ADDRESSING IMPLICIT BIAS TO BETTER SERVE YOUTH

BY: MARC PERRY AND ADRIAN JONES
# AGENDA

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<th>10:00am-10:10am</th>
<th>HCET Welcome and Introductions</th>
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<td>10:10am-12:30pm</td>
<td>Let’s Take a Poll</td>
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<td>Brain Development Around Implicit Bias</td>
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<td>“Facundo The Great”</td>
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<td>Countering Microaggressions</td>
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<td>Let’s Take a Poll</td>
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<td>Reflection &amp; Evaluations</td>
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THINGS TO THINK ABOUT..

- Be present
- Honor your feelings
- Own your experiences
- Practice Self-care
- Be open
- Make a new connection
- Take the risk of being in an uncomfortable state
- Listen without judgement
POLL EVERYWHERE

- PollEv.com/marcperry760
- https://www.polleverywhere.com/surveys/z3w27nxSu
Cultural Humility Survey

To complete the survey, go to PollEv.com/marcperry760
“THE SAINT OF DRY CREEK”

• Story Corp: "The Saint of Dry Creek"
BRAIN DEVELOPMENT AROUND IMPLICIT BIAS
HOW WE LEARN

What children learn from their parents, family members, caregivers and teachers lasts a lifetime. From an early age and throughout their childhood, children learn from the adults who are central to their everyday lives.

The values, principles and learning opportunities that are conveyed through modeling, exposure and action are critical. Therefore, it is important to create a classroom that recognizes the diversity of our world, addresses bullying, opposes bias, and in small and large ways, challenges those injustices.
PREJUDICE AND BIAS

• **How do we learn prejudice?** Social scientists believe children begin to acquire prejudices and stereotypes as toddlers. Many studies have shown that as early as age 3, children pick up terms of racial prejudice without really understanding their significance.

• **How are our biases reinforced?** Once learned, stereotypes and prejudices resist change, even when evidence fails to support them or points to the contrary.

• People will embrace anecdotes that reinforce their biases, but disregard experience that contradicts them. The statement "Some of my best friends are ____" captures this tendency to allow some exceptions without changing our bias.

• **How do we perpetuate bias?** Bias is perpetuated by conformity with in-group attitudes and socialization by the culture at large. The fact that white culture is dominant in America may explain why people of color often do not show a strong bias favoring their own ethnic group.
**BEHAVIOR AND IMPACT**

- **About Hidden Bias** - Scientific research has demonstrated that biases thought to be absent or extinguished remain as "mental residue" in most of us. Studies show people can be consciously committed to egalitarianism, and deliberately work to behave without prejudice, yet still possess hidden negative prejudices or stereotypes.

- **Biases and behavior** - A growing number of studies show a link between hidden biases and actual behavior. In other words, hidden biases can reveal themselves in action, especially when a person's efforts to control behavior consciously flags under stress, distraction, relaxation or competition.

- **Leading to discrimination?** - Whether laboratory studies adequately reflect real-life situations is not firmly established. But there is growing evidence, according to social scientists, that hidden biases are related to discriminatory behavior in a wide range of human interactions, from hiring and promotions to choices of housing and schools.

- **The Effects of Prejudice and Stereotypes** - Hidden bias has emerged as an important clue to the disparity between public opinion, as expressed by America’s creed and social goals, and the amount of discrimination that still exists.
RACISM WITHOUT RACISTS

• Implicit bias describes the automatic association people make between groups of people and stereotypes about those groups. Under certain conditions, those automatic associations can influence behavior—making people respond in biased ways even when they are not explicitly prejudiced.

• More than thirty years of research in neurology and social and cognitive psychology has shown that people hold implicit biases even in the absence of heartfelt bigotry, simply by paying attention to the social world around them.

• Implicit racial bias has given rise to a phenomenon known as “racism without racists,” which can cause institutions or individuals to act on racial prejudices, even in spite of good intentions and nondiscriminatory policies or standards.
UNLEARNING WHAT WE HAVE LEARNED

• **What You Can Do About Unconscious Stereotypes and Prejudices** - Conscious attitudes and beliefs can change.

• The negative stereotypes associated with many immigrant groups, for example, have largely disappeared over time. For African-Americans, civil rights laws forced integration and nondiscrimination, which, in turn, helped to change public opinion.

