

Creating an Inclusive Environment for All

Understanding how culture and diversity play a role
in child development and student well-being



Transforming
Mental Health

Anna Loza, MSW, LCSW
Rady Children's Hospital
Mental Health Integration Supervisor

Agenda

- Culture & Child Development
- Culturally Responsive Education
- ACEs, Trauma & Hope
- Relationships & Engagement
- Other Considerations

Acknowledgements

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Rady Children's Hospital

I wish my teacher knew...

I wish my teacher
knew . . .

<https://youtu.be/6k1-KExA9p8>



teacherskind



**JUST ONCE, I want to be
part of a staff meeting
where the agenda reads
'Things We Are Removing
From Teacher Plates.'**



teacherskind



"Today we're going to learn how to...."

phone rings

kid walks in with a note from another teacher

a silver Taurus has its lights on in the faculty lot

fire alarm goes off

@TeacherTroubles



Culture, Diversity & Child Development

- Cultural background gives children a sense of who they are
- A child's interactions shape their perception and judgment of others
- Children as young as 2 -3 years old become aware of and begin to absorb ideas and feelings about themselves and others
- Toddlers notice differences, but generally do not act on those differences
- However, by age 5, children express preferences for their own race (Kinzler & Spelke, 2011)



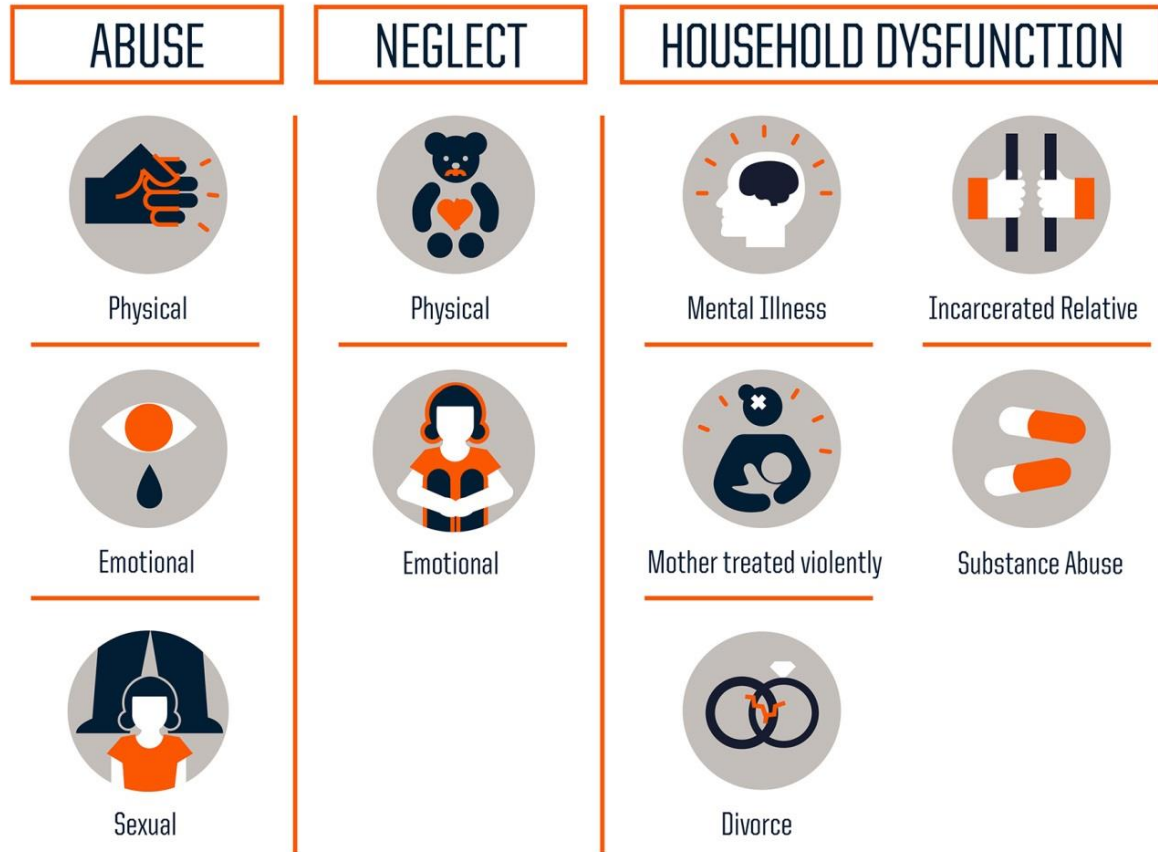
Culturally Responsive Education

- Understand and embrace diversity
- Focus on the assets students bring to the classroom with them from their home and community
- Be aware of your own unconscious bias
- Maintain an attitude of cultural humility



