

Anti-Racist School Counseling

March 10, 2021

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Session Overview

- I. Exploring Racial Equity Terms and Racism
- II. Examining the School Counselor Role
- III. Eliminating Racism and Biases
- IV. Embracing Anti-Racist Work
- V. Committing to Anti-Racist Work
- VI. Navigating Anti-Racist Resources



Community Guidelines

To ensure a meaningful reflection and start the conversation about anti-racist work, we must **understand** and **agree** to the following:

1. This is a safe and judgement free space.
2. Be reflective and try to participate in the conversation.
3. Respect what others have to say.
4. Be okay with being uncomfortable.
5. Share your truth, experience, and things you have witnessed. Speak from the “I” perspective.
6. Be open minded, ready to learn and challenge yourself to ask questions.

(Type “YES” in the chat box)



Group Reflection

- What is your earliest memory of becoming aware of racism?
- What motivates you to be Anti-Racist?



(Please respond in the chat box)



The Race Conversation with Robin Diangelo



Exploring Racial Equity Terms

White Supremacy

The idea (ideology) that white people and the ideas, thoughts, beliefs, and actions of white people are superior to People of Color and their ideas, thoughts, beliefs, and actions.

White Privilege

The unquestioned and unearned set of advantages, entitlements, benefits and choices bestowed on people solely because they are white.

Oppression

The systematic subjugation of one social group by a more powerful social group for the social, economic, and political benefit of the more powerful social group.

Anti-Racism

Actively working to oppose racism by advocating for changes and using individualized approaches to identify and address racist behavior

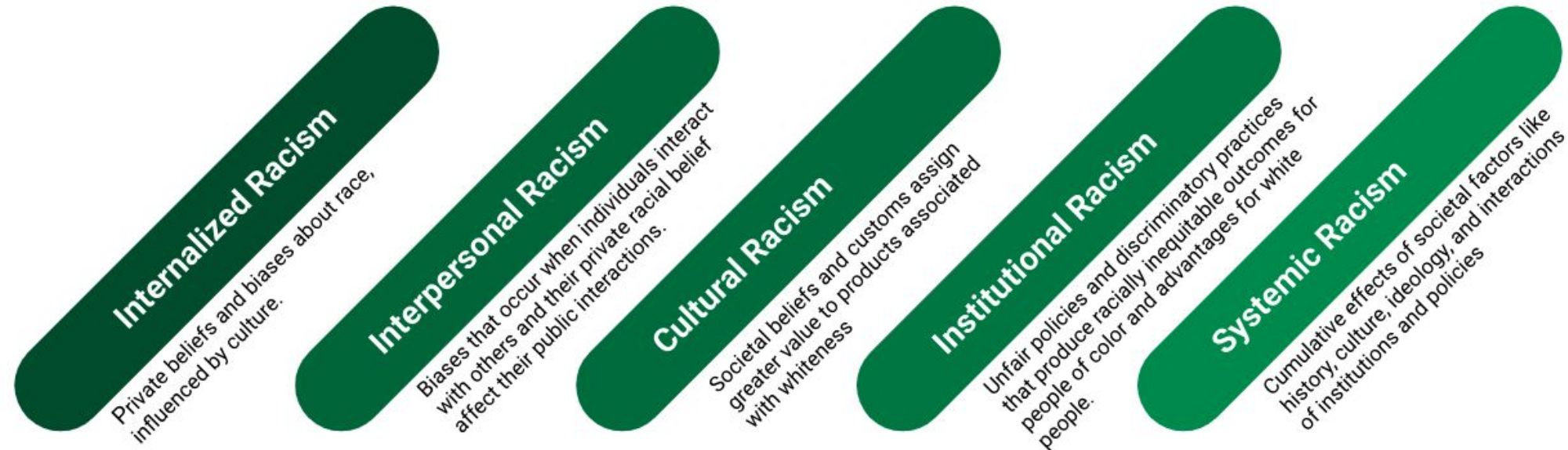
Racial Equity

The condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares.

