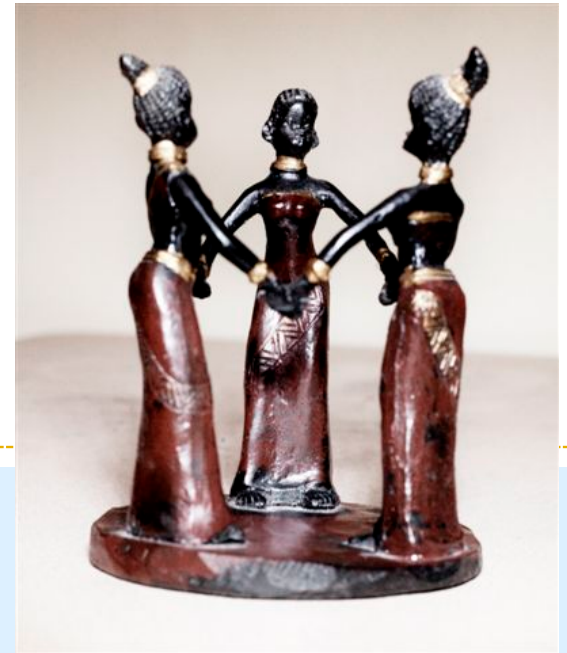


Rise Sister Rise

Evaluating African American Girls' Experience of Trauma and Resiliency in Ohio's Communities



**PLACING BLACK GIRLS AT
PROMISE
OHIO SCHOOL BOARDS ASSOCIATION
CAPITAL CONFERENCE
NOVEMBER 10, 2014**

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Ohio

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For African American adolescents to develop into individuals actively engaged in optimal personal and collective development, they must be placed “*at promise*” as opposed to “at risk” in order to become contributing members of their families, schools, communities, and the broader society.

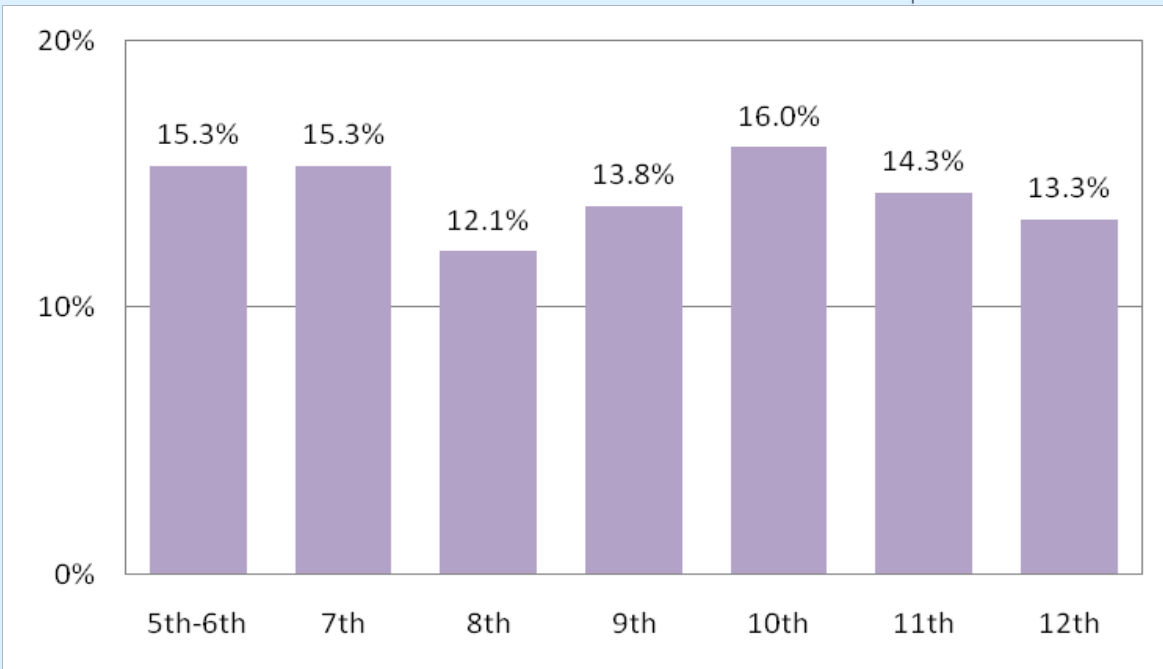
American Psychological Association, Task Force on Resilience and Strength in Black Children and Adolescents. (2008). *Resilience in African American Children and Adolescents: A Vision for Optimal Development*.

Why Black Girls?



There are approximately 201,000 African American girls living in Ohio's communities. The majority of them reside in metropolitan areas. Our research and the work of others suggest that urban adolescent African American girls are significantly exposed to more traumatic stressors than children of other groups. Not every Black girl is a victim of poverty, has limited access, poor academic proficiency, few employment opportunities or a life with few successes. Yet, most Black girls live with some kind of trauma every day. Unresolved and prolonged trauma produces the negative and aggressive behavior manifested in Black girls today.

409 Girls surveyed 11-18 years old



- Akron = 125 girls
- Columbus = 101 girls
- Dayton = 109 girls
- Lima = 74 girls

The Rise Sister Rise Project

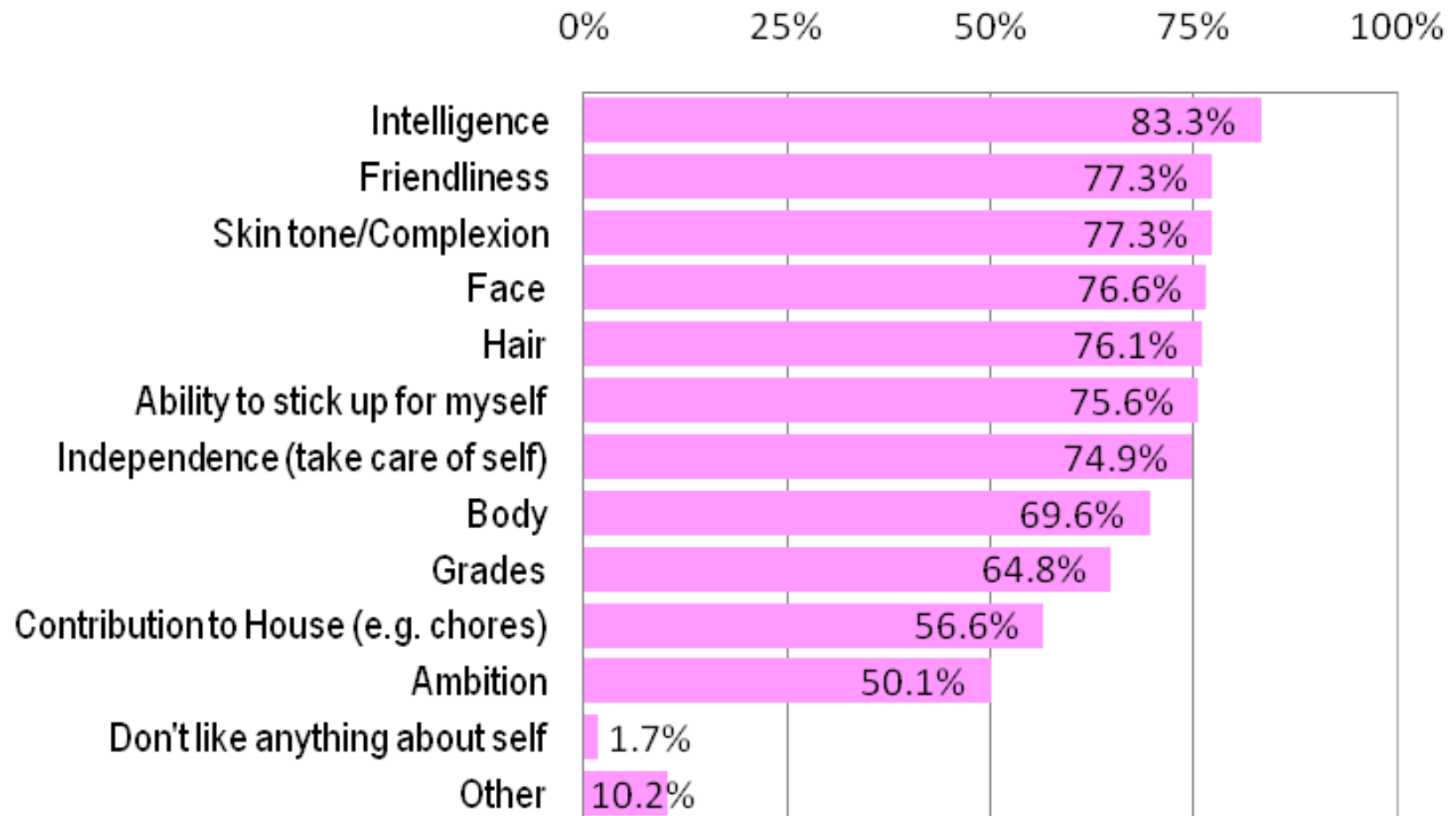


RSR Survey Instruments



- Search Institute's Profiles of Student Life: Attitudes and Behaviors Survey
- Youth Self Report from The Child Behavior Checklist
- Questions from the New York Black Girls Survey
- Adverse Childhood Experiences Survey
- Recent Exposure to Violence Scale

What Girls Like About Themselves



“I’ m proud that I’ m somebody my little cousins can look up to.”



“I want to do something with my life.”

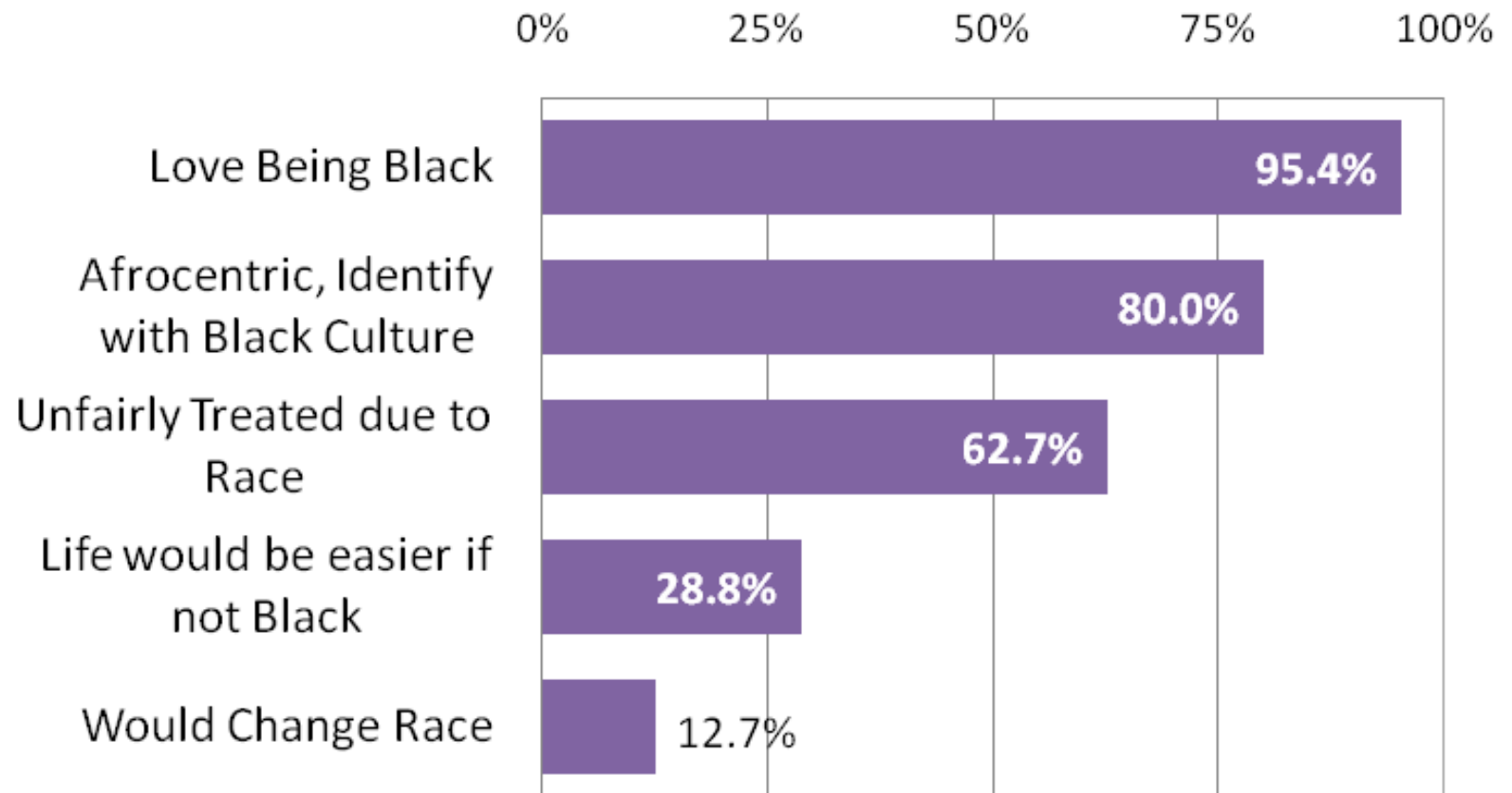
“I’ m happy of my ability to adapt to things that are changing.”



