



# MILTON SCHOOL DISTRICT

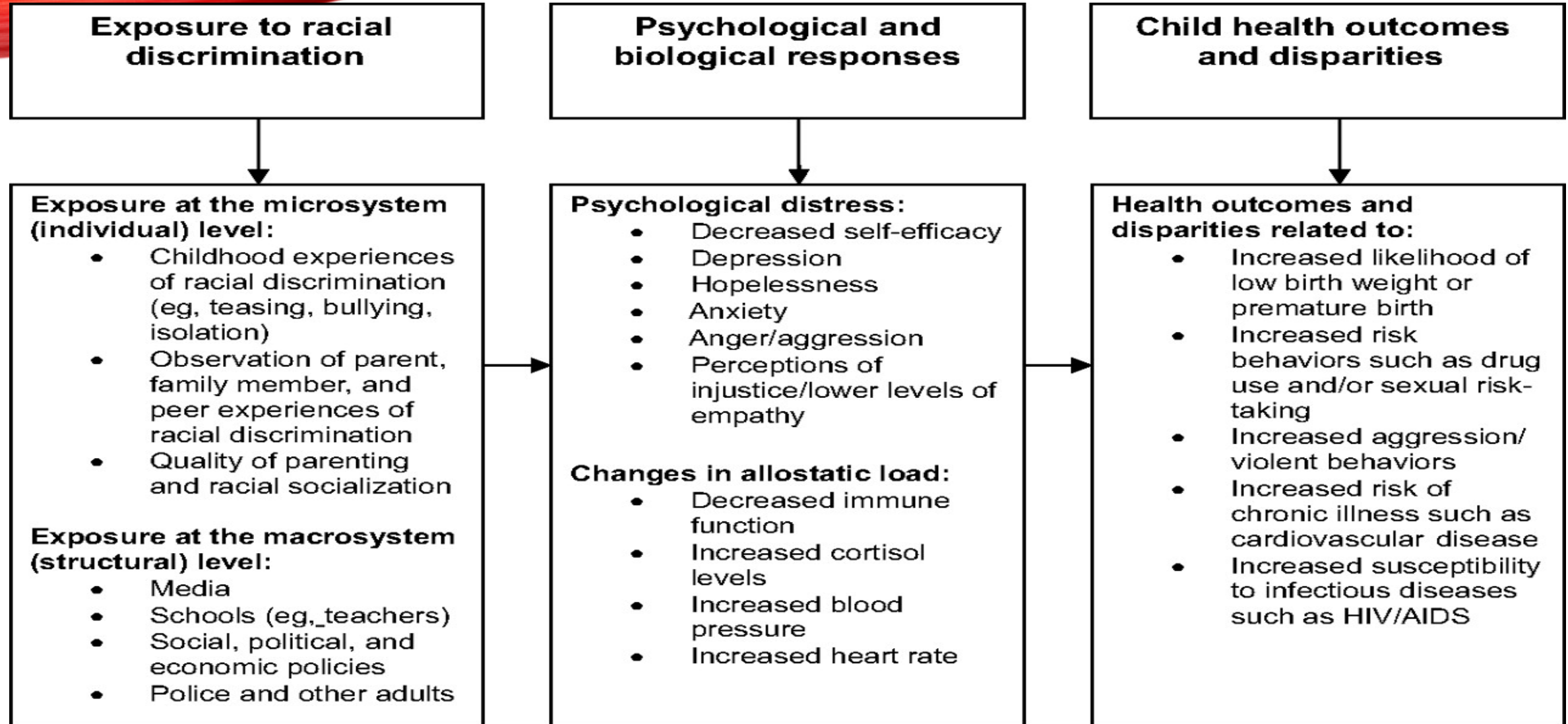
RACE AND RACISM IN SCHOOL

Dr. Nicole Christian-Brathwaite, MD



Racism,  
in all  
its forms,  
is trauma.

