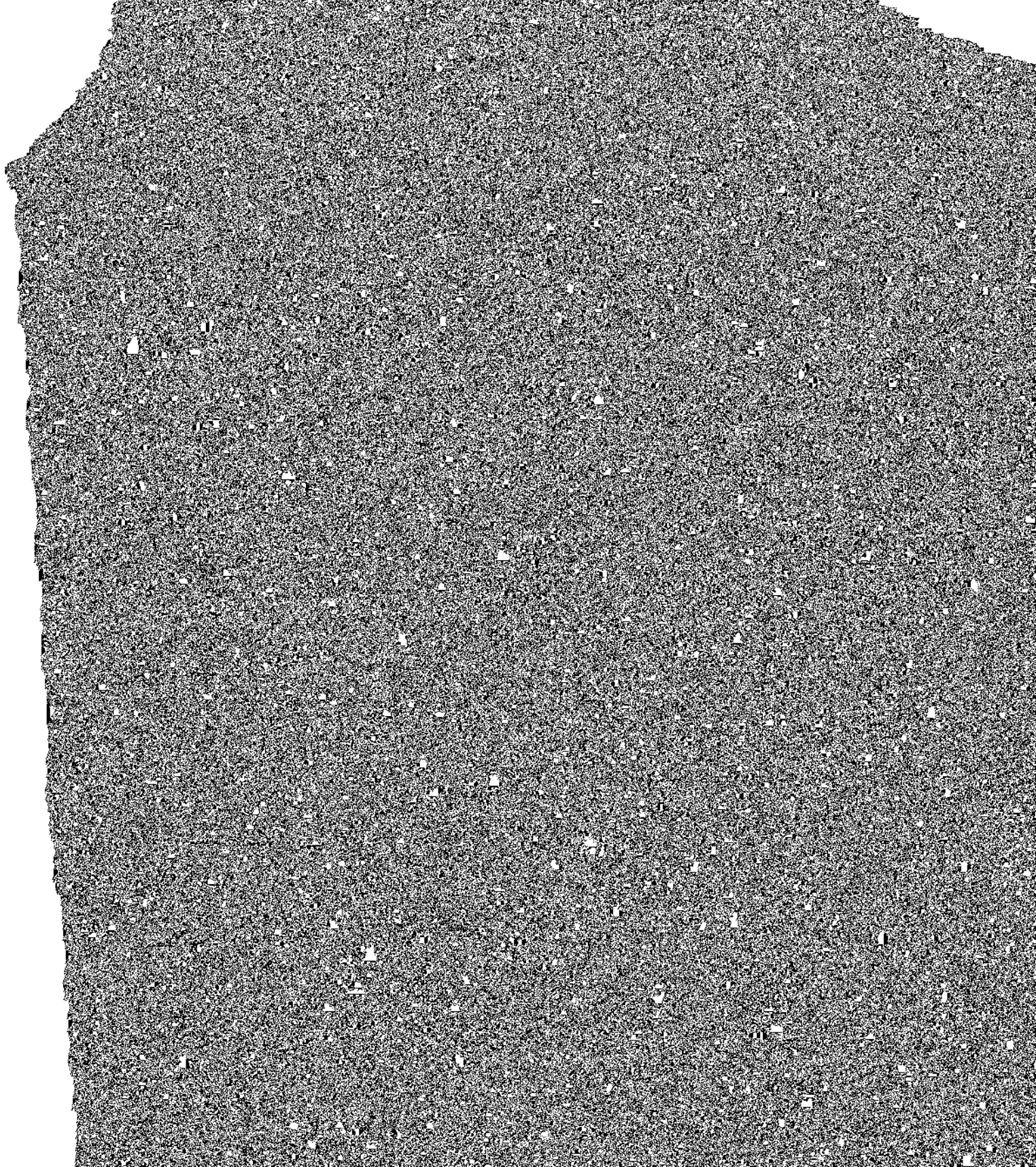
