| Enhancing Equity in Preschool Discipline: Identifying Vulnerable Decision Points |
|---|

Vulnerable Decision Point (VDP): A specific decision that is more vulnerable to effects of implicit bias.
    Two parts:        1. Elements of the **situation**
                     2. The person's **decision state** (internal state)

**Demographic Group:** _____

## SITUATIONS

**Your Preschool/District Data:** What are common VDP situations?

Use your preschool's data to find the most common situations for incidents, first for White (or all) children (left), then for the demographic group of interest (right).

| <u>White or All</u> (incidents from BIR) | <u>For Group</u> (incidents from BIR) |
|---|---|
| Behavior: _____ | Behavior: _____ |
| Location: _____ | Location: _____ |
| Time of Day: _____ | Time of Day: _____ |
| Day of Week: _____ | Day of Week: _____ |

Where do you see differences?

_____

**What about for me personally?**

What child behaviors from this group push <u>my</u> buttons? _____

_____

How might these behaviors be related to culture? _____

_____

How might these behaviors be functional (meet a need)? _____

_____

# DECISION STATES

**Definition:** Mental states when we may be more likely to make hasty snap judgments

**Related:** Setting event (an event or condition that unconsciously influences our behavior)

**Common VDP decision states for many adults in preschools:**

1. _____

2. _____

3. _____

4. _____

5. _____

**Possible VDP decision states for me:**

1. _____

2. _____

3. _____

4. _____

5. _____

**Enhancing Equity in Preschool Discipline: Creating Neutralizing Routines**

Neutralizing Routine: A brief self-instruction strategy to neutralize the effects of implicit bias on decision making. They help us avoid automatic, knee-jerk responses so we act in line with our values.

   Two parts:
   1. ASSESS: Is this a Vulnerable Decision Point (VDP)?
      • Is this one of the situations?
      • Am I in the right decision state to act in line with my values?
   2. RESPOND: If so, use an agreed-upon alternative response.

**Critical Features:**

   1. If-then statements
   2. Brief
   3. Clear steps
   4. Doable
   5. Add space/delay between child behavior and adult response

**STEP 1:**     Brainstorm possible neutralizing routines

   ☐   _____

   ☐   _____

   ☐   _____

   ☐   _____

   ☐   _____

   ☐   _____

   ☐   _____

**STEP 2:**     Check the box next to each neutralizing routine if it has all 5 critical features
                (brief, if-then, clear, add space, doable)

**STEP 3:**     Decide on a single neutralizing routine for you (or possibly for the preschool)

                _____

**STEP 4:**     Practice the neutralizing routine

**STEP 5:** Identify what might help or hinder use of the neutralizing routine

Help                                    Hinder

_____            _____

_____            _____

_____            _____

_____            _____

_____            _____

_____            _____

**STEP 6:** From this list, create a plan to maximize its use

_____

_____

_____

_____

_____

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**STEP 7:** Follow up as a group. What is needed to increase or maintain its use?

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