

Race Equity Project – Debiasing Techniques

A Pick List of Debiasing Techniques

The starting point for any debiasing intervention is implicit bias training. A group of interactive exercises that allow the participant to experience the functions, quirks and limitations of their own brain, creates a starting point to understand ones' own bias and provides insight into the formation of bias in others. It provides the language of the cognitive processes that opens the door to a discussion of debiasing. Implicit bias training implicates our life personally, interpersonally, in our programs and in our advocacy. It is the necessary starting point for any debiasing effort.

Debiasing techniques are designed to interrupt decision making process at the unconscious level where bias resides and to insert into the thought process filters and associations that may lead to more equitable outcomes. In this intervention guide you will find brief summaries of successful debiasing techniques that have been tested and peer reviewed by cognitive scientists. We then, offer examples of applications of these techniques in the context of services delivery. The examples are not intended to be exhaustive. They are a starting point for examination of debiasing interventions in your program. All will need to be contextualized to the systems in each program.

Ten years ago, debiasing studies focused on interventions at each point in a decision-making process seeking to reduce the automaticity of certain negative associations related to race, ethnicity, gender, LGBTQ issues et al. Recently cognitive scientists and social psychologists have found that success in mitigation requires programs to simultaneously take stock of **racial anxiety** and **stereotype threat** that may exist in the culture of the program in which the decision-making process unfolds. Following their lead, this list of interventions in this manual has five sections. They are:

- I. Building the Foundation – Awareness of Implicit Bias
- II. Fostering Diversity in the Workplace
 - A. Direct Intergroup Contact
 - B. Indirect Intergroup Contact
- III. Debiasing Decision Making in The Case Handling Process
- IV. Strategies to Address Racial Anxiety.
- V. Stereotype Threat Interventions.

I have also included an appendix with links to the scientific articles that support the suggestions made in this manual.

Today, you will use this list of debiasing techniques as they apply to the exercise you have been given on case handling procedures.

I. Building the Foundation	
Intervention 1	AWARENESS OF IMPLICIT BIAS
Summary of Research	It is not sufficient to adopt a commitment to anti-bias practices. This external motivation will likely have negligible effect upon the implicit bias that manifests in the workplace. (Devine et al., 2002; Hausmann & Ryan, 2004). The first step to overcoming implicit bias in systems is to have individuals believe that it exists and then act upon it. (Dasgupta & Rivera, 2006; Devine et al., 2002; Hausmann & Ryan, 2004) (Benaji & Greenwald, Blindspot, p. 149). These are the goals of awareness interventions.
Goals	<ul style="list-style-type: none"> • Create a foundation for understanding implicit bias, racial anxiety and stereotype threat. • Create the language necessary to undertake debiasing. • Debias through education and awareness • Understand the manifestations of implicit bias & preference, cognitive dissonance, change blindness, cognitive modeling, inattentional blindness, task driven understanding, etc. • Create safe space for voluntary discussion of social issues. • Avoid accusatory tones and negative associations • Incorporate implicit bias lessons in all aspects of program services, operations and management.
Examples	<ul style="list-style-type: none"> • Start early and ongoing implicit bias training for all staff. Contextualize the training for staff that hold various positions in your program. • Encourage & make time to take the implicit associations tests.¹ • Set aside time for staff to discuss their experience with the IAT. • Amend new employee orientation process to include racial justice training. • Discuss current events to examine the role implicit bias may have played. Focus on the specific manifestation of bias in each case. • Share studies that discuss bias in survivor community. • Share articles, video lectures and media about implicit bias with staff. • Use program media/listserv to discuss, disseminate and share information on racial justice advocacy. Manage listserv to show application in social justice and service provider communities.

¹ Since bias can manifest at all levels in a system it is important that all staff participate in this activity. Our experience suggests that these tests should be taken alone and with sufficient time to process the results.

