

WELCOME TO THE
CARE Equity Series;
***“Racial Equity Revisited;
Advocate/Ally & Trauma”***

*The Incredible, Enigmatic &
Always Challenging*

*Rob Jones
(He, Him, His)*

*Chief Empowerment Officer
T. Lee Associates*

*The Powerful, Questioning &
Always Engaging*

*Danita Roberts
(She, Her, Hers)*

*HFA Training & TA Specialist
Prevent Child Abuse America*



THANK YOU!

We appreciate the generous support for the CARE group to RIAIMH from the Behavioral Health Fund at the Rhode Island Foundation!

WWW.RIAIMH.ORG



BUSINESS: CEUS

NASW and CELP CE Credit will be offered for each session (2 hrs./session) and will be awarded per each session.

There is no cost for CE credits for CARE sessions

If you have signed up for CE credit when you registered (NASW), you will be required to complete a survey in order to receive your certificate.

The survey URL will be available in the chat at the end of the session and also emailed to all participants.

CE certificates will be e-mailed to participants once survey is returned.



ACCESS INFO

Slides will be posted to RIAIMH website:

<https://riaimh.org/CARE-2020/>

Session will NOT be recorded

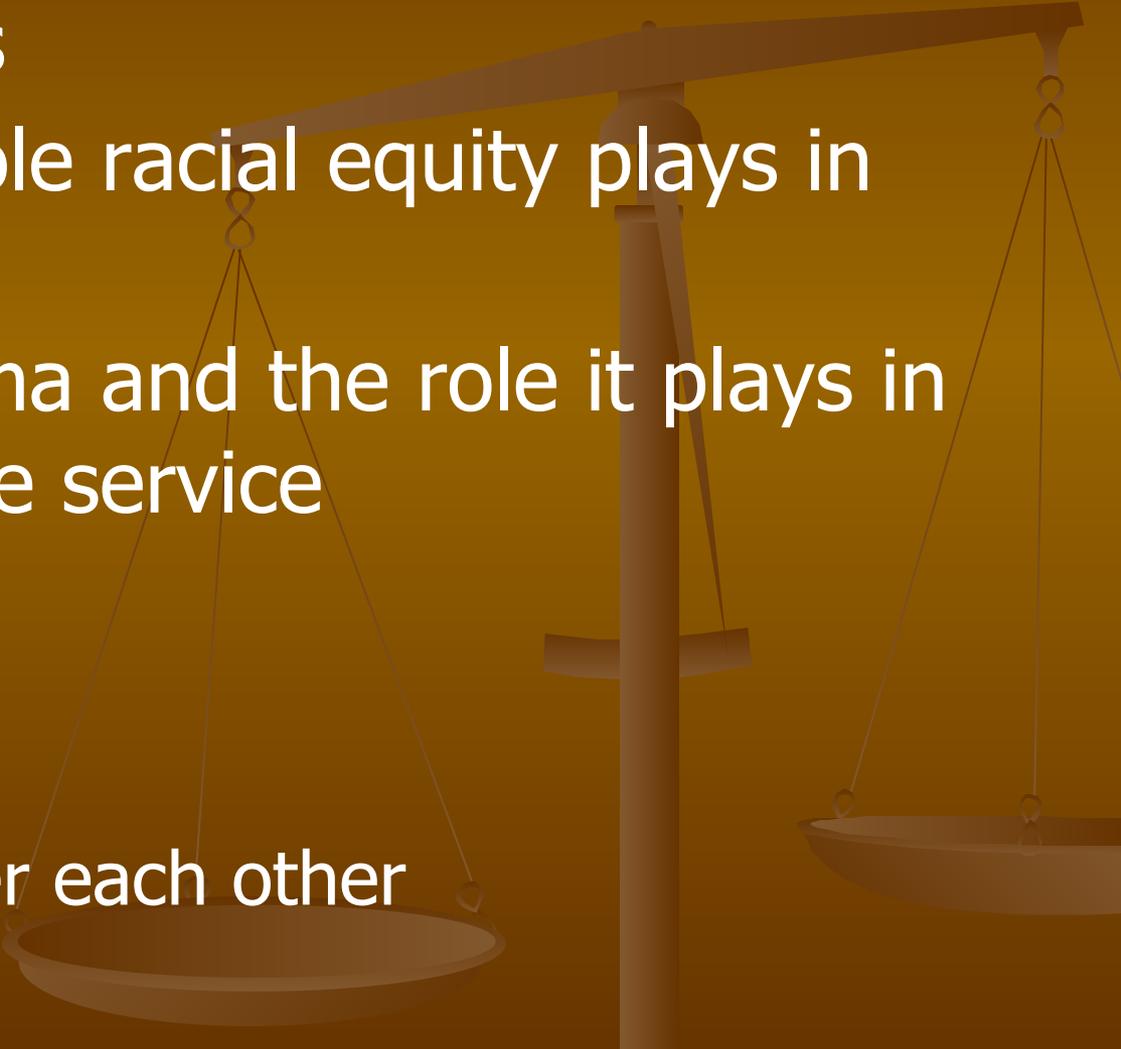
During today's event, you will have access to the Q&A and chat functions to pose questions and comments—we will respond to each comment/question as time permits and will follow up to address all questions

Mentimeter Check In

- Open another window on your laptop or desktop or on another device (cell phone)
- **Go to [menti.com](https://www.menti.com) and put in this code:**
- Answer question: How are you feeling about today's session on *"Racial Equity Revisited; Advocate/Ally & Trauma?"*
- (maximum of three words)

