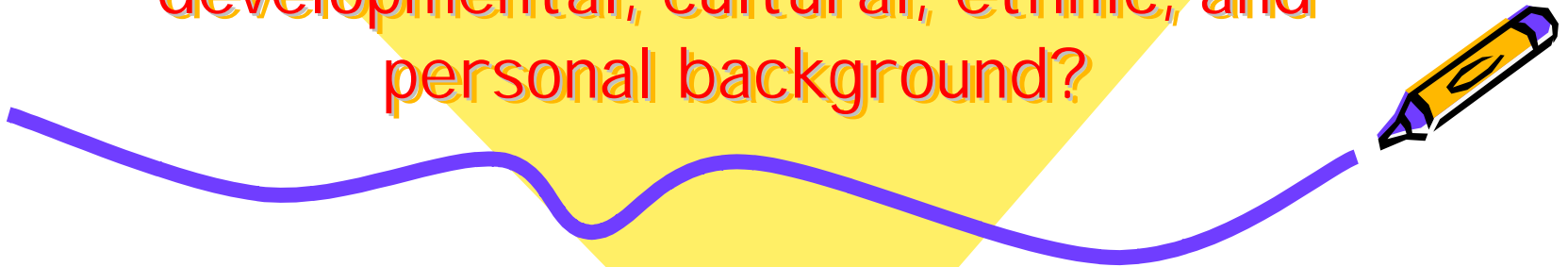


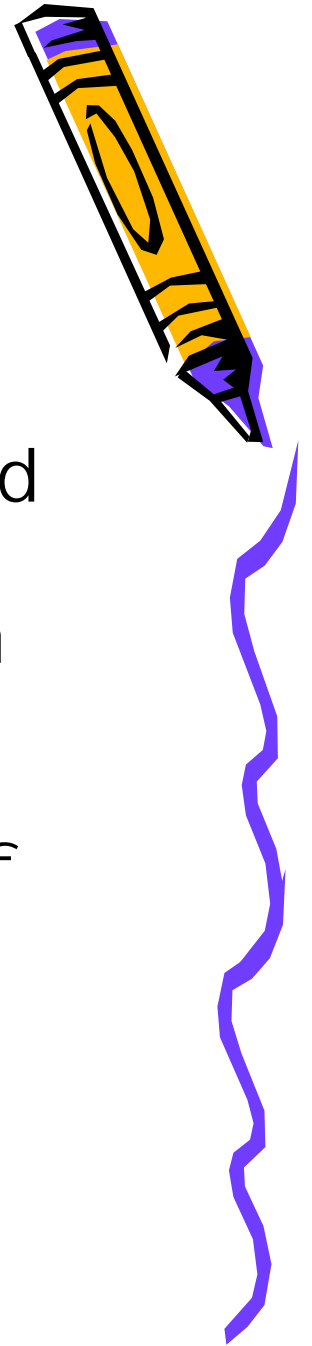


Indicator #32: Are you receiving regular training on effectively providing care for students and families who present diverse developmental, cultural, ethnic, and personal background?



# Background

- 2000 Census data indicates increasing racial/ethnic diversity across the United States.
- In the year 2000, ethnic minority youth comprised almost 30% of the entire population.
- School-based staff may not be aware of how cultural competence applies to the school setting.



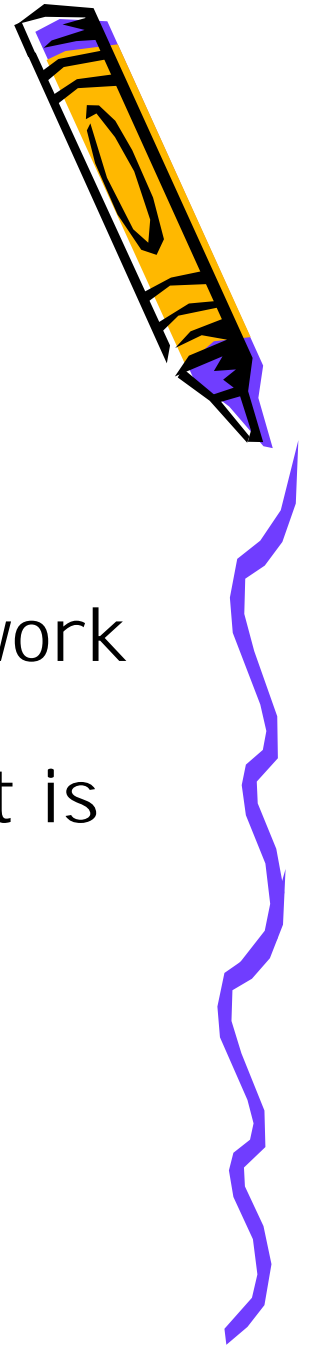
# Background

- Schools have a history of intercultural education captured by Brown vs. the Board of Education and the Civil Rights Act.
- The “search for cultural competence” refers to the elusiveness of defining this construct.



