



Dr. Rosemarie Allen
Metropolitan State University of Denver
Institute for Racial Equity and Excellence

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

Implicit Bias:
Aware is
Halfway There





Addressing Inequities

Let's level the playing field...



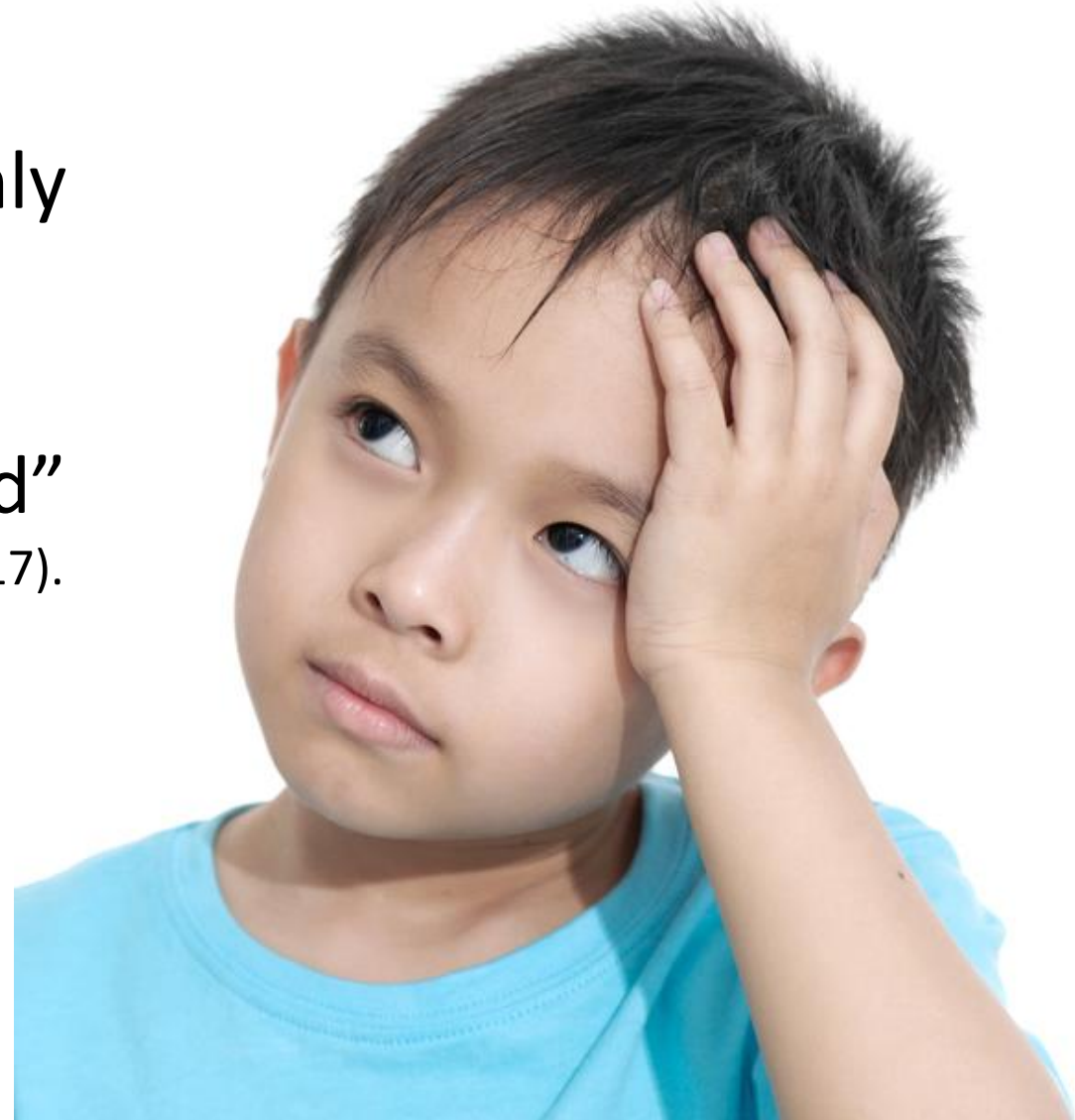
Young children
are being
suspended and
expelled from
preschool at
alarming rates.



Preschool children
are suspended 3
times children more
than kindergarten
through 12th grades
combined

“Across all types of settings, the average school day sees roughly 250 instances of a preschooler being suspended or expelled”


(Center for American Progress, 2017).



The United States Department of Ed. OCR data (2016) shows:
Patterns of racial and gender disproportionality:

- Boys represent 54% of the preschool population but 78% of those suspended.
- African American preschoolers are 3.6 times more likely to be suspended than their White peers.



A young African American girl with her hair in many small braids, some with pink hair ties, is lying on her stomach in a lush green grassy field. She is resting her chin on her hands and looking towards the camera with a gentle smile. The background is a soft-focus green field.

The New OCR (2016)

African American girls are 20% of preschool female population but 54% of girls suspended from preschool
(United States Department of Education, 2016)

Michael I. Norton



Color Blind Ideology:

Issues of equity are often avoided by adopting a colorblind ideology



Racial blindness promotes the fallacy that people are beyond bias and racism, ignores racial disparities, and places blame on communities of color





Elements of Culture



Don't Be "Culture Blind"



Culture: Everyone has one!