II. Fostering Diversity in the Workplace A. Creating Direct Intergroup Contact	
Intervention 2	RECRUIT, HIRE & MAINTAIN A DIVERSE STAFF
Summary of Research	This complex subject will be addressed in a separate exercise but many of the decision-making interventions we will be using in this exercise are also relevant to debiasing the hiring process.
Goals	<ul style="list-style-type: none"> • Cultivate a diverse applicant pool. • Debias hiring process to check implicit bias. • Provide internship and fellowship opportunities using the same criteria as used in hiring. • Retain diverse staff through inclusivity & acceptance. • Internships and collaborations can diversify staff as short-term interventions.
Examples	<ul style="list-style-type: none"> • Outreach for candidates should be an ongoing effort. • Link internship and volunteer programs to hiring. • Conduct a “pre-mortem” meeting prior to having a vacancy. Identify filters that may unnecessarily limit the talent pool. • Review hiring practices <ul style="list-style-type: none"> ○ Use a diverse hiring committee ○ Set and commit to criteria that value diversity. ○ Do not review resumes or applications until criteria are agreed upon. ○ Use the same “areas of inquiry” for all candidates tied to hiring criteria. ○ Allow time for reflection between last interview and hiring decision. • Debias workplace and case handling structures. • Create regularly scheduled racial justice discussion groups in office/program. Teach facilitation <i>Conversations About Race Equity</i> (CARE discussions). • Implement suggested interventions for racial anxiety and stereotype threat. • Ensure that diverse voices are welcomed and present in major structural, goal setting, mission and scope of work decision.

Intervention 3	DIRECT INTERGROUP CONTACT
Summary of Research	Face to face interaction between groups has been shown to reduce prejudice and stereotypes. [Kang & Banaji, Fiske & Gilbert, Asgari, Dasgupta & Asgari]. There are several key conditions necessary for positive effects to emerge from intergroup contact, including individuals sharing equal status and common goals, a cooperative rather than a competitive environment and the presence of support from authority figures, rules and customs. [Allport, 1954]
Goals	<ul style="list-style-type: none"> • Encourage frequent intergroup integration to reduce bias and racial anxiety. • Foster and reward collegiality and not hierarchy in working groups. • Communicate explicit common goals for staff. • Diversify workgroups, boards, and community alliances. • Minimize fear and competition which leads to heightened group preference.
Examples	<ul style="list-style-type: none"> • Allow diverse leadership in working groups without regard to tenure or position. • Create shared opportunities to talk about the racial aspects of events and share perspectives without immediately trying to problem solve.² • Adopt a community lawyering practice where staff is required to meet clients in the community. • Hire diverse interns and actively learn from them by soliciting their perspectives and ideas on projects. Learn from your interns as they learn from you. • Sponsor events with other firms who have diverse staff. Listen closely to their perspectives.

² Racial anxiety often causes participant feeling discomfort that fuels a desire to move from sharing perspectives to a discussion of the solution which ends the conversation. The open sharing of perspectives is the primary goal in these discussions.

II. Fostering Diversity in The Workplace

B. Indirect Group Contact

When direct intergroup contact is not available within the program or cannot be sustained, cognitive scientists have found the next three interventions to show promising results. Counter stereotype training, stereotype replacement and counter stereotype imaging used in combination with other interventions can reduce the activation of negative associations and racial anxiety in a workplace

