

See My Color, Acknowledge My Trauma, Change the Outcome

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*"I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character."*

– Dr. Martin Luther King, Jr (8/28/1963)

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The Beauty of children is they don't see color.



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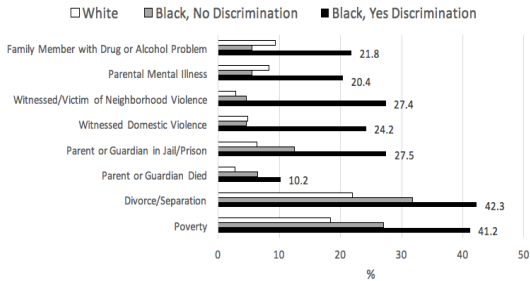
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Table 2. ACEs by Individual Discrimination




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## DISPARITIES

- Childhood Asthma - 13% of African American children; 5 times more likely to be hospitalized; 8 times more likely to die
- Black women are 2-3 times more likely to die of pregnancy related causes
- Black infants die at twice the rate of white infants
- 34% of black children live in poverty
- Twice as likely to be in foster care
- 7 times more likely to have a parent in prison
- 3 times as likely to lose a mother by age 10

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## SCHOOL TO PRISON PIPELINE

- Black youth are 1.5 times more likely to be below “proficient” in reading in the 4<sup>th</sup> grade
- Districts that predominately serve students of color receive \$2200 less per student per year
- Children of color are 7 times more likely than white student to attend an underfunded school




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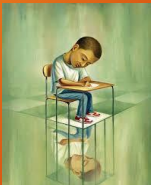
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## PRE-SCHOOL TO PRISON PIPELINE



Black males make up only 18% of preschool enrollment, but they represent 41% of preschool children receiving one or more out-of-school suspensions

Black girls make up 19% of enrollment and account for 53% of female suspensions

*(Dept. of Ed. 2020)*

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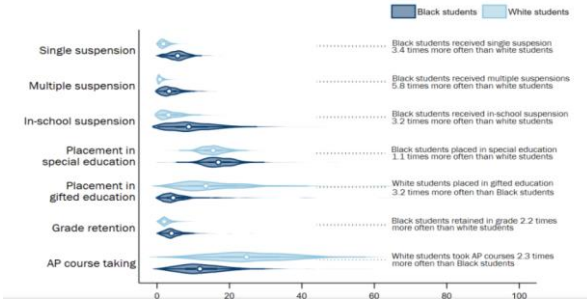
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Figure 1: Categorical inequalities between Black and white students



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# WHAT'S THE IMPACT?

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**IMPACT**

- INTERNALIZED RACIAL OPPRESSION
- STEREOTYPE THREAT
- MENTAL HEALTH

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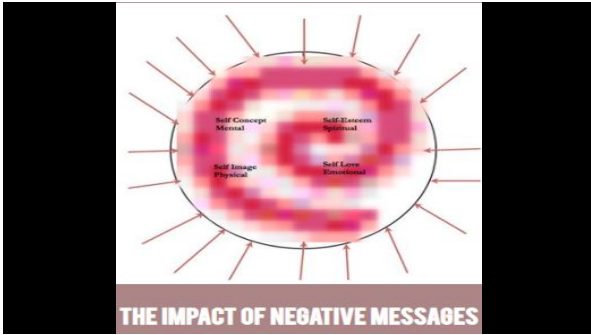
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**MENTAL, PHYSICAL, PHYSIOLOGICAL & SOCIAL HEALTH**

- RE-EXPERIENCING TRAUMA
- AVOIDANCE
- BODY ACHES, SLEEP PROBLEMS, HEADACHES
- INTRUSIVE THOUGHTS
- NUMBING
- HYPERAROUSAL /HYPERVIGILANCE
- ANXIETY, DEPRESSION, GUILT, SHAME
- EXTERNALIZING & INTERNALIZING BEHAVIORS

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**INCREASES IN SUICIDE (1991 - 2017)**

