

*“AND HOW ARE THE CHILDREN?”*

**Cultural Responsiveness and Equity in Preventing Suicide in our Schools’**



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AND THE  
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...especially the  
Black and Brown  
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Opinion

# Young Black People Are Killing Themselves

The numbers are shocking.

**By Inger E. Burnett-Zeigler**

Dr. Burnett-Zeigler is a clinical psychologist.

Dec. 16, 2019

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January 17, 2020 8:54am EST

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We have also found that experiencing racism is associated with thoughts about suicide for black youth and adults.



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The study's results link stress from increased experiences with racial discrimination to more rapid aging in African Americans.

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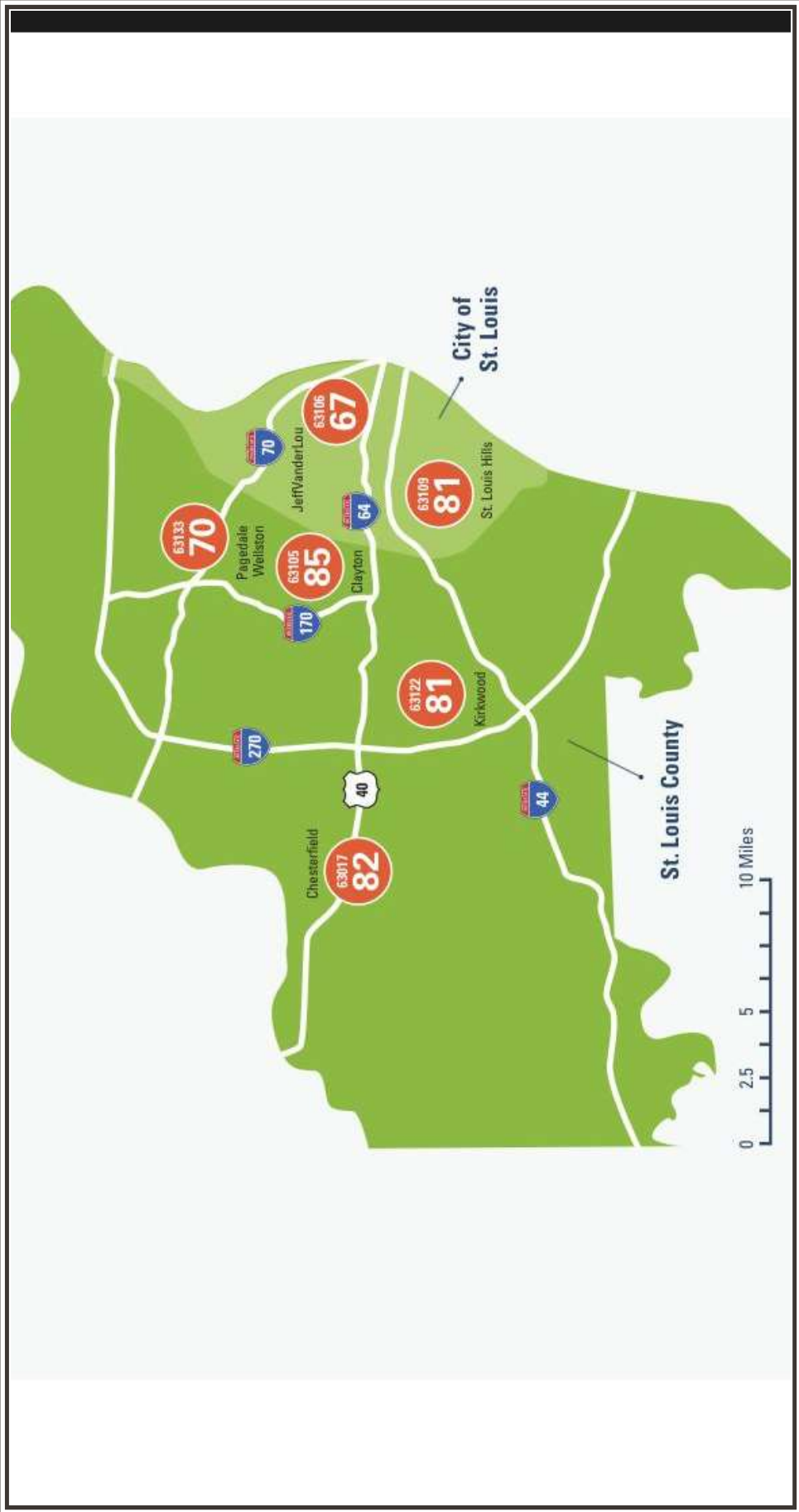
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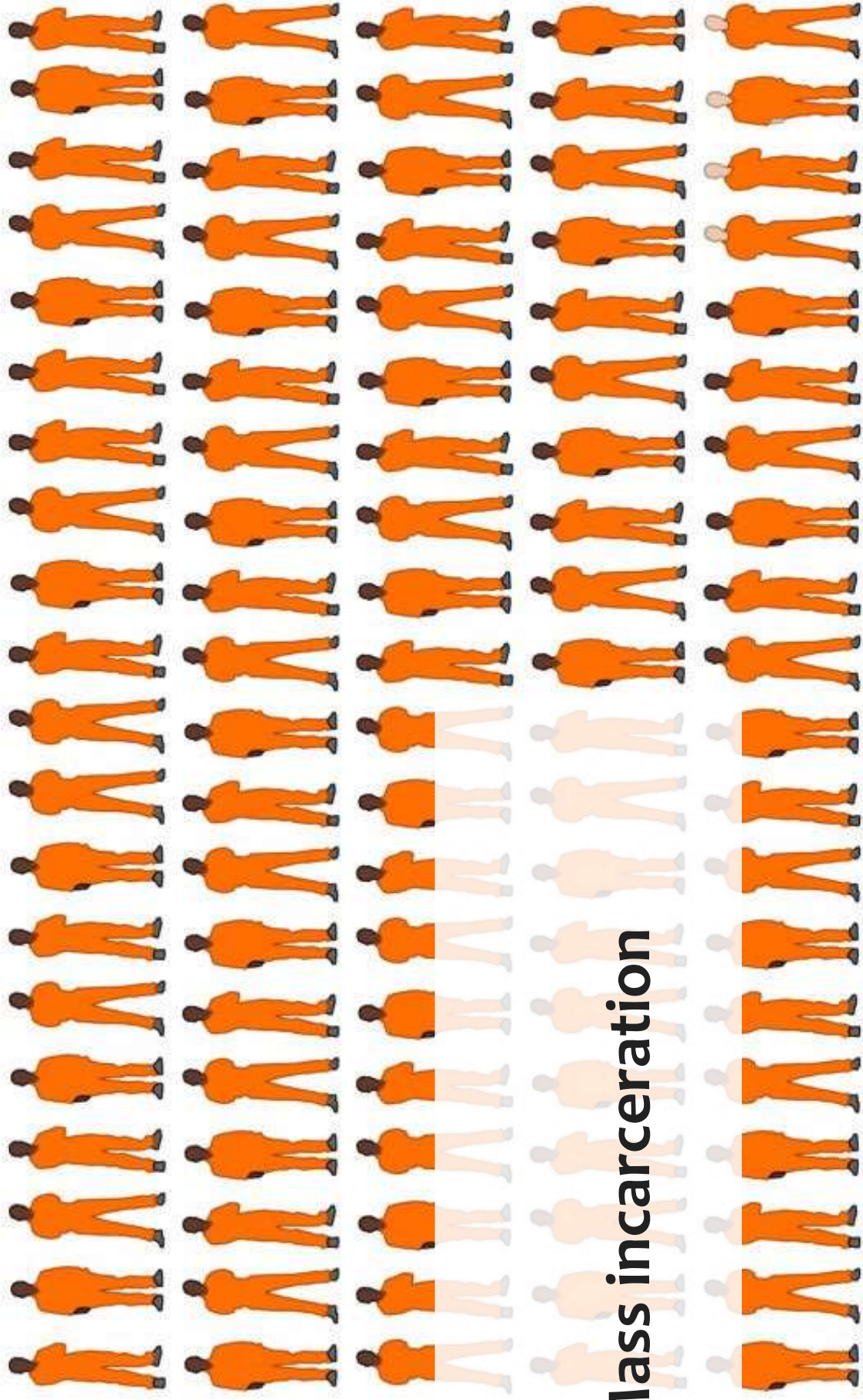


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**Mass incarceration**

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How toxic stress and trauma endanger our children



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Akeelah Kelly, 8, lights a candle in honor of Jamyla Bolden, 9, in August at a memorial in Jamyla's front yard in Ferguson. Akeelah had played outside with Jamyla on Ellison Drive just hours before Jamyla was killed.



