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# Diversity, Equity, Inclusion and Justice as an Anti-Oppressive Framework

Prepared for Ohio School Psychologist Association Fall Conference



# Invitations for Learning

- Lean into learning
- Reminder it is not the responsibility of those who have been oppressed to be educators.
- Assume good intent
- Be vulnerable
- Speak from your experience
- Respect the space and confidentiality
- Actively participate
- Ask questions
- Check assumptions



**Join Us!**



# Learning Objectives

**Learn the connection  
between D.E.I.J. work  
and implicit bias**

**Unpack Benefits of  
D,E,I,J in Schools and  
the role of the school  
psychologist**

**Learn strategies to  
mitigate bias**

**Develop a shared  
language around  
Diversity, Equity,  
Inclusion and Justice  
Work**

**Learn the  
intersectional impacts  
of implicit bias on  
educational outcomes  
for students & staff**



# Pop Quiz!

## Developing A Shared Language



“Language alone protects  
us from the scariness of  
things with no names.

Language alone is  
meditation.”

–Toni Morrison

Please raise your hand if you have ever felt nervous  
engaging in conversations about D,E,I,J.

Directions: Please match the term below to the correct definition.

# Diversity

A

The representation of the range of human differences, including but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability or attributes, religious or ethical values system, national origin, and political beliefs.

B

The awareness, understanding, and skills that allow us to think through and value human differences. As our awareness and understanding expand, so do our diversity skills. Similarly, developing and refining our diversity skills increases our awareness and understanding.



Directions: Please match the term below to the correct definition.

# Diversity Consciousness

A

The representation of the range of human differences, including but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability or attributes, religious or ethical values system, national origin, and political beliefs.

B

The awareness, understanding, and skills that allow us to think through and value human differences. As our awareness and understanding expand, so do our diversity skills. Similarly, developing and refining our diversity skills increases our awareness and understanding.



Directions: Please match the term below to the correct definition.

# Inclusion

A

The recognition that a community or institution's success is dependent on how well it values, engages, and includes the rich diversity of students, staff, faculty, administrators, and communities.

B

Authentically bringing traditionally excluded individuals and/or groups into processes, activities and decision/policy making in a way that shares power. It promotes broad engagement, shared participation, and advances authentic sense of belonging through safe, positive, and nurturing environments. Inclusion is key to eliminating systemic inequality.



Directions: Please match the term below to the correct definition.

# Inclusive Excellence

A

The recognition that a community or institution's success is dependent on how well it values, engages, and includes the rich diversity of students, staff, faculty, administrators, and communities.

B

Authentically bringing traditionally excluded individuals and/or groups into processes, activities and decision/policy making in a way that shares power. It promotes broad engagement, shared participation, and advances authentic sense of belonging through safe, positive, and nurturing environments. Inclusion is key to eliminating systemic inequality.



Directions: Please match the term below to the correct definition.

# Intersectionality

A

The interconnected nature of social identities such as race, class, and gender that creates interdependent systems of privilege and disadvantage; the intersection of race, class, gender, and ability identities within each individual that informs how one views, discusses, and navigates through the world the way each of us views and discusses the world.

B

A theoretical framework for examining American society with a belief that racism is embedded in U.S. laws and institutions and not just the result of individual prejudices or biases. Complementing the NASP Social Justice Strategic Goal, CRT seeks to understand inequities that exist based on race.



Directions: Please match the term below to the correct definition.

# Critical Race Theory

A

The interconnected nature of social identities such as race, class, and gender that creates interdependent systems of privilege and disadvantage; the intersection of race, class, gender, and ability identities within each individual that informs how one views, discusses, and navigates through the world the way each of us views and discusses the world.

B

A theoretical framework for examining American society with a belief that racism is embedded in U.S. laws and institutions and not just the result of individual prejudices or biases. Complementing the NASP Social Justice Strategic Goal, it seeks to understand inequities that exist based on race.



Directions: Please match the term below to the correct definition.

# Racism

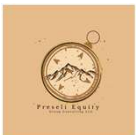


A

The systemic use of institutional power and ideological and cultural hegemony, resulting in one group benefiting at the expense of another; the use of power and the effects of domination. This allows systematic mistreatment and dehumanization of any individual based solely on a social identity group with which they identify that is supported and enforced by society and its institutions; based on the belief that people of such a social identity group are inherently inferior.

B

An ideology and institution that reflects the racial worldview in which humans are divided into racial groups and in which races are arranged in a hierarchy where some races are considered innately superior to others; racism is the effect of domination of certain racial groups by other racial groups, historically the domination of people of color by white/European peoples.



Directions: Please match the term below to the correct definition.

# Oppression

A

The systemic use of institutional power and ideological and cultural hegemony, resulting in one group benefiting at the expense of another; the use of power and the effects of domination. This allows systematic mistreatment and dehumanization of any individual based solely on a social identity group with which they identify that is supported and enforced by society and its institutions; based on the belief that people of such a social identity group are inherently inferior.

B

An ideology and institution that reflects the racial worldview in which humans are divided into racial groups and in which races are arranged in a hierarchy where some races are considered innately superior to others; racism is the effect of domination of certain racial groups by other racial groups, historically the domination of people of color by white/European peoples.



Directions: Please match the term below to the correct definition.



# Implicit Bias

A

Internalized, and subconscious beliefs created by exposure to oppressive messages like stereotypes that cause us to make unconscious assumptions about people we perceive as other.

B

The exclusion of a people with sensory, physical and cognitive impairments



Directions: Please match the term below to the correct definition.

# Disablism

A

Internalized, and subconscious beliefs created by exposure to oppressive messages like stereotypes that cause us to make unconscious assumptions about people we perceive as other.

B

The exclusion of a people with sensory, physical and cognitive impairments



Directions: Please match the term below to the correct definition.

# Anti- Oppression

A

The proportional distribution of desirable outcomes across groups. Sometimes confused with equality, this refers to outcomes while equality connotes equal treatment. More directly, this is when an individual's race, gender, socio-economic status, sexual orientation, etc. do not determine their educational, economic, social, or political opportunities.

B

Used to denote an understanding of the importance of challenging systemic injustices that have come to be embedded in everyday practices, policies, procedures and thought patterns. Further to this, the term is employed as a way of indicating that people can simultaneously experience oppression in multiple aspects of their lives,



Directions: Please match the term below to the correct definition.

# Equity



# A

The proportional distribution of desirable outcomes across groups. Sometimes confused with equality, this refers to outcomes while equality connotes equal treatment. More directly, this is when an individual's race, gender, socio-economic status, sexual orientation, etc. do not determine their educational, economic, social, or political opportunities.

# B

Used to denote an understanding of the importance of challenging systemic injustices that have come to be embedded in everyday practices, policies, procedures and thought patterns. Further to this, the term is employed as a way of indicating that people can simultaneously experience oppression in multiple aspects of their lives,



Directions: Please match the term below to the correct definition.

# Justice



## A

The establishment or determination of rights according to rules of law and standards of equity; the process or result of using laws to fairly judge crimes and criminality. Can also be established via communities using restorative approaches that are reflective of healing, centering the harmed, and restoring community.

## B

Brief and commonplace daily verbal, behavioral and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial, gender, sexual orientation and religious slights and insults to the target person or group.



Directions: Please match the term below to the correct definition.

# Microaggressions

A

The establishment or determination of rights according to rules of law and standards of equity; the process or result of using laws to fairly judge crimes and criminality.

B

Brief and commonplace daily verbal, behavioral and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial, gender, sexual orientation and religious slights and insults to the target person or group.



