



# Black Lives Matter Webinar Series September 2020



“I don't care how much theory you got, if it don't have any practice applied to it, then that theory happens to be irrelevant. Right?

Any theory you get, practice it.

And when you practice it, you make some mistakes.

When you make a mistake, you correct that theory.

That's what we've got to be able to do.”

Fred Hampton, Olivet Church, 1969  
Civil Rights Activist and Black Panther

# Bringing Culturally Responsive Tools Alive in our Every Day Practice



- **Social GRRRAACCEESSS**
- **Resilient Families:**
  - **Mentalizing & Epistemic Trust**
  - **Constructs**
- **Culturagrams**
- **Breakout time to explore with your team**

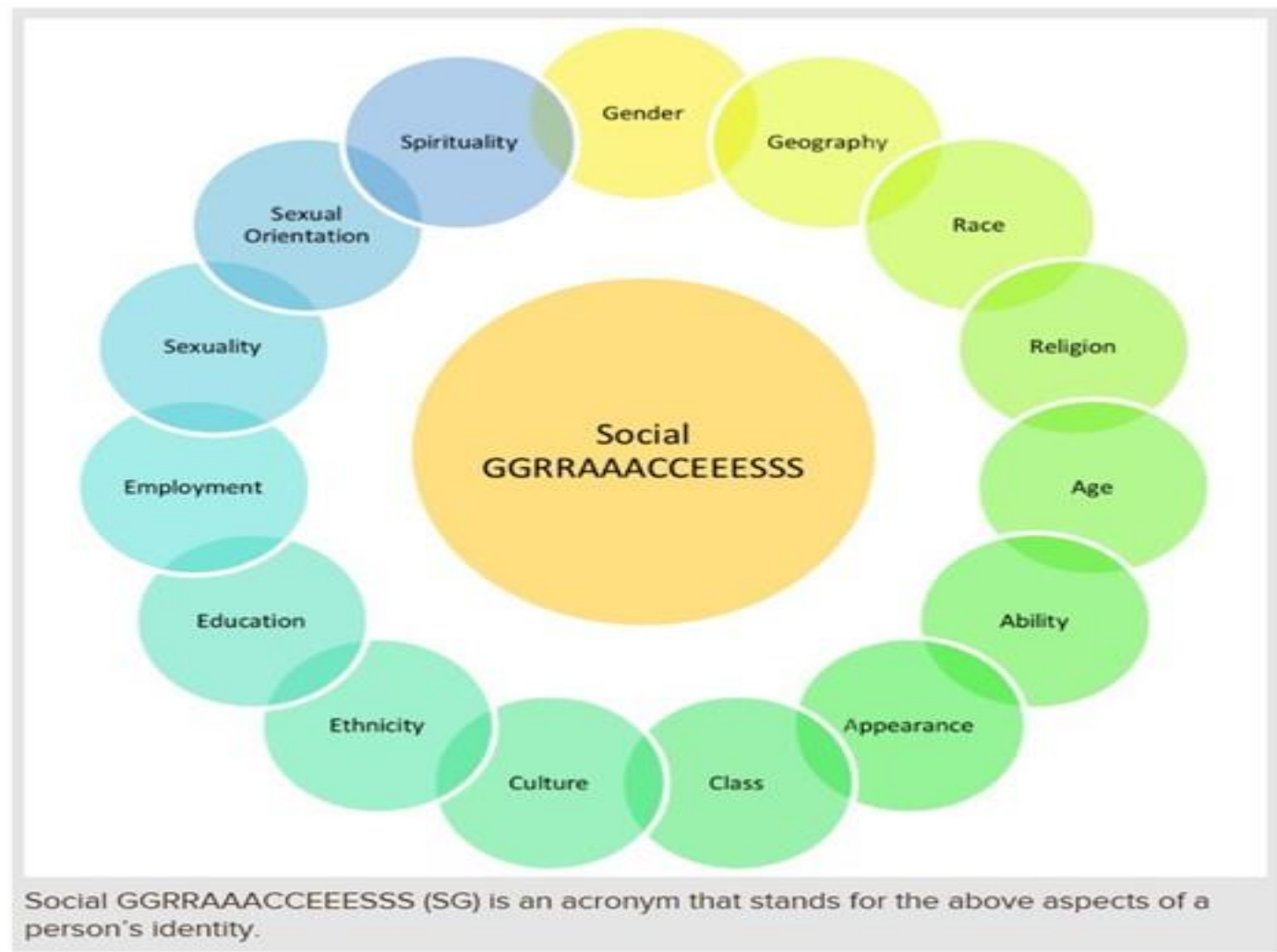




# Social GRRRAACCEESSS



# What are the Social GRRRAACCEEESSS



Social GRRRAACCEEESSS (SG) is an acronym that stands for the above aspects of a person's identity.

