Equity and the Intersection of Trauma Informed Practices

Presented By: Tami L Farber
There are over 29 federally recognized Indian tribes in WA today

We acknowledge that we are each residing on tribal lands of those who have lived on this land time immemorial. We pay respect to their elders past and present. Please take a moment to consider the many legacies of violence, displacement, migration, and settlement that bring us together today. We recognize the resilience of those past and present who work to build a strong and sovereign nation where Tribal members live their values and culture.

We are on the lands of the Tulalip, the Snohomish, the Stillaguamish, and Sauk Suiattle Tribes.

And many others that are not federally recognized.
Why We Acknowledge The land

- Offer recognition and respect
- Acknowledge sovereignty of local tribes
- Remind us historical contexts still affect current realities and future outcomes
- Native Americans have lived in North America since time immemorial
Theft of Indigenous homelands, 1776-present
Theft of Indigenous homelands, 1776-present
Overview

As we approach our work to be Trauma Informed practitioners and organizations it is important to understand the complex cultural, social, economic and political forces that impact the lives of our children, families and communities as a way to identify the root cause of Trauma.
A significant contributing factor to ACEs stems from the inequities and forms of oppression and marginalization we see in this country due to one's social identity, lack of access to resources, threats of harm and injury, humiliating and shaming events, and the ongoing experiencing of and witnessing of discrimination.
But all our phrasing—race relations, racial chasm, racial justice, racial profiling, white privilege, even white supremacy—serves to obscure that racism is a visceral experience, that it dislodges brains, blocks airways, rips muscle, extracts organs, cracks bones, breaks teeth. You must never look away from this. You must always remember that the sociology, the history, the economics, the graphs, the charts, the regressions all land, with great violence, upon the body.”

- Ta-Nehisi Coates
“Our bodies have a form of knowledge that is different from our cognitive brains. This knowledge is typically experienced as a felt sense of constriction or expansion, pain or ease, energy or numbness. Often this knowledge is stored in our bodies as wordless stories about what is safe and what is dangerous. The body is where we fear, hope and react; where we constrict and release; and where we reflexively fight, flee or freeze. If we are to upend the status quo of white-body supremacy, we must begin with our bodies.”

- Resmaa Menakem, Author My Grandmother’s Hands
Learning Outcomes

BUILD AND STRENGTHEN RELATIONSHIPS OF CARE TEAM TO CREATE A SUSTAINABLE NETWORK WITH A SHARED EQUITY ANALYSIS

BUILD A COMMON VOCABULARY FOR EQUITY

EXPLORE THE RELATIONSHIP BETWEEN SOCIAL IDENTITY AND HISTORICAL AND MULTI-GENERATIONAL TRAUMA

DEFINE AND DISCUSS THE UTILIZATION OF AN EQUITY ANALYSIS TO INFORM POLICIES, PRACTICES, PROCEDURES

CROSS-POLLINATE IDEAS ON THE INTERSECTION BETWEEN WORKING TOWARDS EQUITABLE OUTCOMES AND BEING TRAUMA INFORMED
Group Agreements

- Address impact over intent
- Embrace the power of humble, respectful listening
- Create trusting and safe spaces – where a little bit of discomfort is okay.
- Learning leaves – Stories stay
- Speak from your own experience instead of generalizing
- Participate to the fullest of your ability – community growth depends on the inclusion of every individual voice
- We encourage you to lean in, be brave and vulnerable
If you walk into a room what would be your theme song?

How have dimensions of your identity shaped/informed your lived experiences?

Name at least one way you feel you have experienced a form of trauma due to a dimension of your identity?
Equity Framework

Trauma is historical, structural, political, intergenerational, interpersonal, and embodied. So, then, must be our healing.
• **Power** The ability or official authority to decide what is best for others. The ability to decide who will have access to resources. The capacity to exercise control over others.

• **Race** A historical, political, and social construction created to concentrate power with White people and legitimize dominance, marginalization, and oppression over non-White people.

• **Oppression** A pattern or system of inequality that gives power and privileges to members of one group of people at the expense of another.

• **Privilege** A special advantage or right that a person is born into or acquires during their lifetime. It is not available to everyone in society. It is closely related to power: It often gives a person or group power over others.
Leadership Reflection

How has Power Race Oppression and Privilege contributed to the individual and collective trauma we see in our communities?
“History is not the past, it is the present. We carry our history with us. We are our history”
- James Baldwin
Somatic History Era

- American Slavery: 246 Years
- Segregation: 89 years
- Mass Incarceration: 61+ Years

Timeline:
- 1619
- 1700
- 1800
- 1865
- 1900
- 1954
- 2000
- ?

