# How Perceptions of Black, Native, and Latinx Youth in Systems of Care Impact Their Well-Being

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**Ideas into Action**

**Linking Systems of Care for Children & Youth Project**
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## Introductions

In the chat please share:

1. **Name**
2. **Pronoun**
3. **Organization**
4. **Indigenous Land Acknowledgement**

Find out the Native Lands that correspond to where you are located by texting your zip code to
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## Workshop Objectives

| | | |
|---|---|---|
| To define well-being | To discuss how racism has shaped how systems and system actors perceive and treat Black, Native, & Latinx youth | To explain how racism impacts the well-being of youth |
| To expand how we think about responses to trauma and strategies to promote healing | To describe drivers that promote well-being in Black, Native, & Latinx youth | To propose strategies for improving outcomes for Black, Native, & Latinx youth in systems of care |

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# Objective 1:  Define Well-Being

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## What is Well-Being?

➤ Well-being is. . .

- A lifelong process of self-appraisal

- Multidimensional, including:
  - ❖ life satisfaction
  - ❖ frequent positive emotions
  - ❖ infrequent negative emotions
  - ❖ functioning well
  - ❖ navigating life's challenges in a healthy and effective way

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## Factors that Promote or Threaten Well-Being

➢ Personal perceptions & attitudes *(e.g., body image; optimism)*

➢ Personal status *(e.g., health; financial resources)*

➢ Life events *(e.g., changes in family structure; education)*

➢ Relationships *(e.g., peer influence; sense of connectedness)*

➢ Stressors *(e.g., daily hassles; traumatic events)*

➢ Productivity *(e.g., contributions to community; successes)*

➢ Contexts and conditions in which youth live, learn, work, & play *(e.g., housing, safety, discrimination)*

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## Well-Being & Youth Involved in Systems of Care

➢ Well-being may be in threatened for youth involved in systems of care

➢ Heightened threats for Black, Native, and Latinx youth

▪ Service systems have actively discriminated against these youth

▪ Caused by deeply rooted racism within American society

▪ Reflective of the historical legacy of dehumanizing Black, Native, and Latinx children, youth, and families

▪ Sanctioned by federal policy and practices designed to decimate families, communities, cultures, and identity

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# Objective 2:  Racism & Systems of Care

## Deeply Rooted Racism Across the Social Ecology

**Intrapersonal / Individual Level**
- Biased beliefs & feelings about other races and ethnicities
- Acceptance of racist biases & stereotypes about one's own group

**Interpersonal / Relationship Level**
- Interactions that express prejudice, bias, bigotry, & hatred such as:
- Racial profiling, microaggressions, racial slurs, discrimination, etc.

**Institutional / Community Level**
- Discriminatory practices, policies, & treatment that result in inequitable outcomes in contexts found in:
- Schools, housing, policing, courts, services, resources, etc.

**Systemic / Societal Level**
- Macro-level systems, social forces, beliefs, & processes that maintain inequities such as:
- Laws, policies, images, history, lack of opportunity

Charlyn Harper Browne, CSSP, 2020

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# Adultification Bias

Perceiving Black, Native, & Latinx children and youth as older, less innocent, and more accountable for their actions than their same age White peers, resulting in unjust treatment of these youth.



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## Examples of Adultification Bias in Systems

### Juvenile Justice

- Black and Latinx boys as young as 10 are more likely to be perceived by law enforcement as older and more culpable for their actions, be seen as guilty, and face police violence if accused of a crime than their White male peers.

  Goff, P. A., et al. (2014). The Essence of innocence: Consequences of dehumanizing Black children. *Journal of Personality and Social Psychology, 106*(4), 526-545.

  Ocen, P. A. (2015). *(E)racing childhood: Examining the racialized construction of childhood & innocence in the treatment of sexually exploited minors.* UCLA Law Review.

- Native youth in state and federal juvenile justice systems are 50% more likely than White youth to receive harsher treatment.

  Youth.Gov. (n.d.). *American Indian and Alaska Native (AI/AN) youth: Juvenile justice.* https://youth.gov/youth-topics/american-indian-alaska-nativeyouth/juvenile-justice

- From arrests to prosecutions, Black girls face more punitive treatment than White girls in the juvenile justice system.

  Rhor, M. (May 15, 2019). Pushed out and punished: One woman's story shows how systems are failing Black girls. *USA Today*.

