



*Optimal Treatment
for Anxiety
& Mental Health*

Addressing Implicit Bias and
Microaggressions

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Professional Development for The Ross Center

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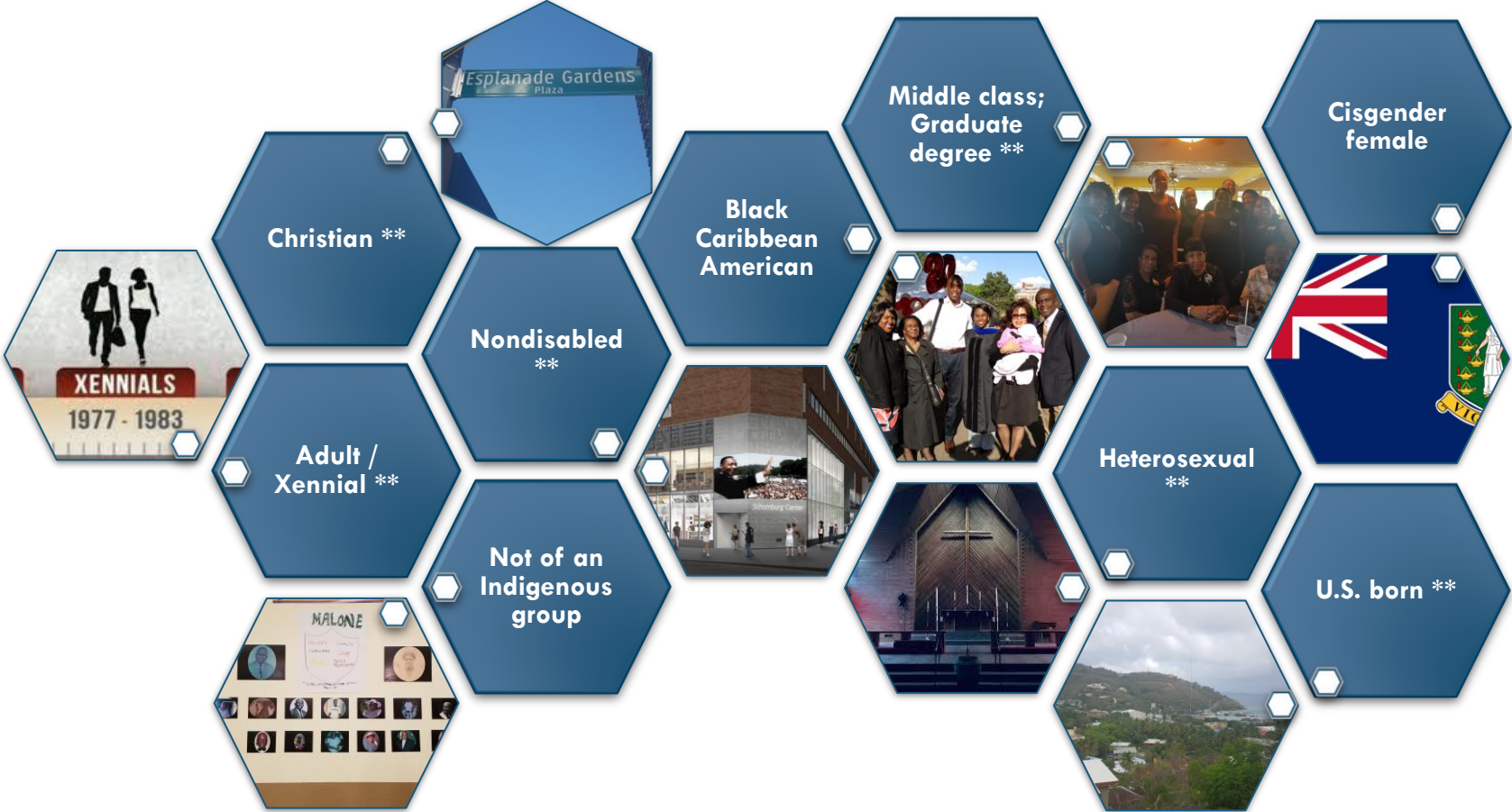
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MY CULTURAL INFLUENCES

(BASED ON THE ADDRESSING MODEL BY PAMELA HAYS)



LEARNER OBJECTIVES

Define implicit bias

Discuss the relationship between microaggressions and implicit bias

Describe how microaggressions impact individuals' mental health

Distinguish between helpful and unhelpful responses to microaggressions

Identify ways to support individuals who have experienced microaggressions

WHAT IS IMPLICIT BIAS?

Implicit bias is “a positive or negative mental attitude towards a person, thing, or group that a person holds at an unconscious level.”

Source:

http://med.stanford.edu/diversity/FAQ_REDE.html



Explicit
Bias

Implicit
Bias

Discriminatory
Behavior

```
graph TD; A[Explicit Bias] --> C((Discriminatory Behavior)); B[Implicit Bias] --> C;
```

The diagram illustrates the relationship between bias and behavior. It features three main elements: a rounded rectangular box on the left labeled 'Explicit Bias', a rounded rectangular box on the right labeled 'Implicit Bias', and a central circle labeled 'Discriminatory Behavior'. Two grey arrows point from the 'Explicit Bias' box and the 'Implicit Bias' box towards the central circle, indicating that both types of bias contribute to discriminatory behavior.

IMPLICIT BIAS IS...

Unconscious and automatic

Based on stereotypes

Held by everyone (including those affected by it)

Generally, **not** an indication of values and beliefs

Malleable, but can be unlearned and replaced with new mental associations

More likely to influence

- Snap decisions
- Decisions about ambiguous situations

How Do We Make Decisions?

Reflexive System

Fast

Parallel

Automatic

Effortless

Associative

Slow learning

Implicit Bias



Reflective System

Slow

Serial

Controlled

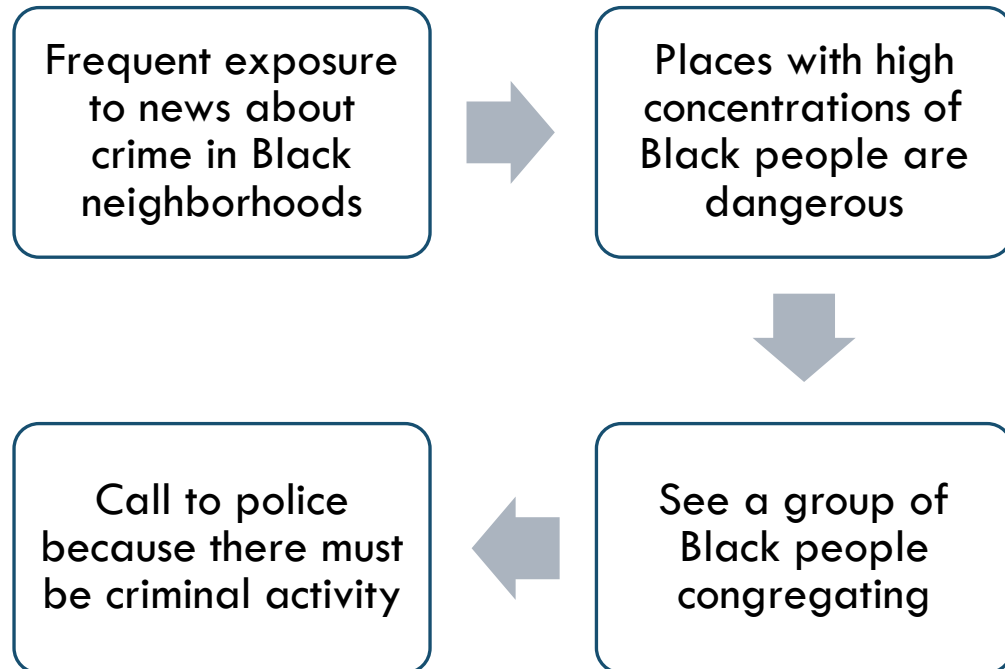
Effort-filled

Rule governed

Flexible

Explicit Bias

IMPLICIT BIAS AND DECISION-MAKING — BEING OF TWO MINDS



The Reflexive System uses implicit associations

Cognitive links between concepts that co-vary

Bring one to mind, others are activated

Activation can happen unconsciously

- Can be at odds with conscious goals
- Can influence attention, perception, judgment and behavior

HOW DOES IMPLICIT BIAS IMPACT BEHAVIOR?

