

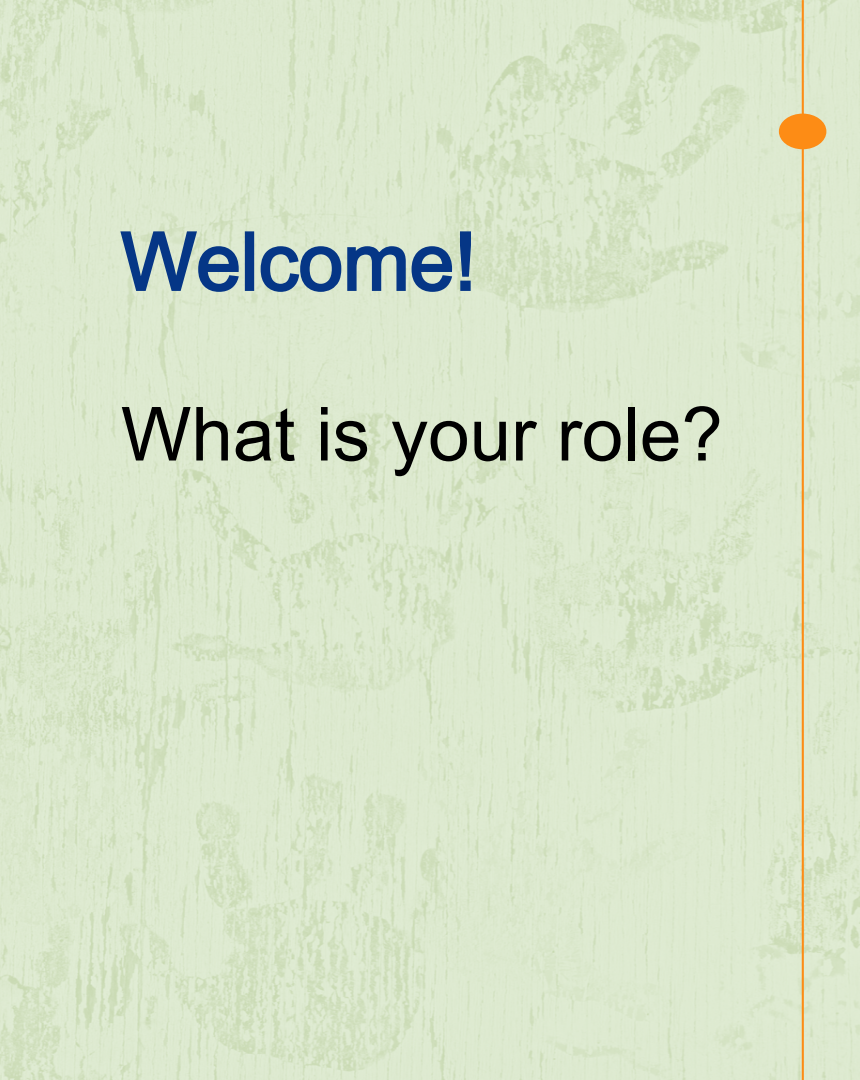
Equity in Infant and Early Childhood Mental Health Consultation

Centering Asian American, Native Hawaiian, and Pacific Islander Children and Families to Combat Racial Bias and Promote Connection & Belonging in IECMHC

