

# Guiding Assumptions about Power, Oppression, and Service Work

Oppression = Power + Privilege

Racism (and any ism) exists even (especially) when people of color aren't in the room

“Color Blindness” upholds and strengthens racism

If this is new information for you- WHY is that?

Do not participate in trauma voyeurism

It's your responsibility to take care of yourself if you want to do this hard work

# Guiding Assumptions about Interpersonal Violence

There is a gendered component to the incidence of IVP (because patriarchy)

Any type of person could become a victim: male, female, trans & queer, young, old, able bodied, person with a disability, any race or ethnicity

AND, we know there is disproportionality!

- Who gets hurt?
- Who gets helped?
- Who gets charged?
- Who gets punished or held accountable?

How do services play a role in preventing future victimization?

# 2019/2020 VVAA Brave Space Guidelines

- Start and end on time
- Confidentiality
- Ask questions
- Support emotional safety and bravery
  - Proposed edit: Support each other and our bravery
- Own our intentions and impacts
- Respect is different for different people



# 2019/2020 VVAA Brave Space Guidelines

- Challenges are offered & received with the spirit of improvement
  - Challenges are not personal attacks - think puzzles and ropes courses, not gauntlets.
- Cellphones: ringers off, for emergencies, when on call
- Focus on learning
- Dialogue: Controversy with Civility
- Own your intentions and your impact
- Respect looks different for different people.
- Challenge by Choice: Discomfort vs Pain
  - Ask yourself: Why opt in or out?





**What keeps you from challenging yourself? When is the choice determined for us by outside factors?**

**Privilege may enable folks to opt out of challenge; and oppression may invalidate an opt out choice.**

# Growth and Fixed Mindset

## Fixed Mindset Intelligence is static

Leads to a desire to look smart  
and therefore a tendency to ...

People who hold a Fixed Mindset believe that "we are the way we are", but that does not mean that they have less desire than anyone else for a positive self-image. So of course they want to perform well, and appear to be smart.

... avoid challenges

A challenge, by definition, is hard and success is not assured. So rather than risk failing and negatively impacting their self-image, Fixed Mindset individuals will often avoid challenges and stick to what they already know they can do well.

... give up easily when faced with obstacles

This same thinking applies to obstacles. The difference is that challenges are things that they can decide whether to face while obstacles are external forces that get in their way.

... see effort as fruitless or worse

Fixed Mindset individuals ask themselves, "What's the point of working hard and making efforts if afterwards I might still be on square one?" Their worldview tells them that effort is an unpleasant thing that does not really pay dividends, and so the smart thing to do is for them to avoid it as much as possible.

... ignore criticism or useful negative feedback

The Fixed Mindset logically leads people to believe that any criticism of their capabilities is criticism of them as a person. Useful negative feedback is ignored, in the best of cases, and taken as an insult the rest of the time. This usually discourages people who are around a Fixed Mindset individual and, after a while, they stop giving any negative feedback. This further isolates that person from external influences that could generate some change.

... feel threatened by the success of others

Fixed Mindset individuals see the success of others as benchmarks against which they will look bad. When others succeed, they will try to convince themselves, and the people around them, that the success was due to either luck (because almost everything is due to luck in the Fixed Mindset world), or to objectionable actions. They may try to tarnish the success of others by bringing up things completely unrelated. ("Yes, but did you know about her ...")

All this confirms a deterministic view of the world.

As a result, they may plateau early and  
achieve less than their full potential.

Fixed mindset individuals do not reach their fullest potential and their beliefs feed on themselves, forming negative feedback loops. They don't change or improve much of the time, if ever, and so for them this confirms that "we are the way we are".

## Growth Mindset Intelligence can be developed

Leads to a desire to learn  
and therefore a tendency to ...

If you hold a Growth Mindset, you believe that intelligence can be developed, that the brain can be grown and strengthened, like a muscle that can be trained. This leads to your desire to improve.

... embrace challenges

And how do you improve?  
First you embrace challenges because you know you'll come out stronger on the other side.

... persist in the face of setbacks

Similarly, obstacles or external setbacks do not discourage you. Your self-image is not tied to your success or how you will look to others. Failure is an opportunity to learn and so, whatever happens, you will win.

... see effort as the path to mastery

As a Growth Mindset individual, you see effort as necessary to grow and master useful skills and knowledge; you do not view effort as something useless or to be avoided. You are not turned away by fears that you might make an attempt, or even work hard, and that failure is possible.

... learn from criticism

Criticism and negative feedback are sources of information. That doesn't mean that all criticism is worth integrating or that nothing is ever to be taken personally. As a Growth Mindset individual, you know that you can continue change and improve, so negative feedback is not perceived as being directly about you as a person but rather about the current state of your abilities.

... find lessons and inspiration in the success of others

You see the success of others as sources of inspiration, information opportunities to learn. Growth mindset individuals do not view success as a competitive, zero-sum game with others.

As a result, you reach ever-higher  
levels of achievement.

All this gives you a greater sense of free will.

As a Growth Mindset individual, you note your improvements and this creates positive feedback loops that encourage you to continue learning and improving.

