



MANAGING IMPLICIT BIAS FOR LAW ENFORCEMENT

FACILITATOR'S GUIDE – SUMMARY

This manual was adapted and prepared by the Director of Training for Law Enforcement, Law Enforcement and Community Security group for use by ADL staff members and per diem facilitators. This document is for internal use and is not to be distributed or shared.

ABOUT THE ANTI-DEFAMATION LEAGUE

The Anti-Defamation League (ADL) is one of the nation's premier civil rights and human relations agencies. Founded in 1913 as the civil rights arm of B'nai B'rith, one of the country's oldest Jewish fraternal organizations, ADL's mission was set out in its charter "to stop the defamation of the Jewish people" and "to secure justice and fair treatment for all." In other words, the League's mission is to fight anti-Semitism and all forms of hate. ADL's founders understood that protecting the Jewish people from intolerance and discrimination could not be accomplished in isolation, but required that the organization work to protect all people from bigotry and injustice. These two pillars have guided ADL since its inception and are the driving force behind the League's work in its second century.

ADL began as two desks in an office of a Chicago law firm. Today, ADL has 27 regional offices throughout the United States, an office in Jerusalem, headquarters in New York City and more than 300 professional staff members. ADL has grown into the nation's largest provider of educational resources and training on diversity, bias and stereotyping. Recognized as the leading organization in the fight against bias-motivated crimes, ADL created the model hate crimes statute that is now in place in 45 states and the District of Columbia and chaired the coalition of more than two hundred organizations which helped secure passage of the 2009 federal hate crimes legislation, the Matthew Shepard and James Byrd, Jr. Hate Crimes Prevention Act.

ADL is the nation's most respected non-governmental authority on extremism and terrorism. Through its Center on Extremism, ADL monitors and investigates extremist groups and movements, ranging from White Supremacist and neo-Nazi skinheads to international terrorist groups.

ADL AND LAW ENFORCEMENT

ADL works extensively with law enforcement, providing federal, state, and local agencies with more resources and expertise on issues ranging from extremism and hate crimes to building trust with the community and implicit bias than any other private organization. Together with education, working with law enforcement is designated one of ADL's two "signature" or core programs which are critically important to the League's efforts to combat all forms of hate and "secure justice and fair treatment for all."

It was ADL's expertise on extremism that first led law enforcement to ask the League for help in addressing the threat posed by pro-Nazi organizations in the early 1940s. By the 1980s ADL was offering law enforcement training on extremism and hate crimes. ADL's Managing Implicit Bias for Law Enforcement (known initially as Anti-Bias for Law Enforcement) was created in the early 2000s and extensively revised in late 2017.

ADL subject matter experts and per diem facilitators train thousands of law enforcement personnel every year in four content areas: extremism, hate crimes, core values, and implicit bias. ADL's largest law enforcement training program, *Law Enforcement and Society: Lessons of the Holocaust*, a joint program with the United States Holocaust Memorial Museum, has trained 130,000 officers since its founding in 1998. The full-day training examines the history of the Holocaust and its implications for police today and is intended to strengthen officers' understanding of their role in our democracy and their relationship to the people they serve.

ADL is deeply respected within law enforcement for its integrity and credibility, for the accuracy of our information, reports, and expertise, for the quality of its training and skill and dedication of the men and women who deliver it.

GOALS OF MANAGING IMPLICIT BIAS

ADL offers practical, evidence-based programs for law enforcement professionals that promote fairness, equity and respect.

This training introduces a series of tools and practices designed to enhance law enforcement professional capacity to reduce the impact of unconscious biases. During this training, participants will deepen their understanding of relevant key terms and concepts; unpack assumptions, perceptions, and perspectives related to identity, culture, stereotyping and discrimination and identify how these concepts intersect with their policing practices. The training provides a conceptual framework and equips participants with tools to enhance interpersonal and community relationships. Specifically, law enforcement professionals who participate in this training will be able to:

- Identify key concepts such as identity, culture, bias, prejudice and stereotyping and their relevance to law enforcement practices.
- Understand implicit bias and how it impacts perceptions held by law enforcement and the communities they serve.
- Strengthen capacity to manage bias in oneself and others.

