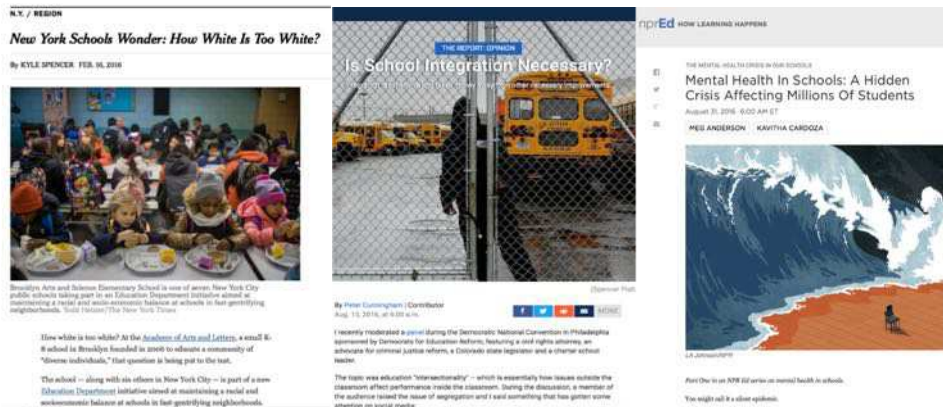


MENTAL HEALTH IN SCHOOLS: IMPACT OF RACE/ETHNIC COMPOSITION

OCTOBER 26, 2018

- **Diversity:** # of different groups and size of each group
 - $D = 1 - \sum(n^2)$, where 'n' represents the proportion of each race/ethnic group in the school
 - Higher index indicates having greater school race/ethnic diversity
- **Density:** proportion of one ethnic group in a local population, usually comparing a socio-historical dominant compared to non-dominant group(s)
 - Non-Latino white enrollment
 - Race/ethnic minority enrollment



Melissa DuPont-Reyes, PhD, MPH, Postdoctoral Fellow & Epidemiologist

School Race/Ethnic Composition & Mental Health

Study 1: Literature Review

Research Question

- What is the **evidence to date** of school race/ethnic composition's impact on mental health?

Objective

- Conduct a systematic literature review of the current evidence regarding the impact of school race/ethnic composition on mental health outcomes using PRISMA guidelines

