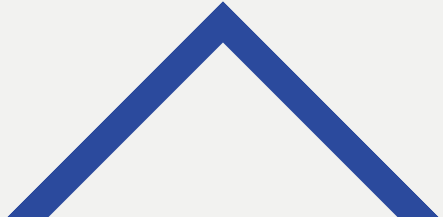# SOARING BEYOND
EXPECTATIONS
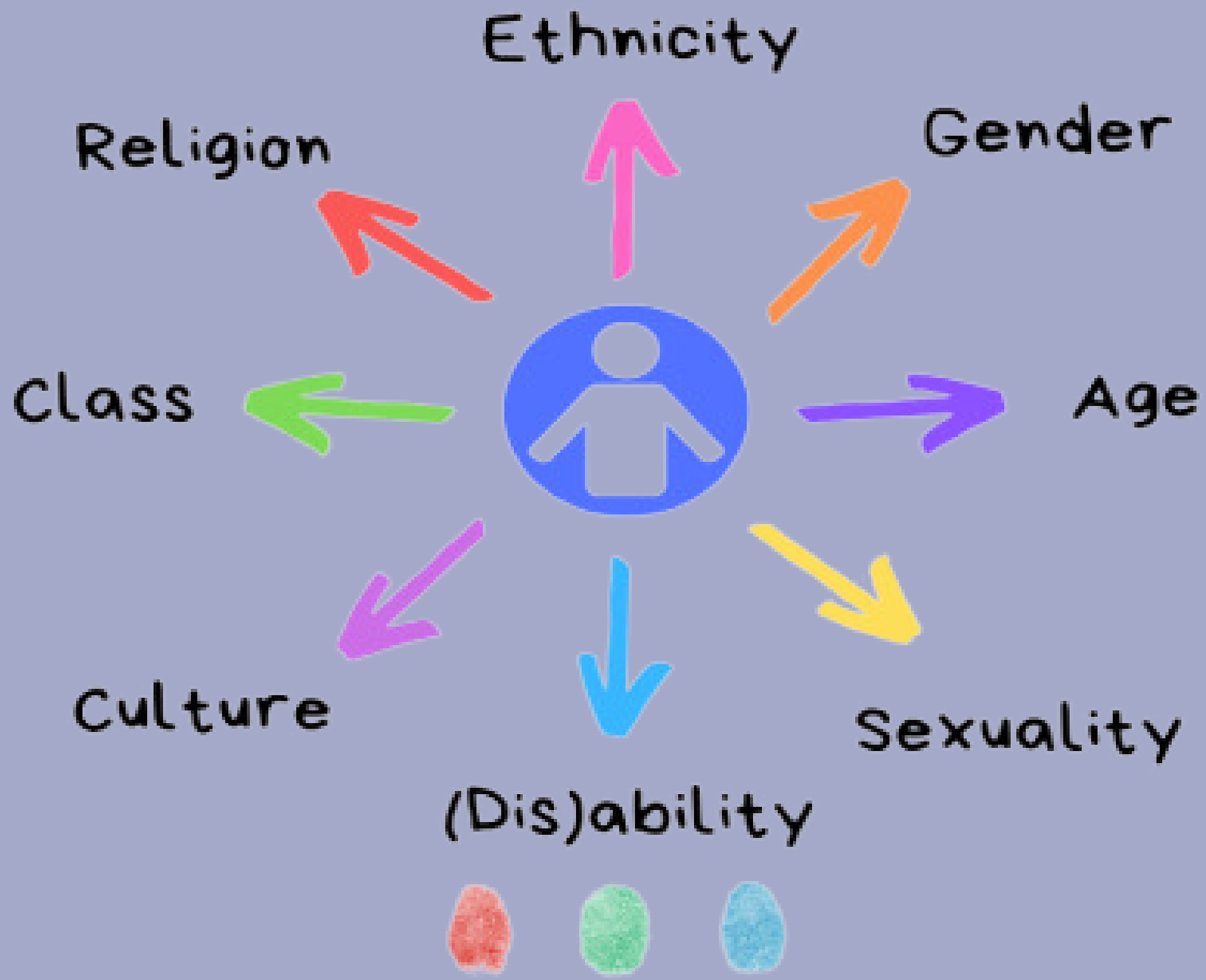
Carla Murray, LMSW
Assistant Director of Diversity, Equity, & Inclusion
BT-BOCES & BCSD