Physicians: Treatment Decisions

- As pediatricians' pro-white implicit biases increased, they were more likely to prescribe painkillers after surgery for vignette subjects who were White children as opposed to Black children

Police Officers: The Decision to Shoot

- Police officers were more likely to mistakenly shoot unarmed Black suspects than unarmed White suspects in a computer simulation. Level of implicit bias predicted biased shooting behavior.

Hiring Managers: The Decision to Hire

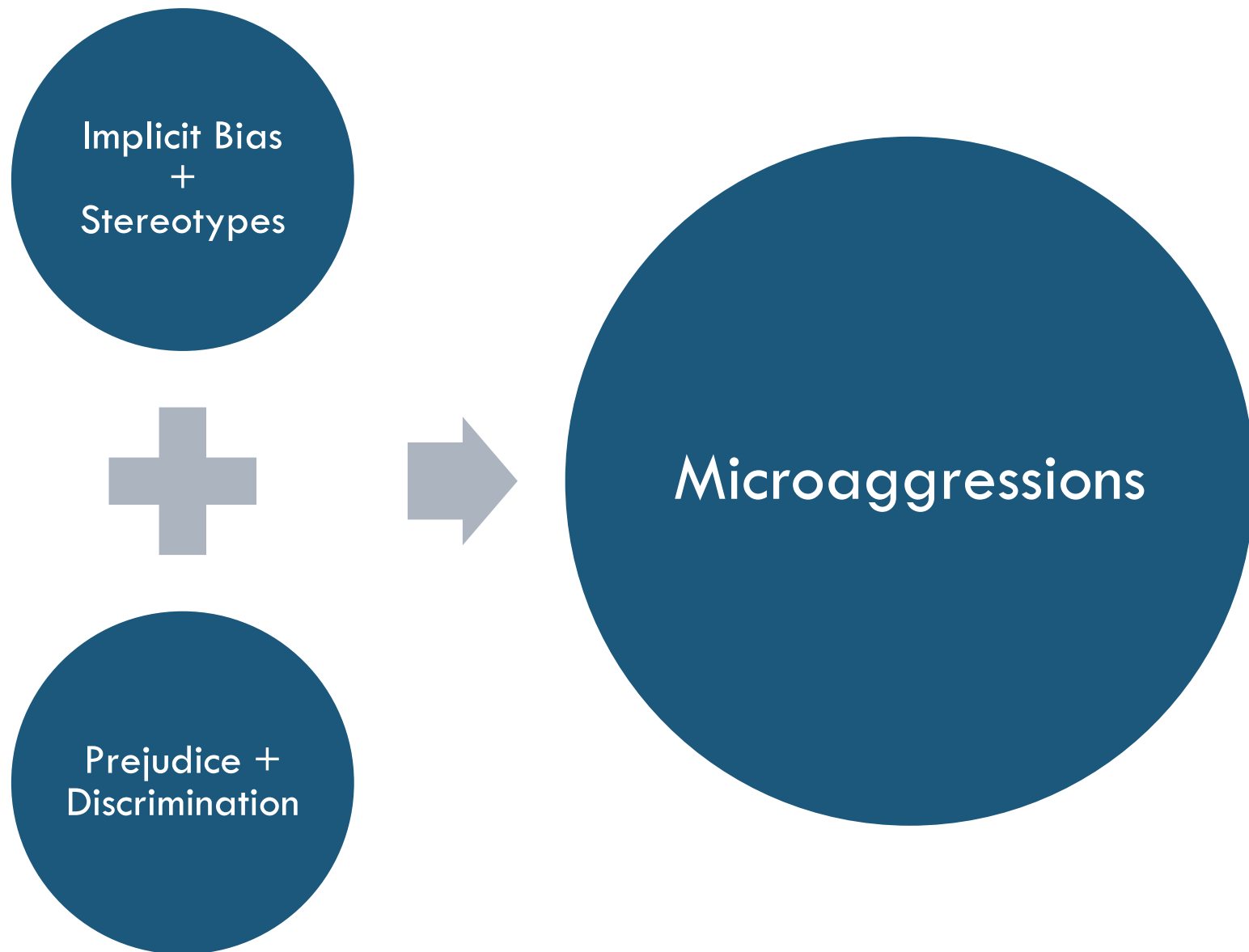
- Scores on an implicit stereotyping task involving race and intelligence were correlated with students' likelihood of selecting resumes with African American names, especially among participants who felt rushed while completing a resume selection task

CYCLE OF OPPRESSION

(NATIONAL EQUITY PROJECT)



MICROAGGRESSIONS: IMPLICIT BIAS IN ACTION



WHAT ARE MICROAGGRESSIONS?

Microaggressions are “brief, everyday exchanges that send denigrating messages to people of color because they belong to a racial minority group...often unconsciously delivered in the form of subtle snubs, dismissive looks, gestures, and tones.”

Sue et al., 2007, p. 273



MICROAGGRESSIONS

Subtle

- Verbal, non-verbal, and/or environmental

Unintentional

- Perpetrators typically often intend no offense and may be unaware they are causing harm

Ambiguous

- Can usually be explained away by seemingly nonbiased and valid reasons

TYPES OF MICROAGGRESSIONS

Microassault

- Explicit verbal or nonverbal attack meant to hurt the intended victim through name-calling, avoidant behavior, or purposeful discriminatory actions

Microinsult

- Communications that convey rudeness and insensitivity and demean a person's heritage or identity

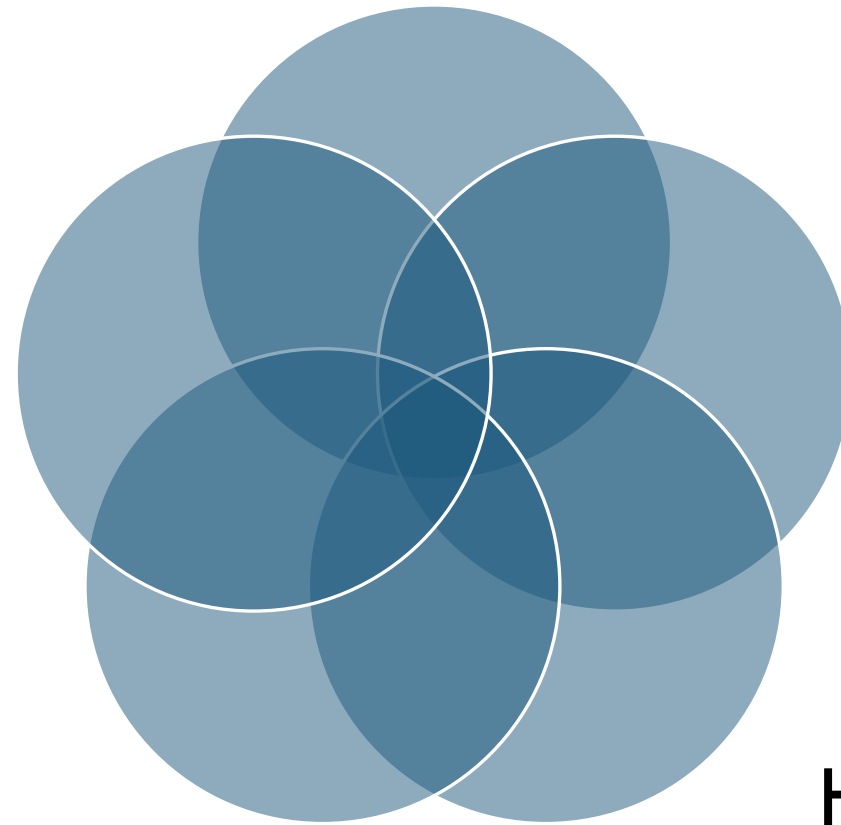
Microinvalidation

- Communications that exclude, negate, or nullify the psychological thoughts, feelings, or experiential reality of an 'othered' group

