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The Impact of Adulthood on Child Survivors of
Trauma with an Emphasis on Children of Color Webinar

National Resource Center on Domestic Violence

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>> Good afternoon, everybody.

My name is Ivonne Ortiz, I am the Training Institute Manager for the National Resource Center on Domestic Violence.

Thank you for joining us today, and welcome to our webinar titled The Impact of Adultification on Child Survivors of Trauma with an Emphasis on Children of Color.

We are so happy that you are joining us today.

I'm going to just remind you, if you have a question, we have the chat box ready and our chat box is monitored today so make sure to share your questions with our presenter.

Also, I see that many of you are introducing yourself, telling us where you're calling from, so welcome, everyone.

We are getting ready to start.

For those of us -- for those of you, I'm sorry, that don't know the National Resource Center, we are a national technical assistance provider and our mission is to strengthen and transform efforts to end domestic violence.

We provide a lot of clinical assistance, training, we do a lot of webinars, workshops, keynote speakers, we have a lot of resources that

we develop free of charge.

We do a lot of things and we're able to do this because we have an amazing team and I want to just say hi to our team behind the scenes.

We have Breckan, we have [indiscernible] and Joe and Patty, all working together.

I also want to welcome and thank our captioner, Lisa, today.

As you can see, the NRCDV has many key initiatives and projects, one of them we are extremely proud of is bonnet, our own on-line library.

It is a source of information, anything that you want to learning about admiss tech violence and its intersections, you can just go in there and find the information that you need.

We have domestic violence evidence project, building comprehensive solutions, PreventIPV, vote for social change, that's another great, great, great source of information.

And of course domestic violence awareness project.

We are supremely proud of this special project.

We also have the runaway and homeless youths and domestic violence relationship violence tool kit, so all of this are great sources of information that are

free for you.

So who we are and what do we do?

Well, a great way for you guys to get to know us more and our NRCDV stands, we developed the stands back in 2016 and this is what guides our work.

I'm going to read it for all of you.

We try to do this every single time before a webinar, we have an in he-person presentation.

We want for everybody to get to know the NRCDV.

We stand with individuals and groups who have been targeted, degraded, threatened or marginalized because they are Native Americans, people of color, immigrants, women, Muslims, LGBTQ or people with disabilities.

We stand against white supremacy, racism, misogyny, anti-Semitism, homophobia, transphobia, xenophobia and all other forms of structural oppression.

We stand with survivors of domestic and sexual violence, especially those most vulnerable and with limited access to services and protections.

We stand together in celebration of the rich diversity of people in this country and the vitality and strength they bring to our communities and society.

We stand with those who embrace self care and community connections as necessary and powerful for social change.

We stand with other activists and organizations who continue to work passionately for gender, racial, economic and social justice for all.

And this is who we are, the National Resource Center on Domestic Violence.

So I want to introduce to you our presenter today.

I'm extremely, extremely proud and excited to work welcome Jacqueline Miller.

What can I say about her?

We met years ago.

She is an amazing advocate, survivor.

She is just an overall inspiration.

She is the founder of the healthy actions intervening responsibly, HAIR, with over 20 years in the domestic violence field.

She shares her knowledge and expertise on the impact of domestic -- the impact of domestic violence that happens with children's health and the impacts this can have on children's lives and their well-being.

She is also a member of our domestic violence awareness project.

She's a steering committee member and we have collaborated with her and a number of members of projects for the NRCDC.

Welcome to our session today, Jacqueline.

>> Thank you, Ivonne.

I'm so delighted and thrilled to be here to present on this topic.

I want to thank you and the entire NRCDV team that in all the work you've done to coordinate and pull this together.

I just want to thank you all once again.

[Overlapping Conversation]

>> No, I'm not muted.

>> See if we can get her back.

>> Ivonne, we can hear Jacqueline just fine.

>> Can you hear me?

Hello?

>> Jacqueline?

>> Yes, I'm here.

I can hear you.

Let me double check in the other room and see if you're coming through.

It looks like the captioner can hear you -- can hear me.

Do you want to say a few words, people in the

public chat, can you guys let us know if you can hear all right?

>> okay, I'm hearing people say they can hear me.

>> Okay, perfect.

>> Okay.

So thank you all for letting me know.

[Overlapping Conversation]

>> Yeah, I'll just say Ivonne, if you can still hear us, if you want to hang up and dial back in, I'm not quite sure what's going on with your phone but we'll continue on.

>> Jacqueline: Okay, awesome.

Thank you all once again.

Thank you all in the chat box for letting me know that I am heard.

That's awesome.

And so, again, I'm just so grateful for each of you who are attending and joining this webinar today.

As Ivonne said, I've been doing work in this movement, in this field for 20-plus years and I find that as I'm sharing my lived experiences, that I do continue to experience some challenges at times in terms of sharing my story and standing up, and I think the most challenging part of that as far as standing and

speaking up is that I'm actually here to tell the story, there were so many times and events and occasions and incidents where I did not think I would be here to even tell the story.

So it is sometimes challenging to share the story as I believe some of the, I would say, consequences or results that I'm living with today or dealing with situations or conditions, that I live with today, is a result, in fact, direct result of some of those traumas as my lived experiences during—and I am a survivor -- adult survivor of childhood exposure to domestic violence.

And so what healthy action intervention responsibly does is conducts webinars and engagement activities. HAIR is designed to raise awareness of issues that have negative impact on children and their childhood, and with an emphasis on black girls, and what I have done, I took a look back into my own childhood, there have been so many campaigns about looking at or speaking to or words you would give to your younger self and I actually sat down and still occasionally do those activities for myself.

I wanted to really see how can services and outcomes

be improved for children, and particularly for black girls.

And so HAIR emphasizes the importance of healthy interventions, and we know that not all interventions are healthy so that is the focus, and that is our goal.

HAIR also mobilizes family, communities and faith leaders, and I've done a lot of trainings with faith leaders before on abuse and how to recognize abuse and how to sensitive respond to their congregants or their faith community as well as educators in law enforcement to intentionally invest time and action steps towards improving service delivery and trauma-informed approaches while working in partnership with black girls, and I've seen this line right here, in a couple of places and I just really wanted to uplift it, that black girls that are emphasized and unsilenced and made visible.

So, today, our learning objectives are -- we're going to explore adultification, its intersections and the impacts.

We're going to understand how experiences of childhood trauma can impact development and decision making.

We're also going to examine the ways in which family traditions, cultural norms and layers of

oppression impact children's experiences of violence and healing.

And we're also going to shed light on the impact of structural and institutional racism on children of color.

And finally, we're going to identify tools and sources for creating a plan to address adultification.