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

The Cultural Background We Bring With Us:



Kozleski, Elizabeth (2010). Culturally Responsive Teaching Matters! Equity Alliance

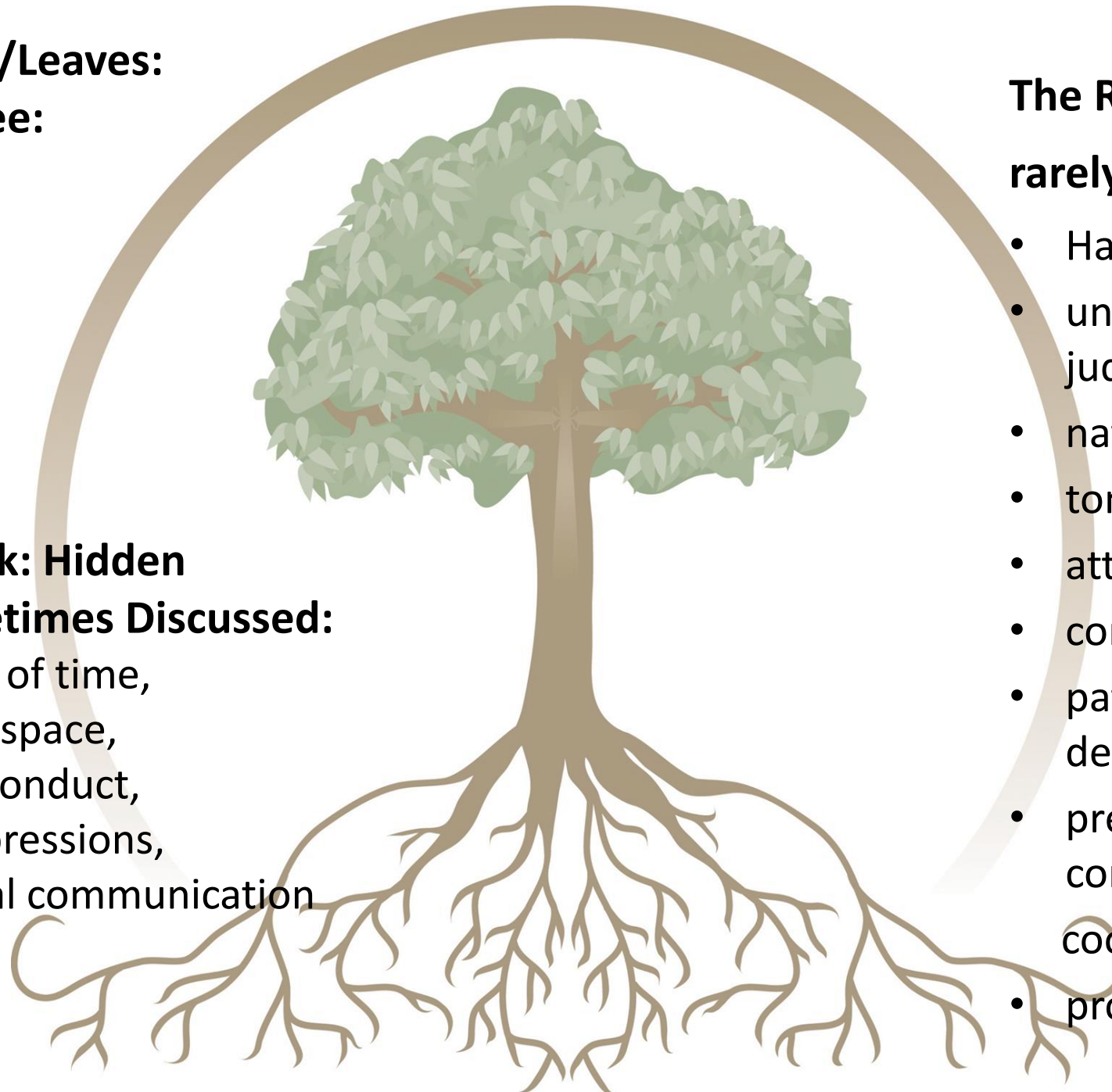
The Branch/Leaves:

What we see:

- Dress
- Music
- Food

At the Trunk: Hidden Rules Sometimes Discussed:

- concepts of time,
- personal space,
- rules of conduct,
- facial expressions,
- nonverbal communication



The Roots: Unseen and rarely discussed:

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

The Branch/Leaves:

What we see:

- Dress
- Music
- Food

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



**At the Trunk:
Hidden**

**Rules Sometimes
Discussed:**

- concepts of time,
- personal space,
- rules of conduct,
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A person's hands are visible, holding a white rectangular sign. The sign has the text "IT'S ALL ABOUT RELATIONSHIPS" written in large, bold, red, sans-serif capital letters. The background is a blurred bokeh of red and green lights. A white horizontal bar is positioned at the bottom of the image, containing the subtitle text.

**IT'S ALL
ABOUT
RELATIONSHIPS**

Nurturing and Supportive Relationships



Hot Button Activity



Challenging Patients/People

Hot Buttons

Write three challenging behaviors that “push your buttons.”



