

# The Family Room

**Please stand by!**

The livestream is about to begin



# Welcome to The Family Room

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Continuing the Conversation:  
Talking about Race &  
Social Justice with Children

*with* **Christine Platt**  
**& Dr. Kristin Carothers**

*Thursday, June 11th 2020*





 MAEC | Collaborative Action *for*  
Family Engagement

 *Turning the Page*  
Engaging Families for Student Success.

# The Family Room

## Agenda


1. Welcome & Introductions
2. Top of Mind
3. Author Reading & Conversation with Christine Platt
4. Talking with Kids about Race & Racism with Dr. Kristin Carothers
5. Question Corner with Child Psychologists Dr. Seth Shaffer and Dr. Kristin Carothers
6. Wrap-up  
(Surveys & Upcoming Webinars)



# Logistics

- Use the **Q&A**, **Chat**, or **Facebook Comment** feature to ask questions or add comments



A photograph of a woman with dark hair, wearing a blue shirt and a white cardigan, smiling as she reads a book to two young children. The child on the left is a young girl with curly hair wearing a pink shirt. The child on the right is a young girl with curly hair wearing a yellow sweater. They are all looking at the book with interest and joy. The background is softly blurred, suggesting an indoor setting.

# Collaborative Action *for* Family Engagement

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A Statewide Family Engagement Center  
A project of MAEC, INC.

# MAEC, Inc.



MAEC was founded in 1991 as an education non-profit dedicated to increasing access to a high quality education for culturally, linguistically, and economically diverse learners.

## Vision

MAEC envisions a day when all students have equitable opportunities to learn and achieve at high levels.

## Mission

MAEC's mission is to promote excellence and equity in education to achieve social justice.



@MAEC4ed

[WWW.MAEC.ORG](http://WWW.MAEC.ORG)



@MidAtlanticEquityConsortium



# Who We Are

## CAFE

The Collaborative Action for Family Engagement (CAFE) Center is a project of MAEC, Inc. We apply an equity lens to family engagement. By building relationships among schools, parents, and community organizations, we improve the development and academic achievement of all students.



MAEC

Collaborative Action *for*  
Family Engagement



# Turning the Page

Engaging Families for Student Success

## Our Mission

Turning the Page links public schools, families and our community so that, together, we can ensure students receive valuable educational resources and a high-quality public education.

## Our Vision

Turning the Page is confident that with hard work and continued cooperation, we as a community can improve the education of public school students by engaging their parents and families as active and effective participants in their children's education.

Through resource-rich programming, trust in our relationships and those we support, and a dedicated, detail-oriented staff, we look forward to building on our continued successes in the communities we serve.

