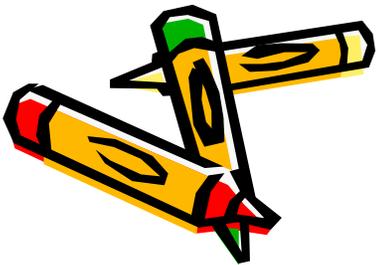


Indicator #35: Are key stakeholders who provide ongoing guidance to your school mental health program diverse in terms of gender, race/ethnicity, and personal/cultural background?



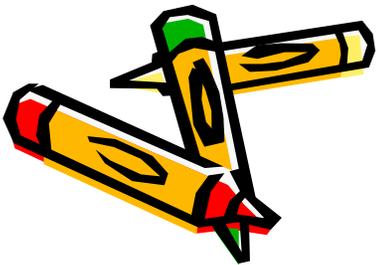
Background

- Given the diversity of the students (e.g., languages, cultures, countries of origins, religions, sexual orientation), to be effective, clinicians need to outreach to key stakeholders that can provide guidance and assistance on how to best assist diverse children and families. These stakeholders also can assist in outreaching to students, families, and community members.



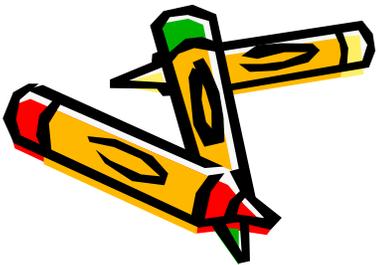
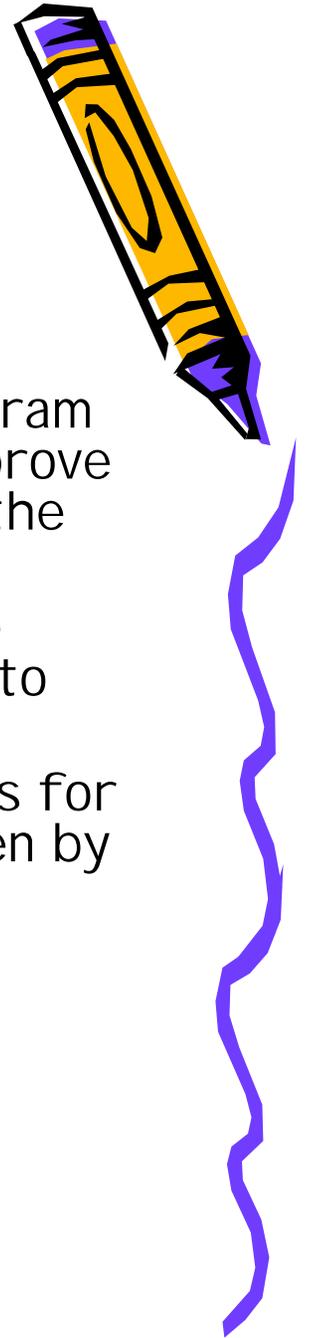
Background

- There are a number of factors to consider when thinking about culturally sensitive practice. Stakeholders can provide information about the context and cultural background to allow the clinicians to make more informed judgments and can assist clinicians in identifying relevant resources.
- For example, clinicians should
 - Consider the client in a historical context
 - Maintain respect for spiritual, religious, cultural beliefs, and have knowledge of the impact of those beliefs
 - Be aware of the limits of the assessments tools and treatment methods
 - Identify cultural meaningful alternatives.



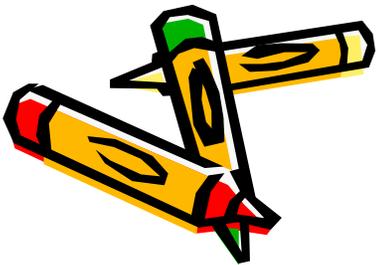
Menu of Suggested Activities

- Brainstorm as a group about who can offer your program guidance and how to meaningfully involve them to improve your program's ability to meet the diverse needs of the students and families served.
- Utilize the stakeholders to help you find appropriate multilingual, multicultural supports in the community to provide additional supports to students and families.
- Ask stakeholders to translate handouts and materials for family members into other languages commonly spoken by students at the school.



Menu of Suggested Activities

- With key stakeholders, students, families, and staff
 - host open houses where different cultures, religions, ethnicities are recognized and explored.
 - Arrange for lectures and presentations from community members.
 - Actively involve families and community members in prevention and health promotion activities.
 - Arrange a cultural diversity workshop for your program and invite individuals with unique and diverse perspectives to offer guidance.



