

Welcome to **THE TRAINING WILL BEGIN SHORTLY**
 HISTORICAL TRAUMA IN CALIFORNIA *While you're waiting...*

Traducción al español comenzará pronto

? *Icebreaker Question (answer in the chat)*
 Introduce yourself and tell us if you've attended a previous CalTrin training!

🏆 *Survey & Certificate of Completion*
 Available following the training.

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SPANISH TRANSLATION AVAILABLE!
TRADUCCIÓN AL ESPAÑOL DISPONIBLE!

Today's session will be in both English and Spanish.
La conversación de hoy será en español y inglés

Click the "Interpretation" icon in your toolbar, select "Spanish"

Seleccione el icono "Interpretation" de las opciones debajo de su pantalla. Elige la opción "Spanish"




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Hi, We're CalTrin!

Who we are

- The California Training Institute
- Funded by the State of California, Dept. of Social Services, Office of Child Abuse Prevention (OCAP) to support child abuse prevention through professional development and extended learning opportunities.
- Designed for staff of family strengthening and child abuse prevention organizations in California, including Family Resource Centers, Child Abuse Prevention Councils, community-based organizations, and other child and family serving systems.

What we offer

- Live webinars & small group training
- Virtual, self-paced courses
- Job aids & other resources



This training was made possible with funding from the California Department of Social Services, Office of Child Abuse Prevention. Any opinions, findings, conclusions, and/or recommendations expressed are those of the CIBIC/CalTrin and do not necessarily reflect the views of the California Department of Social Services.

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UPCOMING TRAININGS

mark your calendars!

Visit caltrin.org to view and register for upcoming webinars or workshops


 2/15 Identifying Drug-Endangered Children	 2/28 Neglect: What are We Really Talking About?
 2/15 Protective Factor: Parental Resilience	 3/14 Effective Feedback

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Before We Begin...



DURING		AFTER
		
Access the notetaking slides now! They can be found in the chat.	Review interactive features for today's session. Locate the controls on the toolbar at the bottom of your screen.	Complete the survey at the end of this webinar to receive your Certificate of Attendance.
		
This presentation is being recorded.		A follow-up email will be sent to all participants within two days.

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HISTORICAL TRAUMA IN CALIFORNIA

Presenter: **Ingrid L. Cockhren, M.Ed.**

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CALTRIN
California Training Institute

Speaker SPOTLIGHT

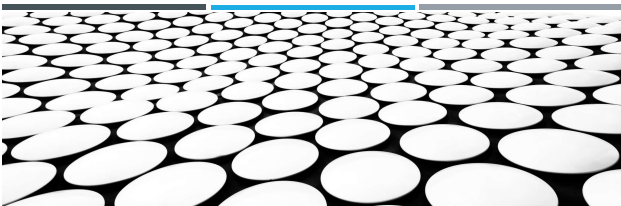


- CEO, PACEs Connection Training & Leadership Development for Global Corporation
- Experience includes juvenile justice, family counseling, early childhood education, and community education
- Adjunct professor at Tennessee State University

Ingrid L. Cockhren, M.Ed.

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HEALING HISTORICAL TRAUMA IN CALIFORNIA

INGRID L. COCKHREN, M.ED

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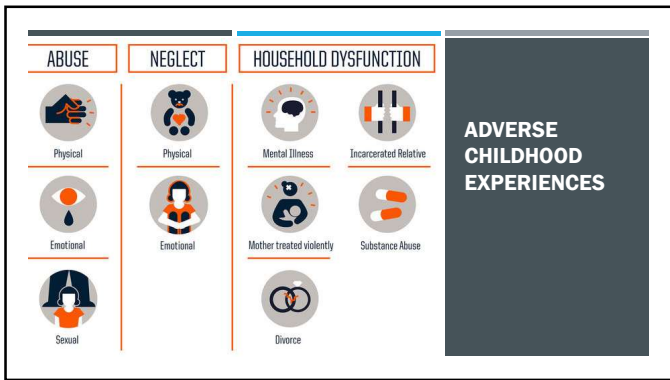
TRAUMA IS NOT COLORBLIND: A HISTORY OF RACIALIZED TRAUMA IN STATE OF CALIFORNIA



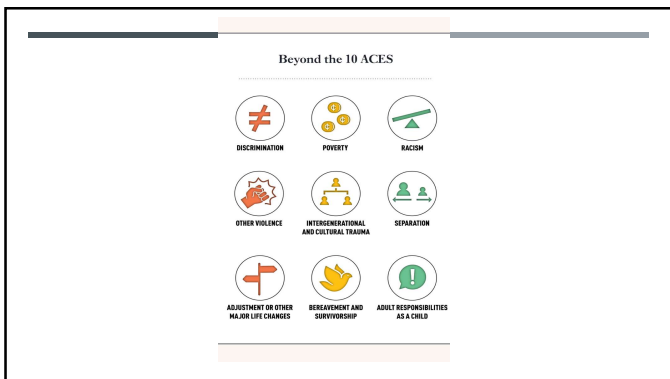
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Definitions & Key Terms

Anti-Defamation League Glossary
www.adl.org

Race:

Refers to the categories into which society places individuals on the basis of physical characteristics (such as skin color, hair type, facial form and eye shape). Though many believe that race is determined by biology, it is now widely accepted that this classification system was in fact created for social and political reasons. There are actually more genetic and biological differences within the racial groups defined by society than between different groups.

