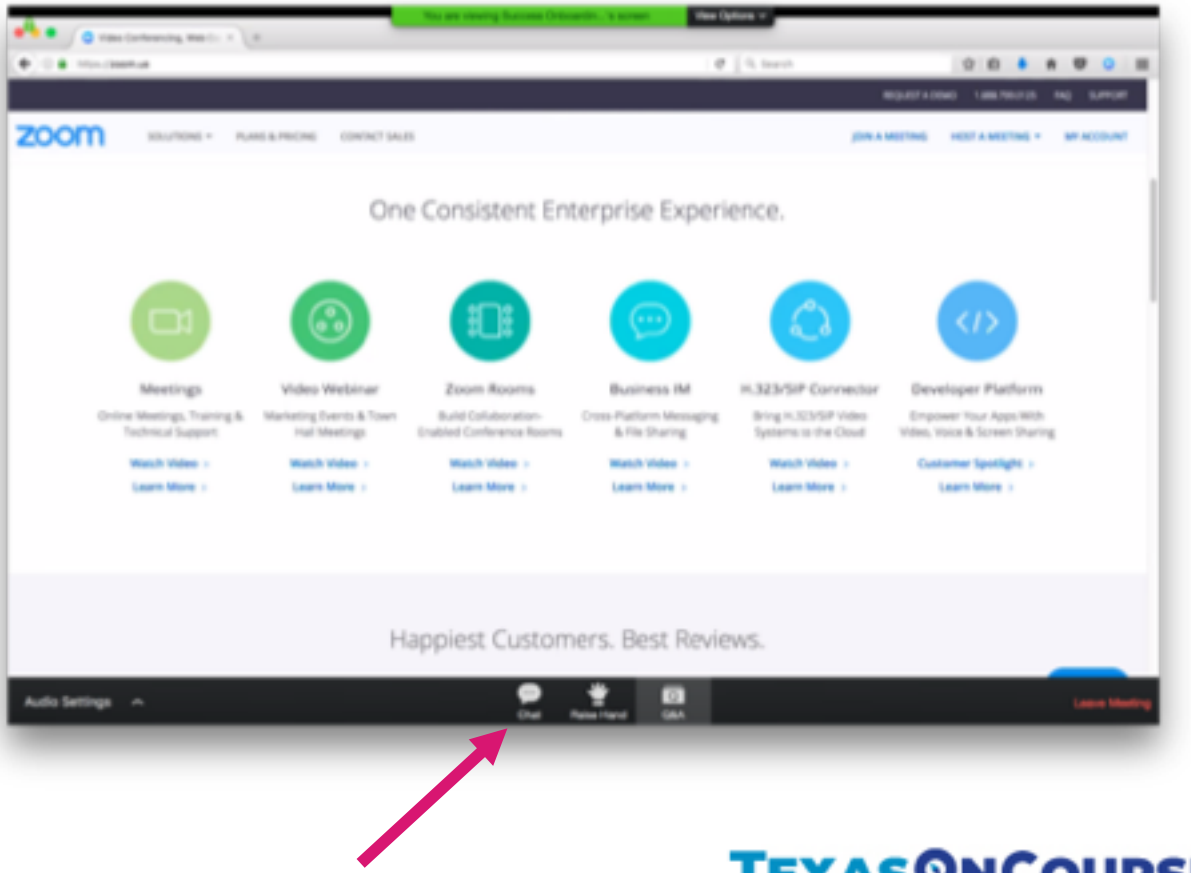
Welcome!

While we wait for everyone to get started. . .

- Use the chat box to tell us about yourself
  - Name
  - Role
  - ISD/Institution/Org



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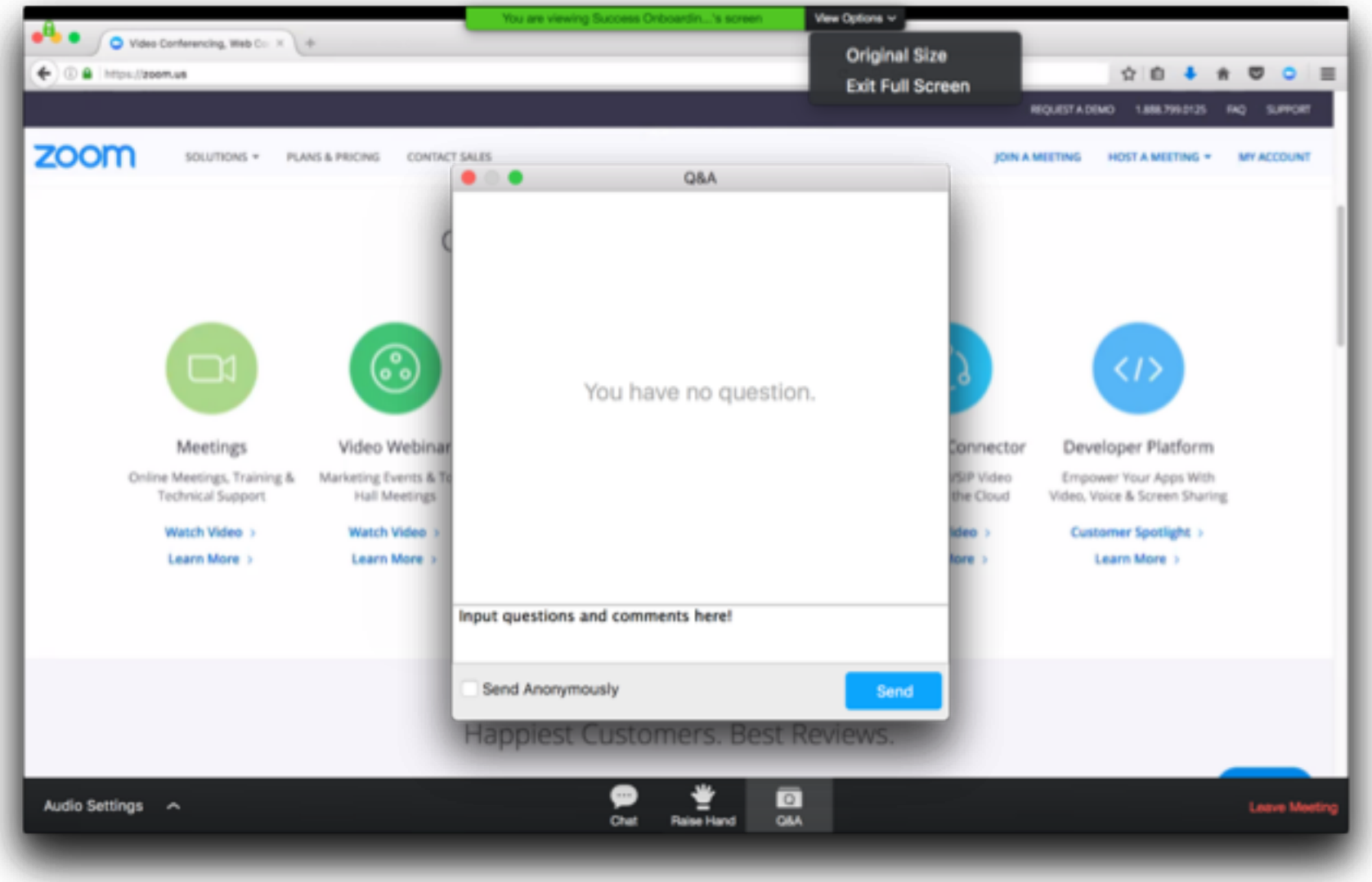
Effective Advising: Reducing Implicit Bias When Working with Students

Participation and Interaction



Agenda

Reducing Implicit Bias When Working with Students

- Welcome
- Resources from Texas OnCourse
- Guest speaker
- Dr. Bentley L. Gibson, associate professor of psychology, Georgia Highlands College
- Megan Guidry, counselor, Granbury ISD
- Q & A

Introductions

Lara Gueguen, Assistant Director of Program Implementation

TEXASONCOURSE

Introductions

Samantha Gonzalez, Content and Resources Program Manager

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Introductions

Dr. Bentley L. Gibson, Associate Professor of Psychology, Founder/The Bias Adjuster, LLC.

