

A close-up, high-angle photograph of a Black man's face. His eyes are closed, and his expression is serene. The lighting is soft, highlighting the texture of his skin and the curve of his nose. The background is a plain, light color.

BLACK MINDS

M A T T E R

Advancing Black Male Success from
Preschool through Ph.D.

by Luke Wood

Contact Information

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Our Laboratory

The **Community College Equity Assessment Laboratory (CCEAL)** is a national research and practice lab that partners with community colleges to support their capacity in advancing outcomes for students who have been historically underserved in education, particularly students of color.

CCEAL houses the **Minority Male Community College Collaborative (M2C3)** and the **Black Minds Project**

CCEAL was developed to advance three objectives:

- **Research** - to conduct and disseminate empirical research on the experiences of historically underserved students in community colleges;
- **Training** - to provide training that improves practices and research relevant to students of color in community colleges; and
- **Assessment** - to use assessment and evaluation to facilitate capacity-building within community colleges.



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Black Minds Project

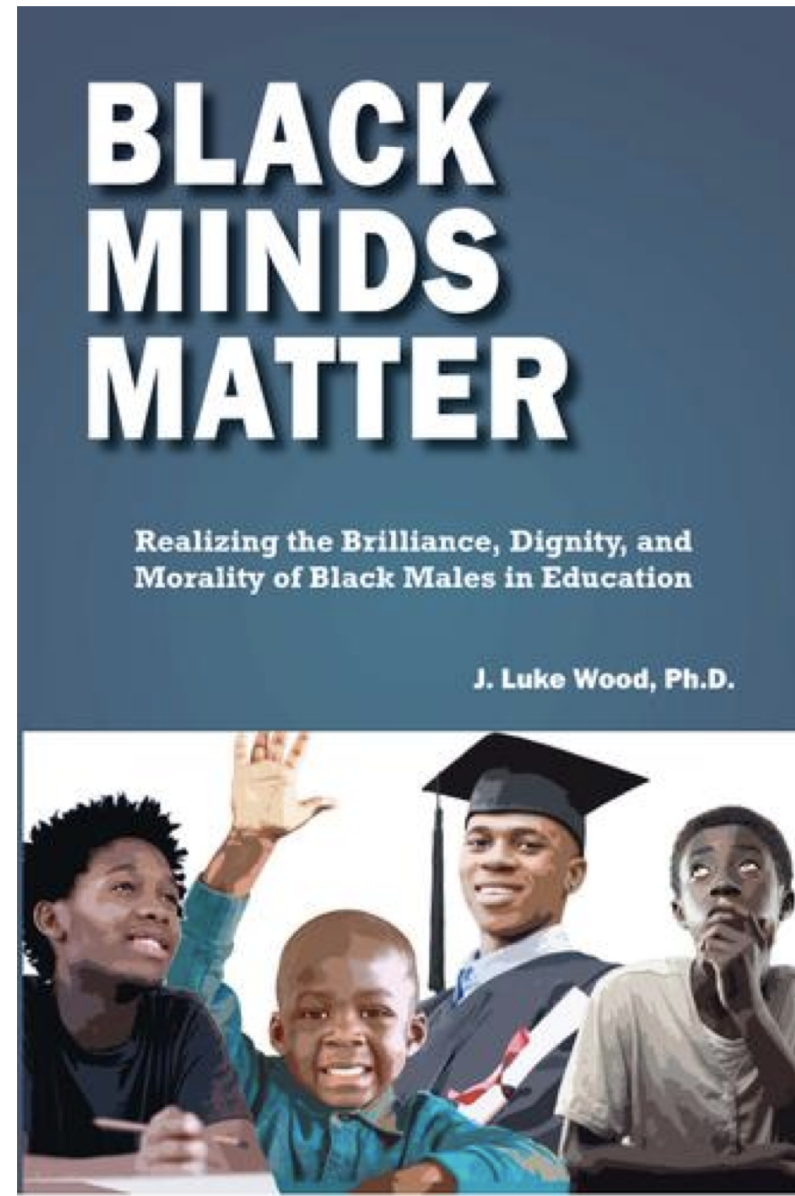
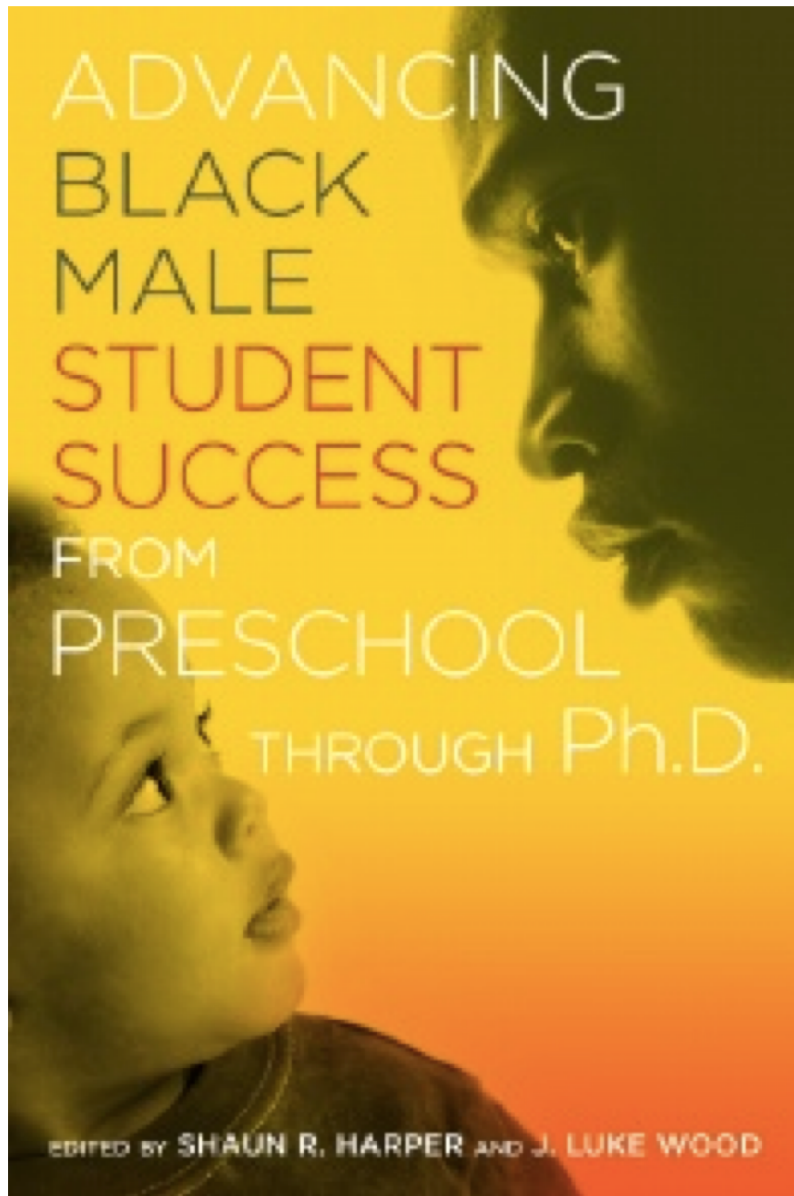
- Black Minds Matter Public Course
- **Get Out!** Project (Suspensions, Expulsions)
- #NoMoreDumpingGround
- Progressive Black Masculinities Project
- Achieving Black Male Excellence in Community College Athletics
- Microaggressions and the School Play



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Black Minds Matter

Education Trust—West

A **FREE** five-part, free online course

This course addresses issues facing Black students in education by drawing parallels between the policing of Black lives and schooling of Black minds.

