

# Check Your Bias...Prejudice... and More

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**A VETTED RESOURCE GUIDE FOR SLPS TO BEGIN THE  
PERSONAL WORK IN THE AREA OF RACISM, BIAS, CULTURAL  
COMPETENCE AND THE BLACK LIVES MATTER MOVEMENT**

**Speech-Language Pathologists for Social and Juvenile Justice Collective**  
A THINK TANK CREATED BY THE JUVENILE FORENSIC SLP – DR. S. STANFORD

## **Contributors**

All this time, I would like to provide special recognition to the members of the SLPs For Social and Juvenile Justice (SLPs4SJJ) Collective listed below for their hard work and dedication to this project. Over the last few weeks, they have diligently read articles, books, and assessments; listened to podcasts and watched movies to provide honest and true feedback about each resource. It is also important to note, they utilized their own financial resources to purchase each source to ensure you were receiving a true reflection and opinion about the item. Kudos to them for doing the work first!

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**Check Your Racism at the Door: A Vetted Anti-Racism Resource Guide for SLPs (and other Clinicians) Wanting to Do the Work©**  
**By: SLPs For Juvenile and Social Justice Collective Think Tank™**

Welcome to the **Anti-Racism Resource Guide for SLPs** and other clinical professions! This guide is unique in production because each resource listed has been carefully reviewed and vetted by clinicians and graduate students invested in doing the work to dismantle racism on all levels (structural, institutional, interpersonal, and internalized). Thank you to members of the SLPs for Juvenile and Social Justice Collective Think Tank for your time, dedication, focus, and seamless collaboration!

If you have opened this resource guide, then there's a good chance you are ready to dig in and do the work to identify and address what space you take up in this movement to dismantle racism and all the prejudices and biases that come along with it. Now that you are here, let's dig in. Please read below for how this guide is designed and what you can expect to find inside.

This resource guide is interactive and based on true reviews and feedback from Speech-Language Pathology clinicians, graduate students, academicians who represent all races and ethnicities. It is important to note especially the representation of Black, Latinx, White, Asian, Indigenous SLPs who came together to develop a tool that addresses understanding and dismantling **racism, implicit bias, cultural competence, systemic racism, and teaching black children**.

**Please read the steps below for information on how you should utilize this resource guide:**

**Step 1.** Begin this resource guide by taking one or more of the self-assessments listed in the beginning of the tool guide. These self-assessments will be very helpful in assisting you with determining how you are represented in this space at this moment. As well as, guide your thoughts, intentions, and perception as you dive into the other resources. **This step is highly recommended before you begin accessing the other resources.**

**Step 2.** Please feel free to review and access all resources identified in the table below. Each resource has an interactive link that will direct you to where to purchase the resource, videos, full access to the document and more. Please note, as much as possible, when listing a commercial resource, we tried to link to a Black owned business for purchase options (please continue to support Black owned businesses).

**Step 2A.** As you are checking out each resource, please be sure to visit the last column which provides you with a review of the product and how it can be helpful in your work of addressing **racism, implicit bias, cultural competence, systemic racism, and teaching black children**. Keep an eye out for asterisks (\*) by a statement. This means there is a resource tool developed for this product in the appendices. Enjoy!

**Step 3.** At the end of the resource guide, there is a **Reflection and Progress Tracking Tool**. Please use the tracking tool to keep track of what you have accomplished so far and reflecting on the information you have internalized. This tool is for you only, so be honest and real with yourself when utilizing it.

**Step 4.** There is a glossary of important terms and concepts you should be aware of and understand with salient examples. It's important to familiarize yourself with the terms and what they mean, it will assist with your comprehension and work.

Remember, this is **NOT** a one-time process of reading a few books/articles or listening to some podcasts/webinars and thinking you have dismantled the areas of racism you need to address. This is a **lifelong process** and you must **continue** to do the work. Utilize the Tracking tool consistently and in all areas of your lie.

**Step 5.** Black History and Black Lives is more than just the recognition of a few black holidays. Therefore, to assist you in being intentional in this work, and making sure the Black children you serve as represented, honored, and identified within the spaces they occupy Dr. Stanford has taken the time to develop a **#BlackLivesMatter (#BLM)** calendar listing important dates in Black culture and history. Please keep in mind this calendar is in no way exhaustive, it is an opportunity to start the process and encourage you to do the work to continue adding on to the document.

#let'swork!!!

## Important Terms to Know and Understand It's Impacts to Black Lives Glossary- *Not exhausted*

TERM	DEFINITION	PUT IT INTO CONTEXT
<b>1. Anti-Racism</b>	The policy and practice of adopting or developing an opposition to the racism that is present in the beliefs, actions, movements, and policies of others against another person/group	<p><b>Anti-racism DOES NOT mean tolerating racial differences. It requires active practice of identifying and eliminating racism. Beginning with your own attitudes and perceptions first and foremost.</b></p> <p><i>Action items are listed on page 17 of this resource guide.</i></p>
<b>2. Bias</b>	Presenting an unfair prejudice against a, person or group in comparison to another in which you provide favor. In this vessel, the bias we are discussing is an <b>Implicit or Cognitive bias</b> that impacts your <b>thinking</b> interpretation of information of people or groups and affects your decision and judgment.	<b>Implicit biases can manifest in how you provide therapy, the type of therapy you provide and the goals you address based on how you perceive the individual you are working or the environment they came from.</b>
<b>3. Co-Opting</b>	The process of assimilating or taking over the topic or intent of a larger or established group and appropriate it as one's own.	<b>When white people with large platforms who are outraged about what is occurring in society head to social media to highlight racial issues from their perspective without input of the oppressed voices. Also, when white people use social media to shift discussion other issues like <i>Super Duper not making a statement</i> – it shifts the attention from the real issues and what needs to be addressed to smaller issues that keep you in a comfortable space.</b>
<b>4. Colorism</b>	A method of discrimination where lighter skin individuals are treated better and more favorably than individuals with a darker hue skin. Within races this practice of colorism stemmed from historic practices of white slave owners who would assign lighter skin Black	<b>Colorism can be seen in the hiring process, ask yourself, do you feel more comfortable interviewing, working with, or hiring a lighter skinned person and why? Also found in socioeconomic and health inequality <b>Black people. Making statements like, you are pretty for a dark skin girl or your reaction</b></b>

	slaves to the house and darker skinned Black slaves to the fields to labor in the heat and cold.	<i>of feeling unsafe when a dark skin man is in your vicinity (clutching purses, locking car doors) vs a light skin man.</i>
<b>5. Dehumanization</b>	A denial of full humanness to others that results disproportionate representation of a race with health disparities, incarcerations rates, unfair sentencing, cruelty and suffering. It can also be found in the language you use or the images that you select within your practice.	<b>Using person second language to identify an individual – inmate, criminal, convict. You can dehumanize my experience and trauma by taking over my story and attempting to rewrite how it happened and how I should view it.</b>
<b>6. Discrimination</b>	Providing prejudicial treatment to different categories of people or things primarily on the basis of their <u>race, age, sex, socio-economic status, and even DISABILITY</u> . Also present in the action of making selective distinctions between individuals based on the underlined factors above or secondary to how you perceive where they belong.	<b>Calling the police on Black people because you “think” they are a danger or don’t belong in the area you have deemed belongs to a particular class or race. When you treat a student, client or patient less favorably than other students, clients or patients because of their race, what you have read in their record/background history or their documented disability.</b>
<b>7. Exoticizing</b>	Romanticizing elements of something, like a culture, that is foreign to yourself. Being overly fascinated and obsessed with discussing it, watching it, researching it, and embedding yourself into its structure. Or exploiting elements of something or someone for the gain of your own agenda, benefits, or making yourself feel better.	<b>The trauma of Black people and our life experiences are consistently exoticized in media, school, White communities and co-opted spaces. For example, White people taking bus tours through predominantly Black neighborhoods in DC and Harlem like the residents of those communities are on display. Being overly fascinated with the struggle of a race and asking for them to retell and relive the race for your benefit of hearing it.</b>
<b>8. Poverty Porn</b>	Any type of media content that exploits the condition or lives of people living in poverty. Exposing another’s misery publicly through images, interviews and other means, an impermissible invasion of privacy. Uses sympathy and pity as a method to sell products like newspapers, books, therapy material, or increase charitable donations. Also	<b>Taking pictures of yourself giving food a person who is homeless and posting it on social media to highlight “the good deed” you did.</b>