Care: Building Community Through Compassion
BREATHE, STRETCH AND TAKE A BREAK

5 Minute Break
Root Causes of Inequities

- Laws and Policies that created all types of systems of unbalanced power and privilege
- Caused by historical practice of exclusion & discrimination across life course
- Led to geographic concentration of poverty and hyper-segregation
ACEs Connection supports communities to accelerate the global ACEs science movement and to solve our most intractable problems. We recognize that three major types of adverse childhood experiences — family, community, and climate — cause most of the trauma that leads to toxic stress. Left unaddressed, toxic stress in people, organizations, systems, and communities can harm our health and reduce the ability to respond with resilience to stressful events. The three different types of ACEs appear and intertwine throughout our lifetimes, and the lives of our organizations, systems, and communities.

1. FAMILY (family troubles)
   - incarcerated family member
   - divorce
   - homelessness
   - physical and emotional neglect
   - maternal depression
   - domestic violence
   - bullying
   - alcoholism and drug abuse
   - emotional and sexual abuse

2. COMMUNITY
   - record heat and droughts
   - wildfires & smoke
   - tornadoes & hurricanes
   - sea level rise
   - earthquakes
   - volcanic eruptions & tsunamis
   - record storms, flooding & mudslides

3. CLIMATE & NATURAL DISASTERS
   - substandard schools
   - structural racism
   - poor water and air quality
   - community violence
   - substandard wages
   - lack of jobs
   - lack of social capital and mobility
   - community disruption
   - poor housing quality and affordability
Everyone Has Many Identities

Age

Gender

Religion/spirituality

My Multiple Identities

Socio-economic status

Race/ethnicity

Sexual orientation
Scholar Leticia Nieto
<table>
<thead>
<tr>
<th>Dominant Group</th>
<th>Marginalized Group</th>
<th>Oppression</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>People of Color</td>
<td>Racism</td>
</tr>
<tr>
<td>Colonizer</td>
<td>Native/Indigenous</td>
<td>Colonialism</td>
</tr>
<tr>
<td>Cisgender Men</td>
<td>Women, Transgender, non-binary genderfluid, gender neutral</td>
<td>Sexism</td>
</tr>
<tr>
<td>Able-bodied, Able-minded</td>
<td>People with a disability</td>
<td>Ableism</td>
</tr>
<tr>
<td>Christian</td>
<td>Other religions or spiritual practices</td>
<td>Christian Hegemony</td>
</tr>
<tr>
<td>Heterosexual</td>
<td>Lesbian, Gay, Bi, Queer</td>
<td>Heterosexism</td>
</tr>
<tr>
<td>Adult</td>
<td>Youth/Elder</td>
<td>Ageism</td>
</tr>
<tr>
<td>Wealthy &amp; Middle class</td>
<td>Poor and working class</td>
<td>Classism</td>
</tr>
<tr>
<td>Citizen</td>
<td>Non-citizen</td>
<td>Nationalism</td>
</tr>
<tr>
<td>Formally educated</td>
<td>Non-formally educated</td>
<td>Elitism</td>
</tr>
<tr>
<td>English speaking</td>
<td>Non-English Speaking, English with an accent or dialect</td>
<td>Linguicism</td>
</tr>
</tbody>
</table>
Leadership Reflection

As Trauma Informed Care Leaders how can you use this power analysis to inform how you engage in your leadership professional practices?
Types of Trauma

- Acute
- Transgenerational
- Individual/Collective
- Complex
- Chronic
Intergenerational Trauma
What did you See, hear, feel?

How is historical /multigenerational trauma connected to equity at the personal level and at the institutional level?
<table>
<thead>
<tr>
<th>INTERPERSONAL</th>
<th>INSTITUTIONAL</th>
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<tbody>
<tr>
<td>(Between individuals)</td>
<td>(Within an institution or sector)</td>
</tr>
<tr>
<td>INDIVIDUAL</td>
<td></td>
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<td></td>
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<tr>
<td>INTERNALIZED</td>
<td>STRUCTURAL</td>
</tr>
<tr>
<td>(Within an individual:</td>
<td>(Between institutions)</td>
</tr>
<tr>
<td>Inferiority or Superiority)</td>
<td></td>
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</tbody>
</table>
Provide examples of how you see trauma playing out at each of these levels within your organization/institution and beyond?

