

Challenging Racism and Empowering Communities through Ethnocultural Research

CRECER

Executive Summary 2014 - 2015

Derived from the Spanish word, “crecer,” meaning “to grow,” the Challenging Racism & Empowering Communities through Ethnocultural Research (CRECER) team is a community based participatory research team within the Department of Educational and Psychological Studies at the University of Miami. The CRECER team is committed to social justice for ethnic minorities and immigrant populations through academic research and community intervention and engagement.

We seek to create and sustain intervention programs in schools, neighborhoods, and community centers to address issues that are often overlooked by our society. Our overarching mission is to encourage community empowerment through the development and sustainability of holistic programs for youth, families, and organizations that promote psychological, physical, relational, and community health and well-being. Collaborations and partnerships with local communities, focusing on the strengths of these communities, help us to achieve these goals.

As a research team, CRECER is deeply engaged in the study of culture and the development of participatory action research skills. Our community inspired projects provide students with many opportunities to take a stand and challenge and the challenge the ways in which people think about ethnicity and culture either through their academic work or through their leadership and involvement in collaborative community endeavors.

TEAM LEADER: Guerda Nicolas, Ph.D



As a multicultural (Haitian American) and multilingual psychologist (Spanish, French, and Haitian Creole), her research is reflective of her background and interests. She is a licensed psychologist and was the Assistant Director of the Institute for the Study and Promotion of Race and Culture (ISPRC) along with Dr. Janet E. Helms.

Her current research centers on partnering with ethnically diverse and immigrant communities to develop culturally effective mental health interventions to combat depression, address issues of racism and racial discrimination stress, enhance the racial and ethnic identity development of children and adolescents, and promote individual, family, and community well-being.

Dr. Guerda Nicolas joined the Department of Educational and Psychological Studies at the University of Miami in August 2008 and the past the Chair of the Department. She was an Associate professor at Boston College in the Department of Counseling, Developmental, and Educational Psychology prior to joining the EPS faculty. She obtained her doctoral degree in clinical psychology from Boston University. She completed her predoctoral training at Columbia University Medical Center and her postdoctoral training the New York State Psychiatric Institute/Columbia University, Department of Child Psychiatry.





Meet the Team

Noris Rios



Noris is a fourth year doctoral student in the Counseling Psychology program at the University of Miami. She currently serves as program coordinators for both the Kulula Mentoring program and Evaluation for Breakthrough Miami project.

She earned her BA in Psychology at the University of Miami with a minor in Foreign Languages (French & Italian). During her undergraduate career she worked as a research assistant at the UM Mood and Anxiety Disorders lab.

With a mix of Dominican and Mexican roots, her research interests are focuses on issues of cultural diversity in the mental health profession. She wants to explore how culture influences perception about mental health service utilization, and the field in general.

Kimberly Ho, M.A.



and create sustainable and culturally relevant mental health prevention and intervention programs in low and middle-income countries. Prior to her entry into the PhD program, she worked as a residential therapist for adolescents with substance abuse disorders and/or juvenile delinquency and completed an internship working with children and women who witnessed and/or were victims of domestic violence.

She earned her M.A. in Mental Health Counseling and Wellness from New York University and her B.Sc. in Communications with a double major in Psychology and Public Relations from the University of Miami. A student of classical ballet since age 5, she also holds an advanced level certificate of ballet through the Royal Academy of Dance and has performed throughout the island with

Kimberly Ho is a doctoral student in the Counseling Psychology Program at the University of Miami. Her clinical and research interests include working with children, adolescents, and families. A native of Jamaica, she has a special interest in working with individuals from the Caribbean region. Kimberly is interested in investigating factors such as religion/spirituality and movement/dance and their influence on children's identity, well-being, and various developmental domains (socio-emotional in particular). Ultimately, she hopes her research will be used to inform child development policies



Dorothy Addae



Dorothy joined CRECER in 2013 and is a doctoral student in the Counseling Psychology Program at the University of Miami. She earned her B.A. in Psychology from the University of Missouri, working with Dr. Anna Bardone-Cone and Dr. Lisa Flores. Dorothy began her graduate career at the University of Illinois-Chicago in 2012 and transferred to Miami with Dr. Dina Birman.

Dorothy's international background contributes to her passion and research focus. Her interests center around the immigration experience, acculturation, and international policy. In addition to adjusting to the new country, Dorothy is interested in the identity development of immigrant children and immigrant family processes. Lastly, Dorothy desires that her work and career will help in bridging the practice research gap, in disseminating and implementing research in communities.



Natacha Janac, M.S.



child-development, nutrition, education, and social services for children and parents. She is a member of the (CAA) Community Action Agency board of directors, who over-see all the programs and services provided by the Miami-Dade Community Action and Human Services Department (CAHSD). Natacha is also a member of Alpha Kappa Alpha Sorority Inc.; an organization that provide services to the community and helps educated young women to understand their worth.