Introductions

Texas OnCourse Fellow

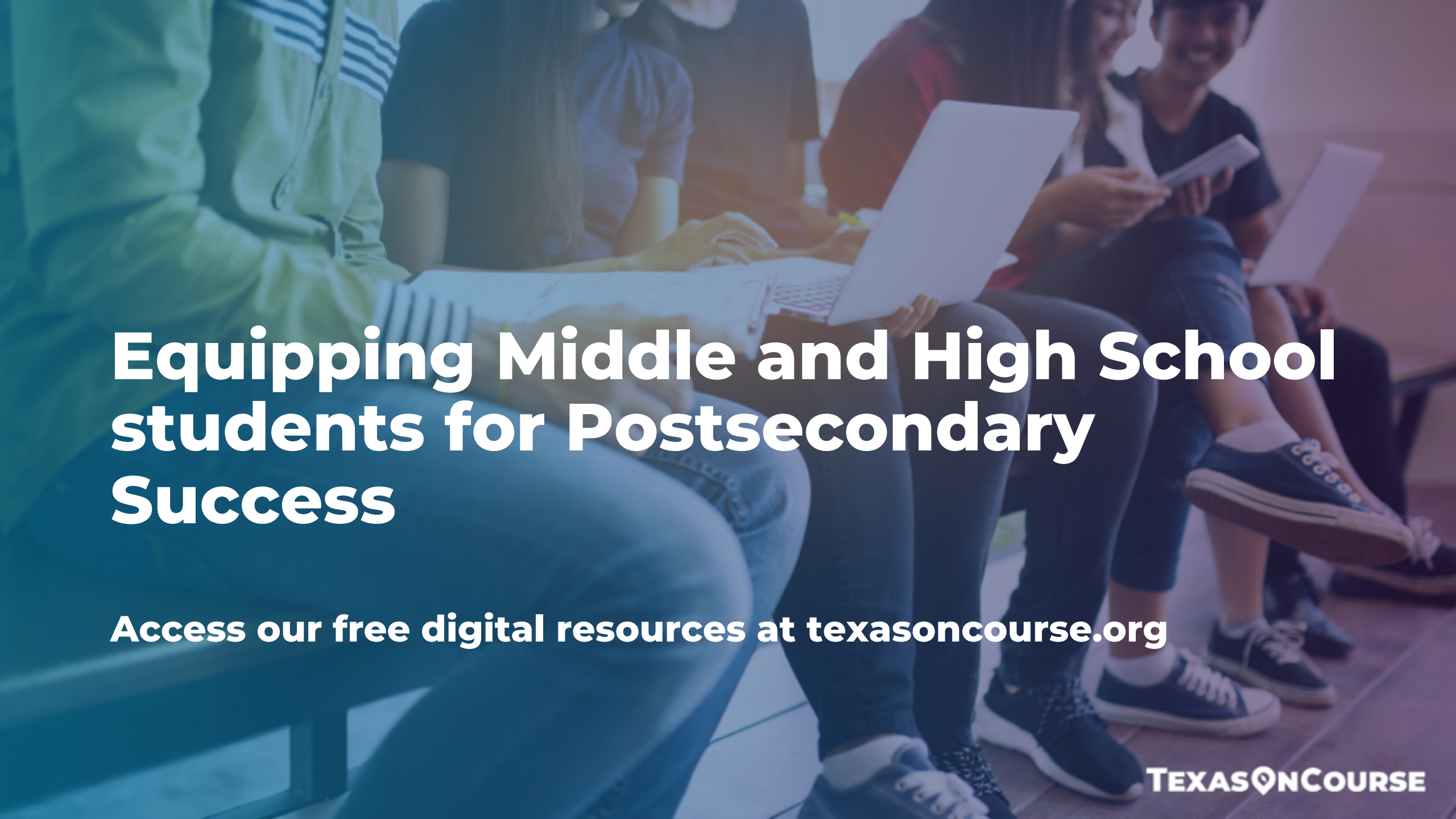
Megan Guidry, Granbury ISD

TEXAS ONCOURSE

ABOUT TEXAS ONCOURSE

Texas' definitive source for college and career planning

TEXASONCOURSE



Equipping Middle and High School students for Postsecondary Success

Access our free digital resources at texasoncourse.org

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Resources Spotlight

Implicit Bias Resources

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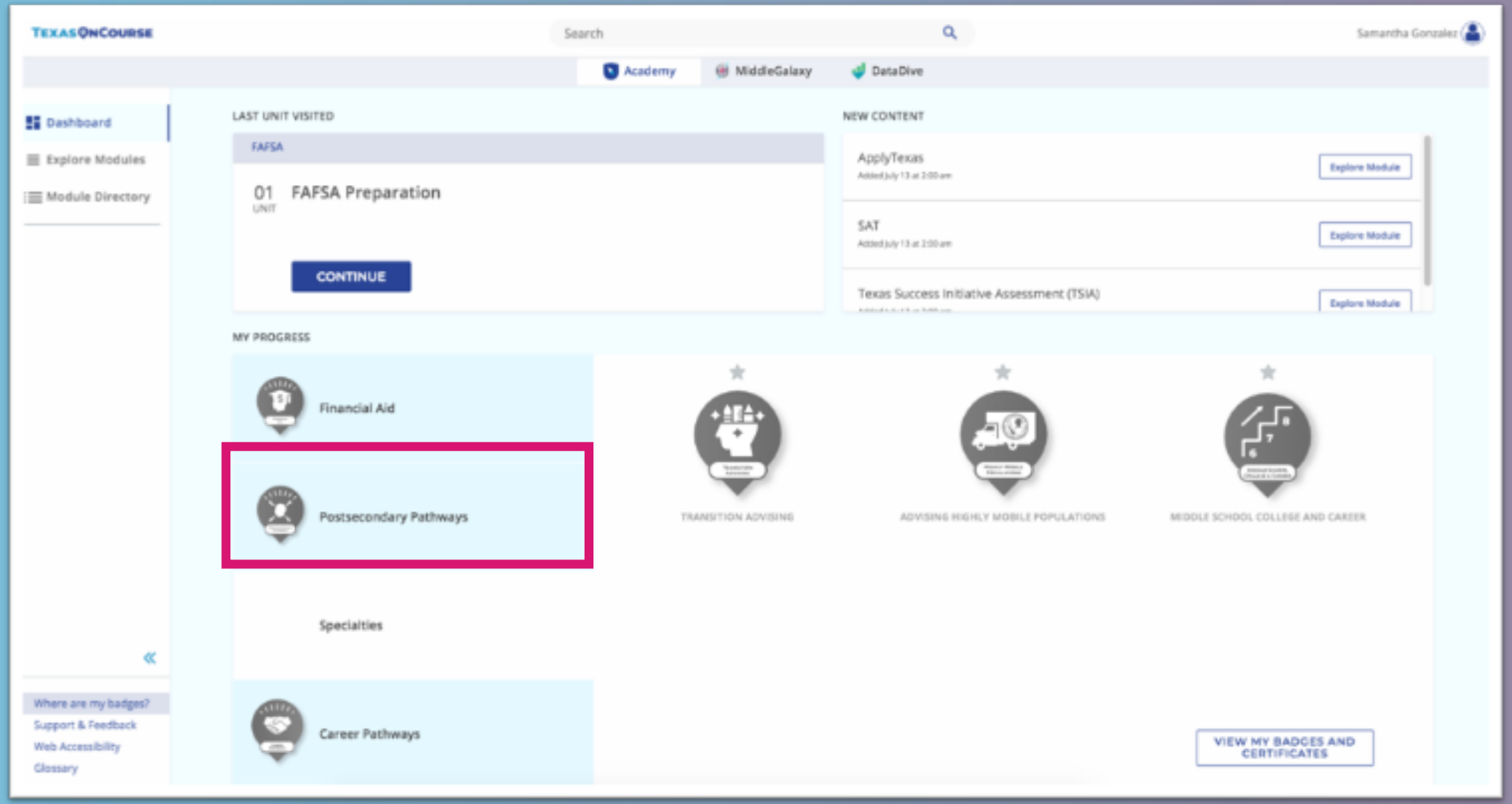
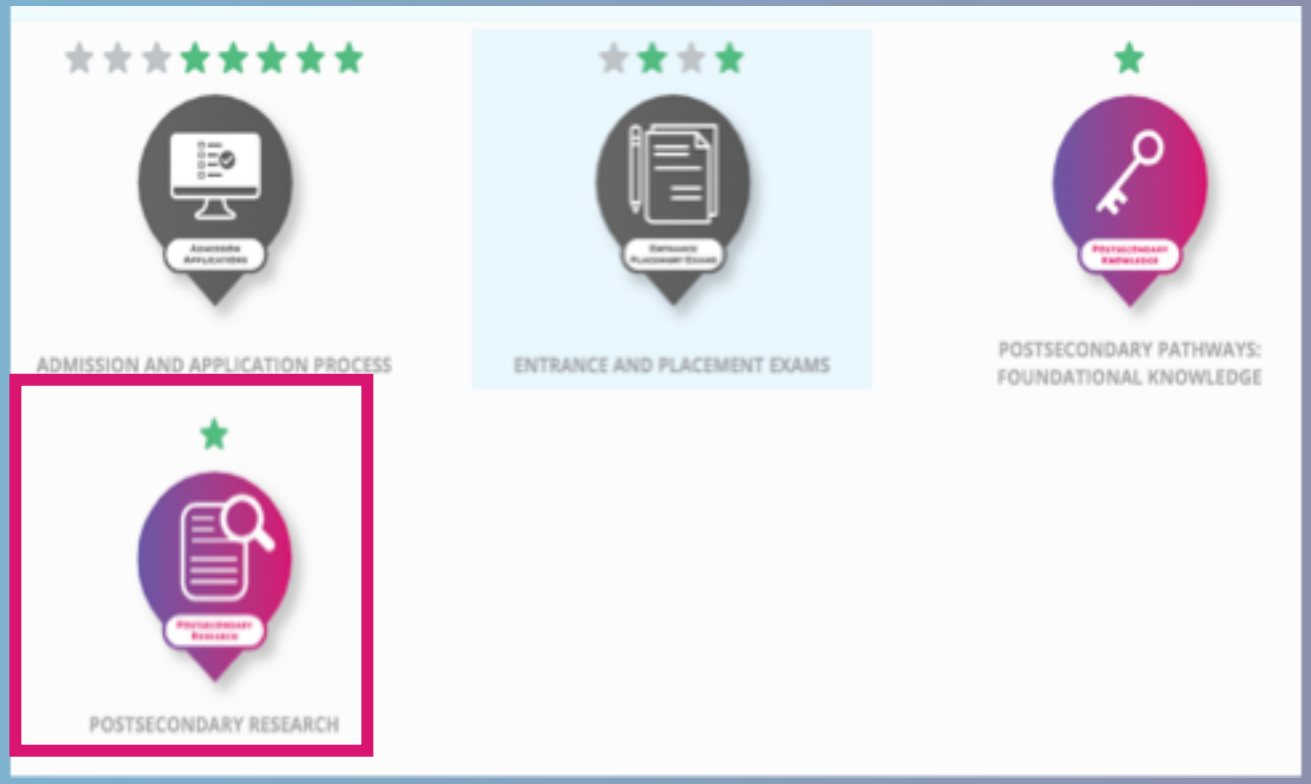
Texas OnCourse Academy Modules

