

# NOAS

## PreService:

### Diversity Foundations

### Learner Guide

#### Overview


- ✚ This course introduces the concepts of diversity competence, cultural humility, disproportionality, and disparity.
- ✚ Learners will consider equity and inclusion efforts, explore implicit bias, and examine how to create an inclusive and equitable home.

#### 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:

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 Cultural humility is:

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Notes:





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### 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.

### 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.

## Confronting Implicit Bias

- ✚ Implicit bias is a belief or attitude that affects our understanding, decision, and actions, and that exists without our conscious awareness.
- ✚ Sometimes our implicit biases are exposed through microaggressions, which are small hostile actions.

## 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.

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.

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## 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 woman, 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.



## 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/>

Implicit Bias Resources

<https://womensplace.osu.edu/resources/implicit-bias-resources>

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>

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