

Confronting Implicit Bias *in Society and Ourselves*

Dr. Rana Tasnin Razzaque

*Director of Opportunity, Access, and Inclusion
Englewood Schools*

Role of Bias in Education Disparities:
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Disclaimer and Funding Statement

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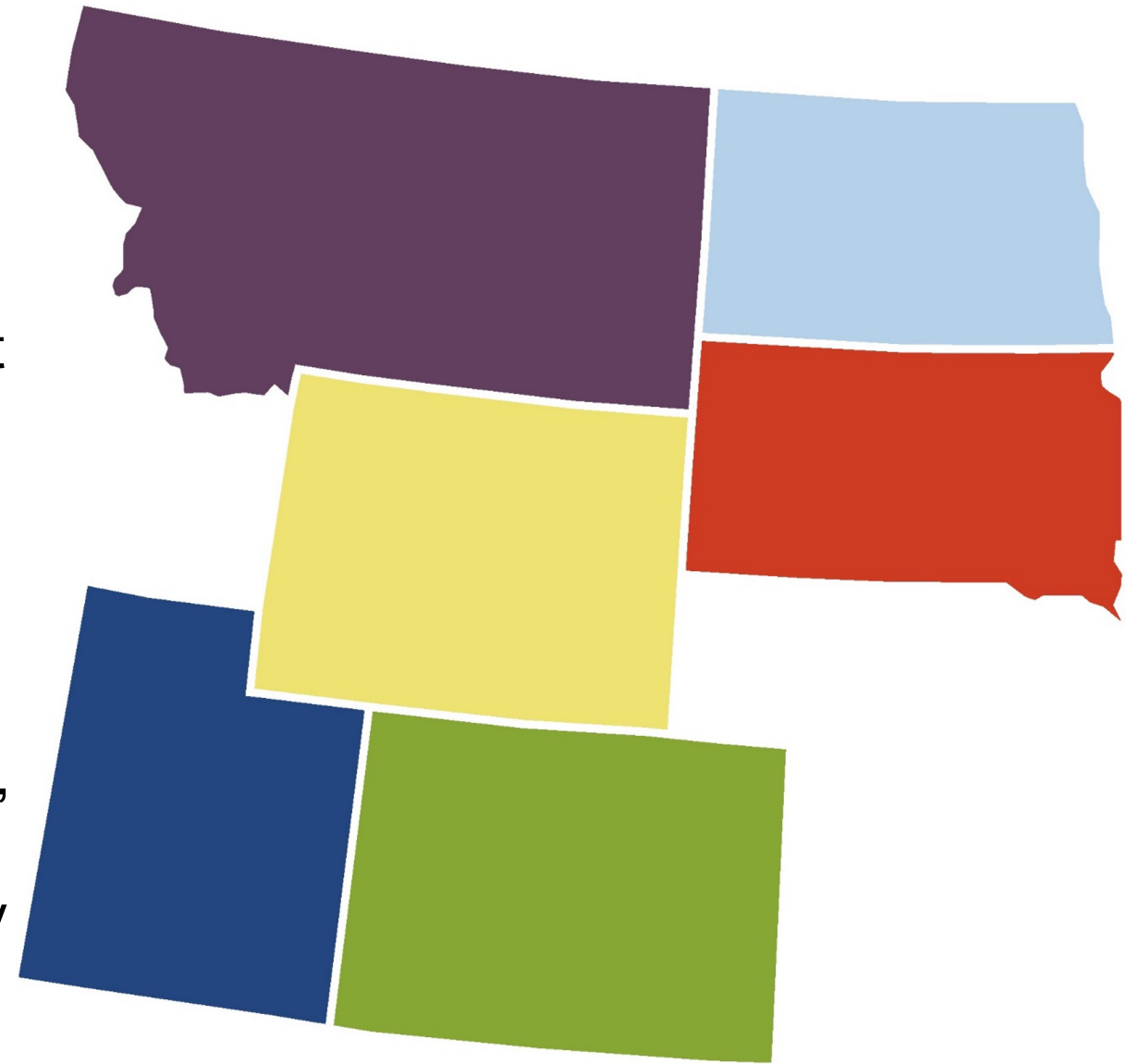
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The Mountain Plains Mental Health Technology Transfer Center