“Black lives and Black minds are intertwined: if one does not value the life, then they certainly will not value the mind”

- J. Luke Wood



“A mind is a terrible thing to erase”

- Donna Y. Ford

Dates - July 16, 23 & 30
August 6 & 13

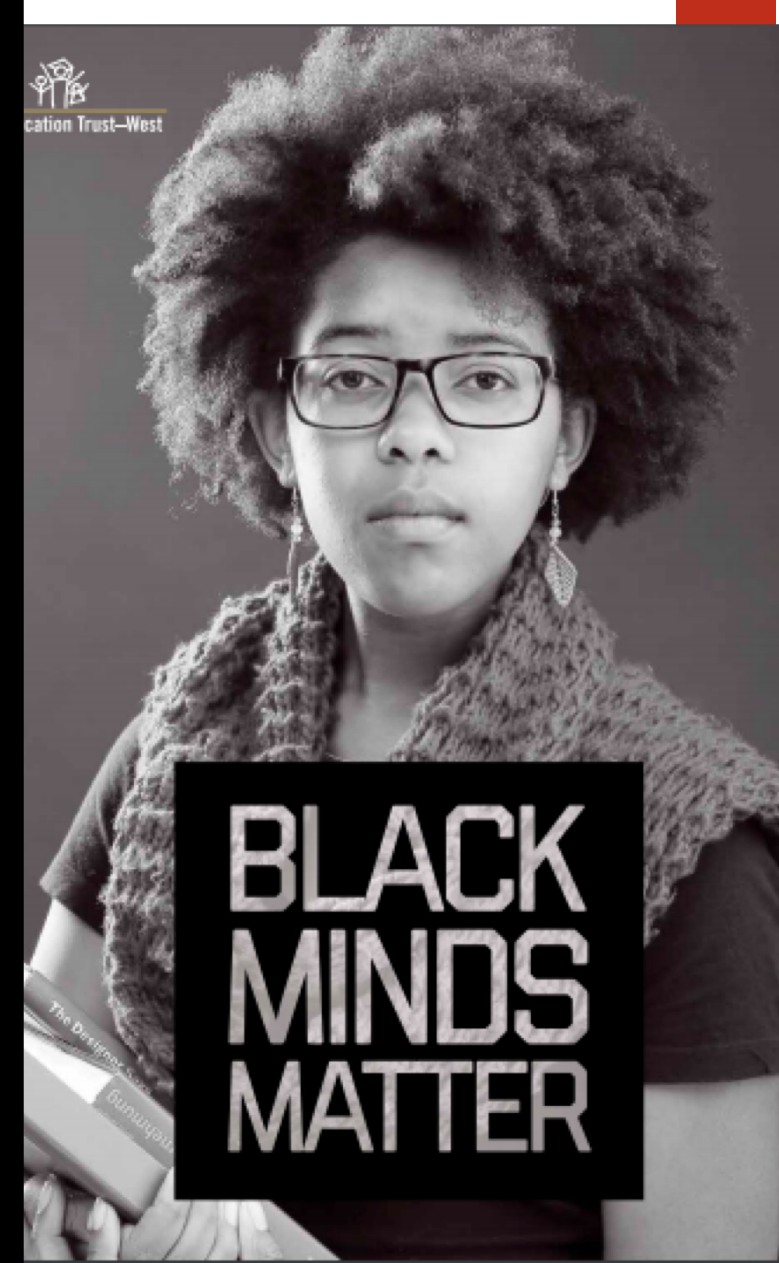
Time - 11am-12:30pm (PT)

Register: <https://bit.ly/3efELFd>

Co-Hosts



Dr. J. Luke Wood Dr. Donna Y. Ford



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cceal.org

Get Out!

BLACK MALE SUSPENSIONS
IN CALIFORNIA PUBLIC SCHOOLS

WOOD • HARRIS III • HOWARD

J. LUKE WOOD • FRANK HARRIS III • TYRONE C. HOWARD • MOHAMED ABDI

FIVE CRITICAL FACTS

OUTSIDE LOOKING IN:
SUSPENSION AS A FORM OF EXCLUSION IN SAN DIEGO COUNTY



BMI
UCLA'S
BLACK MALE INSTITUTE

CCEAL
THE COMMUNITY COLLEGE EQUITY ASSESSMENT LAB

Linking Black Lives and Black Minds

The Sacramento Observer
Sacobserver
The African American Online Source For California's Capital City



Sacramento Black Lives Matter Begins Eight Days Of Protest After Deaths Of Stephon Clark, Brandon Smith



Sacramento-Area School Districts Suspend Black Male Students At Highest Rate In the State



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Education as an Act of Love

“I have never encountered any children in any group who are not geniuses. There is no mystery on how to teach them. The first thing you do is treat them like human beings and the second thing you do is love them.”

– Asa Hilliard



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Education as an Act of Love

“Love your neighbor as yourself and love their children as your children. Teach them with love, discipline them with love, build personal relationships with love, as if they were your own.”



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Weight IAT

Weight ('Fat - Thin' IAT). This IAT requires the ability to distinguish faces of people who are obese and people who are thin. It often reveals an automatic preference for thin people relative to fat people.

Arab-Muslim IAT

Arab-Muslim ('Arab Muslim - Other People' IAT). This IAT requires the ability to distinguish names that are likely to belong to Arab-Muslims versus people of other nationalities or religions.

Skin-tone IAT

Skin-tone ('Light Skin - Dark Skin' IAT). This IAT requires the ability to recognize light and dark-skinned faces. It often reveals an automatic preference for light-skin relative to dark-skin.

Native IAT

Native American ('Native - White American' IAT). This IAT requires the ability to recognize White and Native American faces in either classic or modern dress, and the names of places that are either American or Foreign in origin.

Gender-Science IAT

Gender - Science. This IAT often reveals a relative link between liberal arts and females and between science and males.

Weapons IAT

Weapons ('Weapons - Harmless Objects' IAT). This IAT requires the ability to recognize White and Black faces, and images of weapons or harmless objects.

Presidents IAT

Presidents ('Presidential Popularity' IAT). This IAT requires the ability to recognize photos of Donald Trump and one or more previous presidents.

Race IAT

Race ('Black - White' IAT). This IAT requires the ability to distinguish faces of European and African origin. It indicates that most Americans have an automatic preference for white over black.



Defining Implicit Bias

- Implicit bias is “the attitudes or stereotypes that affect our understanding, actions, and decisions in an implicit manner. Activated involuntarily, without awareness or intentional control. Can be either positive or negative. Everyone is susceptible” (Kirwan Institute, 2016, p. 14).
- Implicit bias is characterized by “the introspectively unidentified (or incorrectly identified) traces of past experience that mediate attributions of qualities to members of social categories” (Greenwald & Banaji, 1995, p. 15).
- “The science of implicit cognition suggests that actors do not always have conscious, internal control over the processes of social perception, impression formation, and judgment that motivate their actions” (Greenwald & Kreiger, 2006, p. 946).



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Defining Implicit Bias

Implicit bias is the result of system 1 thinking

SYSTEM 1

- Unconscious reasoning
- Implicit
- Automatic
- Low effort

SYSTEM 2

- Conscious reasoning
- Explicit
- Controlled
- High effort

Kahneman, D. (2011). Thinking, fast and slow. New York, NY: Farrar, Straus, and Giroux.



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Defining Implicit Bias

Implicit associations are most likely to drive behavior under the following conditions:

- Situations that involve ambiguous or incomplete information
- Circumstances in which time is constrained
- Times when cognitive control is compromised (e.g., when experiencing stress or insufficient sleep)

(Bertrand, Chugh, & Mullainathan, 2005)



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The Primacy Effect

- Implicit associations are most likely to drive behavior under the following conditions:

Primacy effect refers to the fact that individuals tend to give more weight to information presented earlier when forming opinions and making decisions.



Forming Implicit Bias

- Children pick up on nonverbal cues around them, which influence their development of implicit associations

“Young children can catch bias from an ‘infected atmosphere’—that is, by observing nonverbal bias exhibited by other people around them. What is more, preschool children generalize this bias to other individuals. Thus, exposure to nonverbal bias could be a mechanism for the spread of social bias throughout the world in the hearts and minds of children and adults” (Skinner, Meltzoff, & Olson, 2016, p. 7).



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Poll Question

What is the level of education with the greatest disparity in suspensions between Black males and White males?

- High School
- Middle School
- Latter Elementary (4th-6th grade)
- Early Childhood Education (preschool - 3rd grade)