Source: The Institute for Anti-Racist Education



Types of Racism



Racism is the individual and systemic manifestation of the uneven distribution of power and prejudice related to culturally defined ideas of “race.”

Source: The Institute for Anti-Racist Education

Roles of School Counselors

According to the American School Counselor Association school counselors provide direct and indirect services to support the academic, social/emotional, career development, and plan post secondary options (higher education, military, work force) for all students.



Direct Services	Indirect Services
Instruction : teaching the school counseling curriculum to students	Consultation : share strategies supporting student achievement with parents, teachers, other educators and community organizations
Appraisal & Advisement : assessing student abilities, interests and achievement to help them make decisions about their future	Collaboration – work with other educators, parents and the community to support student achievement
Counseling : providing professional assistance and support to a student or small group of students during times of transition, heightened stress, critical change or other situations impeding student success.	Referrals – support for students and families to school or community resources for additional assistance and information.

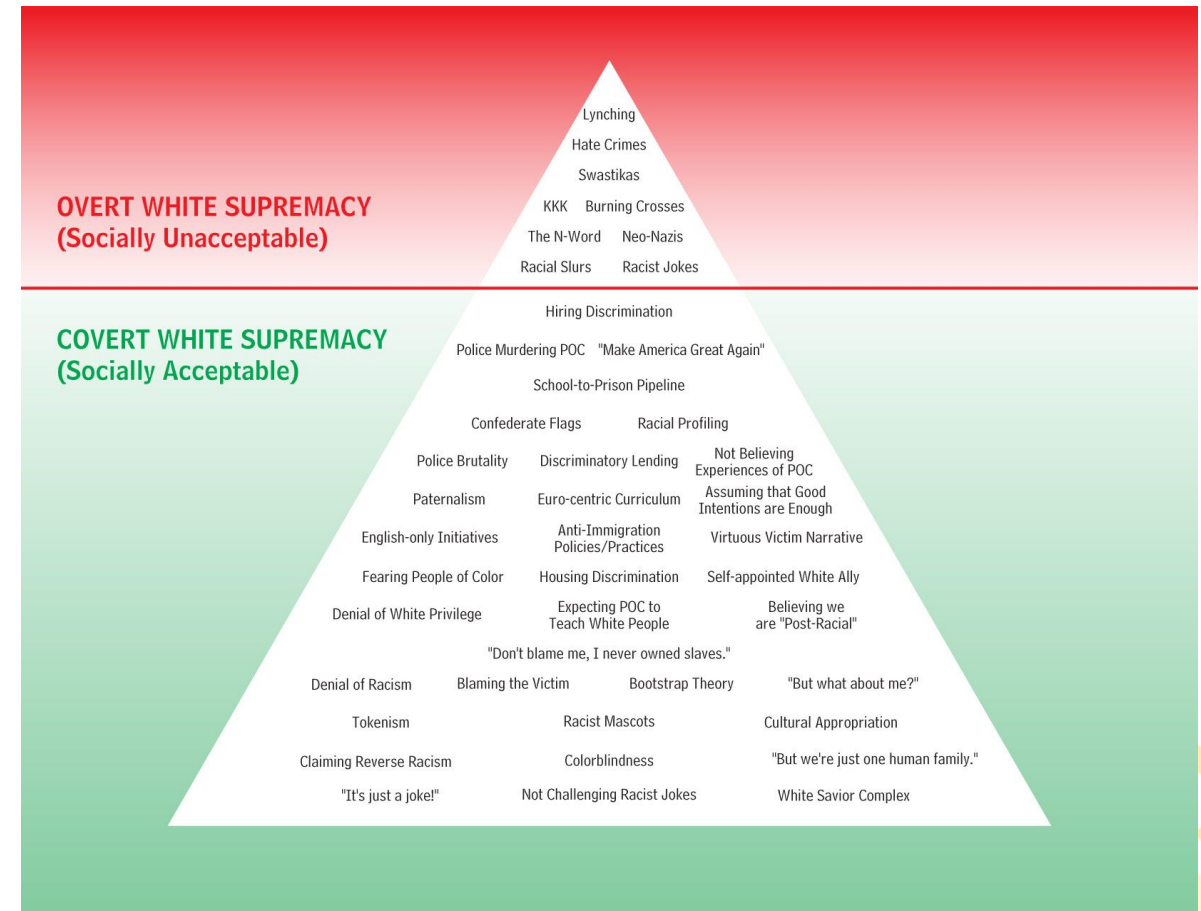


Anti-Racist High School Counselors

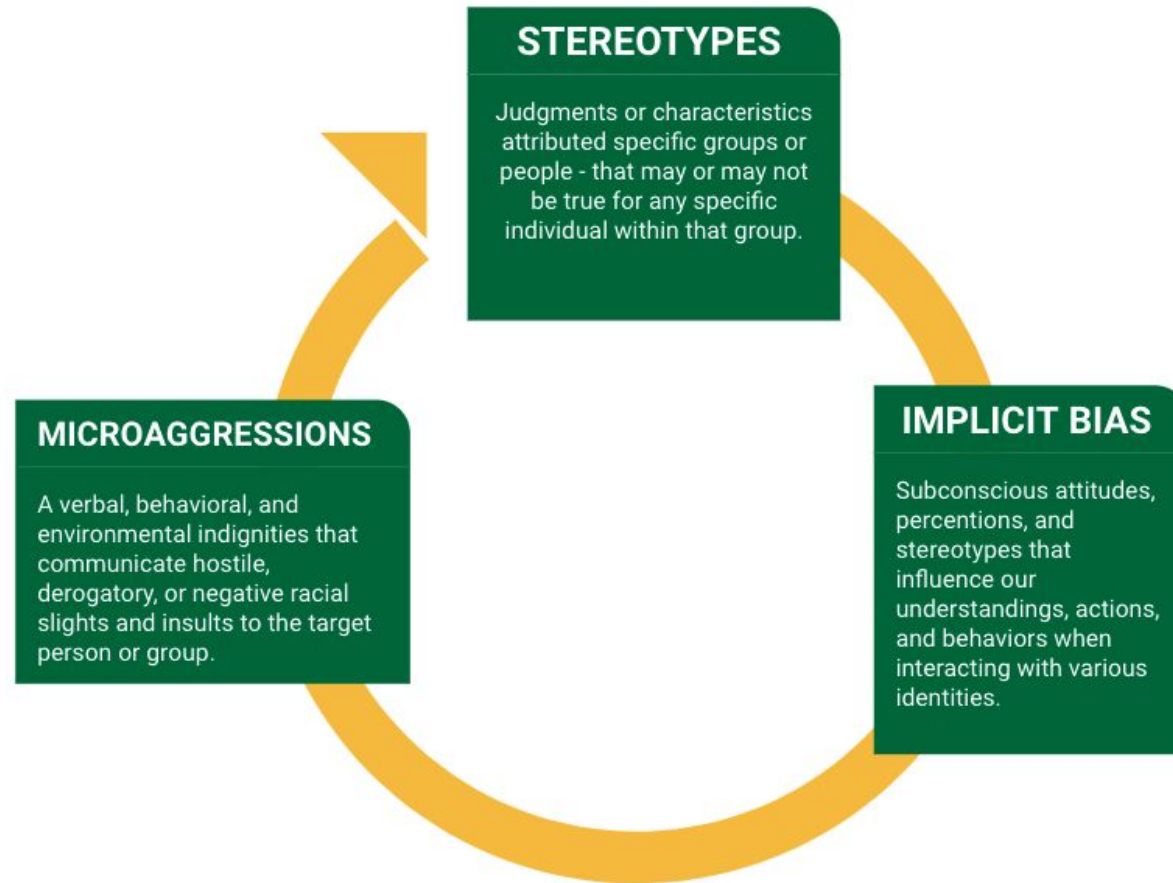
“School counselors recognize and affirm the wholeness and humanness of students, families, and their communities through their work with students and the systems in which they learn and develop. Yet, many school counselors recognize that schools continue to operate in ways that harm Black and Brown students.” - Anti-racist School Counseling - A Call to Action (American University).