April 25, 2024

3:00 pm – 4:30 pm ET

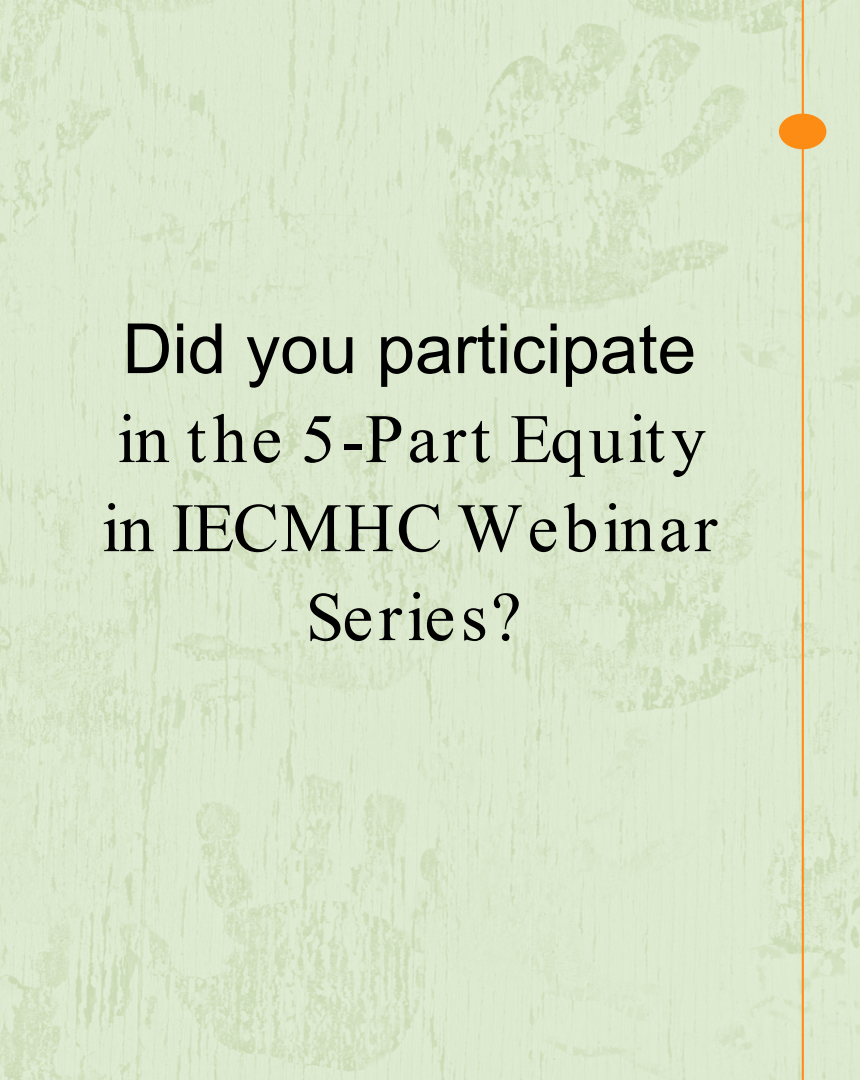




Welcome!

What is your role?

- A. Mental Health Consultation
(Consultant, Program Director,
Supervisor, or Systems Leader)
- B. Early Childhood Education
(Teacher, Practitioner, Program
Director, or Systems Leader)
- C. Trainer or Coach
- D. Higher Education
- E. Federal, State, Local
Government Employee
- F. Child and Family Advocate
- G. Funder
- H. Researcher/Evaluator
- I. Other



Did you participate in the 5-Part Equity in IECMHC Webinar Series?

- A. Webinar 1 - How did we get here?: An overview of the root causes of disparities in child outcomes, and the role of the child serving systems
- B. Webinar 2 - Culture, Identity, and History as Sources of Strength and Resilience for Tribal Communities
- C. Webinar 3 - Culture, identity, history as sources of strength and resilience for African American children and Families
- D. Webinar 4 - Culture, identity, history as sources of strength and resilience for Latino children and families
- E. Webinar 5 – Culture, Identity, and History as Sources of Strength and Resilience for Asian American & Pacific Islander Children & Families
- F. All of the above
- G. None

Center of Excellence for Infant and Early Childhood Mental Health Consultation (IECMHC)

Mission and Vision



The Center aims to grow, advance, and
impact the field of IECMHC

Areas of Focus:

Technical Assistance
Professional Development
Clearinghouse

www.iecmhc.org

CHILDREN'S EQUITY PROJECT

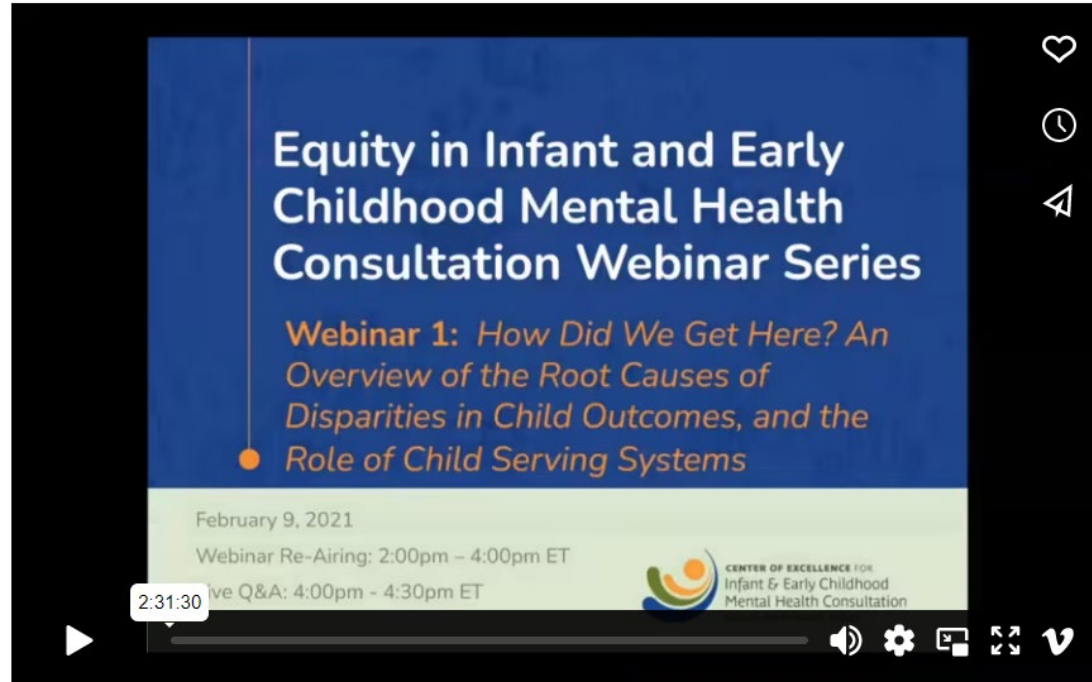
The CEP is an initiative housed at ASU targeted at closing opportunity gaps and building equitable child serving systems.

Research - Policy - Practice

National - State - Local



5-Part Webinar Series



The screenshot shows a video player interface. The main content area has a blue background with white text for the title and orange text for the subtitle. The title is 'Equity in Infant and Early Childhood Mental Health Consultation Webinar Series'. The subtitle is 'Webinar 1: How Did We Get Here? An Overview of the Root Causes of Disparities in Child Outcomes, and the Role of Child Serving Systems'. Below the subtitle, there is a green bar with white text providing the date 'February 9, 2021', the re-airing schedule 'Webinar Re-Airing: 2:00pm – 4:00pm ET', and the live Q&A schedule 'Live Q&A: 4:00pm - 4:30pm ET'. The logo for the 'CENTER OF EXCELLENCE FOR Infant & Early Childhood Mental Health Consultation' is in the bottom right of the content area. The video player controls at the bottom include a play button, a progress bar with a time display of '2:31:30', a volume icon, a settings gear, a full screen icon, and a share icon.

Equity in Infant and Early Childhood Mental Health Consultation Webinar Series

Webinar 1: *How Did We Get Here? An Overview of the Root Causes of Disparities in Child Outcomes, and the Role of Child Serving Systems*

February 9, 2021
Webinar Re-Airing: 2:00pm – 4:00pm ET
Live Q&A: 4:00pm - 4:30pm ET

 **CENTER OF EXCELLENCE FOR**
Infant & Early Childhood
Mental Health Consultation

2:31:30

Framing Our Dialogue



Structural and Systemic Racism

THE GROUNDWATER APPROACH:

building a practical understanding
of structural racism

Source: Racial Equity Institute (REI), 2018

Introductions



Tony Delarosa

Author, *Teaching The Invisible Race: Embodying A Pro-Asian American Lens in Schools*



Erin Henderson Lacerdo

Executive Director
Hawaii Association of Infant
Mental Health



Krystle Canare

Deputy Director
National Asian American Pacific Islander
Mental Health Association



Janny Wong, LMFT

Director, Fu Yau Project
Richmond Area Multiservices, Inc



Lisa Gordon

The Children's Equity Project
Arizona State University &
CoE TA Advisor

Centering Asian American, Native Hawaiian, and Pacific Islander Children and Families to Combat Racial Bias and Promote Connection & Belonging in IECMHC



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Infant & Early Childhood
Mental Health Consultation
Growth. Advancement. Impact.