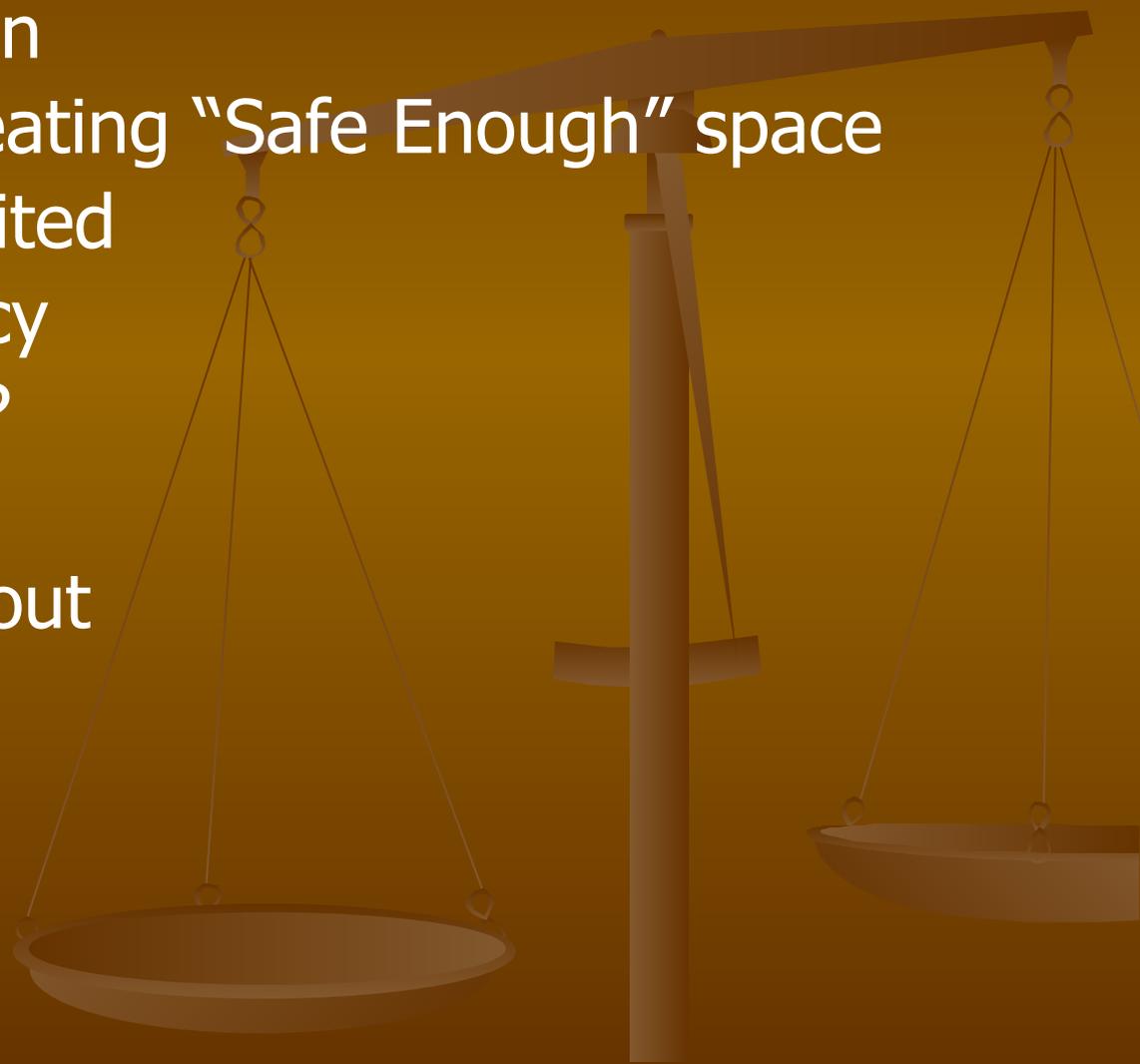
Goals/Learning Objectives

- Develop the ability to view issues through a Racial Equity Lens
 - Understand the role racial equity plays in delivering service
 - Understand Trauma and the role it plays in delivering effective service

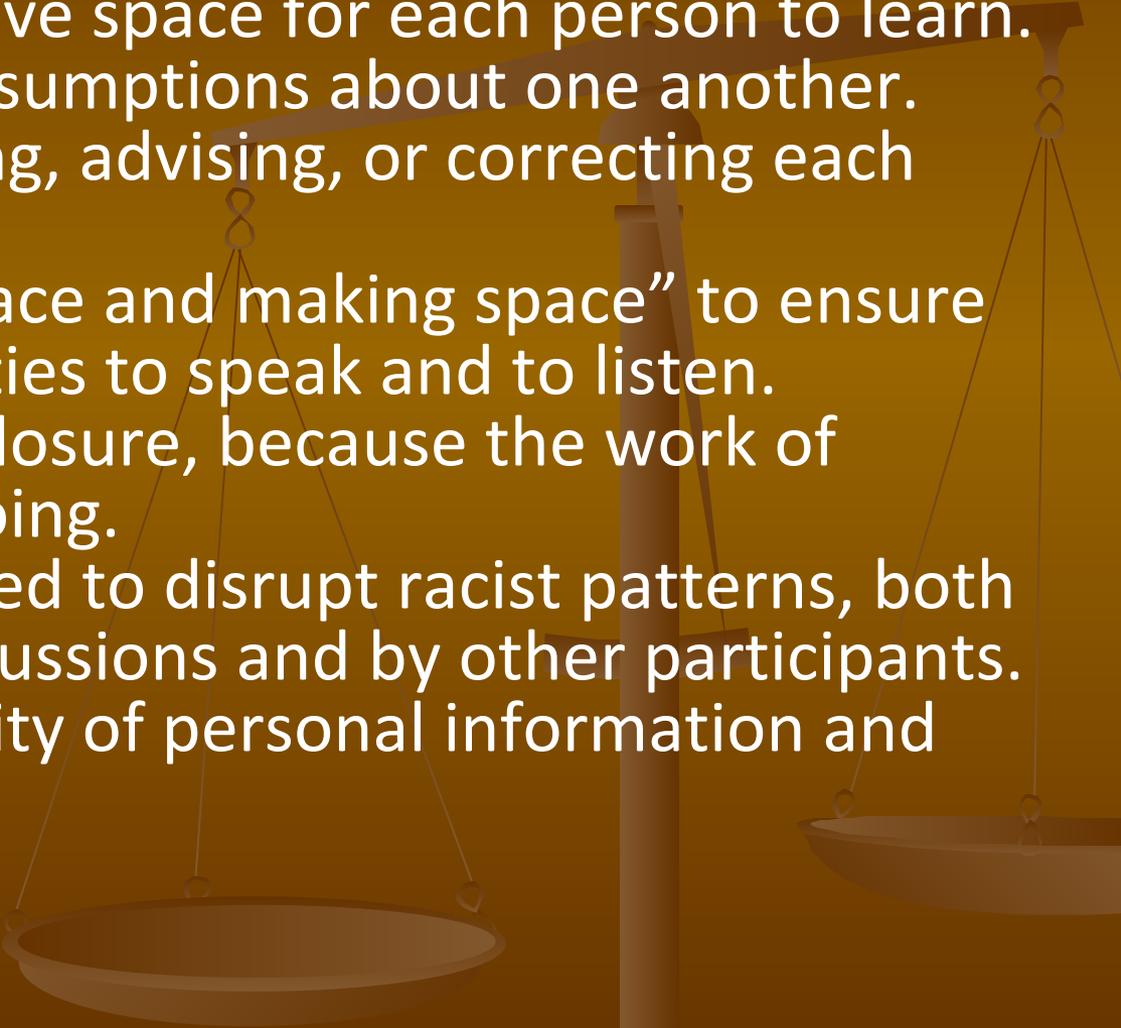
 - Share your story
 - Share your triumphs
 - Inspire and Empower each other
- 