THE THEMATIC SEQUENCE OF THE MIB AGENDA

The recommended model for a full or half day agenda follows a sequential process that moves participants through the training elements listed below:

- I. Opening (Welcome, Introductions & Ground Rules)
- II. Introductory Activity
- III. Definition of Implicit Bias
- IV. Source(s) of Implicit Bias
- V. Relationship between Diversity and Implicit Bias
- VI. The Impact of Stereotypes & Perception
- VII. The Role of Leadership & Community Engagement
- VIII. Tools and Practices for Managing Implicit Bias

The opening activities are designed to establish an environment conducive to open discussion. Use this space to provide useful background information on the program (goals, premises, ongoing work) and establish the foundation for the remainder of the agenda. These activities are designed to build trust, but also to stimulate awareness around the core truth of implicit bias: that it is unconscious yet manageable.

The middle of the agenda furthers defines implicit bias, heavily emphasizing the science. The objective is to do more than merely raise participants' awareness but to leave them with a better understanding of how and why their brains function the way that they do. Activities and discussions related to diversity, stereotypes, and perceptions are designed to address the ongoing discomfort that many law enforcement officers and agencies feel when addressing implicit bias. It's important to convey that ADL does not see law enforcement as the sole

“holders” of implicit bias; in fact, implicit bias is present in all of us. There are multiple dimensions to managing implicit bias that require understanding how significant a role perception plays in the conversation around law enforcement and bias.

The discussion and activity related to leadership and community engagement, intended only for full-day engagements with senior leaders (e.g., those that have supervisory, managerial or community engagement related responsibilities) helps participants to become aware of challenges inherent in engaging with the community around MIB and some practices for overcoming such challenges.

The final session is skills-oriented, walking participants through a simple self-assessment exercise for imparting series of tools/practices (tested in a final scenario-based activity) that they can use to manage implicit bias.

The closing session is used primarily to elicit feedback through the use of written evaluations. However, it’s also an opportunity to reflect on the day’s learning. Wherever possible, the closing session should be used to motivate and inspire participants, leaving them with a sense of commitment to future action.

IMPLICIT BIAS MASTERY SKILLS

STANDARD	BENCHMARKS
UNDERSTANDING THE LANGUAGE OF IMPLICIT BIAS Participants can identify key concepts such as identity, culture, bias, prejudice and stereotyping and their relevance to law enforcement practices.	<i>Participants will:</i> <ul style="list-style-type: none"> • Identify experiences that have unconsciously shaped their identity, assumptions about other people and their worldview. • Increase their understanding of the links between identity and bias. • Understand definitions of general and specific terms related to implicit bias. • Increase their understanding and ability to articulate the distinction between explicit and implicit bias.
UNDERSTANDING THE IMPACT OF IMPLICIT BIAS Participants can understand implicit bias and how it impacts perceptions held by law enforcement and the communities they serve.	<i>Participants will:</i> <ul style="list-style-type: none"> • Increase their understanding of the multiple perspectives that exist in any situation and the potential of one's perspective to influence perceptions and behavior. • Increase their understanding of the influence of unconscious bias on the development of individual attitudes and behavior
MANAGING IMPLICIT BIAS Participants can strengthen capacity to manage bias in themselves and others.	<i>Participants will:</i> <ul style="list-style-type: none"> • Improve ability to self-assess actions and thoughts related to unconscious bias. • Develop and use a variety of strategies for managing the impact of implicit bias.

TRAINING MODULES

Module 1: Introductions, Learning Outcomes, & Ground Rules

This opening presentation introduces participants to the Anti-Defamation League, the objectives of the workshop, agenda, any logistical issues, and provide a space for introductions. The facilitator will also use this time to elicit participant's expectations, and personal objectives and set ground rules sometimes referred to as norms. This is important for creating a safe environment that is conducive to learning and discussion.

Activities: The Handshake and/or the Paper Activity

These activities serve as icebreakers. The purpose of both is to illustrate, in a simple way, the "unconscious" things our brains handle for us. One activity asks participants to introduce themselves in a way in which is in direct contrast with an (American) culturally understood "way" of introducing oneself and the other demonstrates visually how individuals can interpret even a straightforward set of instructions differently. Both activities underscore that everything we intake – what we see, hear smell, taste or touch is filtered through our unconscious biases or thoughts. We interpret things through our own individual lens.

Module 2: What is implicit bias?

