

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 the child-serving systems.

February 9, 2021

2:00pm – 4:30pm ET



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

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 the child-serving systems.

April 30, 2020

12:30pm – 2:30pm ET



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

Q&A

Leave Meeting

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** 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.

Welcome!

Who's in the Zoom?

Facilitators: COE IECMHC



Lauren Rabinovitz

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

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

Facilitators: CEP



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



Rosemarie Allen
CEP Partner
Institute for Racial Equity &
Excellence, and School of
Education, Metropolitan
State University of Denver



Lisa Gordon
CEP Partner
The Education Center
Bank Street College of
Education



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

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.**

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.

July 30, 2020 at 12:30PM

AGENDA



- **Session Goals**
- **Setting the Stage: Historical and Institutional Racism**
- **Impact on Learning Climates**
- **Research to Practice - IECMHC Connection**
- **Where Do We Go from Here?**
- **Resources**
- **Wrap up**

Today's Session Goals



- **Build awareness** of issues of equity in early childhood settings, including the historical foundations of inequities, the presence of racial bias, and the resulting disparities.
- **Identify policies** that address inequities in early childhood and IECMHC systems.
- **Strengthen culturally responsive IECMHC practices** in order to reduce disparities and improve outcomes for children and families.
- **Provide resources and tools** to address equity, bias, and disparities through an IECMHC framework.

A Moment to Pause and Reflect



COVID-19
Coronavirus

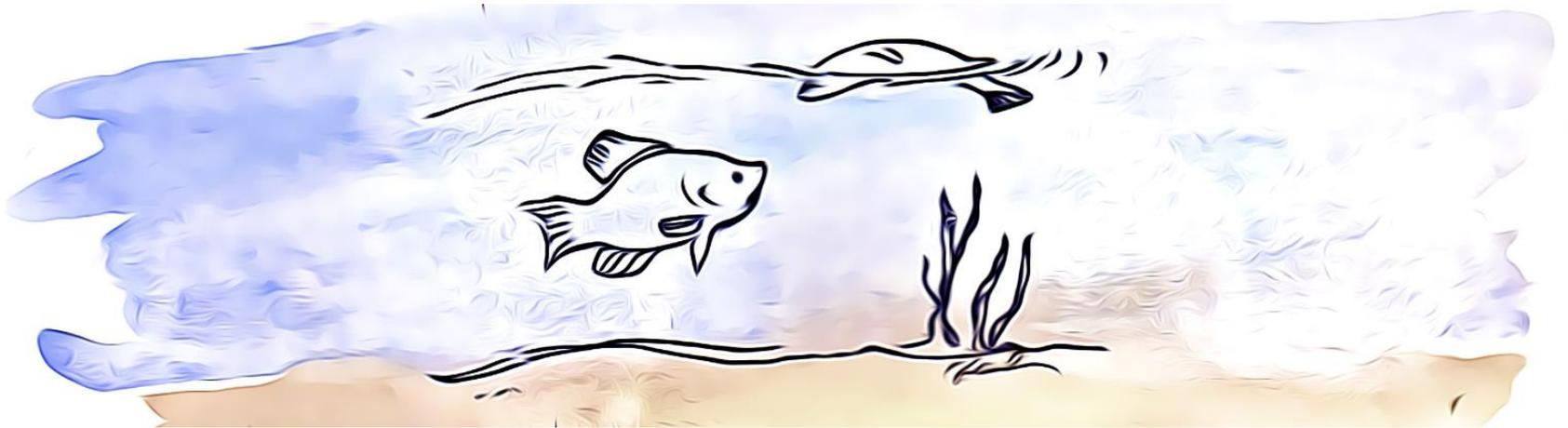
A Framing to Guide Our Conversation

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)



“To show that there is inequity, but not why there is inequity leaves too much open to interpretation. The reality is that we live in a racially structured society. That is what causes inequity”

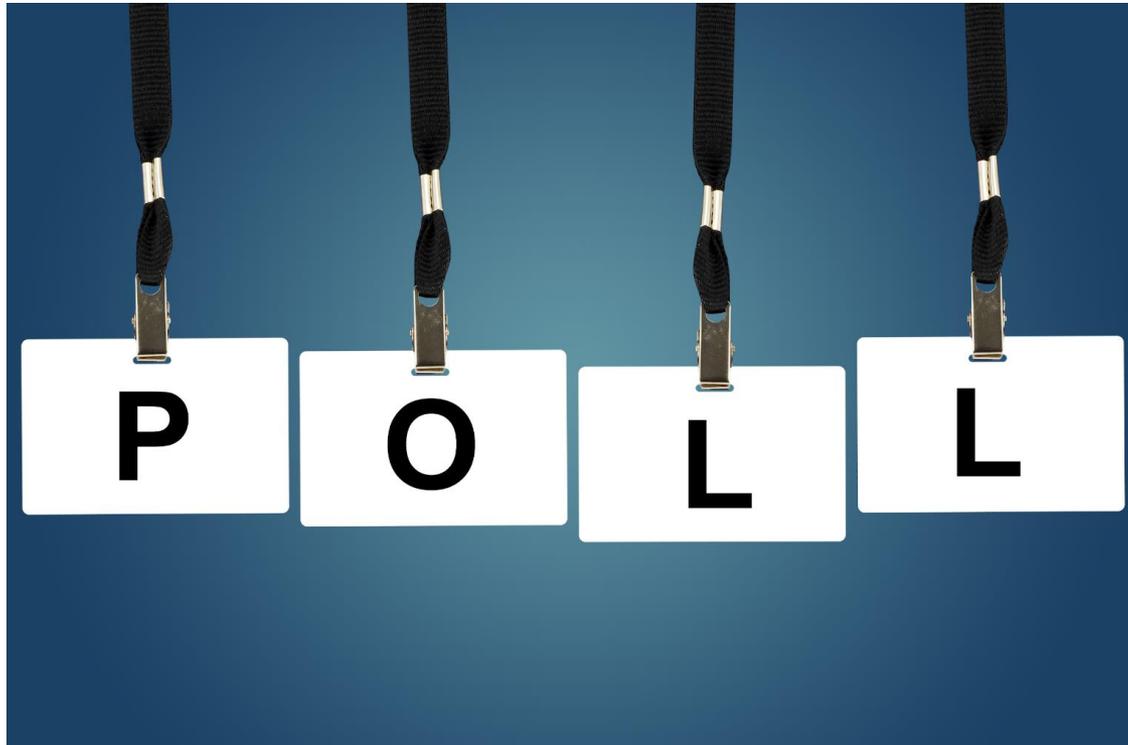
– REI, The Groundwater Approach

How Did We Get Here?



Understanding the
origins of
structural racism

Structural Racism



Race is biological... FALSE



Race is a social construct, a classification of human beings, that is politically defined.

Race came before Racism.. FALSE



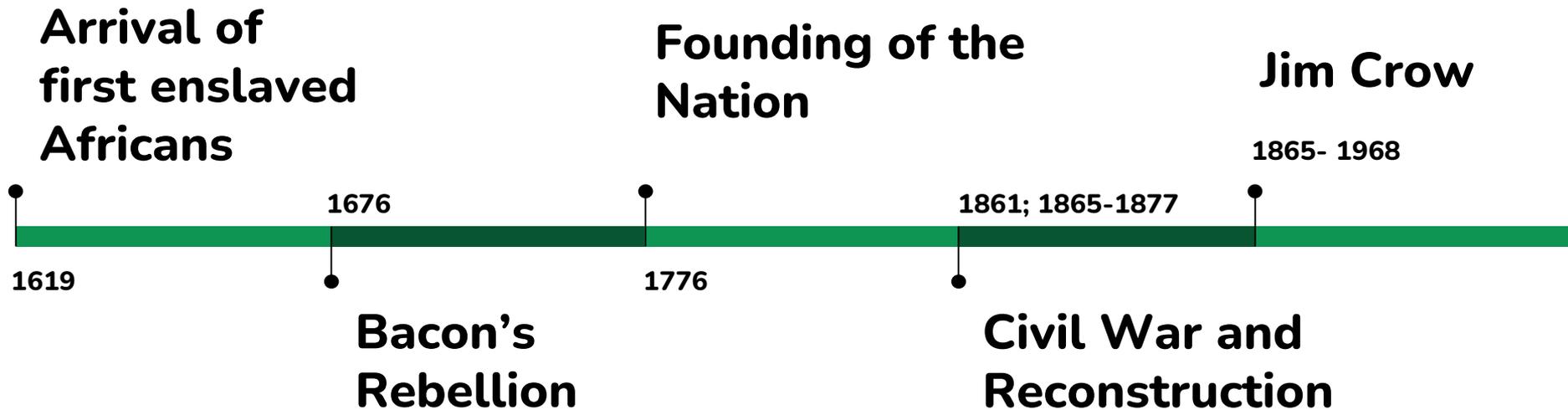
Racism came first. Race is the child of racism.

Racism as a System of Advantage and Oppression

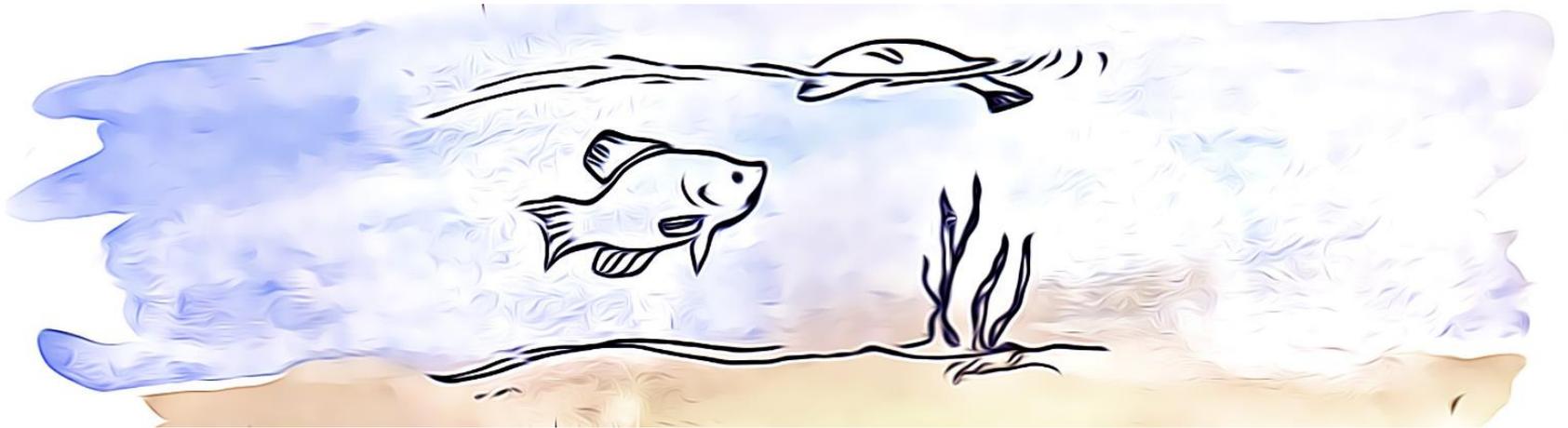


Racism = Social and Institutional Power + Race Prejudice.

