

New Jersey Child Care Resource and Referral
Community of Practice
Diversity, Equity, and Inclusion

All Children Belong Here. This is Our Pledge to You. <https://www.antibiasleadersece.com/wp-content/uploads/2017/03/PledgeEnglish.pdf>

Diversity, Equity, and Inclusion Questions:
<https://blog.aboveboard.com/diversity-equity-inclusion-questions>

Ladder of Inference: <https://asana.com/resources/ladder-of-inference>

Supervisor's Tool for Inclusive Leadership: <https://hbr.org/2021/04/how-inclusive-is-your-leadership>

Creating Diverse and Inclusive Learning Environments

Empowering Staff to Tackle Implicit Bias and Rethink Preschool Suspensions

by Ebonyse Mead and Kara Lehnhardt



Ebonyse Mead has over 16 years of experience working as a practitioner at the community level with families and young children ages birth to five. Her primary experience has been in child development, parent education, and family support. Mead has worked

primarily with communities of color serving families and children in evidenced-based home visiting programs. She received her master's degree in human service counseling from Concordia University Chicago in 2007 and completed a graduate certificate in infant/toddler mental health from Arcadia University in 2012. In May 2015, Mead graduated with a master's of science in family studies, and is currently a doctoral candidate in the early childhood education program at Concordia University Chicago. Presently, she is employed as a family support program officer at the North Carolina Partnership for Children/Smart Start, where she provides training, technical assistance, and consultation to local Smart Start partnerships. Mead is passionate about creating diverse and equitable programs and practices for racially and ethnically diverse families and their children.



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served as the director of technology initiatives at the McCormick Center for Early Childhood Leadership where she launched the Aim4Excellence™ online national director credential and oversaw the center's marketing and communication efforts. She has worked in the child care resource and referral system, orchestrating provider professional development opportunities and parent education initiatives. She holds true to the mantra that "learning is both lifelong and everyday" and helps individuals and organizations cultivate their strengths and do their best work. She holds a bachelor's degree in organizational communication, a master's in business administration, and has been recognized as an Exchange Emerging Leader.

Many of us have been there. Sitting in conversation with a teacher or program leader, we go through the laundry list of a particular child's difficult behavior. We list the approaches we have already tried. We wonder what else we could possibly do. Exhausted and frustrated, we turn to our last option; we send the child home.

If this scenario sounds familiar, you are not alone. In 2016, the United States Department of Education estimated that early childhood programs suspended 2.7 percent of children served—that is 13 times the suspension rate of K-12 schools. The problem, we have recently learned, is that severe disciplinary and exclusionary practices in preschool settings have the potential to set children on a trajectory toward negative developmental outcomes. In fact, children who have been expelled or suspended in these early years are more likely to experience myriad challenges later, including school delinquency, poor academic performance, school dropout, and the preschool-to-prison pipeline (Meek & Gilliam, 2016; Losen & Skiba; 2010; Gregory, Skiba, & Noguera, 2010). Our goal as dedicated educators is just the opposite—to help children develop a lifelong love for learning with positive development outcomes. So, what can we do as program leaders to better support teachers so we don't reach the "last

resort" scenario of suspending or expelling the child?

First of all, it is important to acknowledge that there is more to the high levels of expulsion and suspension in our field than challenging behaviors alone. While challenging behaviors are often cited as the primary reasons young children are suspended or expelled from preschool environments, challenging behaviors alone do not explain the disproportionate rates of preschool children of color—in particular black children—who are pushed out. The numbers suggest that some level of bias may be present in our decisions. To illustrate, consider the following sobering statistics:

- 6,700 children attending public preschool were suspended at least once in 2013-2014.
- Children in child care are suspended at 27.4/1,000 compared to 2.1/1,000 in the K-12 realm. In other words, the suspension rate in child care programs is 13 times higher than that in the K-12 system.
- Black preschool children are 3.6 times more likely to receive one or more out-of-school suspensions than white children.

■ Black boys represent 19 percent of the male preschool enrollment, but represent 45 percent of preschoolers suspended one or more times. Black girls make up 20 percent of preschool female enrollment, but represent 54 percent of female preschoolers suspended one or more times (United States Department of Education, 2016).

You may be thinking, “But how can this be? I am not biased! And I doubt most well-intentioned educators are.” The truth is, we *all* have biases. Many of our biases result from our experiences, perceived stereotypes, and lack of exposure to other groups and cultures. These unconscious biases can influence how we perceive, respond, and interact with young children, especially children from different racial or ethnic backgrounds. We call these unconscious influences implicit bias. The Kirwan Institute for the Study of Race and Ethnicity defines implicit bias as the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. Because implicit bias impacts our actions and decisions as educators, we find racial bias commonplace throughout our educational systems, especially as it relates to disciplinary practices.

As early childhood classrooms become more racially and ethnically diverse, the need for equity in our early childhood programs is paramount. So where do we start? A key first step to address bias and promote an inclusive learning environment for all children in our programs is to adopt an equity pedagogy. Bredekamp (2011) defines an equity pedagogy as teaching about differences as well as oppression and equity. Adopting an equity pedagogy includes examining biases, assumptions, and prejudices. It means bringing bias to the surface, as well as developing norms in our programs that build equity for all children and families.



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Staff may or may not come into our programs having thought about these topics before. Teacher education programs vary in the ways they prepare teachers to work with children of diverse cultural backgrounds; your teachers may come to your program with limited understanding of the cultures of the children and families served. Barnes (2006) argues that this “cultural disconnect produces negative interactions between teachers and students, thus reinforcing stereotypes and prejudices.” In order to mend the cultural disconnect, we as early childhood administrators must lead the way to help the program become culturally competent.

How do we lead the way? What does it look like to adopt an equity pedagogy in our early childhood programs and build cultural competence? We offer the following strategies to get you started. After each, you will find an organizational development activity to try in your own program.

Help Teachers Understand the Suspension/Expulsion Problem

Few teachers and program staff are aware of the concern regarding early childhood suspensions and expulsions, nor do they recognize the long-term consequences. A starting point in programs can be to help teachers understand the extent of the problem. Consider ways to help your staff explore and discuss the statistics mentioned above.

TRY IT ACTIVITY Ahead of your next staff meeting, ask teachers to read the article, “Do Early Educators’ Implicit Biases Regarding Sex and Race Relate to Behavior Expectations and Recommendations of Preschool Expulsions and Suspension?” (http://ziglercenter.yale.edu/publications/Preschool%20Implicit%20Bias%20Policy%20Brief_final_9_26_276766_5379_v1.pdf) At the staff meeting, ask staff attendees to share 1) What stood out to them after reading the data? and 2) What

might be driving the disproportionate rate children of color—in particular black children—are being suspended or expelled? Introduce the concept of implicit bias.

Examine Biases

A fruitful—and often eye-opening—activity for educators is to reflect on and identify biases. (Remember that we all have them!) The program administrator sets the tone for the school climate, so digging deep and examining your own biases is a good place to start. From there, extend conversations and activities to include your staff.

TRY IT ACTIVITY Have each person on your staff complete an implicit bias test. (Popular implicit bias tests created by Project Implicit at Harvard University can be found at <https://implicit.harvard.edu/implicit/takeatest.html>) Engage in reflective discussions and challenge current assumptions and biases. Ask the following questions: 1) Do we view diversity and exceptionalities as strengths and believe that all children can succeed? 2) Are our classroom materials free from bias and stereotypical images? 3) How can we intervene when we hear comments that exclude someone, show bias, or are discriminatory? (These self-assessment questions were developed by authors Dora Chen, John Nimmo, and Heather Fraser, and

are designed to guide educators in reflecting on anti-bias curriculum, planning and implementation, 2009.)

Create Diverse and Inclusive Learning Environments

As demographics shift in the United States, we find that our early childhood classrooms are increasingly filled with students from different racial, ethnic, and linguistic backgrounds. Because of the increase in diversity, the need for diverse and inclusive learning environments in early childhood is paramount. Creating diverse and inclusive learning environments supports the educational advancement of all learners. Children from diverse backgrounds especially benefit from diverse and inclusive learning environments; culturally responsive classrooms make children feel welcomed, valued, and supported (Barnes, 2006). Ask yourself and your teachers how your program is working to be understanding, sensitive, and responsive to the diverse cultural needs, beliefs, and practices of the children and families you serve. How are children in your program learning every day to be effective citizens in the diverse world in which they will grow up? Work alongside teachers to cultivate activities, encourage dialogue, and include developmentally appropriate materials that allow children to learn about and respect differences.

tive racial and ethnic identity in younger children.

Create Culturally Responsive Programming that Engages Families

It takes intentionality to engage a culturally diverse group of families. By including the cultural backgrounds of families when developing family engagement activities and events, families are more likely to take part because they feel welcomed, respected, and valued. Marschall (2006) argues that knowing what motivates families across all cultural and linguistic backgrounds to engage in their children's education is essential for early childhood educators interested in increasing families' engagement with schools. Use your existing resources; family members themselves can be great assets to help you think through and develop programming that encourages sharing and connection-building.

TRY IT ACTIVITY Gather a group of teachers and/or parents and ask the group to plan one or more authentic situation designed to help families and children truly get to know one another's cultures. Examples might include hosting a cultural night or attending a neighborhood event or planning a field trip to a culturally diverse neighborhood, in order to provide the opportunity for people to see and appreciate cultural differences firsthand.

Provide Professional Development Around Addressing Challenging Behaviors

Identifying and addressing bias is crucial in reducing expulsions and suspensions, but we cannot forget the importance of supporting teachers in addressing challenging behaviors. Hitting, biting, throwing tantrums, or punching others are often cited as the main contributing factors for preschool suspensions and expulsions. And, while teachers often cite challenging behaviors in the class-



Photo courtesy of World Forum Foundation

TRY IT ACTIVITY

Work alongside teachers to introduce images and materials that are reflective of the cultures of children and families served in the program. For example, the books *Shades of Black: A Celebration of our Children* and *I am Latino: The Beauty in Me* can be used to build posi-

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room as one of their greatest challenges, they tend to have limited training around how to address them (Gilliam, 2005; Gilliam & Shahar, 2006). Teachers need preparation and a full set of tools both to deal with challenging behaviors when they see them and—perhaps more importantly—to prevent such behaviors in the first place. Professional development that defines root causes of challenging behaviors, provides additional strategies for addressing them, and encourages teachers to reflect and try out strategies can be fruitful. Reassure teachers that they do not have to do it alone. Collect and share with them names of available resources, such as area social service and education agencies, mental health consultants, technical assistance specialists, and others who may be of additional support to help the program as challenging behaviors are identified.

TRY IT ACTIVITY Check out the Exchange professional development series: Turnkey: Addressing Challenging Behaviors: Promoting Social and Emotional Health in Young Children at www.childcareexchange.com/acb. In this engaging professional development experience, teachers learn through video instruction followed by guided discussion that encourages self-reflection.

Empower Teachers to Understand the Importance of their Role

Early childhood teachers are in a powerful role to support young children's development, love for lifelong learning, and resilience against traumatic experiences. Helping teachers think about the lasting imprint they have on the little lives around them can help them acknowledge the importance of their roles in supporting children's healthy social and emotional development. They begin to see themselves as detectives getting to the root of challenging behaviors and identifying how their own bias and values influence how they respond to such behaviors. They

want to reduce their own biases for the good of each child in the classroom. With those frameworks and plenty of support, excluding children from the very settings that forge social/emotional foundations becomes illogical. Teachers begin to see their roles as critical to children's social-emotional development.

TRY IT ACTIVITY On index cards, ask teachers to list out the social/emotional skills or traits they wish every one of their students would possess in adulthood. (For example, they might list things like "kindness," "good listener," "forgiving," "trustworthy," etc.) Ask teachers to talk about the skills or traits they listed and why they are important. Then, have teachers share the ways they can model those traits or skills in their teaching practices.

Commit to Getting Started

As the program administrator, you set the tone for all that follows in your program. You are the first step in addressing the expulsion/suspension problem in early childhood education. You are the first step in minimizing biases and helping teachers strive toward equity for *all* children. Get started by having an honest conversation with yourself. Broaden those conversations to staff. Then, find ways to build equity into all you do every day with children and families. When administrators and educators begin to talk about bias and boldly model these new behaviors, the benefits come full circle; there are positive outcomes for children, families feel supported and whole communities share in our future.

