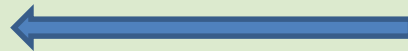
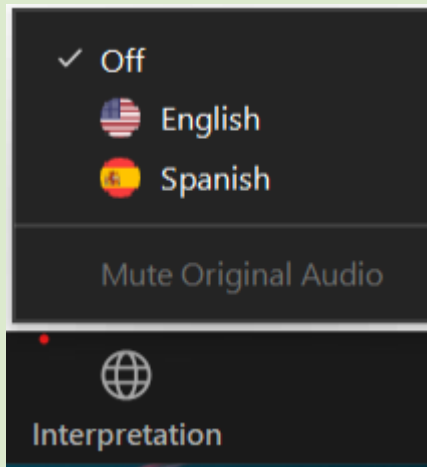


Welcome!

This webinar features two audio channels
in English & Spanish -



For those participating in **ENGLISH** and wish to
receive interpretation from SPANISH.

Para aquellos participantes quienes gustan
participar en **INGLÉS** y recibir interpretación del
ESPAÑOL:

Equity in Infant and Early Childhood Mental Health Consultation Webinar Series

Webinar 4: *Culture, identity, history as sources of strength and resilience for Latino Children and Families.*

July 30, 2020

12:30pm – 2:30pm ET



CENTER OF EXCELLENCE FOR
Infant & Early Childhood
Mental Health Consultation
Growth. Advancement. Impact.

Facilitators: COE IECMHC



Neal Horen

Program Director

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

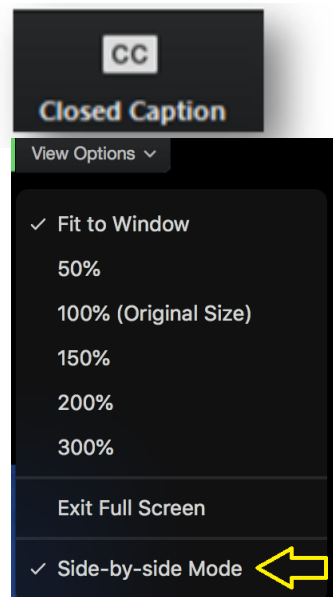


Krystle Canare

Program Specialist

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Georgetown University's Center for Child &
Human Development

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.

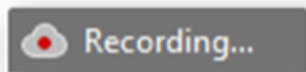
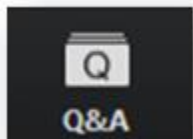
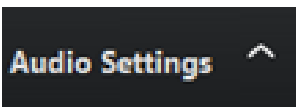
To view our **ASL** interpreters, please select **side-by-side mode**.

If you are joining by web browser or call-in by phone, **some interactive features (ex. polling) may not be accessible**. Please use the Zoom hosting platform or mobile application in order to participate in these activities.

If you are having audio issues with your computer internet connection, we advise that you call-in using a telephone. Use the **Audio Settings** feature which can be found by clicking the up arrow next to the microphone to identify the call-in number for your local area.

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!



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

What is your role?



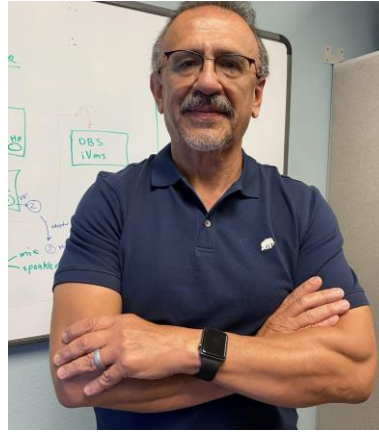
- A. Mental Health Consultation (Consultant, Program Director, Supervisor, or Systems Leader)
- B. Early Childhood Education (Teacher, Practitioner, Program Director, or Systems Leader)
- C. Trainer or Coach
- D. Higher Education
- E. Federal, State, Local Government Employee
- F. Child and Family Advocate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

Facilitators: Children's Equity Project



Shantel Meek

Founding Director
Children's Equity Project (CEP)
Arizona State University



Luis E. Flores

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Assistant Professor
UCSF Child Trauma Research Program
Associate Director of Community Programs



Eva Marie Shivers

CEP Partner
Institute for Child Development
Research & Social Change
Indigo Cultural Center

Children's Equity Project

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- **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.**

Equity in IECMHC Webinar Series



How Did We Get Here?

April 30, 2020 at 12:30 PM

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

May 28, 2020 at 12:30 PM

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

June 25, 2020 at 12:30PM

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

AGENDA

A small orange circle is positioned on a thin horizontal line that spans the width of the slide, centered below the 'AGENDA' title.

- **Session Goals**
- **Setting the Stage: Historical Context**
- **Historical Trauma in children and families**
- **Systemic oppression in child serving systems**
- **Community Resilience and Service Adaptation**
- **Where Do We Go from Here?**
- **Open Discussion: Q&A**

Today's Session Goals

A small orange circle is positioned on a thin horizontal line that spans the width of the slide, centered below the title.

- Examine issues of racialized inequities and bias in the early care and education experiences for Latino children and families.
- Understand the historical, social, and cultural context of Latino children and families that provide sources of strength and resilience.
- Identify ways to strengthen culturally responsive practice in IECMHC to reduce disparities and support children's healthy development and learning.

Further Framing Around Race and Racism



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

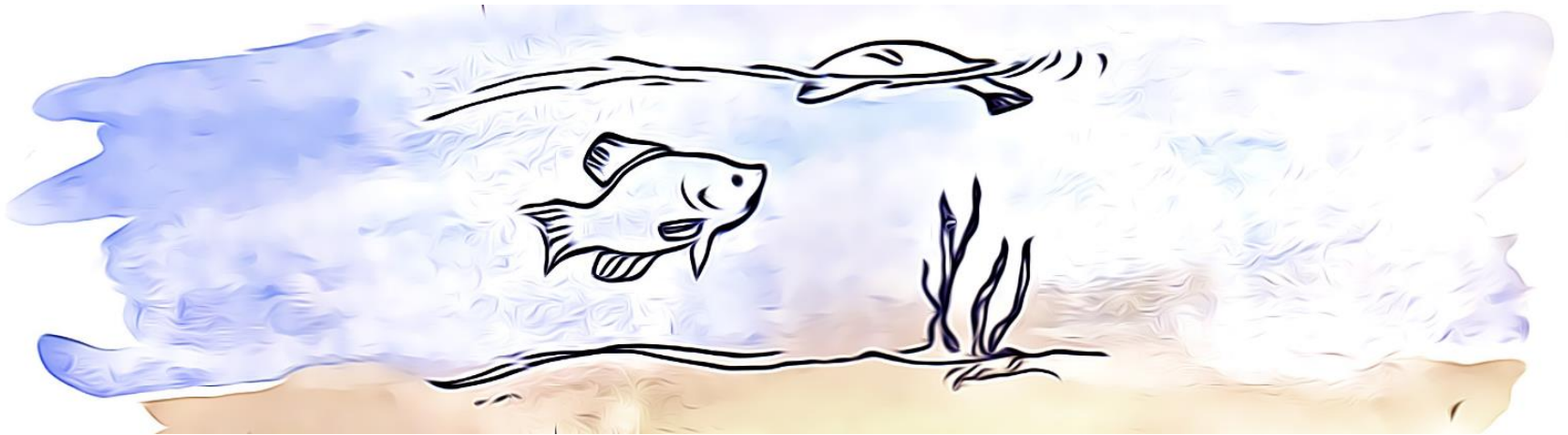
A Framing to Guide Our Conversation

THE GROUNDWATER APPROACH:

building a practical understanding
of structural racism

Source: Racial Equity Institute (REI), 2018

Fish in the Lake



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

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)

