

Confronting Implicit Bias *in Society and Ourselves*

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Role of Bias in Education Disparities (10/5/22)



Disclaimer and Funding Statement

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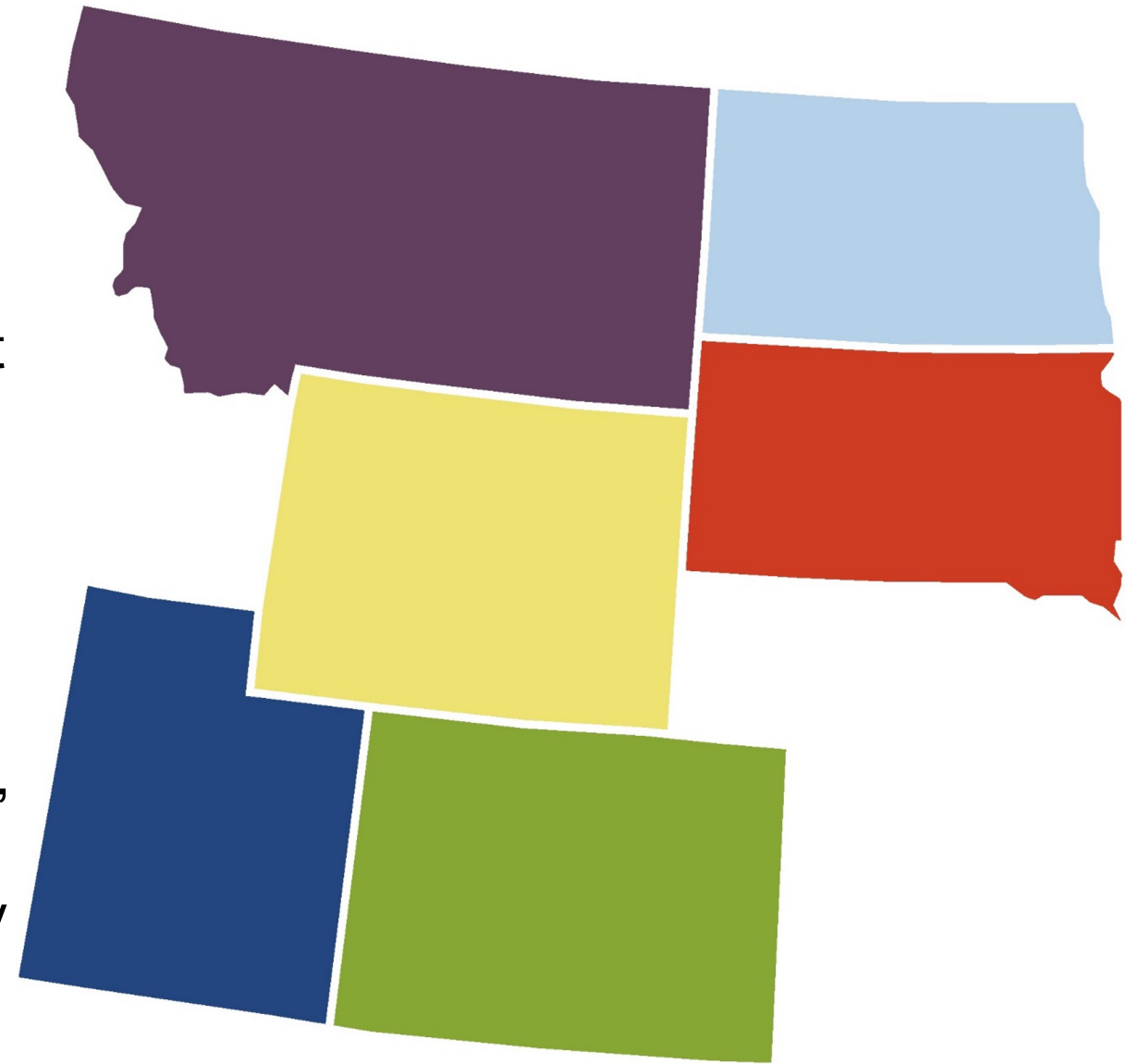
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The Mountain Plains Mental Health Technology Transfer Center

The Mountain Plains Mental Health Technology Transfer Center (Mountain Plains MHTTC) provides training and technical assistance to individuals who serve persons with mental health concerns throughout Region 8 (Colorado, Montana, North Dakota, South Dakota, Utah and Wyoming).

We belong to the Technology Transfer Center (TTC) Network, a national network of training and technical assistance centers serving the needs of mental health, substance use and prevention providers. The work of the TTC Network is under a cooperative agreement by the Substance Abuse and Mental Health Service Administration (SAMHSA).



Land Acknowledgement Statement

Today, the University of North Dakota rests on the ancestral lands of the Pembina and Red Lake Bands of Ojibwe and the Dakota Oyate - presently existing as composite parts of the Red Lake, Turtle Mountain, White Earth Bands, and the Dakota Tribes of Minnesota and North Dakota. We acknowledge the people who resided here for generations and recognize that the spirit of the Ojibwe and Oyate people permeates this land. As a university community, we will continue to build upon our relations with the First Nations of the State of North Dakota - the Mandan, Hidatsa, and Arikara Nation, Sisseton-Wahpeton Oyate Nation, Spirit Lake Nation, Standing Rock Sioux Tribe, and Turtle Mountain Band of Chippewa Indians.



