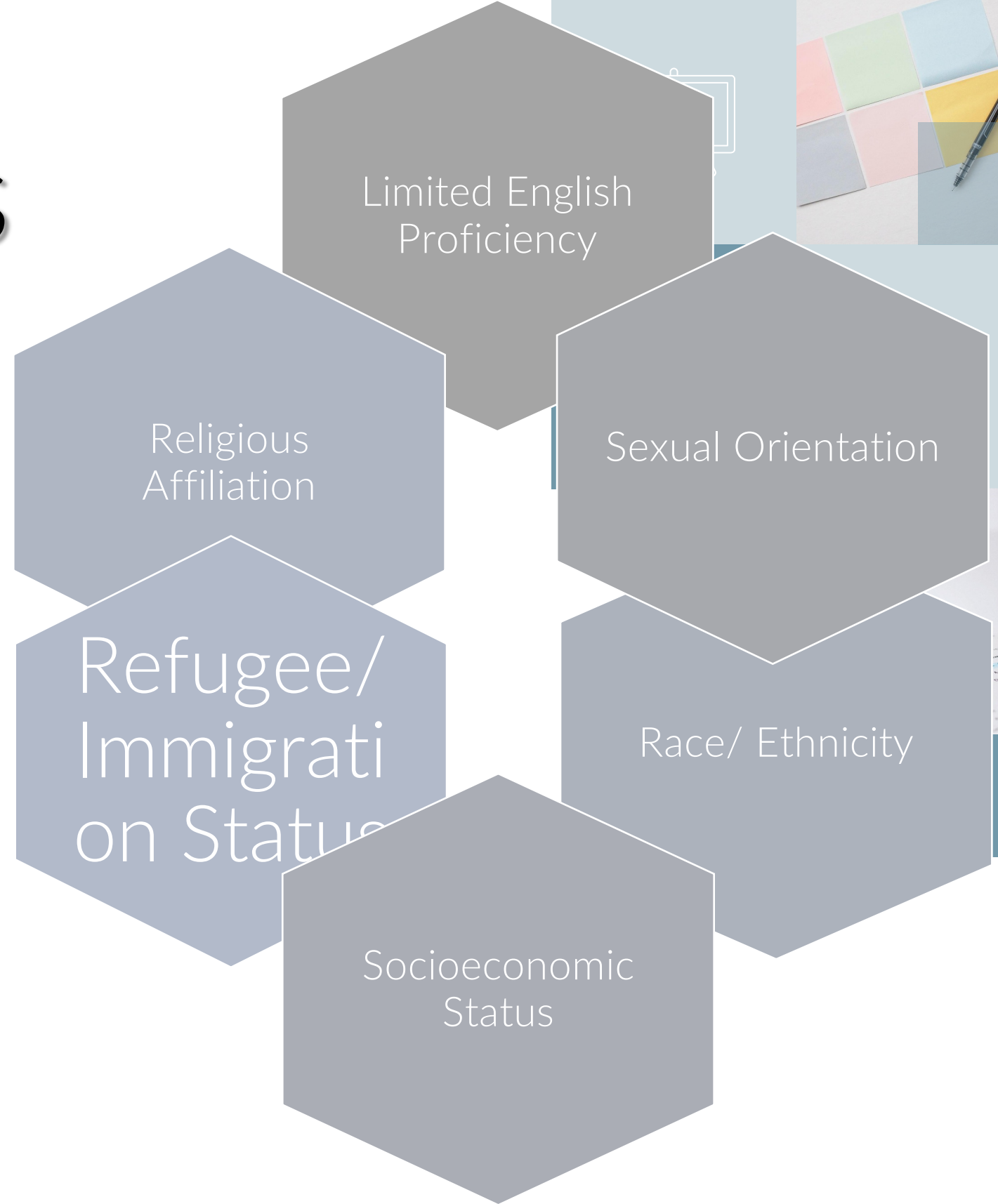
# What is it?

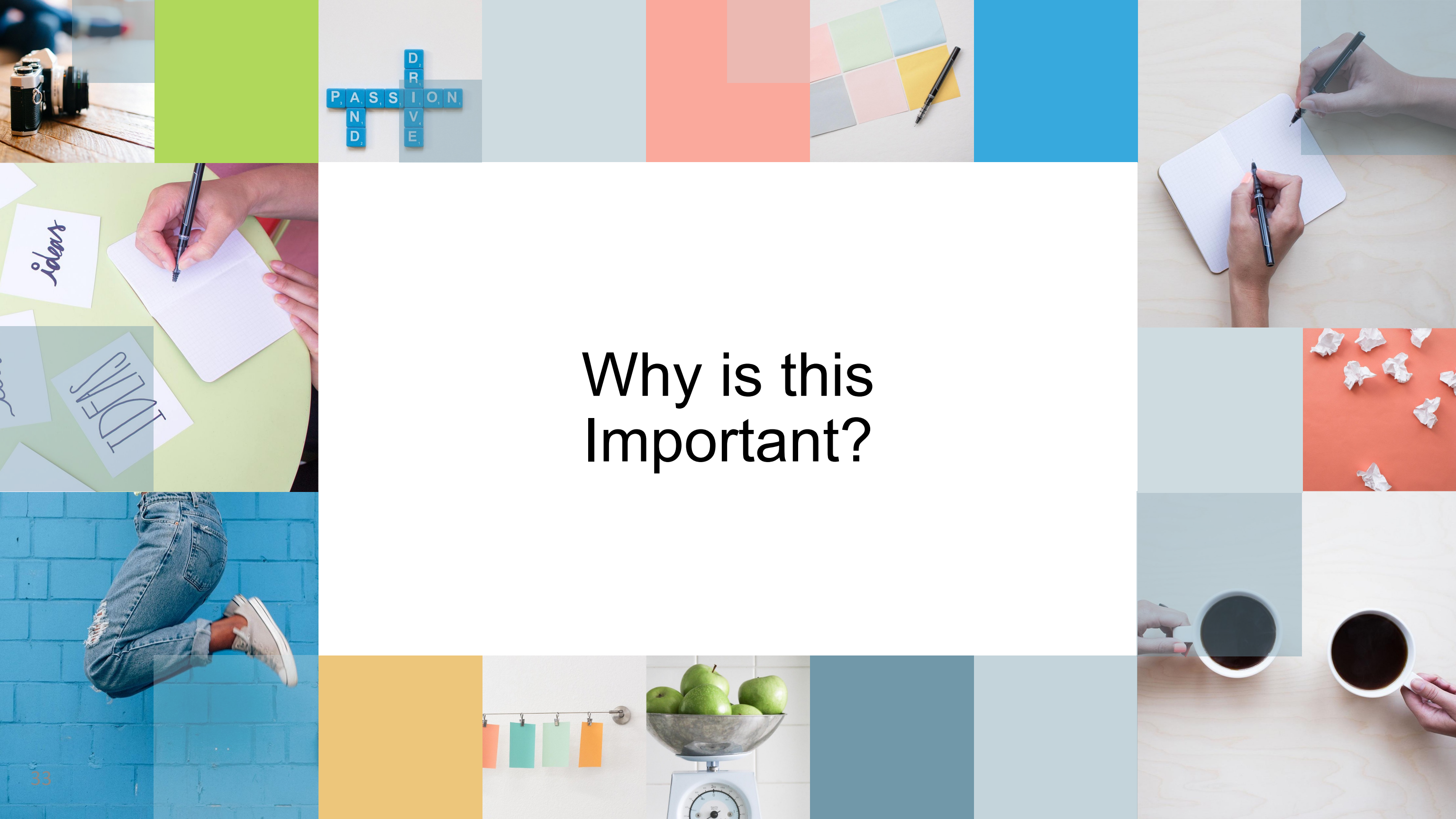
- Describes merging of the intersection of multiple marginalized identities.
- Members of **historically marginalized** groups such as Black/African Americans, Latine/Latinx, LGBTQ+, women, and people with disabilities.





# Who Experiences the Impact of Intersectionality?





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# Why is this Important?



## Free Appropriate Public Education (FAPE)

Addressing multiple dimensions of identity & potential for discrimination, so **ALL** students have access to academic & mental health services.

## Foster Resiliency

Provide caring, supportive environments, develop academic self-determination & feelings of competence as well as conflict-resolution skills.



# Be Mindful

- The perception of our worldviews being challenged as **a challenge to our very identity as good, moral, people**
- At best, work to be ***goodish***

**Growth mindset**





# *Reflect*

What are some changes you can make in supporting students?