Natacha's research interests include working with families and communities. She aims to focus her research on the strengths of marginalized individuals and their communities. She believes her work has the potential to make a transformative impact through empowerment and by promoting well-being.

Natacha earned her master's in Nashville TN, at Tennessee State University and is a clinician who enjoys working with children and families. Currently, she provides mental health therapy to children in the foster care system. Natacha joined the CRECER team in Spring 2014.

She serves as the Chair of the policy council of Miami-Dade County Community Action & and Human Service Head Start/Early Head Start program; aiming to fight the war on poverty by providing comprehensive



Sarah-Jane Quessa Coupet, Ed.D
Educational Consultant



She was a Humanities teacher for Boston Public Schools for 10 years. Though she enjoyed teaching and supporting the academic success of young people, the inequities in the public school system propelled her to further her schooling in hopes of having a greater social impact.

Dr. Coupet's research interests are reflective of her background as a Haitian American and her teaching tenure at Boston Public Schools. She is interested in teacher development on a global scale; her current research emphasizes teacher development in her native Haiti. Additionally, her desire to work with diverse and immigrant communities promoting educational awareness motivate her work as an educational consultant and with the Haiti Legacy Project as a member of CRECER.

Sarah-Jane obtained her doctoral degree in Educational Leadership from Northeastern University. She completed her principal's licensure and a Certificate of Advanced Graduate Study, Educational Administration from the University of Massachusetts, Boston. Dr. Coupet received her Master's Degree at Tufts University after having completed her undergraduate work at Hampshire College



Amina Simmons, MA

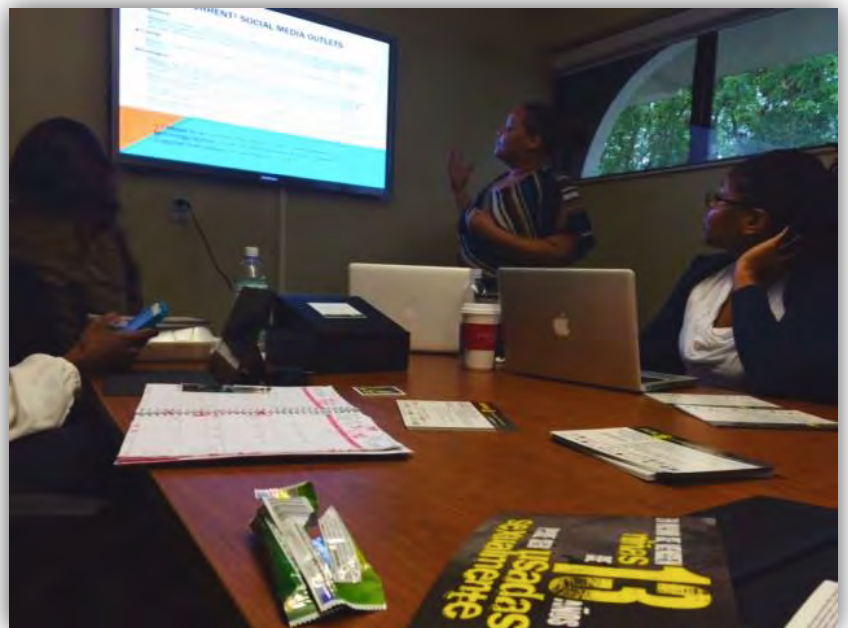


Her current focus is capturing the experiences of Black student mothers, in hopes of informing education policy at postsecondary institutions.

Through research and practice Amina hopes to serve as a bridge between the community and the academy. This year she will be helping run the Kulula Project, a mentoring program for youth at The Barnyard Community Center in the West Grove. Amina is also working with scholars across colleges and universities to build an online support network for women of color in the academy, with a focus on the holistic well-being of Black women.

Amina's family is from North Carolina and she is grateful to have traveled much of the US for school. She holds an MA from the University of Missouri-Columbia in Educational and Counseling Psychology and earned her BA in Psychology and Africana Studies from Pomona College.

Amina Simmons is a second year doctoral student in the Counseling Psychology program at the University of Miami. She joined the CRECER team in Fall 2014. Her clinical and research interests include working with Black children and families, specifically assessing the experiences of Black student parents at the collegiate level.



Katherine Zambrana



She is currently the lab coordinator for Dr. Daniel Messinger in the department of psychology working with infants and their mothers to better understand early development and communication, as well as early markers of Autism Spectrum Disorder (ASD). She earned her BA in Psychology at the University of Miami with a minor in Religious studies.

During her undergraduate career she worked as a lead research assistant in the Dr. Rebecca Bulotsky-Shearer lab, where she focused on different domains of family involvement among ethnically and linguistically diverse Head Start children and families to better understand their socio-emotional development.

Katherine is a second year graduate student in the Research, Measurement, and Evaluation program at the University of Miami. Katherine recently joined the CRECER team as a statistical consultant to better assist the team with the dissemination of information to the community. She plans to apply to doctoral programs in psychology this coming fall.



