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

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Q&A

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Use the **Q&A feature** to asks 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.

Facilitators: COE IECMHC

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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

Facilitators: CEP

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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

Setting the Stage: Historical and Institutional Racism

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

Arrival of first enslaved Africans

Founding of the Nation

Jim Crow

1865- 1968

1676

1861; 1865-1877

1619

1776

Bacon's Rebellion

Civil War and Reconstruction

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

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

Legend: African American, White

Y-axis: RELATIVE RATE INDEX (times more likely than a white person to have a bad outcome) — 0X, 1X, 2X, 3X, 4X, 5X, 6X, 7X

X-axis metrics: infant death, death from diabetes, below proficient in 4th grade, suspended in K-12, searched on a routine traffic stop, incarcerated as an adult, identified as a victim in child welfare, in foster care, denied a loan, don't own a home

Systems: HEALTH, EDUCATION, CRIMINAL LEGAL, CHILD WELFARE, FINANCE

System and metric

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.

Percentage of population — Percentage of deaths

Milwaukee County, Wis.: 26% → 73%
Louisiana: 32% → 70%
D.C.: 46% → 58%
Chicago: 32% → 67%
Illinois: 14% → 42%
Michigan: 14% → 41%
North Carolina: 21% → 38%
Florida: 15% → 16%
Connecticut: 10% → 16%

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)

Apache County
3.272

Mohave County
0.296

Coconino County
2.470

Navajo County
4.772

Yavapai County
0.315

La Paz County
0.284

Gila County
0.186

Maricopa County
0.645

Greenlee County
0.052

Pinal County
0.633

Yuma County
0.132

Pima County
0.936

Cochise County
0.245

Santa Cruz County
0.602

Type of Head Start Program
- AIAN HS
- HS
- Migrant HS

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.

Source: Brookings Institute, 2019

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.

Per Capita Personal Health Care Expenditures

Reverse racism exists....FALSE

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

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).

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

Data from research by Tomas E. Monarrez, a economics PhD candidate at the University of California, Berkeley

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/
Alaska Native Children

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

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?

Percentages

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)

Percentages

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

Topic/Situation	Value
Witnessing impact of unfair systems	24
Fear of difficult conversations	19
Observing bias in consultees	24
Unfair power dynamics / leadership not onboard	4
Conversations and interactions with colleagues	20
My own shortcomings	15
Fear that clients won't trust me	4

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

How Can IEMCHC 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

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/cep

MENTAL HEALTH CONSULTATION IN CHILD CARE

Transforming Relationships Among Directors, Staff, and Families

KADIJA JOHNSTON AND CHARLES BRINAMEN

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!

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