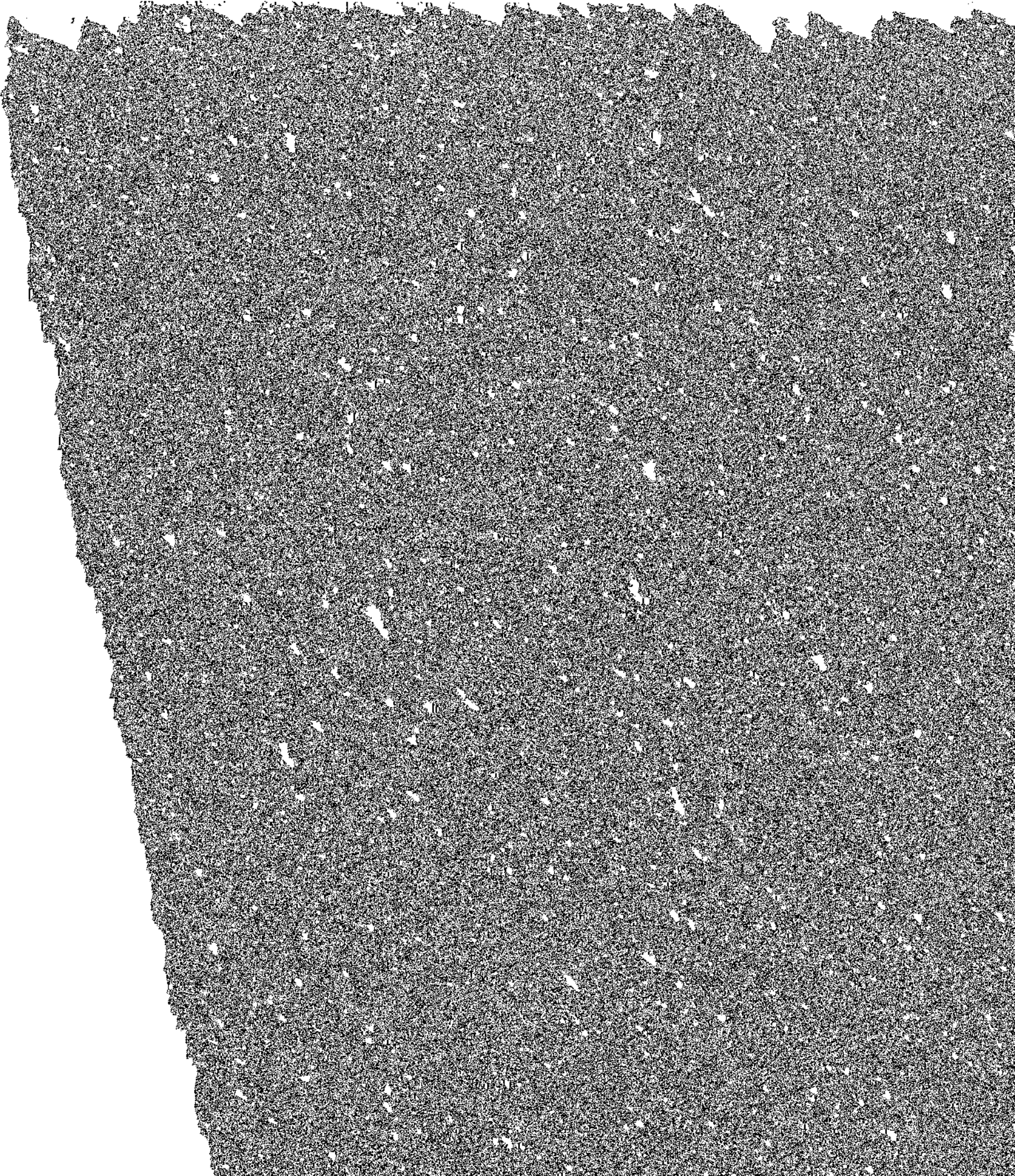