And before I move on to my next slide, I would like to give three examples of -- quick examples and snapshots of my lived experience, stories from my childhood.

One of them I'll share is I had a baby sitter when I was about, maybe, like, ten years old and it was one day that her teenage son, he was 15 years old, was in the house with me.

My babysitter had gone into her yard doing some work. He came back and found that his bedroom door was closed.

She called out for both of us and I didn't feel right when he had me in his bedroom with the door closed.

He had on a house ROBE and under that house robe, he was completely naked.

And I wasn't sure what was going to happen at that point or at that moment.

So my babysitter called out to both of us, didn't

see us, so then she bust through his bedroom door and she looks at him and look at me, she takes a look at him and snatches his robe off to see that he doesn't have any clothes on.

He's completely naked, once again.

She grabbed a switch, began to whip him unmercifully.

Then she grabbed it and she turned it on me.

I was ten years old, completely confused about what that meant and what had I done.

I was not the one who closed the bedroom door.

I was not the one who was completely undressed and naked.

I was not the one who even, you know, said -- told me to get meetly -- to get undressed.

However, she, you know, punished me and whipped me for his actions.

That was number one.

Then another incident, scenario is that one of my relatives knew how sickly I was as a child with chronic asthma, this one particular day I was having an acute asthma attack.

So I was completely out of my inhaler, did not want to trouble my mom with that, knowing that she would have to get money and buy the inhaler again, so what I did,

I just said, I would just try to take care of myself and be able to work my way through the asthma attack.

The adult, knowing about this situation, put me on the phone with one of their friends and the friend worked at a hospital, was a nurse and told me that, okay, so I understand you're having an asthma attack.

I have a way to get you an inhaler and I was so happy, I thought that, yes, I'm finally going to get some relief.

I got some help that is coming and that will certainly help my mom that she would not have to figure out how to get me an inhaler.

Well, what happened was when I told the person, yes, I will be happy to get that inhaler, the adult person said to me, well, you know what?

Before you get off the phone, let me tell you what you need to do to get that inhaler, and I'm going to say exactly as she said it to me.

She said to me, you have -- to get this inhaler, you need to let me eat you out.

I was not aware of what that meant.

I had not heard of that before.

I didn't know exactly at all what that meant, but that's what she said to me, in order to get an

inhaler, in order for me to be able to breathe and to be relieved from my asthma attack -- well, lets me tell you all, I was 12 years old when that was said to me.

And then my final and third scenario of the lived experience, one of those times I was having an acute attack, my mom had taken me to a local hospital to be seen by the doctor.

One of the security officers who was in -- who was on duty that night was kind of flirting with -- I'll say flirting with me and had slipped me his phone number.

So he accident know that my asthma was so bad that I was admitted that same night.

As I was admitted in the hospital, the next morning, he was doing his rounds and he was doing his rounds owned pedes floor.

He comes to my door and looks in and says, oh, peeks in and says, oh, you were so sick to be admitted.

So he invites himself in my room, he closes my door, he removes my panties, and so I also wonder what could have happened differently or how could I have been better protected, you know, by adults that were around me and in my life, and so that brings me to this topic where even the studies

and research is showing that black girls are perceived to be more knowledgeable about adult topics and sex topics in particular than any other group or races of girls.

And certainly, I look back at my own childhood and I find that to be -- to have been very true based on my lived experiences.

If those adults, I'm believing assumed that I had some then, awareness about those things that they were imposing on me, or at least from experience of them and once again, I did not.

And at that age of that last -- the age I was during the last experience I just shared, I was once again 12 years old.

So I do this work, I do it with thinking of how things and systems and approaches can be very different for black girls and studies are also showing us where services are approved, are improved for all children, for black girls, I'm sorry, excuse me, for black girls, all children benefit from those changes in the work that we do to improve the outcomes for children.

When it's specifically focused on black girls benefiting from that, all children actually benefit.

So the national prevalence, as I've done this

work over these 20-plus years and as I've done -- spent some time working on looking at and reducing homicide within -- like domestic violence homicide, I find that still today, more than three women are murdered by their husbands or their boyfriends notice United States.

We see that even based on statistics, 2 million injuries from intimate partner violence occur each year, each as I've done work within the health care setting, and find that as I've done that work, that it's not isolated incidents, at all.

That is happening to our women but that it is part of power and control, it is part of the coercive control where many of these incidents, these murders, these homicides, the injuries are truly taking place.

And one of the things that, you know, I stand with survivors, many of these women are mothers and what I've done I have looked over the lifespan or the span of my work and have seen and worked directly with survivors who are mothers, and there have been thoughts or opinions, or this have been people have thought that, oh, they just don't care, you know, women -- they don't care what happens to their children, they're more committed to their men or

they're more, you know, looking out for their boyfriend, they don't care what happens to their children.

I find that not to be true at all.

I stand with survivors.

I stand with survivors who are mothers and what I found in my work is that when a woman learns, a mother learns the impact that violence and abuse is having on their children, they are likely -- more likely to make a phone call, call a hotline, even go to a shelter, get an order of protection, get an injunction for protection.

They have, based on my experience, my worked experience, is that they have and they do reach out for help to protect their children.

They do have in place protective factors on behalf of their children, whereas the opposite has often been believed or even said of survivors who are protecting children.

So I want to also say, growing up in a violent home may be a terrifying and traumatic experience, that can affect every aspect of a child's life, and development, and my particular interest and passion and commitment to this is to raise the awareness and to be part of elevating survivors' voices that, yes,

they do want to do what is best for their children.

They are -- they have been doing it, they have been utilizing those protective factors as well as the services and resources that are available to them and often, when they're deciding to make those phone calls or deciding to go to a shelter, their children are at the forefront and they are making those decisions with their children in mind.

So the number of children exposed to violence, family violence in particular, when I first started doing this work, is about 13 million and now, to see that this number is growing and certainly, you know, based on the population, we can say, you know, the number of children that are born each year, but what we see is that 30 million children, American children will be exposed to family violence by the time they are 17 years old.

And that one in four American children will experience violence between their parents/care-givers, that's about 20.5 million children.

So what we're talking about today in addressing is who grows up more quickly and the terminology for that is adultification.

What I've learned over this past year that as I've conducted these trainings across several different organizations, whose staff have brought me in to talk with their staff about this issue, adultification, and parentification are often terms that are used interchangeably.

So you might be familiar with a term different than adultification but that's a premature empowerment of a child to assume authority acquire knowledge and roles of associated...

[Audio cut out]

>> And when it comes to parentIFICATION, that's specifically where the children are put in the parents' role, whether it's caring to siblings or caring for the household or going out there to make money to help to make the bills.

