



**2017 Antioch University Santa Barbara  
Symposium on *Latino Mental Health,  
Education, and Community Engagement***

**Integrating Research, Education, and Cultural  
Competence to Reduce Mental Health and Education  
Disparities in Latino Communities**

*"We cannot seek achievement for ourselves and forget about  
progress and prosperity for our community . . . Our ambitions must  
be broad enough to include the aspirations and needs of others, for  
their sake and for our own." ~Cesar Chavez, Community Organizer*

***MAESTROS de LA COMUNIDAD  
PROGRAM***

***April 22, 2017***

**8:30am – 8:55am**

***Registration***

***Introduction of Presenters/Moderator***

***Salvador Trevino, PhD, AUSB PsyD Program***

**9:00am – 10:20am**

***Marianne D'Emidio Caston, PhD, Chair Education Programs AUSB, Early  
Childhood Montessori Educator, Pedagogy to Support Resilience in Youth, Public  
School Administrator and Teacher Educator, Community Engagement.***

***Title of Presentation: No spaghetti on Thanksgiving! Growing Up Bicultural and  
Free Thinking in a Christian World***

**The ironies in the experience of living within, between and sometimes outside of  
two cultures; the damnation and the salvation, the celebration of it all." (Jose  
Antonio Burciaga, p.5, 1993) This session will explore my personal journey to  
"walk the talk" in teacher education, to celebrate diversity, learning from cultural  
frame clashes, and overcoming the "taken-for-granted" reality by making the  
familiar, strange. My talk will explore these questions: What do I bring to my  
work from multi-cultural life experiences? What have we learned about self-study  
as a valuable component of teacher education? How do we work with children  
whose backgrounds we don't know or understand?**

### Learning Objectives:

1. Participants will identify and list family traditions that contribute to multi-cultural life experiences for children
2. Participants will learn and identify techniques for reflective practice as a valuable component of mental health and teacher education.
3. Participants will describe at least two culturally informed interventions to work with children whose backgrounds we don't know or understand.

10:30am – 11:50am

***Gary Delanoeye, EdD, Faculty AUSB Education Programs, Special Education Teacher, Former Vice Principal California Youth Authority, Culturally Informed Pedagogy of Children with Disabilities, Community College Engagement.***

***Title of Presentation: Reflections on Delinquency, Teaching and our Culture***

This presentation considers culture, education and community from the perspective of incarcerated young adults in California. "Culture" is defined only in part by one's ethnicity and language. For incarcerated young adults, a definition of culture must include those circumstances unique to the jails and prisons in which this population resides. When the culture of the jail is superimposed on one's primary culture, what happens? How does each group interpret and act upon the one thing they all have in common... the culture of the institution?

Contemplation of these questions is important for two reasons. First, all incarcerated juveniles have been members of communities before coming to jail. They are changed by the experience and then return to their communities. They bring the prison culture back with them and it is integrated into the culture of the community. Second, Latinos and African Americans are incarcerated at a rate disproportionate to their overall population numbers. Could this mean that characteristics of prison cultures are more evident in minority communities? If so, then are there implications for careful reconsideration of what prisons are for?

### Learning Objectives:

1. Participants will be able to articulate their views on juvenile incarceration and the broader impact on offenders and communities upon parole.
2. Participants will be able to suggest measures directed at preventing youthful incarceration.

12:00pm – 1:20pm

***Leticia Real, MA, Special Education Teacher, Carpinteria Unified School District, Culturally Informed Pedagogy of Latino Children, Latino Community Engagement.***

***Title of Presentation: A Latina Teacher's Journey Through Cultural Competence***

This presentation will explore cultural attitudes toward education from the perspective of the Latino community in general. For many of our Latino parents, whose ideas of what is expected of them in terms of parent participation in our school system is vastly different from our education system in this country expects of them. The expectations placed on them can be overwhelming. This is important for educators and mental health practitioners to recognize because we often make assumptions that the parents of our students are aware of these expectations. How do we engage our Latino parents in the process of educating their children? What can our parents do to become more trusting and involved in this process? This presentation will also address parents' expectations of what they want their children to achieve in our educational system. All parents have dreams for their children. What are the hopes and dreams of our Latino parents for their children. The answers to these questions are based on personal cultural perspective, direct work experience in the Latino community, and academic research.

**Learning Objectives:**

1. Participants will learn and describe two cultural family traditions that increase and re-enforce self-confidence, improved self-esteem and promote academic achievement in Latino children.
2. Participants will learn and describe at least two cultural family traditions that promote pro-social school behavior and positive interpersonal function among Latino children.

