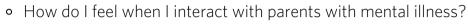


WAYS TO CHALLENGE YOUR BIASES

1. Let's get meta

- Think about the way you are thinking
- When I consider families who are trauma exposed, what are my initial reactions?



- What are my personal experiences with mental illness and trauma exposure and how it is affecting my interactions with parents/families?
- What are my reactions to news stories about childhood trauma and maltreatment?

2. Is there a bias?

- Am I engaging in a thinking bias?
- If there is a bias, which one is happening more than others?
- Am I seeing this bias bleed into other areas of my life?
- What are the consequences of this bias as to how it plays out on my emotions and my behaviors?

3. Check the facts

- What tangible, clear evidence do I have that this bias is true? false?
- Ask trusted others about their experiences on the matter to determine if your perception is legitimate or not.
- If you are placing a label on another person (e.g., failure, bad), define the term and assess what qualities of the term the person has vs does not have. Or replace with less colorful words.
- Buy into the bias and allow yourself to see where the thoughts lead you. Did you end up in an unrealistic/exaggerated place?

4. Remember the big picture

- Remind yourself that everyone has thinking biases, AND it is your responsibility to challenge them.
- Don't allow yourself to give up due to feeling overwhelmed by thoughts
- Consider the reasons that you are an early childhood provider and the strengths you bring
- How can that help you to check your biases and interact with caregivers collaboratively?
- The reality is that a caregiver is usually not going anywhere and children will only suffer if not properly supported. You are a positive influence for the child. How can we keep that intact?









Type of Bias

EXAMPLE

		Λ 1.1 1.1 1.1 1.1 1.1 1.1
sup	rawing a conclusion when facts do not opport the conclusion or when facts contrary to the conclusion	A parent does not return a text or phone call. Child care provider assumes that the parent does not care to be involved.
	iking a general rule about a person or uation based on past isolated experiences	"Parents who drop their children off without their medications should not even bother bringing their kids to my home"
	cusing on a single detail while ignoring other rails about a given situation	Parent relies on grandparent to assist child with reading and math facts. Child care provider perceives the situation as "passing the buck" and not fulfilling their parenting responsibility.
ma	ndermining positive characteristics by king neutral/positive things negative and ecting positives as not good enough	"They think they can show up and play with their kid, and I'm going to give them a parent of the year award?"
	pecting the worst to happen in a given uation (catastrophizing)	"Children who are exposed to their parents' drama will end up with substance use problems"
	peling people or situations instead of viewing many sides to their personality	"That kid is a lost cause. Their parent doesn't even care about them."
	ating events to oneself when there are not ts to support the connection	"That parent is is always late for pick-up because they just want to annoy me."

References:

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Beck, A. T., Rush, A. J., Shaw, B. F., & Emery, G. (1979). Cognitive therapy of depression. New York: The Guilford Press.

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