# Author Reading & Conversation

*with*

**Christine Platt**

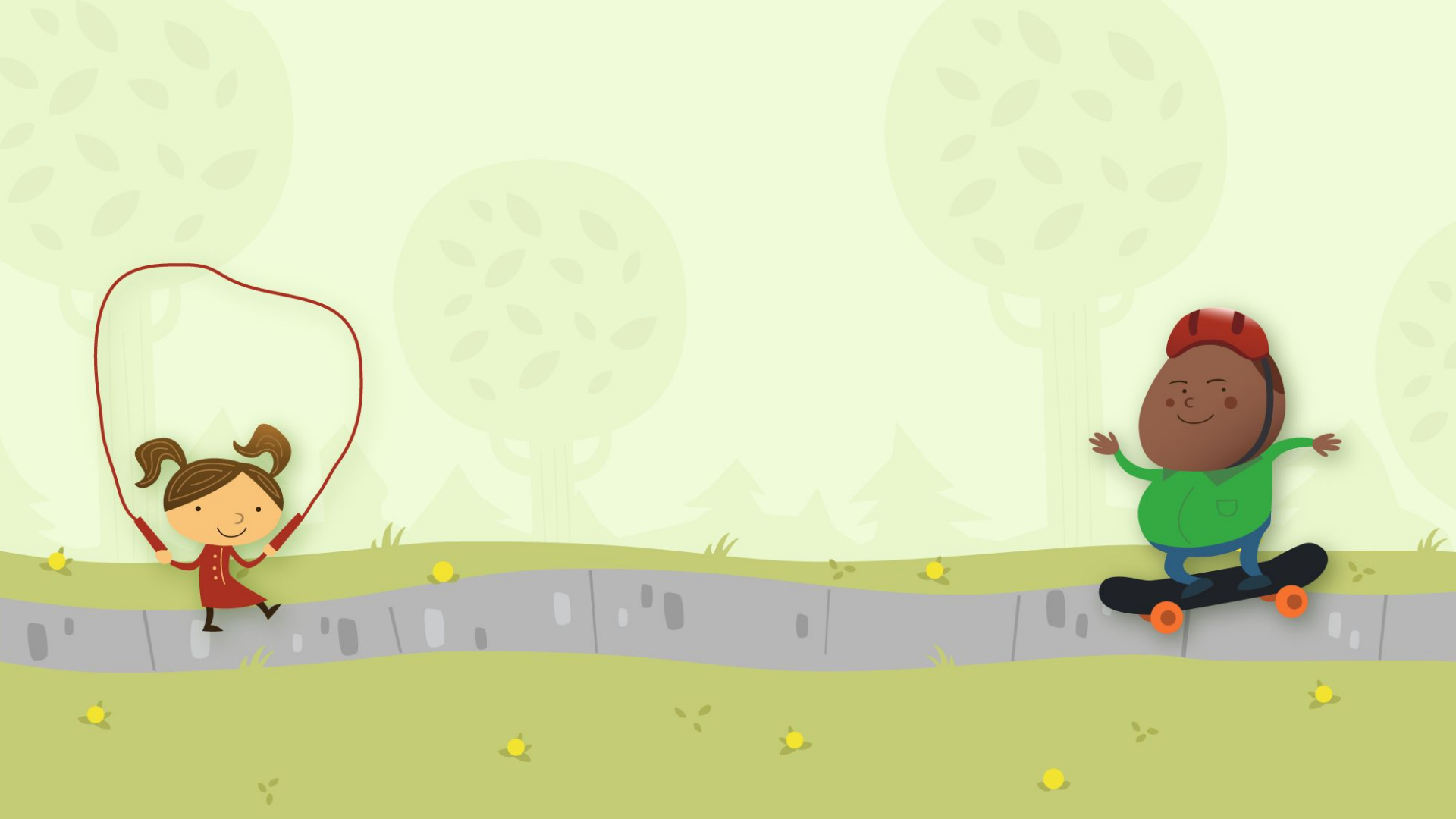


# “Continuing the Conversation”

*The goal is to have age appropriate conversations that can be expanded on over time.*







**Pre-K – 2<sup>nd</sup> Grade**

We're all different! Everyone in the world has something about them that is unique. These special qualities are called differences. What are some of our *differences*?

**Visible Differences**: Conditions that result in people having different skin tones, genders, heights and weights.

**Physical Differences**: Conditions that result in people being unable to use their legs, arms or body without assistance such as needing a wheelchair.

**Sensory Differences**: Conditions that result in people having hearing loss/deafness or vision loss/blindness.

**Learning Differences**: Conditions that result in people having speech and language challenges or uncontrollable movements in the classroom.