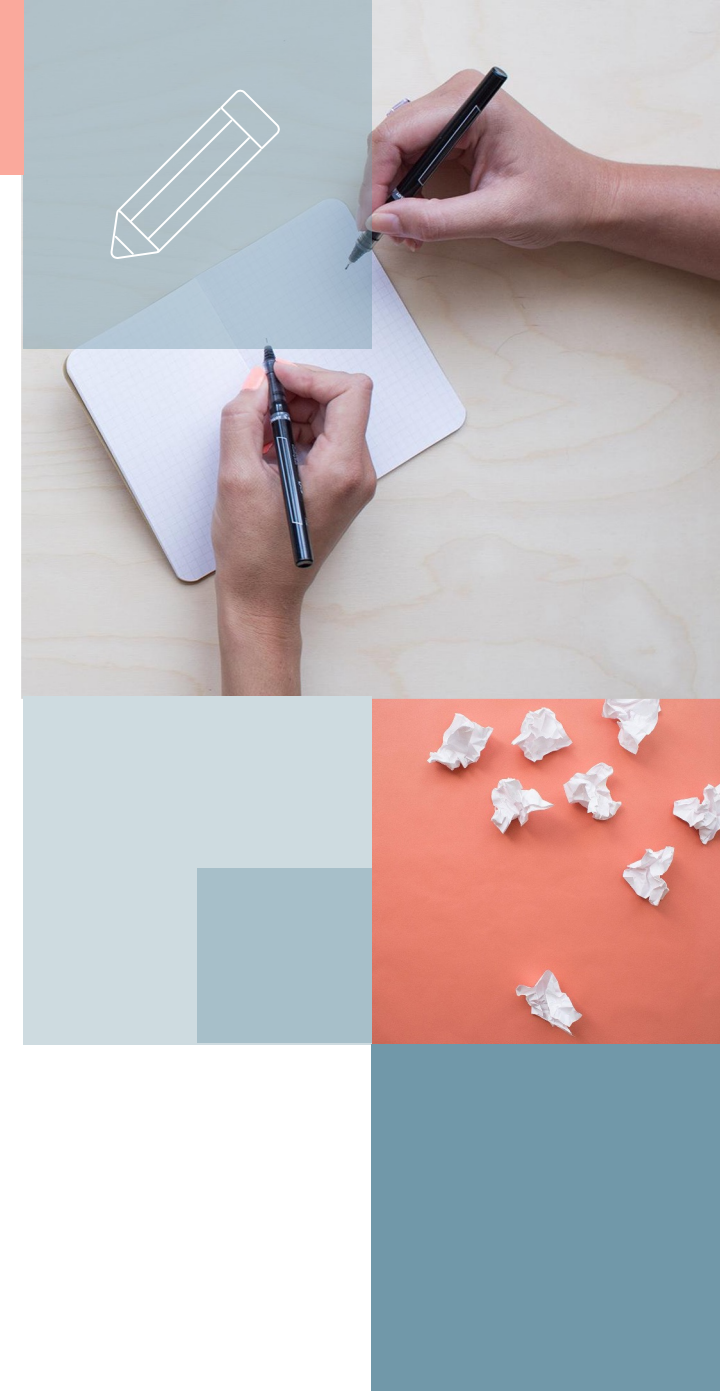


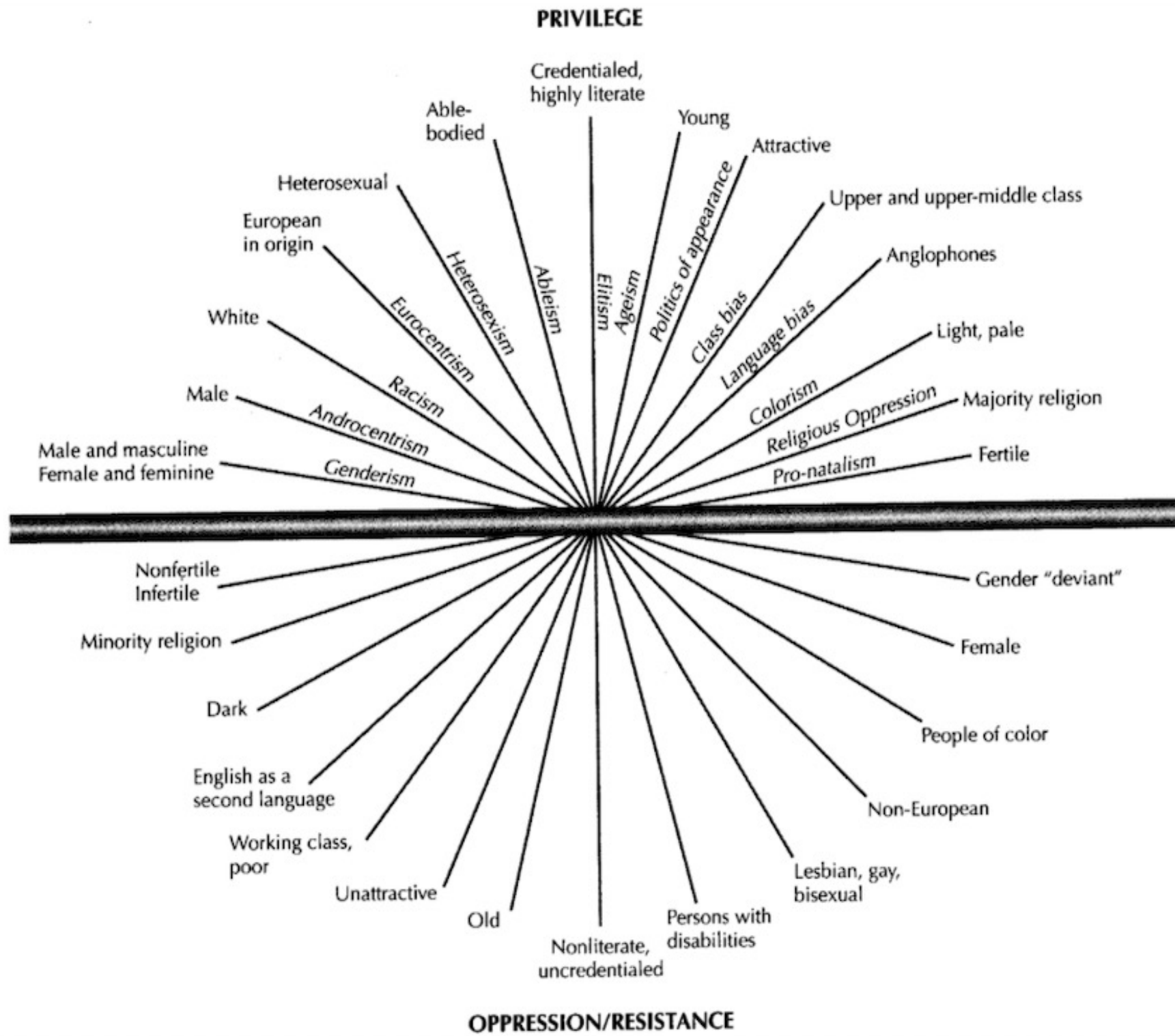
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# Kyriarchy



- **Kyriarchy** is a term for describing a **system** of oppression, domination, and submission based on relative privilege in relation to sexism, racism, homophobia, classism, colonialism, militarism, elitism, nationalism, colorism, etc.







# Societal Power Structures: Coloniality

- The conditions *after* colonization
- Eurocentric economic and knowledge production systems
- Systems of knowledge are transactional, hierarchical , & owned



# W.E.I.R.D.

- Western, Educated, Industrialized, Rich & Democratic
- The participants **AND** the experimenters and developers
- Influences social sciences such as psychology
- Only covers 5% of the human population
- The Top 6 American Psychological Association (APA) journals (2020)
- 68% of the samples studied are from the US & 96% from WEIRD countries



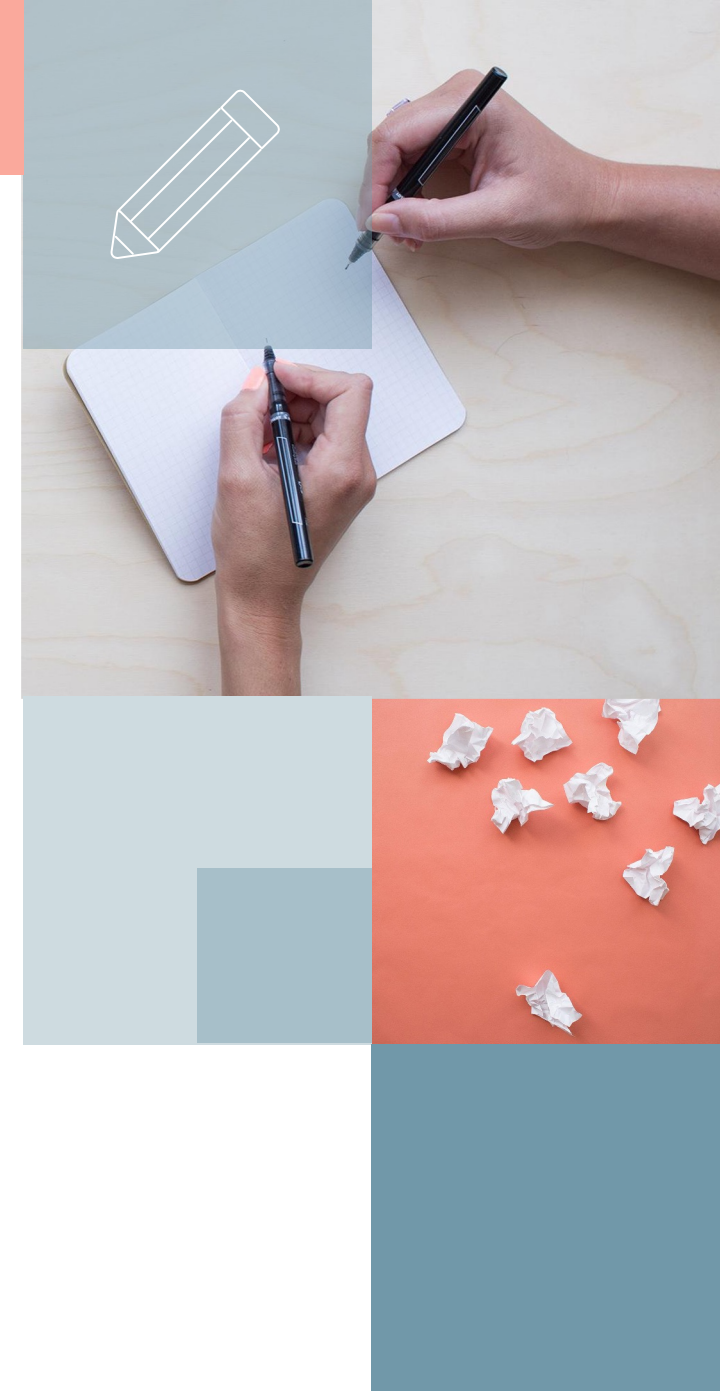




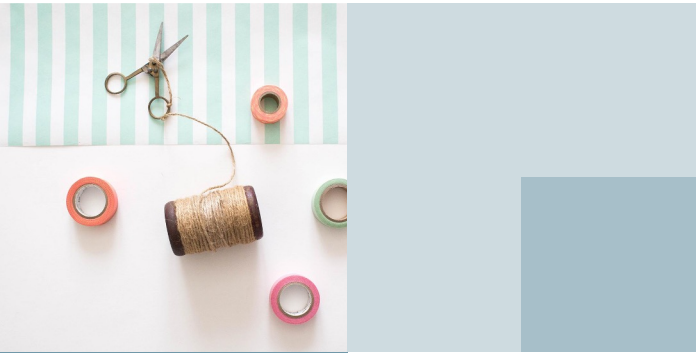
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# Policy Development

- History of the U.S. is typically told from the perspective of the **dominant culture**
- Does not always include factors such as racism, sexism, ableism, homophobia, or xenophobia *within policies & actions* of the U.S. government
- Does not acknowledge the **impact** of these policies and laws today – specifically in how historically marginalized fare in basic areas of







***Reflect***  
*How do you currently see the influence of these policies in your role?*

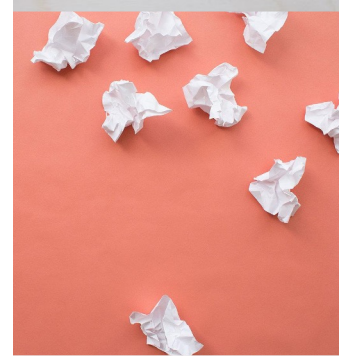


# Significant Milestones





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# Individuals with Disabilities

1925 – Dyslexia is studied by Samuel Orton.

1935 – Franklin D. Roosevelt signs Social Security Act.

1950 – Association for Retarded Citizens (ARC) is founded.

1967 – Program for Physically Handicapped created by UConn.

1968 – 1<sup>st</sup> International Special Olympics.

1973 – Section 504 of the Rehabilitation Act is passed.

1975 – Education for all Handicapped Children is signed. Is now (IDEA).

1990 – Americans with Disabilities Act (ADA) is signed.

1998 – Assistive Technology Act is signed.



# Individuals that Identify as Women



1920 – 19<sup>th</sup> Amendment allows White women to vote.

1960 – Food and Drug Administration approves the 1<sup>st</sup> birth control pill.

1963 – Equal Pay Act is signed into law.

1964 – Title VII bans employment discrimination based on gender.

1981 – Sandra Day O'Connor is 1<sup>st</sup> woman on U.S. Supreme Court.

1993 – Janet Reno becomes 1<sup>st</sup> female attorney general.

1994 – Violence Against Women Act is signed.

2013 – U.S. military removes ban against women serving in combat positions.

2021 – Kamala Harris becomes 1<sup>st</sup> woman & 1<sup>st</sup> woman of color to become the U.S. Vice President.



# Individuals that Identify as LGBTQIA+



Lesbian | Gay | Bisexual | Transgender | Queer/Questioning | Intersex | Asexual/Ally

1924 – Society for Human Rights is founded.

1953 – President D. Eisenhower signs executive order banning gays from federal government employment.

1969 – Police raid Stonewall Inn in NYC. Begins gay civil rights movement.

1973 – APA removes homosexuality from its list of mental disorders in DSM-II.

1974 – Kathy Kozachenko becomes the 1<sup>st</sup> openly LGBTQ American elected to public office in Ann Arbor, Michigan.

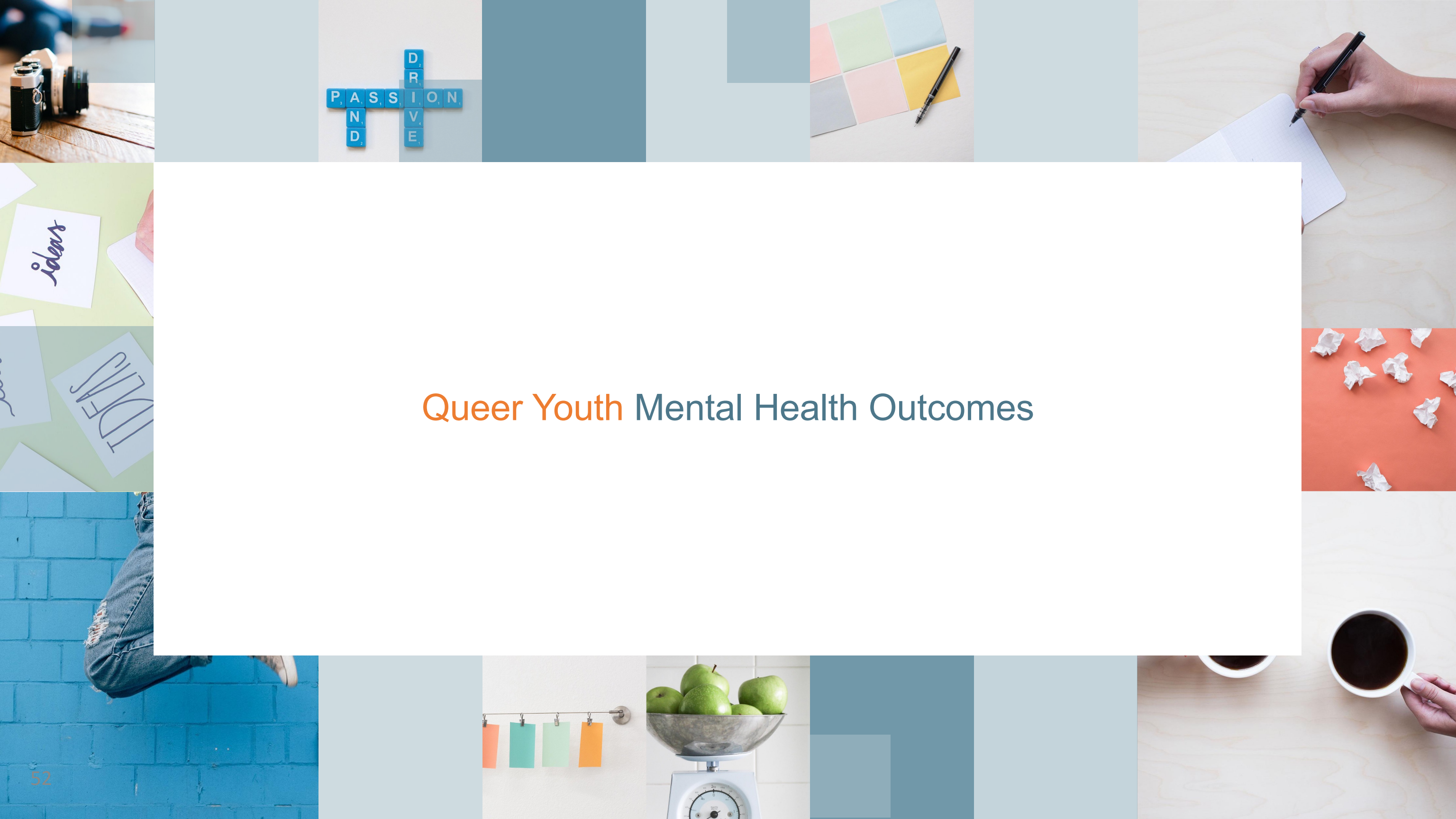
1993 – President Bill Clinton signs “Don’t Ask, Don’t Tell”.

