

Implicit Bias

Advanced Workshop Series

Dr. Rana Tasnin Razzaque

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

Wednesday, March 6, 2024 from 12-1pm MST

Thursday, March 7, 2024 from 12-1pm MST



Mountain Plains (HHS Region 8)

MHTTC

Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

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.

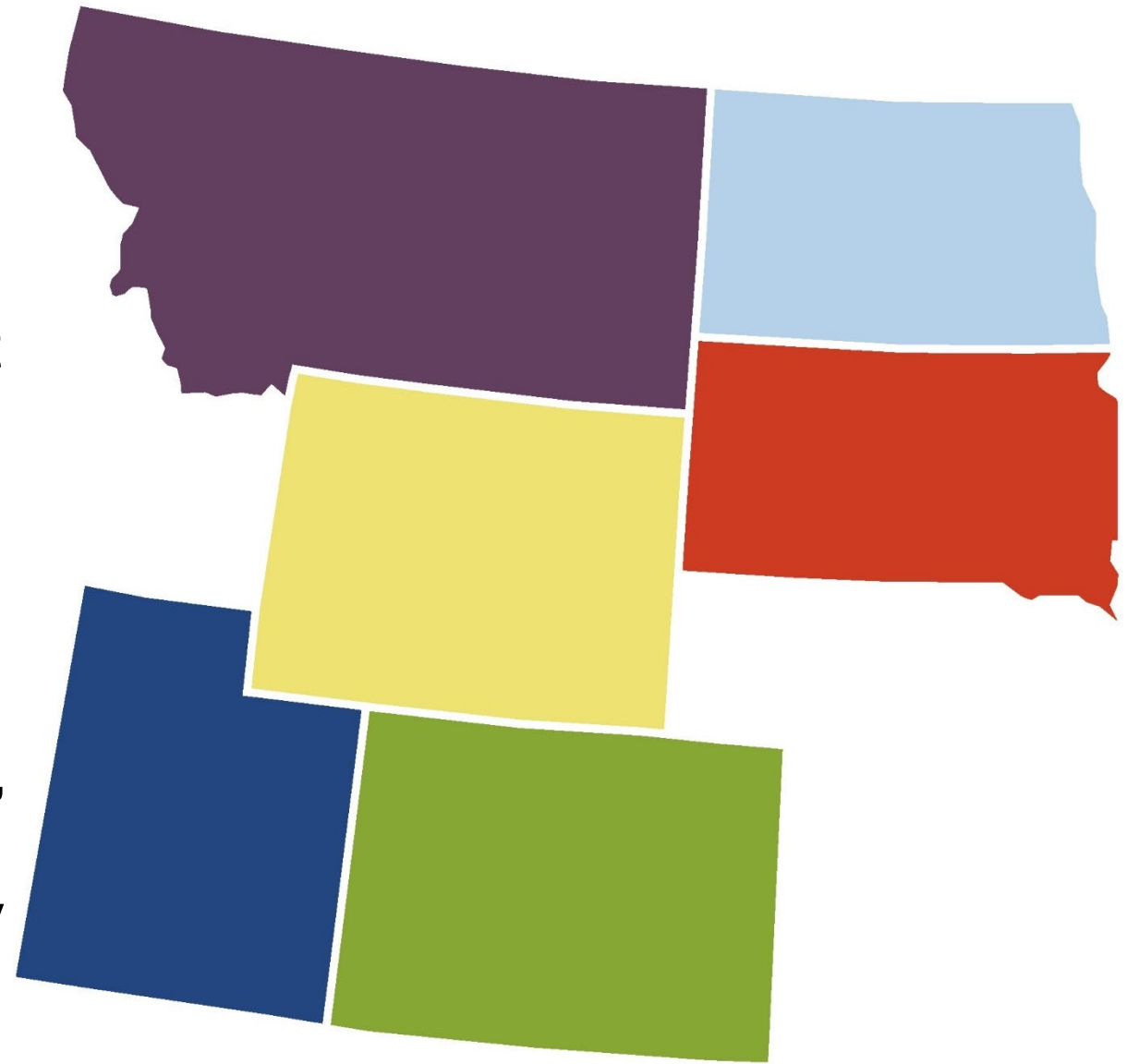
At the time of this presentation, Tom Coderre served as acting SAMHSA Assistant Secretary. The opinions expressed herein are the views of Rana Razzaque and do not reflect the official position of the Department of Health and Human Services (DHHS), or SAMHSA. No official support or endorsement of DHHS,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



mhttcnetwork.org/centers/mountain-plains-mhttc/home



[@Mountain-Plains-MHTTC](https://www.facebook.com/@Mountain-Plains-MHTTC)



