

Interrupting Bias: Calling Out vs. Calling In

Calling Out:

- When we need to let someone know that their words or actions are unacceptable and will not be tolerated
- When we need to interrupt in order to prevent further harm
- Will likely feel hard and uncomfortable, but necessary
- Allows us to hit the “pause” button and break the momentum

Wow. Nope. Ouch. I need to stop you right there.	That word/comment is really triggering and offensive. Be mindful and pick a different word.	I need to push back against that. I disagree. I don't see it that way.
Okay, I am having a strong reaction to that and I need to let you know why.	I don't find that funny. Tell me why that's funny to you.	I wonder if you've considered the impact of your words.
Hmmm.. maybe you want to think this one through a bit more and speak about it later.	I need you to know how your comment just landed on me.	That's not our culture here. Those aren't our values.
Is (sex, gender, race, class, ethnicity, religion, ability, immigration status, body type, marital status, age) relevant to your point?	It sounded like you just said _____. Is that really what you meant?	I feel obligated as your (peer, colleague, coworker, friend, supervisor, teacher) to tell you that your comment wasn't okay.
It sounds like you're making some assumptions.	You may or may not realize this, but you're talking about me/my story/my identity markers.	I need to leave the room if the conversation is going to continue down this road.
Remember, it is a powerful thing for people who experience oppression to hear these words from the mouth of someone with more social privilege.		

Adapted from Oregon Center for Educational Equity: [What Did You Just Say? Responses to Racist Comments Collected from the Field](#)

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Calling In:

- When there is an opportunity to explore deeper, make meaning together, and find a mutual sense of understanding across difference
- When we are seeking to understand or learn more
- When we want to help imagine different perspectives, possibilities, or outcomes
- Provides for multiple perspectives and encourages paradigm shifts
- Focused on reflection, not reaction

I'm curious. What was your intention when you said that?	What sort of impact do you think your (decision, action, comment) might have?	How might the impact of your words/actions differ from your intent?
How might someone else see this differently? Is it possible that someone might misinterpret your words/actions?	How is ___ different from ___? What is the connection between ___ and ___?	How might your own (comfort level, assumptions, expectations, prior experiences) be influencing your (beliefs, word choice, interpretations, process)?
What criteria are you using to measure, assess, or come to that conclusion? How did you decide/determine? What evidence exists?	What factors do you think led to this outcome? What challenges might be present that you may not be considering?	Why do you think this is causing such a huge reaction from you? What is making you most uncomfortable right now?
What do you assume to be true about ___?	What other approaches have you considered?	What would have to change in order for ___?
Why do you think that is the case?	Why do you think others have or have not moved in that direction?	How do you know it is/isn't working?
Why did the result or response cause a problem for you?	What would other stakeholders say, think, or feel?	In your opinion, what is the best case scenario?
What do you need to ask in order to better understand?	What is one thing you won't compromise? What does this tell you?	What might be causing others to hesitate, pause, or question?
How might we call out the behavior, while calling in the person?		

Adapted from the [School Reform Initiative Pocket Guide to Probing Questions](#)