Historical Race Based Trauma:
An Intergenerational Model

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This Presentation…….

- Explores the legacies of historical trauma and their impact on racial disparities and how working to resolve the legacies could be a pathway to closing the gaps

In 2019....How DO We Explain Persistent Racial Disparities in

- Number of children in poverty
- Preschool children not in school
- 4th grade reading levels
- 8th grade reading
- High School graduation rates

FIGURE 4

National Key Indicators by Race and Hispanic Origin

ECONOMIC WELL-BEING		National Average	African American	American Indian	Asian and Pacific Islander	Hispanic	Non-Hispanic White	Two or More Races
Children in poverty	2012	23%	40%	37%	15%	34%	14%	24%
Children whose parents lack secure employment	2012	31%	49%	49%	22%	38%	24%	36%
Children living in households with a high housing cost burden	2012	38%	51%	35%	38%	50%	29%	40%
Teens not in school and not working	2012	8%	12%	16%	4%	10%	6%	8%

EDUCATION		National Average	African American	American Indian	Asian and Pacific Islander	Hispanic	Non-Hispanic White	Two or More Races
Children not attending preschool	2010–12	54%	51%	59%	48%	63%	51%	53%
Fourth graders not proficient in reading	2013	66%	83%*	78%*	49%*	81%	55%	61%*
Eighth graders not proficient in math	2013	66%	86%*	79%*	40%*	79%	56%	63%*
High school students not graduating on time	2011/12	19%	32%*	32%*	7%*	24%	15%	N.A.

HEALTH		National Average	African American	American Indian	Asian and Pacific Islander	Hispanic	Non-Hispanic White	Two or More Races
Low-birthweight babies	2012	8.0%	12.8%	7.6%	8.2%	7.0%	7.0%	N.A.
Children without health insurance	2012	7%	6%	16%	7%	12%	5%	6%
Child and teen deaths per 100,000	2010	26	36	30	14	21	25	N.A.
Teens who abuse alcohol or drugs	2012	6%	4%*	8%*	2%*+	7%	6%	8%

FAMILY AND COMMUNITY		National Average	African American	American Indian	Asian and Pacific Islander	Hispanic	Non-Hispanic White	Two or More Races
Children in single-parent families	2012	35%	67%	53%	17%	42%	25%	43%
Children in families where the household head lacks a high school diploma	2012	15%	14%	20%	12%	36%	6%	10%
Children living in high-poverty areas	2008–12	13%	30%	28%	7%	23%	4%	11%
Teen births per 1,000	2012	29	44	35	10	46	20	N.A.

*Data are for non-Hispanics.   +Data results do not include Native Hawaiians/Pacific Islanders.   N.A. Data not available.

What Don't We Know and Why Don't We Know it?
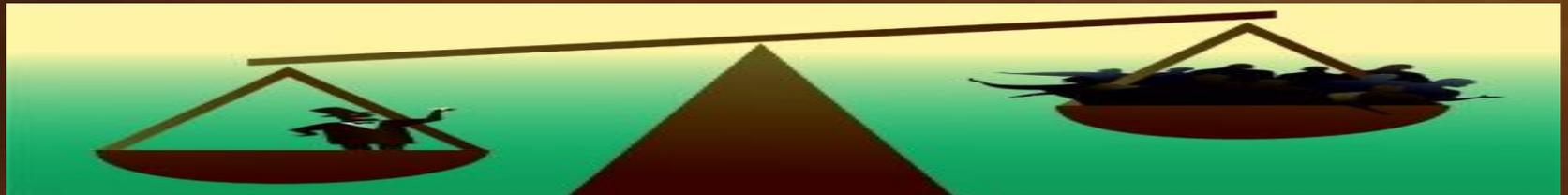
- History and it's impact on inequity

