



Discussing Racism and Other Isms with Clients, Students, and Families

Facilitated by
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Hosted by NTBHA



Check-In

**TAKE A MOMENT AND
SHARE THREE WORDS THAT
DESCRIBE HOW YOU ARE
FEELING TODAY AND PUT
THEM IN THE CHAT BOX!**

Setting the Tone

- Set and agree to ground rules because this process may generate strong emotions.
- Use the “Parking lot” (chat room) whenever you wish to share/express a thought, feeling, and/or ask a question. If time permits it will be addressed.
- Please share your truth, but please be mindful of others as you share in the chat room.
- Please add any ground rules/agreements you think are important for us to keep in the chat room.

What this discussion...

ISN'T



IS



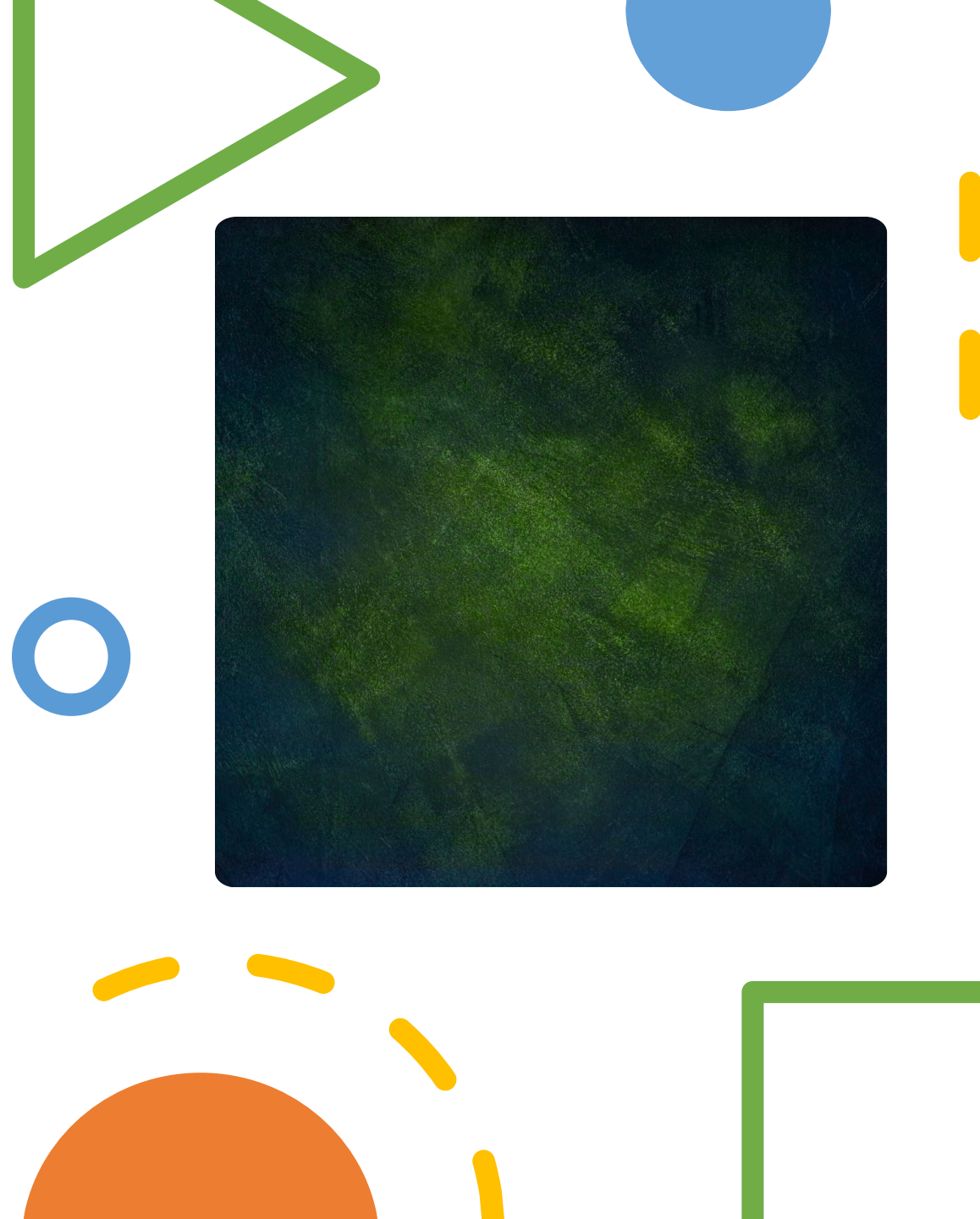
Learning objectives


To better understand the impact of racism and other isms on the lives of diverse clients.