# Background

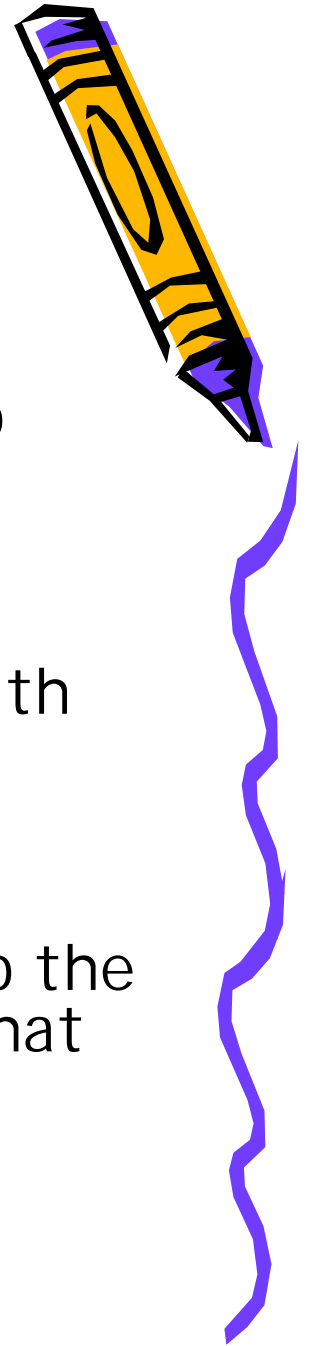
- Cultural competence can be defined as: “the belief that people should not only appreciate and recognize other cultural groups but also be able to effectively work with them” (Sue, 1998, p. 440).
- Culturally based care involves work that is done “in a manner which is culturally comprehensible and acceptable to the individuals and their families” (Kagawa-Singer & Chung, 1994, p. 200).



# Menu of Suggested Activities

Flores' (2000) five-point model can be applied to school-based mental health activities:

- Normative cultural values. The school-based mental health provider needs to be familiar with the cultural values of her students.
- Language. The school-based mental health provider needs to be aware of and sensitive to the languages spoken in the school and the ways that families communicate.



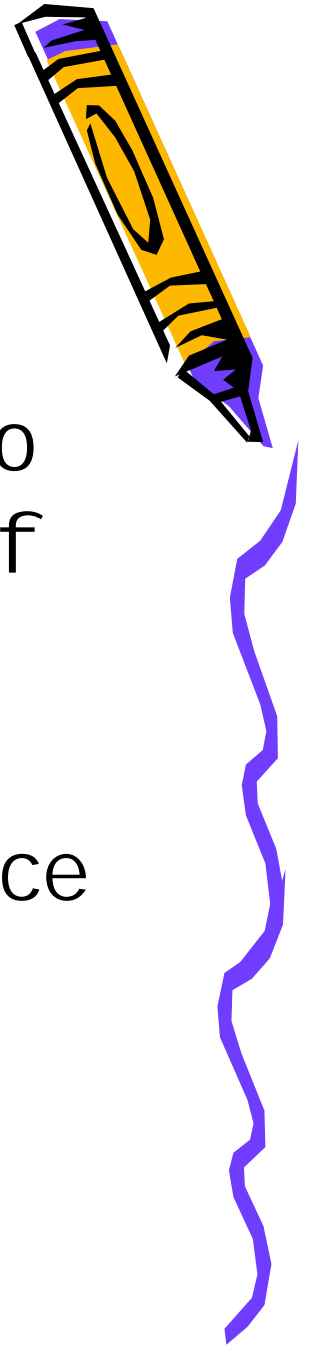
# Menu of Suggested Activities

- Folk illnesses. It is critical to be aware of the folk practices that students may believe in although it is also important to not assume that all students share a particular belief.
- Student/parent beliefs. It is critical to identify the student's and parent's beliefs about mental health and their thoughts about remedies.
- School-based mental health provider practices. It is important to note any racial/ethnic disparities that may come up and intervene to respond to them.