	known as <b>development porn, famine porn, or stereotype porn.</b>	
<b>9. Prejudice</b>	An unfavorable feeling, attitude or evaluation towards a person based on their perceived race, culture or gender. Most often ends in bias and discrimination.	<b>Common prejudices include negative attitudes towards someone's sexual preference, race, social class resulting in:</b> <ul style="list-style-type: none"> <li>• Classism</li> <li>• Homophobia</li> <li>• Racism</li> <li>• Sexism</li> <li>• Xenophobia</li> </ul>
<b>10. Privilege</b>	Possessing or believing you have a special right, feeling entitled, advantage, or immunity to rules, law, acceptance, and societal access based on your race, level of education, gender identity or social class.	<b>Be mindful of confusing your sense of Privilege to the rights that are afforded to all citizens living under the country's constitution.</b> <i>Privilege is being able to resist arrest and enforce your rights without the fear of being fatally policed, arrested, or brutalized.</i>
<b>11. Racial and Ethnic Disparities</b>	Detrimental differences in the <b>racial and ethnic</b> quality of health care provided and the knowledge and resources to access that healthcare, clinical needs, preferences, and appropriateness of intervention	<b>The fact that Black and Latinx youth are not diagnosed with disabilities, disorders, and impairments later in life because Early Intervention was not provided to them secondary to limited resources, shortage of culturally relevant professionals etc.</b>
<b>12. Racial Inequality</b>	A racial imbalance in the distribution of power, economic resources, and opportunities to a particular race over another	<b>Racial inequality is evident in the fact that some Black and Latinx individuals live in a world different from the one White individuals experience. Racial inequality is prevalent in <i>employment, housing, health care, criminal justice sentencing, and law enforcement engagement.</i></b>
<b>13. Racism</b>	Possessing a prejudice or discrimination that makes you feel that you are superior or the person inferior towards an individual or racial group based on their race or ethnicity belief.	<b>The most prominent and important example of racism is the slavery, of Africans involuntarily brought to other countries due to the belief that Black Africans were less human than white Europeans and their descendants.</b>

<p><b>14. Stereotypes</b></p>	<p>A mistaken idea or generalization of a belief that is widely held about a particular type of person, culture, race or community.</p>	<p><b>The stereotypical belief that Black people are lazy and don't want to work. The stereotypical belief that Black women living in under resourced neighborhoods are on welfare. The stereotypical belief that Black children have been exposed to or going through trauma.</b></p>
<p><b>15. Tokenism</b></p>	<p>The practice of recruiting or aligning yourself with a small number of people from an underrepresented race or group in order to give the appearance of racial equality.</p>	<p><b>Believing that the inclusive fallacy of Black people represented in your social media groups, organizations, or workplace demonstrates the eradication of racial inequality and issues.</b>  <b>Believing that because you read a few books from specific Black Authors about race, racism, and criminal justice you have addressed your bias and prejudice (using the excuse of these Authors to support your belief that you have addressed the space you negatively take up).</b></p>
<p><b>16. White Savior Complex</b></p>	<p>A white person who gives help to non-white people for a self-serving manner. Most commonly seen in movies where the <b>white</b> character "rescues" people of color from their struggle or plight.</p>	<p><b>White people going to Africa to volunteer and pose for opt-ed perpetuating the belief that Africa requires their help, despite the fact that it a country full of wealth and riches and most western medicines have derived from the genius minds of African doctors and medicinal healers.</b></p>

*The SLPs for Social and Juvenile Justice™ recommend the following resources to begin to learn about how to begin dismantling racism, systemic and implicit bias, and clinical cultural incompetency: **All hyperlinks are interactive, click them to access resource tools, videos and more!***

Resource Category	Tool	Author	Resource Link	Review of Document
Self-Assessment	Anti-Racist Educator Self-Examination Questionnaire + Rubric	Anna Stamborski (M.Div candidate) and Colleagues	<a href="#">Anti-Racist Educator Self-Examination Questionnaire + Rubric</a>	This doc serves as a great tool for educators (across all grade levels) to use as they begin to reflect on their biases in classroom settings. It pairs reflection questions with activities and readings that challenge racist, classist, and ableist belief systems. It is also a working document that is actively updated and revised as we grow and learn.
Self-Assessment	White Privilege Checklist	Peggy McIntosh	<b>See the document in Appendices</b>	This checklist was created by Dr. Peggy McIntosh to assist white individuals in beginning the process of recognizing their white privilege, reflect on where it has bred bias, and begin unpacking the learned behavior to emerge more reflective. Please be sure to read the accompanying publication in the appendices titled, “White Privilege” before taking the assessment.
<b>Children’s Book</b>				
Children’s Book	Anti-Racist Baby	Ibram X. Kendi	<a href="https://www.ibramxkendi.com/books-1">https://www.ibramxkendi.com/books-1</a>	This book provides the reader with “9 steps to make (racial) equity a reality” using important vocabulary as well as rhyming words. Pictures make concepts easy to understand for the child. Adults will be able to use dialogic reading strategies and converse with the children while reading this book.
Children’s Book	Little Leaders	Vashti Harrison	<a href="https://www.vashtiharrison.com/little-leaders">https://www.vashtiharrison.com/little-leaders</a>	These books tells the stories of a variety of influential Black women and men in history ranging from the 1800’s to present day. The book introduces a strong lesson about each Black woman and men presented in various stories. The books also provide helpful age-appropriate resources for reading, watching and listening. <i>See the Appendices for the Intervention Guide sheet created in support of this book for school based SLPs.</i>

<p><b>Children’s Book</b></p>	<p><b>All Because You Matter</b></p>	<p><b>Tami Charles</b></p>	<p><a href="https://tamiwrites.com/books">https://tamiwrites.com/books</a> or <a href="https://kids.scholastic.com/kids/book/all-because-you-matter-by-mss-tami-charles/">https://kids.scholastic.com/kids/book/all-because-you-matter-by-mss-tami-charles/</a></p>	<p>This book will be released October 6, 2020. Written by a Black educator, Tami Charles. The intention with this book is to offer “a starting point for conversations about the racial climate in our country today.” The publisher describes the book as: a poetic, lyrical text that is part love letter, part anthem, assuring readers that they always have, and always will, matter.” It is a great book to have in your collection as an SLP because it targets grade level preschool - grade 3.</p> <p><b>CAUTION:</b> <i>The utility of this book for SLP’s might depend on the level of implicit bias within the individuals teaching it. That is, “empowerment” of Black and Brown students, taught through a white lens with unchecked biases could be patronizing or harmful.</i></p>
<p><b>Children’s Book</b></p>	<p><b>The Only Black Girls in Town</b></p>	<p><b>Brandy Colbert</b></p>	<p><a href="https://bookshop.org/books/the-only-black-girls-in-town/9780316456388">https://bookshop.org/books/the-only-black-girls-in-town/9780316456388</a></p>	<p>I would recommend this book because of how it focuses on the main character’s experience being a Black girl in a white space. Healthy relationships are depicted throughout the novel, and the adults in the book are supportive and insightful.</p>
<p><b>Children’s Book</b></p>	<p><b>Black is a Rainbow Color</b></p>	<p><b>Angela Joy</b></p>	<p><a href="https://www.angelajoybooks.com/">https://www.angelajoybooks.com/</a></p> <p><b>YouTube Reading:</b> <a href="https://www.youtube.com/watch?v=qarNdeynDLc">https://www.youtube.com/watch?v=qarNdeynDLc</a></p>	<p>This book provides a repeated affirmation that “Black is a color and Black is a culture.” As I think about the importance of representation in children’s books - I think this is a book that I would want to read-aloud to children. It provides fun rhymes combined with the striking visuals of Black historical leaders + positive imagery of Black children and families, etc.</p> <p><b>However,</b> <i>when we think about “anti-racist” tools, it is important for the reader to be mindful of their privilege and biases. For example, if a white educator or clinician reads this book without having considered their own prejudices and biases beforehand, the appreciation of instilling pride and identity respect in the youth being read to will be lost and an important moment can be missed.</i></p>
<p><b>Children’s Book</b></p>	<p><b>Not My Idea</b></p>	<p><b>Anastasia Higginbotham</b></p>	<p><a href="https://anastasiahigginbotham.com/not-my-idea/">https://anastasiahigginbotham.com/not-my-idea/</a></p>	<p>This is a book for children, but it <b>definitely</b> requires an adult partner to read through it. <i>Terms like African American, Black, and People of Color are used interchangeably which can be problematic and confusing.</i> Aside from that, I appreciate the visuals and explicit discussion of what racism is, and how it impacts Black and non-Black</p>

