NTACT THE COLLABORATIVE

Unpacking Assumptions

Equitable Approaches to Re-Engaging Students and Youth in Education and VR Services

A Presentation By:

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Objectives

This ‘Watch Party’ will:

- **Explain** how disability and poverty intersect and **discuss** its resulting implications;
- **Introduce** and **deconstruct** key equity-oriented language;
- Encourage participants to **critically reflect** on one’s own biases using mental models;

  and

- Challenge participants to **reimagine** student and youth re-engagement.

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Agenda

1. **Sociopolitical Context**
   - Racial and Economic Injustice
   - Disability and Poverty
   - The Impact of COVID-19
2. **Language Matters**
   - Equity-oriented Language
3. **Role of Bias and Mental Models**
   - Information Processing and the Brain
   - Critical Reflection
4. **Reimagining Re-Engagement**
   - Unpacking Assumptions
   - Interrogating Beliefs and Attitudes (Internal work)
   - Resources (Shared in Chat)

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Purpose

> Not everything that is faced can be changed, but nothing can be changed until it is faced.

James Baldwin

Sociopolitical Context
Race and Disability

Bureau of Justice Statistics[1]:

- Between 33-55% of all use-of-force incidents involve a civilian with a disability.
- Nearly 40% of State prisoners and 29% of federal prisoners report having at least one disability.
- More than half of African Americans with disabilities have been arrested by age 28—double the risk when compared to whites with disabilities.

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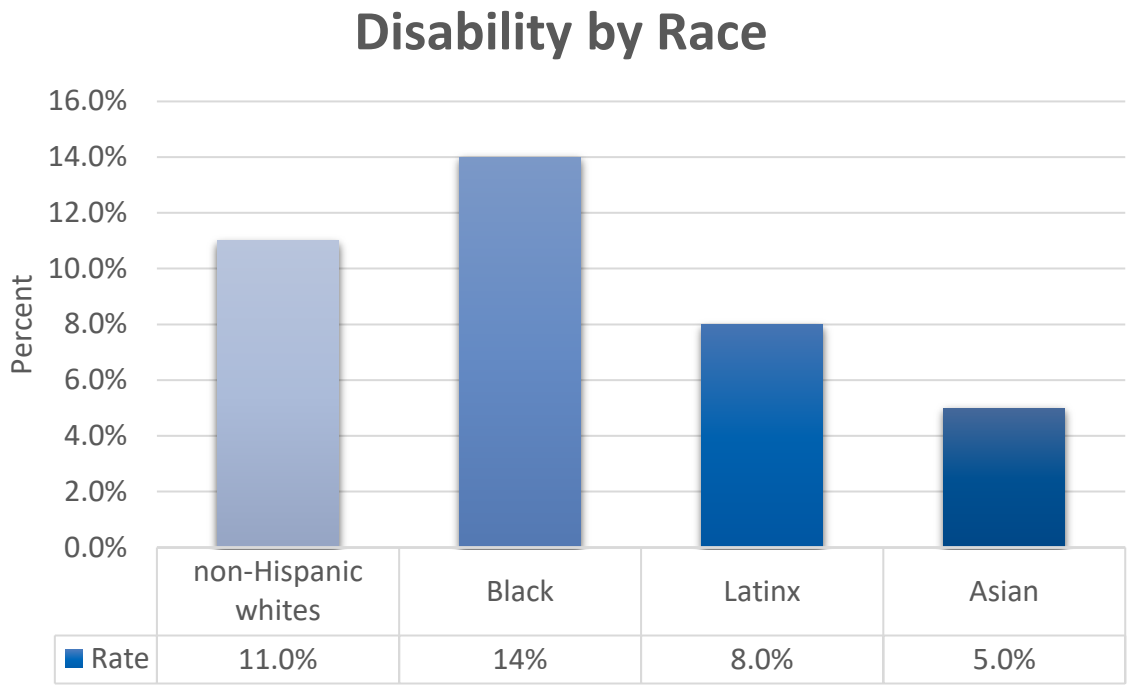
[1] *Note*. Data obtained from Survey of Prison (2016). See https://www.bjs.gov/content/pub/pdf/spi16q.pdf

Sociopolitical Context:
Race and Disability

Significance:

- 1 in 9 working-age adults have a disability that may put them at risk for economic exclusion (vary by race).
- Blacks are most likely to be identified as having a disability.
- This disparity associated from a complex interaction of socioeconomic and demographic characteristics.



Source. Taken from the American Community Survey (2015) as cited in Goodman, et al. (2019). *Financial Inequality: Disability, Race and Poverty in America*. National Disability Institute.

