

A close-up, high-resolution photograph of a young Black boy's face. He is looking directly at the camera with a serious, contemplative expression. His eyes are dark and focused. The lighting is soft, highlighting the texture of his skin. The background is blurred, showing hints of red and white, possibly a striped shirt or a wall.

# Building Safe Visibility for Black Boys

THE INFLUENCE OF  
MASCULINITY, SHAME, AND  
TRAUMA

# Learning Objectives

01

Review of stigma and service inequity connected to current trends in mental health, social health determinants, and life stability.

02

Examine media images perpetuating invisibility by highlighting the connection to traumatic stress, self-worth, shame, and the development of microaggressions.

03

Identify effective strategies to create safety mentally, emotionally, physically, and environmentally utilizing protective and cultural factors.



# Robert Sandifer

## “Yummy”

- Mom had over 30 arrests while prostituting
- Father in and out of incarceration
- Before **3**, DCFS was involved due to cigarette burns on his arms and neck & bruising consistent with physical beatings
- By **8**, quit attending school
- At **10**, arrested on charges of armed robbery. A psychological examiner reported: "**Robert is a child growing up without any encouragement and support, and that he "has a sense of failure that has infiltrated almost every aspect of his inner self."**[8]

# Stigma, Culture & Access

A photograph of a group of Black men and boys of various ages standing in a line, looking forward with serious expressions. The image is dimly lit and serves as a background for the text.

**A study conducted in 2014, to assess the perception of innocence and black children found that “participants began to think of Black children as significantly less innocent than other children at every age group, beginning at the age of 10” (Goff, et al).**



Black children were perceived to be adults by the age of 13 and participants “deemed Black targets more culpable for their actions than Whites or Latino targets” (Goff, et al, 2014).



“...teachers are more likely to attribute classroom inattentiveness and restlessness in African American adolescent males as disruptive and aggressive...”





The perception of aggression in African American males was often based on how they “walked, classroom posture, and specifically the way they dressed”

(Clark, 2007)



A photograph of a grand, classical building's entrance, featuring wide, light-colored marble steps leading up to a row of tall, fluted columns. The image is partially obscured by a dark teal gradient on the right side, which serves as a background for the text.

# Critical Issues

Disproportionately represented in:

- School suspensions/expulsions
- Court Involvement over treatment
- Arrests
- Prison (harsher sentencing)
- Zero Tolerance Policies

Black and African American people are more often diagnosed with schizophrenia and less often diagnosed with mood disorders compared to white people with the same symptoms. Additionally, they are offered medication or therapy at the lower rates than the general population.

# Mental Health Disorders Undiagnosed/Underdiagnosed

- Depression
- Anxiety
- Post-Traumatic Stress Disorder





"We have to be aware that when we talk about depression it's not just about sleep issues, appetite issues, being sad all the time. Depression can manifest itself in so many ways, including anger, self-harm and very destructive behaviors."