The MHTTC Network uses affirming, respectful and recovery-oriented language in all activities. That language is:

STRENGTHS-BASED
AND HOPEFUL

INCLUSIVE AND
ACCEPTING OF
DIVERSE CULTURES,
GENDERS,
PERSPECTIVES,
AND EXPERIENCES

HEALING-CENTERED AND
TRAUMA-RESPONSIVE

INVITING TO INDIVIDUALS
PARTICIPATING IN THEIR
OWN JOURNEYS

PERSON-FIRST AND
FREE OF LABELS

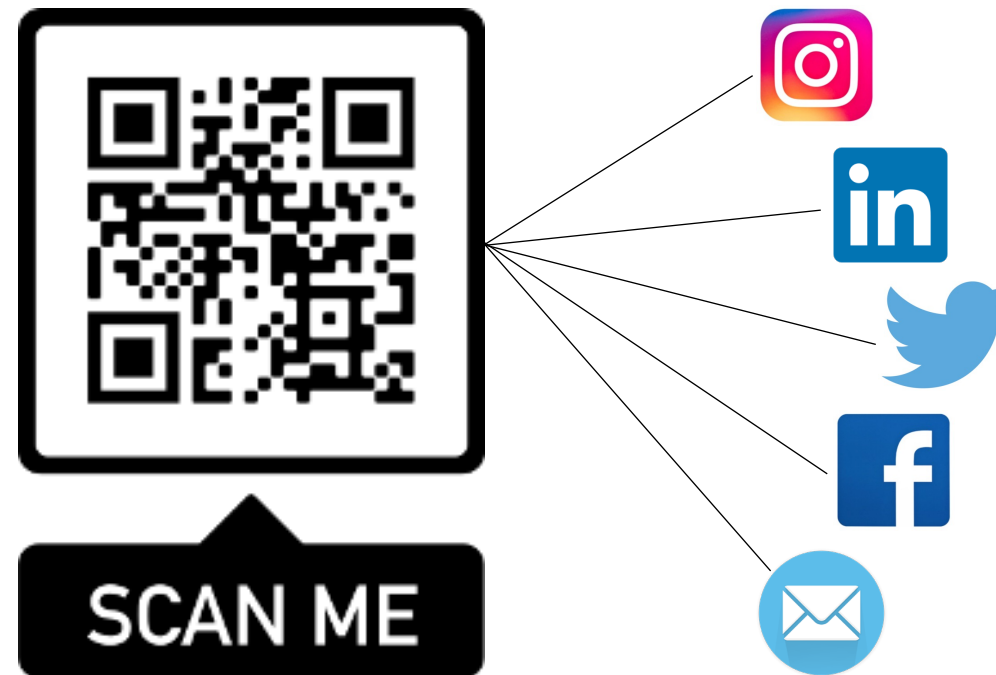
NON-JUDGMENTAL AND
AVOIDING ASSUMPTIONS

RESPECTFUL, CLEAR
AND UNDERSTANDABLE

CONSISTENT WITH
OUR ACTIONS,
POLICIES, AND PRODUCTS

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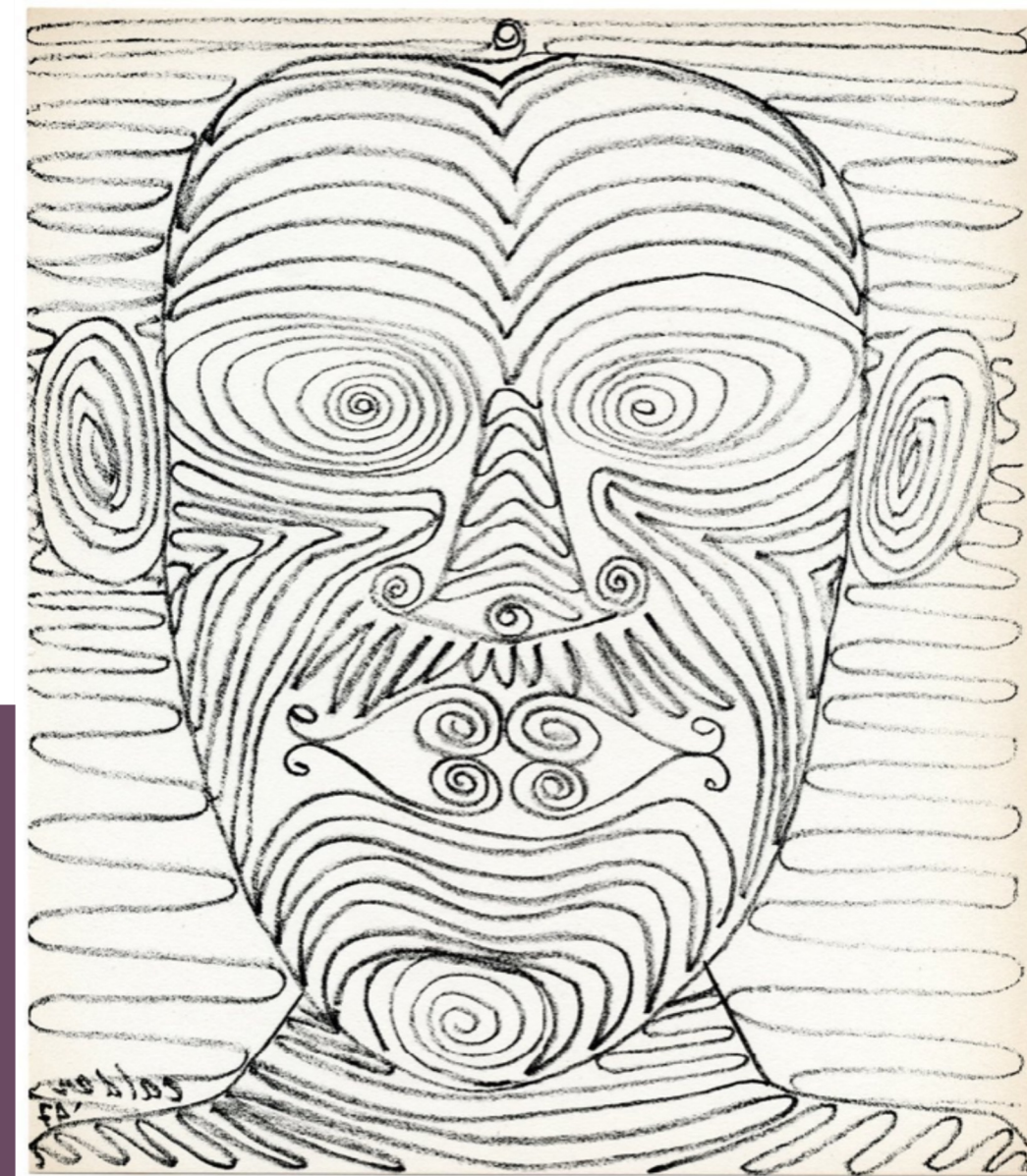
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[Part 1] October 5, 2022