[@MPMHTTC](https://twitter.com/@MPMHTTC)



mhttcnetwork.org/centers/mountain-plains-mhttc/subscribe-our-mailing-list



[@mpmhttc](https://www.instagram.com/@mpmhttc)



[linkedin.com/in/mountain-plains-mhttc-619190228/](https://www.linkedin.com/in/mountain-plains-mhttc-619190228/)

Implicit Bias

Advanced Workshop Series: Part 1

Dr. Rana Tasnin Razzaque

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

Wednesday, March 6, 2024 from 12-1pm MST

Thursday, March 7, 2024 from 12-1pm MST

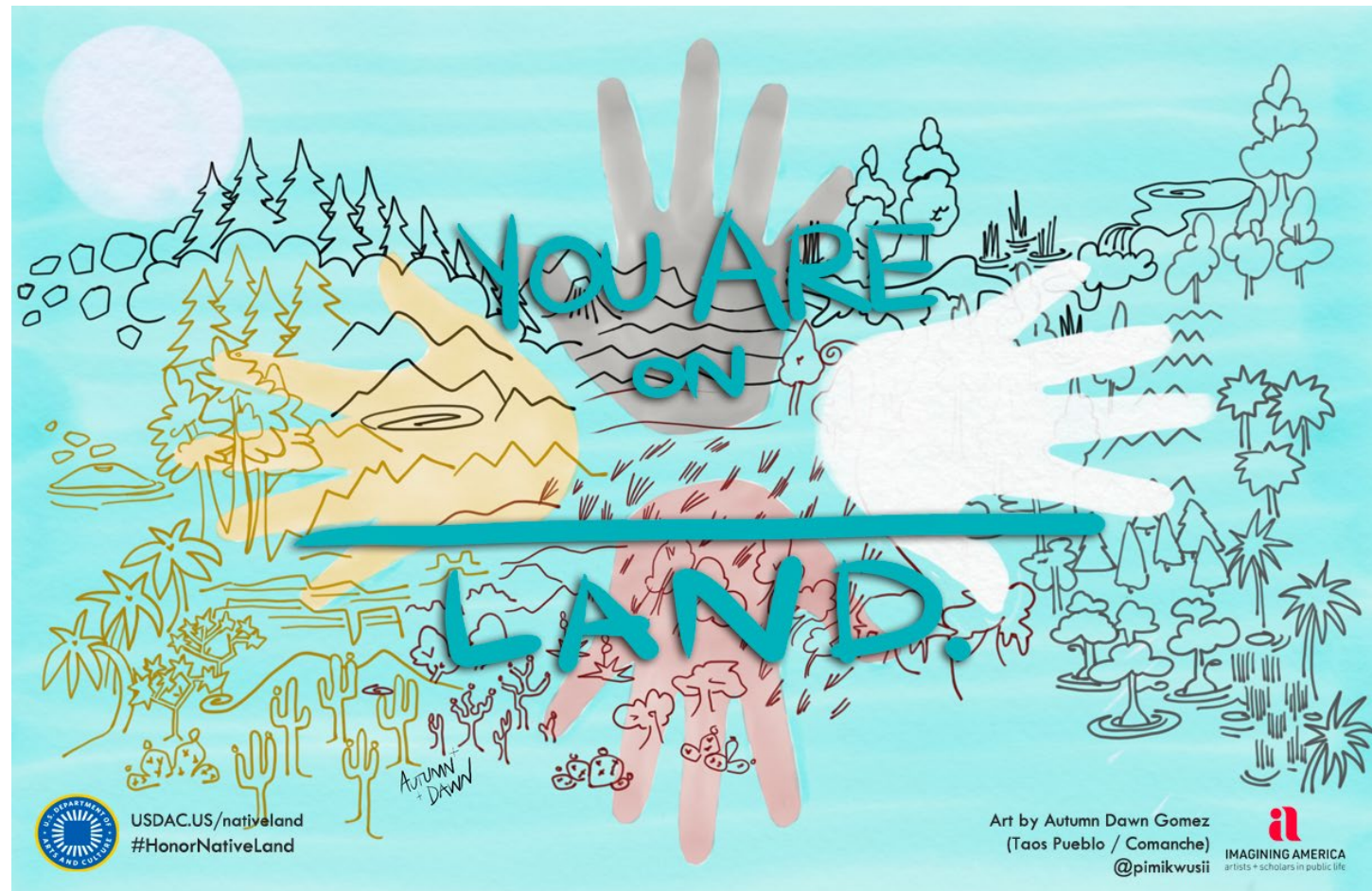


Mountain Plains (HHS Region 8)

MHTTC

Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

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...

delve deeper to recognize and redress implicit bias, as well as practice talk moves to support us in addressing others' biases.

strategies to scale up responses in order to address microaggressions systemically and sustainably establish a culture of belonging



Our space and ourselves

1. *Think of a short phrase to describe your intentions for this workshop. What do you hope to achieve? Why does this learning matter?*
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.*



Norms for Courageous Conversations

Stay engaged

Speak your truth

Experience discomfort

Expect/Accept non-closure

Listen for understanding



Implicit Bias:

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

(Kirwan Institute)