Lien Tran, MFA



Professor Lien Tran is an assistant professor of interactive media at the University of Miami in Coral Gables, Florida, where she teaches game, web, and interaction design and inspires her students to use their design chops for social good. She is an award-winning game designer who has serious fun breaking down real-world complexity into interactive systems for social good.

Her creative practice includes designing social impact games that help non-profits and humanitarian organizations communicate a critical message in an accessible and engaging manner, including teaching immigrant youth important life skills. Her other project

partnerships include: Open Society Foundations, U.N., Red Cross Red Crescent Climate Centre, World Bank, Tanzania Social Action Fund (TASAF), National Police of Colombia, and World Wildlife Fund.

Professor Tran has an M.F.A. in Design and Technology from Parsons The New School for Design and a B.B.A. in Information Technology from The College of William and Mary. She spent an unforgettable semester aboard circumnavigating the globe on a ship with Semester at Sea and still enjoys traveling and experiencing new cultures, people, and food (in 30+ countries). She previously worked as a business IT consultant at Accenture for private and public sector clients and spent 2 years teaching English in Kitakyushu, Japan, through the JET Program. She studied several forms of dance from a young age and performed professionally around the Washington, D.C., area. She continues to enjoy modern and jazz dance classes whenever she's not playing board games.



The Kulula Project: 2014 -2015 Recap

Kulula, a Swahili word, meaning to “excel” or “achieve” is a culturally enriched, evidence-based, mentoring and tutoring program for enhancing the ethnic identity and socialization skills of Black youth. Targeting elementary and middle school students in the greater Miami-Dade area, Kulula seeks to increase self-efficacy, leadership skills, and community involvement. Through the program youth improve decision-making, coping, and problem solving, increase connection to school and academic performance, and increase awareness of and pride in their African heritage.

Using an Afrocentric curriculum-based approach (including mentors of African descent) in a group setting, Kulula engages youth in activities and journaling exercises emphasizing relational interaction. The program has four modules that address various themes including: relationships, family history/ancestry, stereotypes, self-esteem, conflict resolution, leadership/role models, career aspirations and

planning for the future. Volunteers support academic and social development, as well as encourage positive relationship building and model positive behaviors.

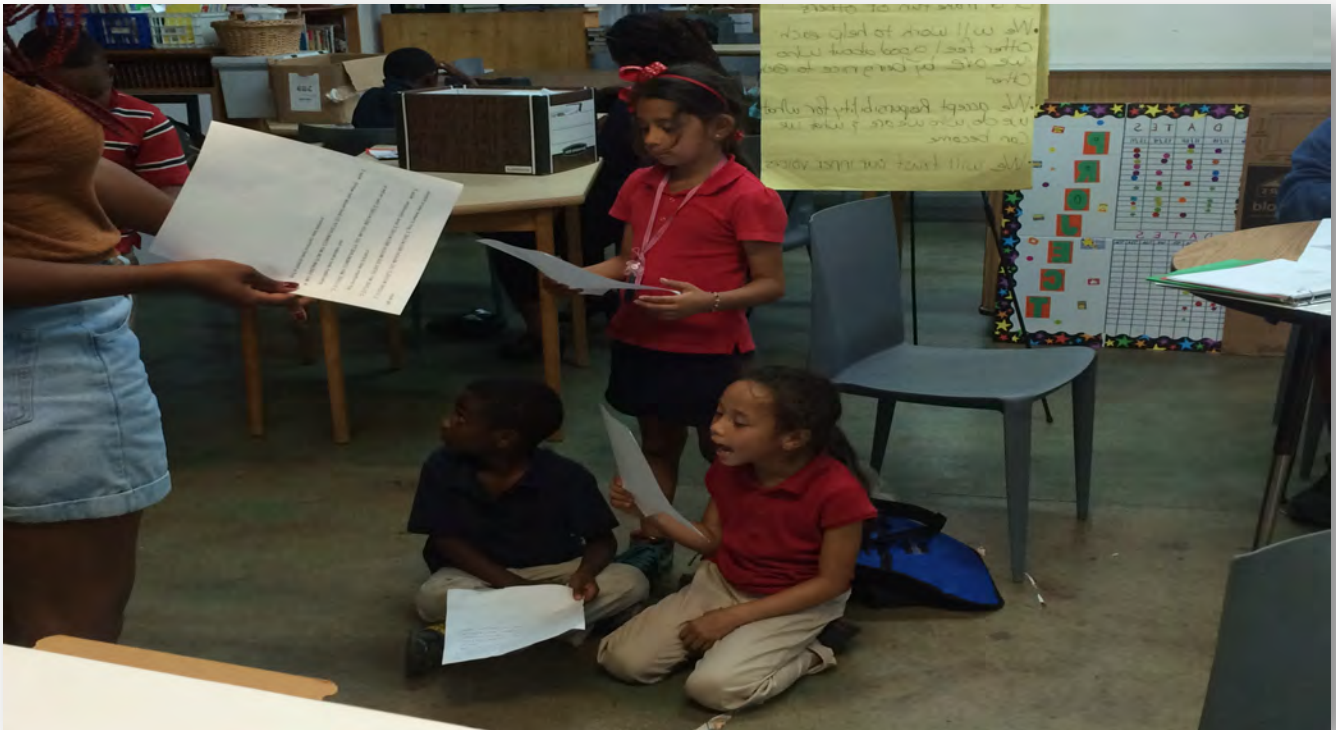
The mentoring program this year was run in partnership with Coconut Grove Cares site, The Barnyard. Participants ranged in age from 6-10, and on average 8-10 youth and 4 college-student mentors were in attendance at weekly meetings. Program support this year was funded by a grant from the Pave the Way Foundation.