# Why are the GGRRAAACCEEESSS helpful?



# Resilient Families Mentalising and Epistemic Trust Constructs



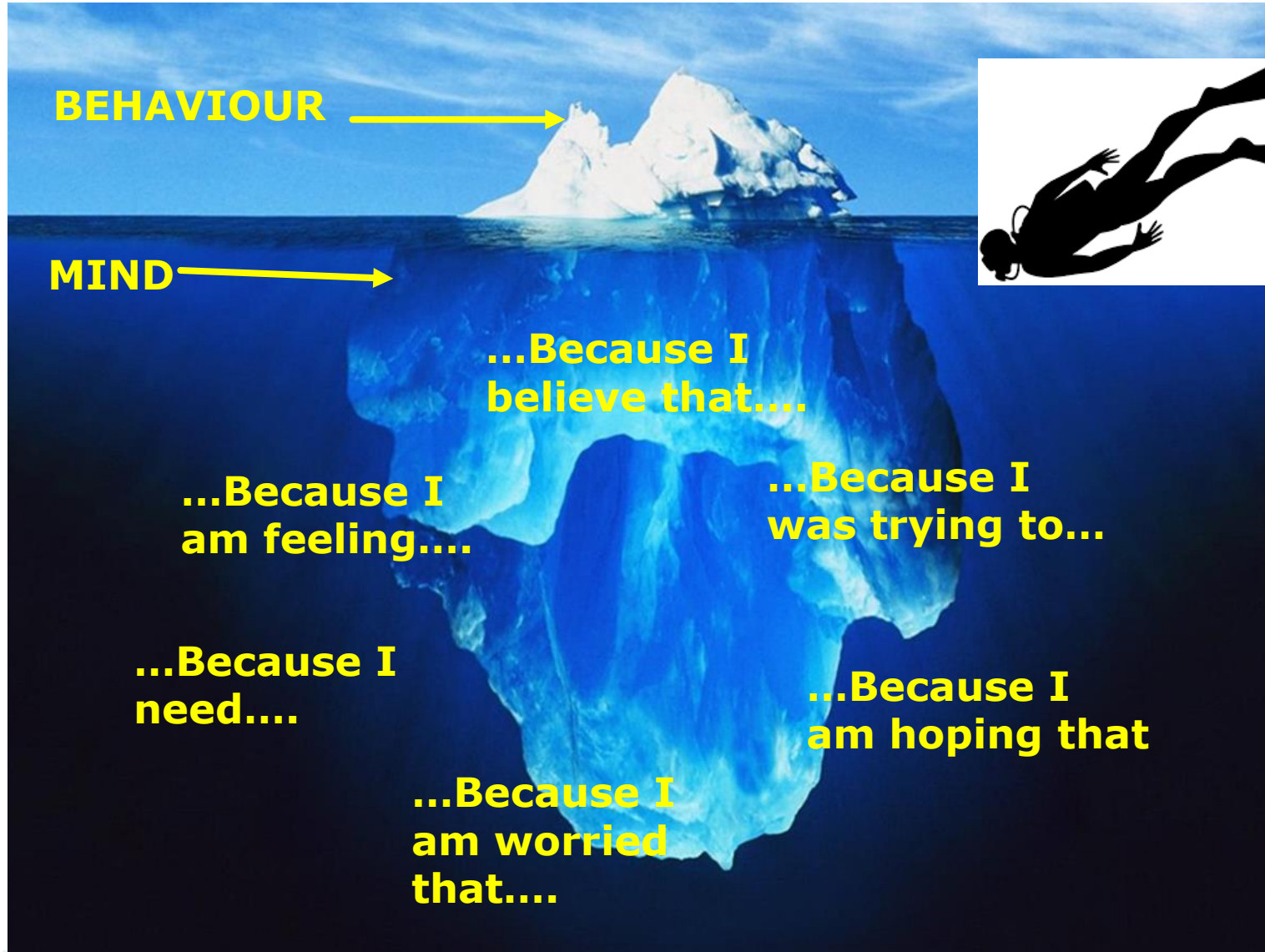
# Recap on Mentalizing

- A thing that humans **do**
- What we are doing when we are trying to work out what is going on in someone's mind (our own or another person's)
- "Minds drive behaviour"
- Minds are opaque
- *"The imaginative activity of trying to make sense of behaviour on the basis of intentional mental states"*

## Why are we interested in mentalizing?

- A way of understanding how minds work
- A way of understanding how minds work under **stress**
- To help us build **trusting** relationships with clients
- To help us understand the relationship between trusting → being open to learning → changing
- Used well and regularly, it can help our practice to be anti-oppressive, anti-racist and culturally responsive





## Many sides of mentalizing

- You can *mentalize* someone else
  - Why is he not attending school?
  - Why do they keep asking my team to put her in care?
  - Why does my Mum keep calling the police when I go missing?
- You can *mentalize* yourself
  - Why don't I want to spend any time with him?
  - What's making me feel stressed?
  - What do I like about this job?
- You can be *mentalized* by someone else
  - My supervisor gets how hard I'm finding this case
  - My worker gets why I keep going missing
- You can help other people to *mentalize* you/another