Setting the Stage:

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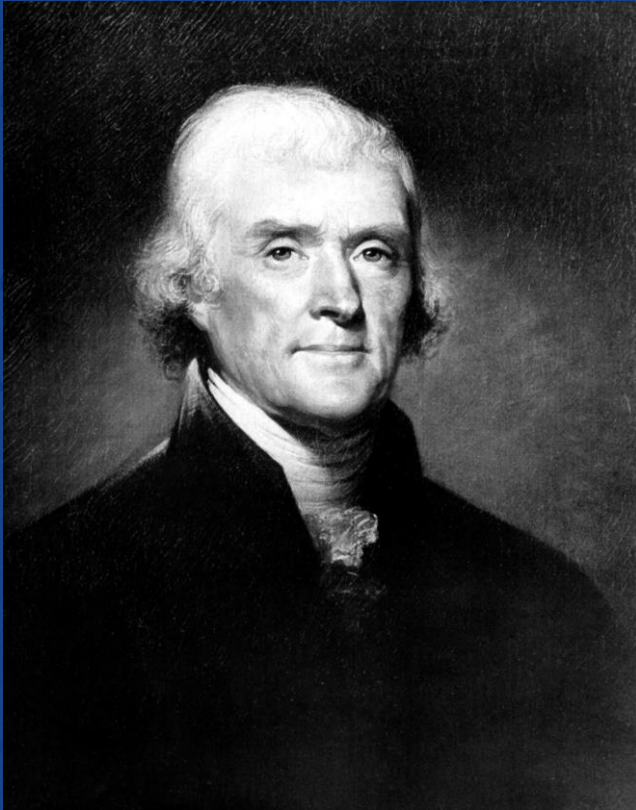
Latinos in the United States- A (Brief) Historical Perspective



From the founding of the nation, the U.S. did not see an interest in strong democracies in Latin America.

It wavered between supporting European colonizers in the region, to supporting independence of Latin American countries

Several, interrelated and overlapping reasons shape this context.



Thomas Jefferson, 1801

Not just expanding West.
Also expanding South.

“Manifest Destiny”

“However present our interests may restrain us within our limits, it is impossible not to look forward to distant times, when our rapid multiplication will expand beyond those limits, and cover the whole northern if not southern continent”

“Some of our soldiers who had been in other parts of the world, in Constantinople, in Rome, and all over Italy, said that they had never seen a market so well laid out, so large, so orderly, and so full of people”

Bernal Diaz del Castillo,
Captain, Spanish Military

- Indigenous population in what is now Mexico equaled or surpassed Europe in the 1500s:
 - 60-110 million people:
 - 25 million in modern day Mexico,
 - 6 million central Andes
- Aztec capital Tenochtitlan:
 - 250,000 people**
 - London: **50,000 people**
 - Seville: **40,000 people**

Slavery & Emancipation



- Spain abolished slavery: 1811
- Most newly independent Latin American countries emancipated enslaved people before the U.S.
- Those most concerned with maintaining systems of slavery were threatened by abolitionism.
- Texas secession from Mexico fueled in part, by slavery.

“Democracy no better suited Spanish America, than the birds, beasts, fishes.”

- John Adams

White Supremacy

“...A people more ignorant, more bigoted, more superstitious, more implicitly credulous in the sanctity of royalty, more blindly devoted to their priests . . . than any people in Europe, even in Spain”

- John Adams

Mexico

Over 60% of the Latino population in the U.S. identify as Hispanic or Latino of Mexican origin.

The Mexican American War

1846-1848



Treaty of Guadalupe Hidalgo gave the U.S:

**Over 50% of
Mexico's land**

**3/4 of its mineral
resources**

**50,000
Mexicans**

The US wanted Mexico, without the Mexicans

The U.S. military occupied
Mexico City.

Why didn't we annex the
full country?

We could have.



Nogales, AZ, US: Population: 20,000

**Nogales, Sonora, Mexico: Population:
230,000+**

After the War

50,000 Mexicans became part of U.S.

Overnight became foreign minorities in their birth land

Indigenous tribes were also affected. The Tohono O'odham, Apache, and some Southern California Tribes, to name a few, had land and families that were separated by borderlines.

- Racialized immediately upon annexation
- Not enslaved like Black Americans, but placed into a lower class than White Americans
- Discriminated against, robbed of land, excluded, segregated, deported, and murdered

U.S. Senate Dillingham Commission Report of 1911

“notoriously indolent and unprogressive in all matters of education and culture” doing dirty jobs fit only for the “lowest grade of non assimilable native-born races”

“Mexican immigration may increase for some time as this race offers a source of labor to substitute for the Asiatics in the most undesirable seasonal occupations”

The Racialization of Latinos in the United States, 2014

Immigration influenced by US foreign and trade policy, business

- Not long after the end of slavery
- US businesses wanted cheap labor
- Southern Pacific Railway
- US-Japan agreement to halt flow of Japanese workers to US
- WWI: workers needed in factories
- Trade agreements



Central & South America



- Civil war pitted leftist revolutionaries against oppressive regime that had ruled the country for decades- with US backing.
- The Salvadoran government was receiving more US aid than any other country except Israel & Egypt.
- Huge investments for a tiny country.
- US was also training Salvadoran troops
- Regan saw it as “drawing the line against communism”
- Over 70k dead

El Salvador

El Mozote Massacre

- Worst massacre in modern Latin American history.
- Nearly 1,000 men, women and children murdered
- Over 100 children, average age 6
- US trained battalion carried out massacre. It was their 1st mission after returning from training in the US.
- Less than a month after the massacre, President Reagan certified to Congress that the Salvadoran government was making “**a concerted and significant effort**” to respect human rights.



(Loyola University Chicago Digital Special Collections)

“When you finance and train a gang of uniform butchers and they begin wholesale killing, wiping out whole villages, the people don’t emigrate, they flee”

- Robert White, Former U.S. Ambassador to El Salvador

Harvest of Empires, 2012

Total Salvadoran population
before war **About 6 million**

Total Salvadorans in the
United States in the 1980s:
Fewer than 100k

Total Salvadorans in the US
today: **Over 2 million- nearly
a 2,000% increase**

Smallest country in all of the
Americas, 3rd largest Latino
population in the U.S.