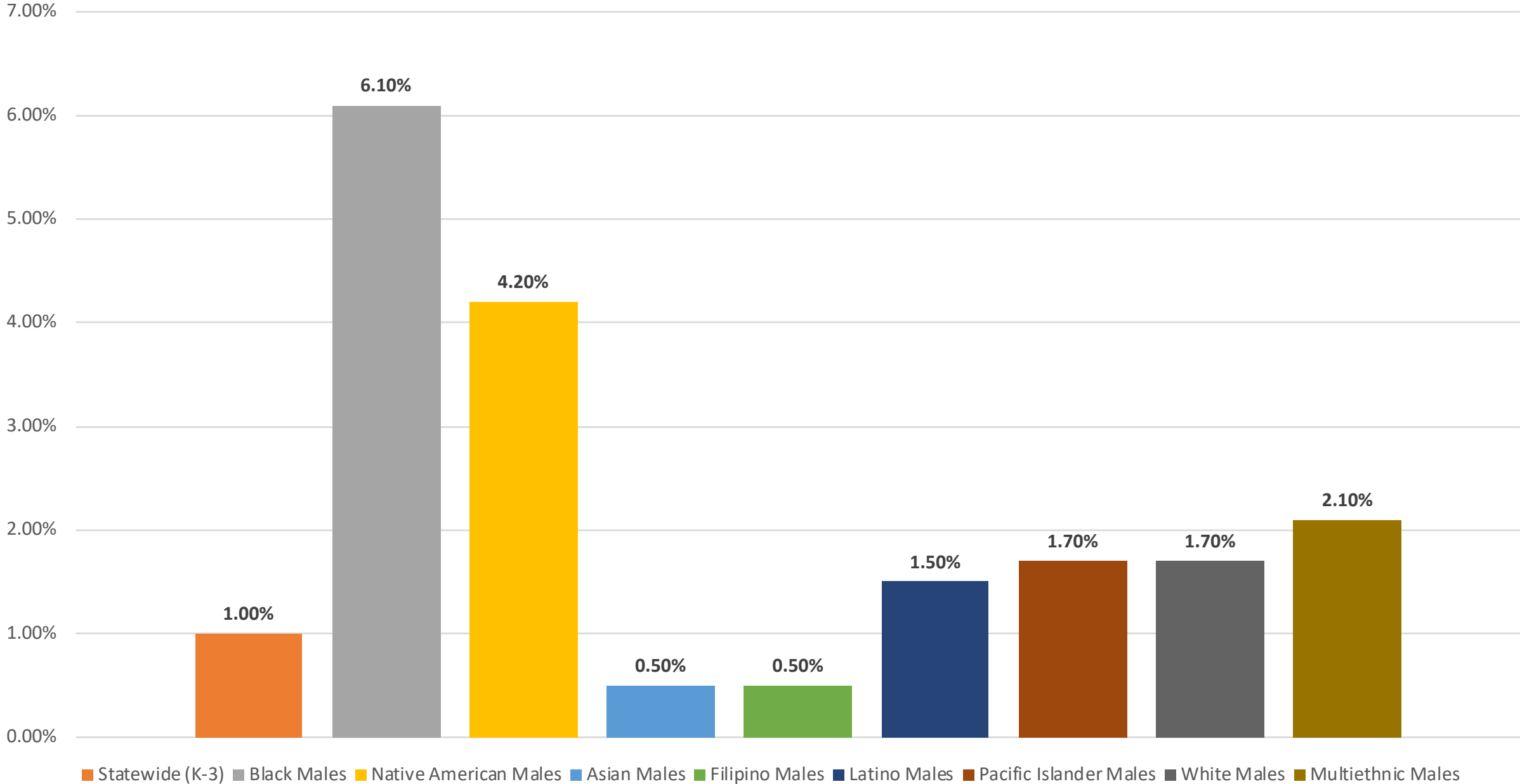


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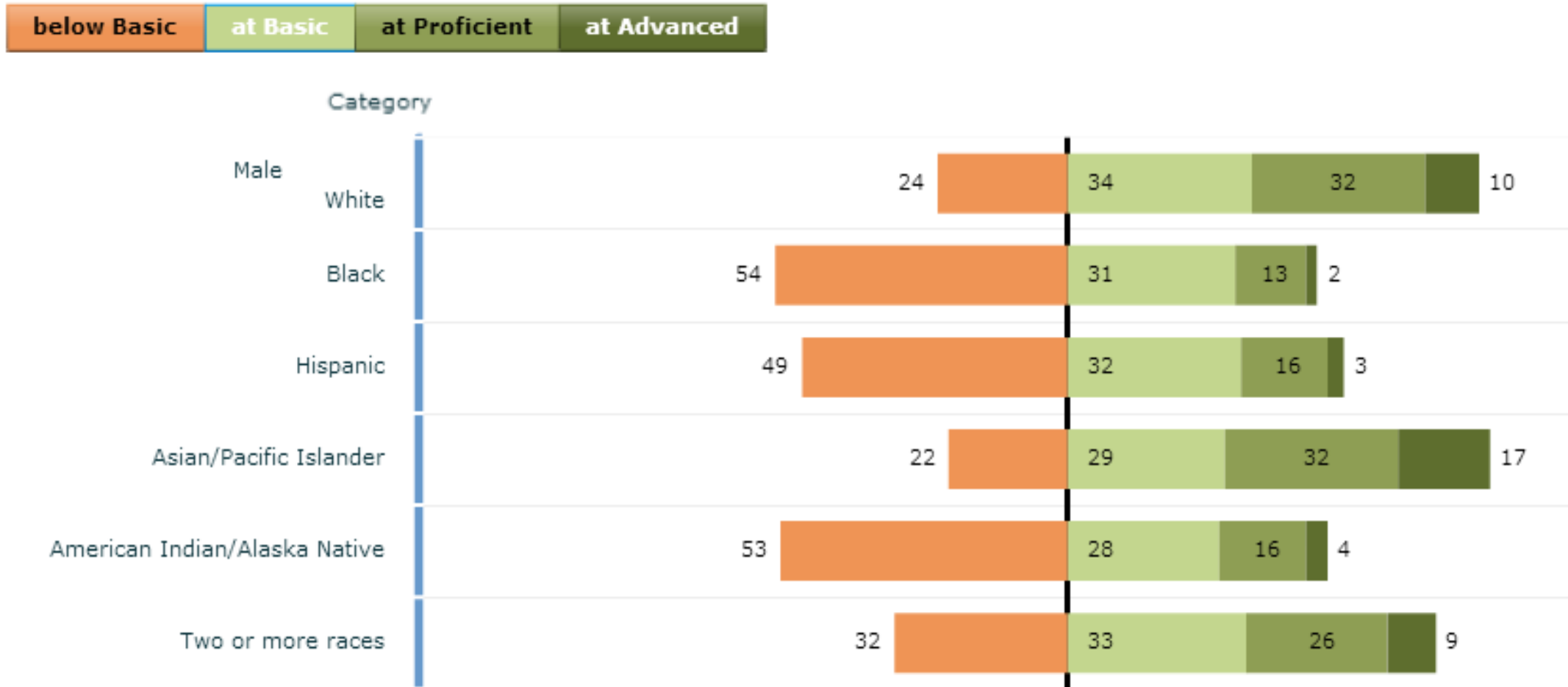
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K-3 School Suspensions in California, 2017-2018



Reading Proficiency, NAEP (2015)

Percentages at each achievement level for reading, grade 4 by race/ethnicity used to report trends, school-reported [SDRACE] for gender [GENDER], year and jurisdiction: 2015 2015, National public



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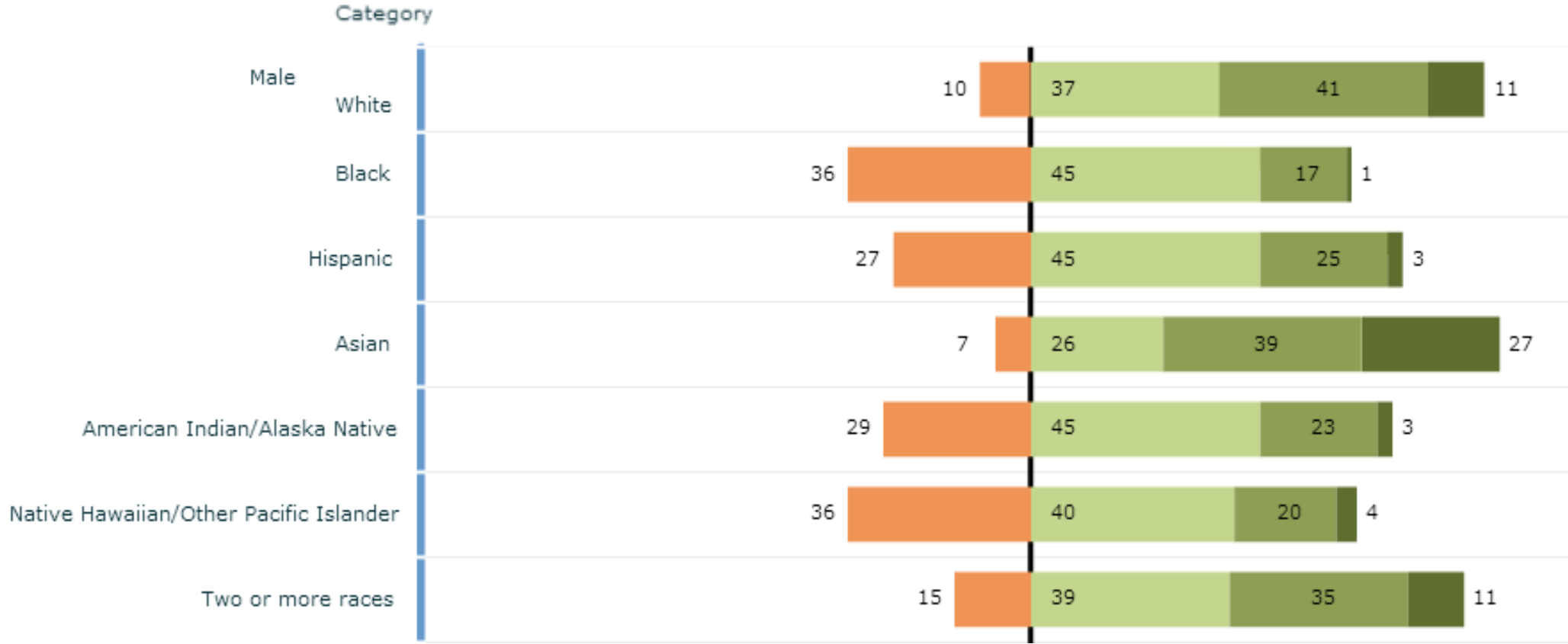
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Math Proficiency, NAEP (2015)

Percentages at each achievement level for mathematics, grade 4 by race/ethnicity using 2011 guidelines, school-reported [SRACE10] for gender [GENDER], year and jurisdiction: 2015 2015, National public

below Basic at Basic at Proficient at Advanced



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Why Link Black Lives and Black Minds?