## Examples of Adultification Bias in Systems, cont'd.

### Education

- Black youth receive harsher penalties and longer out-of-school suspensions for the same misbehavior as their White peers, indicating that stereotypes and implicit biases about Black youth influence school disciplinary decisions.

  National Prevention Science Coalition. (2021, February). *School resource officers and racial disparities in school discipline and juvenile justice referrals.* https://www.npscoalition.org/post/school-resource-officers-and-racial-disparities-in-school-discipline-and-juvenile-justice-referrals

- Although 19% of female preschoolers are Black, they made up 53% of female preschools with one or more out-of-school suspensions. Similarly, Black boys make up 18% of the male preschool enrollment, but 41% of male preschool suspensions.

  Strauss, V. (2020, December 1). *Answer sheet: New federal data shows Black preschoolers still disciplined at far higher rates than Whites.* National Education Policy Center. https://nepc.colorado.edu/blog/new-federal

### Child Welfare

- Black girls are three times more likely than their White peers to be removed from their homes and placed in state custody.

  Epstein, R., Blake, J. J., & Gonzalez, B. T. (2017). *Girlhood interrupted: The erasure of Black girls' childhood.* Georgetown Law Center on Poverty and Inequality.
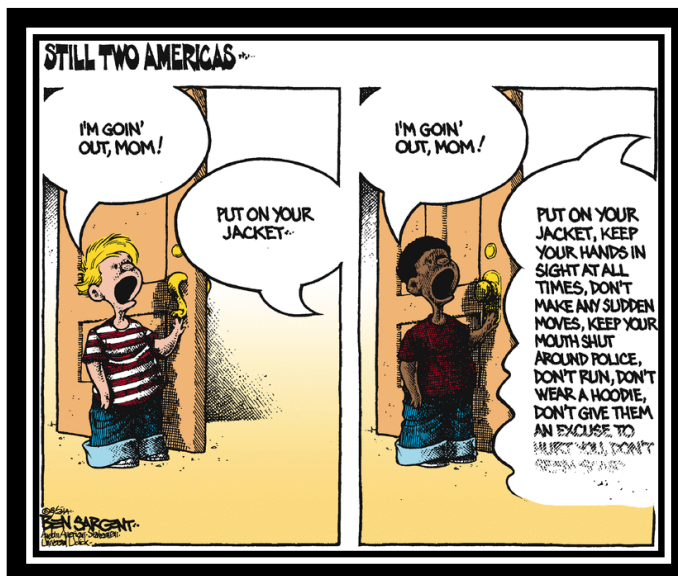
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# Objective 3:  Impact of Racism

## Black & White Youth Experience "American-ness" Differently:

## Chronic Environmental Stress

STILL TWO AMERICAS...

I'M GOIN' OUT, MOM!

PUT ON YOUR JACKET...

I'M GOIN' OUT, MOM!

PUT ON YOUR JACKET, KEEP YOUR HANDS IN SIGHT AT ALL TIMES, DON'T MAKE ANY SUDDEN MOVES, KEEP YOUR MOUTH SHUT AROUND POLICE, DON'T RUN, DON'T WEAR A HOODIE, DON'T GIVE THEM AN EXCUSE TO HURT YOU, DON'T...

BEN SARGENT

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➤ Findings associated with experiencing, witnessing, or being fearful of racism:

- Heightened stress, elevated BP, weakened immune system
- Increased inflammation increased risk of chronic conditions
- Low birth weight; infant mortality
- Anxiety, depression, intrusive thoughts, PTSD
- Diminished sense of hope, motivation, self-confidence, & resilience
- Negative racial identity
- Stereotype threat

**Impact of Racism**

Lewsley, J. (2020, July 28). What are the effects of racism on health and mental health? *Medical News Today.* https://www.medicalnewstoday.com/articles/effects-of-racism

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**Excerpts from the Policy Statement of The American Academy of Pediatrics:**

***The Impact of Racism on Child & Adolescent Health***

*(August 2019)*

"The American Academy of Pediatrics is committed to addressing the factors that affect child and adolescent health with a focus on issues that may leave some children more vulnerable than others."

"Racism is a social determinant of health that has a profound impact on the health status of children, adolescents, emerging adults, and their families. Although progress has been made toward racial equality and equity, the evidence to support the continued negative impact of racism on health and well-being through implicit and explicit biases, institutional structures, and interpersonal relationships is clear."