				<p>children differently. It also discusses why it's important for white people to "push through" the discomfort of talking about racism.</p> <p><i>However, it is important for the white person reading the book to have a strong understanding and grasp on their biases, beliefs, and understanding of racism BEFORE attempting to discuss racism with the child. Parent permission to breach this conversation should be discussed as well.</i></p> <p>This would also be a great book for any school based SLPs to incorporate in therapy. See the <b>Appendices for the Intervention Guide sheet created in support of this book for school based SLPs.</b></p>
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### Adult Books

	White Fragility	<p><b>Robin DiAngelo</b></p> <p>Foreword by <b>Michael Eric Dyson</b></p>	<p>To Buy from a Black owned Bookstore:</p> <p><a href="https://robindiangelo.com/publications/">https://robindiangelo.com/publications/</a></p>	<p>I think this book is beneficial because it provides a fairly comprehensive description of white fragility. It focuses mainly on interpersonal interactions and implicit biases, tying in how these interactions and biases shape and are shaped by institutional and systemic racism. It's relevant to our field for clinicians working with children or adults.</p> <p><i>Here is a link to the original article publication:</i></p> <p><a href="https://libjournal.uncg.edu/ijcp/article/viewFile/249/116">https://libjournal.uncg.edu/ijcp/article/viewFile/249/116</a></p>
	How to Be an Anti-Racist – NY Times Best Seller	<p><b>Ibram X. Kendi</b></p>	<p><a href="https://www.ibramxkendi.com/how-to-be-an-antiracist-1">https://www.ibramxkendi.com/how-to-be-an-antiracist-1</a></p>	<p>This book is beneficial because it comprehensively defines the term "anti-racist". Furthermore, it explains how racial inequity the result of racist policies is, which can be eliminated and replaced with anti-racist policies. It has challenged me to learn about and challenge the racist policies at work in my school district and should do the same for other white readers.</p> <p>This book is an eye opening read into how race permeates and intersects with other categories such as power, biology, body, behavior, color, gender, class, sexuality, space, ethnicity, and culture. This book analyzes these various intersections and delineates what true anti-racist</p>

				<p>thought and actions look like compared to those that are assimilationist and those that are racist. The interwoven personal anecdotes bolstered by facts and data make this a powerful, humanizing read. This book is universally applicable both personally and professionally to anyone who is looking for insight on how to truly be anti-racist.</p> <p>Dr. Kendi’s TED Talk:  <a href="https://www.ted.com/talks/ibram_x_kendi_the_difference_between_being_not_racist_and_antiracist">https://www.ted.com/talks/ibram_x_kendi_the_difference_between_being_not_racist_and_antiracist</a></p>
	So You Want to Talk About Race	Ijeoma Oluo	<a href="https://www.hachettebookgroup.com/titles/ijeoma-oluo/so-you-want-to-talk-about-race/9781580056779/">https://www.hachettebookgroup.com/titles/ijeoma-oluo/so-you-want-to-talk-about-race/9781580056779/</a>	<p>This book provides an excellent breakdown of systemic racism and how to counter common arguments and misconceptions that deny systemic racism.</p> <p>This is very useful for doing the work of being an interrupter in the workplace, family, classroom and equips the reader with key points to support why a statement or assumption is indeed racist or rooted in historically racist systems. Ijeoma gives personal anecdotes and discusses the education system at length, especially highlighting the school to prison pipeline and providing ways to interrupt that flow.</p> <p>This book is a helpful resource for SLPs to navigate conversations about race and racism with colleagues, clients/students and families. Specific chapters that will be applicable to SLPs: “<i>Is it really about race?</i>”; “<i>What is the school-to-prison pipeline?</i>”; “<i>Why are our students so angry?</i>”; “<i>What are Microaggressions?</i>”. These chapters may be useful for SLPs who may need to navigate situations such as a student using racist language in social interactions, a school or clinic administrator using microaggressions in meetings, or parents expressing concerns about racism impacting their child’s social or emotional well-being.</p>
	Homegoing	Yaa Gyasi	<a href="https://www.penguin.co.uk/books/289838/homegoing/9780241975237.html">https://www.penguin.co.uk/books/289838/homegoing/9780241975237.html</a>	<p>A historical semi-autobiographical novel told from the viewpoint of descendants of an enslaved woman. Each chapter is told from a member of the next generation. This is an in depth look at the experience of being enslaved and how that inherited trauma can be passed on through generations.</p>

			<p>Author Reflection:  <a href="https://www.youtube.com/watch?v=IDB0y-dWDOE">https://www.youtube.com/watch?v=IDB0y-dWDOE</a></p>	
	Sing Unburied Sing	<b>Jesmyn Ward</b>	<p><a href="https://www.simonandschuster.com/books/Sing-Unburied-Sing/Jesmyn-Ward/9781501126062#reading-group-guide">https://www.simonandschuster.com/books/Sing-Unburied-Sing/Jesmyn-Ward/9781501126062#reading-group-guide</a></p>	<p>Fiction: This book discusses issues of <b>race, class, violence, poverty and growing up Black in America</b> are woven together through rich storytelling. This book provides the reader with a compelling narrative that further illustrates the need to recognize the politics of race, the negative effects of dehumanization and the necessity of humanization through the themes mentioned above.</p>
	<p>Stamped from The Beginning</p> <p><i>New York Times Bestseller</i></p>	<b>Ibram X. Kendi</b>	<p><a href="https://bookshop.org/books/stamped-racism-antiracism-and-you-a-remix-of-the-national-book-award-winning-stamped-from-the-beginning/9780316453691">https://bookshop.org/books/stamped-racism-antiracism-and-you-a-remix-of-the-national-book-award-winning-stamped-from-the-beginning/9780316453691</a></p>	<p>This book utilizes the life stories of five American scholars to discuss the development and supporting ideas of anti-Black racism and the longstanding power they have possessed over the course of American history.</p>
	Tears We Cannot Stop: A Sermon to White America	<b>Michael Eric Dyson</b>	<p><a href="https://www.indiebound.org/book/9781250135995">https://www.indiebound.org/book/9781250135995</a></p> <p><b>Author's Town Hall Discussion:</b>  <a href="https://www.youtube.com/watch?v=DFjZtzJz1Ug">https://www.youtube.com/watch?v=DFjZtzJz1Ug</a></p>	<p>A book written in a unique format that puts forth a call for change. The author forces the reader to address and reflect on the facts and turmoil Black people have experienced at the hands of being a citizen in America.</p>
	Me and White Supremacy: A 28-Day Challenge to Combat Racism,	<b>Layla F. Saad</b>	<p><b>Available through many libraries for digital borrowing:</b>  <a href="https://www.meandwhite supremacybook.com/">https://www.meandwhite supremacybook.com/</a></p>	<p>An interactive read that takes the white reader through a personal and reflective journey of identifying and understanding their white privilege and involvement in white supremacy so that they can intentionally stop and encourage other white people do the same.</p>

