

KNOW THYSELF:

Linguistic Bias, Awareness , Accountability

BIAS
ACCOUNTABILITY
ALLYSHIP

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SLP at TLC since 2004*
ASL-English Interpreter*
Teacher*
Twin mom*
Human*

*person with bias
*learner



OBJECTIVES

01

BIAS WHATS &
WHYS

02

BADE
QUESTIONNAIRE

What? Why? How to
use it.

03

BADE IN
ACTION

Give it a try

04

OUR OWN
ACCOUNTABILITY

The What and Why of ASL
assessments

05

ALLYSHIP
MINDEDNESS

Meeting discomfort with a
lens of learning and curiosity

BIAS: What is it?

“Her hair doesn’t look professional.”

“Vegetarians are virtue signalers.”

”She’s so pretty, she must have a husband.”

”What a terrible accident... probably that old guy’s fault.”

Bias is unavoidable *

Bias is part of everyone*

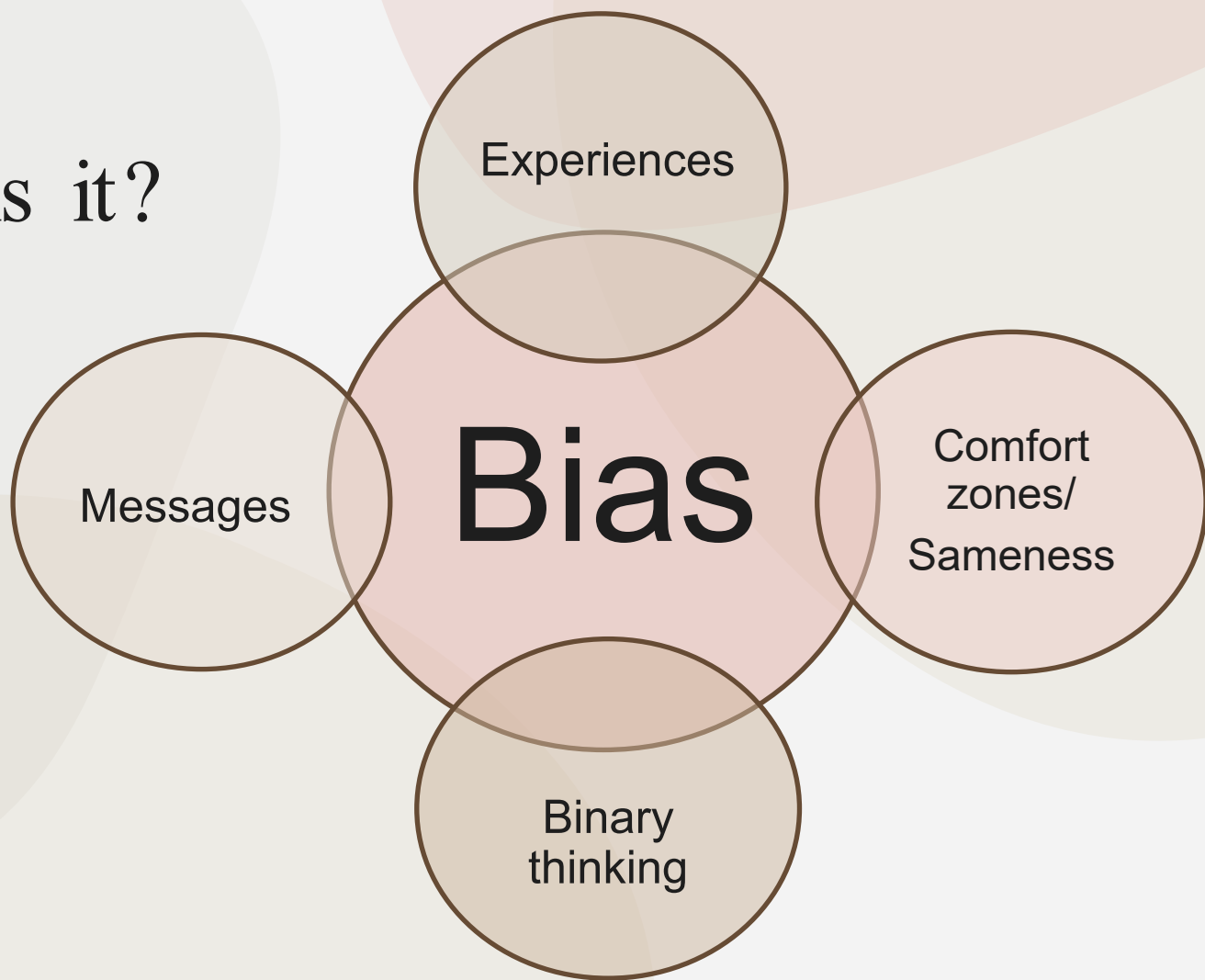
Bias *can* be healthy and provide “rules” for life

Bias hides... until it doesn’t*

*= but it can be known and managed

BIAS:

Why is it?





BIAS: Why is it?