Policing

Education

lives

minds

Use of Deadly Force
Excessive Use of Force

Maintenance Order Policing
Racial Profiling

Exclusionary Discipline
Zero Tolerance

School to Prison Pipeline
Placement in Special Ed
In-School Tracking

Undervaluing
Criminalizing

Supremacy

Racism

Dehumanization



Policing and Schooling in Black

Domain	Concept	Policing Black Men	Educating Black Men
Assumed Aberrance	Beasts of Prey	“Super-Predators”	“Threats”
	Battle Zone Mentality	“Warrior Mindset”	“Substitute Effect”
	Hyper-Criminalization	Overexposed to Criminal (In)Justice System	Overexposed to Exclusionary Discipline
	Disregard of Youthfulness	Treated As Adults	“Denial of Innocence”
Aggressive Policing	Excessive Engagement	“Excessive Use of Force”	“Violent Handling”
	Order-Maintenance Policing	“Broken Window Policing”	“Zero Tolerance Policies”
	Mandatory Punishments	“Mandatory Minimum Sentencing”	“Mandatory Minimum Suspensions and Expulsions”
	More Stringent Punishments	“Lengthier Terms”	“Lengthier Exclusions”
Racial Profiling	Community Targeting	“Hot Spot Policing”	High Presence of SRO, Private Security, and Police
	Individual Targeting	“Stop and Frisk” “Driving While Black”	“Singling Out” “Schooling While Black”



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Capturing the Feeling of Black Lives

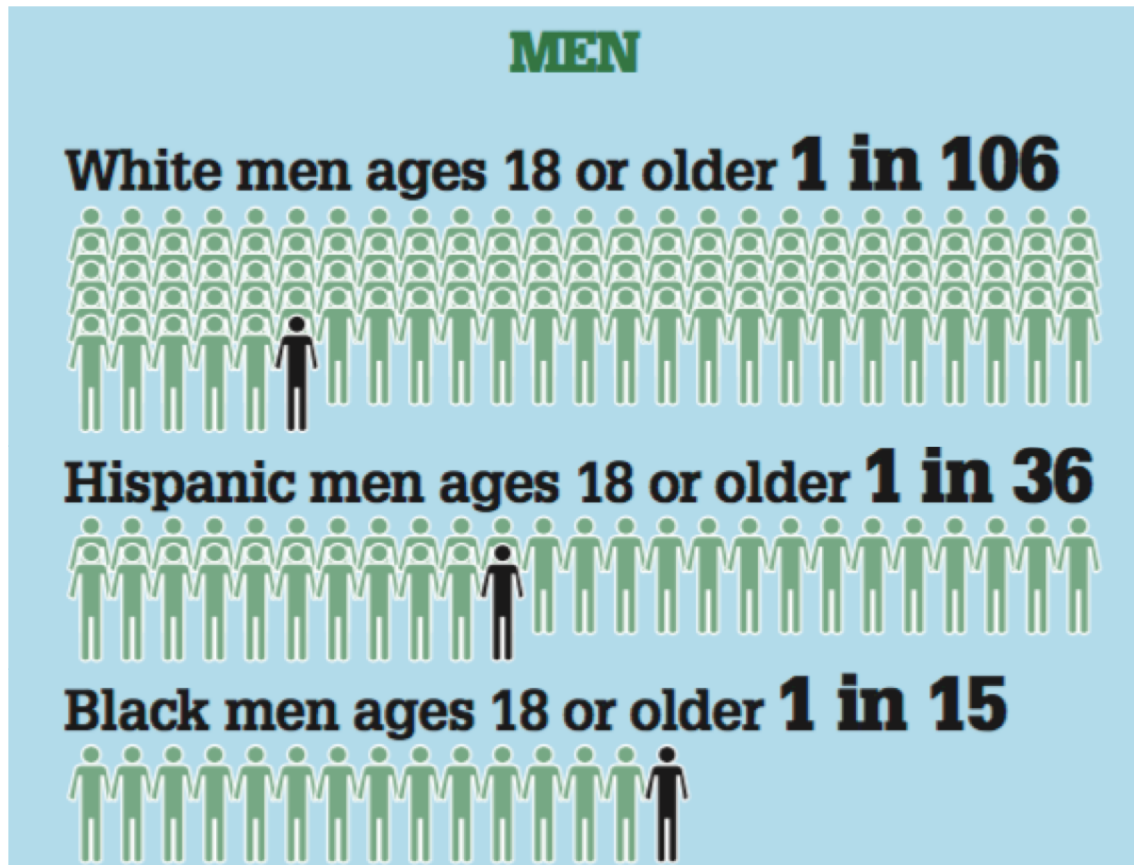


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Overexposure to Criminal (In)Justice System



“While one in 30 men between the ages of 20 and 34 is behind bars, for black males in that age group the figure is one in nine. Gender adds another dimension to the picture. Men still are roughly 10 times more likely to be in jail or prison” (Pew, 2008, p. 3)

According to The Sentencing Project (2013), “one of every three black American males born today can expect to go to prison in his lifetime...compared to one of every seventeen white males” (p. 1).



Hyper-Criminalization

Overexposure to Criminal (In)Justice System

	All				Men				Women			
	All	White	Black	Hispanic	All	White	Black	Hispanic	All	White	Black	Hispanic
All ages	133	245	41	96	72	136	21	54	746	1064	279	658
18+	102	194	29	64	54	106	15	36	580	859	203	436
18-19	101	191	36	85	57	107	19	47	833	1235	382	571
20-24	53	103	17	41	30	60	9	24	345	453	157	289
25-29	53	104	17	43	30	59	9	26	333	443	140	328
30-34	54	92	17	47	30	53	9	27	270	343	108	300
35-39	63	104	19	55	36	61	10	32	265	355	100	297
40-44	76	124	24	66	43	71	13	38	352	500	125	358
45-54	153	266	45	101	83	148	23	55	893	1333	307	709
55+	837	1249	264	383	391	588	115	184	8333	11111	3571	3846

Pew, 2008



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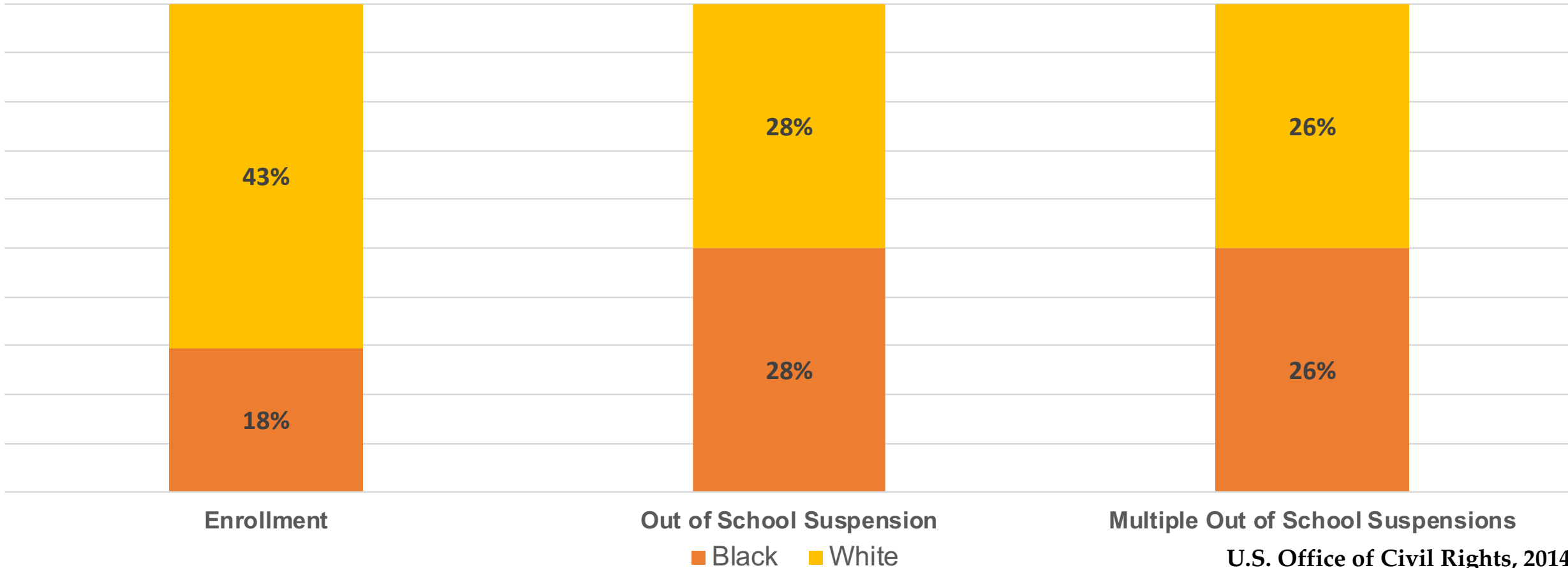
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Hyper-Criminalization *minds*

