

Welcome to our webinar!



Understanding the Impact that
Biases, Inequities & Historical
Trauma Has on Influencing Aging
Processes for Children of Color

April 16, 2020

JACQUELINE MILLER, FOUNDER
HEALTHY ACTIONS INTERVENING RESPONSIBLY (H.A.I.R.)



National Resource Center
on Domestic Violence



National Resource Center on Domestic Violence

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The NRCDV is a comprehensive source of free information for those wanting to educate themselves and help others on the many issues related to domestic violence.

Primary approaches to our work:

- TA and Training
- Resource Development
- Organizing and Networking
- Key Initiatives and Special Projects



Key Initiatives & Special Projects

VAWnet.org

National Online Resource Center on
Violence Against Women

DOMESTIC VIOLENCE
EVIDENCE PROJECT

Building
Comprehensive
Solutions

preventIPV
tools for social change



DOMESTIC
VIOLENCE
AWARENESS
PROJECT

Supporting Public and
Prevention Education Efforts
www.nrcdv.org/dvam



NRC DV STANDS

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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 protection.

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 connection 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.



National Resource Center
on Domestic Violence

November 11, 2016

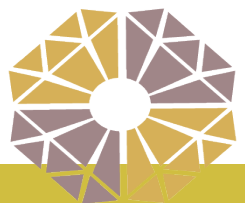


Through conducting trainings, webinars, and community engagement activities H.A.I.R. is designed to raise the awareness of issues that have negative impacts on children and their childhoods, with an emphasis on Black girls. H.A.I.R. emphasizes the importance of “healthy” interventions, as not all interventions are healthy.

H.A.I.R. mobilizes families, communities, faith leaders, educators and law enforcement to intentionally “invest” time and action steps towards improving service-delivery and trauma-informed approaches while working in partnership Black girls –*emphasized, unsilenced and made visible.*

Learning Objectives:

- To draw upon historical traumas.
- To lay groundwork for defining and understanding implicit biases during our time together.
- To understand how experiences of childhood trauma can impact development and decision making.
- To shed light on ways inequities impact children of color and their overall wellbeing.
- Applying equity and dignity frameworks for building resilience and healing pathways.



Women

They were women then
My mama's generation
Husky of voice—
Stout of
Step
With fists as well as
Hands
How they battered down
Doors
And ironed
Starched white
Shirts
How they led Armies
Headragged generals
Across mined
Fields Booby-trapped
Ditches
To discover books
Desks
A place for us
How they knew what
We
Must know
Without knowing a page
Of it Themselves.



-Alice Walker

What Shapes Our Experiences?

Gender shapes our experiences in many ways, and it never operates in isolation—our race, ethnicity, sexual orientation, religion, class, and other identity characteristics affect how we navigate the world.

As we work through the challenges of everyday life, the obstacles created by gender inequity can seem like insurmountable barriers.



Draw Upon Historical Trauma & Aging Processes



A Glimpse Back In Time

- 1800s – J. Marion Sims used Black women, many of whom were still enslaved, as experimental subjects for gynecological research. Harmful and intrusive procedures were performed on Black women without anesthesia or consent.
- 1932 – The Tuskegee Syphilis study was conducted on Black men who were deliberately misinformed about the purpose of the study, even though there was a cure for syphilis. The study was to last six months. It went on for 40 years.
- 1951 – Henrietta Lacks was born in 1920 with a condition in which her cells never died. Her cells were taken from her tumor biopsy without her consent and used for research. Today, this line is known as HeLa which led to some of the most important discoveries in the medical field. Neither she nor her family received any compensation or apology for the unethical behavior she endured.



1870s through the Mid-1960s

- Early-life exposure to Jim Crow laws legalized racial discrimination in Southern U.S.
- Born in Jim Crow states heightened black women's risk of being diagnosed with breast cancer. They were children during the abolition of Jim Crow laws over 50 years ago.
- Black Americans were exposed to noxious social, economic, and physical conditions, above and beyond the types of discrimination experienced in the non-Jim Crow states.
- Racial segregation as a key driver of health inequities.