Racism and the Construction of Race in the United States



Fish in the Lake



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

Three Observations of the Ground Water Metaphor

THE GROUNDWATER APPROACH:

building a practical understanding
of structural racism

1. Racial inequity looks the same across systems.
2. Socioeconomic difference does not explain the racial inequity.
3. Inequities are caused by systems, regardless of people's culture or behavior.

Observation #1: Racial inequity looks the same across systems

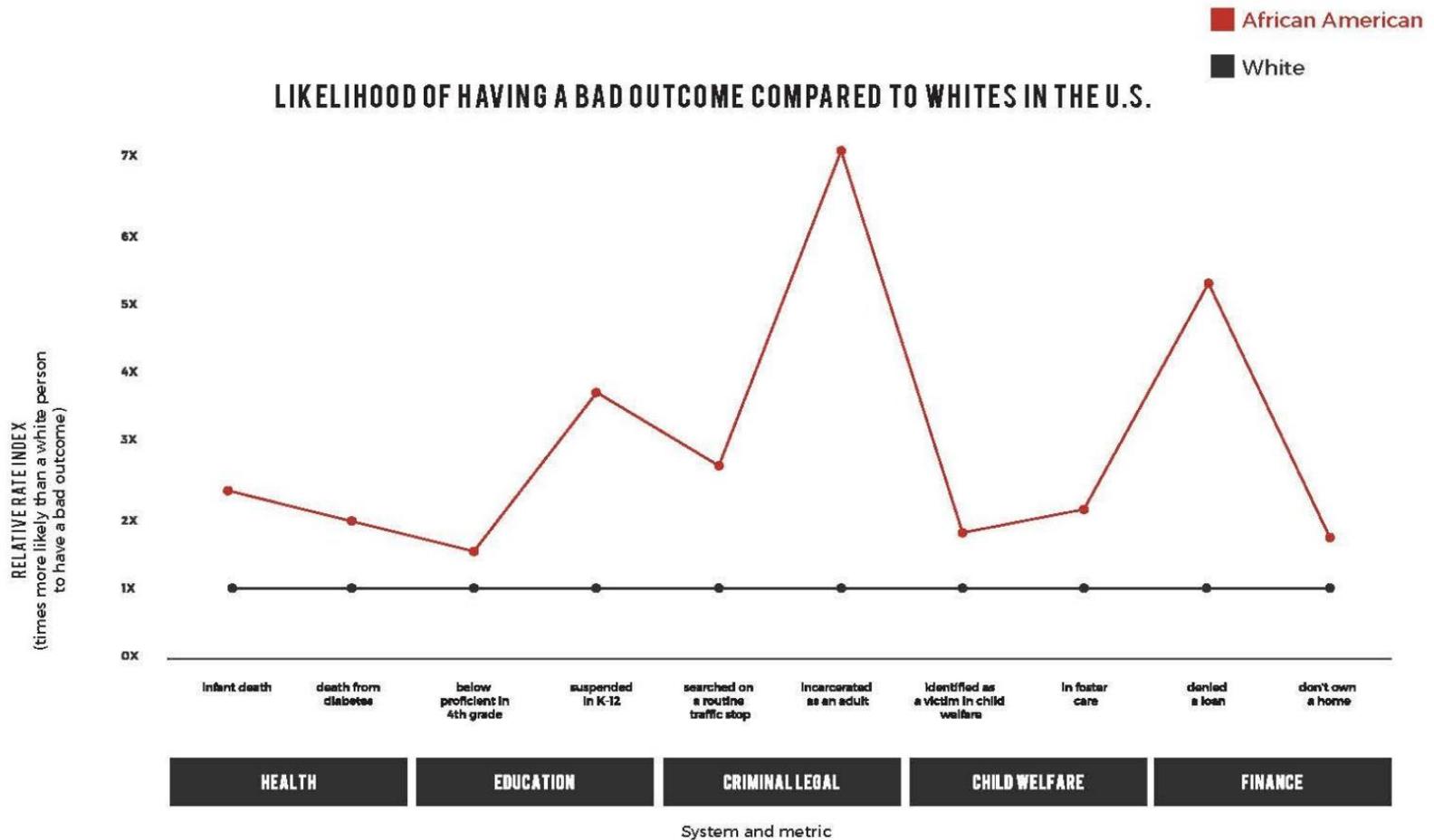
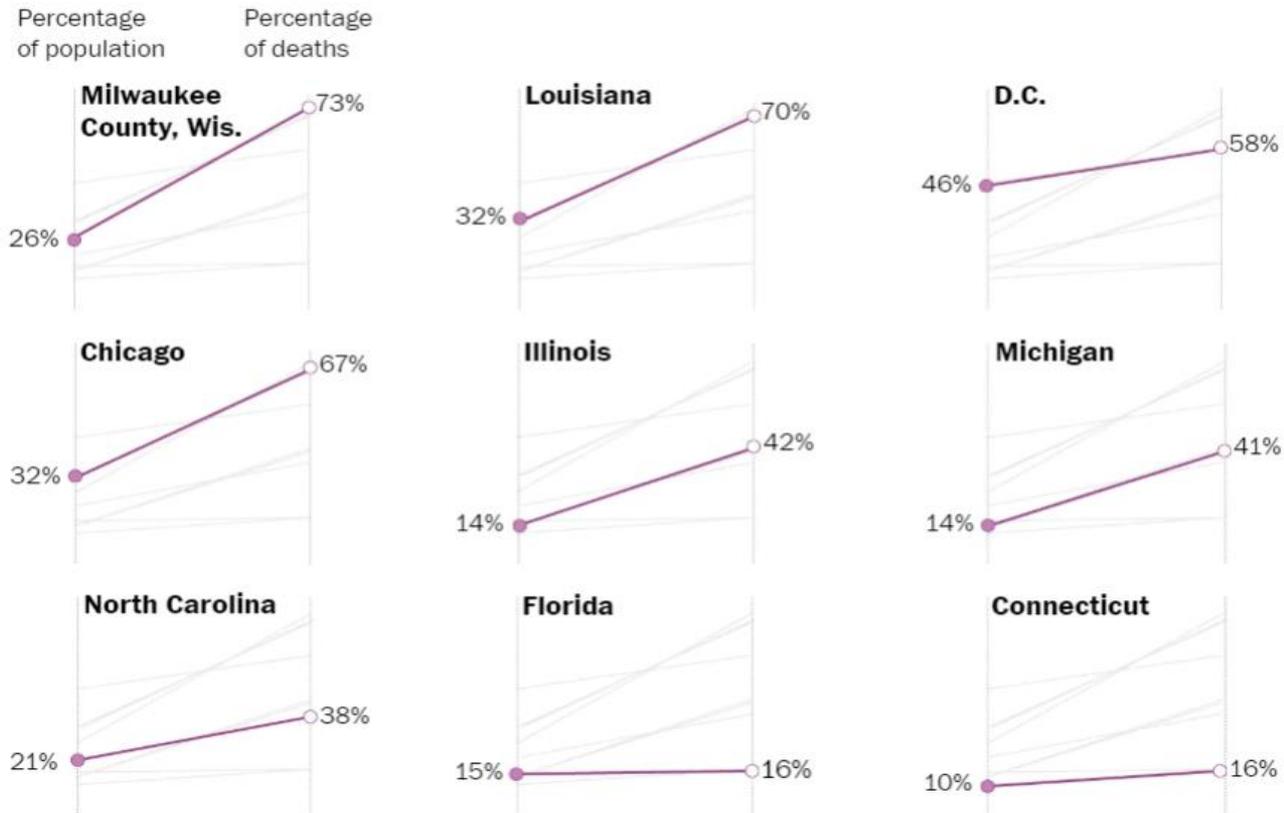


Figure 1: “African Americans are 1.5 to 7 times as likely to have a bad outcome across systems” (sources in text on page 6).