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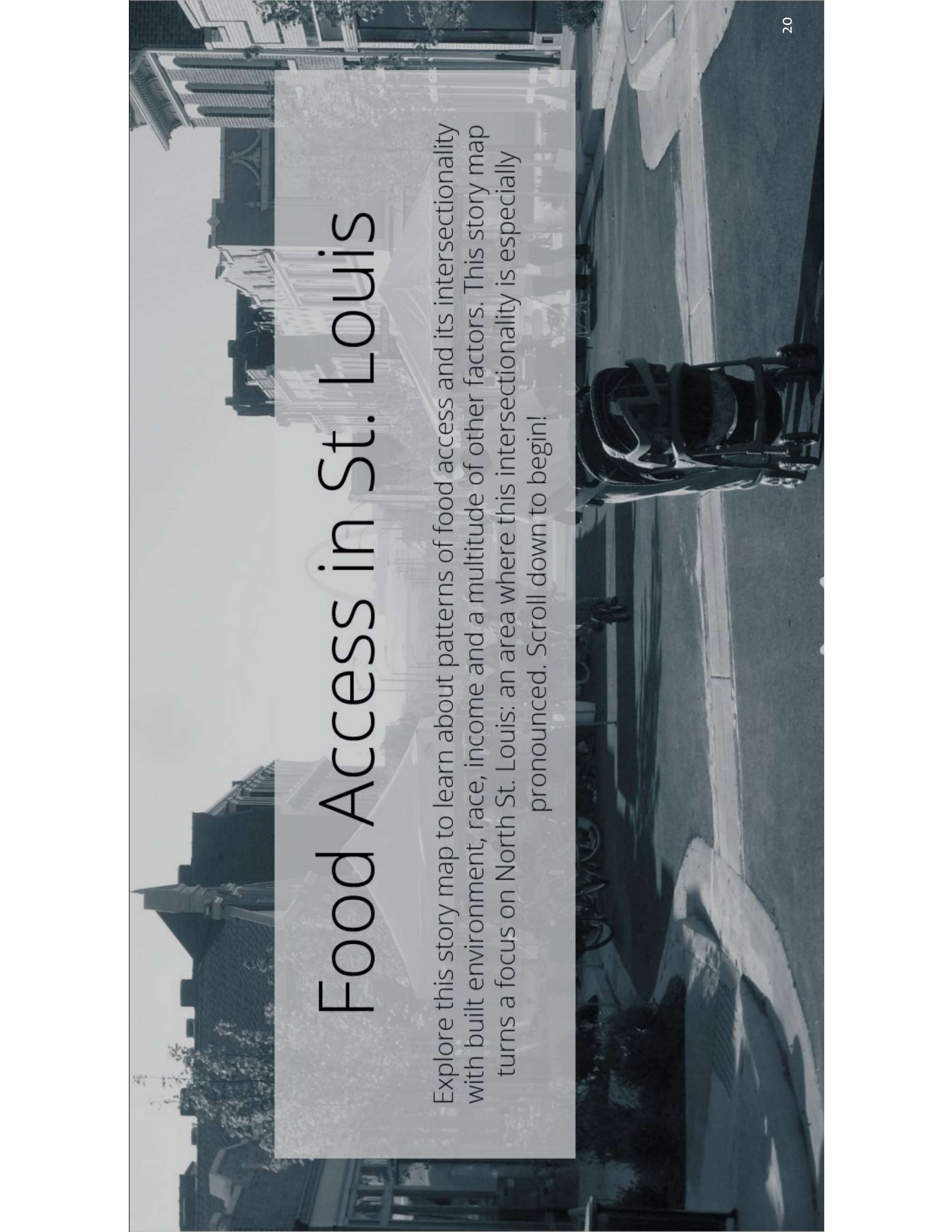
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# Children Killed in St. Louis By Gun Violence April - September 2019

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= 818\* years of life lost

\* would be 829 years if these children were born outside of St. Louis, or 876 years if these children were white because of geographical and racial injustices in life expectancies.



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Education

**Study: Black girls viewed as 'less innocent' than white girls**

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## 2018 SCHOOLS ARE MORE SEGREGATED NOW THAN THEY WERE IN THE LATE 1960S

Photos courtesy of Whitney Griffin.