Postsecondary Pathways



Texas OnCourse Academy Module

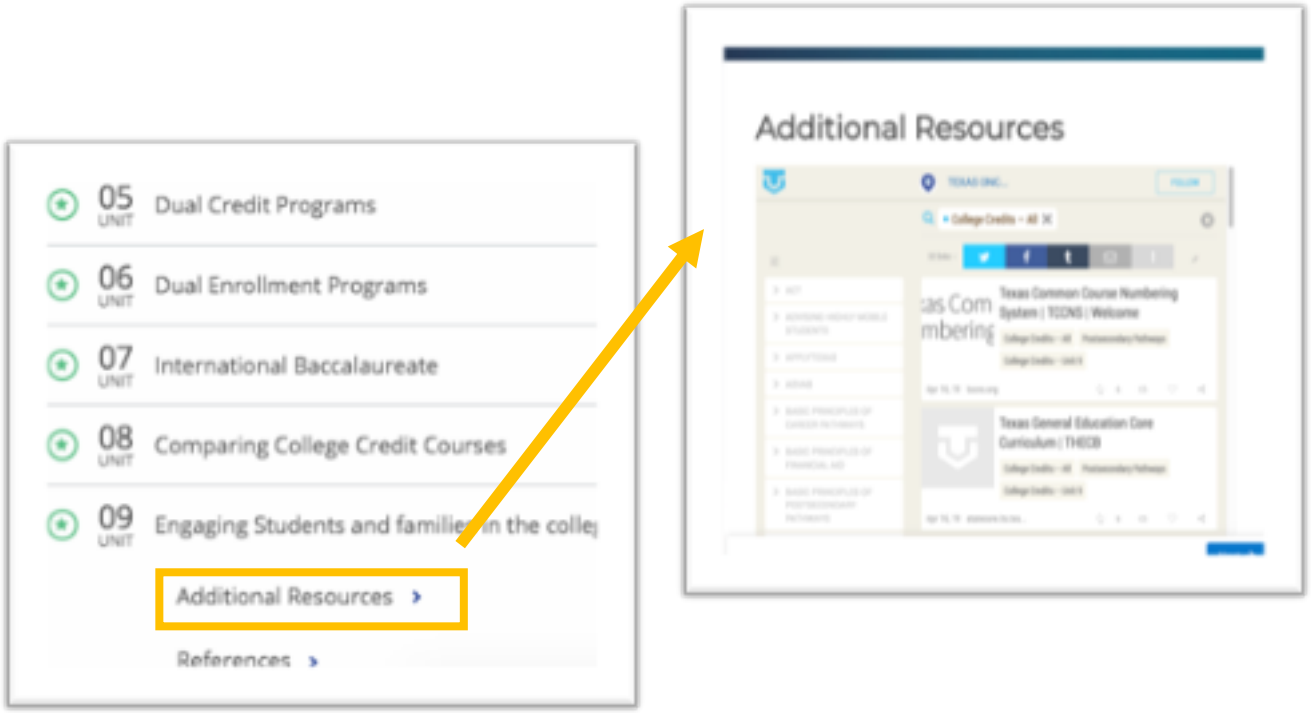
Postsecondary Pathways → Postsecondary Research → Researching Postsecondary Options



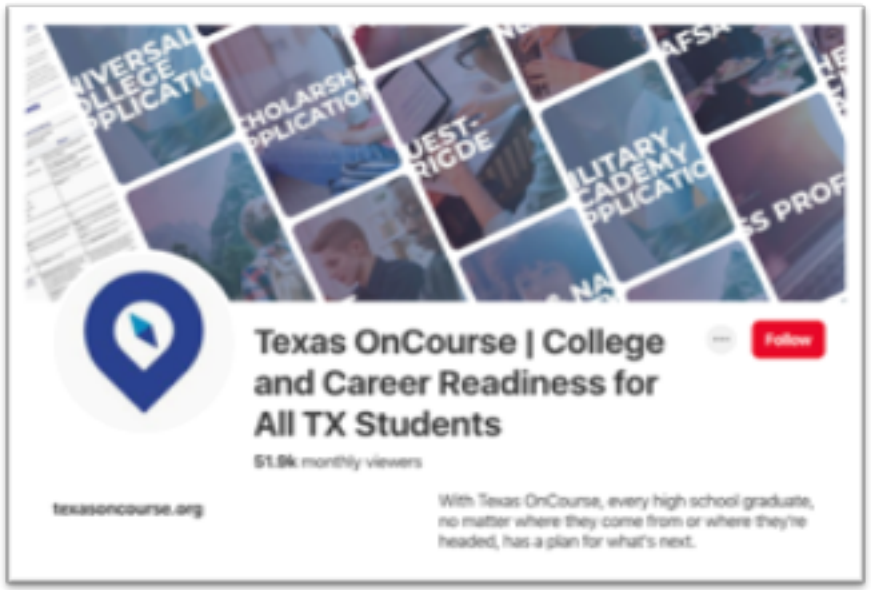
Click the “Postsecondary Research” badge

Texas OnCourse Academy Modules

Additional Resources



Pinterest.com/TexasOnCourse



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Texas OnCourse Academy

Researching Postsecondary Options > Unit 1

- Become aware of hidden biases:
  - Implicit Association tests by Project Implicit

When to Curve Implicit Bias

Advising Scenario

- Senior transitioning to postsecondary pathway
- 8th grade endorsement selection

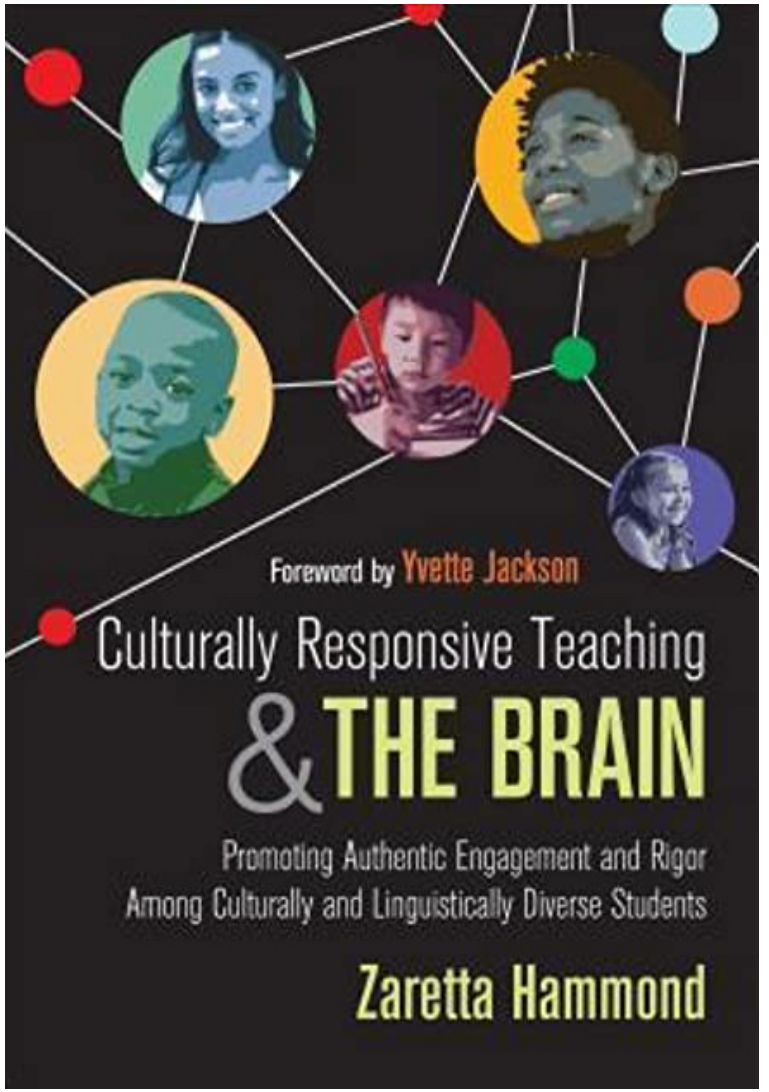
Implicit Association Test from Project Implicit

- Gender Career

Four Tools for Interrupting Implicit Bias

By Zaretta Hammond

- The author of *Culturally Responsive Teaching & The Brain,* Zaretta Hammond, wrote the blog post, Four Tools for Interrupting Implicit Bias on her website.