African American COVID-19 Deaths

African Americans by percentage of population and share of coronavirus deaths

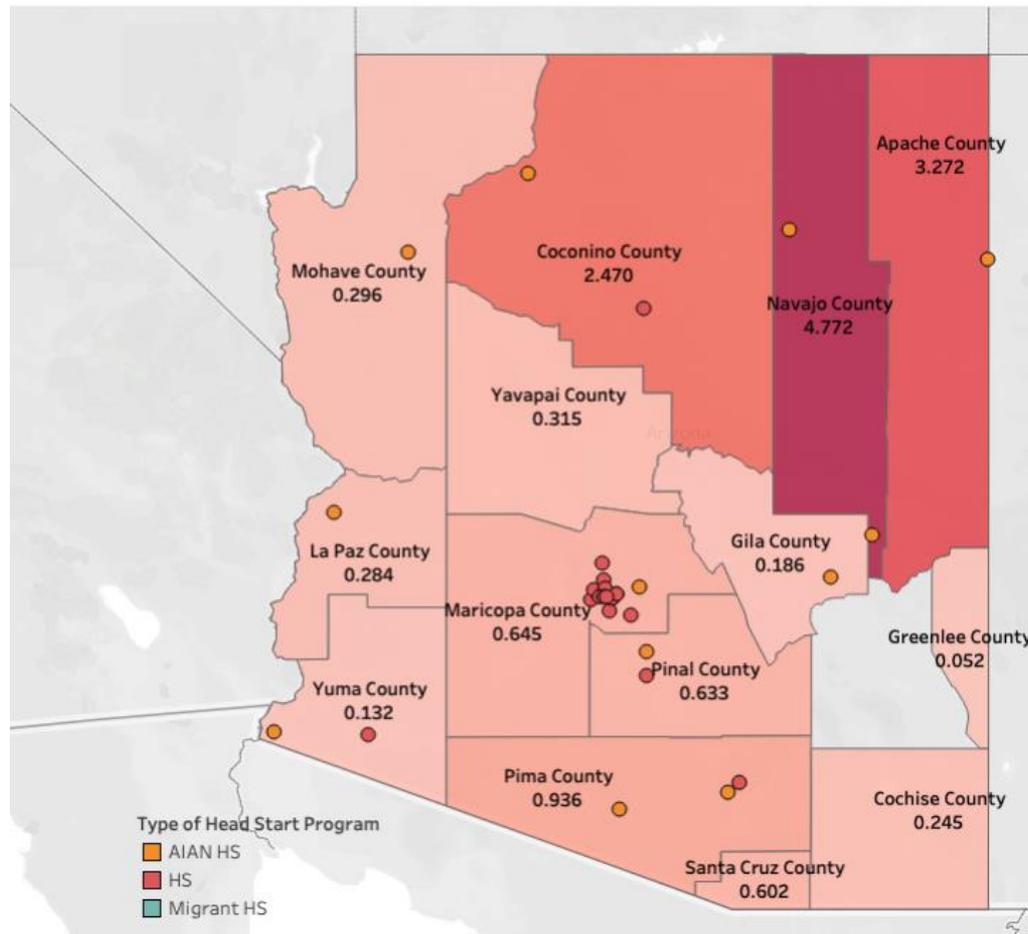
Only a few jurisdictions publicly report coronavirus cases and deaths by race.



Source: Johns Hopkins University, state health departments and American Community Survey

Tribal Community Data: AZ

Covid-19 Cases per 1,000 Residents: By AZ County
(as of 4/22/20)



difference does not explain the racial inequity (cont.)



White single parents have approximately 2X the wealth of two-parent Black and Latinx households.



White college graduates have more than 7X the wealth of Black college graduates and 4X the wealth of Latinx graduates.

Observation #3: Inequities are caused by systems, regardless of people's culture or behavior.



“Health care providers’ diagnostic and treatment decisions, as well as their feelings about patients, are influenced by patients’ race or ethnicity and stereotypes associated with them.”

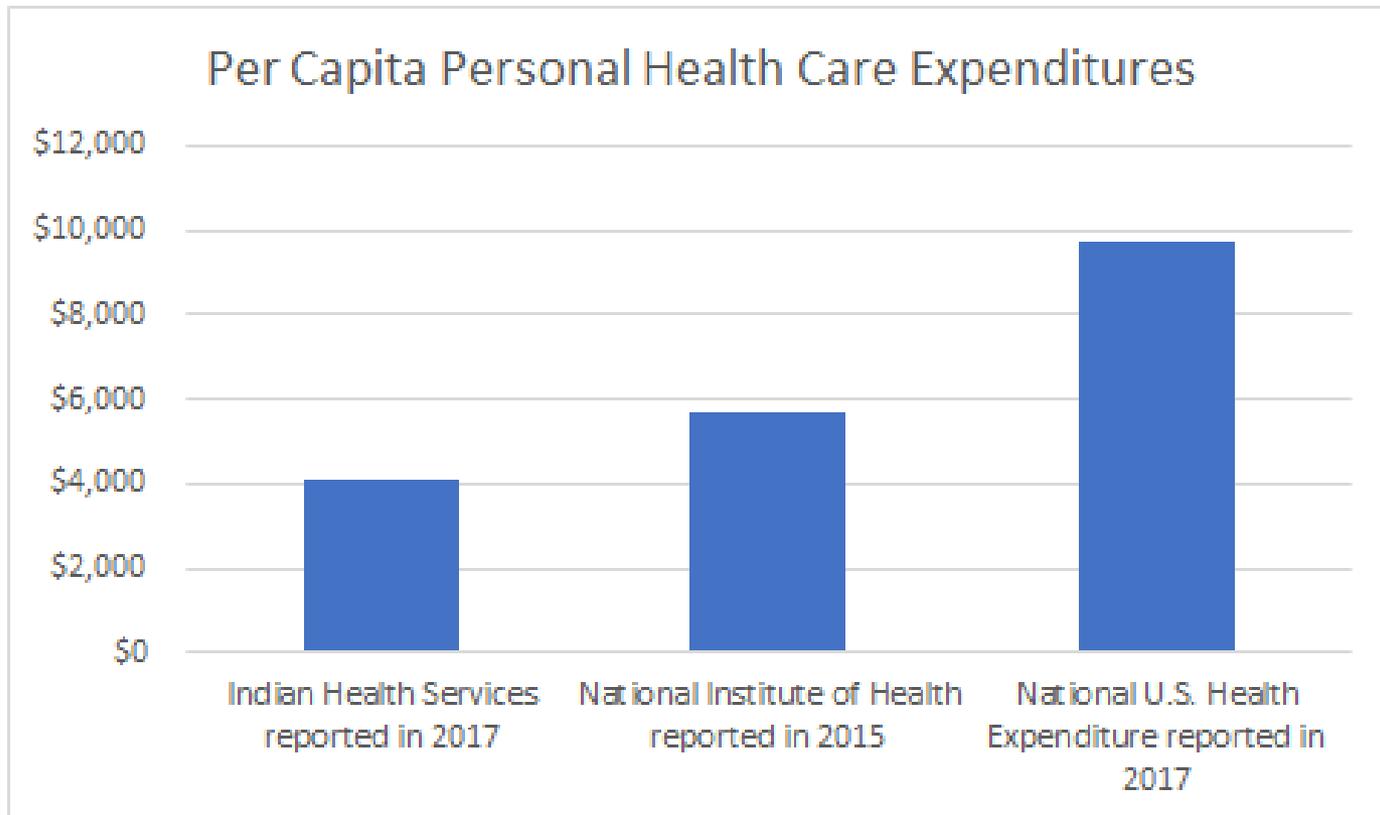
Institute of Medicine, (US) Committee on Understanding and Eliminating Racial and Ethnic Disparities in Health Care,



“African Americans and Latinos continue to be routinely denied conventional mortgage loans at rates far higher than their white counterparts.”

Glantz, A., Martinez E.,
2018

Observation #3: Inequities are caused by systems, regardless of people's culture or behavior.



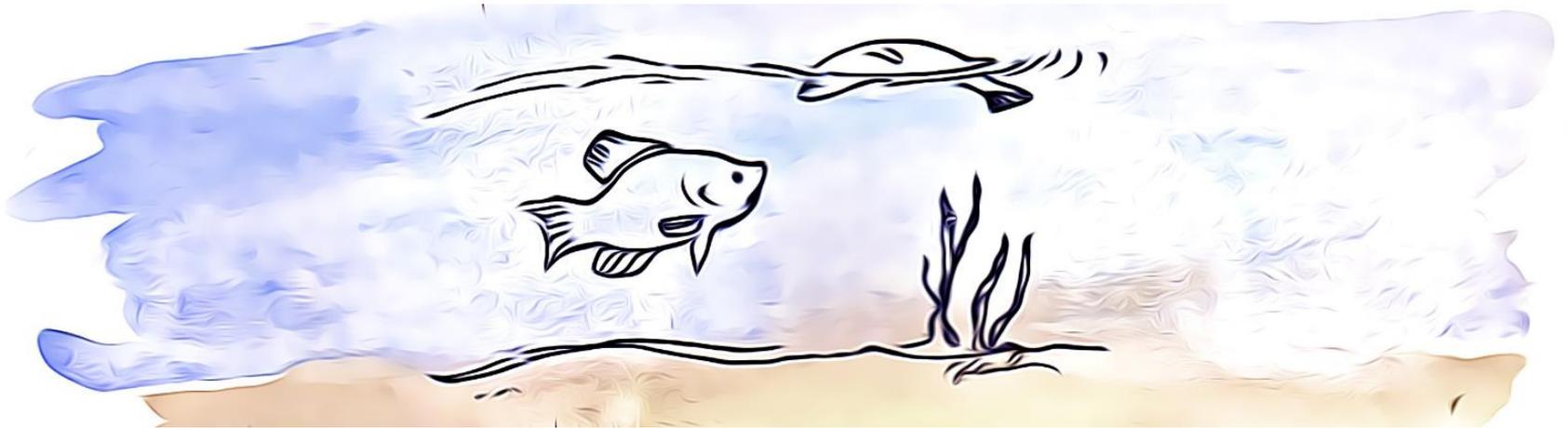
Reverse racism exists...FALSE



msicar

Reverse racism does not exist.

Fish in the Lake



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

The Lake Effect: Impact on Learning Climates





IMPLICIT BIAS

...the mental process that causes us to have negative feelings and attitudes about people based on characteristics like race, ethnicity, age and appearance.

Implicit Associations...



