



Cultural Inclusiveness  
and Equity (CIE)

**WISE**

Well-Being Information and  
Strategies for Educators

## ADDRESSING Framework

Using the ADDRESSING model, you can consider the group memberships and cultural identities of yourself or individuals you come in contact with. Below, see the components of the ADDRESSING model, examples of privileged and oppressed groups within each component, and a space to reflect on your experiences or the experiences of an individual you are working with.

Component of ADDRESSING Framework	Example of privileged identity	Example of oppressed identity	Your reflection (Consider how you/the person's identity related to power and privilege within each domain.)
Age and generational influences	young or middle-aged adults	children, older adults	
Developmental disabilities and other Disabilities	person without a disability	person with a disability	
Religion and spirituality	Christian and secular	Muslim, Jewish, Hindu, Buddhist	
Ethnic and racial identity	white Americans	African/Black American, Asian or Asian American, Pacific Islander, Middle Eastern	

<b>Socioeconomic status</b>	upper and middle class	people of lower status by income, housing, access to resources, urban or rural locale, education	
<b>Sexual orientation</b>	heterosexual	people who identify as gay, lesbian, bisexual, or asexual	
<b>Indigenous heritage</b>	descendant of European colonizers	American Indians, Inuit, Alaskan Natives, Native Hawaiians	
<b>National origin</b>	U.S.-born American	immigrants, refugees, international students	
<b>Gender identity</b>	cisgender man	women & transgender people	

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