Developmental History

Implicit Bias

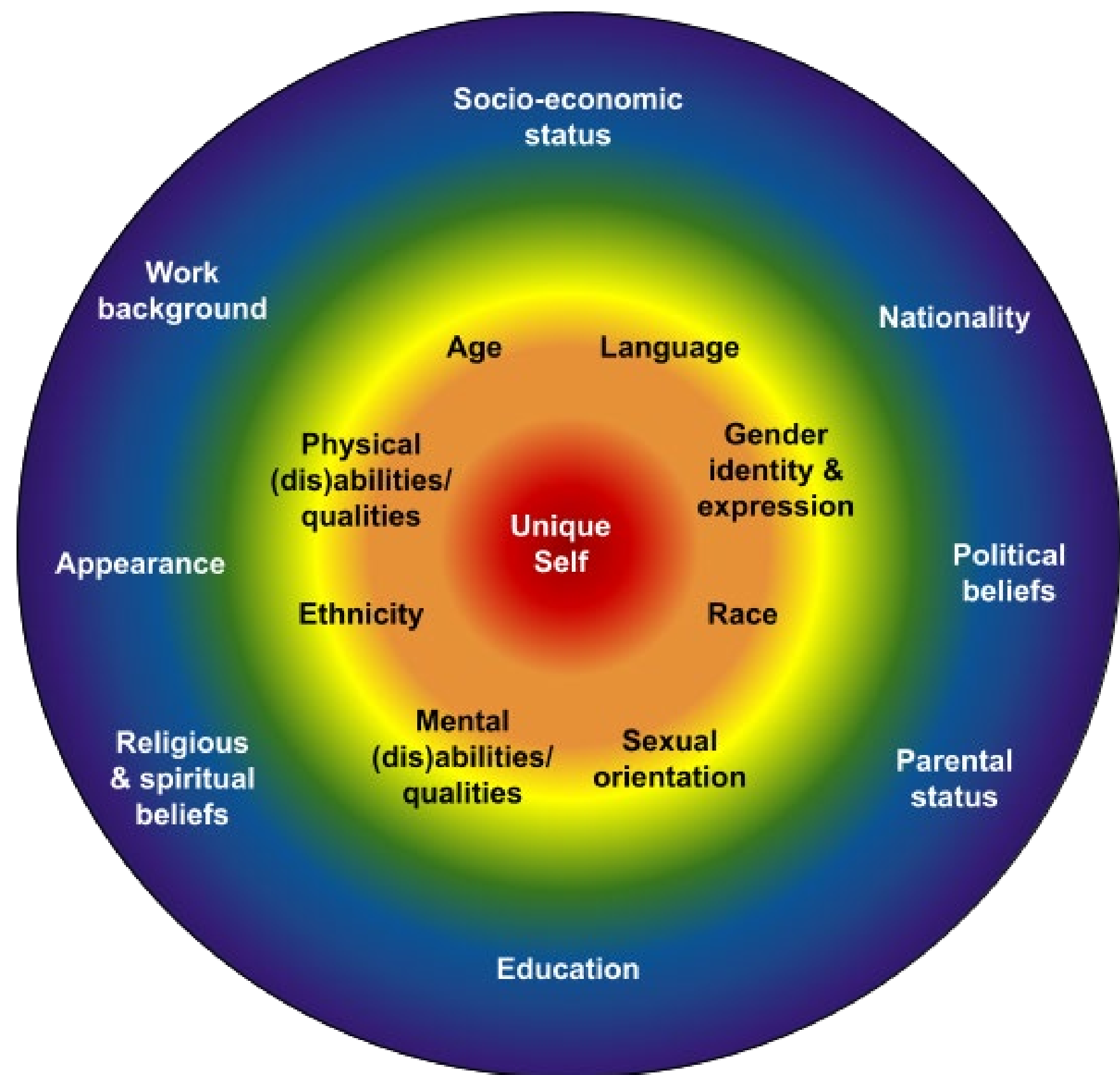
Affective Experiences

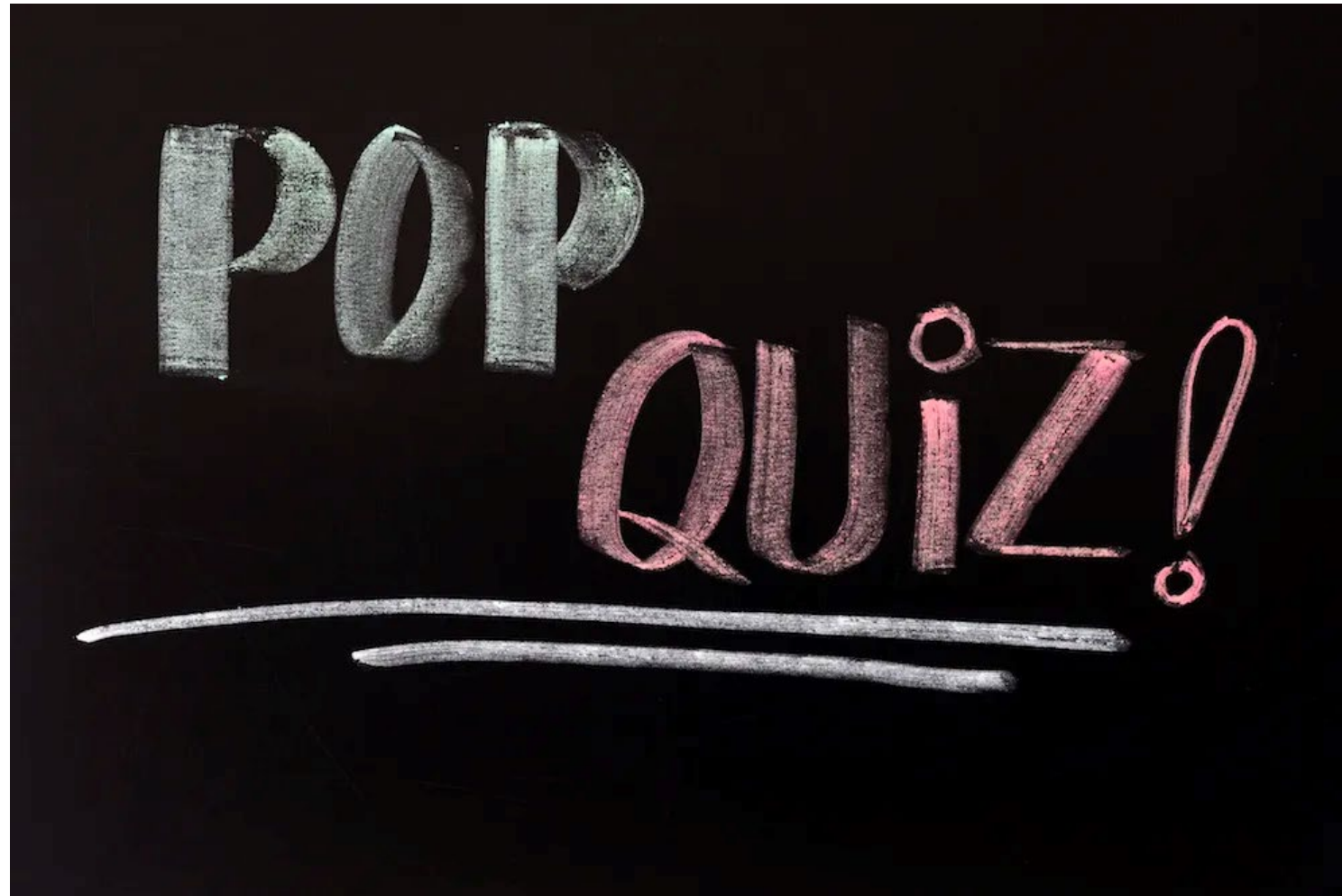
Culture

Self

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.





At what age do children begin to develop racial bias?

- A. 2 years old
- B. 5 years old
- C. 8 years old

They're not too young to talk about race!



