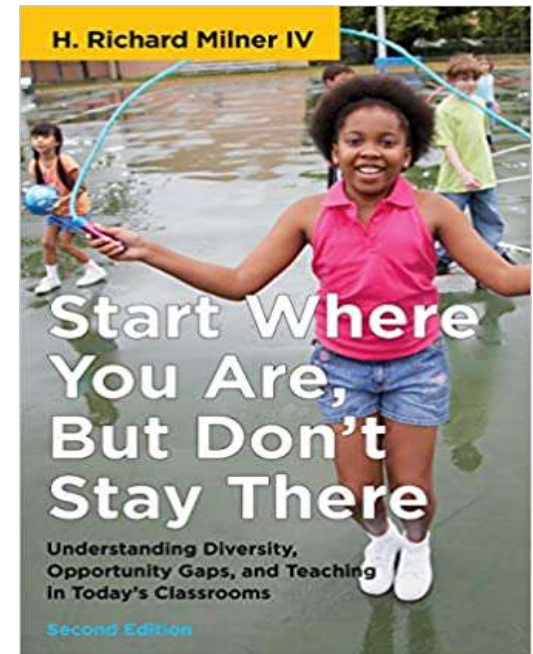


Psychological (and Mental) Health as Curriculum Sites: Pressing Toward Justice and Equity

Rich Milner, PhD

Professor of Education
Cornelius Vanderbilt Distinguished Professor of Education
Editor-in-Chief, *Urban Education*
Department of Teaching and Learning

Rich.milner@Vanderbilt.edu
@MilnerHRich



PEABODY  VANDERBILT
PEABODY COLLEGE

Disclaimer

- The information provided in this presentation is for general informational purposes only. The information is not meant to provide legal advice of any kind. The information provided in this presentation should not be used as a substitute for consultation with professional, legal or other professional advisers. The recommendations in this presentation are meant for your consideration. You should use your professional knowledge and adhere to your professional contract in adopting and/or adapting the information presented.
- This presentation is protected by copyright law. Information may be reproduced and distributed for non-commercial use. The Milner Consulting Group is not responsible for any liabilities that may arise out of the reproduction, distribution, adoption or adaptation of the information in this presentation.



Twitter – Tweet Twice

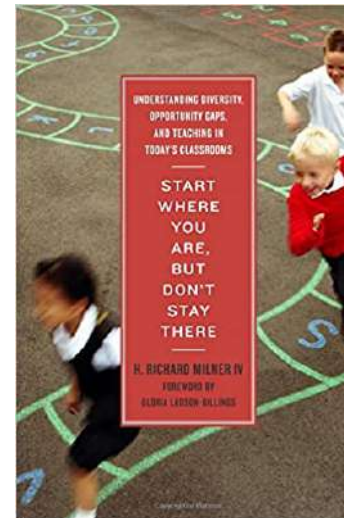
@MilnerHRich

Reimagining our Language

Irvine, Ladson-Billings, Milner

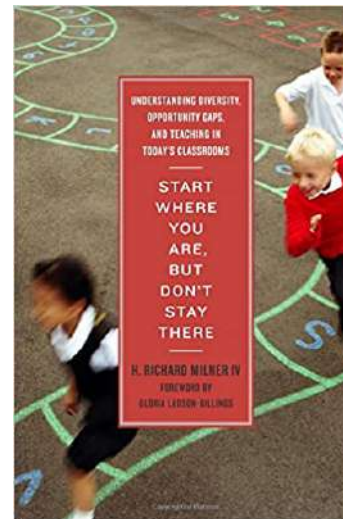
There is NOT an Achievement Gap

- A Caring Gap
- A Grace Gap
- A Vulnerability Gap
- An Access Gap
- A School Counseling Gap
- An Assessment Gap
- A Psychological Services Gap
- A Funding and Resource Gap



Beyond Achievement Gap Talk Irvine, Ladson-Billings, Milner

- Geography of Opportunity Gap
- An Early Childhood Education Gap
- A Higher Education Gap
- A Community-Schools Connection Gap
- An Empathy Gap
- A Pop Culture/Hip-Hop Gap
- A Research Gap
- An Opportunity Gap



