MEETING THE MENTAL HEALTH NEEDS OF MULTIPLY MARGINALIZED YOUTH: A CULTURALLY RESPONSIVE, MULTIFACETED APPROACH

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AGENDA

1. Upon completing this program, the participant will be able to identify barriers that multiply marginalized youth face

2. Participants will develop increased cultural responsiveness when working with multiply marginalized youth in mental health settings

3. Participants will be able to identify sources of support to meet the needs of multiply marginalized youth

WONDER W
WORKSHOP

WONDER WOMEN WORKS

A DIFFERENT
POINT ENGAGE
INSPIRE
TRANSFORM
OF VIEW

Feeling Safe
and Confident

EMPOWER U
Still We Rise

NAMING IT: MULTIPLY MARGINALIZED YOUTH (INDIVIDUAL)

- Multiply marginalized identities are when someone identifies as a member of multiple marginalized groups, such as people of color, women, LGBTQIA+, people with disabilities, or indigenous peoples.
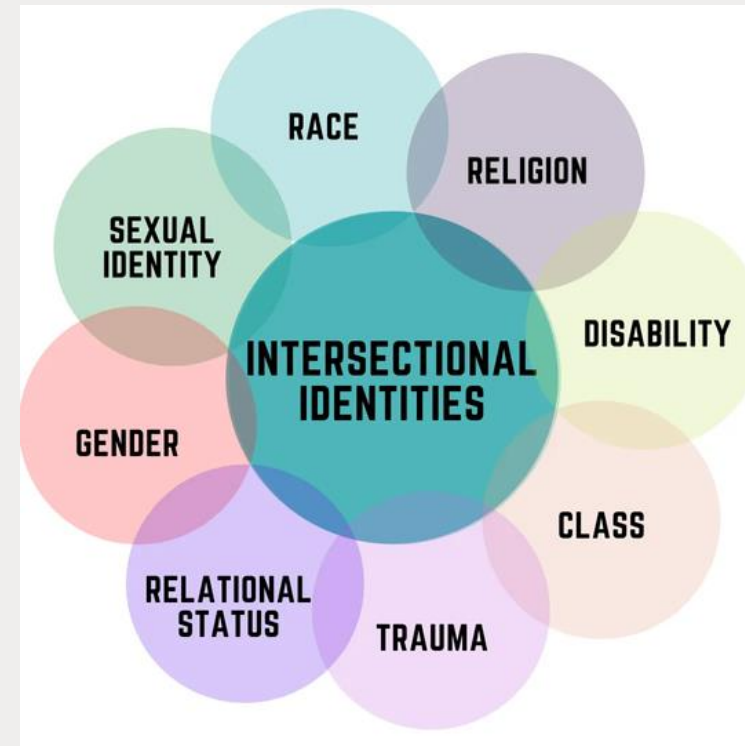
- The term "intersectionality" was developed by Professor Kimberlé Crenshaw to describe how people with multiple marginalized identities experience discrimination differently than those with only one marginalized identity. These systems can work together to reinforce oppression, and the challenges faced by multiply marginalized people can be difficult to see when only looking at one aspect of **identity** and **environment.**

FROM ADVERSE CHILDHOOD EXPERIENCES (ACES) TO ADVERSE SCHOOL EXPERIENCES (ASES)

- Given that youth spend the majority of their days in schools, it is imperative for practitioners to understand school experiences that can result in trauma for youth

MULTIFACTED APPROACH

Let's explore how deficit perspectives frame their experiences at school (educational programs) and how they learn to resist through support groups and cultural brokers of empowerment—amplifying natural resiliency and expanding on positive perspectives about themselves and their future.

MENTAL HEALTH

- How you see yourself
- How you see the world
- How you THINK the world sees you

MULTIPLY MARGINALIZED YOUTH: DEFICIT PERSPECTIVES

Deficit perspectives impact multiply marginalized youths help orientation both inside and outside of school

MULTIPLY MARGINALIZED YOUTH: UNIQUE BARRIERS

- Navigating racialized identities
- School-to-prison nexus
- School climate
- Chronic stress

MULTIPLY MARGINALIZED YOUTH: UNIQUE BARRIERS

- CDC report shows increases in sadness and exposure to violence amongst teen girls.
- Female and LGBTQ+ students were less likely than their peers to feel close to people at school.
- Almost 2 in 10 students reported being unfairly disciplined at school.
- Asian students were more likely than students from most other racial and ethnic groups to report ever experiencing racism in school.
- Male students were more likely than female students to report being unfairly disciplined at school.