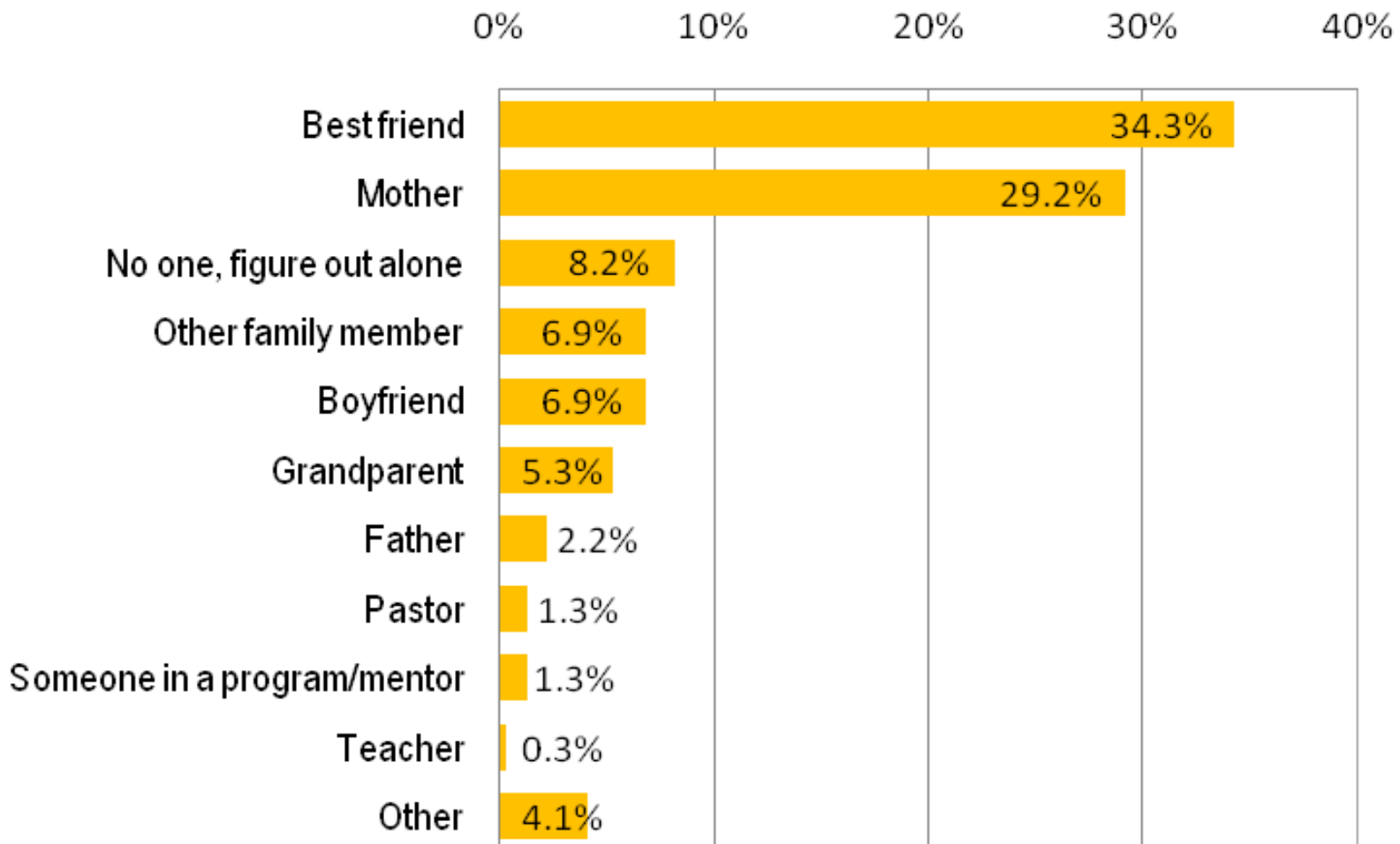
“I’ m proud of the fact that I can stand on my own two feet and not let anybody knock me down.”

“I have high self-esteem. It’ s always high. I wake up in the morning, get dressed with a good feeling, and that’ s how I am.”

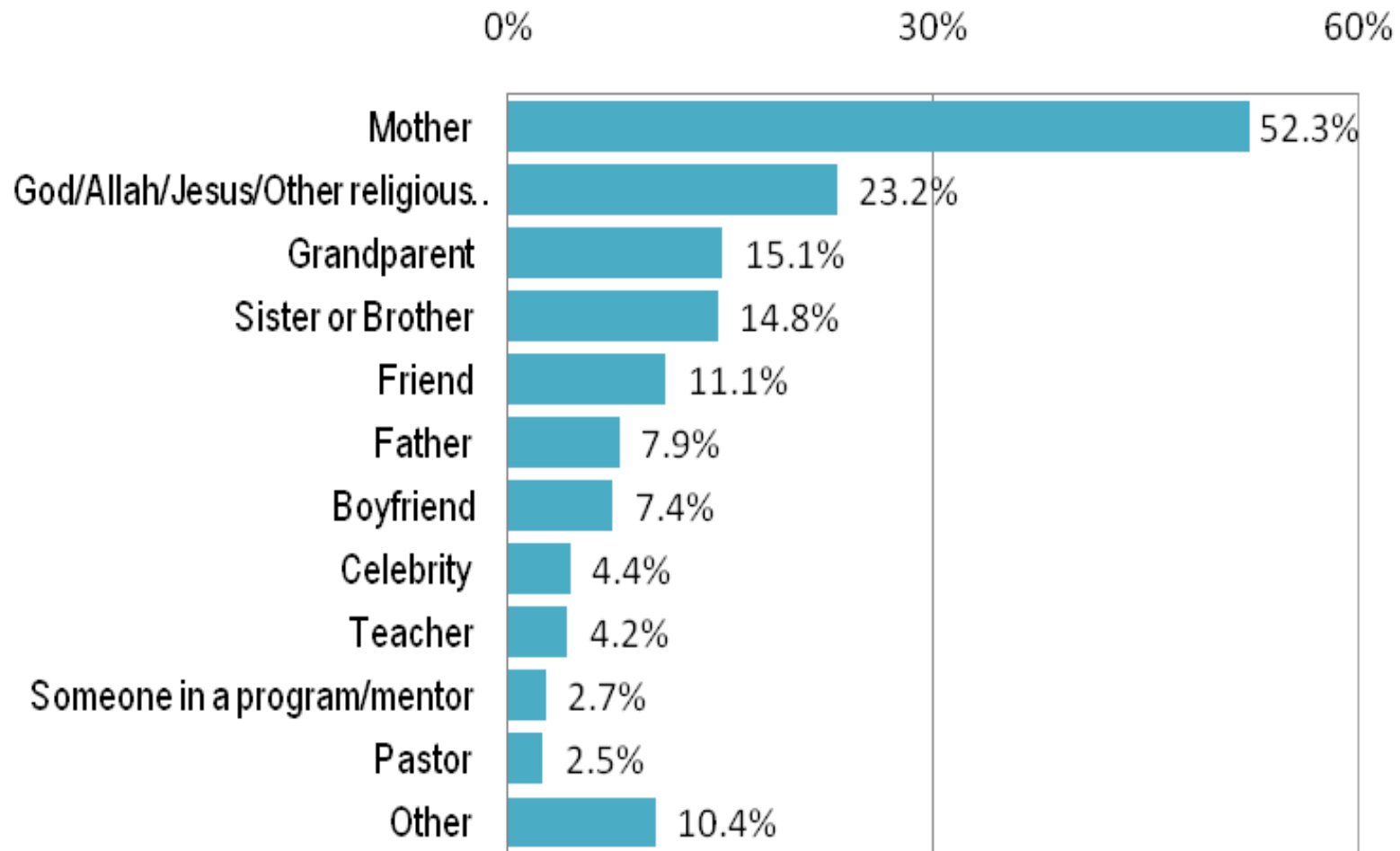
Feelings about Race



Whom Girls Seek Advice From



Who Has the Most Influence on Girls



Family Influence



“I have to say my role model is **my grandfather**. I think out of everybody in my family, he was the closest person to me.”

“**My aunt** is my role model because of her job.”

“**My grandma** is my role model. I’ m not my mama’ s girl, I’ m my grandma’ s girl. I admire her.”

“**My sister** is my role model because she went to college and she’ s doing good. I had to flip it and get on the right track like my sister.”

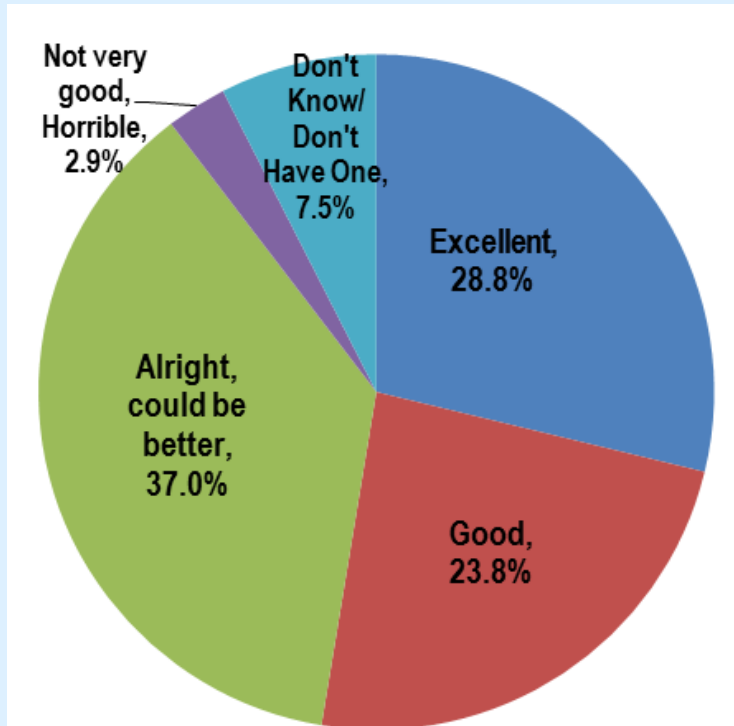
“I would say my role model is **my brother** because he tells me what I need to hear. He doesn’ t sugarcoat it. He puts it in a way I understand.”

“**My cousin** is my role model because she’ s got a child and still goes to college. She’ s been doing a lot and she’ s going to be a police officer.”