Countering AANHPI -Bias and Promoting Connection & Belonging for AANHPI Children & Families



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The Early Learning Environment

Tony Delarosa
Author, Teaching The Invisible Race:
Embodying A Pro -Asian American Lens in Schools



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Who is Tony?

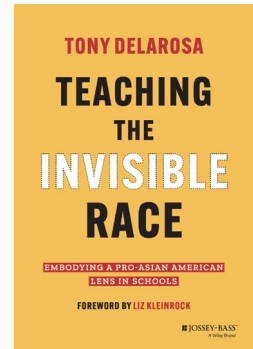


Positionality:

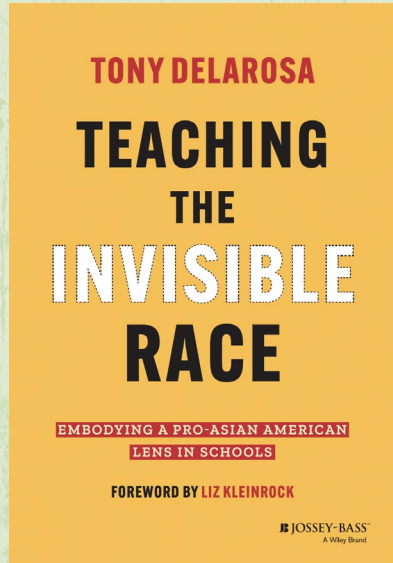
- son of Kapampangan & Caviteño Immigrants
- father & husband
- 1st Generation College Going
- multi-lingual language learner
- ethnic studies theory / policy to practice researcher at UW - Madison
- racial justice educator



Content from *Teaching the Invisible Race* chapter 13 called “Working with Asian American Students, Staff, & Families” (pp: 154-168)



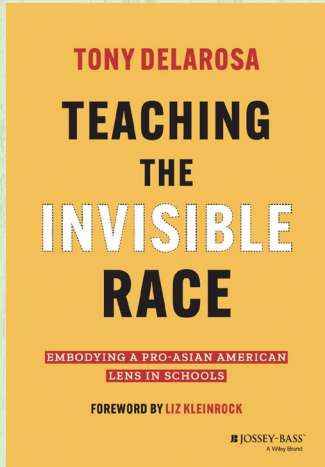
What is a pro-Asian American lens?



Working with us through a Pro -Asian American lens. . .

- **Stems from the movement to create Pro - Black Lens**
 - Marcus Garvey (Black Pride 1920s)
 - Black is Beautiful Movement (Kwame Brathwaite and Elombe Brath, 1960s-70s)
- **Pro-Asian Americanness means:**
 - Knowing our intersectional and cross-ethnocal history grounded in a pro-Black, Pro-Indigenous, Pro-LGBTQIA+, and pro-Disability ways of being.
 - Knowing how to combat anti-Asian racism through identification and action
 - Knowing how to facilitate Asian joy

What age should we be talking to kids about race?



Journal of Experimental Psychology: General

Adults Delay Conversations About Race Because They Underestimate Children's Processing of Race

Jessica Sullivan, Leigh Wilton, and Evan P. Apfelbaum

Online First Publication, August 6, 2020. <http://dx.doi.org/10.1037/xge0000851>

Findings from 600 participants:

- Parents, regardless of identity markers, on average believed that kids could talk about race around the age of 5.
- Study shows the following:
 - **3-month-old babies** prefer faces from certain racial groups,
 - **9-month-olds** use race to categorize faces,
 - **3-year-old** children in the U.S. associate some racial groups with negative traits.
 - **By age 4**, children in the U.S. associate whites with wealth and higher status, and race-based discrimination is already widespread when children start elementary school.

Asian American Racial Literacy Concepts you should know. . .



