

Microaggressions in School, Clinical, Higher Education, and Community Contexts

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WORKSHOP FOR BALL STATE UNIVERSITY

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@cmonique1023 / #SP4SJ

Learning Objectives

Increase attendees' knowledge of implicit bias and microaggressions and their impact on students and individuals.

Discuss strategies to support students who have experienced microaggressions and promote school connectedness.

Describe a multidimensional view of bias and conceptual model of disproportionality.

Identify strategies to address bias at both individual and systems levels.

Describe a social justice framework for school psychology practice.

Apply legal and ethical principles to describe a social justice framework and underlying principles for school psychology practice.

8:15am – 10am	Understanding Implicit Bias and Microaggressions
10:15am – 11:45am	Developing Cultural Humility
11:45am – 12:30pm	Lunch Break
12:30pm – 1:45pm	Addressing Bias on a Systems Level
2pm – 3:20pm	Incorporating Social Justice into School Psychology Practice
3:30 – 4:30pm	Panel Discussion

Agenda

Relevance to NASP Practice Model



Equitable Practices for Diverse Populations

- School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and of the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables.

Legal, Ethical, and Professional Practice

- School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

Advancing Equity Through Social Justice Practices



Handouts and Other Resources

- Demystifying Social Justice for School Psychology Practice (*Communique* article)
- W1 – Levels of Advocacy Worksheet
- W2 – Social Justice for Leaders: Self-Reflection
- W3 – Social Justice Professional Growth Plan
- W4 – Social Justice Action Plan

<https://tinyurl.com/MASP-SP4SJ>

Understanding Implicit Bias and Microaggressions

What is Anti-Racism?

(from National Museum of African American History & Culture)

Being antiracist is fighting against racism. Racism takes several forms and works most often in tandem with at least one other form to reinforce racist ideas, behavior, and policy. Types of racism are:

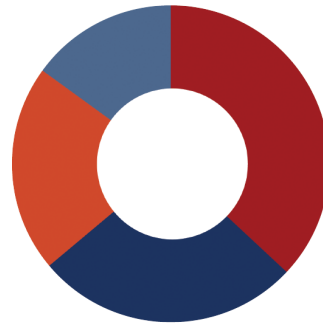
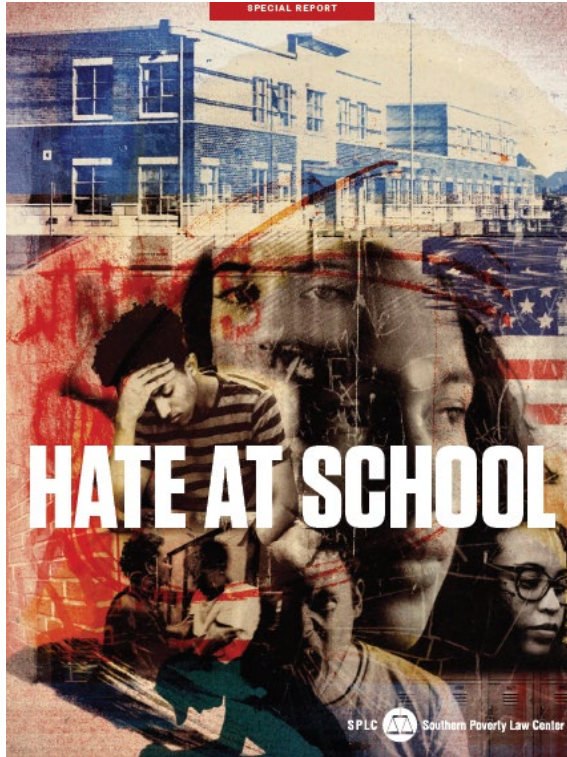
- Individual Racism
- Interpersonal Racism
- Institutional Racism
- Structural Racism

School Psychology Unified Anti-Racism Statement and Call to Action

[Joint statement endorsed by the US-based school psychology associations](#)

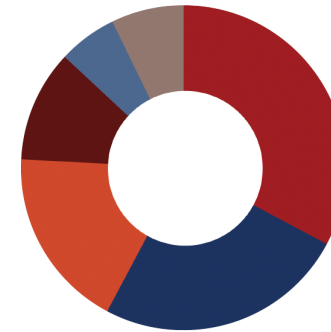
Highlights from the *Declaration of Understanding*

- **Acknowledge** that we must confront our own internalized racism and implicit biases, and learn to think and act in ways that affirm and support our students, staff, faculty and community members identifying as Black, African American, Native-American, American Indian/Indigenous, Latinx, Asian-American, and Pacific Islander
- **Acknowledge** that we must confront explicit biases in preK-12 schools and university training programs, and learn to think and act in ways that affirm and support our students, staff, faculty and community members identifying as Black, African American, Latinx, Asian-American and Native-American, American Indian/Indigenous.
- **Promise** to support and protect our children of color who are disproportionately targeted in our schools and communities.
- **Call out** those within our profession who act in ways that are antithetical to the values we espouse in our declaration of understanding.



HIGH SCHOOLS ARE HOTBEDS

- 37% High school
- 27% Middle school
- 21% Elementary school
- 15% Other (combined and non-graded)



EDUCATOR-REPORTED HATE INCIDENTS

- 33% Racial or Ethnic // 1,087
- 25% Anti-LGBTQ // 803
- 18% Anti-immigrant // 581
- 11% Antisemitic // 366
- 6% Anti-Muslim // 182
- 7% Other // 246

Hate at School

(A Report of the Southern Poverty Law Center, 2019)

What is Implicit Bias?

Implicit bias is “a positive or negative mental attitude towards a person, thing, or group that a person holds at an unconscious level”.

Source: http://med.stanford.edu/diversity/FAQ_REDE.html

Explicit
Bias

Implicit
Bias

Discriminatory
Behavior

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graph TD; A[Explicit Bias] --> C((Discriminatory Behavior)); B[Implicit Bias] --> C;
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The diagram consists of three blue shapes on a white background. At the top left is a rounded rectangle containing the text 'Explicit Bias'. At the top right is another rounded rectangle containing the text 'Implicit Bias'. In the center is a circle containing the text 'Discriminatory Behavior'. Two light blue arrows point from the bottom-right corner of the 'Explicit Bias' box and the bottom-left corner of the 'Implicit Bias' box towards the center circle. A solid blue horizontal bar is located at the bottom of the image.

Implicit Bias is...

Unconscious and automatic

Based on stereotypes

Held by everyone (including those affected by it)

Generally **not** an indication of values and beliefs

Malleable, but can be unlearned and replaced with new mental associations

More likely to influence

- Snap decisions
- Decisions about ambiguous situations

How Do We Make Decisions?

Reflexive System

Fast

Parallel

Automatic

Effortless

Associative

Slow learning

Implicit Bias



Reflective System

Slow

Serial

Controlled

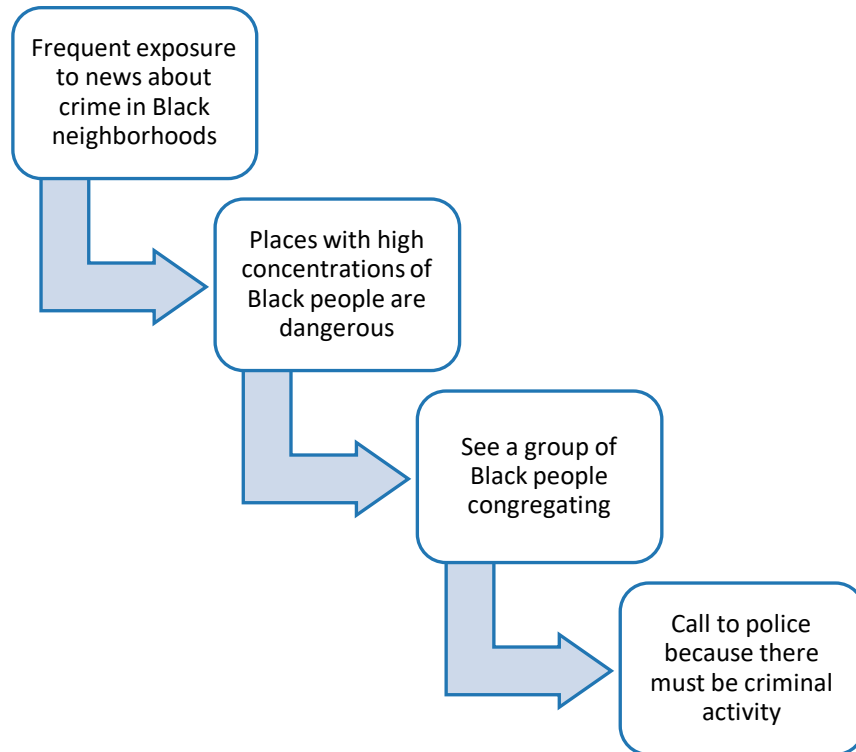
Effort-filled

Rule governed

Flexible

Explicit Bias

Implicit Bias and Decision-Making – Being of Two Minds



The Reflexive System uses implicit associations

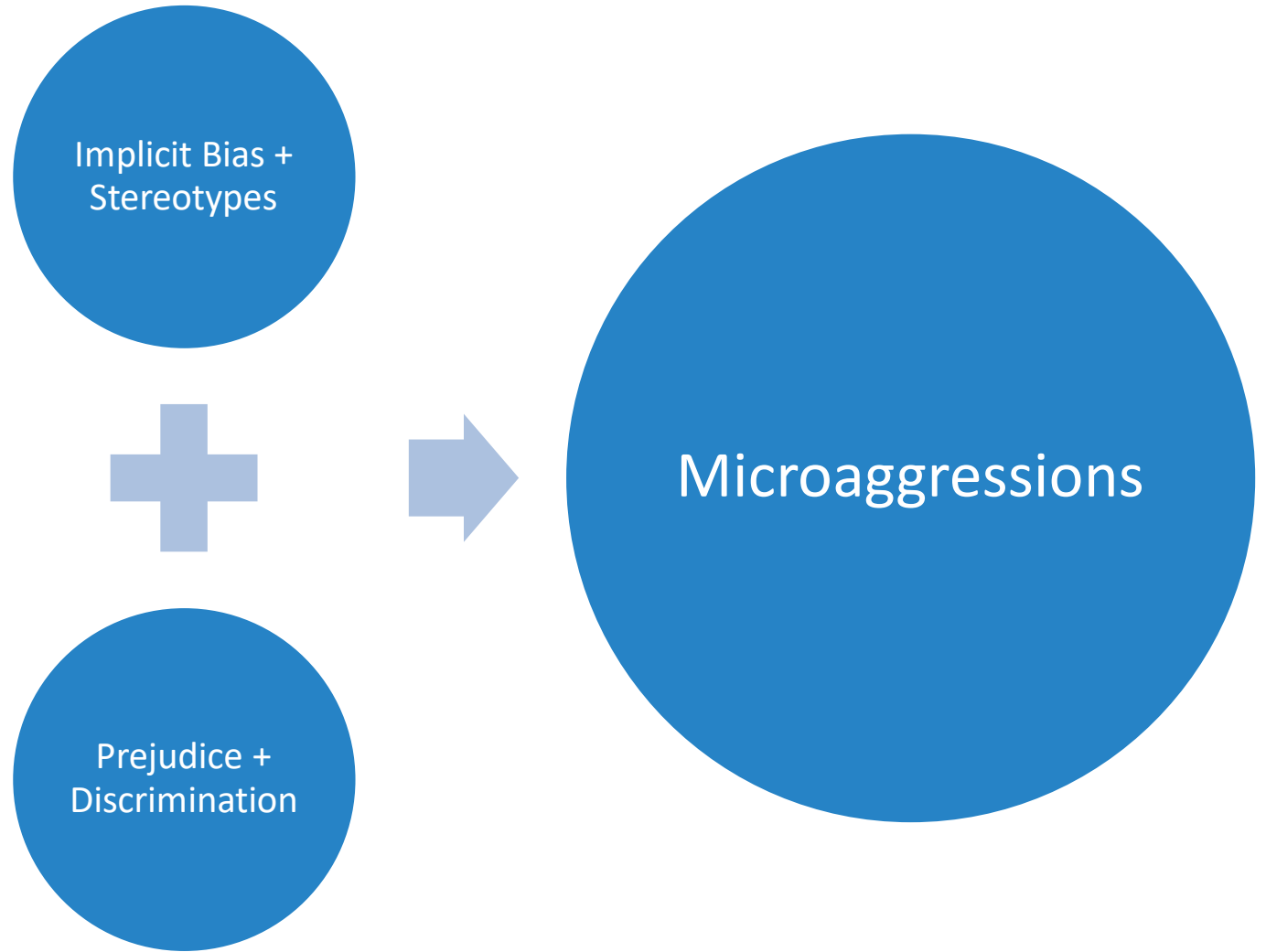
Cognitive links between concepts that covary

Bring one to mind, others are activated

Activation can happen unconsciously

- Can be at odds with conscious goals
- Can influence attention, perception, judgment and behavior

Microaggressions: Implicit Bias in Action



MICROAGGRESSIONS

Wow, you're really articulate.

