

41st Annual Conference

University at Buffalo
June 7-9, 2023



RESPONDING TO AND TREATING THE TRAUMA OF RACISM: BEARING WITNESS IN PSYCHOTHERAPY

**PRE-CONFERENCE WORKSHOP
JUNE 7, 2023**

CARLTON E. GREEN, PH.D.
he/him/his/name



LAND ACKNOWLEDGEMENT

We would like to acknowledge the land on which the University at Buffalo operates, which is the territory of the Seneca Nation, a member of the Haudenosaunee/Six Nations Confederacy. This territory is covered by The Dish with One Spoon Treaty of Peace and Friendship, a pledge to peaceably share and care for the resources around the Great Lakes. It is also covered by the 1794 Treaty of Canandaigua, between the United States Government and the Six Nations Confederacy, which further affirmed Haudenosaunee land rights and sovereignty in the State of New York. Today, this region is still the home to the Haudenosaunee people, and we are grateful for the opportunity to live, work, and share ideas in this territory.

CONFLICT OF INTEREST STATEMENT

THE PRESENTERS
HAVE NO ACTUAL
OR POTENTIAL
CONFLICTS OF
INTEREST IN
RELATION TO THIS
PROGRAM.

GOOD MORNING!



**THANK
YOU!!**



#RACIALTRAUMAIISREAL



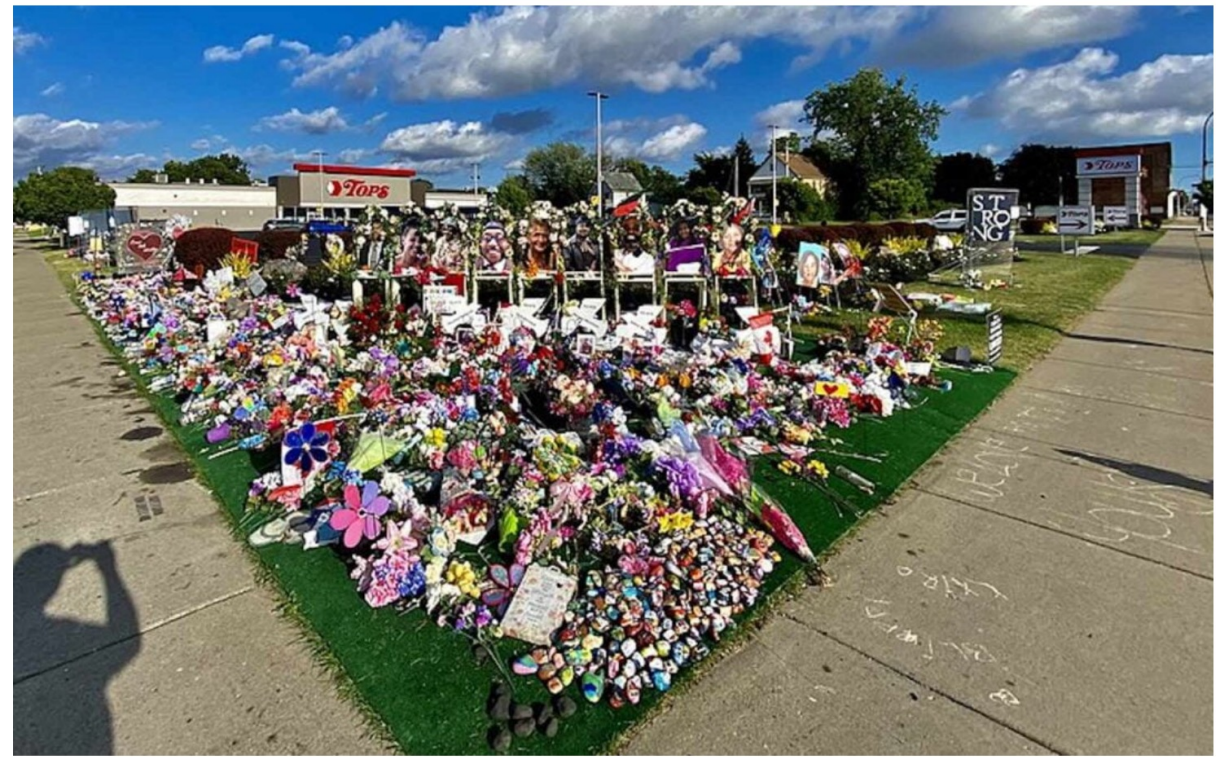
**PRACTITIONER
PRESENTATION**



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GREEN

One Year Later: Remembering the Victims of the Buffalo Mass Shooting

by Starlette Thomas | May 15, 2023 | Feature, Opinion



Buffalo shooting

'Nothing changed': Buffalo's East Side still struggling a year after shooting

Adria Walker in Buffalo, New York

Sat 13 May 2023 06.00 EDT



TODAY'S GOALS

- **DEFINE RACIAL TRAUMA AND IDENTIFY RELATED SYMPTOMS**
- **DESCRIBE TYPES OF RACE-RELATED RESPONSES TO RACIAL TRAUMA AND VIOLENCE**
- **APPLY UNDERSTANDING OF HELMS' RACIAL IDENTITY MODELS TO THERAPY INTERACTIONS**
- **BEGIN TO IDENTIFY BARRIERS TO EFFECTIVE RACE-RELATED COMMUNICATION IN THERAPY**
- **DELINEATE TREATMENT STRATEGIES FOR ADDRESSING RACIAL TRAUMA RESPONSES**
- **OUTLINE THE UTILITY OF #RACIALTRAUMISREAL (JERNIGAN ET AL., 2015) AS AN OUTREACH STRATEGY**





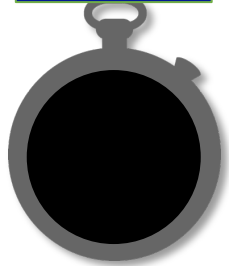
Where
are you
from?



COMMUNITY-BUILDING



8 MIN



I AM FROM...

- Familiar foods, especially those associated with family gatherings
- Familiar sights, sounds, or smells from your home, neighborhood, or home country
- Familiar sayings you heard growing up, quotes that guide your life, and/or song lyrics that you identify with
- Familiar people, family members, friends, and ancestors

COMMUNITY-BUILDING

9 MIN



IN SMALL GROUPS...

- **Introduce yourselves.**
- **Share your poems.**
 - **Be curious with each other.**
 - **Note similarities or items that pique your interest.**
- **What was it like to write your poem?**
- **Based upon your poem, what are some important values that have influenced who you are?**
- **What is your intention for the day?**

Be mindful of sharing space and time.