To become more knowledgeable about anti racism as a major tool to have authentic conversations about racism and ultimately other isms.

To become familiar with strategies to assist service providers to discuss issues of race, racism, and other isms with the clients they serve.

To practice engaging in courageous conversations focusing on racism and other isms.





Honoring AAPI Heritage Month
Cinco de Mayo
Jewish American Heritage Month
Mental Health Awareness Month
Speech & Hearing Awareness Month
Mother's Day

Conocimiento Activity

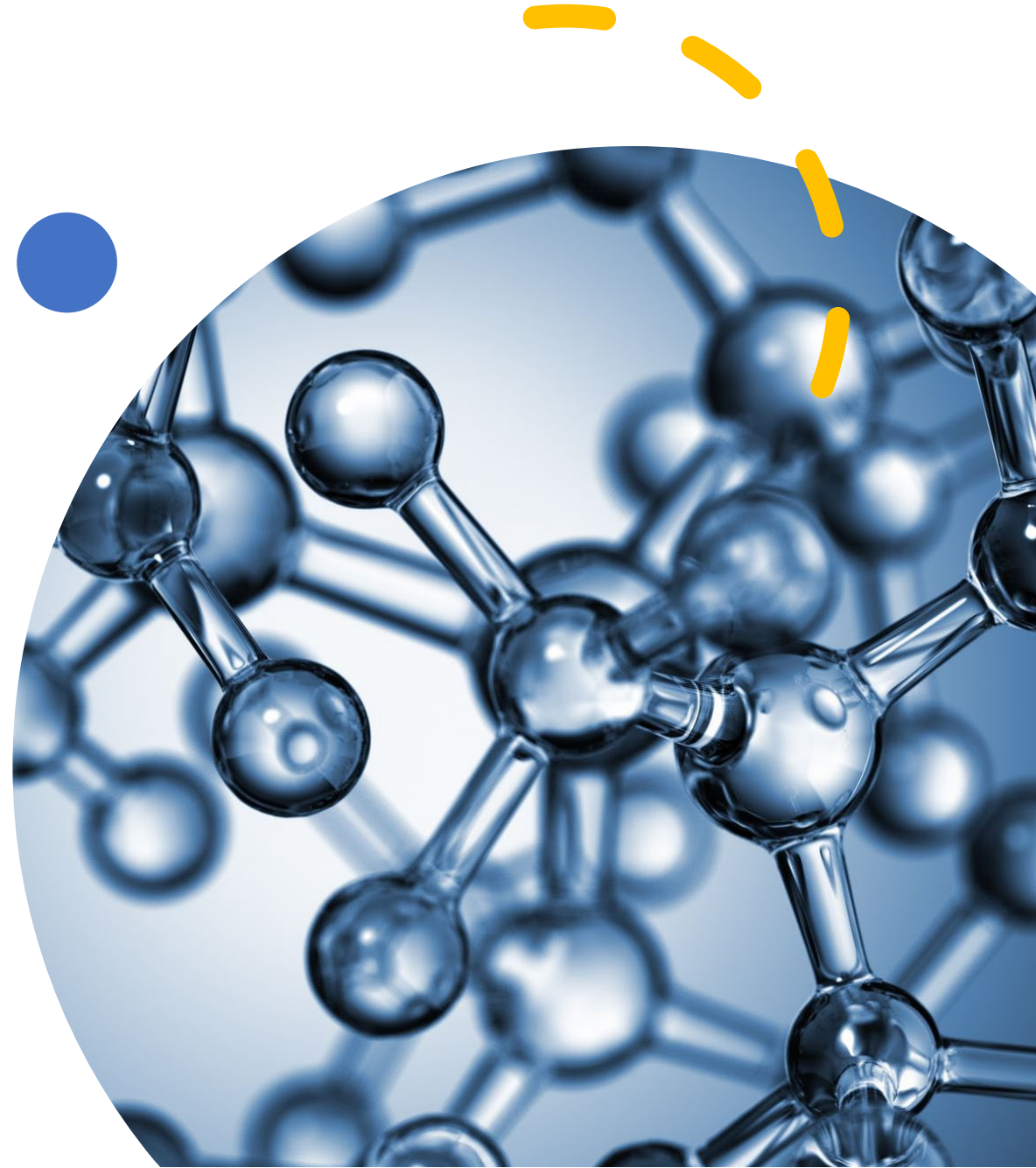
- Please interview your partner by asking the following questions:
 - Is there a story to your name? If so, please share it.
 - What is one cultural fact about yourself that no one could tell by looking at you.
 - Please share the names of 5 people in your inner circle. Now share the demographics (race/ethnicity, sexual orientation)



History of Oppression Montage

Video Link

<https://youtu.be/X1VoqBMomw0>



Anti-Racism Defined

Made popular by Ibram X. Kendi, “Anti-racism is the active dismantling of systems, privileges, and everyday practices that reinforce and normalize the contemporary dimensions of white dominance,” explains Crenshaw. “This, of course, also involves a critical understanding of the history of whiteness in America.”



