JEWISH FAMILY SERVICE LA

Increase impact through Social Responsibility and Community Building

Wendy Watkins and Dr. Tia Jackson Truitt
Wide Awake Business Team!

SESSION 6

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Todays Topics

- Meeting Protocol
- Quick review of session 5 – Inclusive Language
- NEW Content: BYSTANDER Intervention
- Bite Size Implementation
- Implementation Planning Sheet
- Final Thoughts

Last session – Thank you!

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Dr. Tia Jackson-Truitt

Meeting Protocol

- 2 word check in
- Container
- Permission Slips

2 Word Check-in

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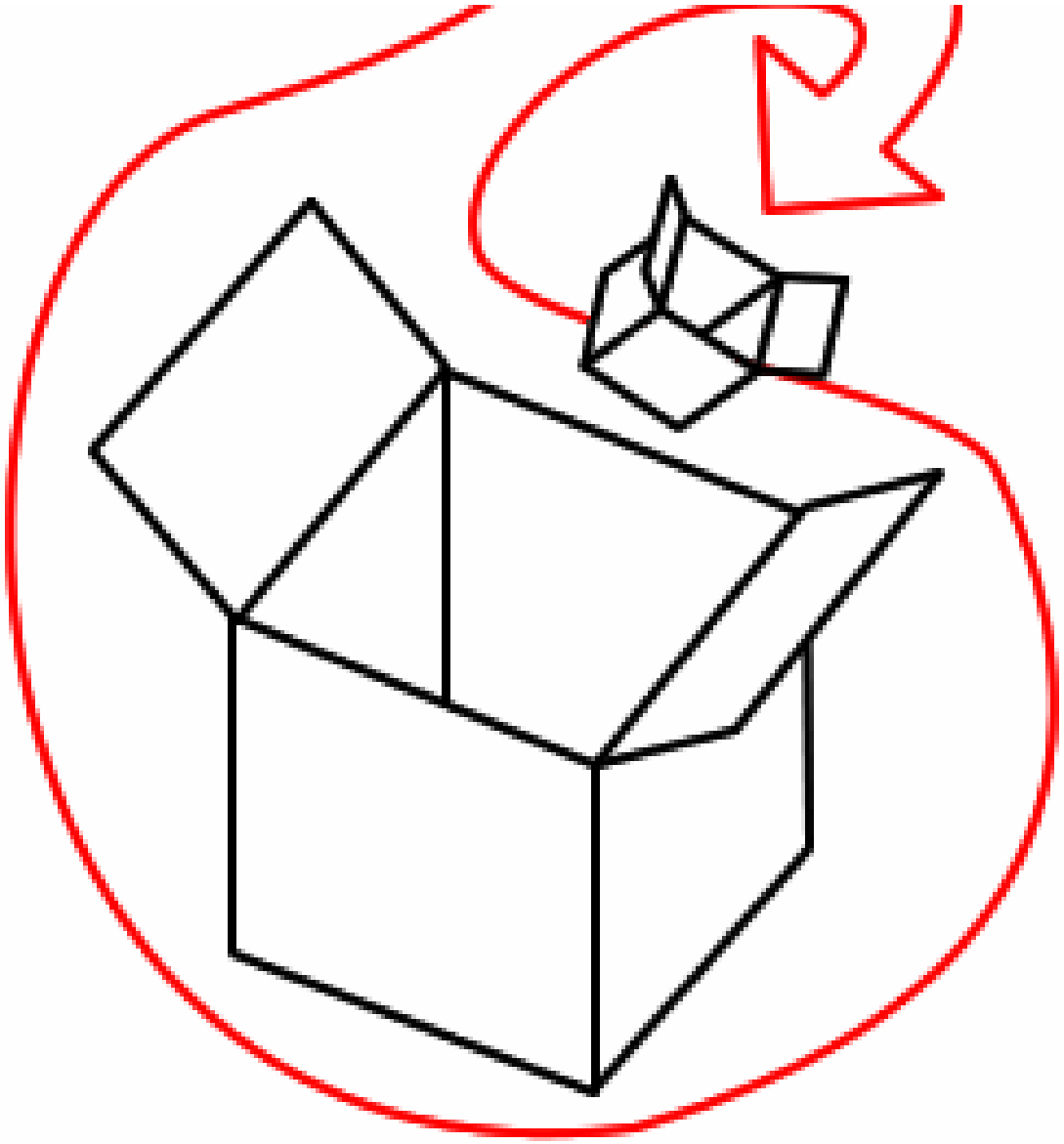
Your Safe "Container"

What do you need to feel open and safe in our conversations?

What will get in the way of your showing up and doing the work?



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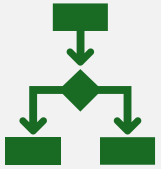
JFSLA Cohort 2 and Cohort 3

- Confidentiality
- Honesty
- Trust
- Patience
- Empathy
- Permission to Fail
- Kindness
- Active Listening
- Come from the I Perspective
- Non-judgmental

Homework/ Review

Inclusive Language what is it?



.What Inclusive Language is not.

Key Principles.

Inclusive Language Review

- Inclusive language aims to acknowledge and respect the diversity of individuals and groups.
- Inclusive language aims to avoid bias, stereotypes, and discrimination based on these characteristics.

https://knockri.com/blog/diversityandinclusion/inclusive-language/

Key Principles of Inclusive Language

- **Person-first:** “person with a disability” vs. “disabled person”
- **Gender-neutral:** “they/them”, “person-first”, “partner”
- **Precision:** avoid vague or stereotyped descriptor

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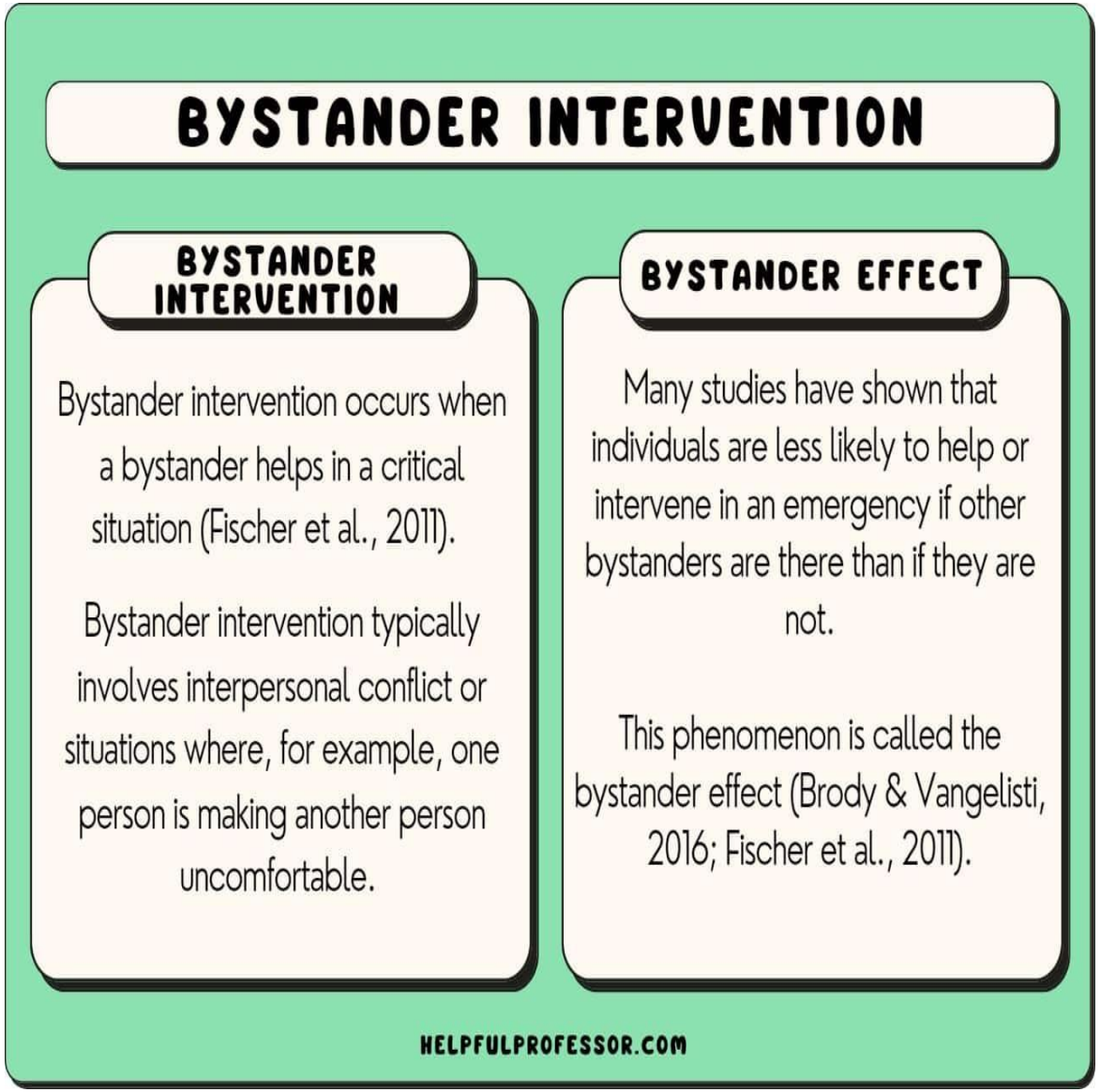
What is it?