Opportunity Centered Practices

- Opportunity Centered Practice centralizes and cultivates relationships.
- Opportunity Centered Practice builds on and from community knowledge to inform practice.
- Opportunity Centered Practice disrupts deficit beliefs about and among students -- elevating beliefs about their capacity to succeed in a domain.
- **Opportunity Centered Practice stresses and advances psychological and mental health.**
- **Opportunity Centered Practice converges the curriculum.**
- **Opportunity Centered Practice Disrupts Pushout and Exclusion in (Virtual) Schools and Classrooms.**
- **Opportunity Centered Practice Pushes the Curriculum to Social Action.**



Poverty Guidelines (2020)

2020 HHS Poverty Guidelines			
Persons in Family	48 Contiguous States and D.C.	Alaska	Hawaii
1	\$12,760	\$15,950	\$14,680
2	17,240	21,550	19,830
3	21,720	27,150	24,980
4	26,200	32,750	30,130
5	30,680	38,350	35,280
6	35,160	43,950	40,430
7	39,640	49,550	45,580
8	44,120	55,150	50,730
For each additional person, add	\$4,480	\$5,600	\$5,150

Source: Federal Register, 85 FR 3060, pp. 3060-3061

Defining Race

Socially (Ladson-Billings & Tate, 1994)

Legally (Harris, 1993)

Plessy v. Ferguson (1896)

Rowles V. Board (1907)

Mendez V. Westminster (1947)

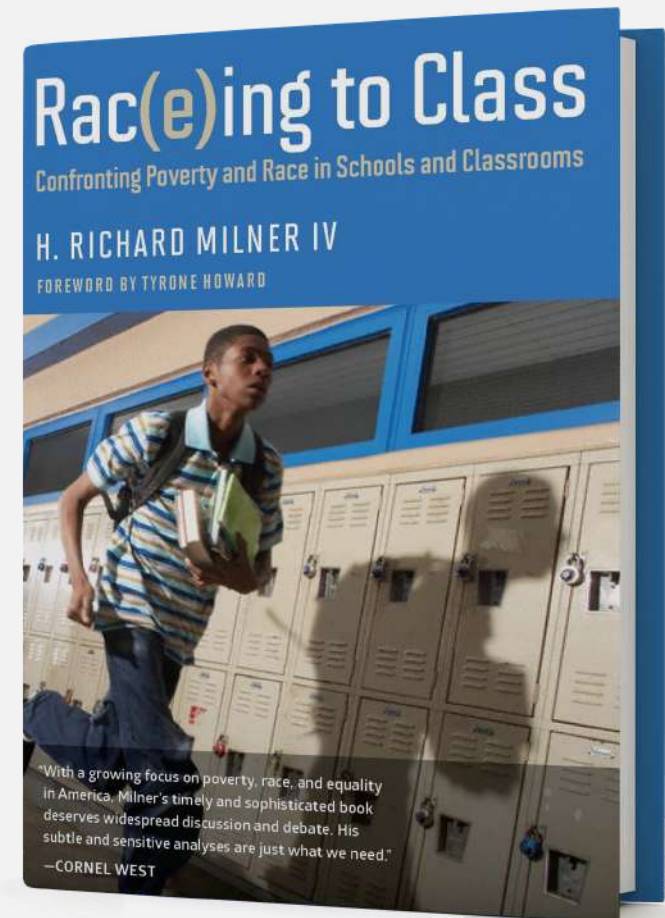
Brown v. Board (1954)

Milliken v. Bradley (1974)

Historically (Anderson, 1988)

Physically – not Biologically (Monroe, 2013)

Contextually (Tate, 1997)




Defining Racism

The transformation of racial prejudice into... racism through the use of **power** directed against racial group(s) and their members, who are defined as inferior by individuals, institutional members, and leaders, which is reflected in policy and procedures with the **intentional** and **unintentional** support and participation...

(Carter, 2007, p. 24)

Why is it so difficult to talk about race and racism in “mixed” company?



Research shows connections between
sense of racial identity and outcomes.

Why Race?

Why Focus on Race?



An **OVER-REPRESENTATION** of Students of Color in Special Education



An **UNDER-REPRESENTATION** of Students of Color in Gifted Education



An **OVER-REFERRAL** of Black Students to the Office



An **OVERWHELMING** Number of Black and Brown Students Expelled or Suspended



Young People (along with adults) are Still Experiencing **MICRO/MACRO - AGGRESSIONS**

Why Race?

Why Focus on Race?

