

A S C A W E B I N A R S E R I E S

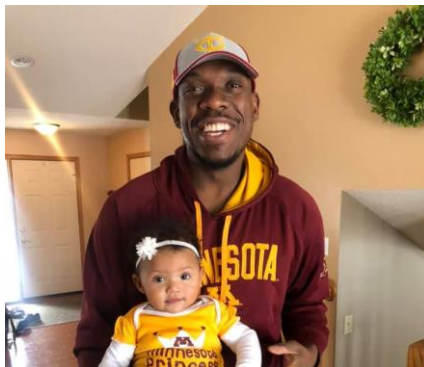


# Multicultural Counseling: Understand Bias and Practicing Humility

Presenter: Derek Francis  
Webinar Date: April 13<sup>th</sup>, 2020



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Derek Francis – Manager of Counseling Services for The Minneapolis Public Schools, MSCA, MN Counselors of Color Affinity Group

My passion: Supporting all students cross culturally. Comprehensive, Equity Based and Proactive. Racial reconciliation.

Been a School Counselor For 8 Years – North High and Champlin Park High School.





## Learning outcomes:

- Discuss how bias and privilege affect the counseling relationship
- Strategize ways to incorporate equity into your school counseling practice
- Identify proactive strategies for multicultural connections with students and families



### Warm Up Question

What is one value you were taught growing up when it comes to how to treat people?



## This is a

- Learning Space
- Vulnerable Place
- Proactive



## Why a Conversation on Race, Privilege, Bias and handling conflict is Important?

- Student overall achievement
- School climate and environment
- Your relationship with students, families, coworkers
- Combat continues systems



## Multicultural School Counseling



- Multicultural Awareness (Your issues) – stereotypes, prejudice, misconceptions of cultural groups.
- Multicultural Skills - behavior learning, role play, recorded skill training. Application
- Multicultural Terminology – body of terms and concepts to use and not use for particular cultures.
- Multicultural Knowledge – Information, factual, data, values, belief and customs.



## Ways Our Views Are Shaped

- Upbringing
- Location
- Life Experiences



Not all factors are within our control  
Impacts our school counseling



## Exploring Personal Bias: Learning About Your Past

- What were the messages you were told growing up?
- What were your families belief systems?
- Who were the “others/them” in your life?
- What were the written and unwritten rules (grandpa said)
- What messages were told from the neighborhood, school, city, church, etc that you grew up in.
- What are some groups of people you have not much experience with or just do not know much about?
- Have you done an audit on what you were told growing up or do you continue to uphold all of it. The negative components of those messages feed into implicit bias.



## Understanding Race, Bias and Privilege

- What is Race? Grouping humans based on shared physical qualities. Skin pigment
- What is Bias? Prejudice, favor of or against a person or group in an unfair way.
- What is Privilege? A right, advantage, immunity available to a person or group





## Unconscious Bias in School Counseling

- Race/Ethnicity
- Socioeconomics
- Course Selection
- Group Affiliation
- Behavior and academic history



## Steps to Combat Bias

- Detect the thoughts – what thoughts am I having about this particular bias?
- Reflect on why the thoughts come to mind in a non-judgmental way - when do I think these ways? Are there any particular times or situations when these tend to come to mind?
- Reject the stereotype (replace it with an alternative response) – how can I respond differently to these situations/biases

Ongoing Audit



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## Multicultural Counseling Errors

- [Microaggressions](#)
- Generalizing a group of people based on your new knowledge
- Deflect and defensive
- Avoidance/ Never engage in the work

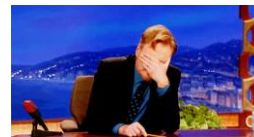


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## When Errors Happen

- Acknowledge it – understand your conflict style – MN Nice
- Ask for forgiveness – and know the person may still be hurting.
- Don't give your cultural resume
- Forgive yourself – come back the next day and do better
- Consult with a trusted colleague and remember your values





## Cultural Humility Approach

1. Lifelong learning & critical self-reflection
2. Developing mutually beneficial partnerships with communities
3. Recognizing and challenging power imbalances for respectful partnerships



## Cultural Humility Approach

<b>CULTURAL COMPETENCE VS. CULTURAL HUMILITY</b>		
	<b>Cultural Competence</b>	<b>Cultural Humility</b>
Goals	To build an understanding of minority cultures to better and more appropriately provide services	To encourage <b>personal reflection and growth</b> around culture in order to <b>increase awareness of service providers</b>
Values	<ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Training</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Introspection</b></li> <li>• <b>Co-learning</b></li> </ul>
Shortcomings	<ul style="list-style-type: none"> <li>• Enforces the idea that there can be 'competence' in a culture other than one's own.</li> <li>• Supports the myth that cultures are monolithic.</li> <li>• Based upon academic knowledge rather than lived experience.</li> <li>• Believes professionals can be "certified" in culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Challenging for professionals to grasp the idea of <b>learning with and from clients</b>.</li> <li>• <b>No end result</b>, which may create some struggles for those in academia and medical fields may struggle.</li> </ul>
Strengths	<ul style="list-style-type: none"> <li>• Allows for people to strive to obtain goal</li> <li>• Promotes Skill Building</li> </ul>	<ul style="list-style-type: none"> <li>• Encourages <b>life long learning with no end goal</b> but rather with an <b>appreciation of the journey of growth and understanding</b></li> <li>• Puts SW/AP and Client in mutually beneficial relations...diminishes power dynamics</li> </ul>