	<i>Change the World, and Become a Good Ancestor</i>			
	The Dreamkeepers: Successful Teachers of African American Children	<b>Gloria Ladson-Billings</b>	<a href="https://www.amazon.com/Dreamkeepers-Successful-Teachers-American-Children/dp/0470408154/ref=sr_1_1?dchild=1&amp;keywords=the+dreamkeepers&amp;qid=1593619005&amp;s=books&amp;sr=1-1">https://www.amazon.com/Dreamkeepers-Successful-Teachers-American-Children/dp/0470408154/ref=sr_1_1?dchild=1&amp;keywords=the+dreamkeepers&amp;qid=1593619005&amp;s=books&amp;sr=1-1</a>	This book should be necessary for any and all educators because the message is clear: Black children are more than the statistics and labels many put on them. Ladson-Billings eloquently writes why it is important to see the color of our children’s skin, and thus see their culture. What also makes this book magnificent is that anyone who reads will see how the principles mentioned in this book can be applied with children of all races in our classroom.
	The New Jim Crow: Mass Incarceration in the Age of Colorblindness	<b>Michelle Alexander</b>	<a href="https://newjimcrow.com/about/buy">https://newjimcrow.com/about/buy</a>	This book provides a detailed history of slavery in the United States, effectively arguing that mass incarceration is modern-day slavery. This book is great for anyone wanting to better understand the systemic and personal racism that our Black students and their families experience.
	Just Medicine: A Cure for Racial Inequality in American Healthcare	<b>Dayna Bowen Matthew</b>	<a href="https://bookshop.org/books/just-medicine-a-cure-for-racial-inequality-in-american-health-care/9781479851621">https://bookshop.org/books/just-medicine-a-cure-for-racial-inequality-in-american-health-care/9781479851621</a>	A very accessible read that discusses the impact of covert racism within the healthcare system. She uses a legal analysis to discuss how physical and mental health disparities continue to be justified under law (if only because of “legal indifference”).
	For White Folks Who Teach in the Hood... and the Rest of Ya’ll Too	<b>Christopher Emdin</b>	<a href="https://www.amazon.com/White-Folks-Teach-Hood-Rest/dp/0807028029">https://www.amazon.com/White-Folks-Teach-Hood-Rest/dp/0807028029</a>	This book provides a breakdown of systemic and implicit biases surrounding teaching in urban schools and then provides key details about how to connect with and introduce culturally relevant teaching approaches to youth in urban schools who may not respond to the white-washed version of presenting education. Dr. Emdin also introduces his theory Reality Pedagogy which is eye opening and change the way you approach therapy!  <b>Dr. Emdin also lovingly coined the Hip-Hop Professor Book Talk:</b> <a href="https://www.youtube.com/watch?v=AG7YO7nIuY4">https://www.youtube.com/watch?v=AG7YO7nIuY4</a>

	PUSHOUT: The Criminalization of Black Girls in Schools	<b>Dr. Monique W. Morris</b>	<a href="https://thenewpress.com/books/pushout">https://thenewpress.com/books/pushout</a>	This book talks about the experiences of black girls in the United States who are misunderstood, judged, treated as difficult and defiant and given up on within the educational system and PUSHED into the justice system. The book provides direct stories from Black girls, discusses the trauma of Black girls who grow up to become Black women in a white society, and solutions to challenge and shift practice, policy, and misunderstanding of our culture as Black girls and women.  <i>Recommended you also read S. Stanford article: Black Girls in the Delinquency System in the Research section to support this book from an SLP standpoint.</i>
	The Sun Does Shine	<b>Anthony Ray Hinton</b>	<a href="https://us.macmillan.com/books/9781250124715">https://us.macmillan.com/books/9781250124715</a>	<i>The Sun Does Shine</i> tells the true story of Anthony Ray Hinton, a Black man wrongfully sentenced to death row for a crime he did not commit. This book addresses <b>bias, racism</b> , and also brings a message of <b>resiliency and hope</b> .  <b>Mr. Hinton's story:</b> <a href="https://theintercept.com/2018/06/17/anthony-ray-hinton-death-row/">https://theintercept.com/2018/06/17/anthony-ray-hinton-death-row/</a>
	I Know Why the Caged Bird Sings	<b>Maya Angelou</b>	<a href="https://www.penguinrandomhouse.com/books/3924/i-know-why-the-caged-bird-sings-by-maya-angelou/">https://www.penguinrandomhouse.com/books/3924/i-know-why-the-caged-bird-sings-by-maya-angelou/</a>	Maya Angelou's autobiography providing a first-person account of <b>racism and hope, happiness, discrimination and freedom</b> from the voice of a very influential Black woman. For SLPs, this provides insight into (a) the difficulty some Black students may experience who have to manage going to school, working, dealing with trauma, etc. and (b) their resilience.
	Why Are All the Black Kids Sitting Together in the Cafeteria?	<b>Beverly Daniel Tatum</b>	<a href="https://www.beverlydanielatum.com/published-works/">https://www.beverlydanielatum.com/published-works/</a>  <b>Author Book Talk:</b> <a href="https://youtu.be/PGZniOuoREU">https://youtu.be/PGZniOuoREU</a>	This book discusses the racial barriers that are evident in life that separate us. It digs into the discussion of racial identities a racial and ethnic divisions. It will help White readers especially educators understand the layers of race in America.
	Just Mercy	<b>Bryan Stevenson</b>	<a href="https://www.indiebound.org/book/9780812984965">https://www.indiebound.org/book/9780812984965</a>	This book tells the true story of Bryan Stevenson and his fight against the system that wrongfully imprisoned his clients. The story paints a detailed picture of racism, discrimination and the disproportionate

			<p><b>Author TED Talk:</b>  <a href="https://www.ted.com/talks/bryan_stevenson_we_need_to_talk_about_a_n_injustice">https://www.ted.com/talks/bryan_stevenson_we_need_to_talk_about_a_n_injustice</a></p>	<p>incarceration of Black men. Stevenson reminds readers that we are all human, and we are more than the worst thing we've ever done. We are all deserving of "just mercy."</p> <p><b>Reading Discussion Guide:</b> <a href="https://justmercy.eji.org/wp-content/uploads/2019/08/just-mercy-discussion-guide.pdf">https://justmercy.eji.org/wp-content/uploads/2019/08/just-mercy-discussion-guide.pdf</a></p>
	<p>This Book is Anti-Racist: 20 Lessons on How to Wake Up, Take Action, and Do the Work</p>	<p><b>Tiffany Jewell</b></p>	<p><a href="https://www.indiebound.org/book/9780711245211">https://www.indiebound.org/book/9780711245211</a></p>	<p>This book is highly recommended, it can also be used with youth, due to the author's conversational tone in the writing, the colorful drawings, and important vocabulary that is well-defined. From beginning to end, the book makes you think, educates in an interactive manner, and ignites the call to action.</p>

## Documentaries

<b>Documentaries</b>	Teach Us All	<b>Sonia Lowman</b>	<p>Trailer:  <a href="https://youtu.be/I5hE2Xm_dDQ">https://youtu.be/I5hE2Xm_dDQ</a></p> <p><b>Watch:</b>  <a href="https://www.netflix.com/title/80198423?source=35">https://www.netflix.com/title/80198423?source=35</a></p>	<p>Documentary that covered the past 60 yrs. history of the education system beginning with the Little Rock 9. Including how our country's education system has continually failed to support and educate Black and Latinx youth living in low socioeconomic neighborhoods. It reviews the progress and failed attempts to improve the education system. But ultimately, there remains a wide gap necessary in order to truly obtain the right for all students to be provided an equal education.</p>
	When They See Us	<b>Ava Duvernay</b>	<p><b>Trailer:</b>  <a href="https://youtu.be/KyIrJeK2DKY">https://youtu.be/KyIrJeK2DKY</a></p> <p><b>Watch:</b>  <a href="https://www.netflix.com/title/80200549?source=35">https://www.netflix.com/title/80200549?source=35</a></p>	<p>This series is based on the real story of the Exonerated 5, a group of Black males who were wrongfully convicted of a crime that they did not commit. It highlights how police wrongfully target and coerce Black individuals (kids, in this case) into these convictions, the racial and stereotypical labels placed on Black youth, and how easily Black Youth's lives are snatched away by the Criminal Justice system.</p> <p>This was a powerful series. It was so well done that many scenes were difficult to watch.</p> <p><i>I also recommend watching Oprah's interview with the cast, Ava DuVernay, and the Exonerated 5:</i> <a href="https://youtu.be/18UZO9UmCPg">https://youtu.be/18UZO9UmCPg</a></p>

