Anti-discrimination Response Training (A.R.T.) Program

An Active Witnessing Approach to Prejudice Reduction and Community Development

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2006 v1
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About This Slide Show

This slide show primarily deals with racial and ethnocultural discrimination, stereotyping, and prejudice encountered in social situations, and the term “racism” is used here in a broad sense.

The A.R.T. Program, discussed in this presentation, addresses how we can respond to situations in which individuals are subjected to prejudice, discrimination, stereotyping, and/or other forms of unfair and disrespectful treatment of individuals or ethnic/cultural groups.

The results of program evaluation research, reported in this slide show, are based on the Canadian data collected between 2002 and 2005.

This power point slide show has been prepared to assist individuals trained and certified in the method of delivering the A.R.T. Program and its modified or applied versions.

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If we are to have peace on earth, our loyalties must transcend our race, our tribe, our class, and our nation.
About Ethno-racial and Cultural Discrimination
Key Components of Ethno-racial and Cultural Discrimination

Interrelated Key Concepts & Components

2. Prejudice (affective, attitudinal)
3. Stereotyping (cognitive)
4. Discrimination (behavioral)
5. Systemic racism (sociopolitical, institutional, legislative, historical)

Note: In this slide presentation, the terms “racism” and “racial discrimination” are used interchangeably in a broad sense to include all four interrelated concepts and components.
Racial Discrimination

• A broad range of verbal and non-verbal expressions, display of attitudes, and social practices of differentially and categorically treating individuals or groups

Racial Discrimination

• **Expressions**, **manners of interaction**, or **social systems to treat individuals or groups differentially and inequitably**, or **attempts or practices to favor certain individuals or groups over the others** or to **limit their access to rights, opportunities, and/or privileges**, on the basis of their **racial, ethnic, national, or cultural backgrounds**
Multi-directionality and Vicious Cycle of Ethno-racial and Cultural Discrimination

- From Majority to Minority
- From Minority to Majority
- Among Minority Groups
- Among Sub-divided Minority and Majority Groups
Multiple Roles in Discrimination

The same person can be (for example):

- Victim of racism & offender of sexism
- Victim of ablism & offender of racism
- Victim of homophobia & offender of ablism
- Victim of sexism & offender of classism
- Victim or offender of multiple discrimination

Everyone is:

✓ *Witness to all types of discrimination*
Descriptions of the Anti-discrimination Response Training (A.R.T.) Program
The A.R.T. Program is specifically designed:

1. To increase participants’ awareness of various types of prejudice and discrimination encountered in social situations
2. To introduce the active witnessing model
3. To increase interactive competencies for addressing discrimination in social situations
4. To enhance personal agency, ethical responsibility, and collective/community action
5. To facilitate individual and community maturation and prevention of prejudice and discrimination (to create a positive ripple effect from individual to group/community levels)
The A.R.T. Program: What does it NOT do?

• Does *not* focus on analysis or exploration of systemic or historical racism or sociopolitical issues
• Does *not* examine political ways of challenging and changing systemic or institutionalized racism
• Does *not* offer a platform for anti-racist activists or others with political agendas
• Does *not* polarize the victim and offender (racist) groups among training participants
• Does *not* replace individually focused helping interventions for victims of racial discrimination
• Does not replace or compete with systemic and sociopolitical efforts to address racial discrimination in society
About the A.R.T. Program

1. Experiential, group-based, and interactive competency training program (usually conducted by facilitators trained and certified in the A.R.T. method)
2. Protocol program: 7-hour training workshop
3. Training-for-trainers certification program also developed and offered in Canada
4. Typically 12-24 participants per workshop with one facilitator
5. Learning components and phases:
   (a) Information and empathic awareness phase
   (b) Conceptual learning phase
   (c) Skills training phase
   (d) Application and integration phase
The Active Witnessing Model
Active Witnessing Model: The Triangle

Victim (Receiver)

Witnesses & Co-Witnesses

Offender (Initiator)
Active Witnessing Model:
Four Levels of Witnessing

- Dis-witnessing
- Passive Witnessing
- Active Witnessing
- Ethical Witnessing with Social Action
Active Witnessing Model: Four Levels of Witnessing (Level 1)

Level 1: Dis-witnessing

- Joining the offender, blocked awareness, escape & disengagement, avoidance of reflection, no empathy for victims, dismissal or denial of offensive nature & negative effects, self-justification for non-engagement
- “No hear, no see, no feel, and no do”
Active Witnessing Model:
Four Levels of Witnessing (Level □)

