

2023-2024

School Mental Health Virtual Learning Series

Strategies for Discussing Race, Racial Discrimination, and Racial Trauma with Youth

March 12, 2024

Introductions



Cameron Sheedy, MS

*Research Coordinator, The National Center for School Mental Health
at the University of Maryland School of Medicine*

Share in the chat box:

- Name, Role, Location
- Why is this topic – ***Strategies for Discussing Race, Racial Discrimination, and Racial Trauma with Youth*** – important to you?

Technology Support

- **Slides & recording will be posted in** ~one week on the NCSMH website

www.schoolmentalhealth.org/Webinars

- Type **questions for the presenters into the Q&A box**
- Message ***"Hosts and panelists"*** in the chat box **for technical support**
- Message ***"Everyone"*** in the chat box **to share resources and provide general comments**

* *Note:* CE credits are not available for this series, but **Certificates of Attendance** are

Certificates of Attendance

Process:

1. Complete GPRA Post-Event Evaluation
2. Redirected to a *Certificate Request* form
3. Submit name and email address
4. Expect to receive Certificate within 30-45 days from webinar

Notes:

- You must attend **at least 50%** of webinar *in real time*
- Your Zoom name **must match** name on registration form
- **If you are calling in**, email csheedy@som.umaryland.edu & confirm your phone number
- To access evaluation, use **any code** you are comfortable with & will easily remember:

Provide the last 3 digits of your personal zipcode; last 4 digits of your phone number; 2 digit birth year; first 3 letters of preferred name.

Personal Code (please use uppercase letters): Ex. 734036172BR1

Last 3 digits of your personal zipcode:

Last 4 digits of your phone number:

2 digit birth year:

First 3 letters of preferred name

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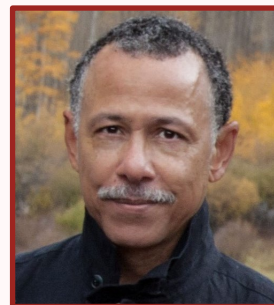
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MHTTC Project Director



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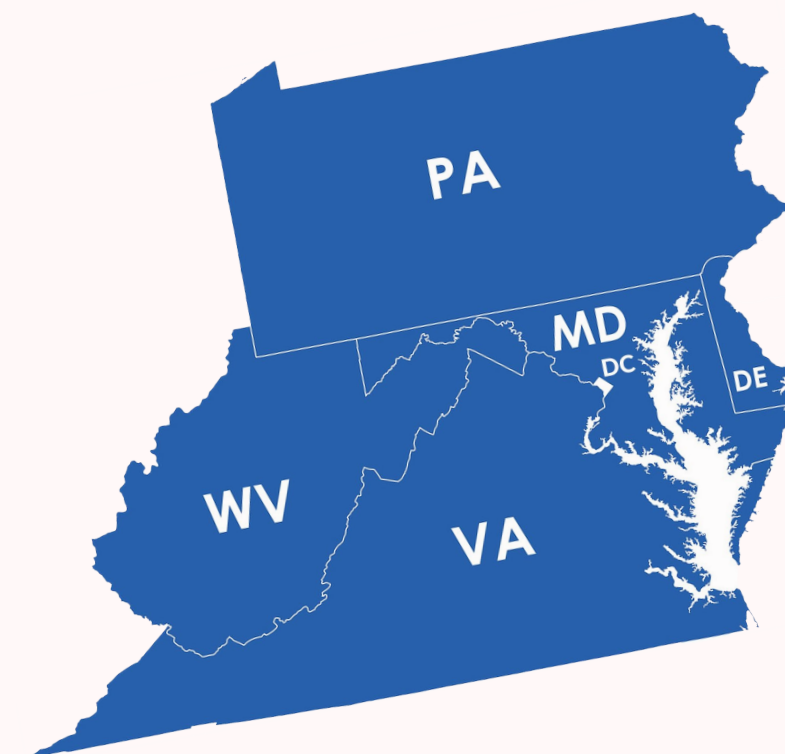
schoolmentalhealth.org/Connect/Listserv--Newsletters/

Central East MHTTC

Actions

- **Accelerates** the adoption and implementation of evidence-based and promising treatment and recovery-oriented practices and services
- **Strengthens** the awareness, knowledge, and skills of the behavioral and mental health and prevention workforce, and other stakeholders, that address the needs of people with behavioral health disorders
- **Fosters** regional and national alliances among culturally diverse practitioners, researchers, policy makers, funders, and the recovery community
- **Ensures** the availability and delivery of publicly available, free of charge, training and technical assistance to the behavioral and mental health field

Area of focus



National Center for School Mental Health

Mission

To strengthen policies and programs in school mental health to improve learning and promote success for America's youth.