Intervention 4	COUNTER STEREOTYPE TRAINING
Summary of Research	It is, by far, easier for people to learn new implicit associations about groups than to unlearn old stereotypic associations (Gawronski et al, 2007; Gregg, Seibt & Banaji, 2006). How is this done? Cognitive scientists suggest it may be as simple as showing images representing a negative stereotype and having the subjects say out loud “no” to them and “yes” to images of positive associations. (Kawakami, et al., 2000). These findings emphasize the importance of not just counter-stereotypic instruction, but also the need for consistent repetition of this instruction over time. (see Kawakami, Dovidio, & Kamp, 2005).
Goals	<ul style="list-style-type: none">• Foster learning of new implicit associations about groups• Debias through initial <u>and</u> ongoing trainings<ul style="list-style-type: none">○ Central goal → to develop new, positive associations○ Create space to challenge perceiver to deal with stereotype-inconsistent information & discuss results.• Challenge staff to recognize stereotype activation and work on preconscious control.• Create space in meetings to challenge perceiver to deal with stereotype-inconsistent information & discuss results
Examples	<ul style="list-style-type: none">• Set schedule of ongoing trainings and discussions of debiasing.• Discuss role of “context” in stereotype formation when evaluating the merits of a case or the level of service to be provided.• Staff should identify stereotypes at play in the community they serve.• Take time at staff meetings to tell stories and show images that create positive associations with people from all races and ethnicities.• Training people to avoid bias works best if instructions are concrete and specific rather than abstract.

Intervention 5	STEREOTYPE REPLACEMENT
Summary of Research	<p>This strategy involves replacing stereotypical responses with non-stereotypical responses. Using this strategy involves recognizing that a response is based on stereotypes, labeling the response as stereotypical, and reflecting on why the biased response occurred. Next, one considers how the biased response could be avoided in the future and replaces it with an unbiased response (Monteith, 1993).</p>
Goals	<ul style="list-style-type: none"> • Interrupting the automaticity of stereotypical associations. • Developing a practice of replacing stereotypical associations with non-stereotypical associations. • Shift focus from group characteristics to individual characteristics.
Examples	<ul style="list-style-type: none"> • Discuss common stereotypes attached to clients in different neighborhoods and how framing and individuation may counter their negative aspects. • Discuss how stereotypes are manifest in court or at hearings. Discuss framing pleadings and arguments to mitigate stereotype formation or to create positive associations. • Translate the discussion of external stereotyping to mitigate possible activation in your program. • Develop a supportive practice of calling colleagues when stereotyping may be occurring. (We all do it!)
Intervention 6	COUNTER STEREOTYPE IMAGING
Summary of Research	<p>Some cognitive scientists and social psychologists have found that exposure to non-stereotypical exemplars decreased the automatic White preference effect as measured by the IAT. Emphasizing that implicit biases change, the authors suggest that “creating environments that highlight admired and disliked members of various groups ... may, over time, render these exemplars chronically accessible so that they can consistently and automatically override preexisting biases” (Dasgupta & Greenwald, 2001, p. 807). The effect of these interventions has been mixed but early success and the ease of implementation suggests that these interventions should be considered.</p>
Goals	<ul style="list-style-type: none"> • Create inclusive, positive work environment. • Exposure to positive exemplars that promote favorable imagery activation. • Accessibility with a focus on language access • Use debiasing agents to decrease automatic preference

	<ul style="list-style-type: none"> • Make debiasing agents the norm, not the exception • The strategy makes positive exemplars salient and accessible when challenging a stereotype’s validity.
Examples	<ul style="list-style-type: none"> • Examine posters, pamphlets, photographs and public materials that may reveal negative implicit associations. Show ordinary people in counter stereotypical settings to activate favorable schemas. • Review office for micro messaging where small messages are sent, typically without conscious thought or intent. • Take time at staff meetings to tell stories and show images that create positive associations with people from all races and ethnicities. • Create a screen saver with counter stereotypical exemplars.

III.

Debiasing Decision Making in the Case Handling Process

Patricia Devine and colleagues (2012) found that after four weeks of engaging in the interventions described below, group participants had lower IAT scores than control group participants. And these effects held when participants retook the IAT another four weeks later, leading researchers to conclude that the reduction in implicit race bias persisted throughout the eight-week interval. **These data “provide the first evidence that a controlled, randomized intervention can produce enduring reductions in implicit bias” (Devine et al., 2012).**