Harvard T.H. Chan School of Public Health Office of Diversity and Inclusion

A Symposium on Slavery & Public Health: Past, Present, and Future



As testimony to the enduring impact of slavery, these “ghost portraits” portray significant African Americans and Native Americans in public health history. Engaging in a wordless dialogue with the portraits of white men that surround them, they demand to be acknowledged, and to be seen.

Between the World and Me

“...racism is a visceral experience, that it dislodges brains, blocks airways, rips muscle, extracts organs, cracks bones, breaks teeth. You must always remember that the sociology, the history, the economics, the graphs, the charts, the regression all land, with great violence, upon the body.”

*This is your country, this is your
world, this is your body, and you
must find some way to live within
the all of it.*



Decision-Making Ability

- Includes skills, knowledge, resources, and social networking which helps to manage relationships with others, to play various roles, to perform behaviors and to react to environments under the familial culture or the climate of a larger society.



From the Start

- Unacknowledged and untreated toll of toxic stress often stems from trauma which drains energy and potential of many girls and women.
- This often disrupts girls' educational trajectories and limits their abilities to achieve their dreams.
- Some children are provided with opportunities, tools, and resources that put them on track for success.
- Others are pulled off track by life experiences that impede their abilities to learn and flourish.

A Groundbreaking Study...

- Treated as if they are willfully engaging in behaviors typically expected of Black women.
- Not afforded the opportunity to make mistakes and to learn, grow, and benefit from correction for youthful missteps to the same degree as white children.
- Viewed as less innocent and punished more harshly *despite their status* as children.
- Black girls were described as having “very mature” behavior, socially, [not academically], sophisticated and controlling at a young age.
- The interpretation of Black girls’ outspokenness is often associated with the stereotype of Black women as aggressive and dominating.

Impact of Being Exposed

- The exposure to racism is a stressor that increases vulnerability to depression and anxiety, particularly if the bias is internalized.
- Being on the receiving end of frequent micro-aggressions words or actions that subtly, convey prejudice has been linked to depression and anxiety.



Stereotypes at a Glance

- The bodies of women of color are exoticized and hypersexualized.
- Perceived submissiveness of some cultures are glamourized.
- Stereotypes often result in children of color not being afforded the opportunity to make mistakes and to learn, grow, and benefit from correction for youthful missteps to the same degree as white children.
- Latina women are fiery and passionate.
- Asian women are submissive and available.
- Black women are promiscuous and immodest.
- Racism and sexism feed stereotypes that links to the rates of violence against women.

The Role Microaggressions Play

- Being on the receiving end of frequent micro-aggressions has been linked to depression and anxiety.
 - “I don’t see color.”
 - “I have Black friends.”
 - “Did you grow up with a father in your life?”
 - “I’m sure she’s smart. It just doesn’t come across in the classroom.”
 - Carrying the burden of calling out discrimination when you see/experience it with the risk of retaliation which can result in being overlooked for a promotion and losing your job for creating a “hostile” environment.
 - You are told that your colleagues/students/co-workers/customers are intimidated by you and are afraid to approach you.
 - You have been socialized to be satisfied that you have a job.

Man-Made Trauma vs. Natural Disasters

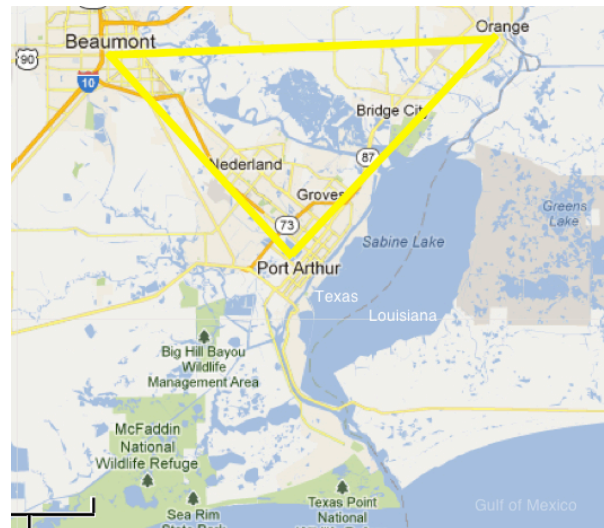


Disasters such as Hurricane Harvey can make matters worse, especially for communities of color.