2004 – 1<sup>st</sup> legal same-sex marriage in the U.S. takes place in Massachusetts.

2015 – Supreme Court rules that states cannot ban same-sex marriage.

2020 – Supreme Court rules that federal law protects LGBTQ workers from discrimination.





## Queer Youth Mental Health Outcomes

10% threatened  
or injured on  
school property

34% bullied on  
school property

18% experienced  
physical dating  
violence

29% attempted  
suicide at least  
once



Centers for Disease Control



# Reflect

How *diverse* is your school culture?  
Does it reflect the *community* you support?



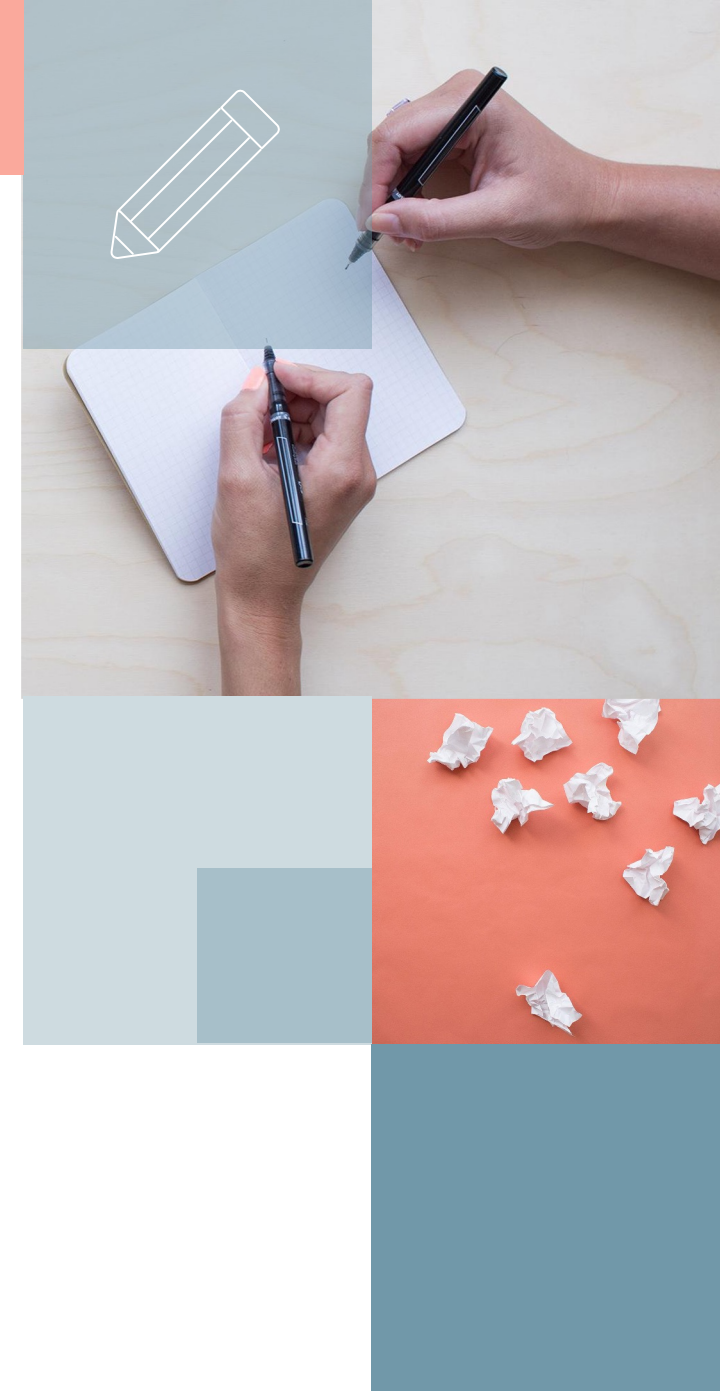


# Mindset Shifts



# Be Mindful of the Following:

- The kids & kin circle of care
  - Only caring about people who *look like you and are related to you*
- “*Toxic Positivity*”
  - Focusing on the reality you would like **over** *what reality is*





# Building Trust

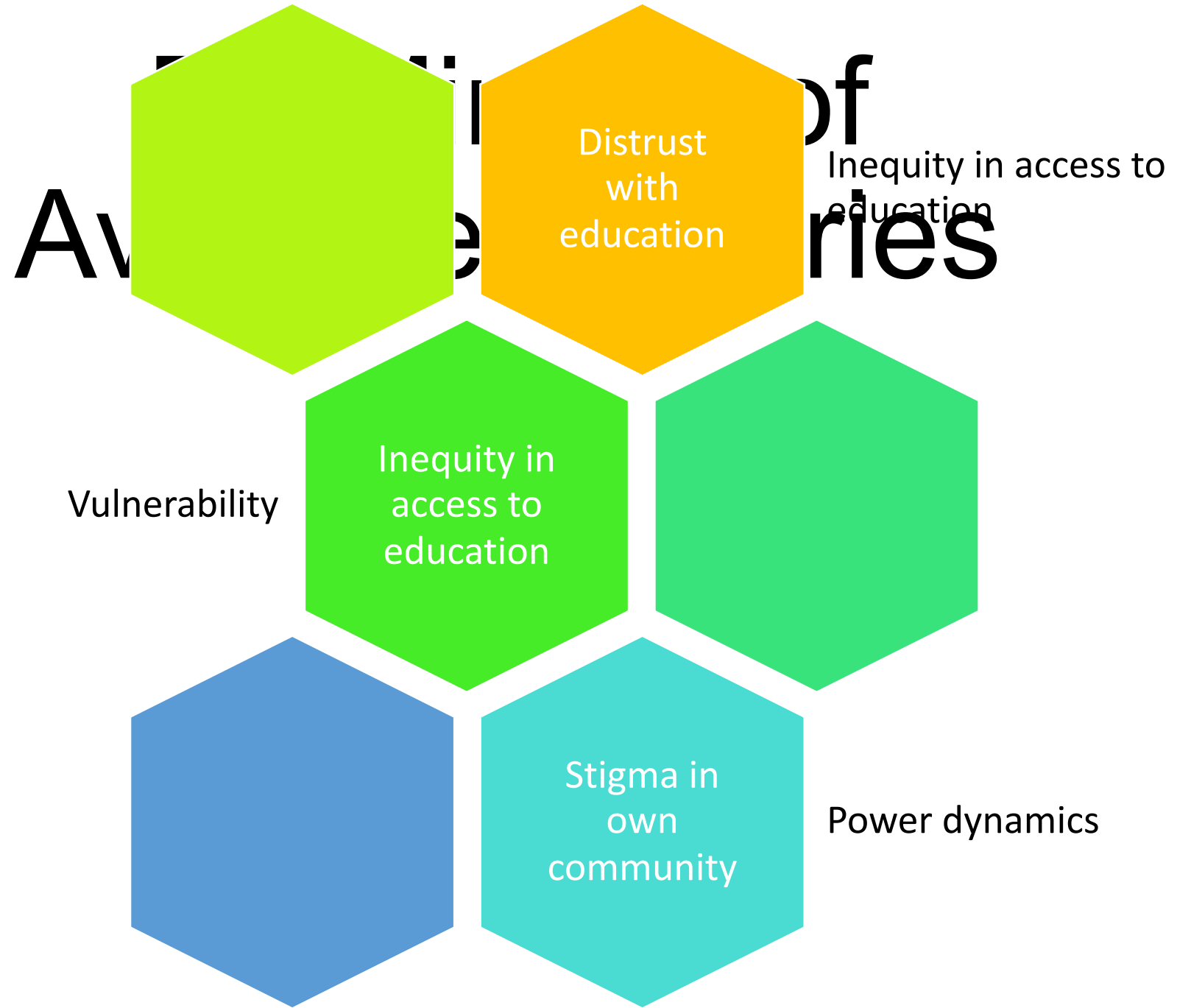
Families and Community Members



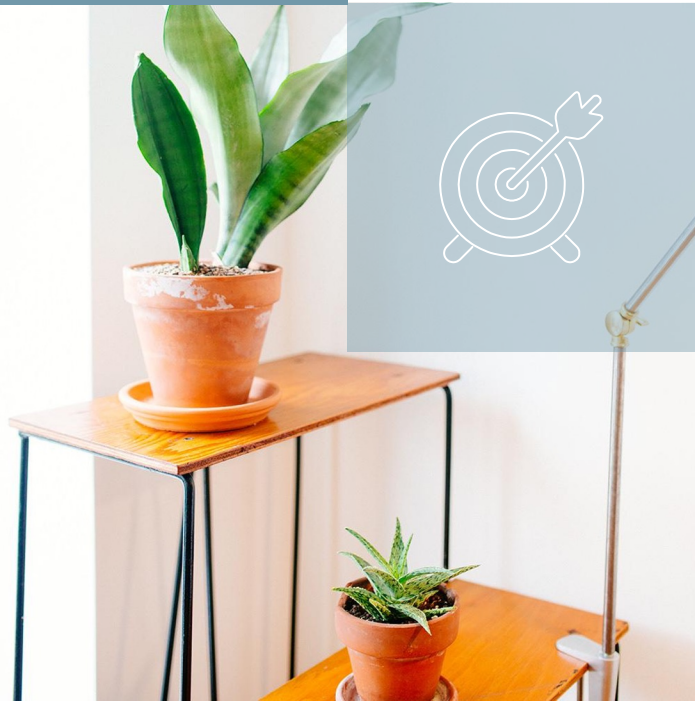
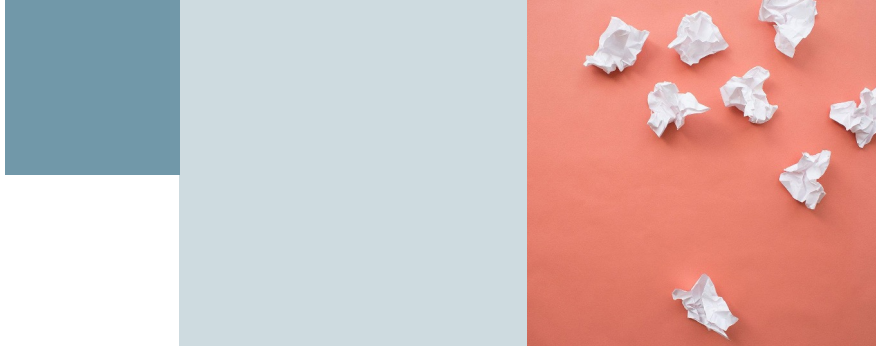
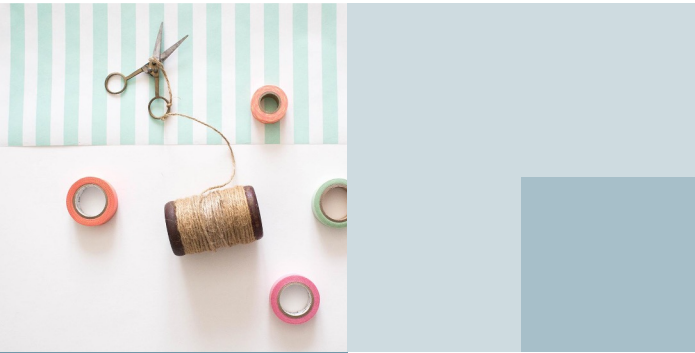
# Strategies to Consider

