



**Diversity on Trauma**  
The impact on youth, professionals, and communities



evidence-based  
associates®

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## Objectives

- Set the stage for Self-Assessment
- Understand the terminology and concepts that reinforce the trauma associated with race
- Next Steps and call to action



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## rac·ism

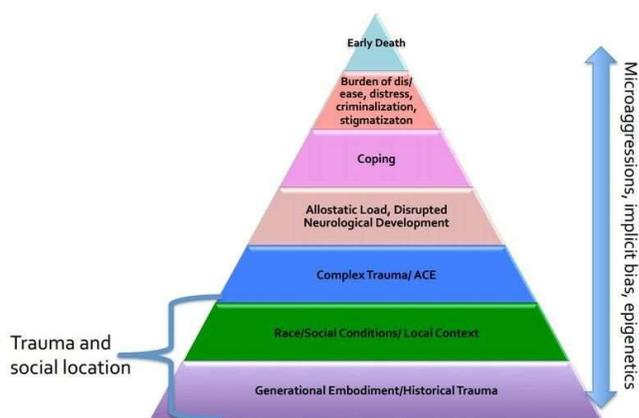
- prejudice, discrimination, or antagonism directed against a person or people based on their membership in a particular racial or ethnic group, typically one that is a minority or marginalized.
- the belief that different races possess distinct characteristics, abilities, or qualities, especially to distinguish them as inferior or superior to one another.



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## Another take on the ACE

### Extended ACEs Pyramid



\*<http://www.cdc.gov/violenceprevention/acestudy/pyramid.html>

RYSE 2015

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## Racial Trauma **is Real**

Post-traumatic stress disorder can happen to a person after experiencing a traumatic event that has caused them to feel fearful, shocked, or helpless. It can have long-term effects including flashbacks, difficulty sleeping, and anxiety.

- Discrimination is a traumatic experience that can cause similar symptoms to PTSD, as well as depression and anxiety.
- Exposure to discrimination, either directly or indirectly, can trigger racial trauma. Indirect trauma can include witnessing discrimination against a member of a particular group.
- Chronic exposure to discrimination can be humiliating, frightening, and isolating.
- **When others deny that this trauma exists or blame the victim, it may intensify the trauma.**

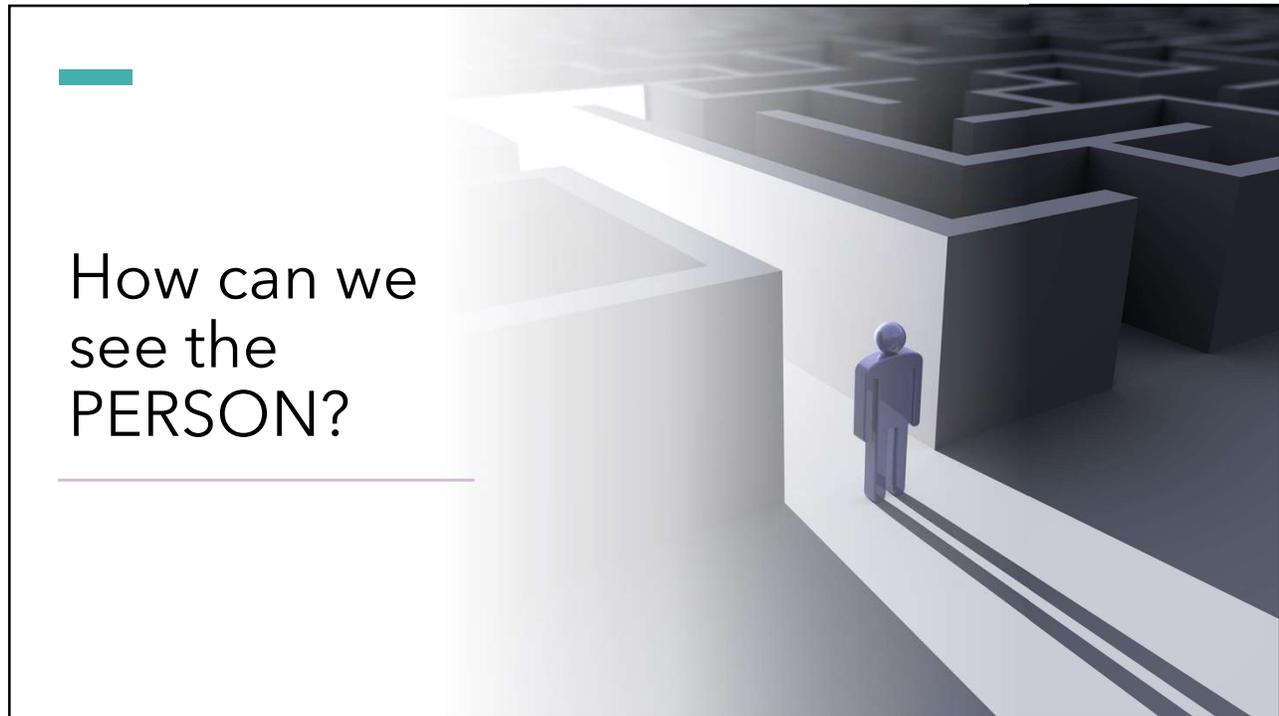
<https://www.medicalnewstoday.com/articles/racial-trauma#what-it-is>

