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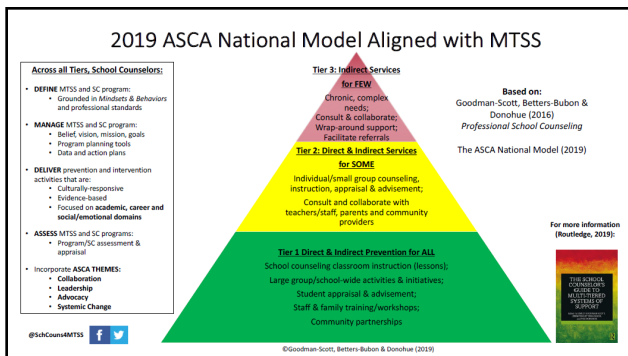
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Tier 2

Tier 1

**SELF-AWARENESS
CONTEXT OF RACE**

KEY CONSIDERATIONS
 In the context of race, it is important to consider personal bias and one's emotions related towards people of color. We can then ask questions of ourselves in certain roles to help build our self-awareness.

LET'S START WITH YOU.

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WHAT WORDS STICK OUT TO YOU IN THIS QUOTE?

If we are not also committed to advocacy, we are accomplices in promoting an unjust status quo. If we expect students to comply with a system that doesn't treat or serve them fairly or equitably, we are contributing to the damage done to these students. It is as if we are on an escalator heading in a direction that causes harm to some of our students. Unless we are actively moving in the opposite direction (and trying to stop and reprogram the escalator to function in an equitable fashion), we are contributing to the concern. (Grothaus, Johnson, & Edirmanasinghe, 2020, p. 28)

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Tier 1

**CHANGE
STARTS
WITH YOU**

We must learn about and acknowledge our own biases and seek to grow, then provide these opportunities for others.

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activity TIME

SELF-AWARENESS CONTEXT OF RACE

KEY CONSIDERATIONS

In the context of race, it is important to consider personal bias and one's emotions related towards people of color. We can then ask questions of ourselves in certain roles to help build our self-awareness.

SELF-MANAGEMENT CONTEXT OF RACE

KEY CONSIDERATIONS

Key ideas to consider here are one's personal actions, thoughts, and feelings towards race. This includes managing and understanding your own thoughts and emotions, especially as it relates to race, racist ideas, systems, and policies. This also includes examining your attitudes and beliefs towards people and movements (such as BLM), who are working towards disrupting oppressive systems.

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Tier 2

Tier 1

Understanding Privilege

- 5 Poll questions
- [Link to handout](#)

Discuss/Chat Box:

How does it feel to have or not have certain privileges?

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Let's "Check Our Privilege"

Ijeoma Oluo (2019) writes:

- "...start thinking about how this privilege might have influenced not only your status in society, but your experience with and understanding of the world at large" (p. 66).
- "How might your privilege have impacted your ideas on racism, on education, on the environment" (p. 66)?
- "Then start seeking out work on these subjects by people who don't have your same privilege, and listen when those people are speaking" (p. 66).
- "You can be both privileged in some areas of life, and underprivileged in others. Both can be true at once and can impact your life at the same time" (Oluo, pgs. 65, 66).

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What Does "Check Your Privilege" Actually Mean?

- ✓ Doesn't have to be said in an offensive way
- ✓ "Privilege, in the social justice context, is an advantage or a set of advantages that you have that others do not" (Oluo, p. 59, 2019).

GROWTH MINDSET

"Failure is an opportunity to grow"

"I can learn to do anything I want"

"Challenges help me to grow"

"My skills and talents determine my abilities"

"Feedback is constructive"

"I am responsible for success or failure"

"I like to try new things"

FIXED MINDSET

"Failure is the limit of my abilities"

"I'm either good at it or I'm not"

"My talents are unchangeable"

"I don't like to be challenged"

"My potential is predetermined"

"When I'm frustrated, I give up"

"Feedback is humiliating"

"I talk to what I know"

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PRIVILEGE/OPPRESSION

- Plot your privilege
- Connect all the dots
- We might be closer to one or another in certain ways
- [Link to the image](#)
- [Activity resource](#)

Adapted by Clay Lovd for Americans for the Arts from resources created by AntiEquity.