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Merriam Webster Dictionary
www.merriam-webster.com


Racism

"A belief that race is a fundamental determinant of human traits and capacities and that racial differences produce an inherent superiority of a particular race."

Institutional Racism

"The systemic oppression of a racial group to the social, economic and political advantage of another."

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Definitions & Key Terms

Mental Health America
www.mhanational.org


Racial Trauma:

Refers to the mental and emotional injury caused by encounters with racial bias and ethnic discrimination, racism, and hate crimes. In the U.S., Black, Indigenous People of Color (BIPOC) are most vulnerable due to living under a system of white supremacy. Also referred to as race-based traumatic stress.

Experiences of race-based discrimination can have detrimental psychological impacts on individuals and their wider communities. In some individuals, prolonged incidents of racism can lead to symptoms like those experienced with post-traumatic stress disorder. This can look like depression, anger, recurring thoughts of the event, physical reactions (e.g. headaches, chest pains, insomnia), hypervigilance, low self-esteem, and mentally distancing from the traumatic events.

Race-based traumatic stress is a mental injury that can occur as the result of living within a racist system or experiencing events of racism.

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Definitions & Key Terms

Mental Health America
www.mhanational.org


Racial Trauma: Direct Traumatic Stressors

Direct traumatic stressors include all direct traumatic impacts of living within a society of structural racism or being on the receiving end of individual racist attacks.

A person experiencing a direct traumatic stressor may be heavily policed, or they may face barriers to home ownership due to inequitable policies.

Additionally, a person experiencing a direct traumatic stressor may be the victim of individual physical and verbal attacks or may face other microaggressions.

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Definitions & Key Terms

Mental Health America
www.mhanational.org

Racial Trauma: Vicarious Traumatic Stressors


Vicarious traumatic stressors are the indirect traumatic impacts of living with systemic racism and individual racist actions.

Vicarious traumatic stressors can have an equally detrimental impact on BIPOC's mental health as direct traumatic stressors. For example, viewing videos of brutal police killings of Black people, such as the video associated with the murder of George Floyd, can cause traumatic stress reactions in the people who view them - especially in Black people.

Of Latinx youth that immigrate to the U.S., two-thirds report experiencing one traumatic event with the most common traumatic event reported during and post migration being witnessing a violent event or physical assault.

Many Native American children are vicariously traumatized by the high rates of societal homicide, suicide, and unintentional injury experienced in these communities.

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Definitions & Key Terms

Mental Health America
www.mhanational.org

Racial Trauma: Transmitted Stressors

Transmitted traumatic stressors refer to the traumatic stressors that are transferred from one generation to the next. These stressors can come from historically racist sources or may be personal traumas passed down through families and communities.

The chattel enslavement of Africans in the U.S. and other countries continues to serve as a source of traumatic stress for Black people today. In fact, this sustained collective trauma makes Black people highly vulnerable to developing mental health disorders.

Historical trauma shared by Native Americans including boarding schools, massacres and forced violent removal from their tribal lands represents a severe communal loss and source of traumatic stress. Native Americans today continue to experience symptoms of depression, substance dependence, diabetes, and unemployment due to the psychological impact of the trauma.

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**DR. ROBERT ANDA
ACES PYRAMID**

Mechanisms by which Adverse Childhood Experiences Influence Health and Well-being Throughout the Lifespan

Deaths

Conception

Slide Courtesy of Rob Anda, MD, MS

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RYSE Raising ACEs: Ensuring Racial Justice is a Central Tenet of Trauma-Informed Care

Adverse Childhood Experiences

Historical Trauma

Trauma and Social Location

Impact: Risk, Long-term

**RYSE CENTER
EXTENDED
ACES
PYRAMID**

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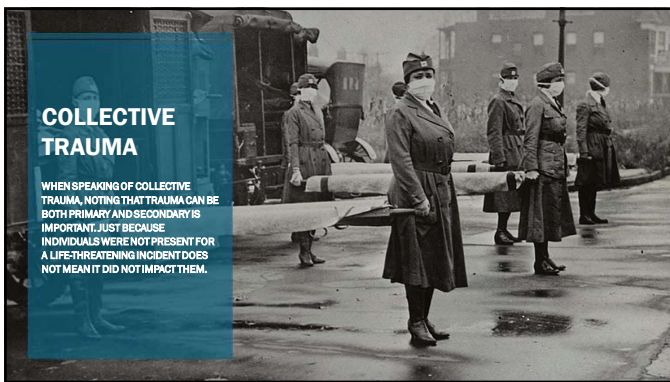
COLLECTIVE TRAUMA

- "Collective trauma is an event, or series of events that shatters the experience of safety for a group, or groups, of people."
- These events are different from other forms of traumatic events because of their collective nature. That is, these events are a shared experience that alter the narrative and psyche of a group or community."
- Dr. Leia Sattzman, assistant professor at Tulane University School of Social Work


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Definitions & Key Terms
“Collective Trauma & Resilience”

Berghof Foundation
www.berghof-foundation.org

“Individuals may be exposed to traumatic experiences, which may lead to the transgenerational transmitting of trauma in larger identity groups or within families. Insufficient coping mechanisms with highly stressful and traumatic experiences become a (difficult) **psychological legacy.**”