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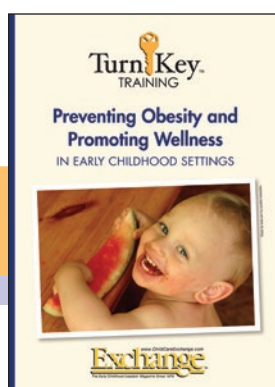
United States Department of Education office of Civil Rights. (2016). Data snapshot: School discipline.

Addressing Challenging Behaviors

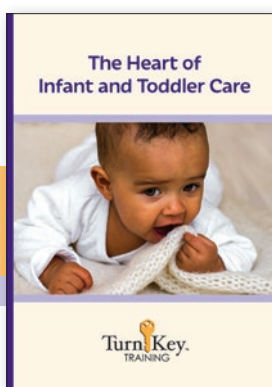
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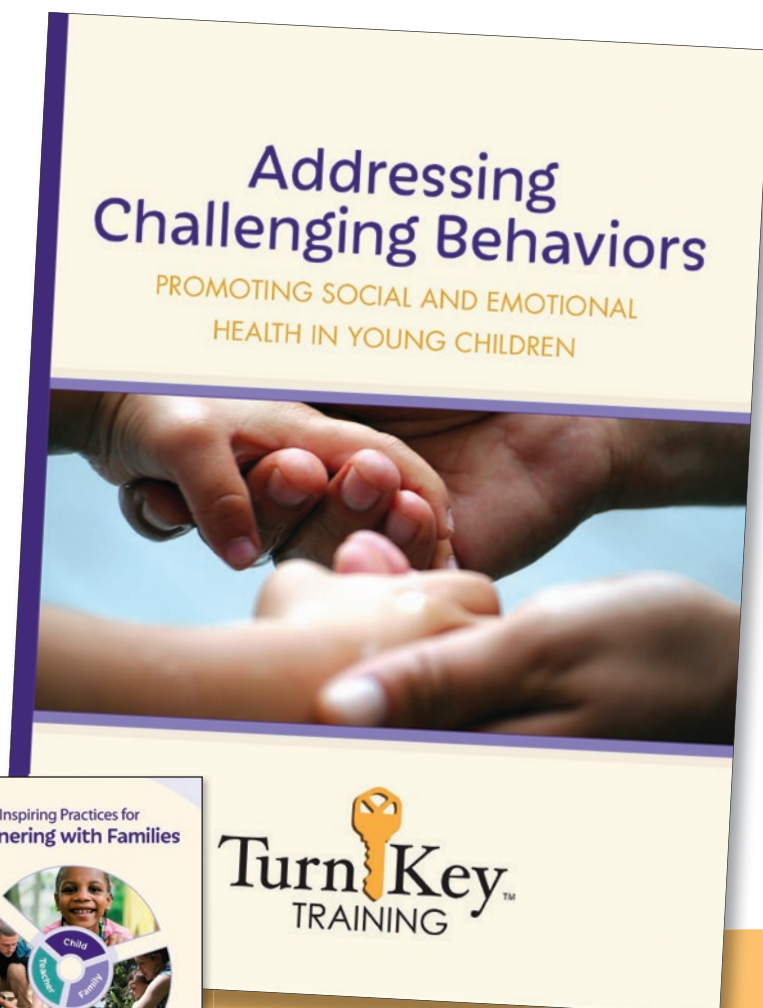
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How To Have A Difficult Conversation Resource List

Articles:

Harvard Business Review

<https://hbr.org/2017/05/how-to-have-difficult-conversations-when-you-dont-like-conflict>

<https://online.hbs.edu/blog/post/how-to-have-difficult-conversations-with-employees>

Psychology Today

<https://www.psychologytoday.com/us/blog/i-hear-you/202105/7-tips-getting-through-difficult-conversations>

Websites:

Community Justice Center

<https://communityjusticecenter.org/national-resources-for-restorative-justice/>

Podcasts/Videos:

Mel Robbins

<https://www.youtube.com/watch?v=GeZU5JgomiE>

<https://www.melrobbins.com/podcast>

Brene Brown – Dare to Lead

<https://brenebrown.com/podcast-show/dare-to-lead/>

Books:

Crucial Conversations by Kerry Patterson, Joseph Grenny, Al Switzler, Ron McMillan

How to Overcome Negativity in the Workplace by Lani Arredondo

21 Ways to Diffuse Anger and Calm People Down by Michael Staver

The Mediator's Handbook by Jennifer E. Beer with Eileen Stief

The Little Book of Conflict Transformation by John Paul Lederach

How to Have a Difficult Conversation

Crucial
Conversations

JENNIFER CLEMENT

What is a difficult conversation??

A discussion between two or more people where...

- Stakes can be high
- Opinions may vary
- Emotions can run strong
- Outcomes could impact life





Difficult Conversations

WHAT MAKES CONVERSATIONS DIFFICULT?

- Types?
- Topics?

Why – Why – Why?

Want to assist and support people to do better

Want to see something different

Want to create forward movement

Personal and professional

- Want CHANGE



Having Difficult Conversations



Identify the problem / issue

Ask yourself questions

Seek interests

Create a safe space

Acknowledge mutual purpose

Foster mutual respect

Seek solutions

Develop action plans

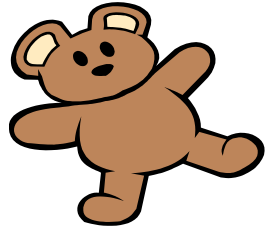
Follow-up

5 Styles of Conflict Management

Avoider



Accommodator



Competitor



Compromiser



Collaborator



Relationship
vs.
Goal

Choosing a Style

High Importance

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Low Importance



Goals

High Importance



Core Principles of Difficult Conversations

Identify the **actual** (??) problem

Remain future-focused, work towards outcomes

Be willing to assume ownership of issues

Have control of your emotions instead of losing your cool

Speak persuasively, not abrasively

Watch for signs that safety is at risk and make it safe to talk

Assist others when they're feeling hurt, scared, or defensive

Go from talking to getting results

Factors that Impact Communication

Values

Level of trust

Assumptions/biases

Cultural practices

Communication styles

Use of gestures

Comfort level and fluency with
the language used

Spatial comfort

Whole Person Concept

Positions Vs. Interests

INTERESTS/NEEDS

80%

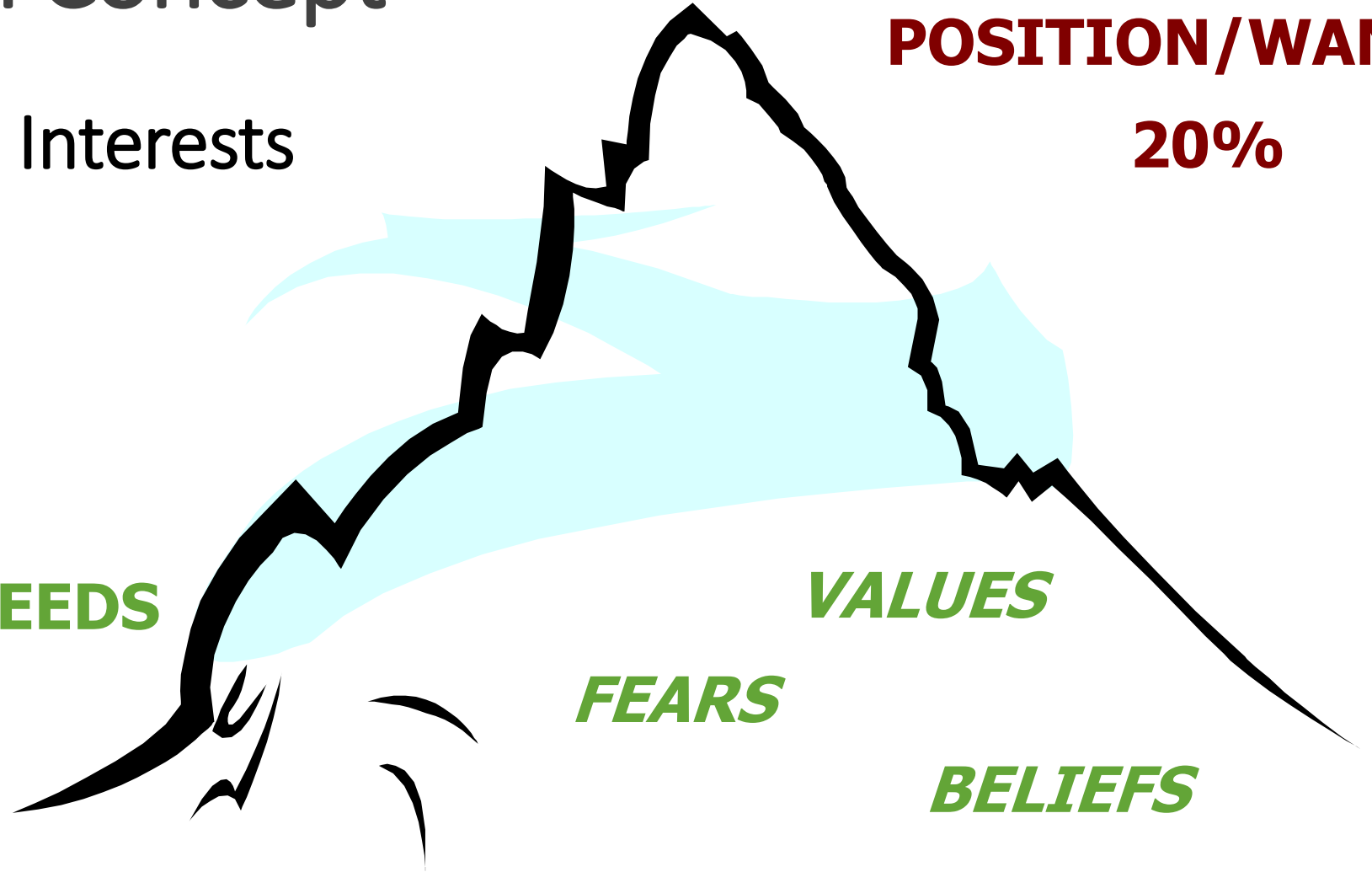
POSITION/WANTS

20%

VALUES

FEARS

BELIEFS



Forward Movement

Moving beyond *positions* (wants)

To *interests* (needs)

POSITION:

- Your position is something you have decided upon. It is what you say you want. It represents one possible solution-- one that satisfies you.

INTERESTS:

- Your interests are what caused you to decide on your position. It is what motivates you. It represents your values and your *underlying needs*.

Prerequisites for Effective Communication

Clarification of one's own position

Ability to present one's viewpoint clearly

Attentive listening to others

Thoughtful questioning

Awareness of verbal and non-verbal cues



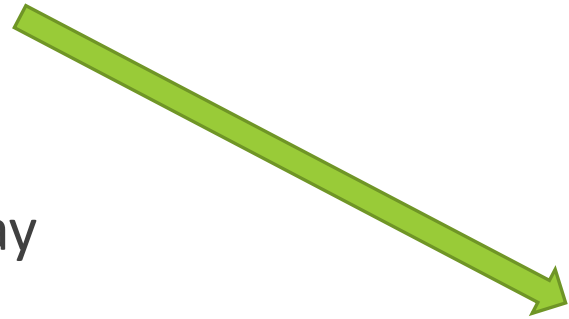
Essentials for Effective Communication

Check your ego

Mean what you say

Counter defensiveness with humility

Don't stoop to another level



Set the emotional tone

Be willing to not be totally right...possibly wrong

It is not about winning

People don't become defensive because of what you're saying (the content).

People become defensive because of why they think you're saying it (the intent)

Intent vs Impact

Tone Policing



Assertive/Persuasive Speaking

- Think before you speak
- Say what you mean and mean what you say
- Separate facts from feelings
- Focus on the action - not your interpretation
- Take responsibility for your feelings/ reactions and deal with how this is impacting you
- Tell the other person what you want as opposed to what you don't want or don't like



Getting Started - Prep

Consider intent

Preferred outcome

Location

Timing

Content



Personal Practice/Considerations

Purpose:

- What do you hope to accomplish by having this conversation?