DEFINING TRAUMA

Trauma results from

- **an event,**
- **series of events, or**
- **set of circumstances**

that is experienced by an individual as

- **physically or emotionally harmful or**
- **threatening and**

that has lasting adverse effects on the

- **individual's functioning and**
- **physical, social, emotional, or spiritual well-being.**

SAMHSA, 2014



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DEFINING TRAUMA

TRAUMA SURVIVORS MUST HAVE BEEN EXPOSED TO ACTUAL OR THREATENED:

- **Death**
- **Serious injury**
- **Sexual violence**

EXAMPLES OF TRAUMATIC EVENTS

- **Large-scale violence**
- **Transportation accidents**
- **Rape and sexual assault**
- **Torture**
- **Sex trafficking and prostitution**
- **Child abuse**
- **Life-threatening illness**



DEFINING TRAUMA

THE EXPOSURE CAN BE:

- Direct
- Witnessed
- Indirect, by hearing of a relative or close friend who has experienced the event—indirectly experienced death must be accidental or violent
- Repeated or extreme indirect exposure to qualifying events, usually by professionals
- **NON-PROFESSIONAL EXPOSURE BY MEDIA DOES NOT COUNT**



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Posttraumatic Stress Disorder

DSM-5 (2013)

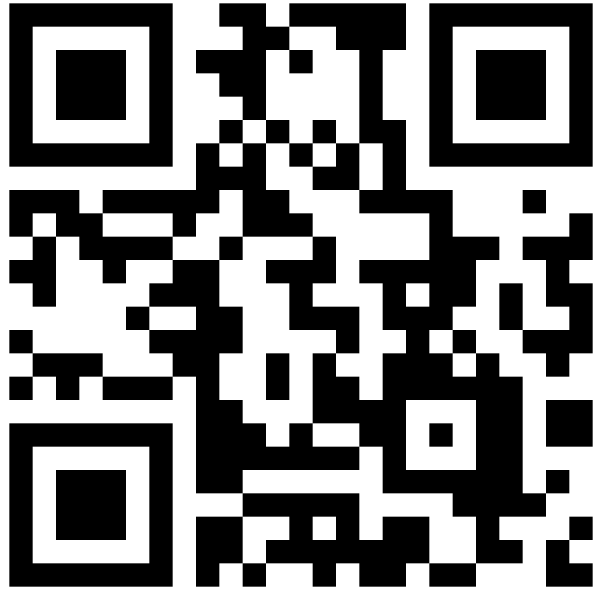


DEFINING TRAUMA

- *Exposure to Trauma*
- 1+ “Intrusion” Symptoms
 - Recurrent Memories
 - Recurrent Dreams
 - Feeling of Recurrence
 - Distress at Re-Exposure
 - Physiological Reactivity
- 1+ Avoidance Symptoms
 - Memories, Thoughts, Feelings
 - External Reminders
- 2+ Negative Cognitions
 - Poor Memory
 - Self-Concept
 - Cause/Consequences
 - Emotional State
 - Interest/Participation
 - Detachment
 - Loss of Positive Emotions
- 2+ Arousal Symptoms
 - Irritability
 - Recklessness
 - Hypervigilance
 - Exaggerated Startle
 - Poor Concentration
 - Sleep Disturbance



I Am From Activity Guide



Essential elements for working with racial trauma

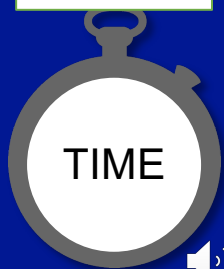




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TRADE

2 MIN



WHAT HAPPENED THAT MADE YOU THINK YOU WERE PART OF THIS GROUP?

**What did people say?
What behaviors did you notice?
What non-verbals did you observe?**

HOW MIGHT THIS APPLY TO A COUNSELING CENTER INTERACTION?

4 MIN

TIME

HOW DID IT FEEL TO BE TREATED LIKE YOU WERE TREATED?

**Happy
Sad
Confused
Rejected**

**Empowered
Angry
Proud
Joyful**

**Thankful
Relieved
Safe
Hopeless**



RACE

RACE: A SOCIALLY AND LEGALLY DEFINED SYSTEM OF CATEGORIZING PEOPLE BASED ON PERCEIVED SHARED PHYSICAL CHARACTERISTICS THAT HAVE PRODUCED, SHAPED, AND MAINTAINED A SOCIAL ORDER IN THE UNITED STATES

OMI & WINANT, 2015

- **SOCIAL CONSTRUCT**
- **SOCIOPOLITICAL DESIGNATION**
- **INDIVIDUALS ASSIGNED TO PARTICULAR RACIAL GROUP**
 - **PRESUMED VISIBLE CHARACTERISTICS**
 - **SKIN COLOR, PHYSICAL FEATURES & LANGUAGE**

RACIAL CATEGORIES

- **EXTERNALLY DEFINED**
- **INVOLVE NO EXPLICIT BEHAVIORS, VALUES, ETC.**
- **SOCIOPOLITICAL CONSTRUCTS THAT MAINTAIN A STATUS HIERARCHY**
- **RESULT IN DIFFERENTIAL SOCIALIZATION OR TREATMENT OF PEOPLE**

Ethics IN PSYCHOTHERAPY AND COUNSELING

5TH
EDITION

A PRACTICAL GUIDE

KENNETH S. POPE
MELBA J. T. VASQUEZ

WILEY

“It would be remarkable if we therapists were completely free of the prejudices that afflict the rest of humanity. Life is remarkable in so many ways, but not that one. For any of us, various cultural, racial, ethnic, political, religious, and other groups – or topics related to these groups – may evoke an intense emotional response. The response may be subtle or powerful. We may be ashamed of it or embrace it as important. We may be reluctant to mention it to certain people. We may view it as not politically correct or – a more forbidding barrier for many of us – as not emotionally correct.”

(Pope & Vasquez, 2016, p. 282)

3 MIN

TIME



DEFINING RACISM



Dr. Camara Jones
Past President

American Public Health Association



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RACISM IS A SYSTEM.

IT'S NOT A PERSONAL MORAL FAILING.

IT'S NOT EVEN A PSYCHIATRIC ILLNESS.

IT'S A SYSTEM OF POWER,

AND IT'S A SYSTEM OF DOING TWO THINGS:

OF STRUCTURING OPPORTUNITY AND

OF ASSIGNING VALUE.

AND IT DOES THOSE THINGS BASED UPON

SO-CALLED RACE...BASED ON THE SOCIAL

INTERPRETATION OF HOW WE LOOK.