Preschool Suspension, by Race

Overexposure to Exclusionary Discipline



U.S. Office of Civil Rights, 2014



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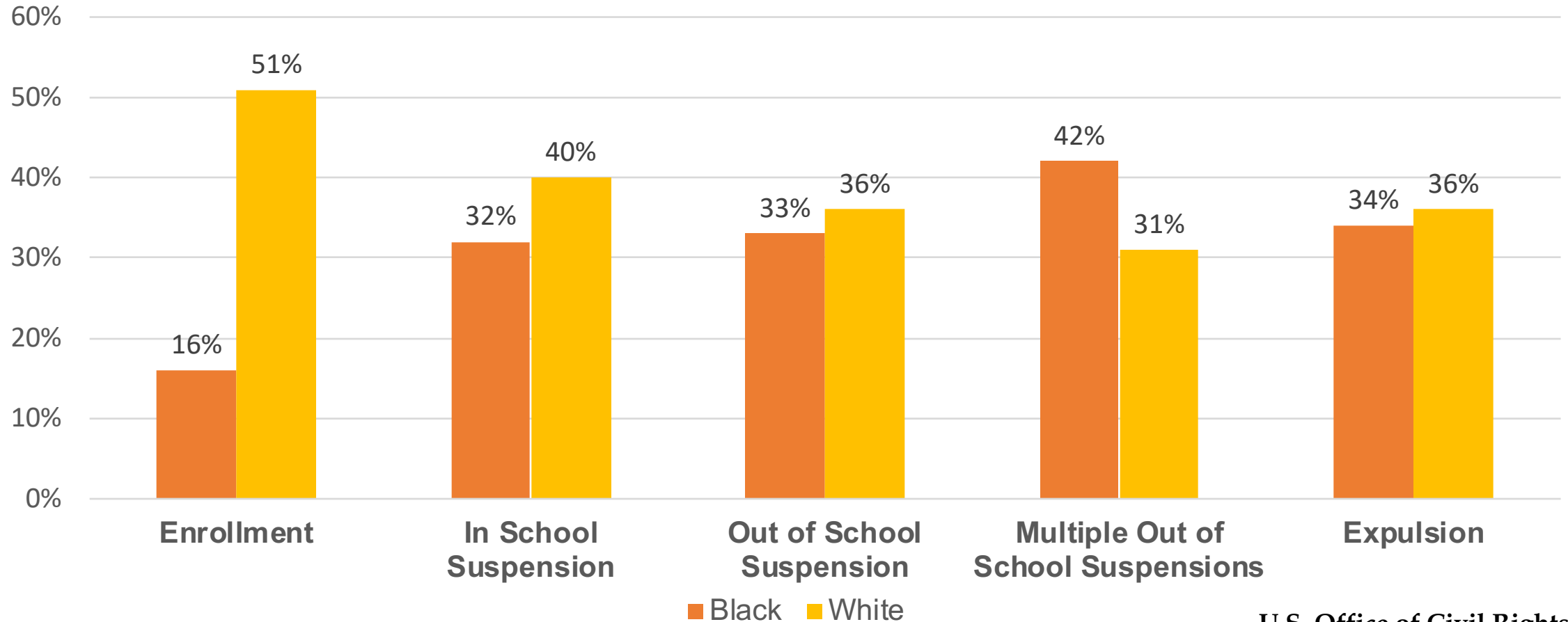
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Hyper-Criminalization *minds*

K-12 Suspensions and Expulsions, by Race

Overexposure to Exclusionary Discipline



U.S. Office of Civil Rights, 2014



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lives

Disregard of Youthfulness



*“In statements released Tuesday, the two Cleveland police officers involved in the shooting death of 12-year-old **Tamir Rice** said that they believed the boy was much older than he was and that Tamir reached for the toy weapon tucked in his waistband before one of the officers opened fire.” (Lowery, 2015)*



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Disregard of Youthfulness



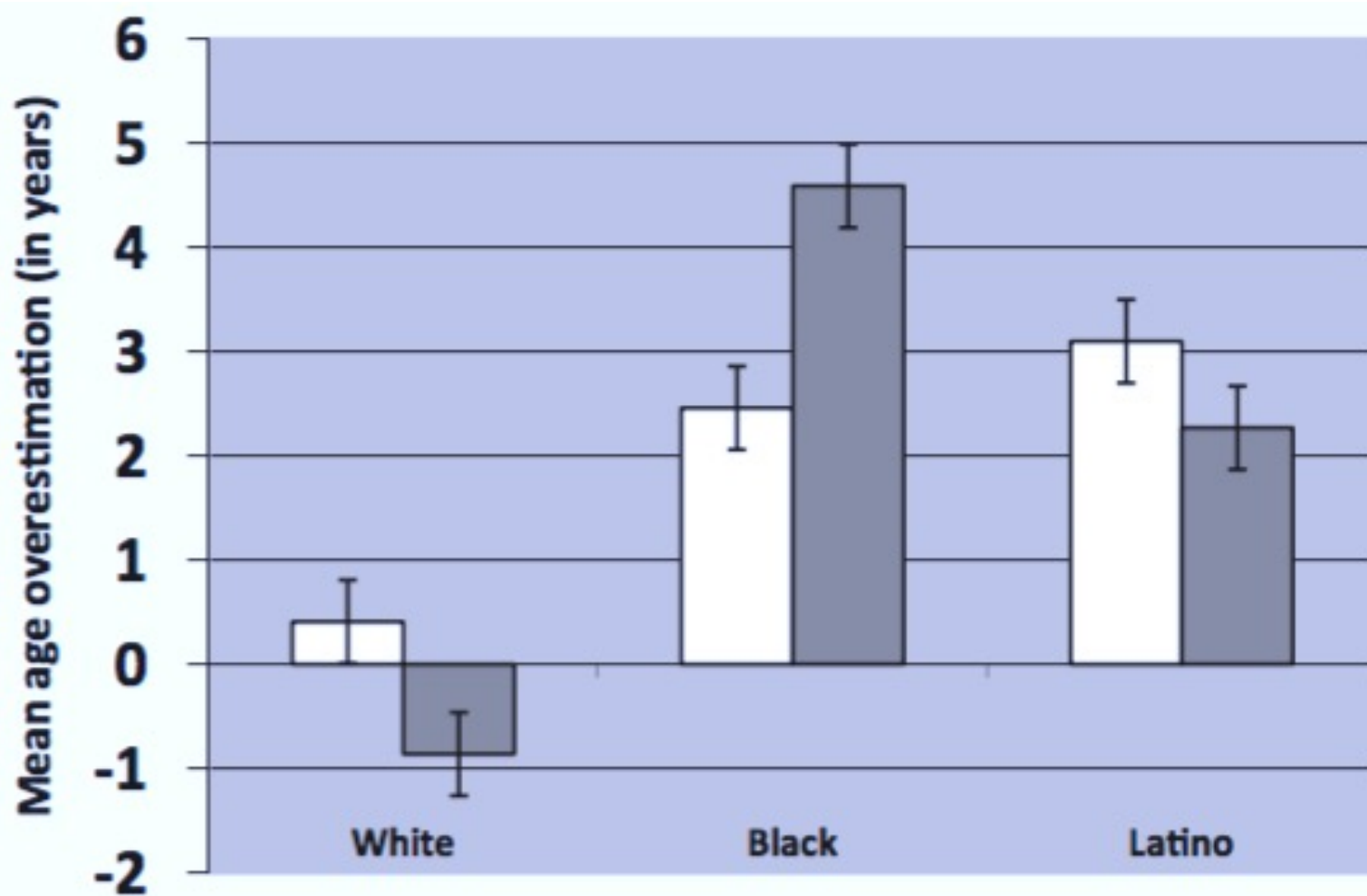
*“George Zimmerman admitted at his 2012 bail hearing that he misjudged **Trayvon Martin’s** age when he killed him. “I thought he was a little bit younger than I am,” he said, meaning just under 28. But Trayvon was only 17.” (Bernstein, 2017)*



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- “Sixty police officers from a large urban police department”
- “Presented with 12 scenarios depicting male targets of a given race (White, Black, or Latino, based on condition) as criminal suspects” (p. 533).