“The Salvadoran example shows
you how false that mythology is.
Because El Salvador has always
had terrible problems with poverty.
They’ve always had government
corruption. But there was no
migration from El Salvador until the
war started killing people
indiscriminately. That’s when you
saw the spike of people leaving,
they didn’t emigrate, they fled.”

- Eduardo Lopez, Director, Harvest of Empire



Segregation
Violence
Separation
Exploitation

Criminalization
Assimilation
Deportation
Dehumanization

Violence then...

- Lynchings, torture during post- Mexican - U.S. War
- Funding/training dictators and militants who inflict mass murder

Violence today...

- Hate crimes targeting Latinos increased **41%** between 2016 and 2019.
- El Paso mass shooting of 2019: 23 murdered, 23 injured
- Minutemen Militia
- Rejecting asylum applicants en masse, sending them directly back to violence

Segregation Then...

- Housing
- “Mexican schools”
- Commerce
- Recreation



Segregation Today...

- Still victims of discriminatory lending: pay higher interest rates, compared to White peers.
- 40% live in neighborhoods without “white presence”
- Segregated “English immersion” classrooms

Exploitation Then...

Used for cheap labor by
US business to build
railways, work in fields,
mines and factories.

Southern Poverty Law Center (2009) *Life of Low
Income Latinos in the South*

National Domestic Workers Alliance (2018).
Living in the Shadows

Exploitation Today...

One study of immigrant workers found:

- 41% experienced wage theft
- 77% of women reported sexual harassment at work, many reported bosses used their immigration status as leverage
- 32% reported on-the-job injuries, **2/3** weren't paid for lost wages, didn't receive medical care, or fired because of injury

One study of Latina domestic workers found:

- 40% reported hunger in their household;
- More than half couldn't pay rent or afford healthcare;
- 60% couldn't pay electric bill

COVID-19 risk of agricultural workers and other
essential workers

Deportation Then...



<https://www.pbs.org/latino-americans/en/timeline/>

Deportation Today...

- ICE raids
- Ending Temporary Protected Status
- Modifying asylum standards and processes
- Threatening DREAMers
- AZ SB1070 and similar bills



Erasure & Assimilation

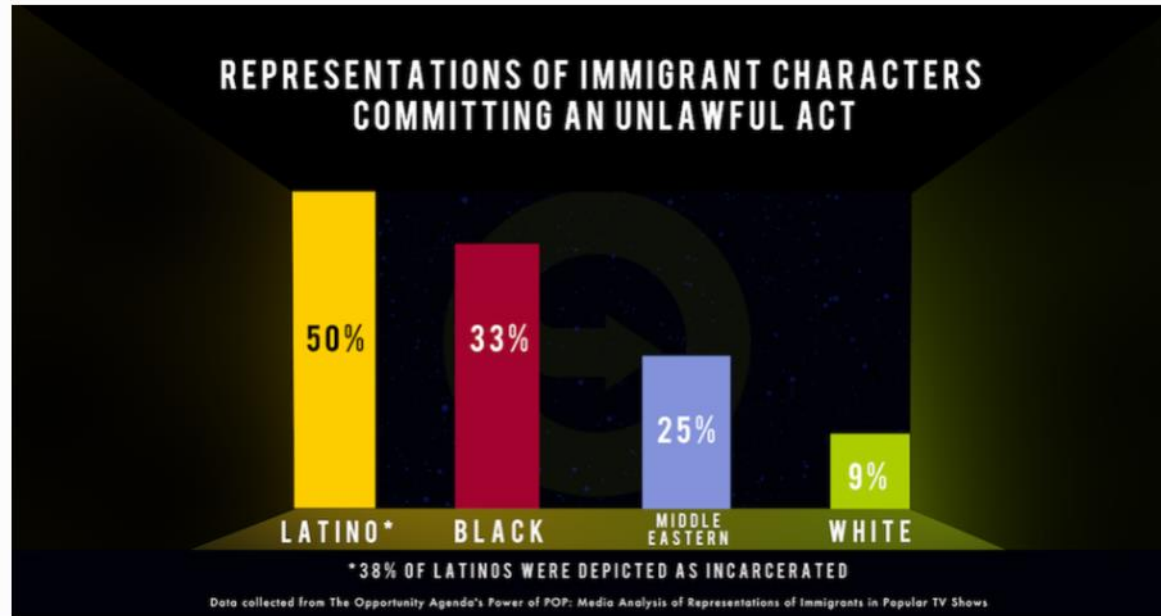
- Education focused on English, eliminating accents.
- Speaking Spanish was prohibited.
- Corporal punishment common for violating language rules.

Education laws, standards, assessments & instruction DLLs **still** gravitate around learning English.

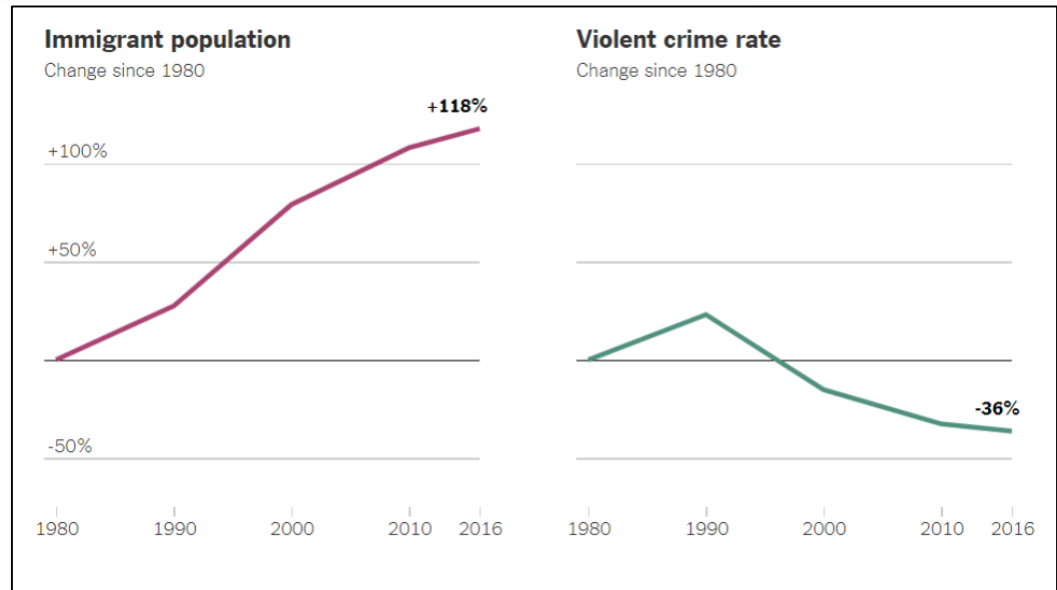
Before 2016, AZ, MA, CA (40% of all EL) had “English only” laws that generally prohibited English learners to enroll in bilingual education

The prestige of bilingualism reserved for White, high resource, native English speakers.