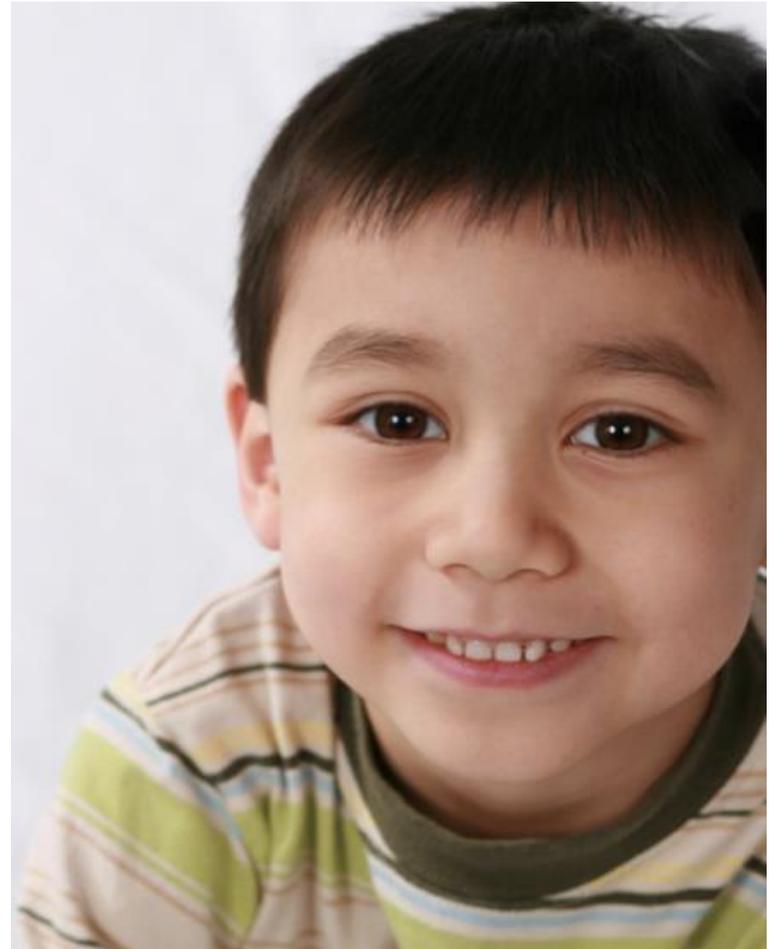
- Begin early and develop over a lifetime.
- Are experienced through exposure to direct and indirect messages.
- Can become internalized
- Are actualized at multiple levels: Individual (personal), Interpersonal, and Institutional (systemic)

Implicit Bias: It's Learned Early...



What this looks like in Classrooms...

- Observation of Raphael
- She called his name 27 times in 7 minutes.
- Raphael was engaging the same behaviors as other children,
- She was teaching children how to treat Raphael!



What this looks like in Classrooms...

Hello Class, I am so sorry but I forgot this week is Spring Break. We will not have Zoom after all. Please continue reading your assigned book and we will Zoom Next week.

Well that was a freaking waste of my time. I was looking forward to Zoom today.

Young lady, you don't talk to me like this. It is very disrespectful. If you do it again you will not be allowed to participate in the next two Zoom sessions.

Implicit Bias POLL...



Data Landscape



to have a bad outcome)

African American
White

LIKELIHOOD OF HAVING A BAD OUTCOME COMPARED TO WHITES IN THE U.S.

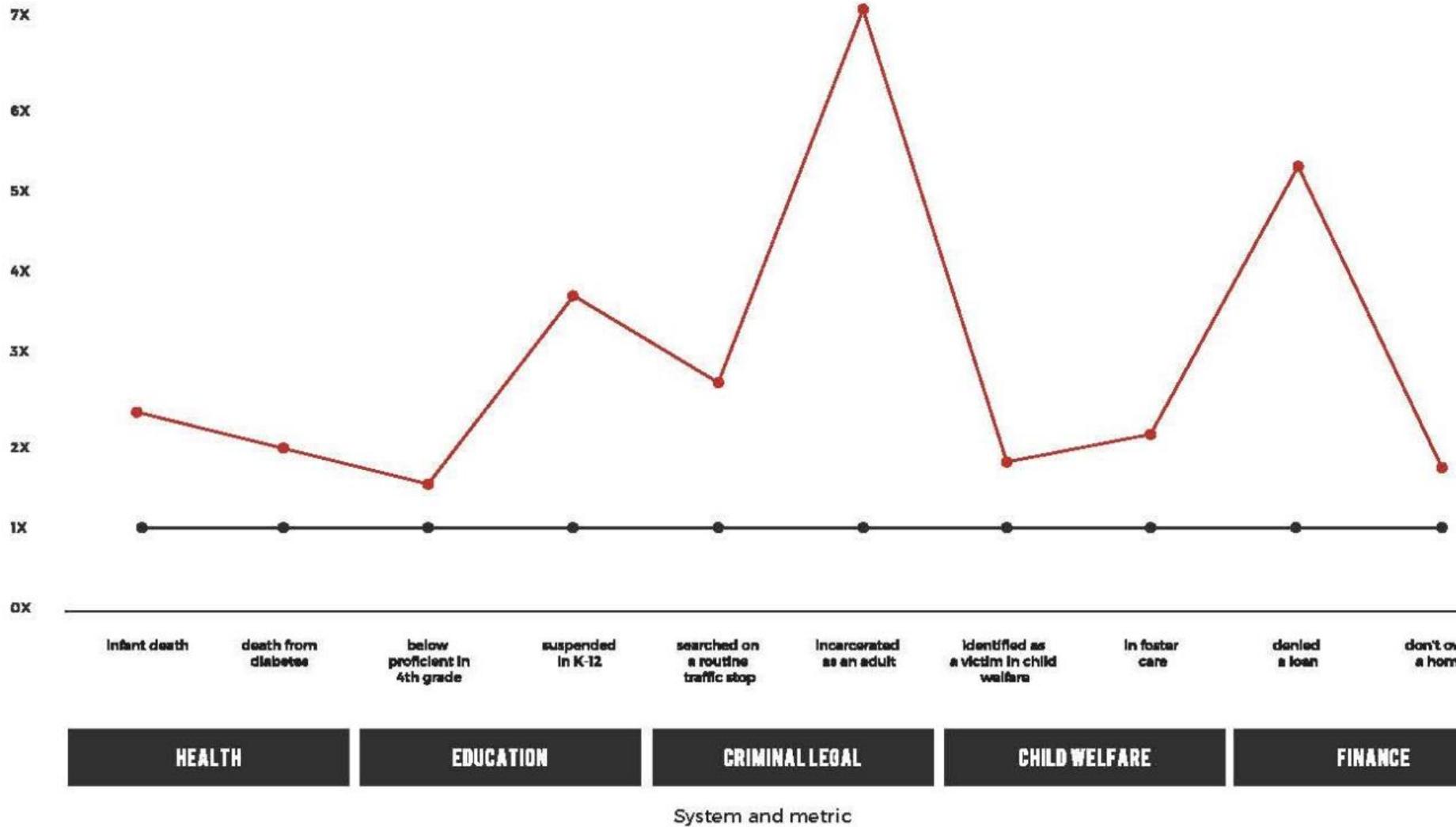
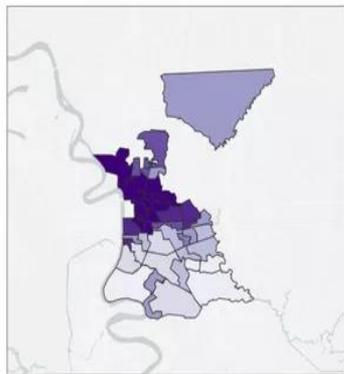


Figure 1: “African Americans are 1.5 to 7 times as likely to have a bad outcome across systems” (sources in text on page 6).