He spouseIFICATION occurs when a child is meeting the emotional needs of an absent parent and where we see this a lot or where I've been hearing a lot of scenarios centered around where parents have divorced and now that a parent is absent, a child tries to fulfill the needs of that absent spouse.

And what we're seeing is more trying to meet those needs emotionally.

So decision-making ability, now, when it comes to

decisions and I challenge every adult, including myself, when we come upon a situation or time to make a decision, just think about, for a moment, all those things that you rely on, you turn to, you utilize, you need to make what you would consider to be a good, sounds decision.

Well that includes skills, resources, social networking, which helps to manage relationship with others, to play various roles, to perform behaviors and to react to environment on to the familiar culture or the climate of a larger society.

So just think of that in terms of now children and how things are for them in terms of making decisions where they are playing an adult role, where they are in an adult situation.

She they likely to really have the social networking, the resources, are they likely to have those things at the same rate or level as an adult?

Most folks that have participated in my training all say no.

Most likely a child has not developed these skills as we adults have, and even as an adult, I find myself that I'm still building skills, I'm

still learning, still learning resources, still learning how to manage, still dealing with social networks, so let's think about that in terms of children and their ability at the same rate as an adult to be able to -- as we would want to make good decisions.

Now, this next piece is about subjective aging, which means -- it means where someone, how they perceive their own age or their own development, or where they are compared to their own peers.

There are some adolescents who feel like they're pretty grown.?

They seem like they're grown because of the things that they're taking care of in the household or the family, or the responsibilities that lie on their shoulders or the thing that they're carrying on their plate.

Sometimes you might even hear them say, you know, well, what you're going through compared to what I'm going through is absolutely nothing.

They haven't each said that in front of an adult.

Many of the young folks that I have spent time with and having conversations have clearly said most adults aren't even able to handle what I'm dealing with on a daily basis.

Many adults, most of -- I know myself, I've never had anyone to die in my arms.

I've never had a sibling to be shot down or die in my arms.

I've never had someone in my community to be shot down and to die in my arms.

Unfortunately, that's not the same experience of many of our youth today.

Many of them have been exposed to such high levels of community level violence that they can really talk about what it's really like to have to live through such incidents and experiences.

Unlike many of we adults.

So let's take a Poll.

I would like for you to share your thoughts on what do you think might accelerate subjective aging, which once again is someone's perception of how old they are and what those situations might be that could surely elevate their thoughts on how old they feel like they are based on the experiences.

So we'll take a minute to see if you want to share your experiences and what you think might lead to subjective aging.

>> Thank you all for your input.

I see those coming through.

>> Yes, yes.

Great.

Thank you.

Please continues sharing your thoughts, anything that comes to mind and all of those are exactly on it, that's exactly, you know, what many adolescents and children are experiencing that might be accelerating the subjective aging, thoughts and processes for them. So, please, again, continue to share in that box.

Here's an example.

One teen said this.

Sometimes I just don't believe how this school operates and thinks about us.

Here I am a grown man and I take care of my mother and have raised my sisters.

Then I come here and this know-nothing teacher treats me like I'm some dumb kid with no responsibilities.

I am so frustrated.

They are trying to make me something that I am not.

Don't they understand, I've been a man longer than she's been a woman?

I better be a man before I lose my life on these streets.

And I have for years, without really even

understanding, have heard many make that comment about, I better be a man, you know, I better be a man before, you know, before I lose my life or before I'm taken down if the street.

I've heard them say that not really understanding that.

I learned that there was a project in the large city that was like an art project with children and so those children were asked the question, what did they think about growing up?

How did -- what did they feel about their futures?

And so what we saw through the arts, and also just over a period of time -- whereas I don't know in any of you recall this but I certainly do, there was like this theme or campaign of when I grow up, dot, dot, dot, I want to be or I want to do or I planned this or I planned that, but we saw a shift in that the narratives on that go from, when I grow up, I plan to, to if I grow up, and so that is telling a lot.

That is giving us some insight on how youth, many youth are feeling like and how they see their futures, and what it means to be growing up.

When it comes to, like, growing up in our society.

Okay, so there can certainly -- there are certainly lots of scenarios and stories like this, and where I've been doing a lot of training around this.

I hear the participants saying, I'm aware of this, I am familiar with this, I just never knew there was a term for it.

I never knew this was specific terminologies for it, and many of those various participants would share their experiences within their own household, so what we do know, they found is that adultification for some is intergenerational.

So let's look at real quickly the developmental implications.

When children and adolescents perform adult-like roles, the experience can have unique developmental implications for them and one of them we're going to take a real quick look at is one of the disturbances on social-emotional development.

So we're going to highlight this disturbance.

It is argued that experiencing social behavior and engaging in social interaction is vital during childhood development.

We know that to be true.

However, many children, for various reasons, and I think about this a lot even in my work and what I'm

doing, is that not all children are able to participate in or experience the social behavior that is crucial for their well-being, their mental health and their development.

And so as I take a look at this even more, I think about, like, after-school programs.

I think about extracurricular activities, I think about community engagement activities and, again, not all children are afforded those opportunities.

I'll just give a couple of reasons why and I'm sure you can think of some, as well where a child might be living in an adultification situation, as many of you said in here, in the chat box, due to economics.

Well, you know, they're living in a single-parent home and maybe not enough money is coming through the house to really take care of the needs of this household and maybe the child, the parent is relying on them to go or work a part-time job just to help pay the light bill or pay for help like some of the food expenses in the household and, as a result of that individual going to work a part-time job, they aren't able to go for tutoring programs or to go to after-school programs or to participate in important activities that they might be really, really interested in, or to

engage in community activities, engage in events and stuff which would help to build their social behaviors, all because, and I heard someone said this recently, they have to take home to take care of their siblings, to put on dinner for their mom, to start combing hair and help their siblings with homework. That sounds like a typical scenario that maybe some of you ever come across at some point and you might be helping a family to navigate through some of those things even right now.

So adultification can be a contributing factor to social isolation.

I want to share this, how -- and to my surprise, I learned of how severe social isolation really is.

Now, this was shared -- this is 2000 and we can just think about the years later that it is and what these numbers potentially look like now.

Social isolation, the deaths that have occurred due to someone not having access to education, fair education or even if attributed to these deaths were attributed to low education which, once again, can mean not having access to the level that was needed.

Also, racial segregation led to these number of

deaths.

Low social support led to these number of deaths.

The level of poverty.

We know that poverty certainly can hinder folks from getting contact and connected with the services and resources they really do need.

They don't have even -- they may not have that book card or extra money to use for bus fare, cab fare, to get to wherever they need to go.

