

ENGAGEMENT AND RELATIONSHIP BUILDING IN WORK WITH YOUNG CHILDREN: WHY CULTURE MATTERS

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Objectives

- Define cultural awareness, cultural sensitivity, cultural competence and cultural humility
- Explore aspects of cultural identity and its potential impact on your work with young children and families
- Discuss the application of cultural humility to your work with young children and families

What is *culture*?

- “The ideations, symbols, behaviors, values, and beliefs that are shared by a human group”

(Banks & Mcgee Banks, 1993, p. 357)

- “...the constellation of meanings that constitute a way of life”

(Christopher et al., 2014, p. 645)

Cultural Awareness

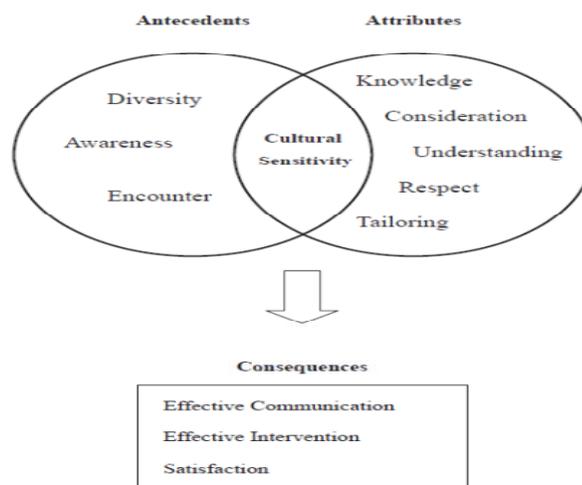
- Culture influences basic assumptions, values, morals, behaviors, beliefs, perceptions, evaluations, interpretations
 - One’s own culture
 - Culture of others
 - Understanding and sensitivity
 - Openness and flexibility

Cultural Sensitivity

1. Knowledge
2. Consideration
3. Understanding
4. Respect
5. Tailoring

Cultural Sensitivity

Figure 1
Concept Analysis of Cultural Sensitivity.



Example:
Culture and Child Maltreatment

- Consider your “lens”
- Consider what might be the cultural norm for others
 - Some cultures use of certain types of physical punishment is “within the norm” for those culture
- Consider overall safety of the child

Vignette Example

“Hazel was born and raised in Haiti but came to the U.S. to attend college. During her final year as an education major, she was placed as a student teacher in an urban school in a neighborhood housing a good many immigrants. Soon after she began her placement, a young girl in the class began coming to school with badly bruised and cut knees. When the teacher questioned her, the child said that she had been naughty and her parents had made her kneel on stones for several hours punishment. The teacher was horrified and reported this to the child protection agency. She then mentioned it to Hazel. Knowing that this child was Haitian, Hazel told the teacher that kneeling on stones was a common discipline used in Haiti. When the protective worker arrived, she confirmed Hazel’s claim saying that she had worked with other families who had used this technique” (Crosson-Tower, pg. 83-84)

Research on Culture and Child Maltreatment

- Increased focus on “cultural competence”
 - Prioritizing children’s well-being
 - Simultaneously understanding cultural context of the child
- Emphasis on differentiating between
 - Cultural practices
 - Practices that are harmful to the child

Cultural Competence

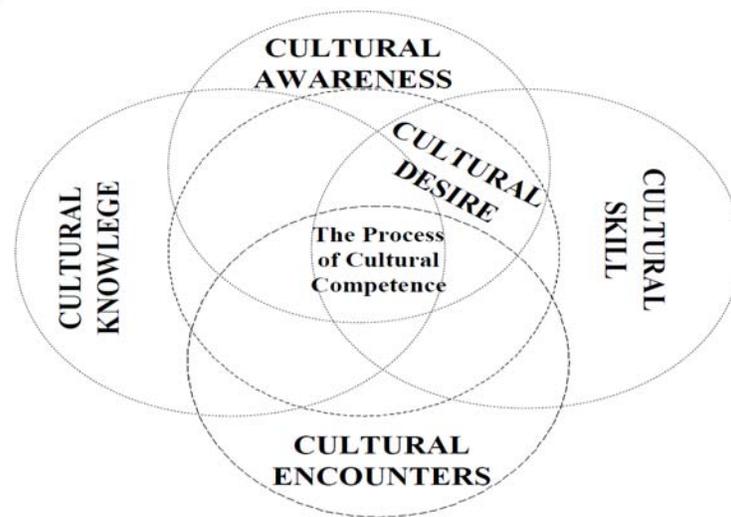


FIGURE 1. The Process of Cultural Competence in the Delivery of Health Care Services.
SOURCE: Transcultural C.A.R.E. Associates. Reprinted with permission.