Four Tools for Interrupting Implicit Bias

By Zaretta Hammond

"An important part of being culturally responsive is the ability to build trusting relationships with diverse students and to validate their experiences. If you are genuinely validating them then that means you don't trivialize bias. That means as culturally responsive educators we educate ourselves about implicit bias – how it operates and what we can do to interrupt it."

How to Overcome Our Biases? Walk Boldly Toward Them

Ted Talk by Vernā Myers

- How to overcome our biases? Walk boldly toward them
- In this video, Myers speaks about acknowledging biases and addressing ways you can change them.

EFFECTIVE ADVISING: UNDERSTANDING REDUCING IMPLICIT BIAS WHEN WORKING WITH STUDENTS

Presented by: Dr. Bentley L. Gibson
Webinar for Texas OnCourse

Goals of Today's Session

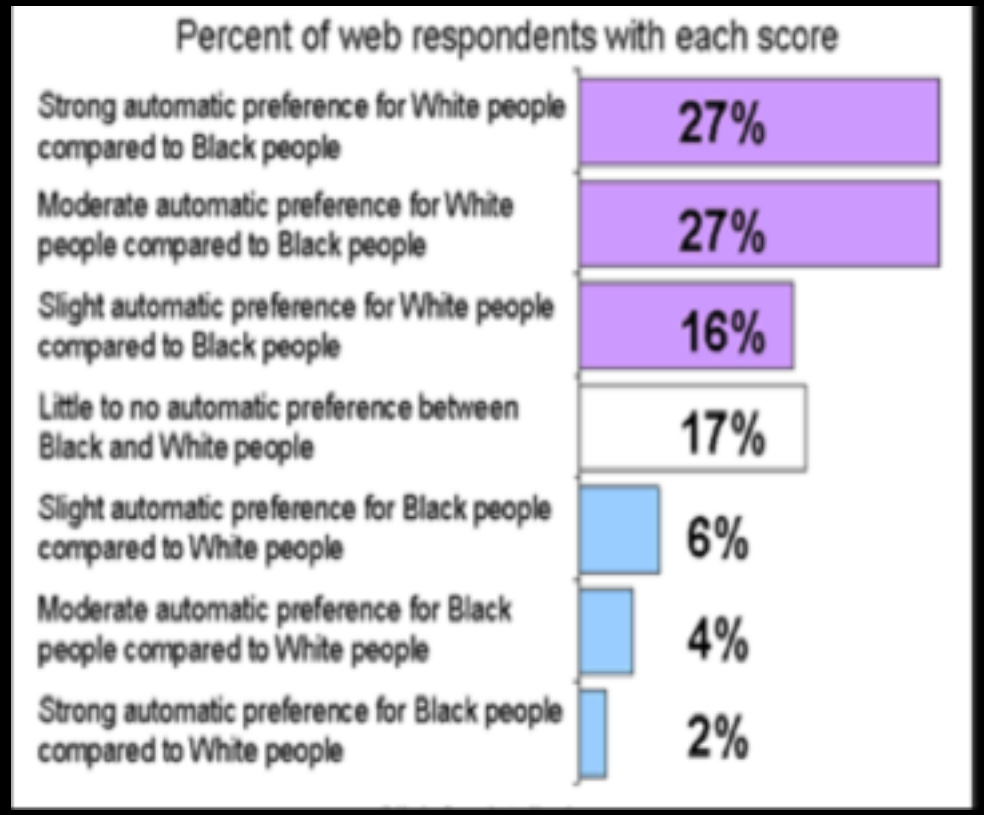
- Develop an awareness of their own implicit bias
- Learn about how factors such as personality and specific social conditions (i.e. stress) impact implicit bias
- Understand the ways in which implicit bias can impact the behaviors of well-intentioned individuals and that few of us are immune to society's deeply rooted social stereotypes
- Understand the impact of implicit bias on work practices in academia (i.e. virtual counseling and advising)
- Understand how to reduce and control implicit bias and achieve positive intergroup counseling and advising experiences

KEY DEFINITIONS

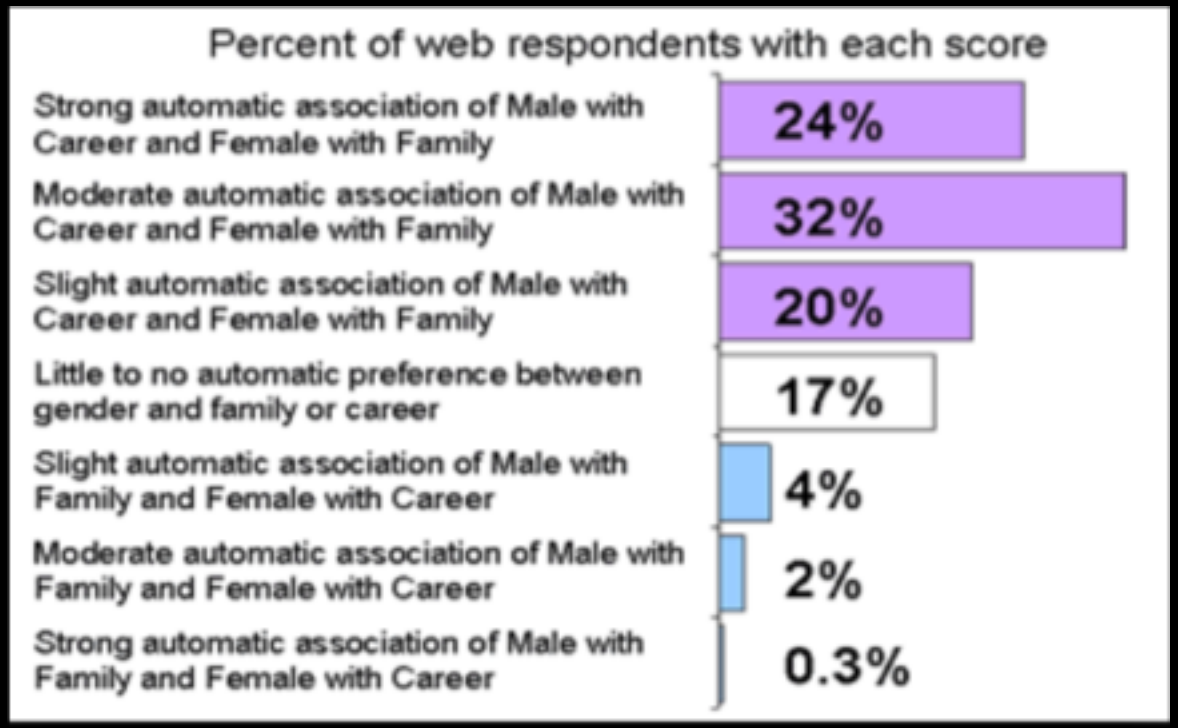
- **Ism – Prejudice and/or discrimination on the basis of specified attributes (racism, sexism, ageism)**

