

## RESOURCES: Bias in Evidence-Based Assessment

### Articles

- Campbell, T., Dollaghan, C., Needleman, H., & Janosky, J. (1997). Reducing bias in language assessment: processing-dependent measures. *Journal of Speech, Language, and Hearing Research*, 40, 519-525. <https://pubs.asha.org/doi/10.1044/jslhr.4003.519#>
- Easton, C., & Verdon, S. (2021). The influence of linguistic bias upon speech-language pathologists' attitudes toward clinical scenarios involving nonstandard dialects of English. *American Journal of Speech-Language Pathology*, 30, 1973-1989. [https://doi.org/10.1044/2021\\_AJSLP-20-00382](https://doi.org/10.1044/2021_AJSLP-20-00382).
- Girolamo, T, Ghali, S, Campos, I, & Ford, A. (2022). Interpretation and use of standardized language assessments for diverse school-age individuals. *Perspectives of the ASHA Special Interest Groups*, 7, 981-994. [https://doi.org/10.1044/2022\\_PERSP-21-00322](https://doi.org/10.1044/2022_PERSP-21-00322).
- Nelson, M. & Wilson, L. (2021). Implicit bias and multilingual assessment in school-based speech-language pathologists. *Perspectives of the ASHA Special Interest Groups*, 6, 1690-1704. [https://pubs.asha.org/doi/10.1044/2021\\_PERSP-21-00113](https://pubs.asha.org/doi/10.1044/2021_PERSP-21-00113)
- Oetting, J. B, Gregory, K.D., & Rivière, A. (2016). Changing how speech-language pathologists think and talk about dialect variation. *Perspectives of the ASHA Special Interest Groups*, SIG 16, 1, 28-37. <https://pubs.asha.org/doi/10.1044/persp1.SIG16.28>
- Petersen, D.B., Gragg, S.L., & Spencer, T.D. (2018). Predicting reading problems 6 years into the future: dynamic assessment reduces bias and increases classification accuracy. *Language, Speech, and Hearing Services in Schools*, 49, 875-888. [https://pubs.asha.org/doi/10.1044/2018\\_LSHSS-DYSLC-18-0021](https://pubs.asha.org/doi/10.1044/2018_LSHSS-DYSLC-18-0021)

### ASHA Practice Portal Resources

#### **Cultural Competence/Responsiveness**

- American Speech-Language-Hearing Association. (n.d.). *Cultural responsiveness* [Practice Portal]. <https://www.asha.org/Practice-Portal/Professional-Issues/Cultural-Responsiveness/>.
- Cultural Competence Check-Ins: [Cultural Competence Self-Assessment Tool](#)
- Issues in Ethics: Cultural & Linguistic Competence: [Statement](#)

#### **Collaborating with Interpreters**

- American Speech-Language-Hearing Association. (n.d.). *Collaborating with Interpreters, Transliterators, and Translators*. [Practice Portal]. <https://www.asha.org/Practice-Portal/Professional-Issues/Collaborating-With-Interpreters/>.

### Related Resource Pages

- [ASHA Evidence Maps](#)
- [Dynamic Assessment](#) – Micro course (4, 30-minute modules)
- [Evidence-Based Practice \(EBP\)](#)

See especially:

- [Bias, Appraisal Tools, & Levels of Evidence](#)
- [Evidence-Based Practice Catalog](#)

[Statistics Refresher](#)  
[Multicultural Affairs & Resources](#) – see especially, Practice Resources  
[Social Determinants of Health](#)

#### ASHA Leader Articles

[Look at Your Blind Spots](#) – Vol. 22, Issue 11, “From My Perspective”

[The Identification Conundrum](#) – Vol 19, Issue 11, “Feature”

[Asking the Right Questions in the Right Ways](#) – Vol 8, Issue 8 (Strategies for Ethnographic Interviewing)

#### Other resources

[Harvard Implicit Association Test](#)