Tier 1

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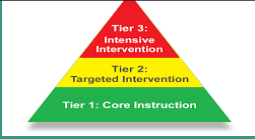
THERE ARE VARYING LEVELS OF READINESS FOR CONVERSATIONS ABOUT RACE

How do you know when you are ready?

Tier 1

Adapted from Andrew M. Ibrahim MD MSc from "Who Do I Want to Be During COVID-19" (last original author unknown)

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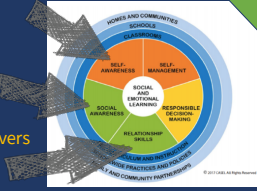
WHAT IS A CRITICAL/COURAGEOUS CONVERSATION?

According to Teaching Tolerance (2019), "It's a conversation that explores the relationships between identity and power, that traces the structures that privilege some at the expense of others, that helps students think through the actions they can take to create a more just, more equitable, world" (p.2).

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Audience and Examples of Tier 1 (for all)

- ✓ District Central Offices
- ✓ School Leadership Teams
- ✓ School Staffs & PLCs
- ✓ Students
- ✓ Parents/Guardians/Caregivers
- ✓ Community Members



- Discuss equity, cultural humility, race-based stress and trauma, racism, societal events that affect the culture/identity of our students, how we honor our own identities and the identities of others and so much more...

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Other Examples of Tier 1

Take a Deep Dive Into Conversations and Examples of Microaggressions and How They Create Pain

- ❖ **Microaggressions:** indirect/subtle discrimination; death by a thousand cuts
- ❖ **Microinsults:** verbal/nonverbal communications that subtly convey rudeness and insensitivity and demean a person's racial heritage or identity. Treating someone as if they are invisible because of their racial heritage or identity (e.g.: excluding capable POC from worthwhile career growth opportunities).

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Other Examples of Tier 1

Take a Deep Dive Into Conversations and Examples of Microaggressions and How They Create Pain

- ❖ **Microassaults:** intentional, explicit, overt verbal/nonverbal racism towards another due to their racial heritage/identity (e.g.: white person yells a racial slur at a POC).
- ❖ **Microinvalidations:** Communicate that the racism and offensive remarks catapulted towards people of color is unjustified due to a supposed "race-free" world (e.g.: "How do you speak English so well?").

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Other Examples of Tier 1

What Gaslighting Looks Like

Gaslighting is a form of **abuse** and **manipulation** concentrated on making someone doubt their **reality**. @BlessingManifesting

1. They **deny** they said or did something even when you have **proof**.
2. They **accuse** you of doing things that you **know** they themselves have done.
3. They turn others **against** you to take away your **support** system.
4. They tell you that you are **crazy**.
5. You are **never** right.
5. You **constantly** feel like you have to **defend** reality.
6. Your **trust** in yourself/intuition erodes.
7. You always feel **confused** about whether you're on **good** terms.
8. You are not **allowed** to have feelings.
9. You find yourself **collecting** "proof" things happened so you can reassure yourself.

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Tier 1

- ✓ Create **safe spaces for students, families, community members and staff members** through trust and respect that allow for transformation. These spaces don't exist simply because you say they are safe.
- ✓ Create **norms** that ensure racist comments will not be voiced and **have a plan in place** if these comments are made.
- ✓ Allow **all voices** to be heard through stakeholders' "**funds of knowledge**."

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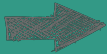
Tier 1

“Rather than presenting the community as a place to rise above, schools must equip themselves to draw from the knowledge that students bring with them to school – knowledge that is often not in their textbooks but is acquired from the streets, family cultural traditions, youth culture and the media” (Duncan-Andrade & Morrell, p. 8, 2008).