The Kulula Project: 2014- 2015 Recap

Progress Summary:

Participants met for six sessions during the Fall 2014 semester and for 14 sessions during the Spring 2015 semester. A total of four mentors from the University of Miami (two undergraduates and two graduate students) implemented the program, which ran weekly for an hour on Thursday evenings. Of the 14 children signed up to participate in October, there was an average weekly attendance of nine to ten mentees in the Fall, and an average of six to eight mentees in the Spring. The mentees were divided into three smaller groups, or jamaas (Swahili term for group or family). Group One ("Imara and Jasiri") was led by a female mentor and had four mentees (two males: ages 9; two females: ages 9 and 8). Group Two ("Amable Fort Zuri") was led by a male mentor and had four mentees (two males ages 9; two females ages 10 and 9). Group Three ("Unidos") was led by two female mentors had six mentees (two males ages 7; four females ages 6 and 7).



Succeed, Achieve, Accomplish

The Kulula Project: 2014- 2015 Recap

Curriculum

Fall 2014:

Each jaama began with the 1st module, “Who Are The People In My Life”, which encouraged the mentees to examine the relationships in their lives. Mentees completed journal activities and discussed what they believed were some positive and negative elements in relationships. Mentors also emphasized that mentees had relationships to their external environment through community organizations, institutions, and activities.

Another component of Kulula was the civic engagement project in which mentees identified an issue in the community that they would like to see changed, and they suggested ways in which to address it. These were mentee driven projects that were presented at the end of the year.

Furthermore, in response to the mass protests across the United States in December, mentors checked in with their jamaas about their perspectives surrounding these events and explored mentees’ perceptions of police and authority in a broader sense. The mentors adjusted their approaches and discussion to be developmentally appropriate and reflective of the mentees’ knowledge.

Spring 2015:

Kulula members continued working on the curriculum, learning about topics including heritage, self-esteem, and societal messages. Each of the three jamaas also worked on a project to present to the community, which reflected what they had learned about Kulula or what they wished could be done in their communities.

The Unidos jamaa created a speech about why they loved themselves and included content about their skin, their families and communities, and their career goals for the future. The Amble Fort Zuri jamaa identified bullying as an issue they wished to address, and they created a comic book story that could be used in an anti-violence workshop. The story begins with a student being threatened on the school bus and follows him throughout the school day, chronicling challenges he faces, and decisions he can make on the way towards a conflict free resolution. Mentees from the Imari and Jasiri jamaa discussed aspects of the built and social environment and how they impact the well-being of community members. Their presentation highlighted the importance of violence free neighborhoods as well as the benefits of creating more green spaces for trees, flowers, and nature.

Succeed, Achieve, Accomplish

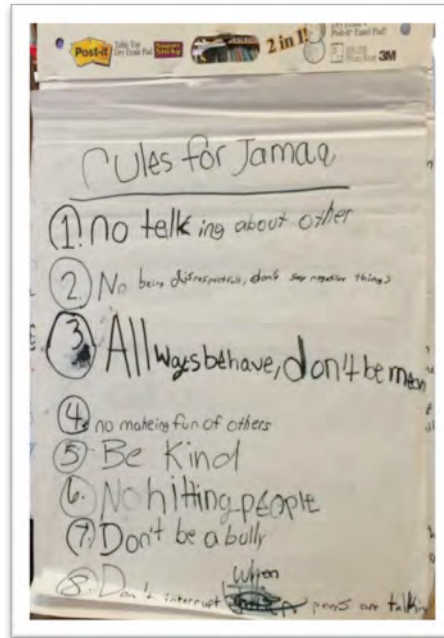
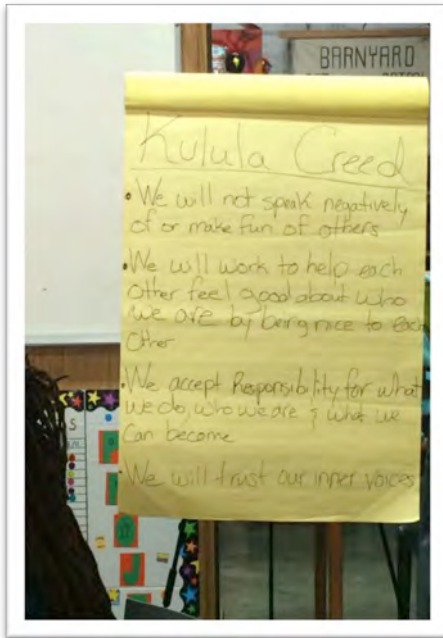
The Kulula Project: 2014- 2015 Recap