The Enduring Myth of Criminalization



“Illegals”
Gang members
Rapists





White
Supremacy is
the Foundation

The Myth versus the
Reality



Mixed Status Families



- Come from all over the world, but the majority in the US are from Mexico and other places in Latin America (Guatemala, Honduras and El Salvador-Northern Triangle).
- In the US, there are more than 7 million children living with at least one undocumented parent or are undocumented themselves (Urban Institute, 2020).

Yoshikawa & Kholopsteva, 2013; Taylor, Lopez, Passel & Motel, 2011; United Nations High Commission for Refugees, 2015; 2016; Passel & Cohn, 2009; Fry & Passel, 2009.

Mixed Status Families (cont.)

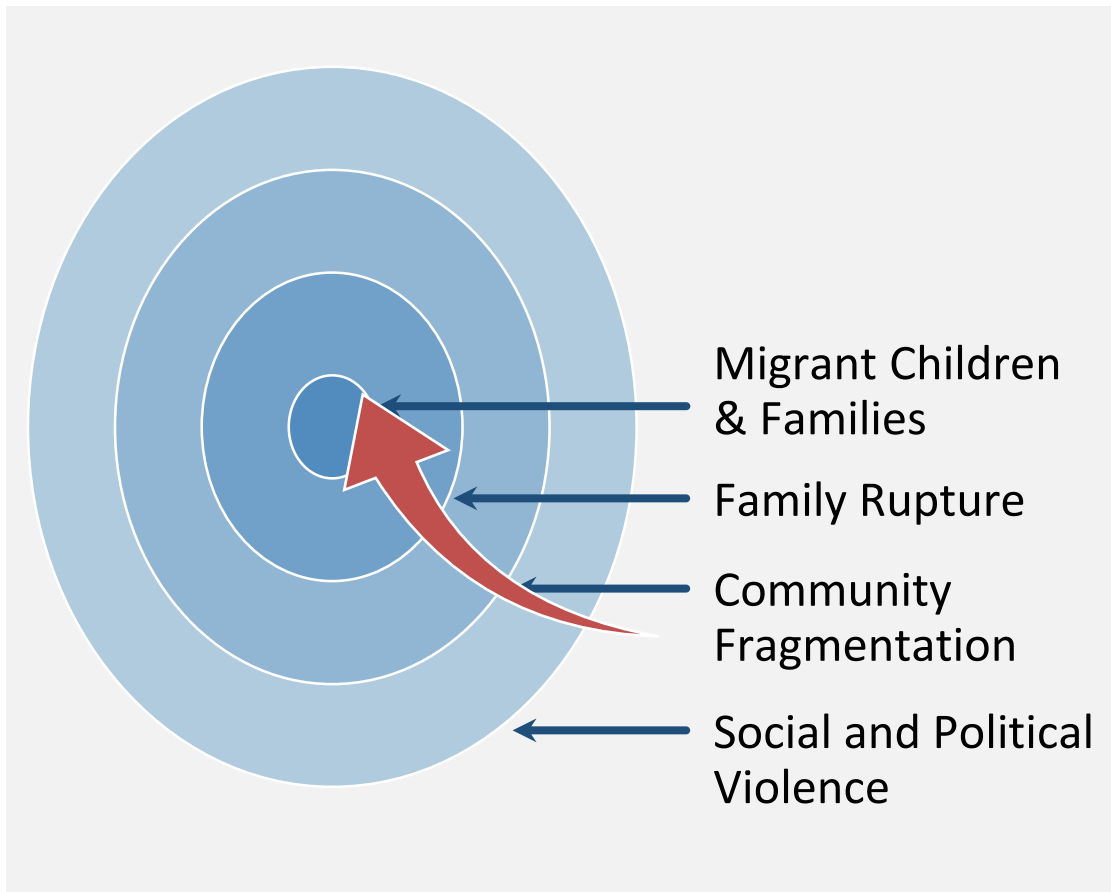


- Approximately 4.9 million children were born in the U.S. to undocumented or mixed status parents (about 8% of all US children) and 775, 000 are undocumented themselves (Yoshikawa et al. 2018).
- 91 % of children **are under the age of 6** (Passel & Cohn, 2009).
- Among children of Latino immigrants, about **4 in 10** second-generation immigrant children live in a mixed-status family.

Why Do They Migrate?

