



REDUCING THE IMPACT OF IMPLICIT BIAS

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BECCA Conference

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WHOSE LAND ARE WE ON?

- What treaties apply to this region?
- What language(s) were/are traditionally spoken here?

tx^wəlsucid

haʔɤ sləʃil

<http://www.tribalnationsmaps.com/>

<http://www.indian-ed.org>



AGREEMENTS

Stay Engaged

Don't Let your heart and mind check out!

Experience Discomfort

Agree to experience discomfort so that we can deal with issues of race in an honest way.

Speak your truth

Be honest about your thoughts, feelings and opinions. Say them in a way that is true for you.

Expect and accept non-closure

Accept that you will not reach closure in your understandings about race and race relations. There is no such thing as a "quick fix."

Intent and Impact

Recognize that what we say may have an unintended impact, even though we may have positive intent. We need to own the impact.

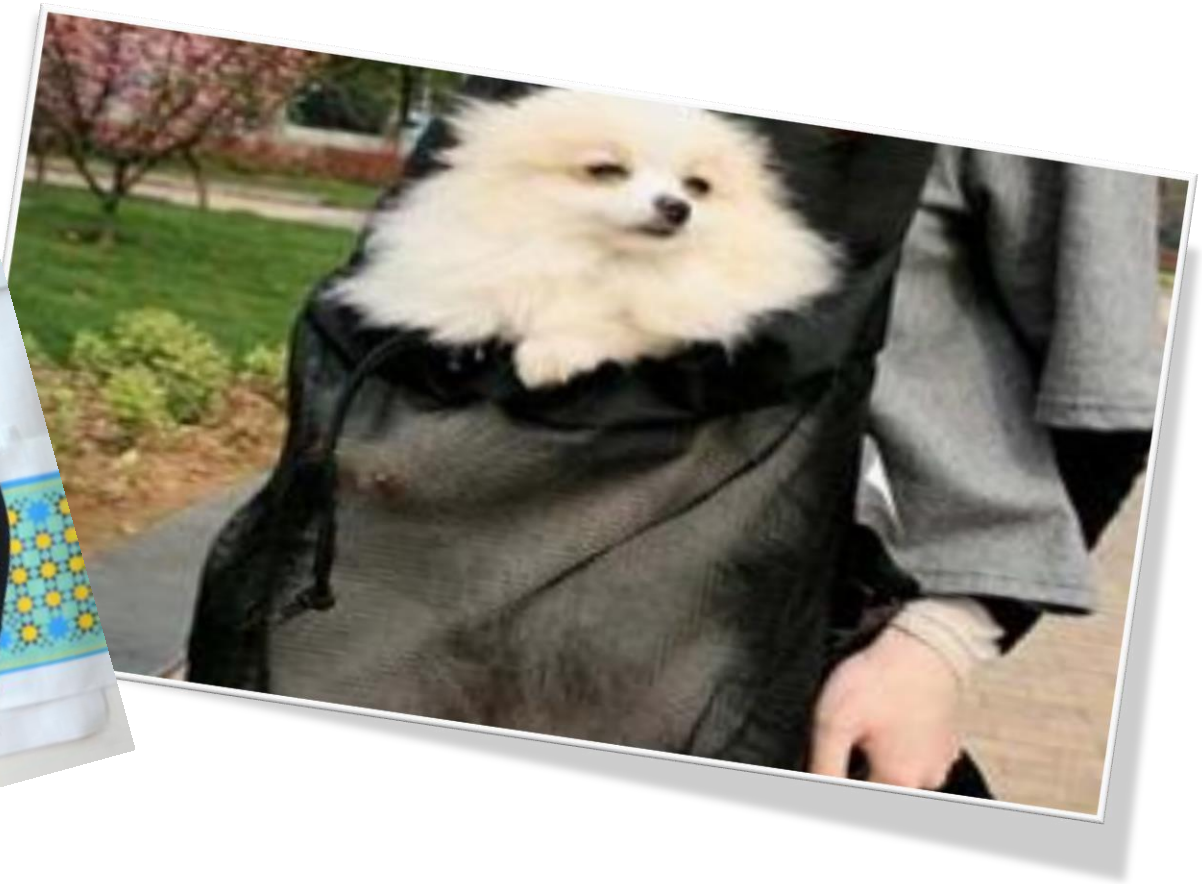
Courageous Conversations About Race, by Glenn Singleton



LEARNING OBJECTIVES

- ❖ Increase awareness and understanding of racial bias
- ❖ Gain strategies and perspectives to counteract bias, to “Debias”
- ❖ Apply “racial equity lens” in understanding how implicit bias impacts our work to keep students in school





FRONT PACK

What's in your front pack?

MESSAGES RECEIVED





BIAS: IMPLICIT/UNCONSCIOUS

“The attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual’s awareness or intentional control.”

