

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:
October 5th, 12th, 19th, and 26th, 2022



Disclaimer and Funding Statement

This presentation was prepared for the Mountain Plains Mental Health Technology Transfer Center (Mountain Plains MHTTC) under a cooperative agreement from the Substance Abuse and Mental Health Services Administration (SAMHSA). All material appearing in this presentation, except that taken directly from copyrighted sources, is in the public domain and may be reproduced or copied without permission from SAMHSA or the authors. Citation of the source is appreciated. Do not reproduce or distribute this presentation for a fee without specific, written authorization from the Mountain Plains MHTTC. For more information on obtaining copies of this presentation please email ebriley@wiche.edu.

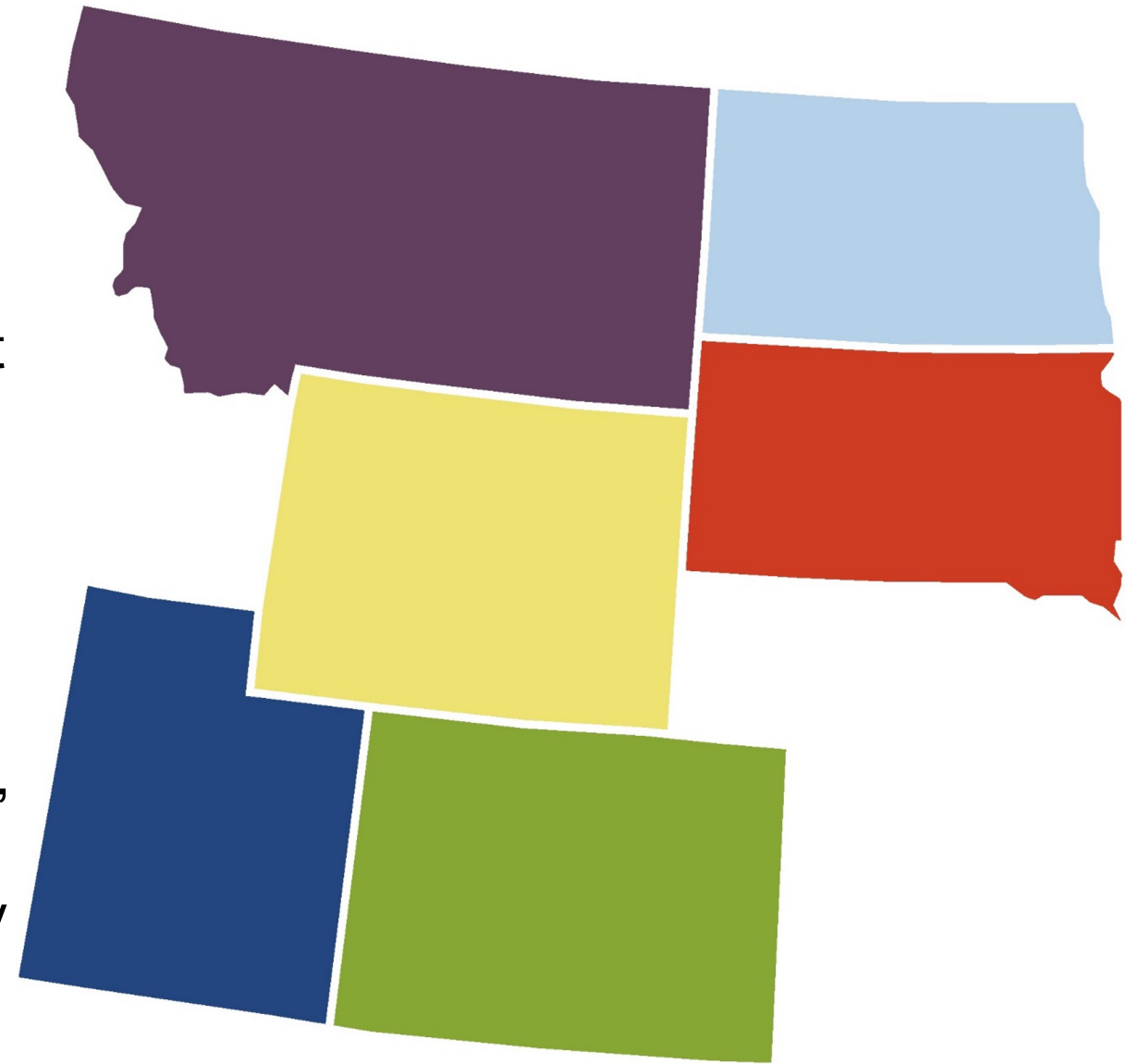
At the time of this presentation, Tom Coderre served as acting SAMHSA Assistant Secretary. The opinions expressed herein are the views of Rana Razzaque and do not reflect the official position of the Department of Health and Human Services (DHHS), or SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this presentation is intended or should be inferred.

