

## UPCOMING WEBINAR



# Helping Youth Cope with Perceived Racism, Prejudice, and Bias

PSYCHALIVE.ORG



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**HELPING YOUTH COPE WITH PERCEIVED RACISM,  
PREJUDICE, AND BIAS**





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# Black Mental Wellness, Corp.



## The Mission of Black Mental Wellness

- To provide information and resources about mental health and behavioral health topics from a Black perspective
- To highlight and increase the diversity of mental health professionals
- To decrease the mental health stigma in the Black community





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# Black Mental Wellness, Corp.



- **Dr. Nicole L. Cammack:**  
President & CEO
- **Dr. Danielle R. Busby:**  
Professional Relations & Liaison
- **Dr. Dana L. Cunningham:**  
Community Outreach & Engagement
- **Dr. Jessica S. Henry:**  
Program Development & Evaluation





# OVERVIEW

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## Goals:

Overview of racial stressors and trauma

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Identify the impact of racial stressors on youth mental health

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Understanding implicit bias

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How to discuss race and support youth

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# Reflection Activity:

Common challenges reported by youth?





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# Racial Discrimination Among Youth



- Children as early as preschool age are able to identify their race, but perceptions associated with race often sharpen beginning in early adolescence
- Several studies indicate that more than two-thirds of African American and Latinx youth report exposure to racial discrimination as young as age 8
- One factor that may explain higher rates of trauma exposure for youth is racial stress and trauma (Williams et al., 2018)



# Racial Discrimination Among Youth

## Defined as:

- An act conducted by an individual or institution that denies equitable treatment to an individual or group because of phenotypic or racial group affiliation

## Experiences may include:

- Objective and subjective (e.g., macroaggressions, microaggressions)
- Interpersonal (e.g., experiencing racial teasing or bullying)
- Vicarious (e.g., viewing the unarmed killing and harassment of Black and Brown children in person, on television, or the internet)
- Institutional

# Racial Trauma

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*Dangerous or frightening race-based events, stressors, or discrimination that “overwhelm one’s coping capacity and impacts quality of life and/or cause fear, helplessness, & horror...”*

(Carter, 2007)

