



# Diversity Foundations

*Preservice*

## **Learner Guide**

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## Notes:

# 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.

What do you think about the state's efforts towards equity and inclusion?

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- **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?**

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**Notes:**

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**Reflection:** What might you need to do to make your home welcoming to a child...

- Who does not share your same **religion**?

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- Who has **dietary restrictions or choices** different from yours?

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- Who is **gender expansive or gay**?

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- Who is a different **race**?

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What specific **strategies** have you learned about providing an **inclusive and equitable** home that you plan to put into practice?

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## Application

Write down one or two new ideas you gained during the training.

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How are you feeling about becoming part of the child protection system?

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## 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: [Implicit Racial Bias 101: Exploring Implicit Bias in Child Protection \(osu.edu\)](https://www.osu.edu/implicit-bias-101)

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 Microaggression. Yes if it is, no if it is not.

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