Most people do not have a 100% Growth Mindset or a 100% Fixed Mindset; most of us have some of both. The good news is that it is possible to change your worldview from Fixed Mindset to Growth Mindset. Carol Dweck's research indicates that both children and adults can be taught to change their mindsets.



# Backwards Brain Bicycle



# What Kind of Mindset Do You Have?



I can learn anything I want to.  
When I'm frustrated, I persevere.  
I want to challenge myself.  
When I fail, I learn.  
Tell me I try hard.  
If you succeed, I'm inspired.  
My effort and attitude determine everything.



I'm either good at it, or I'm not.  
When I'm frustrated, I give up.  
I don't like to be challenged.  
When I fail, I'm no good.  
Tell me I'm smart.  
If you succeed, I feel threatened.  
My abilities determine everything.



# Growth & Fixed Mindset- Cultural Competency

	FIXED	GROWTH
Cultural Belief	If you are a good person, you must also be culturally competent. Ignorance or incompetence makes you bad. Knowledge is enough. Once you're competent, you'll never make mistakes again.	We are all on a journey. Cultural competence is aspirational. Incompetence is due to the lack of exposure AND practice We are constantly continuing to undo socialized learning
Challenges	I don't feel safe; if we talk, it'll get worse	Not talking about it maintains the status quo. I'm uncomfortable, I must be learning
Obstacles	They aren't interested in connecting with me	Mistakes are inevitable. I learned so much in that setback
Effort	Some of my best friends are *** I already know this stuff.	Try harder to make connection. Anything worth doing is difficult
Criticism	This is a great institution, you're being critical and negative.	Thank you for bringing this to my attention. Wow, I didn't realize I needed to work on that.
Success of Others	I wouldn't do it that way. Well, they know about race, but they know nothing about class	What work did they have to do to get here. I should look to that person to help me get a better understanding
Overall Action	Energy is put towards intellectualizing and inaction. Folks are stuck in inaction from fear of being perceived as incompetent	Energy is put towards developing authentic relationships and showing resiliency through rough patches

# Name That Place:



# Jay Smooth



# Reflect:

Jay advises that we take feedback as an act of kindness instead of a binary “I am not, therefore it could not be \_\_\_\_” non-starter.

Spend 3-4 minutes writing: What would it look like, sound like, and feel like to take feedback as an act of kindness? How would that improve your personal and professional practice?



**BREAK**



# Reflecting on 13th



# Pair & Share

Find a partner to discuss:

What are some of the repercussions of creating this constitutional loophole for slavery?

# Reflecting on 13th





# Pair & Share

Find a new partner to discuss:

What do you think are some of the factors that allowed this system of racial control to evolve and replicate itself?

How can you be more vigilant against institutional racism?

# Reflecting on 13th



# Pair & Share

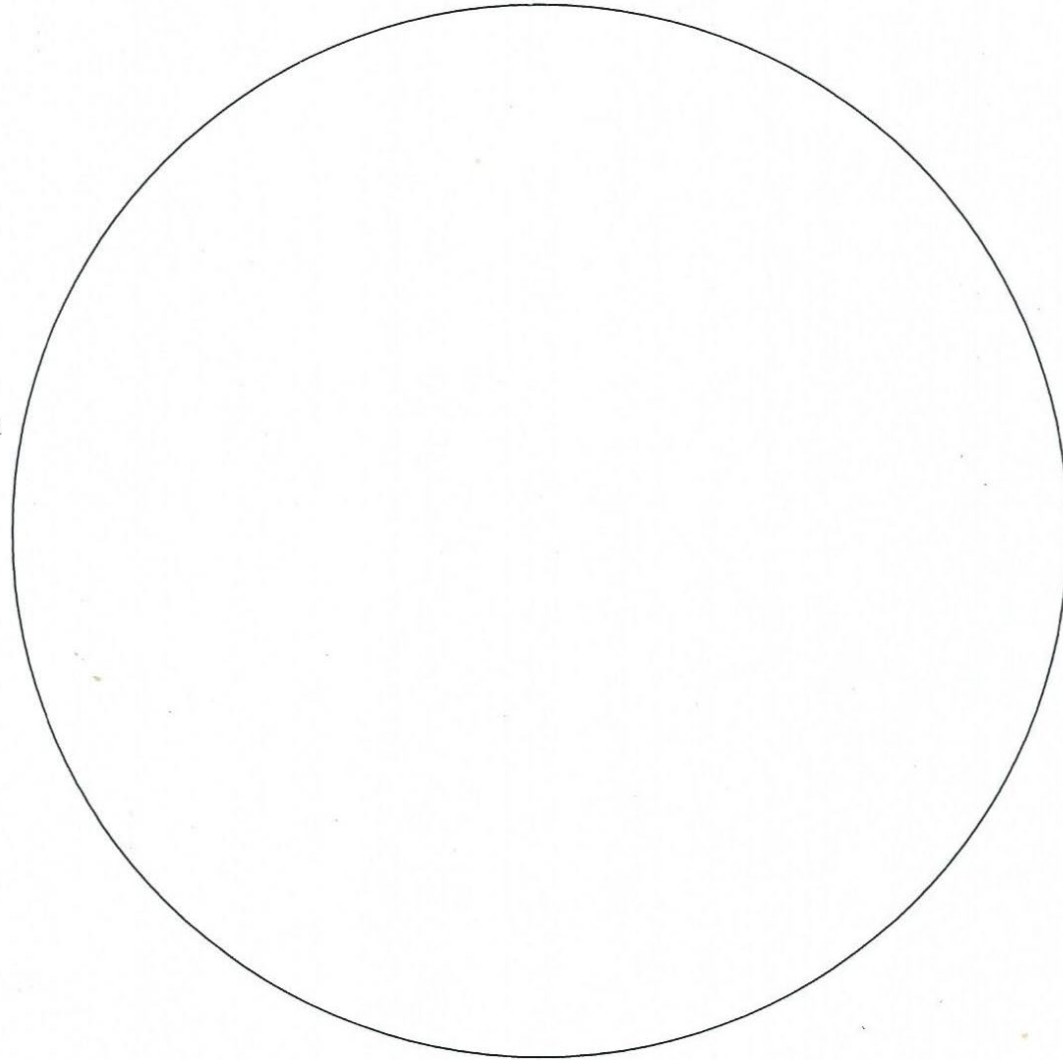
Find a new partner and discuss:

How do you think media and pop culture representation of Black Americans, Black men in particular, have contributed to the dangerous climate of white fear and anxiety?

Provide examples.

# Social Identity Pie

Race  
Ethnicity  
Gender  
Gender Id/Expression  
Religion  
Class  
Ability  
Age  
Sexual Orientation  
First Language  
National Origin  
Other





# Reflect:

How might these identities impact the way survivors perceive you? How might they impact the ways you perceive survivors?

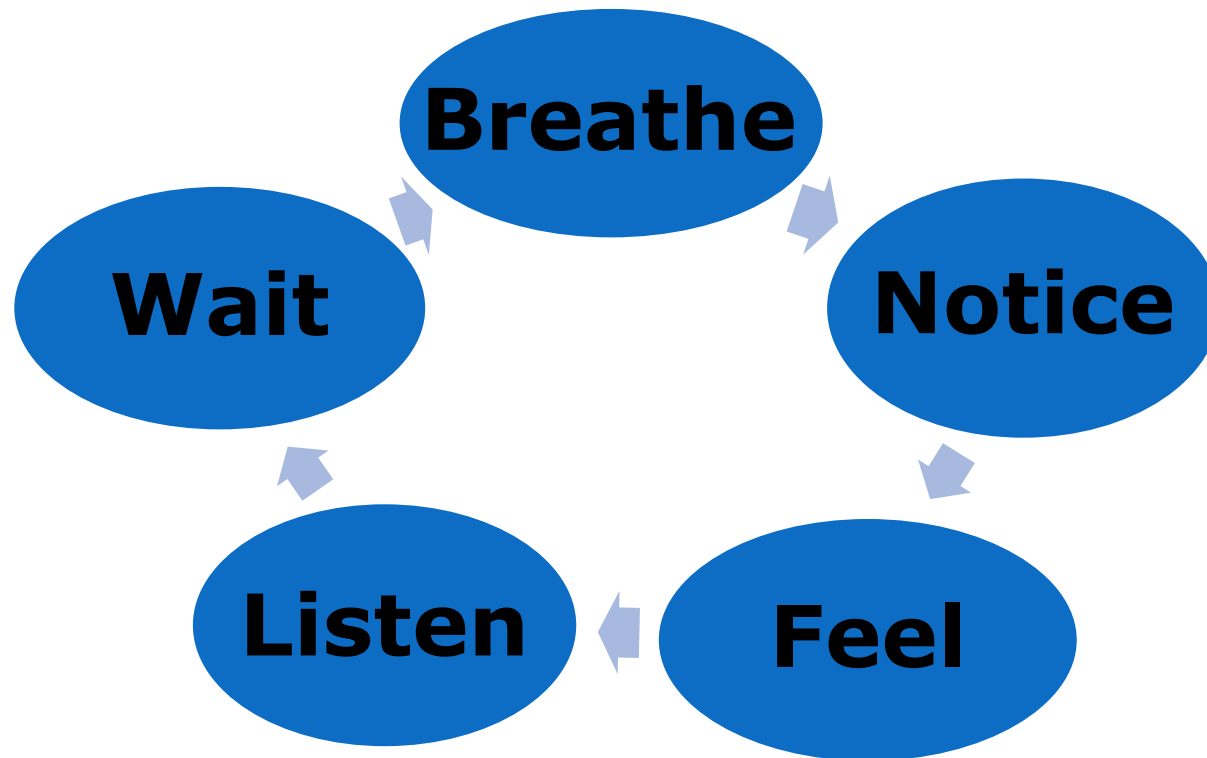
How can you create space for reflection in yourself and your organization about ways that staff's personal identities could impact dynamics, services, survivor perceptions/experiences, etc.

What are some things to keep in mind about language surrounding identities?