(Jones , 2002)

DEFINING RACISM

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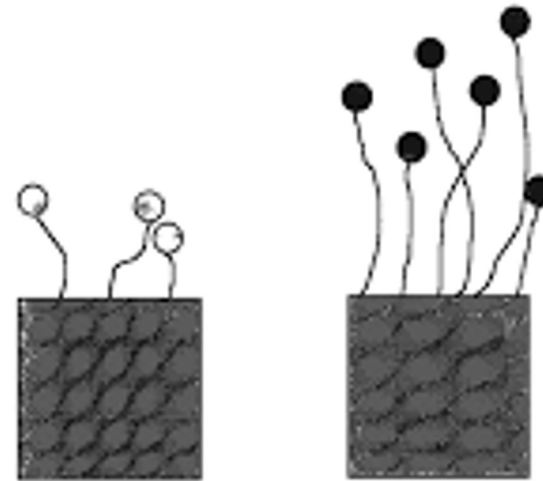


INSTITUTIONALIZED RACISM

Differential access to the goods, services, and opportunities of society by race

(Jones, 2000)

Institutionalized racism



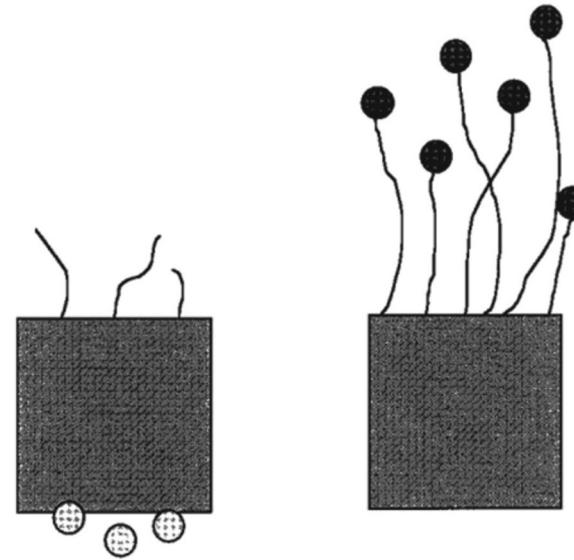
- Initial historical insult
- Structural barriers
- Inaction in face of need
- Societal norms
- Biological determinism
- Unearned privilege

How might INSTITUTIONALIZED RACISM be related to therapy?

PERSONALLY MEDIATED RACISM

Prejudice and discrimination, where prejudice means differential assumptions about the abilities, motives, and intentions of others according to their race, and discrimination means differential actions toward others according to their race

(Jones, 2000)



Personally mediated racism

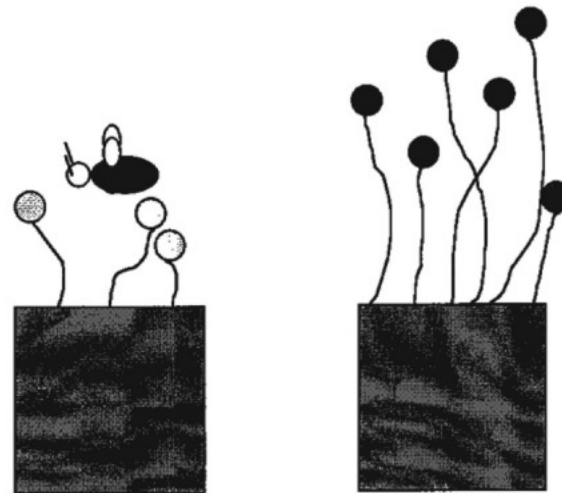
- Intentional
- Unintentional
- Acts of commission
- Acts of omission
- Maintains structural barriers
- Condoned by societal norms

How might PERSONALLY MEDIATED RACISM be related to therapy?

INTERNALIZED RACISM

Acceptance by members of the stigmatized races of negative messages about their own abilities and intrinsic worth


(Jones, 2000)



Internalized racism

- Reflects systems of privilege
- Reflects societal values
- Erodes individual sense of value
- Undermines collective action

How might INTERNALIZED RACISM be related to therapy?

A woman wearing a blue hijab and a white top is shown in profile, looking thoughtfully to the right. She is in a meeting room with other people blurred in the background. A semi-transparent blue box with white text is overlaid on the left side of the image.

As is the case for rape and domestic violence, racism may involve physical and psychological assaults that might be overlooked if racism is not considered an important cause of physical and emotional distress.

Helms, Nicolas, & Green 2010



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Racism is a visceral experience...it dislodges brains, blocks airways, rips muscle, extracts organs, cracks bones, breaks teeth.

Resma Menakem



DEFINING RACIAL TRAUMA



**WHAT STANDS OUT TO YOU IN
MONNICA WILLIAMS' EXPLANATION
OF RACIAL TRAUMA?**

2:15 CT |



DALLAS
SHOOTING

'BLACK LIVES MATTER' PROTESTS TURN VIOLENT
DEMONSTRATORS CLASH WITH POLICE OVER DEATH OF TWO MEN

CTV
NEWS
CHANNEL

, HOTEL BOOKINGS WENT UP SUBSTANTIALLY.



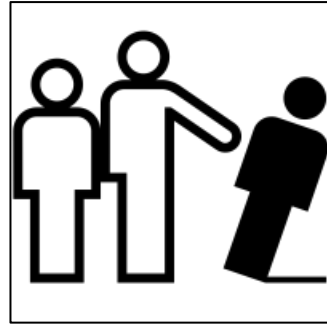
CANADA'S M

DEFINING RACIAL TRAUMA



**WHAT STANDS OUT TO YOU IN
MONNICA WILLIAMS' EXPLANATION
OF RACIAL TRAUMA?**

DEFINING RACE-RELATED STRESS



STRESS ASSOCIATED WITH AN INDIVIDUAL'S MEMBERSHIP IN A RACIAL GROUP AND THE STATUS OF THAT GROUP WITHIN SOCIETY



A CUMULATIVE PSYCHOBIOLOGICAL EXPERIENCE, WHERE EVERY PERSONAL OR VICARIOUS ENCOUNTER WITH RACISM CONTRIBUTES TO A MORE INSIDIOUS, CHRONIC STRESS

DEFINING RACE-RELATED STRESS



EXAMPLES:

HOSTILE WORK ENVIRONMENT
EXPERIENCING VERBAL ASSAULTS
BEING DENIED ACCESS OR SERVICE
BEING RACIALLY PROFILED



DEFINING RACIAL TRAUMA

**THE EMOTIONAL AND PSYCHOLOGICAL
RESPONSE TO RACIAL INCIDENTS THAT ARE
UNEXPECTED, EXPERIENCED AS
THREATENING, AND RESULT IN SIGNIFICANT
PSYCHOLOGICAL STRESS**

**Bryant-Davis & Ocampo, 2006; Carter, 2007;
Comas-Diaz, 2016; Pieterse, 2018**



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Posttraumatic Stress Disorder

DSM-5 (2013)



DEFINING TRAUMA

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 - ➔ Loss of Positive Emotions
- 2+ Arousal Symptoms
 - ➔ Irritability
 - ➔ Recklessness
 - ➔ Hypervigilance
 - ➔ Exaggerated Startle
 - ➔ Poor Concentration
 - ➔ Sleep Disturbance



SOCIAL PAINS



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UCLA

Newsroom

Categories For news media 

SCIENCE + TECHNOLOGY

Researchers find genetic link between physical pain and social rejection

Stuart Wolpert | August 17, 2009

UCLA psychologists have determined for the first time that a gene linked with physical pain sensitivity is associated with social pain sensitivity as well.

