

An abstract geometric composition featuring a purple sphere resting on a tilted, light brown triangular plane. The background is a solid, muted pink color. The sphere and plane create strong shadows on the surface below them.

# IMPLICIT BIAS

RIVERSIDE INSIGHTS

# IMPLICIT BIAS

How we treat and view others, is greatly influenced by our beliefs and experiences. For many of us, if we ask ourselves, "I'm I bias?" Most of us, would probably answer that question with a resounding "No!" But biases exist everywhere and in everyone. They influence every facet of our lives. They influence our thoughts and behavior.

In this session we will differentiate between explicit and implicit bias, and the role they play in our daily lives, and what we can do to limit their influence in our decision making. By doing so, we can significantly improve our relationships at work, home and with individuals who are different from us.

In addition, we will look at how implicit biases can play a role in our evaluation process and, what we can do to limit its influence in our decision making.

# QUESTION

1

Why are boys more likely than girls to qualify

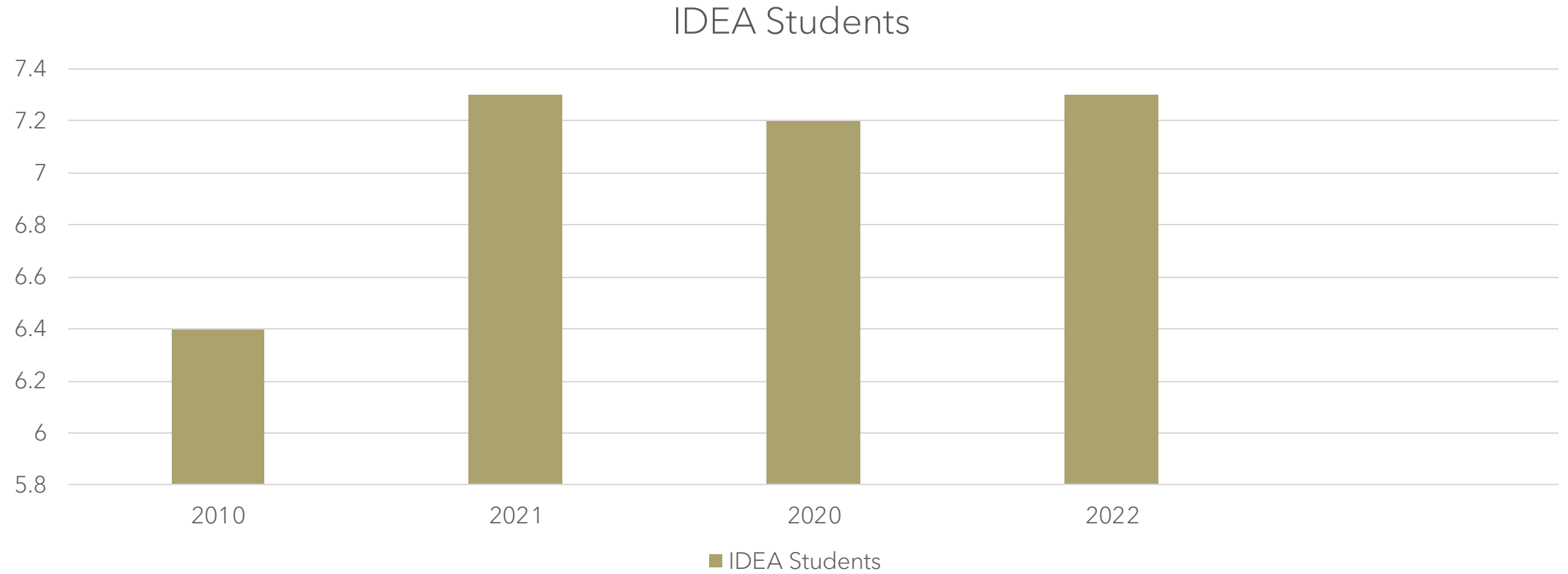
2

Why are low socio-economic students more likely to qualify than higher socio-economic

