

Equity in Infant and Early Childhood Mental Health Consultation Webinar Series

● **Webinar 5:** *Culture, identity, history as sources of strength and resilience for Asian American & Pacific Islander Children and Families.*

May 26, 2021
2:00 – 4:00pm ET



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Facilitator: COE IECMHC

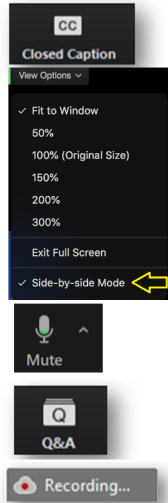


Krystle Canare

Program Specialist
Center of Excellence for Infant and Early
Childhood Mental Health Consultation
Georgetown University's Center for Child &
Human Development

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Webinar Housekeeping



Closed captioning and **ASL Interpretation** is available during today's webinar. Please click the Closed Caption icon and select subtitles or a separate page of live captioning.

To view our ASL interpreters, please select **side-by-side mode**.

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Use the **Q&A** feature to ask questions to the presenters. You may also chime in and answer questions that have been shared with the group!

A recording of the webinar will be posted on iecmhc.org and e-mailed to all registrants next week. Thank you!

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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

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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

This product was developed [in part] under grant number 1H79SM082070-01 from the Substance Abuse and Mental Health Services Administration (SAMHSA), U.S. Department of Health and Human Services (HHS). The views, policies and opinions expressed are those of the authors and do not necessarily reflect those of SAMHSA or HHS.

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Presenters



Lisa Gordon
Partner
Children's Equity Project
Arizona State University



Gem P. Daus, MA
Public Health Analyst
Office of Health Equity
Health Resources and
Services Administration
(HRSA)



Edward K.S. Wang, PsyD
Assistant Professor of
Psychology,
Harvard Medical School
Board Chair,
National Asian American
& Pacific Islander Mental
Health Association



Christina Shea, LMFT
Deputy Chief & Director of
Clinical Services
Richmond Area
Multiservice, Inc

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Children's Equity Project

- A multi-university initiative, housed at Arizona State University and led in partnership with experts at 15 universities and organizations across the country.
- We work at the intersection of research-policy-practice
- Our mission is to close opportunity gaps and ensure that all children, regardless of race, ethnicity, income, home language, and/or ability, reach their full potential.

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Equity in IECMHC Webinar Series

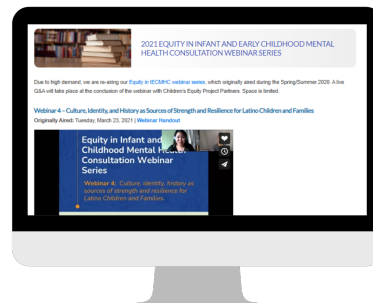
How Did We Get Here?

Culture, Identity, History as Sources of Strength and Resilience for Tribal Communities

Culture, Identity, History as Sources of Strength and Resilience for African-American Children and Families

Culture, Identity, History as Sources of Strength and Resilience for Latino Children and Families

Culture, Identity, History as Sources of Strength and Resilience for Asian American & Pacific Islander Children & Families



Webinar Recordings Available at:
iecmhc.org/resources/equity

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AGENDA

- Framing Our Conversation
- Asian American & Pacific Islander Children & Families: Historical and Cultural Context
- Manifestations of Systemic Racism in Infant & Early Childhood Serving Systems
- IECMHC and AAPI Children, Families, & Communities
- Where Do We Go from Here?
- Open Discussion: Q&A

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Today's Session Goals

- Examine issues of racialized inequities and bias on the early care and education experiences for Asian American & Pacific Islander children and families
- Explore a strengths-based approach to forging culturally and linguistically responsive relationships
- Identify policies and practices to strengthen cultural responsiveness in IECMHC in order to reduce disparities and support children's healthy development and learning

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A Framing to Guide Our Conversation

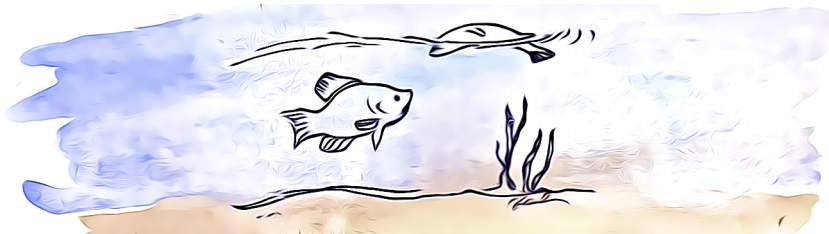
THE GROUNDWATER APPROACH:

building a practical understanding
of structural racism

Source: Racial Equity Institute (REI), 2018

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Fish in the Lake



Source: Racial Equity Institute; Artwork by Jojo Karlin (jojokarlin.com)

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Further Framing Around Race and Racism



Race is NOT biological.... It is a social construct, a classification of human beings, that is politically defined.