Ten months after Hurricane Harvey

- Four in ten affected residents (42 percent) say they are not getting the help they need to recover from the storm.
- Half of those living in the Golden Triangle with incomes below 200 percent of the federal poverty level say they are not getting the help they need to recover.



Beyond the Storm

- Approximately two years later, the Texas Children's Harvey Resiliency and Recovery Program assessed and treated more children than it did in the 6-8 months immediately following the storm.



“We just need people to help us, period. Because you’ll call these organizations and nobody still not gonna return no calls until a month or two later. Still no answer.” – 27-year-old Black female, Port Arthur

“Once this left the front page, we became yesterday’s news. As long as it’s on the front page, you had everybody coming down wanting to help poor little old Port Arthur. But once it left the front page, then you’re expected to be back to normal at that point. And it’s not so.” – 59-year-old Black male, Port Arthur

Health & Wellness Since Harvey

- Stress
- Asthma/Respiratory problems
- Insomnia/Sleeping problems
- Depression
- Rashes/Infections/Skin problems
- Allergies
- Anxiety
- Anger
- Appetite/Weight changes
- Mold-related illness
- Exhaustion
- Started taking a new prescription medicine for problems with mental health.
- Headaches
- Arthritis
- General mental health
- Heart Attack
- Panic Attacks
- High Blood Pressure
- Soreness
- Confusion
- Urinary infection
- Kidney failure
- Less excitement about activities

COVID-19

- Approximately 22% of households don't have home internet. This further inhibits access to resources for children of color to necessary resources to meet their basic needs.
- Families with school-aged children who share one computer considering the various class schedules and deadlines.
- Many students do not have sustainable shelter which makes accessing online-learning challenging as they are homelessness and lack access to essential services.



COVID-19

- COVID-19 is shining a BRIGHT light on how structural racism contributes to poor outcomes.
- The decisions we make has implications on our shared future.
- Everyone surviving a pandemic should be the goal.
- Everyone benefits when those who suffer the greatest burden are at the center.
- Human rights principles should be at the forefront of our work and approaches.

Immediate Effects of a Major Disaster

- Inability to sleep
- Nightmares
- Clinginess
- Separation distress
- Avoidance and refusal to talk about the event even years later
- Hearing about another storm coming can be a trigger
- A child can recognize the look of concern or worry on a caregiver's face and that in turn can impact how the child will react
- Prior traumas and losses

Immediate Effects of a Major Disaster

- Visible to the public eye such as infrastructure damage, flooding and water contamination.
- Long-term: Psychological impacts are harder to see.
- Short-term: Families are in survival mode and are generally most concerned with basic needs being met such as housing, food and water for their families.
- Tuning in to the mental health needs of their children may not be identified as a priority.



Socio-Economic Effects Upon Women & Children: Reduced Protection

- Moves toward more patriarchal decision-making systems and more “traditional” gender.
- Women’s roles in community decision making tends to decline after disasters and as a result, male-oriented models are rebuilt.
- In the disaster recovery period, women often experience an erosion of economic security with a loss of support and protection services for domestic violence and sexual abuse.



Resources and Solutions for Long-Term Recovery

- Better access to therapy/counseling
- More concern/empathy/listening
- Mobile clinics
- Assistance with process for receiving aid
- Support groups/systems
- Better access to health insurance
- Evaluation of funding/help provided
- Better training for mental health help
- Legal help
- Help with medicine
- Honesty from local officials
- Better communication/dissemination of information
- Massage/relaxation/spa
- Access to affordable health care
- Hobbies/distractions
- Positive attitude
- Funding to fix houses
- Vote different people into office
- Help for uninsured

Before Disaster Strikes

- People who are socially and financially disadvantaged before a disaster are much more likely to experience negative impacts after a disaster than those who are not.



Help Seeking Barriers

- Studies indicate that intimate partner violence, child abuse and sexual violence are highly prevalent after disasters.
- Disasters disrupt social environments and networks that shape health and health problems, including violence.
- Disasters increase stress and feelings of powerlessness due to bereavement, loss of property and loss of livelihood.