1. _____ 2. _____ 3. _____

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

1. _____ 2. _____ 3. _____

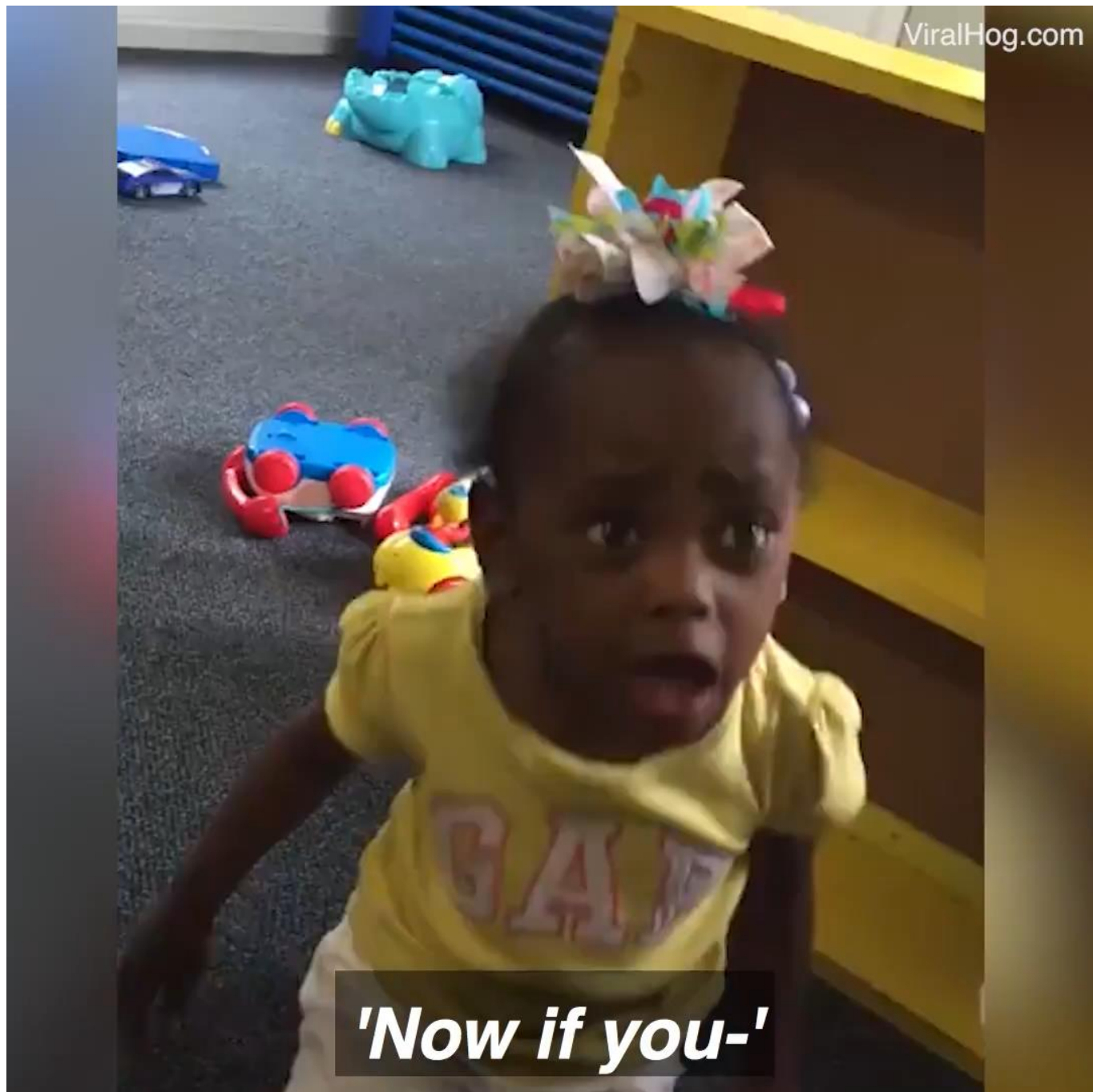
What do you do in response to each of these behaviors? Write down how you act/react when a child displays each behavior.

| | | |
|----|----|----|
| 1. | 2. | 3. |
|----|----|----|

Cultural Disconnects

- Most health care professionals are not aware of the cultural expectations of the home, family and community.
- The expectations of the family may be different from the practitioner's expectations.





'Now if you-'