The Model
Minority Myth



The Perpetual
Foreigner Stereotype



Asians as Menace
“Yellow Peril”

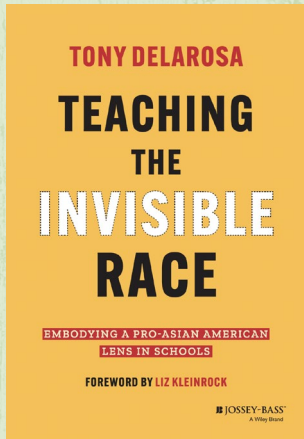
TONY DELAROSA
TEACHING
THE
INVISIBLE
RACE

HOW TO GET YOUR STUDENTS TO
UNDERSTAND RACE IN THE CLASSROOM

FOREWORD BY J. K. KIM

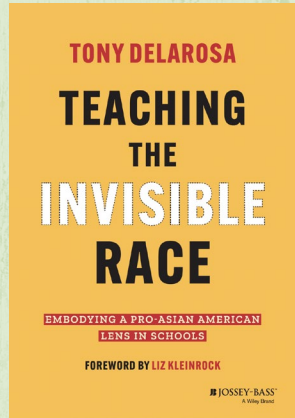
WILEY-BLANK

The Model Minority Myth looks like...

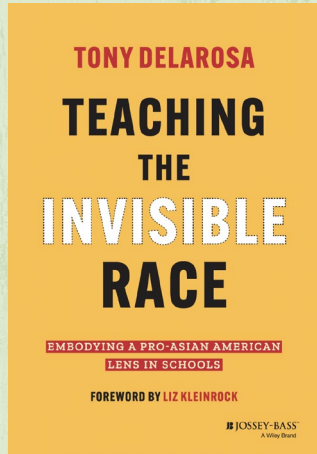


Asian Americans are good at STEM subjects	Asian Americans are rich	Asian Americans are hardworking
Asian Americans are docile and submissive.	Asian Americans don't complain.	Asian Americans are spiritually enlightened.
Asian Americans are self-reliant	Asian Americans don't have mental health concerns.	Asian Americans are living the American dream.

The Perpetual Foreigner Stereotype looks like...

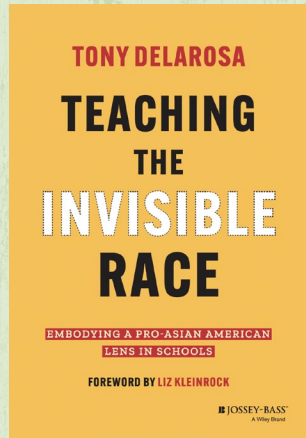


Asians as Menace / Yellow Peril can look like ...



THE
PAGE
ACT 1875

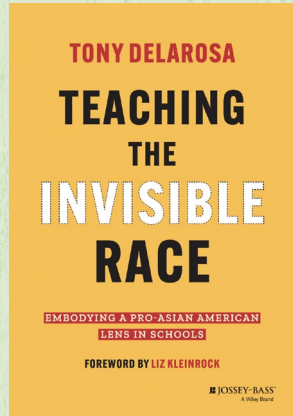
What can we do as adults to cultivate a pro-Asian American learning experience?



Knowledge & Belief

- Understand not all Asians are the same
- Seeing people as people of color.
- Not every Asian parent is a tiger parent.
- Seeing immediate and extended family members as important.

What can we do as adults to cultivate a pro-Asian American learning experience?



Skill

- Honoring language diversity (trans-languaging)
- Building Opportunities to Lead (being a helper, presenting at show & tell, leading at home or in class).
- Honoring expansiveness of identity
 - Ensuring the environment and texts being exposed to kids honors a multitude of AANHPI identities across different intersections.
- Providing opportunities to share cultural norms & differences (personal level, school level).