Sort Out What Happened

Where does your story come from (information, past experiences, rules)? Theirs?

What impact has this situation had on you? What might their intentions have been?

What have you each contributed to the problem?

Understand Emotions

Explore your emotional footprint, and the bundle of emotions you experience.

Ground Your Identity

What's at stake for you about you? What do you need to accept to be better grounded?

Questions to Ask Yourself

What, exactly, are they doing or not doing?

What do I find difficult about their behavior?

How are they likely to react?

How can I change my behavior?

What can I do to make things better?

What could I stop doing?

What could I ask?

What could I stop asking?



During the Conversation Pay attention to...

Physical signals

- Body responses – sweaty hands, dry mouth or eyes, etc.

Emotional signals

- Anger – tightness of shoulders and neck
- Hurt – tightness of chest
- Fear – tightness of stomach

Behavioral signals

- Raising of voice
- Pointing of finger
- Becoming quiet



During the Conversation - Safety

Be observant

Non-threatening

Personal space

Tone, rate, cadence of voice

Setting

No surprises (notification)

Mutual Respect

Mutual Purpose

When speaking...

Focus on the present conflict

- Avoid historical flip-flopping

Describe

- how you feel/how you see the situation
- why you feel that way

I-Statements (if applicable)

- Use a (one) feeling word
- Describe your needs
- Speak about yourself

True or False

A businessman had just turned off the lights in the store when a man appeared and demanded money. The owner opened a cash register. The contents of the cash register were scooped up, and the man sped away. A member of the police force was notified promptly.

A businessman had just turned off the lights in the store when a man appeared and demanded money. The owner opened a cash register. The contents of the cash register were scooped up, and the man sped away. A member of the police force was notified promptly.

1. A man appeared after the owner had turned off his store lights.
2. The robber was a man.
3. The man who appeared did not demand money.
4. The man who opened the cash register was the owner.
5. The store owner scooped up the contents of the cash register and ran away.
6. Someone opened a cash register.
7. After the man who demanded the money scooped up the contents of the cash register, he ran away.
8. While the cash register contained money, the story does not state how much.

A businessman had just turned off the lights in the store when a man appeared and demanded money. The owner opened a cash register. The contents of the cash register were scooped up, and the man sped away. A member of the police force was notified promptly.

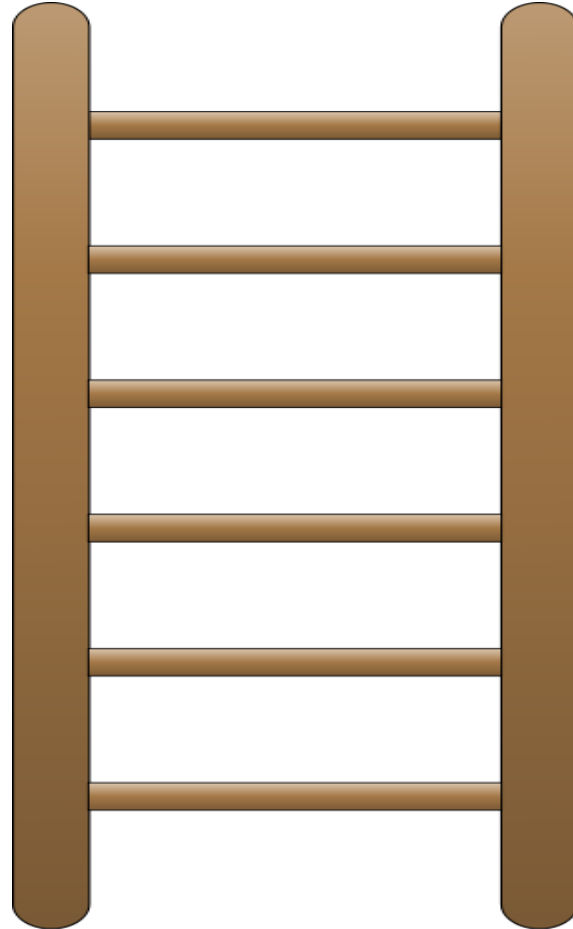
9. The robber demanded money of the owner.
10. A businessman had just turned off the lights when a man appeared in the store.
11. It was broad daylight when the man appeared.
12. The man who appeared opened the cash register.
13. No one demanded money.
14. The story concerns a series of events in which only three persons are referred to: the owner of the store, a man who demanded money, and a member of the police force.
15. The following events were included in the story: Someone demanded money, a cash register was opened, its contents were scooped up, and a man dashed out of the store.

Ladder of Inference

I adopt beliefs

I make assumptions

I select meaning



I take actions based on my beliefs

I draw conclusions

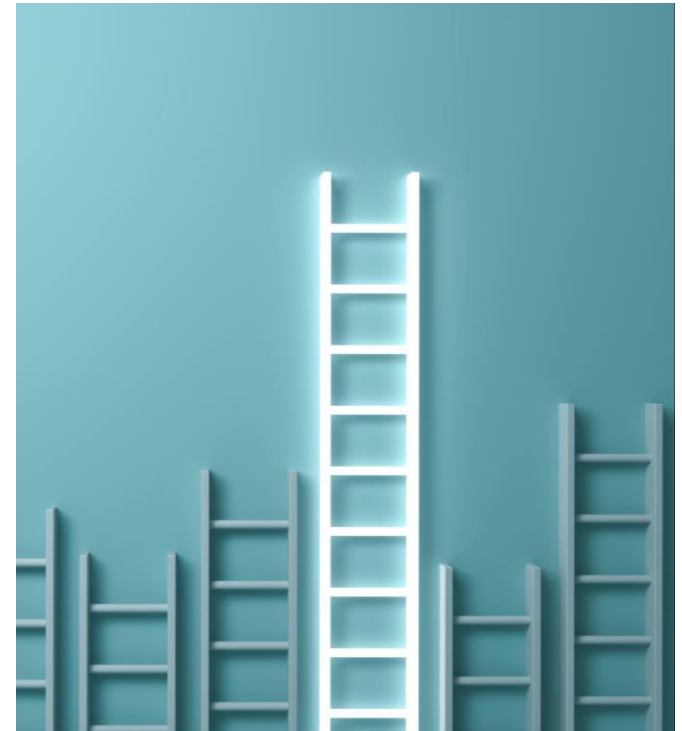
I add meaning

Observable data plus experience

Combating the Ladder of Inference

Ask Yourself

- The journalist's questions: Who? What? When? Where? How?
- What is the data that I selected to attend to?
- Do I have all the pertinent data?
- What other information is there about what actually occurred?
- Do I have all the perspectives included that have pertinent information?



Combating the ladder of inference continued...

What assumptions am I making?

What values or beliefs am I imposing?

What information am I generating that may not be true...

- About people & their thinking?
- About the context?
- About the significance of events or information?
- About possible results or consequences?

Taking Action

- What resulted from this action?
- Are the results what I intended?
- What unintended results occurred?
- Are these results moving toward the larger vision, beyond this particular circumstance?

Effective Questions

STARTING QUESTIONS

What's been happening and how do you feel about it?

Can you tell me your view of the situation?

QUESTIONS TO GET INFORMATION

Could you tell me more about_____?

Can you explain_____?

Can you help me understand why_____?

Could you describe what happened when_____?

Effective Questions Continued...

QUESTIONS TO GET AT INTERESTS

Why is ____ important to you?

What bothers you about the situation?

What do you *really* want to have happen?
Why?

It sounds like _____ matters to you a lot—is that right?

QUESTIONS TO GET TO SOLUTIONS

What might work for you?

What can YOU do to help resolve this issue?

What are some other things you might try?

What would make this solution work better for you?

Potential Problems with Questions

Bombardment/Grilling

- Too many questions will tend to put many people on the defensive.

Questions as Statements

- Used as a way to sell your point of view such as “What do you think of trying relaxation exercises instead of what you are doing now?”

Questions and Cultural Differences

- Be careful of asking questions too quickly for some cultures take that offensively. Sometimes excess questions result in mistrust of the listener.

Why Questions

- “Why” questions often put the individual on the defensive and cause discomfort.
- These questions tend to make people feel they have been attacked. Be careful in how you use these.

Questions and Control

- The person who asks the questions is usually in control of the conversation. They usually determine the conditions and topic of conversation.



Active Listening

Guidelines:

- Listen attentively without interrupting
- Try to understand
 - How the person feels
 - What he/she wants
 - Why he/she wants it
- Tell the person what you heard

Active Listening in Problem Solving

PAY ATTENTION TO...

- Spoken words
- Body language
- Voice intonation
- Facial expression
- Silence

DON'T...

- Interrupt
- Offer advice
- Judge
- Ridicule/criticize
- Bring up your own experience
- Look bored, disinterested or disbelieving
- Console



So, what I heard you say...

Restate

- Basic ideas and facts

Summarize

- Major ideas expressed and feelings

Reflect

- Basic feelings

Having Difficult Conversations



Identify the problem / issue

Ask yourself questions

Seek interests

Create a safe space

Acknowledge mutual purpose

Foster mutual respect

Seek solutions

Develop action plans

Follow-up

Implicit Bias is...



Attitudes, Stereotypes, & Beliefs
that can affect how we treat others.

Implicit bias is not intentional, but it can still impact how we judge others based on factors, such as:



Race



Ability



Gender



Culture



Language

In early childhood settings, implicit biases can affect how providers perceive and respond to children, which can lead to unfair differences in the use of exclusionary discipline practices, such as suspension and expulsion.

Implicit
Biases
Deeper Dive
Dr. Ebonyse
Mead



WELCOME AND INTRODUCTIONS

Mother of a 20-year-old son

Collect African American Barbie dolls

Love Crab legs, Shrimp & Grits, and Sweet Iced Tea

Favorite TV shows:

- Abbott Elementary, The Black Lady Sketch Show, and
- Chicago PD





Participant Objectives

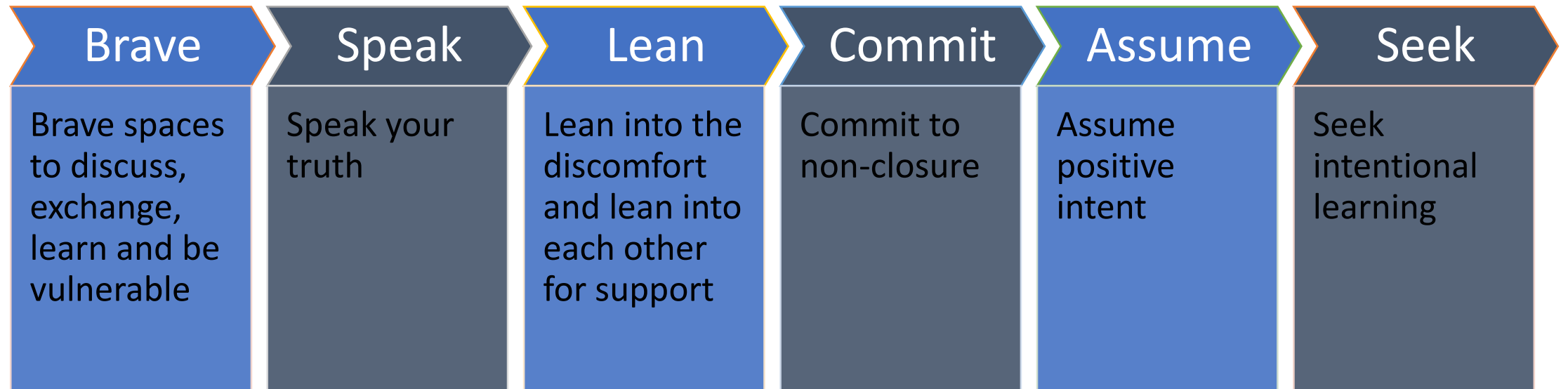
- At the conclusion of this workshop, participants will be able to:
 - Define microaggressions and implicit bias
 - Discuss the different types of biases
 - Reflect on their personal assumptions about children, families, and communities to recognize how implicit bias can influence our interactions and responses.
 - Use racial, ethnic, and cultural socialization to reduce/address biases within early learning settings and promote positive racial identity.