Goals

1. Advance high-quality, sustainable comprehensive school mental health systems at school, district, state, regional, and national levels.
2. Conduct research and evaluation on mental health promotion, prevention, and intervention in schools and other aspects related to the planning, delivery, and continuous quality improvement of high quality, sustainable school mental health systems.
3. Train and support diverse stakeholders and a multidisciplinary workforce in understanding, promoting, and advancing child, adolescent, and young adult mental health and wellbeing.

Directors

Nancy Lever, *Ph.D.*, & Sharon Hoover, *Ph.D.*,

Faculty

Tiffany Beason, *Ph.D.*, Jill Bohnenkamp, *Ph.D.*, Elizabeth Connors, *Ph.D.*, Aijah K. B. Goodwin, *Ph.D.*,
Britt Patterson, *Ph.D.*, Sam Reaves, *Ph.D.*, Cindy Schaeffer, *Ph.D.*

www.schoolmentalhealth.org

www.theshapesystem.com



[@CenterforSchoolMentalHealth](https://www.facebook.com/CenterforSchoolMentalHealth)



[@NCSMHTweets](https://twitter.com/NCSMHTweets)

Commitment



**BLACK
LIVES
MATTER**

- Racial and social justice lens
- Cultural responsiveness and equity
- Developing and modeling equitable and anti-racist policies and practices
- Learn, heal, grow together

Upcoming Events

April 9, 2024, 3-4pm ET:

Mental Health Literacy: What Is It and Why Is It Important?

Second Tuesdays through September, 3-4pm ET:

School Mental Health Virtual Learning Series

Stay updated &
Register for upcoming sessions:

www.schoolmentalhealth.org/webinars

The flyer is for a virtual webinar titled "Mental Health Literacy: What Is It and Why Is It Important?". It is part of the "School Mental Health Virtual Learning Series" and is scheduled for Tuesday, April 9, 2024, from 3-4pm ET. The event is virtual and will be held on Zoom. The flyer lists three presenters: Sean Perry, Abbie Rosenberg, and Annie Slease, M.Ed. It also lists three objectives: defining the components of mental health literacy, describing the importance of promoting mental health literacy across diverse youth-serving settings, and identifying outcomes associated with improved mental health literacy. Certificates of attendance are available. Registration is available at www.schoolmentalhealth.org/webinars. For registration questions, contact csheedy@som.umaryland.edu. The flyer includes logos for the University of Maryland School of Medicine, NCSMH, MHTTC, and The Danya Institute.

2024

School Mental Health Virtual Learning Series

The Central East MHTTC in collaboration with the National Center for School Mental Health is pleased to offer a school mental health webinar series with a focus on advancing high quality, sustainable school mental health from a multi-tiered system of support, trauma-sensitive, culturally responsive, and equitable lens.

Mental Health Literacy: What Is It and Why Is It Important?


3 – 4pm ET • Tuesday, April 9, 2024 • Virtual (Zoom Webinar)

OBJECTIVES

Participants will be able to:

- Define the components of mental health literacy.
- Describe the importance of promoting mental health literacy across diverse youth-serving settings.
- Identify outcomes associated with improved mental health literacy.