Directions: Please match the term below to the correct definition.

# Cultural Humility



A

Refers to the attitudes and beliefs we have about a person or group on a conscious level. Much of the time, these biases and their expression arise as the direct result of a perceived threat. When people feel threatened, they are more likely to draw group boundaries to distinguish themselves from others.

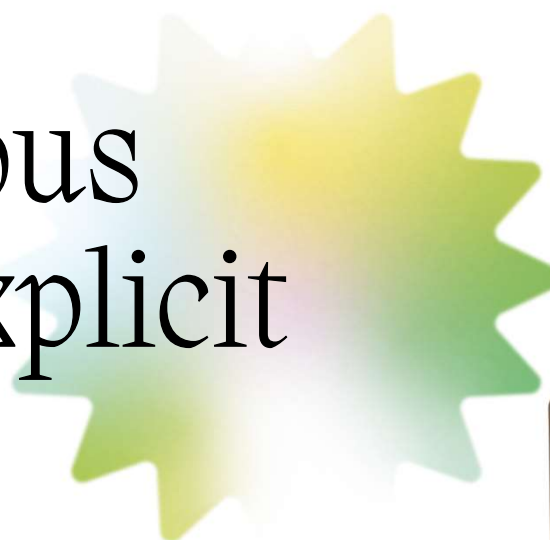
B

A process of reflection and lifelong inquiry involving self-awareness of personal and societal biases as well as awareness of aspects of identity that are most important to others, we encounter leading to continuous learning in an accepting and thoughtful manner that centers the other. It also involves a commitment to anti-oppressive practices.



Directions: Please match the term below to the correct definition.

# Conscious Bias/Explicit Bias



A

Refers to the attitudes and beliefs we have about a person or group on a conscious level. Much of the time, these biases and their expression arise as the direct result of a perceived threat. When people feel threatened, they are more likely to draw group boundaries to distinguish themselves from others.

B

A process of reflection and lifelong inquiry involving self-awareness of personal and societal biases as well as awareness of aspects of identity that are most important to others, we encounter leading to continuous learning in an accepting and thoughtful manner that centers the other. It also involves a commitment to anti-oppressive practices.



Directions: Please match the term below to the correct definition.

# Power



# A

Benefit, advantage, or favor granted to individuals and communities by unequal social structures and institutions.

# B

"Coercion, authority, and influence on structures are the three forms. It has four modalities; influencing behavior, normalizing, creating a status quo, implementation into structures. In an oppressive society, it is used to control resources and ideologies that impact outcomes on people's lives. Dynamics of it, explain how hierarchal power exists within context."



Diversity, Equity, and Inclusion Glossary | Office for Equity, Diversity, and Inclusion | University of Pittsburgh  
Kimberlé Crenshaw on Intersectionality, More than Two Decades Later | Columbia Law School  
Why intersectionality matters for social work practice in adult services - Social work with adults (blog.gov.uk)

What are the 3 dimensions of power? (sociology-tips.com)

: Rogers, J 2012, 'Anti-Oppressive Social Work Research: Reflections on Power in the Creation of Knowledge', *Social Work Education: The International Journal*, vol. 31, no. 7, pp. 866-879. <https://doi.org/10.1080/02615479.2011.602965>

Directions: Please match the term below to the correct definition.



# Privilege

A

Benefit, advantage, or favor granted to individuals and communities by unequal social structures and institutions.

B

"Coercion, authority, and influence on structures are the three forms. It has four modalities; influencing behavior, normalizing, creating a status quo, implementation into structures. In an oppressive society, it is used to control resources and ideologies that impact outcomes on people's lives. Dynamics of it, explain how hierarchal power exists within context."



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# Questions?

Request for additional language to add?





# Diversity, Equity, Inclusion, and Justice: An Anti- Oppressive Framework



# D,E,I,J Work is an Anti- Oppressive Practice



Challenges  
Exclusionary  
Environments



Values Difference



Develops a critical  
consciousness



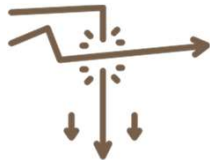
Brings awareness to  
inequity



Creates Shared  
Power & Decision  
Making



Creates individual,  
interpersonal,  
institutional,  
systemic solutions.