"By acknowledging the role of racism in child and adolescent health, pediatricians and other pediatric health professionals will be able to proactively engage in strategies to optimize clinical care, workforce development, professional education, systems engagement, and research in a manner designed to reduce the health effects of structural, personally mediated, and internalized racism and improve the health and well-being of all children, adolescents, emerging adults, and their families."

Trent, M., Dooley, D. G., & Dougé, J. (2019, August). The impact of racism on child and adolescent health, *Pediatrics, 144*(2), https://pediatrics.aappublications.org/content/144/2/e20191765.

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# Youth Countering the Impact of Racism

➤ Important to understand how Black, Native, and Latinx youth, families, and communities have worked to counter the impact of racism and oppression.

➤ **Activism—acts of resistance and sociopolitical action—**has been proposed as a mechanism through which youth can strengthen their individual and collective identity, support a positive sense of self, forge community bonds, promote well-being, and heal.

# Objective 4:  Responses  to Trauma

## The Need to Expand Responses to Trauma

➢ Trauma informed care is important, in that it addresses the specific needs of youth who have experienced trauma

➢ But it typically. . .

- Regards trauma as an individual experience rather than a collective one

- Does not address the environmental contexts of the trauma

- Does not address toxic practices, policies, and systems

- Focuses on the treatment of the trauma rather than on promoting well-being
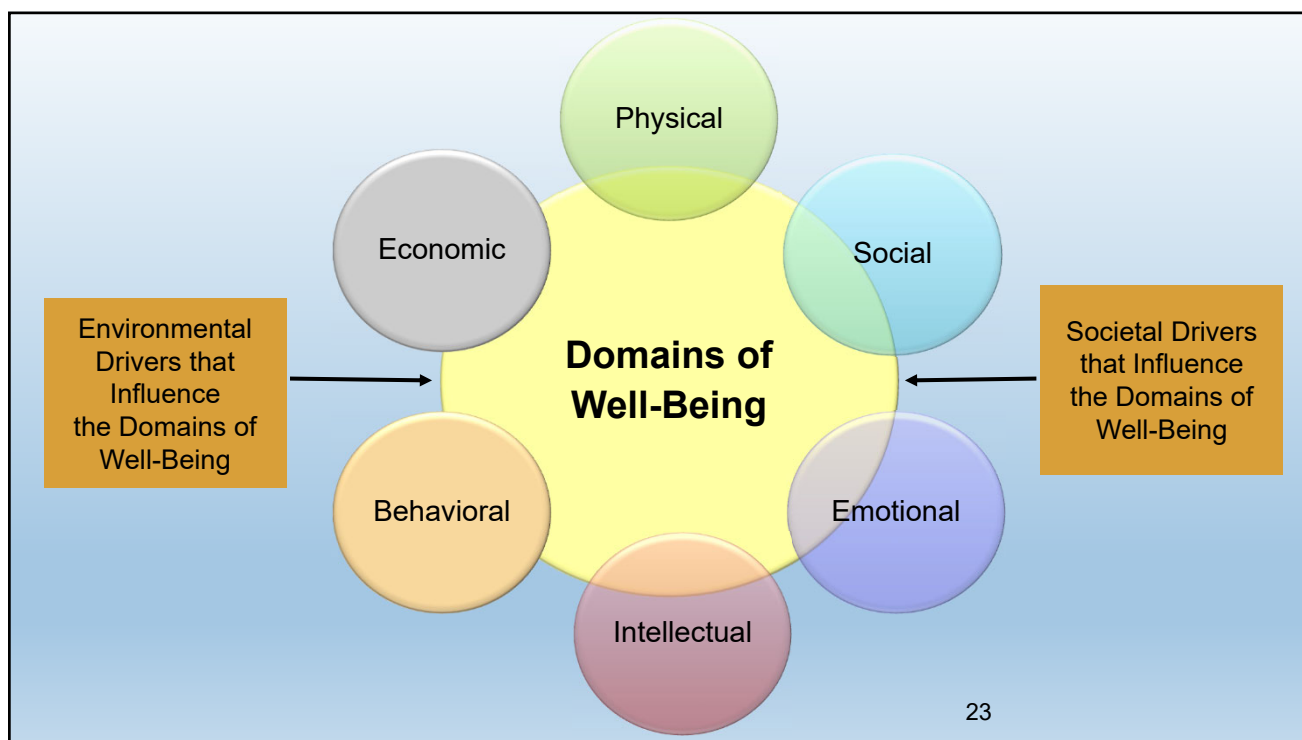
## The Need to Expand Responses to Trauma, cont'd

➤ *"I am more than what happened to me; I am not just my trauma."*

➤ Healing-Centered Engagement[1] Premises

- Youth should not be defined by their harm or trauma
- The reduction of the effects of trauma does not equal well-being
- Address the conditions that created and sustain the trauma
- Culture, spirituality, civic action, and collective healing are key aspects of well-being
- Important to promote a sense of identity, purpose, and direction
- Youth should be agents in fostering their own well-being

[1]Developed by Dr. Shawn Ginwright, Professor of Education in the Africana Studies Department and a Senior Research Associate at San Francisco State University.