- Female students were more likely than male students to use social media several times a day.
- Girls of color face high rates of suicide
- Higher rates of school discipline for Black and Latinx girls and boys than their White counterparts
- Involvement in the criminal justice system
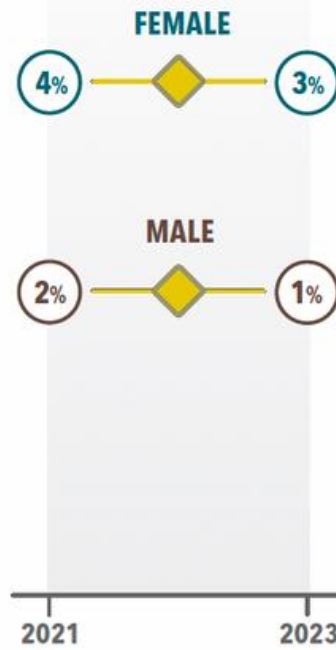- Institutional agents reliance on stereotypes

CDC YRBS

TRENDS IN THE PERCENTAGE OF HIGH SCHOOL STUDENTS WHO WERE INJURED IN A SUICIDE ATTEMPT DURING THE PAST YEAR, UNITED STATES, YRBS, 2013-2023
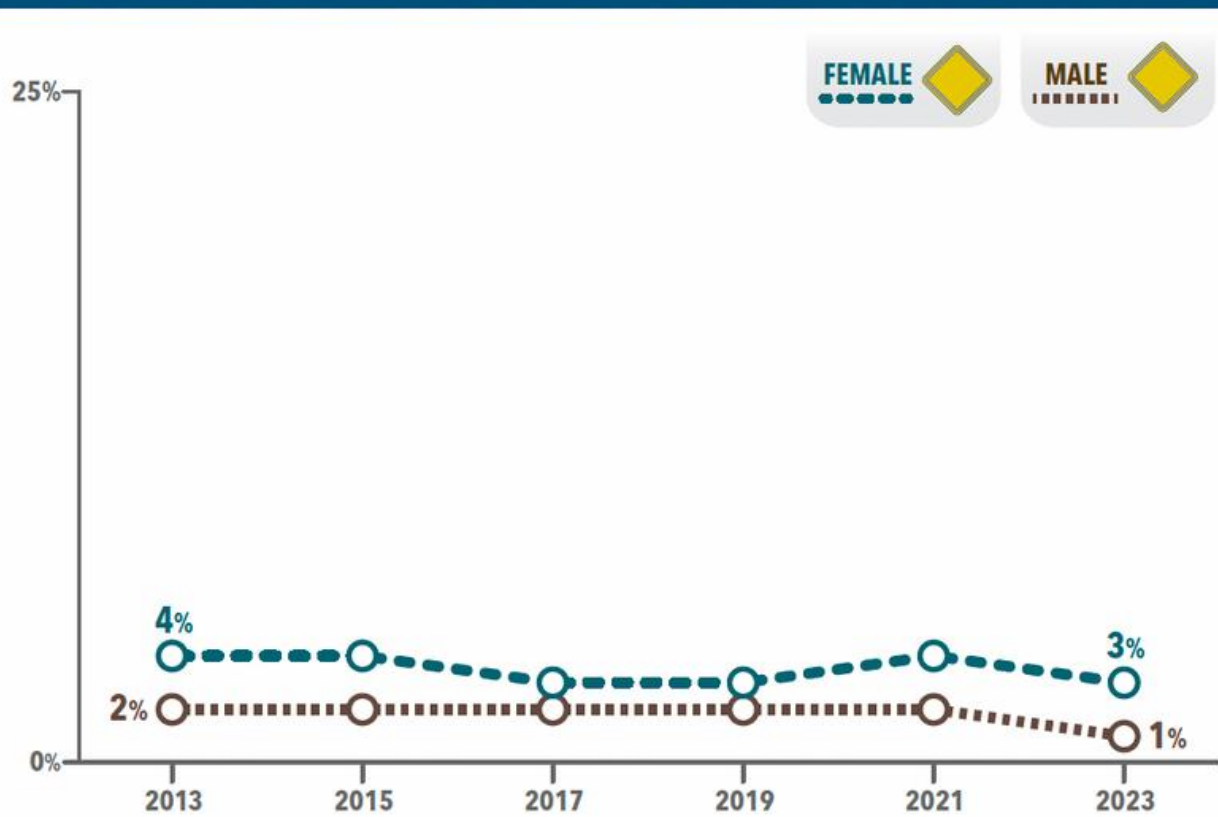
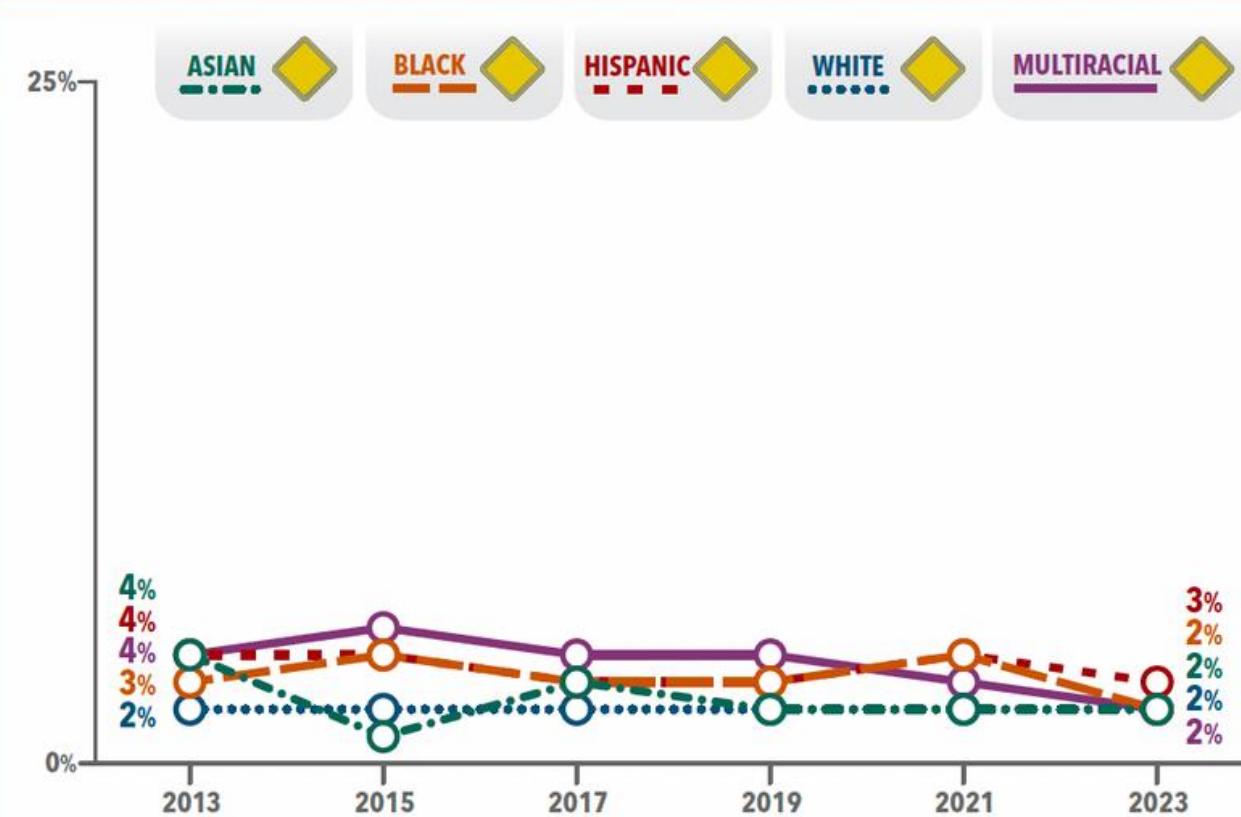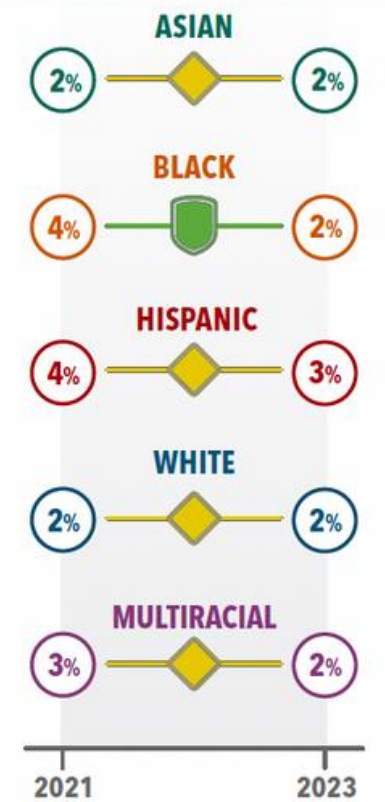The percentage of female and male students who were injured in a suicide attempt did not change from 2013 to 2023 or from 2021 to 2023.

