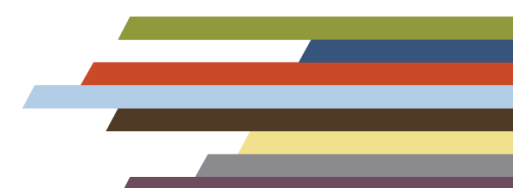


Lobby Question

When you hear the term “equitable language,” what words or ideas come to mind?

Please write your answers in the chat.





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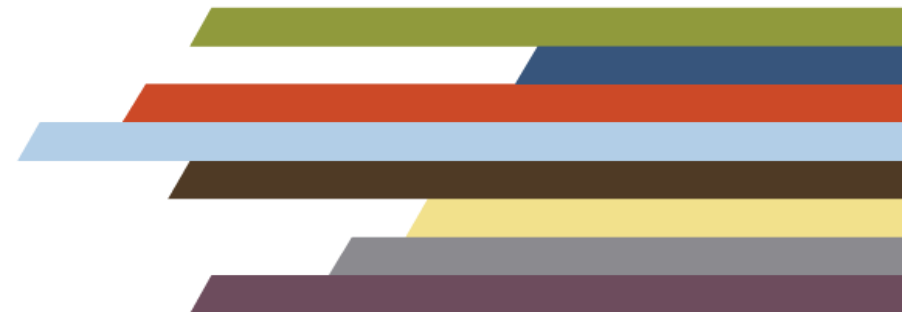
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Equitable Language: Why it Matters

Presenters

Sarah Gabriella Hernandez, PhD, Senior Research Associate
Education Development Center (EDC)

Ivy Jones-Turner, MPA, Training and Technical Assistance (T/TA)
Specialist, EDC



Technical Information

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At the time of this publication, Miriam E. Delphin-Rittmon, Ph.D., served as Assistant Secretary for Mental Health and Substance Use in the U.S. Department of Health and Human Services and the Administrator of the Substance Abuse and Mental Health Services Administration. The opinions expressed herein are the view of the presenters from the Northeast & Caribbean PTTC and do not reflect the official position of the Department of Health and Human Services (DHHS), SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this document is intended or should be inferred.

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Presented in 2023.

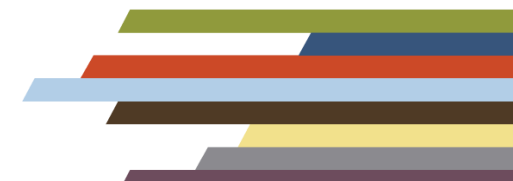
This webinar is being recorded. Following the event, we will share the recording with participants and post on our website.



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Evaluation

Please take the time to complete a brief evaluation:

<https://ttc-gpra.org/P?s=330078>



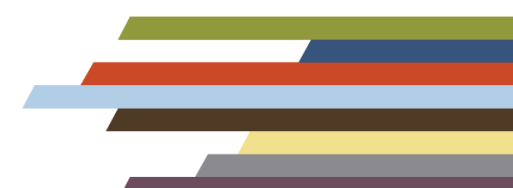
Your feedback is appreciated!



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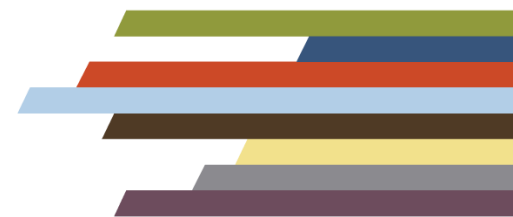
The use of affirming language inspires hope.

LANGUAGE MATTERS.

Words have power.

PEOPLE FIRST.

The PTTC Network uses affirming language to promote the application of evidence-based and culturally informed practices.

