

SHINING A LIGHT

Sources of systemic racism and discrimination in
behavioral healthcare

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PRESENTATION OUTLINE

- What is systemic (institutional) racism?
- The **Youth Voice in Equity Project**
 - What does systemic racism look like in child welfare and behavioral healthcare institutions?
 - What are youth's perceptions of discrimination?
- Recommendations for creating healing systems and advocating for youth.

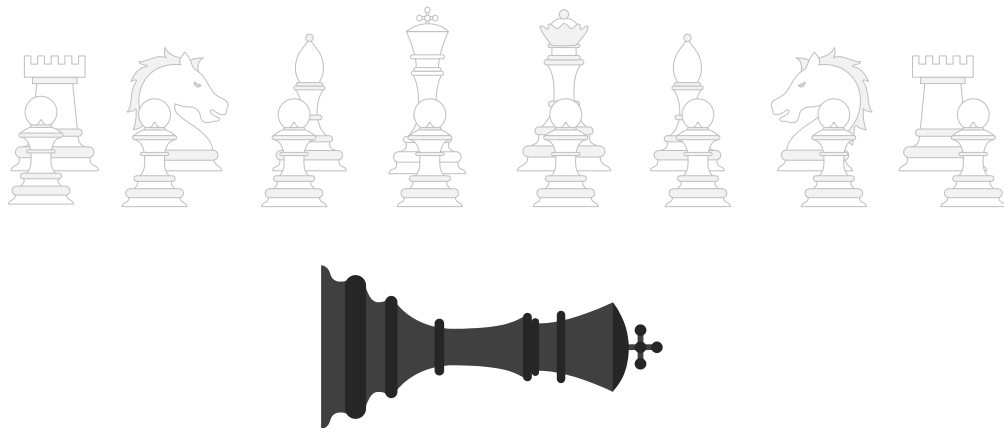
WHAT IS SYSTEMIC RACISM?

Cultural and societal implications

SYSTEMIC RACISM VS. INDIVIDUALIZED RACISM

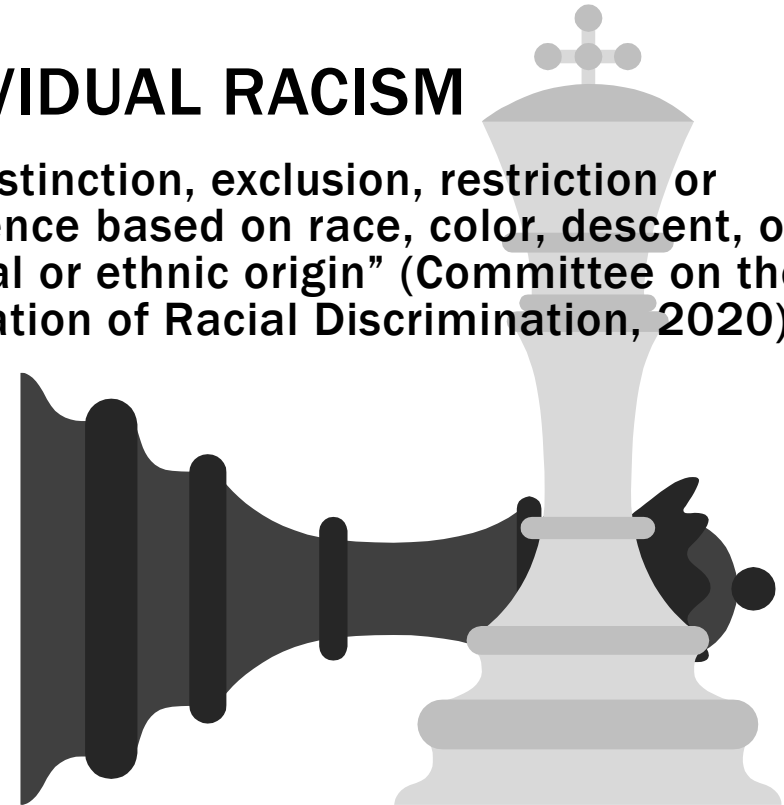
SYSTEMIC RACISM

Historical and contemporary policies, practices, and norms that create and maintain oppression or inequitable treatment (The Urban Institute, 2020).