The Importance of Bystander Intervention



https://helpfulprofessor.com/bystander-intervention-examples/

Bystanding vs Upstanding

Bystanding

- A bystander is an individual who observes or witnesses a situation of discrimination or violence committed by a perpetrator towards a victim, and can either condone, intervene, or do nothing (Rodenhizer-Stämpfli et al., 2018; Barnyard, 2011, as cited in Henson et al., 2020).

Upstanding

- An upstander is a bystander who recognizes acts or utterances of injustice and takes a standby interrupting and challenging situations that normalize discrimination and potential violence. (Nelson et al., 2011; Grantham, 2011; Parrott et al., 2020).

https://www.apa.org/pi/health-equity/bystander-intervention

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The difference between bystander intervention and the “Bystander Effect”

- Bystander intervention is not the same as **“The Bystander Effect”.** Bystander intervention involves a bystander becoming an upstander in discriminatory/emergency situations.
- The “Bystander Effect” refers to the psychological phenomenon where individuals are less likely to help or intervene due to the ambiguity of the situation, the inhibiting presence of multiple bystanders (diffusion of responsibility), and the social influence of other people’s inaction

- (Henson et al., 2020; Madden & Loh, 2020; Jenkins & Nickerson, 2019; Bystander, 2006).
- https://www.apa.org/pi/health-equity/bystander-intervention

Examples of situations where you may be a bystander or upstander

- An acquaintance of yours makes a racially biased joke in a private context.
- You overhear an individual making a sexist remark about a coworker.
- You witness a queer student being bullied by another student.
- You observe a marginalized individual experiencing microaggressions from another individual.
- https://www.apa.org/pi/health-equity/bystander-intervention

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Why is it important?

Bystander intervention is important because **it empowers individuals to prevent harm, create safer environments, and promote positive social change**. By actively choosing to intervene in situations where harm is occurring or could occur, bystanders can stop or de-escalate potentially dangerous situations, support those affected, and help create a culture where harmful behaviors are not tolerated. [1, 2, 3]

Here's why bystander intervention is crucial:

- **Prevents harm**
- **Promotes safety**
- **Empowers victims**
- **Changes social norms**
- **Reduces the bystander effect**
- **Encourages accountability**
- **Can be proactive or reactive**
- **Everyone can participate**

Data on the efficacy of bystander intervention:

1. Confidence & Behavior Change in Healthcare Settings

Academic Medical Center (205 participants):

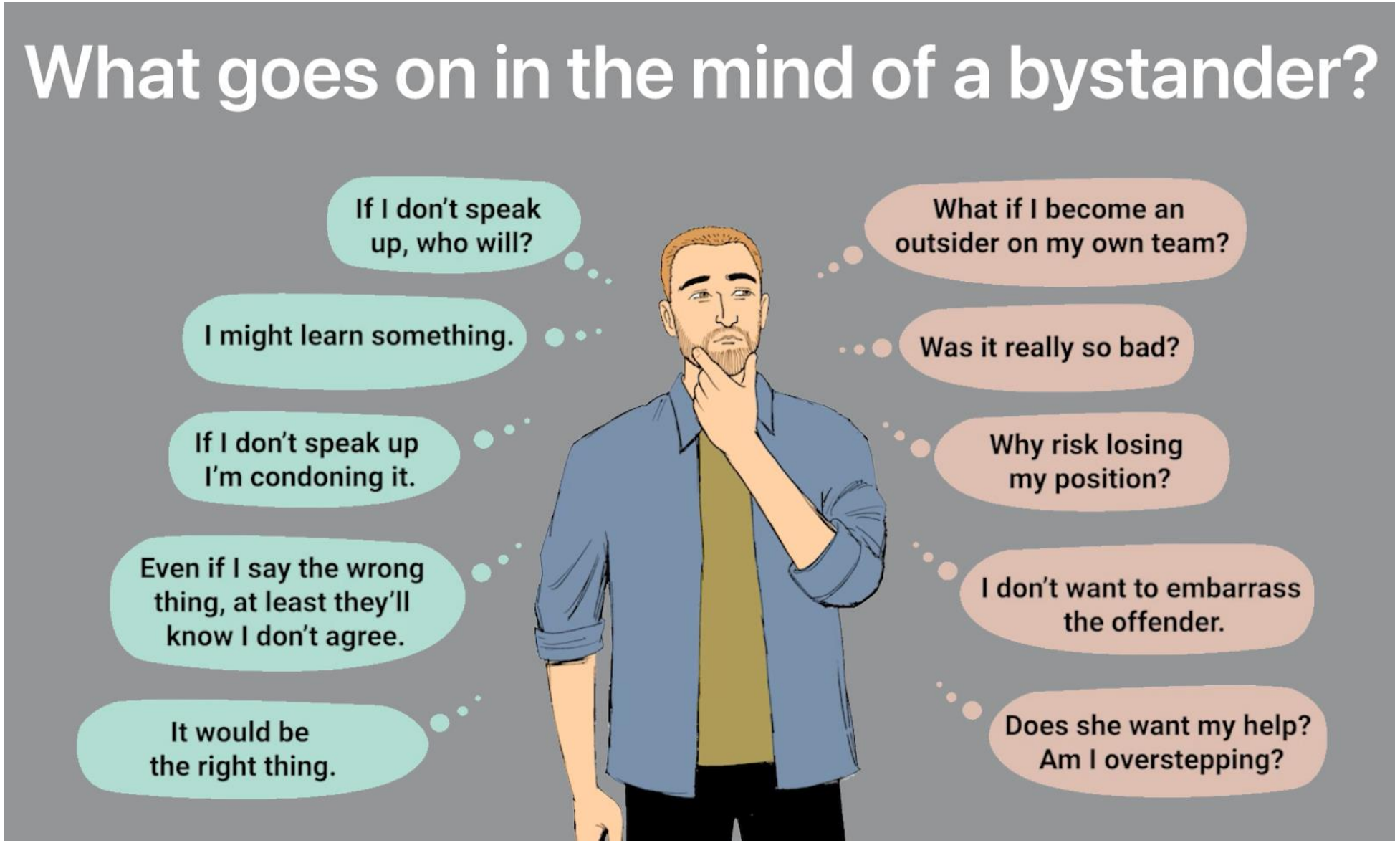
Following training using the “Be Aware & ACT” framework, confidence to intervene rose from 7.5 % pre-training to 24.2 % at 10-week follow-up (p=0.004)

BioMed Central+15PubMed+15AAMC+15.
Qualitative feedback showed a shift from passive observation to active engagement in real incidents.