Racism

Classism

Sexism /
Cissexism



Ableism

Heterosexism

What categories of
microaggressions you
have observed?

www.menti.com –

5385 7173

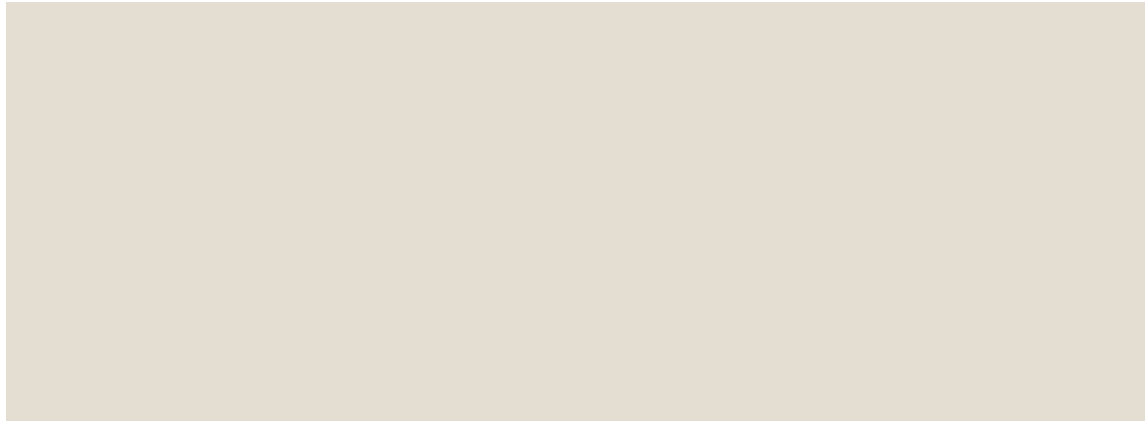




Alien in Own Land	Belief that visible racial/ethnic minoritized citizens are foreigners
Ascription of Intelligence	Assigning a degree of intelligence to a person of color based on their race
Assumption of Criminal Status	Presumed to be a criminal, dangerous, or deviant based on race
Color Evasiveness	Denial or pretense that a White person does not see color or race
Denial of Individual Racism	Denial of personal racism or one's role in perpetuation
Environmental Microaggressions	Racial assaults, insults, and invalidations manifested in systemic and environmental levels
Myth of Meritocracy	Statements which assert that race plays a minor role in life success
Pathologizing Cultural Values/Communication Styles	Notion that values and communication styles of people of color are abnormal
Second Class Citizen	Treated as a lesser person or group

COMMON THEMES — RACIAL/ETHNIC MICROAGGRESSIONS

(SUE ET AL. 2007)



**I DON'T SAY
MAN UP
BECAUSE IT IMPLIES
THAT WOMEN ARE WEAK**

KATIE DUNDVICH, WOMEN'S ROWING

Assumption of Inferiority	Women are assumed to be less competent than men (e.g., physically, intellectually)
Assumption of Traditional Gender Roles	An individual assumes a woman should maintain traditional gender roles
Second-Class Citizen	Women are overlooked and/or men are given preferential treatment
Sexual Objectification	Woman is treated as a sexual object
Use of Sexist Language	Language is used to degrade a woman



COMMON THEMES — GENDER MICROAGGRESSIONS

(CAPODILUPO ET AL., 2017)



So...
WHO'S THE MAN
IN THE
RELATIONSHIP?



Where are your
wife & kids?
(ANSWER:
in my parents' imagination)



"Dude, I totally
forgot you were gay
when we played ball
earlier"

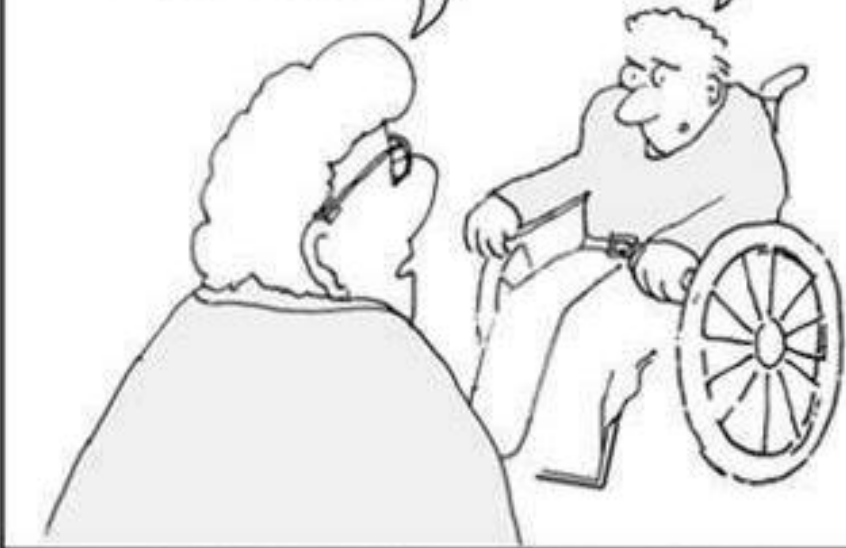
Use of Heterosexist Terminology	Heterosexist language is used to degrade LGBTQ persons; May take the form of heterosexist jokes
Endorsement of Heteronormative Culture / Behaviors	An LGBTQ person is expected to act or be heterosexual or gender conforming
Assumption of Universal LGBT Experience	Assumption that all LGBTQ people and their experiences are the same
Exoticization	LGBTQ people are dehumanized or treated as sexual objects
Discomfort / Disapproval of LGBT Experience	LGBTQ people are treated with disrespect and criticism; Environmental microaggressions that indicate disapproval
Denial of the Reality of Heterosexism	Heterosexual individuals denying that heterosexism and homophobia exist
Assumption of Sexual Pathology / Abnormality	Oversexualization of LGBTQ individuals or treatment as sexual deviants
Threatening Behaviors	Being victimized by assault or threatening behaviors

COMMON THEMES — SEXUAL ORIENTATION MICROAGGRESSIONS

(NADAL ET AL., 2011)

SO, WHAT DO YOU
PREFER TO BE CALLED?
HANDICAPPED?
DISABLED? OR
PHYSICALLY CHALLENGED?