Let's Start with an Analysis of Place

Where Children Learn

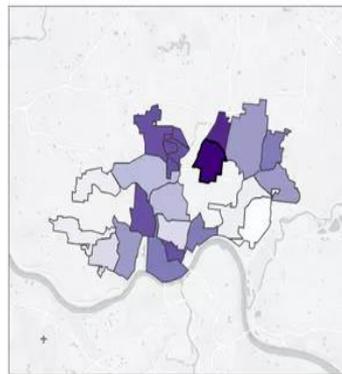
Percent black or Hispanic 0% 50% 100%



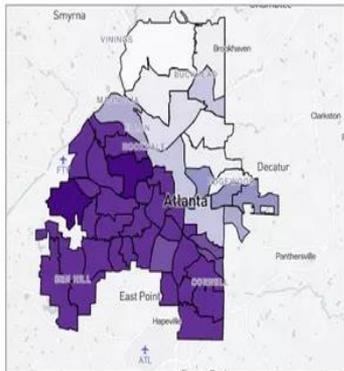
East Baton Rouge



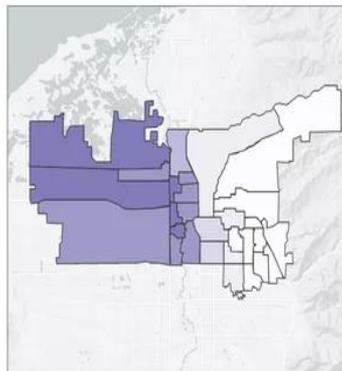
Washington DC



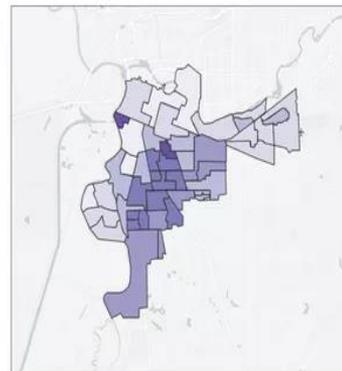
Cincinnati



Atlanta



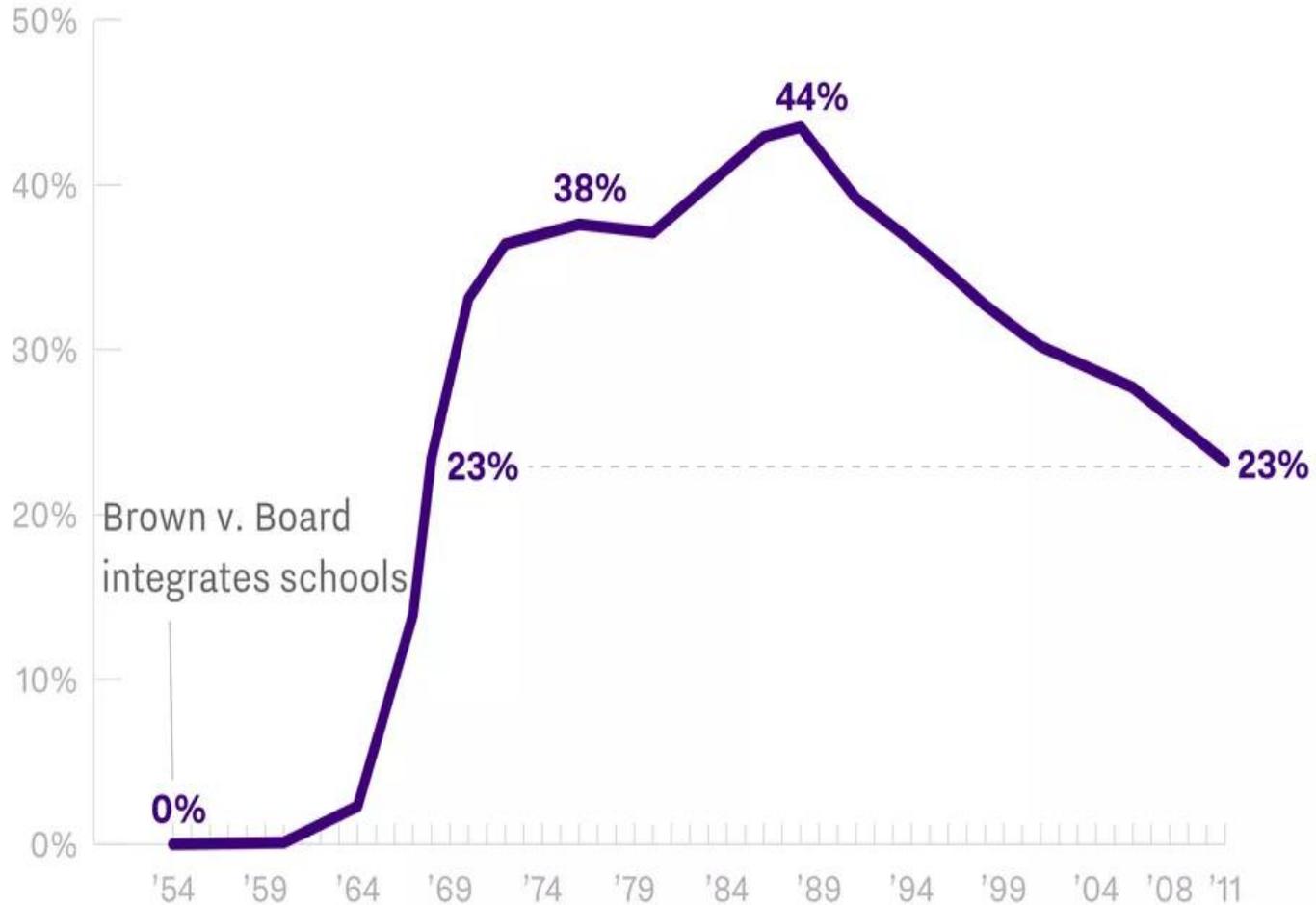
Salt Lake City



Sacramento

- Some school zones are more segregated than neighborhood housing.
- Segregation is worse in communities with large demographic shifts
- Early ed is more segregated than K-12

Percentage of black students in the South who attend schools that are at least 50 percent white



Data from the National Center for Education Statistics, via UCLA's Civil Rights Project



From Place to Funding

- In 14 states, districts with the highest number of children of color, get **less** state/local funding than districts with the lowest number.
- Nationally, the highest poverty districts receive about **\$1,000 less per pupil** in state and local funding than the lowest poverty districts.

Source: Orfield, G., Frankenberg, E., et al. , 2014

From Funding to Quality



- Only 1% of Latino children and 4% of Black children in 26 states with state Pre-K systems were enrolled in a “high-quality” program.
- 14 million children in K-12 settings, disproportionately children of color, are in schools with police officers, but no counselors, nurses, psychologists or social workers.

Key Quality Indicator: Discipline

In nearly every state in the country the suspension rates for Black children is at least twice as high as it was for White children.

Does anyone know the year this data was collected?

Bickel, F., & Qualls, R.
(1980); Larkin, J. (1979); Thornton, C. H., & Trent, W.
(1988)

30 Years Later...

**African American
Children 18%**

Of all preschoolers
enrolled

42% Suspended

48% Suspended multiple
times

In Preschool

x 3.5

Higher rates than K-12

Similar racial disparities

Corporal Punishment

160,000 +
children were
subject to corporal
punishment in one
school year

1,500
of those cases
were in Pre-K

40,000

Black children were
subject to corporal
punishment in a
single school year.

Black boys are **2X**
and Black girls are
3X as likely to be
corporally punished
as White children.

Discipline: American Indian/

13% of AI/AN boys
receive out of school
suspension

Alaska Native Children

AI/AN children are less
than 1% of K-12
enrollment, but make
up 9% of corporal
punishment cases.

Children with Disabilities

12% of enrollment:

- 71% of all children restrained
- 66% of all children secluded
- Are over-represented in corporal punishment, making up over 15% of cases.
- Are twice as likely to be excluded from K-12 settings.
- Data do not indicate that they are over-represented in exclusionary discipline in early childhood settings.

- **More than half of all** preschoolers with disabilities receive services in segregated settings.
- Children of color with disabilities are **less likely** to spend most of their day in a regular K-12 classrooms.
- Black and AI/AN children are **underrepresented** in early intervention.
- Latino preschoolers are **underrepresented** in preschool special education.
- Latino and Black children are **overrepresented** in K-12 special education.

Research Landscape



The Dehumanization of Black children

Adults perceive Black
children as:

- 4.5 years older
- More aggressive
- Less innocent

(Goff, Jackson, Di Leone, Culotta
& DiTomasso, 2014 ;
Georgetown Law, Cenet on
Poverty and Inequality, 2019)



Black children:

- Are more scrutinized by teachers for their behaviors than other children.
- Attribute negative behavior to the individual, as opposed to the situation
- Are punished more for subjective behaviors v. objective behaviors.
- Receive harsher punishment for the same behavior as White children.



- Teachers less likely to respond with empathy when there is no racial/ethnic match.
- Black and Latino students less likely to be excluded in schools with higher proportions of teachers of color.
- They are more likely to experience exclusionary discipline in schools with higher numbers of Black and Latino students.
- The 7 highest suspending schools in the U.S. have majority Black student bodies.



And it's not just
discipline...

→ Play

→ Praise

→ Expectations



Research to Practice Connecting to IECMHC



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



The Practice of IECMHC



Central to the ECMHC theory of change is the focus on changes in adults' knowledge, attitudes, and behaviors, in contrast with a focus on pathology within an individual child or family.

(see Duran et al., 2009; Hunter et al., 2016)

Voices from the Field



**Arizona's Statewide
Infant and Early Childhood Mental Health
Consultation (IECMHC) intervention -
Smart Support**

IECMHC: Outcomes and Closing the Gap

Arizona's statewide IECMHC intervention - Smart Support, was effective at

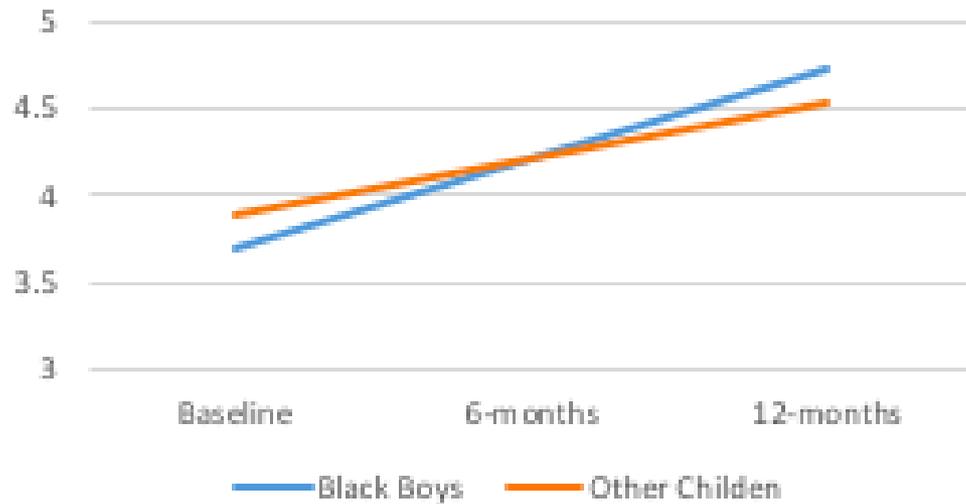
- Improving outcomes for all children and;
- **Ameliorating racial disparities** for African American preschoolers.

(Shivers, Farago, Gal-Szabo; & Guimond, manuscript in preparation)

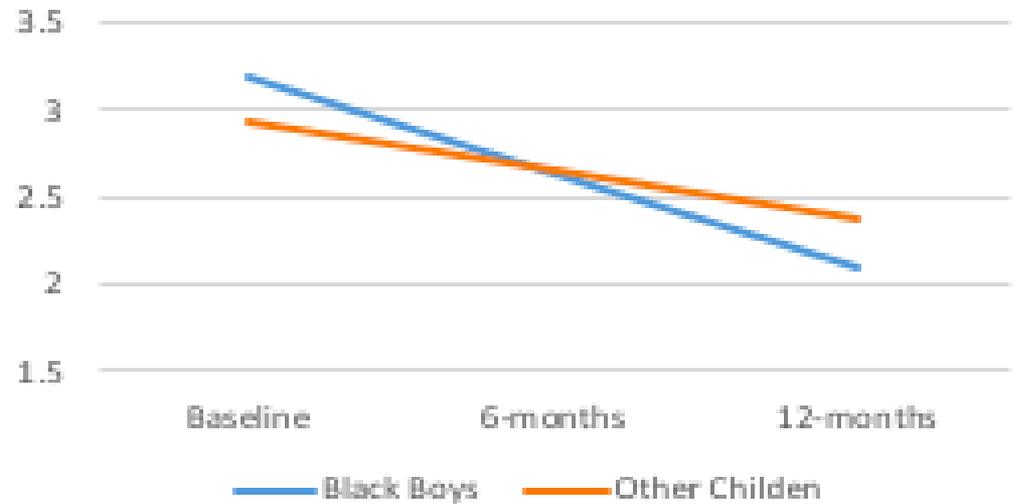
Closing the Racial and Gender Gap: What improved over 12 months?

