

TIDE Session 4 - Disparities Between Intersectionalities

1. TIDE Session 4

1.1 Disparities Between Intersectionalities



Disparities Between Intersectionalities

TIDE Partnership Series – Session 4
*Facilitated by Office of Strategic Engagement
Tessa Boutwell*



Notes:

Welcome to our fourth module in the TIDE series. I am Tessa Boutwell, a Professional Learning Facilitator within VCU's Office of Strategic Engagement and I'm happy to welcome you back to this continued education with the meaningful work on diversity, equity and inclusion in your organizations.

Our focus today will be on examining the disparities that exist among intersectionalities. Specifically, we'll discuss the concept of intersectionality and unpack how this framework can be valuable in working within a support community.

1.2 Virginia Board for People with Disabilities

Virginia Board for People with Disabilities



Funding for this project/product was supported, in part, by the Virginia Board for People with Disabilities, under grant number 2101VASCDD-00, from the U.S. Administration for Community Living (ACL), Department of Health and Human Services, Washington, D.C. 20201. Grantees undertaking projects with government sponsorship are encouraged to express freely their findings and conclusions. Points of view or opinions do not, therefore, necessarily represent official ACL policy.

Funding for this project/product was supported, in part, by the VCU School of Education Office of Strategic Engagement. The mission of the Office of Strategic Engagement is to support educators by creating a culture of educational excellence and equity in schools and communities through education, collaboration, and innovation. We provide relevant, research-informed professional learning aimed to increase awareness and drive strategic actions in the area of diversity, equity, and inclusion.

Notes:

Again, thank you to the VA Board for People with Disabilities for providing the funding for this project.

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Our goal is of course to provide a means for community-based organizations (CBOs) to explore their own biases; expand their knowledge of inclusion, diversity, and equity concepts; and increase emotional intelligence regarding intersecting cultural and social identities among those with intellectual and developmental disabilities.

So thank you to this sponsor, and of course to the Partnership for People with Disabilities for providing funding and support of this series.


1.3 RULES OF ENGAGEMENT

Rules of Engagement

Be Open

Be Self-Reflective

Be Engaged

 **VCU** School of Education

Office of Strategic Engagement

Notes:

We introduced these rules of engagement to you during our first session together. Before we get started today, let's review them.

First, be open: we invite you to listen radically with vulnerability and empathy. We understand that some of these topics may be a bit uncomfortable, and we challenge you to consider your thinking. We invite you to be open in your listening and to feel comfortable with being vulnerable to reflect on your experiences.

Next, be self-reflective: A lot of the information in this series requires you to reflect. We also want to emphasize that this is a journey and you will continue to learn and grow. Self-reflection will be key in your work as you seek to be a more culturally responsive practitioners.

Finally, be engaged: Engagement looks different for everyone. However, we want you to connect with the content and material that's being shared. If something resonates with you, we invite you to pause, reflect, and take notes. We also encourage you to engage beyond this series to continue to question yourself about how this content is relevant in the work that you do.

1.4 Reflected on our power, privilege and perspectives

Quick Recap: Last time we....

- Reflected on our power, privilege and perspectives
- Discussed our approaches to supporting individuals with disabilities

Notes:


Here's a brief recap of what we covered during our last session together.

We unpacked the meanings of power, privilege, and perspective. These words themselves hold a lot of weight in the world of DEI. We talked about how each of us has power that shows up differently. Next, we learned to recognize how we use our power and privilege and we took some time to reflect on our own approaches in working with individuals with disabilities.

We highlighted that whenever offering support, it's important to ask the recipient of our support how they feel to ensure that we aren't having a negative impact on them. We know that while we can have good intentions, our good intentions don't always show up in the actions we take. Constant reflection and self-awareness is important when providing this support.

1.5 TODAY'S GOALS

Today's Goals



- 01** Define intersectionality and understand how multiple identities overlap and magnify one another
- 02** Examine current data trends and reflect on implications within the IDD community
- 03** Explore disparities within the IDD and support communities, and use this lens to examine current practices

Notes:

We have three goals for our time together today.

First: We'll define intersectionality. We all have multiple identities that we would use to describe ourselves. The term intersectionality helps us to understand how multiple identities not only exists, but also overlap and affect each other. Specifically, we will be asking you to think about the implications of overlapping identities for individuals from marginalized communities.