2. Virtual Simulation Curriculum for Medical Residents

After a 4-hour simulation-based workshop with 68 residents, there were statistically significant increases in:
Confidence identifying and responding to microaggressions (race, gender, etc.)
Comfort intervening across various contexts (e.g., with supervisors, across disciplines)
PubMedPubMed

What goes on in the mind of a bystander?



Risks and Rewards of Bystander Intervention

Risks:
Social backlash or awkwardness
Fear of retaliation
Misjudging the situation

Rewards:
Support those targeted
Promote inclusion of all staff across the broader organization
Empower others to speak up
Break the cycle of bias

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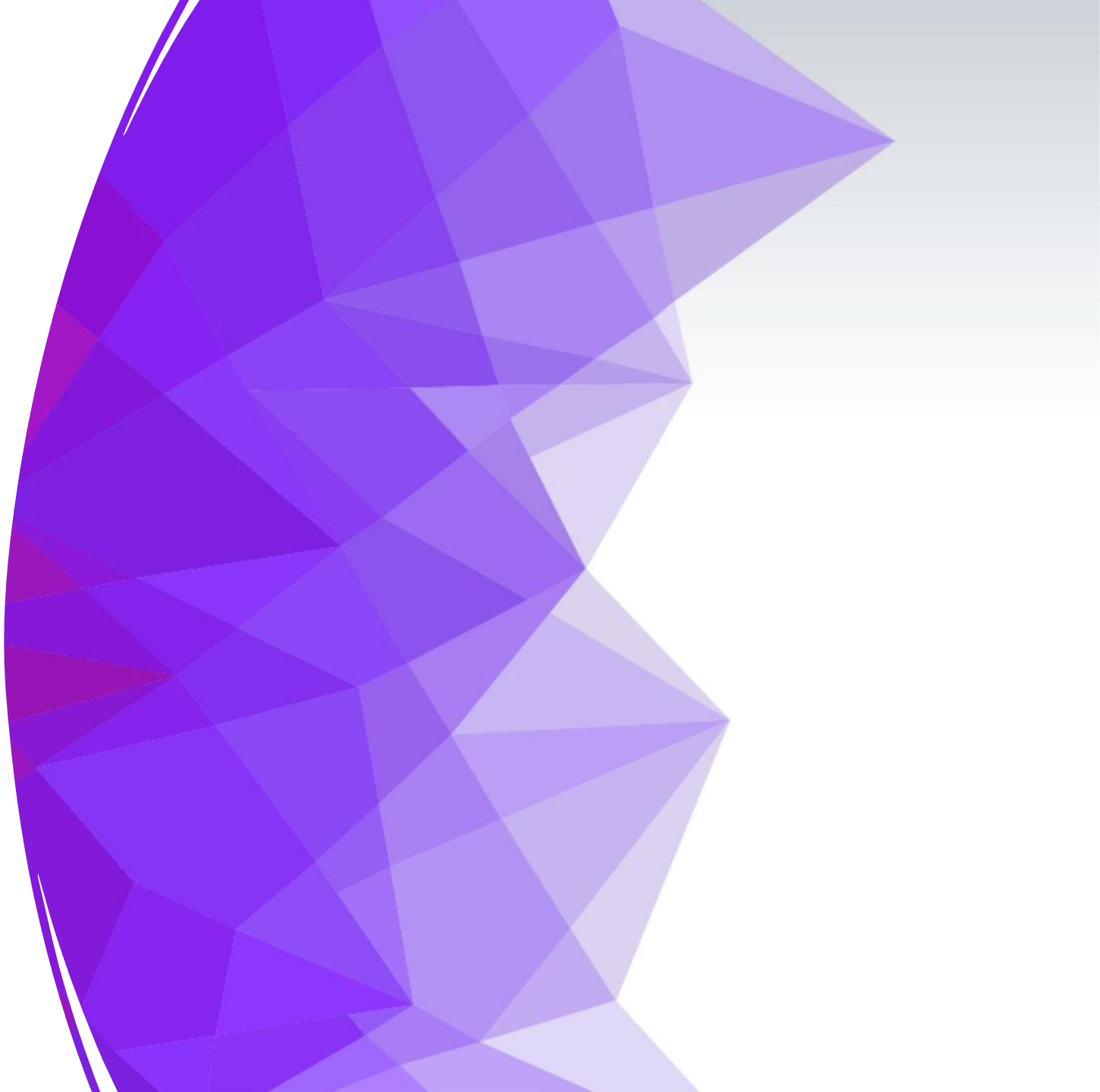
5 D’s of Bystander Intervention (take a picture)

1. **Direct:** Address the behavior directly
2. **Distract:** Interrupt the situation without direct confrontation
3. **Delegate:** Seek help from someone else (HR, teacher, manager)
4. **Delay:** Check in with the person affected after the incident
5. **Document:** Write down or record what happened if it’s safe to do so



ROLEPLAY ACTIVITY: Practice Using the 5 D's of Bystander Intervention to combat Workplace Microaggression (take a picture)

You and your colleague Sam are in a team meeting. A manager, Alex, says to another newly hired coworker, Priya (who is South Asian):

- **Alex:** "Wow, your English is amazing! Where are you from?"
- **Priya replies:** "I grew up in Pasadena, but my family moved around a lot."
- **Alex continues:** "Okay cool, but where are you *really* from?"
- Priya looks uncomfortable, lets out a quiet sigh and the conversation moves on, but you notice she seems withdrawn for the rest of the meeting.
- **In small groups go around and state how you would respond, using the 5 D's of Bystander Intervention:**
- Direct
- Distract
- Delegate
- Delay
- Document