The work of the Mountain Plains MHTTC is supported by grant H79SM081792 from the Department of Health and Human Services, Substance Abuse and Mental Health Services Administration.

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

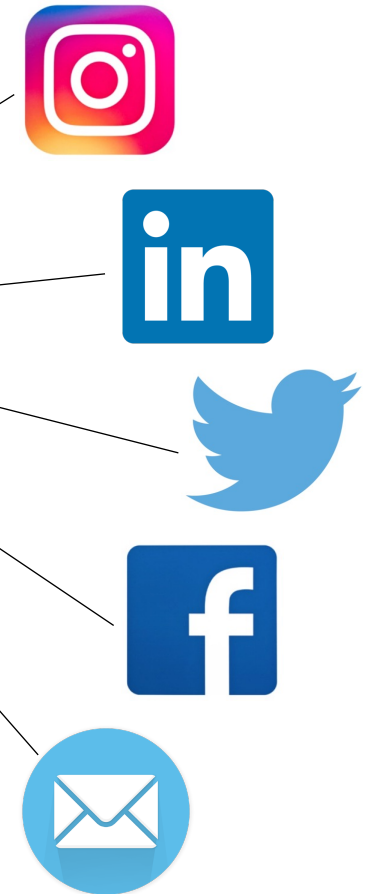
CONSISTENT WITH
OUR ACTIONS,
POLICIES, AND PRODUCTS

Stay Connected

Scan this QR code to follow us on Instagram, LinkedIn, Twitter, and Facebook. You can also join our e-mail newsletter!



