Building a Multicultural Competent Counseling Approach Focused on Advocacy for Gifted and Talented Students

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Who Are We?

- Kevin Kusy
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- Adrienne Coleman
    - Diversity, Equity and Inclusion Expert
    - Researcher
    - Speaker

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What Do We Want to Achieve?

- Discuss multiculturalism
- Look at the inequity around education for cultural students
- Define multicultural counseling
- Look at the history of multicultural counseling competencies
  - MCC to MCC-GT to MSJCC
- Explore how to integrate new social justice standards for counselors working with gifted and talented students

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What is Multicultural Awareness?

- Understanding, sensitivity, and appreciation
  - Looking at the history, values, experiences, and lifestyles of groups
    - Groups can be based on:
      - Race
      - Ethnicity
      - Culture
      - Religion
      - Sexual Orientation
      - Gender
        - Identity
        - Expression
      - SES
      - Differently-abled
      - Age
      - Twice-Exceptional

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Education

- The excellence gap affects Blacks, Latinos, those from a lower socioeconomic status, LGBTQ students and students with disabilities more than any other subcultures of the population.

- Black/Latino students, students from a lower socioeconomic status, LGBTQ students and students with disabilities are negatively labeled as lower-achieving, disadvantaged and struggling, and are rarely identified for gifted education.

Education by Race

40% of Black and Latinx youth in the USA are in situations that cause them to be "at risk" of school failure.

Black/Latinx Students have	Black/Latinx Students are Labeled Negatively
▪ Lower grades ▪ Less successful on standardized tests ▪ Graduate less often ▪ Drop-out more often	• Dumb • Dangerous • Deprived • Deviant • Disturbed

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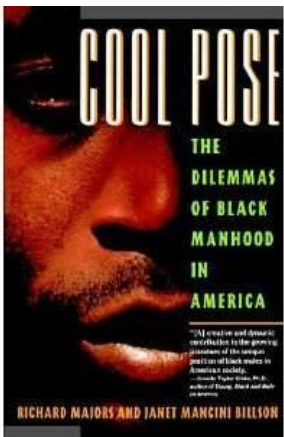# The Unequal Opportunity Race

Race-Based Excellence Gap
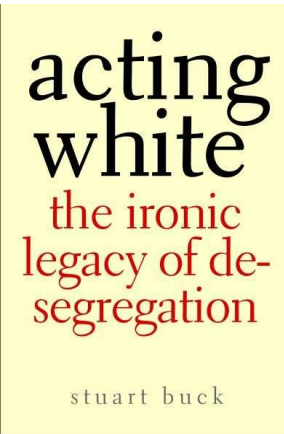
- Racial Identity Conflict
  - "Acting White"
    - Black and Latinx students tend to deny or hide their talent and potential in order to not being seen or viewed as smart or valuing academic achievement (Emdin, 2011; Stinson, 2006, 2010).
  - "Cool Pose"
    - A defense mechanism and ritualized form of masculinity that allow them to cope with oppression, racism and oppression (Stinson, 2006; Whiting, 2006).

acting white
the ironic legacy of de-segregation
stuart buck

COOL POSE
THE DILEMMAS OF BLACK MANHOOD IN AMERICA
RICHARD MAJORS AND JANET MANCINI BILLSON

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Race-Based Excellence Gap

- "Students become caught in this middle position . . . not real enough and too smart to be part of the home community and not cultured enough or too foreign to be part of the mainstream" (Bonner, Jennings, Marbley, & Brown, 2008).

- Raceless Persona Theory
  - The conflict Black and Latinx students face when they achieve academic success (Stinson, 2006).

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Education By Income

The Income Excellence Gap is now nearly twice as large as the Black/Latinx-White excellence gap as the result of a set of social conditions, policy choices, and educational practices.

- Students from low-Socioeconomic status families often begin kindergarten with significantly less linguistic knowledge.

- Students from less-advantaged homes score at least 10% lower than the national average on national achievement scores in mathematics and reading.

- Students in impoverished settings are much more likely to be absent from school throughout their educational experiences, further increasing the learning gap between them and their wealthier peers.

- Between 60 and 70% of students in low-income school districts fail to graduate from high school.