Self Awareness
&
Reflection

Ethnicity

Gender

Religion

Class

Age

Culture
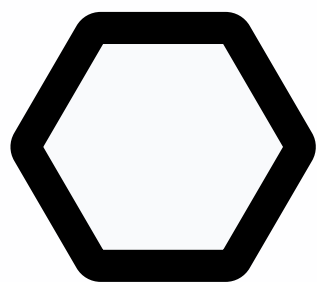
Sexuality

(Dis)ability

Self

Identity

IMPLICIT BIAS

Bias is a prejudice in favor of or against one thing, person, or group compared with another, usually in a way that's considered to be unfair. Biases may be held by an individual, group, or institution and can have negative or positive consequences.
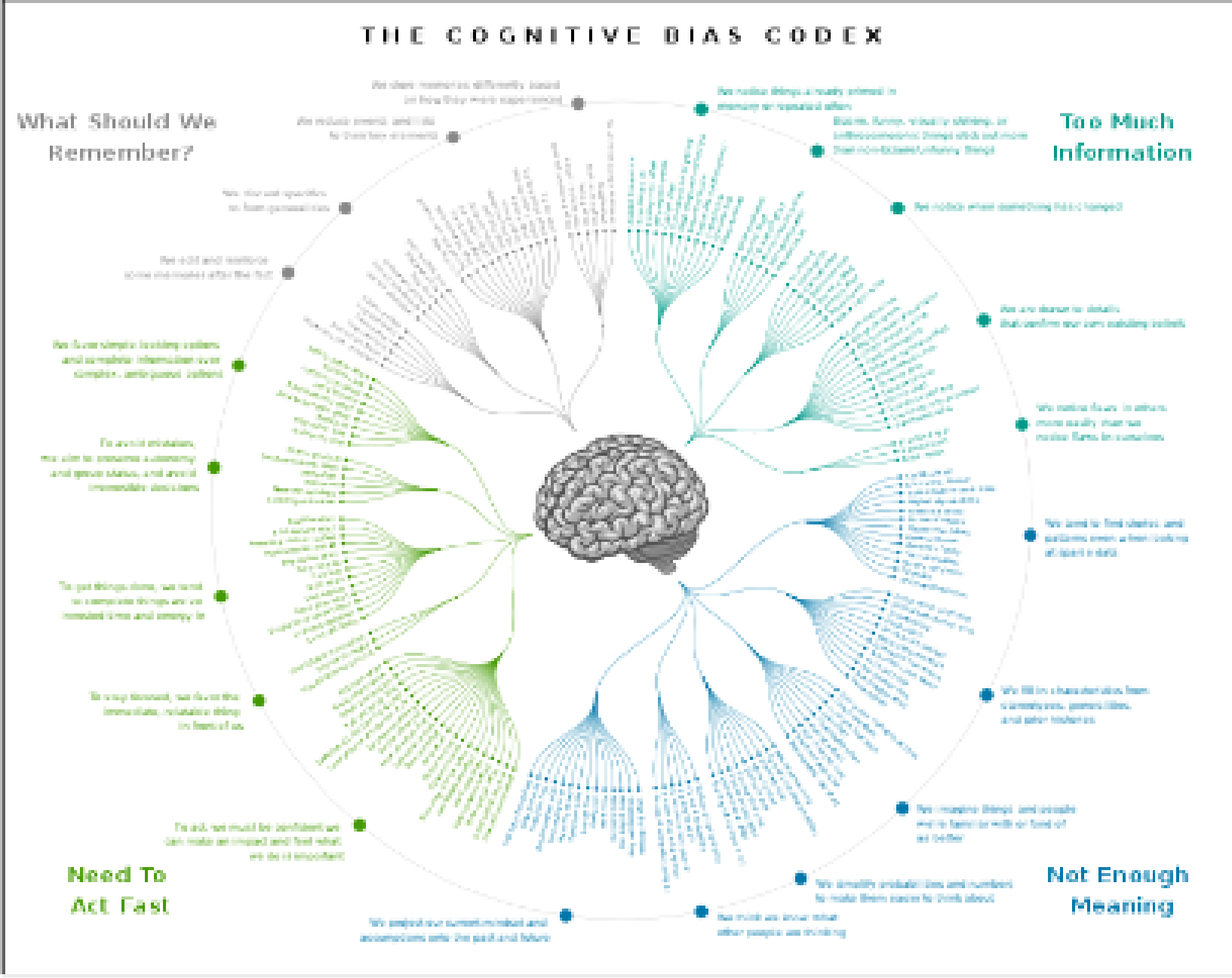
Our brains are wired to make quick decisions

DANIEL KAHNEMAN'S SYTEMS OF THINKING

SYSTEM 1 THINKING

INSTINCTIVE

QUICK

LITTLE/NO EFFORT

EMOTIONAL

NO SENSE OF VOLUNTARY CONTROL

AUTOMATIC

SYSTEM 2 THINKING

COMPLEX DECISIONS

SLOWER

CONSCIOUS

EFFORTFUL

MORE LOGICAL

MORE DELIBERATIVE

Biases? Yup, I got 'em.