## “One of Us...”

Complete this sentence on an index card using a factual statement about yourself, *using an incident of power and oppression that you personally experienced from a position of privilege.*

# Centering & Grounding Mindfulness Activity



# Components of Engagement

- **Vulnerability**
- **Communication**
- **Empathy**
- **Deep Listening**





# Vulnerability Skill-building

- **Authenticity**
- **Honesty**
- **Presence**
- **Acknowledging personal needs**
- **Asking permission**
- **Emotional co-regulation/Attunement**

# Vulnerability Toolbox

- **Checking in personally**
- **Courage/Bravery practice**
- **Mindfulness practice**
- **Trusting the process**
- **Putting yourself first**
- **Surrendering**

# Communication Skill- building

- **Person Centered**
- **Listening vs. Hearing**
- **Empowering & Motivating**
- **Teaming**
- **Staying present**

# Communication Toolbox

- **Clarifying questions and statements**
- **Reflection and Summarizing**
- **Slowing the pace**
- **Using silence**
- **“I” statements**
- **Taking breaks**
- **Inviting a support person**
- **Consultation/Supervision**

# Empathy

- Trauma-informed
- Accepting another's experience
- Over vs under empathizing
- Taking care of self
- Authenticity

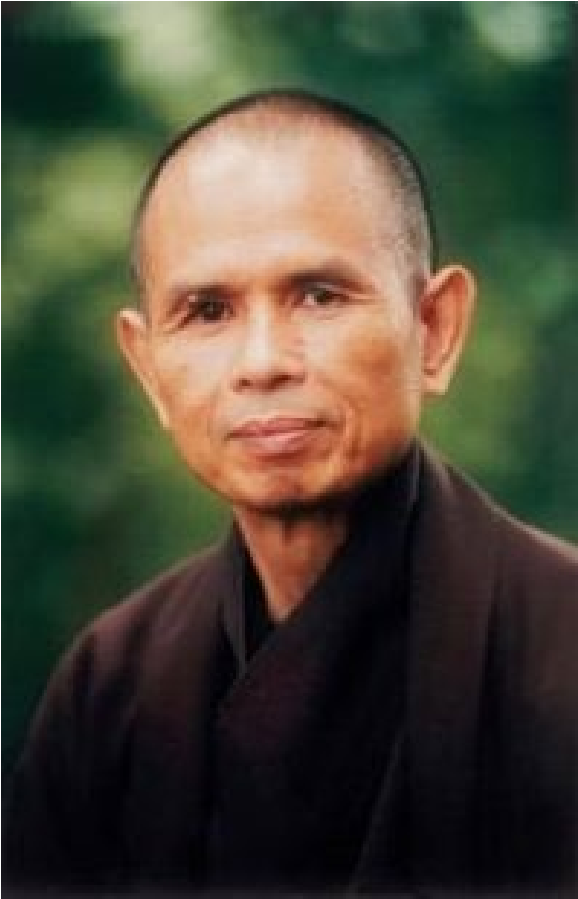


# Empathy Toolbox

- Ask questions
- Do homework on others' background, culture, environment, trauma
- Build relationship
- Supervision/consultation
- Take care of self, mind, body
- Learn about personal non-verbal signals
- Practice taking the role of the other



# Deep Listening



**“The most precious gift we can offer anyone is our attention. When mindfulness embraces those we love, they will bloom like flowers.”**

— **Thich**

**Nhat Hanh**

# Deep Listening

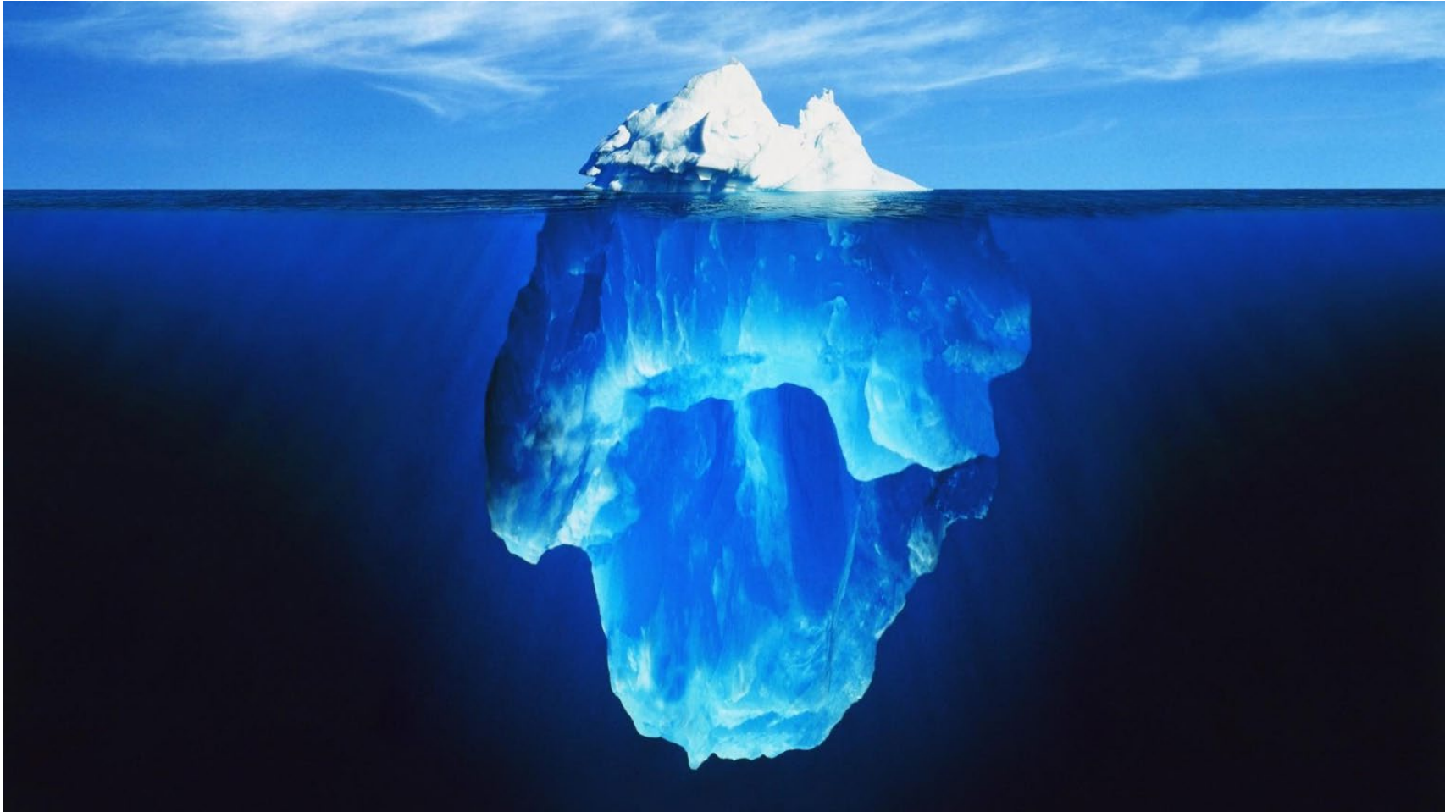
Really listen to another person for 5 minutes, let their words be what matters most.