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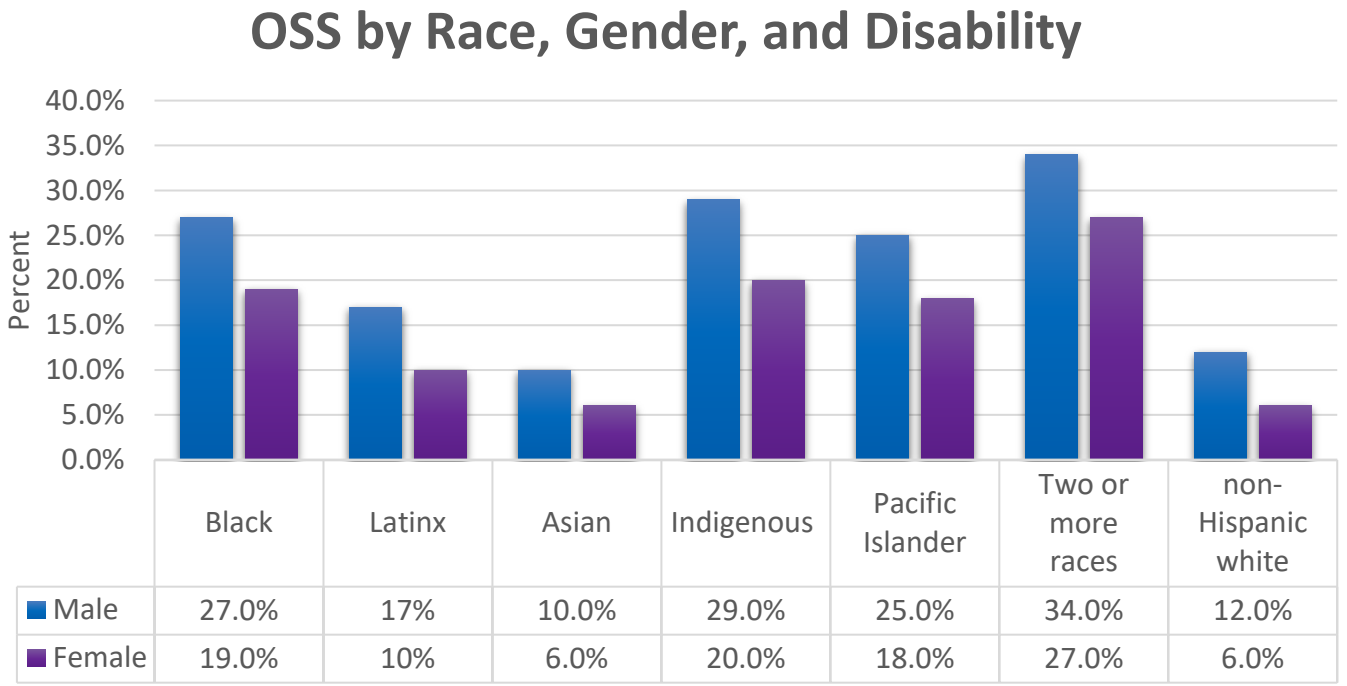
Sociopolitical Context:
Race and Disability

Significance:

- 1 in 4 historically marginalized males of color with disabilities (served by IDEA) receives an out-of-school suspension.
- 1 in 5 historically marginalized females of color with disabilities (served by IDEA) receives an out-of-school suspension.