Kirwan Institute for the Study of Race and Ethnicity, *State of the Science: Implicit Bias Review 2014*, p.16,
www.KirwanInstitute.osu.edu

Explicit Bias

Expressed directly

Aware of bias

Operates consciously

Example: School segregation
(schools for only white students)



Implicit Bias

Expressed indirectly

Unaware of bias

Operates unconsciously

E.g. Teacher calling on white students at a
higher frequency than students of color



“The key isn’t to feel guilty about our [implicit] biases—guilt tends toward inaction. It’s to become consciously aware of them, minimize them to the greatest extent possible, and constantly check in with ourselves to ensure we are acting based on a rational assessment of the situation rather than on stereotypes and prejudice.”

Neill Franklin, in The New York Times Room for Debate series, 2014

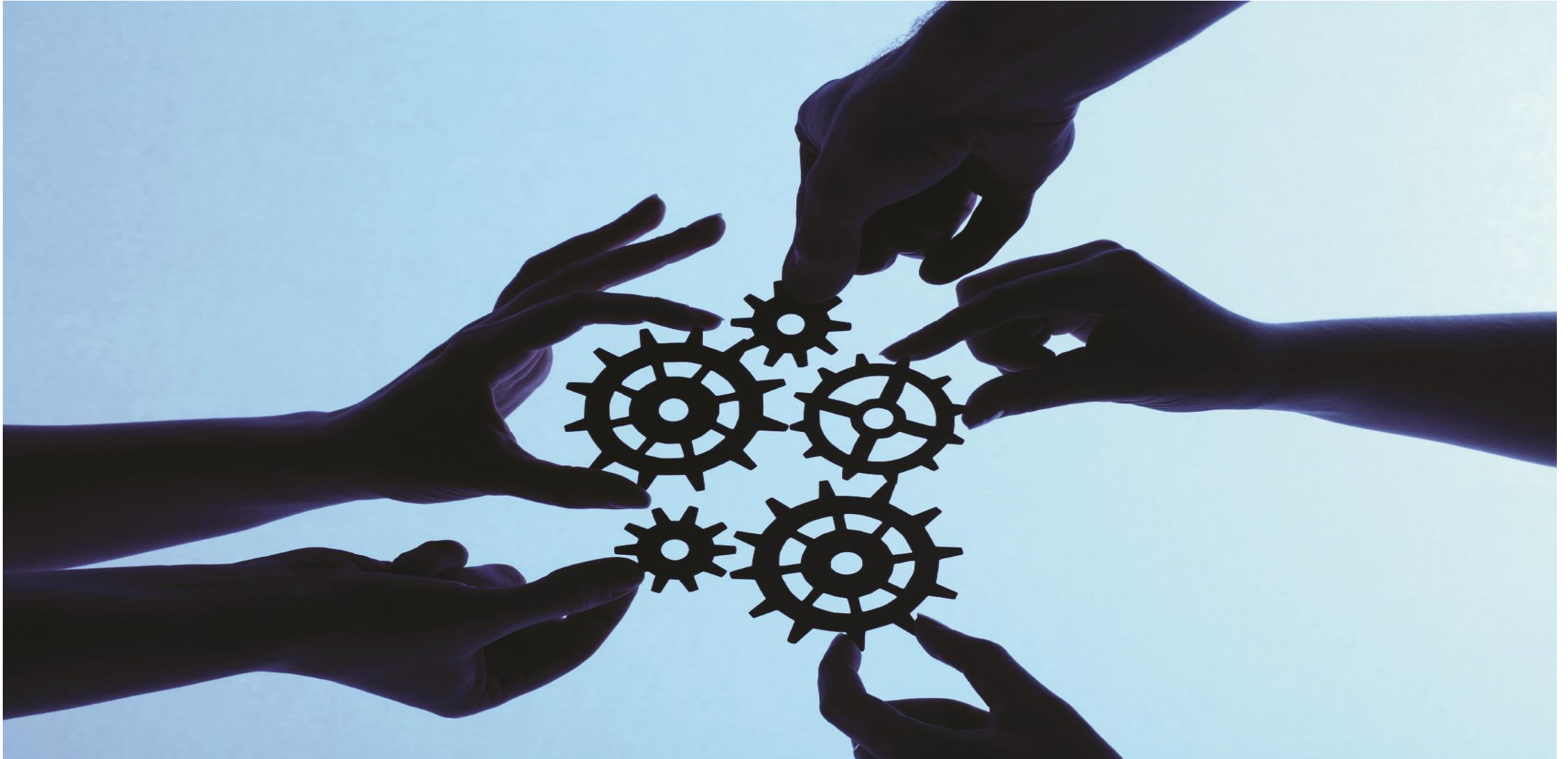
Kirwan Institute for the Study of Race and Ethnicity, *State of the Science: Implicit Bias Review 2014*, p.39.

