



# Bias, Connection, Support

APRIL 2021

DEE HIATT



**LEARNING  
KEYSTONES**

- ▶ Get some paper
- ▶ Write down the name or initials of 5-10 people you trust the most
- ▶ No Family Members
- ▶ Someone you know or don't know
- ▶ Someone alive or someone deceased

## Activity



- ▶ Everyone gender is the same as yours
- ▶ Same skin color
- ▶ Same ethnicity
- ▶ Same religion
- ▶ Same socio-economic status
- ▶ Same sexual orientation

Place a checkmark



- ▶ How many people on that list have at least 1 check mark
- ▶ How many have more than 2 checkmarks?

How Many Checkmarks?



# Ethics Code 2022 – Section 1.10

- ▶ Maintain awareness of biases
- ▶ Maintain awareness personal challenges
  - ▶ mental health, financial, family, etc.
- ▶ Identify potential interference with your effectiveness
- ▶ Take steps to resolve interference
- ▶ Prevent effectiveness to be compromised
- ▶ Document all actions & outcomes



# Ethics Code 2022 – Section 1.08

## Section 1.08

- ▶ Do not discriminate against others
- ▶ Behave in an equitable and inclusive manner





We tend to  
Trust People  
Like Ourselves

AN EXAMPLE OF  
IMPLICIT BIAS

**ONE DOES NOT SIMPLY**



**STOP BEING BIASED**

If you are  
Human...

You have  
biases

# Project Implicit

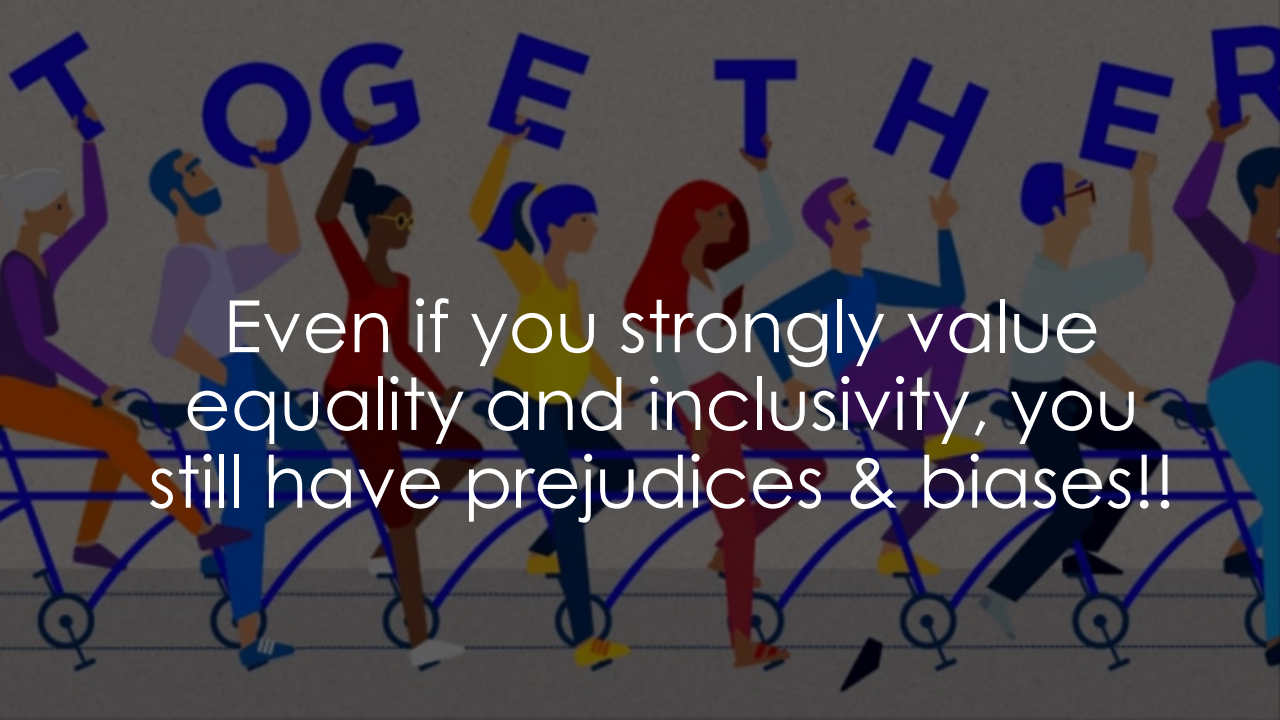
- ▶ 1970s Researchers studying racism found people quit self Identifying as racists
- ▶ 1998 Project Implicit developed a test to measure bias
- ▶ Measures the strength of association between concepts (e.g., black, gay, etc.) and evaluation (e.g., good, bad)
- ▶ Examines unconscious bias
- ▶ Do it you'll be surprised!
- ▶ Google: Implicit bias test
- ▶ [www.Implicit.Harvard.edu](http://www.Implicit.Harvard.edu)



# Implicit Bias

- ▶ Bias like behavior is neutral – not good or bad
- ▶ These thoughts and feelings will show up
- ▶ Because of our learning history we will tend to act on bias without intending to do so
  
- ▶ Ethics code requires us to do something



An illustration of a diverse group of people riding a large blue team bicycle. The people are of various ethnicities, ages, and genders, wearing colorful clothing. They are all holding up large blue letters that spell out the word "TOGETHER" in a line above them. The background is a dark grey gradient.

