



Cultural Inclusiveness
and Equity (CIE)

WISE

Well-Being Information and
Strategies for Educators

Cultural Inclusiveness & Equity WISE: Resource Collection

This list is a compilation of resources mentioned in the Cultural Inclusiveness and Equity WISE online course. These resources are also available on the Classroom WISE website at www.classroomwise.org. Please note: Resources were developed by the MHTTC Network and the National Center for School Mental Health for Classroom WISE, unless otherwise noted.

Module 1: Understanding How Social Injustices Impact Student Mental Health

[CIE Glossary of Terms](#)

This resource includes definitions for key terms used throughout the Cultural Inclusiveness and Equity WISE course.

[Kimberle Crenshaw: What is Intersectionality Video](#)

In this brief, 2-minute video, Kimberle Crenshaw defines intersectionality.

Developed by the National Association of Independent Schools (NAIS)

[Teaching at the Intersections](#)

In this article by Learning for Justice, educators are introduced to the topic of intersectionality, how it shows up in schools, and what educators can do to promote equity.

Developed by Learning for Justice (formerly known as Teaching Tolerance)

[Intersectionality Video](#)

In this video, intersectionality is defined and examples related to students' experiences in schools are illustrated.

Developed by Learning for Justice

[ADDRESSING Framework Worksheet](#)

This worksheet prompts users to consider multiple dimensions of identity when conceptualizing unique strengths and needs.

[Understanding Race and Privilege](#)

This article provides information to educators about power and privilege in the context of schools. Includes self-reflection questions and discussion prompts.

Developed by the National Association of School Psychologists

[Reflection Activities about Power and Privilege](#)

A variety of reflections and action steps for educators to consider their own power and privilege and consider the impact of power and privilege on experiences and interactions.

Developed by the University of Central Arkansas

[TED Talk by Dr. Camara Jones "Allegories on Race and Racism"](#)

Dr. Jones uses storytelling and examples to define racism and outline the three levels of racism: Institutionalized Racism, Personally-mediated racism, and Internalized racism.

Developed by TEDx Talks

[Levels of Racism: A Theoretic Framework and a Gardener's Tale](#)

This article by Dr. Camara Jones presents a theoretic framework for understanding racism on 3 levels: institutionalized, personally mediated, and internalized.

Published in the American Journal of Public Health

[A History of In/Equity in US Public Education Policy and Law: Implications for School Boards](#)

This video provides a broad overview of the key legislation and court cases related to the advancement educational equity in U.S. public schools including important milestones related to public school governance, school integration, and civil rights.

Developed by the Great Lakes Equity Center

[The Troubled History of American Education after the Brown Decision](#)

Information about the history of in/equity in education since the 1954 Brown v Board of Education ruling.

Developed by the Organization of American Historians

[Unequal Opportunity: Race and Education](#)

Linda Darling-Hammond discusses the effect of opportunity and resources on the educational achievement gap.

Published by The Brookings Institution

[Microaggressions and Microinterventions in the Classroom](#)

This article defines microaggressions and discusses the ways that they might show up in the classroom. It also provides information about disrupting microaggressions.

Developed by Florida State University

[Microaggressions in the Classroom](#)

This video discusses recognizing and responding to microaggressions in the classroom.

Developed by North Carolina State University

["If you notice a microaggression, acknowledge it"](#)

Students takes their cues from teachers on to react to or address hurtful language. This resource provides steps to model responding to microaggressions for educators.

Developed by Carnegie Mellon University

[Responding to Microaggressions in the Classroom: Taking ACTION](#)

Brief summary of the ACTION model of responding to microaggressions.

Developed by Faculty Focus

[Equity Messaging Guidance for Districts](#)

This resource provides practical guidance on how districts and schools can affirm their commitment to create equitable, just and thriving schools for everyone in the face of resistance to cultural inclusiveness and equity work and framing (i.e., critical race theory).

Developed by the National Equity Project

Module 2: Understanding How Educator Bias Impacts Student Mental Health

[Learning for Justice's What is the Model Minority Myth](#)

In this article, the negative effects of "positive stereotyping" are outlined with regard to Asian and Asian American students.

Developed by Learning for Justice

[Implicit Association Test](#)

Project Implicit is a non-profit organization and international collaboration between researchers who are interested in implicit social cognition - thoughts and feelings outside of conscious awareness and control. The goal of the organization is to educate the public about hidden biases and to provide a "virtual laboratory" for collecting data on the Internet.