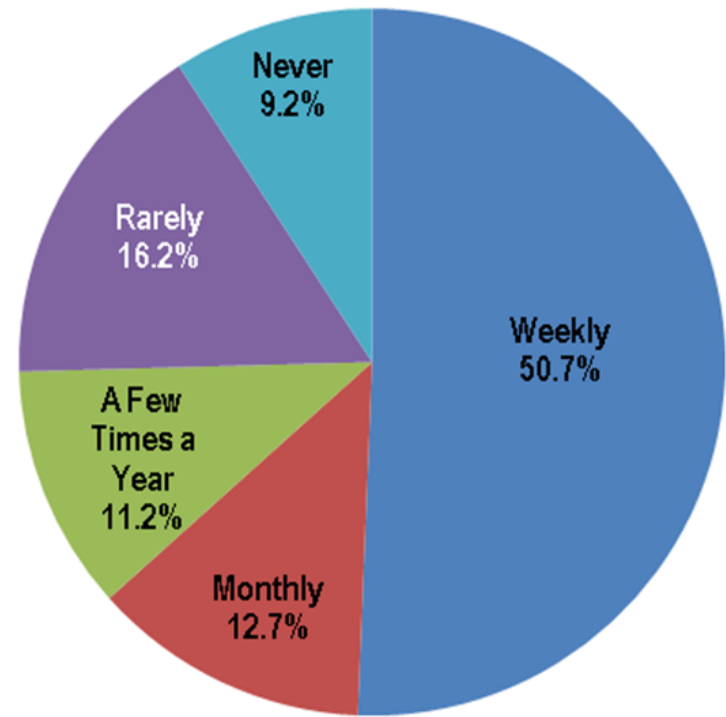
Spirituality and Religious Involvement



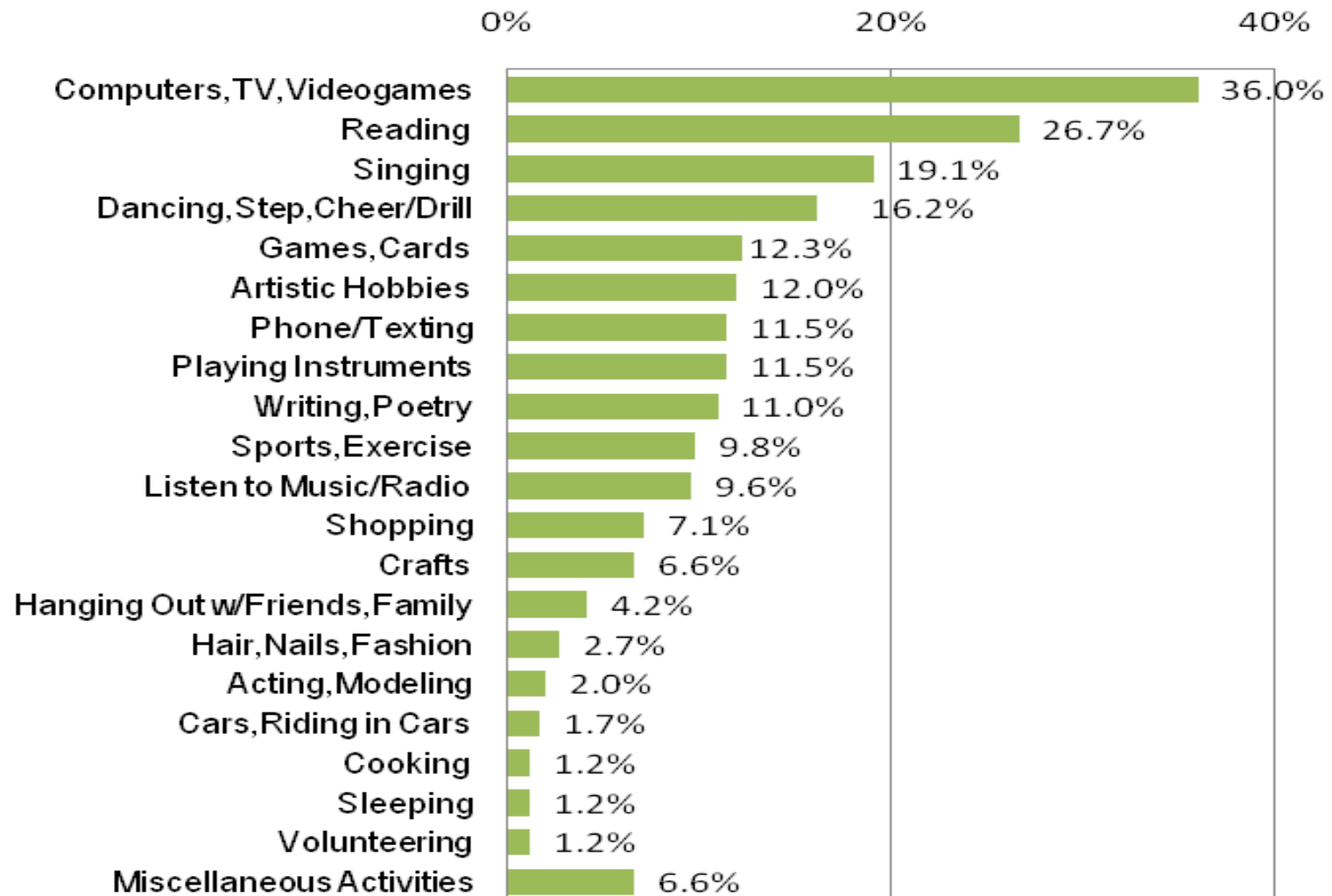
Relationship with Higher Power



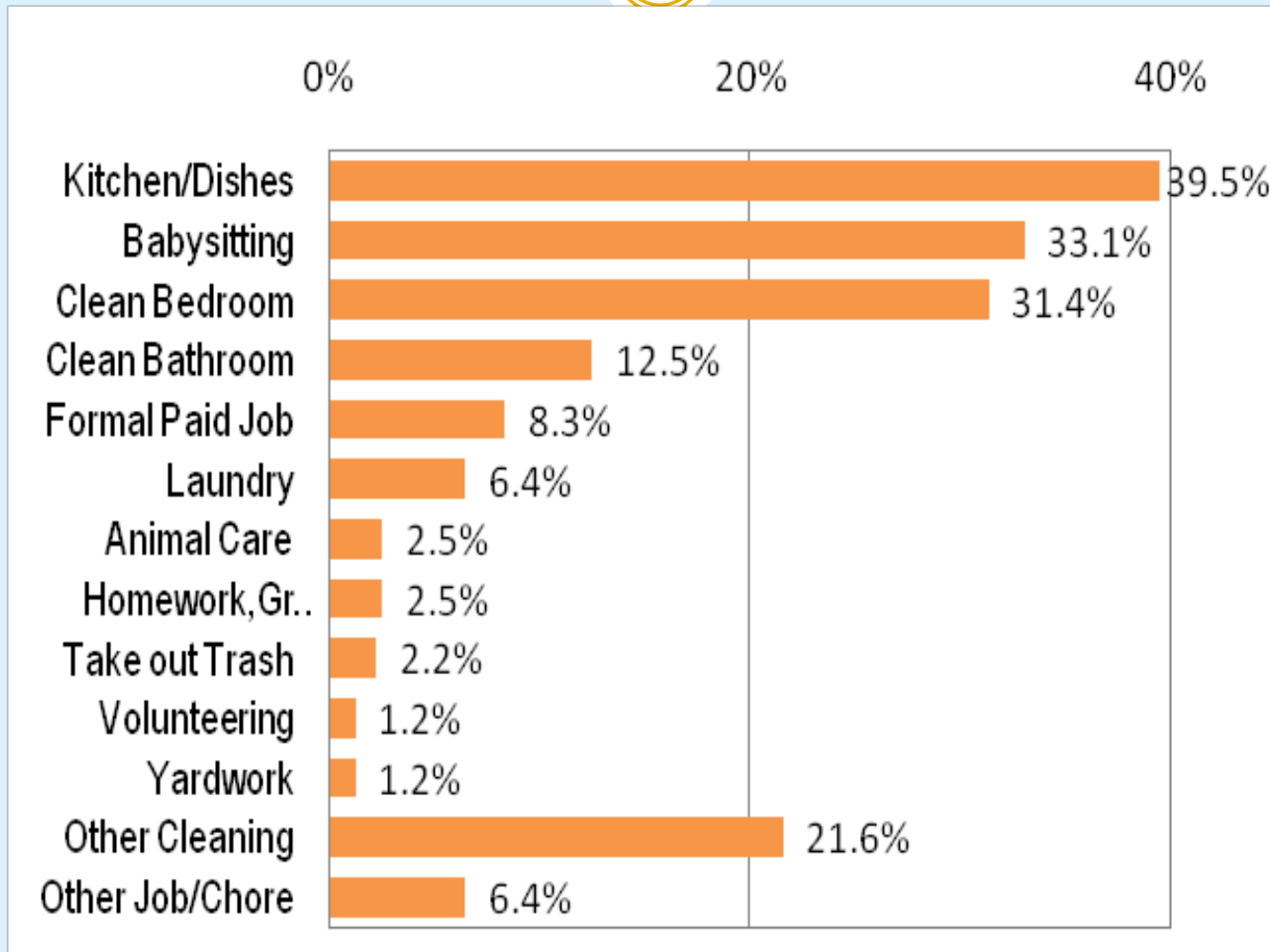
Attendance at Religious Services:



Girls' Favorite Hobbies and Activities



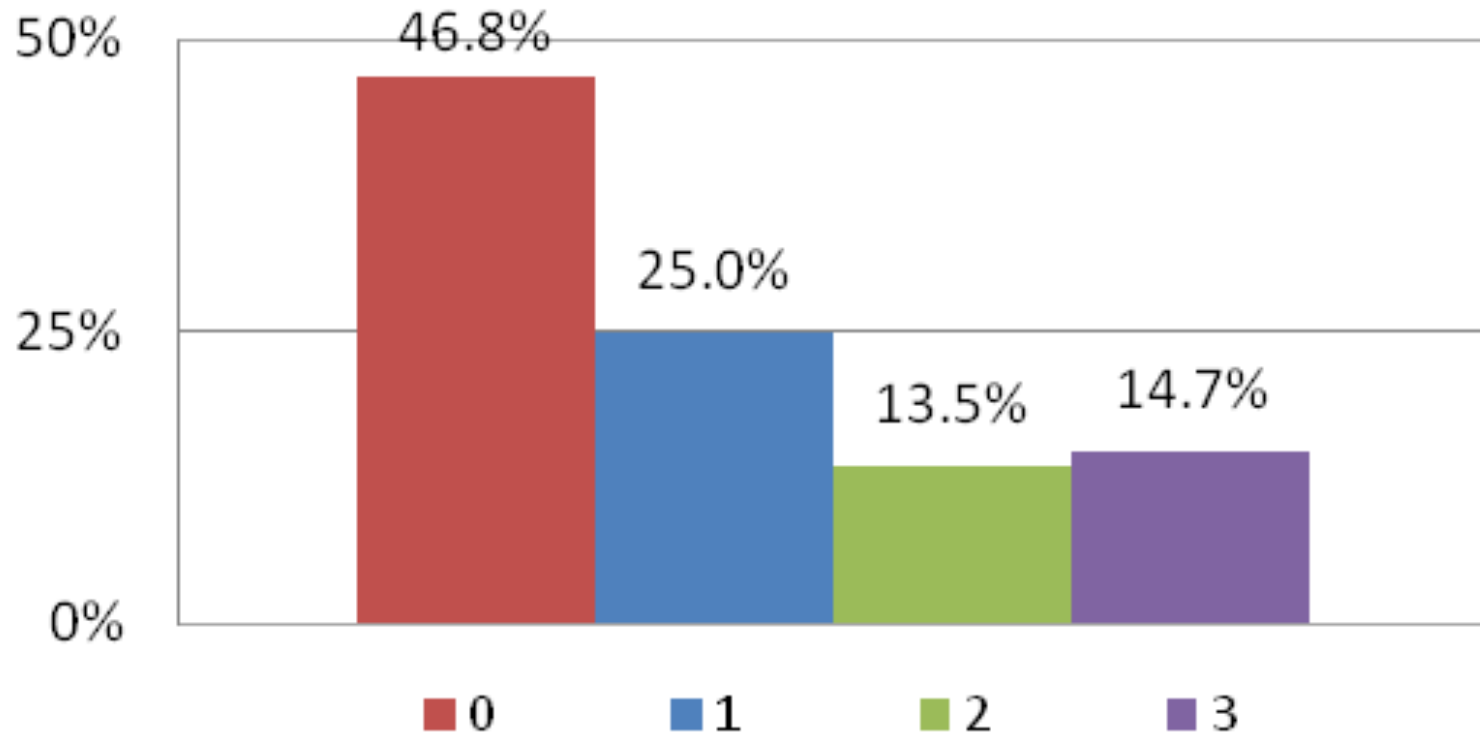
Types of Jobs/Chore Responsibilities



Involvement in Organized Activities



Number of Organizations, Clubs, Teams or Other Groups Girls are Involved In



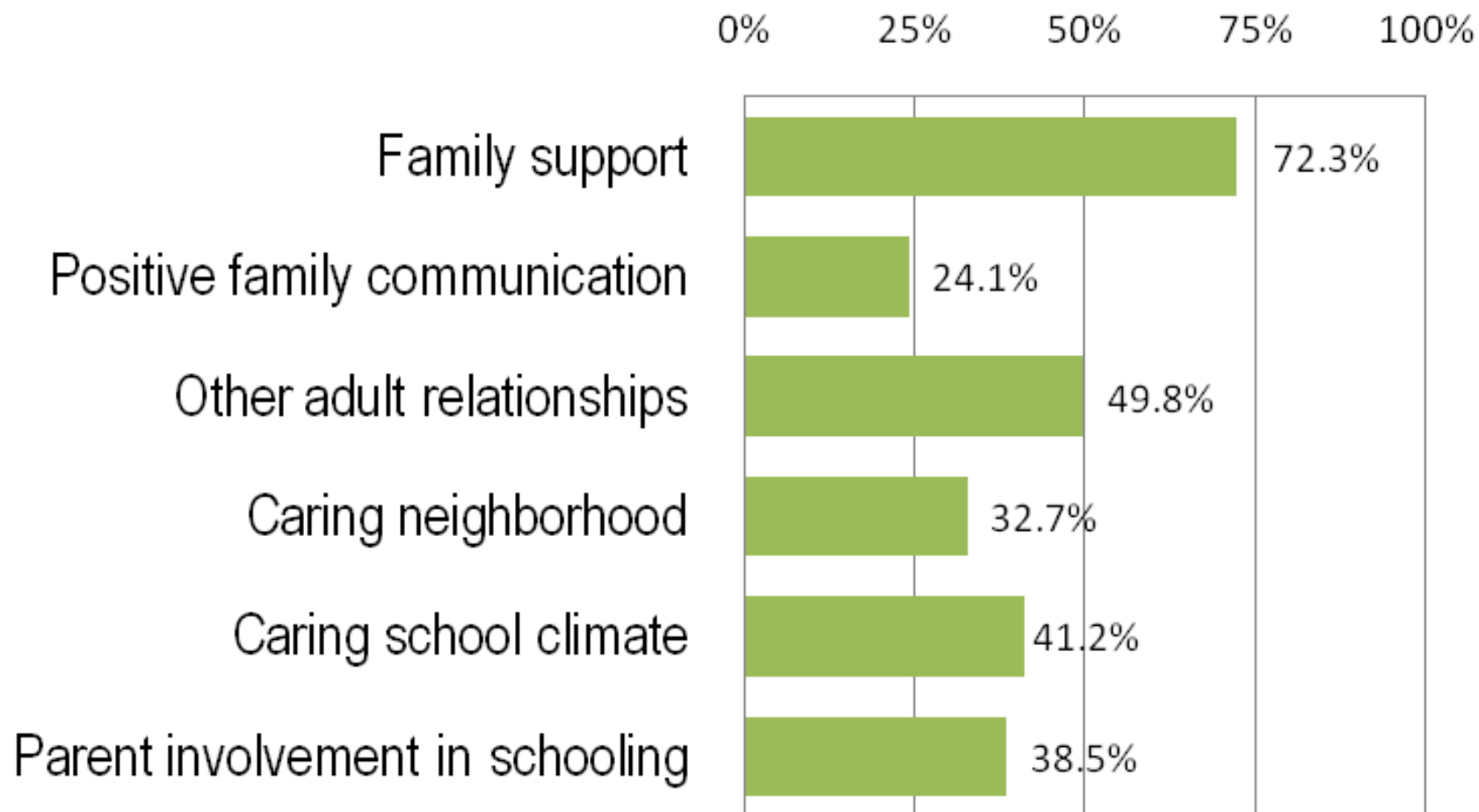
Developmental Assets



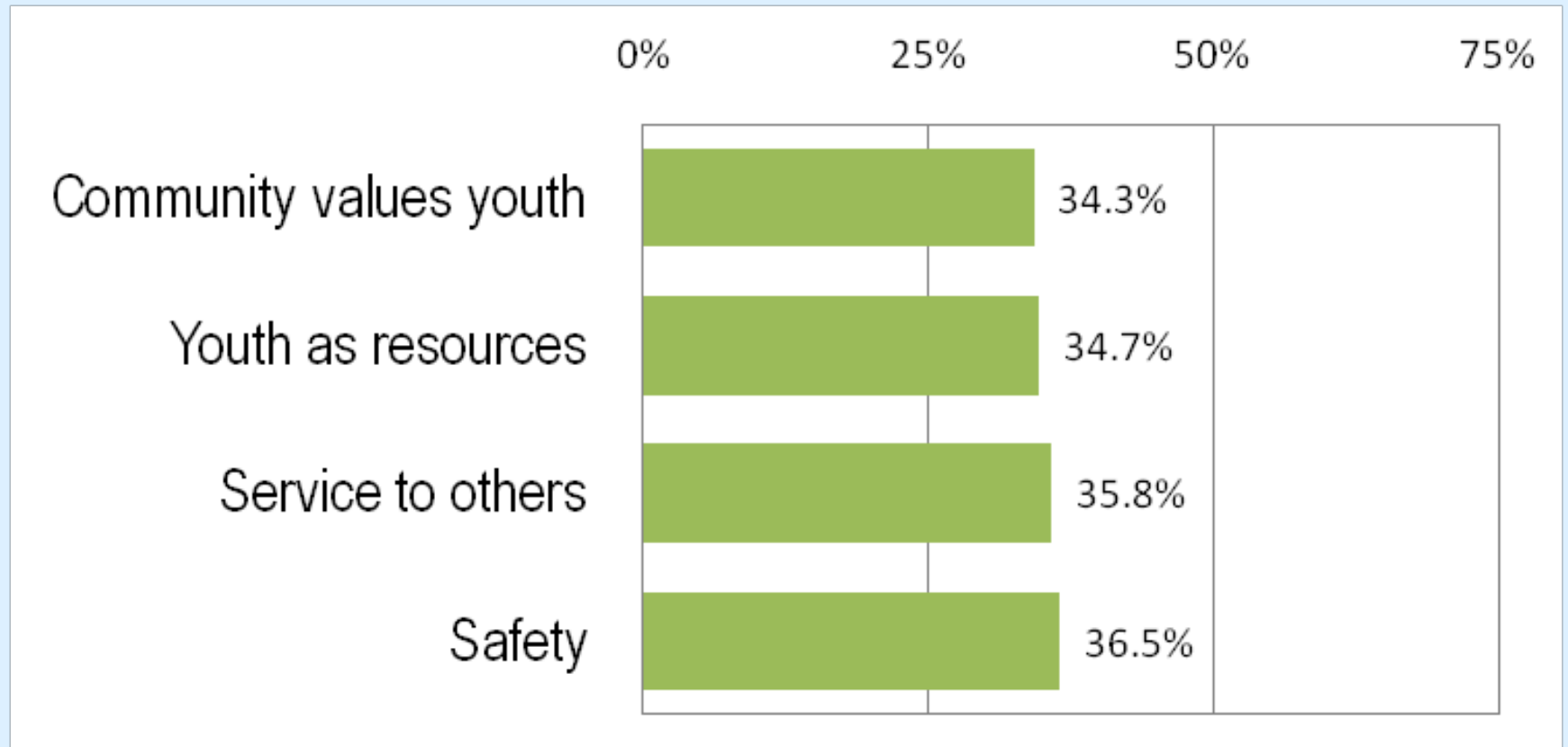
- **External Assets:**
 - Support
 - Empowerment
 - Boundaries and Expectations
 - Constructive Use of Time
- **Internal Assets:**
 - Commitment to Learning
 - Positive Values
 - Social Competencies
 - Positive Identity