When Implicit Bias is in the Mix

An implicit bias is any set of associations we have about a group of people but aren't aware of.



Environmental & Societal Concerns

- Negative societal perceptions and attitudes become entwined with social structures.



What influences case decisions?

- Race, risk, and income were all found to influence case decisions.
- Although, African American families tended to be assessed with lower risk scores than White families, they were more likely than White families to have substantiated cases, have their children removed, or be provided family-based safety services.



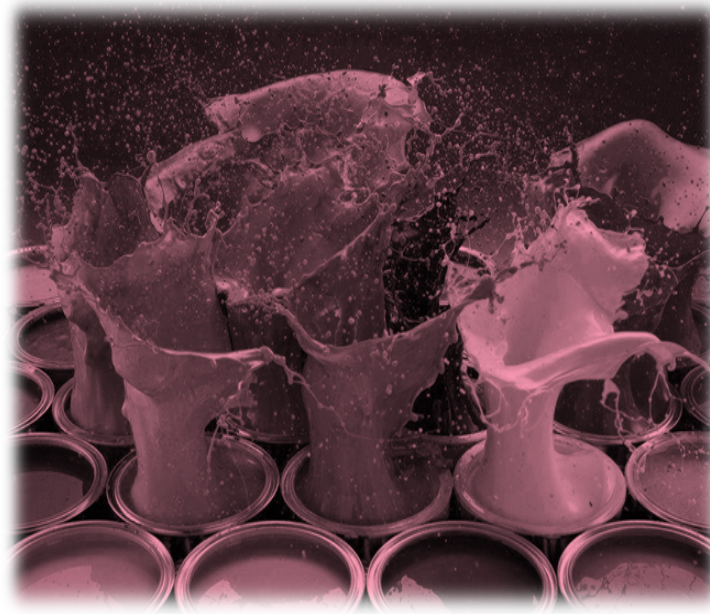
The Impact of **Disproportionality**

- There are disproportionate and disparate needs of children and families of color, due to higher rates of poverty, racial bias and discrimination exhibited by caseworkers, mandated and other reporters.
- Rarely is it something a child has done that causes the child welfare's intervention. This contributes to the child's confusion and trauma, especially those who are separated from their families and placed into foster care.



An Interesting Urge

- Studies found a relationship between poverty disparity and maltreatment disparity and urge an emphasis on risk factors such as poverty rather than a sole focus on bias within the child welfare system.



Amplified & Exposure Bias

- Poverty may amplify exposure to social service systems, which may further increase exposure to mandated reporters.
- Disproportionate rates of poverty, may cause government agencies to have more contact with minority families seeking services or benefits.
- Higher visibility may result in referrals to the child welfare system at higher rates.

High Cost of Implicit Bias

- Schools with a higher proportion of students of color tend to criminalize student misbehavior.
- When students who need services under the with Disabilities Education Act and Section 504 of the 1973 Rehabilitation Act and are not enrolled in them, the students are more likely to express symptoms of medical conditions that can mistakenly be viewed as criminal misbehavior by school staff.



Teachers' Implicit Bias

- Black students are 4x more likely to be suspended as white students.
- Black preschoolers are 3.6x more likely to receive one or more out-of-school suspensions.
- Subtle and subconscious stereotypes has resulted in lower expectations and rates of gifted program referrals for black students.
- Black boy identified by teachers as the child who required the most attention.



Leadership Development

- Teachers' perceptions of students as adult-like is known to interfere with providing leadership development opportunities for girls of color.



Implicit Biases

- Natural hair textures and styles prohibited in school dress codes.
- Students are having educational opportunities disrupted for simply being themselves and for embracing their blackness.
- Boys are prohibited from wearing locs and are required to keep their hair in tapered cuts, off the collar and ears.
- "If they're going to tell me that I have to have standards I don't want, then I will close tomorrow. I like standards and rules. I don't intend to change the standards at all."
- A black varsity high school wrestler in New Jersey, was told he had to get his locs cut right before an after-school match.