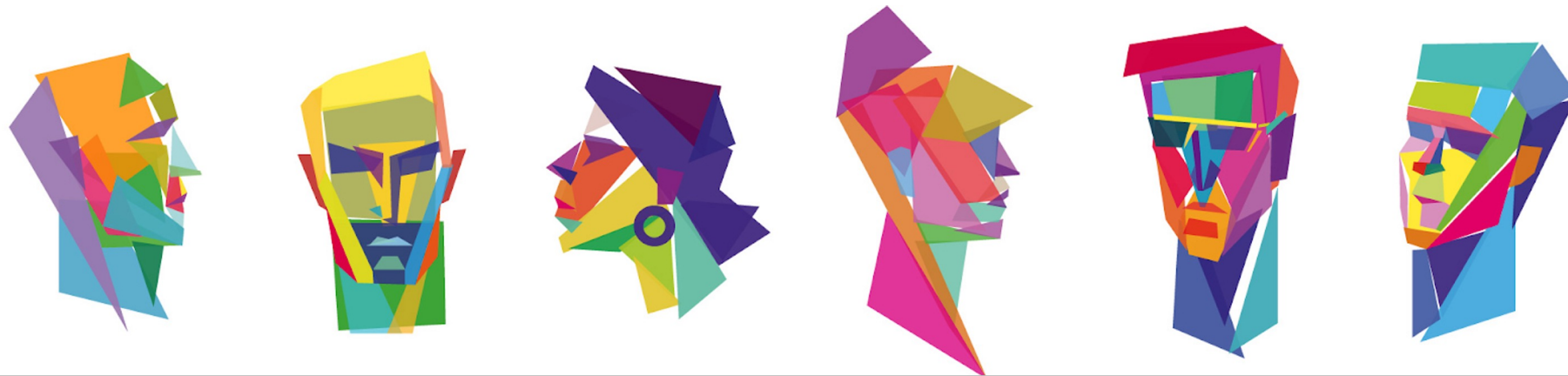


Welcome!
How are you?