Anti-Racism vs. I'm Not A Racist

- A few examples of how anti-racism is different than just not being racist include:
 - An anti-racist will speak up when they see an act of racism occurring, where a not racist person might just not take part in it.
 - A not racist person might not ask questions about racism or racist behaviors; an anti-racist will actively ask questions and have curiosity about systemic racism and personal behaviors that contribute to it.
 - An anti-racist regularly examines their own behavior for signs or acts of racism.





Video Presentation

<https://youtu.be/2klmWo0Madw>

Anti-Racism is a journey

- Anti-racism is considered a journey for two reasons: for one, it is a slow process. And for another, it isn't a process with an end.
- No matter how much work you do to be anti-racist, you will never be able to stop doing the work. It gets amalgamated into our lives, and takes gradually less effort, but it does not end until racism is eradicated from our society.

Resnick, A & Marsh, A. (2021)



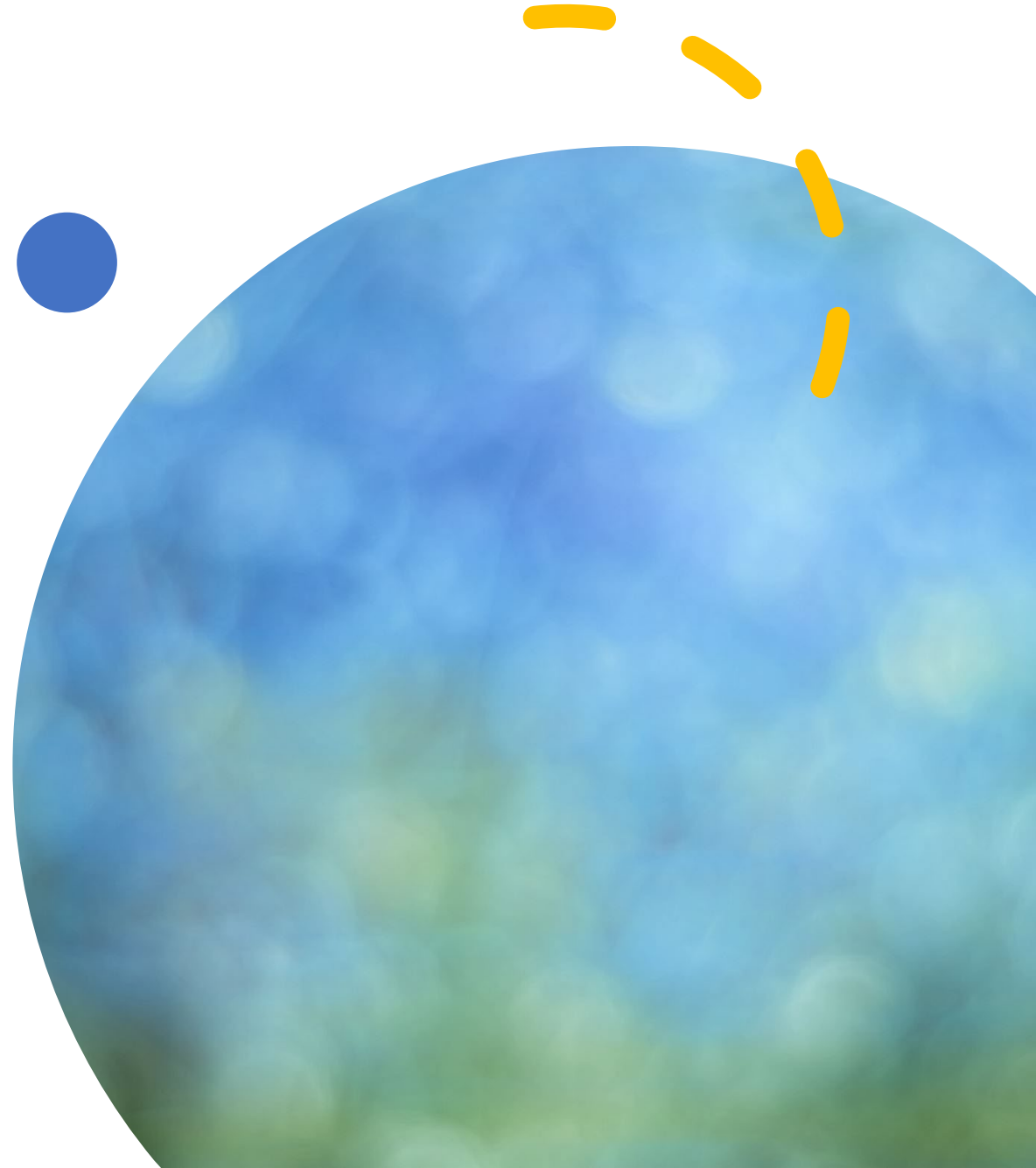
Challenges

It's physically uncomfortable

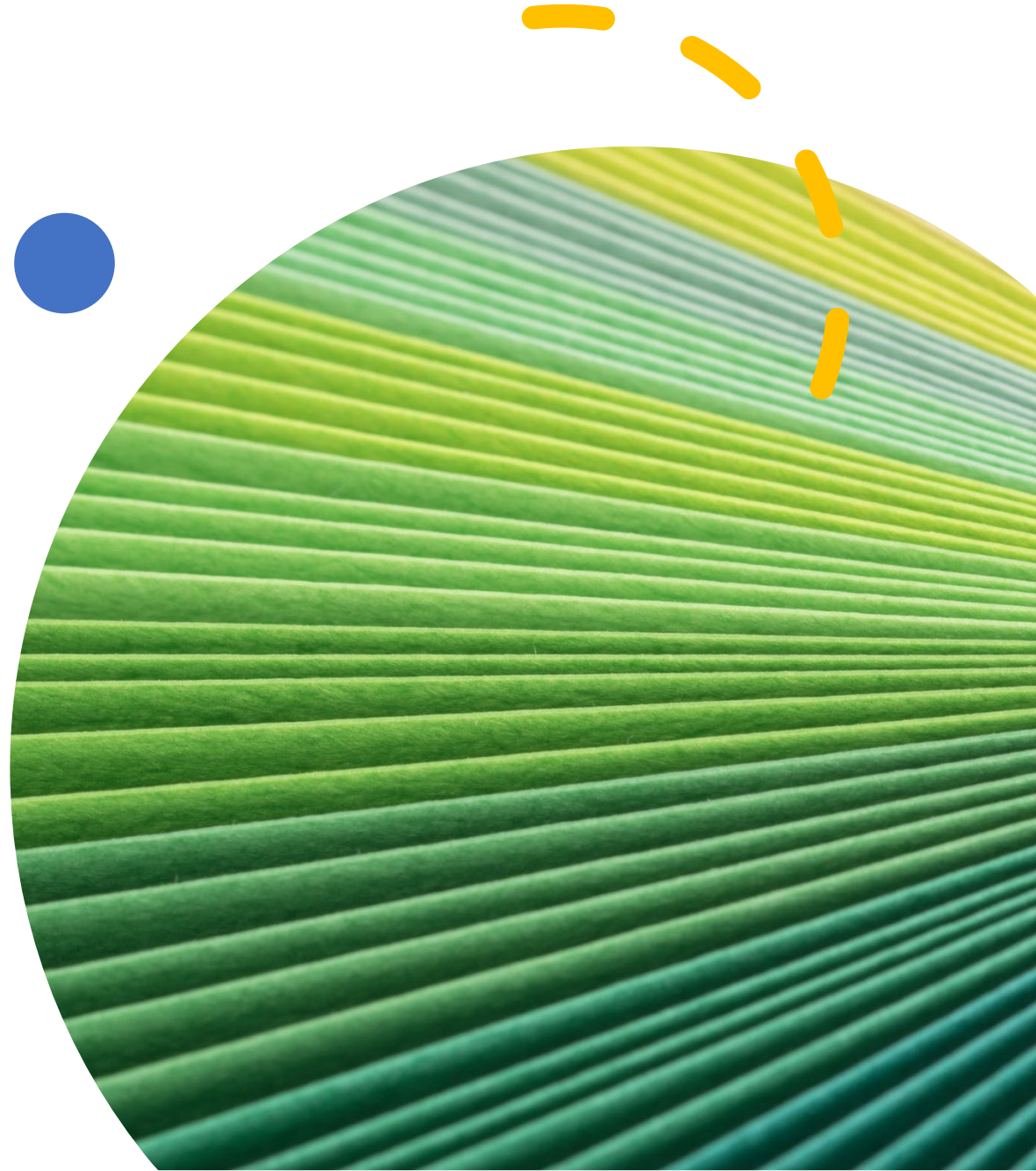
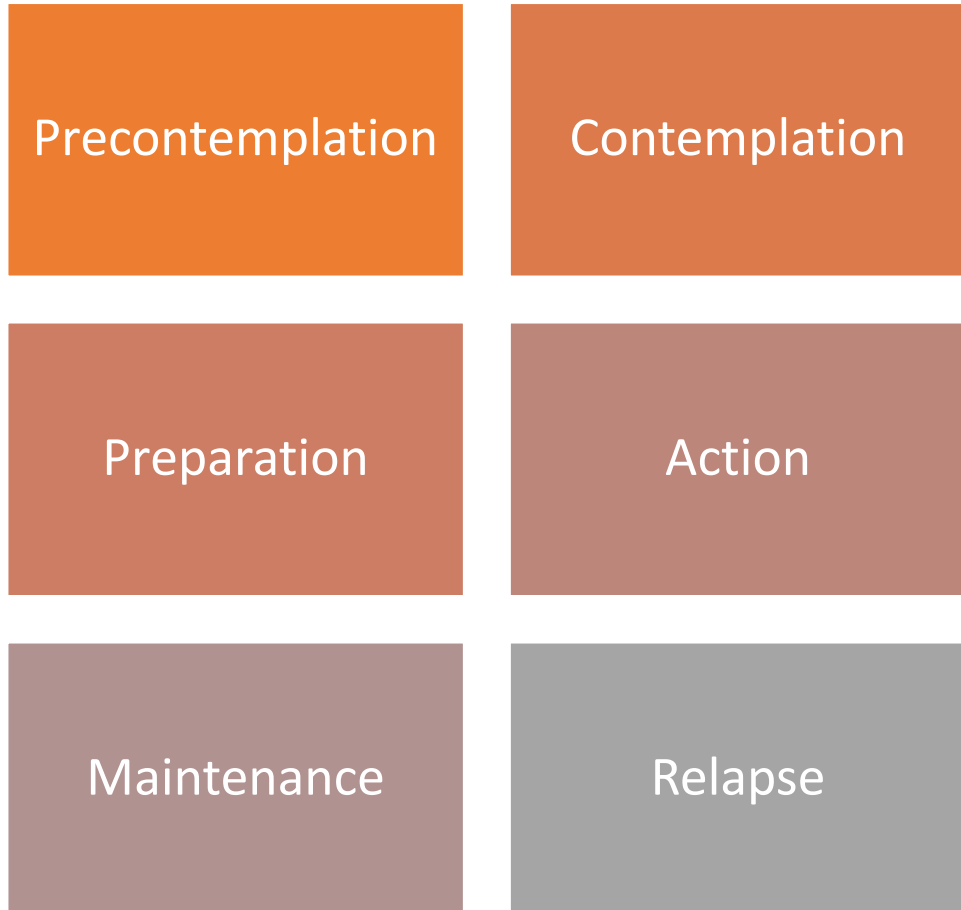
It's hard on the Ego

