COUNSELING AFRICAN AMERICAN STUDENTS IN PREDOMINANTLY WHITE SCHOOLS INTENT, IMPACT, AND ACTION
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INTENT, IMPACT, AND ACTION

Presented By: Mia Tatum-Crider
School Counselor
Glendale-River Hills School District~ Glen Hills Middle School
I EMbrace the unknown
I welcome change
I am expanding into
my unlimited potential

-Give and receive big heart energy and action today-
Examine and understand the Professional School Counselors role in:

- Ownership of: implicit bias, ethical and cultural competence; advocacy/ally
- Creating positive Social Emotional Learning (SEL) environment for African American students
- Promoting and supporting an equitable school culture
- Application use of suggested tools to develop meaningful methods to promote success for all students
Americans of all backgrounds are increasingly aware of how race affects every part of life in this country.

“In no other capacity is a problem solved by not talking about it.”

~Ibram X. Kendi
THE IMPORTANCE...

- WE need to have courageous and honest dialogue
- Attitudes, social values, institutional practices
- Uncomfortable-examination of our own beliefs
- Awareness of ACES
- Reflective, transparent and vulnerable=> GROWTH

Almost 1 in 4 children experience an adverse childhood experience before they start school.

Only 29% of students feel their school provides a caring, encouraging environment (CASEL, 2020)
Black students’ educational achievement can be better supported by improved state and local interventions.

Along their paths to educational success, Black students face a **number of hurdles** that might hold some students back from reaching their full potential.¹

For example, research has shown that Black students are:

- Less likely to have access to high-level mathematics and science courses.²
- More likely to face harsher school discipline than their peers beginning as early as preschool.³,⁴
- More likely to attend schools with higher concentrations of inexperienced teachers and teachers who have not met all certification and licensure requirements.⁵
- More likely to have teachers and administrators who have lower expectations of them.⁶

The REL Midwest Achievement Gap Research Alliance (MAGRA)

School counselors recognize and distinguish individual and group differences and strive to equally value all students and groups. School counselors are advocates for the equitable treatment of all students in school and in the community.

**AMERICAN SCHOOL COUNSELOR ASSOCIATION (ASCA) POSITION**

**The School Counselor and Equity for All Students**

- School Counselors are in a position proven to increase access for students
  - Can assist students in identity development contributing to their success

- Historically, underrepresented populations have faced barriers to participating in a rigorous curriculum and higher-level classes
  - Counselors can be involuntary gatekeepers of access to these classrooms.

- When students and school counselors are able to connect
  - School Counselors have the potential to become ARE empowering agents

- Counselors are in a position to seek family engagement in the college-going process to ensure students from diverse backgrounds are included.

- **ALL students have the right to a school counselor who**
  - Acts as a social-justice advocate
  - Supports students from all backgrounds and circumstances
  - Consults with others when the school counselor’s competence level requires additional support.
School Counselors:

- Develop and implement program promoting equity and access for students
- Help close achievement, opportunity, attainment and funding gaps
- Mindful of school and community perceptions of the treatment of underrepresented groups
- Understand the importance of collaborating with school and community groups to help all students succeed.
- Demonstrate cultural competence.

Promote Equitable treatment of ALL students by:

- Use data to identify gaps in achievement, opportunity and attainment
- Advocate for rigorous course and higher education for underrepresented groups.
- Maintaining professional knowledge of the ever-changing and complex world of students' culture
- Maintaining knowledge and skills for working in a diverse and multicultural work setting
- Informing school staff of changes regarding different groups within the community
- Promoting the development of school policies leading to equity

School counselors recognize and distinguish individual and group differences and strive to equally value all students and groups. School counselors are advocates for the equitable treatment of all students in school and in the community.
The Work We Need to Do Begins on the Inside — Inside of Ourselves, Inside of Our Own Organizations, and in Our Own Communities.