### Segregated schools harm health and opportunity

Another reason for racial disparities in employment and in representation among skilled labor sectors is a lack of training and education commensurate with those jobs. Several observers have noted that schools are more segregated now than they were in the late 1960s.<sup>13</sup> Of course, access to schools follows the same pattern as access to housing, and because schools in the United States are funded by local property taxes, housing has an outsized impact on school quality. Indeed, school district quality often drives the choice of neighborhood for homebuyers and renters alike, particularly for families with children. When those neighborhoods are segregated by both race and income, the schools in those neighborhoods tend to be *segregated*

for the best housing and schools often fail to appreciate is the way in which patterns of residential segregation over several decades have shaped both the housing market and schools in neighborhoods throughout the region—and the ways in which their choices perpetuate housing, educational, and economic inequity. Richard Reeves of the Brookings Institution calls this “opportunity hoarding” in his book *Dream Hoarders: How the American Upper Middle Class is Leaving Everyone Else in the Dust, Why That is a Problem, and What to Do About It*.<sup>14</sup>

Scholars also have noted the relative lack of attention to school integration following the intensive efforts of the Civil Rights Movement era. For instance, Richard Rothstein argues that instead of focusing on the intent of the *Brown v. Board of Education* decision, federal, state,

disability status. They come from the publicly available 2015-16 Civil Rights Data Collection. All data are for students grades K-12.

### Sex



**2.0**

Males were 2.0x more likely to receive OSS than females

### Race



**6.0**

Black students were 6.0x more likely to receive OSS than White students

### Disability



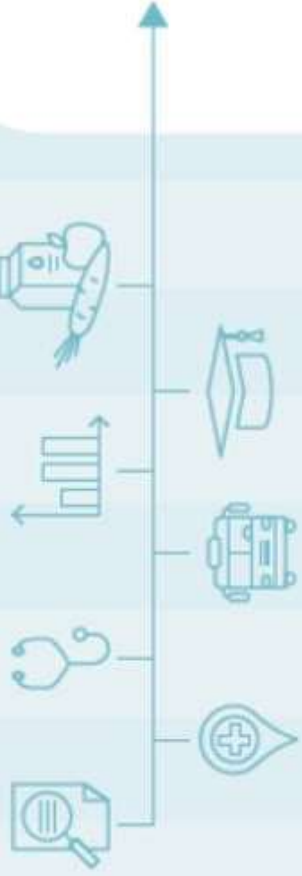
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**Risk of OSS among each group compared to White girls without a disability:**



Black babies in the St. Louis region are **3x more likely to die before their first birthday** than white babies.





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# To Breathe



***Mental Health*** your mental and emotional wellbeing.

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A CALL TO ACTION

SOURCE: AMERICAN PSYCHOLOGICAL ASSOCIATION, 2016

ONLY **4%** OF PSYCHOLOGISTS  
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# **TOWARDS A CULTURALLY COMPETENT SYSTEM OF CARE**

*A Monograph on Effective Services for Minority Children  
Who Are Severely Emotionally Disturbed*

*Prepared by:*

Terry L. Cross  
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## Cultural Proficiency: The Continuum

Cultural Destructiveness	Cultural Incapacity	Cultural Blindness	Cultural Pre-Competence	Cultural Competence	Cultural Proficiency
Seeking to eliminate the cultures of others in all aspects of the school and in relationship to the community served	Trivializing and stereotyping other cultures; seeking to make the cultures of others appear to be wrong or inferior to the dominant culture	Not noticing or acknowledging the cultures of others within the school community; treating everyone in the educational system without recognizing the needs that require differentiated interaction	Increasing awareness of what you and the school don't know about working in diverse settings; at this level of development, you and the school can move in a positive, constructive direction, or you can falter, stop, and possibly regress	Aligning your personal values and behaviors, and the school's policies and practices in a manner that is inclusive of cultures that are new or different from yours and the school's; enables healthy and productive interactions	Holding the vision that you and the school are instruments for creating a socially just democracy; interacting with your colleagues, students, families, and the community as an advocate for life-long learning to serve effectively the educational needs of all cultural groups
<i>See the difference and stomp it out.</i>	<i>See the difference and make it wrong.</i>	<i>See the difference and act like you don't.</i>	<i>See the difference and at times, respond inappropriately.</i>	<i>See the difference and value it.</i>	<i>Seek the difference and esteem it as an advocate for equity.</i>

