Race Matters: Creating a Common Language

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The Greatest Love of All

Let the children’s laughter,
remind us how we used to be!

Carefree?
Joy filled?
Joyful?
Subjective/Objectives

Understand and describe

- The role of childhood adversity in child development
- How and why race matters in education
- Role of racial equity as foundation for building solutions
Examining Stressful Life Events

- What are some examples of stress in life?
- What happens when you experience these stressors?
- What would it be like to experience these events every day?
Living in Stress

ACE’s Studies

CDC Kaiser Permanente - Adverse Childhood Experience Study
1995-1997 (17,000 HMO Members: Southern California)

Behavioral Risk Factor Surveillance System - ACES
2009 (AR, CA, LA, NM, TN, WA)
2010 (DC, FL, HI, ME, NE, NV, OH, PA, UT, VT, WA, WI)
2011 (CA, ME, MN, MT, NV, OR, VT, WA, WI)
2012 (CT, IA, NC, OK, TN, WI)
2013 (AK, CA, IL, IA, MI, OR, UT, WI)
2014 (AK, AR, FL, IA, KS, LA, NC, NV, OK, OR, PA, SC, TN, WI)
What are there things called ACE’s?

Significant life events occurring in childhood

Abuse and/or Neglect

Challenging home environments
## Prevalence of ACE’s in Study

<table>
<thead>
<tr>
<th>Number of Adverse Childhood Experiences (ACE Score)</th>
<th>Women Percent (N = 9,367)</th>
<th>Men Percent (N = 7,970)</th>
<th>Total Percent (N = 17,337)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>34.5%</td>
<td>38.0%</td>
<td>36.1%</td>
</tr>
<tr>
<td>1</td>
<td>24.5%</td>
<td>27.9%</td>
<td>26.0%</td>
</tr>
<tr>
<td>2</td>
<td>15.5%</td>
<td>16.4%</td>
<td>15.9%</td>
</tr>
<tr>
<td>3</td>
<td>10.3%</td>
<td>8.5%</td>
<td>9.5%</td>
</tr>
<tr>
<td>4 or more</td>
<td>15.2%</td>
<td>9.2%</td>
<td>12.5%</td>
</tr>
</tbody>
</table>
Key Findings

Dose Response pattern:

More ACE’s, greater likelihood poor outcomes related to health and wellbeing

- Early initiation of smoking; Early initiation of sexual activity; Adolescent pregnancy; Risk for sexual violence; Poor academic achievement

- Alcoholism and alcohol abuse; Chronic obstructive pulmonary disease; Depression; Fetal death; Health-related quality of life; Illicit drug use; Ischemic heart disease; Liver disease; Poor work performance; Financial stress; Risk for intimate partner violence; Multiple sexual partners; Sexually transmitted diseases; Smoking; Suicide attempts; Unintended pregnancies
A Growing Burden for Healthy Development

Mechanism by Which Adverse Childhood Experiences Influence Health and Well-being Throughout the Lifespan

https://www.cdc.gov/violenceprevention/acestudy/about.html
An Added Burden: Living in Risk
Toxic Stress/Chronic Stress

Evans (2003); Evans and Marcynyszyn (2004)

- Affects brain architecture;
- Impact on resting levels of cortisol, norepinephrine, and epinephrine;
- Increases allostatic load

Blanch, Shern, and Steverman (2014)

- Emotional and Behavioral problems in children
  - "mood and anxiety disorders, aggression, social skills deficits, peer relations and substance abuse in children and youth." (P. 8.)
  - "lower SES groups perform more poorly on measures of language, long term memory, working memory and executive control," (P. 8)

Carries over into adulthood
A Developmental Perspective
A Social/Human* Ecological Model

(Bronfenbrenner, 1974)
Ecological Stressors (Distressors)

What sorts of stress might you see in the lives of children you work with?

- Family
- Institutions
- Peers
- Neighborhoods/community
- Personal
Individual Risk Immersion

- **Family**
  - Parental Stress
  - Low Parent Supervision
  - Poor Communication

- **Individual**
  - Impulsivity
  - Low Guilt
  - Callousness
  - Negative Peer Influence

- **School**
  - Unemployed Caretaker
  - Physical Punishment
  - Low Academic Achievement
  - Suspended
  - Truancy

- **Peers**
  - Peer Drug Use
  - Delinquent Peers

- **Community Context**
Neighborhood 1

RI = Density of youth w/High personal risk
H = High exposure to criminogenic risk
M = Medium exposure to criminogenic risk
L = Low exposure to criminogenic risk

Neighborhood 2

Neighborhood 3

Risk Immersion by Neighborhood Type

White. Loeber, and A
A Conversation Worth Having?
Defining Terms

Racial Inequality is a disparity in opportunity and treatment that occurs as a result of someone’s race. Separate but equal schools are example.

Racial Equality does not necessarily create equity of outcomes.
Defining Racial Equity

Racial Inequity

Race can be used to predict life outcomes, e.g., disproportionality in education (high school graduation rates), jobs (unemployment rate), criminal justice (arrest and incarceration rates), etc.

Racial Equity

Race can no longer be used to predict life outcomes and outcomes for all groups are improved.