A Glimpse Into Trauma & ACEs

Adverse childhood experiences are **potentially** traumatic events that occur in childhood 0-17 years



- 64% of youth have been exposed to 1+ ACE
- 38% of youth have been exposed to 2+ ACEs
- 20-25% of youth from lower socio-economic status backgrounds experience 4+ ACEs

Among school-aged youth:

- 8% experience sexual assault
- 16% experience cyber bullying
- 17% experience physical assault
- 39% witness violence

The greater the number of ACEs the greater the risk for poor life outcomes later in life (such as disease, substance use, unstable employment, etc.)

The Impact of Trauma & ACEs



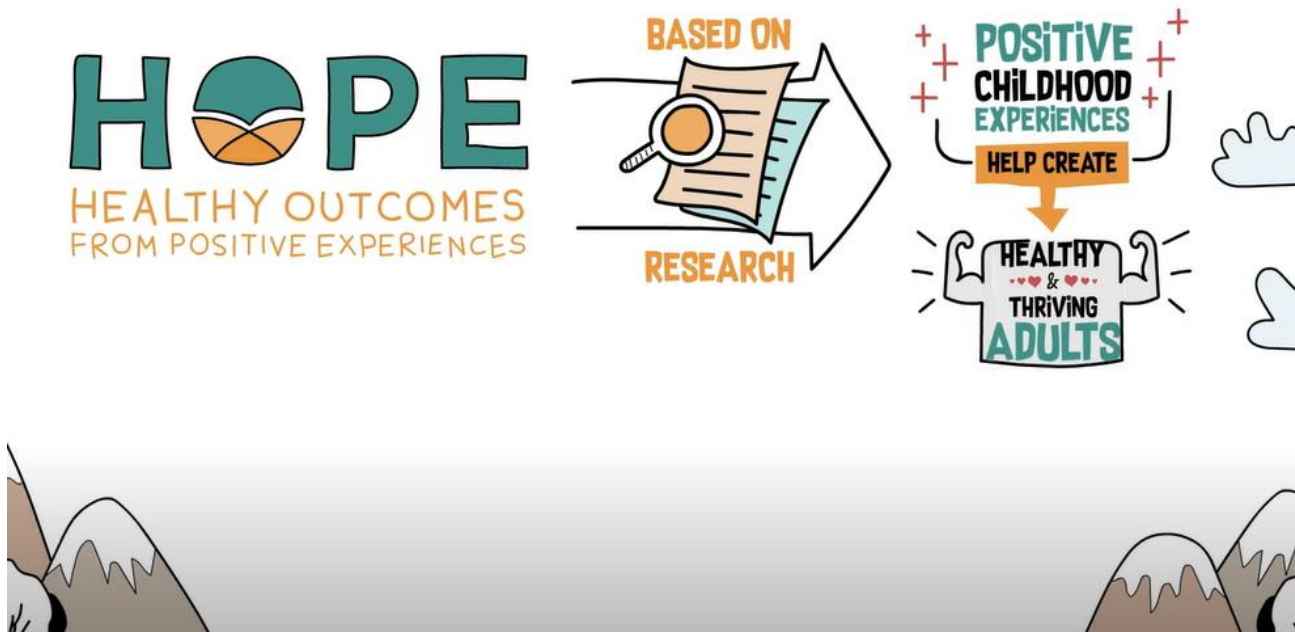
Potential Behavior Changes

- Changes in school performance
- Decreased attention & concentration
- Changes in sleep
- Changes in appetite
- Changes in mood
- Increased irritability
- Increased big emotions or anger outbursts
- Increased withdrawal

Trauma Informed Mindset

Traditional View	Trauma Informed View
Students choose behavior and challenging behavior deserves immediate consequences	Students want to do well, but may lack the skills; challenging behaviors may indicate other issues and should be explored
Student has anger management issues or is uncontrollable	Student is using non adaptive responses to get their needs met and/or has difficulty self regulating
Uses labels and diagnoses to describe students (problem child, SPED, ED, EBD, ADHD)	Reframes behavior to identify strengths
Authoritarian	Collaborative and supportive
Uses jargon and acronyms with students and caregivers	Uses language that all can understand
Students should already know the expectations	Teaches and reteaches expectations using social emotional learning strategies
Creates systems that make students work for or caregivers advocate for support	All students receive support regardless of their needs
Minimizes coping strategies	Behavior is a communication and serves a function
Focuses solely on academic performance and cooperative behavior	Views students from a whole person perspective, including their life outside of the classroom

There is Hope!