Photo: Courtesy Burlington School District





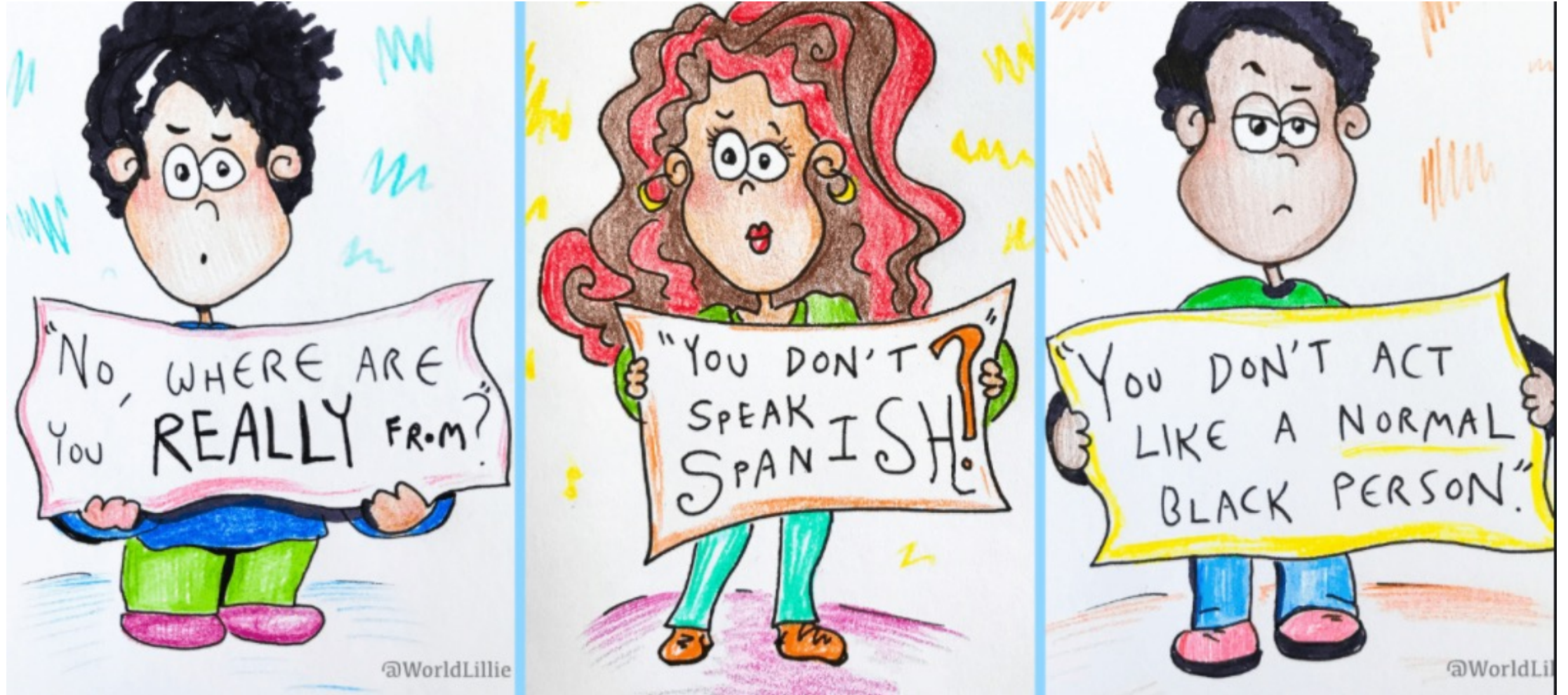


Trauma may be more disabling for youth of color who contend with traumatic experiences that may be overlooked (e.g., racism), yet these experiences still pose a threat to student's physical integrity and psychological health.

Overlooked experiences students may experience include

- Microaggressions
- Humiliating and shaming events
- Threats of harm and injury
- Witnessing racial discrimination towards others

# MICROAGGRESSIONS







# Microaggressions

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- Examples of microaggressions:
  - Teachers continuously mispronouncing students' names
  - Discriminatory hair style policies
  - Students repeatedly being asked for IDs when entering schools,
  - Educators being hypervigilant about the behavior of students of color in the hallways, at recess, or in the cafeteria.
  - Expecting Black students to perform better at sports, with low expectations for academic success
- Black students may persistently experience microaggressions, which can lead to feelings of marginalization and emotional exhaustion



# Microaggressions

Diane Goodman, Ed.D., a social justice and diversity consultant:

- **Ask for more clarification:** “Could you say more about what you mean by that?” “How have you come to think that?”
- **Separate intent from impact:** “I know you didn’t realize this, but when you \_\_\_\_\_ (comment/behavior), it was hurtful/offensive because \_\_\_\_\_. Instead you could \_\_\_\_\_ (different language or behavior.)”
- **Share your own process:** “I noticed that you \_\_\_\_\_ (comment/behavior). I used to do/say that too, but then I learned \_\_\_\_\_.”