Cultural Disconnects

Lead to
disproportionality in
health care practices



#Salontalk

**Hey girl and then I told him,
is you crazy?**

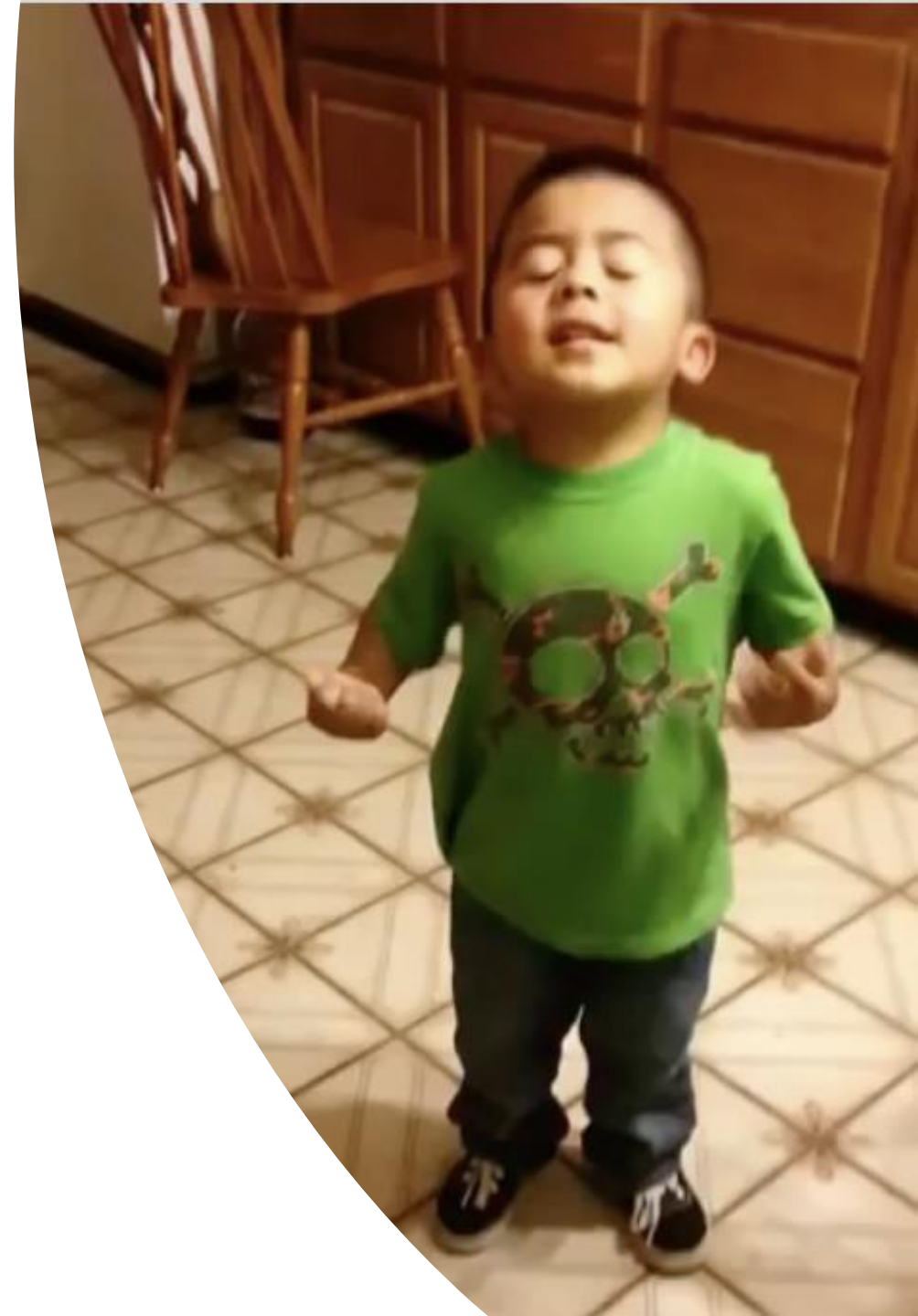


- How do we ensure this little girl's sweet spirit is embraced?
- How do we honor who she is in our classrooms?



How Do We Ensure the
Success for Mateo?

How do we honor Mateo in
our classroom without
breaking his spirit?





What cultural
stories
haven't you
considered?



Historical Trauma |

Not ACES, Not Toxic Stress,
but Historical Trauma




Historical Trauma

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

(Ford & Courtois, 2009).



- 
- The legacies from enslavement of African Americans,
 - displacement and murder of Indigenous people,
 - Jews who endured the Holocaust
 - Disenfranchisement of Mexicans after the Mexican-American War

have been transferred to current descendants of these groups and others.

The result of these events is traumatic stress experienced across generations by individual members of targeted communities



The impacts have resulted in mental and social scars including feelings of inferiority, **paranoia of government systems**, powerlessness, and problems with self-identity (Carter, 2007).





This type of trauma is often associated with racial and ethnic groups in the US who have suffered major intergenerational losses and assaults on their culture and well-being.


(Ford & Courtois, 2009).

-
- The impact is not only about what has happened in the past, **but also about what is still happening** in the present to target a group of people or actions by others that serve as reminders of historical targeting (Evans-Campbell, 2008).





Common
reactions to
racial trauma
include:

- increased vigilance and suspicion,
 - increased sensitivity to threat,
 - sense of a foreshortened future, and
 - more maladaptive responses to stress
 - (Comas-Diaz, 2016).
- 



Strategies for Engaging Families

(McDonald, 2010)



Promote and deliver services in a non-stigmatizing and non-threatening way

(McDonald, 2010)

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



Considerations

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

Employ Strategies That Empower Families

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

(McDonald, 2010)





Considerations

(McDonald, 2010)

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

Develop Relationships

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

(McDonald, 2010)



Relationships with Families

- Non—judgmental
- Respectful
- Encouraging
- Empowering
- Authentic

(McDonald, 2010)





Relationships with Communities

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

Relationships with Other Service Providers

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

(McDonald, 2010)



