



Educational Therapy & Social Justice

-investigate

-reflect

-share

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Ice-Break!

- ▶ As the host spotlights or calls on you, tell the group **where you practice** and the **age range** of your clients/ students.
- ▶ **Describe** ONE thing your students/clients **KNOW ABOUT YOU** or **DON'T KNOW ABOUT YOU**.
- ▶ Let's move this through this apace! We'll practice a **time limit**.



Where do we start?

“ We cannot escape our history. All of our solutions to the great problems of health care, education, housing and economic inequality are troubled by what must go unspoken.”

James Baldwin



Essential Questions

- ▶ How do systems and structures of racism and white privilege impact our practice as Educational Therapists?
- ▶ What does an Educational Therapy practice informed by Social Justice look like?



Group Agreements for Multicultural Interactions

- **TRY IT ON:** Be willing to “try on” new ideas, or ways of doing things
- **PRACTICE SELF-FOCUS:** Attend to and speak about your own experiences and responses. Do not speak for a whole group or express assumptions or generalize about the experience of others.
- **UNDERSTAND THE DIFFERENCE BETWEEN INTENT AND IMPACT:** Try to understand and acknowledge impact. Denying the impact of something said by focusing on intent is often more destructive than the initial interaction.
- **PRACTICE “BOTH / AND”:** When speaking, substitute “and” for “but.” This practice acknowledges and honors multiple realities.
- **REFRAIN FROM BLAMING OR SHAMING SELF & OTHERS:** Practice giving skillful feedback.
- **MOVE UP / MOVE BACK:** Encourage full participation by all present. Take note of who is speaking and who is not. If you tend to speak often, consider “moving back” and vice versa.
- **PRACTICE MINDFUL LISTENING:** Try to avoid planning what you’ll say as you listen to others. Be willing to be surprised, to learn something new. Listen with your whole self.
- **CONFIDENTIALITY:** Take home learnings but don’t identify anyone other than yourself, now or later. If you want to follow up with anyone regarding something they said in this session, ask first and respect their wishes.
- **RIGHT TO PASS:** You can say “I pass” if you don’t wish to speak.



Peggy McIntosh

- ▶ 1989 excerpted article, “White Privilege: Unpacking the Invisible Knapsack”
<https://convention.myacpa.org/houston2018/wp-content/uploads/2017/11/UnpackingTheKnapsack.pdf>
- ▶ 2012 TedX Talk, “How to Recognize Your White Privilege and Use it to Fight Inequality”



Reflective Writing #1: Start where you are—

choose one or more to respond to—or write whatever comes to mind...


- ▶ **Why am I here today?** Why am I interested in this topic? Who has played in a role in my desire or ability to work on Social Justice? Make a list of these people and how they have influenced you.
- ▶ **What puts me above or below the line of McIntosh's "line of hypothetical social justice?"** Consider any of the following (or others): sexual orientation, class, region, religion, gender, race, employment, physical ability, cognitive ability, handedness, language, nation of origin, ethnicity, family's relation to education, money, housing. **Suggestion: draw this!**



Mindful sharing (rather than crosstalk or discussion) of Testimony

Please share (without discussion or cross talk) about your own experiences! Why?

- ▶ Mindful sharing allows us to process what others say and accept where we are on this journey.
- ▶ Mindful sharing allows the participant to be rooted in their experience and fully listen without having to form a response in one's mind.



Reflective Writing #2: Write your **thoughts** about what you have found in common with your colleagues and/or **respond** to the prompts below:


- ▶ What do I observe about **systems in education** (at any level) that confer in McIntosh's words, "**an invisible package of unearned assets**"?
- ▶ What have I heard (or not heard) today that has **inspired, troubled, or surprised me**?



Next Steps?

QUESTIONS TO CONSIDER/ FOLLOW UP WITH:

- ▶ What might an Educational Therapy practice informed by Social Justice look like?
- ▶ What evidence of systems of privilege and inequity have I witnessed in my life and/or in my ET practice? Are there things that go unnamed, unsaid, or unspoken?
- ▶ How might we follow up on what we learned/ discussed today? As a group? As individuals?



As a non-profit, we can endorse or renounce policies as they directly relate to our AET Mission Statement:


AET Mission Statement:

The mission of the Association of Educational Therapists is to:

- Provide leadership, certification, and training to educational therapy professionals
- Promote collaboration with allied professionals
- **Facilitate public access to educational therapy services**
- Educational therapists combine educational and therapeutic approaches for evaluation, intensive individualized intervention, case management, and advocacy on behalf of children, adolescents, and adults with learning disabilities or other learning problems.

AET's Statement Of Commitment

- **AET is committed to racial and social equity and justice. As such, we are looking inward and outward at the systemic inequities that exist in our profession and in the lives of our students.**



“Between stimulus and response, there is a space. In that space is our power to choose our response. In our response lies our growth and freedom.”

--Viktor Frankl