- Address parents/caregivers and community members by name
- Ask for advice
- Listen Actively
- Be mindful of jargon terms and what they may mean within the context
- Accept families unconditionally
- Accept families feelings
- Accept and validate concerns or complaints in a nondefensive way

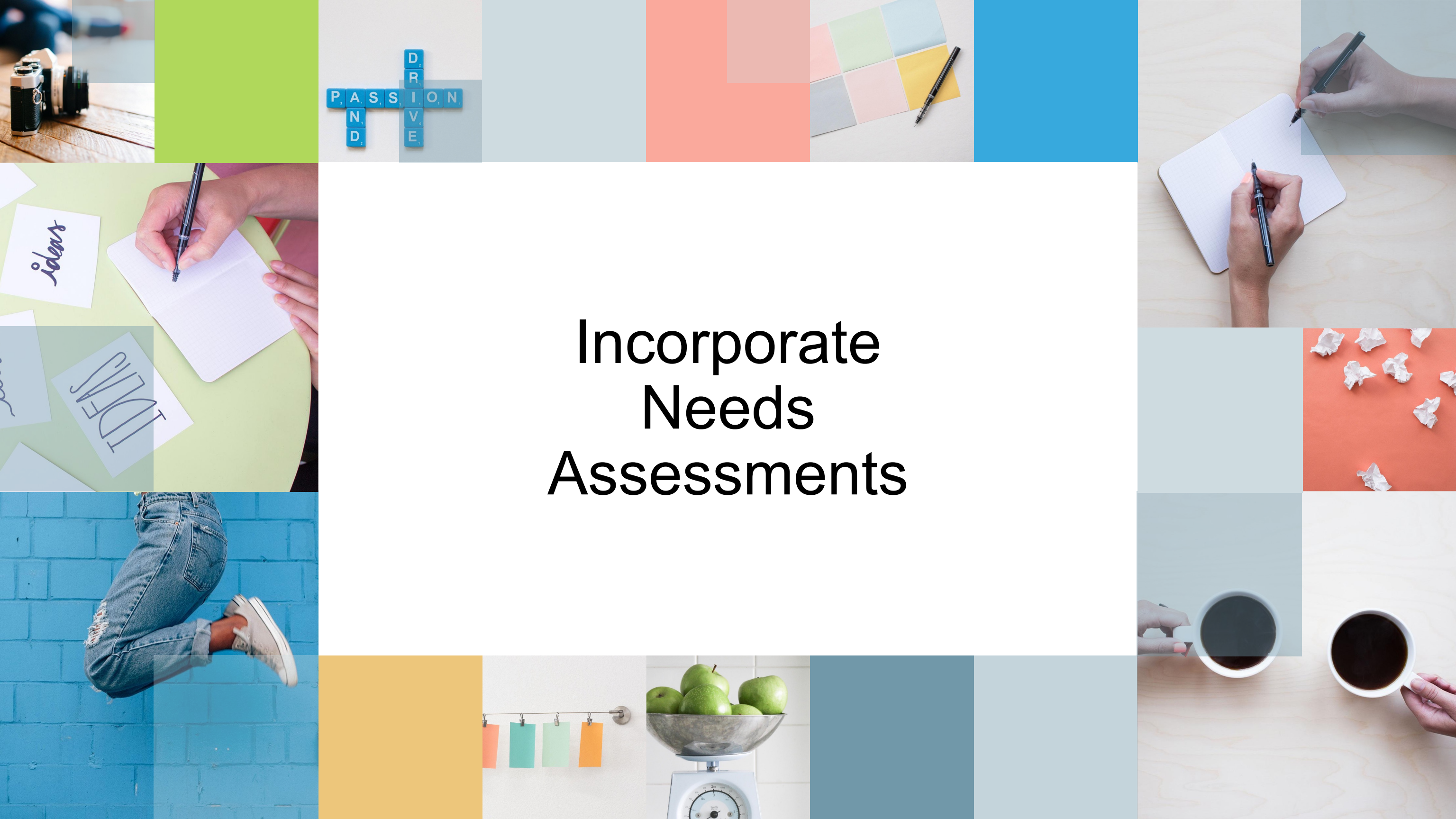








***Reflect***  
*Which aversive experiences have you seen?*



# Incorporate Needs Assessments

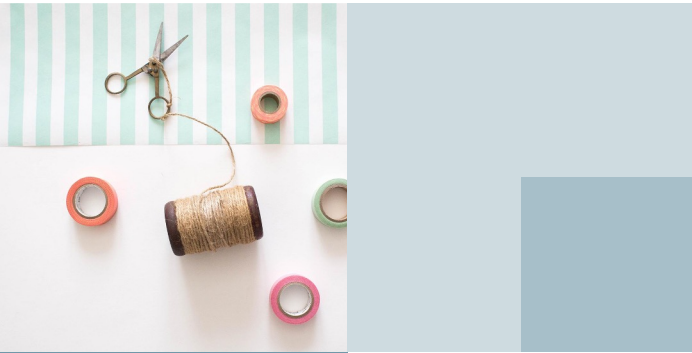


# Suggestions to Consider

- What are your family values that we should keep in mind?
- Are their religious or other practices that we should know about?
- What does your support system look like?
- Who in your family will participate with interventions/home work?



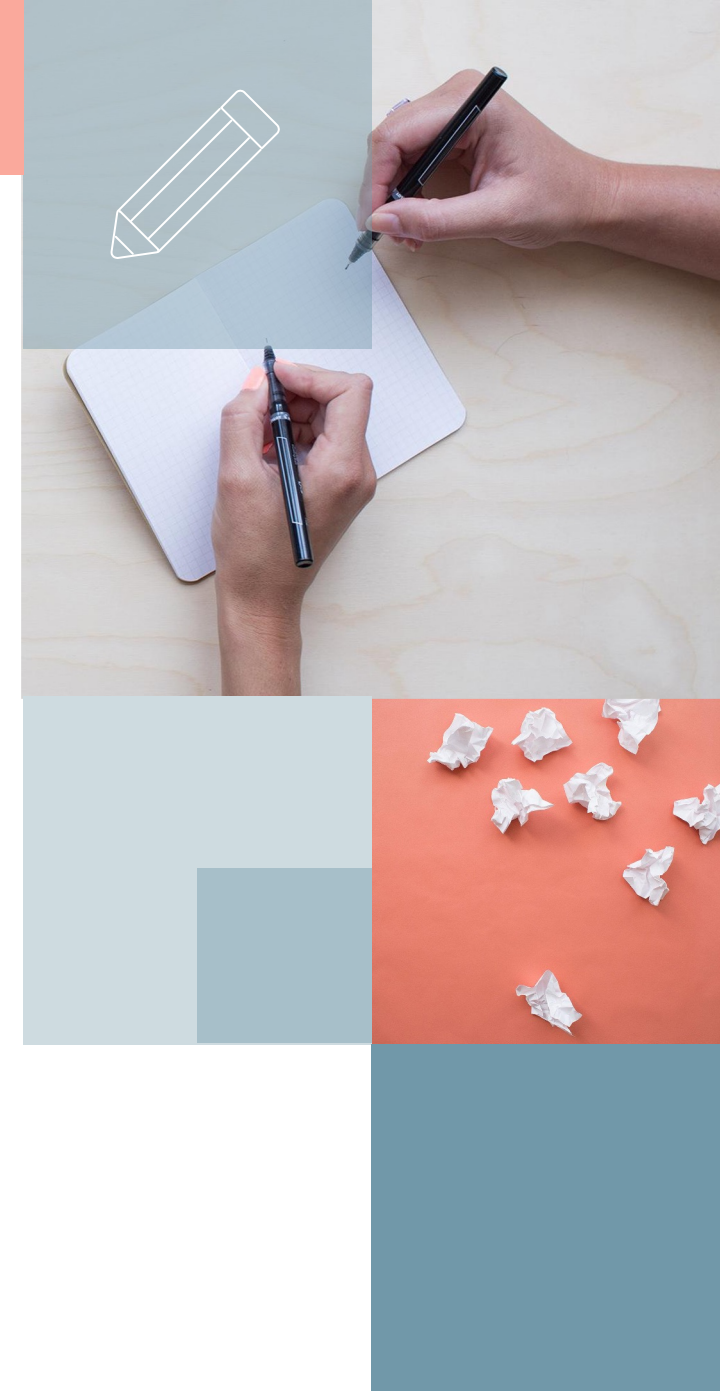
*It is difficult to listen to someone tell you an experience that is **different** from your lived experience. You might experience **discomfort** around your reputation or how you perceive yourself.*





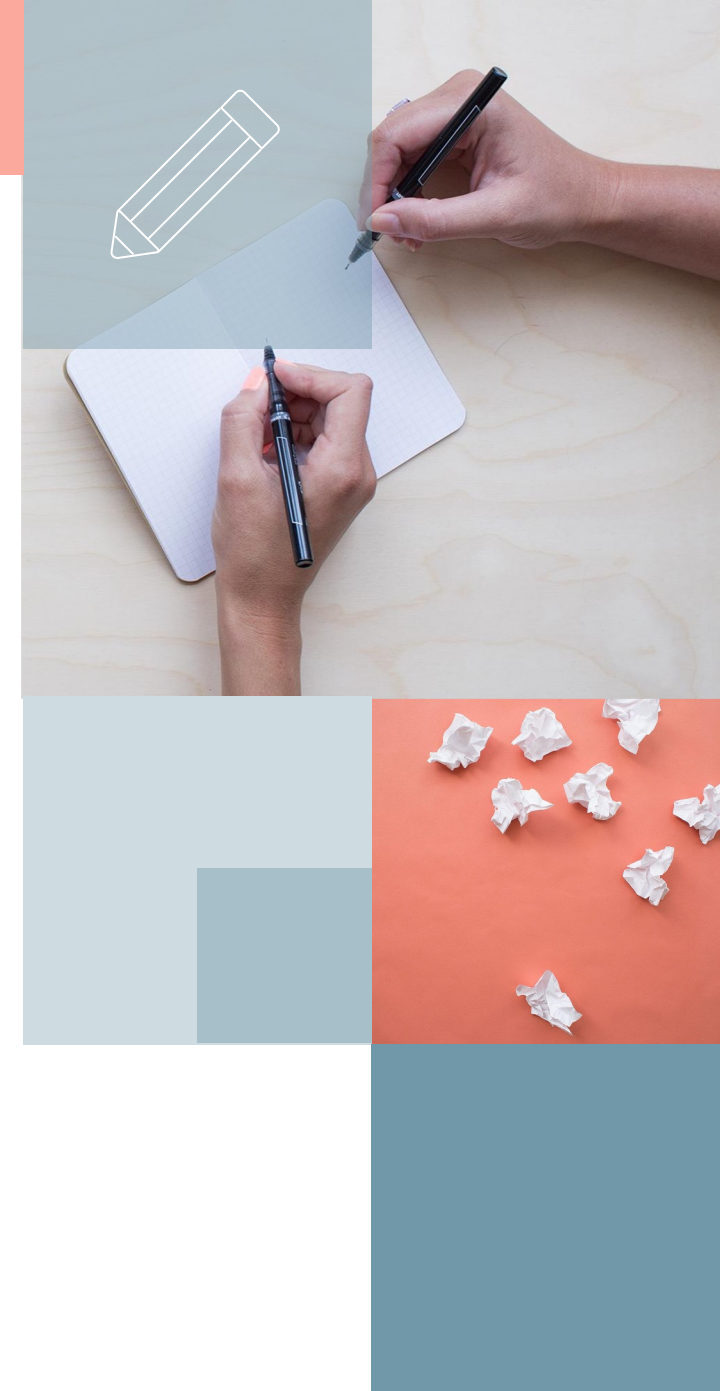
# Calling In VS Calling Out

- Giving the benefit of the doubt & **pausing**
- Allowing for grace
- Asking for clarity
- Having a conversation



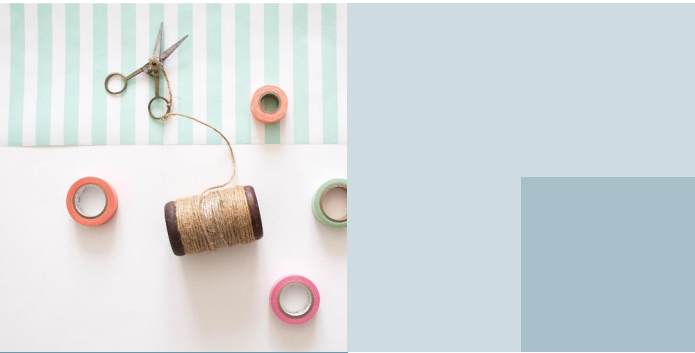
# An Important Distinction

- Hard to call in someone who isn't interested in being called in
- Internal reflection is necessary as part of this process
- “I'm here to get it right and not be right.”