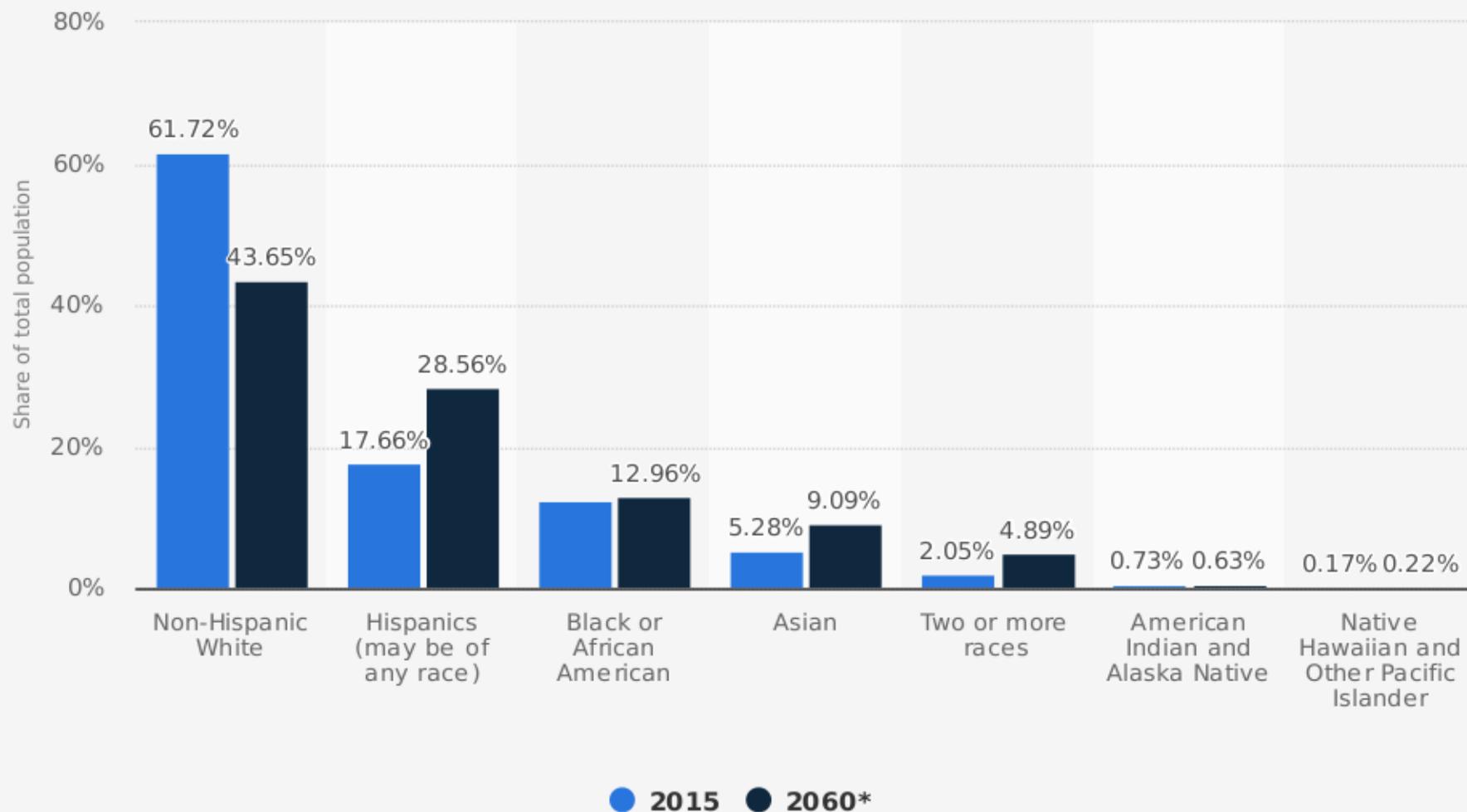- Invisibility of Whiteness as a Culture and Construct and how it impacts nonwhites

……..which

- Results in Perpetuation of Institutional and Structural Inequity and lack of cultural attunement

Percentage distribution of population in the United States in 2015 and 2060, by race and Hispanic origin

Share of total population

Category	2015	2060*
Non-Hispanic White	61.72%	43.65%
Hispanics (may be of any race)	17.66%	28.56%
Black or African American	12.96%	
Asian	5.28%	9.09%
Two or more races	2.05%	4.89%
American Indian and Alaska Native	0.73%	0.63%
Native Hawaiian and Other Pacific Islander	0.17%	0.22%

● 2015 ● 2060*

We The People

From the beginning of the English arrival on the eastern seaboard of what we now call the USA we have been arguing passionately about what it means to exclude and or include various groups of people as well as what it means to have unity and diversity. (Healy & O'Brien, 2015)

Because this issue has never been settled......the debate goes on!