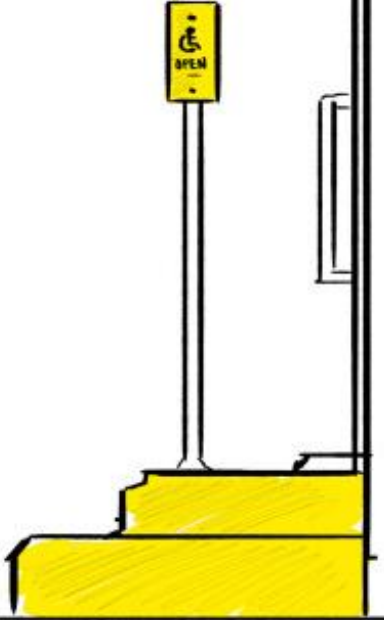
"JOE"
WOULD BE
FINE.



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THE MOST APPROPRIATE LABEL IS
USUALLY THE ONE PEOPLE'S PARENTS
HAVE GIVEN THEM.

"ACCESSIBLE" PLACES



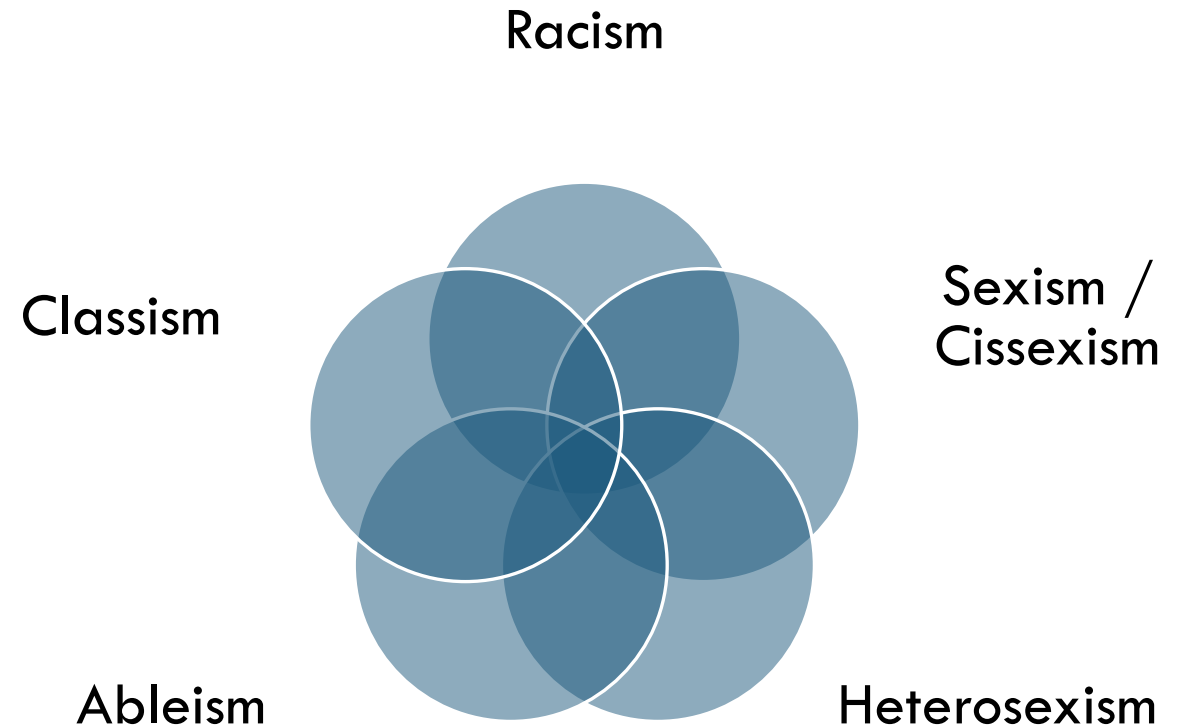
Denial of Disability Experience	Disability related experiences are minimized or denied
Denial of Personal Identity	Any aspect of a person's identity other than disability is ignored or denied
Denial of Privacy	Personal information is required about a disability
Desexualization	Sexuality and sexual being is denied
Helplessness	When people frantically try to help people with disabilities
Infantilization	A disabled person is treated like a child
Patronization	A person with a disability is praised for almost anything
Second-Class Citizen	Disabled people's right to equality is denied because they are considered to be bothersome and/or waste of time, effort, and resources
Secondary Gain	When a person expects to feel good or praised for doing something for a person with a disability
Spread Effect	When other expectations about a person are assumed to be due to one specific disability

COMMON THEMES — DISABILITY MICROAGGRESSIONS

(KELLER & GALGAY, 2010)

UNDERSTANDING INTERSECTIONALITY

Intersectionality refers to the simultaneous experience of social categories such as race, gender, socioeconomic status, and sexual orientation and the ways in which these categories interact to create systems of oppression, domination, and discrimination.



Exoticization of Women of Color

- Race/Ethnicity x Gender
- Women feeling objectified because of their race/ethnicity

Gender-Based Stereotypes for Lesbians and Gay Men

- Sexual Orientation x Gender
- Assumption of all gay men as feminine and all lesbian women as masculine

Disapproval of LGBT Identity by Racial, Ethnic, and Religious Groups

- Sexual Orientation and Gender Identity x Race/Ethnicity and Religion
- Ostracization by members of own ethnic communities

Assumption of Inferior Status for Women of Color

- Race/Ethnicity x Gender
- Assumption that women of color do not hold high-ranking positions or are inferior to the majority group

Invisibility and Desexualization of Asian American Men

- Race/Ethnicity x Gender
- Lack of empowered, positive Asian role models in media

Assumption of Inferiority or Criminality of Men of Color

- Race/Ethnicity x Gender
- Ascription of qualities of inferiority or criminality to men of color

Gender-Specific Expectations for Muslim Women and Men

- Gender x Religion
- Muslim women assumed to lack agency and negative perceptions of Muslim men

Women of Color as Spokesperson

- Race/Ethnicity x Gender
- Women of color asked to represent diversity due to “double minority” status

INTERSECTIONAL MICROAGGRESSIONS *(NADAL ET AL., 2015)*

Microaggression	Message
A college or university with buildings that are all named after White, heterosexual, upper class males	You don't belong / You won't succeed here
Television shows and movies that feature predominantly White people, with no representation of diversity	You are an outsider / You don't exist
Overcrowding of public schools in communities of color	People of color don't/shouldn't value education
Overabundance of liquor stores or fast-food restaurants in communities of color	People of color are lazy and deviant

ENVIRONMENTAL MICROAGGRESSIONS

Macro-level microaggressions, which are more apparent on systemic and environmental levels

STUDENTS' EXPERIENCES WITH RACIAL MICROAGGRESSIONS

Coker et al. (2009)

- Black and Latinx students reported significantly more microaggressions than White students
- Association between perceived discrimination and depressive symptoms

Allen (2010)

- Black male students reported feeling invisible to teachers and administrators and, when acknowledged, felt they were treated differently

Henfield (2011)

- Black male adolescents reported experiencing microaggressions under the themes of assumption of deviance, assumed universality of the Black experience, and assumed superiority of White cultural values/communication styles

Kohlil & Solorzano (2012)

- Qualitative study exploring microaggressions towards racial/ethnic minority students in K-12 schools related to their names

Balgana, Young, & Smith (2013)

- Adolescent Latinx students reported being the target of overt racism and microaggressions from peers
- Engaged in maladaptive behaviors to help with the negative emotions evoked by these experiences

Keels, Durkee, & Hope (2017)

- Black students reported significantly more microaggressions than Latinx students in Academic Inferiority and Expectations of Aggression
- Higher levels of microaggressions reported in schools that were less racially/ethnically diverse

