



Awareness of Self as a Cultural Being

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Awareness Of Self as a Cultural Being

Agenda/ "Map"

1) Introduction: Self awareness as a first step in providing better services for families

- What is the multicultural process of change?
- Overview of guidelines for effective cross cultural dialogue

Activity 1: Applying guidelines

- Who am I as a cultural being? Exploring multiple identities, Part I

Activity 2: Cultural sharing (using cultural artifacts)

2) How does race/ethnicity continue to impact infant mental health practice in 2013? The role of modern oppression

- Video clip I
- Identifying 5 kinds of "modern isms"

Activity 3: Identifying isms

- Video clip II
- Identifying 5 "survival behaviors"/internalized oppression

Activity 4: Identifying survival or i.o. behaviors

- 11:45 - 12:45 Working lunch

3) Understanding my multiple identities, Part II

Activity 5: Understanding how power impacts identity

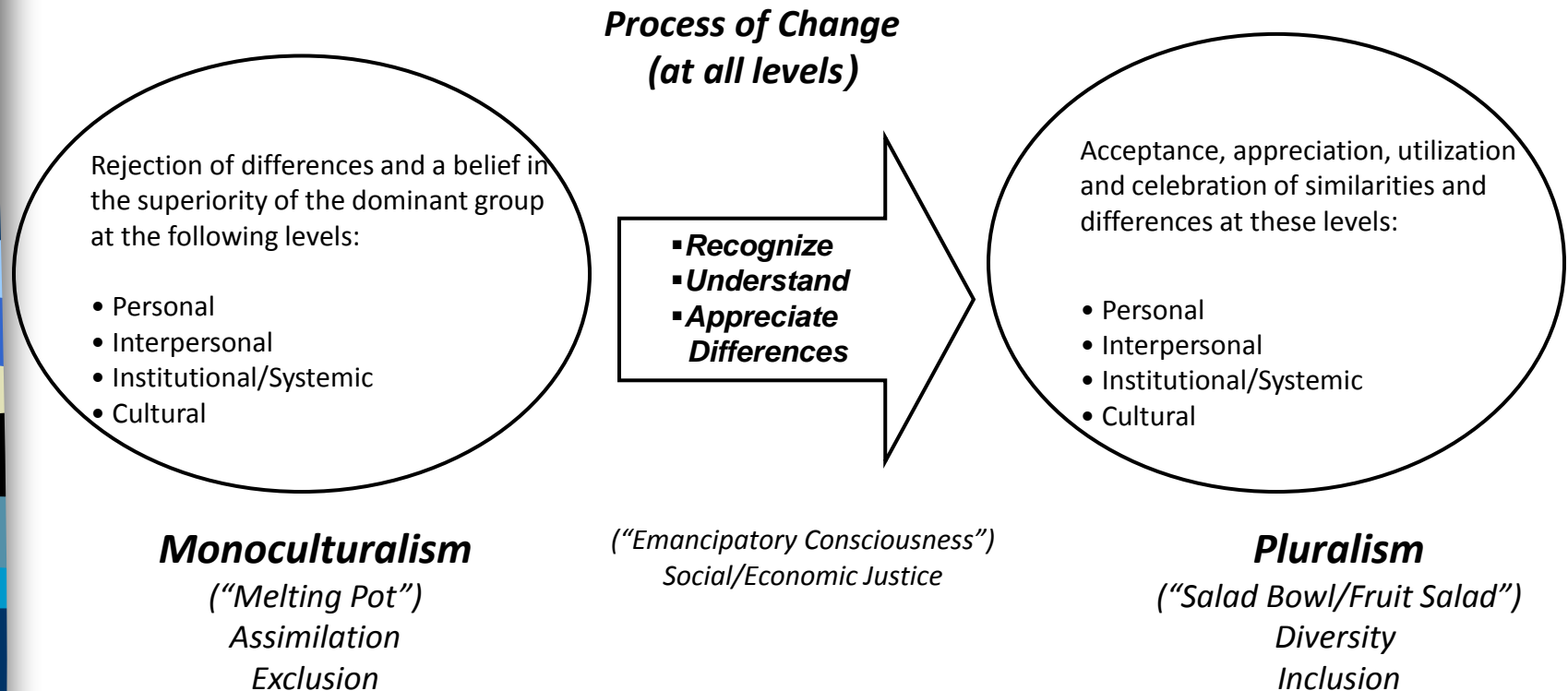
4) Identifying alternative behaviors

Activity 6: Identifying options in cross cultural infant mental health interactions

5) Closure: Appreciation, Regrets, Learnings and Re-learnings

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Multicultural Process of Change