Intervention 7	FOSTER EGALITARIAN MOTIVATIONS
Summary of Research	<p>Internal motivations to be fair, rather than fear of external judgments, tends to decrease biased actions.</p> <p><i>Considerable research has shown that once a staff is aware of the unconscious operation of bias, fostering egalitarian motivations can counter the activation of automatic stereotypes (Dasgupta & Rivera, 2006; Moskowitz, Gollwitzer, Wasel, & Schaal, 1999). Stone and Moskowitz write, “When activated, egalitarian goals inhibit stereotypes by undermining and counteracting the implicit nature of stereotype activation, thereby cutting stereotypes off before they are brought to mind” (Stone & Moskowitz, 2011, p. 773). For example, work by Dasgupta and Rivera found that automatic biases are not necessarily inevitable, as the relationship between automatic antigay prejudice and discrimination was moderated by individuals’ conscious holding of egalitarian beliefs (Dasgupta & Rivera, 2006³</i></p>
Goals	<ul style="list-style-type: none"> • Encourage desire to be fair. • Affirm or restate equitable goals that counter activation of automatic stereotypes. • Challenge comfortable egalitarianism. • Recognize in-group helpfulness and commit to matching this for out-group members.
Examples	<ul style="list-style-type: none"> • Develop inclusive race conscious mission statement <ul style="list-style-type: none"> ○ Include mission statement on key recruitment documents ○ Post in work space

³ The Kirwan Institute, *Implicit Bias, State of the Science* 2013.

	<ul style="list-style-type: none"> ○ Remind staff and volunteers of mission before important decisions are made. ● Bring community leaders and speakers to training events to discuss the values in action. ● Guide case selection and assignment of resources to consciously close opportunity gaps. ● When evaluating cases, ask advocates to identify the race and ethnic issues in the case. (All cases have a racial/ethnic dimension) ● Recognize that cases with a racial/ethnic dimension may take more time.
Intervention 8	DELIBERATIVE PROCESSING
Summary of Research	<p>Implicit biases are a function of automaticity (what Daniel Kahneman refers to as “thinking fast”). “Thinking slow” by engaging in mindful, deliberate processing prevents the activation of our implicit biases determining our behaviors.</p> <p>Implicit bias manifests most often when decisions are quickly made without time for deliberation. Deliberative processing can negate unconscious bias and negative associations. Implicit bias may enter decision-making process if people haven't committed to the decision criteria that are most important to them. (Hodson, Dovidio & Gaertner, 2002) Deliberate processing includes awareness of one's' own emotional state in decision-making. (Dasgupta & De Steno, 2009)</p>
Goals	<ul style="list-style-type: none"> ● Clarity of purpose is needed at each step in a decision-making process. Task drives our understanding. Big picture clarity is essential. ● Reduce cognitive load by slowing down. ● Train decision makers to self-check for bias before and during decision making process. (see mindfulness intervention) Unchecked decisions allow for spontaneous judgments that provoke reliance on stereotypes. ● Consider diverse perspectives. ● <i>Caution: Receiving the benefits of being in the in-group tends to remain invisible for the most part. And this is perhaps why members of the dominant or majority groups are often genuinely stunned when the benefits they receive are pointed out. Blindspots hide both discriminations and privileges... - Blindspot, p 144</i>
Examples	<ul style="list-style-type: none"> ● Articulate specific criteria before staff encounter a specific case, and order criteria in importance. ● Use mindfulness to self-check bias before and during decision making. ● Intake interviews should ask questions about racial/ethnic elements of each case. ● Opening memos should articulate racial/ethnic elements of the case.

