



Becoming a Culturally Humble and Responsive SLP

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Objectives

- (1) Define concepts related to cross-cultural treatments and assessments and know why certain approaches are superior than others.**
- (2) Identify your own identity and how this might influence your assessment and treatment of clients.**
- (2) State what you can do to be a culturally humble and responsive SLP.**



What does a “culturally
humble” or “culturally
responsive” SLP look like to
you?



Some important definitions:

Cultural
competence

Cultural
humility

Cultural
responsiveness



Cultural Competence

An issue with **cultural competence** is that it implies that there is a set of knowledge to achieve, rather than continuous opportunities for learning.

“The ability to understand, appreciate, and interact with persons from cultures and/or belief systems other than one’s own.”

“A set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals that enables effective work in cross-cultural situations.”



Cultural Humility

Cultural humility is different from cultural competence because it focuses on self-humility rather than achieving a state of knowledge or awareness.

“The ability to *maintain an interpersonal stance that is other-oriented* (or open to the other) in relation to aspects of cultural identity that are most important to the [person]. “

“To apply cultural humility, *one must be aware of how historic oppression* against groups of people continue to affect them.”



Cultural Responsiveness

“Cultural responsiveness is a *strengths-based approach* to teaching and caregiving rooted in respect and appreciation for the role of culture in children's learning and development.”

Cultural responsiveness is the act of embedding strength-based perspectives when working with clients different from our own.



Summary

Cultural Competence

- There is a set of things to know to work with people different than us.

Cultural Humility

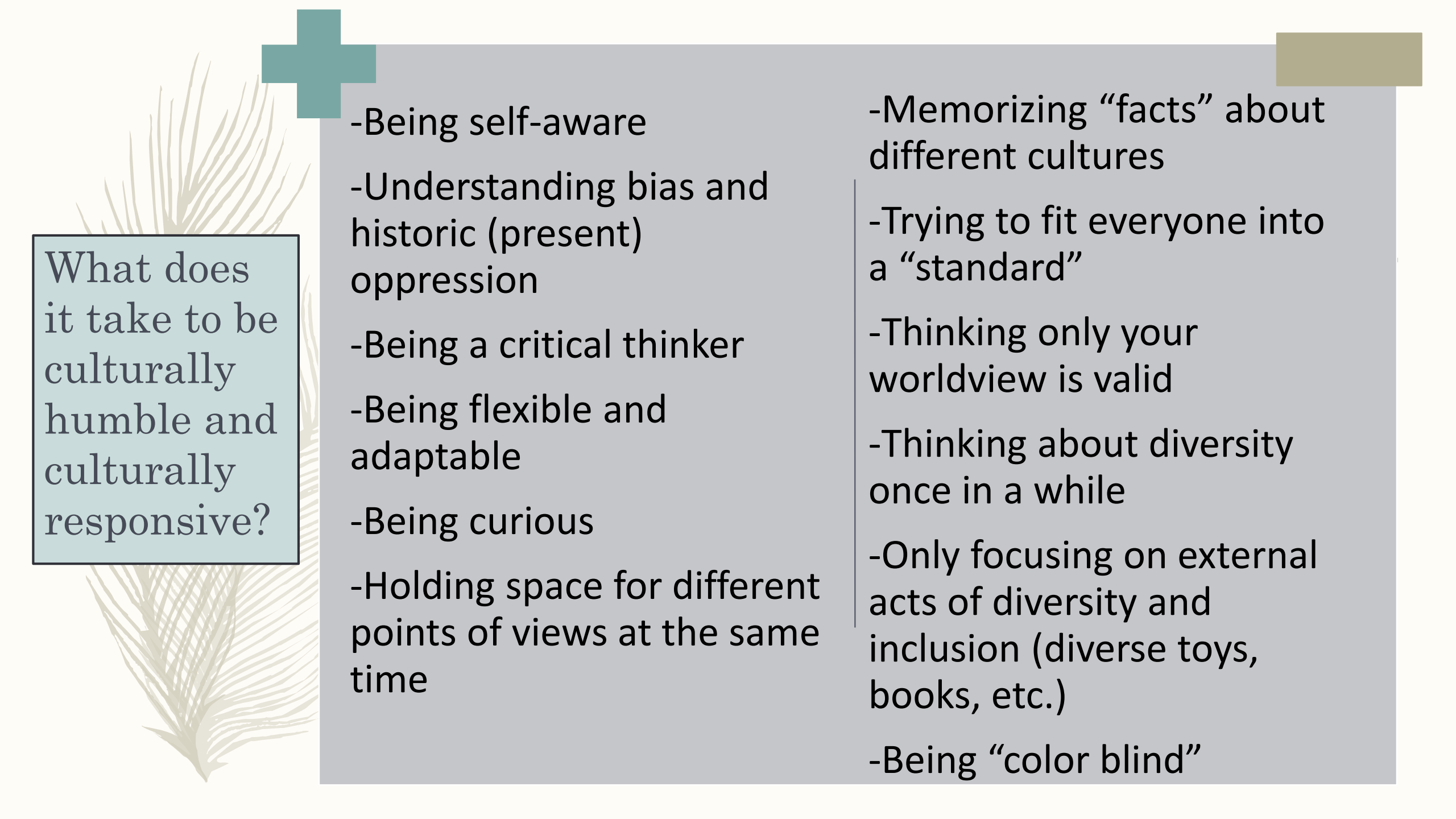
- A flexible, open approach focused on continuous learning and self-evaluation.