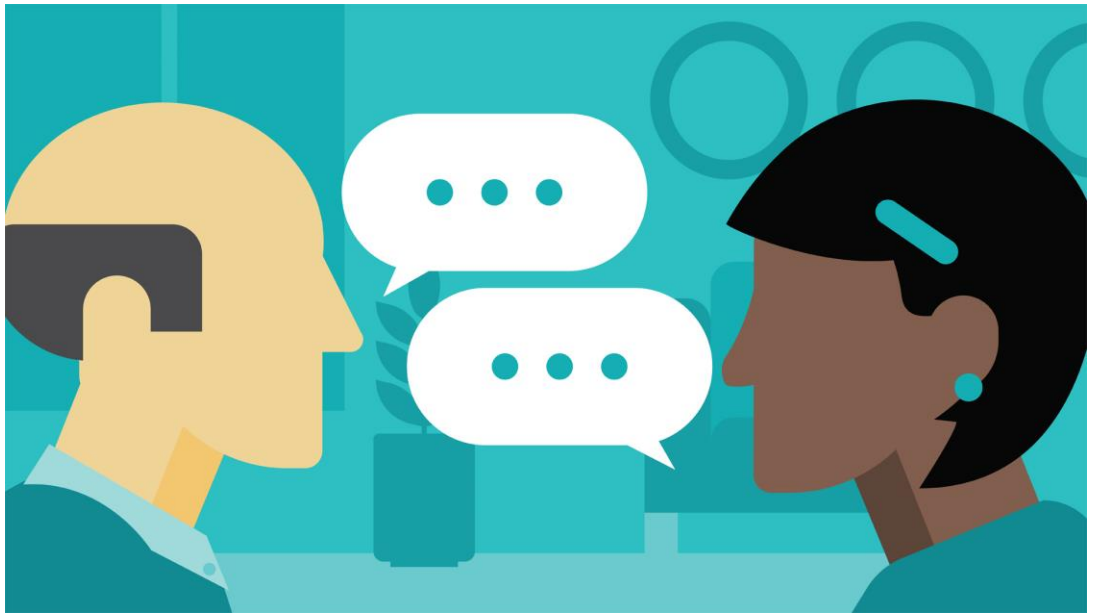
1. Direct

What it means: Confront the microaggression head-on in the moment.

Example Response (during the meeting):

“Hey Alex, just a heads-up — that comment about where Priya is ‘really from’ might come off as assuming she doesn’t belong. Let’s be mindful of how we phrase things.”

Practice Tip: Use calm, respectful tone. Address behavior, not intent.



2. Distract

What it means: Defuse the situation without directly confronting the microaggression.

Example Response (immediately after the comment):

“Priya, weren’t you just telling me about your latest project? Can you share it with the group?”

Practice Tip: Change the subject or shift focus to the target — it offers a “graceful exit.”

3. Delegate

What it means: Seek help from someone with more authority or influence.

Example Response (after the meeting):

Go to HR or your supervisor and say: “I’m concerned about something that happened in the meeting today. Alex made a comment to Priya that seemed inappropriate — can we talk about how to address this?”

Practice Tip: Know your reporting channels. Allyship isn’t always public.

4. Delay

What it means: Check in with the person affected later.

Example Response (privately after the meeting):

“Hey Priya, I noticed that comment earlier from Alex. Are you okay? I thought it was out of line. I just want you to know I’m here if you want to talk or take action.”

Practice Tip: Listen without trying to “fix” it unless they ask for help.

5. Document

What it means: Write down what happened in case it's needed later.

Example Action:

After the meeting, record:

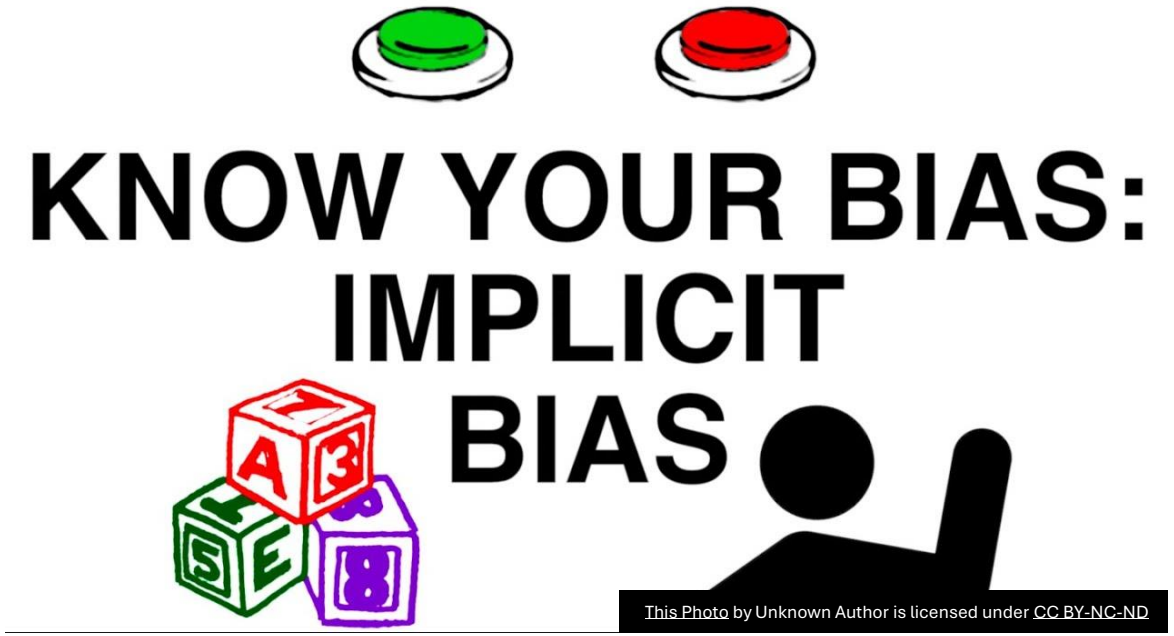
What was said
Who was present
Date/time

How Priya responded
Then ask her if she wants support in reporting or keeping it on file.

Practice Tip: Always get consent before sharing documentation.

Have
a
Break
Waage

IMPLICIT BIAS MINI LESSON (1)



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What is Implicit Bias?

https://www.youtube.com/watch?v=6V9jIDeuFpc-

Description of most common types of bias

Affinity bias	In-group	Confirmation
Attribution	Halo Effect	Horns Effect

SOURCE: https://www.equalture.com/blog/10-types-of-unconscious-hiring-bias/

Breakout group discussion – take a picture

What types have you personally experienced?

What have you witnessed in a professional setting?

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Six steps to interrupt bias

Slow down	Speak up	Empathize
Evaluate	Learn	Find

SOURCE: https://www.hudson.sg/insights/assessment/4-ways-to-reduce-unconscious-bias/

MICROAGGRESSIONS MINI LESSON (2)

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Understanding Microaggressions

What are Microaggressions?

Definition: Subtle, often unintentional, everyday verbal, behavioral, or environmental slights that communicate derogatory or negative messages to marginalized groups.

Examples:

- VERBAL-”You sound so articulate.” or “You speak such good English.”
- BEHAVIORAL-Following someone around in a store.
- ENVIRONMENTAL-Lack of representation of certain groups in a workplace or classroom.

Breakout session – Groups of 3 or 4

Activity 1: Witnessing Microaggressions

- **Instruction**:
  Share a time when you either experienced or witnessed a microaggression (this can be in your personal life, with members of your team, or with one of the community groups you serve).
  - How did it make you feel?
  - How did you respond?
  - How would you have liked to respond?
  - Groups share 2-3 key takeaways.

TAKE A PICTURE

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Microvalidations: An Antidote to Microaggressions?

Actions or language that demonstrate affirmation, encouragement, and belief in a person's potential.

- acknowledging and affirming someone's experience of a microaggression

- giving encouraging feedback and sincere compliments

-recognizing someone's presence, validating their identity, and voicing your appreciation for everyone's contributions.

SOURCE: "The Macro effects Microaggressions"

How to Respond to Microaggressions in the Workplace

- **Self-Awareness**: If you deliver a microaggression, acknowledging it and apologizing immediately can help.

- **Addressing Others**: Use "I" statements when explaining how the comment made you feel (e.g., "I felt uncomfortable when you said...").

- **Educating**: Be open to learning and understanding why something might be offensive.

- **Support**: Stand up for others when witnessing microaggressions, even if it's just a quick, respectful intervention.