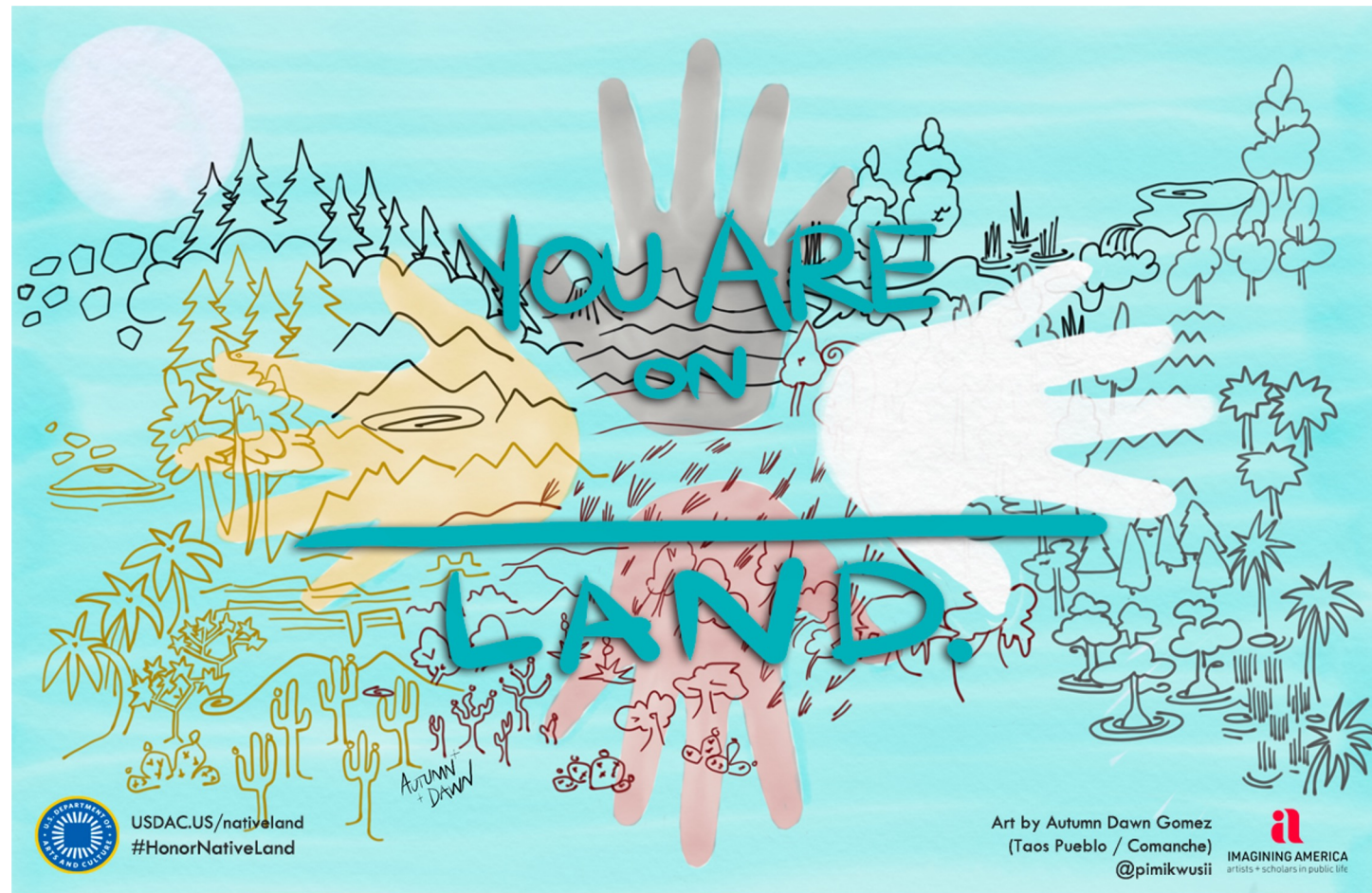


Our space and ourselves

- 1. Think of 1 word describing something about your identity or traditions that you are proud of.*
- 2. Type it into the chat box BUT DON'T HIT SEND YET.*
- 3. When I give the word, we will all post in the chat in unison.*
- 4. Read what your colleagues have written.*
- 5. Consider 2 takeaways that can help you better affirm your colleagues.*



A Brave Community



*one of the most vital ways we
sustain ourselves is by building
communities of resistance, places
where we know we are not alone*