High Costs of Isolation



- Segregation concentrates poverty (and, conversely, wealth, in white neighborhoods) by controlling who has access to resources.
- It restricts access to basic human needs. Communities tend to adapt to poverty by adopting behaviors that are socially dysfunctional.
- Social dysfunction increases levels of strain in all adults, including parents.

LET'S TAKE A POLL

What do you think might accelerate subjective aging?



Captures self-perceptions of one's age, in terms of how old one feels compared to others of the same chronological age, or the age group with which one identifies.



Pioneering the Theory of “Weathering”

- The idea that high levels of chronic stress can lead to negative health outcomes and premature aging.
- The health of women of color may begin to deteriorate in early adulthood as a physical consequence of cumulative socioeconomic disadvantage.

University of Michigan professor Arline T. Geronimus has been doing research on race and "biological weathering," or how stress affects lifelong health risks, for several years. Black women faced the highest levels of "cumulative wear and tear on the body's systems" due to stress factors they were exposed to in their daily lives.



One teen...

“Sometimes I just don’t believe how this school operates and thinks about us. Here I am a grown man. 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!”



The Role that Implicit Bias Can Play in Subjective Age Processes

- Early Exposure to Trauma
- War-Like Captivity



“Size” Weighs Heavily on Bias

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- One study demonstrated that Black boys were perceived as older and likely to be guilty.
- Seasoned officers consistently overestimate Black adolescent felony suspects' by 4-5 years older than what they are.



When Children Become Bystanders

- Discriminatory criminal justice practices affect by-standing children.
- Exposed to police violence, racial profiling by law enforcement officers, and unwarranted attention by police to their caregivers, even if the children themselves are not the victims of these police practices.
- Among homeless youth, experiences of perceived discrimination were independently associated with increased emotional distress.
- Indeed, Such exposure increases the likelihood of children suffering from toxic stress.

Who decides when enough is enough?

- Children of color are less likely to receive appropriate help and support especially if they start showing problems at home and in school that's associated with adverse childhood experiences and toxic stress.
- What is considered disruptive behaviors, are often a reaction to trauma and injustices.
- Children of color are often met with hostile responses to many behaviors associated with trauma.