TODAY'S AGENDA

- ❑ Welcome
- ❑ Mentimeter check in
- ❑ Goals, Agenda, Creating "Safe Enough" space
- ❑ Racial Equity Revisited
- ❑ Trauma & Resiliency
- ❑ What is your WHY?
- ❑ Advocate/Ally
- ❑ Mentimeter check out
- ❑ Closing



Guidelines for “Safe Enough” space for dialogue

- ❖ Speak from our own experiences and perspectives.
 - ❖ Listen generously to the experiences and perspectives of others, creating supportive space for each person to learn.
 - ❖ Actively resist making assumptions about one another.
 - ❖ Refrain from fixing, saving, advising, or correcting each other.
 - ❖ Be mindful of “taking space and making space” to ensure everyone has opportunities to speak and to listen.
 - ❖ Expect and accept non-closure, because the work of disrupting racism is ongoing.
 - ❖ Be willing to be challenged to disrupt racist patterns, both by the activities and discussions and by other participants.
 - ❖ Respect the confidentiality of personal information and stories shared here.
- 

Things to consider.....

- A strong opinion is not the same as informed knowledge.
- There is a difference between agreement and understanding. When discussing complex social and institutional dynamics such as racism, consider whether “I don’t agree” may actually mean “I don’t understand.”
- We have a deep interest in denying the forms of oppression that benefit us. We may also have an interest in denying forms of oppression that harm us. For example, people of color can deny the existence of racism and even support its structures. This denial may keep them from feeling overwhelmed by the daily slights or protect them from the penalties of confronting white people on racism. However, regardless of the reason, this denial still benefits whites at the group level, not people of color.
- Racism goes beyond individual intentions to collective group patterns.
- We don’t have to be aware of racism for it to exist.
- Our racial position (whether we identify as white, a person of color, or multiracial) will greatly affect our ability to see racism. For example, if we swim against the “current” of racial privilege, it’s often easier to recognize, while it’s harder to recognize if we swim with the current.
- Putting our effort into protecting rather than expanding our current worldview prevents our intellectual and emotional growth.

Racial Equity Foundation/Principles

- Lifelong learning
- Self-Reflection
- Vocabulary/Critical Theory
- History/Root Causes
- White supremacy
- Challenges/Benefits
- Policy/Solutions



Racial Equity Terms

Racism

Racial equity

Structural Racism

White Supremacy Culture

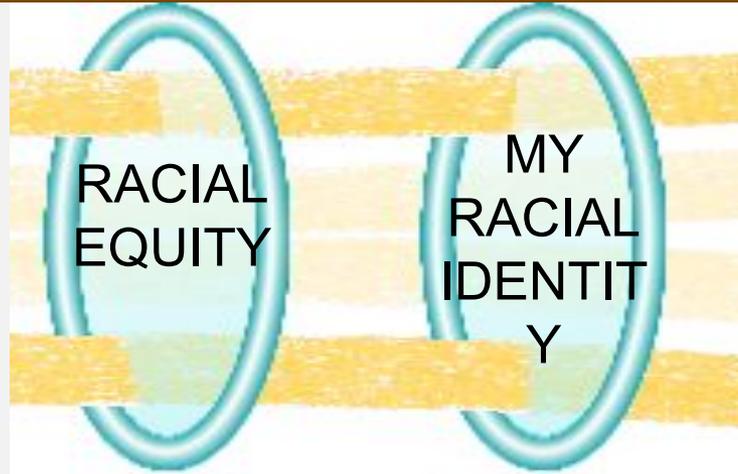


What do we mean by Racial Equity?

- The distribution of resources and opportunities is neither determined nor predicted by *race, racial bias or racial ideology*.
- The structures, systems, practices and *cultural narratives* in society provide true *situational fairness and equal opportunity*.
- There is a *democratic* commitment to *dismantle the false narrative of white supremacy* and address the legal, political, social, cultural and historical contributors to *inequity*.
- Families and individuals are able to *thrive and flourish* in the intersections of all aspects of their *identity*, including race, religion, gender, orientation, ability, and socioeconomic background.
- The most *vulnerable communities* in society have access to mechanisms to achieve *social mobility and voice in naming their reality*, describing how these *systems of oppression* play out, and developing solutions which draw upon their *assets*.
- All people, cultures and identities are equally valued and recognized under the belief that strength comes through the diversity and *expression of our shared humanity*.

Racial Equity Framework/Lens

POLICIES
OUTCOMES
POWER
RELATIONSHIPS
SOLUTIONS



**Allows us to see our contexts
in new & revealing ways when
it comes to relationships,
policies, outcomes,
power & solutions.**

Impact!!



Questions, Thoughts, Comments

- Use Chat or Raise your hand



What is Trauma?

