Creating safety in an inner city Latino school based behavioral health program: Applications of cultural competence and the Sanctuary Model®.

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Objectives

1. Participants will be able to identify four concepts of cultural competence to consider when working with inner city Latino youth.

2. Participants will be able to name at least three concepts of multicultural counseling and how they can be used as practical tools to deliver culturally sensitive approaches and avoid blaming.

3. Participants will identify four strategies to create a safe environment for clients and staff using the Sanctuary Model.
A Latino-Specific Culturally Competent counselor has...

(Arredondo et al., 1996)

I. Knowledge

A Culturally Competent Counselor (CCC) working with Latinos understands:

- Basic definitions and statistics.
- Immigration
- Acculturation
- Ethnic Identity Development
- Latino Family and Latino Personal Identity
Basic statistics

• Latinos are the largest minority in the U.S. 16.3% Latinos, 12.0 % Blacks. (U.S. Census, 2010).

• Philadelphia, Pennsylvania is home to 187,611 Latinos (12.3%)

• The majority of Latinos living in Philadelphia are Puerto Ricans, making it the third largest Puerto Rican population in any US mainland city (after New York and Chicago).
Immigration Theory: reasons for migration

**Macro or structural level**: Many Latinos immigrate to the United States due to unstable political situations and/or poor economic conditions in their country of origin.

**Meso or relational/ sociocultural**: Having family ties in the US may influence where a Latino emigrates as there is already an established support system.

**Micro or individual**: individual factors such as age, education, ethnicity, religion and financial assets. Older people are less likely to immigrate and have greater difficulties adjusting to a new place.

Other concepts to consider: pre-migration conditions of the family, the journey or transit, and the adjustment to entering a new environment. Were they pleasant or traumatic experiences?
Acculturation

Berry's Acculturation Model (Berry, 1997)
The degree to which immigrants wish to hold on to their heritage culture and the degree to which they want to become involved in the new culture.
4 Styles of Acculturation

Acculturation Model, Berry (1997)
Ethnic Identity

• “an enduring, fundamental aspect of the self that includes a sense of membership in an ethnic group and the attitudes and feelings associated with that membership” (Phinney, 1996, p.922).

• This is a dynamic concept that may change over time
Latino Dimensions of Family and Personal Identity
(Santiago et al, 2002)

“A” Dimensions

Age/Generational Status
Culture/Euro/Mestizo/Indigenous
Gender/ Marianismo, Machismo
Language/Regional accents
Physical /Mental status
Phenotype
Sexual Orientation
Social Class
Latino Dimensions of Family and Personal Identity
(Santiago et al, 2002)

“B” Dimensions

Acculturation Status
Citizen Status/ legal or illegal
Educational Background
Geographic location
Family Relationship /Status/Familismo
Religion/Spirituality/Folk Beliefs
Work Experience
Health Care Practices/Beliefs
Identity Status (Self-referent labels)
Economic Status
Latino Dimensions of Family and Personal Identity
(Santiago et al, 2002)

“C” Dimensions

Personal/Familial/Historical
Eras/Historical Events
Sociopolitical Forces
“C” Dimensions in North Philly: Historical events

- Two different Latino cultures
- Puerto Rico as a country was struggling economically throughout history. (Farmers, industrialization).
- In 1898 Puerto Rico was invaded by US and Puerto Ricans were re-colonized as non citizens, although they were later made citizens in 1917.
“B” Dimensions: Puerto Ricans

Puerto Ricans are neither foreign nor they are fully enfranchised U.S. citizens (they cannot vote for President unless they reside in the mainland but they were drafted to war). They are not immigrants, but they are. Their situation is very ambiguous.

• This ambiguity is reflected in the living conditions of many Puerto Ricans that live in the ghetto. The constant crossing of boundaries between legal and illegal jobs, embracing and rejecting mainstream values of thriving, education and being part of the establishment (Bourgois, 1995).
“B” Dimensions: Dominicans

• There are around 5,000 legal Dominicans in Philadelphia.

• After 1990, there was a rapid growth of Dominicans coming mainly from New York. Dominicans are immigrants, many of them illegal. Dominican immigrants have steadily increased since the 80s.