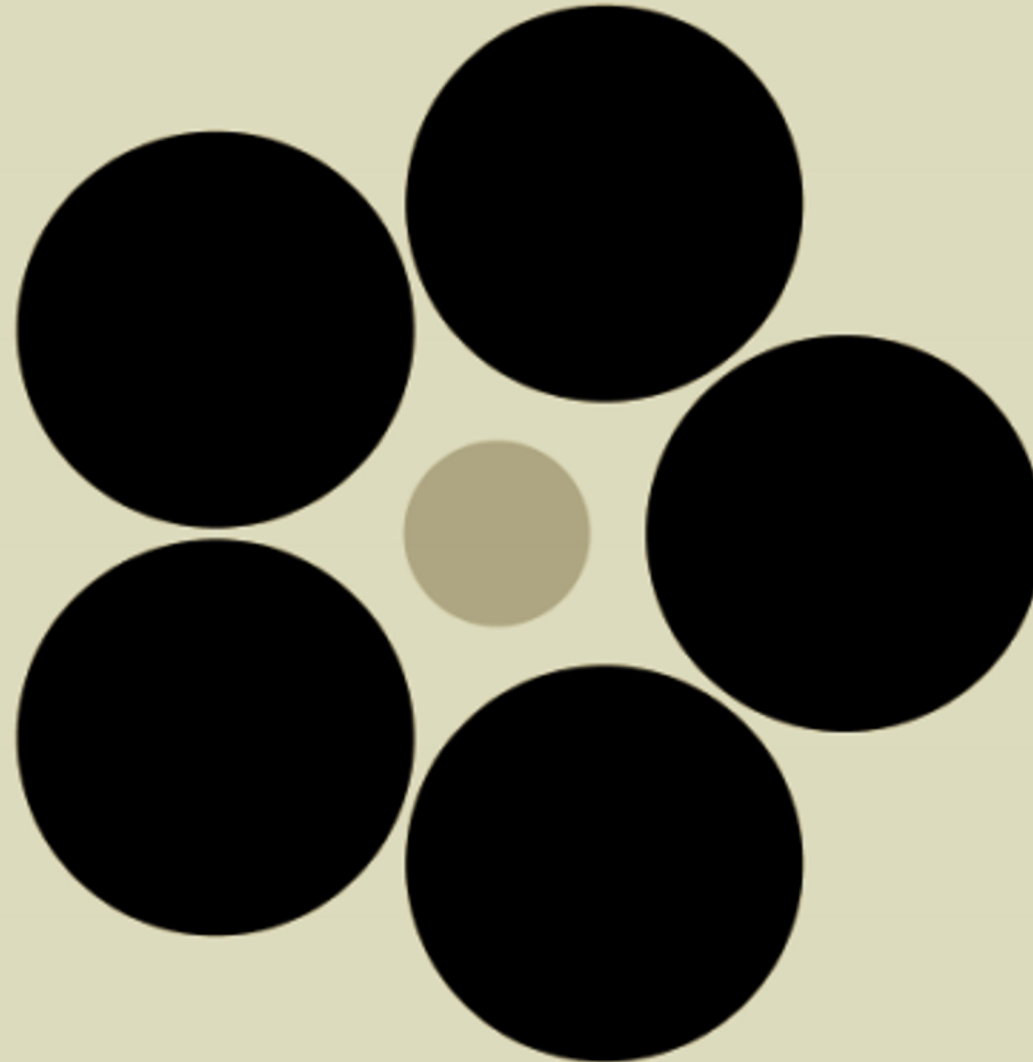
bell hooks

<https://native-land.ca/>



Which GREY circle looks larger,
the dark grey or light grey?

Share your answer in the chat.



Implicit Bias:

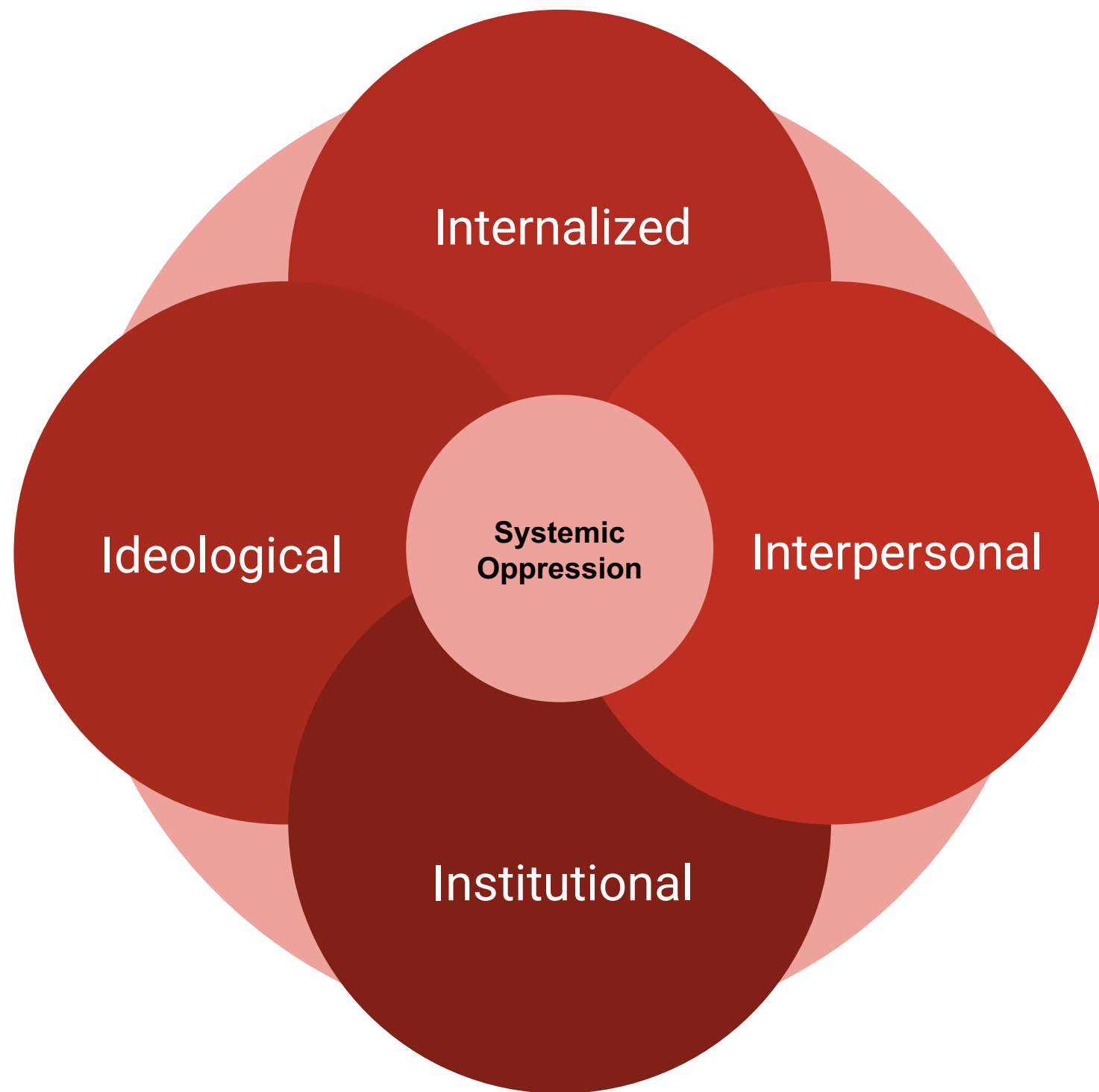
the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.

