

Implicit Response (Bias) Training

Professor Sarah E. Redfield

sarah.redfield@gmail.com, 207-752-1721



The five-Part,* 3.5-hour training emphasizes becoming aware of bias, becoming bias literate, and disrupting bias, followed by homework/takeaways to support application of the concepts learned. Participants leave with increased personal awareness and with specific strategies to practice and to use in situations relevant to them individually and systemically. For all Parts, the training is interactive and engaging, including PowerPoint presentation, video, and individual and group activities/discussion. The approaches used in the training are grounded in the relevant research and well-received in prior presentations and training. (Selected references attached.)

*Part IV is the focus on a particular subject-matter area.

Part I: Becoming Aware

Amidst a controversy, it's important to remember that implicit bias is real—and it matters. (UNC Psychologist Dr. Keith Payne & colleagues)

Becoming aware is the most critical part of learning strategies and skills to interrupt implicit bias and change its negative manifestations. To these ends, the training starts and proceeds from a perspective of **no blame**. Emerging social and neuroscience research demonstrates that implicit responses/biases are, simply put, part of being human. The research also highlights the significance of training in a no-blame

environment (no one is a racist or any other “ist”). This Part provides non-confrontational opportunities for participants to develop awareness of implicit associations and responses.

Over the past two-plus decades researchers have established a method for testing for implicit bias and demonstrated that the human mind can and does hold more than one view at a time. The focus of Part I is on the difference between our explicitly held and stated beliefs and our quick unconscious responses, which may well differ from our consciously stated, more egalitarian views and which may produce results that we do not intend or support. Many scholars and researchers now attribute some of the prevalent disproportionalities we see in society in part to implicit bias. Illustrative examples of the demonstrated manifestations of implicit bias are drawn from real studies and real-life data from a variety of settings such as law, education, or employment. (Particular examples can be chosen to be relevant to the particular audience after further consultation.)

Part II: Bias Literacy

Generally, we are unaware of our implicit attitudes and may not endorse them upon self-reflection. (UCLA Law Professor

As disturbing as this evidence is [of implicit bias], there is too much of it to be ignored. (UCLA Law Professor Jerry Kang and Harvard Psychologist Dr. Mahzarin Banaji)

Part II develops the basics of bias literacy including the definitions and significance of priming and schema; implicit, explicit, and other biases; group dynamics; and micromessaging. This Part involves participants engaging in a short version of the Implicit Association Test (IAT) and other interactive activities to support their learning about how unintended responses can play out and have real life consequences. (Particular examples can be chosen to be relevant to the presentation audience after further consultation.)

