

PreventionFIRST!
2020 Coalition Academy



School-Based Prevention Work with the Latino Community

Maria Piombo, Ed.D, LPCC-S
Central Clinic Behavioral Health



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Housekeeping Notes:

- Continuing education will only be awarded for those who view the live session
- You must attend the entire training to receive continuing education hours
- Post event evaluation surveys are required to receive continuing education
- For Social Work/Mental Health Counselor credits you must provide your license number in the post event evaluation survey
- For CHES credits, you must provide your CHES ID in the post event evaluation survey
- You will receive your certificate for continuing education by email within **30 days** of this training.



School-based prevention work with the Latino Community and the impact of the pandemic

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Objectives

- ❖ Learn and understand the connection between trauma and the Latino community
- ❖ Identify specific traumas to Latino culture
- ❖ Understand there are differences amongst Latino countries and culture
- ❖ Understand barriers and disparities Latinos experience
- ❖ Identify prevention need within Latino students
- ❖ Understand Latino families' limitations of awareness of prevention

Trauma – what is it?

- ❖ What do you think trauma is?
- ❖ How would you define it?
- ❖ Can you provide examples?

Trauma - continued

- ❖ **Traumatic events are subjective**
 - natural disaster, pandemic
 - discrimination
 - extreme poverty
 - violence
- ❖ **Safety is vital for those that have experienced trauma**
 - Physical safety
 - Emotional safety
- ❖ **Trauma informed care helps the individuals served feel welcomed, respected, and safe**

Trauma- continued

Individual trauma results from an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening and that has lasting adverse effects on the individual's functioning and mental, physical, social, emotional, or spiritual well-being.



SAMHSA's Principles of Care: Cultural Issues

- Culture influences how an individual interprets and assigns meaning to the trauma
- Culture significantly influences how people convey traumatic stress through behavior, emotions, and thinking
- Culture affects what qualifies as a legitimate health concern and which symptoms warrant help
- Culture can provide a source of strength, unique coping strategies and specific resources.

Trauma and the Latino population

- ❖ To understand the Latino community we must understand the trauma they experience particular to them.
- ❖ The cultural relevance of their trauma also plays a role.

Potential Traumatic Events

Abuse:

- Emotional
- Sexual
- Physical
- Domestic Violence
- Witnessing Violence
- Bullying
- Cyberbullying
- Institutional

Loss:

- Death
- Abandonment
- Neglect
- Separation
- Natural Disaster
- Accidents
- Terrorism
- War

Toxic Stress:

- Poverty
- Racism
- Un/under employment
- Invasive medical procedure
- Community trauma
- Un/under insured
- Historical trauma
- Family member with substance use disorder and/or mental illness

COVID-19



Disparities

- As reported, Latinos, like African-Americans, may be more vulnerable to the virus as a result of the same factors that have put minorities at risk across the country
- A great many Latino workers are essential workers and cannot work from home. These are low-paying jobs that have required them to work through the pandemic, having contact with the public and putting them at risk.

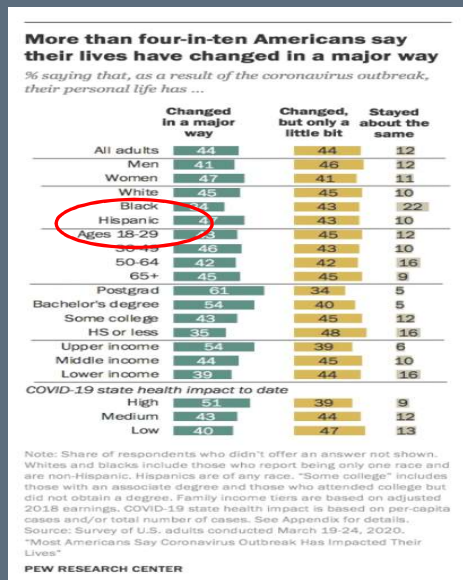
Disparities – cont.

- In addition, a large number of Latinos do not have health insurance, thus do not have regular access to health care, contributing to higher rates of high blood pressure, diabetes, and other health conditions. They have many underlying health conditions.

