Understanding Implicit Bias

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WORTH – Working Through Obstacles Reaching True Heights

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Welcome & Introductions

Dr. Tina D. Pierce

- CEO & Founder
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Training Objectives

- Introduce implicit bias and its key attributes

- Examine recent examples of implicit bias and racial profiling

- Deconstruct systems of power and privilege

- Gain self-awareness by completing self-reflection activities

We Are A Community

- Come to learn, leave to share
- Choose to be present
- Respect yourself, others, and our space
- "I statements" – Speak your truth
- Show empathy
- Agree to disagree without being disagreeable
- Seek common ground and understanding
- Share the airtime
- Listen actively and with an open mind.
- Participate to the fullest of your ability -- community growth depends on the inclusion of every individual voice
- Treat each other with respect and value constructive dialogue

Implicit bias

"refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner"

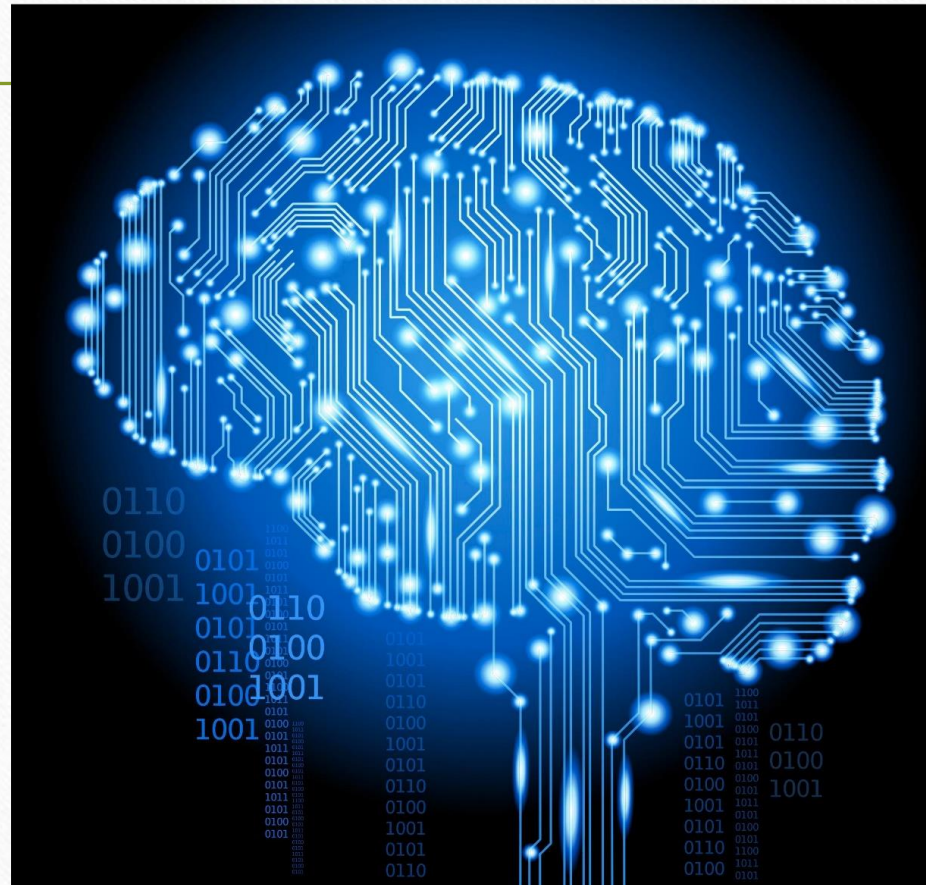Staats, 2013

Key attributes of implicit bias

- Implicit or unconscious

- Bias

- Involuntary

- Ingroup

- Malleable

Research on Racial Bias

How are implicit biases developed?

Mental shortcuts

What comes to mind?

