



Implicit Bias in the Classroom: Working with Students

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- Respect confidentiality
- Practice personal and group accountability
- Choose authenticity over comfort
- Be aware of equity of voice
- Assume positive intent
- Listen with an intent to “hear”, understand, and grow

Community Agreement and Intention Setting

Maryland Code of Ethical Conduct for Educators

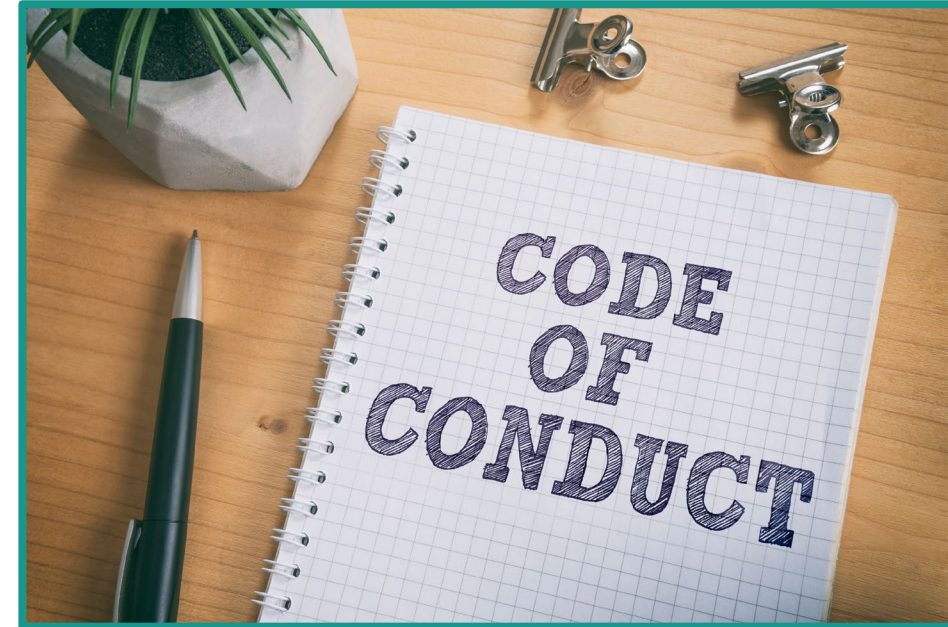
Focuses on treating students with dignity and respect, promoting their well-being, and maintaining professional boundaries.

Non-Discrimination:

Educators must not discriminate against students based on race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social, or cultural background, or sexual orientation.

Student Protection:

Educators must make reasonable efforts to protect students from conditions harmful to learning, health, or safety, and avoid intentionally exposing students to embarrassment or disparagement.





Learning Objectives

- Define, explain and identify the origin of implicit bias.
- Examine how implicit bias may inform and shape teaching and educational practices and contribute to less favorable outcomes for some children and youth.
- Enhance awareness of personal biases through critical self-reflection, shared experiences, and tools for uncovering bias.
- Develop actionable strategies to combat implicit bias as instructors in educational settings.

Part One:

Defining and Identifying the Origin of Implicit Bias



Polling Question # One:

How familiar are you with the topic of Implicit Bias?

- Not at all familiar
- Somewhat familiar
- Moderately familiar
- Extremely familiar

Polling Question #Two:

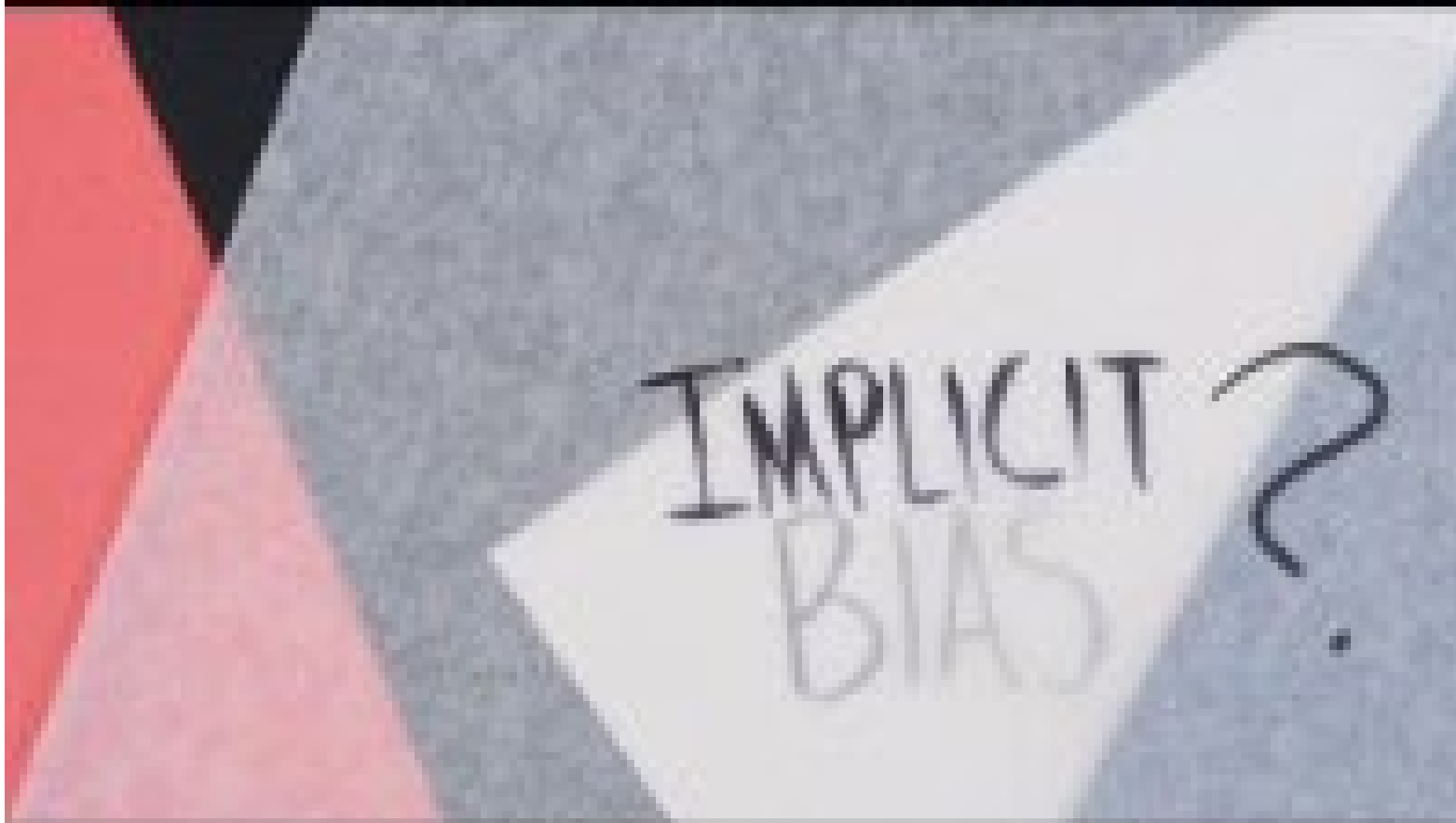
What level of impact do you believe that biases have on your work with children and youth?