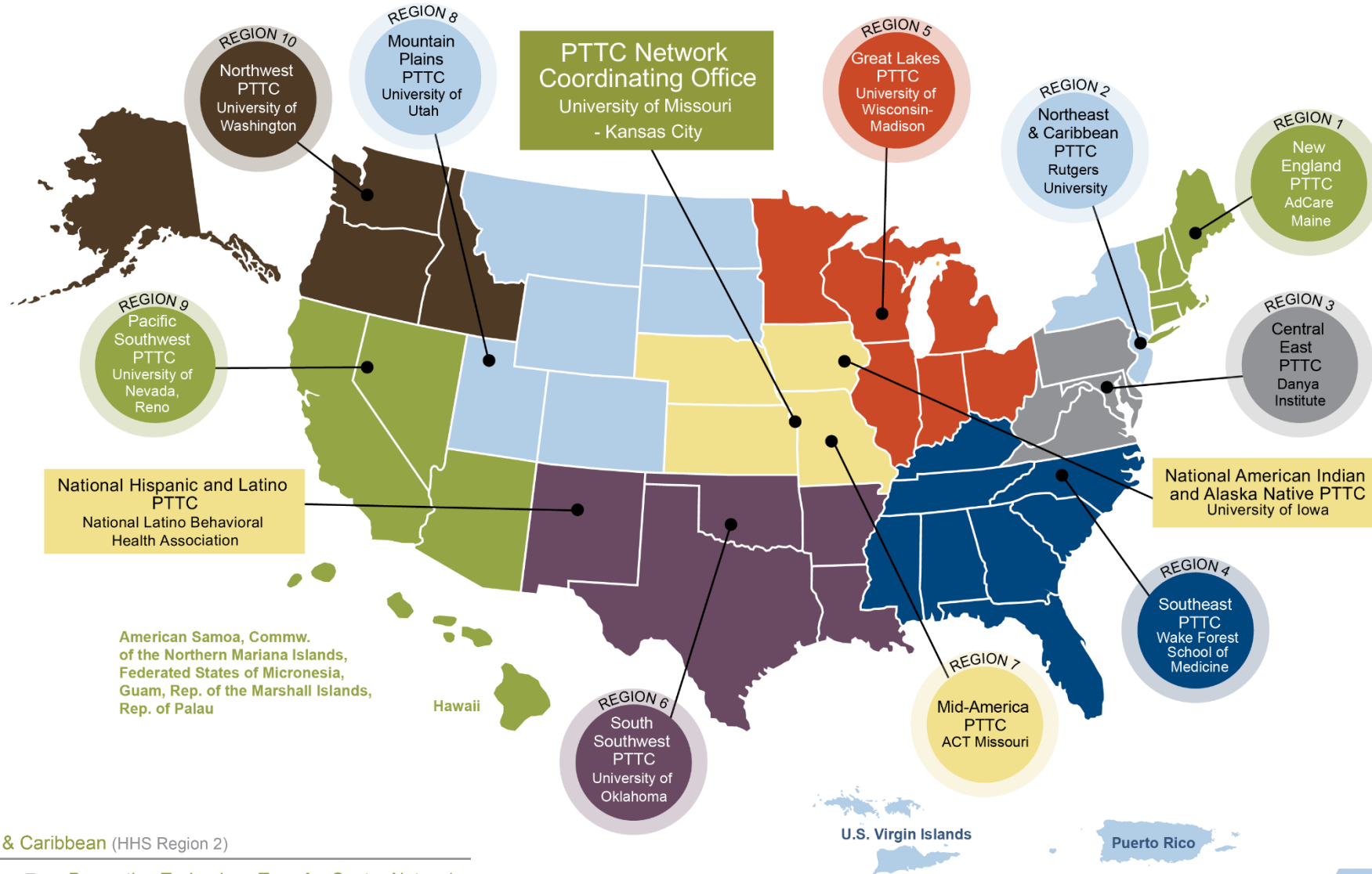




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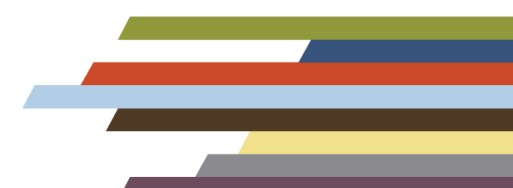
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Presenters