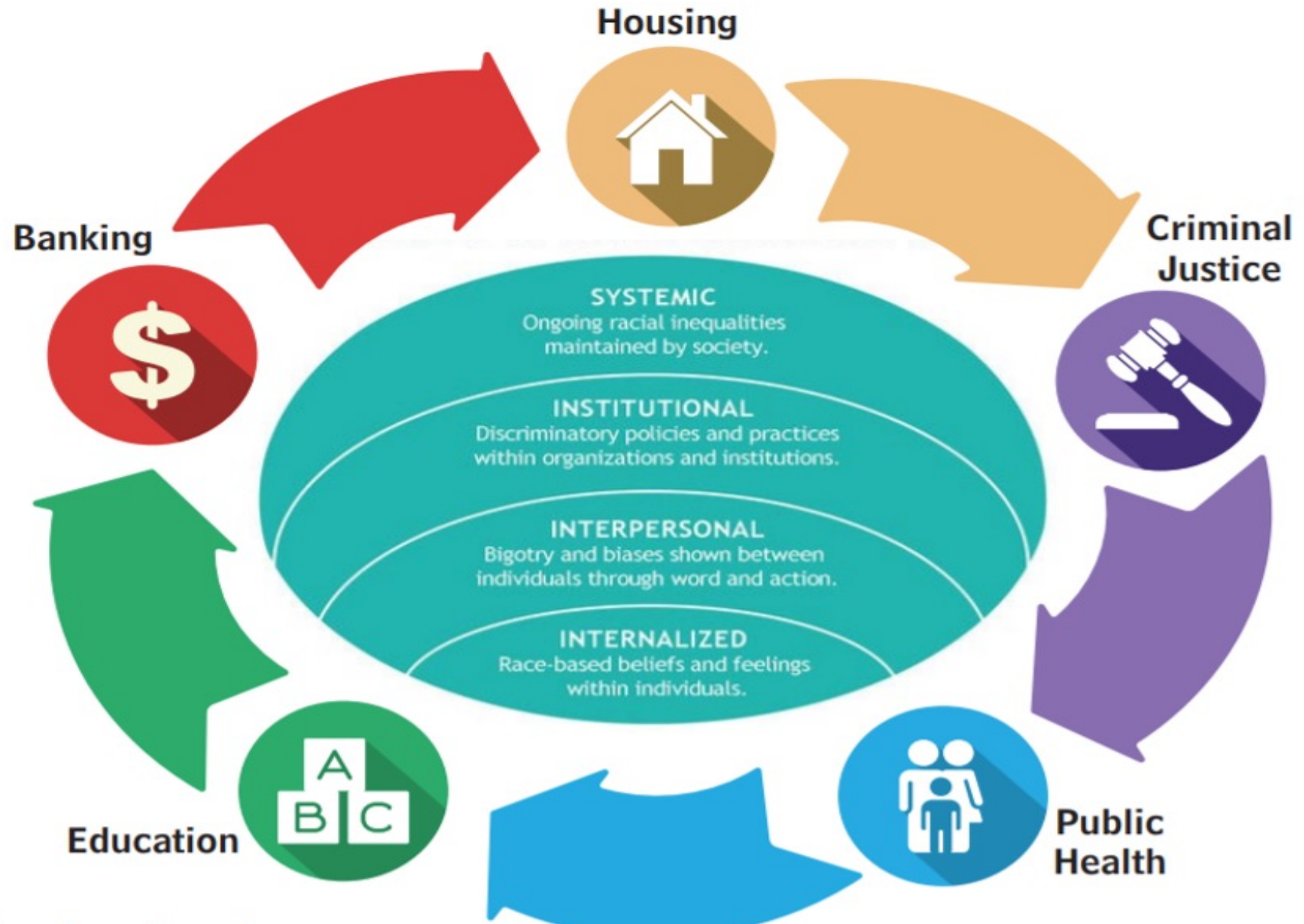
**\*\*If it’s not safe or you’re uncomfortable confronting these behaviors, it may be helpful to report them to your teacher, school counselor, or other school administrators**





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# Types of Racism





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# How does this impact youth mental health?

# The Impact Of Racism On Mental Health:

Feeling disconnected / lonely

Increase risk of  
depression and anxiety

Second-guessing things

Decreased hope  
(in the future, justice,  
the government etc.)

Trauma  
(both from the present and  
triggering past instances /  
generational trauma)

Increased  
"Survival Mode"

Decreased trust

Existential  
questioning  
"How can the world  
be so cruel?"

Worry

Feelings of powerlessness  
(You can do the right thing and still  
end up with a horrific outcome)

Panic



**#BlackLivesMatter**

@RealDepressionProject







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# Impact of Racial Trauma and Students

- Physiological problems
- Substance use
- Depression, low mood
- Lower self-competency and self-esteem
- Appear disconnected
- Academic decline
- Anger, irritability
- Decreased motivation to achieve
- Decreased concentration
- Psychological symptoms (Depression, anxiety, trauma)



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# What is Implicit Bias?

# Implicit Bias

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- Subtle
- Subconscious stereotypes
- Impact our expectations and interactions with people
- Judgments based on race, ability, gender, culture, language, etc.
- Impact how teachers perceive and respond to students







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# Why is this Important?



- Biases can worsen achievement gap in education
- Racial disparities in school discipline
  - California's Black students, specifically Black boys, are more likely than their peers to be suspended or expelled, especially during kindergarten through third grade, a recent study by San Diego State University professors found.
  - Black students are suspended more often than any other student racial group in California.
  - Suspensions for more subjective reasons compare to white students
- School to prison pipeline
  - Increases probability of school drop out rates
  - Increases probability of incarceration

[https://www.bakersfield.com/ap/national/in-california-disparity-in-suspending-black-boys-is-widest-in-early-grades-report-says/article\\_db42fd41-5434-5f98-bd00-ae2b552877d4.html](https://www.bakersfield.com/ap/national/in-california-disparity-in-suspending-black-boys-is-widest-in-early-grades-report-says/article_db42fd41-5434-5f98-bd00-ae2b552877d4.html)



