EQUITY-MINDEDNESS: IDENTIFYING AND INTERRUPTING IMPLICIT BIAS THROUGH COURAGEOUS CONVERSATION

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**DR. COLEMAN’S SELFIE**

**Race/Ethnicity**
Black/
African American

**Sex & Sexual Orientation**
Female and Heterosexual

**Gender/Pronouns**
Cisgender
She, Her, Hers

**Religion/Belief System**
Christian –
Catholic/Spiritual

**Age/Class/Ability**
Middle
Able-bodied
Emotionally Well

**Values/Beliefs**
STEM Equity, Fairness and Inclusiveness

**Biased language used against me?**
Angry Black Woman
Incompetent

**Do I have Bias?**
Yes and Yes

**Social Injustice**
Racism,
Colorism & Sexism
Dimensions of Diversity

Includes all the ways in which people differ, and it encompasses all the different characteristics that make one individual or group different from another. A broad definition includes not only race, ethnicity, and gender — the groups that most often come to mind when the term "diversity" is used — but also age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, and physical appearance. It also involves different ideas, perspectives, and values.
Agreements

Stay Engaged

Speak Your Truth

Experience Discomfort

Expect and Accept Non-Closure

Balance Showing Up as Experts and as Learners

Safe Space vs Brave Space

Allow for growth and evolution in understanding
Implicit Bias

• The attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner…it is the mental process that causes us to have negative feelings and attitudes about people based on characteristics like race, ethnicity, age and appearance”

Explicit Bias

• The attitudes and beliefs we have about a person or group on a conscious level. Much of the time, these biases and their expression arise as the direct result of a perceived threat. When people feel threatened, they are more likely to draw group boundaries to distinguish themselves from others.
THE FACES OF BIAS

[Images of various objects and illustrations related to the theme of bias.]
THE REALITY OF BIAS

A young man walks through chest deep flood water after looting a grocery store in New Orleans on Tuesday, Aug. 30, 2005. Flood waters continue to rise in New Orleans after Hurricane Katrina did extensive damage when it...
SAME CRIME. SAME DAY...SAME NEWS ORGANIZATION
## ACTIONS OF BIAS

<table>
<thead>
<tr>
<th>Microaggression:</th>
<th>Microassault:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Microaggression - is a form of &quot;unintended discrimination.</td>
<td>• Conscious and intentional discriminatory actions on one’s identity.</td>
</tr>
<tr>
<td>• Subtle, verbal and nonverbal slights, insults, indignities, and</td>
<td>• Flying a confederate flag, forbidding child from dating someone of the same sex, using derogatory names</td>
</tr>
<tr>
<td>denigrating messages directed toward an individual due to their group</td>
<td></td>
</tr>
<tr>
<td>membership, often automatically and unconsciously.</td>
<td></td>
</tr>
<tr>
<td>• A professor asks a Latina student during class - “What do Latinas think</td>
<td></td>
</tr>
<tr>
<td>about this?”</td>
<td></td>
</tr>
<tr>
<td>• Use of the pronoun “he” to refer to all people</td>
<td></td>
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</tbody>
</table>

### Microinsult:

<table>
<thead>
<tr>
<th>Microinvalidation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Often unconscious verbal, nonverbal, and environmental communications that</td>
</tr>
<tr>
<td>subtly convey rudeness and insensitivity that demean a person's heritage or</td>
</tr>
<tr>
<td>identity.</td>
</tr>
<tr>
<td>• Telling a student of color that they were admitted to college because of</td>
</tr>
<tr>
<td>affirmative action</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Microinvalidation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Communications that subtly exclude negate or nullify the thoughts, feelings</td>
</tr>
<tr>
<td>or experiential reality of a person’s identity</td>
</tr>
<tr>
<td>• Color blindness, myth of meritocracy, denial of individual homophobic</td>
</tr>
<tr>
<td>experience</td>
</tr>
</tbody>
</table>
Black Teens Face FIVE Racial Discrimination Daily, Suffer Depressive Symptoms as a Result

Teens in study experience anti-black microaggressions most frequently online, according to Rutgers University researcher
According to the CDC 2015 Youth Risk Behavior Survey, of surveyed LGBTQIA+ students:

- Were 140% (12% v. 5%) more likely to not go to school at least one day during the 30 days prior to the survey because of safety concerns, compared with heterosexual students.

