

# **Community-Defined Evidence in the Latino Community:**

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## **Using Cultural Wealth to Frame Platicas and Atencion Plena**

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California Institute for Behavioral Health Solutions  
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Wednesday, October 24, 2018 (1:30 p.m. - 3 p.m.)

# Introduction

- Examination of the health and educational experiences of Latino youth in three Central California high schools
- Beginning Summer 2017
- 48 Latino high school youth will participate in innovative counseling approaches (*pláticas* and *atención plena*) with a hip hop twist
- Struggling youth need innovate approaches to address their needs
- **Goal:** Various definitions of school success



# Program Goals

Increase:

- School attendance
- positive school behavior by empowering staff and students to develop effective coping strategies
- Increase restorative school practices
- Number of students college and career ready
- Number of students considering mental health careers
- School engagement and participation through family mediation and community outreach

# Reducing Health Disparities In Rural Communities

Barriers to access to health care:

- Co-Location
- Transportation
- Accessibility - insurance or pay
- No culturally and language competent staff
- evidence-based mainstream practices that do not work with culturally different consumer/students are modified or combined with community defined interventions

# Ameliorating the Barriers to Services

- Affirms and recognizes the importance of the Latino Culture
- Advances knowledge about the Latino Community
- Delivers services in the Latino communities
- Reaches rural communities with services in predominantly Latino Schools
- Engages in counseling and therapy approaches that effectively addresses the needs of the Latino Community
- Places a high value in meeting the Spanish language and cultural needs of the Latino population
- Extends business hours to include evenings and weekends

# Fresno County Population (2010)

	<b>Total</b>	<b>Hispanic</b>
Total Population	930,450	468,070 (50.3%) <i>Mexican origin 428,191 (46%)</i>
Children Under 18 yrs	277,743	176,644 (63.6%)

# Bullying/Harassment, By Race/Ethnicity (Fresno County)

California	Some
African American/Black	38.5%
American Indian/Alaska Native	38.7%
Asian	35.8%
Hispanic/Latino	31.7%
Native Hawaiian/Pacific Islander	39.1%
White	33.8%
Multiracial	37.7%
Other	36.2%

# Depression-Related Feelings in Fresno County, By Race/Ethnicity

California	Yes
African American/Black	26.4%
American Indian/Alaska Native	31.7%
Asian	26.6%
Hispanic/Latino	32.3%
Native Hawaiian/Pacific Islander	40.8%
White	27.6%
Multiracial	33.5%
Other	23.2%



# Latinos Vs. African Americans Vs. Whites on Mental Health Issues

	<b>Latino</b>	<b>African American</b>	<b>White</b>
<b>Feelings of Sadness and Hopelessness</b>	36.3%	26.2%	29.2%
<b>Seriously considering suicide</b>	15.9%	14%	13.2%
<b>Attempted suicide</b>	10.2%	5.6%	7.7%

Source: Gutierrez (2015)

# Latinos 1st Generation Mental Health Issues

Sources of some of these stressors:

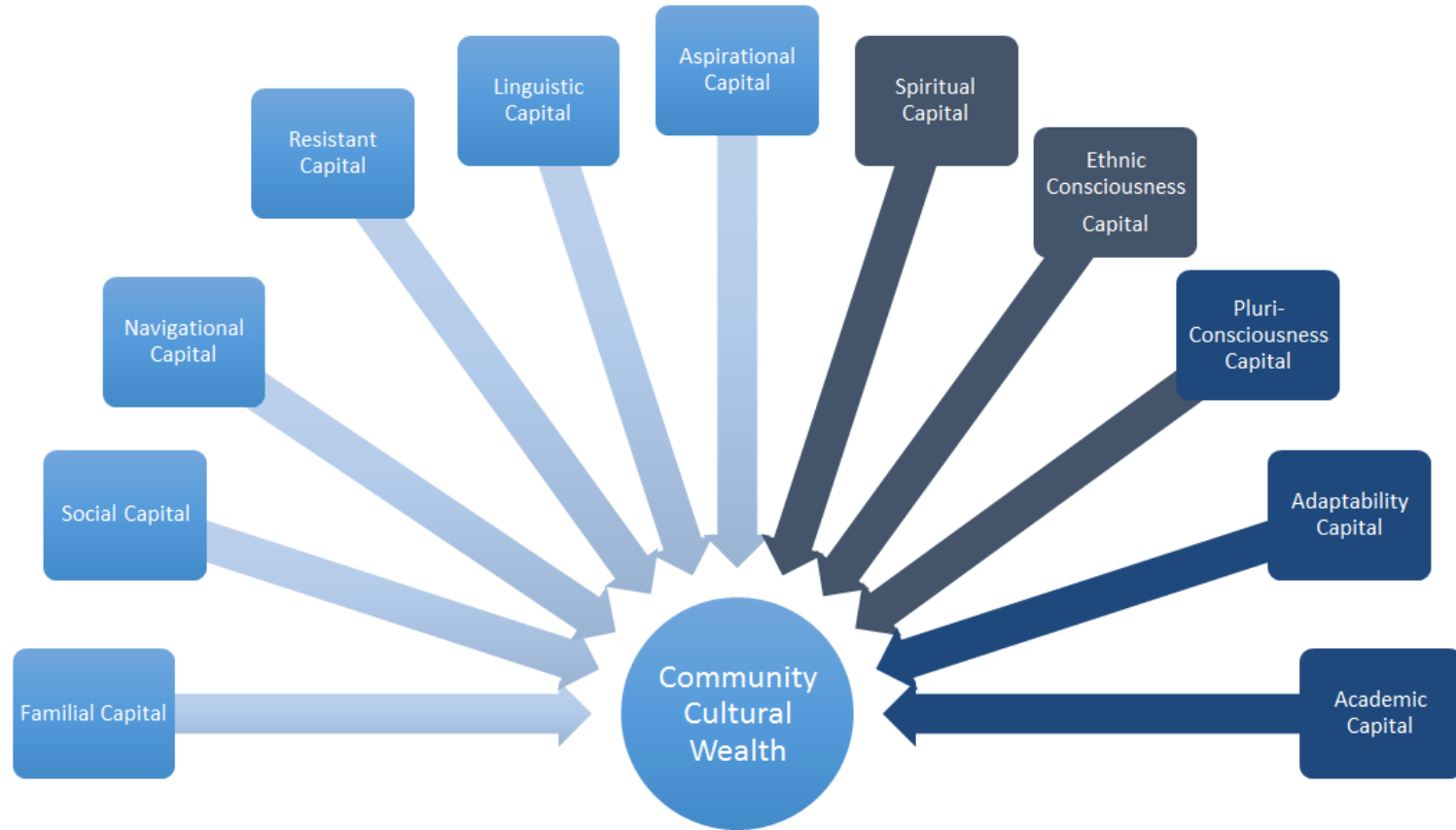
- Adapting to American culture in hostile environment
- Learning new language
- Experiencing discrimination, (personal & structural)
- Adjusting to social norms
- Struggling with ethnic identity and culture
- Feelings of alienation
- Hostile environment

Source: Gutierrez (2015)

# Latino Cultural Competence Requirements

- Be embedded in the culture as a provider
  - Have a similar background socially and culturally
  - Have grounded experience in the experience
  - Understand social and familial dynamics of Latinx immigrant families in transition
- Understand the linguistic dimension
  - Story - cuentos
  - Sayings or dichos
  - Proverbs
  - Poetry
  - Traditional Music lyrics
- Understand the dynamics of cultural contact, transition, and integration
  - Language and cultural balance

# Latino Cultural Wealth Model



Rendon's (2014) Cultural Wealth Model, Adapted from Yosso (2005)

# Latino Cultural Wealth Model

## **Familial capital (def.) =**

- Family support is critical for validation, mentorship, advice, and role modeling
- “Doing it for the familia” helps set and complete personal goals.

