ISSUES OF RACE, EQUITY, AND SOCIAL JUSTICE:

ADDRESSING THE IMPACT OF RACIAL TRAUMA AND INEQUALITY ON ETHNIC MINORITY FAMILIES
# Issues of Race, Equity, and Social Justice: Addressing the Impact of Racial Trauma and Inequality on Ethnic Minority Families

## Introduction
Overview and key terms  
Prevalence and examples of racialized and historical trauma  
What can everyone do to address racism and inequality  
Preventing and addressing trauma, violence, and discrimination in context  

## Mental Health Consequences and Service Utilization
Structural competency and the social determinants of health  
Supporting individuals dealing with racialized and historical trauma  
Helping individuals cope with daily experiences of racism and discrimination  
Barriers to treatment and service utilization among ethnic minorities  

## Addressing Racism and Inequity in School Settings
How can staff support students as issues of race and discrimination arise  
Supporting positive interactions and conversations among students  
Addressing the achievement gap and access to education across racial groups  
Examining disparities in disciplinary action across racial groups  

## What Caregivers and Families Can Do
How experiences of racism and discrimination affects children and adolescents  
How to support children and teens as issues about race and discrimination arise  
Tips when talking with children and teens about racism and discrimination  
Strengths and resiliency within minority families and communities  

## Challenges in the Community and Ways to Help
Challenges and disparities for disadvantaged and minority populations  
Becoming an ally in order to support others in your community  
Impact of the COVID-19 pandemic among minority communities  
Improving law enforcement and community relations  
The importance of faith-based organizations and community resources  

## References and Resources
Guide sources and additional online resources  

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Overview
The prevalence of historical trauma within minority communities has been well documented. When we examine the effects that disparities have had on these communities, we have found that there is a greater incidence of trauma and violence among ethnic minority children and youth and those impacted by poverty. Similarly, underprivileged youth are overrepresented in child welfare and juvenile justice settings, and those same individuals who are often impacted by poverty are less likely to access quality services. Certainly, disparities are closely linked with social or economic disadvantage and with lack of accessible, timely, quality health care. Health disparities adversely affect groups of people who have systematically experienced greater social or economic obstacles to health based on their racial or ethnic group.

The following guide provides information regarding the challenges that are experienced by under-resourced and ethnic minority children, youth, and families. Recommendations are included throughout this guide for how caregivers, mental health and medical providers, school staff, and communities can support individuals around issues of race and social justice.

**Disparity**: The probability of receiving a particular outcome differs for different groups.

**Behavioral health disparities**: Differences related to access, quality, and outcomes of behavioral health care, or a significant difference in the overall rates of problems in a specific group of people, compared with the general population.

**Disproportionate minority contact**: Differential representation of racial and/or ethnic groups in the juvenile justice system.

**Overrepresentation**: A situation in which a larger proportion of a particular group is present at various stages within a system than would be expected based on their proportion in the general population.

**Discrimination**: Occurs if and when one group or individual is treated differently from another based wholly or in part on their gender, race, and/or ethnicity.

**Historical trauma**: Cumulative emotional and psychological wounding, as a result of group traumatic experiences, transmitted across generations within a community.

**Racial trauma**: Systemic challenges faced by groups who have experienced historical trauma.

**Ally**: An individual from a majority group that supports and advocates for individuals that are in marginalized and oppressed groups.
Prevalence and examples of racialized and historical trauma

Mental Health America describes racism as “the combination of race-based prejudice and power” and notes that racialized trauma can come directly from other people or can be experienced within a wider system. In addition, racialized trauma can come as the result of a direct experience where racism is enacted on you (individual racism) and/or transmitted intergenerationally through larger societal entities (systemic racism).

A few examples of racialized and historical trauma include:
- Native Americans often lack appropriate healthcare due to a lack of cultural competency by providers and geographical isolation;
- African American men and women make up a significantly disproportionate percentage of the American prison population;
- Descendants of Holocaust survivors display an increased vulnerability to developing psychological disturbances.