Their study indicates that variation in the mu-opioid receptor gene (OPRM1), often associated with physical pain, is related to how much social pain a person feels in response to social rejection. People with a rare form of the gene are more sensitive to rejection and experience more brain evidence of distress in response to rejection than those with the more common form.

The research was published Aug. 14 in the early online edition of Proceedings of the National Academy of Sciences and will appear in the print version in the coming weeks.

The findings give weight to the common notion that rejection "hurts" by showing that a gene regulating the body's most potent painkillers — mu-opioids — is involved in socially painful experiences too, said study co-author Naomi Eisenberger, UCLA assistant professor of



Naomi Eisenberger (Reed Hutchinson/UCLA)

Share   

DIGNITARY HARM-

“severe emotional distress” ...

“the kind of hurt that happens on a level that can't even produce tears, because it's much farther down than that.”

Love (1990)





The
Guardian

CLASSES OF RACISM: AVOIDANT

- Behaviors, thoughts, policies, and strategies that aim to maintain distance or minimize contact between the dominant racial group members and nondominant racial groups or its members
 - Racial Discrimination
- EXAMPLES
 - Denial of opportunity or access to a person of color
 - Being ignored by salespeople in a store or being denied housing
 - Discouraging students of color from enrolling in advanced high school courses required for college admission
 - Ignoring or denigrating the cultural contributions of people of color
- RESPONSES
 - Fear, tension, anxiety, depression, sadness, anger, aggression, resolve to overcome barriers, social cohesion, and taking strength from the experience

(Carter & Pieterse , 2020)

CLASSES OF RACISM: HOSTILE

- Using feelings, thoughts, actions, strategies, behaviors, and policies to communicate the target's subordinate status due to his or her membership in a nondominant racial group
 - Racial Harassment
- **EXAMPLES**
 - Quid pro quo pressure to go along with organizational racial practices and policies as a condition of continued participation
 - Absence of explicit policies and procedures for filing and handling claims of racial harassment
- **RESPONSES**
 - Anger, rage, powerlessness, shame, guilt, helplessness, low self-esteem or persistent self-doubt, suspiciousness, and distrust.
 - Positive and adaptive: resolving to prove people wrong, confronting the person or persons, or using the feelings as a source of personal or group strength

CLASSES OF RACISM: AVERSIVE HOSTILE

- **Thoughts, behaviors, actions, feelings, or policies and procedures that are meant to create distance between racial groups.**
 - **Discriminatory Harassment**
- **EXAMPLES**
 - **Being given access to a job/experience, yet after being treated with disdain and not oriented to do job/experience well.**
 - **Subsequently, being subjected to poor evaluations and is reprimanded for minor infractions.**
- **RESPONSES**
 - **????????**

COGNITIVE
Intrusive Thoughts/Images
Ruminations
Inability to Focus
Difficulty Concentrating
Poor Memory
Dissociation
Poor Self-Concept

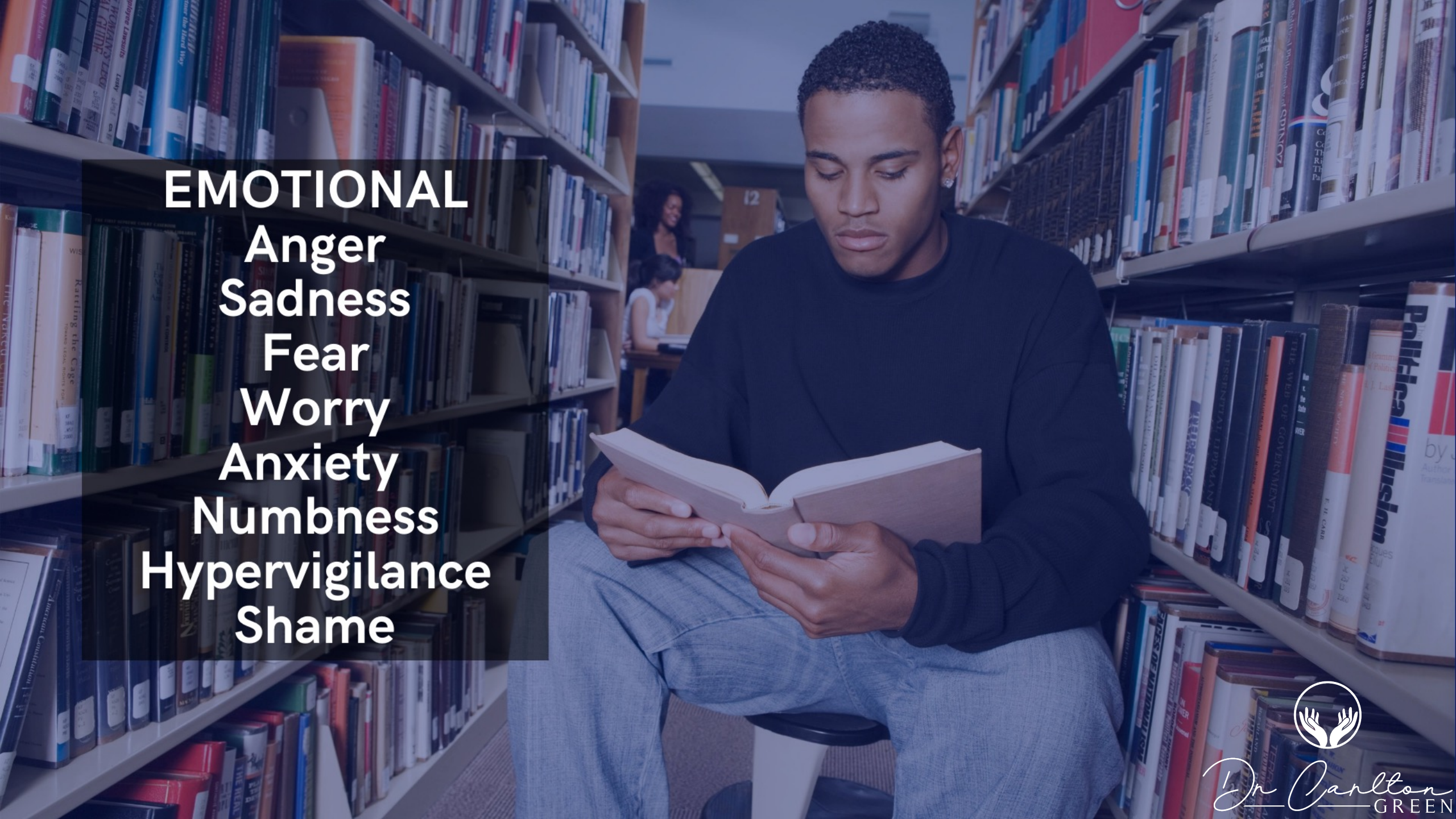


BEHAVIORAL
Activity
Aggression
Sleeping
Eating
Substance Use
Sexual Behavior



PHYSIOLOGICAL
Pain
Headaches
Stomach Problems
Heart Rate
Muscle Spasms
Appetite
Lethargy