Sharing Our Stories: Fu Yau Project

Janny Wong
Director, RAMS Fu Yau Project



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Cultural Values/Norms and Other Factors

- Emotion Control
- Valuing Academics
- Collectivistic Culture
- Harmony
- Saving Face
- Filial Piety
- Immigration
- Knowledge of Support
- Acculturation Level
- Stigma
- Language
- Anti-Asian Sentiments

rams





Case Presentation

Mother of a 3 year old

Background and Initial Contact

- **Client:** Mother of a 3 year-old child, new immigrant
- **Location:** Family Resource Center (FRC)
- **Initial Contact:** Parent support group
- **Alerting Factors:** Visibly distressed, negative language, low tone of voice

rams



Consultation

1. Reached out to Mother
2. One-on-one Consultation (2 Sessions):
 - a. **Stress Processing** (child-rearing, isolation, ill mother)
 - b. **Consider a new strategy/approach** (value of self-care)
 - c. **Action plan** (self-advocacy)

rams



Sharing Our Stories: Association for Infant Mental Health in Hawai'i (AIMH HI)

Erin Henderson Lacerdo
Executive Director, Association for Infant
Mental Health in Hawai'i



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Geographical & Historical Context

An island state...



but before that, an
island NATION



- In 1893, Queen Liliuokalani abdicated her throne in the name of avoiding violence, to the “Committee of Safety” developed by white businessmen.
- Despite even the U.S. Presidents’ call for the Queen to be restored in 1895, she is arrested for an alleged role in a coup, charged with treason, and the monarchy is dissolved under significant duress

**but before that, an
island NATION**



- In 1896 the Hawaiian language is suppressed in the school systems, requiring English as the primary language of instruction.
- Formally annexed by the U.S. Government in 1898 for strategic military and economic purposes.
- In December of 1941 Japan launches a surprise attack on Pearl Harbor.
- Hawai'i is administered as territory until 1959 when it is commissioned as the 50th of the United States.

The value of the consultative stance in consulting with Native Hawaiian-serving programs

Values of Aloha

The following Aloha Values helps us to understand Aloha with greater depth, so we can practice Aloha more where it matters most, in our homes.



Akahai - Kindness

Akahai is translated as kindness and should be expressed with tenderness. Aloha starts with tenderness, forgiveness, and acceptance for yourself and others. Whether you are experiencing good times or challenges, approach your interactions with akahai for yourself and others and see how it builds aloha around you.



Lōkahi - Unity

Lōkahi, often translated as unity and expressed with a feeling of harmony, helps us understand that all of us are part of a life force that is unbroken, even when some of us feel separated from the group. With lōkahi, we support and accept each other in acknowledgement of this unbrokenness and work together in love.



'Olu'olu - Agreeable

'Olu'olu, often translated as agreeable and expressed with feelings of pleasantness, is intended to remind us not to be argumentative or pessimistic. 'Olu'olu reminds us that even if we differ, we can express differences in encouraging and kind ways.



Ha'aha'a - Humility

Ha'aha'a translated as humility and expressed with a feeling of modesty, asks us to empty ourselves of judgment for others. Ha'aha'a means to be open to learning, growing and receiving new information. Rooted in willingness to accept new things, ha'aha'a helps us to remember that we can grow and so can others around us.



Ahonui - Patience

Ahonui, translated as patience, should be applied with perseverance. Ahonui with perseverance means we are waiting for the right time to speak, act, or think. Children and families thrive when ahonui is present for it allows everyone a chance to grow, learn and fail in a loving and caring environment.



CENTERING

Asian American, Native Hawaiian, and Pacific Islander

CHILDREN, FAMILIES, AND COMMUNITIES

to Combat Racial Bias and Promote Connection and Belonging
in Infant and Early Childhood Mental Health Consultation

A Centering Equity in Infant and Early Childhood
Mental Health Consultation Resource



Purpose: to fill the need for targeted support that is anti -bias, culturally rich, and promotes connection & belonging for Asian American, Native Hawaiian, Pacific Islander (AA & NHPI children and families.

Resource Organization

Section One: Introduction

Section Two: Promising
Practices aligned with CoE
Revised Competencies

Section Three: Scenarios
Based on ReaWorld
Experiences of IECMHC



CASE STUDY #3

Kristine

Scenario

Consider the experience of Kristine, 28, a newly arrived licensed White social worker providing consultation for a predominantly Native Hawaiian, Filipinx, Japanese, and Pacific Islander school in a neighborhood recovering from the impacts of recent wildfires.