- No impact
- Slight impact
- Moderate impact
- Significant impact

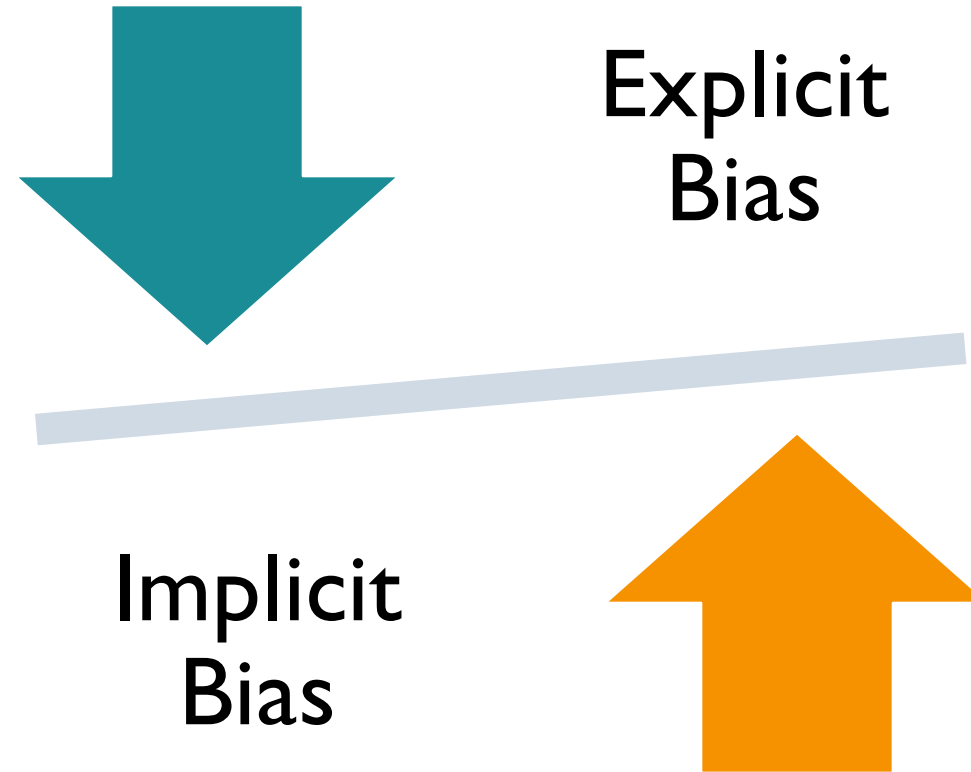




What is Implicit Bias?



Explicit Bias = **Consciously** held, self-reported attitudes and beliefs that influence behavior towards a particular person or group. It is above the surface and accessible. Individuals may choose to conceal to be socially or politically correct.



Implicit Bias = Attitudes and beliefs that affect our understanding, actions and decisions in an **unconscious manner**. Activated involuntarily and outside of awareness.

Characteristics of Implicit Bias

Pervasive

- Everyone has them.

Related Yet Distinct From Explicit Bias

- May reinforce each other.

Different From Declared Beliefs

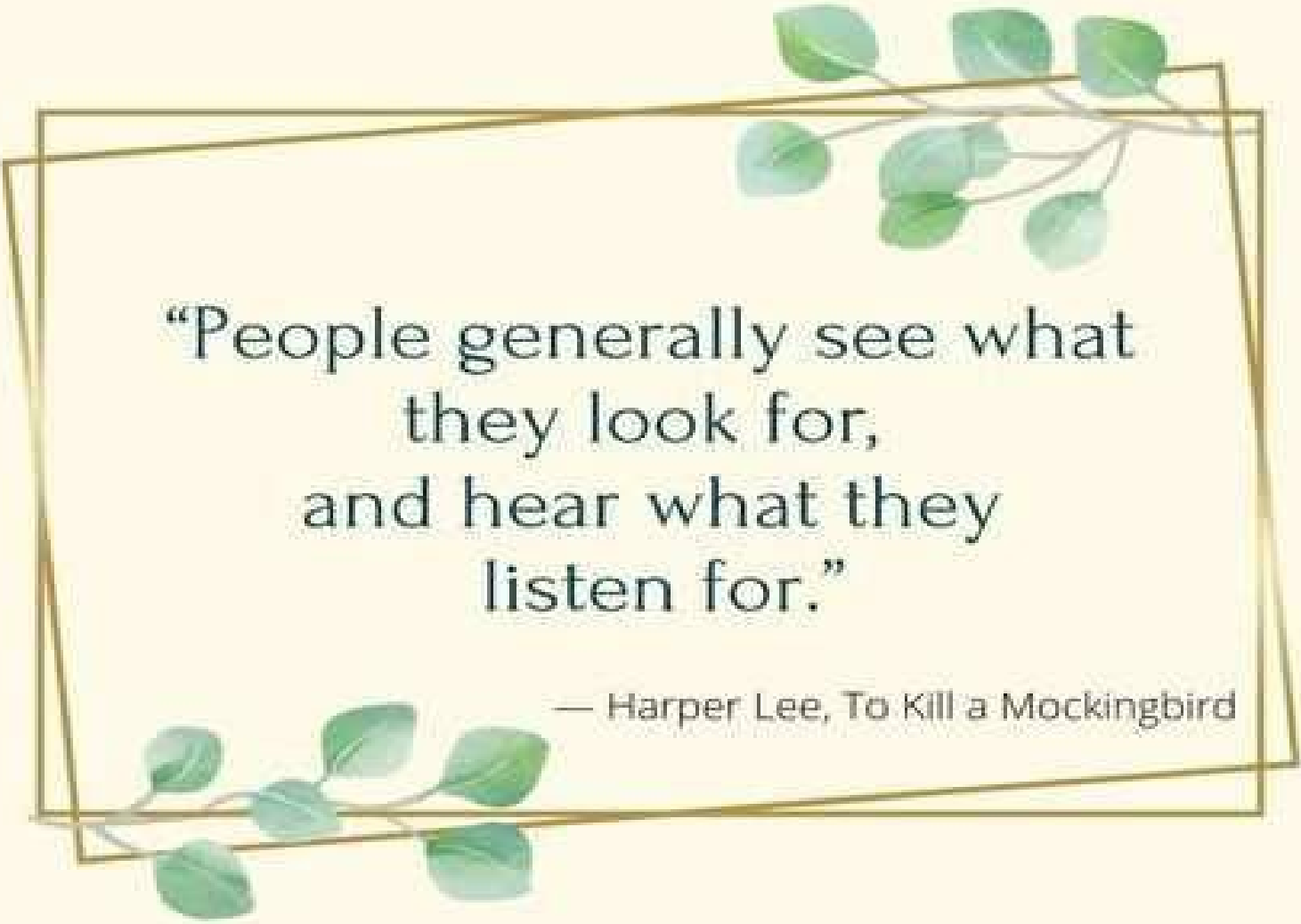
- Do not always reflect our professed attitudes, beliefs and stances.