Cultural Humility retrieved from Wikipedia [https://en.wikipedia.org/wiki/Cultural\\_humility](https://en.wikipedia.org/wiki/Cultural_humility)





## What Cultural Humility Sounds Like?

- “I have not experienced being the only student of color in a class before. How is it going for you? I want to make sure you know I support you and believe you belong in that class.”
- “I had no clue that Covid 19 has been impacting Asian Americans in our country like that. I want to support you better. Help me understand.”
- “Thank you for helping me better understand how coming out to your parents have been. I am sorry for the microaggression you have been facing and will help you.”
- “If at any point during our classroom lesson, counseling session, or small group it seems I am not understanding your cultural background please help me or correct me.”



## Race/Hate Incidents in U.S. Schools

The FBI's 2017 hate crime data—widely acknowledged as underreported—showed that hate crimes in K-12 schools and colleges increased by about 25 percent over 2016, considerably outpacing the national increase of 17 percent.

In 2018, *Education Week* partnered with *ProPublica* to analyze school-based hate incidents from 2015 to 2017. They found 472 incidents. Most, they reported, “targeted black and Latino students, as well as those who are Jewish or Muslim.”

In January 2019, scholars from the University of Virginia and the University of Missouri published a study in the peer-reviewed *Educational Researcher* comparing Virginia school climate survey results with 2016 election results and found an increase in middle school bullying in districts “favoring the Republican candidate.”

- Race?
- Sexual Orientation?
- Socioeconomics?
- Gender Bias?
- Politics?
- Immigration?
- Abortion?
- Religion?
- Middle Eastern People?

Draw near or away from the situation? Doing nothing means drawing away



## Race/Hate Incidents in MN HS Since 2016

- 2020 Maple Grove Middle School – Two African American students jumped a White student posted online
- 2019 Mankato West High School – Anti – immigration graffiti in building
- 2019 Chaska High School - Student in yearbook in blackface
- 2019 Highland Park Middle School – white staff using the N word in front of students
- 2019 Owatonna High School – Social Media post using the N word
- 2018 Burnsville High School – Offensive messaging on school rock
- 2017 Metcalf Middle School – Principal recorded using the N-word
- 2017 New Prague High School – Students allowed to act in KKK garb
- 2017 Champlin Park High School - Volleyball players and racially insensitive song lyrics
- 2016 Maple Grove High School – racist graffiti in bathroom
- 2016 Duluth Denfeld – racist and homophobic graffiti in the girls bathroom
- 2016 Washington Technology Magnet – Two racial groups threatening a school “rumble”

Any one have incidents happen this year?



## Race/Hate Incidents in MN HS Since 2016



41 mins · 🌐

Administrator Aaron Engle said in a statement, "There is simply no place for racist or threatening behavior in our schools...We will do everything in our power to prevent a situation like this one from ever arising again."



WXOW.COM

**G.E.T. investigates racial incident**

The Gale-Ettrick-Trempealeau School District is investigati...

Check out more posts from local pages in La Crosse.

See More

- White students posted a picture of an African American with noose on neck
- Students also posted shoot a “N-word”
- The group chat was screenshot and seen throughout the community
- Parent of the African American student called for the district and community to do something proactive.
- Superintendent issued discipline

[Video Link](#)



## Cultural Rupture Reflection

### Personal Work

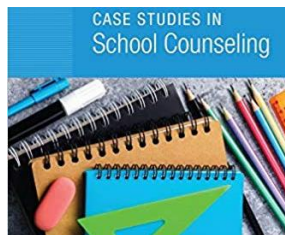
- What bias, privilege or messaging from your past might you have to address?
- What stance will you take when having conversations with colleagues and family members?
- What will get in your way of being proactive? (Values)

### Professional Work

- What proactive schoolwide activities could your team put together?
- How will you respond to students during individual counseling sessions?
- What are potential small groups?



## Race/Bias Incidents In Schools



### Champlin Park High girls punished for racial slur used in video

Laura Yuen November 9, 2017 3:29 p.m.

Share story [t](#) [f](#)

Two Champlin Park High School students were suspended from a Thursday state tournament volleyball match after video surfaced on social media showing one of the girls using a racial slur derogatory to African-Americans as she sang a rap song.