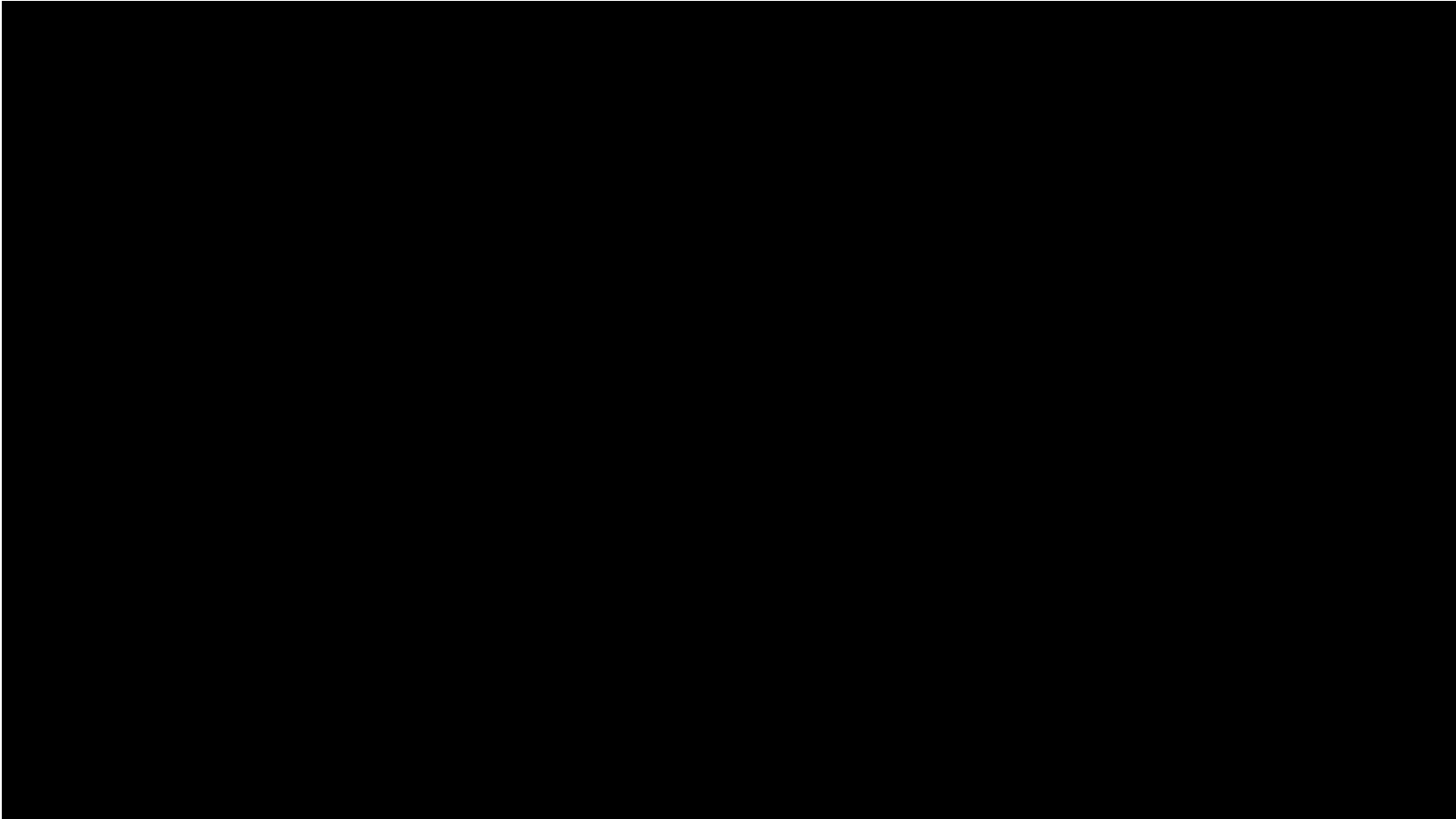


Relationships are at the heart of reaching these families!

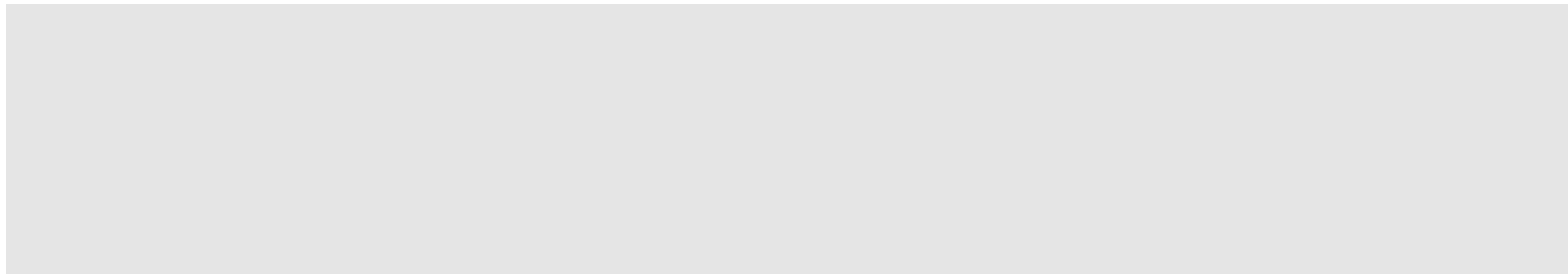
A dark blue, irregularly shaped graphic with a splatter effect, containing white text. The graphic is centered on a white background and has a rough, ink-like border with small blue droplets scattered around it.