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<th>STRUCTURAL</th>
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<td>(Within an individual: Inferiority or Superiority)</td>
<td>(Between institutions)</td>
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</table>
Intersection TIC and Equity

Individual change → Collective change → System change
### NO TRAUMA INFORMED CARE LENS

<table>
<thead>
<tr>
<th>Power Over</th>
<th>People Need Fixing First</th>
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</thead>
<tbody>
<tr>
<td>You Can't Change</td>
<td>Operate From the Dominant Culture</td>
</tr>
<tr>
<td>People Are Out to Get You</td>
<td></td>
</tr>
<tr>
<td>There's Only Right or Wrong</td>
<td></td>
</tr>
<tr>
<td>Helping</td>
<td></td>
</tr>
<tr>
<td>“You’re Crazy!”</td>
<td></td>
</tr>
<tr>
<td>Compliance/Obedience</td>
<td></td>
</tr>
<tr>
<td>Info is Shared on a Need to Know Basis</td>
<td></td>
</tr>
<tr>
<td>Presenting Issue</td>
<td></td>
</tr>
<tr>
<td>“Us and Them”</td>
<td></td>
</tr>
<tr>
<td>Labels, Pathology</td>
<td></td>
</tr>
<tr>
<td>Fear Based</td>
<td></td>
</tr>
<tr>
<td>I’m Here to Fix You</td>
<td></td>
</tr>
<tr>
<td>Instructive</td>
<td></td>
</tr>
<tr>
<td>People Make Bad Choices</td>
<td></td>
</tr>
<tr>
<td>Behavior Viewed as Problem</td>
<td></td>
</tr>
<tr>
<td>What’s Wrong with You?</td>
<td></td>
</tr>
<tr>
<td>Blame/Shame</td>
<td></td>
</tr>
<tr>
<td>Goal is to Go Things the “Right” Way</td>
<td></td>
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<tr>
<td>Prescriptive</td>
<td></td>
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</tbody>
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### TRAUMA INFORMED CARE LENS

<table>
<thead>
<tr>
<th>Power With</th>
<th>Neuroplasticity Can Change</th>
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</thead>
<tbody>
<tr>
<td>People Need Safety First</td>
<td></td>
</tr>
<tr>
<td>Culture Humility</td>
<td>People Can Live up to the Trust You Give Them</td>
</tr>
<tr>
<td>There’s Multiple Viewpoints</td>
<td></td>
</tr>
<tr>
<td>Learning</td>
<td>“It Makes Sense”</td>
</tr>
<tr>
<td>Empowerment/Collaboration</td>
<td></td>
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<tr>
<td>Transparency and Predictability</td>
<td></td>
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<tr>
<td>Whole Person and History</td>
<td></td>
</tr>
<tr>
<td>“We’re All in This Together”</td>
<td></td>
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<tr>
<td>Behavior as Communication</td>
<td></td>
</tr>
<tr>
<td>Empathy Based</td>
<td>Support the Healing</td>
</tr>
<tr>
<td>Participatory</td>
<td>People Who Feel Unsafe Do Unsafe Things</td>
</tr>
<tr>
<td>Behavior Viewed as a Personal Solution</td>
<td></td>
</tr>
<tr>
<td>What Happened to You?</td>
<td>Respect</td>
</tr>
<tr>
<td>Goal is to Connect</td>
<td>Choice</td>
</tr>
</tbody>
</table>
Visualize

- A shared analysis and definitions
- Urgency/prioritize
- Healing and TIC

Operationalize
- Racial equity tools
- Data to develop strategies and drive Results
- Healing and TIC

Organize
- Internal infrastructure
- Partnerships
- Healing and TIC

Framework Credit: Government Alliance on Race and Equity
Racial Equity Tools for Policies
Practices and Procedures

A simple set of questions:

1. **Proposal:** What is the policy, program, practice or budget decision under consideration? What are the desired results and outcomes?
2. **Data:** What’s the data? What does the data tell us?
3. **Community engagement:** How have communities been engaged? Are there opportunities to expand engagement?
4. **Analysis and strategies:** Who will benefit from or be burdened by your proposal? What are your strategies for advancing racial equity or mitigating unintended consequences?
5. **Implementation:** What is your plan for implementation?
6. **Accountability and communication:** How will you ensure accountability, communicate, and evaluate results?

Government Alliance on Race and Equity
Trauma Informed Care is Enhanced with an Equity Framework by:

**REALIZE**
Realize Trauma is deeply rooted in a multi-generational, dehumanizing process of systems of inequities

**RECOGNIZE**
the ways in which Power Race Oppression and Privilege influence/impact individuals and communities lived experiences and recognize your own biases

**RESPOND**
Respond to Trauma in a culturally responsive way and hold healing as the restoration of identity and ensure your responses are happening at all levels: individual, community and institutional

**RESIST**
Resist perpetuating/maintaining dominant cultural norms through your policies and practices when engaging in TIC
I came in today feeling ______

...and I am leaving feeling ______

Closing