<https://childhaven.org/news/racism-in-all-its-forms-is-trauma/>



# FIGHT - FLIGHT - FREEZE

What's really happening when we go into

*"Survival Mode"*

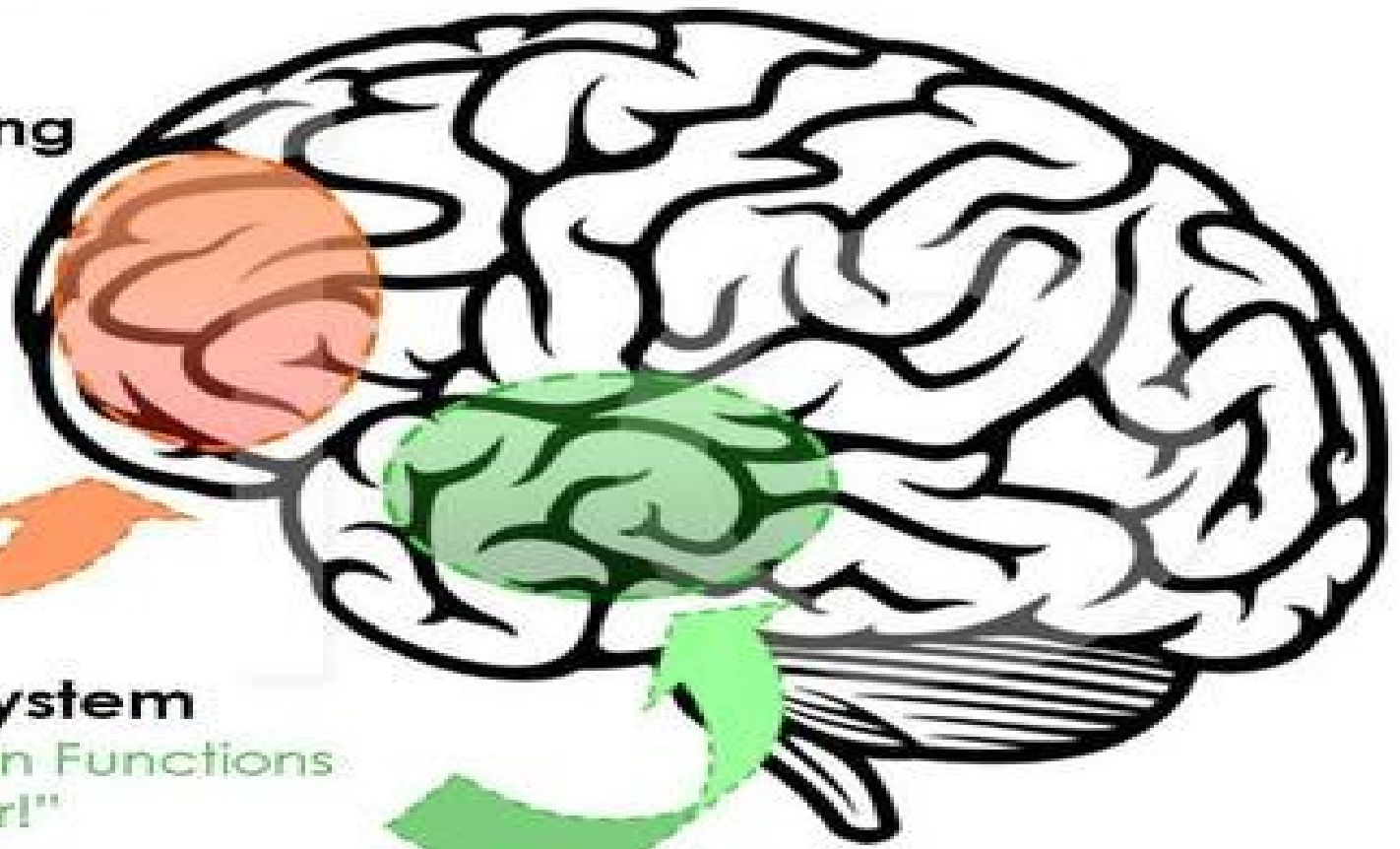
## Learning/Thinking Brain

(Prefrontal Cortex)  
The logical smart  
part of your brain  
goes "off line"



## Limbic System

Lower Brain Functions  
"Take over!"