INDIVIDUAL RACISM

“Any distinction, exclusion, restriction or preference based on race, color, descent, or national or ethnic origin” (Committee on the Elimination of Racial Discrimination, 2020).



Disproportionality

Group A experiences something more/less often than Group B.

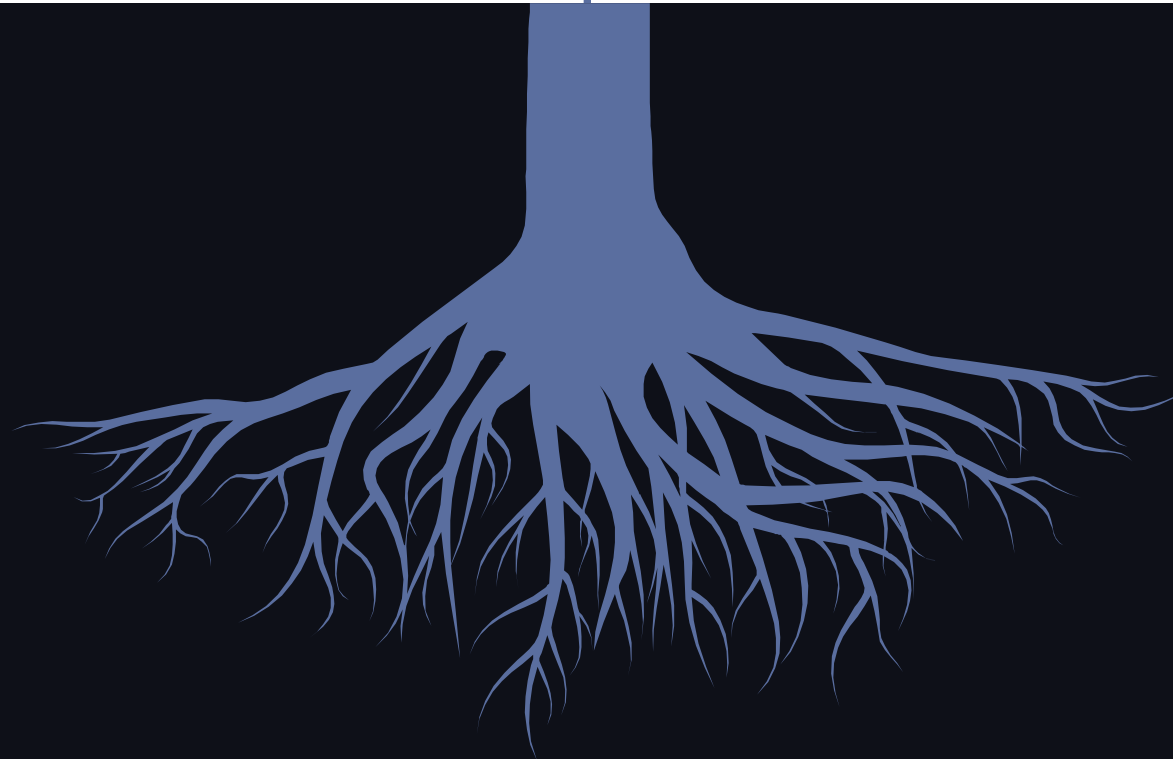
Inequality

Group A is treated more favorably than Group B for the same behavior.

Bias

Extrapolating beliefs to all persons belonging to Group B.

Systemic Racism



COMMON SOURCES OF DISPROPORTIONALITY, BIAS & INEQUITABLE TREATMENT IN BEHAVIORAL HEALTHCARE

SYSTEMS FRAMING	Many systems do not exhibit ecosystemic views, instead focusing on individual maladies or blameful characterizations of youth.	Youth is referred to a more restrictive level of care than records suggest.
FAMILY WORK	Failure to engage families; treating diverse families differently.	Family members are not invited to treatment team or planning meetings.
LANGUAGE	Using stigmatizing or stereotypical language when referring to youth and families.	“He got himself into this situation by making poor choices.”
ACCESS	Failure to provide necessary accommodations to ensure proper access to care.	Program does not provide translated copies of important service documentation.
TREATMENT TYPE	Minorities are less likely to receive a diverse range of procedures, and they often experience poorer quality care than others.	Staff restrain youth of color at a higher rate than youth who are white.
WORKING ALLIANCES	White individuals have more favorable working alliances with their providers than individuals who are not white.	Frequent staffing changes over the course of treatment.
TERMINATION OF SERVICES	Minorities discharge to more intensive care than whites, are less likely to discharge to home, and are more likely to have services ended prematurely.	Service provider advocates for continued treatment, but courts terminate services.