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Recovery Stories: Tonier: <https://www.youtube.com/watch?v=mFPAq7Bszac&t=10s>



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What's are the differences and why is it important?

Note: While we all adhere to professional standards, we need to be aware of our history and personal background when interacting in the professional realm.

- Professional Ethics
- Morals (community norms)
- Values (Personal)

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## Explicit and Implicit Bias

- While **explicit biases** and prejudices are intentional and controllable, **implicit biases** are less so.
- Unconscious or implicit biases can affect your behavior or decisions without you realizing it.
- Unconscious biases are often based on mistaken, inaccurate, or incomplete information.

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## Bias aka Blind Spots

Blind spots: Challenge assumptions <https://www.youtube.com/watch?v=BFcfqmVah8&t=1s>



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## Project Implicit

- Team of researchers investigating implicit bias to develop new ways of understanding attitudes and stereotypes that influence perception and action.
- Research is utilized to produce new applications for addressing diversity and increasing the likelihood that practices are aligned with personal and organizational values.
- Contribute to the research and explore your own implicit bias by taking the [Implicit Association Test](https://implicit.harvard.edu/implicit/takeatest.html).

(Link: <https://implicit.harvard.edu/implicit/takeatest.html>)

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## Micro-aggression

- Microaggressions are often discussed in a racial context, but anyone in a marginalized group – be it as a result of their gender, sexual orientation, disability, or religion – can experience one.
- Microaggressions are the everyday slights, indignities, put-downs, and insults that members of marginalized groups experience in their day-to-day interactions with individuals who are often unaware that they have engaged in an offensive or demeaning way.
  - Tone policing
- **Spurs on racial trauma; it's like 1000 needle pricks or death by a thousand cuts (death by chickens).**

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## Build Cultural Competence

Self-knowledge and awareness about one's own culture.

Experience and knowledge of different cultural practices.

Interact with diverse groups

Knowledge of different world views

Address cultural barriers

**Attitude - Knowledge and Cross-cultural skills**

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How can you connect youth with different activities to build confidence, increase connections, feeling of safety and enhance resilience through a culturally sensitive lens?  
(aka protective factors)

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# Within our state VA DJJ System

## Direct Care Population on June 30, 2020

### Demographics\*

Demographics	Bon Air	Non-JCC	Total
<b>Race</b>			
Asian	0.0%	1.0%	0.4%
Black	67.1%	69.8%	68.1%
White	29.1%	19.8%	25.6%
Other/Unknown	3.8%	9.4%	5.9%
<b>Ethnicity</b>			
Hispanic	9.5%	8.3%	9.1%
Non-Hispanic	65.2%	72.9%	68.1%
Unknown/Missing	25.3%	18.8%	22.8%
<b>Sex</b>			
Female	0.0%	11.5%	4.3%
Male	100.0%	88.5%	95.7%
<b>Age</b>			
Under 14	0.0%	0.0%	0.0%
14	1.3%	4.2%	2.4%
15	1.9%	6.3%	3.5%
16	7.0%	15.6%	10.2%
17	25.9%	31.3%	28.0%
18	24.1%	24.0%	24.0%
19-20	39.9%	18.8%	31.9%
<b>Total Youth</b>	<b>158</b>	<b>96</b>	<b>254</b>

\* Data are not comparable to reports prior for FY 2019. In reports prior to FY 2019, age reflected the youth's age at admission. The age now reflects the youth's age on June 30, 2020.