# Latino Cultural Wealth Model

## **Social capital (def.) =**

- Capitalizing on Latino-based networks of friends and peers.
- Using biculturalism to understand biculturalism of peers, and connect on bicultural identities with peers

# Latino Cultural Wealth Model

## **Navigational capital (def.)=**

- Abilities to navigate within multiple and distinct worlds (*barrio*, peers, native country, family, spirituality, college)
- Each context required a different mental set, language code, and behavioral conventions for survival and advancement

# Latino Cultural Wealth Model

## Resistant Wealth (def.)=

- When confronted with racial/gender microaggressions, this is the ability to overcome and continue advancing
- These skills are developed early in life as Latinos overcome low expectations in K-12 schools, and racism/sexism in their communities to make it to college
- Depends on nuanced ways of responding to oppression, which at the same time maintaining cultural integrity

Yosso (2005), Model of Community Cultural Wealth





# Latino Cultural Wealth Model

## **Linguistic capital (def.) =**

- Bilingualism helps communicate and form relationships with others with similar bilingual backgrounds
- Bilingualism provides access to multiple and diverse cultures
- Bilingualism helps with language sophistication and much language translates to sophistication in American dominant language (English)

# Latino Cultural Wealth Model

## **Aspirational capital (def.) =**

- Hopefulness about your futures
- Aspiring to complete college and become professionals
- Aspirations shaped by familia and their stories of overcoming challenges. Aspirations fosters by community role models

# Latino Cultural Wealth Model

## **Spiritual/Faith-Based capital (Def.) =**

- Reliance of faith in God, religion, and/or spirituality to overcome challenges
- Reliance of spiritual/religious history and foundation values of gratitude, compassion, sense of purpose, and humility to overcome challenges and interact with others

# Latino Cultural Wealth Model

## **Ethnic Consciousness capital (Def.) =**

- Relies of experiences of being ethnic minority, and building community and solidarity with other ethnic minorities through shared experiences
- Relies of using personal accomplishments for community gain due to consciousness about how others in your community face greater struggles
- Relies on your pride for your culture and heritage
- Relies on your pride for attending a Hispanic Serving Institution (HSI)

# Latino Cultural Wealth Model

## **Pluri-Consciousness capital (Def.) =**

- Relies on abilities to entertain multiple/competing/contradicting thoughts/tensions
  - E.g. undocumented/documentated; Mexican/American; Spanish/English, world of college/world of personal life, immigrant/American

# Latino Cultural Wealth Model

## **Pluriversal/Adaptability capital (Def.) =**

- Similar to navigational capital, but includes the added skills of being in constant transition
- Skills allow for making transitions between contradicting identities, multiple languages, and different behavioral expectations
- Requires having “survival skills”

## **Academic capital**

- Relies on your academic strengths and knowledge

# What are *Pláticas*?

## Level 1: Clinical

Therapeutic & clinical / Individual,  
group, dyads

Use of Latino formats for  
communication such círculo  
(Compadre's Network)

Quién soy yo? / cargas / regalos

## Level 2: Prevention

Prevention / Information /  
Education

Xipe Totec Approach:

Cultural Competence Model

infusing and integrating  
traditional culturally grounded  
methods of *canciones* (songs),  
*dichos* (sayings), *cuentos*  
(stories), and *poesia* (poetry)