(Goff, Jackson, Di Leone, Culotta & DiTomasso, 2014)



Disregard of Youthfulness *minds*

The paradox of Black boys' experiences in school and society is that mainstream perceptions of them vacillate between making them babies and making them men...Their childhood evaporates before they are eight or nine-years-old when teachers and other school officials begin to think of them as 'men'...the once 'cute' boys become problematic 'men.' (p. 10).

(Ladson-Billings, 2011)



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Disregard of Youthfulness *minds*

Ratings of Innocence for Children

Age range	White	Black	Race unspecified
0–4	6.19 (.56)	6.15 (.45)	6.05 (.42)
5–9	5.31 (.63)	5.38 (.60)	5.30 (.57)
10–13	4.50 (.68)***	3.31 (.59)	4.39 (.61)***
14–17	3.33 (.71)*	2.99 (.71)	3.42 (.61)**
18–21	2.91 (.83)**	2.33 (.81)	2.74 (.83)*
22–25	2.77 (.85)***	2.03 (.86)	2.61 (.91)**
Aggregated	3.97 (.56)***	3.57 (.54)	4.08 (.52)***

Note. Age is in years. Data in parentheses are standard deviations.
 * $p < .05$ (Significantly different from ratings of Black children. There are no differences between White and children whose race was not specified.)
 ** $p < .01$. *** $p < .001$.

- *Black children are viewed as dehumanized*
- *Therefore, not afforded protections of childhood*
 - *To make mistakes*
 - *To be viewed as innocent*
 - *To be provided with protection*
 - *To be nurtured*
- *123 students from large public university*

(Goff, Jackson, Di Leon,e Culotta & DiTomasso, 2014))



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Hot Spot Policing

Practice used by majority of police departments, usually in urban settings

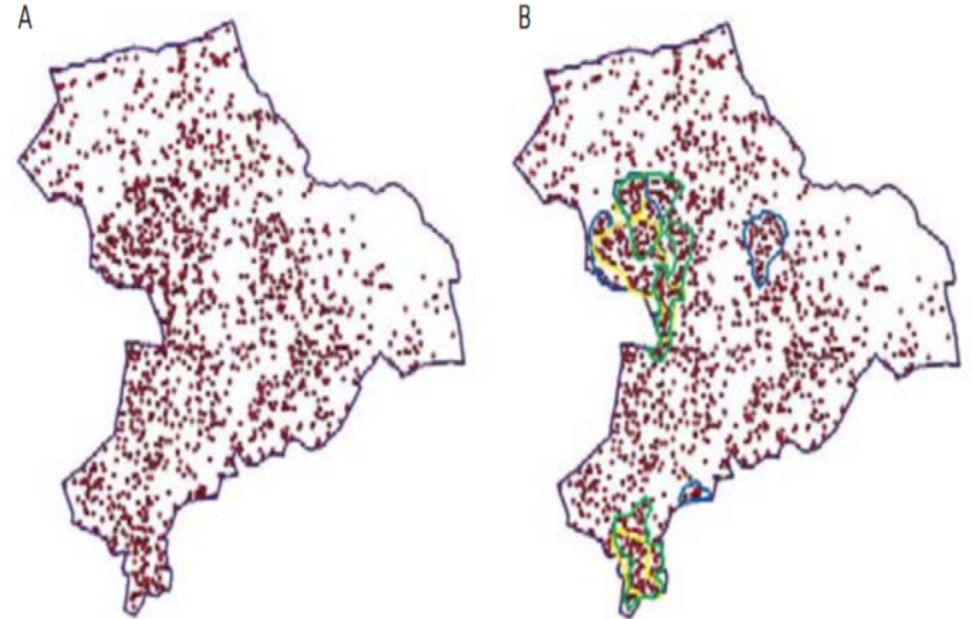
“focusing limited resources on a small number of high-activity crime areas”

Logic – reduce crimes in hot spots, reduce total city crime

“There is no set standard for identifying and defining crime hot spots”

(National Institute of Justice, n.d.)

Point hot spots



(U.S. Department of Justice, 2005)



Hot Spot Policing

Police organizations that measure performance by the numbers (e.g., arrests, gun seizures, drugs, money) and that deploy large numbers of police officers to minority communities to combat 'hot spots' of crime, could be accused of 'racially profiling communities' (rather than individuals) and contributing to disproportionate minority mistreatment, arrests, and confinement"

(Sanchez & Rosenbaum, 2011, p. 174).

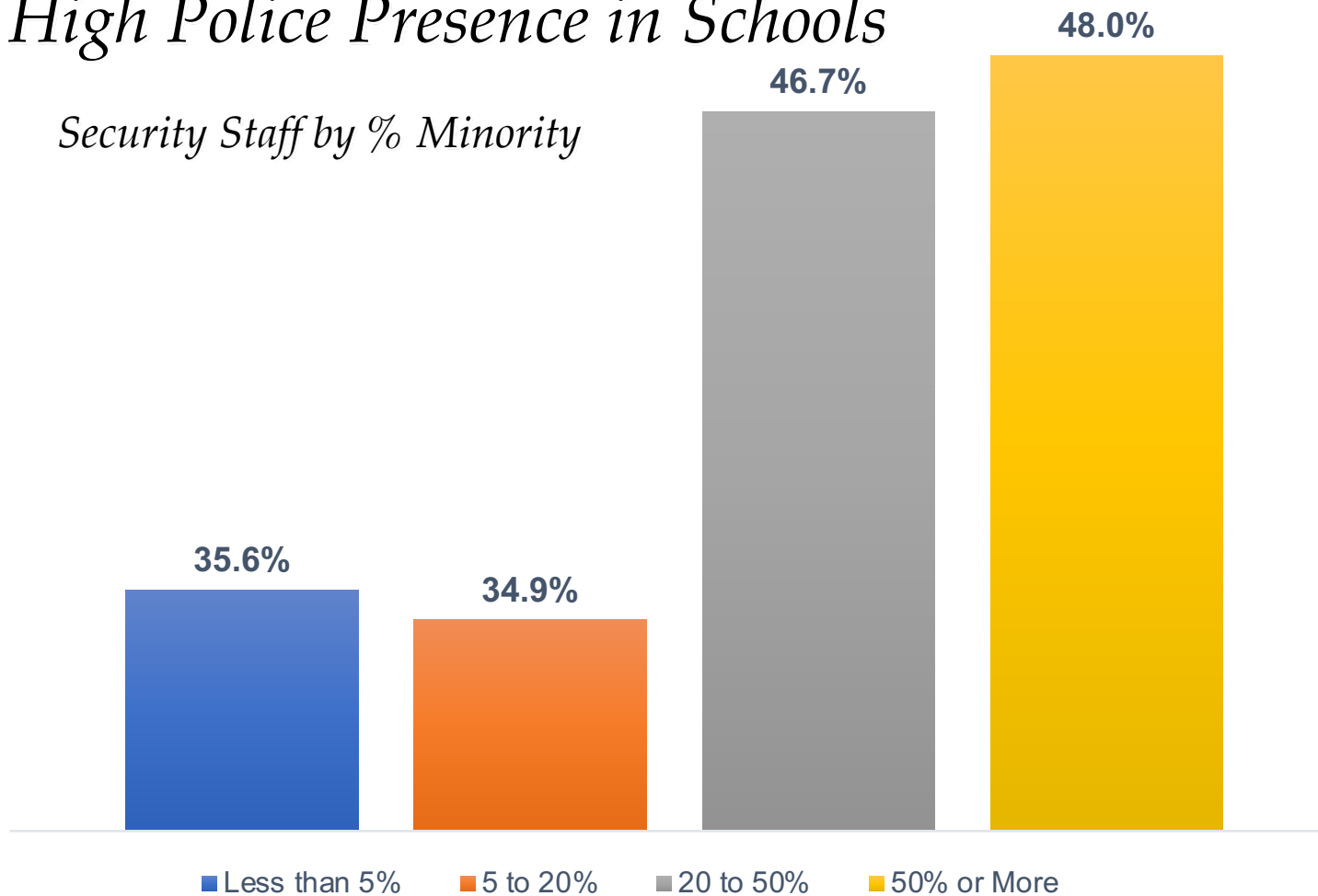


Community Targeting

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High Police Presence in Schools

Security Staff by % Minority



(U.S. Department of Education, 2015)

- Increase in School Resource Officers, Private Security, and Police Officers in schools
 - Higher presence in schools with students of color
 - Slightly higher presence in low-income schools

(Howard, 2016)