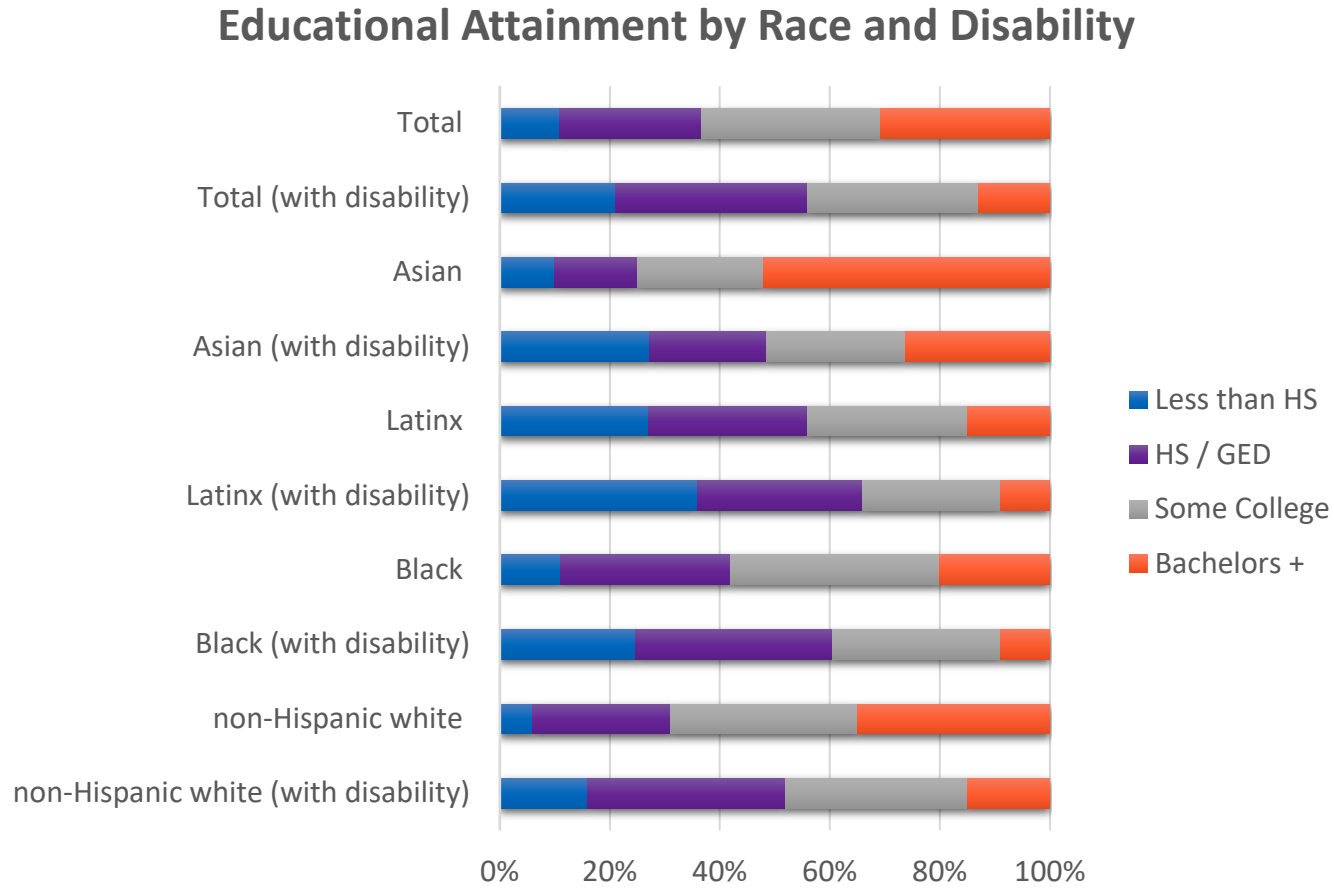
	Black	Latinx	Asian	Indigenous	Pacific Islander	Two or more races	non-Hispanic white
Male	27.0%	17%	10.0%	29.0%	25.0%	34.0%	12.0%
Female	19.0%	10%	6.0%	20.0%	18.0%	27.0%	6.0%

Source. Data obtained from the Office for Civil Rights (2014). *Data Snapshot: School Discipline*. Issue Brief No. 1. U.S. Department of Education.

Sociopolitical Context:
Race and Disability

Significance:

- Educational attainment varies by race and disability.
- Persons with disabilities tend to have lower levels of education than those without a disability.
- Historically marginalized People of Color with disabilities are more likely to have a high school education or less.



Source. Data obtained from the U.S. Census Bureau American Community Survey (2015).

