

Bringing a Cultural Lens to Positive Youth Development for Black Girls

Presenter: Ashlye Durrell, MSW
Advocates for Human Potential

Moderator: Michael Thompson

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MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

The purpose of the MHTTC Network is technology transfer - disseminating and implementing evidence-based practices for mental disorders into the field.

Funded by the Substance Abuse and Mental Health Services Administration (SAMHSA), the MHTTC Network includes 10 Regional Centers, a National American Indian and Alaska Native Center, a National Hispanic and Latino Center, and a Network Coordinating Office.

Our collaborative network supports resource development and dissemination, training and technical assistance, and workforce development for the mental health field. We work with systems, organizations, and treatment practitioners involved in the delivery of mental health services to strengthen their capacity to deliver effective evidence-based practices to individuals. Our services cover the full continuum spanning mental illness prevention, treatment, and recovery support.

The MHTTC Network uses affirming, respectful and recovery-oriented language in all activities. That language is:

STRENGTHS-BASED
AND HOPEFUL

INCLUSIVE AND
ACCEPTING OF
DIVERSE CULTURES,
GENDERS,
PERSPECTIVES,
AND EXPERIENCES

HEALING-CENTERED AND
TRAUMA-RESPONSIVE

INVITING TO INDIVIDUALS
PARTICIPATING IN THEIR