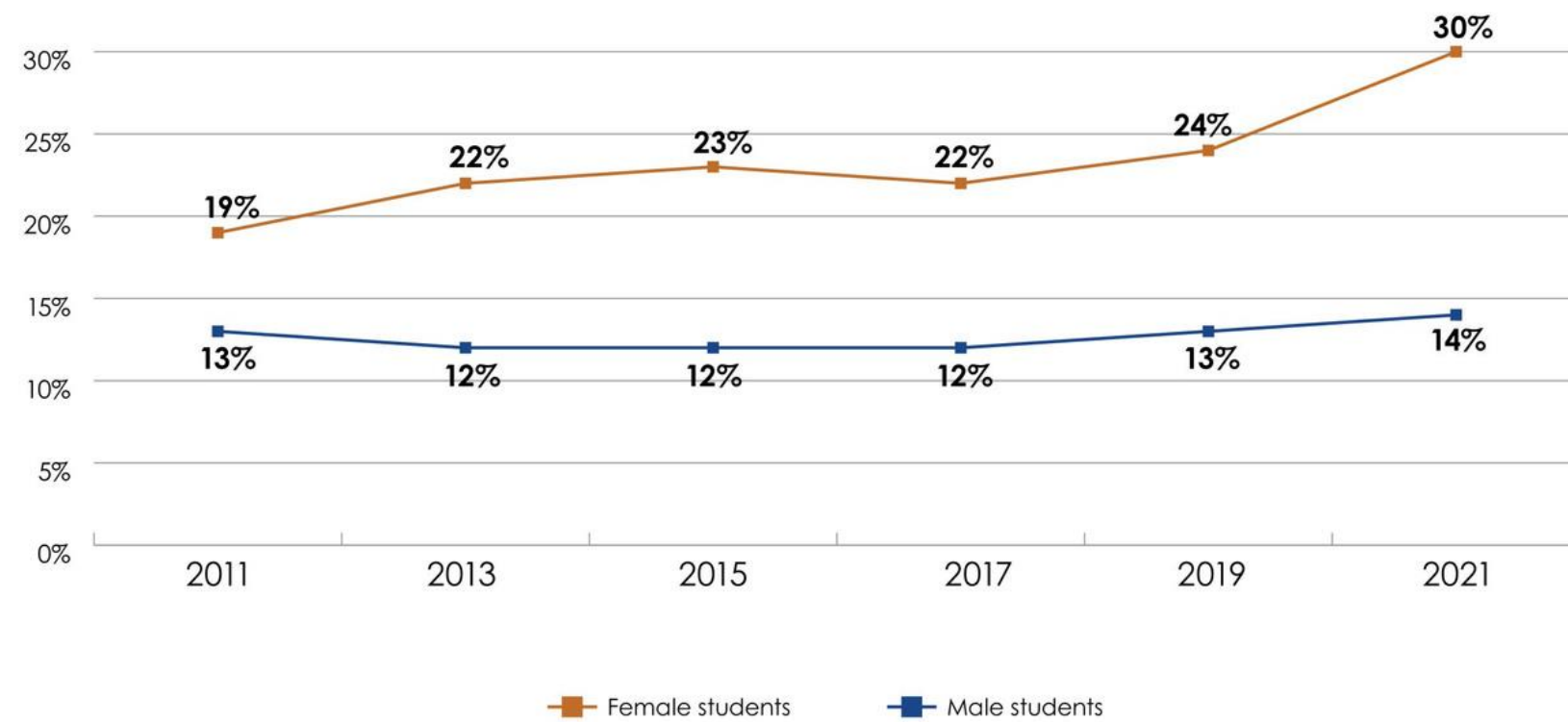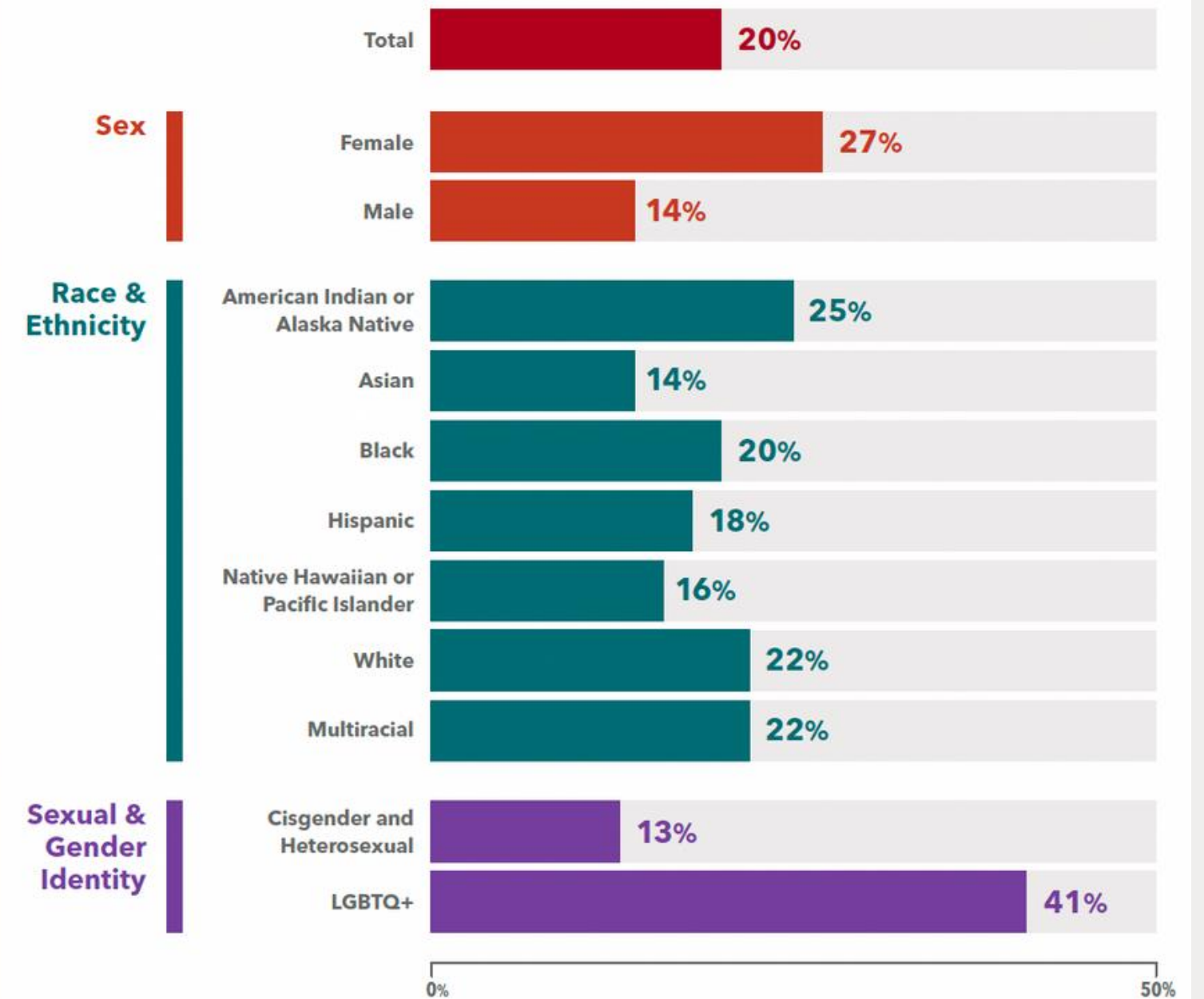The percentage of Black students who were injured in a suicide attempt did not change from 2013 to 2023 but decreased from 2021 to 2023. The percentage of students from all other groups who were injured in a suicide attempt did not change across both time periods.

