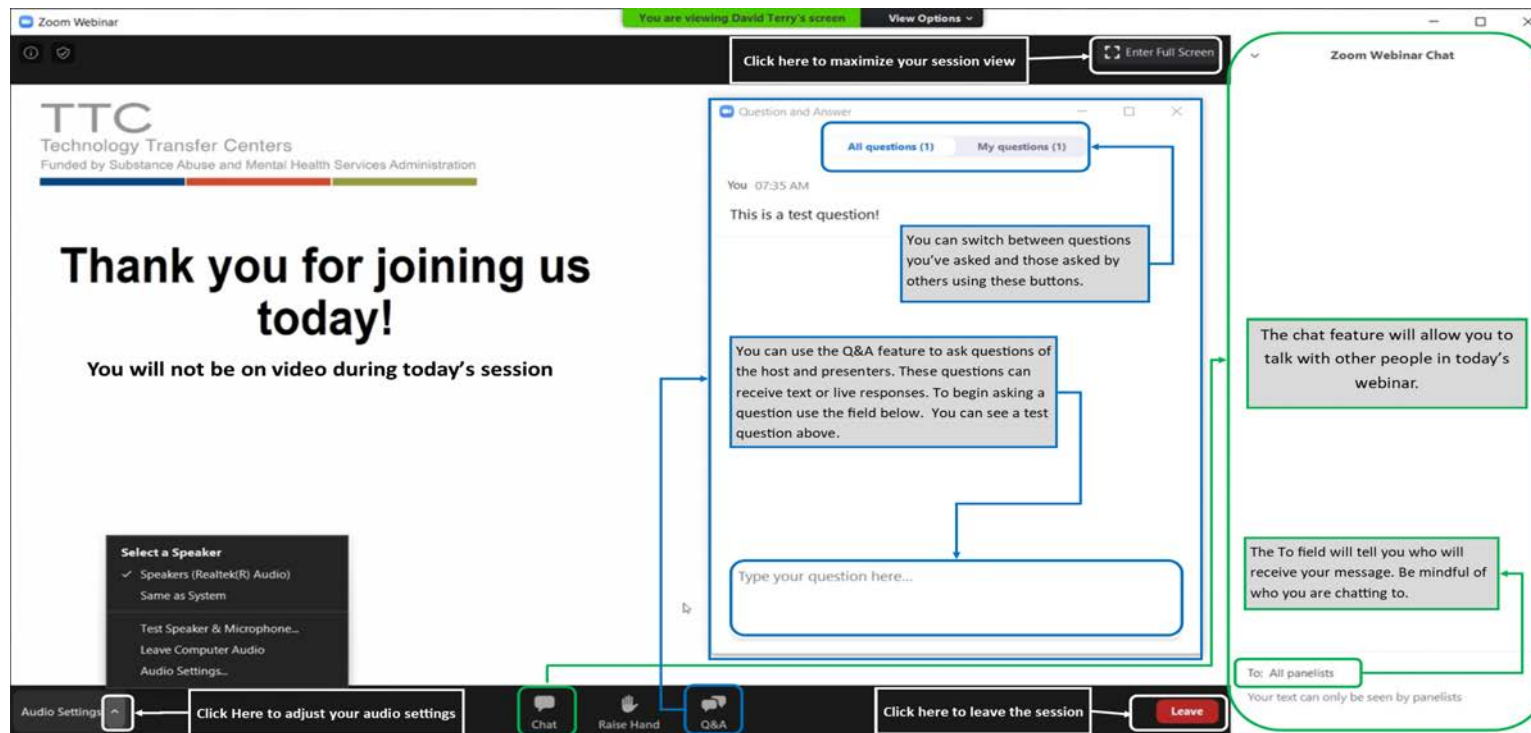


The Zoom Interface



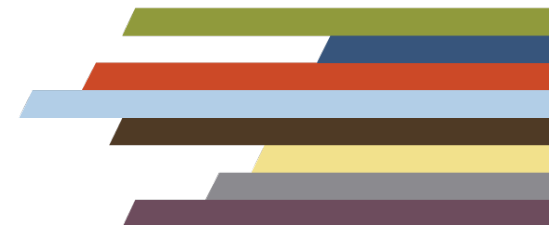
All attendees are muted. Today's session will be recorded. The recording the presentation slides will posted on our website. You will receive a certificate of attendance following the webinar.



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Understanding Racial Injustice and Its Impact on Student Mental Health

A Three Part Webinar Series



Session 2: Trauma, Barriers, and Behaviors: The Role of Race

A Co-Hosted Event!



National Hispanic and Latino

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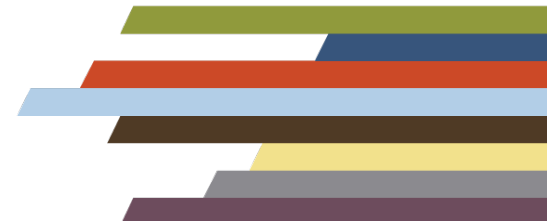
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About Us ...

The Northeast and Caribbean MHTTC provides 5 years (2018 – 2023) of funding to:

- Enhance capacity of behavioral health workforce to deliver evidence-based and promising practices to individuals with mental illnesses.
- Address full continuum of services spanning mental illness prevention, treatment, and recovery supports.
- Train related workforces (police/first responders, primary care providers, vocational services, etc.) to provide effective services to people with mental illnesses.

Supplemental funding to work with school teachers and staff to address student mental health.





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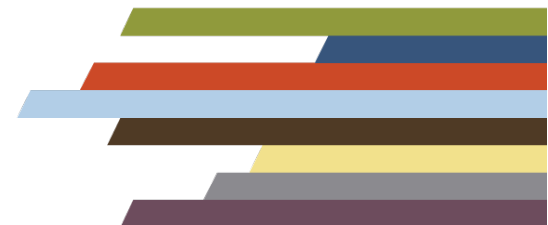
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Final webinar in this series:

August 13, 2020 1:00 pm – 2:30 pm EST

Session 3: Culturally Responsive Strategies to Promote Student Success

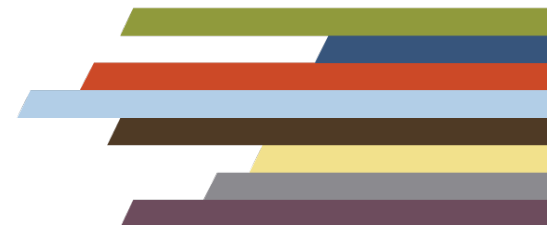
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We Want Your Feedback!

Our funding comes from the Substance Abuse and Mental Health Services Administration (SAMHSA), which requires us to evaluate our services. We appreciate your honest, ANONYMOUS feedback about this event, which will provide information to SAMHSA, AND assist us in planning future meetings and programs.

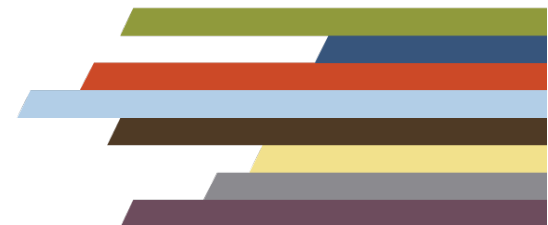
Feedback about this training will assist us in developing trainings that are relevant to your current professional needs. Therefore, your feedback counts!