Also, income inequality is a big contributor to this and area level poverty, as well, so area shows off when it comes to adultification, and I've also found that where adultification has a great impact on children living in poverty, we also see it can have an impact on children living in a working class or middle class household and what that looks like and I've heard after scenarios centered around this is where that individual is expected to volunteer or is put in positions and in situations where they are -- in fact, I know of a scenario where there is an adolescent, one of his parents is actually in prison right now and that parent has resources to share, to give to their -- to their child for the purpose to go out there and find an attorney

to -- to -- I'm going to make I don't share anything that might disclose the scenario, the situation, but where that teenager is also given access to his dad's vehicle so that he can get around.

And, really, he doesn't have a valid driver's license but he's provided these resources to help his dad who's actually incarcerated, and then the dad expects him to report back to him, to come and visit him and to have conversations with family members to help him with his case.

I'll just say that.

And so that teenager feels really important, actually, he says, I feel like I'm a man, I'm learning a lot of things.

I have information that a lot of adults don't even ever, so that is just one example.

So what I've found is that social isolation is equivalent to smoking 15 cigarettes per day.

Now, take a look at this.

Social access is crucial.

Unfortunately, children who are experiencing social isolation through adultification may not have access to trusted adults.

And as I've said earlier about intracurricular

activities and communities activities, that puts them in situations where they are isolated and don't have an adult that they can trust or that they can, you know, that can help to be -- increase their safety or increase safety nets within their communities, as well.

So the power of imitation.

Imitation is very, very powerful as you all know, I'm sure you know when it comes to children.

A child enthusiasm for imitative behavior prompts parental attention and interaction, and provides a mechanism for transmitting appropriate culture and social behavior and we're going to go into what that means even further here.

So I came across a study that was conducted among pre-schoolers, about 140 3 to 4-year-olds who were involved in this study.

There was like a pretend grocery store on here you see the number or types of food that was on the shelf and the number and variety of those foods that were provided on the shelf.

These three- to four-year-olds were told that they were going to go grocery shopping and they were supposed to pretend and they could buy whatever they wanted, that they were encouraged to go in and freely

pick up things off the shelf and put them in their grocery baskets.

This is the result.?

You see the percentage of the things that were purchased by those pre-schoolers, and the things that stood out to me and that was the most striking is I looked at the number of children who bought cigarettes.

50% of them identified the cigarettes by the product type, as well as the product name.

In fact, the report has shared that one of the children, it was noted that a four-year-old pretend to call his spouse on the phone and said, I got you, you know, he said the specific brand of cigarettes, named it and called it out and says, oh, by the way, they have by two, get one free.

So I got you three packs.

And then a great number of, like, 61% bought alcohol, of whom 58.1% identified it by the type, being beer, wine or booze.

So these children were very -- well, we believe they were aware of what they were picking up, you know, they had on some level some experience of picking these things up.

And, oh, let me go up the list a little bit.

I looked at 17.5% who bought Ibuprofen and the specific name of that and I did begin to think about, what are they learning, how are they learning to deal with pain or how are they learning to deal with trauma or stress and that's the one thing that really stood out to me and was really thought-provoking, what are they learning about stress, what are they learning about pain and so how much of that truly might they be relying on or internalizing when it comes to some of the conflicts and stress that they might be dealing with for themselves.

Okay.

So the next thing is, after leaving the grocery store, these children returned to the pretend living quarters.

71% played with cigarettes, alcohol, and so what they found is that as the children went back to their homes and was watching a movie, they, the more violent the movie was, the more likely the children were to play with or use the alcohol for pretend.

So were he going to look at real quickly the experiences that can impact childhood.

It is well documented how poverty, which things come up and having the lack of support can be sources of

stress for children.

Look at these things around the wheel, growing up in foster care, kinship care, having an incarcerated parent, parental substance misuse and being removed by child protective services. I want to just go real quickly on being in kinship care.

There was someone I had spoken with recently that talks about the burden of being in kinship care which that child was the person that was trying to keep the family at peace or keep the family together because the adults were -- in fact, they were blaming each other that the child had been removed from the home so it was the child trying to bring peace among the adults in the family. So family traditions.

There is a strong sense of family identity that involves fulfilling family responsibilities and parental expectations.

The collectiveness of cultures, there's often a strong sense of family obligation, and the next thing is, discrimination-related stress, unequal pace of acculturation between adults and parents -- I mean parents and children, which means children are not necessarily adjusting to a new environment, a new

culture at the same rate and level as their parents are.

Their stresses of adjusting to a new cultural environment and they're not on the same page.

Sometimes adults might overlook, or adults realize that children are not, you know, adjusting to these changes as quick hee as we adults might have, and there are times that seems an adult might expect a child to adjust fairly quickly because we believe that, well, you don't have anything to do but go to school and just be a child, not realizing that children sometimes experience stress, as well, and one of those stresses for a child can be not accepted by the whole culture.

The on the thing is stress related to immigrant families adapting to new environments.

Children are expected to play more dominant roles.

Perhaps the child is taking on parental responsibility.

Perhaps the expectations to honor your family.

This is a big one, say this in medical studies where I was working some years ago, language and cultural behavior that require children to act as translators for their parents.

That is a big one, as well.

They're exposed to information that they probably really should not have access to.

Children of a dominant culture.

There was a study that was conducted that involved -- that included Caucasian and Asian students in parentification inventory, the Asian students disclosed that they were expected to, more along the lines of parentification, care of siblings, they didn't particularly desire to do and didn't feel they had the skills to do so but there was the expectation of them to do it.

Caucasian students said they benefit from adultification because it gives them exposure to running a business or to doing adult-like things to give them more like insight on what they wanted to do for the future and how they wanted to live their lives when they became an adult, but the interesting and key thing is that where they talked about adultification, where they benefited from it was because they were provided the resources to go along with their experiences.

Okay.

The next thing is -- yes, absolutely, you know, going back to some of those things about, like, the things that children are often exposed to as -- a lot of

things I think about in my childhood that there were play candy cigarettes, there were canny type of things that were more so like for adults and they made the child version of those things, you know, and that's something I wanted to add to that, as well, as we move forward, again, some of those things that are made to be -- that are adult-like but kind of made to be in modified like the child-like version of it.

And thinking of it as -- to be innocent, like there's nothing wrong with it but we see a lot of -- we're seeing a lot that's playing out in society, how those things are very harmful for children.

So the next thing is we're going to go into looking at how adults view children and their behaviors and once again, I came across many of these things that were somewhat surprising and very, very, once again, disheartening.

So neighborhood-related stress.

When young people witness or experience violence on a daily basis, and I want to emphasize that because there are some youth and their families who experience violence or the threat of violence on a daily basis, and what does that to?