0

1

2

3

4

5

6+

At birth, babies look equally at faces of all races. At 3 months, babies look more at faces that match the race of their caregivers. (Kelly et al. 2005)

Children as young as two years use race to reason about people's behaviors. (Hirschfeld, 2008)

By 30 months, most children use race to choose playmates. (Katz & Kofkin, 1997)

Expressions of racial prejudice often peak at ages 4 and 5. (Aboud, 2008)

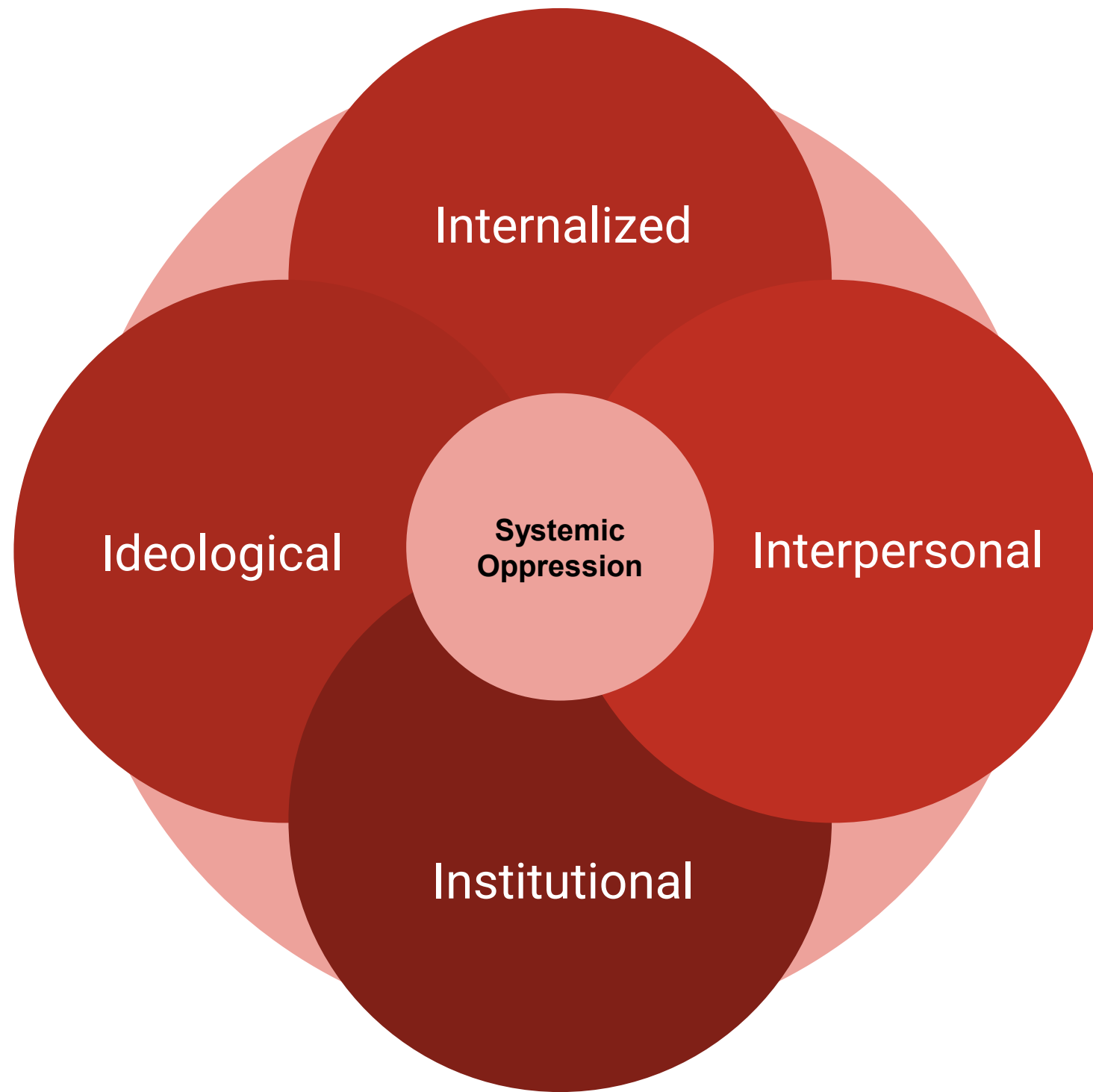
By five, Black and Latinx children in research settings show no preference toward their own groups compared to Whites; White children at this age remain strongly biased in favor of whiteness. (Dunham et al, 2008)