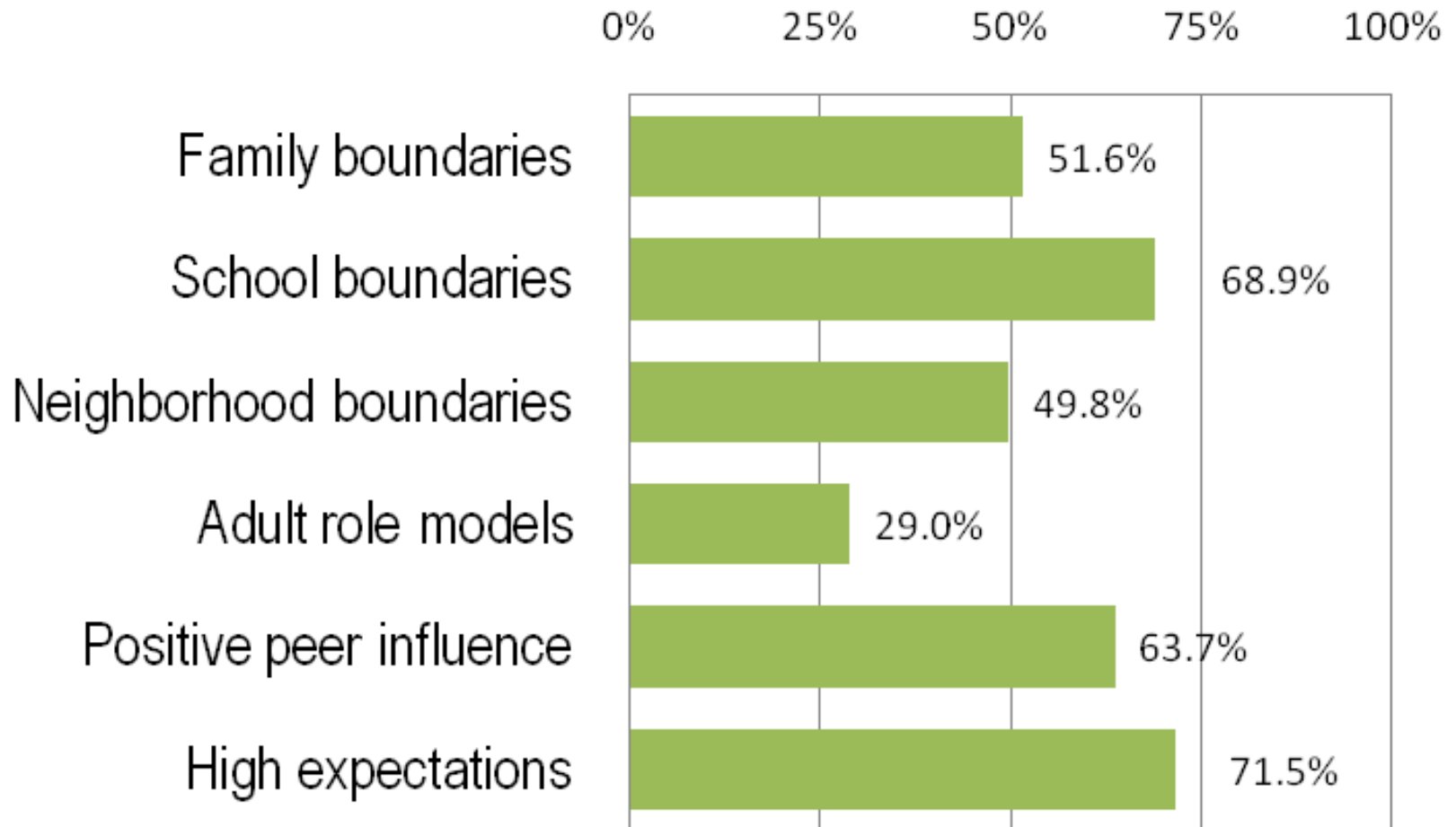
Support



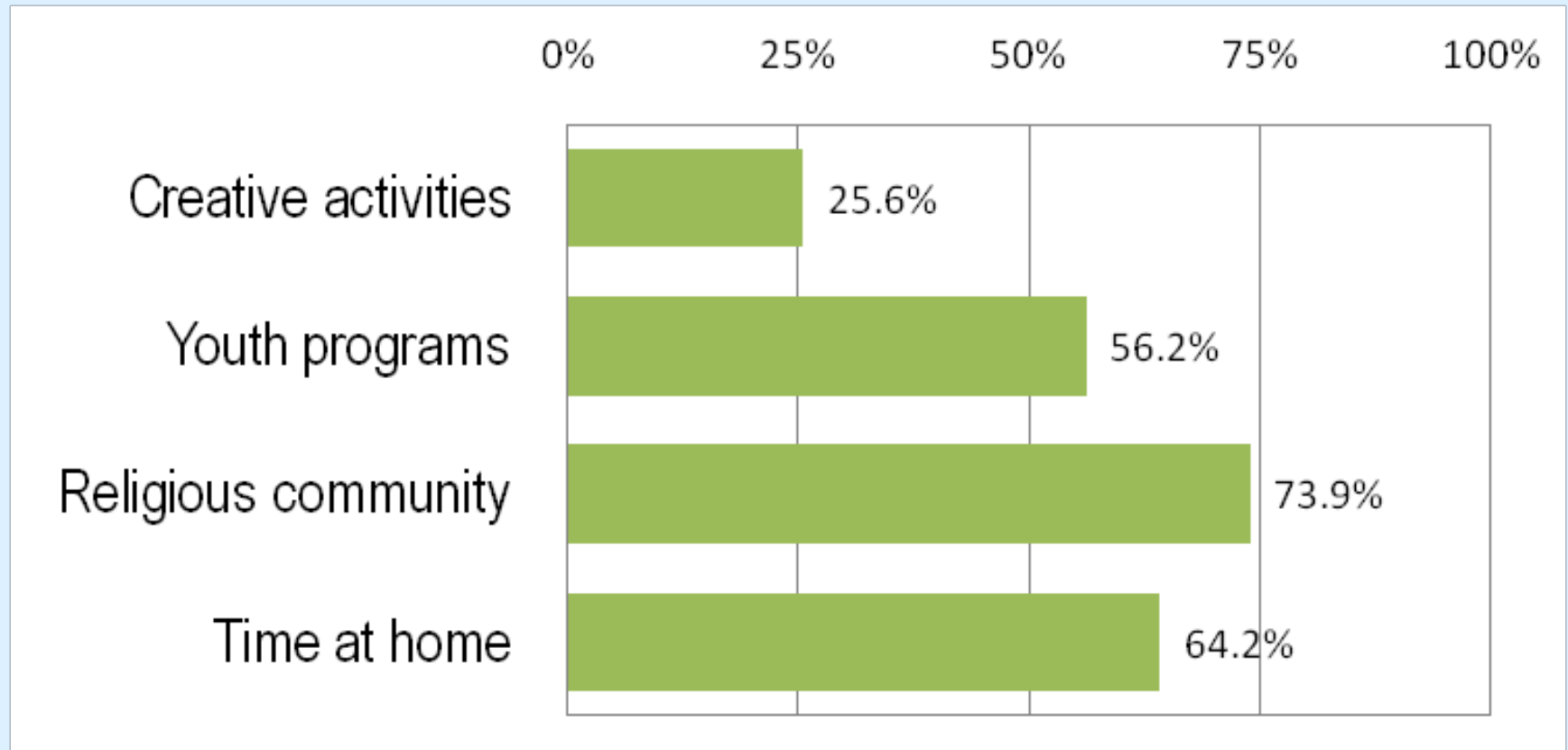
Empowerment



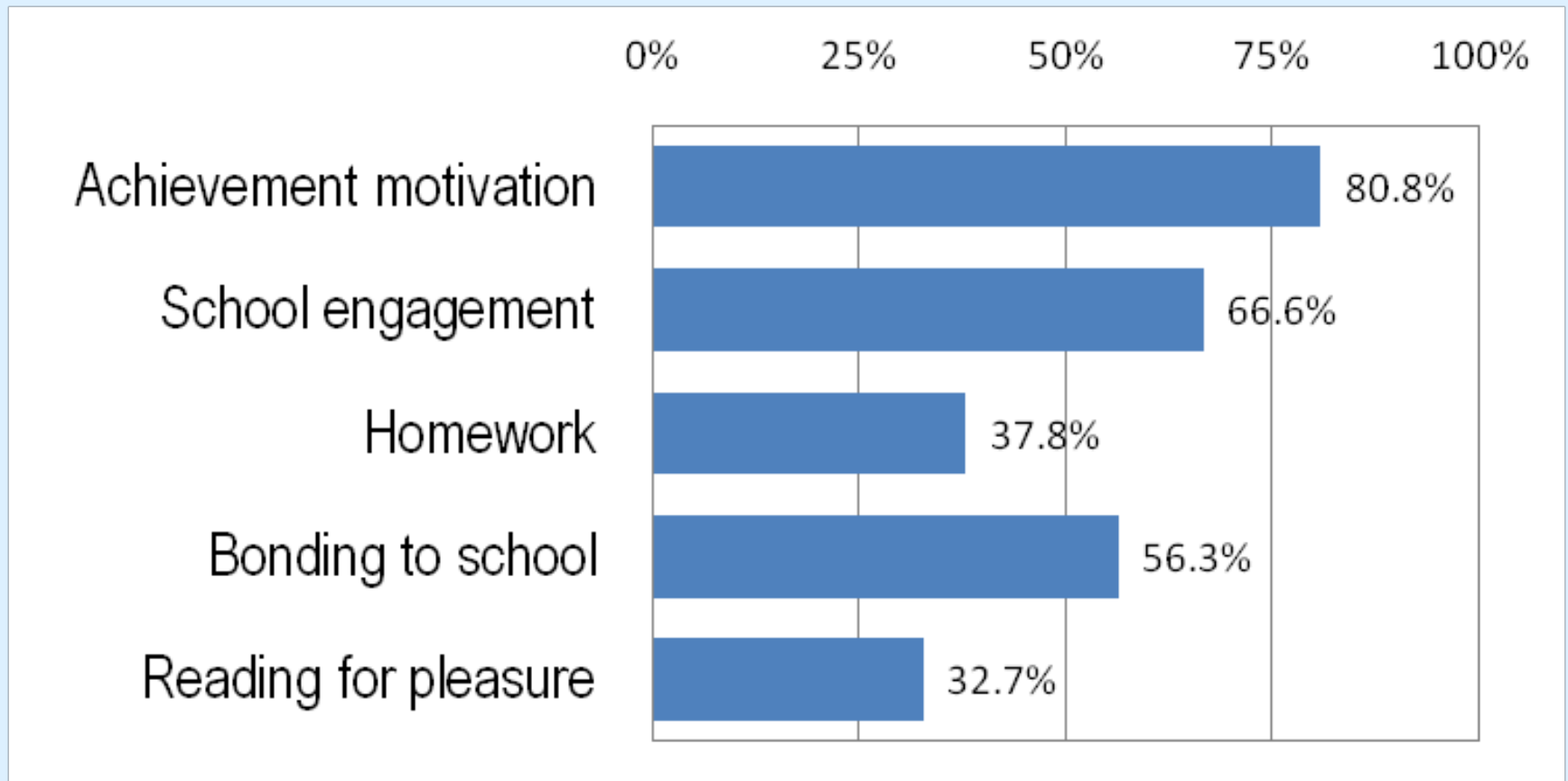
Boundaries and Expectations



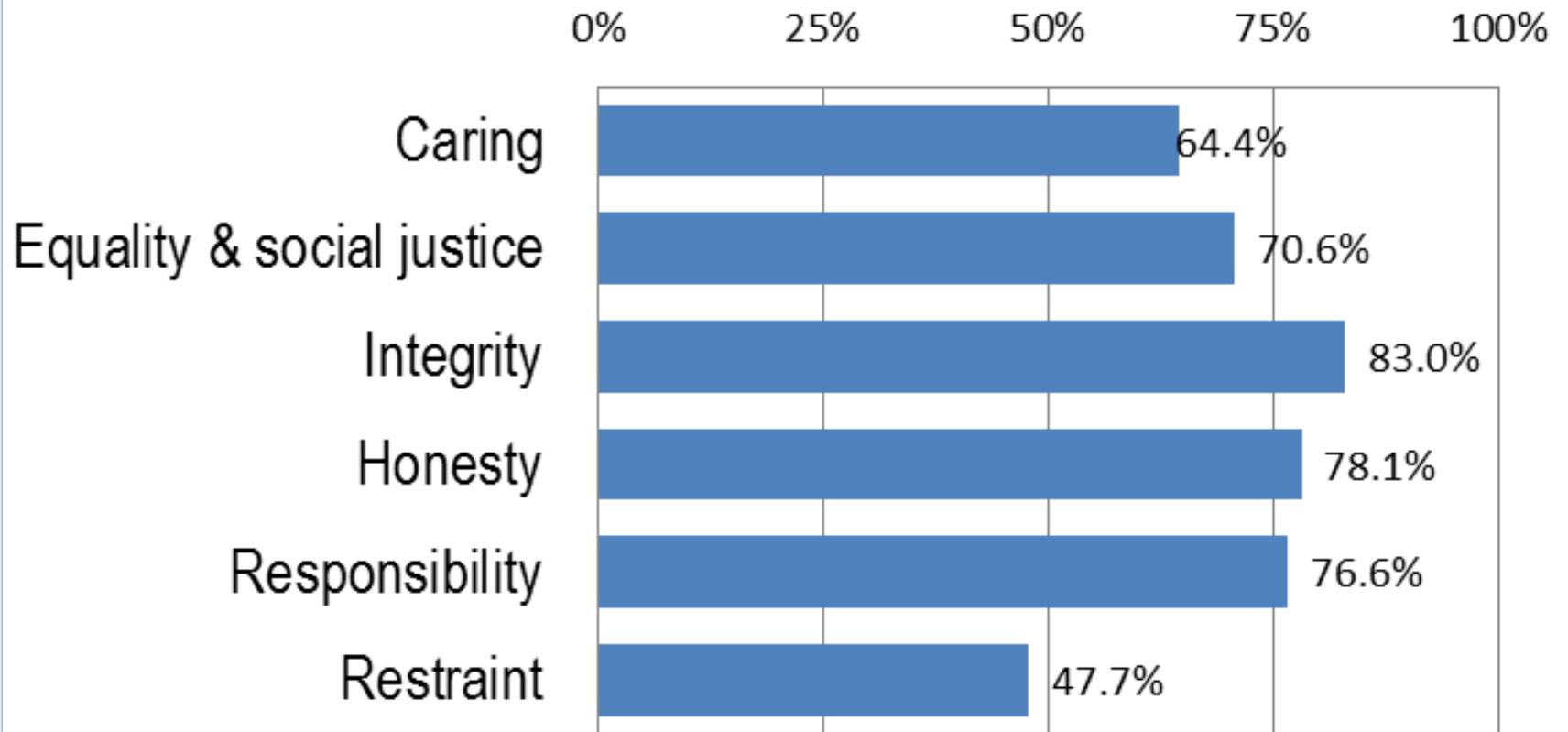
Constructive Use of Time



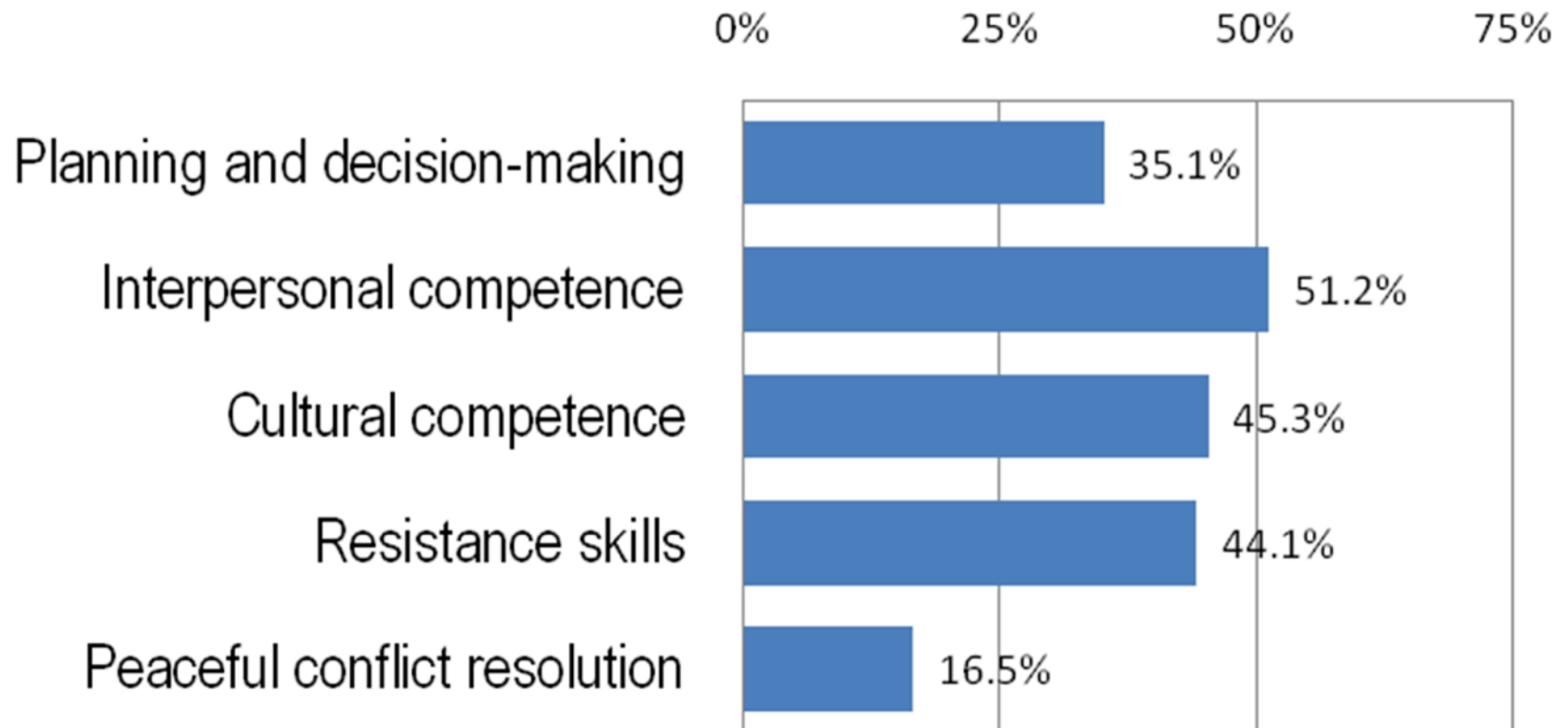
Commitment to Learning



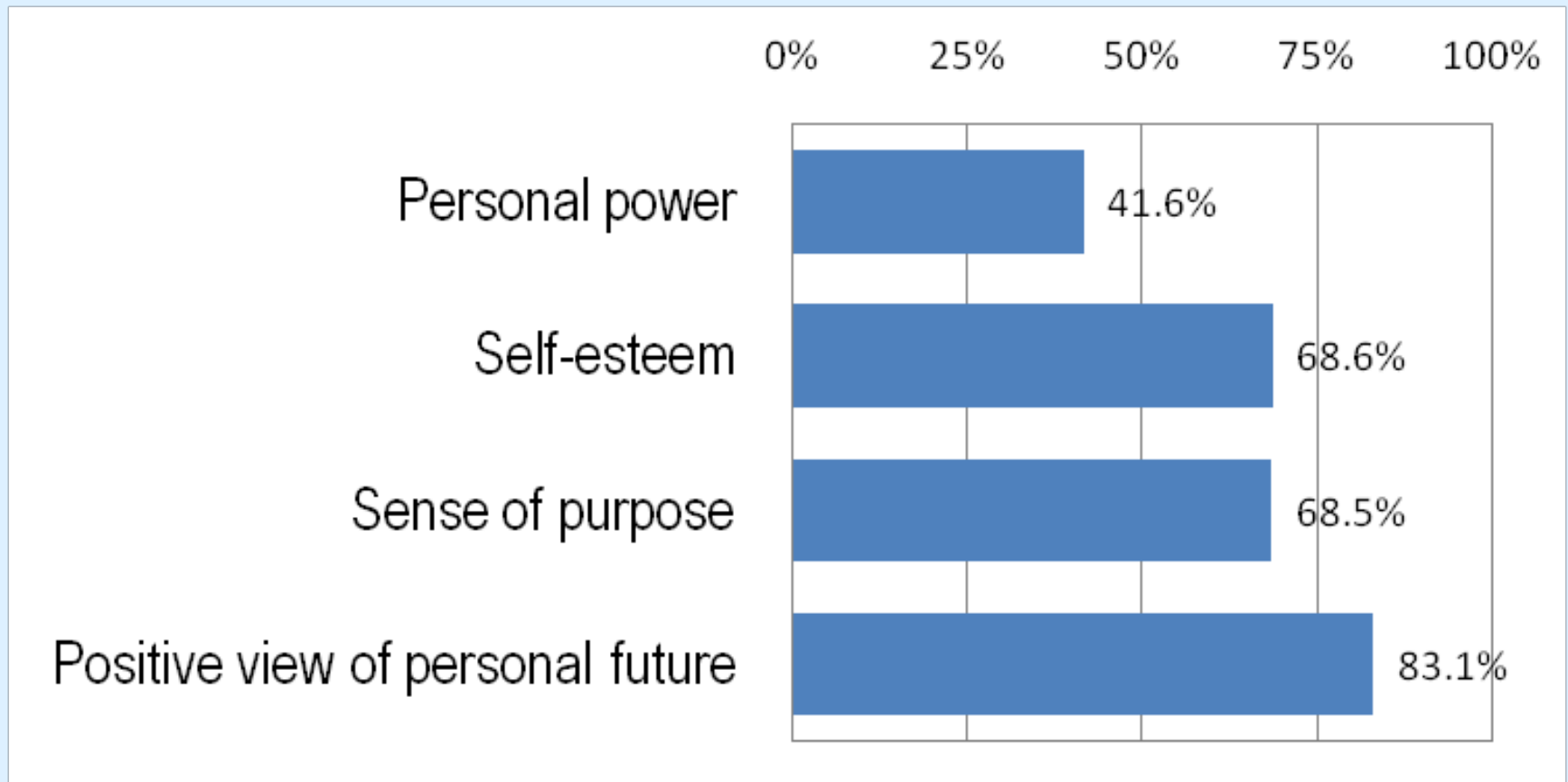