The purpose of this session is to introduce the definition of implicit bias – emphasizing the difference between implicit and explicit bias. The facilitator's objective is to help participants understand that having an implicit bias does not make them a bad person. Everyone has implicit biases. It is also something that we cannot wholly eradicate from our thought processes because unlike explicit bias, implicit bias is unaware, involuntary, and unintentional. However, by understanding what it is and where it comes from (covered in the next discussion), participants can learn how to manage the impact of implicit bias on their behavior. During this session, facilitators use simple imagery to help the distinction between implicit and explicit bias to drive home the point that implicit bias is unaware, involuntary, and unintentional.

Activity: Case Study Analysis

Depending on the amount of time allocated for the training, the facilitator will follow Module 2 with a small group exercise. This activity asks participants to review one (or more) case studies that help to illustrate the nuance of explicit versus implicit bias. In small groups, participants analyze these scenarios; identifying whether bias is present; if so, whether it is implicit or explicit bias; and, finally, describing what he or she would have done differently (to lessen the impact of bias on the outcome of the scenario). Each case study is based on a different aspect of bias; e.g., one addresses race-related bias whereas another touches on gender-related bias and so forth. Case studies are selected based on the needs of the particular training group.

Module 3: Where does implicit bias come from?

The objective of this session is to introduce participants to some of the science of implicit bias. The facilitator will explain how the brain creates cognitive shortcuts and schemas to help organize information. Then, she or he will walk participants through the various types of data the brain relies upon to create these schemas (culture, personal experience, stereotypes). It is important to communicate that implicit bias is grounded in facts, not theories. This is something our brains just “do.” The facilitator will illustrate just how quickly our brain can fill in the blanks (and misperceive something) using an image (that tends to “trick” the brain). Depending on the amount of time allocated for the training, the facilitator may also ask participants to volunteer their own examples of schemas, break participants into small groups to discuss such examples, or lead a group discussion on the impact of schemas. Additionally, the facilitator may also choose to introduce a frank discussion about the limitations of implicit bias training; the arguments against implicit bias (e.g., criticisms) and discuss, if there is time.

Activity: How Did You Learn

If there is time, the facilitator may follow Module 3 with an activity designed to illustrate the influence of culture, traditions, and personal experience on explicit and implicit biases. This exercise asks participants to reflect individually for a few moments on how we “learn” to be who we are from a gender/sex/race/ethnicity/culture perspective.

Module 4: The diversity iceberg

This module serves as a transition point to a more in-depth discussion of diversity, stereotypes, prejudice, and discrimination. The iceberg serves as a metaphor for our limited understanding of diversity. We tend to understand a person’s identity at a very surface level; e.g., relying on characteristics that are readily observable (above the waterline). However, much of what comprises our identity is not visible (below the waterline). The facilitator will either introduce this model through presentation and discussion, or facilitate a simple, but powerful exercise asking participants to “fill in” the iceberg (e.g., identifying what sorts of identities – such as gender, ethnicity, religion, etc. are above, at or below the waterline).

Activity: Step Forward, Step Back

The facilitator may choose to follow Module 4 with an activity; the purpose of which is to illustrate how institutional power structures, learned experience, personal and cultural identity shape us in ways of which we are not always consciously aware. The facilitator may choose to do this activity twice – once with participants completing it based on their own identity and lived experience and once with participants completing it while imagining the identity and lived experience of another, using prepared role cards assigned at random.

Module 5: Stereotypes and perceptions

The purpose of this session is to dig a bit deeper into the impact of stereotypes – not just stereotypes we hold as individuals, but stereotypes others may hold of us. The facilitator will emphasize that when it comes to relationships with the community, especially relationship impacted by stereotypes, implicit bias is a two-way street. Just as a police officer’s unconscious bias or sets of schemas is informed by his or her culture (including organizational culture), personal experience, traditions, and identity; so, too, is the explicit or implicit bias of the individual with who s/he is about to interact. If there’s time, the facilitator may choose to include an optional activity asking participants to reflect on how they want to be perceived by the community, how they are perceived and how these (often) contrasting perceptions impact relationships. If there is enough time, the facilitator will usually facilitate a longer discussion following this module. This is a great place to explore notions of “police culture,” the relationship between identity and perception and other key concepts.

Activity: Perception and Community Engagement

Adapted from *Law Enforcement and Society: Lessons of the Holocaust*, a police training program created by ADL and the United States Holocaust Memorial Museum, this activity asks police officers to think about how the community perceives them in contrast with how they would like to be seen. Touching on stereotypes held by others, it reminds participants that implicit bias is something we all experience, whether our own or that of the individual with whom we are interacting.

