

Microaggressions in School Part 2

Link: [Learn to Spot—and Stop—Racial Microaggressions in Schools - YouTube](#)
[Feb 2021 (14.30 minutes)] ISTE International Society for Technology in Education

Cheyenne Batista, Ed.D., an education and business consultant, describes a microaggression in which she was hailing a taxi to go downtown in NYC when a white woman leaving the cab told her that this kind of cab did not go to the Bronx. This demonstrated assumptions that Dr. Batista, a young Black woman would 1.) likely be going to the Bronx and 2.) would not understand the NYC taxi system. Additionally, the white woman likely did not think of the Bronx as a home of art and culture, but rather the place where Black people fit. Dr. Batista describes “microaggression” as a misnomer; they are “micro” in name only; their impact is macro.

Dr. Batista states that for those persons targeted for microaggressions—disproportionally BIPOC—these comments, looks and actions cut razor sharp and come at a time when one least suspects them. Each one makes the person “bleed” and question what just happened. Responding can create “an open invitation for the gaslighting that usually follows.” So, “Who should speak up in these moments, who is best positioned to do so, and when and why.” Dr. Batista says, “Like any other injury, it shouldn’t be the one bleeding out.” Black, Indigenous and People of Color are exhausted from racism. If they can or want to respond, that’s one thing, but centering self-care should take precedence. “So white people, it means if you’re really about... equity and anti-racism, we need you to play more of a role in speaking out... What might it look like if people on the receiving end of microaggressions could rely on others around them to be true champions for anti-racism and equity in the moment? What might it look like to remove this work from those most impacted and put the onus on others to speak up?”

“Schools perpetuate inequity through resistance [to change]” by promoting an environment in which only the privileged (non-BIPOC) belong. Batista shows studies of how Black, Hispanic and immigrant students experience discrimination and correlates these findings to lower grade point averages, and to the loss of social and emotional well-being and a sense of belonging. Batista quotes Dr. Bettina Love: “Racism literally murders your spirit.”

Going forward, Dr. Batista reminds us that school leadership should:

1. **Be ready** and to attack inequities by recognizing and addressing microaggressions.
2. **Speak up** even if the words are not perfect.
3. **Get better.** Apologize for what you’ve done wrong and do better in the future!

Link: [Racial Microaggressions - YouTube](#) [2021 (8 mins)]
Inclusologists-DC

“Dr. CI” defines microaggressions as “a subtle slight or something that is offensive that someone does to you based on your identity.”

Racial Microaggressions include:

1. Assumptions of Criminality
2. Exoticization
3. Assumptions of Racial Inferiority
4. Pathologizing Cultural Values

Strategies to use if you have microaggressed someone:

1. Shut up (and accept correction)
2. Acknowledge feelings (take responsibility and apologize for offending the person)

How to prevent microaggressions:

1. Expose yourself to People of Color—open your networks
2. Hire more BIPOC staff and create support systems for them

Additional Resources:

[Microaggressions That Educators Commit Daily - The Edvocate](https://theedadvocate.org) (theedadvocate.org)

1. Seeing a student's dialect or way of speaking as an issue.
2. Punishing Students for sleeping in class.
3. Punishing students for wearing hats and hoodies.
4. Pronouncing student's name incorrectly, even after they have corrected you.
5. Scheduling assessments or due product dates on religious or cultural holidays.
6. Ignoring religious traditions or their details.
7. Having low expectations for students from particular groups, neighborhoods, or feeder patterns.
8. Focusing on, or engaging and validating one gender, class, or race of students while ignoring other students.
9. Giving student tasks or roles that reinforce particular gender roles or don't allow all students flexibility across roles and responses.
10. Interpreting students' emotional responses based on gender, sexual orientation, race or ethnicity.
11. Conveying inappropriate humor in class that degrades students from different groups.
12. Conveying racially charged political opinions in class assuming that the targets of those opinions do not exist in class.
13. Using the term "illegals" to reference undocumented students.
14. Having debates that place students from groups who may represent a minority opinion in class in a difficult position.
15. Calling students out in class because of their backgrounds.
16. Requiring students of any particular group to 'represent' the perspectives of others of their race, gender, etc. in class discussions or debates.
17. Refusing to acknowledge the experiences of students by questioning the credibility and validity of their stories.
18. Giving class projects or creating classroom or school procedures that are heterosexist, sexist, racist, or promote other oppressions, even inadvertently.
19. Use of sexist language.
20. Conveying heteronormative metaphors or examples in class.
21. Categorizing the gender of any student based on your opinions or traditional gender norms.
22. Misusing pronouns even after a student, transgender or not, indicates their preferred gender pronoun.
23. Facilitating projects that ignore differences in socioeconomic class status and inadvertently penalize students with fewer financial resources.
24. Believing all students have access to and are proficient in the use of computers and applications for communications about school activities and academic work.

