Getting Explicit About Implicit Bias

May 9, 2018

82nd CASCWA State Conference: Student Success By Design
Fresno, CA

Presenter:
Nancy Dome, Ed.D

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Dr. Nancy Dome
Embracing Culture – Cultivating Competence

Dr. Nancy Dome has been supporting children to overcome their barriers and developing educators for over 20 years. Starting her career as a Child Care Worker, she has always had a strong desire to support those students most at risk. Realizing the education track would allow her greater flexibility and reach than the social services track, she reeducated to become a teacher and spent 10 years working in multiple capacities, ranging from classroom teacher, Mentor Teacher and Teacher on Special Assignment, in the Juvenile Court and Community Schools in San Diego. Roles, which allowed her to train and support teachers in becoming more culturally competent educators for the diverse population they served.

Dr. Dome’s passion for education prompted her to obtain her doctorate in 2004, which allowed her to secure a tenure track faculty position at CSUSM in the College of Education. There she spent 7 years working with future teachers to build their capacity in the classroom with a social justice focus, building their awareness around the necessity of being culturally competent. During that time, Dr. Dome coordinated a College of Education program that sought to identify racially underrepresented undergraduates and support them in becoming teachers to help diversify the workforce.

In 2008, Dr. Dome accepted a position with Pacific educational Group as the Director of Online Programming where she developed online professional development opportunities for individual teachers and school districts. Realizing that online would provide a greater reach, she provided hundreds of educators with interactive and transformative curriculum that challenged and inspired them to work as advocates for their underrepresented student populations.

Today Dr. Dome continues her important work as Founder/CEO of Epoch Education who’s primary charge is to provide current, accessible and transforming Professional Development for educators on the topics of Equity, Critical Race Theory, and Culturally Relevant Teaching and Learning to support educators develop the necessary cultural competencies needed to teach the growing diverse student body.
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Knowing others is intelligence; knowing yourself is true wisdom. Mastering others is strength; mastering yourself is true power.

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Introductions

Participants will introduce themselves to their partner using the following prompts:

- Name
- Position
- Racial Identity
- What’s a label that you have been given that doesn’t accurately represent who you are?
- How does that label make you feel?
- How would you like other people to view you?

SHOUT OUT!

- How does that label make you feel?
QUESTIONS

- Think about and discuss what came up for you as you watched the images.
- What do these images have to do with the educational experiences, opportunities, and expectations for children of color?
- What do these images have to do with your work?
Implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.

These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual’s awareness or intentional control.

The implicit associations we harbor in our subconscious cause us to have feelings and attitudes about other people based on characteristics such as race, ethnicity, age, and appearance.

These associations develop over the course of a lifetime beginning at a very early age through exposure to direct and indirect messages. In addition to early life experiences, the media and news programming are often-cited origins of implicit associations.
Characteristics of Implicit Bias

- Implicit biases are pervasive. Everyone possesses them, even people with avowed commitments to impartiality such as judges.

- Implicit and explicit biases are related but distinct mental constructs. They are not mutually exclusive and may even reinforce each other.

- The implicit associations we hold do not necessarily align with our declared beliefs or even reflect stances we would explicitly endorse.

- We generally tend to hold implicit biases that favor our own ingroup, though research has shown that we can still hold implicit biases against our ingroup.

- Implicit biases are malleable. Our brains are incredibly complex, and the implicit associations that we have formed can be gradually unlearned through a variety of debiasing techniques.
What Does this Mean?

- We all have unconscious bias that affects our perception, judgment and thus behavior toward other people.
- What are yours?
- How do they show up in your workplace?
Nicole Chung Quote

“When I think about the relative size and scope of microaggressions, I can’t help but feel ashamed of my inadequate responses. If these are just small offenses, not meant to wound, why can’t I ever manage to shut them down effectively, ensure they aren’t wielded again and again against others?”

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Microaggression – Gallery Walk

- Name it...
- Walk it...Interrupt It
  - Respond as an ally or supporter

Microaggressions - Reflection

- Activity Reflection
  - Microaggressions -
    - What was it like to actively respond to microaggressions?
    - What did you learn about yourself as it relates to how you respond to microaggressions?
    - How prepared do you feel to engage in a courageous and compassionate dialogue?
    - What further support do you need?
We want to identify the “offense” by getting in touch with what it brings up so you may respond rather than react.

- Recognize it – How does it make you “feel”?
- What is your initial belief about this statement?
RIR Protocol – “Interrupt It”

- Don’t allow the “offense’ to go by, but instead interrupt it through questioning and story sharing.
- Interrupt it – How will you stop the action?
  - Tell me more…
  - I am curious what you mean…
  - This is what I heard you say…
  - What you just said made me feel…

RIR Protocol – “Repair It”

- Work to find common ground by expanding your/their knowledge even if that means you agree to disagree.
- Repair it – Broaden the understanding as related to the statement
  - Observe
  - Engage
  - Read
Diversity Conversation – “Interrupt It”

- Practice your “diversity conversation” skills
- Partner up with a person who is racially different than you
- If you can not, partner up with a person you do not know well or at all

Epoch: Conversation Starters

<table>
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<td>finish high</td>
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<td>school.</td>
<td>have a sandwich</td>
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<td>like everyone</td>
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| | | else?

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Using the protocol – Call to Action

- Individual – Personal Issue
  - Examples:
    - Stuck on a tough decision
    - Movement to action

- Interpersonal – Issues With Others
  - Examples:
    - Disagreement with a colleague
    - Intervention with students
    - Family Issues

- Organizational – Systemic Issue
  - Examples:
    - Discipline Disproportionality
    - Curriculum Review
    - A-G Access
    - Achievement Courses Access
Call to Action

- Recognize It!
  - Reflect on your personal bias' and how they show up in your work
  - What feelings come up for you?

- Interrupt It!
  - What can you do right now to stop the behavior?
  - Ask questions, share a story, share how it makes you feel.

- Repair It!
  - What can you do to repair it?
  - Observe, Engage, & Read

Activity: Implicit Bias: Self exploration

- Take the Harvard Implicit Bias Test to begin your journey into your personal bias' so you can begin to bring them to consciousness and thus reduce how they impact your decision making process.

  - [https://implicit.harvard.edu/implicit/takeatest.html](https://implicit.harvard.edu/implicit/takeatest.html)

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Questions & Answers

For more information:

Help us get the Conversation Starters in the hands of 5000 educators

https://www.gofundme.com/epochconversations

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