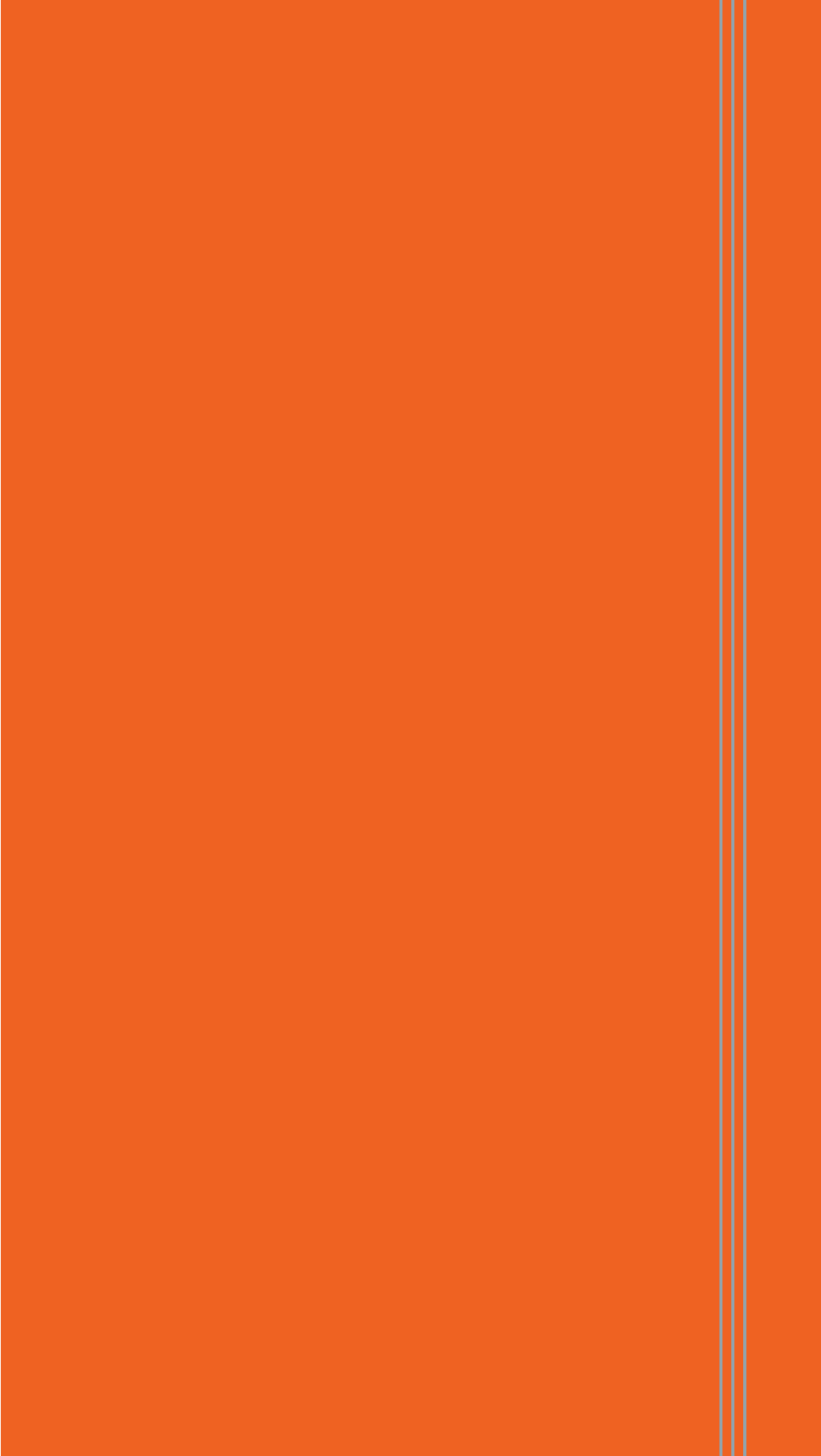


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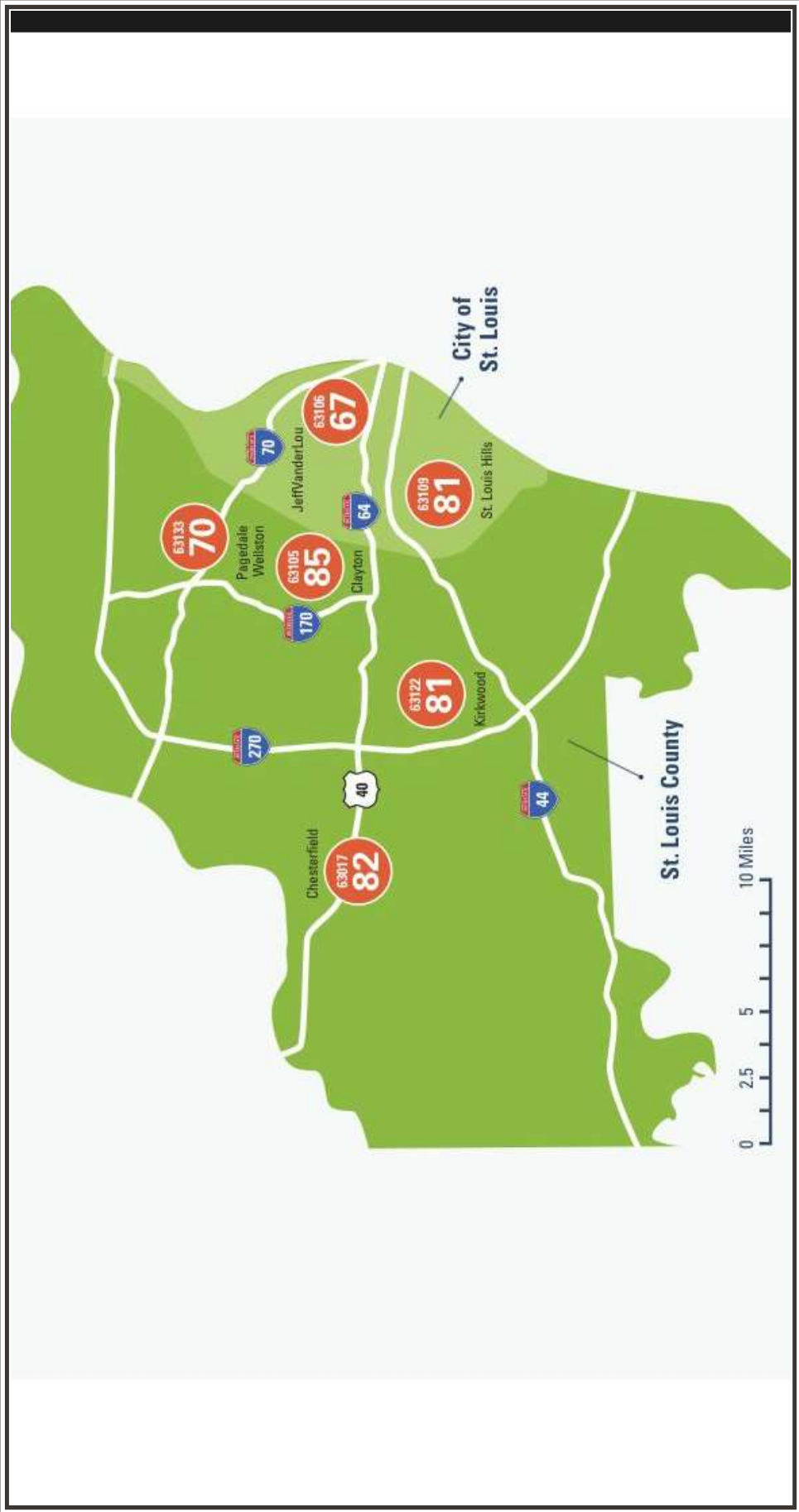
