

# NOT ALL WOUNDS ARE VISIBLE

A Community Conversation for All About  
Mental Health, Racism and Racial Trauma



**Part II:  
Supporting  
Children  
and  
Families**



**COVID-19 RESPONSE**



## Today's Speaker



**Brittany Patterson, Ph.D.** is an Assistant Professor at the UM School of Medicine, Center for School Mental Health (CSMH).

- Dr. Patterson has served in schools for nearly a decade in various capacities, including her most recent role as a community-partnered school mental health clinician in Baltimore City Schools. She has provided training for administrators, educators, school police officers and student support staff on the impact of trauma on learning, secondary traumatic stress, and evidence-based mental health interventions for trauma-exposed youth.



## Today's Speaker



**Dana Cunningham, Ph.D.** is a licensed clinical psychologist and a Faculty Consultant at the National Center for School Mental Health, University of Maryland School of Medicine, Division of Child and Adolescent Psychiatry.

- Since 2006, Dr. Cunningham has been the Director of the Prince George's School Mental Health Initiative (PGSMHI) that provides intensive school-based counseling and support services to students in special education in Prince George's County Public Schools.
- Dr. Cunningham has extensive experience providing direct clinical service in urban school districts and frequently provides training, technical assistance, and consultation to local and state-level education and mental health agencies.



## Today's Speaker



**Sharon A. Hoover, Ph.D.** is a licensed clinical psychologist and an Associate Professor at the University of Maryland School of Medicine, Division of Child and Adolescent Psychiatry, Co-Director of the National Center for School Mental Health (NCSMH, [www.schoolmentalhealth.org](http://www.schoolmentalhealth.org)), and Director of the Center for Safe Supportive Schools (CS3). Creating safe, supportive and resilient schools has been a major emphasis of Dr. Hoover's research, education and clinical work.

- Dr. Hoover served as a psychologist in Baltimore City schools for several years, and most recently has been working with local, state, and national schools and districts to support students and families during COVID-19.



“This presentation will provide general wellness information and tips, and is not intended as a substitute for medical advice. Please contact your health care provider for specific guidance or recommendations. Additional resources are available at <https://www.umms.org/coronavirus>.”



- Mental health impact of COVID-19 on Children and Families
- Impact of Racism on Children
- Talking with Children about Race and Racism
- Coping Strategies and Resources about Racism for Children and Families



**Sensitive  
Content**



# Mental health impact of COVID-19 on Children and Families



**What are the biggest mental health concerns related to COVID you are seeing in children?**



## COVID-19

### Impact on mental health





### What Kids Need (age doesn't matter)

- To feel loved and protected
- To understand
- To know their feelings
- To feel capable



# Staying “SAFE”



## Social

call friends, play games with family



## Active

dance, walk/run/ride bikes, do YouTube exercises



## Fun

choose an activity you enjoy- read, puzzles, board games



## Effortful

chores, schoolwork, make dinner, clean



## Review

What are the biggest mental health concerns related to COVID you are seeing in children?



# Impact of Racism on Children



## Audience Question

What have been some of the emotions children are expressing related to recent violent events and the increased focus on social justice?



# Impact of Racism on Children

## Mental Health

- Anxiety
- Low self-esteem
- Guilt/shame
- Depression
- Post traumatic stress disorder (PTSD)

## Racial Trauma

- Cumulative effects of racism and discrimination
  - African American
  - Indigenous
  - Latinx
  - Asian Americans



## Education

- Over-representation in special education
- Under-representation in gifted and talented programs
- Disproportionate disciplinary referrals

## Health

- Diminished access and quality of care
- Heart disease
- Diabetes
- Shorter life span