- The majority of children after traumatic events are resilient
- Research supports that Positive Childhood Experiences help children grow into healthy, resilient adults.
- HOPE = Healthy Outcomes from Positive Experiences
 - Relationships
 - Safe, equitable, stable environments
 - Social & civic engagement
 - Emotional Growth

<https://youtu.be/bypJUDxfZTU>

How to Support Social-Emotional Learning

SEL is the process through which learners acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve goals, demonstrate empathy, establish and maintain supportive relationships, and make responsible and caring decisions.

CASEL, 2022.



CREATE PREDICTABLE
ROUTINES



BUILD STRONG AND
SUPPORTIVE
RELATIONSHIPS



MEET STUDENTS
WHERE THEY ARE



HELP STUDENTS FEEL
SEEN, HEARD AND
EMPOWERED



SUPPORT THE
DEVELOPMENT OF
SELF REGULATION
SKILLS

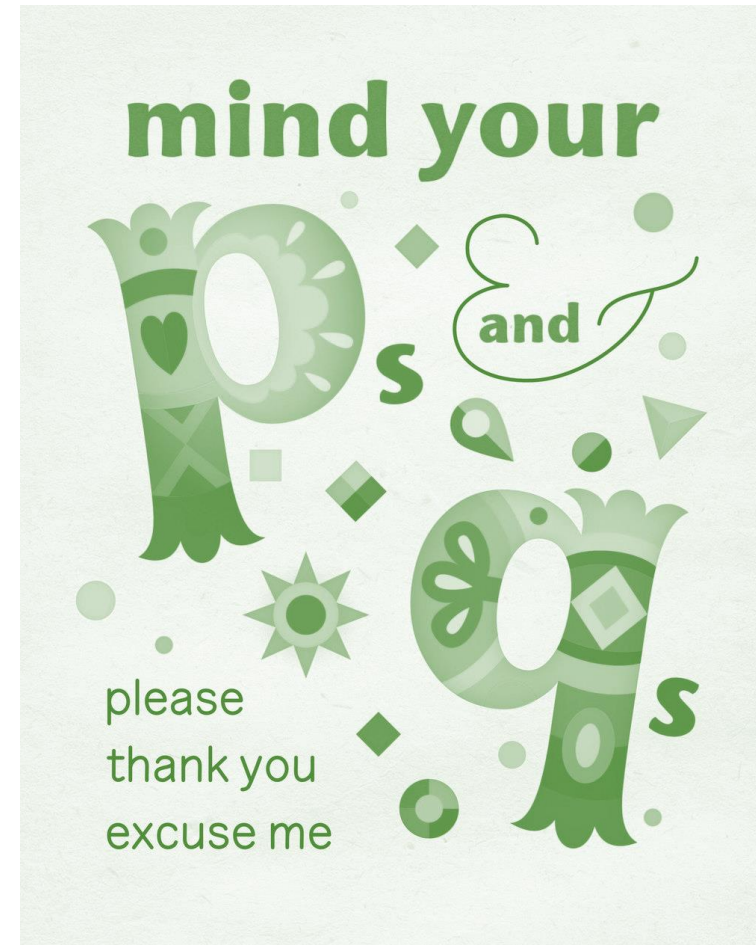


PROVIDE
OPPORTUNITIES TO
EXPLORE INDIVIDUAL
AND COMMUNITY
IDENTITIES

**Children experience
their world as
an environment
of relationships,
and these
relationships
affect virtually
all aspects of their
development.**



Now what?



The Qs - Things to Avoid*

- **Q**uash the “Need to Lead”
- **Q**uit unnecessary **Q**uestions
- **Q**uiet the criticisms (no, don't, not, stop and quit)

- *Note: these “AVOIDs” may not always apply, but are ideas to consider as you work to enhance engagement with students*

The Ps

- **Praise**
- **Paraphrase**
- **Point-Out**

Specific labeled praises:

- Let students know exactly what you like
- Increase positive behavior
- Motivate change
- Make you and your students feel good

Paraphrasing or reflecting:

- Allows students to lead the conversation
- Shows that you are listening
- Demonstrates acceptance
- Increases speech and language development

Pointing out or describing:

- Allows students to lead
- Shows engagement
- Can teach concepts or ideas
- Increases student's attention to a task
- Models appropriate speech

Choose Your Battles

Strategic Attention

- For addressing attention-seeking behaviors
- The behavior may get worse before it gets better
- **ALWAYS ADDRESS** aggressive and violent behavior per school policy

Positive Opposites

- Pay attention to the behavior you want to increase
- Give a labeled praise whenever you see the positive opposite

Take Away Examples

Labeled Praises

You're doing awesome finishing assignments on time.
That was kind of you to help him with his science.
I appreciate how clearly you explained your point of view.
Fill in the blanks:
Thank you for...
I love it when you..
You made a great choice to...