	<ul style="list-style-type: none"> • Create checklists that commit to unbiased decision making. • Create data feedback loops which demonstrate activity toward your goal of achieving equitable outcomes. • Allow time for effortful processing.
Intervention 9	CREATE DOUBT
Summary of Research	The greater the extent to which one presumes the capacity to be objective, the greater the risk that the person will inadvertently allow bias to influence decision-making. There is some evidence to suggest that teaching people about non-conscious thought processes will lead them to be more skeptical of their own objectivity and, as a result, be better able to guard against biased evaluations (Pronin, 2007). ⁴
Goals	<ul style="list-style-type: none"> • Interrupt the automaticity of negative associations. • Reinforce deliberate decision making. • Shift focusses to outcomes.
Examples	<ul style="list-style-type: none"> • Teach implicit bias and the non-conscious aspects of decision making. • Invite staff to take an opposing position as a check on the automaticity of biased associations. • Create data loops that allow frequent review of progress toward outcomes. • Appoint a designated skeptic at meeting where important decisions are being made. Rotate the function among staff. • Create a culture where questions are expected and appreciated as a part of ground truthing your work.
Intervention 10	INDIVIDUATION
Summary of Research	This strategy relies on preventing stereotypic inferences by obtaining specific information about group members (Brewer, 1988; Fiske & Neuberg, 1990). Using this strategy helps people evaluate members of the target group based on personal, rather than group-based, attributes.
Goals	<ul style="list-style-type: none"> • Create a culture where challenging staff on stereotype activation is seen as supportive.

⁴ THE SCIENCE OF EQUALITY, VOLUME 1: ADDRESSING IMPLICIT BIAS, RACIAL ANXIETY, AND STEREOTYPE THREAT IN EDUCATION AND HEALTH CARE, p 47.

	<ul style="list-style-type: none"> • Use “intake interview guides” to identify potential stereotypes and gather counter stereotypical information.
Examples	<ul style="list-style-type: none"> • Identify stereotypes that may be in play in your community and gather counter stereotypical information to make informed acceptance decisions. • Advocacy plan should be reflected in case documents and should include identification of potential stereotype activation and strategies to mitigate them. • Identify specific “frames” that may counter commonly held stereotypes and negative associations. • Share cases in which positive stereotypes were activated or negative stereotypes were mitigated. • Create “Talking Points” or “Framing Statements” to mitigate against known stereotypes that affect survivors.
Intervention 11	PERSEPCTIVE TAKING.
Summary of Research	<p>Cognitive scientists have found that perspective-taking was effective at debiasing, as it “tended to increase the expression of positive evaluations of the target, reduced the expression of stereotypic content, and prevented the hyper accessibility of the stereotype construct” (Galinsky & Moskowitz, 2000, p. 720). The active consideration of other’s mental states and subjective experiences,” can decrease implicit outgroup bias and inter group bias. (Todd & Galinsky, 2014, p. 374)</p>
Goals	<ul style="list-style-type: none"> • Practice perspective taking <ul style="list-style-type: none"> ○ Review program objectives and decisional impacts through the lens of all involved. ○ Create an expectation to consider diverse viewpoints. ○ When seeking approval for an action or activity present the request from the client’s perspective. • Support deliberative, inclusive mindfulness.
Examples	<ul style="list-style-type: none"> • Modify intake interview sheet to include a statement such as one of the following: <ul style="list-style-type: none"> ○ <i>Now describe what is going on from the survivor’s perspective.</i> ○ <i>What outcome does the client want?</i> • Allow the client to explain the full complexity of their situation in their own words. (linked to question on opening memo to present case from clients’ perspective)