**Sarah Gabriella
Hernandez**

Senior Research Associate
EDC



Clare Neary

Project Coordinator
PTTC Region 2,
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Ivy Jones-Turner

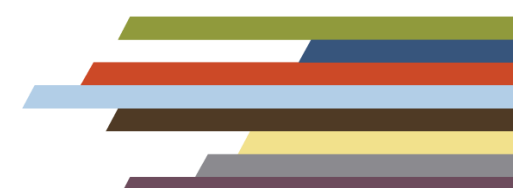
T/TA Specialist,
PTTC Region 2,
EDC



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Learning Objectives

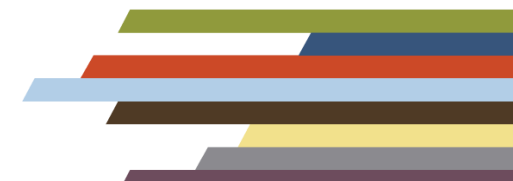
- Define “equitable language” to support prevention efforts to reach their intended audience
- Learn about the benefits of using equitable language in communication tools and events
- Identify strategies for using equitable language as part of a community engagement approach when building partnerships and sharing information with communities of focus



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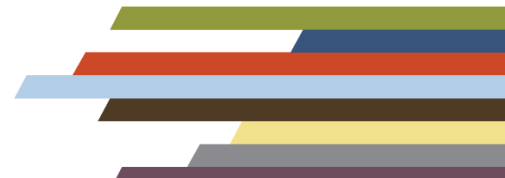
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Road Map

- Define equitable, strengths-based and person-first language
- Recognizing and using equitable language
- Practicing and using equitable language
- Using equitable language when communicating with individuals, communities, and broader audiences