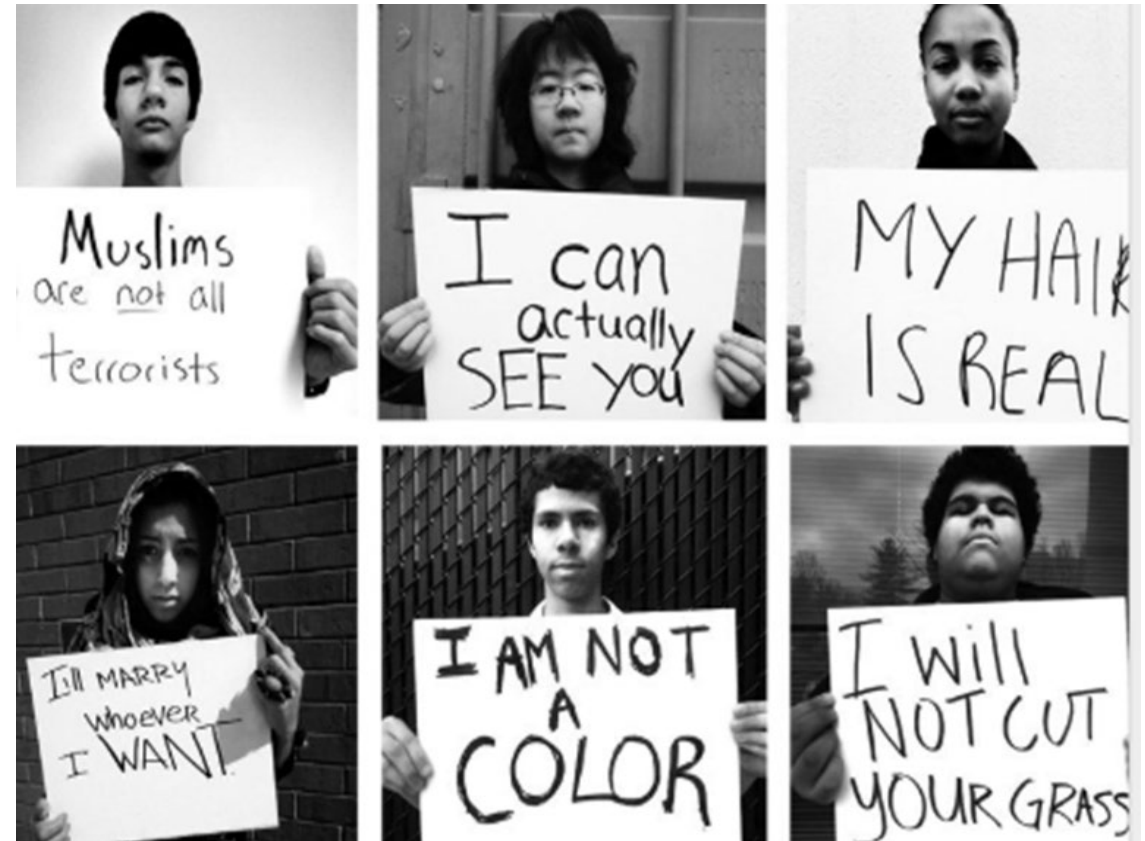
# PERCEIVED RACISM

- 96% of AAs experience some type of racism over the past year
- 98% experienced racism at some point in their lives
- 95% found these events to be stressful
- Discrimination is cumulative
- Perceived discrimination is just as negative as blatant, objective discrimination



# IMPLICIT BIAS

- The attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner."
- Cause us to have feelings and attitudes about other people based on characteristics such as race, ethnicity, age, and appearance.
- Develop over the course of a lifetime through exposure to direct and indirect messages  
[http://med.stanford.edu/diversity/FAQ\\_REDE.html](http://med.stanford.edu/diversity/FAQ_REDE.html)



## Examples of Different Forms of Microaggressions

### Microinsult

A Black male college student at a highly selective university is asked what sport he plays, with the underlying assumption that he did not gain admission based on his academic credentials, but rather his athletic ability.

A Latina administrator is described as “spicy,” which culturally and sexually objectifies her while diminishing her effectiveness as a leader.

### Microinvalidation

An Asian American professor is asked where she is from, and when she replies, “Kansas,” her student responds with, “No seriously, what country are you from?” suggesting that she was not born in the U.S.

### Microassault

A Muslim student sits in a class where a professor makes Islamophobic comments during his lecture.



# MICROAGGRESSIONS

**Table 1**  
*Examples of Racial Microaggressions*

Theme	Microaggression	Message
Alien in own land When Asian Americans and Latino Americans are assumed to be foreign-born	"Where are you from?"	You are not American.
	"Where were you born?"	
	"You speak good English." A person asking an Asian American to teach them words in their native language	You are a foreigner.
Ascription of intelligence Assigning intelligence to a person of color on the basis of their race	"You are a credit to your race."	People of color are generally not as intelligent as Whites.
	"You are so articulate."	It is unusual for someone of your race to be intelligent.
	Asking an Asian person to help with a math or science problem	All Asians are intelligent and good in math/sciences.
Color blindness Statements that indicate that a White person does not want to acknowledge race	"When I look at you, I don't see color."	Denying a person of color's racial/ethnic experiences.
	"America is a melting pot."	Assimilate/acculturate to the dominant culture.
	"There is only one race, the human race."	Denying the individual as a racial/cultural being.
Criminality/assumption of criminal status A person of color is presumed to be dangerous, criminal, or deviant on the basis of their race	A White man or woman clutching their purse or checking their wallet as a Black or Latino approaches or passes	You are a criminal.
	A store owner following a customer of color around the store	You are going to steal/ You are poor/ You do not belong.
	A White person waits to ride the next elevator when a person of color is on it	You are dangerous.

































