Icebreaker

In your opinion what's
your favorite dessert?



Establishing Our Group Norms



Assumptions

We *all* believe that a student's color should not fate him or her to negative outcomes.

Discussing equity and race is uncomfortable.

Creating discomfort without providing effective strategies is not productive.

In discussing equity and taking steps, we will make mistakes.

Microaggressions



Microaggressions

- Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.
 - Race
 - Ethnicity
 - Ability
 - Sexual Orientation
 - Gender
 - Religion

What do Microaggressions Communicate?

These hidden messages may invalidate the group identity

Are demeaning on a personal or group level & also threatens and intimidates

Reinforces ideals of superiority and inferiority

Suggest some people do not belong with the majority group

What should we know about Microaggressions?

Often occurs from well intention individuals who are **unaware** of their biases

Reflections of our worldviews of inclusion/exclusion, superiority/inferiority, and normality/abnormality.

Through socialization our attitudes, beliefs, and behaviors have been influenced by the isms of our society: racism, sexism, classism, and ageism,

Biases Based on Certain Characteristics

Race

Ethnicity

Gender

Religion

Sexuality

Socioeconomic background

Education level

Go to www.menti.com and enter code **55888809**. Answer the following question.

- What are some cultural phrases that help to perpetuate biases (i.e., man up, you throw like a girl, or you're too sensitive)?

Types of Biases

- Prejudice
- Confirmation bias
- Implicit bias



Prejudice

An unfavorable opinion or feeling formed beforehand or without knowledge, thought, or reason

Any preconceived opinion or feeling, either favorable or unfavorable

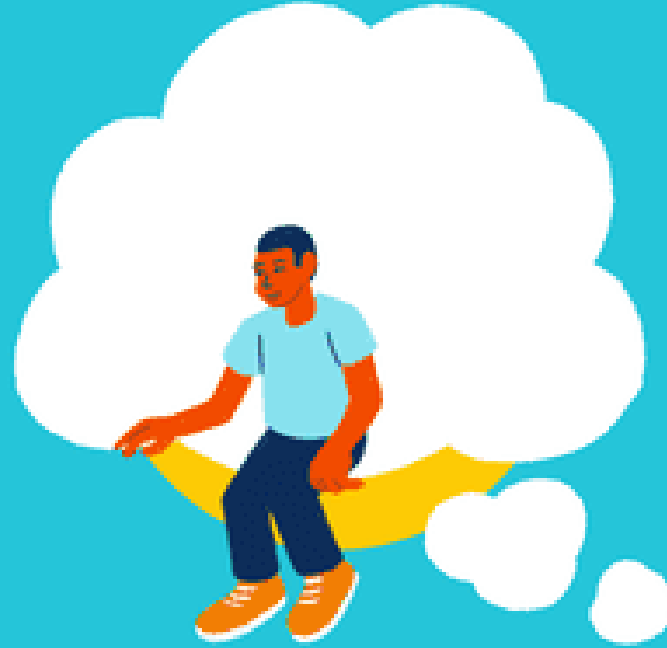
Unreasonable feelings, opinions, or attitudes, especially of a hostile nature, regarding an ethnic, racial, social, or religious group



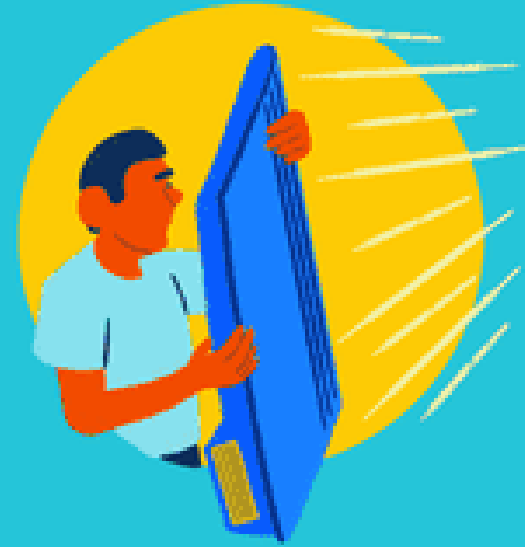
Not seeking out
objective facts



Interpreting information to
support your existing belief

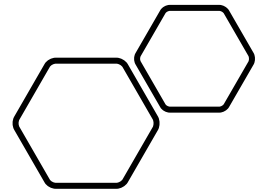


Only remembering details
that uphold your belief



Ignoring information that
challenges your belief

Confirmation Bias



Gender Bias

- Occurs when one gender is treated in a more or less favorable way, based on gender stereotypes rather than real differences.
- **Gender stereotypes:** is a preconceived notion of someone based upon their gender. They often lead to prejudices and biases that unfairly change how you perceive and interact with people.
- Some common areas where we see gender bias and gender stereotypes play out
 - Personality
 - Occupation
 - Domestic life
 - Physical ability

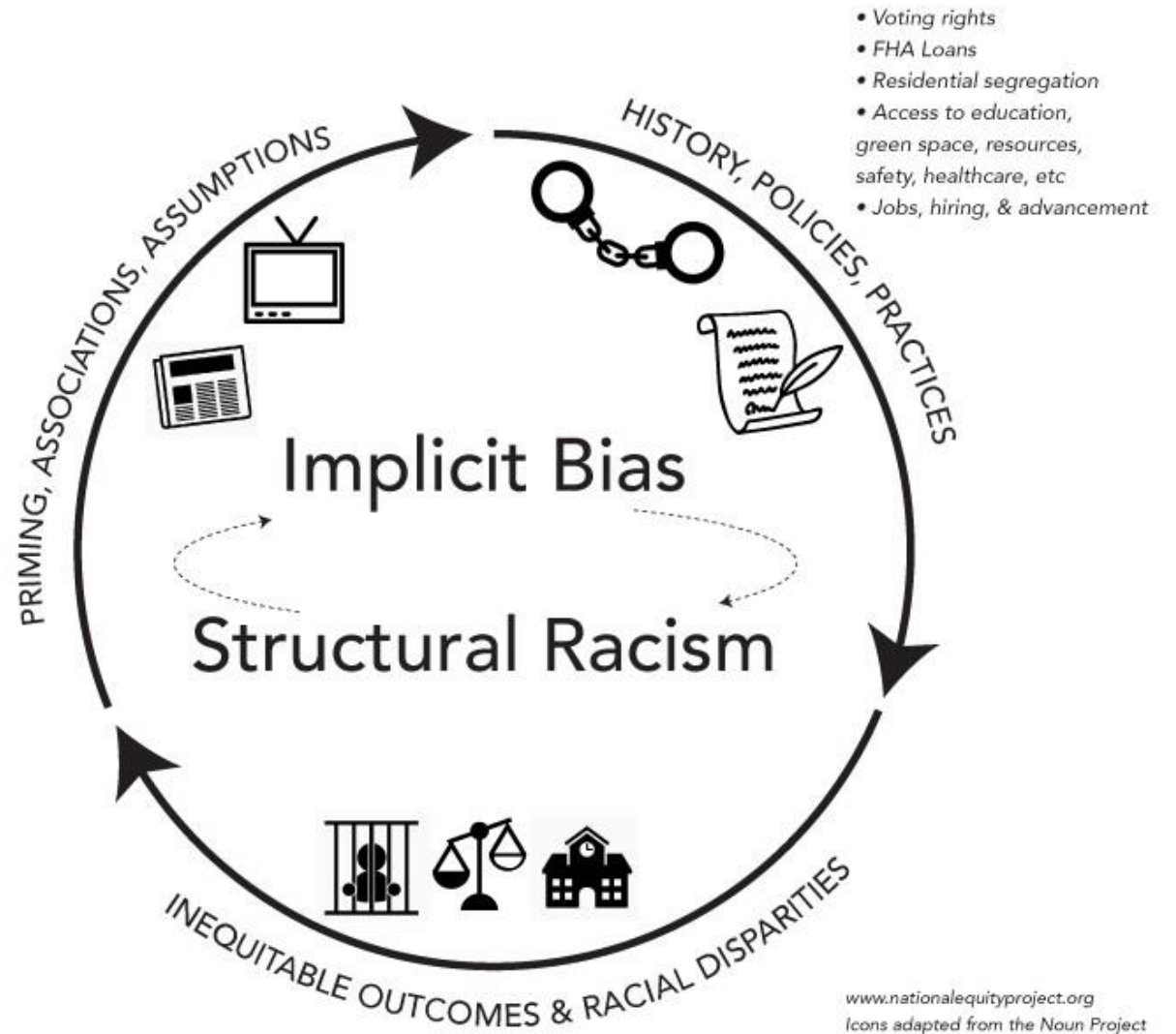
Racial Bias

Racial bias refers to the primarily unconscious thoughts, preconceptions, or experiences that cause people to think and act in prejudiced ways.

Example of racial bias: Black men are dangerous and prone to crime is deeply ingrained in our society's collective unconscious.

Because our biases are deeply ingrained, we often internalize these negative messages and perceptions, thus impacting our interactions with others. Well intentioned individuals may act in prejudiced ways towards others.

Cannot discuss
implicit racial bias
without
understanding its
relationship to
structural racism



Structural Racism?

In the U.S. is the normalization and legitimization of an array of societal factors including the history, culture, ideology and interactions of institutions and policies that systematically privilege white people while producing cumulative and chronic adverse outcomes for Black, Indigenous, and other people of color. (Center for Social Justice).



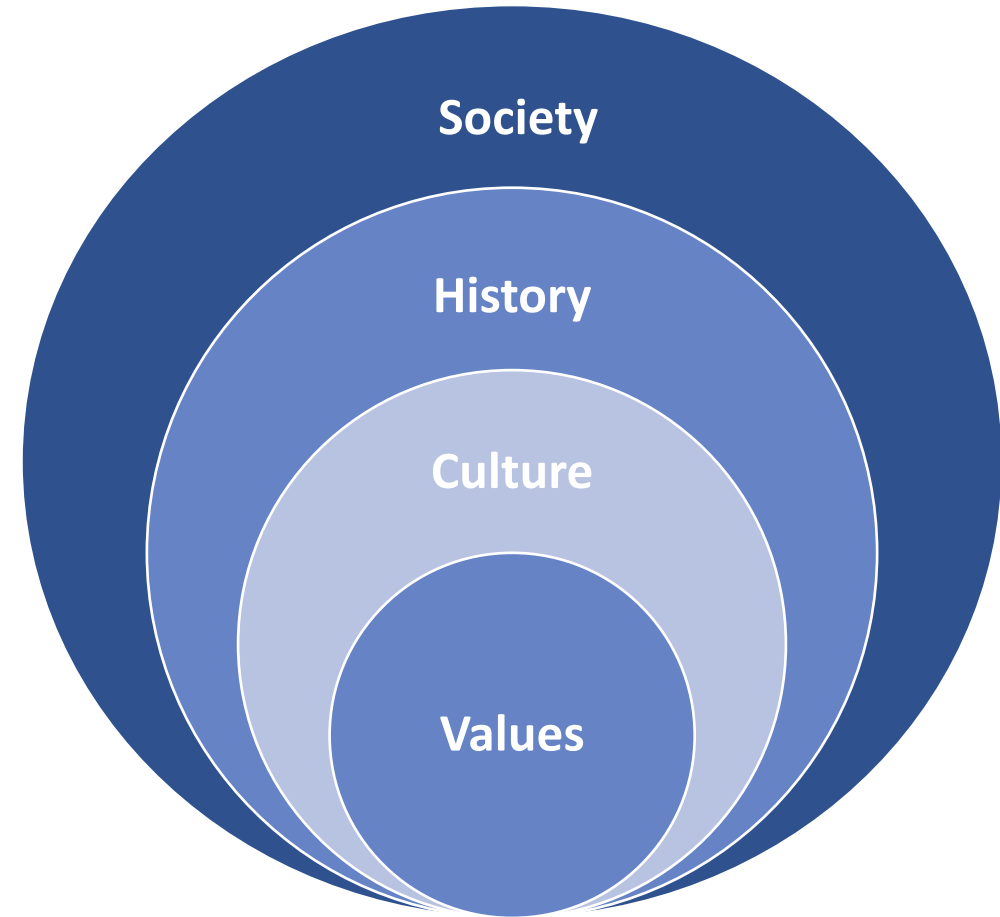
Unpacking Structural Racism

History- provides the foundation of oppression (e.g. slavery, colonization, and Jim Crow)

Culture which exists all around our everyday lives, providing the normalization and perpetuation of racism

Values – valuing of whiteness as the norm

Social structures - interconnected institutions and policies, the key relationships and rules across society providing the legitimacy and reinforcements to maintain and perpetuate racism.