It can raise the possibility and sometimes the

reality in many cases of doubt that individual drawing to the end of their life.

Or drawing nearer to the end of their life.

I was talking with a parent at the end of one of the trainings that I conducted some time ago and that parent talked about the stress that she's under every single day, you know, being a single parent, which it felt like to her because her partner travels for work but she feels like a single parent with the other partner not being there and to basically give her son the daily script, I'll call it the daily devotion.

When you're in the car and you're driving it, keep your hand 10 and 2.

10 and 2.

If anyone comes up to the car and asks you any questions, try not to move, try to do this, try to do that, and she tells him clearly, you know, so that's on a daily basis that she tells him about his behavior and about his tone of voice and how he should address whoever it is.

You make sure you say yes, ma'am, you make sure you say yes, sir, you don't move your head this way or that way, and then she added and said to me, you know, he's big, he's a big guy, he's big

for his age and he could be easily mistaken to be as if he's in his 30s.

We do see that showing up in adultification, as well, where sometimes the size of a child is -- some adults take that and look at them as an adults.

They don't even see them as a child and so we know that for black boys, and you will see this coming down the slide in just a little bit, where black boys depending based on their size, they are often perceived to be an adult and where it's well documented and interviews have been conducted with seasoned officers that they project and overestimate black boys' ages to be four to five years older than what they are, and in some cases, a black boy doesn't have to do anything but just stand up or walk forward and never open their mouth.

However, they are perceived to be a threat.

So the on the thing is fear and the lack of safety on a daily basis.

It can accelerate subjective aging by pushing young people into more adult-like responsibilities.

I did one presentation at a fatherhood conference and fathers there talked about wanting to -- working with their sons along the lines of, get

to experience manhood, I want you to know what it feels like, I want you to see what it's really, really like because we don't even know how much longer you'll live.

Or we don't even know if you'll get to be my age or be an adult, and because of many of those things of social ills that parents are seeing, which is a reality for many of them, it's more likely pushing their sons or their children into adult-like roles and experiences like homelessness and adultification.

Many homeless youth left their family residence at an early age and they now, as a result of that, are facing additional stressors related to the street life.

And that can also contribute to the subjective aging.

Some of these young folks that I've talked to have said, you know, they kind of -- like it's a prideful thing for them or they celebrate the fact that they've been able to survive on the street at the age of 16 years old.

I've talked with someone again, recently, she's like 32, she's lived on the streets since she's 13 and she clearly says to me there's nothing I haven't experienced or nothing I haven't seen and she left home at the age of 13 years old, due to some

situations this but she feels really proud about that because she's been able to survive on the streets. Also when it comes to homelessness, when it comes to a lack of housing or the lack of space, that then in some situations, it can cause a lack of privacy whereas children might be hearing information or overhearing disputes amongst family members or amongst those who are cohabitating and really give them information that they really should not be exposed to, or conflict between family members where they're hearing information or they're hearing disputes amongst family members that they really should not be exposed to.

In fact, that is a question on the resilience survey that folks that participate in completing that, one of the questions asked them, have you ever overheard information or conflicts between family members, and then another question it asked is, have you ever been used or relied upon to bring peace amongst family members and so many, I did a presentation at one of our -- the jails here with the women's unit, and many of those women said that, yes, during their childhood, they were expected to bring peace and to mediate conflict among family members.

So economics and poverty, we're already touched on part of this but children living in poverty are more likely to live in high-crime neighborhoods, increasing their exposure to violence, live in low-resource communities and so forth and so on, and you know what, I actually did hear the topic of gentrification come up recently in the Austin area and so I heard that topic come up and the conversation of what gentrification is doing to, you know, families and to the community and to students, as well, and the harm and the damage that it's imposing on, you know, children, and particularly children of color and I want to just call it out and put it out there, let's be more specific that the consequences and the results and the things that are happening to black girls or to black children in particular, right now is like the population, the school population of black children, black girls, is getting lower and lower, and so if you think about who are the resources going to go to, or who are the programs going to be designed for, or who's going to have access to those programs. I really have to say this, and I so appreciate having this space and this space being created

and head for me to have this topic and this conversation but as I'm putting out there and raising the awareness of this topic through trainings and going around, you know, canvassing, I'm doing to say canvassing the community or raising and elevating this issue, this topic, I am almost finding, if I include black girls in the title, I'm most likely not to get in.

But if I just say children in general, as someone recently said in a training of mine, openly, that, well, all children are affected by this issue.

All children are experiencing this issue.

And it's not just black girls.

And that's that comment that was made.

And so even bringing ourselves to the place that we are able to hear this, and I did find it surprising, until I sat down and looked at the reality once again, but the work that we're doing with racial equity, the work that we're doing centered around equality and equity, it is still a -- it's still kind of surprising that that challenge would be there.

So then the next thing is -- so stereotypes.

Stereotypes is -- I can say that as a black women, so many stereotypes, like stereotypes often result in black children not being afforded opportunities.

I want to highlight this.

I want to underline this.

Not afforded the opportunities to make mistakes, to learn, to grow and benefit from correction for youthful missteps to the same degree as white children.

Yes, and like that innocence has been removed, there's so much -- many articles and lots of talk and, you know, we certainly haven't found at all, we haven't arrived at, you know, arrived at our work is done but there's so much more that needs to go into continuing these conversations, this topic, research and so forth, that what does innocence look like, and not all children are afforded and given innocence.

Black girls are viewed less innocent and are punished more harshly despite their status as children.

A black girl will likely be told, you know better.

You know better.

And then the consequences that can follow that and certainly those consequences are often harsh, and immediate, which means they're not really given the opportunity to make mistakes and to learn and grow from those because punishment is often immediate.

So this piece right here we're going to is --

included 325 adults from different racial, ethnic and educational background who were recruited online to participate in this study in terms of how adults view children.

And what was found was this that adulthood age brackets are in these three categories here.

The ages are 5 to 9 years old.

And what that really looks like between five and nine, like the expectation of, you know, like an 8-year-old, I was looking at the chores because according to -- and based on developmental stage where an 8-year-old would be expected, based on their stage of development, to do some kitchen work, or to do -- to begin washing dishes or so forth.

But what I found, I'm going to actually take it back.

That same chore or expectation of an 8-year-old is likely to fall on the shoulders of a 3-year-old.

And so -- I'm hearing that through even just conversations, like the 3-year-old is expected in some cases in some households to get in that kitchen and do certain things.

Then when it comes to the next age bracket, the 10- to 14-year-old, what are the expectations on them and what some of those consequences look like or some of those

responsibilities for that individual's role, such as taking care of younger siblings, who 10-year-old said he was taking care of a sibling.