Outcomes	African American Boys
Attachment	
Initiative	X
Self-Regulation	
Teacher-Child Closeness	X
NEGATIVE OUTCOMES (Decreased)	
Teacher-Child Conflict	X
Risk of Expulsion	X
Teacher's Negative Attribution of Child	

Student-Teacher Closeness



Student-Teacher Conflict



Latest Findings: Consultative Alliance

Consultative Alliance predicted a positive change in the following outcomes:

- Attachment (boys of color)
- Lower negative classroom emotional environment
- Teacher-child closeness
- Teacher self-efficacy

Only when:

- Consultant shared the same ethnic heritage as teacher
- OR**
- Consultant had 'expertise' in equity topics (cultural responsiveness, anti-bias education, undoing racism, etc.)

(Davis, Shivers, & Perry, 2018)

Why is IECMHC a promising disrupter of bias?

- 'Leaning in' with teachers
- Holding their gaze – 'I see you' (parallel process)
- Curiosity about the meaning of children's behavior
- Self-awareness
- Presence in the here and now
- Perspective-taking
- Emotion-regulation
- Empathy which supports compassionate action



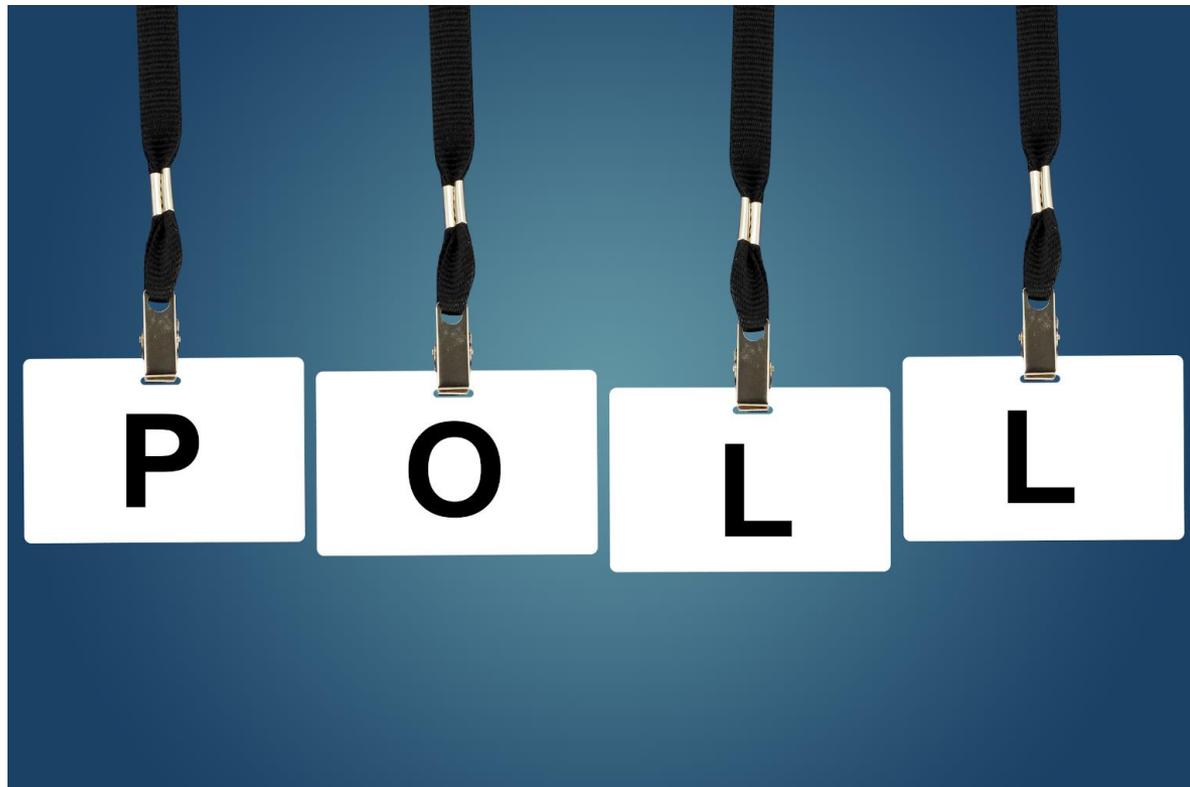
Multi-State IECMHC Workforce Equity Survey Findings