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Video Recording Information

Please Note:

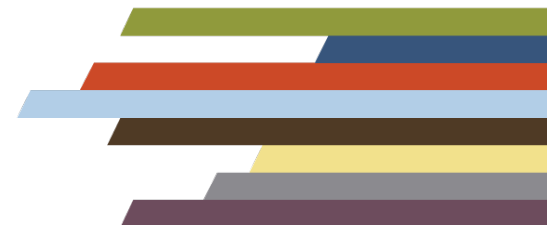
We will be recording this webinar and posting it to our website along with the presentation slides and any relevant resources.



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Your Interactions With Us

Question and Answers

- Q & A will occur at the end of the call.
- Type your questions in the Q & A feature in Zoom located on the task bar (hover over task bar).
- Be aware: your question is visible to all participants.

Chat and Polls

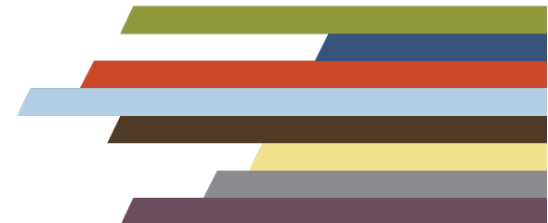
- Throughout the webinar, we will be asking for your input.
- Use the Chat or Poll features in Zoom located on the task bar.
- You can control who can see your chat comments.



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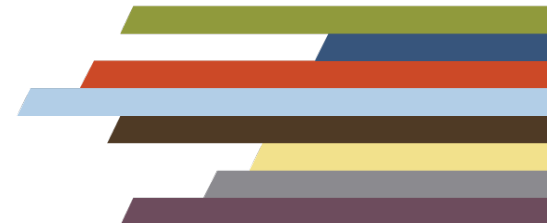
This presentation will be recorded and posted on our website. At the time of this presentation, Elinore F. McCance-Katz served as SAMHSA Assistant Secretary. The opinions expressed herein are the views of the presenters, and do not reflect the official position of the Department of Health and Human Services (DHHS), or SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this presentation is intended or should be inferred.



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Our Presenter:



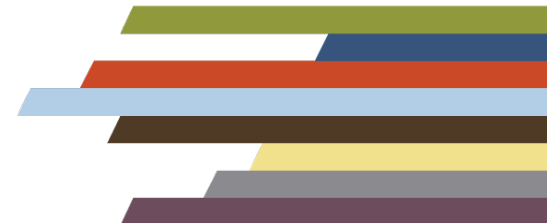
PJ Wenger LPC, NBCC, MFT, Ed.S., MA, M.Ed.



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Objectives

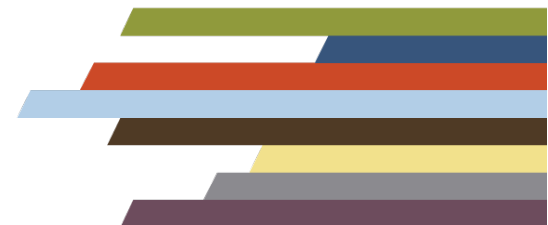
- To define trauma and examine the various types of trauma
- To look at how trauma affects multiple aspects of our lives.
- To explore how ethno-racial trauma affects a person of color from a lived experience
- To understand the impact of racial injustice on students of color, Hispanic and Latino
- To evaluate how ethno-racial trauma affects student mental health and success in the academic environment.



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Defining Trauma

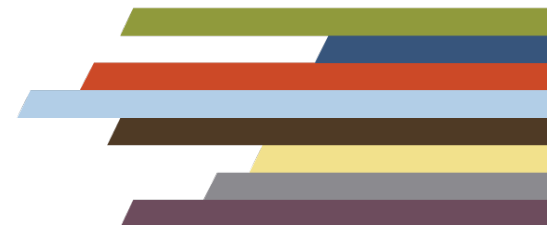
- Individual trauma results from an **event**, series of events, or set of circumstances that is **experienced** by an individual as physically or emotionally harmful or life threatening and that has lasting adverse **effects** of the individual's functioning and mental, physical, social, emotional or spiritual well-being.
 - (SAMHSA, 2014)



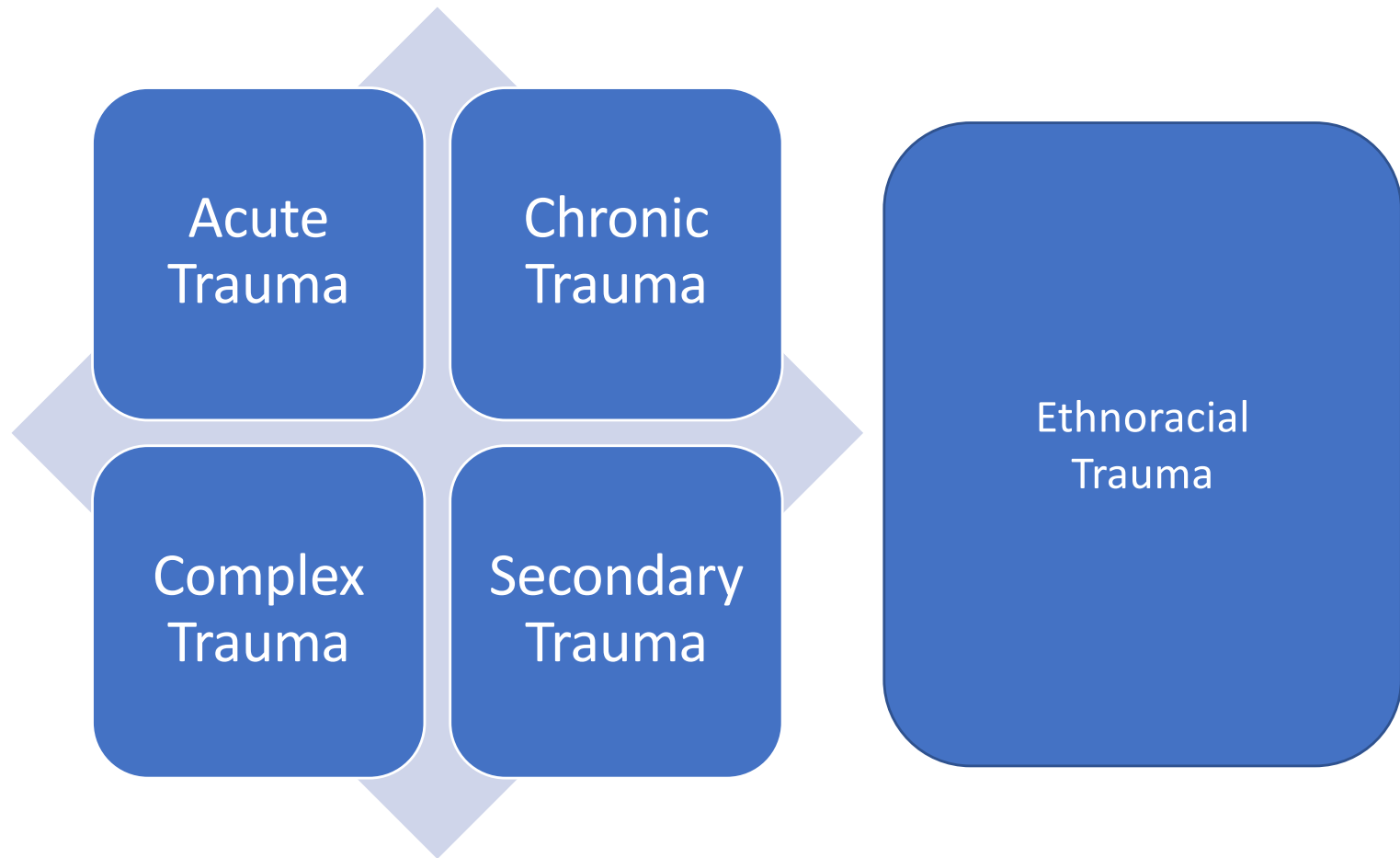
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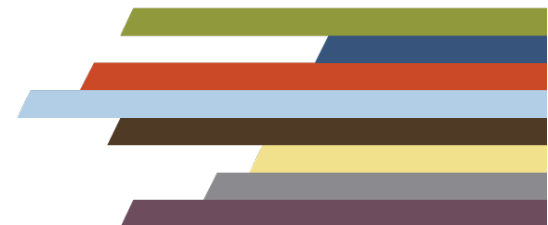
TYPES OF TRAUMA