Positive Values



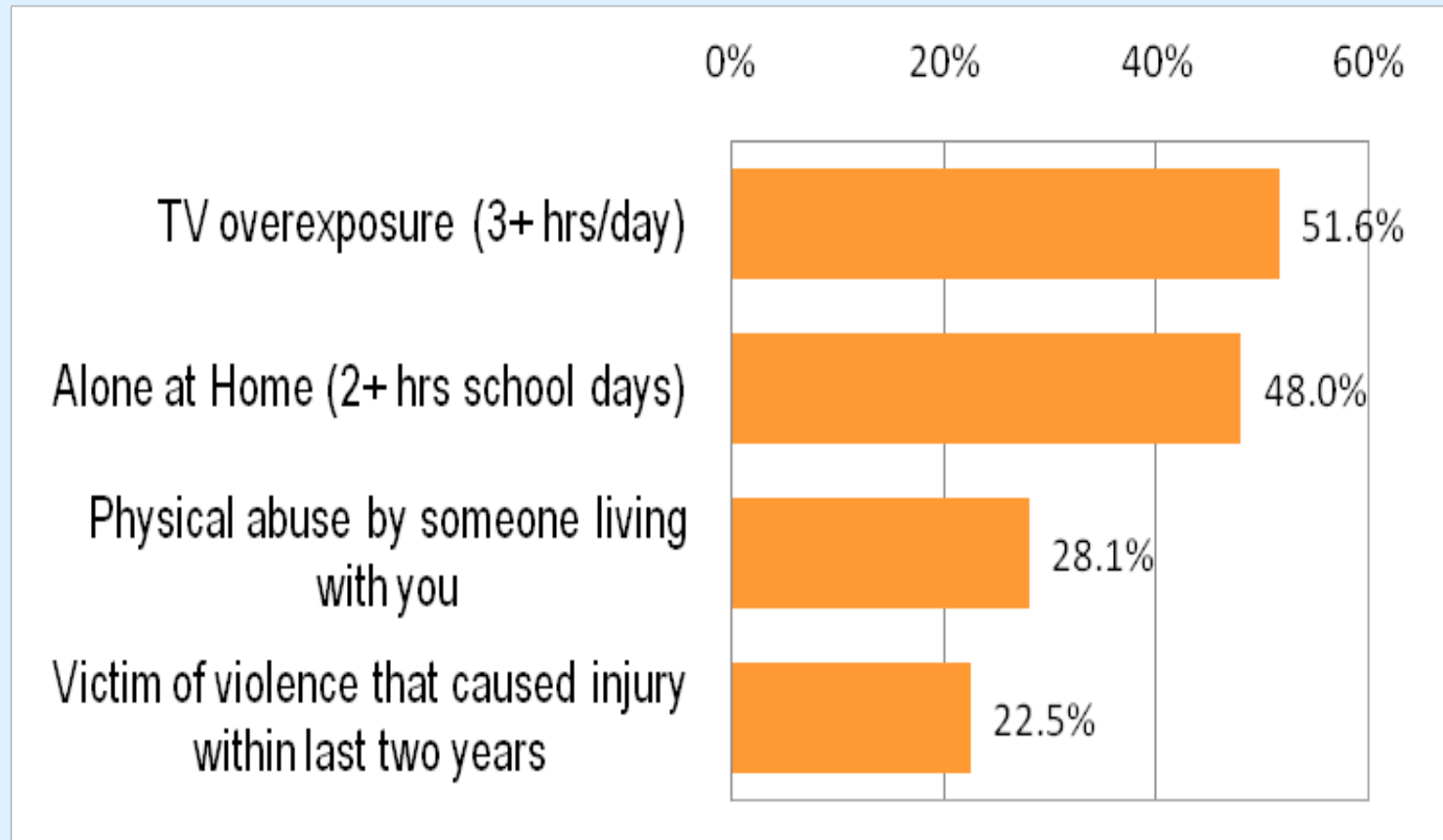
Social Competencies



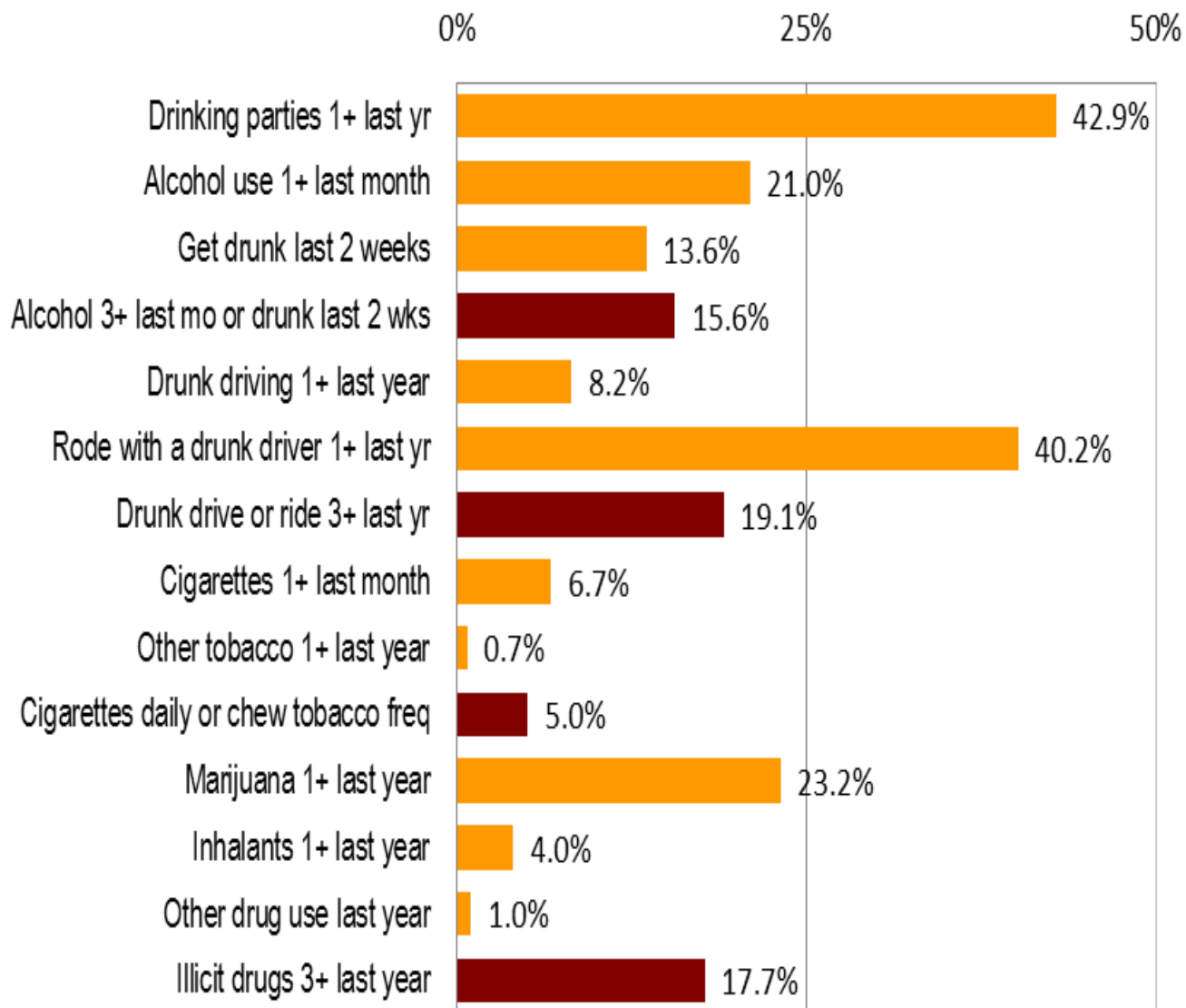
Positive Identity



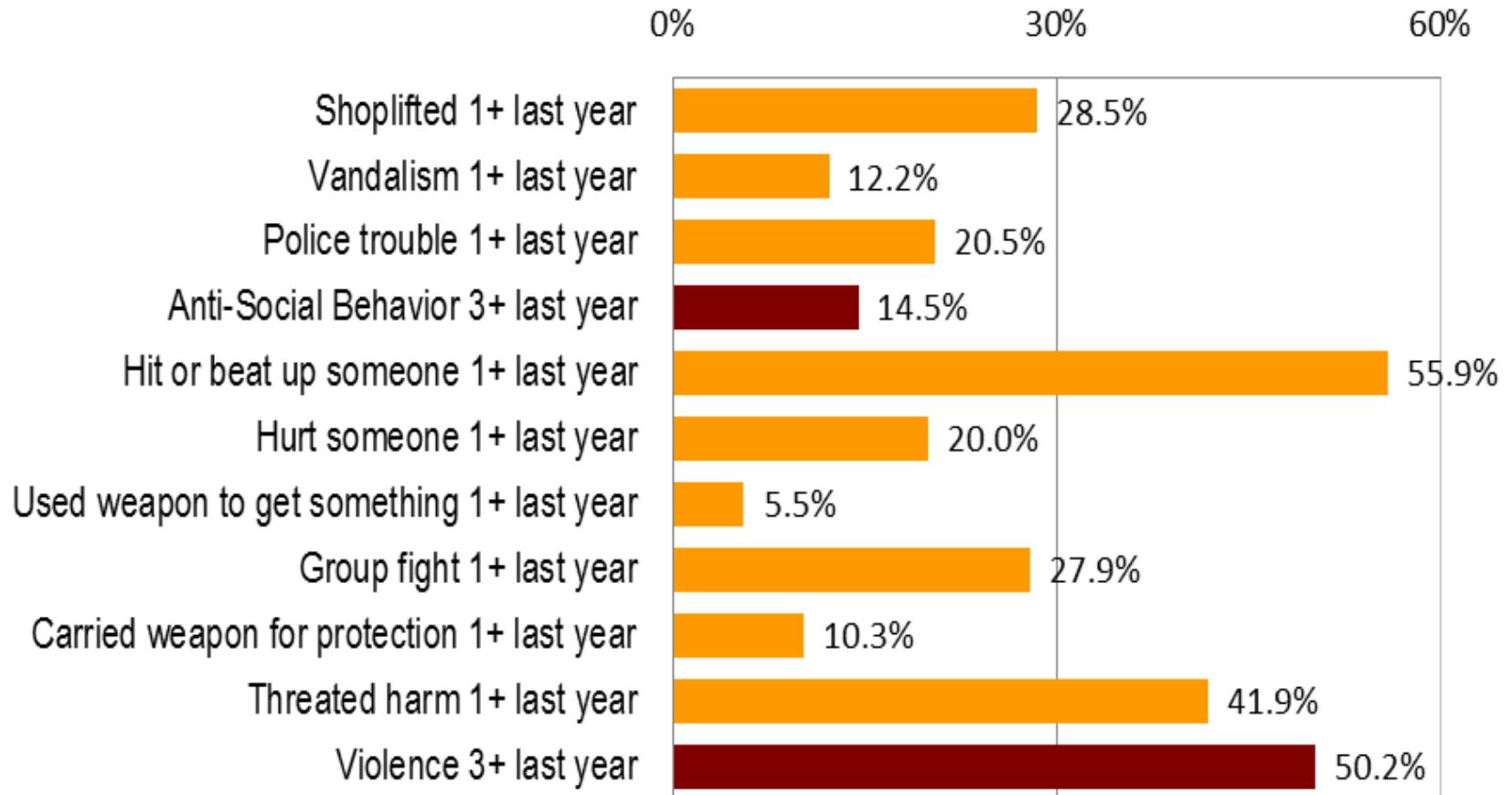
Deficits



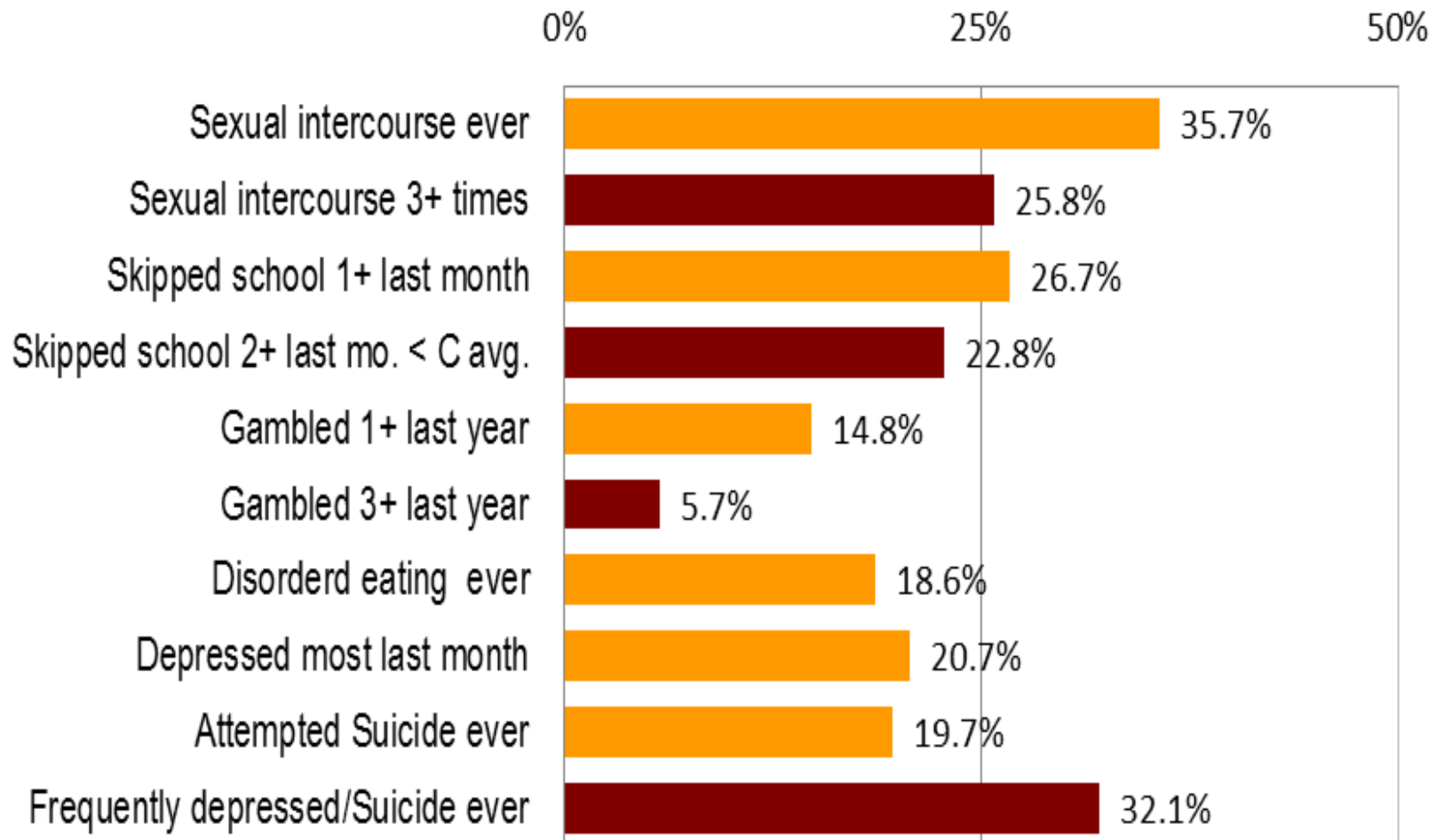
Substance Use Risky Behaviors



Risky Behaviors



Additional Risky Behaviors



Anger Management