3

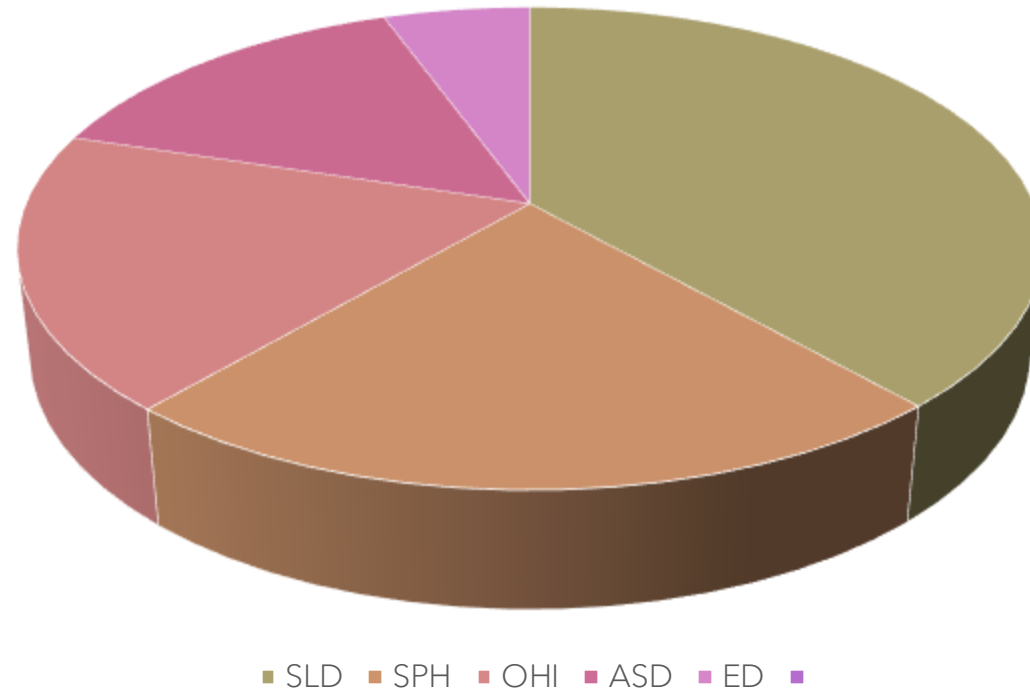
Why majority of students qualify as SLD

# NCES 2023 REPORT



# IDEA TOT POPULATION NCES, 2022

IDEA POPULATION



# SPED CLASSIFICATION RATE

J . B O L K A N ; T H E J O U R N A L 9 / 1 1 / 1 7

## HIGH RATES

- New York 17.6
- Massachusetts 17.6
- Maine 17.5
- Pennsylvania 17.1

## LOW RATES

- Texas 9.8
- Idaho 9.8
- Colorado 10.4
- Hawaii 10.5

# SPED CLASSIFICATION RATE

J. Bolkan; *The Journal* 9/11/17

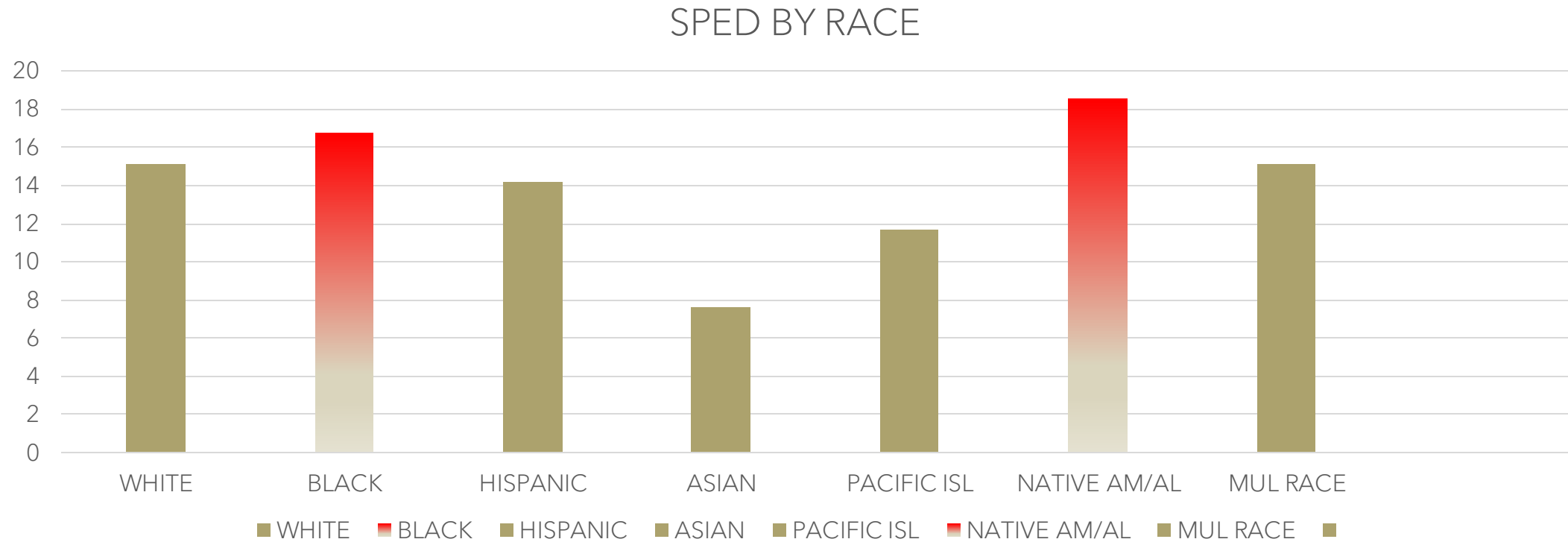
## Over Classification

- Administrator
- Directors of SPED

## Under Classification

- Principal
- SPED Teachers

# SPED BY RACE



M. Riser-Kositsky-Education Weekly, DEC-2019



# CONTRIBUTING FACTORS TO OVER OR UNDER CLASSIFICATION

1. **Classification** – What evidence support that the number of students classified in your system is appropriate?
2. **Policy** – Is policy implementation preoccupied with compliance vs supporting a high bar of educational excellence?
3. **Resources** – How do the resources provided in the district or state, provide a cohesive support system to serve all students at any given time and/or over time without usurping needed resources
4. **Support** – How do you know if the supports/services provided are furthering student's learning potential?
5. **Teacher PD** – How does the system professional learning strategy align the needs of the students and the needs of educators?

# IMPLICIT BIAS



# WHAT IS BIAS?

Collins Advanced Learner's Dictionary (2003) defines *bias* as "a tendency to prefer one person or thing to another, and to favor that person or thing."

Bias is a human trait resulting from our tendency and need to classify individuals into categories as we strive to quickly process information and make sense of the world.

(US DOJ, 2015)

Race

Sexual orientation

Religious

Gender

Age

