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Combatting Microaggressions: How Can I Help?

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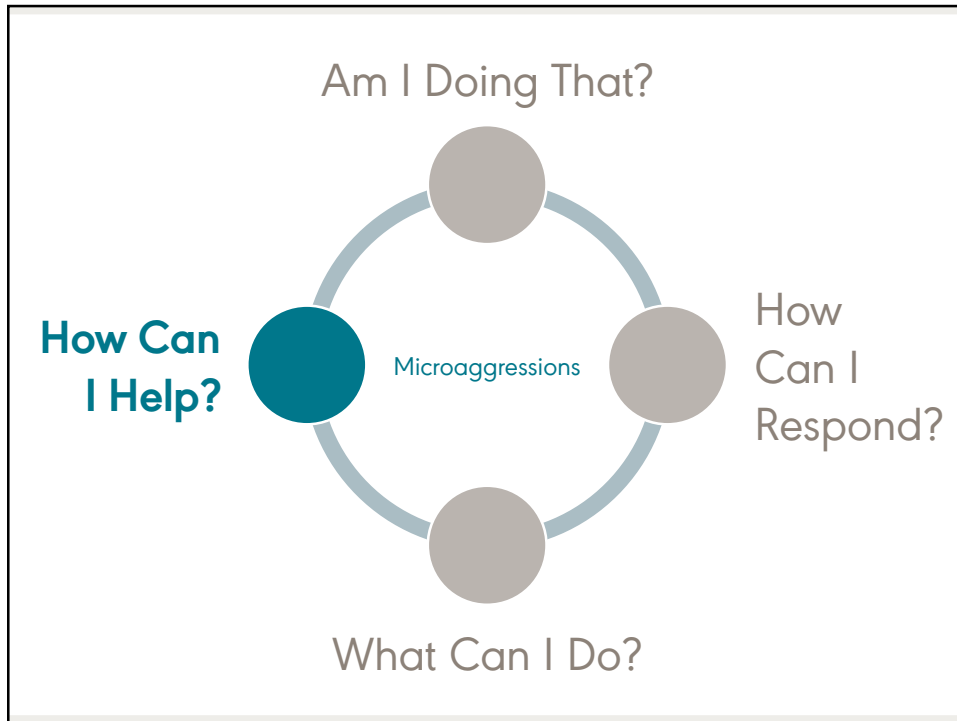
 ASHA
Professional Development

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 - ASHA SIG 14 affiliate
 - Member of National Black Association for Speech-Language and Hearing



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An **ally** is someone who belongs to dominant social groups (e.g., Whites, males, heterosexuals) who supports nondominant groups (BIPOC, women, LGBTQ individuals) by **actively eradicating prejudicial practices** they witness.

(Sue & Spanierman, 2020)

Wait, are the **dominant social groups** in our professions of audiology and speech-language pathology **different**?

Not necessarily... Consider that while a very small percentage of ASHA members are male, 62% of ASHA Honors recipients between 1940 and 2015 were men.

Allies are intrinsically committed to **social justice** and **equity** and to **ending social disparities**.

Allies are motivated to take action at the **interpersonal** and **institutional** levels by actively promoting the rights of those in non-dominant groups.

(Sue & Spanierman, 2020)

What does that **look like**?

Let's look at the systems of **our own professional context**.

Consider this scenario...

Over the past few years, African American parents in the school I work in have expressed concerns about the **large number of disciplinary actions, dismissals, and dress code infractions** being **directed toward BIPOC students**.

And this scenario...

I was asked to submit the results of my research to a national journal on diversity, equity, and inclusion (DEI). When discussing it with my tenure mentor, he cautioned that the journal wouldn't be regarded as "top tier" by the university promotion and tenure committee.

And this one...

BIPOC individuals face obstacles to accessing my services. To name just a few:

- Unique challenges accessing primary care
- Disparities in insurance coverage
- Lack of support in navigating the complexities of health care systems

Resources

- ASHA Self-Assessment for Cultural Competence
www.asha.org/practice/multicultural/self/
- That's Unheard Of
www.thatsunheardof.org/
- Lawrence University Diversity 101 Toolkit
www.lawrence.edu/info/offices/diversity-and-inclusion/resources/get-educated/diversity-101-toolkit
- Best Practices in Engaging Diverse Families
www.pthvp.org/wp-content/uploads/2016/10/Engaging-Diverse-Families.pdf

Coming up next

We've explored the concept. In the *next activity*, we'll review some **examples**.

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REVIEWING EXAMPLES



My Clients

Who **are** the clients that I work with? Who **aren't** I working with?

Can I trust my eyes to show me the **full picture**?

What sorts of **barriers** could people, especially those from marginalized communities, have in accessing my services?

How are people **accessing** my services, from the first contact to arriving at my office?

