## Interrupting Microaggressions

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<th>APPROACH</th>
<th>MICROAGGRESSION</th>
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| **INQUIRE**<br>Ask the speaker to elaborate.<br>This will give you more information about where they are coming from, and may also help the speaker to become aware of what they are saying.<br><**KEY PHRASES:**<br>"Say more about that."
"Can you elaborate your point?"

| A white student to a black student: "Well, you're lucky you're here at Holy Cross."<br>Theme: Myth of meritocracy |
| Professor: "What do you mean by that?"
White student: "Well, you know, affirmative action."<br>Then you have the opportunity to address the misconceptions and stereotypes about affirmative action (ie, that white women are the primary beneficiaries of affirmative action). |

| **REFLECT**<br>Mirror what the speaker is saying. This can help make the invisible (ie, unconscious bias) visible for the speaker.<br><**KEY PHRASES:**<br>"So it sounds like you think..." 
"So, what I heard you say..."

| "As a woman, I know what you go through as a racial minority."<br>Theme: denial of individual racism |
| "So it sounds like you're equating gender and racial oppression. What are people's thoughts on that?"

| **REFRAME**<br>Create a different way for students to look at a situation.<br><**KEY PHRASES:**<br>"Have you ever thought about it like this..."

| "If people of color just worked harder, they wouldn't have to go on Welfare or collect unemployment."<br>Theme: Myth of meritocracy |
| "Let's try re-framing that for a moment. What are people's thoughts about systemic barriers that disproportionately affect people of color?"

| **RE-DIRECT**<br>Shift the focus to a different person or topic.<br>*Particularly helpful when someone is asked to speak for their entire race, cultural group, etc.<br><**KEY PHRASES:**<br>"Let's shift the conversation..."

| Heterosexual student to LGBTQ identified student: "What do gay people think of the state of marriage equality?"
Theme: Token asked to speak for or represent a group |
| Professor: "Let's open the conversation up to everyone. What do you all think of the state of marriage equality?"

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Adapted from Northnode Domestic Violence Curriculum, 2008
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### REVISIT

Even if the moment, or microaggression has passed, go back and address it.

*This is important, as research indicates that unaddressed microaggression can leave just as much of a negative impact as the microaggression itself.*

**KEY PHRASES:**

"I want to go back to something that was brought up in class last week."

"Let's rewind five minutes..."

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### CHECK IN

After class, during office hours, over email, etc check in with students -- both those who verbalized microaggressions and those who may have been affected or offended by the microaggression.

*This is important, as research indicates that unaddressed microaggressions can leave just as much of a negative impact as the microaggression itself.*

**KEY PHRASES:**

I’m going to interject here... What do you mean by that....

Let me pause you there... Say more about that...

So, it sound like you’re saying... Let’s try reframing this...

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### APPROPRIATE MICROAGGRESSION INTERVENTION

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<td><strong>REVISIT</strong></td>
<td>&quot;Yeah, but HC Puerto Ricans aren't normal Puerto Ricans.&quot;</td>
<td>Professor: &quot;Last week in class when we were talking about diversity at HC, someone remarked that the Puerto Rican students on campus don't act like &quot;normal&quot; Puerto Ricans. Let's revisit that. What do we mean by &quot;normal&quot;?&quot;</td>
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<td><strong>CHECK IN</strong></td>
<td>Heterosexual student in class (with an LGBTQ identified student who has come out to you): &quot;I just don't understand why gay people don't try conversion therapy. It's much easier to be straight.&quot;</td>
<td>Professor: &quot;I just wanted to check in about class today when we were talking about sexual orientation and the conversation turned to conversion therapy. How are you doing?&quot;</td>
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