Cultural Responsiveness

- A strength-based approach to conducting assessments and treatments.



- What is the **main difference** between *cultural competence* vs. *cultural humility*?
- Which one do you think it's **more appropriate? Why?**




What does
it take to be
culturally
humble and
culturally
responsive?

- Being self-aware
- Understanding bias and historic (present) oppression
- Being a critical thinker
- Being flexible and adaptable
- Being curious
- Holding space for different points of views at the same time
- Memorizing “facts” about different cultures
- Trying to fit everyone into a “standard”
- Thinking only your worldview is valid
- Thinking about diversity once in a while
- Only focusing on external acts of diversity and inclusion (diverse toys, books, etc.)
- Being “color blind”



- What **proportion** of SLPs come from groups who have been (and presently are) linguistically, ethnically, and/or racialized marginalized?
- What might this mean for our field?





How do we typically discuss “multiculturalism” and “bilingualism” in our field?

What and
who is
considered to
be the
“*standard*”?

What and
who is
considered to
be “*other*”?


What is actually the “standard”?



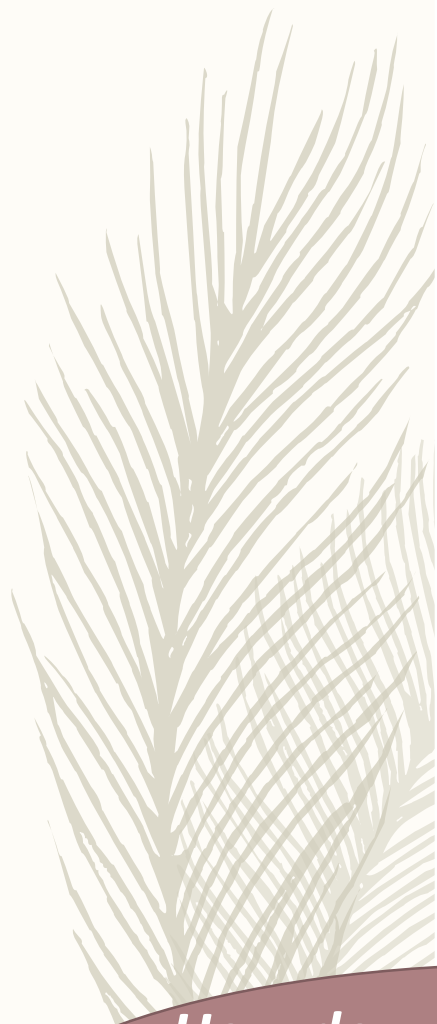
White

English-speaking monolingual

Middle to upper class




Why is *applying the “standard” problematic* when working with clients who identify with non-standardized groups?




How do we assess and treat clients in ways that are culturally humble and responsive?