Talking Points: Sources of Bias

THE YOUTH VOICE IN EQUITY PROJECT

Uncovering discrimination and bias “on our doorstep”:

1. Equity tracers
2. Surveys
3. Interviews



PHASE 1

The equity “tracer”

EQUITY TRACER: STEPS



Record Review

Review individual records, case notes, intake documents, etc. for evidence of bias or inequity.



Discuss

Review with program staff to validate information and ascertain the context of the individual case.



Improve

Use findings to improve processes, procedures, or decision making.



CASES REVIEWED

22 tracers completed in
the pilot phase



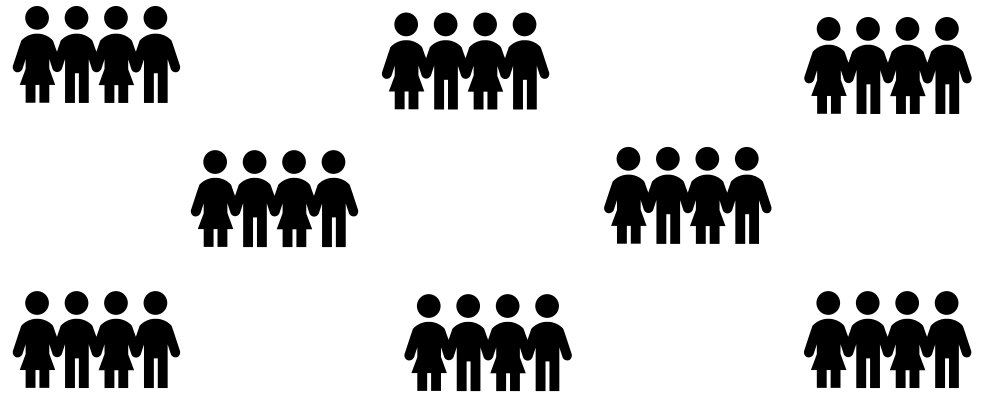
PA

MD

WV

All tracers on non-white individuals
indicate some *potential* evidence of
structural racism

100%



EXAMPLES

Youth ordered to residential care facility, citing poor grades and inappropriate behavior at school (*Systems Framing*)

School refusing to change meeting times to accommodate mother's work schedule (*Family Involvement*)

"Thug" and "gang-like" used to describe a youth with no history of criminal behavior (*Language*)

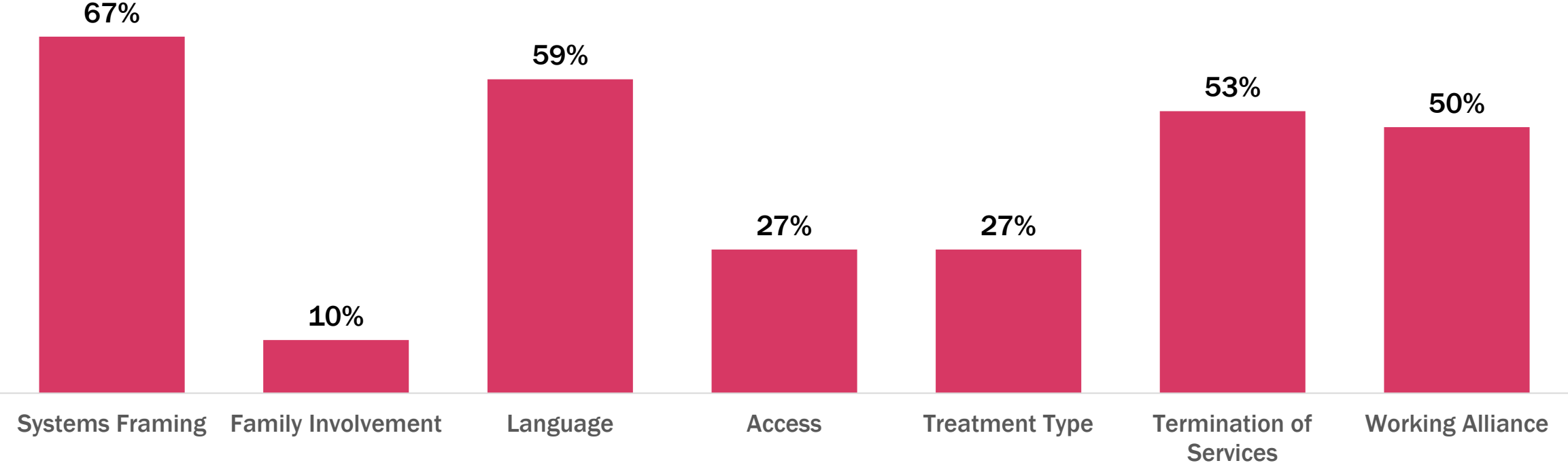
Teen making substantial progress, moved to juvenile detention despite provider support (*Termination of Services*)