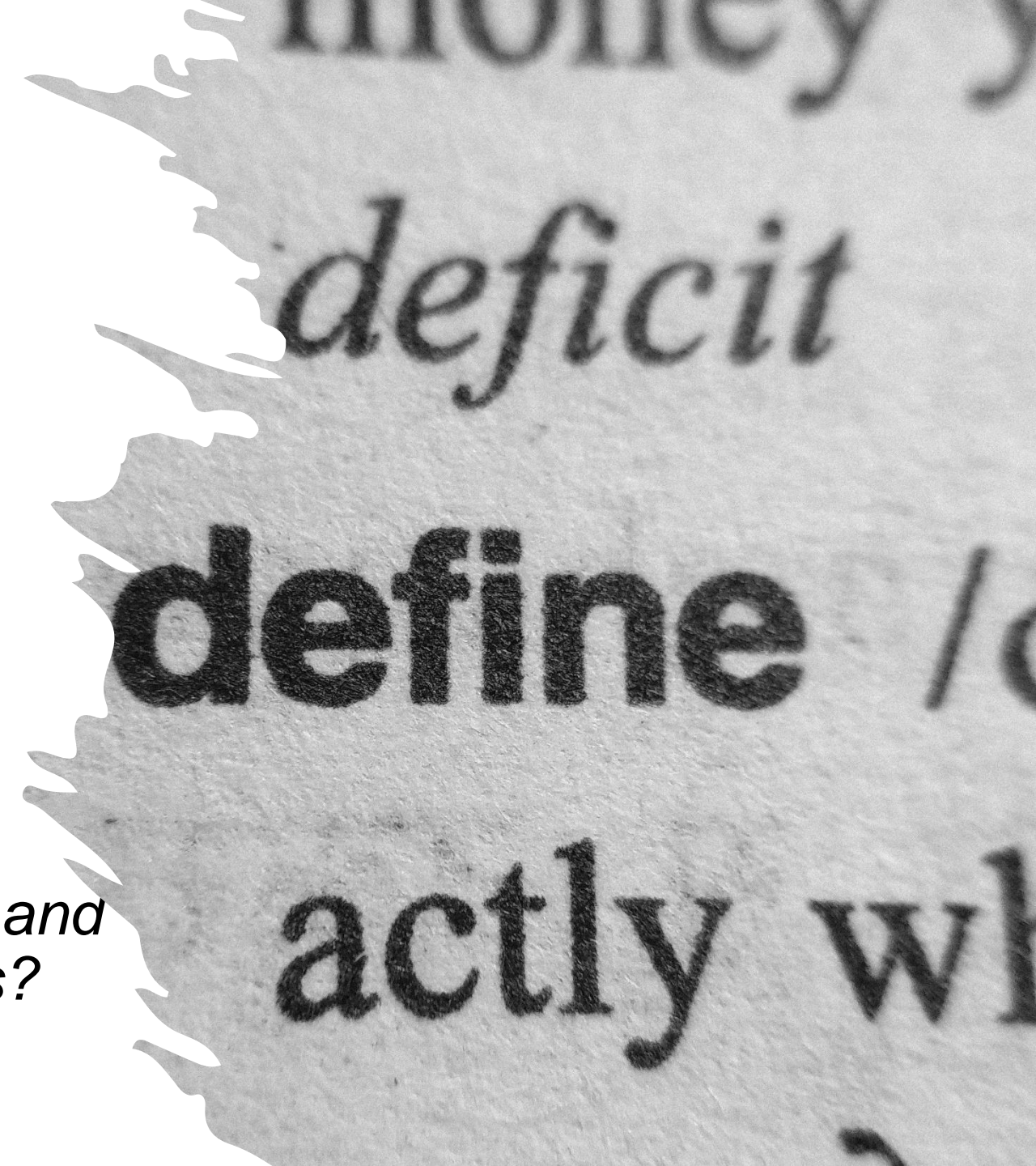


Equitable Language Defined

Some Terminology

- Strengths- or Asset-based language
- Person-first language
- Stigma-free language

What other ways have used language to communicate about and with individuals and communities?



What is Equitable Language?

Equitable Language is more than just the words...

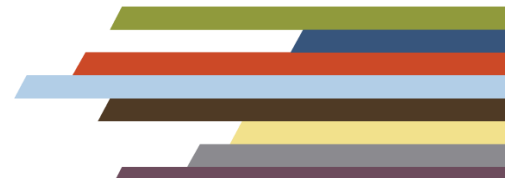
- Intentionally and consciously thinking and learning about the context in which words are communicated
- Using language that is respectful, affirming, and strengths-based
- Working to avoid reinforcing stereotypes, biases, or discriminatory attitudes about the individuals or communities