(Kirwan Institute)

Lens of Systemic Oppression

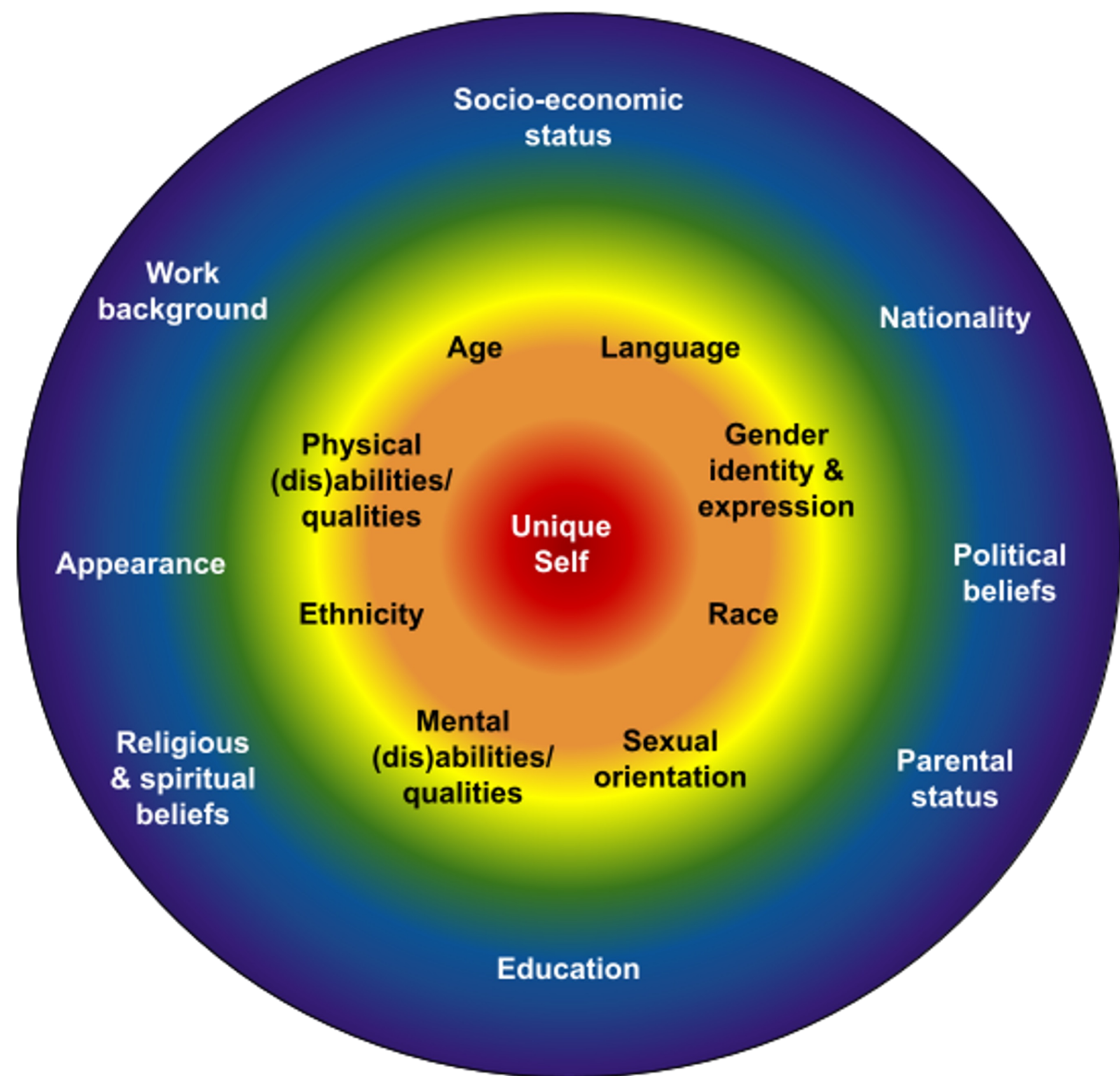






Dimensions of Diversity

Social identities refer to our membership in social groups with shared experiences, history, culture, etc. that shape our attitudes, behaviors, and worldview.





Implicit Bias in schools



Children who are
viewed as “low
achievers” get
less wait time, are
praised less
frequently, and
receive less
feedback



Out of a nationally representative sample of 10th grade teachers, non-Black teachers are 30% less likely than Black teachers to expect that a Black student will complete their college degree