Module 6: Bridging the Gap

The purpose of this discussion is to place the management of implicit bias in a larger context. It is something that can be learned, from an awareness perspective, in a classroom - but rarely does classroom learning have a long-term impact on behavior without a commitment to ongoing collaboration with the community. The most successful law enforcement agencies pair this kind of classroom learning with a commitment to immersive, mindful policing – meaning that officers participate in activities that place them in groups towards which they have an implicit bias and practice mindful engagement. This module serves as a segue to the more skills-based activities to follow.

Module 7: Leading Change¹

This presentation introduces the concept of “transformational leadership” to participants. For those that have participated in leadership development programs, particularly executive leadership training, this may be a familiar term. For others, it is likely new. The facilitator will

¹ Note: **Leading Change** and the following activity, **Developing a Shared Vision**, are typically ONLY conducted for law enforcement leaders; e.g., individuals with supervisory responsibility or significant community engagement responsibilities.

explain what transformational leadership is, noting that though TL is typically thought of as an individually-based skill or capacity, it can apply in the group context. Then, he or she will describe the qualities of a transformational leader, and how those are relevant to law enforcement.

Activity: Developing a Shared Vision

This activity helps demonstrate the fundamentals of transformational leadership. To complete the activity successfully, participants will have to adopt a participatory, inclusive approach to managing a specific task. The activity is designed to place significant obstacles in their path that only a transformational leadership approach will be able to overcome. The activity can be modified to meet specific departmental needs (or the needs of a particular unit). E.g., the task can be a “real” task or a hypothetical task.

Module 8: Engaging Mindfully

This very short presentation and exercise introduce participants to the notion of resiliency and mindfulness as skills/tools to use in combating implicit bias. During the presentation, participants are reminded of the very real stresses of the job and the relationship between stress and reliance on the implicit bias (to make decisions). Mindfulness, which can take many forms, is an excellent way to proactively manage stress, and thus reduce the impact of implicit bias on decision-making.

Module 9: Implicit Bias Spectrum

The purpose of this session is to introduce a tool for participants to use to assess their existing capacity and needs in preparation for the concluding sessions. The presentation and discussion of the spectrum can be contracted or expanded, depending on the time allocation. The facilitator will either simply describe the spectrum and ask participants to reflect individually where there are (and where they would like to be) or the facilitator will have participants physically move to a point in the room designated as matching a particular point on the spectrum. In this case, the facilitator would then moderate a deeper discussion regarding each category within the spectrum.

Module 10: Implicit Bias Tools

The purpose of this session is to introduce a series of practical tools/tactics for participants to use to manage the impact of implicit bias on their behavior and actions. The facilitator will explain that “managing implicit bias” isn’t something that can be mastered in a one-day training. Like any skill, it requires practice and refreshing. The facilitator will then introduce and model (through skits if necessary) four different types of strategy: (a) substitution, which is primarily a reactive tactic; (b) perspective-taking, which can be either proactive or reactive; (c) exposure, a proactive approach; and (d) individuation, also a proactive strategy. If necessary,

the facilitator is equipped with several skits that demonstrate how each strategy can work.

Activity: Small Group Strategy Practice

The purpose of this activity is to provide participants an opportunity to discuss and practice applying each strategy to a series of short scenarios. Participants are divided into small groups, given several scenarios, and asked to discuss. Depending on the amount of time available and comfort level of the overall group, the facilitator may close by asking each group to model one of the strategies for the whole class.

Activity: Choose Your Own Adventure²

This activity is a scenario-based exercise designed to test the extent to which participants can employ the tools learned throughout the day. Participants are given a link to an online implicit bias “game” which they are each asked to “play.” Participants are given only a very short amount of time (five minutes) to complete the scenario. The facilitator typically concludes the activity with a debrief, asking what choices each participant made (and why).

Module 11: Closing

The facilitator closes the training by either briefly thanking participants for their time and contributions, then distributing an evaluation form to be completed onsite. Alternatively, if more time is available, the facilitator will close with a brief reflective/inspirational (e.g., goal setting) activity.

² Note: Ideally, participants are provided a version of the **Choose Your Own Adventure** Activity in advance of the training. This version, which is completed using an anonymous survey tool, allows facilitators to evaluate participants responses and thus evaluate their progress (e.g., what impact the course had on their decisions).