Where are you really from?

You're a much better driver than I expected.

What are Microaggressions?

Microaggressions are “brief, everyday exchanges that send denigrating messages to people of color because they belong to a racial minority group...often unconsciously delivered in the form of subtle snubs, dismissive looks, gestures, and tones.”

Sue et al., 2007, p. 273

Microaggressions

Subtle

- Verbal, non-verbal, and/or environmental

Unintentional

- Perpetrators typically often intend no offense and may be unaware they are causing harm

Ambiguous

- Can usually be explained away by seemingly nonbiased and valid reasons

Types of Microaggressions

Microassault

- Explicit verbal or nonverbal attack meant to hurt the intended victim through name-calling, avoidant behavior, or purposeful discriminatory actions

Microinsult

- Communications that convey rudeness and insensitivity and demean a person's heritage or identity

Microinvalidation

- Communications that exclude, negate, or nullify the psychological thoughts, feelings, or experiential reality of an 'othered' group

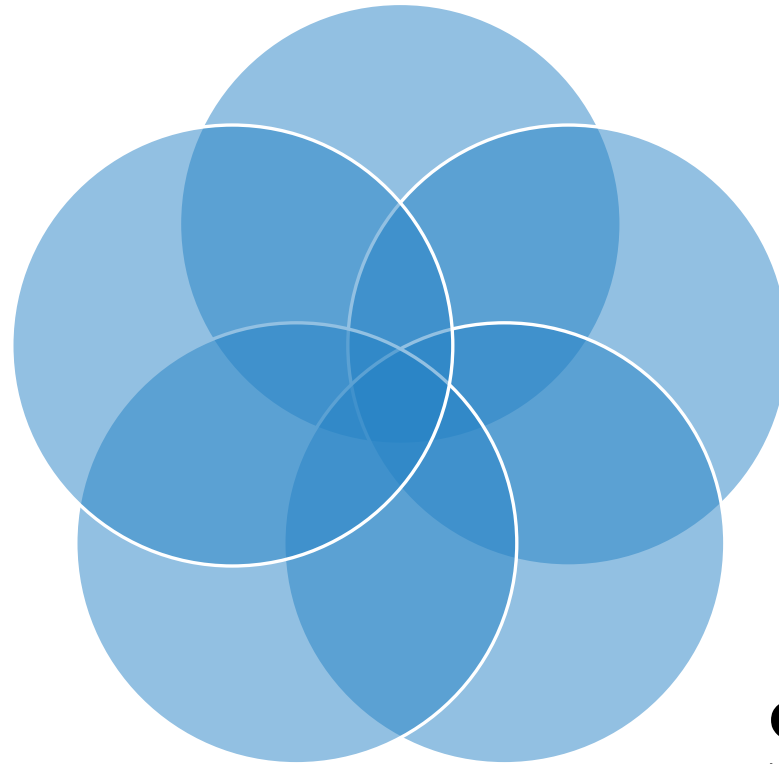
Race

Class/SES

Gender

Ability
Status

Sexuality



Understanding Classism, Ableism, Heterosexism *(Smith et al., 2008)*

Classism

- Differential treatment based on social class or perceived social class
- Systematic oppression of subordinated class groups to advantage and strengthen the dominant class groups
- Systematic assignment of characteristics of worth and ability based on social class

Ableism

- Discrimination against individuals with physical, mental, or developmental disabilities characterized by the belief that these individuals need to be fixed or cannot function as full members of society
- Individuals with disabilities are commonly viewed as being abnormal rather than as members of a distinct minority community

Heterosexism

- Oppression of queer individuals manifested by prejudicial and discriminatory acts
- Devaluation of any identity that is not heterosexual, thereby supporting the privilege and power maintained for heterosexuals



Common Themes

—

Racial/Ethnic Microaggressions

Alien in Own Land	Belief that visible racial/ethnic minoritized citizens are foreigners
Ascription of Intelligence	Assigning a degree of intelligence to a person of color based on their race
Assumption of Criminal Status	Presumed to be a criminal, dangerous, or deviant based on race
Color Blindness	Denial or pretense that a White person does not see color or race
Denial of Individual Racism	Denial of personal racism or one's role in perpetuation
Environmental Microaggressions	Racial assaults, insults, and invalidations manifested in systemic and environmental levels
Myth of Meritocracy	Statements which assert that race plays a minor role in life success
Pathologizing Cultural Values/Communication Styles	Notion that values and communication styles of people of color are abnormal
Second Class Citizen	Treated as a lesser person or group

**I DON'T SAY
MAN UP
BECAUSE IT IMPLIES
THAT WOMEN ARE WEAK**



WATTE BIKINI/PH. WIKIMEDIA COMMONS



Common Themes

—

Gender Microaggressions

Assumption of Inferiority	Women are assumed to be less competent than men (e.g., physically, intellectually)
Assumption of Traditional Gender Roles	An individual assumes a woman should maintain traditional gender roles
Second-Class Citizen	Women are overlooked and/or men are given preferential treatment
Sexual Objectification	Woman is treated as a sexual object
Use of Sexist Language	Language is used to degrade a woman



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THE MOST APPROPRIATE LABEL IS
USUALLY THE ONE PEOPLE'S PARENTS
HAVE GIVEN THEM

"ACCESSIBLE" PLACES



Common Themes

—

Disability Microaggressions

Denial of Disability Experience	Disability related experiences are minimized or denied
Denial of Personal Identity	Any aspect of a person's identity other than disability is ignored or denied
Denial of Privacy	Personal information is required about a disability
Desexualization	Sexuality and sexual being is denied
Helplessness	When people frantically try to help people with disabilities
Infantilization	A disabled person is treated like a child
Patronization	A person with a disability is praised for almost anything
Second-Class Citizen	Disabled people's right to equality is denied because they are considered to be bothersome and/or waste of time, effort, and resources
Secondary Gain	When a person expects to feel good or praised for doing something for a person with a disability
Spread Effect	When other expectations about a person are assumed to be due to one specific disability

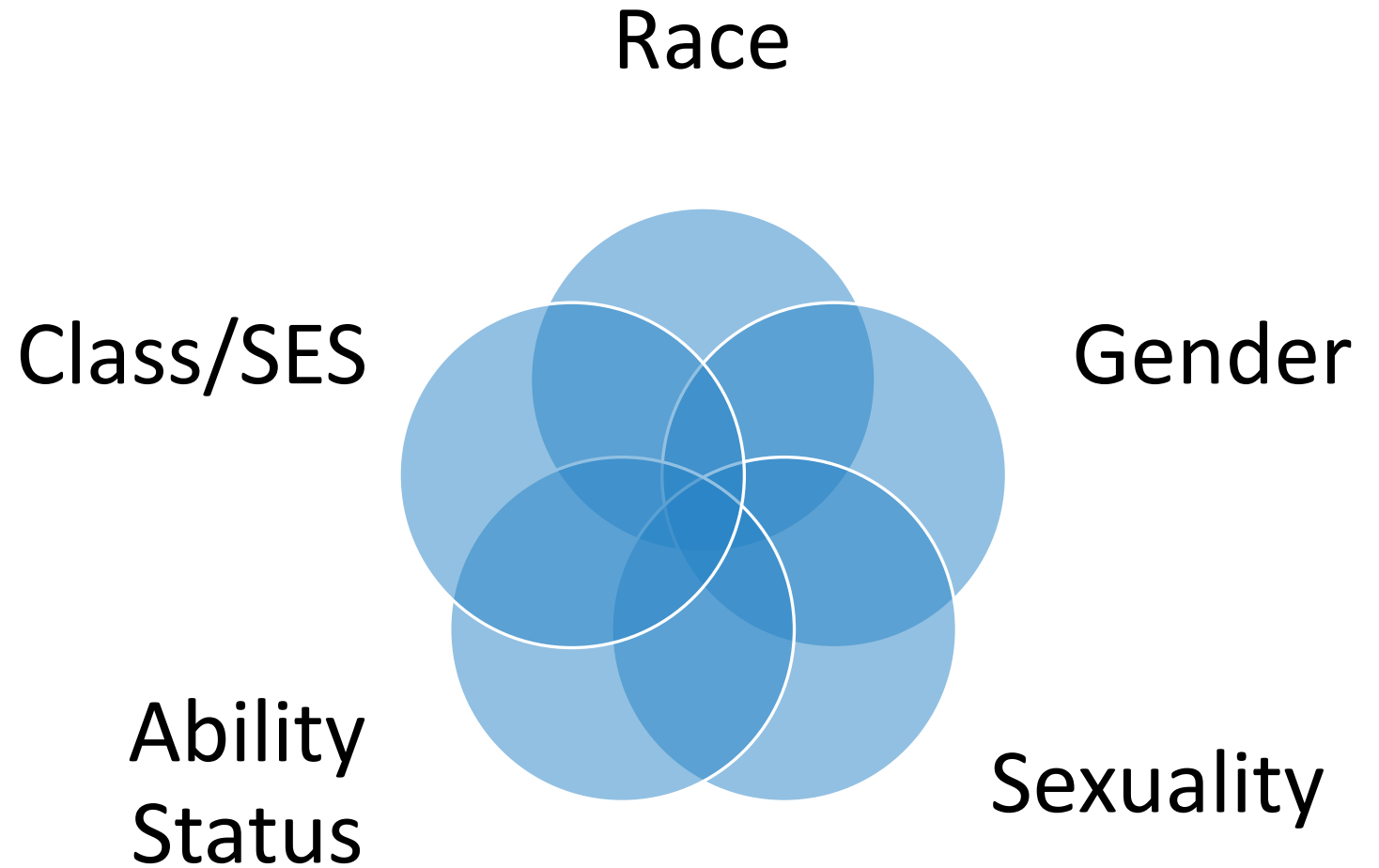


Common Themes – Sexual Orientation Microaggressions

Use of Heterosexist Terminology	Heterosexist language is used to degrade LGBT persons; May take the form of heterosexist jokes
Endorsement of Heteronormative Culture / Behaviors	An LGBT person is expected to act or be heterosexual or gender conforming
Assumption of Universal LGBT Experience	Assumption that all LGBT people and their experiences are the same
Exoticization	LGBT people are dehumanized or treated as sexual objects
Discomfort / Disapproval of LGBT Experience	LGBT people are treated with disrespect and criticism; Environmental microaggressions that indicate disapproval
Denial of the Reality of Heterosexism	Heterosexual individuals denying that heterosexism and homophobia exist
Assumption of Sexual Pathology / Abnormality	Oversexualization of LGBT individuals or treatment as sexual deviants
Threatening Behaviors	Being victimized by assault or threatening behaviors

Understanding Intersectionality

Intersectionality refers to the simultaneous experience of social categories such as race, gender, socioeconomic status, and sexual orientation and the ways in which these categories interact to create systems of oppression, domination, and discrimination.



