Learner Outcomes: Participants will be able to...

1. Describe race and its implications for linguistic discrimination.
2. Define implicit bias and its psychological and sociopolitical roots.
3. Identify anti-racist policies and practices relevant to communication sciences and disorders.

Race & Ethnicity

- Race: “a category of humankind that shares certain distinctive physical traits.”
- Ethnicity: “large groups of people classed according to common racial, national, tribal, religious, linguistic, or cultural origin or background.”
- Neither race nor ethnicity are genetically determined. (Blakemore, 2019)
- “The social experience of being consistently viewed as distinct is what informs a racial identity, not a shared culture [ethnicity].” (Hernandez, 1997)

Attitudes & Bias

- bent, tendency; systematic error introduced into sampling or testing by selecting or encouraging one outcome or answer over others (Merriam-Webster)
- Evaluative perceptions (positive or negative) of an object (person, concept, or thing) that vary in degree of favorability or unfavorability (valence; Oskamp & Schultz, 2005)
- Socially interesting behaviors are a combination of intentional (controlled) and unintentional (automatic) processes (Payne & Cameron, 2014)
- Implicit attitudes are relatively resistant to change and highly influential on behavior

Addressing your personal bias includes:
- Honest self-reflection
- Naming your privilege
- Exercising your personal power

Models of Cultural Awareness

- Continuum of Cultural Competence (Cross et al., 1989)
  - destructiveness → incapacity → blindness → pre-competence → competency → proficiency
- Cultural humility (Tervalon & Murray-Garcia, 1998)
  - Moves beyond cultural competence as knowledge and addresses attitudes and behavior.
  - 3 Components: Critical self-reflection; Checking power imbalances; Building mutually beneficial, nonpaternalistic community partnerships
- Cultural competemility (Campinha-Bacote, 2018; Fitzgerald & Campinha-Bacote, 2019)
  - Intersection of cultural competence + cultural humility at the individual and organizational level.
“ASKED” Acronym: Awareness, Skill, Knowledge, Encounters, Desire:

ASHA Tools for Self-Assessment
- Checklists for Personal Reflection, Policy & Procedure, and Service Delivery

ASHA Professional Issues Statement on Cultural Competence
- “Cultural competence involves understanding and appropriately responding to the unique combination of cultural variables and the full range of dimensions of diversity that the professional and client/patient/family bring to interactions.”
- “Professional competence requires that audiologists and SLPs practice in a manner that considers the impact of cultural variables as well as language exposure and acquisition on their clients/patients and their family.”

Federal Law
- **Title VI of the Civil Rights Act of 1964**
  - Prohibits both intentional discrimination as well as procedures, criteria, or methods of administration that appear neutral but have a discriminatory effect on individuals because of their race, color, or national origin.
- **Americans With Disabilities Act (ADA; 1990)**
  - Protects the rights and opportunities of individuals with disabilities in all areas of public life.
  - Guarantees equal opportunity for individuals with disabilities in public accommodations, employment, transportation, state and local government services, and telecommunications.
  - Requires federal agencies to ensure that recipients of federal financial assistance provide meaningful access to their limited English proficient (LEP) applicants and beneficiaries.
- **Individuals With Disabilities Act (IDEA; 2004)**
  - Provides an individual education program (IEP), civil rights, and due process protections for children with disabilities
  - Mandates the opportunity for accommodations.
  - Governs how states and public agencies provide early intervention, special education, and related services to infants, toddlers, and youth.

ASHA Code of Ethics
- Prohibits discrimination in the provision of clinical services based on race, ethnicity, gender identity/gender expression, age, religion, national origin, sexual orientation, disability, culture, language, dialect or socioeconomic status.

Interrogate the Clinical Process
- English proficiency testing and individuals with language disorders
- ESL services and eligibility
- Referrals for academic services
- Behavior, attention, and linguistic competence
- Interprofessional reports
- Contexts for clinical observation