Indeed, the history of racial displacement, exclusion, and segregation has had lasting effects on BIPOC communities, illustrated by the persistent wealth gap between White and African American communities as well as the education gap between financially stable individuals and disadvantaged families.

What can everyone do to address racism and inequality

Addressing or responding to issues of racism and injustice is a complex task that includes changes on individual, community, and societal levels. Nevertheless, there are things that can be done in the effort to ensure that all individuals are treated fairly and that families are given equal access to services and opportunities. For example, making an effort to actively learn about the different groups represented in your organizations, schools, or communities can help to improve your understanding and respect for human diversity and individual differences. Learning more about the structural barriers that are faced in many communities and the disparities that occur with access to services is the first step in ensuring equitable opportunities for all children, youth, and families. It is also important that we continue to give those who are marginalized a voice. This can be done by making a conscious effort to engage and partner with individuals that are truly aware of the needs and challenges facing underserved and minority families.
Preventing and addressing trauma, violence, and discrimination in context

Effective violence prevention efforts take into account the factors that contribute to community violence at the individual, relationship, community and societal levels. These factors, summarized in the image below, may place individuals at increased risk for trauma exposure or oppression. When addressed, they can promote resiliency and support recovery. Within this guide, we have included unique challenges in the community as well as recommendations to address disparities and challenges unique to ethnic minorities and underserved families. Review our section on “Challenges in the Community and Ways to Help” to learn more about the racial and ethnic disparities related to rates of trauma and violence exposure, economic hardship, juvenile justice involvement, access to resources, etc. The tables included on pages 14 through 16 provide tangible solutions for how you can help and support minority children, youth, and families.
Mental Health Consequences and Service Utilization

**Structural competency and the social determinants of health**

There are many factors which affect the health of all individuals and specific factors unique to minority or underserved communities which place them at increased risk for challenges to their physical and mental health. This particular notion highlights the importance of structural competency and the intentional efforts of mental health and medical professionals to learn more about the impact of structural, environmental, and societal factors present within minority communities. Looking specifically at race, the American Academy of Pediatrics states that “racism is a core social determinant of health that is a driver of health inequities”. When looking at disparities across different groups, race stands at the forefront for the inequities that we see in access to healthcare, wealth, education, etc. Just the same, we tend to see a disproportionate number of racial and ethnic minorities with experiences of discrimination, poverty, intergenerational trauma, and juvenile justice involvement.

**Supporting individuals dealing with racialized and historical trauma**

The term *historical trauma* has been used to describe the trauma experienced by a specific cultural, racial or ethnic group across multiple generations. The National Child Traumatic Stress Network, along with other organizations, have specifically utilized this construct to describe the history of slavery and decades of institutionalized oppression toward African Americans, the impact of the Holocaust on the Jewish community, and the forced migration and the violent colonization of Native Americans. The NCTSN series on historical trauma implores all individuals to be mindful that “the pain children experience may be related to the pain that their parents, grandparents, and ancestors experienced”. When working with children, youth, and families, it is important to remember that in addition to the challenges faced due to decades of oppression, these groups are undoubtedly experiencing significantly higher rates of stress, trauma, and adversity.

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**Stress**
The physiological response to typical changes in life including developmental transitions and other changes

**Trauma**
The witnessing or directly experiencing an event that is overwhelming to your mind and body

**Adversity**
The unpredictable changes that are magnified by a lack of resources or supports
**Helping individuals cope with daily experiences of racism and discrimination**

Experiences of racism and discrimination can be troubling, long-lasting, and traumatic. Even individuals who have not directly experienced discrimination by others may know someone in their family, school, job, or community that has had to deal unfair, unequal, or hostile treatment because of differences related to race, religion, socioeconomic status, etc. One of the key things that we can do to support these individuals is acknowledging and validating their experiences and the range of emotions connected to these experiences. In addition to experiences anger or sadness, these experiences can lead to further challenges such as anxiety or depression. Constantly having to worry about mistreatment or judgement from others can be extremely debilitating. In addition to seeking professional help to deal with the stress associated with discrimination or being from a marginalized community, individuals may find that they are able to cope with these experiences by joining groups or organizations with others that have had similar experiences. Engaging in activism and identifying ways to be more vocal about issues of inequality occurring with in school, workplaces, or communities can also be helpful for individuals who hope to engage in efforts to bring about systemic change.