Level 2: Passive Witnessing

• Covert responding, silenced witnessing, hesitation/fear to be involved, “standing by” from a safe distance, waiting period (i.e., psychological preparation for active witnessing as the next step)

• “Hear, see, feel, but no do”
Active Witnessing Model: 
Four Levels of Witnessing (Level 3)

Level 3: Active Witnessing

- Overt behavioral responding (immediate or delayed), breaking silence, engagement in interaction, ethical & behavioral commitment to witnessing process
- “Hear, see, feel, and do”
Active Witnessing Model: Four Levels of Witnessing (Level 4)

Level 4: 

**Ethical Witnessing with Social Action**

- Ethical social action, recognizing social injustice and taking action at social level for confronting and educating others, becoming an agent for societal and institutional change

- *Moving beyond “Hear, see, feel, and do”*
Now do you remember what are the four levels of witnessing?

- Dis-witnessing
- Passive Witnessing
- Active Witnessing
- Ethical Witnessing with Social Action
Let’s watch a short skit.

1. What was problematic in this interaction?
2. Please identify who were:
   - Victim
   - Offender (or invisible offender)
   - Witness
3. Was there anyone practicing active witnessing in this vignette?
4. What do you think contributed to the bystanders’ silence and passivity?
5. How would you have responded to the situation if you had been there as a witness?
Active Witnessing Responses: Optional Directions

You can:

✓ Turn to the victim (receiver)
✓ Turn to the offender (initiator)
✓ Turn to co-witnesses at the scene
✓ Turn to others outside the scene
11 Types of Active Witnessing Responses

1. **Interrupt**
   - Please stop it.
   - Wait a moment.

   • **Express upset feelings**
     - I can’t believe you are saying this.
     - I’m surprised to hear you say such a thing.

2. **Call it “discrimination”**
   - Sounds like a form of discrimination.

3. **Disagree**
   - I disagree.
   - I don’t think it is quite true.
11 Types of Active Witnessing Responses

5. **Question the validity**
   - Always? Everybody?

6. **Point out the hurtful nature**
   - Ouch!
   - Do you realize how hurtful it is to hear such a comment.

7. **Put the offender on the spot**
   - Could you repeat what you have just said?

8. **Help the offender to self-reflect**
   - You sound really annoyed. What’s going on?
   - Tell me what’s bothering you.
11 Types of Active Witnessing Responses

The following are response types directed to non-offenders:

9. **Support the victim**
   - You are not alone. I’m with you.
   - I’ll come with you. So, let’s get help.

10. **Approach other witnesses at the scene**
    - Did you hear what I have just heard?
    - Should we let it go on like this?

5. **Ask others for involvement and help**
    - We need your help. This is what happened today.
Let’s look at a scenario.

- What is problematic with this remark?
- How might the receiver (victim) feel?
- How would you respond to this situation as an active witness?
  - Remember that you can direct your response to the offender, the victim, and/or the co-witness, or approach someone outside the scene.
  - You can also choose how you would approach the offender and on what aspects of the offender’s action you would focus.
Objectives of the A.R.T. Program

• Increasing concrete awareness of prejudice and discrimination (in self, others, and society) and stimulating empathy for victims (receivers)

• Learning the Active Witnessing Model and recognizing a range of optional response types

• Developing, practicing, and improving response skills (i.e., interactive competencies) for active witnessing

• Reinforcing participants’ social responsibility and ethical commitment to fighting prejudice and discrimination of any type in society and their immediate social environment
Unique Features of the A.R.T. Program (1)

1. By focusing on the role of witnesses, A.R.T. avoids creating a winner-loser or victim-offender dichotomy among participants with various ethnic, racial, and cultural backgrounds.

2. A.R.T. encourages everyone to participate in active learning, without the fear of social stigmatization (e.g., victim group, “bad guy”).

3. A.R.T. offers practical and learnable responses and a safe place for practicing and experimenting with new awareness.
Unique Features of the A.R.T. Program (2)

1. A.R.T. facilitates a positive group norm to support each other in their learning process and efforts to fight prejudice and discrimination.

2. A.R.T. offers transferable awareness, interactive competencies, and self-confidence to other social situations.

3. A.R.T. stimulates development of self-awareness, awareness of social dynamics, and ethical awareness and commitment at both
Unique Features of the A.R.T. Program (3)

1. A.R.T. contributes to community development and organizational and societal change, starting from changes at an interpersonal level and moving toward changes at a systemic and collective level.