	13th	<b>Ava Duvernay</b>	<p><b>Trailer:</b>  <a href="https://youtu.be/K6IXQbXPO3I">https://youtu.be/K6IXQbXPO3I</a></p> <p><b>YouTube:</b>  <a href="https://www.youtube.com/watch?v=krfcq5pF8u8">https://www.youtube.com/watch?v=krfcq5pF8u8</a></p> <p><b>Netflix:</b>  <a href="https://www.netflix.com/title/80091741?source=35">https://www.netflix.com/title/80091741?source=35</a></p>	A strong documentary that provides a critical look at the 13th amendment and its impact on the school to prison pipeline and unpacking disproportionate incarceration rates on the Black and Brown communities.
	America to Me	<b>Directors:</b> <b>Bing Liu, Steve James, Rebecca Parrish, Kevin Shaw</b>	<p><b>Trailer:</b>  <a href="https://youtu.be/Fbfx9OpcUoc">https://youtu.be/Fbfx9OpcUoc</a></p> <p><b>STARZ:</b>  <a href="https://www.starz.com/us/en/series/38818/episodes/39233?season=1">https://www.starz.com/us/en/series/38818/episodes/39233?season=1</a></p> <p><b>HULU:</b>  <a href="https://www.hulu.com/series/de36601e-cbff-4d91-83bf-1c92c728f07e">https://www.hulu.com/series/de36601e-cbff-4d91-83bf-1c92c728f07e</a></p>	
	For Ahkeem	<b>Directors:</b> <b>Landon Van Soest, Jeremy S. Levine</b>	<p><b>HULU:</b>  <a href="https://www.hulu.com/movie/for-ahkeem-3dc36523-3f1e-4d16-96aa-d33979b2039d">https://www.hulu.com/movie/for-ahkeem-3dc36523-3f1e-4d16-96aa-d33979b2039d</a></p> <p><b>Amazon Prime Video:</b></p>	<p>Provides an in-depth documented view of a black girl experiencing life and being forced to attend an alternative school. Providing viewers with a lens of the trauma and additional responsibilities black girls face while also attempting to be effective students.</p> <p>Guide for implementing in therapy: <a href="#">For Ahkeem Guide</a></p>

			<a href="https://www.amazon.com/Ahkeem-Daje-Shelton/dp/B077ZZJH V8">https://www.amazon.com/Ahkeem-Daje-Shelton/dp/B077ZZJH V8</a>	
	True Justice: Bryan Stevenson's Fight for Equality	<b>Directors: Peter Kunhardt, George Kunhardt, Teddy Kunhardt</b>	HBO: <a href="https://eji.org/projects/true-justice/">https://eji.org/projects/true-justice/</a>	Documentary about Bryan Stevenson, an attorney, Director of the Equal This production documents Mr. Stevenson's persistence in courtroom battles advocating for innocent black men including <b>those with intellectual disabilities on death row</b> . He presents a <b>history of the law, social biases</b> and how this has shaped the young black man's viewpoint for their future. It also shows the EJI's creation and dedication of the National Memorial for Peace and Justice.
	Crime and Punishment	<b>Director: Stephen Maing</b>	<b>HULU:</b> <a href="https://www.hulu.com/movie/crime-punishment-f141e4b4-b89c-4bbd-a938-6728ce6a7fdc?entity_id=f141e4b4-b89c-4bbd-a938-6728ce6a7fdc">https://www.hulu.com/movie/crime-punishment-f141e4b4-b89c-4bbd-a938-6728ce6a7fdc?entity_id=f141e4b4-b89c-4bbd-a938-6728ce6a7fdc</a>	This is a documentary that provides an inside look into the lawsuit filed by 12 NYPD officers around the quotas of arrests that disproportionately affected Black and Latinx residents of NYC. It will provide you with a look into what some precincts and PDs deal with on a daily and the expectations that are placed on officers to criminalize black and brown individuals.
	The Gates to Freedom	<b>Dr. Angela Davis, Read by: Pearl Mackie</b>	<a href="https://www.youtube.com/watch?v=On6QU5T6-iY#action=share">https://www.youtube.com/watch?v=On6QU5T6-iY#action=share</a>	A Powerful movement of speech that depicts the lives of black people and correlates our daily experiences to the never-ending feeling of imprisonment. Provides those with privilege who watch an understanding of how and why we feel oppressed and the necessity to recognize and step away from your privilege of disregarding the Black Lives Matter message. Although spoken in the 1970's the sentiment still rings true today!  <b>The written format:</b> <a href="https://1960sdaysofrage.wordpress.com/2018/12/23/the-gates-of-freedom-angela-davis-9-june-1972/">https://1960sdaysofrage.wordpress.com/2018/12/23/the-gates-of-freedom-angela-davis-9-june-1972/</a>

## Podcasts

<b>Podcasts</b>	ASHA Voices	<b>ASHA,</b>	<a href="https://leader.pubs.asha">https://leader.pubs.asha</a>	ASHA's first podcast featuring guest, Dr. Shameka Stanford, who
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	Podcast Premiere: Communication Disorders and the Justice System (ft. Dr. Shameka Stanford)	<b>Directed by J.D. Gray</b>	<a href="https://doi.org/10.1044/asha-voices-cognitive-communication-disorders-and-the-justice-system/full/">org/do/10.1044/asha-voices-cognitive-communication-disorders-and-the-justice-system/full/</a> (also available on Spotify)	helps shed light on being an SLP in juvenile forensics. Dr. Stanford talks about her experiences and begins the conversation regarding what communities can do moving forward. This is an important tool regarding Black and Latinx children with disabilities placed at-risk for or involved with the justice system and police interactions.
	ASHA Voices: Ijeoma Oluo Talks Race, Conversation, and Microaggression	<b>ASHA, Directed by J.D. Gray</b>	<a href="https://leader.pubs.asha.org/do/10.1044/asha-voices-ijeoma-oluo-talks-race-conversation-and-microaggressions/full/">https://leader.pubs.asha.org/do/10.1044/asha-voices-ijeoma-oluo-talks-race-conversation-and-microaggressions/full/</a> (also available on Spotify)	Brief podcast featuring Ijeoma Oluo, author of <i>So You Want to Talk About Race</i> , speaking about microaggressions and conversations surrounding race. Oluo spoke about unconscious biases and began to mention how examining our own thoughts and interactions can begin to create change on a societal level.
	ASHA Voices: Language and Identity—Shifting Away from a Deficit Perspective on African American English	<b>ASHA, Directed by J.D. Gray</b>	<a href="https://leader.pubs.asha.org/do/10.1044/asha-voices-language-and-identity-shifting-away-from-a-deficit-perspective-on-african-american-english/full/">https://leader.pubs.asha.org/do/10.1044/asha-voices-language-and-identity-shifting-away-from-a-deficit-perspective-on-african-american-english/full/</a>	This podcast incorporates input from three experts in AAE, summarizes research as well as clinical experiences. Characterizes rules of AAE with specific examples, and provides information about the impact of misunderstanding AAE, as well as resources for combating bias.  This is a brief podcast on AAE, codeswitching, and assessment. Very relevant and I liked how the speakers incorporated the impact of under- or over-diagnosing on a child's education.
	1619 Podcast	<b>The New York Times</b>	<a href="https://www.nytimes.com/2019/08/23/podcasts/1619-slavery-anniversary.html">https://www.nytimes.com/2019/08/23/podcasts/1619-slavery-anniversary.html</a>	This podcast chronicles the start of slavery and its 250 years of slavery. Very important information to know and be aware of. Especially because much of the history of Africans and Black Americans have been whitewashed and depicted as though we had a choice to be enslaved and continue the sufferance of modern-day slavery.
	There goes the Neighborhood	<b>Kai Wright on WNYC Studios</b>	<a href="https://www.wnycstudios.org/podcasts/neighborhood">https://www.wnycstudios.org/podcasts/neighborhood</a>	This podcast discusses gentrification and gives listeners a look into how our culture, pride and development is aligned with the neighborhoods we live in and have cultivated. It discusses what gentrification does to the Black culture and how it tears apart the