## Understanding & Celebrating Our Differences



# “People’s Feelings” Song

*We know what to do and say, do and say, do and say,*

*We know what to do and say*

*If someone hurts another.*

*It’s not right to act that way, act that way, act that way,*

*It’s not right to act that way*

*That’s what we'd tell each other.*





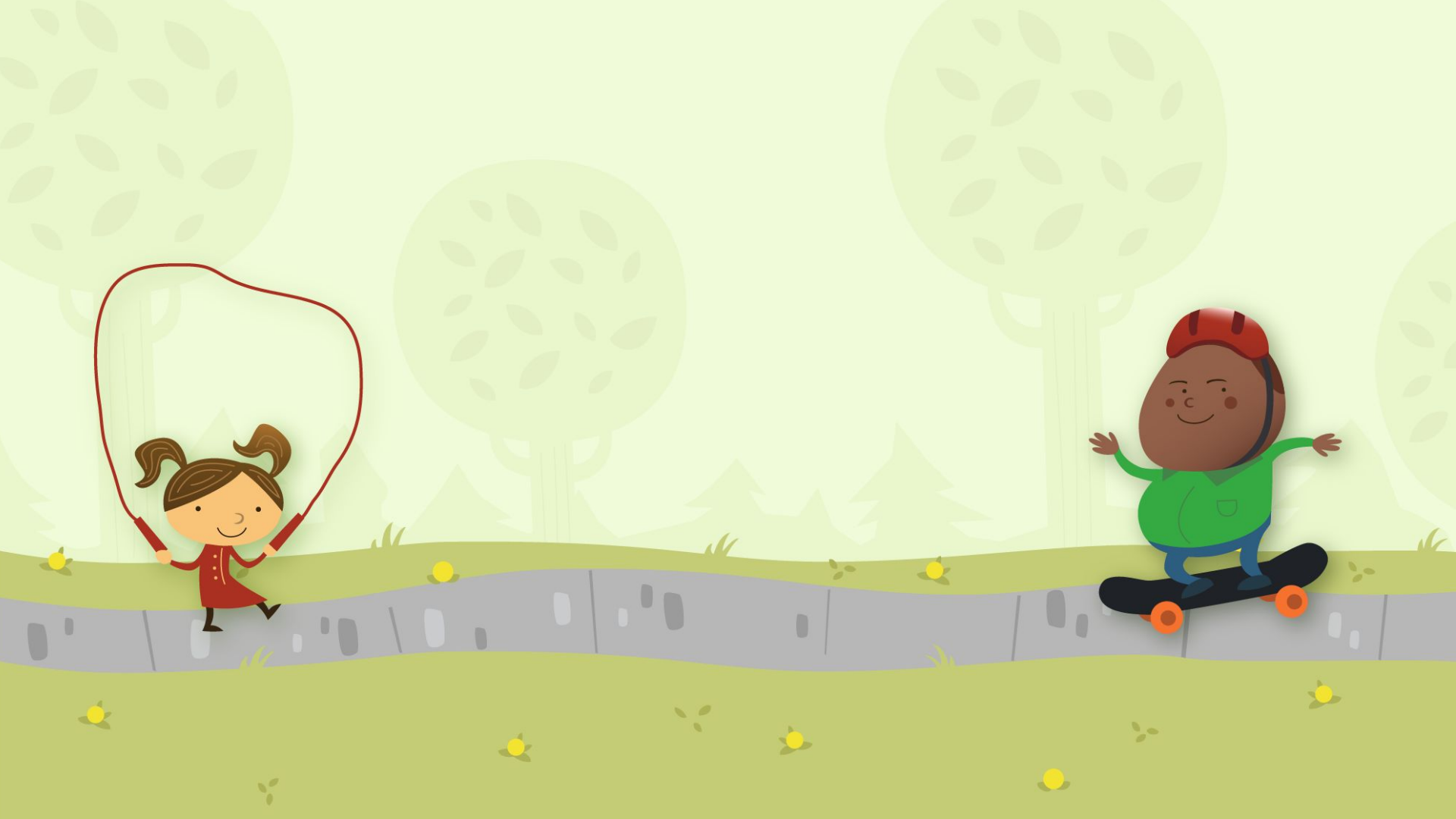
# The Conversation

**Step 1: Be Proud Of Your Differences.**

**Step 2: Respect Others' Differences.**

**Step 3: Use Words That Are Kind and Helpful Instead of Hurtful.**





**3<sup>rd</sup> Grade – 5<sup>th</sup> Grade**

# What is Your Identity?



Your identity is comprised of all your many differences. They are essentially those things that determine your appearance, your race, your religion, your gender, and your family. Even your name is a part of your identity.