Helpful Hints

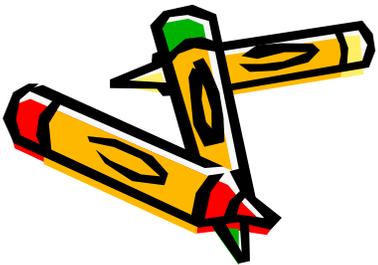
- When working with individuals from diverse backgrounds, it may be useful to:
 - Ask individuals what mode of communication they prefer
 - Encourage family and community members to visit you and the office
 - Let people know what you are interested in them and what to know about them
 - Invite people to share their cultural heritage
 - Take time to get to know people and engage them in conversations

Be reflective about your work



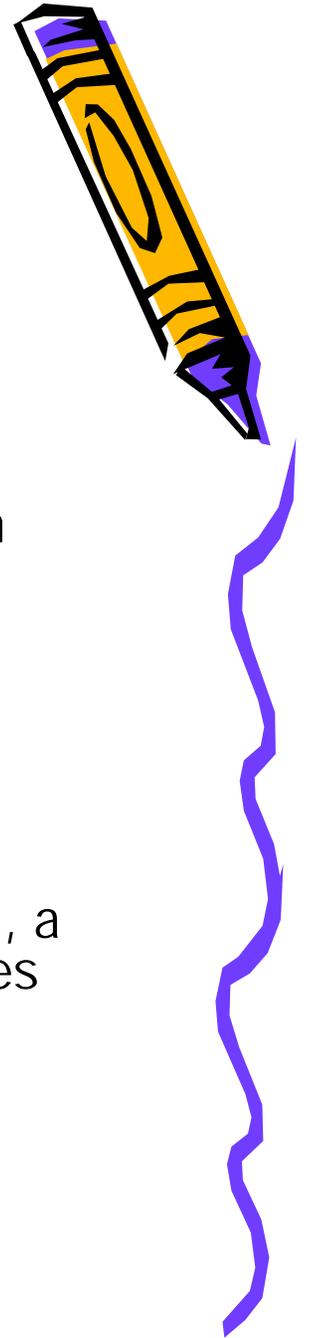
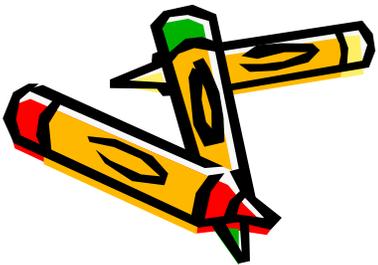
Helpful Hints

- When scheduling appointments with families, follow-up with telephone or mail reminder.
- Do not be afraid to ask about differences and diversity issues to ensure that you appropriately understand the issues.
- With key stakeholders, attend cultural and community events to gain a broader understanding of the communities of the students in the school.



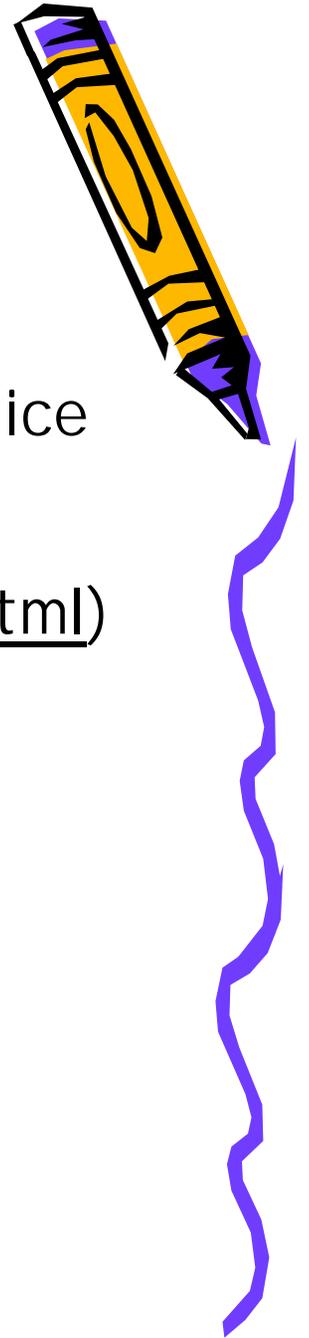
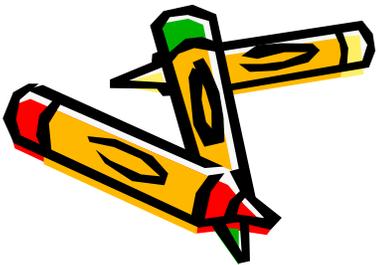
Web Resources

- American Association for People with Disabilities (<http://www.aapd-dc.org>)
- Center for School Mental Health Analysis and Action (<http://csmha.umaryland.edu>)
- Cultural Concerns in Addressing Barriers to Learning (available through the Center for Mental Health in Schools, <http://www.smhp.psych.ucla.edu>)
- Diversity in Mental Health Project (<http://www.wmpmh.org.uk/wmpmembers/diversity/>)
- Multicultural Mental Health Evaluation (MCMHEVAL), a listserv regarding evaluation of mental health services for diverse cultural, racial, and ethnic populations. (<http://tecathsri.org/lists.asp#multi>)



Web Resources

- Multicultural Center for Research and Practice
(<http://www.multiculturalcenter.org>)
- National Center for Cultural Competence
(<http://qucdc.georgetown.edu/nccc/index.html>)
- Office of Minority Health Resource Center
(800-444-6472)
- Quality Education for Minorities Network
(<http://qemnetwork.qem.org/>)
- NYS Psychology-Psychology practice in a pluralistic society
(www.op.nysed.gov/psychpluralguide.htm)



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