SCAN ME



Confronting Implicit Bias *in Society and Ourselves*

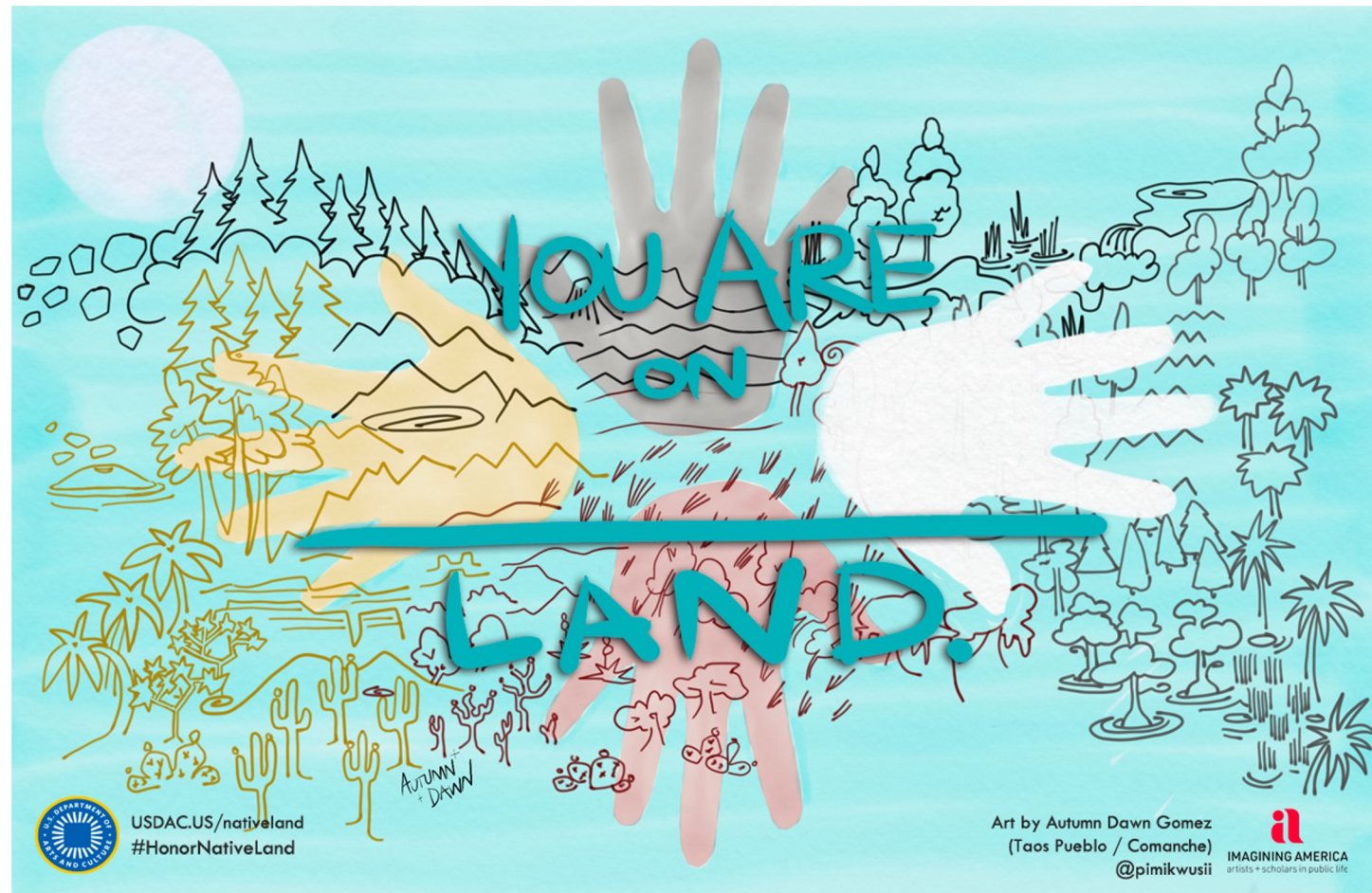
Dr. Rana Tasnin Razzaque

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

[Part 4] October 26, 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

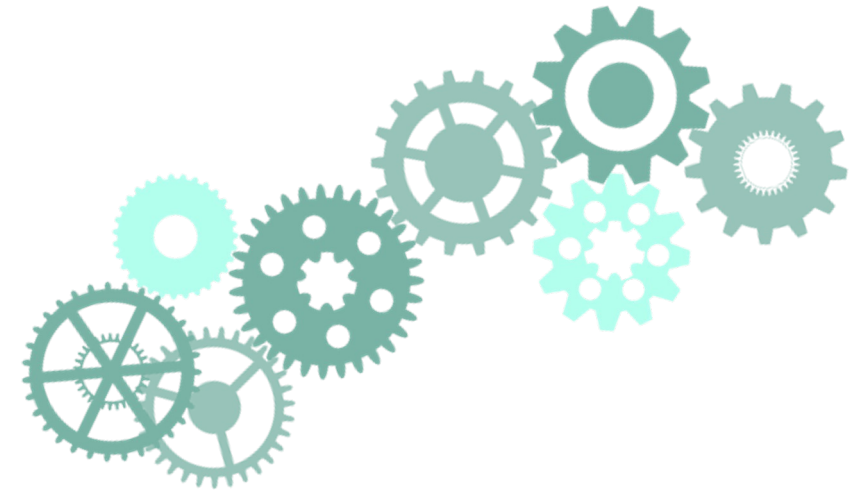
<https://native-land.ca/>

