







Winter Symposium: Our Children



Racism and ME

Dr. Wanda Boone, CEO Together for Resilient Youth (TRY)



ME – Marvelous and Extraordinary





Court-involved Durham Juveniles. In 2017, 100% of committed youth in NC had at least one mental health or substance use diagnosis in 2017.

Trauma and stressor disorders 89% among females and 24% among males.



The new report issued by AAP to its 67,000 members includes an extensive list of recommendations. It advises pediatricians to take racism into account in their clinical practices — to **be prepared to counsel families on their exposure to racism** and to make their clinics as welcoming to all groups as possible. It also calls for **pediatricians to examine their own biases and address them.**





The report calls racism “a socially transmitted disease passed down through generations, leading to the inequities observed in our population today.”



Racism

Institutional Racism



Discrimination

Bias



Privilege

A special right, advantage, or immunity granted or available only to a particular person or group of people.

- Inequities
- Lack of fairness or injustice.
- Stereotype
- A real or imagined trait of an individual applied to a group.
- Prejudice
- A conscious or unconscious assignment of positive or negative value to traits of a group.



The three types of ACEs include

ABUSE



Physical



Emotional



Sexual

NEGLECT



Physical



Emotional

HOUSEHOLD DYSFUNCTION



Mental Illness



Incarcerated Relative



Mother treated violently



Substance Abuse



Divorce

As the number of ACEs increases, so does the risk for negative health outcomes



Possible Risk Outcomes:

BEHAVIOR



Lack of physical activity



Smoking



Alcoholism



Drug use



Missed work

PHYSICAL & MENTAL HEALTH



Severe obesity



Diabetes



Depression



Suicide attempts



STDs



Heart disease



Cancer



Stroke



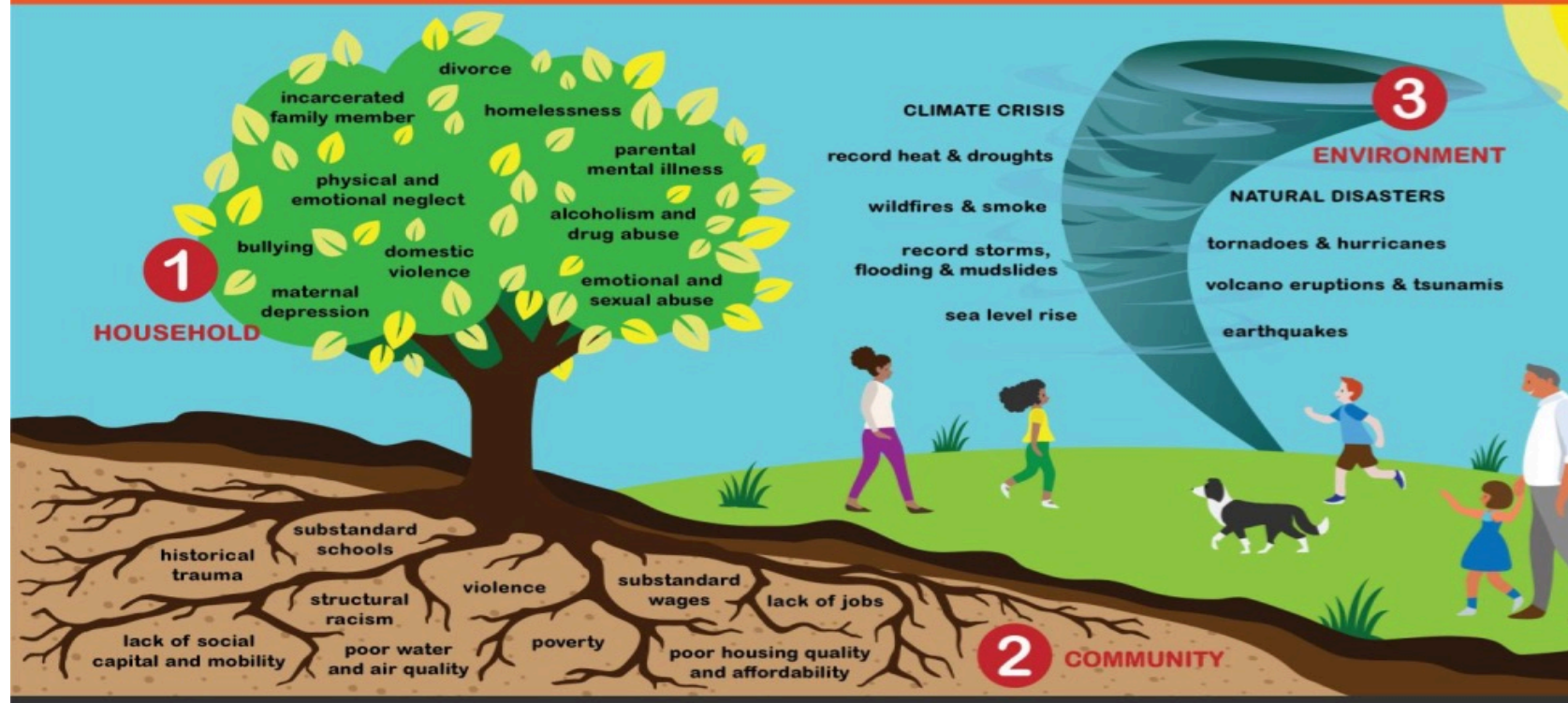
COPD



Broken bones

3 Realms of ACEs


ACEs Connection accelerates the global movement to prevent and heal adverse childhood experiences (ACEs), and supports communities to work collaboratively to solve our most intractable problems. Left unaddressed, toxic stress from ACEs harms children and families, organizations, systems and communities, and reduces the ability of individuals and entities to respond to stressful events with resiliency. The ACEs in these three realms intertwine throughout people's lives, and affect the viability of organizations, systems and communities.



Thanks to Building Community Resilience Collaborative and Networks and the International Transformational Resilience Coalition for inspiration and guidance. Please visit ACEsConnection.com to learn more about the science of ACEs and join the movement to prevent ACEs, heal trauma and build resilience.

ACEs
Connection






Premature birth and low birth weight for babies born to Latina mothers.

Exposure to racism in adults has been linked to an increased risk of heart disease and depression






Depression, obesity, worsened sleep,
higher rates of doctor visits and lower
self-esteem among children who are
exposed to racism.



0-36 months

They are aware of sounds and sights in their environments and of their caregivers' emotional states. For young children, their **perception of safety is closely linked to the perceived safety of their caregivers** (Scheeringa and Zeanah, 1995).






3-5

Children in this age range may exhibit behaviors in response to trauma that can include **re-creating the traumatic event or having difficulties with sleeping, appetite, or reaction to loud sounds or sudden movements.**






6-11

School-age children tend to **view media coverage in personal terms, worrying that a similar event could happen to them.** This can lead to distractibility and problems in school.