				essence of our identity when it is overlooked and tossed aside.
	Code Switch	<b>Various Journalists of Color on NPR</b>	<a href="https://www.npr.org/podcasts/510312/codeswitch">https://www.npr.org/podcasts/510312/codeswitch</a>	This podcast keeps it all the way real in its unfiltered discussions about race and how it impacts society, music, sports, history and politics. My favorite episodes are <b>Why Now, White People?</b> And <b>A Decade of Watching Black People Die</b> . Be sure to listen to those two. One of my new favorite podcasts because it is raw and real as well.
<b>Research Publications/Creative Works</b>				
<b>Research Publications/Creative Works</b>	Multicultural Perspectives: The road to cultural competence (Chapter)	<b>Luis Riquelme &amp; Jason Rosas</b>	<a href="http://tiny.cc/c1olqz">http://tiny.cc/c1olqz</a> Then click view at researchgate.net	Provides definitions for terms such as <b>culture</b> . References <b>ASHA's "Knowledge and Skills Needed by Speech-Language Pathologists and Audiologists to Provide Culturally and Linguistically Appropriate Services"</b> from 2004 – <b>Important:</b> There has <b>NOT</b> been an updated CLD KASA statement from ASHA since 2004 and the document is no longer available on the site (ACTION ITEM). Argues strongly that SLPs should be culturally competent to practice effectively and ethically, and that misdiagnosis due to cultural differences should cease through ongoing learning by SLPs.  <b>CAUTION:</b> A little dated (some questionable examples of cultural stereotypes), but if read with caution and guidance from a CLD expert, it can be used as an "OK" introduction for new clinicians into the challenges faced in the field.
	Collectors, Nightlights, and Allies, Oh My! (White Mentors in the Academy)	<b>Marisela Martinez-Cola, JD/PhD</b>	<a href="#">"Collectors, Nightlights, and Allies, Oh My!"</a>	This article is a key one to read because it provides an insight into the mentorship experiences and perception of students of Color mentored by White professionals. The publication also challenges White mentors to recognize their bias and change their actions of tokenizing or failing to understand their mentees.
	Codeswitching: Tools of language and culture transform the	<b>Rebecca S. Wheeler &amp; Rachel Swords</b>	<a href="https://secure.ncte.org/library/NCTEFiles/PD/Consulting/WheelerLAJuly2004.pdf">https://secure.ncte.org/library/NCTEFiles/PD/Consulting/WheelerLAJuly2004.pdf</a>	This publication begins in a manner that will make you think it is going to perpetuate this belief of African American students having to "code-switch". But, keep reading. This publication provides some key thinking points about how teachers perceive language and the problem with that perception. It is written from the vantage point of teachers,

	dialectally diverse classroom			but we recommend SLPs who are attending to the recognition and incorporation of a culturally and linguistically diverse therapy and how-to parallel language variations in writing. The publication also provides a nice list of culturally diverse books that enhance identity in character and language of the children we serve.
	The Confluence of Language and Learning Disorders and the School-to-Prison Pipeline Among Minority Students of Color: A Critical Race Theory	<b>Drs. Shameka (Johnson) Stanford &amp; Bahiyah Muhammad</b>	<a href="https://digitalcommons.wcl.american.edu/cgi/viewcontent.cgi?article=1708&amp;context=jgspl">https://digitalcommons.wcl.american.edu/cgi/viewcontent.cgi?article=1708&amp;context=jgspl</a>	This publication is written in five key parts. The sections that are extremely relevant to clinicians are Parts I-IV. Part I discussed the presence and impact of language and learning disorders on African American Students. Part II discussed the development and use of zero-tolerance policies schools and analyzed these policies. Part III discussed the disproportionate and subjectively harsh disciplinary laws implemented in low socioeconomic status (“low-SES”) Title I schools within the US and how these laws may be fueled by symbolism and institutional racism. Part IV assesses the school-to-confinement pipeline and its correlation to the special education system's minority students with language and learning disorders. Part V discusses the correlation between Black and Brown students with language and learning disorders as well as the school-to-confinement pipeline from a critical race theory perspective.
	Black Girls in the Delinquency System: “Defiance” or Disorder?	<b>Dr. Shameka Stanford</b>	<a href="http://www.juvjustice.org/blog/1117">http://www.juvjustice.org/blog/1117</a>	This article is a good supplemental document to understanding a lot of what was discussed in the Push Out book by Dr. Monique Morris. You can either read it before or after, but we highly recommend you read both.  This article talks about how Black girls are becoming the fastest growing confined population in the U.S and why their disorders are most times viewed as just acts of defiance.
	Talk About Trayvon: A Toolkit for	<b>Black Lives Matter Movement</b>	<a href="https://blacklivesmatter.com/wp-content/uploads/2017/10/Toolkit-WhitePpl-Trayvon.pdf">https://blacklivesmatter.com/wp-content/uploads/2017/10/Toolkit-WhitePpl-Trayvon.pdf</a>	A toolkit that provides you with visuals, wording, and directions to discuss Trayvon Martin. Can be a great tool to implement into therapy. Ideas provided in the Tangible Appendix.

	White People			
	Trayvon Taught Me: Toolkit for Black and Non POC Organizers	<b>Black Lives Matter Movement</b>	<a href="https://blacklivesmatter.com/wp-content/uploads/2017/10/BLM_Travon_toolkit_english.pdf">https://blacklivesmatter.com/wp-content/uploads/2017/10/BLM_Travon_toolkit_english.pdf</a>	This toolkit is designed to allow individuals to keep the conversation about the serious implications of anti-Blackness and prejudicial policing and legislation on Black people going in all spaces. It provides wording for social media posts, visuals, and more.
	White Privilege: Unpacking the Invisible Knapsack	<b>Peggy McIntosh</b>	Attached in Appendices	This publication should be read before completing the White Privilege self-assessment to assist the reader in beginning the process of recognizing their white privilege, reflecting on where it has bred bias, and begin to unpack the learned behaviors to emerge more reflective.

## **Other Recommended Loosely Based Non-Fiction Movies that Depict and Discuss Racism, Classism, White Saviorism Complex, Slavery, Bias, Prejudice and More...**

1. [Just Mercy](#) – Racism, Modern Day Slavery
2. [The Help](#) – Racism, Prejudice Bias
3. [Django Unchained](#) – Slavery and White Saviorism Complex Examples
4. [Twelve Years a Slave](#) – Slavery and White Saviorism Complex Examples
5. [Harriet](#) – Slavery and White Saviorism Complex Examples
6. [White Man's Burden](#) – Racism and Prejudice, Classism
7. [Imitation of Life](#) – Bias, Prejudice, Racism
8. [Alex Hayley's Queen](#) - Slavery
9. [The Immortal Life of Henrietta Lacks](#) – Prejudice, Racism, White Saviorism Complex
10. [The Blind Side](#) – White Saviorism Complex
11. [The Hate You Give](#) – Racism, Prejudice, Police Brutality
12. [Let It Fall](#) – Racism, Bias, Prejudice
13. [American Son](#) – Racism, Bias, Prejudice, Stereotype, Police Brutality