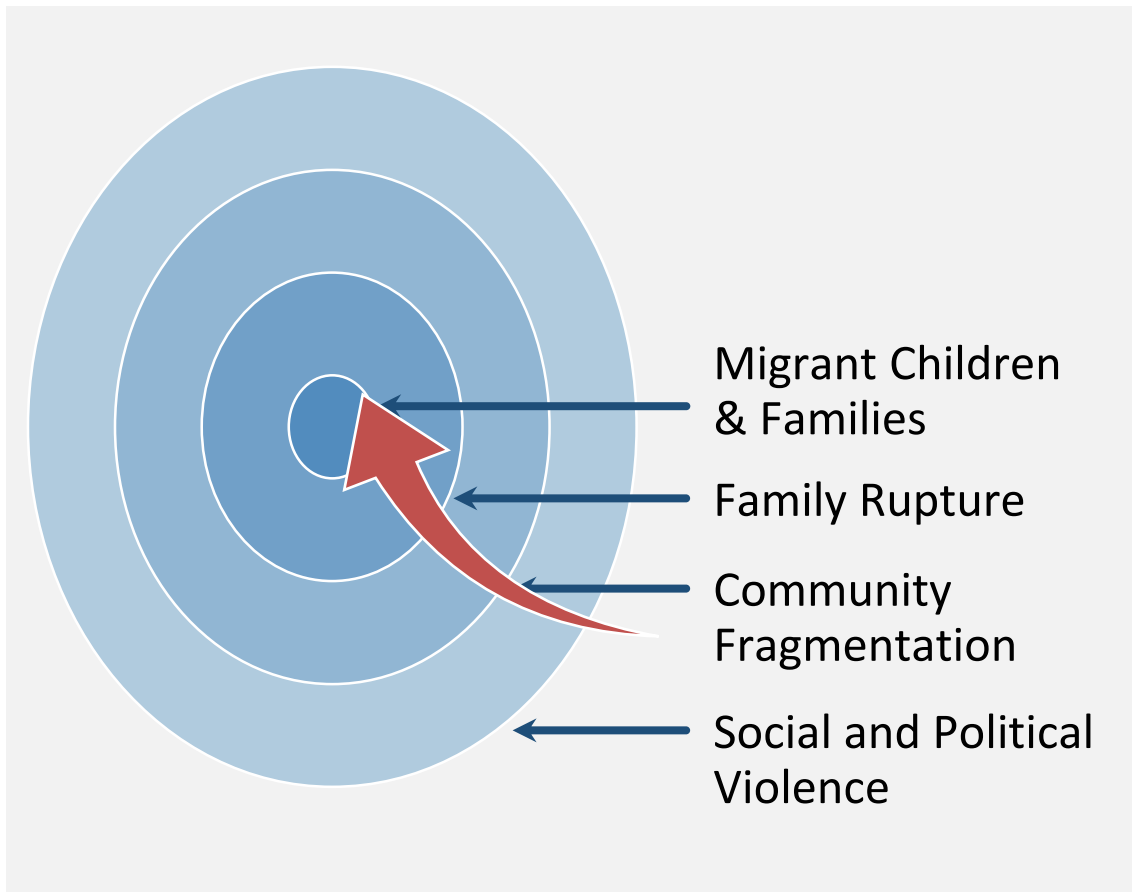


Intersection of Historical and Intergenerational and Immigration Trauma



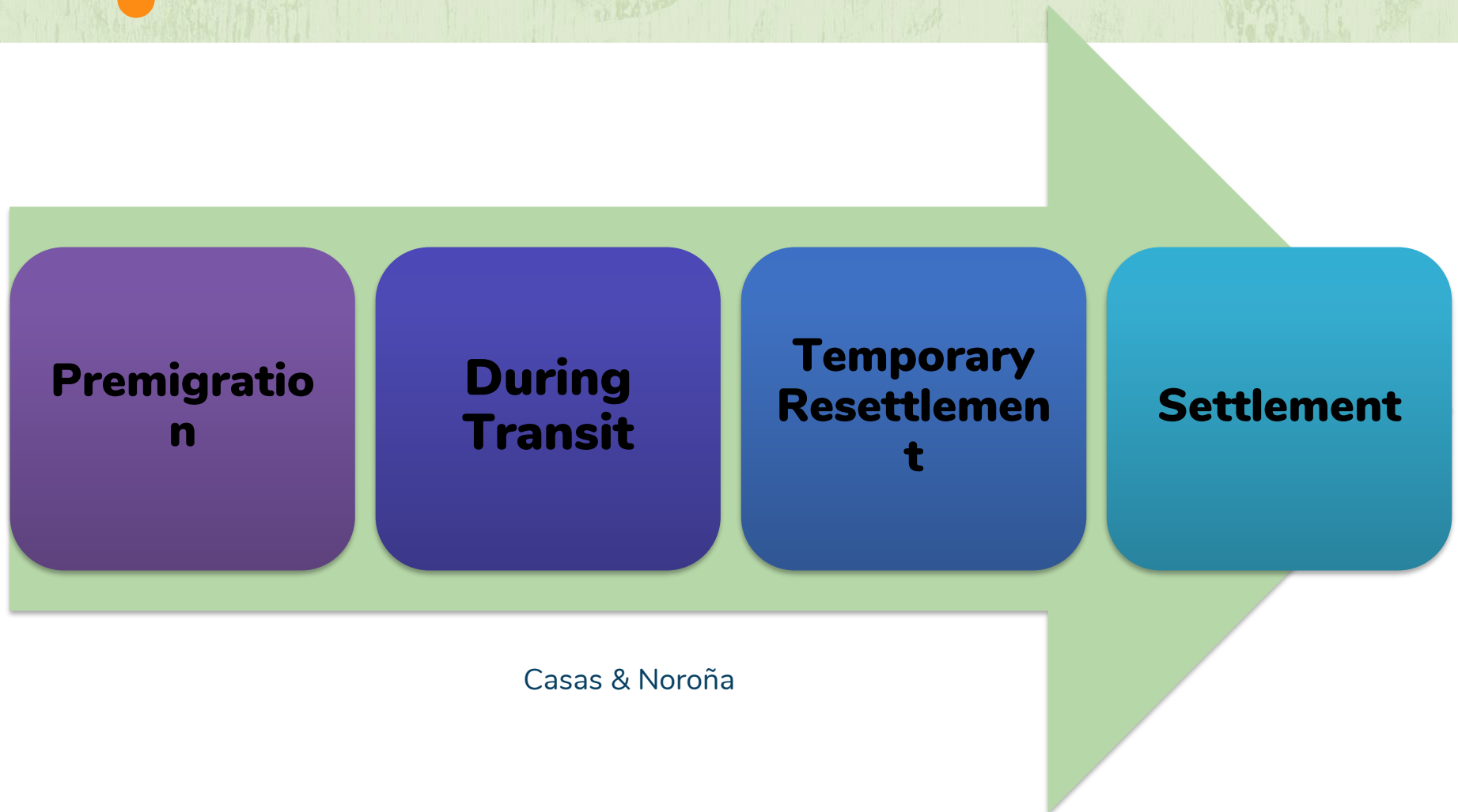
- Political Violence and genocide in Central American countries since 1960:
 - El Salvador (1979-1992)
 - Guatemala (1960-1996)
 - Honduras (1980-1990)

Intersection of Historical and Intergenerational and Immigration Trauma (cont.)



- Mexico drug cartels, violence.
- Current social violence is the aftermath of historical trauma, transmitted across generations, and perpetuated through social dynamics.

Immigration Trauma: Before, After, Now



Casas & Noroña

Modern Expressions of Historical Trauma

Children Living in “Mixed-Status” Homes Are frequently subject to particularly traumatic experiences, including:

- racial profiling
- ongoing discrimination
- exposure to gangs
- immigration raids
- having family members arbitrarily stopped to ascertain their documentation status
- being forcibly taken or separated from their families



Modern Expressions of Historical Trauma (cont.)

- returning home to find their families have been taken away
- placement in group facilities or child welfare
- deportation
- uncertainty about their and their family's future
- lack of access to a safety net, basic services
- Caregiver's vulnerability to illness, death (e.g. COVID-19)