Findings

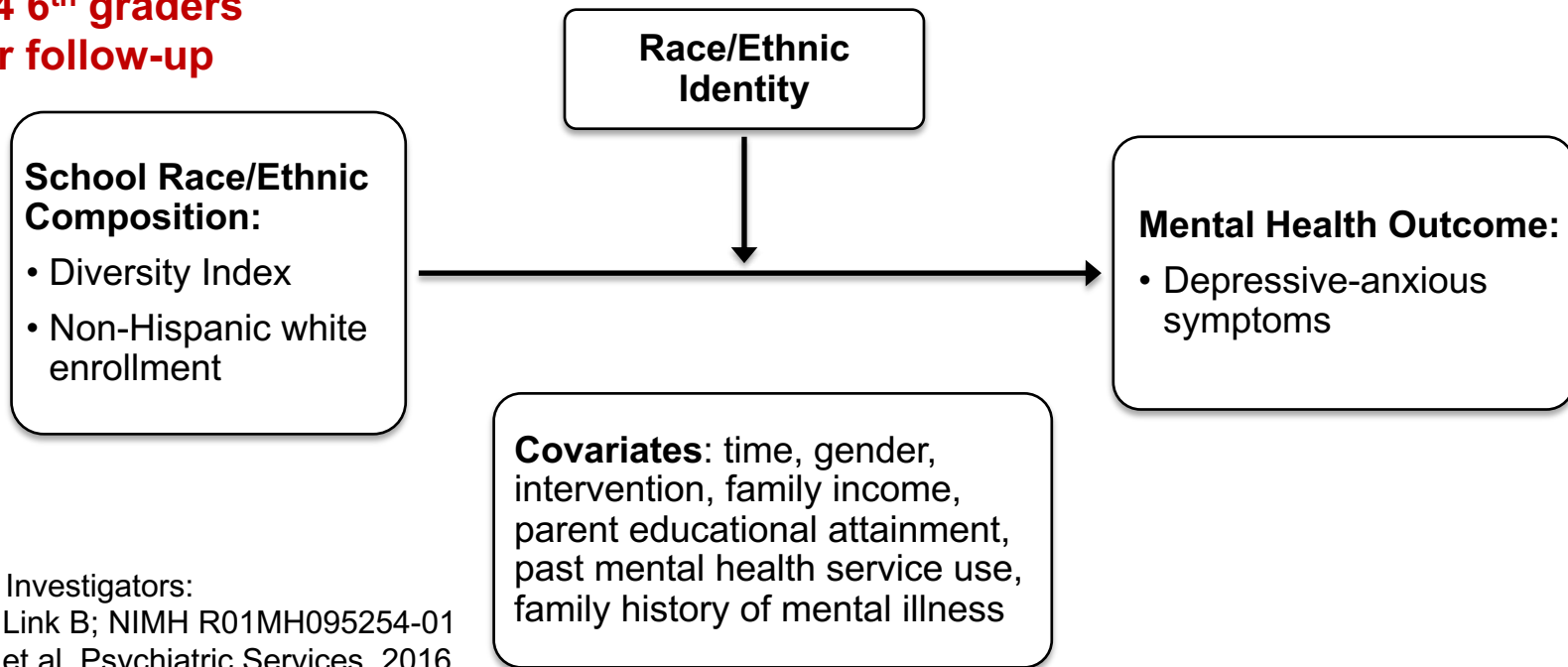
- N=11 articles for synthesis: published 2002-2017; US (n=8) & Europe (n=3); majority high school samples (n=7) (middle school (n=3) & kindergarten (n=1)); equally used convenience & nationally representative samples; study designs included 7 longitudinal & 4 cross-sectional
- For all youth, attending schools with higher vs. lower proportion of same race/ethnic peers in school was protective of mental health
- Unclear at what point of non-Latino white enrollment where risk of mental health symptoms begins to vary by race/ethnic group