Progress on Previous Challenges:

- *Consistent and dedicated performance from the mentors*
- *Barnyard Staff providing additional support to ensure the success of the program*
- *Civic engagement emphasis*

Current Challenges:

- *Decrease in mentee attendance from Fall to Spring semesters*
- *Inconsistent attendance of some mentees*
- *Disruptive behaviors of some mentees*
- *Open design of the site allows for distraction of mentees by other students and activities*



Succeed, Achieve, Accomplish

Haiti Legacy Project

An Education Program Focusing on Haitian Revolution and it's Global Impact

The study of the Haitian Revolution is vast, provocative, and rich. The narrative of independence struggle, offers scholars, students, artists, and activists, an opportunity to examine St. Domingue and Haiti from multiple lenses. Furthermore, it allows for a contribution based on their diverse disciplinary perspectives.

This project will create an educational program centered on the history of colonization, the liberation story of Africans in the island, and their global impact. Through forum, the project aims at fostering a sense of pride and identity among teachers and the next generation of Haitians in the island, promoting educational and psychological well-being among all.

The project is a collaboration between the University of Miami School of Education and Human Development, the Musée Ogier-Fombrun, and the Haitian Heritage Museum in Miami.



Haiti Legacy Project: 2014 – 2015 Recap

Project Progress:

- *Created a historical resource book and other supportive materials that outline the history of slavery and revolution in Haiti, which educators can learn from and integrate into their curriculum.*
- *Produced a webpage that houses historical artifacts, books, journal articles, poetry, music, and art that emphasizes various aspects of Haitian history and Haiti's global contributions.*

Ongoing Goals:

- *Provide training to teachers' leaders in Haiti on the materials and on effective strategies that can be utilized to implement the materials into their curriculum with their students.*
- *Develop a team of teachers who serve as trainers for other teachers of the project in the future, which is an effort to ensure the sustainability of the project.*
- *Evaluate the individual and systemic impacts.*

The Training Program:

The Haiti Legacy Project works in collaboration with Musee Ogier-Fombrun and the School of Education and Human Development at the University of Miami. HLP provides professional development for teacher leaders who will serve as trainers for other teachers. The emphasis of the training is to train teachers to utilize the history resources and to provide effective strategies to enhance their history instruction.

The Haiti Legacy Project curriculum is an innovative historical and global narrative emphasizing three historical periods that have been excluded in historical canons: Slavery/Colonization, Haitian Revolution, and Global contributions. Haiti Legacy Project administered the first history teacher-training seminar in Fall 2014. This seminar had 15 participants ranging from primary to secondary grade teachers. School administrators from the region also partook in the training. There were teachers representing both public and private sectors in the region.

The training had two emphases:

- *Provide educators with access and exposure to the website resources*
- *Provide educators with access and exposure to the teachers' curriculum*

The participants provided feedback that the training is highly necessary and needed for teachers in the region. They suggested that more training occur and that resources be provided to support their teaching efforts in their respective schools. Upon completion of the trainings, the HLP team visited a school in the region and observed the training content being implemented by the teaching faculty.

Children's Branch: 2014-2015 Recap

The Children's Branch is the child component of the Strong Roots program. In this portion, projects and exercises focus on children's individual and community identities (with a particular focus on their racial and cultural identities), and relevant practices of dialogue and communication.

The curriculum is divided into two modules. The first module focuses on the children's developing social identities and connections. Children engage in activities where they explore and share self-selected qualities and experiences with the group. The module then shifts beyond the emphasis on individuals to active-learning projects that help them to increasingly discover connections between themselves and others.

Initial connections are explored between the children, followed by connections they children may share with



facilitators, teachers, and others outside of their immediate peer group. Finally, children explore the idea of all individuals' connections within varying social contexts.

Having established an emphasis on individual identities and group dynamics, the second module of the Strong Roots Children's program emphasizes the practice of dialogue and communication as it relates to those with whom we are alike, different, and connected. The children participate in activities with focuses ranging from concrete communication practices to the importance of empathy and understanding both our own feelings and those of others.

This year Strong Roots Children's Branch program met with children bi-monthly at the Barnyard Community Center in the West Grove, a historic and predominately Black community in Miami. Their parents and caregivers progressed through the empirically based Strong Roots manual.



Children's Branch: 2014-2015 Recap

Overview

Between Fall 2014 and Spring 2015, 10 children's branch sessions were held at the Barnyard. Children's ages ranged from 5 to 10 years old. The sessions were led by four to six undergraduate volunteers from the University of Miami, and overseen by a doctoral student in counseling psychology with a Master's in mental health counseling, and a background in child development. Sessions were held for one hour, and took place after a family dinner. Attendance per session ranged from 8 to 12 children. Volunteers were assigned to groups of around two to four children to assist them with the activities.