Assumptions, prejudices, and biases

- What are some of the assumptions, biases, and prejudices you may hold about children and families? And why?
 - Black children
 - White children
 - Latin children
 - American Indian/Indigenous children
 - Asian children
 - Bi and multi – lingual children
 - Immigrant children
 - Refugee children
 - Children with varying abilities
 - Children from same sex families
 - Children from various religious background

How implicit biases function?



Understanding Implicit bias

Pervasive and robust, activate involuntarily

Does not necessarily align with our declared beliefs

Develops early in life through socialization

Media reinforces negative stereotypes that influence our perceptions and beliefs of others

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



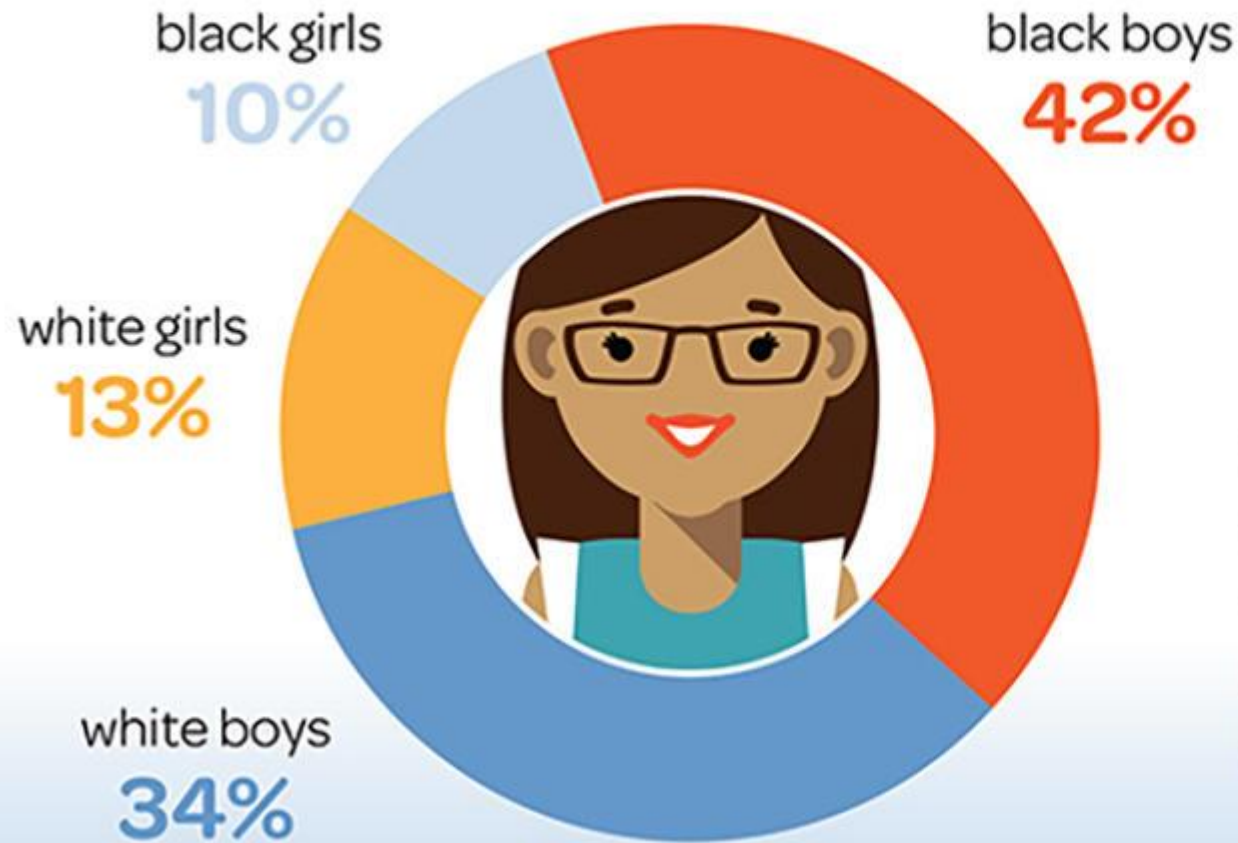


Black people are
looting for food,
while white people
are **finding** food.

Implicit Bias Activity



Track the eyes: Which students are teachers watching?



Preschool teachers tend to more closely observe blacks than whites, especially black boys, when challenging behaviors are expected.



Implicit bias and Disciplinary Practices

- 5,000 preschoolers were suspended at least once and nearly 2,500 were suspended a second time (2014)
- ***Black preschoolers:*** 3.6 times more likely to be suspended than their White peers (2016)
 - ***Black children:*** 18 percent of the preschool population, but 48% of suspensions (2014)
- ***Boys:*** 49% of the preschool population, but 82% of all suspensions (2014)

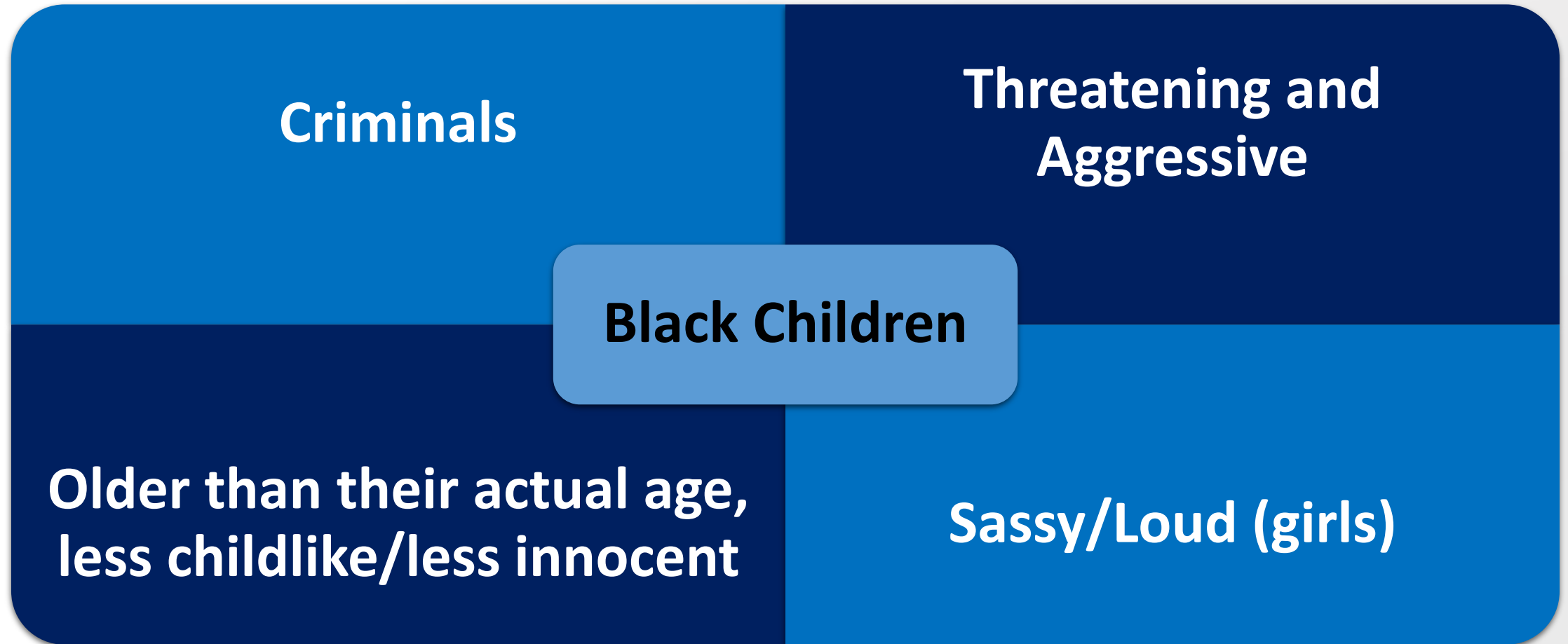
Implications of preschool suspensions



Preschool suspensions contributes to:

- Loss of vital school time
- The achievement gap,
- Denies young children access early childhood mental health services
- Feeds the cradle to prison pipeline.

Implicit Racial Bias and Black Children





Adultification Bias and Black Children

- Phenomenon where adults perceive Black children and youth as being older than they actually are
 - ***Georgetown Law Review***: Black girls as young as five years perceived as needing less protection and nurturing, compared to their White girls.
 - ***Dr. Phillip Goff***: Black boys are viewed older, less innocent than White children (APA).
 - Black boys more likely to be held accountable for their actions; White boys given the benefit of being innocent children
 - Police more likely to use force against Black children (dehumanization).
-

Adultification of Black Children

Black Girls (ages 5-14 years)

- need less nurturing
- need less protection
- need to be supported less
- need to be comforted less
- are more independent
- know more about adult topics
- know more about sex

(Annie E. Casey Foundation)

Black Boys

- Threatening
- Dangerous
- Criminal
- Violent
- Hypersexual
- Need to be controlled

(Dancy, 2014)





What messages
are we sending
Black children
and other
children of color
about their
worth?

Small Group Reflection

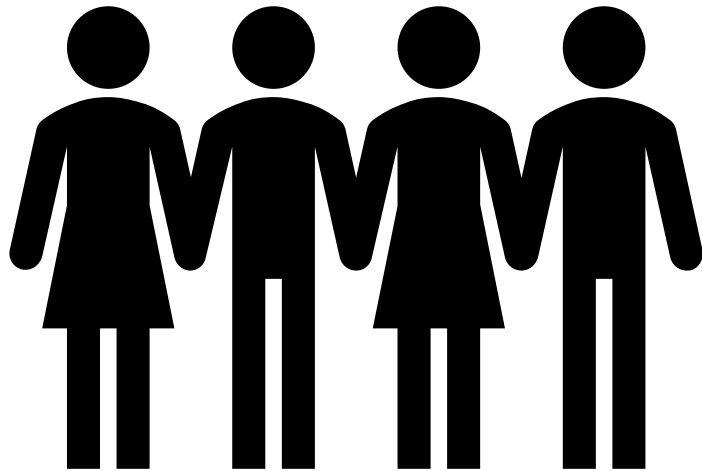
Where do you see implicit biases playing out in your work?

Are you more comfortable addressing gender biases than racial biases? If so, why do you think that is?

What fear or apprehension do you have about addressing racial biases and racism?

What are some biases that you have?

Where do you think these biases came from?



Reflective Questions

- What does it mean to be Black?
- What does it mean to be white?
- What does it mean to be a Person of Color?
- What does it mean to be a woman/man?
- What does it mean to be non-binary?
- What does it mean to be middle or working class or low-income?
- What does it mean to be a Christian, Muslim, non-denominational?

Retrain the Unconscious Mind



Be willing to look at ourselves to help identify our biases



Understand and redirect beliefs. Do not suppress them




Explore awkwardness or discomfort;
what triggers you in a certain situation?




Intentionally create opportunities for positive exposure

Interrupting your biases

Ask yourself: what are my biases toward this person or group of people?
How can I disrupt my automatic thoughts so that I can genuinely see and listen to him, her, or they?



Be willing and open to listen to the stories of marginalized and oppressed groups. Listening helps us take in a person's multiple stories and disrupts biased thinking.



Refrain from tone policing: when individuals from the dominant group focus on not what was said, but how it was said. People of color are often dismissed when they speak up about racial bias/racism. They are told they are too emotional; they took it wrong, or they are making a big deal.

Reflective question

- How can you listen, lead, and promote equity in the face of implicit bias?

IMPLICIT BIAS

Cultural Disconnect

Culturally diverse students are *less* likely to have their:

- academic and social needs meet
- cultural experience and backgrounds affirmed & validated
- cultural qualities honored and respected

They are *more* likely to be measured by white middle-class standards


Cultural Deficit Model

A belief held by some educators that some families are lacking in resources, skills, or talents to support their children in their education (Grant & Ray, 2013).

