Implicit Bias and Stereotype Awareness: Viewing student behavior through a personal lens

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October 19, 2022

Equity ● Quality ● Collaboration ● Community
Agenda

- Welcome
- Overview of BAT project and topic
- Context: Preferred learning modality
- Key definitions related to implicit bias and stereotype awareness
- Special guests: Max Freedman and Mark Winston Griffith (co-producers and hosts, School Colors podcast)
- Self-reflection
- Preview November, December and January webinars
- Q&A (time permitting)
- Exit survey

Equity • Quality • Collaboration • Community
The Special Education Behavior Assessment Training Project will provide comprehensive, professional learning for special education personnel on **culturally responsive Functional Behavior Assessment (FBA) practices and Behavior Intervention Plans (BIPs)** for students across all grade levels identified as having a disability in one or more of the 13 categories specified in IDEA...Additionally, the successful Offeror will coordinate with ISBE on mandate 105 ILCS5/14-8.05, which requires ISBE to develop and implement State-level guidelines on **culturally responsive, evidence-based behavior interventions** for students across all grade levels identified as having a disability in one or more of the 13 disability categories specified in IDEA.
Overview of topic

- Examine student behavior through a personal, contextual, and professional lens
- Awareness of personal lens as a process; much is long-standing and not examined
- Explore potential for mismatch in what we bring and what our students bring to the classroom
Poll #1: Select your preferred learning modality

1. Visual (Spatial)
2. Aural (Auditory-Musical)
3. Verbal (Linguistic)
4. Physical (Kinesthetic)
5. Logical (Mathematical)

https://www.inspireeducation.net.au/blog/the-seven-learning-styles/
Poll #1: Select your preferred learning modality continued

1. Social (Interpersonal)
2. Solitary (Intrapersonal)

https://www.inspireeducation.net.au/blog/the-seven-learning-styles/
Preferred learning modality continued

- What if there is a mismatch in your preferences and one or more of a student’s preferred learning modality?
  - What is the potential impact on academic success?
  - What is the potential impact on behavioral expectations?
- We also need to consider implicit bias and stereotype awareness in terms of potential for a mismatch and negative consequences such as student suspension.
Key definitions

- **Culturally responsive**: awareness of one's own cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms of students and their families.
Poll #2: Rate your cultural responsivity

1. I demonstrate a great deal of cultural responsivity compared with others
2. I demonstrate more cultural responsivity compared with others
3. I demonstrate less cultural responsivity compared with others
4. I do not demonstrate cultural responsivity
5. I am unfamiliar with cultural responsivity
Key definitions continued

- **Teacher bias**: one or more factors that cause a teacher to have higher expectations for some students and lower expectations for others; this situation often creates results to match the expectations.
Key definitions continued

- **Stereotyping**: widely held, fixed and oversimplified image or idea of a particular type of person (e.g., race, geographic location)
Key definitions continued

- **Behavioral expectations**: broad goals and/or general ways teachers would like students to act; guidelines for behavior for all students across all settings.

- In addition, there are behavioral expectations which apply to the adults (teachers, administrators, related service providers) in school settings; not to be explicit.
Special guests

Max Freedman and Mark Winston Griffith (co-producers and hosts, School Colors podcast)
Self-reflection

- Do I recognize the expertise of families and school professionals singularly and combined as related to behavioral expectations?
- Do I demonstrate respect and understanding for views on behavior different from my own?
  - If yes, how do I demonstrate this?
  - If no, what are the first steps to take to demonstrate this?
- What is my school’s/program’s/district’s culture as related to behavioral expectations?
Preview November, December and January webinars

- November 16: Evaluating your own bias
  Viewing student behavior through a contextual lens
- December 21: Legal/ethical requirements of FBAs and BIPs
  Viewing student behavior through a professional lens
- January 18: Summary and general follow up
  Viewing student behavior through an action plan
Please complete the Exit survey