By kindergarten, children show many of the same racial attitudes that adults in our culture hold—they have already learned to associate some groups with higher status than others. (Kinzler, 2016)

Explicit conversations with 5–7 year olds about interracial friendship can dramatically improve their racial attitudes in as little as a single week. (Bronson & Merryman, 2009)



© 2018 • Updated Feb 28 2018
The Children's Community School
1212 South 47th Street, Philadelphia PA 19143
childrenscommunityschool.org



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?





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

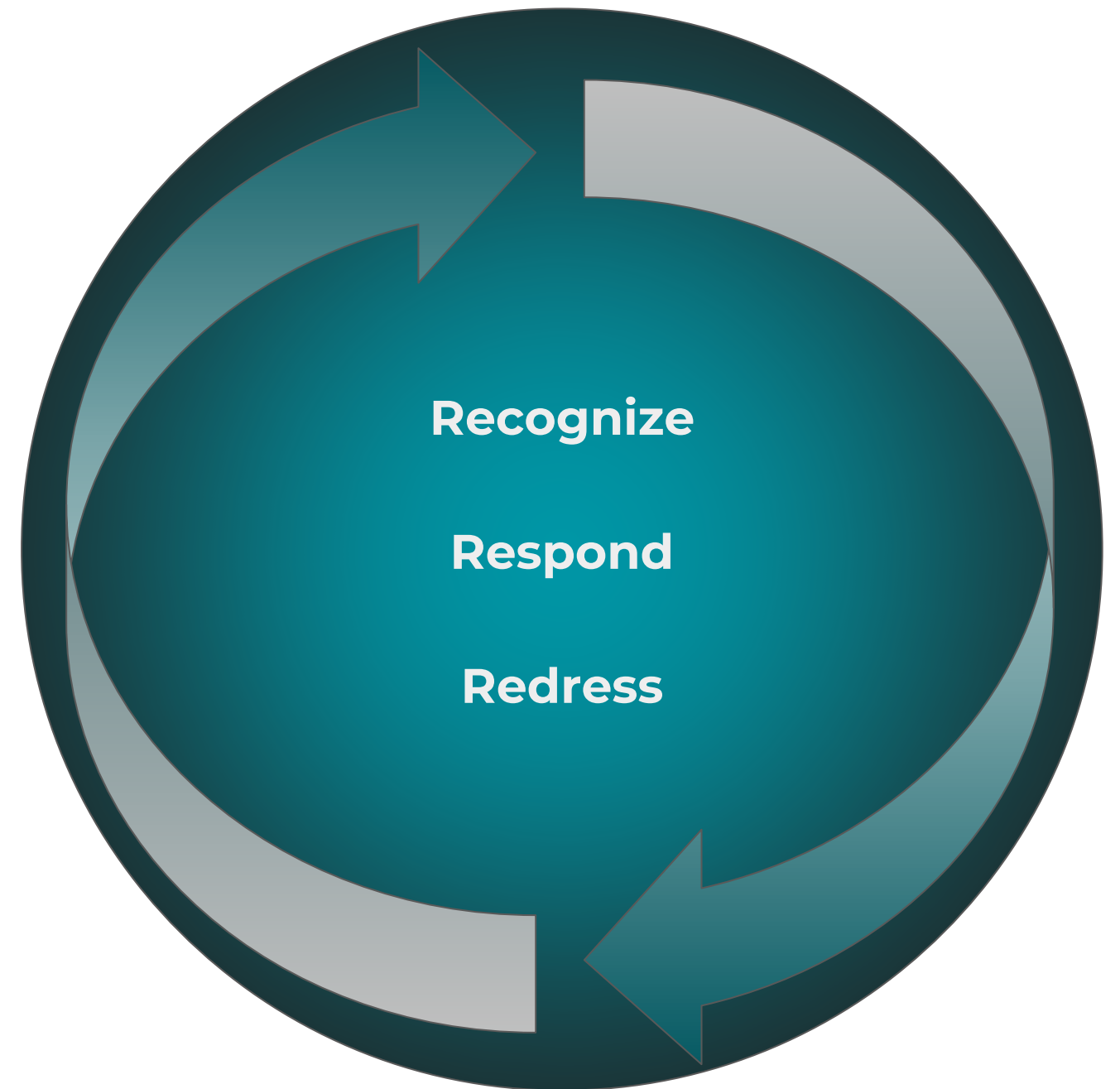


Confronting Systemic Bias

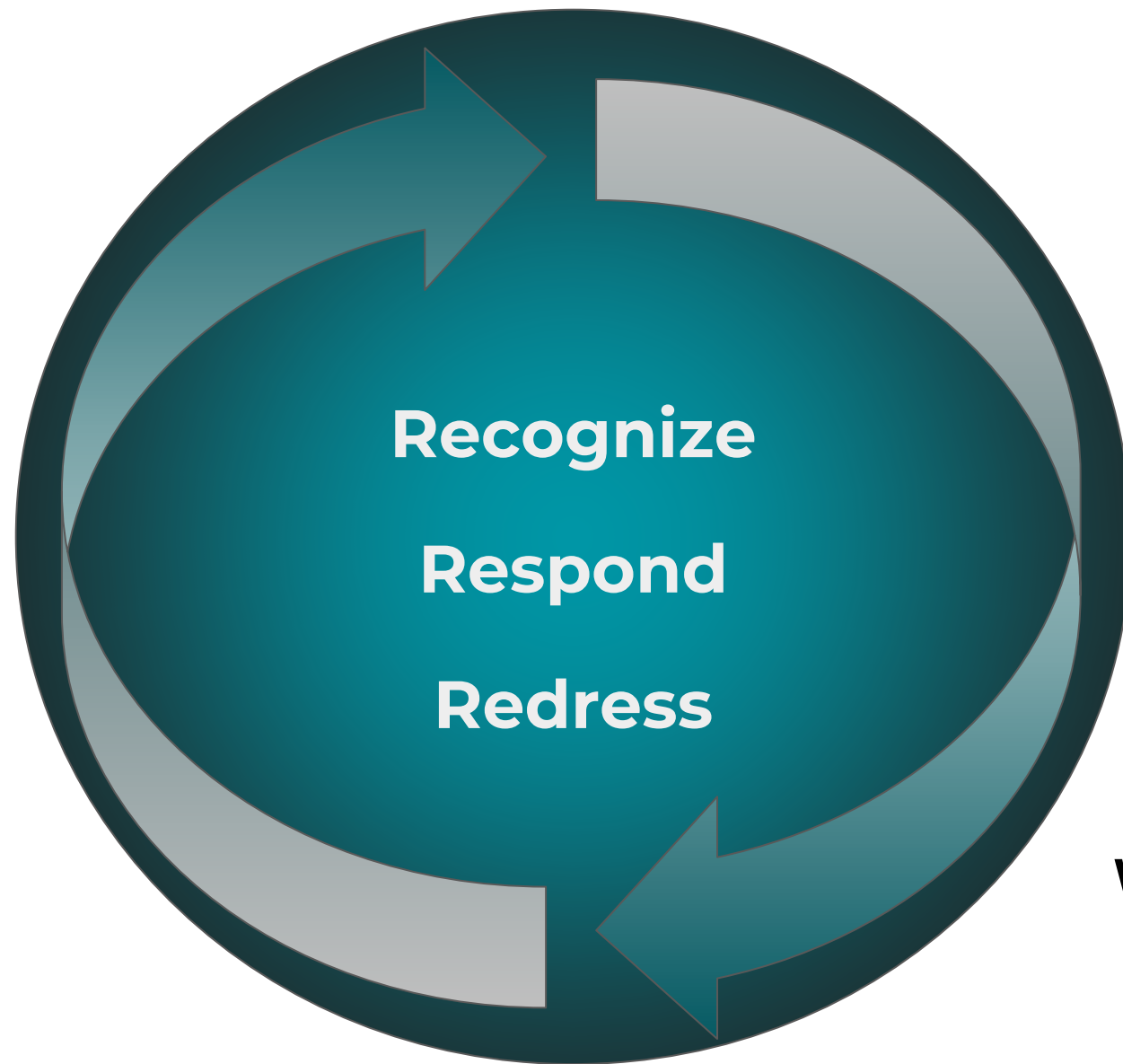