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Further Framing Around Race and Racism (cont.)



Racism came before race....
"Racism is the parent and race is the child."
(quote from Ta-Nehisi Coates)

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Setting the Stage: Historical and Institutional Racism



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Asian American & Pacific Islander Children & Families: Historical and Cultural Context

Georgetown University Center of Excellence for
Infant & Early Childhood Mental Health Consultation

Gem P. Daus, MA
Public Health Analyst
Office of Health Equity (OHE)
Health Resources & Services Administration (HRSA)

May 26, 2021

Vision: Healthy Communities, Healthy People



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Health Resources and Services Administration (HRSA) Overview



Supports more than 90 programs that provide health care to people who are geographically isolated, economically or medically challenged



Grants and cooperative agreements to more than 3,000 awardees, including community and faith-based organizations, colleges and universities, hospitals, state, local, and tribal governments, and private entities



Every year, HRSA programs serve tens of millions of people, including people with HIV/AIDS, pregnant women, mothers and their families, and those otherwise unable to access quality health care



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HRSA Funding (dollars in millions)

HRSA Program	FY 2021 Enacted
Primary Health Care	\$5,684
HIV/AIDS	\$2,424
Maternal and Child Health	\$1,381
Health Workforce	\$1,679
Rural Health	\$330
Healthcare Systems	\$129
Family Planning*	\$286
Vaccine Injury Compensation	\$11
Program Management	\$155
TOTAL	\$12,080

* Administered by the HHS Office of the Assistant Secretary of Health, Office of Population Affairs.



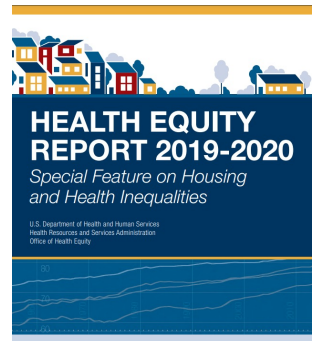
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Office of Health Equity



- HRSA's Office of Health Equity (OHE) works to reduce health inequities so that communities and individuals can achieve their highest level of health.
- This is accomplished through the development of strategic partnerships, internally and externally, with an emphasis on the integration of equity concepts into policy and programming across all HRSA bureaus and offices to positively impact the people we serve.



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Outline



Who are Asian Americans and Pacific Islanders (AAPI)?



Two Key Themes of AAPI Experience

- Always the Outsider
- The Ideal Insider



Implications for AAPI Child & Family Mental Health



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Who are Asian Americans and Pacific Islanders?



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Who are Asian Americans and Pacific Islanders?



Asian

A person having origins in any of the original peoples of the **Far East, Southeast Asia, or the Indian subcontinent** including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippines, Thailand, and Vietnam.



Native Hawaiian or Other Pacific Islander

A person having origins in any of the original peoples of **Hawaii, Guam, Samoa, or other Pacific Islands**.



Source: 1997 Office of Management and Budget (OMB) Standards on Race and Ethnicity

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Who are Asian Americans and Pacific Islanders?



Asian

- **22.9 million** - estimated number of Asian alone-or-in-combination residents in the U.S. in 2019
 - 5.2M Chinese (except Taiwanese)
 - 4.6M Asian Indians
 - 4.2M Filipinos
 - 2.2M Vietnamese
 - 1.9M Koreans
 - 1.5M Japanese
 - Bangladeshi, Cambodian, Hmong, Indonesian, Laotian, Malaysian, Pakistani, Sri Lankan, Taiwanese, Thai, Other Asian



Native Hawaiian or Other Pacific Islander

- **1.6 million** - estimated number of Native Hawaiian and Other Pacific Islander alone-or-in-combination residents of the U.S. in 2019
 - 607,010 Native Hawaiians
 - 204,640 Samoans
 - 160,773 Guamanian or Chamorro
 - Tongan, Fijian, Other Polynesian, Other Micronesian, Other Pacific Islander



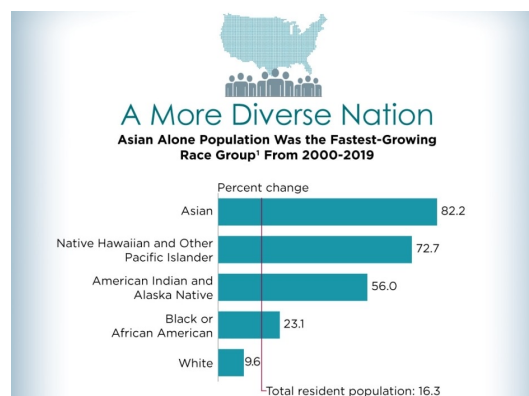
Source: U.S. Census Bureau

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Who are Asian Americans and Pacific Islanders?