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D-Three

Effect

Distrust

Assumptions of Criminality

Disdain Disregard

Pathologizing Culture

Ascriptions of Intelligence

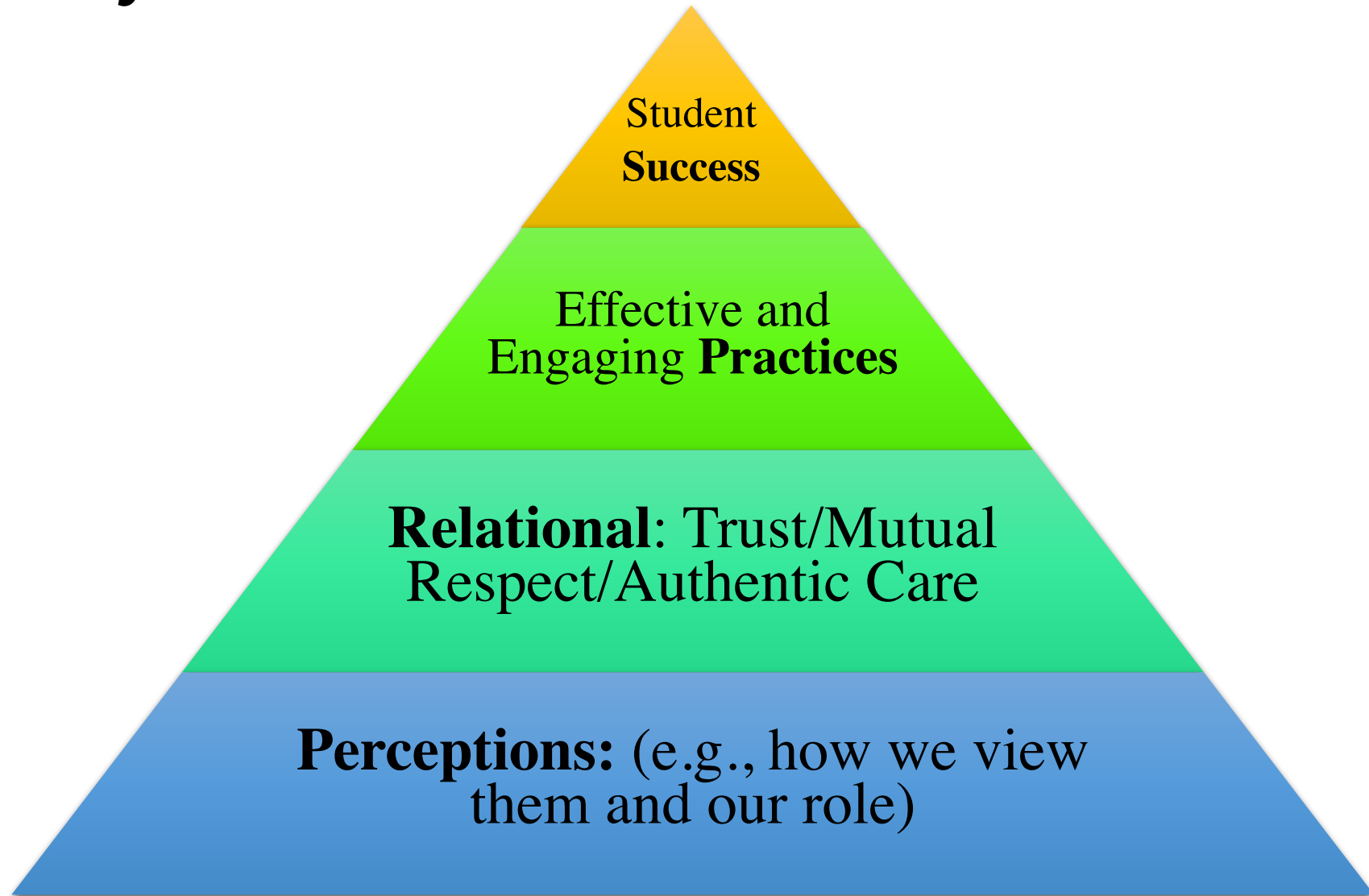


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Pyramid of Student Success



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“Teacher repeatedly described my 7 year old child as aggressive, because he put his all into winning at sports and games. I had to interject numerous times reminding the teacher that my child is competitive not aggressive.”

“My son started preschool when he was 18 months old....When we arrived [for the conference], we sat down expecting to hear about our son making new friends, playing and doing art. Instead, we spent the next 45 minutes hearing that our son was “physical” and “aggressive.” We heard that when he got frustrated, he put his hands on his friends. We heard that he was “very busy”. These were things she wanted to “make us aware of.” I couldn’t help but wonder, is this accurate?... Did his teacher like him? Why not? When I think back to that conference, I do not recall a singly positive remark?”

Assumed to be troublemakers

Hyper-surveilled for potential wrongdoing

Singled-out for punishment

Subject to Harsher Punishment

(Howard, 2013; Noguera, 2003; Wood, Essien & Blevins, 2018; Wright & Ford, 2016)



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“It was another school year where one teacher we talked to during conference night. The teacher was saying how well our child was doing, and was surprised. I asked her why. She said that she thought my daughter was going to wind up being a trouble maker for the class. I asked her why she would think that, and she said that some of the students would misbehave sometimes, mostly from our neighborhood.”

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I volunteered in my preschool classroom. The teacher approached me and tells me “you need to watch out for Jamal.” “He held the scissors the other day and started swinging it at other students” The teacher made it seem that Jamal was a villain or criminal for pretending to use the scissors incorrectly. While she was saying watch out. Johnny, a white boy in the class held the same scissors and did the same thing. The teacher said in a nice tone, “Johnny is that the right thing to do” and then carried on to the next lesson.

In kindergarten, my son was sent home literally every day with notes. Petty things. He untied his shoes during story time. He accidentally scratched a kid with his fingernails.

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“My son’s teacher yell[ed] at my son for spilling a lil paint. And mind you, it's washable paint. Other kids spilled it too but doesn't bother them, only the Black kids”

“When my son was in preschool, a predominantly white school, he constantly would get calls home from the school saying he was hitting other students. The issue was that in each occurrence, the teachers/director, would say that he ONLY hit in defense. He was being hit and would in turn hit the child back, but he was the one who was getting calls home. The other students who were doing the initial hitting did not get calls home and were not treated like a nuisance. They even went as far as threatening to kick my son out of the preschool for hitting, even though they conceded that he was never the one to hit first.”

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“In 1st grade my son was regularly sent home with notes regarding minor infractions. When I questioned him, he mentioned how 3 or 4 other boys (later discovered they're white) were also doing the same things. They didn't get in trouble.”

“An incident happened where a Caucasian kid pointed out a rainbow and about three other kids looked. I remember the main administrator specifically naming and shaming our son. Our son is quiet and tends to follow the crowd. He can get mouthy when questioned but what kid doesn't when singled out when four other kids seem to get a pass. It doesn't help the situation but can't blame him, [that] seems unfair.”

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“When he is disciplined it seems harsher and more stern than his non-colored counterparts who participated in the same events. There appears to be some fear from the administration despite him being into Minecraft and in general being a very well mannered kid. Of course they see through the lens of he's a danger because their conditioned to believe he's a danger.”

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“My son's first grade teacher would call home for every little infraction. Some of the punishments were often severe for even a small thing and didn't match the "crime", such as turning around in seat 1x would result in the whole day being marked bad. Some of the behavior issues that were written about would happen one time and the teacher would prolong the punishment, instead of dealing with it and moving on.”

“My child was in the 2nd grade and his teacher was an older teacher. The child made a joke and his teacher made him cry. She said 2nd grade is no place for jokes. She then told another teacher that he is a clown, a class clown, [and] she made him stand in front of the class including the other teacher, and another associate [and she kept it up and made him cry. After making him cry, she also yelled at him” (masked to exclude teacher names).”

Assumed to be troublemakers

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“Also his third grade teacher didn't give him recognition for being good til the end of the year. She didn't recognize the good he did til after much time had passed.”

“In second grade, her teacher gave out awards to the children. She was among the top students in her class, neck and neck with one little boy. However, her name was called with only passing interest and while everyone was given a nice speech about their accomplishments, she received nothing but a piece of paper. Afterwards, I could tell she was upset. I lied and told her that the teacher had pulled me aside to tell me how great she was, because I wanted to protect her.

Slower to acknowledge and praise

Display a sense of surprise

Viewed through a disorder-based lens

Forced to prove intelligence

(Howard, 2013; Noguera, 2003; Wood, Essien & Blevins, 2018; Wright & Ford, 2016)



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**BLACK MINDS
MATTER**

My son could read second grade books by the time he was 3 and do math up to multiplication. The school refused to test him and have moved to the appropriate grade saying they would use him as an example to other 3 year olds as to what they could accomplish. Then asked what I had done.

My son had the highest academic report score in second grade. At award ceremony, the other classes teacher gave awards to the white students who had the highest. Yet my son was skipped in getting an [a]ward.