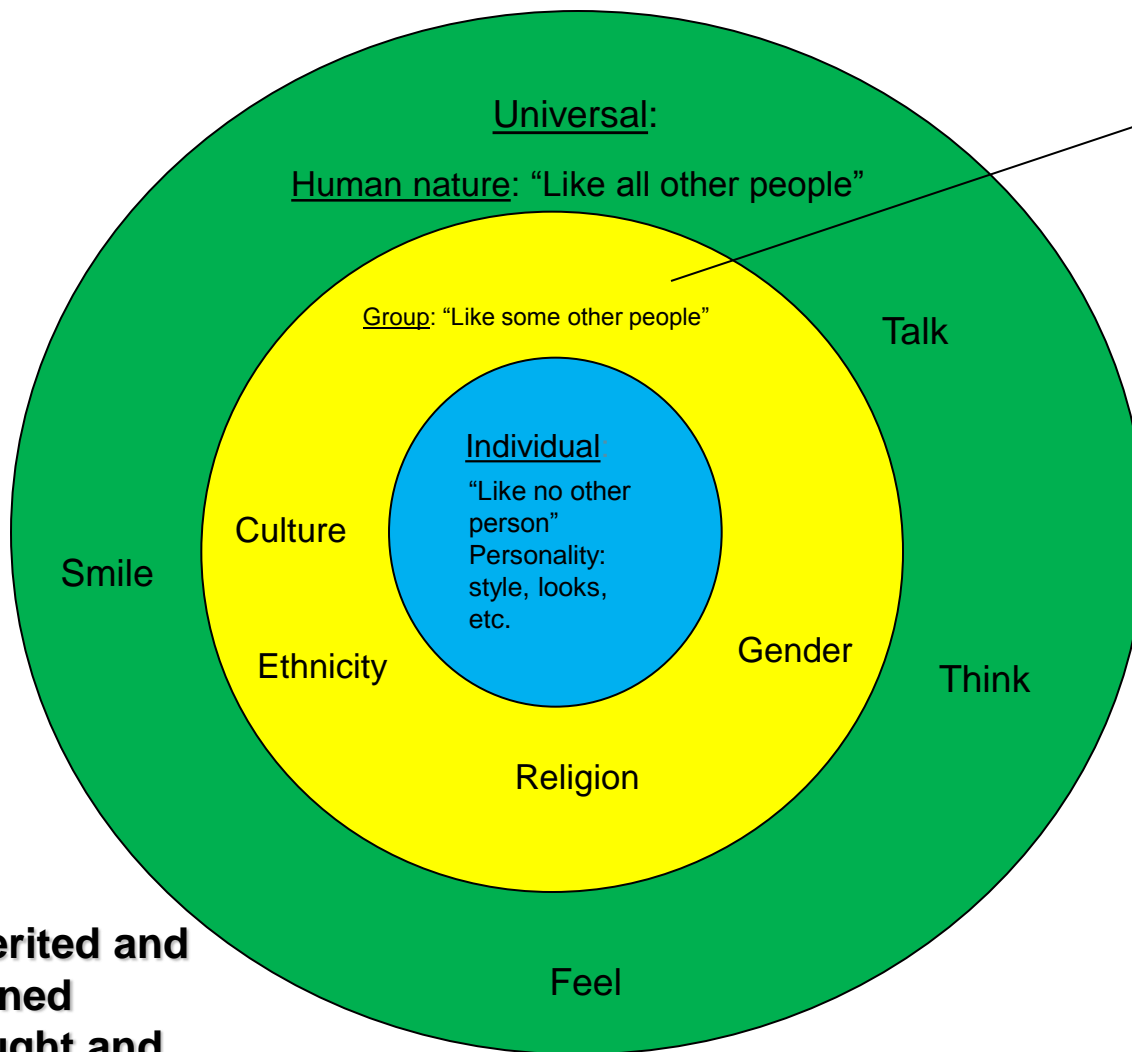
*Designed by: Valerie A. Batts, Ph.D.; John Capitman, Ph.D.; and Joycelyn Landrum-Brown, Ph.D. .



Guidelines For Effective Cross-Cultural Dialogue

- “Try on”
- It’s okay to disagree
- It is not okay to blame, shame, or attack, self or others
- Practice “self-focus”
- Practice “both/and” thinking
- Notice both process and content
- Be aware of intent and impact
- Confidentiality

Multiple Identities



The primary basis for inclusion and exclusion:

- privilege
- "unearned" privileges
- oppression, as flip side
- all -isms
- power: systems and structures that keep above in place
- inclusive approach – making justice, freedom, equality, fairness realities

**Inherited and learned
(caught and taught)**



Assumptions and Definitions

■ Monoculturalism

- the belief that one group’s way is the right way and superior
- the rejection of differences at the personal, interpersonal, institutional, and cultural levels... (i.e. “my way or the highway”)
- sets up the process of targeting other groups as “less than” and consequently for less access to society’s benefits, power and resources



Assumptions and Definitions

■ Multiculturalism

- Refers to the *process* of coming to
 - » **recognize**
 - » **understand, and**
 - » **appreciate**our own culture, and cultures other than our own
- It stresses an appreciation of the impact of differences such as by gender, race, age, class, sexual orientation, religion, physical ability, etc.