• **Learned at an early age** - The first step may be to admit biases are learned early and are counter to our commitment to just treatment. Parents, teachers, faith leaders and other community leaders can help children question their values and beliefs and point out subtle stereotypes used by peers and in the media. Children should also be surrounded by cues that equality matters.
UNDERSTANDING PERSONAL IDENTITY

• Our personal identity is how we conceptualize our self-image through a multi-faceted lens. It is how we defend ourselves to the outside world.
THE IDENTITY WHEEL

The intent behind the identity wheel is to reflect on which part of your identity do you prefer to be the most visible and in what situations.
IDENTITY WHEEL CONTINUED…

Directions:
• Everyone move to a different table.
• Take 5-8 minutes to complete your identity wheel. Keep in mind your identity wheel will not be shared with the larger group.
• Once your table is finished, take 15 minutes to debrief amongst your group using the following questions

• Small Group Debriefing Questions:
  1. What identities do you think about most often and why?
  2. What identities do you think about the least and why?
  3. What things surprised you?
  4. What was challenging about this activity?
  5. Reflecting on the communities you work with, what insights do you now have after doing this activity?
LET’S TAKE A 10 MINUTE BREAK 😊
CHECKING A BOX

- Race:
  - White, Black or African American,
  - American Indian or Alaska Native, Asian,
  - Native Hawaiian or Other Pacific Islander
- Gender: Male or Female
- Religion
- Sexuality

- Selecting hierarchical identity
- Invisibility
- Emotional distress
- Access and opportunities
PERCEPTION VS. REALITY

THE ICEBERG OF DIFFERENCE
PERCEPTION VS REALITY: CHANGING THE NARRATIVE

• Perception is how a person understands something. Different people may have different perceptions for the same thing since most of the times, the perception is shaped by the society in which the person lives. Thinking pattern of an individual is decided by a number of factors. Cultural values, beliefs, myths, attitudes, education, rules, laws, etc. in a particular community may have a major impact on the way a person thinks.

• Realty is the truth and the actual existence of something. Sometimes, truth is hidden by misconceptions and also it might be difficult to bring out the truth in certain instances. For example, earlier people thought the earth to be flat since in the horizon it seems to be a flat sphere. In our history, we can find some rulers who prohibited scientists from proving the earth to be round because they did not want to change their perception of the world. However, at a later period, the earth was proved to be round and now we know the reality. The main reason for this is that it is really easy to follow what others believe because it saves people from hard work of finding the reality.
PERCEPTION VS. REALITY ACTIVITY

• Directions
1. Take about 3 minutes to write a 5-7 sentence narrative about yourself. For example, if you were telling a fellow colleague who you have only met briefly in passing about yourself, what would you want them to know?
2. Next we will split you into pairs with someone you do not work with.
3. Partner A will take 3 minutes to tell partner B their version of your narrative based upon what they see.
4. We will repeat the process for Partner B.
5. Partner A will reveal what they have written on their index card.
6. Partner B will next reveal what they have written on their card.

We will set a timer to keep track and let you know when to switch. Then we will bring everyone back together to debrief as a large group.
BLINDNESS: COLOR AND OTHERWISE

• Blindness as it pertains to cultural competency is the belief that one does not see a difference; the implication that everyone is the same or that everyone should be treated the same.
THE PITFALL OF BLINDNESS

- There is a difference between treating everyone the same and treating everyone with equity
  - Not taking into consideration the environmental and cultural factors which impact that individual
  - Seeing that person as they wish to be seen and not as you wish to see them.
  - Denying a significant part of that individual's identity
  - Missing an opportunity for growth and learning
TIME FOR LUNCH

12:30PM TO 1:15PM
ENERGIZER
INTERSECTIONALITY: HOW DID WE GET HERE?

- Law Professor Kimberle Crenshaw introduced the framework of intersectionality to provide a comprehensive lens for understanding how discrimination is interwoven into people’s daily experience.
VIDEO ON INTERSECTIONALITY

• The Urgency of Intersectionality by Kimberle Crenshaw
INTERSECTIONALITY IN THE CLASSROOM

• Example: In your freshman class you have a very gifted male student. This student exhilarates great leadership and a passion for learning. However the student is often late to class, sometimes falling asleep, and does not consistently turn in homework.

