

**It's Important to Talk about Race:  
What School Psychologists Have Learned  
from Ferguson and Beyond**

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## Learner Outcomes

### Participants will

- ▶ gain familiarity with the essential features of cultural competence and how they are inherent in Diversity in Development and Learning (Domain 8) of the NASP Practice Model and the NASP *Principles for Professional Ethics* (2010);
- ▶ develop a common understanding, based on research, of what race and racism are;
- ▶ engage in interactive activities designed to increase one's self-awareness of cultural identity, especially racial identity development;
- ▶ learn about best practices and research-based strategies to deliver culturally-competent services to students, families, and other professionals; and
- ▶ develop or enhance skills enabling school psychologists to interact in culturally-competent ways with students, families, and other professionals.

## Workshop Agenda

- ▶ Part 1: Transformative Cultural Competency and Social Justice
- ▶ Part 2: Race & Racism
- ▶ Part 3: Cultural Responsiveness

## ***Guidelines for Workshop Discussions***

- ▶ *Be honest, respectful, patient*
- ▶ *Recognize that some issues we discuss may be difficult*
- ▶ *Be open to new ideas and try to withhold judgment, when appropriate*
- ▶ *Everyone participates in large group discussions, but participation may include listening, not speaking*
- ▶ *Please treat the information shared by participants as confidential*

### **Part 1:**

## **Transformative Cultural Competency and Social Justice**

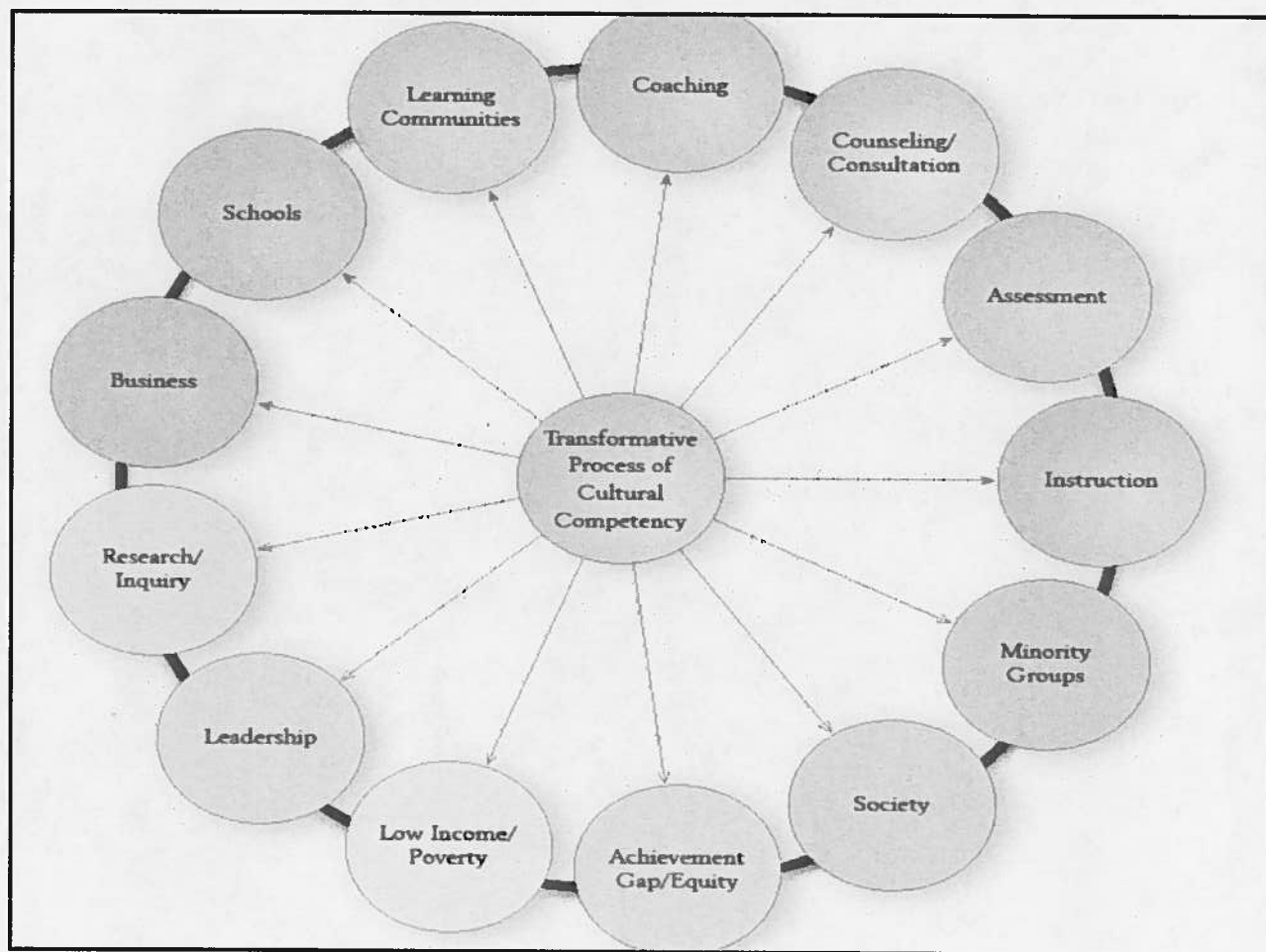
## Cultural Competency

The ability of individuals and systems to respond respectfully and effectively to people of all cultures, races, ethnic backgrounds, sexual orientations, and faiths or religions in a manner that recognizes, affirms, and values the work of individuals, tribes, and communities and protects the dignity of each.