2023 CDC YOUTH RISK BEHAVIOR REPORT SHOWS CONCERNING INCREASES IN FEMALE STUDENTS AND LGBTQ+ STUDENTS EXPERIENCES WITH MORE VIOLENCE, SIGNS OF POOR MENTAL HEALTH, AND SUICIDAL THOUGHTS AND BEHAVIORS THAN THEIR MALE AND CISGENDER AND HETEROSEXUAL PEERS

SERIOUSLY CONSIDERED ATTEMPTING SUICIDE AMONG U.S. HIGH SCHOOL STUDENTS, BY SEX, 2011-2021

Female students: 2011: 19%, 2013: 22%, 2015: 23%, 2017: 22%, 2019: 24%, 2021: 30%

Male students: 2011: 13%, 2013: 12%, 2015: 12%, 2017: 12%, 2019: 13%, 2021: 14%

Percentage of High School Students Who Seriously Considered Attempting Suicide During the Past Year, by Demographic Characteristics, United States, YRBS, 2023

Category	Group	Percentage
Total		20%
Sex	Female	27%
	Male	14%
Race & Ethnicity	American Indian or Alaska Native	25%
	Asian	14%
	Black	20%
	Hispanic	18%
	Native Hawaiian or Pacific Islander	16%
	White	22%
	Multiracial	22%
Sexual & Gender Identity	Cisgender and Heterosexual	13%
	LGBTQ+	41%

NAMING IT: MULTIFACTED APPROACH

- **Being multifaceted means having many different parts or sides — each part relating to you in a way that shapes your** identity.
- Multifaceted Approach: a way of considering something that involves multiple methods or perspectives

THE STUDY AND FINDINGS

Our study centered Latina girls lived experiences navigating gender & racial stereotypes, school discipline, and their perception of school climate to examine their sense of support and belonging in school.

We found that while school climate enhanced their sense of exclusion, a LGG provided a safe and welcoming environment, social emotional support, and empowerment.

64% OF PARTICIPANTS WROTE THAT THE GROUP WAS A "SAFE place" for them or made them "feel safe".

"It has helped me so much since I found out about it.
It helped me realize that there are other people who have gone through what I've gone through, or who experienced what I experienced. In a lot of different cultures and it's not just the people I hang around. It shows that you know everybody has a story. Everybody has what they've been doing and how they got through it. It's become a strong support system for me, and a place where I feel safe, and that really helps a lot."

"this is the only place where I feel important and listened to" with one writing that group has helped them feel heard, "understood and also even valued." Without LGG, one girl said, "I would feel sad, miserable, unsupported and like there wasn't a source for me to ask for help."