MICRO-AGGRESSIONS

“Brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults toward people of color” (Sue et al, 2007, p. 271).

“A form of cultural disrespect; a subtle daily insults that, as a form of racism, support a racial and cultural hierarchy of minority inferiority” (Koli and Solorzano, 2012).



Young People (along with adults) are Still Experiencing **MICRO/MACRO - AGGRESSIONS**

Teachers, please learn our names!: Racial microaggressions and the K-12 classroom
Kohli and Solórzano, 2012

FROM AN ASIAN AMERICAN STUDENT:


I always tried to go up to a new teacher or substitute before class to tell them my name since I was always the first or second person on the roster. If I didn't go up there, during roll call I would hear a long pause, sigh or 'sorry if I can't pronounce your name' without even an attempt to say my name. If I was lucky my last name would be called. I often wished I had an English first and last name to avoid being laughed at by my peers when my name was not said or butchered...

Micro-affirmations communicate...

Howard, 2017; Kohli and Solórzano (2012); and
Rowe (2008)

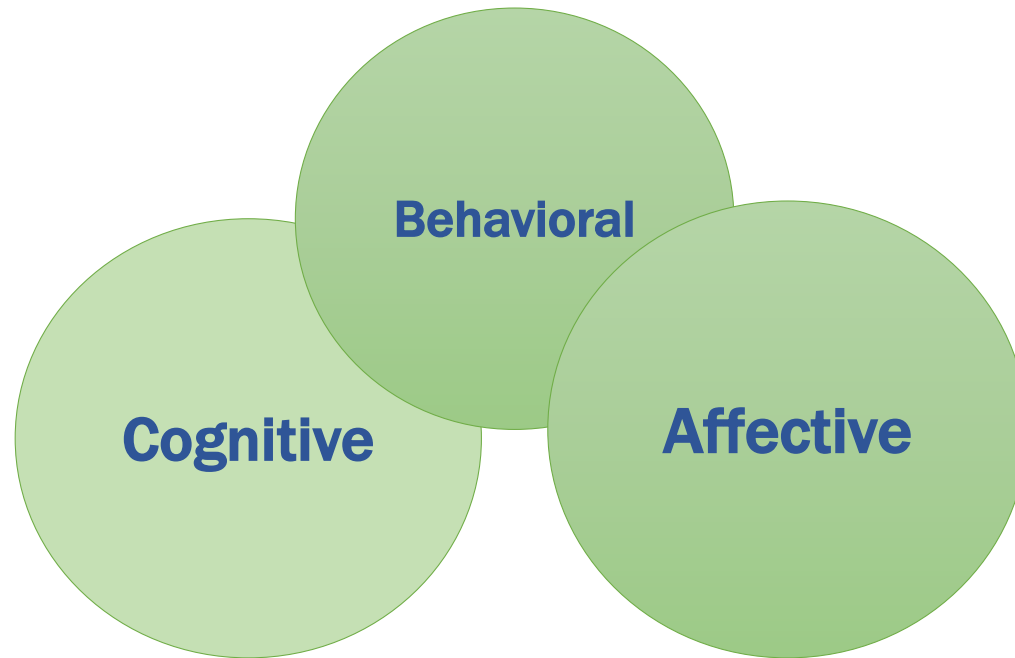
- I see you.
- I value you.
- I appreciate your differences.
- I am committed to understanding your needs.
- I believe in your potential.
- I care about you.
- I want to be the person who has your back.
- **Let's work together to help you meet your goals.**





**Opportunity Centered Practice stresses and advances
psychological and mental health.**

Domains of our Work



“

Mental health is a state of well-being in which an individual realizes [his, her, their] own abilities, can cope with the **normal** stresses of life, can work productively, and is able to make a contribution to [his, her, their] community.

”

World Health Organization

(2018)

CHILDREN



50% of all mental health challenges begin by age 14.

1 in 5



Children (age 0-11) experience a mental health challenge in a given year

10%



10% of children experience mental health challenges that impact their functioning.

70%



70% of youth in the carceral system suffer from mental health challenges

27% of these youth experience challenges so severe that their ability to function is significantly impaired

High School Transition to College

“Being black and feeling blue”: The mental health consequences of racial discrimination Published in *Race and Society*.