• Many Dominicans own bodegas, travel agencies, money transfers, hair salons, etc.
Relationship between both groups

• This influx of Dominicans appear to threaten the Puerto Rican community.
• There is a tension between both groups which can be seen in the community and the school.
• There are different gangs whose members have ties to one or the other community.
Cultural Competence re: Latinos in an inner city school
School Demographics (2011-2012)

- Ethnicity: 86% Latino, 12% African American, 1% White, Other 1%
- Economically disadvantaged: 94.3%
- Special Education: 19%
- English Language Learners: 17%
- Enrollment: 670
The neighborhood . . .

• The specific neighborhood that surrounds the school was called the “Badlands” by the mainstream public. This name was given in the 1980s when an influx of violence and drug related crimes infested this area, which remains a pervasive issue (Historical Society of Pennsylvania, 2004).

• BBC, Law and Disorder in Philadelphia 1 of 4 2:19-4:30 minutes.  
http://www.youtube.com/watch?v=uSX0CXjzDS8
Violence in the school’s neighborhood

• “It is easier to buy a semi automatic [gun] than find a job in this neighborhood” (8th grade student).


• “People sell drugs, otherwise you can’t make money to live” (8th grade student)

• There is a vacuum of business and parks in the area. Stores get robbed, shootings and stabbings are common.
Why there is so much violence in this Latino neighborhood... 

The issue of self-destructiveness in inner city neighborhoods has a relation to self-hatred and racism. When mainstream norms and values are internalized, and minorities are unaware of this, they develop self-hatred and this anger is externally destructive and self-destructive.
Other useful concepts to understand oppression and self-destructiveness

- Destructive entitlement. This concept was coined by Boszormenyi-Nagy (1986). A claim of restitution for something that has been done to us. A tendency to automatically retaliate for the wrongs done to us (get even). “Hurt people hurt people”
Related to the issue of destructive entitlement is the concept of “aplatanamiento” defined as lack of vigor or energy to perform a physical or mental activity, especially due to an influence of the environment (Espasa-Calpe, Dictionary of Spanish Language, 2005).

This concept is reflected in the popular say, “ahh what you worry about, just go to the States and collect (welfare), they owe to us anyway . . . . . “ (Puerto Rican mother).
II. Self - Awareness

Counseling professionals should be aware of their own and their clients' worldview, cultural values and biases, and how one's cultural background and experiences influence attitudes, values, and biases about psychological processes.

...these people are taking our jobs ...
Helm’s Model of White Racial Identity Development (Helms, 1984)

- **Abandonment of Racism**
  - Contact
  - Disintegration
  - Reintegration

- **Defining a Nonracist White identity**
  - Pseudo – Independent
  - Immersion/Emmersion
  - Autonomy
III. Skills

Refers to the ability to draw from the information we have and turn it into practical tools.

The therapists’ existing fund of knowledge guides the design of mental health interventions that are relevant to marginalized populations.
The CCC is able to...

- Difficulty of second language acquisition; dignidad or dignity.
- Matching Latino clients by language and ethnicity; *Personalismo* (personalized attention where the person is more important than a task at hand)
- Interpretation: dual roles and triad
- Family members differ in acculturation degrees; *dignidad*. 
Culturally Competent Counselors . . .

- Do not make assumptions. Use *respeto* (respect) or validation of the individual’s position in the family, which serves as a boundary to avoid conflict.

- Use formal language: in Spanish *usted*, Don or Dona are ways to convey respect. Use of Ms. and Mr.

- *Familismo*. Example of interagency meeting with mom’s boyfriend re: CRC). Include *compadres, and comadres*.

Culturally competent counselors . . .

- Accept and validate privacy.

- How to establish *confianza*: offer food, coffee. Treat them as guests. Welcome them as you would do into your home. Other ways to establish *confianza* is by doing little favors. Consider values of *simpatia*, *confianza* and *dignidad*.

- Use *simpatia* or the ability to create an easygoing climate of animation and fun where it is comfortable to share emotions.

- Start sessions with *platicar* or small talk.
Culturally competent counselors . . .

- Concept of time to a present oriented and more flexible than the future oriented Western time.

- Avoid confrontation to respect boundaries of *dignidad*. Acknowledge sensitive topic. Many Latinos find direct communication rude or insensitive. (Santiago-Rivera, 2002).

- Praise, acknowledge, validate. Oppressed people may feel insecure and may show destructive entitlement by bullying.

- Acknowledge strengths before suggesting any changes. Consider their oppression and build *confianza*.

- Use a non-judgemental tone even when calling Social Services.
The Sanctuary Model®

- The Sanctuary Model is both a treatment and an organizational change model that integrates trauma theory with the creation of therapeutic communities which provide safety for clients and staff. (Sanctuary Institute, Training Manual, 2012).