# Menu of Suggested Activities

- Brainstorm as a group about how to improve the cultural competency of your clinical interactions with families.
- Discuss as a group how your practice fits with Flores' five-point model.



# Helpful Hints

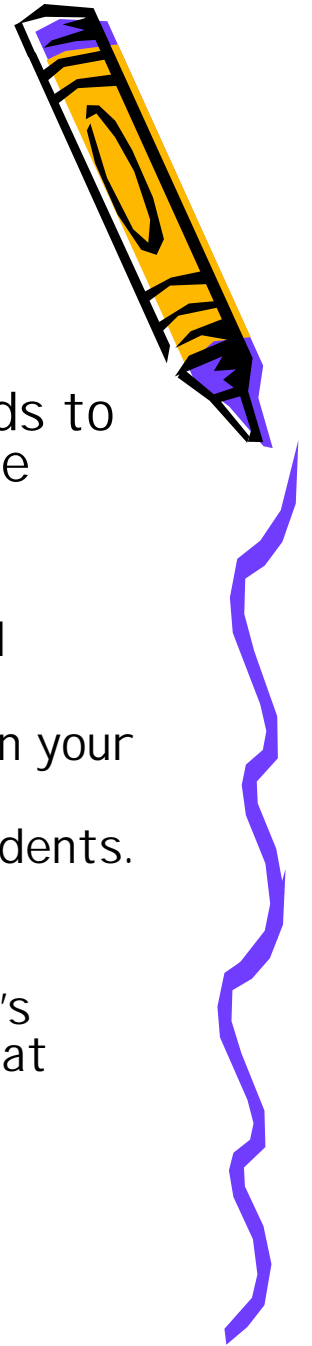
- Normative cultural values. The school-based mental health provider needs to be familiar with the cultural values of her students.
  - Read current literature on the cultural values of diverse groups.
  - Consult with members in the community about cultural values.
  - Reflect upon and explore your own cultural values.
  - Be open to hearing the expression of cultural values of those with whom you work.





# Helpful Hints

- Language. The school-based mental health provider needs to be aware of and sensitive to the languages spoken in the school and the ways that families communicate.
  - Develop a base of interpreters to be present when essential communication and test taking is occurring.
  - Have parent material translated into the languages spoken in your school.
  - Hire staff who reflect the language capabilities of your students.
  - Be aware of language issues in testing that have a negative impact on student's success.
  - Be aware of language issues that have an impact on children's academic performance. Explore these rather than assume that special education is needed.



# Helpful Hints

- Folk illnesses. It is critical to be aware of the folk practices that students may believe in although it is also important not to assume all students share a particular belief.
  - Learn about common folk practices/illnesses in different cultures.
  - Invite traditional folk healers from different cultures to present at your school and act as liaisons with school-based mental health services.
  - Ask students and parents their ideas about treatment and healing.
  - Develop a cultural diversity task force that includes traditional healers.



# Helpful Hints

- Student/parent beliefs. It is critical to identify the student's and parent's beliefs about mental health and their thoughts about remedies.
  - I identify student and parent beliefs about treatment.
  - Think about ways to integrate beliefs associated with one's culture with services offered.
  - Conduct an anti-stigma workshop to further awareness about the stigma associated with mental health.



# Helpful Hints

- School-based mental health provider practices. It is important to note any racial/ethnic disparities that may come up and intervene to respond to them.
  - Monitor the access and utilization of school-based mental health services.
  - The above can be done through constant monitoring and evaluation of who uses the service.
  - Take action to reduce disparities.
  - The above can involve determining why the disparity exists and then changing service delivery as needed.
  - An evaluation survey can help with this process and let administrators be aware of gaps in services.



# Web Resources

- Division of Social and Transcultural Psychiatry, McGill University  
([www.mcgill.ca/tcpsych/publications/report/final/training-intercultural/](http://www.mcgill.ca/tcpsych/publications/report/final/training-intercultural/))
- National Multicultural Institute  
([www.nmci.org](http://www.nmci.org))
- Intercultural Press  
(<http://interculturalpress.com>)



# Background References

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- Kagawa-Singer, M., & Chung, R.C. (1994). A paradigm for culturally based care in ethnic minority populations. *Journal of Community Psychology, 22*, 192-208.
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