# EXPLICIT-VS-IMPLICIT BIAS

## Explicit

- conscious and/or deliberate response
- framed around our personal beliefs, prejudices, and judgments
- openly and directly impact our thoughts and behaviors
- explicit bias can be controlled

## Implicit

- are more covert
- manifests from an obscure cognitive process
- exhibiting even though an individual has not consciously determined to act upon an attitude, belief, prejudice or stereotype
- manifest involuntarily, and hence may be beyond our control

## PURPOSE OF BIAS

Our fundamental way of looking at and encountering the world is driven by this “hard-wired” pattern of making unconscious decisions about others based on what feels safe, likeable, valuable, and competent.

## TEST YOUR KNOWLEDGE

- *Explicit biases* are rooted in a conscious and/or deliberate response framed around our personal beliefs, prejudices, and judgments?

TRUE/FALSE

- *Explicit biases* are covert? TRUE/FALSE

- *Implicit bases* can exhibit even though an individual has not consciously determined to act upon an attitude, belief, prejudice or stereotype?

TRUE/FALSE

- Students from low socio-economic backgrounds are more likely to need special services, is an example of implicit bias? TRUE/FALSE

# EXPLICIT-VS-IMPLICIT BIAS

# ACTIVITY 2:FATHER - SON



"A father and son were involved in a car accident in which the father was killed, and the son was seriously injured. The father was pronounced dead at the scene of the accident and his body was taken to a local morgue. The son was taken by ambulance to a nearby hospital and was immediately wheeled into the emergency operating room. A surgeon was called. Upon arrival and seeing the patient, the attending surgeon exclaimed **"Oh my God, it's my son!"**

Can you explain this?

# IMPLICIT ASSOCIATION TEST

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

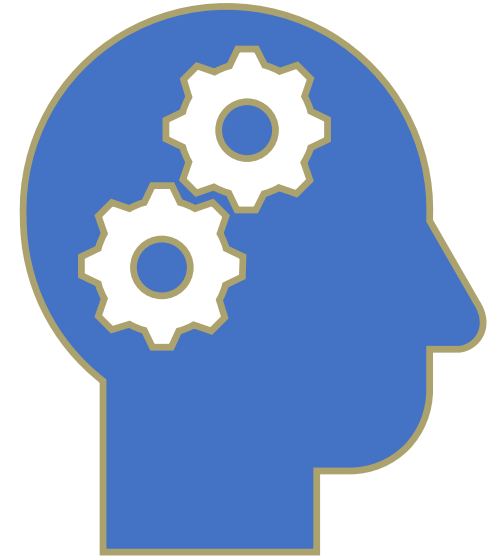
# WHAT WOULD YOU DO?



