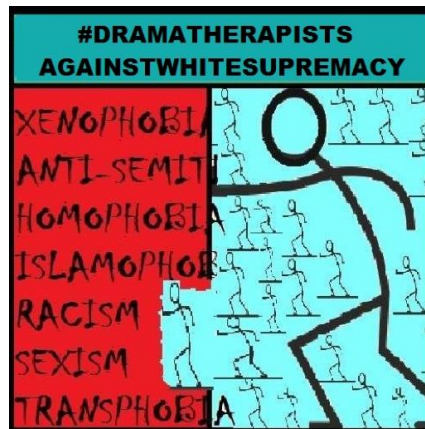


#DramaTherapistsAgainstWhiteSupremacy

Phase III Resources



This campaign addresses the far reaching, all encompassing system of white supremacy and racism that exists in our governments, corporate and public workplaces, health systems and social services, prisons, schools, universities, therapy spaces. and public institutions. Racism exists in all social aspects of life, internalized within our communities, families, and within ourselves.

“When it comes to fighting against white supremacy, it’s not just what you stand for, it’s who you sit with. Conversations need to be happening in homes, at work, in schools, and in churches on equity, liberation, and how important it is to fight against hatred and bigotry when it shows itself.” - Janaya Khan, co-founder of Black Lives Matter Toronto

Where are the places you can push back against prejudice and discrimination?

Below, you will find an incomplete list of ideas and actions intended to fight the system of white supremacy. Because oppressions are intersectional, some of these actions address cultural oppressions faced by other minority groups including gender diverse and gender non-conforming people, LGBTQIA communities, religious minorities, as well as people who are targeted for their size, age, ability, socio-economic reality, and other forms of cultural oppression. This incomplete list requires your ideas, resources, and creativity.

Resources gathered by Jessica Bleuer, Adam Stevens, Stephanie Wichmann, Rowena Tam, Kamran Afary, Diana Elizabeth Jordan, Craig Flickinger, Liah Rozenman, Calli Armstrong, Mallory Minerson, and Margaret Powell. Thank you to the NADTA Board of Directors.

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11. Research

A

Learn about existing drama therapy related equity supporting research

- [Critical Pedagogy in the Arts Therapies](#)

Further Reading:

Afary, K. (2009). *Performance and activism: Grassroots discourse after the Los Angeles rebellion of 1992*. Lexington Books.

Beauregard, M., Stone, R., Trytan, N., & Sajnani, N. (2016). Drama therapists' attitudes and actions regarding LGBTQI and gender nonconforming communities. *Drama Therapy Review*, 2(1), 41-63.

Beauregard, M., Stone, R., Trytan, N., & Sajnani, N. (2017). Systemic barriers in mental health care for LGBTQI and gender nonconforming drama therapists and clients. *Drama Therapy Review*, 3(2), 285-312.

Bleuer, J. (In press). Theatre for revolution or theatre for healing? Forum theatre with LGBT2SIQ+ and other targeted communities. In A.M.Fritz & K. Afary, *More than words: Expressive therapeutic narrative praxis in educational and clinical settings*. Lexington Books.

Bleuer, J., Chin, M. & Sakamoto, I. (2018). Why theatre-based research works? The psychological theories behind the curtain. *Qualitative Research in Psychology: Creative Representations in Research*, 15(2-3), 395-411.

Emunah, R. (2016). Instilling cultural competence in (the raising of) drama therapists. In S. Jennings & C. Holmwood (Eds.), *Routledge international handbook of dramatherapy*, (pp. 92-105). Routledge.

Powell, A. (2016). Embodied multicultural assessment: An interdisciplinary training model. *Drama Therapy Review*, 2(1), 111-122.

Snow, S. & Bleuer, J. (2019). Chapter 7: Ethnodramatherapy. In R. Emunah & D.R. Johnson (Eds.), *Current approaches in drama therapy*. Springfield, IL: Charles C Thomas.

Sajnani, N. (2013). The body politic: The relevance of an intersectional framework for therapeutic performance research in drama therapy. *The Arts in Psychotherapy, 40*(4), 382-385.