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INTERGENERATIONAL TRANSMISSION OF TRAUMA

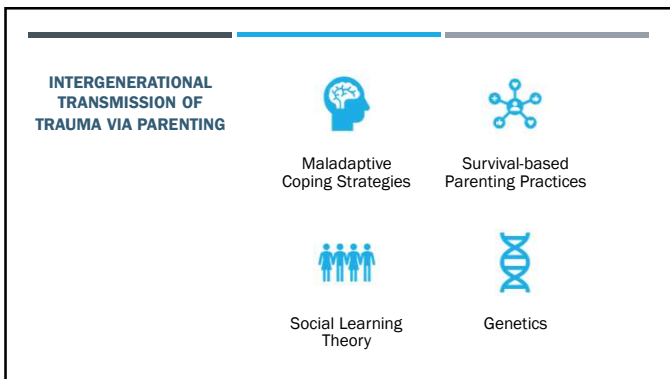
Researchers were first able to determine that trauma could be transferred through generations while interviewing children of Holocaust survivors in 1966.

It was found that the children of Holocaust survivors displayed PTSD-like symptoms despite being born after the Holocaust ended.

The children self-reported that their parents were "damaged, preoccupied parents" who were "emotionally limited".

Rakoff, et al. 1966

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INTERGENERATIONAL TRANSMISSION OF TRAUMA


- More recent studies have found that trauma is capable of changing an individual's genetic material.
- Children who were exposed to childhood trauma had shorter telomeres, protective caps at the ends of chromosomes.
- Shorter telomeres are correlated with several chronic diseases, as well as cognitive impairment and mental health disorders.

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HISTORICAL TRAUMA

- Another term for Intergenerational Transmission of Trauma is Historical Trauma.
- Historical trauma is defined as multigenerational trauma experienced by a specific cultural group.


Ross, n.d.




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HISTORICAL TRAUMA

- The term was first coined in the 1980's by Dr. Maria Yellow Horse Braveheart, a Native American social worker.
- Dr. Braveheart defined Historical Trauma as "a cumulative emotional and psychological wounding over the lifespan and across generations, emanating from massive group trauma."
- Dr. Braveheart also stated that Historical Trauma was also accompanied by Historical Unresolved Grief.



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Historical & Intergenerational Trauma

Walker & Devereaux 2021
Oxford Encyclopedia of Social Work
<https://oxfordre.com/socialwork/view/10.1093/acrefore/9780199975839.001.0001/acrefore-9780199975839-e-1411>

Historical Trauma

Historical trauma originated with the social construction of subordinate group statuses through migration, annexation of land, and colonialism. The consequences of creating subordinate group statuses include genocide, segregation, and assimilation. Settler colonialism takes land with militaristic control, labels local inhabitants as deviant and inferior, then violently confines and oppresses the original occupants of the land.

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Historical & Intergenerational Trauma

Walker & Devereaux 2021
Oxford Encyclopedia of Social Work
<https://oxfordre.com/socialwork/view/10.1093/acrefore/9780199975839.001.0001/acrefore-9780199975839-e-1411>

Historical Trauma Cont.

Confinement includes relocation, restriction of movement, settlement of lands required for sustenance, as well as confinement in orphanages, boarding schools, and prisons. Historical trauma includes suppression of language, culture, and religion with the threat of emotional, physical, and sexual abuse.

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Historical & Intergenerational Trauma

Walker & Devereaux 2021
Oxford Encyclopedia of Social Work
<https://oxfordre.com/socialwork/view/10.1093/acrefore/9780199975839.001.0001/acrefore-9780199975839-e-1411>

Historical Trauma Cont.

Original inhabitant abuse often results in issues with health, mental health, substance abuse, and generational emotional, physical, and sexual abuse. Culturally safe (engagement that respects identity) and trauma-informed social work practices acknowledge the systemic causes of disparities in groups experiencing marginalization and oppression and focus on healing and addressing systemic causes of disparities.

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"Ground Soil" of Historical Trauma

"Individuals may be exposed to traumatic experiences, which may lead to the transgenerational transmitting of trauma in larger identity groups or within families. Insufficient coping mechanisms with highly stressful and traumatic experiences become a (difficult) psychological legacy."

Berghof Foundation
www.berghof-foundation.org

Image shows additional ACE:

1. Adverse Climate Experiences
2. Adverse Childhood Experiences
3. Adverse Community Experiences
4. Atrocious Cultural Experiences – Impact macro and socio-historical conditions. Examples include: slavery, genocide, colorization, segregation, forced family separation.

Source: North Carolina Partnership for Children, SmartStart, Building Health & Resilient Communities Across North Carolina

PACES connection

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HISTORICALLY TRAUMATIC EVENTS

Genocide	Racism & Its Resulting Microaggressions
Chattel Slavery	Large Scale Economic Downturns
Mass Incarceration	Police Brutality
Forced Relocation/Displacement	Stripping of Cultural Identity & Practices
9/11 & Other Terrorist Events	Community Violence
Jim Crow	Mass/School Shooting
Poverty	Assassinations & High-Profile Deaths
Natural Disasters/Pandemics	War

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GROUPS MOST IMPACTED BY HISTORICAL TRAUMA

- Indigenous/Native Americans
- African Americans
- Individuals living in Poverty
- LGBTQIA
- Refugees
- Survivors of Natural Disasters & Other Widespread Traumatic Events
- Children & Adolescents
- War Veterans
- Latino & Muslim Americans* *