- ▶ Experience(s) that threatens a person's physical, emotional, mental and spiritual well-being, or of someone critically important to them
- ▶ **Frightening, chaotic, unpredictable, overwhelming, loss of power/control, helplessness**
- ▶ *Another way to look at it...*

“the 3 E’s of Trauma”: the Event, Experience, Effect

Trauma-Informed & Equitable Principles

Understanding Trauma & Resiliency

e.g. understanding that a behavior can be a way of coping with trauma

Physical & Emotional Safety

e.g. being consistent & predictable to help foster a sense of safety

Naming/Addressing Power & Privilege

e.g. understanding how systemic oppression impacts a person's experience of trauma & their access to supports

Voice & Choice

e.g. providing options and inviting client to be part of decision-making

Creating a Culture of Reflection & Care

e.g. workplace practices & policies that promote staff self-care & reflection

Different Types of Trauma

Acute



Chronic



Vicarious / Secondary



Complex



***Racial Trauma**



System Induced



Historical / Intergenerational



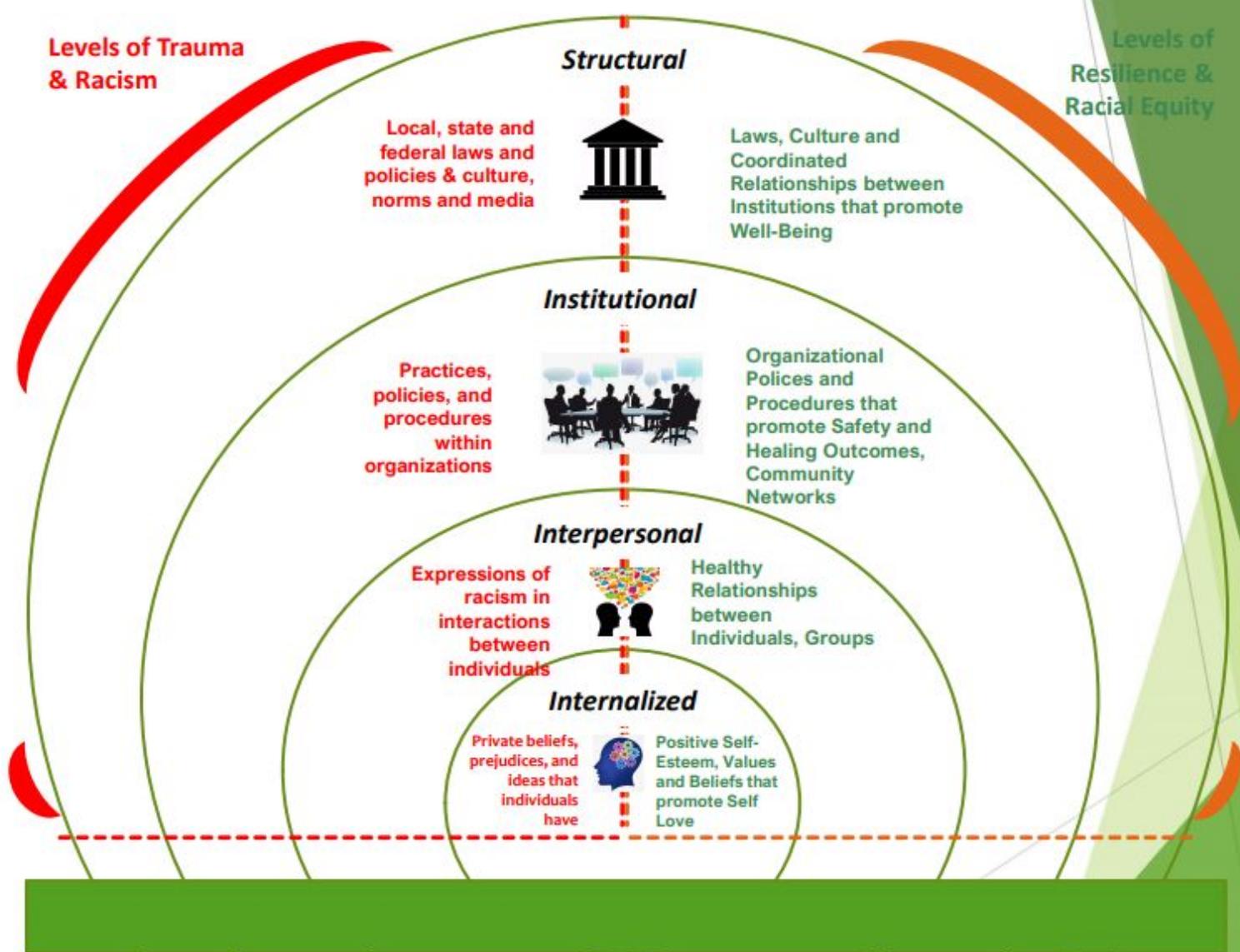
HONORING Resiliency

- Resilience is the capacity to **survive, adapt, resist** and **find meaning** despite hardship and adversity.
- Everyone has the capacity for resiliency. There are **many ways to be resilient**, and it can change over time.
- Resilience is supported by our **families, communities, cultures** and society.
- **Systems and institutions are key to promoting resiliency** through ensuring access to rights, resources and representation.