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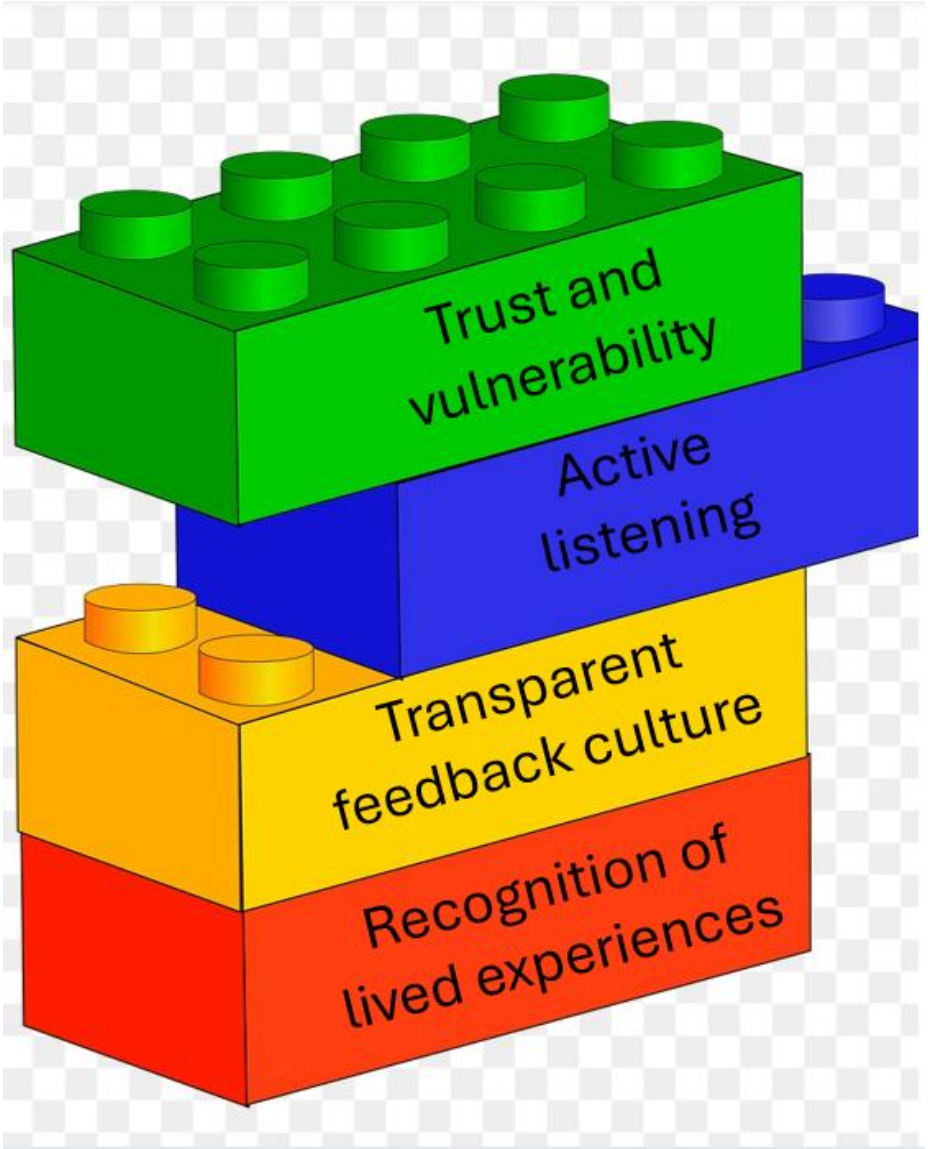
PSYCHOLOGICAL SAFETY MINI LESSON (3)

Building Blocks of Psychological Safety



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What is Psychological Safety?

Definition (Amy Edmondson): *“A belief that one will not be punished or humiliated for speaking up with ideas, questions, concerns, or mistakes.”*

Key elements: Respect, openness, and inclusion

Key factor in **employee retention and motivation** in work environments

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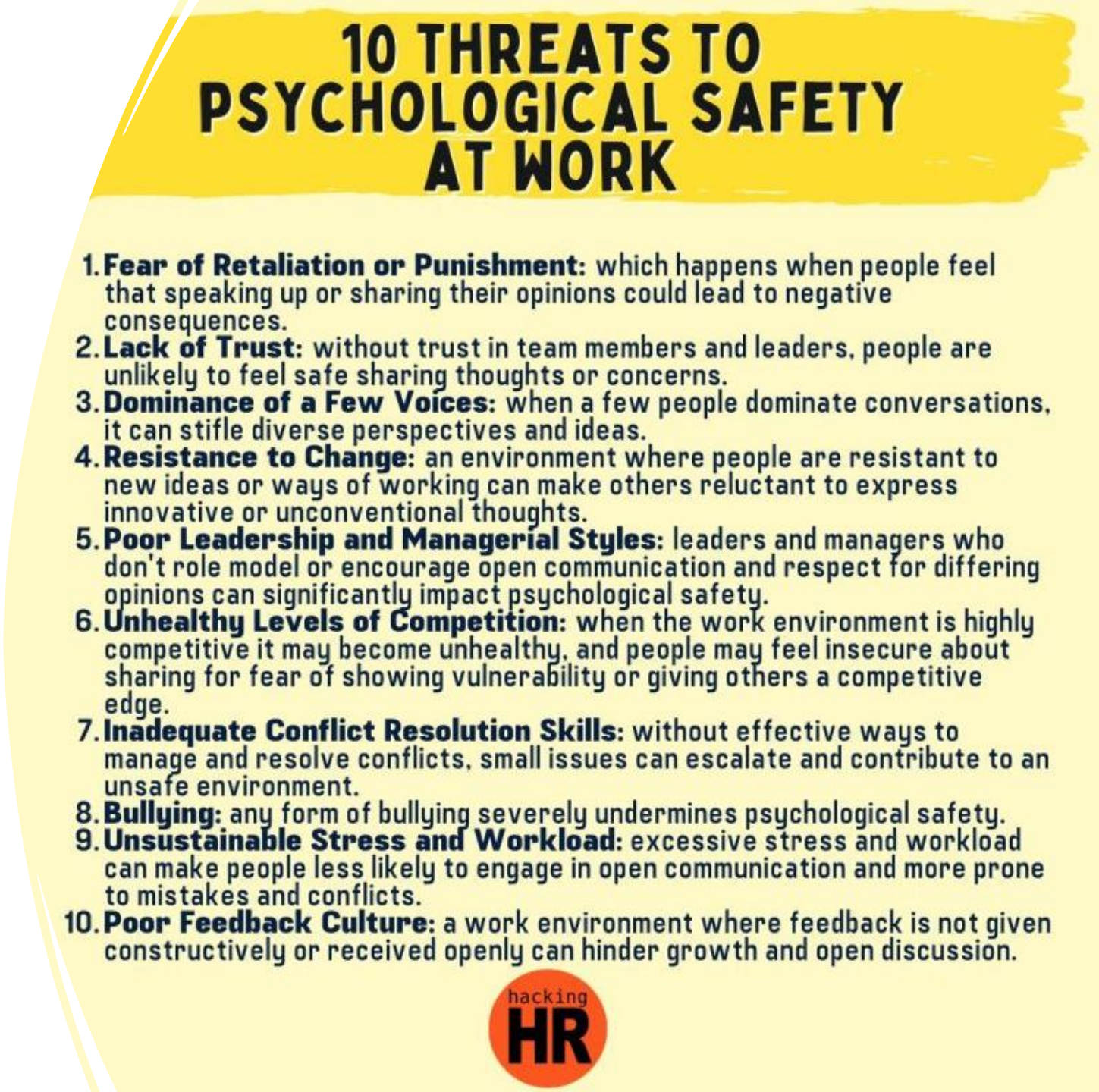
Four levels of psychological safety