She had to get up at night and make the new bottle for the baby.

And she had to comb her siblings hair first thing that morning because mom had to go out leaving for work at 5:00 in the morning and the expectation once again that she should be able to handle such things.

And then at 15 and 19-year-olds, there was a mental health Summit this past weekend where a woman shared with me that someone was being interviewed post high school plus an internship opportunity.

She was 18 years old but when she was told that she would have to leave home to -- in order to take on that internship opportunity, she turned it down because she said, well, I can't leave home.

My family relies on me to take care of the house.

I got to help my mom, and actually, she said, especially with what's going on with immigration right now, I'm actually afraid to leave home.

I don't think I should leave my family and she turned it down, and then she decided that maybe college wasn't the right thing for her right now

because ha interview to her was almost like telling her what's expected of her to attend and go to college so she just turned it all down. So, then, the next thing is black girls were described as being very mature, in this study of 325 adults. Very mature for their age, behavioral, socially but not academically. They were also said to be sophisticated. And controlling at a young age, which is very, very interesting, how someone can even come to the place and say, a five- or seven-year-old is trying to get their way and being manipulative and controlling at a young age and I said this at a recent training, I said, you know, so adults saying that a 5-year-old, you know, blaming someone for being sexually abused or sexually assaulted and saying that a 5-year-old has the capacity, the mental, emotional capacity as well as the language to come on to a man, to look a certain way, to act seductively, to move their body a certain way, move their hips and all those things a certain way to the point that they can manipulate that person and get their attention and get what they want, and cause these things to happen to them.

So once saying that and breaking it down, like that, so many of the folks in the audience, you know, they really, really thought about it.

So this is what we're saying five-year-olds and 7-year-old are really capable of.

So they're often associated with the stereotype of the black woman as aggressive and dominating and, yes, we hear this all too often.

We see this in so many articles that are found in print and online, scenarios that are happening in the community.

We see a lot of this, that just continues to go on and on and on, and how actually they're seek black girls as mini women and handling them as such, as well.

Black girls are often treated as if they are willfully engaging in behaviors typically expected of black women.

Black children are rarely perceived -- once again, that's these adults, 325 adults, this information sparks from that.

Black children are rarely perceived as being worthy of play time, are often severely push issued for exhibiting normal child-like behaviors.

Adultification contributes to disproportionality in

school disciplines outcomes and harsher treatment by law enforcement, as well.

The Supreme Court we had time and time again --

>> Before you go into this line -- sorry, Jacqueline.

We have a great comment.

I don't know if you were able to read it but I wanted to list it and it's CORINA, she says she has talked with kids who were identified through domestic violence where children are forced into situations they shouldn't be because of the violence.

This is really hard, she says, though, because this often get interpreted as the victim, usually the mom, is somehow equally or even the sole person to blame. One of the consequences that the children are separated from the mom.

This has specific implications for communities of color because of implicit bias and stereotypes, and I'm sorry that I interrupted you but I thought it was such a great comment.

We have such great conversation in the chat and I wanted for you to hear it.

>> Jacqueline: I'm so glad you did, Ivonne, so glad you pointed that out because ups I'm on -- this topic means so much to me and once I get started, I get

going.

>> I know, I know.

>> Feel free to bring out any of the others.

I so appreciate that and thank you for your comment on that.

That's very, very powerful and, yes, very, very true that, you know, children living in abusive homes certainly can be adultified and put in those^ realize and expectations and also some children might take on that role themselves, not necessarily their parent putting those expectations on them but how they themselves, you know, wanting things to get better or to be different might truly take on a lot of those roles for themselves.

>> Yeah, I can think about several exams...

[Overlapping Conversation]

>> I'm sorry?

>> No, I was thanking Corina and you.

>> Yes, thank you, Corina, that is absolutely true. Like for myself, I took on the role and responsibility of trying to, you know, figure out how I'm doing to get this inhaler without worrying my mom with it and expecting, you know, her to figure some things out but, yeah, I can figure it out.

I got it figured out and even up to the point

where trying to protect my mom and relieve burdens from her is I could easily mask or hide the fact that I was actually having an acute attack him there were so many times I became really skilled at that so, thanks, thanks CORINA, that's amazing much and so The Supreme Court, we see this well documented from 2005, '10, '11, '12 where The Supreme Court has ruled that children should not be treated as adults.

However, it continues to happen in our criminal justice system that children are not necessarily treated as adults, we know that there are various places all over this country where children are housed with adults in prisons and we know that some of the consequences, some of the results that children would then live with as they are housed with adult and treated as adults within the criminal justice system.

So what this leads us to is that one size does not fit all and as I already alluded to this earlier, that one study demonstrated that black boys were perceived as older and likely to be guilty.

Once again, before they even open their mouth, they are likely to be determined guilty.

And, again, those officers who were interviewed

and asked, you know, 30 questions about working with black teens, that they overestimated their ages by 45 years.

Than what they were.

So the next thing about -- and this is another one of these topic areas that I'm very, very passionate about, leadership development.

When teachers perceive perceptions of students as adult-like, very many to interfere with providing black girls leadership development opportunities.

What we've heard throughout here and there and I would even say back when I was in school, that teachers would see a black girl as being assertive or being outspoken, as being aggressive and dominating, and then make a determination that that person was not a good fit for leadership or a mentoring opportunity because they felt they didn't have the skills, they didn't have the discipline, they couldn't behave, they didn't have have the mannerism, they were going to get there and ear bam Rass them.

And what that does, it can hinder -- and it's a fear with those students or those girls being given access to these type of programs and miss the Shep opportunities.

The next thing is, so looking at the risks, all of the risks, you know the risk factors that we've just covered and that we looked at and that I'm sure many of you can probably think of so many more to add to this.

In fact, I have a I updated this and in updating this for three times now, too clue, you know, topics on equity and looking at what that means and what that looks like in terms of this and looking at leadership for black girls and what does that mean and looking at the working stuff that's being done around the school, the pipeline work, and so there's so much more we can do to really dive big and dive deeper into this particular topic.

So we're going to go and move on into looking at the resilience and so we start with the guiding principles, like child safety is our ultimate priority.

Then we're looking at the well-being of mom or the primary care-giver.

I remember when I first started do thinking work, so 20-plus years ago, one of the first things I was was essential Thea the mom -- a child is safe when the mom is safe.

And I found that to be very true and I still think

about that even today, you know, child safety is -- it works and overlaps with the safety of the mom and that the mom's safety, you know, is the mom is considered to be one of the major and big -- having a relationship whether it be connected to the mother is one of the major protective factors as well as pulling resilience as when a child remains with a non-offending or non-abusing parent rather than separating them from them.

