



RESTORATIVE RESOLUTIONS

Lesson 2: Bias & Anti-Racism

Goals and Objectives

- Through readings and activities, participants will build a better understanding of their own biases as well as the direct influence their biases have on classroom/school culture.
- Participants will identify restorative approaches that aid in acknowledging and confronting their biases and that contribute to creating a culture of anti-racism.

Materials

- Video: *Black Student Voices: What Educators Should Know*
- Handouts: *The Impact of Implicit Bias on Children in Education; Equity and Restorative Approaches*

Preparation

Read the handout, *The Impact of Implicit Bias on Children in Education*

Suggested Procedure

- 1) Seat participants in a circle with no desks in between
- 2) Review Goals and Objectives
- 3) View the Video: *Black Student Voices: What Educators Should Know* (5 min):
 - Answer the following prompt in a circle go-round (5 min) - “*What resonated with or challenged you as you watched the video?*”
- 4) Reflecting on the handout, *The Impact of Implicit Bias on Children in Education*, answer the following prompts (15 min):
 - *What impacted or stood out for you most as you read this?*
 - *What can you do/have you done to identify and acknowledge your own bias(es)?*
 - *What action are you willing to take to confront/change the bias(es) you discover?*
- 5) Review the handout, *Equity and Restorative Approaches*. Think about the Restorative Approaches being used in your community. Answer the following prompt as your closing circle (5 min):
 - *How can you use Restorative Approaches to help create environments in which students feel seen, heard and valued by you?*

Note: For larger groups. Please break into smaller groups or pairs to complete the circle go rounds.

Recommendation for follow-up activity: To gain a better understanding of your own levels of bias, visit Project Implicit and take an Implicit Association Test (ie Race IAT):

<https://implicit.harvard.edu/implicit/takeatest.html>

Gather again after people have taken the test(s) to share your thoughts and reactions.



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Recommended Resources

- Allen, R. (2020, June 12). The Preschool-to-Prison Pipeline [TedTalk] - <https://www.tedxmilehigh.com/preschool-to-prison-pipeline/>
- Barksdale, T.J. (2021). First Things First: Putting Students Before Standards – A Practical Guide for Building Positive and Engaged Learning Communities. Simpsonville, SC: Hadassah’s Crown Publishing. (Chapter 3)
- Camera, L. (2020, October). School Suspension Data Shows Glaring Disparities in Discipline by Race: <https://www.usnews.com/news/education-news/articles/2020-10-13/school-suspension-data-shows-glaring-disparities-in-discipline-by-race#:~:text=School%20Discipline%20Data%20Marked%20by%20Race%20More%20Black,lost%20due%20to%20out-of-school%20suspensions%2C%20according%20to%20report>
- Gladwell, M. (2020, July 21) Revisionist History: “Miss Buchanan’s Period of Adjustment” [Video]. YouTube. <https://youtu.be/LVoz-Cla5J8>
- Deggans, E. (Producer). (2020, August 25). Life Kit [Audio podcast]. Retrieved from [To Fight Systemic Racism, You've Got To Be Anti-Racist : Life Kit : NPR](#)
- Losen, D. & Martinez, P. (2020, October). Lost Opportunities: How Disparate School Discipline Continues to Drive Differences in the Opportunity to Learn: <https://escholarship.org/uc/item/7hm2456z>
- Project Implicit - <https://implicit.harvard.edu/implicit/takeatest.html> - explore what implicit biases you may hold
- Scialabba, N. (2017, October 2). How Implicit Bias Impacts Our Children in Education: <https://www.americanbar.org/groups/litigation/committees/childrens-rights/articles/2017/fall2017-how-implicit-bias-impacts-our-children-in-education/>

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Handout 1

The Impact of Implicit Bias On Children in Education

What Is Implicit Bias?

Implicit bias, also known as implicit social cognition, is influenced by attitudes and stereotypes that we all hold based on our experiences. Implicit bias influences how we act in a subconscious way, even if we renounce prejudices or stereotypes in our daily lives. Biases are favorable and unfavorable assessments deep in our subconscious, and we tend to favor our own ingroup—the social group to which we psychologically identify as belonging—though some research indicates that we can disfavor our own ingroup instead.

Evelyn Carter, a social psychologist at UCLA describes bias as follows: "Bias is woven through culture like a silver cord woven through cloth. In some lights, it's brightly visible. In others, it's hard to distinguish. And your position relative to that glinting thread determines whether you see it at all."

The problem does not lie in the fact that we all have implicit biases. Rather, the struggle lies in how one overcomes and prevents discrimination or discriminatory practices. Patricia Devine, psychology professor and director of Prejudice Lab states:

"Trying to ignore these differences, makes discrimination worse. Humans see age and gender and skin color: That's vision. Humans have associations about these categories: That's culture. And humans use these associations to make judgments: That is habit—something you can engage in without knowing it, the way a person might nibble fingernails down to the bloody quick before realizing they are even doing so."