- Metaphor: window and a mirror for increasing our equity consciousness

- Look in the mirror:
  - Notice how our particular lived experiences have shaped our:
    - Beliefs attitudes, and biases about ourselves and others

- Look out the window to understand how:
  - Racism, classism, sexism and other forms of systemic oppression operate in our institutions to create systemic
    - Advantage for some groups (white, male, heterosexual, cisgender, etc.)
    - Disadvantage for other groups (people of color, women, LGTBQ+ people, etc.) in every sector of community life.
### The Complexity of Identity

**Who Am I?**

Dr. Beverly Daniel Tatum

<table>
<thead>
<tr>
<th>ASPECTS OF IDENTITY</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERSONALITY</td>
<td>How you act and express yourself</td>
</tr>
<tr>
<td>CULTURE</td>
<td>Lifestyle, traditions, music, food, language</td>
</tr>
<tr>
<td>APPEARANCE</td>
<td>How you look, physical features, height, etc.</td>
</tr>
<tr>
<td>GENDER</td>
<td>Non-binary, transgender, male, female, etc.</td>
</tr>
<tr>
<td>SEXUALITY</td>
<td>Heterosexual, homosexual, bisexual, etc.</td>
</tr>
<tr>
<td>NATIONALITY</td>
<td>What country you and your family are from</td>
</tr>
<tr>
<td>RACE &amp; ETHNICITY</td>
<td>Your ethnic and racial ancestry</td>
</tr>
<tr>
<td>AGE</td>
<td>How old you are, your generational experience</td>
</tr>
<tr>
<td>SOCIAL LIFE</td>
<td>Your relationships and friendships – who you spend time with</td>
</tr>
<tr>
<td>FAMILY</td>
<td>The people who raise you and live with you</td>
</tr>
<tr>
<td>INTERESTS &amp; HOBBIES</td>
<td>What you like to do and think about, what fascinates you, what you do in your free time</td>
</tr>
<tr>
<td>GOALS &amp; DREAMS</td>
<td>What you strive and hope for in life</td>
</tr>
<tr>
<td>STRUGGLES &amp; FEARS</td>
<td>Any challenges, worries or issues you face</td>
</tr>
<tr>
<td>EDUCATION</td>
<td>Your school experiences and educational goals</td>
</tr>
<tr>
<td>LEISURE ACTIVITIES/HOBIES</td>
<td>What you do in your free time</td>
</tr>
<tr>
<td>RELIGION &amp; SPIRITUALITY</td>
<td>Your spiritual ideas, beliefs &amp; practices</td>
</tr>
<tr>
<td>TALENTS &amp; ACHIEVEMENTS</td>
<td>What you’ve accomplished, your abilities</td>
</tr>
<tr>
<td>NEIGHBORHOOD</td>
<td>Where you live, your residential community</td>
</tr>
<tr>
<td>EXPERIENCES</td>
<td>What you have lived through, witnessed and overcome in your life</td>
</tr>
<tr>
<td>BELIEFS &amp; VALUES</td>
<td>What you think is right and wrong/good and bad, the principles and beliefs that guide you</td>
</tr>
<tr>
<td>CHOICES/DECISIONS</td>
<td>Your thought process and behavior with respect to important life situations</td>
</tr>
<tr>
<td>POSSESSIONS</td>
<td>The objects and items that you own</td>
</tr>
<tr>
<td>WORK/CAREER</td>
<td>The field of work that you choose to pursue</td>
</tr>
<tr>
<td>POLITICAL VIEWS/ACTIVITY</td>
<td>Your political perspective, convictions, actions</td>
</tr>
<tr>
<td>OTHER: ANY OF THE MYRIAD PHENOMENA THAT INFLUENCE WHO YOU ARE</td>
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[https://blacklivesmatteratschool.com/](https://blacklivesmatteratschool.com/)
1. Share a story about a time you were especially proud to identify with one of the descriptors you used above.

2. Share a story about a time it was especially painful to be identified with one of your identifiers or descriptors.

The idea that everyone within a certain group shares the same characteristics

Stereotypes don’t appear out of nowhere

based on ideas and experiences with certain groups
  - Then extended to apply to an entire group.

Negative stereotypes are harmful to people of color because assumptions, rather than personalized information
  - Creates inequities; denial of educational, employment, housing and other opportunities.