Historical Trauma

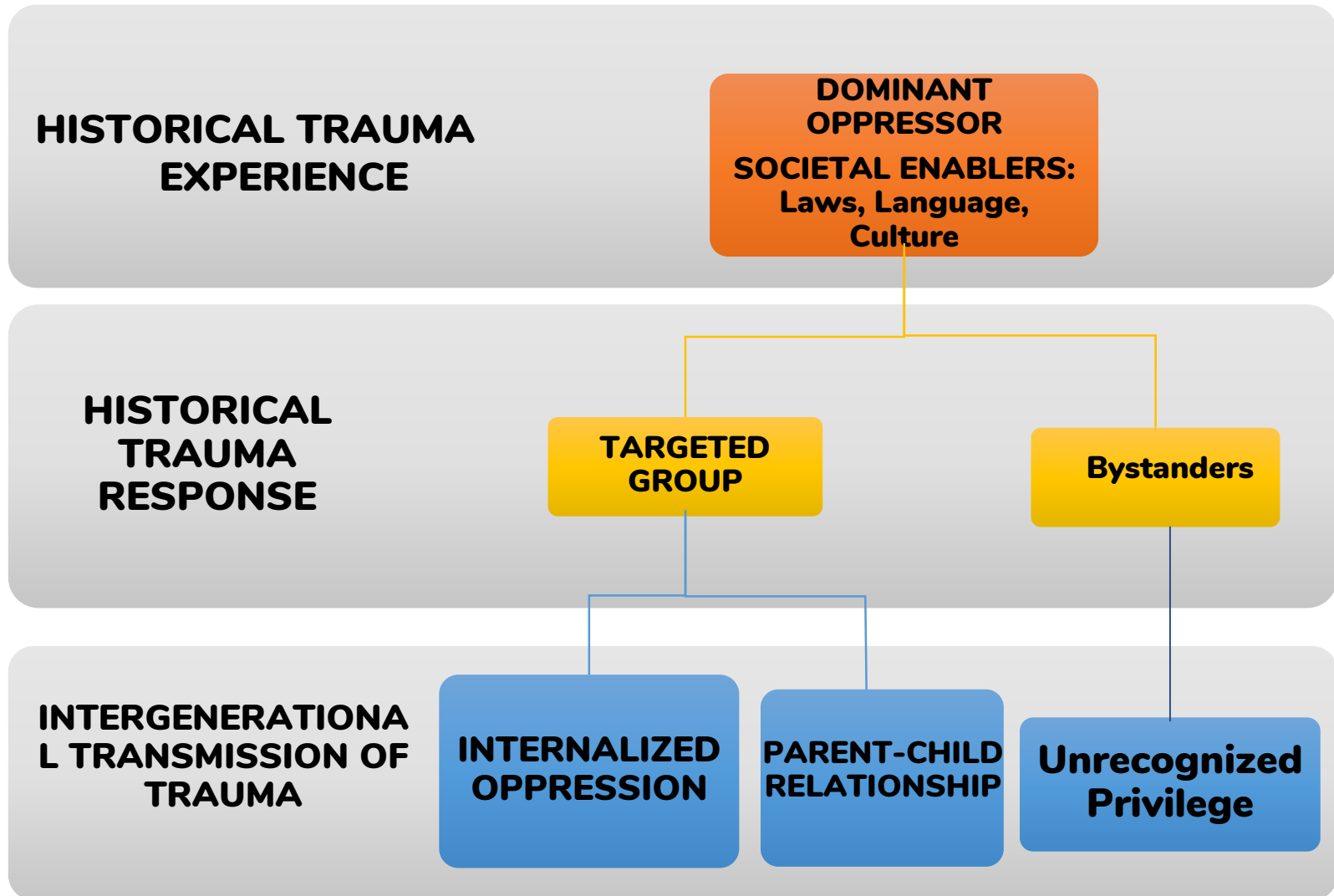
Definition:

“Cumulative emotional and psychological wounding (“soul wounding”) over the lifespan and across generations, emanating from massive group trauma”.

Maria Yellow Horse
Braveheart



Key Components of Historical Trauma and Impact on Relationships



Effects Over Later Generations



- Long-term effects of trauma across generations include mental and physical health difficulties, negative impact on quality of life and relationships
- Impact the oppressed, oppressor and bystanders
- Have implications at the community, individual and family level child-parent relationships

Present-Day Impact of Historical Trauma: Immigration Enforcement Policy



- The impact is not only about what happened in the past but also what is still happening in the present
- Punitive immigration policies (separations of young children, deportations, detentions) and a “culture of fear” against Latinos represent the purposeful and systemic utilization of terror and pain by those in power, to control and subjugate a target population.

Present-Day Impact of Historical Trauma: Immigration Enforcement Policy (cont.)



- Constitute a modern expression, a perpetuation of historical trauma experiences that were previously inflicted to other vulnerable groups in the US (Norona, Velasco-Hodgson & Flores, 2018)
- Can have deleterious effects on every aspect of a young child's life, exacerbate unresolved HT legacies in the family and increase the likelihood of disrupted patterns in the child-parent relationship

Immigration Enforcement Policy: Impact on Parent-Child Relationships



**Intergenerational Transmission of
Trauma and Relational Trauma**

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Diversity and Trauma Informed Approach to Intervention

Freedom from Fear: A Human Right



A Proactive Approach to Fear Reduction

- Reducing fear is a therapeutic goal, a social justice goal and a critically important health intervention
- Providers can:
 - Become a trusted resource: Relationship affects relationship
 - Facilitate access to appropriate health and mental health services
 - Create safe spaces
 - Work to be advocates and allies

Practice Implications



- Historical and socio-cultural lens
- Coordinated and collaborative multipronged, multilayered, multidisciplinary approach
- Focus on relationship building, transparency, choice, and meaning-making:
 - Empower families/parents: *Family Preparedness Plan; Know Your Rights*
 - Enhancing protective factors
 - Providing hope
- Caring for the helper

Why Does Culture Matter?

Basic Premises:

- While trauma disrupts meaning, culture restores it. (Casas, 2010)
- It is through Culture that we develop a sense of belonging.
- What is perceived as familiar, feels safer.
- Child development and happens in the context of relationships
- Both are shaped by the socio-cultural context



Why Does Culture Matter? (cont.)

Familiarity can be communicated through:

- Language:
 - Verbal (including sayings, idioms, particular expressions)
 - Non-verbal (including facial expressions, hand gestures, physical approach)
- Developing a “culturally-attuned” listening
- Using culturally-sensitive tools
(Through play, story-telling, songs)