Education by Ability

	% of Students with Disabilities at Proficiency and Advanced Levels	% of Students without Disabilities at Proficiency and Advanced Levels	Achievement Gap Between Students with and without Disabilities
4th Grade Math	18%	45%	27% point gap
8th Grade Math	8%	39%	31% point gap
4th Grade Reading	11%	38%	27% point gap
8th Grade Reading	9%	40%	31% point gap

LGBTQIA+ Facts and Stats

According to the CDC 2015 Youth Risk Behavior Survey, of surveyed LGBTQIA+ students:

- Were 140% (12% v. 5%) more likely to not go to school at least one day during the 30 days prior to the survey because of safety concerns, compared with heterosexual students.
- 10% were threatened or injured with a weapon on school property.
- 34% were bullied on school property.
- 28% were bullied electronically.
- 18% had experienced physical dating violence.
- 18% had been forced to have sexual intercourse at some point in their lives.
- 95% of LGBTQ youth report they have trouble getting to sleep at night.

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LGBTQIA+ Facts and Stats

LGBTQIA+ youth are at greater risk for depression, suicide, substance use, and sexual behaviors that can place them at increased risk for HIV and other sexually transmitted diseases (STDs).

- Nearly one-third (29%) had attempted suicide at least once in the prior year compared to 6% of heterosexual youth.

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Education by Sexual Orientation

Stereotype threat...

- Stereotype threat is defined as a situational predicament in which individuals are at risk of confirming negative stereotypes about their group. It is the resulting sense that one might be judged in terms of negative stereotypes about one's group instead of on personal merit.

- Research over the past 15 years has shown that stereotype threat contributes to low performance among African Americans, Latinx, and the poor, but also among women in math and science, the elderly in memory, and even whites in athletics.

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What Is Multicultural Counseling?

- Counseling that addresses the groups discussed
  - Counselor should recognize differences from client
  - Wanting to learn about and appreciate differences of others
- Common issues that arise in counseling are:
  - Oppression
  - Racism
  - Marginalization
  - Sexism
  - Heterosexism
  - Bias
  - Microaggressions

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Multicultural Counseling Competencies (MCC)

Sue, Arrendondo, and McDavis, 1992

- Framework to implement multicultural counseling
  - Less than 1% of counseling students were receiving multicultural education
  - Included racial and ethnic parameters
  - Included gender, LGBT

- The culturally competent counselor
  - Active in process of becoming aware of own assumptions
  - Actively attempts to understand client worldview with no judgment
  - Developing and practicing appropriate interventions

Multicultural Counseling Competencies (MCC)

Dimensions of Cultural Competency Matrix

- The matrix is 3X3
  - Characteristics
    - Counselor awareness of own assumptions, values, and biases
    - Understanding the worldview of culturally different clients
    - Developing appropriate intervention techniques
  - Dimensions
    - Beliefs and attitudes
    - Knowledge
    - Skills

Multicultural Counseling Competencies (MCC)

Counselor Awareness

- Beliefs and attitudes
    - Moved from culturally unaware to being aware of self and others
    - Aware of own culture and potential bias
    - Recognize limit of expertise
    - Comfortable with differences in race, culture, etc. of client

- Knowledge
    - Have specific knowledge about own race and heritage and how it affects bias in counseling
    - Knowledge on how oppression, racism, etc., has impacted them and to acknowledge own racist attitudes. White counselors can understand how they have indirectly or directly benefited from racism
    - Possess knowledge about their social impact on others

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Multicultural Counseling Competencies (MCC)

Counselor Awareness

- Skills
  - Seek out educational, consultative, and training experiences to enrich understanding and effectiveness
    - When recognizing limitations counselors:
      - Seek out consultation
      - Seek out training
      - Refer to more qualified individuals
      - Engage in a combination of above
  - Constantly seek to understand self as racial and cultural being, actively seeking a non-racist identity

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Multicultural Counseling Competencies (MCC)

Understanding Client Worldview

- Beliefs and attitudes
  - Aware of own negative emotional reactions toward other racial and ethnic groups
  - Aware of own stereotypes and preconceived notions held toward racial and ethnic groups