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,

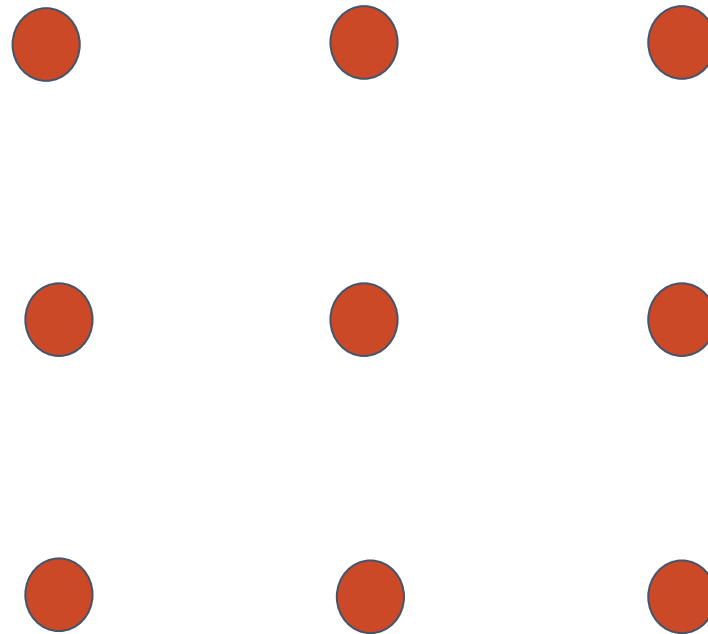
in order to cultivate **belonging and equal opportunity**

for every person in my school and community



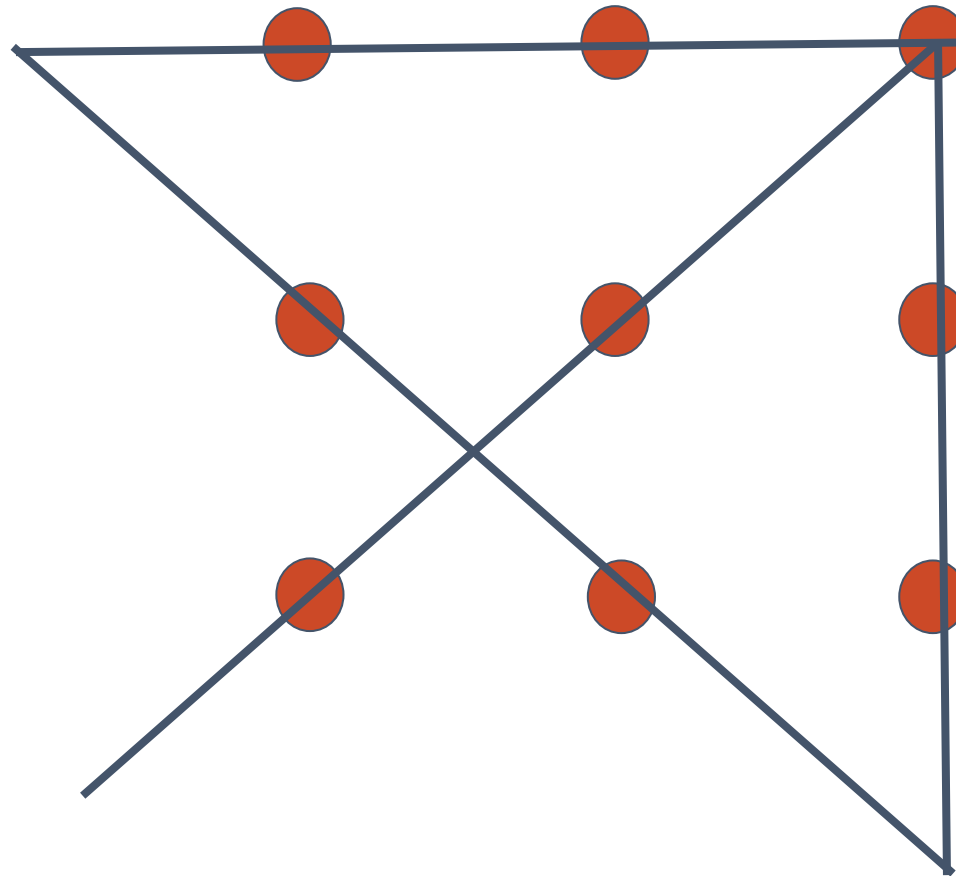
Address this challenge

*Connect these nine dots without picking up the pen
and without retracing any lines.*



