

**CASP Student Leader Project
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A GUIDE FOR WORKING WITH CLD STUDENTS

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WHAT DOES CLD MEAN?

Culturally and linguistically diverse (CLD) refers to students from diverse ethnic, racial, national, and language backgrounds that differ from those that typically represent the U.S majority, such as English language learners.

In 2018, the percentage of students who were English Language learners (ELLs) in the United States was 10.2 percent, whereas, in California alone, there was 19.4 percent.

Given the overrepresentation of CLD students, it is *critical* to address implicit bias in schools and promote assessment best practices when working with diverse students.

IMPLICIT BIAS

Implicit biases are the judgments or behaviors that result from subtle thought processes, which often stem from our subconscious, are automatic mental associations, and/or are without intentional c

Implicit biases may differ from an individual's explicit conscious beliefs (i.e. Teachers may assume that students from a particular ethnic background understand the current curriculum; however, the student is struggling and is not receiving the support he or she may require.)

If implicit biases are not identified and improved upon, they may manifest into explicit biases. They can become conscious thoughts that one acts on or against.

IMPLICIT BIASES EXIST IN...

- **Race and ethnicity** defined as assumptions are made about an individual based on their race/ethnicity.
- **Age** defined as assumptions are made about an individual based on their age.
- **Gender** defined as one gender is assumed to be better-suited than another.
- **LGBTQIA+** defined as assumptions are made about LGBTQIA+ individuals solely because they identify as LGBTQIA+.
- **Ability** defined as assumptions are made about an individual based on their disability status.

IMPLICIT BIAS IN SCHOOLS

- **Race and ethnicity:**

- Teachers rate the behavior of racial and ethnic minorities as more severe and are more likely to observe a negative pattern of behavior after one or two minor incidents.
- Black students are more likely to be suspended or expelled.

- **Gender:**

- Black boys and girls are more likely to receive in-school and out-of-school suspensions compared to other gender and races.

- **LGBTQIA+:**

- About 45% of the school psychologists reported observing bias and harassment of LGBTQ students in their schools once a month or more in their schools.

- **Ability:**

- Teachers were more likely to perceive Black, Hispanic, and Native American students as having a disability compared to White students. An exception to this was Asian Americans who were consistently less likely to be perceived as having a disability.

WHY IMPLICIT BIASES MATTER

Implicit biases may impact behaviors and judgments between teachers, parents, and students from diverse backgrounds.

Within the public school system, there have been issues of implicit biases that have impacted CLD families' opportunities to seek and access quality intervention services. These implicit biases have *negative effects* on minority students in that school professionals have incorrectly and disproportionately targeted minority students during the referral, assessment, and evaluation process.



STEPS TO OVERCOME IMPLICIT BIAS

1. **Introspection:** set time aside to identify your own biases; take implicit bias tests (e.g., Project Implicit)
2. **Mindfulness:** you may be more likely to act on implicit biases under pressure/stress; pause and take deep breaths before acting.
3. **Perspective-taking:** empathize with others; think about what it would feel like to be stereotyped yourself.
4. **Learn to slow down:** do not jump to conclusions; remind yourself of the positive aspects of people from other backgrounds.
5. **Individualization:** everyone has unique, individual characteristics; focus on similarities.
6. **Check your messaging:** use statements that embrace diversity.
7. **Institutionalize fairness:** embrace and support diversity across contexts.
8. **Take two:** this is a lifelong process; be patient with yourself.



CONSIDERATIONS FOR CLD ASSESSMENTS

- Language acquisition is a result of the home environment and socioeconomic status
- If possible, have a school psychologist who is fluent in the student's language when conducting assessments
- Obtain a measure of language proficiency (Woodcock Munoz; Bilingual Verbal Ability Test)
 - This will show in which language the student is more dominant and will inform further assessment
 - If Spanish is more dominant: conduct assessment primarily in Spanish (if a bilingual psych is available)
 - If a bilingual psych is not available, conduct a nonverbal measure of intelligence
 - If results are mixed, a Spanish and English assessment can be combined
 - Combined assessment: a monolingual psych will give a nonverbal or English measure and will be compared to an assessment provided by a bilingual school psychologist

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