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

SAMHSA
Substance Abuse and Mental Health
Services Administration

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

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).
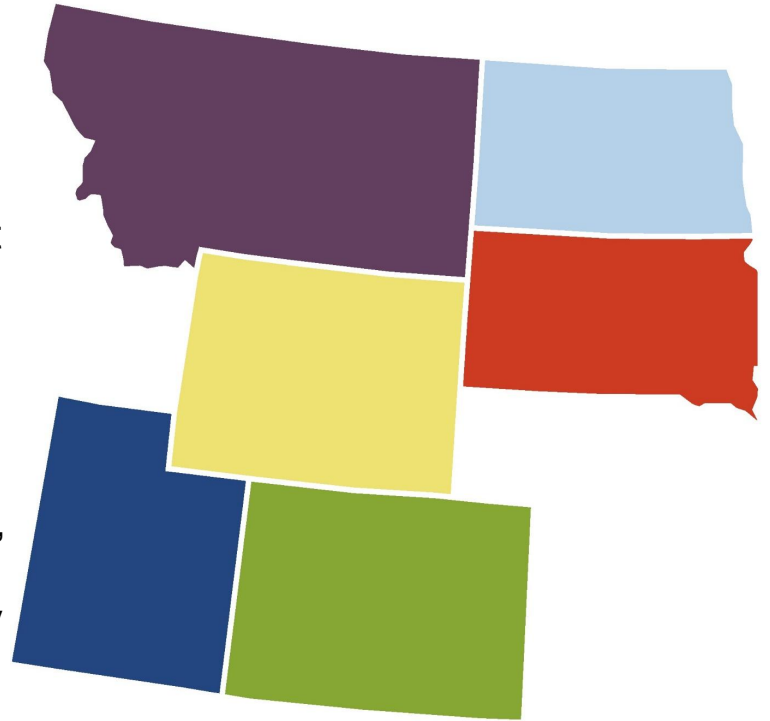
Land Acknowledgement Statement

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:

INVITING TO INDIVIDUALS PARTICIPATING IN THEIR OWN JOURNEYS

STRENGTHS-BASED AND HOPEFUL

PERSON-FIRST AND FREE OF LABELS

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

NON-JUDGMENTAL AND AVOIDING ASSUMPTIONS

RESPECTFUL, CLEAR AND UNDERSTANDABLE

HEALING-CENTERED AND TRAUMA-RESPONSIVE

CONSISTENT WITH OUR ACTIONS, POLICIES, AND PRODUCTS

Adapted from: https://mhcc.org.au/wp-content/uploads/2019/08/Recovery-Oriented-Language-Guide_2019ed_v1_20190809-Web.pdf

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Responding to Bias and Discrimination in Schools

Dr. Rana Tasnin Razzaque

Director of Opportunity, Access, and Inclusion

Englewood Schools

August 14, 2024

Responding to Bias and Discrimination in Schools

Dr. Rana Razzaque (she/her)

Acknowledging our Space, and our Selves

Where you are

- Physically: whose land are you inhabiting? native-land.ca
- Emotionally: share in the chat one emotion you are carrying with you into our virtual community
- Cognitively: please ask questions in the chat or send a private message.
- Behaviorally: (see next slide for group agreements)

Group Agreements

- Make space for others. Take space to make your voice heard (especially if you are typically quieted)
- Speak with the possibility of being heard and listen with the possibility of being changed
- Pay attention to what peers need (speak loudly enough, include everyone, monitor your airtime, encourage others, ask good questions)
- Ask questions rather than make assumptions
- Anything else you need to help your holistic engagement?

Learning Objectives

Understand our current context of bias and discrimination in schools

Learn about individual sentence stems to address biased language and behavior

Learn about systemic interventions to foster a culture of belonging

Practice and integrate your learning into your plans for the school year

Our current context

What are you noticing in your community?

How does that align (or not) with national trends?