# THE KIRWAN INSTITUTE FOR THE STUDY OF RACE & ETHNICITY



# What gets children suspended?

In Seattle, hundreds of elementary students were suspended in the 2013-14 school year. Below are the top 10 reasons. For certain behaviors, the number of black children disciplined was twice that of whites.

BEHAVIOR	SUSPENDED STUDENTS	AFRICAN AMERICAN	WHITE	HISPANIC	ASIAN/PACIFIC ISLANDER	AMERICAN INDIAN	MULTIRACIAL
Assault	116	39% 	34% 	10% 	5% 	3% 	9% 
Fighting	107	48 	20 	14 	8 	2 	8 
Disruptive Conduct	87	52 	24 	6 	3 	1 	14 
Threats of Violence	29	34 	34 	7 	14 	0 	10 
Rule Breaking	24	50 	17 	33 	0 	0 	0 
Bullying, Intimidation and Harassment	20	55 	25 	20 	0 	0 	0 
Interfere with School Authority	18	56 	6 	11 	6 	11 	11 
Disobedience	16	44 	25 	6 	0 	6 	19 
Theft	13	54 	15 	15 	0 	8 	8 
Intimidation of School Authority	11	55 	18 	27 	0 	0 	0 

Note: Students who are suspended multiple times for the same behavior are counted once.

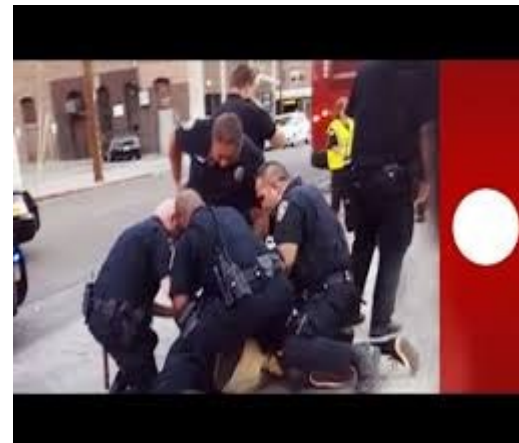
Source: Seattle Times analysis of data provided by Seattle Public Schools

STEPHANIE REDDING / THE SEATTLE TIMES



# IMPLICIT BIAS

- Zero Tolerance leads to over criminalization, particularly of children of color and children with disabilities
- A single suspension in the first year of HS doubles the dropout chance
- Children now have a criminal record and this feeds the school to prison pipeline





“

**By not seeing a student's  
race, teachers are not  
seeing the full student.**

- Cindy Garcia  
In Education Week Teacher

“

**This notion of 'color  
blindness' leads to all  
white spaces.**

- Janice Wyatt-Ross  
In Education Week Teacher



### **TRANSLATION:**

**I'm going to use my place of privilege  
to refute and deny the sufferings of  
those who do not have  
white privilege  
while at the same time  
erasing  
their personal  
and cultural history.**







# HOW DOES RACISM IMPACT VICTIMS?

- Racial discrimination is a direct contributor and predictor of Depression, Suicidal Ideation and Anxiety - including GAD, SAD, PTSD and PDA.
- Racial discrimination (direct and indirect) may contribute to mental health problems by
  - Creating a heightened negative psychological stress response
  - Increase physiological stress response
  - Hypervigilance
  - Increased participation in unhealthy behaviors as a coping mechanism



AMERICAN  
PSYCHOLOGICAL  
ASSOCIATION

# SUICIDE RISK AMONG BLACK YOUTH



## Risk Factors for Black boys

*Although suicide risk has increased overall for black children under the age of 13, black boys are at even greater risk.*

- Exposure to violence
- Incarceration
- Access to guns
- Lack of access or utilization of mental/ behavioral health services
- Mental health stigma
- Depression
- Anxiety
- Racism, prejudice, and discrimination
- Substance use

### 3rd

Leading cause  
of death among  
black males,  
ages 15-24.

### 1.2X

higher rates of  
attempted suicide  
by Black males  
than by White  
males.