Naturalization Law of 1790

- First Law of the Congress outlining who could be eligible for citizenship
  - White people of good character
  - 3/5 compromise (completed
  - Indian not taxed

- https://youtu.be/Yr94F9GvCwg

How Did We Get Here??

Let's Start with a Discussion of how racial minorities were created in America…………

Contact Theories: A Sociological Perspective

- The Noel Hypothesis....*if two or more groups come together in a contact situation characterized by ethnocentrism, competition, and a differential in power, then some form of racial or ethnic stratification will result.*

Characteristics of Contact Situation

- Ethnocentrism ➡️ Who to Dominate

- Competition ➡️ Why Dominate

- Power Differential ➡️ How to Dominate

Results in Ethnic/Racial Stratification
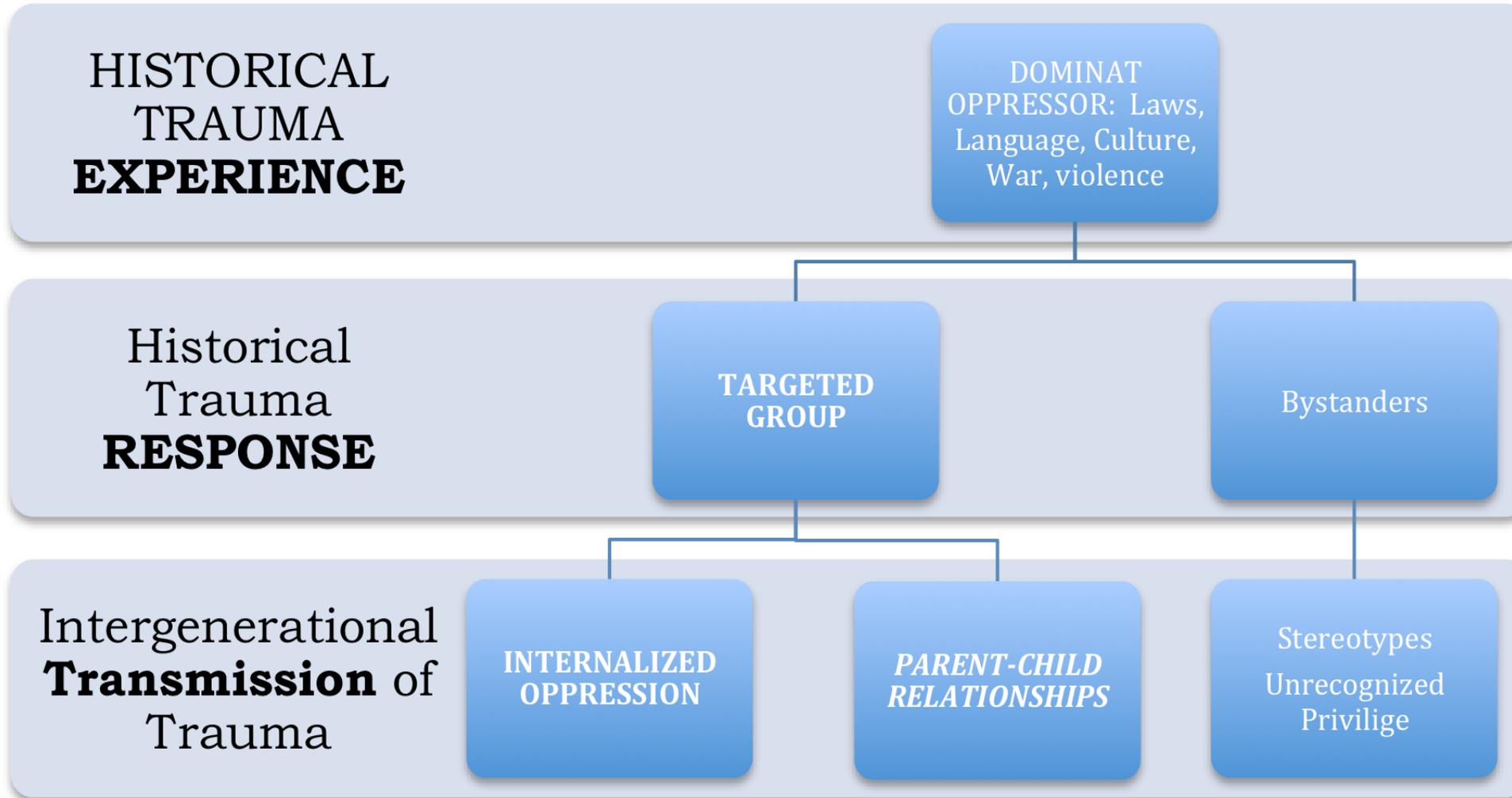
Contact Theories: A Sociological Perspective