On average, two sources were identified for white individuals, and **three sources were identified for non-white individuals.**

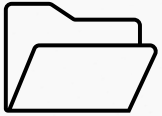


Sources of Bias or Inequity

% of individuals with potential evidence by tracer category



CONNECTING THE DOTS



EQUITY TRACERS

Identify evidence of systemic racism through chart reviews and staff discussion



YOUTH VOICE



Hear directly from youth about experiences

PHASE 2

Youth surveys

EVERYDAY DISCRIMINATION SCALE

(WILLIAMS, JACKSON, & ANDERSON, 1997)

In your day-to-day life, how often do any of the following things happen to you?

1. You are treated with less courtesy than other people are.
2. You are treated with less respect than other people are.
3. You receive poorer service than other people at restaurants or stores.
4. People act as if they think you are not smart.
5. People act as if they are afraid of you.
6. People act as if they think you are dishonest.
7. People act as if they're better than you are.
8. You are called names or insulted.
9. You are threatened or harassed.

What do you think is the main reason for these experiences? (gender, race, age, sexual orientation etc.)

WHAT IS YOUR EXPERIENCE?

This survey is anonymous.

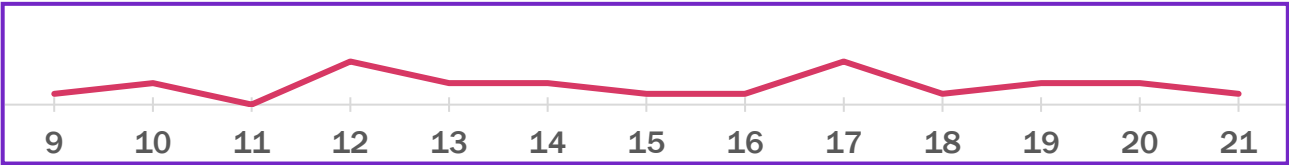
If you feel comfortable, please take the next few minutes to complete the survey:

<https://www.surveymonkey.com/r/ACRC2022>

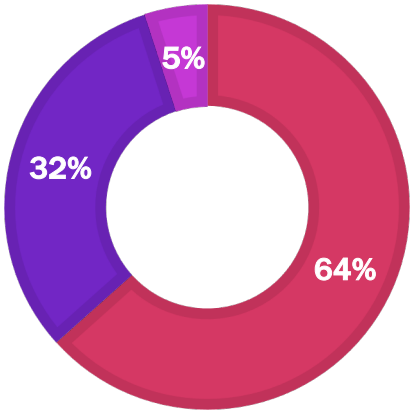


YOUTH PARTNERS

AGE

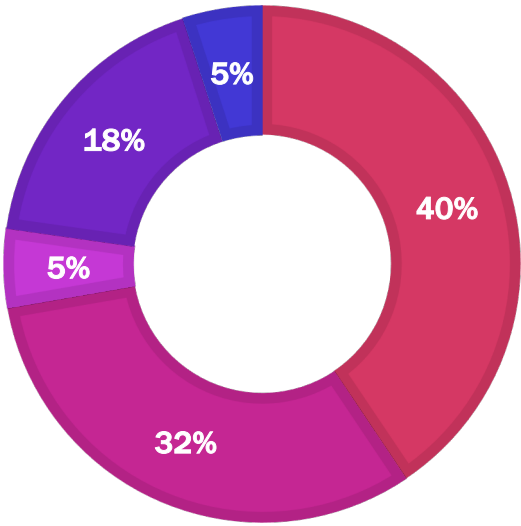


ETHNICITY



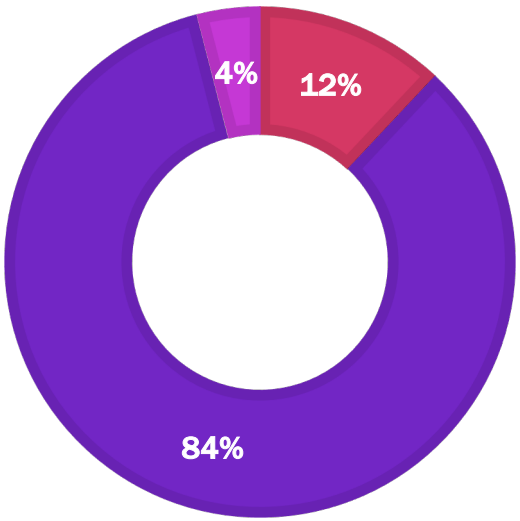
■ Not Hispanic/Latino ■ Hispanic/Latino ■ Prefer Not to Answer

RACE



■ Black or African American
■ Bi- or Multi-racial
■ Hispanic or Latino
■ White
■ Prefer Not to Answer

GENDER



■ Male
■ Female
■ Female to Male

YOC ARE MORE LIKELY TO REPORT DISCRIMINATION

	Does this ever happen?	Does this happen everyday/weekly?
Smarter than you	21	7.1
Afraid of you	7.1	1.6
You are dishonest	1.8	2.3
Better than you	6.6	9
Called names/insulted	3	–
You are threatened	7.1	1.6
Treated with less courtesy	1.4	1.6
Treated with less respect	3	2.3
Poorer service	2.3	–

WHY DOES THIS HAPPEN?

Youth who are racial and ethnic minorities are most likely to report experiences with discrimination (APA, 2016).

“Our society is messed up.”

“People misunderstand me.”

“Assumptions.”

