



iSOSY Personal Wellness



Cultural Responsiveness

Presenter, title, organization

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According to the National Center for Culturally Responsive Educational Systems (NCCREST), “cultural responsiveness is the ability to learn from and relate respectfully with people of your own culture as well as those from other cultures.”



Cultural Responsiveness

Today you will learn to:

- Understand provider's own cultural lens and explore different types of cultural diversity.
- Identify the barriers to addressing mental health in Latinx communities.
- Develop culturally responsive practices (awareness and competence).

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The objectives for today's session are:

- Understand provider's own cultural lens and explore different types of cultural diversity.
- Identify the barriers to addressing mental health in Latinx communities.
- Develop culturally responsive practices (awareness and competence).



Cultural Responsiveness

There is no:

- “Right way” to manage cultural awareness, sensitivity, or responsiveness
- Single correct answer
- Detailed list of dos and don’ts.



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Culture :

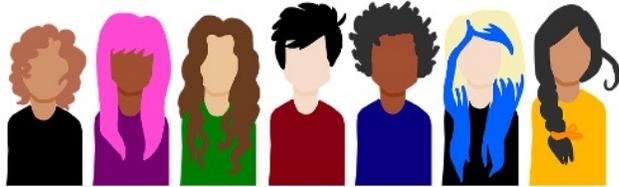
- Shapes our cognition, behavior, language and how we educate.
- It affects how we teach, what we teach, and why we teach it. These things can vary from culture to culture.
- The components of culture are not static – they are always changing.

We are always learning about different cultures in our profession. This slide is a good examples to remind ourselves that there is not a “right” or “wrong” way to understand someone’s culture – cultures are fluid.



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Cultural stereotypes and biases (based on race, ethnicity, sexual orientation, age, religion, gender-identity, geography, etc.) exist and influence all of us, often unconsciously.



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These are some ways you can learn from people from other cultures:

- Make a conscious decision to establish friendships with people from other cultures.
- Put yourself in situations where you will meet people of other cultures. (Especially if you haven't had the experience of being a minority.)
- Examine your biases about people from other cultures.
- Ask people questions about their cultures, customs, and views.
- Read about other people's cultures and histories.
- Listen to people tell their stories.
- Notice differences in communication styles and values; don't assume that the majority's way is the right way.
- Risk making mistakes.
- Learn to be an ally.



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The migratory youth population increasingly faces uniquely challenging impacts due to traumatic experiences.



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Some examples of impact due to trauma experienced by migratory students and their families:

- Impact on the family unit – deportation / frequent moves
- decreased self-esteem and helplessness
- hypervigilance – constant state of toxic stress and increased anxiety
- language barriers – unable to communicate
- mistrust of government/authority
- loss of identity

It is our responsibility to help migratory youth see the Migrant Education Program as a safe and trustworthy service provider. We can do this by listening, validating, not judging, supporting and remembering to ask: “What happened to you?” not “What is wrong with you?”.



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The type of support migratory youth experience may come largely from their Migrant Education Program and is key in helping them overcome and thrive.

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Our job is an important part of the migratory student's academic development and growth.

By providing services geared toward migratory students we are providing support so that these students can flourish academically and socially.

Some examples of services provided to families (varying by state):

- Academic instruction
- Bilingual and multicultural instruction
- Vocational instruction
- Career education services
- Counseling and testing services
- Health services
- Preschool services
- School supplies
- Free/reduced lunch program
- Advocacy
- Tutoring
- High School Programs
- College Preparation



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ACTIVITY: ICEBREAKER *Greetings Around the World*

Objective:

- Highlight how culture adds layers of complexity in order to demonstrate stigma surrounding mental health in different cultures.



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Highlight how culture adds layers of complexity in order to demonstrate stigma surrounding mental health in different cultures.

Steps:

1. Cut the Greetings Around the World Worksheet into separate strips of paper with the individual greetings and distribute one to each participant.
2. Ask them to read it and keep it to themselves.
3. Once people have read it, tell them they will be greeting each other according to the instructions on the piece of paper they received.
4. Participants are not allowed to say anything (including the country from which the greeting comes), except what is specifically on the piece of paper.
5. Provide an example with the English-language way of greeting (formally):
 - o “Hi, how are you?”
 - o Shake hands.

6. Ask participants to get up and greet each other according to their strip of paper.
7. Discuss:
 - o What happened?
 - o How did you feel?
 - o How is this related to working with students from different cultures?
 - o Can you see how these differences could be related to cultural stigma and misconceptions about mental health?



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ACTIVITY: *What Do You See?*

This activity uses images that can be perceived in different ways. What do you see? Can you see it another way? Even when you are able to recognize two images, does one image dominate your perception?