The girls, who are white, have apologized and accepted their punishment, said attorney Phil Villanue, adding that their families strongly condemn racism. More than 150 students at the school walked out in protest Wednesday.





## Preventative - Steps to Prepare Your School or Work Environment Before a Race/Hate Incident

- School/Work Climate – past racial situations, School demographics. Hallway and classroom conversations. School pep rally and events. Who is marginalized at the school? Who is recognized and celebrated?
- Social Media – what negative things are trending?
- Proactive school wide lessons – Where during your school day do students talk about hate/bias? How it feels to be discriminated against? How to embrace other cultural identity? What anti hate and bias work is being done?
- Create a space to hear feedback from students/clients from underrepresent populations.
- Partner with community organizations and leaders from historically marginalized
- Encourage you school to hire more staff from underrepresented populations



## Tier 1 Multicultural Support

- School wide messaging: Advisory or school wide assembly. Beginning of the school year handbook.
- Classroom lessons around the impact of words on the school community. Incorporate race into your social emotional learning
- Have photos, books, videos, college options etc that represent students from various backgrounds.



## Tier 2 Multicultural Support

- Creating small group spaces for students to share feelings, provide affirmation and solidarity around racial and cultural identity.
- Create multicultural groups and investing partnerships with community groups of different backgrounds
- Group times suggestions: During lunch, before and after school, advisory or homeroom.



## Tier 3 Multicultural Support

**Student Support Level 3** – Individual student check ins. Be attentive to students who have high emotional stress from the event.

### Marginalized Student

- Honor the hurt and memories that may arise.
- Empathize with humility.
- Affirm student's courage for coming forward.
- Be open about not being able to fully understand how it feels but want to give support.
- Validate the students' value and identity at within the school.

### Majority Student

- Provide skills for supporting friends that are marginalized.
- Talk through feelings of guilt and shame.
- Answer questions while addressing inaccuracies.
- Leave space for vulnerable curiosity.
- Model and teach empathy.



## The small stones...

Break it down to focus on smaller parts of the whole.

- **Define**
  - Vision and Beliefs
  - Mission Statement
  - ASCA Mindsets and Behaviors
- **Delivery System**
  - Guidance Curriculum
  - Individual Student Planning
  - Responsive Services
  - System Support
- **Manage**
  - Agreements
  - Advisory Council
  - Action Plans (data driven)
  - Calendars (Use of time)
- **Assess**
  - Results report
  - School Counselor Performance Standards
  - Program Audit



## ASCA with Equity

- **Define**
  - Is supporting all students a part of you statement?
  - Is equity addressed as an area of focus?
  - What is your team/department doing to ensure ethical behavior?
- **Delivery System**
  - Incorporate classroom lessons that address race, bias, sexism and social emotional learning.
  - What groups can you offer for students from underrepresented populations?
  - Be mindful that the content you deliver appeals to students from various backgrounds.
- **Manage**
  - Who is not represented in your advisory council? (Socioeconomics)
  - Disaggregate data based on race and socioeconomics, EL, etc.
  - Proactively calendar to see students from underrepresented populations
- **Assess**
  - Share the data that's hard to face
  - Stay accountable to being data driven
  - Request feedback from students and families from underrepresent populations



## What Equity Sounds Like in School Counseling



- “I’ve noticed that our students of color are suspended more than white students. What are some bias we may have as a school?”
- “Students from underrepresented populations are not reflected in our higher level class, how can we get more?”
- “Our Asian American students have been sharing that they are experiencing more discrimination because of Covid-19, how can we better support them?”
- “I’ve been hearing from many of our LGBTQ students that students are using insensitive words. What school wide lesson can we put together on this topic?”
- “Several students said that Mr. Johnson has made some off color comments about poor people. How should I go about addressing this?”(That one friend)



## Attended, Now What?

- What is one thing you can do to start recognizing and reducing harm from bias, privilege and racism in your life?
- What is one thing you can do to address bias, privilege and racism in you school counseling practice?
- How will your marginalized communities know that your practice has changed after attending today’s session?



Head vs. Heart



## Let's Connect



- How School Counselors Can Support Students After a Major Racial Incident
- Addressing Bias and Privilege in School Counseling
- Promoting Post Secondary and Higher Level Classes to SOC
- School Counselors Proactive and Equity Based Approach to Data
- How My Cultural Identity Impacts My School Counseling



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### 2020 Events:

Texas School Counselors Conference February 9<sup>th</sup>-11<sup>th</sup>)

Wisconsin School Counselors Conference February 18<sup>th</sup>-20<sup>th</sup>

Anoka Hennepin School Counselors March 4<sup>th</sup>

University of Minnesota Social Cultural Counseling February 2020

Southeast Metro Counselors Association – TBD

Minnesota School Conference November 2020

Wisconsin School Counselors Conference 2020