Disrupts bias and  
discrimination



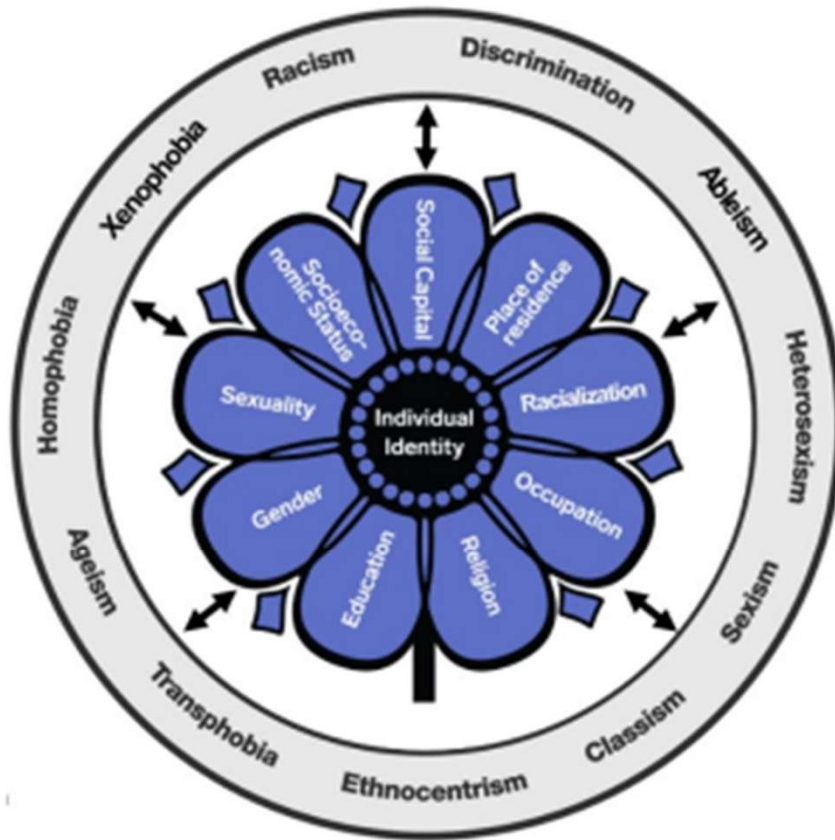
Creates  
Accountability



Values  
representation



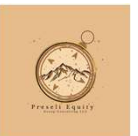
Sustains Equitable  
Cultures



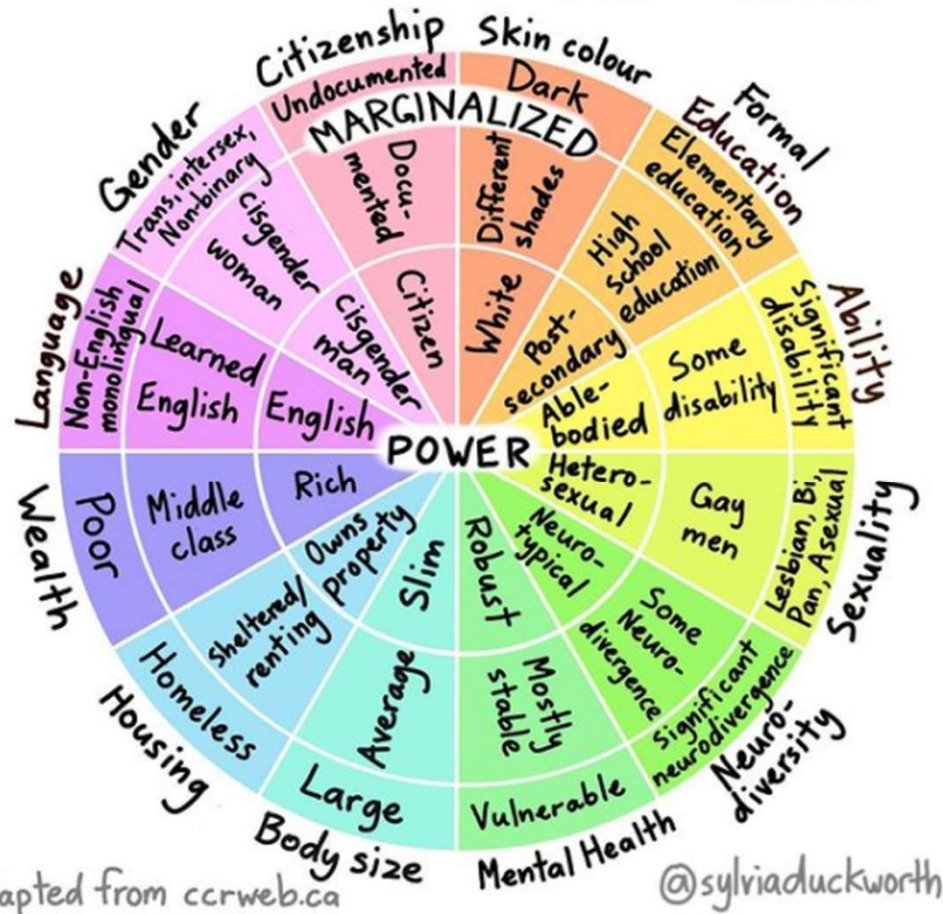
**A visual depiction of how intersecting categories can shape one's individual identity (not exhaustive).**

# Oppressive Systems influence our life outcomes.

**Discrimination, Environmental Injustices, Compounding Stressors**



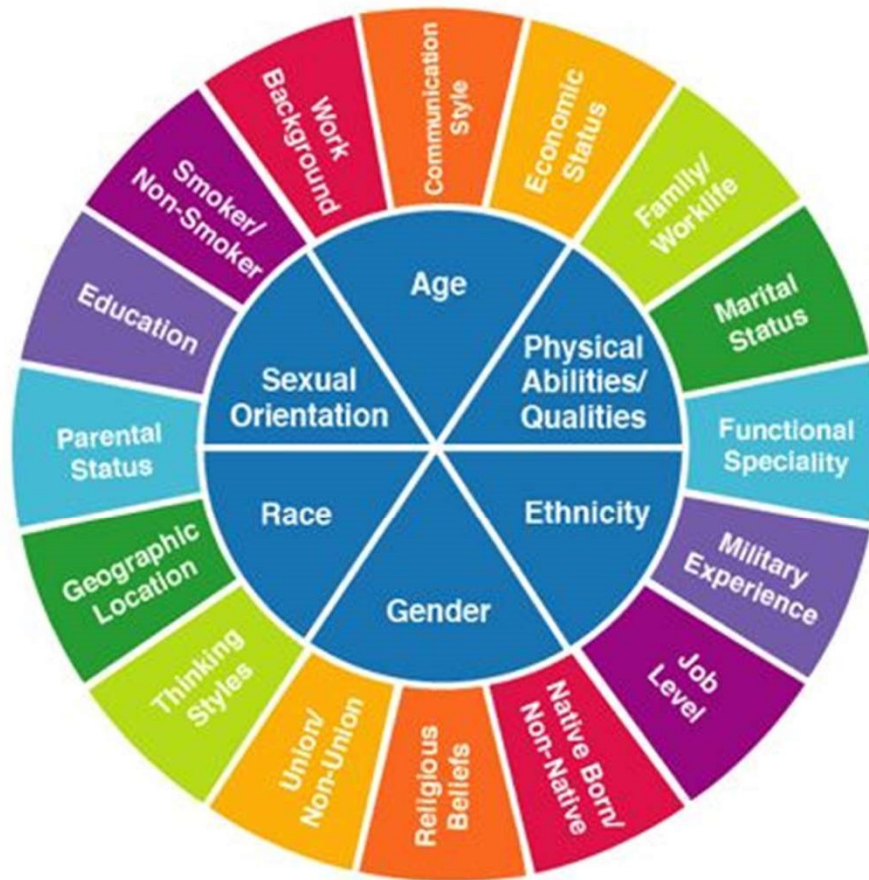
# WHEEL OF POWER/PRIVILEGE



Oppressive  
Systems  
influence our  
access to

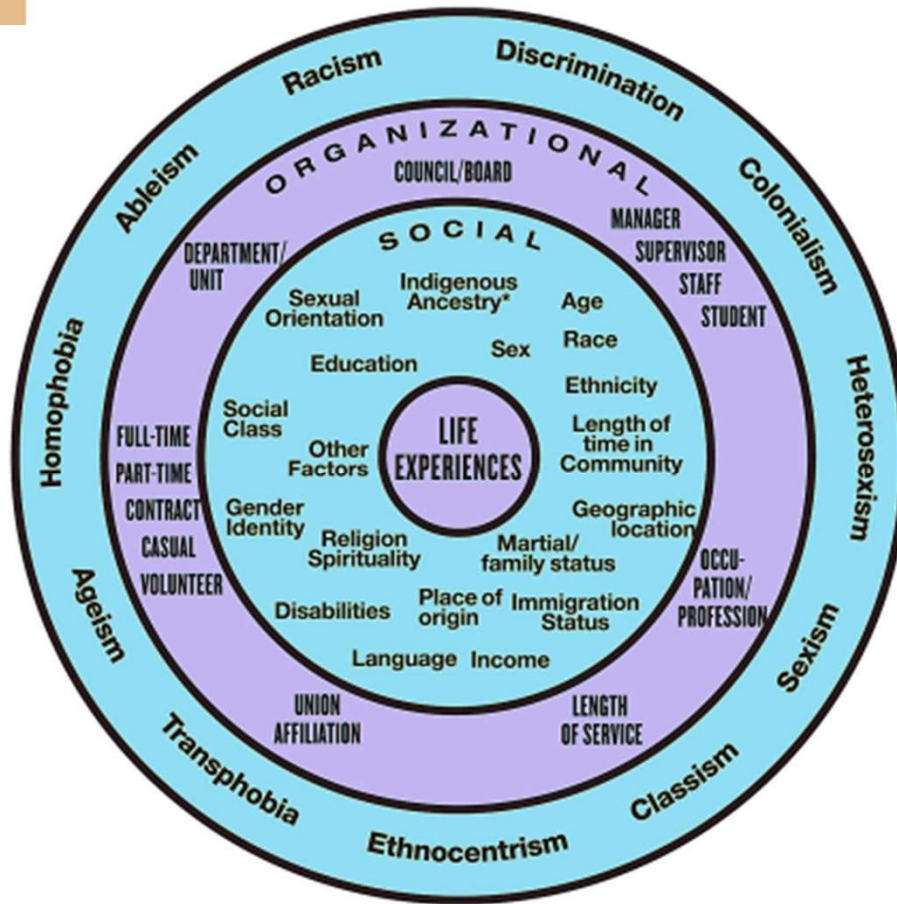
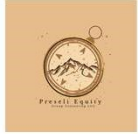
power  
Exclusion from decision making,  
Silencing the oppressed





Our experiences are influenced by our identities and lifestyles.