Dr. Jeff Gardere



# Mental Health Disorders Over Diagnosed

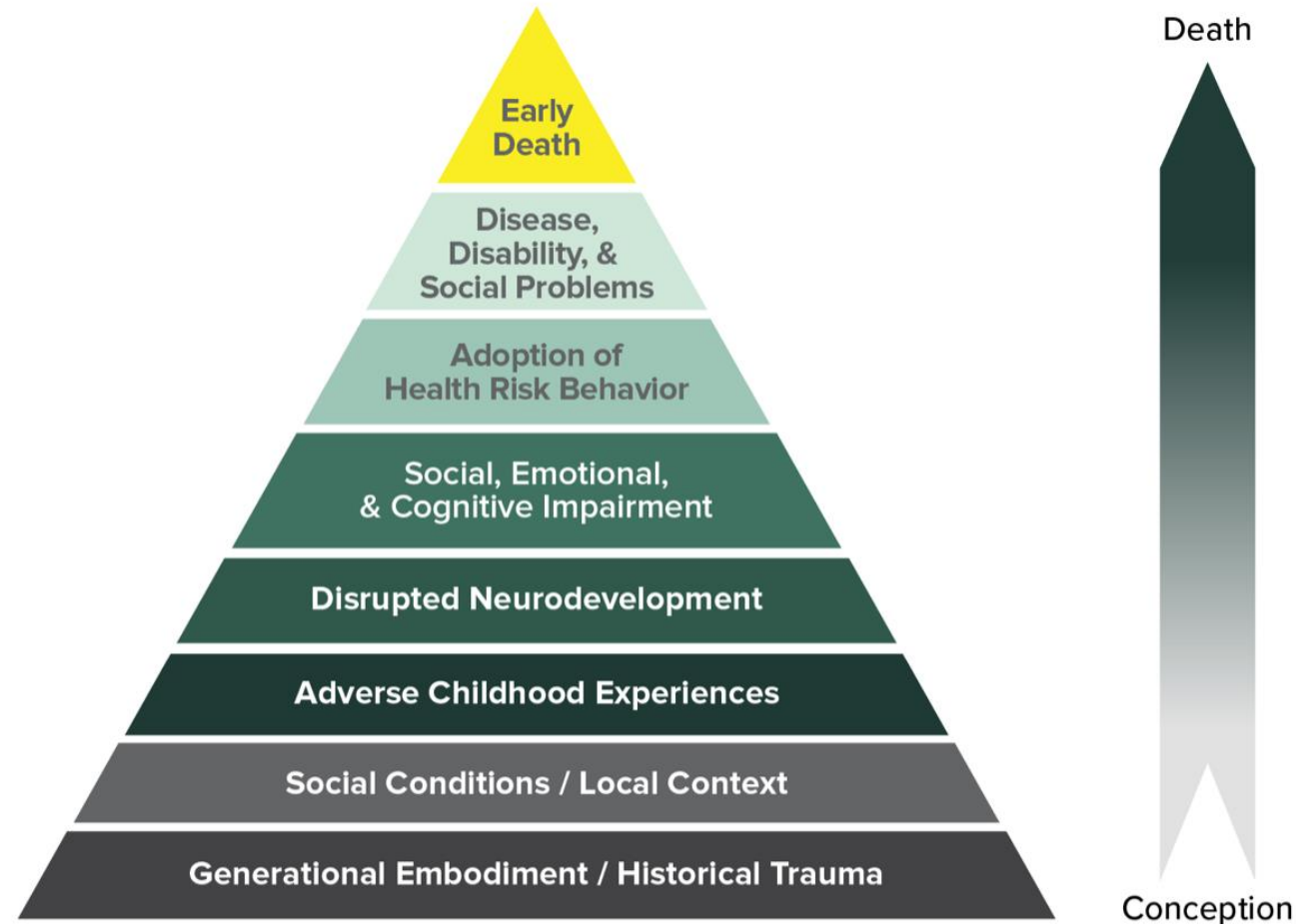
- Anger Problems
- Psychosis
- Conduct Disorder
- Bipolar Disorder

# Trauma & Invisibility

THE ROLE OF MEDIA & SYSTEMS

Trauma coping has  
been passed down as  
**TRADITION** and  
ultimately becomes  
**CULTURE.**





Mechanism by which Adverse Childhood Experiences  
Influence Health and Well-being Throughout the Lifespan



# SHARED TRAUMA

Racism

Impoverished  
Communities

Police Brutality

Discrimination

Disassembled  
Communities

Overincarceration

Unrealistic  
Expectations

Undeveloped  
Identity

# Common Experiences



Urban context often accelerates adolescent development



Being considered a "good kid" could be dangerous



Seek to control their emotions and environment by intimidating those viewed as more vulnerable



Denial of appropriate emotional responses such as self-reflection and grieving, stunts emotional development



Functional skills are much higher than typical adolescents

# FUNCTIONAL SKILLS



Access  
Resources



Secure Safety



Problem-  
solve



Adaptable



Observant



Resilient



41% dropped out of high school in 2012-2013



60.5% of all admissions to ODYS



Average age, 16 (25.1%) and 17 (39.5%)