OWN JOURNEYS

PERSON-FIRST AND
FREE OF LABELS

NON-JUDGMENTAL AND
AVOIDING ASSUMPTIONS

RESPECTFUL, CLEAR
AND UNDERSTANDABLE

CONSISTENT WITH
OUR ACTIONS,
POLICIES, AND PRODUCTS

MHTTC Network

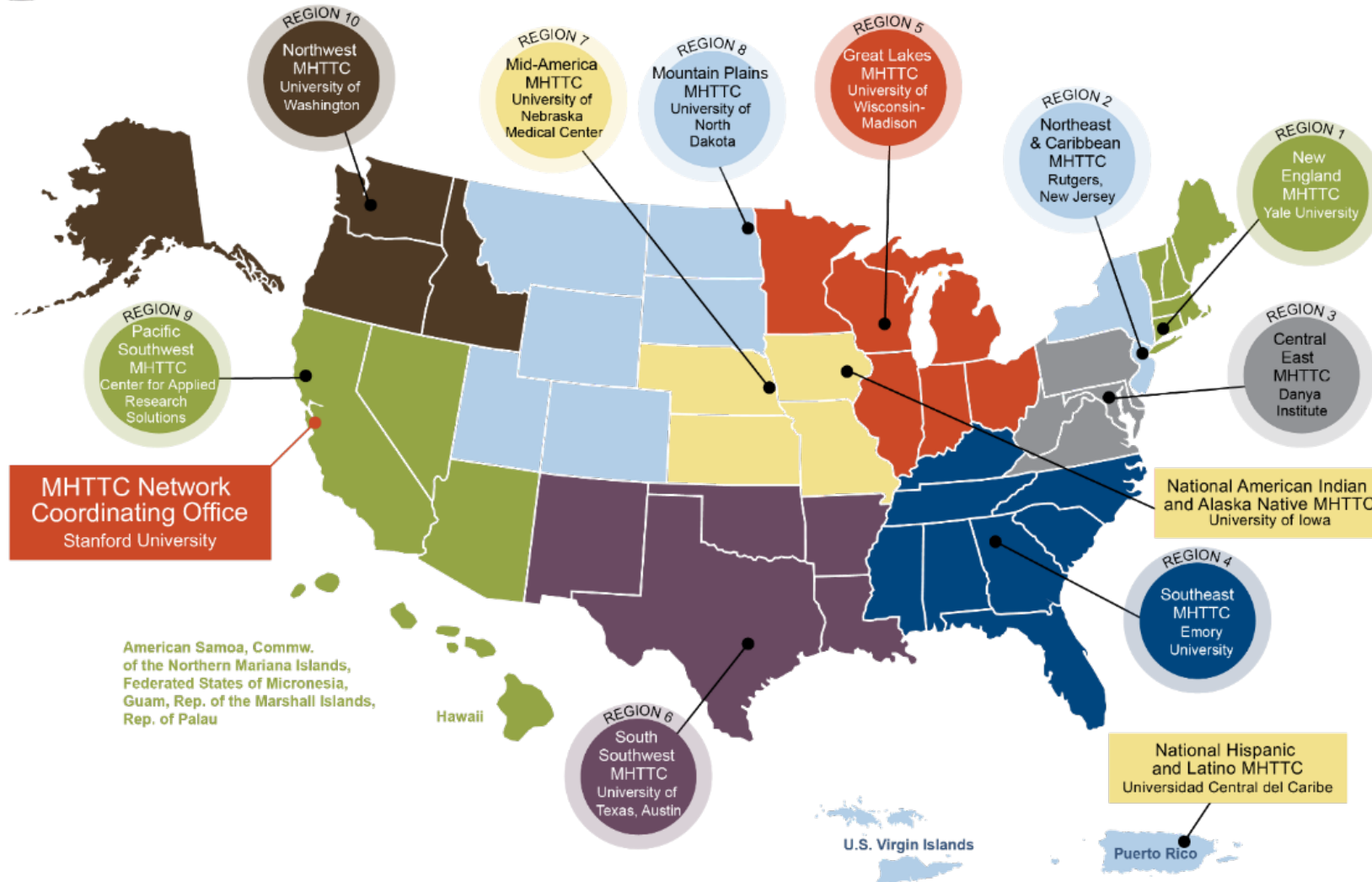


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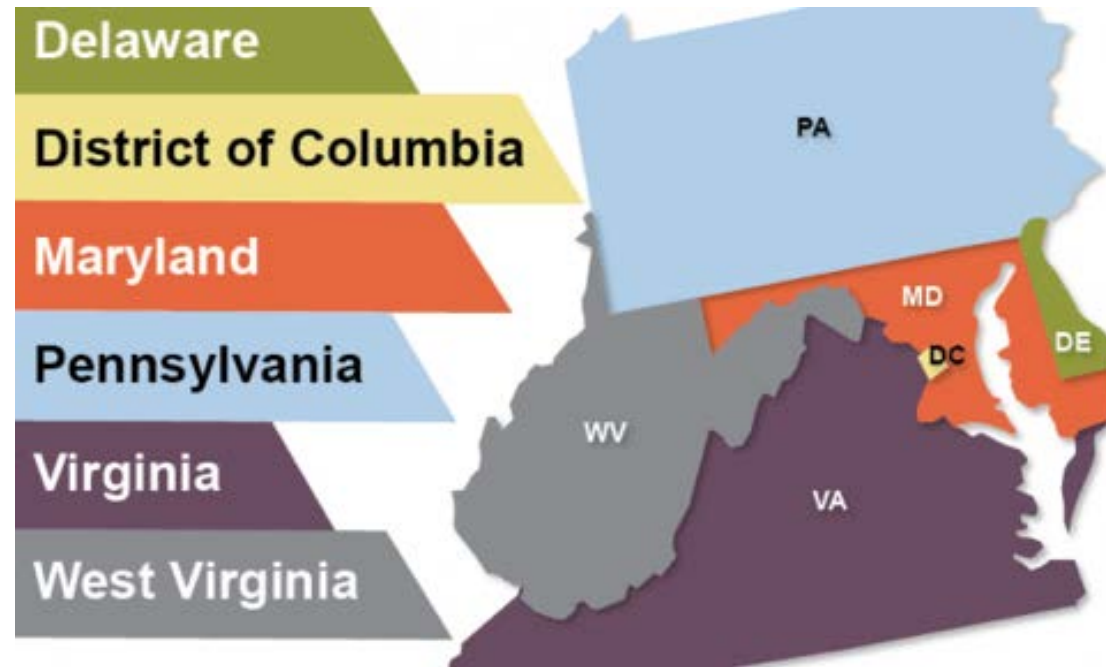
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MHTTC Network



Central East Region 3



Central East (HHS Region 3)

MHTTC

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Acknowledgment

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At the time of this publication, Miriam E. Delphin-Rittmon, Ph.D, served as Assistant Secretary for Mental Health and Substance Use in the U.S. Department of Health and Human Services and the Administrator of the Substance Abuse and Mental Health Services Administration.

The opinions expressed herein are the views of the authors and do not reflect the official position of the Department of Health and Human Services (DHHS), SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this document is intended or should be inferred.

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Presented 2022

Why Black Girls?

In the fight for social justice, the voices and stories of Black Girls and Women often fall upon deaf ears. While being the catalyst and sustaining force behind many major social justice movements, Black Girls and Women have not received the same level of effort and care.