Children who are viewed as "low achievers" get less wait time, are praised less frequently, and receive less feedback
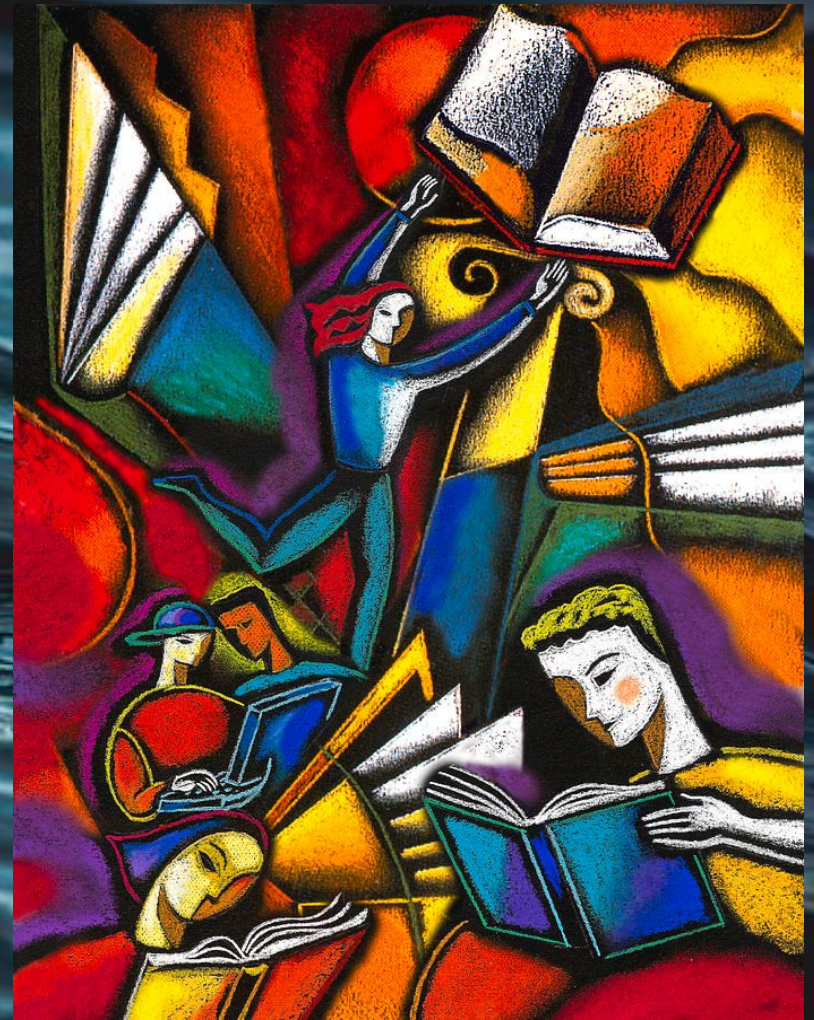
Out of a nationally representative sample of 10th grade teachers, non-Black teachers are 30% less likely than Black teachers to expect that a Black student will complete their college degree