Kristine met with the Pre-K lead teacher, Ms. Kanani Lani, who, although new to the program, grew up in the community. During Kristine's first observation, she observed Ms. Kanani played drums to get the children's attention and allowed children to take their time cleaning up and getting to the carpet. It seemed to Kristine that Ms. Kanani loved teaching children because of her creative circle time activities and art projects. Ms. Kanani often brought the children out to the nearby beach once a week to end their day. Kristine felt the beach outing was unsafe for children and believed the children were not given sufficient play time or movement breaks. Kristine provided strategies for Ms. Kanani, for example, ways to improve transitions and make activities more engaging for the children. She recommended offering more movement breaks and sensory options. Kristine was very encouraging and came back frequently to check in with Ms. Kanani.

After about a month, Kristine became frustrated that none of Ms. Kanani's practices changed, and she no longer received referrals from her class.

Personal Reflection



- In what ways can you relate to the professionals in this scenario?
- What potential opportunities did Kristine miss?
- **What might be the meaning of Ms. Kanani's behavior?**
- What might be potential sources of cultural strength and healing for the children?

Personal Reflection (cont.)

- In what ways may power, privilege, and oppression have impacted how Kristine approached this case? And for Ms. Kanani?
- What expectations do you have for teachers, and where did you learn them?

Questions for Discussion and Actions



- How would this case look different if Kristine had centered Ms. Kanani's strengths and considered connection and belonging as a desired outcome for Ms. Kanani?
- What steps do (will) you take to learn about a teacher's culture, experiences, beliefs, and values?



Q & A

Resources to Support Equity in IECMHC

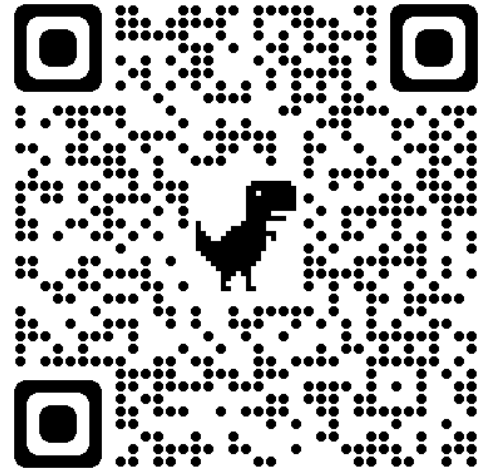


COE Website



EQUITY

Learn about disparities in the experiences of young children of color and children from other marginalized communities in early childhood settings; discover strategies for IECMHC to impact early childhood professionals' beliefs, attitudes, and practices to support more effective caregiving for all children, regardless of race, ethnicity, gender, class, or a myriad of demographic characteristics; and better understand policies and procedures, including data collection and analysis procedures, to bridge disparities.





COE EQUITY TOOLKIT

Equity is a central component of IECMHC. Every individual who is part of the IECMHC system has an important role to play in battling racism and promoting fair, positive, and equitable learning experiences for children and families. The new IECMHC Racial Equity Toolkit is a collection of videos, tools, and resources that can help consultation systems leaders and all IECMHC practitioners build capacity in understanding race and systemic racism, bias, and culturally responsive practice and meaningfully embed equity in their programs and practice. Each resource includes accompanying discussion questions that can guide reflection of the central issues.

These resources can facilitate full implementation of the [recently revised IECMHC Competencies](#), which include an explicit focus on equity across each domain.

Children's Equity Project

CHILDREN'S EQUITY
PROJECT

- Start with Equity: From the Early Years to the Early Grades Data, Research, and an Actionable Child Equity Policy Agenda
- Start with Equity: 14 Priorities
- Using ARPA to Grow Infant and Early Childhood Mental Health Consultation Systems
- Examining the Mental Health of Early Childhood Professionals and Children Early in the Pandemic



Looking Ahead



**Equity in IECMHC Webinar
Series: Affinity Group Resources**



THANK YOU! CONNECT WITH US!

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IECMHC@Georgetown.edu
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Scan the above QR code to answer
a short survey and rate your
experience.