Then, we'll examine current trends and reflect on implications within the community of those with intellectual and developmental disabilities. Intellectual and developmental disabilities include a variety of severe, chronic conditions that are due to mental and / or physical impairments. Therefore, it's important to understand the data trends that exist and how this data impacts the communities you serve.

Finally, we will explore disparities that exist within the community of those with intellectual and developmental disabilities. We will use these disparities to identify current best practices. Then, we will end the session by ensuring that you have strategies to apply the concepts of intersectionality in the communities that you serve.

Today we will be asking you to reflect on your own identities as well as those present in your work space.

1.6 Intersectionality Reflection Video

Intersectionality Reflection Video

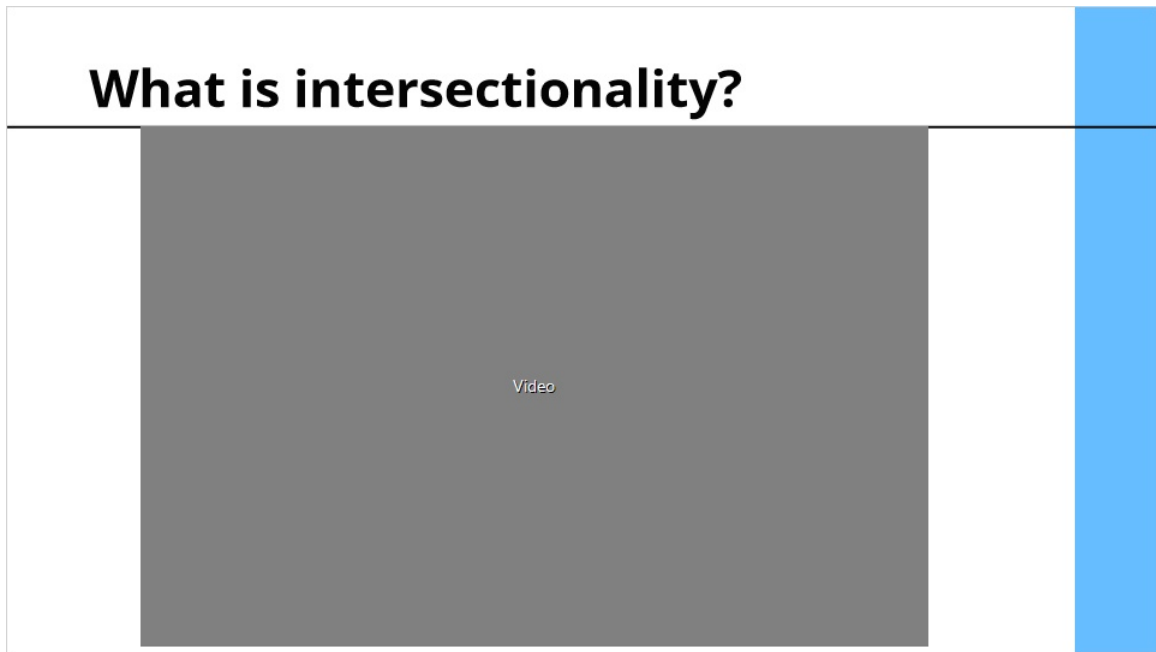
How do your different identities (racially, ethnically, gender, sexuality, nationality, etc.) impact your supports?

Notes:

Now we'll share a video that highlights how different identities impact support.

You'll hear from a woman with a disability and she will share about the impact of her own identities and how these have shaped her interactions as a woman with a disability.

1.7 What is intersectionality?



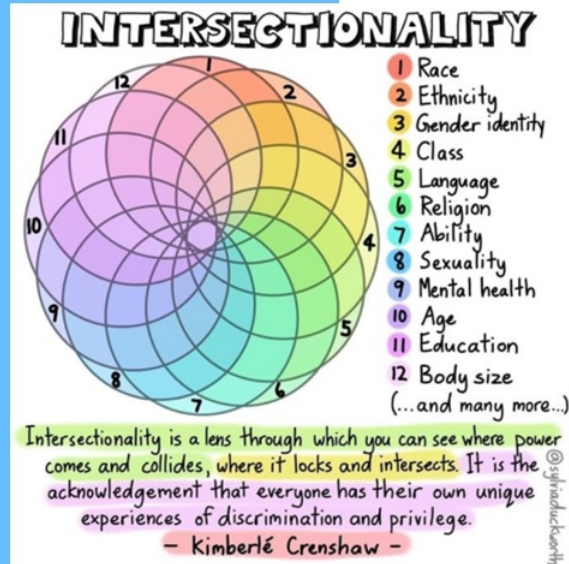
Notes:

I'll now share a video that provides the official definition of intersectionality as outlined and defined by Kimberle Crenshaw, a law professor and social theorist, who first coined the term in 1989.