School Race/Ethnic Composition & Mental Health Study 2

Texas Stigma Study*, 2011–2015

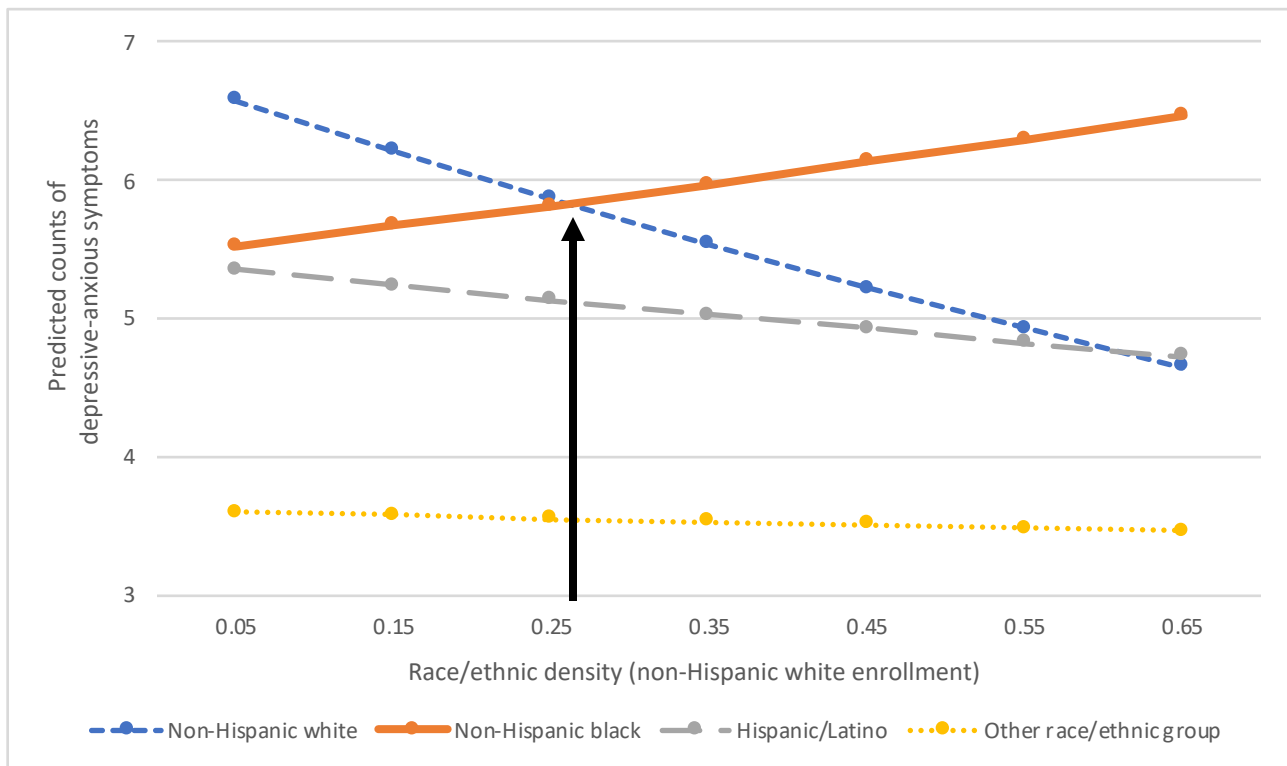
N=484 6th graders

2-year follow-up



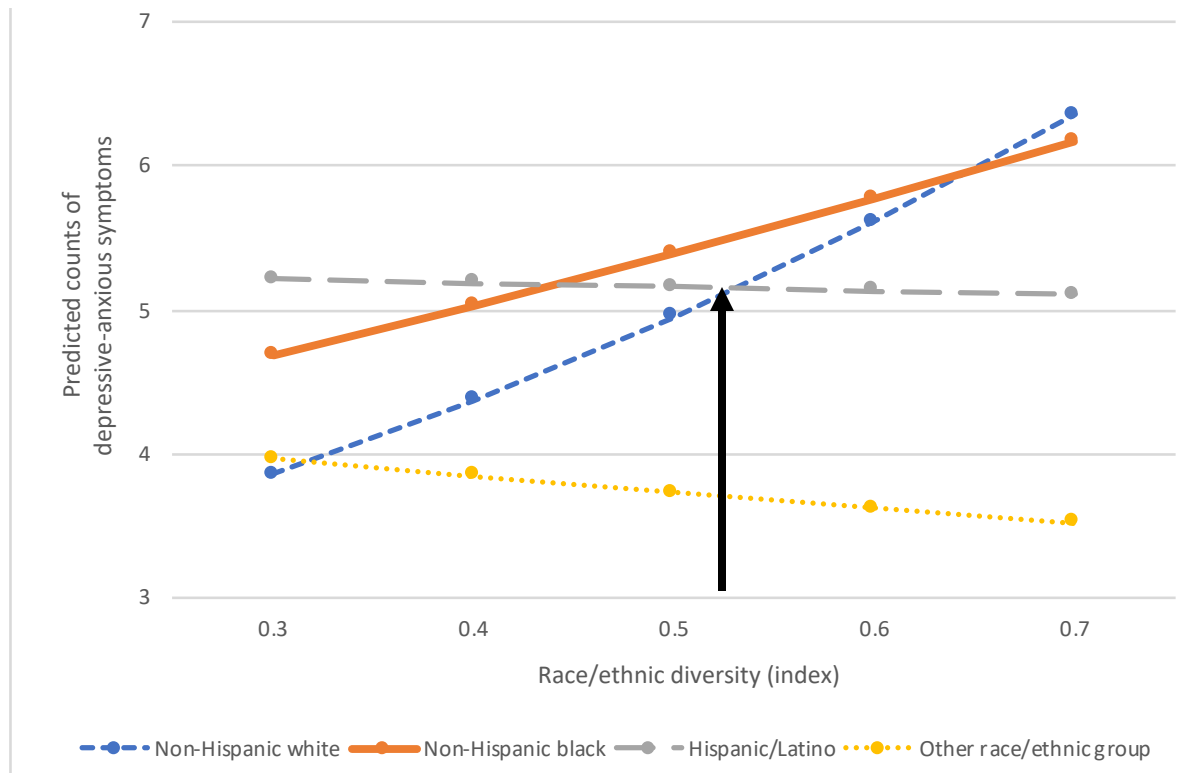
* Principal Investigators:
Painter K, Link B; NIMH R01MH095254-01
Painter K, et al. Psychiatric Services, 2016