Cultural Humility

- A construct for understanding and developing a process-oriented approach to competency
- Definition: the “ability to maintain an interpersonal stance that is other-oriented (or open to the other) in relation to aspects of cultural identity that are most important to the [person]” (Hook et al., 2013)

3 Factors Associated with Cultural Humility

- Commitment to lifelong self-evaluation and self-critique
- Desire to address inappropriate power imbalances
- Partnering with others to advocate for system change when power imbalances exist
 - Tervalon & Murray-Garcia, 1998; Walters & Asbill, 2013

Self-Awareness

- Awareness of your values
- Recognition of differences between your values/your worldview and that of the family

Your Identity

- Think about your own identity
- What cultural, personal, and social aspects are most salient, particularly related to your professional role?
- Examples of cultural, personal, and social aspects of identity might include:

Gender	Job title/Roles	Language
Sexual orientation	Political orientation	Level of education
Race/Ethnicity	Socioeconomic status	Communication/Social interaction style
Immigration status	Age	Experience with the medical context
Religion/Spirituality	Community of origin	
Family role(s)	Ability status	

WHAT DOES ALL OF THIS
HAVE TO DO WITH
ENGAGEMENT AND
RELATIONSHIP BUILDING?

What does all of this have to do with
engagement and relationship building?

EVERYTHING!

Engagement and Relationship Building

- Does the client/patient/family with whom you are working appear engaged?
 - How can you tell?
 - What might be impacting engagement/disengagement?
 - What can you do to promote engagement?

Engagement and Relationship Building

- Therapeutic Space
 - Is there a safe place to interact with the family?
 - Whether in the home, daycare, office, or some other setting
 - Can parent(s) and infant mental health worker all be present in this space?
 - What role may culture and/or perceived cultural differences play?
 - What factors affect our ability to be “present”
 - Problem solving difficulties to being “present”

Working in the Home

- What does it mean to be a guest?
 - Cultural considerations
 - Personal considerations
- Being a gracious guest can be difficult!
 - What impacts this?
 - Problem solving

Working in the Home

- How do you keep your role as a guest while building a team?
 - Utilize reflective practices
 - We will come back to this, as it is a very important piece of work with young children and families!
 - Use of language...
 - Every team needs a leader or captain
 - Should it be you or them?

Attunement

- What do you see as your role?
 - What do you believe the family sees as your role?
 - What do you think the family wishes your role was?
 - Have you asked the family what they hope to gain?
 - What do you hope to gain from your visits?

Back to Your Qualities

- Take a minute and think about your “identity” and your unique qualities
 - Which do you try to bring to the table when working with families?
 - Which do you try to leave at home?
 - Which qualities are helpful in your work with families?
 - Which qualities do you have to “keep in check” when working with families?
 - How do you do this?

Drawing the Line

(credit for this activity: Arietta Slade, PhD and Nancy Close, PhD, "Minding the Baby" training 2010)

- Think about a time in your life when you had a problem or things were particularly stressful.
 - Who is the first person you think of to talk to or go to for help?
 - Who is the last person on earth you would turn to?
- Draw a line down the center of a piece of paper.
 - On the left side describe the person you would talk to
 - On the right side describe the person you would NOT want to talk to
- Any qualities you would like to change or would like to develop?

Cultural Humility + Drawing the Line

- Think about the activity we just did
- How might you take this a step further and incorporate "cultural humility" into the discussion?

Cultural Humility- "to maintain an interpersonal stance that is other-oriented (or open to the other) in relation to aspects of cultural identity that are most important to the [person]"

(Hook et al., 2013, p. 2)

Reflective Functioning

- Ability to think about inner experiences
 - Feelings, thoughts, intentions, desires and beliefs in themselves and others
- High reflective functioning leads to greater attachments
- Reflective parents → children better able express and regulate emotions
- Non-reflective parents → only focus on their children's personalities and behaviors

Cultural Humility + Reflective Practice

- Reflective functioning: ability to think about inner experiences
 - Feelings, thoughts, intentions, desires, beliefs
 - In oneself and in others
- Cultural humility → other oriented/open to the other
 - Lifelong commitment to self evaluation and self-critique
 - Fix power imbalances
 - Develop partnerships with people and groups who advocate for others

What does this mean for us?



Reflective or Mentalizing Stance

- "...the heart of good mentalizing is not so much the capacity to always accurately read one's own and another's inner states, but rather a way of approaching relationships that reflects an expectation that one's own thinking and feeling may be enlightened, enriched, and changed by learning about the mental states of other people..."

(Fearson, Target, Sargent, Williams, McGregor, Bieberg, & Fonagy, 2006)

- Key words?

Reflective or Mentalizing Stance

- "...In this respect, mentalizing is more like an attitude than a skill, an attitude that is inquiring and respectful of other people's mental states, aware of the limits of one's knowledge of others, and reflects the view that understanding the feelings of others is important for manipulating healthy and mutually rewarding relationships."

(Fearson, Target, Sargent, Williams, McGregor, Bieberg, & Fonagy, 2006)

- Key words?

Taking a Reflective Stance

- The clinician/infant mental health worker:
 - Continually thinks about behavior in terms of mental states
 - Encourages the parent/caregiver to pause and reflect by trying to slow down the situation and look at particular elements
 - Understands that reflection (for the clinician/worker and the caregiver) is challenging at times of high intensity affective arousal
 - Cherishes small shifts in a family's thinking and behavior

Reflection helping ENGAGEMENT

- A reflective professional:
 - Is comfortable talking about mental states
 - Is respectful of mental states
 - When might this be difficult?
 - Problem Solving
 - Makes connections, models curiosity and openness about mental states in the child, the caregivers(s), and him/herself
 - Facilitates wondering
 - Reframes
 - Remains flexible!

How can YOU use reflective functioning and cultural humility to improve relationship building and family engagement?

Tying it all together

QUESTIONS?

THANK YOU!

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