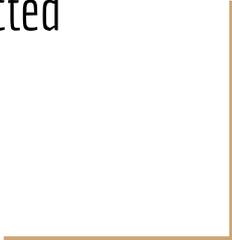


# TC/Counseling Anti-Racism FLC

A Discussion of Collected  
Resources



# Members



Dr. Ruby Cain

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Associate Professor  
of Practice  
Educational Studies  
& Advisor of Adult  
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Dr. Maria  
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Counseling  
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& Asst. Clinical Prof,  
Counseling  
Psychology, Social  
Psychology &  
Counseling

# Areas Covered

Community History &  
Engagement Resources  
Dr. Ruby Cain

Teaching Resources  
Dr. Maria Hernández Finch

Discrit & Disability Rights  
Resources  
Dr. Evette Simmons-Reed

Arts, Music, Creativity, & JOY  
Dr. Kendra Lowery

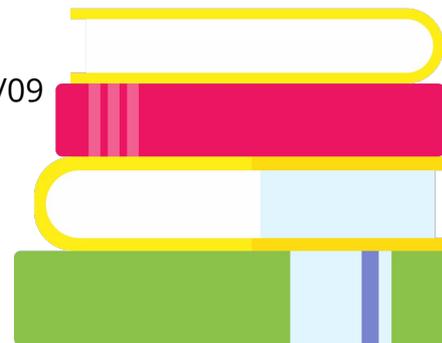
Psychology & Cultural Humility  
Dr. Lina Burkhart

# Importance of having resources for pre-service teachers & their higher ed professors

In a recent Ed Week poll, most educators (84%) stated that they were at least somewhat willing to teach or support the implementation of an anti-racist curriculum (46% very willing; 38% somewhat willing).

But, only 14% indicated that they had both the professional development and the resources they needed to do so.

<https://www.edweek.org/leadership/anti-racist-teaching-what-educators-really-think/2020/09>



# Community History & Engagement Resources

Curated by

Dr. Ruby Cain

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# Community History & Engagement Resources, cont

**Community of Learning/Learners**  
**Community & Cultural History**  
Community Engagement  
Community Based Participatory Research  
Social & Racial Justice

## Creating/Sustaining Community of Learners

- Definitions
- Concepts
- Success Strategies
- Scenarios & Resources

## Community & Cultural History

- Purpose
  - Benefits (relationship to cultural pride)
  - Partnerships/Resources
  - Examples & Resources
-

# Community History & Engagement Resources, cont

Community of Learning/Learners  
Community & Cultural History  
**Community Engagement**  
**Community Based Participatory Research**  
Social & Racial Justice

## Community Engagement

- Definitions and Types
- Examples & Resources

## Community Based Participatory Research

- Definitions
  - Challenges & Benefits
  - Examples & Resources
-

# Community History & Engagement Resources, cont

Community of Learning/Learners  
Community & Cultural History  
Community Engagement  
Community Based Participatory Research  
**Social & Racial Justice**

## Social & Racial Justice Community Initiatives & Resources

- Purpose and Scope
  - [Everyday Democracy](#)
  - [Equal Justice Initiative](#)
  - [It Is Well With My Soul](#)
  - [Program in Intergroup Relations](#)
  - [Doing Our Own Work:  
Anti-Racism Seminar for White  
People](#)
-

# Teaching Resources

Curated by

Dr. Maria Hernández Finch

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# Included in this section

- \*\*\*Resources for K-12 & Higher Ed
- \*\*\* Helpful Books from a Culturally Sustaining & Inclusive Perspective
- \*\*\*Anti-Racism Resources & Links

Introduction to Section

#1 Resource for Educators and Trainers:

[Midwest & Plains Equity Assistance Center](#)

(<https://greatlakesequity.org/map-eac> )

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# Books

Helpful Books with a Culturally  
Sustaining & Inclusive Perspective

We Want to Do More than Survive:  
Abolitionist Teaching & the Pursuit of  
Educational Freedom (Love, 2019)

Teaching Race: How to Help Students  
Unmask & Challenge Racism  
(Brookfield, 2019)

Universal Design for Learning:

Equity by Design: Delivering on the  
Power & Promise of UDL (Chardin &  
Novak, 2021)

Anti-Racism & UDL (Fritzgerald, 2020)

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# K-12 & Higher Ed Education

## Anti-Racism Resources & Links

We provide numerous annotated Tools & web-based indices each containing multiple links.

