

Diversity Foundations

Preservice

Learner Guide

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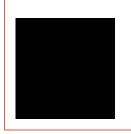






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Learning Objectives

- Describe **humility and competence** as they relate to diversity.
- Discuss issues of disproportionality and disparity within the child protection system.
- Describe how **implicit bias** can impact how you interact with others.
- Identify strategies to provide an **inclusive** and equitable home.

Diversity, Culture, Competence, and Humility

Diversity is everything that makes us who we are and distinguishes us from someone else.

Culture structures the way people view the world.

Social Competence is:

|--|

Cultural num	illity is:		

Disproportionality, Disparity, Equity, and Inclusion

- **Disproportionality** means a group is represented in the child protection system at a greater or lesser percentage than they exist in the general population.
- **Disparity** refers to a difference in treatment in the child protection system that is unfair.
- Equity is the consistent and systematic, fair, just, and impartial treatment of all individuals.
- Inclusion is a state of belonging when persons of different backgrounds and identities are valued, integrated, and welcomed equitably.

NOU	es:		

inclusion?	Nahaa
	Notes:
BIPOC stands for Black, Indigenous, People	
of Color and encompasses all people self-	
identifying by the general categories of	
African American or Black; Hispanic, Latino	
or Chicano; Asian or Pacific Islander;	
American Indian or Native American or	
Alaskan Native.	
• LGBTQ+ stands for Lesbian, Gay, Bisexual,	
Transgender, and Queer or Questioning. The	
"+" represents additional gender identities,	
gender expressions, and sexual orientations	
not addressed by the other terms.	
Reflection: How did talking about disparities	
amongst BIPOC and LGBTQ+ communities make	
you feel?	

Confronting Implicit Bias

Implicit bias is a belief or attitude that affects our understanding, decision, and actions, and that exists without our conscious awareness.

Have you ever...

- Avoided sitting next to someone in public based on how you perceived their race, religion, or ability?
- Justified using specific language that might be offensive to some because a friend told you it doesn't bother them?
- Specified someone's race when it was not relevant?
- Assumed a person's stance on social issues based on their religion?

Sometimes our implicit biases are exposed through microaggressions, which are small hostile actions. Which of these statements are microaggressions?

☐ I don't even think of you as Black!
\square I was afraid to meet the child's parents,
but you seem so normal.
\square So, who is the man in the relationship?
\square You're Asian, so I bet you are really good
in math.
☐ You're so pretty, I didn't expect you to be
athletic.

Reflection: How could your implicit bias impact the well-being of a child in your care?

Notes:	

Language is Powerful: Creating an Inclusive and Equitable Home

Language is one powerful way to provide inclusion. Choose your words wisely and always ask for clarification if you are not sure of the right terms.

Examples of questions include:

- May I ask about your disability?
- What pronouns do you use?
- How do you like to be referred to?
- What do you want me to know about you?

Language and children with disabilities:
Language and children who identify as LGBTQ+:
Language and children who identify as BIPOC:

Other inclusion efforts:

- 1. Create an environment that celebrates diversity.
- 2. Support the child's self-expression.
- 3. Keep the child connected to their cultural heritage.
- 4. Make issues of racism and discrimination an ongoing topic of discussion.

Reflection: What might you need to do to m childWho does not share your same religion?	nake your home welcoming to a
- Who does not share your same rengion:	_
Who has dietary restrictions or choices different control of the control of	— fferent from yours? —
• Who is gender expansive or gay?	
Who is a different race?	
What specific strategies have you learned at equitable home that you plan to put into pre-	1
Application	
Write down one or two new ideas you gained	d during the training.
How are you feeling about becoming part of	the child protection system?