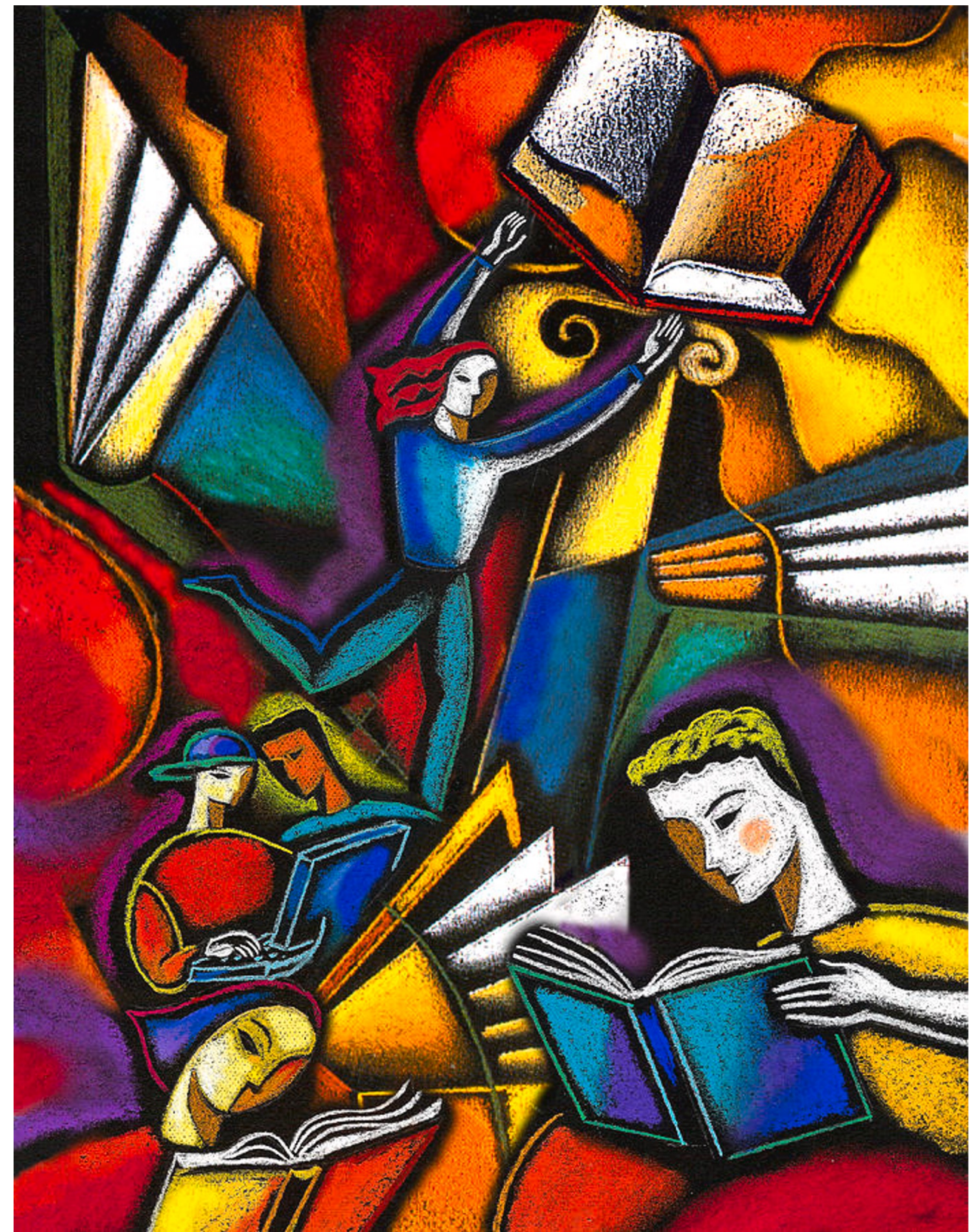


Only 19% of LGBTQ+ students in Colorado were taught positive representations of LGBTQ people, history, or events in their classes.



Even among students with high standardized test scores, Black students are less likely to be assigned to gifted services in both math and reading, a pattern that persists when controlling for other background factors.

Furthermore, recent statistics suggest Black children are 40% more likely to be referred for special education services than their White peers.





Black and Brown students
expelled 3x more often
than White students.



Students with disabilities
are twice as likely to be
suspended.



Black, Hispanic, and Native students account for about 70% of school-related arrests but only account for about 40% of the general population.



LGBTQ+ students are disciplined more harshly for PDA than their peers

Bias and marginalization of Asian Americans
leads to increased depression/anxiety.



Illustration by Anna Godeassi

Black girls are assumed to be less innocent than White girls, more independent, more exposed to adult topics, and more familiar with sex.



Illustration by Anna Godeassi

Sexist dress code policies target girls and trans or gender expansive students through body-shaming, blaming victims (or potential victims) for promoting sexual harassment rather than the harasser, and by perpetuating gender stereotypes.

Female students are far more likely to be punished, and that data is difficult to monitor.



WHO HAS POWER

Zero-Tolerance Policies lead to a host of negative outcomes for students and contribute to the school-to-prison pipeline, as well as discipline disproportionality. Increased school suspension actually predicts higher levels of future misbehavior an increased probability of dropping out or not graduating on time



Reflect:

Are these, or other similar patterns of bias or inequity occurring in your school, department, or community?

As a person who is empowered with this understanding, what will you do to disrupt those patterns?