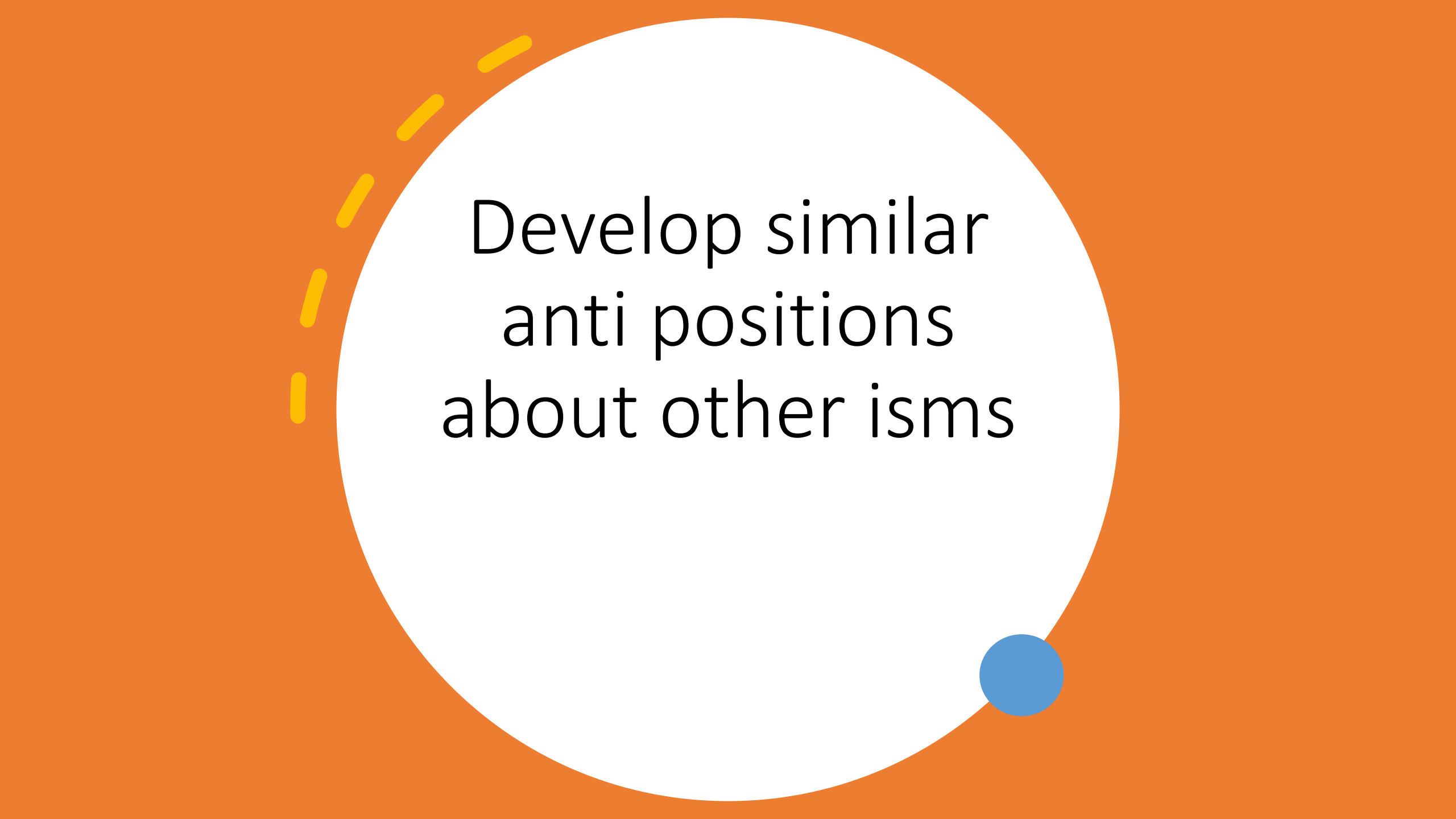
It takes hard work

Not everyone will agree with you