**Barriers to treatment and service utilization among ethnic minorities**

When looking specifically at the use of mental health services across racial and ethnic groups, it is known that African American and Latinx families often have fewer mental health visits, more difficulty engaging in services, and a shorter length of time in treatment. While there are a number of individual and contextual factors contributing to these disparities, cultural factors are having a major role as well. Along with the stigma related to mental illness, many individuals may be concerned about judgment from clinicians or that they are not able to truly understand the experiences that are unique to racial or ethnic minorities. Strategies that can be used to address these issues and enhance support for families seeking treatment include increasing the diversity of an agencies leadership and staff and utilizing treatment interventions and assessments that are designed to meet the needs and experiences of minority families. Last, allowing clients to be the expert on their own experiences and highlighting the strengths within the family can help clinicians gain a better understanding of the risk and protective factors present within a family.

"Many factors combine together to affect the health of individuals and communities. Whether people are healthy or not, is determined by their circumstances and environment. To a large extent, factors such as where we live, the state of our environment, genetics, our income and education level, and our relationships with friends and family all have considerable impacts on health...The context of people’s lives determine their health, and so blaming individuals for having poor health or crediting them for good health is inappropriate. Individuals are unlikely to be able to directly control many of the determinants of health".

- World Health Organization
Addressing Racism and Inequity in School Settings

**How can staff support students as issues of race and discrimination arise?**

Given the amount of time that children and youth spend within school settings and the diversity that can be seen in the populations of many school communities, it is imperative that schools are prepared to have conversations about race and can adequately support students who may be experiencing racism or discrimination from other students or staff. The policies and procedures put forth by school districts should help to ensure that there is equity, inclusion, and equal rights for all students. A list of the different ways that school administrators and staff can support students in pre-k through 12th grade is detailed below.

**Elementary**

*(Pre-K through 5th grade)*

- Help students feel that their questions are welcomed and encourage them to share feelings.
- Listen to the students and answer questions honestly with age-appropriate responses.
- Utilize opportunities for students to express feelings through drawing and art activities.
- Include class activities that to identify differences and support kindness and fairness.
- Assist students in processing their feelings in a safe classroom environment.
- Build opportunities for students to engage in positive interactions with other students.
- Be sensitive to a student’s emotions and temperament and connect them to counseling services if need. Oftentimes we may not know what may trigger a student or the experiences that they have had related to racism and discrimination.
Middle and High School (6th grade through 12th grade)

- Keep the lines of communication open to discuss their concerns, encourage students to ask questions, and be clear, direct, and factual in the information you provide.

Utilize opportunities for students to express feelings through writing, drawing, and journaling activities.

Don’t avoid talking about it—students have access to a range of information and may know a lot of current events with their school, community, and nationally.

Establish peer support groups to build opportunities for student to support each other and learn more about individual differences.

Be sensitive to a student’s emotions and temperament and connect them to counseling services if need. Oftentimes we may not know what may trigger a student or the experiences that they have had related to racism and discrimination.