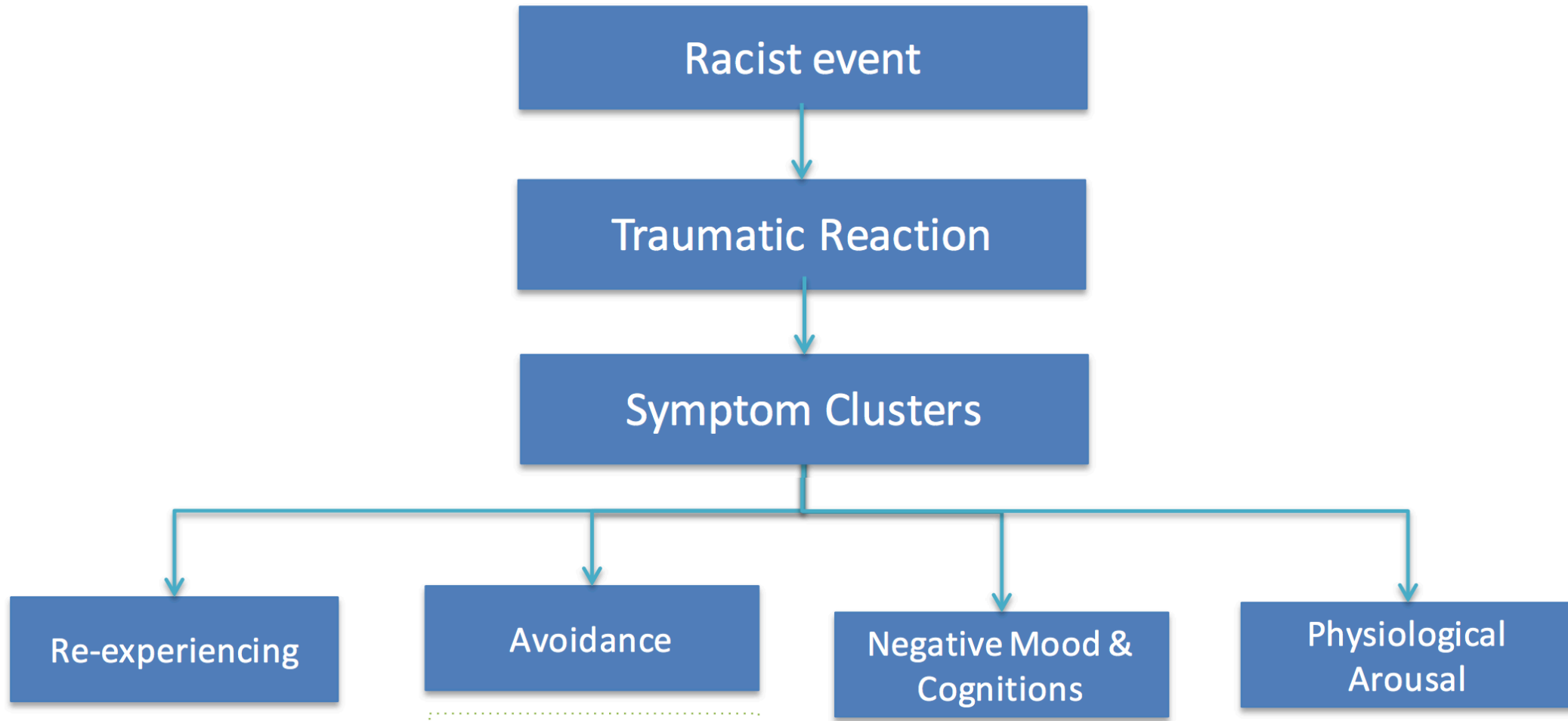
12-17

Youth in this age range typically have a better understanding of events and the implications of issues such as racial trauma. They are also often still forming their identities and their views of the world and their place in it.

High school-aged students may use substances to cope or deal with the anxiety that they are feeling as a result.



How Racism Causes Trauma





Have the OTHER Talk

[CONVERSATION](#)

**Everybody needs something to love
or someone to love**



**YOU MAKE MY
VOICE STRONGER!**

From Kim Boone

Support

1. **Family support**—Family life provides high levels of love and support.
2. **Positive family communication**—Parent(s) and child communicate positively. Child feels comfortable seeking advice and counsel from parent(s).
3. **Other adult relationships**—Child receives support from adults other than her or his parent(s).
4. **Caring neighborhood**—Child experiences caring neighbors.
5. **Caring school climate**—Relationships with teachers and peers provide a caring, encouraging environment.
6. **Parent involvement in schooling**—Parent(s) are actively involved in helping the child succeed in school.

Empowerment

7. **Community values youth**—Child feels valued and appreciated by adults in the community.
8. **Children as resources**—Child is included in decisions at home and in the community.
9. **Service to others**—Child has opportunities to help others in the community.
10. **Safety**—Child feels safe at home, at school, and in his or her neighborhood.