- Knowledge
  - Possess specific knowledge and information about the particular group they are working with
  - Understand how race, culture, ethnicity, etc., may affect personality formation, vocational choices, manifestation of psychological disorders, help-seeking behaviors, and the appropriateness/inappropriateness of counseling approaches
  - Knowledge about sociopolitical influences that impinge upon the life of racial and ethnic minorities

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Multicultural Counseling Competencies (MCC)

Understanding Client Worldview

- Skills
    - Familiarize self with relevant research and latest findings regarding mental health and disorders of various ethnic and racial groups
    - Actively involved with minority individuals outside of counseling setting to show their perspective is more than an academic or helping exercise
        - Attend community events
        - Social or political functions
        - Celebrations
        - Friendships

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Multicultural Counseling Competencies (MCC)

Developing Appropriate Interventions

- Beliefs and attitudes
  - Respect client's religious and/or spiritual beliefs and values
  - Respect indigenous helping practices and minority community networks
  - Value bilingualism and do not view another language as an impediment to counseling

- Knowledge
  - Clear and explicit knowledge of the generic characteristics of counseling and how they might clash with cultural values of minority groups
  - Aware of institutional barriers that prevent minorities from using mental health services
  - Knowledge of potential bias in assessment instruments
  - Have knowledge of minority family structures, hierarchies, values, and beliefs
  - Are aware of relevant discriminatory practices at the social and community level that may be affecting the psychological welfare

Multicultural Counseling Competencies (MCC)

Developing Appropriate Interventions

- Skills
    - Engage in a variety of verbal and nonverbal helping responses
    - Exercise institutional intervention skills on behalf of clients
    - Not averse to seeking consultation with traditional healers or religious/spiritual leaders
    - Take responsibility for interacting in the language requested by client; referral when necessary
    - Training and expertise in the use of non-traditional assessments and testing instruments
    - Attend to and work toward elimination of bias, prejudice, and discrimination practices
    - Take responsibility in educating clients to the processes of interventions: goals, expectations, legal rights, and counseling process

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FROM MCC TO MCC-GT

Levy and Plucker, 2008

- Introduced MCC model targeted at school counselors
    - Work with gifted and talented children
    - Designed as an extension of the MCC framework
- Have three fundamental assumptions
    - Distinct subculture
    - Individual talents interact with broader culture(s)
    - Counselors must accurately understand multiple cultural identities of client

Equity and Inclusion

- **Equity:**
  - The guarantee of **fair treatment, access, opportunity and advancement** for all students, faculty and staff, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups.

- **Inclusion:**
  - The act of creating environments in which any individual or group can **be and feel welcomed, respected, supported and valued to fully participate**. An inclusive and welcoming climate embraces differences and offers respect in words and actions for all people.

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Equity-Mindedness

In this first image, it is assumed that everyone benefits from the same support. They are being treated **equally**.

Individuals are given different support to make it possible for them to have equal access to the view. They are being treated **equitably**.