In-Group Favoritism

- Tend to hold implicit biases that favor our own in group.

Malleable

- We can gradually unlearn implicit associations.

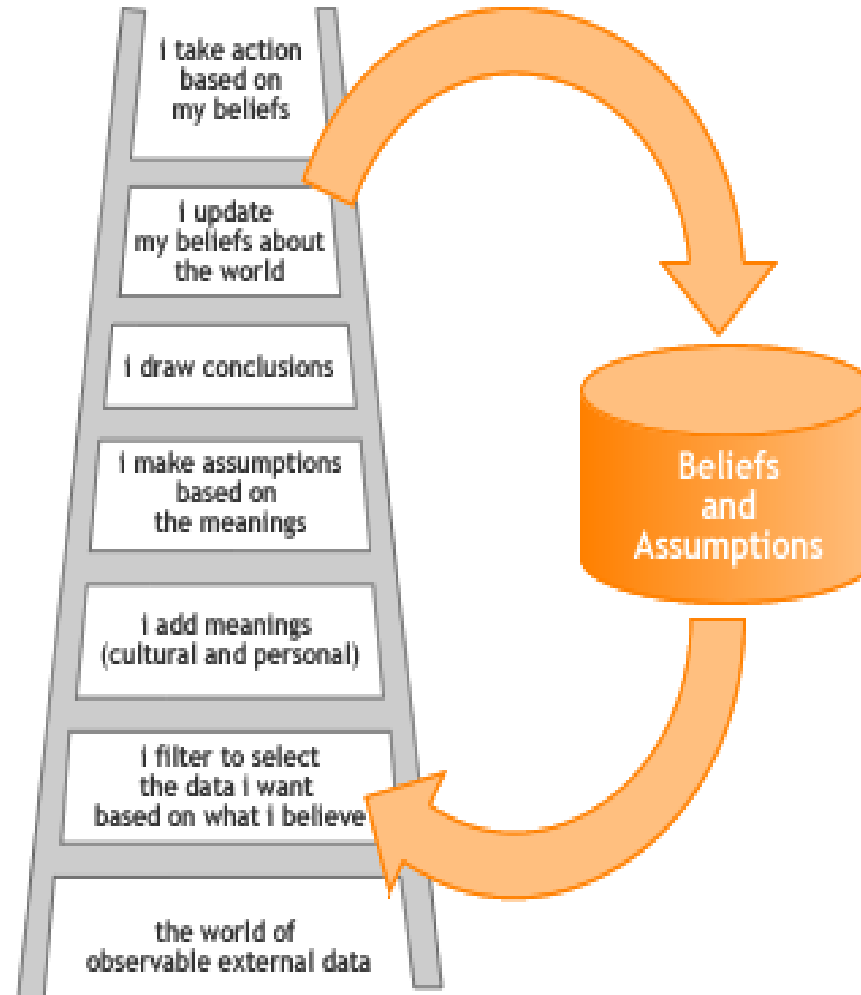


“People generally see what
they look for,
and hear what they
listen for.”