The curriculum was divided into two modules. Module One had sessions related to racial socialization, and Module Two focused on children's interactions and relationships with others.

Module One:

The goal of the first two sessions in module one was to establish rapport between all members of the program – the children, the volunteers, and the staff, and introduce the program. Children completed a booklet that explored key characteristics about themselves, such as their physical identity, their community identities, their family tree, and their favorite things. Children were able to identify most of these characteristics. They shared this information with each other and noted the similarities and differences between them.

The last two sessions of module one provided a space for children to explore how they felt about themselves, and how they thought others saw them. Through art, it also explored their opinions about their skin color and emphasized that their skin color is beautiful and special and that who they are is not related to how they look. Many of the children shared that they were proud of their actions, their math skills, and reading ability. Most children drew themselves and shaded in the picture with crayons that they perceived to match their skin color. They also drew some of their favorite things to have around them such as a dog, a castle, or a t-shirt with the peace sign and hearts.

Module Two:

Module 2 focused on children's interactions. The first two sessions focused on their family relationships and friendships with the goal of helping children think about the people who love and support them. Thus, in sessions, they discussed the qualities of a good friend, and how to be a good friend to others. Children drew pictures of a house and their family members, and were able to identify friends in their lives that provided positive support. Examples of positive friends were people who they "could talk to, play with, and who would be there for them in bad times."

Children's Branch: 2014-2015 Recap

Module Two Continued:

The last four sessions shared tips on the importance of communication, how to deal with problems (such as bullying), ways to show gratitude and closed with considerations of their future. They made gratitude cards for their parents and gave it to them on the final celebration. Children also made collages on what they wanted to do or become in the future. Using magazines, children cut out pictures that depicted science (for a scientist), a happily married couple, a gymnast, ways they would like to dress, a house, and laptops to denote work. Many children shared they had a positive view of the future and could readily identify careers or jobs they would like to have when they grow up.



Children's Branch: 2014-2015 Recap

Summary and Analysis

Following feedback and evaluation from Fall 2014, to better aid in behavior management, we found that having the children divided into small groups enabled them to focus and engage more on the task and receive individualized attention. We noted that despite having these small groups, children still, at various points during the activities, asked to go outside and play. This may have been a function of the time the program was held (6pm to 7 pm), which is difficult for children to focus on what they might perceive as “work.” As a short-term strategy, we implemented an actual physical warm-up before we began some sessions, used attention grabbers such as a handclap and had a check-in to see how the children were doing that day before we began any activity. These changes need to be formalized into a new curriculum and implemented from at the beginning of next year.

Given our long-term focus is to revisit the curriculum and take into account the children's preference for play, hands-on projects, and physical activity, a meeting at the end of the Spring 2015 term was held with an interactive game designer who has experience in creating games for social change. We are currently in the process of adapting the goals and outcomes of the two modules, into games that use cards, 3D figures, and other props. This process will be piloted in Fall 2015.



Strong Roots Parent & Caregiver Program

The Strong Roots Parent and Caregiver program was designed to enrich the knowledge and skills of Black minority and immigrant parents and guardians in the community, particularly around the areas of racial and ethnic socialization. The program was created in response to the needs voiced by children participating in the Kulula Mentoring and Tutoring program.

When parents and caregivers are more secure in their identities as racial beings, have a greater awareness of the ways in which race, discrimination, and oppression operate in theirs and their children's lives, and have the skills to communicate and respond to their children, they will be better equipped to aid their children in the development and

integration of their own racial and ethnic identities.

Additionally, parents and caregivers will be better positioned to provide support and solutions to make meaning of, integrate, and confront experiences of racism intra-personally, interpersonally, and systemically.

This year Strong Roots met with parents or caregivers and their children bi-monthly at the Barnyard Community Center in the West Grove, a historic and predominately Black community in Miami. Parents progressed through the empirically based Strong Roots manual while children participated in an equivalent themed Children's Branch program. The program was based on collaborative learning and facilitator-led discussion based on topics from three main areas: (1) well-being, (2) empowering racial identity, and (3) parent-child communication.