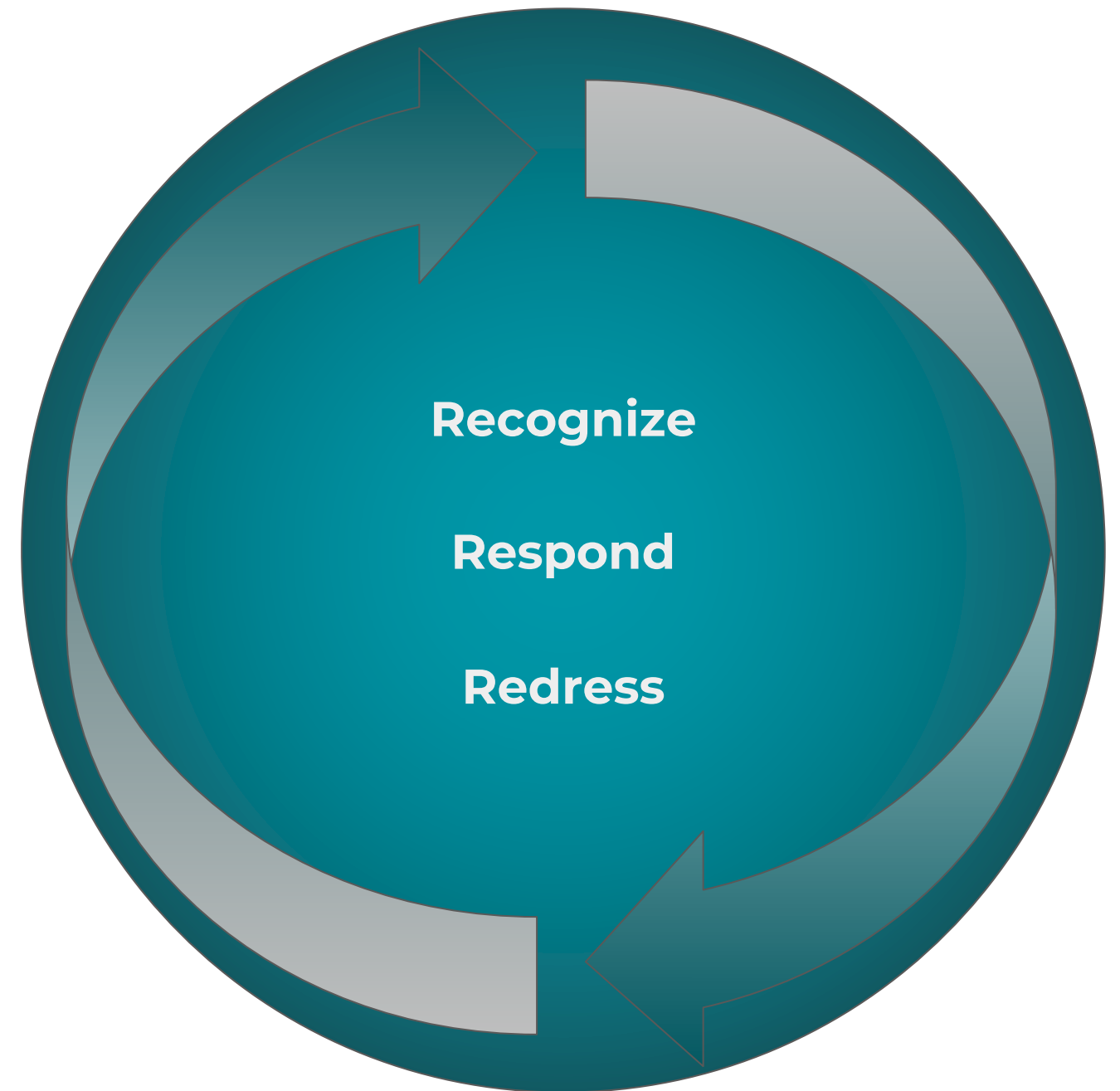


Confronting Systemic Bias

Equity Literacy

refers to the knowledge and skills that enable us to **recognize, respond to, and redress** conditions that deny some students access to educational and other opportunities enjoyed by their peers.

—Paul Gorski



Let's Practice

1. *Recognize:* What is one biased practice or policy that is harming a group at your school?
1. *Respond:* Who is an ally you can talk with about this? How will you frame the issue? What do you hope to achieve?
3. *Redress:* What is your plan to address the systemic conditions to allow this inequity to occur?



Questions and Closing Thoughts



- What are you sitting with?
- What would you like to explore more next time?
- What will you DO to apply your thinking from today?

Questions?

Want to stay in touch?



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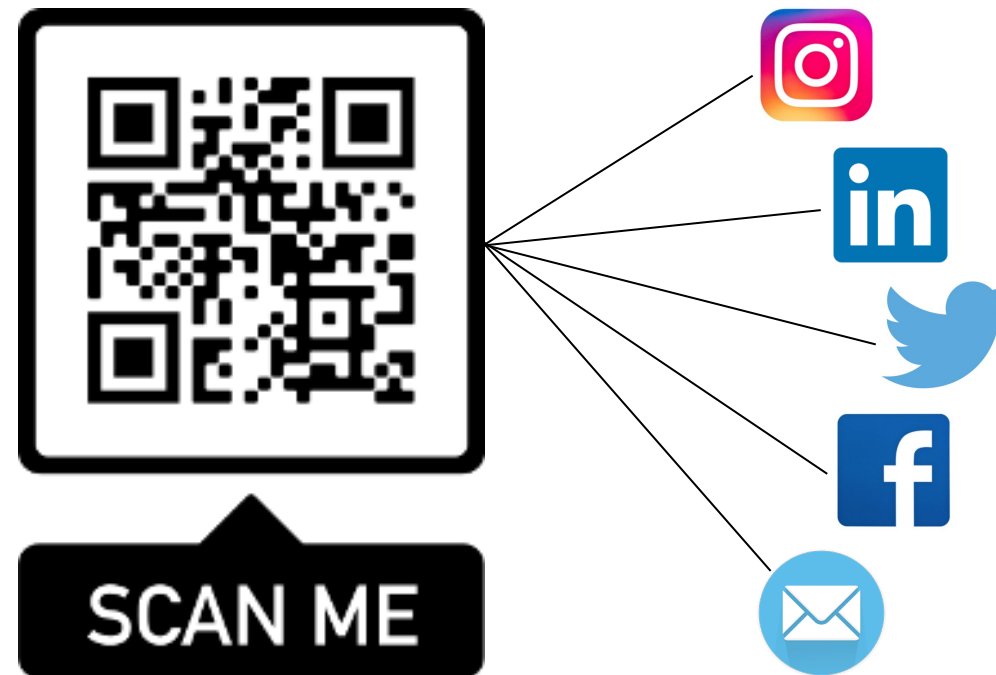


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THANK YOU!