Y(OUR) LIFE

# WEAVING THE THREADS OF INDIVIDUALITY AND COLLECTIVE

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ECOLOGICAL SYSTEMS MODEL

MULTIFACETED, COMPREHENSIVE APPROACH
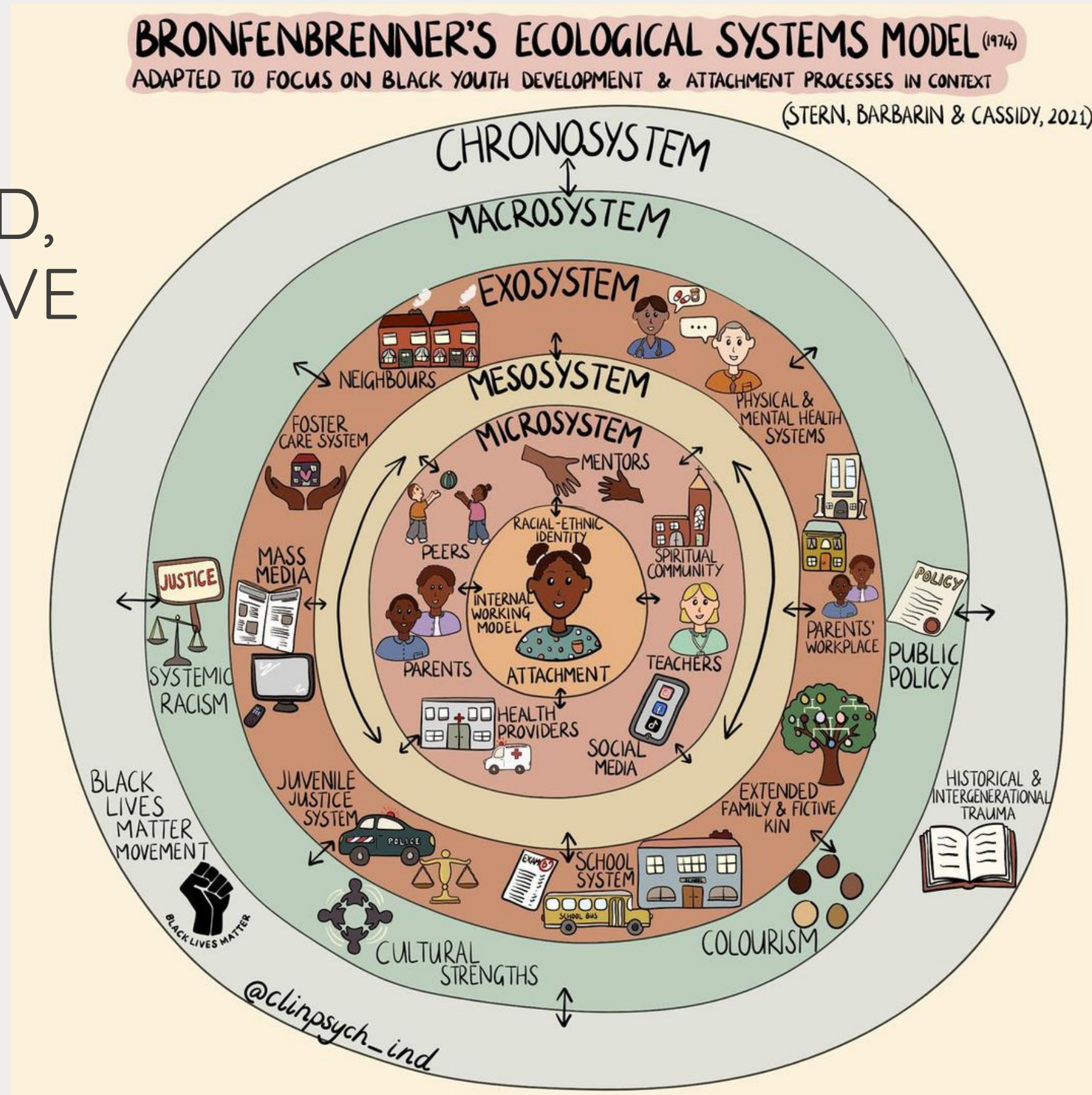
MICROSYSTEM