All three can see the view without any support because the cause of inequality was addressed. The systemic barrier has been **removed**.
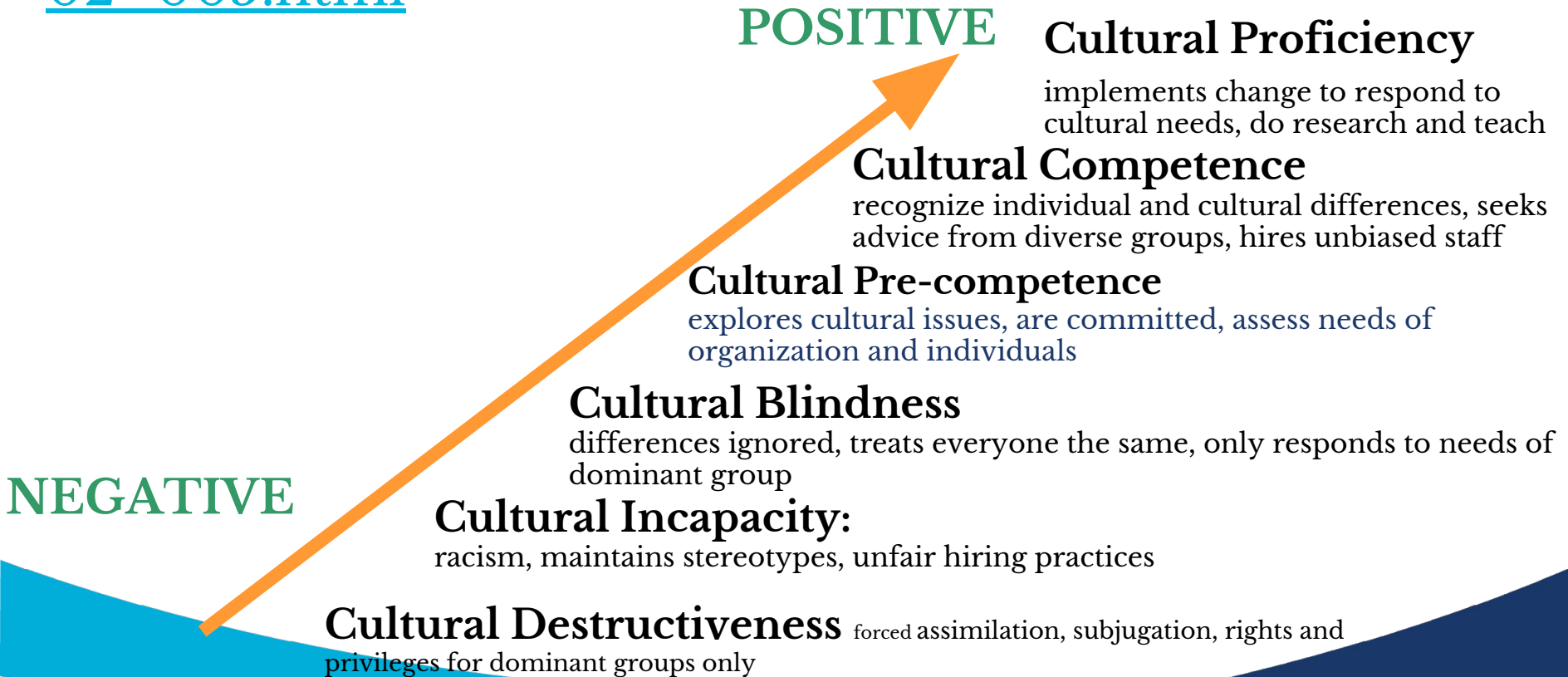
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The outlook, perspective or mode of thinking exhibited by those who call attention to patterns of inequity and are willing to assume personal/institutional responsibility for the elimination of inequity. **This includes being "conscious," noticing differences in experiences among cultural groups, and being willing to talk about race, gender, class, sexual orientation, ability, ethnicity as an aspect of equity.** Equity perspectives are evident in actions, language, problem-solving, & cultural practices.

How do we get there?

Begin with Cultural Competence

Where are you on the continuum?

http://webtutorials.ucsd.edu/ccmp/01_02_005.html

POSITIVE

Cultural Proficiency

implements change to respond to cultural needs, do research and teach

Cultural Competence

recognize individual and cultural differences, seeks advice from diverse groups, hires unbiased staff

Cultural Pre-competence

explores cultural issues, are committed, assess needs of organization and individuals

Cultural Blindness

differences ignored, treats everyone the same, only responds to needs of dominant group

Cultural Incapacity:

racism, maintains stereotypes, unfair hiring practices

NEGATIVE

Cultural Destructiveness forced assimilation, subjugation, rights and privileges for dominant groups only

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# Identifying and interrupting Implicit Bias

- **Give up being color/gender/age blind.**
- Retrain your brain.
- **Actively doubt your objectivity.**
- Be mindful of snap judgments.
- **Oppose your stereotyped thinking.**
- Deliberately expose yourself to counter-stereotypical models and images.
- **Remind yourself that you have Implicit (unconscious) bias.**
- Engage in mindfulness exercises on a regular basis.
- **Have Courageous Conversations - Engage in cross-difference relationships.**
- Mix it up.
- **Shift perspectives.**
- Find commonalities.
- **Reduce stress, fatigue, cognitive overload, and time crunches.**