Try to avoid interrupting or steering the conversation to you. Instead, ask questions that invite the person to continue sharing.

Consider reflecting back what you hear so they know you've heard them. If there's a silence, let them fill it when it happens rather than you rushing in.

# Questions for reflection:

- What helps you engage in deep listening?
- What did you learn about listening growing up?
- Is there anything that is really challenging for you to listen to? Why?
- Can you think of a time someone else listened deeply to you? What was it like?



# THE CULTURAL ICEBERG

## SURFACE CULTURE

Food  
Flags Festivals  
Fashion Holidays Music  
Performances Dances Games  
Arts & Crafts Literature Language

## DEEP CULTURE

### Communications Styles and Rules:

Facial Expressions Gestures Eye Contact  
Personal Space Touching Body Language  
Conversational Patterns in Different Social Situations  
Handling and Displaying of Emotion  
Tone of Voice

### Notions of:

Courtesy and Manners  
Friendship Leadership  
Cleanliness Modesty  
Beauty

### Concepts of:

Self Time Past and Future  
Fairness and Justice  
Roles related to Age, Sex,  
Class, Family, etc.

### Attitudes toward:

Elders Adolescents Dependents  
Rule Expectations Work Authority  
Cooperation vs. Competition  
Relationships with Animals Age  
Sin Death