Sajnani, N., Tomczyk, P., Bleuer, J., Dokter, D., Carr, M. & Bilodeau, S. (2016). Guidelines on cultural response/ability in training, research, practice, supervision, advocacy and organizational change. *Drama Therapy Review, 2*(1), 141-148.

Sajnani, N., Marxen, E., & Zarate, R. (2017). Critical perspectives in the arts therapies: Response/ability across a continuum of practice. *The Arts in Psychotherapy, 54*, 28-37.

Silverman, Y., Smith, F., & Burns, M. (2013). Coming together in pain and joy: A multicultural and arts-based suicide awareness project. *The Arts in Psychotherapy, 40*(2), 216-223.

B

Engage in equity supporting research

NADTA members have suggested that our community engage in research based on the following topics:

- Whiteness and colonialism and how it operates within our NADTA community
- How Europeans, European North Americans, and light skinned members of the NADTA can heal themselves and do better
- Racial transgenerational trauma
- Learning to tolerate discomfort

Further Reading:

Betts, D., & Deaver, S. (2019). *Art therapy research: A practical guide*. Routledge.

Spry, T. (2016). *Autoethnography and the other: Unsettling power through utopian performatives*. Routledge.

Stuart, R. B. (2004). Twelve practical suggestions for achieving multicultural competence. *Professional Psychology: Research and Practice, 35*(1), 3.

Turner, W. C. (2012). Voices of therapists of color: A qualitative study. *Professional Psychology Doctoral Dissertations*. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1024.5994&rep=rep1&type=pdf>

C

D

[Learn about the importance of social demographic data](#)

Support the collection of social demographic data at my organization/school/workplace

12. For Professors/Educators

A

Review my syllabus for which voices or worldviews are privileged, and who I am leaving out

Dudley, J. (2013). The assumption of heterosexuality in supervision. *The Arts in Psychotherapy, 40*(5), 486-494.

Hadley, S. (2013). Dominant narratives: Complicity and the need for vigilance in the creative arts therapies. *The Arts in Psychotherapy, 40*, 373-381.

Hahna, N. D. (2013). Towards an emancipatory practice: Incorporating feminist pedagogy in the creative arts therapies. *The Arts in Psychotherapy, 40*(4), 436-440.

Sajnani, N., Marxen, E., & Zarate, R. (2017). Critical perspectives in the arts therapies: Response/ability across a continuum of practice. *The Arts in Psychotherapy, 54*, 28-37.

Talwar, S. K., Clinton, R., Sit, T., & Ospina, L. (2018). Intersectional reflexivity: Considering identities and accountability for art therapists. In *Art therapy for social justice* (pp. 82-111). Routledge.

B

Engage literature from authors of diverse cultural backgrounds

Some non-exhaustive examples:

Awais, Y.J. (2018). Creating and implementing our own citation challenge in the creative arts therapies. *Critical Pedagogy in the Arts Therapies*. Retrieved from <https://www.criticalpedagogyartstherapies.com/single-post/2018/09/11/Creating-and-Implementing-our-own-Citation-Challenge-in-the-Creative-Arts-Therapies>

Bal, J., & Kaur, R. (2018). Cultural humility in art therapy and child and youth care: Reflections on practice by sikh women (L'humilité culturelle en art-thérapie et les soins aux enfants et aux jeunes: Réflexions sur la pratique de femmes sikhes). *Canadian Art Therapy Association Journal, 31*(1), 6-13.

Cruz, C. (2006). *Testimonial narratives of queer street youth: Toward an epistemology of a brown body* (Doctoral dissertation, University of California, Los Angeles).

Doby-Copeland, C. (2006). Things come to me: Reflections from an art therapist of color. *Art Therapy*, 23(2), 81-85.

Fansler, V. (2019). We will not be erased *Critical Pedagogy in the Arts Therapies*. Retrieved from <https://www.criticalpedagogyartstherapies.com/single-post/2019/02/03/We-Will-Not-Be-Erased>

Hadley, S. J. (2013). *Experiencing race as a music therapist: Personal narratives*. Barcelona Publishers.