1.8 Definition of

Definition of Intersectionality

“The lens through which you can see where power comes and collides, where it locks and intersects. It is the acknowledgement that everyone has their own unique experiences of discrimination and privilege.”



Notes:

On the left, you'll see a quote that reads: Intersectionality is the “lens through which you can see where power comes and collides, where it locks and intersects. It is the acknowledgement that everyone has their own unique experience of discrimination and privilege.” This term gives us the language to unpack how linear definitions aren't always the most helpful when looking at forms of discrimination.

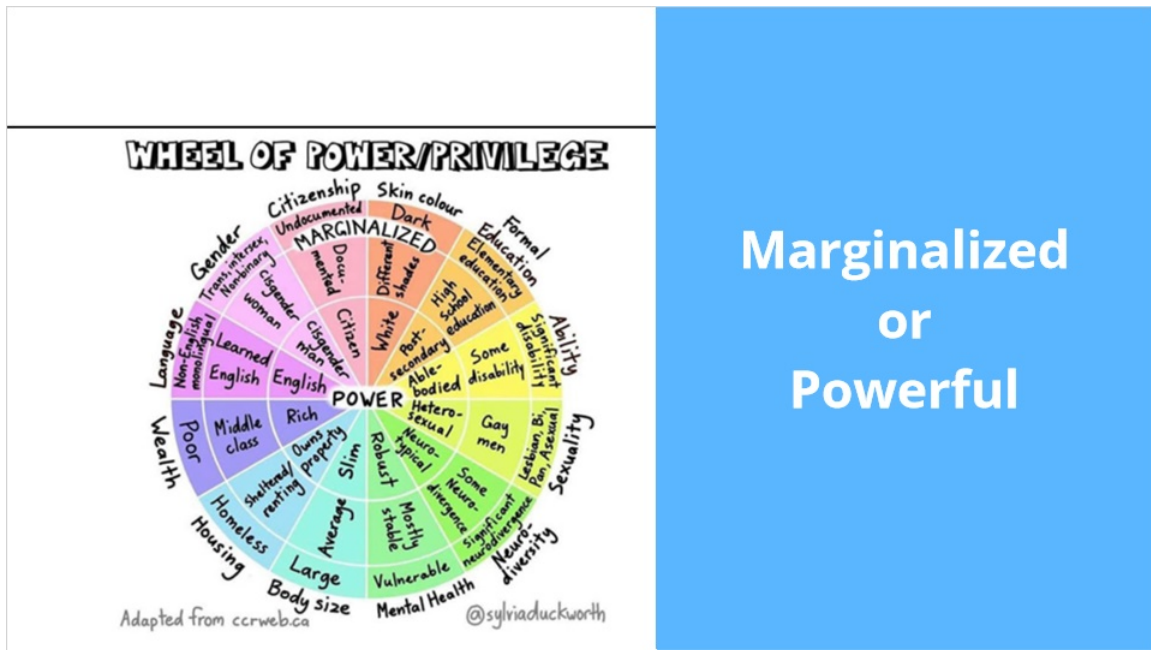
On the right, you see a list of different identities. Looking at this image, we can get a glimpse into the many identities we use to describe ourselves. While this isn't an all-encompassing list, it does begin to show us how we all can experience power and privilege in different ways.

People are often much more inclined to reflect on their marginalized identities than they are to think on their ones of privilege. Dominant society often makes people aware of their subordinated group identities. In part to avoid feeling guilt and shame, many people prefer to focus on how they are oppressed rather than on how they are privileged.

I invite you to consider, “What parts of my identity do you think about as an employee in your organization?”

What identity group are you most comfortable and safe to share with others?

1.9 Marginalized



Marginalized
or
Powerful

Notes:

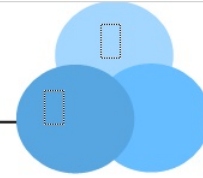
Here you'll see this wheel of power and privilege.