Malik and Velazquez (2002)

### Cultural Competency—Recognizing Diversity

- Recognizing the *differences* among students (clients) from different cultural groups;
- Responding to those differences positively;
- Interacting effectively in a range of cultural environments; and
- Realizing *differences* may affect the learning process or adaptive life skills.



## Cultural Competency Is A Process

- Is dynamic, not static, and life-long
- Is often called a journey
- Often involves deep transformations which can occur on a number of levels

## Cultural Competency Involves Knowledge and Skills

- Practicing self-reflection and self-awareness;
- Examining assumptions about culture & practices;
- Understanding and accepting of difference;
- Having knowledge of specific cultures;
- Adapting practices; and
- Institutionalizing cultural knowledge

### Once knowledge and skill development deepens...

- Cultural responsiveness increases by taking a closer look at the lives of students and realizing what it is like to be in "their shoes."
- Accomplished by becoming a genuinely empathic person.
- Begin to understand the dynamics of how communication between people, cultures, and backgrounds can be complicated and ineffective for learning or adapting
- Once individual students or clients are understood from within their cultural context, generic practices can be adapted to accommodate for differences.
- Goals and curricula can be altered to better fit cultural values

### Cultural Competency & Social Justice

- A necessary component of the personal transformation process is grappling with complex issues of social justice
- Inside-Out process: Examining Self-Not Others
- Begin to assimilate a critique of current practices and this new knowledge into everyday work with students, professionals, and clients.
- A personal awakening and call to action.

## Cultural Competency & Social Justice

- Self-reflection skills involve understanding and knowing where you stand on difficult issues, such as:  
*racism, racial identity development, dominant culture, male, and White privilege, sexual orientation, disability, poverty, and classification of people into a hierarchy*
- This process involves a reflection on history & how history is written and an understanding where information originated that is routinely used when teaching, counseling, consulting, & coaching,

## Institutionalizing Cultural Knowledge

- ▶ Recognizing power relations at the macro-level, such as influence of dominant culture on policy making and how this trickles down to micro-level;
- ▶ Challenging school/organization policies and practices so they become more equitable and just;
- ▶ Understanding complex historical, political, social, and economic viewpoints;
- ▶ Recognizing that inequalities of power and wealth between cultural groups is very real; and
- ▶ Supporting and collaborating with colleagues and parents within this process



## Transformative Cultural Competency

- The process naturally takes time to process the information, and it is life-long
- Professionals/educators can become easily overwhelmed by the transformative nature of the process of cultural competence
- Can be deeply changing to one's sense of self-identity, producing feelings of anger and guilt
- It takes time to integrate new knowledge & skills

## A Basis for Transformative Cultural Competency?

*In their words and actions, school psychologists promote fairness and justice. They use their expertise to cultivate school climates that are safe and welcoming to all persons regardless of actual or perceived characteristics, including race, ethnicity, color, religion, ancestry, national origin, immigration status, socioeconomic status, primary language, gender, sexual orientation, gender identity, gender expression, disability, or any other distinguishing characteristics.*

Principle I.3 Fairness and Justice  
*NASP Principles for Professional Ethics (2010)*

## Part 1 Reflection Questions

- ▶ What resonates for you about Cultural Competency so far?
- ▶ How does this information support your prior knowledge about schools, your school, your business, or you as an educator or practitioner?
- ▶ What questions are surfacing for you about your practice, business, or school in service to all students/clients?

## Part 2:

### Race & Racism

Do we have a shared understanding of what racism is?

Do we have a shared language to reflect a similar understanding of racism?



To [@mendon](#)  
I hope Mr. Ford is encouraged by all the positive comments to remain in St. Louis. Blacks and whites have experienced racism, but if we run away, nothing will change.

Like · Reply · · Mar 27, 2015 6:59am

Blacks and Whites both experience racism



Whites DO NOT experienced racism. Whites are the privileged group. The USA was built for White's enjoyment, so, no.

Like · Reply · · Mar 27, 2015 8:34am

Whites don't experience racism



Fort Pitt, Pennsylvania  
Malika Angel "Evidence of who the real racists in this country are."

Like · Reply · · Mar 27, 2015 9:44am

Evidence?



Malika Angel My son, who is white, experienced racism from blacks and hispanics because he was friends with blacks and hispanics.

As long as parents of every color continue to denigrate those of other colors or blame their problems on those of other colors, we will never make a dent in racism from anyone.

Like · Reply · · Mar 27, 2015 9:53am

White son experienced racism from Blacks and Hispanics



I think Malika is speaking about institutionalized racism, not victims of personal prejudices

Like · Reply · · Mar 27, 2015 10:31am

Institutionalized racism vs. personal prejudice

## What is...

- ▶ Race
  - ▶ the concept of dividing people into populations or groups on the basis of various sets of similar, physical characteristics, which usually result from genetic ancestry
  - ▶ science has found race invalid based upon genetic research
  - ▶ a social construct
  
- ▶ Ethnicity
  - ▶ a socially defined category of people whose members identify with each other on the basis of common ancestral, cultural, or national experience

## Is race real?

- ▶ Racial categories are an idea that developed historically
  
- ▶ The idea of racial categories has real social effects on people's lives
  
- ▶ Human biological variation is real, in the sense that humans are not genetically identical
  
- ▶ It was once thought that human biological variation fit into racial categories, but it does not

Goodman (2008)

## Prejudice

- ▶ An attitude acquired prior to experience or knowledge
- ▶ A predisposition to a given subject, irrespective of the nature of the objective information about the subject
- ▶ A preconceived judgment or opinion based on limited information
- ▶ Prejudice is risky—denies a person's individuality because of inaccurate judgments

## Racism

- ▶ A doctrine
- ▶ Race is a basic determinant of human abilities
- ▶ Racial groups constitute a hierarchy—one group is regarded as superior to others
- ▶ Racism allows a system of advantage based on race

*“Most White Americans experience themselves as decent human beings who believe in equality, and thus find it difficult to believe they harbor biased racial attitudes and express discriminatory behaviors. The cumulative nature of these innocuous expressions is detrimental to racial minorities because they sap the energy of recipients which impairs performance in a multitude of settings”*

--Wong, Derthick, David, Saw, and Okazaki (2014)

## Part 2 Reflection Questions

- ▶ When you hear or use the words such as racism, ethnocentrism, or sexism, what are the thoughts that come to mind?
- ▶ How do the forces of entitlement and privilege affect our profession/practice?
- ▶ What are these feelings of anger and guilt, and why do I have them?
- ▶ What are our responsibilities as school and moral leaders?

**Part 3:**

**Moving Forward: A Framework for  
Cultural Responsiveness**

*"I am learning to unlearn what I have learned."*

-- Holly Eckelkamp

## Resources

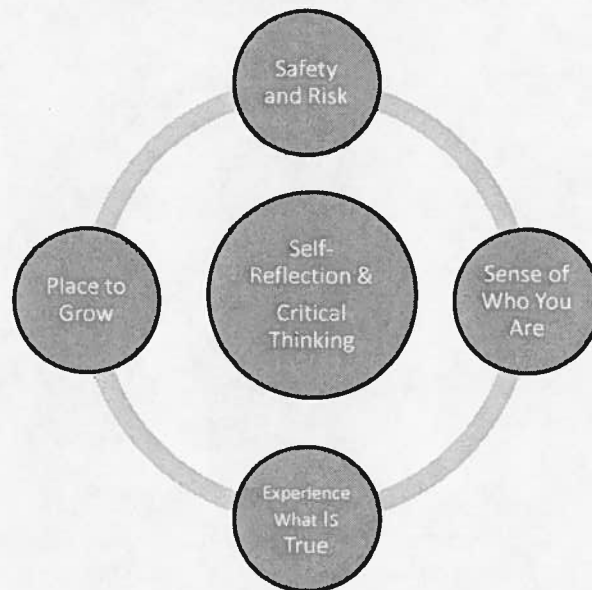
- Self reflection
- Proficient schools
- Racial identity development
- Teaching about race in the classroom
- Steps to develop cultural competence
- Preventing racism and prejudice in children
- Understanding racism
- Cross cultural teaching

## Resources

- Creating positive relationships across cultural boundaries
- Serving all students
- Building empathy and compassion
- Closing the achievement gap
- Dealing with cultural conflict
- LGBT community
- Cross cultural consultation
- Language diversity
- Gender differences



## Increasing Cultural Responsiveness



### Part 3 Final Reflections

- ▶ In what ways did this information affirm your professional identity of cultural competency?
- ▶ What are the next steps in your journey? What actions will you take?
- ▶ What information do you need to move forward to become a more culturally competent school psychologist?

### Part 3: Framework for Cultural Responsiveness

- |  |  |
|--|--|
| ▶ Life-long journey or personal transformation process | ▶ Adapting to diversity for students/clients       |
| ▶ Self-awareness, reflection, critical thinking        | ▶ Managing/negotiating the dynamics of differences |
| ▶ Understanding/ valuing diversity or differences      | ▶ Institutionalizing cultural knowledge            |
| ▶ Assessing own cultural knowledge                     | ▶ Understanding complex issues of social justice   |

*"Not everything that is faced can be changed.  
But nothing can be changed until it is faced."*

--James Baldwin

## Workshop Presenters

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