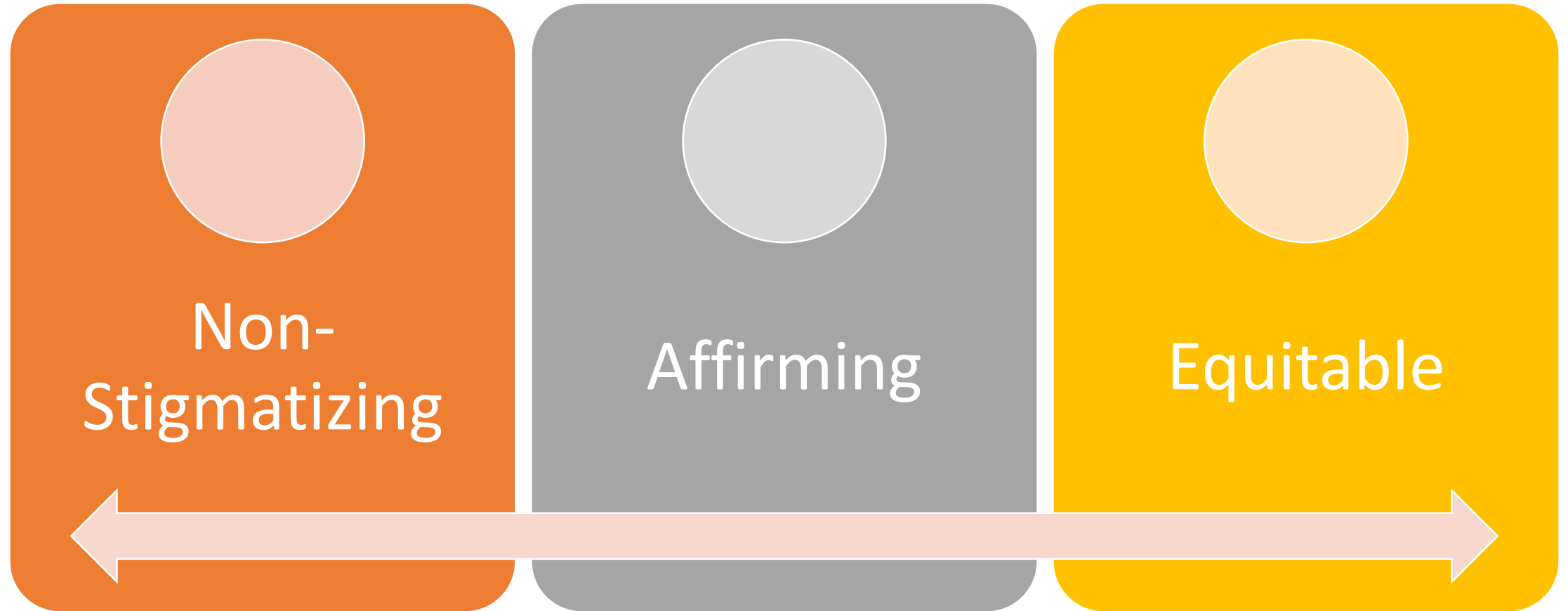
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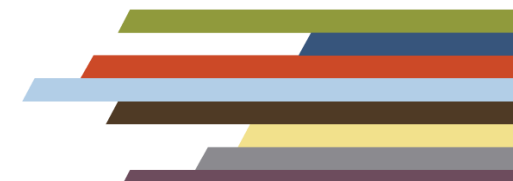


Continuum of Language



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Equitable language aims to:



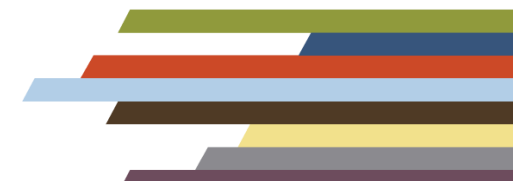
- Name and reference contextual and systemic issues that create/created inequities.
- Respect and seek to use preferred language for self-identification.
- Focus on strengths and opportunities.
- Emphasize agency and efficacy; avoid referring to people as a disability, legal status, crime, or circumstance.
- Use the active voice to emphasize agency and the actor.
- Foster awareness and sensitivity to historical origins or cultural contexts of harmful language.
- Be adaptive and flexible to the evolving nature of language.



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Equitable Language generally avoids:



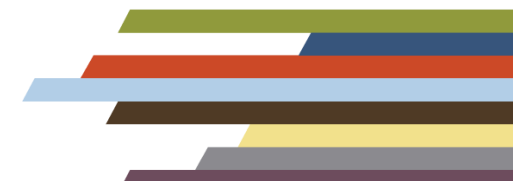
- Using language that appropriates, stereotypes, labels or is diagnostic.
- Describing people or communities in terms of their perceived deficits.
- Prescribing external solutions based on comparison to normative standards.
- Using generalized rather than specific terms for groups.
- Using gender/gendered pronouns that reinforce assumptions of gender.
- Using language with origins that developed through appropriation, oppression, colonialism or stereotypes.