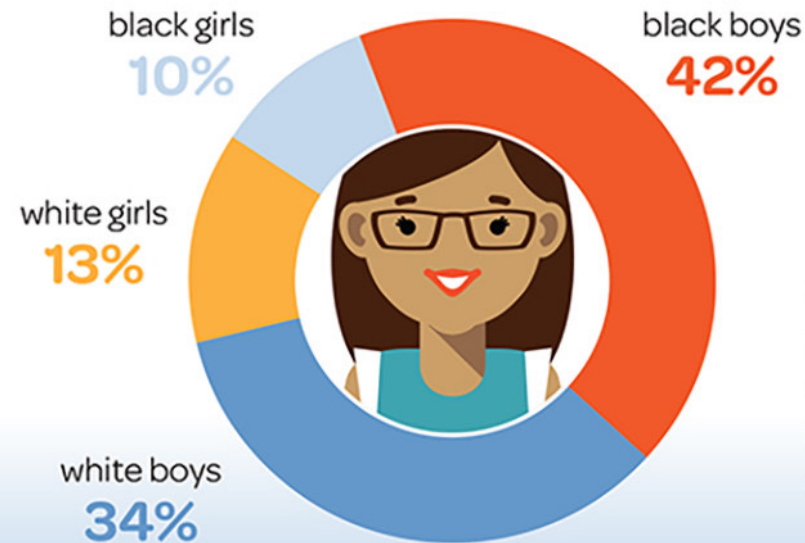
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# Implicit Bias: Schools and Education

21

We are interested in learning about how teachers detect challenging behavior in the classroom. Sometimes this involves seeing behavior before it becomes problematic. The video segments you are about to view are of preschoolers engaging in various activities. Some clips may or may not contain challenging behaviors. Your job is to press the enter key on the external keypad every time you see a behavior that could become a potential challenge.

## Track the eyes: Which students are teachers watching?



Preschool teachers tend to more closely observe blacks than whites, especially black boys, when challenging behaviors are expected.



[https://www.youtube.com/watch?v=rspZv2a0Pp8&feature=emb\\_logo](https://www.youtube.com/watch?v=rspZv2a0Pp8&feature=emb_logo)





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# Reflection Activity



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# The Bias in Me



- Before you can help youth, you must first acknowledge, understand, and address your own personal biases
- This can help you to effectively show up for youth and assist them in navigating their emotions
- Biases are more likely to show up in the classroom:
  - When they have vague or incomplete information about a topic or student
  - When they're acting under time constraints
  - When they're tired, burned out, or have a lot on their plate

Staats, C. *Understanding Implicit Bias: What Educators Should Know*. American Educator, 2015, 39(4), pp. 29-33.[9]



# Reflection

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## **Self-Reflection**

- How is my perspective different from my colleagues? Students and families?
- Am I making any assumptions?
- Where do I have room to grow in my cultural understanding of my students and families?
- How can I develop a better understanding of those who have different identities than me?

## **Building Relationships**

- Use of inclusive language in written and verbal discussions
- Proper pronunciation of names
- Ask pronouns
- Be open when corrected about cultural terms, customs or expectations.



# ACTIVITY

## IDENTITIES

- Race
- Sexual Orientation
- Gender Identity
- Class
- Biological Sex
- National Origin
- Immigration Status

### ***Statements***

1) The part of my identity that I am most aware of on a daily basis is

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2) The part of my identity that I am the least aware of on a daily basis is

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3) The part of my identity that I wish I knew more about is

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4) The part of my identity that provides me the most privilege is

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5) The part of my identity that I believe is the most misunderstood by others is

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6) The part of my identity that I feel is difficult to discuss with others who identify differently is

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7) The part of my identity that makes me feel discriminated against is

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# Reflection Questions

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- How did it feel to do this activity?
- What did you find surprising?
- What do you want to explore further?

# Project Implicit

Project Implicit offers free online tests to help individuals better understand their implicit biases related to a range of factors including:

- Race or ethnicity
  - Disability
  - Age
  - Gender or sexual orientation
  - Religion
  - Skin tone
- 
- **Test:** <https://implicit.harvard.edu/implicit/takeatest.html>
  - **More information:** <https://www.projectimplicit.net>





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# Helping youth in the classroom



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# Create Safe Spaces for Youth



## Give Youth a Voice

- Allow youth to express how they feel and share personal experiences
- Help youth to connect life experiences to learning
- Honor beliefs of all youth and cultures
- Highlight and incorporate youth interests
- If you encounter issues regarding race welcome an open discussion to tackle the issue.
- Allow youth to decide if they will talk and do not spotlight them to share their experiences, this is known as being the “Black spokesperson” which often causes discomfort.



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# Create Safe Classrooms



## **Diversify Learning Material and Environment**

- Teach curriculums that promotes tolerance of people from all backgrounds and ability levels
- Embrace teaching about culture from a strengths-based approach
- For example, instead of teaching on the enslavement of Africans explore pre-colonial history, Black historical figures beyond slavery, etc.