Depressive-anxious symptoms by race/ethnic group with non-Latino white enrollment



- No significant main effect of non-Latino white enrollment
- A significant interaction among non-Latino black compared to white adolescents

Depressive-anxious symptoms by race/ethnic groups with diversity

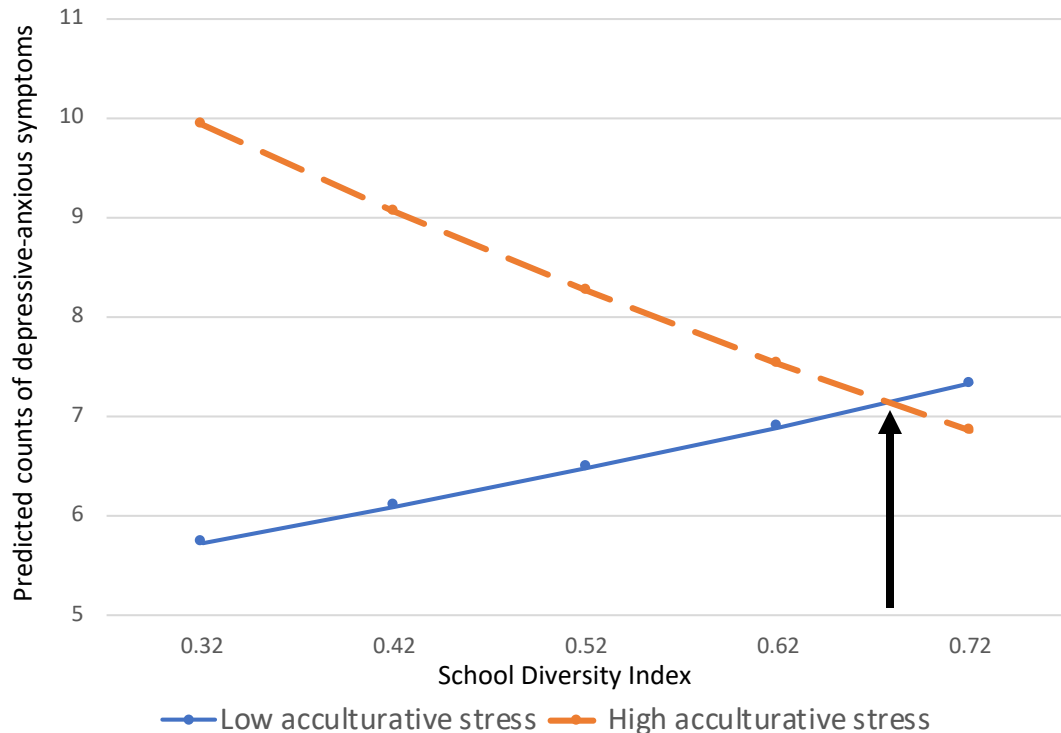


- School diversity positively associated with depressive-anxious symptoms
- A significant interaction among Latino compared to non-Latino white adolescents

Depressive-anxious symptoms by acculturative stress with diversity

Within Latino group analysis by acculturative stress*

* 20-Item Social, Attitudinal, Familial, & Environmental Acculturative Stress in Children scale measured stressfulness of perceived discrimination and feeling like an outsider



- Latino adolescents with high vs. low acculturative stress saw reduced symptoms with increasing diversity

Contributions

- Findings shed light on the value of considering mental health when developing enrollment strategies that promote diversity and inclusiveness within schools.
- Next steps: Identify ***modifiable school factors*** [race/ethnic composition of faculty/staff, availability of ethnic-specific programming] that can buffer race/ethnic composition effects on mental health

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