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

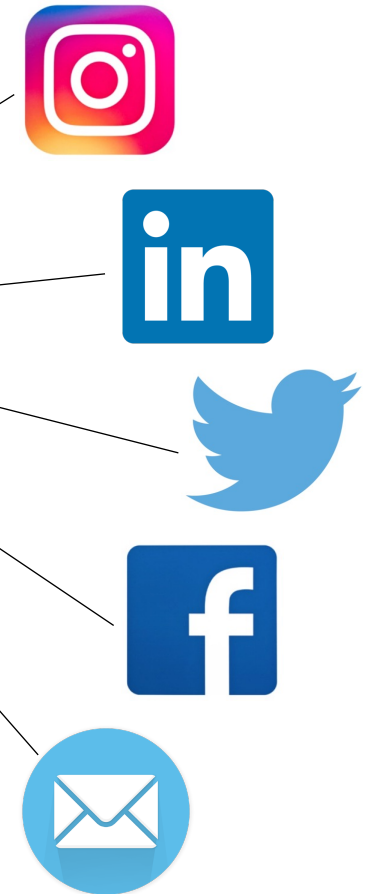
CONSISTENT WITH
OUR ACTIONS,
POLICIES, AND PRODUCTS

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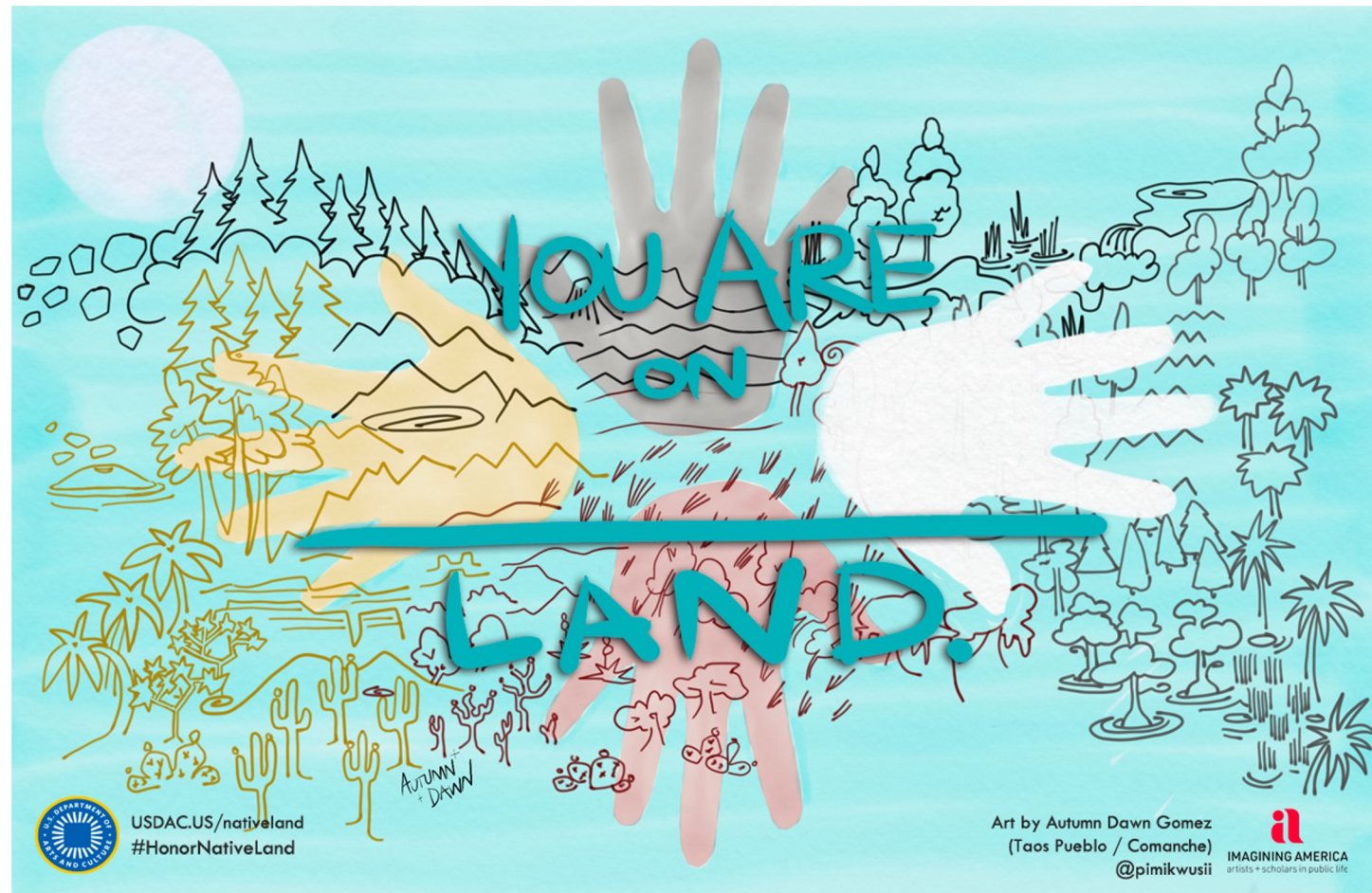
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[Part 2] October 12, 2022