Supporting positive interactions and conversations among students
Within a school community there are likely students of different races, religions, sexual orientations, etc. Therefore, choosing not to have conversations about racism and discrimination can further the divide between students or create environments that are hostile or tension-filled. In addition, school should promote messages that encourage students to respect the preferences, beliefs, and experiences of others. In addition to encouraging students or staff to celebrate the diversity, uniqueness, and individuality of their peers or colleagues it is important that everyone takes time to identify any biases or negative beliefs that they may have.
Schools should be intentional about creating safe spaces for students and staff to have conversations about individual differences, biases, and stereotypes misconceptions. Students and staff should enter conversations with peers and colleagues with the goal of learning and understanding more about others. If you are not sure about something, try to educate yourself by using a credible source or have a genuine conversation with others even if it may be uncomfortable.

**Addressing the achievement gap and access to education across racial groups**

There are long-standing gaps in the educational outcomes for African American and Latinx students when compared to the achievement of their counterparts. In addition, even within the same school district we tend to see differences in the quality of the school buildings, availability of resources offered, and access to future opportunities depending on the neighborhood where the school is located. Equal funding across schools is critical to ensuring that schools located in low-income neighborhoods are not at a funding disadvantage and receive equitable resources. It is important to remember that many students, particularly low-income or minority students, may be experiencing multiple stressors or risks which can make it difficult to focus on academics. Schools can help to address the disparities seen across students by connect students and families with social and mental health services, expand or creating tutoring and summer school programs, creating a mentor program, and implementing a needs assessment to better understand the barriers to academic achievement.

**Examining disparities in disciplinary action across racial groups**

There are decades of evidence which indicate that African American students are significantly more likely to be suspended from school or face disciplinary action when compared to White students within the same schools. Similar disparities have been observed when comparing Latinx and White students. Schools can help to address these disparities by utilizing restorative justice practices before implementing zero tolerance policies, calling security, etc. In addition, given the range of stressors and risks that many students are exposed to daily, when possible schools should consider the impact of past or current trauma exposure and consult with their school mental health professional before implementing disciplinary action.
What Caregivers and Families Can Do

How experiences of racism and discrimination affects children and adolescents

Experiences involving racism and discrimination can be very worrisome for families and cause caregivers, children, and teens to experience fear, concerns about safety, anger, and confusion. Despite some of the discomfort or difficulty that may occur when talking about these issues it is important. The table below illustrates the different ways that the National Child Traumatic Stress Network has noted that children and teens can affected by the different issues related to race, discrimination, and inequality.

### Ages 0-6
- Infants and toddlers are aware of sounds and sights in their environments. Young children’s perception of safety is closely linked to the perceived safety of their caregivers.
- Caregivers’ own stressors, including the effects of racial trauma, can impact their emotional availability for their children and ability to protect them from danger and stress.
- Younger children tend to focus on sights and sounds and interpret words and images literally. They may not fully grasp the concept of an image being repeatedly replayed on television and may think each time that the event is happening over and over again.

### Ages 7-11
- Reactions may depend on whether they have directly experienced an event or have a personal connection with those involved.
- School-age children tend to view media coverage in personal terms, worrying that a similar event could happen to them.
- Overexposure to events can lead to preoccupations with their own safety or that of their friends, which in turn can lead to distractibility and problems in school.

### Ages 12-18
- Youth in this age range typically have a better understanding of events and the implications of issues such as racial trauma.
- Older students may be exposed to a wide range of images and information via social media as well.
- High school-aged students may become fixated on events as a way of trying to cope or deal with.
How to support children and teens as issues about race and discrimination arise

As issues arise within your home, community, child’s school, or in the country, it’s important that you check in with your child to see what information they already know, how they are doing, and if they have any questions. Your conversations and interactions with members of your family may vary depending on age. For example, with teens you may be able to have detailed conversations about what they have experienced or observed in regard to racism, inequality, or discrimination. With younger children, your focus may be more on answering questions to reduce any confusion that they may have and helping to ensure that they feel safe. During these conversations and if events are ongoing in your community, you want to watch for signs that your child or teen may be experiencing severe anxiety, distress, or concerns about safety and seek support from a mental health provider if necessary. It’s equally important that caregivers are aware of their own physical and emotional wellbeing. Last, caregivers should be mindful of how much access children and teens have to media and news. While it is good to have conversations about what is going on in your community, overexposure can cause individuals to feel more anxious or afraid about their safety and wellbeing when leaving home.