Foundation for Racial Inequity: Coming to Terms*

- **Structural Racism**: A system in which public policies, institutional practices, cultural representations, and other norms work in various, often reinforcing ways to perpetuate racial group inequity.

- **Institutional Racism**: Institutional racism refers to the policies and practices within and across institutions that, intentionally or not, produce outcomes that chronically favor, or put a racial group at a disadvantage. Poignant examples of institutional racism can be found in school disciplinary policies in which students of color are punished at much higher rates that their white counterparts.

- **Systemic Racism**: In many ways “systemic racism” and “structural racism” are synonymous. If there is a difference between the terms, it can be said to exist in the fact that a structural racism analysis pays more attention to the historical, cultural and social psychological aspects of our currently racialized society.

*https://assets.aspeninstitute.org/content/uploads/files/content/docs/rcc/RCC-Structural-Racism-Glossary.pdf*
More Personally

- Individual Racism: Individual racism can include face-to-face or covert actions toward a person that intentionally express prejudice, hate or bias based on race. *

- Implicit Bias: Implicit bias occurs when someone consciously rejects stereotypes and supports anti-discrimination efforts but also holds negative associations in his/her mind unconsciously. Scientists have learned that we only have conscious access to 5 percent of our brains—much of the work our brain does occurs on the unconscious level. Thus, implicit bias does not mean that people are hiding their racial prejudices. They literally do not know they have them. **

*https://assets.aspeninstitute.org/content/uploads/files/content/docs/rcc/RCC-Structural-Racism-Glossary.pdf
**https://www.opensocietyfoundations.org/voices/implicit-bias-and-social-justice
Why Race Matters?

The distribution of poverty in space is not random.

The concentration of African American, Latino/Latina, Native American children is extreme.

Communities as a whole are under-resourced.

Wilson (1996) describes as home to Truly Disadvantaged;

Purnell (2014) has identified substantial and significant inequality and disparity among the social determinants of health in the St. Louis community.

Forward through Ferguson extraordinary racial inequality and solution requires a racial equity lens be applied.
Shut it Down:
Closing the School to Prison Pipeline

Four Year - Campus Community Partnership

- Developmental Perspective on School Failure and Disproportionality in Family Court Involvement

- Racial Equity Lens - Race matters and must be central to any solution development
  - Race Matters as a covariate in student lives
  - Life trauma based in inequity affects school performance both for students and schools
  - Teachers and staff must be partners in change and own solutions for them to be sustainable
The Cost of Inequality/Inequity

Figure 24. Percent high school dropout by ZIP code

Note: % civilian population 16 to 19 years: not high school graduate, not enrolled [dropped out]
Where do we Begin?

It’s a Process, A Marathon.

Took time to get here
Communicating about race
It’s more than just talk – ACT

Affirm
- Start with the heart
- Explain why we are all in this together

Counter
- Explain why we have the problem
- Take on race directly

Transform
- Reframe winners and losers
- End with heart and a solution

Government Alliance for Racial Equity “Planning for Action March 9, 2016”
The Conversation is important for Doing

Need to have a starting point.

Normalizing the Conversation

Do you have an understanding of what racial equity means?

What do the data tell us about the extent to which there is or isn’t equity operating.

Organizing

What will it take to bring change? What tools or information is needed? What partnerships are needed? Data driven plan for change

Operationalizing

Is racial equity included in the planning?

Are you utilizing data to develop and implement your plan?

What does the assessment of your action tell you?

Government Alliance for Racial Equity “Planning for Action March 9, 2016)
Lessons from the Field

Staff recognizing the extent to which they are feeling stress and trauma and acting out of that:

- Creating space in faculty meetings to talk about impact of trauma on them and create supportive environment
- Creating partnerships to deal with behavior (i.e. Buddy rooms)
Not getting parents to school for meetings:

After conversations among staff, considered that parents were more accessible during morning drop off, later in afternoon, or for Saturday school. Increased participation and contact.

Alternative approaches to discipline:

What is the impact of suspension and as educators is there learning from it?

Is the student better off if sent home?

What else can be done to create partnership to effect behavior change?
Structuring PD at the Roots

- On Boarding for new staff on racial equity and trauma
- Developing experiential learning curriculum as centerpiece of racial equity trauma education
- De-escalation training
- Behavioral coaching partnerships
- Ongoing racial equity teams centering on how race matters in buildings.
- Partnerships for resource provision to meet needs
- Government Alliance to support school needs in surrounding community
Countering the Forces of History

1954 Brown v Board of Education of Topeka, KA
   With all deliberate speed
1955 Brown v Board of Education of Topeka, KA (2)
   Local courts can create agreements at local level by district to
   create equity of educational opportunity
1991 Board of Education of Oklahoma v Dowell
   Challenge to the localized desegregation plans
Kozol: Segregation across nation has increased since 1991
   School imbalance due in part to residential segregation
No Magic Bullet

- Focus on race and racial equity is required
- Process built on the development of an attention to racial inequity and racial equity
- Cannot be race neutral, race must be on the table
- Attention to the causes at local level
- Need for sustainable change
- Shut it Down takes the approach that enduring solutions are built at home
Please Feel Free to Contact Me

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