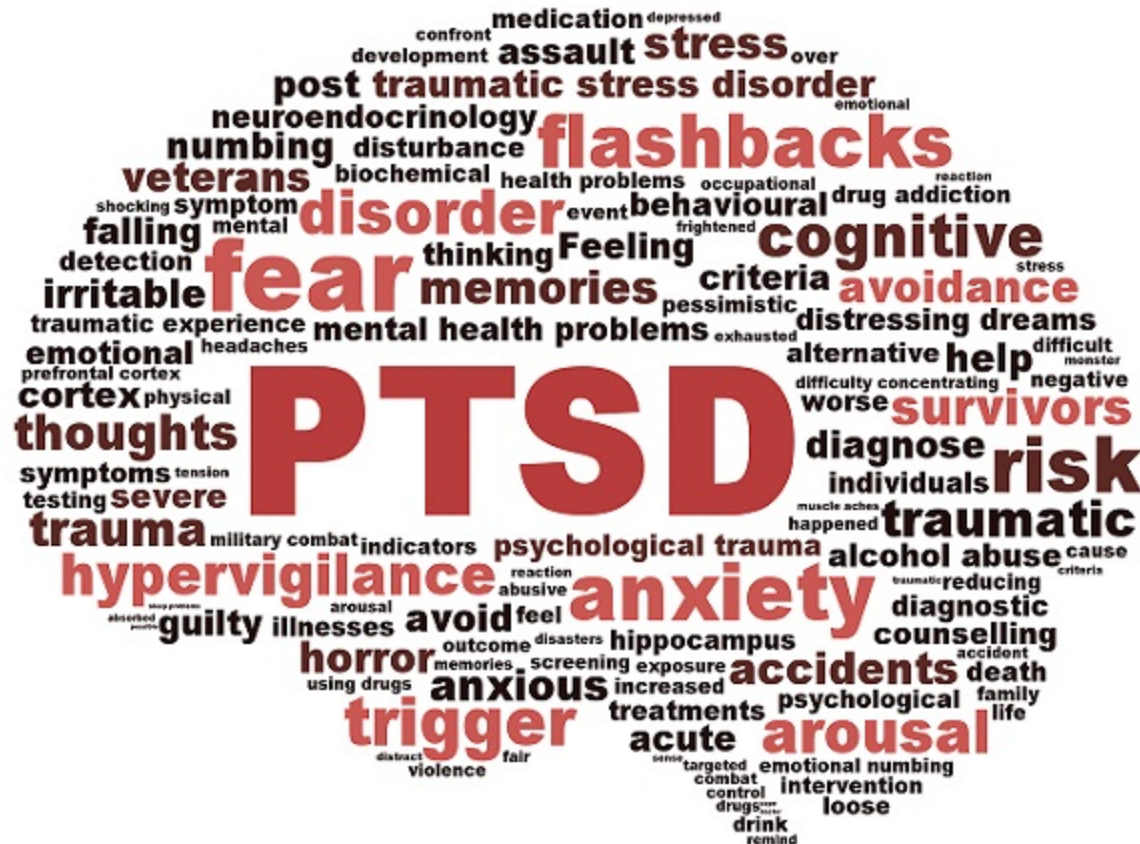


The American Academy of Pediatrics

- Defines “**toxic stress**” as “the excessive or prolonged activation of the physiologic stress response systems in the absence of the buffering protection afforded by stable, responsive relationships.



Varying Degrees



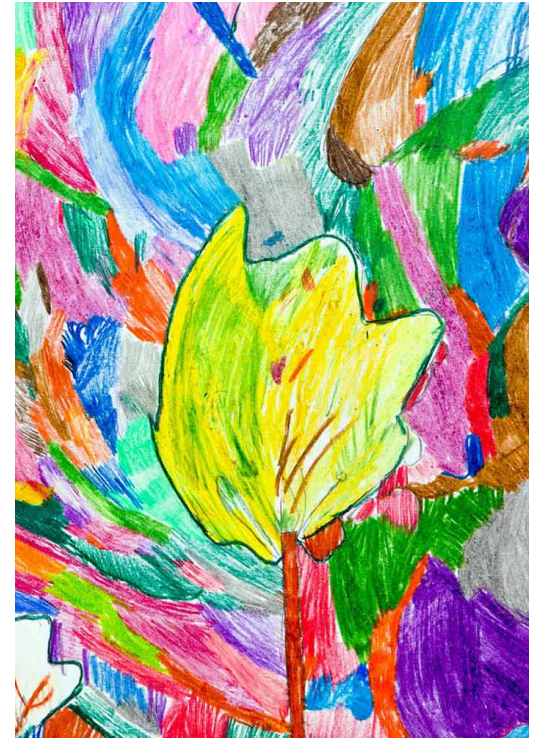
● *Imagine*

A child who experiences racism, live in an unsafe neighborhood and experiences violence on a regular basis. Their body's immune system is hijacked and the child's developing brain. All of this, impacts the child's attention, memory, planning, future stress responses, and the ability to learn new skills.



Girls of Color

- Using this term seems convenient to encompass a diverse group by bridging cultural and racial identities.
- Focus group participants said, it oversimplifies their full identities and, in some cases, ignores them completely.
- Identities, including age, sexual orientation, ability, religion, and ethnicity, can frame the lives of girls of color, define the problems they face, and inform possible solutions to those problems.