The problem with this model is that it fails to account for the institutional barriers that families of color must contend with to support their children's learning and development.

False Narratives of the Cultural Deficit Model


Assumes that children of color are unwilling to learn, incapable of learning, not smart enough, problem children



Assumes that families are disinterested in supporting their children's learning and development or do not care about their child's education



Assumes that something is wrong with the child and the family, instead of acknowledging structural barriers and racial biases that marginalize and pathologize racially and ethnically diverse families



Educators often feel the need to “teach” families how to be engaged, rather than respecting and honoring the ways families are engaged.

Reflecting on Cultural Deficient Model

In what ways do these false narratives impede racial equity and anti-bias work in early learning settings?

What can you do to shift the beliefs and behaviors that support anti-bias and racial equity in early childhood?

Promoting Racial Equity in Early Childhood

- Examine and challenge your personal biases and assumptions
- Have courageous conversations about race and racism
- Implement Culturally Responsive Anti-Bias Education strategies



Having conversations about race and racism

Promote reflection about ways
to lessen racial inequities and
unequal treatment in everyday
practices and interactions

Cannot have an authentic
dialogue implicit biases without
talking about race & racism in
our society...It's HEALING



Race Card Project



- Think about the word 'race.'
- Condense your thoughts, experiences or observations about race into one sentence that only has six words
- *Example: **Afraid mother for black male child.***
- What emotions surfaced about race?
- How are you feeling as you entered into this exercise that will push you to confront *your own* internalized racism and biases?

Culture

- Culture is a huge part of our lives.
- Cultures influences:
 - our views,
 - our values,
 - our humor,
 - how we communicate,
 - our social interactions,
 - and our worries and fears.



Culture and Children

01

Culture influences how children learn, remember, cope, solve problems, and communicate.

02

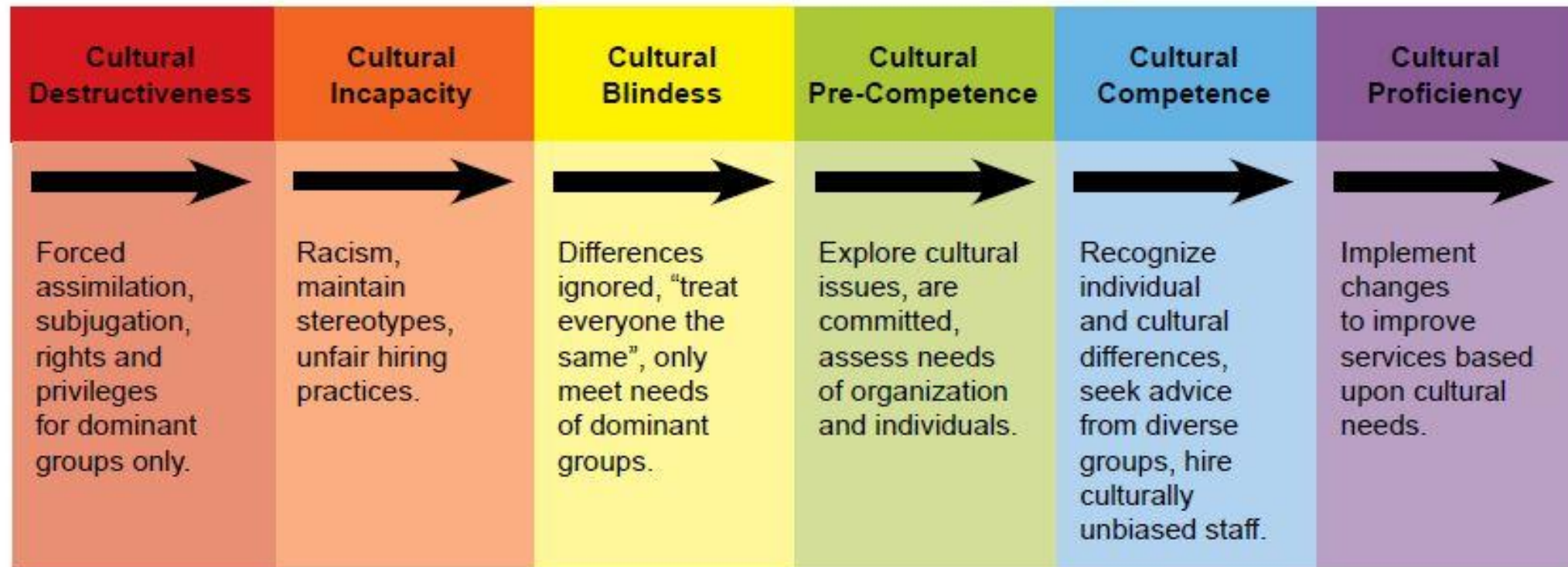
Culture is part and parcel of children's intellectual and social development

03

Understanding how aspects of culture can help educators understand children's learning and development.

Cultural Competency Continuum

Continuum of Cultural Competency





Cultural Wealth of Families and Communities of Color

- Being culturally competent, requires educators and practitioners to recognize the multiple forms of cultural wealth within families and communities of color.
 - Families and communities of color nurture cultural wealth through at least six forms of capital.
-

Six Forms of Cultural Capital

- ***Aspirational:*** dreams for the future
- ***Familial:*** refers to the cultural and communal knowledge and ways of knowing and being that are nurtured among family and family environments
- ***Social:*** a family's social and community's connections that can assist in gaining access to information or navigating institutions
- ***Navigational:*** a family's understanding of and ability to effectively interact in various social institutions
- ***Resistant:*** ability to challenge inequity and disrupt unfair situations and circumstances
- ***Linguistic:*** language style and content

Understanding Cultural Wealth

- Understanding and respecting the cultural wealth and families and communities can help reduce implicit biases.





Go to menti.com and enter code **4156 1000** to answer the following question.

- How might you use a family's cultural capital (wealth) to build a rapport or strengthen relations with families?

THE CULTURAL ICEBERG

SURFACE CULTURE

Food
Music Games
Holidays Fashion
Dances Language
Festival Literature

DEEP CULTURE

Communications Styles and Rules:

Facial Expressions Body Language
Eye Contact Personal Space Gestures
Handling and Displaying of Emotion

Notions of:

Courtesy and Manners
Friendship Leadership
Beauty

Concepts of:

Time Family Self
Past and Future
Fairness and Justice

Attitudes toward:

Senior Citizens Children
Rules Work Age
Cooperation vs. Competition
Authority Animals
Death

Approaches to:

Religion Courtship
Raising Children Marriage
Decision-Making
Problem Solving

Cultural Iceberg Activity



Questions to help practitioners reflect on biases

Am I aware of my own cultural identity and history? Am I aware of how I show up a racial being?

Am I aware of biases I may hold?

Do I view diversity and exceptionalities as strengths and that ALL children and families can thrive and succeed?

Do I see and treat families both as an individual and as a member of a different social and cultural group?

Wrap Up

- What is one takeaway from today's session that you can apply in your work?



thank you

tusind tak
謝謝 dakujem vám
ngiyabongga
dziękuję
merci
baie dankie
धन्यवाद molte grazie
gracias
obrigada
obrigado
teşekkür ederim
شكرا
tack så mycket
gràcies
tānan
dank u
mahalo
teşekkür edire

suksema
danke

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(Certified Family Life Educator)

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Implicit Bias is...



Attitudes, Stereotypes, & Beliefs
that can affect how we treat others.

Implicit bias is not intentional, but it can still impact how we judge others based on factors, such as:



Race



Ability



Gender



Culture



Language

In early childhood settings, implicit biases can affect how providers perceive and respond to children, which can lead to unfair differences in the use of exclusionary discipline practices, such as suspension and expulsion.

Racial Microaggressions Perpetuate Inequity

Definition:

Racial microaggressions are brief and commonplace daily statements, actions, or incidents, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults toward people of color because they belong to a racial minority group (Sue, Capodilupo, Torino, Bucceri, Holder, Nadal, & Esquilin, 2007).

- Everyone, including marginalized group members, harbors biases and prejudices and can act in discriminatory and hurtful ways toward others.
- People who use microaggressions are often unaware that they engage in such communications when they interact with people of color.

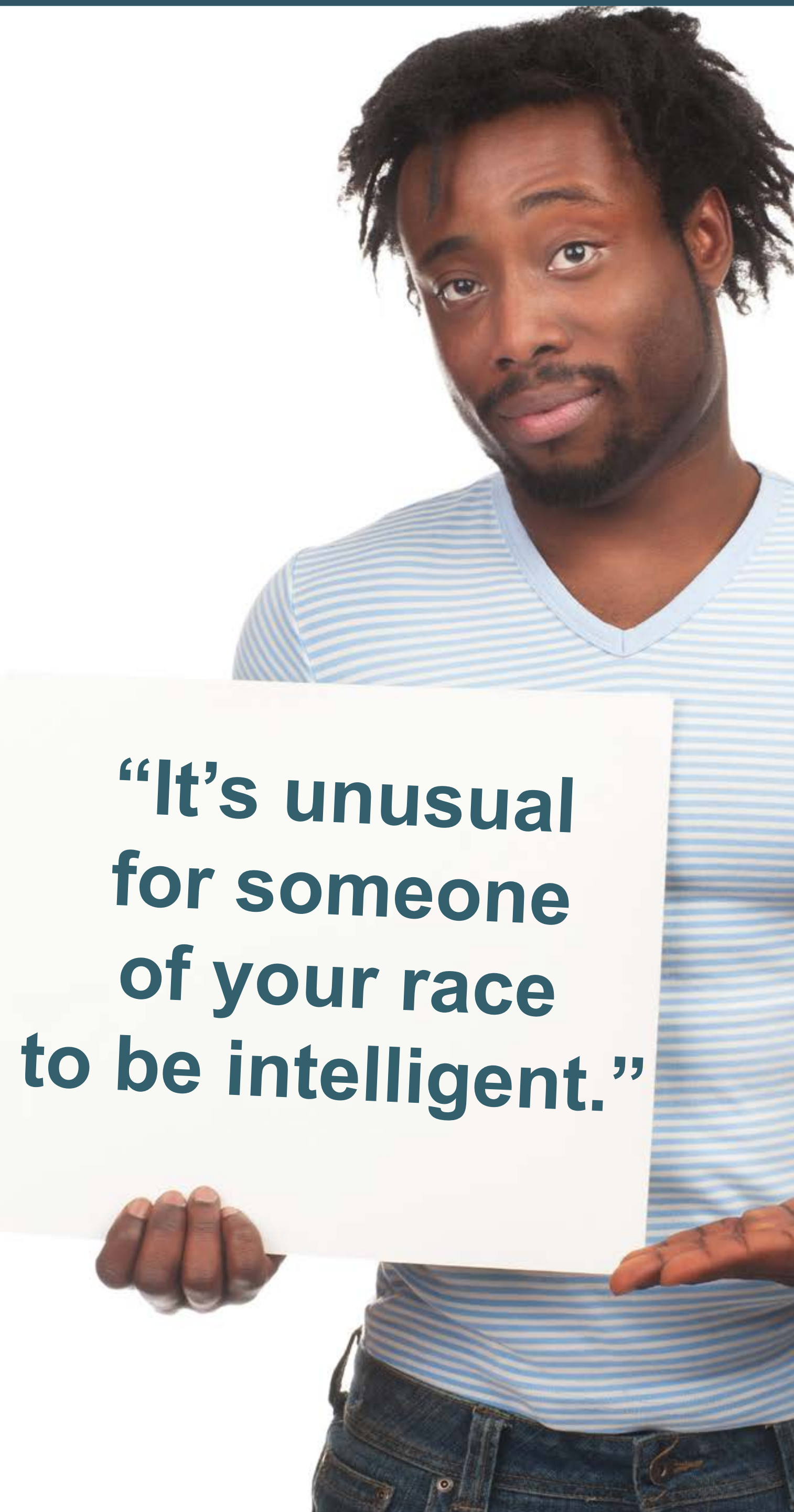
Impact:

- Microaggressions are detrimental to persons of color; they impair performance in a multitude of settings by sapping the psychic and spiritual energy of recipients and by creating inequities (Franklin, 2004; Sue, 2004).
- A study with African Americans found that the cumulative effects of microaggressions can be devastating (Solorzano et al., 2000), resulting in a negative racial climate and emotions of self-doubt, frustration, and isolation among those who experience them.
- The increase in stress hormones and sleep disruptions elicited by race-based stressors may contribute to the racial achievement gap between white students and students of color (Levy et al., 2016)

“You are so articulate!”