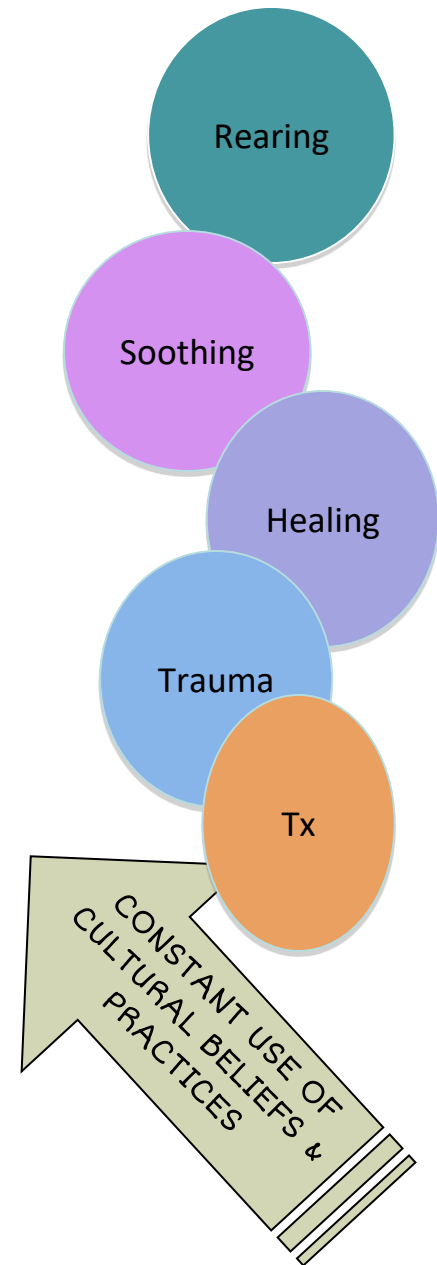


ADAPTATIONS IN
DELIVERY OF
SERVICE

Daily
stressors

Logistics

Language



Manifestation of Systemic Oppression in Child Serving Systems



The Impact of Trauma

- The protective system of an acute stress response (changes in our biology to activate fight, flight or freeze) is meant to be temporary with a return to a calm state baseline
- If it's chronic, there is a breakdown in the body's stress response system
- Traumatic events overwhelm the system that gives people a *sense of control, connection and meaning*



Family Separation

George Bush Intercontinental Airport
Houston, TX
July 14, 2018

ACLU

"Mi amor,"
"My love,"



Reflection

- How did you feel as you watched this video?
- Where did you feel it in your body?
- What will help you to feel more regulated at this moment? Later today?
- How might you be able to keep or build a sense of hope in your work?
- How might this video move you to change practice and to action on behalf on Latino American children and families?



Community Resilience and Service Adaptation



Thoughts about Culture and Acculturation

- The invention of America, the invention of the “other”
- Our indigenous past, obsession with color and internalization of racist beliefs
- The diversity of Latin American families
- Families carry their Country with them
- Challenges to Latinx cultural identity
- Stress of acculturation and supporting a strong Latinx identity



Latinx Values as Guides

- **Familismo:** “Strong feelings of identification, attachment, dependence, loyalty, reciprocity and solidarity among members of the family” (Amado Padilla)
- **Personalismo:** An “interpersonal interaction is valued on the basis on the immediate satisfaction and pleasure it produces. The degree of reality of an interpersonal relationship lies on the frequency, quality and warmth of the interpersonal reactions that can be achieved in a given period of time.” (Rogelio Díaz Guerrero)



Latinx Values as Guides

- **Simpatía:** “the need for promoting and maintaining harmonious and pleasant interpersonal relationships
- **Respeto:** “Importance of deference or respect for individuals who occupy roles of higher prestige, recognition and power” (Amado Padilla)



Practice Recommendations: Cultural Attunement



- When our desire “to help” becomes a barrier to engagement
- The utility of frustration
- Connection and disconnection
- Learning about the “other”
- Openness about not knowing
- “Conscious Temporary Putting Aside”
- Do not need to adopt their perspective
- Connecting and reconnecting as an ongoing process
- Migration as a personal crisis, enduring violent disruption
- Uprootedness from everything familiar to them

Practice Recommendations: Cultural Attunement (Cont.)



- Identify and address misconception and barriers to service access
- Keep vulnerability and privilege in mind
- When differences arise, guide individuals to choose change
- Help them identify their own personal values that can serve as guides to both provider and families
- Openness to accepting non-traditional alternatives
- Integrate religion and faith
- Elicit ongoing feedback from families: Listen to their Stories
- The importance of sharing as a metaphor for connection

Practice Recommendations: Modifications



- Flexibility in implementation of evidence-based practices
- Longer periods of engagement and orientation
- Breakdown skills and procedures
- Provide caregivers with ongoing information and always make time to honor the relationship
- Foster a strengths-based collaborative relationship that has compassion at its core
- Ensuring Services meet the language needs of families

Diversity-Informed Practice and Self-Awareness



THE TENETS

DIVERSITY-INFORMED TENETS FOR WORK
WITH INFANTS, CHILDREN & FAMILIES



Tenet #1

Self-awareness Leads to Better Services for Families:

Working with infants, children, and families requires all individuals, organizations, and systems of care to reflect on our own culture, values and beliefs, and on the impact that racism, classism, sexism, ableism, homophobia, xenophobia, and other systems of oppression have had on our lives in order to provide diversity-informed, culturally attuned services.





**Diversity, equity and
inclusion
is not about “the other;”
it begins with
us.**

Tenet #1: Self-awareness Leads to Better Services for Families:

Working with infants, children, and families requires all individuals, organizations, and systems of care to reflect on our own culture, values and beliefs, and on the impact that racism, classism, sexism, able-ism, homophobia, xenophobia, and other systems of oppression have had on our lives in order to provide diversity-informed, culturally attuned services.



Diversity-Informed Tenets

- 10 guiding principles of diversity, equity, and inclusion
- Raise awareness about inequities and injustices embedded in our society and systems of care
- Empower individual practitioners, agencies, and systems of care to identify and address social justice issues

The Tenets

1. Self-Awareness Leads to Better Services for Families
2. Champion Children's Rights Globally
3. Work to Acknowledge Privilege and Combat Discrimination
4. Recognize and Respect Non-Dominant Bodies of Knowledge
5. Honor Diverse Family Structures
6. Understand That Language Can Hurt or Heal
7. Support Families in Their Preferred Language
8. Allocate Resources to Systems Change
9. Make Space and Open Pathways
10. Advance Policy That Supports All Families

IECMHC and Latinx Children and Families



**There is
emerging
evidence that
IECMHC is a
promising
disrupter of
bias and
disparities.**



Let's back up
and look at the
bigger picture of
equity and
social justice in
early care and
education

Where are the gaps?



Who's falling through the gaps?

Definition of FFN Child Care



Prevalent, yet elusive: Many labels



- Family, Friend and Neighbor Child Care
- Kith and Kin Child Care
- License-Exempt Care
- Informal Child Care
- Home-based Child Care
- Unlisted/Unpaid; Unlisted/Paid; Listed/Paid

Common Definition



“Any regular, non-parental [non-custodial] child care arrangement other than a licensed center, program or family child care home; thus this care usually includes relatives, friends, neighbors and other adults caring for children in their homes.”

(Brandon, Maher, Joesch, Battelle, & Doyle, 2002)

FFN Child Care: A Lightning Rod in Our Field



- Support for FFN a disincentive to become regulated?
- Competition with regulated providers?
- Fewer funds and resources for enhancing quality in regulated settings?
- What is the cost to our system and country if we don't include this large percentage of children and providers?
- Especially considering historic marginalization of children and families in FFN care

What is Infant and Early Childhood Mental Health Consultation (IECMHC)?



- An intervention that teams a mental health professional with early childhood professionals to improve the social, emotional and behavioral health of children in child care and early education programs.
- Mostly takes place in center-based care. But increasingly in other settings.
- Builds child care providers' and parents' capacity to understand the powerful influence of their relationships and interactions on young children's development.
- Increasing evidence base for strong effectiveness: Children's well-being is improved and mental health problems are prevented.