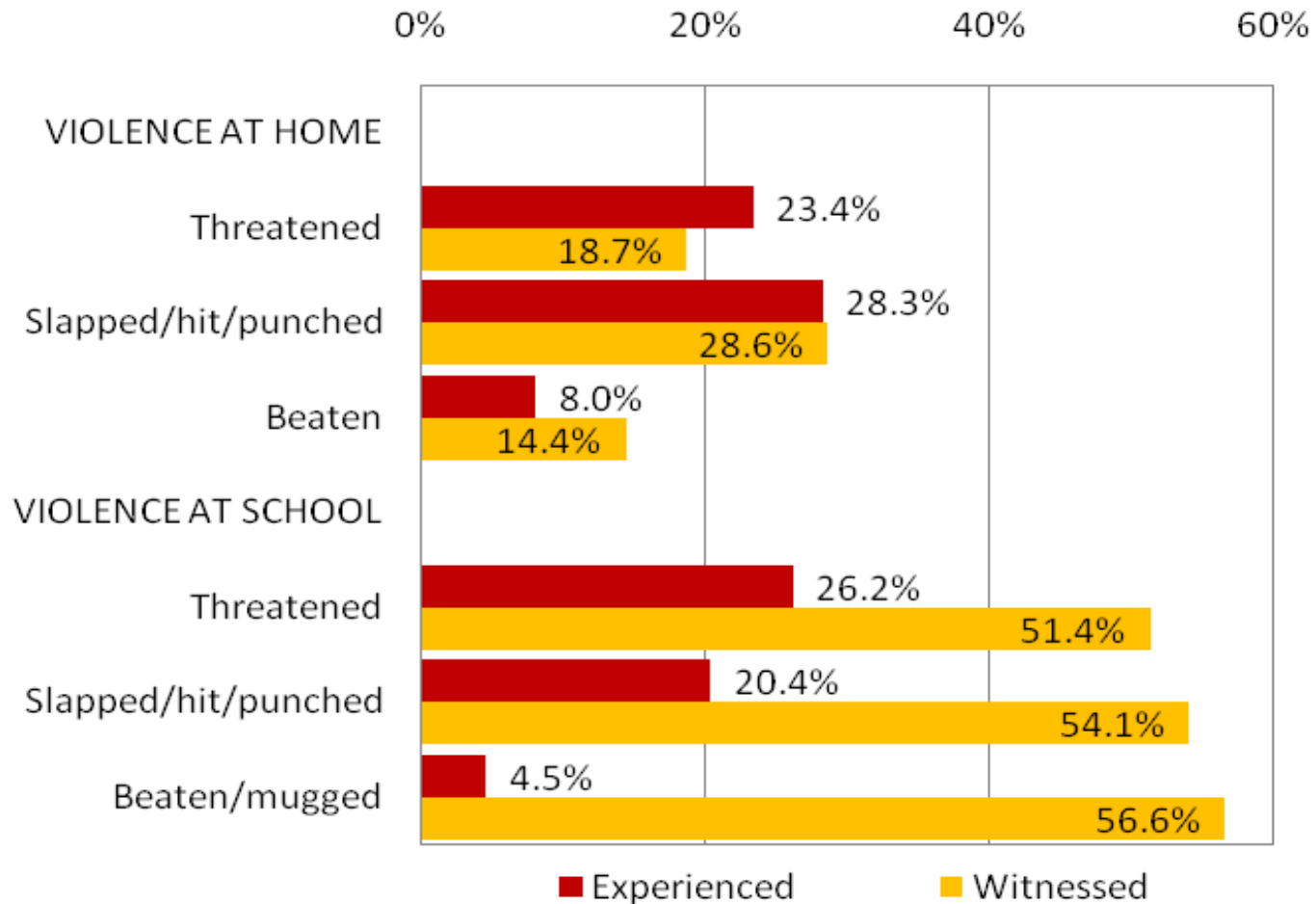
“I was in anger management, but I stopped going because they just had you and this lady in a tiny room with one lamp. And it makes me mad. Like why am I sitting in the dark talking about my problems? And I got very angry.”

“[The instructor] talked to me like I was slow – like why are you talking to me like that?”