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/>



**Choose a photo that you feel
connects most with an
aspect of your identity.**

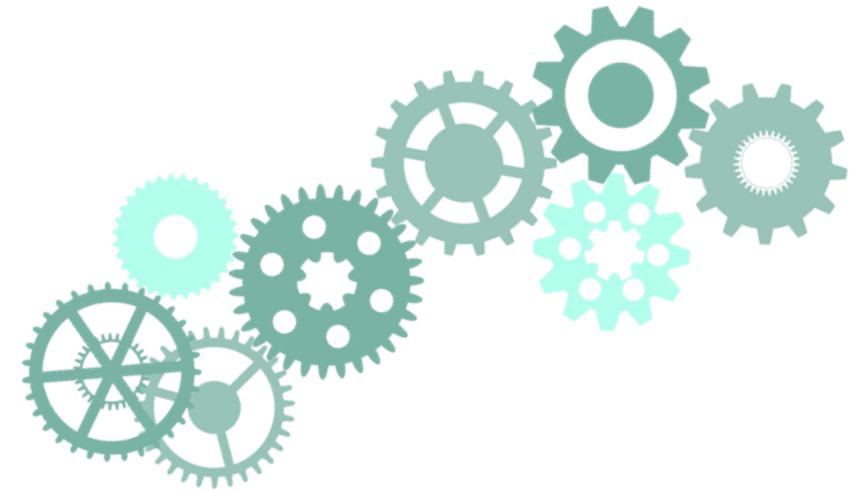
**Share which photo you
chose and why in 1 sentence.**

Learning Objectives

I am working to...

enhance awareness

of identity, culture, beliefs, and biases



understand the relationship

of systemic inequity, implicit bias, and their impact on students and families

develop a plan to combat implicit bias,

in order to cultivate belonging and equal opportunity
for every person in my school and community