Even if you strongly value equality and inclusivity, you still have prejudices & biases!!

Confirmation Bias – Stuff you agree with is correct

Ambiguity Effect – Known Outcome > Unknown

Bandwagon Effect – Everyone else...

In Group Bias – Favor someone of our own group

Forer Effect – This should make sense

Priming Bias – Unrelated information influences opinion

# Common Mistake

If I understand my  
biases, I can fix them.



**ONE DOES NOT SIMPLY**



**STOP BEING BIASED**

If you are  
Human...

You have  
biases

## Common Mistake

If I understand my biases, I can fix them.

Only when I cultivate meaningful connection can I see past bias and value the people around me.

## What do we do?

- ▶ Identify Bias
- ▶ Cultivate Connections
- ▶ Choose Courage
- ▶ Apply





# Identify Bias

---

Build self-awareness

---

Mindfulness

---

Examine Relationship between our Identity and our biases

---

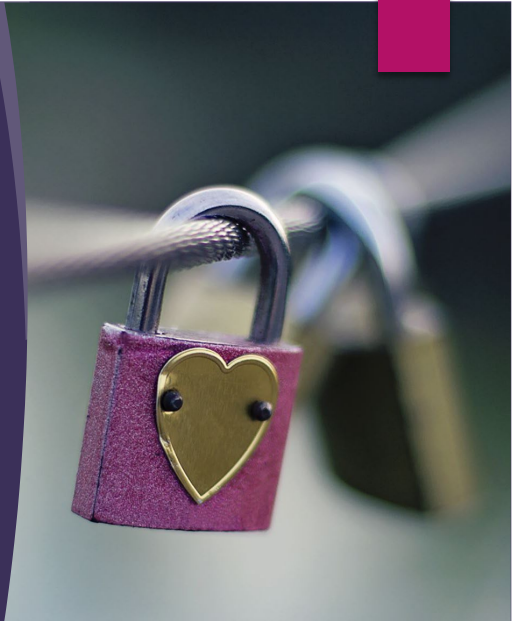
Learn about bias traps & when we are likely to rely on them

---

Consider the experiences of others

# Cultivate Connection

- ▶ Humans need to belong, feel connected, and be understood – primary reinforcer
- ▶ Approach others with curiosity & empathy
- ▶ Surprised at what we learn
- ▶ Path through bias
- ▶ We see people how they truly are & not what we perceive



# Openness

True connect requires vulnerability



Vulnerability triggers a threat response in humans



Finding courage to move through it creates connection



Courage

# Choose Courage

Courage to Identify Bias

```
graph TD; A[Courage to Identify Bias] --> B[Courage to Accept you have Bias]; B --> C[Courage to be an Ally]; C --> D[Courage to be an Advocate];
```

Courage to Accept you have Bias

Courage to be an Ally

Courage to be an Advocate

# Courage to Identify Bias



PAUSE AND  
QUESTION



CHECK YOUR  
ASSUMPTIONS



LEARN

## Courage to Accept

Its okay to have biases, prejudices,  
judgements

Accept that they will show up

Examine them be curious

Let them be

Move toward your values

# Courage to be an Ally



BE  
PROACTIVE



EXTEND AND  
INVITATION



TEAM UP WITH  
OTHERS



OFFER  
SUPPORT



BE A COACH,  
MENTOR,  
AND  
TEACHER

# Courage to Advocate



SHARE YOUR  
STORY



SPEAK UP



ENCOURAGE  
DISSENT



CREATE  
CONNECTIONS



Apply  
Everywhere



Repeat

# Who

- ▶ Clients
- ▶ Staff
- ▶ Parents/Family



# Clients

- ▶ Pair
- ▶ Acknowledge Attempts at Communication
- ▶ Responsive Interaction
- ▶ See Rapport Building on Learning Keystones Website



# Staff

▶ Adults



# Adult Learners are Different

- ▶ Self Directed
- ▶ Practical & Goal Oriented
- ▶ Emotional Barriers
- ▶ Competency and Mastery is the primary reinforcer
- ▶ Use their personal experience as a resource (learning history)
- ▶ Mechanisms/science of learning are the same as children.
- ▶ Adults come with extra baggage



# Reinforcement for Adults

The foundation of learning.