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# Objective 5: Domains of Well-Being

## Slide 1

Physical

Economic

Social

Environmental Drivers that Influence the Domains of Well-Being →

**Domains of Well-Being**

Societal Drivers that Influence the Domains of Well-Being

Behavioral

Emotional

Intellectual

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## Slide 2

### ❖ Physical Domain

*The physical domain of well-being focuses on youth's physical growth, development, health, and fitness.*

**To Promote Physical Well-Being, Practitioners Should:**

1. Assess youth's access to resources that address their physical needs
2. Provide electronic or printed information about:
   a. developmental changes, expectations, & milestones
   b. sexual and reproductive health
   c. practicing good hygiene & disease prevention
   d. healthy and adequate nutrition & sleep
   e. engaging in physical activity/exercise given one's unique conditions and circumstances
   f. maintaining a healthy body image & lifestyle
3. Encourage youth to ask questions about growth, development, health, etc., and seek answers from legitimate sources
4. Encourage youth to share knowledge of traditional/cultural healing practices

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## Social Domain

*The social domain of well-being focuses on youth's relationships, group identity, social support, community engagement, and sense of belonging, attachment, & place in society.*

**To Promote Social Well-Being, Practitioners Should:**

1. Assess youth's access to resources that address their social needs
2. Connect youth to a nurturing, stable family or family-like environment and with trusting and meaningful relationships with a caring adult, peers, and entities that give meaning to their life
3. Talk with and listen to youth about differentiating healthy and unhealthy relationships
4. Talk with and listen to youth about their connectedness to their cultural/racial/ethnic group
5. Help youth to engage in activities that demonstrate a concern for and giving of oneself to others
6. Check-in with youth to see if they are being treated fairly; work with youth to take appropriate action in cases of identified inequities

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## Emotional Domain

*The emotional domain of well-being focuses on youth's mental health and wellness, personal growth, and coping skills.*

**To Promote Emotional Well-Being, Practitioners Should:**

1. Assess youth's access to resources that address their emotional needs
2. Provide experiences that are strengths-based, trauma-informed, & healing-centered
3. Provide experiences that enable youth to:
   a. understand that they are more than their trauma
   b. have positive feelings about themselves
   c. manage and express positive and negative emotions
   d. manage stress and function well despite challenges
   e. display character strengths (e.g., gratitude)
   f. find balance in day-to-day living
   g. have a sense of purpose, meaning, hope, and optimism about the future
   h. talk about their sense of racial/ethnic/cultural pride & the challenges they face
   i. ask for help when they need it

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## Intellectual Domain

*The intellectual domain of well-being focuses on youth's cognitive growth, thought processes, problem-solving skills, knowledge, and sense of competence and mastery.*

**To Promote Intellectual Well-Being, Practitioners Should:**

1. Assess youth's access to resources that address their intellectual needs
2. Connect youth to resources that will enable them to:
a. acquire education/training that builds knowledge/skills
b. receive support for unique learning needs
c. use planning, problem-solving/decision-making skills
d. identify and pursue interests (e.g., hobbies & leisure)
e. develop a clear sense of right and wrong
f. set realistic and work to achieve goals
g. feel competent at doing something
3. Encourage youth to learn about and share their family ancestry and cultural knowledge and traditions
4. Talk with youth about their reflections on how their observations and experiences of racism impact their perceptions of self

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## Behavioral Domain

*The behavioral domain of well-being focuses on youth's abilities to have some control over their lives, develop their potential, and engage in actions that support proactive, productive functioning.*

**To Promote Behavioral Well-Being, Practitioners Should:**

1. Assess youth's access to resources that address their behavioral needs
2. Talk with youth about being an agent in fostering their own well-being
3. Provide youth with experiences that will enable them to:
a. envision near and distal future possibilities
b. identify specific action plans to achieve desired selves and avoid undesired selves
c. take responsibility for their actions
d. use effective communication skills
e. engage in healthy risk-taking
f. make safe and constructive life choices
g. acquire knowledge of and exercise their rights
h. exercise some control over their journey to adulthood