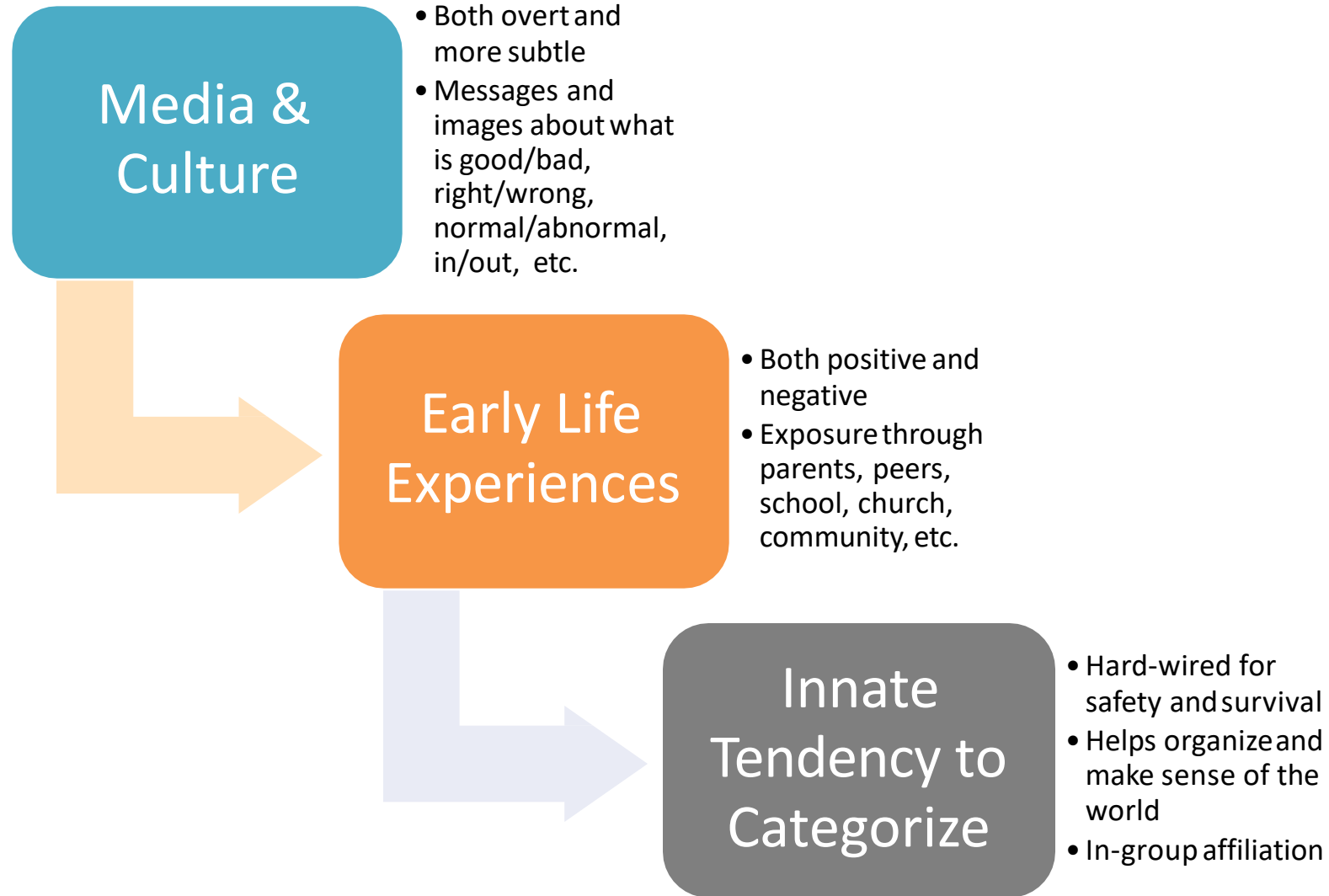
— Harper Lee, *To Kill a Mockingbird*

BIAS

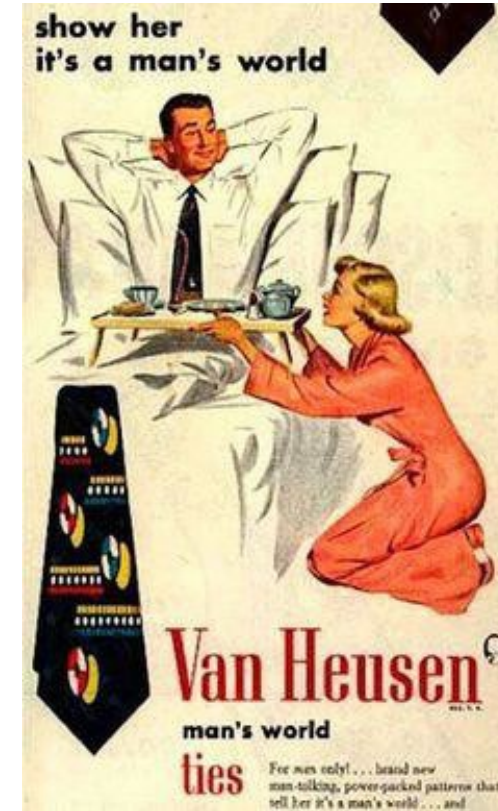
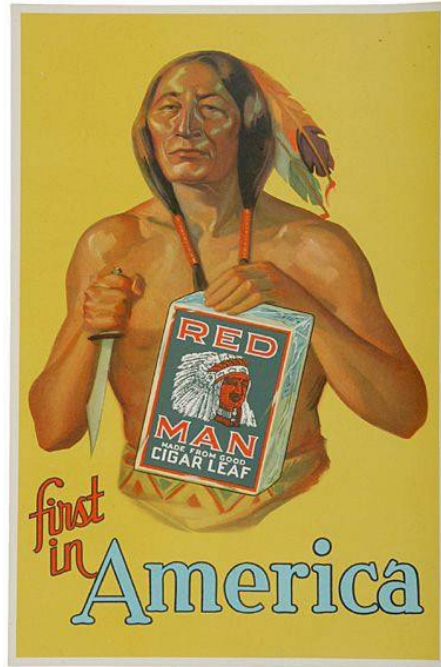
The Ladder of Inference