Levels of Trauma & Racism

Levels of Resilience & Racial Equity



**Not
everything
that is faced
can be
changed.
But nothing
can be
changed
until it is
faced.**

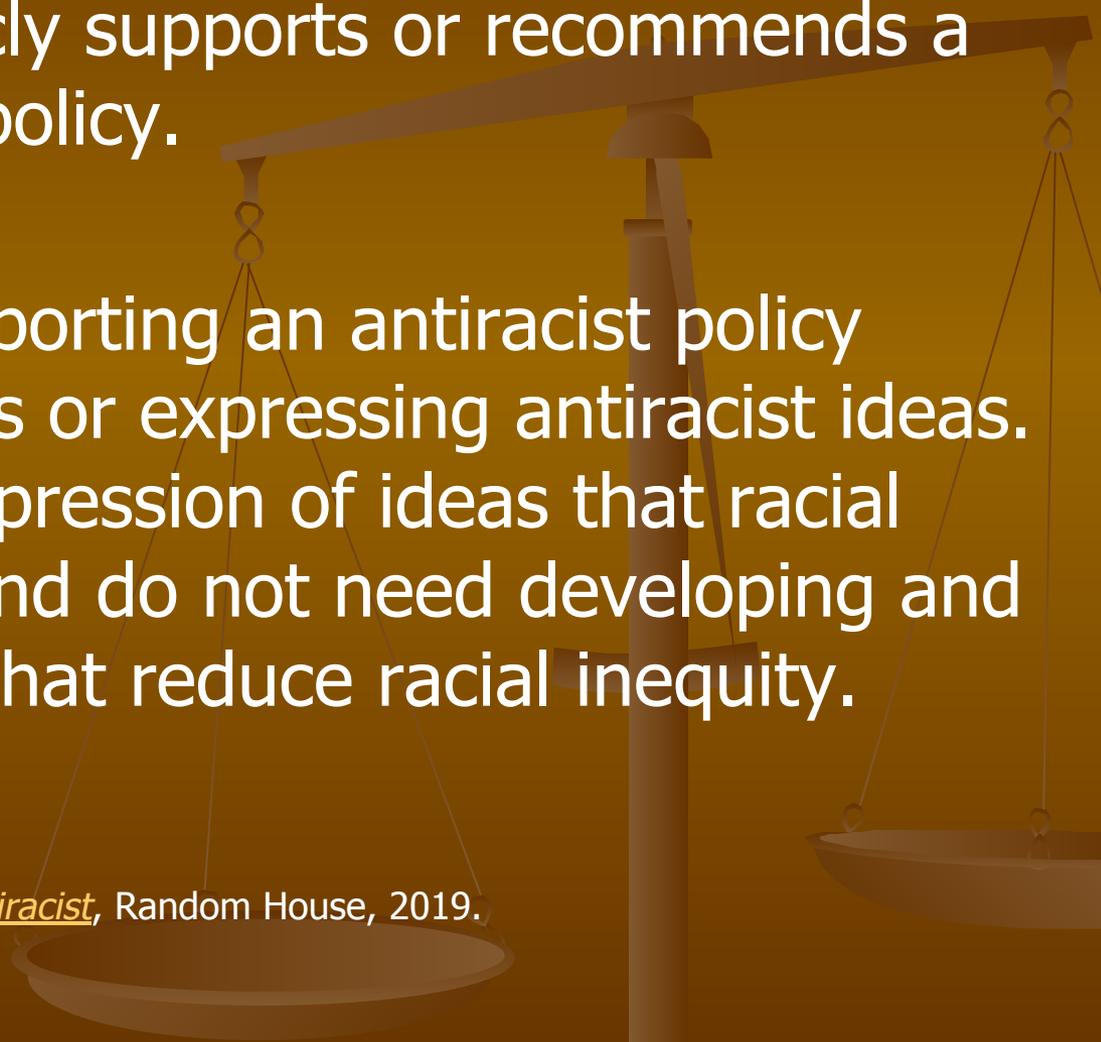
**-James
Baldwin**



What/Who is an Ally?

1. Someone who makes the commitment and effort to recognize their privilege (based on gender, class, race, sexual identity, etc.) and work in solidarity with oppressed groups in the struggle for justice. Allies understand that it is in their own interest to end all forms of oppression, even those from which they may benefit in concrete ways.
2. Allies commit to reducing their own complicity or collusion in oppression of those groups and invest in strengthening their own knowledge and awareness of oppression.

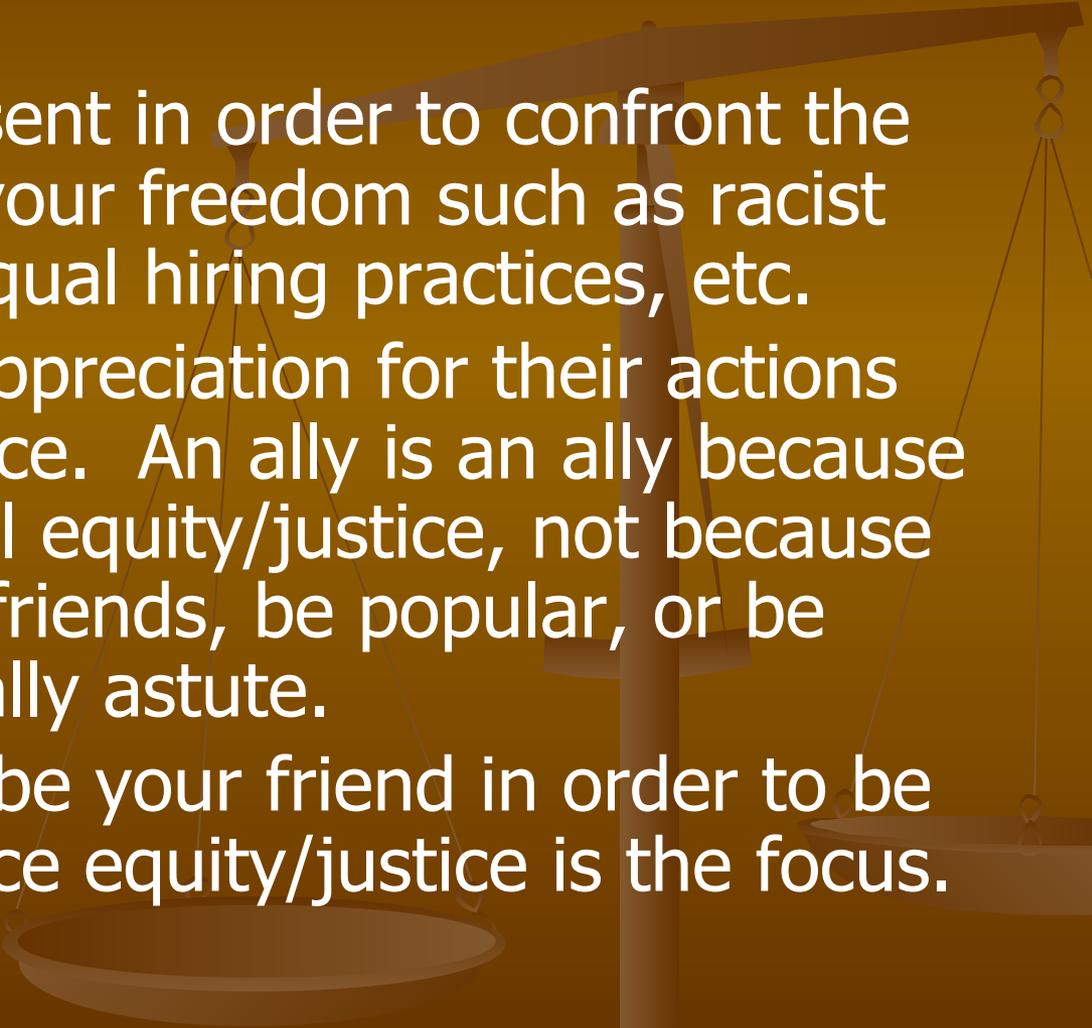
What/Who is an Advocate?