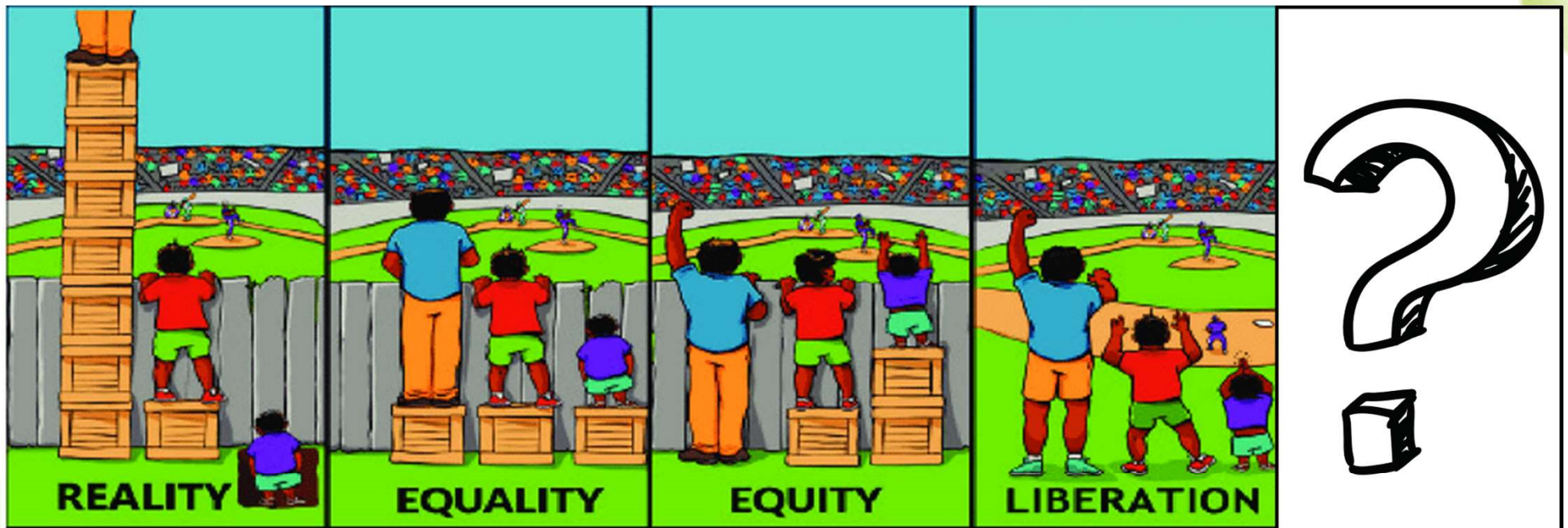


We all navigate intersecting experiences of oppression in all aspects of our lives.

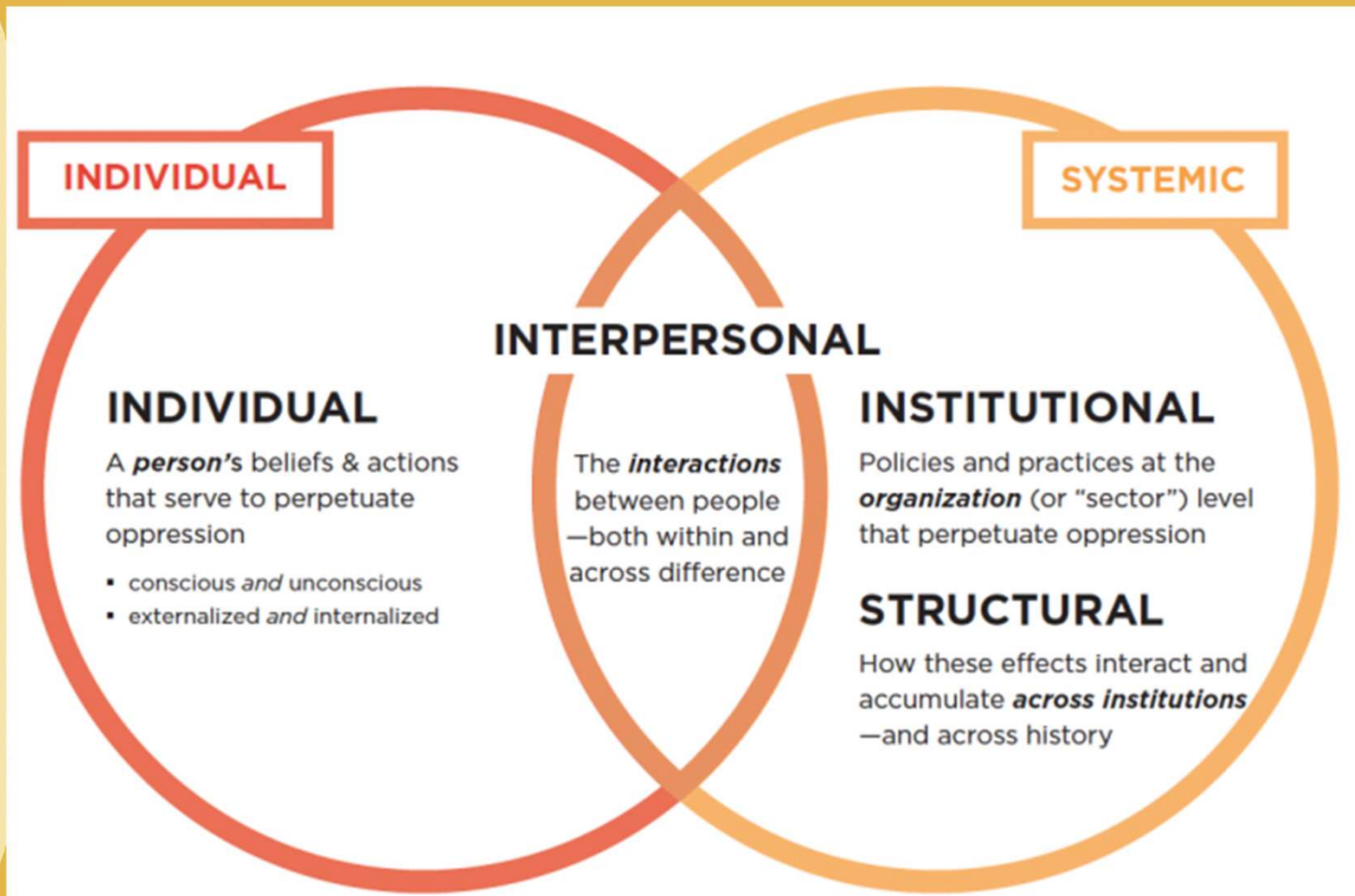
Personal, Social, Organizational, Societal



Engaging in Anti-Oppressive Practices help create equity and lead to liberation and healing.



# Lens of Oppression



# Cycle of Oppression



## **STEREOTYPES**

Generalizations about people, groups, and cultures often rooted in skewed information.

## **PREJUDICE**

Preferential affect for or against a person based on stereotypes.

## **FEAR OF DIFFERENCE**

Systemic Social  
Phenomena based on a fear  
of others.