They are disproportionately at-risk for higher occurrences of discrimination, environmental injustice and sexual, police, and domestic violence. Black Girls and Women comprise 7% of the entire US population while representing 10% of all missing person cases in the US. And with all of this happening, we still find the time to be activist and every type of essential.

Help us center and protect Black Girls and Women by listening, learning, sharing, and elevating these stories/issues and take action in solidarity with us.

-Gabrielle Martinez, Founder of The Black Girl TRIBE

Icebreaker

- Using the chat, please provide your
 - Name
 - Location
 - Role
 - One person who changed your life but doesn't know it?



Why an Icebreaker?

People engage in rituals to achieve a broad set of desired outcomes. Rituals support a team to work efficiently and can be a way to change culture and habits and help you establish a framework for being productive. (Gerber, 2020)

Learning Objectives

- Define positive youth development and trauma informed care and how they are pertinent to daily interactions
- Identify three ways to engage authentically with youth of color
- Understand and identify experiences unique to youth of color and their development
- Address the four key needs to support positive identity for youth of color

Positive Youth Development (PYD)

Positive Youth Development:

- prosocial approach
 - engages youth within their communities, schools, organizations, peer groups, and families in a way that is productive and constructive;
 - recognizes, utilizes, and enhances young people's strengths; and promotes positive outcomes for young people
 - providing opportunities, fostering positive relationships, and furnishing the support needed to build on their leadership strengths (Youth.gov, n.d.).
- When examining PYD, it is helpful to examine a few aspects while making cultural considerations.



Photo credit: Black Girl TRIBE Inc.

Adolescent State of Development

- **Stage 5: Adolescence (12 to 18 years)**
- **Basic Conflict:** Identity vs. Role Confusion
- **Important Events:** Social Relationships
- **Outcome:** Teens need to develop a sense of self and personal identity. Success leads to an ability to stay true to yourself, while failure leads to role confusion and a weak sense of self. (VeryWell, 2020)

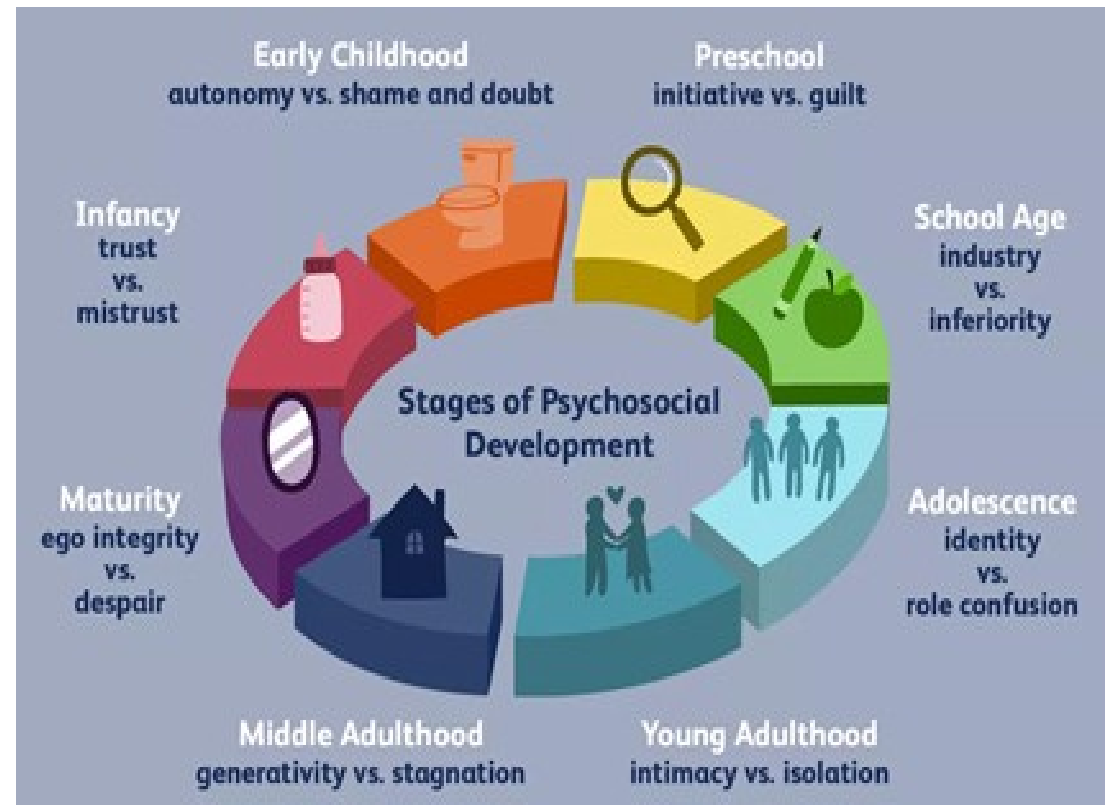


Chart by: VeryWell

Addressing Key Needs

Positive Identity

Avoiding Adultification



The Data

Georgetown Law Center published a report, “Listening to Black Women and Girls: Lived Experiences of Adulthood Bias” that indicated:

Adults perceive Black girls as less innocent than white girls as young as 5-9 years old.

The most significant difference in perceptions of innocence was in the 10-14 age group.

Reflection



- When considering data like we just saw, how do you believe this impacts the effectiveness of services provided (*i.e: school, extracurricular activities, therapy, systems*)?

Harsher treatment
and higher standard
in school

Negative
stereotypes of Black
women as angry,
aggressive and
hypersexualized

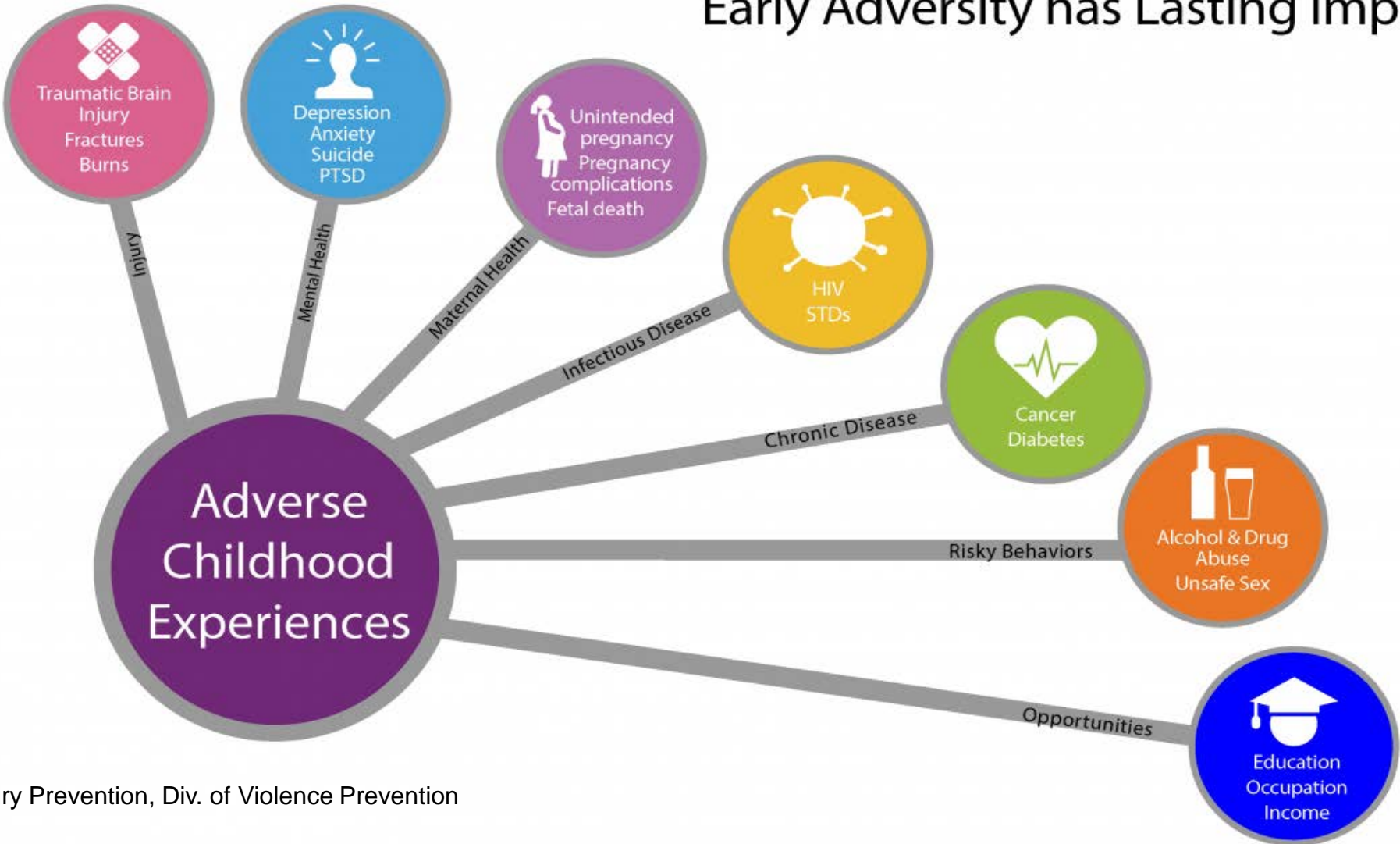
Adults attempting to
change behavior to
be more passive