Intersectional Microaggressions *(Nadal et al., 2015)*

Exoticization of Women of Color

- Race/Ethnicity x Gender
- Women feeling objectified because of their race/ethnicity

Gender-Based Stereotypes for Lesbians and Gay Men

- Sexual Orientation x Gender
- Assumption of all gay men as feminine and all lesbian women as masculine

Disapproval of LGBT Identity by Racial, Ethnic, and Religious Groups

- Sexual Orientation and Gender Identity x Race/Ethnicity and Religion
- Ostracization by members of own ethnic communities

Assumption of Inferior Status for Women of Color

- Race/Ethnicity x Gender
- Assumption that women of color do not hold high-ranking positions or are inferior to the majority group

Invisibility and Desexualization of Asian American Men

- Race/Ethnicity x Gender
- Lack of empowered, positive Asian role models in media

Assumption of Inferiority or Criminality of Men of Color

- Race/Ethnicity x Gender
- Ascription of qualities of inferiority or criminality to men of color

Gender-Specific Expectations for Muslim Women and Men

- Gender x Religion
- Muslim women assumed to lack agency and negative perceptions of Muslim men

Women of Color as Spokesperson

- Race/Ethnicity x Gender
- Women of color asked to represent diversity due to “double minority” status

Microaggression	Message
A college or university with buildings that are all named after White, heterosexual, upper class males	You don't belong / You won't succeed here
Television shows and movies that feature predominantly White people, with no representation of diversity	You are an outsider / You don't exist
Overcrowding of public schools in communities of color	People of color don't/shouldn't value education
Overabundance of liquor stores or fast-food restaurants in communities of color	People of color are lazy and deviant

Environmental Microaggressions

Macro-level microaggressions, which are more apparent on systemic and environmental levels

Students' Experiences with Racial Microaggressions

Coker et al. (2009)

- Black and Latinx students reported significantly more microaggressions than White students
- Association between perceived discrimination and depressive symptoms

Allen (2010)

- Black male students reported feeling invisible to teachers and administrators and, when acknowledged, felt they were treated differently

Henfield (2011)

- Black male adolescents reported experiencing microaggressions under the themes of assumption of deviance, assumed universality of the Black experience, and assumed superiority of White cultural values/communication styles

Kohlil & Solorzano (2012)

- Qualitative study exploring microaggressions towards racial/ethnic minority students in K-12 schools related to their names

Balgana, Young, & Smith (2013)

- Adolescent Latinx students reported being the target of overt racism and microaggressions from peers
- Engaged in maladaptive behaviors to help with the negative emotions evoked by these experiences

Keels, Durkee, & Hope (2017)

- Black students reported significantly more microaggressions than Latinx students in Academic Inferiority and Expectations of Aggression
- Higher levels of microaggressions reported in schools that were less racially/ethnically diverse

Other Examples of Microaggressions in School Settings

Continuing to mispronounce the names of students after they have corrected you

Scheduling tests and project due dates on religious or cultural holidays

Setting low expectations for students from particular groups or neighborhoods

Denying the experiences of students by questioning the credibility and validity of their stories

Making assumptions about students and their backgrounds

Microaggressions in Clinical Settings

(Constantine, 2007)

Microaggression	Definition
Minimization of racial-cultural issues	Minimizing or dismissing the importance of racial-cultural issues to a person of color
Accused hypersensitivity regarding racial or cultural issues	Assuming that a person of color is hypersensitive during discussions of racial or cultural issues
Culturally insensitive treatment considerations or recommendations	Displaying cultural insensitivity in the context of understanding or treating clients' concerns
Acceptance of less than optimal behaviors on the basis of racial-cultural group membership	Accepting or normalizing potentially dysfunctional behaviors on the basis of a person's racial or cultural group
Idealization	Overestimating the desirable qualities and underestimating the limitations of a person on the basis of racial or ethnic group membership
Dysfunctional helping/patronization	Offering help that is unneeded or inappropriate on the basis of racial or ethnic group membership

Microaggressions in Clinical Supervision

(Constantine & Sue, 2007)

Microaggression	Definition
Invalidating racial-cultural issues	White supervisors at times tended to minimize, dismiss, or avoid discussing racial– cultural issues in supervision
Making stereotypic assumptions about Black clients	White supervisors held many different stereotypes about Black clients
Making stereotypic assumptions about Black supervisees	Black supervisees believed their White supervisors seemed to have racial stereotypes about them
Reluctance to give performance feedback for fear of being viewed as racist	White supervisors tended to give Black supervisees insufficient performance feedback regarding their clinical skills
Focusing primarily on clinical weaknesses	White supervisors tended to focus primarily on clinical deficits (as opposed to also providing feedback about clinical strengths); Supervisees believed that the supervisors viewed them as incompetent on some levels
Blaming clients of color for problems stemming from oppression	White supervisors tended to blame clients of color for the circumstances that brought them to counseling, even when such issues seemed to be related to prejudice, racism, discrimination, and other forms of oppression
Offering culturally insensitive treatment recommendations	White supervisors made treatment recommendations that did not appear to be culturally sensitive; Supervisees believed this stemmed from supervisors' unexamined cultural biases

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Microaggression Identification Activity

Microaggression Identification Activity



In the handout, read each statement in Column A. Think critically about how a person could interpret the statements as a “put down.” Then, draw a line connecting the statement to what you believe is the best possible interpretation from Column B. Be ready to explain your choice.

After you have finished matching the statements with the interpretations, choose four statements and rewrite them so that they do not contain a hidden or negative message.

<https://tinyurl.com/y4txmq4j>

Microaggression Identification Activity

Statements

“Everyone take out your smartphones. Let’s take a poll.”

[Teacher to a Latina student during class]
“What do Latinas think about this situation?”

[To a female student] “You sure are opinionated.”

Possible Interpretations

You should conform to your expected role.

Everyone has enough money for common items.

Your experiences are interchangeable with anyone else in your racial group.

Impact of Microaggressions

“Racial microaggressions create a hostile and invalidating climate for people of color, saps their spiritual and psychic energies, and their cumulative nature can result in depression, frustration, anger, rage, loss of self esteem, anxiety, etc.”

- Derald Wing Sue

Intent \neq Impact

"You don't act black."

"But, you sound white."

"Can I touch
your hair?"

"You're lucky there's
affirmative action."

"You're pretty
in an exotic way."

"You don't
dress ghetto."



sheknows

Microaggression Impact and Internal Dilemma

Experiencing a microaggression may lead to the following intrusive cognitions

- Did I interpret that correctly?
- Did she say what I think she said?
- What did he mean by that?
- Should I say something?
- Saying something may make it worse
- They'll probably think I'm overreacting
- Speaking up is going to hurt more than it helps

Psychological Consequences

Associated psychological impact

- Anxiety
- Depression
- Sleep difficulties
- Diminished confidence
- Helplessness
- Loss of drive
- Intrusive cognitions (e.g., internal dilemma)
- Diminished cognition

Psychological Effects of Microaggressions

Significant negative relationship between microaggressions and mental health (*Nadal et al. 2014a*)

- More likely to display negative mental health symptoms such as anxiety, depression, negative affect, and lack of behavioral control
- Higher cumulative experience with racial microaggressions may predict more mental health problems

Significant negative correlation between microaggressions and self-esteem, suggesting that the more racial microaggressions one experiences, the lower one's reported self-esteem (*Nadal et al., 2014b*)

- Microaggressions that occur in educational settings (i.e., by professors or other students) or work settings (i.e., by employers or coworkers) may particularly hurt individuals' self-worth

Impact of Microaggressions

Perceived discrimination by peers and teachers negatively related to adolescents' reports of achievement motivation, self competency beliefs, psychological resiliency, and self-esteem (*Wong, Eccles, & Sameroff, 2003*)

- Everyday experiences of racial discrimination increases likelihood of academic and social-emotional difficulties

Students who perceive discrimination are less likely to be engaged in their classes (*Thompson & Gregory, 2011*)

Daily perceived discrimination frequency predicts same day and next day depressive symptoms (*Seaton & Douglass, 2014*)

Impact of Microaggressions in Therapeutic Settings

Constantine (2007)

- Higher degrees of perceived racial microaggressions associated with more negative perceptions of the working alliance and less satisfaction with counseling
- Perceptions of an effective therapeutic alliance associated with more positive perceptions of general and multicultural counseling competence

Owen et al. (2014)

- 53% of Black clients reported experiencing microaggressions in therapy
- Therapeutic dyads that discussed microaggressions had comparable therapeutic alliance scores to those dyads reporting no microaggressions
 - Dyads not discussing the microaggressions had significantly lower therapeutic alliances

Hook et al. (2017)

- 81.7% of clients reported experiencing at least one racial microaggression in therapy
- Cultural humility was the most significant predictor of racial microaggression frequency and impact



Professional Relationships

Consider the professional relationships that may be affected, therefore damaging established rapport and trust:

Colleague ↔ Colleague (e.g., interdisciplinary team members)

Therapist ↔ Patient

Supervisor ↔ Supervisee

Advisor ↔ Advisee

Professor ↔ Student

Employer ↔ Employee

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Overriding Implicit Bias and Addressing Microaggressions

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Strategies to Address Implicit Bias

Overriding Implicit Bias

Be **motivated** to control bias

- Awareness of own biases
- Concern about the consequences of their bias

Be **aware** of the potential for bias

Take the **time** to consider individual characteristics and avoid stereotyped evaluations

Self-Study as a Self-Awareness Tool *(Chen et al., 2009)*

Intentional and systematic inquiry of one's own practice

Facilitates reflections...

- On action – self-evaluation of practice
- For action – planning for the future

Four sections

- Self-awareness
- Physical environment
- Pedagogical environment
- Relationship with families and community

A. Raising self-awareness – taking a look within:	Not yet: This is a new territory for me/Not applicable to my age group	Sometimes: I have a beginning awareness	Usually: But still require conscious effort	Consistently: I do this with ease	The next steps for me: My goal is...
1. Am I aware of my own cultural identity and history? How comfortable am I about who I am?					
2. Am I aware of biases I may hold?					
3. Do I view diversity and exceptionality as strengths and that ALL children can succeed?					

Multi- Component Implicit Bias Reducing Intervention

*(Devine, et al. 2012;
Greenwald, McGhee, &
Schwartz, 1998)*

Multi-faceted prejudice habit breaking intervention

Provides teachers and administrators with a toolkit of strategies that are practiced on a weekly basis to reduce biases

Participants take the Black-White Implicit Association Test (IAT) to prompt self-reflection about biases

Use of five strategies with examples of how they may be used in everyday situations

Multi-Component Implicit Bias Reducing Intervention

(Devine, et al. 2012; Greenwald, McGhee, & Schwartz, 1998)

Strategy	Description
Stereotype Replacement	Recognizing when one is responding to a situation or person in a stereotypical fashion, and actively substituting the biased response with an unbiased one
Counter-Stereotypic Reasoning	Detecting one's stereotypical responses and visualizing examples of people who are famous or known personally who prove the stereotype to be inaccurate
Individuation	Gathering specific information about a person, so that the particulars of that person replace generic notions based on group membership
Perspective Taking	Adopting the perspective of a member of a stigmatized group. This strategy can be useful in assessing the emotional impact on individuals who are often being stereotyped in negative ways.
Increased Opportunities for Contact	Actively seeking out situations that expose us to positive examples of stereotyped groups

Strategies to Address Implicit Bias

1

Become aware of individual perceptions, stereotypes, and their impact on decision making.

2

Engage in opportunities to learn about diverse cultures.

3

Get to know your colleagues and students and their backgrounds – suspend negative judgments.

4

Recognize that diversity is real, dynamic, and legitimate – there is more than one way to do things.

5

Engage in courageous conversations to increase knowledge and address negative perceptions, stereotypes, and attitudes.

Addressing Microaggressions

Microintervention Strategies *(Sue et al., 2019)*

Purpose

- Communicates to targets of microaggressions
 - Validation of their experiential reality
 - Value as a person
 - Affirmation of their racial or group identity
 - Support and encouragement,
 - Reassurance that they are not alone

Strategic Goals

- Make the invisible visible
- Disarm the microaggression
- Educate the offender
- Seek external validation



Impact of Microinterventions

Everyday interventions of allies and well-intentioned bystanders have a profound positive effect in

- Creating an inclusive and welcoming environment,
- Discouraging negative behavior,
- Reinforcing a norm that values respectful interactions

Acknowledging the existence and experience of microaggressions and other inequities allows individuals to confirm that they did not imagine these small, demeaning acts

Microaffirmations

Micro-affirmations are subtle or apparently small acknowledgements of a person's value and accomplishments.

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.



Typology of Microaffirmations

(Rolón & Davison, 2020)

Microrecognitions

- Lead minoritized individuals to feel visible

Microvalidations

- Help minoritized individuals feel like their identities and experiences are accepted

Microtransformations

- Lead minoritized individuals to feel their identity groups are integrated into the organization

Microprotections

- Lead recipients to feel protected from harmful behaviors, practices, and policies tied to their identity

Examples of Microaffirmations

Believing students when students tell you they feel they have been targeted because of their identity

Acknowledging that a microaggression 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)

Including multiple and diverse representations of individuals and groups in visual communications

Witnessing Microaggressions – Interruption Guidance

Speak to the behavior not the person

Avoid starting with “Why? (try “how” or “what made you _____?”)

Examine your intention...

- To help the person understand or feel guilty?
- How does your body language and tone communicate your intention?

When You Experience/Witness Microaggressions – Productive Responses

Take a deep breath!

Assume offense was not the intent

Explain how the slight may be interpreted by others

Ask a follow-up question –

- “Who are you referring to when you say that?”
- “What do you mean?”

Identify individuals with whom you feel comfortable discussing issues

When You Experience/Witness Microaggressions – Productive Responses

What about when the perpetrator denies having been offensive?

Ask yourself...

- Will further conversation be beneficial AND productive?
- What is my current level of stress?
- Am I able to respond non-emotionally?

When You Experience/Witness Microaggressions – Productive Responses

What about when the perpetrator denies having been offensive?

If you decide to discuss further...

- Take a deep breath!
- Reiterate that you are not blaming the person, only expressing the way the comment/action made you feel
- Explain instances occur daily and others have made similar comments/actions
- Be open to their input and expression of their feelings

If Confronted About Perpetrating a Microaggression...

Take responsibility

Understand that intent does not equal impact

Manage feelings of defensiveness / Be open to hearing difficult feedback

Reflect on what you heard/the messages sent

Do not try to prove your view of how much of a ___ist you are not

Avoid equating your experiences with those of others

Make the “invisible” visible by using inclusive language

Ask objective questions (explain and elaborate)

Sentence Frames / Acknowledgement

If it is okay with you, can I ask you more about _____?