Source: U.S. Census Bureau

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Two Key Themes of AAPI Experience



Always the Outsider “Perpetual foreigner”



“But where
are you
really
from?”



The Ideal Insider “Model Minority”



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Key Theme of AAPI Experience: *Outsider*



Selected Acts:

- Nationality Act of 1790
- Act to Prohibit the “Coolie Trade” (1862)
- Page Law (1875)
- Chinese Exclusion Act (1882; repealed 1943)
- The Insular Cases (1901)
- Gentlemen’s Agreement of 1907-1908
- Alien Land Laws in California (1913 & 1920)
- Immigration Acts of 1917 & 1924 (Asian Barred Zones)



- Tydings-McDuffie Act of 1934
- Filipino Repatriation Act of 1935
- Executive Order 9066
- War Brides Act 1945 & 1946
- Luce-Cellar Act of 1946
- Immigration Act of 1965
- Indochina Migration and Refugee Relief Act (1975)
- Personal Responsibility and Work Opportunity Reconciliation Act of 1996

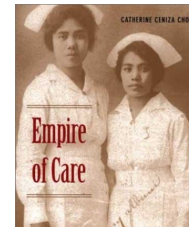
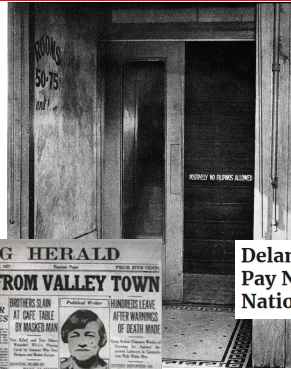
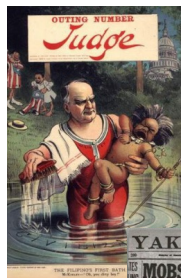


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Key Theme of AAPI Experience: *Outsider*



Delano Regional Medical Center to Pay Nearly \$1 Million in EEOC National Origin Discrimination Suit



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Key Theme of AAPI Experience: *Insider*



- "Success Story: Japanese American Style" - NYT Magazine (1/9/66)
- "Chinese Americans pulled itself up from hardship and discrimination" - US News (12/66)
- "Asian Americans: A Model Minority" - Newsweek (1982)



"...stereotyped as having fewer needs, more resources, and extraordinary capacity for hard work and suffering."

"This myth has masked the vulnerability of many of our community members and also muted our capacity to have our issues fully understood and addressed."

- Vincent Pan, Executive Director Chinese for Affirmative Action, San Francisco Examiner, 5/4/2010



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Key Theme of AAPI Experience: *Insider*



- Monolithic
- Counterfactual
- Wedge



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Implications for AAPI Child & Family Mental Health



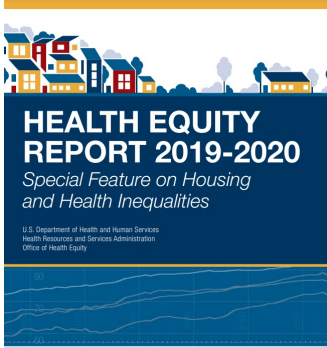
- Racial/ethnic health disparities
- Lack of disaggregated data
- Diversity (culture, ethnicity, race, language, religion, socioeconomic status, educational attainment, etc.)
- Intersectionality
- Trauma
- Acculturative/assimilation stress
- Nativity and generational assimilation
- Immigration/migration/refugee/citizenship status



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**HEALTH EQUITY
REPORT 2019-2020**
*Special Feature on Housing
and Health Inequalities*
U.S. Department of Health and Human Services
Health Resources and Services Administration
Office of Health Equity

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New Health Equity Report now available
<https://www.hrsa.gov/about/organization/bureaus/ohe/index.html>




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IECMHC and AAPI Children, Families, & Communities



Edward K.S Wang, PsyD

Assistant Professor of Psychology,
Harvard Medical School
Board Chair,
National Asian American & Pacific Islander Mental
Health Association (NAAPIMHA)

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Overview

Ed K.S. Wang, M.S., Psy.D.