	<ul style="list-style-type: none"> • Solicit perspectives of others in case evaluation to check one’s own bias. • Identify perspectives of those in the decision makers where that case will be heard.
Intervention 12	DECISION-MAKER ACCOUNTABILITY
Summary of Research	<p>Implicitly biased behavior is best detected by using data to determine whether patterns of behavior are leading to racially disparate outcomes. Once one is aware that decisions or behavior are having disparate outcomes, it is then possible to consider whether the outcomes are linked to bias.</p> <p>Implicit biases are a function of automaticity (Kahneman, 2011). “Thinking slow” by engaging in mindful, deliberate processing prevents our implicit schema from determining our behaviors. Ideally, decisions are made in a context in which one is accountable for the outcome, rather than in the throes of any emotion (either positive or negative) that may exacerbate bias.</p> <p>Having a sense of accountability, meaning “the implicit or explicit expectation that one may be called on to justify one’s beliefs, feelings, and actions to others,” can be another powerful measure to combat bias (Lerner & Tetlock, 1999, p. 255). If we think we are being monitored or may have to explain our decisions, we are more motivated to act in an unbiased or debiased way. [Benforado, Ziegert] But it is important that the accountability be to a superior who him/herself offers a clear unbiased approach. [Jost Beyond Reasonable Doubt]</p>
Goals	<ul style="list-style-type: none"> • Create explicit expectations that results of decisions will be reviewed for their outcomes. • Closely review formal and informal internal case handling policies for implicit bias or colorblind evaluation. • Examine your decisions, actions and outcomes on a regular basis.
Examples	<ul style="list-style-type: none"> • Create frequent data feedback loops that measure outcomes. • Publish and release quarterly summaries of progress in closing opportunity gaps. • Discuss the many factors that can lead to implicit bias and disparate outcomes and commit to expanding interventions to achieve equity. • Commit to ongoing training on implicit bias & debiasing. • Make staff aware that decisions at all levels will be reviewed for their outcomes.

	<ul style="list-style-type: none"> • Leaders must be positive exemplars for staff and be mindful of unintended micro-messaging.
Intervention 13	MINDFULNESS
Summary of Research	<p>Implicit biases are a function of automaticity. By engaging in mindful, deliberate processing our implicit biases are prevented from kicking in and determining our behaviors.</p> <p>Mindful practice has been found to consistently inform a community lawyering effort. (A. Harris, et al, 2007)</p> <p>In a new approach to reducing implicit bias toward Black and homeless individuals, Kang and colleagues looked at loving-kindness meditation, a Buddhist tradition defined as having a focus of developing warm and friendly feelings toward others (Y. Kang et al., 2014). Participation in loving-kindness meditation significantly decreased participants’ implicit outgroup bias toward Blacks and homeless people (Y. Kang et al., 2014)</p>
Goals	<ul style="list-style-type: none"> • Mindfulness meditation is offered as a benefit to staff. • Create a culture where mindfulness activities are valued. • Measure outcomes data after implementation. • Mindfulness is used by staff to monitor brain functions that lead to bias. • Incorporate mindfulness in a community lawyering practice. • Use mindfulness to sharpen advocacy skills.
Examples	<ul style="list-style-type: none"> • Staff are trained in the practice and value of mindfulness to enhance services to our clients. • Staff are asked to spend a few moments before each interview in mindfulness to bring known implicit biases to the conscious mind and place them in check. • Staff are asked to “be present” and allow the client up to 3 minutes to explain their situation before information is processed.

IV.
STRATEGIES TO ADDRESS RACIAL ANXIETY

The mechanisms for reducing racial anxiety are related to – but are not identical to – the reduction of implicit bias. They are distinguished primarily by the goal of the interventions. A combination of intervention strategies is vastly more likely to be successful than either approach in isolation.

Intervention 14 **INTERGROUP CONTACT**

Summary of Research	The role of intergroup contact in reducing anxiety and bias underscores the role of emotion in racial interactions. It is not enough for people to be taught that negative stereotypes are false or to believe in the morality of non-prejudice. People need to feel a connection to others outside of their group; once people feel connected, their racial anxiety decreases and so does their bias (Pettigrew & Tropp, 2008; Voci & Hewstone, 2003).
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| Goals | <ul style="list-style-type: none"> • Create a shared sense of identity. • Frequent intergroup integration to reduce bias and racial anxiety. • Foster collegiality and not hierarchy in working groups • Communicate explicit common goals for staff • Diversify workgroups, boards, community alliances • Minimize fear and competition which leads to heightened group preference. |
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| Examples | <ul style="list-style-type: none"> • Sponsor intergroup social interactions for staff. Friendships are most effective way of dealing with racial anxiety. • Foster diversity through inter office work groups. • Prime staff to think of prior positive intergroup experiences. • Establish equal status between group’s members, cooperation, common goals, and institutional support for the contact. • If your staff is not diverse sponsor events with other service providers that have diverse staff. Listen closely to their perspectives. • Adopt community empowerment approach as one aspect of service delivery. |
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Intervention 15 **INDIRECT OR EXTENDED CONTACT**