I don't know much about this information, but I am wondering if I can ask you because I trust you...

I may make a mistake in the way I phrase this...

Calling Out vs. Calling In

Calling Out

- When we need to let someone know that their words or actions are unacceptable and will not be tolerated
- When we need to interrupt in order to prevent further harm

Calling In

- When there is an opportunity to explore deeper, make meaning together, and find a mutual sense of understanding across difference
- When we want to help imagine different perspectives, possibilities, or outcomes

Questions to Consider

- Who has the power in this situation? The person I'm calling in/out, or me?
- Am I calling out a person or systemic behavior?
- How much energy and emotional labor am I able to share right now?
- Is this person likely to change their problematic behavior?
- Who is in the room? Who am I accountable to in this moment? Am I centering the needs of myself or the group? What will happen if I call this behavior out? What will happen if I call this person in?
- What am I hoping to accomplish with this call-in or call-out?

Speak Up at School: How to Respond to Everyday Prejudice, Bias, and Stereotypes

Interrupt

- Speak up against every biased remark every time it happens
- Inconsistent responding sends the message that some bias is okay

Question

- Ask simple, exploratory questions to better understand intent
- “Tell me more” extends the conversation

Educate

- Explain why the term or phrase is offensive
- Give speakers the benefit of the doubt and allow them to make a change

Echo

- If someone has responded, thank the first person for speaking up AND reiterate the anti-bias message

Speak Up at School: How to Respond to Everyday Prejudice, Bias, and Stereotypes

Grades PreK-2

- No need to explore specific history or politics around the term being used
- Place it in context for the student and move forward with a plan to stop using it, offering appropriate alternate language for the student to use

Grades 3-5

- Depending on the setting and/or the maturity of the student(s), may want to explore the basic historical context around the term being used
- May tie in with a social studies lesson or some other instructional materials.

Middle and Upper Grades

- Follow through with agreed-upon consequences, if you have classroom ground rules that have been broken
- For repeated incidents – deepen the conversation and escalate the consequences—including meeting with an administrator or contacting the student’s parents.
- Tie such slurs or pejorative remarks to classroom lessons whenever possible, making historical context relevant and meaningful.

Implications for School Professionals

Recognizing and Addressing Microaggressions

- Confront comments that minimize issues related to racial/ethnic minority students
- Initiate preventive tactics such as large and small group guidance lessons focused on the impact of microaggressions and how to address them before they become a problem in the school

Fostering Positive School Climate

- Encourage school administrators to examine group differences (e.g., race/ethnicity, gender) in perceptions of school climate
- Foster a learning environment that offers encouragement and achievement opportunities for all students

Implications

Individuals

- Recognize that dismissive attitudes are harmful
- Engage in self-reflection to identify times that you may have been microaggressive in your personal and work life
- Participate in continuing education activities
- Avoid making assumptions and labeling individuals

Institutions

- Foster inclusive and supportive environments
- Collaborate with groups and organizations who are committed to addressing issues of diversity and inclusion
- Offer trainings and opportunities for continuing education and diversity workshops

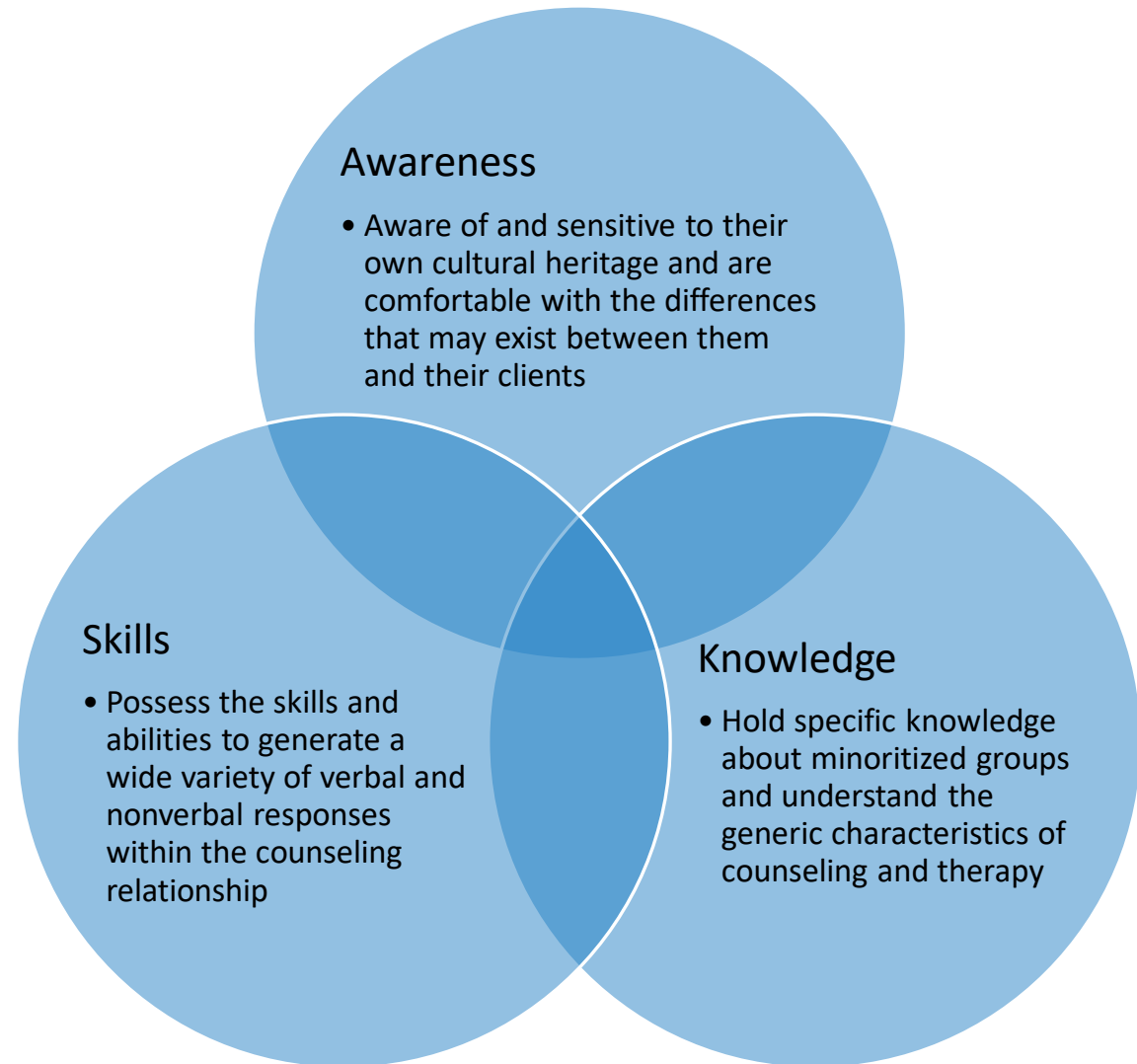
Supervisors

- Recognize that microaggressive instances occur on a daily basis in the workplace and that supervisees are likely to experience them.
- Foster an environment that encourages supervisees to discuss occurrences openly
- If/when you realize that you have made a statement or conducted a microaggressive action, approach the supervisee and acknowledge the occurrence

Developing Cultural Humility

Characteristics of Culturally Competent Clinicians

(Sue et al., 1982)



Cultural Humility

(Tervalon & Murray-Garcia, 1998)

Cultural humility goes beyond the concept of cultural competence to include:

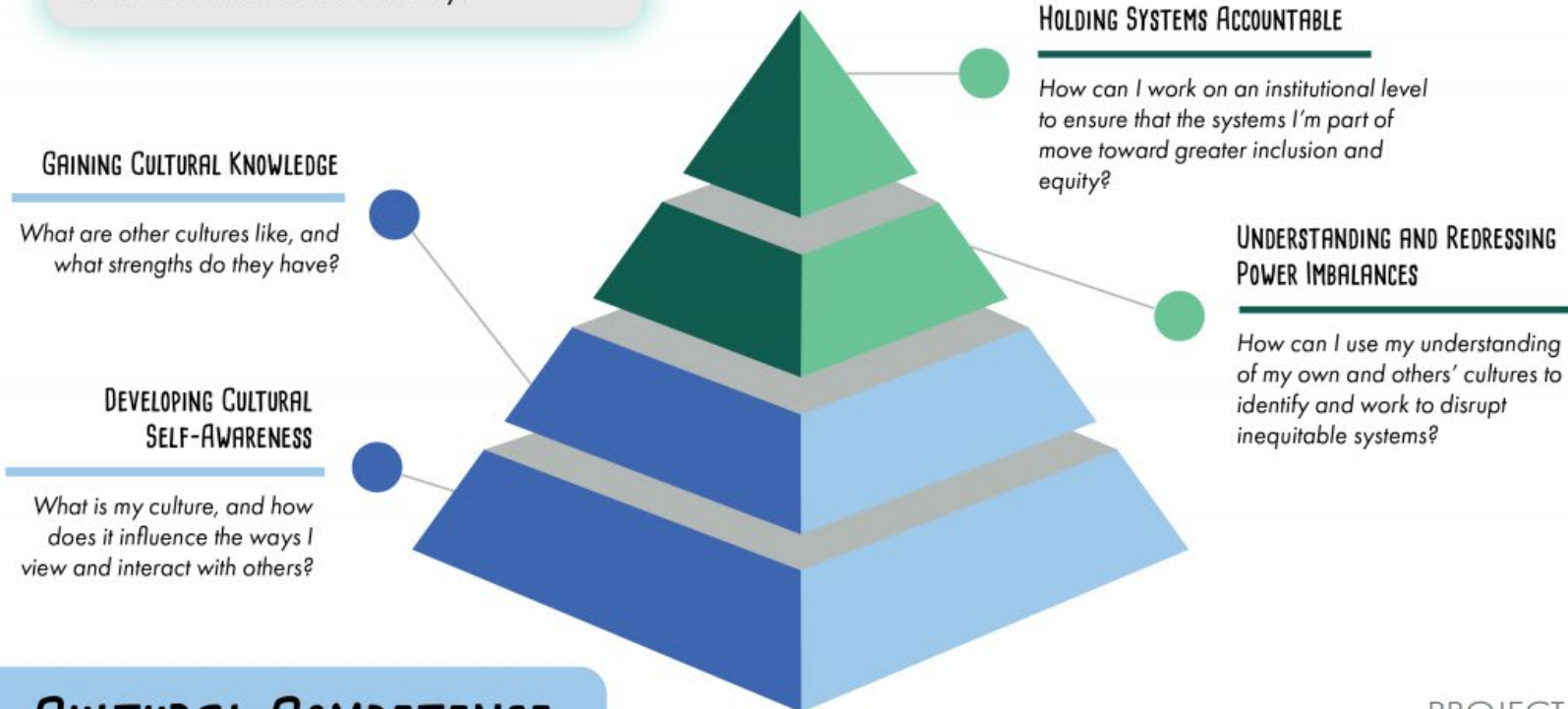
- A personal lifelong commitment to self-evaluation and self-critique
- Recognition of power dynamics and imbalances, a desire to fix those power imbalances and to develop partnerships with people and groups who advocate for others
- Institutional accountability



What Does
Cultural
Humility
Mean to
You?

Becoming **culturally competent** and practicing **cultural humility** are ongoing processes that change in response to new situations, experiences and relationships. Cultural competence is a necessary foundation for cultural humility.

CULTURAL HUMILITY



CULTURAL COMPETENCE




Lifelong learning
& critical
self-reflection

Developing Cultural Humility

(Weinstein et al., 2004)

What's needed to develop cultural humility?

