

# Strategies and Specific Suggestions for Confronting Bias & Navigating Difficulties in the Classroom

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Strategy Focus	Specific Suggestions
<b>Make Goals for Confronting Clear</b>	<p>Ask yourself what you are trying to accomplish by confronting. For example, is the goal to terminate the act, support the recipient, educate the transgressor, and/or use it as a chance to demonstrate class material?</p> <p>Let this guide how you intervene.</p>
<b>Make Students Aware of the Biased Statement/Act</b>	<p>Ask questions to clarify what the student meant.</p> <p>Point out that the statement was biased.</p>
<b>Describe Difference Between Intent and Impact</b>	<p>Explain that even if the student may not have intended any harm, they incidentally did or could have hurt or offended.</p>
<b>Frame in Terms of Transgressor's Values</b>	<p>While pointing out the bias, make salient a positive attribute of the perpetrator's to diminish their defensiveness:</p> <ul style="list-style-type: none"><li>• "You are an open-minded person, aren't you open to the possibility that . . .?"</li><li>• "You're really respectful, so in order to avoid offending anyone in the future..."</li></ul>

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Table excerpted and adapted from, Table 5.4 - Strategies and Specific Suggestions for Navigating Difficulties in the Classroom, pp. 135 - 139 of [Inclusive Classroom Dynamics](#) (available as an e-book at MIT libraries.)