# Make the Connection

*Bullying is when one person or a group behaves in ways—on purpose and over and over—that make someone feel hurt, afraid or embarrassed.*

**Aggressor:** Someone who says or does hurtful things to another person on purpose and over and over.

**Target:** Someone who is bullied or treated in hurtful ways by a person or a group on purpose and over and over.

**Bystander:** Someone who sees bullying happening and does not say or do anything.



**Ally:** Someone who helps or stands up for someone who is being bullied.



# From Bystander to Ally

1. Support targets, whether you know them or not.
2. Don't participate.
3. Tell aggressors to stop.
4. Inform a trusted adult.
5. Get to know people instead of judging them.

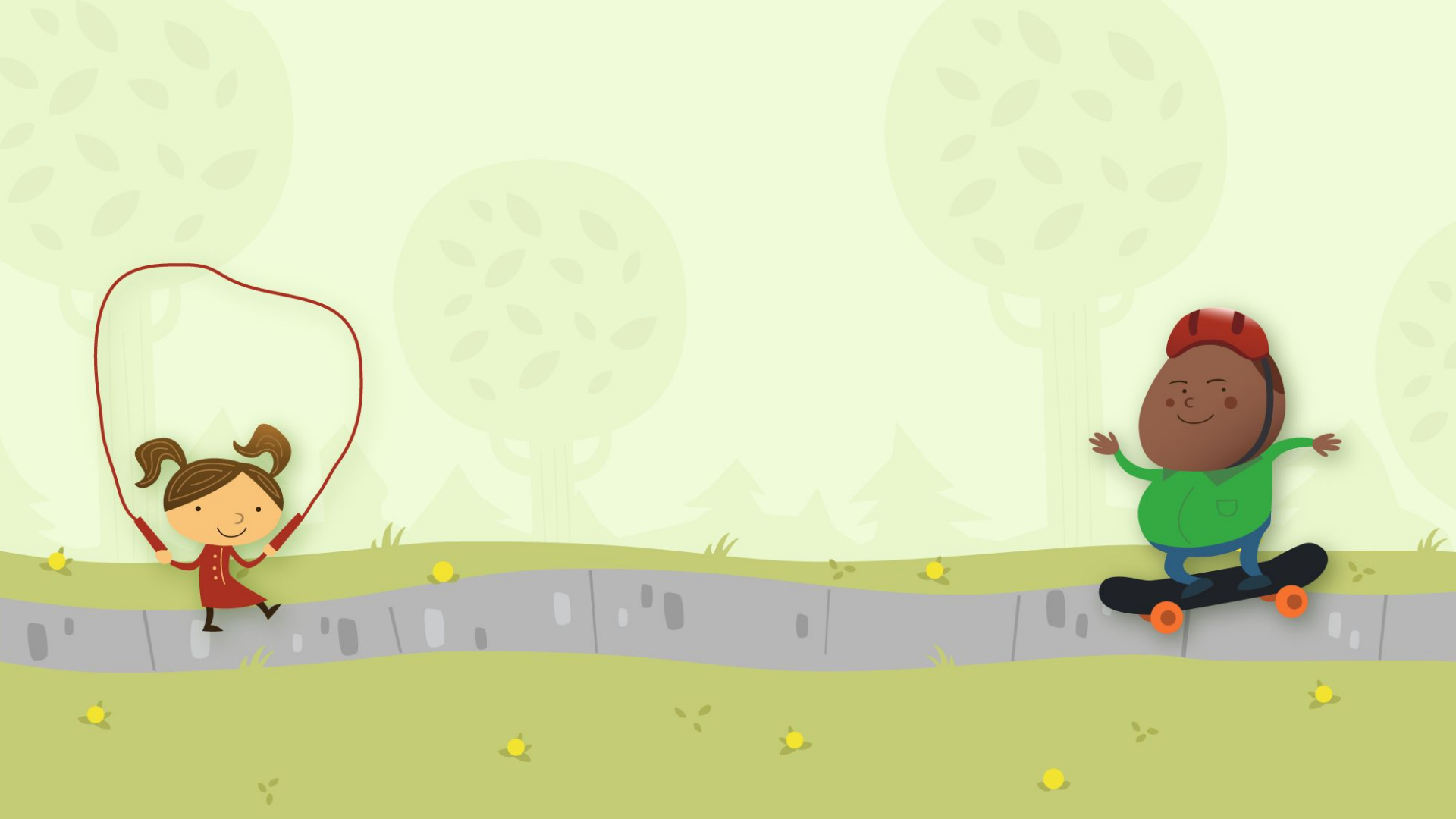


# The Conversation

1. What happened?
2. How did you feel?
3. What did you do?
4. What did you want to do?







# Middle School

# Social Identities

- There are also parts of your identity that have been created by society—your social identity. These are the parts of you that relate to other people.
  - Race, Neighborhood, Traditions, Language, Age
- Social identities have been around for a very long time. And sometimes, it's not always our choice of what group or category we get lumped into.
- While social identities can help us see and understand ourselves and the people around us, they also determine how others will treat us.
- Some social identities hold power and privilege, others do not. Privilege is another word for the benefits or advantages that a person receives simply because of their identity and how others perceive their identity.



- People who have social identities with privilege often have power over others. People who do not benefit from their social identities have little to no privilege and power.





*An inclination or preference either for or against an individual or group based on their identity.*



Bias can be **conscious**---you are aware, intentional and responsive in what you are thinking, saying and doing.



Bias can be **unconscious**---stereotypes, both negative and positive, that exist in our minds/beliefs and affect our behavior.



Both forms of biases are potentially harmful regardless of intent. Having biases interferes with your ability to make impartial judgment about an individual.



# Identity and Bias







Racism is a system of advantages and disadvantages based on race.



Racism is prejudice or discrimination against someone based on race.



Racism is the belief that members of each race have different characteristics that makes some races inferior and others superior.



Racism is personal prejudice and bias AND the misuse and abuse of power by individuals and institutions.



# Racism & Prejudice



- Everyone has prejudices or biases. There are our judgements: the things we discriminate against.
- Some of our prejudices are conscious and some are not. They are things we've learned and assumed from everything around us, including stereotypes we've witnessed.
- Whether your social identity holds privilege or not also contributes to your prejudices.
- We start forming our first prejudices when we are around two years old! As we grow older, they become a part of our belief system.