Tom, L. & Hodermarska, M. (2018). Working between cultures: The drama therapy internship experience of an American-born Chinese Graduate student at NYU. *Critical Pedagogy in the Arts Therapies*. Retrieved from <https://www.criticalpedagogyartstherapies.com/single-post/2018/11/15/Working-between-cultures-The-drama-therapy-internship-experience-of-an-American-born-Chinese-Graduate-student-at-NYU>

C

Add a statement about cultural safety to my syllabi and other classroom material

Feel free to copy and paste this example by Jessica Bleuer, RDT, OPQ, NADTA Past Diversity Chair's Equity Statement:

As students and faculty, we work together towards creating educational spaces that promote equity, inclusion, and belonging. In order to do this, we must acknowledge that inequity and injustice are real, and that we all implicitly participate, are targeted and/or benefit from unequal societal structures. As a result, it is very possible that we may unknowingly and unintentionally hurt our fellow colleagues and/or students. It is the responsibility of all students and faculty to work continuously towards the creation of a respectful learning space, free from prejudicial behaviours towards people's racial, ethnic, religious, gender, sexual orientation, age, ability, size, socio-economic realities, and other salient identities. When it comes to our attention that a cultural rupture or microaggression has occurred, we commit to working together towards repair, acknowledging our biases and/or missteps in the service of equity and safer learning spaces. Acknowledging our mistakes can be hard, we may need to fight experiences of defensiveness, cognitive dissonance, and/or shame, and when our prejudice emerges, we must strive to do so anyway.

D

Engage topics around current events and issues of white supremacy in my classrooms

- [How Universities Embolden White Nationalists](#)
- [Intersectional Identities: Do Educators Empower or Oppress?](#)
- [Let's Talk: A Teaching Tolerance Guide Discussing Race, Racism and Other](#)
- [Supporting Survivors of White Supremacist Violence](#)
- [The Subscribed Classroom: Using Podcasts to Teach about Social Justice](#)
- [You and White Supremacy: A Challenge to Educators](#)

Further Reading:

Grollman, D.A. (2015). [Navigating difficult dialogue in the classroom](#). *Conditionally accepted: A space for scholars on the margins of academia*.

Hollins, C., & Govan, I. (2015). *Diversity, equity, and inclusion: Strategies for facilitating conversations on race*. Rowman & Littlefield.

Leclerc, J., & Drapeau, C. E. (2018). Response-art as reflective inquiry: Fostering awareness of racism. *The Arts in Psychotherapy*, 60, 9-18.

Singleton, G. E. (2014). *Courageous conversations about race: A field guide for achieving equity in schools*. Corwin Press.

Sue, D. W. (2016). *Race talk and the conspiracy of silence: Understanding and facilitating difficult dialogues on race*. John Wiley & Sons.

Sue, D.W., Capodilupo, C. M., Torino, G. C.; Bucceri, J.M., Holder, A. M. B., Nadal, K. L., Esquilin, M.. (2007). [Racial microaggressions in everyday life: Implications for clinical practice](#). *American Psychologist*, 62(4), pp. 271-286.

E Address sociopolitical traumas in my classrooms when they occur (mass violence, hate crimes, politician microaggressions)

- [Confronting Anti-Semitism and Hate on Campus](#)
- [Global Perspectives on the Trauma of Hate-Based Violence](#)
- [From Mourning to Action](#)

Further Reading:

Beauregard, M., Stone, R., Trytan, N., & Sajnani, N. (2017). Systemic barriers in mental health care for LGBTQI and gender nonconforming drama therapists and clients. *Drama Therapy Review*, 3(2), 285-312.

Karcher, O.P. (2017). Sociopolitical oppression, trauma, and healing: Moving toward a social justice art therapy framework. *Journal of American Art Therapy Association*, 34 (3), 123-128.

F

Teach about the impact of racism on mental health

- [A Framework of Recommendations for Colleges and Universities to Support the Mental Health of Students of Color](#)
- [Anti-Defamation League](#)
- [‘It’s a traumatic moment’: How everyday racism can impact mental, physical health](#)
- [Physiological & Psychological Impact of Racism and Discrimination for African-Americans](#)
- [Racism’s Impact on Aboriginal Mental Health](#)
- [Talk About Mental Illness Year-round—Not Just After a Mass Shooting](#)
- [The impact of racism on the future health of adults: protocol for a prospective cohort study](#)
- [What keeps some black women from seeking mental health care — and how therapists are working to change that](#)
- [Why I Left My White Therapist](#)

Further Reading:

Bryant-Davis, T., & Ocampo, C. (2005). Racist incident–based trauma. *The Counseling Psychologist*, 33(4), 479-500.