Resources

Brief video on disability inclusion: https://www.kit.org/inclusion-101/

Gender Pronouns: https://southernequality.org/gender-pronouns-101-what-they-are-and-why-they-matter/

Implicit Bias Assessment https://implicit.harvard.edu/implicit/

Identity first and person-first language:

https://blog.disabilitycanhappen.org/identity-first-or-person-first-language-where-do-you-stand/

Self-directed course on implicit bias: <u>Implicit Racial Bias 101: Exploring Implicit Bias in Child Protection (osu.edu)</u>

SOGIE Center glossary: https://www.sogiecenter.org/media/ssw/institute/sogie-center/QIC-LGBTQ2S-SOGIE-Glossary.pdf

Supporting LGBTQ+ Youth: A Guide for Foster Parents: https://www.childwelfare.gov/pubPDFs/lgbtqyouth.pdf

The Adoptee Next Door (podcast): https://www.angelatucker.com/podcast

Transracial adoption article: https://wreckageandwonder.com/blog/2019/7/18/love-is-not-enough-what-it-actually-takes-to-raise-transracial-adoptees

Talking to Children about Race: https://positiveexperience.org/talking-with-children-about-race/

DIVERSITY FOUNDATIONS HANDOUT #1 I AM...BUT I AM NOT

Directions: Fill in the blanks

One of the best ways to discuss diversity and inclusion is to share your story and listen to others. Don't be afraid to open up and share your experiences. Fill in the "I am" with your experiences and who you are, fill in the "I am not" with common stereotypes related to you.

Example) I am smart, but I am not a dumb blonde.

1. I am	, but I am not	
2. I am	, but I am not	
3. I am	, but I am not	-
4. I am	, but I am not	

DIVERISTY FOUNDATIONS

HANDOUT #2

MICROAGGRESSIONS

Circle "YES" or "NO" if each one is a Microagression. Yes if it is, no if it is not.

-10	The first the first the first transfer and the first transfer and the first transfer and the first transfer and transfer and the first transfer and	
1.	1. Your name is hard to pronounce.	
	YES NO	
2.	2. You speak English surprisingly well.	
	YES NO	
3.	3. You've done so well despite your background.	
	YES NO	
4.	4. You don't act like a girl.	
	YES NO	
5.	5. You don't dress like a boy.	
	YES NO	
6.	6. When I look at you, I don't see color.	
	YES NO	
7.	7. A store owner follows a customer of color around the store.	
	YES NO	
8.	8. My best friend is black. As a women, I know what you go through as personal	on of color.
	YES NO	
9.	9. In class, an instructor tends to call on male students more frequently than male female	ones.
	YES NO	
10	10.Use of the pronoun "he" or the term "guys" to refer to all people.	
	YES NO	
11	11. You're a girl, you don't have to be good at math or science.	
	YES NO	
12	12.Labeling an assertive female committee chair/dean as a "b," while de	scribing a male
	counterpart as a "forceful leader."	
	YES NO	
13	13.Men and women have equal opportunities for achievement.	
	YES NO	
14	14. That's so gay!	
	YES NO	
15	15. You should act more masculine/feminine." "Do you have wife/husband?"	
	YES NO	



DIVERSITY FOUNDATIONS HANDOUT #3 INCLUSION STRATEGIES

10 Ways to Help School-Agers Handle Racism

- 1. Admit that race will be a factor in the way a child of color is treated.
- 2. Agree that racism is unfair and promise that you will not tolerate such behavior within your sphere of influence.
- 3. Kids develop new problem-solving skills in middle childhood. Help your child when they say they have been teased or excluded because of race and encourage them to use these skills.
- 4. Ask whether you should do anything.
- 5. Elementary school kids are information gatherers. This is an ideal time to provide them with opportunities to gather realistic images and history of racial heritage.
- 6. Help children to learn that all racial groups have both good and bad historical figures and have made both positive and negative contributions to the world.
- 7. Ensure your children are able to talk to other people of color who have had similar experiences and can provide new ideas on how to react. Reinforce multiple role models.
- 8. Notice the messages you send in real-life situations.
- 9. If your children resist getting to know other people of color because they have not had enough experiences outside of their "own" people to feel comfortable, insist that they participate anyway.
- 10. Demonstrate your acceptance of diversity of all kinds religious, economic, political and social and make fighting racism and other injustice a personal matter for you and your child.