How Does Implicit Bias Impact Our School children?

The term "school-to-prison pipeline" is a key issue facing many school districts, and implicit bias plays a large role.

Malcolm Gladwell, author and public speaker, suggests that while *Brown vs. Education's* decision was significant in terms of starting the long process of desegregation in public schools and, arguably, setting off the civil rights movement, there was a major unintended consequence that has largely remained underexplored. As student populations merged, the teaching workforce did as well. When administrators were tasked with staffing the newly integrated schools from a newly integrated workforce, white teachers were routinely kept on at the expense of African American teachers. As such, nearly an entire workforce of black teachers who had previously staffed the segregated black schools lost their jobs in large part due to discriminatory reasons.

Rosemarie Allen, lecturer of Early Childhood Education at the Metropolitan State University of Denver, explains that many black educators were discriminated against as a result of white parents voicing concern over black educators teaching their children in the newly desegregated schools. Black educators were largely replaced by white, middle-class educators who did not necessarily understand the students of color in the classroom. As a result, Allen theorizes that this has caused the current trends we see now, where black schoolchildren are disproportionately impacted negatively in the education system.



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Not only has the ripple effect of black educators leaving impacted school discipline, as Allen's dissertation "Preschool-to-Prison Pipeline" suggests, but it also has impacted other areas of education. It has negatively impacted black schoolchildren receiving assistance or services for disabilities as well as getting screened for or referred to gifted programs.

Discipline. New research details major disparities in how suspensions are given to Black and Hispanic students and paints a portrait of an alarming problem with school discipline in the U.S. Here is a snapshot of some of the most startling statistics:

- Black children represent 18 percent of preschool enrollment but 48 percent receive more than one out-of-school suspension, while white students represent 43 percent of preschool enrollment and only 26 percent of out-of-school suspensions.
- Black students are suspended and expelled three times more than white students.
- Students with disabilities are more than twice as likely to receive an out-of-school suspension at 13 percent versus students without disabilities at 6 percent.
- Black students represent 16 percent of student enrollment but account for 27 percent referred to law enforcement and 31 percent to a school-related arrest.
- Black students lost 103 days per 100 students enrolled, 82 more days than the 21 days their white peers lost due to out-of-school suspensions.
- Hawaiian/Pacific Islander students had the second highest rate, at 63 days lost per 100 students enrolled.
- Native American students lost 54 days per 100 students enrolled.
- Students with disabilities at the secondary level lost 68 days per 100 students enrolled, which was about twice as much as secondary students without disabilities.
- The learning loss for Black boys and girls was the highest: Black boys lost 132 days per 100 students enrolled, while Black girls lost 77 days per 100 students enrolled.

The findings headline a new report from the Center for Civil Rights Remedies at the UCLA Civil Rights Project and the Learning Policy Institute, *Lost Opportunities*, which analyzed federal data from the 2015-16 school year for nearly every school district in the country.

"The focus on the experiences of middle and high school students reveals profound disparities in terms of lost instructional time due to suspensions – stark losses that most policymakers and many educators were unaware of," said Dan Losen, director of the Center for Civil Rights Remedies. The report found the rate of lost instruction is more than five times higher in middle and high schools than the elementary school rates – 37 days lost per 100 middle and high school students compared to just seven days per 100 elementary school students.

Notably, the report details how state-level racial disparities are often larger than the national disparities suggest, with several states reporting "exceedingly high" rates of instruction loss for students of color when compared to their white peers. In Missouri, for example, Black students lost 162 more days of instructional time than white students. In New Hampshire, Hispanic students lost 75 more days than white students. And in North Carolina, Native American students lost 102 more days than white students. Glaring disparities were also visible at the school district level, with some large districts reporting rates of more than a year's worth of school – over 182 days per 100 students.



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"These stark disparities in lost instruction explain why we cannot close the achievement gap if we do not close the discipline gap," Losen said, underscoring that it's especially important to address now that the coronavirus pandemic is also accounting for significant learning loss. "With all the instructional loss students have had due to COVID-19, educators should have to provide very sound justification for each additional day they prohibit access to instruction," he said.

In 2014, the Kirwan Institute evaluated disparities in discipline in Ohio's public schools by analyzing data from 2005–2013. One of the findings is that there is a predominantly white teacher workforce that does not match the more diverse schoolchildren population. As a result, implicit bias is activated, impacting differences in discipline being applied to schoolchildren. It is worth noting here that while many studies and data show that white teachers more harshly discipline black students, studies are beginning to look at whether black teachers sometimes disfavor their own ingroup. While that research is still new, there is at least one recent study from the Yale Child Study Center that evaluated black and white preschool teachers and found that black teachers also have implicit biases that influence administering discipline.