Through conversation with the student, what underlining causes might you discover?
INTERSECTIONALITY IN THE CLASSROOM CONTINUED...

• Gender expectations
• Socio-economic status
• Housing
• Family dynamic
PRIVILEGE

ADVANTAGES OF THE DOMINANT CULTURE
What is privilege?

Society gives privilege to groups by assigning unearned over advantage to some groups and unearned under advantage to others.

- It gives status and power to members of the groups with privilege.
- It has nothing to do with merit or ability.
- It is systemic.

Privilege is similar to a fish being unaware of the water in which it lives.
MANY KINDS OF PRIVILEGE

• WHITE PRIVILEGE
• HETEROSEXUAL PRIVILEGE
• ABLE-BODIED PRIVILEGE
• CLASS PRIVILEGE
• PRIVILEGE BASED ON RELIGION
• PRIVILEGE BASED ON GENDER
• PRIVILEGE BASED ON FORMAL EDUCATION
“Whites are taught to think of their lives as morally neutral, normative, and average, and also ideal, so that when we work to benefit others, this is seen as work that will allow ‘them’ to be like ‘us’” (MacIntosh, 1998).
DENIAL

• The pressure to avoid the realization of privilege is great
• If we face it, we have to give up the myth of meritocracy…if these things are true, this is not such a free country and one’s life is not what one makes it
• Many doors are open for certain people through no virtues of their own
10 DEFENSIVE REACTIONS TO WHITE PRIVILEGE

• 1. ‘You’re the Real Racist for Talking About Race’
• 2. ‘Just Don’t Talk About Racism and It’ll Go Away’
• 3. ‘I Don’t Have This Experience, So It Must Not Be True’
• 4. ‘I Don’t Understand This, So It Must Not Be True’
• 5. ‘But I’m Not a Bad Person’
• 6. ‘I Never Enslaved or Colonized Anyone, So White Privilege Has Nothing to Do With Me’
• 7. ‘I Know an Exception to the Rule’ (Or ‘My Black Friend Said Something Different’) 
• 8. ‘Aren’t There More Important Things to Worry About?’
• 9. ‘You’re Too Angry About This’
• 10. ‘There’s No Such Thing as Race’ (Or ‘I Don’t See Color’)
HOW CAN YOU ADDRESS PRIVILEGE?

- Do not assume that all differences are the same
- Acknowledge and validate everyone’s experience
- Avoid assumptions
- Listen with compassion
- Create safety and room for everyone
- Speak from your experience, not generalities
DEMOGRAPHICS TRENDS AND THE EXISTING UNRESOLVED DISPARITY

WHAT DOES THE DATA TELL US
DEMOGRAPHIC TRENDS

- According to Census Bureau projections, by 2018, children of color will represent a majority of children.
- By 2030, the majority of the U.S. labor force will be people of color.
- By mid-century, no single racial group will comprise a majority of the population.
DISPARITY NATIONALLY

• At least one out of every three African-American, Latino and American Indian children in America lives in a household with an income below the poverty line.

• 55 percent of African-Americans 53 percent of American Indian children and 47 percent of Latino children live in high-poverty areas.

• Students of color face harsher punishments in school than their white peers, leading to a higher number of youth of color incarcerated. Black and Hispanic students represent more than 70 percent of those involved in school-related arrests or referrals to law enforcement.

• Currently, African Americans make up two-fifths and Hispanics one-fifth of confined youth today.
DISPARITY IN WISCONSIN

- Wisconsin has the highest white graduation rate in the nation. At the same time, Wisconsin’s African American graduation rate is 66 percent meaning that one-in-three black students in the state do not graduate on schedule, while nearly all white students do (96%). When it comes to racial disparity, only two states post greater disparity in graduation rate.