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## Economic Domain

*The economic domain of well-being focuses on youth's current and future financial security.*

**To Promote Economic Well-Being, Practitioners Should:**
1. Assess youth's access to resources that address their economic needs
2. Connect youth to resources that will enable them to:
a. have sufficient resources to consistently meet basic needs
b. receive education and training that supports the acquisition of marketable skills
c. gain work experience and employment
d. earn a livable wage and build financial assets
e. develop financial literacy and skills

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## Environmental Drivers

*Environmental drivers focus on the community and organizational contexts, conditions, and circumstances—including interactions with systems of care professionals—in which youth live, learn, work, and play that support their well-being.*

**Examples of Environmental Drivers that Influence Domains of Well-Being:**
1. Availability of and access to:
a. Nutritious and affordable food
b. High quality, affordable, and respectful physical and mental healthcare services
c. Healthy, safe, stable, and predictable material necessities and living conditions
d. Safe, trustful, peaceful, healthy, and inclusive environments that minimize risk of exposure to toxic conditions, experiences, and people
e. Nature
2. Professionals who understand that youth should not be defined by their trauma experiences
3. Service systems experiences that are safe, affirming, developmentally appropriate, strengths-based, trauma-informed, and healing-centered

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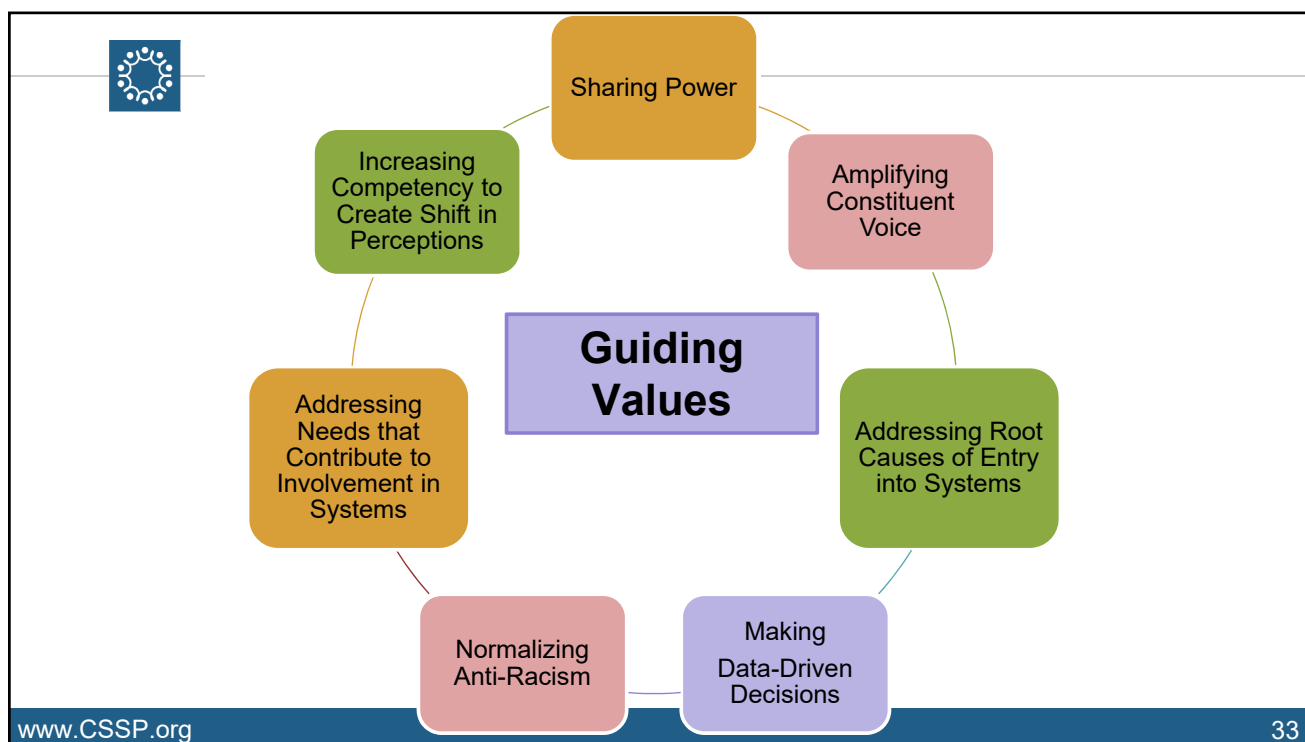
## Societal Drivers