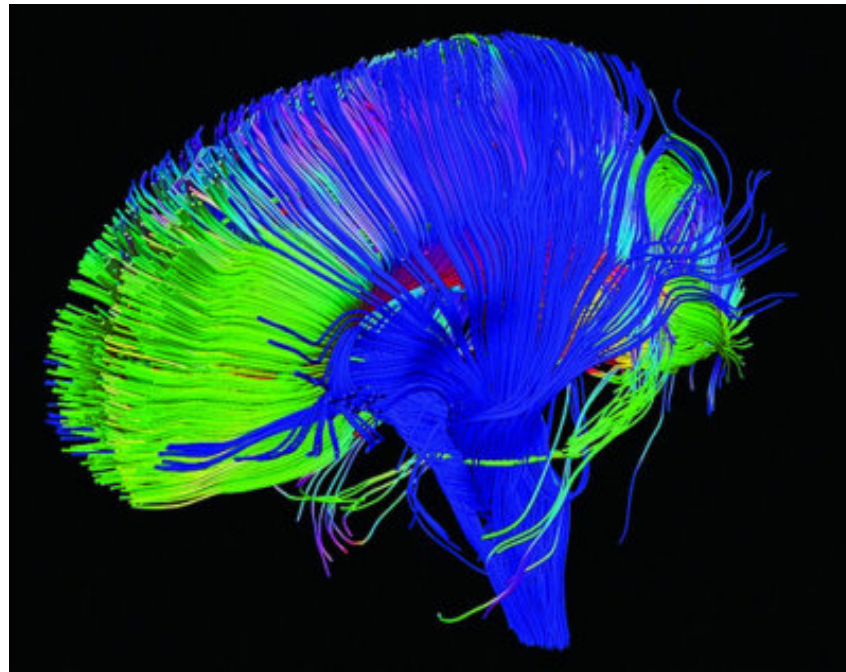
Misidentification Can Be Toxic

- Young people do not lead their self-description with racial or gender descriptors.
- Their descriptors are built from personal descriptors.
- They describe aspects of themselves that they value.
- Experiences they've had and some they've overcome.
- Facets of their approach to daily life.
- Black girls are commonly labeled “irate,” “insubordinate,” “disrespectful,” or “uncontrollable” by their teachers.



There is a Growing Need to Better Understand Trauma 's Influence on Aging

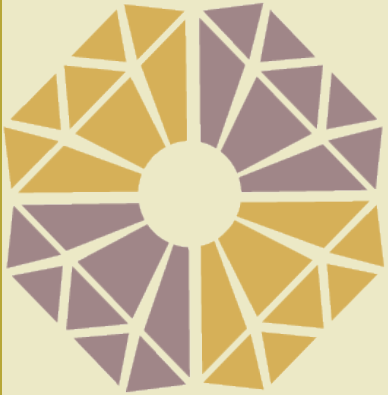
- Survivors of Domestic Violence & Sexual Abuse
- Survivors of Natural Disasters



Equity Approach

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- Respect
- Protection
- Fulfill
- Dignity for individuals and families



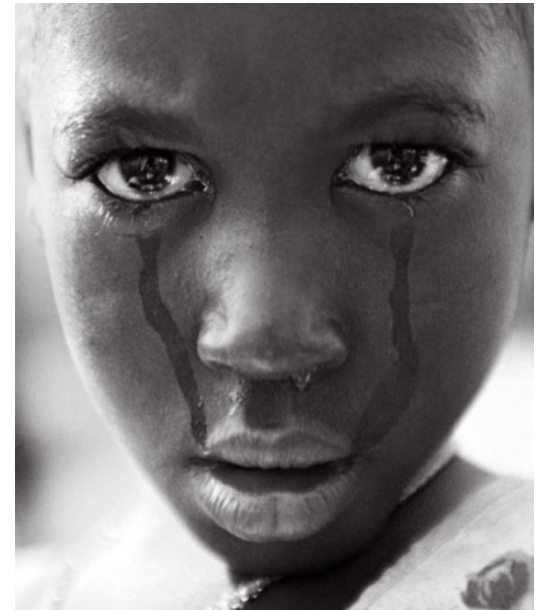
Family and Child Friendly Policies

- Studies on child abuse and neglect have shown that policies that help secure parental employment, housing, as well as access to health care, social services and child care all help protect children by supporting their parents' abilities to make ends meet, reducing parental stress and depression.



Capacity for Healing

- Individuals react to disasters differently, and capacity for resilience can be stretched to the limits depending on:
 - History of trauma
 - Capacity for resilience
 - Self-care skills
 - Access to resources post-disaster
 - Social Support Systems



Teaching Children To Resist Bias



- Attitudes attached to aspects of identity.
- Biases create serious obstacles to children's healthy development.
- Hiding negative feelings, or hoping that children won't notice, teaches that some differences are not acceptable.
- Face biased attitudes and change them in order to help foster children's growth.
- A person's appearance is never an acceptable reason for teasing or rejecting them.
- Teach how to challenge biases. Provide tools to confront biases.