Strong Roots: 2014-2015 Recap

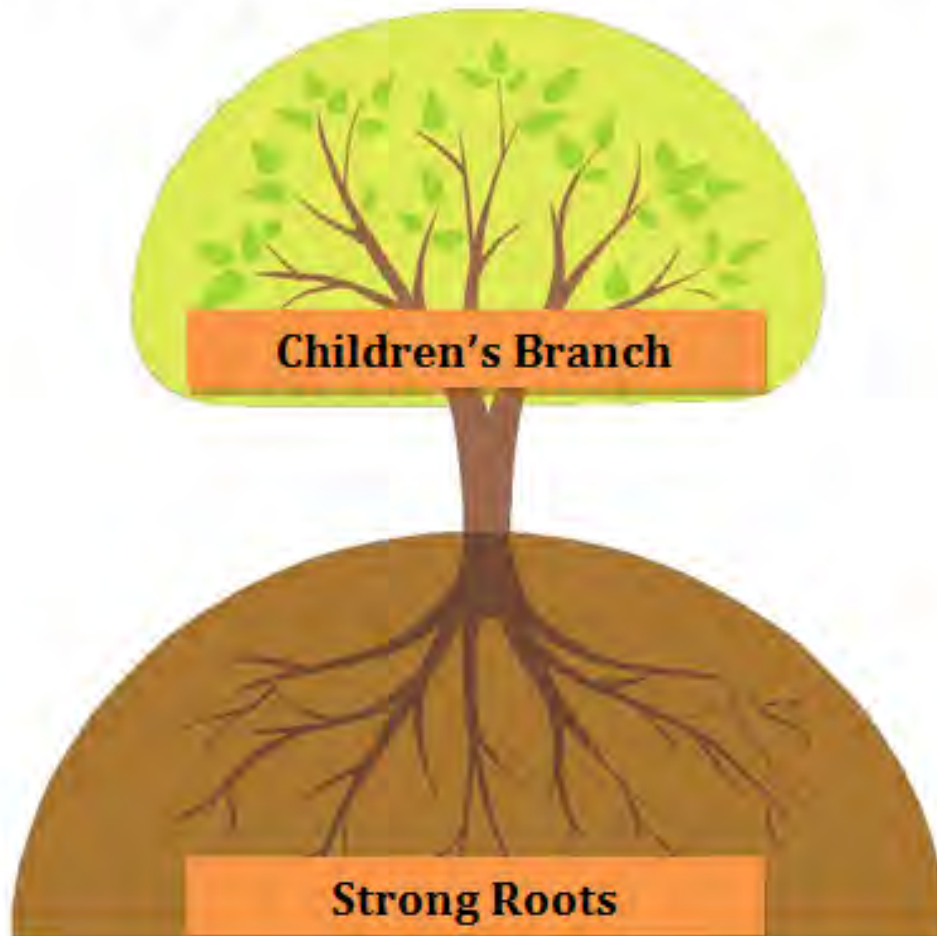
Progress Report Continued

Measurement:

Two measurement sessions were conducted, pre and post program implementation. Measures assessed participant demographics, family dynamics, quality of family relationships, ethnic identity, socio-economic and overall life satisfaction. Measures were administered by members of the CRECER research team on a group basis.

Participant Feedback:

Feedback from participants has consistently been positive. Participants express appreciation of the curriculum, of other group members, and of the facilitator. They especially enjoy the positive dynamics within the group and the support that group members provide each other. Participants contribute to group sessions by sharing their own strategies and suggesting new ideas for better parenting.



Rebati Sante Mental Teachers Mental Health Training Program in Archaie Haiti 2014-2015

Train the Trainers Approach

Project Overview

The specific aims of the mental health component are to:

- *Train and provide ongoing support for teachers in Haiti to identify, screen for, and offer support for mental health needs of children and adolescents*
- *Prepare a selected group of trainees to become trainers in identifying, screening for, and offering support for mental health problems to children and adolescents*
- *Prepare selected teachers with training on how to make an appropriate referral for further services*

The Training Program

Rebati Sante Mentale in partnership with the Musée Ogier-Fombrun, and School of Education and Human Development at the University of Miami in Florida is implementing this program, aimed at providing training to teachers on mental health issues. The overall goal is to equip the teachers with support and knowledge that will enable them to better support young students they teach. Our Mental Health Training Program is grounded in a community empowerment and sustainability framework that seeks to meet the follow key objectives:

- *Increase capacity and sustainability of mental health in Haiti by training health professionals, teachers, religious leaders, and community members in psychosocial programming and implementation that is culturally grounded in Haitian culture.*
- *Train health professionals, teachers, religious leaders, and community members to recognize symptoms of psychological distress in individuals across different age groups and genders.*
- *Train health professionals, teachers, religious leaders, and community members to become trainers on how to conduct information sessions with other groups in their respective community.*

Through the train the trainer model we seek to increase community awareness about mental health issues and ways of seeking services for these issues.



Teachers Mental Health Training 2014-2015 Recap

SUMMARY OF TRAINING ACTIVITIES 2014-2015

- *Since 2013, a total of 407 teachers and directors have participated in the program.*
- *But with the walkathon and additional workshops, we estimated that a total of **1,057** individuals have been directly impacted by the program in the region.*
- *Samson added that while we have touched a total of 1,057 since 2013, we have communicated about the project in radio, in churches, schools, and other communities. A megaphone was provided and used to introduce the projects, etc. in various communities. Thus, the exact number of impact is unknown but it is likely to be higher than the actual number.*
- *Lindsay asked individuals to do their own self-examination of how they were before and after participating in the program and what specific activities that they have engaged in since participating in the program.*
- ***“Mainen koulev la le’kole se yon et fe l chita se yon lot”**—provided by Delicate to discuss the importance of applying the materials learned from the training to other areas in their work and personal life.*
- *Serge suggested that individuals keep a record of the specific activities that they engaged in and come to the next meeting prepared to provide such data.*