PRESENTERS

 **Sean Perry**
Founder and President,
We R H.O.P.E. Inc.

 **Abbie Rosenberg**
Founder and Executive Director,
Mental Health Collaborative

 **Annie Slease, M.Ed.**
Co-Founder,
The Mental Health Literacy Collaborative

• CERTIFICATES OF ATTENDANCE ARE AVAILABLE •

Register at: www.schoolmentalhealth.org/webinars
or use this QR code



For registration questions, contact:
csheedy@som.umaryland.edu

UNIVERSITY of MARYLAND SCHOOL OF MEDICINE NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

Central East (HHS Region 3) MHTTC Mental Health Technology Transfer Center Network Funded by Substance Abuse and Mental Health Services Administration

THE DANYA INSTITUTE Changing Communities Through Change in Practice™

Our Presenters

from Black Mental Wellness, Corp.



Nicole L. Cammack, PhD
President and CEO



Dana L. Cunningham, PhD
*Vice President of Community Outreach
& Engagement*



Jessica S. Henry, PhD
*Vice President of Program Development
& Evaluation*



Nicole L. Cammack PhD

MY ROLES

- **President & CEO**, Black Mental Wellness, Corp.
- **Licensed Psychologist**
- **Owner**, Healing Generations Psychological Services and Consultation Center
- **Co-Author**, *Healing Racial Stress Workbook for Black Teens*

MY LENS

- Black
- Woman (she/her)
- Cisgender
- Passionate about increasing access to culturally responsive and anti-racist mental health care for Black people



Dana L. Cunningham PhD

MY ROLES

- **Vice President of Community Outreach & Engagement,** Black Mental Wellness, Corp.
- **Program Director,** Prince George's School Mental Health Initiative, The National Center for School Mental Health at the University of Maryland School of Medicine
- **Licensed Psychologist**

MY LENS

- Black
- Woman (she/her)
- Cisgender
- Christian
- Passionate about increasing access to culturally responsive and anti-racist mental health care for Black youth



Jessica S. Henry PhD


MY ROLES

- **Vice President of Program Development & Evaluation,** Black Mental Wellness, Corp.
- **Founder & CEO,** Community Impact: Consultation & Psychological Services
- **Licensed Psychologist**

MY LENS

- Black
- Woman
- Cisgender
- Mother
- Passionate about increasing access to high quality care to underserved Black and Brown communities

Objectives

- Define racial stress and trauma.
 - Describe the impact of racial stress and trauma on youth.
 - Identify strategies that can be utilized to discuss race, racism, discrimination, and racial stress and trauma with youth.
- 



Being 12



Roadmap

1

Overview

of Racial
Stress and Trauma

2

Considerations

For Discussing Racial Stress
and Trauma

3

Supporting Youth

Impacted by Racial Stress and
Trauma

4

Strategies

for School
Staff

1

Overview

Of Racial Stress and
Trauma



Understanding racial stress and trauma



Racial Stress & Trauma –

The emotional and physical response to negative race-related experiences (e.g., racism, racial discrimination), which can lead to racial trauma.



A racially stressful experience becomes racial trauma if the event(s) illicit **emotional or psychological harm** that threatens psychological and/or physical integrity and safety (Carter 2007).

- Influence daily life functioning; long term



Racial trauma can refer to a specific incident or the ongoing, harmful emotional impact of race-related experiences that **build up over time.**

- Direct or vicarious

Understanding racial stress and trauma



How often youth experience racial stress is **related to many factors**

- Where they live, go to school, and socialize
- However, we must recognize that the world is in a collective state of crisis and trauma



No matter how often youth experience racial stress or racial trauma, it can be distressing and cause lead to changes in their views and thoughts about the world and their relationships.

When Racism is Easy to See...

- **Overt racist actions** are the easiest to see, unlike the less obvious or more hidden forms of racism
- *Examples include:*
 - Hate speech
 - Discrimination or treating people differently based on their race
 - Racial slurs
 - A teacher using the N-word in class
 - Hate crimes
 - Racial teasing



When Racism is Hidden...

- **Covert racism** is more difficult to recognize.
 - Because of the subtle ways that covert racism may occur, the person committing the act may deny that the behavior or act was racist
 - You may find yourself replaying the event in your mind and questioning yourself or others about the experience
- *Examples include:*
 - Racial profiling
 - Negative stereotypes about a group of people only due to their race
 - School policies that unfairly ban students from wearing their hair in its natural state
 - A person grabbing their bag or locking their car door when a group of teenagers walk by
 - Institutional racism
 - Systemic racism



When You are Unsure it is Racism...