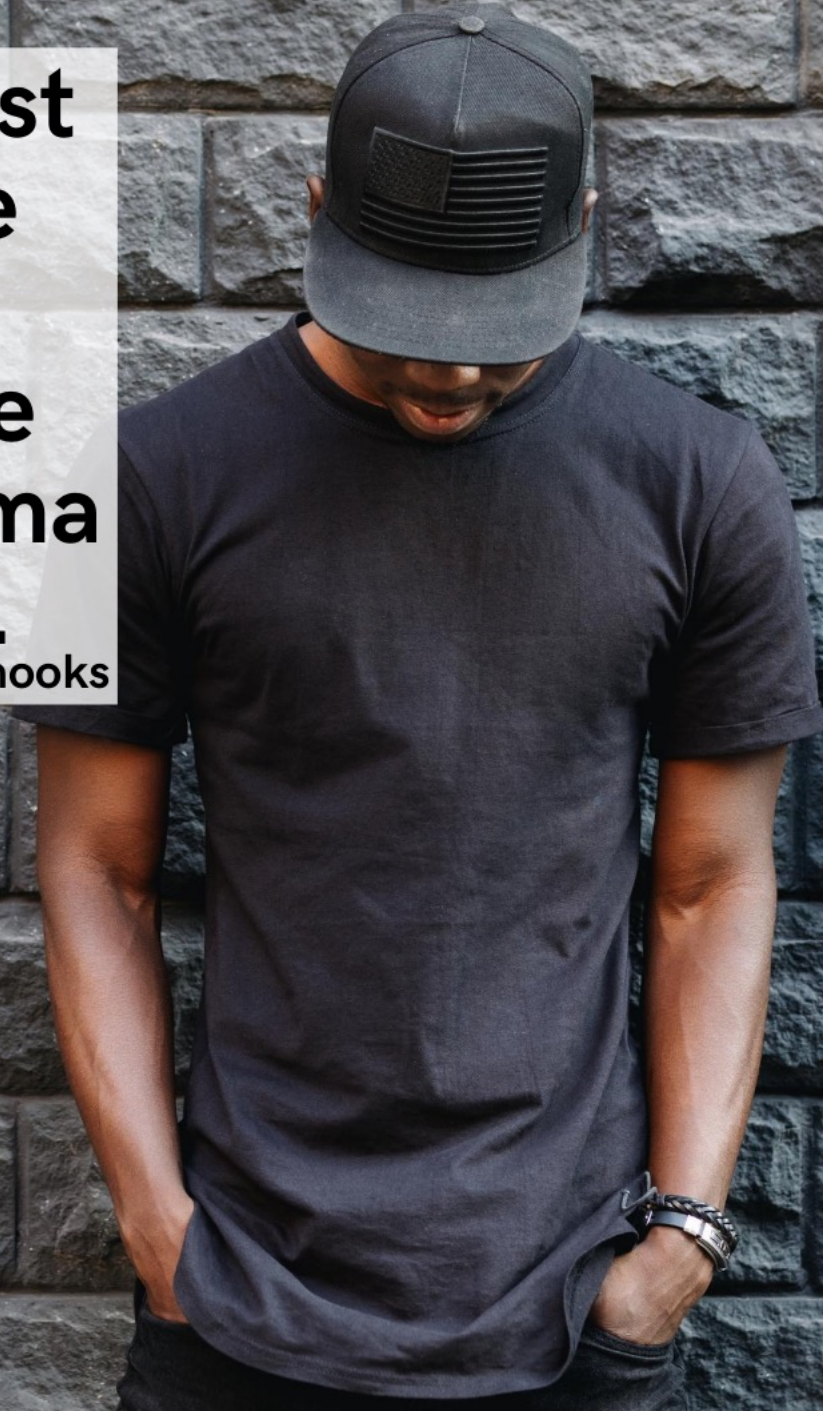
EMOTIONAL
Anger
Sadness
Fear
Worry
Anxiety
Numbness
Hypervigilance
Shame



Dr. Carlton
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Shame is one of the deepest tools of imperialist, white supremacist, capitalist patriarchy because shame produces trauma and trauma often produces paralysis.

bell hooks



Dr. Carlton
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TRAUMATIC STRESS RESPONSE

COGNITIVE

- Intrusive Thoughts/Images
- Ruminations
- Inability to Focus
- Difficulty Concentrating
- Poor Memory
- Dissociation
- Poor Self-Concept

EMOTIONAL

- Anger
- Sadness
- Fear
- Worry
- Anxiety
- Numbness
- Hypervigilance
- Shame

BEHAVIORAL

- Activity
- Aggression
- Sleeping
- Eating
- Substance Use
- Sexual Behavior

PHYSIOLOGICAL

- Pain
- Headaches
- Stomach Problems
- Heart Rate
- Muscle Spasms
- Appetite
- Lethargy



Black Americans suffer most from racial trauma, but few counselors are trained to treat it

"People of color don't feel safe to come to therapy."

ELHAM KHATAMI 

JAN 15, 2018, 12:01 PM

SHARE



Of the 106 Counselors surveyed

- 75 reported working with clients experiencing racial trauma
- 35 indicated receiving training to identify racial trauma symptoms
- 20 indicating being trained to treat racial trauma

Hemmings & Evans, 2018



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IMAGINE...

**YOU ARE PROVIDING THERAPY TO A
CLIENT (OR SUPERVISION TO A
TRAINEE), AND THEY OFFER THE
CONTENT FROM THE FOLLOWING
VIDEO...**

WHAT EMOTIONS ARISE FOR YOU?

**WHAT SENSATIONS DO YOU
EXPERIENCE?**

**WHAT BEHAVIORAL URGES DO YOU
OBSERVE IN YOURSELF?**



BLM

Ethics IN PSYCHOTHERAPY AND COUNSELING

5TH
EDITION

A PRACTICAL GUIDE

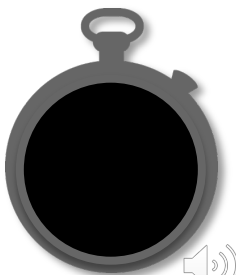
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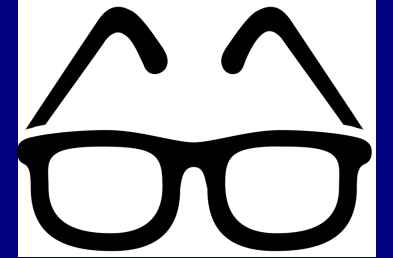
“It would be remarkable if we therapists were completely free of the prejudices that afflict the rest of humanity. Life is remarkable in so many ways, but not that one. For any of us, various cultural, racial, ethnic, political, religious, and other groups – or topics related to these groups – may evoke an intense emotional response. The response may be subtle or powerful. We may be ashamed of it or embrace it as important. We may be reluctant to mention it to certain people. We may view it as not politically correct or – a more forbidding barrier for many of us – as not emotionally correct.”