Schemas

Attitudes & Stereotypes

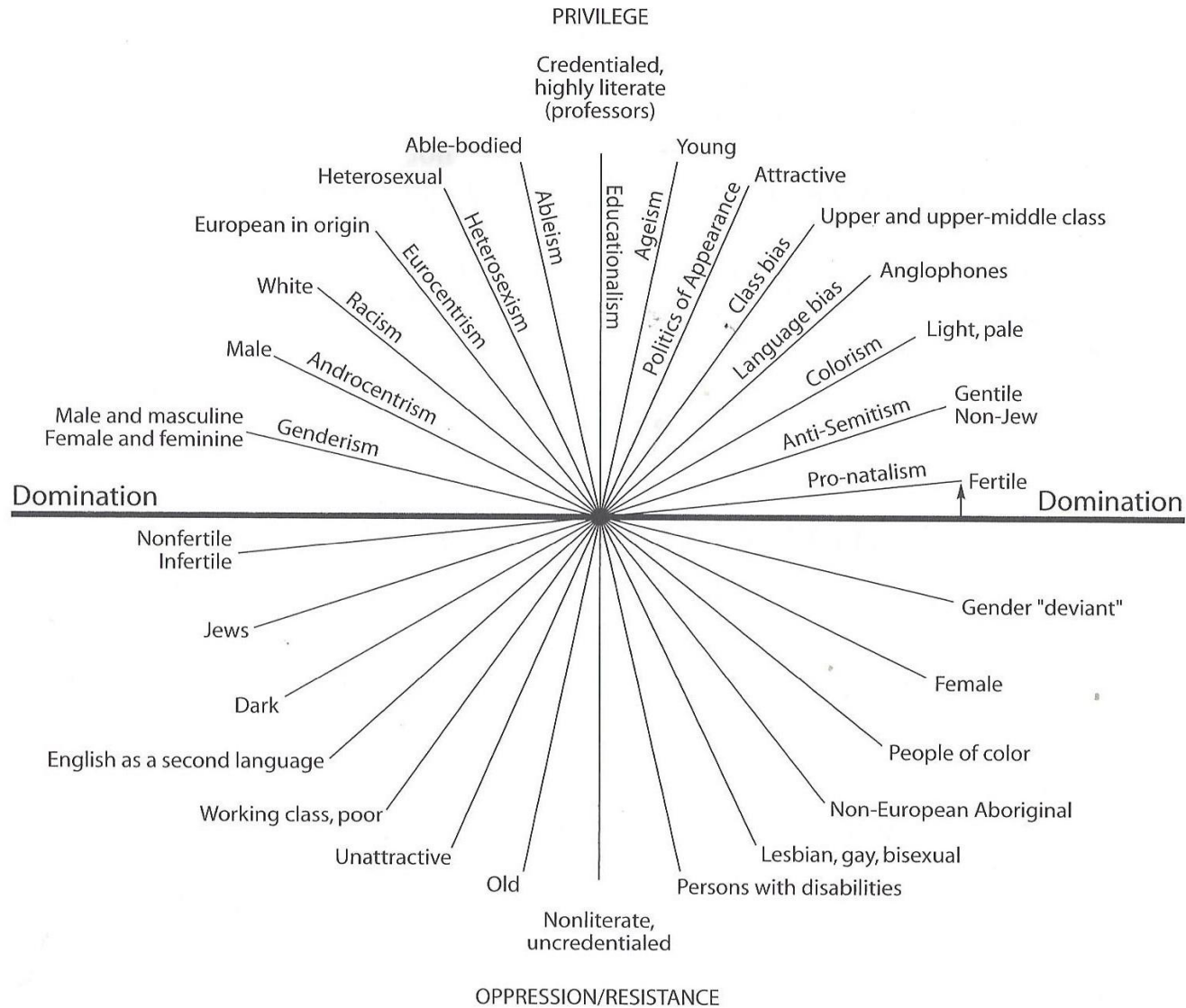# What's the impact of implicit bias?

Implicit Bias Resume Study

Applicants with African American-sounding names had to send 15 resumes to get a callback, compared to 10 needed by applicants with white- sounding names.