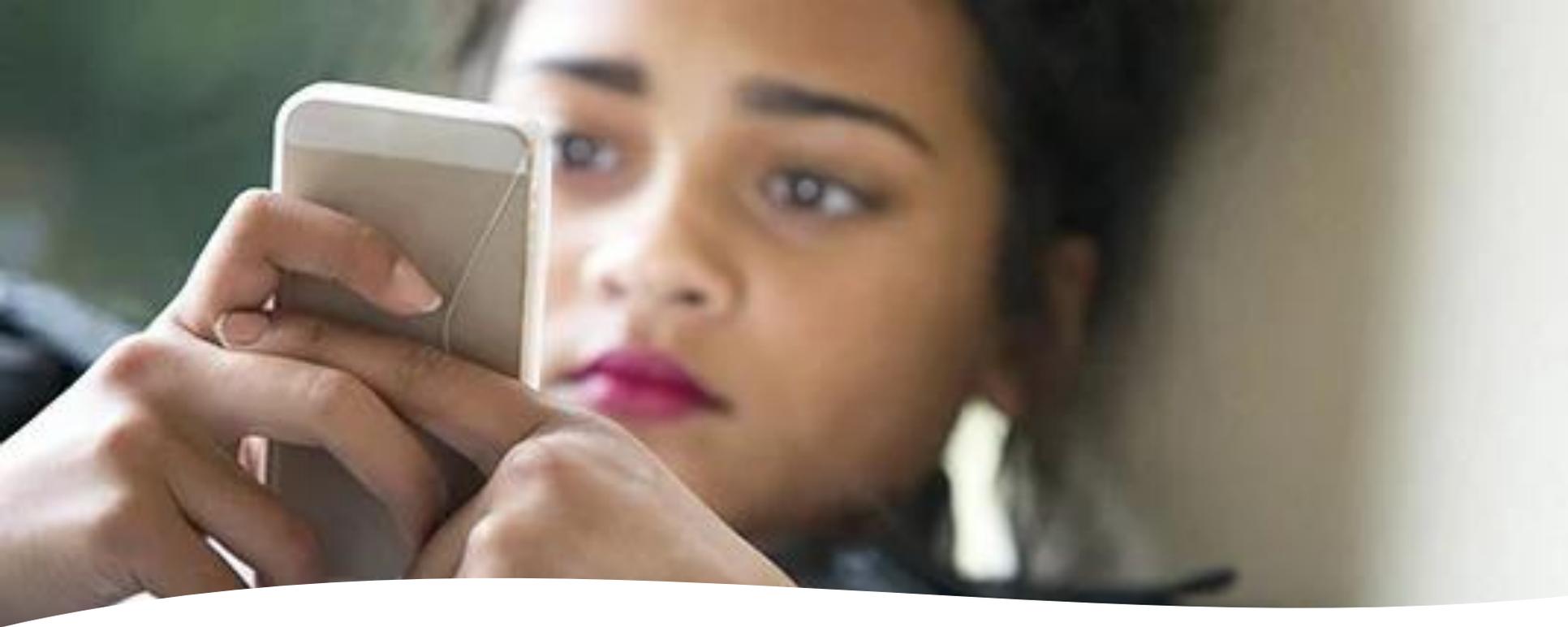
## Economic

- Over-representation in undervalued positions
- Disparate pay
- Generational wealth
- 171K (white): 17K (black)

## Criminal/Juvenile Justice

- Over-representation in JJ
- Over-representation in Prison
- Longer prison terms





## Impact of Current Events on Children

- Black murders
- Police brutality
- Social justice and uprising



## Review

What have been some of the emotions children are expressing related to recent violent events and the increased focus on social justice?



# Talking with Children about Race and Racism



**What ideas or concerns do you have about talking with your children about race and racism?**



# They're not too young to talk about race!



0

1

2

3

4

5

6+

At birth, babies look equally at faces of all races. At 3 months, babies look more at faces that match the race of their caregivers. (Kelly et al. 2005)

Children as young as two years use race to reason about people's behaviors. (Hirschfeld, 2008)

By 30 months, most children use race to choose playmates. (Katz & Kofkin, 1997)

Expressions of racial prejudice often peak at ages 4 and 5. (Aboud, 2008)

By five, Black and Latinx children in research settings show no preference toward their own groups compared to Whites; White children at this age remain strongly biased in favor of whiteness. (Dunham et al, 2008)

By kindergarten, children show many of the same racial attitudes that adults in our culture hold—they have already learned to associate some groups with higher status than others. (Kinzler, 2016)

Explicit conversations with 5–7 year olds about interracial friendship can dramatically improve their racial attitudes in as little as a single week. (Bronson & Merryman, 2009)

Young children notice and think about race. Adults often worry that talking about race will encourage racial bias in children, but the opposite is true. **Silence about race reinforces racism** by letting children draw their own conclusions based on what they see. Teachers and families can play a powerful role in helping children of all ages develop positive attitudes about race and diversity and skills to promote a more just future—but only if we talk about it!