- **Bias is based on stereotypes that ingrain in someone over time**
 - *“Dancers must be thin,” “homeless people are addicts,” “sign language is a crutch,” “dumb jock”*
- **Bias can stem from limited experiences with the “other”**
 - *The bubble: Family, friends, geography, education, messages we are exposed to and (perhaps inadvertently) seek out*

When bias becomes problematic in our work:

“This is what I know/can do, so this is what I talk about and recommend”

“I always recommend _____ because that’s what I’ve seen ‘work’ the most”

“This is what I learned at school (or) what my mentor does, so it must be the most relevant.”

“We don’t offer that service, so why bring it up?”

“I’ve been doing this for so long, I don’t need to think about anything new”

“We don’t do *that* here.”

When bias becomes problematic in our work:

“Cued speech is weird and no one uses it.”

“ASL isn’t functional in the real world.”

“Listening with technology isn’t worth the effort. Your kid will always be exhausted.”

“Your kid is/will be language confused.”

**”His language is sloppy because his parents sim-commed”
*(this kid is 3)***

“It will be hard enough for your child to learn English, so your home language needs to wait.”

Parent Experiences

“Deaf kids shouldn’t use AAC. It takes away from ASL/spoken language.”

“Do they have a language preference yet?”

“Take off his technology so he can better focus on ASL”

“Deaf kids can only develop one language at a time.”

“Does he still need sign?”

“Sure, we support you. But we don’t have any resources or expertise in that area, so we can’t actually help you.”





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Beliefs About Deaf Education

BADE

WHAT -

Developed for and used in the Early Education Longitudinal Study (Allen, et.al.([2014](#)), conducted by the National Science Foundation Science of Learning Center on Visual Language and Visual Learning (VL2) at Gallaudet University.

WHY -

“...research has not systematically investigated the attitudes of parents, teachers, and school administrators about their educational beliefs and attitudes. The **lack of a reliable, valid measure of these beliefs is an impediment for studying their nature and prevalence, as well as their impact on education.**”

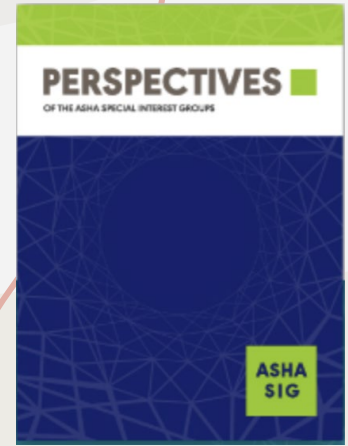
The BADE was created to remedy this issue.

BADE uses:

- Research studies on cultural and educational bias effects
- Families (though translation is lacking)
- College and grad students
- New professionals/interns/CFYs
- EI professional development
- Seasoned professionals too!



Rodriguez & Allen '18



Howerton-Fox, et.al., '22



BADE

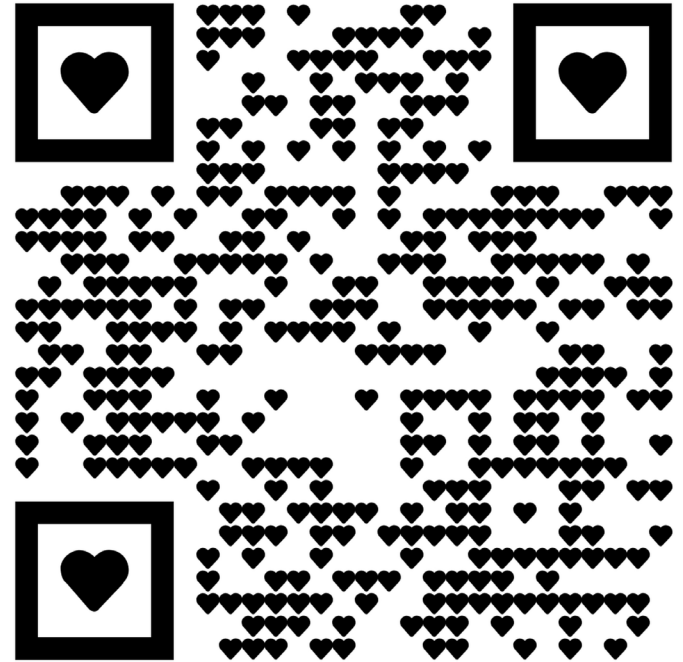


- Paper based
- 26 questions answered on a 1-5 likert scale
- Questions randomly distributed from 4 bias categories
- Free
- <https://v12.gallaudet.edu/pdf/badepackage.pdf>
 - Search “BADE assessment deaf”



*Electronic version
of part of test made for
this presentation only

[https:// tinyurl.com /2s5hbpna](https://tinyurl.com/2s5hbpna)



4 Subscales –

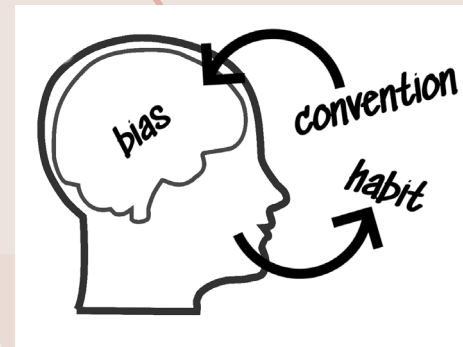
Where do your trends/ biases congregate?