When you Witness
a Microaggression

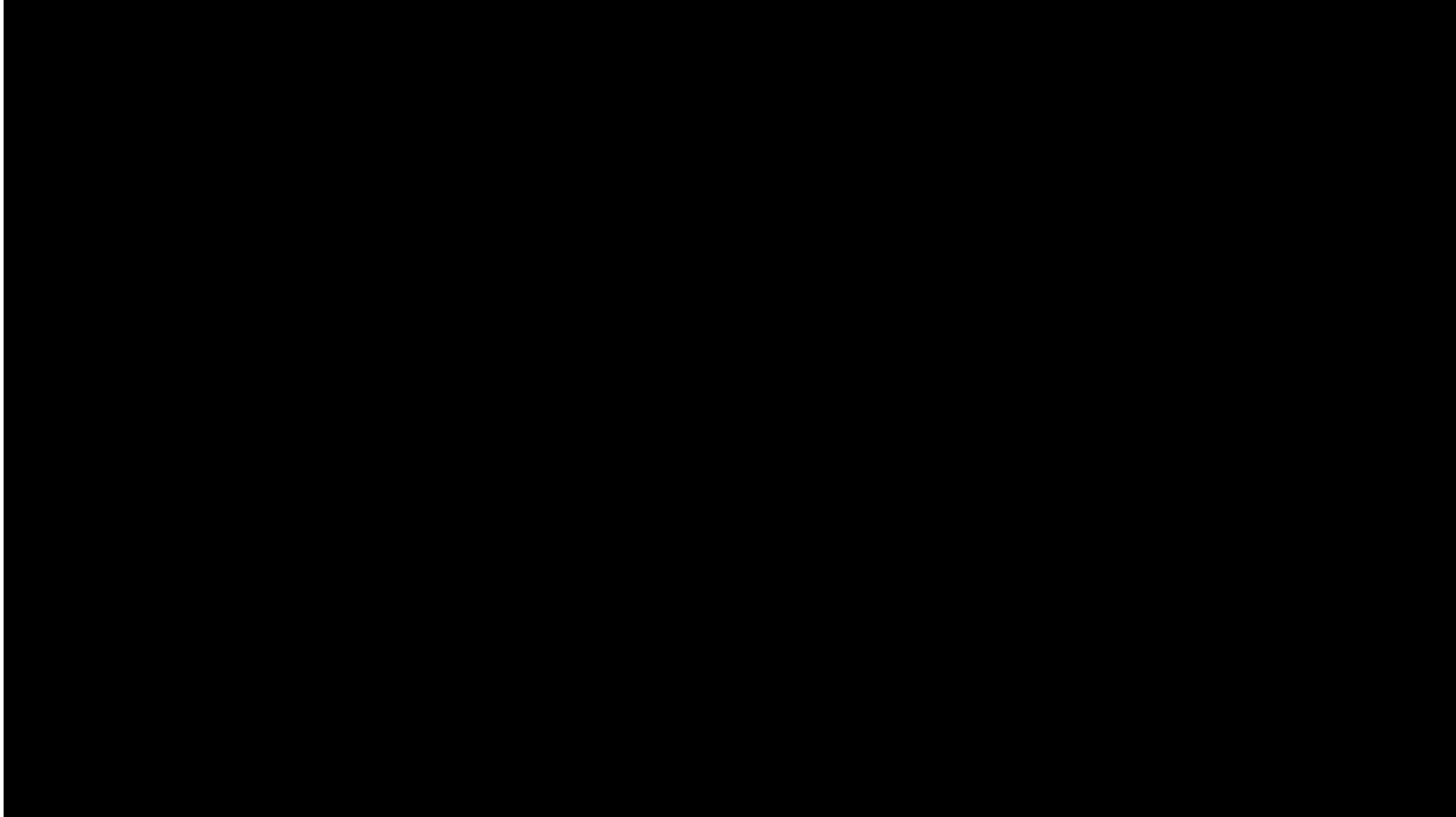
What You Can Do



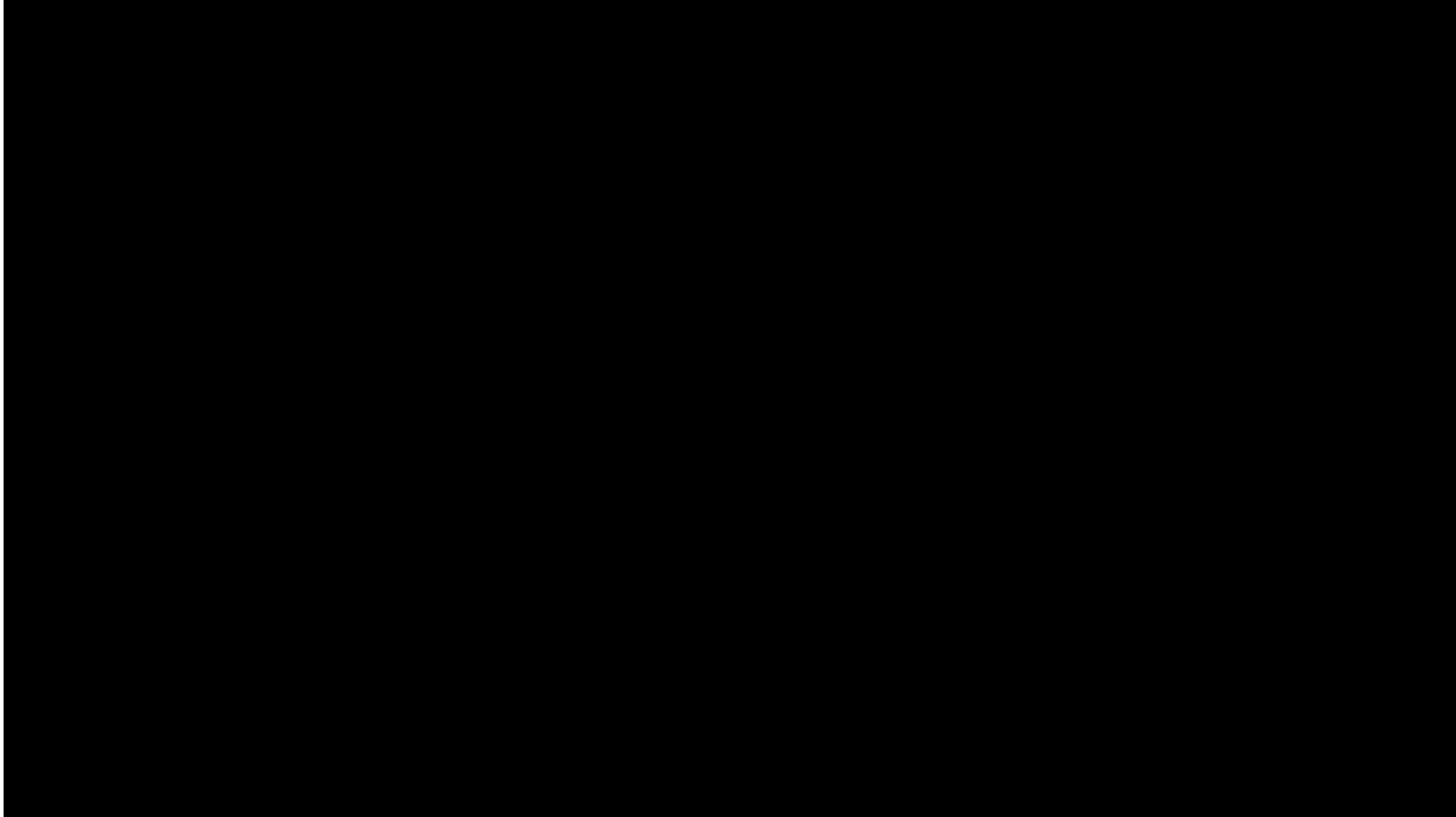