(Pope & Vasquez, 2016, p. 282)

3 MIN



RACIAL IDENTITY DEVELOPMENT THEORY



RACIAL HIERARCHY

RACISM/INTERNALIZED RACISM

PSYCHOLOGICAL EXPERIENCE OF RACE

- cognitions, behaviors, emotions, attitudes

STATUSES & DEVELOPMENT

RACIAL IDENTITY DEVELOPMENT THEORY

DEVELOPMENT

- Maturation
- Sequence by which racial identity statuses potentially become available for self-expression



EXPRESSION

- Manifestation
- Manner(s) in which a person's available statuses are actually evident or demonstrated



INTERACTIONS

- Racial identity development
- Relational power dynamics



(Helms & Cook, 1999)

RACIAL IDENTITY DEVELOPMENT MODELS

White Racial Identity Development

INTERNALIZED RACISM

- Contact
- Disintegration
- Reintegration

ABANDONING RACISM

- Pseudo Independence
- Immersion/Emersion
- Autonomy

People of Color Racial Identity Development

INTERNALIZED RACISM

- Conformity
- Dissonance

SURVIVING RACISM

- Immersion
- Emersion
- Internalization
- Integrative Awareness



Schemas

- Information processing strategies
- Maturation
- Expression
- Environmental Influences on development
 - Internal
 - External

(Helms & Cook, 1999)

WHITE RACIAL IDENTITY DEVELOPMENT

INTERNALIZED RACISM: CONTACT • DISINTEGRATION • REINTEGRATION

Abandoning Racism: Pseudo Independence • Immersion/Emersion • Autonomy

TALKING ABOUT RACE

CONTACT

NAÏVETÉ

“I don’t see race; so I don’t talk about it, and I don’t think others should either.”

DISINTEGRATION

CONFUSION

“I don’t feel safe enough to talk about race.”

REINTEGRATION

WHITENESS IS POWER

“White people need to be protected during racial discussions.”

WHITE RACIAL IDENTITY DEVELOPMENT

Internalized Racism: Contact • Disintegration • Reintegration

ABANDONING RACISM: PSEUDOINDEPENDENCE • IMMERSION/EMERSION • AUTONOMY

TALKING ABOUT RACE

PSEUDO INDEPENDENCE

INTELLECTUALIZED

ACCEPTANCE

“Racism doesn’t
exist in our
department.”

IMMERSION/ EMERSION

ACCEPTANCE OF

PERSONAL

RESPONSIBILITY

“I’m going to talk
about race even if I
don’t do it correctly.”

AUTONOMY

PROCESS OF BECOMING

“Let’s consider how
race and racism
influence our
situation.”

PEOPLE OF COLOR RACIAL IDENTITY DEVELOPMENT

INTERNALIZED RACISM: CONFORMITY • DISSONANCE

Surviving Racism: Immersion/Emersion • Internalization/Integrative Awareness

TALKING ABOUT RACE

CONFORMITY

RACELESS

“I am just an American. Race isn't important to me.”

“I don't understand why people of my race are so lazy (*or fill in the blank*).”

DISSONANCE

MAJOR CONFUSION

“I don't know anything good about people of my race. Why would I want to be one of them?”

“At some point I began to feel funny about laughing at racial jokes directed at my group.”

TABLE 2: People of Color and Black Racial Identity Development Model

<i>Status</i>	<i>Description</i>	<i>Possible Reactions to Race-Based Stress</i>
Conformity or Preencounter	External self-definition and attitudes that reflect preferences for the dominant race and culture and negative attitudes toward one's own race and culture.	Believes race is not a factor in life and therefore if racism exists, it does not influence him or her. Thinks life struggles are because of family or lack of effort.
Dissonance or Encounter	Feelings and attitudes that reflect confusion and conflict relative to one's own group and the dominant racial group.	Typically attributes personal or interpersonal reasons for obstacles and life stress. Therefore, internalizes events that may be due to racism.

(Carter , 2007)

PEOPLE OF COLOR RACIAL IDENTITY DEVELOPMENT

Internalized Racism: Conformity • Dissonance

SURVIVING RACISM: IMMERSION/EMERSION • INTERNALIZATION/INTEGRATIVE AWARENESS

TALKING ABOUT RACE

IMMERSION/ EMERSION

FIGHT OR FLIGHT

“I don’t trust any White people.”

“I need to change my name so I can be real.”

“I cannot participate in White activities.”

INTERNALIZATION/ INTEGRATIVE AWARENESS

I SAY WHO I AM!

“There are many ways to be a person of my race, and I have to decide what’s best for me.”

“My group is a part of me regardless of where I go or what I do.”

Immersion–Emersion

The dominant culture and race are rejected, and a person immerses him- or herself into his or her race and culture of origin. Begins to develop internal definitions of self (emersion).

Immersion: Recognizes race-based stress and racism and is clear that White racism is responsible for many ills in her or his life, attributions are mostly social.

Emersion: More likely to shift attributions from mostly social to include personal beliefs in social and group efforts to address racism, but still affected by the stress it produces. Able to cope better, given the understanding of the power of systemic racism. Therefore, less likely to internalize events that may be because of racism.

Internalization or
Integrative Awareness

Use of internal criteria for self-definitions. Commitment to sense of self-fulfillment, capable of accepting and functioning within the dominant society while valuing and taking pride in his or her own racial-cultural heritage.

Race is an important aspects of self, understands racism and its manifestations. Good coping skills because of awareness, but still can be affected by the trauma and stress of racism.

(Carter , 2007)

RACIAL IDENTITY SOCIAL INTERACTIONS

PROGRESSIVE “FOSTERING GROWTH”

GROWTH-FOSTERING



Discordant racial identity statuses

- **Person with power has a more advance racial identity status and serves as an effective model**
- **Person with less power has a less-developed racial consciousness**



RACIAL IDENTITY SOCIAL INTERACTIONS

PROGRESSIVE “FOSTERING GROWTH”

GROWTH-FOSTERING



Relationship Characteristics

- Increased understanding
- Empathic responsiveness
- Zest and energy
- Energized reflection
- Desire for more connection
- Increased flexible thinking



RACIAL IDENTITY
SOCIAL INTERACTIONS

PROGRESSIVE
“FOSTERING GROWTH”

GROWTH-FOSTERING



- **Create a permissive context for exploration of personal experiences, beliefs, and values about racial and cultural issues**
- **Demonstrates a willingness to reflect on and disclose their own racial and cultural perspectives**

RACIAL IDENTITY SOCIAL INTERACTIONS

PROGRESSIVE “FOSTERING GROWTH”

GROWTH-FOSTERING



- Develops an awareness of the influence of sociopolitical racial and cultural climate on racial groups to which their colleagues are socially categorized
- Encourages others to move beyond superficial discussion of racial and cultural dynamics to a here-and-now focus on the manner by which race is affecting relationships

Progressive

Supportive assessment environments characterized by efforts to understand the assessee's racial and cultural experiences of trauma even when they might not be evident to the person manifesting such symptoms or reactions.