Illustration by Anna Godeassi
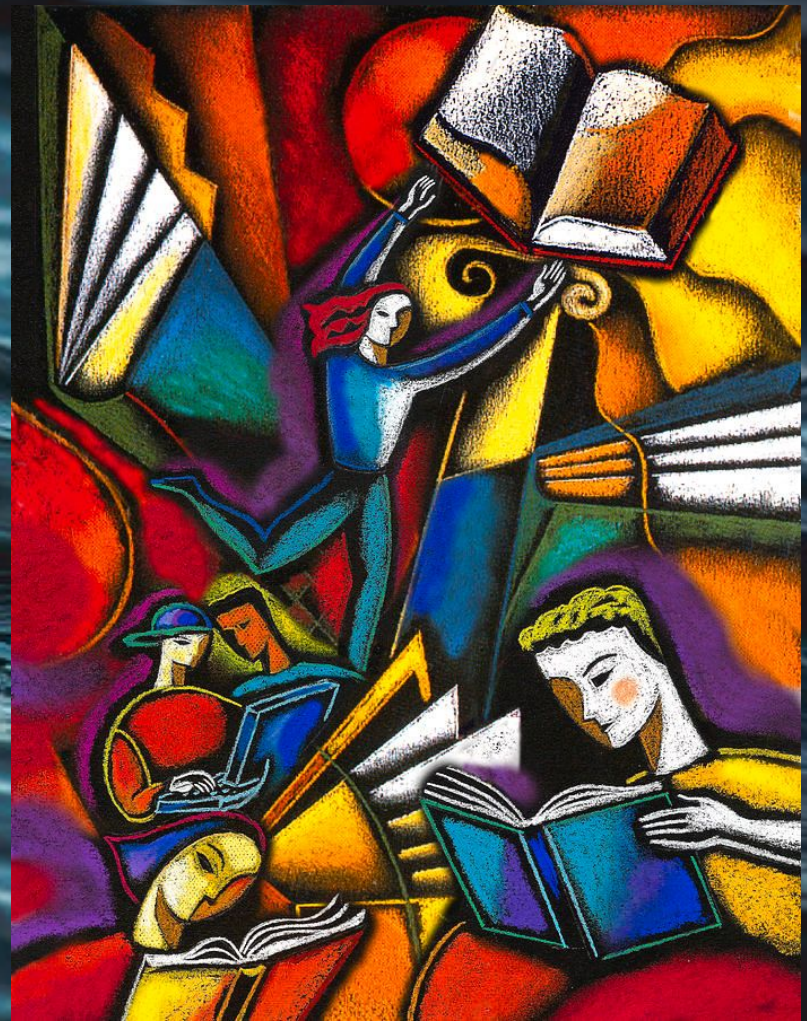
Model minority stereotypes of Asian Americans leads to increased depression & anxiety, as well as decreased support. This is in addition to increased discrimination after Covid.

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.

LGBTQ+ students are more likely to be punished for PDA, and those punishments are typically more harsh than their straight peers.

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.

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

WHO HAS POWER

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 harrasser, and by perpetuating gender stereotypes.
Female students are far more likely to be punished, and that data is difficult to monitor.

WHO HAS POWER

NICOLAS LAMPERT + AMPLIFIER.ORG

Interpersonal AND Systemic Approaches

Addressing biased language and behavior

Strategies *(from LFJ)*: Interrupt | Question | Educate | Echo

Sentence Stems:

- In my experience…

- As someone who identifies as…

- I have a different perspective. May I share it with you?

- When I saw/heard … I felt…

- Let's consider how … may have felt when they saw/heard…

Practice

(You can go off screen for this part) Grab a phone, recording device, mirror, or someone nearby who can spare 5 minutes…

Practice your response to this scenario:

You overhear a White student greet a Latino student as he walks into a classroom saying "what's up, n- - -a" and fist-bumping him. What do you do?

More Practice

Now, try this one:

As you are washing your hands in the restroom at a restaurant, you hear a cisgender person say to a gender fluid person, in a derisive tone, "must be nice getting to use whatever bathroom you want!". The gender fluid person is clearly uncomfortable, avoids eye contact, and doesn't respond.

More Practice

Last one:

A Muslim and Jewish student are walking into school together, laughing and chatting like they are good friends. A teacher whispers to you "the families must be ashamed at these two being buddy-buddy…" then rattles off multiple stereotypes about both Muslim and Jewish people while laughing.
How do you respond?