Examples for K-12:

Trying Together Anti-Racism Tools

<https://tryingtogether.org/community-resources/anti-racism-tools/>

Miseducation Is there racial inequality at your school? (ProPublica)

<https://projects.propublica.org/miseducation/>

Examples for Higher Ed:

Academics for Black Survival and Wellness

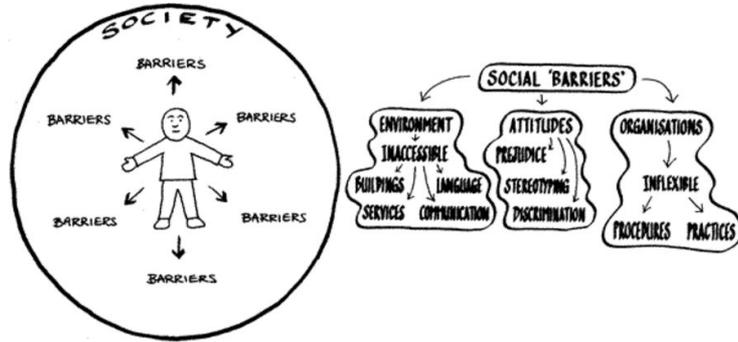
<https://www.academics4blacklives.com/>

Diverse Issues in Higher Education

<https://diverseeducation.com/>

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# DisCrit & Special Education Resources



Curated by

Dr. Evette Simmons-Reed



# DisCrit & Special Education Resources

The purpose of this collection is to help users locate relevant resources regarding ableism and the social construction of race and disability, as a means for changing the discourse in Special Education from a pathological understanding of differences towards an inclusive perspective and the intersectionality of race and ability.

- What makes Special Education so special – ethical and legal perspectives in K12 and higher education?
- Collection of reports, legislation, ethical guidelines, and case law providing a background as it relates to student outcomes
- Dis/Crit and the intersection of racism and ableism – Reimagining Dis/Ability
- “Nothing about me without me,” Essays, articles, and interviews from Disability Rights advocates and activists
- Resources for supporting the advancement of students with differing abilities.

# Tenets of DisCrit

Dis/ability Critical Race Studies (DisCrit) has recently developed as educators seek to fill the gap in disability studies and critical race research regarding the educational experiences of students with multiple marginalized identities (Annama, Connor, & Ferri, 2013). Unlike other fields related to disability,

Disability Studies and DisCrit rejects the various binaries associated with disability as pathology, needing cured, fixed, or other degrading, deficit driven social constructions that subjugate them for objects to be studied (Dolmage, 2017). Disability Studies have emerged into a interdisciplinary, multidisciplinary field in higher education, but has been criticized for primarily focusing on the “white” experience by critical race scholars with disabilities (Annama, et. Al., 2013; Dolmage, 2017).

1. DisCrit focuses on the interdependent ways that racism and ableism shape notions of normalcy.
  2. DisCrit emphasizes multidimensional identities (Solorzano and Bernal 2001) rather than singular notions of identity, such as race, dis/ability, social class, or gender.
  3. Race and ability are socially constructed in tandem
  4. seeks to disrupt the tradition of ignoring the voices of traditionally marginalized groups and instead privileges insider voices
  5. Considers legal, ideological, and historical aspects of dis/ability and race and how both have been used separately and together to deny the rights of certain citizens.
  6. DisCrit recognizes whiteness and Ability as ‘property,’ conferring economic benefits to those who can claim whiteness and/or normalcy (Harris 1993) and disadvantages for those who cannot lay claim to these identity statuses.
  7. DisCrit supports activism and promotes diverse forms of resistance.
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# Arts, Music, Creativity & JOY

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Curated by

Dr. Kendra Lowery

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# Art, Music, Creativity, & JOY: Connections to Education

These resources intersect the arts and creativity with joyful (affirming) stories and pedagogies about BIPOC excellence and activism that can be incorporated across a range of educational spaces.