Evaluator attends to person's racial/cultural issues and attempts to create an environment conducive to discussing race and culture. The evaluator is able to ask questions about racial or cultural conditions of the situations, even if the perceived antagonists in such situations are people who are racially or culturally similar to the evaluator.

The assessee experiences these environments as supportive but may engage in tests to determine whether the assessor is authentic. Tests might include saying negative things about people from the evaluator's reference group to see how the evaluator will react.

(Helms, Nicolas, & Green , 2012)

RACIAL IDENTITY SOCIAL INTERACTIONS

PARALLEL
“LOVE MATCHES”

GROWTH-NEUTRAL



Analogous racial identity statuses with similar race consciousness

- Person with more social power may be oblivious
- Person with less social power may feel supported



RACIAL IDENTITY SOCIAL INTERACTIONS

PARALLEL
“LOVE MATCHES”

GROWTH-NEUTRAL



Relationship Characteristics

- Similar perceptions of race
- Superficial acknowledgment of race and culture when using racism/internalized racism attitudes
- Harmony, agreeableness
- Relationship cannot tolerate disagreement or conflict



CULTURE OF NICE



Dr Carlton
GREEN

WHEN NICE WON'T SUFFICE

Honest discourse is key to shifting school culture

By Elisa MacDonald



Although Carter has led the team through the appro-

CULTURE OF NICE

- ✓ focusing on compliments or strengths
- ✓ avoiding conflict to preserve a semblance of harmony
- ✓ maintaining surface-level conversation without risking vulnerability
- ✓ blaming perceived difficulties on “the other”

mcdonald, 2011, when nice won't suffice



Table I. Summary of Types of Assessment Environments Using Helms's (1995) Social Interaction Model

Type of interaction	Description	Evaluator demeanor	Assessee reactions
Parallel	Trauma evaluator and assessee understand the factors related to the racial or cultural trauma similarly.	Evaluator meets the assessee on common ground but must be careful not to collude in avoiding the details of the trauma experience.	Assessee will experience the assessment environment as supportive but may not be forthcoming with vital information if the evaluator colludes with him or her in denying the racial or cultural aspects of the situation.

(Helms, Nicolas, & Green , 2012)

RACIAL IDENTITY SOCIAL INTERACTIONS

REGRESSIVE “OPPOSITES”

GROWTH-STUNTING



Dr. Carlton
GREEN

Discordant racial identity statuses with different consciousness regarding racial issues

- **Person with power has less developed racial consciousness**
- **Person with less power may feel ignored or minimized**



RACIAL IDENTITY SOCIAL INTERACTIONS

REGRESSIVE “OPPOSITES”

GROWTH-STUNTING



Relationship Characteristics

- **Passive-aggressiveness**
- **Disagreement, hostility, anger**
- **Struggle for power and being “right”**
- **Feelings of incompetence**



Regressive

The evaluator, as the person in power, ignores the racial or cultural aspects of the situation and tries to convince the victim that such factors are irrelevant to the situation.

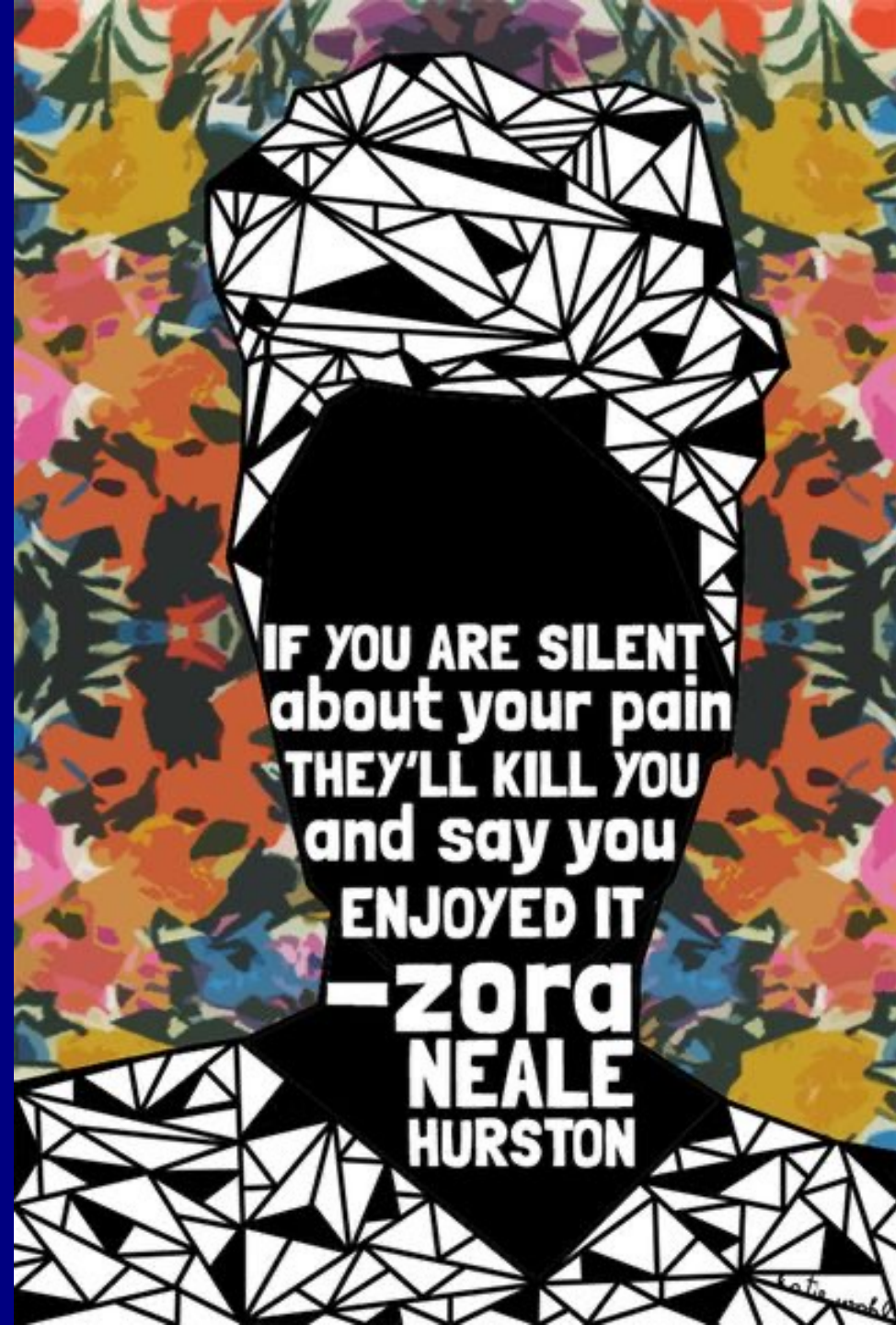
The evaluator attempts to impose his or her understanding of racial or cultural events on the trauma victim, possibly because the evaluator's life experiences have been different and the victim's understanding of his or her own experiences are threatening in some way.