Circles of Trust





Developmental History

Implicit Bias

Affective Experiences

Culture

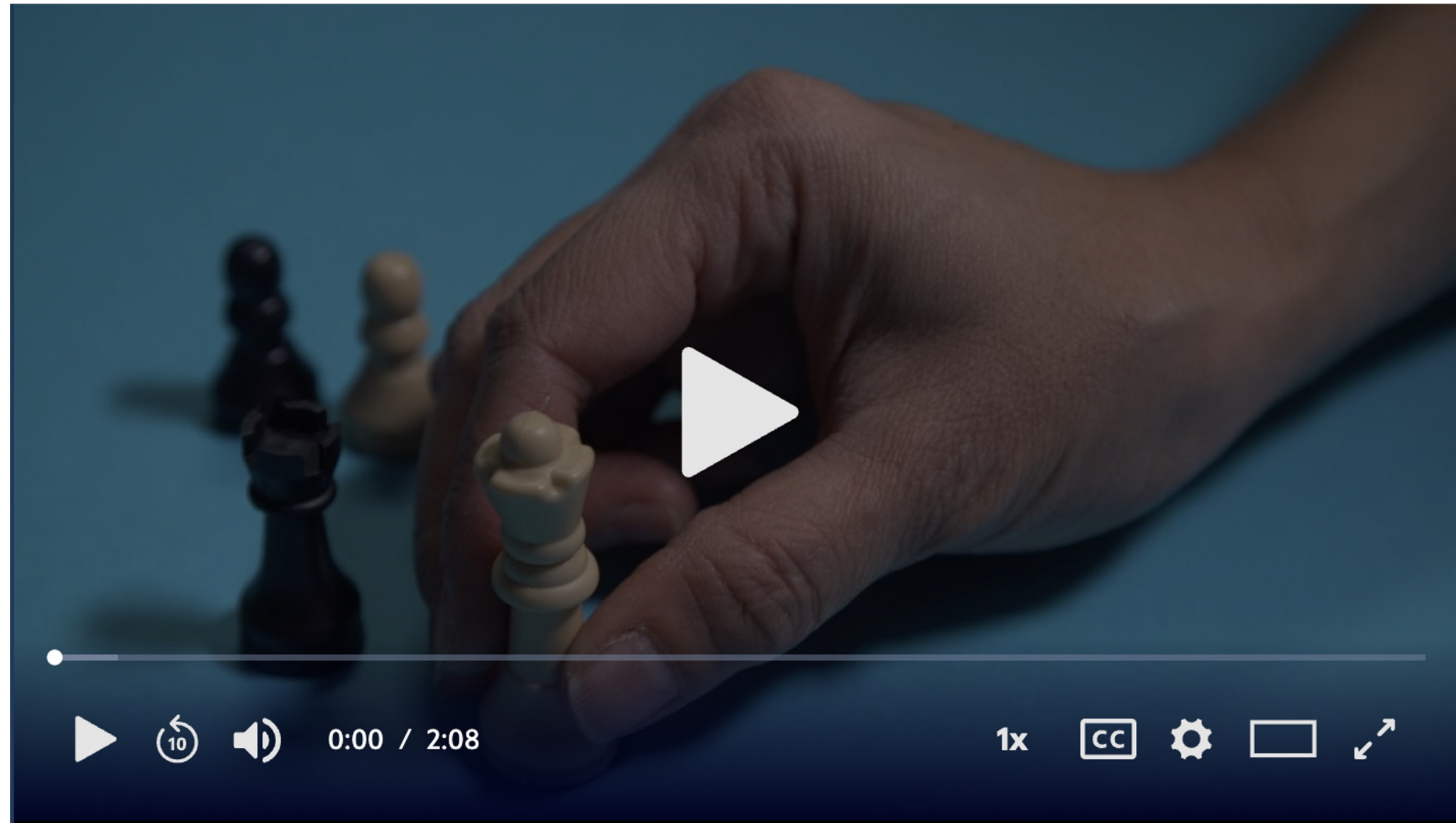
Self

Aligning Our Actions with Our Values

- Perspective Taking
- Combatting single narratives
 - Read diverse authors
 - Watch diverse films/shows
 - Cultivate critical friends
 - Go to museums/cultural centers
 - Expand who you follow on social media
 - What does building multicultural community look like?