The Message:

For more on microaggressions and/or the racial inequity public awareness campaign from the RACE Committee at FPG: go.unc.edu/RacialEquity



Actions:

What can you do about microaggressions?

When you're the target:

- Consider the context. What is your relationship with the microaggressor?
- Take care of yourself. Talk things over with peers and practice healthy sleep habits and other self-care strategies, such as mindfulness meditation
- Don't be fooled by microaggressions packaged as opportunities. Invitations to serve on committees, workgroups, etc. and thus overloading a few minority colleagues with all of the minority-related work.

When you're a bystander:

- Be an ally. Sometimes your voice can be heard even more powerfully than those of the people directly affected by microaggressions.
- Speak for yourself. Don't try to speak on behalf of the person who has experienced the microaggression; doing so can itself be a form of microaggression.

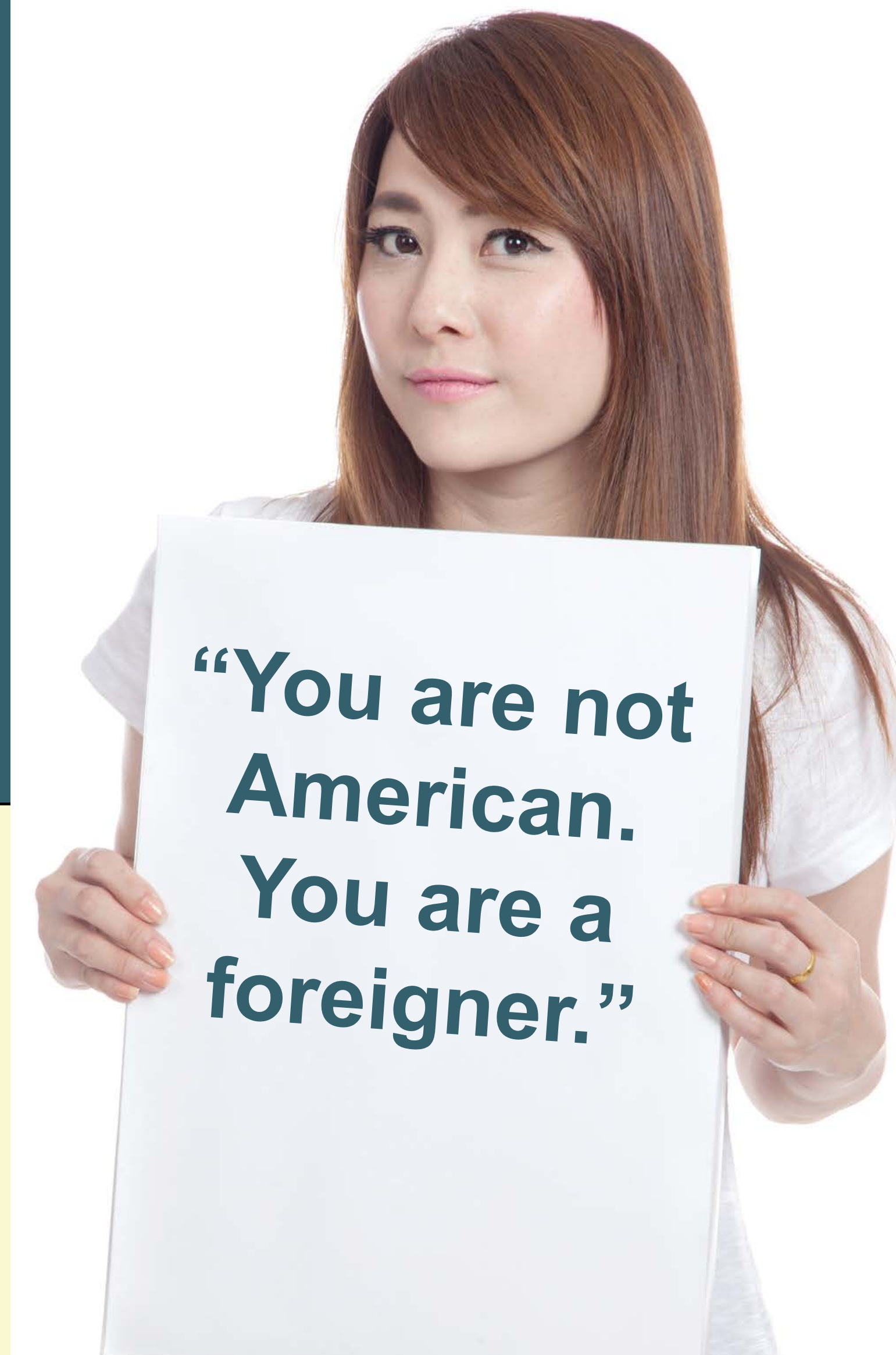
When you're the microaggressor:

- Try not to be defensive.
- Acknowledge the other person's hurt and apologize. Reflect on where the microaggression came from and how you can avoid similar mistakes in the future. Then take responsibility for increasing your understanding of your own privileges and prejudices. (Source: Clay, 2017)

“Where were you born?”

The Message:

De Marco, A. C., Morgan, J. D., Ayankoya, B., LaForett, D. R., Franco, X., Morgan, W., & FPG's Race, Culture, and Ethnicity Committee. (2018, January). *Racial Microaggressions Perpetuate Inequity: An Infographic*. Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Available at: <http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/other-resources/RacialMicroaggressionsPerpetuateInequity.pdf>



Do pre-K educators expect black children, especially black boys, to misbehave?

Black children make up only 19% of preschool enrollment...

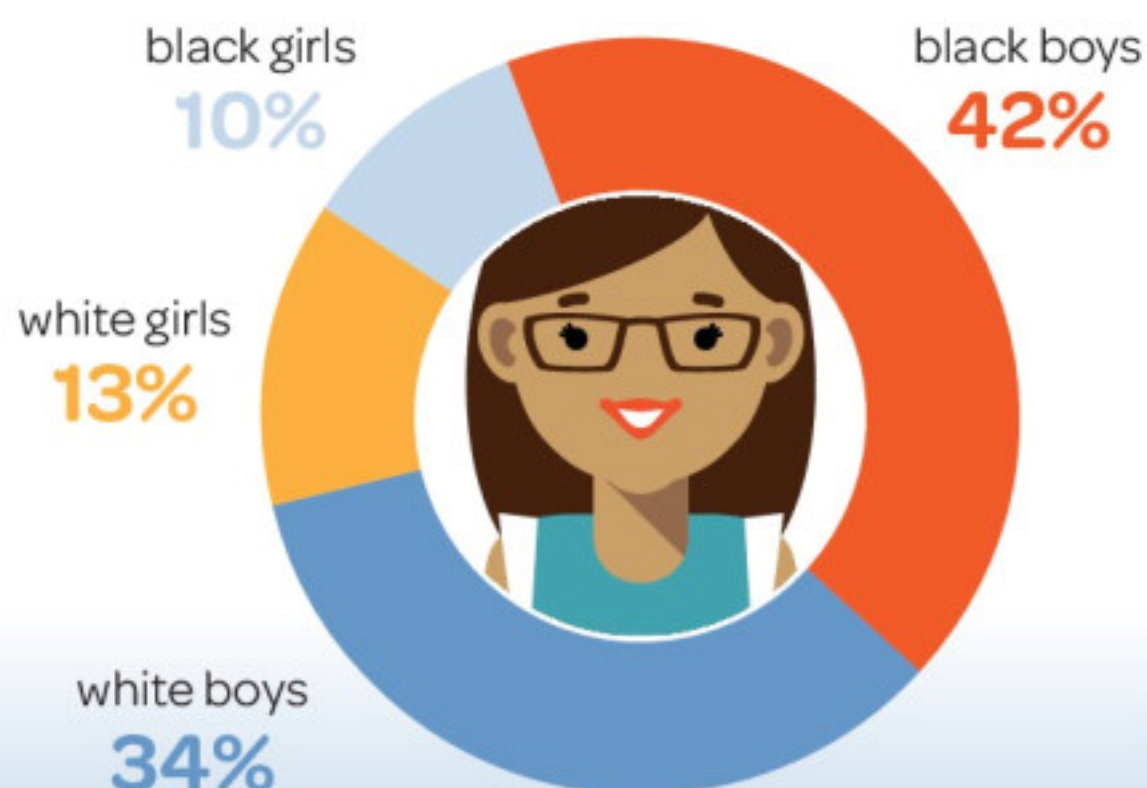
but comprise 47% of preschoolers suspended one or more times.



Black preschoolers are 3.6x as likely to receive one or more suspensions relative to whites.

3.6x

Track the eyes: Which students are teachers watching?



Preschool teachers tend to more closely observe blacks than whites, especially black boys, when challenging behaviors are expected.

The race of the teacher plays a role:

Yale study finds black teachers harder on black children than white teachers. Learning of family troubles leads to more empathy when student, teacher are same race.

Racial (In)Equity

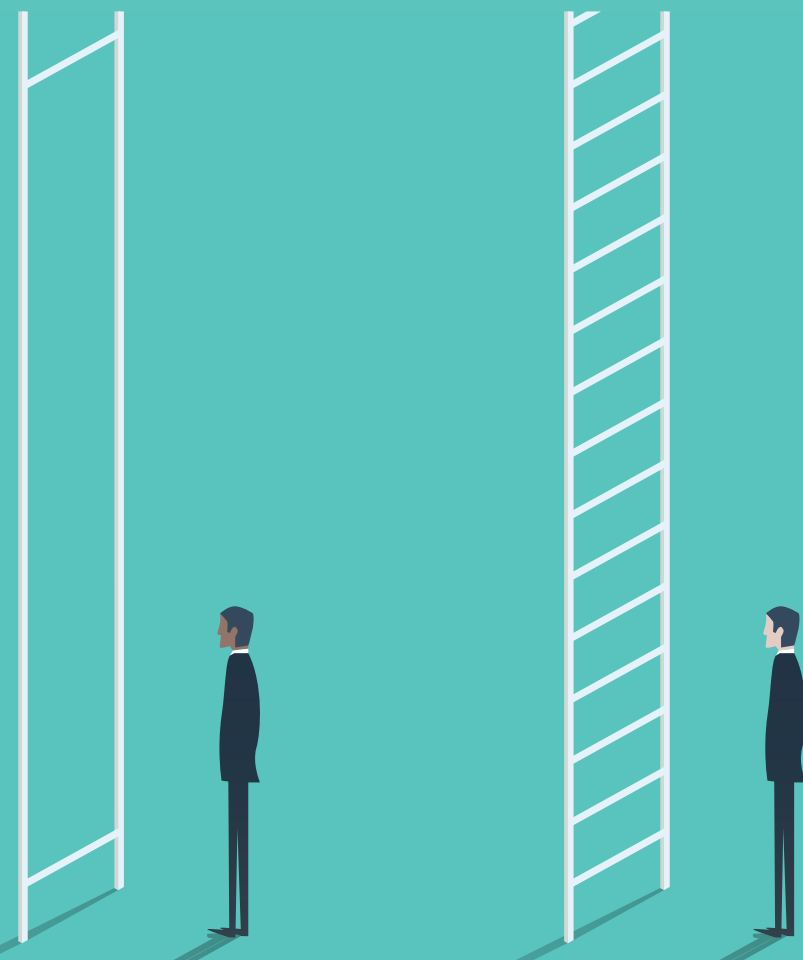
WHY is it important?