Tips when talking with children and teens about racism and discrimination

Many individuals may view race as a sensitive or taboo topic. Caregivers may be unsure of when their child is ready to have a conversation about race and how those conversations may impact the way that the view the world and interact with others. It’s important that when choosing to have these conversations the parent is comfortable and prepared because children can perceive discomfort. We want these conversations to serve as an example to children that it is okay to have conversations about race. During these conversations you want to foster a safe and open environment where the child or teen feels comfortable asking questions and expressing if they are confused. Of course, the amount of information that is shared will depend on the age of the child or teen. Race can be a complex topic to discuss and parents have to acknowledge that they may not have all the answers when children asks questions. It’s important to provide factual information and during times when parents are unsure of how
to answer a question they can use that as an opportunity to search for more information with their child or teen.

**Strengths and resiliency within minority families and communities**

In times when racism, discrimination, and inequity often plague minority communities and families it is important to highlight the strengths and resiliency found among racial and ethnic minorities. Indeed, despite years of historical and racial trauma, families have utilized a range of protective factors which have helped them to cope and rebound or adjust to years of adversity. When talking with children, it's important that caregivers continue to highlight the strengths and rich cultural traditions that are observed within these communities.
Challenges and disparities for disadvantaged and minority populations
The causes of trauma and violence are complex. There is usually not a simple, unique explanation. Solutions should consider why violence happens. The image below applies a socioecological model to outline the factors that contribute to violence at different levels (individual, relationship, community, and societal), which can make individuals more likely to be victims or perpetrators of violence, trauma, and oppression.

From these factors we can apply best practices for violence prevention and trauma intervention, which can aid in fostering resiliency and recovery. These best practices are outlined in the next section, along with challenges and disparities for minority populations and the different ways that individuals can help to address these disparities.
**Best Practice 1: Identifying, helping, and supporting survivors of trauma**

<table>
<thead>
<tr>
<th>Challenges and Disparities for Minority Children, Youth, and Families</th>
<th>Ways to Help and Support Minority Children, Youth, and Families</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Greater incidence of trauma and violence</td>
<td>• Know how to recognize when someone is affected by trauma.</td>
</tr>
<tr>
<td>• Over-representation in child welfare and juvenile justice</td>
<td>• Focus on where the problem behavior is stemming from and what kind of services you can provide to support youth.</td>
</tr>
<tr>
<td>• Labeling signs and symptoms of traumatic stress as problem behavior</td>
<td>• Become informed about community resources.</td>
</tr>
<tr>
<td>• Zero-Tolerance policies in schools</td>
<td>• Utilize self-care for sustainable career in trauma/violence work.</td>
</tr>
<tr>
<td>• Limited access to services within the community</td>
<td>• Anticipate interactions that might be triggering to community members.</td>
</tr>
</tbody>
</table>

**Best Practice 2: Developing safe, stable, and nurturing relationships between children and their parents, caregivers, and caring adults**

<table>
<thead>
<tr>
<th>Challenges and Disparities for Minority Children, Youth, and Families</th>
<th>Ways to Help and Support Minority Children, Youth, and Families</th>
</tr>
</thead>
<tbody>
<tr>
<td>• As a result of the challenges that come with poverty, parents tend to be less involved, which has a negative impact on youth.</td>
<td>• Work with youth and their caregivers to improve their relationship, connect them to services such as parenting classes &amp; support groups.</td>
</tr>
<tr>
<td>• When there are higher rates of community violence, there tends to also be more distrust among neighbors, which results in less support available for youth.</td>
<td>• Help youth connect with mentors or other supportive adults or become a mentor.</td>
</tr>
<tr>
<td>• The presence of school violence and bullying can limit opportunities for developing interpersonal relationships and can increase delinquency.</td>
<td>• Develop relationships with people in the community.</td>
</tr>
<tr>
<td></td>
<td>• Be a resource to concerned community members.</td>
</tr>
<tr>
<td></td>
<td>• Share information about how trauma can affect relationships.</td>
</tr>
<tr>
<td></td>
<td>• Create coalitions among youth-serving organizations, schools and law enforcement to facilitate the transition of youth affected by trauma to a stable environment.</td>
</tr>
</tbody>
</table>
### Best Practice 3: Developing life skills in children and adolescents