White names yielded as many more callbacks as an additional eight years of experience.

FIGURE 2.1 Intersecting Axes of Privilege, Domination, and Oppression

PRIVILEGE

Credentialed,
highly literate
(professors)

Able-bodied
Heterosexual
European in origin
White
Male
Male and masculine
Female and feminine

Young
Attractive
Upper and upper-middle class
Anglophones
Light, pale
Gentile
Non-Jew
Fertile

Ableism
Educationalism
Ageism
Politics of Appearance
Class bias
Language bias
Colorism
Anti-Semitism
Pro-natalism

Heterosexism
Eurocentrism
Racism
Androcentrism
Genderism

Domination ———————————————————————— **Domination**

Nonfertile
Infertile
Jews
Dark
English as a second language
Working class, poor
Unattractive
Old

Gender "deviant"
Female
People of color
Non-European Aboriginal
Lesbian, gay, bisexual
Persons with disabilities

Nonliterate,
uncredentialed

OPPRESSION/RESISTANCE

Source: Kathryn Pauly Morgan, "Describing the Emperor's New Clothes: Three Myths of Educational (In)Equality." In *The Gender Question in Education: Theory, Pedagogy & Politics,* Ann Diller et al. Boulder, CO: Westview, 1996.

Unpacking Your Backpack

Areas of Privilege
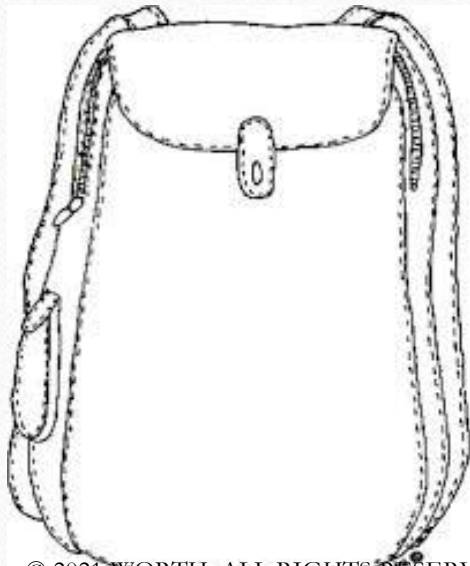
Areas of Oppression

Implicit bias in schools

- Interactions among staff, students, their families, and the community
- Teacher expectations of student achievement
- Teacher perceptions of student behavior
- Implementation of discipline policies & practices
- Implementation of academic opportunities and extra-curricular opportunities
- Students' self-perceptions

When are we most vulnerable to implicit bias?

- Ambiguous or incomplete information

- Time constraints

- Compromised cognitive processing

- Unconscious behaviors in socially sensitive situations

How can we identify and address implicit bias?

- Continue to learn about implicit bias
- Acknowledge your specific bias
- Attend trainings and programs to counter stereotypes
- Increase your exposure to counter-stereotypic individuals
- Increase your intergroup contact
- Transform your classrooms, schools, workplaces