- **Microaggressions** are verbal statements, behaviors, or environmental factors (lack of representation in an environment or rules that are offensive and not inclusive of the experience of Black people) directed towards members of a marginalized group and feel hurtful or insulting.
 - *Examples include:*
 - Someone saying, “You’re pretty for a Black girl,” as a compliment
 - Educators perceiving certain behaviors by Black students as aggressive or hostile



When You are Unsure it is Racism...

- **Implicit biases** are attitudes and beliefs that affect our behaviors. We are not always consciously aware they exist, but they:
 - Negatively impact people and systems (e.g., legal system, college admissions, or hiring)
 - Are expressed in subconscious stereotypes (automatic responses you may have without thinking about them)
 - Impact expectations and interactions with people
 - Include judgments based on race, ability, gender, culture, language, etc.



Share in the Chat:

How do you think Black youth are impacted by racism today?



The Impact Of Racism On Mental Health:

Thoughts

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"

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

Decreased trust



Worry

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

Panic

Behaviors

Feelings

Relationships

#BlackLivesMatter

@RealDepressionProject



2

Factors to Consider

Before Discussing Race
and Race-related
experiences with youth



Considerations:

- Acknowledge the history of racism
- Assess your personal understanding related to addressing race, racial discrimination, and other race-related stressors
- Understand the impact of power and privilege
- Consider developmental age
- Acknowledge racial differences if they are present



Conduct a Self-Assessment

1. What are my vulnerabilities?
 - What vulnerabilities do you worry could limit your effectiveness?
2. What are my strengths?
 - What strengths could help you have an open and honest conversation?
3. What are my needs?
 - What needs do you have that would help improve your ability to facilitate the conversation?
4. What are my personal biases?
 - How will my personal experiences, preferences, and tendencies impact this conversation?

Adapted from Teaching Tolerance (2019)

Initiating Conversations

- Listen and intentionally create space for the youth to talk
- Allow youth to express their thoughts and experiences without minimizing
- Follow the lead of the youth and do not force discussions that do not feel authentic
- Acknowledge that the experiences are unjust
- 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

Racial Socialization

Cultural Pride ✓

”You should be proud to be Black”

Preparation for Bias ✓✗

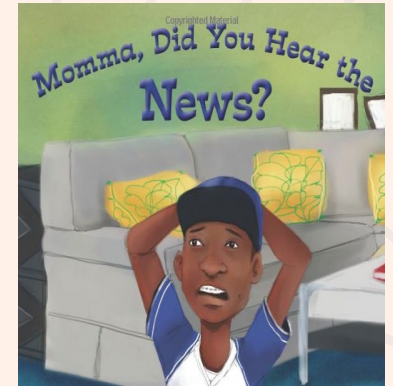
“You have to work twice as hard as Whites in order to get ahead in this world”

Promotion of Mistrust ✗

“Keep your distance from kids and adults who do not look like you”

Egalitarian ✓✗

“Everyone is the same and race does not matter”