- Variables that child is directly exposed to, people or places individual interacts with on a daily basis
- Most of childs behaviors are learned in microsystem
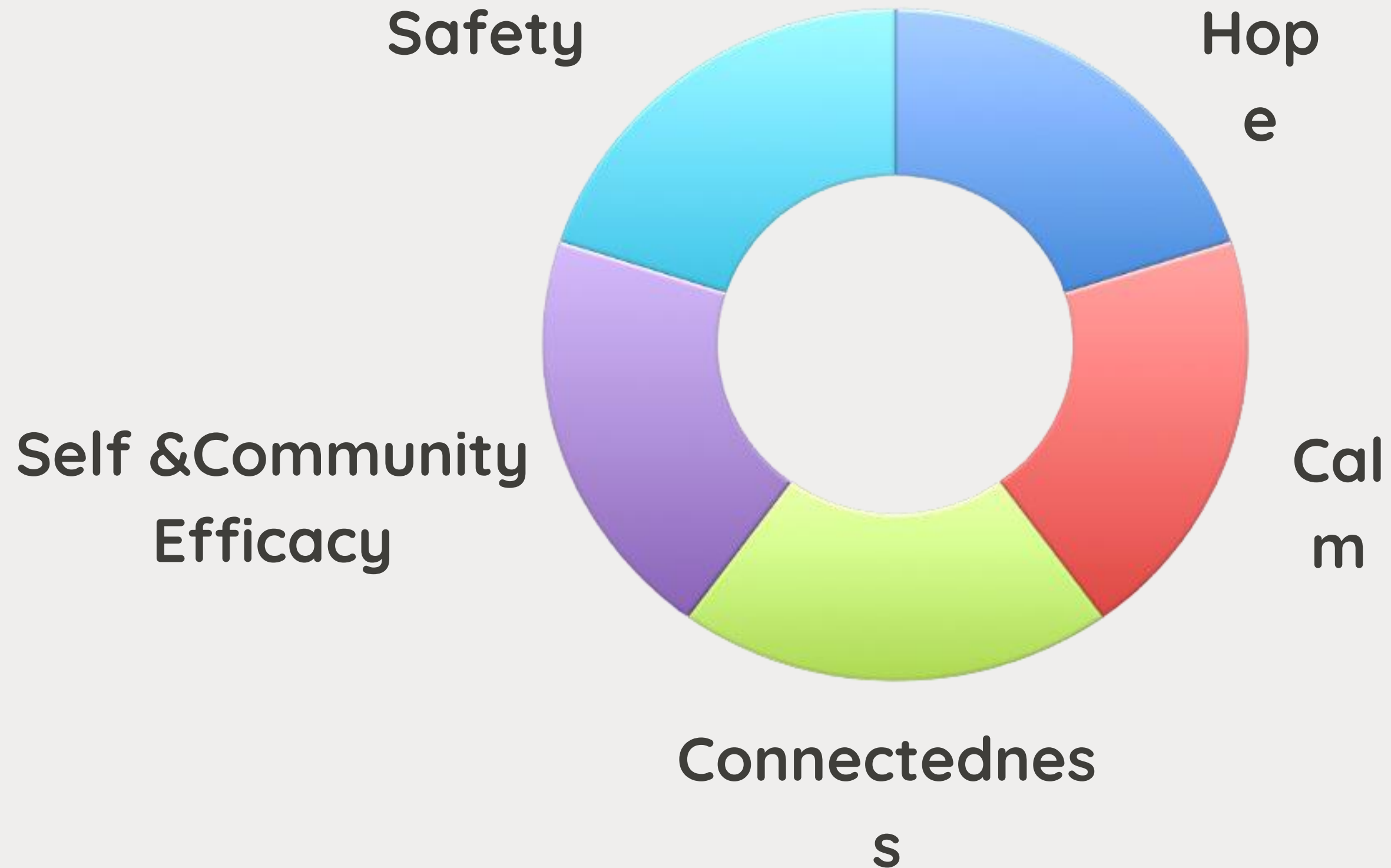- Microsystem consists of bi-directional influences