- Impact of racism on Asian American and Pacific Islander children and families
- Mental health consultation is a critical support for infant and early childhood programs
- Science of brain development and behavior regulation is an integral part of social and emotional learning of AAPI children's mental health
- Culture matters in program design and practice delivery

Ed K.S. Wang

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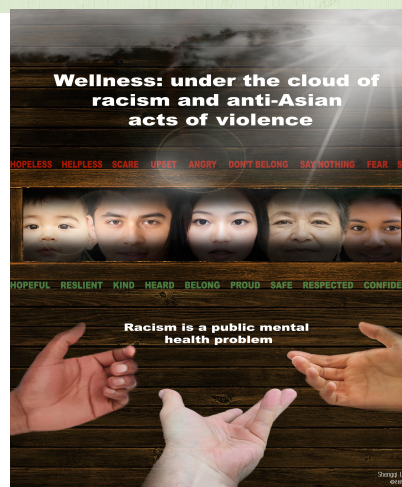
Impact of Racism: The Four I's of Oppression



Ed K.S. Wang

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AAPI Narratives and the Story of O



Ed K.S. Wang

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The Four A's of Service Disparities

- Lack of **Access** of mental health consultation services in early childhood and care.
- Lack of **Availability** of early childhood and care programs.
- Lack of **Appropriate** culturally and linguistically relevant and responsive programs.
- Lack of **Affordability** to obtain early childhood and care programs.

Ed K.S. Wang

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Equity: The Removal of Systemic Barrier

EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

Ed K.S. Wang

3838 Minnesota : Advancing Equity for GLBTQ Minnesotans

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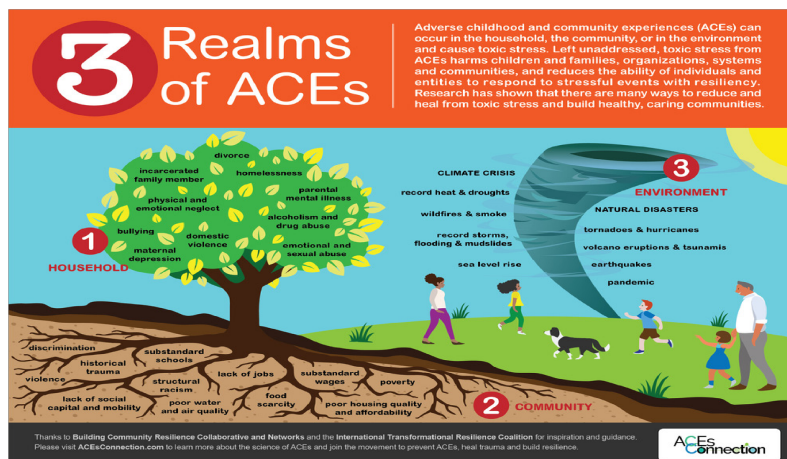
The Role of Mental Health Consultation in Equity of Infant and Early Childhood Services

- Infant and Early Childhood Mental Health Consultation ensures access, available, appropriate, and affordable high-quality infant and early childhood services for diverse AAPI children and families.
- Infant and Early Childhood Mental Health Consultation promotes AAPI children's and family's mental health and resilience with parent, caregiver, provider guidance that is culturally respectful so that children are safe, nurtured and supported to reach their full potential.

Ed K.S. Wang

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Mental Health Consultation is a Critical Support for Infant and Early Childhood Development



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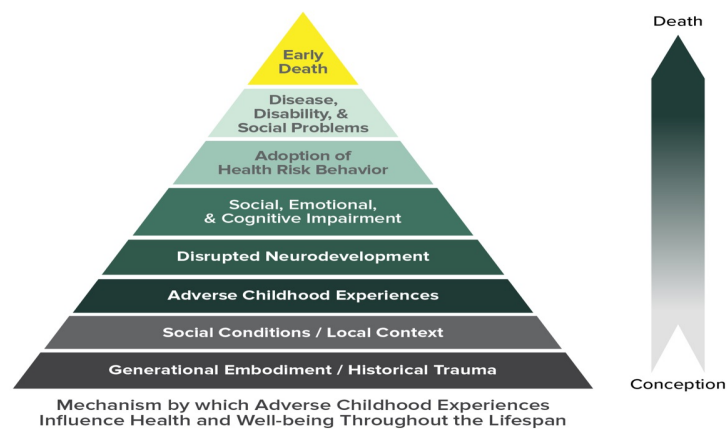
Mental Health Consultation

- The impact of family, community and environmental trauma and toxic stress on mental health and well-being of children and parents. The body keeps score and trauma lives on.
- Signs of social, emotional, learning challenges begin at a very young age. Parents often report concerns of problems before age 5.
- Targeted early identification and intervention for mental, emotional and behavioral well-being change the trajectory of the development of mental illness (National Research Council and Institute of Medicine, 2009).