OTHER EXAMPLES
OF
MICROAGGRESSIONS
IN SCHOOL
SETTINGS

Continuing to mispronounce the names of students after being corrected

Scheduling tests and project due dates on religious or cultural holidays

Setting low expectations for students from particular groups or neighborhoods

Denying the experiences of students by questioning the credibility and validity of their stories

Making assumptions about students and their backgrounds

MICROAGGRESSIONS IN CLINICAL SETTINGS

(CONSTANTINE, 2007)

Microaggression	Definition
Minimization of cultural issues	Minimizing or dismissing the importance of cultural issues to a minoritized client
Accused hypersensitivity regarding cultural issues	Assuming that a minoritized client is hypersensitive during discussions of cultural issues
Culturally insensitive treatment considerations or recommendations	Displaying cultural insensitivity in the context of understanding or treating clients' concerns
Acceptance of less than optimal behaviors on the basis of cultural group membership	Accepting or normalizing potentially dysfunctional behaviors on the basis of a person's sociocultural group
Idealization	Overestimating the desirable qualities and underestimating the limitations of a person on the basis of sociocultural group membership
Dysfunctional helping/patronization	Offering help that is unneeded or inappropriate on the basis of sociocultural group membership

MICROAGGRESSIONS IN CLINICAL SUPERVISION

(CONSTANTINE & SUE, 2007)

Microaggression	Definition
Invalidating racial-cultural issues	White supervisors at times tended to minimize, dismiss, or avoid discussing racial– cultural issues in supervision
Making stereotypic assumptions about Black clients	White supervisors held many different stereotypes about Black clients
Making stereotypic assumptions about Black supervisees	Black supervisees believed their White supervisors seemed to have racial stereotypes about them
Reluctance to give performance feedback for fear of being viewed as racist	White supervisors tended to give Black supervisees insufficient performance feedback regarding their clinical skills
Focusing primarily on clinical weaknesses	White supervisors tended to focus primarily on clinical deficits (as opposed to also providing feedback about clinical strengths); Supervisees believed that the supervisors viewed them as incompetent on some levels
Blaming clients of color for problems stemming from oppression	White supervisors tended to blame clients of color for the circumstances that brought them to counseling, even when such issues seemed to be related to prejudice, racism, discrimination, and other forms of oppression
Offering culturally insensitive treatment recommendations	White supervisors made treatment recommendations that did not appear to be culturally sensitive; Supervisees believed this stemmed from supervisors' unexamined cultural biases



**MICROAGGRESSION
IDENTIFICATION ACTIVITY**

MICROAGGRESSION IDENTIFICATION ACTIVITY



In the handout, read each statement in Column A. Think critically about how a person could interpret the statements as a “put down.” Then, draw a line connecting the statement to what you believe is the best possible interpretation from Column B. Be ready to explain your choice.

After you have finished matching the statements with the interpretations, choose four statements and rewrite them so that they do not contain a hidden or negative message.

<https://tinyurl.com/y4txmq4j>

MICROAGGRESSION IDENTIFICATION ACTIVITY

Statements

“Everyone take out your smartphones.
Let’s take a poll.”

[Teacher to a Latina student during
class] “What do Latinas think about this
situation?”

[To a female student] “You sure are
opinionated.”

Possible Interpretations

You should conform to your expected
role.

Everyone has enough money for
common items.

Your experiences are interchangeable
with anyone else in your racial group.



IMPACT OF MICROAGGRESSIONS

“Racial microaggressions create a hostile and invalidating climate for people of color, saps their spiritual and psychic energies, and their cumulative nature can result in depression, frustration, anger, rage, loss of self esteem, anxiety, etc.”

- Derald Wing Sue

"You don't act black."

"But, you sound white!"

"Can I touch
your hair?"

"You're lucky there's
affirmative action."

"You're pretty
in an exotic way."

"You don't
dress ghetto."



shokrona

Intent \neq Impact

MICROAGGRESSION IMPACT AND INTERNAL DILEMMA

Experiencing a microaggression may lead to the following intrusive cognitions

- Did I interpret that correctly?
- Did she say what I think she said?
- What did he mean by that?
- Should I say something?
- Saying something may make it worse
- They'll probably think I'm overreacting
- Speaking up is going to hurt more than it helps

PSYCHOLOGICAL CONSEQUENCES

Anxiety

Depression

Sleep difficulties

Diminished confidence

Helplessness

Loss of drive

Intrusive cognitions (e.g., internal dilemma)

Diminished cognition

PSYCHOLOGICAL EFFECTS OF MICROAGGRESSIONS

(NADAL, 2014)

Significant negative relationship between microaggressions and mental health

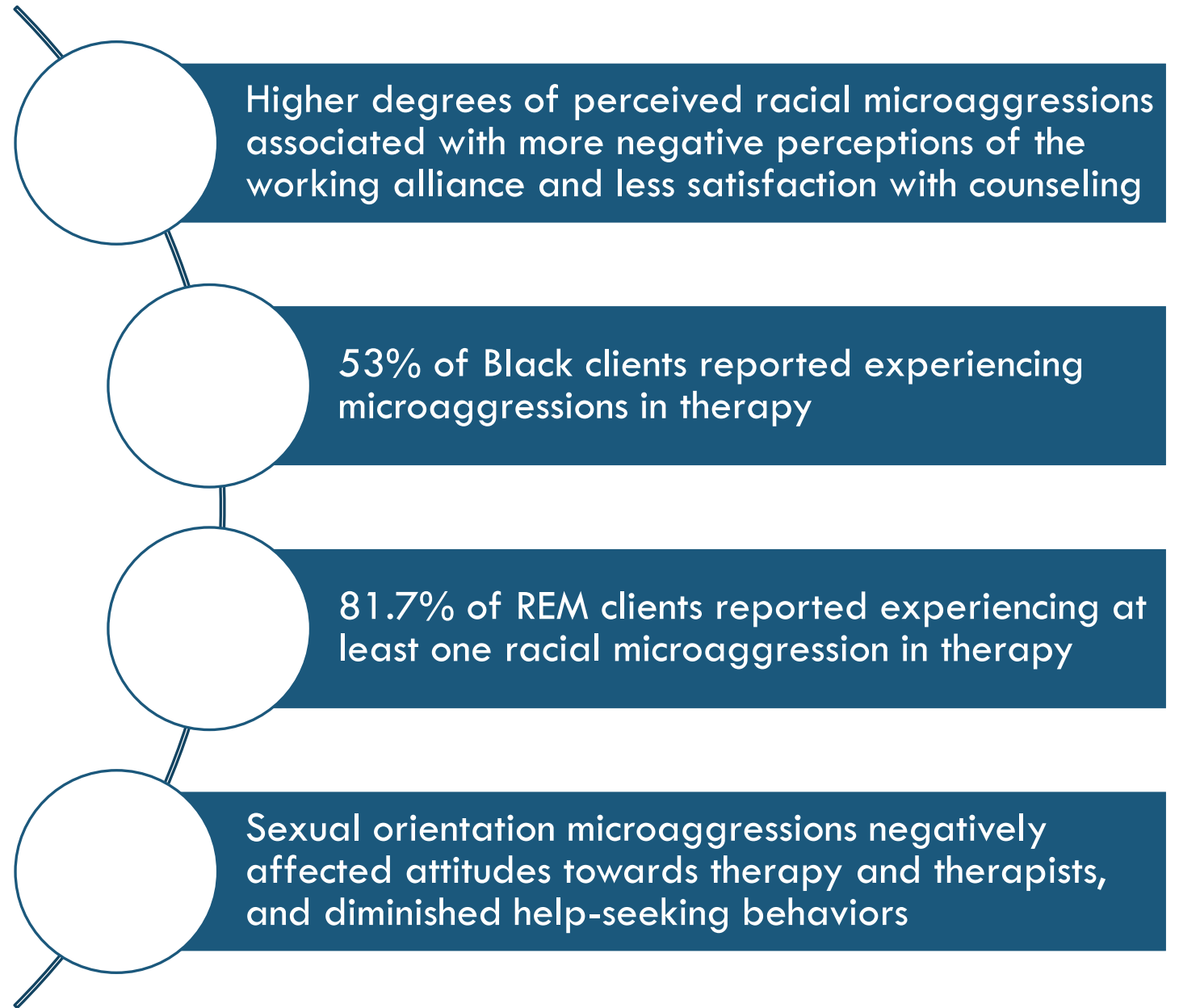
- More likely to display negative mental health symptoms such as anxiety, depression, negative affect, and lack of behavioral control
- Higher cumulative experience with racial microaggressions may predict more mental health problems

