

Strengthening Student Practitioner Relationships:

The Benefits of Coaching as an Equity Practice

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Introduction and Learning Objectives

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- Understand the importance of equity in coaching practices and the benefits it has for diverse students.
 - Differentiate equity from equality approaches in coaching.
 - Develop a working knowledge of how diverse intersectional identities factor into student engagement.
 - Incorporate practical applications of equity through coaching into current practices.

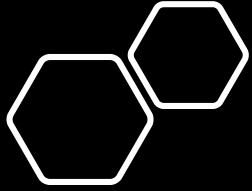
Benefits of an Equity Approach

Helps disability resource practitioners create a safe environment where all students feel seen, heard, validated and supported.

Helps disability resource practitioners find comfort in a place of “not knowing” versus “expert”.

Encompasses an intersectional framework that discourages bias and deficit mindset.

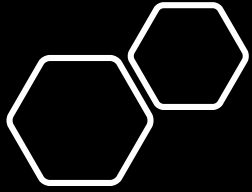
Challenges disability resource practitioners to adopt a coaching mindset which includes self awareness and personal growth.



What is Coaching as an Equity Approach?

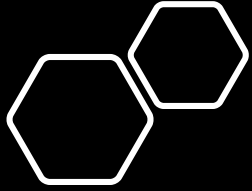
Five Step Process

1. Acknowledge and Accept the Impact of Societal Barriers
2. Address Personal Biases
3. Avoid Deficit Thinking
4. Appreciate Intersectionality
5. Be an Investigator



What is Coaching as an Equity Approach?

1. An Equity Approach in Coaching is acknowledging and accepting that marginalized populations face distinctly unique individual, institutional, and systemic challenges rooted in centuries of discrimination, marginalization, and oppression.

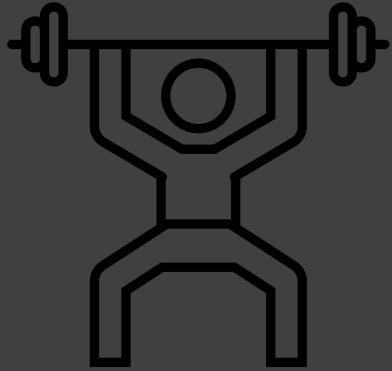


What is Coaching as an Equity Approach?

2. An Equity Approach in Coaching is a commitment to the process of personally addressing unconscious bias in our lives.

BIAS

“Do the Work”



YOU!!

1. **Increase personal diversity.**
2. **Give consideration to programming.**
3. **Challenge stereotypical thinking**
4. **Check behaviors.**
5. **Be open to opposing views.**
6. **Assess the impact of unconscious biases on professional life.**

Deficit Mindset

Student lost their insurance

Professor wanted to talk after class

Cannot afford insulin

Missed the bus

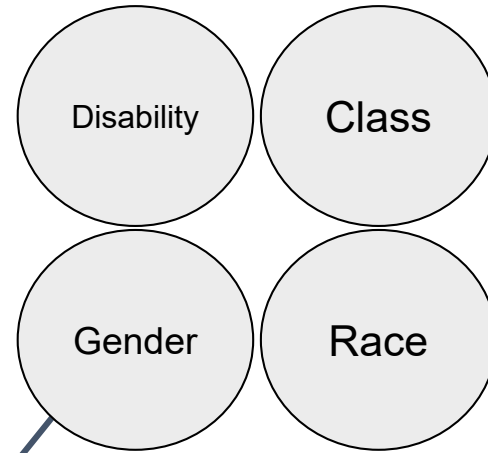
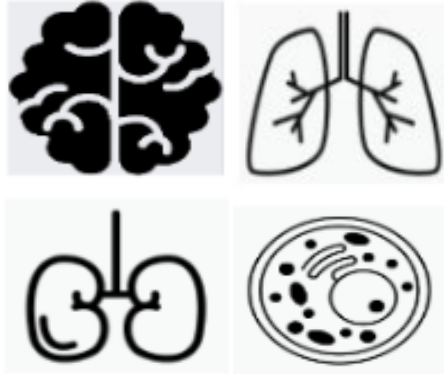
This student is late to our meeting again. They should set an alarm and prioritize our time together.

Had low blood sugar

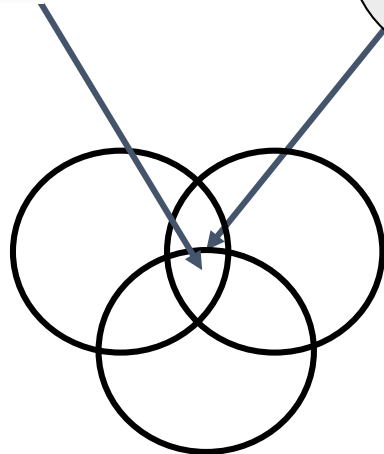
Did not do well on exam

- Places onus on individual to make up for what they are personally “lacking”
- Does not acknowledge or address the **existing barriers** that students have faced *before* coming to, and experience *through* college
- Our practices can continue or disrupt this process (bias)

Intersectionality



Human lives cannot be explained by isolated single categories.



- Holistic perspective
- Multiple identities
- Lived experiences
- Barriers and access to and through college

We are more than the sum of our parts.

Discussion

How might stereotypical thinking and/or bias – (even privilege) become a barrier to coaching as an equity approach for DRP's? What should be done about it?

Should DRP's have an awareness of their own identities and intersectionality?



Equality vs. Equity Approach to Coaching Case 1

A Disability Resource Practitioner (DRP) meets with an incoming freshman student requesting accommodations following a diagnosis of ADHD. The student came in for a second meeting in order to express their dismay with the online accommodation application process while insisting that it is way too difficult and not user friendly.

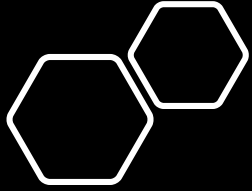
Equality: The DRP kindly and cheerfully encourages student to really challenge themselves try to sit and focus in order to work through the recently revamped application process (which includes video instructions for greater ease of use). The DRP gently reminds the student that the ability to focus will be necessary to successfully navigate college courses that include online components. The DRP offers sit with the student while they (the student) navigate the online application process. The student declines.

Equality vs. Equity Approach to Coaching Case 2

While meeting with a BIPOC student about their high number of class absences and missing assignments, the DRP discovers that the student is not taking their medication for ADHD and depression. During the conversation, the student remarks that their parents have not ever provided the needed medication. When asked why, the student replies with a shrug and a downcast look.

Equality: The DRP immediately reassures the student, compassionately expressing that they understand the high cost of prescription medication. The DRP then offers several options for the student to secure their medicine at a lower cost, encourages the student to pursue those options in order to start taking the medication asap. The student thanks the DRP and ends the meeting.

- **List strengths and weaknesses of this approach.**
- **How can the DRP go deeper into equity?**



What is **one
thing you are
taking away
that you can
start to
incorporate
this week?**

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