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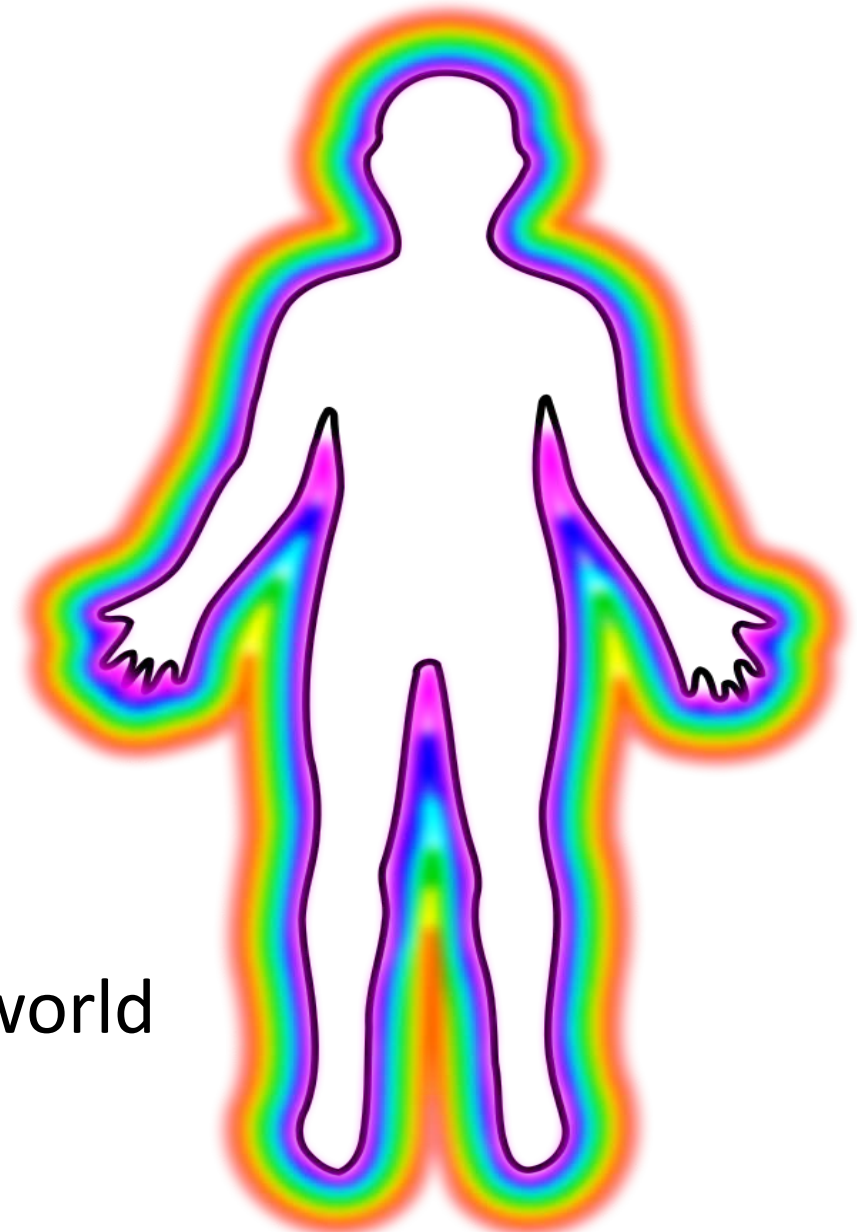
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Trauma Symptoms

- Biological
- Emotional/Affective
- Behavioral
- Cognitive
- Physical
- Interpersonal Difficulties.
- Change in perception of self/world



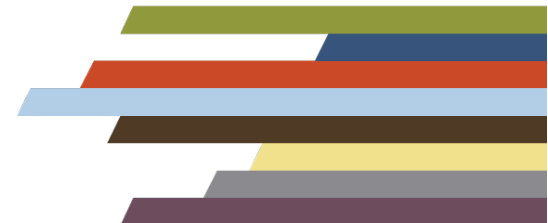
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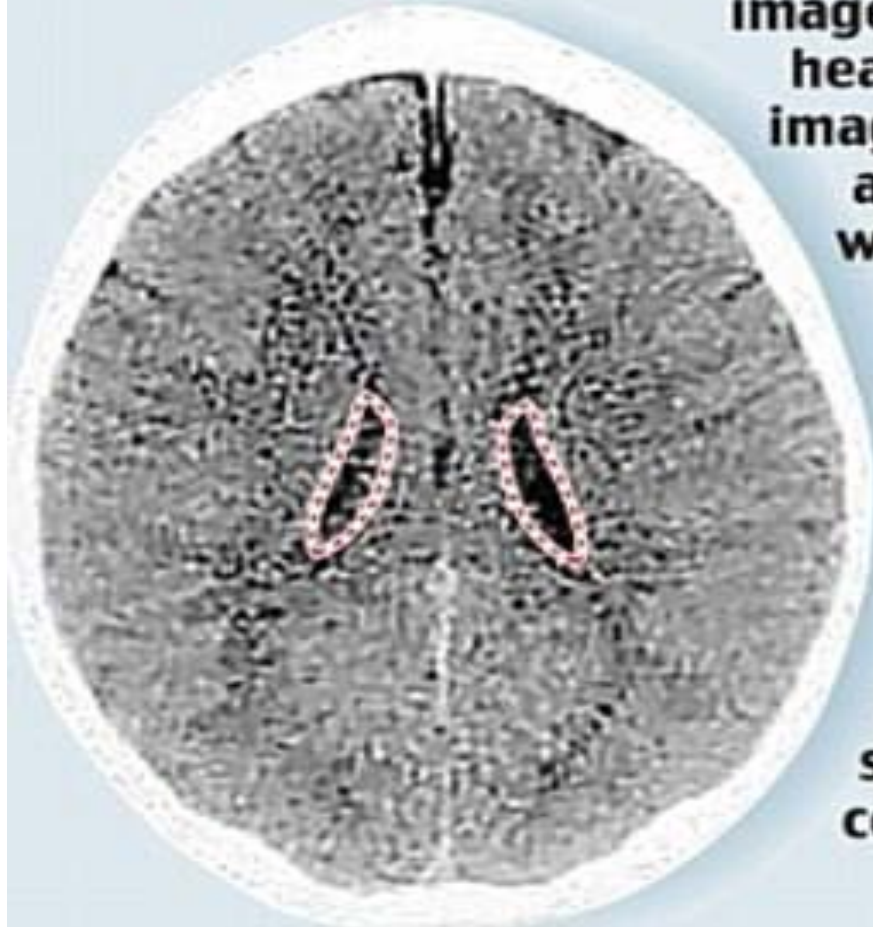
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SEE THE DIFFERENCE