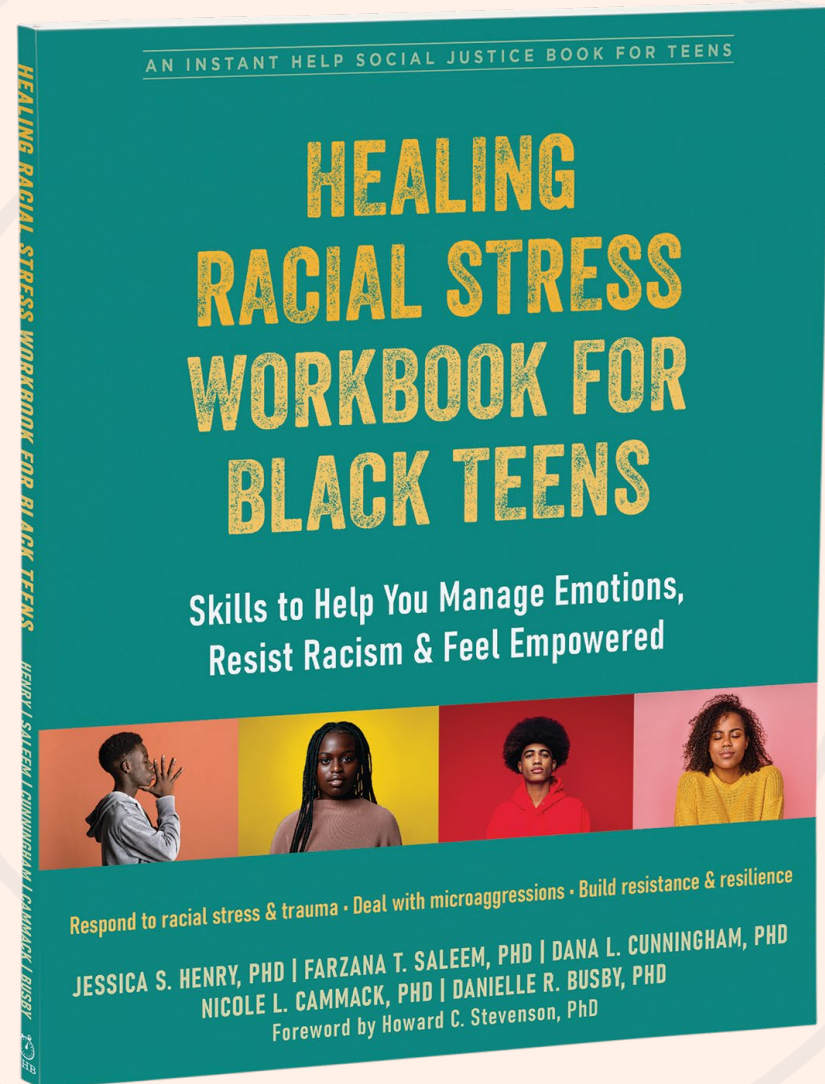
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Supporting Youth

Who Are Impacted
by Racial Stress and
Trauma

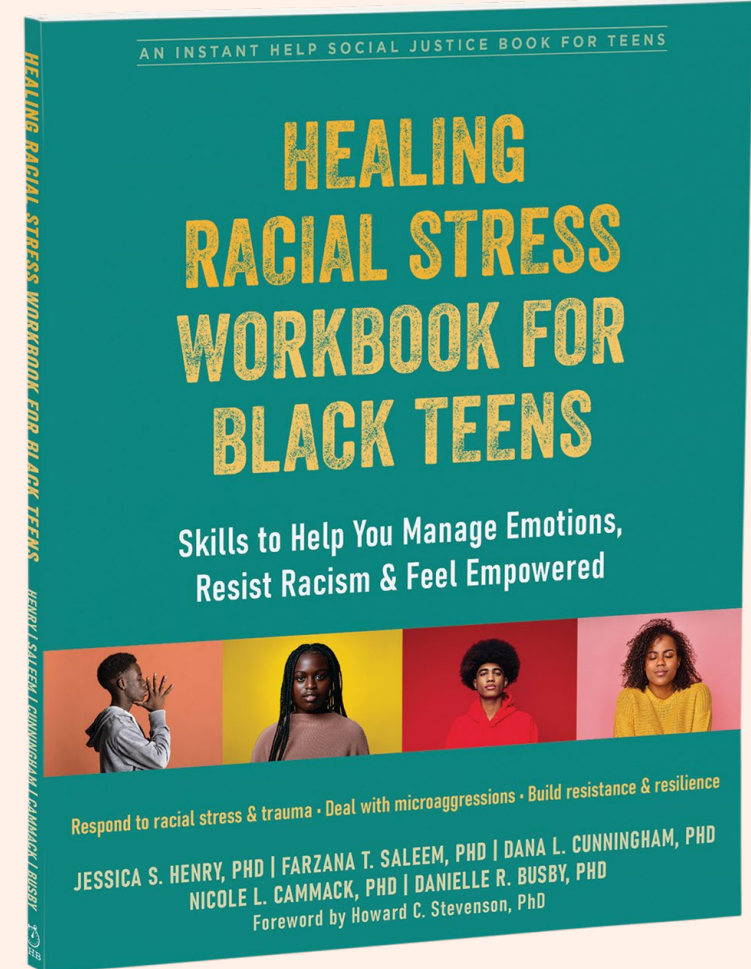


Healing Racial Stress & Trauma for Black Teens



Book Structure

- **4 Sections**
 - Understanding Racism
 - Exploring How Racial Stress Can Impact You
 - Building Your Skills For Navigating Racism
 - Game Plans for Dealing with Racism in The World



Exploring the Impact of Racial Stress

Who am I?