*Anytime an operating system – like a school or a curriculum – consistently fails a specific subset of people, there is not something wrong with the people (in this case, children). There is something wrong with the system – the institution or the curriculum.*





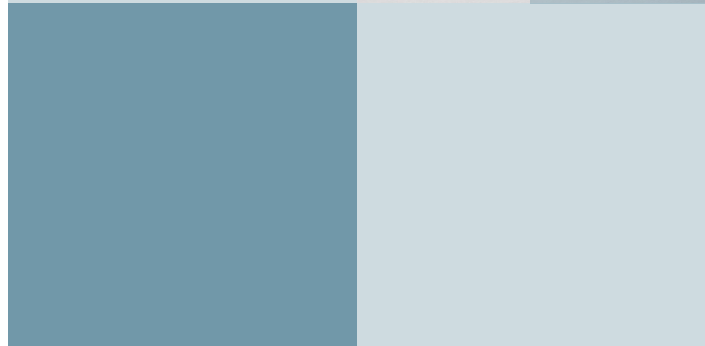
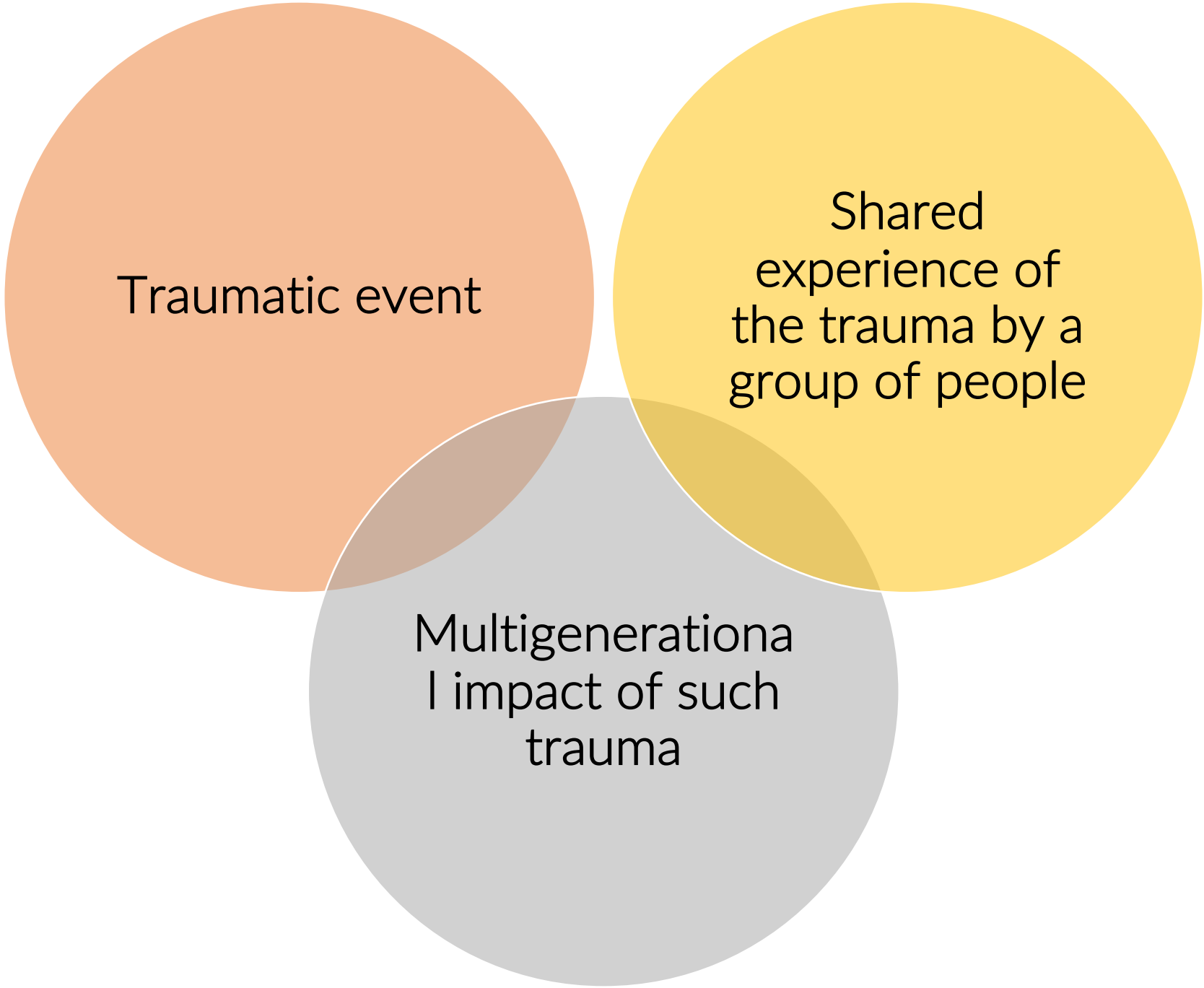
# Historical Trauma



# Historical Trauma

- Experienced by **specific, cultural, racial, or ethnic group**
- Related to **major events** that are forced upon oppressed groups of people
- Ex: slavery, war, extreme poverty, genocide, dislocation, forced migration, violent colonization



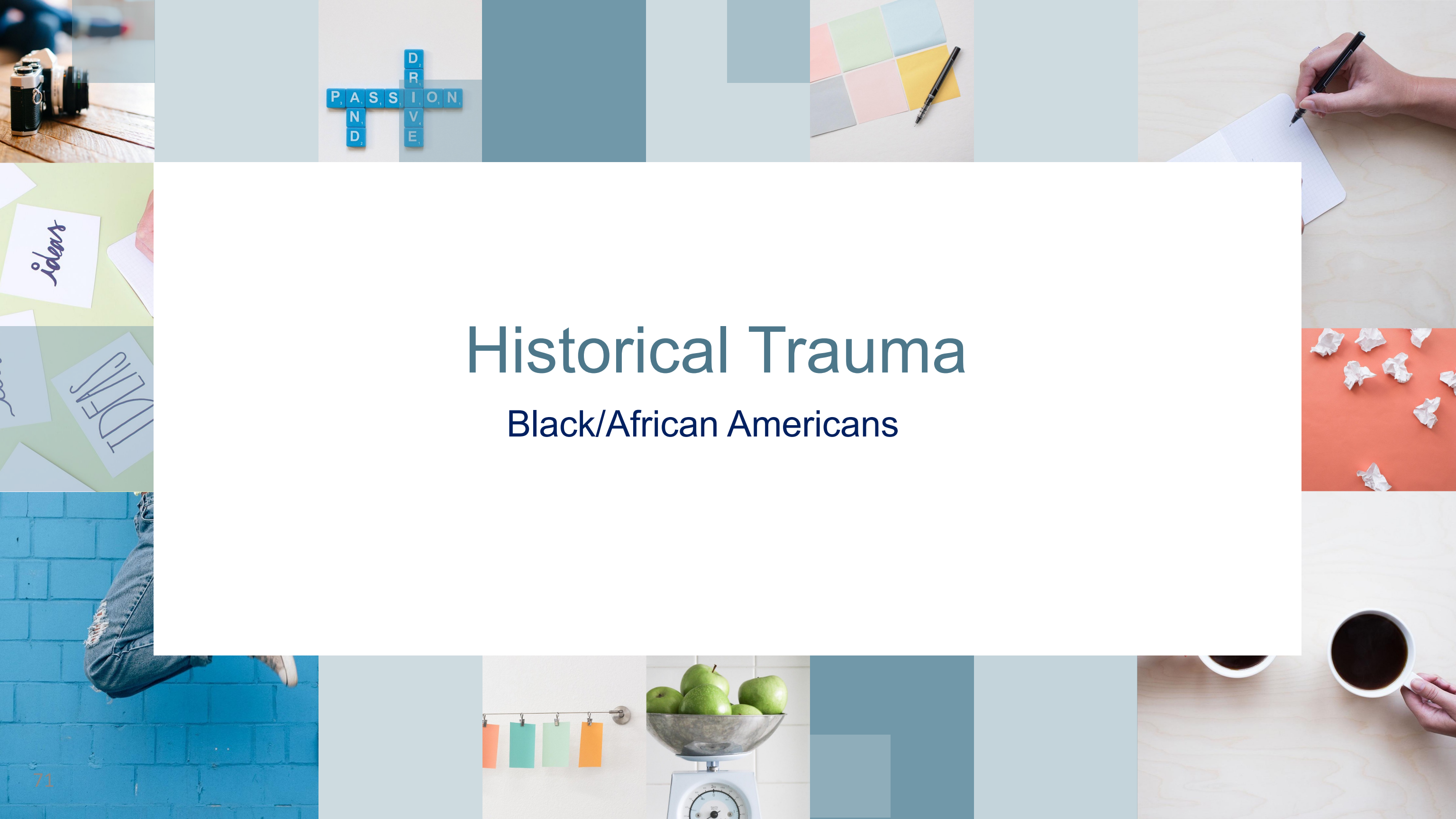




# Historical Trauma's Significance

- Provides a context for understanding some of the *stress responses* that children from **historically oppressed communities** use to cope with difficult situations
  - Research has shown that many of the poor mental and physical health outcomes experienced by past generations **carries forward** in descendent generations





