

Bandwidth Tax of Difference: Helping Students (and ourselves) Recover Cognitive Capacity

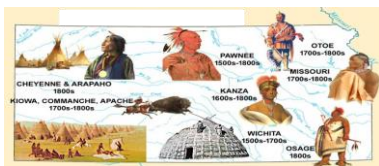
January 24, 2023
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Land acknowledgement



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Bandwidth - scarcity steals
cognitive capacity



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Economic insecurity -
Bandwidth Tax



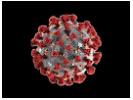
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Social-psychological *underminers*

- ▶ Stereotype threat
- ▶ Belonging uncertainty
- ▶ Microaggressions
- ▶ Neurodiversity
- ▶ Adverse Childhood Experiences

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Uncertainty



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Strengths perspective



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Funds of knowledge



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- ▶ My best thing
- ▶ Something I want to be good at but need to learn and practice
- ▶ A time I helped someone
- ▶ A time someone helped me
- ▶ A goal I set for myself that I accomplished
- ▶ The most important piece of wisdom I have learned from a family member or friend
- ▶ The job that I would be the really good at
- ▶ Someone I admire - why

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Growth mindset



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High-hope practice: clear expectations - lots of support



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Minimize uncertainty

- >Check-ins
- >Safe zones/spaces
- >Group agreements



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Thank you!

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Bandwidth Recovery: Suggested Readings and Watchings

- Barratt, W. (2011). *Social class on campus: Theories and manifestations*. Sterling, VA: Stylus Publishing, LLC
- Dweck, C. (2006). *Mindset: The new psychology of success*. New York, NY: Ballantine Books.
- California News Reel. (2008). *Unnatural causes: Is inequality making us sick?* Documentary. https://www.unnaturalcauses.org/episode_descriptions.php (I am able to stream the entire 7-part series through my university library.)
- Gould, S. J. (1996). *The mismeasurement of man*. New York, NY: W. W. Norton & Company, Inc.
- Hammond, Z. (2015). *Culturally responsive teaching & the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Thousand Oaks, CA: Corwin.
- Kendi, I. X. (2016). *Stamped from the beginning: The definitive history of racist ideas in America*. New York, NY: Nation Books.
- McGhee, H. (2021). *The sum of us: What racism costs everyone and how we can prosper together*. New York, NY: One World.
- Miller, H. R. (2015). *Rac(e)ing to class: Confronting poverty and race in schools and classrooms*. Cambridge, MA: Harvard University Press.
- Mullainathan, S., & Shafir, E. (2013). *Scarcity: The new science of having less and how it defines our lives*. New York, NY: Picador/Henry Holt.
- Murphy, C. (2020). *The violence inside us: A brief history of an ongoing American tragedy*. New York: Random House.
- Perry, B. D., & Szalavitz, M. (2017). *The boy who was raised as a dog: What traumatized children can teach us about loss, love, and healing*. New York: Basic Books.
- Redford, J., & Pritzker, K. *Resilience: The biology of stress and the science of hope*. Documentary at <https://kpjrfilms.co/resilience/about-the-film/> (look at video under Bonus Content)
- Steele, C. M. (2010). *Whistling Vivaldi: How stereotypes affect us and what we can do*. New York, NY: W. W. Norton.
- Strayhorn, T. L. (2012). *College students' sense of belonging: A key to educational success for all students*. New York, NY: Routledge.

Strazzabosco, J. (2018). *Ninety feet under: What poverty does to people*. Burlington, Ontario, Canada: Word & Deed Publishing Incorporated.

Sue, D. W. (2010). *Microaggressions in everyday life: Race, gender, and sexual orientation*. Hoboken, NJ: John Wiley & Sons, Inc.

Tatum, B. D. (2017). *Why are all the black kids sitting together in the cafeteria? And other conversations about race*. New York, NY: Basic Books.

Verschelden, C. (2020). *Bandwidth for schools: Helping Pre-k-12 students reclaim cognitive resources lost to poverty, trauma, racism, and social marginalization*. Sterling, VA: Stylus Publishing, LLC.