Harrell, J. P., Hall, S., & Taliaferro, J. (2003). Physiological responses to racism and discrimination: an assessment of the evidence. *American Journal of Public Health*, 93(2), 243-248.

Huber, L. P., & Cueva, B. M. (2012). Chicana/Latina testimonios on effects and responses to microaggressions. *Equity & Excellence in Education*, 45(3), 392-410.

Huynh, V. W. (2012). Ethnic microaggressions and the depressive and somatic symptoms of Latino and Asian American adolescents. *Journal of Youth and Adolescence*, 41(7), 831-846.

Karcher, O.P. (2017). Sociopolitical Oppression, Trauma, and Healing: Moving Toward a Social Justice Art Therapy Framework. *Journal of American Art Therapy Association*, 34 (3), 123-128

Menakem, R. (2017). *My grandmother's hands: Racialized trauma and the pathway to mending our hearts and bodies*. Central Recovery Press.

Nadal, K. L., Rivera, D. P., Corpus, J. H., & Sue, D. W. (2010). Sexual orientation and transgender microaggressions. *Microaggressions and marginality: Manifestation, dynamics, and impact*, 217-240.

Okazaki, S. (2009). Impact of racism on ethnic minority mental health. *Perspectives on Psychological Science*, 4(1), 103-107.

Pierce, C. M. (1989). Unity in diversity: Thirty-three years of stress. *Black students: Psychological issues and academic achievement*, 296-312.

Salvatore, J., & Shelton, J. N. (2007). Cognitive costs of exposure to racial prejudice. *Psychological science*, 18(9), 810-815.

Torres, L., Driscoll, M. W., & Burrow, A. L. (2010). Racial microaggressions and psychological functioning among highly achieving African-Americans: A mixed-methods approach. *Journal of Social and Clinical Psychology*, 29(10), 1074-1099.

Williams, D. R., Yu, Y., Jackson, J. S., & Anderson, N. B. (1997). Racial differences in physical and mental health: Socio-economic status, stress and discrimination. *Journal of health psychology*, 2(3), 335-351.

G

Check-in with students frequently to see how they are coping with different sources of cultural oppression

- [Feeling Unsafe](#)

Further Reading:

Daniels, J. (2009). *Cyber racism: White supremacy online and the new attack on civil rights*. Rowman & Littlefield Publishers.

H

Acknowledge students' salient religious holidays and do not book important assignments and course events on students' salient religious holidays

- [Culturally Responsive Instruction for Holiday and Religious Celebrations](#)
- [Religious Holidays](#)
- [Teaching Juneteenth](#)

I

Create drama and creative-based art in classrooms addressing racism and social justice

- [Theatre for Change, University of Washington](#)

Create community guidelines for my classroom that commit to acknowledging our biases and working towards listening and repair when microaggression or other cultural ruptures happen

Equity resources for educators:

- [A Practical Guide to Welcoming Sexual and Gender Diversity in Colleges and Universities](#)
- [Cross-Class Capacity Tool \(SURJ\)](#)
- [Fighting Racial Bias on Campus](#)
- [Guidelines Regarding Transgender Students at the *Commission scolaire de Montréal*](#)
- [Mesures d'ouverture et de soutien envers les jeunes trans et les jeunes non binaires](#)
- [Ontario librarian creates online guide for teachers to find available Indigenous course content](#)
- [Racial Equity Tools Tipsheets](#)
- [Tools for Educators](#)

Further Reading:

Ahessy, B. T. (2011). Lesbian, gay and bisexual issues in music therapy training and education: The love that dares not sing its name. *Canadian Journal of Music Therapy*, 17(1).

Antinori, D., & Moore, P. (1997). The controlled approach exercise in cultural diversity training with clinicians. *The Arts in Psychotherapy*, 24(2), 173-182.

Arredondo, P., & Arciniega, G. M. (2001). Strategies and techniques for counselor training based on the multicultural counseling competencies. *Journal of Multicultural Counseling and Development*, 29(4), 263-273.