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# Overview & Examples of Resources

- Arts: Nikki Giovanni “Nikki Rosa”
    - “Black love is Black wealth”
  - Music: Nina Simone YouTube channel
    - Music and interviews
  - JOY: “Hair love”
  - “In the land of my ancestors”  
Indigenous people’s land  
reclamation
-

# One Resource Highlight

This performance by Wilisha Scaife demonstrates how the arts, such as spoken word can convey powerful truths and teaching for educators

“I Am My Community” by Wilisha Scaife,  
Family-Community Advocate, Muncie, Indiana



<https://drive.google.com/file/d/109rmSeSeZWyksZ97-0kNFgcY4o3CX4Il/view?usp=sharing>

# Psychology & Cultural Humility

Curated by

Dr. Lina Burkhart

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# Cultural Humility

Hook et al., 2013; Mosher et al., 2017

Involves 2 primary components:

## 1. Intrapersonal components

- ★ Critical self-examination of cultural biases
- ★ Self-awareness and Self-reflection

## 2. Interpersonal components

- ★ Being other-oriented
- ★ Open to another person's cultural background and experience
- ★ Cultivating respect and a mutual partnership



# Intrapersonal Components

Example of one resource

**The Racial Healing Handbook: Practical Activities to Help You Challenge Privilege, Confront Systemic Racism, and Engage in Collective Healing,** by:

[Anneliese A. Singh](#)

## Worksheet/Activity:

### What is my cycle of racial socialization?

*The Beginning—When you are born, racial scripts have already been laid out in the world, and those who raise you carry them out. Write about the racial scripts the people who raised you were operating on. (p.39)*

### Resocializing my racial self:

*The Beginning—Write about the world you needed to see, when you were born, in your neighborhood, community, family, and close personal networks regarding race and racism. (p. 44)*

# Intrapersonal Components

Example of one resource

***hollaback!***

<https://www.ihollaback.org>

FREE bystander intervention trainings



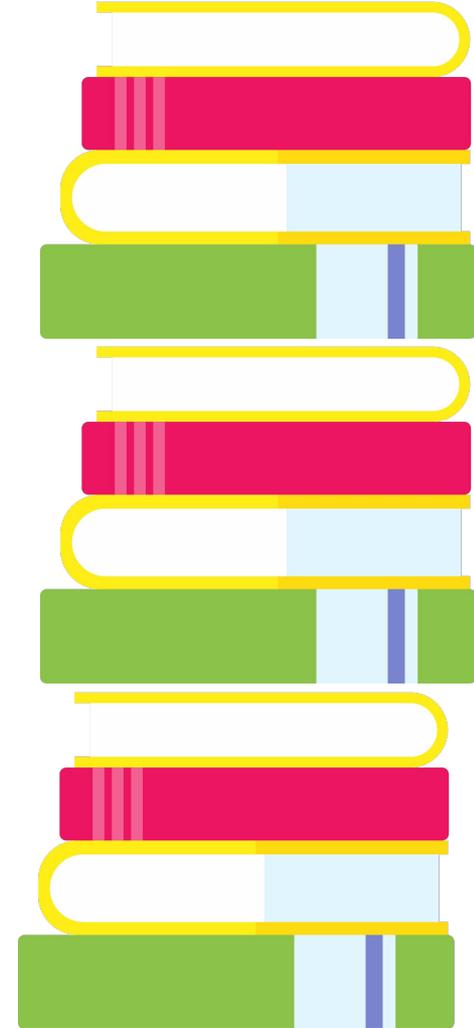
**BYSTANDER INTERVENTION TO STOP  
POLICE SPONSORED VIOLENCE AND  
ANTI-BLACK RACIST HARASSMENT**

5 D's:

Distract ~ Delegate ~ Document ~ Delay ~ Direct

# Summary

Each BSU Enduring Value compels us to make a difference by using an active anti-racist stance. Specifically, the values of COURAGE (set ambitious goals & take risks to accomplish) and INCLUSIVENESS (DEI) tell us that we can and must strive to train & empower educators to actively & responsively address systemic barriers and erasure while acknowledging the contributions, assets, beauty, and histories of underrecognized communities and people.



# Questions?



"Every great dream begins with a dreamer. Always remember, you have within you the strength, the patience, and the passion to reach for the stars to change the world."

Harriet Tubman