- *The Blauner Hypothesis...minorities groups created by colonization and enslavement will experience more intense prejudice, racism and discrimination than those created by immigration. Furthermore the disadvantaged status of colonized and enslaved groups will persist longer and be more difficult to overcome than the disadvantaged status faced by groups created by immigration. (Robert Blauner, 1972)*

The Nature of the Contact Creates Historic Trauma

Universal Constructs of Historical Trauma (M. M. Sotero 2006)

HISTORICAL TRAUMA **EXPERIENCE**

DOMINAT OPPRESSOR: Laws, Language, Culture, War, violence

Historical Trauma **RESPONSE**

TARGETED GROUP

Bystanders

Intergenerational **Transmission** of Trauma

INTERNALIZED OPPRESSION

PARENT-CHILD RELATIONSHIPS

Stereotypes Unrecognized Privilige

Historical Trauma Theory Explained
4 Assumptions......(Sotero 2006)

- Mass trauma is deliberately and systematically inflicted on a targeted population by a subjugating majority population

- Trauma is not limited to a single catastrophic event, but continues over an extended period of time

- Traumatic events reverberate throughout the population, creating a universal experience of trauma and,

- The magnitude of trauma experience derails the population from its natural projected historical course, resulting in a legacy of physical, psychological social and economic disparities that persist across generations….

Examples of Historical Trauma on Targeted Populations

- Hundreds of years of enslavement of African Americans for free labor

- Native American historical losses of population, land, family and culture.

- Exploitation of Mexican Americans for cheap labor

Internal Working Model (Bowlby, 1969)

- This working model is a cognitive framework comprising mental representations for understanding the world, self and others. A person's interaction with others is guided by memories and expectations from their internal model which influence and help evaluate their contact with others.

Primary Care's Behavior Towards Child

⬇

Child's "Working Model" of Itself

Intergenerational Transmission of Trauma

- "The traumatic events suffered during previous generations creates a pathway that results in the current generation being at increase risk of experiencing mental and physical distress"

- (Big Foot & Braden, 2007)