AZ n = 47

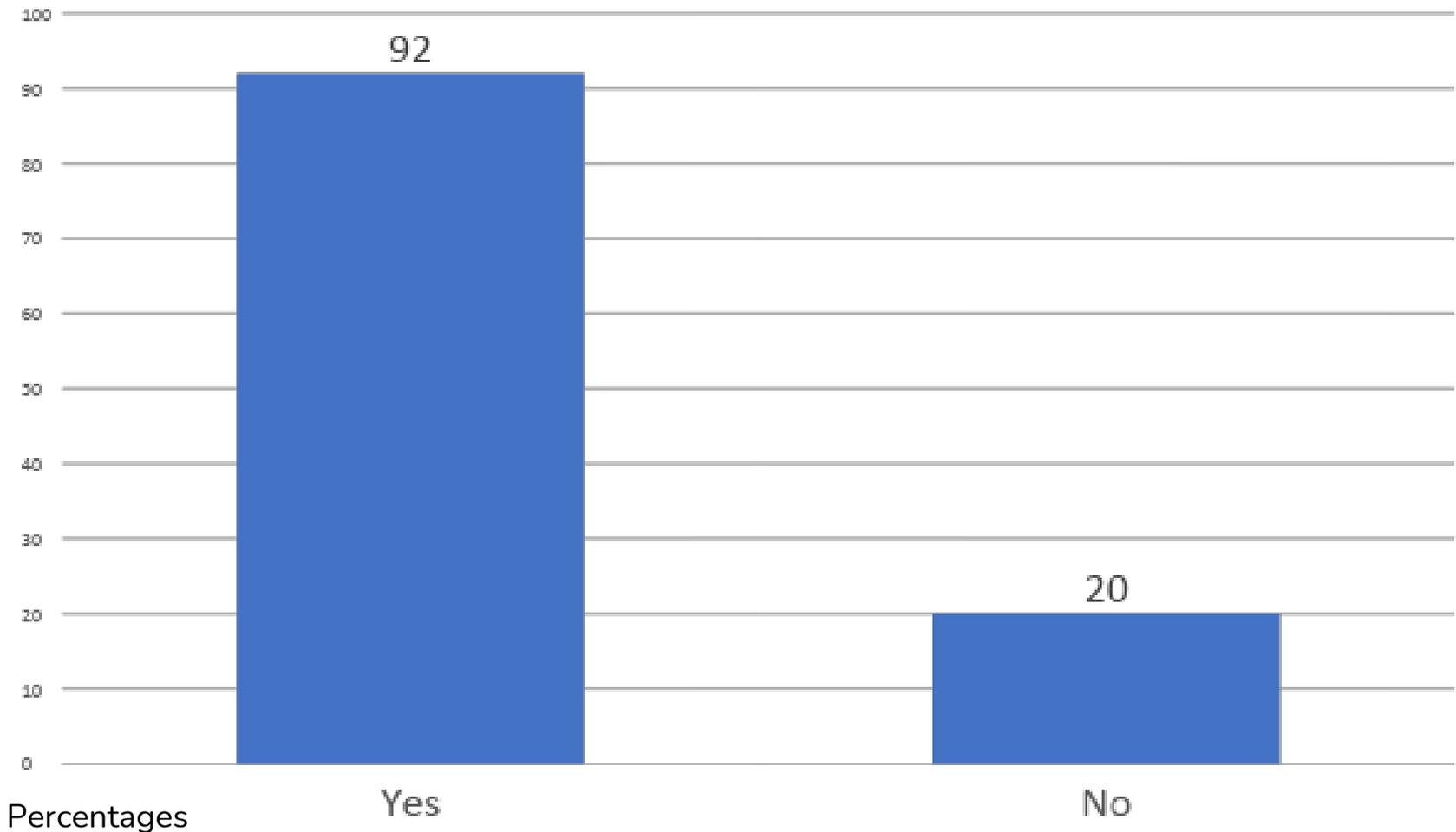
IL n = 85

MI n = 8

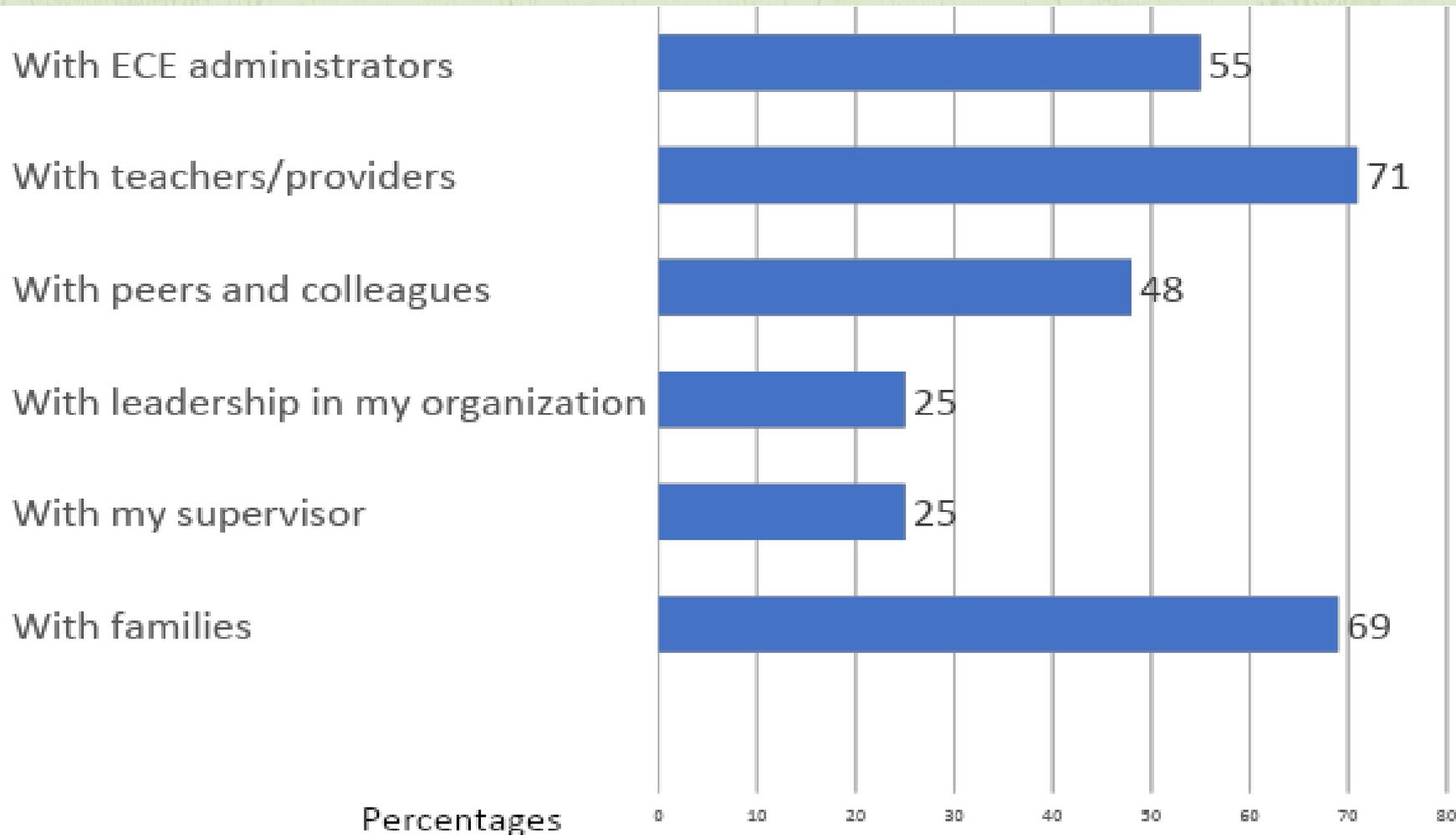
Let's Take a Poll!



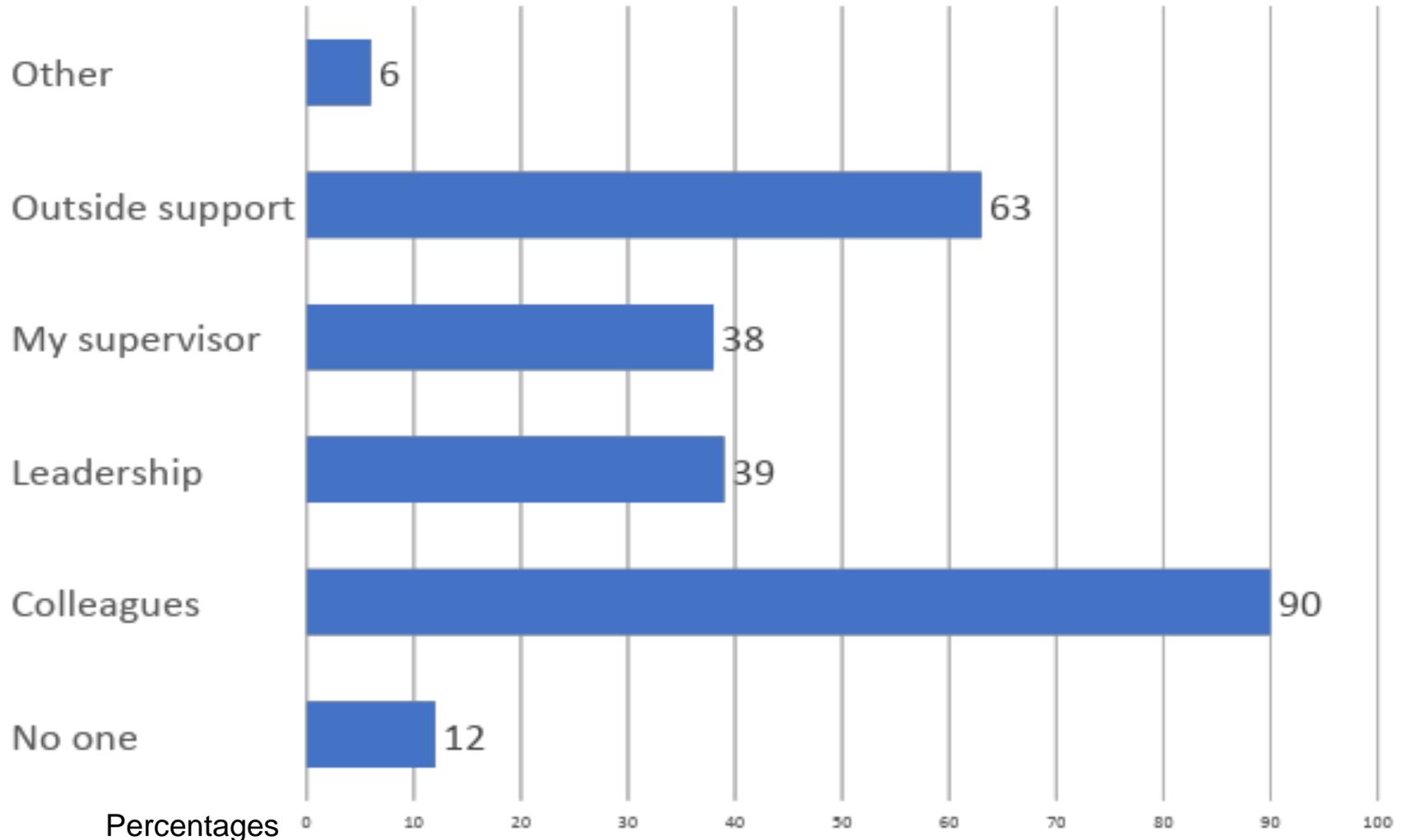
Do issues around race, culture, bias, etc. come up in your work as a mental health consultant?



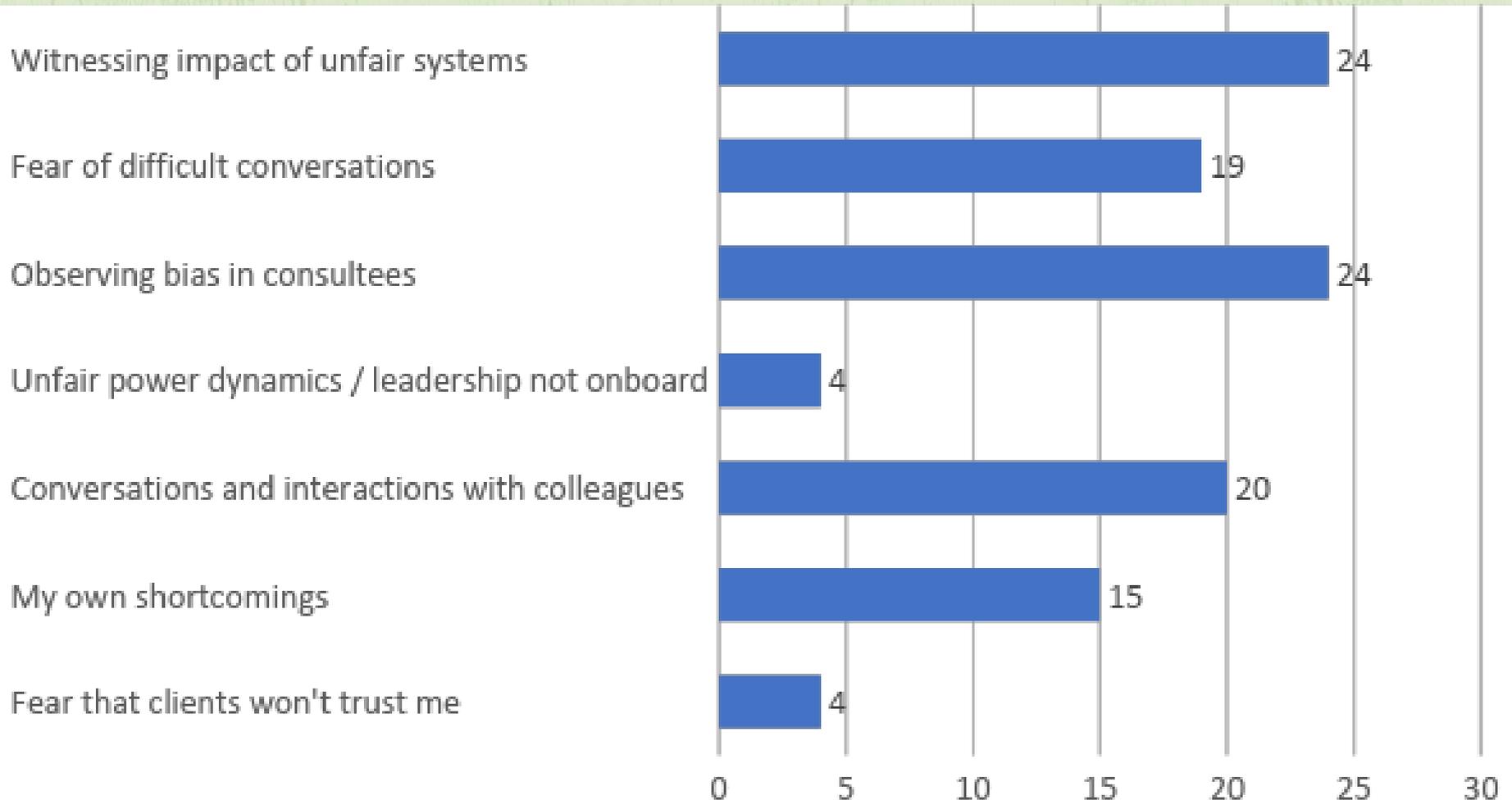
With whom are you most likely to encounter racial equity issues? (Mark all that apply.)