Equity Literacy

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



Action Planning



How specifically will you grow your ability to recognize your own biases?
How might you help your organization recognize it's biases?

How will you respond to the biases you identify?

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

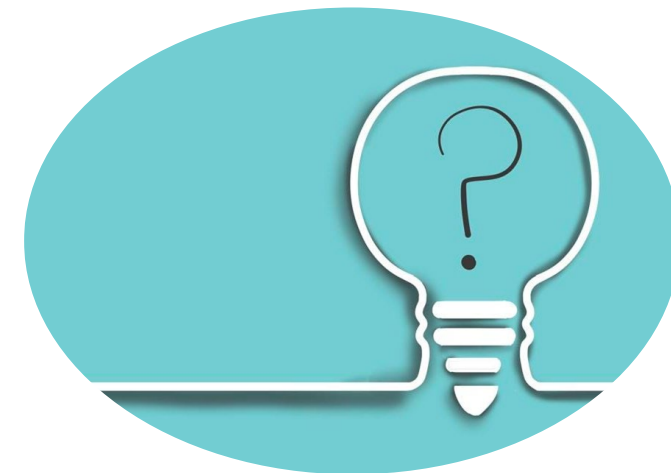
Inclusive Language Guiding Questions

Is it necessary to refer to personal characteristics?

Are references to group characteristics inclusive terms?

Do the references to people reflect the diversity of the intended audience?

Could the use of jargon or acronyms exclude anyone?



Responses that Foster Belonging

Center the impacted	“Are you okay?”
Apologize for the impact, even though you didn’t intend it	“I’m sorry!”
Listen to their response and learn. (Recognize)	“Thanks for letting me know,” and take some time to think about the situation and educate yourself
Stop the instance (Respond)	Stop doing the thing that is harming someone else, and don’t engage in the same behavior again.
Stop the pattern (Redress)	Be aware, and be careful of where (and upon whom) you step on in the future.
Develop ways to mitigate future issues (Sustain)	Consider how you can create and continue practices to avoid future harmful incidents

Open Frame and Closing Thoughts



Questions?

Want to stay in touch?



RazzaqueConsulting@gmail.com



[Dr. Rana \(Amy\) Razzaque](#)

Thank you!