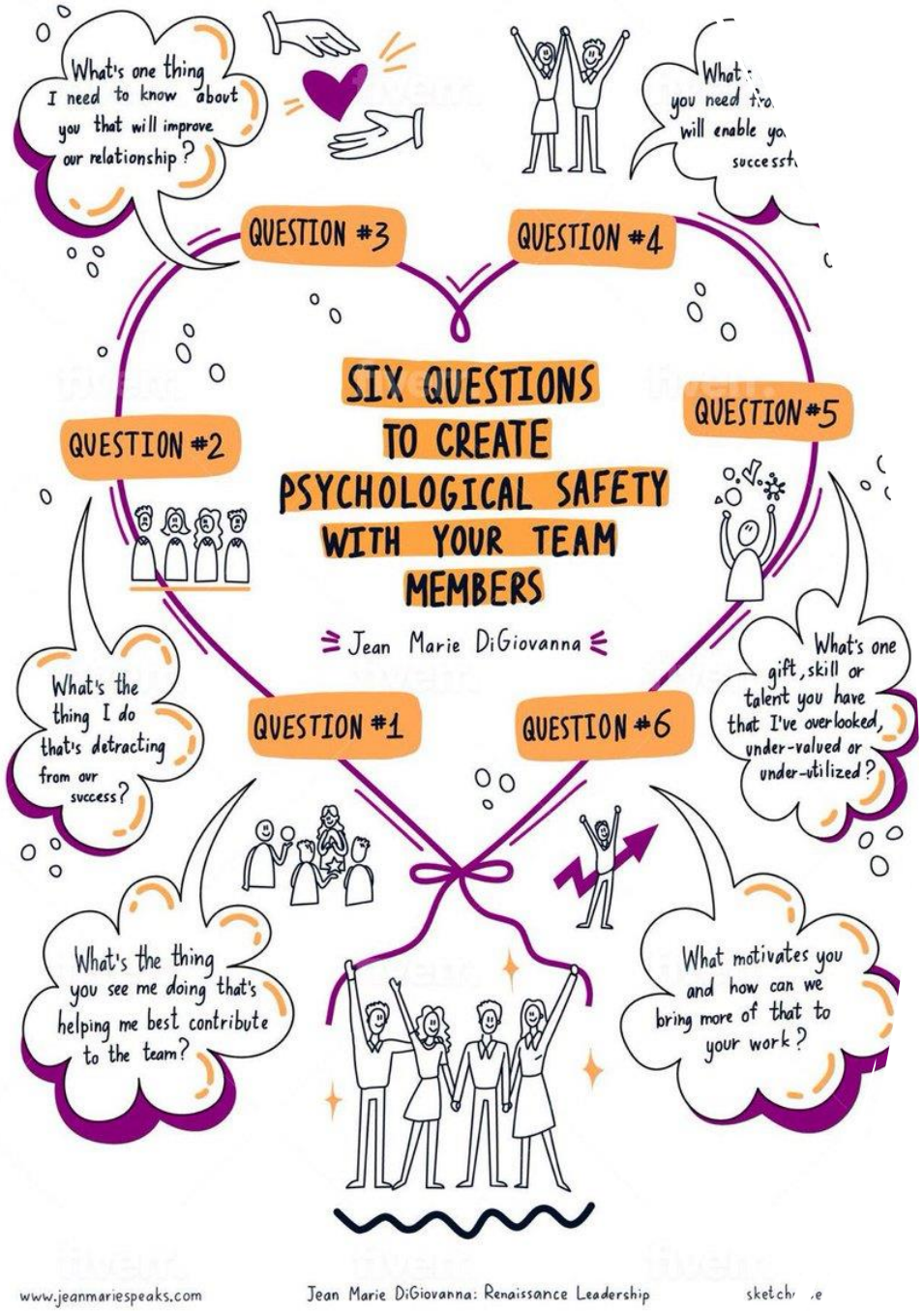
BiteSize Learning

A concept by Amy Edmonson.

How 'safe' do you feel when you join a new team?

Ten Threats to Psychological Safety at Work





Six Questions to Create Psychological Safety

1. What's the thing you see me doing that best contributes to the team?
2. What's the thing I do that's detracting from our success?
3. What's the one thing I need to know about you that will improve our relationship?
4. What's the one thing you need from me that will enable you to be more successful?
5. What's one gift, skill or talent you have that I've overlooked, under-valued, or under-utilized?
6. What motivates you and how can we bring more of that to your work?

Breakout Session Scenario: "The Case of the Weekly Meeting"

Setting:
A mid-sized social service agency that provides family support and housing services. The team includes social workers, case managers, administrative staff, and supervisors from diverse cultural, racial, and linguistic backgrounds.

Scenario: "The Case of the Weekly Meeting“ **Take a picture**

During the team’s weekly staff meeting, Ryan (a case manager and the youngest member of the team), is giving a status update on one of his long-term clients. As he speaks, Susan, (an older program supervisor who has been with the agency for over a decade), interrupts him twice to question specific details. This pattern has occurred in several past meetings, but no one has addressed it.

Later in the same meeting, Lisa, (a bilingual Latina administrative assistant), shares a suggestion for improving intake paperwork. Her idea is met with silence, and the conversation quickly shifts. Moments later, James, a case manager, repeats her idea almost word-for-word.

This time, the team responds enthusiastically and credits James for the suggestion.

After the meeting, Lisa privately expresses frustration to her colleague, saying, “It’s like I’m invisible unless someone else repeats what I say. And Ryan keeps getting cut off—he doesn’t even get to finish a thought.”

Break Out Group Prompts: Take a Picture

1. How might Ryan and Lisa be feeling after the meeting?
2. What are the potential long-term effects on the team if these patterns continue?
3. What could bystanders (team members or supervisors) have done in the moment to interrupt the microaggressions?
4. How might the agency address this behavior systemically moving forward?

Debrief:
Inclusive Leadership as a Catalyst for Change

1. Model openness and acknowledge your biases
2. Regular check-ins and listening sessions
3. Equal distribution of speaking time in meetings
4. Encourage feedback from all members of the team
5. Give credit for ideas!
6. Interrupt bias in real time
7. Call people in, not out

SENSE OF BELONGING MINI LESSON (4)

