Minnesota Department of Education

Acknowledging the Role of Implicit Bias To Decrease Suspensions and Expulsions

CHILDREN DON'T SUSPEND THEMSELVES: ADDRESSING INEQUITIES & PROMOTING POLICIES IN ECE

AGENDA

Day One: Morning
 	
Overview of suspensions
 	
Afternoon
What behaviors promote inequites and bias?
 	
Closing
Advancing Policy to Address Early Childhood Suspensions
	• Overview
	• Define suspension
	• National Suspension Data
	• Minnesota's data
	• Why is this happening?
	• Teachers need TOOLS to address Challenging Behavior
	• Let's look at Behavior
	• Hot buttons
	• Cultural Disconnects
	• Resistance to discussing race
	• Children and Race
	• Colorblind ideology
	• Implicit Bias
	    o Ladder of Inference
	    o Gilliam's Implicit Bias Study
	        ▪ Unpacking Gilliam's Study
	    o Implicit bias
	    o Gender Bias
	    o Transgender Bias
	    o Sexual Orientation
	    o Working w/ Gay and Lesbian Families
	    o Misconceptions about Native Americans
	    o English Language Learners
	    o Children with Disabilities
	• Unpacking Culture
	• Expectation Gap
	• The Expectation Gap
	• Developmental Behavioral Expectations
	• Anti-Deficit Approach
	• Culturally Responsive Practices
	• Transformative Professional Development
	• What policies have other States implemented/proposed?
	    o Banned suspensions
	    o Restricted suspensions
	    o Provided supports for teachers
	• What can Minnesota Do?
	    o Round Table Discussions
	• Developing a Plan of Action
	• Report out