To be an anti-racist counselor, you must commit to:

- Reflect and be self aware
- Awareness of systems of oppression
- Continue anti-racist training and education
- Proactive school counseling
- Critical allyship, advocacy, and action
- Daily commitment to the work



Eliminating Racism & Biases



Source: The Institute for Anti-Racist Education

Common Areas for Racial Bias in Counseling

- Letter of recommendations
 - Consider the way you categorize students, the language/adjectives you use to describe taking into account cultural context.
- Academic Advising
 - Avoid deficit mindset - focus on a student's ability to succeed.
- Standardized test scores
- Building school lists
- Department & School policies
 - Examine whether certain groups of students are disproportionately impacted by policies and/or disproportionately punished. (i.e., referrals and suspensions)



High School Counselor Check-In

Interrupting and Dismantling Racism	Addressing and Eliminating Biases
Who holds the power in your school, district, and community?	What are your biases and blind spots?
Who makes the decisions in your school, district, and community?	Do you have an automatic feeling or judgment about this person?
Does your school have a goal to address white supremacy and dismantle racism?	Do you notice any patterns in your decision making that might be impacted by your biases?
How can you create anti-racism efforts to disrupt the system? And empower others to join the cause?	Does your own biases help or hinder your ability to counsel a diverse population of students? If it hinders, what changes can you make within your mindset to support each and every student?
How is your school creating an inclusive and equitable environment for all students?	How can you address biases in your school counseling practices and policies?



How can we work together to move forward ?

”If you have come to help me, you are wasting your time, but if you have come because your liberation is bound up with mine, then let us work together.”

-Lila Watson, Indigenous Australian Artist, Activist and Academic



The Path to Racial Healing

- **Start with Yourself; Start with Your Fears**
 - What are you afraid of when you think about having conversations about race and racism?
- **Healing conversations:** Frame through potential rather than fear.
 - How can we unpack this conversation about race and racism together?
 - How can I help support you in your process?
- **Why calling people out doesn't work**
 - If we feel someone thinks that we might not be a good person, we experience that as a threat to our identity.
 - The perception triggers a biochemical response and makes us defensive. Tend to relationships & psychological safety.



12 Tips for Talking About Race & Racism

Which of these tips are particularly helpful for you?

Which would you like to embody?

1. Create a safe space and set community guidelines
2. Be clear about the purpose and goals
3. Build trust and meaningful relationships
4. Find multiple entry points
5. Set foundational knowledge for the conversation
6. Know everyone is at a different levels
7. Be ready to engage and facilitate
8. Assure that being uncomfortable is okay
9. Make a distinction between blame and responsibility
10. Invite, accept, and acknowledge emotions
11. Be open and ask for feedback
12. Continue the conversation



Understanding Your Readiness Process

LEVEL 1: Reflection

Your purpose, intention, or hope for engaging anti-racist work.

- *Why am I doing this work?*
- *I know I want to help but I don't know where to start?*
- *I don't want to ask the wrong question or mess anything up.*
- *I have all these anti-racist resources, but where should I start?*

LEVEL 2: Continued Learning

Participating in education, workshops, training, or experiences you've had preparing you for internal anti-racist work.

- *I am doing the work and want to know more.*
- *Starting to have difficult conversations.*
- *I want to understand white supremacy and how I may be contributing to my school culture.*

LEVEL 3: Interrupt Systems

The gaps, limitations, or places of action and inaction you perceive about your anti-racist work personally and/or professionally.