*But we can change!*



# A Few Guidelines for Parents

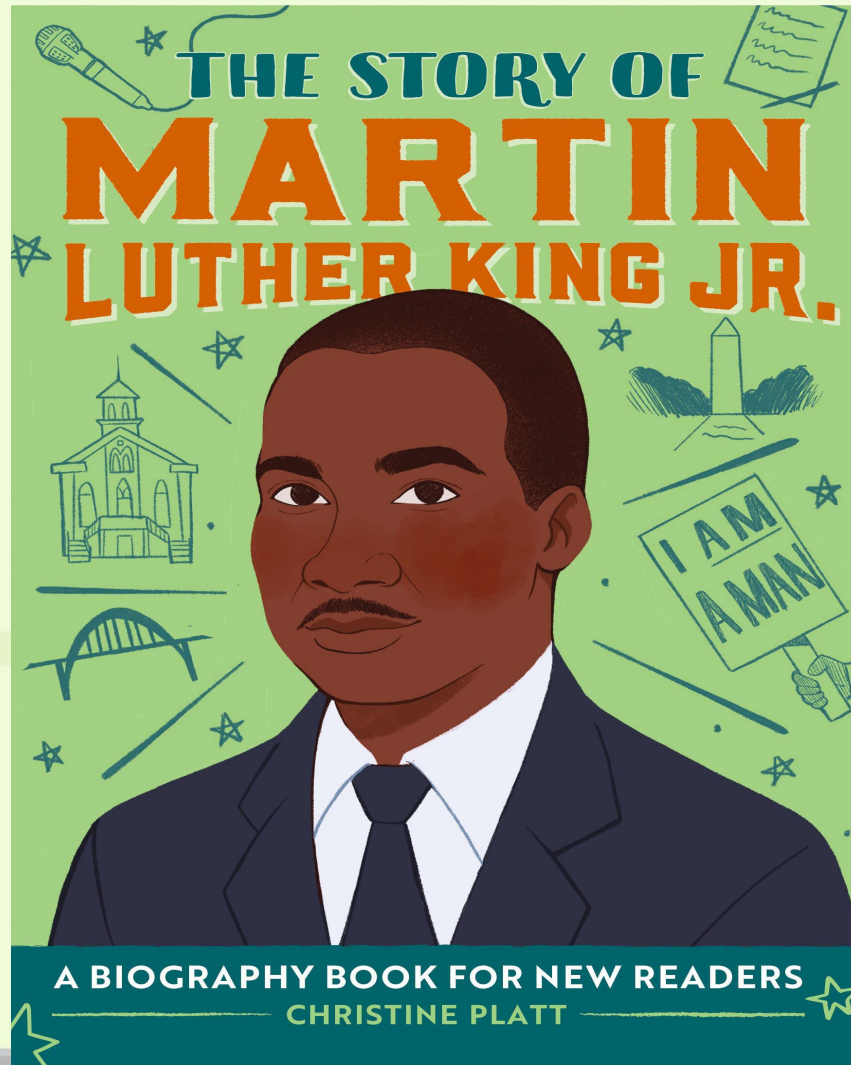
1. **Address your child's questions and comments.** Resist blanket reassurances and statements like, "We are all the same inside" or "I don't see race/color."
2. **Encourage multidimensional views of others.** Help your child learn to consider both similarities and differences, and more importantly, to respect them. Remember: books are windows and mirrors.
3. **Balance** your acknowledgement of the *realities* of racism with messages about *hope for change* and the availability of help.
4. **Be prepared to talk** about what your child sees and hears. Help understand news stories and related events.
5. **Demonstrate behaviors** that promote children's positive attitudes toward racial and cultural diversity.
6. **Demonstrate and encourage acts of kindness** toward others and engage in activities to challenge injustice.
7. **Use literature** as a teaching tool to help foster learning about others' lived experiences, teach history, and as a springboard to continuing the conversation.