NORMAL



These are the brains of two three-year-old children. The image on the left is from a healthy child while the image on the right is from a Romanian orphan who suffered severe sensory deprivation. The right brain is smaller and has enlarged ventricles - holes in the centre of the brain. It also shows a shrunken cortex - the brain's outer layer.

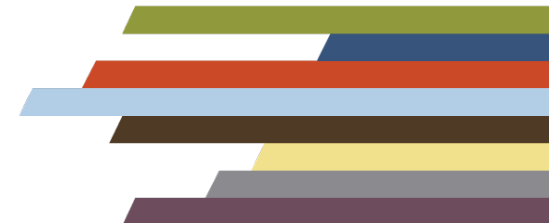
EXTREME NEGLECT



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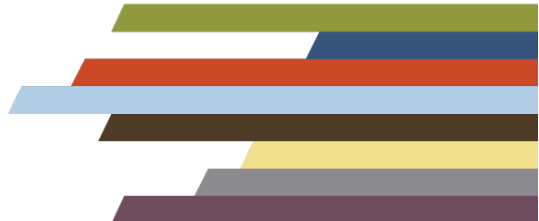


Our Presenter:

The Lived Traumatic Experience



Kimme Carlos



RACISM, TRAUMA AND THE LIVED EXPERIENCE OF BLACK AND BROWN YOUTH

KIMME CARLOS MOTIVATIONAL CONSULTING

IMAGINING OUR YOUTH





ADOLESCENT DEVELOPMENT

FIGHTING TO BE RECOGNIZED



Systemic Racism

“A [social structure] in which public policies, institutional practices, cultural representations, and other norms work in various, often reinforcing ways to perpetuate racial group inequity. It identifies dimensions of our history and culture that have allowed privileges associated with “whiteness” and disadvantages associated with “color” to endure and adapt over time. [Systemic] racism is not something that a few people or institutions choose to practice. Instead it has been a feature of the social, economic and political systems in which we all exist.”¹

Systemic racism is enforceable by violence, state-sanctioned and otherwise.

There is and always has been grassroots resistance to systemic racism.

¹. See “Glossary for Understanding the Dismantling Structural Racism/Promoting Racial Equity Analysis,” from The Aspen Institute Roundtable on Community Change.

<https://assets.aspeninstitute.org/content/uploads/files/content/docs/rcc/RCC-Structural-Racism-Glossary.pdf>

systemic racism

/si-stem-ik rey-siz-uhm/

- 1. racism that is reflected in societal disparities relating to wealth, income, criminal justice, employment, housing, healthcare, education and political power**

THE TRAUMA

OF HISTORICAL, SYSTEMIC



LOHF.org

RACISM

TWO TYPES OF TRAUMA

Transgenerational Trauma

(or Intergenerational Trauma) is a psychological theory which suggests that trauma can be transferred in between generations. After a first generation of survivors experiences trauma, they are able to transfer their trauma to their children and further generations of offspring via complex post-traumatic stress disorder mechanisms. This field of research is relatively young but has expanded in recent years.

Racial Trauma

(or Race-based Traumatic Stress) is the cumulative effects of racism on an individual's mental and physical health. It has been linked to feelings of anxiety, depression, and suicidal ideations, as well as other physical health issues. The subtle and not so subtle ways in which Black and Brown humanity is devalued and delegitimized in a culture of systemic racism and strategic oppression, and the resulting cycles of generational trauma and traumatic behaviors.

MICROAGGRESSION:

A TERM USED FOR BRIEF AND COMMONPLACE DAILY VERBAL, BEHAVIOURAL, OR ENVIRONMENTAL INDIGNITIES, WHETHER INTENTIONAL OR UNINTENTIONAL, THAT COMMUNICATE HOSTILE, DEROGATORY, OR NEGATIVE PREJUDICIAL SLIGHTS AND INSULTS TOWARD ANY GROUP, PARTICULARLY CULTURALLY MARGINALIZED GROUPS.

Microassault: the most conscious and intentional form of microaggressions, best resemble what we are accustomed to thinking of as “old-fashioned” racism. Some common examples are using racial epithets (or abusive, derogatory language or names), displaying confederate flags or swastikas, mocking another language, telling racist jokes, and serving White customers first. What they all have in common is their explicitness. Whether verbal or nonverbal, microassaults are fairly direct forms of prejudice and discrimination.

Microinsult: communicate rudeness and insensitivity towards someone based on their racial identity or heritage. These acts take away a person’s dignity or sense of self-worth, but they do so indirectly. Some microinsults can seem like compliments to the person saying them.

Microinvalidation: Microinvalidations exclude or negate the experiences, feelings, and experiential reality of a POC. A common microinvalidation is the notion of “color blindness” or the assertion that we now live in “post-racial” times. It is also invalidating to downplay occurrences of racism, or to tell a POC, “Stop being so sensitive” or “Not everything’s about race!” And offering false equivalences.

MICROAGGRESSIONS IN INTERRACIAL ENCOUNTERS

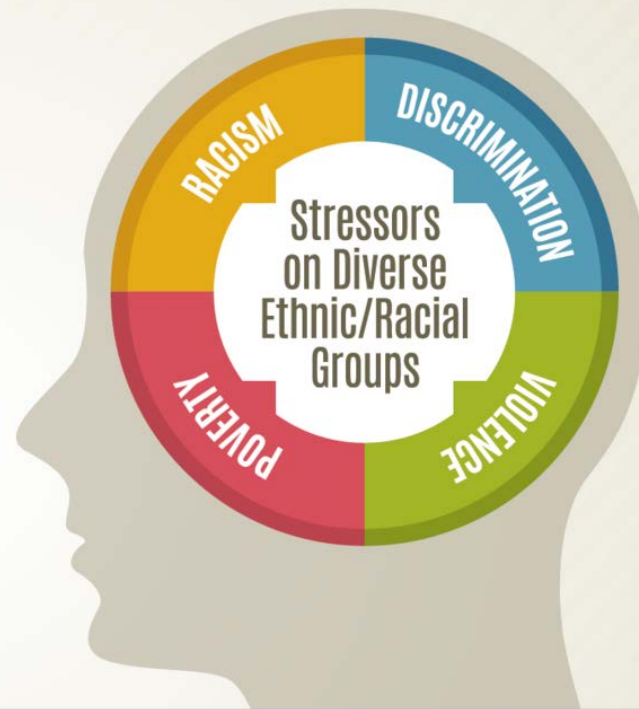


**ADULTIFICATION AND
CRIMINALIZATION OF
BLACK AND BROWN
YOUTH**



MEDIA REPRESENTATION

56BlackMen.com



MENTAL HEALTH DISPARITIES FACTORS

Members of ethnic and racial minority groups in the U.S. "face a social and economic environment of inequality that includes greater exposure to racism, discrimination, violence, and poverty, all of which take a toll on mental health."