On the outer ring of the wheel you'll see the identities that are most marginalized. As you move inward on the wheel you'll see the identities that hold the most power. For example, if we look at the part of the wheel that says citizenship, those who are undocumented immigrants are the most marginalized. While those who are citizens hold more power. We can also look at housing. Those on the outer part of the wheel who are homeless are more marginalized than those who own property and therefore hold more power.

Consider on this wheel how a person with a disability can be more marginalized than someone who is able-bodied. I also encourage you to think about how combining various parts of the wheel can either oppress or empower a person further. Consider that someone who has multiple identities on the outer part of the wheel can experience heightened levels of discrimination and oppression, whereas someone who has multiple identifiers in the middle part of the wheel has more opportunities to experience power.

1.10 REFLECTING ON YOUR IDENTITY

Reflecting on Your Identity



1. The part of my identity that I feel is difficult to discuss with others who identify differently is _____.
2. The part of my identity that most often makes me feel discriminated against is _____.
3. The part of my identity that I am most aware of on a daily basis is _____.
4. The part of my identity that was most emphasized or important in my family growing up is _____.

Notes:

Now let's take some time to reflect on these four points.

The first says: the part of my identity that I feel is difficult to discuss with others who identify differently is _____. Are there aspects of your identity that you don't always feel comfortable sharing with others who don't share that similar identity? What are these aspects of your identity for you?

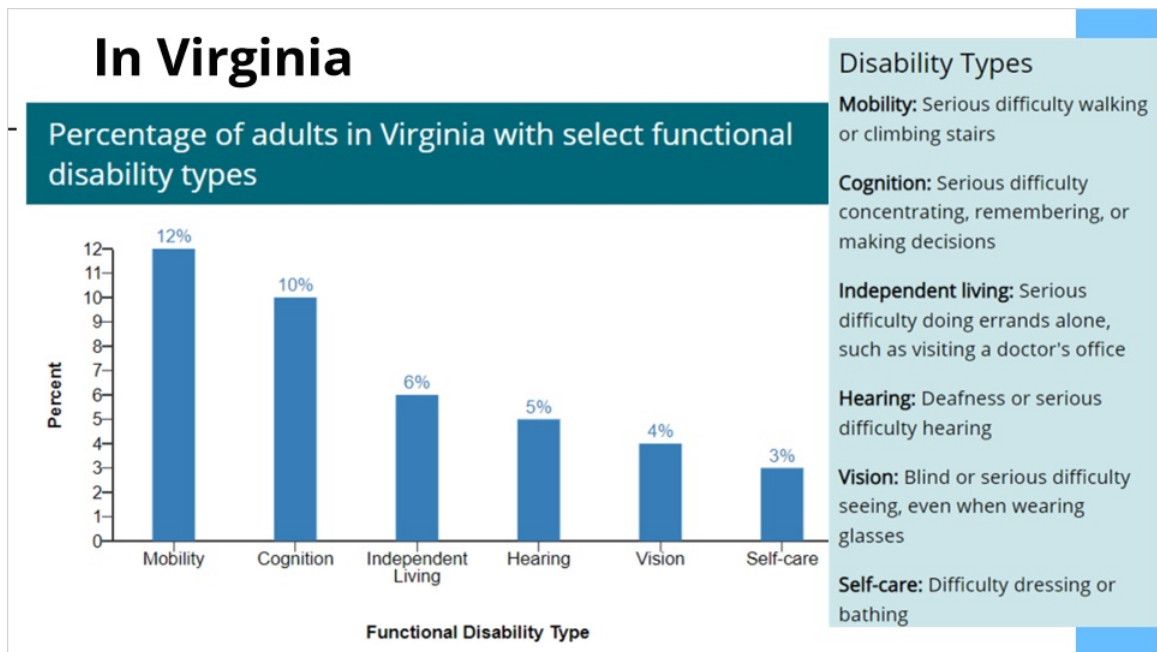
Number two: The part of my identity that most often makes me feel discriminated against is _____. A major aspect of intersectionality is the way that marginalized identities magnify the impact of oppressive systems. Are there aspects of your identity where discrimination is more prevalent?

Number three: The part of my identity that I am most aware of on a daily basis is _____. Consider the environment that you work in or live in. Is there an aspect of your identity that is amplified on a daily basis?