Steps for Staying on the Journey





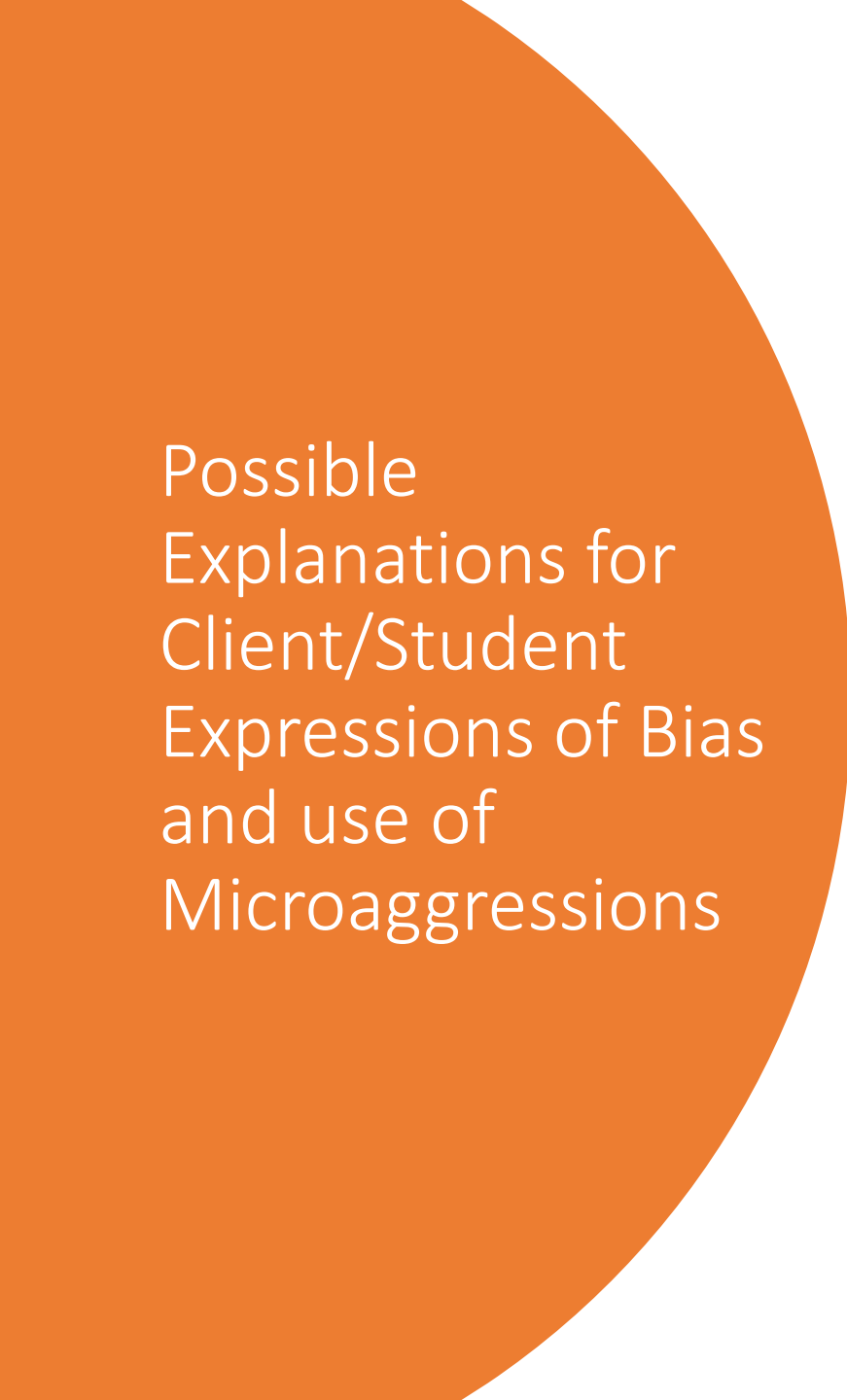
Develop similar
anti positions
about other isms