# Adult Reinforcers

- ▶ Autonomy
- ▶ Competency
- ▶ Understanding (how it fits into their understanding of the world)
- ▶ Personal value
- ▶ Adults come with extra baggage



# Reinforcers

## Natural Reinforcer

- ▶ Occurs without outside help
- ▶ Does not occur at high rate
- ▶ May not be strong
- ▶ May not be experienced
- ▶ Will maintain Bx long term

## Synthetic Reinforcer

- ▶ Manipulator of the environment
- ▶ Might occur at high rate
- ▶ Manipulate the rate
- ▶ Will not maintain Bx long term
- ▶ Cannot be available forever

# Consequences

## Natural Reinforcer

- Competence
- Understanding
- Child's reaction

## Synthetic Reinforcer

- Praise from you?
- Must be faded
- Must fade to Natural R+

# Reinforcement – More than Praise

- ▶ Praise for kid
  - ▶ Specific
  - ▶ Reinforce behavior not outcome (effort)
- ▶ Praise for Adults
  - ▶ Specific
  - ▶ Reinforce behavior not outcome (effort)
  - ▶ Way more complex

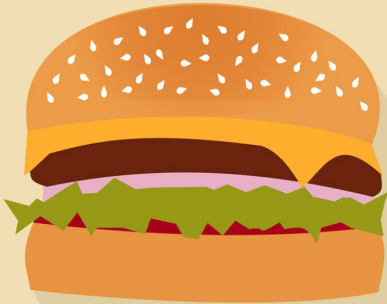


## Praise As Reinforcer

- ▶ Praise needs to be behavior specific not outcome specific
- ▶ Differentially Reinforce
- ▶ Because you intended to reinforce doesn't mean that you did
- ▶ Praise only works if the employee is motivated by your approval

**positive feedback**

**negative  
feedback**



**more positive feedback**

The  
Sandwich

# The Sandwich

- ▶ Want to lessen the sting of criticism
- ▶ No experimental study has ever shown positive effect
- ▶ **Reinforcement – Punishment – Reinforcement**
- ▶ Positive statement might act as a Sdp
- ▶ A poop sandwich is still a poop sandwich
- ▶ Might be confusing – I hear this all the time



Criticism

Aka:  
Feedback  
&  
Instruction



Calm



Direct



Short



Clear

“

Why are you judging me?

”

-EVERY ADULT LEARNER EVER



**LEARNING  
KEYSTONES**

# Judgements that might arise

- ▶ Instruction
  - ▶ They don't think I know what I'm doing
- ▶ Model
  - ▶ They are going to show me how to do my job.
- ▶ Rehearsal
  - ▶ They want me to mess up so they can tell what I'm doing wrong
- ▶ Feedback
  - ▶ Judgement, judgement, judgement



# Solutions

1. Good Relationships
2. Good Relationships
3. Good Relationships
4. Good Relationships



# Relationship

---

Find Shared Values

---

Pair, Pair, Pair

---

Understand their personal learning style and dynamic

---

Learn their definition of competency and mastery

---

Demonstrate Mutually Beneficial

---

Demonstrate Different Roles Not Different Worth

# Relationship Building Behaviors

- ▶ Establish your relationship as something that is mutually beneficial
- ▶ Casual conversation
- ▶ Show your vulnerabilities, apologize, ask for help
- ▶ Highlight when you learn something from them
- ▶ Ask their opinion
- ▶ Their decisions & choices are honored
- ▶ The behavior of decision making is reinforced
- ▶ Defer to their authority in front of the students



# Normalize Not Knowing & Making Mistakes

- ▶ Its okay not to know
- ▶ It is necessary for growth
- ▶ Co-Learning, Introspection
- ▶ Learn from those you teach
- ▶ Encourages lifelong learning
- ▶ Mutually Beneficial Relationship
- ▶ Central for cultural humility



# How To Do That

- ▶ Don't focus on outcome, focus on decision making process
- ▶ Decisions & Outcomes are different things.
  - ▶ Decision with sound logic and all the factors considered
  - ▶ Outcome still undesirable
  - ▶ Opportunity to learn
- ▶ Life is a complex game of trial & error where we learn through lots of reinforcement and punishment



This is How We Do  
Science



**LEARNING  
KEYSTONES**

**EVER TRIED.  
EVER FAILED.  
NO MATTER.  
TRY AGAIN.  
FAIL AGAIN.  
FAIL BETTER.**

SAMUEL BECKETT  
"WORSTWORD HO"

# Decision Making

The skill we are really trying to teach.



# Decision Making

Ask

Ask questions? = prompting decision making behavior

- Why did you choose that way to do it?

Explain

Explain your thought process

- I am concerned about X, so I chose Y

Provide

Provide a similar example to practice

- If you had a situation where...what would you do?

# Things to Remember!



My idea of success  
is not your idea of  
success

# Things to Remember!



Anyone  
searching for  
help deserves it

# Things to Remember!



Everyone does  
the best they can

# Things to Remember!



Give Everyone  
room to struggle  
and shine

Bringing  
Out the  
Best  
in  
People

How to Apply the  
Astonishing Power  
of Positive Reinforcement

Third Edition  
of the Classic  
Best Seller

AUBREY C. DANIELS

FROM THE LEADERSHIP EXPERTS AT FRANKLINCOVEY

THE LEADER'S GUIDE TO

UNCONSCIOUS

BIAS

HOW TO REFRAME BIAS,  
CULTIVATE CONNECTION, AND  
CREATE HIGH-PERFORMING TEAMS

PAMELA FULLER &  
MARK MURPHY WITH ANNE CHOW  
CEO, AT&T BUSINESS