- 10% were threatened or injured with a weapon on school property.

- 34% were bullied on school property.

- 28% were bullied electronically.

- 23% of LGBTQIA+ students who dated/went out with someone during the 12 months before the survey experienced sexual dating violence in the prior year.

- 18% of LGBTQIA+ students had experienced physical dating violence.

- Nearly one-third (29%) of LGBTQIA+ youth had attempted suicide at least once in the prior year compared to 6% of heterosexual youth.

- 95% of LGBTQIA+ youth report they have trouble getting to sleep at night.

- The LGBTQI community faces many forms of discrimination, including labeling, stereotyping, denial of opportunities or access, and verbal, mental and physical abuse. They are one of the most targeted communities by perpetrators of hate crimes in the country.
<table>
<thead>
<tr>
<th>Microaggression</th>
<th>Possible Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>“You speak good English”</td>
<td>Expectation of language barrier and/or possible sentiment of lack of belonging</td>
</tr>
<tr>
<td>“There is only one race, the human race”</td>
<td>Denying a person of color’s racial/ethnic experiences</td>
</tr>
<tr>
<td>“When I look at you, I don’t see color”</td>
<td></td>
</tr>
<tr>
<td>“You are a credit to your race”</td>
<td>It is unusual for someone of your race to be intelligent</td>
</tr>
<tr>
<td>“You are so articulate”</td>
<td></td>
</tr>
<tr>
<td>“I treat everyone equally”</td>
<td>I am incapable of being biased</td>
</tr>
<tr>
<td>“Wow – how did you become so good at math” – said to a woman</td>
<td>Women aren’t usually good in these fields.</td>
</tr>
<tr>
<td>A member of leadership asks a Latina employee during a meeting, -</td>
<td>Your experiences are interchangeable with anyone else in your racial/ethnic group</td>
</tr>
<tr>
<td>“What do Latinas think about this?”</td>
<td></td>
</tr>
<tr>
<td>Use of the pronoun “he” to refer to all people</td>
<td>Male experience is universal</td>
</tr>
<tr>
<td>LGBTQIA + Lifestyle</td>
<td>“Lifestyle” implies a choice</td>
</tr>
<tr>
<td>Avoid Using</td>
<td>Use</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>Ladies/Gentlemen</td>
<td>The Person’s Name</td>
</tr>
<tr>
<td>Ma’am/Sir</td>
<td>Colleagues</td>
</tr>
<tr>
<td>Girls/Guys</td>
<td>Friends</td>
</tr>
<tr>
<td>Mother(s)/Father(s)</td>
<td>Folks</td>
</tr>
<tr>
<td>The handicapped, the disabled</td>
<td>Everyone</td>
</tr>
<tr>
<td>The Blind</td>
<td>Parent(s)</td>
</tr>
<tr>
<td>Autistic Child</td>
<td>People with disabilities/differently-abled</td>
</tr>
<tr>
<td>Retarded, slow, idiot, moron</td>
<td>People who are blind, have low vision</td>
</tr>
<tr>
<td>Crazy, insane, nuts, psycho</td>
<td>Child with Autism</td>
</tr>
<tr>
<td>Wheelchair bound, conditioned to a chair</td>
<td>Person with intellectual, cognitive, developmental disability</td>
</tr>
<tr>
<td></td>
<td>Person with psychiatric disability, mental illness, not emotionally well</td>
</tr>
<tr>
<td></td>
<td>Person who uses a wheelchair</td>
</tr>
</tbody>
</table>
2015 EXPLICIT BIAS INCIDENT BREAKDOWN:
7,122 VICTIMS OF 5,818 SINGLE BIAS INCIDENTS

ROOT CAUSE OF BIAS: CYCLE OF SOCIALIZATION

Source: Teaching For Diversity and Social Justice By Maurianne Adams

- **First Socialization**
  - Unbiased, non-judgmental,
  - Parental and Family Culture

- **Institutional and Cultural Socialization**
  - Churches, Schools, Social Media, Television, Organizations

- **Enforcements**
  - Privilege
  - Oppression

- **CORE**
  - Fear
  - Ignorance
  - Confusion
  - Insecurity

- **Resulting in...**
  - Dissonance, Silence, Violence, Dehumanization, Self-Hatred, Guilt