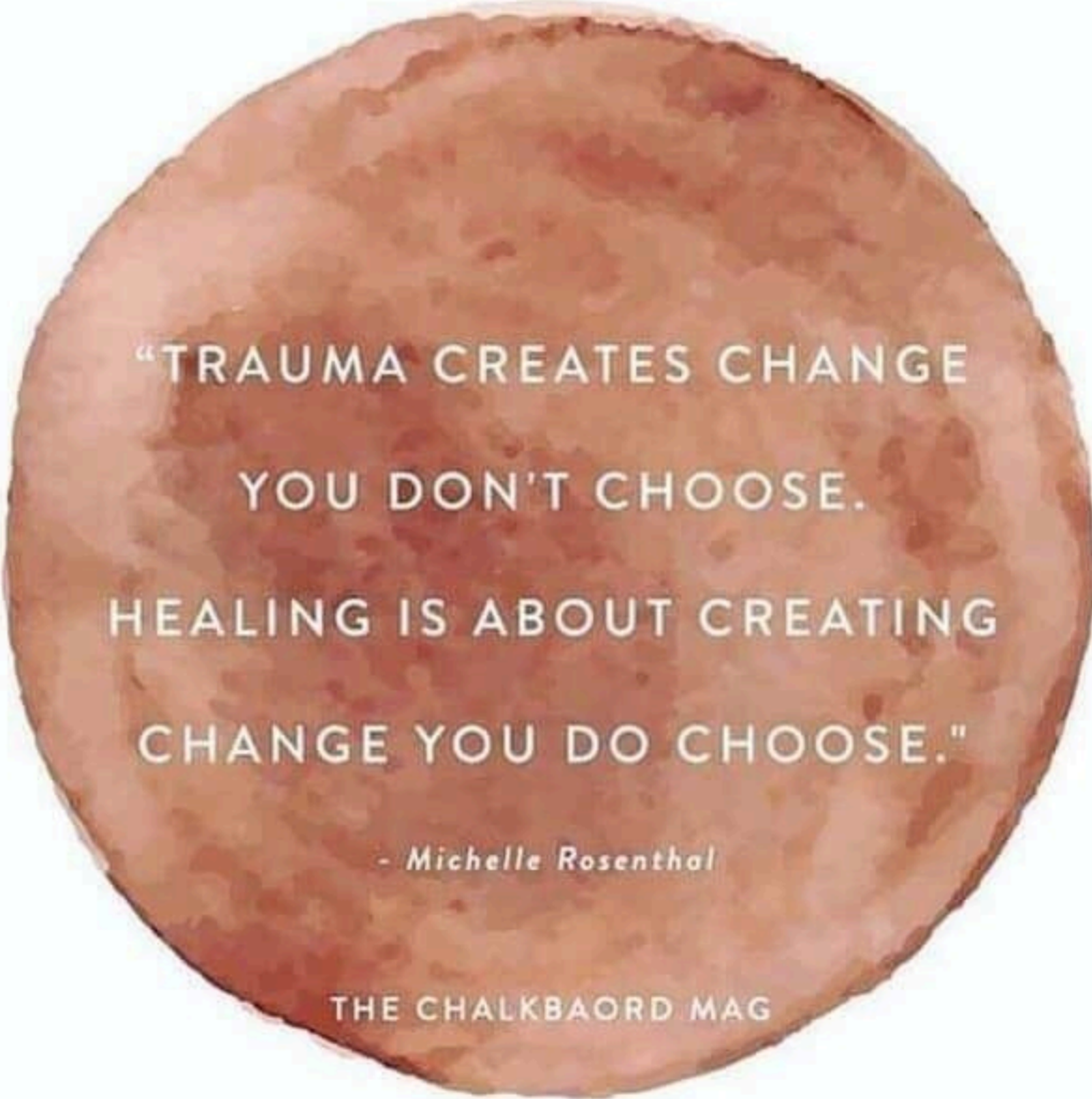
Leads educations
and other authorities
to treat them in
developmentally
inappropriate ways