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HISTORICAL TRAUMA SYMPTOMS

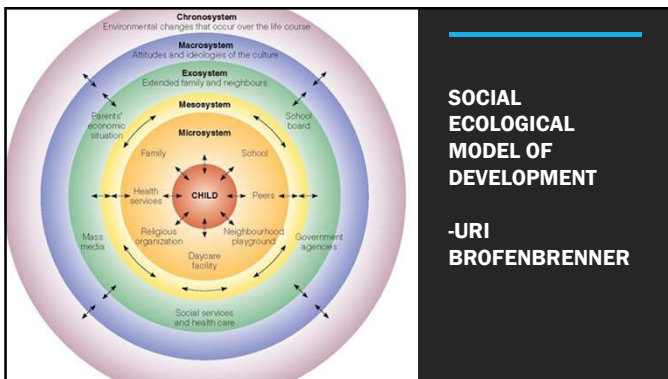
- Vulnerability to PTSD & Other Stress Disorders
- Higher Rates of Violence, to include Domestic Violence & Physical Child Abuse
- Vulnerability to Depression & Suicide
- Increased Use of Alcohol & Substances
- Poverty
- Lack of Educational Attainment
- Higher Crime & Incarceration Rates

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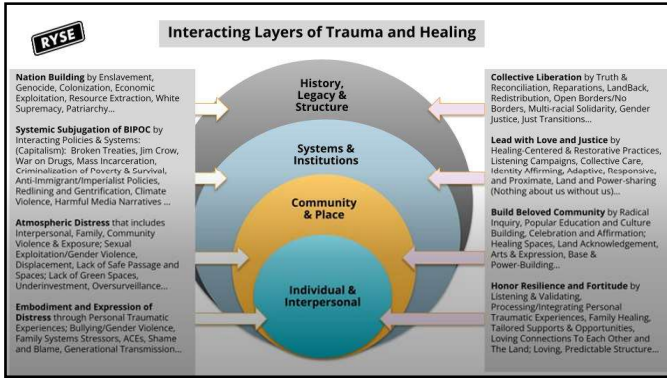
HISTORICAL TRAUMA SYMPTOMS CONT.

- Higher Rates of Unemployment
- Higher Mortality & Early Death Rates
- Lower IQ
- Higher Likelihood of Developmental Delays & Behavioral Problems in Childhood
- Higher Risk of Child Sexual Abuse
- Relationship Difficulties

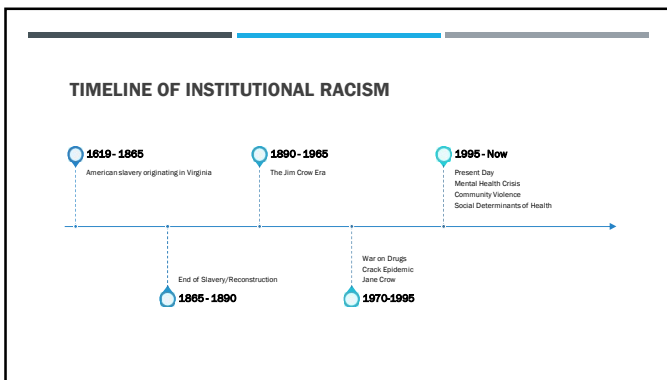
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SLAVERY (1619-1865)

According to the Gilder Lehrman Institute of American History:


- Average Lifespan of slaves approx. 23-25 yrs.
- Approximately 6-8 % died in childbirth
- ½ of infants died before 1 yr.
- Death before 14 yrs. twice as high as Caucasian children
- High early death rate for slaves due to poor diet, intense labor, intense stress, lack of medical attention and communicable disease
- Drapetomania-mental illness characterized by irrational desire to escape slavery

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SLAVERY (1619-1865)

Slavery in California

- Early European settlers were from Spain (started circa 1542). California was a colony of New Spain until 1820's.
- Missionization began in the 1760's.
- New Spain dissolved and California became a part of Mexico until the Mexican-American War (1846-1848).
- The Union's victory in the Mexican-American war, along with news of gold found in the state, triggered the Gold Rush and an influx of 300,000 white settlers (1846-1855).
- Despite being known as a free state, California did not welcome free Blacks or fugitive slaves. Many Indigenous peoples were slaves to the Spanish and White settlers.



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REWARD—Runaway from MARY WARE in the month of

SLAVERY (1619-1865)

Slavery in California

- California became 31st state on September 9th, 1850. California joined the Union as a free state.
- In 1852, Fugitive Slave Act-California returned many free Black people and fugitive slaves to other states.
- Bloody Island Massacre 1850- In Clear Lake, approximately 200 enslaved Pomo killed by US Cavalry & white mob after uprising. Mostly women and children.
- Peter Burnett, elected first governor in 1849. From slave-owning family. Address in 1854 explicitly stated racist ideology and threats towards Indigenous and Black peoples.

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Advertisement from the San Francisco Herald

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END OF SLAVERY/RECONSTRUCTION (1865-1890)




- Health outcomes for African American women remained mostly consistent due to starvation, poverty & intense labor.
- Slavery was slowly replaced by sharecropping, largely unpaid labor.
- Overt racism and extreme discrimination in Southern states where 90% of African Americans resided.
- Beginning of domestic terrorism against Blacks. Stealing of property, forced relocation, murder/lynchings, rape, arson and mass incarceration. This period was also known as the "Black Holocaust" and lasted into the Jim Crow Era.