Examples of Lessons to Teach

- Help children to resist the biases that are prevalent in our society.
- Teach children how to interact fairly with different types of people.
- Facing our biased attitudes and change them in order to help foster all children's growth.
- Use accurate and fair images in contrast to stereotypes.
- Talk positively about each child's physical characteristics and cultural heritage.
- Let children know that unjust things can be changed.
- Involve children in taking action on issues relevant to their lives.



Ongoing Processes

- Addressing implicit bias is an ongoing process that individuals need to commit to addressing to have a child welfare system that our families truly deserve, one that does not treat them differently because of their race or income.



Guiding Principles

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- Child Safety
- Well-Being of mom or primary caregiver
- Creating opportunities for engagement



Building Resilience

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- Resilience has to do with a person's ability to make plans and follow through with them, to problem solve, and to manage impulses and feelings.
- Resilience is not something that you either have or don't. **It's a human capacity** and can be developed in anyone.



Factors Which Can Promote Resilience

- Relationships with family members.
- The immediate environment in which they live.
- Life events.
- Helping the child improve her/his self-esteem and self-efficacy.
- Altering the child's perceptions of/or exposure to risk of harm.



Creating a Plan



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Reduce Social Isolation

- Creative engagement can help to ease social isolation.
- Design systems and activities to bring people into meaningful relationships.



Part of the Plan

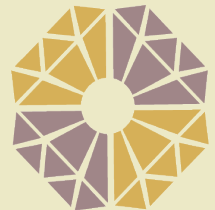


- Be non-judgmental.
- Get to know the family and how they function.
- Have conversations about flexibility and inner strength that keeps them strong in times of stress.
- Adapt agency forms to be more open and flexible for use.
- Observe and assess for early signs of family distress. And respond with encouragement and support.
- Teach concrete skills to prevent stress, such as planning and goal setting, anticipating difficulties, problem-solving, communication, and self-care.
- Link parents with resources for stress management, such as exercise opportunities, relaxation techniques, and venues for meditation or prayer.

Additional Reading Materials

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- Networks of Opportunities for Child Wellbeing
- Pushout: The Criminalization of Black Girls in Schools – Monique W. Morris
- Childhood Disrupted: How Your Biography Becomes Your Biology, and How You Can Heal – Donna Jackson Nakazawa
- Girlhood Interrupted: The Erasure of Black Girls Childhood
- The New York City Commission on Human Rights
- Article: “Weathering” and Age Patterns of Allostatic Load Scores Among Blacks and Whites in the United States



Thank you for attending!

Email Address:

HealthyActionsIntervening@gmail.com

Website:

<http://mtechwebsites.wixsite.com/jacquelinemiller>

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“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.” — [Audre Lorde](#)

*One person's actions may seem insignificant, but together a communities' collective "**#1Things**" can lead to real social transformation.*



Believe Victims. Healing & Resilience
Support. Community. Respect.
Encourage Equality. Equity. Peace.
Share Power. Policy & System
Change. Leverage Your Privilege.
Vote. Engage. Action + Awareness
= Social Change

#1Thing



DOMESTIC
VIOLENCE
AWARENESS
PROJECT

A project of the National Resource Center on Domestic Violence

Download your copy of the #1Thing Action Guide at
<https://nrcdv.org/dvam/1thing>



We Need your Feedback

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Thank you for attending our session today. Your experience at this training is very important to us.

We invite you take a few minutes to complete a short survey and provide your feedback. The survey should take less than four minutes. Your participation is voluntary, anonymous and confidential.





National Resource Center on Domestic Violence

The National Resource Center on Domestic Violence (www.nrcdv.org) provides a wide range of free, comprehensive, and individualized technical assistance, training, and specialized resource materials. You can access our publications online at VAWnet.org.

Contact us:

1-800-537-2238

nrcdvta@nrcdv.org

“This webinar was made possible by Grant Number #90EVO42802 from the Administration on Children, Youth and Families, Family and Youth Services Bureau, U.S. Department of Health and Human Services. It contents are solely the responsibility of the authors and do not necessarily represent the official views of the U.S. Department of Health and Human Services.”