Historical Legacy of Trauma

Implicit Bias

Internalized Oppression

Stereotypes

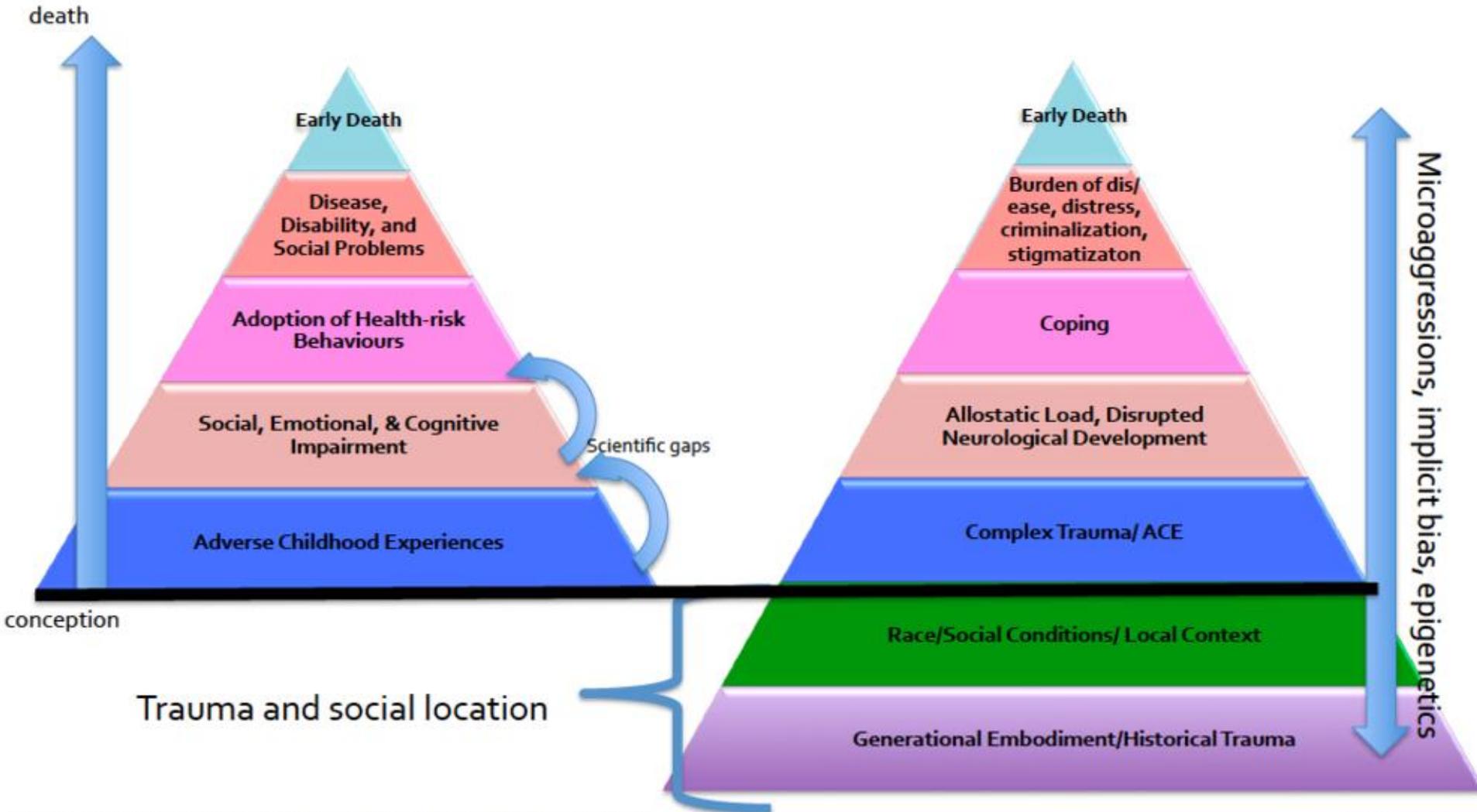Institutional and Structural Racism

The Legacy of Historical Trauma

- Implicit Bias….unconscious automatic prejudicial judgement. (Stanford Encyclopedia of Philosophy)

- Internalized Oppression…targeted population turning negative societal messages inward. (Pyles 2014)

- Stereotypes….generalization and oversimplification of a ethnic groups or race's traits.

- Institutional Racism……discrimination based on social caste systems occurring in an organization or institution.

- Structural Racism…..disadvantage to a targeted group that is imbedded in social, economic and political systems.