[Tony NBrown^aDavid RWilliams^aJames SJackson^aHarold WNeighbors^aMyriamTorres^aSherrill LSellers^bKendrick TBrown^c](#)


“I Feel Sad and Don’t Know Why” (High School Senior at Alleghany County Community College Forum)

Reflection

How do you build psychological health and safety?

What are the essential elements?

How do you learn about how students are doing?



Opportunity Centered Practice builds on and from community knowledge to inform practice.





THE HECHINGER REPORT

NEWS

OPINION: Parents, here's why your most important partner may be your child's teacher (and vice versa)

Seven ways that family collaboration can benefit students

by RICHARD MILNER
August 29, 2019

Stress the importance of working together.

Acknowledge families and parents as “knowers.”


Identify and articulate student strengths.

Express your commitment to development.

Demystify the educational process.

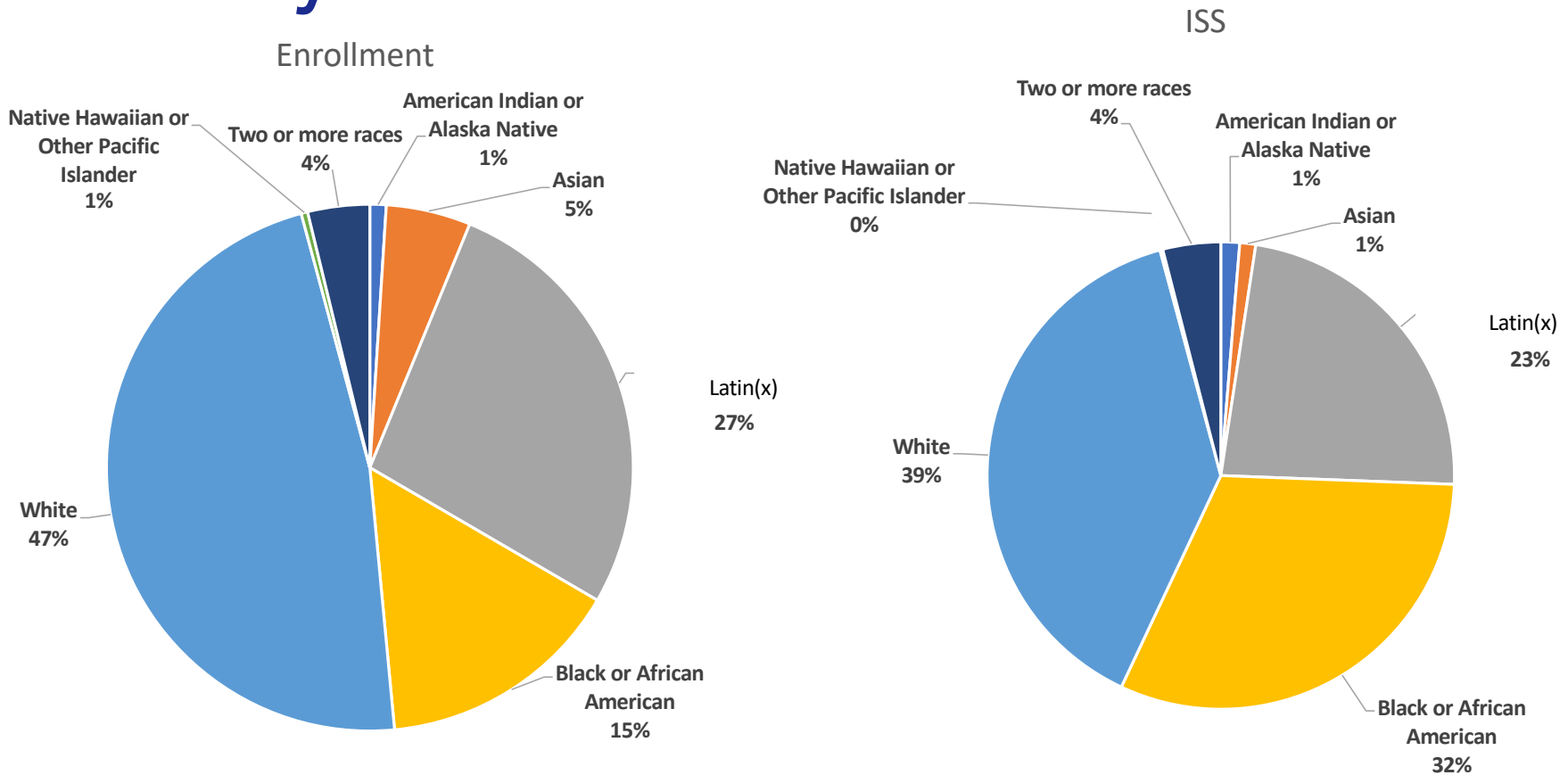
Set agreeable forms of communication.