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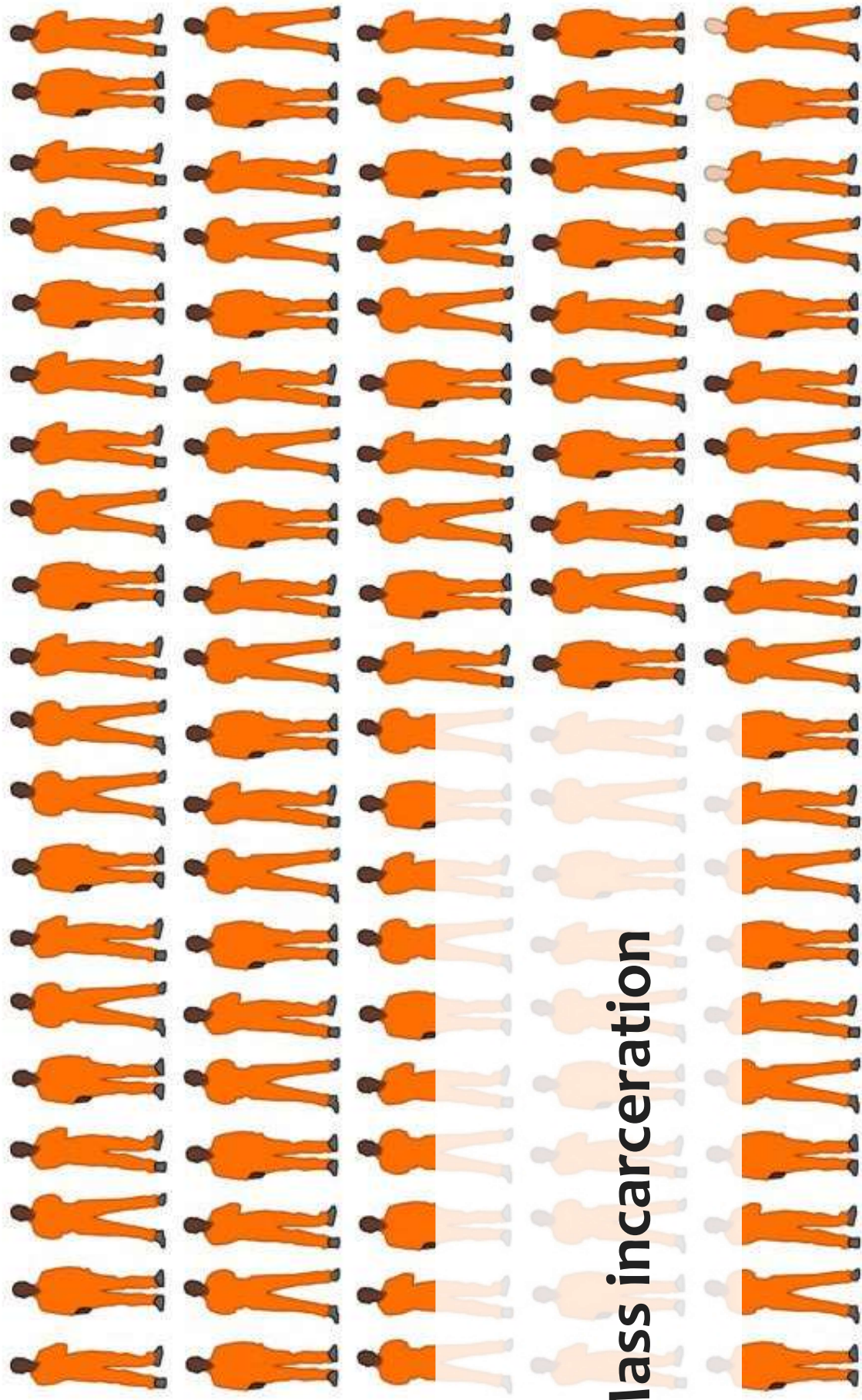


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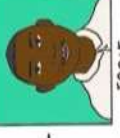





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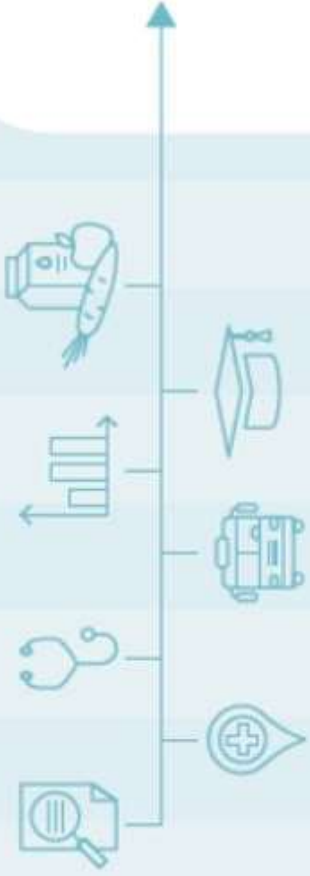
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