Trauma and Social Location

Adverse Childhood Experiences*

Historical Trauma/Embodiment

death

conception

Early Death

Disease, Disability, and Social Problems

Adoption of Health-risk Behaviours

Social, Emotional, & Cognitive Impairment

Adverse Childhood Experiences

Scientific gaps

Early Death

Burden of dis/ease, distress, criminalization, stigmatizaton

Coping

Allostatic Load, Disrupted Neurological Development

Complex Trauma/ ACE

Race/Social Conditions/ Local Context

Generational Embodiment/Historical Trauma

Microaggressions, implicit bias, epigenetics

Trauma and social location

*http://www.cdc.gov/violenceprevention/acestudy/pyramid.html

RYSE 2015

Who is Being Expelled from Preschools and Why?
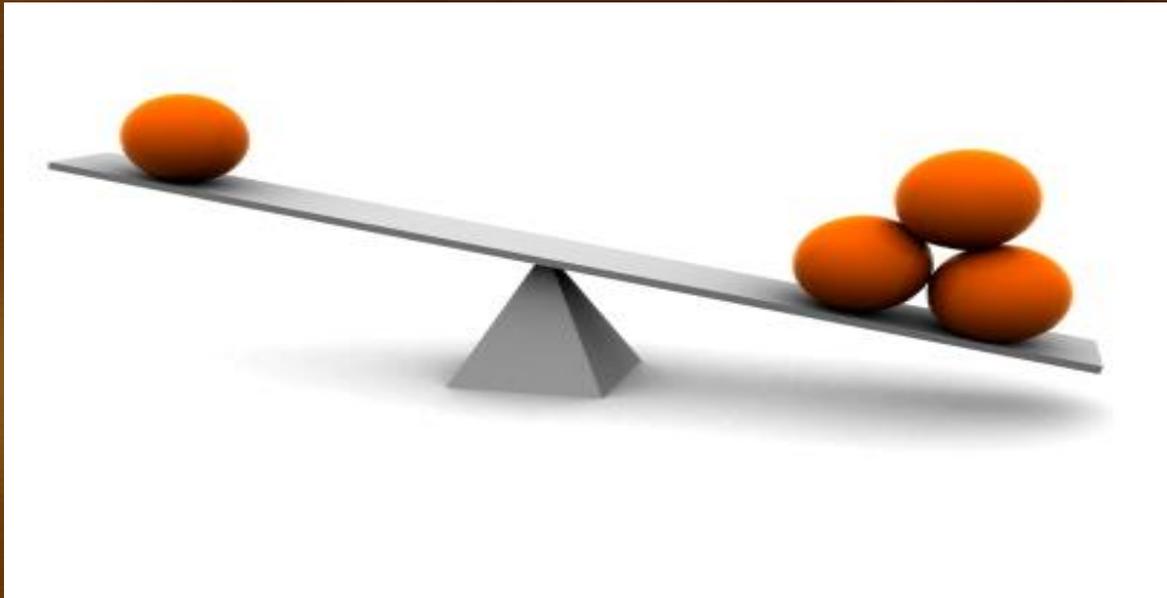
- https://youtu.be/EQqAQgBwJxY

- **Walter Gilliam, Ph.D**
- Director of the Edward Zigler Center in Child Development and Social Policy, Yale School of Medicine

Internalized Racial Oppression

- Two Components
  - Internalized Racial Inferiority (IRI)
  - Internalized Racial Superiority (IRS)

  Both intergenerationally transmitted

Doll Test

- https://youtu.be/PZryE2bqwdk

- Clark Doll Experiments, Dr. Kenneth and Mamie Clark

Some Manifestations Of IRI…People's Institute for Survival and Beyond

- Assimilation
- Denial
- Shame
- mimicry
- Exaggerated Visibility
- Colorism
- Distancing
- Protectionism
- Nothing to Lose
- Self Destruction
- Anger….Rage…Violence

Some Manifestations of IRS…People's Institute for Survival and Beyond

- Denial

- Rationalization

- Everything to Lose

- Tinkering

- Ethnocentrism

- Tokenism

- Tolerance

- Arrogance

- Silence

- Distancing

Puase......Sotp!!!!!!

- **Waht is yuor barin tleling yuo rghit now!!!**

When We View Disparities Through a Lens of Historical Trauma

- We don't blame the victim…..

- We don't "pathologize" behaviors of the targeted groups just because we don't understand behaviors that may differ from the behavior of the majority group……

- We don't impose the majority population's solutions on marginalized communities and assume they are a "good fit"…….

- We remember that some of the "problems" we see in marginalized communities are a direct adaptive response to the oppression and exploitation imposed by the majority community……

- We work with targeted groups from a strengths perspective and seek to understand their cultural and intuitive wisdom….

- We Partner with marginalized cultures to solve problems instead of paternalistically thinking we know or have the answer to their problems….