- Ability to recognize how ethnocentrism and their backgrounds shape work with individuals of cultures other than own
- An understanding of the broader context of society
- A willingness and ability to use strategies of cultural competence

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Lifelong Learning and Critical Self- Reflection

ADDRESSING Model *(Hays, 1996, 2008)*

Age and generational influences

Developmental or other Disability

Religion and spiritual orientation

Ethnic and racial identity

Socioeconomic status

Sexual orientation

Indigenous heritage

National origin

Gender/gender identity

Tool for understanding privilege and marginalization and helping to understand our own lived experiences from an intersectional perspective

Individual Work

- Introspection, self-exploration, and understanding cultural influences on one's own belief system and worldview

Interpersonal Work

- Learning from and about cultures, usually through interaction with people

Essential
Knowledge
Associated with
the
ADDRESSING
Model

Bias is best thought of as a tendency to think, act, or feel in a particular way

We are all biased, but we do not all belong to dominant cultural groups

Bias + Power = Systems of privilege

Nonprivileged members are socialized to be aware of the lines separating those who have privilege from those who do not

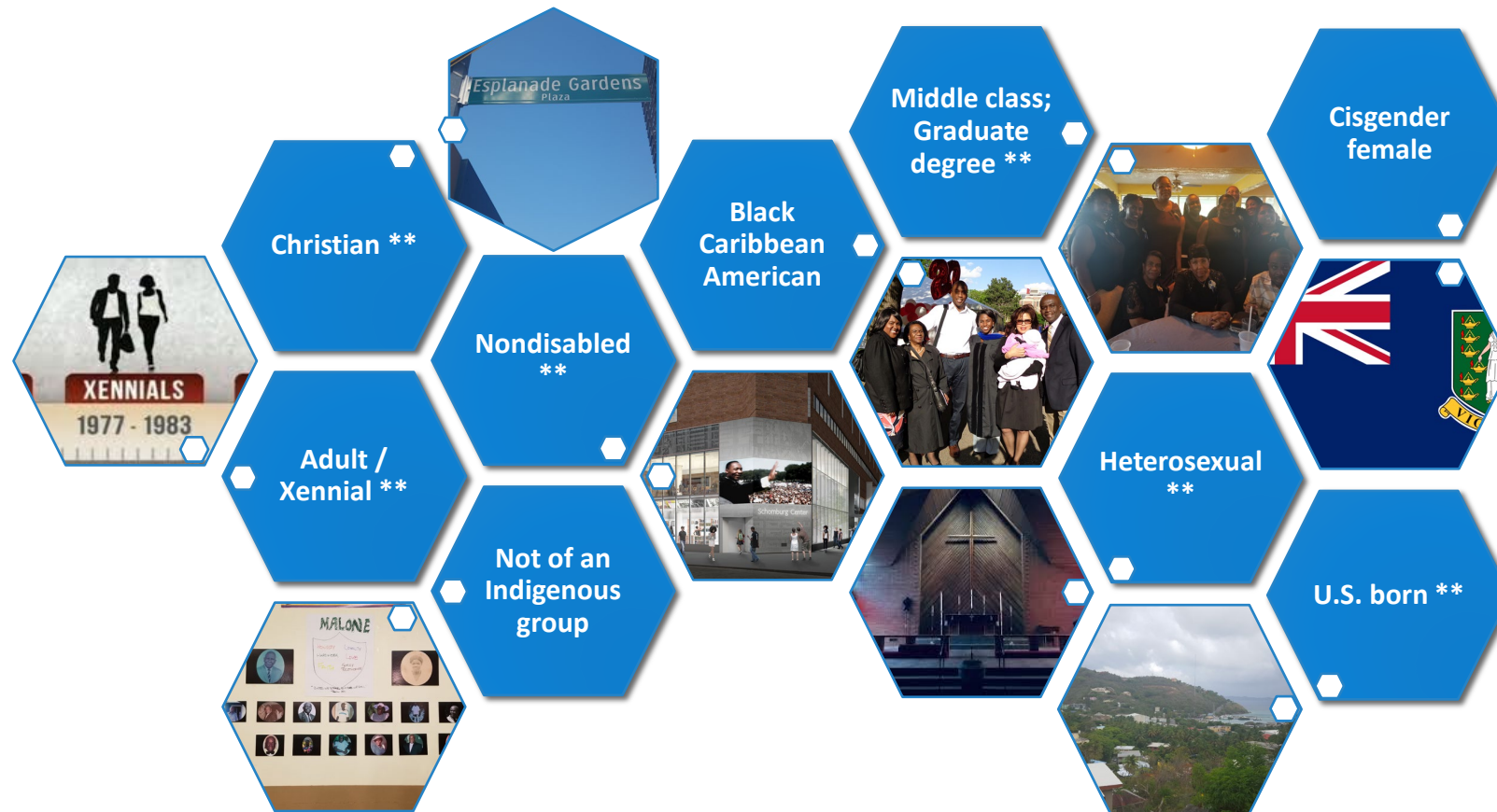
Privileged members are socialized to ignore those lines and differences

ADDRESSING Cultural Influences

Cultural Influence	Dominant Group	Nondominant or Minoritized Group
<u>A</u> ge and generational influences	Young and middle-aged	Children, older adults
<u>D</u> evelopmental or other <u>D</u> isability	Nondisabled people	People with cognitive, intellectual, sensory, physical, and psychiatric disabilities
<u>R</u> eligion and spiritual orientation	Christian and secular	Muslims, Jews, Hindus, Buddhists, and other religions
<u>E</u> thnic and racial identity	European Americans	Asian, South Asian, Latinx, Pacific Islander, African, Arab, African American, Middle Eastern, and multiracial people
<u>S</u> ocioeconomic status	Upper and middle class	People of lower status by occupation, education, income, or inner city or rural habitat
<u>S</u> exual orientation	Heterosexuals	People who identify as gay, lesbian, bisexual, asexual, or other sexual orientations
<u>I</u> ndigenous heritage	European Americans	American Indians, Inuit, Alaska Natives, Métis, Native Hawaiians, New Zealand Māori, Aboriginal Australians
<u>N</u> ational origin	U.S.-born Americans	Immigrants, refugees, and international students/workers
<u>G</u> ender/gender identity	Cisgender men	Women and people who identify as transgender or gender non-conforming

My Cultural Influences

(Based on the ADDRESSING Model by Pamela Hays)





Activity: Comfort in Social Situations

<https://tinyurl.com/b2vk52ez>

Activity: Comfort in Social Situations

Compute your total for each section by adding up the numbers from your responses. If you marked an item “N/A,” score it as a “3” before computing your total score for that section. Higher numbers indicate greater discomfort with social situations in that section.

Section A: Race

Section B: Gender

Section C: Sexuality

Section D: Disability

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Recognizing and Challenging Power Imbalances

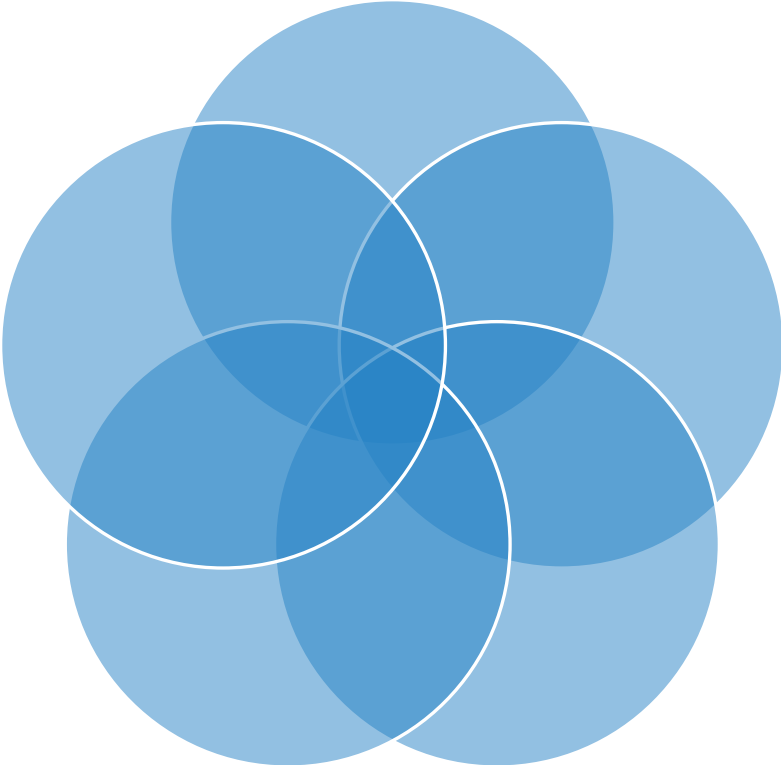
Racism

Heterosexism

Sexism

Classism

Ableism



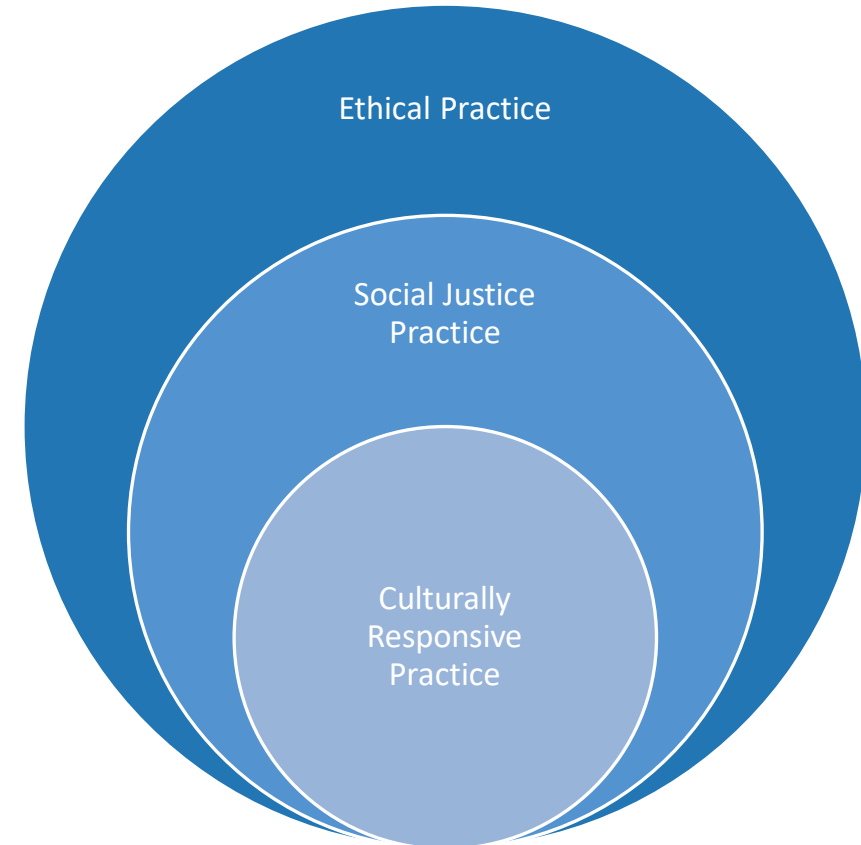
Understanding Culturally Responsive and Social Justice Practices

Culturally Responsive Practices

- Recognition of the importance of cultural identities in the therapeutic relationship

Social Justice Practice

- Understanding how cultural identities have been marginalized AND
- Using advocacy to address systems that marginalize certain groups



Principles Related to Social Justice Practice

(Goodman et al., 2004)

-
- Ongoing self-evaluation
 - Sharing power
 - Giving voice
 - Consciousness raising
 - Focus on strengths
 - Leaving clients with tools

NASP Social Justice Definition

Social justice is both a process and a goal that requires action. *School psychologists work to ensure the protection of the educational rights, opportunities, and well-being of all children, especially those whose voices have been muted, identities obscured, or needs ignored. Social justice requires promoting non-discriminatory practices and the empowerment of families and communities. School psychologists enact social justice through culturally-responsive professional practice and advocacy to create schools, communities, and systems that ensure equity and fairness for all children.*