- Awareness and salience of race

Identify your thoughts and feelings

- Awareness of thoughts and feelings linked to racially distressing experiences
- Empowering and positive thoughts
- Awareness of feelings linked to racially distressing experiences

Understanding your behavior

- How would you respond when experiencing a racially distressing event
- Awareness of connection between thoughts, feelings, and behaviors

Impact of racial stress on relationships

Building Skills for Navigating Racism: Overview

The goal of this section is to help youth learn and practice skills to resist racism and deal with it both in the moment and after

There are activities on the following topics:

- Ways you can be resilient
- Challenge your thinking
- Relax before reacting
- Build your cultural and spiritual strengths
- Family empowerment
- Community engagement and activism
- Celebrate Black pride and joy



Building Skills for Navigating Racism

JUST
breathe

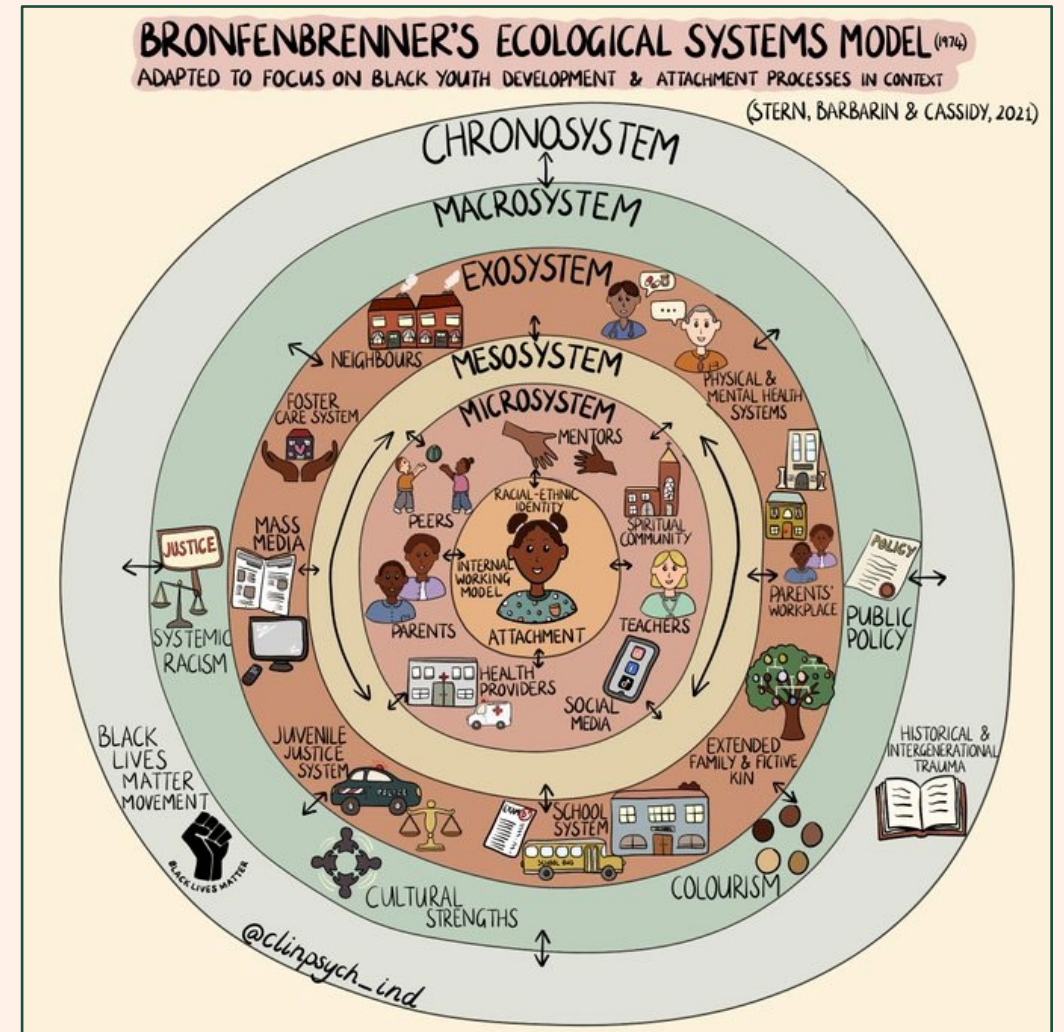
- **Relax before reacting**
 - Taking deep breaths
 - Using distraction techniques
 - Taking a break
 - Talking to someone you can trust
- **Challenge negative thinking**
 - Utilizing the unhelpful thought playlist
 - Practicing best friend advice