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RECONSTRUCTION ERA IN CALIFORNIA

- Transcontinental Railroad construction brings in thousands Asian migrant workers (1863-1869)
- LA Chinatown Massacre of 1871. More of 500 killed 17 Chinese immigrants and labor tensions and an altercation left a white man dead.
- San Francisco Riot of 1877. Labor tensions erupted in a white mob destroying Chinatown as being 4.
- Chinese Exclusion Act enacted in 1882. Prohibited legal immigration from China and blocked current immigrants from achieving citizenship.



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- The 13th Amendment effectively ended enslavement in America unless for punishment for a crime; this particular clause will present many problems for Black people moving forward.
- The 14th Amendment made the newly freedmen and women citizens of the United States of America, which was supposed to grant them the rights and protections of the Constitution.
- The 15th amendment was supposed to grant free Black men the right to vote.
- Lastly, the passage of the Civil Rights Act of 1866 was the first United States federal law to define citizenship and affirm that all citizens are equally protected by the law. It was mainly intended, in the wake of the American Civil War, to protect the civil rights of persons of African descent born in or brought to the United States.

WHAT LAWS WERE PUT IN PLACE?

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EDUCATION

- The Freedmen's Bureau, later known as The Bureau of Refugees, Freedmen, and Abandoned Lands, was a division of the United States government that was solely established for the provision of practical aid to 4,000,000 newly freed African Americans in their transition from slavery to freedom.
- Despite all the work that was attempted on behalf of the bureau in efforts of assisting African Americans, arguably, the most important and effective of the assistance lies in their work to educate the new citizens.
- Schools that were primarily focused on the education of African Americans began appearing in rural and urban areas alike, however, the newly granted citizenship proved flawed when equality was still severely lacking when it came to school funding and teacher education.

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PRIMARY SOURCE ACCOUNTS

The separation of the schools, so far from being for the benefit of both races, is an injury to both. It tends to create a feeling of degradation in the blacks, and of prejudice and uncharitableness in the whites."

— Robert Morris and Charles Sumner, in *Roberts v. City of Boston*, 1849

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JIM CROW ERA (1890-1965)

- Despite the racism, discrimination and domestic terrorism, the life expectancy of African Americans increased drastically. The average lifespan of a black woman in 1950 was approx. 68 yrs.
- Improvements in health outcomes were largely due to the Great Migration (1910-1970). By 1970, nearly half of the African American population migrated from the South to the North, West & Midwest.
- African Americans experienced less overt racism and discrimination and were paid a living wage in these regions.
- To this day, African Americans living in the South have poorer health outcomes than those living in other regions of the country.
- Interest in researching the African American community increases. IQ testing and the famous "Doll Test". Also, study in 1965 found that trauma could be passed through generations.

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JIM CROW ERA LYNCHINGS IN CALIFORNIA

- Between 1850 and 1935, there are estimates of 350 known racially motivated lynchings in California.
- Victims were mostly Latino and Asian.
- Victims included men and women.
- One of the most notable was Josefa Segovia, known as Juanita.

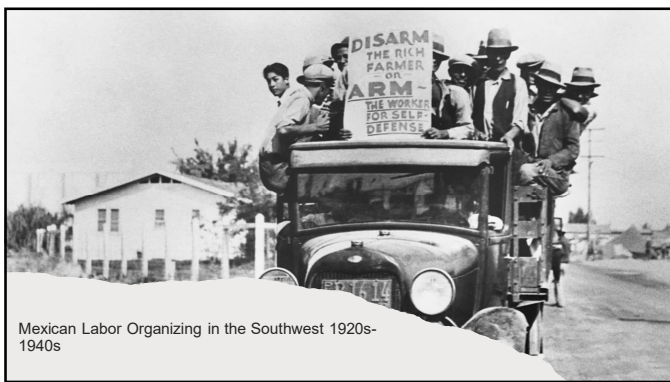


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Immigration Act of 1917

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Mexican Labor Organizing in the Southwest 1920s-1940s

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The New Deal 1933
Franklin D. Roosevelt

- Resulted in the creation and expansion of suburbs.
- Between 1934 to 1968, 98% of home loans were given to White applicants.
- Construction of highways to provide access to suburbs often demolished existing Black neighborhoods.

A black and white photograph of Franklin D. Roosevelt sitting at a desk, writing on a document. He is wearing a suit and glasses. There are papers and a pen on the desk.

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**Japanese Internment
1942-1946
Franklin D. Roosevelt**

During WWII, approximately 120,000 Japanese were forced into internment camps across the American West.



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The Watts Race Riot 1965

- Triggered by police brutality and longstanding tension between Black residents and the police.
- Lasted from August 11th through August 16th, 1965.
- Left 34 dead and resulted in 40 million in damages.
- Lyndon B. Johnson's War on Poverty



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HOW DID JIM CROW COME TO AN END?

1877-1964
Jim Crow, otherwise defined as the period of legalized segregation from 1877 until 1964, ended in waves. Here is some of the defining legislation that ended that wayward social structure.

1898
President Harry Truman ordered integration in the military.

1954
The Supreme Court ruled in *Brown v. Board of Education* that educational segregation was unconstitutional, ending the era of "separate but equal" education.

1964
President Lyndon B. Johnson signed the Civil Rights Act, which legally ended the segregation that had been institutionalized by Jim Crow laws.

1965
The Voting Rights Act halted efforts to keep minorities from voting.

1968
The Fair Housing Act ended discrimination in renting and selling homes.

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WAR ON DRUGS/CRACK EPIDEMIC (1970-1995)

- Health outcomes steadily improved after slavery but stalled during this era.
- The life expectancy of African American women was 74 and dipped to 72 due to HIV/AIDS rates, homicides and the crack epidemic.
- The African American family experienced distress due to addiction, the removal of children into foster care, mass incarceration of both women and men for drug use and sale.
- The HIV/AIDS epidemic disproportionately impacted African American women. This was largely due to IV drug use, early sex, promiscuity, unprotected and risky sex. Also high rates of teenage pregnancy among African American girls.
- In the 1980's, Dr. Maria Yellow Horse Braveheart, a Native American social worker, coined the term Historical Trauma, "a cumulative emotional and psychological wounding over the lifespan and across generations, emanating from massive group trauma."

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THE WAR ON DRUGS

The war on drugs was a campaign led by the U.S. federal government, with the help of military aid and intervention, with the aim of reducing the illegal drug trade in the United States. The term was popularized by the media shortly after a press conference given on June 18, 1971, by President Richard Nixon—the day after publication of a special message from President Nixon to the Congress on Drug Abuse Prevention and Control—during which he declared drug abuse "public enemy number one".

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DRUG RELATED STATISTICS AND FACTS

- Nearly 80% of people in federal prison and almost 60% of people in state prison for drug offenses are black or Latino.
- Research shows that prosecutors are twice as likely to pursue a mandatory minimum sentence for black people as for white people charged with the same offense. Among people who received a mandatory minimum sentence in 2011, 38% were Latino and 31% were black.
- Black people are more likely to be killed by law enforcement than other racial or ethnic groups. They are often stereotyped as being violent or addicted to alcohol and other drugs. Experts believe that stigma and racism may play a major role in police-community interactions.

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The Beating of Rodney King 1991


- King was beaten after leading police on a high-speed chase.
- His beating was taped by an uninvolved citizen who then released the video to the media.
- One of the most high-profile incidents of police brutality in America due to new technology allowing evidence of police brutality to be documented.



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The LA Riots 1992

- The outcomes of the Rodney King Trial and the killing of Latasha Harlins ignited racial tensions in Los Angeles.
- Lasted from April 29th to May 4th 1992.
- Left 63 dead and resulted in over a billion in damages.



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California & Mass Incarceration

California ranks high in racial disparity in mass incarceration

Prison Policy Initiative: California Profile
<https://www.prisonpolicy.org/pofiles/CA.html>

Racial disparities in California prison and jail incarceration rates
 People in state prisons and local jails, per 100,000 state residents in each race or ethnicity category

Race/Ethnicity	California Prison Rates (2021)	California Jail Rates (2019)
White	142	153
Black	1,349	727
Hispanic	295	224
American Indian or Alaska Native	934	483
Asian	20	23
Native Hawaiian or Pacific Islander	238	279

Source: Bureau of Justice Statistics and U.S. Census Bureau data. For sentencing details and datasets, including race differentials and comparisons for California, please see www.prisonpolicy.org/datasets/2024/08/2024-08-01.

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California & Mass Incarceration

African Americans make up only 5% of the population but represent 21% in jail and 28% in prison.

Prison Policy Initiative: California Profile
<https://www.prisonpolicy.org/pofiles/CA.html>

Comparing California's resident and incarcerated populations
 Percentage of state residents, by race or ethnicity, compared to the percentage of people in the state's prisons in 2021 and in local jails in 2019, by race or ethnicity. Compared to the total state population, Black and Hispanic people are overrepresented in the incarcerated population, while white and Asian people are underrepresented.

Race/Ethnicity	Residents (Prison, Jail)	Incarcerated (Prison, Jail)
WHITE	36%	20%
BLACK	5%	28%
HISPANIC	29%	21%
AMER. INDIAN OR ALASKA NATIVE	0.2%	1.1%
ASIAN	0.8%	0.8%

Source: Bureau of Justice Statistics and U.S. Census Bureau data. For sentencing details and datasets, including race differentials and comparisons for California, please see www.prisonpolicy.org/datasets/2024/08/2024-08-01.

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California & Mass Incarceration

High county imprisonment rates are clustered in a handful of northern and central California counties

Prison Policy Initiative: California Profile
<https://www.prisonpolicy.org/pofiles/CA.html>


High county imprisonment rates are clustered in a handful of northern and central California counties

Using 2020 census data, we looked at where people in California prisons come from. We found mass incarceration harms all corners of the state.

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PRESENT DAY (1995-NOW)

- Despite continued improvement in health outcomes and life expectancy, African Americans still experience poorer health than their White, Latino & Asian counterparts.
- According to the CDC, the health disadvantages in African Americans are due to:
 - Heart Disease
 - Diabetes
 - Stroke
 - Perinatal Issues
 - Cancer
 - Homicide



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INSTITUTIONAL RACISM + HISTORICAL TRAUMA = SOCIAL DETERMINANTS OF HEALTH




Adapted from: Healthy People 2020

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Historical factors that contributed to poor race relations in California

- Colonization, Missionization & Land Theft
- Defacto Slavery of Indigenous peoples 1770-1834
- Wage Theft
- Immigration
- Great Migration 1910-1970
- World War I 1914-1918
- Red Summer 1919
- Great Depression 1929-1933
- World War II 1939-1945
- Housing Discrimination, Redlining & Suburbanization
- Overpolicing & Police Brutality



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Economic & Educational Disparity in California

Persistent disparities still exist because of California's history. Impact is seen in Latino, African American & Native communities.

Public Policy Institute in California
<https://www.ppic.org/publication/race-and-diversity-in-the-golden-state>

Latinos, African Americans, and Native Americans lag behind on key socioeconomic measures

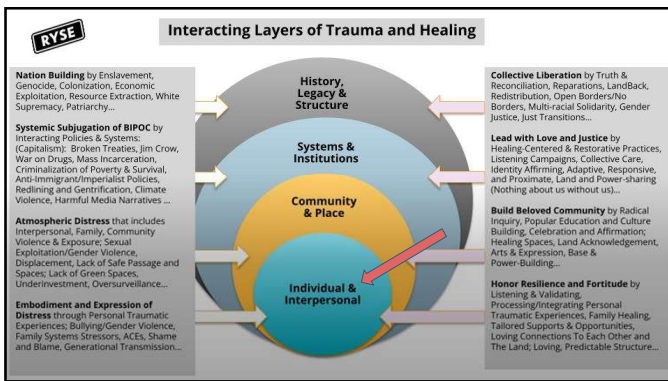
	\$ annual income	% own a home	% college grad
Asian/Pacific Islander	107K	63	54
White	95K	68	45
Latino	66K	46	15
Black	58K	37	28
Native American	57K	53	17

SOURCE: Author calculations using 2017-2021 5-year American Community Survey data from IPUMS USA: Version 12.0
 Get the data • Embed • Download image

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BUILD BELOVED COMMUNITY

- Listening & Validating**
- Processing/Integrating Personal Traumatic Experiences**
- Family Healing**
- Tailored Supports & Opportunities**
- Loving Connection**

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RYSE Interacting Layers of Trauma and Healing

Nation Building by Enslavement, Genocide, Colonization, Economic Exploitation, Resource Extraction, White Supremacy, Patriarchy...

Systemic Subjugation of BIPOC by Interacting Policies & Systems: (Capitalism); Broken Treaties, Jim Crow, War on Drugs, Mass Incarceration, Criminalization of Poverty & Survival, Anti-Immigrant/Imperialist Policies, Redlining and Gentrification, Climate Violence, Harmful Media Narratives ...

Atmospheric Distress that includes Interpersonal, Family, Community Violence & Exposure; Sexual Exploitation/Gender Violence, Displacement, Lack of Safe Passage and Spaces; Lack of Green Spaces, Underinvestment, Oversurveillance...

Embodiment and Expression of Distress through Personal Traumatic Experiences; Bullying/Gender Violence, Family Systems Stressors, ACEs, Shame and Blame, Generational Transmission...

History, Legacy & Structure

Systems & Institutions

Community & Place

Individual & Interpersonal

Collective Liberation by Truth & Reconciliation, Reparations, LandBack, Redistribution, Open Borders/No Borders, Multi-racial Solidarity, Gender Justice, Just Transitions...

Lead with Love and Justice by Healing-Centered & Restorative Practices, Listening Campaigns, Collective Care, Identity Affirming, Adaptive, Responsive, and Proximate, Land and Power-sharing (Nothing about us without us)...

Build Beloved Community by Radical Inquiry, Popular Education and Culture Building, Celebration and Affirmation; Healing Spaces, Land Acknowledgement, Arts & Expression, Base & Power-Building...

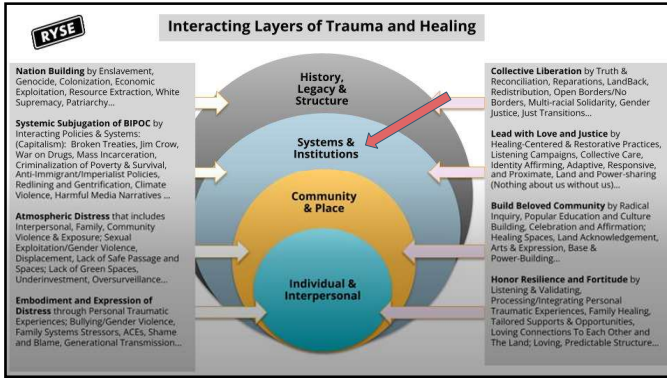
Honor Resilience and Fortitude by Listening & Validating, Processing/Integrating Personal Traumatic Experiences, Family Healing, Tailored Supports & Opportunities, Loving Connections To Each Other and The Land; Loving, Predictable Structure...

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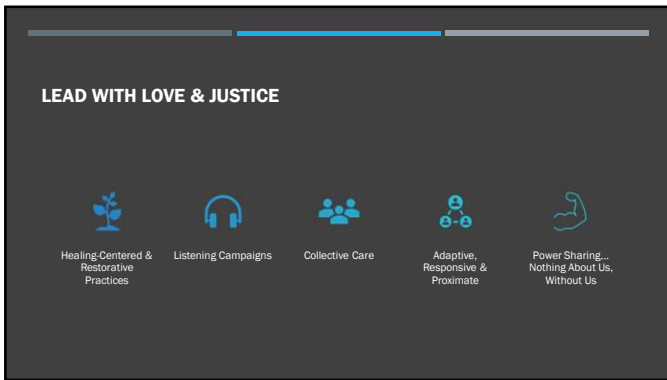
BUILD BELOVED COMMUNITY

- Radical Inquiry**
- Popular Education & Culture Building**
- Celebration & Affirmation**
- Healing Spaces, Arts & Expression**
- Base & Power-building**