Assumptions and Definitions

Cultural Pluralism/Inclusion


- Refers to cultural diversity within a given political or social structure
- The creation of inclusive systems and practices that allow for the recognition and use of the contributions of each group to the whole
- Replaces the “melting pot” conceptualization with the concept of the “salad bowl”
- Stresses the importance of both uniqueness and a commitment to deal cooperatively with common needs, issues and concerns



“Historically Included” Group Behaviors

- Old Fashioned “ISMS”
- Modern “ISMS”
 - Use by members of historically included groups of non- “ism” related reasons for continuing to deny equal access to opportunity (e.g., use by whites of non-race related reasons... “it’s not the blacks, it’s the buses”)
 - Well-intentioned, sometimes subtle behaviors that continue the historical power imbalance

“Historically Excluded” Group Behaviors

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- Survival Behaviors
 - Internalized Oppression (I.O.)
 - Internalizing attitudes about inferiority or differentness by members of historically excluded groups
 - The reaction to unhealed mistreatment over time



Modern “ISM” and Internalized Oppression Theory

■ Modern “ISM” Behaviors

- Dysfunctional rescuing
- Blaming the victim
- Avoidance of contact
- Denial of differences
- Denial of the political significance of differences

■ Internalized Oppression Behaviors

- System beating
- Blaming the system
- Antagonistic avoidance of contact
- Denial of cultural differences
- Lack of understanding of the political significance of oppression

Political significance includes the social, economic, historical, psychological and structural impacts of oppression

A Working Conceptualization of Historically Excluded (Target) and Historically Included (Non-Target) Groups

Types of Oppression	Variable	Historically Included Groups	Historically Excluded Groups
Racism	Race/Color/Ethnicity	White	People of Color (African, Asian, Native, Latino/a Americans)
Sexism	Gender	Men	Women/Transgender
Classism	Socio-Economic Class	Middle, Upper Class	Poor, Working Class
Elitism	Education Level	Formally Educated	Informally Educated
	Place in Hierarchy	Managers, Exempt, Faculty	Clerical, Non-Exempt, Students
Religious Oppression	Religion	Christians, Protestants	Muslims/Catholics, and Others
Anti-Semitism		Christians	Jews
Militarism	Military Status	WW I&II, Korean, Gulf War Veterans	Vietnam Veterans
Ageism	Age	Young Adults	Elders
Adultism		Adults	Children/Youth
Heterosexism	Sexual Orientation	Heterosexuals	Gay, Lesbian, Bisexual, Transgender
Ableism	Physical or Mental Ability	Temporarily Able-Bodied	Physically or Mentally Challenged
Xenophobia	Immigrant Status	US Born	Immigrant
Linguistic Oppression	Language	English	English as a Second Language Non-English



Activity:

Your Historically Excluded (Target Group) Identities

**Which historically excluded groups are you or have you been a member of?
Circle all that apply.**

- People of color
 - Poor/working class
 - Support staff/supervisees
 - Informally educated
 - Women
 - Jews/Muslims/others
 - Elders
 - Children
 - Lesbian, Gay, Bisexual, Transgender
 - People with disabilities
 - Vietnam vets
 - Immigrant
 - People with English as a second language, deaf people
- What are some strengths that come from your experiences as a member of one of the groups you circled? Write down the words that come to mind to describe these strengths.
 - Now, think about a time you were treated as “less than” because of your membership in one of the groups you’ve circled. Write down the words that come to mind to describe being treated as “less than”.



Activity:

Your Historically Included (Non-Target Group) Identities

Which historically included groups are you or have you been a member of? Circle all that apply.

- White/Caucasian
 - Middle/owning Class
 - Management/supervisors
 - Formally educated
 - Men
 - Christians
 - Middle aged persons
 - Heterosexual
 - Temporarily able-bodied people
 - WWII, Korean, Gulf War Veterans
 - US born
 - People with English as a first/ dominant language
- What are some strengths that come from your experiences as a member of one of the groups you circled? Write down the words that come to mind to describe these strengths.
 - Now, think about a time you were treated as “better than” because of your membership in one of the groups you’ve circled. Write down the words that come to mind to describe being treated as “better than”.
OR, a time when you found yourself treating a person in a target group as “less than” (may have been intentional or unintentional, conscious or unconscious)



Alternative Behaviors

for Modern “ISM” and Internalized Oppression Behaviors

- **Functional Helping**
(instead of *Rescuing*)
- **Problem Solving/Responsibility**
(instead of *Blaming*)
- **Make Mutual Contact**
(instead of *Avoiding*)
- **Notice Differences**
(instead of *Denying Differences*)
- **Learn, Ask about, and Notice the Impact**
(instead of *Denying the Impact*)
- **Confrontation/Standing Up**
(instead of *System Beating*)
- **Take Responsibility**
(instead of *Blaming*)
- **Share Information/ Make Contact**
(instead of *Antagonistic Avoiding*)
- **Notice and Share Information about one’s own Differences, Culture**
(instead of *Denying target group*)
- **Notice, Ask, and Share Information about the impact of the “ism” on me and my target group**
(instead of *Denying the Impact*)

For all behaviors, personal and organizational problem-solving at the personal, interpersonal, institutional, and cultural levels to generate ongoing multicultural structures and processes.

Closure

- **Appreciations**
- **Regrets**
- **Learnings or Re-learnings**