MESOSYSTEM

- Interactions between the microsystems

Examples

- Interactions between families and teachers
- Relationship between child's peers and the family

THE RING OF RESILIENCY: ENHANCE NATURAL RESILLIENCY

Safety

Hope

Self &Community Efficacy

Cal
m

Connectednes
s

SOCIAL CHANGE ECOSYSTEM

- The Social Change Ecosystem framework was created by Deepa Iyer, Senior Director of Strategic Initiatives at Building Movement Project. It has two components: **shared values** embodied in the yellow circle in the middle; ten roles that people and organizations often show up in when they are **participating in social change efforts**.

- Amplify hope, strengths, and internal values, then influence solidarity to empower the message that social change is possible and they play a role.

- Normalize differences in strengths and roles (builders, visionaries, disruptors, caregivers, healers, experimenters, etc) then have them bond in different environments.

COUNTERSTORIES

- a creative practice that uses stories to challenge the majority's accepted narratives and reframe discussions about racism. They are a tool used by minoritized communities to share their experiences and knowledge, **giving voice to the silenced, ignored, or oppressed**.

our STORY BEGINS here

CULTURALLY SUSTAINING PRACTICES

Using Culturally Relevant Therapeutic Techniques

Incorporating healing practices that are part of the youth's cultural background (e.g., storytelling, art, or rituals) into therapeutic interventions. This might also include seeking consultation from cultural or spiritual leaders when appropriate.

Affirm Identity

Validate and support racial, ethnic, gender, and sexual identities; provide safe spaces for self-expression and identity exploration.

- Incorporating youths home languages when you can
- Involve family/community in care; address barriers like cost, access, and stigma.
- Support youth in advocating for themselves; challenge systemic inequities impacting marginalized youth.
- Recognize historical and racial trauma; offer culturally sensitive trauma-informed therapy

ALTERNATIVES TO PUNISHMENT AND DEFICIT THINKING

Words and Labels Matter
Good, Bad, delinquent, behavioral issues

Adult Attitudes
How are adults building trusting relationships with children?

Praise positive behavior
Respond vs React to negative behavior

In schools, students comply with the rules 80% of the time
Students are praised for their behavior 2% of the time

UNIQUE APPROACH

- Strengths-based approach to combat deficit perspectives
- Cultural broker/ambassador
- Sacred circle
- Affirmation of culture
- Intersectional awareness
- Relatable and revelent
- Diverse Offerings: One on one, small group. large groups

- Humor
- Emotional regulation
- Generational empowerment
- Modeling vulnerability
- Modeling pride and self care
- Bite size psychoeducation
- Link to mirrors
- Focus Groups

DISCUSSION

What perspective might you take when working with youth?

What's the message?

"How do we help the helpless? How do we redeem the irredeemable? How do we reform the irreformable?

These are all the **wrong questions.**

If we are to help young people that have been left behind by their families, schools, the law—society at large—we must redefine our perspective on their role in the world. We have to see them not as burdens or troublemakers, but as individuals with full potential to reintegrate into society as productive students and professionals.

The right question is how do we facilitate the process of healing, redemption, reintegration, and reform in the lives of vulnerable, marginalized children and youth?"

VIGNETTE

Presenters will add vignettes here for practioners to practice

THANK YOU

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DISCLOSURES: NONE