Bain, C. L., Grzanka, P. R., & Crowe, B. J. (2016). Toward a queer music therapy: The implications of queer theory for radically inclusive music therapy. *The Arts in Psychotherapy*, 50, 22-33.

Billings, D. L. (1996). *Identities, consciousness, and organizing in exile: Guatemalan refugee women in the camps of southern Mexico* University of Michigan.

Blitz, L. V. (2006). *Racism and racial identity: Reflections on urban practice in mental health and social services*. Routledge.

- Calisch, A. (2003). Multicultural training in art therapy: Past, present, and future. *Art Therapy, 20*(1), 11-15.
- Case, K. (Ed.). (2013). *Deconstructing privilege: Teaching and learning as allies in the classroom*. Routledge.
- Cote-Meek, S. (2014). *Colonized classrooms: Racism, trauma and resistance in post-secondary education*. Fernwood Publishing.
- Dei, G. J. S. (1996). *Anti-racism education: Theory and practice*. Halifax, Nova Scotia: Fernwood Publishing.
- DiAngelo, R. (2019). Robin DiAngelo on educators' "white fragility." *Separate and Still Unequal: Race in America's Schools, 76*(7). Retrieved from <http://www.ascd.org/publications/educational-leadership/apr19/vol76/num07/Robin-DiAngelo-on-Educators'-%C2%A3White-Fragility%C2%A3.aspx>
- Dokter, D. (Ed.). (1998). *Arts therapists, refugees, and migrants: Reaching across borders*. Jessica Kingsley Publishers.
- Dowd, A. C., & Bensimon, E. M. (2015). *Engaging the "race question": Accountability and equity in US higher education*. Teachers College Press.
- Dudeck, T. R., & McClure, C. (2018). *Applied improvisation: Leading, collaborating, and creating beyond the theatre*. Bloomsbury Publishing.
- Emunah, R., Jennings, S., & Holmwood, C. (2016). Instilling cultural competence in (the raising of) drama therapists. *Routledge international handbook of dramatherapy, 92-105*. New York, NY: Routledge.
- Fors, M. (2018). *A grammar of power in psychotherapy: Exploring the dynamics of privilege*. American Psychological Association.
- Griffin, K. A. (2013). Confronting equity issues on campus: Implementing the equity scorecard in theory and practice. In E. Bensimon & L. Malcolm (Eds.), *Journal of College Student Development, 54*(4), 449-451.
- Hadley, S. J. (2013). *Experiencing race as a music therapist: Personal narratives*. Barcelona Publishers.
- Harper, S. R. (2017). Racially responsive leadership: Addressing the longstanding problem of racism in higher education. In J. S. Antony, A. M. Cauce, & D. E. Shalala (Eds.), *Challenges*

in higher education leadership: Practical and scholarly solutions (pp. 117–128). New York: Routledge.

Harper, S. R., & Davis III, C. H. (2016). Eight actions to reduce racism in college classrooms. *Academe*, 102(6), 30-34.

Haynes, C. (2017). Dismantling the white supremacy embedded in our classrooms: White faculty in pursuit of more equitable educational outcomes for racially minoritized students. *International Journal of Teaching and Learning in Higher Education*, 29(1), 87-107.

Jennings, S., & Holmwood, C. (Eds.). (2016). *Routledge international handbook of dramatherapy*. Routledge.

Leveton, E. (2010). *Healing collective trauma using sociodrama and drama therapy*. Springer Publishing Company.

Museus, S. D., & Jayakumar, U. M. (Eds.). (2012). *Creating campus cultures: Fostering success among racially diverse student populations*. Routledge.

Nieto, L., Boyer, M. F., Goodwin, L., Johnson, G. R., & Smith, L. C. (2010). *Beyond inclusion, beyond empowerment: A developmental strategy to liberate everyone*. Cuetzpalin.

Quaye, S. J., & Harper, S. R. (Eds.). (2014). *Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations*. Routledge.

Samuels, D. R. (2014). *The culturally inclusive educator: Preparing for a multicultural world*. Teachers College Press.