- The poverty rate for African American families in Wisconsin – 39 percent – should be a wake-up call for the state. More than one-in-three African American families live in poverty. Only Iowa has a higher rate of African American poverty.
ANNIE E. CASEY FOUNDATION

2017 RACE FOR RESULTS
MEASURING EQUITY

- Babies born at normal birthweight
- Fourth graders who scored at or above proficient in reading
- Eighth graders who scored at or above proficient in math
- High school students graduating on time
- Females ages 15 to 19 who delay childbearing until adulthood
- Young adults ages 19 to 26 who are in school or working

- Young adults ages 25 to 29 who have completed an associate's degree or higher
- Children who live in two-parent families
- Children ages 3 to 5 enrolled in nursery school, preschool or kindergarten
- Children who live with a householder who has at least a high school diploma
- Children who live in families with incomes at or above 200% of poverty
- Children who live in low-poverty areas (poverty <20%)
<table>
<thead>
<tr>
<th>RACE/ETHNICITY</th>
<th>RANKING</th>
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<tbody>
<tr>
<td>White Children</td>
<td>10\textsuperscript{th} (50 states)</td>
</tr>
<tr>
<td>American Indian Children</td>
<td>7\textsuperscript{th} (26 states)</td>
</tr>
<tr>
<td>Asian/Pacific Islander Children</td>
<td>40\textsuperscript{th} (43 states)</td>
</tr>
<tr>
<td>Latino Children</td>
<td>21\textsuperscript{st} (49 states)</td>
</tr>
<tr>
<td>African American Children</td>
<td>41\textsuperscript{st} (44 states)</td>
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THESE ARE THE FIVE STATES WITH THE HIGHEST LEVEL OF INEQUALITY BETWEEN WHITE AND BLACK RESIDENTS:

1. Wisconsin
2. Minnesota
3. South Dakota
4. Illinois
5. Iowa
2017 YOUTH RISK BEHAVIOR SURVEY RESULTS

Wisconsin High School Survey
## RISK BEHAVIORS AND SEXUAL IDENTITY REPORT

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<th>Health Risk Behavior</th>
<th>Hertero</th>
<th>LGBTQ</th>
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<tr>
<td>Percentage of students who did not go to school because they felt unsafe at school or on their way to or from school (on at least 1 day during the 30 days before the survey)</td>
<td>5.2%</td>
<td>9.8%</td>
</tr>
<tr>
<td>Percentage of students who were threatened or injured with a weapon on school property (such as a gun, knife, or club, one or more times during the 12 months before the survey)</td>
<td>5.2%</td>
<td>11.9%</td>
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<td>Percentage of students who were ever physically forced to have sexual intercourse (when they did not want to)</td>
<td>5.7%</td>
<td>16.1%</td>
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## RISK BEHAVIORS AND SEXUAL IDENTITY REPORT

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<tbody>
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<td>Percentage of students who were electronically bullied (counting being bullied through texting, Instagram, Facebook, or other social media, ever during the 12 months before the survey)</td>
<td>16.4%</td>
<td>30.8%</td>
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<td>Percentage of students who felt sad or hopeless (almost every day for &gt;=2 weeks in a row so that they stopped doing some usual activities, ever during the 12 months before the survey)</td>
<td>22.9%</td>
<td>58.4%</td>
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<tr>
<td>Percentage of students who seriously considered attempting suicide (ever during the 12 months before the survey)</td>
<td>12.9%</td>
<td>42.5%</td>
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# Risk Behaviors and Sexual Identity Report

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<th>Health Risk Behavior</th>
<th>Herterro</th>
<th>LGBTQ</th>
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<tr>
<td>Percentage of students who made a plan about how they would attempt suicide (during the 12 months before the survey)</td>
<td>11.9%</td>
<td>35.4%</td>
</tr>
<tr>
<td>Percentage of students who attempted suicide (one or more times during the 12 months before the survey)</td>
<td>5.6%</td>
<td>19.7%</td>
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<tr>
<td>Percentage of students who have been the victim of teasing or name calling because someone thought they were gay, lesbian, or bisexual (during the 12 months before the survey)</td>
<td>8.2%</td>
<td>40.2%</td>
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</tbody>
</table>
## RISK BEHAVIORS AND SEXUAL IDENTITY REPORT

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<th>LGBTQ</th>
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</thead>
<tbody>
<tr>
<td>Percentage of students who reported their partners were three or more years older</td>
<td>7.4%</td>
<td>16.6%</td>
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<td>than themselves the last time they had sexual contact (among those students who</td>
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<td>have had sexual contact)</td>
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<tr>
<td>Percentage of students who did something to purposely hurt themselves without</td>
<td>12.3%</td>
<td>46.4%</td>
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<td>wanting to die (such as cutting or burning themselves on purpose one or more times</td>
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<td>during the 12 months before the survey)</td>
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<tr>
<td>Percentage of students who have had significant problems with feeling very anxious,</td>
<td>35.3%</td>
<td>69.7%</td>
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<td>nervous, tense, scared, or like something bad was going to happen (during the 12</td>
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<td>months before the survey)</td>
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LET’S TAKE A 10-MINUTE BREAK 😊
DEFINITION OF TERMS