### Approaches to:

Religion Courtship Marriage  
Raising Children Decision-Making  
Problem Solving

# Microaggressions

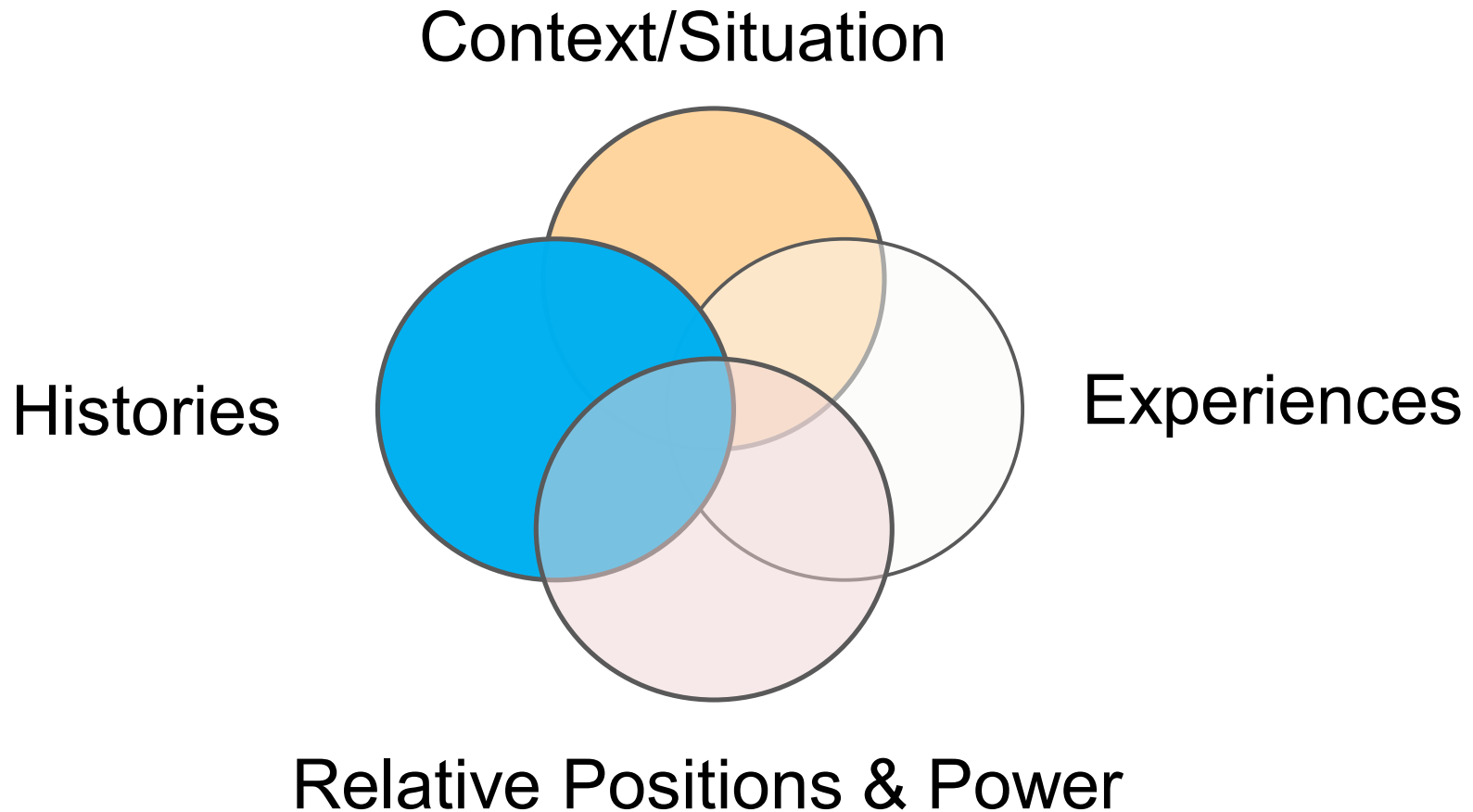
## Microaggressions

- Verbal, behavioral, or environmental slights
- Often automatic and unintentional
- Occur in brief instances on a daily basis
- Communicate hostile, derogatory, or negative viewpoints
- Perpetuates stereotypes and hierarchies

*Microaggressions* are often so subtle that neither receiver nor sender may entirely understand what is happening and therefore the incident goes unchallenged or unaddressed