- **Community engagement and activism**
 - Engaging in anti-racist action
- **Celebrate Black pride and joy**
 - Scheduling Black pride and joy activities



Game Plan for Dealing with Racism

- Navigating Racism at School
- Responding to Racism with Your Family
- Taking Action in the Community
- Encountering Racism From Teammates, Friends, and Peers



What is *your* role across these contexts?

Step 1. Clearly identify what happened.

- What happened?
- What was your response? (This can include experiencing shock.)
- Where were you?

Step 2. Identify your feelings and thoughts.

- Feelings someone may experience after a racist event
- Thoughts someone may experience after a racist event

Step 3: Let's talk it out.

Step 4. What do I do now?

- *Is the solution helpful in getting to the outcome or resolution that you wanted?*
- *Does the solution help others to better understand your feelings or perspective with the problem or situation?*

Step 5: Implement the game plan. (Teen)

- Out of the possible solutions you identified, which one feels like the best solution to start with

Step 6: Did it work? (Follow up with the teen)


4

Strategies

For School Staff



Strategies

- Build authentic relationships
 - Fill the classroom/school/office with culturally diverse books, pictures, and discussions
 - Review curriculum for evidence of dominant culture and bias
 - Affirm students' identities
 - 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
- 

Strategies

- Examine how to engage in culturally responsive and anti-racist teaching
- Create equitable learning environments
- Set community agreements for respectful discussions
- Call “in” when necessary and name discomfort
- Be prepared to respond to strong emotions
- Lead discussions on current events related to race and racial stress
- Identify social justice activities/projects
- Name the thoughts and feelings you may be having related to race- related current events.






Resources



AN INSTANT HELP SOCIAL JUSTICE BOOK FOR TEENS


HEALING RACIAL STRESS WORKBOOK FOR BLACK TEENS

Skills to Help You Manage Emotions, Resist Racism & Feel Empowered



Respond to racial stress & trauma • Deal with microaggressions • Build resistance & resilience

JESSICA S. HENRY, PHD | FARZANA T. SALEEM, PHD | DANA L. CUNNINGHAM, PHD
 NICOLE L. CAMMACK, PHD | DANIELLE R. BUSBY, PHD
 Foreword by Howard C. Stevenson, PhD