**Do some learning of your own** to get ready for conversations with children. Here are some good places to seek *information* and *training*:

- Teaching Tolerance — [tolerance.org](http://tolerance.org)
- Raising Race Conscious Children — [raceconscious.org](http://raceconscious.org)
- Embrace Race — [embracerace.org](http://embracerace.org)
- Teaching for Change — [teachingforchange.org](http://teachingforchange.org)
- AORTA Cooperative — [aorta.coop](http://aorta.coop)
- Fortify Community Health (CA) — [fortifycommunityhealth@gmail.com](mailto:fortifycommunityhealth@gmail.com)
- Delaware Valley Assoc. for the Education of Young Children (PA) — [dvaevc.org](http://dvaevc.org)



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[childrenscommunityschool.org](http://childrenscommunityschool.org)



# General Principles for Talking with Children

- Self-love
- Acceptance of others
- Awareness that racism and discrimination exists
- Coping strategies



# Steps to helping children become thoughtful, informed and brave about race

- Make space for your child's respectful curiosity.
- Choose diversity.
- Learn about and respect others.
- Tell stories of resistance, resilience, and joy.

<https://www.embracerace.org/resources/16-ways-to-help-children-become-thoughtful-informed-and-brave-about-race>



## Racial Socialization: Talking with Black Children about Race

- “Your difference is a gift.”
- Racism/ Inequalities exist (but don’t over-emphasize inequalities)
- Equality
- Affirm their self-worth
- Approach it (Don’t avoid “the talk”)
  - Unfortunate but necessary conversation
  - What would you do if you experienced discrimination (you weren’t treated fairly)?
  - How would you manage your feelings if someone used a racial slur toward you?
  - What would you do if you overheard someone making a racist comment to someone else?

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## Instilling Racial and Ethnic Pride

- Discuss resistance to oppression
- Share stories about surviving and thriving
- Share stories about the accomplishments that Blacks and POC have made to society
- Read books/Watch movies about Black protagonists
- Provide constant affirmations about their culture
- Have continued discussions



## Raising Anti-Racist Children

- Begin discussing race and racial differences at an early age
- Acknowledge that white privilege, bias, and racism exists
- Make sure they have positive experiences and exposure to diverse groups of children
- Help them think critically about how to recognize racism/bias/stereotypes
- Discuss how to respond if they observe racism/discrimination
- Share stories of Black allies
- Approach (don't avoid the tough conversations)
- Make it a mission – not a moment



Developed by: Andrew Ibrahim, MD

## **Raise Equity N.E.R.D.S.** (Dr. Kira Banks)

**N** – Name It

**E** – Educate Yourself

**R** – Reframe

**D** – Dream up solutions

**S** – Smallest possible step



## Review

**What ideas or concerns do you have about talking with your children about race and racism?**



# Coping Strategies and Resources about Racism for Children and Families



What are you doing to help children cope?

# Supporting your children

Validate their feelings

Don't avoid talking about it

Be clear, direct and factual

- Even with young children, use clear language
- Emphasize that racial violence is wrong
- Talk about history

Encourage questions and don't worry if you can't answer them

Try to be calm, but don't hide your emotions

Rely on your support system

Keep the conversation open

Explore resources



## Supporting Youth Activism

1. Question your own assumptions
2. Be ready to learn
3. Offer resources
4. Provide institutional memory and continuity
5. Offer supportive labor
6. Don't talk too much or take the lead (check yourself)
7. Connect them to each other

<https://www.embracerace.org/resources/7-ways-to-support-the-young-activists-in-your-life>