# Personal Hurts vs. Impacts Rooted in Oppression

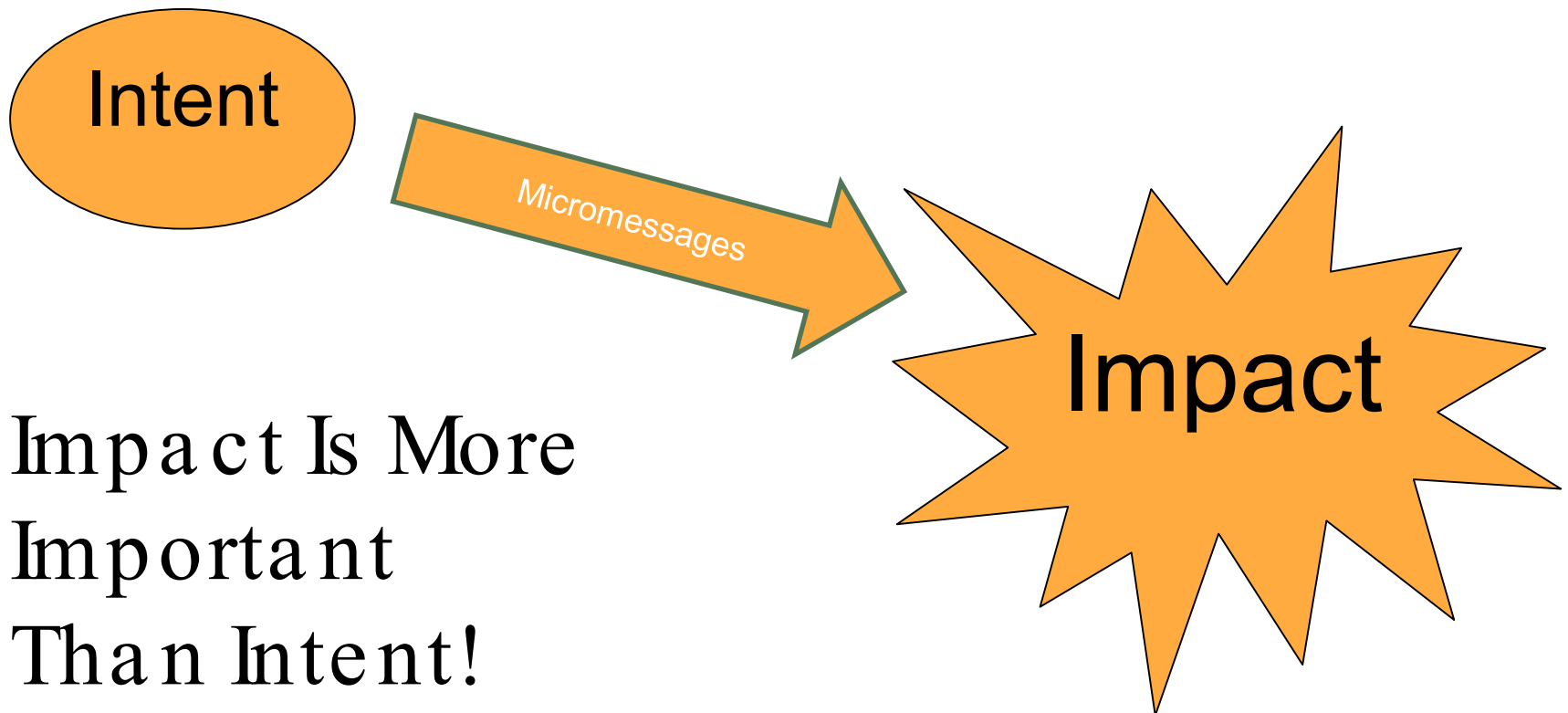


# Intent vs Impact

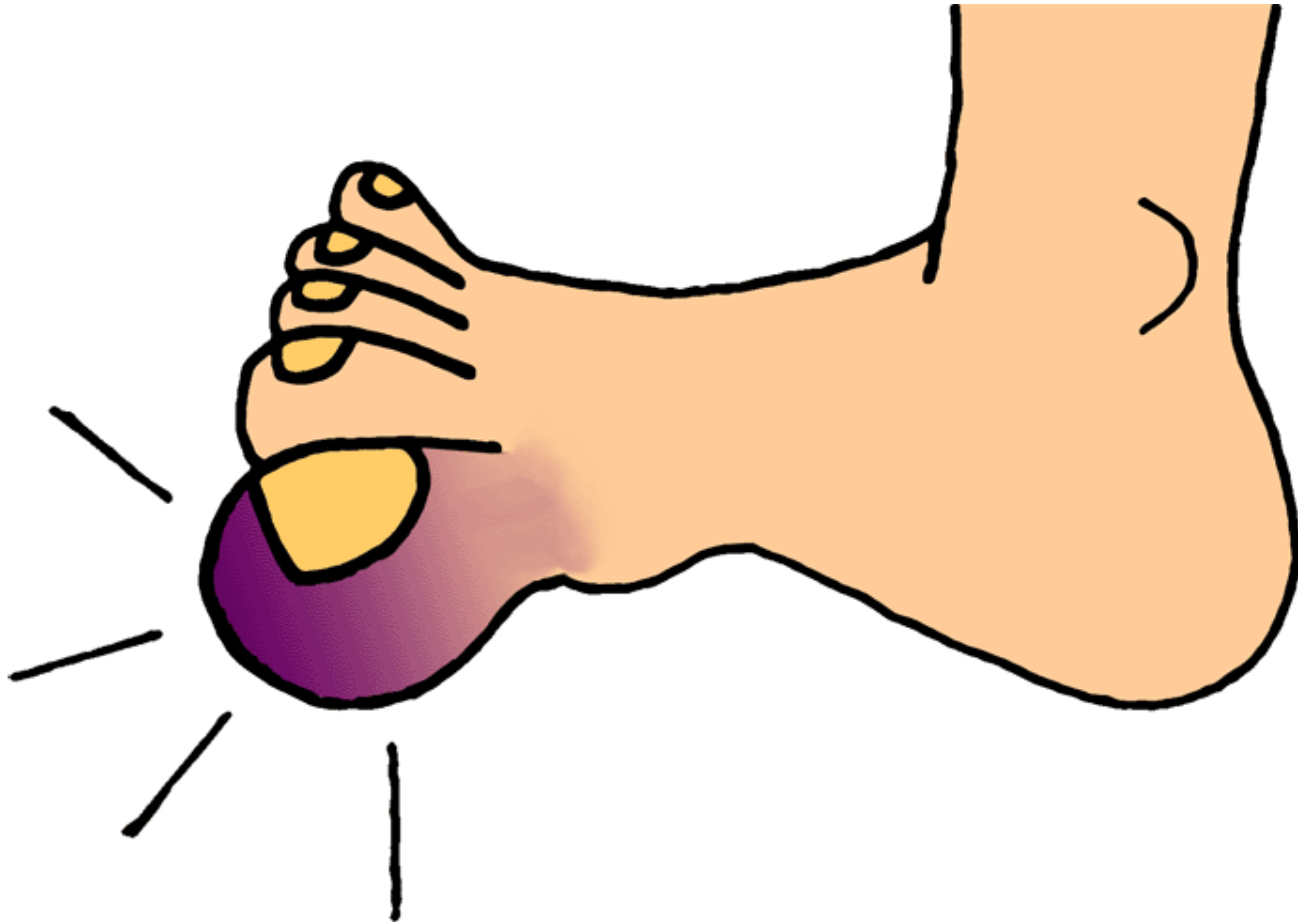


# Research on Microaggressions

Small and seemingly insignificant behaviors can have big impacts



# Cumulative Impact



# What is the Microaggression?

- What messages does this statement/image send?
- What stereotypes/hierarchies is this reinforcing?
- What impact(s) could this have on the receiver?
- What cumulative effects could experiencing these microaggressions frequently have on someone?

# What is the Microaggression?





# What is the Microaggression?



# What is the Microaggression?



# What is the Microaggression?

“Where are you from?” (where are you really from?)

“You look just like a *real* woman!”