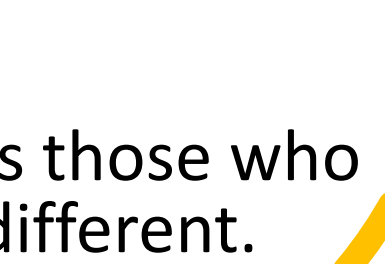
Strategies for Discussing Experiences of Racism with Clients, Students, and Families

- Create a healthy and trusting environment.
- Become competent to engage in conversations about racism through cultural competency trainings.
- Address your own implicit biases and work on developing cultural humility.
- Understand your own racial/cultural identity and be willing to be willing to learn about your client's racial/cultural identity.
- Allow the client to bring up and/or agree to discussing their experiences with racism.
- Listen, empathize, validate and facilitate discussion of their feelings.
- Control the process, not the content.
- Explore racial consciousness.
- Connect to client's concerns.
- Psychoeducational and new experiences.
- Validate, encourage and express admiration and appreciation to clients when they share their experiences.
- Strive to Build the Beloved Community.

Morrow, 2020; Dustруп, 2019; Sue, 2015

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Possible Explanations for Client/Student Expressions of Bias and use of Microaggressions

- Testing the water
 - Clients sometimes want to push buttons to see what they can and cannot get away with.
 - Life Span Development Issues
 - Adolescence can be a time of major identity issues and preoccupation with self.
 - Anger
 - The client does not want to be in treatment.
 - Fear
 - The client is fearful and is trying to make the service provider afraid.
 - Ignorance/Immaturity
 - Maintains untreated Bias towards those who are racially/ethnically/culturally different.
- 
- A series of four yellow brushstroke-like lines are located in the bottom right corner of the slide.

Common Issues Clients and Staff Encounter From Clients and/or Parents

Name calling

Racist, sexist, ageist,
heterosexist derogatory
comments

Bullying

Broaching as a tool for discussing racism

- A cultural strategy that has been recommended for use in the counseling relationship between counselor and client. Broaching describes the counselor's effort to explore cultural factors and the complexity of the client during the counseling process (Day-Vines et al., 2007; Jones & Welfare, 2017).
- Broaching can be beneficial and a necessary component in assisting in the development of intercultural understanding, communication (Jones et al., 2019).
- The focus of broaching is on the multicultural interaction between supervisor/supervisee and supervisor/supervisee/client, and the intersectional nature of their sociocultural identities.
- Broaching is a skillset that is intended to begin and/or continue ongoing facilitation of dialogs concerning how the supervisors and supervisees' cultural make-up may impact the working relationship and alliance through the supervisory relationship. Supervisors can utilize broaching to initiate conversations concerning cultural similarities and differences when they are culturally humble.

Jones & Branco (2020)