Adopted by the NASP Board of Directors, April 2017

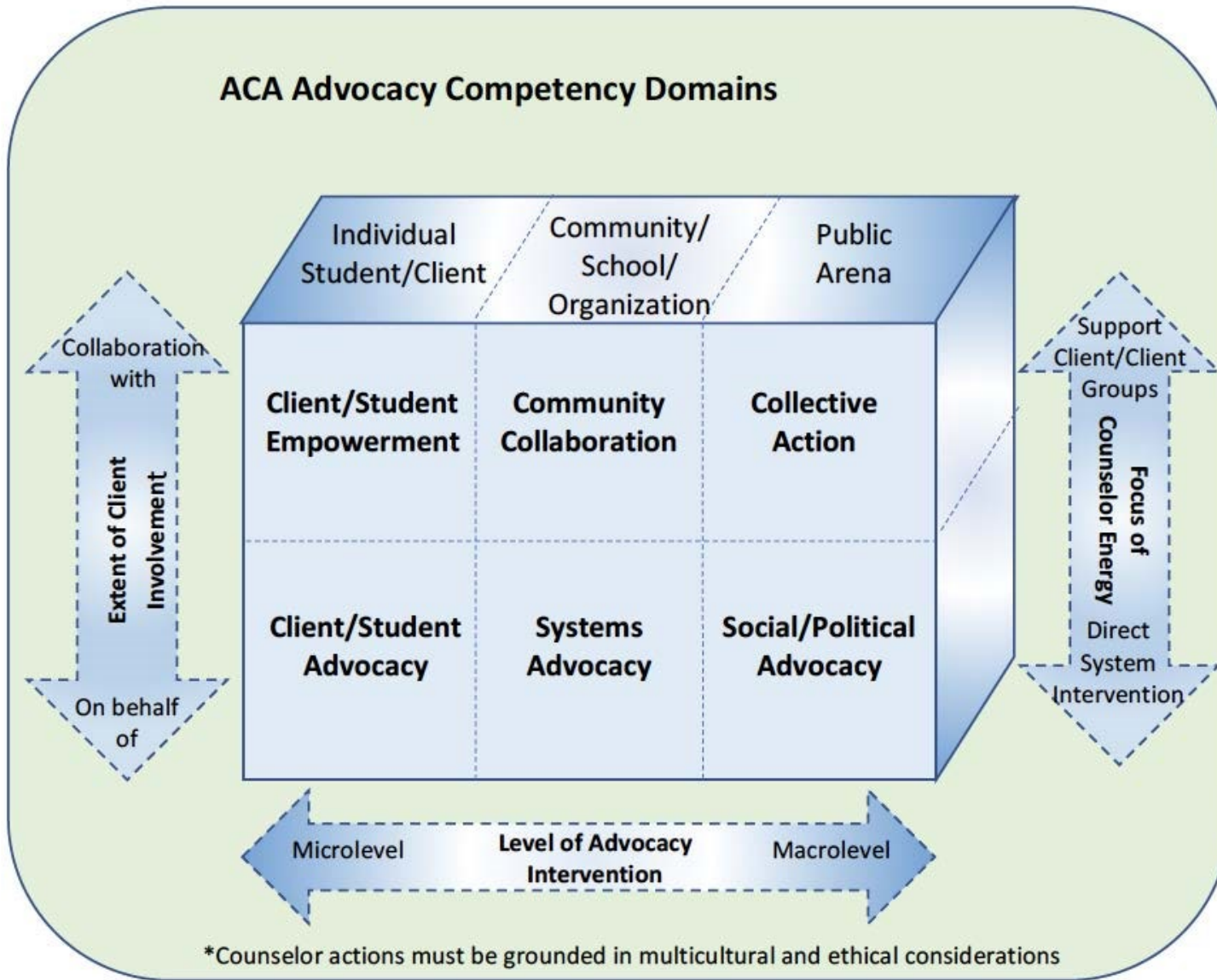
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Developing Partnerships with Communities

Social Justice Advocacy

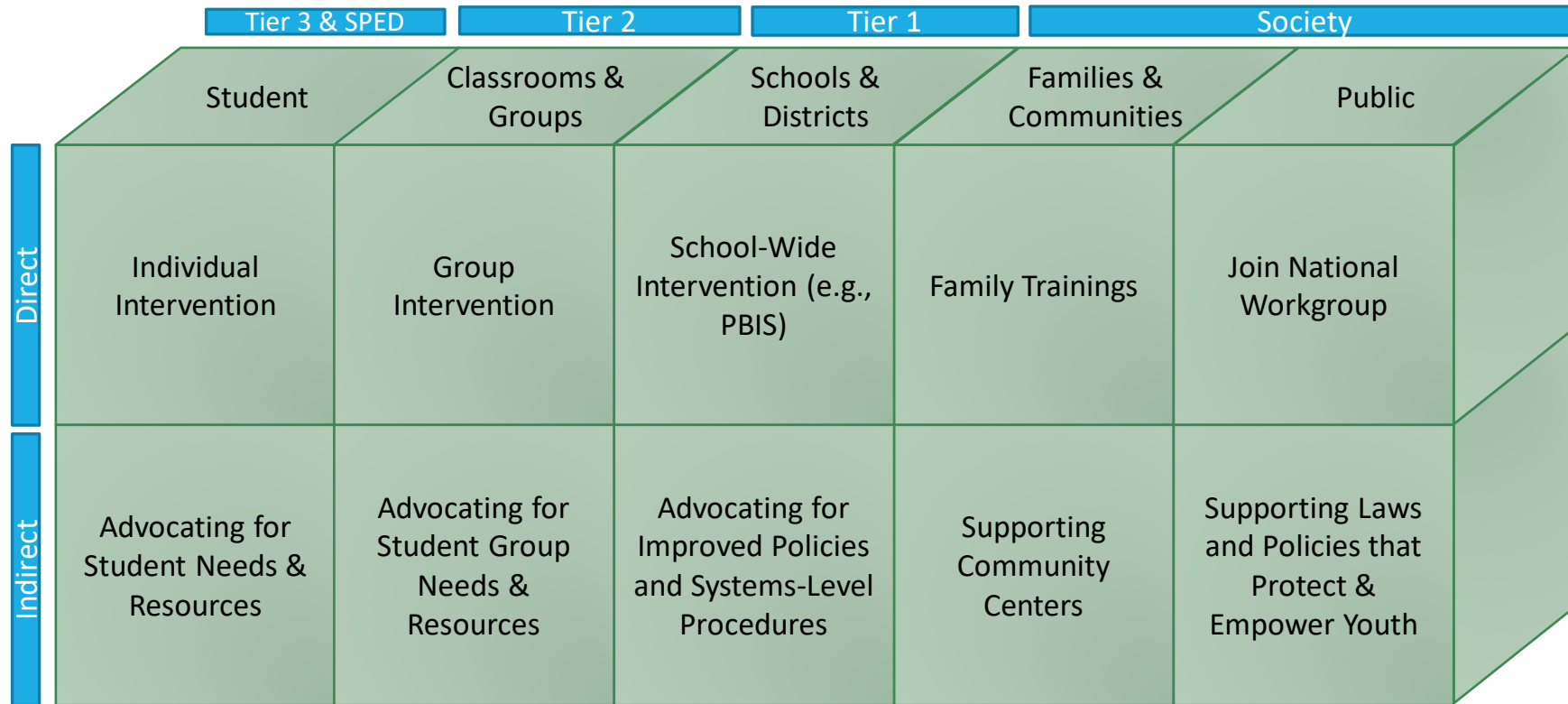
“A key distinction between social justice advocacy and other types of advocacy is that social justice advocacy involves working for and with marginalized populations to challenge institutional barriers and societal injustices (Linnemeyer et al., 2018).”

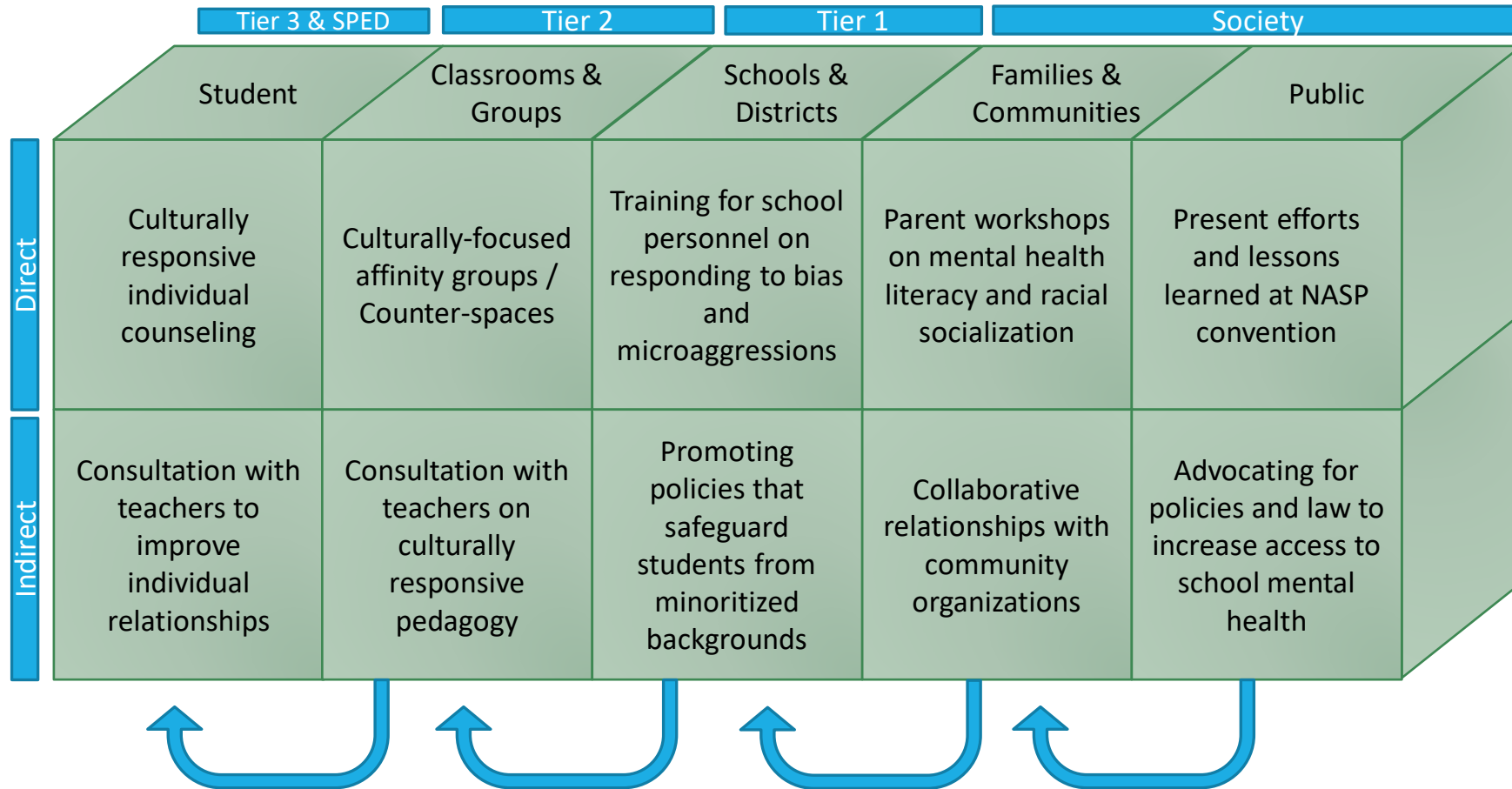
Malone & Proctor, 2019



American Counseling Association (ACA) Advocacy Competencies

Original model by Lewis, Arnold, House & Toporek (2003) updated by Toporek & Daniels (2018)





Social Justice Advocacy Development: *Reflection Questions*

Client/Student Level

To what extent do you engage clients when designing interventions?

Do you operate from a deficit perspective or strengths-based perspective when collaborating with clients?

School/Community Level

To what extent do you empower families in decision-making around their child's education and well-being?

Do you collaborate with community members and organizations in working towards systems change?

Public Arena Level

To what extent are you involved in or aware of school board, state, and national politics?

Do you represent your profession as a member of other advocacy organizations?

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Institutional Accountability

Manifestations of Implicit Bias



Practices

Policies

Strategies of Social Justice Advocates in Schools

(Singh, 2010)

Using political savvy to
navigate power
structures

Consciousness raising

Initiating difficult
dialogues

Building intentional
relationships

Teaching students self-
advocacy skills

Using data for
marketing

Educating others about
the school counselor
(psychologist) role of
advocate

Reflections on Developing Cultural Humility

Know your own identity and what you are bringing to an interaction

In what ways are you bringing your identity, power, and privilege to work?

Addressing Bias on a Systems Level

Implicit Bias in Education

Disproportionality in discipline

Disproportionality in special education designation

Disproportionality in lower performing “tracks”

Teacher mindsets, beliefs, behaviors: “orientation”

Dominant discourse re “smart,” “bright,” or “slow” students

Conditions that Encourage Biased Responding

- Time constraints
- Ambiguity
- Cognitive overload/ “busyness”
- Lack of attention to the task

Which Decisions in Schools are More Likely to be Snap Judgments?