## **Variety in featured content**

- Incorporate authors of color into course content to not only showcase scholars that reflect students, but to expand your own scope as well.

# Importance of Educations & School Staff

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- Educators and school staff are in a unique position to open discussion about these issues, to provide guidance and modeling for constructive expression, and thus create the space for a trauma-informed classroom.
- First, assess your personal understanding related to addressing race, racial discrimination, and other race-related stressors
- Assess your personal understanding of your personal biases
- Consult with colleagues, read relevant books, and attend trainings to increase your cultural awareness



# 6

## Things School Staff Can Do to Interrupt Unconscious Bias

*“Bias is a universal human condition that must be recognized and managed, not a personal defect. We all carry biases from swimming in the waters of a racialized, inequitable society.”*

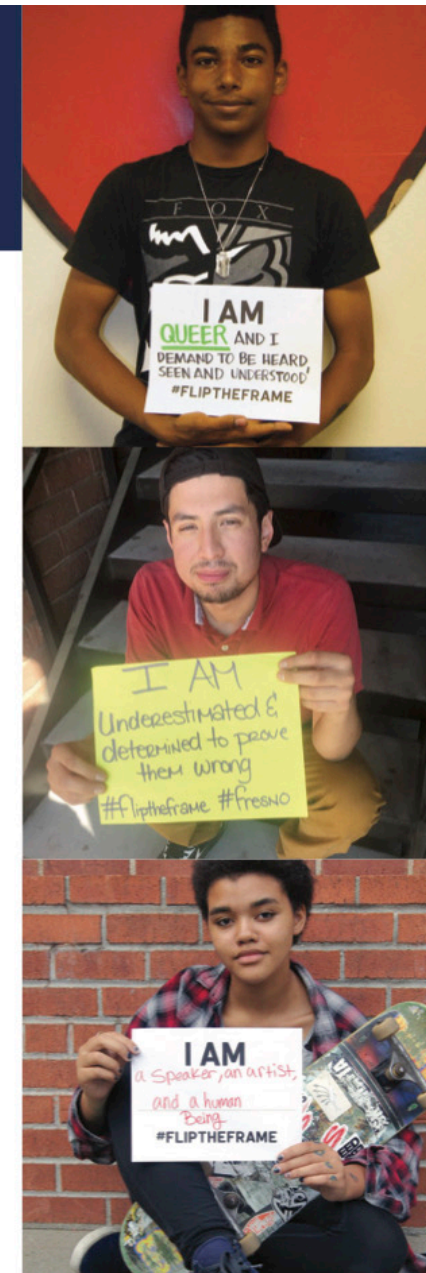
- Shane Safir, educator and author of *The Listening Leader*

*“Biases are the stories we make up about people before we know who they actually are.”*

- Vernā Myers, inclusion strategist and author of *Moving Diversity Forward*

- 1 **Notice:** In order to interrupt our racial and other biases we must first become aware of them. If you find yourself struggling with a particular student, parent, or colleague, take a 10-second pause to ask yourself: “What are my biases toward this person? How can I disrupt my autopilot thoughts so that I can genuinely see and listen to them?”<sup>1</sup>
- 2 **Listen:** Slow down your interactions and deeply listen, not to solve, correct, or fix, but to take in someone’s story. Notice what’s said and unsaid—tone, body language, and emotions. “Listening helps us take in a person’s multiple stories and disrupts biased thinking.”<sup>2</sup>
- 3 **Reflect:** Read, discuss, journal—ask yourself: “Where do I see implicit biases playing out in our school? What fear or apprehension do I have about addressing this issue?”<sup>3</sup>
- 4 **Connect:** Build in time for dialogue in classroom and staff spaces through circles, small groups, or one on ones that create openings for students and staff to talk about race and identity. “How am I getting to know students as complex individuals? How are we building trust?”<sup>4</sup>
- 5 **Affirm:** Intentionally embrace and affirm students’ identities around race, class, gender, sexual orientation, immigration status, etc. to counter stereotypes and bias. Ensure students see themselves reflected in the diversity of staff, culturally relevant curriculum, and visual landscape of the school and classroom.
- 6 **Act:** 1) Practice slowing down, noticing your biases, and looking for options to interrupt your patterns.  
2) Call on colleagues to listen, reflect, and learn about their own biases.  
3) Choose an equity challenge in your classroom or school and work with students of color and those most impacted as co-creators, trainers, or evaluators.