Address this challenge

*Connect these nine dots without picking up the pen
and without retracing any lines.*



Brain Science Review *from Dr. Zaretta Hammond*

- The brain seeks to minimize social threats and maximize opportunities to connect with others in the community
- Positive relationships keep our safety–threat detection system in check
- Culture guides how we process information
- Attention drives learning
- All new information must be coupled with existing funds of knowledge in order to be learned
- The brain physically grows through challenge and stretch, expanding its ability to do more complex thinking and learning

Drawing on past learning



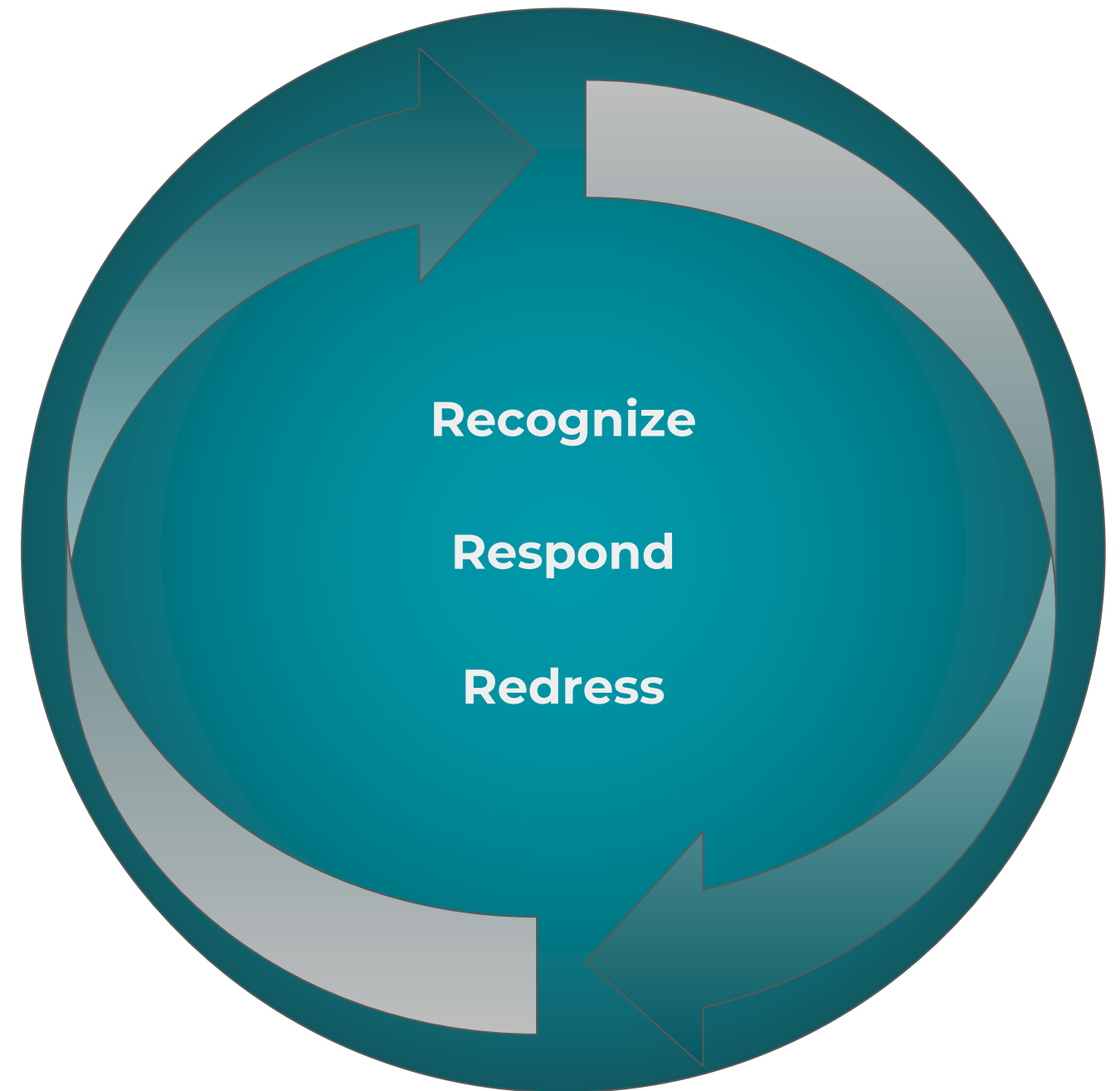
- Session 3: Responding to bias (others' and our own)
- Session 2: Recognizing & addressing our biases
- Session 1: Bias leading to systemic educational disparities