The next thing is creates an opportunity for engagement so, these are our three guiding principles that we're working from.

We're working with resill sense she it's not something that you either have or you don't.

It is the human compete and its can be developed in anyone.

I know that like myself and others who are looking into, like, building resilience, you know, I know my ACI score, if you don't, I encourage to you get to know it.

And A stands for adverse childhood experiences, and I consider my score to be pretty high but it is those areas where I'm building resilience in and what I've learned is that adversity doesn't necessarily cause damage and harm forever but

that you can recover from it, that resilience can be built and many people have talked to their adverse experiences is what really led to them having empathy and develop empathy for others and that they've gained more from those adverse experiences such as I've gained myself, I've learned so much through those adverse experiences and I am learning, I'm in the process of learning and being recreated through my birth experiences. So damage is not forever.

So the next thing is, factors which can promote resilience, relationship with family members, immediate environment in which they live, life events, helping the child improve his or herself he seem and self efficacy or altering the child's perceptions of or exposure to the risk of harm. Those are parts of things that could promote resilience.

I think this is an individual thing, for the individual to be given safe help and then created tore them to really talk about both areas, both experience, those life event and what resilience really makes of them.

I know resilience is sometimes if a cultural aspect. Some people might -- the things they meet rely on

or utilize from their culture can be, like prayer, some people are spiritual, some people do more like grounding, grounded to the earth types of activity so it's really important to listen because the individual and to hear what their needs are, which is what we know equity is and I've thought about it, I begin to dream what if people really listened at what a black girl needs.

Are we he'll at the place, are we he'll ready, are we designing our programs and our organizations to be really ready to hear what a black girl says she needs in talking about equity.

So what we're going to go into is what that means like creating a plan with all those things in mind.

One of the first thing we can do is reduce social isolation.

Creative engagement can help to ease social isolation.?

Designing systems and activities to bring people into meaningful relationships, and I'll say this one thing is that one of the things that I live with today and have experience and still working through, you know, is a traumatic brain injury and the cognitive piece of

that him sometimes the amount of time it can take me to say something and so I look at that when it comes to equity, would I really be heard when it comes to equity and talking about what I need, and talking about what would work best for me and what that really, really looks like when it comes to these type of situations that many of us are living with and living under, and I think about how challenging it is as an adult and I really can't wrap my brain around too much, y'all, what that would really mean and look like for a black girl.

And if she would really be believed and heard.

So, part of the plan to be non-judgmental.

Get to know the family or how they function.

I did some work with a child worker system once got to know how the family functions and a lot of the times the forms the agency uses within the agency system don't have room for how their family functions.

No room for a narrative, more like a check-box system.

Is that the best practice?

Also, have conversations about flexibility and inner strength that keeps them strong in terms of depth.

Encourage agencies to be more open and flexibilities

for youth.

On Sears and assess for early signs of family distress and respond with encouragement and support.

Once again, going back to how the family functions, what works best for that family, although they may not believe it but people knows what works best for them.

We may think our idea are the best and they should take them and use them but we're going to work from the standpoint of, you know, folks know what's best for them.

Teach concrete skills to prevent stress such as planning and goal-setting, anticipating difficulties, problem-solving, communication and self care.

Also link parents with resources for stress management, such as exercise opportunities, relaxation techniques and then use for meditation and prayer and I'm going to add on here, it's not on the slide but one practical thing, like if there is a family you're working with or an individual you're working with and you know that they're having financial difficulties and economic hard ships and so forth, then maybe the family is looking to have the child go and do some -- go in and get a part-time job and to

work.

How about we work with the adult anthem maybe increasing their capacity, learning a new field she developing new skills and so for the and to look more into, like, what can we do to help adults become more employable to relieve some of those hardship and burdens off their family and then to work with the child to help the child to get to the question within these are met.

I think about my mom so much, when it comes to equity, I think my mom was the one who created this whole thing about equity.

I'll tell you how I say, that why I think that, when it came to my settle in the house, when it comes to my health, considering how terrible and bad my asthma was, there were certain responsibilities and chores and things that my mom did not put on me as she did my siblings.

There were certain things she did not expect me to do.?

There were certain times I was allowed to rest more than my siblings or I was given access because of my health so I'm working on that right now, talking with parents about how they can be part of and engaging the work of equity, like parental -- child equity, what

does that really look like and so that's something that's going to be coming up really, really soon but engages families and parents and equity work is just how I'm looking at it and talking about it.

Here are additional reading materials, the criminalization of black girls in schools, childhood disruption, disrupted, that's a great resource and publication, as well.

And this study, research work that is available on line, girlhood interrupted, the raising of black girls' childhood.

I must say again it's very painful to see these and read them because it's a reality for so many but I thank you for attending today.

Here's my email address, how you can reach me.?

My website and I want to conclude with this quote by Audrey LORDE, and it really resonates with this so much and it's like it's from my soul.

I have come to believe over and over again that what is most important to me must be spoken, made verbal and shared, even at the risk of having it bruised or misunderstood.

And again, I just want to thank you all for being here today.

>> Thank you, Jacqueline.

This is an amazing presentation, so much rich conversation in the chat like I mentioned before and we are going to you know, ask you, does anybody -- if anybody has any questions, please add them to the chat and then we will make sure to share them with Jacqueline.

Anything that you want to add, remember, you can reach out to Jacqueline directly.

There's her information and while everybody get their questions ready.

We have a lot of great comments and probably response, Jacqueline, I don't know if you were able to read all of them and the question was, what might accelerate subjective aging and I wanted to highlight them and just going to read some of them.

Maybe whether you have a grown-up who can absorb some of the grown-up experiences for you.

Parents' expectations of children's behavior.

Family dynamics roles, economic, communities where they live to send issues, not understanding a lesson development pattern, somebody [indiscernible].

Reverse order, older children taking care of younger children, lack of guidance, negative -- in the media and you talked about that,

Jacqueline.

Discipline and punishment in schools,
institutionalized racism and I'm so, so glad that
we've seen a lot of talk about not just you act well
Lynn but in the chat room about racial equity.
That's wonderful.

Stress.

Parents still seeing overresponsibilities on to
children but they were many and they keep on
going.

Great examples.

I want to thank everybody for joining in and
sharing your answers.

So let's see, do we have any questions?

>> Well, actually, yes, I am looking at it and these
I -- I thank you all for your time and adding --
sharing your comments and giving your feedback she
it's so wonderful, you know, to see those, I certainly
appreciate that.