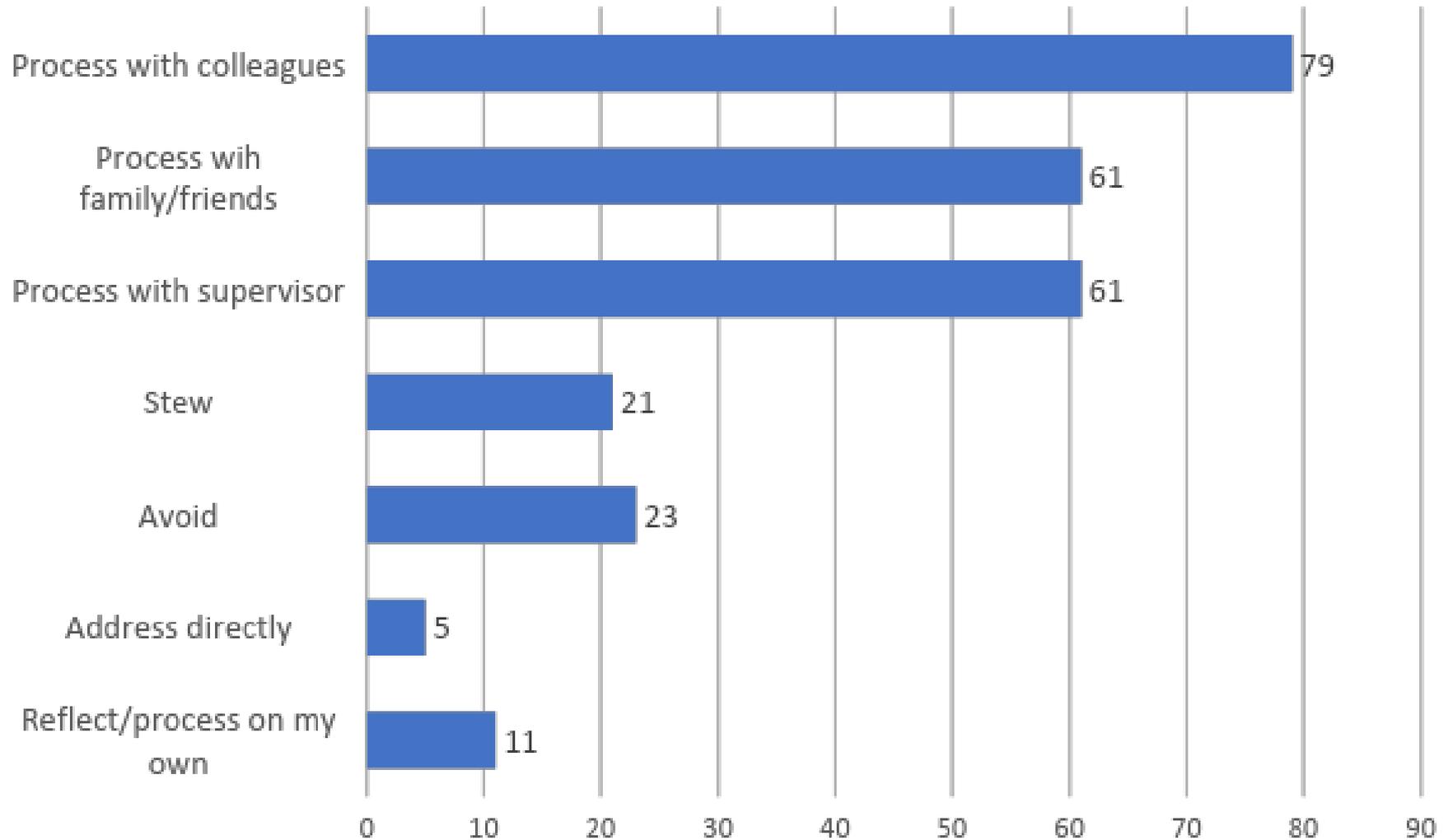
With whom do you talk/process when racialized issues come up in your work? (Mark all that apply)



Which topics/situations cause you the most dis-comfort/dysregulation at work?



How do you respond/react when you become dysregulated?





Voices From the Field: Direct Quotes from Mental Health Consultants

“How do you implement a racial equity lens in your day-to-day work?”

“Please share examples of how you approach the racial equity discussions and work with those you serve.” (cont.)



“Interestingly, when this topic has come up with teachers, they are the ones that bring it up and not the other way around. Once it is brought to my attention and I see that they are comfortable with discussing it, then I just provide the support and holding space for it.”

“Remain vigilant in identifying and acting on opportunities to engage in equity discussions.”

“Please share examples of how you approach the racial equity discussions and work with those you serve.”



“Supporting ways to find a voice. Helping them see their experiences in the larger contexts related to systemic oppression. Validating. Honoring narratives.”

“I have discussed trends in preschool expulsions as an introductory topic to equity.”

“I try to plant seeds and allow the discussion to take root.”



Systemic themes in addressing racial equity

IECMHC issues we need to address

Emerging issues in IECMHC and equity

Reducing bias that often results in racialized discipline disparities:

- Workforce diversity.
- Workforce preparation and ongoing support.
- Supporting supervisors in holding space to talk about race.
- Building IECMHC organizational internal capacity to lead.
- Access to consultation:
 - Family, Friend and Neighbor child care providers
 - Marginalized families with immigrant and refugee status

Where do we go from here?

How Can TEMCHC Promote More Equitable ECE Systems?

Work with policymakers to create more equitable systems by:

- Raising awareness - context matters
- Advocating for and creating equitable policies
- Ensuring that **all** data are disaggregated by race/ethnicity, ability, language, and gender
- Ensuring that consultant preparation, training, and supervision incorporates and builds from equity - Including organizational transformation
- Build consultant toolbox to include the ability to talk about race and address inequity - from the relationship level to the systems level.

Resources

Center of Excellence for Infant and Early Childhood Mental Health Consultation Key Resources for Promoting Equity and Reducing Disparities



Pyramid Model Equity Coaching Guide

November 2017

Ferro, J.,
Fox, L.,
Binder, D. P.,
von der Embse, M.

The Pyramid Model Equity Coaching Guide provides the classroom coach with a reflection tool to examine the implementation of Pyramid Model practices through the lens of culturally responsive practices and identification of implicit bias. The Pyramid Model Equity Coaching Guide is used within the collaborative coaching partnership and ongoing coaching activities to identify when there are equity concerns related to practice implementation.

The tool provides: (1) reflective questions that are used by the coach to identify areas of concern; (2) guidance for identifying the concern and supportive data; (3) links for resources that might be used to address areas of concern; and (4) conversation starters and strategies for supporting the coachee in addressing concerns.

The Pyramid Model Equity Coaching Guide is used by the coach in the following manner:

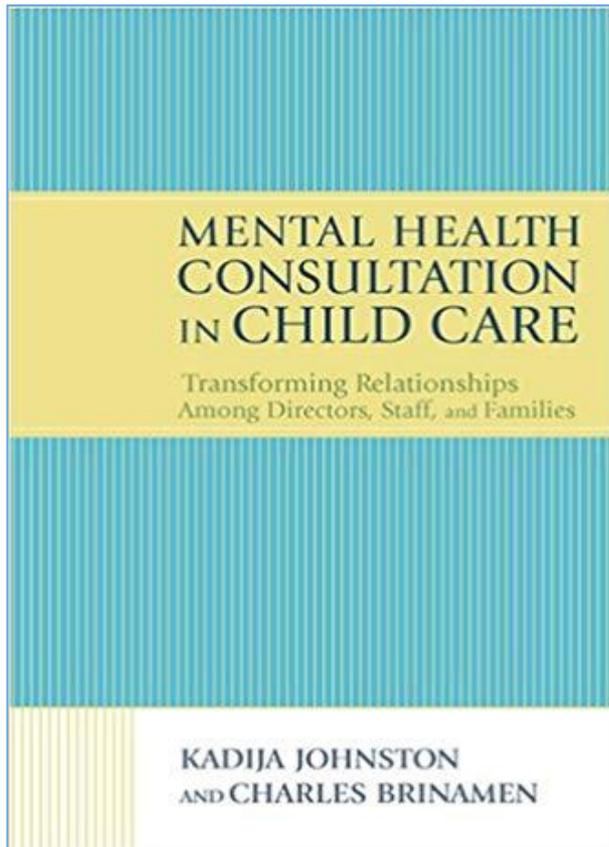
- Step 1: The coach uses the reflection questions to identify concerns related to culturally responsive practices and implicit bias.
- Step 2: The coach examines all sources of data to develop a comprehensive understanding of the concern or potential issue. The coach defines the issue to be addressed.
- Step 3: The coach identifies resources related to the concerns that might be helpful in guiding the teacher in understanding and addressing the concerns.
- Step 4: The coach uses the Pyramid Model Equity Coaching Guide in a reflection and feedback session with the teacher to initiate a process for creating an action plan to address the concerns.

The tool can be used at any point during the practice-based coaching process, but should only be used after assessing classroom practices with the Teaching Pyramid Observation Tool (TPOT). The TPOT provides the coach with a comprehensive assessment of Pyramid Model practice implementation and the Pyramid Model Equity Coaching Guide examines the implementation of those practices through an equity lens. In addition to the TPOT, the coach might use other data sources in the identification of concerns. These data sources might include Behavior Incident Report (BIR) summaries at the program and classroom level, direct observations of classroom interactions, review of records and classroom products, and other forms of data related to classroom practices (e.g., ECERS, CLASS).

The Pyramid Model Equity Coaching Guide is designed to be used by coaches after the coach has established a strong collaborative coaching partnership, an initial TPOT assessment has been completed, the coach and teacher have begun working together, and the coach has conducted several observations in the classroom.

Inside	
Step 1	2
Coach Reflection Questions	
Step 2	8
Issue Identification	
Step 3	9
Resources for Coaching on Culturally Responsive Practices	
Step 4	14
Reflection and Feedback Session	
Tips	16
For Working through Resistance	

Resources (cont.)



Center of Excellence for Infant
and Early Childhood Mental
Health Consultation

<https://www.ecmhc.org/>

The Children's Equity Project

<https://thesanfordschool.asu.edu/ce>

Don't Forget!



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

Open Discussion and Q&A

Talk Back



Join us for a 30 minute Q&A immediately following the end of the webinar.

THANK YOU!
CONNECT WITH US!



www.iecmhc.org
IECMHC@Georgetown.edu
[@IECMHC](#)