#### Challenges and Disparities for Minority Children, Youth, and Families
- Youth impacted by poverty have lower access to critical resources, which can ultimately get in the way of acquiring needed skills.
- Experiencing multiple adversities (trauma exposure, stress, poor quality housing, academic challenges, poverty) can undermine the development of life skills.
- Programs that encourage youth to learn and practice skills are often underfunded or absent.
- When services do not meet needs or are not culturally sensitive, it can lead to more dropouts among ethnic minority youth (such as lack of bilingual services).
- Lack of evidence based or trauma-informed prevention programs.

#### Ways to Help and Support Minority Children, Youth, and Families
- Offering or connecting youth to programs that support the development of life skills (sports, arts, music, leadership, academic enrichment, and vocational assistance).
- Sharing information or talking about the importance of developing life skills among youth.
- Become informed about available resources for life skill development in the community.

### Best Practice 4: Promoting a safe environment in the community

#### Challenges and Disparities for Minority Children, Youth, and Families
- Child maltreatment can be more common with increased adversity created by poverty, unemployment, and single-headed households.
- These communities are often impacted by gang activities and gang-related violence.
- There is often an absence or inadequacy of social services and supportive programming, including after-school and summer programs for youth.

#### Ways to Help and Support Minority Children, Youth, and Families
- Participate in efforts to assist youth and families find places they feel safe.
- Partner with youth and caregivers to brainstorm strategies for staying out of harm’s way.
- Work to create safe spaces for youth and families.
- Avoid retraumatization by creating non-judgmental, welcoming, safe spaces that recognize that youth exhibiting behavioral and emotional challenges can be related to trauma exposure.
- Encourage and educate others on the use of trauma-informed strategies that prevent the escalation of violence.
- Organize or participate in safe passage programs or peace rallies in your community.
### Challenges and Disparities for Minority Children, Youth, and Families
- Ethnic minority families are more likely to experience discrimination and prejudice.
- Prejudice and stereotyping can cause frustrations that can contribute to violent or aggressive behavior.
- Reporting violence or criminal behavior can be unacceptable in some communities, which leaves the problem unaddressed.
- When there is a breakdown of social relations and values, such as equality and fairness, this can undermine trust in institutions and lead residents to endorse violence as an acceptable way of resolving conflict.

### Ways to Help and Support Minority Children, Youth, and Families
- Build networks that promote trust and foster a sense of community and connectedness among neighbors.
- Be an example and stress the importance of mutual respect and encourage the use of conflict resolution skills that do not lead to aggression or violence.
- Address attitudes towards weapons, gangs, community violence, aggressive and violent behaviors.
- Increase youth access to opportunities where they can be exposed to positive role models that emphasize mutual respect and the use of good problem-solving skills.

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**Becoming an ally in order to support others in your community.**

When discussing ways in which you can support individuals facing racism or injustice, the terms “ally” or “accomplice” may be used. Collen Clemens, author of *The Language of Activism*, defines an ally as someone who will mostly engage in activism by standing with an individual or group in a marginalized community. She defines an accomplice as someone who will focus more on dismantling the structures that oppress that individual or group—and such work will be directed by the stakeholders in the marginalized group. When seeking to become an ally of a marginalized community, it is important that you stand alongside individuals as opposed to acting as a “savior” or making them feel like they are a victim. It’s equally important that individuals examine their own actions, biases, or microaggressions and work toward increasing their understanding and knowledge about issues of race and inequality. People often tend to avoid conversations about race because they can be uncomfortable or cause tension. Choosing not to have these conversations does not make the issue go away.
In fact, it oftentimes furthers the divide among groups and hinders the ability to become more educated or aware. Those seeking to support others in their workplace, organizations, or community should be intentional about creating a team that is diverse and amplifying the voices of those who have the most knowledge about these issues.