25. Believing that students of particular ethnicities must speak another language or must not speak English.
26. Praising non-white students on their use of “good English.”
27. Not allowing students to working on projects that explore their own social identities.
28. Requiring people with hidden disabilities to identify themselves in class.
29. Requiring students with non-obvious disabilities to “out” themselves or discuss them publicly.
30. Turning a blind eye to student-to-student microaggressions.
31. Making assumptions about students and their backgrounds.
32. Using pictures of students of only one ethnicity or gender on the school website.
33. Requiring that students engage in required reading where the protagonists are always white.

[Racial Microaggressions: Comments That Sting | The New York Times - YouTube](#)

[An everyday dimension of racism: Why we need to understand microaggressions - YouTube](#)

[Microaggressions and Microinterventions in the Classroom | College of Education \(fsu.edu\)](#)

[Eliminating Microaggressions: The Next Level of Inclusion | Tiffany Alvoid | TEDxOakland - YouTube](#)
(9 mins)

[How Do I Respond: Navigating and Coping with Racial Microaggressions in Graduate Education](#)
[Apr 19, 2022 (6.5 mins)] The Graduate Center CUNY

[How unintentional but insidious bias can be the most harmful - YouTube](#) [Nov 2015 (8 mins)]
The News Hour

[How microaggressions can reinforce and normalize racism | Your Morning - YouTube](#) (Feb 2018)
CTV Your Morning (7 mins)

[Addressing micro aggressions and biases in the workplace - YouTube](#) [Dec 7, 2017 (3 mins)]

[How Prejudiced Are You? Recognizing and Combating Unconscious Bias | Jennefer Witter | TEDxAlbany - YouTube](#) [Jan 2020 (16 mins)]

Overt racism is easy to identify. But what about unconscious bias— soft prejudices that we all have, but of which we are basically unaware? In today’s heated social and global climate, this lack of awareness can deeply impact your professional and personal life, as well as the way you unintentionally communicate and think. It can even have serious economic ramifications. This provocative talk will take a deep dive into the subject, where you will confront your own biases and see how you—regardless of race, status, income or education— have been a victim of unconscious bias. Jennifer is an in-demand speaker on implicit bias, gender-based communication styles, personal branding, social media and public relations topics. The Pentagon, The Brookings Institution, PA Conference for Women, Brown Brothers Harriman and Columbia University are among the many prestigious venues where she has presented. Jennefer is also an instructor at NYC’s 92Y. She is an experienced chief executive officer (The Boreland Group) with a demonstrated history of providing results via creative PR programs. Jennefer is the author of “The Little Book of Big PR: 100+ Quick Tips to Get Your Small Business Noticed” (HarperCollins).



[It's About Time We Challenge Our Unconscious Biases | Juliette Powell | TEDxStLouisWomen - YouTube](#)

[Just belonging: Finding the courage to interrupt bias | Kori Carew | TEDxYouth@KC – YouTube](#)
[Mar 8, 2018 (19 mins)]

STEREOTYPES

[How racial bias works—and how to disrupt it | Jennifer L. Eberhardt - YouTube](#) (14 mins)

[Implicit Bias, Stereotype Threat and Higher Ed | Russell McClain | TEDxUniversityofMarylandBaltimore - YouTube](#) [Dec 11, 2018 (11 mins)]

[Breaking down stereotypes using art and media | Bayete Ross Smith | TEDxMidAtlantic - YouTube](#)
As a black man, Bayeté Ross Smith has faced discrimination throughout his life. He turned that frustration to media, creating projects that explore how image shapes our perception of people, in an attempt to educate and break down stereotypes.