Confronting Bias & Discrimination

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



Warm-Up



Considerations

1. What dynamics around identity, privilege, and marginalization exist in this scenario?
2. How do you feel about Joy's response? What about her sister-in-law?
3. Place yourself as one of the characters in this story. How would you *have liked* to respond?
4. How do you think you would ACTUALLY respond if you saw this happening?

Considerations

3. Place yourself as one of the characters in this story. How would you *have liked* to respond?
4. How do you think you would ACTUALLY respond if you saw this happening?
5. **If your response to 3 and 4 are the same, think deeply about if this is accurate or if you might have some cognitive dissonance. If your response to 3 and 4 are different, think deeply about how you might bridge your actual actions to your aspirations of confronting discrimination.**

Your Turn!

1. Go to this Padlet:
<https://tinyurl.com/BiasPadlet>
2. Choose one of the scenarios
(also linked in chat)
3. Write out in the Padlet how you
would respond.
4. You have 10 minutes to do
this independently
5. If you finish early, write our a
scenario/dilemma for us to
work on together in the last
Padlet column and/or
“upvote” what others post.

Open Frame



Let's discuss some of your real-life scenarios.

What additional thoughts, questions, ideas, or insights do you have?

What are your next steps on this journey?

Closing Thoughts



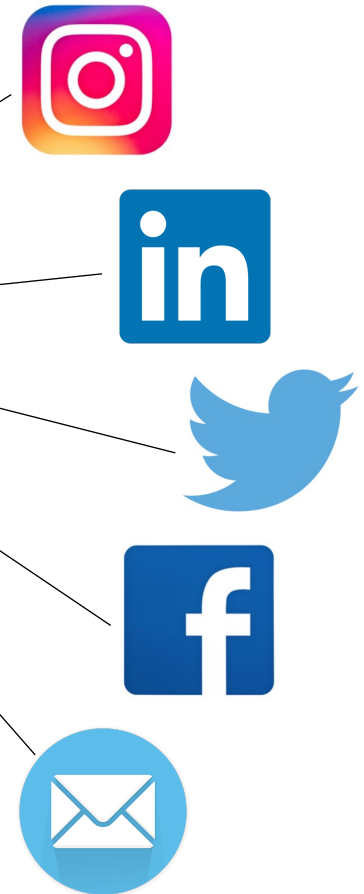
- ❑ Equality and Belonging require equitable practices to get us there
- ❑ Healing is essential (and ongoing)
- ❑ “To live is to choose. But to choose well, you must know who you are and what you stand for, where you want to go and why you want to get there,” –Kofi Annan

Stay Connected

Scan this QR code to follow us on Instagram, LinkedIn, Twitter, and Facebook. You can also join our e-mail newsletter!



SCAN ME



Confronting Implicit Bias

in Society and Ourselves

THANK YOU!