Significant negative correlation between microaggressions and self-esteem, suggesting that the more racial microaggressions one experiences, the lower one's reported self-esteem

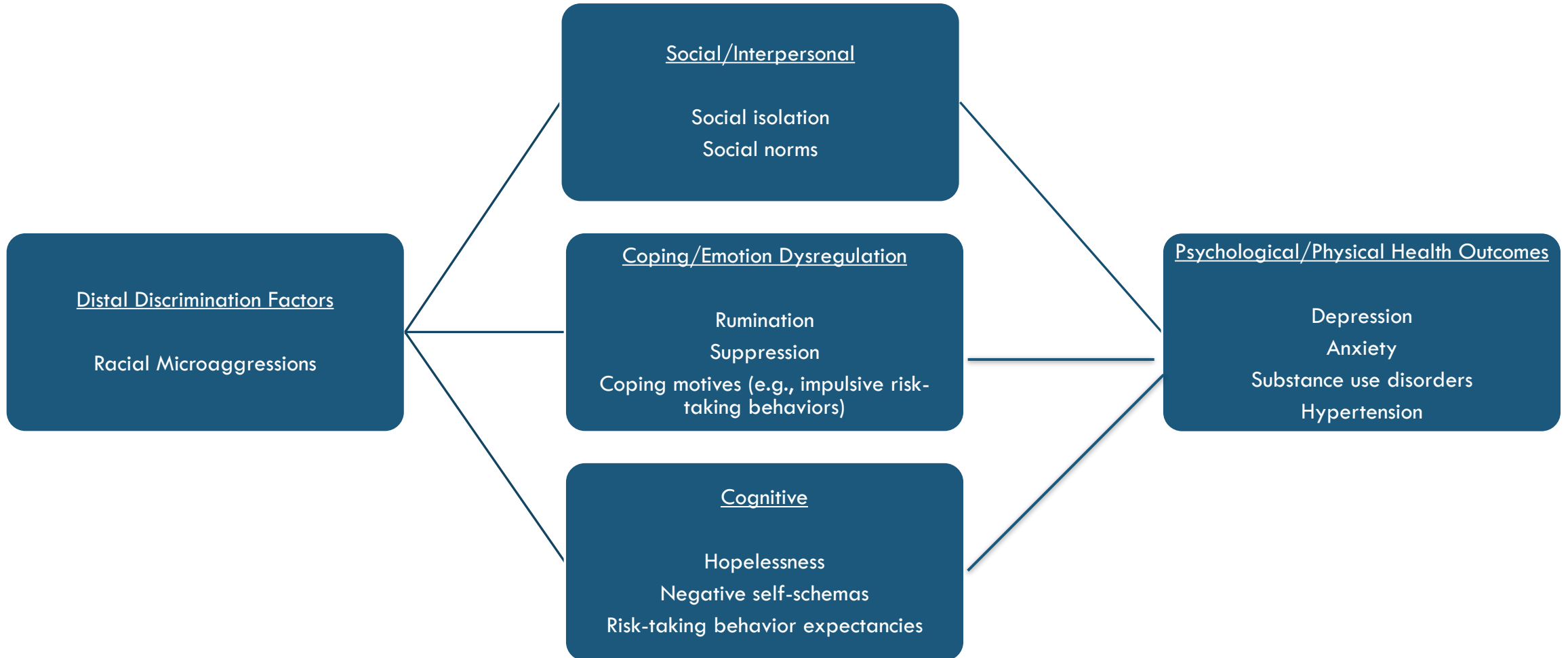
- Microaggressions that occur in educational settings (i.e., by professors or other students) or work settings (i.e., by employers or coworkers) may particularly hurt individuals' self-worth

IMPACT OF MICROAGGRESSIONS IN THERAPEUTIC SETTINGS

*(CONSTANTINE, 2007; HOOK ET AL.,
2017; OWEN ET AL., 2014; SHELTON &
DELGADO-ROMERO, 2011)*



PSYCHOLOGICAL MEDIATION MODEL (ADAPTED FROM HATZENBUEHLER, 2009)



PROFESSIONAL RELATIONSHIPS

Consider the professional relationships that may be affected, therefore damaging established rapport and trust:

Colleague ↔ Colleague (e.g., interdisciplinary team members)

Therapist ↔ Patient

Supervisor ↔ Supervisee

Advisor ↔ Advisee

Professor ↔ Student

Employer ↔ Employee



**REDUCING THE
LIKELIHOOD OF
MICROAGGRESSIONS**

**CULTURAL SELF-AWARENESS, CULTURAL
COMPETENCE, CULTURAL HUMILITY** |

ADDRESSING MODEL *(HAYS, 1996, 2008)*

Age and generational influences

Developmental or other Disability

Religion and spiritual orientation

Ethnic and racial identity

Socioeconomic status

Sexual orientation

Indigenous heritage

National origin

Gender/gender identity

Tool for understanding privilege and marginalization and helping to understand our own lived experiences from an intersectional perspective

Individual Work

- Introspection, self-exploration, and understanding cultural influences on one's own belief system and worldview