Slower to acknowledge and praise

Display a sense of surprise

Viewed through a disorder-based lens

Forced to prove intelligence

(Howard, 2013; Noguera, 2003; Wood, Essien & Blevins, 2018; Wright & Ford, 2016)



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My son has been making straight A's since 1st grade. In grade 3, he was passed up for the beta club for White students. (The beta club only had two Blacks in it, I know cause my nephew was in it and his Black teacher had to fight to put him in cause his scores were higher than a White child that they still wanted to be in over my nephew.) My sons teacher nominated only White children. Yet, during classwork time, my son always was helping these “smarter” kids with their work and made better grades than them.

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My son's 2nd grade teacher did not want to acknowledge the fact my son was the smartest in her class. Each quarter, students were rewarded based on their achievements on what grades students made. She made sure to give out the White children awards with pride and smiles on her face even gave each one a little speech on how great there were. Only my Black child name was just called with no excitement and just handed his award with no words.

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“My daughter is now in 2nd grade... We spoke with her and gave her information about Sarah's shy demeanor and that she is such a smart individual. With that being said, I'm not sure she read our email. She placed our daughter on a reading level of 15 when she was a 20 (the highest in her class) last school year. I asked her to retest her there was no way my daughter was performing that low especially with our very productive summer. She tested her and said "wow, she is actually smart"those "actually smart" words have stuck with me as a parent. It has been one of the most hurtful responses about my daughter. I'm sure it was unconscious but it was painful because there was doubt. Doubt that my daughter couldn't perform well.

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“When my daughter started Kinder. We had a teacher mention that she thought my daughter had ADHD and would need special services for her attention. I asked her if she performed an RTI and what were her results. She did not have any interventions. It turns out that Sarah had only been in her class for 4 weeks and the class was a bit out of control. The teacher had no control over any of the students and the students did not pay attention in the class. There were about 5-6 students who were African American. All of them were referred to special education services. The teacher did not have any interventions in place to have control over the class. But she was very quick to respond and place kids in special education services. We did not sign the paperwork for these services.”

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In every stage my child had to prove himself suppose for any competition the teacher used to ask him tough question just to disqualify my child.

He had been doing very well but she consistently treated him like he did not. He constantly had to prove himself in ways that others didn't, even when they didn't. My teacher asked if anyone would like to read aloud, my son volunteered to do so. However, her tone showed that she didn't think he could. As soon as he stumbled, only a little bit, she immediately cut him off and asked if anyone else would like to read.

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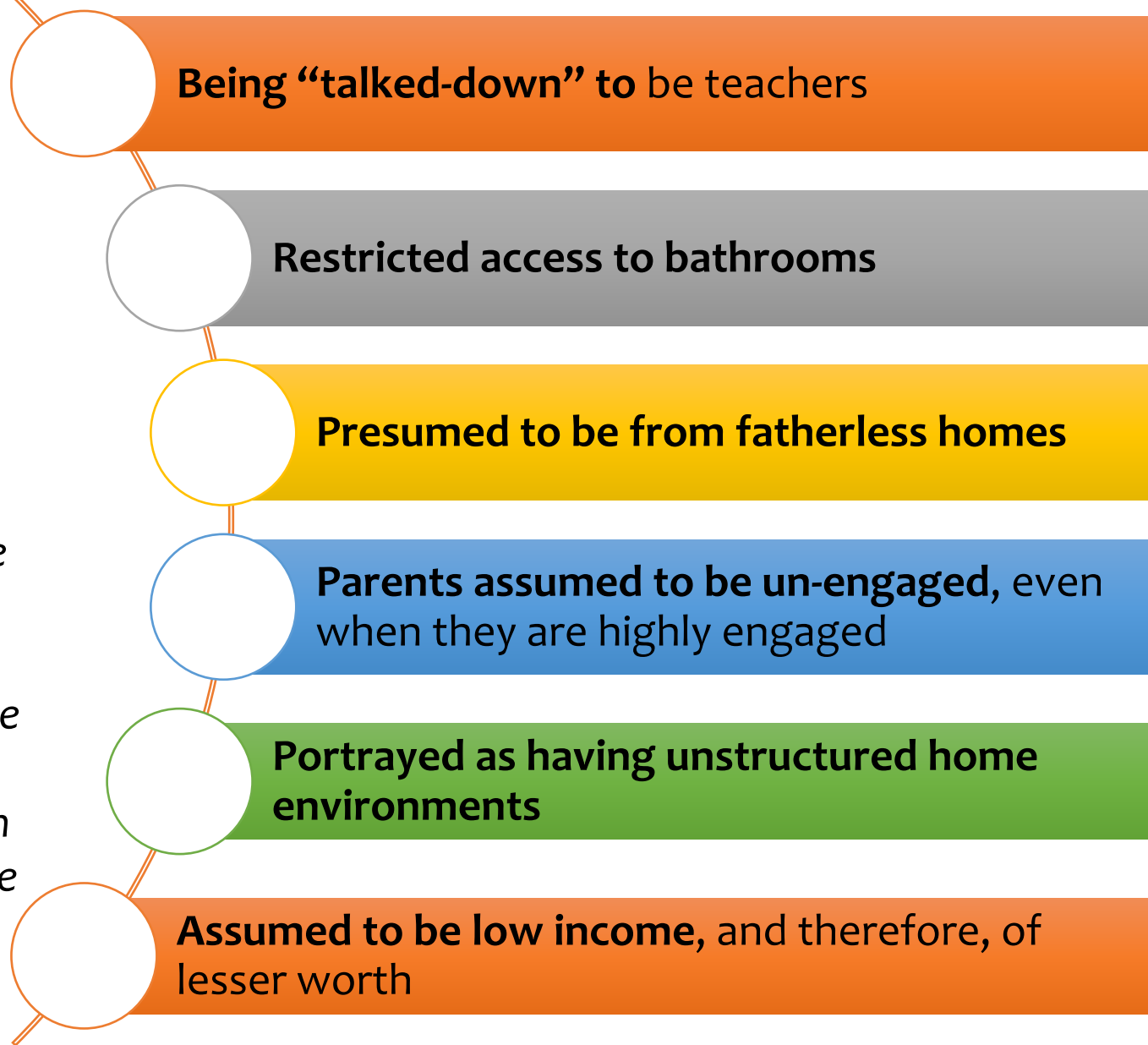


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**BLACK MINDS
MATTER**

“My child was in the 2nd grade and his teacher [teacher name] was an older teacher the child made a joke and his teacher made him cry she said 2nd grade is no place for jokes she then told another teacher [2nd teacher’s name] that he is a clown a class clown she made him stand in front of the class... she kept it up and made him cry after making him cry... [and] also yelled at him and said I want Your mother to come in and You can make a joke You understand me the other aide said wow that is very bad to treat a child in such a matter he cried was totally a basket case for a child that is going to follow him thru his life.”



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Right before my kid turned 3 years old he was still attending the CDC on base where I was stationed. By this time he was in a new classroom. His Asian female teacher told him, in front of me, that he needed to get a hair cut. That particular day he had a big puffy ponytail because I took his braids down the night before and shampooed his hair. I held his little face in my hands and I told him that his hair was just as God had given it to him and he did NOT need a hair cut. I also told him not to worry about what anyone thinks of his hair other than himself. Then I sent him to gather his things and I told his teacher not to speak to him regarding his hair, clothes or anything else. I told her she did not reserve the right to speak negativity against his culture into his life. Of course she said she was kidding... She was not kidding.

Being “talked-down” to be teachers

Restricted access to bathrooms

Presumed to be from fatherless homes

Parents assumed to be un-engaged, even when they are highly engaged

Portrayed as having unstructured home environments

Assumed to be low income, and therefore, of lesser worth

(Howard, 2013; Noguera, 2003; Wood, Essien & Blevins, 2018; Wright & Ford, 2016)



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“My son Darrell was a student at [school name] in 1st grade, when he asked to use the bathroom the teacher said wait. Sadly, the child wet his pants every student made a joke of it... I felt if the teacher would have been compassionate to my son this would not have happened.”

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Advice for Schools and Districts

Implement intensive, ongoing professional development for all educators on unconscious bias, racial microaggressions, culturally mediated behaviors, and teaching practices for Black children.

Eliminate the use of suspension as a form of discipline for young children in early childhood education (preschool through third grade).

Establish an exclusionary discipline taskforce that can investigate schools in the district with egregiously high levels of suspensions for Black children.

Require that advocates be involved as independent representatives for any foster youth who is subject to suspension.

Provide avenues for students to report educators who they feel are unduly “targeting” them for discipline with follow-up with students afterwards.

Expand implementation of restorative justice as an alternative to school suspension in an effort to build communities and “restore” relationships between all affected parties after an incident has occurred.



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A close-up, high-angle photograph of a Black man's face. His eyes are closed, and his expression is serene. The lighting is soft and natural, highlighting the texture of his skin and the curve of his nose. The background is a blurred, light-colored surface.

BLACK MINDS

M A T T E R

Advancing Black Male Success from
Preschool through Ph.D.

by Luke Wood