Effective vs Ineffective Listening

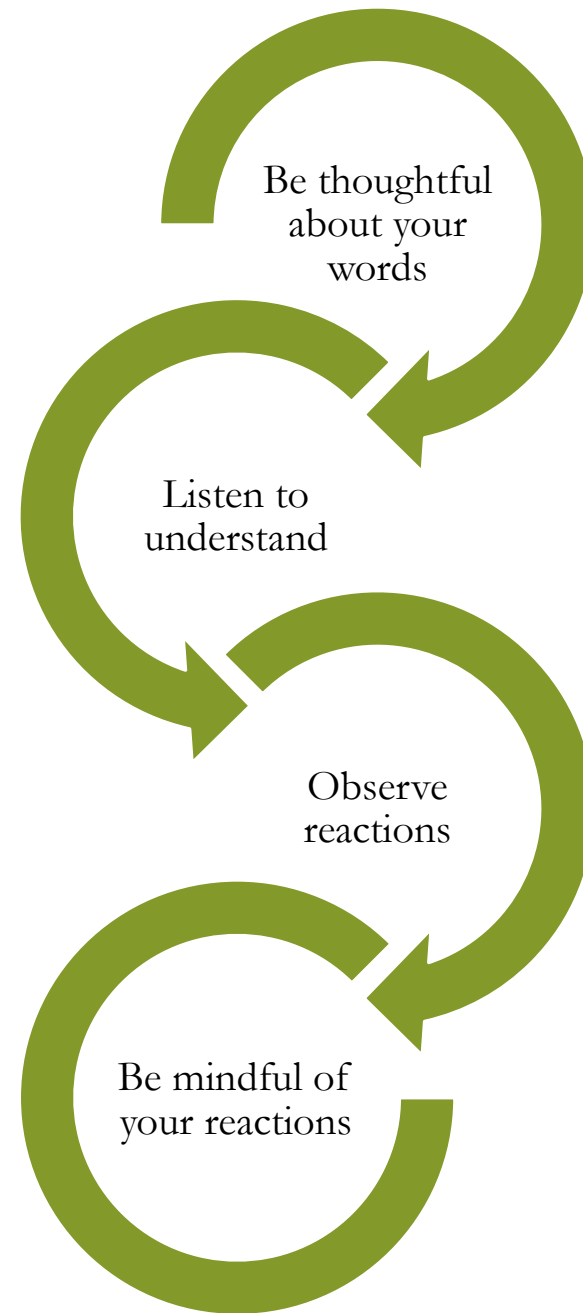| Ineffective		Effective
	Non-Verbal Behavior	
Listener looks bored, uninterested, or judgmental; avoids eye contact; displays distracting mannerisms (doodles, plays with a paper clip, etc.)		Listener maintains positive posture; avoids distracting mannerisms; keeps attention focused on speaker; maintains eye contact; nods and smiles when appropriate
	Focus of Attention	
Listener shifts focus of attention to himself: "When something like that happened to me, I . . . "		Listener keeps focus of her comments on the speaker: "When that happened what did you do?"
	Acceptance	
Listener fails to accept speaker's ideas and feelings: "I think it would have been better to . . . "		Listener accepts ideas and feelings: "That's an interesting idea; can you say more about it?
	Empathy	
Listener fails to empathize: "I don't see why you felt that . . . "		Listener empathizes: "So when that happened, you felt angry."
	Probing	
Listener fails to probe into an area, to follow up on an idea or feeling		Listener probes in a helpful way (but does not cross examine): "Could you tell me more about that? Why did you feel that way? Listener follows up: "A few minutes ago you said that . . . "
	Paraphrasing	
Listener fails to check the accuracy of communication by restating in his own words important statements made by the speaker		Listener paraphrases to guarantee that she has understood correctly and to assure speaker that this is so
	Summarizing	
Listener fails to summarize		Listener summarizes the progress of the conversation from time to time
	Advice	
Listener narrows the range of alternatives by suggesting one "correct" course of action		Listener broadens the range of ideas by suggesting (or asking the speaker for) a number of alternatives

Engaging Differences - Key Principles and Best Practices

- Listening for Understanding:

  - Enter the conversation with curiosity and an open mind. Ask respectful, clarifying questions for the purpose of learning. Summary recap the other side in your own words and ask if you've understood.

- Empathy:

  - We engage differences more constructively when we put ourselves in another person's shoes, when we see things from another person's point of view.

- Humility:

  - We can benefit from hearing different insights from others.

- Conscience:

  - "We engage differences more constructively when we combine understanding and respecting others' perspectives with honoring the dictates of our own conscience."

- Principled Advocacy:

  - "Simply accommodating others' views with which we genuinely disagree violates our own conscience and robs them of the opportunity to benefit from our honest views."

- Common Ground:

- Acknowledge shared values, aspirations, and experience to call out points of agreement.

Tips to Minimize Emotional Reactions

Be thoughtful about your words

Listen to understand

Observe reactions

Be mindful of your reactions

Questions, Feedback

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