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**Office of Psychological
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CULTURE, IDENTITY, AND MENTAL HEALTH: WHAT FAMILIES NEED TO KNOW

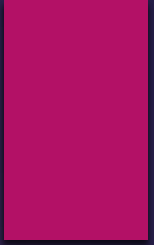


- **Zara Ahmad**
 - School psychologist with LCPS since 2016
 - Mental health consultant with various organizations aiding Afghan refugees coming to the US
- **Charles Barrett**
 - School psychologist with LCPS since 2008
 - Son of Jamaican immigrants
- **Wei Lo**
 - Taiwanese immigrant in the US
 - After completing her internship with LCPS, Wei is a second-year school psychologist with LCPS
- **Laetitia Sakponou**
 - Second-year psychologist
 - Black immigrant living in the United States



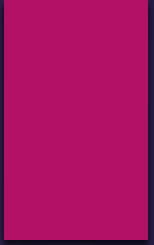


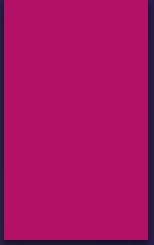
TODAY



**CULTURE, IDENTITY,
AND MENTAL
HEALTH: WHAT
FAMILIES NEED TO
KNOW**



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- **School-based clinicians who are members of racially and ethnically (REM) minoritized groups will discuss being culturally responsive to students and families**
Implications for how mental health is explained, including overcoming resistance to treatment, and how to develop collaborative relationships to understand cultural norms and improve student outcomes will be discussed

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- **Attendees will learn how different races/ethnicities view mental health and mental health treatment**
 - **Attendees will learn how school-based mental health providers value the cultural backgrounds of their students and families**
 - **Attendees will learn how school-based mental health providers partner with families to be more responsive to their cultural backgrounds**

SCHOOL PSYCHOLOGISTS IN LCPS...

- LCPS currently has 65 school psychologists
- **Middle School**
 - One school psychologist is assigned to each middle school
- **High School**
 - One school psychologist is assigned to each high school
- **Elementary School**
 - School psychologists serving elementary schools are typically assigned two or three buildings

WHO ARE SCHOOL PSYCHOLOGISTS?

- **In LCPS, school psychologists are one of the disciplines that make up the Office of Student Mental Health Services**
 - School Counselors
 - School Social Workers
 - Substance Abuse Specialists
- **School psychologists are involved in the following activities to support students and families**
 - Tier 1 Prevention (e.g., Sources of Strength, Signs of Suicide)
 - Tier 2 and Tier 3 Intervention
 - Consultation with Families and Staff
 - Psychological evaluations for special education eligibility

UNIFIED MENTAL HEALTH TEAM

- The UMHT initiative began in 2017 with high schools, middle schools in 2018, and formally expanded to elementary schools in 2022
 - **School Psychologist**
 - **School Social Worker**
 - **School Counselor**
 - **Student Assistance Specialist***
 - **School Nurse***
 - **Administrator (Dean or Assistant Principal)**
- UMHTs meet regularly to discuss student needs and develop action plans to support mental health through both prevention and intervention programming.
- Working in collaboration with both community partners and student groups, schools are focused on creating an environment that is inclusive, safe, and engaging.



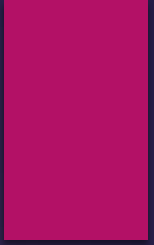


Find Your Child's Unified Mental Health Team

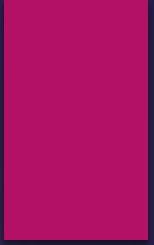
Mental Health & Community Resources for Families

IMPORTANT...


- We are not speaking for the groups that we represent or with whom we share identities
 - We are speaking from our lived experiences rather than being experts on our respective cultures
- **Because everyone is different, we must get to know individual students and families and their respective cultures**
- Especially in a county like LCPS, which has 160+ countries represented, and whose students and families speak 139+ languages, there are also minoritized groups that are not represented today



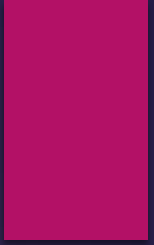
**What does it mean to you
to be culturally responsive
to students and families?**



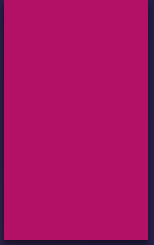
**Considering your cultural lens,
how do you define or how would
you explain mental health?**



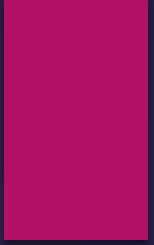
**Based on your experiences,
how would you respond to
families who seem resistant
to mental health treatment?**



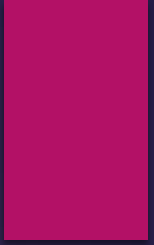
When engaging families from various backgrounds, what is important to keep in mind?



**How have you helped students
navigate the challenges
associated with living in two
worlds or cultures?**



What are some effective strategies or approaches for working with families when social, emotional, or behavioral concerns might be perceived differently at home vs. at school?



How have you collaborated with families to support a student from a REM group? What resources could be helpful for families?





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