Include young people in discourse and decision-making.



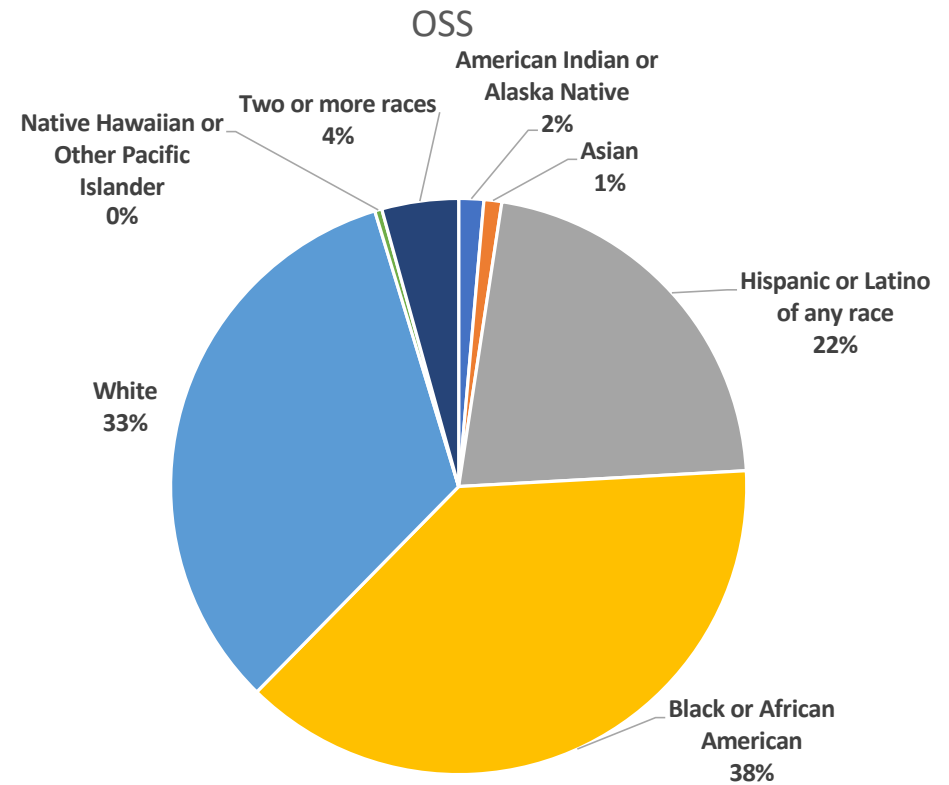
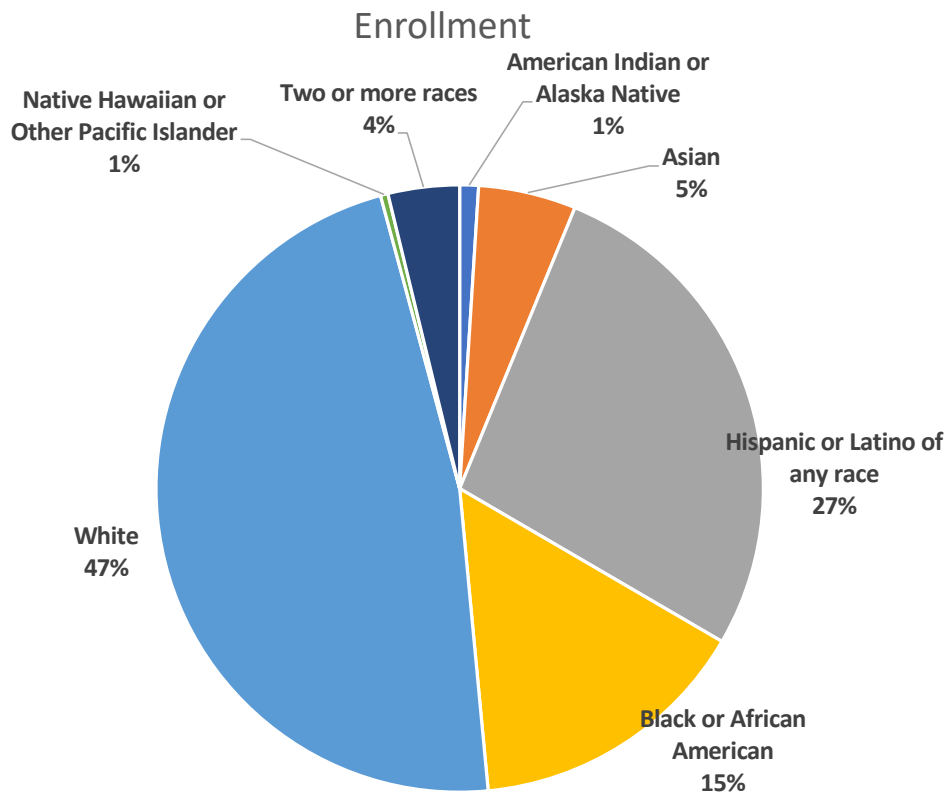
**Opportunity Centered Practice Disrupts Pushout and Exclusion
in (Virtual) Schools and Classrooms.**