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Equitable Language is not prescriptive

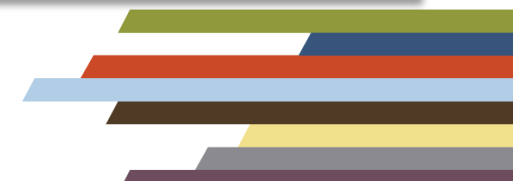
- Language is cultural, nuanced, and always changing.
- Using equitable language is not solely about making sure you use the “right” terms or being “politically correct.”
- Equitable language considers the impact that words have on those who read or hear them.



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Knowledge Check and Practice

You will see a series of polls. Please determine which phrase you think uses equitable language based on your experience. Your responses are anonymous.



Equitable Language in Practice

Equitable Language Reflection Questions



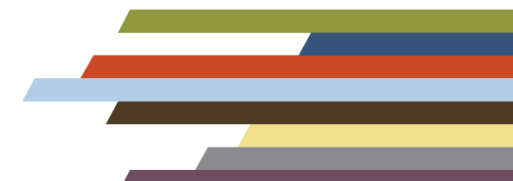
1. Who am I communicating about and who is my audience?
2. Whose point of view is central?
3. Who is left out of the story?
4. What unexamined biases or stereotypes might be included?
5. As the storyteller, what's your position and relationship to the subject(s)?
6. What does the communication assume about the reader?



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Equitable Language in Practice

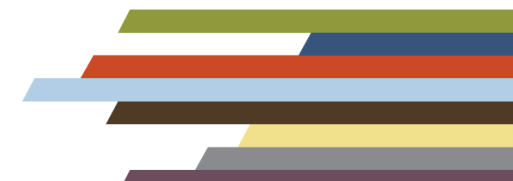
- Learn about equitable language in online resource guides
- Use equitable language in communications and materials
- Engage in conversations about language with your team
- Offer opportunities for your audience to contribute to your language use
- Increase opportunities to provide context that explains inequitable systems and conditions that lead to disparities and problems



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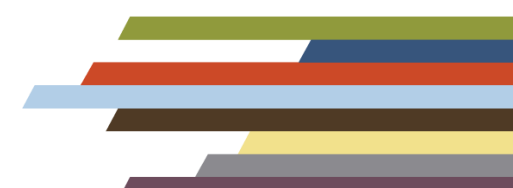
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Question

How are you currently using equitable language?

How do you want to start using equitable language?



Using Equitable Language to Support Community Engagement

Learning About Communities

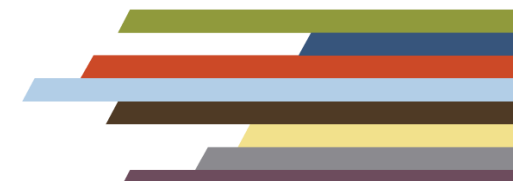
- Do your research on the communities and/or populations you work with to understand their context and history
- Self-assess with the equitable language self-reflection questions
- Ask how the community and/or group defines themselves
- Build in time to establish shared, equitable language with the communities you engage with
- Build in opportunities for communities to communicate and share about themselves



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A Note on Trauma-Informed Language



- For our work together on this project, we want to use language that's inclusive of trauma-informed efforts broadly

Instead of....

- Trauma-Informed **Care** (TIC)
- **Serving clients and patients**
- Trauma-Informed **Screenings**



We'll use...

- Trauma-Informed **work, efforts, practices, approaches**
- **Supporting people and communities**
- Trauma-Informed **Resources and Tools**
- **Building resilience and healing**

Do you have other examples of inclusive language?

The Spectrum of Community Engagement

INCREASING IMPACT ON DECISION-MAKING

INFORMING	CONSULTING	INVOLVING	COLLABORATING	EMPOWERING
Providing balanced and objective information about new programs or services, and about the reasons for choosing them. Providing updates during implementation.	Inviting feedback on alternatives, analyses, and decisions related to new programs or services. Letting people know how their feedback has influenced program decisions.	Working with community members to ensure that their aspirations and concerns are considered at every stage of planning and decision-making. Letting people know how their involvement has influenced program decisions.	Enabling community members to participate in every aspect of planning and decision-making for new programs or services.	Giving community members sole decision-making authority over new programs or services and allowing professionals to service only in consultative and supportive roles.