Correcting a student's behavior

Sending a student to the office

Picking which student to call on

Deciding whether to call a student's parent

Suspending a student from school

Grading students' work

Manifestations of Implicit Bias



Practices

Policies

School Policies Vulnerable to Bias

Discipline
Referrals

Dress Codes

Special
Education
Referrals

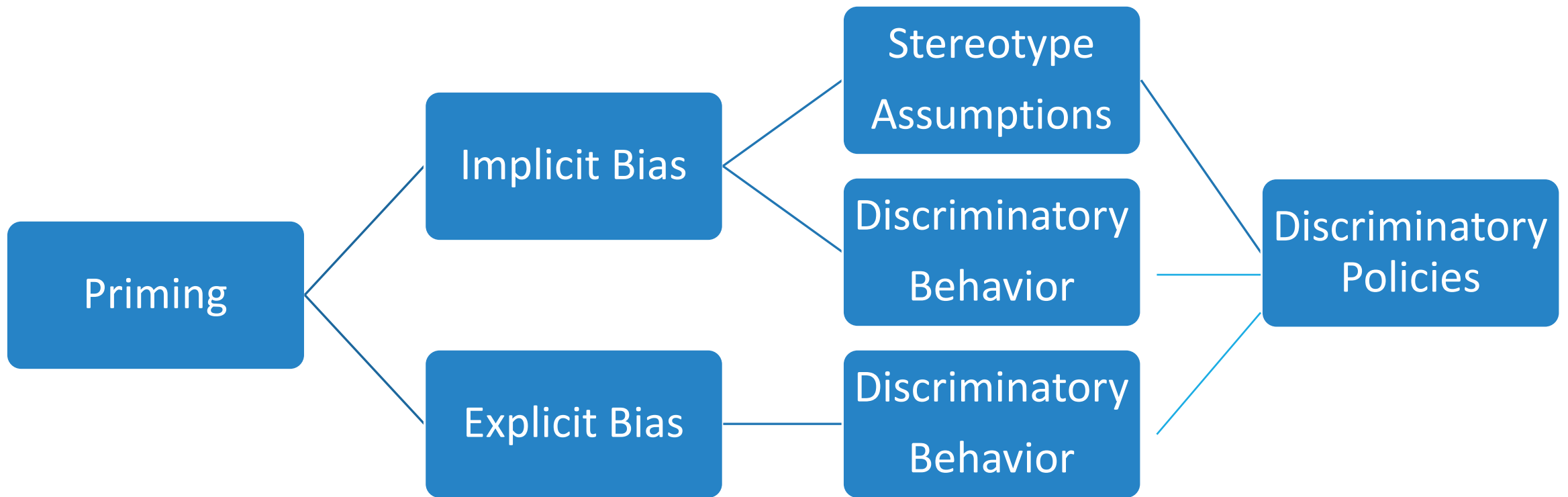
Access to
Honors/AP
Classes

Suspension /
Expulsion
Decisions

Conditions that Encourage Bias in Policies

- Systemic Pressure
- Lack of Data
- Heavy Priming
- Institutionalized Racism

Implicit Bias in Policies



Assessing Disparate Impact

Does the school district have a facially neutral policy or practice that produces an adverse impact on students of a particular race, color, or national origin when compared to other students?

Can the school district demonstrate that the policy or practice is necessary to meet an important educational goal?

Are there comparably effective alternative policies or practices that would meet the school district's stated educational goal with less of a discriminatory effect on the disproportionately affected racial group; OR is the identified justification a pretext for discrimination?

Recommendations for Examining School Policies

Examine the application of school policies to different groups of students and families

Consider how school policies may be interpreted by students and families

Be intentional about examining and measuring disparate impact

Consider impact on equity **before** implementing a policy

Identify strategies to effectively engage parents, families, and the community in the development of policies

Assessing Equity Along the Dimensions of Social Justice

Distributive How resources are allocated in society

Example: Public school funding

Procedural How decisions are made

Example: Disciplinary consequences for behavior infractions

Relational How people are treated

Example: Identity-based bullying

Mitigating Bias in Policies with Equity Toolkits

Equity toolkits are used to help organizations be more deliberate in how they focus on equity in process and outcomes. They prompt decision-makers to

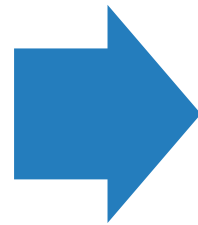
- Consider and be conscious about how decisions can potentially affect minoritized groups
- Bring their beliefs, values, and assumptions to the forefront to mitigate the role of implicit bias in decision making

Sample materials available from [Annie E. Casey Foundation](#)
and [Mid-Atlantic Equity Consortium](#)

Vulnerable Decision Points

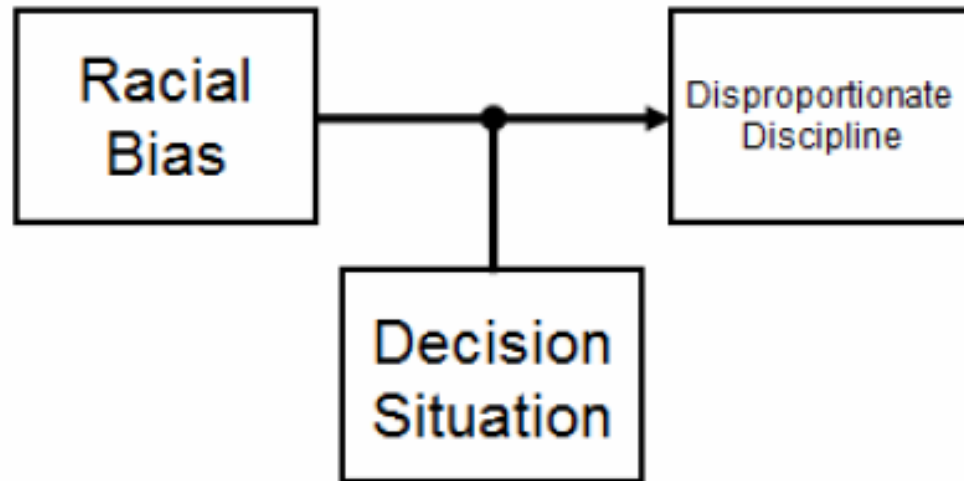
Unidimensional View of Bias

Implicit
Bias



Disparate
Outcomes

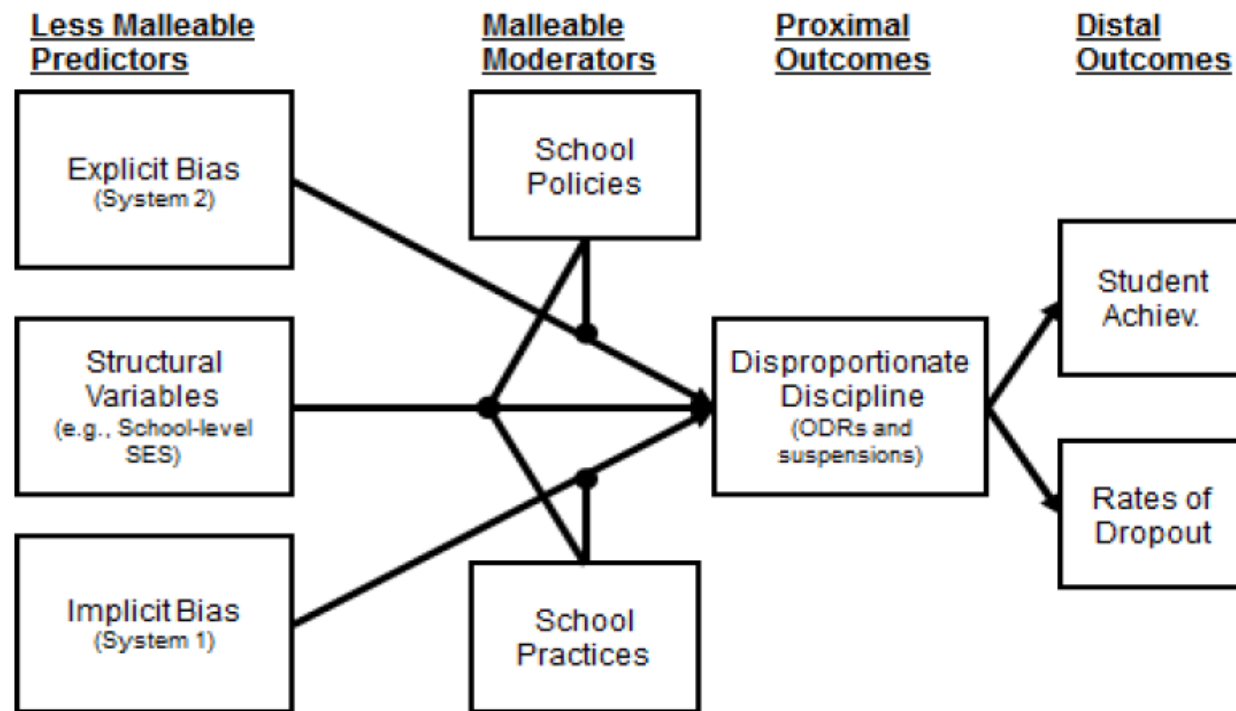
Multidimensional View of Bias



Vulnerable Decision Points

- Subjective behavior
- Vague discipline system
- Classrooms
- Hunger
- Fatigue
- Lack of familiarity with student

Conceptual Model of Disproportionality *(McIntosh et al., 2014)*



School Policies

- Regular collection and reporting of student outcome data disaggregated by race
- District policies that support equity and have accountability

School Practices

- Identify school-specific vulnerable decision points
- Reduce ambiguity in school procedures
- Teach neutralizing routines for vulnerable decision points

Vulnerable Decision Points

(Smolkowski et al., 2016)

Contextual events or elements that increase the likelihood of implicit bias affecting discipline decision making

Two parts

- Elements of the situation
- The person's decision state (i.e., internal state)

Vulnerable Decision Points from National Office Discipline Referral Data

Subjective problem behavior – AMBIGUITY?

- Defiance, disrespect, or disruption
- Major vs. minor

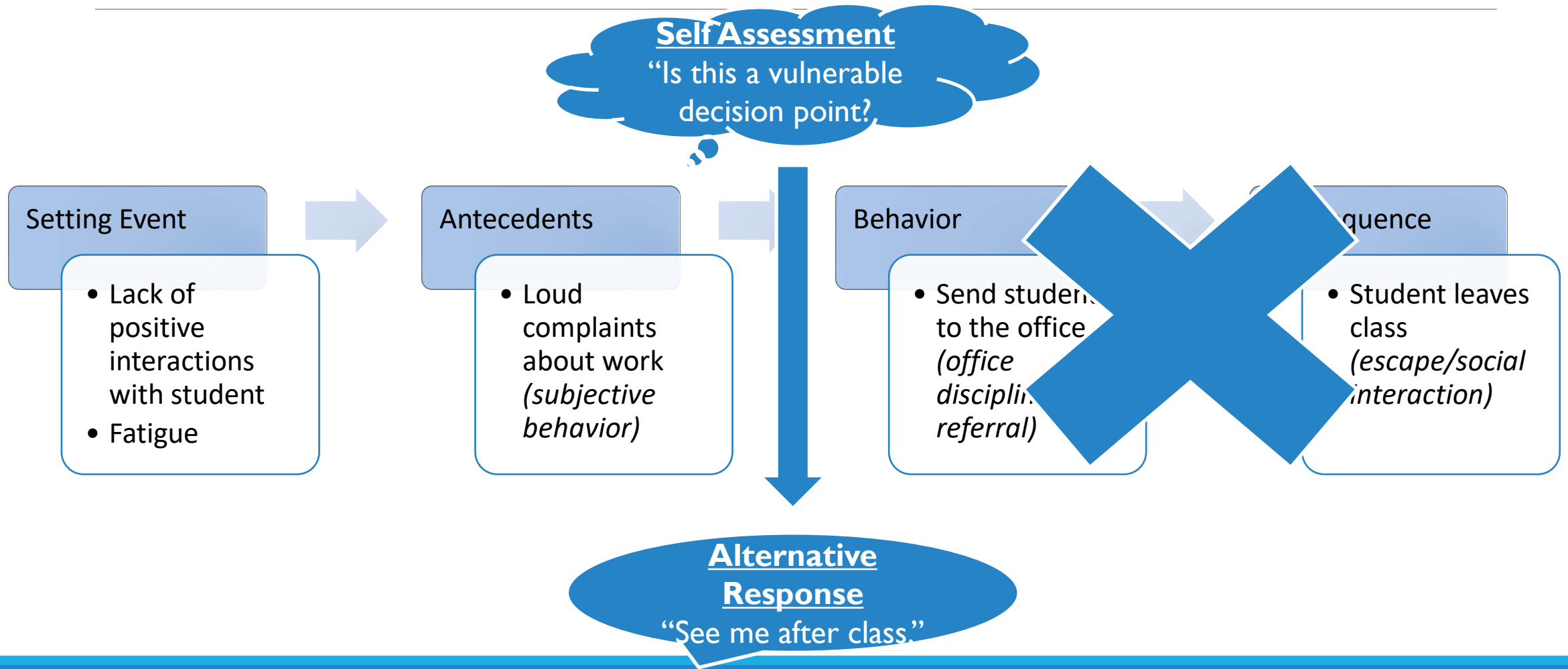
Non-classroom areas – LACK OF CONTACT?

- Hallways

Classrooms – DEMANDS? RELEVANCE?

Afternoons – FATIGUE?

Neutralizing Routines for Reducing Effects of Implicit Bias



Reducing the Effects of Implicit Bias

Reduce ambiguity in office discipline referral (ODR) definitions and behavior referral process

- Clear definitions of problem behavior
- Clear guidelines for staff vs. teacher managed behaviors

Identify specific **vulnerable decision points (VDPs)**

- National Data
- Local (district or school)

Teach a **neutralizing routine**

- Self-assess presence of VDP
- Use alternative response

Two-Step Neutralizing Routine

When you see a problem behavior, stop and ask yourself...

1. Is this a vulnerable decision point?
 - Situation
 - Decision-state
2. If it is a vulnerable decision point, use an agreed upon alternative

What Makes for a Good Alternative Response?

Delay

- “See me after class.”