**Impact of the COVID-19 pandemic among minority communities**

The disparities observed in response to the COVID-19 pandemic has indeed shed light on the structural differences, availability of resources, and access to healthcare for families living in this country. Whether it’s related to the infection or death rate, how families how fared with remote learning, or if families have access to the COVID-19 vaccine—issues of race and inequality are present. A review of current United States statistics related to the COVID-19 pandemic indicate that a range of factor place low-income and minority families at increased risk of exposure. In addition, a lack of adequate health care, absence of insurance, or fear due to undocumented status has resulted in prolonging care until symptoms are extremely debilitating. Differences have also been reporting across testing and vaccine sites in which opportunities for testing and vaccinations are scarce within minority communities. It must almost be acknowledged that there is hesitancy and mistrust within the minority community when given the opportunity to access the vaccine—this of course can be partially attributed to the historical incidents involving mistreatment of minorities within medical and research settings. In order to adequately support minority communities during the pandemic, health care providers and community leaders must look closer at the social determinants of health and create healthcare models that are equitable and culturally appropriate. Throughout the pandemic we have also observed incidences or racism and discrimination toward Asian Americans, providing further examples of how bigotry, stereotypes, and misinformation can cause significant harm to others.

Investing in community health centers and the clinics that typically serve minority, immigrant, and low-income families can help to ensure that families are able to access the resources and care that is needed.
**Improving law enforcement and community relations**

The difficulties and strife between minority communities and law enforcement has existed for decades. Whether it’s incidents of police brutality, the war on drugs, racial profiling or stop-and-frisk procedures—it is impossible to overlook the range of current and historical events and circumstances that continue to widen this divide. There is indeed a lot of work that needs to be done to improve racial and ethnic minority perceptions of law enforcement and the belief that police will follow constitutional or professional norms regardless of an individual’s race or ethnicity. Focusing on the improvement of community-police relations is necessary if our country hopes to truly address the distrust of law enforcement among racial and ethnic minority and the belief that some police officers lack lawfulness. Strategies to help address law enforcement and community relationships include the willingness to have open and ongoing conversations on issues of race and community relations within police departments, actively recruiting diverse personnel and individuals who are trained to work with diverse communities, participating in community town hall meetings and hosting community building events, and insisting on transparency so that there is accountability when there is unlawful or discriminatory actions toward members of the community.

**The importance of faith-based organizations and community resources**

It is important to continue working as a community to address issues surrounding racism and social injustice. As a community, you can work with others to: improve family interactions, make resources available for those in need, increase the role of faith-based institutions, provide opportunities for you that aid in skill building, increase trauma-informed practices in academic institutions, and acknowledge social and economic disparities. For many individuals, the church or other faith-based institutions are viewed as a key source guidance and a place where you can gather with others who may share similar beliefs. At a time when many communities are struggling or in need of support, there are many ways that faith-based institutions can help or get involved. In addition to hosting community-wide events such as picnics or peace marches, leaders in the church can help to spread the message about positive youth development, violence prevention, and what everyone can do to improve the community. By looking at the community as an extension of the congregation, religious leaders can begin to identify the needs in the community and put together a plan for how their church can help to address issues of racism and social injustice. Although there may be several resources available in communities, there may not always be communication or collaboration between the different organizations. When working to reach a goal or bring change to a community, collaborating with others and sharing information about resources can be extremely beneficial. While collaborating may take time or additional effort, building trusting relationships with others in the community will be valuable. Working together as a community can help to create safe spaces for children and families, changing norms about violence and racism, and increase awareness about the challenges facing minority families.
Race, Equity, and Social Justice References and Resources

Guide Sources and Additional Online Resources

PLEASE NOTE: The inclusion of resources on this list does not imply the UYTC’s endorsement of particular information, treatments, or services. This information is provided only to assist audiences with accessing additional information regarding issues involving racism, inequity, and social injustice.