Create a Treasure Chest of Responses



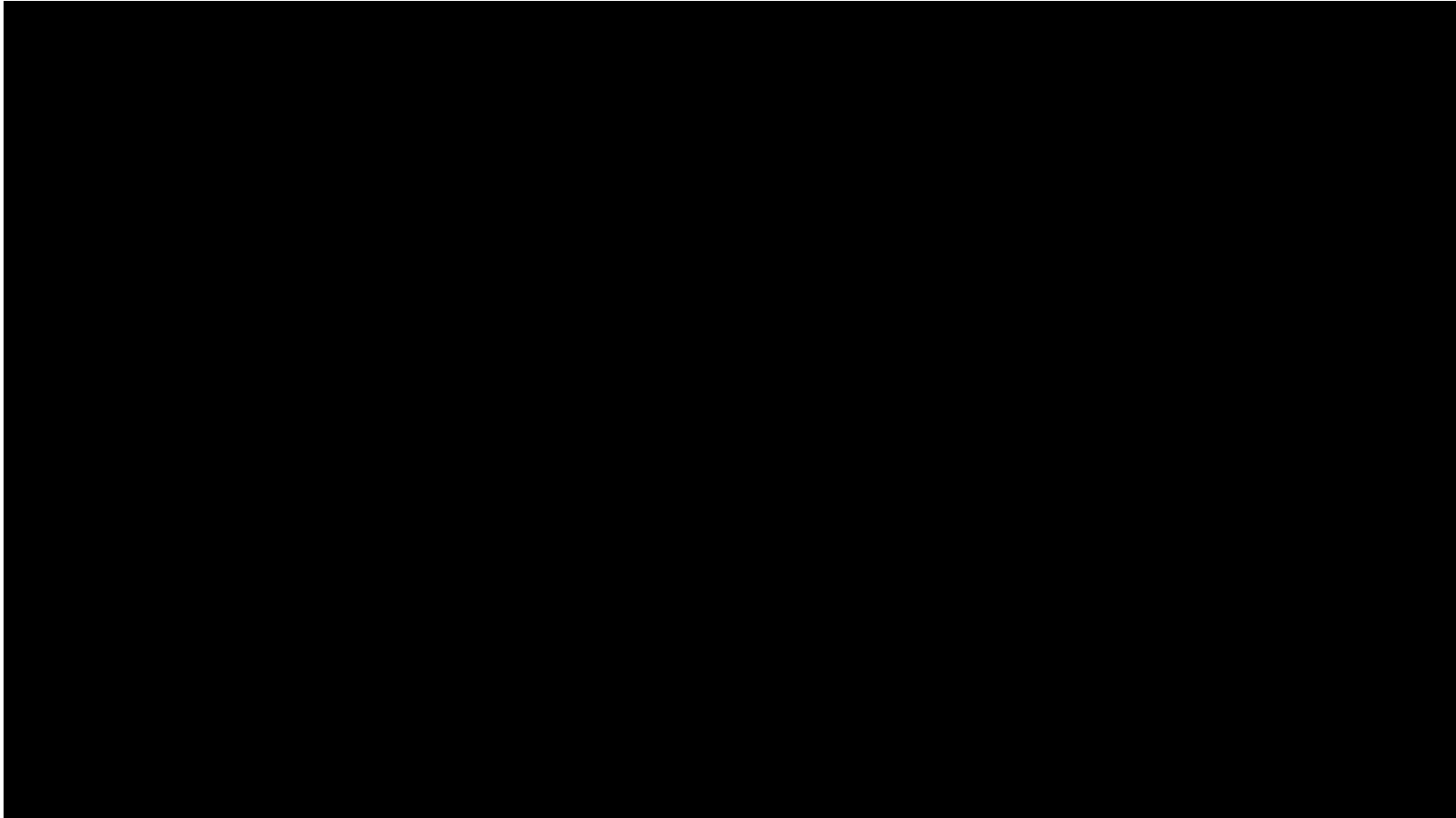
Practice: What Can You Say?