# WHAT WOULD YOU DO?

1. When I am called to assess a minority student, what assumptions do I hold? And do I let those predetermined thoughts influence how I rate the student?
2. What if my organization says that our SPED numbers are too high, and we need to get these numbers down. Does a student who is borderline gets qualified?
3. What if it is my good friend who is a principal, tells me that I really need this problem student to qualify?

# BELIEF SYSTEM



# **BELIEF SYSTEM**

OUR BELIEFS AND ATTITUDES GREATLY  
IMPACT OUR DECISION MAKING

# **BELIEFS**

SOMETHING THAT IS ACCEPTED,  
CONSIDERED TO BE TRUE, OR HELD AS AN  
OPINION

MERRIAM-WEBSTER

# IRRATIONAL BELIEFS

... IS AN ILLOGICAL, ERRONEOUS OR DISTORTED  
IDEA, FIRMLY HELD DESPITE OBJECTIVE  
CONTRADICTORY EVIDENCE.

ALBERT ELLIS, 1957



# IRRATIONAL BELIEFS

AN EXAMPLE OF SUCH A BELIEF IS THAT  
ONE MUST BE LOVED AND APPROVED OF  
BY EVERYONE IN ORDER TO BE HAPPY  
OR TO HAVE A SENSE OF SELF-WORTH.

ALBERT ELLIS, 1957

# IRRATIONAL BELIEFS

WE MAINTAIN OUR IRRATIONAL BELIEFS  
THROUGH SELF INDOCTRINATION

ALBERT ELLIS, 1957

# WHAT CAN YOU DO?



# REDUCING IMPLICIT BIAS

- **Stereotype Replacement.** Stereotype replacement involves replacing automatic stereotypical responses with new, automatic, non-stereotypical responses. This intervention process involves the following steps: a. Recognize a response as stereotypical; b. Label the response as stereotypical and identify why the response may have occurred; and c. Consider alternate responses for use in the future to avoid the stereotypical response. Use these alternatives as unbiased replacement responses.

(US DOJ, 2015)

# REDUCING IMPLICIT BIAS

- **Counter-Stereotypic Imaging.** Counter-stereotypic imaging requires creating an opposite image of a stereotype in your mind. This can be done by examining general or abstract ideas, specific famous people, or specific non-famous people. The idea behind this method is to challenge the stereotype and make a positive association with the counter-stereotypic image.

(US DOJ, 2015)

# REDUCING IMPLICIT BIAS

- **Individuation.** Individuation is the process of giving individuality to persons in a group – helps prevent making biased inferences about individuals based on gender, race, sexual orientation, etc. This technique involves obtaining information about individual members of a group instead of generalizing about that group.<sup>33</sup> To employ this strategy, make a conscious effort to avoid making quick decisions based on stereotypes.

(US DOJ, 2015)

# REDUCING IMPLICIT BIAS

- **Perspective Taking.** The idea behind perspective taking is to lessen automatic group-based judgments and improve psychological closeness to the group in question. This strategy involves taking a first-person perspective of a member of the group, which helps one to empathize and understand the implications of stereotypes.<sup>3</sup>

(US DOJ, 2015)

# REDUCING IMPLICIT BIAS

- **Increased Opportunities for Contact.** This strategy is also used as a central tenet of community policing. Seek out opportunities to engage with stigmatized groups in a positive manner. Create positive interactions for both parties. This helps alter the cognitive processes and associations of a group's representation. When thinking about members of that group later, these personal positive interactions fuel reactions and responses rather than impersonal societal stereotypes.

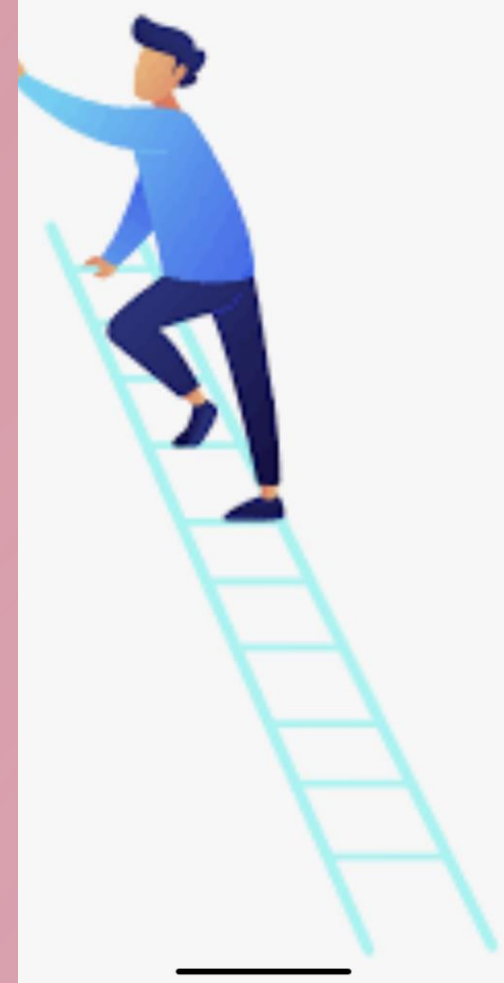
(US DOJ, 2015)