**American Civil Liberties Union**
Police Practices
https://www.aclu.org/feature/police-practices

**American Medical Association**
Racism is a Threat to Public Health

New Competency Focus Involves Structural Factors in Health

**American Psychological Association**
Guidelines of Race and Ethnicity in Psychology

Policing in Black and White
https://www.apa.org/monitor/2016/12/cover-policing

**Center for Disease Control and Prevention**
COVID-19 Racial and Ethnic Health Disparities

Health Equity Considerations & Racial & Ethnic Minority Groups

**Child Mind Institute**
Racism and Violence: How to Help Kids Handle the News

A Clinical Perspective to Talking to Kids about Racism
https://childmind.org/article/a-clinical-perspective-on-talking-to-kids-about-racism/

**Embrace Race**
10 Tips for Teaching and Talking to Kids about Race
https://www.embracerace.org/resources/teaching-and-talking-to-kids
16 Ways to Help Children Become Thoughtful, Informed, and Brave about Race

**Mayo Clinic**
Coronavirus Infection by Race: What’s Behind the Health Disparities?

**Mental Health America**
Racism and Mental Health
https://www.mhanational.org/racism-and-mental-health

**National Association of School Psychologists**
Understanding Race and Privilege

The Impact of Racism on Child and Adolescent Health
https://pediatrics.aappublications.org/content/144/2/e20191765

**National Association of Social Workers**
Resources Related to Racism and Social Justice
https://www.naswnc.org/page/AntiRacism

**National Child Traumatic Stress Network**
Conversations About Historical Trauma
https://www.nctsn.org/resources/conversations-about-historical-trauma-part-one
https://www.nctsn.org/resources/conversations-about-historical-trauma-part-two

Implementing Cultural Competence
https://www.nctsn.org/resources/implementing-cultural-competence

Addressing Race and Trauma in the Classroom
https://www.nctsn.org/resources/addressing-race-and-trauma-classroom-resource-educators

Cultural Responsiveness to Racial Trauma
https://www.nctsn.org/resources/cultural-responsiveness-to-racial-trauma

Creating a Trauma-Informed Law Enforcement System
https://www.nctsn.org/sites/default/files/resources//creating_trauma_informed_law_enforcement_systems.pdf
**Substance Use and Mental Health Services Administration**  
Behavioral Health Equity  
[https://www.samhsa.gov/behavioral-health-equity](https://www.samhsa.gov/behavioral-health-equity)

**PBS Kids**  
Talking to Young Children about Race and Racism  
[https://www.pbs.org/parents/talking-about-racism](https://www.pbs.org/parents/talking-about-racism)

How to Talk Honestly with Children about Racism  

How to Use Children’s Books to Talk about Race and Racism  

**Understanding Race**  
A Family Guide to Talking about Race  
[https://www.understandingrace.org/resources/pdf/family_guide.pdf](https://www.understandingrace.org/resources/pdf/family_guide.pdf)

RACE: A Teacher’s Guide for Middle School  
[https://understandingrace.org/pdf/racemiddleschoolteachersguide.pdf](https://understandingrace.org/pdf/racemiddleschoolteachersguide.pdf)

RACE: A Teacher’s Guide for High School  
[https://www.understandingrace.org/resources/pdf/racehighschoolteachersguide.pdf](https://www.understandingrace.org/resources/pdf/racehighschoolteachersguide.pdf)

**Urban Youth Trauma Center**  
Best Practices for Violence Prevention and Trauma Intervention  