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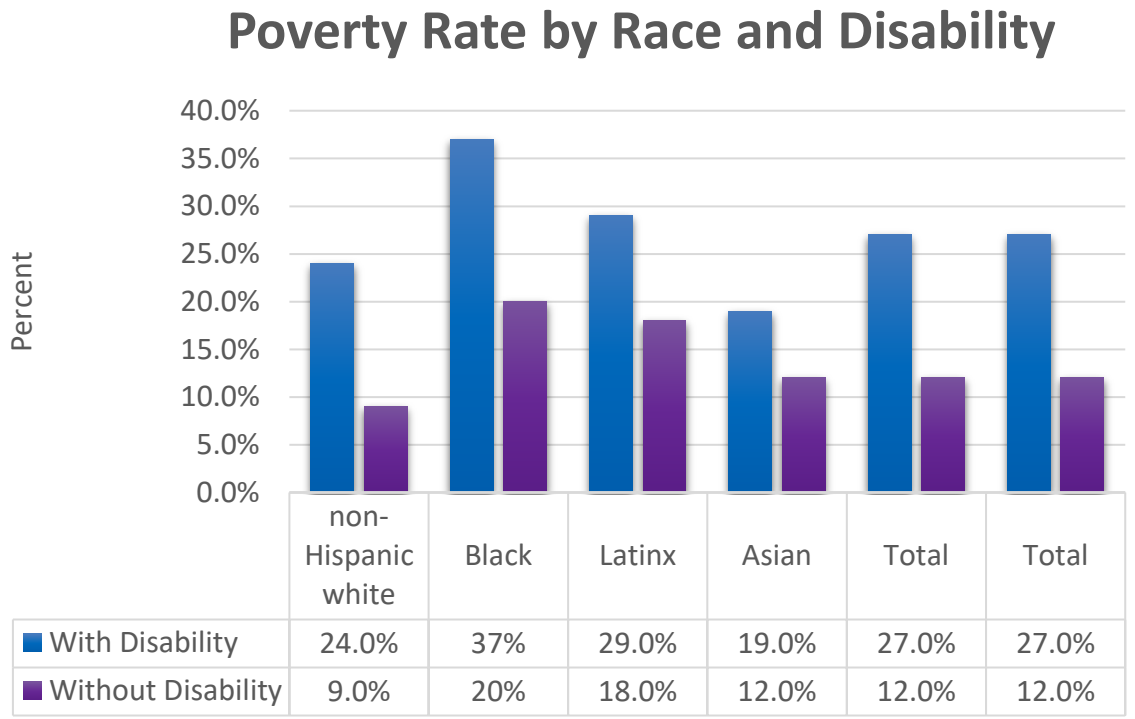
Sociopolitical Context:
Race and Disability

Significance:

- Persons with disabilities have 2x the rate of poverty in comparison to those with no disability.
- Nearly 40% of African Americans with disabilities live in poverty.
- People of color with disabilities are doubly marginalized.



	non-Hispanic white	Black	Latinx	Asian	Total	Total
With Disability	24.0%	37%	29.0%	19.0%	27.0%	27.0%
Without Disability	9.0%	20%	18.0%	12.0%	12.0%	12.0%

Source. Taken from the American Community Survey (2015) as cited in Goodman, et al. (2019). *Financial Inequality: Disability, Race and Poverty in America*. National Disability Institute.

Sociopolitical Context
Disability and Poverty

U.S. Census Data[2]:

- Poverty is highly correlated with educational attainment.
- Approximately 39% of non-Hispanic whites with disabilities, who have less than a high school degree, live in poverty.
- An estimated 51% of African Americans with disabilities, who have less than a high school degree, live in poverty.

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[2] *Note*. Obtained from the American Community Survey (2015) as cited in Goodman, et al. (2019). *Financial Inequality: Disability, Race and Poverty in America*. National Disability Institute.

Sociopolitical Context
Disability and Poverty

Resulting Implications of Poverty:

- Hardship can trigger disabilities, such as, those related to secondary conditions and emergent disability.

  (Yoo t al., 2009)

- Strong correlation between financial stress (i.e., debt) and poor physical and mental health.

  (APA, 2015; Fitch et al, 2007)

- Relationship between poverty, disability and health is often cyclical.

  (Allard et al., 2012; Iceland, 2013)

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Sociopolitical Context:
Disability and Poverty

The "Science of Scarcity[3]"

- Longitudinal, Interdisciplinary Study
- Research Question centered on the Relationship between scarcity and mental capacity.
  - Scarcity is distracting (i.e., attention, time, money) = Depletion
  - Depletion results in poor decision making (i.e., focus on short-term, rather than long-term)
- Key Findings
  - Poverty depletes parents' cognitive resources
  - Persons experiencing poverty are at greater risk for depression and anxiety (i.e., "mental tax)
  - Depression and/or distractions lead to emotional withdrawal
  - Scarcity potentially correlated with impulsive behavior, poor academic performance, and poor financial decision-making.
  - Policies and Programs should consider scarcity-induced behavior.

[3] *Note*. Coined by *Sendhil Mullaiinathan* and *Eldar Shfir* (2017) on their study of scarcity and mental capacity.

Sociopolitical Context
Impact of COVID-19
(Education)

Student Engagement:

Nearly 60% of all school districts were providing some form of remote instruction as of May 2020 due to COVID-19[4].