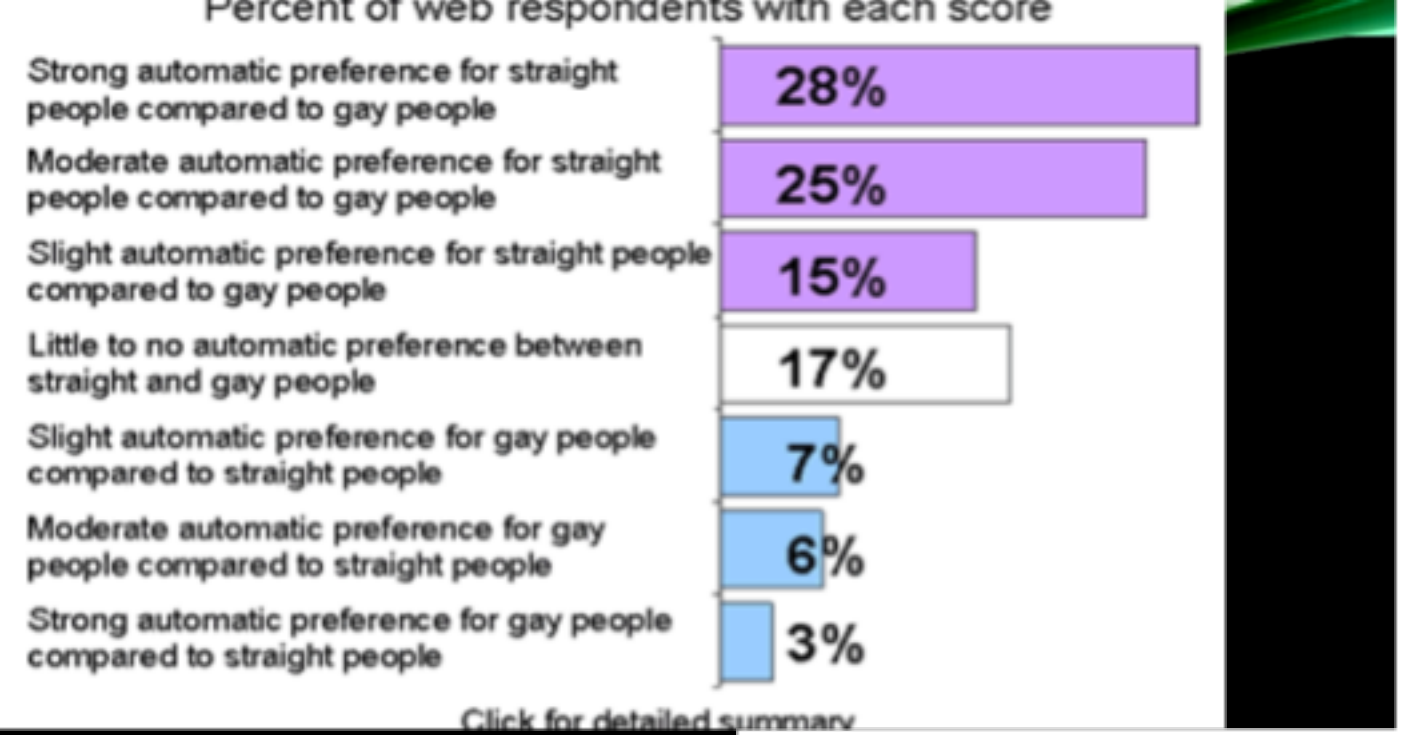
- **BIAS – The evaluation of one group and its members relative to another group**