– U.S. SURGEON GENERAL

Impact of Childhood Trauma



- The surge is particularly strong among teen boys, up 14% a year between 2015 and 2017.
- Suicide rates for teenage girls, meanwhile, rose 8% annually between 2000 and 2017.
- Tragically, teens can be vulnerable to suicide as they navigate the emotional pitfalls of growing up, and a new U.S. study suggests black teens might be the most vulnerable of all.
- Suicide deaths among black females aged 13 to 19 rose 182% between 2001 and 2017, while the rate among black teen males rose 60% during that same period.
- The study also found that the methods black teens used most often in suicide attempts -- firearms and strangulation -- are among the most lethal.

CRISES IN BLACK AND BROWN YOUTH

Anti-Racism Resources

Organizations/Websites

[The NJ Institute for Social Justice](#)

[NAACP New Jersey](#)

[Not in Our Town Princeton](#)

Project Home:

<https://www.projecthome.org/anti-racism-resources>

Forbes:

<https://www.forbes.com/sites/juliawuench/2020/06/02/first-listen-then-learn-anti-racism-resources-for-white-people/#5109091d16ee>

Reading Material

Post Traumatic Slave Syndrome/Dr. Joy DeGruy/2017

How to Be an Antiracist/Ibram X. Kendi/2019

White Fragility/Robin J. Diangelo/June 26, 2018

Between the World and Me/Ta-Nehisi Coates/2015

The New Jim Crow: Mass Incarceration in the Age of Colorblindness/Michelle Alexander/2010

Media

13th/Ava Duvernay/2016 - Netflix

American Son/Kenny Leon/2019 - Netflix

I Am Not Your Negro/Raoul Peck/2017

If Beale Street Could Talk/Barry Jenkins/2018 - Hulu

Just Mercy/Destin Daniel Cretton/2019

Selma/Ava Duvernay/2014

The Black Panthers: Vanguard of the Revolution/Stanley Nelson Jr./2015

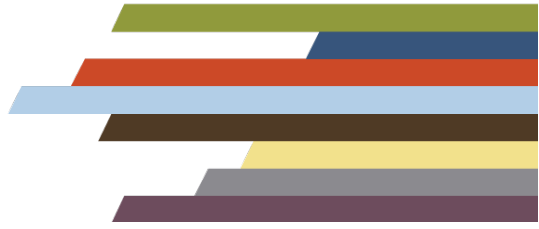
The Hate U Give/George Tillman Jr./2018 - Hulu

When They See Us/Ava Duvernay/2019

Our Presenter:



Sarah Howell, MSW, LCSW





National Hispanic and Latino

MHTTC

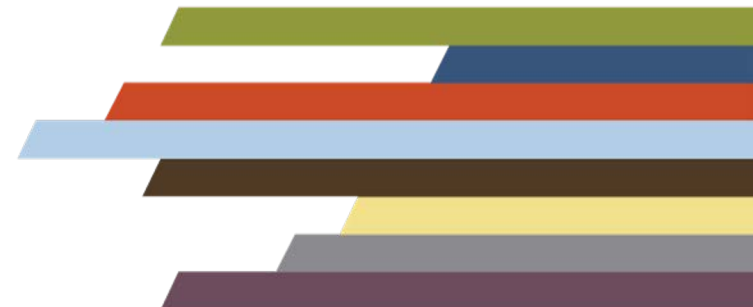
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Understanding the Impact of Racial Injustice on the Mental Health and Success of Students of Color Hispanic and Latino

Sarah K Howell, MSW, LCSW

August 6, 2020



Hispanic and Latino Community

Hispanic

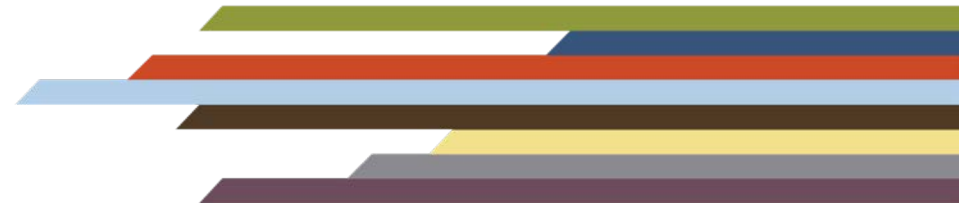
A Spanish-speaking person living in the US, especially one of Latin American descent

Of or relating to Spain or to Spanish-speaking countries, especially those of Latin America

Latino

A person who was born or lives in South America, Central America, or Mexico or a person in the U.S. whose family is originally from South America, Central America, or Mexico

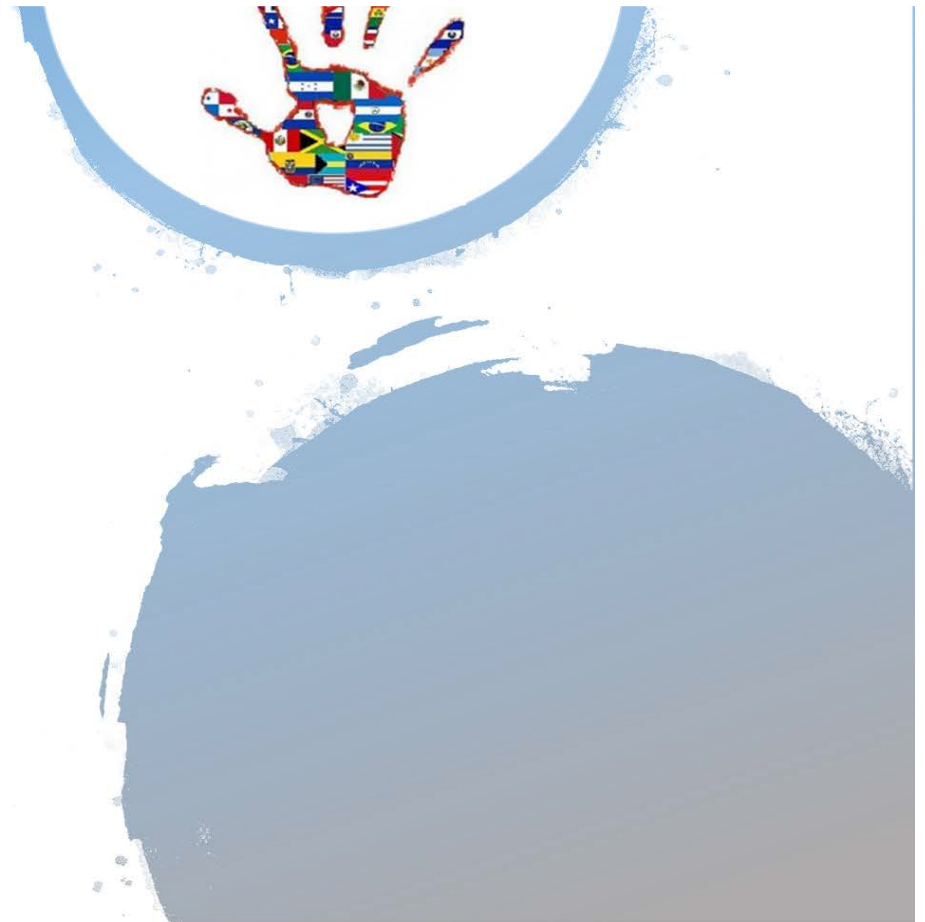
(Merriam Webster Dictionary, 2015)