And I -- yes, I'm definitely available if they
have any particular, specific questions, and I
want to just kind of share that, you know, so my
disheartening in part is the challenges that it's
taking, that I've experienced even just recently
on getting on the agenda to talk about this item,

these items, these topics and it's well documented and I think and I hope that the case has been built.

The case has been built when it comes to who's affected the most, who's been adultified, who's not aloud to be a child, who's not allowed to be innocent, who is treated partially, who is more likely to be punished like immediately, you know, who has all of the innocence and what comes with innocence and childhood removed from them.

I would hope that I built that case.

And so even building the case, it's very disheartening, you know, because I'm a black girl, you know, I'm a black girl.

I'm just an adult black girl but it's like when these -- the toughness in getting on the agenda, that's like it's speaking to me.

It's saying that we don't want to hear you, we don't want to know what it's like, we don't want to hear anything about innocence of a black girl, treated, you know, harshly, some other things that I know some of the research and the studies and stuff are showing is that black girls are perceived to be less needing protection.

There's one girl I was sitting with at that

shared with me when she was in the fourth grade one of her classmates had clipped her pony tail and she was wearing two pony tails and he clipped it.

So she went to the teacher saying, you know, that her hair had been cut and the teacher says, okay, we'll talk about it later, go ahead and have a seat, I need you to sit down, it's time to go back to class.

And made her go and sit down.

So she goes home and her mom of course -- her mom is like what happened to your hair?

She says, well, my chat mate cut it and I told the teacher, she didn't do anything about it but just told me to go sit down.

So it is mom, you know, called the school and they had a meeting and so forth and the teacher's response or explanation in the meeting was, "I thought she could handle it."

And I'm doing the silence on purpose.

I thought she could handle that.

I thought she could handle that for herself.

And unfortunately, all too often black children, black girls are seen as being able to handle things on their own, that they don't need protection, they don't need nurturing.

One of the reports said less needing of comfort.

And that is very, very disturbing.

And, you know, it's you just like, yeah, that we're not -- again, getting this on agendas, getting this -- you know, raising the awareness, the opportunities, so when I think about areas and places across our nation that have been gentrified and who's been affected by that, well, we don't see a need to talk about the black girl issue.

We don't see a need to raise the awareness that the population is dwindling down.

We don't have many black girls in our school.

There's not a need for that topic so I wanted to put that out there of even sometimes how I'm feeling but I also this morning I thought about, as I was preparing for coming on line was, I remember when I first started doing the work of D.V., so many places and people did not want to hear D.V., that was not a priority.

That doesn't happen here.

We don't have those issues.

That is not a concern.

That is not a thing where everybody fights.

And so I'm coming to another topic, another

phenomenon once again where it's like standing, taking a stand, standing still, making movement, advancing and speaking up and certainly on behalf of my younger self among the other girls out there in our nation, who are so needy and worthy of an advocate such as we on this line.

>> Thank you so much, Jacqueline.

We have one question from Mary orand she would like to know more about equity and is there some place I can look that up and, equity versus equality, and Mary Jo, I can tell you there are some great, great resources, I'm loaning at it row here on my desk, it has a lot of great materials to start the conversation.

Jacqueline, any ideas on recommendations for materials on equity versus equality?

>> Well, exactly what you said, Ivonne, is exactly it. There isn't like any one place to go to since this is, like, this work is developing, this topic is developing and actually the topic came out through a study that was actually done and designed for black boys and with that being said, more information was actually coming to the service about black girls, so that's really where it started at and so when it comes to equality and equity, there are lots of things online I would certainly say utilize NRC DV as a

resource, things that are there.

There is not -- again, I think as I've said, any one particular place to go to and what you'll find is some of those publications that I shared earlier, like push out and the ratio of black girls, you'll find things embedded this there and where links -- so the topic is still, like, new and fresh and I would say it's budding and that we're learning so that makes sense.

I hope that is helpful but to something more specific to adultification, right now, it doesn't necessarily exist but it's incorporated with other-intertwined with other topics, intersections.

>> Thank you so much, Jacqueline.

Let's see if we have any other questions.

Mary Jo is saying she has been bringing this topic up a lot in staff meetings and that it's wonderful the NRC DV we are committed to racial equity, you know, and use original equity lens whenever we develop tiers, do presentations, so hand to you, Mary Jo, that's wonderful.

We have a racial justice initiative that we're part of, that is three years old, doing the work internally.

So I'm excited and thank you.

>> Yes, that is awesome.

[Overlapping Conversation]

>> I was going to say, thank you, Mary Jo, I'm very glad that you're elevating the topic and bringing it up.

That is very, very wonderful, someone at the Summit this past Saturdays said they bring it up a lot.

In fact, it was at a library that we're seeing kids come after school and they're supposed to be accompanied by a parent but they aren't, so the policy there says, you know, that the kids can't come in there without being accompanied and so the staff member is -- I'm going to be going in to did a training with hopes of having to revise the policy and to bring some awareness and understanding, you know, kids might be coming there after school without a parent and is that really the safest option is to tell them they have to leave or to let's make room for them and see if we can design something to help create a safe community for our kids.

>> Well, thank you, Jacqueline.

Before we leave, I wanted to remind everybody about our one thing campaign, this was a campaign developed by our domestic violence awareness project who

Jacqueline is a part of the steering committee and this messaging was created to highlight the power of collective action and if you want to do, you know, put a campaign -- you can ask [indiscernible] that our group put together and this free guide is an action guide with images, social media posters, banners, anything you need.

Breckan is going to be putting the link to the action guide.

I hope that everybody, you know, is able to access it. We need to bring awareness not only during domestic violence awareness month but throughout the entire year so that's a great resource for all of you.

And also Breckann, thank you, Breckan, because she also put the link to several great resources that you can find on bonnet and, again, downloadable and free for you guys.

So thank you so much, Jack well Lynn, you've been wonderful.

Thank you, thank you, thank you.

I know that this was not enough time.

We could have talking about this topic the entire day so hopefully you will have some other sessions and we can continue the conversation.

So thank you to you.

Thank you to our captioner, she's been working really, really hard, Lisa, and of course the NRCDV staff who always do an amazing job.

And to all of you guys for joining us this afternoon, we want to invite you to a short survey and provide your fete back about the session, about the needs of the organization, about your personal development needs so we want to thank you again for joining us.

Remember, you're going to be receiving a follow-up email and it will contain the link to the recording for this webinar and all materials that you would need.

So, thank you.

That's the only thing.

It has been wonderful, Jacqueline.

Were so, so glad that you could take the time to share your knowledge with us and our participants.

>> Thank you, everybody.

>> Thank you, everybody.

>> Of course.

Of course.

Take care and hopefully you guys will come back for our next webinar.

Thank you, everybody.

[Webinar concluded]

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