Standardized way of assessing and treating clients	Cultural humble/cultural responsive way of assessing and treating clients
<ul style="list-style-type: none">• Standardized assessments• One single medical history questionnaire• Applying English monolingual norms• Defaulting to White, monolinguals from middle to upper class as the standard	<ul style="list-style-type: none">• Assess bilinguals in their two languages and use a home language questionnaire• Applying different forms of evaluation, including dynamic assessments, informal assessments, and appropriate standardized tests• Using a strength-based approach that fosters people's bilingualism• Applying ethnographic interviewing• Being self-aware of implicit biases, your own background, and being respectfully curious about other people's backgrounds



Strength-Based Perspectives about Bilingualism



Bilingualism as an asset

Dual
Language
Learner

Bilingual

Multilingual

English-centric

English
Language
Learner

English
Learner

English
proficient



Implicit Bias

- “A *bias that results from the tendency to process information based on unconscious associations* and feelings, even when these are contrary to one’s conscious or declared beliefs.”

Examples:

Holding purse tighter when seeing a Black gentleman walk you by.

Assuming that a Latinx professor is not as competent as a White professor.




We all have
implicit biases!

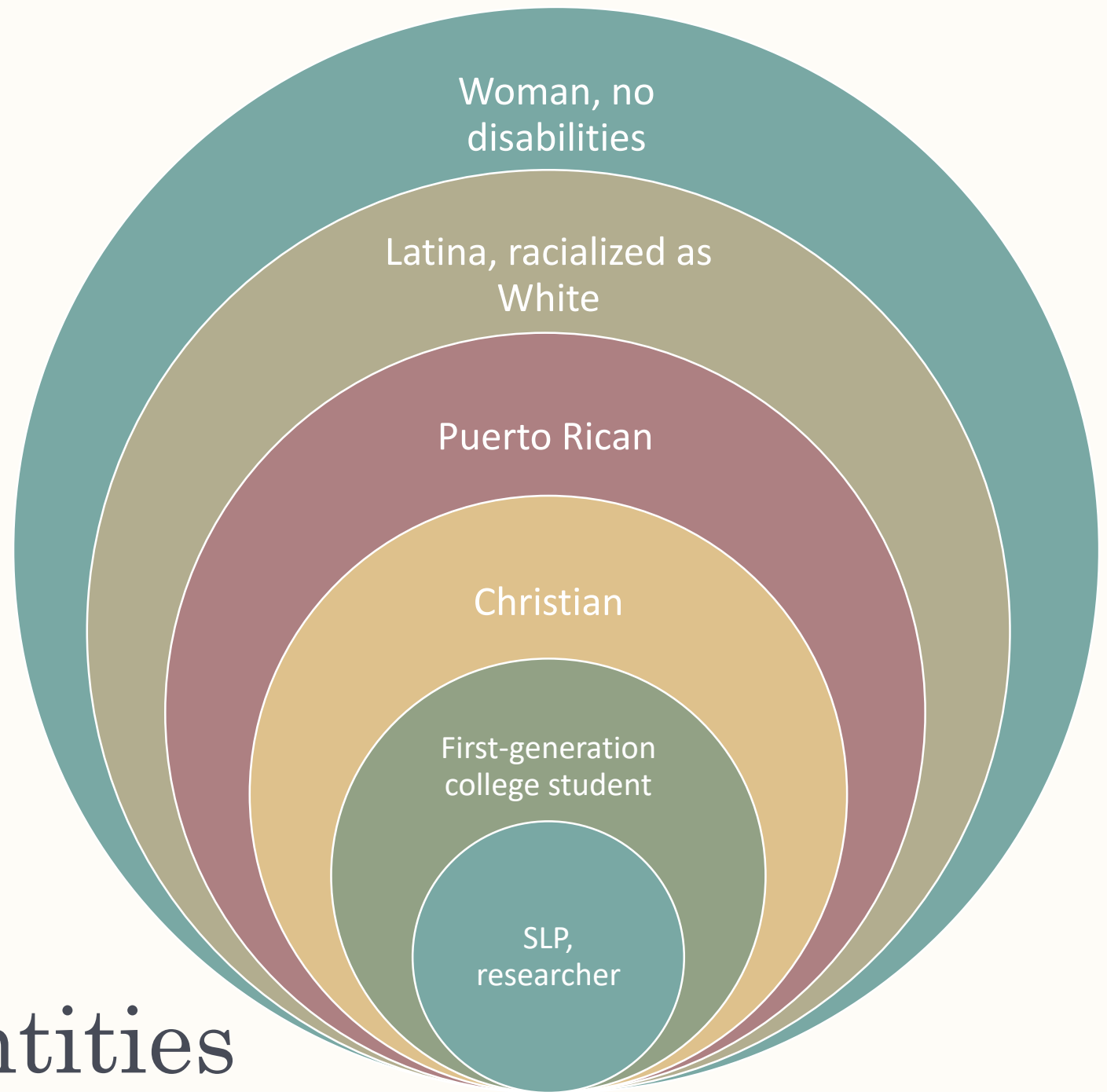


What do SLPs bring to the table?

1. **Technical knowledge of communication disorders, assessments, and treatments**
2. **Personal experiences, beliefs, worldviews**
3. **Implicit biases**



Often times, we start talking about diversity and bilingualism by focusing on the “others” first. However, it's **best to start by knowing ourselves first.**



Intersectionality

My Identities

What have I experienced as a person with my identities?

"SLPs are needed in Florida because of all the Spanish-speakers."

"If you need help with your English, let me know."

"You need accent reduction."

"Surely, your mother did not teach you colors because you are Spanish."

"Do you even know anything about bilingualism? I don't mean you speak Spanish."

"You only got scholarships because you are Latina."

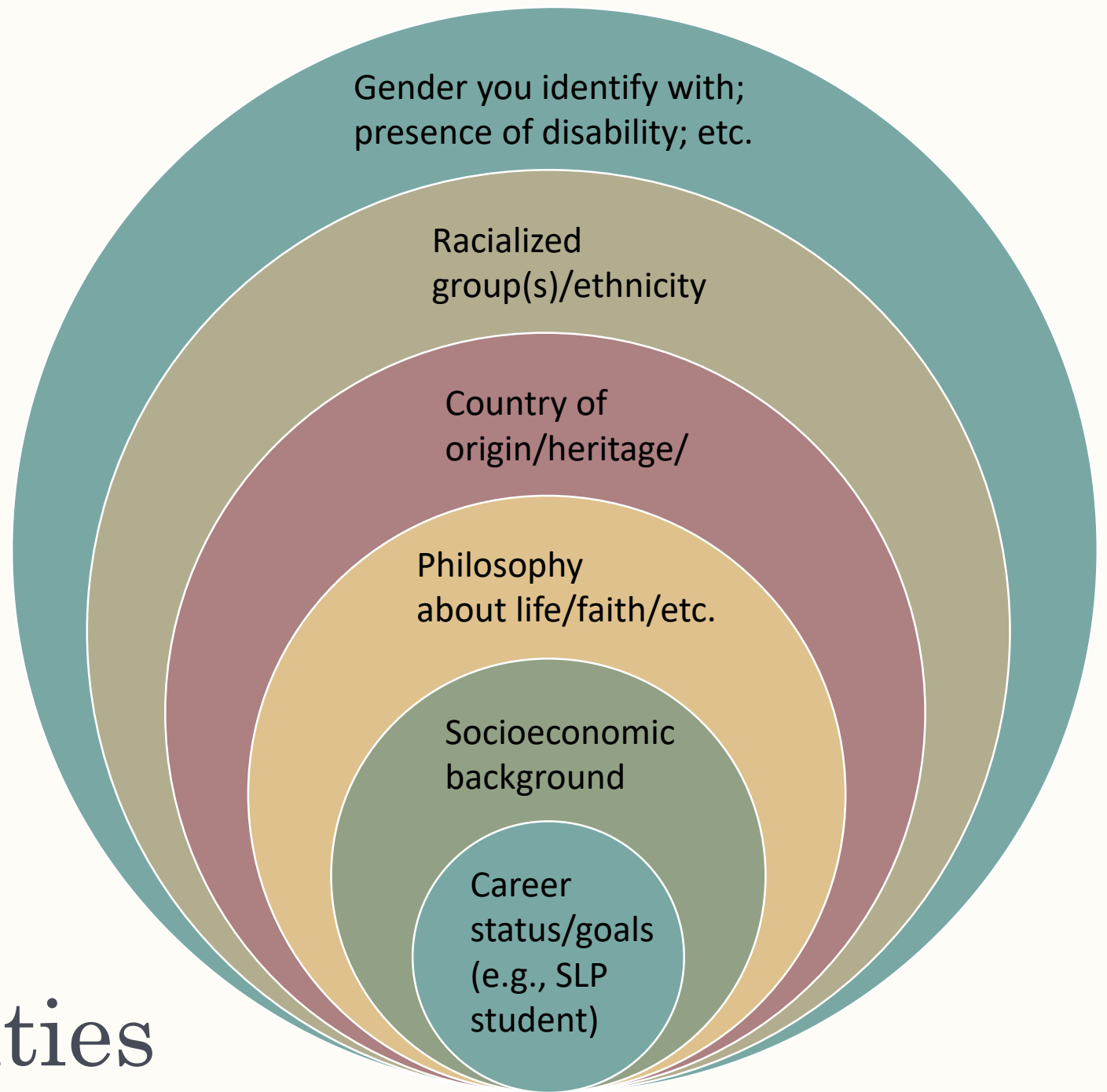
"Oh, I remember those kids who would get bused to our schools from the ghetto."