Creating Equitable Opportunities
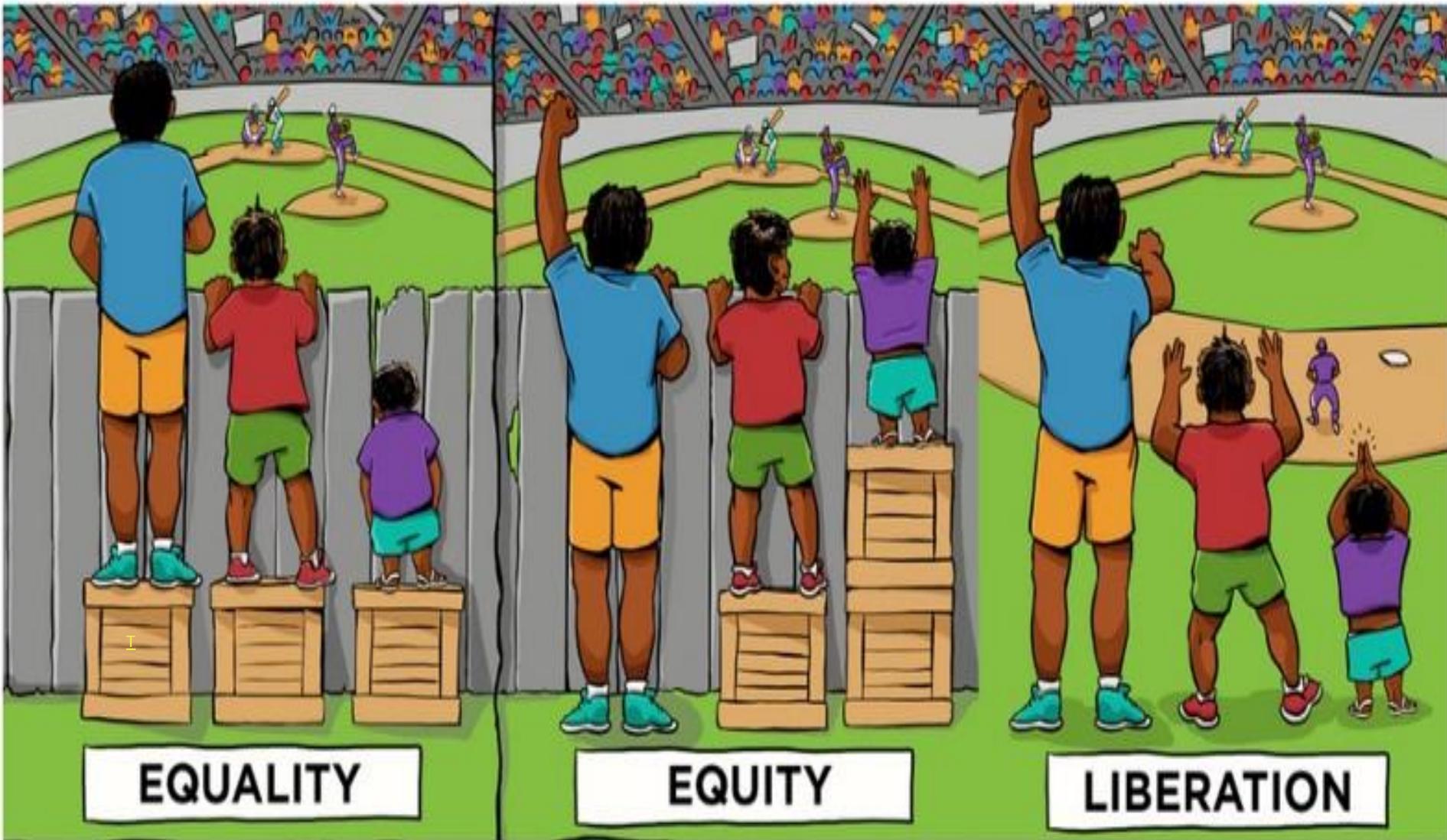
Race and Equity Inclusion Action Guide…The Annie Casey Foundation

- Establish an Understanding of Race Equity and Inclusion Principles

- Engage Affected Populations and Stakeholders

- Gather and Analyze Disaggregated Data

- Conduct Systems Analysis of Root Causes of Inequities

- Identify Strategies and Target Resources To Address Root Causes Of Inequities

- Step 6 Conduct Race Equity Impact Assessment For All Policies and Decision Making

- Continuously Evaluate Effectiveness and Adapt Strategies

Engagement Process

- Involve clients and stakeholders in the decision making process

- Know and understand your clients.... needs, desires, dreams and aspirations

- Know and understand if and how your clients are currently getting their needs met

- Know if the clients value the products/services/approach you provide...culturally etc.

- Know your organization and how it gets in the way of serving clients.

DISCUSSION

Question

- How relevant is this subject matter to the work you do with children and families???

Let's Explore Next Steps

Gallery Walk Instructions

- Each table has been given one piece of newsprint and a few markers and stickers

- On the newsprint record the answer to the following questions

- Post your responses on the walls as instructed

- Walk and review newsprint of other teams and feel free to highlight ideas you like or add additional ideas that you think the team should have considered or just note ideas that you think were great or fantastic

- We will ask a few teams to volunteer to share their ideas with the entire group

Gallery Walk Questions

What can we do as individuals to get clear about the problem of inequity?

How can you use this work/model as a tool in your work with children and families?

What can the organizations we are connected to do to get clarity around the problem of inequity?

How can we collaborate as a community to create equity?

In Closing......

- Remember that If we want to live in a just society it will take hard work and sacrifice, not from some of us but from all of us!