- **Actions**
  - Do Nothing, Don’t Make Waves, Promote Status Quo

Break the Cycle...
Change, Raised Consciousness, Interruption, Education, Advocacy, Transformation
## IDENTITYING AND INTERRUPTING IMPLICIT BIAS

*Strategies for Confronting Unconscious Bias, by Kathleen Nalty*

<table>
<thead>
<tr>
<th>Activity</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give up being color/gender/age blind.</td>
<td>Engage in mindfulness exercises on a regular basis.</td>
</tr>
<tr>
<td>Retrain your brain.</td>
<td>Have Courageous Conversations - Engage in cross-difference relationships.</td>
</tr>
<tr>
<td>Actively doubt your objectivity</td>
<td>Mix it up.</td>
</tr>
<tr>
<td>Be mindful of snap judgments.</td>
<td>Shift perspectives.</td>
</tr>
<tr>
<td>Oppose your stereotyped thinking.</td>
<td>Find commonalities.</td>
</tr>
<tr>
<td>Deliberately expose yourself to counter-stereotypical models and images.</td>
<td>Reduce stress, fatigue, cognitive overload, and time crunches.</td>
</tr>
<tr>
<td>Remind yourself that you have Implicit (unconscious) bias.</td>
<td></td>
</tr>
</tbody>
</table>
Look Different

Implicit Association Test

Project Implicit - Harvard University Implicit Association Test

https://implicit.harvard.edu/implicit/takeatest.html
Let’s Chat
Privilege

• A group of unearned cultural, legal, social, and institutional rights extended to a group based on their social group membership. Individuals with privilege are considered to be the normative group, leaving those without access to this privilege invisible, unnatural, deviant, or just plain wrong. Most of the time, these privileges are automatic and most individuals in the privileged group are unaware of them. Some people who can “pass” as members of the privileged group might have access to some levels of privilege.

Oppression

• The systemic and pervasive nature of social inequality woven throughout social institutions as well as embedded within individual consciousness. Oppression fuses institutional and systemic discrimination, personal bias, bigotry, and social prejudice in a complex web of relationships structures that saturate most aspects of life in our society.
MODEL OF OPPRESSION

Source: Teaching For Diversity and Social Justice By Maurianne Adams
Societal Oppression

Median Annual Earnings, by Race/Ethnicity and Biological Sex, 2014

Source: U.S. Census Bureau, American Community Survey

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Women (Median)</th>
<th>Men (Median)</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic/Latina(o)</td>
<td>$30,000.00</td>
<td>$35,000.00</td>
<td>79%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>$20,000.00</td>
<td>$30,000.00</td>
<td>80%</td>
</tr>
<tr>
<td>Native Hawaiian and Other</td>
<td>$22,000.00</td>
<td>$30,000.00</td>
<td>78%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>$28,000.00</td>
<td>$35,000.00</td>
<td>79%</td>
</tr>
<tr>
<td>White (non-Hispanic)</td>
<td>$35,000.00</td>
<td>$40,000.00</td>
<td>79%</td>
</tr>
<tr>
<td>Asian American</td>
<td>$40,000.00</td>
<td>$45,000.00</td>
<td>78%</td>
</tr>
</tbody>
</table>

Source: U.S. Census Bureau, American Community Survey
Societal Oppression

Median Weekly Earnings, by Level of Education and Biological Sex, 2015

Source: U.S. Census Bureau, Current Population Survey
PRIVILEGE AND OPPRESSION – POLL

<table>
<thead>
<tr>
<th>OPPRESSION</th>
<th>PRIVILEGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>classism, racism,</td>
<td>benefits attached to your</td>
</tr>
<tr>
<td>sexism, heterosexism</td>
<td>group</td>
</tr>
<tr>
<td>INTERNALIZED</td>
<td>INTERNALIZED</td>
</tr>
<tr>
<td>INFERIORITY</td>
<td>SUPERIORITY</td>
</tr>
<tr>
<td>self-hate</td>
<td>entitlement</td>
</tr>
</tbody>
</table>
**SYSTEMIC OPPRESSION**