Hispanic and Latino Population

- 18.1% of current US population
- 57 million
- 33.5% foreign born

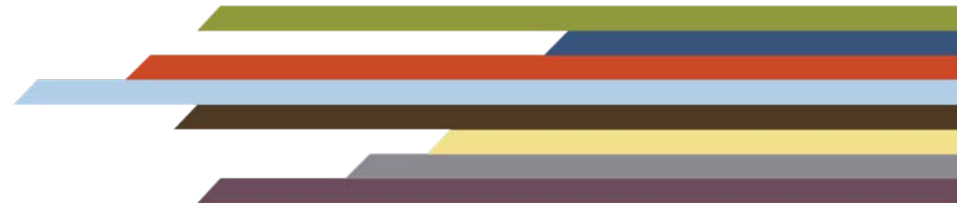
Source: US Census Bureau, 2017



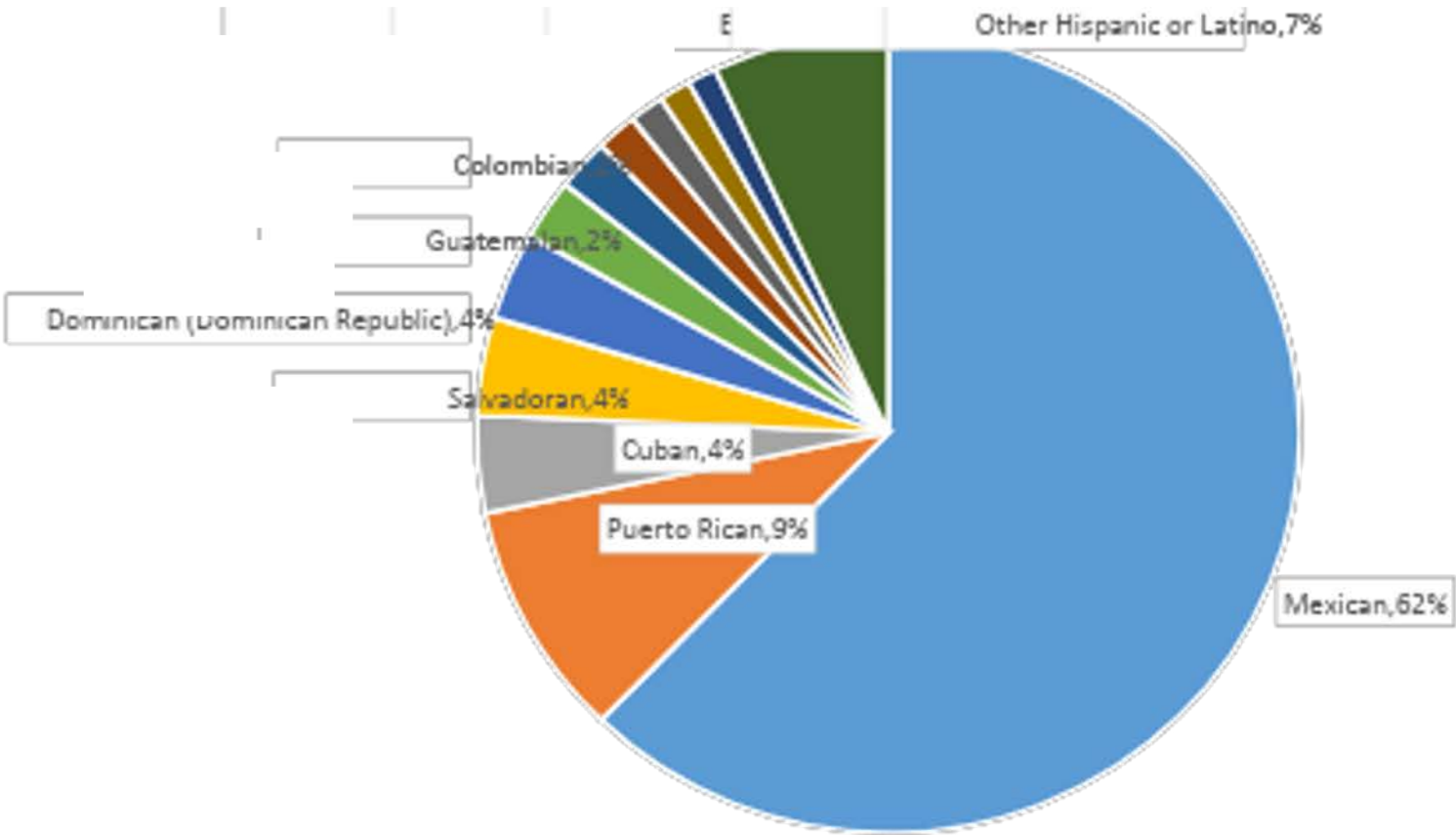
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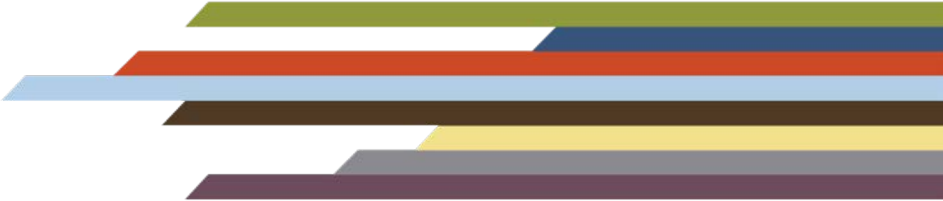
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Diversity of the Hispanic and Latino Population



Source: US Census Bureau (2017). 2017 American Community Survey 1- Year Estimates

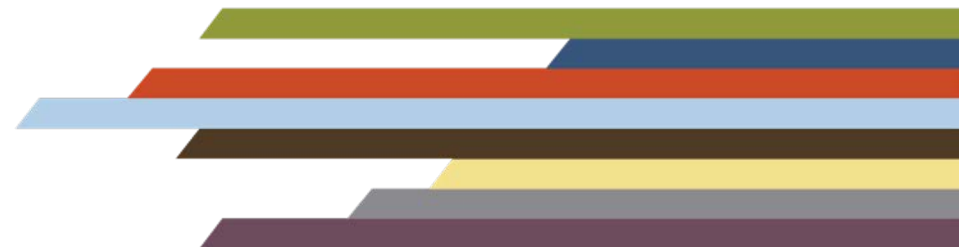


Diversity and Unique Needs of the Hispanic and Latino Population

Among the factors that influence populations unique needs:

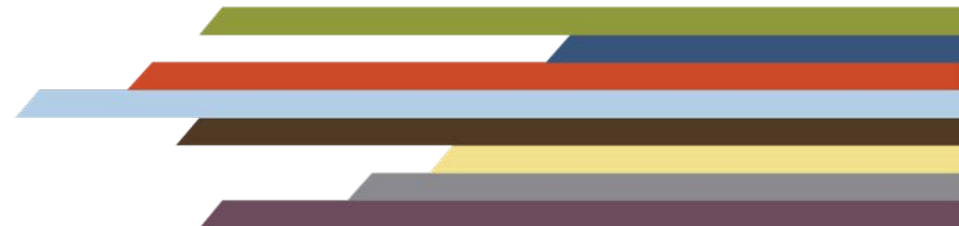
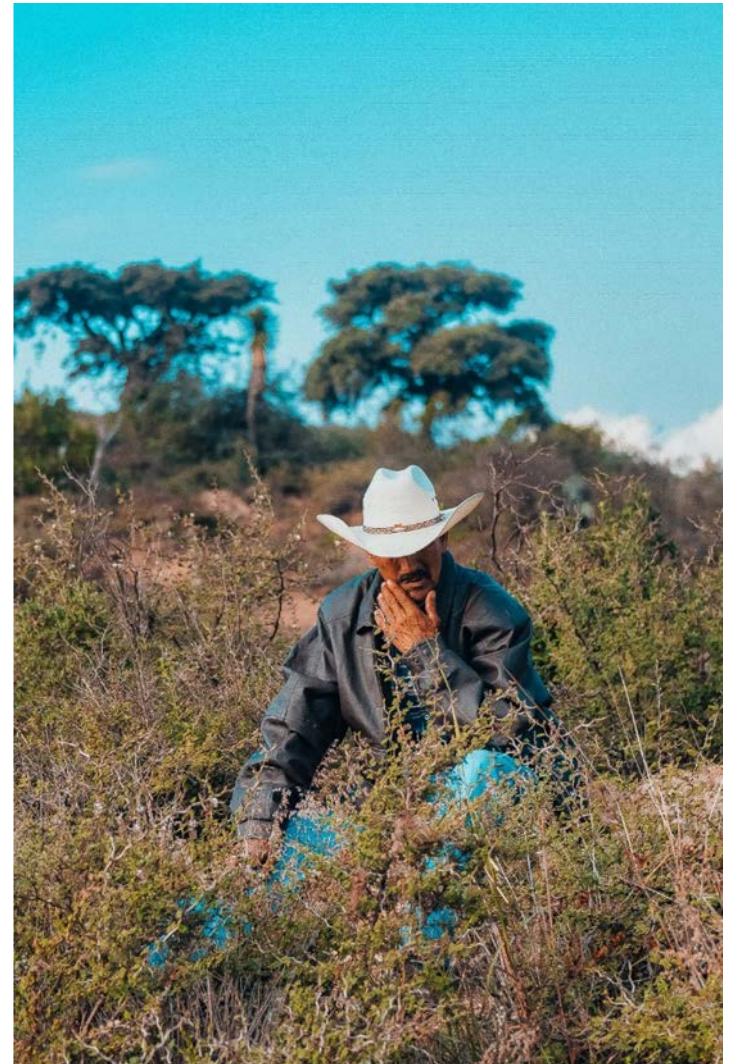
- Historical and social subgroup differences may impact the needs of immigrants due to political strife, poverty, and oppression.
 - Country of origin
 - Immigration 'story'
- Time in the United States (newcomer, first generation, second generation, etc)
- Mix of statuses within the family
- Level of acculturation, including level of language
- Family history and 'personality'

(Landale, Oropesa & Bradatan, 2006), (Falicov, 2014)



Immigration

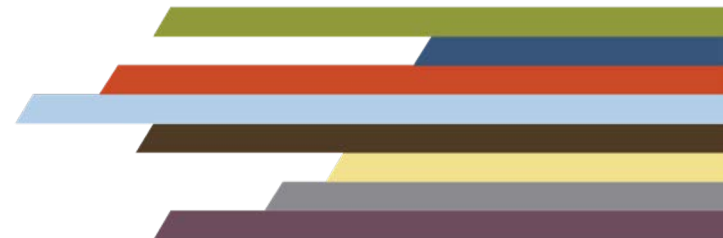
- Legal status issues
 - threat of deportation, real or perceived
- Family separation due to immigration
- Issues of loss and trauma due to the immigration process
 - Including pre-migration, during migration, post-migration traumatic incidents
- Loss of status in the community and loss of self esteem due to immigrant status



Ethnoracial Trauma

Ethnoracial trauma - individual and/or collective psychological distress after experiencing discrimination, threats to harm, violence and intimidation. Ethno-racial trauma could also be present at children and youth that witnessed discrimination or violence to others including their parents or siblings.

(Chavez-Dueñas, Adames, Perez Chavez, & Salas 2019)



Mental Health Needs of Hispanic and Latino Youth

- Common mental health disorders among Latinos are generalized anxiety disorder, depressive disorders, posttraumatic stress disorder, and substance use disorders. Also, Latina high school girls have high rates of suicide attempts.
- While Latino communities show similar susceptibility to mental illness as the general population, unfortunately, we experience disparities in access to treatment and in the quality of treatment we receive. This inequality puts us at a higher risk for more severe and persistent forms of mental health conditions.
- As a community, Latinos are less likely to seek mental health treatment.

(NAMI, 2019)

Hispanic and Latino Student Experience

- Often grouped under the ‘immigrant’ umbrella, even if multigeneration family in the US, perceived as “other”
- Impact of skin color and less European-phenotypic features often leads to greater discrimination
- Stereotypes and discrimination around legal status and “illegality” – crimmigration

Leads to...

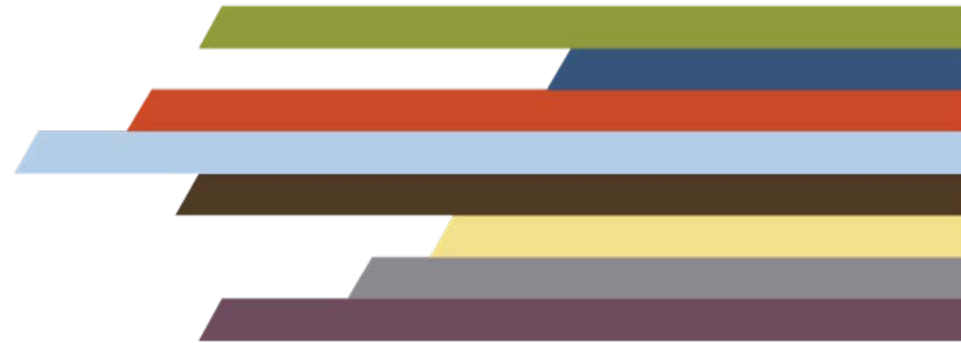
- Increased marginalization,
- Disproportionate rate school disciplinary actions and arrests
- Fewer resources,
- Fewer culturally (and linguistically) appropriate resources,
- Larger achievement gaps including often high rates of school drop outs.