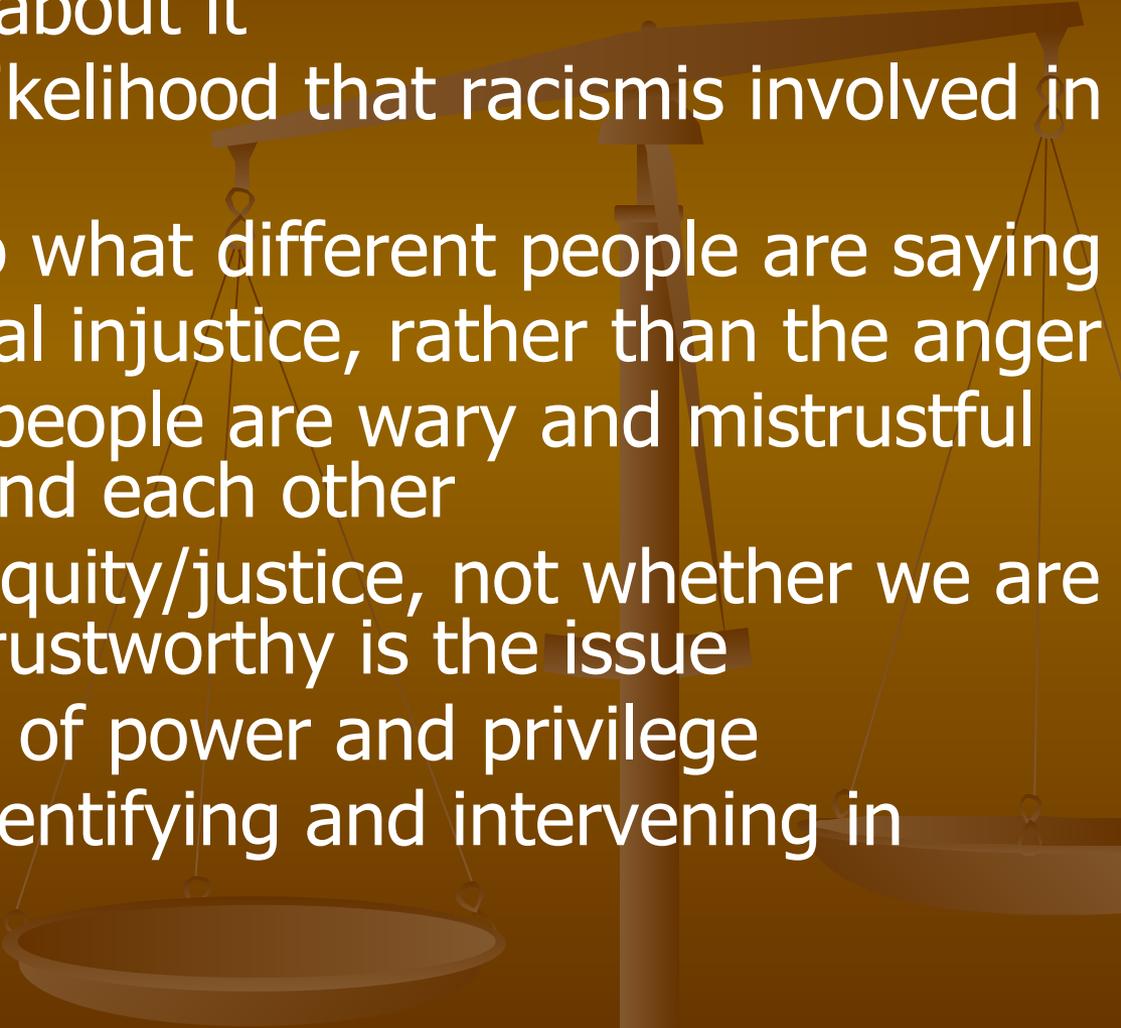
1. A person who publicly supports or recommends a particular cause or policy.
2. An anti-racist is supporting an antiracist policy through their actions or expressing antiracist ideas. This includes the expression of ideas that racial groups are equals and do not need developing and supporting policies that reduce racial inequity.

SOURCE: Ibram X. Kendi, *[How To Be An Antiracist](#)*, Random House, 2019.