Adapted from the IAP2 Public Participation Spectrum, developed by the International Association for Public Participation.

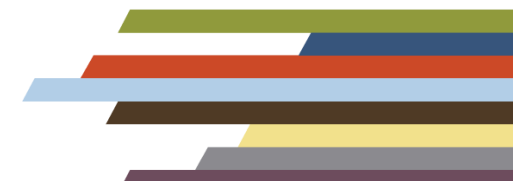
Note: Engagement activities can include community surveys, neighborhood outreach projects, partnerships with grassroots organizations, public meetings, and efforts to select community representatives.



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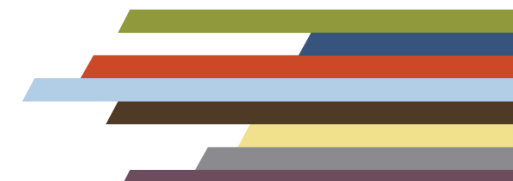
Communication and Dissemination Plans

- Learning about your audience can help you build out communication plans
- Tailor dissemination materials and strategies to your audience



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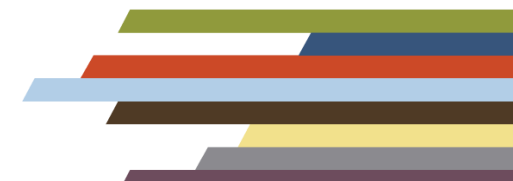
Disseminating to different Audiences

Product or Deliverable	Audience	Beliefs/ Assumptions that might impact their engagement?	What You Want Them to <u>Think</u> ?	What do you want them to <u>Feel</u> ?	What do you want them to <u>do</u> ?	What language should I consider using for this audience?	What would be the best medium for engagement?



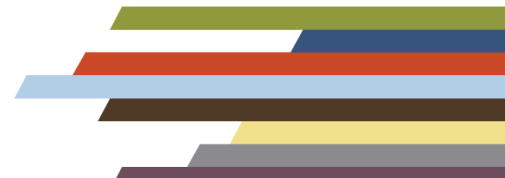
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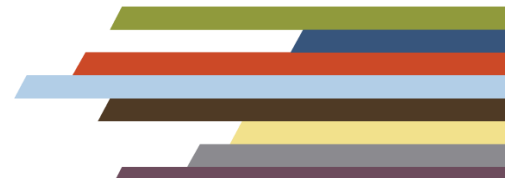
Discussion

How could you (or) do you use equitable language to support community engagement?





Questions?



Evaluation

Please take the time to complete a brief evaluation:

<https://ttc-gpra.org/P?s=330078>



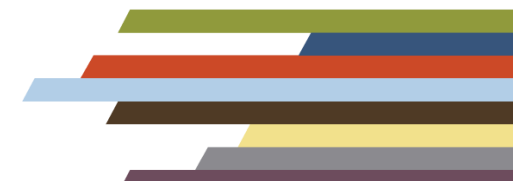
Your feedback is appreciated!



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Thank You!

If you have questions or comments, don't hesitate to contact:

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<https://pttcnetwork.org/centers/northeast-caribbean>

And, Join our Mailing List!

<https://pttcnetwork.org/centers/northeast-caribbean-pttc/nec-subscription-page>



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Resources

- [University of Washington's Equitable Language Guide](#)
- [Conscious Style Guide](#)
- [The Diversity Style Guide](#)
- [National CLAS Standards](#)
- [A Comprehensive Culturally Responsive Glossary: Concepts to Increase Awareness Towards Health Equity](#)
- PTTC's Webinar Series: Change as an Opportunity for Growth
 - [Part 1](#)
 - [Part 2](#)



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