BEFORE WE EMBARK ON OUR JOURNEY LETS MAKE SURE WE ARE SPEAKING THE SAME LANGUAGE
'Culture' refers to integrated patterns of human behavior that include the language, thoughts, communications, actions, customs, beliefs, values, and institutions of racial, ethnic, religious, or social groups.

*Culture* is transmitted, through language, material objects, ritual, institutions, and art, from one generation to the next.
CULTURE AND LANGUAGE MAY INFLUENCE:

Belief Systems, Behavior, Communication,

The increasing population growth of racial, cultural and ethnic communities and linguistic groups, each with its own cultural traits presents a challenge to Human Services Industry in this country.

The provider and the consumer each bring their individual learned patterns of language and culture to the interaction which must be transcended to achieve equal access and quality service delivery.
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<th><strong>CULTURAL COMPETENCE</strong></th>
<th><strong>CULTURAL HUMILITY</strong></th>
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<td><strong>Goals</strong></td>
<td>To build an understanding of minority cultures to better and more appropriately provide services</td>
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<td>To encourage personal reflection and growth around culture in order to increase service providers' awareness</td>
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| **Values** | • Knowledge  
| | • Training |
| | • Introspection  
| | • Co-learning |
| **Shortcomings** | • Enforces the idea that there can be 'competence' in a culture other than one's own.  
| | • Supports the myth that cultures are monolithic.  
| | • Based upon academic knowledge rather than lived experience. Believes professionals can be "certified" in culture |
| **Strengths** | • Challenging for professionals to grasp the idea of learning with and from clients.  
| | • No end result, which those in academia and medical fields can struggle with.  
| | • Allows for people to strive to obtain a goal.  
| | • Promotes skill building. |
| **Strengths** | • Encourages lifelong learning with no end goal but rather an appreciation of the journey of growth and understanding.  
| | • Puts professionals and clients in a mutually beneficial relationship and attempts to diminish damaging power dynamics. |
DIVERSITY VS INCLUSION

Diversity is the range of human differences, including but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability or attributes, religious or ethical values system, national origin, and political beliefs.

Inclusion is involvement and empowerment, where the inherent worth and dignity of all people are recognized. An inclusive university promotes and sustains a sense of belonging; it values and practices respect for the talents, beliefs, backgrounds, and ways of living of its members.
VIDEO: FACUNDO THE GREAT

Story Corp: "Facundo The Great"
MICROAGGRESSIONS

How we demonstrate our Bias
MICROAGGRESSION

- **Microaggression** is the idea that specific interactions between those of different cultures or genders can be interpreted as non-physical aggression. The term was first coined by American psychologist Chester M. Pierce and described as, "brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative slights and insults toward people."
MICROAGGRESSION

• The most detrimental forms of microaggressions are usually delivered by well-intentioned individuals who are unaware that they have engaged in harmful conduct toward a socially devalued group.

• These everyday occurrences may on the surface appear quite harmless, trivial, or be described as "small slights," but research indicates they have a powerful impact upon the psychological well-being of marginalized groups and affect their standard of living by creating inequities in health care, education, and employment.
TYPES OF MICROAGGRESSION

- Microassault - An explicit racial derogation characterized primarily by verbal or nonverbal attack meant to hurt the intended victim through name calling, avoidant behavior, or purposeful discriminatory actions.

- Microinsult - Characterized by communications that convey rudeness and insensitivity and demean a person’s racial heritage or identity.

- Microinvalidation - Characterized by communications that exclude, negate, or nullify the psychological thoughts, feelings, or experiential reality of a person of color.
EXAMPLES OF MICROAGGRESSIONS IN THE WORKPLACE
“WHEN ARE YOU GOING TO HAVE SOME KIDS? YOU KNOW YOU ARE NOT GETTING ANY YOUNGER.”