- SUICIDE ATTEMPTS ROSE BY 73% FOR BLACK ADOLESCENTS
- INJURY BY SUICIDE ATTEMPT ROSE BY 122%
- BLACK YOUTH UNDER 13 ARE TWICE AS LIKELY TO DIE BY SUICIDE
- BLACK & BROWN CHILDREN ARE LESS LIKELY THAN WHITE CHILDREN TO RECEIVE MENTAL HEALTH SERVICES

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THE SUICIDE DEATH RATE FOR BLACK YOUTH HAS BEEN FOUND TO BE INCREASING FASTER THAN ANY OTHER RACIAL/ETHNIC GROUP

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IT TAKES A VILLAGE TO RAISE A CHILD... AND SAVE A LIFE



"Wakanda will no longer watch from the shadows. We cannot. We must not. We will work to be an example of how we as brothers and sisters on this Earth should treat each other. Now, more than ever, the illusions of division threaten our very existence. We all know the truth: **more connects us than separates us. But in times of crisis the wise build bridges, while the foolish build barriers.** We must find a way to look after one another as if we were one single tribe."

KING T'CHALLA, "BLACK PANTHER"

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**BARRIERS TO HELP SEEKING**

- SOCIAL STIGMA
- DISTRUST OF THE SYSTEM
- MORE LIKELY TO BE HOSPITALIZED INVOLUNTARILY & RECEIVE ANTI-PSYCHOTIC INJECTIONS
- LESS LIKELY TO RECEIVE BENEFICIAL PSYCHIATRIC MEDS
- MORE LIKELY TO BE REFERRED TO JUVENILE JUSTICE, RATHER THAN MENTAL HEALTH TREATMENT
- LACK OF CULTURALLY RESPONSIVE PROVIDERS
- LIMITED ACCESS TO QUALITY CARE/PROVIDER LIMITS TIME
- LACK OF HEALTH INSURANCE

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HEALING BEGINS WITH SAFETY

FEELING "SAFE ENOUGH" IN SPITE OF THE REPLAY OF VIOLENCE, MICROAGGRESSIONS, INTOLERANCE & INTERGENERATIONALLY ACCUMULATED RACIAL TRAUMA THAT MAINTAINS THE STATE OF CONSTANT FEAR

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# Cultural Humility

CREATE SPACE FOR RACE

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## SEE US



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## RACIAL SOCIALIZATION

“[Not giving messages about race] is fine, until it’s not.”

- Dr. Howard Stevenson, University of Pennsylvania

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## CULTURAL HEALING

*"My Grandmother's Hands" - Resmaa Menakem*

- Learn & Teach About Historical & Intergenerational Trauma
- Learn & Teach about African History and Cultures  
*(not just about slavery)*
- Invoke the Power of Names
- Eldership
- Understand and practice body awareness and somatic healing

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**"To be African American is to be African with no memory and to be American with no privilege."**

- **AFFIRM & ACKNOWLEDGE:** Attempt to understand and accept the role of race.
- **CREATE A SPACE FOR RACE:** Be open and curious.
- **RACIAL STORYTELLING:** Encouragement to share racial experiences.
- **VALIDATION:** Confirm the experience. Point out strengths
- **NAMING:** Prescribe words to the experience in order to give it a voice.
- **EXTERNALIZE DEVALUATION:** Recognize the value of self—worth
- **COUNTERACT DEVALUATION:** Build protective factors
- **RECHANNELING RAGE:** Awareness, control and redirection, Give a voice

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“No epidemic has ever been resolved by paying attention to the treatment of the affected individual.”

A focus solely on the individual can only be part of a comprehensive solution.

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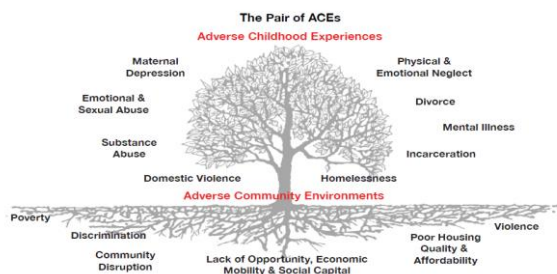
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Elli, W., Dietz, W. (2017) A New Framework for Addressing Adverse Childhood and Community Experiences: The Building Community Resilience (BRC) Model. Academic Pediatrics. 17 (2017) pp. S06-093. DOI information: 10.1016/j.acap.2016.12.011

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**COMMUNITY REPORT CARD**

**EDUCATION**

In our community, every child receives a quality education.