  - "Here's why I want to ask you a bit more about your self-harm..."
  - "The reason my team is involved is..."
  - "I was asking because I want to make sure I'm being helpful to you"
  - "What was your Mum thinking do you think?"



# “Epistemic Trust – you trust, and learn from, the person who gets you”

The diagram illustrates the relationships of a client with various professionals. The central node is 'CLIENT'. Surrounding it are nodes for: Psych, Mother, Residential Worker, Football coach, Youth Worker, Youth Offending Worker, Police officer, Social Worker, Teacher, and Sexual Health Worker. A legend indicates: red lines for 'Neg relationship', green lines for 'Pos relationship', and thick green lines for 'STRONG relatn.'. A box labeled 'EPISTEMIC TRUST' is connected to the 'Youth Worker' node.

## **Mentalizing, Epistemic Trust & Anti-Racist and Anti-Oppressive Practice**

When you mentalize someone, in what ways do you show cultural responsiveness and cultural respect?

In what ways would the person you are helping notice that?

How might epistemic trust be important to anti-racist and anti-oppressive practice? Think of the George Floyd situation, and the role of 'trust' in authority figures like the police – how might this emerge in your work, and in what ways could you explore epistemic trust?

What could happen if your mentalising goes offline? How might that affect your practice through an anti-racist and anti-oppressive lens?