- » 68.1% of youth in direct care on June 30, 2020, were Black, and 25.6% were White.
- » 68.1% of youth in direct care on June 30, 2020, were non-Hispanic, and 9.1% were Hispanic. 22.8% had unknown ethnicity information.

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What can we do to reduce the trauma and promote healing?

To change the disparities within the DJJ population?

To Bridge the gaps?

**6 Impacts of Anti-Racism**

- Reduces racial disparities in criminal justice system
- Improves educational experience
- Reduce obstacles to employment
- Improves interventions for youth who are at risk
- Increases access to community resources
- Encourages social and political participation

ywell

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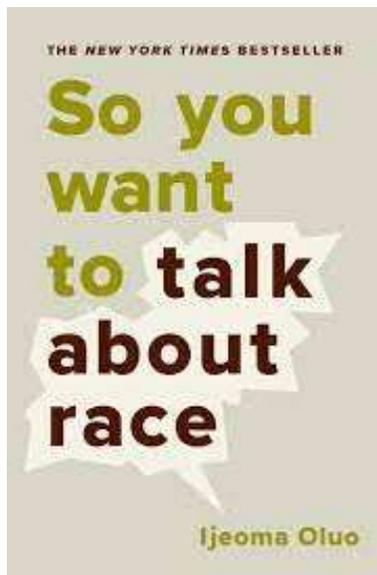
As Professionals & Individuals we can respond to Racism and increase cultural competencies through:

- \* Dialogue,
- \* Learning,
- \* Action



<https://www.wcsu.edu/diversity/what-is-racial-trauma-information-and-resources/>

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## “When is it about race?”

- “In her feisty debut book, Oluo, essayist, blogger, and editor at large at the *Establishment* magazine, writes from the perspective of a black, queer, middle-class, college-educated woman living in a “white supremacist country.”
- She explains, for example, “**when somebody asks you to ‘check your privilege’ they are asking you to pause and consider how the advantages you’ve had in life are contributing to your opinions and actions, and how the lack of disadvantages in certain areas is keeping you from fully understanding the struggles others are facing.**” She unpacks the complicated term “**intersectionality**”: the idea that social justice must consider “**a myriad of identities—our gender, class, race, sexuality, and so much more—that inform our experiences in life.**”

<https://www.kirkusreviews.com/book-reviews/ijeoma-oluo/so-you-want-to-talk-about-race/>

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**in·ter·sec·tion·al·i·ty**  
*noun*

1. the interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage.
2. "through an awareness of intersectionality, we can better acknowledge and ground the differences among us"

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**DON'T PUT  
PEOPLE IN BOXES**

Don't Put People in Boxes: <https://www.youtube.com/watch?v=zRwt25M5nGw>

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Stories are a great way to learn on an emotional level, communicating with the brain in a different manner.

## HOW STORYTELLING AFFECTS THE BRAIN

### NEURAL COUPLING

A story activates parts in the brain that allows the listener to turn the story in to their own ideas and experience thanks to a process called neural coupling.

### MIRRORING

Listeners will not only experience the similar brain activity to each other, but also to the speaker.



### DOPAMINE

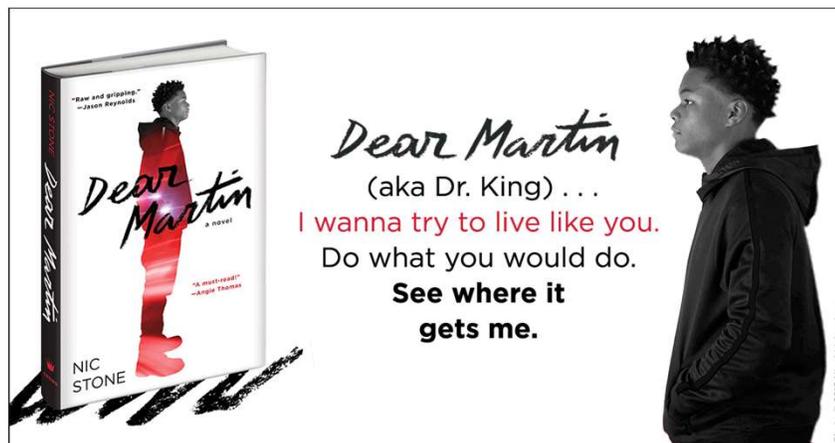
The brain releases dopamine into the system when it experiences an emotionally-charged event, making it easier to remember and with greater accuracy.