THE COGNITIVE BIAS CODEX

Too Much Information

We notice things already primed in memory or repeated often

Bizarre, funny, visually-striking, or anthropomorphic things stick out more than non-bizarre/unfunny things

We notice when something has changed

We are drawn to details that confirm our own existing beliefs

We notice flaws in others more easily than than we notice flaws in ourselves

175 Biases—Each one exists to primarily save our brain time or energy.

Our brains are predisposed to categorize. This can lead to stereotyping.

Grouping similar things together—that is, categorizing them—is an essential part of how we make sense of the world (social categorization)

GOOD   BAD

BLACK
WHITE

om/biases/representativeness-heuristic/

Unchecked Bias

Has the potential to impact:

- **Interactions with students, families, and colleagues**
- **Overall environment and organizational culture**
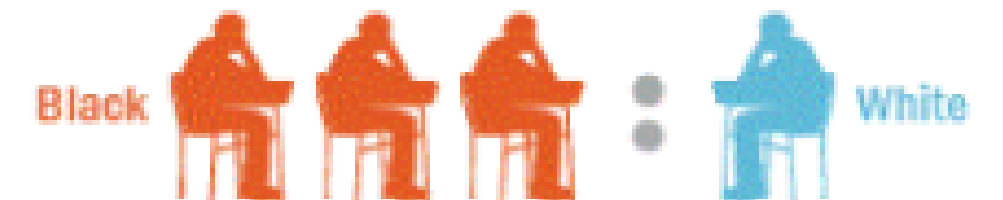- **Access to opportunities and resources**

Disparities in School Discipline

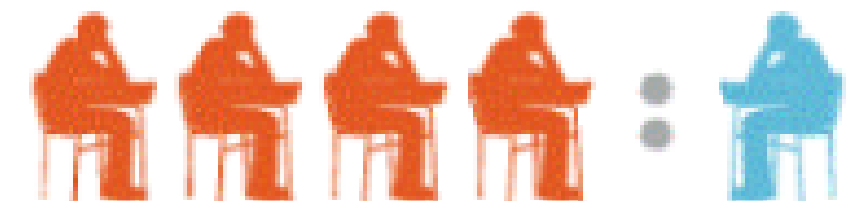Black students are 3-4 times more likely than their White peers to be expelled or face multiple suspensions from school.

Risk of Being Expelled

Black : White

Risk of Facing Multiple Suspensions

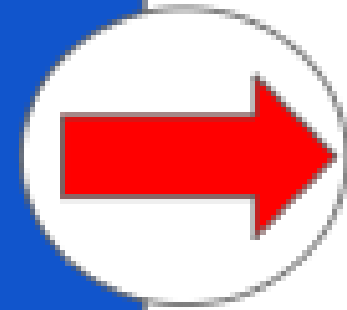Source: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2009-10

Race

Age

Gender

Weight

Here are some questions to ask yourselves, that can help increase understanding and self-awareness

What am I thinking?

Why am I thinking it?

Is there a past experience that is impacting my current decision?

Is the past experience applicable now or it based on a preference or bias?
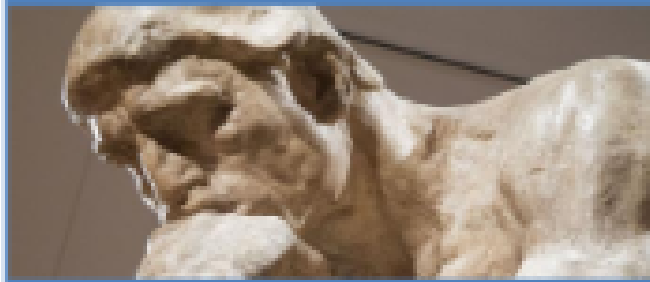
How to Overcome OUR Bias

Acknowledgment

ProjectImplicit.net

Manage Your Behavior

Build Cultural Awareness in yourself and your students

Mindset

How we think

How we behave

Actions

Fixed Mindset

Growth Mindset

Do Our Young People Have the Right Tools in their Tools Box?