<sup>1-4</sup> Safir, Shane. (2016, March 14). 5 Keys to Challenging Implicit Bias. Retrieved March 28, 2019, from <https://www.edutopia.org>





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# Action Plan: Teachers/Schools

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- Culturally inclusive curriculum
- Fill the classroom (virtual classroom) with culturally diverse books, pictures, and discussions
- Lead discussions on current events related to race and racial stress
- Invite community speakers to classrooms to enhance student exposure and collective knowledge and understanding
- Provide resources specific to coping with related to race-related stress to students if needed
- Name the thoughts and feelings you may be having related to race-related current events. Model for students the importance of naming feelings



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# Action Plan: Teachers/Schools

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- Assess needs (e.g., parent focus groups, community surveys, community town hall meetings)
- Assess school and community policy and procedures for potential biases
- Consult with other appropriate professionals regarding best strategies for culturally inclusive teaching and school structure
- Model for youth and families the importance of diversity and inclusivity through staff and teacher diversity
- Community wide acknowledgement and celebration of a diverse range of holidays (e.g., Juneteenth)



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# What can schools do?



# New 'Culturally Responsive Teaching' standards approved for Illinois

A legislative committee approved a set of standards that are changing the way educators are trained to teach students in Illinois.



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# L.A. Schools Cut Police Force and Reallocate Funds to Help Black Students

"BLACK STUDENTS, PARENTS, TEACHERS AND ALLIES HAVE DEMANDED THAT WE INTERRUPT THE SCHOOL-TO-PRISON PIPELINE." -MÓNICA GARCÍA, SCHOOL BOARD MEMBER



A bold redesign with family fun in mind.

The newly redesigned Hyundai SANTA FE

Learn more

Preproduction model with optional features shown.

READ MORE

FASHION  
Design  
New C

# Denver pledged to improve education for Black students. But exactly how is up to each school.

By Melanie Asmar | Feb 18, 2021, 4:35pm MST





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# School, Policies & Procedures

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- Assess current policy and procedures for potential biases
- Develop clear policies against any forms of racism
- Consult with other appropriate professionals regarding best strategies for culturally inclusive teaching and school structure
- Continue to educate yourself about the experiences of others and to learn more about what you can do to support them.
- Questions to consider
  - Does the school have clear procedures around how the school will respond to reported incidents of racism?
  - Process for students to safely report racial experiences either directly experienced or witnessed
  - Are students aware of the process for reporting events?



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Factors to consider before  
discussing race and race-  
related experiences

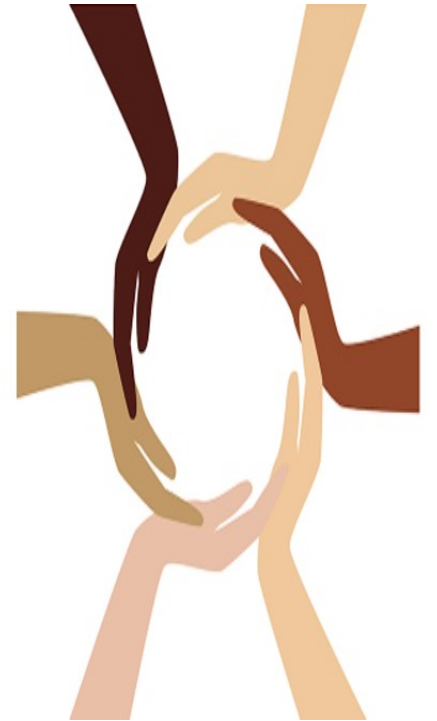


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# Discussing Racial Stress & Trauma with Youth

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- While some adults may prefer to downplay race to minimize differences and promote family unity this can have negative consequences for youth
- Part of the existence in America is based on race, and to ignore this is to ignore a key part of a child's identity and experiences
- You can say we celebrate diversity BUT you also need to talk about racial inequality tied to racial diversity





- Acknowledge the history of racism
- Gain knowledge
- Consider developmental age and differences
- Acknowledge racial differences if present
- Build pride
- Discuss ways to prepare for racial stress





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We need to  
have a talk...



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# Mental Health/Behavioral Health Professionals

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- Assess the needs of the youth
  - Is this something that the student is even thinking about?
  - Are race-related stressors a source of stress?
- Understand where the youth is before determining how to intervene
  - Level of understanding of race, racism, discrimination?
  - Personal experiences?
  - Concerns about current racial injustices?
  - Is it a personal source of threat to the student?
  - Does it trigger previous experiences of danger?