Implications

- Widened the Digital Divide
- Compounded Opportunity Gaps
  - Disparities by Race
  - Disparities by Socioeconomic Status
  - Disparities by Disability Status
- Increased (↑) Difficulty Locating Students
- Increased (↑) Drop Out Rate

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[4] *Source*. Chambers, et al. (2020). *Promising Practices Brief. Improving Student Engagement and Attendance during COVID-19*. U.S. Department of Education.

Sociopolitical Context

Impact of COVID-19
(Employment)

Youth Engagement:

At the beginning of 2020 the Youth Unemployment rate was 8.3% among youth ages 16 to 24; but by April 2020 the rate tripled to 27.4% for youth in the same age category[5].

At the height of COVID-19 the youth unemployment rate was more than double that of the general adult population.

Youth age 16 to 24 in households with income of $25K were more likely to be unemployed due to job loss in retail and hospitality sectors.

Although all racial groups were significantly impacted by COVID-19, the increase (↑) in Asian American unemployment was unprecedented.

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[5] *Source*. Inanc, H. (2021). *Youth Unemployment in the First Year of the COVID-19 Pandemic: From the Breakout to the Vaccine Rollout*. Mathematica.

Equity Oriented Language
What is EQUITY?

- Equity is promoting *justice*, *impartiality* and *fairness* within the procedures, processes, and distribution of resources by institutions or systems. [6]
  - Tackling issues of equity requires an understanding of the root causes of outcome disparities within our society.

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[6] *Note*. Definition and image of equity were obtained from eXtensions Foundation's webpage (https://dei.extension.org/)

Equity-Oriented Language

Deconstruction

Avoiding Deficit Language

Getting on One Accord

When Referring to PEOPLE

Intersection of Identity
≠
Intersectionality[7]

Poor
≠
Experiencing Poverty

When Referring to COMMUNITIES

Poor ≠ Underresourced or Low-Income

[7] Source: Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A Black feminist critique of anti-discrimination doctrine, feminist theory, and antiracist politics. *University of Chicago Legal Forum*, *14*, 538-554.

Equity-Oriented Language

Introduction

Moving Beyond Paternalism

THE SAVIOR COMPLEX is the deficit framing of low-income communities of color with the intention of "saving" individuals (namely youth and/or young adults) from their environments (Straubhaar, 2015).

THE WHITE SAVIOR COMPLEX is when privileged White outsiders see it as their duty to save those, often individuals (namely youth and/or young adults) of color, in less privileged positions (Straubhaar, 2015).

Note

An Asset-Based Mindset and Co-Contructed Approach help to dismantle Paternalism

Equity-Oriented Language

Introduction

Bias

/ˈbīəs/

noun

1. Bias is often characterized as stereotypes about people based on the group to which they belong and/or based on an immutable physical characteristic they possess, such as their gender or ethnicity.

Three (3) Most Common Types of Bias[8]

Types of Bias	Definition
Anchoring Bias	The tendency to take the first available piece of information and unconsciously use it to "anchor" decision-making, even when the information is incorrect or prejudiced.
Confirmation Bias	The brain's tendency to search for and focus on information that supports what someone already believes, while ignoring facts that go against those beliefs.
Implicit Bias	A distorting lens that's a product of both architecture of our brain and the disparities in our society (Eberhardt, 2019).

[8] Source: Definitions of bias were obtained from Psychology Today (https://www.psychologytoday.com/us/basics/bias).

Bias and Mental Models

The Human Brain[9]

1. **Information Processing**
   Consciously aware of only a small portion

2. **Subconscious Mind**
   Categorization
   Creates Associations
   Fill in the Gaps

3. **Mental Models**
   Frames that help us better understand and navigate the world

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[9] Source: Institute for New Economic Thinking; HAAS Institute for a Fair and Inclusive Society; and Powell, J. (2016). Healing Otherness: Neuroscience Bias and Messaging (see https://belonging.berkeley.edu/sites/default/files/healing_otherness_ppt.pdf)

Bias and Mental Models

Mental Models Explained

Shapes what we **think** and how we **understand**

Shapes our **connections** and **opportunities**

Shapes the way we **simplify complexity**

Shapes **reasoning** and how we assign **relevance**

Bias and Mental Models

Critical Reflection

Acknowledge, Address, and Adapt[10]

Perception	How we see people and perceive reality
Attitude	How we react towards certain people
Behaviors	How receptive we are towards certain people
Attention	Which aspects of a person do we pay the most attention to
Listening	How much we actively listen to what certain people say
Micro-affirmations	How much/little we comfort certain people in certain situations

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[10] Information obtained from Social Talent. See https://www.socialtalent.com/blog/diversity-and-inclusion/9-types-of-bias

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IDEAs that Work

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