Where Do Biases Come From?



What's wrong with this picture?



Part Two:

Impact of Implicit Bias



Impact of Implicit Bias on Daily Life

- Prejudice
- Attitudes
- Emotions
- Reactions
- Associations
- Behaviors



Intent Versus Impact

It's "Multicultural Day" at school and there are events, wall displays and activities that are intended to be focused on different racial and ethnic groups from around the world, and to help everyone feel included and welcomed. There are different words used in some of the programming and displays like "Indian," "Oriental," and "Minority." This special day is supposed to help people feel included, but the outdated language makes some feel the opposite.

An English teacher always addresses her students as "boys and girls." When she dismisses the class, she often first dismisses "all boys," and then "all girls," or visa versa. When dividing students into small groups for discussions, she says out loud that she wants to make sure to have an even number of boys and girls in each group. She always uses "she/he" as a generic term. The two non-binary students in the class don't know what to do when she does this; they feel uncomfortable and annoyed.

in•ten•tion

1. a thing intended;
an aim or plan.

im•pact

2. have a strong effect
on someone or something.

@AnnickRauch

Why Should We Care?



Psychological and Mental Toll

- Anger
- Depression
- Decreased Self-Esteem and Confidence
- Lower Achievement (self-fulfilling prophecy/stereotype threat)
- Health Problems



Environmental Impact

- Hostile and/or Unwelcoming Environment
- Missed Opportunities
- In Group/Out Group Mentality
- Hate Crimes



Disparity and Inequity

- Education
- Housing
- Judicial System
- Health Care
- Employment





How Does Implicit Bias Show Up in the Classroom?

- Favoritism and Differential Treatment
- Disparities in Discipline
- Achievement Gaps
- Assessments/Grading
- Curriculum Content
- Microaggressions
- Other?



What are Microaggressions?

Microaggressions are everyday verbal, nonverbal and environmental slights, snubs or insults (whether intentional or unintentional), which communicate hostile, derogatory, or negative messages that target persons based solely on identity and group membership.

Derald Wing Sue, PhD.

Examples of Implicit Bias and Microaggressions in the Classroom

- Assuming students from certain backgrounds or social groups have differing intellectual abilities and/or ambitions.
- Expecting students who speak with an accent to be less articulate and intelligent (poor readers or writers).
- Treating students with a physical disability as if they are lacking in intellectual ability.
- Expecting students from a particular identity group to be the experts or spokesperson on issues related to that group.
- Expecting students from certain backgrounds or groups to have certain styles of participation and engagement (e.g., quiet, argumentative, less articulate, more focused and on-task, etc.)
- Assuming students with a shared identity all hold the same attitudes, views and beliefs about certain topics.
- Disciplining students with certain identities more harshly and frequently than their peers who may be exhibiting the same types of behaviors.
- Labeling the actions of students from certain groups as “disruptive” or challenging authority.
- Using examples and stories that only reflect certain racial or ethnic groups while excluding others.
- Evaluating the performance of students with certain identities less objectively.
- Assuming students from lower socio-economic backgrounds will have less parental support, involvement or investment in education.
- Giving assignments that assume equal access to needed IT equipment and ability to obtain materials/supplies.



SMALL GROUP ACTIVITY

Now that we have explored implicit bias, please take a minute to think about a time when bias may have impacted your work as an educator.

In your small groups, have those who are comfortable share their example and discuss the reflection questions below.