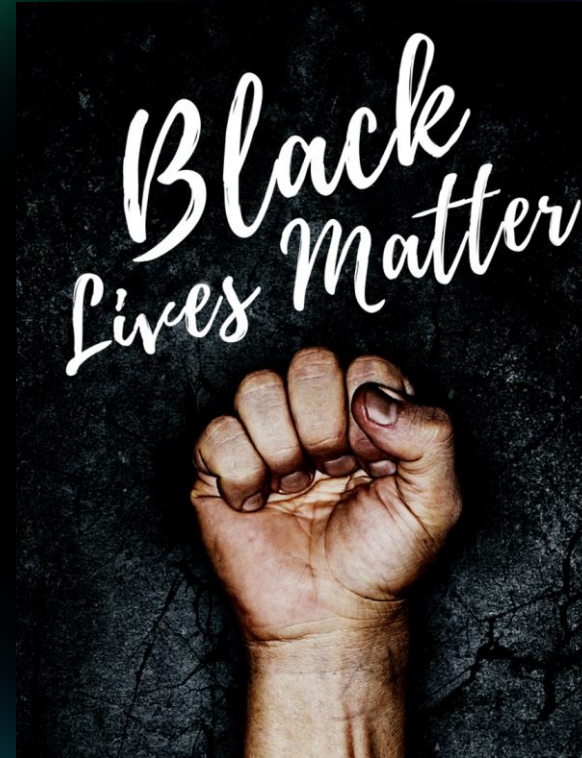
34% of all working-age - ex-offenders

# Education & Criminality



# Causes of Death

- Homicide is the #1 cause of death 15-34
- Unintentional Injuries are the #2 cause of death 15-34
- Suicide is the #2 cause of death 0-19 and #3 for 19 - 24
- Cancer, Heart Disease & Stroke is the #1 cause - interchangeably for the over 50



# Health Outcomes of Racial Trauma

- Irregular Sleep Patterns
- Over or Under Consumption of Food
- Increase in Stress Hormone Release
- Anxiety, Hypervigilance, Depression
- Toxic Stress
- Genetic Stress

Wilson, Jilian. (2020) This Is What Racial Trauma Does To The Body And Brain: Racism, injustice and brutality – experienced directly and indirectly – can have a lasting effect on a person's mental health. Huffpost.com July 1, 2020

# Invisibility Syndrome

DR. ANDERSON FRANKLIN AND  
DR. NANCY BOYD-FRANKLIN





“I am an invisible man...I am invisible, understand, simply because people refuse to see me...When they approach me they see only my surroundings, themselves, or figments of their imagination—indeed, everything and anything except me.”

RALPH ELLISON'S  
INVISIBLE MAN



# INVISIBILITY

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Creates inner conflict

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Requires choice – how to be visible  
vs. acceptance

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Visibility is often determined by  
stereotypes

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Paradox of invisibility

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Recognition and treatment are  
based on stereotypes

Helpless

Powerless

Hopeless

Beyond Adolescence :  
Depression Defined  
Study of 18-25  
conducted by  
Kendrick, Anderson &  
Moore 2007

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Depression was characterized as stress  
or pressure

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Chilling or coping included hanging  
with peers or distraction tactics

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Persistent feeling that they are being  
treated differently

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"tired of always making other people  
comfortable"