Reputation, 1

Mental Health
Disability, 1

Sexual Orientation, 1

Height, 1

Weight, 2

Race, 3

Gender, 3

Education/Income, 5

Age, 5

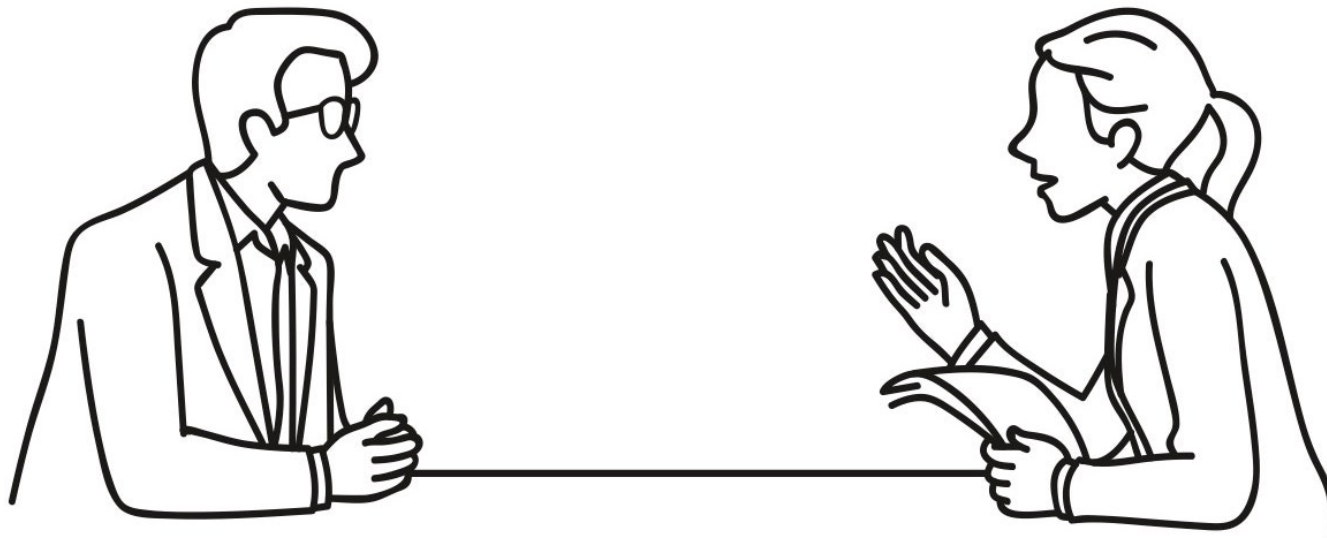
PHASE 3

Youth interviews

INTERVIEW PROTOCOL

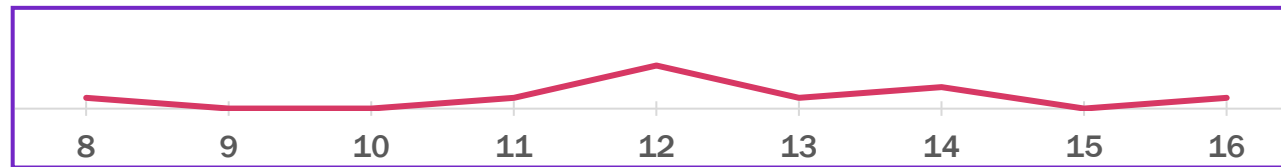
Semi-structured interview; 7 questions

- Ex. Has Pressley Ridge/your worker involved your family or people that are important to you in the care you receive? If so, can you explain how they have been involved?
- Ex: Can you describe any times you've been treated differently than other kids?

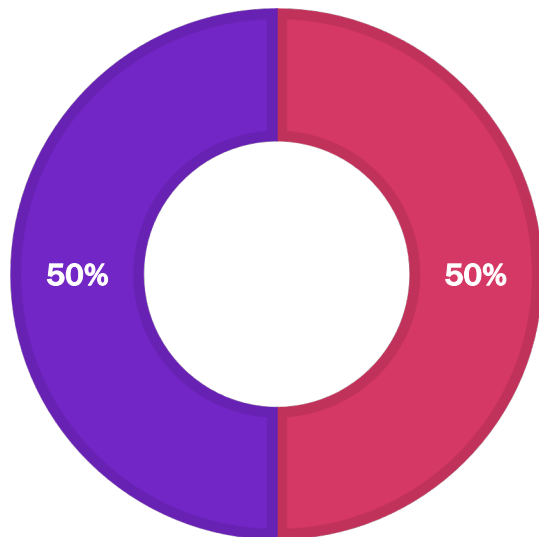


YOUTH PARTNERS

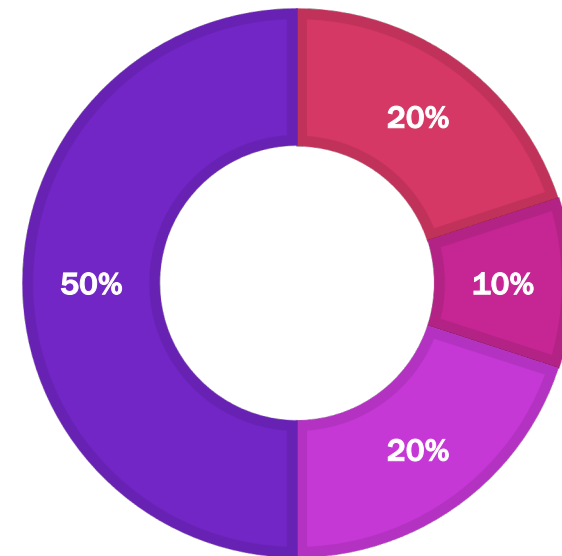
AGE



■ Male
■ Female



GENDER



■ Black or African American
■ Bi-Racial
■ Hispanic or Latino
■ White

RACE

RESULTS

Youth did not detect being treated differently because of their race, sex, gender identity, etc. However, 2 youth reported experiences with bullying.

Recent research shows that 10% or less of non-white youth report experiences with discrimination because of race, ethnicity, or skin tone (Nagata et al., 2021).

HOW CAN WE SUPPORT ANTI-DISCRIMINATION EFFORTS?

**Real-world examples from a youth residential
program**

EDUCATE YOUTH

Youth who are explicitly taught about discrimination are better at identifying discriminatory behavior than those who are not (Apfelbaum et al., 2010).