The trauma victim experiences the assessment environment as unsupportive and withdraws. Typically, such assessment environments are retraumatizing, and the victim may engage in some of the reactions that occurred with the original trauma.

(Helms, Nicolas, & Green , 2012)

RESPONDING

#RACIALTRAUMAIISREAL



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ISPRC



THE INSTITUTE FOR THE STUDY AND
PROMOTION OF RACE AND CULTURE

RACISM RECOVERY PLAN

RACIAL WELLNESS TOOLBOX

- Describe what you feel like when you are managing and responding to racism in a healthy manner.
- How do you feel emotionally?
- How do you feel physically?
- What activities are common?



#racialtraumaisreal



DAILY MAINTENANCE OF CENTEREDNESS IN THE FACE OF RACISM

- Describe some ways you can stay grounded, healthy, and caring of yourself, when encountering racism.
- Read and reflect on pieces that affirm your racial consciousness.
- Connect with friends who are equally or better able to engage in conversations about racial awareness.
- Engage in prayer, spiritual practices, meditation, or use of mantras.
- Engage in activism.
- Practice self-management, such as healthy eating, exercise, journaling, and favorite activities that help you feel centered and grounded.

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RACIAL TRAUMA TRIGGERS

- When do you experience racial trauma?
- List types of experiences that tend to result in racial trauma symptoms (e.g., anger, isolation, sadness).
- After each experience, identify a specific Centeredness Strategy that you can use to help you cope.

**BREAKING
NEWS**



[#racialtraumaisreal](#)

RACIAL TRAUMA

EARLY WARNING SIGNS



- What does it feel like when you encounter racial trauma?
- List early warning signs that you are experiencing racial trauma (e.g., body aches, fatigue, anxiety, irritability, depression, difficulty sleeping)?
- Identify Centeredness Strategies you can use to combat your symptoms.



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ACUTE RACIAL TRAUMA



- List signs indicating that you are experiencing acute racial trauma (e.g., hypervigilance, depression, anxiety, and anger, which compromise your ability to engage at work or school, or to sleep).
- Identify an action plan to cope with your symptoms using Centeredness Strategies (e.g., meet with a mental health provider or spiritual leader, meet with an activist group).

CRISIS PLANNING

- Ask yourself, how would you know if you were experiencing a crisis due to racism (e.g., thoughts of harm to others and/or self; inability to care for self and/or others; acute racial trauma symptoms that last longer than a specified duration).
- List a person(s) or additional resources to contact in the event you experience such a crisis.





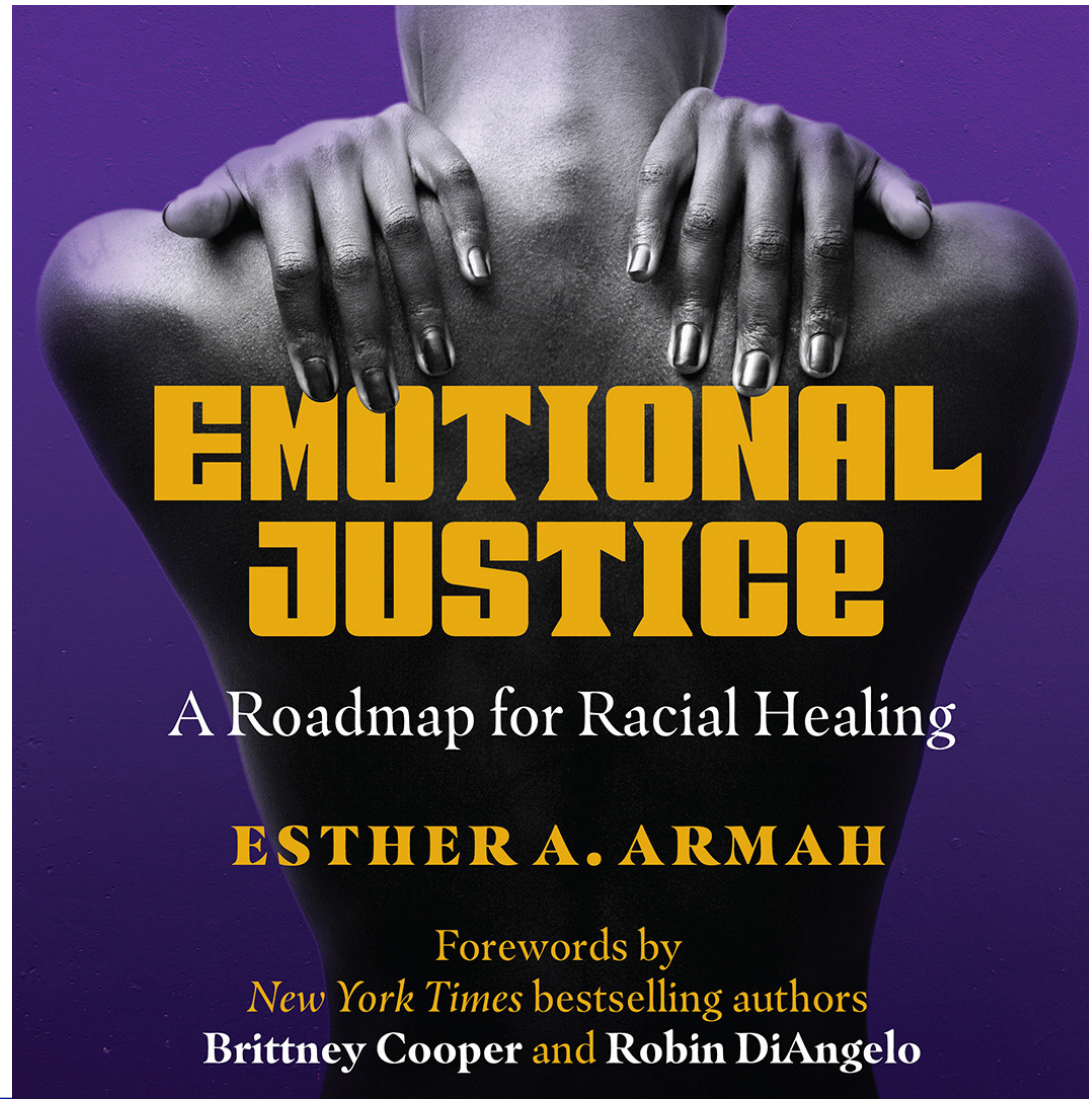
POST- CRISIS PLANNING

- List ways of reconnecting with yourself and your communities to regain your sense of centeredness in the face of racism.



**Systems work through people,
are maintained by people,
and therefore must be dismantled by people.**

SYSTEMS



**EMOTIONAL
JUSTICE**

A Roadmap for Racial Healing

ESTHER A. ARMAH

Forewords by
New York Times bestselling authors
Brittney Cooper and Robin DiAngelo

**Please scan to complete the session evaluation:
Responding to and Treating the Trauma of Racism:
Bearing Witness in Psychotherapy (Pre-Conference)**