## **INSTITUTIONALIZED OPPRESSION**

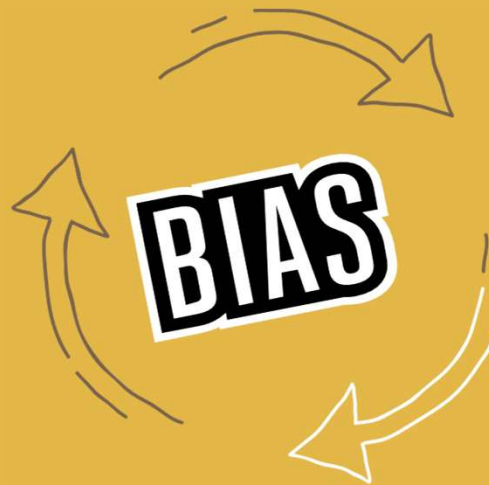
Institutions reinforce  
stereotypes, prejudice and  
discrimination through policies,  
practices, and regulations.

## **INTERNALIZED OPPRESSION**

Recognizing and buying into  
stereotypes we are taught about  
ourselves. Behaviors and beliefs  
often shift to confirm stereotypes.

## **DISCRIMINATION**

Exclusionary treatment of  
individuals, groups or cultures  
based on prejudice.





# Six Most Common Forms of Oppression

1

## **RACISM**

The oppression of people of color and maintenance of power by Whiteness.

## **CLASSISM**

The oppression of the of people with lower incomes and maintenance of power by the wealthy.

4

2

## **SEXISM**

The oppression of gendered minorities and the Maintenance of power by the Male Patriarchy.

## **AGEISM**

The oppression of the elderly and the maintenance of power by the Younger Populations.

5

3

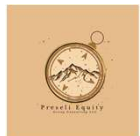
## **DISABLEISM**

The oppression of disabled people and the maintenance of power by the Abled Bodied.

## **HETERONORMATIVITY**

The oppression of LGBTQIA people and the Maintenance of power by Heterosnormativity.

6



# Key Principles of Anti-Oppressive Practices

1

## **CRITICAL REFLECTION OF SELF IN PRACTICE?**

In what ways have you been able or unable to engage in practices that challenge oppression?

## **WORKING IN PARTNERSHIP**

What partnerships have been created? What decisions are being made that involve students, families, and school staff?

4

2

## **CRITICAL ASSESSMENTS OF SERVICE USER'S EXPERIENCES**

In what ways have student's and parent's experiences been assessed? What were the key outcomes?

## **MINIMAL INTERVENTIONS**

How has your organization minimized oppression through intervening when it occurs? What interventions are used?

5

3

## **EMPOWERING COMMUNITIES**

In what ways have students, parents, and school staff been empowered? How can we empower more disabled students?

## **CRITICAL CONSCIOUSNESS**

How is critical consciousness being incorporated into decision making and conversations about equity?

6



# Paired Discussion

Directions: Read the School Psychology Unified Anti-Racism Statement and Call to Action and answer the following questions:

- In your opinion how does anti-racism benefit students with disabilities?
- How can School Psychologist promote anti-racism in practice and in schools?
- What do you perceive as the most challenging aspect of using anti-racist practices?
- What are anti-racist practices?





# Questions?



Pinnacle Equity



# Break Time

**15 Minutes**



# Unpacking Bias and Educational Outcomes

# The School to Prison Pipeline

Exp



# Implicit Bias in School Discipline

Implicit bias studies have shown that implicit biases affect teachers' perceptions of:

- Students' intelligence,
- Student culpability
- Endorsement of instructional practices
- Disproportionate school discipline outcomes.
- Identity based biases like race, gender and ability bias impact teacher's perceptions of competence.

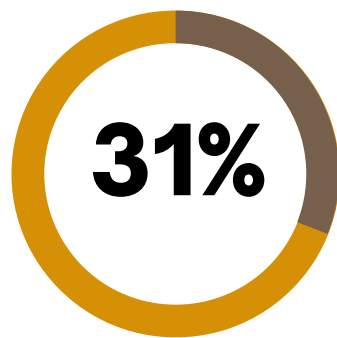
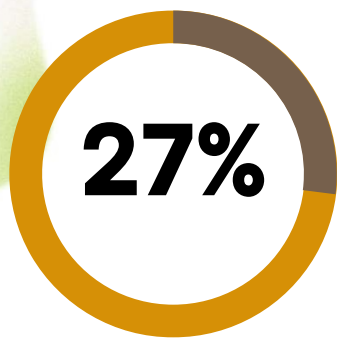
## Causes:

- Ambiguous disciplinary policies and procedures (emotional disturbance) increase space for discretion and subjective interpretation.
- Lack of an awareness of implicit biases.
- Time Constraints
- Large Classroom sizes
- Lack of representation

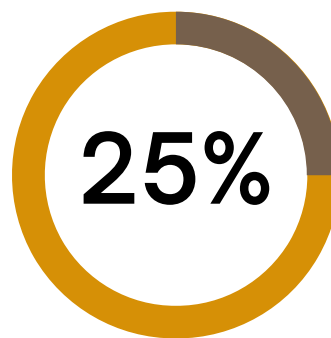
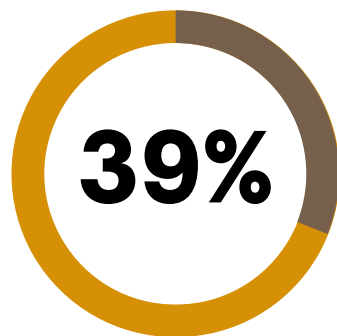
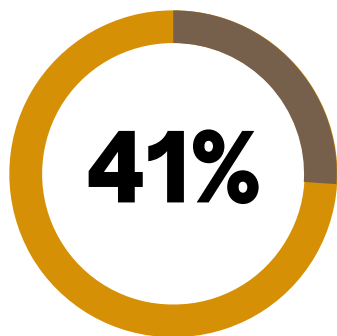
[Ohio-Discipline-Data-An-Analysis-of-Ability-and-Race.pdf \(osu.edu\)](#)



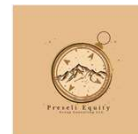
Black students represent 16% of school enrollment but 27% of students referred to law enforcement and 31% of in school arrest.



White Students make up 51% of school population but 41% of referrals to law enforcement and 39% in school arrest.



Students with disabilities make up 12% of the school population but 25% of those referred to law enforcement.



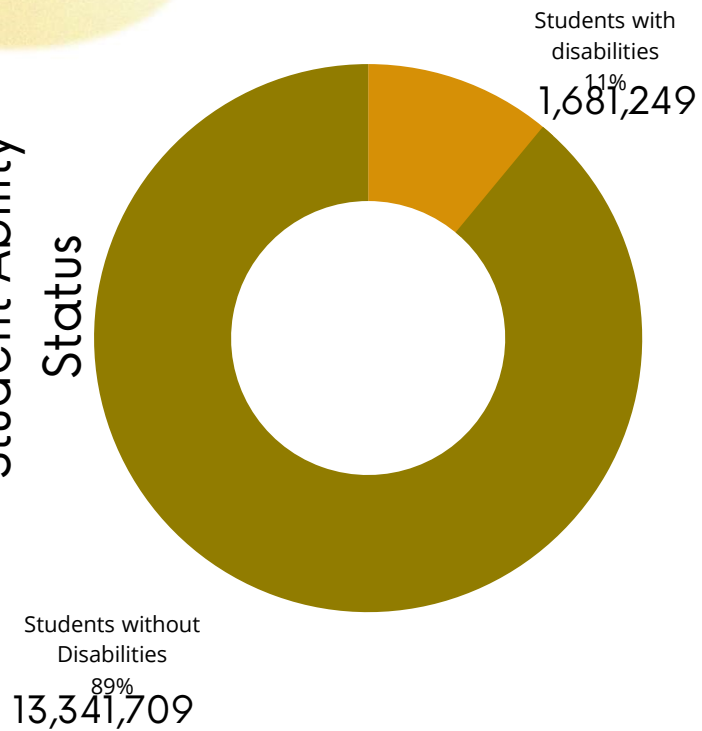
# School Discipline Disparities

Implicit Biases influence perceptions of student's behaviors and lead to students of color, students with disabilities, LGBTQ students and students from low-income communities are more likely to be suspended, expelled, or referred to law enforcement and arrest in schools.