Testimonies of Members of the Team:

“There are some things that I have changed in how I am treating the students in my class”

“There are some words that I used to use that now I do not allow for it even in my own house”

“The information helped with understanding the experiences of the kids in their home by looking at their behaviors and how to approach the kids and the need to refer kids who are in need of additional assistance professionally”

“There are two things that have changed from me. There are lots of things that I observed in kids that I didn’t understand now I have a better understanding of what it means. I also shared the information with other parents who might be reacting negatively with their kids and the need to understand the kids a bit differently. I also share the information with my colleagues in the school and discuss the importance of the teachers visiting the museum”

Teachers Mental Health Training 2014-2015 Recap

Testimonies Continued

"The training helped with vis a vis how I reacted in my classroom. I have a student who is in the classroom of a colleague....the student didn't have a good pair shoes to wear and the other kids are making fun of the kids...calling the kid a name. In order to ensure that the kid doesn't feel negatively...I brought a shoe that was similar to the kid and it allowed the other kids not to make fun of the kid and at the end, other students wanted to wear similar"

"I was always an observer but after the training, I became more of an observer and more tolerant, and I've learned a lot..."

"The training has helped me a lot...I work with adolescence, and realized that there are times when kids don't want to work but there are reasons for that change in behavior...."

There is a need to ensure that individuals take the lead to engage more and come with a summary of what you have done.

"The training has helped a lot with the work that I am doing professionally and my relationship with the kids in my house....I shared the information with other parents..there are some who borrow the books from me to learn more information.."



Teachers Mental Health Training 2014-2015 Recap



SUMMARY OF TRAINERS:

- *A total of 27 teachers have been trained as trainers through the program.*
- *The trainers represent different areas in the region such as Arcahaie, Luly, Mountrouis, and St. Marc.*
- *The trainers created their own team name, Unity Team.*
- *Meetings are held monthly with the trainers who will be involved in the upcoming training and a large training meeting is hosted twice a year with all of the trainers.*

Below is a picture of some of the trainers for the trainers meeting in August 2015





CRECER on Social Media

Check Us Out!



Upcoming Conferences



Caribbean Regional Conference
of Psychology

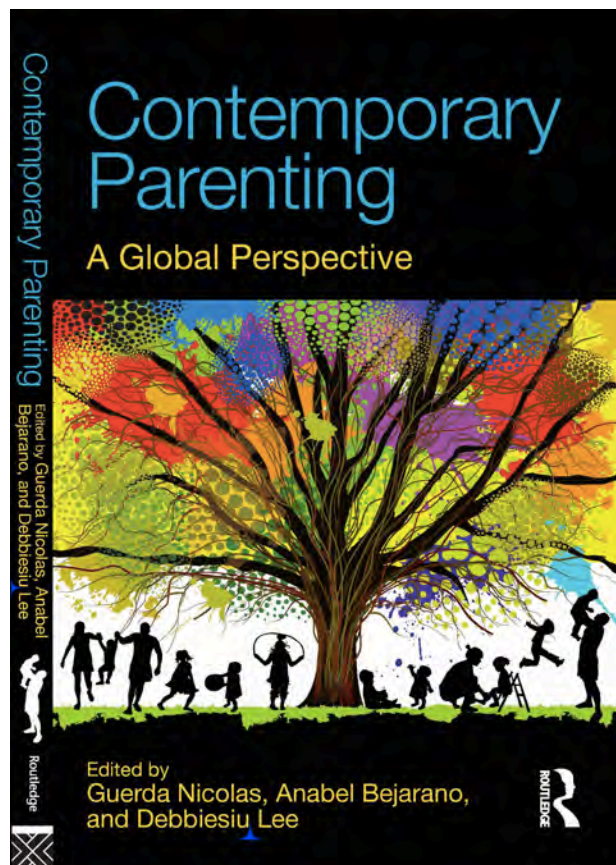
**PROMOTING CARIBBEAN HEALTH WITH
MULTILINGUALISM AND MULTICULTURALISM:
CHALLENGES AND OPPORTUNITIES**

NOVEMBER 5 – 7, 2016 PORT AU PRINCE HAÏTI

<http://crcp2016.org>

Under the auspices of CANPA with Local Host Organization the Haitian Psychological Society

Recent Book Publication:





Get Involved with CRECER

We are always looking for individuals and organizations who share our commitment to social justice and our dedication to enhancing cultural identities and promoting health and wellbeing amongst ethnic minority and immigrant individuals and communities.

If you are interested in developing competencies in community-based, culturally-informed research, are interested in bringing a CRECER program to your community, or would like to make a donation, contact us at umcrecer@gmail.com.

Contact Us

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Online Contacts

www.education.miami.edu/crecer

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