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Examples of Tier 1


- Acknowledge what has happened. Doesn't have to be political.
- Some examples:
 - Facilitate conversations about race/anti-racism with staff and allow them to openly and honestly share
 - Create a Tier 1 lesson for all students connected to ASCA's Mindsets and Behaviors for Student Success
 - Acknowledge what happened on morning announcements or moments of silence and discuss your availability to support your students thereafter

More examples 

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In Tier 1

Acknowledge that events in the community are not separate from the context of school.

 2 superintendents

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In Tier 1

Remind students and staff that it is OK not to be OK.

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In Tier 1

Teach how to be an upstander when racism is witnessed in Tier 1 lessons. If you see something, say something.

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In Tier 1

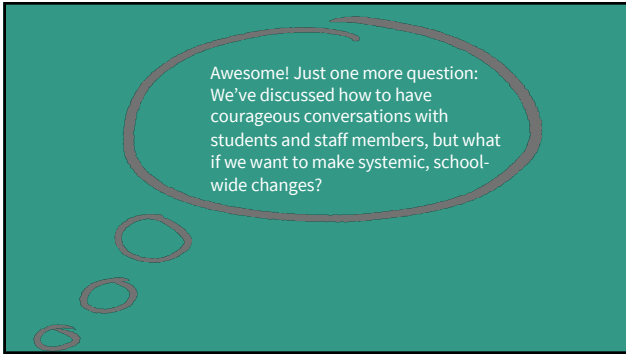
Check in routinely with your staff and students (not just after a tragic event). Be willing to openly listen to how they are feeling and how you can help. Explore the emotions of staff and children and honor them; never dismiss.

**SOCIAL-AWARENESS
CONTEXT OF RACE**

KEY CONSIDERATIONS

Key ideas to consider here are empathy for others, our authentic connections with those from different cultures and backgrounds as well as our social behavior around people of color, and understanding supports for those that have been and continue to be oppressed.

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Go Back to the Data

Quantitative:

- ✓ (A)ttendance
- ✓ (B)ehavior
- ✓ (C)ourse Passing (including graduation rates, college-going rates, retention rates, reading/math proficiency)
- ✓ Access Data: Who is in accelerated learning programs? Who is being referred to special education?

Qualitative:

- ✓ Perception/Barrier Survey Data
- ✓ Needs Assessment Data

**RESPONSIBLE DECISION MAKING
CONTEXT OF RACE**

KEY CONSIDERATIONS

In the context of race, responsible decision making involves making a conscious decision to make ethical and responsible choices for the greater good of humanity. This also involves considering potential consequences and benefits of your choices and how they might impact Black people and those of color.

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SHOW ME THE DATA! LOOK AT THIS DATA AGGREGATED AND DISAGGREGATED (LOOK AT SUB-POPULATIONS)

- Achievement
- Attendance
- Behavior
- School Completion/Graduation/Transition
- Retention Rates
- Representation in Accelerated Learning (GT, AP, IB, Cambridge, Dual Credit)
- Percentage Receiving Special Education Services
- School Climate
- Involvement in CTE Programs, Clubs and Activities
- Parent/family Involvement

Grothaus et al. (2020)

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Assess Equity

Example: [School Equity Assessment](#)

Below are dimensions of a school's culture. To make an assessment of a school's culture, collect items and participate in the following activities in a school (Note: try to do a deep dive into a few of these categories; not all need to be completed). Take notes and then summarize.

1. Artifacts
2. Rituals
3. Communication
4. Collaboration
5. Innovation
6. Decision making
7. Leadership
8. Other observations

Adapted from: Holcomb-McCoy, C. (2007). School counseling to close the achievement gap. Thousand Oaks, CA: Corwin Press.