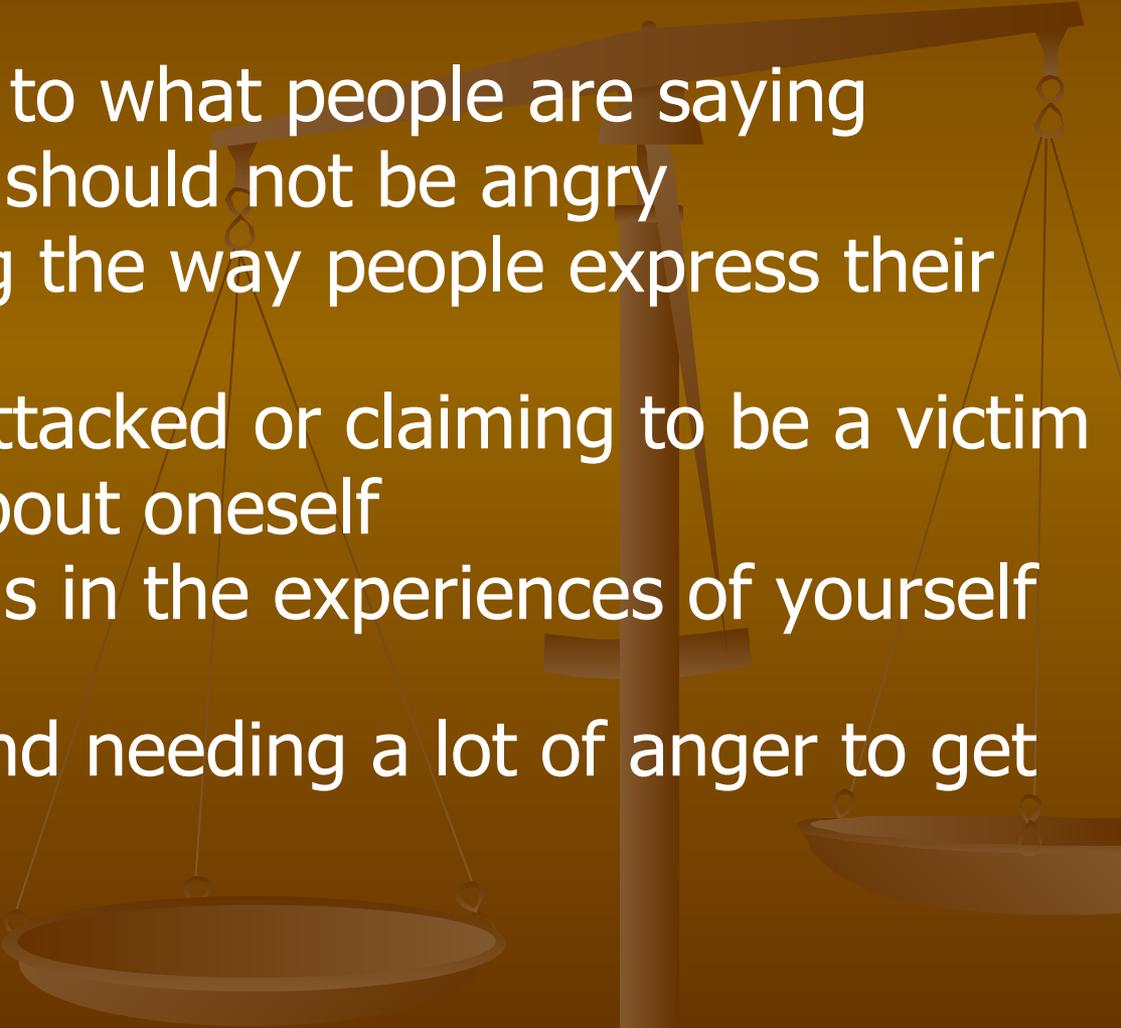
An Ally/Advocate does not

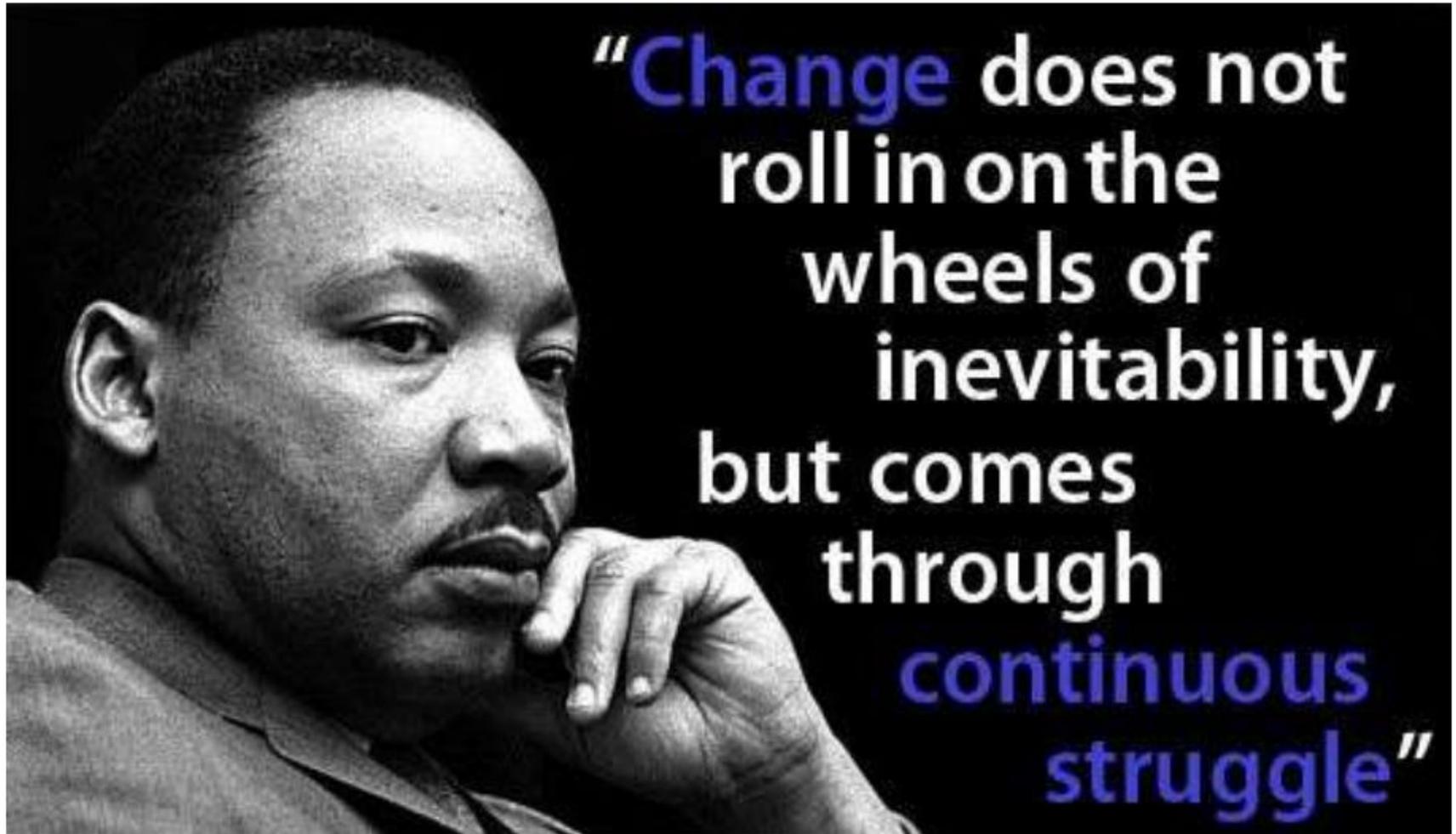
- Have to share in your oppression to denounce it or work to end it.
 - Require you be present in order to confront the issues that restrict your freedom such as racist or sexist jokes, unequal hiring practices, etc.
 - Require thanks or appreciation for their actions towards equity/justice. An ally is an ally because they believe in racial equity/justice, not because they want to make friends, be popular, or be perceived as politically astute.
 - Need to like you or be your friend in order to be your ally. Again, race equity/justice is the focus.
- 