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# Initiating Conversations

- Allow youth to express their thoughts and experiences without minimizing
- Follow the lead of youth and do not force discussions that do not feel authentic
- Listen and create a safe space for youth to express
- Provide empathy
- Acknowledge that the experiences are unjust
- Do not try to create an answer or explanation if there isn't one. Listen
- Encourage creative expression of emotions (dance, writing, music)
- Discuss the importance of relying on healthy coping strategies, social supports, family, and other trusted friends and adults
- Return to the conversation as indicated

## **Start the conversation with a direct question**

“I know that there have been a lot of discussions related to racial injustices recently, how are you dealing with it?”

“There has been a lot of media coverage about race and police brutality in the news, what are your thoughts?”

“Some students are reporting that they are having intense emotions related to (name events that have happened in community, school, etc.) how are you feeling?”





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# Initiating Conversations



## Additional Questions

“What is your understanding of what is happening?”

- This is an opportunity to correct any misperceptions or misinformation

“How are you feeling about what happened?”

- Validate the youth’s feelings
- Acknowledge similarities in how you may be feeling

“What do you need from me and/or other teachers/adults? How can we support you?”

“Do you want to do something together to make a change?”

- Think about volunteer opportunities, connecting with organizations that dismantle racism, and/or family-friendly demonstrations to protest police brutality



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# Mental Health Resources

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Apps that can be useful in providing additional mental health support, coping skills, and resources

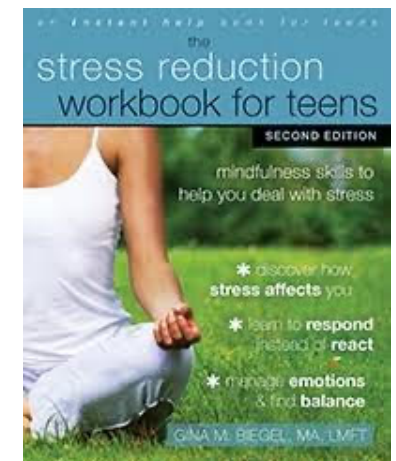
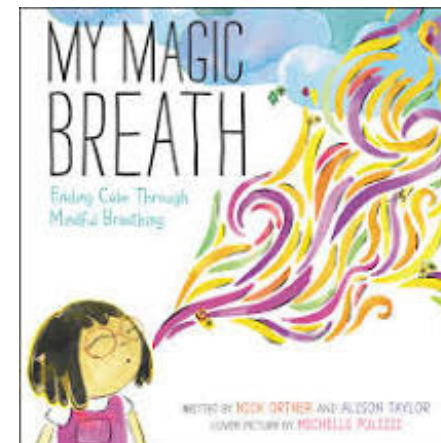
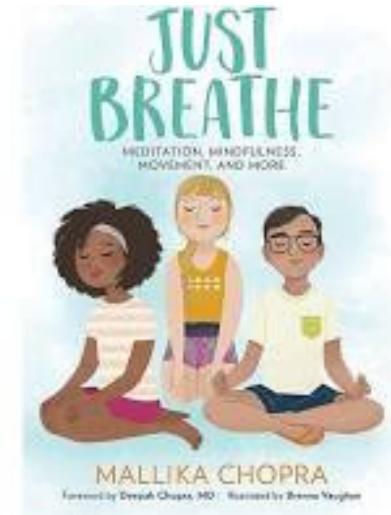
- Calm Kids
- Headspace for Kids
- Breathe, Think, Do with Sesame
- COVID Coach
- Helping Your Child Cope with Media Coverage of Community Racial Trauma: Tips for Parents
  - <https://www.youtube.com/watch?v=0Qtn2ZFx6ZM&feature=share>
- 37 Children's Books to help talk about Racism and Discrimination
  - <https://coloursofus.com/37-childrens-books-to-help-talk-about-racism-discrimination/>



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# Learning Resources: Youth

Reading is one strategy that many people find helpful in improving their mood, reducing anxiety, finding inspiration, and increasing motivation to change.





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# Self-Calming Techniques: Youth



- Mindfulness (helps with self-awareness and encourages self-reflection)
- Music
- Muscle relaxation
- Exercise
- Stretching
- Writing (journal, poetry)
- Write in your journal
  - Write a list of things that are within your control
  - Practice positive affirmations
  - Write positive coping statements
  - Practice gratitude
- Coloring



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# Learning Resources

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## **These Books Can Help You Explain Racism and Protest to Your Kids**