<table>
<thead>
<tr>
<th>System or form of Oppression</th>
<th>Race Oppression</th>
<th>Gender Oppression</th>
<th>Class Oppression</th>
<th>Ability Oppression</th>
<th>Sexual Oppression</th>
<th>Age Oppression</th>
<th>Xenophobic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assumed norm:</td>
<td>White</td>
<td>Male-bodied</td>
<td>Middle-upper Class</td>
<td>‘Able’-bodied</td>
<td>Heterosexual</td>
<td>Adults</td>
<td>Citizens of one’s own country</td>
</tr>
<tr>
<td>What’s considered to be marginal</td>
<td>Black, Latino, Indigenous, people of color, Roma, two or more races</td>
<td>Female-bodied, transgender, gender fluid, gender neutral, gender agender</td>
<td>Working class, Poor</td>
<td>‘Disabled’ people</td>
<td>Homosexual, Bisexual, Queer</td>
<td>Children, Youth and Elderly</td>
<td>People from a country other than your own</td>
</tr>
<tr>
<td>History</td>
<td>‘Race’ and racism in the West developed during European colonialism (1492 onwards) and the advent of enslavement and capitalism.</td>
<td>The development of capitalism and private property in Europe. There are different accounts of how gender oppression developed. Some attribute it to the beginnings of capitalism and private property.</td>
<td>Tied to the development of modern medicine (1800s) when ‘disability’ was medicalized as an illness.</td>
<td>In the European context: 1800s when modern medicine named the homosexual.</td>
<td>The term “ageism” was coined in 1969 by Robert N. Butler, M.D., then a 42-year-old psychiatrist, when there was apprehension about moving elderly poor to Chevy Chase, MD</td>
<td>War, demographic change, and economic uncertainty provoke heightened xenophobic behavior. This powerful concept influences elections, legislative policies, and justifies violence and dispossession. Beginning with Native American settler colonialism and the institution of slavery, each xenophobic episode builds on the next becoming intertwined with American racism, white superiority, and nationalism</td>
<td></td>
</tr>
<tr>
<td>Type of discrimination</td>
<td>Racism</td>
<td>Sexism, Transphobia</td>
<td>Classism</td>
<td>Ableism</td>
<td>Heterosexism, Homophobia, Biphobia,</td>
<td>Ageism</td>
<td>Xenophobia</td>
</tr>
</tbody>
</table>

**Notes:**
- Assumed norm: White, Male-bodied, Middle-upper Class, ‘Able’-bodied, Heterosexual, Adults.
- What’s considered to be marginal: Black, Latino, Indigenous, people of color, Roma, two or more races, Female-bodied, transgender, gender fluid, gender neutral, gender agender, Working class, Poor, ‘Disabled’ people, Homosexual, Bisexual, Queer, Children, Youth and Elderly.
- History: ‘Race’ and racism in the West developed during European colonialism (1492 onwards) and the advent of enslavement and capitalism.
- Type of discrimination: Racism, Sexism, Transphobia, Classism, Ableism, Heterosexism, Homophobia, Biphobia, Ageism, Xenophobia.

---

- Ty p e  o f discrimination
- R acism
- S exism, Transphobia
- C lassism
- A bleism
- H eterosexism, Homophobia, Biphobia,
- A geism
- X enophobia
BIASED
HERSTORY / SHESTORY / OURSTORY OF OPPRESSION
BIASED
THEMSTORY / THEIRSTORY / OURSTORY OF OPPRESSION
BIASED
THEMSTORY / THEIRSTORY / OURSTORY OF OPPRESSION
BIASED

OUR STORY / AMERICA’S STORY / A BEGINNING STORY OF OPPRESSION

Discrimination against Native Americans
- Native Americans did not receive any citizenship rights in the United States until 1924.
- This means that they were the last group of people to be given Constitutional rights!