- *Being a proactive anti-racist advocate and critical ally.*
- *Using your voice and privilege.*
- *When I see a racist action I will speak up and address the issue.*

LEVEL 4: Create Systems

The feelings or sources of resistance you think may arise as you explore what you were taught (or not taught) about race, racism, and your racial identity.

- *To create an inclusive and equitable system.*
- *Building and ensuring restorative justice practices.*
- *Being committed daily and holding others equally accountable.*

Source: The Antiracist Journal Project

What does it mean to be Anti-Racist?

- Do the work to educate yourself and others
- Share your knowledge and continue to have difficult conversations
- Continue to evaluate institutional policies and practices
- Challenge and disrupt oppressing systems against marginalized communities
- Silence is complicity - Speak up!
- Being true allies and empower people of color
- Support anti-racist organizations - stand in solidarity
- Be accountable, committed, and make a change

“The heartbeat of antiracism is self reflection, recognition, admission and fundamentally self - critique. A racist when charged with racism will say, “Im a not a racist,” no matter what said or did. An antiracist would be willing to be confess and recognize what they said or did was, in fact, racist.”-

*Ibram K. Kendi , Author of *How to Be an Antiracist**

This is a journey not a destination.



It's a Continuum for organizations

MONOCULTURAL ==> MULTICULTURAL ==> ANTI-RACIST ==> ANTI-RACIST MULTICULTURAL

Racial and Cultural Differences Seen as Deficits ==> Tolerant of Racial and Cultural Differences ==> Racial and Cultural Differences Seen as Assets

1. Exclusive An Exclusionary Institution	2. Passive A "Club" Institution	3. Symbolic Change A Compliance Organization	4. Identity Change An Affirming	5. Structural Change A Transforming Institution	6. Fully Inclusive Anti-Racist Multicultural Organization in a Transformed Society
<p>Intentionally and publicly excludes or segregates Black/ African Americans, Native Americans, Latinx, and Asian Americans</p> <p>Intentionally and publicly enforces the racist status quo throughout institution</p> <p>Institutionalization of racism includes formal policies and practices, teachings, and decision making on all levels</p>	<p>Tolerant of a limited number of "token" People of Color and members from other social identify groups allowed in with "proper" perspective and credentials</p> <p>May still secretly limit or exclude People of Color in contradiction to public policies</p> <p>Continues to intentionally maintain white power and privilege through its formal policies and practices, teachings, and decision making on all levels of institutional life</p>	<p>Makes official policy pronouncements regarding multicultural diversity</p> <p>Carries out intentional inclusiveness efforts, recruiting "someone of color" on committees or office staff</p> <p>Expanding view of diversity includes other socially oppressed groups</p> <p><i>But...</i></p> <p>Little or no contextual change in culture, policies, and decision making</p>	<p>Growing understanding of racism as barrier to effective diversity</p> <p>Develops analysis of systemic racism</p> <p>Sponsors programs of anti-racism training</p> <p>New consciousness of institutionalized white power and privilege</p> <p><i>But...</i></p> <p>Institutional structures and culture that maintain white power and privilege still intact and relatively untouched</p>	<p>Commits to process of intentional institutional restructuring, based upon anti-racist analysis and identity</p> <p>Audits and restructures all aspects of institutional life to ensure full participation of People of Color, including their worldview, culture and lifestyles</p> <p>Anti-racist multicultural diversity becomes an institutionalized asset</p>	<p>Future vision of an institution and wider community that has overcome systemic racism and all other forms of oppression</p> <p>Institution's life reflects full participation and shared power with diverse racial, cultural and economic groups in determining its mission, structure, constituency, policies and practices</p> <p>A sense of restored community and mutual caring</p>

Group Reflection: Committing to Anti-Racist Work

- What are some immediate essential changes you can integrate into your school counseling policies or day to day practices?
- What are some optimal or aspirational changes you can visualize for the school counseling office but would require more time to develop?
- What information or training do you feel is needed to further support anti-racist efforts?



Anti-Racist Resources Toolkit

- [100 Anti-Racist Resources Guide](#)