Reflection Questions:

1. How did you become aware that bias was impacting your work?
2. What feelings did/does this raise for you?
2. How do you imagine the child/youth may have felt?
3. What steps, if any, did you take to repair and correct course?

Part Three:

Strategies for Combating Implicit Bias

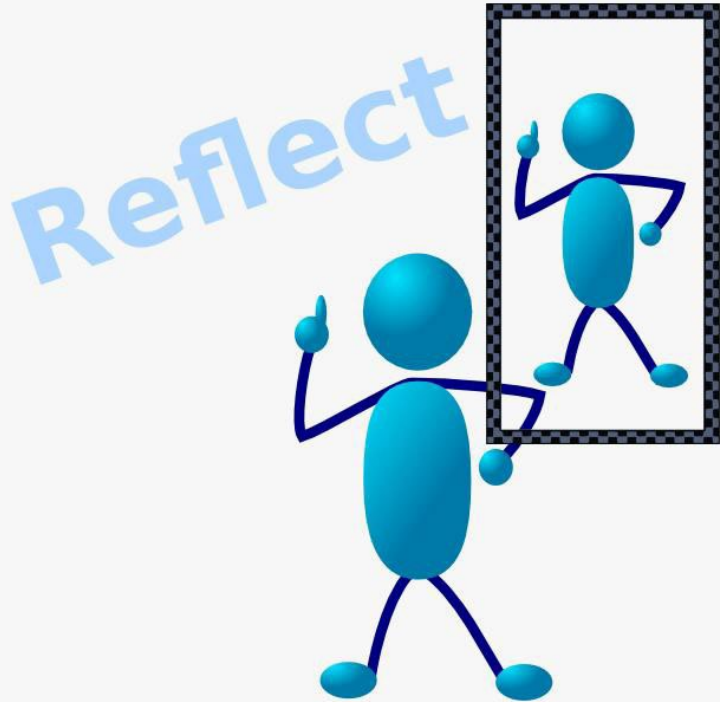


Combating Bias: What can I do on a personal level?



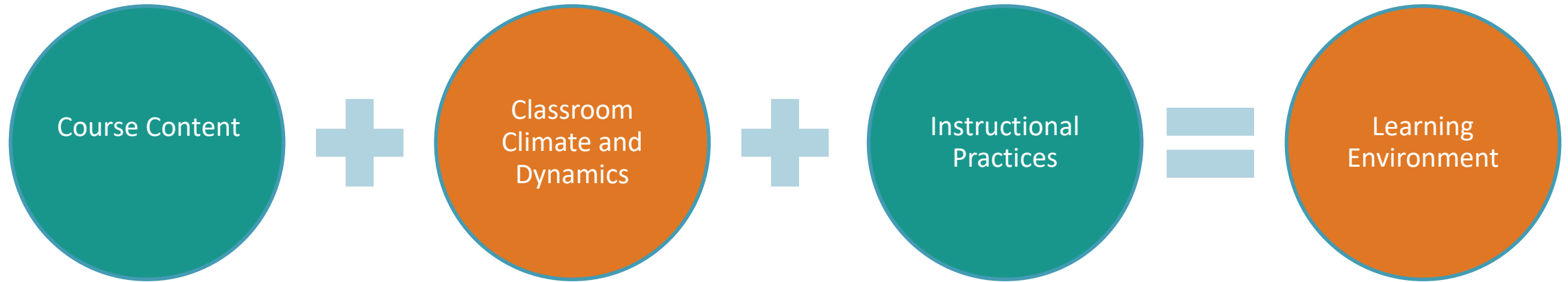
- Acknowledge and accept that everyone has biases
- Seek opportunities to learn and grow
- Engage in self-reflection and self-assessment
- Adopt a critical thinking stance
- Spend time with people who are not like me
- Embrace discomfort
- Avoid being defensive!
- Be an ally
- Others?

Tools for Self-Reflection and Assessment



- Harvard Implicit Association Test (IAT)
- Syllabus and Course Design Inventories
- Common Beliefs Survey (Teaching Tolerance)
- Five Ways to Mitigate Unconscious Bias Worksheet
- Diversity Profile Activity

Combatting Bias in the Classroom: Creating Inclusive Learning Environments



Considerations for Class Content

Whose Voice Is Heard?

- Include multiple perspectives on different topics.
- Include materials created by people with different backgrounds, experiences and perspectives.
- Continuously review material for assumptions, biases, and potential impact.
- Collaborate and confer with colleagues who bring different perspectives and experiences.
- Encourage questions and critiques of class content.