Executive Order 9066
- February 19, 1942
- Gave the Army the complete authority to remove Japanese immigrants and American citizens alike from the Pacific coast
- Justified as necessary for national security

Xenophobia

United We Dream

DACA

Families Belong Together

Southeast Asians Demand Immigrant Rights Now

NO

IMSA

imsa.edu
BIASED
MYSTORY / HERSTORY / HISTORY OF OPPRESSION
Let’s Chat
Genocide

The act or intent to deliberately and systematically annihilate an entire people

Bias-Motivated Violence

Threats, Desecration, Vandalism, Arson, Assault, Rape, Murder, Terrorism

Systemic Discrimination

Criminal justice disparities, Inequitable school resource distribution, Housing segregation, Wage disparities, Inequitable employment opportunities, Voter restrictions and repression, Unequal media representation

Acts of Bias

Non-inclusive language, Insensitive remarks, Biased and belittling jokes, Microaggressions, Cultural appropriation, Social avoidance and/or exclusion, Name-calling, Ridicule, Bullying, Slurs and epithets, Dehumanization

Biased Attitudes

Stereotyping, Fear of differences, Justifying biases by seeking out like-minded people, Seeking out information to confirm one's existing beliefs and/or biases, Lack of self-reflection or awareness of privilege

Pyramid of Hate © 2019 Anti-Defamation League
When Xenophobia spreads like a virus

Acts of Bias!

- “China Virus”
- “Diseased Chinese People”
- “I don’t want none of your swine flu here”
- “Go Back to China”
- “Wu Flu”
- Said to Children…
  - “Corona”
  - “You’re Chinese, so you must have Coronavirus”

Heightened Asian xenophobia and racial stereotyping quickly ensued as many blamed Chinese behaviors and habits for spawning a previously unknown virus. Manifesting in plummeting sales at businesses and racist bullying…
Undocumented Citizenship

Why are Latinos Being Hospitalized for Coronavirus up to three times the rate of White Americans?

Systemic Discrimination
Health Disparities

Why are Black People Dying at Higher Rates from COVID-19?

Systemic Discrimination
Mistrust of Health Care

Tuskegee Syphilis Experiment

Officially called the “Tuskegee Study of Untreated Syphilis in the Negro Male,” the federal government oversaw an experiment in which about 400 black men with syphilis were deliberately left untreated so doctors could study the disease.

Forced-Coerced Sterilization

Preventing the “defective” from reproducing would benefit humanity.
HOW RACISM IMPACTS COVID-19: PREVENTION TO SURVIVAL

Black, indigenous, and people of color are put at increased risk due to structural racism and inequity that influence everything from exposure prevention to outcome severity and chance of survival.

**Structural Barriers to Prevention**
- Racially and economically segregated communities
- Substandard/overcrowded housing conditions
- Unsafe or limited water supply

**Unequal Access to Testing**
- Turned away from testing
- Reliance on hospital-based testing (lack of insurance results in reluctance to go to hospital)

**Treatment & Survival**
- Hospitals in segregated neighborhoods are generally less resourced
- Resource allocation algorithms based on pre-existing conditions and life expectancy systematically disadvantage POC

**Exposure to COVID-19**
- More likely to be “essential workers” required to work from outside of home
- Less access to grocery delivery, etc.

**Limited Surveillance**
- Surveillance systems have been slow to report numbers by race/ethnicity, socioeconomic status, etc.
- Many still are not
- Prevents proper documentation and mobilization of targeted strategies and resources
Time for Some Action... I’m Not Emotionally Well!

Treat Racism as a Public Health Crisis, as RACISM has a long history and is interwoven into every fabric of America.

Rebuild trust of the Black and Latino Communities in the Public Health System by acknowledging the history, providing access to excellent culturally responsive health care, and have an intentional focus on addressing racially-based health disparities.

Develop a culturally responsive education protocol to educate diverse groups about COVID-19, providing them with resources they need to tested and treated.
BIASED MOTIVATED VIOLENCE
HERSTORY/HISTORY/OURSTORY OF OPPRESSION
Consider the mental and emotional health of our colleagues, our students and ourselves

• How can I support colleagues/students through this trauma?
• Where can I find resources for myself and my colleagues/students?

Talk about race, racial violence, racism, and Black Lives Matter.

• How do I start conversations about these topics and support others?
• How do I support Black colleagues/students without inducing further trauma?
• How do I talk about this with non-Black colleagues/students?
• How do I show up for my Black colleagues/students?

Being non-racist means that you do not engage in overt racism, but you also do not call out others when they do engage in racist behaviors. Being ANTI-RACIST means that you are actively against racism. It is the practice of opposing racism through focused and sustained actions, movements, and policies, adopted or developed to oppose racism!
A Letter to White Teachers of My Black Children...