Intersection of FFN Child Care and IECMHC

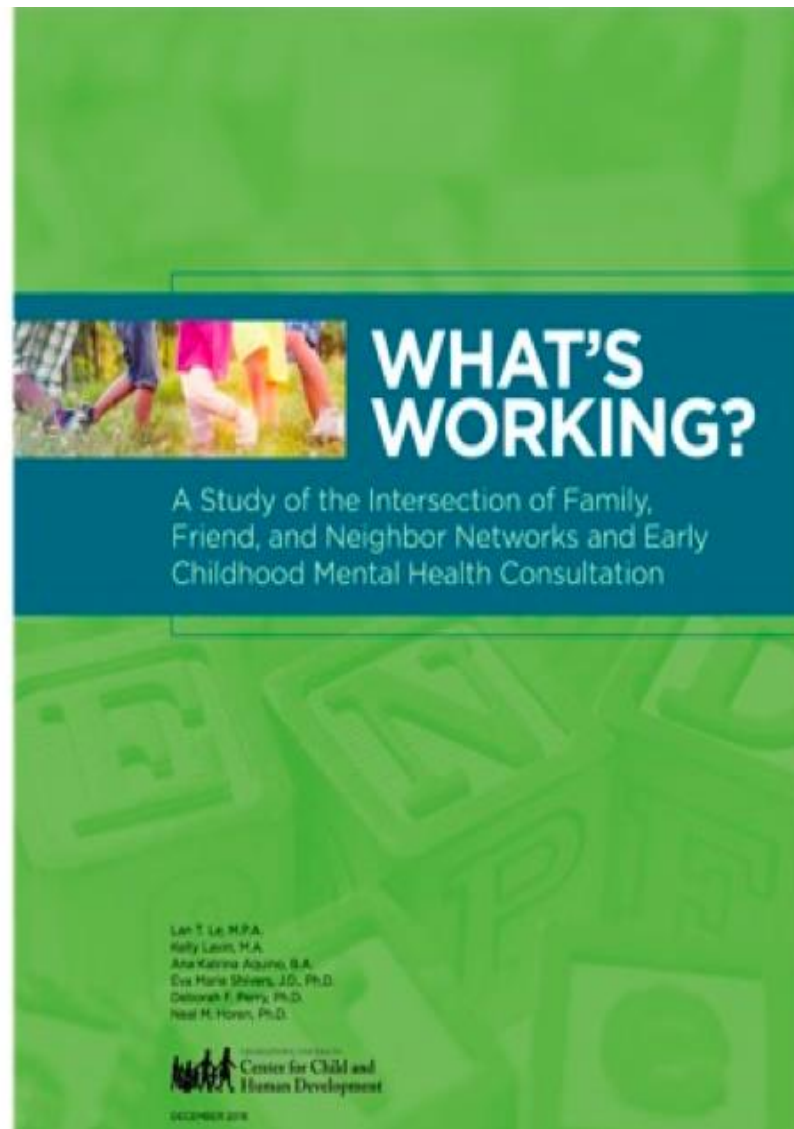


- The **centrality of provider-child relationships and family-provider relationships** in FFN child care is a strong base from which IECMHC can leverage and maximize positive outcomes.
- Large percentage of FFN providers are **caring for children with special physical, emotional, behavioral, or developmental needs.**
- An IECMHC approach is well-suited to **bridge the gap between family support silo and the regulated early care and education silo.**
- Supporting the **resiliency of FFN caregivers** is a common attribute of effective FFN training and support programs.

Georgetown's IECMHC FFN Project

Funded by the
Robert Wood
Johnson Foundation

(Lan, Lavin, Aquino, Shivers,
Perry, Horen, 2018)





High numbers of Latinx FFN providers' perspectives represented in the study

Key Findings Relevant to Latinx FFN Providers



- Mental health needs related to FFN child care providers
- Mental health needs related to children in FFN settings
- Historical and cultural stigma of mental health in Latinx communities
- Early childhood networks uniquely situated to provide services in ways that honor culture, language, history, and community dynamics



Arizona Case Study: Delivering IECMHC to a Community-Based FFN Child Care Support/Training Program



The Association for Supportive Child Care's **Arizona Kith and Kin Project** has improved the quality of care provided by “kith and kin” (FFN) child care providers in Arizona since 1999.



U.S.A. Care Early Childhood® Arizona is a signature program of First Things First administered under contract with the Association for Supportive Child Care



“Indirect” IECMHC Delivered by Smart Support

Smart Support
Arizona's Early Childhood Mental Health Consultation System



FIRST THINGS FIRST

www.azftf.gov

IECMHC Early Childhood® Arizona is a signature program of First Things First administered under contract with the Association for Supportive Child Care



*An infant and early childhood mental health consultant is a licensed or certified mental health professional who is working towards or has the skills and knowledge outlined in the IECMHC competencies (<http://www.samhsa.gov/ecmhc>).

Responsive and Flexible Models: Tailoring IECMHC to Communities

What's Working (Lan et al., 2018)



Preliminary Findings

Smart Support IECMHC partnering with
The Arizona Kith and Kin Project for FFN Providers

"I do feel subconsciously there's some cultural beliefs on mental health for our participants, at least. When I think about Latino women, even outside of the Latino culture, there is this, you know, identity of you don't air your dirty laundry. You don't go and talk to people. You don't share what's happening in your home, right? Because people judge people and are going to talk...and I do think this is cultural, ...you have to be strong, you have to be strong for your kids. You're the mother of the house. You have to maintain it. And when things fall apart, it's on you."

- Kith & Kin Specialist



Implications For Expanding IECMHC Through a Racial Equity Lens

- Model development must be responsive and flexible
- IECMHC workforce diversity
- Supporting the workforce to authentically understand and value community
- Evaluation design
- Transformation from the inside-out – Self Awareness
- Knowledge of history and systems



Where do we go from here?

Recommendations



- Prioritize hiring a bilingual workforce and delivering consultation, reflective supervision in home language
- Prioritize family engagement - be culturally responsive in the definition of the family
- Take the effects of language barriers and cultural differences on relationships into account in your work
- Provide professional development and training on historical trauma, including immigration and race related trauma.
- Expand ECMHC to most marginalized communities first.

Recommendations (cont.)



- Ensure anti-bias training - that includes immigration, language, and cultural related biases- is a required training for all staff, coaches, and administrators, and a core focus of ongoing coaching and consultation.
- Periodically review employment and program practices to ensure they are culturally sensitive and reflect best practices-- specifically addressing pay and opportunity inequities.
- Collect demographic data, disaggregate, and engage in a continuous process of examining and addressing disparities via policy, professional development and resources

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Open Discussion



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Open Discussion Q&A



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