1-5 likert scale:

1 = strongly disagree with the subscale

5 = strongly agree with the subscale

3 = neutral



1. Literacy through Hearing Technologies and/or Visual Support for Speech Comprehension (*e.g., speechreading, cued speech*)
2. Visual Language and Bilingualism ← You just did this part
3. Listening and Spoken Language ←
4. Difficulties Associated with Hearing Parents Learning ASL

Looking at results:

**analyze
that**

- Any surprises?
- Where do you think your trends/biases stem from?
- Can you think of people (colleagues, families, students) that could benefit from trying this self-assessment?
- Might you try it again over time to see if/how your bias has changed?

KNOW THYSELF, pt. 2

Knowing your skill sets

- Most hearing people come into the field as NFD (non-fluent Deaf adults) and/or with minimal real-life experience
- We are guests here, not owners
- There is no "one size fits all"
- ...
- How do you show yourself in Deaf spaces?
- How do you know your level of fluency in ASL?
 - Do you care to know? Why or why not?
 - Fluency is not necessarily self-determined...

How are you showing up?



How (many hearing) people define “knowing ASL”



I took TWO college courses!



As long as I know more than the baby, I'm good.



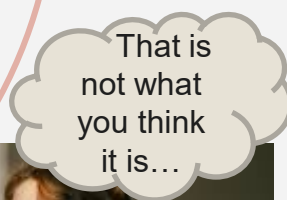
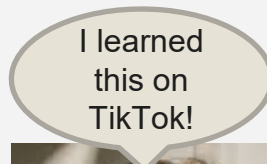
I used to know it because I had a neighbor, when I was 6, that was 75% deaf. But I forget it now.



Oh yeah! I learned it in summer camp. It was so fun!



My niece did baby sign with her baby. The baby was fluent. It was amazing.



Assessments can cause big feelings



WHY?



FEAR OF FAILURE

NOT MEETING EXPECTATIONS,
NOT ACHIEVING A NEEDED RESULT



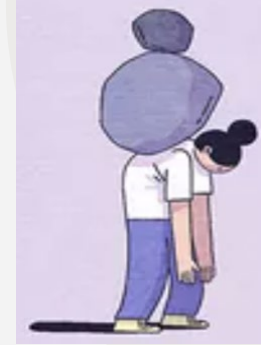
TEST ANXIETY

NOT BEING ABLE TO SHOW WHAT YOU KNOW,
MISREPRESENTING YOURSELF



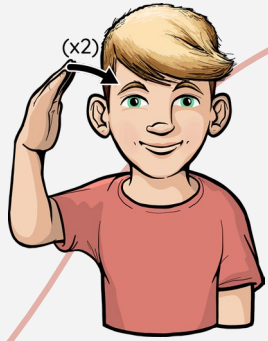
FEAR OF THE UNKNOWN

WHAT THE TEST WILL CONTAIN,
IF YOU'LL “FREEZE/BOMB” ETC.



FEAR OF HOLDING A MIRROR TO ONESELF

DO RESULTS MEAN YOU NEED TO DO SOME WORK?
WHO WILL FIND OUT?



KNOWING THYSELF =
TAKING RISKS =
ACKNOWLEDGING YOUR ACCOUNTABILITY TO
THE COMMUNITY

BADE

BIAS CHECKIN

ASL
ASSESSMENTS

SLPI
ASLAI

DEAF SPACE

WHAT DO YOU DO:
ENTER? AVOID?
ENGAGE HOW?
LANGUAGE USE?



American Sign Language[®]
Proficiency Interview

PLATFORM Video interview with one Deaf interviewer

LENGTH 20-25 minutes

AREAS Grammar, vocabulary, production/accent, fluency, comprehension

SCORING Team of evaluators will rate skills to determine a score using a 0-5 scale, with 5 being native-like proficiency

- 0-4 can have a + value
- Samples of each score available on their website



Sign Language Proficiency Interview (SLPI:ASL)

PLATFORM Video interview with one Deaf interviewer

LENGTH 20 minutes ; “Work, home/family/background, leisure/hobbies”

AREAS Grammar, vocabulary, production/accnt, fluency, comprehension

SCORING Use of localevaluators to accommodate for regional forms of ASL use

- Verbal rating scale: Novice, Survival, Intermediate, Advanced, Superior (each has a + possibility)
- Live samples of each score available on their website



TAKE AWAYS



- **BADE self-assessment:** Free, quick way to identify attitudes / biases in 4 areas related to deaf education
- The BADE has both small and large scale applications from individual providers and families to research on prevalence of trends among groups
- The BADE can be given to both new and seasoned providers as a bias “check in”



TAKE AWAYS



- Think about the interplay between your bias and how to talk to families about language. Does your bias take the wheel?
- Part of knowing oneself (for signing, hearing providers), is to have a Deaf-led assessment of your ASL skills.
 - SLPI and ASLPI – remote assessment tools available to signers at any level

The more you know of yourself, the better you can **serve your families with intentionality**.



**Barriers & Bridges to
Bimodalism:**

**Tuesday 9:40am
Orlando room**



THANK YOU

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