"I just want to be Spanish like you so I can dance, plus I love tacos."

"Your people [Latinx] are usually domestics."



My Identities





- How do you think your **identities influence your perspectives** and worldview?
- Based on your identities, what things **might you be aware of?** What could be some **potential “blind spots”**?
- How could your **identities influence** your future assessment and treatment?



If you identify with a group that has historically been oppressed/underrepresented...

You belong in this field

You have something valuable to offer

You can succeed in this field

You are smart and capable

You can become a culturally humble and responsive SLP

You can show up as your full self



If you identify with as the group that is “standardized” in this country....

You do not need to
feel guilty for who
you are

It is normal to feel
defensive and
angry at times

It is OK not to
know and to learn.
Give yourself
grace.

You can become a
culturally humble,
responsive SLP

You matter to our
field

You can show up
as your full self



Resources on Cultural Humility

- [SLP Private Practice in Color: Cultural Humility in SLP](#)
- [Dr. Maria Brea Spahn's Reflection as an SLP who is Minoritized](#)
- [NYU BLLING Resources](#)
- [Book: *Culturally Responsive Practices in Speech, Language, and Hearing Sciences*](#)
- [NAYEC Reading Your Way to a Culturally Responsive Classroom](#)
- [ASHA's Resources on Cultural Competence*](#)
- [HablaDLL.org](#)
 - [Resources for bilingual assessment and treatment](#)
 - [Why addressing racism is part of working with DLLs](#)



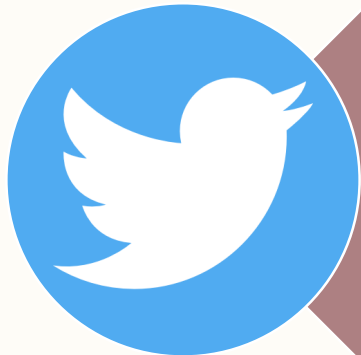
Accounts to Follow on Social Media



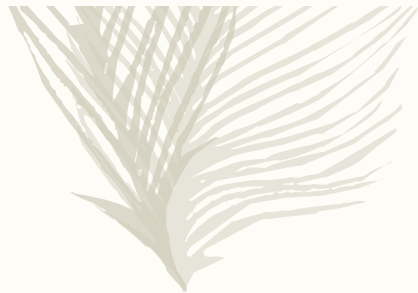
SLP Private Practice in Color
Bilingual Phonology Lab



SLPs of Color
The Conscious Child



Dr. Jose Medina
Nelson Flores





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Questions?

Thank you!

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