*Source: Something Happened in Our Town: A Child's Story About Racial Injustice*

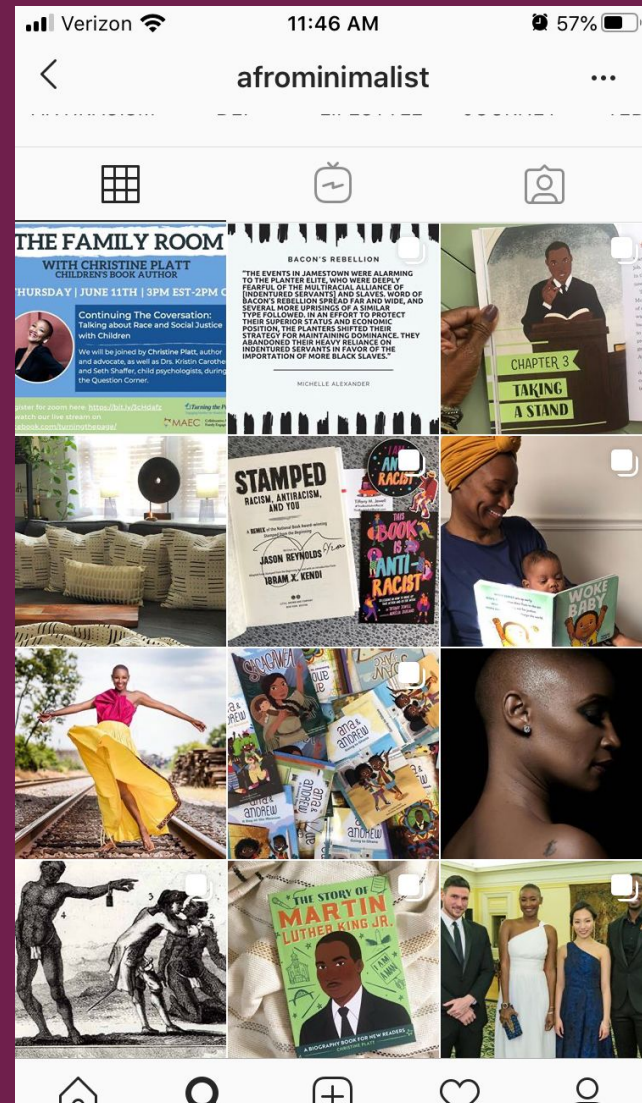
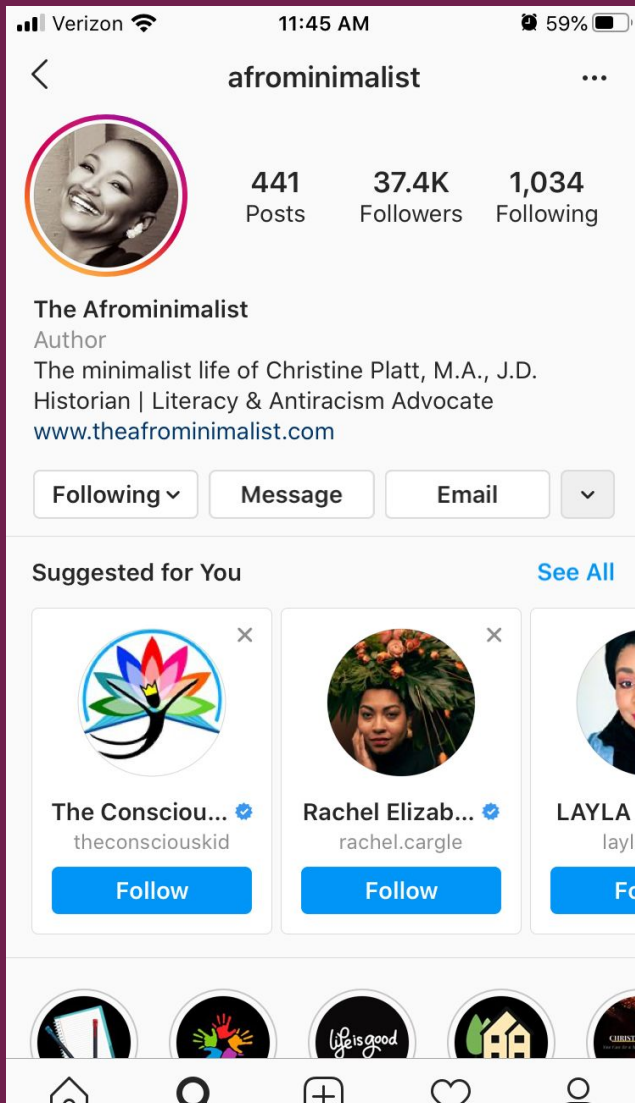


# Author Reading





# Continue to Connect with Christine! @afrominimalist on Instagram



# Q&A with Christine Platt

Chat your questions for Christine Platt in the chat box



# The Question Corner

with Dr. Seth Shaffer, Psy.D & Dr. Kristin J. Carothers, Ph.D.

## \*Disclaimer:

Seth Shaffer, Psy.D. (Lic# PSY 27492) is a licensed clinical psychologist in the State of California. The information provided by Dr. Shaffer in the MAEC *Family Room Series* webinars or website newsletters does not establish a 'therapist-client' professional or confidential relationship between Dr. Shaffer and any other person who accesses or learns of the information. All information shared by Dr. Shaffer is based solely on his knowledge, expertise, and clinical training, but is not intended to be a clinical mental health service or therapy for a specific person or circumstance.

Any viewer/participant who believes that they may be experiencing psychological distress or symptoms should consult a local mental health professional right away. They may consider calling the Substance Abuse and Mental Health Services Administration (SAMHSA) 24/7 National Hotline (1-800-662-4357) or another reputable referral organization for help.