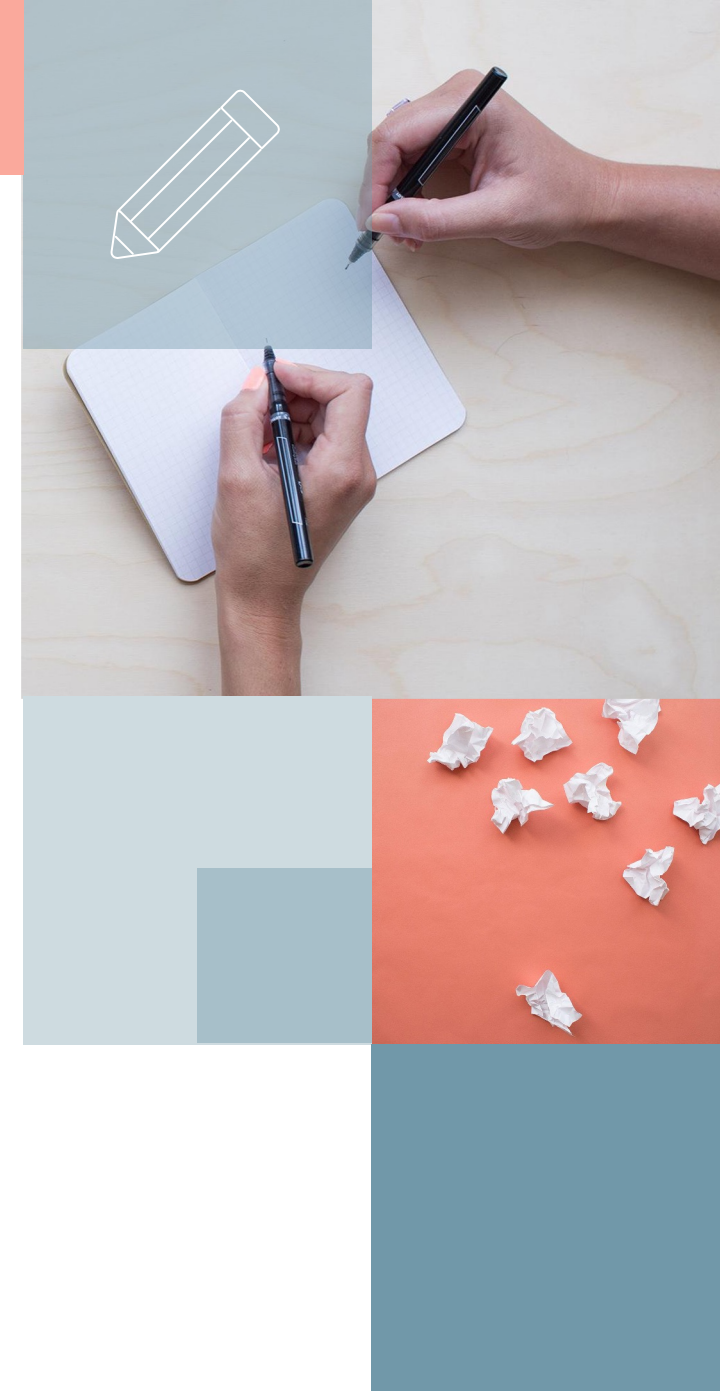
# Historical Trauma

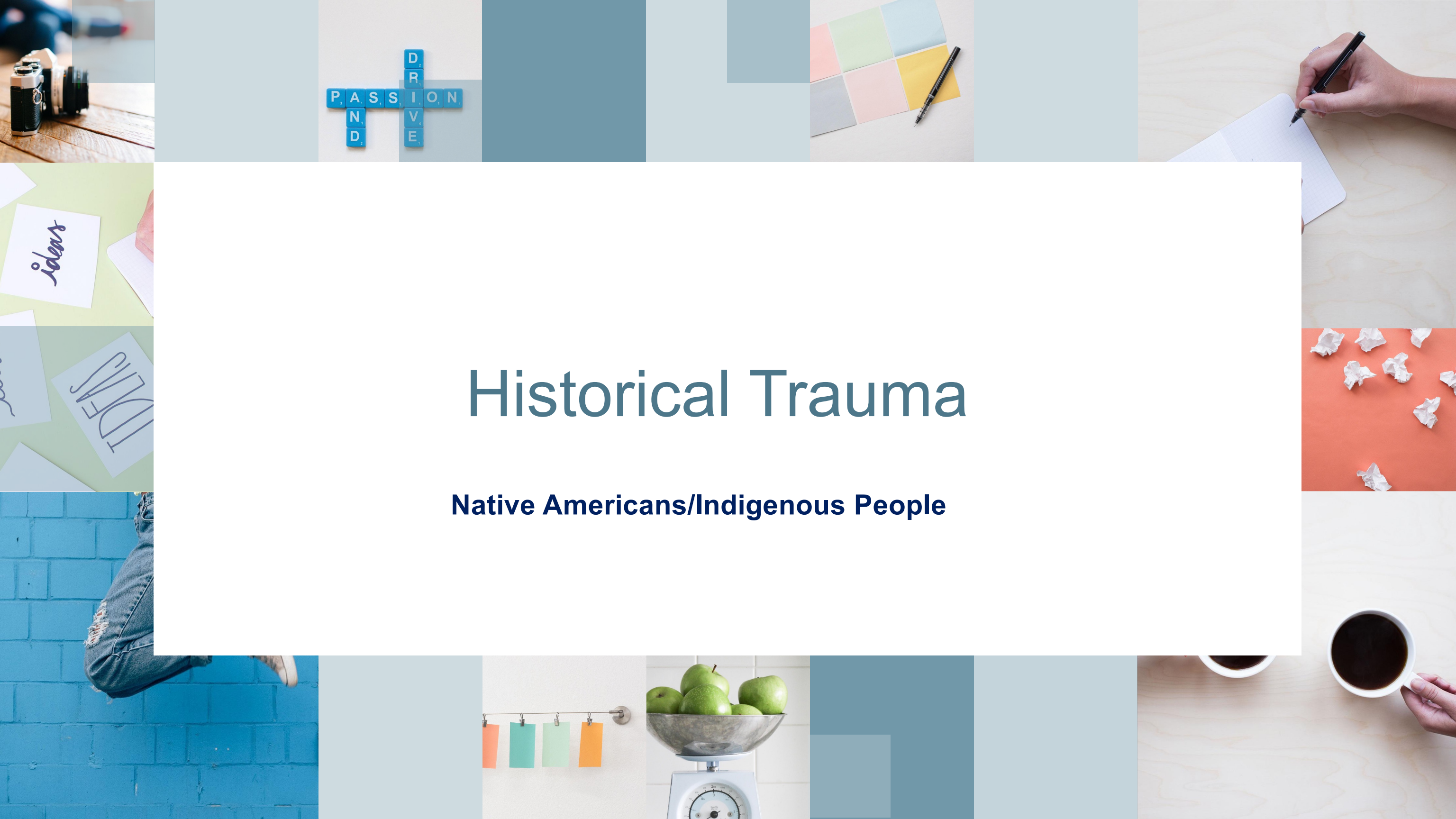
Black/African Americans



- Black/African Americans have experienced numerous ***race-related traumatic events*** including the trans-Atlantic slave trade, family separation, forced assimilation, denial of rights and resource access (Jim Crow), and mass incarceration

Being told their experience is **not**



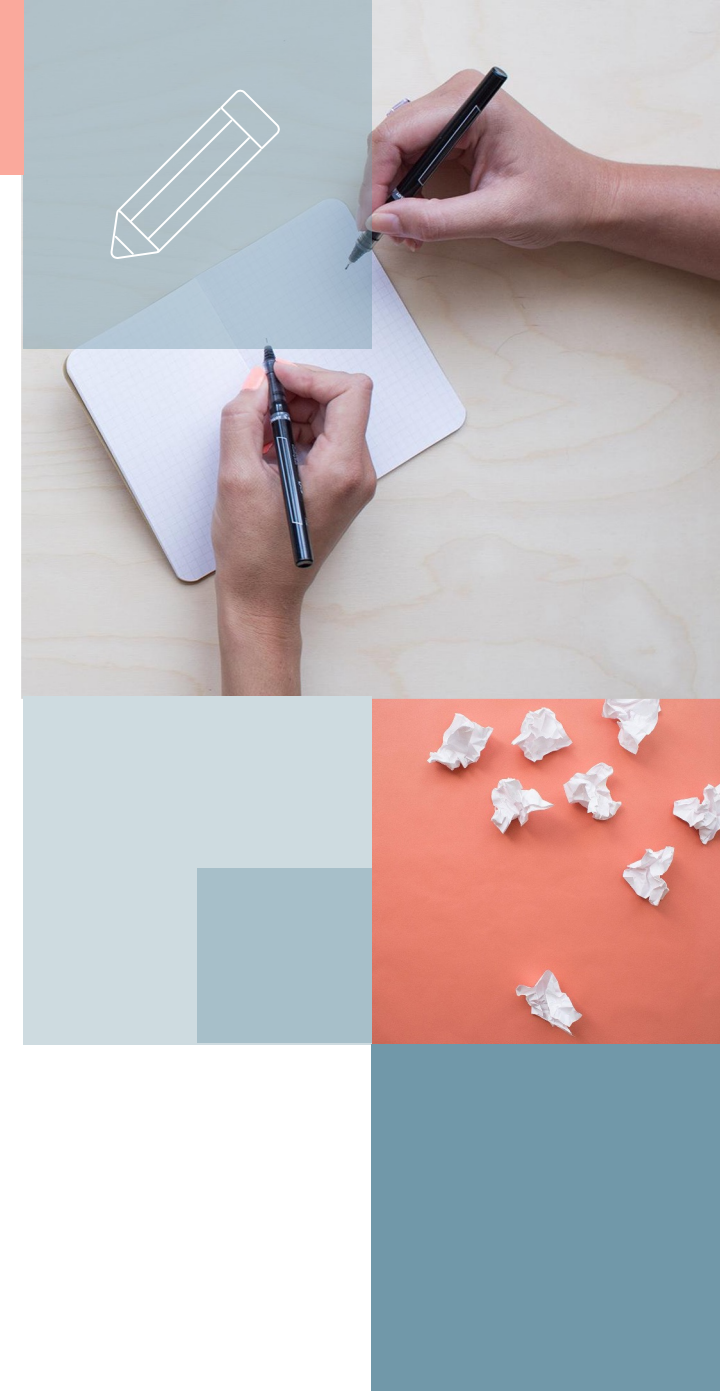


# Historical Trauma

**Native Americans/Indigenous People**



- Native American/Indigenous people were sent to boarding schools, taught English, and forbidden to speak their native languages or practice their cultural traditions
- The goal of these boarding schools was to **suppress** their identities so they would become “civilized” and assimilate them into white, “American” culture in a closely controlled Christian English-only environment

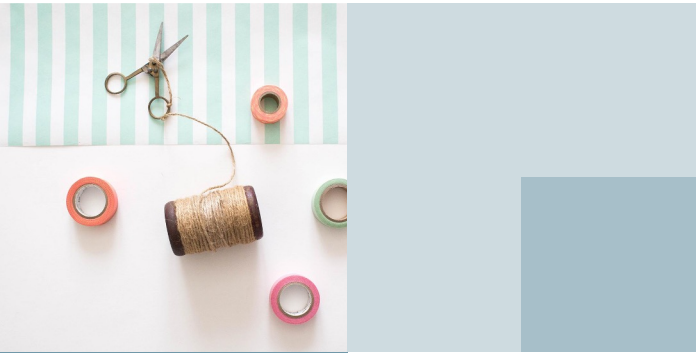




- Languages, traditions, culture, land and communities were lost
- Suicide rate for youth ages 15 to 25 is the **highest** of any racial/ethnic group in US
  - **4 times higher** than national average & have increased since 2003
- **Disproportionate health issues** such as alcoholism, diabetes, tuberculosis, & intimate partner violence







***Reflect***  
*How have you seen the  
impact of historical  
trauma in your role?*



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# Considerations in Relation to Trauma



Recognize that some may be **triggered** when learning about or studying historical events related to a historically marginalized population. **Honor** those emotional responses.

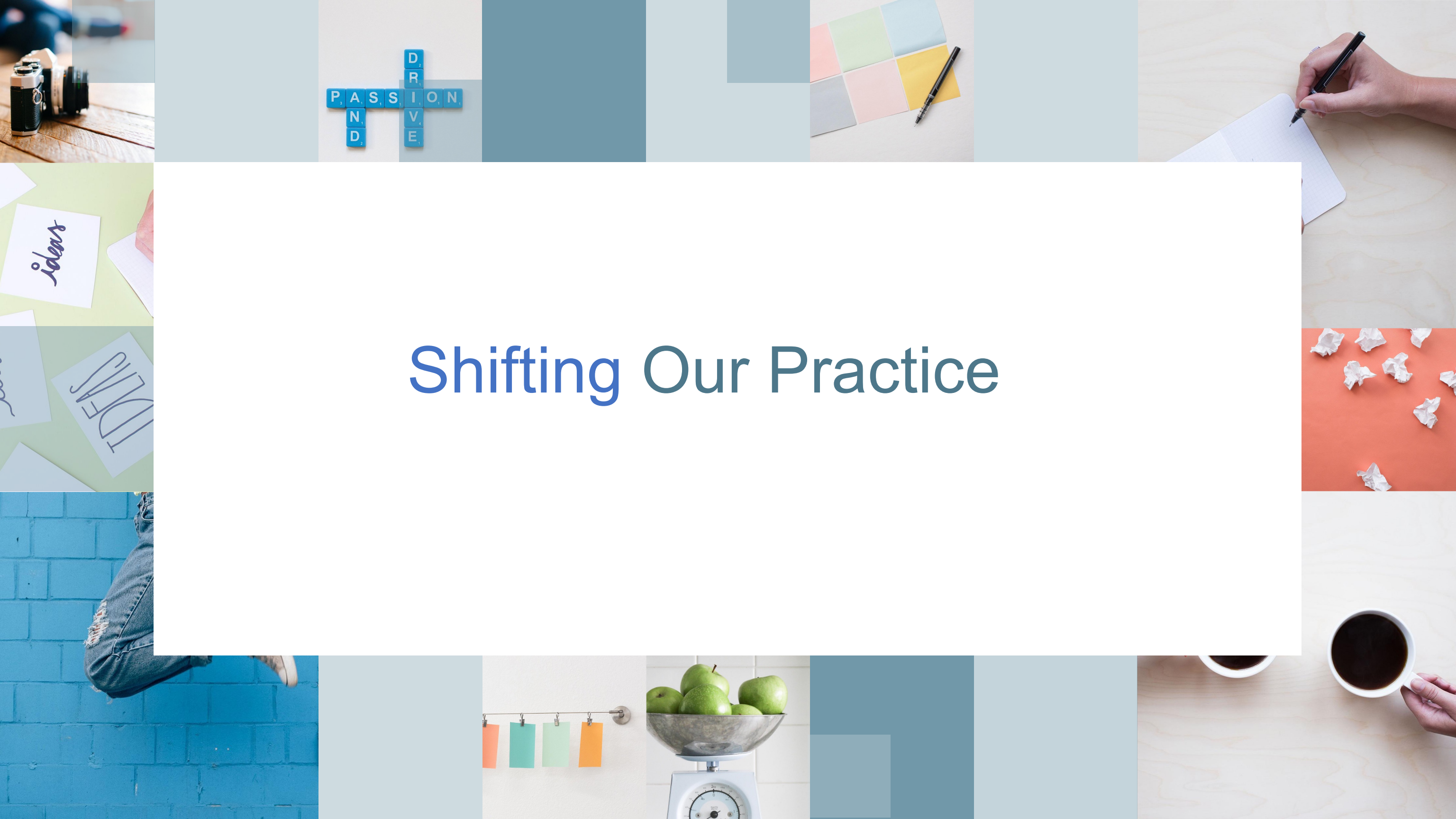


Offer empathy, understanding, and validation to those who express distrust and distress. **Avoid** telling them that past experiences should not affect their current beliefs.