Supportive behaviors of An Ally/Advocate

- Taking racism seriously
 - Being willing to talk about it
 - Acknowledging the likelihood that racism is involved in some way
 - Listening carefully to what different people are saying
 - Focusing on the racial injustice, rather than the anger
 - Understanding why people are wary and mistrustful of different people and each other
 - Remembering that equity/justice, not whether we are seen as personally trustworthy is the issue
 - Recognizing the role of power and privilege
 - Being proactive in identifying and intervening in situations
- 

Non-Supportive behaviors of An Ally/Advocate

- Denying or minimizing the likelihood of racism or other, 'isms'
 - Listening selectively to what people are saying
 - Telling people, they should not be angry
 - Blaming or criticizing the way people express their anger
 - Feeling personally attacked or claiming to be a victim
 - Getting defensive about oneself
 - Making false parallels in the experiences of yourself and other people
 - Being complacent and needing a lot of anger to get your attention
- 



What is Your WHY?

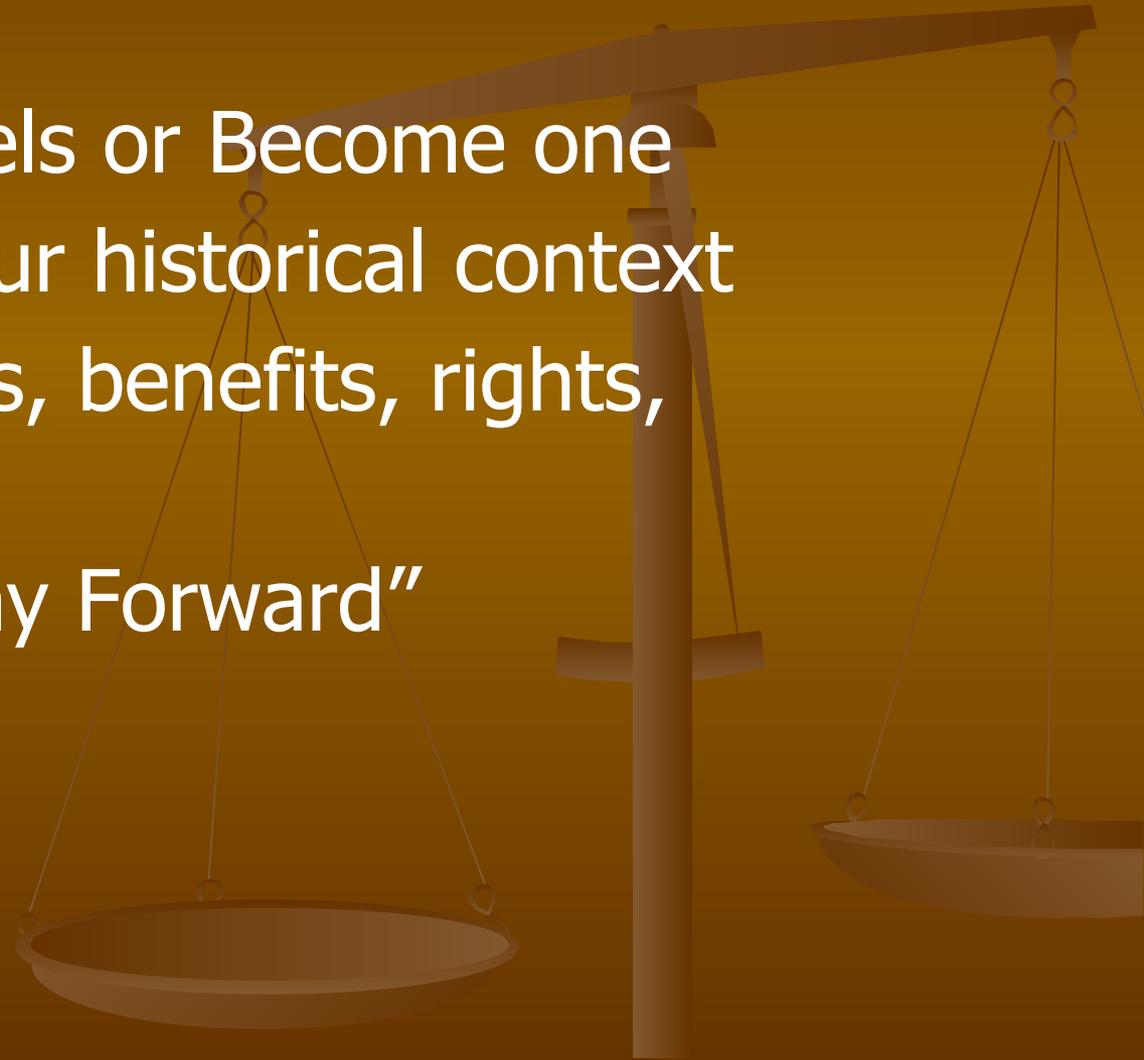


5 STEPS TO BECOMING AN ADVOCATE



5 STEPS TO BECOMING AN ADVOCATE

1. Motivations
2. Find Role Models or Become one
3. Understand your historical context
4. FOCUS, (beliefs, benefits, rights, privileges)
5. Imagine "A Way Forward"



HOMework



Mentimeter Check Out

- Open another window on your laptop or desktop or on another device (cell phone)
- **Go to menti.com and put in this code:**
- Question is, “How are you feeling after this session?”
- Answer question (maximum of three words)