Make Friends to Tackle Bias

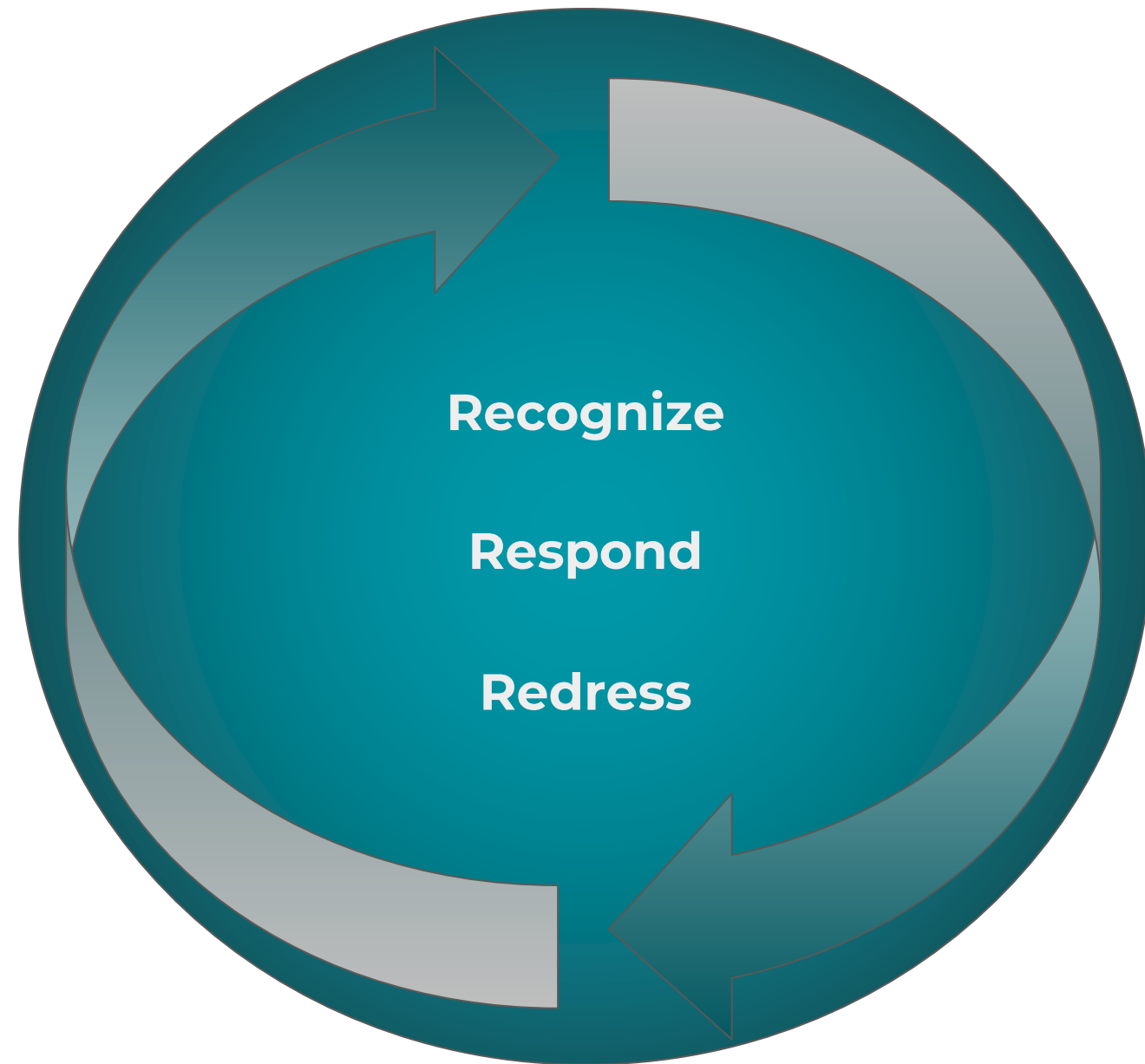


Strategies to Increase Awareness

- Mindfulness
- Implicit Bias Association Tests
 - Project Implicit (*take one at a time)
- Build in time for reflection and authentic analysis
 - Data
 - Observation
 - TEAMWORK
 - Ask, and accept the answers



Equity Literacy Action Plan



How specifically will you grow your ability to recognize your own biases?

How will you respond to the biases you identify?

What will you do to redress the conditions that contribute to your biases?

Questions and Closing Thoughts



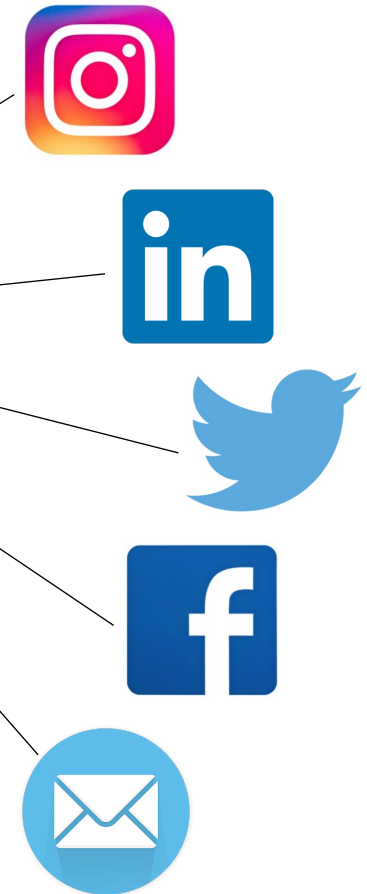
- What are you sitting with?
- What questions do you have today?
- What would support your learning next week?

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THANK YOU!