**Speak out** if you recognize inequitable policies or practices and help facilitate change by offering solutions





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# Shifting Our Practice

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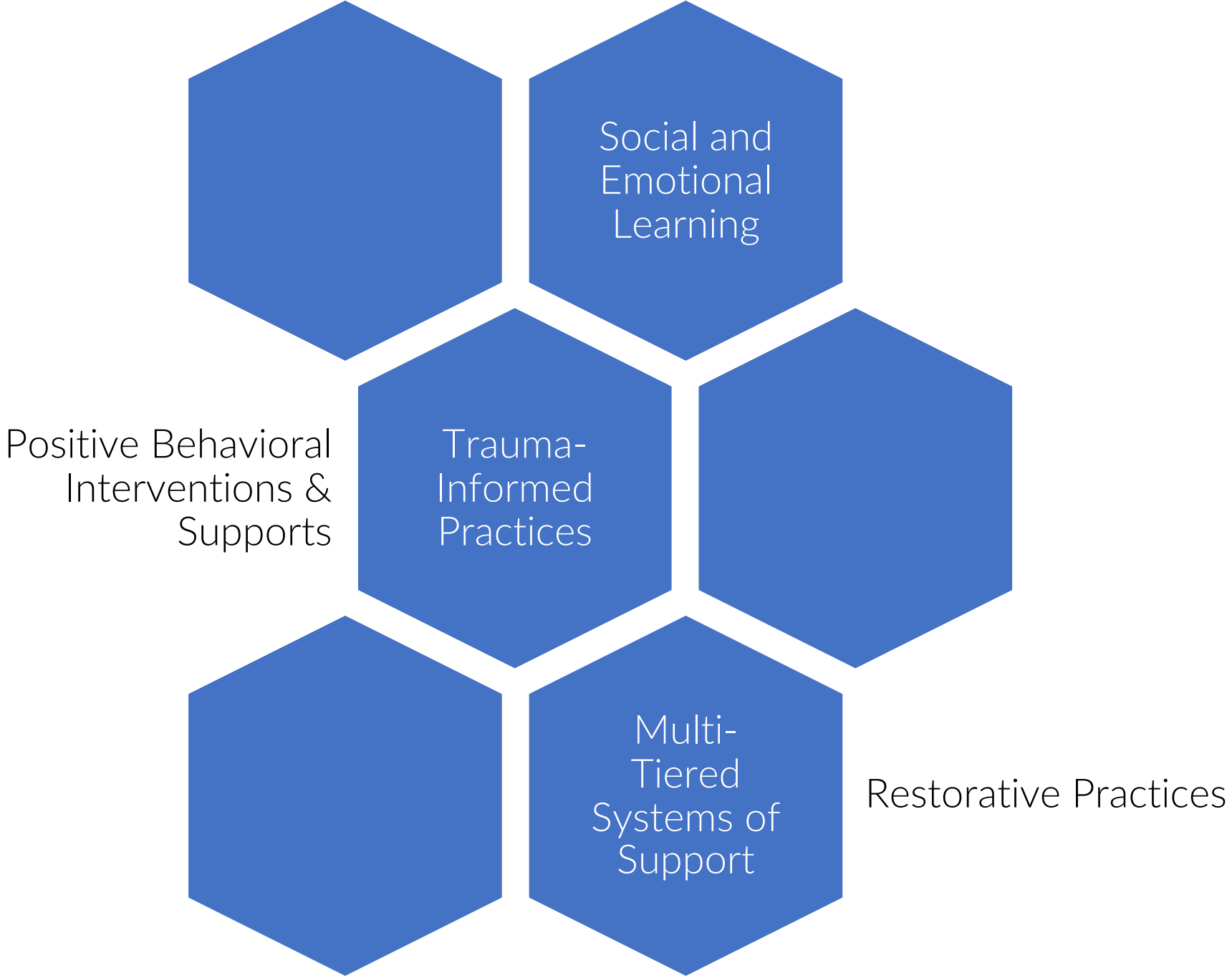
“What’s wrong with you?”



“What happened to you and how can we help?”

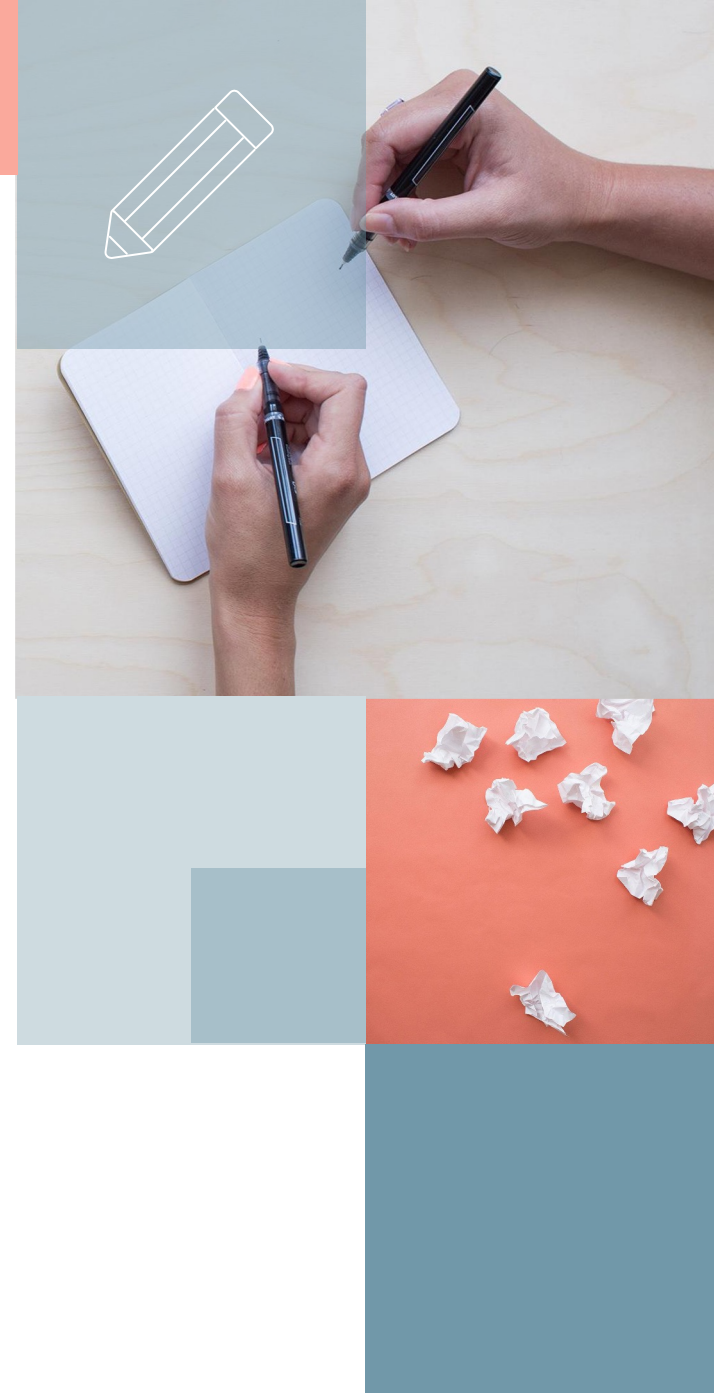
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# How Does Cultural Responsiveness Help?



Institutionalizing Cultural Knowledge

Capacity for Self-Assessment

Valuing Diversity

Conscious of Dynamics when Cultures Interact

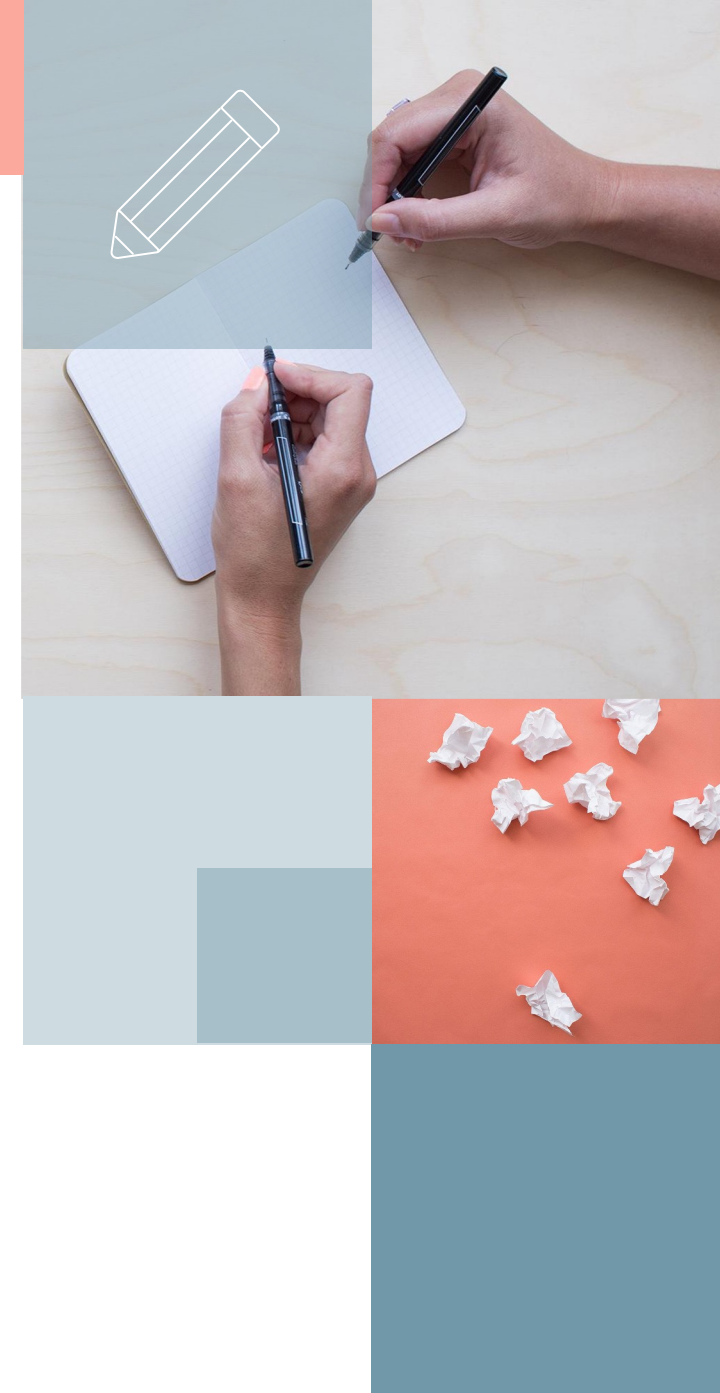
Developing Adaptations that Reflect Understanding of Diversity Between and Within Cultures