## **If you are wondering What's Next... Putting Your Action where Your Passion Is: How you can Help**

- **CHECK THIS OUT FIRST: [Five Tips for Being an Ally](#) by Chescaleigh**

1. Support this bill when it is presented in your state - <https://pushoutfilm.com/support-this-bill>
2. Petition your school board to change how Black Girls are treated using the pre drafted letter here:  
<https://pushoutfilm.com/petition-your-school-board>
3. Find a movement in your area and learn more about it before getting involved by using sites like:  
<https://blacklivesmatter.com/>
4. Sign the Sustainable Transformation in Our Communities Petition \*After doing your research\*:  
<https://blacklivesmatter.com/defundthepolice/>
5. Join a Black Lives Matter Chapter in your area: <https://blacklivesmatter.com/chapters/>
6. Support a Campaign for Justice to overcome the burdens of criminalization and incarceration across the USA:  
<https://jlusa.org/advocacy/#campaigns>
7. Donate or Become an Agent of Change for the Campaign for Justice to overcome the burdens of criminalization and incarceration across the USA: <https://jlusa.org/membership/#become-an-agent-for-change>

## Appendix

1. Reflection Tool Checklist
2. Not My Idea and Little Leaders SLP Treatment Guide
3. Detailed Black History Themed Calendar
4. ASHA CLD Reflection Checklist
5. Unpacking White Privilege Checklist – Peggy McIntosh



DATE	USE THIS SPACE TO REFLECT ON YOUR RESOURCE ENGAGEMENT AND PROCESS YOUR FEELINGS

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**Questions to Guide your Work and Reflection as You Check your Bias/Prejudice**

1. What are new things I have learned about racism, bias and prejudice that I did not know or fully understand?
2. How has what I've read/watched/listened to impacted me and why?
3. What role have I played in the negative experiences of racism, bias, prejudice or co-opting?
4. When was the last time I checked my Bias/Prejudice?
5. In what ways have I unconsciously demonstrated stereotypes, bias, or prejudice?
6. Have I taken a moment to sit in this space and recognize my privilege and how it can impact the lives of those experiencing racism, stereotypes, bias or prejudices?
7. In what capacity will I show up in the spaces I choose to occupy since engaging in these resources?
8. What will I change about my clinical approach, practice, and belief when working with Black, Latinx and Indigenous American individuals?
9. Where do I need to do more personal work and reflection? What specific areas?
10. What Black Voices can I amplify/learn from to continue to educate and direct me in this work of transforming my thoughts, practice and ideas?

## **Appendix B. Not My Idea and Little Leaders SLP Treatment Guide**

**Not My Idea** – Provides opportunity for the SLP to work on vocabulary targets, inclusion of prominent Black activists and leaders, and visual aids that contrast Black and white lived experiences in the states.

**Little Leaders** – Provides a great opportunity for SLPs to target narrative language/retelling, vocabulary, past tense and more.

**With both books, the SLP can address the following language skills:**

1. Vocabulary
2. Recalling Key Information
3. Sequencing
4. Social Stories
5. Wh-Questions
6. Attributes
7. Categories – Occupation
8. Narrative Discourse
9. Story Telling
10. Past tense
11. Inference
12. Prediction

## Appendix C. Detailed Black History Themed Calendar

Month	Black Holiday	Key Information
January 5 <sup>th</sup>	George Washington Carver Day	<a href="http://www.nea.org/tools/lessons/44688.htm">http://www.nea.org/tools/lessons/44688.htm</a>
January 18 <sup>th</sup>	Martin Luther King Day	<a href="https://www.history.com/news/martin-luther-king-jr-day-controversial-origins-of-the-holiday">https://www.history.com/news/martin-luther-king-jr-day-controversial-origins-of-the-holiday</a>
January 29 – Feb 28	Native Islands Gullah Celebration	<b>Derivatives of AAE evolved from Gullah Language</b> <a href="http://gullahcelebration.com/">http://gullahcelebration.com/</a>
February 4 <sup>th</sup>	Rosa Parks Day	<b>Teach about more than her refusing to sit in the back of the bus.</b> <a href="https://www.biography.com/activist/rosa-parks">https://www.biography.com/activist/rosa-parks</a>
February 13 <sup>th</sup>	Black Love Day	<a href="http://www.africanamericanholidays.org/blackloveday.html">http://www.africanamericanholidays.org/blackloveday.html</a>
February 14 <sup>th</sup>	Frederick Douglas Day	<a href="https://douglassday.org/">https://douglassday.org/</a>
<b>ALL</b> February	Black History Month	<b>Should be celebrated every day and not just one month</b>
March	Crispus Attucks Day	<a href="https://www.history.com/news/crispus-attucks-american-revolution-boston-massacre">https://www.history.com/news/crispus-attucks-american-revolution-boston-massacre</a>
April 16 <sup>th</sup>	DC Emancipation Day	<a href="https://emancipation.dc.gov/">https://emancipation.dc.gov/</a>
April 21	Groundation/Hale Selassie's Day	<a href="https://readthespirit.com/religious-holidays-festivals/groundation-day-rastafarian-holiday-and-haile-selassie/">https://readthespirit.com/religious-holidays-festivals/groundation-day-rastafarian-holiday-and-haile-selassie/</a>
May 18 <sup>th</sup>	Haitian Flag Day	<a href="https://www.haiti.org/national-haitian-flag-day-celebration-activities/">https://www.haiti.org/national-haitian-flag-day-celebration-activities/</a>
May 19 <sup>th</sup> or May 3 <sup>rd</sup> Friday in May	Malcolm X Birthday	<b>May 19<sup>th</sup> Malcolm X actual Birthday</b> <a href="https://www.history.com/topics/black-history/malcolm-x">https://www.history.com/topics/black-history/malcolm-x</a>
June 19 <sup>th</sup>	Juneteenth	<a href="https://www.juneteenth.com/history.htm">https://www.juneteenth.com/history.htm</a>
<b>ALL</b> June	African American Music Appreciation Month	<a href="https://nmaahc.si.edu/blog-post/celebrating-black-music-month">https://nmaahc.si.edu/blog-post/celebrating-black-music-month</a>
July 2-4	African Caribbean International Festival of Life	<b>Celebrated in Chicago, IL</b> <a href="https://www.internationalfestivaloflife.com/">https://www.internationalfestivaloflife.com/</a>
August	American Black Film Festival	<a href="https://www.abff.com/">https://www.abff.com/</a>
September	African American Day Parade	<b>Celebrated in Harlem, NYC</b> <a href="https://africanamericandayparade.org/#home">https://africanamericandayparade.org/#home</a>
October 12 <sup>th</sup>	Indigenous Peoples Day	<a href="https://www.smithsonianmag.com/blogs/national-museum-american-indian/2019/10/11/indigenous-peoples-day-2019/">https://www.smithsonianmag.com/blogs/national-museum-american-indian/2019/10/11/indigenous-peoples-day-2019/</a>
October 17 <sup>th</sup>	Black Poetry Day	<a href="https://www.poemofquotes.com/articles/black-poetry-day.php">https://www.poemofquotes.com/articles/black-poetry-day.php</a>
December 26 <sup>th</sup> – January 1 <sup>st</sup>	Kwanzaa	<a href="http://www.officialkwanzaawebsite.org/">http://www.officialkwanzaawebsite.org/</a>
<b>Dates Vary</b>	Black Pride Festival	<b>Dates of celebration vary depending on location</b> <a href="https://centerforblackequity.org/black-prides/">https://centerforblackequity.org/black-prides/</a>
<b>Dates Vary</b>	African Countries Independence Day	<b>Date of celebration varies depending on African Country being celebrated</b> <a href="http://www.japanafrikanet.com/directory/presidents/africanindependence.html">http://www.japanafrikanet.com/directory/presidents/africanindependence.html</a>

## **Appendix D. ASHA CLD Reflection Checklist**

## **Appendix E. Unpacking White Privilege Checklist**



## Cultural Competence Checklist: **Personal Reflection**

Ratings:  
1 Strongly Agree  
2 Agree  
3 Neutral  
4 Disagree  
5 Strongly Disagree

This tool was developed to heighten your awareness of how you view clients/patients from culturally and linguistically diverse (CLD) populations.

\*There is no answer key; however, you should review responses that you rated 5, 4, and even 3.

