Implicit Bias: Aware is Only Half Way There, What's Next?
Implicit Bias: Aware is Halfway There
Addressing Inequities

Let’s level the playing field...
Young children are being suspended and expelled from preschool at alarming rates.
Preschool children are suspended 3 times more than kindergarten through 12th grades combined.
“Across all types of settings, the average school day sees roughly 250 instances of a preschooler being suspended or expelled” (Center for American Progress, 2017).
The United States Department of Ed. OCR data (2016) shows:
Patterns of racial and gender disproportionality:

• Boys represent 54% of the preschool population but 78% of those suspended.

• African American preschoolers are 3.6 times more likely to be suspended than their White peers.
African American girls are 20% of preschool female population but 54% of girls suspended from preschool (United States Department of Education, 2016)
Color Blind Ideology:

Issues of equity are often avoided by adopting a colorblind ideology.
Racial blindness promotes the fallacy that people are beyond bias and racism, ignores racial disparities, and places blame on communities of color.
Elements of Culture
Don’t Be “Culture Blind”
Culture: Everyone has one!

- We must recognize the culture of what we bring with us.
- White people must also recognize they have a culture.
- We must avoid “othering” those whose culture is different from ours so that they are not viewed as outsiders.
The Cultural Background We Bring With Us:

- Cultural Practices
- Beliefs and perceptions
- Personal Identities

Kozleski, Elizabeth (2010). Culturally Responsive Teaching Matters! Equity Alliance
The Roots: Unseen and rarely discussed:

- Habits & assumptions,
- understandings, values, judgments
- nature of friendships,
- tone of voice,
- attitude toward elders,
- concept of cleanliness,
- patterns of group decision-making,
- preference for competition or cooperation,
- problem-solving

The Branch/Leaves: What we see:

- Dress
- Music
- Food

At the Trunk: Hidden Rules Sometimes Discussed:

- concepts of time,
- personal space,
- rules of conduct,
- facial expressions,
- nonverbal communication
The Branch/Leaves:

What we see:

• Dress
• Music
• Food

When we think about the leaves on the tree, we are reminded that leaves change, they die and fall off and are then renewed. Culture is not static, it is fluid.
At the Trunk: Hidden

Rules Sometimes Discussed:

- concepts of time,
- personal space,
- rules of conduct,
- facial expressions,
- nonverbal communication
The Roots: Unseen and rarely discussed:

- Habits & assumptions,
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- patterns of group decision-making,
- preference for competition or cooperation,
- problem-solving
IT'S ALL ABOUT RELATIONSHIPS
Hot Button Activity
Challenging Patients/People
Hot Buttons

Write three challenging behaviors that “push your buttons.”

1. ___________________  2. ___________________  3. ___________________

Write the emotion word that describes the way each of these behaviors makes you feel.

1. ___________________  2. ___________________  3. ___________________

What do you do in response to each of these behaviors? Write down how you act/react when a child displays each behavior.

1. ___________________  2. ___________________  3. ___________________
Cultural Disconnects

• Most health care professionals are not aware of the cultural expectations of the home, family and community.

• The expectations of the family may be different from the practitioner’s expectations.
'Now if you-'
Cultural Disconnects Lead to disproportionality in health care practices
Hey girl and then I told him, is you crazy?
• How do we ensure this little girl’s sweet spirit is embraced?

• How do we honor who she is in our classrooms?
How Do We Ensure the Success for Mateo?

How do we honor Mateo in our classroom without breaking his spirit?
What cultural stories haven’t you considered?
Historical Trauma
Not ACES, Not Toxic Stress, but Historical Trauma
Historical Trauma

- Historical trauma is a form of trauma that impacts entire communities.
- It refers to cumulative emotional and psychological wounding, as a result of group traumatic experiences, transmitted across generations within a community.

(Ford & Courtois, 2009).
• The legacies from enslavement of African Americans,
• displacement and murder of Indigenous people,
• Jews who endured the Holocaust
• Disenfranchisement of Mexicans after the Mexican-American War
have been transferred to current descendants of these groups and others.
The result of these events is traumatic stress experienced across generations by individual members of targeted communities.
The impacts have resulted in mental and social scars including feelings of inferiority, paranoia of government systems, powerlessness, and problems with self-identity (Carter, 2007).
This type of trauma is often associated with racial and ethnic groups in the US who have suffered major intergenerational losses and assaults on their culture and well-being.

(Ford & Courtois, 2009).
The impact is not only about what has happened in the past, but also about what is still happening in the present to target a group of people or actions by others that serve as reminders of historical targeting (Evans-Campbell, 2008).
Common reactions to racial trauma include:

- increased vigilance and suspicion,
- increased sensitivity to threat,
- sense of a foreshortened future, and
- more maladaptive responses to stress

(Comas-Diaz, 2016).
Strategies for Engaging Families

(McDonald, 2010)
Promote and deliver services in a non-stigmatizing and non-threatening way

• Avoid negative labeling of families
• Deliver services in a way that reduces the potential for stigma

(McDonald, 2010)
Considerations

- How are you delivering your service?
- What message are the images in your promotion materials conveying?
- Could the setting/format be intimidating to the families you are serving?

(McDonald, 2010)
Employ Strategies That Empower Families

- Empowerment involves enhancing families' ability to solve problems for themselves.
- Listening to families about what they need and implementing their suggestions.
- Adopting a strengths-based approach to families, that focuses on the skills and abilities of families.
- Encouraging families to take a leadership role in their care.

(McDonald, 2010)
Considerations

• Are families confident about expressing what they need and want?
• Are families actively participating in decisions about the planning and/or delivery of services?
• Are families encouraged to take on leadership roles?
• Do you adopt a strengths-based approach with families?

(McDonald, 2010)
Develop Relationships

• Relationships with families
• Relationships with communities
• Relationships with other services/agencies

(McDonald, 2010)
Relationships with Families

• Non—judgmental
• Respectful
• Encouraging
• Empowering
• Authentic

(McDonald, 2010)
Relationships with Communities

• Attend a service
• Get recommendations from key groups.
• Respect the local values, norms, and rules of the community.
• Always remember you are a guest, an outsider, until the community says otherwise.

(McDonald, 2010)
Relationships with Other Service Providers

• Assists in reaching families
• Provides access to a wide range of services
• Builds the capacity of local services

(McDonald, 2010)
Relationships are at the heart of reaching these families!
When you Witness a Microaggression
What You Can Do
Create a Treasure Chest of Responses
Practice: What Can You Say?
Practice: What Can You Say?
Practice: What Can You Say?
Practice: What Can You Say?
Meeting On A Human Level
Extending Dignity

“Dignity is the desire to be treated well. It is an unspoken human yearning that is at the heart of all conflicts, yet no one is paying attention to it”, what we must do so that others feel their dignity is recognized.

(Donna Hicks)

By Donna Hicks,
Adapted by R. Allen from The White Ally Toolkit by D. Campt
What Now?
Use Micro-affirmations
Practice Cultural Humility

Practice active & deep listening

Be aware of body language

Know and own what you don’t know

Know your boundaries

Know when to ask for help
YOU Have the Power to Change Hearts to Change Practice