Summary of Research	<i>In light of current patterns of racial segregation in so many life domains, sustained interracial interaction may not always be easy to achieve (powell, 2012). Racial anxiety is often a byproduct of living in a racially homogenous environment, which renders future intergroup interaction less likely and</i>
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	<p><i>increases the chances that it will be less positive if it does occur (Plant & Devine, 2003).</i></p> <p><i>One important approach is known as the “extended contact” effect, which refers to the idea that knowing that members of your group have friends in the other group can positively shift your attitudes toward and expectations for contact with members of those other groups (Wright et al., 1997; Turner et al., 2008; Gómez et al., 2011). Extended contact research shows that even if a person does not have opportunities to interact directly with members of other groups, knowing that others in their own group have positive relations can help to shift their own attitudes more positively toward members of other groups.⁵</i></p>
Goals	<ul style="list-style-type: none"> • Establish positive intergroup attitudes through perspective sharing. • Highlight the role that norms play in shaping attitudes toward other groups and expectations for cross-group interaction
Examples	<ul style="list-style-type: none"> • Train managers of the value of eliciting many perspectives on issues affecting clients. • Establish norms including both in-group norms demonstrating how members of our group should relate to others and out-group norms indicating how we can expect to be received by members of other groups. • Encourage staff to gather and share perspective on client & community issues.

⁵ THE SCIENCE OF EQUALITY, VOLUME 1: ADDRESSING IMPLICIT BIAS, RACIAL ANXIETY, AND STEREOTYPE THREAT IN EDUCATION AND HEALTH CARE pps. 50-51.

V.

STEREOTYPE THREAT INTERVENTIONS

These interventions are largely premised on the idea that, so long as a person is not worrying that he or she will be judged or presumed to confirm a stereotype about her or his group, the threat will not be triggered and the behavioral effects of the threat will not occur. The mechanisms to address ability threat and character threat are quite similar – and sometimes overlap. In most cases the same interventions that reduce the negative aspects of stereotype threat can also reduce the conduct of the actor that triggers the threat.

Intervention 16	SOCIAL BELONGING INTERVENTIONS
Summary of Research	When people worry that they don't belong or aren't valued because of their race, they are likely to interpret experiences in a new environment as evidence that their race is an impediment to their belonging and success. The "social belonging" intervention in the context of education is based on survey results showing that upper-year students of all races felt out of place when they began, but that the feeling abated over time. In a study of this intervention, both black and white students were given this information, along with a series of reflection exercises. The intervention resulted in improvement in black students' grades, at the same time as it had no effect on the grades of white students (Walton & Cohen, 2007). As such, the intervention protected students of color "from inferring that they did not belong in general on campus when they encountered social adversity" (Erman & Walton, in press) and helped them develop resilience in the face of adversity.
Goals	<ul style="list-style-type: none">• Reduce the sense of isolation in the work setting.• Develop resilience in the face of workplace adversity.
Examples	<ul style="list-style-type: none">• At orientation of new employees, share stories that show that all staff struggle to find their place in the program.• Establish a peer to peer mentorship program to discuss challenges of adjustment and progress toward personal & professional goals.⁶• Direct mindfulness exercises at belonging.• Use website & media to associate staff with values.

⁶ At LSNC our peer to peer mentorship program paired advocates from different offices to foster better communication about perceptions.