## Theory to Practice: Fostering Diverse and Inclusive Campus



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## Addressing Deficit Theories

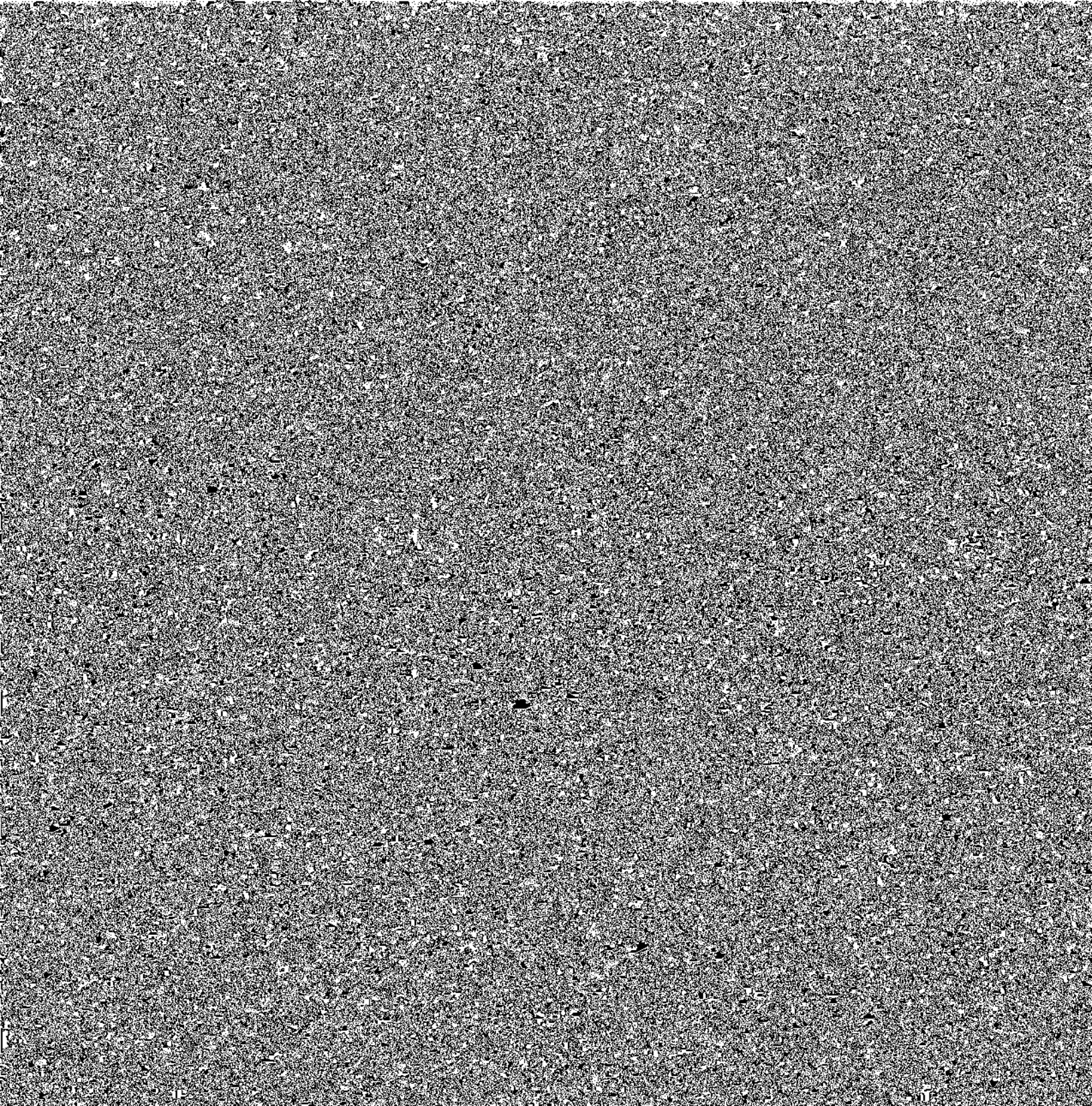
It is well documented that whenever two anonymous individuals enter in contact, snap judgments

