

**Equity in EI**  
Part II: Looking Outward

Presented by:  
Barbara Grant Boneta, MA  
Leah Davidson, MMFT



VEIPD VCU School of Education Virginia Department of Behavioral Health & Developmental Services

1

---

---

---

---

---

---

---

---

**Why us?**

2

---

---

---

---

---

---

---

---

You are **never** going to be an expert.

This is **lifelong learning**.

3

---

---

---

---

---

---

---

---

## Reflections from Part I

- ① What did you learn about yourself?
- ② How has your learning impacted your thinking or practice?

4

---

---

---

---

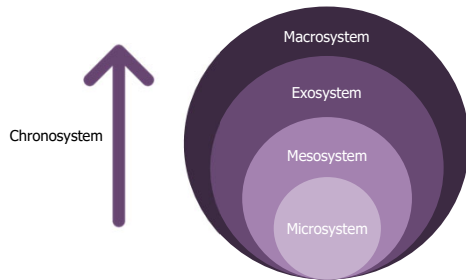
---

---

---

---

## Reminder: Bronfenbrenner's Ecological Theory



5

---

---

---

---

---

---

---

---

## Systems

a regularly interacting or interdependent group of items forming a unified whole

a form of social, economic, or political organization or practice



6

---

---

---

---

---

---

---

---

“Every system is perfectly designed to get the results it gets.”  
W. Edwards Deming

7

---

---

---

---


---

---

---

---

Provide a few examples of the systems in which you operate.

Powered by  Poll Everywhere  
Start the presentation to see live content. For screen share software, share the entire screen. Get help at [polllev.com/app](https://polllev.com/app)

8

---

---

---

---

---

---

---

---

 **Sphere of Influence**  
Stamp where your sphere of influence is in your professional life



Families      Providers      Groups of Providers      Policies

9

---

---

---

---

---

---

---

---

“White supremacy is not simply the idea that **whites are superior to people of color** (although it certainly is that), but a deeper premise that supports this idea — the definition of whites as the norm or standard for human, and people of color as an inherent deviation from that norm.”

Robin DiAngelo

10

---

---

---

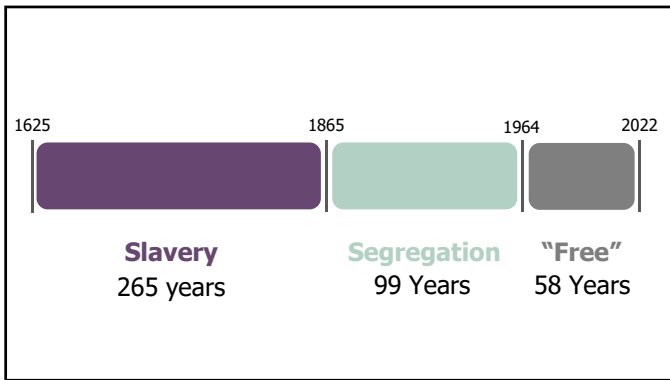
---

---

---

---

---



11

---

---

---

---

---

---

---

---

### Systems of White Supremacy

- Jim Crow Laws
- Segregation of Schools
- Redlining
- Discriminatory Bank Lending Practices

12

---

---

---


---

---

---

---

---



In 2016, Dr. Walter Gilliam and his research team at Yale University, did a study exploring teacher anticipation of challenging behavior.

- Teachers looked more at children of color when asked to anticipate challenging behavior
- When the teacher and the child's race were the same, the level of severity decreased
- When the teacher and child's race were different, the level of severity increased

13

---

---

---


---

---

---

---

---



Black, Latinx, and Native American children are:

- Less likely to be served in early intervention (Part C IDEA)
- Less likely to be served in preschool special education (Part B 619)
- More likely to be served in K-12 special education (Part B 611)

14

---

---

---

---

---

---

---

---

### Inequities in Special Education

<p>Black children with disabilities are:</p> <ul style="list-style-type: none"> <li>• More likely than white children to be identified under the Intellectual Disabilities (ID) or Emotional Disturbance than all other children with disabilities</li> <li>• More likely to receive a disciplinary removal than all other children with disabilities</li> </ul>	<p>White children with disabilities are:</p> <ul style="list-style-type: none"> <li>• More likely to receive special education services in an inclusive setting</li> <li>• Less likely to be identified with ID than all other children with disabilities</li> </ul>
--	--

15

---

---

---

---

---

---

---

---



Individualism is the idea that each person can achieve whatever they want to achieve, regardless of the people or systems around them.

Individualism allows us to think that racism is in individual people, not in society. So all a person of color needs to do is avoid individual racist people and they can be successful and happy.

16

---

---

---


---

---

---

---

---



Individualization is a cornerstone of early intervention

When we focus only on the individual child and family, what might we miss that has informed the way they have come to make decisions about child rearing?

17

---

---

---

---


---

---


---

---


Your default assumptions, unexamined, will guide your behavior.



Breakout Rooms



2-3 Minutes



Groups of 3-4

18

---

---

---


---

---

---

---

---

	<p>"I can't control whether people want to be in our program or not – it's open to all who are eligible"</p>
	<p>"I'm not racist so this can't be my fault."</p>
	<p>"I guess (insert group here) people just don't like our program. It might be a cultural thing."</p>

19

---

---

---

---

---

---

---

---



20

---

---

---

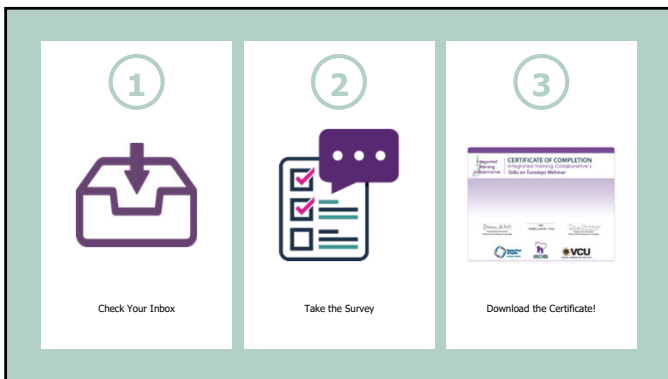
---

---

---

---

---



21

---

---

---

---

---

---

---

---