Intervention 17	WISE CRITICISM
Summary of Research	A significant challenge for people of color in school or work settings is determining whether negative feedback is a result of bias or, just as detrimental, whether positive feedback is a form of racial condescension. This uncertainty – coined attributional ambiguity by Crocker and Major (Crocker et al., 1991) – hinders improvement by putting people of color in a quandary in terms of deciding how to respond to feedback. Cohen et al. (1999) developed an intervention used with college students that addresses this quandary by having teachers and supervisors communicate both high expectations and a confidence that the individual is capable of meeting those expectations. ⁷
Goal	<ul style="list-style-type: none"> • Reduce attributional ambiguity in workplace
Examples	<ul style="list-style-type: none"> • Train supervisors in the wise criticism approach. • Adopt evaluation standards and materials that reflect the wise criticism approach. • Communicate both high expectations and a confidence that the individual is capable of meeting those expectations.
Intervention 18	GROWTH MINDSET
Summary of Research	This concept is based on work by Carol Dweck (Dweck, 2006) showing that abilities can be conceptualized as either an entity (“you have it or you don’t”) or an increment (“you can learn it”). If one holds the former concept, then poor performance confirms inadequacy; however, if one holds the latter view, then poor performance simply means one has more work to do. Having the “growth mindset” has been useful in the context of stereotype threat because it can prevent any one particular performance from serving as “stereotype confirming evidence” (Steele, 2010).
Goals	<ul style="list-style-type: none"> • Teach staff that abilities, including the ability to be racially sensitive, are learnable/incremental rather than one shot fixes. • Reduce conduct that can be interpreted as stereotype confirming evidence.

⁷ The wise criticism (or high standards) intervention has been tested in other contexts, including criticism of middle school essays (Yeager et al., 2013). In this experiment, when students received a note on a paper which read, “I’m giving you these comments so you have feedback on your essay,” 17% of black students chose to revise and resubmit their essay a week later. When the note read, “I’m giving you these comments because I have high standards and I know that you can meet them” – thereby disambiguating the reason for the critical feedback – 71% of black students revised and resubmitted their essay (Yeager et al., 2013).

Examples	<ul style="list-style-type: none"> Supervisors should be trained to adopt the learnable incremental approach to training. Performance should be evaluated in the context of continuum and not in a judgment of inadequacies. Evaluation materials should be amended to adopt this theme. Peer to peer mentorship program can reduce concerns.
Intervention 19	VALUE AFFIRMATION
Summary of Research	<p>This intervention, like the social belonging intervention, helps students maintain or increase their resilience. Students experiencing stereotype threat often lose track of “their broader identities and values – those qualities that can make them feel positively about themselves and which can increase their resilience and help them cope with adversity” (Erman & Walton, in press).</p>
Goal	<ul style="list-style-type: none"> Increase resilience among staff and help them to cope with adversity.
Examples	<ul style="list-style-type: none"> Encourage staff to recall their values and reasons for engaging in a task. This can be accomplished at staff meetings, case review or in closing memos Linking staff members to values in printed reports, electronic media and materials. Create recognition through “values” awards.
Intervention 20	BEHAVIORAL SCRIPTS
Summary of Research	<p>Setting forth clear norms of behavior and terms of discussion can reduce racial anxiety and prevent stereotype threat from being triggered. The studies referenced herein have investigated the utility of behavioral scripts in preventing behavior associated with threat or anxiety. In their distancing study, Goff et al. (2008) found that when white participants were given a “position” to present during interracial interaction in which racial profiling was the subject, white participants no longer moved further away from their black conversation partners than from their white conversation partners. Researchers concluded that when directed to share an already constructed position, the white person’s “self” was no longer at issue in the discussion because the person had been given a position to take and was not at risk of being judged as prejudiced based upon a comment or opinion he or she held.</p>

Goals	<ul style="list-style-type: none"> • Reduce Stereotype threat with agreed upon norms of behavior. • Honor and embrace diverse perspectives on issues. • Create opportunities for voluntary sharing of personal information.
Examples	<ul style="list-style-type: none"> • In initial meetings or reconvenings, encourage staff to share things about themselves or recent experiences. • Set aside time for conversation on race and equity (“CORE” conversations) with agreed upon norms. • Approach CORE conversations in a collegial open manner drawing out many perspectives.

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