Additional stressors: COVID-19 Impact

- Current data indicate widespread impact of disruption in daily lives
- For Latinos these numbers suggest disparity in impact

From: Marilyn L. Sampilo, PhD, MPH, Trauma informed care during the pandemic, June 5, 2020



Additional stressors: COVID-19 Impact

- Current data indicate significant impact on mental health
- For Latinos these numbers suggest disparity in impact
- From: Marilyn L. Sampilo, PhD, MPH, Trauma informed care during the pandemic, June 5, 2020

Figure 8
Significant Shares Say The Coronavirus Has Had A Negative Impact On Their Mental Health

Percent who say they feel that worry or stress related to coronavirus has had a negative impact on their mental health:

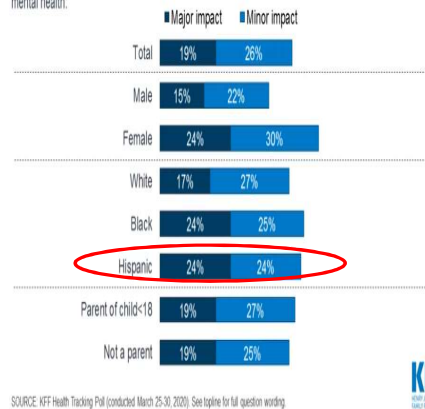


Figure 8: Significant Shares Say The Coronavirus Has Had A Negative Impact On Their Mental Health

Coronavirus pandemic impact on Latino community

- ❖ Essential workers
- ❖ No childcare
- ❖ No unemployment
- ❖ Cannot receive other pandemic financial help
- ❖ Cannot help children with homework
- ❖ Lack of wi-fi
- ❖ Lack of healthcare due to being uninsured
- ❖ Lack of access to coronavirus information
- ❖ No primary health doctor to contact
- ❖ Afraid of where to go to get tested if undocumented

Trauma Effects

CAN:

- ❖ **Be short term or long term**
- ❖ **Impact our relationships**
- ❖ **Affect how we cope**
- ❖ **Affect our bodies**
- ❖ **Affect our behaviors**
- ❖ **Affect our emotions**

Trauma Effects – cont.

❖ **Chronic Pain:**

- **Headaches**
- **Stomach aches**
- **Vague aches and pains**

❖ **Hyper alert- Increased startle response**

❖ **Sensitivity to sound**

Trauma effects – cont.

❖ **Regression in developmental milestones in young children**

❖ **Change in sleep patterns**

❖ **Change in eating behaviors**

❖ **Irritability**



Behavioral Effects

- ❖ Crying
- ❖ Hyperactivity and impulsivity
- ❖ Temper tantrums/ anger outbursts
- ❖ Withdraw from others/isolate
- ❖ Self-harming behavior
- ❖ For younger children- lack of or disorganized attachment, and regression in developmental milestones
- ❖ Perfectionistic tendencies



Emotional Effects

- ❖ Mood dysregulation (mood swings)
- ❖ Depression
- ❖ Anxiety
- ❖ Low self-esteem
- ❖ Lack of trust
- ❖ Increased worries and fears
- ❖ Safety concerns for self/others

Cultural and Historical Issues

It is important to understand trauma within a cultural and historical context

- ❖ **Historical trauma - a trauma experienced by a group of people based on race, ethnicity, creed or culture**
- ❖ **It is not about what occurred in the past, but is about what continues to take place today**

Cultural and Historical Issues - Latino Communities

- ❖ **Pre-migration, migration, post-migration circumstances**
- ❖ **Immigration-related stress**
- ❖ **Socio-political landscape and discourse**
- ❖ **Racism, discrimination, xenophobia**
- ❖ **Detention, family separation**
- ❖ **Destruction of culture, cultural practices**

Latino related stressors

- Immigration
- Acculturation/adaptation
- Perceived discrimination
- Racism
- Limited language proficiency
- Documentation status
- Fear of deportation or family separation
 - Underreporting of incidences of domestic violence
 - Substance abuse
 - Educational and healthcare system
 - Will not enroll children in school because of fear
 - Will not take children to seek healthcare

Cultural-Responsive Care

- **Best to practice cultural humility as we will never know everything about all cultures. Important to ask clients and families questions as they are their own best experts and can educate us on cultural differences.**
- **Providers should be sensitive to the differences in health care beliefs held by clients and families. They may practice health behaviors recommended from neighbors, spiritual leaders, and older family members that run contrary to “traditional” medical standards. Clinicians should seek to prescribe care with sensitivity, and refrain from expressing any type of judgement.**

Cultural-Responsive Care Continued

- **While there are many similarities amongst Latinos, the Latino community is diverse and there are many cultural differences. It is important to not generalize.**
- **Language is a huge barrier for many Latinos seeking mental health services. It is important to have providers that speak Spanish and also understand the cultural differences.**

Cultural-Responsive Care Continued

- Not all countries are the same – have different cultures
- Differences in the Spanish language – also, Spanish may be their second language as there are many indigenous languages, particularly in Guatemala – over 100 dialects
- Cultural awareness and humility – do not assume - ask questions
- Let them teach you

A different lens - a trauma informed one:

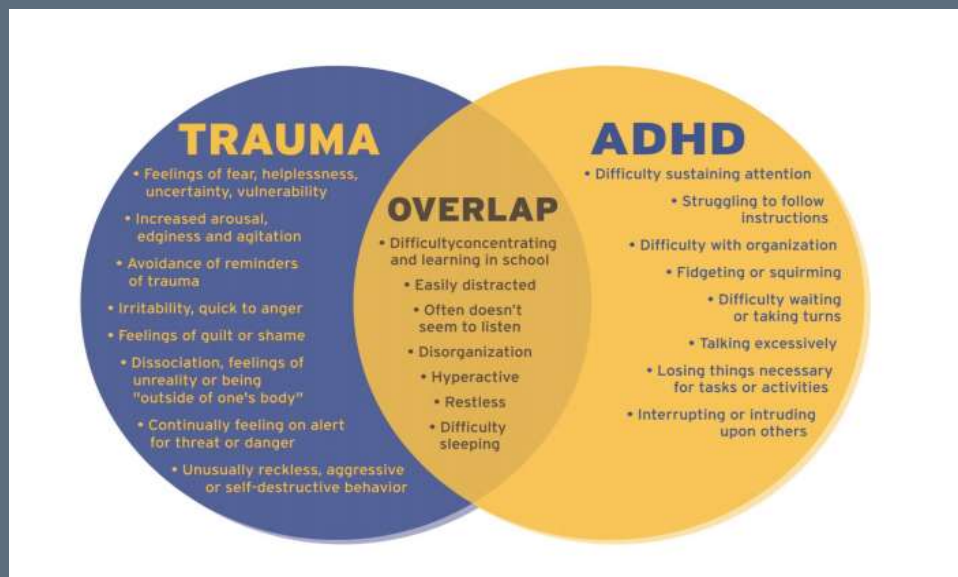
Instead of -

“What is wrong with you?”

Need to ask –

“What happened to you?”

Trauma vs. ADHD?



Case studies

Omar:

- 14 year-old newcomer from Guatemala
- Average academic performance
- Issues with classroom behavior:

Inattention
Distractibility
Acting out in class
Aggressive behaviors

Case studies - continuation

Elena

- 13 year old newcomer from Guatemala
- Average academic performance
- Issues with classroom behavior:

Inattention
Quiet
Conflictual peer relations
Moody

Case studies - continuation

What their teachers did not know –

- Elena and Omar were forced to flee their home under threats of violence
- Elena was sexually assaulted
- Father was killed
- Elena and Omar crossed the border alone

Case studies – continuation

Outward Expressions of Similar Experiences

Omar	Elena
Externalized behavior	Internalized behavior
Identified initially as requiring services	Later identified
More noticeable and disruptive	Less disruptive, more “typical”

Prevention Services in schools

Mental Health Prevention Staff can:

- ❖ Help school staff understand cultural differences
 - By having knowledge and empathy
 - Avoiding misperceptions
 - Not pathologizing behaviors, must have an understanding of cultural context
 - Examples of some differences:
value placed on work versus education, spirits, role of herbs, faith, spiritual practices

Prevention Services in schools- continuation

Educate staff on particular stressors Latino/a students face:

- Anxiety
- Secrecy and shame – some may keep it inside and will not necessarily have external behaviors
- Depression
- Family may be illiterate

Prevention Services in schools- continuation

- Fear of deportation of family members (multi-faceted)
- Language barriers
- Family not able to navigate educational system
- Family not able to help with homework or school related things

Prevention Services in schools- continuation

- May need to make further referrals depending on need. These referrals could be for:
 - ❖ Clinical counseling to mental health agency partner in school or to a community mental health agency
 - ❖ Occupational therapy
 - ❖ Speech therapy
 - ❖ Case Management
 - ❖ Obtaining Medicaid, SNAP benefits, etc.

Exposure to trauma impacts children in many ways – help school staff understand this:

- ❖ Have generalized reaction of terror/fear
- ❖ Can experience grief responses
- ❖ Secrecy - others do not know about it
- ❖ Feel a lack of safety
- ❖ Feel powerless
- ❖ Often times, trauma is not language-based, but a sensory experience (mid-brain)

Trauma Informed Principles and Culturally Specific Approaches

- 1. Establish relationships based on mutuality and respect**
- 2. Seek a deep understanding of the communities you work with and centralize this cultural understanding in your work**
- 3. Understand the origins of trauma including cultural, historical and intergenerational**

Trauma Informed Principles through a Culturally Specific Lens: Josie Serrata & Heidi Notario; National Latino Network casa de esperanza

Trauma Informed Principles and Culturally Specific Approaches-cont.

4.Keep the realities of the survivors and their children central to your work, regardless of the specific work you do

5.Your organization alone will not be able to end violence or oppression.

Believe in the power and collective wisdom of the community

Trauma Informed Principles through a Culturally Specific Lens: Josie Serrata & Heidi Notario; National Latino Network casa de esperanza



QUESTIONS?

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Post Training Info:

- Please complete the evaluation survey in the post event email.
- The recording and supplemental materials will be available on the PreventionFIRST! website under **TrainingHUB**.

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