Developed by Project Implicit

[Group Identity - Ingroup and Outgroup Formation Video](#)

In this video about group formation in schools, experts and educators discuss the ways that social groups are created as in-groups and out-groups in a school.

Developed by the Heroic Imagination Project

[How Our Brains Respond to People Who Aren't Like Us video](#)

This video, entitled "How Our Brains Respond to People Who Aren't Like Us", discusses the ways that our brains are set up to see our in-groups more favorably. In the video, the ideas of harmful exclusion and dehumanization are discussed.

Published by Seeker

[Rental Discrimination and Ethnicity in Names](#)

This academic journal article details an experiment that revealed ethnic bias by names in apartment housing applications in Los Angeles.

Published by the Journal of Applied Social Psychology

[Learning for Justice's In-Group Favoritism Lesson](#)

This lesson plan, appropriate for use with youth in grades 6-12, and is a way to introduce in-group favoritism to students. This lesson looks at the way in-group favoritism can hurt, rather than heal, conflicts that people may have with one another.

Developed by Learning for Justice

[Why do we treat our in-group better than we do our out-group? Article by The Decision Lab](#)

This article defines in-group bias, summarizes research studies about in-group bias, and gives real life examples.

Published by The Decision Lab

[Do Early Educators' Implicit Biases Regarding Sex and Race Relate to Behavior Expectations and Recommendations of Preschool Expulsions and Suspensions?](#)

In this academic journal article, Gilliam and colleagues conducted an experiment to show how implicit bias could impact the ways that teachers monitor and report student behaviors, which is associated with higher discipline, suspension, and expulsion rates for Black boys.

Developed by Yale University Child Study Center

[Jane Elliott "Blue Eyes - Brown Eyes" Experiment Anti-Racism Video](#)

In this video, teacher Jane Elliott conducts an experiment with her third grade students where she says that students are different based on their eye color. This example of the strength of even arbitrary group membership shows the dynamics of power and privilege at play, as well as the concept of stereotype threat.

Published by Open Culture

[CIE-WISE Module 2 Self-Reflection Guide](#)

In this reflection guide, participants are asked to reflect on their own in-groups, stereotypes about their in-groups, and evidence against these stereotypes. Then, they are asked to reflect on parallel questions about their student populations.

Module 3: Engaging in Culturally Inclusive Classroom Actions to Promote Student Mental Health

[Guide for Engaging Families](#)

This resource is a guide for engaging families. It reviews strategies and barriers for family engagement.

[Culturally Responsive Classroom Management](#)

This resource is a document that provides an overview of practical strategies for educators to implement culturally responsive strategies to manage a classroom.

Developed by Steinhardt School of Culture

[Culturally Responsive Practices: A Guide for Evidence-Based Practices for Teaching All Students Equitably](#)

This guide offers best practices for culturally responsive teaching strategies that promote equity.

Developed by the Equity Assistance Center at Education Northwest

[Restorative Practices Guide & Toolkit](#)

This is a guide that offers practical tips for implementing restorative practices within schools.

Developed by Chicago Public Schools Office of Social & Emotional Learning

[Tracking Disciplinary Data](#)

This is a brief resource with simple steps an educator can take to learn more about their school's disciplinary data and to track their individual disciplinary action in their classroom.

[CIE-WISE Module 3 Self-Reflection Guide](#)

A worksheet for the reflections on self and self in relations to others.

[Starburst Identity Chart](#)

This handout can be used with students or teachers to think about their various identities.

Developed by Facing History

[Let's Talk: Facilitating Critical Conversations with Students](#)

This resource is a tool that educators can use to facilitate critical conversations about social and cultural identity and social injustices with students.

Developed by Learning for Justice

[Defining Restorative Circles](#)

This resource is a guide to using restorative circles. A circle is a versatile restorative practice that can be used proactively, to develop relationships and build community or reactively, to respond to wrongdoing, conflicts and problems.

Developed by the International Institute for Restorative Practices

[Restorative Practices Educator Toolkit](#)

This comprehensive toolkit includes a variety of resources for implementing restorative practices in schools. It includes some resources in both English and Spanish.

Developed by Restorative Resources

[Social Emotional Learning Resources](#)

The CASEL Guide to Schoolwide SEL includes information about focus areas to support students' social and emotional learning at school.

Developed by the Collaborative for Academic, Social, and Emotional Learning

[Identity, Power, & Privilege Activity](#)

In this activity (Activity 5 on the linked curriculum), teachers can guide students to share their identities and reflect on the diversity within the group.