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Seven Questions Abolitionist Teachers Can Ask Administrators

1. How will we embody the spirit and goals of Black Lives Matter in everything we do as a school?
2. What long-term antiracist professional development will we implement for all faculty and staff?
3. How will we implement antiracist curriculum that centers the beauty, joy, and resiliency of Black, Brown, and Indigenous people? How will we also learn and teach about the African diaspora?
4. What school policies can we eliminate that are harmful or oppressive to our students of color? How can we replace them with healing centered policies?
5. What administrative actions are we implementing to ensure teachers feel supported to practice Abolitionist teaching?

These final two questions are particularly relevant to the COVID-19 global pandemic:

6. What supports are in place to ensure students and families are socially, emotionally, and materially supported during virtual learning?
7. What plans are in place to promote faculty and staff wellness during and after COVID-19?

Abolitionist Teaching Network

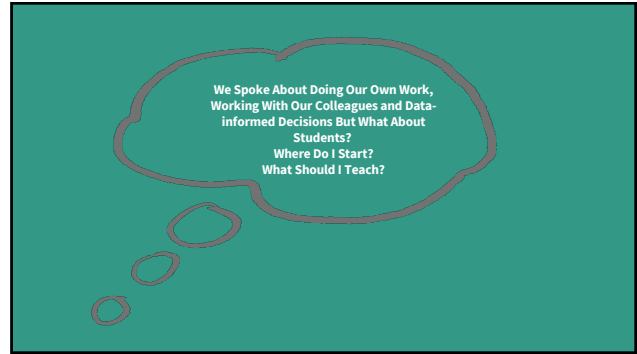
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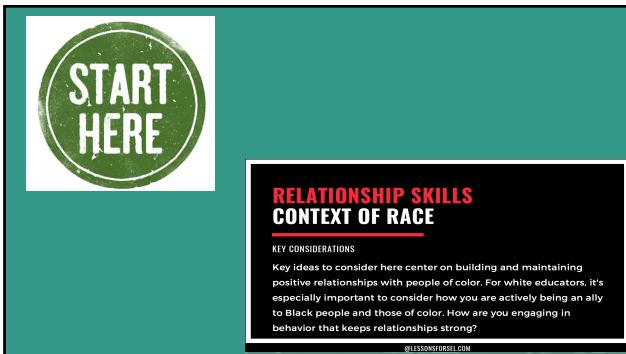
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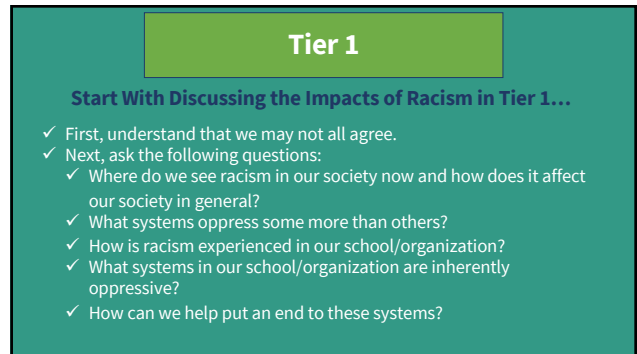
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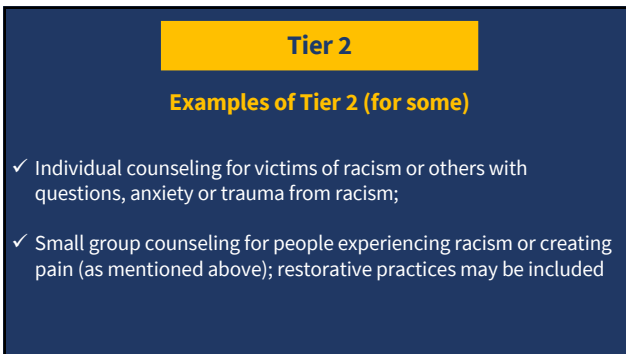
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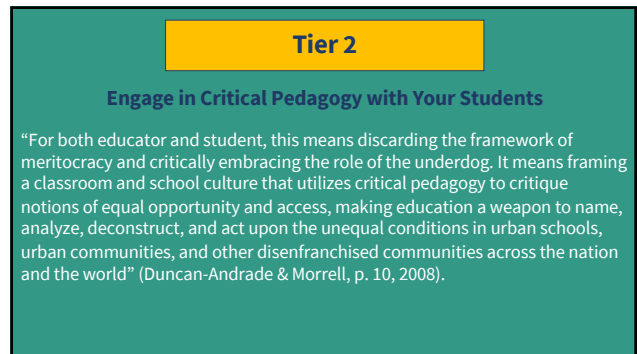
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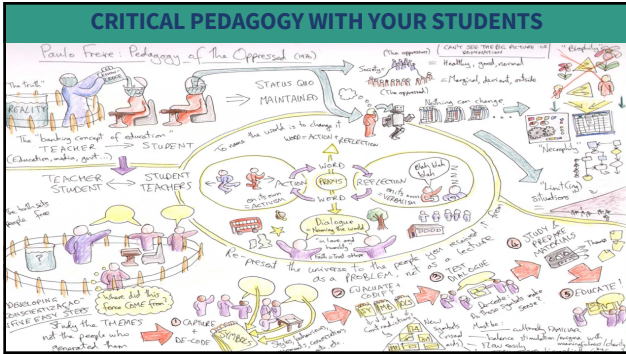
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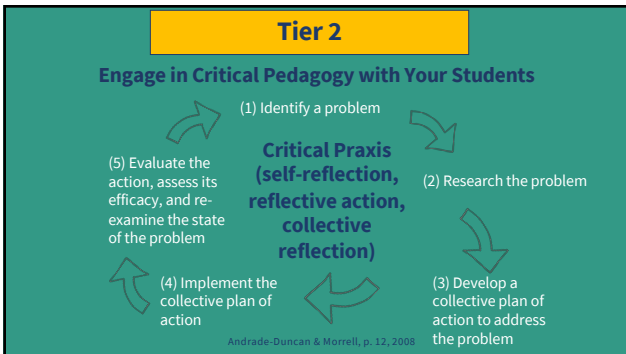
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NOTHING ABOUT US WITHOUT US IS FOR US