Boundaries & Expectations

11. **Family boundaries**—Family has clear and consistent rules and consequences and monitors the child's whereabouts.
12. **School Boundaries**—School provides clear rules and consequences.
13. **Neighborhood boundaries**—Neighbors take responsibility for monitoring the child's behavior.
14. **Adult role models**—Parent(s) and other adults in the child's family, as well as nonfamily adults, model positive, responsible behavior.
15. **Positive peer influence**—Child's closest friends model positive, responsible behavior.
16. **High expectations**—Parent(s) and teachers expect the child to do her or his best at school and in other activities.

Constructive Use of Time

17. **Creative activities**—Child participates in music, art, drama, or creative writing two or more times per week.
18. **Child programs**—Child participates two or more times per week in cocurricular school activities or structured community programs for children..
19. **Religious community**—Child attends religious programs or services one or more times per week.
20. **Time at home**—Child spends some time most days both in high-quality interaction with parents and doing things at home other than watching TV or playing video games.

Internal Assets

Commitment to Learning

- 21. Achievement Motivation**—Child is motivated and strives to do well in school.
- 22. Learning Engagement**—Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school.
- 23. Homework**—Child usually hands in homework on time.
- 24. Bonding to school**—Child cares about teachers and other adults at school.
- 25. Reading for Pleasure**—Child enjoys and engages in reading for fun most days of the week.

Positive Values

- 26. Caring**—Parent(s) tell the child it is important to help other people.
- 27. Equality and social justice**—Parent(s) tell the child it is important to speak up for equal rights for all people.
- 28. Integrity**—Parent(s) tell the child it is important to stand up for one's beliefs.
- 29. Honesty**—Parent(s) tell the child it is important to tell the truth.
- 30. Responsibility**—Parent(s) tell the child it is important to accept personal responsibility for behavior.
- 31. Healthy Lifestyle**—Parent(s) tell the child it is important to have good health habits and an understanding of healthy sexuality.

Social Competencies

- 32. Planning and decision making**—Child thinks about decisions and is usually happy with results of her or his decisions.
- 33. Interpersonal Competence**—Child cares about and is affected by other people's feelings, enjoys making friends, and, when frustrated or angry, tries to calm her- or himself.
- 34. Cultural Competence**—Child knows and is comfortable with people of different racial, ethnic, and cultural backgrounds and with her or his own cultural identity.
- 35. Resistance skills**—Child can stay away from people who are likely to get her or him in trouble and is able to say no to doing wrong or dangerous things.
- 36. Peaceful conflict resolution**—Child seeks to resolve conflict nonviolently.

Positive Identity


- 37. Personal power**—Child feels he or she has some influence over things that happen in her or his life.
- 38. Self-esteem**—Child likes and is proud to be the person that he or she is.
- 39. Sense of purpose**—Child sometimes thinks about what life means and whether there is a purpose for her or his life.
- 40. Positive view of personal future**—Child is optimistic about her or his personal future.





We must understand our own beliefs,
biases, privileges, and responses, and
reflect on how we show up in the world
for all children




Every child needs 
AT LEAST
One ADULT who is
IRRATIONALLY
Crazy about ^{or} him/her