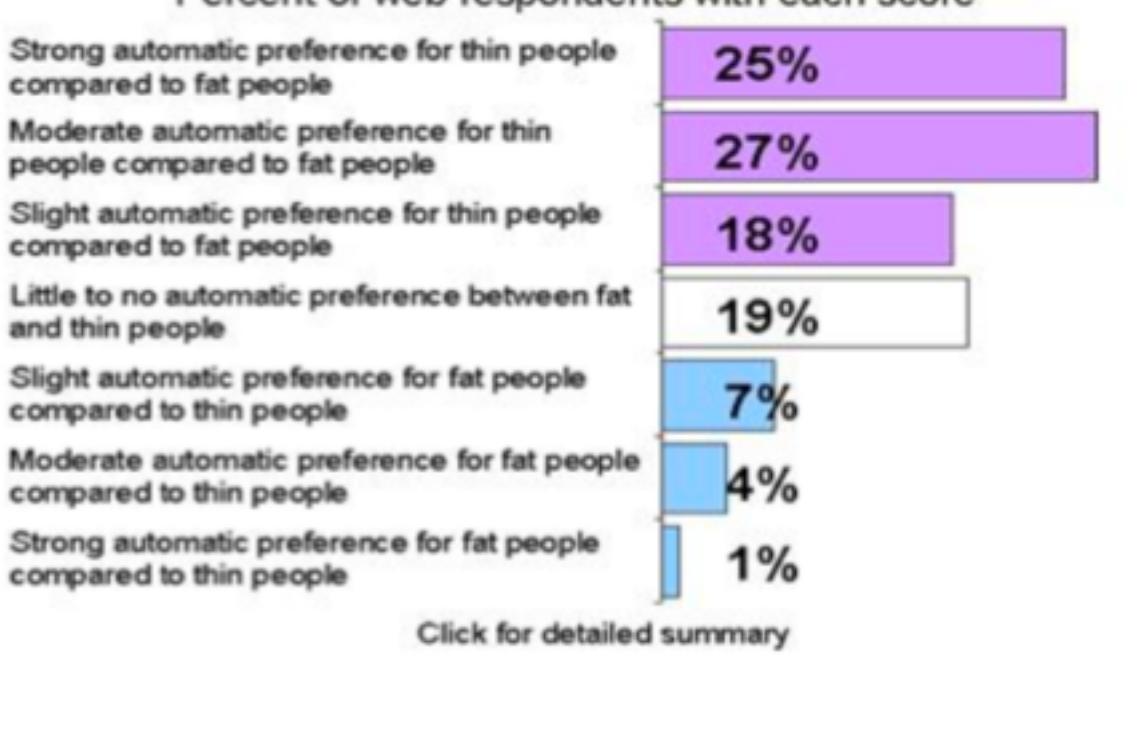
RACE IAT DISTRIBUTION

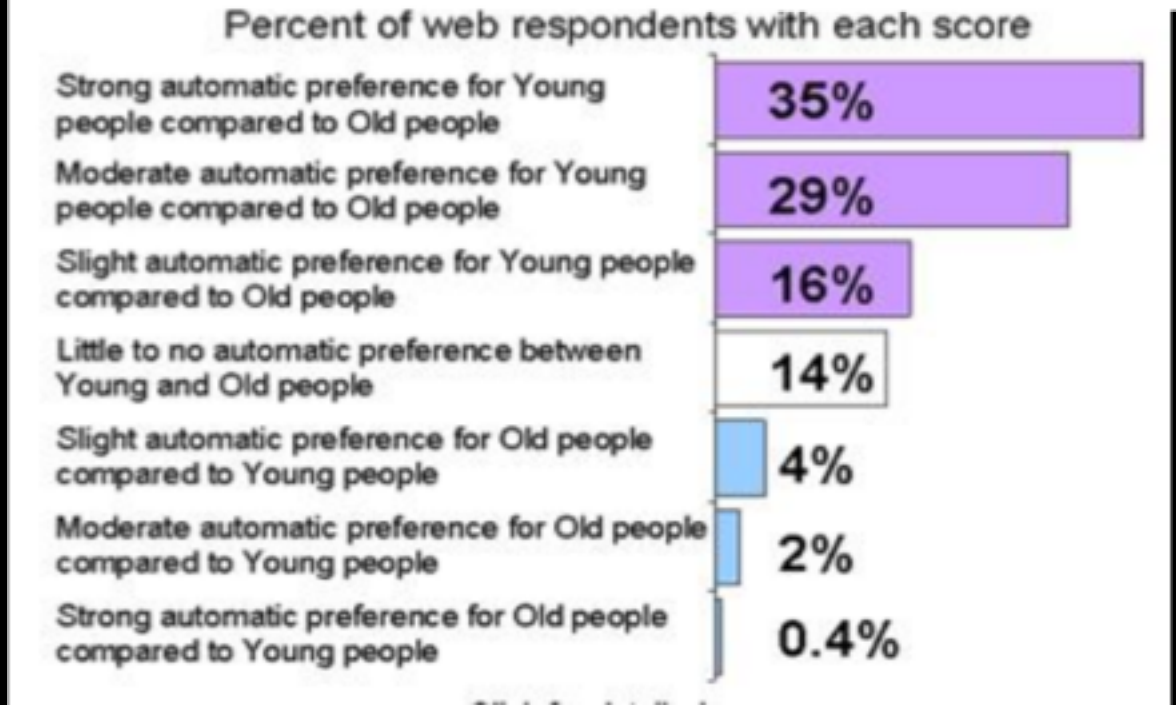


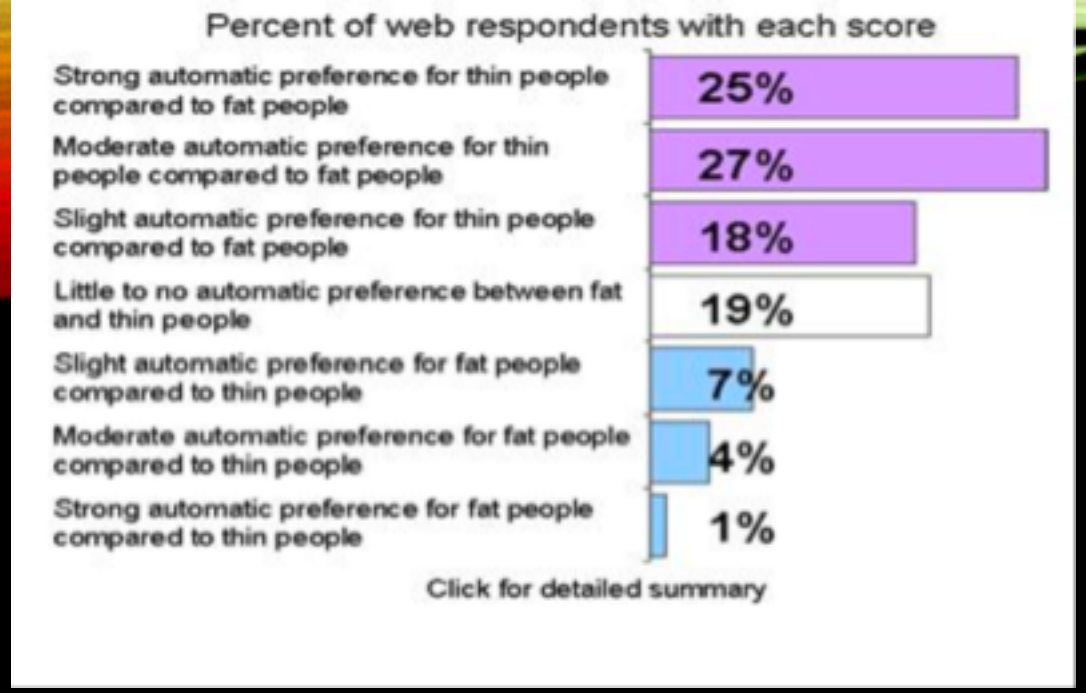
GENDER IAT DISTRIBUTION

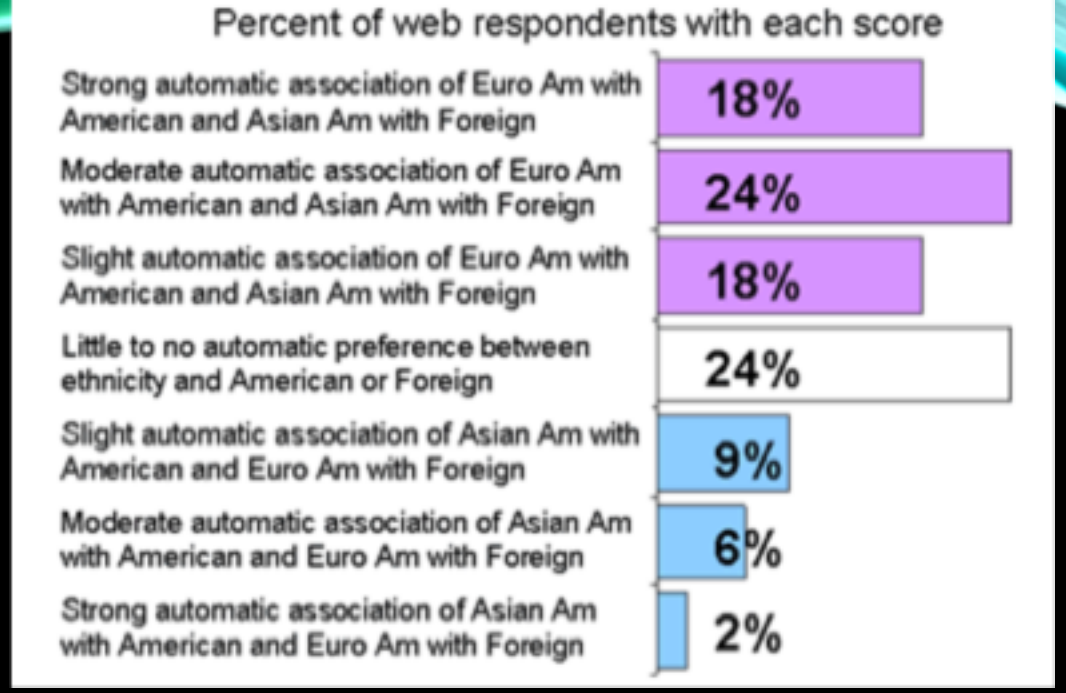


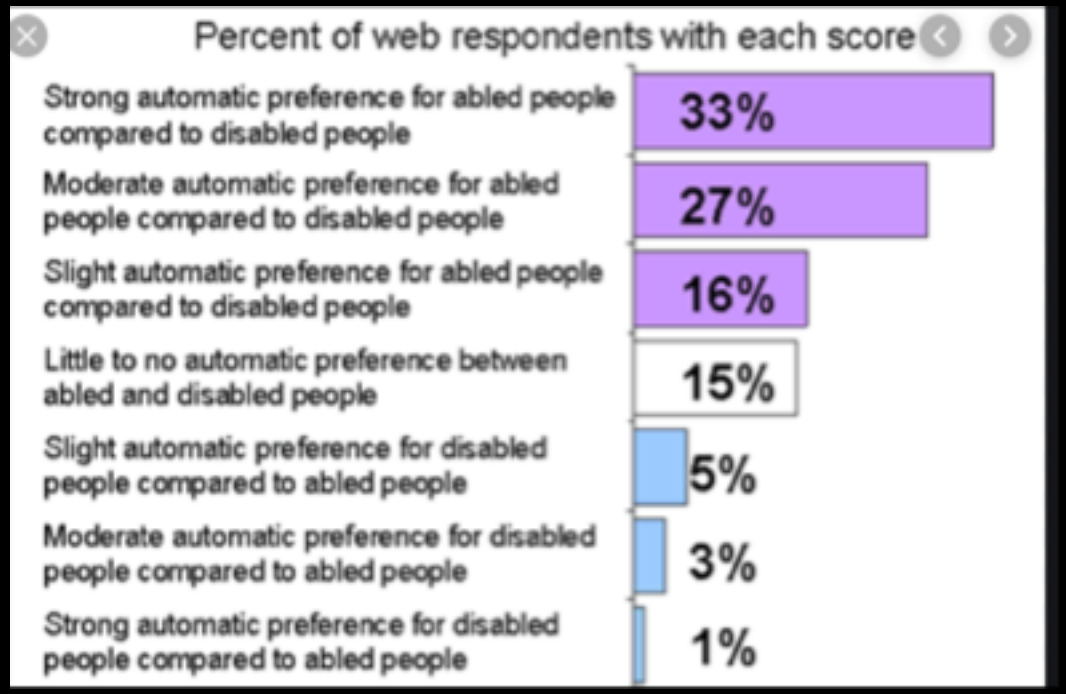

Percent of web respondents with each score
Strong automatic preference for straight people compared to gay people
28%
Moderate automatic preference for straight people compared to gay people
25%
Slight automatic preference for straight people compared to gay people
15%
Little to no automatic preference between straight and gay people
17%
Slight automatic preference for gay people compared to straight people
7%
Moderate automatic preference for gay people compared to straight people
6%
Strong automatic preference for gay people compared to straight people
3%
Click for detailed summary

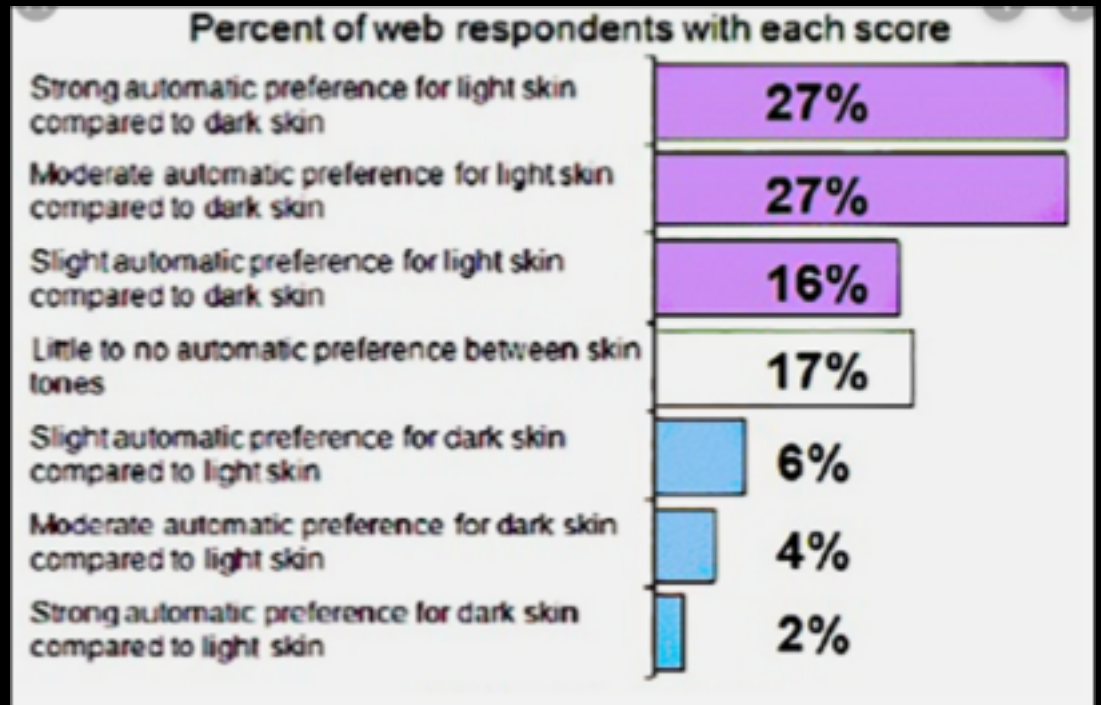

Strong automatic preference for thin people compared to fat people
25%
Moderate automatic preference for thin people compared to fat people
27%
Slight automatic preference for thin people compared to fat people
18%
Little to no automatic preference between fat and thin people
19%
Slight automatic preference for fat people compared to thin people
7%
Moderate automatic preference for fat people compared to thin people
4%
Strong automatic preference for fat people compared to thin people
1%
Click for detailed summary