www.KirwanInstitute.osu.edu

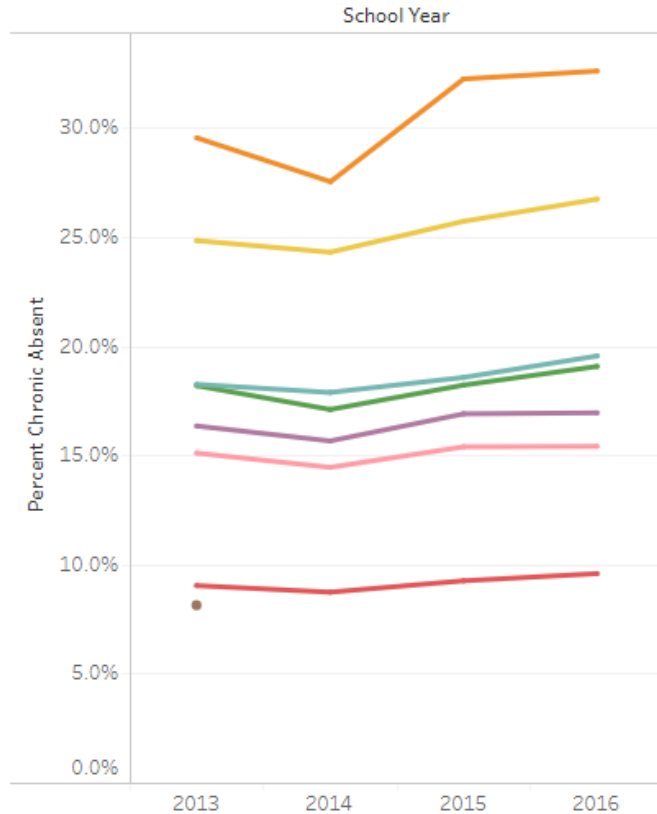
How does implicit bias impact our work to keep kids in school?



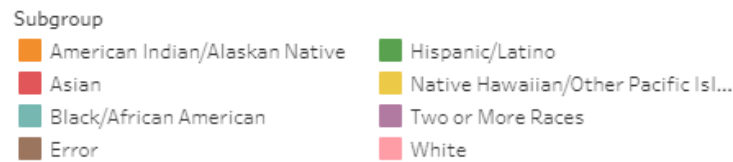
Any system produces what it was
designed to produce.



Chronic Absenteeism by racial group



Subgroup		School Year			
		2013	2014	2015	2016
American Indian/Alaskan Native	Total Students	17,414	17,620	17,832	17,371
	Percent Chronic Absent	29.6%	27.6%	32.3%	32.6%
	State Percent Chronic Absent	29.6%	27.6%	32.3%	32.6%
Asian	Total Students	79,356	80,104	82,478	85,140
	Percent Chronic Absent	9.1%	8.8%	9.3%	9.6%
	State Percent Chronic Absent	9.1%	8.8%	9.3%	9.6%
Black/African American	Total Students	53,191	53,705	53,837	53,837
	Percent Chronic Absent	18.3%	17.9%	18.6%	19.6%
	State Percent Chronic Absent	18.3%	17.9%	18.6%	19.6%
Hispanic/Latino	Total Students	230,531	240,419	252,574	264,424
	Percent Chronic Absent	18.2%	17.1%	18.2%	19.1%
	State Percent Chronic Absent	18.2%	17.1%	18.2%	19.1%
Native Hawaiian/Other Pacific Islander	Total Students	10,825	11,375	12,045	12,601
	Percent Chronic Absent	24.9%	24.3%	25.8%	26.8%
	State Percent Chronic Absent	24.9%	24.3%	25.8%	26.8%
Two or More Races	Total Students	73,098	77,529	83,606	88,828
	Percent Chronic Absent	16.4%	15.7%	16.9%	17.0%
	State Percent Chronic Absent	16.4%	15.7%	16.9%	17.0%
White	Total Students	651,270	644,290	648,172	647,161
	Percent Chronic Absent	15.1%	14.5%	15.4%	15.4%
	State Percent Chronic Absent	15.1%	14.5%	15.4%	15.4%



Factors impacting chronic absenteeism

Barriers:

Health
Family responsibilities
Trauma
No safe route to school
Suspensions

Aversion

Academic struggles
Bullying
Poor school climate
Parents' negative attitude toward school

Disengagement:

Lack of meaningful instruction
No relationships with school adults
Peers out of school more exciting than peers in school

Table discussion

At your table chart your answers to the following questions:

1. What are the possible unintended outcomes for students of color if we are not aware of our implicit racial biases? If you are unsure, how might you find out? What steps might you take to find out?
2. How might you mitigate those challenges?

“DEBIASING”



- ❖ Raise awareness, acknowledge, and accept that we all have unconscious racial bias
- ❖ Notice and pay attention when bias, stereotypes, and assumptions are activated/are present
- ❖ Seek and learn about people who are the opposite of the common stereotype
- ❖ Make time to sincerely understand racially diverse individual’s experiences and racialized lives
- ❖ Learn more about bias through the Harvard Implicit Association Tests: “Project Implicit”

YURI KOCHIYAMA

"Remember that consciousness is power. Consciousness is education and knowledge. Consciousness is becoming aware. It is the perfect vehicle for students.

Consciousness-raising is pertinent for power, and be sure that power will not be abusively used, but used for building trust and goodwill domestically and internationally. Tomorrow's world is yours to build."