Considerations for Class Content

How Are
Different
Perspectives
Represented?

- Incorporate materials (e.g., hand-outs, video clips, case studies, scenarios, PP images) that represent diverse groups.
- Be sure materials challenge versus perpetuate stereotypes.
- Avoid materials that trivialize the experiences of marginalized or under-represented groups.
- Caution against pushing your perspective.





Considerations for Classroom Climate and Dynamics

- Establish Community Agreements
- Build Psychological Safety
- Foster Student Connections
- Increase Awareness
- Prioritize Inclusion



Considerations for Instructional Practices

Instructional Methods

- Appeal to different learning styles. Incorporate a wide variety of instructional methods and modalities.
- Be mindful when using cultural reference points and examples.
- Know your class and affirm diverse identities and differences.
- Provide alternative means for participation



Considerations for Instructional Practices

Instructor as Neutral Facilitator

- Acknowledge that you are not bias free.
- Work to recognize and check biases when they arise.
- Acknowledge and address microaggressions.
- Seek multiple perspectives.
- Blind grading.
- Use person-first versus identity-first language

Say...	Try not to say...
Child in foster care/out of home care	Foster child
Little Person or Person of Short Stature	Midget
Transgender Man or Transgender Woman	Tranny/Transvestite
People whose incomes are below....	Poor/Lower Class/Poor People
Person with obesity	Obese person/Fat/Chubby
Person who has experienced....	Victim, Survivor
Older adults	Senior Citizens/Elderly People
Person without housing	Homeless
Person with a physical disability	Crippled/Invalid
Person with a substance use disorder	Drug Addict/Drug Abuser/Junkie
Person who committed a crime	Criminal
Youth/person with a mental illness	Mentally Ill/Crazy/Nuts
Child with special needs/people with intellectual disabilities	Special Needs/Mentally Retarded/Mentally Challenged
Has not begun/is ambivalent to change	Non-compliant/Resistant
Undocumented person/Newcomer	Illegal Alien

Language Matters

Biases can impact the language that we use in our work with children and youth.

<https://www.apa.org/about/apa/equity-diversity-inclusion/language-guidelines>

Wrap Up



What will you take with you to use right away?



What will you put on the shelf to go back to later?



What will you discard?

Resources

implicit.harvard.edu/implicit/demo/

Implicit Association Test

kirwaninstitute.osu.edu/research/understanding-implicit-bias/ Kirwan

Institute for the Study of Race and Ethnicity

www.cptc.edu/stereotype/bias/lessonbuilder_files/Stereotypes

Understanding Stereotypes and Bias

<https://equity.ucla.edu/know/implicit-bias/> UCLA

Equity, Diversity and Inclusion

<http://www.courts.ca.gov/documents/ab1058-implicit-bias-handout1.pdf>

Race Equity Project – De-Biasing Techniques, Law Office of William Kennedy

www.tolerance.org

Teaching Tolerance, A Project of the Southern Poverty Law Center

<http://www.lookdifferent.org/what-can-i-do/bias-cleanse>

7 Day Bias Cleanse

<http://www.understandingprejudice.org>

Understanding Prejudice/Social Psychology Network

<https://kirwaninstitute.osu.edu/sites/default/files/documents/K12-scenario-workbook.pdf>

Kirwan Institute Implicit Bias in K-12 Education Case Study and Scenario Workbook

<https://www.apa.org/about/apa/equity-diversity-inclusion/language-guidelines>

APA Inclusive Language Guidelines

<https://www.pbs.org/video/pov-implicit-bias-peanut-butter-jelly-and-racism>

<https://lovehasnolabels.com/>

Love Has No Labels

www.adf.org/education

2022 Anti-Defamation League

<https://schools.utah.gov/ulead/uleadfiles/reports/topicoverview/Three%20Steps%20to%20Address%20Implicit%20Biases%20and%20Improve%20Equity.pdf>

Three Steps to Address Implicit Bias and Improve Equity

Hanover Research, Utah State Board of Education

https://poorvucenter.yale.edu/sites/default/files/basic-page-supplementary-materials-files/inclusion_by_design_survey_your_syllabus_2.pdf

Inclusion by Design: Survey Your Syllabus and Course Design Worksheet

Poorvu Center for Teaching and Learning: Yale University

<https://cdn-west-prod-chhs-01.dsh.ca.gov/chhs/uploads/2020/02/Five-Ways-to-Mitigate-Implicit-Bias-handout.pdf>

Five Ways to Mitigate Unconscious Bias

*Thank you for your time,
attention and participation!*

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