An adult shouting  
and a child crying

## Recap on Constructs – Construction Processes

Everyone takes in and processes information for meaning

Everyone constructs a model of the world

This helps people to anticipate and adapt to the world

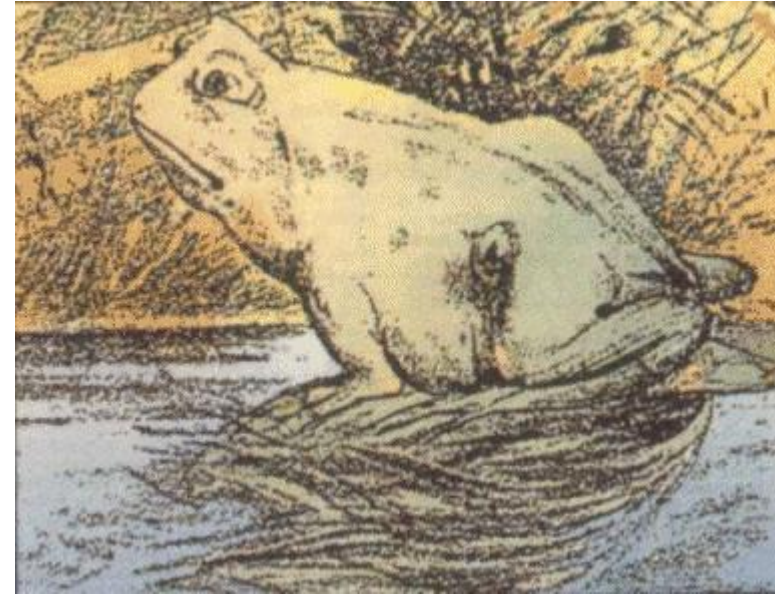
Constructions develop from previous experience

Unique to the individual

Not necessarily conscious or verbal

Constant process of testing, clarification and change

Social perceptions, interaction and feelings determined by constructions of others



What do you see?

## Constructs & Anti-Racist and Anti-Oppressive Practice

- How might constructs be important to anti-racism and anti-oppressive practice?
- Whose constructs are important?
- How could thinking about constructs help our cultural responsiveness in the work?