Percent of web respondents with each score
Strong automatic preference for Young people compared to Old people
35%
Moderate automatic preference for Young people compared to Old people
29%
Slight automatic preference for Young people compared to Old people
16%
Little to no automatic preference between Young and Old people
14%
Slight automatic preference for Old people compared to Young people
4%
Moderate automatic preference for Old people compared to Young people
2%
Strong automatic preference for Old people compared to Young people
0.4%


Percent of web respondents with each score
Strong automatic preference for thin people compared to fat people
25%
Moderate automatic preference for thin people compared to fat people
27%
Slight automatic preference for thin people compared to fat people
18%
Little to no automatic preference between fat and thin people
19%
Slight automatic preference for fat people compared to thin people
7%
Moderate automatic preference for fat people compared to thin people
4%
Strong automatic preference for fat people compared to thin people
1%
Click for detailed summary


Percent of web respondents with each score
Strong automatic association of Euro Am with American and Asian Am with Foreign
18%
Moderate automatic association of Euro Am with American and Asian Am with Foreign
24%
Slight automatic association of Euro Am with American and Asian Am with Foreign
18%
Little to no automatic preference between ethnicity and American or Foreign
24%
Slight automatic association of Asian Am with American and Euro Am with Foreign
9%
Moderate automatic association of Asian Am with American and Euro Am with Foreign
6%
Strong automatic association of Asian Am with American and Euro Am with Foreign
2%


Percent of web respondents with each score
Strong automatic preference for abled people compared to disabled people
33%
Moderate automatic preference for abled people compared to disabled people
27%
Slight automatic preference for abled people compared to disabled people
16%
Little to no automatic preference between abled and disabled people
15%
Slight automatic preference for disabled people compared to abled people
5%
Moderate automatic preference for disabled people compared to abled people
3%
Strong automatic preference for disabled people compared to abled people
1%


Percent of web respondents with each score
Strong automatic preference for light skin compared to dark skin
27%
Moderate automatic preference for light skin compared to dark skin
27%
Slight automatic preference for light skin compared to dark skin
16%
Little to no automatic preference between skin tones
17%
Slight automatic preference for dark skin compared to light skin
6%
Moderate automatic preference for dark skin compared to light skin
4%
Strong automatic preference for dark skin compared to light skin
2%

WHY ARE YOU HERE?

WHAT IT MEANS TO BE AN ALLY

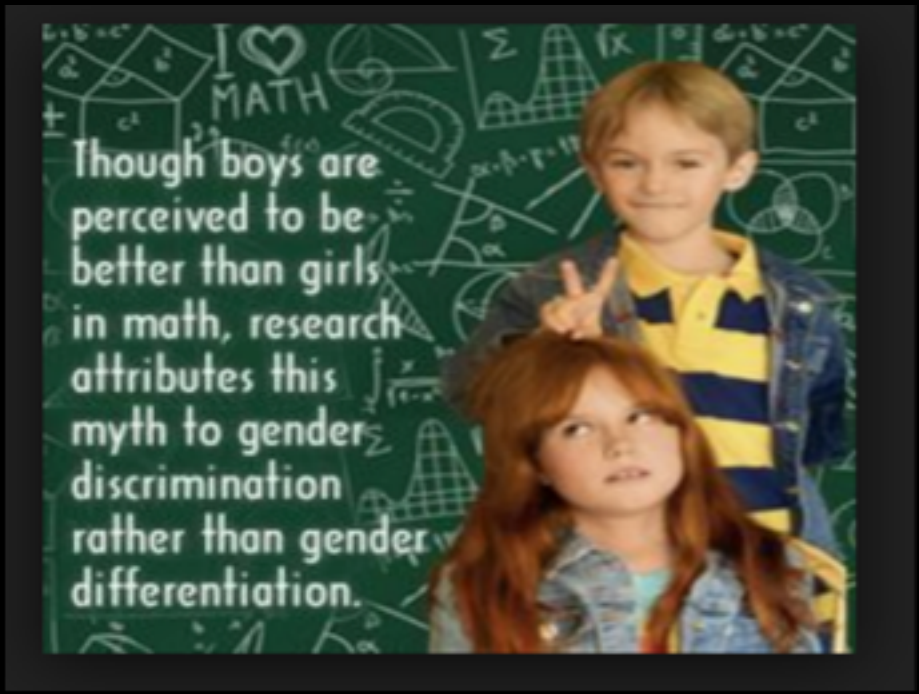
Being an ally means taking on a struggle as your own, standing up, even when you feel scared, and transferring the benefits of your insider group privileges to those who lack it without making it about you.

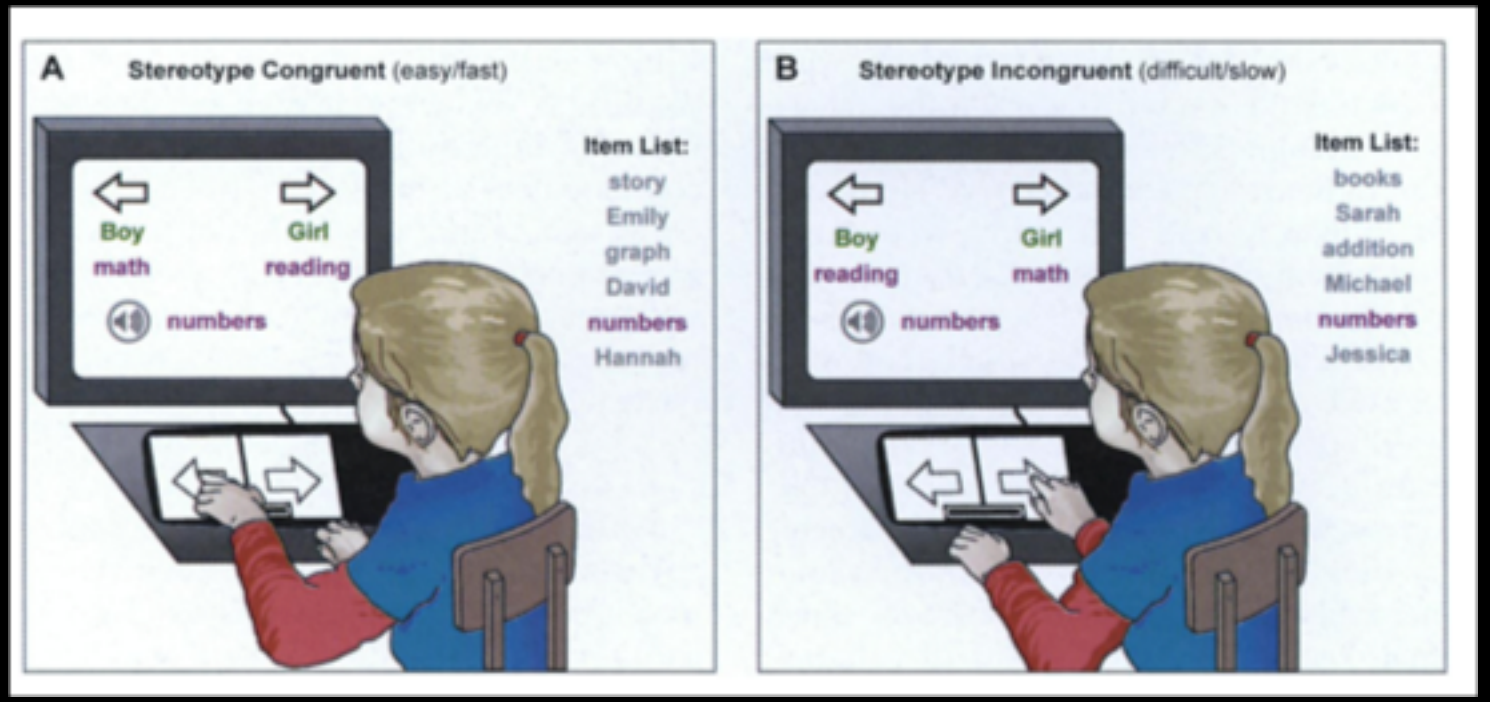
SOURCE: Adapted from Jennifer Brown Consulting.