Skills Needed for Success

Self Advocacy

Self Control

Effective Communication

NORMALIZE STUDENT SELF-ASSESSMENT & REFLECTION

Give the Kids the Mic and Turn the Volume UP!

Youth Voice

What processes are in place to highlight student voices?

- **Absenteeism**

- **School Violence**

- **Lack of Engagement**

- **Welcoming and affirming environment**

- **Social Emotional Learning**

- **Community**

- **Housing**

- **Family Dynamics**

- **Employment**

Restorative Practices

- Establishing and maintaining relationships with students.

- Clarifying expectations regarding interactions (language and behavior) using respect agreements.

- Establishing consensus about how to handle situations when agreements are broken or harm is caused.

- Utilizing circles to build relationships and facilitating difficult conversations with and among students.

- Restorative discussion can be used to facilitate one-on-one conversations between adults and students when things go wrong

School-Student Problem Identification and Resolution of Issues Together (School-SPIRIT)

SPIRIT Program Benefits

- Develops student leadership skills by empowering students to identify and address conflicts in their school
- Empowers students to solve issues in their school
- Improves collaboration between students and other members of the school community
- Brings diverse student groups together to discover commonalities and build mutual respect

SPIRIT Program Outcomes

- Enhances student problem-solving skills by applying a structured process to identify issues and develop solutions
- Assists student and school leaders to develop a customized action plan that aims to improve the school community and serves as a roadmap to implement tangible solutions
- Creates a student-led SPIRIT Council, which works closely with school leaders to implement solutions developed during the program and increases the school's capacity to address future conflict

RESOURCES

<u>Words Matter</u> Trauma Sensitive Language with Children

<u>Book Study Circle Prompts: This Book is ANTI-RACIST</u>

<u>Anti-Bias Critical Practices</u>

<u>NYSED CRS-E Framework</u>

<u>Implicit Bias starts in preschool</u>

<u>UCLA Implicit Bias Videos</u>

Project Implicit

**PERSONAL SELF-ASSESSMENT OF ANTI-BIAS BEHAVIOR WORKSHEET**

Directions: Using the rating scale of NEVER to ALWAYS, assess yourself for each item by placing an "X" on the appropriate place along each continuum. When you have completed the checklist, review your responses to identify areas in need of improvement. Create specific goals to address the areas in which you would like to improve.

1. I educate myself about the culture and experiences of other racial, religious, ethnic and socioeconomic groups by reading and attending classes, workshops, cultural events, etc.
Never   Rarely   Sometimes   Often   Always

2. I spend time reflecting on my own upbringing and childhood to better understand my own biases and the ways I may have internalized the prejudicial messages I received.
Never   Rarely   Sometimes   Often   Always

3. I look at my own attitudes and behaviors as an adult to determine the ways they may be contributing to or combating prejudice in society.