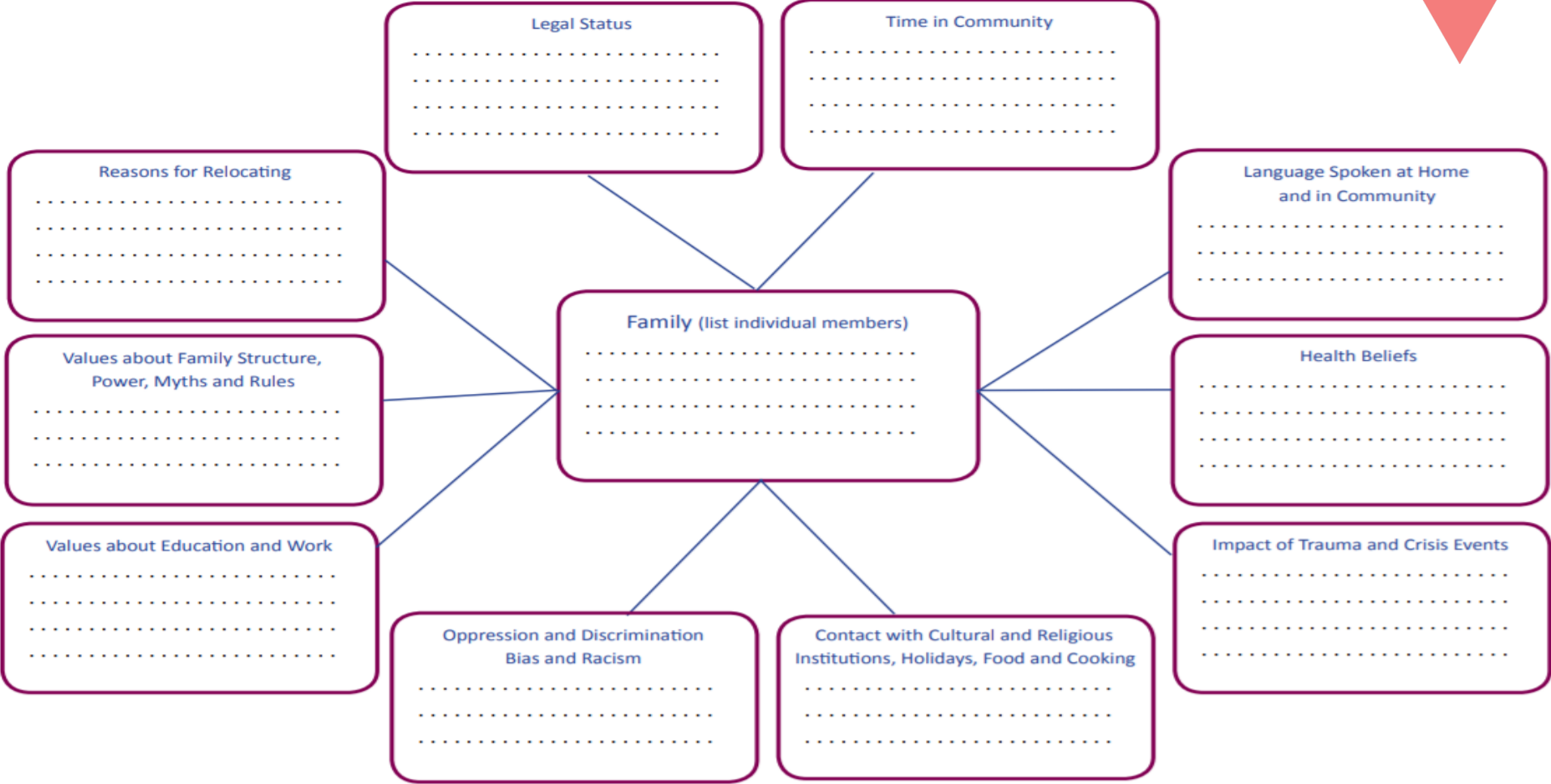
# Culturagrams



# What's a Culturagram?

- Like a genogram or an ecomap which show people and places BUT
- A culturagram is a visual representation of a family's social culture and its effects on different family members
- Developed by Dr Elaine Congress in 2008
- Originally designed for working with migrant families, but soon developed into a tool for use with all families

# What does a culturagram look like?



Email: NCCLR@bankstreet.edu • Toll Free: 888-246-1975 • NCCLRinfo@edc.org  
Toll Free: 855-494-0331 • <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic>



# Why is a culturagram helpful?



- Gives scope to think about culture in lots of ways – heritage, spiritual beliefs, health beliefs, education beliefs, practices and traditions etc
- Gives opportunity to explore in what ways the family might experience oppression or discrimination because of their culture
- Helps explore how different family members might have different cultural influences, practices, traditions and norms
- Helps make sure we really understand what a family's culture means to them, and don't generalise what we 'think we know' about a culture
- It recognises the important of understanding culture to understanding families
- Important – it doesn't give definitive answers – it allows you to explore deeper and learn more