**EMPLOYMENT**

Everyone in our community has an opportunity for a good paying job.

**CRIMINAL JUSTICE**

All members of the community are treated fairly by the criminal justice system.

**LEADERSHIP**

Community/Agency leaders reflect the diversity of the community

**SOCIAL SERVICES**

The social services system in our community meets everyone's needs

**MEDIA**

Local radio/tv offer fair and full coverage about people from different backgrounds

**HEALTH CARE**

Our community's health care system serves the needs of all our residents.

**PUBLIC WORKS**

All areas in our community have access to public services (water, trash p/u, sidewalk/ road maintenance

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### MICRO-LEVEL CHANGE

QUESTIONS TO CONSIDER	STRATEGIES
<ul style="list-style-type: none"> <li>• <b>When thinking about a racial incident you experienced:</b> Who was I in the situation, how did or didn't I contribute and why?</li> <li>• <b>When connecting with your personal history:</b> What values was I taught and which values have changed over time? What values do I want to have?</li> <li>• <b>When considering power and position:</b> In what areas do I hold power and/or privilege? What is my sphere of influence? How can I facilitate change?</li> <li>• <b>When identifying opportunities for learning:</b> What can I learn from others? What can I learn about my impact on others? How can I be accountable for my learning?</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking up about racism, microaggressions and racial injustice.</li> <li>• Journaling about thoughts and experiences with racism.</li> <li>• Recognizing your emotions and reactions to anti-blackness situations.</li> <li>• Reading books, listening to podcasts or watching movies/documentaries about social justice.</li> <li>• Completing a training or course on anti-racism, micro-aggression and unconscious bias.</li> <li>• Documenting your commitment to promote anti-racism, racial equity and social justice.</li> </ul>

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### CHALLENGE YOUR BIASES

- Harvard Implicit Association Test: <https://implicit.harvard.edu/implicit/takeatest.html>
- Slow Down — be mindful and considerate in your responses to others
- Perspective Taking — actively imagining the thoughts and feelings of others
- Asking Yourself — active self-questioning to challenge your assumptions
- Cultural Intelligence— interpret a person's behavior through their cultural lens rather than your own
- Exemplars — identifying counter-stereotypical situations and experiences
- Expand — the formation of diverse friendships

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### MEZZO-LEVEL CHANGE

#### QUESTIONS TO CONSIDER

- What can I learn from the other people in the room?
- How can we establish a safe, nonjudgmental environment and handle conflict?
- How can we create a solution-based space to foster dialogue?
- What effect do I have on the people around me? Intent vs. Impact...
- What is our WHY?
- How will I ensure my discomfort doesn't impact progress?

#### STRATEGIES

- Inviting a friend or family member to organize with you.
- Joining an anti-racism book club.
- Learning how racism affects the health of those around you.
- Having difficult conversations in-person or online.
- Calling out racism when you see it at home or at work.
- Raising awareness and taking action regarding equity in your workplace.

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### MACRO-LEVEL CHANGE

#### QUESTIONS TO CONSIDER

- What are the values of this organization or group?
- Who benefits from the structure of this organization?
- What influence do I have that I can leverage for good?
- Who is marginalized or shut out by the structure of this organization?
- What processes can we change to be more equitable and accessible?

#### STRATEGIES

- Calling representatives to support and promote racial justice in your community, city or state.
- Joining a diversity, equity and inclusion committee.
- Participating in elections, petitions and protests promoting racial and social justice.
- Writing op-eds, blogs or articles that advance racial equity.
- Collaborating with organizations dedicated to advancing racial equity and social justice.

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**"I AM NO LONGER ACCEPTING THE THINGS I CANNOT CHANGE. I AM CHANGING THE THINGS I CANNOT ACCEPT."**

- Angela Davis




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**BLACK YOUTH LIVES MATTER**  
www.blackyouthlivesmatter.com

**RACE BASED TRAUMA**  
www.racetrain.com

**I WANT TO PLAY THE PARTY**  
www.iwanttoplaytheparty.com

**SEE MY COLOR**  
www.seemycolor.com

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