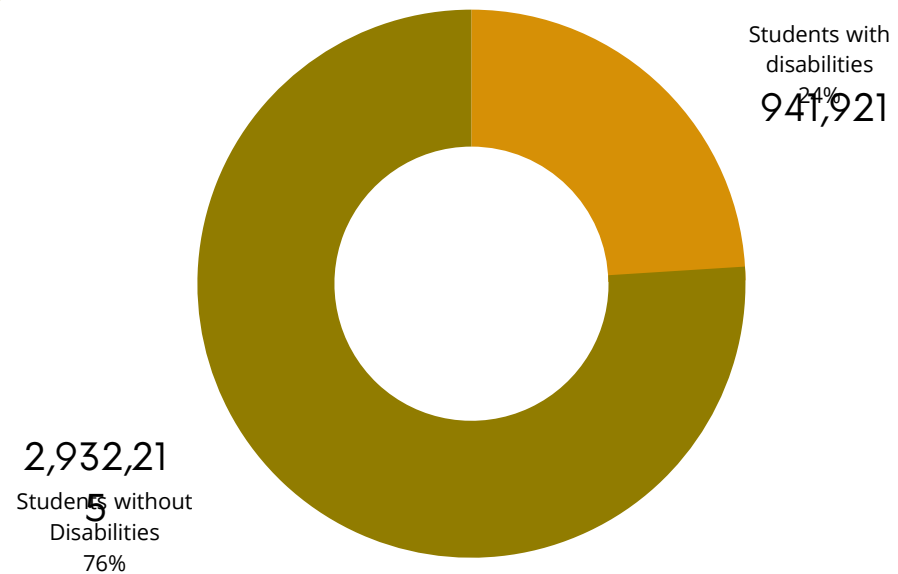
Civil Rights Data Collection "Data Snapshot: School Discipline" (PDF)  
(ed.gov) 2014



## Student Ability Status



Students with disabilities are disciplined at higher rates than students without disabilities.



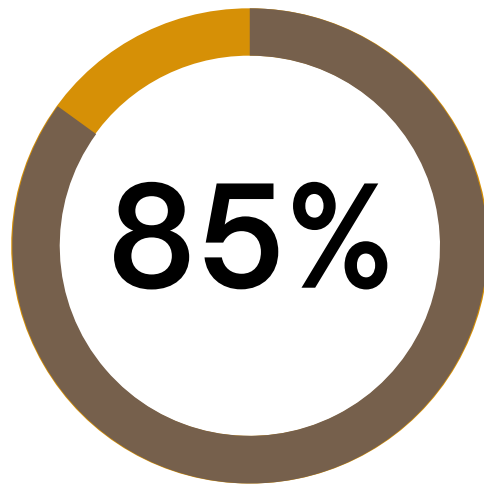


The prevalence of youth with disabilities in the  
Juvenile Detention Centers is

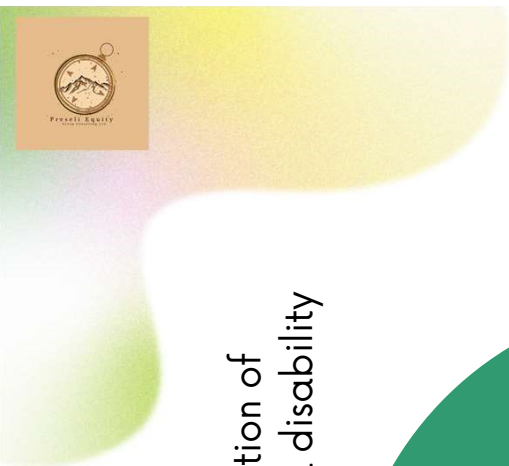
**3-5 times**

greater than students with disabilities in  
public schools.

**Students with disabilities are  
overrepresented in Juvenile  
Detention Centers.**

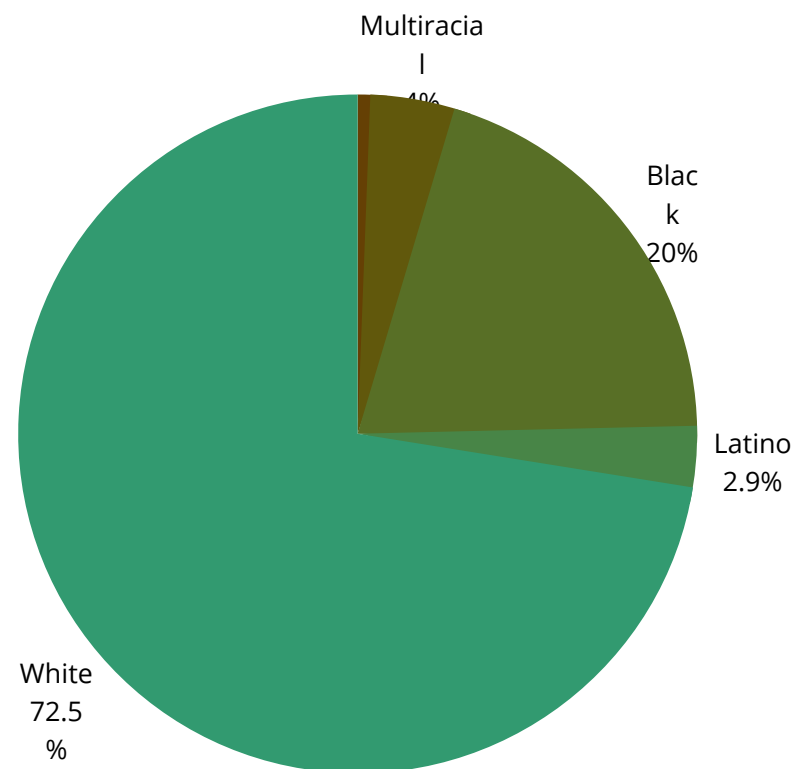
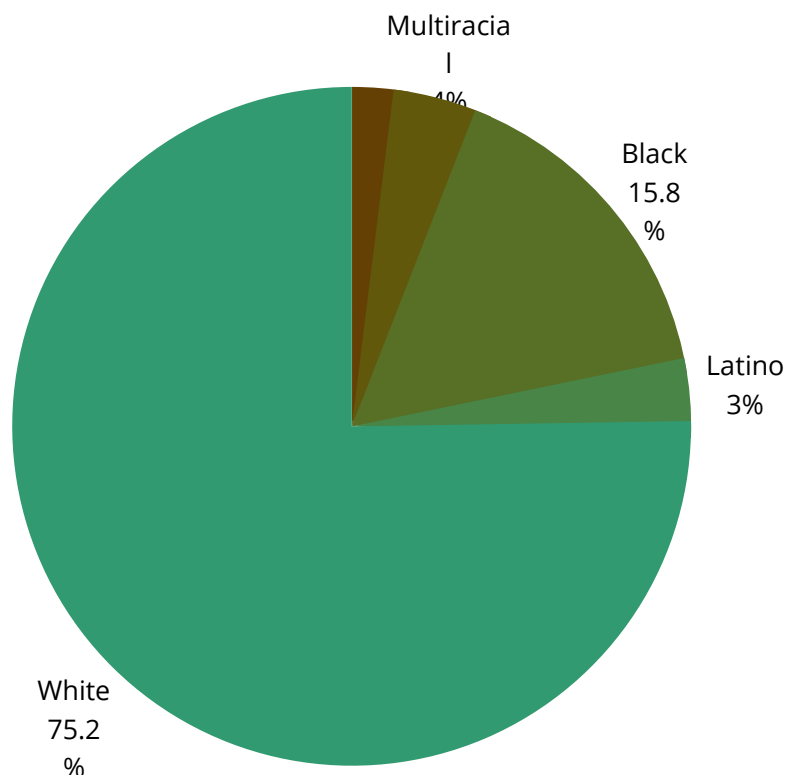


85% of youth incarcerated in  
Juvenile Detention Centers have  
special education qualifying  
disabilities.