Many schools developed zero-tolerance policies after a spike in juvenile crime in the 1990s. These zero-tolerance policies began adding law enforcement in schools on a daily basis and ended up doubling suspensions and expulsions. Black schoolchildren are disproportionately affected as they are three times as likely as their white counterparts to be suspended or expelled from school for the same infractions. Additionally, over 70 percent of schoolchildren referred to law enforcement agencies for school-related incidents are black or Latino.

The impact that school discipline has on schoolchildren is devastating. A single suspension in the first year of high school doubles the dropout chance for that child. Children who are expelled are three times more likely to end up in the juvenile justice system. Once caught within the juvenile justice system, the psychological and economic consequences can have a lasting and burdensome impact on children while simultaneously decreasing their educational and financial opportunities, and increasing the chances of reincarceration. Incarcerated youth are nearly 70 percent more likely to be in jail again by age 25 than youth who were not referred to juvenile detention.

Gifted programs. An article published in January 2016 in the American Educational Research Association's *AERA Open* journal reported that black and Latino schoolchildren are less likely to be screened for gifted programs in public schools than white and Asian schoolchildren. The study suggests that the race of the teacher could be impacting the racial composition of students in gifted programs, mainly because teachers can identify students to be screened for the gifted program. For black schoolchildren, they are three times more likely to be assigned to gifted services if they have a black teacher.

The study acknowledges that there could be many different factors impacting the referral of a child to a gifted program. These factors include students behaving or performing differently depending on whether their teacher is their own race; students/parents actively engaging with the gifted process depending on whether the teacher is their own race or not; and teacher implicit bias impacting their subjective decisions to refer students for screenings for gifted programs. Having a teacher of their same race clearly has the most positive impact on referrals to gifted programs. This is particularly concerning because 80 percent of black elementary schoolchildren are taught by teachers who are not their same race.



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How Do We Help Children Overcome Implicit Bias They Face?

The first step in overcoming implicit bias is to identify and acknowledge the bias. The next step is to stop the bias while it is occurring. The third step is taking action to change the bias. Studies have shown that we all have implicit bias as it is part of our subconscious and everyday life. We need to acknowledge that bias in ourselves through self-awareness. Next, we need to question ourselves when one of our own stereotypes manifests itself and replace it by asking ourselves to look at the situational circumstances that could have impacted a person's behavior rather than our stereotype that we hold. We need to change our prejudiced habits by asking questions and engaging with others who are different from us.

When educating children, it is important to remember these tips:

1. Listen to understand.
2. Ask questions.
3. Show empathy.
4. Recognize your own bias, and question your assumptions.
5. Strive to see the child before you clearly, rather than through your own biases.

The overwhelming data shows that black schoolchildren are disproportionately impacted in schools. As we educate schoolchildren, we should all be mindful that their race and the race of their teachers could be impacting what is happening to them in school—whether they are getting a severe punishment for a seemingly innocuous infraction, being screened appropriately as disabled entitled to services, or being screened for gifted programs.

We have come a long way in the 63 years since *Brown v. Board of Education* was decided. Yet a critical examination reveals a bittersweet legacy. There is still much work to be done to achieve equality. One place to start is to make an explicit effort to confront implicit bias.

This resource is a culmination of excerpts from the following articles:

- *How Implicit Bias Impacts Our Children in Education*, by Nicole Sciallaba, 2017
- *School Suspension Data Shows Glaring Disparities in Discipline by Race*, usnews.com, Oct. 2020



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Handout 2

Equity and Restorative Approaches: Interconnectedness (The Collective)

Interconnectedness in Restorative Approaches	Interconnectedness in Equity
Restorative approaches highlight values (such as empowerment, emotional-literacy, and non-judgmental accountability) that help shape personal development and interpersonal relationships to strengthen community.	Equity looks at the how systems, structures and relationships impact student success.
Restorative approaches deliberately prioritize building community seeing relationships as the core of society.	Emphasizes collective responsibility for every student's success.
Strategies to repair harm (restorative questions, small impromptu conversations, restorative conferences) making things right as an immediacy to the harm done to the community.	Provides a structure and context when making decisions.

Differentiated Support

Differentiated Support in Equity	Differentiated Support in Restorative Approaches
Equity takes into account the uniqueness of every community member (their story, their environment, their needs) when providing support, guidance, and intervention.	Restorative approaches provide high, constant and differentiated support and recognizes how self and interpersonal relationships impact community.

~ Adaptation of resource created by Yasmeeen Davis, Restorative Practitioner