### CORTEX ACTIVITY

When processing facts, two areas of the brain are activated (Broca's and Wernicke's area). A well-told story can engage many additional areas, including the motor cortex, sensory cortex and frontal cortex.

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## Dear Martin



Personal recommendation: Kara shared in the conversation the above book as a great read about race relations in a story style format. ([Dear Martin](#) By Nic Stone Published October 17th 2017 by Crown Books for Young Readers).

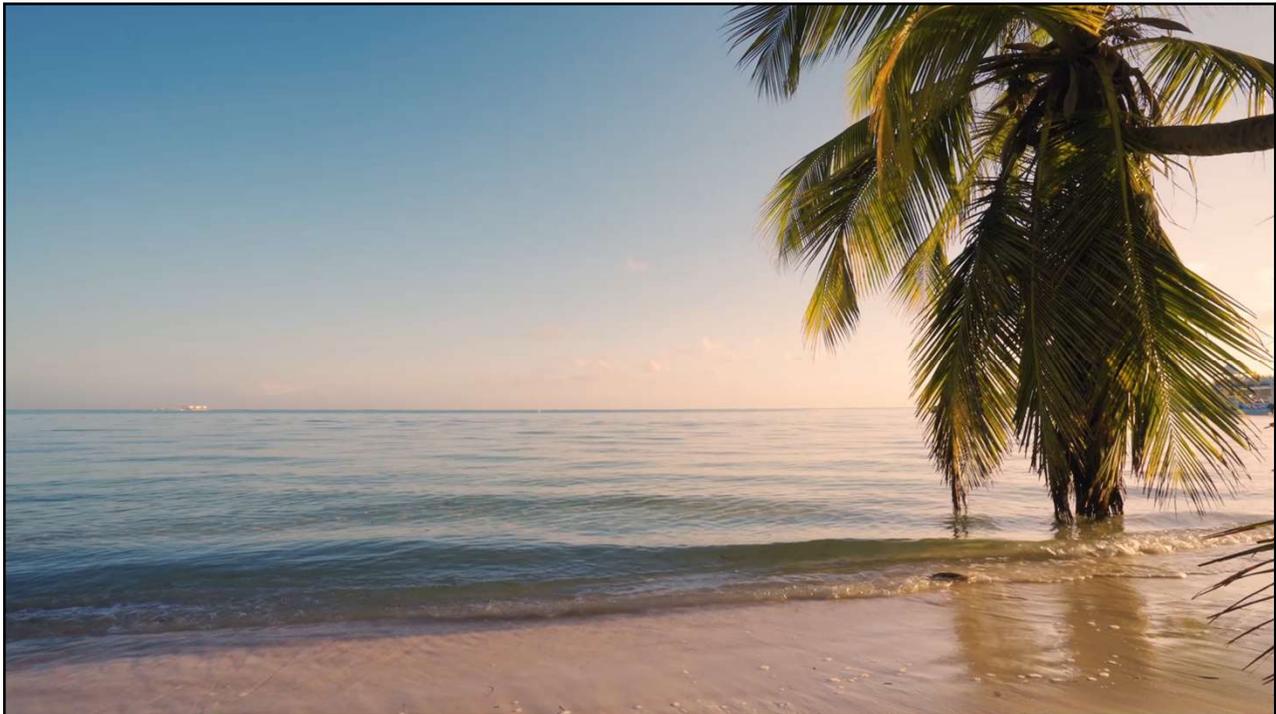
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The way to get started is to  
quit talking and begin doing.

Walt Disney

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EBA appreciates you! Your participation, partnership, commitment to learning, and services to youth and families.

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Questions/ Follow up: Kara Brooks [kbrooks@ebanetwork.com](mailto:kbrooks@ebanetwork.com)

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Thank you!

See you for the Next First Friday Call:

On the **second** Friday, July 9<sup>th</sup> @10 AM

**Topic: Deep Dive into Casey Life Skills Services and review FY22 contracts changes**

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