CHANGE ATTITUDES.
CHANGE BEHAVIORS.
CHANGE DIRECTIONS.
CHANGE LIVES.
CHANGE POLICIES.
CHANGE VOICES.
BE AN ALLY.
BE THE CHANGE.

IMPACT ON CAREER CHOICES

Children, adolescents, and adults implicitly associate men with higher status in the workplace and with math and science





GENDER BIAS CAREERS

TABLE III. Mean ratings for preference ratings ascribed by males and females to the 21 occupational titles (collapsed across age)

Occupation	Mean rating		Mann–Whitney *U*-test		
	male	female	*u* obt.	*n*1; *n*2	*p*-value
Aeroplane pilot	3.49	2.28	20999.50	342; 247	<0.0001*
Air traffic controller	2.68	1.94	26268.50	339; 247	<0.0001*
Artist	3.11	3.27	39146.50	341; 245	n.s.
Building designer	3.26	2.55	27721.00	338; 246	<0.0001*
Carpenter	2.62	1.81	26283.00	340; 247	<0.0001*
Dancer	1.78	3.53	13933.00	338; 246	<0.0001**
Doctor	2.68	2.88	38056.00	340; 246	n.s.
Farmer	1.97	1.77	37852.00	341; 248	<0.05*
Firefighter	3.13	2.43	28619.00	342; 247	<0.0001*
Hairdresser	2.20	3.37	20662.00	340; 243	<0.0001**
Judge	2.47	2.44	41371.00	341; 244	n.s.
Librarian	1.64	2.05	32682.50	342; 247	<0.0001**
Lorry driver	2.18	1.63	31098.00	342; 248	<0.0001*
McDonald's™ worker	2.62	2.67	40825.50	341; 245	n.s.
Nursery school teacher	1.80	3.63	12178.00	340; 246	<0.0001**
Police officer	2.93	2.70	37220.50	342; 244	<0.05*
Scientist	2.80	2.28	32745.00	342; 247	<0.0001*
Secretary	1.94	3.02	18927.50	338; 247	<0.0001**
School teacher	2.16	3.10	24071.00	341; 246	<0.0001**
Shop assistant	2.52	2.96	31931.00	340; 248	<0.0001**
TV repairer	2.18	1.64	29415.00	342; 248	<0.0001*

*indicates traditional masculine occupation ascribed higher preference ratings by boys ($n = 9$).
**indicates traditional feminine occupation ascribed higher preference ratings by girls ($n = 7$).

Miller, L. & Budd, J. (1999). The development of occupational sex-role stereotypes, occupational preferences an academic subject preferences in children ages 8,12, and 16. *Educational Psychology, 19,* 1, *17-35.*

HOW IMPLICIT BIAS IMPACTS PERCEPTIONS OF STUDENTS

- Same behaviors punished more harshly and viewed as more troubling in boys and children of color
- Automatic association between race and aggression for identical behaviors of 5 year old's
- Lower expectations and viewed as less likely to succeed as early as elementary school
- Less likely to be recommended for gifted and higher level courses and more likely to be placed in remedial courses

HOW IMPLICIT BIAS IMPACT BEHAVIORS?

- Teacher student relationships and their connection to the racial achievement gap (Bergh, et al., 2010)
- More predictive of interracial behaviors than self-reported attitudes (McConnell & Leibold, 2001; Greenwald, Poehlmam, Uhlmann, & Banaji, 2009)
- Impacts non-verbal behaviors (Dovidio, Gaertner, & Kawakami, 2002)
- More impact when we are busy, distracted, tired, and under pressure

People use the following as a method of non verbal communication:

- **Facial expression**: The human face uses a number of expressions on daily basis to express various feelings and emotions, like happiness, stress, sadness, fear, surprise and so on.

- **Body postures**: It includes communication through your posture, attitude and delicate movements. People get affected and influenced; by the way one sits, walks, and stands and uses various parts of the body to convey a message.

- **Gestures**: Gesturing is the way we use our body parts in the communication process, like using the hands at the time of greeting, giving a thumbs up to wish someone luck and so on. Different gestures have different meaning in different cultures; therefore one has to be careful while using them.

- **Eye contact**: Eyes can speak a lot, the way one looks at someone in a communication can convey whether one is interested, unreceptive, attentive or confused. It is very import to maintain the flow of the communication.

- **Touch**: Touch is also an import way of conveying ones messages, like a tight handshake shows warmth and interest; a hug, a light tap on the shoulders convey different messages.

- **Space**: Space, the distance between two people when they communicate is an important aspect conveying message of intimacy, affection and domination.

- **Tone of voice**: The way one speaks, the tone of a person also influences the communication process, it symbolises empathy, anger, frustration and other such emotions.

How it Works
Stereotype Threat

The cognitive process model of stereotype threat

REFRAIN FROM USING MICROAGGRESSIONS

MITIGATING BIAS IN VIRTUAL ADVISING

Be Mindful of the Times!

Biases That Can Peak During Virtual Interviews:

- Socio-economic status bias
- Hair Bias
- Gender Bias

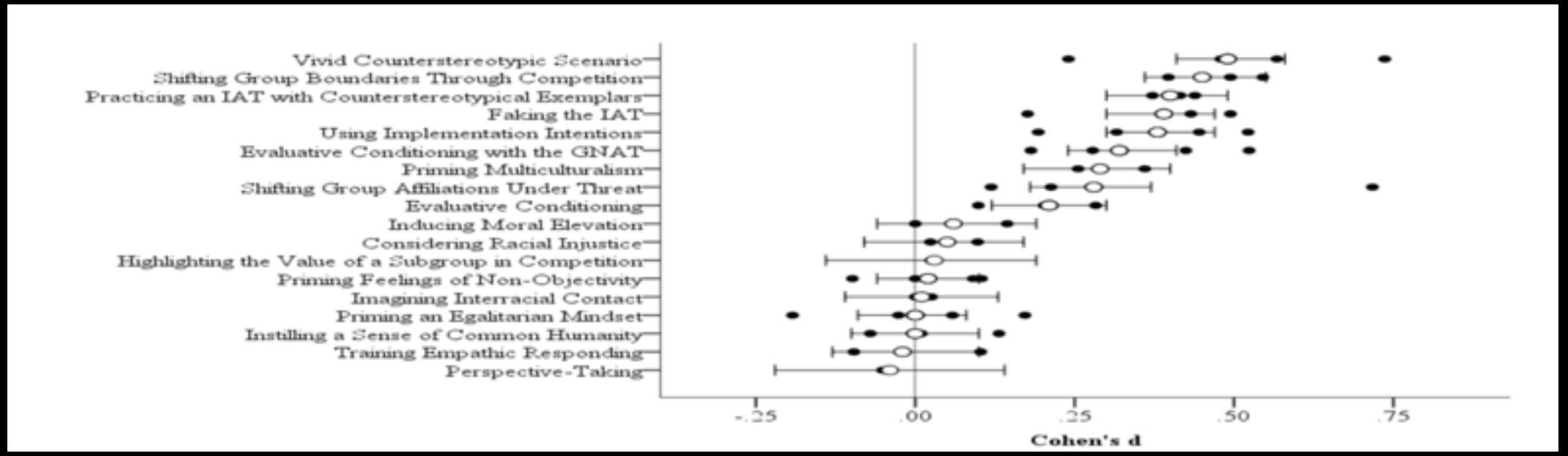
SOCIAL DISTANCING AND BIAS

- Our biases lead us to social distance from outgroups (or negatively stereotyped groups)

- If not conscious and strategic, societal social distancing due to COVID-19 can increase biases

REDUCING IMPLICIT BIASES

- Diversity training seminars reduce implicit biases (Gibson, in prep; Rudman, et al., 2001)
- Effective strategies to use in diversity training (Lai, et al., 2014)



MITIGATING BIAS WHILE ADVISING

- Check your biases!
- Mentally reset before each student (remember the impact of stress on biases)
- Create a “safe space”
- Get to know your students' identities
- Increase openness, conscientiousness, and empathy

www.thebiasadjuster.com

- Email – bgibson@thebiasadjuster.com
- Follow me @TheBiasAdjuster on

Megan Guidry
Leader Fellow

Bias Results

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Which Bias Test Did You Take?
TexasOnCourse

What Are Some Initial Reactions to Your Results?
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Any Suggestions for Reducing Bias in Your Counseling and Advising Practice?
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Thank You
Stay tuned for our follow-up email with all this information.
Take care and stay healthy and safe!
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