- <https://www.nytimes.com/2020/06/02/parenting/kids-books-racism-protest.html>

## **Helping Kids Process Violence, Trauma, and Race in a World of Nonstop News**

- <https://www.youtube.com/watch?v=dhjMyOqu2G8>

## **I Am An Educator: I care about my students' racial consciousness and want to develop their racial awareness.**

- <https://nmaahc.si.edu/learn/talking-about-race/audiences/educator>

## **First Encounters With Race and Racism: Teaching Ideas for Classroom Conversations**

- <https://www.nytimes.com/2017/09/27/learning/lesson-plans/first-encounters-with-race-and-racism-teaching-ideas-for-classroom-conversations.html>





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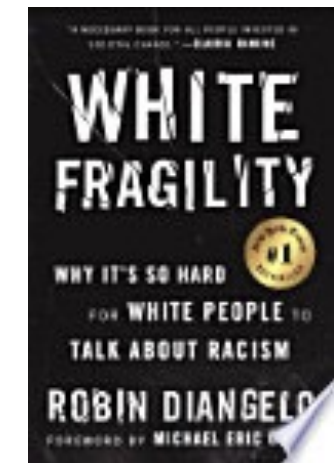
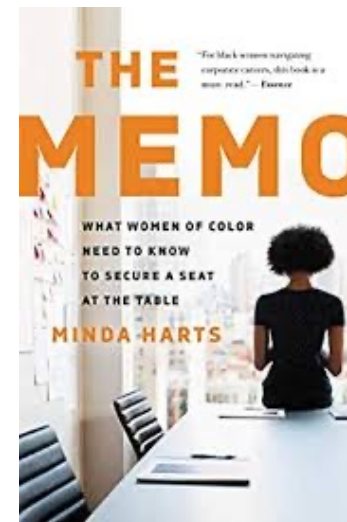
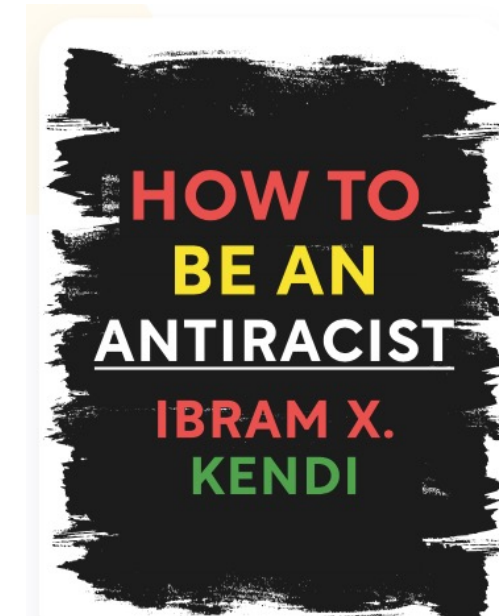
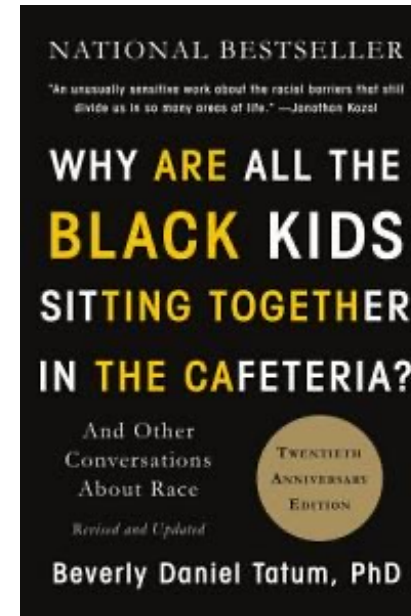
# Learning Resources

**Rachel Cargle** conducts antiracist work and offers a free 30-day course

- <https://www.rachelcargle.com>
- <https://mailchi.mp/rachelcargle/dothe-work-course-all-30days>

**Strategies for Discussing Race, Racial Discrimination & Racial Trauma with Youth in 2020**

- [https://6d948561-1b8f-4301-a1e5-f402a68242a5.filesusr.com/ugd/6ad2f0\\_fc2dbdf70a7f471789786030246acbe3.pdf](https://6d948561-1b8f-4301-a1e5-f402a68242a5.filesusr.com/ugd/6ad2f0_fc2dbdf70a7f471789786030246acbe3.pdf)



# For More Information

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## **Black Mental Wellness Website**

[www.BlackMentalWellness.com](http://www.BlackMentalWellness.com)

## **Email**

Dr. Nicole Cammack: [DrCammack@BlackMentalWellness.com](mailto:DrCammack@BlackMentalWellness.com)

Dr. Danielle Busby: [DrBusby@BlackMentalWellness.com](mailto:DrBusby@BlackMentalWellness.com)

## **Social Media**



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