Developed by the University of Southern California School of Social Work

[ADL's No Place for Hate Coordinator Handbook and Resource Guide](#)

In this 2020-2021 resource guide, a variety of activities lead educators in creating environments for students to show care for one another. On pages 18 and 22-23, information about facilitating Brave Spaces is included.

Developed by ADL Education

[Social Justice Projects in the Classroom](#)

On this website, several classroom activities to guide students in engaging in activism are shared. Teachers can use these in the classroom to promote the self-efficacy and community engagement among students.

Developed by the George Lucas Educational Foundation

[How to Be an Equity Advocate](#)

In this resource, educators can learn how to make and execute a plan to advocate for equity in their schools and communities.

Developed by the Leading Equity Center

[Toolkit: Communicating about Racial Equity in a Charged Environment](#)

This toolkit offers guidance for how districts/schools can engage in challenging conversations about racial equity and related training with stakeholders who are resistant to racial equity language and framing in an effort to prevent heightened conflict and make continued progress with fostering equity.

Developed by the Coalition of Oregon School Administrators and Oregon Department of Education

[Making Classrooms Safe for Transgender Students](#)

Helpful tips to consider in creating inclusive spaces for transgender students.

Developed by the University of Colorado Boulder School of Education

Module 4: Supporting Students Experiencing Distress from a Cultural Inclusiveness and Equity Lens

[School Support Contact Sheet](#)

This is a contact sheet that educators can use to maintain information about mental health providers in the school and community. It can be useful when attempting outreach to providers for consultation and when making referrals.

[Reflections for Compassionate Responding](#)

This reflection guide engages educators in questions about their disciplinary practices to support educators with exploring how disciplinary actions may be connected to student culture and identity. This resource also includes questions educators can use in their process of responding to student behavior with compassion.

[The Connection Between Student Behaviors and Emotional Needs](#)

This resource provides a table that lists common challenging behaviors that students demonstrate and some potential things the child may be thinking, feeling or attempting to communicate with the behaviors. This resource is intended to help educators be mindful of how behaviors are connected to emotional needs. It also provides some questions to support educators with responding to behaviors with compassion.

[NAMI Identity and Cultural Dimensions](#)

This resource provides information about mental health in the different marginalized communities. It includes helpful resources to identify culturally responsive mental health services and supports.

Developed by the National Alliance on Mental Illness

[School Mental Health Referral Pathways Toolkit](#)

In this toolkit from SAMHSA, recommendations for schools to enact systems for referring students for mental health treatment are outlined. A robust chapter highlights cultural and linguistic considerations for referring.

Developed by the Now Is The Time Technical Assistance Center

[PBIS Cultural Responsiveness Field Guide](#)

In this field guide, systems and structures for culturally responsive implementation of Positive Behavioral Interventions and Supports are outlined.

Developed by the Center on Positive Behavioral Interventions & Supports

[NAACP Legal Defense Fund's Dismantling the School-to-Prison Pipeline Toolkit](#)

In this toolkit, the NAACP shares statistics, trends, and strategies for overcoming the school-to-prison pipeline. Educators should pay special attention to the ways that responses to student behavior may lead to negative long term outcomes, including incarceration.

Developed by the NAACP Legal Defense and Educational Fund, Inc.

[The Center for Racial Justice in Education Resource Library](#)

In the resource library curated by the Center for Racial Justice in Education, many resources for discussing race and bias, navigating work with diverse families, and ways to integrate culturally relevant content in the classroom and school setting are provided.

Developed by the Center for Racial Justice in Education

[Widening Mental Health Treatment Gap in Schools](#)

In this brief article, statistics related to the demographic disparities and gaps based on presenting mental health concerns in school mental health are described.

Developed by the National Education Association

[How To Be An Equity Advocate Manual](#)

In this toolkit, educators and school leaders are guided through seven actionable steps to advocating for racial equity in school systems.

Developed by the Leading Equity Center

[Transforming Education Resource Library](#)

This curated collection includes many resources that provide educators and other practitioners with actionable, evidence-based strategies, information, and promising practices for embedding whole child approaches within the education system. Some highlights include a six-part series on SEL for educators and a school leader self-reflection tool.

Developed by Transforming Education

[Integrating Equitable Supports in the Classroom](#)

This resource provides guidance to educators on how to integrate equitable supports in the classroom for students with mental health disorders and/or with other disabilities that impact their learning needs.

[CIE Module 4 Action Planning Worksheet](#)

This worksheet can be used to develop an action plan to support educators with applying a cultural inclusiveness and equity lens in addressing the needs of students experiencing distress.