More than half
of children
born in the U.S.
are non-White

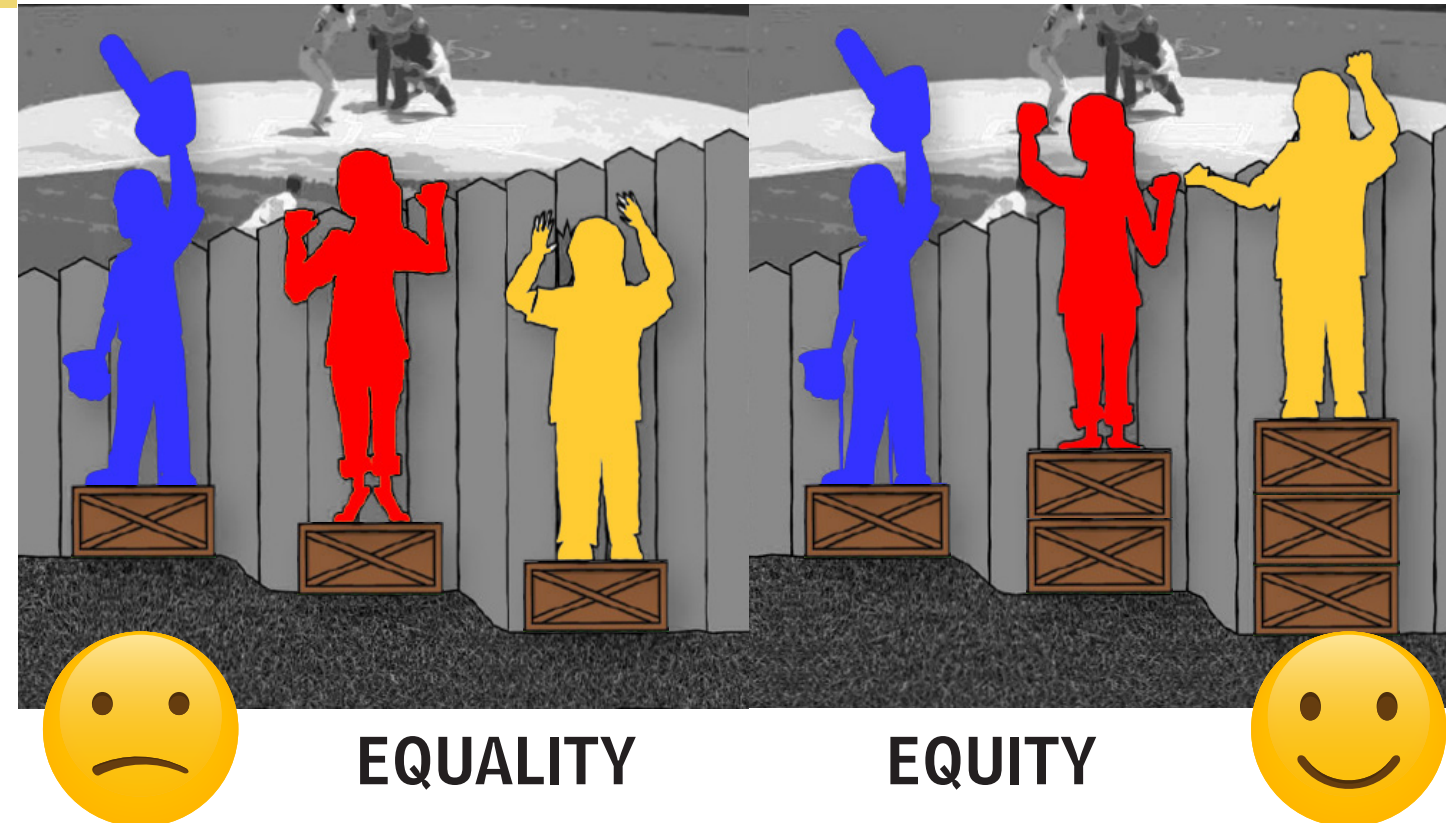
-U.S. Census Bureau
2015

America will not be able to continue to compete on a global scale without decreasing racial disparities and improving outcomes for young children of color, a major part of our future workforce.

The statistical portrait of the US population broken out by race reveals persistent disparities between people of color and white people in almost every indicator



WHAT is racial equity?



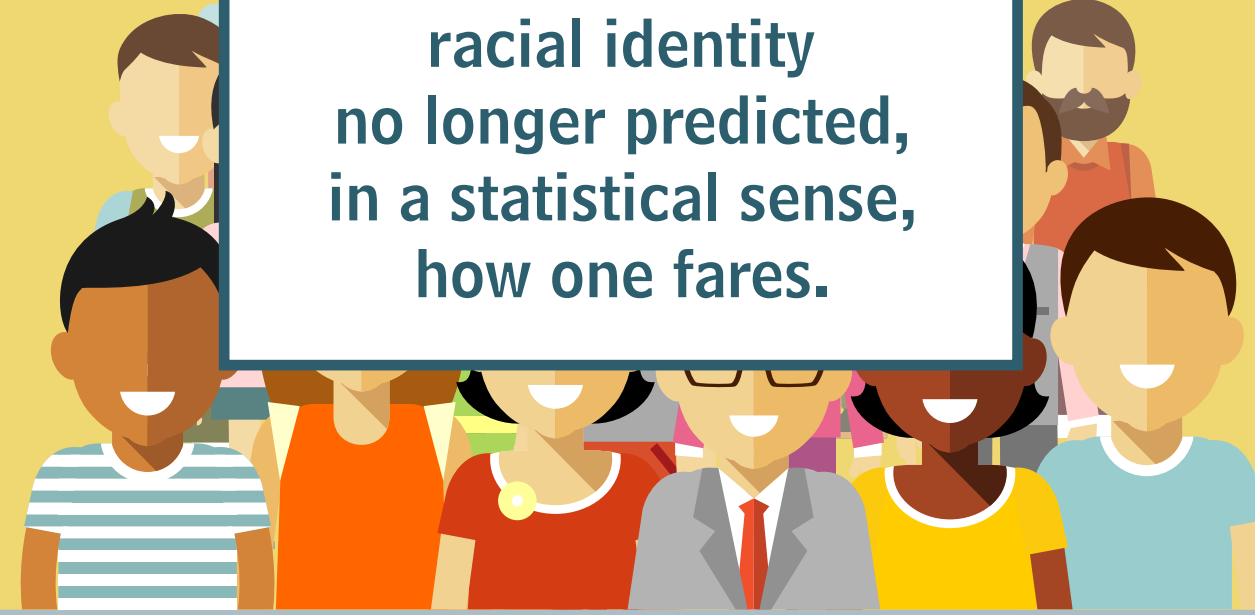
Equality = sameness

Equity = fairness

In the picture on the left, everyone gets the same size box, yet they still don't have a view of the game. Equality promotes fairness by giving everyone the same thing, one box. BUT, it can only work if everyone starts from the same place.

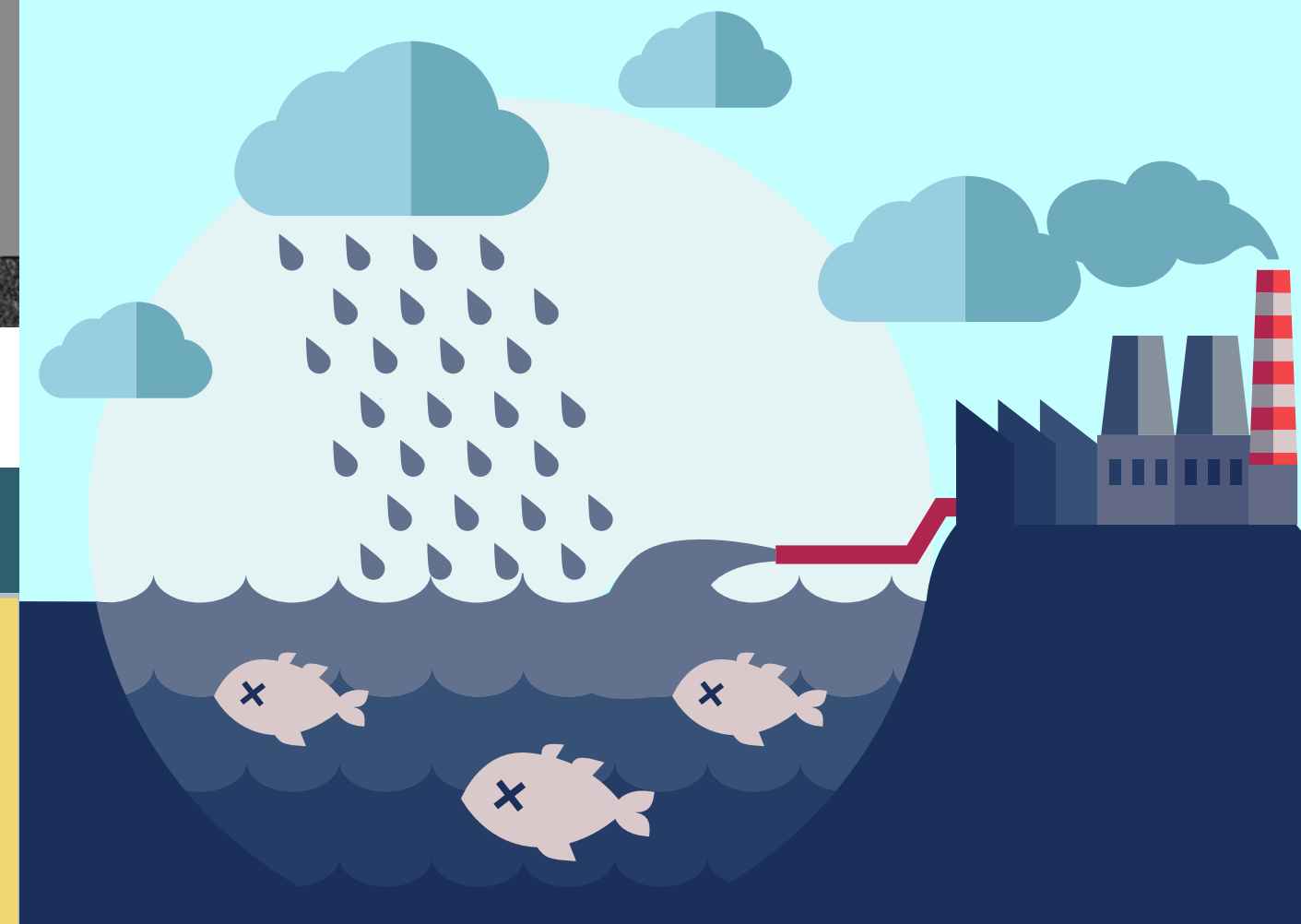
In the picture on the right, each person gets enough boxes to give them a view of the game. We must first ensure EQUITY, everyone with a view of the same. It's about making sure people get access to the same opportunities in a society that has created barriers to participation based on race.

Racial equity is the condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares.



HOW can we change this?

If we see one fish floating face up we might wonder what was wrong with the fish, but if we see all the fish floating face up, maybe we should begin to wonder what is wrong with the water.



- Learn more (from the RACE committee!); go.unc.edu/RacialEquity
- Attend a racial equity workshop
- Pay attention to what is going on in your community – attend board meetings and talk with elected officials
- Read!

Morgan, J. D., De Marco, A. C., Ayankoya, B., LaForett, D. R., Franco, X., Morgan, W., & FPG's Race, Culture, and Ethnicity Committee. (2017, June). *Racial (In)Equity: An Infographic*. Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Available at: <http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/Racial%20%28In%29Equity%20infographic.pdf>

A businessman had just turned off the lights in the store when a man appeared and demanded money. The owner opened a cash register. The contents of the cash register were scooped up, and the man sped away. A member of the police force was notified promptly.

Statements about the story (T/F)

1. A man appeared after the owner had turned off his store lights.
2. The robber was a man.
3. The man who appeared did not demand money.
4. The man who opened the cash register was the owner.
5. The store owner scooped up the contents of the cash register and ran away.
6. Someone opened a cash register.
7. After the man who demanded the money scooped up the contents of the cash register, he ran away.
8. While the cash register contained money the story does not state how much.
9. The robber demanded money of the owner.
10. A businessman had just turned off the lights when a man appeared in the store.
11. It was broad daylight when the man appeared.
12. The man who appeared opened the cash register.
13. No one demanded money.
14. The story concerns a series of events in which only three persons are referred to: the owner of the store, a man who demanded money, and a member of the police force.
15. The following events were included in the story: Someone demanded money, a cash register was opened, its contents were scooped up, and a man dashed out of the store.