2. A.R.T. promotes empathy, equity, respect for cultural and individual diversity and personal dignity, and recognition of shared social responsibility and ethical commitment.
Program Evaluation: Qualitative & Quantitative Data
Qualitative Data
Post-workshop Reflections: Examples (1)

Univ. of Northern British Columbia workshop participant
• “It has given me many options for responding to racist situations. It has empowered me to make a difference and take a stand for equality. … I wish this workshop was mandatory for everyone!” (female, 26)

Univ. of Regina workshop participant
• “The workshop helped me to improve my thinking about ways to intervene when prejudice or racism is practiced.” (male, 60)
Post-workshop Reflections: Examples (2)

Delta School District (British Columbia) workshop participants

- “It has given me additional confidence and new skills to respond to forms of discrimination and prejudice.” (male, 29)
- “It has opened my eyes to the idea that racism can be stopped. It is like dropping a drop of water in a bucket and it goes out and touches everyone. We or I can stop it and/or intercept it and make a difference.” (female, 45)
Central Alberta workshop participant

• “It has given me strength, hope, and courage to make a difference and stop discrimination. I now know how to speak out if someone says something that is discriminatory.” (female, 18)
1. “I learned how to respond in a non-confrontational way without necessarily becoming rude.”
2. “I learned how to find my own voice.”
3. “It has given me hope that I can make a difference.”
4. “I gained specific skills and strategies for addressing discrimination at personal and group levels and in my classes.”
5. “It goes beyond awareness or education and builds skills through role-playing. I had to actually do it and not just theorize it.”
6. “I was very inspired. I am more determined to overcome my shyness and learn to speak out.”
7. “Now I have the confidence to stand up and speak out.”
8. “I will talk to my family about how they too can speak out.”
Use of A.R.T. Program Evaluation
Survey for Comparing Pre-Post Ratings

Quantitative Survey Data Analysis:
Canadian Data (Adults and High School Students)
Instrumentation

1. **Survey.** A one-page 14-item self-report survey was administered upon completion of A.R.T. workshops, in which participants rated where they were before and after the workshop, under three headings: (a) knowledge (6 items), (b) skills (5 items), and (c) feelings/attitudes (3 items).

2. **Item Rating.** A 7-point Likert-type scale was used for pre-post ratings.
   1: not at all; 2: a little; 3: somewhat; 4: moderately; 5: quite; 6: very much; 7: extremely high

3. **Gender Differences.** There were NO gender differences on individual items and the six scales, based on t-tests on pre-workshop ratings and pre-post repeated measures analyses of variance (time x sex).

4. **Factor Analysis.** In initial factor analysis, 3 items emerged as split loading items, and were used as single-item scales. The remaining 11 items were further factor-analyzed. A most interpretable 3-factor model emerged, accounting for 76% of adult participants’ total variance. Each scale had high alphas (.89, .91, & .76, respectively), indicating high scale reliability (internal consistency). Factor analysis of HS (high school) students’ data showed a similar but not identical structure. Adults’ 3-factor model showed more conceptual clarity, and was adopted for the final scale development and data analyses of both adult and student data in this study.
A.R.T. Program Evaluation Survey Form: Pre-Post Ratings

Zooming-in:

BEFORE WORKSHOP

AFTER WORKSHOP

Scale

Name

A. Your knowledge of …:
4. History of racism in this country: 1-2-3-4-5-6-7
5. How racism can be expressed: 1-2-3-4-5-6-7
6. Different ways of fighting racism: 1-2-3-4-5-6-7
7. Different ways of fighting other forms of prejudice and discrimination: 1-2-3-4-5-6-7
9. What I can do as a witness to racism: 1-2-3-4-5-6-7
10. How I can contribute to society and to this community to fight racism: 1-2-3-4-5-6-7

B. Your skills: (How good are your skills to act as a witness?)
14. Responding to racism with some kind of action: 1-2-3-4-5-6-7
15. Saying something to the offender: 1-2-3-4-5-6-7
16. Saying something to the victim: 1-2-3-4-5-6-7
17. Saying something to the others: 1-2-3-4-5-6-7
18. Doing something for our community, school, and/or workplace: 1-2-3-4-5-6-7

C. Your feelings and attitudes: (I feel …)
22. Confident that I can do something about racism situations: 1-2-3-4-5-6-7
24. Responsible to act, in response to racism situations: 1-2-3-4-5-6-7
25. “Bystanders should be actively involved in racism situations.” (How much would you agree with this?): 1-2-3-4-5-6-7

Scale Rating: 1 (“not at all”) ↔ 7 (“extremely high”)
### Six Measured Areas: Scale Variables

