

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



# Interrupting Racism: Race & Equity in School Counseling Programs

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## Our Stories



## Learning outcomes:

Upon completion of this webinar, participants should be able to:

- Identify bias thinking
- Practice self-monitoring
- Interrupt practices of racism
- Evaluate systems in their school



## Misty Copeland





## Access the Affective

- Technique used to build comfort level when discussing difficult topics.
- Example Partner Activity:
  1. Where you live and how you traveled here.  
\*\* Switch Partners\*\*
  2. What school setting you work in and what you like about it.  
\*\* Switch Partners\*\*
  3. Your story of race.



## Polling Question

When was the last time you had a conversation about race?

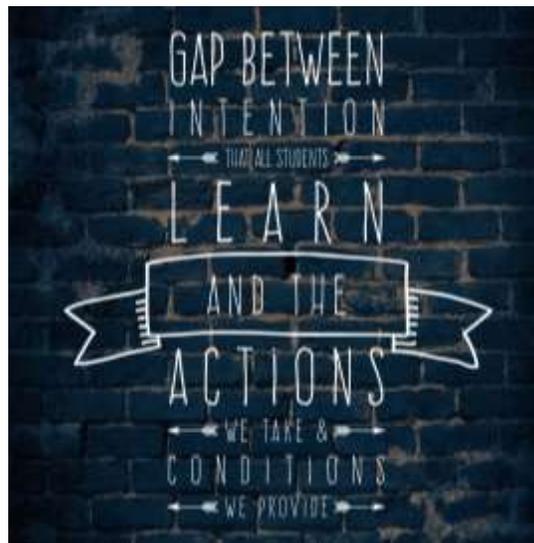
- A. Today
- B. This past week
- C. This past month
- D. Haven't in a long time (if ever)



## Courageous Listening Can:

1. Create space for people to share their experience (SCHEMA)
2. Build relationships – create TRUST across differences
3. SUPPORT CHANGE through practice with people.

Use Your Schema to help you change and grow.





## Implicit Bias

An implicit stereotype is one that occurs outside of conscious awareness and control. Even if you say that men and women are equally good at math, it is possible that you associate math with men without knowing it. In this case we would say that you have an implicit math-men stereotype.

Project Implicit  
Harvard University



## Intelligence vs. Achievement Gap Theories

- Bell Curve
- Ladson Billings



## Polling Question

Do you discuss with colleagues about race as it relates to your students?

- A. Yes
- B. No



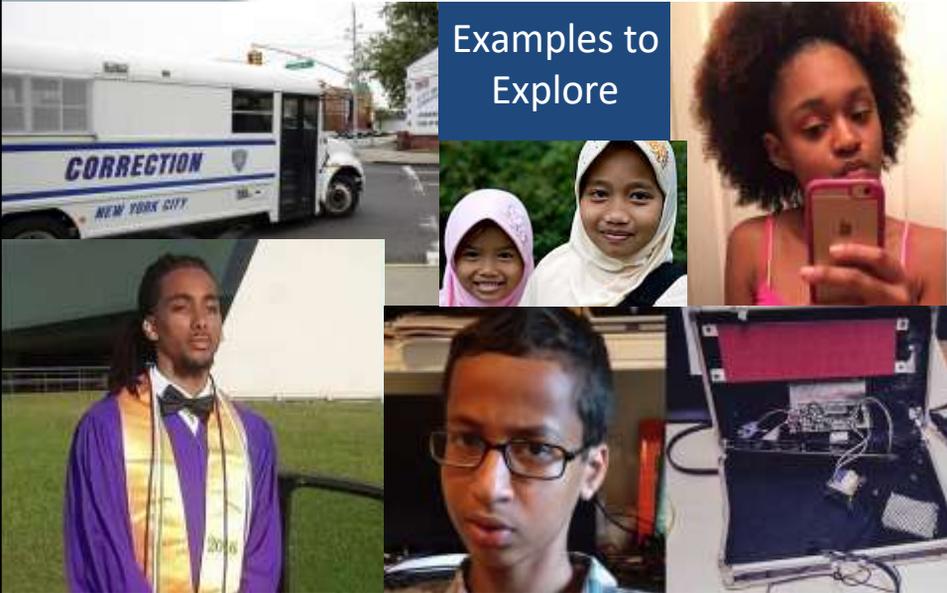
## Interrupting Old Habits

The [backwards bicycle](#):

- Knowledge is not understanding
- Sometimes if you have a way of thinking in your head, you cannot change that even if you want to
- Truth is truth no matter what I think about it. Be careful at how you look at things because you are looking at things with a bias whether you think you are or not.

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Examples to Explore



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## Myths & Facts

1. Kids don't see color.
2. It's poverty, not race.
3. Prejudice is the same as racism.
4. If children are successful, that means they aren't affected by racism.



## Intentions, Actions and Conditions

Brofenbrenner's Ecology:

Self

Student-Counselor

Student body

School Wide System

Community



## Reality Pedagogy

- Peace & Justice will happen when we put forth a powerful energy that shakes things up
- Create a space where those issues outside of the classroom are brought inside of the classroom

[Christopher Emdin](#)



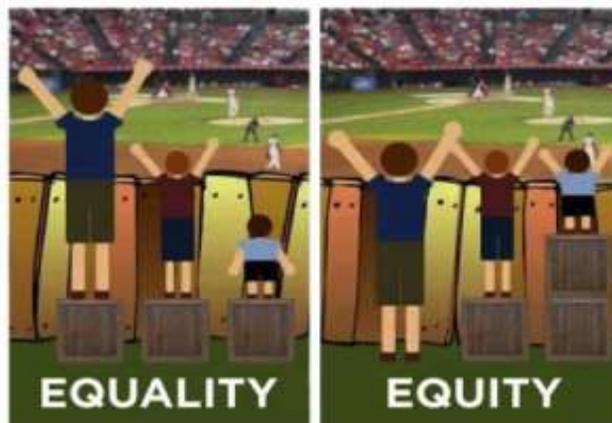
## Polling Question

When was the last time you read a race-related article?

- A. Today
- B. This past week
- C. This past month
- D. Haven't in a long time (if ever)



## Is Your School Counseling Program Equitable?





## Ethical Decision Making Model

- Considering issues of relative power and possible power differential that may inform the situation
- Ascertaining level of acculturation and cultural identity development for all parties
- Seeking culturally alert consultation
- Assessing how well the involved persons' cultural values and context were integrated into the decision making process

Frame & Williams (2005)



## 5 Ways to Combat Stereotypes & Racism

Every day, every lesson, every contact:

1. Keep data and disaggregate for race
2. Consistently include issues related to race
3. Practice interruption
4. Know your resources in the community, in literature, in the media
5. Check yourself



## Take it Home

- Pinterest Board
- Bibliotherapy – book list
- Inspiring leaders – who is doing this work?
- Article Club
- Culturally Responsive Program Goals: Making Diversity Work by Grothaus & Johnson



A leader... is like a shepherd {who} stays behind the flock, letting the most nimble go out ahead, whereupon the others follow, not realizing that all along they are being directed from behind.

Nelson Mandela  
Long Walk to Freedom

## Questions?