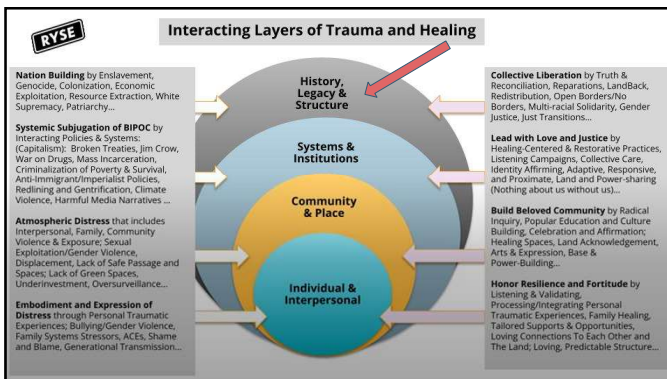
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BUILD BELOVED COMMUNITY

Truth & Reconciliation Reparations Land Back Redistribution Multi-racial Solidarity

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Bethell et al., 2019

JAMA Pediatrics
www.jamanetwork.com/journals/jamapediatrics

Positive Childhood Experiences:

1. Able to talk with my family about my feelings.
2. Felt that my family stood by me during difficult times.
3. Enjoyed participating in community traditions.
4. Felt a sense of belonging in high school.
5. Felt supported by friends.
6. Had at least two non-parent adults who took a genuine interest in me.
7. Felt safe and protected by an adult in my home.

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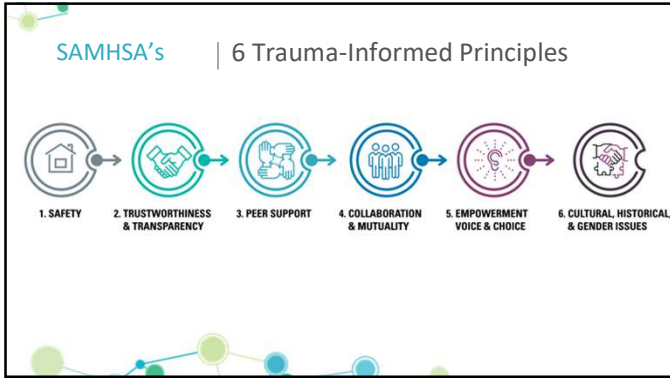
Substance Abuse & Mental Health Services Administration

www.SAMHSA.org

According to the Substance Abuse & Mental Health Services Administration, the Four “R”s (key assumptions in the trauma-informed approach) are as follows:

A program, organization, or system that is trauma-informed **REALIZES** the widespread impact of trauma and understands potential paths for recovery; **RECOGNIZES** the signs and symptoms of trauma in clients, families, staff, and others involved with the system; and **RESPONDS** by fully integrating knowledge about trauma into policies, procedures, and practices, and seeks to actively **RESISTS RE-TRAUMATIZATION**.

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SAFETY

CREATE AN ENVIRONMENT OF **PHYSICAL, EMOTIONAL AND PSYCHOLOGICAL SAFETY**

83


TRUSTWORTHINESS & TRANSPARENCY

HAVE CLEARLY STATED VALUES AND **ACT WITH INTEGRITY.**

84

PEER SUPPORT

FACILITATE AN ENVIRONMENT OF SUPPORT. CREATE STRUCTURE THAT ENSURES COLLECTIVE CARE.



85

COLLABORATION & MUTUALITY

STRIVE FOR MUTUALLY BENEFICIAL RELATIONSHIPS, COLLABORATION AND SHARED GOALS.



86

EMPOWERMENT, VOICE & CHOICE

EMPOWER YOUTH, FAMILIES & COMMUNITIES TO GROW IN THEIR STRENGTHS AND USE THEIR VOICE.



87

CULTURAL, HISTORICAL & GENDER ISSUES

UNDERSTAND HISTORICAL TRAUMA AND ITS IMPACT ON SOCIETY.

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Path to a Just Society

Just Society
A self-actualized, equitable, beloved society in which all thrive, belong, and feel loved.

Healing Centered
Work to prevent and heal trauma. Foster nurturing relationships, restorative processes, and positive experiences.

PACEs Informed
Aware of the significance of Positive and Adverse Childhood Experiences (PACEs) and their interaction (e.g., PCEs act as buffers against ACEs).

Trauma Aware
Aware of historical, collective, and personal trauma and ACEs, but do not act on it.

Trauma Unaware
Unaware of the impact of historical, collective, and personal trauma, ACEs. React to symptoms.

Recognize the impact of ACEs. Put ACEs science-informed practices and policies in place, following Substance Abuse and Mental Health Services Administration Trauma-Informed Principles.

Unaware of the impact of historical, collective, and personal trauma, ACEs. React to symptoms.

What can we do to create a world in which all feel safe, valued, and loved? We can learn about, prevent, and heal adverse childhood experiences (ACEs) and create more positive childhood experiences (PCEs) in our communities. We can start or join a positive and adverse childhood experiences (PACEs) initiative to accelerate change. Join us on the path to creating a just society.

Thank you to members of the PACEs Connection Race and Equity Workgroup for their vision and contributions.

PACES CONNECTIONS' RACE & EQUITY WORKGROUP 2019

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Thanks for joining us!

WHAT'S NEXT?

- Survey and certificate in the chat now
- Follow-up email with resources within two days
- Watch your inbox for the next issue of *CalTrin Connect*



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