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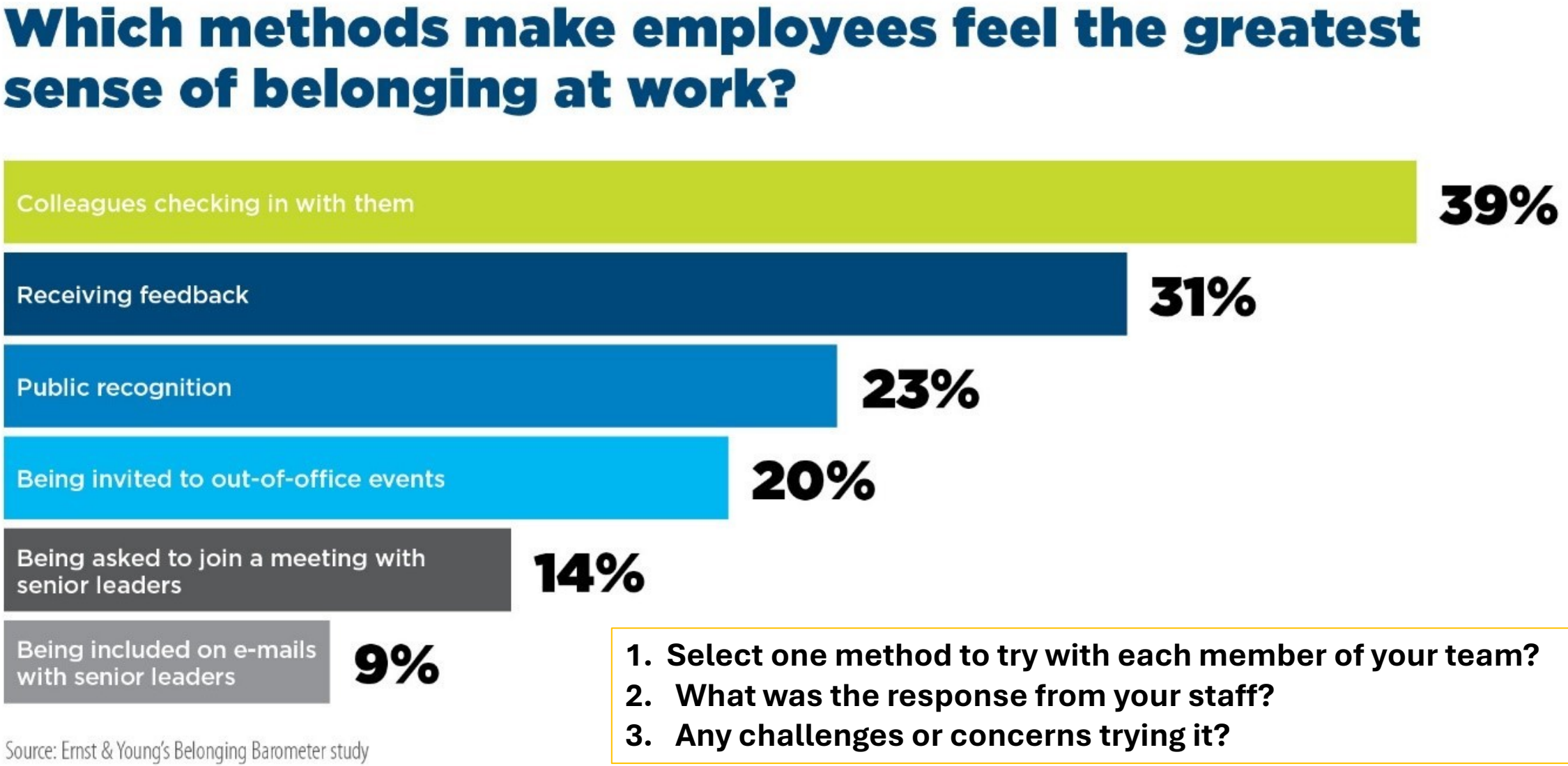
What Is a Sense of Belonging?

- **Definition:** Feeling accepted, included, and valued by others in a group or environment.

- In the workplace, it means employees feel safe to be authentic and contribute meaningfully.

Data-Driven Statistics



1. Select one method to try with each member of your team?
2. What was the response from your staff?
3. Any challenges or concerns trying it?

Breakout Session: “Inside-Outside”
(10 minutes) TAKE A PICTURE

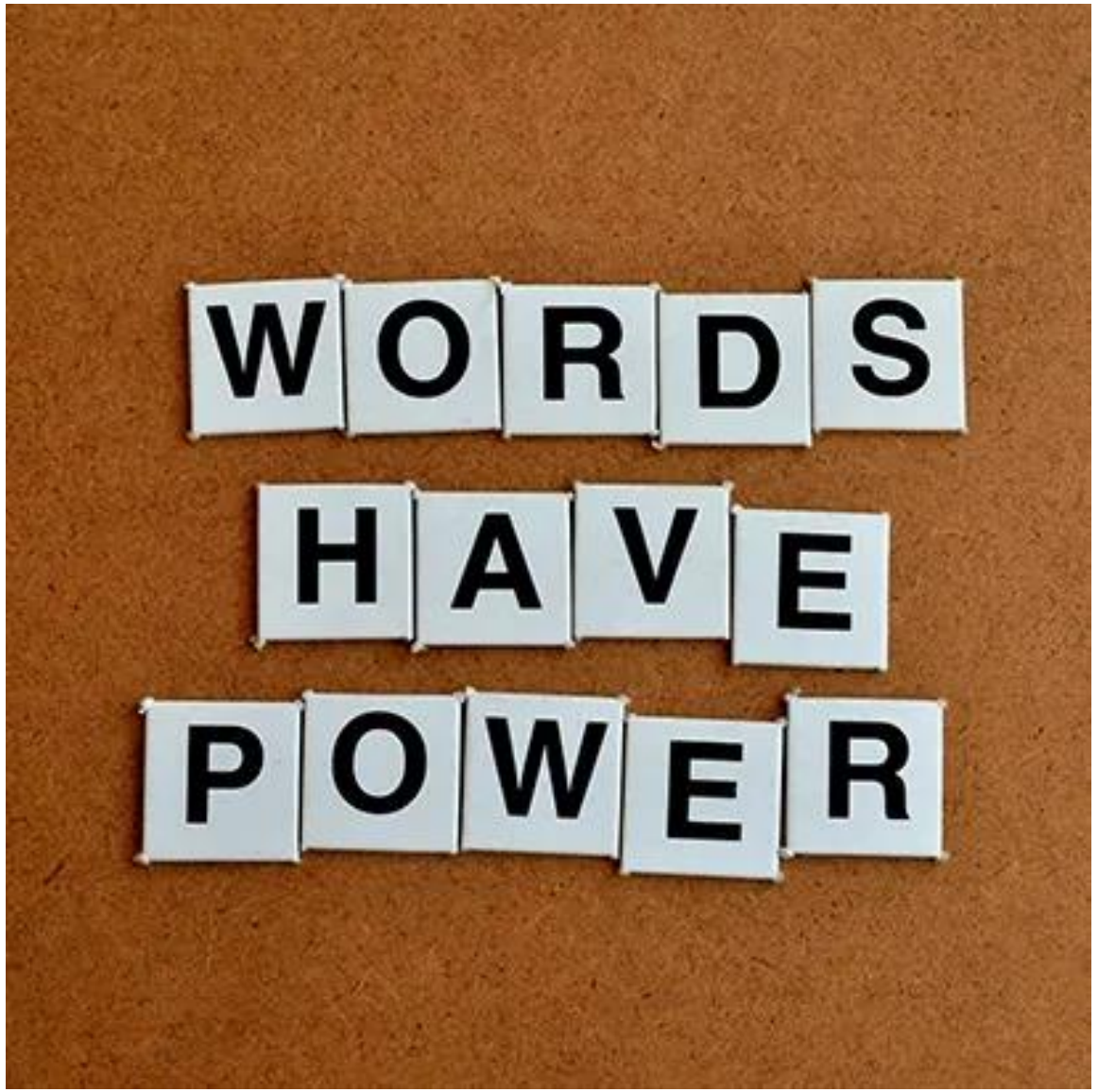
Objective: Recognize the impact of inclusion vs. exclusion.

Break into small groups of 3 people.

Each person shares:

- A time you felt a strong sense of belonging at work.
- A time you felt excluded or isolated.
- What actions from your colleagues or manager could have made a difference?
- Do you hear any common themes?

