Microaggression in schools: An Approach to awareness
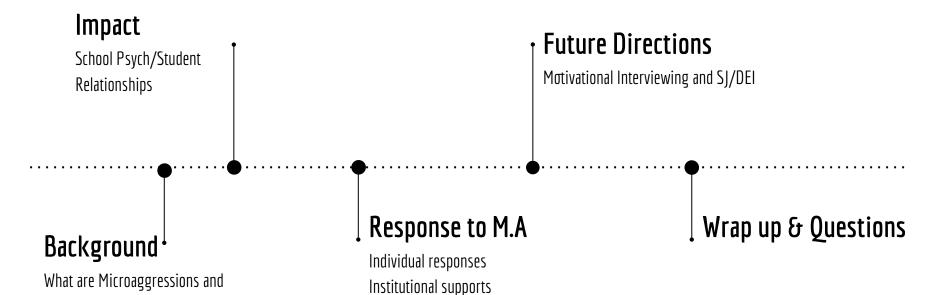
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Agenda

Impact
School Psych/Student
Relationships

Future Directions
Motivational Interviewing and SJ/DEI

Background
What are Microaggressions and
what can they look like?

Response to M.A
Individual responses
Institutional supports

Wrap up & Questions

Microaggressions Background

- Microaggressions refer to brief, <u>commonplace</u> behavioral, verbal, and environmental insensitivities by potentially <u>well-meaning individuals</u> that communicate hostile or negative attitudes and insults to individuals of <u>marginalized groups</u> (Sue et al., 2007).
  a. Sometimes they appear harmless, but over the course of time can inflict feelings of shame and degradation on the target (Yosso et al., 2009).

Microaggression Categories

- According to Sue et al. (2007), there are three types of microaggressions:
    a. <u>Microinsults</u>: communications that convey rudeness and insensitivity and demean a person's identity.
    b. <u>Microinvalidations</u>: communications that exclude, negate, or nullify the psychological thoughts, feelings, or experiential reality of persons belonging to minority groups.
    c. <u>Microassaults</u>: verbal or nonverbal attacks meant to hurt the intended victim through name-calling, avoidant behavior, or purposeful discriminatory actions.

Initial Impact

- Experiencing a racial microaggression in a school setting may make it difficult to focus on school-related due to numerous attempts at deciphering an aggressor's intent (Steketee et al., 2021)
  a. School Psychologists that appear <u>uncomfortable</u> with race conversations, or <u>ignore</u> or <u>dismissed</u> race issues, can bring rise to consequences that could be <u>devastating</u> to students.
     - Invalidation of Racial realities

Continued Impacts

- Impacts of MA on students:
  a. Mental health of recipients (Sue, Capodilupo, & Holder, 2008)
  b. Create a hostile and invalidating campus climate (Solorzano, Ceja, & Yosso, 2000)
  c. Perpetuate stereotype threat (Steele, Spencer, & Aronson, 2002)
  d. Create physical health problems (Clark, Anderson, Clark, & Williams, 1999)
  e. Negatively impact work productivity and problem-solving abilities (Dovidio, 2001; Salvatore & Shelton, 2007)

Possible Responses

- Individual:
  a. Racial Dialogues (Willow, 2008; Young, 2003)
     i. Support fairness
     ii. Assure recognition
  b. Racial self-awareness (Sue et al., 2009)
- School Community (Vincent et al., 2016)
  a. Planned professional development to address implicit bias
  b. Proactive Circles
  c. Supporting a representative staff
     i. For Black students, research has shown that interactions with positive Black individuals can support one's behavior, mindset, and racial identity (Gordon et al., 2009).
  d. Implementing decision-making tools that establish agreed-upon <u>objective criteria</u> to limit individual discretion of polices, practices, and interpretation of youth behavior, thus <u>creating tools for responding to youth behavior within agreed-upon parameters</u> (Steinhardt, 2006)

Future Directions

- Motivational Interviewing (Miller & Rollnick, 2013)
  a. Diversity, Equity and Inclusion (DEI)
- School Climate
  a. Encompasses the physical, emotional and social environment of the school (NASP, 2019)

THANK YOU!!

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