Tier 2

Youth Participatory Action Research (YPAR)

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PHOTOVOICE: A WAY TO IMPLEMENT YPAR

	Total	# of Females	Percent	# of Latinas	Percent
Enrollment	1304	644	47%	198	14%
Distinguished Learner	162	86	47%	10	5%
Proficient Learner	284	136	46%	45	16%
Developing Learner	375	184	49%	69	18%
Beginning Learner	214	82	38%	48	22%

Research question: How does self-confidence affect the way latin@s are involved in Math/science?

How does stress affect latin@s and hispanics engagement in the distinguished is to low.

Research: how do hispanic families believe college supports their students success.

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PHOTOVOICE

- Develops agency in students
- Speaks in students' language (photos)
- We NEED their expertise to solve problems in the school

A Photovoice Path

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Tier 2

Another Option

Photovoice: From Snapshots to Civic Action

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Tier 2: Considerations

- Use of data
 - What teachers are referring students for discipline? Individual conversations may be needed.
 - Where are incidents of racism occurring, based on students' and teachers' perspectives?
- Small groups for professional development
 - Personal invitation vs. volunteers
 - Healing-centered engagement
 - Trauma-informed training

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Tier 3

Examples of Tier 3 (for few)

- Courageous conversations with specific staff, students or community members in high need
- Broaching in individual counseling sessions
- Tier 3 intervention services with community agencies should be prepared for students and staff members who might have reached a point where they are a danger to themselves or others.

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Tier 3

COURAGEOUS CONVERSATIONS IN TIER 3

52

What If I Say the Wrong Thing?

Your attempt to say something is better than saying nothing. Your students and staff most often recognize this. You should garner grace from others by explaining (from the outset) that you don't pretend to understand the lived experiences of others but are seeking to better understand.