Sajnani, N., Tomczyk, P., Bleuer, J., Dokter, D., Carr, M., & Bilodeau, S. (2016). Guidelines on cultural response/ability in training, research, practice, supervision, advocacy and organizational change. *Drama Therapy Review*, 2(1), 141-149.

Shin, R. Q. (2015). The application of critical consciousness and intersectionality as tools for decolonizing racial/ethnic identity development models in the fields of counseling and psychology. In *Decolonizing "multicultural" counseling through social justice* (pp. 11-22). Springer, New York, NY.

Smith, D. G. (2015). *Diversity's promise for higher education: Making it work*. JHU Press.

Steele, C. M. (2010). *Issues of our time. Whistling Vivaldi: How stereotypes affect us and what we can do*. New York, NY, US: W W Norton & Co.

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

Sue, D. W. (2016). *Race talk and the conspiracy of silence: Understanding and facilitating difficult dialogues on race*. John Wiley & Sons.

Tanya, S. (2014). Decolonizing and indigenizing arts education: Promising Practices in urban aboriginal education building school/community relationships. *Canadian Diversity*, 11 (2), 102-107.

Tuckwell, G. (2002). *Racial identity, white counsellors, and therapists*. Open University Press.

Rousseau, C., Benoit, M., Gauthier, M. F., Lacroix, L., Alain, N., Viger Rojas, M., ... & Bourassa, D. (2007). Classroom drama therapy program for immigrant and refugee adolescents: A pilot study. *Clinical Child Psychology and Psychiatry*, 12(3), 451-465.

Young, L. (2009). Multicultural issues encountered in the supervision of music therapy internships in the United States and Canada. *The Arts in Psychotherapy*, 36(4), 191-201.

13. For Parents & Caregivers

A**Talk to my kids about white supremacy**

- [Beyond the Golden Rule – Teaching Kids About Tolerance](#)
- [Books to Teach White Children and Teens how to Undo Racism and White Supremacy](#)
- [Teach Peace Now! Resource Books for Parents and Teachers](#)
- [The Dos and Don'ts of Talking to Kids of Color About White Supremacy](#)

Further Reading:

Sue, D. W. (2003). *Overcoming our racism: The journey to liberation*. John Wiley & Sons.

B**Examine my children's textbooks and the curricula at their schools to determine whether they are equitable, teach about diverse cultures, and histories of oppression, colonization, and slavery**

- [Center for Racial Justice in Education](#)
- [Diverse Abilities](#)
- [Lies My Bookshelf Told Me: Slavery in Children's Literature](#)
- [National Association for the Education of Young Children's Anti-Bias Resources](#)
- [Raising Race Conscious Children](#)
- [Responsive Classroom](#)

Further Reading:

Derman-Sparks, L., & Ramsey, P. G. (2011). *What if all the kids are white?: Anti-bias multicultural education with young children and families*. Teachers College Press.

Pelo, A. (2008). Embracing a vision of social justice in early childhood education. *Rethinking Schools*, 23(1), 14-18.

C**Examine the media my children consume and help them identify stereotypes and intolerance**

- [Digital Literacy](#)

D

Model inclusive language and behaviour

- [Social Justice Standards](#)

E

Introduce children to diverse cultures through literature

- [31 Children's Books to Support Conversations on Race, Racism & Resistance](#)
- [A Resource for Talking About Race With Young Children](#)
- [Talking to Kids About Racism and Justice: A List for Parents, Caregivers & Educators](#)

F

Introduce children to gender diversity in literature

- [17 LGBTQ-Friendly Books To Read To Your Kid In Honor Of Pride](#)
- [The 21 Best Transgender and Gender Non-conforming Books for Kids](#)

Further Reading:

Cole, N. L. (2018). How to fight racism: A sociological guide to being an anti-racist activist ThoughtCo. Retrieved from <https://www.thoughtco.com/things-you-can-do-to-help-end-racism-3026187>

Derman-Sparks, L. (1989). *Anti-bias curriculum: Tools for empowering young children*. National Association for the Education of Young Children, 1834 Connecticut Avenue, NW, Washington, DC 20009-5786.

Grier-Reed, T. (2010). The African American student network: Creating sanctuaries and counterspaces for coping with racial microaggressions in higher education settings. *Journal of Humanistic Counseling, Education and Development*, 49(2), 181-188.