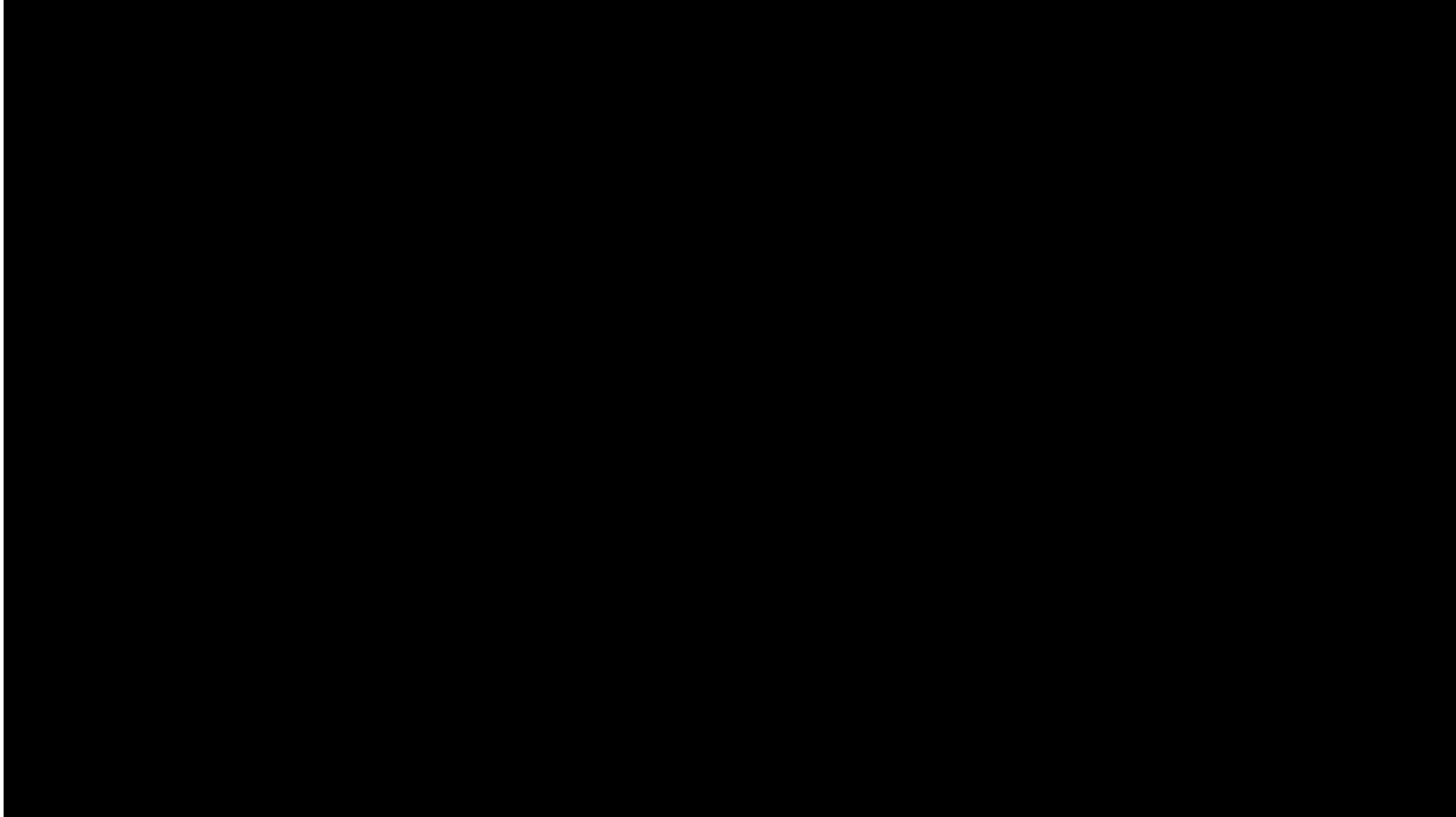
Practice: What Can You Say?



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Practice: What Can You Say?



Meeting On A Human Level





Extending Dignity

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

(Donna Hicks)

*By Donna Hicks,
Adapted by R. Allen from The White Ally Toolkit by D. Camp*

What Now?



Use
Micro-
affirmations





Practice Cultural Humility


Practice active & deep listening

Be aware of body language

Know and own what you don't know

Know your boundaries

Know when to ask for help



YOU Have the
Power to Change
Hearts to Change
Practice