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Objectives:

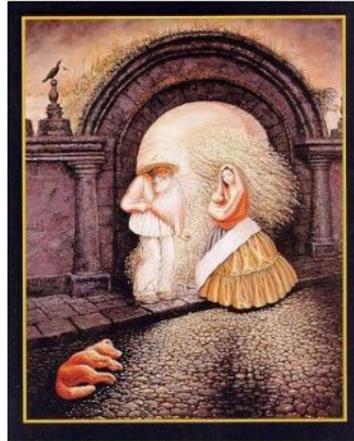
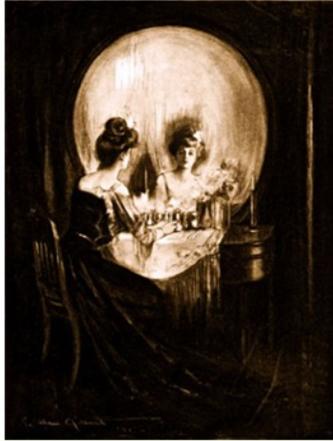
- Highlight how two or more people can experience the same event or situation yet walk away from it having distinctly different perceptions and impressions about it.
- Understand that we all view the world around us through a lens that has been shaped by our individual experiences.

Steps:

1. Display the image(s).
2. Discuss how the activity uses images that can be perceived in different ways:
 - o What do you see?
 - o Can you see it another way?
 - o Even when you are able to recognize two images, does one image dominate your perception?



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Continue Activity 3.2



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ACTIVITY: *How I See It*

In this activity, there are nine instances of behavior to which you must write your **immediate** response. For example, “At the end of a meal, people belch audibly.” Your interpretation of that action might be: “That is rude and disgusting and poor manners.”



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Objectives:

- Highlight that everyone believes reality is real—things are the way they are—but the truth is that one person’s perception of an event or idea might not be the same as someone else’s perception of that same event or idea. Two people can look at the same thing, like the same example of behavior, and see two entirely different things.
- Understand that most migratory students come from a different culture and have different life experiences than the MEP service provider working with them. This activity helps participants recognize that any behavior has at least two interpretations. First, what the person doing the action thinks they are expressing; and second, the meaning that a person who observes the action gives to it.

- Participants will be able to articulate how their personal cultural perspectives affect their interpretations of situations they encounter.

Steps:

1. Distribute one How I See It worksheet per participant.
2. Read the first behavior out loud to the group and have participants write their immediate first response to or interpretation of the behavior.
3. Continue to read the behaviors out loud and have participants write their individual responses to each behavior or have them complete their responses on their own.
4. If time allows, have participants share their responses so all can see the variations in responses.



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ACTIVITY: *Exploring Stigma*



- Why is it important to fight stigma?
- How is mental health seen in your culture and the culture of the families/students with whom we work?
- What can we do locally and statewide to promote awareness?

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Objective:

- The participant will examine their own and their culture's view of mental health.

Steps:

1. Pass out a copy of the GOSOSY Breaking the Stigma document to each participant.
2. Explain that stigma is present in all cultures and how can hurt.
3. Ask participants, "What is the first thing comes to mind when you hear 'mental health'?"
4. Have participants look at the GOSOSY Breaking the Stigma document individually.
5. Have participants discuss in groups:
 - o Why is it important to fight stigma?
 - o How is mental health seen in your culture and the culture of the families/students with whom we work?
 - o What can we do locally and statewide to promote awareness?
6. Participants will write their answers on chart paper.
7. Facilitator can have a brief discussion by tables or have the participants

do a
gallery walk and add their thoughts on sticky notes.



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ACTIVITY: *Exploring Cultural Stigma in the Latinx Community*



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Objective:

- Examine assumptions and barriers in the Latinx community to seeking mental health support.

1. Watch Kat Call video:

<https://www.youtube.com/watch?v=gGBOhQJ9qvY>.

2. Before the video explain, “To get us started we will watch an eight-minute video.

This short video illustrates the stigma and cultural bias surrounding mental health

in the Latinx community. It is a humorous take, but it does include a lot of useful

information. The mother in this video speaks in Spanish for most of the video. To

enable the subtitles, press the CC button in the bottom right side of the screen.”

3. After the video, have participants speak in pairs or in their table groups about

what they just observed:

o Is this similar to what they have seen in their cultures/their students' cultures?



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Please use the link to fill out an evaluation. Thank you!

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We appreciate your time and attention to this presentation about the importance of ACEs in the lives of migratory students. Your honest feedback is vital to our focus and efforts as iSOSY continues to move forward in the area of personal wellness and mental health. Please take just a moment to use the QR code on the screen to access a brief evaluation. Thank you.



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Presenter name
Email
Phone



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Thank you so much for your time and attention. Any questions/comments?