# WORKING THROUGH ASSUMPTIONS



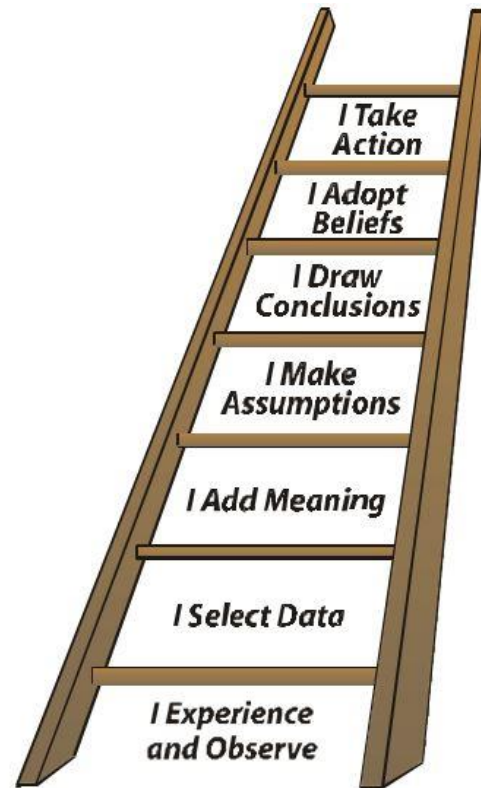
# LADDER OF INFERNCE



# THE LADDER OF INFERENCE

- ❖ Our capacity to process large amounts of information depends on selective perception. How we perceive our relationships with others is significantly affected by our unconscious selection process. The unconscious choices can cause conflict in and damage to our work relationships, particularly when we act as if our perceptions are the truth.
- ❖ Mental models are assumptions that we hold and carry with us about ourselves, other people and the world around us. They help us to navigate and understand the world. Our mental models emerge through our different life experiences. Therefore, different people hold different mental models. This can explain why two people can observe the same event and describe it differently.
- ❖ Breakdown in the communication process can occur when those who carry a different mental model lack the ability to reflect and inquire about their differences and come to some shared understanding.
- ❖ Shared understanding and collaboration improve when we have the skills to reflect and check into our own and others' beliefs and assumptions.

# THE LADDER OF INFERENCE



**I act** based on my beliefs as if they were proven facts. And I adjust new data to fit my beliefs

**I adopt** beliefs, based on my conclusions, as if everyone has the same conclusions and beliefs.

**I draw conclusions**, based on my assumptions, and based on what is best for me, and those I care for.

**I make assumptions** that my data and meaning are accurate, and represent reality.

**I add meaning**, based on what I feel is reasonable, according to the data I selected.

**I select data** that I feel is relevant, and discard data that seems irrelevant.

**I experience and observe** data as a video camera captures data. I hear words, observe body language collect information.

(Peter Labrie, 2006)

# WORKING THROUGH ASSUMPTIONS

- At each stage, ask yourself WHAT you are thinking and WHY. As you analyze each step, you may need to adjust your reasoning. For example, you may need to change some assumption or extend the field of data you have selected.
- The following questions help you work backwards (coming down the ladder, starting at the top):
  1. Why have I chosen this course of action? Are there other actions I should have considered?
  2. What belief lead to that action? Was it well-founded?
  3. Why did I draw that conclusion? is the conclusion sound?
  4. What am I assuming, and why? Are my assumptions valid?
  5. What data have I chosen to use and why? Have I selected data rigorously?
  6. What are the real facts that I should be using? Are there other facts I should consider?

# I'M NOT BIAS

"I can't change the direction of the wind, but I can adjust my sails to always reach my destination."- J.D.

# QUESTIONS?



**THE END**



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