systemic interventions to foster a culture of belonging

- Continuous learning, reflection/auditing, and growth
- Prioritize relationships
- Consider academic, social, AND emotional belonging
  - school environment and curriculum
  - student to student interactions
  - student self-image
- Social-emotional curriculum
- Inclusive extra-curriculars
- Family engagement
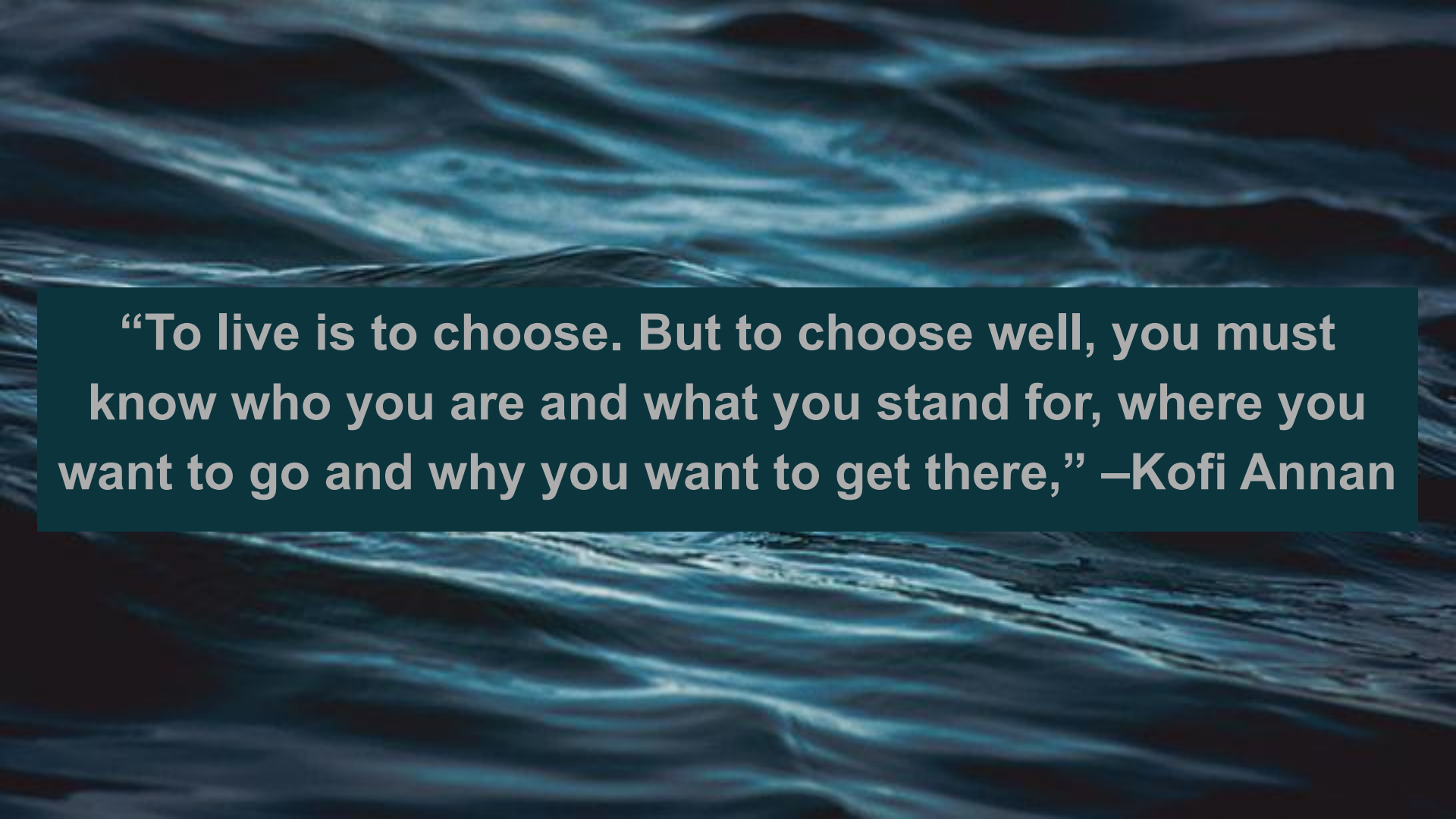- Effective response to biased incidents

Planning for your own contexts

Which of these are you already engaging in, and how?

What are you doing outside of this list?

Which student groups are most isolated at your school? In what ways?

What "big rocks" do you want to prioritize over these next few months?

"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

Questions?

Want to stay in touch?

✉ RazzaqueConsulting@gmail.com

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

Thank you!