**My
Clients**

I decided to evaluate my caseload using a **checklist resource**, which asks:

**How
Can I
Help?**

- What's the racial and ethnic composition of my work or local community?
 - How many clients of each race and ethnicity are on my caseload?
 - Are the numbers proportionate? Why do I think that is?
-

**My
Clients**

What **is** the racial and ethnic composition of my **work** or **local community**?

I don't know...

I could check:

**How
Can I
Help?**

- National Center for Education Statistics
<https://nces.ed.gov/ccd/schoolsearch/>
 - My local education agency
 - My administrators
 - The American Community Survey or National Center for Health Statistics
-

**My
Clients**

How many clients of each **race** and **ethnicity** are on my caseload?

**How
Can I
Help?**

The numbers don't match well. In particular, **bilingual speakers are overrepresented on my caseload**. Why could that be?

**My
Clients**

Looking back over my notes, I realize that I used assessment scores that were **normed for monolingual English speakers**, which **do not provide valid scores for bilingual speakers**.

**How
Can I
Help?**

I'm exploring **dynamic assessment as an alternative**.

**Peers &
Leaders**

My Black colleague confided to me that she's frustrated that a White colleague who just finished her CFY was **asked to supervise a student** while she, who has been working there for 5 years, **has not been given that opportunity**.

She expressed that this is a **pattern** of being **overlooked because of her race**.

I hadn't noticed, until now...

**Peers &
Leaders**

After looking into it, it sounds like opportunities are handled **informally**.

**How
Can I
Help?**

I know my team wants **equity in opportunity**, but without **clear and transparent policies**, we're making it much harder to achieve that goal.

We need **support from administrators**, and we need a **written policy**.

**Peers &
Leaders**

My supervisor welcomes input, so I had an informal conversation to **share what I've noticed** and broach the idea of **creating a policy**. I offered to look into it.

**How
Can I
Help?**

I found several resources on **fair workplace policies** and highlighted important elements.

Now I'm **getting input** from my colleagues, especially BIPOC staff.

**Policies &
Procedures**

I've been taking courses on the topic and I wanted to learn if my workplace had a **policy** in place to **handle microaggressions**.

If we do, are supervisors provided the **resources to support the policy?**

What are the **consequences** for violating the policies?

**Policies &
Procedures**

We **don't have a policy...**

**How Can I
Help?**

On my team, we **share our similarities** and **celebrate our differences**. We're committed to the idea that **all staff deserve dignity and respect**.

Given that, how could I help **establish a policy on microaggressions?**

**Policies &
Procedures**

What are some of the **questions we should think about** when developing them?

**How Can I
Help?**

- What happens when **someone says something inappropriate?**
 - Are **consequences clear?**
 - Do managers have the **tools to support the policy?**
 - What else?
-

Policies & Procedures	What are some next steps ?
	Visualize the goal of the policy
How Can I Help?	A welcoming, safe, and inclusive culture. Microaggressions will not be excused. Microaggressees won't be fearful or feel uncertain. Individuals feel safe to report incidents of microaggressions without fear of retaliation.

Policies & Procedures	Create a formalized anti-discrimination and anti-racism policy statement that sets firm expectations for a diverse, safe and inclusive environment .
	Create a policy that there is ongoing cultural humility, anti-implicit bias and anti-discrimination education .
How Can I Help?	Create a policy that welcomes feedback and cites a clear avenue where concerns about microaggressions can be reported without retaliation .
	Make sure these policies become a part of the organizational culture .

Coming up next

We've explored the concept and reviewed some examples. The *next activities* are **your turn** to **plan, practice, and reflect**.



..... 's PLAN

Spend 5 minutes to create a plan to apply the course concepts

WHO

DATE

WHAT

HOW

3

YOUR PLAN

Think about systemic racism in your professional work setting. How will you heighten your awareness of biases that might be reflected in your approach to service delivery or in your workplace's policies and procedures?

4

TRYING YOUR PLAN

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Spend 5 minutes at work putting your plan into action

NOTES

.....

TRY IT

.....

Now it's time to do the work!
Committing to a plan of action
- publicly and with a concrete
deadline - will better empower
you to follow through with your
goals.

5

's REFLECTIONS

.....

WHAT HAPPENED

.....

WHAT WORKED WELL

.....

IDEAS FOR IMPROVEMENT

.....

SPEAKER TIPS

.....

What did you find out and what will you do about it?
Remember that this course models a process for trying new ideas at work. How can you use this experience to continue to take action after this course is over?

Spend 5 minutes to reflect on how your plan went

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LEARNING ASSESSMENT

Spend 5 minutes to complete your learning assessment
in the ASHA Learning Center.

You'll have access to a certificate of completion
immediately after you complete and submit your
assessment.

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