# An example

notice how the worker has explored each aspect with each family member

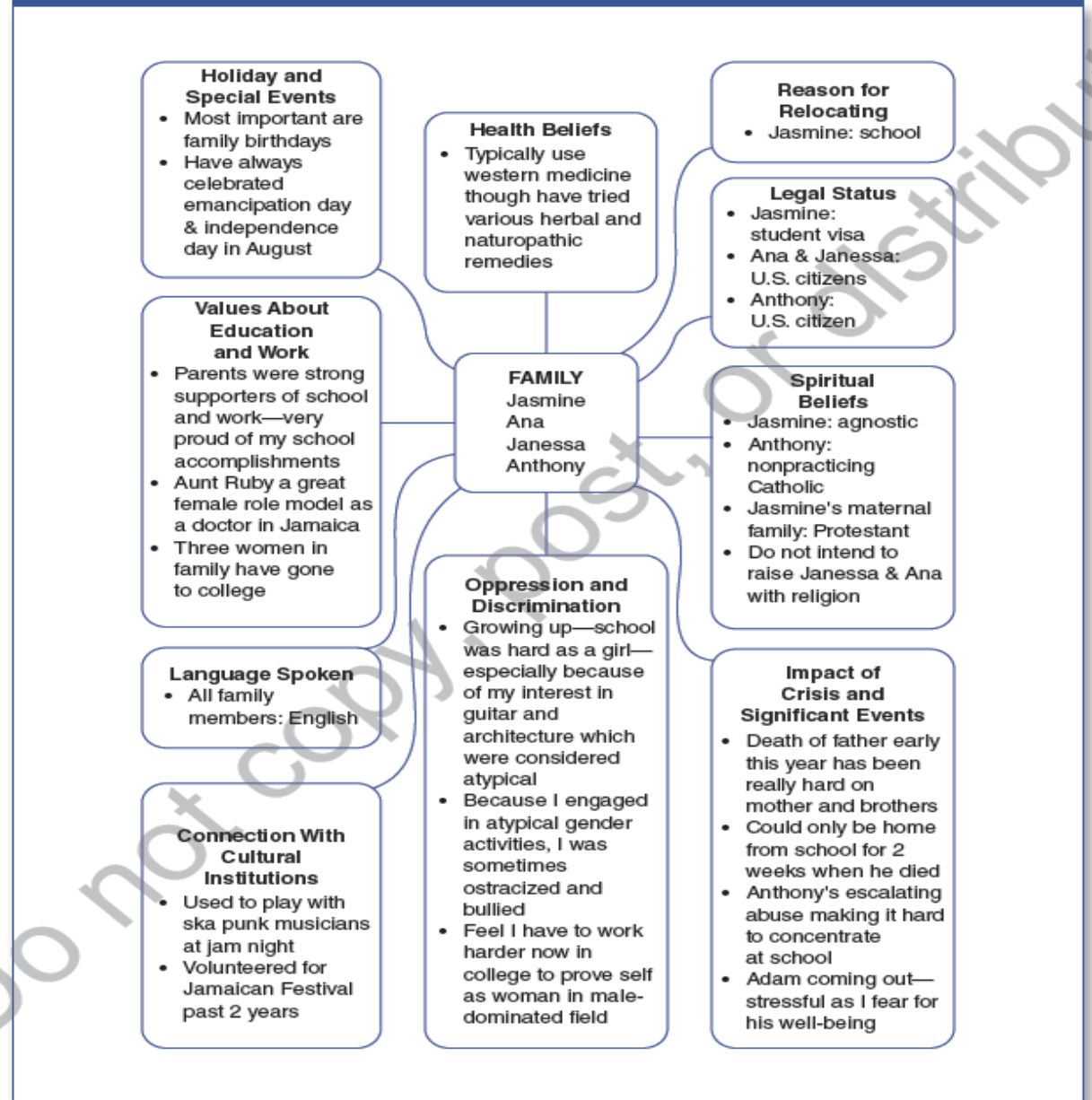
notice how it shows similar and different social cultures within a family of 4 people

notice how it opens up other things to explore to help make sense of a family situation

notice how it could help give the worker opportunities to draw on a family's strengths and interests (music, celebrations etc)

notice how it helps name the oppression and discrimination experienced and describe the effect it has had on the family

Image 5.9 Example of a Culturagram



# When could I use a culturagram?

- Perfect for during exploration phase of assessment BUT would work just as well when:
- You're feeling stuck (perhaps in 121 or group supervision)
- You feel like the relationship, or engagement, with a family could be going better
- In a think together or small group meeting

# Breakout Time

- We'll now move into our breakout rooms for 20 minutes
- Go to the breakout room invite in your calendar and join the Teams meeting
- You don't need to leave this meeting, you'll just be 'put on hold'
- When we finish the breakout session, click 'leave' to leave the breakout meeting and click 'resume' to rejoin the main meeting
- If you get stuck, go back to the main meeting Teams invite in your calendar and click 'join'
- If all else fails, message Becca on Teams chat for help!
- Use the Chat box in your breakout room to make notes

# Breakout Tasks

- You will be with your own service or team.
- In your breakout room, reflect on:
  - *Thinking about your own experience of working with families, can you think of a time when using one of these tools would have been helpful? Which tool and why would it have helped?*
  - *When could you use one of these tools in your every day practice?*
  - *What might get in the way?*
  - *Is there anything else you need to get started with using these tools in your every day practice?*
  - *Supervisors to take part too and consider these questions from their supervisory perspective*





# Welcome Back and Breakout Room Feedback



What Fred also (allegedly) said....