My Grandmother's Hands

Racialized Trauma and the Pathway to Mending Our Hearts and Bodies

RESMAA MENAKEM
 MSW, LICSW, SEP

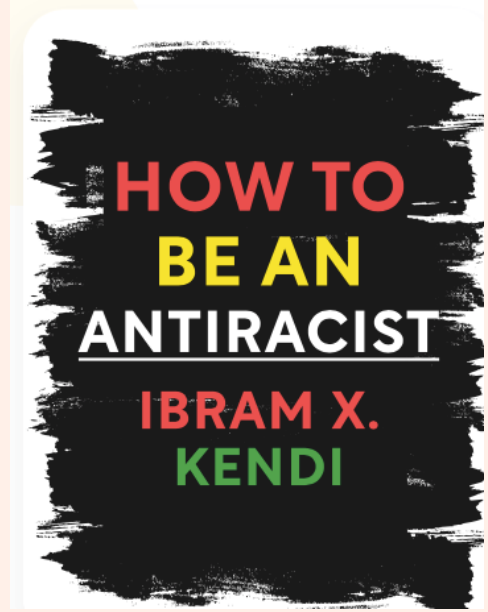
A NEW HARBINGER SOCIAL JUSTICE HANDBOOK

THE RACIAL HEALING HANDBOOK

PRACTICAL ACTIVITIES TO HELP YOU CHALLENGE PRIVILEGE, CONFRONT SYSTEMIC RACISM & ENGAGE IN COLLECTIVE HEALING

KNOW YOUR RACIAL IDENTITY • EXPLORE INTERNALIZED RACISM
 (RE)LEARN THE HISTORY OF RACISM
 UNDERSTAND RACISM IN RELATIONSHIPS • RAISE YOUR RACE-CONSCIOUSNESS
 CATCH YOURSELF IN THE FLOW OF RACISM • GRIEVE & NAME RACISM
 LEARN TO BE AN ALLY • RECLAIM YOUR WHOLE SELF

ANNELIESE A. SINGH, PhD, LPC
 FOREWORD BY TIM WISE | AFTERWORD BY DERALD WING SUE, PhD



HOW TO BE AN ANTIRACIST

IBRAM X. KENDI

PUNISHED FOR DREAMING

HOW SCHOOL REFORM HARMS BLACK CHILDREN AND HOW WE HEAL

BETTINA L. LOVE

BESTSELLING AUTHOR OF *WE WANT TO DO MORE THAN SURVIVE*

NATIONAL BESTSELLER

"An unusually sensitive work about the racial barriers that still divide us in so many areas of life." —Jonathan Kozol

WHY ARE ALL THE BLACK KIDS SITTING TOGETHER IN THE CAFETERIA?

And Other Conversations About Race

Revised and Updated

BEVERLY DANIEL TATUM, PhD

TWENTIETH ANNIVERSARY EDITION

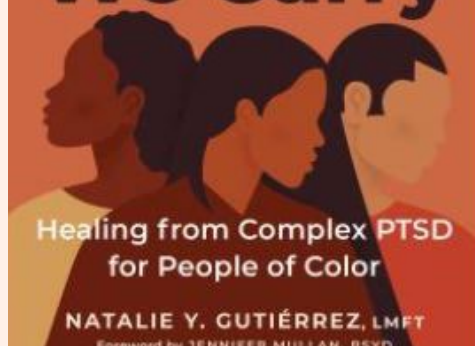
A NEW HARBINGER SOCIAL JUSTICE HANDBOOK

RECLAIMING WHOLENESS
 DESPITE THE BURDENS OF SYSTEMIC, INTERGENERATIONAL & ATTACHMENT TRAUMA

The Pain We Carry

Healing from Complex PTSD for People of Color

NATALIE Y. GUTIÉRREZ, LMFT
 Foreword by JENNIFER MULLAN, PSYD



Resources

- **Helping Kids Process Violence, Trauma, and Race in a World of Nonstop News** *[video]*
- **I Am An Educator: I care about my students' racial consciousness and want to develop their racial awareness,** *National Museum of African American History & Culture*
- **First Encounters With Race and Racism: Teaching Ideas for Classroom Conversations,** *The New York Times*
- **RESilience**
 - *Uplifting youth through healthy communication about race; provides book recommendations to aid discussions around race and racism with youth.*
- **Learning for Justice**
 - *Serves as a catalyst for racial justice; provides resources focused on culture & climate, curriculum & instruction, leadership, and family & community engagement.*
- **Embrace Race**
 - *A multiracial community of parents, teachers, experts, and other caring adults who support each other to meet the challenges that race poses to our children, families, and communities.*
- **School Mental Health Virtual Learning Series**



Audience Q & A

Thank You!

Contact Us:



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Dr. Dana Cunningham:
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Dr. Nicole Cammack:
DrCammack@BlackMentalWellness.com



Website:
www.HealingRacialStress.com

HEALING RACIAL STRESS WORKBOOK FOR BLACK TEENS



WITH DR. NICOLE L. CAMMACK, DR. DANIELLE R. BUSBY, DR. FARZANA T. SALEEM,
DR. DANA L. CUNNINGHAM, AND DR. JESSICA S. HENRY