— URI BRONFENBRENNER



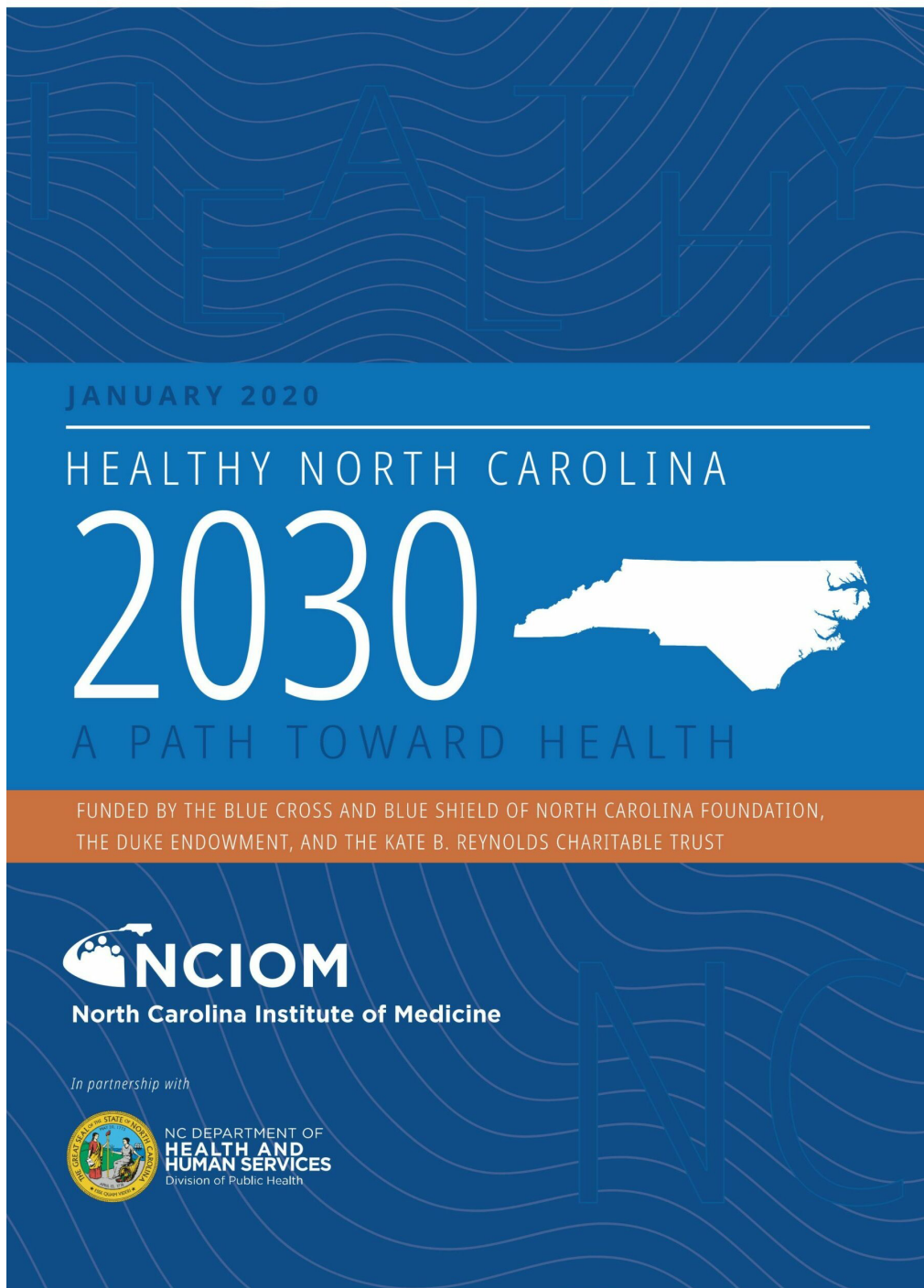
Helping young children process racially traumatic events

- Practice Self-Care
 - Provide a physical space for the child to feel safe
 - Maintain routines
 - Help to verbalize feelings.
 - Help children calm their bodies and minds when they become upset.
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Resilience is not a trait that people either have or do not have.





The NCIOM HNC 2030 process integrated input from a Task Force, work groups, and communities across the state. Overall, 21 health indicators were chosen across the topics of Social & Economic Factors, Physical Environment, Health Behaviors, Clinical Care, and Health Outcomes.



Create a safe and trusting environment that benefits children

Be a safe and trusting “place” that benefits children

UBUNTU





QUESTIONS?

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