# HAVING DIFFICULT CONVERSATIONS ABOUT RACE WITH CHILDREN

KRISTIN J. CAROTHERS, PH.D.  
LICENSED CLINICAL PSYCHOLOGIST

Complex Trauma  
resulting in feelings  
and experiences of:

- Guilt
- Shame
- Anger
- Sadness
- Disparity



Invalidation of  
Experience and  
Emotions By Others:

- Lack of Empathy
- Invalidation
- Avoidance of Topic
- Unwillingness to  
acknowledge issues
- RACISM

**WHY IS IT SO HARD TO  
DISCUSS RACE?**

## SPECIFIC STRATEGIES FOR CONVERSATIONS ABOUT RACE



Provide Developmentally Appropriate Information



Give Historical Context



Understand what you do and don't know



Seek information from reputable sources



Seek information from multiple sources (Print Media, Television, Radio, Journals, magazines)



# SPECIFIC STRATEGIES FOR CONVERSATIONS ABOUT RACE

## Model Calm

Let children know you are open to conversations. Even if an event is stressful or upsetting, we can learn from it and grow stronger

## Be Patient

Take cues from the child. Allow them time to handle situations and express their thoughts

## Provide Warmth

Reassure the child that it is okay to express their thoughts or concerns, that they are safe, and that you will do your best to keep them safe

## Be Understanding

Be available to help the child express their feelings. Explain they are not responsible for difficult situations they may witness or experience



# SPECIFIC STRATEGIES FOR CONVERSATIONS ABOUT RACE

## DO

- Allow children to cry
- Allow sadness
- Let children talk about feelings
- Let them write about feelings
- Let them draw pictures about the event or their feelings.

## DON'T

- Expect children to be brave or tough
- Make children discuss the event before they are ready
- Get angry if children show strong emotions
- Get upset if they begin bedwetting, acting out, or thumb sucking.

**REMINDERS  
FOR  
DISCUSSIONS  
FOR  
IMPACTED  
PEOPLE &  
ALLIES**

Don't:

Force people to tell their stories

Probe for personal details

Say things like "everything will be OK," or "at least you survived"

Say what you think people should feel or how people should have acted

Say people suffered because they deserved it

Focus on your own experience and your own suffering

Make promises that you can't keep

If you have a question, please send it to us in the Chat Box located on the right side of the screen!



# More Resources

**Health** (related to COVID-19): **Center for Disease and Control:** <https://www.cdc.gov/coronavirus/2019-ncov/index.html>

**World Health Organization:** <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public/healthy-parenting>

**COVID MYTH BUSTERS:** <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public/myth-busters>

**Mental Health:** **American Psychological Association:** <https://www.apa.org/topics/covid-19/local-mental-health>

**Food:** MAEC and its partners are assisting with getting families in need access to food. Contact MAEC for more information.

**Education:** MAEC: <https://maec.org/covid-19/state-resources/>

**National Association of School Psychologists:**

<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources>

**Department of Education:** Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus outbreak:

<https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/qa-covid-19-03-12-2020.pdf>

**Special needs:** Autism Speaks is offering a free online course for parents. This can help parents sharpen skills for helping children on the spectrum with social communication, academic skills, positive behaviors, and independence. This offer is **ONLY** good through June 1, 2020.

<https://autismcertificationcenter.org/coursework/foundations>

**National Association of School Psychologists:**

<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/helping-children-cope-with-changes-resulting-from-covid-19>

# Connect with us!

Up-to-date COVID-19 information and resources for families across America:

<https://maec.org/covid-19/state-resources/>

Sign up for our newsletter,  
*Learning at Home*

[www.maec.org/newsletter](http://www.maec.org/newsletter)



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# The Family Room Webinar Series

**The Family Room: Every Thursday  
at 2pm Central / 3pm Eastern**

**Thursday, June 18th**

Play is Powerful

*with Pure Play Every Day*

**Thursday, June 25th**

Healing through Art

*with ArtReach*

No programming Thursday, July 2nd

*Join the Newsletter for updates*

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# THANK YOU!

*Please take our brief survey for today's event.*

See you next week