Identify stereotypes!

When you find yourself filling in the gaps about a person, stop and ask yourself:
“Is this true, or am I assuming it based on experiences with other people who look like her?”

Make an intentional effort to get to know people from different backgrounds
Part 2

Name a stereotype associated with one of the groups with which you identify that is not consistent with who you are.

Fill in the following sentence:
I am (a/an) ______________________________ but I am NOT (a/an)______________________________.
Many black teens experience racial discrimination each day

- The teens reported over 5,600 discrimination incidents
  - An average of over 5 incidents a day
- Teasing or jokes about physical appearance
- Microaggressions
- Aggressive name calling
- Constantly teased about natural appearance of their hair
- Seeing racist jokes online
- Seeing family member or friend being treated unfairly due to color of skin

- Racial teasing is one of most common ways adolescents communicate about race
- Some see it as harmless and choose not to address it
- Results from this show racial teasing is harmful for black adolescents

Study published in the Journal of Applied Developmental Psychology
Can yield inequitable outcomes even among well-intentioned individuals

Negatively shape teacher expectations of student achievement

Will help improve/stop discipline disparities

Students of color more likely to be sent to office for offenses such as disrespect or excessive noise (subjective)

White students were more likely to be sent to office for objective infractions

How to overcome our biases? Walk boldly toward them

https://www.ted.com/talks/verna_myers_how_to_overcome_our_biases_walk_boldly_toward_them?language=en
RESEARCH REFLECTS: BLACK ADOLESCENTS ARE FORCED TO FACE ANTI-BLACK MICROAGGRESSIONS ON A DAILY BASIS.

- Adultification—teachers, parents and law enforcement are less protective and more punitive with certain kids
- Race related stress
- Black males/females racial profiling—law enforcement
- National Women’s Law Center report: dress code policy enforcement unfairly targeted black girls
  - Hair, bodies and attire has potential to be penalized
- Persistence racial discrimination targeting Black adolescents contributes to increase physiological symptoms
  - Anxiety, depressive, trauma symptoms, increased substance use, decreased academic achieve, increased physical problems; inflammation, high blood pressure (Rutgers University School of Public Health Study)
CURRICULUM VIOLENCE

Four categories of racial trauma emerged:

- Curriculum violence—classroom activities used to teach about difficult histories
- Digital racial trauma—racist images or video captured and shared through social media in school spaces
- Physical violence related to racial trauma—acts of violence from student to student or teacher to student
- Verbal intimidation or threats between students or from teacher to student.

Teaching Tolerance
**The Iceberg Concept of Culture**

**Surface Culture**
- Above sea level
- Emotional level: relatively low
- Food • dress • music
- Visual arts • drama • crafts
dance • literature • language
- Celebrations • games

**Deep Culture**
- Partially below sea level
- Emotional level: very high
- Courtship practices • relationships to animals • notions of leadership
tempo of work • concepts of food • ideals of childrearing
time • social interaction rate • nature of friendships
tone of voice • attitudes toward elders • concept of cleanliness
- Notions of adolescence • patterns of group decision making
definition of insanity • preference for competition or cooperation
tolerance of physical pain • concept of “self” • concept of past and future
definition of obscenity • attitudes toward dependents • problem-solving
- Roles in relation to age, sex, class, occupation, kinship, and so forth

**Unconscious Rules**
- Completely below sea level
- Emotional level: intense
- Courtesy • contextual conversational patterns • concept of time
- Personal space • rules of conduct • facial expressions
- Nonverbal communication • body language • touching • eye contact
- Patterns of handling emotions • notions of modesty • concept of beauty
- Courtship practices • relationships to animals • notions of leadership
tempo of work • concepts of food • ideals of childrearing
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**Culturally and Linguistically Responsive Teaching and Learning Classroom Practices for Student Success - Sharroky Hollie**
Be mindful of what others are going through...

- Need to belong/connect
- Overwhelmed
- Anxiety
- Fear
- Frustration
- Distrust
- Hurt
- Stressed
- Alone