## **Resources to Support Black Children and Families**

### **Racial Stress and Self-Care: Parent Tip Tool:**

<https://www.apa.org/res/parent-resources/racial-stress-tool-kit.pdf>

### **The Four Bodies: A Holistic Toolkit for Coping with Racial Trauma:** <http://medium.com>

### **Family Care, Community Care and Self-Care Tool Kit Emotional Emancipation Circles**

<https://www.communityhealingnet.org/resources/>

### **Racial Trauma Toolkit: Institute for the Study and Promotion of Race and Culture -** <https://www.bc.edu/content/bc-web/schools/lynch-school/sites/isprc/isprc-advisory-board.html>

### **Black Emotional and Mental Health Collective**

<https://www.beam.community/>

**Racism and Violence: How to Help Kids Handle the News:** From the Child Mind Institute, this guide steps those who interact with children through how to validate feelings, talk about race and racism, work through tough questions, and more.

**Countering COVID-19 (Coronavirus) Stigma and Racism: Tips for Parents and Caregivers:** The NASP resource provides tips for parents and caregivers on countering COVID-related racism.

**Elmo's Dad Louie Explains Racism and the Power of Protesting:** NBC's Today Show shares and discusses the Sesame Street clip where Elmo discusses protests and racism with his father, Louie.

**Teaching Tolerance** is an organization whose mission is "to help teachers and schools educate children and youth to be active participants in a diverse democracy." Their website features resources to support teaching about Black Lives Matters, Race, Racism, Police Violence, and much more.

**Creating the Space to Talk About Race in Your School:** The National Education Association's EdJustice developed a guide with tools and resources to discuss race and equity in schools

**EmbraceRace.** Provide tools and resources to facilitate discussions about race and racial justice with children



## Resources continued

From the Center for Racial Justice in Education: [Resources for Talking About Race, Racism and Racialized Violence With Kids](#)

From We Need Diverse Books: [Resources for Race, Equity, Anti-Racism and Inclusion](#) list of organizations and curated reading lists on diversity, race, and anti-racism, inclusion, and equity

[From the Anti-Defamation League: Teaching About Racism, Violence, and the Criminal Justice System](#)

[Talking to Kids About Racism and Justice: A List for Parents, Caregiver, & Educators](#): The Oakland Library developed a curated list of books, articles, videos, websites, and more, broken down by age range to assist adults in discussions of racism and justice with children.



## Review

What are you doing to help children cope?



# Questions & Answers (Reflection)



**Call Our Free 24/7  
NURSE CALL LINE  
1-888-713-0711**

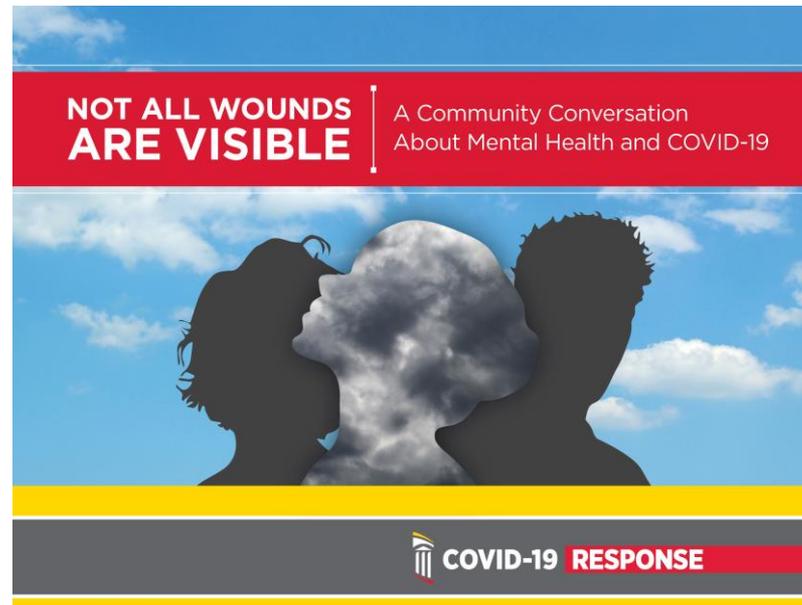


Find resources online at  
**[umms.org/coronavirus](https://umms.org/coronavirus)**



*A recording of this webinar can be found in 48 hours at:*

*<https://www.umms.org/notallwounds>*





**Thank you!**

**COVID-19 RESPONSE**