*The societal drivers focus on systemic-level issues that impact youth—including ideology, laws, policies, and practices—that are necessary for the equitable and just treatment of and effective provision of services for Black, Native, and Latinx youth involved in systems of care.*

**Examples of Societal Drivers that Influence Domains of Well-Being:**

1. Institutional and systems policies, programs, and practices that identify, address, reduce, and prevent racial and ethnic inequitable treatment and outcomes
2. Strengths-based, trauma-informed, healing & well-being strategies across systems
3. Systems responses to Black, Native, & Latinx youth that are equitable, safe, culturally & linguistically responsive
4. Data collection systems that are disaggregated by race and ethnicity
5. Ongoing training/coaching on key topics such as the social determinants of health and the ways in which historical and contemporary racism and oppression shape the populations they serve
6. Using data to counter the dominant racist perspectives and narratives about Black, Native, and Latinx youth
7. Recruiting and hiring a diverse workforce at all levels of the system

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# Objective 6:  Values and Strategies

## Guiding Values

- Sharing Power
- Amplifying Constituent Voice
- Addressing Root Causes of Entry into Systems
- Making Data-Driven Decisions
- Normalizing Anti-Racism
- Addressing Needs that Contribute to Involvement in Systems
- Increasing Competency to Create Shift in Perceptions

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## Normalizing Anti-Racism

Anti-racism is a commitment to ongoing learning and long-term transformation

Anti-racism must be a *core value* and involve intentional, meaningful actions

Examine the historical roots and contemporary manifestations of racism, in general and in context

Identify the racist roots of various policies

Develop transformative policies and procedures that will lead to sustainable change

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## CSSP's Anti-Racist Intersectional Frame

Recognizes the social effects of racism

1. Considers the intersections of all forms of oppression

1. Calls out White supremacy and White privilege

Appreciates the human experience holistically

1. Takes a critical approach to the development of racial identity, specifically of Blackness and Whiteness

1. Questions the motivations of traditional institutions

1. Rejects explanations of behaviors and outcomes that rely on stereotypes or blame individuals for system failures

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## Strategies for Improving Youth's Outcomes

Individual Level ~

Professionals

who:

- Examine their biases and how bias may be influencing their attitudes toward and treatment of Black, Native, and Latinx youth

- Understand how systemic and institutional racism operate throughout society and within systems of care, the impacts on Black, Native, and Latinx youth, and how their practices should be guided by this understanding

- Understand adolescent brain development and provide services that are developmentally appropriate

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## Strategies for Improving Youth's Outcomes

**Interpersonal**

**Level**

- Perceive and treat Black, Native, and Latinx youth in developmentally appropriate, competent, and respectful ways

- Can navigate and eliminate the barriers to well-being that Black, Native, and Latinx youth face

- Appreciate youth's roles as emerging community leaders and create pathways for youth advocacy, influence, shared decision-making, and power

- Build authentic partnerships between youth, families, and systems of care professionals

- Encourage, have respect for, value, and elevate youth, parent, and community voice and choice

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## Strategies for Improving Youth's Outcomes

**Institutional**

**Level**

- Addressing each youth's unique, identified needs

- Safe, trustful, peaceful, healthy, and inclusive environments that minimize risk of exposure to toxic conditions, experiences, and people

- Service systems experiences that are safe, equitable, developmentally appropriate, culturally and linguistically responsive, trauma-informed, and healing-centered

- Opportunities, activities, and experiences that promote community/civic engagement and volunteerism

- Institutional policies, programs, and practices that identify, address, reduce, and ultimately prevent racial and ethnic inequitable treatment and outcomes

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## Strategies for Improving Youth's Outcomes

Systemic

Level

- Dismantling macro-level ideology, values, norms, laws, policies, and practices that are incompatible with well-being and contribute to youth's trauma

- Committing to an ideology of anti-racism at all levels of systems of care

- Ensuring systems are integrating communities of color into research in unbiased ways and developing data collection systems that provide accurate information that are disaggregated by race and ethnicity

- Strengthening meaningful and effective interagency and cross-systems alignment and collaboration

- Ensuring the equitable distribution of resources and opportunities across culturally and economically diverse communities

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## Questions and Comments

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