<table>
<thead>
<tr>
<th>Scale Abbreviation</th>
<th>Brief Description of Scale*</th>
<th>(# of items)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIGHT</td>
<td>Knowing how to fight racism</td>
<td>(5)</td>
</tr>
<tr>
<td>SKILL</td>
<td>Skills for responding to situations</td>
<td>(4)</td>
</tr>
<tr>
<td>SOCRESP</td>
<td>Social responsibility</td>
<td>(2)</td>
</tr>
<tr>
<td>RACKOW</td>
<td>Awareness of racism history</td>
<td>(1)</td>
</tr>
<tr>
<td>COMTY</td>
<td>Contribution to community</td>
<td>(1)</td>
</tr>
<tr>
<td>EFFICA</td>
<td>Self-efficacy (confidence in responding to racism situations)</td>
<td>(1)</td>
</tr>
</tbody>
</table>

*The average score (min. 1, max. 7) is calculated as the score for each scale.*
Program Evaluation Research Results

Pre-post differences showed significant post-training improvements (self-reported) in the following six areas:

- Knowing how to recognize and fight racial discrimination
- Having practical skills (i.e., active witnessing skills) for responding to racism situations
- Feeling socially responsible to act on racism situations
- Being aware of the racism history in this country
- Being able to contribute to community, school, and/or workplace to fight racism
- Having self-confidence (i.e., self-efficacy) in dealing with racism

* The results are based on analyses of self-reported data on 260 adult participants and 144 high school students collected after one-day A.R.T. Program workshops. The first three areas were measured by multiple-item scales, while the rest by single-item scales.
Based on combined ART workshop adult participant data

Data pool n=260 (52 males, 186 females, 22 unknown); M age=39.77 yrs.
Pre–Post All 14-item Mean (Adult)

Based on combined ART workshop adult participant data

Data pool n=260 (male=52, female=186, unknown=22) M age=39.77
Pre-Post Means on 6 Scales (Youth)

Data pool n=144 (52 boys, 83 girls, 9 unknown); M age=14.89 yrs.

Based on combined ART workshop youth participant data
Pre-Post All 14-item Mean (Youth)

Based on combined ART workshop youth participant data

Data pool n=144 (52 boys, 83 girls, 9 unknown); M age=14.89 yrs.
Future Research Implications (1)

1. Conducting further program evaluation research re: changes facilitated by the training (qualitative & quantitative analyses), using various participant groups
2. Conducting comparative process and outcome research (e.g., A.R.T. vs. conventional awareness training)
3. Developing an elementary school version of the A.R.T. Program (developing a developmentally and linguistically appropriate training method & corresponding materials)
4. Offering a pre-service training program for teacher education students and counselors-in-training and conducting program evaluation
5. Further testing and improving the current scales for outcome evaluation
Future Research Implications (2)

1. Establishing a more interdisciplinary and integrative theoretical base for the active witnessing training model
2. Investigating personal experience of participating in the A.R.T. Program and implementation of active witnessing in life situations
3. Application of the active witnessing model to anti-bullying and anti-harassment training, and developing and testing training methods
4. Developing and evaluating a corporate training model for prejudice prevention and reduction of ethnic, racial, and cultural discrimination
5. Developing research instruments for assessing changes associated with the training experience
Final Comments

From Individual Commitment to Community Maturation
The A.R.T. Program is most effective when it is incorporated into integrated community and global efforts to fight racism and other forms of discrimination and prejudice in society.

To achieve this goal, coordinated work is necessary in the four areas as shown in the following diagram.
Information, Awareness, Knowledge & Critical Thinking

Sociopolitical & Systemic Work

Skills Development & Action Taking

Attitudes, Ethical Commitment, & Personal & Collective Maturation
Who would benefit from the Anti-discrimination Response Training (A.R.T.) Program?

- Students and student leaders
- Educators (teachers, community leaders)
- Parents and parent group facilitators
- Administrators and policy makers
- Helping professionals (e.g., counselors, social workers, psychologists)
- School and organization support staff
- Consultants working in corporate, organizational, and community development areas
Active witnessing is everyone’s choice and responsibility. It can help build a better community of the human race, based on mutual respect and commitment to humanity. If one active witness can encourage and empower ten other individuals to also become active witnesses in one year, it is the power of ten each year. If one individual can show the right direction to ten others, and if each of these ten individuals can do the same, and so on. We can start such a chain reaction leading to positive social change from right where we are, with a
The End

Thank you!