Less empathy for
Black youth than
their white peers

Adverse Childhood Experiences

Early Adversity has Lasting Impacts

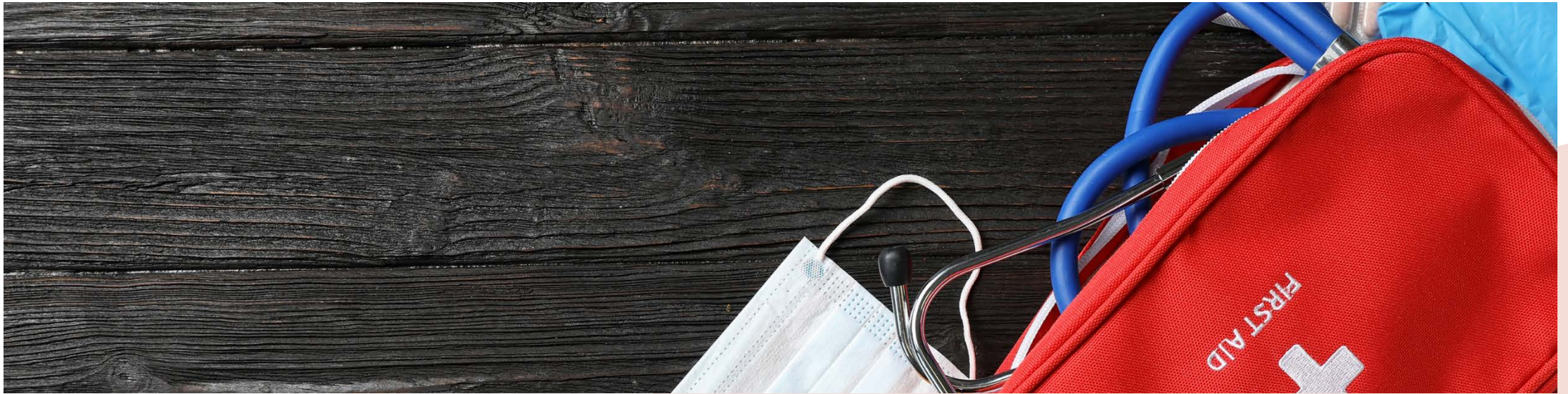




“TRAUMA CREATES CHANGE
YOU DON'T CHOOSE.
HEALING IS ABOUT CREATING
CHANGE YOU DO CHOOSE.”

- *Michelle Rosenthal*

THE CHALKBAORD MAG



Trauma Informed Care

- An approach that assumes that an individual is more likely than not to have a history of trauma.
- Trauma-Informed Care recognizes the presence of trauma symptoms and acknowledges the role trauma may play in an individual's life- including service staff.

5 Principles of Trauma Informed Care

Safety



Ensuring physical and emotional safety

Choice



Individual has choice and control

Collaboration



Definitions

Making decisions with the individual and sharing power

Trustworthiness



Task clarity, consistency, and Interpersonal Boundaries

Empowerment



Prioritizing empowerment and skill building

Principles in Practice

Common areas are welcoming and privacy is respected

Individuals are provided a clear and appropriate message about their rights and responsibilities

Individuals are provided a significant role in planning and evaluating services

Respectful and professional boundaries are maintained

Providing an atmosphere that allows individuals to feel validated and affirmed with each and every contact at the agency

Impactful Healing for Black Community



Discussion

When you engage with a practitioner/service provider, what are some ways that you feel seen and heard?

Discussion

Reflecting on your own needs from a practitioner and from the words Dr. Steven Starks, how do you believe you can improve engagement to ensure Black girls feel heard when interacting with you?

Tips to Engage Effectively



- Keep it 100
- Practice cultural humility
- Nothing about us, without us
- Actively seek knowledge when appropriate

Final Thoughts



- *How can you effectively work to decrease Adultification of Black girls?*
- *What does self-reflection look like for you regarding the work you do with Black girls and communities.*

988 Suicide & Crisis Lifeline



Connect with me on
LinkedIn: Scan the QR Code
below

Email: adurrell@ahpnet.com



Ashlye Durrell, MSW
Social Worker| Consultant| Activist



Questions



Contact Us



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[Central East MHTTC website](#)

[Oscar Morgan](#), Project Director

[Danya Institute website](#)

[Email](#)

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Let's connect:

