

60TH ANNIVERSARY
BROWN BOARD

Thinking Your Way to Success

SOUTH CAROLINA SCHOOL BOARDS ASSOCIATION
PROFESSOR SARAH E. REDFIELD
AUGUST 23, 2014
PART I

ation

TODAY's TOPICS

Reminder time limited
Just an introduction
THERE IS A SECOND SESSION
AFTERNOON BREAKOUT:

PART II. Focus on DEBIASING with
examples from testing/employment

***Intro 1 *Brown* Revisited**
Intro 2: WHY this topic: Manifestation
THINKING ABOUT THINKING
Aspects of Implicit Bias

- Implicit Bias & brain shortcuts
- Briefly, In- and Out- Groups
- Briefly, Micromessaging
- Briefly, Debiasing

INTRO

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Rethinking the way we think offers insight to a more mindful fair approach at every level of education (without blame).

In the school house....concept & practice

New insights and explanations

- Intransigent achievement gaps.
- Disproportionality in special education





"Today, education is perhaps the most important function of state and local governments. Compulsory school attendance laws and the great expenditures for education both demonstrate our recognition of the importance of education to our democratic society. It is required in the performance of our most basic public responsibilities, even service in the armed forces. It is the very foundation of good citizenship. ...", Brown v. Board of Education 1954.

INTRO

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Norman Rockwell's *The Problem We All Live With* Look magazine, January 14, 1964.

Brown v. Board of Education



"To separate them from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone. . . . Segregation of white and colored children in public schools has a detrimental effect upon the colored children. The impact is greater when it has the sanction of the law; for the policy of separating the races is usually interpreted as denoting the inferiority of the negro group. A sense of inferiority affects the motivation of a child to learn. Segregation with the sanction of law, therefore, has a tendency to (retard) the educational and mental development of negro children and to deprive them of some of the benefits they would receive in a racial(ly) integrated school system."

Whatever may have been the extent of psychological knowledge at the time of Plessy v. Ferguson, this finding is amply supported by modern authority.

Intro

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Dr. Clark/gov/pictures

6



WHATEVER MAY HAVE BEEN THE EXTENT OF PSYCHOLOGICAL KNOWLEDGE AT THE TIME OF PLESSY V. FERGUSON, THIS FINDING IS AMPLY SUPPORTED BY MODERN AUTHORITY.



Differences plague education.



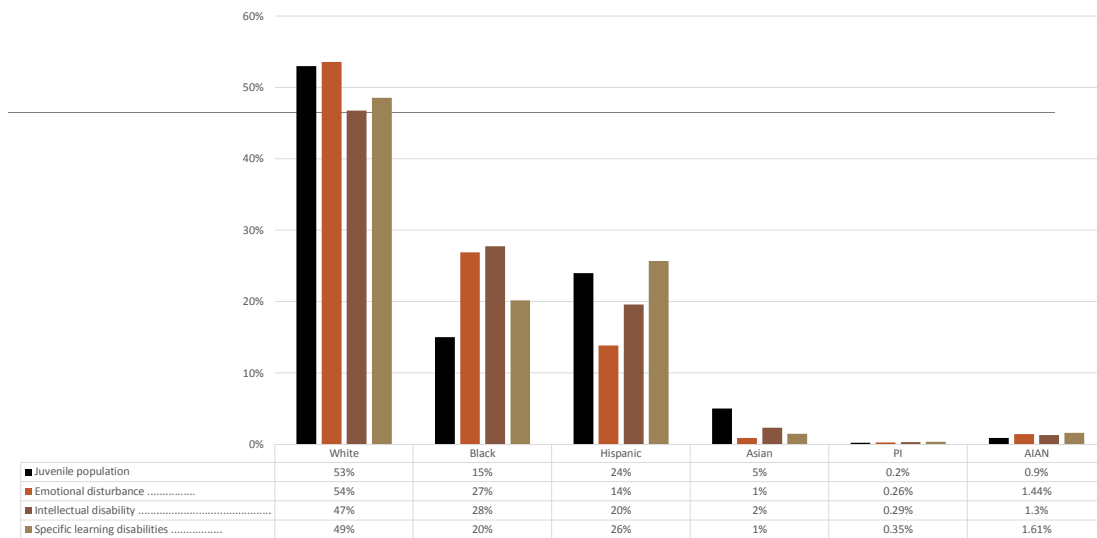
A few examples – manifestations -- here (and in materials.)

INTRO MANIFESTATION

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SPED Discretionary Categories Compared Race & Ethnicity

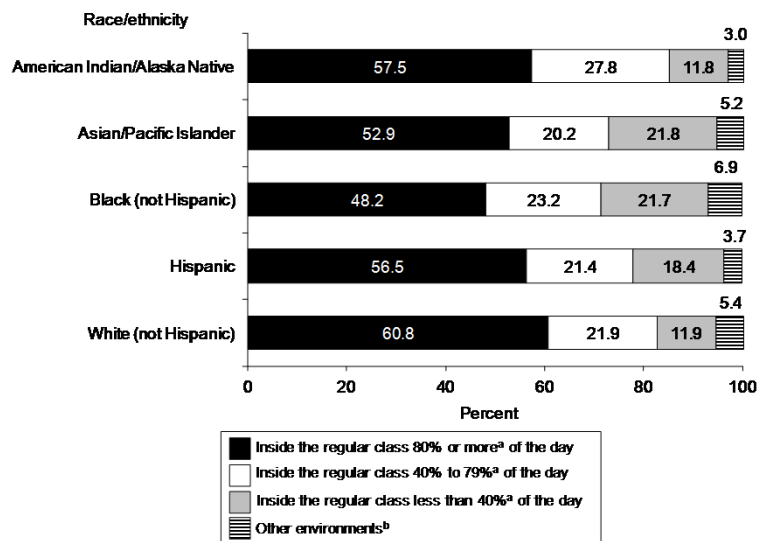


Manifestation

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NCES

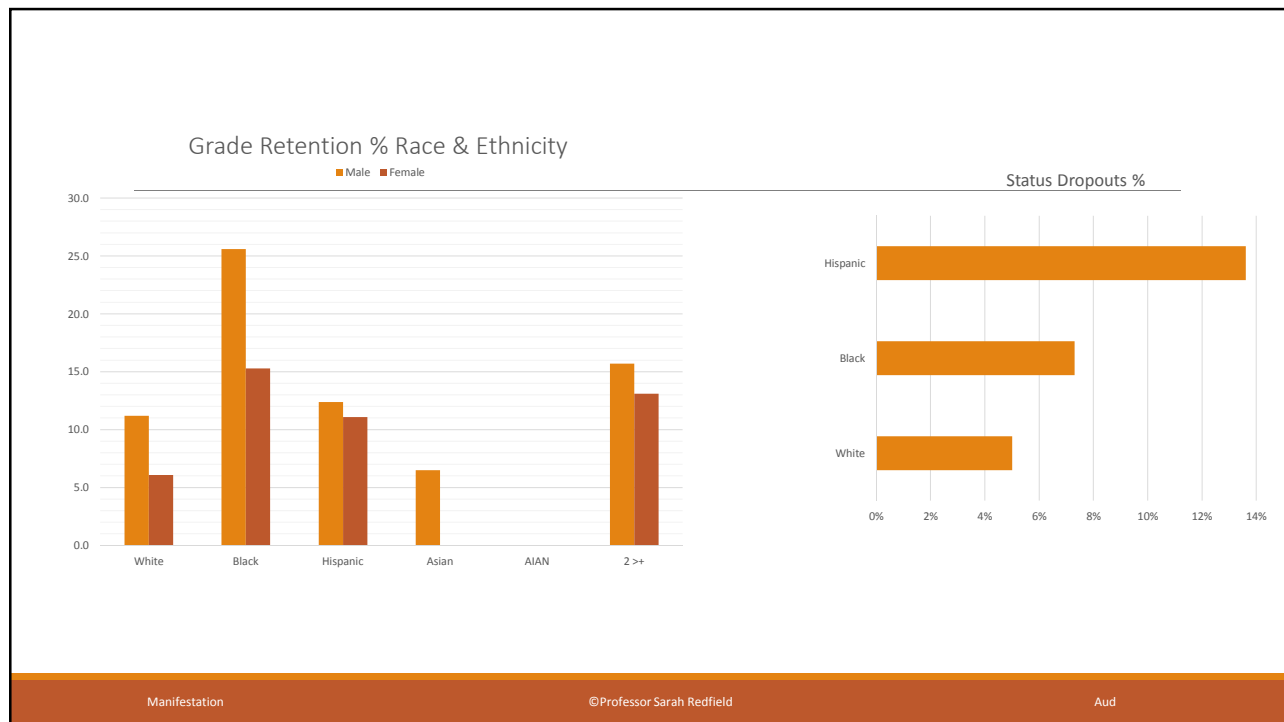
Inclusion/LRE % Race & Ethnicity



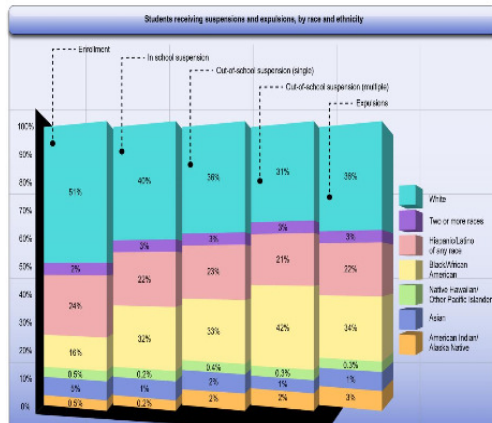
Manifestation

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USDOE 30^b

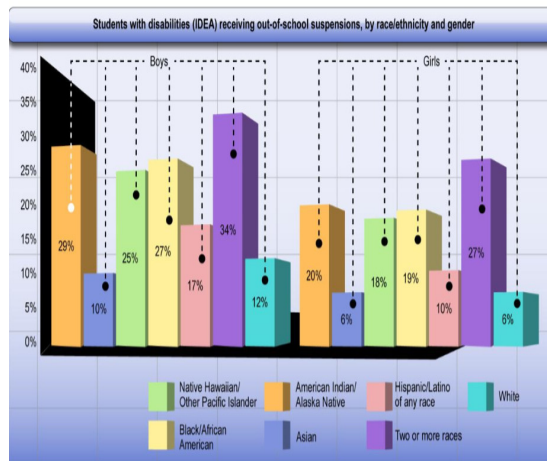


Differences that plague education are particularly concerning around (exclusionary) discipline.



NOTE: Detail may not sum to 100% due to rounding. Totals: Enrollment is 49 million students, in-school suspension is 3.5 million students, single out-of-school suspension is 1.9 million students, multiple out-of-school suspension is 1.55 million students, and expulsion is 130,000 students. Data reported in this figure represents 99% of responding schools.

SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2011-12.



MANIFESTATION

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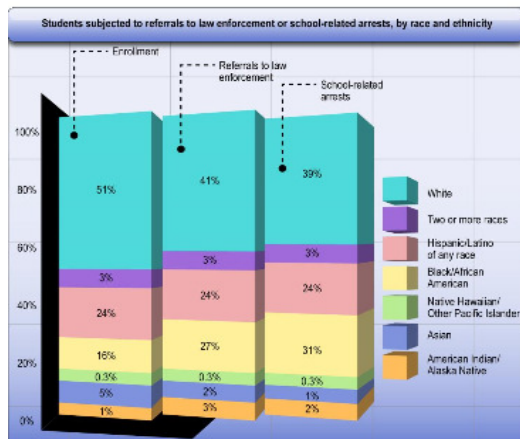
CRDC



Beyond school house gates, disproportionality and difference in results exists at almost every point in juvenile and criminal justice.

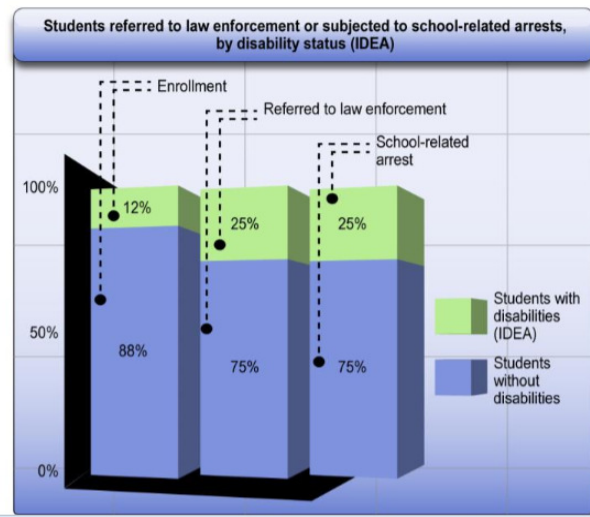
MANIFESTATION

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NOTE: Detail may not sum to 100% due to rounding. Totals are 49 million students for overall enrollment, 260,000 students referred to law enforcement, and 92,000 students subject to school-related arrests. Data on referrals to law enforcement represents 98% of schools and data on school-related arrests represents 94% of schools in the CRDC universe.

SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2011-12.



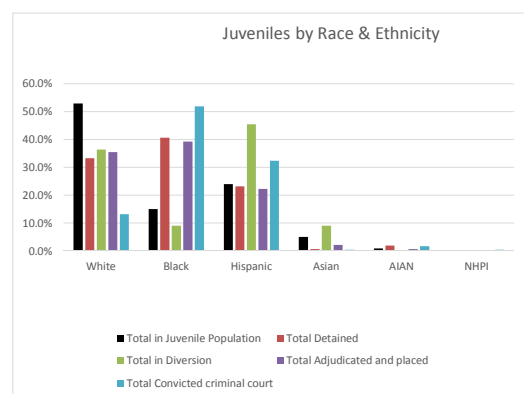
MANIFESTATION

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CRDC

Relative Rate of Involvement in JJ

RELATIVE RATES	Minority	Black	AIAN*	AHPI**
Arrest	1.7	2.2	0.9	0.3
Referral	1.1	1.1	1.2	1
Diversion	0.7	0.7	0.8	0.9
Detention	1.2	1.2	1.4	1.1
Petitioned	1.2	1.2	1.1	1.1
Adjudicated	0.9	0.9	1.1	0.9
Probation	1.2	1.2	1	0.9
Placement	0.9	0.9	1	1.1
Waiver	1.2	1.2	1.3	0.4

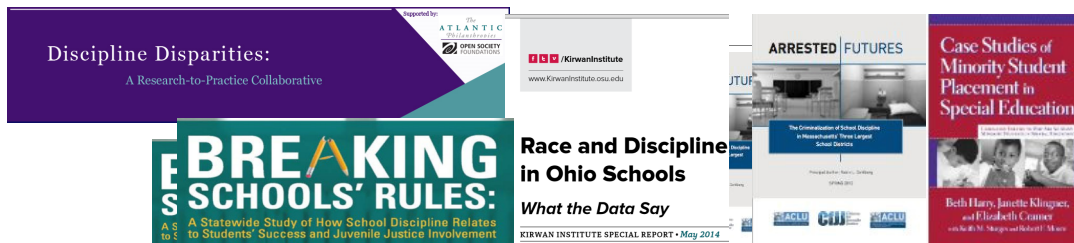


MANIFESTATION

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Puzzanchera, C. and Hockenberry, S. (2013). OJJDP

AND THE RESEARCH SHOWS:
DIFFERENT DISCIPLINE, DIFFERENT ARREST, ETC. IS
NOT BECAUSE OF WORSE BEHAVIOR OR OFFENDING RATES



MANIFESTATION

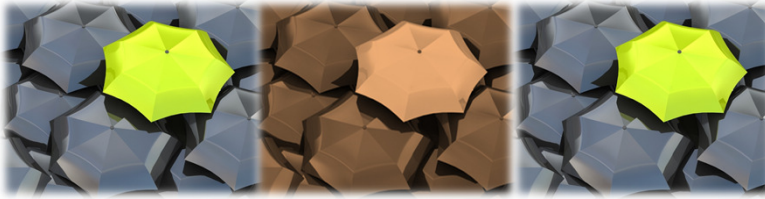
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Differences are pervasive and persistent. WHY?

MANIFESTATION

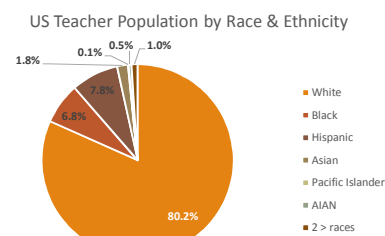
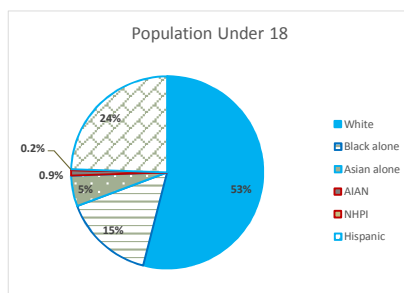
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The numbers suggest why we may want to think differently.

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21



A common factor here is the exercise of discretion.

SO MANY CRITICAL DECISION MAKERS.

Discretion

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CJS

Why? ...Many reasons, but can it be that we just aren't thinking when we need to be?

CAN IT BE THAT CUMULATIVELY OUR UNCONSCIOUS, UNINTENDED RESPONSES CAUSE DISPROPORTIONALITY?

IMPLICIT BIAS, INGROUPS, MICROMESSAGING ...

Think

TODAY'S TOPICS

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INTRO

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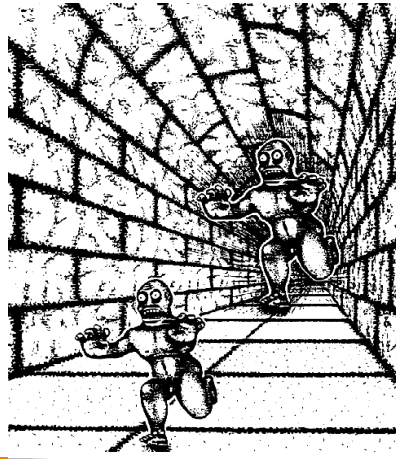


Thinking about thinking.

David Brooks NY
Times Op Ed
Beware Stubby
Glasses

“Sometimes the behavioral research leads us to completely change how we think about an issue. For example, many of our anti-discrimination policies focus on finding the bad apples who are explicitly prejudiced. In fact, the serious discrimination is implicit, subtle and nearly universal. Both blacks and whites subtly try to get a white partner when asked to team up to do an intellectually difficult task. In computer shooting simulations, both black and white participants were more likely to think black figures were armed. In emergency rooms, whites are pervasively given stronger painkillers than blacks or Hispanics. Clearly, we should spend more effort rigging situations to reduce universal, unconscious racism.”

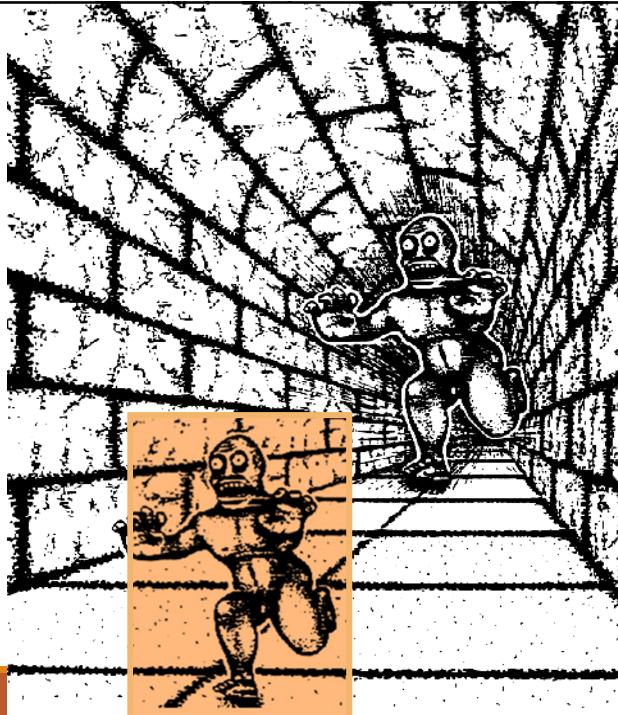
Given who we are it's hard to rethink thinking.



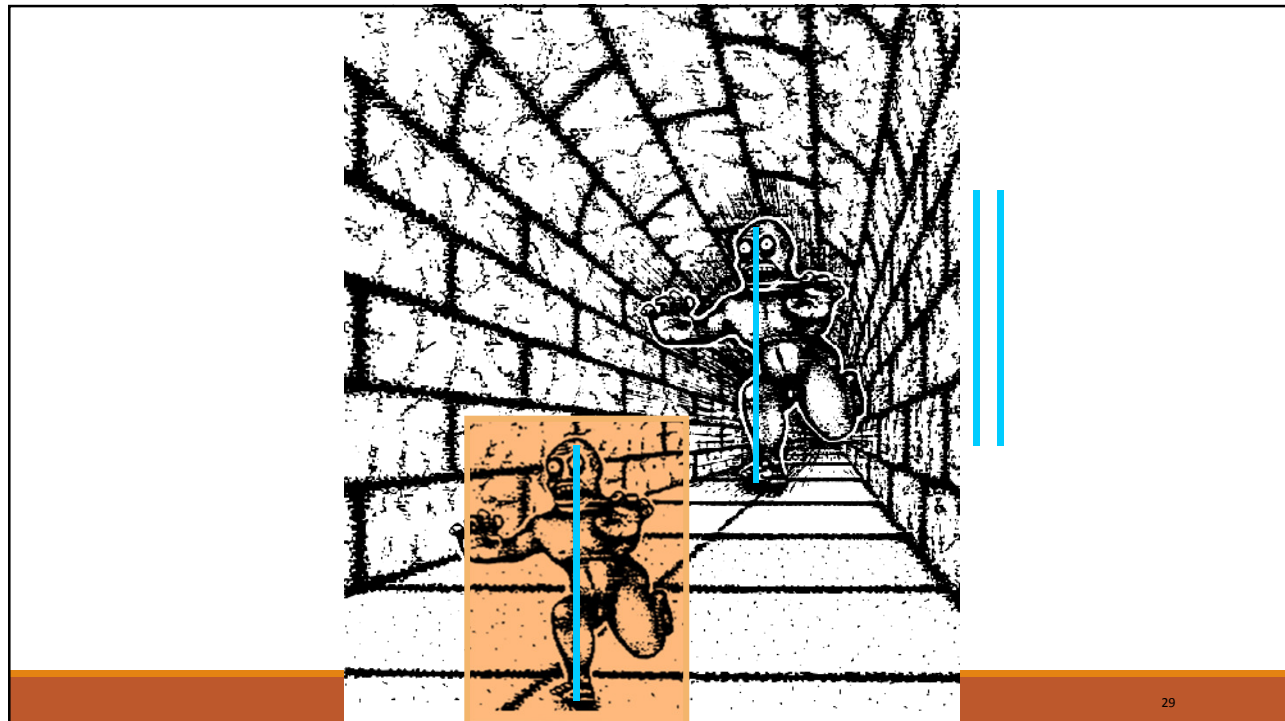
THINKING

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RN Shepard

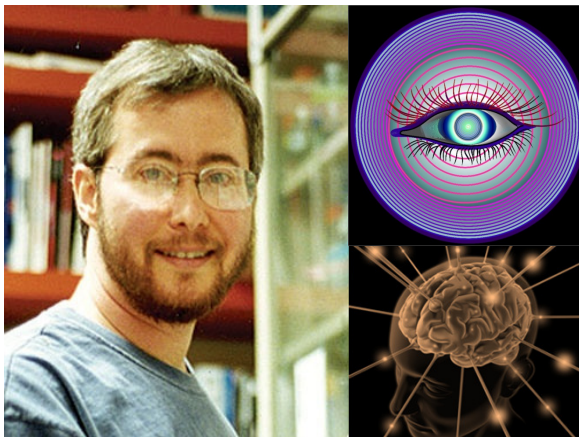


28



29

Rethinking thinking...



Would you
hire this
man?

Conclude

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30

Exploring Implicit / Explicit

1. You ask me if my decisions are biased in favor of the abled compared to disabled? Of course I say *no*.
2. I tell my HR person there is no way I'll ever hire a handicapped driver.
3. You are in a wheelchair, I talk louder, without knowing that's what I'm doing...

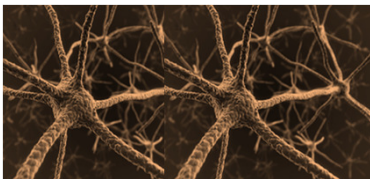
Implicit/explicit

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31

Exploring Implicit / Explicit

Implicit attitudes reflect learned associations that can exist outside of conscious awareness or control .



Explicit attitudes are those evaluations that are deliberately generated and consciously experienced as one's own.



Implicit bias

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Gawronski & Bodenhausen, Nosek

Exploring Implicit / Explicit



- **New methods don't rely on self-reporting.**
- Implicit Association Test
Project Implicit, <https://implicit.harvard.edu/implicit/>

PROJECT IMPLICIT SOCIAL ATTITUDES
Log in or register to find out your implicit associations about race, gender, sexual orientation, and other topics!

E-mail Address

Or, continue as a guest by selecting from our available language/nation demonstration sites:

 United States (English)

PROJECT IMPLICIT MENTAL HEALTH
Find out your implicit associations about self-esteem, anxiety, alcohol, and other topics!

PROJECT IMPLICIT FEATURED TASK
Measure your implicit race evaluations! Whom do you implicitly prefer among Whites, Blacks, Asians, and Hispanics?


Preliminary Information

Whichever IAT you do, we will ask you (optionally) to report your attitudes toward or beliefs about these topics, and provide some general information about yourself. These demonstrations should be more valuable if you have also tried to describe your self-understanding of the characteristic that the IAT is designed to measure. Also, we would like to compare possible differences among groups in their IAT performance and opinions, at least among those who decide to participate.

Data exchanged with this site are protected by SSL encryption, and no personally identifying information is collected. IP addresses are routinely recorded, but are completely confidential.

Important disclaimer: In reporting to you results of any IAT test that you take, we will mention possible interpretations that have a basis in research done (at the University of Washington, University of Virginia, Harvard University, and Yale University) with these tests. However, these Universities, as well as the individual researchers who have contributed to this site, make no claim for the validity of these suggested interpretations. If you are unprepared to encounter interpretations that you might find objectionable, please do not proceed further. You may prefer to examine [general information about the IAT](#) before deciding whether or not to proceed.


I am aware of the possibility of encountering interpretations of my IAT test performance with which I may not agree. Knowing this, I [wish to proceed](#)


Project Implicit®

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Presidents IAT	Presidents ('Presidential Popularity' IAT). This IAT requires the ability to recognize photos of Barack Obama and one or more previous presidents.
Asian IAT	Asian American ('Asian - European American' IAT). This IAT requires the ability to recognize White and Asian-American faces, and images of places that are either American or Foreign in origin.
Age IAT	Age ('Young - Old' IAT). This IAT requires the ability to distinguish old from young faces. This test often indicates that Americans have automatic preference for young over old.
Skin-tone IAT	Skin-tone ('Light Skin - Dark Skin' IAT). This IAT requires the ability to recognize light and dark-skinned faces. It often reveals an automatic preference for light-skin relative to dark-skin.
Gender-Science IAT	Gender - Science. This IAT often reveals a relative link between liberal arts and females and between science and males.
Race IAT	Race ('Black - White' IAT). This IAT requires the ability to distinguish faces of European and African origin. It indicates that most Americans have an automatic preference for white over black.
Native IAT	Native American ('Native - White American' IAT). This IAT requires the ability to recognize White and Native American faces in either classic or modern dress, and the names of places that are either American or Foreign in origin.
Sexuality IAT	Sexuality ('Gay - Straight' IAT). This IAT requires the ability to distinguish words and symbols representing gay and straight people. It often reveals an automatic preference for straight relative to gay people.
Weapons IAT	Weapons ('Weapons - Harmless Objects' IAT). This IAT requires the ability to recognize White and Black faces, and images of weapons or harmless objects.
Weight IAT	Weight ('Fat - Thin' IAT). This IAT requires the ability to distinguish faces of people who are obese and people who are thin. It often reveals an automatic preference for thin people relative to fat people.
Gender-Career IAT	Gender - Career. This IAT often reveals a relative link between family and females and between career and males.
Religion IAT	Religion ('Religions' IAT). This IAT requires some familiarity with religious terms from various world religions.
Disability IAT	Disability ('Disabled - Abled' IAT). This IAT requires the ability to recognize symbols representing abled and disabled individuals.
Arab-Muslim IAT	Arab-Muslim ('Arab M distinguish names that nationalities or religions

Implicit/explicit IAT


See the green checkmark? [Click Here to Begin.](#)

35

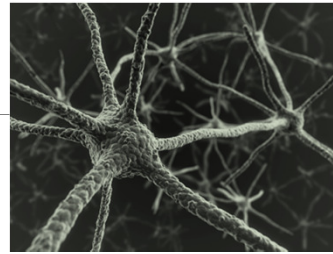
IAT

PENCIL AND PAPER

Exploring Implicit

WORD
CATEGORIZATION
[HANDOUT]

FIRST ROUND
20 SECONDS




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37

Sample FLOWER GOOD		Sample INSECT BAD	
∅	daffodil	∅	
∅	vomit	∅	
∅	roach	∅	
∅	terrific	∅	
∅	tulip	∅	

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38

Sample FLOWER GOOD		Sample INSECT BAD	
Ø			
o			
o			
o			
o			
o	GO!	o	

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Word Categorization

SECOND ROUND
20 SECONDS

INSECT GOOD		FLOWER BAD
O	daffodil	∅
O	vomit	∅
∅	roach	O
O	terrific	O
O	tulip	O

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41



INSECT GOOD		FLOWER BAD
O		∅
O		∅
∅		O
O		O
O		O
O	GO!	O


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42

Word Categorization


THIRD ROUND

White Good		Black Bad
∅	Happy	
o		∅
∅	Love	o
o	Poison	o
o		o

White Bad		Black Good
O	Happy	∅
O		∅
O	Love	O
O	Poison	O
O		O

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47

White Bad		Black Good
O	Happy	∅
O		∅
O		O
O		O
O		O
O		O


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48

White Bad		Black Good
O	Happy	∅
O		∅
O	Love	O
O	Poison	O
O		O

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49

White Bad		Black Good
O	Happy	∅
O		∅
O		O
O		O
O		O
O		O

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50

RESPONSE TIME MEASURES IMPLICIT ASSOCIATIONS.

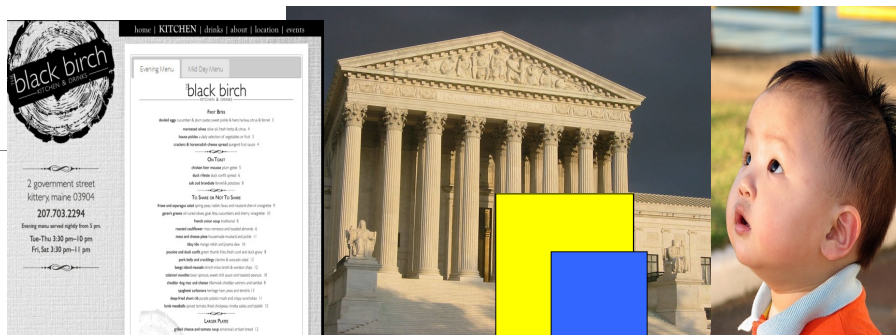


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51

(backtracking...)

The brain's use of shortcuts--schemas --explains the IAT.



schema

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52

Schemas, helpful... or not



“Categorization is fundamental to human cognition.”

Critical to organizing knowledge about the world, but sometimes leads to discriminatory results.

schema

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53

TODAY's TOPICS

Reminder time limited

Just an introduction

WHY this topic: Manifestation

Thinking about Thinking

Aspects of Implicit Bias

- Implicit Bias & brain shortcuts
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- Debiasing

INTRO

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IMPLICIT BIAS revisited

This is not self-reported.
This is not diversity training.



Implicit bias

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Greenwald, D'Amodio & Devine

Person who is implicitly biased:



- Is UNAWARE that has such bias
- Makes unconscious assumptions about groups of individuals
- Makes decisions based on such assumptions

Implicit/explicit

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56

Implicit bias defined:



an unconscious association or preference (positive or negative) we hold that operates outside of our awareness

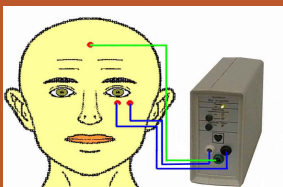
Implicit bias

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Kang

“People may possess associations with which they actively and honestly disagree.”

Nosek & Riskind



Implicit bias

- Implicit biases are dissociated from explicit biases.
- Implicit biases are not necessarily dissociated from decisions and actions, verbal and nonverbal.
- And they are apt to be self-perpetuating.



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Banaji & Greenwald

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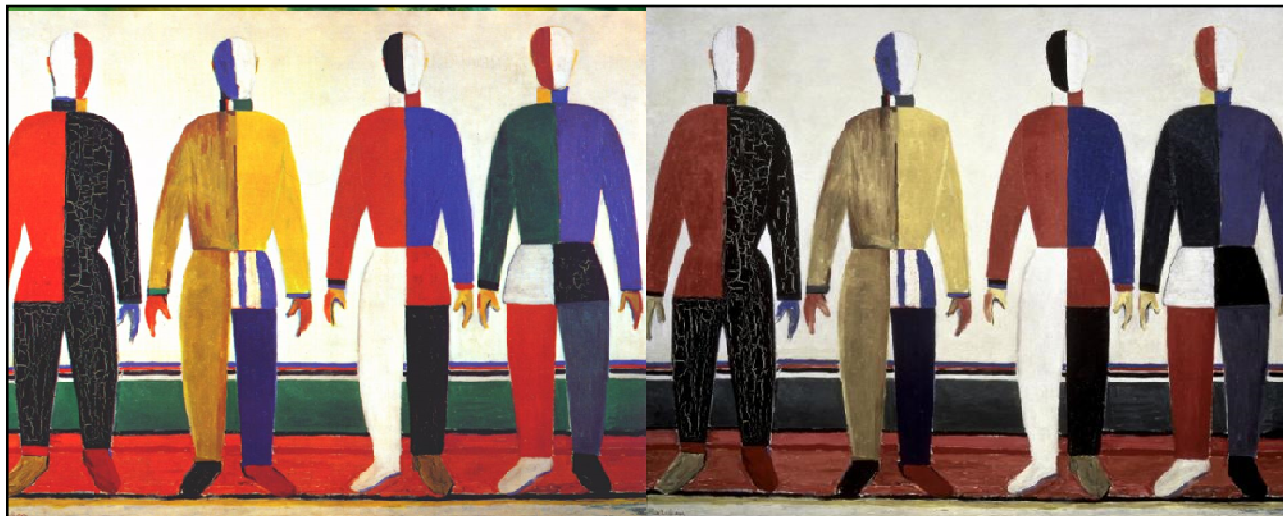
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IN- AND OUT-GROUPS

Groups

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We prefer our own.
No matter how we define our own.

Groups

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Rethinking thinking...



Would you
marry this
man?

Conclude

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Levy, Cheslow,



WITHOUT EVEN THINKING ABOUT IT

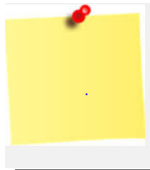
"F*ing punks"..." "Creepy assed cracker"
Labels (schema) when uncomfortable, afraid.

Schemas & groups give (dis)advantages.

familiar is good, fear is bad....

You'll be a good fit
My brother knows you
You're just like me
Got it!





Labeling is another aspect of group dynamics.

Labels are everywhere... And can be enough to decide your path



American-**Limited** English Proficiency-Emotionally **Disturbed-ADVANCED** ...
Ivy League, Democrat, Yankee... v. SHOW ME THE EVIDENCE

group, labeling 1

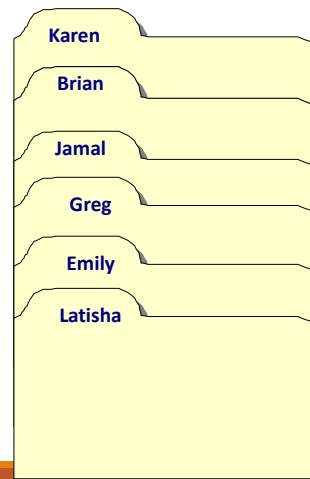
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65

NAMES ARE LABELS...

And can be enough to
get you a job or not...

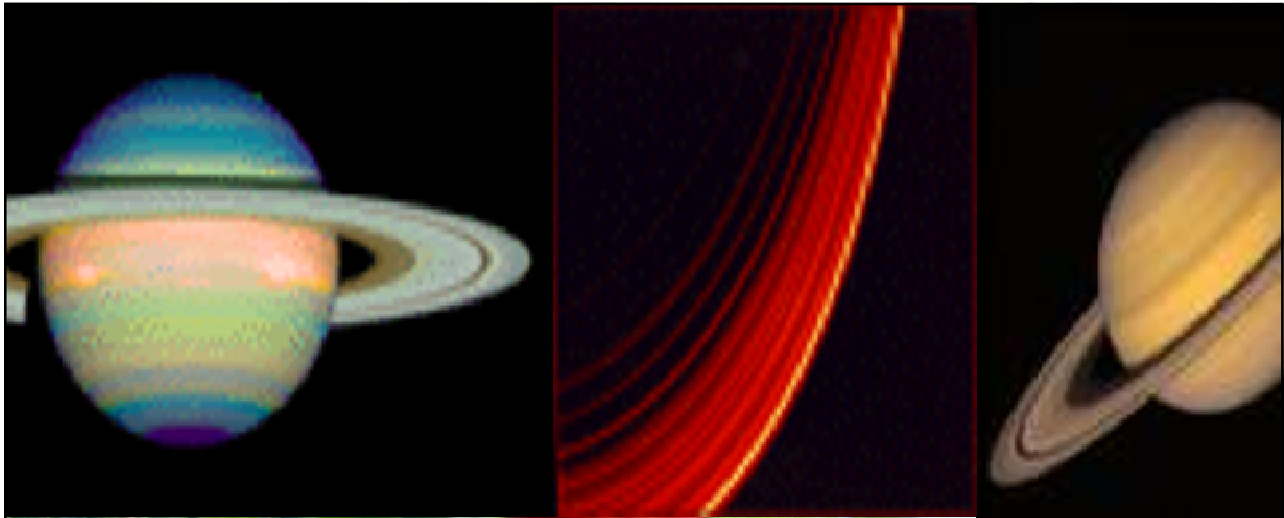
◦ Gender Race



groups

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66



MICROMESSAGING

Micromessaging

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67



“That’s an excellent suggestion, Miss Triggs. Perhaps one of the men here would like to make it.”

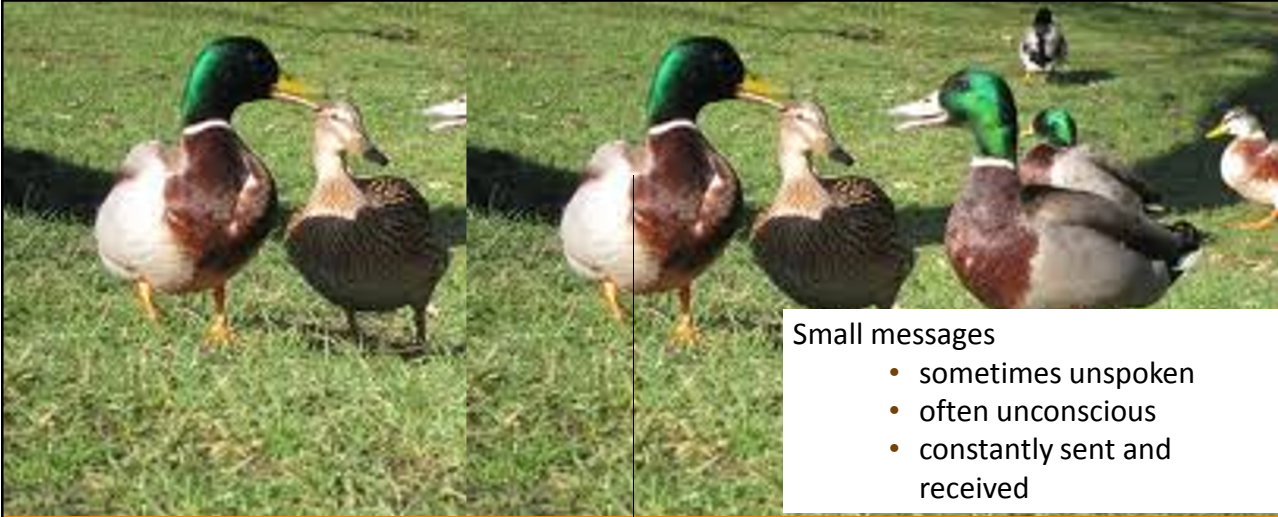
Micromessaging

Punch

MICROAFFIRMATIONS	Understand your own voice	MICROINEQUITIES
<ul style="list-style-type: none"> ▶ Provide full attention ▶ Acknowledge contributions ▶ Recognize strengths ▶ Encourage participation ▶ Respectfully ask questions for clarification 		<ul style="list-style-type: none"> ▶ Interrupt ▶ Translate ▶ Misidentify ▶ Exclude ▶ Marginalize ▶ Don't respond, include

Micromessaging

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Small messages

- sometimes unspoken
- often unconscious
- constantly sent and received

Micromessages are often unknown to the sender.

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c70

Micromessages are cumulative.

- Accumulation of either Advantage or Disadvantages.
- Cumulative microinequities lead to disengagement and thus to a self-fulfilling prophecy of failure.

Micromessaging

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c71

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Implicit Bias, Mental Schema, Groups, Micromessaging

ALL UNCONSCIOUS, ALL UNINTENDED INFLUENCES
ON DECISIONS AND RESPONSES

Summary

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Is bias misunderstood?

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DEBIASING

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75

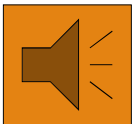
David Brooks NY
Times Op Ed
Beware Stubby
Glasses

“Sometimes the behavioral research leads us to completely change how we think about an issue. For example, many of our anti-discrimination policies focus on finding the bad apples who are explicitly prejudiced. In fact, the serious discrimination is implicit, subtle and nearly universal. Both blacks and whites subtly try to get a white partner when asked to team up to do an intellectually difficult task. In computer shooting simulations, both black and white participants were more likely to think black figures were armed. In emergency rooms, whites are pervasively given stronger painkillers than blacks or Hispanics. Clearly, we should spend more effort rigging situations to reduce universal, unconscious racism.”



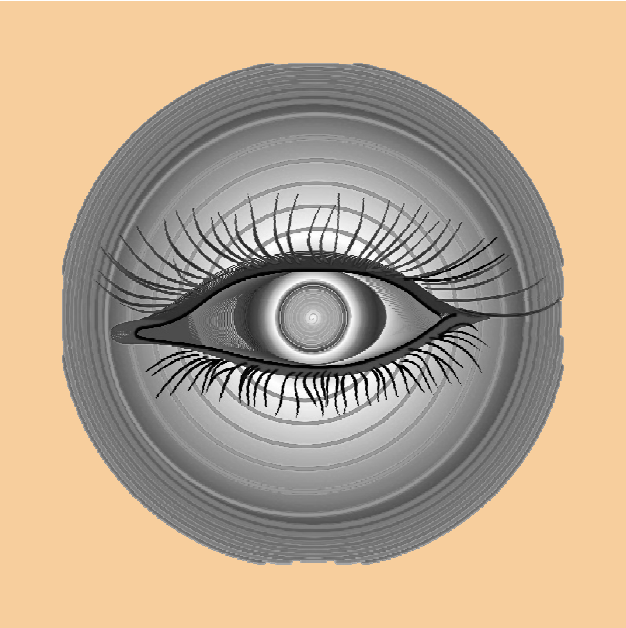
While there is no blame in the quick shortcut working of our brains, also not an excuse.

.



There is good news.

MOTIVATION TO BE FAIR CAN MAKE A
DIFFERENCE.



BE MINDFUL

Debiasing

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79

Research supports debiasing techniques.

EDUCATION	<ul style="list-style-type: none"> • Increase internal motivation • Awareness / detection 	Learn Strategies
EXPOSURE	<ul style="list-style-type: none"> • Individuation • Contact • Positive exemplars/counter-stereotyping • Environment 	
SYSTEMIC	<ul style="list-style-type: none"> • Higher level processing, e.g., writing • Reduced cognitive load • TRAINING • Checklists/accountability • Procedural / organizational changes 	

Debiasing

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80

Debiasing, become aware/engage in training.

<https://implicit.harvard.edu/implicit/>



Be engaged and accountable.



Commit to active and bystander intervention.



INTERVENE against bias, especially if you can do so from a safe (and powerful) position...

TEN + TIPS for Debiasing: BE MINDFUL

There is good news, be motivated.

Debiasing (1), remember it's all about you.

Debiasing (2), become aware.

Debiasing (3), individuate.

Debiasing (4), notice your environment.

Debiasing (5), add different context and relationships to your environment.

Debiasing (6), be open to different perspectives.

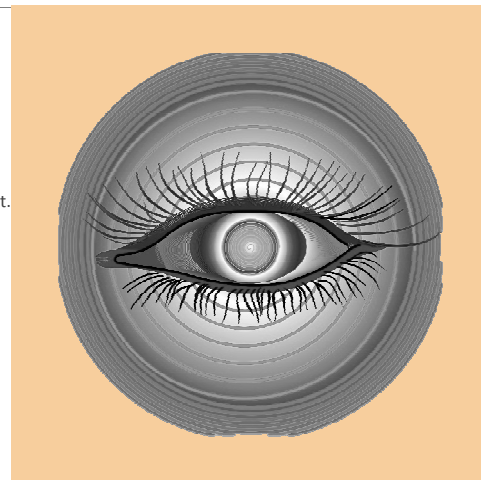
Debiasing (7), approach and accept.

Debiasing (8), Modify your approach to fit the decision.

Debiasing (9) Modify your approach to fit the situation.

Debiasing (10), Modify organizational approaches.

Debiasing (+), Be an active player or bystander.



QUESTIONS/THOUGHTS?