National K-12 in-school suspensions by race and ethnicity



SOURCE: U.S. Department of Education, Civil Rights Data Collection (CRDC), 2017-2018

National K-12 out-of-school suspensions by race and ethnicity



SOURCE: U.S. Department of Education, Civil Rights Data Collection (CRDC), 2017-2018



How do you explain these data?

Why do we see such this level of disproportionality?

What can you do (individually) to address the disproportionality?

What can you do (collectively) to address the disproportionality?

Big Themes Covered

TIME ON TASK – Missed Instructional Time and Test Score Results (Woolfolk Hoy, 2015)

PUNISHMENT v DISCIPLINE (Duncan-Andrade, 2017; Foucault, 1975; Noguera, 2003; Skinner, 1938)

Black and Brown students referred for **SUBJECTIVE INFRACTIONS** (Skiba, 2004; 2011)

White students referred for **OBJECTIVE INFRACTIONS**

Infractions tend to originate on the **CLASSROOM** level

Most office referrals are for **NON-COMPLIANCE**

Tenets of Discipline versus Punishment

Discipline	Punishment
Provide Multiple Opportunities for Students to "Excel"	Exclude, Office Refer, Suspend, and Expel
Focus on Cognitively Rich and Rigorous Curriculum Practices	Teach to the Test
Communicate and Collaborate with Families on ways to Support Student Learning and Development	Ostracize and Marginalize Families, Parents and Communities
Model Tenacity, Persistence and Care	Give up on Students
Cultivate and Envision Students as Knowledgeable	Act as the Arbiter of Knowledge and Knowing

Tenets of Discipline versus Punishment (Continued)

Discipline	Punishment
Invest in the Individual to Impact the Community	Advance an Individualistic Ethos of Success
Build and Sustain Relationships with Students	Create Unnecessary Distance Between Students
Engage in Real Talk about Social Realities and Expectations in Society	Engage in Irrelevant Talk or No Talk at All Society
Expand Racially-Centered Textual Curriculum Opportunities	Develop and Enact Curriculum as White, Mainstream, and Traditional



Opportunity Centered Practice Converges the Curriculum.



What Converges in Curriculum Convergence through OCT?

The Who -- Identity

The What – Learning Opportunities

The Where -- Society/Community

Why – Rationalizing the who, what and where
(intellectual, skill, cannon)



Three Forms of Curriculum

Explicit

Null

Implicit

E. Eisner (1994)

Vicarious Trauma

“Vicarious trauma is the emotional residue of exposure that [people] have from hearing [other people’s] trauma stories and become witness to the pain, fear, and terror”

- American Counseling Association

Converging the Curriculum
Rudine Sims Bishop
Books as Anchors for Talk and Healing