Although racial population compositions is relatively proportionate in students with and without a disability, we must account for the intersecting experiences of racism and disablism for disabled students of color.

Racial Distribution of  
Students without a disability



Racial Distribution of  
Students with a disability

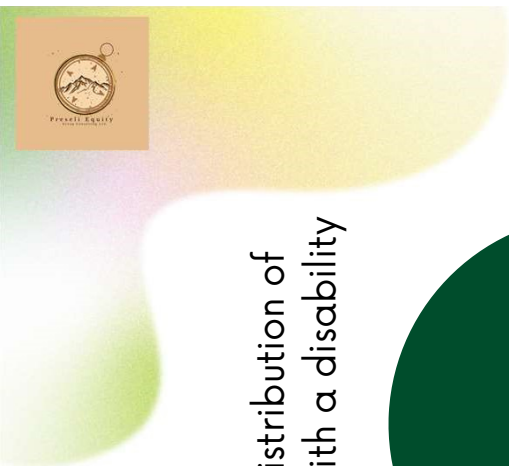


- Emotional Disturbance (ED): Enduring difficulty related to a student's mood, emotions, and/ or behaviors that adversely affect academic progress.
- Intellectual Disability (ID): Deficit in intellectual capabilities and adaptive behavior skills, often developmental in nature.
- Other Health Impairment Minor (OHI-Minor): A chronic or acute health problem that adversely impacts academic progress.
- Specific Learning Disability (SLD): Deficiency in one or more psychological processes related to learning.
- Traumatic Brain Injury (TBI): Damage to the physical structure of the brain, which inhibits learning or related skills

kirwan institute special report Ohio Discipline Data An Analysis of Ability and Race

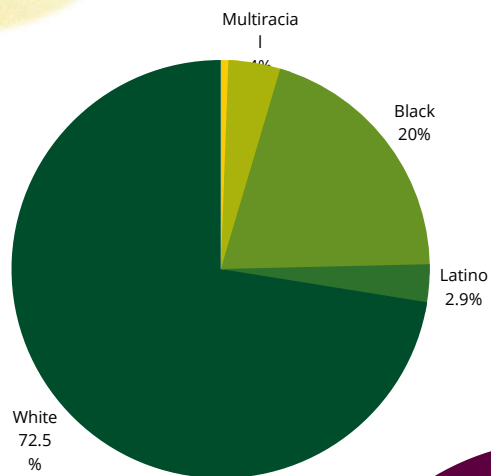
## Ratio of Discipline Actions Compared to non-Disabled Population

Disability Category	How many times more likely to be disciplined than non-disabled peers
<b>Emotional Disturbance</b>	<b>5.6</b>
<b>Intellectual Disability</b>	<b>2.6</b>
<b>OHI Minor</b>	<b>2.4</b>
<b>Specific Learning Disability</b>	<b>2.1</b>
<b>Traumatic Brain Injury</b>	<b>1.1</b>

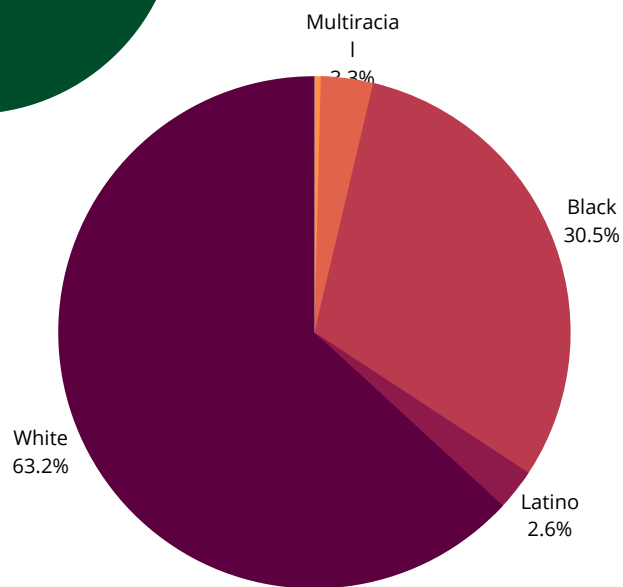


Black students are overrepresented in diagnosis with **emotional disturbance** and **intellectual disabilities**.

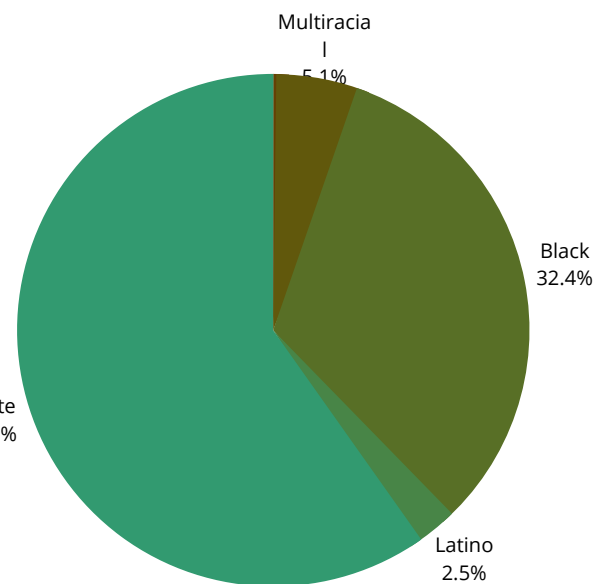
Racial Distribution of Students with a disability



Racial Distribution of Students diagnosed with an intellectual disability



Racial Distribution of Students diagnosed with emotional disturbance



# The Academic Achievement Gap

## WHAT IS IT?

The educational attainment gap between different communities. It is present at all levels of education. This gap helps predict rates of college enrollment, drop outs, and test scores.

## WHO IS IMPACTED?

- Students coming from low-income families
- Students with disabilities
- Racial and ethnic minorities
- English language learners

## WHAT CONTRIBUTES TO THE GAP?

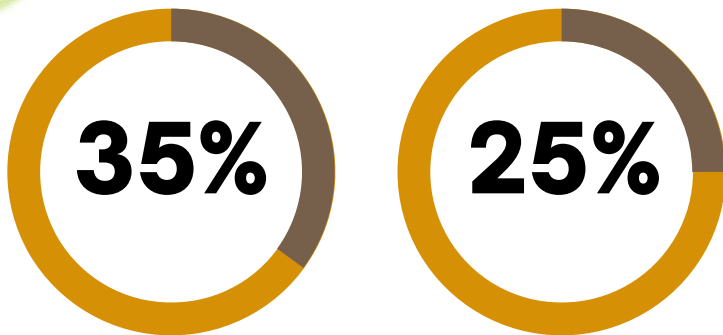
- Unequal school funding
- Lack of culturally relevant curriculums
- Inferred bias and racism
- Lack of culturally responsive teaching practices
- Stereotypes and internalized prejudices
- Social and experience gaps.