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Rights violations by police

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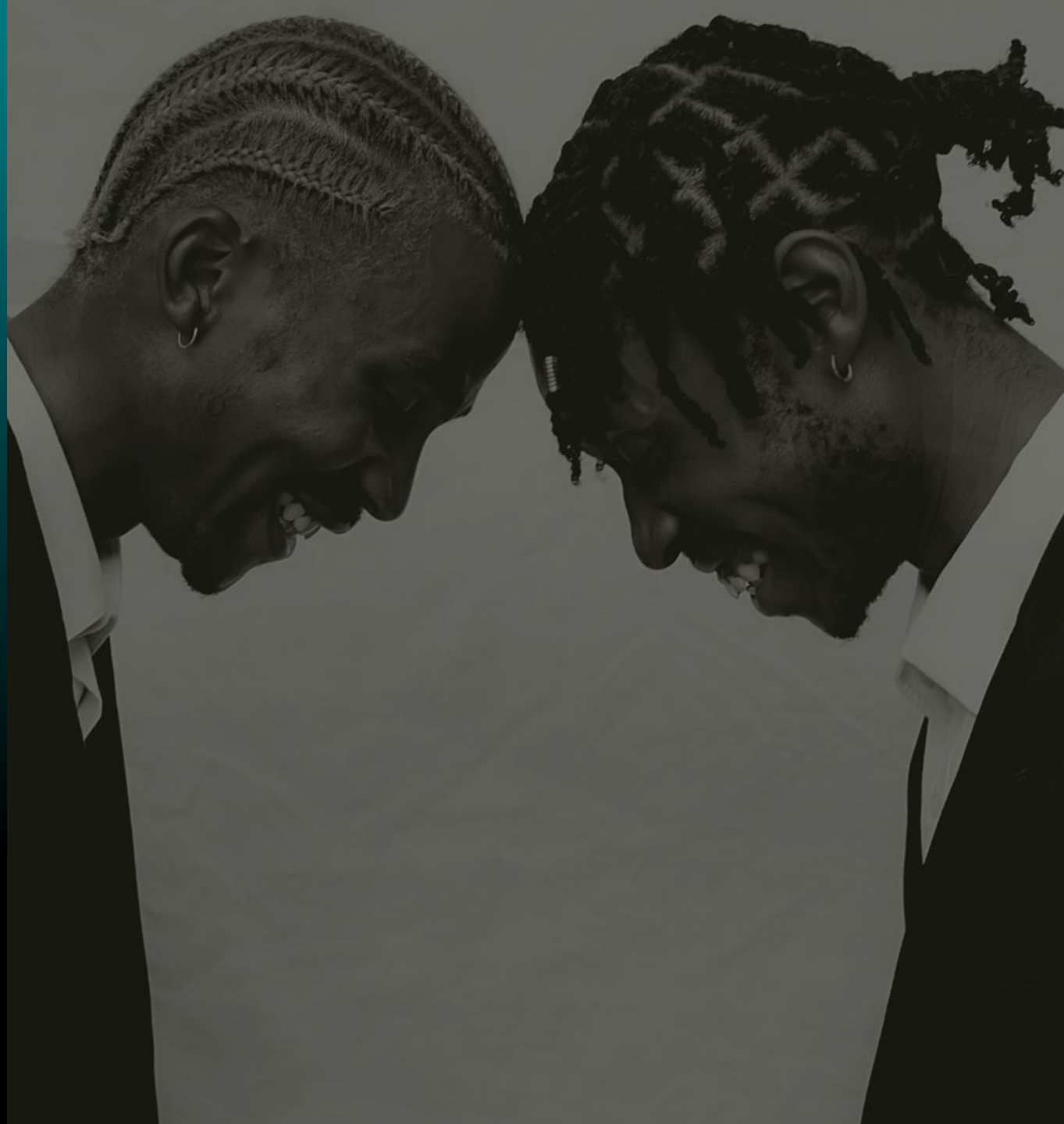
Fear observed in others

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# Strategies for Reconnection

CREATING INCLUSIVE, SAFE, &  
AFFIRMING ENVIRONMENTS





Nothing  
for US,  
without  
US!

# Social Justice- Informed Mental Health Literacy

"Mental health education framed in the social-historical context of inequality that aids in the skill building, healing and liberation of communities."

“By recognizing that the Black community has unique experiences when it comes to mental illness, we—as citizens of the world—are beginning to chip away at the stigma that permeates through culture,” Crawford said.

# Difficult Conversations



1) Break the Silence – Challenge ourselves to avoid “safe” dialogue



2) Address Power – Reciprocal Exchange



3) Honor Pain & Healing –  
Defensiveness = Toxic Exchanges



Teach that grief  
and loss are an  
important part  
of mental  
wellness.



Avoid confrontations  
about values and  
friends -

# Validate their anger

Under the anger  
is hurt,  
disappointment,  
betrayal

Under those  
emotions are  
fear, shame, and  
guilt



Don't be a  
dream killer!  
Support their  
interests and  
goals.





# Realistic Expectations



Connection is  
key to healing  
from  
dysfunction,  
loss, & trauma.

“Love takes off masks that  
we fear we cannot live  
without and know we  
cannot live within”

James Baldwin

Thank you!



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