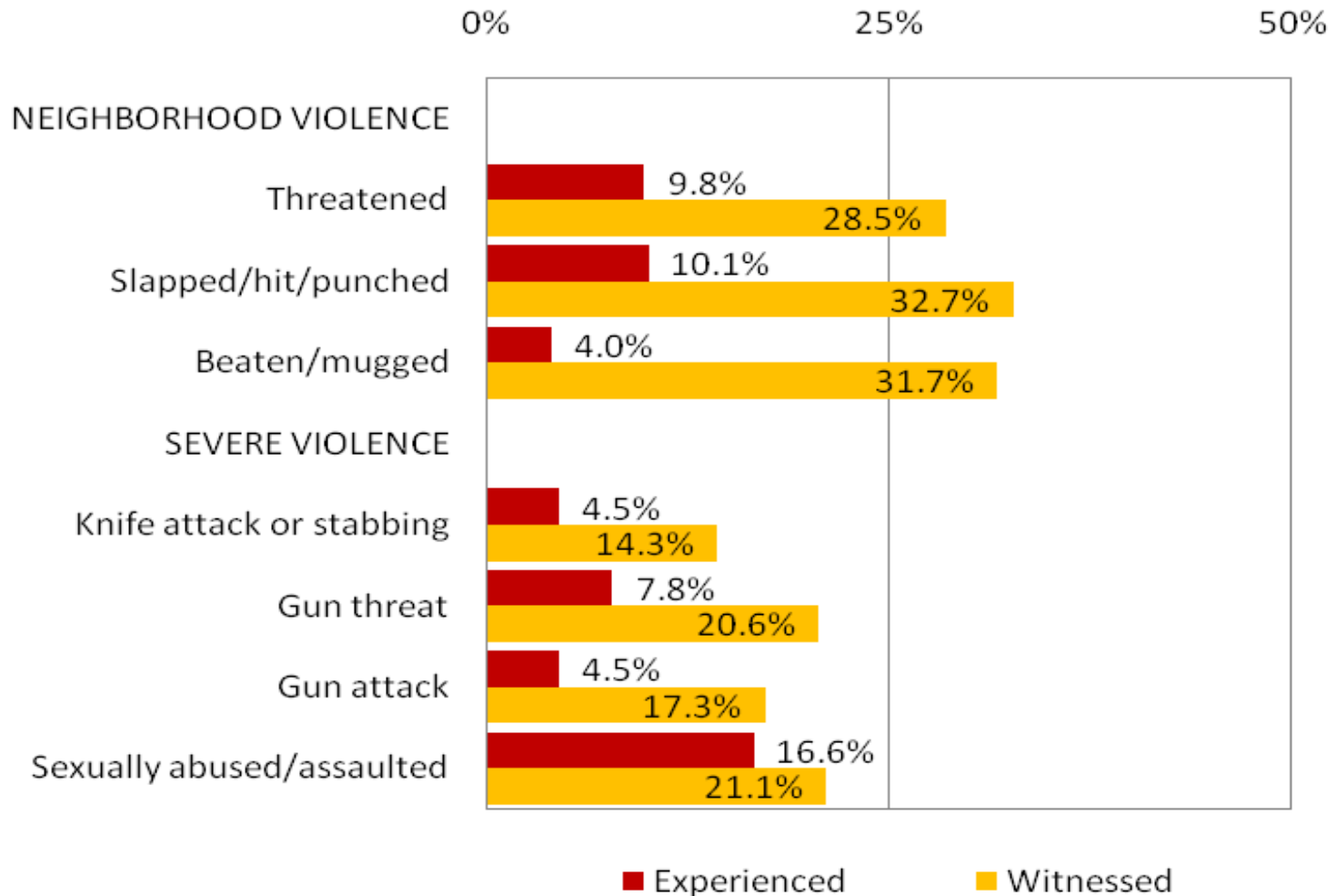
“I’ve been in anger management, but they kicked me out because they would ask me dumb questions.”

“I only went to a couple of sessions because the counselor kept asking me the same questions over and over again. And she would just make me madder.”

Exposure to Violence



Exposure to Violence



Neighborhood Violence



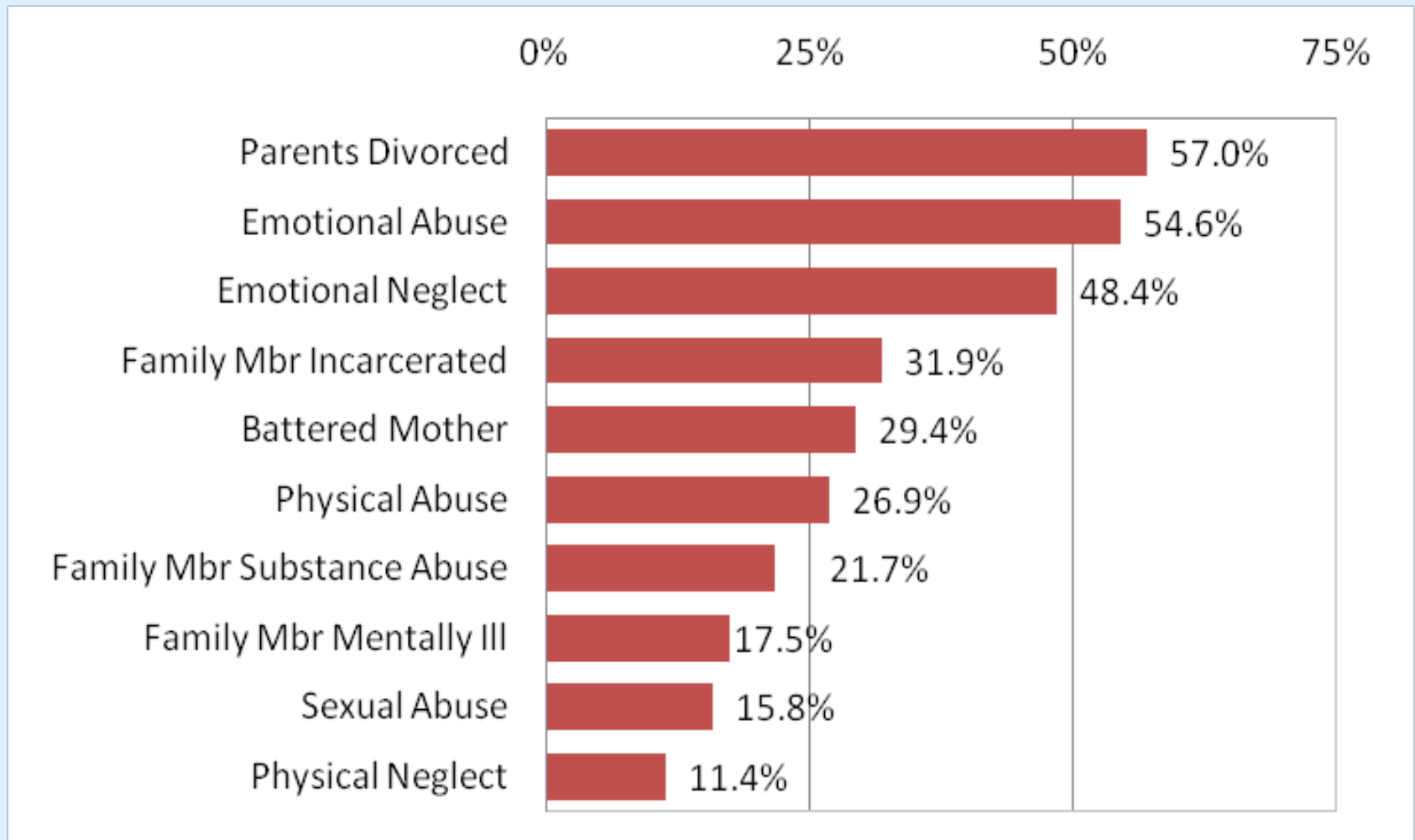
“There are people shooting in the daytime right in front of your house.”

“The thing I worry about is my cousin getting hurt, because he’s been shot before.”

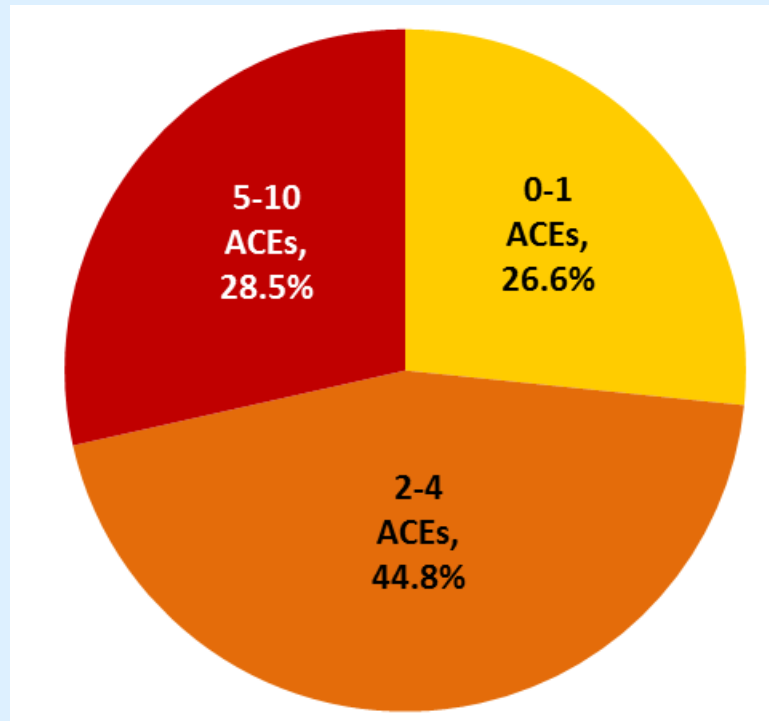
“In my neighborhood, you got boys beating up on their girlfriends, fights every night, guns shooting. It’s crazy.”

“It’s super dangerous [in my neighborhood], but I feel so safe. There are always shootings, always robbery, always somebody breaking in, but I feel super safe. The only reason I feel safe is because all the grown-ups know my mom and know my mom don’t play – especially when it comes to her kids. They have the most respect for her. Pretty much every female knows not to come at me sideways – so I feel safe.”

Adverse Childhood Experiences



Adverse Childhood Experiences



- High ACE scores are associated with :
 - Depression and Suicide Attempts
 - Alcohol, Smoking, Drug Use
 - Absenteeism and job loss
 - Financial problems
 - Medical problems (Liver Disease, Chronic Obstructive Pulmonary Disease)
- Ohio girls are at risk for these problems

Behavioral and Emotional Functioning



- More than 20% of the girls rated in the clinical range for:
 - Withdrawn/Depressed
 - Somatic Complaints
 - Social Problems
 - Thought Problems
 - Rule-Breaking
 - Aggressive Behavior
- And more than one-quarter (29%) of the girls had 2 or more problem behaviors in the clinical range.





MOVING TOWARDS RESILIENCY



Advice to Girls from Girls



“I would encourage all young girls to just stand out, ***be yourself***, be your own person, and stand for yourself. You’ve got to make it for you.”

“***Hang out with the right people.*** Don’t be putting yourself in positions where you know you’re going to do something bad. That will keep you safe. Just hang out with the right people.”

“***Stay away from the drama.*** And look in the mirror everyday and see what you like about yourself.”

“If girls ***have a hobby*** that they like, they should stick with it and see where it goes.”

“Get into ***sports*** and different ***activities.***”

More Advice to Girls from Girls



“Stay on the right track and try to do positive things. Don’ t worry about negative things. If people come to you with any kind of drama, stay on the right track and go towards your goals.”

“Act like a lady. Treat yourself nice and love yourself.”

“Stay away from the people who you know are going to get you hurt.”

“Do the right thing.”

“Don’ t worry about what people think.”

“Be a leader.”

“Don’ t be in the streets.”

“Stay positive.”

“**Be outstanding.**”



Resources for Building Resiliency



- Community Dialogues
- National Registry of Evidence-based Programs and Practices (NREPP) <http://www.nrepp.samhsa.gov/Search.aspx>
- National Child Traumatic Stress Network (NCTSN) (<http://www.nctsn.org/>)
- Trauma-Focused Cognitive Behavioral Therapy
- Resiliency Leadership Ohio (<http://www.resiliencyohio.org/>)
- GirlsHealth.gov
- Youth M.O.V.E. (<http://youthmovenational.org/>)

Each one Teach one



You don't have to wait, make
an impact in the life of an
African American girl now.

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