Pause

- Think it through before sending to the office

Use least exclusionary choice

Speak with student

- State your confidence in them
- Ask about their needs privately

Sample Neutralizing Routine

TRY

- Take a deep breath
- Reflect on your emotions
- Youth's best interest
 - "Let's TRY that again."
 - "Let's TRY it a different way."
 - "Let's TRY how we do it at school."



The Restorative Chat

*(Alton School District, Alton,
IL)*

Tell me what happened.

What were you thinking at the time?

What do you think about it now?

Who did this affect?

What do you need to do about it?

How can we make sure this doesn't happen again?

What can I do to help you?

Incorporating Social Justice into School Psychology Practice

School Psychologists for Social Justice

My name is

Your Name

I stand with

Your Peeps

as a school psychologist for *social justice* in

Your Location

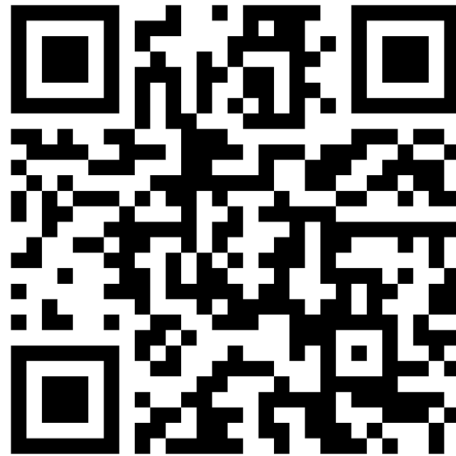


Social Justice: Who Do You Stand With?

On the Padlet link, post,

- My name is...
- I stand with... (*your cause*)
- As a school psychologist for social justice in... (*your location*)

<https://tinyurl.com/ykeu356r>



NASP Social Justice Definition

Social justice is both a process and a goal that requires action. School psychologists work to ensure the protection of the educational rights, opportunities, and well-being of all children, especially those whose voices have been muted, identities obscured, or needs ignored. Social justice requires promoting non-discriminatory practices and the empowerment of families and communities. School psychologists enact social justice through culturally-responsive professional practice and advocacy to create schools, communities, and systems that ensure equity and fairness for all children.

Adopted by the NASP Board of Directors, April 2017

NASP Practice Model



Practices that Permeate All Aspects of Service Delivery

- Domain 1: Data-Based Decision Making
- Domain 2: Consultation and Collaboration

Direct and Indirect Services for Students, Families, and Schools

- Domain 3: Academic Interventions and Instructional Supports
- Domain 4: Mental and Behavioral Health Services and Interventions
- Domain 5: School-Wide Practices to Promote Learning
- Domain 6: Services to Promote Safe and Supportive Schools
- Domain 7: Family, School, and Community Collaboration

Foundations of School Psychology Service Delivery

- Domain 8: Equitable Practices for Diverse Student Populations
- Domain 9: Research and Evidence-Based Practice
- Domain 10: Legal, Ethical, and Professional Practice



Activity: Social Justice and the NASP Practice Model

<https://tinyurl.com/y2e4ymnp>

Barriers and Supports to Social Justice in School Psychology *(Shriberg et al., 2011)*

Personal

- Cultural proficiency
- Interpersonal skills and relationships
- Individual's commitment to social justice

Professional

- School/work climate
- Field's commitment to social justice

Societal

- Laws (e.g., emphasis on achievement testing)
- Cultural context

	Tier 3 & SPED	Tier 2	Tier 1	Society	
	Student	Classrooms & Groups	Schools & Districts	Families & Communities	Public
Direct	Individual Intervention	Group Intervention	School-Wide Intervention (e.g., PBIS)	Family Trainings	Join National Workgroup
Indirect	Advocating for Student Needs & Resources	Advocating for Student Group Needs & Resources	Advocating for Improved Policies and Systems-Level Procedures	Supporting Community Centers	Supporting Laws and Policies that Protect & Empower Youth

Activity: Social Justice Advocacy

Select a social justice issue and create a social justice action plan at each level of advocacy (i.e., client/student, school/community, public arena)

- What actions should be completed at this level?
- What knowledge and skills are needed to act at this level?
- Who are my allies? What alliances are needed?

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Social Justice Professional Growth

Social Justice Development: *Reflection Questions*

Start with personal, internal reflection

What are my biases? (Check out: Harvard's Project Implicit)

What is my view/role in advocacy with:

- A client/student empowerment (e.g., deficit thinking vs. strengths-based approaches)
- Collaborating with community organizations seeking to empower youth?
- Engaging in advocacy for youth and access to school-based mental health services at a district level? At a state level?

How do I empower marginalized group members or potential leaders to engage in this work?

Developing Your Social Justice Professional Growth Plan

	How comfortable do I feel advocating at this level?	What knowledge and skills are needed to act at this level?	What are my areas for self-reflection and professional development?
Client/Student Level			
School/Community Level			
Public Arena Level			

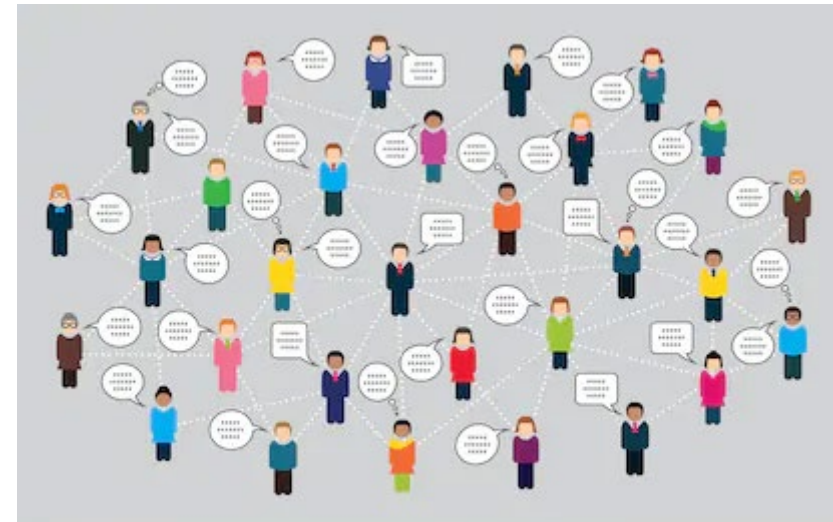
Finding Your Social Justice Network

Importance of having allies

- Provide support and encouragement
- Provide a sounding board
- Help to amplify social justice work

Multiple ally networks

- Critical friend relationships
- Within school/district
- Other education and psychology professional associations
- Community-based organizations



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Connecting with Social Justice Allies

Professional
Associations

Professional
Learning
Communities

Community
Organizations

Social Media

Educational
Blogs

Volunteer
Activities

Other
Connections?

Psychology Associations with a Social Justice Focus

AMENA (Arab, Middle Eastern, North African) Psychological Association

Asian American Psychological Association

Association of Black Psychologists

National Latinx Psychological Association

Psychologists for Social Responsibility

Society for Community Research and Action (APA Division 27)

Society for Indian Psychologists

Society for the Psychology of Sexual Orientation and Gender Diversity (APA Division 44)

Society for the Psychological Study of Social Issues (APA Division 9)

Society for the Psychological Study of Culture, Ethnicity, and Race (APA Division 45)

Education Associations/Conferences with a Social Justice Focus

Black Lives Matter at School

Creating Change Conference

Educators for Social Justice

Facing Race Conference

National Association for Bilingual Education

National Association for Multicultural Education

National Education Association – Center for Social Justice

Teachers for Social Justice

Teaching for Change

White Privilege Conference

Social Justice

In This Section

[NASP Antiracism Town Hall](#)

[Supporting Marginalized Students in Stressful Times: Tips for Educators](#)

[Supporting Vulnerable Students in Stressful Times: Tips for Parents](#)

[Implicit Bias: A Foundation for School Psychologists](#)

[SP4SJ Podcast and Google Hangout Series](#)

[External Social Justice Resources](#)

[Social Justice Lesson Plans](#)

[Intersectionality and School Psychology: Implications for Practice](#)

[Information for Schools Regarding the Final Rule on Public Charge and Its Potential Effects on Immigrant Students and Families](#)

Across the country, communities are coping with the consequences of social injustice: poverty, racism, inequity, violence, isolation, and economic segregation. These challenges undermine the capacity and well-being of our nation's most precious resource, our children. Indeed, there is no more important endeavor than helping our children and youth become positive, productive, valued citizens. We start by making their well-being and opportunity to grow an unequivocal priority no matter where they learn, play, and live. We must be advocates for the systems and services that lower barriers and create genuine, sustained equity and opportunity.

As parents, caregivers, and educators, we also have a critical responsibility to help children and youth see adults as keeping them safe, understand the challenges at hand within a problem-solving context, and see themselves as active participants in our collective national commitment to liberty and justice for all.

Front and center is the need to address in a meaningful way the issues of race, privilege, prejudice, and power. NASP has developed and/or identified these resources to help schools and families engage in constructive dialogue about these issues and the ways that all of us can work together to shift the conversation from hate and violence toward understanding and respect to ultimately bring about positive change and unity to our communities. We will be adding to these resources over time.

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Featured Resources



School Psychology Unified Anti-Racism Statement and Call to Action



NASP recently created infographics to introduce key issues to stakeholders and advocate for the work of school

psychologists.
[Download PDF](#)

NASP Social Justice Resource Page

<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/diversity-and-social-justice/social-justice>

- Antiracism Town Hall
- #SP4SJ Podcast Series
- National Book Read (*sponsored by the Social Justice Committee*)
- Social Justice Lesson Plans
- Resources on Understanding Bias and Privilege

Racism, Bias, and Discrimination Resources



What is racism?

Individual racism is a personal belief in the superiority of one's race over another. It is linked to racial prejudice and discriminatory behaviors, which can be an expression of implicit and explicit bias.

Institutionalized racism is a system of assigning value and allocating opportunity based on skin color. It unfairly privileges some individuals and groups over others and influences social institutions in our legal, education and governmental systems. It is reflected in disparities in, but not limited to, wealth, income, justice, employment, housing, medicine, education, and voting. It can be expressed implicitly or explicitly and occurs when a certain group is targeted and discriminated against based on race.

Stress in America™ 2020 - Stress in the Time of COVID-19, Volume Three
Discrimination continues to be a source of stress for the majority of Black Americans. Two in 3 Black adults (67%) cite discrimination as a significant source of stress in their life, compared with 55% of Black adults who cited it in May–June. More than 3 in 4 Black adults (78%) agree that being their race is difficult in today's society.

#EquityFlattensTheCurve

Join our network of behavioral and social scientists, advocates, activists, and community serving practitioners.

Members may access additional resources related to health equity and COVID-19.

JOIN THE NETWORK

APA Racism, Bias, and Discrimination Resources

<https://www.apa.org/topics/racism-bias-discrimination#>

- Understanding and Combatting Racism
- Recent Research
- Addressing Bias in Policing
- Talking about Race and Racism
- Advancing Health Equity
- Students and Education

Miseducation: Is There Racial Inequality in Your School?



Miseducation

Is There Racial Inequality at Your School?

By Lena V. Groeger, Annie Waldman and David Eads, October 16, 2018

civil rights data released by the U.S. Department of Education, ProPublica has built an open database to examine racial disparities in educational opportunities and school performance. Look up more than 96,000 individual public and charter schools and 17,000 districts that they compare with their counterparts. [About Our Data](#) | [Related Story](#) | [Local Stories](#)

Example: Cambridge Rindge & Latin High School | Charlottesville City Public Schools District | City of Chicago School District

RACE: **Black** | Hispanic

MEASURE: **Opportunity** | Discipline | Segregation | Achievement Gap

<https://projects.propublica.org/miseducation/>

Data from the US Department of Education

- Civil Rights Data Collection
- Common Core of Data
- Education Demographic and Geographic Estimates

Indicators

- Opportunity
- Discipline
- Segregation Index
- Achievement Gap

Resources for Learning More about Implicit Bias

Project Implicit

Project Implicit explores the “thoughts and feelings outside of conscious awareness and control” to help educate people about hidden biases. The Project offers more than a dozen tests to measure implicit bias in areas ranging from race and religion to gender and sexuality. The tests are confidential.

How to Overcome Our Biases? Walk Boldly Toward Them

In this powerful TEDx talk, Verna Myers offers three important calls of action for acknowledging our unconscious (and conscious) biases and changing our relationships with others, especially with young black men.

Who Me, Biased?

The *New York Times* produced a series of six short videos (between 1 and 3 minutes each) looking at the effects of our unconscious choices and attitudes.

Resources

Learning for Justice

Breaking the Prejudice Habit

National Association of School Psychologists

- Implicit Bias: A Foundation for School Psychologists
- Understanding Race and Privilege
- Social Justice Lesson Plans
- Intersectionality and School Psychology: Implications for Practice

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