You can find all the tools from today's session on the Guidebook:

Social GRRRAACCEEESSS here

<https://ascpractice.camden.gov.uk/early-help-guide/family-early-help-covid-guidebook/black-lives-matter-resource-repository/resources-for-daily-practice/#main>

Mentalising and Epistemic Trust here

<https://ascpractice.camden.gov.uk/early-help-guide/resilient-families-practice/mentalising-epistemic-trust/>

Constructs here

<https://ascpractice.camden.gov.uk/early-help-guide/resilient-families-practice/constructs-partnership-and-contracting/what-are-constructs/#main>

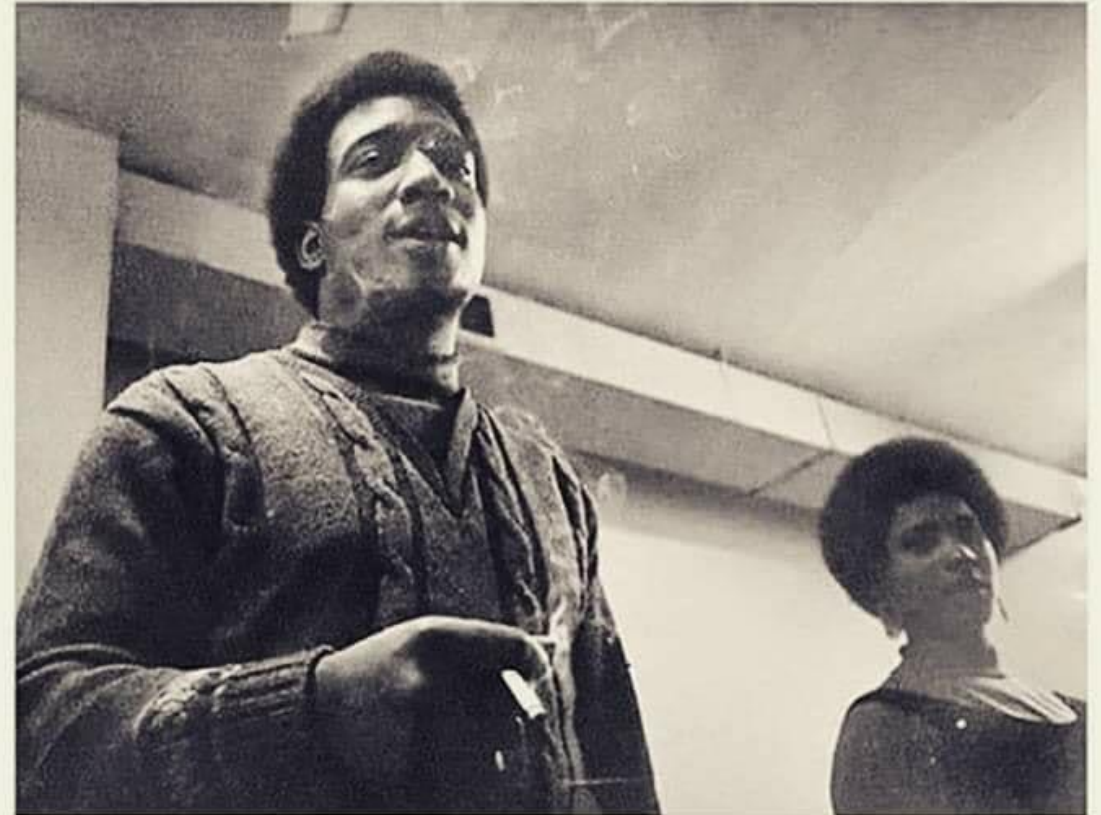
Culturagrams here

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**Commit to one thing – to using one tool with one family or one supervisory relationship and reflecting in your supervision how it went – and then tell others how it went too**

"theory's cool,  
but theory with no practice ain't shit."

— Fred Hampton; [April 27, 1969]



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