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From MCC to MSJCC

Ratts, Singh, Nassar-McMillan, Butler, and McCullough, 2015

- Revision of the MCC to include social justice competencies
  - Quadrants highlight intersection of identities that influence counseling relationship
    - Power
    - Privilege
    - Oppression
- Developmental domains
  - Counselor self-awareness
  - Client worldview
  - Counseling relationship
  - Counseling and advocacy interventions

Quadrants, Domains, and Competencies
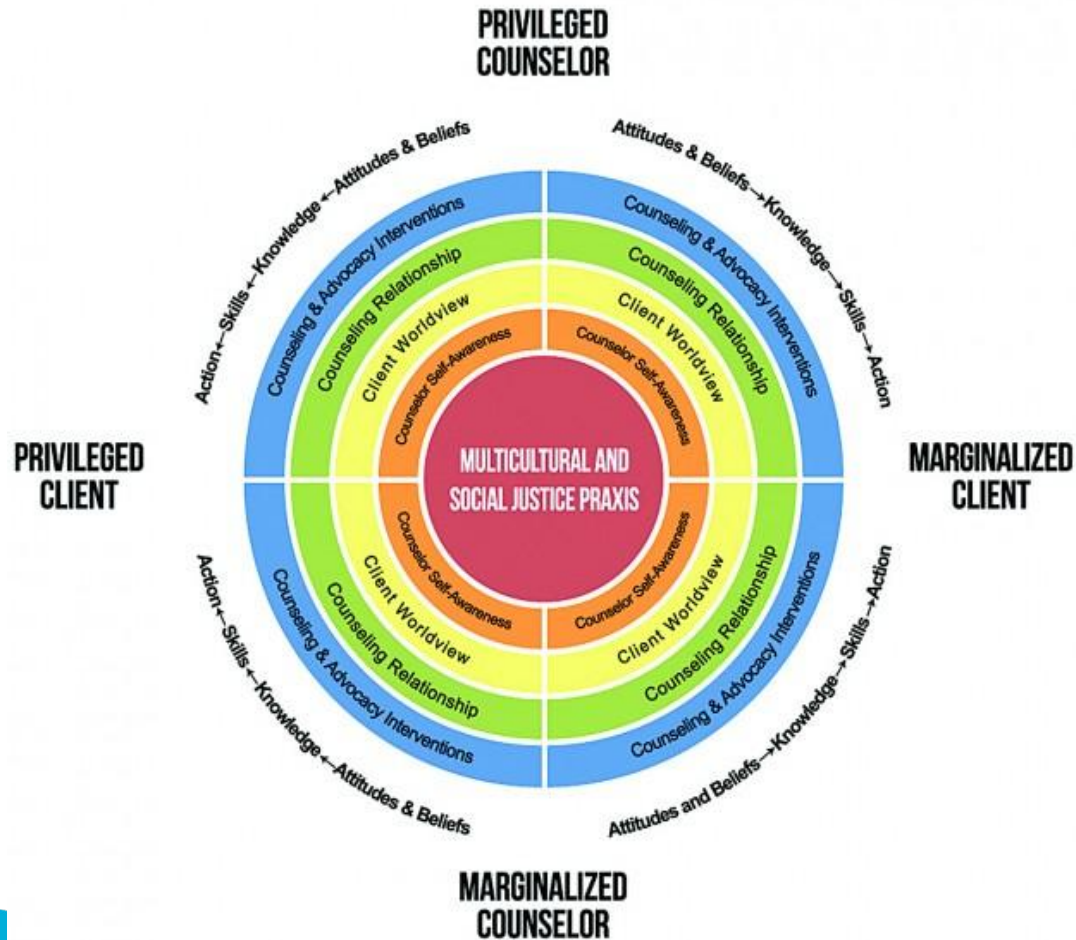
Discussion on Updating MCC-GT for School Counselors

Discussion Questions

- Which areas of social justice and advocacy are most relevant, from your perspective, for counselors to be competent around?

- Based on today's information, what solutions would you propose to fill the gap around current competencies and new integration of social justice?

- Would you be interested in participating as part of a team to tackle this task?

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Contact Us!

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