# Atención Plena - Mindfulness Latino Style

Use of Latino content from Culturally appropriate

symbols, rituals, and ceremonies

Introducing Meditation

Relajamiento progresivo

Oracion centrante

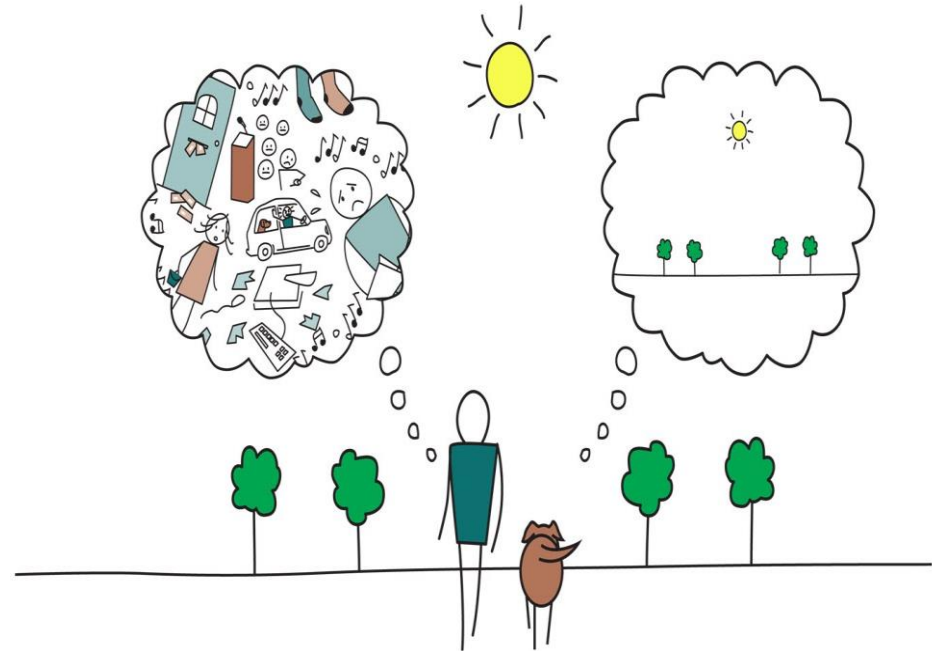
Guided imagery

Incorporation of indigenous symbolism

Ceremony

Ritual

prayer



Mind Full, or Mindful?



# *Atención Plena* and Outcomes

- Improved presence and awareness of self
- Improved communication skills
- Enhanced overall mental health
- Increased empathy for oneself and others
- Decreased stress and anxiety
- Increased sense of calm
- Increased emotional resilience, and
- Improved focus and concentration in school

# Hip-Hop Therapy

## Common Core Standards Grades 9-10

[CCSS.ELA-Literacy.RL.9-10.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.RL.9-10.2](#) Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

[CCSS.ELA-Literacy.RL.9-10.4](#) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

[CCSS.ELA-Literacy.RL.9-10.5](#) Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.



TELL YOUR STORY

CUENTA TU CUENTO

Cancionero

del  
DICHOS  
AL HECHO  
hay MUCHO  
TRECHO

# Xipe Totec Méme

An element of culture or system of behavior that may be considered to be passed from one individual to another by non-genetic means especially imitation

Students apply *dichos*, or lines of lyrics or poems, that resonate with their culture or circumstance, in order to reframe and transform their relationships to experiences and issues



