

### Facilitator Instructions

This exercise has a behavioral focus -- Showing respect; Assessing understanding; Communicating equitably

- Equitable communication: using language and behaviors that provide the other person with what they need to understand and participate fully in the conversation, rather than using the same language and behaviors with all people
- Set stage for a supportive learning environment
- When scoring, unsure = no
- Pause to allow reflection
- Coach from discomfort – help learners to identify what they are least confident about
- Link back to bias when appropriate – how might actions reinforce or mitigate bias

Examples and space for more notes:

Language and behavior examples (by question number)

1. Introduction should include first and last name and role
  2. 'May I ask what name you prefer I use in our conversation?' 'May I ask how you like to be addressed?'
  3. 'Can you please repeat that?' '[say name] did I get that right?' 'I'm sorry, I know you told me how to pronounce your name but I've forgotten, can you please tell me again/remind me...'
  4. 'is this a convenient time'
  - 5.
  6. Questions include 'It may be helpful for you to know why we're doing this work, why it is important' or simply says 'we're doing this because \_\_\_\_'
  7. Vocal inflection, warmth, emotion, empathic tone (not monotone), a volume that can be heard and understood without shouting
  - 8.
  9. Does not repeat slang or potentially judgmental language used by SP
  10. Encourages questions and doesn't interrupt: 'what questions do you have for me?' pauses
  11. Checks for understanding without condescension - 'Please let me know if I am making sense.' 'I talk about these topics all the time, and sometimes I skip over things because of that so please let me know...' 'It is important for me to communicate this clearly so please let me know what I can explain better.'
  12. Camera angle may impact ability to assess body language including facial expression – arms open or at side, some movement (not crossed); turns towards the learner
  13. Assess prior knowledge - 'before I begin, please let me know what experience you've had with \_\_\_\_ (insert topic)'; note that background does not necessarily equate to prior knowledge
  14. Uses clear, succinct phrases with pauses adapted to improve the individual's understanding
  15. Explains necessary technical terms and uses lay terms
  16. Comfort with oral communication may involve preferred language, volume (if hard of hearing)
- Adjusts communication in response to cues (oral or nonverbal)
  - What if the participant comments 'that is an unusual name' this is an opportunity for feedback about the word 'unusual' -- what other ways might they say that