- I treat all of my clients with respect for their culture.
- I do not impose my beliefs and value systems on my clients, their family members, or their friends.
- I believe that it is acceptable to use a language other than English in the U.S.
- I accept my clients' decisions as to the degree to which they choose to acculturate into the dominant culture.
- I provide services to clients who are GLBTQ (Gay, Lesbian, Bisexual, Transgender, or Questioning).
- I am driven to respond to others' insensitive comments or behaviors.
- I do not participate in insensitive comments or behaviors.
- I am aware that the roles of family members may differ within or across culture or families.
- I recognize family members and other designees as decision makers for services and support.
- I respect non-traditional family structures (e.g., divorced parents, same gender parents, grandparents as caretakers).
- I understand the difference between a communication disability and a communication difference.
- I understand that views of the aging process may influence the clients'/families' decision to seek intervention.
- I understand that there are several American English dialects. I recognize that all English speakers use a dialect of English.

### **I understand that the use of a foreign accent or limited English skill is not a reflection of:**

- Reduced intellectual capacity
- The ability to communicate clearly and effectively in a native language

### **I understand how culture can affect child-rearing practices such as:**

- Discipline
- Dressing
- Toileting
- Feeding
- Self-help skills
- Expectations for the future
- Communication

### **I understand the impact of culture on life activities, such as:**

- Education
- Family roles
- Religion/faith-based practices
- Gender roles
- Alternative medicine
- Customs or superstitions
- Employment
- Perception of time
- Views of wellness
- Views of disabilities
- The value of Western medical treatment

### **I understand my clients' cultural norms may influence communication in many ways, including:**

- Eye contact
- Interpersonal space
- Use of gestures
- Comfort with silence
- Turn-taking
- Topics of conversation
- Asking and responding to questions
- Greetings
- Interruptions
- Use of humor
- Decision-making roles

\*While several sources were consulted in the development of this checklist, the following document inspired its design: Goode, T. D. (1989, revised 2002). Promoting cultural and linguistic competence self-assessment checklist for personnel Providing services and supports in early intervention and childhood settings.

**Reference this material as:** American Speech-Language-Hearing Association. (2010). *Cultural Competence Checklist: Personal reflection*. Available from <http://www.asha.org/uploadedFiles/Cultural-Competence-Checklist-Personal-Reflection.pdf>.

# White Privilege: Unpacking the Invisible Knapsack

by Peggy McIntosh

*“I was taught to see racism only in individual acts of meanness, not in invisible systems conferring dominance on my group”*

## DAILY EFFECTS OF WHITE PRIVILEGE

I decided to try to work on myself at least by identifying some of the daily effects of white privilege in my life. I have chosen those conditions that I think in my case attach somewhat more to skin-color privilege than to class, religion, ethnic status, or geographic location, though of course all these other factors are intricately intertwined. As far as I can tell, my African American coworkers, friends, and acquaintances with whom I come into daily or frequent contact in this particular time, place and time of work cannot count on most of these conditions.

1. I can if I wish arrange to be in the company of people of my race most of the time.
2. I can avoid spending time with people whom I was trained to mistrust and who have learned to mistrust my kind or me.
3. If I should need to move, I can be pretty sure of renting or purchasing housing in an area which I can afford and in which I would want to live.
4. I can be pretty sure that my neighbors in such a location will be neutral or pleasant to me.
5. I can go shopping alone most of the time, pretty well assured that I will not be followed or harassed.
6. I can turn on the television or open to the front page of the paper and see people of my race widely represented.
7. When I am told about our national heritage or about “civilization,” I am shown that people of my color made it what it is.
8. I can be sure that my children will be given curricular materials that testify to the existence of their race.
9. If I want to, I can be pretty sure of finding a publisher for this piece on white privilege.
10. I can be pretty sure of having my voice heard in a group in which I am the only member of my race.
11. I can be casual about whether or not to listen to another person’s voice in a group in which s/he is the only member of his/her race.
12. I can go into a music shop and count on finding the music of my race represented, into a supermarket and find the staple foods which fit with my cultural traditions, into a hairdresser’s shop and find someone who can cut my hair.
13. Whether I use checks, credit cards or cash, I can count on my skin color not to work against the appearance of financial reliability.
14. I can arrange to protect my children most of the time from people who might not like them.
15. I do not have to educate my children to be aware of systemic racism for their own daily physical protection.
16. I can be pretty sure that my children’s teachers and employers will tolerate them if they fit school and workplace norms; my chief worries about them do not concern others’ attitudes toward their race.
17. I can talk with my mouth full and not have people put this down to my color.
18. I can swear, or dress in second hand clothes, or not answer letters, without having people attribute these choices to the bad morals, the poverty or the illiteracy of my race.
19. I can speak in public to a powerful male group without putting my race on trial.
20. I can do well in a challenging situation without being called a credit to my race.
21. I am never asked to speak for all the people of my racial group.

Peggy McIntosh is associate director of the Wellesley Collage Center for Research on Women. This essay is excerpted from Working Paper 189. “White Privilege and Male Privilege: A Personal Account of Coming To See Correspondences through Work in Women’s Studies” (1988), by Peggy McIntosh; available for \$4.00 from the Wellesley College Center for Research on Women, Wellesley MA 02181. The working paper contains a longer list of privileges. This excerpted essay is reprinted from the Winter 1990 issue of Independent School.

22. I can remain oblivious of the language and customs of persons of color who constitute the world's majority without feeling in my culture any penalty for such oblivion.

23. I can criticize our government and talk about how much I fear its policies and behavior without being seen as a cultural outsider.

24. I can be pretty sure that if I ask to talk to the "person in charge", I will be facing a person of my race.

25. If a traffic cop pulls me over or if the IRS audits my tax return, I can be sure I haven't been singled out because of my race.

26. I can easily buy posters, post-cards, picture books, greeting cards, dolls, toys and children's magazines featuring people of my race.

27. I can go home from most meetings of organizations I belong to feeling somewhat tied in, rather than isolated, out-of-place, outnumbered, unheard, held at a distance or feared.

28. I can be pretty sure that an argument with a colleague of another race is more likely to jeopardize her/his chances for advancement than to jeopardize mine.

29. I can be pretty sure that if I argue for the promotion of a person of another race, or a program centering on race, this is not likely to cost me heavily within my present setting, even if my colleagues disagree with me.

30. If I declare there is a racial issue at hand, or there isn't a racial issue at hand, my race will lend me more credibility for either position than a person of color will have.

31. I can choose to ignore developments in minority writing and minority activist programs, or disparage them, or learn from them, but in any case, I can find ways to be more or less protected from negative consequences of any of these choices.

32. My culture gives me little fear about ignoring the perspectives and powers of people of other races.

33. I am not made acutely aware that my shape, bearing or body odor will be taken as a reflection on my race.

34. I can worry about racism without being seen as self-interested or self-seeking.

35. I can take a job with an affirmative action employer without having my co-workers on the job suspect that I got it because of my race.

36. If my day, week or year is going badly, I need not ask of each negative episode or situation whether it had racial overtones.

37. I can be pretty sure of finding people who would be willing to talk with me and advise me about my next steps, professionally.

38. I can think over many options, social, political, imaginative or professional, without asking whether a person of my race would be accepted or allowed to do what I want to do.

39. I can be late to a meeting without having the lateness reflect on my race.

40. I can choose public accommodation without fearing that people of my race cannot get in or will be mistreated in the places I have chosen.

41. I can be sure that if I need legal or medical help, my race will not work against me.

42. I can arrange my activities so that I will never have to experience feelings of rejection owing to my race.

43. If I have low credibility as a leader I can be sure that my race is not the problem.

44. I can easily find academic courses and institutions which give attention only to people of my race.

45. I can expect figurative language and imagery in all of the arts to testify to experiences of my race.

46. I can choose blemish cover or bandages in "flesh" color and have them more or less match my skin.

47. I can travel alone or with my spouse without expecting embarrassment or hostility in those who deal with us.

48. I have no difficulty finding neighborhoods where people approve of our household.

49. My children are given texts and classes which implicitly support our kind of family unit and do not turn them against my choice of domestic partnership.

50. I will feel welcomed and "normal" in the usual walks of public life, institutional and social.

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