Interpersonal Work

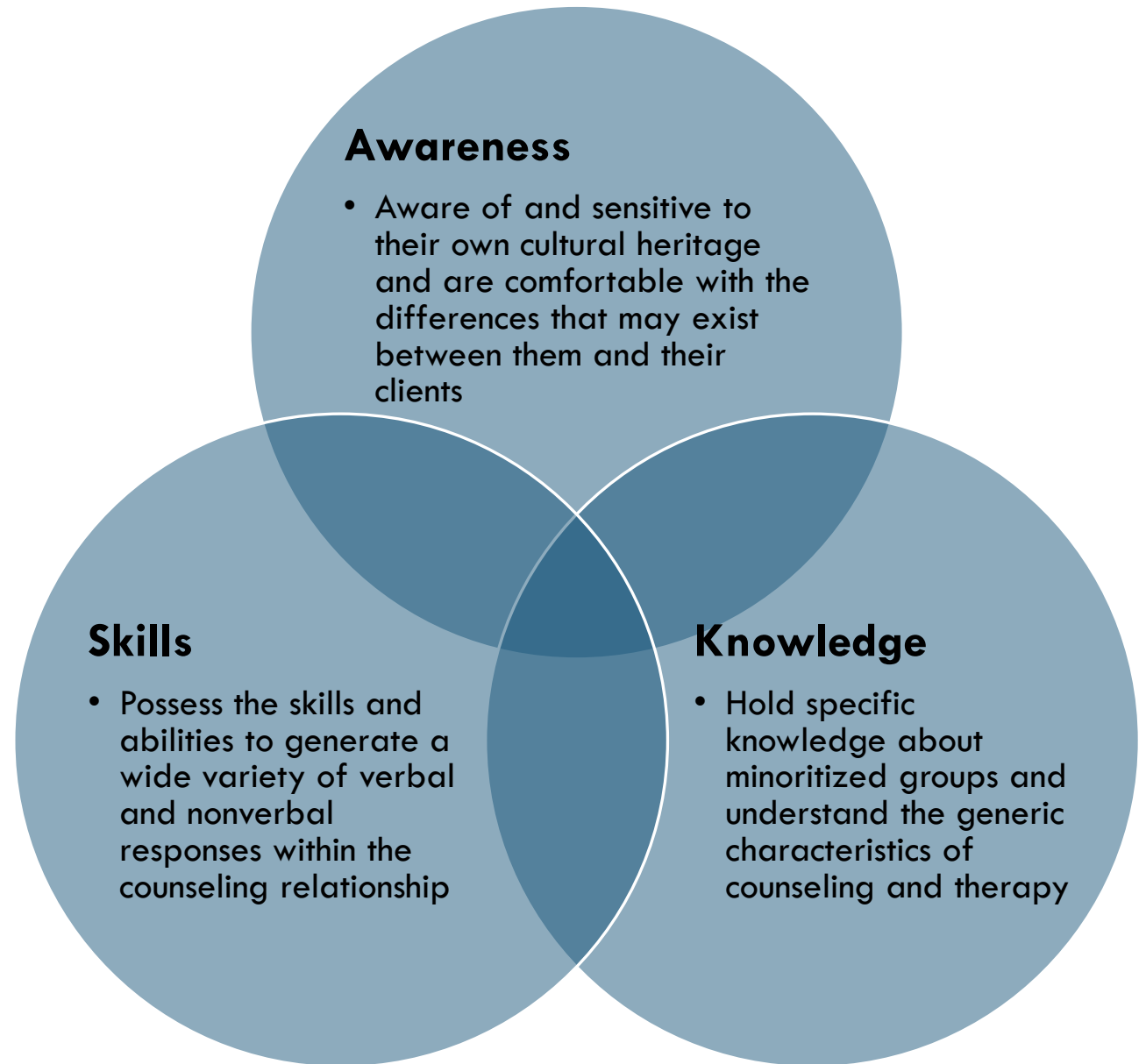
- Learning from and about cultures, usually through interaction with people

Cultural Influence	Dominant Group	Nondominant or Minoritized Group
A ge and generational influences	Young and middle-aged	Children, older adults
D evelopmental or other D isability	Nondisabled people	People with cognitive, intellectual, sensory, physical, and psychiatric disabilities
R eligion and spiritual orientation	Christian and secular	Muslims, Jews, Hindus, Buddhists, and other religions
E thnic and racial identity	European Americans	Asian, South Asian, Latinx, Pacific Islander, African, Arab, African American, Middle Eastern, and multiracial people
S ocioeconomic status	Upper and middle class	People of lower status by occupation, education, income, or inner city or rural habitat
S exual orientation	Heterosexuals	People who identify as gay, lesbian, bisexual, asexual, or other sexual orientations
I ndigenous heritage	European Americans	American Indians, Inuit, Alaska Natives, Métis, Native Hawaiians, New Zealand Māori, Aboriginal Australians
N ational origin	U.S.-born Americans	Immigrants, refugees, and international students/workers
G ender/gender identity	Cisgender men	Women and people who identify as transgender or gender non-conforming

ADDRESSING CULTURAL INFLUENCES *(HAYS, 1996, 2008)*

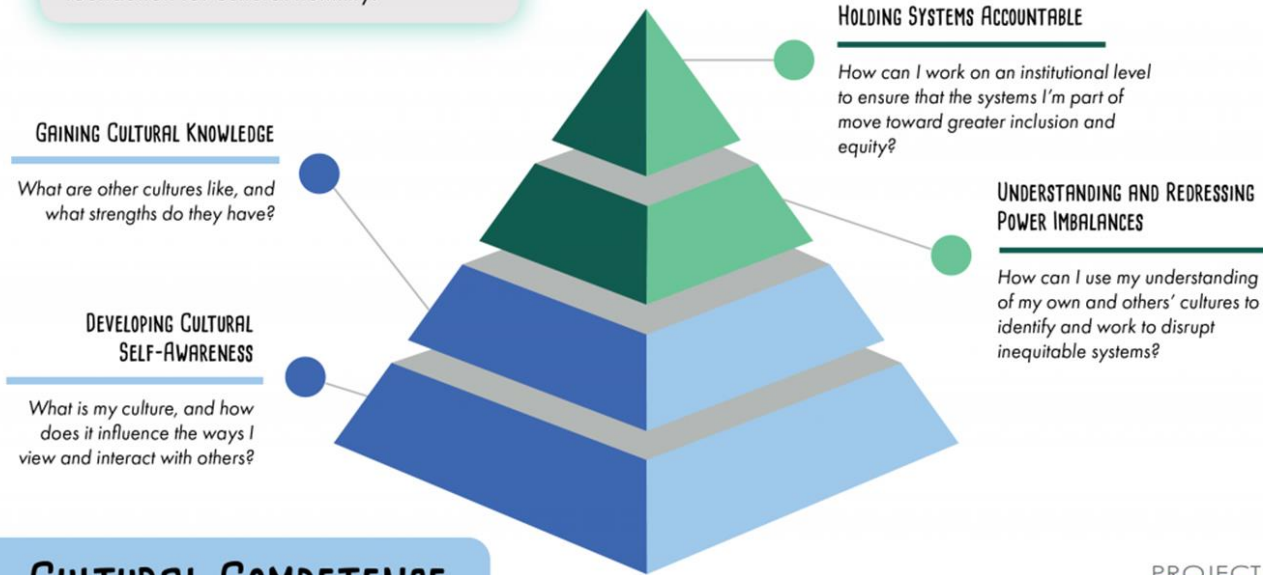
CHARACTERISTICS OF CULTURALLY RESPONSIVE CLINICIANS

(SUE ET AL., 1982)



Becoming **culturally competent** and practicing **cultural humility** are ongoing processes that change in response to new situations, experiences and relationships. Cultural competence is a necessary foundation for cultural humility.

CULTURAL HUMILITY



CULTURAL COMPETENCE

PROJECT
READY

DEVELOPING CULTURAL HUMILITY

(TERVALON & MURRAY-GARCIA, 1998)

Cultural humility goes beyond the concept of cultural competence to include:

- A personal lifelong commitment to self-evaluation and self-critique
- Recognition of power dynamics and imbalances, a desire to fix those power imbalances and to develop partnerships with people and groups who advocate for others
- Institutional accountability

REFLECTIONS ON DEVELOPING CULTURAL HUMILITY

Know your own identity and what you are bringing to an interaction

In what ways are you bringing your identity, power, and privilege to work?

OVERRIDING IMPLICIT BIAS

OVERRIDING IMPLICIT BIAS

Be **motivated** to control bias

- Awareness of own biases
- Concern about the consequences of their bias

Be **aware** of the potential for bias

Take the **time** to consider individual characteristics and avoid stereotyped evaluations

Strategy	Description
Stereotype Replacement	Recognizing when one is responding to a situation or person in a stereotypical fashion, and actively substituting the biased response with an unbiased one
Counter-Stereotypic Reasoning	Detecting one's stereotypical responses and visualizing examples of people who are famous or known personally who prove the stereotype to be inaccurate
Individuation	Gathering specific information about a person, so that the particulars of that person replace generic notions based on group membership
Perspective Taking	Adopting the perspective of a member of a stigmatized group. This strategy can be useful in assessing the emotional impact on individuals who are often being stereotyped in negative ways.
Increased Opportunities for Contact	Actively seeking out situations that expose us to positive examples of stereotyped groups

MULTI-COMPONENT IMPLICIT BIAS REDUCING INTERVENTION

(DEVINE, ET AL. 2012; GREENWALD, MCGHEE, & SCHWARTZ, 1998)

1

Become aware of individual perceptions, stereotypes, and their impact on decision making.