# 8th Grade Science Test Results by Students' Family Income

120  
100  
80  
age

13

10



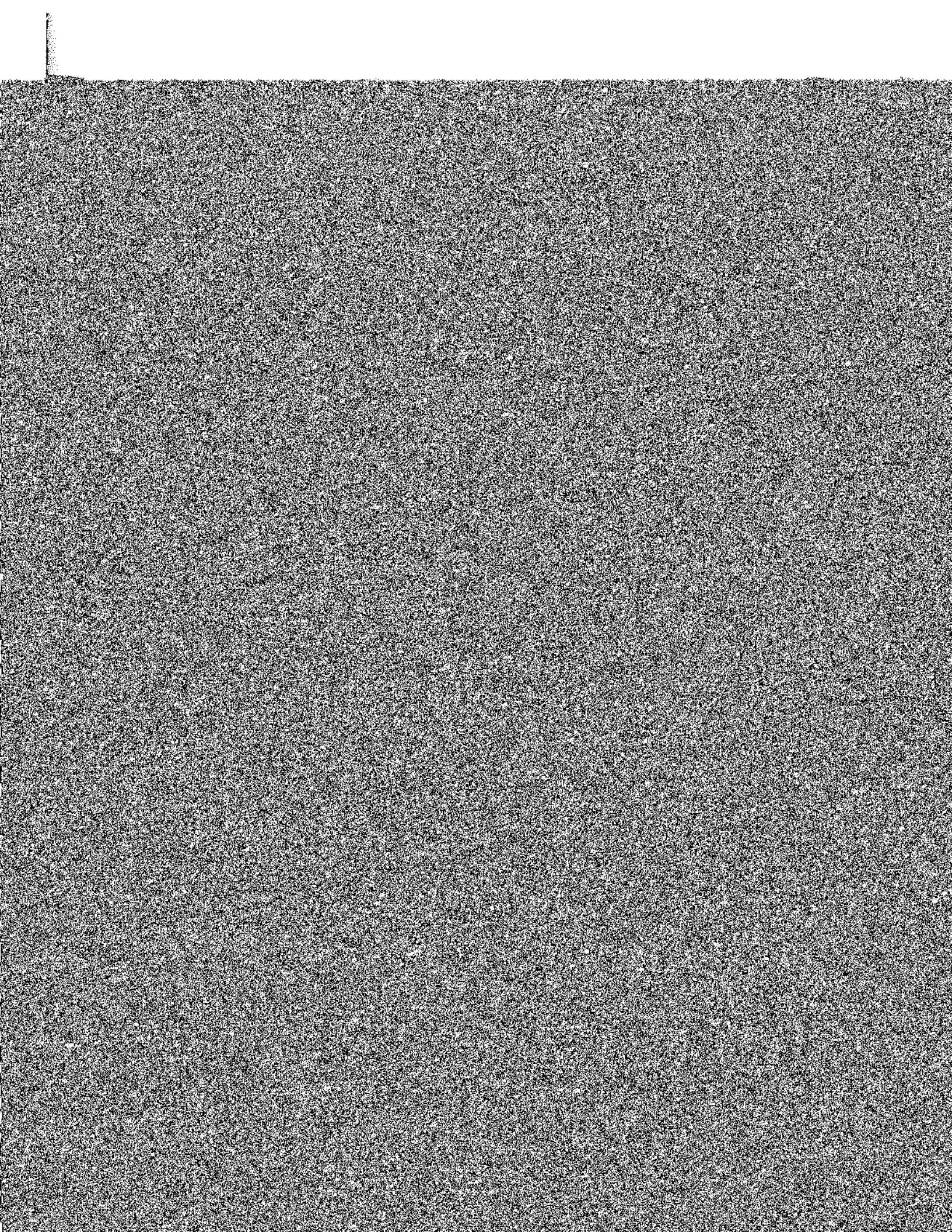






produces dismal results for certain social groups and excellent for others, ought to primarily be examined honing it on possible internal causes. Focusing on external causes will only lead to the identification of a set of forces difficult, if not impossible, to influence from the position the school sits in.

In summary, this section posits that shifting attribution to prioritize internal causal factors over external ones, as the space for action, may offer great potential power to enact deep institutional change. Disrupting prejudice, though, is only half the solution to building just and equitable institutions. The other half is the content to be used to substitute it. In the following



Next the model advances the notion of internal attribution as the locus for placing possible cause. In the case examined, understanding attribution comes handy to explain why students produce the test results they do. Attribution of cause is central to understanding how