WHAT IS THE ACADEMIC ACHIEVEMENT GAP AND HOW CAN IT BE CLOSED? - BAY  
ATLANTIC UNIVERSITY - WASHINGTON, D.C. (BAU.EDU)

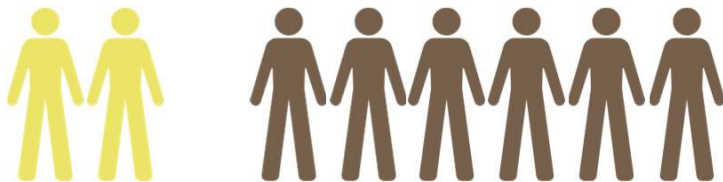




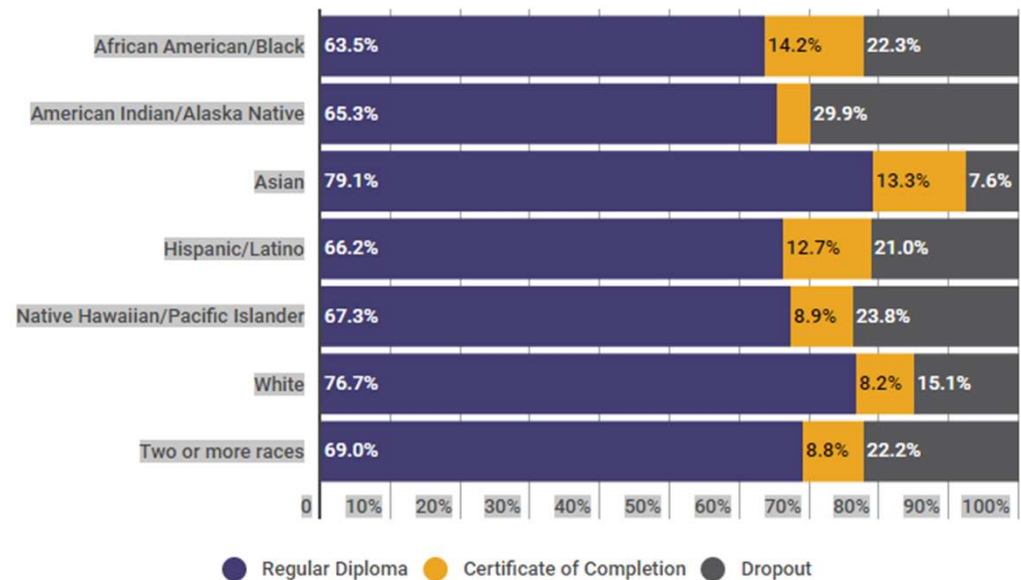
Approximately 35% of African American, Hispanic and Native American students with disabilities left high school without a regular diploma in 2014–2015, compared to less than 25% of Asian and white students.



Native American students with disabilities drop out at nearly twice the rate of white students with disabilities



## Outcomes for Students with IEPs Who Left High School in 2014–2015, by Race/Ethnicity



The State of LD, National Center for Learning Disabilities (2017)

Source: U.S. Department of Education, IDEA Section 618 Data, for students ages 14-21 in 2014-2015

Supporting Academic Success - NCLD



Anti-oppressive education is premised on the notion that many traditional and commonsense ways of engaging in "education" actually contribute to oppression in schools and society. Furthermore, anti-oppressive education is premised on the notion that many commonsense ways of "reforming education" actually mask the oppressions that need to be challenged. What results is a deep commitment to changing how we think about and engage in many aspects of education, from curriculum and pedagogy, to school culture and activities, to institutional structure and policies. Perhaps more importantly, what results is a deep commitment to exploring perspectives on education that do not conform to what has become "common sense" in the field of education. Anti-oppressive education expects to be different, perhaps uncomfortable, and even controversial.

## Anti-Oppressive Education

# Benefits of Anti-Oppression Classrooms



Helps school staff and administrators **build deeper relationships with students, especially marginalized students** due to deeper understanding of the impacts of oppression.



Allows for **examination of how systems impact** student outcomes and relationships.



**Minimizes unnecessary student surveillance** by and interactions with systemic interventions like police, child welfare, and school administrators.



Creates more inclusive and diverse classrooms and **gets rid of exclusionary policies and practices.**



Creates diverse and **psychologically safer workplaces** for employees with marginalized identities.



Fosters equitable and interactive ways to foster engagement, co-creation of knowledge, that **challenges assumptions, stereotypes, and biases.**

# 4 Types of Anti-Oppression Education to Foster Belonging and Healthy Relationships




## Education About the Other

Expanding curriculums and resources to be inclusive of other perspectives.



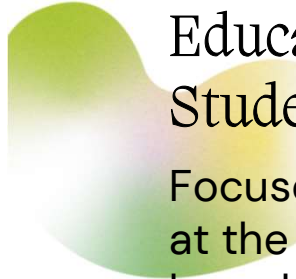
## Education for the Other

Focuses on improving the quality of education for students who are "othered" or marginalized in society.



## Education That is Critical of Privileging and Othering

Focuses on supporting critical thinking and analysis.



## Education that Changes Students and Society

Focuses on facilitating change at the student level and the broader societal level.



# The Role of the School Psychologist



01

## **Facilitate the Conversation**

Deepen understanding of oppression in schools and society to help staff, students and community to engage in safe conversations.

02

## **Disseminate Facts, Dispel Myths**

Deepen understanding of oppression in schools and society to provide accurate information related to CRT/DEIJ work

03

## **Stay Engaged**

Participate in school and community actions to increase equity and reduce disparities.

[CRT\\_NASP-Resource-Review.pdf](#)

04

## **Provide Resources**

Help schools and communities understand the importance of creating culturally responsive and anti-oppressive classrooms.

05

## **Civic Engagement**

Advocate for policies that create safe, inclusive, and culturally responsive classrooms for students and school staff.





# Small Group Discussion

- How are classrooms inclusive in your schools?
- What can School Psychologist do to help students feel a sense of belonging?
- Have you ever thought of D,E,I,J work as anti-oppressive work?
- How can the promotion of anti-oppressive practices in school benefit school psychologist?



# Questions?



Pinnacle Equity



# Strategies to Mitigate Bias



# Mitigation Strategies



Practice Cultural Humility



Value Difference



Work Collaboratively with Diverse People



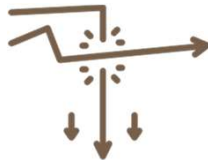
Bring awareness to inequity



Deepen understanding of personal cultural filters



Take an Implicit Association Test



Disrupts bias and discrimination in interpersonal interactions



Vote and Advocate for policies that promote equity



Engage in conversation about social justice topics



Challenge misinformation and stereotypes that promote bias



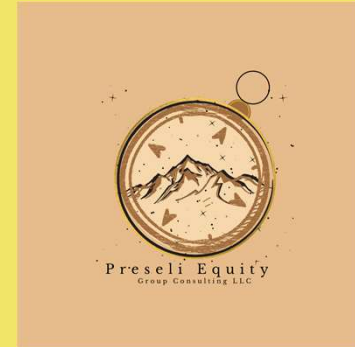
# Questions?



Pinnacle Equity

# Thank You!

Questions?



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