INCLUSIVE LANGUAGE MINI LESSON (5)



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3 Key Principles of Inclusive Language

Person-first: “person with a disability” vs. “disabled person”

Gender-neutral: “they/them”, “person-first”, “partner”

Precision: avoid vague or stereotyped descriptor

LANGUAGE MATTERS!
SAY THIS
- PERSON WITH A SUBSTANCE ABUSE DISORDER
- PERSON LIVING IN RECOVERY
- PERSON LIVING WITH AN ADDICTION
- PERSON ARRESTED FOR A DRUG VIOLATION
- CHOOSES NOT TO AT THIS POINT
- MEDICATION IS A TREATMENT TOOL
- HAD A SETBACK
- MAINTAINED RECOVERY
- POSITIVE DRUG SCREEN
NOT THAT
- ADDICT, JUNKIE, DRUGGIE
- EX- ADDICT, STRAIGHT/CLEAN
- BATTLING/SUFFERING FROM AN ADDICTION
- DRUG OFFENDER, JAILBIRD
- NON-COMPLIANT, BOMBED-OUT
- MEDICATION IS A CRUTCH
- RELAPSED
- STAYED CLEAN
- DIRTY DRUG SCREEN
pennsylvania
DEPARTMENT OF HUMAN SERVICES

Review the American Psychological Association Inclusive Language Guide

Review:

https://www.apa.org/about/apa/equity-diversity-inclusion/language-guidelines

ACTION: Brainstorm ways to implement one of the below actions in the next 30 days?

Audit existing content: website, marketing, internal docs, policy and procedures, employee handbooks, etc.

Create a guide with do's/don'ts, checklists on how to write inclusive reports and emails

Train staff on ways to replace common language with more inclusive language

Encourage **feedback**, notice mistakes, ongoing practice and **group discussions**

BYSTANDER INTERVENTION MINI LESSON (6)

coming soon

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Break Out Session

Bite Sized Implementation Plans
for Social Responsibility & Community Building

✅ Weekly or Biweekly Micro-Lessons: Share one key takeaway, question, or reflection prompt from each month's session. Deliver via email, Slack, printed reflections in team rooms, or huddles.

✅ 5-Minute Meeting Starters: Provide managers with 5-minute conversation starters related to inclusion, psychological safety, microaggressions, implicit bias, and belonging to integrate into existing meetings.

✅ 15-Minute Micro-Workshops: Have managers choose one topic per month to revisit for 10-15 minutes during team meetings for deeper discussion or application

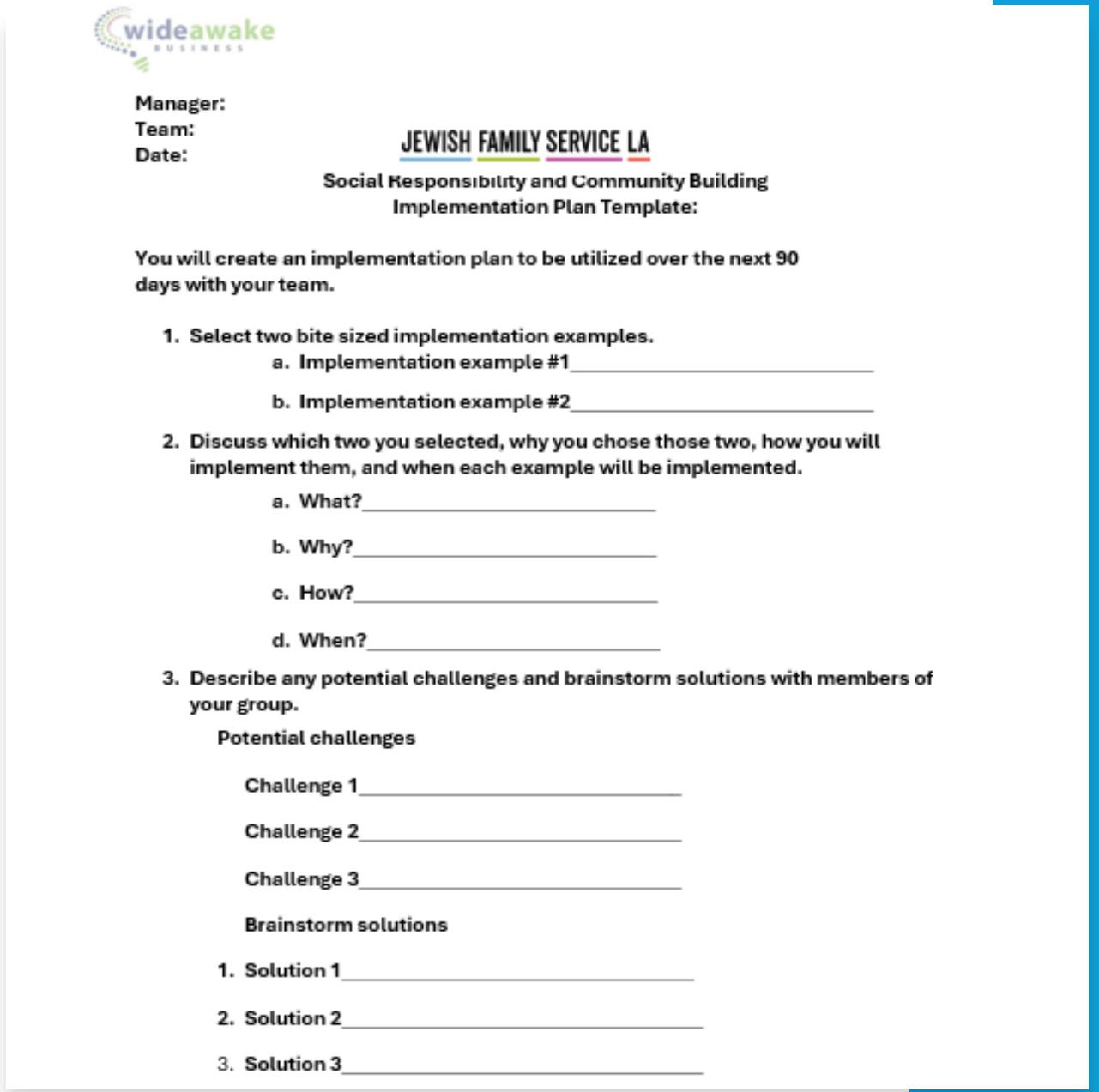
✅ Story Sharing: Encourage staff to share 1–2 minute stories of Social Responsibility or Community Building in action from their daily work during team check-ins.

✅ Monthly Reflection Challenges Example: "This month, notice microaggressions. Where do they show up in our team or services? How can we address them compassionately?"

✅ Values in Action Spotlights: Highlight a team member living out these teachings in newsletters or meetings to build role modeling and collective learning.

✅ Visual Reminders: Place one printed quote, question, or learning prompt in common areas weekly to keep concepts top of mind.

Implementation worksheet



Manager:
Team:
Date:

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Social Responsibility and Community Building Implementation Plan Template:

You will create an implementation plan to be utilized over the next 90 days with your team.

1. **Select two bite sized implementation examples.**
   a. **Implementation example #1**_____
   b. **Implementation example #2**_____
2. **Discuss which two you selected, why you chose those two, how you will implement them, and when each example will be implemented.**
   a. **What?**_____
   b. **Why?**_____
   c. **How?**_____
   d. **When?**_____
3. **Describe any potential challenges and brainstorm solutions with members of your group.**

   Potential challenges

   Challenge 1_____

   Challenge 2_____

   Challenge 3_____

   Brainstorm solutions

   1. **Solution 1**_____
   2. **Solution 2**_____
   3. Solution 3_____

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Debrief

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Thank you!