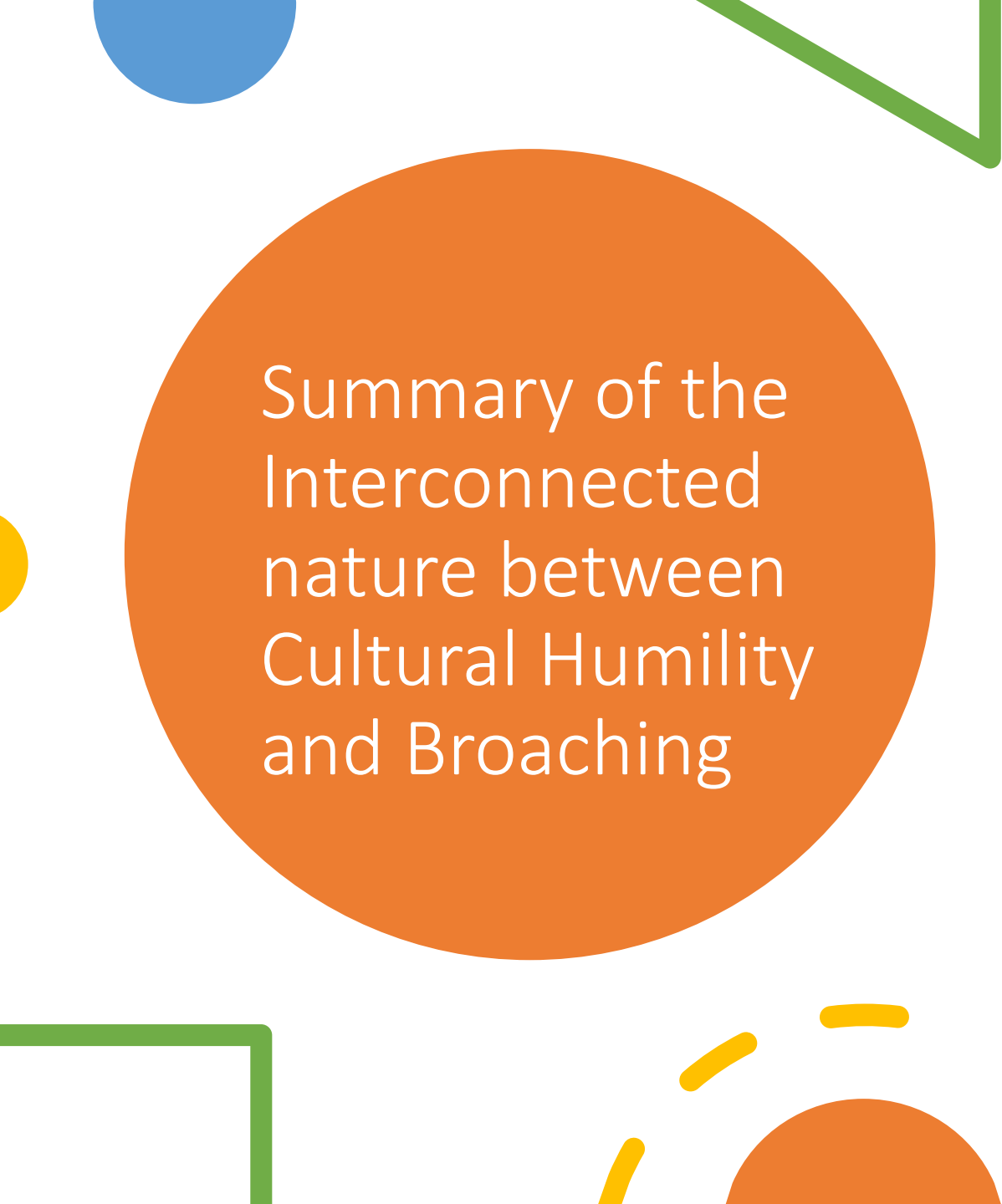


Broaching cultural issues

Day-Vines et al., 2007



COMMON
BROACHING
ISSUES



Summary of the Interconnected nature between Cultural Humility and Broaching

- There is a bidirectional relationship between broaching and cultural humility.
- Cultural humility is necessary in order to broach effectively.
- Broaching reinforces cultural humility and assists in establishing and maintaining a stronger relationship, leading to a more open and genuine intercultural exchange.
- Broaching is viewed as cultural humility in action (Hook et al., 2013).

Jones & Branco, 2020



Practice

Small Group
Activity

See Slides 22
& 23

How would you lead the discussion with clients, students, or families you serve?

A student who identifies as transgender is the target of derogatory and inappropriate comments made by other students.

A Client/student's parent made the following comment at a family programming day to a Hispanic service provider: "We would change Immigration Laws."

Caucasian clients are listening to music in their car, and the "n" word is used during the song. The clients then continue to use the word.

How would you lead the discussion with clients, students, or families you serve?

A female Caucasian client called a BIPOC service provider's hair "nappy." This client also made comments about the service provider's eyebrows and her make-up.

Some parents do not believe service providers are qualified if they look young and/or are younger.

Two API individuals were recently attacked in the San Francisco area.

Resources

- The Diversity and Inclusion Glossary (200 terms) (Handout)
- 26 Mini Films for Exploring Race, Bias, and Identity with Students:
<https://www.nytimes.com/2017/03/15/learning/lesson-plans/25-mini-films-for-exploring-race-bias-and-identity-with-students.html>

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