2

Engage in opportunities to learn about diverse cultures.

3

Get to know your colleagues and students and their backgrounds – suspend negative judgments.

4

Recognize that diversity is real, dynamic, and legitimate – there is more than one way to do things.

5

Engage in courageous conversations to increase knowledge and address negative perceptions, stereotypes, and attitudes.

STRATEGIES TO ADDRESS IMPLICIT BIAS



ADDRESSING MICROAGGRESSIONS

INTERRUPTING MICROAGGRESSIONS

MICROINTERVENTION STRATEGIES

(SUE ET AL., 2019)

Purpose

- Communicates to targets of microaggressions
 - Validation of their experiential reality
 - Value as a person
 - Affirmation of their racial or group identity
 - Support and encouragement
 - Reassurance that they are not alone

Strategic Goals

- Make the invisible visible
- Disarm the microaggression
- Educate the offender
- Seek external validation

SPEAK UP AT SCHOOL: HOW TO RESPOND TO EVERYDAY PREJUDICE, BIAS, AND STEREOTYPES

Interrupt

- Speak up against every biased remark every time it happens
- Inconsistent responding sends the message that some bias is okay

Question

- Ask simple, exploratory questions to better understand intent
- “Tell me more” extends the conversation

Educate

- Explain why the term or phrase is offensive
- Give speakers the benefit of the doubt and allow them to make a change

Echo

- If someone has responded, thank the first person for speaking up AND reiterate the anti-bias message

IMPACT OF MICROINTERVENTIONS

Everyday interventions of allies and well-intentioned bystanders have a profound positive effect in

- Creating an inclusive and welcoming environment
- Discouraging negative behavior
- Reinforcing a norm that values respectful interactions

Acknowledging the existence and experience of microaggressions and other inequities allows individuals to confirm that they did not imagine these small, demeaning acts



WITNESSING MICROAGGRESSIONS — INTERRUPTION GUIDANCE

Speak to the behavior not the person

Avoid starting with “Why? (try “how” or “what made you_____?”)

Examine your intention...

- To help the person understand or feel guilty?
- How does your body language and tone communicate your intention?

WHEN YOU
EXPERIENCE/WITNESS
MICROAGGRESSIONS
— PRODUCTIVE
RESPONSES

Take a deep breath!

Assume offense was not the intent

Explain how the slight may be interpreted by others

Ask a follow-up question —

- “Who are you referring to when you say that?”
- “What do you mean?”

Identify individuals with whom you feel comfortable discussing issues

WHEN YOU
EXPERIENCE/WITNESS
MICROAGGRESSIONS
— PRODUCTIVE
RESPONSES

What about when the perpetrator denies having been offensive?

Ask yourself...

- Will further conversation be beneficial AND productive?
- What is my current level of stress?
- Am I able to respond non-emotionally?

WHEN YOU
EXPERIENCE/WITNESS
MICROAGGRESSIONS
— PRODUCTIVE
RESPONSES

What about when the perpetrator denies having been offensive?

If you decide to discuss further...

- Take a deep breath!
- Reiterate that you are not blaming the person, only expressing the way the comment/action made you feel
- Explain instances occur daily and others have made similar comments/actions
- Be open to their input and expression of their feelings

IF CONFRONTED
ABOUT PERPETRATING
A
MICROAGGRESSION...

Take responsibility

Understand that intent does not equal impact

Manage feelings of defensiveness / Be open to hearing difficult feedback

Reflect on what you heard/the messages sent

Do not try to prove your view of how much of a ___ist you are not

Avoid equating your experiences with those of others

Make the “invisible” visible by using inclusive language

Ask objective questions (explain and elaborate)

SENTENCE FRAMES / ACKNOWLEDGEMENT

If it is okay with you, can I ask you more about
_____?

I don't know much about this information, but I am
wondering if I can ask you because I trust you...

I may make a mistake in the way I phrase this...

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

Calling In

- When there is an opportunity to explore deeper, make meaning together, and find a mutual sense of understanding across difference
- When we want to help imagine different perspectives, possibilities, or outcomes

Questions to Consider

- Who has the power in this situation? The person I'm calling in/out, or me?
- Am I calling out a person or systemic behavior?
- How much energy and emotional labor am I able to share right now?
- Is this person likely to change their problematic behavior?
- Who is in the room? Who am I accountable to in this moment? Am I centering the needs of myself or the group? What will happen if I call this behavior out? What will happen if I call this person in?
- What am I hoping to accomplish with this call-in or call-out?

**CREATING AFFIRMING
ENVIRONMENTS** |

TYOLOGY OF MICROAFFIRMATIONS

(ROLÓN-DOW & DAVISON, 2020)

Microrecognitions

- Lead minoritized individuals to feel visible

Microvalidations

- Help minoritized individuals feel like their identities and experiences are accepted

Microtransformations

- Lead minoritized individuals to feel their identity groups are integrated into the organization

Microprotections

- Lead recipients to feel protected from harmful behaviors, practices, and policies tied to their identity

EXAMPLES OF MICROAFFIRMATIONS

Believing colleagues when they tell you they feel they have been targeted because of their identity

Acknowledging that a microaggression may have occurred

Visibly confronting inequitable, hostile, or biased behavior

Stopping to ask for someone's opinion or contribution who has not had a chance to speak (in a group setting, during a meeting, in the dining halls)

Including multiple and diverse representations of individuals and groups in visual communications

CREATING AFFIRMING ENVIRONMENTS

What is one action you can take to affirm minoritized individuals?

<https://padlet.com/celestemmalone/microaffirmations>



IMPLICATIONS

Individuals

- Recognize that dismissive attitudes are harmful
- Engage in self-reflection to identify times that you may have been microaggressive in your personal and work life
- Participate in continuing education activities
- Avoid making assumptions and labeling individuals

Institutions

- Foster inclusive and supportive environments
- Collaborate with groups and organizations who are committed to addressing issues of diversity and inclusion
- Offer trainings and opportunities for continuing education and diversity workshops

Supervisors

- Recognize that microaggressive instances occur on a daily basis in the workplace and that supervisees are likely to experience them.
- Foster an environment that encourages supervisees to discuss occurrences openly
- If/when you realize that you have made a statement or conducted a microaggressive action, approach the supervisee and acknowledge the occurrence

RESOURCES FOR LEARNING MORE ABOUT IMPLICIT BIAS

Project Implicit

Project Implicit explores the “thoughts and feelings outside of conscious awareness and control” to help educate people about hidden biases. The Project offers more than a dozen tests to measure implicit bias in areas ranging from race and religion to gender and sexuality. The tests are confidential.

How to Overcome Our Biases? Walk Boldly Toward Them

In this powerful TEDx talk, Verna Myers offers three important calls of action for acknowledging our unconscious (and conscious) biases and changing our relationships with others, especially with young black men.

Who Me, Biased?

The *New York Times* produced a series of six short videos (between 1 and 3 minutes each) looking at the effects of our unconscious choices and attitudes.

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