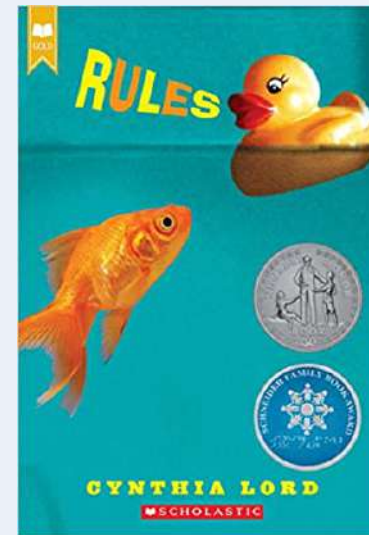
Mirrors



Windows



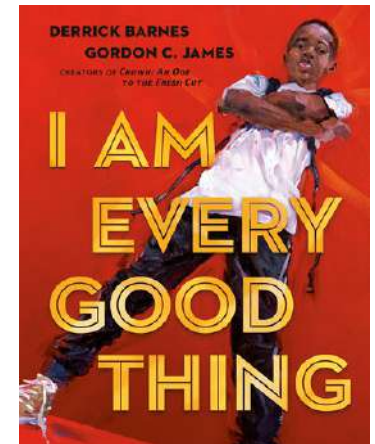
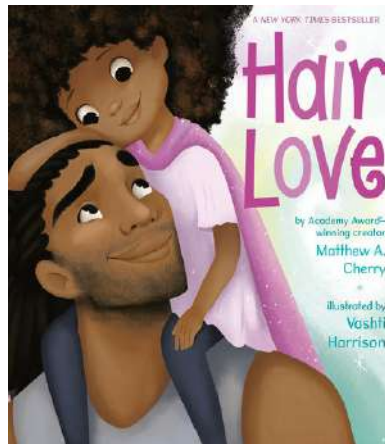
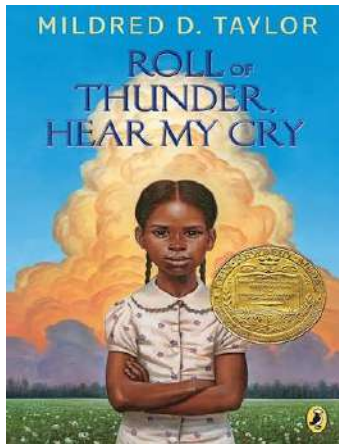
Sliding Glass Doors



Opportunity Centered Texts
to address Tauma and cultivate Talk

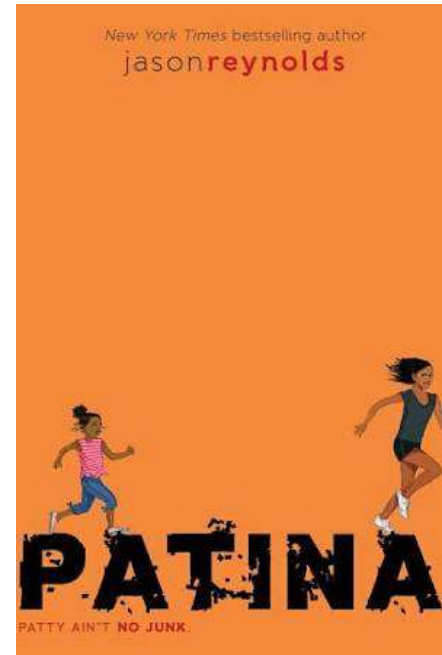
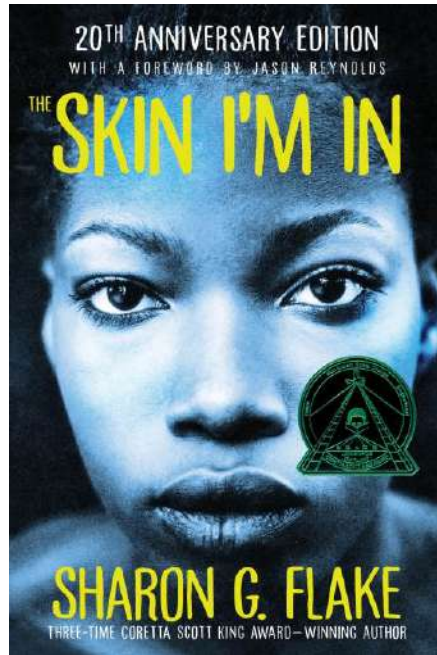
Opportunity Centered Texts

Milner, Joseph, Hamon & Howard



Opportunity Centered Texts

Milner, Joseph, Hamon & Howard



Keep in Touch!

Rich.milner@Vanderbilt.edu
@MilnerHRich

PEABODY  VANDERBILT
PEABODY COLLEGE