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Trauma and Toxic Stress



Ed K.S. Wang

<https://www.edc.gov/violenceprevention/aces/resources.html>

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Science of Brain Development, Social and Emotional Learning is an Integral Part of Mental Health Consultation



Executive function of the brain is critical in social emotional learning of the developing child forming the foundation of life-long learning and well-being.

Child and family-focused interventions are both within and independent of the mental health system.

The neurophysiological and developmental approach is far less stigmatizing than focusing on mental health or illness.

Successful prevention is inherently interdisciplinary with demonstrated efforts to outcomes.

Ed K.S. Wang

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Culture Matters in Program Design and Practice Delivery



- Workforce training on integrating culture into practice.
- Cultural formulation and assessment is an integral part of mental health consultation.
- Christina Shea, RAMS and Fu Yau program.

Ed K.S. Wang

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Workforce Training

- Trauma-informed Care: Hope, Strengths, Resilience, Growth and Healing 1.0 (as TIC 1.0) is a knowledge and skill-based curriculum which integrates the science of toxic stress and trauma, evidence-based practice and practice-based evidence that is culturally relevant socio-cultural-historical context of children and families.
- Wellness & Resiliency in Children and Their Communities 8-hour curriculum on healthy childhood development, coping and growing with stress, why children behave the way they behave and resilience development.

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Cultural Formulation and Assessment

	Who am I and who are my family and friends	How do I explain my concern
Expressions of concern	The Story	The Explanation
Help-seeking behavior	The help-seeking history	The Solution

Ed K.S. Wang

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IECMHC and AAPI Children, Families, & Communities



Christina Shea, LMFT

Deputy Chief/Director of Clinical Services
Richmond Area Multi-Services, Inc.
San Francisco, California

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IECMHC and AAPI Children & Families & Communities

- Infant and Early Childhood Mental Health Consultation – in the context of equity among Asian and Pacific Islander communities
- Asian American and Pacific Islander Children and Families – who are we? Yellow? Brown? White?
- Disclaimer

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Understanding Behaviors with a Racial Equitable Lens

- What are some racial bias/stereotype and expectation of children in infant and early childhood setting? – “Squeaky wheels get the grease”; unseen and unheard syndrome; “academic achievement”
- Acting in and acting out – selective mutism, lack of external emotional expressions, behaving differently at home and at school – internalizing behaviors vs. externalizing behaviors
- A brief story
- Social emotional vs mental health; stigma vs lack of vocabulary or frame of reference

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Addressing Equity – the Work

- Explicit and implicit bias and systemic racism, racial bias and equity – personal bias, assumptions, expectations, experiences, cultural values, individual prejudice, microaggression in the world/community/ infant and early childhood care environment?
- Another story
- What are some of the contents – awareness, curiosity, acknowledgment, social emotional development, disparity, cultural responsive, how to thrive in the US, change in stereotyping/ expectation/ assumption

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Working with families

- Understanding the value of family and “extended” family
- Respecting family’s experience, perspective, expertise
- Working with families – teaching parents to be parents of children in the US – to acquire equity
- What is the “world” telling our children?

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Achieving Equity

- Acknowledge historical trauma (country of origin, in the US, family, community, nation, colonization)
- Acknowledge the pain and strength of acculturation and accommodation; and striving for integration
- Understand individual (family, provider) internal resources, resilience and healing
- Acknowledge privileges, bigotry, and confusions
- Acknowledge cultural value, as well as skills needed to strive in the US

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Thank you!

Christina Shea, LMFT
Deputy Chief/Director of Clinical Services
Richmond Area Multi-Services, Inc.
San Francisco, California

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Don't Forget!



How to use a QR Code:

- Open your camera on your SmartPhone or Tablet.
- Point your camera at the code as if you were going to take a picture (but don't snap a picture).
- Once your camera is able to focus on the image, it will prompt the associated content on the top of the phone which you can then tap.

Please complete the survey that will pop-up at the end of this webinar.
Thank you!

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Where do we go from here?



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Open Discussion and Q&A



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