And finally number four: The part of my identity that is most important in my family growing up is _____. Consider your family's cultural background. Are there are aspects of your identity that were held in the highest regard?

Each of these points are presented in order for you to consider the identities that may be most important to you, and, therefore, may be the ones that you are focusing on or thinking about most throughout the day while serving the individuals in your community.

1.11 IN VIRGINIA



Notes:

This chart comes from the CDC Disability and Health U.S. State Profile.

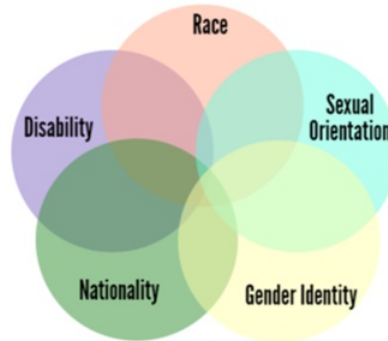
The graphic explains that adults with disabilities in Virginia who experience health disparities are more likely to have depression, obesity, be smokers, have diabetes, or have heart diseases. Consider therefore, the health care costs that are incurred can affect one's personal economic status and other opportunities for wellness. Now think back to the Wheel of Privilege; how might these individuals meet the standards we saw there? Are they marginalized?

I encourage you to consider what else you may notice about this chart.

1.12 Operationalizing intersectionality

Operationalizing Intersectionality

- Recognize differences.
- Avoid oversimplified language.
- Analyze the space you occupy.
- Seek other points of view.
- Show up.



Notes:

Now that we've talked about just what intersectionality means, it's time to consider some actionable strategies that you can apply in your daily work.

First, recognize differences. Everyone has their own background and their own cultural experiences. It's important to understand the diversity exists in the communities that you serve. We've talked a lot today about how different identities overlap and magnify one another, and your awareness of the diversity within your various environments. Remember that there are identities that we can see, and others that exist below the surface.

Next, avoid oversimplified language. We have to understand that people are complex. When you get to know people you'll learn just how complex their backgrounds are. Avoid using oversimplified language when speaking to others, allow them to share with you the terminology that they would use to describe themselves. Be sure to pay attention to how people describe themselves, and you should avoid allowing your judgements and assumptions to guide you in understanding their identities.

Also, analyze the space you occupy. We talked about power, privilege, and perspectives, but you should continue this reflection. Ask yourself about the space that you hold and the identity of how privilege exist there.

Additionally, make sure you're mindful of the other perspectives that exist outside of your own. Ensure that you are bringing in different perspectives when making decisions that you can make your equitable choices more meaningful.

And finally, show up for others. Using your power and privilege requires you to show up for those around you. Understand that showing up looks different for everyone. Sometimes, showing up means using privilege as an able-bodied person to advocate for accessibility of others. Sometimes, it means sitting back and choosing not to

speaking in order to have someone else have an opportunity. How are you showing up and using our privilege to support those who don't have the same?

1.13 Final Reflection

Final Reflection



1. Thinking about your intersectional identities, how do you experience either privilege or oppression? Consider the Wheel of Privilege.
2. Determine a time when you were a target of stereotyping, discrimination, or harassment based on your identity?
3. Have you ever witnessed someone become the target of stereotyping, discrimination, or harassment based on their abilities? If so describe that situation in your groups.

Notes:

For our final reflection, I invite you to consider these three questions.


1. Thinking about your intersectional identities, how do you experience either privilege or oppression? Consider the Wheel of Privilege.

2. Determine a time when you were a target of stereotyping, discrimination, or harassment based on your identity?

3. Have you ever witnessed someone become the target of stereotyping, discrimination, or harassment based on their abilities?

1.14 Consider

Consider



Video

Notes:

As we wrap up this module, I would like to show this video entitled “Don’t Put People in Boxes.”

We’ve talked a lot about different identities today that we all bring into various spaces in our lives. Think about those complexities as you watch this video.

1.15 Next Session: Moving from Allyship to CoConspiratorship



Notes:

Our next session will focus on “allyship” and “co-conspiratorship.” The next module will start the conversation of how you can move from simply being an ally to showing up as a co-conspirator.


1.16 THANK YOU



Notes:

Thank you so much for your thoughtful engagement in this module.

1.17 Untitled Slide



To complete the **Evaluation** for this module and obtain your **Certificate of Completion**, click the 'Continue' button below.

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