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NOTE TO SELF:
What else?

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The Future of Healing: Shifting From Trauma Informed Care to Healing Centered Engagement

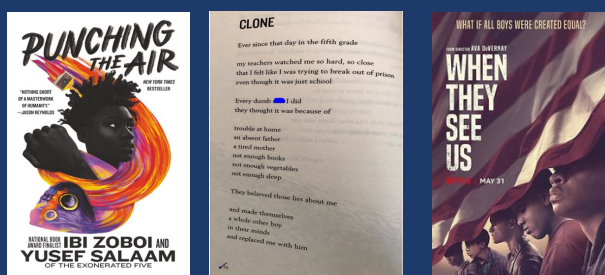
by Shawn Gainwright

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Healing-Centered Engagement

“I am more than what happened to me, I’m not just my trauma”

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Tier 2

Tier 1

Storytelling: The Positive Impacts

- One of the first stages to healing racial trauma is encouraging youth to engage in racial storytelling.
- Sharing their personal stories will help them to release negative emotions (Hardy, 2013).
- In group settings, storytelling from personal experience has a positive impact on all participants.
- According to East et al. (2010), amplifying these voices promotes personal resilience and fosters community connection.

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Explore Ways Your Staff Can Constantly Send Positive Affirmations/Micromessages and Become Hope Dealers

- ✓ How do we teach resilience?
- ✓ Do our students see themselves in the curriculum?
- ✓ Do they have agency?
- ✓ How do we recognize our students? Are the same students being recognized? Are we being intentional about recognizing everyone?

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- Have you had a student or colleague in the back of your mind that deserves to be acknowledged or celebrated?
- Please put their first name in the chat box. How will you acknowledge or highlight them for your school community?

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- This work is hard.
- This work can feel personal. One doesn't have to have "thick skin" to do this. Remember, for your participants, it may be easier to destruct than construct.
- Believe in your own hype!
- When you get down, listen to "[Rise Up](#)" by Andra Day.
- There may be pushback, but when there is remember this wisdom from Dr. Loretta Dye (Western Kentucky University):
 - You can care without carrying.
 - You can observe but not absorb.
 - Emotions are energy in motion.
 - You need to take care of you first.
 - When you put pen to paper, the emotion you are feeling loses its power over you.

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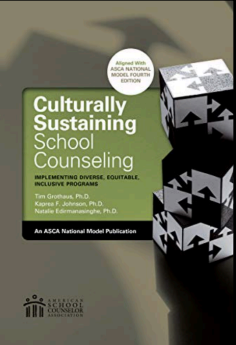
RESOURCES

- [How Districts Can Facilitate Conversations About Race-based Stress and Trauma \(Kentucky Department of Education\)](#)
- [Courageous Conversations About Race Protocol](#)
- [What did you just say? Responses to racist comments collected from the field](#)
- [Where Am I? Racial Equity SEL Cards](#)
- [Restorative Justice Toolkit from Teaching Tolerance](#)
- [Data Equity Walk Toolkit](#)
- [Example Data Equity Walk Guiding Questions](#)
- [School Equity Assessment](#)
- [Continuum on Becoming an Anti-racist Multicultural Organization](#)
- [Uncomfortable Conversations with a Black Man](#)
- [What Did You Just Say? Responses to Racist Comments Collected from the Field](#)

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ADDITIONAL RESOURCES

- [Edirmanasinghe & Blaginia \(2019\). Demystifying the Research Process: A Career Intervention with Latinas. Professional School Counseling, 24.](#)
 - You will need to log in to ASCA to access this article on photovoice
- [Edirmanasinghe \(2020\). Using Youth Participatory Action in Math and Science. Professional School Counseling, 22\(1b\).](#)



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Thank You!!!



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 @Nedirmanasinghe
 @jjbetters
 @SchCouns4MTSS

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