• This is what a co-worker said to me after learning that someone we both know is expecting a child. What if I can’t have children? What if I don’t want children? Why don’t people think about that before speaking?
“A WOMAN THING”

• “I asked a colleague to perform a simple task that is required of him. He responds with ‘it must be that time of the month, scary.’ I ask him what female hormone levels have to do with his ability to carry out his job. He responds ‘You sound like my wife’.”
ADDRESSING BIAS IN THE WORKPLACE

- **Block unconscious bias.** Practice affirming the achievements of others. If you consciously and persistently look for excellence in the work of others and are universally respectful, you may be able to block your own unconscious bias from emerging.

- **Ameliorate damage.** Your micro-affirmations might make up for, or balance out, some of the damage caused by micro-inequities in the workplace.

- **Meet a core emotional concern.** Appreciation and affirmation are morale boosters, so micro-affirmations should lead to a more motivated and productive workplace.

- **Evoke reciprocal affirmation.** Micro-affirmations can be contagious. When we compliment someone, he or she often is then inclined to compliment someone else.

- **Create a role-modeling effect.** People are especially sensitive to the behavior of their immediate supervisors. When supervisors adopt the practice of micro-affirmation, they are important role models for colleagues and employees.

- **Rectify our own unconscious bias.** Behavior is shaped by attitudes and vice versa. When we practice micro-affirmations, we may actually change some of our own unconscious biases.
MICRO-AFFIRMATIONS

How can we change unconscious biases?
MICRO-AFFIRMATIONS

- **Micro-affirmations** are subtle or apparently small acknowledgements of a person's value and accomplishments. They may take the shape of public recognition of the person, "opening a door," referring positively to the work of a person, commending someone on the spot, or making a happy introduction.
EXAMPLES OF MICRO-AFFIRMATIONS

• When students tell you they feel they have been targeted because of their identity, you believe them.
• Acknowledging that a Micro-Aggression may have occurred.
• Visibly confronting inequitable, hostile, or biased behavior.
• Stopping to ask for someone’s opinion or contribution who has not had a chance to speak (in a group setting, during a meeting, in the dining halls).
• A flyer for a dance includes multiple representations (e.g., same sex couples, non-coupled people).
• An advertisement for an event includes an invitation to contact you if a person with a disability needs an accommodation to attend.
IMPACT OF MICRO-AFFIRMATIONS

• consistent, appropriate affirmation of others can spread from one person to another

• many micro-inequities are not conscious, but affirming others can become a conscious as well as unconscious practice that prevents unconscious slights

• acknowledging the existence and experience of micro-inequities allows the individual to confirm that they did not imagine these small, demeaning acts
COUNTERING MICROAGGRESSIONS - SMALL GROUP
CULTURALLY COMPETENT SKILL AREAS

- **Valuing Diversity.** Accepting and respecting differences—different cultural backgrounds and customs, different ways of communicating, and different traditions and values.

- **Being Culturally Self-Aware.** Culture—the sum total of an individual’s experiences, knowledge, skills, beliefs, values, and interests—shapes educators’ sense of who they are and where they fit in their family, school, community, and society.

- **Dynamics of Difference.** Knowing what can go wrong in cross-cultural communication and how to respond to these situations.

- **Knowledge of co-workers’ Culture.** We must have some base knowledge of others’ culture so that behaviors can be understood in their proper cultural context.

- **Institutionalizing Cultural Knowledge and Adapting to Diversity.** Culturally competent individuals, and the institutions they work in, can take a step further by institutionalizing cultural knowledge so they can adapt to diversity and better serve diverse populations.
BEST PRACTICES IN THE CLASSROOM

• Examine Your Own Cultural Beliefs
• Encourage Questions
• Recommended Books on Culture, Race, and Disability
• Encourage Kids to Correspond with International Pen Pals
• Watch Movies That Introduce New Faces and Places
• Take a Stand Against Cultural Insensitivity
LET’S TAKE ANOTHER POLL 😊

- PollEv.com/marcperry760
- PollEv.com/surveys/1LPT1W6Q1
Cultural Humility Post Survey

To complete the survey, go to PollEv.com/marcperry760
Q & A
RESOURCES

- Southern Poverty Law Center, *https://www.splcenter.org/issues/lgbt-rights*
- United States Department of Justice: Civil Rights Division, *https://www.justice.gov/crt*
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THANK YOU

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