“You’re such an inspiration, I can’t believe someone in a wheelchair is capable of achieving so much!”

“Oh, you’re so articulate!”

“I don’t see color.”

“So who is the man in the relationship?”

“You’re too big/strong to be a victim.”

# Examples of Microaggressions

- Shaking Hands
- Not shaking hands
- Crossing the street/Purse Clutching
- Avoiding eye contact
- Making eye contact
- Speaking loudly or slower
  - Faking accents

# Attribution Theory

Behavior is usually attributed to either:

INTERNAL Factors

EXTERNAL Factors

“one’s disposition”

“the situation”

one’s character, level  
of ability, effort,  
intelligence

luck, what’s happening,  
the environment

# Fundamental Attribution Error

Research\* shows that people most often attribute:

OTHERS' behavior to INTERNAL Factors

THEIR OWN behavior to EXTERNAL Factors

\* (Jones & Nisbit; Ross)



# Oppression Prevalence Continuum

- Notice three signs around the room:
  - True for me
  - Not true for me
  - Not sure/Don't know
- Move to the area that makes the most sense in your experience with the identities you hold

# Processing

- What is your gut reaction to this exercise?
- Which of the statements were the most meaningful or eye-opening? Why?
- Which hurt? Why?
- What does this exercise say about privilege, power and oppression?
- How does this exercise connect to your work?
- Which of the core concepts stands out for you and why?

# Matrix of Oppression

<b>Social Identity Categories</b>	<b>Privileged Social Groups</b>	<b>Border Social Groups</b>	<b>Targeted Social Groups</b>	<b>Ism</b>
Race	White People	Biracial People (White/Latino, Black, Asian)	Asian, Black, Latino, Indigenous People	Racism
Sex	Cisgender Men	Intersex People, Transmen	Cisgender Women; Transwomen	Sexism
Gender	Gender Conforming, Cis Men & Women		Trans/Gender Non-Conforming People	Cissexism, Transphobia
Sexual Orientation	Heterosexual People	Asexual People; Straight-Appearing People	Lesbian, Gay, Queer, Bi, Pansexual People	Heterosexism
Class	Rich, Upper Class People	Middle Class People	Working Class, Poor People	Classism
Disability	People without Disabilities	People with Temporary Disabilities	People with Disabilities	Ableism
Religion	Christian		Jews, Muslims, Hindus	Religious Oppression
Age	Adults	Young Adults	Elders, Youth	Ageism/Adultism

# Power & Oppression: Key Terms

- **Power:** is the legitimate/legal ability to access and control those institutions sanctioned by the state
- **Privilege:** is an unearned benefit you get from being a member of a group
- **Bias:** is the usually unconscious beliefs and attitudes that influence behavior, can be implicit or explicit

# Power & Oppression: Key Terms

- **Oppression:** is the systematic mistreatment of groups of people based on socially sanctioned and institutionalized power imbalances in society.
- **Social Justice:** A process which (1) seeks fair (re)distribution of resources, opportunities, and responsibilities; (2) challenges the roots of oppression and injustice; (3) empowers all people to exercise self-determination and realize their full potential; (4) and builds social solidarity and community capacity for collaborative action.

# Closing

- Plus/Delta
- Lingering Questions for the Garden
- Homework
  - Read Lowest Difficulty Setting
  - Reflect in Journal
  - Read vignettes after the essay (we'll discuss together tomorrow)



# Day Two Welcome!

- Questions about Day One?
- Agenda
- Reminders:
  - Garden for questions as they arise
  - Identifying core concepts
- Plus/Deltas



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**What keeps you from challenging yourself? When is the choice determined for us by outside factors?**

**Privilege may enable folks to opt out of challenge; and oppression may invalidate an opt out choice.**

# Plus / Delta from Day 1

PLUS

DELTA

# Icebreaker

- My name and pronouns are...
- Something I was thinking about yesterday was...
- If I were a shoe...



# “One of Us...”

Complete this sentence on an index card using a factual statement about yourself...

using an incident of power and oppression that you personally have experienced from a position of privilege or position of marginalization

# Homework Reflection

- Consider the lessons of the Lowest Difficulty Setting in the context of lessons learned yesterday, and this morning's conversation.

# Impacts of Crime



# Debrief

- Individually or in small groups consider:
  - How does this relate to power, privilege, and oppression?
  - What, if anything, came up for you?
  - In your personal and professional experiences, what have you witnessed to be the impacts of crime on individuals and communities?
  - Which of the core concepts stands out for you and why?

# Self Care Second





# Vignettes

What do you think will be most effective in connecting to the folks you support?



# Three Assumptions for Unlearning Oppression

- Systemic abuse in any form isolates and divides us from each other. This process hurts us all because we learn to give up on one another.
- Oppressive roles are learned. They are not natural or biological. Physical differences between human beings do not cause racism. Things that are learned can be unlearned.
- No young person acquires misinformation voluntarily. Oppressive attitudes and beliefs are imposed upon us. We don't choose.



# Closing

- Lingerin g questions?
- Post-Its:
  - What are you taking a way?
  - What are you still grapp ling with?
  - Something you liked/learned/appreciated?
- Round Robin: Liked/Learned/Appreciated