<u>Personal Self-Assessment of Anti-Bias Behavior Worksheet</u>
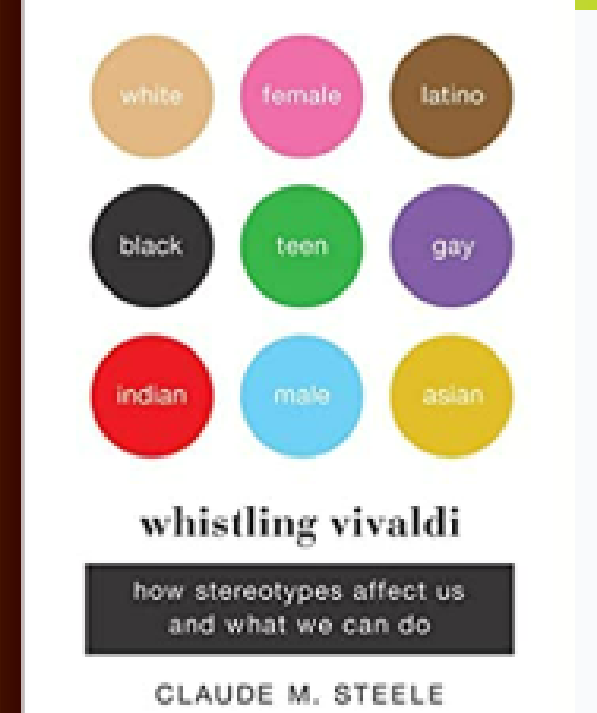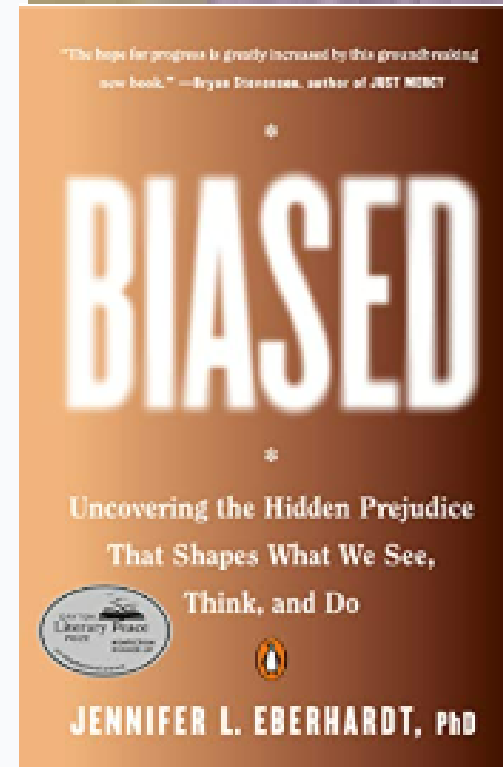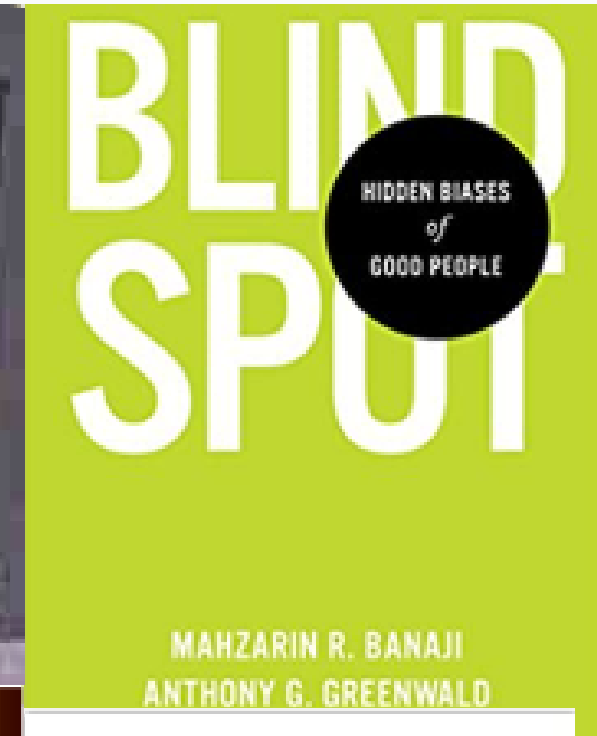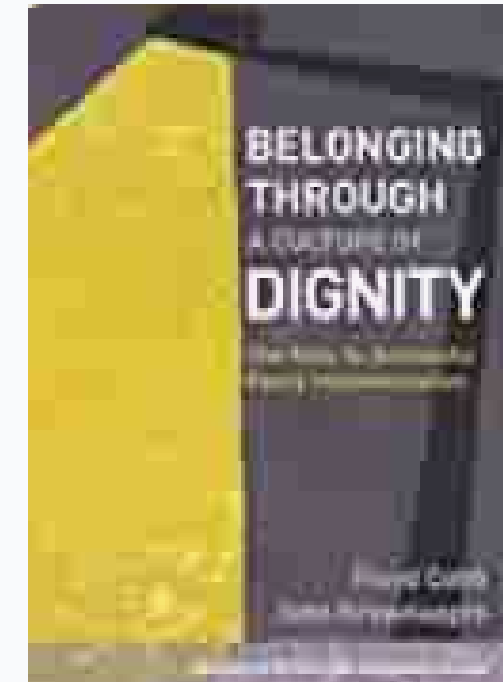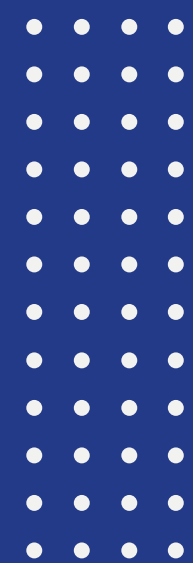
THANK YOU!

Carla Murray, LMSW
Email: Belonging.Inclusion@gmail.com
Phone: (607) 201-7972