### 2X

higher rates of  
suicide in black  
youth, ages 5-12  
than white youth,  
ages 5-12.

<https://www.apa.org/pi/health-disparities/resources/race-sexuality-men-report.pdf>  
Bridge, J.A., Horowitz, L.M., Fontanella, C.A., Sheftall, A.H., Greenhouse, J.B., Kelleher, K.J., Campo, J.V. (2018). Age-related racial disparity in suicide rates among U.S. youths between 2001 and 2015. JAMA Pediatrics.  
<https://www.sprc.org/news/addressing-suicide-among-black-americans>  
<https://www.nami.org/Find-Support/Diverse-Communities/African-Americans>

# IMPLICIT BIAS IN SCHOOLS

“You have to ignore it when a child says, ‘I don’t want to,’ because what they’re really saying is, ‘I don’t think I can and I need you to believe in me until I can believe in myself.’” —Shanna Peebles, 2015 CCSSO National Teacher of the Year

**IF A TEACHER/ADULT/COUNSELOR BELIEVES IN THEIR STUDENT AND EXPECTS THEM TO SUCCEED, IT IMPACTS THE STUDENT’S PERFORMANCE**

A systematic bias in teachers’ expectations for student success might contribute to persistent socio-gaps in educational achievement and attainment”



Pallavi Amitava Banerjee | Stephen Lamb (Reviewing Editor) (2016) A systematic review of factors linked to poor academic performance of disadvantaged students in science and maths in schools, Cogent Education, 3:1, DOI: [10.1080/2331186X.2016.1178441](https://doi.org/10.1080/2331186X.2016.1178441)  
Seth Gershenson. “Who believes in Me? The effect of student-teacher demographic match on teacher expectations”. July 2015





**Your child's a no-show at virtual school? You may get a call from the state's foster care agency - The Boston...**

[bostonglobe.com](https://www.bostonglobe.com)

# ONE TRAINING IS NOT ENOUGH

- Become aware of your bias so that you can confront and challenge them  
Before engaging with a parent or child, self reflect on your bias and how that may impact this interaction
- Educate your colleagues and help them to identify their biases
- Have open discussions about race
- **Do not be color blind! Individuate**
- Increase Empathy – understand ACEs and Impact of trauma.  
Understand impact of biases on children of color
- **Stress Reduction, Mindfulness**
- Meaningful engagements with teachers from other districts
- High expectations for disabled and minority youth
- Culturally diverse staff and student body







School of  
Medicine

## Medical Education

Dear students,

We know that you are in pain, as are we, with our national events as our communities mourn the shooting of Jacob Blake and two deaths in Wisconsin. The structural racism and Anti-Blackness in our country, highlighted by these tragic events and the ongoing inequities manifested in the pandemic, are making it difficult to focus on our daily activities. These times make it very challenging to both learn material and show your mastery of the material. We are working on offering you the opportunity to pause your educational activities to take care of yourself and your communities. We trust in your ability to learn the material and demonstrate your achievement at a later date and will work with you individually, along with your course and clerkship directors. For some of you, delaying may not seem the right option, and that is fine. Each of us is processing and responding in our own way. We will work with you individually to help you learn the material and take the exam when you are able. We will be offering a space for our community to come together at tomorrow's [all class virtual town hall \(August 27, 5:00 pm\)](#). We will be getting you further information about pausing educational activities.



# COMBATING BIAS IS AN ONGOING BATTLE

- Counter-stereotypical Exemplars
- Diversity of authors/Art
- Examine yourself and your school. Are your methods of discipline trauma informed?
- Data: number of suspensions, expulsions, referrals based on race, treatment recommendations
- Test yourself and your teachers: Take IAT, Explore the website [“Teaching Tolerance”](https://www.tolerance.org/)  
<https://www.tolerance.org/> “Culture in the Classroom”.
- National Education Association: Diversity Toolkit <http://www.nea.org/tools/diversity-toolkit.html>
- Refute stereotypes – more diverse/representative teaching staff
- Perspective taking/Identifying self with out group
- Interventions need to be repeated regularly
- Organizational policies to increase equity
- Decrease ambiguity in behavior management and discipline
- Get input from diverse colleagues – i.e. record sessions, examine data



The beauty of anti-racism is  
that you don't have to pretend  
to be free of racism to be an  
anti-racist. Anti-racism is  
the commitment to fight racism  
wherever you find it,  
including in yourself. And it's  
the only way forward.

|

Ijeoma Oluo

GH