- developed by Sandra Bloom, M.D.
- The A.C.E.S. study contributed to this model.
The Sanctuary Model®

• originally developed in inpatient setting for adults who experienced trauma as children
• adapted to residential treatment facilities, shelters for victims of domestic violence, substance abuse programs, group homes, outpatient programs, private and public schools and many other treatment settings.
• Currently, the model is used in many countries such as, Mexico, Australia, and many others in Europe.
The Sanctuary Model®

• awarded a research grant to study the effects of the Sanctuary Model in residential treatment programs for traumatized children and adolescents in New York

• study showed positive results:
  1. reduction of client symptoms
  2. improvements in organizational culture.
Pillars of the Sanctuary Model

1. Trauma theory
2. Sanctuary Commitments
3. The Parallel Process
4. Tool Kit: Community Meetings, Team Meetings, Red Flag Reviews, Treatment Planning Meetings, Safety Plans, Plan of Care

• www.sanctuaryweb.com/sanctuary-model.php
The 7 Sanctuary Commitments

- **Nonviolence** - being safe outside (physically), inside (emotionally), with others (social) and to do the right thing (moral).

- **Emotional Intelligence** - managing our feelings so that we don’t hurt ourselves or others.

- **Social Learning** - respecting and sharing the ideas of our teams.

- **Democracy** - shared decision making.
The 7 Sanctuary Commitments (cont)

• **Open Communication** - saying what we mean and not being mean when we say it

• **to Social Responsibility** - together we accomplish more, everyone makes a contribution to the organizational culture

• **Growth and Change** - creating hope for our clients and ourselves
Community Meeting - Purposes

• Group ritual, time together,
• caring for each other
• building bridges.
• power of the circle
• shared responsibility for each other and the community
• group safety
Our Feelings count!
Community Meetings - Procedure

In a circle either one person leading or one person asks to the next:

1) How are you feeling today?
2) What is your goal for the day, week, etc?
3) Who can you ask for help with your goal?

It ends with an inspirational quote, or a brag.
Creating safety with children

• Each group session starts with a Community Meeting.
• Group rules and rules to protect safety are clearly stated and worked through over and over. Example of children sitting together for lunch.
• Staff use group activities using both S.E.L.F. and the Seven Commitments: emotions, conflict resolution, anger management, loss are some of the themes.
• Incorporate S.E.L.F. through treatment: during group tx., individual tx., morning checks, after a conflict or crisis.
Other ways of creating safety: attachment and trauma

- Interpreting behaviors from the lens of safety to avoid blaming
- Using tools to talk and work with safety issues. E.g., 7 year old 2\textsuperscript{nd} grader with a history of domestic violence.
- Acknowledge and validate a child’s feelings: do feeling checks every morning with clients.
- Support basic needs, e.g., 1. food (breakfast/snacks to clients.
  2. attention
  3. concrete support for school projects/homework.
Creating safety applying Latino CC

- Acknowledge machismo: say that it may not be ‘cool’ for boys to express feelings, but it is still encouraged.
- Incorporate their own (teenage) language to express themselves. E.g. you are (feeling) “down”, “chilling”
- Start family meetings with parents with a Community Meeting.
- Use confianza (trust) and simpatía to build a culturally sensitive relationship with focus on safety.
Creating safety applying Latino CC

- Use Seven Commitments to address issues of oppression and inequalities surrounding Latino clients.
- Ask yourself “Is my client feeling safe?” while considering all the Latino sensitive skills, knowledge and self-awareness discussed.
Creating safety by rebuilding relationships.

- Work on rebuilding and repairing relationships, trying to heal client’s relational wounds. Case example: 12 year old client

- Safety within the school. The building itself provides shelter, such as during times of extreme weather.

- Safety in the STS office: even when they are having disciplinary measures there are clear boundaries. Staff is respectful and allowing them space to cool down or process incident with an emphasis on safety.

- Develop a Safety Plan with parents.

- Develop a Safety Plan with clients and staff.
“A Safety Plan is a list of activities person can choose when feeling overwhelmed so that she/he can avoid engaging in unsafe behavior.” (Training Manual)
**Safety Plan**

1. Talk to my supervisor
2. Listen to music
3. Take a walk
4. Talk to coworkers

**Safety Plan**

1. Inhale Peace
2. Relax my shoulders
3. Use self-affirmation
4. Share w/others
References


References (cont.)


References (cont.)


References (cont.)