Paraphrase/Reflections:

Student: He has a cool ass name.
Adult: Yea, it is a cool name.
Student: This piece don't fit.
Adult: Yes, that piece doesn't fit.

Point out / Describe

You're sitting very quietly.
You're working to get organized.
You took your hat off like I asked.

Paraphrase/Reflections:

Student: He has a cool ass name.
Adult: Yea, it is a cool name.

Student: This piece don't fit.
Adult: Yes, that piece doesn't fit.

Positive Opposites:

Negative behavior: Interrupting

Praise: Thanks for waiting patiently for me to finish talking.

Negative behavior: Not following directions

Praise: You did a great job following directions!

Other Considerations

- Is your classroom or workspace welcoming & safe for students?
- Are posted rules positively stated? (Dos instead of Don'ts)
- Do you learn to pronounce your students' names correctly?
- Do you display multicultural artwork?
- Do you acknowledge a variety of holidays?
- Do you have any class traditions or rituals?
- Do you do relationship housekeeping?

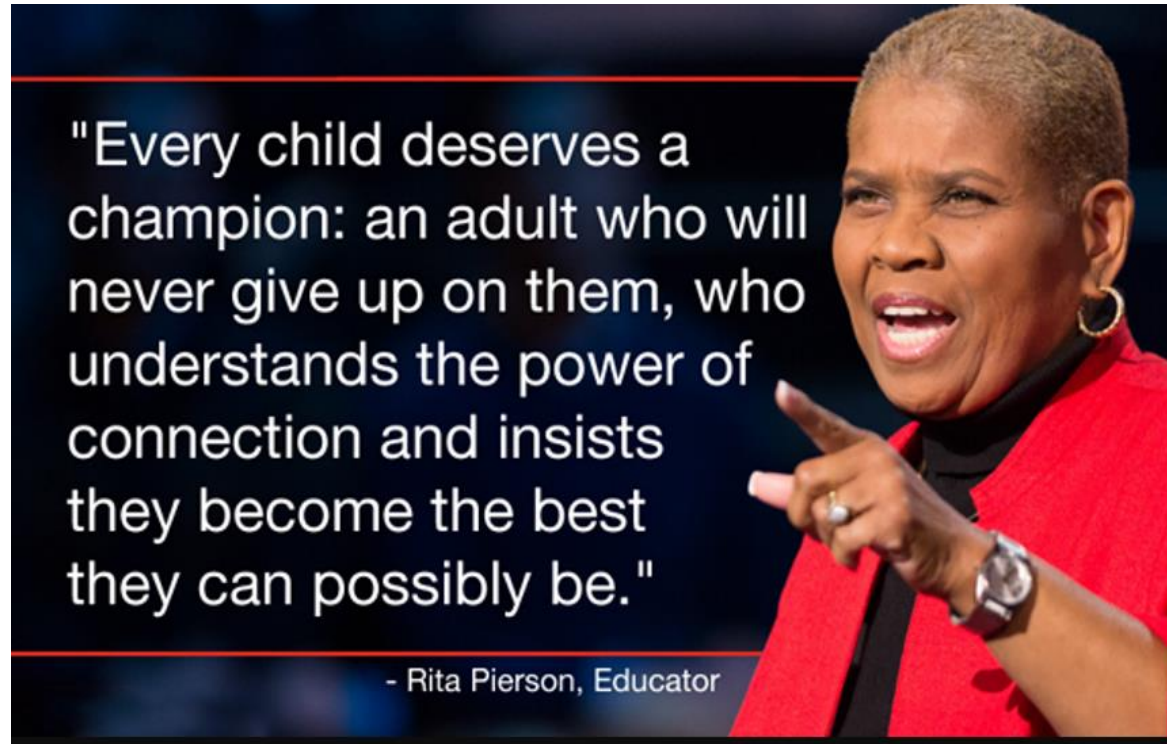
In this classroom
YOU BELONG HERE
YOU MATTER
YOU ARE WORTH IT
YOU ARE IMPORTANT
YOU ARE LOVED
YOU HAVE A VOICE
YOU ARE VALUED
YOU ARE RESPECTED

USE IT OR LOSE IT!

Write down
how you plan
to implement
something you
learned today.



Every Child Deserves a Champion



<https://youtu.be/SFnMTHhKdkw>

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Thank you!



"What a teacher writes
on the blackboard of life
can never be erased."