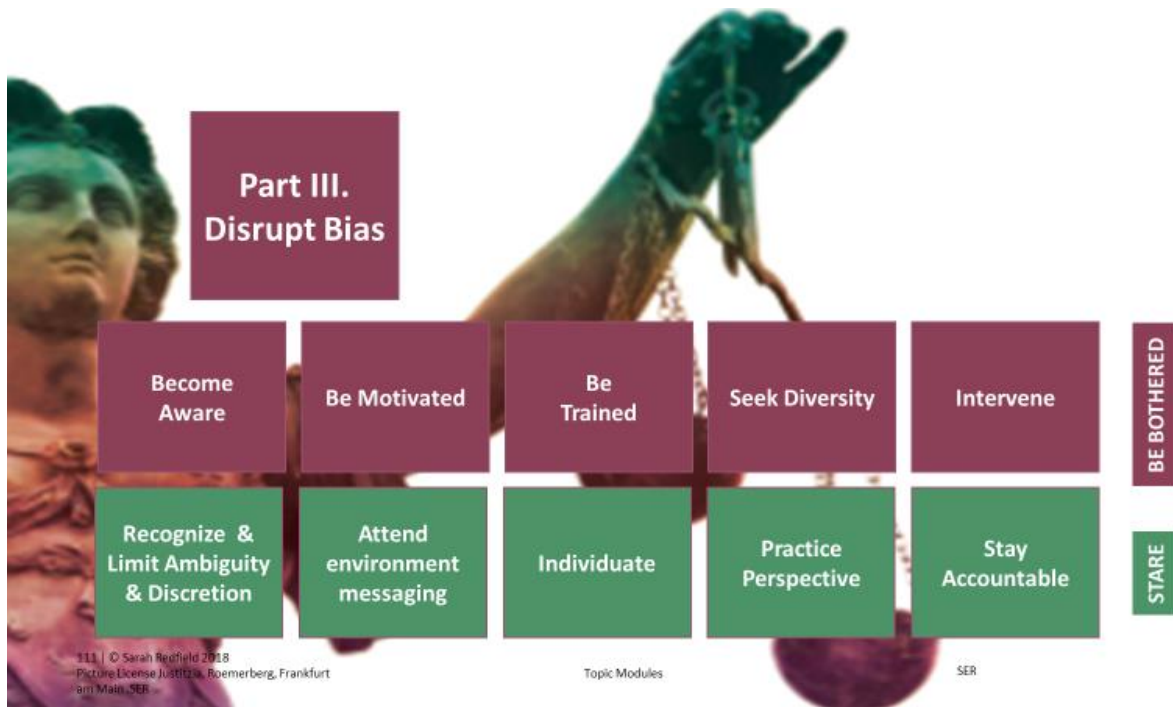
Grounded in research-based analysis, training in bias literacy is distinguishable from prior diversity training efforts, which were often unsuccessful. As Lorie Fridell, the lead trainer for Fair and Impartial Policing, puts it, “This is not your grandparents diversity training.”

Part III: Disrupting Bias

Our data provide evidence demonstrating the power of the conscious mind to intentionally deploy strategies to overcome implicit bias. (University of Wisconsin Psychologist Dr. Patricia Devine & colleagues)

Our research supports three conclusions. First, judges, like the rest of us, carry implicit biases concerning race. Second, these implicit biases can

affect judges' judgment, at least in contexts where judges are unaware of a need to monitor their decisions for racial bias. *Third, and conversely, when judges are aware of a need to monitor their own responses for the influence of implicit racial biases, and are motivated to suppress that bias, they appear able to do so.* (Cornell Law Professor Jeffrey Rachlinski and colleagues, emphasis supplied)



We know that well-presented training can work to disrupt bias and change results. Against the backdrop of the previous Parts, and recognizing that the research is still emerging, we know that there are bias interruption techniques that have demonstrated success, particularly those that capitalize on motivation and specific interventions. For Part III, the major focus is on strategies to these ends. This Part considers why/when this might be important and how approaches can be tailored to various decision points.

Part III includes a takeaway, *Strategies* for bias interruption and discussion of how these might be best suited to participants' interests.

Part IV.

This part is individually constructed to address the issues most relevant to the audience. Prior presentations, for example, have focused on courts, juries, criminal justice, employment, education, gender, race, and other topics.

Part V. Homework

[T]he path from implicit bias to discriminatory action is not inevitable. People's awareness of potential bias, their motivation and opportunity to control it, and sometimes their consciously held beliefs can determine

whether biases in the mind will manifest in action. (UMass Psychologist Buju Dasgupta)

To move from motivation "I want to do it" to action requires both self-efficacy "I can do it" and positive outcomes expectations "I will benefit from doing it". To habitually change behaviour requires deliberate practice of the desired behaviour. (Judy Roberts and fellow editors/scholars)

Informally called homework, this Part gives participants a set of specific takeaways for deliberate practice and asks them to pursue at least one of these when the session is over.

Possible Additional Parts

This is a possible add-on session, recommended at two hours or more, which is used to give extended opportunity for some participants to further apply their learning to their own institution and then extend it to those with whom they work. Curriculum and attendance will be further defined after review of feedback from the first session and discussion with participants and organizers about what would be specifically valuable case/situational examples that would provide good learning opportunities for the group. The session is intended to be even more interactive than prior training and result in specific takeaway practices.

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