Verschelden, C. (2017). *Bandwidth recovery: Helping students reclaim cognitive resources lost to poverty, racism, and social marginalization*. Sterling, VA: Stylus Publishing, LLC

Wilkerson, I. (2020). *Caste: The origins of our discontents*. New York: Random House.

Wilkinson, R., & Pickett, K. (2011). *The spirit level: Why greater equality makes societies stronger*. London: Bloomsbury Press.

Winn, M. T. (2018). *Justice on both sides: Transforming education through restorative justice*. Cambridge, MA: Harvard University Press.

Group Agreements

Class _____ Term _____

- Assume that people – both the people we study and the members of the class – are doing the best they can.
- Create a safe atmosphere for open discussion. Personal information shared in this class is confidential and will not be talked about outside of class.

This image shows a blank sheet of white paper with horizontal black ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Examples of Microaggressions toward Children in School

Microaggressions	Examples	Target
Microassaults	<p>You look like a girl.****</p> <p>Why are you so gay?</p> <p>Get out! Use the girls (boys) room where you belong!</p> <p>You don't belong here. Go back home.</p> <p>Can I touch your hair?*****</p> <p>Retard! You're so stupid!</p>	<p>Native American boy with long hair.</p> <p>Boy who likes to hang out with girls, or likes nice clothes, or doesn't like sports.</p> <p>Transgender boy (girl).</p> <p>Immigrant (or perceived immigrant).</p> <p>Black child, usually.</p> <p>Child with intellectual disability.</p>
Microinsults	<p>Where are you from? You are so interesting looking.**</p> <p>You are good at math, for a girl.**</p> <p>You look so handsome without your glasses.**</p> <p>Your skin is dirty.***</p> <p>You can't have two Moms.***</p> <p>She has a Jew nose.</p> <p>Why are you so weird?!</p>	<p>Any child who is perceived as "not from here."</p> <p>All girls (and boys, as the assumption is that they are all good at math).</p> <p>Kid who wears glasses.</p> <p>Black child.</p> <p>Child of lesbian couple.</p> <p>Jewish (or assumed Jewish) child.</p> <p>Child with Autism Spectrum Disorder.</p>
Microinvalidations	<p>Wow! You sound American!***</p> <p>Dress codes that objectify little girls.*</p> <p>Gendered line-ups.*</p> <p>Gendered projects.*</p> <p>Gendered reading material.*</p>	<p>Any child who, to someone else, doesn't look "American" (meaning English-speaking and white?).</p> <p>Girls who want to stay cool in hot weather.</p> <p>Transgender and gender-expansive children.</p> <p>Boys and girls who want to choose a project on grounds unrelated to gender.</p>

	<p>Equating sitting with success.*</p> <p>Passive exclusion.</p> <p>Active exclusion or separation.</p>	<p>All students, as the history and value of women is invalidated when most of the stories have male protagonists.</p> <p>Any child who is hyperactive or whose body just needs to move.</p> <p>Child with a severe physical disability.</p> <p>Child with intellectual or emotional disability.</p>
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* Wyles (2017), ** Medini (2017), *** Jaime (2015), ****Mother of Native American son (2018), *****Vawker (2016).

Wyles, L. (2017, May 24). 8 microaggressions your kid could be experiencing at school, but doesn't know how to talk about. Romper. <https://www.romper.com/p/8-microaggressions-your-kid-could-be-experiencing-at-school-but-doesnt-know-how-to-talk-about-59994>

Medini, S. (2017, December 6). Our children & microaggressions – 5 ways we can help. Huffington Post The Blog. https://www.huffingtonpost.com/shari-medini/our-children-microaggress_b_9433452.html

Vawter, E. (2016, February 17). Microaggressions hurt young teens more than you realize (VIDEO). sheknows. <https://www.sheknows.com/parenting/articles/1072663/microaggressions-hurt-young-teens-more-than-you-realize-video>