YOUTH EDUCATION AT GG

“Movie night” educational series (*Selma, Remember the Titans, A Conversation about Growing Up Black*)

Anti-Defamation League lesson plans (*Power and Privilege, Implicit Bias, Using Art to Explore Injustice, etc.*)

Include systemic racism considerations when processing underlying causes of behavior with youth (LSI, LSCI, individual therapy).

STAFF TRAINING AND EDUCATION



“Groundwater Analysis”
(w/ James LLC)

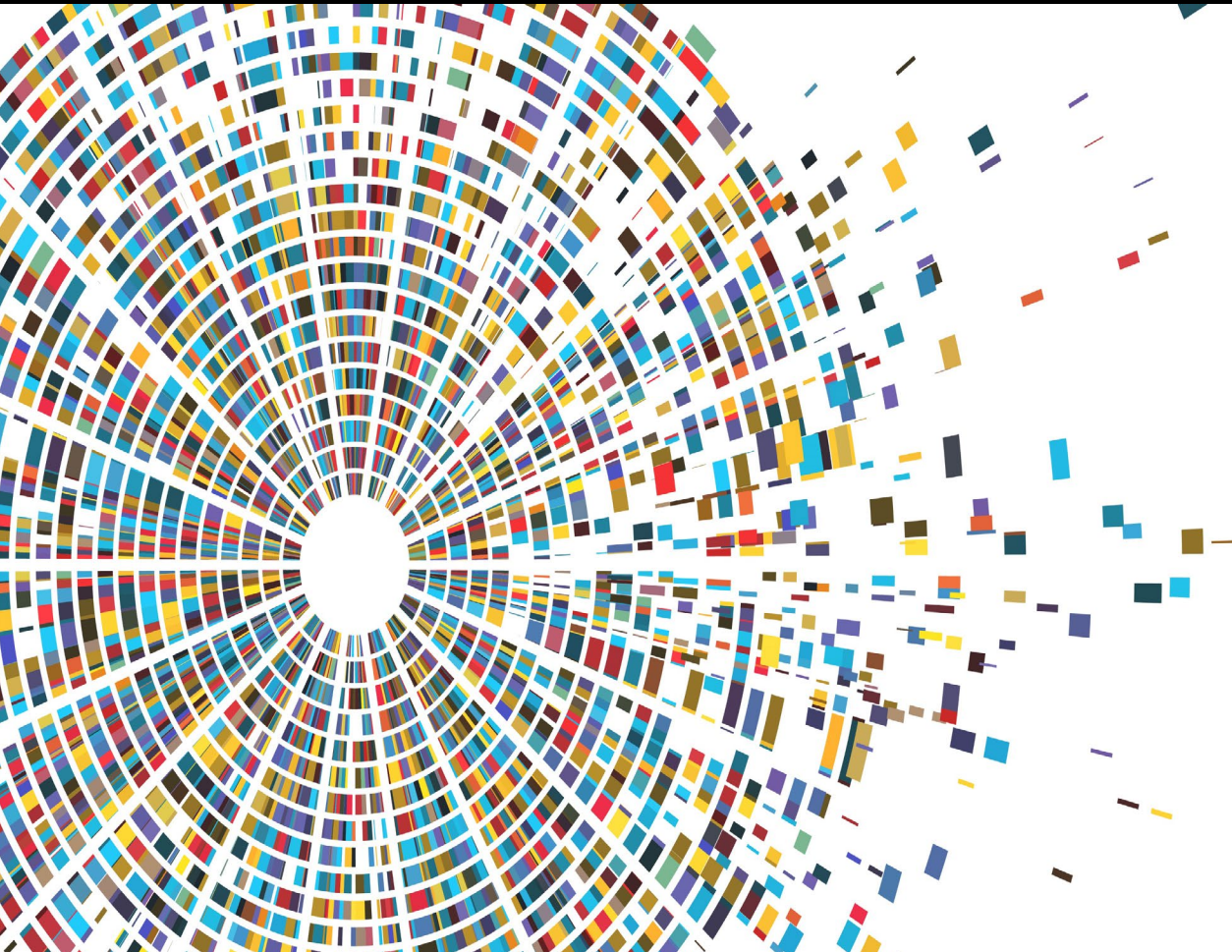


Equity tracers



**Staff meetings focusing on
discussing sources of
personal or systemic bias**

NEXT STEPS



- Incorporate additional programs
- Include families and foster parents
- Survey Pressley Ridge staff