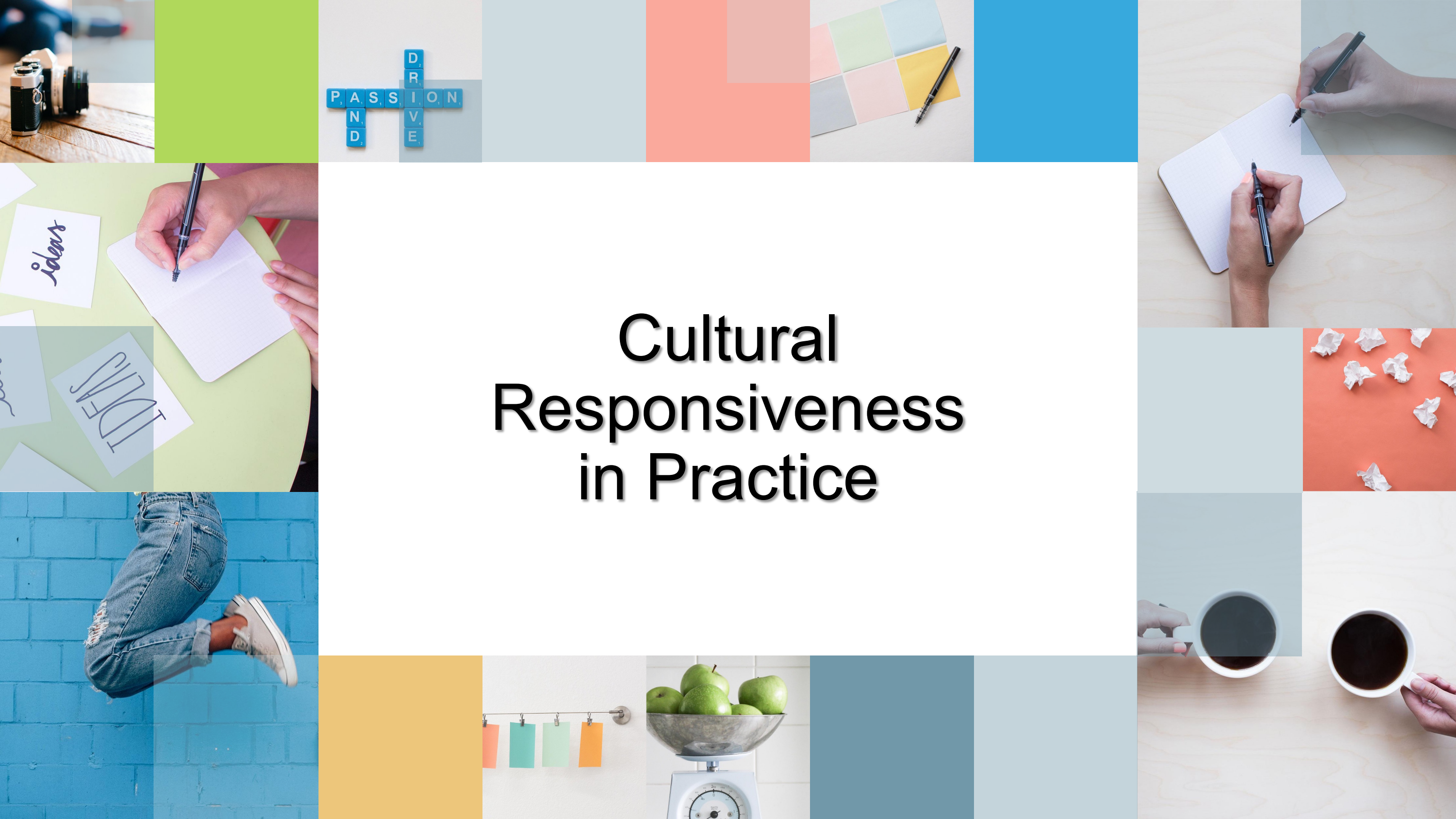




# Cultural Responsiveness Impact on Student Outcomes

- Student **disengagement, alienation, & truancy** can occur when diversity issues are not addressed.





# Cultural Responsiveness in Practice



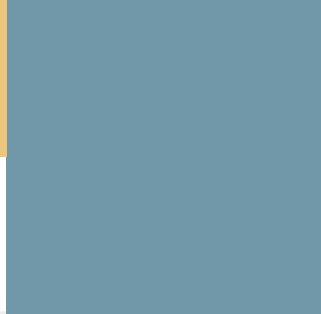
Acknowledges **legitimacy** of cultural heritages of different ethnic groups as legacies that affect students' dispositions, attitudes, & approaches to learning

Builds **bridges of meaningfulness** between home & school experiences

Uses a wide **variety** of instructional strategies that are connected to different learning styles

Teaches students to **know & praise** their own & each other's cultural heritage

**Incorporates** multicultural information, resources, & materials in all subjects & skills





PASSION  
AND  
DRIVE



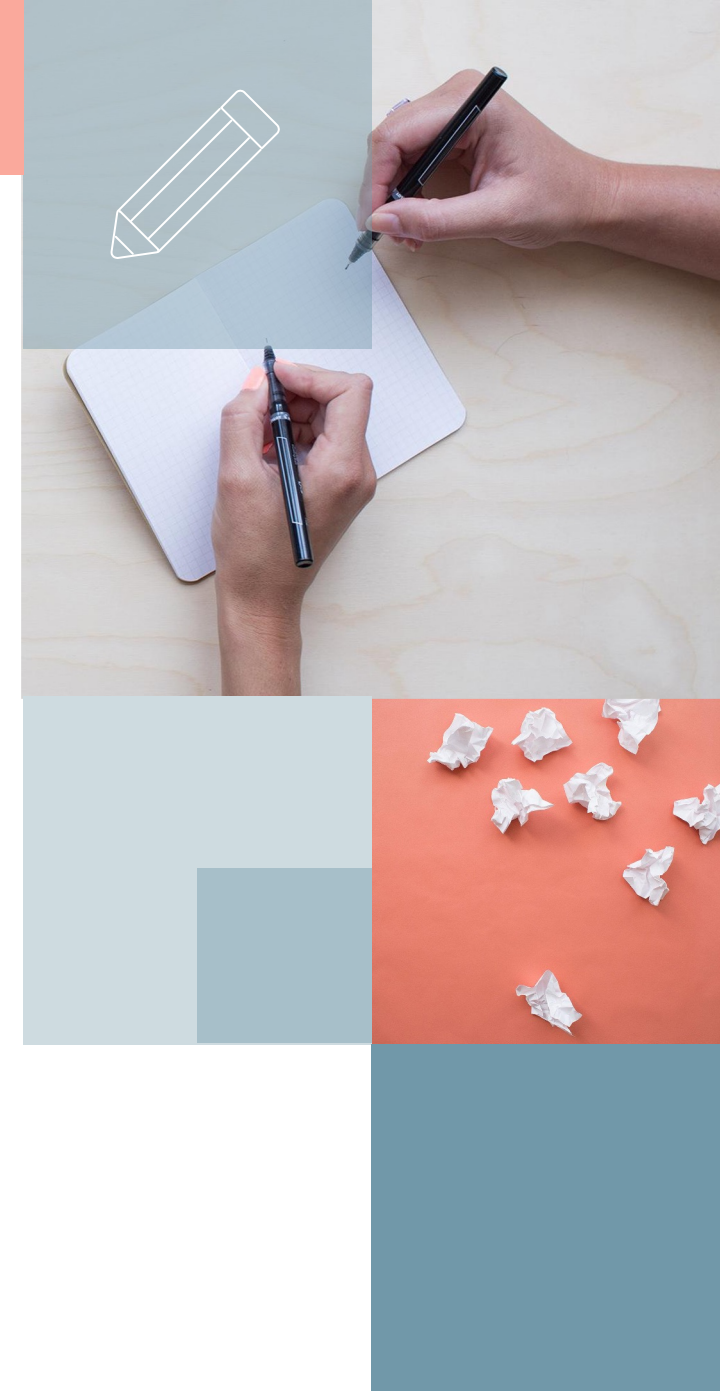
# Reflect

What are some ways you can add more **cultural responsiveness**?



# Please Keep in Mind

- Cultural responsiveness has a **developmental progression**
- Cross, Bazron, Dennis & Isaacs (1989)



Cultural Destructiveness

Intentionally destructive to other cultures

Cultural Incapacity

Not intentional

Lacks the capacity to help people of diverse backgrounds

Cultural Blindness

Think they are unbiased

Assumes culture makes no difference

Cultural Sensitivity & Competence

Realizes their own weakness in service to culturally diverse clients  
Attempts to improve service, enlist "buy-in", & become culturally competent in delivery

Cultural Responsiveness

Awareness of power dynamics, commitment to inclusion, used as a method to increase for social justice, willingness to learn and change

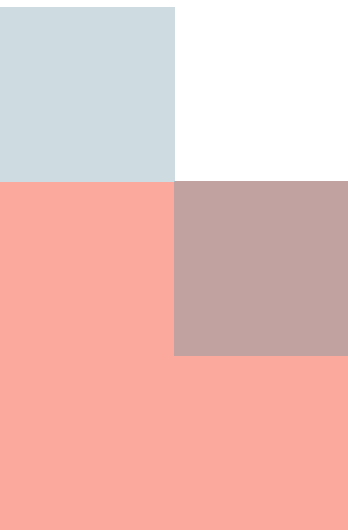
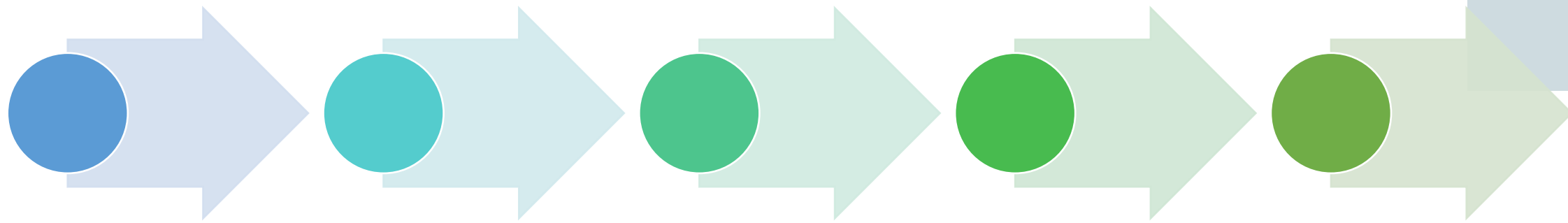
Practice disciplines (social work, health care, and education) are

Adapted and merged from Cross et al, 1989, Bassey, 2016 and Danso 2017





# Your Personal Journey





# Recommendations to Consider

- **Admit** to where you are on your journey
- Requires constant study
- **Apologize and do better** when you cause harm
- Join learning communities that are committed to this work
- Seek out training that **centers** cultural responsiveness
- Advocate in your role – **own your part of the collective**
- Ask for help when you need it
- Find a mentor – learn from culturally responsive leaders
- Have those hard conversations





# Any Questions?

You can find me @\_embracing\_resilience\_ and  
cdupart@embracingresilience.org



## Thanks!

# Upcoming Trainings

<https://mhffcnetwork.org/centers/global-mhffc/training-and-events-calendar>

**1. PREPaRE Workshop (Workshops 1 & 2)**

In-Person: Salt Lake City, Utah

Dates: 4/24 (Workshop 1); 4/25-4/26 (Workshop 2)

**2. Equitable Decision Making in School Based Mental Health (Dr. Miranda Zahn, NCSP)**

4/5, 1-2:00p MST

**3. The Weight of Injustice: Exploring the Intersectionality of Fatphobia, Racism, and Mental Health (Dr. Stephanie Campbell)**

4/14, 1-2:30p MST

**4. PBIS (Casey Dupart, M.S., NCSP, BCBA)**

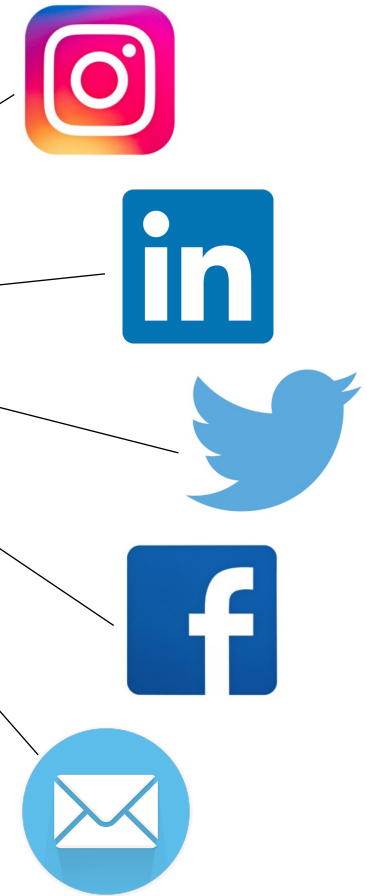
4/20, 1-2:00p MST



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# Incorporating Cultural Responsiveness Within Schools

THANK YOU!