(Velez, 2007), (Chavez-Dueñas, Adames, Perez Chavez, & Salas 2019) (NYCLU, 2018)

Barriers Experienced by Hispanic and Latino Students

- Lack of access to resources in general
- Lack of culturally appropriate resources
- Lack of linguistically appropriate resources
- Depending on status – whether resources exist or ‘safe’ resources exist
- Stigma around of accessing help and support (beliefs around mental health and health care)
- Systemic/structural barriers that set a tone of unwelcome and make seeking help inaccessible or limited

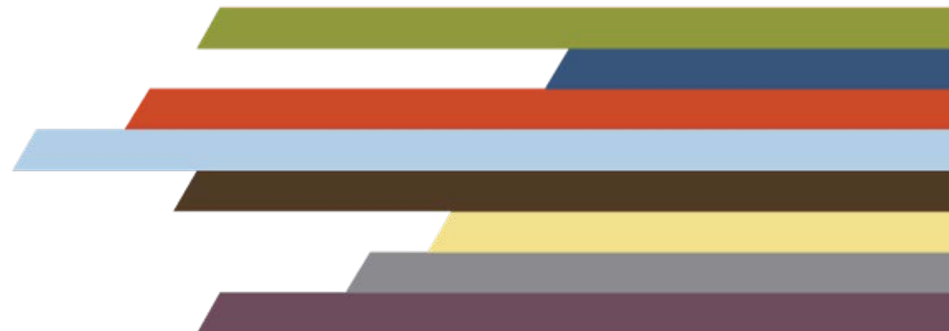
(Office of Minority Health, 2019) (Falicov, 2014)



Hispanic and Latino Children and Youth May Experience

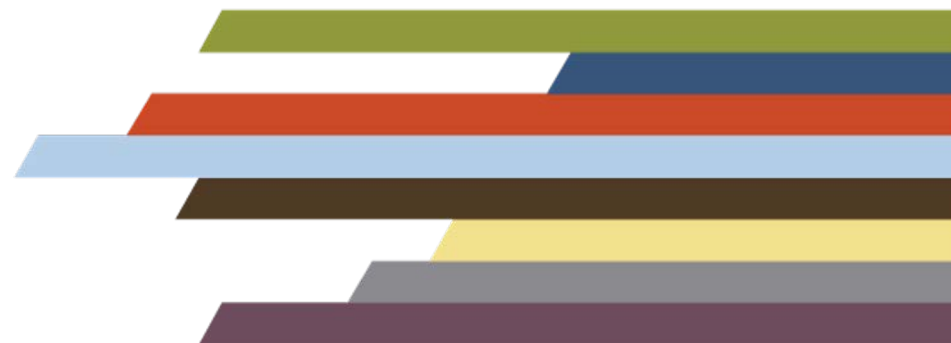
- Anxiety symptoms
- Depressive symptoms
- Post traumatic stress symptoms
- Higher externalizing behaviors

(Chavez-Dueñas, Adames, Perez Chavez, & Salas 2019)



This might look like

- “ADHD” Inability to sit still, fidgeting
- Fear
 - Fear of going to school- separating from caregiver
 - Fear of utilizing resources
 - Fear of law enforcement
 - “Hiding”
- Irritability
- Withdrawing
- Lack of motivation, helplessness, futility
- Externalized behaviors
 - Fighting
 - Self harm (cutting)
 - Oppositional
 - Defiant
 - Angry
- Trying to blend or separate from dominate or minority culture
- Seeking support and kinship
 - Either romantic or peers



Sarah K Howell, LCSW

Social Worker

Las Americas Newcomer School, Houston ISD

STAR Counseling & Consultation, PLLC

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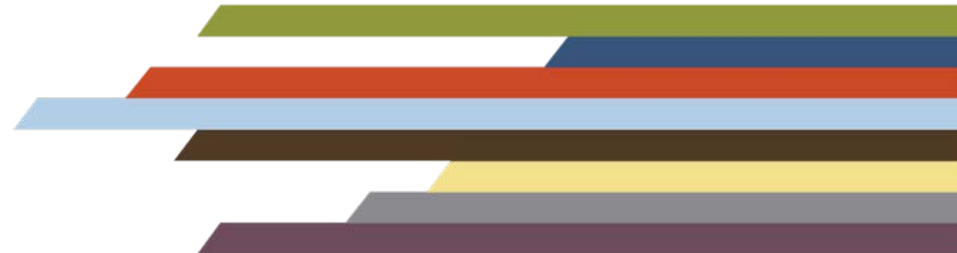


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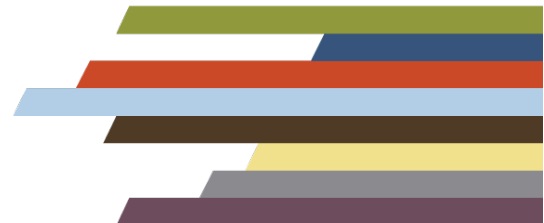
Q and A



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Evaluation Information

The MHTTC Network is funded through SAMHSA to provide this training. As part of receiving this funding we are required to submit data related to the quality of this event.

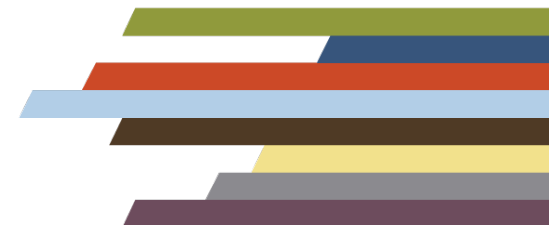
Please take a moment to complete a **brief** survey about today's training.



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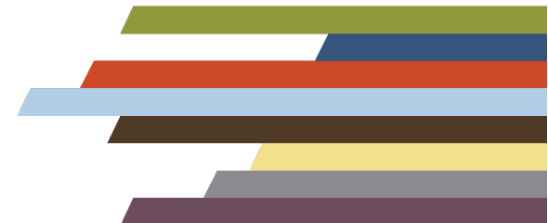
LinkedIn: @Northeast and Caribbean MHTTC



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References

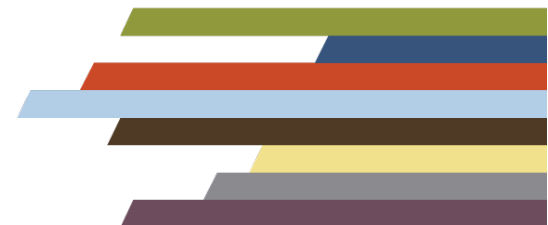
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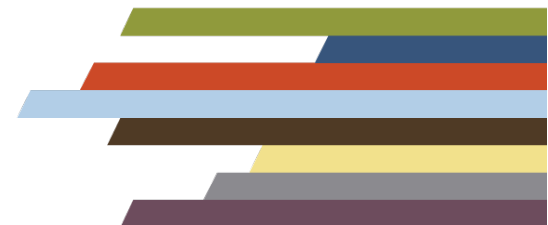
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