**MY  
SENSITIVITY**



**IS MY  
STRENGTH**

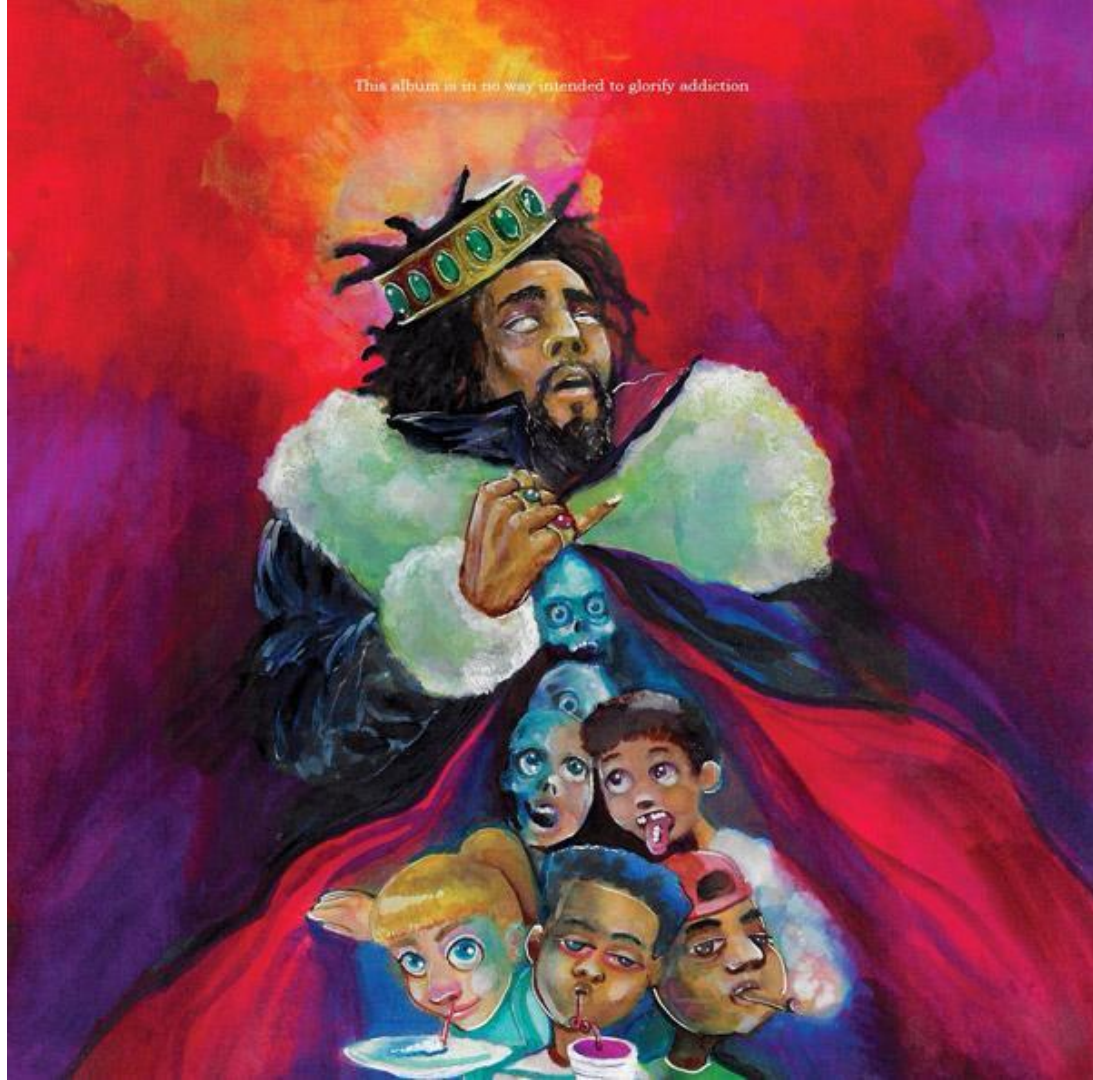
**CUENTAS CLARAS, AMISTADES LARGAS**



**CLEAR COMMUNICATION, LONG  
FRIENDSHIPS**

- Identity development.
- Stigma towards mental health.
- Experiential Avoidance/Acceptance
- Developmental Stages
- Validation
- Reframing

This album is in no way intended to glorify addiction



# Preliminary Findings

Students have:

successfully implemented conflict resolution strategies, and communication styles to reduce negative behavior incidents

reported an improved sense of belonging, and an increase in attendance

improved overall academic performance

shown a reduction in symptoms of depression, anxiety, and trauma induced symptoms (e.g., management of intrusive thoughts and impact on behavior)

successfully applied anger management strategies to avoid disciplinary actions and behavior incidents



# Contact Information

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