1. What is your initial reaction?
2. What role do you have in ensuring that all students, especially those who have been historically marginalized, are situated within the curriculum?
3. How would you respond to this parent?
<table>
<thead>
<tr>
<th><strong>Make a commitment to:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Taking care of the mental and emotional health of our students, our colleagues, and ourselves.</td>
</tr>
<tr>
<td>Consider the mental and emotional health of our young clients, our colleagues, and ourselves.</td>
</tr>
<tr>
<td>Listen. Talking about race, racial violence, racism, Black Lives Matter, and elevating youth voices.</td>
</tr>
<tr>
<td>Paying close attention to news, media, and other information sources.</td>
</tr>
<tr>
<td>Working to be actively Anti-Racist</td>
</tr>
<tr>
<td>Educate yourself.</td>
</tr>
<tr>
<td>Educate yourself on the current moment and learn why people are organizing. Do research to better understand these issues, and do not rely on Black people to explain their feelings or their knowledge.</td>
</tr>
<tr>
<td>Engage our students, families, and colleagues.</td>
</tr>
</tbody>
</table>

| Take care of yourself. Take care of others. |
| Acknowledge what has happened. Acknowledge this is hard. Show that you care and tell our youth you are here for them. Be patient and understanding. |
| Hold space for youth to reflect and to share how they feel. Acknowledge the issues behind the current moment and the pain folks are feeling. Consider holding circles or free-form discussions. |
| Remember not to take symptoms of trauma (anger, withdrawal, distance, irritability) personally. If a young person does not want to talk or share, that is okay. Acknowledge their feelings and support youth where they are. |
| Learn about and pay attention to media and information. |
| Talk and learn about how to be actively anti-racist. |
Cultural Competence Poll...

**Positive**
- Cultural Proficiency: implements change to respond to cultural needs, do research and teach
- Cultural Competence: recognize individual and cultural differences, seeks advice from diverse groups, hires unbiased staff
- Cultural Pre-competence: explores cultural issues, are committed, assess needs of organization and individuals
- Cultural Blindness

**Negative**
- Cultural Incapacity: racism, maintains stereotypes, unfair hiring practices
- Cultural Destructiveness: forced assimilation, subjugation, rights and privileges for dominant groups only
Culturally Responsive Pedagogy

Instruction and interaction that allow students to maintain the integrity of their cultural identity, while succeeding academically and socially-emotionally. In culturally responsive pedagogy, faculty use aspects of students’ cultures in an asset-based approach as opposed to deficit-based to make academic and student life relevant to them, and increase their skill acquisition, engagement, and learning outcomes. (National Institute for Learning Outcomes Assessment).
Eight Competencies for Culturally Responsive Teaching

- Reflect on one’s cultural lens
- Recognize and redress bias in the system
- Draw on students’ culture to share curriculum and instruction
- Bring real-world issues into the classroom
- Model high expectations for all students
- Promote respect for students' differences
- Collaborate with families and the local community
- Communicate in linguistically and culturally responsive ways
<table>
<thead>
<tr>
<th>CULTURALLY RESPONSIVE TEACHING SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strength Building</strong></td>
</tr>
<tr>
<td>✓ Ability to help students identify and develop their own strengths; observe and value the strengths of others; and build more cooperative, respectful and productive relationships.</td>
</tr>
<tr>
<td><strong>Multiple Intelligences</strong></td>
</tr>
<tr>
<td>✓ Understand that not every student learns or understands in the same way</td>
</tr>
<tr>
<td><strong>Emotional Intelligence</strong></td>
</tr>
<tr>
<td>✓ Ability to recognize your own and other's emotions and to use emotional information to guide your thinking and interactions with others</td>
</tr>
<tr>
<td><strong>Developmental Assets</strong></td>
</tr>
<tr>
<td>✓ Ability to recognize what assets your student has access to or are lacking</td>
</tr>
</tbody>
</table>
Cycle of Liberation

Waking Up: Critical Incident that causes Cognitive Dissonance

Core
Self-Love
Self-Esteem
Balance
Joy
Support
Security
Spiritual Base

Getting Ready

Intrapersonal

Building Community

Interpersonal

Maintaining

Coalescing

Systemic

Creating Change

Reaching Out